



# ALAGAPPA UNIVERSITY

(A State University Established in 1985)

Karaikudi - 630003. Tamil Nadu, India



## FACULTY OF MANAGEMENT DEPARTMENT OF TOURISM AND HOTEL MANAGEMENT



### B.Sc., CATERING SCIENCE & HOTEL MANAGEMENT

## REGULATIONS AND SYLLABUS

(For the candidates admitted from the  
Academic Year 2022 - 2023)

**DEPARTMENT OF TOURISM AND HOTEL MANAGEMENT  
B.Sc., CATERING SCIENCE AND HOTEL MANAGEMENT**

**SYLLABUS AND REGULATIONS**

[For the candidates admitted from the Academic Year 2022 – 2023 onwards]



**ALAGAPPA UNIVERSITY**

(A State University Accredited with “A+” grade by NAAC (CGPA: 3.64) in the Third Cycle and  
Graded as Category-I University by MHRD-UGC)  
Karaikudi -630003, Tamil Nadu.

**ALAGAPPA UNIVERSITY**  
**DEPARTMENT OF TOURISM AND HOTEL MANAGEMENT**  
Karaikudi -630003, Tamil Nadu.

**REGULATIONS AND SYLLABUS-(CBCS-University Department)**  
**[For the candidates admitted from the Academic Year 2022 – 2023 onwards]**

Name of the Department	: Tourism and Hotel Management
Name of the Programme	: B.Sc., Catering Science and Hotel Management
Duration of the Programme	: Full Time (Three Years)

**Choice-Based Credit System**

A choice-Based Credit System is a flexible system of learning. This system allows students to gain knowledge at their own tempo. The student shall decide on electives from a wide range of elective courses offered by the University Departments in consultation with the Department committee. Students undergo additional courses and acquire more than the required number of credits. They can also adopt an inter- disciplinary and intra-disciplinary approach to learn, and make the best use of the expertise of available faculty.

**Programme**

“Programme” means a course of study leading to the award of a degree in a discipline.

**Courses**

‘Course’ is a component (a paper) of a programme. Each course offered by the Department is identified by a unique course code. A course contains lectures/ tutorials / laboratory / seminar / project / practical training / report writing / Viva-voce or a combination of these, to meet effectively the teaching and learning needs.

**Credits**

The term “Credit” refers to the weightage given to a course, usually in relation to the instructional hours assigned to it. Normally in each of the courses credits will be assigned on the basis of the number of lectures/tutorials /laboratory and other forms of learning required to complete the course contents in a 15-week schedule. One credit is equal to one hour of lecture per week. For laboratory/field work one credit is equal to two hours.

## Semesters

An Academic year is divided into two Semesters. In each semester, courses are offered in 15 teaching weeks and the remaining 5 weeks are to be utilized for conduct of examination and evaluation purposes. Each week has 30 working hours spread over 5 / 6 days a week.

## Departmental committee

The Departmental Committee consists of the faculty of the Department. The Departmental Committee shall be responsible for admission to all the programmes offered by the Department including the conduct of entrance tests/selection, verification of records, admission, and evaluation. The Departmental Committee determine the deliberation of courses and specifies the allocation of credits semester-wise and course- wise. For each course, it will also identify the number of credits for lectures, tutorials, practicals seminars etc. The courses (Core/Discipline Specific Elective/Non-Major Elective) are designed by teachers and approved by the Departmental Committees. Courses approved by the Departmental Committees shall be approved by the Board of Studies. A teacher offering a course will also be responsible for maintaining attendance and performance sheets (CIA -I, CIA-II, assignments and seminar) of all the students registered for the course. The Non-major elective programme and MOOCs coordinator are responsible for submitting the performance sheet to the Head of the department. The Head of the Department consolidates all such performance sheets of courses pertaining to the programmes offered by the department. Then forward the same to be Controller of Examinations.

## Programme Educational Objectives - (PEO)

PEO - 1	To enable the students to have global career opportunities.
PEO - 2	To make the students to understand the various platforms of the hospitality industry.
PEO - 3	To enforce the student's maximum ability in the hands-on trainings.
PEO - 4	To produce young entrepreneurs in the hospitality industry.
PEO - 5	To enhance the students to acquire the technological trends in the hotel industry.
PEO -6	To enable the students to get depth knowledge in major departments of the hotel industry.
PEO -7	To equip students with a solid understanding of the fundamental concepts, theories, and principles related to catering science and hotel management.
PEO - 8	To provide students with hands-on experience in various areas such as food preparation, menu planning, food safety and hygiene, front desk operations, housekeeping, and event management.
PEO - 9	To cultivate professionalism, ethical behavior, and leadership skills among students.
PEO - 10	To prepare students for successful careers in the catering and hospitality industry.

### Programme Specific Objectives - (PSO)

PSO - 1	To make the students fit into customer oriented services like housekeeping, front office and food and beverage service.
PSO - 2	To make the students professionally skilled in food and beverage in all cuisines, bakery and confectionery, food & beverage service, front office and housekeeping.
PSO - 3	To make the students to be future entrepreneurs in the hospitality industry.
PSO - 4	To enable the students to handle foreign customers by learning foreign languages.
PSO - 5	To make the students to be familiar with the working environment and fit to handle managerial problems in the hotel industry.

### Programme Outcome - (PO)

PO - 1	Students acquire fundamental knowledge and skills on various departments in hospitality industry.
PO - 2	Gain knowledge and experimental skills on food production, F&B Service, HK & FO and other hospitality departments
PO - 3	Acquire learning skills and attitudes essential for hotel industry.
PO - 4	Enhance the students ability to face various situations and problems arise in hotel industry and to overcome the emergency situation.
PO - 5	Developing students creativity to increase the performance level of students in leading roles in hotel industry.
PO - 6	Familiarize the students with latest technologies and tools practice in hotel industry.
PO - 7	Create platform on analyzing market trends and consumer activities to identify opportunities for innovation and improvement in the food industry.
PO - 8	Gain knowledge on communication skills in Tamil, English and French.
PO - 9	Explore opportunity of students to become as a future entrepreneur in various hospitality industry.
PO - 10	Ability to develop a platform to real work environment to gain knowledge and skills in the department of Hospitality sector.

### Programme Specific Outcome - (PSO)

PSO - 1	Understanding of the functional areas of the Hospitality Industry.
PSO - 2	Analyze and evaluate professional preparation, presentation and service of quality foods.
PSO - 3	Determine the local culinary tradition, operational management, organizational structure, staff allocation, inventory management, and standard recipe in world wide.

PSO - 4	Understand the skills of advanced preparation of Alcoholic and Non-Alcoholic beverages, international cuisine, Hotel recreating and Event planning in Hotel Industry.
PSO - 5	Creating a platform to become skilled professional in various food sectors and to become an innovative entrepreneur.

### Eligibility for admission

Age: The upper age limit for admission will be 21 years as on 1st July 2022. However,

i) a relaxation of 5 years is permitted for Physically Handicapped

ii) a relaxation of 3 years is permitted for SC / ST / BC / MBC / DNC candidates and female candidates beyond 21 years for the admission.

- A pass in 10 +2 system of Higher Secondary Examination or its equivalent with minimum of pass
- A pass in 10 and 3 Yrs Diploma in Catering science and Hotel Management obtained from the Institution supported by AICTE (or) any recognised University (or) approved by National Council for Hotel Management and Catering Technology (NCHMCT) (or) Directorate of Technical Education.

### Medium of Instruction: English

### Minimum Duration of programme

The programme is for a period of three years. Each year shall consist of two semesters viz. Odd and Even semesters. Odd semesters shall be from June / July to October / November and even semesters shall be from November / December to April / May. Each semester there shall be not less than 90 working days consisting of 5 teaching hours per working day which shall comprise 450 teaching clock hours for each semester (exclusive of the days for the conduct of the University end-semester examination).

### Components

A UG programme consists of a number of courses. The term “course” is applied to indicate a logical part of the subject matter of the programme and is invariably equivalent to the subject matter of a “paper” in the conventional sense. The following are the various categories of the courses suggested for the PG programmes:

A. Core courses (CC)- “Core Papers” means “the core courses” related to the programme concerned including practicals & Theory offered under the programme and shall cover Core competency, critical thinking, analytical reasoning, research skill.

### B. Non-Major Electives (NME)- Exposure beyond the discipline

- ❖ All UG programme students have to undergo a total of two Non Major Elective courses (UG) with 2 credits offered by other departments (one in III semester another in IV Semester).
- ❖ A uniform time frame of 3 hours on a common day (Tuesday) shall be allocated for the Non-Major Electives.
- ❖ Non-Major Elective courses offered by the departments UG Programme pertaining to a semester should be announced before the end of the previous semester and the same shall be submitted to the Curriculum Design and Development Cell and posted in the University websites.

- ❖ Registration process: Students have to register for the Non-Major Elective course within 15 days from the commencement of the semester either in the department or online. The list of registered candidates shall be submitted to Director, Curriculum Design and Development Cell.

### **C. Self Learning Courses from MOOCs platforms.**

- ❖ MOOCs shall be on voluntary for the students.
- ❖ All UG programmes students have to undergo a total of 2 Self Learning Courses (MOOCs) one in III semester another in IV semester.
- ❖ The actual credits earned through MOOCs shall be transferred in the credit plan of programmes as extra credits.
- ❖ If the Self Learning Course (MOOCs) is without credit, 2 credit/course shall be given and transferred as extra credit
- ❖ While selecting the MOOCs, preference shall be given to the course related to employability skills.

### **D. Internship:**

The duration of the internship shall be a minimum of three months in the final semester.

#### **Internship**

The students who have opted for an Internship must undergo industrial training in the reputed organizations to accrue industrial knowledge in the final semester. The student has to find industry related to their discipline (Public limited/Private Limited/owner/NGOs etc.,) in consultation with the faculty in charge / Mentor and get approval from the head of the department and Departmental Committee before going for an internship.

- ❖ No. of copies of the internship report

The candidate should prepare three copies of the internship report and submit the same for the evaluation of the examiners. After evaluation, one copy will be retained in the department library, one copy will be retained by the guide and the student shall hold one copy.

#### **Internship**

- ❖ Format to be followed for Internship report

The format /certificate for internship report to be followed by the student are given below

- ❖ Title page -Format of the titlepage

**Title of internship report**

Internship report submitted in partial fulfilment of the requirement for the B.Sc degree in Catering Science & Hotel Management to the Alagappa University, Karaikudi-630003.

By (StudentName)

(Register Number)

UniversityLogo

Department of -----

Alagappa University

*(A State University Accredited with "A+" grade by NAAC (CGPA: 3.64) in the Third Cycle and Graded as Category-I University by MHRD-UGC, 2019: QS ASIA Rank- 216, QS BRICS Rank-104, QS India Rank-20)*

Karaikudi – 630003

(Year)

❖ **Certificate-(Format of certificate – faculty in-charge)**

This is to certify that the report entitled “-----” submitted to Alagappa University, Karaikudi-630 003 in partial fulfilment for the Master of Science in -----by Mr/Mis----- (RegNo ----- ) under my supervision. This is based on the work carried out by him/her in the organization M/S ----- . This Internship report or any part of this work has not been submitted elsewhere for any other degree, diploma, fellowship, or any other similar record of any University or Institution.

Place:

Date: \_\_\_\_\_

Research Supervisor

**Certificate (HOD)**

This is to certify that the Internship report entitled “-----” submitted by Mr/Mis.----- (RegNo-----) to the Alagappa University, in partial fulfilment for the award of the B.A./B.Sc./B.F.A./B.P.A./Integrated Programmes is a bonafide record of Internship report done under the supervision of -----, Assistant Professor, Department of -----, Alagappa University and the work carried out by him/her in the organization M/S ----- . This is to further certify that the thesis or any part thereof has not formed the basis of the award to the student of any degree, diploma, fellowship, or any other similar title of any University or Institution.

Place: Karaikudi

Date: \_\_\_\_\_

Head of the Department



❖ **Certificate-(Format of certificate – Company supervisor/ Head of the Organization)**

This is to certify that the report entitled “-----” submitted to Alagappa University, Karaikudi-630 003 in partial fulfilment for the B.Sc., in ----- by Mr/Miss ----- (Reg No-----) under my supervision. This is based on the work carried out by him/her in our organization M/S ----- for the period of three months or ----- . This Internship report or any part of this work has not been submitted elsewhere for any other degree, diploma, fellowship, or any other similar record of any University or Institution.

Place:

Date: \_\_\_\_\_

**Declaration (student)**

I hereby declare that the dissertation/project entitled “-----” submitted to the Alagappa University for the award of the B.Sc., in ----- has been carried out by me under the guidance of -----, Assistant Professor, Department of -----, Alagappa University, Karaikudi – 630 003. This is my original and independent work carried out by me in the organization M/S ----- for the period of three months or ----- and has not previously formed the basis of the award of any degree, diploma, associateship, fellowship, or any other similar title of any University or Institution.

Place: Karaikudi

(-----)

Date: \_\_\_\_\_

❖ Acknowledgment

Supervisor or in charge

❖ Content as follows:

Chapter No	Title	Page number
1	Introduction	
2	Aim and objectives	
3	Organisation profile /details	
4	Methods / work	
5	Observation and knowledge gained	
6	Summary and outcome of the Internship study	
7	References	

### Teaching methods

The B.Sc ( CS & HM) pedagogy is such that it makes the students understand and experience the business problems and find their creative and feasible solutions. Also, they should be able to utilize the technology aided tools, wherever possible. In the subsequent paragraphs, some of the teaching methods that may be highly effective in contemporary management education are being discussed.

**Case study method:** The real life Hotel problems are usually given in the form of a story and students are asked to find possible alternate solutions, considering various environmental factors.

**Presentations:** Topics related to the course are given in advance to the students, who then make the oral presentation with or without the help of audio-visual aids. The Q&A session at the end is held to resolve queries from the participants.

**Situation handling and Role Plays:** Students are assigned certain roles in a given situation and they have to respond according to their characters. The process is usually repeated to make the students understand the various alternative actions and their repercussions.

**Field Projects/Assignments:** Students are given tasks such as understanding customers buying behavior, analyzing financial performance of a company, finding out the best HR practices, understanding the Hospitality processes in a Hotel, etc. These are then written down in the form of a project report and submitted for evaluation.

**Business Quiz/Exercises:** Periodic assessment of the learning provided is normally done through quiz and exercises, which can be oral, MCQ or short answer type.

**Simulations games/Hands-on experience:** With the help of customized software tools students are exposed to real business situations and they have to take strategic decisions while competing with each other.

### Attendance

Students must have earned 75% of attendance in each course for appearing for the examination. Students who have earned 74% to 70% of attendance need to apply for condonation in the prescribed form with the prescribed fee. Students who have earned 69% to 60% of attendance need to apply for condonation in the prescribed form with the prescribed fee along with the Medical Certificate. Students who have below 60% of attendance are not eligible to appear for the End Semester Examination (ESE). They shall re- do the semester(s) after completion of the programme

## Examination and Evaluation

The examinations shall be conducted separately for theory and practical's to assess (remembering, understanding, applying, analysing, evaluating, and creating) the knowledge required during the study. There shall be two systems of examinations viz., internal and external examinations. The internal examinations shall be conducted as Continuous Internal Assessment tests I and II (CIA Test I & II).

### A. Internal Assessment

**The internal assessment shall comprise a maximum of 25 marks for each subject. The following procedure shall be followed for awarding internal marks.**

#### Theory -25 marks

Sl.No	Content	Marks
1	Average marks of two CIA test	15
2	Attendance	5
3	Seminar/group discussion/quiz/ Assignment	5
	Total	25

#### Practical -40 Marks

1	Major Experiment	16 marks
2	Minor Experiment	8 marks
3	Grooming/ Record /Viva	16marks
	Total	40 Marks

#### Internship – 150 Marks (assess by in charge/ HOD / Organization supervisor)

1	Two presentations (mid-term)	90 Marks
2	Progress report	60 Marks
	Total	150 Marks

### B. External Examination

- ❖ There shall be examinations at the end of each semester, for odd semesters in the month of October / November; for even semesters in April /May.
- ❖ A candidate who does not pass the examination in any course(s) may be permitted to appear in such failed course(s) in the subsequent examinations to be held in October / November or April / May. However candidates who have arrears in Practical shall be permitted to take their arrear Practical examination only along with Regular Practical examination in the respective semester.
- ❖ A candidate should get registered for the first semester examination. If registration is not possible owing to shortage of attendance beyond condonation limit / regulation prescribed or belated joining or on medical grounds, the candidates are permitted to move to the next semester. Such candidates shall re-do the missed semester after completion of the programme.
- ❖ For the Project Report/ Dissertation Work / internship the maximum marks will be 75/150 percent for project report evaluation and for the Viva-Voce it is 25/50 percent (if in some programmes, if the project is equivalent to more than one course, the project marks would be in proportion to the number of equivalent courses).
- ❖ Viva-Voce: Each candidate shall be required to appear for Viva-Voce Examination (in defense of the Dissertation Work /Project/internship).

**C. Scheme of External Examination (Question Paper Pattern)**  
**Theory - Maximum 75 Marks**

Section A	10 questions. All questions carry equal marks.	10 x 1 = 10	10 questions – 1 each from every unit
Section B	5 questions Either / or type like 1.a (or) b. All questions carry equal marks	5 x 5 = 25	5 either or questions from each unit ( one either-or question from each unit)
Section C	5 questions Either / or type like 1.a (or) b. All questions carry equal marks	5 x 8 = 40	5 either or questions from each unit ( one either-or question from each unit)

**Internship report Scheme of evaluation**

Internship – Marks = Internal =150 (75+75) two midterm evaluation through Viva- voce and External 250 marks (Report =150 +Viva Voce=100) =Total 400 marks

Internship report	150 Marks
Vivo- Voce	100 rks

**D. Results**

The results of all the examinations will be published through the Department where the student underwent the course as well as through University Website.

**E. Passing minimum**

- ❖ A candidate shall be declared to have passed in each course if he/she secures not less than 40% marks in the End Semester Examinations and 40% marks in the Internal Assessment and not less than 40% in the aggregate, taking Continuous assessment and End Semester Examinations markstogether.
- ❖ The passing minimum for CIA shall be 40% out of 25/15\* marks (i.e.10/6\* marks) in Theory papers and 40% out of 40/10\* marks (i.e. 16/4\* marks) in Practical Examinations.
- ❖ The passing minimum for University Examinations shall be 40% out of 75/ 60\*marks (i.e. 30/24\* marks) for Theory papers and 40% out of 60/40\* marks (i.e. 24/16\* marks) for Practicalpapers.
- ❖ The candidates not obtained 40% in the Internal Assessment are permitted to improve their Internal Assessment marks in the subsequent semesters (2 chances will be given) by writing the CIA tests and by submitting assignments.
- ❖ Candidates, who have secured the pass marks in the End-Semester Examination and in the CIA but failed to secure the aggregate minimum pass mark (E.S.E + C I.A), are permitted to improve their Internal Assessment mark in the following semester and / or in Universityexaminations.
- ❖ A candidate shall be declared to have passed in the Dissertation /Project report/Internship report if he / she get not less than 40% in each of the Report and Viva-Voce.
- ❖ A candidate who gets less than 40% in the Dissertation / Internship/ Project Report must resubmit the thesis. Such candidates need take again the Viva-Voce on the resubmitted report /thesis.

## Grading of the Courses

Once the marks of the CIA and ESE for each of the courses are available, they will be added. The marks, thus obtained will then be graded as per the scheme provided in the following

MARKS	GRADE POINT	LETTER GRADE	DESCRIPTION
90-100	9.0 - 10.0	O	Outstanding
80-89	8.0 - 8.9	D+	Excellent
75-79	7.5 - 7.9	D	Distinction
70-74	7.0 - 7.4	A+	Very Good
60-69	6.0 - 6.9	A	Good
50-59	5.0 - 5.9	B	Average
40-49	4.0 - 4.9	C	Satisfactory
00-39	0.0	U	Re-appear
Absent	0.0	AAA	Absent

From the second semester onwards the total performance within a semester and continuous performance starting from the first semester are indicated respectively by **Grade Point Average (GPA)** and **Cumulative Grade Point Average (CGPA)**. These two are calculated by the following formulae

$$\text{GPA} = \frac{\sum_{i=1}^n C_i G_i}{n}$$

$$\text{CGPA} = \frac{\sum_{i=1}^n C_i}{n}$$

Where 'C<sub>i</sub>' is the Credit earned for the Course i in any semester; 'G<sub>i</sub>' is the Grade Point obtained by the student for the Course i and 'n' is the number of Courses passed in that semester.

CGPA (Cumulative Grade Point Average) = Average Grade Point of all the Courses passed starting from the first semester to the current semester.

$$\text{Cumulative Grade Point Average (CGPA)} = \frac{\sum_n \sum_i C_{ni} G_{ni}}{\sum_n \sum_i C_{ni}}$$

### Classification of the successful candidate

A candidate who secured not less than 60% of the aggregate marks in the whole examination shall be declared to have passed the examination in First class. All other successful candidates shall be declared to have passed in the Second class. The candidate who obtains 76% of marks in the aggregate shall be deemed to have passed the examination in first class with distinction provide they should have passed all the examination at the first appearance. Candidates who passed all the examinations prescribed for the course in the first instance and within two academic years from the year of admission to the course are alone eligible for university ranking.

A candidate is deemed to have secured the first rank provided if he/she should have passed all the papers in the first attempt itself and should have secured the highest Cumulative grade point average (CGPA).

Each student should have taken --- credits as a core course, -- credits as a major elective; --- credits as non-major elective, credits as dissertation / Internship / Project work, in addition, MOOCs courses as extra

credits, thus totalling at least 140 credits is required to complete PG degree programme.

### Classification of final result

**The final result of the candidate shall be based only on CGPA earned by the candidate.**

- a) Successful candidates passing the examinations and earning CGPA between 9.0 and 10.0 shall be declared to have passed in First Class – Exemplary and CGPA between 7.5 and 9.0 shall be declared to have passed in First Class – Distinction and those who earned CGPA between 6.0 and 7.5 shall be declared to have passed in First Class.
- b) Candidates earning CGPA between 5.0 and 6.0 shall be declared to have passed in Second Class.
- c) Candidates earning CGPA between 4.0 and 5.0 shall be declared to have passed in Third Class.
- d) Between 0.0 and 4.0 shall be declaring as Re-appear.
- e) Absence from an examination shall not be taken as an attempt.

### Final result

CGPA	Letter Grade	Classification of Final Results
9.5 – 10.0 9.0 and above but below 9.5	O O+	First class – Exemplary*
8.5 and above but below 9.0 8.0 and above but below 8.5 7.5 and above but below 8.0	D++ D+ D	First class – Distinction*
7.0 and above but below 7.5 6.5 and above but below 7.0 6.0 and above but below 6.5	A++ A+ A	First Class
5.5 and above but below 6.0 5.0 and above but below 5.5	B+ B	Second Class
4.5 and above but below 5.0 4.0 and above but below 4.5	C+ C	Third Class
0.0 and above but below 4.0	U	Reappear

**Note:** \* The candidates who have passed in the first appearance and within the prescribed Semesters of the UG Programme (Major, Allied and Elective courses alone) are alone eligible for this classification.

### Maximum duration of the completion of the programme

The maximum period for completion of UG Degree in Catering Science & Hotel Management shall not exceed Ten semesters continuing from the first semester.

### Conferment of the Undergraduate Degree programme

A candidate shall be eligible for the conferment of the Degree only after he/ she has earned the minimum required credits for the Programme prescribed therefore (i.e. 140 + Ex Credits for three years UG Programmes).

### **Village Extension Programme**

The Sivaganga and Ramnad districts are very backward districts where a majority of people lives in poverty. The rural mass is economically and educationally backward. Thus the aim of the introduction of this Village Extension Programme is to extend out to reach environmental awareness, social activities, hygiene, and health to the rural people of this region. The students in their third semester have to visit any one of the adopted villages within the jurisdiction of Alagappa University and can arrange various programs to educate the rural mass in the following areas for three day based on the theme.1. Environmental awareness 2. Hygiene and Health. A minimum of two faculty members can accompany the students and guide them.



**B.Sc., CATERING SCIENCE AND HOTEL MANAGEMENT  
PROGRAMME STRUCTURE**

Sem	Part	Course Code	Title of the Paper	T/P	Credit	Hrs./Week	Max. Marks		
							Int.	Ext.	Total
I	I	221T1/ 221F1	Tamil/ French Language , Culture & Civilization - I	T	3	6	25	75	100
	II	912CE	Communicative English – I	T	3	6	25	75	100
	III	2HM1C1	Cookery and Culinary Arts	T	5	5	25	75	100
		2HM1P1	Cookery and Culinary Arts -Practical	P	4	4	40	60	100
		2HM1A1	Basic Food & Beverage Service	T	3	3	25	75	100
		2HM1P2	Basic Food & Beverage Service - Practical	P	2	2	40	60	100
	IV	22BVE1	Value Education	T	2	2	25	75	100
			Library			2			
			<b>Total</b>		<b>22</b>	<b>30</b>	<b>205</b>	<b>495</b>	<b>700</b>
II	I	222T1/ 222F1	Tamil/ French Language, Culture & Civilization - II	T	3	6	25	75	100
	II	922CE	Communicative English – II	T	3	6	25	75	100
	III	2HM2C1	Basic Front Office Operation	T	5	5	25	75	100
		2HM2P1	Basic Front Office - Practical	P	4	4	40	60	100
		2HM2A1	Bakery & Confectionery	T	3	3	25	75	100
		2HM2P2	Bakery & Confectionery – Practical	P	2	2	40	60	100
	IV	22BES2	Environmental Studies	T	2	2	25	75	100
				Library			2		
			<b>Total</b>		<b>22</b>	<b>30</b>	<b>205</b>	<b>495</b>	<b>700</b>
III	I	223T1/ 223F1	Tamil/ French Language, Culture & Civilization - III	T	3	6	25	75	100
	II	223E3	English for Enrichment - I	T	3	5	25	75	100
	III	2HM3C1	Food Production Operation	T	3	3	25	75	100
		2HM3C2	Hospitality French - I	T	3	3	25	75	100
		2HM3P1	Indian Culinary Arts - Practical	P	3	3	40	60	100
		2HM3A1	Basic Accommodation Operation	T	3	3	25	75	100
		2HM3P2	Basic Accommodation Operation - Practical	P	2	2	40	60	100
		22BE3	Entrepreneurship	T	2	2	25	75	100
	IV	311NM1	NME- I -Basic Catering Services	T	2	3	25	75	100
	V	22BEA3	Extension / VEP Activities	P	1	1	100	-	100
			<b>Total</b>		<b>25</b>	<b>31</b>	<b>355</b>	<b>645</b>	<b>1000</b>
IV	I	224T1/ 224F1	Tamil/ French Language, Culture & Civilization -IV	T	3	6	25	75	100
	II	224E4	English for Enrichment - II	T	3	5	25	75	100
	III	2HM4C1	Front Office Management	T	4	4	25	75	100
		2HM4C2	Hospitality French -II	T	4	4	25	75	100
		2HM4P1	Front Office Management - Practical	P	3	3	40	60	100
		2HM4A1	Beverage Service	T	3	3	25	75	100
		2HM4P2	Beverage Service - Practical	P	2	2	40	60	100
	IV	311NM1	NME- II -Advanced Catering Services	T	2	3	25	75	100
			<b>Total</b>		<b>24</b>	<b>30</b>	<b>230</b>	<b>570</b>	<b>800</b>



V	III	2HM5C1	International Culinary Arts	T	4	4	25	75	100
		2HM5C2	Travel and Tourism Management	T	4	4	25	75	100
		2HM5C3	Advanced Accommodation Operation	T	4	4	25	75	100
		2HM5C4	Event Management for Tourism & Hospitality	T	4	4	25	75	100
		2HM5P1	International Culinary Arts - Practical	P	4	6	40	60	100
		2HM5P2	Advanced Accommodation Operation - Practical	P	4	6	40	60	100
			Career development/Employability skills			2			
			<b>Total</b>		<b>24</b>	<b>30</b>	<b>180</b>	<b>420</b>	<b>600</b>
VI	III	2HM6IT	Internship		24	30	150	250	400
			<b>Total</b>		<b>24</b>	<b>30</b>	<b>150</b>	<b>250</b>	<b>400</b>
			<b>Grand Total</b>		<b>141</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>4200</b>

### T- Theory P-Practical

As per TANSCHÉ, the Professional English book will be taught to all four streams apart from the existing hours of teaching/additional hours of teaching (1hour/day) as a 4 credit paper as an add on course on par with Major paper and completion of the paper is a must to continue his/her studies further.

Sem.	Part	Course Code	Title of the Paper	Cr.	Hrs./ Week	Max. Marks		
						Int.	Ext.	Total
I		91BPEM	Professional English for Commerce & Management- I	4	4	25	75	100
II		92BPEM	Professional English for Commerce & Management- II	4	4	25	75	100
III		AECC - III	Professional English for Commerce & Management- III	4	4	25	75	100
IV	III	AECC - IV	Professional English for Commerce & Management- IV	4	4	25	75	100

- ❖ TOL- Tamil/ Other Languages
- ❖ E –English
- ❖ CC-Core course –Core competency, critical thinking, analytical reasoning, research skill & team work
- ❖ Allied -Exposure beyond the discipline
- ❖ AECC- -Ability Enhancement Compulsory Course (Professional English & Environmental Studies) - Additional academic knowledge, psychology and problem solving etc,
- ❖ SEC-Skill Enhancement Course – Exposure beyond the discipline (Value Education , Entrepreneurship Course, Computer application for Science, etc.,
- ❖ NME -Non Major Elective – Exposure beyond the discipline
- ❖ DSE – Discipline specific elective – -Student choice – either or
- ❖ Internship
- ❖ If internship – Marks = Internal =150 (75+75) two midterm evaluation through Viva voce and External 250 marks (Report =150 +Viva Voce=100) =Total 400marks
- ❖ Extension activity & MOOCs – Voluntary basis

Semester -I					
Core	2HM1C1	Cookery and Culinary Arts	T	Credits: 5	Hours: 5
<b>Unit - I</b>					
<b>Objective 1</b>	To understand the evolution of cookery and culinary history.				
<b>Introduction to Cookery &amp; Culinary Arts History:</b> Development of the culinary arts from the Middle Ages to modern cookery – Indian Regional Cuisine – Levels of skills and experience – Attitude and behaviour of Culinary Professionals – Personal hygiene – Uniform and Protective clothing – Safety procedure in handling equipment. Basic Indian cookery – Condiments & Spices used – types of masalas – role of thickening agents – types of thickening agents.					
<b>Outcome 1</b>	Construct knowledge of Culinary History.				<b>K1</b>
<b>Unit - II</b>					
<b>Objective 2</b>	To give learners basic knowledge of raw materials used in culinary kitchen.				
<b>Aims and Objectives of Cooking Food:</b> various textures – various consistencies – Methods of preparation of ingredients –Methods of Mixing Foods - Characteristics of Raw Materials – Salt – Liquids – Sweetening – Fats and Oils – Raising Agents – Thickening Agents – Flavoring & Seasoning Agents – Eggs. Basic Menu planning– Types of menu – Menu planning principles.					
<b>Outcome 2</b>	Identify the different uses of raw materials and mise-en-place preparation.				<b>K2</b>
<b>Unit - III</b>					
<b>Objective 3</b>	To know the kitchen layout, organizational Hierarchy and various equipment in food production department.				
<b>Kitchen Layout:</b> Kitchen Organisation Chart – classical Brigade – Modern staffing in various category of hotels - Role of Executive Chef – Duties & Responsibilities of Various Chef – Co-ordination with other departments. Kitchen Equipments – Types of the kitchen equipment – Different types of special equipment – Care and Maintenance. Basic Methods of Cooking – Special Methods of Cooking – Island cooking – Shore cooking – Advantages and limitations.					
<b>Outcome 3</b>	Classify the various methods of cooking, and the role of kitchen Personnel.				<b>K4</b>
<b>Unit - IV</b>					
<b>Objective 4</b>	To understand the vegetables, fruits, meat and fish cookery.				
<b>Vegetables , Fruits, Fish and Meat Cookery:</b> Introduction - Classification of Vegetables – Cuts of Vegetables – Methods of cooking vegetables – Classification of Fruits – Uses of Fruits in Cookery. Fish cookery - classification of Fish - purchasing & selection qualities - filleting – skinning - pulling bones - fish cuts and uses – storage - cooking methods. Meat cookery - Types of meats used in cookery - Cuts of meats i.e. ( beef, lamb) - Purchasing and quality grading – selection factors of good quality meat - knowledge of offal's & other edible parts - food values.					
<b>Outcome 4</b>	Improve the different cookery skills on vegetables, fruits, meat and fish.				<b>K1</b>

<b>Unit -V</b>		
<b>Objective 5</b>	Make them to understand the stock, sauce and soup preparation.	
<b>Stocks:</b> Definition – Types – Preparation of Stocks – Recipes – Storage of Stocks– Uses – Care and precautions in stock making. Sauces – Classification of Sauces – Recipes for Mother Sauces - Derivatives – Garnishes and accompaniments. Soups – Classifications – Basic recipes – International soups – Commonly used garnishes in soups.		
<b>Outcome 5</b>	To enhance the knowledge in preparation of stock, soup and sauce etc.	<b>K1</b>
<b>Suggested Readings:</b> Fosket, David. (2012) Practical Cookery, (12 <sup>th</sup> ed.). Hodder Le Rol A.Polsom.(2011). The Professional Chef, (9 <sup>th</sup> ed.). Wiley. Parvinder S. Bali.(2014).Food Production Operations,(2 <sup>nd</sup> ed.).OUP India. Philip E. Thangam.(2010).Modern Cookery (Vol. I) For Teaching & Trade, (6 <sup>th</sup> ed.).Orient Blackswan. Sanjeev Kapoor.(2012). Dal Roti (1 <sup>st</sup> ed.). Popular Prakashan. Sanjeev Kapoor.(2014). No Onion, No Garlic.(1 <sup>st</sup> ed.). Popular Prakashan. Werle, Laukie.(2012). Ingredients, H.F.Ullmann Publishing GmbH. Sarah R. Labensky, Priscilla Martel, Alan M. Hause (2014). On Cooking: a Textbook for Culinary Fundamentals, Global Edition		
<b>Online Resources:</b> Culinary Arts: <a href="https://nclibraries.niagaracollege.ca/oer/">https://nclibraries.niagaracollege.ca/oer/</a> Culinary Indian Recipes : <a href="https://www.sanjeevkapoor.com/">https://www.sanjeevkapoor.com/</a> Food and Agriculture Organization (FAO): <a href="https://www.fao.org/3/i4695e/i4695e.pdf">https://www.fao.org/3/i4695e/i4695e.pdf</a> Culture of India: <a href="https://www.culturalindia.net/indian-food/">https://www.culturalindia.net/indian-food/</a>		
<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3- Apply</b>
<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>
Course designed by: Mrs. R. Jennifer		

### Course outcome VS Programme outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M (2)	S (3)	L (1)	L (1)	M (2)	S (3)	L (1)	M (2)	S (3)	S (3)
CO2	S (3)	M (2)	S (3)	L (1)	S (3)	S (3)	M (2)	M (2)	S (3)	M (2)
CO3	M (2)	M (2)	L (1)	M (2)	S (3)	S (3)	S (3)	M (2)	S (3)	S (3)
CO4	S (3)	S (3)	S (3)	M (2)	M (2)	S (3)	S (3)	M (2)	S (3)	S (3)
CO5	S (3)	S (3)	M (2)	M (2)	S (3)	S (3)	M (2)	M (2)	S (3)	M (2)
W.AV	2.6	2.6	2	1.8	2.6	3	2.2	2	3	2.8

S –Strong (3), M-Medium (2), L- Low (1)

### Course Outcome VS Programme Specific Outcome

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M (2)	S (3)	S (3)	S (3)	S (3)
CO2	S (3)	S (3)	S (3)	S (3)	S (3)
CO3	M (2)	M (2)	S (3)	S (3)	S (3)
CO4	S (3)	S (3)	M (2)	M (2)	S (3)
CO5	S (3)	S (3)	M (2)	S (3)	S (3)
W.AV	2.6	2.8	2.6	2.8	3

S –Strong (3), M-Medium (2), L- Low (1)

Semester - I					
Core	2HM1P1	Cookery and Culinary Arts - Practical	P	Credits: 4	Hours: 4
<b>Unit - I</b>					
<b>Objective 1</b>	To use the Knives and kitchen equipment safely to cut meat, vegetables and other Ingredients.				
<b>Equipment:</b> Identification (Small – Large - Mechanical) – Description - Uses & handling Hygiene.					
<b>Outcome 1</b>	Apply different types of equipment and their safety operating procedures.				<b>K3</b>
<b>Unit - II</b>					
<b>Objective 2</b>	To Teach the different types of cuts of vegetables, chicken, fish.				
<b>Types of cutting</b>					
<ul style="list-style-type: none"> <li>➤ Standard Vegetable Cuts</li> <li>➤ Cuts Of Chicken</li> <li>➤ Cuts Of Fish</li> </ul>					
<b>Outcome 2</b>	Students can cut vegetables, chicken, fish.				<b>K2</b>
<b>Unit - III</b>					
<b>Objective 3</b>	To Use and convert recipes to produce desired quantities.				
<b>EGG PREPARATIONS</b>					
<ul style="list-style-type: none"> <li>➤ Hard Boiled Egg</li> <li>➤ Soft Boiled Egg</li> <li>➤ Fried Egg</li> <li>➤ Sunny Side Up</li> <li>➤ Poached Egg</li> <li>➤ Scrambled Egg</li> <li>➤ Omlette (Plain &amp; Stuffed)</li> <li>➤ En Cocotte</li> </ul>					
<b>Outcome 3</b>	To have the knowledge in various types of Vegetable and meat cutting.				<b>K1</b>
<b>Unit - IV</b>					
<b>Objective 4</b>	To Weigh and measure ingredients and portions accurately.				
<b>Stocks and Sauces</b>					
<ul style="list-style-type: none"> <li>➤ Types of stocks (White and Brown stock) – Preparation.</li> <li>➤ Basic mother sauces - Béchamel – Espagnole – Velouté – Hollandaise</li> <li>➤ Mayonnaise – Tomato</li> </ul>					
<b>Outcome 4</b>	To understand the difference between soup and stock.				<b>K2</b>
<b>Unit -V</b>					
<b>Objective 5</b>	To Season food to achieve desired product outcomes.				
<b>Simple Salads &amp; Soups:</b>					
<ul style="list-style-type: none"> <li>➤ Cole slaw,</li> <li>➤ Potato salad,</li> <li>➤ Beet root salad,</li> <li>➤ Green salad,</li> <li>➤ Fruit salad,</li> </ul>					

<b>Soup</b>					
Consommé (Carmen, Royal, Celestine)					
<b>Outcome 5</b>	To know the preparation Method of salads and soups.				<b>K1</b>
<b>Suggested Readings:</b>					
Fosket. David.(2012). Practical Cookery,(12 <sup>th</sup> ed.). Hodder Education.					
Parvinder S. Bali.(2014). Food Production Operations, (2 <sup>nd</sup> ed.). Oxford university press.					
Sanjeev Kapoor.(2012). Dal Roti (1 <sup>st</sup> ed.). Popular Prakashan.					
Sanjeev Kapoor.(2014). No Onion, No Garlic.(1 <sup>st</sup> ed.). Popular Prakashan.					
Thangam E. Philip. (2010).Modern Cookery for Teaching and Trade,(6 <sup>th</sup> ed.). Orient Black Swan.					
<b>Online Resources :</b>					
<a href="https://pdfkeys.com/download/1304945-Introduction-To-Culinary-Arts-Textbook.pdf">https://pdfkeys.com/download/1304945-Introduction-To-Culinary-Arts-Textbook.pdf</a> <a href="https://www.gale.com/intl/s?q=food+and+culinary+arts&amp;result-type=products">https://www.gale.com/intl/s?q=food+and+culinary+arts&amp;result-type=products</a>					
<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>
<b>Course designed by: Dr.V.Ramachandran</b>					

### Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M (2)	M (2)	S (3)	S (3)	M (2)	M (2)	M (2)	M (2)	S (3)	S (3)
CO2	S (3)	S (3)	M (2)	S (3)	S (3)	S (3)	S (3)	S (3)	M (2)	S (3)
CO3	M (2)	S (3)	S (3)	S (3)	M (2)	S (3)	M (2)	S (3)	M (2)	M (2)
CO4	S (3)	S (3)	S (3)	S (3)	S (3)	S (3)	M (2)	S (3)	S (3)	S (3)
CO5	S (3)	M (2)	S (3)	M (2)	M (2)	S (3)	S (3)	M (2)	M (2)	S (3)
W.AV	2.6	2.6	2.8	2.8	2.4	2.8	2.4	2.6	2.4	2.8

S –Strong (3), M-Medium (2), L- Low (1)

### Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S (3)	S (3)	S (3)	S (3)	S (3)
CO2	S (3)	S (3)	S (3)	S (3)	S (3)
CO3	S (3)	S (3)	S (3)	S (3)	S (3)
CO4	S (3)	S (3)	S (3)	S (3)	S (3)
CO5	S (3)	S (3)	S (3)	S (3)	S (3)
W.AV	3	3	3	3	3

S –Strong (3), M-Medium (2), L- Low (1)

Semester - I					
Allied	2HM1A1	Basic Food & Beverage Service	T	Credits: 3	Hours: 3
<b>Unit - I</b>					
<b>Objectives 1</b>	To understand the Role of F&B service department in a hotel and the different types of catering establishments.				
<b>Origin of Hotel Industry:</b> Catering Establishments - Its Types-Development of catering industry, job prospects and careers in the catering industry – Various Outlets of F&B service department – Room Service Order Taker –His Duties.					
<b>Outcome 1</b>	The Students can learn the basics of F&B service Department.				<b>K2</b>
<b>Unit - II</b>					
<b>Objective 2</b>	To Know the different types of traditional and Modern service equipments used in F&B service department.				
<b>Various F&amp;B service Equipments:</b> Crockery, Glassware, Chinaware, Cutlery, Flatware, Hollow ware - Silver and stainless steel, disposable, Linens, Furnishing, fittings, and disposable, Care and maintenance of restaurant equipment, Mis-en-Place, Mis-en-Scene, Restaurant furniture and their Specifications - its uses.					
<b>Outcome 2</b>	The Learners can identify the different types of traditional and Modern service equipments used in F&B service department.				<b>K2</b>
<b>Unit - III</b>					
<b>Objective 3</b>	To know the F&B service personnel and their duties in F&B service department, and their attributes.				
<b>Organizational structure of F &amp; B Service department:</b> Duties and responsibilities of all F & B service personnel - Relationship among F & B service department with other departments of the hotel - Attributes of a waiter - Effective communication skills, Personal hygiene, physical attributes, work related attributes/professional attributes.					
<b>Outcome 3</b>	To students can know and analyse the F&B service personnel and their roles, duties & responsibilities in F&B service department, and their attributes.				<b>K2</b>
<b>Unit - IV</b>					
<b>Objective 4</b>	To know the Menu, its origin and its types.				
<b>Menu:</b> Origin of Menu -Types of Menu – Menu Planning – Menu Compiling – Factors to be considered while planning Menu -French Classical Menu –Cover and Accompaniments – Types of Cover - Types of Meals – Breakfast – Types of Breakfast – Brunch – Lunch –High tea – Supper – Dinner – Types of Service – Briefing.					
<b>Outcome 4</b>	The Learners can get in depth knowledge about Menu.				<b>K5</b>
<b>Unit - V</b>					
<b>Objective 5</b>	To understand the meaning of beverages and non-alcoholic beverages.				
<b>The Bar:</b> Parts of Bar (Front Bar, Under Bar, Back Bar)- Bar layout - Basic Bar Arrangements - Bar equipment, Accessories - Bar Sanitation. Non- alcoholic Beverages: Types, manufacturing, brand names, Service -Milk based drinks- Juices - Soft drinks - Mineral Waters spring water- nourishing drinks and tonic water.					
<b>Outcome 5</b>	The students can capture the knowledge about bar and various non-alcoholic beverages.				<b>K4</b>

**Suggested Readings:**

John Fuller, Hutchinson. (2020) Food & Beverage Service, (10<sup>th</sup> ed.).Hodder Education.

Dennis Lillicrap, John Cousins,Robert Smith.(2002)Modern Restaurant Service,

Sudhir Andrews. (2013).Food & Beverage Service Training Manual, (3<sup>rd</sup> ed.) Tata Mc Graw hill Publications.

Brian Varghese. (2009).Professional food & Beverage Service Management, Macmillan India Limited. R.Singaravelavan.(2011). Food & Beverage Service, OUP India.

Lillicrap & Cousins (2014) Food& Beverage Service, (6<sup>th</sup> ed.). Hodder & Stoughton Educational, London

**Online Resources:**

<https://alison.com>

<https://www.hotelmanagementtips.com>

<https://www.ihmnotes.in>

<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3- Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>
--------------------	----------------------	------------------	-------------------	--------------------	------------------

**Course designed by: Mr. K.P. Karthilingam**

**Course outcome VS Programme outcomes**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)	M(2)	L(1)	L(1)	M(2)
CO2	S(3)	S(3)	M(2)	M(2)	M(2)	S(3)	M(2)	L(1)	L(1)	M(2)
CO3	S(3)	S(3)	M(2)	M(2)	M(2)	S(3)	M(2)	L(1)	L(1)	M(2)
CO4	S(3)	S(3)	M(2)	M(2)	M(2)	S(3)	M(2)	L(1)	L(1)	M(2)
CO5	S(3)	M(2)	M(2)	M(2)	M(2)	S(3)	M(2)	L(1)	L(1)	M(2)
<b>W.AV</b>	<b>3</b>	<b>2.8</b>	<b>1.6</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>2</b>

**S –Strong (3), M-Medium (2), L- Low (1)**

**Course Outcome VS Programme Specific Outcomes**

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	M(2)	M(2)	M(2)	M(2)
CO2	M(2)	L(1)	M(2)	S(3)	L(1)
CO3	S(3)	M(2)	S(3)	M(2)	S(3)
CO4	M(2)	L(1)	M(2)	L(1)	M(2)
CO5	S(3)	M(2)	L(1)	M(2)	L(1)
<b>W.AV</b>	<b>2.6</b>	<b>1.6</b>	<b>2</b>	<b>2</b>	<b>1.8</b>

**S –Strong (3), M-Medium (2), L- Low (1)**

<b>Semester - I</b>					
<b>Allied</b>	<b>2HM1P2</b>	<b>Basic Food &amp; Beverage Service - Practical</b>	<b>P</b>	<b>Credits: 2</b>	<b>Hours: 2</b>
<b>Unit - I</b>					
<b>Objective 1</b>	To identify the traditional and modern service equipments used for service.				
<b>Identification of various Service equipments:</b> Cutlery – Crockery – Glassware – Flatware- Hollowware –Linen – Silverware – other special service equipments.					
<b>Outcome 1</b>	The Learners can identify various service equipments and their uses.				<b>K1</b>
<b>Unit - II</b>					
<b>Objective 2</b>	To know the basic techniques of cleaning service equipments				
<b>Cleaning of Service equipments:</b> Arrangement of Dummy waiter – Manipulation of Spoons and forks.					
<b>Outcome 2</b>	The Students can able to handle various service equipments.				<b>K3</b>
<b>Unit - III</b>					
<b>Objective 3</b>	To learn the methods of laying cover and carrying salver.				
<b>Salver carrying:</b> Placing meal plates – Clearance of Soiled plates – Laying and Relaying of Table clothes.					
<b>Outcome 3</b>	The Students can know the basic skills and techniques of doing service.				<b>K5</b>
<b>Unit - IV</b>					
<b>Objective 4</b>	Make them to understand Table laying and clearance of plates				
<b>Laying of Cover for different Menus:</b> A l’a carte, Table d’ hote, English Breakfast, American Breakfast, Continental Breakfast covers.					
<b>Outcome 4</b>	The Learners acquire the skills of cover laying in F&B service.				<b>K2</b>
<b>Unit - V</b>					
<b>Objective 5</b>	To learn the skill of making reservation, taking order, doing service, submitting bills, and handling complaints.				
<b>Making reservation:</b> Receiving guests – seating guests –Serving Water- Presenting Menu – Taking order – Sequence of service – Presenting bill –Encashing the bill – Presenting comment cards – Receiving tips - Handling guest complaints.					
<b>Outcome 5</b>	The Students can acquire the skills of doing F&B service.				<b>K4</b>
<b>Suggested Readings:</b>					
The practical guide to napkins and napkin folding, Hermes house.					
Sudhir Andrews. (2017). Food & Beverage Service Training Manual,(3 <sup>rd</sup> ed.) .Tata Mc Graw hill Publications.					
Brian Varghese. (2009).Professional food & Beverage Service Management, Macmillan India Limited.					
R.Singaravelavan. (2011). Food & Beverage Service, OUP India.					
Lillicrap & Cousins. (2014). Food & Beverage Service, (6 <sup>th</sup> ed.). Hodder & Stoughton Educational,London					
<b>Online Resources:</b>					
<a href="https://alison.com">https://alison.com</a>					
<a href="https://www.hotelmanagementtips.com">https://www.hotelmanagementtips.com</a>					
<a href="https://www.ihmnotes.in">https://www.ihmnotes.in</a>					
<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3- Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>
<b>Course designed by: Mr. K.P. Karthilingam</b>					



**Course outcome VS Programme outcomes**

<b>CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	S(3)	S(3)	M(2)	L(1)	L(1)	M(2)	L(1)	L(1)	L(1)	M(2)
<b>CO2</b>	S(3)	S(3)	M(2)	M(2)	L(1)	M(2)	L(1)	L(1)	L(1)	S(3)
<b>CO3</b>	S(3)	S(3)	M(2)	M(2)	L(1)	M(2)	L(1)	L(1)	L(1)	S(3)
<b>CO4</b>	S(3)	S(3)	M(2)	M(2)	L(1)	M(2)	L(1)	L(1)	L(1)	S(3)
<b>CO5</b>	S(3)	S(3)	M(2)	M(2)	L(1)	M(2)	L(1)	L(1)	L(1)	S(3)
<b>W.AV</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>1.8</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2.8</b>

**S –Strong (3), M-Medium (2), L- Low (1)**

**Course Outcome VS Programme Specific Outcomes**

<b>CO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	M(2)	L(1)	S(3)	M(2)	L(1)
<b>CO2</b>	M(2)	S(3)	M(2)	L(1)	L(1)
<b>CO3</b>	S(3)	M(2)	S(3)	L(1)	M(2)
<b>CO4</b>	L(1)	M(2)	L(1)	M(2)	L(1)
<b>CO5</b>	M(2)	L(1)	M(2)	L(1)	M(2)
<b>W.AV</b>	<b>2</b>	<b>1.8</b>	<b>2</b>	<b>1.4</b>	<b>1.4</b>

**S –Strong (3), M-Medium (2), L- Low (1)**

Semester – II					
Core	2HM2C1	Basic Front Office Operation	T	Credits: 5	Hours: 5
<b>Unit-I</b>					
<b>Objective 1</b>	Classification and categorization of Hotels and its Evolution.				
<b>Front Office Organization:</b> Function areas - Front office hierarchy - Functions and Layout of Front Office - Duties and responsibilities of Front office Personnel - personality traits. Classification of Hotels and other types of Lodging; Classification on the basis of Size, location, Clientele, Length of stay, Level of Service and Ownership.					
<b>Outcome 1</b>	To understand the evolution, meaning and classifications of Hotel.				<b>K2</b>
<b>Unit -II</b>					
<b>Objective 2</b>	Duties & responsibilities of the staff in the different sections.				
<b>Types of guest room:</b> Types of Room Rate- Types of meal Plan – Types of Hotel Guest- Qualities and Attributes of Front Office Staff - Guest Cycle – Introduction – Pre-Arrival – Arrival – Occupancy – Departure – Post Departure. Equipment used in front office - Information rack - alphabetical rack - mail and key Rack – computers - billing rack - folio, PBX, PABX, EPBAX, Log book.					
<b>Outcome 2</b>	Plan the various layouts of Front office in the Hotel.				<b>K5</b>
<b>Unit - III</b>					
<b>Objective 3</b>	Front office equipment and its uses.				
<b>Tariff Structure:</b> Tariff, Basis of Charging Tariff, Tariff Fixation, Room Tariff Card; Group Rate, Volume Rate, Rack Rate, Executive Business Service Rate, Tour Group Whole - sale Rate, Government Rate, FIT Rate, Discounted Rate, Seasonal, Crib Rate, Extra Bed Rate, Family Rate, Crew Rate, Weekend/ Weekday Rate, Membership rate, Corporate Rate Programme, Students Faculty Programme, Commercial Rate, Advance Purchase Rate, Package Rate.					
<b>Outcome3</b>	To aware of various attributes and hierarchy of front office staff.				<b>K4</b>
<b>Unit - IV</b>					
<b>Objective 4</b>	Types of rooms, food plan, Tariff and room rent.				
<b>Reservation:</b> Function and Types of Reservation-Reservation process – Modes of Reservation– Reservation form - guest history card -Sources of reservation. Night Auditing- Functions – Hierarchy- The role of night Auditor-Guest credit Monitoring- Auditing posting Formula- The night audit process.					
<b>Outcome4</b>	Discuss and able to classify Hotels and basic Terminologies of front office.				<b>K3</b>
<b>Unit-V</b>					
<b>Objective 5</b>	Importance, Modes, Tools of reservation.				
<b>Registration:</b> Registration form – use, pre arrival registration - Preparation of guest arrival (room status availability, arrival and departure list, special request) - Room assignment (special requests, early check – in, walk – in, scanty baggage). C-Form and its function- Guest Folio.					
<b>Outcome5</b>	To acquire knowledge in complete registration Process.				<b>K1</b>

**Suggested Reading:**

Arora.(2009).Hotel Organization and Front Office Management, APH Publishing Corporation. Bardi. James.A.(2010). Hotel Front Office Management, (5<sup>th</sup> ed.).John wiley & Sons, Inc.

Bhatnagar, Sushilkumar.(2017). Front office Management (3<sup>rd</sup> ed.).The Hospitality Press. Chakravarthi. B. K. (2002, reprint 2015).Hotel Front Office Management,(1<sup>st</sup> ed.). CPS Publisher.

Sudhir Andrews.(2013). Hotel Front Office Training Manual, (3<sup>rd</sup>ed.).Tata McGraw Hill Limited,New Delhi.

Tewari, Jatashankar.R.(2016).Hotel Front Office Operations & Management,(2<sup>nd</sup> ed.).Oxford university press.

**Online Resources:**

[https://www.ihmnotes.in/assets/Docs/Books/Hotel\\_Front\\_Office.pdf](https://www.ihmnotes.in/assets/Docs/Books/Hotel_Front_Office.pdf)  
<https://hoteltechreport.com/news/hospitality-ebooks>

<b><i>K1-Remember</i></b>	<b><i>K2-Understand</i></b>	<b><i>K3- Apply</i></b>	<b><i>K4-Analyze</i></b>	<b><i>K5-Evaluate</i></b>	<b><i>K6-Create</i></b>
---------------------------	-----------------------------	-------------------------	--------------------------	---------------------------	-------------------------

Course designed by: Dr.V.Ramachandran

**Course outcome VS Programme outcomes**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S (3)	M (2)	S (3)	M (2)	M (2)	M (2)	M (2)	M (2)	M (2)	M (2)
CO2	S (3)	M (2)	S (3)	S (3)	S (3)	S (3)	S (3)	S (3)	S (3)	S (3)
CO3	M (2)	M (2)	M (2)	S (3)	S (3)	S (3)	M (2)	S (3)	S (3)	S (3)
CO4	S (3)	M (2)	S (3)	M (2)	S (3)	M (2)	M (2)	S (3)	M (2)	S (3)
CO5	M (2)	S (3)	M (2)	M (2)	M (2)	S (3)	S (3)	M (2)	M (2)	M (2)
W.AV	2.6	2.2	2.6	2.4	2.6	2.6	2.4	2.6	2.4	2.6

S –Strong (3), M-Medium (2), L- Low (1)

**Course Outcome VS Programme Specific Outcomes**

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M (2)	S (3)	S (3)	M (2)	M (2)
CO2	M (2)	S (3)	S (3)	S (3)	M (2)
CO3	S (3)	M (2)	M (2)	M (2)	M (2)
CO4	M (2)	S (3)	S (3)	M (2)	M (2)
CO5	M (2)	M (2)	M (2)	M (2)	M (2)
W.AV	2.2	2.6	2.6	2.2	2

S –Strong (3), M-Medium (2), L- Low (1)

Semester - II					
Core	2HM2P1	Basic Front Office - Practical	P	Credits: 4	Hours: 4
<b>Unit-I</b>					
<b>Objective 1</b>	To Familiarize and handle various Front office procedures in the Hotel.				
<b>SOP I:</b> How to deliver and collect guest room luggage <b>SOP II:</b> How to deliver & collect group luggage <b>SOP III:</b> How to receive/ deliver items for registered guests- role Play					
<b>Outcome 1</b>	Classify the function and operation of the various computer applications found in the front office.				<b>K4</b>
<b>Unit -II</b>					
<b>Objective 2</b>	To develop skills dealing with the guest.				
<b>SOP I:</b> End of shift task procedures <b>SOP II:</b> How to process No-show report <b>SOP III:</b> How to Prepare skipper report					
<b>Outcome 2</b>	Construct an efficient reservation system that records crucial information.				<b>K3</b>
<b>Unit-III</b>					
<b>Objective 3</b>	To make the students perform the role play, thereby learn the regular activities of the front office personnel.				
<b>SOP I:</b> Role play of critical situation handling (Bomb, theft, dead, fire etc) <b>SOP II:</b> Resolving Disputed charges promptly					
<b>Outcome 3</b>	To identify the emergency procedures and critical situation handling for hotel guest.				<b>K1</b>
<b>Unit -IV</b>					
<b>Objective 4</b>	To handle guests check out process.				
<b>SOP I:</b> How to process Paid-outs <b>SOP II:</b> How to handle late charges <b>SOP III:</b> How to present guest folio					
<b>Outcome 4</b>	Develop the knowledge of guest folio.				<b>K1</b>
<b>Unit -V</b>					
<b>Objective 5</b>	To understand the process of Auditing and telephone operator.				
<b>SOP I:</b> How to process auditing. <b>SOP II:</b> Telephone operator: handling of telephone, receiving/connecting call to the guest/staff, wakeup call					
<b>Outcome 5</b>	To understand the process of telephone operator in detail.				<b>K2</b>
<b>Suggested Readings:</b>					
Bardi. James.A.(2010). Hotel Front Office Management, (5 <sup>th</sup> ed.).John wiley & Sons, Inc.					
Chakravarthi. B. K. (2002, reprint 2015).Hotel Front Office Management,(1 <sup>st</sup> ed.). CPS Publisher.					
Sudhir Andrews.(2013). Hotel Front Office Training Manual, (3 <sup>rd</sup> ed.).Tata McGraw Hill Limited, New Delhi.					
Tewari, Jatashankar.R.(2016).Hotel Front Office Operations & Management,(2 <sup>nd</sup> ed.).Oxford university press.					

**Online Resources:**

[https://www.bharatskills.gov.in/pdf/E\\_Books/FrontOffice1Sem\\_TP.pdf](https://www.bharatskills.gov.in/pdf/E_Books/FrontOffice1Sem_TP.pdf)

<https://www.slideshare.net/bhavyakhamesra/hotel-front-office-practicals>

<b><i>K1-Remember</i></b>	<b><i>K2-Understand</i></b>	<b><i>K3- Apply</i></b>	<b><i>K4-Analyze</i></b>	<b><i>K5-Evaluate</i></b>	<b><i>K6-Create</i></b>
<b>Course designed by: Dr.V.Ramachandran</b>					

**Course outcome VS Programme outcomes**

<b>CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	S (3)	S (3)	M (2)	M (2)	M (2)	S (3)	S (3)	S (3)	S (3)	M (2)
<b>CO2</b>	S (3)	M (2)	M (2)	S (3)	M (2)	S (3)	S (3)	M (2)	S (3)	S (3)
<b>CO3</b>	S (3)	S (3)	S (3)	S (3)	M (2)	S (3)	S (3)	M (2)	S (3)	S (3)
<b>CO4</b>	S (3)	S (3)	M (2)	S (3)	M (2)	S (3)	S (3)	S (3)	S (3)	M (2)
<b>CO5</b>	S (3)	S (3)	S (3)	S (3)	M (2)	M (2)	S (3)	M (2)	S (3)	S (3)
<b>W.AV</b>	<b>3</b>	<b>2.8</b>	<b>2.4</b>	<b>2.8</b>	<b>2</b>	<b>2.8</b>	<b>3</b>	<b>2.4</b>	<b>3</b>	<b>2.6</b>

**S –Strong (3), M-Medium (2), L- Low (1)**

**Course Outcome VS Programme Specific Outcomes**

<b>CO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	M (2)	S (3)	S (3)	M (2)	S (3)
<b>CO2</b>	M (2)	S (3)	S (3)	S (3)	S (3)
<b>CO3</b>	M (2)	S (3)	M (2)	S (3)	M (2)
<b>CO4</b>	S (3)	M (2)	S (3)	S (3)	M (2)
<b>CO5</b>	S (3)	S (3)	S (3)	S (3)	S (3)
<b>W.AV</b>	<b>2.4</b>	<b>2.8</b>	<b>2.8</b>	<b>2.8</b>	<b>2.6</b>

**S –Strong (3), M-Medium (2), L- Low (1)**

Semester –II					
Allied	2HM2A1	Bakery & Confectionery	T	Credits: 3	Hours: 3
<b>Unit-I</b>					
<b>Objective 1</b>	To develop an insight into introduction and scope of bakery and confectionary, types of flours, equipment's uses in bakery.				
<b>Introduction and Scope of Bakery and Confectionary:</b> Aims and objectives of bakery – organization chart of bakery – The structure of wheat grain – Milling of wheat and role of bran and germ. Types of Flour and their Characteristics – PH value of flour, water absorption powder of flour. Other Raw Materials Used in Bakery and their role. Equipments– Identification – uses and handling. Oven and baking - Knowledge and working of various types of ovens. Oven at different temperatures – conversion tables.					
<b>Outcome 1</b>	Utilize interpersonal skills of Bakery industry.				<b>K1</b>
<b>Unit -II</b>					
<b>Objective 2</b>	Have thorough knowledge of leavening agent and understanding Yeast dough production.				
<b>Types of Leavening Agents:</b> Definition - mechanical raising agent - chemical raising agent - biological raising agent - lamination and combination. Yeast – Types – Nature & Characteristics - Yeast Dough Production - Bread making methods - straight dough method, no dough time method, salt delayed method, sponge and dough method - Dough Making Process - Controlling Fermentation - Bread Faults and their Causes, bread diseases – rope and mold – causes and prevention. Improvers – bread improver and cake improvers.					
<b>Outcome 2</b>	Uses and the importance of leavening agent in bakery and Confectionery.				<b>K2</b>
<b>Unit - III</b>					
<b>Objective 3</b>	To enhance the knowledge of biscuits and cookies preparation and various pastry.				
<b>Biscuits:</b> Definition - Difference between biscuit and cookies - Methods of making biscuits and cookies – characteristics - faults and remedies. Different Types of Paste - short crust pastry, flaky pastry, puff pastry, choux pastry, Danish pastry – Principles involved in preparation - Faults and their causes.					
<b>Outcome 3</b>	Familiarizes with Varieties of cookies and biscuits preparations.				<b>K2</b>
<b>Unit -IV</b>					
<b>Objective 4</b>	Acquire the requisite technical skills for modern cake preparation and some recipes.				
<b>Cake making methods:</b> Creaming method, whisking method, flour batter method, sugar batter method, All in one method – internal and external characteristics of a good cake - Cake faults and remedies. Petit Fours – definition – varieties – difference between petit fours and cake. Steps Involved in Preparing Large Cakes - Wedding Cakes, Birthday Cakes.					
<b>Outcome 4</b>	Comprehend various methods of cake making and Icing.				<b>K4</b>
<b>Unit - V</b>					
<b>Objective 5</b>	Identify and the uses of gateaux & syrups, icing, filling, glazes in the cakes.				
<b>Gateaux &amp; syrups:</b> Basic Preparation, Icings, Fillings and Glazes - Different Types of Icings- Types of Mousses and Souffle varieties. Meringues – definition, types and uses. Chocolate work – uses of cocoa and chocolate in confectionery.					
<b>Outcome 5</b>	To enhance the knowledge in preparation of stock, soup and sauce etc.,				<b>K2</b>

**Suggested Readings:**

Chouhan.Aparna.(2015). Cooking Process in Baking and Pastry Making,Oxford Book Company. Larousre.(2012). On Pastry,(1<sup>st</sup> ed.) John wiley & Sons.  
 Metha Nita. (2013). Eggless Cakes & Muffins, (1<sup>st</sup> ed.).SNAB Publishers.  
 Sanjeev Kapoor.(2012).Cakes & Bakes,(1<sup>st</sup> ed.)Popular Prakashan Pvt Ltd. Singh.  
 Thangam E. Philip. (2010).Modern Cookery for Teaching and Trade,(6<sup>th</sup> ed.). Orient BlackSwan. Fosket. David.(2012). Practical Cookery,(12<sup>th</sup>ed.). Hodder Education.  
 Yogambal Ashokkumar. (2012).Text book: Bakery& Confectionary,(12<sup>th</sup> ed.). PHI Publisher.

**Online Resources :**

Historical Background of Baking: <https://uou.ac.in/sites/default/files/slm/HM-302.pdf>  
<https://www.cbse.gov.in/publications/vocational/Bakery%20and%20Confectionery/Confectionery%20Final%202.pdf>

History of Bread:

[https://www.academia.edu/6987441/BAKERY\\_AND\\_CONFECTIONERY](https://www.academia.edu/6987441/BAKERY_AND_CONFECTIONERY)

<b><i>K1-Remember</i></b>	<b><i>K2-Understand</i></b>	<b><i>K3- Apply</i></b>	<b><i>K4-Analyze</i></b>	<b><i>K5-Evaluate</i></b>	<b><i>K6-Create</i></b>
---------------------------	-----------------------------	-------------------------	--------------------------	---------------------------	-------------------------

**Course designed by: Mrs.R.Jennifer**

**Course outcome VS Programme outcomes**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S (3)	M (2)	S (3)	M (2)	S (3)	S (3)	S (3)	S (3)	M (2)	S (3)
CO2	S (3)	S (3)	M (2)	M (2)	S (3)	M (2)	M (2)	S (3)	M (2)	M (2)
CO3	S (3)	M (2)	S (3)	M (2)	M (2)	M (2)	M (2)	S (3)	S (3)	M (2)
CO4	S (3)	M (2)	S (3)	M (2)	S (3)	S (3)	M (2)	M (2)	S (3)	S (3)
CO5	S (3)	M (2)	S (3)	M (2)	S (3)	S (3)	M (2)	M (2)	S (3)	S (3)
W.AV	3	2.2	2.8	2	2.8	2.6	2.2	2.6	2.6	2.6

S –Strong (3), M-Medium (2), L- Low (1)

**Course Outcome VS Programme Specific Outcomes**

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S (3)	S (3)	S (3)	M (2)	S (3)
CO2	S (3)	S (3)	S (3)	S (3)	S (3)
CO3	S (3)	S (3)	S (3)	S (3)	S (3)
CO4	S (3)	S (3)	S (3)	S (3)	S (3)
CO5	S (3)	M (2)	S (3)	S (3)	S (3)
W.AV	3	2.8	3	2.8	3

S –Strong (3), M-Medium (2), L- Low (1)

Semester - II					
Allied	2HM2P2	Bakery & Confectionery - Practical	P	Credits: 2	Hours: 2
<b>Unit - I</b>					
<b>Objective 1</b>	Use Bakery equipment and other ingredients. Weigh and measure ingredients and portions accurately.				
<b>Equipments:</b>	Identification - Uses and handling - Ingredients - Qualitative and quantitative measures.				
<b>Outcome 1</b>	Identify the Perform hygiene and cleanliness of bakery, bakery equipments & utensils.				<b>K4</b>
<b>Unit –II</b>					
<b>Objective 2</b>	To prepare a variety of breads and cakes.				
<b>Bread Making:</b>	Bread Loaf (White and Brown) - Bread Rolls (Various shapes) – French bread – Brioche, chicken – vol-au-ent – pizza – croissant. Simple Cakes -Sponge, Genoise, Fatless, Swiss roll - Fruit Cake - Rich Cakes – Dundee – Madeira – Muffins.				
<b>Outcome 2</b>	Understand and practice yeast dough making process and cakes.				<b>K2</b>
<b>Unit–III</b>					
<b>Objective 3</b>	To Understand the different variety of biscuits and cookies preparation				
<b>Simple Cookies &amp; biscuits:</b>	Nan Khatai - Golden Goodies - Melting moments - Swiss tarts - Tri colour biscuits - Chocolate chip - Cookies (Salt) - Chocolate Cream Fingers - Bachelor Buttons.				
<b>Outcome 3</b>	Perform to prepare cookies and biscuits.				<b>K3</b>
<b>Unit –IV</b>					
<b>Objective 4</b>	Describe the hot/cold desserts.				
<b>Hot / Cold Desserts:</b>	Caramel Custard - Bread and Butter Pudding - Queen of Pudding - Soufflé – Lemon / Pineapple - Mousse (Chocolate Coffee).				
<b>Outcome 4</b>	Demonstrate to prepare custard, souffle and mousse.				<b>K5</b>
<b>Unit –V</b>					
<b>Objective 5</b>	To prepare the different kinds of puddings				
<b>Hot / Cold Desserts:</b>	Bavaroise - Diplomat Pudding - Apricot Pudding - Steamed Pudding - Albert Pudding, Cabinet Pudding, Apple pie.				
<b>Outcome 5</b>	Understand oven temperature for pudding and pie and understand the various styles of Pudding and pie.				<b>K2</b>
<b>Suggested Readings:</b>					
Handbook of Confectionary with formulations, Engineers India research Institute.(2017). Metha Nita. (2013). Eggless Cakes & Muffins, (1 <sup>st</sup> ed.).SNAB Publishers. Sanjeev Kapoor.(2012).Cakes & Bakes,(1 <sup>st</sup> ed.)Popular Prakashan Pvt Ltd. Thangam E. Philip. (2010).Modern Cookery for Teaching and Trade,(6 <sup>th</sup> ed.). Orient BlackSwan. Fosket. David.(2012). Practical Cookery,(12 <sup>th</sup> ed.). Hodder Education. Yogambal Ashokkumar. (2012).Text book: Bakery& Confectionary (12 <sup>th</sup> ed.). PHI Publisher.					
<b>Online Resources:</b>					
Professional Baking: <a href="https://www.ihmnotes.in/assets/Docs/Books/Professional_Baking.pdf">https://www.ihmnotes.in/assets/Docs/Books/Professional_Baking.pdf</a> Approach and Philosophy of On Baking: <a href="https://www.pearsonhighered.com/assets/preface/0/1/3/5/013524014X.pdf">https://www.pearsonhighered.com/assets/preface/0/1/3/5/013524014X.pdf</a>					
<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3- Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>
<b>Course designed by: Mrs. R. Jennifer</b>					



### Course outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S (3)	M (2)	S (3)	S (3)	S (3)	S (3)	S (3)	S (3)	S (3)	M (2)
CO2	S (3)	S (3)	S (3)	M (2)	M (2)	M (2)	S (3)	S (3)	S (3)	S (3)
CO3	S (3)	S (3)	S (3)	S (3)	M (2)	M (2)	S (3)	S (3)	M (2)	M (2)
CO4	S (3)	S (3)	S (3)	S (3)	S (3)	S (3)	M (2)	M (2)	M (2)	S (3)
CO5	M (2)	M (2)	S (3)	S (3)	S (3)	S (3)	S (3)	M (2)	S (3)	S (3)
W.AV	2.8	2.6	3	2.8	2.6	2.6	2.8	2.6	2.6	2.6

S –Strong (3), M-Medium (2), L- Low (1)

### Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S (3)	S (3)	M (2)	S (3)	S (3)
CO2	S (3)	M (2)	S (3)	S (3)	S (3)
CO3	S (3)	M (2)	S (3)	M (2)	M (2)
CO4	S (3)	S (3)	S (3)	M (2)	M (2)
CO5	S (3)	S (3)	S (3)	S (3)	S (3)
W.AV	3	2.6	2.8	2.6	2.6

S –Strong (3), M-Medium (2), L- Low (1)

Semester - III					
Core	2HM3C1	Food Production Operation	T	Credits: 3	Hours: 3
<b>Unit - I</b>					
<b>Objective 1</b>	To understand the fundamentals of menu planning & standard recipes.				
<b>Commercial sector sub classification:</b> Industrial Catering, Banqueting, Institutional Catering, Hospital Catering, Welfare Catering Operations – Definition - Introduction – Characteristics – Menu Consideration and Challenges. Menu Planning Recipe Formulation: Menu Planning - Factors Affecting Menu Planning. Standard Recipes: Definition – Writing - Format and Costing.					
<b>Outcome 1</b>	Developing the in depth knowledge on the commercial sector sub classification and menu planning.				<b>K1</b>
<b>Unit - II</b>					
<b>Objective 2</b>	Have through knowledge of Regional cuisine and knowledge of Indian food.				
<b>Study of Various Regional Cuisine:</b> Punjabi – Gujarati - Kashmiri - South Indian - Goan - Bengali - Maharashtra - Mughlai - Rajasthani. Knowledge of Indian Food – Ingredients - Spices & Gravies - Study of Indian Sweets - Accompaniments - Indian Breads.					
<b>Outcome 2</b>	Know and develop the brief idea of various regional cuisines in India and its history, geography, ingredients used, special dishes and popular Indian sweets and breads.				<b>K2</b>
<b>Unit - III</b>					
<b>Objective 3</b>	Have insight of the store management.				
<b>Stores Management:</b> Stores layout and planning - Standard Purchasing - Purchase specification – Dealing with suppliers - Storage system – Inventories- Records and documentation - Computerized material system.					
<b>Outcome 3</b>	Apply the procedures of stores management, purchase specification and inventories records and documentation.				<b>K3</b>
<b>Unit - IV</b>					
<b>Objective 4</b>	To know the kitchen stewarding department operation.				
<b>Kitchen Stewarding:</b> Importance of kitchen stewarding - Organization of the kitchen stewarding Department - Equipment found in kitchen stewarding Department - Hierarchy found in kitchen Stewarding Department - Work flow in kitchen stewarding - Garbage Disposal.					
<b>Outcome 4</b>	Construct the knowledge of Kitchen stewarding in food production department and garbage disposal.				<b>K1</b>
<b>Unit - V</b>					
<b>Objective 5</b>	To understand the production management and production planning.				
<b>Production Management:</b> Kitchen Organization - Allocation of work – Job description/ Duty rosters - production planning - production scheduling - production quality & quantity control - forecasting, budgeting – Yield Management.					
<b>Outcome 5</b>	To enhance the knowledge of kitchen organization in production management, duty rosters, quality and quantity control.				<b>K1</b>

**Suggested Readings:**

Hegde, Laxminarayanan.(2014). Quality Control in Fruits and Vegetables,(1<sup>st</sup>ed.). Discovery Publishing. Parvinder S.Bali.(2018). Theory of cookery,(<sup>3rd</sup> ed.).Oxford university press.  
 Sanjeev Kapoor.(2012). Dal Roti (1<sup>st</sup> ed.). Popular Prakashan.  
 Thangam E. Philip. (2010).Modern Cookery for Teaching and Trade,(6<sup>th</sup> ed.). Orient Black Swan.

**Online Resources:**

Production and Operation Management:

[https://www.vssut.ac.in/lecture\\_notes/lecture1429900757.pdf](https://www.vssut.ac.in/lecture_notes/lecture1429900757.pdf)

<i>K1-Remember</i>	<i>K2-Understand</i>	<i>K3- Apply</i>	<i>K4-Analyze</i>	<i>K5-Evaluate</i>	<i>K6-Create</i>
--------------------	----------------------	------------------	-------------------	--------------------	------------------

Course designed by: Mrs. R. Jennifer

**Course outcome VS Programme outcomes**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S (3)	S (3)	S (3)	M (2)	S (3)	M (2)	S (3)	M (2)	S (3)	S (3)
CO2	S (3)	S (3)	S (3)	S (3)	S (3)	S (3)	M (2)	M (2)	S (3)	S (3)
CO3	S (3)	S (3)	S (3)	S (3)	S (3)	S (3)	M (2)	M (2)	S (3)	S (3)
CO4	S (3)	S (3)	S (3)	S (3)	S (3)	S (3)	S (3)	M (2)	S (3)	S (3)
CO5	S (3)	S (3)	S (3)	M (2)	M (2)	S (3)	S (3)	S (3)	S (3)	S (3)
W.AV	3	3	3	2.6	2.8	2.8	2.6	2.2	3	3

S –Strong (3), M-Medium (2), L- Low (1)

**Course Outcome VS Programme Specific Outcomes**

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S (3)	M (2)	M (2)	M (2)	S (3)
CO2	S (3)	S (3)	S (3)	S (3)	S (3)
CO3	S (3)	S (3)	S (3)	S (3)	S (3)
CO4	S (3)	S (3)	S (3)	S (3)	S (3)
CO5	S (3)	M (2)	S (3)	S (3)	S (3)
W.AV	3	2.6	2.8	2.8	3

S –Strong (3), M-Medium (2), L- Low (1)

Semester -III					
Core	2HM3C2	Hospitality French - I	T	Credits: 3	Hours: 3
<b>Unit - I</b>					
<b>Objective 1</b>	The objective of the course is to provide a basic knowledge of general French useful for tourism and hotel industries and catering business.				
Here you are / Hello / Good Morning Situations - Reception / Coach / Airports / Bar Know - how-Greeting / Showing something / Thanking / Introducing oneself / Receiving clients Grammar - Possessive adjectives, Present tense conjugations (to be ,to call oneself) Alphabets, The role of accents Cultural information - To greet a person / Names /- French tourists abroad / India as seen by the French / French Visitors in India.					
<b>Outcome 1</b>	On successful completion of this course learners will be able to understand French greetings and basic expressions.				<b>K1</b>
<b>Unit - II</b>					
<b>Objective 2</b>	To enable the students to understand, Read, Write and Speak basic French				
I have a ... Situations - Reception / Travel Agency / Travel Exchange / Tourist spots Know - how- Receiving / Communicating Grammar- Present tense conjugation (to have, to be able), Days of the Week , Months of the Year , Cultural information - Hotels in France					
<b>Outcome 2</b>	To satisfy requirement of everyday situations, demonstrate good comprehension.				<b>K3</b>
<b>Unit - III</b>					
<b>Objective 3</b>	Greetings, to welcome.				
A room for ... Situations - Reception / Bar / Travel Agency Know how - Receiving / allotting a room Grammar - Conditional Present Tense, (to wish ,can ) The Numbers (0-100) Cultural information - Air conditioning / Noise / Swimming Pool					
<b>Outcome 3</b>	To Frame simple sentences in French.				<b>K2</b>
<b>Unit - IV</b>					
<b>Objective 4</b>	To give basic details in French.				
There's only... Situations - Reception / Travel Agency / Travel Exchange / Shop Know-how- Receiving / Giving Rates Grammar - How much? / How many etc? ,Present tense conjugation ( to speak/to wish/ to stay) ,The numbers (100-1000000) Cultural information - Tariffs of hotel rooms in France					
<b>Outcome 4</b>	To aware of French Culture, hospitality & Tourism.				<b>K1</b>
<b>Unit - V</b>					
<b>Objective 5</b>	To know cultural information about France.				
Can you ...?					

Situations - Reception / Travel Exchange / Bar / Restaurant Know - how - Helping with formalities Grammar - Gender & number of possessive adjectives , Demonstrative adjectives Present tense conjugation (to call) Cultural information- Formalities for checking in / foreign currency					
<b>Outcome5</b>	To identify the basic knowledge of French Grammar.				<b>K1</b>
<b>Suggested Readings :</b> Rajeswari Chandrasekhar, Rekha Hangal et al.(2002). <i>À Votre Service I</i> ,(L1-6; W.R. Goyal, New Delhi.					
<b>Online Resources:</b> Learn Today's Real Life French Language: <a href="https://www.frenchtoday.com/?ref=58">https://www.frenchtoday.com/?ref=58</a> French Grammar For Beginners: <a href="https://fluentlanguage.teachable.com/p/french-grammar">https://fluentlanguage.teachable.com/p/french-grammar</a>					
<i><b>K1-Remember</b></i>	<i><b>K2-Understand</b></i>	<i><b>K3- Apply</b></i>	<i><b>K4-Analyze</b></i>	<i><b>K5-Evaluate</b></i>	<i><b>K6-Create</b></i>
<b>Course designed by: Mrs. R. Jennifer</b>					

### Course outcome VS Programme outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S (3)	S (3)	S (3)	M (2)	S (3)	M (2)	S (3)	S (3)	S (3)	S (3)
CO2	S (3)	S (3)	S (3)	M (2)	S (3)	S (3)	M (2)	S (3)	S (3)	S (3)
CO3	S (3)	S (3)	M (2)	S (3)	M (2)	S (3)	M (2)	S (3)	S (3)	S (3)
CO4	S (3)	S (3)	M (2)	S (3)	S (3)	S (3)	S (3)	S (3)	S (3)	S (3)
CO5	S (3)	S (3)	S (3)	M (2)	M (2)	S (3)	S (3)	S (3)	S (3)	S (3)
<b>W.AV</b>	<b>3</b>	<b>3</b>	<b>2.6</b>	<b>2.4</b>	<b>2.6</b>	<b>2.8</b>	<b>2.6</b>	<b>3</b>	<b>3</b>	<b>3</b>

S –Strong (3), M-Medium (2), L- Low (1)

### Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S (3)	M (2)	S (3)	S (3)	S (3)
CO2	S (3)	S (3)	S (3)	S (3)	S (3)
CO3	S (3)	S (3)	S (3)	S (3)	S (3)
CO4	S (3)	S (3)	S (3)	S (3)	S (3)
CO5	S (3)	S (3)	S (3)	S (3)	S (3)
<b>W.AV</b>	<b>3</b>	<b>2.8</b>	<b>3</b>	<b>3</b>	<b>3</b>

S –Strong (3), M-Medium (2), L- Low (1)

Semester – III					
Core	2HM3P1	Indian Culinary Arts - Practical	P	Credits: 3	Hours: 3
<b>Unit - I</b>					
<b>Objective1</b>	This course helps to equip the students to be familiarize Indian Cuisine and Foods.				
Indian cuisine- 10 Menus with four preparations in each					
❖ Punjabi cuisine					
❖ Awadhi cuisine					
<b>Outcome 1</b>	To acquire knowledge of the various cuisines of India.				<b>K1</b>
<b>Unit - II</b>					
<b>Objective 2</b>	To impart perfect skills in the preparations of various cuisines of Indian Regions.				
Indian cuisine- 10 Menus with four preparations in each					
❖ Bengali cuisine					
❖ Hyderabadi cuisine					
<b>Outcome 2</b>	Build a professional manner while developing professional skills and safe work habits.				<b>K1</b>
<b>Unit - III</b>					
<b>Objective 3</b>	To develop their knowledge about Accompaniment of Indian Cuisines.				
Indian cuisine- 10 Menus with four preparations in each					
❖ Chettinad cuisine					
❖ Goan cuisine					
<b>Outcome 3</b>	To classify the various regional cookery.				<b>K2</b>
<b>Unit - IV</b>					
<b>Objective 4</b>	Have insight of Orthodox Mughlai dishes.				
Indian cuisine- 10 Menus with four preparations in each					
❖ Kerala cuisine					
❖ Mangalorean cuisine					
<b>Outcome 4</b>	Apply the procedures of personal hygiene.				<b>K3</b>
<b>Unit -V</b>					
<b>Objective 5</b>	To know cultural information about France.				
Indian cuisine- 10 Menus with four preparations in each					
❖ Karnataka cuisine					
❖ Mughlai cuisine					
<b>Outcome5</b>	Take part in the methods of cooking knowledge of raw materials.				<b>K1</b>
<b>Suggested Readings:</b>					
Fosket. David.(2016). <i>The Theory of Catering</i> ; (13 <sup>th</sup> ed.).Hodder Education.					
Kinton and Ceserani. (2007). <i>The Theory of Catering</i> .( 11 <sup>th</sup> ed.). ELBS Publications.					
Krishna Arora, Frank Bros. & Co. (2011). <i>Theory of cookery</i> . Frank brothers Company. New Delhi.					
Parvinder S.Bali.(2012). <i>International Cuisine Food Production Management</i> ; Oxford.					
Philip. E. Thangam. (2009) <i>Modern Cookery (Vol-I) for teaching and trade</i> ,(6 <sup>th</sup> ed.). Orient Black Swan.					
Tuli K.K.(2009). <i>Fundamentals of Food Production</i> . Ane Books Pvt. Ltd.					

**Online Resources:**Indian Recipes: <https://www.tarladalal.com/>Sanjeev Kapoor Recipes: <https://www.sanjeevkapoor.com/>**K1-Remember****K2-Understand****K3- Apply****K4-Analyze****K5-Evaluate****K6-Create****Course designed by: Mrs. R. Jennifer****Course outcome VS Programme outcomes**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S (3)	S (3)	S (3)	M (2)	S (3)	M (2)	S (3)	S (3)	S (3)	S (3)
CO2	S (3)	S (3)	S (3)	S (3)	S (3)	S (3)	M (2)	S (3)	S (3)	S (3)
CO3	S (3)	S (3)	S (3)	S (3)	S (3)	S (3)	M (2)	M (2)	S (3)	S (3)
CO4	S (3)	S (3)	S (3)	S (3)	S (3)	S (3)	S (3)	S (3)	S (3)	S (3)
CO5	S (3)	S (3)	S (3)	M (2)	M (2)	S (3)	S (3)	S (3)	S (3)	S (3)
W.AV	3	3	3	2.6	2.8	2.8	2.6	2.8	3	3

**S –Strong (3), M-Medium (2), L- Low (1)****Course Outcome VS Programme Specific Outcomes**

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S (3)	M (2)	S (3)	S (3)	S (3)
CO2	S (3)	S (3)	S (3)	S (3)	S (3)
CO3	S (3)	S (3)	S (3)	M (2)	S (3)
CO4	S (3)	S (3)	S (3)	S (3)	S (3)
CO5	S (3)	S (3)	S (3)	M (2)	S (3)
W.AV	3	2.8	3	2.6	3

**S –Strong (3), M-Medium (2), L- Low (1)**

Semester - III					
Allied	2HM3A1	Basic Accommodation Operation	T	Credits: 3	Hours: 3
<b>Unit -I</b>					
<b>Objective 1</b>	Organization functions of housekeeping department and its different sections.				
<b>The Role Of Housekeeping In Hospitality Operation:</b> Role of Housekeeping in Guest Satisfaction and Repeat Business.					
<b>Outcome 1</b>	Acquire the basic knowledge in Housekeeping department Functions.				<b>K1</b>
<b>Unit-II</b>					
<b>Objective 2</b>	To understand the organisational chart of housekeeping department in a hotel.				
<b>Organisation Chart Of The Housekeeping Department:</b>					
A. Hierarchy in small, medium, large and chain hotels					
B. Identifying Housekeeping Responsibilities					
C. Personality Traits of housekeeping Management Personnel.					
D. Duties and Responsibilities of Housekeeping staff					
E. Layout of the Housekeeping Department					
<b>Outcome 2</b>	Understand the roles and responsibilities of the department.				<b>K2</b>
<b>Unit -III</b>					
<b>Objective3</b>	Different department of Housekeeping co-ordinates with other department.				
<b>Cleaning Organisation:</b>					
A. Principles of cleaning, hygiene and safety factors in cleaning					
B. Methods of organising cleaning					
C. Frequency of cleaning daily, periodic, special					
D. Design features that simplify cleaning					
E. Use and care of Equipment					
<b>Outcome 3</b>	Apply techniques in cleaning organisation.				<b>K3</b>
<b>Unit-IV</b>					
<b>Objective 4</b>	Procedure of cleaning different status of room.				
<b>Cleaning Agents:</b>					
A. General Criteria for selection					
B. Classification					
C. Polishes					
D. Floor shields					
E. Use, care and Storage					
F. Distribution and Controls					
G. Use of Eco-friendly products in Housekeeping					
<b>Cleaning Equipments:</b> Equipment selection, Storage of Equipment, Maintenance of Cleaning Equipments, Cleaning Agents - Common Cleaning Agents, Selection of Cleaning Agents, and General Principles.					
Cleaning Methods - Cleaning Methods of different Surface.					
<b>Outcome 4</b>	Track the flow and use of cleaning agents on different surfaces like metal, glass, floor and wood.				<b>K5</b>



<b>Unit -V</b>	
<b>Objective 5</b>	To know the inter departmental relationship
<b>Inter Departmental Relationship:</b>	
A. With Front Office	
B. With Maintenance	
C. With Security	
D. With Stores	
E. With Accounts	
F. With Personnel	
G. Use of Computers in House Keeping department	
<b>Public Area Cleaning:</b> Entrances, Lobbies, Front Desk, Elevators, Staircases, Guest ,Corridors, Public Restrooms, Banquet Halls, Dining Rooms, and Leisure Areas. Typesof cleaning – Weekly cleaning – Periodic cleaning – Spring cleaning.	
<b>Outcome 5</b>	Improve the relationship with other departments of the hotel
	<b>K6</b>
<b>Suggested Readings:</b>	
O’Fallon, M. and Rutherford, D. (2013) <i>Hotel Management and Operations</i> . Hoboken, New Jersey: John Wiley & Sons, Inc.	
Matt, A. (2011). <i>Housekeeping Management</i> . John Wiley & Sons, Inc	
Raghubalan-G.-& Raghubalan-S. (2011). <i>Hotel housekeeping operations and management</i> . New Delhi: Oxford university press.	
<b>Online Resources:</b>	
Website: <a href="https://www.hotelmanagement.net/">https://www.hotelmanagement.net/</a>	
Website: <a href="https://www.hospitalitynet.org/">https://www.hospitalitynet.org/</a>	
<b>K1-Remember</b>	<b>K2-Understand</b>
<b>K3- Apply</b>	<b>K4-Analyze</b>
<b>K5-Evaluate</b>	<b>K6-Create</b>
<b>Course designed by: Mrs. T. Nathiya</b>	

#### Course outcome VS Programme outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	L(1)	L(1)	S(3)	S(3)
CO2	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)	L(1)	L(1)	S(3)	S(3)
CO3	S(3)	S(3)	M(2)	M(2)	L(1)	S(3)	L(1)	L(1)	M(2)	S(3)
CO4	S(3)	S(3)	M(2)	M(2)	L(1)	S(3)	L(1)	L(1)	M(2)	S(3)
CO5	S(3)	S(3)	S(3)	S(3)	M(2)	L(1)	L(1)	M(2)	S(3)	S(3)
W.AV	3	3	2.6	2.6	2	2.4	1	1.2	2.6	3

S–Strong (3), M-Medium (2), L-Low (1)

#### Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	L(1)	M(2)	L(1)	S(3)
CO2	S(3)	L(1)	M(2)	M(2)	S(3)
CO3	S(3)	L(1)	L(1)	L(1)	S(3)
CO4	S(3)	L(1)	L(1)	L(1)	S(3)
CO5	S(3)	L(1)	M(2)	M(2)	S(3)
W.AV	3	1	1.6	1.4	3

S–Strong (3), M-Medium (2), L-Low (1)

Semester – III					
Allied	2HM3P2	Basic Accommodation Operation- Practical	P	Credits: 2	Hours: 2
<b>Unit –I</b>					
<b>Objective1</b>	To give the nuances of housekeeping.				
Identification of cleaning equipments - Identification of cleaning agents Layout of Linen and Uniform Room/Laundry Selection and Designing of Uniforms					
<b>Outcome 1</b>	Acquire the knowledge of housekeeping and its role.				<b>K1</b>
<b>Unit–II</b>					
<b>Objective 2</b>	To familiarize the manual cleaning equipments used in housekeeping.				
Use of cloths and their types - Bathroom cleaning - Public area Cleaning Laundry Machinery and Equipment.					
<b>Outcome 2</b>	Job responsibilities traits needed for housekeeping staff.				<b>K6</b>
<b>Unit-III</b>					
<b>Objective 3</b>	To give the standard instructions on operating mechanical equipments used in Housekeeping.				
<b>Basic cleaning methods:</b> Dusting, Sweeping, Mopping, Scrubbing, Polishing, Vacuuming, wiping, washing, rinsing, swabbing, brushing, buffing Stain Removal					
<b>Outcome 3</b>	Obtain the knowledge on housekeeping amenities.				<b>K2</b>
<b>Unit-IV</b>					
<b>Objective 4</b>	Equipment handling, Care & Cleaning, Identification of Cleaning Equipments (both manual & Mechanical)				
<b>Bed Making - Guest room cleaning –</b> Flower Arrangement					
<b>Outcome 4</b>	Absorb the knowledge on Cleaning agents, Equipment's.				<b>K2</b>
<b>Unit-V</b>					
<b>Objective 5</b>	To help them to handle emergency situations.				
Fire fighting - First aid Training					
<b>Outcome5</b>	Practical understanding on cleaning surfaces.				<b>K6</b>
<b>Suggested Readings:</b>					
S.Ragubalan <i>Hotel Housekeeping</i> (2015), Oxford publications (3 <sup>rd</sup> edition) .					
Rajeev R.mishra <i>Managing Hotel Front Office Operations</i> (2016) CBS Publishers.					
<i>Hotel Housekeeping Training manual</i> by Tata McGraw Hills					
<i>Commercial Housekeeping and Maintenance</i> by Iris Jones & Cynthia Phillip, Stanley Thrones (Publisher)					
Joan C.Bronshon & Malini Singh & Jaya B. George <i>Hotel, Hostel &amp; Hospital Housekeeping</i> (2016), ELST Publisher 4th edition.					
<b>Online Resources:</b>					
Website: <a href="https://www.hotelbusiness.com/">https://www.hotelbusiness.com/</a>					
Website: <a href="https://www.shc.com/">https://www.shc.com/</a>					
<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3- Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>
Course designed by:Mrs. T. Nathiya					

**Course outcome VS Programme outcomes**

<b>CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	S(3)	S(3)	S(3)	S(3)	M(2)	S(3)	L(1)	L(1)	M(2)	S(3)
<b>CO2</b>	S(3)	S(3)	S(3)	S(3)	M(2)	S(3)	L(1)	L(1)	M(2)	S(3)
<b>CO3</b>	S(3)	S(3)	S(3)	S(3)	M(2)	S(3)	L(1)	L(1)	M(2)	S(3)
<b>CO4</b>	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)	L(1)	L(1)	M(2)	S(3)
<b>CO5</b>	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)	L(1)	L(1)	M(2)	S(3)
<b>W.AV</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2.6</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>3</b>

**S–Strong (3), M-Medium(2), L-Low(1)**

**Course Outcome VS Programme Specific Outcomes**

<b>CO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	S(3)	M(2)	S(3)	S(3)	S(3)
<b>CO2</b>	S(3)	M(2)	S(3)	S(3)	S(3)
<b>CO3</b>	S(3)	M(2)	M(2)	S(3)	S(3)
<b>CO4</b>	S(3)	M(2)	M(2)	S(3)	S(3)
<b>CO5</b>	S(3)	M(2)	S(3)	S(3)	S(3)
<b>W.AV</b>	<b>3</b>	<b>2</b>	<b>2.6</b>	<b>3</b>	<b>3</b>

**S–Strong (3), M-Medium (2), L-Low (1)**

Semester – IV					
Core	2HM4C1	Front Office Management	T	Credits: 4	Hours: 4
<b>Unit– I</b>					
<b>Objective 1</b>	To give learners a basic knowledge on various front office accounting operations				
<b>Front Office Accounting:</b> Functions of Front Office Accounting - Accounting Fundamentals - Guest and Non Guest Accounts, Folios, Vouchers, Guest Ledgers and City Ledgers. Methods of Payment - Cash, Credit, Traveler’s Cheque, Credit Card. Rates – Room rate, rack rate, corporate rate, commercial rate, airline rate, group rate, and children rate package plan rate, government rate, weekend rate, half day charges.- Meal plan – EP, CP, AP, and MAP. Direct Billing. Guest Cycle – Introduction – Pre-Arrival – Arrival – Occupancy – Departure – Post Departure.					
<b>Outcome 1</b>	On completion of this course students will able to Label the various types of rooms.				<b>K1</b>
<b>Unit -II</b>					
<b>Objective 2</b>	To inform them about the skills of front office staff.				
<b>Qualities and Attributes of Front Office Staff</b> – Telephone Handling Skills - Communication Skills - Guest mail Handling procedure - Wake-up call procedure. Types of hotel guests – Pleasure travellers, DFIT, FFIT, GIT, Special interest tours, incentive tours business travellers, convention and conference guests.					
<b>Outcome 2</b>	Create a feasible working environment with other department staff.				<b>K6</b>
<b>Unit - III</b>					
<b>Objective 3</b>	To give learners a fair knowledge about the Front office records and equipments in hotel.				
<b>Front Office Records And Equipments:</b> Records- Guest Histories - Equipments – Room Rack, Mail, Message and Key rack, Reservation Racks, Information rack, Cash Register and Other important equipments in Front Office. Night Auditing: Night Audit, Night Auditor-Duties and Responsibilities, Night Audit Process.					
<b>Outcome 3</b>	Build the guest cyclic process.				<b>K3</b>
<b>Unit -IV</b>					
<b>Objective 4</b>	To understand the reservation process thoroughly.				
<b>Lobby:</b> Introduction - Bell Desk - Travel Desk - Job Descriptions of Bell Boy, Bell Captain, Concierge, Lobby Manager - Handling VIP, GRE. Reservation – Function- Types – guaranteed, non-guaranteed, advanced, confirmed reservation - Reservation process – The reservation request, accepting reservation – reservation form - guest history card, reservation confirmation - Sources of reservation – group travellers, pleasure travellers, travel agents, airline, central reservation system, group reserve.					
<b>Outcome 4</b>	Understand guest handling procedure.				<b>K2</b>
<b>Unit - V</b>					
<b>Objective 5</b>	To help them to handle emergency situations.				
<b>Emergency Situations-</b> Hotel & Guest Security - Handling Complaints - Safe Deposit Facility - Lost & Found and Its Procedures. Check out and Settlement: Departure Procedure (Manual & Automated), Mode of Settlement of Bill, Potential Check-out Problems and Solutions like Late Check-outs. No show guest – Skipper and handling offended guest.					
<b>Outcome 5</b>	Improve the qualities for front office staffs.				<b>K1</b>

**Suggested Readings:**

Sue Baker *Principles of Hotel Front Office Operation* (2017).  
 Michael L. Kasvan- *Managing Front Office Operation* (2017).  
 Sudhir Andrews *Hotel Front Office Training Manual* –.(2017), Tata Mc Graw Hill Publishers, New Delhi.  
 S. K. Bhatnagar *Front Office Management*,(2011).

**Online Resources:**

Hotel Front Office: <https://uou.ac.in/sites/default/files/slm/BHM-704ET.pdf>  
 The Hotel in history: <https://www.researchgate.net/publication/318379664-The-hotel-in-history-evolving-perspectives>  
 Hotel Industry: <https://www.scribd.com/document/217606584/history-of-hotel-industry>

<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3- Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>
<b>Course designed by: Mrs.R.Jennifer</b>					

**Course outcome VS Programme outcomes**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S (3)	S (3)	S (3)	M (2)	S (3)	M (2)	S (3)	S (3)	S (3)	S (3)
CO2	M (2)	S (3)	S (3)	S (3)	S (3)	S (3)	M (2)	S (3)	S (3)	S (3)
CO3	S (3)	M (2)	S (3)	S (3)	S (3)	M (2)	M (2)	M (2)	S (3)	S (3)
CO4	S (3)	S (3)	M (2)	S (3)	S (3)	M (2)	S (3)	S (3)	M (2)	S (3)
CO5	M (2)	S (3)	S (3)	M (2)	M (2)	S (3)	S (3)	S (3)	S (3)	S (3)
W.AV	2.6	2.8	2.8	2.6	2.8	2.4	2.6	2.8	2.8	3

S –Strong (3), M-Medium (2), L- Low (1)

**Course Outcome VS Programme Specific Outcomes**

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S (3)	M (2)	S (3)	S (3)	S (3)
CO2	S (3)	S (3)	S (3)	S (3)	S (3)
CO3	S (3)	S (3)	M (2)	M (2)	M (2)
CO4	S (3)	S (3)	S (3)	S (3)	S (3)
CO5	S (3)	S (3)	M (2)	M (2)	S (3)
W.AV	3	2.8	2.6	2.6	2.8

S –Strong (3), M-Medium (2), L- Low (1)

Semester – IV					
Core	2HM4C2	Hospitality French - II	T	Credits: 4	Hours: 4
<b>Unit– I</b>					
<b>Objective 1</b>	The aim of the course is to introduce French language to the hospitality industry students. Also it is the most widely used foreign language other than English as far as hospitality industry is concerned.				
I am sorry / this way please.. Situations - Reception / Travel Exchange / Bar / Restaurant / Room / Tourist spot Know-how - Solving a problem / To excuse oneself / Placing / Taking an order Grammar- Negative forms / near future tense, Present tense conjugation (to open/to take ) Cultural information - Problems / Hygiene habits / TV / Restaurant timings / Breakfast / Appetizers					
<b>Outcome 1</b>	On completing this course the students will gain knowledge about understand, read, write and speak French in second level.				<b>K1</b>
<b>Unit -II</b>					
<b>Objective 2</b>	To understand and speak the much used terms in the hotel operation.				
Have you made your choice? Situations - Restaurant / Travel agency Know- how - Taking an order / Describing dishes / Suggesting dishes Grammar - Simple Present tense/past tense conjugation (to choose/to reserve) Cultural information - Non-European cuisine / Indian cuisine					
<b>Outcome 2</b>	After completing this course the students will enable to use terms in the hotel Operation.				<b>K2</b>
<b>Unit -III</b>					
<b>Objective 3</b>	To enable the students to understand, read, write and speak French second level.				
How would you like to cook? Situations - Restaurant / Tourist spot Know- how - Taking an order Grammar - Future tense conjugation (to be / to have/ to be able / to visit ) Cultural information - Food & the French People					
<b>Outcome 3</b>	To recognize routine information and get a grasp of the practical life in France.				<b>K4</b>
<b>Unit –IV</b>					
<b>Objective 4</b>	To know about French wines.				
The red wine is ... Situations - Restaurants / Travel Agency / Shop Know- how - Describing wines / Comparing Grammar - Degrees of comparison Future tense conjugation ( to take ) Cultural information - Wine & France / Vineyards / French people & wine					
<b>Outcome 4</b>	Familiarize with French culture, Hospitality and Tourism.				<b>K2</b>
<b>Unit - V</b>					
<b>Objective 5</b>	To know about reception formalities.				
That will be... Situations - Restaurant / Reception / Shop / Travel Agency / Tourist spot					

Know- how - Settling the bill					
Grammar – Pronouns / Present tense conjugation (to do ) Translation (English toFrench/ French to English)					
Cultural information - Means of payment / Tips					
<b>Outcome 5</b>	Communicate professionally.				<b>K1</b>
<b>Suggested Readings:</b>					
Rajeswari Chandrasekar, Rekha Hangal et al.(2002). A Votre Service I (L7-12); W.R. Goyal, New Delhi.					
<b>Online Resources:</b>					
Learn Today’s Real Life French Language: <a href="https://www.frenchtoday.com/">https://www.frenchtoday.com/</a>					
French Grammar For Beginners: <a href="https://fluentlanguage.teachable.com/p/french-grammar">https://fluentlanguage.teachable.com/p/french-grammar</a>					
<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3- Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>
<b>Course designed by: Mrs.R.Jennifer</b>					

### Course outcome VS Programme outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S (3)	M (2)	S (3)	M (2)	S (3)	S (3)	M (2)	S (3)	M (2)	S (3)
CO2	S (3)	M (2)	S (3)	M (2)	M (2)	S (3)	S (3)	S (3)	M (2)	S (3)
CO3	S (3)	S (3)	S (3)	S (3)	M (2)	S (3)	M (2)	S (3)	S (3)	S (3)
CO4	S (3)	M (2)	S (3)	S (3)	S (3)	S (3)	M (2)	S (3)	M (2)	S (3)
CO5	S (3)	S (3)	S (3)	M (2)	M (2)	S (3)	S (3)	S (3)	M (2)	S (3)
<b>W.AV</b>	<b>3</b>	<b>2.4</b>	<b>3</b>	<b>2.4</b>	<b>2.4</b>	<b>3</b>	<b>2.4</b>	<b>3</b>	<b>2.2</b>	<b>3</b>

**S –Strong (3), M-Medium (2), L- Low (1)**

### Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S (3)	S (3)	S (3)	S (3)	S (3)
CO2	M (2)	S (3)	M (2)	S (3)	M (2)
CO3	S (3)	M (2)	M (2)	S (3)	M (2)
CO4	S (3)	S (3)	M (2)	S (3)	M (2)
CO5	S (3)	M (2)	M (2)	S (3)	S (3)
<b>W.AV</b>	<b>2.8</b>	<b>2.6</b>	<b>2.2</b>	<b>S (3)</b>	<b>2.4</b>

**S –Strong (3), M-Medium (2), L- Low (1)**

Semester - IV					
Core	2HM4P1	Front Office Management - Practical	P	Credits: 3	Hours: 3
<b>Unit- I</b>					
<b>Objective 1</b>	To understand the importance of reservations terminologies.				
<b>Reception:</b> Reception Terminology – Pre arrival Procedures – Guest registration forms (Guest Registration Card and C-form) – complimentary Amenities requisition form – Group and VIP arrival Procedures – VIP List.					
<b>Outcome 1</b>	The student will be able to understand the Reception terminology.				<b>K2</b>
<b>Unit-II</b>					
<b>Objective 2</b>	To learn the various forms used in the front office.				
<b>Uniformed Services:</b> Lobby desk – lobby terminology – Bell desk procedures – formats used in arrival and departure Errand Card – Scanty baggage register – left luggage register.					
<b>Outcome 2</b>	Classify the uniformed services.				<b>K4</b>
<b>Unit –III</b>					
<b>Objective 3</b>	To gain the knowledge on arrival and departure procedure.				
<b>Front office Cashier :</b> Important terminologies – Duties of front office cashier – settling of bills-procedure for handling credit cards and foreign currency.(ICT)					
<b>Outcome 3</b>	Estimate the operations of front office cashier.				<b>K6</b>
<b>Unit –IV</b>					
<b>Objective 4</b>	To train their students in handling foreign currency.				
<b>Emergency procedures:</b> Role Play - Situation Handling.					
<b>Outcome 4</b>	To help them to handle emergency situations.				<b>K2</b>
<b>Unit - V</b>					
<b>Objective 5</b>	To understand the wake-up calls procedure.				
<b>Telecommunications:</b> Skills and Competencies of the Telephone operator –Wake-up calls procedure.					
<b>Outcome 5</b>	Combine the knowledge on Telephone etiquette.				<b>K1</b>
<b>Suggested Readings:</b> Hotel Front Office Management - A Training Manual – Sudhir Andrews. 2017. Professional Front Office Management – Robert H.woods, jack D.Ninemeier, David K.Hayes, Michele A.Austin, Pearson education, Noida.2013. Hotel Front Office Operations and Management (2 <sup>nd</sup> Edition 6 <sup>th</sup> Impression 2018) – Jatashankar R. Tiwari.					
<b>Online Resources:</b> <a href="https://baou.edu.in/assets/pdf/DHTM-102_slm.pdf">https://baou.edu.in/assets/pdf/DHTM-102_slm.pdf</a> <a href="http://uru.ac.in/uruonlinelibrary/Hospitality_Management/Hotel%20Front%20Office%20Management%203rd%20Edition%20-%20John%20Wiley%20and%20S.pdf">http://uru.ac.in/uruonlinelibrary/Hospitality_Management/Hotel%20Front%20Office%20Management%203rd%20Edition%20-%20John%20Wiley%20and%20S.pdf</a>					
<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3- Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>
<b>Course designed by: Dr.V.Ramachandran</b>					



### Course outcome VS Programme outcomes

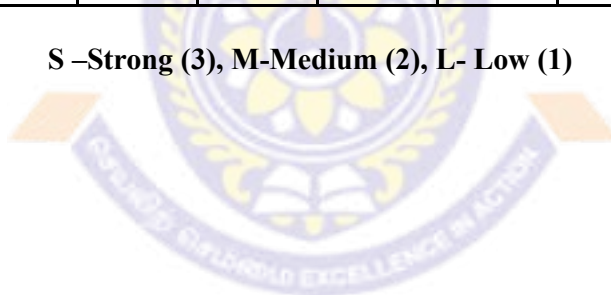
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S (3)	M (2)	S (3)	M (2)	S (3)	M (2)	M (2)	S (3)	S (3)	S (3)
CO2	M (2)	M (2)	M (2)	M (2)	S (3)	S (3)	S (3)	M (2)	M (2)	S (3)
CO3	S (3)	S (3)	S (3)	S (3)	M (2)	M (2)	M (2)	S (3)	S (3)	S (3)
CO4	S (3)	M (2)	M (2)	S (3)	S (3)	S (3)	S (3)	M (2)	M (2)	S (3)
CO5	M (2)	S (3)	S (3)	M (2)	M (2)	M (2)	S (3)	S (3)	S (3)	S (3)
W.AV	2.6	2.4	2.6	2.4	2.6	2.4	2.6	2.6	2.6	3

S –Strong (3), M-Medium (2), L- Low (1)

### Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S (3)	S (3)	S (3)	S (3)	S (3)
CO2	M (2)	M (2)	M (2)	S (3)	M (2)
CO3	M (2)	M (2)	M (2)	M (2)	S (3)
CO4	S (3)	M (2)	S (3)	M (2)	M (2)
CO5	S (3)	M (2)	M (2)	M (2)	S (3)
W.AV	2.6	2.2	2.4	2.4	2.6

S –Strong (3), M-Medium (2), L- Low (1)



Semester -IV					
Allied	2HM4A1	Beverage Service	T	Credits: 3	Hours : 3
<b>Unit -I</b>					
<b>Objective 1</b>	To get a comprehensive knowledge and understanding of various Alcoholic beverages.				
<b>Classification of Alcoholic beverages</b> – Wines- Classification of Wines – Grapes – Constituents of Grapes - Common Grape Varieties used in Wine Making – Factors Affecting the Quality of Wines – Characteristics of Wine – Faults in Wine.					
<b>Outcome 1</b>	The student can know the basic knowledge about wine and will be able to label the Alcoholic terminology.				<b>K1</b>
<b>Unit - II</b>					
<b>Objective 2</b>	To Understand Beverage management of service department of hotel.				
<b>Manufacturing Process of Wines</b> - Wine Producing Countries – Principle Wine Producing Regions of France – Its Grape Varieties – Wine Producing Regions of Germany & Italy - Service of Wines – Wine Laws – Matching Food and Wine.					
<b>Outcome 2</b>	The students can able to Classify the grapes used in wine processing and various wine producing countries and its laws.				<b>K2</b>
<b>Unit – III</b>					
<b>Objective 3</b>	To enable the student to acquire professional competence at managerial levels in beverage service area.				
<b>Champagne</b> – Manufacturing Process of Champagne – Different Styles – Different Methods of Making Champagne - Brand Names. Beer – Ingredients Used - Production of Beer – Types of Beer – Popular Brands of Beer.					
<b>Outcome 3</b>	The learners can understand the different brand names of beer, champagne its production process.				<b>K4</b>
<b>Unit – IV</b>					
<b>Objective 4</b>	To Train the students in processing method of various spirits.				
<b>Spirits – Whisky – Brandy – Rum – Gin – Vodka</b> - Types of all Spirits – Distillation Process – Different Proof of Spirits – Production of Whisky – Types of Whisky – Brandy – Production of Brandy – Types of Brandy – Rum – Production of Rum – Types of Rum – Gin – Production of Gin – Types of Gin – Vodka – Production of Vodka – Types of Vodka - International and Domestic Brand Names of all Spirits.					
<b>Outcome 4</b>	The students can know the basic procedure to prepare various types of spirits.				<b>K2</b>
<b>Unit – V</b>					
<b>Objective 5</b>	To learn the different cocktails and mock tails mixing.				
<b>Cocktails and Mock tails</b> – Meaning and Definition - Components of Cocktails – Methods of making Cocktails and Mock Tails – recipes - Points to be noted While Making Cocktails - Equipments and Tools Required for Making Cocktails – Cocktails made out of various spirits and Liqueurs – Tobacco – Cigars and Cigarettes.					
<b>Outcome 5</b>	The learners can get basic knowledge on cocktails and mock tails.				<b>K1</b>

**Suggested Readings:**

Sudhir Andrews- *Hotel Front Office Management A Training Manual* (2017).

Robert H. woods, jack D.Ninemeier, David K.Hayes, Michele A.Austin, *Professional Front Office management*. (2013 )–Pearson education, Noida.

Jatashankar R. Tiwari. *Hotel Front Office Operations and Management* (2<sup>nd</sup> Edition 6<sup>th</sup> Impression 2018)

**Online Resources:**

<https://alison.com>

<https://www.hotelmanagementtips.com>

<https://www.ihmnotes.in>

**K1-Remember**

**K2-Understand**

**K3- Apply**

**K4-Analyze**

**K5-Evaluate**

**K6-Create**

Course designed by Mr. K.P. Karthilingam

**Course outcome VS Programme outcomes**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)	L(1)	L(1)	L(1)	M(2)
CO2	S(3)	S(3)	S(3)	M(2)	M(2)	L(1)	L(1)	M(2)	L(1)	L(1)
CO3	S(3)	M(2)	S(3)	S(3)	M(2)	S(3)	L(1)	L(1)	L(1)	M(2)
CO4	S(3)	M(2)	S(3)	M(2)	S(3)	S(3)	L(1)	L(1)	L(1)	S(3)
CO5	S(3)	M(2)	S(3)	M(2)	S(3)	M(2)	L(1)	L(1)	L(1)	L(1)
W.AV	3	2.4	3	2.2	2.4	2.4	1	1.2	1	1.8

S –Strong (3), M-Medium (2), L- Low (1)

**Course Outcome VS Programme Specific Outcomes**

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M(2)	M(2)	M(2)	M(2)	S(3)
CO2	S(3)	M(2)	S(3)	M(2)	M(2)
CO3	L(1)	S(3)	M(2)	L(1)	M(2)
CO4	M(2)	M(2)	L(1)	L(1)	L(1)
CO5	L(1)	L(1)	M(2)	M(2)	M(2)
W.AV	1.8	2	2	1.6	2

S –Strong (3), M-Medium (2), L- Low (1)

Semester -IV					
Allied	2HM4P2	Beverage Service - Practical	P	Credits: 2	Hours: 2
<b>Unit –I</b>					
<b>Objective 1</b>	To equip students to gain practical knowledge in service of various alcoholic beverages served in star hotels.				
<b>Service of Wine:</b> Beverage Order Taking Procedures: Compiling a Wine List - Service of Red Wines – Service of White Wines - Service of Rose Wines - Service of Sparkling Wine - Service of Aromatized Wine / Fortified Wines.					
<b>Outcome 1</b>	The students can Demonstrate the methods serving alcoholic and non-alcoholic beverages.				<b>K2</b>
<b>Unit - II</b>					
<b>Objective 2</b>	To understand the procedure of taking a guest’s order and service of Spirits.				
<b>Service of Beer</b> - Service of Brandy - Service of Whisky - Service of Gin.					
<b>Outcome 2</b>	The learners can Assess the various Spirits service techniques that is adapted in a hotel.				<b>K2</b>
<b>Unit - III</b>					
<b>Objective 3</b>	To Practice various services of Spirits.				
<b>Service of Spirits:</b> Service of Vodka - Service of Rum- Service of Tequila.					
<b>Outcome 3</b>	The learners can earn the Experience of Serving various Spirits.				<b>K2</b>
<b>Unit – IV</b>					
<b>Objective 4</b>	To Practice the students to serve Liqueurs and non-alcoholic beverages.				
<b>Service of Liqueurs</b> - Service of Aperitifs - Service of Coffee.					
<b>Outcome 4</b>	The students can Examine the different types of Liqueurs and its services.				<b>K2</b>
<b>Unit - V</b>					
<b>Objective 5</b>	To learn the different types of cocktails and Mocktail service and methods of mixing.				
<b>Service of Cocktails, Mock tails:</b> Preparation & Service of Cocktails, Mock tails/Specially Coffees - Cocktail Bar Equipment – Mixology.					
<b>Outcome 5</b>	The Learners can gain the skill of mixing and serving cocktails and Mocktails				<b>K4</b>
<b>Suggested Readings:</b>					
Brian Varghese. (2015). <i>Professional food &amp; Beverage Service Management</i> , (New edition) Laxmi Publications.					
Chouhan. Aparna. (2017). <i>Mixed drinks, Cocktails and Mock tails</i> ; Elements and Dimensions. Oxford Book Company.					
R. Singaravelavan. (2011). <i>Food &amp; Beverage Service</i> , (Old edition) Oxford university press.					
Sudhir Andrews. (2013). <i>Food &amp; Beverage Service</i> , (3 <sup>rd</sup> ed.). Tata McGraw Hill Publications, New Delhi.					
<b>Online Resources:</b>					
<a href="https://alison.com">https://alison.com</a>					
<a href="https://www.hotelmanagementtips.com">https://www.hotelmanagementtips.com</a>					
<a href="https://www.ihmnotes.in">https://www.ihmnotes.in</a>					
<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3- Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>
<b>Course designed by Mr. K.P. Karthilingam</b>					

### Course outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)	M(2)	L(1)	L(1)	M(2)
CO2	S(3)	S(3)	M(2)	M(2)	M(2)	S(3)	M(2)	L(1)	L(1)	M(2)
CO3	S(3)	S(3)	M(2)	M(2)	M(2)	S(3)	M(2)	L(1)	L(1)	M(2)
CO4	S(3)	S(3)	M(2)	M(2)	M(2)	S(3)	M(2)	L(1)	L(1)	M(2)
CO5	S(3)	M(2)	M(2)	M(2)	M(2)	S(3)	M(2)	L(1)	L(1)	M(2)
W.AV	3	2.8	1.6	2	2	3	2	1	1	2

S –Strong (3), M-Medium (2), L- Low (1)

### Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	M(2)	M(2)	M(2)	M(2)
CO2	M(2)	L(1)	M(2)	S(3)	L(1)
CO3	S(3)	M(2)	S(3)	M(2)	S(3)
CO4	M(2)	L(1)	M(2)	L(1)	M(2)
CO5	S(3)	M(2)	L(1)	M(2)	L(1)
W.AV	2.6	1.6	2	2	1.8

S –Strong (3), M-Medium (2), L- Low (1)

Semester – V					
Core	2HM5C1	International Culinary Arts	T	Credits: 4	Hours: 4
<b>Unit-I</b>					
<b>Objective 1</b>	To familiarize on the Larder department.				
<b>Larder:</b> Essential of larder control - importance and function of larder control in main kitchen - relationship with other section of main kitchen - uties and responsibilities of larder chef - equipment and tools used in larder - floor plan or layout of larder.					
<b>Outcome 1</b>	Understand the importance and function of larder control in main kitchen.				<b>K2</b>
<b>Unit -II</b>					
<b>Objective 2</b>	Aims to develop the skills in Various Hors d' oeuvres preparation and salad and Sandwiches.				
<b>Appetizers:</b> Description of various types of appetizers - appetizer varieties with example - Appetizers froid and chaud. Salads – Classification (Simple or Plain, Compound) and its basic parts - Fruit based - Vegetable based - Meat based in mind. Sandwiches – Parts – base – types – filling – garnish - preparation and storage.					
<b>Outcome 2</b>	Comprehene various Appetizers, salad and sandwiches preparation.				<b>K2</b>
<b>Unit -III</b>					
<b>Objective 3</b>	Knowledge of various garnishes, sausage, panada and wines used in cooking.				
<b>Garnishes:</b> Classification – examples - Historic garnishes - factors to be kept in mind. use of herbs and spices- wines in cookery - Classification of herbs – usage - Types of wines to be used. Sausage - Introduction to charcuterie – Types & Varieties of sausage, casings and fillings – additives & preservatives. Force meat – Meaning, uses, types and recipes. Panada – Meaning, uses, types, recipes with examples.					
<b>Outcome 3</b>	Prepare the Garnishes and its factors to be kept in mind, wine usage, sausage, for cemeat and panada preparation.				<b>K3</b>
<b>Unit -IV</b>					
<b>Objective 4</b>	To learn the various types of compound butter, brine, aspic jelly and cold preparation recipes.				
<b>Introduction to Gastronomy:</b> Modern Haute cuisine – La Grande cuisine. Compound butter – Meaning, types, recipes with examples. Marinade – Different types and uses. Brine – Types and uses. Aspic jelly: Uses and preparation. Cold preparation recipes: Galatine, Ballotine, terrine, Pate terrine, Mousse, Soufflé, mousselines, quenelles etc.,					
<b>Outcome 4</b>	Familiarizes with Compound butter, aspic jelly preparation.				<b>K1</b>
<b>Unit -V</b>					
<b>Objective 5</b>	Developing the knowledge of international cuisine.				
<b>International Cuisine :</b> Geographic location - Historical background - Staple food with regional Influences – Specialities – Recipes - Equipment: Great Britain, France, Italy, Spain & Portugal, Scandinavia, Germany, Middle East, Oriental, Mexican, Lebonese, Greek. Chinese - Introduction to Chinese foods - Historical background - Regional cooking styles - Methods of cooking - Equipment & utensils.					
<b>Outcome 5</b>	Improve the skill in modern international cuisine historical background and regional cooking styles.				<b>K1</b>

**Suggested Readings:**

Jamaluddin. Md. (2015). *Advances in Food Processing and Preservation*, (1st ed.).  
 Sanjeev Kapoor. (2012). *Dal Roti* (1st ed.). Popular Prakashan.  
 Sanjeev Kapoor. (2014). Anmol Publications Pvt Ltd.  
 Thangam E. Philip *No Onion, No Garlic*. (1st ed.). (1996). Popular Prakashan.  
*Modern Cookery for Teaching Trade, 4th Vol*, (2015). Orient Longmah Ltd, Mumbai.  
 Vijay Tyagi *Food Production Operation*, (1st ed.). Cyber tech Publication.  
 A. Heyman (2019) *International Cooking Patricia*, Pearson Education, Noida.  
 Kinton And Ceserani (2007) *Theory of Catering*, Elbs Publications, New Delhi.

**Online Resources:**

International Cuisine: [http://www.gov.pe.ca/photos/original/4hsask\\_IC\\_RB.pdf](http://www.gov.pe.ca/photos/original/4hsask_IC_RB.pdf)  
 International Recipes: <https://www.nobilia.de/fileadmin/assets/downloads/rezepte/Internationale-Rezepte/nobilia-international-recipes-EN.pdf>

**K1-Remember****K2-Understand****K3- Apply****K4-Analyze****K5-Evaluate****K6-Create****Course designed by: Mrs.R.Jennifer****Course outcome VS Programme outcomes**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S (3)	S (3)	S (3)	S (3)	S (3)	S (3)	S (3)	M (2)	S (3)	S (3)
CO2	M (2)	M (2)	M (2)	S (3)	M (2)	M (2)	M (2)	M (2)	M (2)	M (2)
CO3	S (3)	S (3)	S (3)	M (2)	M (2)	M (2)	M (2)	M (2)	S (3)	M (2)
CO4	M (2)	M (2)	M (2)	M (2)	M (2)	M (2)	M (2)	M (2)	M (2)	M (2)
CO5	S (3)	S (3)	S (3)	S (3)	S (3)	S (3)	S (3)	S (3)	S (3)	S (3)
W.AV	2.6	2.6	2.6	2.6	2.4	2.4	2.4	2.2	2.6	2.4

**S –Strong (3), M-Medium (2), L- Low (1)****Course Outcome VS Programme Specific Outcomes**

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S (3)	S (3)	M (2)	M (2)	S (3)
CO2	M (2)	M (2)	M (2)	S (3)	S (3)
CO3	M (2)	M (2)	S (3)	M (2)	M (2)
CO4	M (2)	M (2)	M (2)	S (3)	S (3)
CO5	M (2)	M (2)	S (3)	M (2)	S (3)
W.AV	2.2	2.2	2.4	2.4	2.8

**S –Strong (3), M-Medium (2), L- Low (1)**

Semester -V					
Core	2HM5C2	Travel and Tourism Management	T	Credits: 4	Hours: 4
<b>Unit –I</b>					
<b>Objective 1</b>	This course familiarizes the students’ basic knowledge in tourism about the concepts.				
<b>Concepts of Tourism:</b> Definition - Tourism, Tourist, Foreign Tourist, Domestic Tourist -, Concept of Tourism: Nature - Scope - Characteristics - Significance of Tourism - Components of Tourism: Attractions, Accessibility, and Amenities’ -Motivations and Deterrents to Travel - Types of Tourism.					
<b>Outcome 1</b>	On completion of this course students will able to know about the conceptual dimension of Tourism.				<b>K2</b>
<b>Unit – II</b>					
<b>Objective 2</b>	To familiarize the students with the essence of Travel and transport regulatory.				
<b>Evolution to Transport System :</b> Early and Medieval Period of Travel: Renaissance and Its Effects on Tourism - Importance of transport in tourism - Developments in transport systems- Sea, Road, Rail and Air - Major transport associations and organizations working with the tourism industry - Role of Thomas cook in promoting tourism.					
<b>Outcome 2</b>	Gaining knowledge about historical developments in Travel and Transport System.				<b>K1</b>
<b>Unit – III</b>					
<b>Objective 3</b>	To enable the students to acquire knowledge in the role of tourism as an economic Intervention.				
<b>Impacts of Tourism:</b> Tourism Impacts: Economic Impacts, Social Impacts, Cultural Impacts, and Environmental Impacts - Strategies to overcome or reduce the negative impacts of tourism. Tourism And Indian Economy - Contribution of Tourism in Indian Economy - Role of Govt. in Tourism Industry – Central and State Governments hierarchy with functions - Role of private sectors in Tourism Industry.					
<b>Outcome 3</b>	To enable the students comprehend the current socio-cultural, economic, and environmental, impacts on Tourism Industry.				<b>K4</b>
<b>Unit – IV</b>					
<b>Objective 4</b>	To understand the process of management of tourism Agencies.				
<b>Tourism Information:</b> Distribution channels Media – Travel formalities: Passport, Visa, Health requirements, taxes, customs, and currency, and travel insurance. Travel Organizations and - WTO, IATA, UFTAA, TAAI, IATO, ASTA, PATA - Their organizational structure and functions.					
<b>Outcome 4</b>	To equip the students about the Travel formalities and Regulations and also about tourism agencies.				<b>K4</b>
<b>Unit – V</b>					
<b>Objective 5</b>	To acquaintance with emergingspecial interest areas in tourism industry.				
<b>Travel Agency Business:</b> Functions of Travel Agency - Setting Up A Full-Fledged Travel Agency - Sources of Income of A Travel Agency. Tourism agencies in India – SITA, Mercury Travels, TCI, TAAI. Emerging Special Interest Areas with special reference to sustainable Tourism – Ethnic tourism, Agro tourism, Slow Tourism, Food Tourism, Shopping tourism, sports tourism, Film Tourism, Music Tourism, Literary Tourism, Accessible Tourism, Voluntourism - Future trends.					
<b>Outcome 5</b>	Identifying the Emerging trends in tourism with reference to the special interest areas.				<b>K5</b>



**Suggested Readings:**

PranNath Seth &Sushma Seth Bhat.(2012). *An Introduction to travel and Tourism*, Sterling Publishers Private Ltd.

Premkanna. P.(2015). *Dictionary of Travel and Tourism*, (1<sup>st</sup> ed.).

Sharma, Neelu.(2015). *Basics of Travel Tourism and Hospitality Industry*,(1<sup>st</sup> ed.). Bio Green Books.

Singh, Neelam.(2015). *Tourist Travel Management*. (1<sup>st</sup> ed.).

Swarbrooke, John.(2001). *Business Travel and Tourism*,(1<sup>st</sup> ed.).Butterworth-Heinemann.

**Online Resources:**

[https://www.tutorialspoint.com/tourism\\_management/tourism\\_management\\_tutorial.pdf](https://www.tutorialspoint.com/tourism_management/tourism_management_tutorial.pdf)

<https://www.studocu.com/in/document/dr-apj-abdul-kalam-technical-university/bhmct/tourism-management-lecture-notes-1-5/4361029>

**K1-Remember    K2-Understand    K3- Apply    K4-Analyze    K5-Evaluate    K6-Create**

**Course designed by Dr. S. Sridevi**

**Course outcome VS Programme outcomes**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)	S(3)	L(1)	S(3)	S(3)
CO2	S(3)	M(2)	S(3)	M(2)	M(2)	S(3)	S(3)	M(2)	S(3)	S(3)
CO3	S(3)	M(2)	S(3)	M(2)	M(2)	S(3)	S(3)	M(2)	S(3)	S(3)
CO4	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)	S(3)	L(1)	S(3)	S(3)
CO5	S(3)	M(2)	S(3)	M(2)	M(2)	S(3)	S(3)	L(1)	S(3)	S(3)
W.AV	3	2.4	3	2	2	3	3	1.4	3	3

**S –Strong (3), M-Medium (2), L- Low (1)**

**Course Outcome VS Programme Specific Outcomes**

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	L(1)	M(2)	S(3)	S(3)
CO2	S(3)	M(2)	M(2)	S(3)	S(3)
CO3	S(3)	M(2)	M(2)	S(3)	S(3)
CO4	S(3)	L(1)	M(2)	M(2)	S(3)
CO5	S(3)	L(1)	M(2)	M(2)	S(3)
W.AV	3	1.4	2	2.6	3

**S –Strong (3), M-Medium (2), L- Low (1)**

Semester - V					
Core	2HM5C3	Advanced Accommodation Operation	T	Credits: 4	Hours: 4
<b>Unit-I</b>					
<b>Objective 1</b>	To familiarize different rooms segment.				
<b>Room Division Segment:</b> Hospitality in today's economics scenario. Upcoming Hospitality units. Impact of Socio-Economics and Technology on Hospitality .Future of Hospitality sector.					
<b>Outcome 1</b>	Acquire information on various segments of rooms division.				<b>K1</b>
<b>Unit -II</b>					
<b>Objective 2</b>	To give information on floor finishes and types.				
<b>Interior Decorations:</b> Elements of design colour and its role in décor Type of colour schemes Lighting and lighting fixtures, Lighting plans.					
<b>Outcome 2</b>	To know working principles involved in determining floor finishes.				<b>K1</b>
<b>Unit-III</b>					
<b>Objective 3</b>	To impart the details on wall finishes and coverings.				
<b>Floor Finishes:</b> Selection of floor coverings, Hard flooring finishes, semi-hard flooring finishes, soft floor coverings, Nonslip/Slip-resistant floor coverings, Anti-static/Anti-conductive floorings, cleaning Of Hard and Semi-hard floorings and finishes.					
<b>Outcome 3</b>	Familiarize various furniture's and soft furnishings.				<b>K2</b>
<b>Unit - IV</b>					
<b>Objective 4</b>	To Effectively implement the planning of Housekeeping.				
<b>Furniture and Furnishings in Rooms:</b> Divisions 4 hours Introduction Types of furniture's Types of joints, Principles of furniture arrangements Introduction to furnishings, soft furnishings, care of furniture and fittings.					
<b>Outcome 4</b>	To classify wall coverings and wall finishes.				<b>K4</b>
<b>Unit -V</b>					
<b>Objective 5</b>	To know the information on Housekeeping in other industries.				
<b>Wall Coverings:</b> Windows and Floor Finishes Introduction to Wall coverings. Types – Paints, fabric, wood, plastic, tiles wall paper .Selection of wall coverings, maintenance of wall coverings. Safe guarding Assets Concerns for safety and security In Housekeeping operations. Concept of Safeguarding assets. Theft: Employee, guest, external persons Security in Hotel guest rooms Fire, Types, Fire safety, fire fighting equipments.					
<b>Outcome 5</b>	Analyse the procedures of safeguarding assets in the hotel.				<b>K4</b>
<b>Suggested Readings:</b>					
<p><i>Hotel Housekeeping operations and Management</i> Third edition 2015 G.Raghubalan, Smriteeraghubalan</p> <p>Sudhir Andrews, <i>Hotel Housekeeping Training manual</i>, Tata McGraw Hills.</p> <p>Sudhir Andrews, <i>Hotel Housekeeping Operations &amp; Management</i>, Tata McGraw Hill Companies.</p> <p>Madelim Schneider, <i>The Professional House Keeper</i>, Van Nostrand Reinhold Georgia Tucker, <i>Professional Housekeeping</i>, Hutchiensen, London.</p>					

**Online Resources:**

Accommodation Management:

[https://ycmou.ac.in/media/publication/ycmou\\_book/RVV\\_YB\\_077.pdf](https://ycmou.ac.in/media/publication/ycmou_book/RVV_YB_077.pdf)Accommodation Sector: <https://www.uou.ac.in/sites/default/files/slm/BHM-103T.pdf>

Accommodation Operation:

[https://cpacollege.ac.in/assets/uploads/1642154436ACO\\_Notes\\_pdf.pdf](https://cpacollege.ac.in/assets/uploads/1642154436ACO_Notes_pdf.pdf)

<b><i>K1-Remember</i></b>	<b><i>K2-Understand</i></b>	<b><i>K3- Apply</i></b>	<b><i>K4-Analyze</i></b>	<b><i>K5-Evaluate</i></b>	<b><i>K6-Create</i></b>
<b>Course designed by: Mrs.R.Jennifer</b>					

**Course outcome VS Programme outcomes**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S (3)	S (3)	S (3)	S (3)	S (3)	S (3)	M (2)	M (2)	S (3)	S (3)
CO2	M (2)	M (2)	S (3)	S (3)	S (3)	M (2)	M (2)	M (2)	M (2)	M (2)
CO3	S (3)	S (3)	S (3)	M (2)	M (2)	M (2)	M (2)	M (2)	S (3)	S (3)
CO4	M (2)	M (2)	M (2)	M (2)	S (3)	M (2)	S (3)	M (2)	S (3)	S (3)
CO5	M (2)	M (2)	M (2)	M (2)	S (3)	S (3)	S (3)	S (3)	M (2)	M (2)
W.AV	2.4	2.4	2.6	2.4	2.8	2.4	2.4	2.2	2.6	2.6

S –Strong (3), M-Medium (2), L- Low (1)

**Course Outcome VS Programme Specific Outcomes**

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S (3)	M (2)	S (3)	M (2)	S (3)
CO2	S (3)	S (3)	S (3)	M (2)	M (2)
CO3	M (2)	M (2)	M (2)	M (2)	M (2)
CO4	M (2)	M (2)	M (2)	M (2)	M (2)
CO5	S (3)	S (3)	S (3)	S (3)	S (3)
W.AV	2.6	2.4	2.6	2.2	2.4

S –Strong (3), M-Medium (2), L- Low (1)

Semester -V					
Core	2HM5C4	Event Management for Tourism & Hospitality	T	Credits: 4	Hours: 4
<b>Unit –I</b>					
<b>Objective 1</b>	To Know the need and importance of Events and its procedure				
<b>Event Management :</b> Size of Event – Types – Need and importance of events –Event management Procedure –Activities in Event Management –Sustainable event management – Conceptualising – Events Team – its structure.					
<b>Outcome 1</b>	Explain the fundamentals of Event Management.				<b>K6</b>
<b>Unit – II</b>					
<b>Objective 2</b>	To understand how to Plan, Promote and Market the event				
<b>Marketing and Promotion of Event in hotel industry:</b> Event Planning in hotels –Event Promotion –Training and internship – Event Marketing – Five P’s of Event Marketing – Developing sponsors – Publicity – Modes – Advantages and Disadvantages of Event Promotion – Promotional strategies – Methods.					
<b>Outcome 2</b>	Conduct the event by planning, promoting and Marketing.				<b>K6</b>
<b>Unit – III</b>					
<b>Objective 3</b>	To Follow the Protocol and Staging of Event Management.				
<b>Protocol and Event Management :</b> Objectives of Protocol –EMAP –Event Venue selection - Organising and staging a special event – Essentials of Staging and Venue –Presentation.					
<b>Outcome 3</b>	Be able to follow the protocol and staging of event				<b>K2</b>
<b>Unit – IV</b>					
<b>Objective 4</b>	Understand the hospitality and tourism Eventmanagement staffing				
<b>Staging for Event:</b> Recruitment and Selection – Job description –Job specification – Education and Training for Event staff – Preparation for Rosters –Tips for Event staff Management - Volunteering and its types.					
<b>Outcome 4</b>	Adopt the staffing process in real situation.				<b>K6</b>
<b>Unit – V</b>					
<b>Objective 5</b>	To understand hospitality and tourism event management controlling process and career opportunities.				
<b>Monitoring and controlling:</b> Objectives – Purpose – Evaluating the event – Coding – Event Management checklist – Completing the event – Careers in Event Management – Essential skills – Job prospective – Pay pocket – Department in event management company.					
<b>Outcome 5</b>	Apply the event management controlling process and approach the employers to get employment.				<b>K3</b>
<b>Suggested Readings:</b>					
Shone, A. and Parry, B. (2019) <i>Successful event management: a practical handbook</i> . 4 <sup>th</sup> ed.Andover: Cengage Learning.					
Smith, A. (2020) <i>Events and urban regeneration: the strategic use of events to revitalise cities</i> . London: Routledge.					
Taylor, P. and Torkildsen, G. (2016) <i>Torkildsen’s sport and leisure management</i> . 6 <sup>th</sup> ed.London: Routledge.					

**Online Resources:**

<https://www.uou.ac.in/sites/default/files/slm/HM-402.pdf>

<https://www.taylorfrancis.com/books/mono/10.4324/9781003127321/event-management-tourism-hospitality-industries-bonita-kolb>

<https://www.routledge.com/Event-Management-for-the-Tourism-and-Hospitality-Industries/Kolb/p/book/9780367649920>

***K1-Remember***   ***K2-Understand***   ***K3- Apply***   ***K4-Analyze***   ***K5-Evaluate***   ***K6-Create***

Course designed by **Dr. S. Sridevi**

### Course outcome VS Programme outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)	M(2)	L(1)	S(3)	S(3)
CO2	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	L(1)	S(3)	S(3)
CO3	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)	S(3)	S(3)
CO4	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	L(1)	S(3)	S(3)
CO5	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)	S(3)	L(1)	S(3)	S(3)
W.AV	3	3	3	3	3	2.6	2.8	1.2	3	3

S –Strong (3), M-Medium (2), L- Low (1)

### Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	M(2)	S(3)	S(3)	S(3)
CO2	S(3)	M(2)	S(3)	S(3)	S(3)
CO3	S(3)	M(2)	S(3)	S(3)	S(3)
CO4	S(3)	M(2)	S(3)	S(3)	S(3)
CO5	S(3)	M(2)	S(3)	S(3)	S(3)
W.AV	3	2	3	3	3

S –Strong (3), M- Medium (2), L- Low (1)

Semester - V					
Core	2HM5P1	International Culinary Arts -Practical	P	Credits: 4	Hours: 6
<b>Unit– I</b>					
<b>Objective1</b>	Understand the fundamental recipes of international cuisine.				
Bisque d'écrevisse -Escalope De Veau viennoise - Pommes Batailles - Epinard au Gratin - Crème Du Barry - Darne De Saumon Grille - Sauce Paloise - Pommes Fondant -Petits Pois A La Flamande.					
<b>Outcome 1</b>	Prepare foods in continental/ Chinese kitchen of various food preparing organizations.				<b>K1</b>
<b>Unit –II</b>					
<b>Objective 2</b>	Have thorough knowledge of main course menu				
Consommé Carmen - Poulet Sauté Chasseur - Pommes Loretta - Haricots Verts Veloute Dame Blanche.					
<b>Outcome 2</b>	Plan and prepare International Cuisine.				<b>K2</b>
<b>Unit - III</b>					
<b>Objective 3</b>	Preparation of various continental dishes.				
Cabbage Chowder – Poulet - A La Rex - Pommes Marquise -Ratatouille Duchesse Nantua - Poulet Maryland - Croquette Potatoes - Banana fritters.					
<b>Outcome 3</b>	Prepare the exotic main course menu according to the menu compiling.				<b>K2</b>
<b>Unit - IV</b>					
<b>Objective 4</b>	Learn about the various Chinese cuisine recipes.				
Vol-Au-Vent De Volaille Et Jambon - Poulet a la kiev -Creamy Mashed Potatoes - Butter Tossed Green Peas.					
<b>Outcome 4</b>	Develop student skills and hands-on practice in European cuisine.				<b>K3</b>
<b>Unit–V</b>					
<b>Objective 5</b>	To know the soup recipes and its method of preparation.				
Hot & Sour Chicken Soup - Beans Szechwan - Stir Fried Chicken & Peppers - Chinese Fried Rice - Wonton Soup - Spring Rolls - Stir Fried Beef & Celery - Chow Mein.					
<b>Outcome 5</b>	Understand various vegetable preparations for Internationalcuisine.				<b>K2</b>
<b>Suggested Readings:</b>					
Jamaluddin. Md. (2015). <i>Advances in Food Processing and Preservation</i> ,(1 <sup>st</sup> ed.). Anmol Publications Pvt Ltd.					
Sanjeev Kapoor.(2012). <i>Dal Roti</i> (1 <sup>st</sup> ed.). Popular Prakashan.					
Sanjeev Kapoor.(2014). <i>No Onion, No Garlic</i> .(1 <sup>st</sup> ed.). Popular Prakashan.					
Thangam E. Philip.(1996). <i>Modern Cookery for Teaching Trade, 4th Vol</i> , Orient Longmah Ltd, Mumbai.					
Vijay Tyagi.(2015). <i>Food Production Operation</i> ,(1 <sup>st</sup> ed.). Cyber tech Publication.					
<b>Online Resources:</b>					
A guide to modern cookery: <a href="https://ia800205.us.archive.org/5/items/cu31924000610117/cu31924000610117.pdf">https://ia800205.us.archive.org/5/items/cu31924000610117/cu31924000610117.pdf</a>					
<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3- Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>
<b>Course designed by: Mrs. R. Jennifer</b>					

### Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S (3)	S (3)	S (3)	S (3)	S (3)	S (3)	S (3)	S (3)	S (3)	S (3)
CO2	S (3)	S (3)	S (3)	S (3)	S (3)	S (3)	S (3)	S (3)	M (2)	M (2)
CO3	S (3)	S (3)	S (3)	S (3)	S (3)	S (3)	S (3)	M (2)	S (3)	M (2)
CO4	S (3)	S (3)	S (3)	S (3)	S (3)	S (3)	S (3)	S (3)	S (3)	S (3)
CO5	S (3)	S (3)	S (3)	S (3)	S (3)	S (3)	S (3)	S (3)	S (3)	S (3)
W.AV	3	3	3	3	3	3	3	2.8	2.8	2.6

S –Strong (3), M-Medium (2), L- Low (1)

### Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S (3)	S (3)	S (3)	S (3)	S (3)
CO2	S (3)	S (3)	S (3)	S (3)	S (3)
CO3	S (3)	S (3)	S (3)	S (3)	S (3)
CO4	M (2)	S (3)	S (3)	S (3)	S (3)
CO5	S (3)	S (3)	S (3)	S (3)	S (3)
W.AV	2.8	3	3	3	3

S –Strong (3), M-Medium (2), L- Low (1)

Semester – V					
Core	2HM5P2	Advanced Accommodation Operation - Practical	P	Credits: 4	Hours: 6
<b>Unit-I</b>					
<b>Objective 1</b>	The students will gain knowledge about the types of cleaning equipment.				
<b>Cleaning Equipment and Cleaning Methods:</b> Selection and Storage of equipment – Types – Use and Maintenance. Selection of Cleaning Agents –Common cleaning agents –Liquid cleaning agents –Acids –Washing soda –Soaps, Powders, Flakes – Non-chemical cleaning agents.					
<b>Outcome 1</b>	On completion on this course the students gain knowledge to be as a professional House keeper.				<b>K1</b>
<b>Unit - II</b>					
<b>Objective 2</b>	To learn the selection of cleaning agents.				
<b>Composition, Care and Cleaning of Different Surfaces:</b> Cleaning Methods – Floors, Metals, Furniture, Ceilings & Walls, Windows and Carpets.					
<b>Outcome 2</b>	To know about the cleaning equipments and cleaning agents in Housekeeping department.				<b>K2</b>
<b>Unit -III</b>					
<b>Objective 3</b>	To understand the guest room cleaning procedure.				
<b>Guest Room Cleaning Procedure:</b> Layout – Procedure for checking room – Room cleaning – Bed making –Bathroom cleaning – Guest supplies.					
<b>Outcome 3</b>	Understanding the composition of different flooring surfaces and its cleaning methods.				<b>K2</b>
<b>Unit-IV</b>					
<b>Objective 4</b>	To learn the types of linen.				
<b>Linens and Uniform Rooms:</b> Layout of linen room – Storage – Equipment – Types of linen – Exchange of linen –Discard linen. Uniform room equipment and accessories –Types –Uniform exchange procedure –Par stocks –Inventory control –Stock-taking.					
<b>Outcome 4</b>	Acquiring Practical exposure on bed making and Public area cleaning procedure				<b>K6</b>
<b>Unit -V</b>					
<b>Objective 5</b>	To thorough knowledge on wall coverings.				
<b>Laundry Services:</b> Organisation – laundry equipment – laundry process flow – Stain removal – Valet service. <b>Flower Arrangement:</b> Different styles of Flower arrangement in Hotels- Equipment and material required for flower arrangement -Theme decoration for various occasions.					
<b>Outcome 5</b>	To have Hands on knowledge in Laundry services and floral arrangements				<b>K1</b>
<b>Suggested Readings:</b> Negi.Jagneshan.(2013). <i>Housekeeping Theory and Practices</i> ,(1 <sup>st</sup> ed.). S.Chand& Company Ltd. Soni, Gulshan.(2012). <i>Housekeeping Operation and Operating Procedures</i> , (1 <sup>st</sup> ed.).Kaniska Publications. Sudhir Andrews.(2013). <i>Hotel Housekeeping</i> ,(3 <sup>rd</sup> ed.). Tata McGraw Hill. Hotel Housekeeping Operations and Management – Second Edition – G.Raghu Balan, 2012.					



**Online Resources:**

[https://cpacollege.ac.in/assets/uploads/1642154436ACO\\_Notes\\_pdf.pdf](https://cpacollege.ac.in/assets/uploads/1642154436ACO_Notes_pdf.pdf)

<https://www.studocu.com/row/document/moi-university/hospitality-management/accommodation-operations-management-ii/17444274>

**K1-Remember****K2-Understand****K3- Apply****K4-Analyze****K5-Evaluate****K6-Create**

Course designed by: **Dr.V.Ramachandran**

**Course outcome VS Programme outcomes**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S (3)	S (3)	S (3)	M (2)	S (3)	S (3)	M (2)	M (2)	S (3)	S (3)
CO2	S (3)	S (3)	S (3)	M (2)	M (2)	S (3)	S (3)	M (2)	S (3)	S (3)
CO3	S (3)	S (3)	S (3)	S (3)	M (2)	S (3)	M (2)	M (2)	S (3)	S (3)
CO4	S (3)	S (3)	S (3)	S (3)	S (3)	S (3)	M (2)	M (2)	S (3)	S (3)
CO5	S (3)	S (3)	S (3)	M (2)	M (2)	S (3)	S (3)	M (2)	S (3)	S (3)
W.AV	3	3	3	2.4	2.4	3	2.4	2	3	3

S –Strong (3), M-Medium (2), L- Low (1)

**Course Outcome VS Programme Specific Outcomes**

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S (3)	S (3)	S (3)	S (3)	S (3)
CO2	S (3)	S (3)	S (3)	S (3)	S (3)
CO3	S (3)	S (3)	S (3)	S (3)	S (3)
CO4	M (2)	S (3)	S (3)	S (3)	S (3)
CO5	S (3)	S (3)	S (3)	S (3)	S (3)
W.AV	2.8	3	3	3	3

S –Strong (3), M-Medium (2), L- Low (1)

Semester – III					
NME	311NM1	Basic Catering Services	T	Credits: 2	Hours: 3
<b>Unit-I</b>					
<b>Objective 1</b>	To enable the students to know about different types of starters to main dishes.				
<b>Introduction to Cookery:</b> Aims and objects of Cooking - Kitchen Layout – Kitchen Organisation Chart – Role of Executive Chef- Duties & Responsibilities of Various Chef and Staff – Attributes of Culinary Professionals.					
<b>Outcome 1</b>	Gain Knowledge Art of cookery.				<b>K1</b>
<b>Unit-II</b>					
<b>Objective 2</b>	To help students knowledge on sauces, soups and salads.				
<b>Kitchen Equipments</b> –Basic Methods of Cooking – Boiling, Poaching, Steaming, Stewing, Braising, Broiling, Roasting, Grilling, Baking, Frying – Special Methods of Cooking. Stocks – Definition – Types – Preparation of stocks – Basic Mother Sauces and its Derivatives – Soups & its Classifications –Recipes – International Soups.					
<b>Outcome 2</b>	Understand the methods of cooking, Soups and Sauces.				<b>K2</b>
<b>Unit -III</b>					
<b>Objective 3</b>	To train the students in kitchen Management.				
<b>Introduction to F&amp;B Service Department</b> – Types of Catering Establishments – Primary and Secondary – Outlets of F&B Service Department – Salient Features of all the outlets- Restaurant –Banquet – Coffee shop – Bar –Room service.					
<b>Outcome 3</b>	Analysis the various types of F&B service Department.				<b>K4</b>
<b>Unit-IV</b>					
<b>Objective 4</b>	To train the students in different types of meat cutting.				
<b>Staff Hierarchy of Various F&amp; B Service outlets</b> – Their duties and Responsibilities – Attributes of F& B Service personnel – Intra and Inter department al Relationship of F& B Service Department with Other Departments.					
<b>Outcome 4</b>	Apply the various rules in F&B service outlets.				<b>K3</b>
<b>Unit - V</b>					
<b>Objective 5</b>	To enable the learners to know about housekeeping and front office.				
<b>Introduction to Housekeeping</b> – The Role of Housekeeping in Hospitality Operations – Functions and Responsibilities of Housekeeping Department – Organization Chart of Housekeeping Department - Duties and responsibilities of Staff – Introduction of Front Office Department – Organizational Hierarchy- Duties and Responsibilities – Interdepartmental Co-ordination.					
<b>Outcome 5</b>	Evaluate the housekeeping procedures.				<b>K5</b>
<b>Suggested Readings:</b>					
Fosket.David. (2003). <i>Theory of Catering</i> , (10 <sup>th</sup> ed.).Hodder Education.					
Foskett, Paskins.(2016). <i>Theory of Hospitality and Catering</i> , Hodder Education.					
Kinton, Ceserani.(2004). <i>Theory of Catering</i> , ELBS Publications.					
Mohini Sethi & Surjeet Malhan. (2018). <i>Catering Management-An Integrated Approach</i> ,(3 <sup>rd</sup> ed.).NewAge International Pvt,Ltd.					

**Online Resources**

<https://www.slideshare.net/mimieazhar/catering-service-206139811>

[https://www.ihmnotes.in/assets/Docs/Books/Food\\_and\\_beverage\\_service.pdf](https://www.ihmnotes.in/assets/Docs/Books/Food_and_beverage_service.pdf)

**K1-Remember****K2-Understand****K3- Apply****K4-Analyze****K5-Evaluate****K6-Create****Course designed by: Dr.V.Ramachandran****Course outcome VS Programme outcomes**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S (3)	S (3)	S (3)	M (2)	S (3)	M (2)	S (3)	S (3)	S (3)	S (3)
CO2	M (2)	S (3)	S (3)	S (3)	S (3)	S (3)	M (2)	S (3)	S (3)	S (3)
CO3	S (3)	M (2)	S (3)	S (3)	S (3)	M (2)	M (2)	M (2)	S (3)	S (3)
CO4	S (3)	S (3)	M (2)	S (3)	S (3)	M (2)	S (3)	S (3)	M (2)	S (3)
CO5	M (2)	S (3)	S (3)	M (2)	M (2)	S (3)	S (3)	S (3)	S (3)	S (3)
W.AV	2.6	2.8	2.8	2.6	2.8	2.4	2.6	2.8	2.8	3

**S –Strong (3), M-Medium (2), L- Low (1)****Course Outcome VS Programme Specific Outcomes**

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S (3)	M (2)	S (3)	S (3)	S (3)
CO2	S (3)	S (3)	S (3)	S (3)	S (3)
CO3	S (3)	S (3)	S (3)	M (2)	M (2)
CO4	S (3)	S (3)	S (3)	S (3)	S (3)
CO5	S (3)	S (3)	S (3)	M (2)	S (3)
W.AV	3	2.8	3	2.6	2.8

**S –Strong (3), M-Medium (2), L- Low (1)**

Semester - IV					
NME	311NM1	Advanced Catering Services	T	Credits: 2	Hours: 3
<b>Unit- I</b>					
<b>Objective 1</b>	To understand of various modes of transport and its catering service.				
<b>Transport Catering:</b> Classification – Air, Rail, Ship and Luxury Coaches. Air Catering – Planning of Menus – Organisation of Service – Airline Tray Service – Importance of Flight Kitchen Units – Limitations of Air Catering - Rail Catering – Planning of Menus – Organisation of Service – Refreshment Stalls in Railway Stations – Pantry Car Service –Role of Indian Railway Catering & Tourism Corporation – Palace on Wheels.					
<b>Outcome 1</b>	This course will enable the students to be familiar in advance cateringservices				<b>K2</b>
<b>Unit -II</b>					
<b>Objective 2</b>	Exploration of ship caterings cruise and its study.				
<b>Ship Catering:</b> Catering Service in Passenger Ships - Cruise Lines Catering – Compiling of Food and Wine Lists for Cruise Liner Catering -Catering in Luxury Coaches – Serviceof Snacks and Beverages.					
<b>Outcome 2</b>	To know about the various modes of transport and its catering services.				<b>K2</b>
<b>Unit -III</b>					
<b>Objective 3</b>	To understand of Hospital catering and planning the menu.				
<b>Hospital Catering:</b> Planning of Menu – Importance of Diet Kitchen – Hospital Tray Service.					
<b>Outcome 3</b>	To know about industrial and institutional catering food service-Benefits of subsidy offeredby management.				<b>K2</b>
<b>Unit -IV</b>					
<b>Objective 4</b>	To study about industrial and institutional catering food service-Benefits of subsidy Offered by management.				
<b>Industrial Catering :</b> Planning of Kitchen and Food Service Areas – Role of CyclicMenus – Benefits of Subsidy Offered by the Management - Institutional Catering – Food Service Units in Research Institutions such as I.C.AR., C.S.I.R. and I.C.M.R. – Planning ofMenus- Schools, Colleges and Universities – Planning of Menu – School Meal Services and Canteens – Importance of Nutritive value.					
<b>Outcome 4</b>	Classify and planning the menu of industrial catering.				<b>K3</b>
<b>Unit - V</b>					
<b>Objective 5</b>	To study about outdoor catering and its functions miscellaneous forms of catering.				
<b>Out-Door Catering:</b> Types of Functions - contracted and Speculative Functions– Organisation of Food Production and Food Service Areas – Problems in Outdoor Catering -Miscellaneous forms of Catering such as Club Catering, Prison Catering and Catering in Armed forces.					
<b>Outcome 5</b>	To acquire knowledge in outdoor catering.				<b>K1</b>
<b>Suggested Readings:</b>					
Dennis Lillicrap, John Cousins,Robert Smith.(2002). <i>Food &amp; Beverage Service</i> ,(6 <sup>th</sup> ed.). Hodder & Stoughton Educational, London.					
Dr. B.K. Chakravarthi.(2009). <i>Hotel Management Theory Volume I &amp; II</i> ,APH Publishing Corporation, New Delhi.					
Mohini Sethi & Surjeet Malhan.(2018). <i>Catering Management – An Integrated Approach</i> ,(3 <sup>rd</sup> ed.).New Age International Pvt,Ltd.					

**Online Resources:**Cater or Die: <https://cdn2.hubspot.net/hub/97875/docs/catering-software-ebook.pdf>Food Processing and Technology: <https://ncert.nic.in/textbook/pdf/lehe104.pdf>**K1-Remember****K2-Understand****K3- Apply****K4-Analyze****K5-Evaluate****K6-Create****Course designed by: Mrs. R. Jennifer****Course outcome VS Programme outcomes**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S (3)	S (3)	S (3)	S (3)	S (3)	S (3)	S (3)	S (3)	S (3)	S (3)
CO2	S (3)	S (3)	S (3)	M (2)	S (3)	S (3)	S (3)	M (2)	S (3)	S (3)
CO3	S (3)	M (2)	S (3)	M (2)	S (3)	M (2)	M (2)	M (2)	S (3)	M (2)
CO4	M (2)	S (3)	M (2)	M (2)	S (3)	M (2)	M (2)	M (2)	S (3)	S (3)
CO5	M (2)	M (2)	M (2)	S (3)	M (2)	M (2)	S (3)	M (2)	S (3)	S (3)
W.AV	2.6	2.6	2.6	2.4	2.8	2.4	2.6	2.2	3	2.8

**S –Strong (3), M-Medium (2), L- Low (1)****Mapping Course Outcome VS Programme Specific Outcomes**

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S (3)	S (3)	M (2)	M (2)	S (3)
CO2	M (2)	M (2)	M (2)	S (3)	S (3)
CO3	S (3)	M (2)	S (3)	S (3)	S (3)
CO4	S (3)	M (2)	S (3)	S (3)	S (3)
CO5	S (3)	M (2)	S (3)	M (2)	S (3)
W.AV	2.8	2.2	2.6	2.6	3

**S –Strong (3), M-Medium (2), L- Low (1)**

Semester - I					
L	91BPEM	Professional English For Commerce and Management - I	T	Credits: 4	Hours: 4
<b>Unit - I</b>					
<b>Objective 1</b>	To develop the language skills of students by offering adequate practice in Professional contexts.				
<b>COMMUNICATION</b>					
<b>Listening:</b> Listening to audio text and answering Questions Listening to Instructions					
<b>Speaking:</b> Pair work and small group work.					
<b>Reading:</b> Comprehension passages –Differentiate between facts and opinion					
<b>Writing:</b> Developing a story with pictures.					
<b>Vocabulary:</b> Register specific - Incorporated into the LSRW tasks					
<b>Outcome 1</b>	Recognise their own ability to improve their own competence in using the Language.				<b>K3</b>
<b>Unit - II</b>					
<b>Objective 2</b>	To enhance the lexical, grammatical and socio-linguistic and communicative competence of first year commerce & management students.				
<b>DESCRIPTION</b>					
<b>Listening:</b> Listening to process description- Drawing a flow chart.					
<b>Speaking:</b> Role play (formal context)					
<b>Reading:</b> Skimming/Scanning-Reading passages on products, equipment and gadgets.					
<b>Writing:</b> Process Description – Compare and Contrast Paragraph- Sentence Definition and Extended definition- Free Writing.					
<b>Vocabulary:</b> Register specific -Incorporated into the LSRW tasks.					
<b>Outcome 2</b>	Use language for speaking with confidence in an intelligible and acceptable Manner.				<b>K6</b>
<b>Unit - III</b>					
<b>Objective 3</b>	To focus on developing students' knowledge of domain specific registers and the required language skills.				
<b>NEGOTIATION STRATEGIES</b>					
<b>Listening:</b> Listening to interviews of specialists / Inventors in Fields (Subject specific)					
<b>Speaking:</b> Brainstorming (Mind mapping).Small group discussions (Subject- Specific)					
<b>Reading:</b> Longer Reading text.					
<b>Writing:</b> Essay Writing (250 words)					
<b>Vocabulary:</b> Register specific - Incorporated into the LSRW tasks					
<b>Outcome 3</b>	Understand the importance of reading for life.				<b>K6</b>
<b>Unit - IV</b>					
<b>Objective 4</b>	To develop strategic competence that will help in efficient communication.				
<b>PRESENTATION SKILLS</b>					
<b>Listening:</b> Listening to lectures.					
<b>Speaking:</b> Short talks.					
<b>Reading:</b> Reading Comprehension passages					
<b>Writing:</b> Writing Recommendations Interpreting Visuals inputs					
<b>Vocabulary:</b> Register specific -Incorporated into the LSRW tasks					
<b>Outcome 4</b>	Understand the importance of writing for academic purpose.				<b>K6</b>

Unit - V			
<b>Objective 5</b>	To sharpen students' critical thinking skills and make students culturally aware of the target situation.		
<b>CRITICAL THINKING SKILLS</b>			
<b>Listening:</b> Listening comprehension- Listening for information.			
<b>Speaking:</b> Making presentations (with PPT- practice).			
<b>Reading:</b> Comprehension passages –Note making.			
Comprehension: Motivational article on Professional Competence, Professional Ethics and Life Skills			
<b>Writing:</b> Problem and Solution essay – Creative writing –Summary writing			
<b>Vocabulary:</b> Register specific - Incorporated into the LSRW tasks			
<b>Outcome 5</b>	Write simple sentences without committing error in spelling or grammar (Outcomes based on guidelines in UGC LOCF – Generic Elective)		<b>K6</b>
<b>Suggested Reading:</b>			
Tamil Nadu State Council For Higher Education (Tansche)			
<i>K1-Remember</i>	<i>K2-Understand</i>	<i>K3- Apply</i>	<i>K4-Analyze</i>
			<i>K5-Evaluate</i>
			<i>K6-Create</i>
<b>Course designed by: Dr. G. Aiswarya</b>			

### Course outcome VS Programme outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	L (1)	L (1)	L (1)	L (1)	L (1)	L (1)	S (3)	S (3)	S (3)	S (3)
CO2	L (1)	M (2)	L (1)	M (2)	L (1)	L (1)	S (3)	S (3)	S (3)	S (3)
CO3	M (2)	M (2)	L (1)	M (2)	M (2)	M (2)	S (3)	S (3)	S (3)	S (3)
CO4	M (2)	L (1)	M (2)	M (2)	M (2)	M (2)	S (3)	S (3)	S (3)	S (3)
CO5	L (1)	L (1)	M (2)	M (2)	L (1)	L (1)	S (3)	S (3)	S (3)	S (3)
<b>W.AV</b>	<b>1.4</b>	<b>1.4</b>	<b>1.4</b>	<b>1.8</b>	<b>1.4</b>	<b>1.4</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>

S - Strong (3), M-Medium (2), L- Low (1)

### Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	L (1)	L (1)	L (1)	L (1)	S (3)
CO2	L (1)	L (1)	L (1)	L (1)	S (3)
CO3	L (1)	L (1)	L (1)	L (1)	S (3)
CO4	M (2)	M (2)	M (2)	M (2)	S (3)
CO5	M (2)	M (2)	M (2)	M (2)	S (3)
<b>W.AV</b>	<b>1.4</b>	<b>1.4</b>	<b>1.4</b>	<b>1.4</b>	<b>3</b>

S - Strong (3), M-Medium (2), L- Low (1)

Semester - II					
L	92BPEM	Professional English for Commerce and Management - II	T	Credits: 4	Hours: 4
<b>Unit-I</b>					
<b>Objective 1</b>	Develop their competence in the use of English with particular reference to the workplace situation.				
<b>Communicative Competence</b>					
<ul style="list-style-type: none"> <li>• Listening – Listening to two talks/lectures by specialists on selected subject specific topics - (TED Talks) and answering comprehension exercises (inferential questions)</li> <li>• Speaking: Small group discussions (the discussions could be based on the listening and reading passages- open ended questions)</li> <li>• Reading: Two subject-based reading texts followed by comprehension activities/exercises</li> <li>• Writing: Summary writing based on the reading passages.</li> </ul>					
<b>Outcome 1</b>	Attend interviews with boldness and confidence.				<b>K3</b>
<b>Unit-II</b>					
<b>Objective 2</b>	Enhance the creativity of the students, which will enable them to think of innovative ways to solve issues in the workplace.				
<b>Persuasive Communication</b>					
<ul style="list-style-type: none"> <li>• Listening: listening to a product launch- sensitizing learners to the nuances of persuasive communication</li> <li>• Speaking: debates – Just-A Minute Activities</li> <li>• Reading: reading texts on advertisements ( on products relevant to the subject areas) and answering inferential questions</li> <li>• Writing: dialogue writing- writing an argumentative /persuasive essay.</li> </ul>					
<b>Outcome 2</b>	Adapt easily into the workplace context, having become communicatively competent.				<b>K6</b>
<b>Unit-III</b>					
<b>Objective 3</b>	Develop their competence and competitiveness and thereby improve their employability skills.				
<b>Digital Competence</b>					
<ul style="list-style-type: none"> <li>• Listening to interviews (subject related)</li> <li>• Speaking: Interviews with subject specialists (using video conferencing skills)</li> <li>• Creating Vlogs (How to become a vlogger and use vlogging to nurture interests – subject related)</li> <li>• Reading: Selected sample of Web Page (subject area) Writing: Creating Web Pages</li> <li>• Reading Comprehension: Essay on Digital Competence for Academic and Professional Life.</li> <li>• The essay will address all aspects of digital competence in relation to MS Office and how they can be utilized in relation to work in the subject area</li> </ul>					
<b>Outcome 3</b>	Apply to the Research & Development organizations/ sections in companies and offices with winning proposals.				<b>K6</b>



<b>Unit-IV</b>					
<b>Objective 4</b>	Help students with a research bent of mind develop their skills in writing reports and research proposals.				
<b>Creativity and Imagination</b>					
<ul style="list-style-type: none"> <li>• Listening to short (2 to 5 minutes) academic videos (prepared by EMRC/ other MOOC videos on Indian academic sites – E.g. <a href="https://www.youtube.com/watch?v=tpvicScuDy0">https://www.youtube.com/watch?v=tpvicScuDy0</a>)</li> <li>• Speaking: Making oral presentations through short films – subject based Reading : Essay on Creativity and Imagination (subject based)</li> <li>• Writing – Basic Script Writing for short films (subject based)</li> <li>• Creating blogs, flyers and brochures (subject based)</li> </ul>					
• Poster making – writing slogans/captions (subject based)					
<b>Outcome 4</b>	Students write for Short films.				<b>K6</b>
<b>Unit –V</b>					
<b>Objective 5</b>	Help students with a research bent of mind develop their skills in presenting papers				
<b>Workplace Communication &amp; Basics of Academic Writing</b>					
<ul style="list-style-type: none"> <li>• Speaking: Short academic presentation using PowerPoint</li> <li>• Reading &amp; Writing: Product Profiles, Circulars, Minutes of Meeting. Writing an introduction, paraphrasing</li> <li>• Punctuation (period, question mark, exclamation point, comma, semicolon, colon, dash, hyphen, parentheses, brackets, braces, apostrophe, quotation marks, and ellipsis)</li> <li>• Capitalization (use of upper case)</li> </ul>					
<b>Outcome 5</b>	Students learn punctuation.				<b>K6</b>
<b>Suggested Reading:</b>					
Tamil Nadu State Council For Higher Education (Tansche)					
<i><b>K1-Remember</b></i>	<i><b>K2-Understand</b></i>	<i><b>K3- Apply</b></i>	<i><b>K4-Analyze</b></i>	<i><b>K5-Evaluate</b></i>	<i><b>K6-Create</b></i>
<b>Course designed by: Dr. G. Aiswarya</b>					

#### Course outcome VS Programme outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	L (1)	L (1)	L (1)	L (1)	L 1)	L (1)	S (3)	S (3)	S (3)	S (3)
<b>CO2</b>	L (1)	M (2)	L (1)	M (2)	L (1)	L (1)	S (3)	S (3)	S (3)	S (3)
<b>CO3</b>	M (2)	M (2)	L (1)	M (2)	M (2)	M (2)	S (3)	S (3)	S (3)	S (3)
<b>CO4</b>	M (2)	L (1)	M (2)	M (2)	M (2)	M (2)	S (3)	S (3)	S (3)	S (3)
<b>CO5</b>	L (1)	L (1)	M (2)	M (2)	L (1)	L (1)	S (3)	S (3)	S (3)	S (3)
<b>W.AV</b>	<b>1.4</b>	<b>1.4</b>	<b>1.4</b>	<b>1.8</b>	<b>1.4</b>	<b>1.4</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>

S –Strong (3), M-Medium (2), L- Low (1)

### Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	L (1)	L (1)	L (1)	L (1)	S (3)
CO2	L (1)	L (1)	L (1)	L (1)	S (3)
CO3	L (1)	L (1)	L (1)	L (1)	S (3)
CO4	M (2)	M (2)	M (2)	M (2)	S (3)
CO5	M (2)	M (2)	M (2)	M (2)	S (3)
W.AV	1.4	1.4	1.4	1.4	3

S –Strong (3), M-Medium (2), L- Low (1)



மொழி பாடம்	221T1	பொதுத் தமிழ் தற்காலக் கவிதையும் உரைநடையும்	T	கற்றல் அளவெண் 3	நேரம்:'. மணி 6
<b>அலகு-I</b>					
நோக்கம் 1	தற்காலக் கவிதைகளையும் கவிஞர்களையும் அறிமுகப்படுத்துதல்.				
<b>அ) மரபுக்கவிதை</b>					
1. பாரதியார் - பாரததேசமென்று பெயர் சொல்லுவார் (பாரததேசம்)					
2. பாரதிதாசன் - கனியிடை ஏறிய சளையும் முற்றல் கழையிடை ஏறிய சாறும்					
3. நாமக்கல் கவிஞர் - காந்தியக் கவிஞர் (காந்தியஞ்சலி)					
4. கண்ணதாசன் - மனிதரைப் பாட மாட்டேன் (கவிதைகள்)					
5. முடியரசன் - தொழிலாளி					
6. ஜீவானந்தம் - காலுக்கு செருப்புமில்லை ..கால்வயிற்றுக் கூழுமில்லை					
<b>ஆ) புதுக்கவிதை</b>					
1. அப்துல் ரகுமான் - வீட்டுக்கொரு மரம் வளர்ப்போம் (கூடு தூறக்கும் பறவை)					
2. மு.மேத்தா - கண்ணீர் பூக்கள்					
3. சக்திஜோதி - தேடித்தீராத தெரு					
பயன் 1	மரபுக்கவிதை மற்றும் புதுக்கவிதையின் இலக்கிய வடிவங்களைத் தெரிந்து கொள்வார்கள்.மரபுக் கவிதைக்கும் புதுக்கவிதைக்கும் உள்ள வேறுபாட்டை மாணவர்கள் புரிந்து கொள்வார்கள்				K1
<b>அலகு II</b>					
நோக்கம் 2	உரைநடையின் வடிவத்தையும், எழுத்தாளரையும் தெரிந்து கொள்ளுதல்.				
<b>உரைநடை</b>					
1. சவால் விடு - சாதனை செய் - இராமையா இ.ஆ.ப.,					
பயன் 2	எழுத்தாளர் இராமையா பற்றித் தெரிந்து கொள்வார்கள்.சவால்கள் நிறைந்த வாழ்க்கையில் சாதிப்பது எவ்வாறு என மாணவர்களை உணர்ந்து கொள்வார்கள்.				K1
<b>அலகு-III</b>					
நோக்கம் 3	எழுத்து பற்றிய அடிப்படை இலக்கணத்தைத் தெரிந்து கொள்ளுதல்.				
<b>இலக்கணம்</b>					
எழுத்திலக்கணம்: எண்-பெயர்-முறை- பிறப்பு-வடிவம்-மாத்திரை-மொழி முதல் எழுத்துக்கள் - மொழிஇறுதி எழுத்துகள்- மெய்யகக்கம்- உருபமயக்கம்					
பயன் 3	மாணவர்களுக்கு அடிப்படை இலக்கணத்தை நினைவுறுத்தல்.				K1
<b>அலகு-IV</b>					
நோக்கம் 4	மரபுக்கவிதை, புதுக்கவிதை தொடர்பான தோற்றம் வளர்ச்சி வடிவம் பற்றி தெரிந்து கொள்ளுதல்.				
<b>இலக்கிய வரலாறு</b>					
மரபுக்கவிதை, புதுக்கவிதை தொடர்பான இலக்கிய வரலாறு					
பயன் 4	மரபுக்கவிதையின் தோற்றம் வளர்ச்சி பற்றி அறிந்து கொள்வார்கள். புதுக்கவிதையின் பாடுபொருளையும், அதன் தோற்றம் வளர்ச்சியையும் தெரிந்து கொள்வார்கள்.				K1
<b>அலகு-V</b>					
நோக்கம் 5	மாணவர்களின் படைப்பாற்றலை வெளிப்படுத்துதல், மற்றும் பயிற்சியளித்தல்.				
<b>படைப்பும் பயிற்சியும்</b>					
கட்டுரை எழுதுதல்					
பயன் 5	மாணவர்களின் படைப்பாற்றல் திறனைப் பெறுவார்கள்.மாணவர்களுக்கு கட்டுரை எழுதப் பயிற்சியளிப்பதன் மூலம் சிறந்த கட்டுரையாளர்களாக உருவாவார்கள்.				K6
<b>பார்வை நூல்கள்:</b>					
பாரதியார் கவிதைகள், நியூசெஞ்சரி புக் ஹவுஸ், சென்னை					
பாரதிதாசன் கவிதைகள், நியூசெஞ்சரி புக் ஹவுஸ், சென்னை					
நாமக்கல் கவிஞரின் கவிதைகள்,நியூசெஞ்சரி புக் ஹவுஸ், சென்னை					
கண்ணதாசன் கவிதைகள்,நியூசெஞ்சரி புக் ஹவுஸ், சென்னை					
முடியரசன் கவிதைகள், தமிழ்மணி பதிப்பகம், தியாகராயர் நகர், சென்னை - 17					
ஜீவானந்தம் கவிதைகள்,நியூசெஞ்சரி புக் ஹவுஸ், சென்னை					
ஆப்துல் ரகுமான் கவிதைகள், யுனிவர்சல் பப்ளிசிங், சென்னை					
மு.மேத்தா கவிதைகள்,நியூசெஞ்சரி புக் ஹவுஸ், சென்னை					
சக்திஜோதி கவிதைகள்					
சவால்விடு - சாதனை செய், இராமையா இ.ஆ.ப., தாமரை பதிப்பகம், சென்னை - 98					
அடிப்படைத் தமிழ் இலக்கணம், எம்.ஏ.நு.:மான், யுனி ஆர்ட்ஸ் (பிரைவேட்) லிமிடெட், கொழும்பு					

இணைய முகவரி:

[www.tamildigitallibrary.in](http://www.tamildigitallibrary.in)

**K1-Remember**

**K2 - Understand**

**K3 - Apply**

**K4- Analyze**

**K5 - Evaluate**

**K6 – Create**

பாடத்திட்ட வடிவமைப்பு: முனைவர் சி.தன்மானம்

### Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	M(2)	M(2)	S(3)	S(3)	M(2)	S(3)	S(3)	M(2)
CO2	M(2)	M(2)	S(3)	S(3)	S(3)	M(2)	S(3)	M(2)	S(3)	S(3)
CO3	S(3)	M(2)	M(2)	M(2)	M(2)	S(3)	S(3)	M(2)	S(3)	S(3)
CO4	S(3)	S(3)	M(2)	S(3)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)
CO5	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)
W.AV	2.8	2.6	2.4	2.6	2.6	2.6	2.6	2.4	2.8	2.6

S–Strong (3), M-Medium (2), L-Low (1)

### Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	S(3)	S(3)	S(3)	S(3)
CO2	S(3)	S(3)	S(3)	S(3)	S(3)
CO3	S(3)	M(2)	M(2)	S(3)	S(3)
CO4	M(2)	M(2)	S(3)	S(3)	S(3)
CO5	S(3)	S(3)	S(3)	S(3)	S(3)
W.AV	2.8	2.6	2.8	3	3

S–Strong (3),M-Medium (2), L-Low(1)

பருவம் -II					
மொழி பாடம்	222T1	இடைக்கால இலக்கியமும் சிறுகதையும்	T	கற்றல் அளவெண் 3	நேரம்: மணி 6
<b>அலகு-I</b>					
<b>நோக்கம் 1</b> இடைக்கால இலக்கியத்தையும் சிந்தனையையும் வெளிப்படுத்துதல்					
அ) திருஞானசம்பந்தர் - திருமுறைக்காடு (முதல் இரண்டு பாடல்கள்) ஆ) திருநாவுக்கரசர் - திருவதிகை வீரட்டானம் (முதல் இரண்டு பாடல்கள்) இ) சுந்தரர் - திருவெண்ணைநல்லூர் பதிகம் (முதல் இரண்டு பாடல்கள்) ஈ) மாணிக்கவாசகர் - திருவெம்பாவை (முதல் பாடல்) உ) குலசேகர ஆழ்வார் - பெருமாள் திருமொழி (முதல் இரண்டு பாடல்கள்) ஊ) ஆண்டாள் - திருப்பாவை (முதல் பாடல்) எ) சிற்றிலக்கியம் 1. நந்திக்கலம்பகம் - முதல் ஐந்து பாடல்கள் 2. கலிங்கத்துப்பரணி - முதல் ஐந்து பாடல்கள்					
<b>பயன் 1</b>	இடைக்கால இலக்கியத்தின் வடிவங்களையும் சிந்தனைகளையும் மாணவர்கள் உணர்வார்கள். சிற்றிலக்கியங்களையும், அவற்றின் இலக்கிய வடிவங்களையும் மாணவர்கள் தெரிந்து கொள்வார்கள்.				<b>K1</b>
<b>அலகு-II</b>					
<b>நோக்கம் 2</b> சிறுகதையின் வகைகளையும் பாடுபொருளையும் உணர்த்துதல்.					
<b>சிறுகதை</b> நவரத்தினக் கதைகள்					
<b>புயன் 2</b>	சிறுகதையின் பாடுபொருளைக் கற்றுக் கொள்வார்கள். சிறுகதை இலக்கணங்களைப் பயின்று கொள்வார்கள்.				<b>K2</b>
<b>அலகு-III</b>					
<b>நோக்கம் 3</b> அடிப்படைச் சொல்லிலக்கணத்தை மாணர்களுக்கு உணர்த்துதல்					
<b>இலக்கணம்</b> சொல்வகை - பெயர்ச்சொல் - வினைச்சொல் - இடைச்சொல் - உரிச்சொல் - வேற்றுமை மயக்கம் - ஆகுபெயர்					
<b>பயன் 3</b>	சொல்லிலக்கணம் பற்றித் தெரிந்து கொள்வார்கள். சொல் வகைகளைத் தெரிந்து கொள்வார்கள்.				<b>K1</b>
<b>அலகு -IV</b>					
<b>நோக்கம் 4</b> பக்தி இலக்கியம் மற்றும் சிற்றிலக்கியம் தொடர்பான இலக்கிய வரலாற்றை எடுத்தியம்புதல்.					
<b>இலக்கிய வரலாறு</b> பக்தி இலக்கியம் மற்றும் சிற்றிலக்கியம் தொடர்பான இலக்கிய வரலாறு					
<b>பயன் 4</b>	பக்தி இலக்கியத்தின் தோற்றம் வளர்ச்சி பற்றித் தெரிந்து கொள்வார்கள். சிற்றிலக்கியத்தின் தோற்றம் வளர்ச்சி பற்றி அறிந்து கொள்வார்கள்.				<b>K1</b>
<b>அலகு-V</b>					
<b>நோக்கம் 5</b> மாணவர்களின் படைப்பாற்றல் திறனை வெளிப்படுத்துதல்					
<b>படைப்பாற்றல்</b> சிறுகதை படைத்தல்					
<b>பயன் 5</b>	சிறுகதை எழுதப் பயிற்சியளித்தல். சிறுகதை படைப்பாளர்களை உருவாக்குதல்.				<b>K6</b>
<b>பார்வை நூல்கள்</b> பன்னிரு திருமுறைகள், அன்னை சாரதா பதிப்பகம், அண்ணா நகர், சென்னை - 40 நாலாயிர திவ்விய பிரபந்தம், அன்னை சாரதா பதிப்பகம், அண்ணா நகர், சென்னை - 40 நந்திக் கலம்பகம், உலகத் தமிழாராய்ச்சி நிறுவனம், சென்னை கலிங்கத்துப்பரணி, உலகத் தமிழாராய்ச்சி நிறுவனம், சென்னை நவரத்தினக் கதைகள், முனைவர் நயினார், அறிவுப் பதிப்பகம், சென்னை - 14 அடிப்படைத் தமிழ் இலக்கணம், எம்.ஏ.நு.மான், யுனி ஆர்ட்ஸ் (பிரைவேட்) லிமிடெட், கொழும்பு					
<b>இணைய முகவரி</b> <a href="http://www.tamildigitallibrary.in">www.tamildigitallibrary.in</a>					
பாடத்திட்ட வடிவமைப்பு முனைவர் சி.தன்மான்					

### Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)
CO2	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)	M(2)	M(2)	M(2)	S(3)
CO3	S(3)	S(3)	S(3)	M(2)	S(3)	M(2)	M(2)	M(2)	S(3)	M(2)
CO4	M(2)	S(3)	M(2)	M(2)	M(2)	S(3)	M(2)	M(2)	M(2)	M(2)
CO5	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)
W.AV	2.8	3	2.8	2.2	2.4	2.6	2.2	2.2	2.4	2.4

S–Strong(3), M-Medium(2), L-Low(1)

### Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	S(3)	S(3)	S(3)	M(2)
CO2	S(3)	S(3)	S(3)	S(3)	M(2)
CO3	S(3)	S(3)	S(3)	S(3)	S(3)
CO4	S(3)	S(3)	M(2)	M(2)	M(2)
CO5	S(3)	S(3)	S(3)	S(3)	S(3)
W.AV	3	3	2.8	2.8	2.4

S–Strong(3), M-Medium(2), L-Low(1)

பருவம்-III					
மொழி பாடம்	223T1	காப்பியமும் புதினமும்	T	கற்றல் அளவெண் 3	நேரம் :. மணி6
<b>அலகு- I</b>					
<b>நோக்கம் 1</b>	<b>முற்கால, பிற்கால, கிறித்துவ, இஸ்லாம் காப்பிய வடிவங்களை வெளிப்படுத்துதல்.</b>				
1. சிலப்பதிகாரம் - அடைக்கலக்காதை (மதுரைக் காண்டம்) 2. மணிமேகலை - ஆதிரை பிச்சையிட்ட காதை 3. கம்பராமாயணம் - அங்கதன் தூதுப் படலம் 4. பெரியபுராணம் - அப்பூதியடிகள் நாயனார் புராணம் 5. தேம்பாவணி - நாட்டுப்படலம் 6. சீறாப்புராணம் - விருந்தாட்டுப் படலம்					
<b>பயன் 1</b>	முற்கால, பிற்கால காப்பியங்களின் இலக்கிய வடிவங்களைத் தெரிந்து கொள்வார்கள்.கிறித்துவ, இஸ்லாமியக் காப்பியங்களின் இலக்கிய வடிவங்களை அறிந்து கொள்வார்கள்.				<b>K1</b>
<b>அலகு- II</b>					
<b>நோக்கம் 2</b>	<b>புதினங்களின் இலக்கிய வடிவத்தைப் புரிந்து கொள்ளுதல்.</b>				
<b>புதினம்</b> பனையடி - இரா.செல்வம் இ.ஆ.ப					
<b>பயன் 2</b>	புதினங்களின் வகைமைகளைத் தெரிந்து கொள்வார்கள். புதினங்களின் வாயிலாக சமூகச் சிந்தனைகளை வளர்த்துக் கொள்வார்கள்.				<b>K2</b>
<b>அலகு-III</b>					
<b>நோக்கம் 3</b>	<b>மரபுச் செய்யுள்களை எழுதுவதற்குத் துணைபுரியும் இலக்கணத்தைக் கற்றுத் தருதல்.</b>				
<b>இலக்கணம்</b> செய்யுள் உறுப்புகள்: எழுத்து - அசை - சீர்- தளை - அடி - தொடை - பாவகைகள், அணிவகைகள் - உவமை - உருவகம் - சிலேடை - பின்வருநிலை - வேற்றுமை.					
<b>பயன் 3</b>	செய்யுள் இயற்றுவதற்குத் தேவையான அடிப்படை இலக்கணத்தைத் தெரிந்து கொள்வார்கள். செய்யுளுக்கு அழகு சேர்க்கும் அணி வகைகளைக் கற்றுத் தெளிவார்கள்.				<b>K1</b>
<b>அலகு- IV</b>					
<b>நோக்கம் 4</b>	<b>காப்பியம் மற்றும் புதின இலக்கியத்தின் வகைமைகளையும், தொன்மைகளையும், இலக்கியப் பொருண்மைகளையும் எடுத்தியம்புதல்.</b>				
<b>இலக்கிய வரலாறு</b> காப்பியம் மற்றும் புதின இலக்கியம் தொடர்பான இலக்கிய வரலாறு.					
<b>பயன் 4</b>	காப்பியத்தின் தோற்றம் வளர்ச்சி பற்றித் தெரிந்து கொள்வார்கள். புதினத்தின் தோற்றம் வளர்ச்சி பற்றி அறிந்து கொள்வார்கள்.				<b>K1</b>
<b>அலகு-V</b>					
<b>நோக்கம் 5</b>	<b>படைப்பாளர்கள் வெளிப்படுத்தும் பதிவுகளை எடுத்தியம்புதல்.</b>				
<b>படைப்பாற்றல்</b> கவிதை படைத்தல்					
<b>பயன் 5</b>	கவிதையின் இலக்கணத்தை அறிந்து கொள்வார்கள்.கவிதை எழுதி சிறந்த கவிஞர்களாக விளங்குவார்கள்.				<b>K1</b>
<b>பார்வை நூல்கள்:</b>					
1. சிலப்பதிகாரம் நியூ செஞ்சுரி புக் ஹவுஸ், சென்னை 2. மணிமேகலை நியூ செஞ்சுரி புக் ஹவுஸ், சென்னை 3. கம்பராமாயணம் நியூ செஞ்சுரி புக் ஹவுஸ், சென்னை 4. பெரியபுராணம் நியூ செஞ்சுரி புக் ஹவுஸ், சென்னை 5. தேம்பாவணி நியூ செஞ்சுரி புக் ஹவுஸ், சென்னை 6. சீறாப்புராணம் நியூ செஞ்சுரி புக் ஹவுஸ், சென்னை 7. பனையடி, இரா.செல்வம் இ.ஆ.ப., நியூ செஞ்சுரி புக் ஹவுஸ், சென்னை - 98 8. தமிழ் இலக்கிய வரலாறு, பாக்கியமேரி, 9. அடிப்படைத் தமிழ் இலக்கணம், எம்.ஏ.நு.:மான், யுனி ஆர்ட்ஸ் (பிரைவேட்) லிமிடெட், கொழும்பு					
<b>பாடத்திட்ட வடிவமைப்பு முனைவர் சி.தன்மாணம்</b>					

### Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)
CO2	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)	M(2)	M(2)	M(2)	S(3)
CO3	S(3)	S(3)	S(3)	M(2)	S(3)	M(2)	M(2)	M(2)	S(3)	M(2)
CO4	M(2)	S(3)	M(2)	M(2)	M(2)	S(3)	M(2)	M(2)	M(2)	M(2)
CO5	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)
W.AV	2.8	3	2.8	2.2	2.4	2.6	2.2	2.2	2.4	2.4

S–Strong (3), M-Medium (2), L-Low (1)

### Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	S(3)	S(3)	S(3)	M(2)
CO2	S(3)	S(3)	S(3)	S(3)	M(2)
CO3	S(3)	S(3)	S(3)	S(3)	S(3)
CO4	S(3)	S(3)	M(2)	M(2)	S(3)
CO5	S(3)	S(3)	S(3)	S(3)	S(3)
W.AV	3	3	2.8	2.8	2.6

S–Strong (3), M-Medium (2), L-Low(1)



பருவம் -IV					
மொழி பாடம்	224T1	பண்டைய இலக்கியமும் நாடகமும்	T	கற்றல் அளவெண் 3	நேரம்: . மணி 6
<b>அலகு-I</b>					
<b>நோக்கம் 1</b>	<b>பண்டை இலக்கிய, அறஇலக்கிய வடிவங்களைக் கற்றறிதல்.</b>				
அ) பத்துப்பாட்டு - பொருநராற்றுப்படை ஆ) நற்றிணை - கபிலர் பாடல்கள் (13, 32, 59) இ) குறுந்தொகை - ஓளவையார் பாடல்கள் (23, 28) ஈ) கலித்தொகை - பாடல் எண் (9, 51) உ-) அகநானூறு - வெள்ளிவிதியார் பாடல்கள் (45, 362) ஊ) புறநானூறு - பாடல் எண் (279, 288, 306) எ) திருக்குறள் - அன்புடைமை, அறிவுடைமை ஏ) நாலடியார் - மேன்மக்கள் (முதல் ஐந்து பாடல்கள்) ஐ) பழமொழி நானூறு - பாடல் எண் (12, 13, 53, 190, 202)					
<b>பயன் 1</b>	சங்ககால இலக்கிய வடிவங்களைத் தெரிந்து கொள்வார்கள். சங்கம் மருவிய கால இலக்கிய வடிவங்களைத் தெரிந்து கொள்வார்கள்.				<b>K1</b>
<b>அலகு- II</b>					
<b>நோக்கம் 2</b>	<b>நாடகத்தின் இலக்கிய வடிவங்களையும், வகைகளையும், பொருண்மைகளையும் கற்றுத் தருதல்.</b>				
<b>நாடகம்</b> வேலைக்காரி - அறிஞர் அண்ணா					
<b>பயன் 2</b>	நாடகங்கள் வாயிலாக சமூகத்தை, நடப்பியலை உணர்வார்கள்.				<b>K2</b>
<b>அலகு - III</b>					
<b>நோக்கம் 3</b>	<b>பொருளிலக்கணங்களை அறிந்து கொள்ளுதல்.</b>				
<b>இலக்கணம்</b> அகப்பொருள் - 7 திணைகள் புறப்பொருள் - 12 திணைகள் களவு -கற்பு-உள்ளுறை-இறைச்சி					
<b>பயன் 3</b>	பொருளிலக்கணங்களின் வகைகளைத் தெரிந்து கொள்வார்கள்.பொருளிலக்கணங்களின் உட்பொருளைப் புரிந்து கொள்வார்கள்.				<b>K1</b>
<b>myF-IV</b>					
<b>நோக்கம் 4</b>	<b>சங்ககால வரலாற்றினையும் அறஇலக்கியங்களின் வரலாறு மற்றும் பொருண்மைகளையும் பாடுபொருளையும் அறிதல்.</b>				
<b>இலக்கிய வரலாறு</b> சங்க இலக்கியம் மற்றும் நீதி இலக்கியம் தொடர்பான இலக்கிய வரலாறு					
<b>பயன் 4</b>	சங்ககால பண்பாடு, நாகரிகம், கல்வி, தொழில், பற்றி அறிந்து கொள்வார்கள் நீதி இலக்கியங்கள் உணர்த்தும் நீதிகளை வாழ்வியல் நெறிமுறைகளாகப் பின்பற்றுவார்கள்				<b>K1</b>
<b>அலகு-V</b>					
<b>நோக்கம் 5</b>	<b>படைப்புத் திறன் பற்றிய செய்முறையைக் கற்றுத்தருதல்.</b>				
<b>படைப்பாற்றல்</b> நாடகம் படைத்தல்					
<b>பயன் 5</b>	படைப்புத்திறனை ஊக்குவித்தல்				<b>K6</b>
<b>பார்வை நூல்கள்</b>					
1. சங்க இலக்கியம், திருநெல்வேலி சைவ சித்தாந்த நூற்பதிப்புக் கழகம், சென்னை 2. அடிப்படைத் தமிழ் இலக்கணம், எம்.ஏ.நு.மான், யுனி ஆர்ட்ஸ் (பிரைவேட்) லிமிடெட், கொழும்பு 3. சங்கம் மருவிய கால இலக்கியங்கள், திருநெல்வேலி சைவ சித்தாந்த நூற்பதிப்புக் கழகம், சென்னை					
<b>பாடத்திட்ட வடிவமைப்பு முனைவர் சி.தன்மாணம்</b>					

**Course Outcome VS Programme Outcomes**

<b>CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)
<b>CO2</b>	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)	M(2)	M(2)	M(2)	S(3)
<b>CO3</b>	S(3)	S(3)	S(3)	M(2)	S(3)	M(2)	M(2)	M(2)	S(3)	M(2)
<b>CO4</b>	M(2)	S(3)	M(2)	M(2)	M(2)	S(3)	M(2)	M(2)	M(2)	M(2)
<b>CO5</b>	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)
<b>W.AV</b>	<b>2.8</b>	<b>2.8</b>	<b>2.8</b>	<b>2.2</b>	<b>2.4</b>	<b>2.4</b>	<b>2.2</b>	<b>2.2</b>	<b>2.4</b>	<b>2.4</b>

**S–Strong (3), M-Medium (2), L-Low (1)**

**Course Outcome VS Programme Specific Outcomes**

<b>CO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
CO1	S(3)	S(3)	S(3)	S(3)	M(2)
CO2	S(3)	S(3)	S(3)	S(3)	M(2)
CO3	S(3)	S(3)	S(3)	S(3)	S(3)
CO4	S(3)	S(3)	M(2)	M(2)	S(3)
CO5	S(3)	S(3)	S(3)	S(3)	S(3)
<b>W.AV</b>	<b>3</b>	<b>3</b>	<b>2.8</b>	<b>2.8</b>	<b>2.4</b>

**S–Strong (3), M-Medium(2), L-Low(1)**

Semester - I					
L	221F1	French Language, Culture & Civilization - I	T	Credits: 3	Hours: 6
<b>Unit - I</b>					
<b>Objective 1</b>	Acquire the four basic language skills of Listening, Speaking, Reading and Writing.				
Bonjour cava? Salut, Je m'appelle Agnès, Bienvenue, La Franc et la francophonie, Les expressions utilités par L'enseignant et lesélèves. Les couleurs. Les mois del'année, Les jours de la semaine. Les pays etlesnationalités. Les animaux domestiques. Les nombres de 0 à 69, Les pronoms personnels sujets. Les verbs être et avoir, La formation du féminin, La formation dupluriel, Les adjectives possessives.					
<b>Outcome 1</b>	Express themselves basic words in French.				<b>K2</b>
<b>Unit - II</b>					
<b>Objective 2</b>	Become familiar with the sound pattern of French Language.				
Oui est-ce ? Dans mon sac, J'ai, Les professions, Quelques objets. La fiche d'identité, La formation du féminin. La phrase interrogative. La phrase négative. Les verbs du premier groupe. Les verbs aller et venir.					
<b>Outcome 2</b>	Understand the objects and professions.				<b>K2</b>
<b>Unit - III</b>					
<b>Objective 3</b>	Improve their vocabulary and grammar skills by understanding the structures of the Language.				
Il est comment? Allô L'aspect physique. Le visage, Le caractère. Les prépositions de lieu. Les nombres à partir de 70. Les pays des vacances (LaFrance). Le mont saint – Michel. La Bretagne. La côte d' Azur. Les châteaux de la Loire.					
<b>Outcome 3</b>	To acquire knowledge of the parts of the body, numbers 0 to 100, French culture & Civilization.				<b>K1</b>
<b>Unit - IV</b>					
<b>Objective 4</b>	Comprehend the Grammar in French Language.				
La Grammaire Mots et expressions, Grammaire, Entrer en contact se présenter, Demander et répondre poliment and Demander des informations personnelles. La formation du féminin, Les articles dé finis et indéfinis. La formation dupluriel. Les adjectifs possessifs, Grammaire. Les pronoms personnels sujets Les verbs être et avoir. Se presenter.					
<b>Outcome 4</b>	To identify the basic knowledge of French Grammar.				<b>K1</b>
<b>Unit - V</b>					
<b>Objective 5</b>	Have an exposure to French Culture and Civilization.				
La Grammaire Mots et expressions, Grammaire, Décrire l'aspect physique et le caractère, Parler au téléphone. Les articles contractés, Les pronoms personnels toniques, Il y a, Les adverbes interrogati fs, Les nombres, Les verbs du deuxième groupe, Le verbe faire.					
<b>Outcome 5</b>	To aware of French words and expressions.				<b>K1</b>
<b>PrescribedTextBook</b> :Génération A1–Book (Unités1-3) <b>Authors</b> :M.Caneschi,D.Cecchi,F.Tortelli <b>Publisher</b> :Didier,Paris,2016 <b>Suggested Readings:</b> Anne Akyüz, Bernadette Bazelle - Shahmael, Joëlle Bonenfant, Marie– Françoise Gliemann Les exercices de grammaire, Hachette FLE, Paris.					

Christian Beaulieu,(2015) Jepratique,Excercices degrammaire A1, Didier, Paris.

Cocton Marie-Noëlle, Duplex Dorothée, HeuElodie, Kasazian Emilie, Ripaud Delphine, (2015) Saison1- Méthod ede français, Didier,Paris,2015.

Nathalie BIE, Philip pesantinan, (2005) Grammair epoura dolescents 250exercices, CLE International, Paris

**Online Resources:**

<http://enseigner.tv5monde.com/>

<http://bonjourdumonde.com/exercices/contenu/le-français-du-tourisme.html>

<http://www.bonjourdefrance.com/>

<http://www.lepointdufle.net/>

***K1-Remember***

***K2-Understand***

***K3- Apply***

***K4-Analyze***

***K5-Evaluate***

***K6-Create***

Course designed by: Mr. S. Manikandan

**Course outcome VS Programme outcomes**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	L (1)	M (2)	L (1)	L (1)	M (2)	M (2)	M (2)	M (2)	L (1)	L (1)
CO2	M (2)	M (2)	M (2)	M (2)	L (1)	L (1)	L (1)	L (1)	L (1)	L (1)
CO3	M (2)	M (2)	L (1)	L (1)	L (1)	M (2)	M (2)	M (2)	L (1)	L (1)
CO4	L (1)	L (1)	M (2)	L (1)	M (2)	L (1)	L (1)	L (1)	L (1)	L (1)
CO5	M (2)	M (2)	L (1)	L (1)	M (2)	L (1)	L (1)	M (2)	M (2)	M (2)
W.AV	1.6	1.8	1.4	1.2	1.6	1.4	1.4	1.6	1.2	1.2

S –Strong (3), M-Medium (2), L- Low (1)

**Course Outcome VS Programme Specific Outcomes**

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	L (1)	M (2)	M (2)	M (2)	M (2)
CO2	M (2)	L (1)	L (1)	L (1)	S (3)
CO3	L (1)	S (3)	M (2)	M (2)	M (2)
CO4	M (2)	M (2)	M (2)	L (1)	L (1)
CO5	L (1)	M (2)	L (1)	L (1)	M (2)
W.AV	1.4	2	1.6	1.4	2

S –Strong (3), M-Medium (2), L- Low (1)

Semester – II						
L	222F1	French Language, Culture & Civilization - II		T	Credits: 3	Hours: 6
<b>Unit – I</b>						
<b>Objective 1</b>	Enhance their Linguistic Skills by a deeper understanding of the Language structure and the vocabulary.					
<b>Les loisirs, Laroutine</b> Les activités quotidiennes, Les matières, Le temps et l’heure, La fréquence ,Les Sons, Les adjectifs interrogatifs, Les nombres ordinaux, L’ heure, Les pronoms personnels, Les verbs pronominaux, Les verbs du premier groupe e.er, eler, eter Le verbe prendre, Parler de ses gouts et de ses préférences, Décrire sa journée.						
<b>Outcome 1</b>	Plan the Leisure activities and day today activities.				<b>K4</b>	
<b>Unit – II</b>						
<b>Objective 2</b>	Apply the Language Skills on a range of Everyday Situations.					
<b>Où faire les courses? Découvrez et dégustez!</b> Les aliments, Les quantités , Les commerces et les commerçants, Demander et dire paiement, Les sons (a/an), Les articles partitifs, Le pronom en (laquantité) La phrase négative, C’est/ Il est L, impératif, Les verbs devoir, pouvoir, savoir, Vouloir ,au restaurant :Commander et commenter,						
<b>Outcome 2</b>	Acquire knowledge of shopping and Narrate the events.				<b>K1</b>	
<b>Unit – III</b>						
<b>Objective 3</b>	Understand routine information and get a grasp of the practical life in France.					
<b>Tout le mondes’ amuse, Les ados au quotidien</b> La formation du Féminin, Le pronom indéfini on ‘Le passé composé, Le future proche, Les verbs du premier groupe en,-yer, Les verbs voir et sortir. Décrire une tenue, Ecrireun Message amical.						
<b>Outcome 3</b>	Prepare the invitation and message writing.				<b>K6</b>	
<b>Unit – IV</b>						
<b>Objective 4</b>	Get an insight into the cultural background of France.					
<b>La Grammaire</b> Les loisirs, La routine, Mots et expressions, Grammaire, Exprimer ses gouts et ses préférences, Décrire sa journée.						
<b>Outcome 4</b>	To understand the French expressions and grammar.				<b>K2</b>	
<b>Unit –V</b>						
<b>Objective 5</b>	Understand the difference between formal and informal writing using appropriate format.					
<b>La Grammaire</b> Où faire ses courses? Découvrez et dégustez! Mots et expressions, Grammaire Au restaurant :Commander et commenter ,Inviter et répondre à une invitation. Tout le monde s’amuse, Les ados au quotidien, Mots et expressions, Grammaire. Décrire une tenue, Écrire un Message amical.						
<b>Outcome 5</b>	Acquire a good knowledge of the French cuisine.				<b>K1</b>	

<b>Prescribed Text Book</b>	:GénérationA1–Book(Unites4-6)				
<b>Authors</b>	: M.Caneschi, D.Cecchi, F.Tortelli				
<b>Publisher</b>	: Didier,Paris,2016				
<b>Suggested Readings:</b>					
Anne Akyüz, Bernadette Bazelle-Shahmael, Joëlle Bonenfant, Marie –Françoise GliemannLes exercices de grammaire, Hachette FLE ,Paris.					
Christian Beaulieu, (2015) Je pratique, Excerices de grammaire A1, Didier, Paris.					
Cocton Marie-Noëlle, Dupleix Dorothée, Heu Elodie, Kasazian Emilie, Nathalie BIE,Philippe SANTINAN, (2005)Grammaire pour adolescents-250 exercices, CLE International, Paris.					
<b>Online Resources:</b>					
<a href="http://enseigner.tv5monde.com/">http://enseigner.tv5monde.com/</a>					
<a href="http://bonjour dumonde.com/exercices/ contenu/le-français-dutourisme.html">http://bonjour dumonde.com/exercices/ contenu/le-français-dutourisme.html</a>					
<a href="http://www.bonjourdefrance.com/">http://www.bonjourdefrance.com/</a>					
<a href="http://www.lepointdufle.net/">http://www.lepointdufle.net/</a>					
<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3- Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>
<b>Course designed by: Mr. S. Manikandan</b>					

### Course outcome VS Programme outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	L (1)	M (2)	L (1)	L (1)	M (2)	M (2)	M (2)	M (2)	L (1)	L (1)
CO2	M (2)	M (2)	M (2)	M (2)	L (1)	L (1)	L (1)	L (1)	L (1)	L (1)
CO3	M (2)	M (2)	L (1)	L (1)	L (1)	M (2)	M (2)	M (2)	S (3)	L (1)
CO4	M (2)	L (1)	M (2)	M (2)	M (2)	L (1)	L (1)	L (1)	L (1)	S (3)
CO5	M (2)	M (2)	L (1)	L (1)	M (2)	L (1)	L (1)	M (2)	M (2)	M (2)
<b>W.AV</b>	<b>1.8</b>	<b>1.8</b>	<b>1.4</b>	<b>1.4</b>	<b>1.6</b>	<b>1.4</b>	<b>1.4</b>	<b>1.6</b>	<b>1.6</b>	<b>1.6</b>

S –Strong (3), M-Medium (2), L- Low (1)

### Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	L (1)	M (2)	M (2)	M (2)	M (2)
CO2	M (2)	L (1)	M (2)	L (1)	S (3)
CO3	M (2)	S (3)	M (2)	S (3)	L (1)
CO4	M (2)	M (2)	S (3)	L (1)	L (1)
CO5	L (1)	M (2)	L (1)	L (1)	M (2)
<b>W.AV</b>	<b>1.6</b>	<b>2</b>	<b>2</b>	<b>1.6</b>	<b>1.8</b>

S –Strong (3), M-Medium (2), L- Low (1)

Semester - III					
L	223F1	French Language, Culture & Civilization - III	T	Credits: 3	Hours: 6
<b>Unit-I</b>					
<b>Objective 1</b>	Reinforcing the students proficiency in the Four skills [Listening, Speaking, reading, writing.]				
<b>Vivre la ville, Visiter une ville</b> La ville, Les lieux de la ville ,Les transports, Les points cardinaux, Les prepositions de lieu, Les sons Les jeux de la francophonie, La comparaison avec les noms géographiques, Les pronoms personnels, Les verbs du premier groupeen – ger, -et, -cer, Les verbs ouvrir, et accueillir ,Indiquer le chemin, Demander des renseignent touristiques.					
<b>Outcome 1</b>	Seek a service.				<b>K6</b>
<b>Unit- II</b>					
<b>Objective 2</b>	To appreciate other's culture and speak about the cultural diversity.				
<b>On vend ou on Garde ?Ventesd' autrefois, Ventesd'aujourd'hui</b> Les couleurs, Les formes, Les matériaux, Les mesures, L' informatique, La Grammaire La formation du pluriel Les adjectifs de couleur, Les adjectifs beau, nouveau, vieux, Les pronoms relatives qui et que, L 'imparfait, Les verbs connaitre, ecrire, mettre et vendre, Permettre, defendre obliger, Décrire un objet.					
<b>Outcome 2</b>	Exchange the information.				<b>K5</b>
<b>Unit – III</b>					
<b>Objective 3</b>	Value different objects.				
<b>Félicitations! Envoyage</b> L' aéroport et l avion, Les fêtes, La gare et le train, L hôtel, Les articles: particularités, Les pronoms interrogatifs, Les pronoms demonstratifs, La question avec inversion, Les verbs recevoir et conduire.					
<b>Outcome 3</b>	Speak about the computer Technology and Internet.				<b>K3</b>
<b>Unit – IV</b>					
<b>Objective4</b>	Relate experiences and Events in French.				
<b>La Grammaire</b> Vivre la ville, visiter une ville, Mots et expressions, Grammaire, Indiquer un chemin, demander des précisions [oudesinformations] on vend ou on garde?, ventes d' autrefois,ventes d 'aujourd 'hui. Mots et expressions, grammaire, permettre, défendre, obliger. Décrire un objet.					
<b>Outcome 4</b>	Discover other's culture.				<b>K6</b>
<b>Unit –V</b>					
<b>Objective 5</b>	Translate simple phrases.				
<b>La Grammaire</b> Félicitations! En voyage! Mots et expressions, grammaire, presenter ses vœux. Faire une réservation.					
<b>Outcome 5</b>	Apply the learnt grammar rules in practice exercises to improve their understanding.				<b>K3</b>

<b>Prescribed Text Book</b> :GénérationA2–Livre(Unites1-3)					
<b>Authors</b> :M.Caneschi, D.Cecchi, F.Tortelli					
<b>Publisher</b> :Didier,Paris,2016					
<b>Suggested Readings:</b>					
ChristianBeaulieu,Jepratique,ExercicesdegrammaireA1,Didier,Paris-2015,					
CoctonMarie-Noëlle,DupleixDorothee,HeuElodie,KasazianEmilie,Ripaud					
Delphine,Saison2- Méthodedefrançais,Didier,Paris,2015					
AnneAkyüz,BernadetteBazelle-Shahmael,JoëlleBonenfant,Marie–Françoise Gliemann, Les					
exercices de grammaire, Hachette FLE,Paris,2005,					
NathalieBIE,PhilippeSANTINAN,Grammairepouradolescents-					
250exercices,CLEInternational,Paris,2005					
<b>Online Resources:</b>					
<a href="http://enseigner.tv5monde.com/">http://enseigner.tv5monde.com/</a>					
<a href="http://bonjourdumonde.com/exercices/contenu/le-français-du-tourisme.html">http://bonjourdumonde.com/exercices/contenu/le-français-du-tourisme.html</a>					
<a href="http://www.bonjourdefrance.com/">http://www.bonjourdefrance.com/</a>					
<a href="http://www.lepointdufle.net/">http://www.lepointdufle.net/</a>					
<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3- Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>
<b>Course designed by : Mr.S.Manikandan</b>					

### Course outcome VS Programme outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	L (1)	M (2)	L (1)	L (1)	M (2)	M (2)	M (2)	M (2)	L (1)	L (1)
CO2	M (2)	S (3)	M (2)	M (2)	L (1)	L (1)	L (1)	L (1)	L (1)	M (2)
CO3	S (3)	M (2)	L (1)	S (3)	L (1)	M (2)	M (2)	M (2)	S (3)	L (1)
CO4	M (2)	L (1)	M (2)	M (2)	M (2)	L (1)	S (3)	L (1)	M (2)	S (3)
CO5	M (2)	M (2)	L (1)	L (1)	M (2)	L (1)	L (1)	M (2)	M (2)	M (2)
<b>W.AV</b>	<b>2</b>	<b>2</b>	<b>1.4</b>	<b>1.8</b>	<b>1.6</b>	<b>1.4</b>	<b>1.8</b>	<b>1.6</b>	<b>1.8</b>	<b>1.8</b>

S –Strong (3), M-Medium (2), L- Low (1)

### Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	L (1)	M (2)	M (2)	M (2)	M (2)
CO2	M (2)	M (2)	M (2)	L (1)	L (1)
CO3	L (1)	S (3)	L (1)	L (1)	L (1)
CO4	M (2)	M (2)	S (3)	L (1)	L (1)
CO5	L (1)	M (2)	L (1)	L (1)	M (2)
<b>W.AV</b>	<b>1.4</b>	<b>2.2</b>	<b>1.8</b>	<b>1.2</b>	<b>1.4</b>

S –Strong (3), M-Medium (2), L- Low (1)



Semester - IV					
L	224F1	French Language, Culture & Civilization - IV	T	Credits: 3	Hours: 6
<b>Unit - I</b>					
<b>Objective1</b>	Write an essay and communicate orally with ease.				
<b>On fait le ménage! À propos de logement</b> Le logement , La maison, Les pièces, Meubles et équipement, Les tachesménagères, Le present progressif, Les pronoms possessifs, La phrase négative, Quelques adjectifs et pronoms in dé finis, Les Verbs lire, romper et se plaindre, Protester et réagir, Exprimer l'internet et indifférence.					
<b>Outcome 1</b>	Write an essay, a letter and prepare the curriculum vitae in French.			<b>K1</b>	
<b>Unit– II</b>					
<b>Objective 2</b>	Offer a better insight into French Culture and Civilization.				
<b>Tous en forme!, Accidents et catastrophes</b> Le corps humain: l'extérieur, l'intérieur, Les maladies et les remèdes, Les accidents, Les catastrophes naturelles .Le passé composé et l'imparfait, Le passé récent, L'expression de la durée, Les adjectifs set les pronoms indéfinis: rien, personne, aucun. Les verbs <i>dire</i> , courir et mourir , Raconter au passé, Exprimer la peur et rassurer.					
<b>Outcome 2</b>	Appreciate the French art, culture & Literary texts.			<b>K2</b>	
<b>Unit – III</b>					
<b>Objective 3</b>	Demonstrate knowledge of various expressions used to express opinions, emotions, cause, Effect, purpose and hypothesis in French.				
<b>Faire ses études a l' étranger , Bon voyage !, La météo</b> Le systems colaire, Les formalités pour partir à l'étranger, La météo, Les sons [il] / [ij], Les pronoms démonstratifs neutres,Le futur simple, Situer dans le temps, Moiaussi / non plus – Moi non / si ,Les verbs impersonnels, Les verbs croire, suivre et pleuvoir, Exprimer son opinion, Parler de la météo, Parler de l'avenir.					
<b>Outcome 3</b>	Understand various expressions and situations.			<b>K2</b>	
<b>Unit – IV</b>					
<b>Objective 4</b>	Study about the Francophone countries.				
<b>La Grammaire</b> On fait le ménage! À propos de logement, Mots et expressions, Grammaire, Protester et réagir, Exprimer l' intérêt et'indifférence.					
<b>Outcome 4</b>	Comprehend French in the World.			<b>K2</b>	
<b>Unit –V</b>					
<b>Objective 5</b>	Explain the nuances in the usage of various grammatical tenses and their aspects.				
<b>La Grammaire</b> Tous en forme! Accidents et atastrophes, Mots et expressions, Raconter au passé, Exprimer la peur et rassurer, Faire ses etudes l'étranger, La météo, exprimer son opinion. Parler de lamétéo et de l' avenir					
<b>Outcome 5</b>	Recall and remember the usage of grammatical tenses in constructing sentences.			<b>K1</b>	
<b>PrescribedTextBook</b> :GénérationA2–Livre(Unites4-6)					
<b>Authors</b> :M.Caneschi,D.Cecchi,F.Tortelli					
<b>Publisher</b> :Didier,Paris,2016					
<b>Suggested readings:</b>					

AnneAkyüz, Bernadette Bazelle-Shahmael, Joëlle Bonenfant, Marie–  
 Françoise Gliemann, (2005) *Les exercices de grammaire*, Hachette FLE, Paris.  
 Christian Beaulieu, (2015) *Je pratique, Exercices de grammaire A1*, Didier, Paris.  
 Cocton Marie-Noëlle, Duplex Dorothée, Heu Elodie, Kasazian Emilie, Ripaud  
 Delphine (2015), *Saison 2-Méthode de français*, Didier, Paris.  
 Nathalie BIE, Philippe SANTINAN,  
**Grammaire pour adolescents-250 exercices**, (2005) CLE International, Paris.

**Online Resources:**

<http://enseigner.tv5monde.com/>  
<http://bonjourdumonde.com/exercices/contenu/le-français-du-tourisme.html>  
<http://www.bonjourdefrance.com/>  
<http://www.lepointdufle.net/>

**K1-Remember    K2-Understand    K3-Apply    K4-Analyze    K5-Evaluate    K6-Create**

**Course designed by: Mr.S.Manikandan**

**Course outcome VS Programme outcomes**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M (2)	M (2)	M (2)	L (1)	M (2)	M (2)	M (2)	M (2)	L (1)	L (1)
CO2	M (2)	S (3)	M (2)	M (2)	L (1)	L (1)	L (1)	L (1)	L (1)	M (2)
CO3	S (3)	M (2)	S (3)	S (3)	M (2)	M (2)	M (2)	S (3)	S (3)	L (1)
CO4	M (2)	L (1)	M (2)	M (2)	M (2)	S (3)	S (3)	L (1)	M (2)	S (3)
CO5	M (2)	M (2)	L (1)	S (3)	M (2)	L (1)	L (1)	M (2)	M (2)	M (2)
W.AV	2.2	2	2	2.2	1.8	1.8	1.8	1.8	1.8	1.8

**S –Strong (3), M-Medium (2), L- Low (1)**

**Course Outcome VS Programme Specific Outcomes**

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	L (1)	M (2)	M (2)	M (2)	M (2)
CO2	S (3)	M (2)	M (2)	L (1)	M (2)
CO3	M (2)	S (3)	L (1)	M (2)	L (1)
CO4	M (2)	M (2)	S (3)	M (2)	L (1)
CO5	L (1)	M (2)	M (2)	L (1)	M (2)
W.AV	1.8	2.2	2	1.6	1.6

**S –Strong (3), M-Medium (2), L- Low (1)**

Semester – I					
L	912CE	Communicative English - I	T	Credits: 3	Hours: 6
<b>Unit - I</b>					
<b>Objective 1</b>	Apply and analyse the right kind of pronunciation with regards to speech sounds and able to get different types of pronunciations.				
<p><b>1. Listening and Speaking</b></p> <p>a. Introducing self and others</p> <p>b. Listening for specific information</p> <p>c. Pronunciation (without phonetic symbols)</p> <p style="padding-left: 40px;">i. Essentials of pronunciation ii. American and British pronunciation</p> <p><b>2. Reading and Writing</b></p> <p>a. Reading short articles – newspaper reports / fact based articles</p> <p>i. Skimming and scanning</p> <p>ii. Diction and tone</p> <p>iii. Identifying topic sentences</p> <p>b. Reading aloud: Reading an article/report</p> <p>c. Journal (Diary) Writing</p> <p><b>3. Study Skills - 1</b></p> <p>a. Using dictionaries, encyclopaedias, thesaurus</p> <p><b>4. Grammar in Context:</b></p> <p><b>Naming and Describing</b></p> <ul style="list-style-type: none"> <li>• Nouns &amp; Pronouns , Adjectives</li> </ul>					
<b>Outcome 1</b>	Students develop exposure to the channels and levels of communication.				<b>K4</b>
<b>Unit - II</b>					
<b>Objective 2</b>	To enhance the LSRW Skills.				
<p><b>1. Listening and Speaking</b></p> <p>a. Listening with a Purpose</p> <p>b. Effective Listening</p> <p>c. Tonal Variation</p> <p>d. Listening for Information</p> <p>e. Asking for Information</p> <p>f. Giving Information</p> <p><b>2. Reading and Writing</b></p> <p>1.a. Strategies of Reading:</p> <p style="padding-left: 40px;">Skimming and Scanning</p> <p>b. Types of Reading : Extensive and Intensive Reading</p> <p>c. Reading a prose passage</p> <p>d. Reading a poem</p> <p>e. Reading a short story</p> <p>2. Paragraphs: Structure and Types</p> <p>a. What is a Paragraph?</p> <p>b. Paragraph structure</p> <p>c. Topic Sentence</p> <p>d. Unity</p> <p>e. Coherence</p>					

f. Connections between Ideas: Using Transitional words and expressions g. Types of Paragraphs <b>3. Study Skills II:</b> Using the Internet as a Resource a. Online search Know the keyword		
<b>c. Refine your search</b> <b>d. Guidelines for using the Resources</b> <b>e. E-learning resources of Government of India</b> <b>f. Terms to know</b> <b>4. Grammar in Context</b> <b>Involving Action-I</b> a. Verbs <b>Concord</b>		
<b>Outcome 2</b>	Listening and asking for information, structure and types of paragraphs and using of internet as a resource.	<b>K3</b>
<b>Unit - III</b>		
<b>Objective 3</b>	To encourage the descriptive writing and to identify point of view and perspective.	
<b>1. Listening and Speaking</b> a. Giving and following instructions b. Asking for and giving directions c. Continuing discussions with connecting ideas <b>2. Reading and writing</b> d. Reading feature articles (from newspapers and magazines) e. Reading to identify point of view and perspective (opinion pieces, editorials etc.) f. Descriptive writing – writing a short descriptive essay of two to three paragraphs. <b>3. Grammar in Context: Involving Action - II</b> g. Verbals - Gerund, Participle, h. Infinitive i. Modals		
<b>Outcome 3</b>	Writing essay, reading, newspaper, articles.	<b>K3</b>
<b>Unit - IV</b>		
<b>Objective 4</b>	To develop cognitive Skills and narrative writing.	
<b>1. Listening and Speaking</b> a. Giving and responding to opinions <b>2. Reading and writing</b> a. Note taking b. Narrative writing – writing narrative essays of two to three paragraphs <b>3. Grammar in Context:</b> Tense • Present • Past • Future		
<b>Outcome 4</b>	Writing narrative essays.	<b>K6</b>

Unit - V	
<b>Objective 5</b>	To enrich participation in group discussion and interpretations of diagrammatic information.
<b>1. Listening and Speaking</b> a. Participating in a Group Discussion <b>2. Reading and writing</b> a. Reading diagrammatic information – interpretations maps, graphs and pie charts b. Writing short essays using the language of comparison and contrast <b>3. Grammar in Context:</b> Voice (showing the relationship between Tense and Voice)	
<b>Outcome 5</b>	Interpretation of diagrammatic information and Group discussion. <b>K2</b>
<b>Suggested Readings:</b> Tamil Nadu State Council For Higher Education(Tansche)	
<b>K1-Remember</b>	<b>K2 - Understand</b>
<b>K3 - Apply</b>	<b>K4- Analyze</b>
<b>K5 - Evaluate</b>	<b>K6 – Create</b>
<b>Course designed by: Dr. G. Aiswarya</b>	

#### Course outcome VS Programme outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	L (1)	L (1)	L (1)	L (1)	L (1)	L (1)	S (3)	S (3)	S (3)	S (3)
CO2	L (1)	M (2)	L (1)	M (2)	L (1)	L (1)	S (3)	S (3)	S (3)	S (3)
CO3	M (2)	M (2)	L (1)	M (2)	M (2)	M (2)	S (3)	S (3)	S (3)	S (3)
CO4	M (2)	L (1)	M (2)	M (2)	M (2)	M (2)	S (3)	S (3)	S (3)	S (3)
CO5	L (1)	L (1)	M (2)	M (2)	L (1)	L (1)	S (3)	S (3)	S (3)	S (3)
<b>W.AV</b>	<b>1.4</b>	<b>1.4</b>	<b>1.4</b>	<b>1.8</b>	<b>1.4</b>	<b>1.4</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>

S - Strong (3), M-Medium (2), L- Low (1)

#### Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	L (1)	L (1)	L (1)	L (1)	S (3)
CO2	L (1)	L (1)	L (1)	L (1)	S (3)
CO3	L (1)	L (1)	L (1)	L (1)	S (3)
CO4	M (2)	M (2)	M (2)	M (2)	S (3)
CO5	M (2)	M (2)	M (2)	M (2)	S (3)
<b>W.AV</b>	<b>1.4</b>	<b>1.4</b>	<b>1.4</b>	<b>1.4</b>	<b>3</b>

S –Strong (3), M-Medium (2), L- Low (1)

Semester – II							
L	922CE	Communicative English - II	T	Credits:	3	Hours:	6
<b>Unit– I</b>							
<b>Objective 1</b>	To Apply the concepts of accurate English while writing and become equally at ease in using good vocabulary and language skills.						
<b>1. Listening and Speaking</b> <ul style="list-style-type: none"> <li>a. Listening and responding to complaints (formal situation)</li> <li>b. Listening to problems and offering solutions (informal)</li> </ul> <b>2. Reading and writing</b> <ul style="list-style-type: none"> <li>a. Reading aloud (brief motivational anecdotes)</li> <li>b. Writing a paragraph on a proverbial expression/motivational idea.</li> </ul> <b>3. Word Power/Vocabulary</b> <ul style="list-style-type: none"> <li>a. Synonyms &amp; Antonyms</li> </ul> <b>4. Grammar in Context</b> <ul style="list-style-type: none"> <li>Adverbs , Prepositions</li> </ul>							
<b>Outcome 1</b>	Students learn the concepts of accurate English while writing and become equally at ease in using good vocabulary and language skills.						<b>K6</b>
<b>Unit- II</b>							
<b>Objective 2</b>	Apply the strategies and techniques learnt in carrying out conversations in different contexts and analyze the different parameters and formats of written technical communication and apply in everyday work and life.						
<b>1. Listening and Speaking</b> <ul style="list-style-type: none"> <li>a. Listening to Famous Speeches and Poems</li> <li>b. Making Short Speeches- Formal: welcome speech and vote of thanks. Informal Occasions- Farewell party, Graduation Speech</li> </ul> <b>2. Reading and Writing</b> <ul style="list-style-type: none"> <li>a. Writing Opinion Pieces (could be on travel, food, film / book reviews or on any contemporary topic)</li> <li>b. Reading poetry <ul style="list-style-type: none"> <li>i) Reading aloud: (Intonation and Voice Modulation)</li> <li>ii) Identifying and using figures of speech - Simile, Metaphor, Personification etc.</li> </ul> </li> </ul> <b>3. Word Power</b> <ul style="list-style-type: none"> <li>a. Idioms &amp; Phrases</li> </ul> <b>4. Grammar in Context</b> <ul style="list-style-type: none"> <li>Conjunctions and Interjections</li> </ul>							
<b>Outcome 2</b>	Learners develop knowledge on different parameters and formats of written technical communication and apply in everyday work and life.						<b>K2</b>
<b>Unit - III</b>							
<b>Objective 3</b>	To provide the students with a first- hand knowledge of short and formal presentation.						
<b>1. Listening and Speaking</b> <ul style="list-style-type: none"> <li>a. Listening to Ted talks</li> <li>b. Making Short Presentations – Formal Presentation with PPT, Analytical Presentation of Graphs and Reports of Multiple kinds</li> <li>c. Interactions during and after the Presentations</li> </ul>							

<b>2. Reading and writing</b> a. Writing e-mails of Complaint b. Reading aloud Famous Speeches <b>3. Word Power</b> a. One Word Substitution <b>4. Grammar in Context: Sentence Patterns</b>			
<b>Outcome 3</b>	Students learn first- hand knowledge of short and formal presentation.		<b>K6</b>
<b>Unit - IV</b>			
<b>Objective 4</b>	To provide Students knowledge on reading visual text and preparing first drafts of short assignments.		
<b>1. Listening and Speaking</b> a. Participating in a meeting: face to face and online b. Listening with courtesy and adding ideas and giving opinions during the meeting and making concluding remarks. <b>2. Reading and Writing</b> a. Reading visual texts – advertisements b. Preparing first drafts of short assignments <b>3. Word Power</b> a. Denotation and Connotation <b>4. Grammar in Context: Sentence Types</b>			
<b>Outcome 4</b>	Students acquire knowledge on reading visual text and preparing first drafts of short assignments.		<b>K2</b>
<b>Unit -V</b>			
<b>Objective 5</b>	To enrich writing skills and responding to questions at a formal interview.		
<b>1. Listening and Speaking</b> a. Informal interview for feature writing b. Listening and responding to questions at a formal interview <b>2. Reading and Writing</b> a. Writing letters of application b. Readers' Theatre (Script Reading) c. Dramatizing everyday situations/social issues through skits. (writing scripts and performing) <b>3. Word Power</b> a. Collocation <b>4. Grammar in Context: Working With Clauses</b>			
<b>Outcome 5</b>	Students develop writing skills and responding to questions at a formal interview.		<b>K6</b>
<b>Reference and Textbooks:</b>			
Tamil Nadu State Council For Higher Education( Tansche )			
<i>K1-Remember</i>	<i>K2 - Understand</i>	<i>K3-Apply</i>	<i>K4-Analyze</i>
<i>K5-Evaluate</i>	<i>K6-Create</i>		
<b>Course designed by: Dr. G. Aiswarya</b>			

**Course outcome VS Programme outcomes**

<b>CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	L (1)	L (1)	L (1)	L (1)	L (1)	L (1)	S (3)	S (3)	S (3)	S (3)
<b>CO2</b>	L (1)	M (2)	L (1)	M (2)	L (1)	L (1)	S (3)	S (3)	S (3)	S (3)
<b>CO3</b>	M (2)	M (2)	L (1)	M (2)	M (2)	M (2)	S (3)	S (3)	S (3)	S (3)
<b>CO4</b>	M (2)	L (1)	M (2)	M (2)	M (2)	M (2)	S (3)	S (3)	S (3)	S (3)
<b>CO5</b>	L (1)	L (1)	M (2)	M (2)	L (1)	L (1)	S (3)	S (3)	S (3)	S (3)
<b>W.AV</b>	<b>1.4</b>	<b>1.4</b>	<b>1.4</b>	<b>1.8</b>	<b>1.4</b>	<b>1.4</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>

**S –Strong (3), M-Medium (2), L- Low (1)**

**Course Outcome VS Programme Specific Outcomes**

<b>CO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	L (1)	L (1)	L (1)	L (1)	S (3)
<b>CO2</b>	L (1)	L (1)	L (1)	L (1)	S (3)
<b>CO3</b>	L (1)	L (1)	L (1)	L (1)	S (3)
<b>CO4</b>	M (2)	M (2)	M (2)	M (2)	S (3)
<b>CO5</b>	M (2)	M (2)	M (2)	M (2)	S (3)
<b>W.AV</b>	<b>1.4</b>	<b>1.4</b>	<b>1.4</b>	<b>1.4</b>	<b>3</b>

**S –Strong (3), M-Medium (2), L- Low (1)**



Semester – III					
L	223E3	English For Enrichment - I	T	Credits: 3	Hours: 5
<b>Unit-I</b>					
<b>Objective 1</b>	To make students have a general knowledge on Poetry.				
<b>Poetry</b>					
1. Let me not to the Marriage of True Minds - William Shakespeare					
2. Stopping by Woods on a Snowy Evening - Robert Frost					
3. The Lotus- Toru Dutt					
<b>Outcome 1</b>	Students Understand the different themes of Poetry.				<b>K1</b>
<b>Unit- II</b>					
<b>Objective 2</b>	To Guide Students to develop an understanding of Prose.				
<b>Prose</b>					
1. My Greatest Olympic Prize- Jesse Owens					
2. Early Influences- Dr.A.P.J.AbdulKalam					
3. On Keyhole Morals- A.G.Gardiner					
<b>Outcome 2</b>	Learners acquire Knowledge about different style of Prose.				<b>K2</b>
<b>Unit - III</b>					
<b>Objective 3</b>	To enhance students moral values through short stories.				
<b>Short Stories</b>					
1.The Selfish Giant- Oscar Wilde					
2. Tree Speaks- C.Rajagopalachari					
3.The Diamond Necklace- Guy De Maupassant					
<b>Outcome 3</b>	Students learn moral values.				<b>K5</b>
<b>Unit–IV</b>					
<b>Objective 4</b>	To make students gain knowledge on the biography of great people.				
<b>Biography</b>					
1. Abraham Lincoln- J.B.Neilson					
2. Indira Gandhi- A Profile- R.Sunder Raju					
<b>Outcome 4</b>	Students gain knowledge on the biography of great personalities.				<b>K4</b>
<b>Unit –V</b>					
<b>Objective 5</b>	To motivate the Students to enrich their grammatical Skills.				
<b>Grammar and Composition</b>					
1. Sentence Patterns					
2. Kinds of Sentences					
3. Active Voice and Passive Voice					
4. Reported Speech					
5. Letter Writing (Formal and Informal)					
6. Writing Cover Letter and Resume Writing					
<b>Outcome 5</b>	Learners enrich their grammatical Skills.				<b>K1</b>
<b>Suggested Reading:</b>					
Snow Flakes, Edited by Dr.V.Nagarajan and Prof.P.Madhan, Harrows Publications, Chennai.					
Modern English – A Book of Grammar Usage and Composition by N.Krishnaswamy, Macmillan Publishers.					

**Onlineresources:**[https://research.ewu.edu/writers\\_c\\_grammar\\_basics/sent\\_pat](https://research.ewu.edu/writers_c_grammar_basics/sent_pat)<https://www.englishclub.com/grammar/sentence/type.php>***K1-Remember******K2 - Understand******K3-Apply******K4-Analyze******K5-Evaluate******K6-Create*****Course designed by: Dr. G. Aiswarya**

<b>CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	L (1)	L (1)	L (1)	L (1)	L (1)	L (1)	L (1)	L (1)	L (1)	L (1)
<b>CO2</b>	L (1)	M (2)	L (1)	M (2)	L (1)	L (1)	M (2)	L (1)	M (2)	L (1)
<b>CO3</b>	M (2)	M (2)	L (1)	M (2)	M (2)	M (2)	M (2)	L (1)	M (2)	M (2)
<b>CO4</b>	M (2)	L (1)	M (2)	M (2)	M (2)	M (2)	L (1)	M (2)	M (2)	M (2)
<b>CO5</b>	L (1)	L (1)	M (2)	M (2)	L (1)	L (1)	L (1)	M (2)	M (2)	L (1)
<b>W.AV</b>	<b>1.4</b>	<b>1.4</b>	<b>1.4</b>	<b>1.8</b>	<b>1.4</b>	<b>1.4</b>	<b>1.4</b>	<b>1.4</b>	<b>1.8</b>	<b>1.4</b>

**Course outcome VS Programme outcomes****S –Strong (3), M-Medium (2), L- Low (1)****Course Outcome VS Programme Specific Outcomes**

<b>CO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	L (1)	L (1)	L (1)	L (1)	S (3)
<b>CO2</b>	L (1)	L (1)	L (1)	L (1)	S (3)
<b>CO3</b>	L (1)	L (1)	L (1)	L (1)	S (3)
<b>CO4</b>	M (2)	M (2)	M (2)	M (2)	S (3)
<b>CO5</b>	M (2)	M (2)	M (2)	M (2)	S (3)
<b>W.AV</b>	<b>1.4</b>	<b>1.4</b>	<b>1.4</b>	<b>1.4</b>	<b>3</b>

**S –Strong (3), M-Medium (2), L- Low (1)**

Semester - IV					
L	224E4	English for Enrichment - II	T	Credits: 3	Hours: 5
<b>Unit- I</b>					
<b>Objective 1</b>	To Introduce The Students Dramas.				
<b>Drama:</b> The Merchant of Venice- William Shakespeare.					
<b>Outcome 1</b>	Get Familiar With Short Stories And One Act Plays.				<b>K1</b>
<b>Unit - II</b>					
<b>Objective 2</b>	To Introduce Students Fiction.				
<b>Fiction :</b> Brave New World – Aldous Huxley					
<b>Outcome 2</b>	Get Familiar With Fiction.				<b>K2</b>
<b>Unit -III</b>					
<b>Objective 3</b>	To Introduce Students With One Act Plays.				
<b>One Act Plays</b> 1. The Bishop’s Candle Sticks- Norman Mackinnel 2. Chitra- Rabindranath Tagore 3. Refugees – Asif Currimbhoy					
<b>Outcome 3</b>	Students Get Familiar With One Act Plays Of Great Writers.				<b>K5</b>
<b>Unit–IV</b>					
<b>Objective 4</b>	To make students gain knowledge on degrees of comparison concord and question tag.				
<b>Grammar</b> 1. Concord 2. Question Tag 3. Degrees of Comparison					
<b>Outcome 4</b>	Students can speak and write without committing mistakes.				<b>K1</b>
<b>Unit –V</b>					
<b>Objective 5</b>	To motivate the Students to enrich their grammatical Skills.				
<b>Composition</b> 1. Expansion of Proverbs 2. Group Discussion 3. Conversation (Apologizing, Requesting, Thanking)					
<b>Outcome 5</b>	Learners enrich their grammatical Skills.				<b>K1</b>
<b>Suggested Readings:</b> The Merchant of Venice- William Shakespeare Brave New World – Aldous Huxley, Manimekalai Publications, Chennai. One-Act Plays, edited by Dr.V.Nagarajan and Prof.P.Madhan, Harrows Publications, Chennai. Modern English – A Book of Grammar Usage and Composition by N.Krishnaswamy, Macmillan Publishers.					
<b>Onlineresources:</b> <a href="https://research.ewu.edu/writers_c_grammar_basics/sent_pat">https://research.ewu.edu/writers_c_grammar_basics/sent_pat</a> <a href="https://www.englishclub.com/grammar/sentence/type.php">https://www.englishclub.com/grammar/sentence/type.php</a>					
<b>K1-Remember</b>	<b>K2 - Understand</b>	<b>K3-Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>
<b>Course designed by: G. Aiswarya</b>					

**Course outcome VS Programme outcomes**

<b>CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	L (1)	L (1)	L (1)	L (1)	L (1)	L (1)	L (1)	L (1)	L (1)	L (1)
<b>CO2</b>	L (1)	M (2)	L (1)	M (2)	L (1)	L (1)	M (2)	L (1)	M (2)	L (1)
<b>CO3</b>	M (2)	M (2)	L (1)	M (2)	M (2)	M (2)	M (2)	L (1)	M (2)	M (2)
<b>CO4</b>	M (2)	L (1)	M (2)	M (2)	M (2)	M (2)	L (1)	M (2)	M (2)	M (2)
<b>CO5</b>	L (1)	L (1)	M (2)	M (2)	L (1)	L (1)	L (1)	M (2)	M (2)	L (1)
<b>W.AV</b>	<b>1.4</b>	<b>1.4</b>	<b>1.4</b>	<b>1.8</b>	<b>1.4</b>	<b>1.4</b>	<b>1.4</b>	<b>1.4</b>	<b>1.8</b>	<b>1.4</b>

**S –Strong (3), M-Medium (2), L- Low (1)**

**Course Outcome VS Programme Specific Outcomes**

<b>CO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	L (1)	L (1)	L (1)	L (1)	S (3)
<b>CO2</b>	L (1)	L (1)	L (1)	L (1)	S (3)
<b>CO3</b>	L (1)	L (1)	L (1)	L (1)	S (3)
<b>CO4</b>	M (2)	M (2)	M (2)	M (2)	S (3)
<b>CO5</b>	M (2)	M (2)	M (2)	M (2)	S (3)
<b>W.AV</b>	<b>1.4</b>	<b>1.4</b>	<b>1.4</b>	<b>1.4</b>	<b>3</b>

**S –Strong (3), M-Medium (2), L- Low (1)**

Semester - I					
SEC -I	22BVE1	Value Education	T	Credits: 2	Hours: 2
<b>Unit - I</b>					
<b>Objective 1</b>	To know about value education.				
Definition – need for Value education – how important human values are – humanism and humanistic movement in the world and in India – Literature on the teaching of values under various religions like Hinduism, Buddhism, Christianity, Jainism Islam, etc. Agencies for teaching value education in India – national resource centre for value education – ncert-its and ignou.					
<b>Outcome 1</b>	They will know the needs of quality education in India and globally. Students will be educated by exposing them to various religious teachings.				<b>K1</b>
<b>Unit - II</b>					
<b>Objective 2</b>	To know about Vedic and Indian dynasty.				
<b>Vedic Period</b> – influence of Buddhism and Jainism – Hindu dynasties – Islam invasion – Moghul invasion – British rule – Culture clash – Bhakti cult – Social reformers – Gandhi – Swami Vivekananda – Tagore – their role in value education.					
<b>Outcome 2</b>	Students will know about vedic and modern government systems. Imparting value education to the students through the advice given by eminent leaders.				<b>K1</b>
<b>Unit - III</b>					
<b>Objective 3</b>	To know about value crisis – after Independence.				
<b>Value crisis – After Independence</b> Independence – Democracy – Equality – fundamental duties – fall of Standards in all fields – Social, Economic, political, religious and environmental – corruption in society. <b>Politics without principle</b> – commerce without ethics – education without character – Science without humanism – wealth without work – pleasure without conscience, prayer without sacrifice – steps taken by the governments – central and state –to remove disparities on the basis of class, creed, gender.					
<b>Outcome 3</b>	Students will know the economic crisis of the country. Students will recognize the crisis that occurs in everyday life norms.				<b>K1</b>
<b>Unit - IV</b>					
<b>Objective 4</b>	To Know about Value education on college campus.				
<b>Value education on college campus</b> :Transition from school to college – problems – control – free atmosphere- freedom mistaken for license – need for value education – ways of inculcation it- teaching of etiquettes- extracurricular activities – N.S.S., N.C.C., Club activities – relevance of Dr.A.P.J.Abdul kalam’s efforts to teach values – mother Teresa.					
<b>Outcome 4</b>	Students will know the needs of value education in schools and colleges. Students gain knowledge through participation in national level organizations through other departmental activities.				<b>K1</b>

Unit - V		
<b>Objective 5</b>	To Create Project Work.	
<b>Project Work</b>		
1. Collecting details about Value education from newspapers, Journals and magazines. 2. Writing poems, Skits, Stories centering around value – erosion in society. 3. Presenting personal experience in teaching values. Suggesting Solutions to Value – based problems on the Campus		
<b>Outcome 5</b>	Learning value, need for social value, decline of social value as students project the knowledge and purpose of it.	<b>K6</b>

**Suggested Readings:**

Chakraborti, Mohit (1997) “value education:changing perspectives” New Delhi: Kanishka publications.

Eknath Ranade(1991) “Swami Vivekananda’s rousing call to Hindu nation”: Centenary Publication

Saraswathi.T.s.(ed) 1999. Culture. “Socialisation and human development: theory, research and application in india” – New Delhi Sage Publications.

Satchidananda.M.K. (1991), “Ethics, Education, Indian Unity and Culture” – Delhi, Ajantha Publications.

“Value Education – Need of the Hour” Talk Delivered In The HTED seminar – Govt. of Maharashtra, Mumbai on 1-11-2001 by n.vittal, central vigilance commissioner.

Venkataiah.N (ed) 1998, “Value education” New Delhi ph.Publishing corporation.

“ed;ndwp mbg;gilapyhd Md;kPff; fy;tp – Mrpupau;fSf;F xU topfh1;b E}y;” : f[khu;f;f Muha;r;rp kw;Wk; gapw;rp epiyak; - nrd;id> ,e;jpah

<i>K1-Remember</i>	<i>K2-Understand</i>	<i>K3- Apply</i>	<i>K4-Analyze</i>	<i>K5-Evaluate</i>	<i>K6-Create</i>
<b>Course designed by: Dr. S. Thanmanam</b>					

**Course Outcome VS Programme Outcomes**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)
CO2	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)	M(2)	M(2)	M(2)	S(3)
CO3	S(3)	S(3)	S(3)	M(2)	S(3)	M(2)	M(2)	M(2)	S(3)	M(2)
CO4	M(2)	S(3)	M(2)	M(2)	M(2)	S(3)	M(2)	M(2)	M(2)	M(2)
CO5	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)
W.AV	2.8	3	2.8	2.2	2.4	2.6	2.2	2.2	2.4	2.2

S–Strong (3), M-Medium (2), L-Low (1)

**Course Outcome VS Programme Specific Outcomes**

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	S(3)	S(3)	S(3)	M(2)
CO2	S(3)	S(3)	S(3)	S(3)	M(2)
CO3	S(3)	S(3)	S(3)	S(3)	S(3)
CO4	S(3)	S(3)	M(2)	M(2)	S(3)
CO5	S(3)	S(3)	S(3)	S(3)	S(3)
W.AV	3	3	2.8	2.8	2.6

S–Strong (3), M-Medium (2), L-Low (1)

Semester –II					
SEC-II	22BES2	Environmental Studies	T	Credits: 2	Hours: 2
<b>Unit-I</b>					
<b>Objective 1</b>	<b>To understand the multidisciplinary nature of environmental Studies with as forest, water, mineral and energy and land resources.</b>				
<b>The Multidisciplinary Nature of Environmental Studies:</b> Definition, Scope, and importance – need for public awareness.					
<b>Outcome 1</b>	Students will be aware of the environment and its need.They will understand and gain knowledge about what renewal offers are.				<b>K1</b>
<b>Unit-II</b>					
<b>Objective 2</b>	<b>To Know different types of Natural resources.</b>				
<b>Natural Resources: Renewable and non-renewable resources:</b>					
A) Forest Resources: Use and Over-Exploitation, Deforestation, Case Studies, Timber Extraction, Mining, Dams and Their Effect on Forests and Tribal people.					
B) Water Resources: Use and Over-Utilization of Surface and Ground Water, Floods, Drought, Conflicts over Water, Dams- Benefits and Problems.					
C) Mineral Resources: Use and Exploitation, Experimental Effects of Extracting and Using Mineral Resources, Case Studies.					
D) Food Resources: World Food Problems, Changes, Caused by Agriculture and Overgrazing, Effects of Modern Agriculture, Fertilizer-Pesticide Problems, Water Logging, Salinity, Case Studies					
E) Energy Resources: Growing Energy Needs, Renewable and Non-Renewable Energy Sources, Use of Alternate Energy Resources, Case Studies.					
F) Land Resources: Land as a Resource, Land Degradation, Main Induced landslides, Soil-Erosion and Desertification.					
➤ Role of Individual in Conservation of Natural Resources					
➤ Equitable Use of Resources for Sustainable Lifestyle					
<b>Outcome 2</b>	Think how to conserve non-renewable resources.Students will understand the interaction and need of food for each living thing in the ecological zone.				<b>K1</b>
<b>Unit- III</b>					
<b>Objective 3</b>	<b>To Know Various types of Biodiversity.</b>				
<b>ECO SYSTEMS, BIO-DIVERSITY AND ITS CONSERVATION</b>					
<b>Ecosystems:</b> Concept of an Ecosystem, Structure and Function of an Ecosystem, Energy Flow in the Ecosystem, Food Chains, Food Webs and Ecological Pyramids.					
<b>Biodiversity and Its Conservation:</b> Introduction – Definition: Genetic, Species and Ecosystem Diversity, Bio-Geographical Classification of India, Value of Biodiversity: Consumptive Use, Productive Use, Social Ethical, Aesthetic and Option Values, Biodiversity at Global, National and Local Levels, India as a Mega-Diversity Nation, Hot Spots of Biodiversity, Threats to Biodiversity: Habitat loss, Poaching of Wildlife, Man-wildlife Conflicts, Endangered and Endemic Species of India, Conservation of Biodiversity: In-Situ And Ex-Situ Conservation of Biodiversity.					
<b>Outcome 3</b>	Understand the need for biodiversity conservation in India and around the world.				<b>K1</b>

<b>Unit- IV</b>		
<b>Objective 4</b>	<b>To Know about Different types of Pollution.</b>	
<b>Environmental Pollution:</b> Causes, Effects and Control Measures of: A) Air Pollution, B) Water Pollution, C) Soil Pollution, D) Marine Pollution, E) Noise Pollution, F) Thermal Pollution, G) Nuclear Hazards		
<b>Outcome 4</b>	Thoughts on how pollution is created in the environment in which they live and how to eliminate pollution. Land, water, air. They will strive to eliminate radioactive pollution.	<b>K1</b>
<b>Unit-V</b>		
<b>Objective 5</b>	<b>Student Visit Nearby Areas Know about pollution – Field Work and Project Work.</b>	
<b>Field Work</b>		
<ul style="list-style-type: none"> <li>• Visits to a Local Area to Document Environmental Assets- River/Forest/Grassland/Hill/Mountain</li> <li>• Visit to a local Polluted Site- Urban/Rural/Industrial/Agricultural</li> <li>• Study of Commend Plants, Insects, Birds</li> <li>• Study of Simple Ecosystem- Pond, River, Hill Slopes, etc</li> </ul>		
<b>Outcome 5</b>	They identify the pollution of the places around them and strive to remove them. By learning these lessons they will gain awareness about the environment.	<b>K6</b>
<b>Suggested Reading:</b>		
<p>Agarwal, K. C. (2001) Environmental Biology Nids Publication Ed</p> <p>Bharucha, I. (2002). The Biodiversity of India (Vol. 1). Mapin Publishing Pvt Ltd, Ahamedabad, India.</p> <p>Brunner, C.R. (1993). Hazardous waste incineration Mcgraw Hill Inc.</p> <p>Clark, R. B. Frid, C., &amp; Attrill, M. (2001). Marine pollution (Vol. 5). Oxford: Oxford university press</p> <p>Cunningham, W. P. Cooper, T. H., Gorham, E., &amp; Hepworth, M. T. (1998) Enviromental encyclopedia.</p> <p>De. A K. (1990) Environmental Chemistry. Wiley Eastern Ltd.</p> <p>Gleick, H.P. (1993), Water In Crisis, Pacific Institute For Studies In Dev. Environment &amp; Security, Stockholm</p> <p>Env: Institute, Oxford University Press.</p> <p>Goel, P. K. &amp; Trivedi. R. K. (1998). An introduction to air pollution. Technoscience Publication, India.</p> <p>Hawkins, R. E. Ewclopedia of Indian Natural History, Bombay Natural History Society, Bombay.</p> <p>Heywood, V. H. &amp; Watson, R. T. (1995). Global biodiversity assessment (Vol. 1140), Cambridge: Cambridge university press.</p> <p>Jadhav, H.V., &amp; Bhosale, V. M. (2006). Environmental Protection and laws. Himalaya Publishing House</p> <p>McKinney, M. L., &amp; Schoch, R. M. (1996). Environmental Science: Systems and Solutions (St. Paul, MN).</p> <p>Mhaskar, A. K. Matter Hazardous. Techno-Science Publications. Miller, T. G. (1989). Environmental Science: Working with the earth (2 nd). Wadsworth Publicing Co.</p> <p>Narain, S., Mahapatra, R., Das, S., Misra, A., Parrey, A. A.. Pandey, K., &amp; Banerjee, S. (2014). Downto Earth, Centre for Science and Environment</p> <p>Odum. E. P. &amp; Barrett, G. W. (1971), Fundamentals of ecology (Vol. 3. p. 5). Philadelphia: Saunders.</p> <p>Rao, M.N., &amp; Datta, A.K. (1987). Waste Water Treatment. Oxford &amp; Ibh Publ, Co.Pvt. Ltd.</p> <p>Sharma, B. K. (2001). Environmental Chemistry-6 Revised Edition.</p>		



Townsend, C.R., Begon, M., & Harper, J.L. (2008). Essentials of Ecology (3rd edition). Oxford: Blackwell Publishing.

Trivedi, R. K. (2010). Handbook of Environmental Laws, Rules, Guidelines, Compliances and Standards. Vol.I and II, Enviro Media.

Wanger, K.D. (1998). Environmental Management. Saunders Co. Philadelphia, USA.

***K1-Remember***

***K2 - Understand***

***K3-Apply***

***K4-Analyze***

***K5-Evaluate***

***K6-Create***

**Course designed by: Dr. S.Thanmanam**

### Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)
CO2	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)	M(2)	M(2)	M(2)	S(3)
CO3	S(3)	S(3)	S(3)	M(2)	S(3)	M(2)	M(2)	M(2)	S(3)	M(2)
CO4	M(2)	S(3)	M(2)	M(2)	M(2)	S(3)	M(2)	M(2)	M(2)	M(2)
CO5	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)
W.AV	2.8	3	2.8	2	2.2	2.4	2	2	2.2	2.2

**S–Strong (3), M-Medium (2), L-Low (1)**

### Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	S(3)	S(3)	S(3)	M(2)
CO2	S(3)	S(3)	S(3)	S(3)	M(2)
CO3	S(3)	S(3)	S(3)	S(3)	S(3)
CO4	S(3)	S(3)	M(2)	M(2)	S(3)
CO5	S(3)	S(3)	S(3)	S(3)	S(3)
W.AV	3	3	2.8	2.8	2.6

**S–Strong (3), M-Medium (2), L-Low (1)**

Semester-III					
SEC –III	22BE3	Entrepreneurship	T	Credits:2	Hours:2
<b>Unit -I</b>					
<b>Objective 1</b>	To enable the students to understand the concept of Entrepreneurship and to learn the professional behaviour about Entrepreneurship.				
Entrepreneur–Meaning–Importance–Definition–Types–Functions–Qualities of an Entrepreneur–Entrepreneurship as a career.					
<b>Outcome 1</b>	Understand the significance of entrepreneurship and entrepreneur qualities.				<b>K2</b>
<b>Unit - II</b>					
<b>Objective 2</b>	To identify significant changes and trends which create new business opportunities.				
Business Promotion – Product selection – Form of ownership – Plant location – land, building, water and power, raw material, machinery, power and other infrastructural facilities – Licensing, Registration and local by laws.					
<b>Outcome 2</b>	Know about the developing ideas and techniques of business.				<b>K1</b>
<b>Unit -III</b>					
<b>Objective 3</b>	To analyse the institutional arrangement for potential business opportunities.				
Institutional arrangements for entrepreneurship development –DIC, SIDCO, NSIC, SISI Institutional finance to entrepreneurs–TIIC, SIDBI, Commercial banks – Incentives to small Scale industries.					
<b>Outcome 3</b>	Understand about the procedures of startup.				<b>K2</b>
<b>Unit- IV</b>					
<b>Objective 4</b>	To provide conceptual exposure on converting ideas to an women entrepreneurship				
Project report – Meaning and importance – Project report – Format of a report (as per requirements of financial institutions) – Project appraisal – Market feasibility – Technical feasibility– Financial feasibility and economic feasibility– Breakeven analysis.					
<b>Outcome 4</b>	Identify the institutional support provided to entrepreneurs.				<b>K5</b>
<b>Unit -V</b>					
<b>Objective 5</b>	To encourage, enable, and facilitate women in becoming economically empowered.				
Entrepreneurship development in India – Women entrepreneurship in India –Sickness in small Scale industries and their remedial measures.					
<b>Outcome 5</b>	Analyze the women entrepreneurship development				<b>K4</b>
<b>Suggested Readings:-</b>					
Entrepreneurship and Management of Small business – Centre for Entrepreneurship Development, Madurai Joseph Paul, N. Ajit kumar and T.Mampilly. <i>Entrepreneurship development</i> . Himalayan Publishing House. Khan, M.A. <i>Entrepreneurship Development Programmes in India</i> . Kanishka Publishing House, Delhi Saravanel,P.(1997). <i>Entrepreneurial Development. Ess Peekay Publishing House, Chennai</i> . Vasant Desai. <i>Dynamicsof Entrepreneur Development and Management</i> . Himalayan Publishing House.					
<b>Online Resources:</b>					
Website: <a href="https://www.inc.com/">https://www.inc.com/</a>					
Website: <a href="https://startupnation.com/">https://startupnation.com/</a>					
<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3- Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>
<b>Course designed by :Mrs. T.Nathiya</b>					

### Course outcome VS Programme outcomes

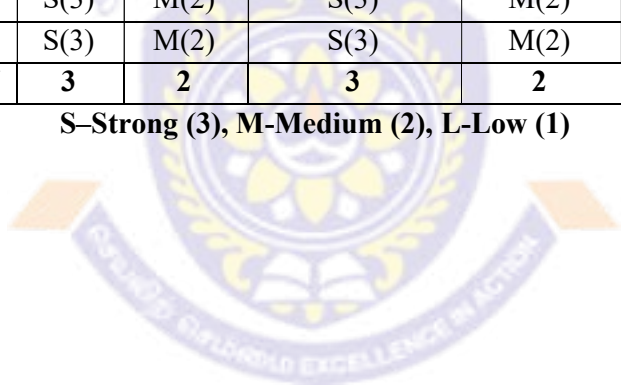
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	L(1)	S(3)	S(3)
CO2	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	L(1)	S(3)	S(3)
CO3	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	L(1)	S(3)	S(3)
CO4	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)	S(3)	S(3)
CO5	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	L(1)	S(3)	S(3)
W.AV	3	3	3	3	3	3	3	1.2	3	3

S–Strong (3), M-Medium (2), L-Low (1)

### Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	M(2)	S(3)	M(2)	S(3)
CO2	S(3)	M(2)	S(3)	M(2)	S(3)
CO3	S(3)	M(2)	S(3)	M(2)	S(3)
CO4	S(3)	M(2)	S(3)	M(2)	S(3)
CO5	S(3)	M(2)	S(3)	M(2)	S(3)
W.AV	3	2	3	2	3

S–Strong (3), M-Medium (2), L-Low (1)





## **MANAGEMENT CAMPUS**