



# **ROYAL SCHOOL OF TRAVEL & TOURISM MANAGEMENT**

## **COURSE STRUCTURE & SYLLABUS**

**(BASED ON NATIONAL EDUCATION POLICY 2020)**

**FOR**

**BA/ BSc. IN TRAVEL & TOURISM MANAGEMENT  
(4 YEARS SINGLE MAJOR)**

**W.E.F.**

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## Table of Contents

Sl. No.	Contents	Page no.
1	Preamble	3
2	Introduction	5
3	Approach to Curriculum Planning	13
4	Award of Degree	14
5	Graduate Attributes	16
6	Programme Learning Outcome	18
7	Programme Specific Outcome	19
8	Teaching Learning Process	20
9	Assessment Methods	20
10	Programme Structure	21
11	Detailed Syllabus	24

## *Preamble*

The National Education Policy (NEP) 2020 conceives a new vision for India's higher education system. It recognizes that higher education plays an extremely important role in promoting equity, human as well as societal well-being and in developing India as envisioned in its Constitution. It is desired that higher education will significantly contribute towards sustainable livelihoods and economic development of the nation as India moves towards becoming a knowledge economy and society.

If we focus on the 21<sup>st</sup> century requirements, the higher education framework of the nation must aim to develop good, thoughtful, well-rounded, and creative individuals and must enable an individual to study one or more specialized areas of interest at a deep level, and also develop character, ethical and Constitutional values, intellectual curiosity, scientific temper, creativity, spirit of service, and twenty-first-century capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects. A quality higher education should be capable enough to enable personal accomplishment and enlightenment, constructive public engagement, and productive contribution to the society. Overall, it should focus on preparing students for more meaningful and satisfying lives and work roles and enable economic independence.

Towards the attainment of holistic and multidisciplinary education, the flexible curricula of the University will include credit-based courses, projects in the areas of community engagement and service, environmental education, and value-based education. As part of holistic education, students will also be provided with opportunities for internships with local industries, businesses, artists, crafts persons, and so on, as well as research internships with faculty and researchers at the University, so that students may actively engage with the practical aspects of their learning and thereby improve their employability.

The undergraduate curriculums are diverse and have varied subjects to be covered to meet the needs of the programs. As per the recommendations from the UGC,

introduction of courses related to Indian Knowledge System (IKS) is being incorporated in the curriculum structure which encompasses all of the systematized disciplines of Knowledge which were developed to a high degree of sophistication in India from ancient

times and all of the traditions and practices that the various communities of India—including the tribal communities—have evolved, refined and preserved over generations, like for example Vedic Mathematics, Vedangas, Indian Astronomy, Fine Arts, Metallurgy, etc.

At RGU, we are committed that at the societal level, higher education will enable each student to develop themselves to be an enlightened, socially conscious, knowledgeable, and skilled citizen who can find and implement robust solutions to its own problems. For the students at the University, Higher education is expected to form the basis for knowledge creation and innovation thereby contributing to a more vibrant, socially engaged, cooperative community leading towards a happier, cohesive, cultured, productive, innovative, progressive, and prosperous nation.”

## 1.1. Introduction

The National Education Policy (NEP) 2020 clearly indicates that higher education plays an extremely important role in promoting human as well as societal well-being in India. As envisioned in the 21st-century requirements, quality higher education must aim to develop good, thoughtful, well-rounded, and creative individuals. According to the new education policy, assessments of educational approaches in undergraduate education will integrate the humanities and arts with Science, Technology, Engineering and Mathematics (STEM) that will lead to positive learning outcomes. This will lead to develop creativity and innovation, critical thinking and higher-order thinking capacities, problem-solving abilities, teamwork, communication skills, more in-depth learning, and mastery of curricula across fields, increases in social and moral awareness, etc., besides general engagement and enjoyment of learning. and more in-depth learning.

The NEP highlights that the following fundamental principles that have a direct bearing on the curricula would guide the education system at large, viz.

- i. Recognizing, identifying, and fostering the unique capabilities of each student to promote her/his holistic development.
- ii. Flexibility, so that learners can select their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests.
- iii. Multidisciplinary and holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world.
- iv. Emphasis on conceptual understanding rather than rote learning, critical thinking to encourage logical decision-making and innovation; ethics and human & constitutional values, and life skills such as communication, teamwork, leadership, and resilience.
- v. Extensive use of technology in teaching and learning, removing language barriers, increasing access for Divyang students, and educational planning and management.
- vi. Respect for diversity and respect for the local context in all curricula, pedagogy, and policy.

- vii. Equity and inclusion as the cornerstone of all educational decisions to ensure that all students can thrive in the education system and the institutional environment are responsive to differences to ensure that high-quality education is available for all.
- viii. Rootedness and pride in India, and its rich, diverse, ancient, and modern culture, languages, knowledge systems, and traditions.

## **1.2. Credits in Indian Context:**

### **1.2.1. Choice Based Credit System (CBCS) By UGC**

Under the CBCS system, the requirement for awarding a degree or diploma or certificate is prescribed in terms of number of credits to be earned by the students. This framework is being implemented in several universities across States in India. The main highlights of CBCS are as below:

- The CBCS provides flexibility in designing curriculum and assigning credits based on the course content and learning hours.
- The CBCS provides for a system wherein students can take courses of their choice, learn at their own pace, undergo additional courses and acquire more than the required credits, and adopt an interdisciplinary approach to learning.
- CBCS also provides opportunity for vertical mobility to students from a bachelor's degree programme to masters and research degree programmes.

## **1.3. Definitions**

### **1.3.1. Academic Credit:**

An academic credit is a unit by which a course is weighted. It is fixed by the number of hours of instructions offered per week. As per the National Credit Framework [2];

**1 Credit = 30 NOTIONAL CREDIT HOURS (NCH)**

**Yearly Learning Hours = 1200 Notional Hours (@40 Credits x 30 NCH)**

<b>30 Notional Credit Hours</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
1 Credit = 15 -22 Lecture Hours	10-15 Practicum Hours	0-8 Experiential Learning Hours

### **1.3.2. Course of Study:**

Course of study indicate pursuance of study in a particular discipline/programme. Discipline/Programmes shall offer Major Courses (Core), Minor Courses, Skill Enhancement Courses (SEC), Value Added Courses (VAC), Ability Enhancement Compulsory Courses (AECCs) and Interdisciplinary courses.

### **1.3.3. Disciplinary Major:**

The major would provide the opportunity for a student to pursue in-depth study of a particular subject or discipline. Students may be allowed to change major within the broad discipline at the end of the second semester by giving her/him sufficient time to explore interdisciplinary courses during the first year. Advanced-level disciplinary/interdisciplinary courses, a course in research methodology, and a project/dissertation will be conducted in the seventh semester. The final semester will be devoted to seminar presentation, preparation, and submission of project report/dissertation. The project work/dissertation will be on a topic in the disciplinary programme of study or an interdisciplinary topic.

### **1.3.4. Disciplinary/interdisciplinary minors:**

Students will have the option to choose courses from disciplinary/interdisciplinary minors and skill-based courses. Students who take a sufficient number of courses in a discipline or an interdisciplinary area of study other than the chosen major will qualify for a minor in that discipline or in the chosen interdisciplinary area of study. A student may declare the choice of the minor at the end of the second semester, after exploring various courses.

### **1.3.5. Courses from Other Disciplines (Interdisciplinary):**

All UG students are required to undergo 3 introductory-level courses relating to any of the broad disciplines given below. These courses are intended to broaden the intellectual experience and form part of liberal arts and science education. Students are not allowed to choose or repeat courses already undergone at the higher secondary level (12<sup>th</sup> class) in the proposed major and minor stream under this category.

*i. Natural and Physical Sciences:* Students can choose basic courses from disciplines such as Natural Science, for example, Biology, Botany, Zoology, Biotechnology, Biochemistry, Chemistry, Physics, Biophysics, Astronomy and Astrophysics, Earth and Environmental Sciences, etc.

*ii. Mathematics, Statistics, and Computer Applications:* Courses under this category will facilitate the students to use and apply tools and techniques in their major and minor disciplines. The course may include training in programming software like Python among others and applications software like STATA, SPSS, Tally, etc. Basic courses under this category will be helpful for science and social science in data analysis and the application of quantitative tools.

*iii. Library, Information, and Media Sciences:* Courses from this category will help the students to understand the recent developments in information and media science (journalism, mass media, and communication)

*iv. Commerce and Management:* Courses include business management, accountancy, finance,

financial institutions, fintech, etc.,

**v. *Humanities and Social Sciences:*** The courses relating to Social Sciences, for example, Anthropology, Communication and Media, Economics, History, Linguistics, Political Science, Psychology, Social Work, Sociology, etc. will enable students to understand the individuals and their social behaviour, society, and nation. Students be introduced to survey methodology and available large-scale databases for India. The courses under humanities include, for example, Archaeology, History, Comparative Literature, Arts & Creative expressions, Creative Writing and Literature, language(s), Philosophy, etc., and interdisciplinary courses relating to humanities. The list of Courses can include interdisciplinary subjects such as Cognitive Science, Environmental Science, Gender Studies, Global Environment & Health, International Relations, Political Economy and Development, Sustainable Development, Women's, and Gender Studies, etc. will be useful to understand society.

**1.3.6. Ability Enhancement Courses (AEC):** Modern Indian Language (MIL) & English language focused on language and communication skills. Students are required to achieve competency in a Modern Indian Language (MIL) and in the English language with special emphasis on language and communication skills. The courses aim at enabling the students to acquire and demonstrate the core linguistic skills, including critical reading and expository and academic writing skills, that help students articulate their arguments and present their thinking clearly and coherently and recognize the importance of language as a mediator of knowledge and identity. They would also enable students to acquaint themselves with the cultural and intellectual heritage of the chosen MIL and English language, as well as to provide a reflective understanding of the structure and complexity of the language/literature related to both the MIL and English language. The courses will also emphasize the development and enhancement of skills such as communication, and the ability to participate/conduct discussion and debate.

**1.3.7. Skill Enhancement Course (SEC):** These courses are aimed at imparting practical skills, hands-on training, soft skills, etc., to enhance the employability of students and should be related to Major Discipline. They will aim at providing hands- on training, competencies, proficiency, and skill to students. SEC course will be a basket course to provide skill-based instruction. For example, SEC of English Discipline may include Public Speaking, Translation & Editing and Content writing.

A student shall have the choice to choose from a list, a defined track of courses offered from 1<sup>st</sup> to 3<sup>rd</sup> semester.

**1.3.8. Value-Added Courses (VAC):**

**i. *Understanding India:*** The course aims at enabling the students to acquire and demonstrate the knowledge and understanding of contemporary India with its historical perspective, the basic framework of the goals and policies of national development, and the constitutional obligations with special emphasis on constitutional values and fundamental rights and duties. The course would also focus on developing an understanding among student-teachers of the Indian knowledge systems, the



Indian education system, and the roles and obligations of teachers to the nation in general and to the school/community/society. The course will attempt to deepen knowledge about and understanding of India's freedom struggle and of the values and ideals that it represented to develop an appreciation of the contributions made by people of all sections and regions of the country, and help learners understand and cherish the values enshrined in the Indian Constitution and to prepare them for their roles and responsibilities as effective citizens of a democratic society.

**ii. *Environmental science/education:*** The course seeks to equip students with the ability to apply the acquired knowledge, skills, attitudes, and values required to take appropriate actions for mitigating the effects of environmental degradation, climate change, and pollution, effective waste management, conservation of biological diversity, management of biological resources, forest and wildlife conservation, and sustainable development and living. The course will also deepen the knowledge and understanding of India's environment in its totality, its interactive processes, and its effects on the future quality of people's lives.

**iii. *Digital and technological solutions:*** Courses in cutting-edge areas that are fast gaining prominences, such as Artificial Intelligence (AI), 3-D machining, big data analysis, machine learning, drone technologies, and Deep learning with important applications to health, environment, and sustainable living that will be woven into undergraduate education for enhancing the employability of the youth.

**iv. *Health & Wellness, Yoga education, sports, and fitness:*** Course components relating to health and wellness seek to promote an optimal state of physical, emotional, intellectual, social, spiritual, and environmental well-being of a person. Sports and fitness activities will be organized outside the regular institutional working hours. Yoga education would focus on preparing the students physically and mentally for the integration of their physical, mental, and spiritual faculties, and equipping them with basic knowledge about one's personality, maintaining self-discipline and self-control, to learn to handle oneself well in all life situations. The focus of sports and fitness components of the courses will be on the improvement of physical fitness including the improvement of various components of physical and skills-related fitness like strength, speed, coordination, endurance, and flexibility; acquisition of sports skills including motor skills as well as basic movement skills relevant to a particular sport; improvement of tactical abilities; and improvement of mental abilities.

These are a common pool of courses offered by different disciplines and aimed towards embedding ethical, cultural and constitutional values; promote critical thinking. Indian knowledge systems; scientific temperament of students.

### 1.3.9. Summer Internship /Apprenticeship:

The intention is induction into actual work situations. All students must undergo internships / Apprenticeships in a firm, industry, or organization or Training in labs with faculty and researchers in their own or other HEIs/research institutions during the **summer term**. Students should take up opportunities for internships with local industry, business organizations, health and allied areas, hospitality organizations, tour organizations, so that students may actively engage with the practical side of their learning and, as a by-product, further improve their employability. Students who wish to exit after the first two semesters will undergo a 4-credit work-based learning/internship during the summer term to get a UG Certificate.

**1.3.9.1. Community engagement and service:** The curricular component of ‘community engagement and service’ seeks to expose students to the socio- economic issues in society so that the theoretical learnings can be supplemented by actual life experiences to generate solutions to real-life problems. This can be part of summer term activity or part of a major or minor course depending upon the major discipline.

**1.3.9.2. Field-based learning/minor project:** The field-based learning/minor project will attempt to provide opportunities for students to understand the different socio-economic contexts. It will aim at giving students exposure to development-related issues in rural and urban settings. It will provide opportunities for students to observe situations in rural and urban contexts, and to observe and study actual field situations regarding issues related to socioeconomic development. Students will be given opportunities to gain a first- hand understanding of the policies, regulations, organizational structures, processes, and programmes that guide the development process. They would have the opportunity to gain an understanding of the complex socio-economic problems in the community, and innovative practices required to generate solutions to the identified problems. This may be a summer term project or part of a major or minor course depending on the subject of study.

### 1.3.10. Indian Knowledge System:

In view of the importance accorded in the NEP 2020 to rooting our curricula and pedagogy in the Indian context all the students who are enrolled in the four-year UG programmes should be encouraged to take an adequate number of courses in IKS so that the **total credits of the courses taken in IKS amount to at least five per cent of the total mandated credits (i.e., min. 8 credits for a 4 yr. UGP & 6 credits for a 3 yr. UGP)**. The students may be encouraged to take these courses, preferably *during the first four semesters of the UG programme*. At least half of these mandated credits should be in courses in disciplines which are part of IKS and are related to the major field of specialization that the student is pursuing in the UG programme. They will be included as a part of the total mandated credits that the student is expected to take in the major field of specialization. The rest of the mandated credits in IKS can be included as a part of the mandated Multidisciplinary courses that are to be taken by every student. All the students should take a Foundational Course in Indian Knowledge System, which is designed to present an overall

introduction to all the streams of IKS relevant to the UG programme. The foundational IKS course should be broad-based and cover introductory material on all aspects.

Wherever possible, the students may be encouraged to choose a suitable topic related to IKS for their project work in the 7/8<sup>th</sup> semesters of the UG programme.

#### **1.3.11. Experiential Learning:**

One of the most unique, practical & beneficial features of the National Credit Framework is assignment of credits/credit points/ weightage to the experiential learning including relevant experience and professional levels acquired/ proficiency/ professional levels of a learner/student. Experiential learning is of two types:

*a. Experiential learning as part of the curricular structure* of academic or vocational program. E.g., projects/OJT/internship/industrial attachments etc. This could be either within the Program-internship/ summer project undertaken relevant to the program being studied or as a part time employment (not relevant to the program being studied- up to certain NSQF level only). In case where experiential learning is a part of the curricular structure the credits would be calculated and assigned as per basic principles of NCrF i.e., 40 credits for 1200 hours of notional learning.

*b. Experiential learning as active employment* (both wage and self) post completion of an academic or vocational program. This means that the experience attained by a person after undergoing a particular educational program shall be considered for assignment of credits. This could be either Full or Part time employment after undertaking an academic/ Vocation program.

In case where experiential learning is as a part of employment the learner would earn credits as weightage. The maximum credit points earned in this case shall be double of the credit points earned with respect to the qualification/ course completed. The credit earned and assigned by virtue of relevant experience would enable learners to progress in their career through the work hours put in during a job/employment.

#### **1.4 Approach to Curriculum Planning:**

The fundamental premise underlying the learning outcomes-based approach to curriculum planning and development is that higher education qualifications such as a Bachelor's Degree (Hons) programmes are earned and awarded on the basis of (a) demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and (b) academic standards expected of graduates of a programme of study.

The expected learning outcomes are used as reference points that would help formulate graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes which in turn will help in curriculum planning and development, and in the design, delivery, and review of academic programmes.

Learning outcomes-based frameworks in any subject must specify what graduates completing a particular programme of study are (a) expected to know, (b) understand and (c) be able to do at the end of their programme of study. To this extent, LOCF in Hotel Management is committed to allowing for flexibility and innovation in (i) programme design and syllabi development by higher education institutions (HEIs), (ii) teaching-learning process, (iii) assessment of student learning levels, and (iv) periodic programme review within institutional parameters as well as LOCF guidelines, (v) generating framework(s) of agreed expected graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes.

The key outcomes that underpin curriculum planning and development at the undergraduate level include Graduate Attributes, Qualification Descriptors, Programme Learning Outcomes, and Course Learning Outcomes.

The LOCF for undergraduate education is based on specific learning outcomes and academic standards expected to be attained by graduates of a programme of study. However, an outcome-based approach identifies moves away from the emphasis on what is to be taught to focus on what is learnt by way of demonstrable outcomes. This approach provides greater flexibility to the teachers to develop—and the students to accept and adopt—different learning and teaching pedagogy in an interactive and participatory ecosystem. The idea is to integrate social needs and teaching practices in a manner that is responsive to the need of the community. HEIs, on their turn, shall address to the situations of their students by identifying relevant and common outcomes and by developing such outcomes that not only match the specific needs of the students but also expands their outlook and values.

## **2. Award of Degree**

The structure and duration of undergraduate programmes of study offered by the University as per NEP 2020 include:

**2.1. Undergraduate programmes** of either 3 or 4-year duration with Single Major, with multiple entry and exit options, with appropriate certifications:

**2.1.1. UG Certificate:** Students who opt to exit after completion of the first year and have secured 40 credits will be awarded a UG certificate if, in addition, they complete one vocational course of 4 credits during the summer vacation of the first year. These students are allowed to re-enter the degree programme within three years and complete the degree programme within the stipulated maximum period of seven years.

**2.1.2. UG Diploma:** Students who opt to exit after completion of the second year and have secured 80 credits will be awarded the UG diploma if, in addition, they complete one vocational course of 4

credits during the summer vacation of the second year. These students are allowed to re-enter within a period of three years and complete the degree programme within the maximum period of seven years.

**2.1.3. 3-year UG Degree:** Students who will undergo a 3-year UG programme will be awarded UG Degree in the Major discipline after successful completion of three years, securing 120 credits and satisfying the minimum credit requirement.

**2.1.4. 4-year UG Degree (Honours):** A four-year UG Honours degree in the major discipline will be awarded to those who complete a four-year degree programme with 160 credits and have satisfied the credit requirements as given in Table 6 in Section 5.

**2.1.5. 4-year UG Degree (Honours with Research):** Students who secure 75% marks and above in the first six semesters and wish to undertake research at the undergraduate level can choose a research stream in the fourth year. They should do a research project or dissertation under the guidance of a Faculty Member of the University. The research project/dissertation will be in the major discipline. The students who secure 160 credits, including 12 credits from a research project/dissertation, will be awarded UG Degree (Honours with Research).

(Note: **UG Degree Programmes with Single Major:** A student must secure a minimum of 50% credits from the major discipline for the 3-year/4-year UG degree to be awarded a single major. For example, in a 3-year UG programme, if the total number of credits to be earned is 120, a student of Mathematics with a minimum of 60 credits will be awarded a B.Sc. in Mathematics with a single major. Similarly, in a 4-year UG programme, if the total number of credits to be earned is 160, a student of Chemistry with a minimum of 80 credits will be awarded a B.Sc. (Hons. /Hon. With Research) in Chemistry in a 4-year UG programme with single major. Also, the **4-year Bachelor's degree programme with Single Major** is considered as the preferred option since it would allow the opportunity to experience the full range of holistic and multidisciplinary education in addition to a focus on the chosen major and minors as per the choices of the student.)

**Table: 1: Award of Degree and Credit Structure with ME-ME**

Award	Year	Credits to earn	Additional Credits	Re-entry allowed within (yrs.)	Years to Complete
UG Certificate	1	40	4	3	7
UG Diploma	2	80	4	3	7
3-year UG Degree (Major)	3	120	x	x	x
4-year UG Degree (Honours)	4	160	x	x	x

Award	Year	Credits to earn	Additional Credits	Re-entry allowed within (yrs.)	Years to Complete
4-year UG Degree (Honors with Research):	4	160	Students who secure cumulative 75% marks and above in the first six semesters		

### 3. Graduate Attributes

#### 3.1. Introduction:

As per the NHEQF, each student on completion of a programme of study must possess and demonstrate the expected ***Graduate Attributes*** acquired through one or more modes of learning, including direct in-person or face-to-face instruction, online learning, and hybrid/blended modes. The graduate attributes indicate the quality and features or characteristics of the graduate of a programme of study, including learning outcomes relating to the disciplinary area(s) relating to the chosen field(s) of learning and generic learning outcomes that are expected to be acquired by a graduate on completion of the programme(s) of study.

The graduate profile/attributes must include,

- capabilities that help widen the current knowledge base and skills,
- gain and apply new knowledge and skills,
- undertake future studies independently, perform well in a chosen career, and
- play a constructive role as a responsible citizen in society.

The graduate profile/attributes are acquired incrementally through development of cognitive levels and describe a set of competencies that are transferable beyond the study of a particular subject/disciplinary area and programme contexts in which they have been developed.

Graduate attributes include,

- ***learning outcomes that are specific to disciplinary areas*** relating to the chosen field(s) of learning within broad multidisciplinary/interdisciplinary/ transdisciplinary contexts.
- ***generic learning outcomes*** that graduate of all programmes of study should acquire and demonstrate.

### 3.2 Graduate Attributes:

#### The Learning Outcomes Descriptors and Graduate Attributes

Sl.no.	Graduate Attribute	The Learning Outcomes Descriptors (The graduates should be able to demonstrate the capability to:)
GA1	Disciplinary Knowledge	acquire knowledge and coherent understanding of the chosen disciplinary/interdisciplinary areas of study.
GA 2	Complex problem solving	solve different kinds of problems in familiar and non-familiar contexts and apply the learning to real-life situations.
GA 3	Analytical & Critical thinking	apply analytical thought including the analysis and evaluation of policies, and practices. Able to identify relevant assumptions or implications. Identify logical flaws and holes in the arguments of others. Analyze and synthesize data from a variety of sources and draw valid conclusions and support them with evidence and examples.
GA 4	Creativity	create, perform, or think in different and diverse ways about the same objects or scenarios and deal with problems and situations that do not have simple solutions. Think 'out of the box' and generate solutions to complex problems in unfamiliar contexts by adopting innovative, imaginative, lateral thinking, interpersonal skills, and emotional intelligence.
GA 5	Communication Skills	listen carefully, read texts and research papers analytically, and present complex information in a clear and concise manner to different groups/audiences. Express thoughts and ideas effectively in writing and orally and communicate with others using appropriate media.
GA 6	Research-related skills	develop a keen sense of observation, inquiry, and capability for asking relevant/ appropriate questions. Should acquire the ability to problematize, synthesize and articulate issues and design research proposals, define problems, formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inferences based on the analysis and interpretation of data, and predict cause-and-effect relationships. Should develop the ability to acquire the understanding of basic research ethics and skills in practicing/doing ethics in the field/ in personal research work.
GA 7	Collaboration	work effectively and respectfully with diverse teams in the interests of a common cause and work efficiently as a member of a team.

GA 8	Leadership readiness/qualities	plan the tasks of a team or an organization and setting direction by formulating an inspiring vision and building a team that can help achieve the vision.
GA 9	Digital & technological skills	Use ICT in a variety of learning and work situations. Access, evaluate, and use a variety of relevant information sources and use appropriate software for analysis of data.
GA 10	Environmental awareness and action	mitigate the effects of environmental degradation, climate change, and pollution. Should develop the technique of effective waste management, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living.

#### 4. Programme Learning Outcomes (PLO)

Graduates of the Bachelor of Travel & Tourism Management will be able impart the:

Sl.no.	Programme Learning Outcomes	The Learning Outcomes Descriptors ( <i>The programme learnings should be able to demonstrate the capability to:</i> )
PLO 1	Disciplinary Knowledge	<ol style="list-style-type: none"> <li>1. Contextualize tourism within broader cultural, environmental, political and economic dimensions of society.</li> <li>2. Critique tourism practices for their implications locally and globally.</li> </ol>
PLO 2	Develop Complex Problem Skills	<ol style="list-style-type: none"> <li>1. Apply problem solving and critical analysis within diverse contexts.</li> </ol>
PLO 3	Develop Analytical & Critical thinking Skills	<ol style="list-style-type: none"> <li>1. Apply critical thinking and analysis in relation to tourism industry and its related stakeholders.</li> </ol>
PLO 4	Creativity	<ol style="list-style-type: none"> <li>1. Plan, lead, organize and control resources for effective and efficient tourism operations.</li> <li>2. Create, apply, and evaluate marketing strategies for tourism destinations and organizations.</li> <li>3. Develop and evaluate tourism policy and planning initiatives.</li> </ol>
PLO 5	Developing Communication Skills	<ol style="list-style-type: none"> <li>1. Select and deploy task-appropriate forms of oral, written, digital, and graphic communication.</li> <li>2. Value and practice active listening, critical thinking, and critical reading.</li> <li>3. Distinguish and produce forms of</li> </ol>



		<p>communication relevant to academia, business, government, and industry.</p> <p><b>4.</b> Assess, evaluate, and employ appropriate communication tools for discussions within and between teams and members, various audiences, decision-making teams, and corporate communication tasks.</p>
PLO 6	Research-related skills	<p><b>1.</b> Conduct comprehensive research on diverse destinations, cultures, and travel trends to create informed and engaging travel itineraries.</p> <p><b>2.</b> Evaluate the impact of travel and tourism on local economies, societies, and environments through data analysis and critical research.</p> <p><b>3.</b> Utilize various research methodologies and data sources to develop insightful market analyses and forecast future travel trends.</p>
PLO 7	Collaboration	<p><b>1.</b> Effectively collaborate with diverse stakeholders, such as travel agencies, local communities, and tourism authorities, to design sustainable and inclusive travel experiences.</p> <p><b>2.</b> Demonstrate strong interpersonal skills to work in cross-functional teams, fostering effective communication, and resolving conflicts to achieve common travel goals.</p> <p><b>3.</b> Develop partnerships with local businesses, conservation organizations, and cultural centers to promote responsible and authentic tourism experiences.</p>
PLO 8	Develop Leadership qualities	<p><b>1.</b> Exhibit leadership readiness by effectively coordinating and leading travel groups, demonstrating adaptability in managing unexpected challenges.</p> <p><b>2.</b> Demonstrate the ability to make well-informed decisions based on ethical considerations and a thorough understanding of the travel and tourism industry.</p> <p><b>3.</b> Develop a vision for sustainable tourism development and articulate it to inspire others, driving positive change within the travel industry.</p>
PLO 9	Develop Digital & technological skills	<p><b>1.</b> Utilize digital marketing strategies and social media platforms to promote travel products and experiences effectively to a global audience.</p> <p><b>2.</b> Employ emerging technologies, such as virtual reality and augmented reality, to enhance the travel experience and create innovative marketing campaigns.</p> <p><b>3.</b> Implement online booking systems and reservation software to streamline travel operations and enhance customer convenience.</p>

PLO 10	Develop Environmental Awareness and ability to address the issue	<ol style="list-style-type: none"> <li>1. Recognize the ecological impact of travel and tourism activities, and develop strategies to minimize negative effects on natural habitats and local ecosystems.</li> <li>2. Advocate for sustainable practices within the travel industry, including promoting eco-friendly accommodations, responsible wildlife experiences, and carbon offset initiatives.</li> <li>3. Create awareness among travelers and tourism stakeholders about the importance of environmental conservation and encourage responsible behavior to protect fragile destinations.</li> </ol>
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## 5. Program Specific Outcomes (PSO)

Upon completion of BA/BSc (H) of Travel & Tourism Management Programme, the students will be able to –

PSO 1	Demonstrate the ability to design comprehensive travel plans and itineraries. They will be proficient in researching and selecting appropriate transportation options, accommodations, attractions, and activities based on traveller preferences and budget constraints. Graduates will be capable of creating engaging and well-organized travel experiences that cater to diverse client needs.
PSO 2	Possess a deep understanding of various cultures, traditions, and customs across different global destinations. They will showcase cultural sensitivity and awareness, enabling them to effectively communicate and interact with travellers from diverse backgrounds. Students will be equipped with in-depth destination knowledge, encompassing historical, geographical, and socio-cultural aspects, allowing them to offer insightful guidance and recommendations to travellers.
PSO 3	Acquire skills in tourism marketing and promotion strategies. They will be able to develop and execute effective marketing campaigns, utilizing digital platforms, social media, and other promotional channels to attract and engage potential travellers. Graduates will also be proficient in identifying target markets, analysing consumer behaviour, and leveraging branding techniques to enhance the visibility and competitiveness of tourism products and services.
PSO 4	Possess a strong understanding of sustainable tourism practices and their significance in minimizing negative environmental, social, and cultural impacts. Graduates will be able to develop and implement sustainable tourism initiatives that prioritize responsible resource management, community engagement, and ethical considerations. They will demonstrate the ability to contribute to the development of environmentally friendly and socially responsible tourism experiences that promote long-term sustainability and benefit local communities.

## 6. Teaching Learning Process

Teaching and learning in this programme involve classroom lectures followed by tutorials and remedial classes.

- I. Classroom lecture is executed as per the designed course curriculum. After scheduled lecture hours as per the syllabus, tutorial classes are taken up to allow a closer interaction between the students and the teacher as each student gets individual attention.
- II. Written assignments and projects submitted by students
- III. the project-based learning
- IV. Group discussion
- V. Home assignments
- VI. Quizzes and class tests
- VII. PPT presentations, Seminars, interactive sessions
- VIII. Socio-economic survey
- IX. Co-curricular activity etc.
- X. Industrial Tour or Field visit

## 7. Assessment Methods

	Components of Evaluation	Marks	Frequency	Code	Weightage (%)
<b>A</b>	<b>Continuous Evaluation</b>				
i	Analysis/Class Test	Combination of any three from (i) to (v) with 5 marks each	1 – 3	C	25%
ii	Home Assignments		1 – 3	H	
iii	Project		1	P	
iv	Seminar		1 – 2	S	
v	Viva-voce/Presentation		1 – 2	V	
vi	Mid Semester Examination	MSE shall be of 10 marks	1	Q/CT	
vii	Attendance	Attendance shall be of 5 marks	100%	A	5%
<b>B</b>	<b>Semester End Examination</b>		1	SEE	70%
	<b>Total</b>				<b>100%</b>

## **STRUCTURE OF THE SYLLABUS FOR 4-YEAR UG PROGRAMME**

**SCHOOL NAME**                      - **RSTTM**  
**DEPARTMENT NAME**           - **Travel & Tourism Management**  
**PROGRAMME NAME**            - **BA/BSc in Travel & Tourism Management**

<b>1<sup>st</sup> SEMESTER</b>					
<b>COMPONENT</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>LEVEL</b>	<b>CREDIT</b>	<b>L-T-P</b>
Major (Core)	TTM202M102	Introduction to Tourism	100	3	2-1-0
Major (Core)	TTM202M103	Principles of Management	100	3	2-1-0
Major (Core)	TTM202M104	SWAYAM/MOOC	100	3	
Minor	TTM202N101	Fundamentals of Tourism	100	3	2-1-0
Interdisciplinary (IDC)		IKS I	100	3	
Ability Enhancement course (AEC)	AEC982A101	Communicative English and Behavioural Science-I	100	2	
Skill Enhancement Course (SEC)	TTM202S112	Computer Applications in Tourism	100	3	0-0-6
Value Added Course (VAC)		Will select one course from a basket of courses	100	3	
<b>TOTAL CREDIT FOR 1<sup>st</sup> SEMESTER</b>					<b>23</b>
<b>2<sup>nd</sup> SEMESTER</b>					
<b>COMPONENT</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>LEVEL</b>	<b>CREDIT</b>	<b>L-T-P</b>
Major (Core)	TTM202M202	Eco & Sustainable Tourism	100	3	2-1-0
Major (Core)	TTM202M203	Tourism Resources of India	100	3	2-1-0
Major (Core)	TTM202M203	SWAYAM/MOOC	100	3	
Minor	TTM202N201	Tourism Products of India	100	3	2-1-0
IDC		IKS II	100	3	
AEC	AEC982A201	Communicative English and Behavioural Science-II	100	2	
SEC	TTM202S211	Guest Handling Skills in Hospitality	100	3	0-0-6
VAC		Will select one course	100	3	

		from a basket of courses			
<b>TOTAL CREDIT FOR 2<sup>nd</sup> SEMESTER</b>					<b>23</b>
<b>3<sup>rd</sup> SEMESTER</b>					
<b>COMPONENT</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>LEVEL</b>	<b>CREDIT</b>	<b>L-T-P</b>
Major (Core)	TTM202M303	Geography of Tourism	200	4	3-1-0
Major (Core)	TTM202M304	International Tourism Management	200	4	3-1-0
Major (Core)	TTM202M305	SWAYAM/MOOC	100	3	
Minor	TTM202N301	Fundamentals of Tourism Marketing	200	4	3-1-0
IDC (Open)	TTM202I301	Basis of Tour Operation & Ticketing	200	3	2-1-0
AEC	AEC982A301	Communicative English and Behavioural Science-III	200	2	
SEC	TTM202S312	Itinerary Designing & Costing	200	3	0-0-6
<b>TOTAL CREDIT FOR 3<sup>rd</sup> SEMESTER</b>					<b>23</b>
<b>4<sup>th</sup> SEMESTER</b>					
<b>COMPONENT</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>LEVEL</b>	<b>CREDIT</b>	<b>L-T-P</b>
Major (Core)	TTM202M401	Entrepreneurship Management	200	4	3-1-0
Major (Core)	TTM202M402	Human Resource Management in Tourism	200	4	3-1-0
Major (Core)	TTM202M404	Cultural Tourism in India (IKS)	200	4	3-1-0
Major (Core)	TTM202M405	SWAYAM/MOOC	100	3	
Minor	TTM202N401	Quality Management in Tourism	200	3	2-1-0
Minor	TTM202N402	E-Tourism	200	3	2-1-0
AEC	AEC982A401	Communicative English and Behavioural Science-IV	200	2	
<b>TOTAL CREDIT FOR 4<sup>th</sup> SEMESTER</b>					<b>23</b>
<b>5<sup>th</sup> SEMESTER</b>					
<b>COMPONENT</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>LEVEL</b>	<b>CREDIT</b>	<b>L-T-P</b>
Major (Core)	TTM202M502	Destination Marketing	300	4	3-1-0
Major (Core)	TTM202M503	Adventure Tourism	300	4	3-1-0

Major (Core)	TTM202M504	Transport Services in Tourism	300	4	3-1-0
Minor	TTM202N501	Strategic Management in Tourism	300	4	3-1-0
Internship	TTM202M521	6 Weeks offline internship	300	4	
<b>TOTAL CREDIT FOR 5<sup>th</sup> SEMESTER</b>					<b>20</b>
<b>6<sup>th</sup> SEMESTER</b>					
<b>COMPONENT</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>LEVEL</b>	<b>CREDIT</b>	<b>L-T-P</b>
Major (Core)	TTM202M602	Map Work and Tourist Map Designing & Aviation Geography	300	4	3-1-0
Major (Core)	TTM202M603	Special Interest Tourism	300	4	3-1-0
Major (Core)	TTM202M604	Travel Agency Tour Operations Management	300	4	3-1-0
Major (Core)	TTM202M605	Tourism Planning & Policy	300	4	3-1-0
Minor	TTM202N601	Front Office Management	300	4	3-1-0
<b>TOTAL CREDIT FOR 6<sup>th</sup> SEMESTER</b>					<b>20</b>
<b>7<sup>th</sup> SEMESTER</b>					
<b>COMPONENT</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>LEVEL</b>	<b>CREDIT</b>	<b>L-T-P</b>
Major (Core)	TTM202M701	Destination Geography, History and Heritage	400	4	3-1-0
Major (Core)	TTM202M702	Tour Package Operation	400	4	3-1-0
Major (Core)	TTM202M703	Strategic Management	400	4	3-1-0
Major (Core)	TTM202M704	Legal and Ethical Issues in Tourism	400	4	3-1-0
Minor	TTM202N701	Emerging Trends in Tourism	400	4	3-1-0
<b>TOTAL CREDIT FOR 7<sup>th</sup> SEMESTER</b>					<b>20</b>
<b>8<sup>th</sup> SEMESTER</b>					
<b>COMPONENT</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>LEVEL</b>	<b>CREDIT</b>	<b>L-T-P</b>
Major	TTM202M801	Tour Guiding Skills	400	4	3-1-0
Minor	HMT192N801	Research Methodology	400	4	3-1-0
Project / Dissertation	HMT192M821	Dissertation/Research Project	400	12	
OR (For the students who do not qualify for a Dissertation of 12 credits)					

Major	TTM202M802	Customer Relationship & Service Management	400	4	3-1-0
Major	TTM202M803	Business Environment and Law	400	4	3-1-0
Major	TTM202M804	Ecology, Environment and Tourism	400	4	3-1-0
<b>TOTAL CREDIT FOR 8<sup>th</sup> SEMESTER</b>					<b>20</b>

**Semester – I****Subject Name: Introduction to Tourism****Type of Course: Major****Paper Code: TTM202M102****Course Level: 100****Course Credit: 3****Scheme of Evaluation: Theory****L-T-P-C – 2-1-0-3**

**Course Objective:** This course shall introduce the beginners to the various basic concepts of the travel and tourism industry.

**Course outcomes:**

Having successfully completed this module, a student will be able –

CO 1	To <b>define and explain</b> the meaning, definition, components, and typologies of tourism.	BT 1
CO 2	<b>To describe</b> key tourism-related terms in the hospitality industry, including challenges and prospects.	BT 2
CO 3	<b>To apply</b> knowledge of tourism growth, barriers, and career opportunities in real-world contexts.	BT 3
CO 4	<b>To analyze</b> the linkages of tourism with other industries and assess its diverse impacts.	BT 4

**Detailed Syllabus:**

Modules	Topics (if applicable) & Course Contents		Periods
<b>I.</b>	Meaning, definition, characteristics, importance, and types of Tourism. Elements & Components of Tourism. Tourism products typology & features. Tourism as an industry.		<b>15</b>
<b>II.</b>	Explaining the terms- Tour, Tourist, Visitor, Traveler, Travel, Transfer, Sightseeing, Excursionist, Leisure, Pleasure, Recreation, Resources, Attraction and Hospitality. W.T.O. classification of Tourists and its significance. Problem and Prospects of Tourism.		<b>15</b>
<b>III</b>	Factors influencing the growth of Tourism: Push & Pull forces. Travel Motivations and travel barriers. Approaches to the study of Tourism. Career opportunities in Travel Trade.		<b>15</b>



<b>IV</b>	Tourism through ages. Linkages of tourism with other industries. Impacts of tourism (Economic, Socio-cultural, and Environmental both positive and negative).		<b>15</b>
	<b>Total</b>		<b>60</b>
	<b>Credit Distribution</b>		
	<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
	60 Hrs.	x	30 Hrs. 1. Group Project on Tourism Typology 2. Individual Assignments on Tourism Systems

#### Text Books:

1. Anand, M.M., Tourism and hotel Industry in India, Prentice Hall, New Delhi, 1976.
2. Bhatia, A. K., International Tourism, Sterling Publishers, New Delhi.
3. Bhatia, A. K., Tourism development: Principles, Practices and Philosophies, Sterling Publishers, New Delhi

#### Reference Books:

1. Understanding Tourism, Medlik, S. (1997)., Butterworth Heinemann, Oxford
2. McIntosh, Robert, W. Goldner, Charles, Tourism: Principles, practices and philosophies, John Wiley and Sons Inc. New York 1990 (9th Edition).

#### Additional Reading:

1. Tourism and Travel: A Research Guide (<https://guides.loc.gov/tourism-and-travel>)
2. Types of Tourists (<https://www.slideshare.net/1stborn31/types-of-tourist>)

Semester – I
<b>Subject Name: Principles of Management</b> <b>Type of Course: Major</b> <b>Paper Code: TTM202M103</b> <b>Course Level: 100</b> <b>Course Credit: 3</b> <b>Scheme of Evaluation: Theory</b> <b>L-T-P-C: 2-1-0-3</b>

### Course Objective:

This course familiarizes the students with the Principles of Management.

### Course Outcomes:

Having successfully completed this module, a student will be able –

CO 1	<b>To define</b> and describe the various functional areas of Management	BT 1
CO 2	<b>To understand and classify</b> Planning, Organizing and Management by Objectives.	BT 2
CO 3	<b>To apply</b> knowledge to classify and assess the different concepts of Motivation.	BT 3
CO 4	<b>To analyze</b> knowledge from various forms of Effective Communication coupled with the different procedures of Managerial control.	BT 4

### Detailed Syllabus:

Modules	Topics (if applicable) & Course Contents	Periods
<b>I</b>	<b>Introduction to Management:</b> Concept, nature, process and significance of management; Managerial roles; An overview of functional areas of management; Development of management thought; Classical and neo-classical system; Contingency approaches.	<b>15</b>
<b>II</b>	<b>Planning:</b> Concepts, process, and types. Decision making – concept and process Bounded rationality; management by objectives; corporate planning; Environment analysis and diagnosis; Strategy formulation. <b>Organizing:</b> Concept, nature, process and significance; Authority and responsibility relationships; Centralization and decentralization; Department; Organization structure forms and contingency factors.	<b>15</b>
<b>III</b>	<b>Motivation:</b> Concept; Theories – Maslow’s Need Priority Model, Herzberg Two Factor Theory, McGregor’s X and Y Theories, Equity Theory, and Expectancy Theory; Financial and non-financial incentives. <b>Leadership:</b> Concept and leadership styles; Leadership theories, Likert’s System Management	<b>15</b>

<b>IV</b>	<b>Communication:</b> Nature, process, networks, and barriers to effective communication. <b>Managerial Control:</b> Concept and process; Effective control system; Techniques of control: Traditional and modern approaches.	<b>15</b>
	<b>Total</b>	<b>60</b>

<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
60 Hrs.	X	30 Hrs. 1. Assignments on different Managerial topics with Presentations.

#### **Text Books:**

1. Drucker, Peter F: Management Challenges for the 21st Century; Butterworth Heinemann, Oxford.
2. Weihrich and Koontz, et.al: Essential of Management, Tata McGraw Hill, New Delhi.
3. Louis A. Allen: Management and Organization, McGraw Hill New York

#### **Reference Books:**

1. Hampton, David R: Modern Management, McGraw Hill, New York.
2. Stoner and Freeman: Management; Prentice- Hall, New Delhi.
3. Ibancevish J.M. and Matleson M.T: Organization & Management, Irwin Homewood, Illinois.

### Semester – I

**Subject Name: Fundamentals of Tourism**

**Type of Course: Minor (Open)**

**Subject Code: TTM202N101**

**Course Level: 100**

**Course Credit: 3**

**Scheme of Evaluation: Theory**

**L-T-P-C – 2-1-0-3**

**Course Objective:** This course shall introduce the learners to the various fundamental concepts of travel trade.

**Course outcomes:**

Having successfully completed this module, a student will be able –

CO 1	<b>To define</b> the basic concepts of tourism development	BT 1
CO 2	<b>To classify</b> and explain the history and evolution of tourism	BT 2
CO 3	<b>To identify</b> the typology of tourism	BT 3
CO 4	<b>To construct</b> various tourism systems along with tourism demand and travel motivators	BT 3

### Detailed Syllabus:

Modules	Topics (if applicable) & Course Contents	Periods
<b>I.</b>	<b>Basic concepts &amp; development of tourism:</b> Tourism, excursion, leisure and recreation; tourist, visitor, traveler;  <b>History and evolution of tourism:</b> Roman Empire and early travel, trade routes, concept of annual holiday, social(paid)Tourism; Grand Tour, dark age, renaissance in Tourism; Thomas cook & early organized travel; Modern day Mass Tourism.	<b>15</b>
<b>II.</b>	<b>Typology and forms of tourism:</b> International Tourism, Inbound, Outbound, inter regional, intra-regional, domestic, internal, National Tourism; Types of Tourism, contemporary trends in Indian Tourism.	<b>15</b>
<b>III</b>	<b>Tourism system &amp; Environment:</b> 6A's - Components of tourism, Distribution, Inter-relation between various segments, travel industry network, Elements of tourism, Tourism environment, Manila Declaration.	<b>15</b>

<b>IV</b>	<b>Tourism Demand &amp; Travel Motivators:</b> basics of Tourism demand, Net travel propensity, Gross travel propensity, Travel Motivators, Physical Motivators, Inter personal Motivators, Status & Prestige. <b>Future growth and development of Indian tourism:</b> 5 Ts of Brand India; Major Tourism schemes of Govt. of India, Visa on Arrival (VoA), PRASAD Scheme, HRIDAY Scheme, Travel Circuits; Incredible India.	<b>15</b>
	<b>Total</b>	<b>60</b>

  

<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
60 Hrs.	x	30 Hrs. 3. Group Project on Tourism Typology 4. Individual Assignments on Tourism Systems

#### **Text Books:**

3. The Business of Tourism, Holloway, J. C. (1994)., Pitman Publishing, London. “(L)”.
4. Tourism Principles and Practices, Swan, Sampad Kumar, and Mishra, Jitendra Mohan (2012)., Oxford Higher Education. “(L)”
5. An Introduction to Tourism, N. Jayapalan, Atlantic; Latest Edition (1 January 2013)

#### **Reference Books:**

2. Understanding Tourism, Medlik, S. (1997)., Butterworth Hinemann, Oxford
3. Leisure and Tourism, Hayward, Peter (2000), Hiennemann GNVQ Intermediate, Hiennemann Educational Publishers
4. Introduction to Tourism, Shailja Sharma, SAGE Publications Pvt. Ltd

#### **Additional Reading:**

3. Tourism and Travel: A Research Guide (<https://guides.loc.gov/tourism-and-travel>)
4. Types of Tourists (<https://www.slideshare.net/1stborn31/types-of-tourist>)

**Subject Name: Behavioural Sciences -1**  
**UG 1<sup>st</sup> semester**  
**Course code: BHS982A104**  
**Credit: 1**

**Course objectives:** To increase one's ability to draw conclusions and develop inferences about attitudes and behaviour, when confronted with different situations that are common in modern organizations.

**Course Outcomes:** On completion of the course the students will be able to:

CO1: Understand self & process of self-exploration

CO2: Learn about strategies for development of a healthy self esteem

CO3: Apply the concepts to build emotional competencies.

**Detailed Syllabus:**

Modules	Course Contents	Periods
I	<b>Introduction to Behavioural Science</b> Definition and need of Behavioural Science, Self: Definition components, Importance of knowing self, Identity Crisis, Gender and Identity, Peer Pressure, Self-image: Self Esteem, Johari Window, Erikson's model.	4
II	<b>Foundations of individual behaviour</b> Personality- structure, determinants, types of personalities. Perception: Attribution, Errors in perception. Learning- Theories of learning: Classical, Operant and Social	4
III	<b>Behaviour and communication.</b> Defining Communication, types of communication, barriers to communication, ways to overcome barriers to Communication, Importance of Non-Verbal Communication/Kinesics, Understanding Kinesics, Relation between behaviour and communication.	4
IV	<b>Time and Stress Management</b> Time management: Introduction-the 80:20, sense of time management, Secrets of time management, Effective scheduling. Stress management: effects of stress, kinds of stress-sources of stress, Coping Mechanisms. Relation between Time and Stress.	4
<b>Total</b>		<b>16</b>

**Text books**

1. J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 3, Management; Pfeiffer & Company
2. Blair J. Kolasa, Introduction to Behavioural Science for Business, John Wiley & Sons Inc

3. K.Alex, Soft skills; S.Chand.

**Type of Course: AEC (w.e.f. 2023-24)**  
**UG programmes Semester: 1st**  
**Course Code: CEN982A101**  
**Course Title: CEN I: Introduction to Effective Communication**  
**Total credits: 1**  
**Course level: 100**  
**L-T-P-C: 1-0-0-1**  
**Scheme of Evaluation: Theory and Practical**

**Course Objective:** To understand the four major aspects of communication by closely examining the processes and figuring the most effective ways to communicate with interactive activities.

**Course Outcomes:** On successful completion of the course the students will be able to

SI No	Course Outcome	Blooms Taxonomy Level
CO 1	<b>Identify</b> the elements and processes that make for successful communication and <b>recognise</b> everyday activities that deserve closer attention in order to improve communication skills	<b>BT 1</b>
CO 2	<b>Contrast</b> situations that create barriers to effective communication and <b>relate</b> them to methods that are consciously devised to overcome such hindrance	<b>BT 2</b>
CO 3	<b>Use</b> language, gestures, and para-language effectively to avoid miscommunication and <b>articulate</b> one's thoughts and build arguments more effectively	<b>BT 3</b>

Detailed Syllabus		
Units	Course Contents	Periods
<b>I</b>	Introduction to Effective Communication Listening Skills The Art of Listening Factors that affect Listening Characteristics of Effective Listening  Guidelines for improving Listening skills	<b>5</b>
<b>II</b>	Speaking Skills The Art of Speaking Styles of Speaking Guidelines for improving Speaking skills Oral Communication: importance, guidelines, and barriers	<b>5</b>
<b>III</b>	Reading Skills the Art of Reading Styles of Reading: skimming, surveying, scanning  Guidelines for developing Reading skills	<b>5</b>

<b>IV</b>	Writing Skills the Art of Writing Purpose and Clarity in Writing Principles of Effective Writing	<b>5</b>
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**Keywords:** Communication, Listening, Speaking, Reading, Writing

**Textbooks:**

1. *Business Communication* by Shalini Verma

**References:**

1. *Business Communication* by P.D. Chaturvedi and Mukesh Chaturvedi
2. *Technical Communication* by Meenakshi Raman and Sangeeta Sharma

<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
15 hours	-	10 hours - Movie/ Documentary screening - Peer teaching - Seminars - Field Visit



Semester – I
<b>Subject Name: Computer Applications in Tourism</b> <b>Type of Course: SEC</b> <b>Paper Code: TTM202S112</b> <b>Course Level: 100</b> <b>Course Credit: 3</b> <b>Scheme of Evaluation: Practical</b> <b>L-T-P-C – 0-0-6-3</b>

**Course objectives:**

This paper will demonstrate the skill of handling the computer software on MS Windows operations.

**Course Outcomes:**

Having successfully completed this module, a student will be able –

CO 1	<b>To define</b> the functions Windows Operations	BT 1
CO 2	<b>To demonstrate</b> and execute the application of software on computer.	BT 2
CO 3	<b>To experiment</b> with various MS Office tools	BT 3

Module	Content	Periods
I	WINDOWS OPERATIONS A. Creating Folders B. Creating Shortcuts C. Copying Files/Folders D. Renaming Files/Folders E. Deleting Files F. Exploring Windows G. Quick Menus	22
II	MS-OFFICE 2010 MS WORD CREATING A DOCUMENT A. Entering Text B. Saving the Document C. Editing a Document already saved to Disk D. Getting around the Document E. Find and Replace Operations F. Printing the Document FORMATTING A DOCUMENT A. Justifying Paragraphs	23

	<p>B. Changing Paragraph Indents  C. Setting Tabs and Margins  D. Formatting Pages and Documents  E. Using Bullets and Numbering  F. Headers/Footers  G.. Pagination  SPECIAL EFFECTS  A. Print Special Effects e.g. Bold, Underline, Superscripts, Subscript  B. Changing Fonts  C.. Changing Case  CUT, COPY AND PASTE OPERATION  A. Marking Blocks  B. Copying and Pasting a Block  C. Cutting and Pasting a Block  D. Deleting a Block  E. Formatting a Block  F. Using Find and Replace in a Block  USING MS-WORD TOOLS  A. Spelling and Grammar  B. Mail Merge  C.. Printing Envelops and Labels</p> <p>TABLES  A. Create  B. Delete  C. Format  GRAPHICS  A. Inserting Clip arts  B. Symbols (Border/Shading)  C. Word Art  PRINT OPTIONS  A. Previewing the Document  B. Printing a whole Document  C. Printing a Specific Page  D. Printing a selected set  E. Printing Several Documents  F. Printing More than one Copies</p>	
III	<p>MS OFFICE 2010  MS-EXCEL  A. How to use Excel  B. Starting Excel  C. Parts of the Excel Screen  D. Parts of the Worksheet  E. Navigating in a Worksheet  F. Getting to know mouse pointer shapes  CREATING A SPREADSHEET  A. Starting a new worksheet  B. Entering the three different types of data in a worksheet  C. Creating simple formulas  D. Formatting data for decimal points  E. Editing data in a worksheet  F. Using AutoFill  G. Blocking data  H. Saving a worksheet  I. Exiting excel</p>	23

	<p><b>MAKING THE WORKSHEET LOOK PRETTY</b></p> <p>A. Selecting cells to format</p> <p>B. Trimming tables with Auto Format</p> <p>C. Formatting cells for:</p> <ul style="list-style-type: none"> <li>- Currency</li> <li>- Comma</li> <li>- Percent</li> <li>- Decimal</li> <li>- Date</li> </ul> <p>D. Changing columns width and row height</p> <p>E. Aligning text</p> <ul style="list-style-type: none"> <li>- Top to bottom</li> <li>- Text wrap</li> <li>- Re ordering Orientation</li> </ul> <p>F Using Borders</p> <p><b>GOING THROUGH CHANGES</b></p> <p>A. Opening workbook files for editing</p> <p>B. Undoing the mistakes</p> <p>C. Moving and copying with drag and drop</p> <p>D. Copying formulas</p> <p>E. Moving and Copying with Cut, Copy and Paste</p> <p>F. Deleting cell entries</p> <p>G. Deleting columns and rows from worksheet</p> <p>H. Inserting columns and rows in a worksheet</p> <p>I. Spell checking the worksheet</p> <p><b>PRINTING THE WORKSHEET</b></p> <p>A. Previewing pages before printing</p> <p>B. Printing from the Standard toolbar</p> <p>C. Printing a part of a worksheet</p> <p>D. Changing the orientation of the printing</p> <p>E. Printing the whole worksheet in a single page</p> <p>F. Adding a header and footer to a report</p> <p>G. Inserting page breaks in a report</p> <p>H. Printing the formulas in the worksheet</p> <p><b>ADDITIONAL FEATURES OF A WORKSHEET</b></p> <p>A. Splitting worksheet window into two four panes</p> <p>B. Freezing columns and rows on-screen for worksheet title</p> <p>C. Attaching comments to cells</p> <p>D. Finding and replacing data in the worksheet</p> <p>E. Protecting a worksheet</p> <p>F. Function commands</p> <p><b>MAINTAINING MULTIPLE WORKSHEET</b></p> <p>A. Moving from sheet in a worksheet</p> <p>B. Adding more sheets to a workbook</p> <p>C. Deleting sheets from a workbook</p> <p>D. Naming sheet tabs other than sheet 1, sheet 2 and so on</p> <p>E. Copying or moving sheets from one worksheet to another</p> <p><b>CREATING GRAPHICS/CHARTS</b></p> <p>A. Using Chart wizard</p> <p>B. Changing the Chart with the Chart Toolbar</p> <p>C. Formatting the chart's axes</p>	
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	D. Adding a text box to a chart E. Changing the orientation of a 3-D chart F. Using drawing tools to add graphics to chart and worksheet G. Printing a chart with printing the rest of the worksheet data	
IV	MS OFFICE 2010 MS-POWER POINT A. Making a simple presentation B. Using Auto Content Wizards and Templates C. Power Points five views D. Slides - Creating Slides, re-arranging, modifying - Inserting pictures, objects - Setting up a Slide Show E Creating an Organizational Chart <b>Internet &amp; E-mail</b> Introduction to Internet; Accessing Web Sites; e-mail, Sending and Receiving, cc, bcc, e-mail Subscription, Search Engines, searching through various Search Engines, Chatting, Access to Sites; Online Messages etc.	22
	<b>Total</b>	<b>90</b>

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
x	90	45 Hrs. 1. Assignments on Various Computer Task

#### Text Books:

1. Computer Fundamentals: Concepts, Systems & Applications- 8th Edition, P K Sinha, BPB Publications; 6th edition
2. Computer Applications in Business | UGCF, Hem Chand Jain, H.N. Tiwari, Taxmann

#### Reference Books:

1. Applications in Management, Shrivastava, N., (2010), Computer: Publisher- Wiley India- 2010
2. Computer Application in Management, Goel, R., & Kakkar, N.D., (2018), New Age International Publishers
3. Computer Fundamentals, RS Salaria, Khanna Book Publishing
4. Introduction To Computer Application, Apoorv Ojas, Suyash Shrivastava, SBPD Publishing House

#### Additional Reading:

1. Evaluating the Effectiveness of Computer Applications in Developing English Learning (<https://files.eric.ed.gov/fulltext/EJ1126629.pdf>)
2. Research methods for computer applications, Jo W. Tombaugh (<https://link.springer.com/article/10.3758/BF03203553>)

### Semester – II

**Subject Name: Tourism Resources of India**

**Type of Course: Major**

**Paper Code: TTM202M203**

**Course Level: 100**

**Course Credit: 3**

**Scheme of Evaluation: Theory**

**L-T-P-C – 2-1-0-3**

#### Course Objective:

To guide the students to identify and understand the various concepts and features of Heritage and explain about its role in Tourism development.

#### Course Outcomes:

Having successfully completed this module, a student will be able –

CO 1	<b>To Understand</b> India's geography, climate, and their impacts on tourism.	BT 1
CO 2	<b>To Analyze</b> natural vegetation and wildlife tourism potential in India.	BT 2
CO 3	<b>To apply</b> knowledge of India's natural heritage sites like hill stations and mountains to promote sustainable tourism practices.	BT 3
CO 4	<b>To evaluate</b> the significance of heritage management and the roles of UNESCO and the Archaeological Survey of India (ASI) in conserving and preserving India's heritage for tourism.	BT 4

#### Detailed Syllabus:

Modules	Topics (if applicable) & Course Contents	Periods
<b>I</b>	India: General introduction, states & capitals, physiographic units, seasons and climatic regions & their impacts on tourism. Natural vegetation & wild animals of India & wildlife tourism. India: a destination for all reasons & seasons.	<b>15</b>
<b>II</b>	The Northern Mountains: General introduction of the Himalayas & other ranges, their importance for religious, hill station & adventure tourism. A case study of Srinagar, Darjeeling & Gangtok.	<b>15</b>

<b>III</b>	World Cultural Heritage Sites of India: Cultural Heritage Sites of <b>Gujarat</b> (Champaner-Pavagadh Archaeological Park, Rani-Ki-Vav, Historic City of Ahmadabad & Dholavira: A <b>Harappan</b> City). Cultural Heritage Sites of <b>Madhya Pradesh</b> (Buddhist Monuments at Sanchi, Khajuraho Group of Monuments & Rock Shelters of Bhimbetka). Cultural Heritage Sites of <b>Tamil Nadu</b> (Great Living Chola Temples & Group of Monuments at Mahabalipuram). Cultural Heritage Sites of <b>Karnataka</b> (Group of Monuments at Hampi & Pattadakal).	<b>15</b>
<b>IV</b>	World Natural & Mixed Heritage Sites of India (Great Himalayan National Park, Kaziranga National Park, Keoladeo Ghana National Park, Manas National Park, Nanda Devi & Valley of Flowers National Park, Sunderbans National Park, Western Ghats and Khangchendzonga National Park). Indian Mountains Railways as a Cultural Heritage Site. Heritage Management & its significance in Tourism. Role of UNESCO & ASI for Heritage conservation & preservation.	<b>15</b>
<b>TOTAL</b>		<b>60</b>

<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
60 Hrs.	x	30 Hrs. 1. Individual projects and Assignments on various heritage tourism sites and natural tourist attractions in India.

### **Text Books:**

1. Cultural Tourism & Development by Romila Chawla
2. Introduction to India: Culture and Traditions of India: India Guide Book Kindle Edition by Shalu Sharma
3. Ahmad, Aizaz: General Geography of India, NCERT, New Delhi

### **Reference Books:**

1. Indian Cultural Heritage Perspective for Tourism by L. K. Singh.
2. Atlas of World Oxford Press, New Delhi.
3. The wonder that was India, (1200 – 1700 A.D) by Saiyid Athar Abbas Rizvi
4. Encyclopedia of Tourism, Ed. By Jafar Jafari

### **Additional Readings ( E- Resources ):**

1. <https://whc.unesco.org/en/statesparties/in>
2. <https://tourism.gov.in/>

## Semester – II

**Subject Name: Eco & Sustainable Tourism**

**Type of Course: Major**

**Paper Code: TTM202M202**

**Course Level: 100**

**Course Credit: 3**

**L-T-P-C – 2-1-0-3**

**Scheme of Evaluation: Theory**

### Course Objective:

This course is designed to state the meaning and scope of eco-tourism

### Course Outcomes

Having successfully completed this module, a student will be able –

CO 1	<b>To define</b> the concept and components of Eco & Sustainable Tourism industry	BT 1
CO 2	<b>To illustrate</b> the objectives of eco-tourism	BT 2
CO 3	<b>To utilize</b> the dimensions of sustainable tourism development.	BT 3
CO 4	<b>To examine</b> the role of eco-tourism in conservation, community development, and policy-making.	BT 4

### Detailed Syllabus:

Modules	Topics (if applicable) & Course Contents	Periods
<b>I</b>	<b>Meaning &amp; definition of Eco-tourism</b> , terminology and history, nature and scope of ecotourism, principles of ecotourism, environmental hazards	<b>15</b>
<b>II</b>	<b>Objectives of Ecotourism</b> , Emerging Concepts: Eco / rural/ Agri/ farm/ green/ wilderness/ country side/special interest tourism	<b>15</b>
<b>III</b>	<b>Definition and meaning of sustainable tourism</b> , social and economic aspects, stake holders-governments, NGO's& local communities, sustainable tourism in developing nations, problems with sustainable tourism in third world countries, environmental impacts, responsible tourism	<b>15</b>
<b>IV</b>	<b>Dimensions of Sustainable Tourism Development:</b> ecological sustainability, social sustainability, cultural sustainability, economic sustainability	<b>15</b>

<b>TOTAL</b>	<b>60</b>
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<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
60 Hrs.	x	30 Hrs. Projects and Assignments on various eco and sustainable practices in tourism around the world.

#### **Text Books:**

1. Tourism Principles and Practices Swain, K.S.& Mishra, M.J., (2012): *Oxford University Press*
2. International Tourism Management, Bhatia, K.A., (2012): *Sterling publishers*

#### **Reference Books:**

1. Redesign the World: A Global Call to Action, Sam Pitroda, Penguin Portfolio
2. Sustainable tourism by Covington Gareth, Apple Academic Press
3. Sustainable Cultural Tourism Small-Scale Solutions by Susan M Guyette , Bearpath Press
4. Sustainable Tourism: Principles, Contexts and Practices, Mateen Yousuf, Redshine Publication

#### **Additional Readings:**

1. Sustainable tourism: a comprehensive literature review on frameworks and applications (<https://www.tandfonline.com/doi/full/10.1080/1331677X.2014.995895>)
2. Is The Concept of Sustainable Tourism Sustainable ([https://unctad.org/system/files/official-document/ditctnkd20065\\_en.pdf](https://unctad.org/system/files/official-document/ditctnkd20065_en.pdf))



### Semester – II

**Subject Name: Tourism Products of India**

**Type of Course: Minor (Open)**

**Subject Code: TTM202N201**

**Course Level: 100**

**Course Credit: 3**

**Scheme of Evaluation: Theory**

**L-T-P-C – 2-1-0-3**

#### Course Objective:

To guide students to understand different types of tourism resources of India - Physical, Natural, cultural Resources, UNESCO sites of India and how they are important for tourism industry.

#### Course Outcomes:

Having successfully completed this module, a student will be able –

CO 1	<b>To know</b> the concepts and various classifications of tourism products	BT 1
CO 2	<b>To illustrate</b> the physical tourism products	BT 2
CO 3	<b>To identify</b> religious tourism in India	BT 3
CO 4	<b>To identify</b> about the Monuments and UNESCO World Heritage Sites	BT 3
CO 5	<b>To identify</b> the basic concept about performing arts	BT 3

#### Detailed Syllabus:

Modules	Topics (if applicable) & Course Contents	Periods
<b>I</b>	Concept, classification and characteristics of tourism products, Peter's inventory of tourist attractions.	<b>10</b>
<b>II</b>	<b>Physical Tourism Products:</b> Mountain & Valleys- Indian Himalayas, Aravali Mountain Ranges, Western Ghats & Eastern Ghats; Deserts, Wetlands & Plains. Coastal Lands & Beaches; Islands; Waterfalls, Rivers & Canals; Lakes <b>Bio geographical Tourism Resources:</b> Flora and Fauna of India Wild Life Sanctuaries & National Parks, biosphere reserves. Conservation Projects - Project Tigers. Project	<b>20</b>

	Elephant, Project Rhino, Project Dolphins etc.	
<b>III</b>	<b>Religious Tourism in India</b> – Hindu, Buddhist, Jain, Sikh, Islam and Christian pilgrim Centre  <b>UNESCO World Heritage Sites of India:</b> Cultural properties, Natural sites, and mix- properties of India in UNESCO heritage site list. Geographical Tags  <b>Built Up Structures- Monuments-</b> Forts, Palaces, Havelis, Cave, War Memorials	<b>15</b>
<b>IV</b>	<b>Performing arts</b> –Indian Classical Dances and other form of dance, music and musical instruments, Painting in different region, Indian Handicrafts and Handlooms, fairs and festivals, Modern Theatre and Cinema. Indian Language and literature.	<b>15</b>
<b>TOTAL</b>		<b>60</b>

<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
60 Hrs.	x	30 Hrs.  1. Projects and Assignments on various tourism products of India and especially North East India.

### **Text Books:**

1. Tourism in India, Dixit, M and Yadav, C S (2006), New Royal Publisher, Lucknow
2. Cultural Tourism in India DK Print Gupta, SP, Lal, K, Bhattacharya, M. (2002), New Delhi

### **Reference Books:**

1. Tourism in North-East India, 301pp., 2013, Dr. S Ram R Kumar, Commonwealth Publishers; 1st edition (1 January 2012)
2. Historical Tourism in North East India, Mahaveer Publications (1 January 2020)
3. Geography of India, Husain, M (2013), Tata McGraw Hill, New Delhi

### **Additional Reading:**

1. Tourism Operations & Management, Roday, S., Biwal, A., & Joshi, V., (2017), Oxford University Press

2. Tourism Studies – MID Sweden University  
(<https://www.miun.se/en/education/courses/business-law-social-sciences-and-tourism/tourism-studies/>)

**Subject Name:** Behavioural Sciences -II  
**UG 2nd semester**  
**Course code:** BHS982A204  
**Credit:** 1

**Course objectives:** To increase one's ability to draw conclusions and develop inferences about attitudes and behaviour, when confronted with different situations that are common in modern organizations.

**Course outcomes:** On completion of the course the students will be able to:

CO1: Develop an elementary level of understanding of culture and its implications on personality of people.

CO2: Understand the concept of leadership spirit and to know its impact on performance of employees.

CO3: Understand and apply the concept of Motivation in real life.

Modules	Course Contents	Periods
I	<b>Culture and Personality</b> Culture: Definition, Effect, relation with Personality, Cultural Iceberg, Overview of Hofstede's Framework, Discussion of the four dimensions of Hofstede's Framework.	4
II	<b>Attitudes and Values</b> Attitude's definition: changing our own attitudes, Process of cognitive dissonance Types of Values, Value conflicts, Merging personal and Organisational values	4
III	<b>Motivation</b> Definition of motivation with example, Theories of Motivation (Maslow, McClelland's theory & Theory X and Y)	4
IV	<b>Leadership</b> Definition of leadership, Leadership continuum, types of leadership, Importance of Leadership, New age leaderships: Transformational & transactional Leadership, Leaders as role models.	4
<b>Total</b>		<b>16</b>

**Text books:**

1. J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 3, Management; Pfeiffer & Company
2. Blair J. Kolasa, Introduction to Behavioural Science for Business, John Wiley & Sons Inc. Organizational Behaviour by Kavita Singh (Vikas publishers, 3rd Edition).

**Type of Course: AEC (w.e.f. 2023-24)**  
**UG programmes Semester: 2nd**  
**Course Code: CEN982A201**  
**Course Title: CEN II: Approaches to Verbal and Non-Verbal Communication**  
**Total credits: 1**  
**Course level: 100**  
**L-T-P-C: 1-0-0-1**

**Scheme of Evaluation:** Theory and Practical

### Course Objectives

To introduce the students to the various forms of technical communication and enhance their knowledge in the application of both verbal and non-verbal skills in communicative processes.

### Course Outcomes

<b>On successful completion of the course the students will be able to:</b>		
<b>SI No</b>	<b>Course Outcome</b>	<b>Blooms Taxonomy Level</b>
<b>CO 1</b>	<b>Identify</b> the different types of technical communication, their characteristics, their advantages and disadvantages.	BT 1
<b>CO 2</b>	<b>Explain</b> the barriers to communication and ways to overcome them.	BT 2
<b>CO 3</b>	<b>Discover</b> the means to enhance conversation skills.	BT 3
<b>CO 4</b>	<b>Determine</b> the different types of non-verbal communication and their significance.	BT4

### Detailed Syllabus

<b>Modules</b>	<b>Topics (if applicable) &amp; Course Contents</b>	<b>Periods</b>
I	<b>Technology Enabled Communication</b> Communicating about technical or specialized topics, Different forms of technology-enabled communication tools used in organisations	4

	Telephone, Teleconferencing, Fax, Email, Instant messaging , Blog, podcast, Videos, videoconferencing, social media	
II	<b>Communication Barriers</b> Types of barriers: Semantic, Psychological, Organisational, Cultural, Physical, and Physiological. Methods to overcome barriers to communication.	4
III	<b>Conversation skills/Verbal Communication</b> Conversation – Types of Conversation, Strategies for Effectiveness, Conversation Practice, Persuasive Functions in Conversation, Telephonic Conversation and Etiquette Dialogue Writing, Conversation Control.	4
IV	<b>Non-verbal Communication</b> Introduction; Body language- Personal Appearance, Postures, Gestures, Eye Contact, Facial expressions Paralinguistic Features-Rate, Pause, Volume, Pitch/Intonation/ Voice/ modulation Proxemics , Haptics, Artifacts, Chronemics	4
Total		16

#### Textbooks:

1. Rizvi, M. Ashraf. (2017). *Effective Technical Communication*. McGraw-Hill.
2. Chaturvedi, P. D. and Chaturvedi, Mukesh. (2014). *Business Communication*. Pearson.
3. Raman, Meenakshi and Sharma, Sangeeta. (2011). *Technical Communication: Principles and Practice* (2nd Edition): Oxford University Press.

#### References:

1. Hair, Dan O., Rubenstein, Hannah and Stewart, Rob. (2015). *A Pocket Guide to Public Speaking*. (5th edition). St. Martin's. ISBN-13:978-1457670404
  2. Koneru, Aruna. (2017) *Professional Communication*. New Delhi: Tata McGraw Hill ISBN-13: 978-0070660021
  3. Raman, Meenakshi and Singh, Prakash. (2012). *Business Communication* (2nd Edition): Oxford University Press
- Sengupta, Sailesh. (2011) *Business and Managerial Communication*. New Delhi: PHI Learning Pvt. Ltd.

Semester – II
<b>Subject Name: Guest Handling Skills in Hospitality</b> <b>Type of Course: SEC</b> <b>Subject Code: TTM202S211</b> <b>Course Level: 100</b> <b>Course Credit: 3</b> <b>Scheme of Evaluation: Practical – Project + Viva</b> <b>L-T-P-C – 0-0-6-3</b>

#### Course objectives:

This is a practical skill enhancement course which is focused on dealing with various type of guests in the field of tourism and hospitality as a whole.

#### Course Outcomes:

After completion of the course learners will be able –

CO 1	<b>To define</b> the definition of guest handling and guest communication	BT 1
CO 2	<b>To explain</b> the needs of good guest service and other allied services in a hospitality organization	BT 2
CO 3	<b>To identify</b> Guest service and guest handling techniques	BT 3
CO 4	<b>To demonstrate</b> practical guest-handling skills through role-plays, case studies, and real-time service interactions.	BT 4

#### Detailed Syllabus:

Module	Content	Periods
<b>I</b>	Communicate with Guest and Colleagues: <ul style="list-style-type: none"> <li>• Interact with Superior</li> <li>• Communicate with Colleagues</li> <li>• Communicate Effectively with Customers.</li> </ul>	<b>22</b>
<b>II</b>	Maintain Standard of Etiquette and Hospitable Conduct: <ul style="list-style-type: none"> <li>• Follow Behavioural, Personal and Telephone Etiquettes</li> <li>• Treat Customers with High Degree of Respect and Professionalism</li> </ul>	<b>23</b>

	<ul style="list-style-type: none"> <li>• Achieve Customer Satisfaction</li> </ul>	
<b>III</b>	Follow Gender and Age Sensitive Service Practices: <ul style="list-style-type: none"> <li>• Educate customer on specific facilities and services available for different categories of guests</li> <li>• Provide gender and age specific services as per their unique and collective requirements</li> <li>• Follow standard etiquette with women at workplace.</li> </ul>	<b>23</b>
<b>IV</b>	Maintain IPR of Organization and Guest: <ul style="list-style-type: none"> <li>• Secure company's IPR</li> <li>• Respect guests' copyright</li> </ul>	<b>22</b>
	<b>Total</b>	<b>90</b>

<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
x	90 Hrs.	30 Hrs. 1. Projects and Assignments on various guest handling techniques. 2. Role play on different situation handlings

#### **Text Books:**

1. Hotel Front Office: A Training Manual, Andrews, S., (2015), Tata McGraw Hill
2. Hotel Front Office Operations & Management Tewari, J, (2016), Oxford University Press

#### **Reference Books:**

1. Hospitality Reception & Front Office-Procedures & Systems, Negi, J., (2009), Publisher S. Chand
2. The Art of Dealing with People, Les Giblin, Embassy Books; First Editions (1 January 2001)
3. Human Psychology, Dr. Mukta Goyal, Notion Press (21 July 2021)
4. Food And Beverage Service 2e, Singaravelavan, R, Oxford University Press; Second edition (17 June 2016)

#### **Additional Reading:**

1. An Assessment of Key Hotel Guest Contact Personnel in Handling Guest Complaints ([https://www.researchgate.net/publication/233019082\\_An\\_Assessment\\_of\\_Key\\_Hotel\\_Guest\\_Contact\\_Personnel\\_in\\_Handling\\_Guest\\_Complaints](https://www.researchgate.net/publication/233019082_An_Assessment_of_Key_Hotel_Guest_Contact_Personnel_in_Handling_Guest_Complaints))
2. How To Handle Hotel Guest Complaints ([https://www.academia.edu/27244168/How\\_To\\_Handle\\_Hotel\\_Guest\\_Complaints\\_doc](https://www.academia.edu/27244168/How_To_Handle_Hotel_Guest_Complaints_doc))

### Semester – III

**Subject Name: Geography of Tourism**

**Type of Course: Major**

**Subject Code: TTM202M303**

**Course Level: 200**

**Course Credit: 4**

**Scheme of Evaluation: Theory**

**L-T-P-C – 3-1-0-4**

#### Course objectives:

The objectives of the course are to introduce the students to basic concepts of Geography and Tourism, along with the impacts of Geography upon the Tourism Industry.

#### Course Outcomes:

After completion of the course learners will be able –

CO 1	<b>To demonstrate</b> comprehensive knowledge of the geography of tourism, including all fundamental concepts, key tourism destinations like India, USA, Brazil, France and Australia.	BT 1
CO 2	<b>To apply</b> geographical principles to analyze the significance of geography in tourism, interpret tourism models, and evaluate the tourism potential of different physical features and climatic conditions worldwide.	BT 2
CO 3	<b>To synthesize</b> information to develop strategies for leveraging geographical attributes for tourism development, assess the impact of geographical factors on tourism patterns, and propose solutions for sustainable tourism practices based on geographical insights.	BT 3
CO 4	<b>To develop</b> professional skills essential for careers in tourism, including map interpretation, climate analysis, and geographical knowledge application in tourism planning and management.	BT 4

#### Detailed Syllabus:

Module	Content	Periods
I	Concept, scope and contents of geography of Tourism. Fundamentals of Geography. Importance of Geography in Tourism. Tourism Models.	12



<b>II</b>	Concept, typology & importance of maps. Latitude, Longitude & International Date Line. Regional distribution of temperature. Climatic regions of the world.	<b>12</b>
<b>III</b>	Indian Geography: Physical features of Indian Subcontinent & their tourist attractions. Climatic conditions prevailing in India: Diversity in the unity of Indian Monsoon Climate, factors influencing the climate of India with climatic regions of India. Drainage system of India.	<b>12</b>
<b>IV</b>	Physical features of USA, Brazil, France and Australia as tourism resources along with Map work.	<b>12</b>
	<b>Total</b>	<b>48</b>

<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
48 hrs	x	30 hrs. 1. Projects and Assignments on Map reading, map interpretation and location of different geographic landscapes. 2. Location of tourist destinations in the political maps of different countries.

#### **Text Books:**

1. Robinson, HA, 'A Geography of Tourism'
2. Burton, Rosemary, 'The Geography of Travel & Tourism'
3. Boniface B. and Cooper C, 'Geography of Travel and Tourism'

#### **Reference Books:**

1. McDonalds and Evans, 'A geography of Tourism'
2. Michael Hall, 'Geography Travel & Tourism', Routledge, London, 1999
3. Encyclopedia of World Geography

#### **Additional Reading:**

1. India, Lonely Planet Publication
2. Travel Information Manual, IATA, Netherland, 2006
3. ATLAS

**Semester – III****Subject Name: International Tourism Management****Type of Course: Major****Subject Code: TTM202M304****Course Level: 200****Course Credit: 4****Scheme of Evaluation: Theory****L-T-P-C – 2-2-0-4****Course Objective:**

The course will cover a comprehensive understanding of international tourism management by means of describing various aspects of tourism holistically.

**Course Outcomes:**

Having successfully completed this module, a student will be able to –

CO 1	To <b>define</b> the concept of International Tourism	BT 1
CO 2	To <b>explain</b> about the assessment and problems of International Tourism Management	BT 2
CO 3	To <b>identify</b> the different international hotel chains	BT 3
CO 4	To <b>analyze</b> the role of human resources and cultural diversity	BT 4

**Detailed Syllabus:**

Modules	Topics (if applicable) & Course Contents	Periods
<b>I.</b>	International Tourism Meaning and Significance – Globalisation & tourism sector Globalisation & the business world, the tourism industry, challenges, Factors affecting Global & regional tourist movements, Demand and origin factors, destination & resource factors. Contemporary trends in international tourist movements.	12
<b>II.</b>	Political aspects of international travel, tourism Barriers to travel, tourism investment & business, regulations, international organisations dealing with barriers viz : WTO, IMF, IHA, need for government support of tourism, national tourism organizations, political stability, travel advisories, political risk, crisis management	12
<b>III.</b>	International hotels, balancing global & local perspectives Operating in a multinational environment.	12
<b>IV</b>	Human resources & cultural diversity Understanding cultural diversity, cultural perceptions, business protocol, cultural considerations in negotiations	12
<b>TOTAL</b>		<b>48</b>

**Text Books:**

- Hollinshead, K. (2006). *Tourism and Globalization: Cultural Challenges in the Tourism Sector*. Routledge.
- Sharpley, R. & Telfer, D.J. (2015). *Tourism and Development: Concepts and Issues*. Channel View Publications.
- Cooper, C., Fletcher, J., Fyall, A., Gilbert, D., & Wanhill, S. (2008). *Tourism: Principles and Practice*. Pearson.
- Glaesser, D. (2006). *Crisis Management in the Tourism Industry*. Butterworth-Heinemann.

**Reference Books:**

1. Dwyer, L., Forsyth, P., & Dwyer, W. (2010). *Tourism Economics and Policy*. Channel View Publications.
2. Hall, C.M. (2005). *Tourism: Rethinking the Social Science of Mobility*. Pearson.
3. Harrison, D. (2001). *Tourism and the Less Developed World: Issues and Case Studies*. CABI Publishing.
4. Williams, S. & Lew, A.A. (2014). *Tourism Geography: Critical Understandings of Place, Space and Experience*. Routledge.

Semester – III
<b>Subject Name: Fundamentals of Tourism Marketing</b> <b>Type of Course: Minor (Open)</b> <b>Subject Code: TTM202N301</b> <b>Course Level: 200</b> <b>Course Credit: 4</b> <b>Scheme of Evaluation: Theory</b> <b>L-T-P-C – 3-1-0-4</b>

### Course objectives:

The objectives of the course are to introduce the students to basic concepts of marketing and tourism marketing, along with marketing mix.

### Course Outcomes:

After completion of the course learners will be able –

CO 1	<b>To define</b> the concept of Marketing, its nature and scope for tourism marketing	BT 1
CO 2	<b>To classify</b> various segments of market and the issues related to it	BT 2
CO 3	<b>To identify</b> the concept of promotion and communication	BT 3

### Detailed Syllabus:

Module	Content	Periods
<b>I</b>	<b>Marketing:</b> Introduction to tourism marketing: Definition; nature & scope of tourism marketing; process growth of tourism marketing. Understanding the needs, want, demands, value and satisfaction, evolution of marketing.	<b>12</b>
<b>II</b>	<b>Market targeting:</b> Concept of market segmentation; targeting and positioning. Types of segmentation; Marketing mix. <b>Product issues:</b> Types of products; product mix dimensions; product strategies, product life cycle.	<b>12</b>
<b>III</b>	<b>Pricing:</b> Concept of price, factor influencing tourism pricing, method of price fixation; pricing strategies. <b>Distribution channels:</b> Nature importance distribution system. Marketing intermediaries.	<b>12</b>
<b>IV</b>	<b>Promotion:</b> Concept of Promotion and Communication; objectives and components of promotion mix; factor affecting promotion mix, types of marketing promotion and communication tools. importance of marketing promotion and communication; promotion mix; Service Characteristics of Tourism. Green Marketing, Consumer Protection Act	<b>12</b>
	<b>Total</b>	<b>48</b>

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
x	90 Hrs.	30 Hrs. 3. Projects and Assignments on various guest handling techniques. 4. Role play on different situation handlings

### Text Books:

4. Tourism Principles & Practices, Swain, S.K. & Mishra, J.M. (2012)., Oxford University Press, New Delhi.
5. The Business of Tourism, Holloway, J. C. (1994)., Pitman Publishing, London. “(L)”.
6. Principles of Management of Management, Neeru Vasishth & Vibhuti Vasishth (2014). Taxmann Publications, New Delhi

### Reference Books:

3. Medlik, S. (1997). Understanding Tourism, Butterworth Hinemann, Oxford
4. Hayward, Peter (2000). Leisure and Tourism, Hiennemann GNVQ Intermediate, Hiennemann Educational Publishers
5. Butler, R.W. (2006). Tourism Area Life Cycle: Applications and Modifications, Channel View Publications.

### Additional Reading:

4. E-Gyankosh – Tourism Marketing (<https://egyankosh.ac.in/handle/123456789/67267>)
5. Tourism Studies – MID Sweden University (<https://www.miun.se/en/education/courses/business-law-social-sciences-and-tourism/tourism-studies/>)

**Subject Name:** Behavioural Sciences -III  
**UG 3rd semester**  
**Course code:** BHS982A304  
**Credit: 1**

**Course objectives:** To increase one's ability to draw conclusions and develop inferences about attitudes and behaviour, when confronted with different situations that are common in modern organizations. To enable the students to understand the process of problem solving and creative thinking.

**Course outcomes:** On completion of the course the students will be able to:

CO1: Understand the process of problem solving and creative thinking.

CO2: Develop and enhance of skills required for decision-making.

**Detailed Syllabus:**

Modules	Course Contents	Periods
I	<b>Problem Solving Process</b> Defining problem, the process of problem solving, Barriers to problem solving (Perception, Expression, Emotions, Intellect, surrounding environment)	4
II	<b>Thinking as a tool for Problem Solving</b> What is thinking: The Mind/Brain/Behaviour Critical Thinking and Learning: -Making Predictions and Reasoning. -Memory and Critical Thinking. - Emotions and Critical Thinking.	4
III	<b>Creative Thinking</b> Definition and meaning of creativity, The nature of creative thinking: Convergent and Divergent thinking, Idea generation and evaluation (Brain Storming) Image generation and evaluation.  - The six-phase model of Creative Thinking: ICEDIP model	4
IV	<b>Building Emotional Competence</b> Emotional Intelligence – Meaning, components, Importance and Relevance Positive and Negative emotions Healthy and Unhealthy expression of emotions	4
<b>Total</b>		<b>16</b>

**Text books:**

1. J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 3, Management; Pfeiffer &Company
2. Blair J. Kolasa, Introduction to Behavioural Science for Business, John Wiley & Sons Inc.

**Type of Course: AEC (w.e.f. 2023-24)**  
**UG programmes Semester: 3rd**  
**Course Code: CEN982A301**  
**Course Title: CEN III – Fundamentals of Business Communication**  
**Total credits: 1**  
**Course level: 200**  
**L-T-P-C: 1-0-0-1**  
**Scheme of Evaluation: Theory and Practical**

**Course Objective:** The aim of the course is to develop essential business communication skills, including effective writing, speaking, and interpersonal communication, to enhance professional interactions, collaboration, and successful communication strategies within diverse corporate environments.

**Course Outcomes:** On successful completion of the course the students will be able to:

SI No	Course Outcome	Blooms Taxonomy Level
CO 1	Define and list business documents using appropriate formats and styles, demonstrating proficiency in written communication for various business contexts.	BT 1
CO 2	Demonstrate confident verbal communication skills through persuasive presentations, active listening, and clear articulation to	BT 2
CO 3	Define and identify different life skills and internet competencies required in personal and professional life.	BT 3

Detailed Syllabus		
Modules	Course Contents	Periods
I	<b>Presentation Skills</b> Importance of presentation skills, Essential characteristics of a good presentation, Stages of a presentation, Visual aids in presentation, Effective delivery of a presentation	5
II	<b>Business Writing</b> Report writing: Importance of reports, Types of reports, Format of reports, Structure of formal reports Proposal writing: Importance of proposal, Types of proposal, structure of formal proposals Technical articles: Types and structure	5
III	<b>Preparing for jobs</b> Employment Communication and its Importance, Knowing the four-step employment process, writing resumes, Guidelines for a good resume, Writing cover letters Interviews: Types of interviews, what does a job interview assess, strategies of success at interviews, participating in group discussions.	5

IV	<p><b>Digital Literacy and Life Skills</b></p> <p><b>Digital literacy:</b> Digital skills for the '21st century', College students and technology, information management using Webspaces, Dropbox, directory, and folder renaming conventions. Social Media Technology and Safety, Web 2.0.</p> <p><b>Life Skills:</b> Overview of Life Skills: Meaning and significance of life skills, Life skills identified by WHO: self-awareness, Empathy, Critical thinking, Creative thinking, Decision making, problem-solving, Effective communication, interpersonal relationship, coping with stress, coping with emotion.</p> <p>Application of life skills: opening and operating bank accounts, applying for pan, passport, online bill payments, ticket booking, gas booking</p>	5
<b>Total</b>		20

**Keywords:** Employability, business writing, presentation skills, life skills

**Textbooks:**

1. *Business Communication* by PD Chaturvedi and Mukesh Chaturvedi



Semester – III
<b>Subject Name: Itinerary Designing &amp; Costing</b> <b>Type of Course: SEC</b> <b>Subject Code: TTM202S312</b> <b>Course Level: 200</b> <b>Course Credit: 3</b> <b>Scheme of Evaluation: Practical</b> <b>L-T-P-C – 0-0-6-3</b>

### Course objectives:

To equip students with the knowledge and practical skills necessary for successful Itinerary Designing & Costing, including planning, implementation, and evaluation, in order to meet the needs and preferences of diverse clientele and ensure memorable travel experiences.

### Course Outcomes:

After completion of the course learners will be able –

CO 1	To <b>analyze</b> market trends and consumer preferences to develop compelling travel itineraries.	BT 1
CO 2	To <b>demonstrate</b> an understanding of the principles of pricing, costing, and legal considerations.	BT 2
CO 3	To <b>negotiate</b> contracts with suppliers and effectively manage logistics for tour package implementation.	BT 3
CO 4	To <b>evaluate</b> client feedback and satisfaction levels to identify areas for improvement in tour packaging strategies.	BT 4

### Detailed Syllabus:

Module	Content	Periods
I	<b>Itinerary Meaning, Nature and Scope:</b> Itinerary and Travel Plan: Definition, Differentiation, Scope and Significance Components and Elements of an Effective Tour Itinerary. Information and Research Input Required in Preparation of Tour Itineraries Systematic Approach for Itinerary Preparation; Constraints and Grey Areas involved in Preparation of Innovative Itineraries	12
II	<b>Tour Package Planning and Management:</b> Types of Itineraries Pre-designed, 'Tailor Made' and 'flexible' Itineraries: Scope and Differentiation  Pricing and Costing Strategies <ul style="list-style-type: none"> <li>- Factors influencing tour package pricing (e.g., seasonality, destination, duration)</li> <li>- Cost estimation for various components of the tour package</li> <li>- Determining profit margins and pricing structures</li> </ul>	12

	<ul style="list-style-type: none"> <li>- Strategies for pricing competitiveness while maintaining profitability</li> </ul> <p>Legal and Regulatory Considerations</p> <ul style="list-style-type: none"> <li>- Understanding legal requirements and regulations related to tour packaging</li> <li>- Contracting with suppliers (hotels, transportation companies, activity providers)</li> <li>- Ensuring compliance with industry standards and consumer protection laws</li> <li>- Managing liability and risk through insurance and waivers</li> </ul>	
<b>III</b>	<p><b>Tour Package Implementation</b></p> <p>Supplier Negotiation and Contracting</p> <ul style="list-style-type: none"> <li>- Contacting and negotiating with suppliers for accommodations, transportation, and activities</li> <li>- Drafting and finalizing contracts, including terms and conditions</li> <li>- Ensuring quality standards and service levels meet the requirements of the tour package</li> </ul> <p>Itinerary Execution and Logistics Management</p> <ul style="list-style-type: none"> <li>- Coordination of transportation, accommodation, and activity bookings</li> <li>- Managing changes and adjustments to the itinerary as needed</li> <li>- Providing clear instructions and information to clients regarding the tour package</li> <li>- Handling unexpected challenges or disruptions during the tour</li> </ul>	<b>12</b>
<b>IV</b>	<p><b>Client Feedback and Satisfaction Analysis</b></p> <ul style="list-style-type: none"> <li>- Collecting feedback from clients regarding their tour experience</li> <li>- Analyzing feedback to identify areas of strength and areas for improvement</li> <li>- Implementing changes and enhancements based on client suggestions</li> <li>- Monitoring customer satisfaction levels over time</li> </ul> <p>Continuous Improvement Strategies</p> <ul style="list-style-type: none"> <li>- Conducting post-tour evaluations with suppliers to assess performance</li> <li>- Identifying opportunities for cost savings or efficiency improvements</li> <li>- Staying updated on market trends and customer preferences</li> <li>- Innovating and developing new tour packages to meet evolving demands</li> </ul>	<b>12</b>
	<b>Total</b>	<b>48</b>

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
x	48 Hrs.	30 Hrs. 1. Projects and Assignments on tour packaging. 2. Real-life assignment on client feedback and satisfaction analysis

### Textbooks:

1. Goeldner, C. R., & Ritchie, J. R. B. (2019). *Tourism: Principles, Practices, Philosophies* (13th ed.). Wiley.
2. Beirman, D. (2018). *Restoring Tourism Destinations in Crisis: A Strategic Marketing Approach*. CABI.
3. Weaver, D. B., & Lawton, L. J. (2014). *Tourism Management* (5th ed.). Wiley.

### Reference Books:

1. Prideaux, B., & Cooper, M. (Eds.). (2017). *Destination Marketing: An Integrated Marketing Communication Approach*. CABI.
2. Page, S. J. (2019). *Tourism Management: An Introduction* (6th ed.). Routledge.
3. Boniface, B. G., & Cooper, C. P. (2012). *Worldwide Destinations: The Geography of Travel and Tourism* (6th ed.). Routledge.

### Additional Reading:

1. Hamdan, H., & Yuliantini, T. (2021). Purchase behavior: online tour package. *Dinasti International Journal of Management Science*, 2(3), 420-434.
2. Rahman, S. A., Benjamin, A. M., & Bakar, E. M. N. E. A. (2014, July). Economic tour package model using heuristic. In *AIP Conference Proceedings* (Vol. 1605, No. 1, pp. 1160-1165). American Institute of Physics.

Semester – IV
<b>Subject Name: Entrepreneurship Management</b> <b>Type of Course: Major</b> <b>Subject Code: TTM202M401</b> <b>Course Level: 200</b> <b>Course Credit: 4</b> <b>Scheme of Evaluation: Theory</b> <b>L-T-P-C – 3-1-0-4</b>

### Course Objective:

The objectives of the course are to introduce students to the basic concepts of Entrepreneurship and Management.

### Course Outcomes:

Having successfully completed this module, a student will be able to –

CO 1	To <b>define</b> the concept of entrepreneurship	BT 1
CO 2	To <b>explain</b> the concept of management and various level of the same.	BT 2
CO 3	To <b>identify</b> the concept of proprietorship	BT 3
CO 4	To <b>identify</b> the characteristics of an entrepreneur	BT 3

### Detailed Syllabus:

Modules	Topics / Course content	Periods
<b>I</b>	<b>Introduction:</b> The entrepreneur: Definition, Emergence of entrepreneurial class; Theories of entrepreneurship; role of social economic environment; characteristics of entrepreneur. leadership; risk taking; decision making and business planning.	12
<b>II</b>	<b>Management:</b> Concept, understanding management, management levels and skills, managers: roles, tasks & responsibilities, management functions, characteristics of an efficient manager	12
<b>III</b>	<b>Sole proprietorship:</b> meaning, salient features, advantages& disadvantages Partnership: meaning, salient features, advantages& disadvantages Company: meaning, salient features, types of companies, Franchise	12

IV	<p><b>Characteristics of an entrepreneur:</b> vision, knowledge, desire to succeed, independence, optimism, value addition, initiative, goal setting, problem solver, good human relations &amp; communication skills</p> <p>Process of entrepreneurship: identifying an opportunity, establishing a vision, persuading others, gathering resources, create new venture, changing/adapting with time.</p> <p>Barriers to entrepreneurship: environmental, financial, personal, societal &amp; political</p>	12
<b>Total</b>		48

#### Text Books:

1. Management and Entrepreneurship, T. Krishna Rao N.V.R. Naidu, Dreamtech Press (1 January 2019)
2. Entrepreneurship Development & Management, R.K. Singal, S K Kataria and Sons; Reprint 2013 edition
3. Principles of Management of Management, Neeru Vasishth & Vibhuti Vasishth (2014). Taxmann Publications, New Delhi

#### Reference Books:

1. Entrepreneurship | 11th Edition, Robert D. Hisrich, Michael P. Peters, Dean A. Shepherd, Sabyasachi Sinha, McGraw Hill; Eleventh edition (6 August 2020)
2. Leisure and Tourism, Hayward, Peter (2000), Hiennemann GNVQ Intermediate, Hiennemann Educational Publishers

#### Additional Reading:

1. Current Research on Entrepreneurship and SME Management ([https://ecsb.org/wp-content/uploads/2014/06/inter-rent\\_2010.pdf](https://ecsb.org/wp-content/uploads/2014/06/inter-rent_2010.pdf))
2. Entrepreneurship, Research And Business Management. Remedies For Unemployment And Poverty Reduction In Botswana (<https://www.grin.com/document/453320>)

Semester – IV
<b>Subject Name: Human Resource Management in Tourism</b> <b>Type of Course: Major</b> <b>Paper Code: TTM202M402</b> <b>Course Level: 200</b> <b>Course Credit: 4</b> <b>L-T-P-C – 3-1-0-4</b> <b>Scheme of Evaluation: Theory</b>

### Course Objective:

This course is designed to understand the concepts of human resource management and refer the same in managing, planning and controlling human resource. The objective of this course is to acquaint the participants with concepts and techniques used in HRM

### Course Outcomes

Having successfully completed this module, a student will be able –

CO 1	<b>To define</b> the fundamental concepts of Human Resource Management and its role in the tourism industry	BT 1
CO 2	<b>To explain</b> key HRM functions such as recruitment, selection, training, and development in tourism organizations.	BT 2
CO 3	<b>To identify</b> the importance of motivation, leadership, and employee retention strategies in hospitality and tourism.	BT 3
CO 4	<b>To analyze</b> the challenges and best practices in human resource planning for sustainable tourism workforce management.	BT 4

### Detailed Syllabus:

Modules	Topics (if applicable) & Course Contents	Periods
<b>I</b>	<b>Human resource management</b> – Scope – functions and objectives – personnel management and HRM evolution – HRM – requirement of HRM in tourism	<b>15</b>
<b>II</b>	<b>Human resource planning</b> – meaning and definition – information of HRP – process of HRP – requisites for successful HRP – barriers to HRP – job analysis – job design	<b>15</b>
<b>III</b>	<b>Recruitment</b> – Recruitment process – selection – selection process – methods selection – induction – placement  <b>Training and Development</b> – Nature and importance of training and development – HRD in tourism – techniques of training	<b>15</b>
<b>IV</b>	<b>Performance Appraisal</b> – appraisal process – job evaluation – job evaluation process – compensation influencing factors – components of remuneration – Absenteeism and Labour turn over – labour welfare – wage and salary Administration	<b>15</b>
<b>TOTAL</b>		<b>60</b>

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
60 Hrs.	x	30 Hrs. 1. Projects and Assignments on various eco and sustainable practices in tourism around the world.

#### **Text Books:**

1. K. Aswathappa (1999); Human Resources and Personnel management – text and cases; Tata McGraw-Hill, New Delhi
2. Aswathappa K (2008), Organisational behaviour, Himalaya Publishing. New Delhi
3. Management of Human Resources - text and cases; Rakesh. K. Chopra

#### **Reference Books:**

1. Human Resources Management; C.B. Gupta 5. Human Resources Development; Dr. P. C. Tripathi.
2. Railey M (2014), Human Resource Management, Butterworth Heinemann.London.
3. M Boella, S Goss-Turner, Human Resource Management in the Hospitality Industry: An introductory guide, Butterworth-Heinem

#### **Additional Readings:**

1. A Research Paper on Human Resources Planning, Process and Developing (<https://www.ijrte.org/wp-content/uploads/papers/v8i6/F7550038620.pdf>)
2. A Study on Contribution of Digital Human Resource Management towards Organizational Performance (<https://researchleap.com/a-study-on-contribution-of-digital-human-resource-management-towards-organizational-performance/>)

**Semester – IV****Subject Name: Cultural Tourism in India****Type of Course: Major (IKS)****Paper Code: TTM202M404****Course Level: 200****Course Credit: 4****Scheme of Evaluation: Theory****L-T-P-C: 3-1-0-4****Course Objective:**

This course aims to provide a comprehensive understanding of the rich and diverse art heritage of India, spanning various historical periods and regions. Students will explore the evolution of Indian art, its cultural significance, and the key organizations contributing to the preservation and promotion of this heritage.

**Course Outcomes:**

Having successfully completed this module, a student will be able –

CO 1	<b>To Recall</b> the evolution of Indian art and culinary heritage through different historical periods.	BT 1
CO 2	<b>To Synthesize</b> knowledge of modern and contemporary Indian art movements and culinary traditions.	BT 2
CO 3	<b>To Develop</b> historical perspectives to understand the development of Indian traditions.	BT 3
CO 4	<b>To Discover</b> diverse regional culture of India and their significance.	BT 4

**Detailed Syllabus:**

Modules	Topics / Course content	Periods
I	<b>Introduction:</b> Sources Literary and Archaeological Cultural Resources - Important Religions and Religious Centers – Shrines Pilgrimages Fairs and Festivals - Centers of Yoga and Meditation - Indian Dance Forms - Music - Classical and Folk.	12
II	<b>Modern and Contemporary Art:</b> Handicrafts and Modern Centers - Various Types of Handicrafts - Cane Work - Pottery - Terra-cotta – Carpets - Textiles - Kalankari Brass – Silver - Stone Cutting - Sculpture – Costumes – Ornaments - Art of Cookery	12
III	<b>Cultural Tourism Resource:</b> Fairs, Festivals, culinary traditions, crafts, Melas, Emporia, Folklores and traditions of the states of Southeastern and Central India – Classical traditions of music and Dance of India Performing arts and Yoga.	12
IV	<b>Religious Tourism:</b> Hindu-Char Dham, Kasi, Varanasi, Mathura, Rishikesh, Tirupati, Puri, Kamakhya, Vaishno Devi, Akshar Dham and other Important Hindu temples of all regions of India.  Buddhist-Buddhist Circuit (Lumbini, Bodhgaya, Sarnath, Kushinagar, Vaishali, Rajgir, Sankisa, Sravasti; Christians -	12



	Churches & Convents of Goa, Kerala and other States - Islamic-Ajmer Sharif, Fatehpur Sikri, Haji Ali and important.  Masjids of India Jain- Rajgir, Pavapuri, Dilwara temples, Gomateshwara Temple, Sikh - Golden Temple and other Gurudwars; Lotus Temple.	
<b>Total</b>		60

<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
60	x	30 Hrs.

#### **Text Books:**

1. Indian Art by Partha Mitter, Oxford University Press
2. Indian Art and Culture by Nitin Singhania, McGraw Hills
3. The Story of Art in India by Ratan Parimoo
4. Indian Food: A Historical Companion by KT Acharya, Oxford University Press, 1994
5. The Bloomsbury Handbook of Indian Cuisine by Colleen Taylor Sen, Sourish Bhattacharyya, Helen Saberi, Bloomsbury

#### **Reference Books:**

1. Elements of Indian Art: Including Temple Architecture, Iconography and Iconometry by SP Gupta and SP Asthana, DK Printwood
2. 5000 Years of Indian Art by Sushma Bahl, Roli Books

#### **Additional Readings:**

1. Lorenzetti, T., & Scialpi, F. (Eds.). (2013). Glimpses of Indian History and Art: Reflections on the past, perspectives for the future. Sapienza Università editrice.
2. Mosteller, J. F. (1990). The problem of proportion and style in Indian art history: or why all Buddhas in fact do not look alike. Art Journal, 49(4), 388-394.
3. Agarwal V.S. The Heritage of Indian Art, Publications Divisions, Govt. of India, New Delhi
4. Basham A.L., The Wonder That Was India, 3rd Edition, London.
5. Basham A.L., (ed.) A Cultural History of India, Oxford University Press, New Delhi Division, Reb., Tourism Pitman, London.

**Semester – IV****Subject Name: Quality Management in Tourism****Type of Course: Minor (Open)****Subject Code: TTM202N401****Course Level: 200****Credit Units: 3****Scheme of Evaluation: Theory****L-T-P-C – 2-1-0-3****Course Objective:**

After the completion of the course, the students are expected to be familiar and learn about importance and role of quality management in tourism.

**Course Outcomes:**

Having successfully completed this module, a student will be able to –

CO 1	To <b>define</b> the concept of quality management	BT 1
CO 2	To <b>explain</b> the application of service quality in managing tourist destinations	BT 2
CO 3	To <b>identify</b> various types of services, in future societies and impact of service in daily life	BT 3
CO 4	To <b>analyze</b> quality assurance frameworks and strategies for enhancing customer experience in tourism	BT 4

**Detailed Syllabus:**

Modules	Topics / Course content	Periods
<b>I</b>	<b>Quality Management:</b> Concept, need & importance Quality Management in Tourism, seasonality in tourism: Problems & Measurement, improving the tourist experience.	12
<b>II</b>	Application of service quality in managing tourist destination. Tourist destination life cycle and quality management. Total Quality Management & Tourism	12
<b>III</b>	Concept of Guest service: Definitions & Meaning Types of service, Classifications of services Growing importance of services in Future Societies & impact of service in daily life	12

<b>IV</b>	Deterioration of quality, Productivity & quality improvement, Management's challenges in service sector, Key elements of Managerial skill in Tourism & hospitality Industry, Tourism and crises Management	12
<b>Total</b>		48

**Text Book:**

1. Beverley Sparks, Connie Mok, Jay Kadampully (2001), Service Quality Management in Hospitality, Tourism, and Leisure, Routledge Member of the Taylor and Francis Group; 1st edition
2. O.N. Pandey, Bhupesh Aneja (2013), Quality Management, S.K. Kataria & Sons; Reprint 2013 edition
3. Sneha Tripathi, Aditya Tripathi (2016), A Textbook on Quality Management in Libraries (Quality Assurance in Libraries), Ess Ess Pubns (5 October 2016)

**Reference Books:**

1. Cases on Quality Initiatives for Organizational Longevity (Advances in Logistics, Operations, and Management Science), Archana Krishnan (Editor), IGI Global (20 June 2018)
2. Mukesh Sud, Priyank Narayan (2022), Leapfrog: Six Practices to Thrive at Work: Leapfrog Book | A Self Help Book to help you find success at the workplace, Penguin Viking (18 November 2022); Penguin Random House India

**Additional Readings:**

1. Goetsch, D. L., & Davis, S. B. (2000). Quality management. *Introduction to Total Quality Management for Production, Processing, and Services*.
2. Saraph, J. V., Benson, P. G., & Schroeder, R. G. (1989). An instrument for measuring the critical factors of quality management. *Decision sciences*, 20(4), 810-829.
3. Claver, E., Tari, J. J., & Molina, J. F. (2003). Critical factors and results of quality management: an empirical study. *Total quality management & business excellence*, 14(1), 91-118.

**Semester – IV**

**Subject Name: E-Tourism**  
**Type of Course: Minor (Open)**  
**Paper Code: TTM202N402**  
**Course Level: 200**  
**Course Credit: 3**  
**Scheme of Evaluation: Theory**  
**L-T-P-C: 2-1-0-3**

**Course Objective:**

The purpose of this course is to acquaint the learner with the basics of e-tourism in general and its significance.

**Course Outcomes:**

Having successfully completed this module, a student will be able –

CO 1	<b>To define</b> the concept and meaning of e-tourism and its significance	BT 1
CO 2	<b>To explain</b> the typology of e-tourism of e-tourism and its functioning	BT 2
CO 3	<b>To identify</b> e-tourism business processes	BT 3
CO 4	<b>To analyze</b> the impact of emerging technologies such as AI, IoT, and blockchain on e-tourism.	BT 4

**Detailed Syllabus:**

Modules	Topics (if applicable) & Course Contents	Periods
<b>I</b>	<b>Introduction to E-Tourism</b> , History of e-tourism, Scope of e-Tourism, ecommerce versus e-tourism, Basics of ICT and Challenges in the Tourism Industry induced by ICTs	<b>15</b>
<b>II</b>	<b>Typology of E-Tourism</b> - B2B e-tourism: Intermediary centric, Supplier centric, Buyer centric; B2C e-tourism; C2B e-Tourism; C2C e-Tourism; B2E e-Tourism Case studies on Online Travel Portal - Orbitz, Expedia, Priceline, Travelocity, MakeMyTrip, TripAdvisor, Booking.com, Airbnb, GDS etc	<b>15</b>
<b>III</b>	<b>Introduction to Application Program Interfaces (API)</b> , Role of Application Program Interfaces (API) in Hospitality and Tourism industry Payment system in E-tourism - mode of online payment - payment cards, electronic cash, software wallets and smart cards, Payment	<b>15</b>

	gateway API; Block of E-providers for billing and settlement. Issues in Online Payments, Case studies on PayPal, UPI and other leading online payment companies Security for e-Tourism, Security Certificates Marketing	
<b>IV</b>	<b>Social Media Marketing in Tourism</b> – Social Media Marketing in Tourism (Case Studies), Basics of Management Information Systems (MIS) in Tourism, Basics of Consumer Relationship Management (CRM) Software in tourism & hospitality, Impacts of online travel business on established marketing channels, Future of Etourism	<b>15</b>
	<b>Total</b>	<b>60</b>

<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
60 Hrs.	x	30 Hrs. 1. Group Project on E-Tourism 2. Individual Assignments on E-Tourism

#### **Text Books:**

1. Tourism Principles & Practices, Swain, S.K. & Mishra, J.M. (2012)., Oxford University Press, New Delhi.
2. The Business of Tourism, Holloway, J. C. (1994)., Pitman Publishing, London. “(L)”.
3. Principles of Management of Management, Neeru Vasishth & Vibhuti Vasishth (2014). Taxmann Publications, New Delhi

#### **Reference Books:**

1. Understanding Tourism, Medlik, S. (1997), Butterworth Hinemann, Oxford
2. Leisure and Tourism, Hayward, Peter (2000), Hiennemann GNVQ Intermediate, Hiennemann Educational Publishers

#### **Additional Reading:**

1. Tourism Operations & Management, Roday, S., Biwal, A., & Joshi, V., (2017), Oxford University Press
2. Hand Book on E-tourism  
(<https://books.google.co.in/books?id=8PGGEAAAQBAJ&printsec=frontcover#v=onepage&q&f=false>)

**Subject Name: Behavioural Sciences -IV**  
**UG 4th semester**  
**Course code: BHS982A404**  
**Credit: 1**

**Course objectives:** To increase one's ability to draw conclusions and develop inferences about attitudes and behaviour, when confronted with different situations that are common in modern organizations.

**Course outcomes:** On completion of the course the students will be able to:

CO1: Understand the importance of individual differences

CO2: Develop a better understanding of self in relation to society and nation

CO3: Facilitation for a meaningful existence and adjustment in society

**Detailed Syllabus:**

Modules	Course Contents	Periods
I	<b>Managing Personal Effectiveness</b> Setting goals to maintain focus, Dimensions of personal effectiveness (self-disclosure, openness to feedback and perceptiveness), Integration of personal and organizational vision for effectiveness, A healthy balance of work and play, Defining Criticism: Types of Criticism, Destructive vs Constructive Criticism, Handling criticism and interruptions.	4
II	<b>Positive Personal Growth</b> Understanding & developing positive emotions, Positive approach towards future, Impact of positive thinking, Importance of discipline and hard work, Integrity and accountability, Importance of ethics in achieving personal growth.	4
III	<b>Handling Diversity</b> Defining Diversity, Affirmation Action and Managing Diversity, Increasing Diversity in Work Force, Barriers and Challenges in Managing Diversity.	4
IV	<b>Developing Negotiation Skills</b> Meaning and Negotiation approaches (Traditional and Contemporary) Process and strategies of negotiations. Negotiation and interpersonal communication. Rapport Building – NLP.	4
<b>Total</b>		<b>16</b>

**Text books:**

- 1 J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 3, Management; Pfeiffer & Company
- 2 Blair J. Kolasa, Introduction to Behavioural Science for Business, John Wiley & Sons Inc.

**Type of Course: AEC (w.e.f. 2023-24)**  
**UG programmes Semester: 4th**  
**Course Code: CEN982A401**  
**Course Title: CEN IV – Employability and Communication**  
**Total credits: 1**  
**Course level: 200**  
**L-T-P-C: 1-0-0-1**  
**Scheme of Evaluation: Theory and Practical**

**Course Objectives:** This course is designed to enhance employability and maximize the students' potential by introducing them to the principles that determine personal and professional success, thereby helping them acquire the skills needed to apply these principles in their lives and careers.

**Course Outcomes:** After the successful completion of the course, the students will be able to -

SI No	Course Outcome	Blooms Taxonomy Level
CO 1	<b>Demonstrate</b> understanding the importance of verbal and non-verbal skills while delivering an effective presentation.	<b>BT 2</b>
CO 2	<b>Develop</b> professional documents to meet the objectives of the workplace	<b>BT 3</b>
CO 3	<b>Define and identify different life skills and internet competencies required in personal and professional life.</b>	<b>BT 3</b>

Detailed Syllabus		
Units	Course Contents	Periods
I	<b>Presentation Skills</b> Importance of presentation skills, Essential characteristics of a good presentation, Stages of a presentation, Visual aids in presentation, Effective delivery of a presentation	5
II	<b>Business Writing</b> Report writing: Importance of reports, Types of reports, Format of reports, Structure of formal reports Proposal writing: Importance of proposal, Types of proposal, structure of formal proposals Technical articles: Types and structure	5
III	<b>Preparing for jobs</b> Employment Communication and its Importance, Knowing the four-step employment process, writing resumes, Guidelines for a good resume, Writing cover letters Interviews: Types of interviews, what does a job interview assess, strategies of success at interviews, participating in group discussions.	5
IV	<b>Digital Literacy and Life Skills</b> <b>Digital literacy:</b> Digital skills for the '21st century', College students and technology, information management using Webspaces, Dropbox, directory, and folder renaming conventions. Social Media Technology and Safety, Web 2.0. <b>Life Skills:</b> Overview of Life Skills: Meaning and significance of life skills, Life skills identified by WHO: self-awareness, Empathy, Critical thinking, Creative thinking, Decision making, problem-	5



	solving, Effective communication, interpersonal relationship, coping with stress, coping with emotion. Application of life skills: opening and operating bank accounts, applying for pan, passport, online bill payments, ticket booking, gas booking	
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**Keywords:** Employability, business writing, presentation skills, life skills

**Textbook:**

1. *Business Communication* by PD Chaturvedi and Mukesh Chaturvedi

**References:**

1. *Business Communication* by Shalini Verma
2. *Technical Communication* by Meenakshi Raman and Sangeeta Sharma

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
15 hours		10 hours Movie/ Documentary screening Field visits Peer teaching Seminars Library visits

Semester – V
<b>Subject Name: Transport Services in Tourism</b> <b>Type of Course: Major</b> <b>Paper Code: TTM202M504</b> <b>Course Level: 300</b> <b>Course Credit: 4</b> <b>Scheme of Evaluation: Theory</b> <b>L-T-P-C – 2-2-0-4</b>

**Course Objective:** This course aims to provide an understanding of transportation modes, their development, infrastructure, and role in tourism promotion through key organizations and technology.

**Course outcomes:**

Having successfully completed this module, a student will be able –

CO 1	<b>To understand</b> the concept, typology, history of different transportation modes and role of organizations.	BT 1
CO 2	<b>To analyze</b> the resources, infrastructure, and role of road transportation in tourism.	BT 2
CO 3	<b>To evaluate</b> the development of railway transport in India, including tourist luxury and toy trains.	BT 3
CO 4	<b>To assess</b> the role of air transportation, cruise tourism, and technology in promoting travel and tourism.	BT 4

**Detailed Syllabus:**

Modules	Topics (if applicable) & Course Contents	Periods
<b>I.</b>	<b>Concept, typology &amp; History</b> of different modes of Transportation. Factors affecting the development of different modes of transport. Road Transport & Tourism: Resources & infrastructure of road transportation. Merits & demerits of road transportation.	<b>15</b>
<b>II.</b>	<b>Growth and development of Railway Transport in India:</b> Resources & infrastructure of railway transportation. Merits & demerits of railway transportation. Major Railways in India: especially emphasis on Tourist Luxury Trains & Toy Trains.	<b>15</b>
<b>III</b>	<b>Airlines &amp; Tourism:</b> Resources & infrastructure of air transportation. Merits & demerits of air transportation. Potential of Cruise Tourism in India. Role of ports in tourism promotion.	<b>15</b>
<b>IV</b>	<b>Contributions</b> of NHAI, IRCTC, DGCA, & Travel Apps in growth & promotion of Travel & Tourism. Significance of EURO Train for travel trade growth in Europe.	<b>15</b>

	<b>Total</b>			<b>60</b>
	<b>Credit Distribution</b>			
<b>Lecture/Tutorial</b>	<b>Practicum</b>		<b>Experiential Learning</b>	
60 Hrs.	x		30 Hrs.	

#### **Text Books:**

- Jagmohan Negi – Travel Agency and Tour Operations.
- Mohinder Chand - Travel Agency and Tour Operations: An Introductory Text Bhatia, A.K., - International Tourism.
- Seth, P.N., (1999) Successful Tourism Management (Vol 1 &2).

#### **Reference Books:**

- Medlik, S. (1997), *Understanding Tourism*, Butterworth-Heinemann, Oxford.
- McIntosh, Robert W. & Goldner, Charles, *Tourism: Principles, Practices, and Philosophies*, John Wiley and Sons Inc., New York, 1990 (9th Edition).

#### **Additional Reading:**

- [www.indianrailways.gov.in](http://www.indianrailways.gov.in)
- [www.irctc.co.in](http://www.irctc.co.in)
- [www.dorth.gov.in](http://www.dorth.gov.in)
- [www.morth.nic.in](http://www.morth.nic.in)

Semester – V
<b>Subject Name: Destination Marketing</b> <b>Type of Course: Major</b> <b>Paper Code: TTM202M502</b> <b>Course Level: 300</b> <b>Course Credit: 4</b> <b>Scheme of Evaluation: Theory</b> <b>L-T-P-C: 3-1-0-4</b>

### Course Objective:

This course aims to provide students with an understanding of destination marketing, including techniques and strategic approaches for promoting tourism destinations effectively.

### Course Outcomes:

Having successfully completed this module, a student will be able –

CO 1	<b>To define</b> tourism attractions, their typology, and criteria for tourist attractiveness.	BT 1
CO 2	<b>To explain</b> various strategy formulation approaches in destination marketing.	BT 2
CO 3	<b>To identify</b> destination marketing mix components and understand tourism distribution strategies.	BT 3
CO 4	<b>To analyze</b> the role of digital marketing, branding, and stakeholder collaboration in destination promotion.	BT 4

### Detailed Syllabus:

Modules	Topics (if applicable) & Course Contents	Periods
<b>I</b>	<b>Tourism Attractions &amp; Destination Analysis:</b> Definition, characteristics, typology, and criteria for tourist attractiveness. Development and design of tourist attractions. Destination Life Cycle and its phases. Destination Resource & Market Analysis, Environmental Scanning.	<b>16</b>
<b>II</b>	<b>Regional Goal Formulation &amp; Market Strategy:</b> Strategy formulation, Product Portfolio Strategies. Tourism Portfolio Model, Analysis of portfolio approaches. Market Segmentation in tourism – Basis, Steps. Target Marketing – targeting options, Positioning Strategy for destinations.	<b>16</b>
<b>III</b>	<b>Destination Marketing Mix &amp; Product Strategy:</b> Components of the Destination Marketing Mix. Product <b>Strategy</b> – Nature & Characteristics, Managing existing tourism products. New Product Development in regional tourism. Pricing Strategies – Tourists' perception of price.	<b>16</b>

<b>IV</b>	<b>Tourism Distribution Strategy &amp; Promotional Campaigns:</b> Selection of distribution channels. Developing an effective Promotional Strategy for destinations. Evaluation and Control of Tourism Campaigns. Role of Tourism Organizations in Destination Development – Best Practices and Case Studies of National & International Destinations.	<b>16</b>
	<b>Total</b>	<b>64</b>

<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
64 Hrs.	x	24 Hrs.

#### **Assignments & Practical Work:**

1. Case study on **destination branding and marketing strategies**.
2. Group project on **market segmentation of a tourism destination**.
3. SWOT analysis of a **famous international or Indian tourism destination**.

#### **Textbooks:**

1. Roday, S., Biwal, A., & Joshi, V. (2017). *Tourism Operations & Management*. Oxford University Press.
2. Bhatia, K.A. (2012). *International Tourism Management*. Sterling Publishers.

#### **Reference Books:**

1. Kotler, P., Bowen, J., & Makens, J. (2009). *Marketing for Hospitality and Tourism*. New Delhi: Prentice Hall/Pearson Education.
2. Dasgupta, D. (2010). *Tourism Marketing*. Pearson India.

#### **Additional Readings:**

1. Tsotsou, R., & Ratten, V. (2010). *Future research directions in tourism marketing*. Marketing Intelligence & Planning, 28(4), 533-544.
2. Dolnicar, S., & Ring, A. (2014). *Tourism marketing research: Past, present, and future*. Annals of Tourism Research, 47, 31-47.
3. Koc, E., & Boz, H. (2014). *Psychoneurobiochemistry of tourism marketing*. Tourism Management, 44, 140-148.

Semester – V
<b>Subject Name: Adventure Tourism</b> <b>Type of Course: Major</b> <b>Paper Code: TTM202M503</b> <b>Course Level: 300</b> <b>Course Credit: 4</b> <b>Scheme of Evaluation: Theory</b> <b>L-T-P-C: 3-1-0-4</b>

### Course Objective:

The purpose of this course is to introduce students to adventure tourism, its types, safety measures, and its impact on the tourism industry.

### Course Outcomes:

Having successfully completed this module, a student will be able –

CO 1	<b>To define</b> the concept and significance of adventure tourism.	BT 1
CO 2	<b>To explain</b> the classification and functioning of adventure tourism activities.	BT 2
CO 3	<b>To identify</b> various safety measures and regulatory guidelines in adventure tourism.	BT 3
CO 4	<b>To analyze</b> the economic, environmental, and social impacts of adventure tourism	BT 4

### Detailed Syllabus:

Modules	Topics (if applicable) & Course Contents	Periods
<b>I</b>	<b>Introduction to Adventure Tourism</b> –Concept, features, nature, scope and different types. List of recognized organizations and institutions associated with adventure tourism in India. Popular Adventure Sports of Uttarakhand, Govt. recognized institutes offering different Adventure sports Courses in Uttarakhand. Existing trends and places of import	<b>16</b>
<b>II</b>	<b>Types of Adventure Tourism</b> – Land-Based (Trekking, Mountaineering, Rock Climbing, Desert Safaris, Skiing), Water-Based (Rafting, Scuba Diving, Kayaking, Surfing), Air-Based (Paragliding, Skydiving, Bungee Jumping, Hot Air Ballooning); Case Studies of Adventure Tourism Companies	<b>16</b>
<b>III</b>	<b>Safety, Regulations, and Training</b> – Safety Standards, Risk Management, Equipment and Gear, Role of Government and Private Organizations (IMF, ATOAI, PADI, Aero Club of India); Case Studies on Safety Incidents in Adventure Tourism. Adventure tourism impacts- social, cultural, economic and environmental impacts of air-based adventure tourism. Issues from the perspective of different stakeholders (government, local	<b>16</b>

	people, tourists and tourism businesses).	
<b>IV</b>	<b>Marketing and Future of Adventure Tourism</b> – Role of Social Media and Digital Marketing in Adventure Tourism, Adventure Tour Planning, Customer Relationship Management, Emerging Trends in Adventure Tourism, Sustainability and Responsible Adventure Tourism	<b>16</b>
	<b>Total</b>	<b>64</b>

<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
64 Hrs.	x	24 Hrs.

#### **Text Book:**

1. Buckley, R. (2006). *Adventure tourism*. Cabi.
2. Gupta, V. K. (1987). *Tourism in India*. Gyan Publishing House.

#### **Reference Books:**

1. I.C. Gupta & Kasbekar. S. *Tourism Products of India*.
2. Malik, S.S, *Potential of adventure Tourism in India*, Agam Kala Prakashan Publishers.
3. Negi. J. *Adventure Tourism and Sports: Risks and Challenges*. Kanishka Publications.
4. Wright. G. *Hill Stations of India*. Penguin Books, New Delhi

#### **Additional Readings:**

1. Weber, K. (2001). Outdoor adventure tourism: A review of research approaches. *Annals of tourism research*, 28(2), 360-377.
2. Swarbrooke, J., Beard, C., Leckie, S., & Pomfret, G. (2003). *Adventure tourism: The new frontier*. Routledge.
3. Rantala, O., Rokenes, A., & Valkonen, J. (2018). Is adventure tourism a coherent concept? A review of research approaches on adventure tourism. *Annals of Leisure Research*, 21(5), 539-55

Semester – V
<b>Subject Name: Strategic Management in Tourism</b> <b>Type of Course: Minor (Open)</b> <b>Paper Code: TTM202N501</b> <b>Course Level: 300</b> <b>Course Credit: 4</b> <b>Scheme of Evaluation: Theory</b> <b>L-T-P-C: 3-1-0-4</b>

### Course Objective:

The purpose of this course is to acquire an in-depth knowledge about the various managerial skills and their application the real-world scenario.

### Course Outcomes:

Having successfully completed this module, a student will be able –

CO 1	<b>To define</b> the fundamental concepts of strategy and strategic management.	BT 1
CO 2	<b>To explain</b> different levels of strategy and their significance in business operations.	BT 2
CO 3	<b>To identify</b> various strategic decision-making processes and their role in strategic management.	BT 3
CO 4	<b>To analyze</b> contemporary strategic challenges and the impact of emerging trends on tourism businesses.	BT 4

### Detailed Syllabus:

Modules	Topics (if applicable) & Course Contents	Periods
<b>I</b>	Definition and Importance of Strategy Evolution of Strategic Management Mission, Vision, Goals, and Objectives The Role of Strategy in Business Success Competitive Advantage and Core Competencies	<b>16</b>
<b>II</b>	<b>Levels of Strategy and Strategic Planning:</b> Corporate-Level Strategy: Meaning, Scope, and Characteristics Business-Level Strategy: Competitive and Cooperative Strategies Functional & Operational Strategies: Integration across Departments. Strategic Planning: Definition, Importance, and Process Tools for Strategic Planning: SWOT Analysis, PESTEL Analysis, BCG Matrix, GE Matrix, Porter's Five Forces	<b>16</b>
<b>III</b>	<b>Strategic Decision-Making and Implementation:</b> Decision-Making Process in Strategy Formulation Mintzberg's Modes of Strategic Decision-Making Role of Leadership in Strategic Decisions Strategic Implementation: Meaning and Importance Challenges in Strategy Execution and Overcoming Barriers	<b>16</b>



<b>IV</b>	<b>Strategy Formulation and Contemporary Issues:</b> Major Strategic Options: Stability, Growth, Retrenchment, and Combination Strategies Corporate Restructuring and Turnaround Strategies Business Ethics and Corporate Social Responsibility (CSR) in Strategic Management, Emerging Trends in Strategic Management: Digital Transformation, Sustainability, and Globalization	<b>16</b>
	<b>Total</b>	<b>64</b>

<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
64 Hrs.	x	24 Hrs.

#### **Text Books:**

1. Ansoff, H. (2007). *Strategic management*. Springer.
2. Miller, A., & Dess, G. G. (1996). *Strategic management*.

#### **Reference Books:**

1. Ansoff, H. I., Kipley, D., Lewis, A. O., Helm-Stevens, R., & Ansoff, R. (2018). *Implanting strategic management*. Springer.
2. Saloner, G., Shepard, A., & Podolny, J. (2005). *Strategic management*. John Wiley & Sons.
3. Sadler, P. (2003). *Strategic management*. Kogan Page Publishers.

#### **Additional Readings:**

1. Igor Ansoff, H. (1987). Strategic management of technology. *Journal of Business Strategy*, 7(3), 28-39.
2. Bracker, J. (1980). The historical development of the strategic management concept. *Academy of management review*, 5(2), 219-224.
3. Rumelt, R. P., Schendel, D., & Teece, D. J. (1991). Strategic management and economics. *Strategic management journal*, 12(S2), 5-29.

Semester – V
<b>Subject Name: Internship</b> <b>Type of Course: Internship</b> <b>Paper Code: TTM202M521</b> <b>Course Level: 300</b> <b>Course Credit: 4</b> <b>Scheme of Evaluation: Practical</b> <b>L-T-P-C: 0-0-8-4</b>

### Course Objective:

The purpose of this internship is to provide students with hands-on exposure to the travel, tourism, aviation, hospitality, or related sectors. The training will help students understand real-world industry practices and enhance their professional competencies.

### Course Outcomes:

Having successfully completed this module, a student will be able –

CO 1	<b>To apply</b> theoretical knowledge to practical situations in the tourism and hospitality industry.	BT 3
CO 2	<b>To analyze</b> the operational functions of travel agencies, tour operators, airlines, hotels, NGOs, DMOs, or DoT.	BT 4
CO 3	<b>To evaluate</b> industry challenges and propose solutions based on their internship experience.	BT 5

### Internship Guidelines:

- Students of **TTM 5<sup>th</sup> semester** must undergo a **6-week (45 days) industrial training** at reputed tourism and travel organizations under the guidance of a faculty advisor.
- The internship should provide **complete functional exposure** to operations in travel, aviation, hospitality, NGOs, DMOs, or DoT.
- At the end of the internship, students must submit a **Summer Training Report** and give a **presentation** within **three weeks** after completing the training.
- The **Summer Training Report and Viva-Voce Examination** will be evaluated by both an **external examiner** and an **internal faculty guide**.
- The **Dean, School of Travel and Tourism Management** will approve the external examiners from a panel submitted by the **Head of the Department**.

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
X	X	6 Weeks of Offline Industrial Training in a Travel Agency or Tour Operator

Semester – VI
<b>Subject Name: Special Interest Tourism</b> <b>Type of Course: Minor (Open)</b> <b>Subject Code:</b> <b>Course Level: 300</b> <b>Course Credit: 4</b> <b>Scheme of Evaluation: Theory</b> <b>L-T-P-C – 2-2-0-4</b>

**Course Objective:** This course shall introduce the learners to the various concepts of Special Interest Tourism.

**Course outcomes:**

Having successfully completed this module, a student will be able –

CO 1	<b>To define</b> the basic concepts of Special Interest Tourism	BT 1
CO 2	<b>To classify</b> and explain the nature of Special Interest Tourism	BT 2
CO 3	<b>To identify</b> the typologies of Special Interest Tourism	BT 3
CO 4	<b>To construct</b> various travel itineraries based upon Special Interest Tourism in India	BT 4

**Detailed Syllabus:**

Modules	Topics (if applicable) & Course Contents	Periods
<b>I.</b>	<b>Definition and Concept</b> Special interest tourism -concept, definition, importance; classification of special interest tourism; determinants of special interest tourism; trends in special interest tourism development. Culture and heritage tourism –definition, concept, benefits, challenges, forms of cultural heritage; culture and heritage tourism products; institutional framework – UNESCO, ASI, INTACH, ICCROM, ITRHD; educational tourism- definition, forms, importance and global trends	<b>15</b>
<b>II.</b>	<b>Nature of Special Interest Tourism:</b> concept, benefits, trends, classification; major sporting events and destinations. Medical tourism - concept, definition, benefits, trends, global scenario of medical tourism, major destinations; health and wellness tourism in India; Aboriginal cultures and Indigenous tourism, Educational tourism, Sports Tourism	<b>15</b>
<b>III</b>	<b>Dark and doom tourism</b> -Definition and types, motivation for dark and doom tourism, famous dark and doom tourism destinations; Rural tourism- definition, types, opportunities and challenges, major destinations; Avitourism - Definition, types and benefits of birding travel, top birding travel destinations	<b>15</b>

<b>IV</b>	<b>Special interest tourism itineraries in India</b> Educational, Dark, Slum, CBT, Indigenous Tourism, Health Tourism, Food and Wine Tourism, Film Tourism, Senior Tourism, Urban Tourism, Ayurveda and Spiritual Tourism.	<b>15</b>
	<b>Total</b>	<b>60</b>
<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
60 Hrs.	x	30 Hrs. 1. Group Project on Special Interest Tourism Typology 2. Individual Assignments on Special Interest Tourism Systems

#### **Text Books:**

1. Agarwal, S., Busby, G., & Huang, R. (Eds.). (2018). Special Interest Tourism: Concepts, Contexts and Cases. CABI. ·
2. Douglas, N., & Derrett, R. (2001). Special interest tourism. John Wiley and Sons Australia, Ltd. ·
3. Hall, C. (2013). Medical Tourism: The Ethics, Regulation, and Marketing of Health Mobility. Routledge. ·

#### **Reference Books:**

1. Beeton, S. (2016). Film-induced tourism. Channel view publications.
2. Timothy, D. J. (2005). Shopping tourism, retailing and leisure. Channel View Publications.
3. Lennon, J. J., & Foley, M. (2000). Dark tourism. Cengage Learning EMEA.

Semester – VI
<b>Subject Name: Map Work and Tourist Map Designing&amp; Aviation Geography</b> <b>Type of Course: Major</b> <b>Paper Code: TTM202M602</b> <b>Course Level: 300</b> <b>Course Credit: 4</b> <b>Scheme of Evaluation: Theory</b> <b>L-T-P-C: 2-1-1-4</b>

### Course Objective:

This course essentially aims to make learners understand the basic concept of mapping and routing with special reference to tourism destinations; also create a base on aviation geography - IATA TC areas, city, country, currency codes, global indicators, airline ticketing and fare calculation.

### Course Outcomes:

Having successfully completed this module, a student will be able –

CO 1	<b>To define</b> the basic concepts of latitude, longitude, and other map related terminologies	BT 1
CO 2	<b>To explain</b> the concepts of aviation geography	BT 2
CO 3	<b>To identify</b> methods of planning itinerary by air	BT 3
CO 4	<b>To analyze</b> tourist map designs and transportation connectivity for different destinations.	BT 4

### Detailed Syllabus:

Modules	Topics (if applicable) & Course Contents	Periods
<b>I</b>	<b>Exercises on basic concepts of maps:</b> latitude, longitude, international date line, IST (Indian Standard Time), GMT (Greenwich Mean Time), Time calculation: GMT variation. Concept of standard time and daylight-saving time; calculation of elapsed time and flying time.  Scale of the map and measurement of the distance on map, use of conventional signs and symbols in maps and signs especially significant for tourism sector.	<b>16</b>
<b>II</b>	<b>Tourist map design:</b> maps showing national parks and wildlife sanctuaries; cultural, historical and religious tourist spots with their transport connectivity	<b>16</b>
<b>III</b>	<b>Introduction: Aviation Geography:</b> IATA areas; sub-areas; sub-regions. Freedom of Air.	<b>16</b>

	<b>Familiarisation with OAG:</b> 3 letters city code; airport code; airline designated code; country and currency codes; global indicators. Hubs and Gateways; Flight and Routing Terms. Aircraft types	
<b>IV</b>	<b>Planning itinerary by Air:</b> Itinerary terms, types of journey and fares; <b>Introduction to fare construction;</b> Fare-Basis Codes; Fare Rules; International mileage and routing systems and principle, fare construction with Extra Mileage Allowance (EMA), Extra Mileage Surcharge (EMS). <b>Familiarisation with Air Tariff:</b> currency regulation, NUC conversion factors, general rules.	<b>16</b>
	<b>Total</b>	<b>64</b>

<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
64 Hrs.	x	24 Hrs.

#### **Text Books:**

1. Singh, R.L. and Singh Rana P.B., 1908, Elements of Practical Geography, Kalyani Publishers, New Delhi
2. Gupta, S.K. (2007). International Airfare and Ticketing- Methods and Techniques. New Delhi: UDH Publishers and Distributors (P) Ltd.
3. Davidoff, D.S. and Davidoff, P.G. (1995). Air Fares and Ticketing. New York: Prentice Hall.

#### **Reference Books:**

1. Semer-Purzycki, J. (2000). A Practical Guide to Fares and Ticketing. Delmar Thomson Learning
2. Ministry of Tourism: Brochures published covering physical cultural attractions of India including brochures published under Incredible India campaign, Govt of India
3. Websites of National and International tourism organization

#### **Additional Readings:**

1. Robinson, A. H. (2003). *Basics of Map Reading and Interpretation*. Oxford University Press.
2. Goh, C., & Law, R. (2011). *Tourist Maps: Design and Usability*. Journal of Tourism Studies, 22(1), 45-59.
3. Shaw, G., & Williams, A. M. (2004). *Tourism and Transport: Issues and Agenda for the New Millennium*. Elsevier.
4. Khanna, S. K. (2005). *Transport Geography: Fundamentals and Applications*. S. Chand Publishin

Semester – VI
<b>Subject Name: Travel Agency and Tour Operations Management</b> <b>Type of Course: Major</b> <b>Paper Code:</b> <b>Course Level: 300</b> <b>Course Credit: 4</b> <b>Scheme of Evaluation: Theory</b> <b>L-T-P-C: 3-1-0-4</b>

### Course Objective:

The objective of this course is to introduce the fundamental concepts of tour guiding and tour operations, emphasizing their role, functions, and significance in the tourism industry and develop students' practical knowledge of tourism organizations, travel agency operations, situation handling, and tour management techniques.

### Course Outcomes:

Having successfully completed this module, a student will be able –

CO 1	<b>To define</b> the concepts of tourism organizations, travel agencies, and tour operators.	BT 1
CO 2	<b>To explain</b> the functions and operations of tourism organizations, travel agencies, and tour operators.	BT 2
CO 3	<b>To identify</b> various travel agency services such as ticketing, documentation, and tour planning	BT 3
CO 4	<b>To analyze</b> the business models and strategies of major travel agencies and tour operators through case studies.	BT 4

### Detailed Syllabus:

Modules	Topics (if applicable) & Course Contents	Periods
<b>I</b>	<b>Tourism Organisations:</b> Need of Tourism Organisations Functions of UNWTO, TAAI, IATO and PATA National Tourist Organisation/Administration (NTA)- Functions of Indian Tourism Development Corporation (ITDC) and Assam Tourism Development Corporation (ATDC)	<b>16</b>
<b>II</b>	<b>Basics of Travel Agency/Tour Operator</b> - Definition, Types Functions and Source of Income. Tour Operator– Definition and Types. Regulation for setting up a Travel Agency/Tour Operators– Department of Tourism (DOT) and IATA regulation.	<b>16</b>
<b>III</b>	<b>Core areas of Travel Agency:</b> Ticketing, Travel Facilitation, Documentation, Marketing etc). Departmentalization of a Travel Agency and Organizational Structure of a Standard Travel Agency. Organizational Structure and Functions of a Tour Operator	<b>16</b>

	(Negotiating & Contracting with Suppliers, Tour Planning & Execution, Marketing etc)	
<b>IV</b>	<b>Case Study-</b> Various travel agencies like MakeMyTrip, Yatra.com and Local Travel Agencies.	<b>16</b>
	<b>Total</b>	<b>64</b>

<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
64 Hrs.	x	24 Hrs.

#### **Textbooks:**

1. Holloway, J.C. & Humphreys, C. (2016). *The Business of Tourism* (10th ed.). Pearson Education.
2. Bhatia, A.K. (2012). *Tourism Development: Principles and Practices*. Sterling Publishers Pvt. Ltd.
3. Negi, J. (2005). *Travel Agency and Tour Operations: Concepts and Principles*. Kanishka Publishers.
4. Chuck Y. Gee, James C. Makens & Dexter J.L. Choy. (1997). *The Travel Industry*. Van Nostrand Reinhold.

#### **Reference Books:**

1. Laws, E. (1997). *Managing Packaged Tourism: Relationships, Responsibilities, and Service Quality in the Inclusive Holiday Industry*. Thomson Learning.
2. Syrratt, G. & Archer, J. (2003). *Manual of Travel Agency Practice* (3rd ed.). Butterworth-Heinemann.
3. Medlik, S. (2003). *Dictionary of Travel, Tourism and Hospitality*. Routledge.
4. Dwyer, L., Forsyth, P., & Dwyer, W. (2010). *Tourism Economics and Policy*. Channel View Publications.
5. Dale, C. (2012). *ICT for Travel and Tourism*. Routledge.

#### **Additional Readings:**

1. Inkson, C. & Minnaert, L. (2018). *Tourism Management: An Introduction* (2nd ed.). SAGE Publications.
2. Page, S.J. (2019). *Tourism Management* (6th ed.). Routledge.
3. Pender, L. & Sharpley, R. (2005). *The Management of Tourism*. SAGE Publications.
4. Sheldon, P. (1997). *Tourism Information Technology*. CAB International.
5. Holloway, J.C. (2006). *The Business of Tourism*. FT Prentice Hall.



Semester – VI
<b>Subject Name: Tourism Planning &amp; Policy</b> <b>Type of Course: Major</b> <b>Paper Code:</b> <b>Course Level: 300</b> <b>Course Credit: 4</b> <b>Scheme of Evaluation: Theory</b> <b>L-T-P-C: 3-1-0-4</b>

### Course Objective:

This course aims to provide students with an in-depth understanding of tourism planning, its significance, and its role in sustainable tourism development. It will explore different planning approaches for various tourism forms, the impact of tourism policies, and the importance of regional planning in tourism development.

### Course Outcomes:

Having successfully completed this module, a student will be able –

CO 1	To <b>define</b> the fundamental concepts of tourism planning, its significance, and the factors influencing it.	BT 1
CO 2	To <b>explain</b> different planning approaches for various forms of tourism and their implementation.	BT 2
CO 3	To <b>identify</b> tourism policies at national and state levels, including their objectives and impact on tourism development.	BT 3
CO 4	To <b>analyze</b> the role of regional planning in tourism development across different levels.	BT 4

### Detailed Syllabus:

Modules	Topics (if applicable) & Course Contents	Periods
<b>I</b>	<b>Tourism Planning:</b> Concept, Nature and Type of Tourism Planning. Significance of Planning in Tourism Industry. Factors Influencing Tourism Planning. Actors in tourism planning- causes and results of poor planning- principles of planning	<b>16</b>
<b>II</b>	<b>Approaches of Planning in Tourism:</b> Tourism Planning Approaches, Planning Approaches for different forms of Tourism : Eco-Tourism, Adventure Tourism, Urban Tourism and Rural Tourism.	<b>16</b>
<b>III</b>	<b>Tourism Policy:</b> Concept, Objective and Significance of Tourism Policy, Procedure for Formulating Tourism Policy, National Tourism Policy 1982 and 2002 of India, National Action Plan of 1992- Objectives and Strategies. Tourism Policy of Assam.	<b>16</b>
<b>IV</b>	<b>Regional Planning:</b> Development planning layers: international, national, regional, and local - National Tourism Board- State Tourism Departments	<b>16</b>

	<b>Total</b>	<b>64</b>
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<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
64 Hrs.	x	24 Hrs.

#### **Textbooks:**

1. Gunn, C.A., & Var, T. (2002). *Tourism Planning: Basics, Concepts, Cases* (4th ed.). Routledge.
2. Inskeep, E. (1991). *Tourism Planning: An Integrated and Sustainable Development Approach*. Van Nostrand Reinhold.
3. Hall, C.M. (2008). *Tourism Planning: Policies, Processes and Relationships* (2nd ed.). Pearson Education.
4. Goeldner, C.R., & Ritchie, J.R.B. (2012). *Tourism: Principles, Practices, Philosophies* (12th ed.). Wiley.

#### **Reference Books:**

1. Edgell, D.L. (2019). *Tourism Policy and Planning: Yesterday, Today, and Tomorrow* (3rd ed.). Routledge.
2. Pearce, D.G. (1995). *Tourism Today: A Geographical Analysis*. Longman.
3. Page, S.J., & Connell, J. (2020). *Tourism: A Modern Synthesis* (5th ed.). Cengage Learning.

#### **Additional Readings:**

1. Tosun, C., & Jenkins, C.L. (1998). *The Evolution of Tourism Planning in Third-World Countries: A Critique*. *Progress in Tourism and Hospitality Research*, 4(2), 101-114.
2. Dredge, D., & Jenkins, J. (2007). *Tourism Planning and Policy*. Wiley.
3. Hall, C.M. & Page, S.J. (2016). *The Routledge Handbook of Tourism in Asia*. Routledge.

Semester – VI
<b>Subject Name: Front Office Management</b> <b>Type of Course: Minor (Open)</b> <b>Paper Code: TTM202N601</b> <b>Course Level: 300</b> <b>Course Credit: 4</b> <b>Scheme of Evaluation: Theory</b> <b>L-T-P-C: 3-1-0-4</b>

### Course Objective:

To equip the students about the details of front office management as a career opportunity.

### Course Outcomes:

Having successfully completed this module, a student will be able –

CO 1	<b>To define</b> the various concepts of hotel industry and its types	BT 1
CO 2	<b>To explain</b> the various processes that are involved in reservation and registration process	BT 2
CO 3	<b>To identify</b> etiquettes involved in telephone and guest handling	BT 3
CO 4	<b>To analyze</b> guest account settlement and checkout procedures for smooth front office operations.	BT 4

### Detailed Syllabus:

Modules	Topics (if applicable) & Course Contents	Periods
<b>I</b>	<b>Introduction to Hotel Industry</b> – Types of Hotels – office operations – Front office equipment – study Introduction to Front Office – Front of various systems	<b>16</b>
<b>II</b>	Reservation – Registration – Technology – Method of Payment – Room Rate – Front Office Communication	<b>16</b>
<b>III</b>	Check Out and Guest Account Settlement	<b>16</b>
<b>IV</b>	General Telephone Etiquettes and Telephone Handling	<b>16</b>
	<b>Total</b>	<b>64</b>

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
64 Hrs.	x	24 Hrs.

#### Text Book:

1. Sudhir Andrews (2007); Front Office Management & Operations, Tata McGrawHill Education, New Delhi
2. Rakesh Puri, Front Office Operations & Management:
3. Jatashankar R. Tiwari (2009); Hotel Front Office Operations & Management, OUP India, New Delhi
4. Colin Dix, Chris Baird (2006); Front Office Operations, Pearson Education India, New Delhi

#### Reference Books:

1. Gary K.Vallen, Jerome J.Vallen (2013); Check-In Check-Out Managing Hotel operations: Pearson, New Delhi
2. Sue Baker, Jeremy Huyton, Pam Bradley (2001); Principles of Hotel Front-Office Operations: Cengage Learning EMEA, New Delhi
3. Sushil Kumar Bhatnagar; Front Office Management:

#### Additional Readings:

1. Frye, W. D. (2012). An examination of job satisfaction of hotel front office managers according to extrinsic, intrinsic, and general motivational factors. *International Journal of Business and Social Science*, 3(18).
2. Hai-yan, K., & Baum, T. (2006). Skills and work in the hospitality sector: The case of hotel front office employees in China. *International Journal of Contemporary Hospitality Management*.
3. Safizadeh, M. H., Field, J. M., & Ritzman, L. P. (2003). An empirical analysis of financial services processes with a front-office or back-office orientation. *Journal of Operations Management*, 21(5), 557-576.