

VI LIST OF COURSES FOR M.Sc. CULINARY ARTS PROGRAMME

M.Sc., IN CULINARY ARTS CURRICULUM

Total No. of Credits: 90

SEMESTER – I			HOURS / WEEK			
Category	Code	Title of the Course	Lecture	Tutorial	Practical	Credits
Core	21CMIA11	Art, food and culture- the gastronomy	3			3
DSE	21DMIA11	Effective and efficient food and beverage operation and cost management	2			2
Core	21CMIA12	Advance Indian food skill development and global trend	3			3
Core	21CMIA13	Presentation and visual effect on food	3			3
Core	21CMIA14	Art of bakery and contemporary bread making:	3			3
Core	21PMIA11	Advance Indian food skill development and global trend - Lab			6	3
Core	21PMIA12	Art of bakery and contemporary bread making: Lab			6	3
SUB TOTAL			14		12	20
SEMESTER – II						
DSE	21DMIA21	Principles of management- leadership, marketing and entrepreneurship	2			2
DSE	21DMIA22	Facility, food service concept and environmental concern	2			2
Core	21CMIA21	Creative Western Cuisine and Building Gastronomical knowledge.	3			3
Core	21CMIA22	Advance Dessert Preparation and Plating, Preparation of International Breads	3			3
DSE	21DMIA23	Safety, fssai, sanitation and hygiene management	2			2
Core	21CMIA23	Art of garde manger	2			2
Core	21PMIA21	Creative Western Cuisine and Building Gastronomical knowledge. Lab			6	3
Core	21PMIA22	Advance Dessert Preparation and Plating, Preparation of International Breads – Lab			6	3
Core	21PMIA23	Art of garde manger – Lab			3	2
SUB TOTAL			14		15	22

M.Sc., IN CULINARY ARTS CURRICULUM

SEMESTER – III			HOURS / WEEK			
Category	Code	Title of the Course	Lecture	Tutorial	Practical	Credits
DSE	21DMIA31	Nutrition and Wellness	2			2
DSE	21DMIA32	Menu planning, product development and sustainability	2			2
Core	21CMIA31	Honing the art of Asian cooking	2			2
Core	21CMIA32	Mastering the art of Food and Beverage Service	2			2
Core	21CMIA33	Advanced dessert preparation and plating, International breads	2			2
DSE	21PMIA34	Menu planning, product development and sustainability- Lab			3	2
Core	21PMIA31	Honing the art of Asian cooking - Lab			6	3
Core	21PMIA32	Mastering the art of Food and Beverage Service – Lab			3	2
Core	21PMIA33	Advanced dessert preparation and plating, International breads - Lab			6	3
SUB TOTAL			10		18	20
SEMESTER – IV						
SEC	21IMIA41	Industrial Exposure Training				18
DSE	21RMIA41	Project plus Viva Voce				10
SUB TOTAL						28

Credit Assignment Each course is assigned certain number of credits based on the following:
Contact period per week CREDITS

1 Lecture Period - 1 Credit

1 Tutorial Period - 1 Credit

2 Practical Periods - 1 Credit

(Laboratory / Seminar / Project Work / etc.)

VII COURSE CALENDAR

Date of commencement of course will be done by the university. The course calendar published by the university shall be followed for ensuring timely conduct of the course, examination and publication of results.

VII SCHEME OF THE COURSE

M.Sc. Culinary Arts will have 4 semesters. Each Course carries 100 marks (Internal 40 and external 60) excepting for Project Report. An internal viva voce examination will be conducted at the end of the 4th semester.

IX SCHEME OF EXAMINATION AND RESULTS

Assessment of students for each course will be done by continuous evaluation both internal and external. Internal evaluation shall be conducted by the faculty handling the course. End semester examinations of all subjects will be conducted by the university.

The split up of the Continuous Assessment Marks for theory are as follows

CA Class tests	3X5= 15
Class Assignment	1X5= 05
Model Examination	1X5= 05
Attendance	1X5= 05
Aptitude of the student	1X5= 05
Faculty assessment (by teacher)	1X5= 05
Total	40

The split up of the Continuous Assessment Marks for Practical are as follows

Record work	1X10= 10
Class Assignment	1X5 = 05
Model Practical	1X10= 10
Attendance	1X5 = 05
Aptitude of the student	1X5 = 05
Faculty assessment (by teacher)	1X5 = 05
Total	40

X REQUIREMENTS FOR PROCEEDING TO SUBSEQUENT SEMESTER

- a) Eligibility: Students shall be eligible to go to subsequent semester only if they earn sufficient attendance as prescribed therefore by the Board of Management from time to time.

- b) Attendance: All Students must earn 75% and above of attendance for appearing for the University Examination. (Theory/Practical)
- c) Condonation of shortage of attendance: If a Student fails to earn the minimum attendance (Percentage stipulated), the HODs shall condone the shortage of attendance up to a maximum limit of 10% (i.e. between 65% and above and less than 75%) after collecting the prescribed fee towards the condonation of shortage of attendance. Such fees collected and should be remitted to the University.
- d) Non-eligibility for condonation of shortage of attendance: Students who have secured less than 65 % but more than 50 % of attendance are NOT ELIGIBLE for condonation of shortage of attendance and such Students will not be permitted to appear for the regular examination, but will be allowed to proceed to the next year/next semester of the program
- e) Detained students for want of attendance: Students who have earned less than 50% of attendance shall be permitted to proceed to the next semester and to complete the Program of study. Such Students shall have to repeat the semester, which they have missed by re-joining after completion of final semester of the course, by paying the fee for the break of study as prescribed by the University from time to time.
- f) Condonation of shortage of attendance for married women students: In respect of married women students undergoing UG programs, the minimum attendance for condonation (Theory/Practical) shall be relaxed and prescribed as 55% instead of 65% if they conceive during their academic career. Medical certificate from the Doctor together with the attendance details shall be forwarded to the university to consider the condonation of attendance mentioning the category.
- g) Zero Percent (0%) Attendance: The Students, who have earned 0% of attendance, have to repeat the program (by re-joining) without proceeding to succeeding semester and they have to obtain prior permission from the University immediately to rejoin the program.
- h) Transfer of Students and Credits: The strength of the credits system is that it permits inter Institutional transfer of students. By providing mobility, it enables individual students to develop their capabilities fully by permitting them to move from one Institution to another in accordance with their aptitude and abilities.
- i) Transfer of Students is permitted from one Institution to another Institution for the same program with same nomenclature. Provided, there is a vacancy in the respective program of Study in the Institution where the transfer is requested. Provided the Student should have passed all the courses in the Institution from where the transfer is requested.
 - ii) The marks obtained in the courses will be converted and grades will be assigned as per the University norms.
 - iii) The transfer students are not eligible for classification.
 - iv) The transfer students are not eligible for Ranking, Prizes and Medals.
- v) Students who want to go to foreign Universities up to two semesters or Project Work with the prior approval of the Departmental/College Committee are allowed to get transfer of credits and marks which will be converted into Grades as per the University norms and are eligible to get CGPA and Classification; they are not eligible for Ranking, Prizes and Medals

XI EXAMINATION AND EVALUATION

- a) Register for all subjects: Students shall be permitted to proceed from the First Semester up to Final Semester irrespective of their failure in any of the Semester Examination. For this purpose, Students shall register for all the arrear subjects of earlier semesters along with the current (subsequent) Semester Subjects.
- b) There shall be no passing minimum for Internal.
- c) For external examination, passing minimum shall be 50% [Fifty Percentage] of the maximum marks prescribed for the paper for each Paper/Practical/Project and Viva-Voce.
- d) In the aggregate [External/Internal] the passing minimum shall be of 50%.
- e) He /She shall be declared to have passed the whole examination, if he/she passes in all the papers and practical wherever prescribed as per the scheme of the examinations by earning 90 CREDITS.

XII MAXIMUM PERIOD FOR COMPLETION OF THE PROGRAMS TO QUALIFY FOR A DEGREE

7.1.A Student who for whatever reasons is not able to complete the programs within the normal period (N) or the Minimum duration prescribed for the program, may be allowed two years period beyond the normal period to clear the backlog to be qualified for the degree. (Time Span = N + 2 years for the completion of program)

XIII REVISION OF REGULATIONS, CURRICULUM AND SYLLABI

The University may from time to time revise, amend or change the Regulations, Curriculum, Syllabus and Scheme of examinations through the Academic Council with the approval of the Board of Management.

XIV Pattern of Question Paper

	Part – A (30 words)		
10 out of 10 questions	10 X 3 marks	=	30 marks
	Part – B (200 words)		
5 out of 8 questions	5x 8 marks	=	40 marks
	Part – C (500 words)		
2 out of 4 questions	2x 15 marks	=	30 marks
		Total	<u>100 marks</u>

**Learning Outcomes based Curriculum Framework
(LOCF)
for
Postgraduate Programme
M.Sc. Culinary Arts, 2021**

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1. Introduction to M.Sc. Culinary Arts

This module is designed for the student to understand the basics of culinary practices & to enable him/her to develop the minimum skill levels required to proceed further into the journey of discovering the finer nuances of cuisine.

The student will take his/her own understanding of the subject & apply it in a realistic manner to achieve certain benchmarks & quality parameters.

A complete understanding about various aspects such as hygiene, safety, grooming etc will prepare the student for professional life.

The student will be able to understand the global food service industry and the current trends of ever progressing cuisines.. This will also emphasize and equip them with concept planning, menu planning after having gone through the basic and advanced cooking techniques. The students will also be given an exposure to most demanding breakfast cooking and international cuisines. This will be followed by practical experience of food pick up experience in a coffee shop kitchen

The student will be provided with the knowledge of the fundamental principles of culinary practices that enable a graduate to become a professional chef.

2. Learning Outcome-based Approach to Curriculum Planning in Culinary Arts

The fundamental premise underlying the learning outcomes-based approach to curriculum planning is that higher education qualifications such as Master's Degree programme in culinary arts is awarded on the basis of demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and academic standards expected of the postgraduates in Culinary Arts. The National Curriculum Framework for Postgraduate Studies in Culinary Arts, therefore, is an outcome-based framework. Learning outcomes specify what students completing a particular programme of study are expected to know and be able to do at the end of their programme of study. The learning outcomes indicate the knowledge, skills, attitudes and values that are required to enable the students to effectively participate in knowledge production and in the knowledge economy, improve national competitiveness in a globalized world and for equipping young people with skills relevant for global and national labour markets and enhancing the opportunities for social mobility.

Nature and Extent of the M.Sc. Programme in Culinary Arts The National Curriculum Framework for Postgraduate Studies in Culinary Arts is an outcomes-based framework based on the expected learning outcomes and academic standards that are expected to be demonstrated by a postgraduate degree holder in Culinary Arts. The key outcomes that help curriculum planning at the postgraduate level include Postgraduate Attributes, Qualification Descriptors, Programme Learning Outcomes, and Course-level Learning Outcomes.

Aims of Master's Degree Programme in Culinary Arts

The overall aims of the LOCF for Culinary Arts at PG level are to:

- help formulate postgraduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes that are expected to be demonstrated by the holder of a Master's degree;
- enable prospective students, parents, employers and others to understand the nature and level of learning outcomes (knowledge, skills, attitudes and values) or attributes a graduate/postgraduate should be capable of demonstrating on successful completion of M.Sc. Culinary Arts
- maintain national standards and international comparability of standards to ensure global competitiveness, and to facilitate postgraduate mobility; and
- provide higher education institutions and their external examiners an important point of reference for setting and assessing standards.

3. Postgraduate Attributes in Culinary Arts

The postgraduate attributes reflect the particular quality and feature or characteristics of an individual, including the knowledge, skills, attitudes and values that are expected to be acquired by a postgraduate through studies at the higher education institution (HEI) such as a college or university. Such attributes include capabilities that help strengthen one's abilities for widening current knowledge base and skills, gaining new knowledge and skills, undertaking future studies and performing well in a chosen career and playing a constructive role as responsible citizen of the country. The Attributes define the characteristics of a student's university degree programme(s), and describe a set of characteristics/competencies that are designed to be transferable beyond the particular disciplinary area and programme contexts in which they have been developed. Such attributes are fostered through meaningful learning experiences made available through the curriculum, the total college/university experiences and a process of critical and reflective thinking.

The learning outcomes-based curriculum framework is based on the premise that every student is unique. Each student has his/her own characteristics in terms of previous learning levels and experiences, life experiences, learning styles and approaches to future career-related actions. The quality, depth and breadth of the learning experiences made available to the students while at the college/University help develop their characteristic attributes. The postgraduate attributes reflect both disciplinary knowledge and understanding and generic/global skills and competencies that all students in different academic fields of study should acquire/attain and demonstrate. Some of the desirable attributes which a postgraduate student should demonstrate will include the following:

- Disciplinary Knowledge:*** Demonstrate comprehensive knowledge and understanding of one or more disciplines that form a part of a programme of study, and knowledge and skills acquired from interaction with educators and peer group throughout the programme of study.
- Communication Skills:*** Express thoughts and ideas effectively in writing and orally, communicate with others using appropriate media, confidently share one's views and express herself/himself, demonstrate the ability to listen carefully, read and write analytically, and present complex information in a clear and concise manner to different groups.

- **Critical Thinking:** Apply analytic thought to a body of knowledge, analyse and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence, identify relevant assumptions or implications, formulate coherent arguments, critically evaluate practices, policies and theories by following scientific approach to knowledge development.
- **Problem Solving:** Demonstrate capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems, rather than replicate curriculum content knowledge and apply one's learning to real life situations.
- **Analytical Reasoning:** Demonstrate the ability to evaluate the reliability and relevance of evidence, identify logical flaws and holes in the arguments of others, analyse and synthesise data from a variety of sources, draw valid conclusions and support them with evidence and examples, and addressing opposing viewpoints.
- **Research-related Skills:** Demonstrate a sense of inquiry and capability for asking relevant/appropriate questions, problematising, synthesizing and articulating, demonstrate the ability to recognize cause-and-effect relationships, define problems, formulate hypotheses, test hypotheses, analyse, interpret and draw conclusions from data, establish hypotheses, predict cause-and-effect relationships, plan, execute and report the results of an experiment or investigation.
- **Collaboration/Cooperation/Team work:** Demonstrate ability to work effectively and respectfully with diverse teams, facilitate cooperative or coordinated effort on the part of a group, and act together as a group or a team in the interests of a common cause and work efficiently as a member of a team.
- **Scientific Reasoning using Quantitative/Qualitative Data:** Demonstrate the ability to understand cause-and-effect relationships, define problems, apply scientific principles, analyse, interpret and draw conclusions from quantitative/qualitative data, and critically evaluate ideas, evidence and experiences from an open-minded and reasoned perspective.
- **Reflective Thinking:** Demonstrate critical sensibility to lived experiences, with self-awareness and reflexivity of both self and society.
- **Information/Digital Literacy:** Demonstrate capability to use ICT in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources and to use appropriate software for analysis of data.
- **Self-Directed Learning:** Demonstrate ability to work independently, identify appropriate resources required for a project, and manage a project through to completion.
- **Multicultural Competence:** Demonstrate knowledge of the values and beliefs of multiple cultures and a global perspective, effectively engage in a multicultural society, and interact respectfully with diverse groups.

- ***Moral and Ethical Awareness/Reasoning:*** Demonstrate the ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. Demonstrate the ability to identify ethical issues related to one's work, avoid unethical behaviour such as fabrication, falsification or misrepresentation of data or committing plagiarism, not adhering to intellectual property rights, appreciate environmental and sustainability issues, and adopt objective, unbiased and truthful actions in all aspects of work.
- ***Community Engagement:*** Demonstrate responsible behaviour and ability to engage in the intellectual life of the educational institution, and participate in community and civic affairs.
- ***Leadership Readiness/Qualities:*** Demonstrate capability for mapping out where one needs to go to "win" as a team or an organization, and set direction, formulate an inspiring vision, build a team who can help achieve the vision, motivate and inspire team members to engage with that vision, and use management skills to guide people to the right destination, in a smooth and efficient way.
- ***Lifelong Learning:*** Demonstrate the ability to acquire knowledge and skills, including 'learning how to learn' that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of work place through knowledge/skill development/reskilling.

4. Qualification Descriptors in Culinary Arts

A qualification descriptor indicates the generic outcomes and attributes expected for the award of a particular type of qualification (for example a master's degree). The qualification descriptors also describe the academic standard for a specific qualification in terms of the levels of knowledge and understanding and the skills and competencies that the holders of the qualification are expected to attain and demonstrate.

Qualification descriptors include a statement of outcomes, the achievement of which a student should be able to demonstrate at the end of the programme of study for the award of the qualification. These descriptors also indicate the national threshold academic standard for the qualification and help the degree-awarding bodies in designing, approving, assessing and reviewing academic programmes. The learning opportunities and assessment are expected to be designed to provide every student with the opportunity to achieve, and to demonstrate achievement of, the intended programme learning outcomes. The qualification descriptors reflect both disciplinary knowledge and understanding and generic/global skills and competencies that all students in different academic fields of study should acquire/attain and demonstrate. Some of the desirable outcomes which a postgraduate in Culinary Arts should be able to demonstrate are as follows:

- Demonstrate (i) a systematic, extensive and coherent knowledge and understanding of an academic field of study as a whole and its applications, and links to related disciplinary areas/subjects of study, including a critical understanding of the established theories, principles and concepts, and of a number of advanced and emerging issues/theories in the field of study; (ii) procedural knowledge that creates different types of professionals related to the disciplinary/subject area of study, including research and development, teaching and government and public service;

(iii) Skills in areas related to one's specialization and current developments in the academic field of study, including a critical understanding of the latest developments in the area of specialization, and an ability to use established techniques of analysis and enquiry within the area of specialization.

- Demonstrate comprehensive knowledge about materials and methods, including professional literature relating to essential and advanced learning areas pertaining to the chosen disciplinary area(s) and field of study, and techniques and skills required for identifying/solving problems and issues relating to the disciplinary area and field of study.
- Demonstrate skills in identifying information needs, collection of relevant quantitative and/or qualitative data drawing on a wide range of sources, analysis and interpretation of data using methodologies as appropriate to the subject(s) for formulating evidence-based solutions and arguments.
- Use knowledge, understanding and skills for critical assessment of a wide range of ideas and complex problems and issues relating to the chosen field of study.
- Communicate the results of studies undertaken in an academic field accurately in a range of different contexts using the main concepts, constructs and techniques of the subject(s) of study.
- Address one's own learning needs relating to current and emerging areas of study, making use of research, development and professional materials as appropriate, including those related to new frontiers of knowledge.
- Apply one's disciplinary knowledge and transferable skills to new/unfamiliar contexts and to identify and analyse problems and issues and seek solutions to real-life problems.
- Demonstrate subject-related and transferable skills that are relevant to some of the job trades and employment opportunities.

5. Programme Learning Outcomes for M.Sc. in Culinary Arts

The outcomes and attributes described in qualification descriptors are attained by learners through learning acquired on completion of a programme of study. The term 'programme' refers to the entire scheme of study followed by learners leading to a qualification. Individual programmes of study will have defined learning outcomes which specify the intended outcomes from that programme of study which must be achieved for the award of a specific degree. The programme learning outcomes are aligned with the relevant qualification descriptors.

Programme learning outcomes are quite broad and are designed to capture the knowledge, skills, attitudes and values that are acquired through a programme of study. Programme learning outcomes will include disciplinary-area specific skills that a programme cultivates and generic skills, including transferable global skills and competencies, the achievement of which the students of specific programme of study should be able to demonstrate on completion of the programme of study for the award of the graduate/postgraduate degree qualification. The programme learning outcomes would also focus on knowledge and skills that prepare students for further study, employment, and citizenship. Programme learning outcomes outline the minimum essential learning required to successfully complete a programme of study. They also help ensure comparability of learning levels and academic standards across colleges/universities and provide a broad picture of the level of competence of graduates/postgraduates of a given programme of study. A programme of study may be mono-disciplinary, multi-disciplinary or inter-disciplinary.

Some examples of desirable learning outcomes (disciplinary-area specific skills, generic skills and attributes) that a postgraduate student of Culinary Arts should be able to:

- Demonstrate (i) a fundamental and systematic or coherent understanding of the academic field of Culinary Arts, its different branches and applications, and its linkages with related disciplinary areas/subjects; (ii) procedural knowledge that creates different types of professionals related to the disciplinary/subject area of Culinary Arts ,including professionals engaged in research and development, teaching and government/public service; (iii) skills in areas related to one’s specialization within the disciplinary/subject area of Culinary Arts and current and emerging developments inthe field of Culinary Arts.
- Demonstrate the ability to use the knowledge of Culinary Arts in formulating and tackling Culinary Arts -related problems and identifying and applying appropriate culinary principles and methodologies to solve a wide range of problems associated with Culinary Arts.
- Recognize the importance of qualitative as well as quantitative data andapproaches/methods for fully comprehending the human society.
- Plan and execute Culinary -related experiments or field investigations, analyse and interpret data/information collected using appropriate methods, including the use of appropriate software such as programming languages and purpose-written packages,and report accurately the findings of the experiment/field investigations while relating the conclusions/findings to relevant theories of Culinary Arts.
- Demonstrate relevant generic skills and global competencies such as
 - (i) problem- solving skills that are required to solve different types of culinary-related problems with well-defined solutions, and tackle open-ended problems that may cross disciplinary-area boundaries;
 - (ii) Investigative skills, including skills of independent investigation of culinary-related issues and problems;
 - (iii) Communication skills involving the ability to listen carefully, to read texts and research papers analytically and to present complex information in a concise manner to different groups/audiences;
 - (iv) Analytical skills involving paying attention to detail and ability to construct logical arguments using correct technical language related to culinary; (v) ICT skills; (vi) personal skills such as the ability to work both independently and in a group.
- Demonstrate professional behaviour such as (i) being objective, unbiased and truthful in all aspects of work and avoiding unethical behavior such as fabricating, falsifying or misrepresenting data or to committing plagiarism; (ii)the ability to identify the potential ethical issues in work-related situations; (iii) appreciation of intellectual property, environmental and sustainability issues; and (iv) promoting safe learning and working environment.

7. Teaching-Learning Process

Every discipline and programme of study lends itself to systematic exposition and the ordered and structured acquisition of knowledge and skills. Practical skills, including an appreciation of the link between theory and data, will constitute an important aspect of the teaching-learning process. Teaching methods may include lectures followed by Q&A session or group discussion, practical work, use of prescribed textbooks, electronic resources and other self- study materials, project work, which may be individual or team-based, activities devoted to subject-specific and interdisciplinary skills development, internship and visits to industrial or other research facilities etc.

One of the reasons why the content of the various courses has been deliberately kept light is to allow teachers to spare enough time to check out if the students have understood what they have read on their own or what they have been taught in the class. There is usually little or no time for this under the semester system, as the semester system keeps everyone on their toes. Hence, the following steps for teaching-learning process are proposed here:

One, a teacher announces the topics of his/her lectures for the entire unit well in advance and also provides references and reading materials for each topic.

Two, if reading materials are not easily available a teacher may circulate the outline of his/her lecture through emails to his/her students and ask them to read the same when they come to class.

Three, a teacher lectures on the pre-determined topic for not longer than half an hour, highlighting the main points about the topic and highlighting the point(s) that may be discussed during the next half an hour.

Four, the second half of the class should be devoted to question-answer session. Where students are shy of asking questions, such as in Northeast Indian universities, roster of two/three students per class may be prepared for the question-answer session. This helps the students to prepare themselves mentally about the questions to be asked as well as the structure of the questions to be asked. This may however not be an issue in universities where students ask questions in the class, but even in such cases a teacher should encourage everyone to ask questions rather than a few students asking questions all the time and a majority of them never asking any question. This care should be taken particularly in classes that are large, say about 100, where it is not easy to keep track of who are asking questions and who are not.

Five, if a teacher is not able to elicit any questions from the students who are scheduled to raise questions in a particular class, he/she should instead ask them questions and while doing so the questions must be related to the topic already decided for the class and the question should be asked to test their knowledge and not their ignorance. Encouraging the students to ask questions should be considered as one of the professional duties of a teacher for it is only through the questions they ask does a teacher get to know whether or not they have learnt what they are supposed to have learnt. Asking questions also helps students to learn better not just about the subject but also about communication skills which are equally important for successful career. But if a teacher is not in a position to answer the questions satisfactorily, which is quite natural sometimes, he/she should give the answer in the next class before starting a new topic scheduled for that day.

Six, the practice of conducting written tests on predetermined dates, which is the usual practice in most Indian universities today, may be discontinued because generally the students read for a couple of days prior to the test and forget about it soon after the test is over. Instead internal evaluation of students may be based partly or fully on the basis of their performance during the question-answer session.

Seven, where conducting written tests is unavoidable, it may be done without prior notice. Their performance at such tests is a better test of what they know than evaluating their performance at pre-announced tests, which only shows how much they have read during the past few days. Unannounced tests also compel the students to be more regular and attentive in their classes. However, the end-term examination may be held on pre-determined dates.

Eight, it may be remembered that there are basically two factors that influence teaching-learning process and they are reading habit and command in the medium of instruction. If they are not in the habit of reading, which may be due to lack of opportunity or interest, learning becomes that much more difficult. But reading is not something the students most naturally prefer to do. Hence, it has to be incentivized by linking reading with the evaluation process of the university.

Similarly, if a student has poor command in the medium of instruction a teacher he/she will not be able to learn as satisfactorily as the one with better command in the same. Therefore, it is suggested that every university should conduct tutorials for those students who lack reading habit and/or command in the medium of instruction. If the students are not empowered in this manner the dream of a learner-centric curriculum framework cannot be materialized. In order to make learning a meaningful and fruitful exercise enabling conditions must be created for the learners and that should be one of the priorities of every college or university of the twenty-first century India.

Finally, a word on the teachers whose role becomes even more important when education becomes learner-centric than when it is teacher-centric. Incidentally, they become teachers in colleges and universities without any training while even a mason or a barber cannot be what they are without training. Anyone who is appointed as a faculty member in any higher educational institution – whether public or private – must therefore be asked to undergo at least three months' training on how to teach, how to plan lectures, how to identify standard texts, how to communicate the same ideas in different ways, how to draw appropriate examples, how to make the classes interesting and enjoyable for students, how to evaluate students objectively, how to monitor the progress in their learning abilities, how to encourage students to read, write and speak correctly in the medium of instruction, how to use the ICT facilities to make the learning experience more rewarding, how to access Internet sources for reliable information, and so on and so forth. It is indeed not at all difficult to prepare a training manual for them if the UGC is serious about enhancing quality of higher education in India. The existing HRDCs may be mandated to facilitate this instead of routinely holding RCs and OCs that contribute precious little to improving the quality of teachers in our country today.

8. Assessment Methods

A variety of assessment methods that are appropriate within a given disciplinary area and a programme of study will be used. Priority will be accorded to formative assessment. Learning outcomes will be assessed using techniques such as the following: time-constrained examinations, closed-book and open-book tests, problem-based assignments, practical assignment laboratory reports, observation of practical skills, individual project reports (case-study reports), team project reports, oral presentations, seminar presentation, viva voce, interviews, computerized adaptive testing, peer and self-assessment, etc. For Core, DSE, GE, AEC and SEC courses the methods of assessment shall include the following:

- | | |
|------------------------------------|-------------------------------|
| a. Unscheduled Written Test | f. Individual project reports |
| b. Unscheduled Oral Test | g. Group project reports |
| c. Practical assignment | h. Seminar presentation |
| d. Laboratory reports | i. Team work. |
| e. Observation of practical skills | |

SEMESTER – I

Course Objectives:

To instruct the students with an in depth knowledge of the gastronomic journey on the evolution and revolution of food. Students who wish to adopt cooking as their career and to grow up the ladder, it is important to understand the food practices of different region, rituals and culture associated with certain food habits based on century old ancestral practices. This also establishes a clear path on how food preparation moved from one cycle to another cycle like haute, nouvelle, fusion cuisine.

Unit I: Definition of food and taste**6**

Understanding taste buds and taste as perceiving senses. History of food and changes in food habits reflecting how it evolved- Hunters approach, application of heat, process of fermentation, appreciating taste and flavor of food and liquid food. Evolution of cuisine and artistic approach to give a sense of style

Unit II: Understanding different culture of food**6**

Upper and lower class food, banquet and street food, understanding Jewish and Muslim food, Medieval meals, colour of food, table manners, Chinese Yin and Yang Indian Hindu meal, customs and traditions, influence of natural ingredients and consumption pattern. Understanding South American, Caribbean and African food habits

Unit III: Understanding Haute cuisine**6**

17th Century Food habits in relation to cuisine and cultural linkage. Invasion of Technology and scientific revolution of food. Invention of stove, Heat transfer, Introduction of cereals, pulses, vegetables, Tea, Meat and Fish in to the kitchen. Introduction of fine china in restaurants

Unit IV: Crème the architect of French cuisine**6**

Brillat Savarin- Classical French cuisine. Contribution of cuisine by Paul Bocuse and Escoffier, evolution of Cajun and Creole food, Invention of canned food, QSR, Tetra pack, dehydrated food. Food safety concerns in commercial outlets, standardization of food, cook books, online recipes and YouTube

Unit V: Reshaping the Condition for good Health.

Vegetarianism, rise in regional/continental cuisine. The Complex model with in Flow of events leading to different health outcome. e.g. Italian, American, Jewish American, Indo-Chinese. Role of ready to use food, light food and convenient food.

Total Hours - 30

Course Outcome:

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

CO1: Explain the history, evolution of cuisine and different culture of food globally

CO2: Demonstrate the evolution of French cuisine and development of modern food outlets and Technology invasion.

CO3: Describe the food habits in relation to different culture and scientific revolution

CO4: Interpret the entire taste profile and understand the impact of taste as one of the strongest criteria in the case of food business.

CO5: Explain the rise in vegetarian, Vegan and other health related food.

REFERENCE BOOKS:

1. Linda Civitello Willey - Cuisine and Culture- History of food and people - Publishing 2nd edition March 2007.
2. Phyllis Pray Bober- Art culture and cuisine- Ancient and Medieval Gastronomy- Unit of Chicago Press July 1999.
3. Eleanor Scully - History of food: by John Wilkins- Shaun Hill Publishing January 2006. Early French cookery Modern adaptation - University of Michigan press 1996

Course Objectives

In many hotel and catering establishments the expenditure on food is the largest single element of cost. The maintenance of food cost at predetermined level is, therefore, of the greatest importance in ensuring the satisfactory profitability of each establishment. To ensure and sustain profitability it is important to analyze the income and expenditure periodically using the data, pricing and operation efficiency report.

Unit I The Elements of Food Costing

6

Definition and Nature of Food Cost Control. Objectives of food cost control. Methodology of food cost control, concept of profit and obstacles of food cost control. Elements of cost and cost dynamics- fixed and variable cost

Unit II Budgeting

6

Budgeting for food operation- sales budget and cost of sales. Labour cost and overhead cost. Operation control in relation to catering cycle. Application of control throughout the cycle in order to have the top class efficiency in all areas.

Unit III Purchasing Procedure

6

Purchasing defined as a function concerned with search, selection, purchase, receipt, storage and final use of commodity in accordance with the policy of the establishment. Purchase specification and contract policy. System and procedure of receiving Storing and issuing

Unit IV Food Preparation

6

Preparation of food, volume forecasting, standard yields, standard recipes, standard portion size. Standard specification chart of the menu. Pricing strategy for a la carte table d' hÔte and buffet menu, sales mix and volume of sales in relation to profit.

Unit V Menu Engineering

6

Menu Engineering - a methodology to check the most preferred dishes and the movement of food items in the menu based on sales mix. How it helps the operation to track each item and how the entire process impact the bottom line.

Total hours - 30

Course Outcome

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

CO1: Apply the methodology of cost control and evaluate the obstacles in the process of food production.

CO2: Manage quantity food production, pricing and sale of the product.

CO3: Implement the standard recipes and describe the menu engineering and how it impacts the bottom line.

CO4: Explain the catering cycle and application of control throughout the cycle in order to be more efficient.

CO5: Recognise the importance of purchasing and discuss the system and procedures.

Reference Books

1. Bernard Davis, Richard Kotas- Food cost control - Published by International Textbook Company Limited -1976
2. Michael L Kasavana -Menu engineering: A practical guide to menu analysis Paperback – 1982

**21CMIA12 ADVANCE INDIAN FOOD SKILL DEVELOPMENT
AND GLOBAL TREND**

3 0 0 3

Course Objectives

To make the student understand the various flavours of Indian food, culture and advanced techniques in the preparation of food. Students to make note of the growing popularity of Indian spices and its versatile usage

Unit I- INDIAN FOOD ETHOS– INDIAN FOOD **6**

Indian food Ethos, trade in food in ancient south India, foods of God, Food Tales of early travelers, Bounty from the new world, Staple food, utensils of food preparation, Vegetarianism its advantage and growing popularity

Unit II - ROYAL CUISINE OF INDIA **6**

Royal food, Organization of Indian kitchen, Revisiting of Fundamentals Spice blends Dry and wet, Aromatic powders of spices, storing method, importance of spice in the world of cuisine, influence of other culture in Indian food

Unit III – INDIAN REGIONAL BREAKFAST **6**

Tiffin, concept, popularity and evaluation, Indian pulses Rice and grains; its progress evolution and preparation. Various Marinades, tenderizing agents, thickening and souring agents.
Basic gravies and its versatile use in the kitchen
Pan Indian Breakfast dishes, significance, popularity and importance.

Unit IV - LATEST TRENDS IN INDIAN FOOD **6**

Its influence, varieties and trends. Indian cooking methods and advanced techniques in Indian food. Creativity in tandoor food especially in vegetarian food. Fats and oils in Indian food, awareness and healthy approach towards preparation of Indian food. Invasion of new ingredients in Indian food.

Unit V - REGIONAL FOOD AND ITS POPULARITY **6**

Contemporary Indian food and its growing popularity towards adaptation, modernization and creativity. Presentation skills a new approach in presenting Indian food like the western food. Creative hollowware in presentation. Regional food and its popularity. Planning set menu, tasting Indian menu, a la carte menu and bulk Indian buffet menu. Health benefits of having breakfast and buffet presentation, complete menu and new trends and live cooking

Total Hours 30

Course Outcome

Upon successful completion of this course the students will be able to.

CO1: Discuss about Indian Royal food, key spice mix and aromatic blends

CO2: Explain the new trends in Indian food and exotic ingredients, Trend, and influence of western Techniques

CO3: Assess the evolution of staple Rice and pulses, Tiffin and all building blocks of Indian food

CO4: Demonstrate the contemporary presentation of Indian food and plan Indian tasting menu

CO5: Summarise the ancient Indian food and its ethos, vegetarian food and its popularity

Reference Books

1. K.T Achaya- Indian food- Historical companion - Oxford India paperback (1998)
2. An ABC of Indian food – Prospect book 1996
3. BaljekarMridula- Secrets from Indian Kitchen- Pavilion books limited Dubey, K.G.(2011)
The Indian cuisine, New Delhi: PHI Learning Private Ltd.
4. Bali, P.S. - Quantity food production and Indian cuisine, New Delhi: Oxford University Press(2011)

Course Objectives:

The students will be afforded an opportunity to understand and appreciate the importance of attractive presentation of food with natural ingredients. Understand how important to create a composition of food, selecting the key component to add a visual impact without compromising or altering the recipe. Students made to understand that visually good food influence the perception of quality and overall enjoyment of food. New trends also is all about creative presentation

Unit I: Balancing the key elements for presentation**6**

Understand the importance of well-presented food with a balance of colour Texture shape and portion size, how it impacts the mood of the consumer. Attractive food- its challenges, benefits. Role of external accessories in plate, buffet food presentation, trend, choices expectations and visual cooking and interactive cooking advantages

Unit II: Techniques and rules for presentation**6**

Garnish- history of garnish and modern style of garnishing, tips and rules for presentation, aesthetics of plate styles and shapes, core garnishing techniques and understanding. Importance of special tool required for presentation, sauces, Gravies, oils, salsa, foliage, flowers, fruit, and flour based garnishes

Unit III: Relation between senses and innovative design of food**6**

Hierarchy of senses/relation to food, understanding the food in relation to taste buds and eyes(science of taste and Art of food), visual appetite and its representation created by innovative food design and continuous development through the visual sensory inputs

Unit IV; Visual effect and analysis**6**

Sensory evaluation of food, factors affecting visual impact, underdone and overdone , redefinition and enhancement, visual analysis, acceptance and satisfaction to the tongue and eyes, and overall a sense of great visual appeal

Total Hours- 30**Course Outcome**

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

CO1: Analyze the visual appetite and practice innovative design of food.

CO2: Evaluate and follow the key elements while presenting the food.

CO3: Access the visual appeal, sensory evaluation and analyze the effect

CO4: Develop the techniques of garnishing and basic rules of presentation.

Reference Books:

1. Christopher Styler - The art of food presentation by published by John Wiley & sons 2006.
2. Hobday- Food presentation secrets, Cara Published by FireFly books Ltd, 2009.
3. Carolyn Krosmeier- Making sense of taste- Food and Philosophy Published by Cornell University press October 2002.
4. Howard R. Moskowitz- Sensory and consumer Research in food products and development Published by Black well Publishing Ltd 1st Edition July 2006

21CMIA14 ART OF BAKERY AND CONTEMPORARY BREAD MAKING: 3 0 0 3

Course objectives:

1. To educate the student to attain knowledge and skills on the handling of dessert, sauces, chocolates and presentation skills
2. To lay emphasis on the decorative pastry work, show piece, presentation techniques- hands on
3. To train the student on the aspect of design, make up and production for buffet platters using artistically made desserts and confectionary show piece works
4. To learn the method of handling various small and large tools and equipment for the purpose of shaping, moulding, presenting etc.

Unit-I: History and origin:

6

Region of origin - Civilization & cultivation - Religion & differences - Cultural beliefs - Types of grains used.

Unit – II: Bread making ingredients:

6

Types of flour – Composition – Classification- Other grain & cereals -Storage of flour

Unit –III: Functions of ingredients in bread making:

6

Role of salt - Role of sugar & types - Shortenings & types- Functions of yeast -Influence of ingredients

Unit- IV: Additives in doughs & bread:

6

Hydrogenated oils - Mono & di glycerides - Dough emulsifiers- Improvers & role- Role of each ingredient

Unit- V: Bread formula:

6

Basic units - Formula & measurements- Units of measure -Bakers percentage formula - Formula yield

Total Hours - 30

Course outcome:

CO1: Analyse and evaluate product quality based on colour, taste and texture.

CO2: Define the factors that affect quality of baked products.

CO3: Categorize the decorative show piece with hands on participation

CO4: Explain the organizing design, make up and production of buffet platters using artistically made dessert and show piece works

CO5: Demonstrate the knowledge and skills in making desserts, sauces, chocolate in various forms and textures.

Reference Books:

1. Wilfred J.Fance- The new international confectioner-virtue-london, 1981.
2. Michel roux, Albert roux - Roux brothers on Patisserie - Little brown publications, 1993.
3. Peter T.Boyle- Sugar work – Van Nostrand Reinhold co.,New York,1982.
4. Wayne Gisslen- Professional baking, 2nd edition-Wiley Publications,Singapore, 1984.
5. Joseph Amendola - Understanding Baking, revised II edition- Wiley Publications,2002

Course Objectives

1. To prepare and expose the students with all the knowledge of Indian food and culture of different region
2. Give them an experience of abundant spice magic of these regions
3. Develop them to use all the techniques and become master of Indian cuisine

1. Kerala

Meen pollichathu, Thalacheri chicken biryani, Erisseriy, Ullitheeyal, Malabar paratta Ada pradaman

2. Tamil Nadu

Vazhapoo paruppuusli, Keerai masial, Milagu kozhambu, Mutton ball curry, Coconut rice Asoka halwa

3. Karnataka

Alambuarapu, Padang igassi, Kori gassi, Neichoru, Sannas, sweet moong dal kichidi

4. Andhra Pradesh

Guttivangayakura, Pesarattu /coconut chutney, Tomato pappu, Chappala pulusu, Tempered rice

5. Hyderabad

Kachigoshtki biryani, Mirchi ka salan, Burfani raita, Vegetable shammi kebab, Kubani ka mitha

6. Goan

Rissoles de camarao, Caldo verde, Chicken xacuti, foogath, Vegetable pulao, Feeloz

7. Punjabi

Rajma masala, Paneer makhani, Raarah ghost, Baingan burta, Jeera pulao, Kheer

8. Bengali

Mustard fish, Bhapoo aloo, Cholar dal, Luchi, Chorchori, Ghee bhat, Mistidoi

9. Lucknowi

Galouti kebab, Sheermal, Ghost korma, Paneer pasanda, Muzzafar,

10. Breakfast and snacks

Idli sambar, poori bhaji, POHA Chole bhatura, aloo parantha, Kolkata singada, Kathi roll

11. Rajasthan

Gatteki subzi, Rajasthani kadi, Rajasthani mirchi wada, Laal mas, Phulka, Dal halwa

Course outcome

Upon successful completion of this course the students will be able to

CO1: Plan the quantity of raw materials required for particular function and prepare the cost per cover.

CO2: Compile an Indian menu and execute the same

CO3: Showcase the basic skill in preparing the foundation gravies and marinade for kebabs

CO4: Master the comfort food and the most popular breakfast dishes

**21PMIA12 ART OF BAKERY AND CONTEMPORARY BREAD MAKING 0063
PRACTICAL**

Course objectives:

1. To educate the student to attain knowledge and skills on the handling of dessert, sauces, chocolates and presentation skills
2. To lay emphasis on the decorative pastry work, show piece, presentation techniques- hands on
3. To train the student on the aspect of design, make up and production for buffet platters using artistically made desserts and confectionary show piece works
4. To learn the method of handling various small and large tools and equipment for the purpose of shaping, moulding, presenting etc.

1. Breakfast Breads -Pancakes, Waffles, Doughnuts, Croissants, Danish, Muffins, Cinnamon Rolls, Cornbread.
2. Quick Breads : Biscuit method, Muffins method, Creaming method, Banana Bread, Carrot Cake, Spiced Soda Bread, Cookies with classification / Biscuits.

International Breads:

3. English Breads : Bloomer, Cornmeal Leaf, Hovis, Cottage Loaf, Crumpets, Harvest Loaf, Hot Cross Buns, Welsh Clay Pot, Irish Soda Bread, Sally Lunn
4. French Breads: Baguettes, Epi, Fougasse, Pain Polka, Cereale, Pain Poilane
5. Italian : Ciabatta, Focaccia, Grissini, Panettone, Pome Con Noli
6. Medditerranean : Slice Bread, Schiacciata bread, Pitta Bread, Greek Olive Bread
7. American: Burger Bun, Swirl Bread, Corn Bread, San Francisco Sour Dough, Oat Meal Bread.
8. Middle East : Lavash, Barbari, Syrian Onion Bread, Braided Bread
9. Ginger Bread: Models Life Size Dummy Models, Salt Dough- models: Flat modelling, Metal Armature, Bird, Animal, Fish and Natural Floral Forms.
10. Breakfast Breads -Pancakes, Waffles, Doughnuts, Croissants, Danish, Muffins, Cinnamon Rolls, Cornbread.
11. Quick Breads : Biscuit method, Muffins method, Creaming method, Banana Bread, Carrot Cake, Spiced Soda Bread, Cookies with classification / Biscuits.

12. English Breads: Bloomer, Cornmeal Leaf, Hovis, Cottage Loaf, Crumpets, Harvest Loaf, Hot Cross Buns, Welsh Clay Pot, Irish Soda Bread, Sally Lunn
13. French Breads: Baguettes, Epi, Fougasse, Pain Polka, Cereale, Pain Poilane
14. Italian : Ciabatta, Focaccia, Grissini, Panettone, Pome Con Noli
15. Medditerranean : Slice Bread, Schiacciata bread, Pitta Bread, Greek Olive Bread
16. American : Burger Bun, Swirl Bread, Corn Bread, San Francisco Sour Dough, Oat Meal Bread.
17. Middle East : Lavash, Barbari, Syrian Onion Bread, Braided Bread
18. Ginger Bread: Models Life Size Dummy Models, Salt Dough- models: Flat modelling, Metal Armature, Bird, Animal, Fish and Natural Floral Forms.

Course outcome:

CO1: Analyse and evaluate product quality based on colour, taste and texture

CO2: Produce various shapes with hands on participation

CO3: Compare straight dough, sponge dough and other various method.

CO4: Formulate ingredients and mixing for quick bread

CO5: Design the art and science of baking.

SEMESTER – II

Course Objectives:

Planning is paramount important in every field of work. This portion imparts students the essential elements of planning and decision making. It also gives answer to the various questions in management organization behaviour, sales and marketing, and entrepreneurship.

Unit I: Definition of Management**6**

Its nature and purpose, Function of Management, Planning and its importance, Decision making its importance and how it impacts the output. Organizing-Structure, Departmentalization- Basic pattern advantage and disadvantage of each, Delegation and decentralization

Unit II: Leadership**6**

Nature of leading and leadership, defining leadership, ingredients of leadership, leadership behaviour and style. Importance and effect of behaviour and style. Motivation- special motivation techniques

Unit III: Manpower planning**6**

Concept planning, product definition, job analysis, job description, job evaluation, and job enrichment. Sourcing, recruiting, training and development, performance evaluation and control

Unit IV: Sales and Marketing**6**

Basics of marketing and sales concepts and principles. The fundamentals of marketing and its relationship to the food and beverage and most importantly how it will enhance the chefs overall carrier

Unit V: Entrepreneurship**6**

Introduction and evolution of the concept of entrepreneurs, characteristics and function of entrepreneur. Entrepreneurship development and basic steps in starting business

Total Hours - 30**Course Outcome**

Upon successful completion of this course the students will be able to

CO1: Discuss the organization structure and key functions of management

CO2: Evaluate the human behaviour and style- key ingredients for leadership, and Motivation techniques.

CO3: Effectively plan and assess the manning requirement for a small area of function and ability to understand the impact of training

CO4: Appreciate the booming start-ups and basic steps in starting new business to become an entrepreneur.

CO5: Plan for sales and effect of marketing under the very competitive environment.

Reference Books

1. S. Senthil, M Arokiaraj- Entrepreneurship development - ARS Publications 2016
2. P C Tripathi - Principles of Management Paperback - McGraw Hill Education Publication 2008
3. V Vijayakumar- Production Planning and control - TECHNICAL PUBLICATIONS 2008

Course Objectives:

Developing a food service establishment is a complex sequential process requiring the intense interaction of many professionals to successfully plan, design, build and operate a food service facility. So the objective is to understand the role of concept planning as it involves extensive capital and time required for the development

Unit I-Food service development process**6**

Concept statement and who is involved in development. From concept development to design development. Concept components, identifying who is your customer and what customer wants.

Unit II- Concept coordination and design process.**6**

Key players in restaurant design process. Schematic planning. Functional program and space program. Sizing the BOH (Back of the House), programming the BOH space. Number of meals per day, peak demands, competitions, pricing

Unit III-Planning**6**

Planning an all-day dining kitchen with a capacity of 100 covers and banquet facility of 500 covers. Service and processing flow, efficient disposal system, cold holding facility volume cooking, Equipment, staffing and menu. Staff facility and food delivery system for staff.

Unit IV- Analyzing various food service model in India,**6**

Its advantage and disadvantage. Growing single food concept, cost structure in creating the design and profitability. A comparison of fine dining concept and Full service restaurant. Regional food, wellness food, QSR, single bowl concept and new trend in food concept. Development of standard recipes, standard operating procedure. Productivity analysis- higher productive equipment and productive employees.

Unit V- Failure and success of the restaurants**6**

Failure and success of the restaurant depends on three factors food, service and ambiance. Retention of customers is key and the popularity of food depending on the competition and trends. Environmental Studies in relation to Hotel sector and food beverage operation. Solid waste management and water management and conservation

Total Hours - 30

Course Outcome

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

CO1: Design specific All-day dining and banquet facility listing staffing and equipment

CO2: Plan the space and sizing the BOH depending on the demand

CO3: Assess the well-run food service establishment and plan the positive environmental concern

CO4: Analyse the types of food service models and plan the facility

CO5: Write the concept statement and understand the concept components

Reference Books:

1. Tarun Bansal- Hotel Facility Planning - Oxford University press 2010.
2. David M. Stipanuk -Hospitality Facility Management design, 2015;
3. Developing Hospitality properties and Facility by Josef Ransley&HadyIngram
- A Butterworth-Heinemann Title 2004

Course Objectives:

Role of chefs in modern culinary world, code of conduct and ethos being a culinarian, and how responsible to become a chef. Concept of cooking simple and effective approach. Understanding of all building blocks and the importance of mise-en- place. Recipe formulation and its basic rules, weight and measures, its importance, standard recipes for consistency, flavoured oil, vinegars, relish and taste adders. Understand the usage of some of the great exotic flavourful ingredients. Palate development and appreciating the correct seasoning the food.

Unit I SAUCES & GRAVIES**6**

Every chef takes great pride in the sauces that transform a good meal into a great dining experience. From the classic sauces of France to modern salsas, relishes, infused oils, coulis and chutneys you will explore all the diverse expressions of the saucier's art. Sauce Innovation Flavour, freshness, Contemporary and Proprietary Sauces.

Course Highlights:

- Grand sauces- • Compound sauces-• Emulsified sauces-• Contemporary sauces-• Consommé
- Vegetable-based soups-• Reductions -• Roux-based soups and bisques

Unit II Menu Engineering**6**

Compiling menu and conceptualization of dishes, plating, design and presentation. Elements required for finishing touches for great eye appeal. Principle of cooking methodology.

Dry-heat cooking methods

Mastery of cooking technique is an essential yet difficult aspect of the culinary craft. Whenever a chef turns and faces the stove, the outcome is wholly dependent on a few basic skills - sautéing, grilling, and frying among them. These dry-heat methods are taught comprehensively and meticulously, giving students an opportunity for repetition that assures competency and confidence.

Course Highlights:

Sautéing proteins, starches, and vegetables -Pan-frying proteins, starches, and vegetables-Deep-frying proteins, starches, and vegetables- Grilling proteins, starches, and vegetables Roasting proteins, starches, and vegetables

Moist-heat cooking methods

Moist-heat cooking produces some of the great treasures of the kitchen. Profound flavors and comforting textures make braises and stews the highlights of cuisines around the world. Poached and steamed dishes now form the basis of much of today's wellness-centered dishes.

Course Highlights:

Braising proteins and vegetables- Stewing proteins, starches, and vegetables- Shallow poaching proteins - Steaming proteins and vegetables -Deep-poaching proteins and vegetables. Essence marinade and glaze. Dry cure and brine for fish. Smoking of food. Degrees of cooking, shrinkage, professional methods of keeping and preserving food. Spoilage of meat and meat products, changes in meat cooking two great laws in cooking.

Unit III Breakfast, Brunch, and Lunch

6

Dinner is the main meal associated with being a chef. But over 30% of all meals eaten in restaurants are breakfast, brunch, and lunch. This course explores the techniques and ingredients used in those meals, from egg cookery and crêpes to sandwiches, vinaigrettes and dressings. Legume, grain, timbale, and soufflé techniques are also part of this course.

Course Highlights:

Egg specialties- Griddle specialties- Cereals- Crêpes - Breakfast meats - Simple and composed salads Dressings and vinaigrettes - Assorted sandwiches - Grains and legumes- Soufflés, gratins, and timbales

Unit IV Cuisine of France:

6

With good reason, France is considered the touchstone for all western cuisines. In this course students become familiar with characteristic ingredients, methods and dishes from Provence, Burgundy, Normandy, and Alsace.

Cuisine of Italy: Piedmont, Tuscany, Abruzzo, and 17 other regions comprise what we think of as Italian food. Regionality is the essence of all things Italian and this concept is central to our presentation of this exciting cuisine. Using authentic recipes and ingredients students come to appreciate the diversity and simplicity that characterize this popular yet elusive European cuisine.

Cuisine of Middle East, Spain, Greek and Mexico and its flavourful combinations and special spices, its contribution to the world of cuisine, an overview

Modern cooking, focus on perfect plating, micro greens, edible flavours, well received attraction. Modern techniques and approach to food cooking and presentation, sous vide cooking, an overview.

Unit V Modern culinary masters

6

As cuisine has evolved and transformed over time, chefs have become innovators, visionaries, and artists. Best chefs in the industry will interact with each one in preparing recipes specially selected by the chefs, students come to understand the unique perspective of each and every ideas that will spark their own creativity. The course concludes with market basket cooking classes where students can individually express their interpretation of the masters' lessons.

Total Hours-30

Course Outcome

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

CO1: Appreciate the importance of breakfast and will be able to demonstrate the breakfast dishes

CO2: Describe the relation similarities and difference in flavours and main highlights western, continental and Middle East food.

CO3: Demonstrate the classic and contemporary sauces

CO4: Exhibit the advance cooking methods and plan menu based on principle of cooking methodology

CO5: Display professionalism in the Organizing the kitchen.

Reference Books

1. Wayne Gisslen, (2011) Professional Cooking, 9thed. New Jersey: John Wiley & Sons, Inc.(2018)
2. Mary Deirdre - The Food & Beverage Institute Cooking essentials for the new professional chef, Canada: John Wiley & Sons, Inc.(1997)
3. Parvinder S. Bali, "Food Production Operations", 2009, Oxford University Press, India.
4. North American Meat Processors Association - The meat buyers guide: meat, lamb, veal, pork and poultry, New(2007)

Course Objectives

1. To study the preparation of bread making from different forms of flour
2. To learn the preparation of fancy breads, whole bread with different forms and texture of dough
3. To understand the importance of salt dough and ginger bread models
4. To understand the making of breakfast breads, quick breads, laminated doughs and other combinations
5. To educate and impart knowledge in the field of baking and mass production of bakery goods

Unit- I: Composition & chemistry:**6**

Faults & classification – rectifications- Breakfast breads - Quick breads -Types & methods of baking

Unit – II: International breads comparative study:**6**

French, German – Scandinavian – Italian – British- Russian& American

Unit- III: Commercial manufacturing of yeast goods:**6**

Lean dough products- Rich dough's- Rolled in yeast dough's- Laminated dough -Steps in yeast dough production

Unit- IV: Cake& sponge making:**6**

Methods of Preparation- Techniques advisable -Aerated desserts -Creaming method and precaution -Icings & glazes

Unit – V: Frozen desserts:**6**

Products & types -Classification of desserts-Churn frozen-Frozen yoghurt & gelato -Parfait & bombes

Total Hours- 30**Course outcome:**

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

CO1: Formulate plan and produce food in mass quantities.

CO2: Illustrate portioning and presenting baked goods for industrial and commercial purposes.

CO3: Analyse and evaluate dough texture and bread quality.

CO4: Create productions of international breads and artisan breads.

CO5: Plan new products of bread using various types of flours.

Reference Books:

1. Wilfred J.Fance - The new international confectioner- Virtue-London, 1981.
2. Michel roux, Albert roux - Roux brothers on Patisserie-Little brown publications, 1993.
3. Peter T.Boyle - Sugar work - Van Nostrand Reinhold co.,New York, 1982.
- 4.Wayne Gisslen -Professional baking, 2nd edition- Wiley Publications, Singapore1984.
5. Joseph Amendola- Understanding Baking, revised II edition –WileyPublications 2002

Course Objectives:

Hygiene, sanitation and safety of food is increasingly becoming a crucial factor in the success of the food business, to protect the popularity of the restaurant and the health of the customers it is important to understand how it impacts the business. This subject will provide the student an opportunity to know all the elements and implementation of the same

Unit I Food safety 6

Define the term food safety, consequences of poor standards of food hygiene and benefits of food standards, proper temperature of various foods and also make sure food served in safe and at most hygiene standards. Cold food served cold and hot food served hot. Food safety and standards of authority of India

Unit II Personal hygiene for food handlers 6

Habits, clothes and educating food handlers in handling and serving food. Microbiology of food, spoilage, control of micro-organisms and growth curve effect of environmental factors on the growth of microorganisms. Bacteria, reproduction and time scale of the process, food borne illness, concept of danger zone, example of high risk food, food contamination and their sources

Sanitary procedures: safety procurement, storage, Handling preparation, control of spoilage and safety of leftover food

Unit III Food handlers, cleaning methods and garbage disposal 6

Food handlers: Hygiene practices control and inspection, planning and implementation of training program for health personnel. Risk associated with food being handled by carriers.

Cleaning method: Define sanitation and disinfection, use of detergents and sanitation method, understand the significance of cleaning schedule

Garbage disposal: Types of waste, hazardous vs nonhazardous waste, segregation, recycling and different waste treatment

Unit IV HACCP 6

Overview, needs and benefits of HACCP, Prerequisite programs: define and develop the process, to perfection

HACCP principles:

Hazard analysis, critical control point, CCP Decision tree, critical limit, monitoring, taking corrective

Unit V FSSAI 6

Food Safety and Standards Authority of India

Total Hours - 30

Course outcome

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

CO1: Assess the need for HACCP practices and prepare CCP

CO2: Evaluate and recognize the need for implementing the FSSAI

CO3: Implement the best practice of personal hygiene and understand the cost of poor hygiene

CO4: Summarise the cleaning process and procedure of garbage disposal

CO5: Follow and describe the food safety standards, understand the effect of poor hygiene standards

Reference Books:

1. Christine Taylor-Butler - Food safety -Publishing by children's Press 2008.
2. David McSwane and David Zachary - Essential of food safety and sanitation - Published by Pearson 1998.
3. J.E Kellerand Employee food safety Hand book- Third edition - Associates June 2010

Course objectives:

To introduce to the students various activities happening in Garde manger, processing and preparation of cold food, Hors d'oeuvres and charcuterie

Unit I: Introduction to Larder**6**

Larder function, Layout, key equipment and chefs responsibilities. Cold sauces- preparation of emulsified sauces. Preparation and uses of Cumberland sauce, Horseradish sauce and Mint sauces. Varieties of salad leaves, Mesclun, types and parts of salads. Presentation and modern ingredients to salads- edible flowers, dust and powders. International salads and dressings and Raw fish salad- Ceviche

Unit II: Appetizers and presentation of Hors d'oeuvres**6**

Guidelines for selection of hors d'oeuvres and international equivalent. Finger food and its basic principles. Banquet and a la carte styles canapés. Barquettes, tartlets, choux puffs and carolines – preparation and presentation. Classic and modern appetizers plating and presentation. Types of sandwiches and innovative stuffing, types of cheese and cheese board presentation.

Unit III: Forcemeat preparation**6**

Spice mix for forcemeat, different types and definition. Fabrication, grinding, molding, forming, cooking and storage. Panada- types and uses. Types and definition of Mousse, parfait and quenelles. Methodology of preparation of mousse and presentation.

Unit IV: Pate, Terrine and Aspic**6**

Definition and Preparation of Pate and Terrine. Preparation and assembling of pate, types of lining for pate- pate dough and fat lining. Country style terrine, assembling and cooking terrine. Preparation of Galantine, Ballotine and roulade. Brines, cures and Marinades its preparation and uses. Preparation of various types of Aspic and jellies, uses of Aspic. Preparation and uses of Chaud froid. Gelatin- its usage and types

Unit V: Charcuterie**6**

SAUSAGE, BRINES, CURES, & MARINADES: Processed meats and comminuted- definition, major categories of sausage and three types of meat ingredients used in sausages. Curing agent in sausage making and its functions. Different type of casing advantage of using natural casing. Types of Brines, Method of Curing, Uses of Marinades. Types of ham, curing and drying of ham. Types of bacon and processing of bacon.

Total hours -30**Course Outcome**

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

CO1: Discuss the recipes for cold sauces, varieties of lettuce and salad preparations

CO2: Discuss the types of sausages and different types of bacon, processing of Ham and curing Process.

CO3: List different types of finger food and cocktail snacks, accompaniments for cheese board

CO4: Identify the pate Terrine and Galantine

CO5: Summarize the forcemeat preparation and its derivatives

REFERENCE BOOKS:

1. Kinton & Cessarani - Practical cookery - Hodder & Stroughton Educational, London 2004
2. Anthony D Reilly - The Complete Cookery Manual - Longman Group Ltd., UK. 1993
3. Clive Finch - Food Preparation An International Approach Paperback- Pearson Education 1999
4. H.L. Cracknell - Practical Professional Catering– Publisher Cengage Learning Vocational 1998
5. Culinary Institute of America (Author) - Garde Manger: The Art and Craft of the Cold Kitchen - Wiley 2012

SEMESTER – II PRACTICAL

21PMIA21 Creative Western Cuisine and Building Gastronomical knowledge 0 0 6 3

Practical

Course Objectives

- To develop multiple techniques and systems of production and food preparation to answer the daily and basic gastronomic demands, as well as complex and creative preparations.
- To recognize the optimum point for the consumption of raw products. To break down the organoleptic properties of foods to obtain their ideal blend, understand their physical and chemical properties and their behaviour during the cooking process.
- To identify the most appropriate and innovative techniques for the processing of foods as a function of product characteristics, their subsequent use and customer needs.

Menu-1

Double consommé with liver quenelles, grilled beef tenderloin, cobb salad, steak de seer en papillote
Creamed spinach tart, crème brûlée.

Menu -2

Pumpkin soup with chicken breast and fried ginger, aubergine, goats' cheese and pesto toast, Lamb
estouffade with garlic bread, Parsley potato, Mud pie

Menu-3

Mousseline of fish with tomato puree, Tortellini of ratatouille with gazpacho, Garlic braised whole
chicken with flageolets and roasted leeks, Braised leeks and red pepper, lemon mousse

Menu -4

Mushroom soup cappuccino, Stuffed lamb leg for roasting, Grilled aubergine and tomato,
Mushroom and chestnut risotto, Ricotta tart

Menu-5

Crab bisque, Poulet poelechimay, Quiche Lorraine, Tomato farcies, Strawberry bavarois

Menu-6

Chicken lime avgolamono soup (kotosoupaavgolamono), Tzatziki- yoghurt and cucumber salad/
tapenade, Greek Gyros –Horiatikisalata, Moussaka of lamb, semolina pudding

Menu-7

Broccoli soup with cheese ravioli, Millefeuille of red mullet, Bouchees de crustaces beryc
Red cabbage and mashed potato, brandy snap and coffee & date mousse

Menu-8

Tortilla espagnole, Paella, Empanadas/ Aioli Pisto

Menu-9

Hummus, Shish taouk, Falafel, Moroccan couscous vegetables Moroccan meatball tagine
(Keftyta Mkaouara)

Menu-10

Buns with bbq chicken and chili jam, BBQ fish with pickled vegetables, Spicy prawn and avocado with chipotle mayo and crispy vermicelli, Sticky Asian lamb with sesame fried brown rice

Menu-11

Fried potato and fried egg, Poached fish in dill cream sauce, German style creamed spinach
Panko coated chicken schnitzel, Sautéed German sausage with bacon and apple sauerkraut
Spaetzli with gruyere cheese and caramelized onion

Menu-12

Corn chowder with jalapeno cream, sizzling calamari salad with potato string, Red snapper with spring vegetable vinaigrette, Cannelloni roll with spinach and ricotta

Course outcome

On successful completion of the practical the students will be able to

CO1: Display the essentials of traditional cookery, which has made possible evolution of the kitchen.

CO2: Practice the culinary techniques and master the most advanced culinary applications.

CO3: Prepare food and be knowledgeable in the culinary techniques from near and far cultures.

CO4: Explain the gastronomic properties and best applications of products from around the world.

Course Objectives

1. To study the preparation of bread making from different forms of flour
2. To learn the preparation of fancy breads, whole bread with different forms and texture of dough
3. To understand the importance of salt dough and ginger bread models
4. To understand the making of breakfast breads, quick breads, laminated doughs and other combinations
5. To educate and impart knowledge in the field of baking and mass production of bakery goods

List of Experiments:

1. Royal Icing: Flower Baskets, creating embroidery and lace designs, lacing, bas relief and smocking, filigree, advanced figure piping, advanced run out works, and – free standing run outs. Competitions and Commissions. Tube embroidery, Runout Collars, Stock, Runouts, Floating Collar, Floating Filigree, Tuille, extension, brush embroidery, Oriental string work.
2. Gum Paste: 3 dimensional Gum paste models for wedding. Wedding Cakes, Christmas and New Year: Shaping, drying and storage, Frills, Broderie Anglaise. Brush Embroidery. Basrelief. Smoging, Modeling, crimping, embossing, cut outs, appliqué.
3. Chocolate: Éclairs, Liqueur Chocolates, Chocolate Stencil Works for Cakes, Chocolate Designs, Chocolate couvertish, making rolls, shavings, stencil, leaves, petals for decorating different cakes Chocolate Sculpturing.
4. Sugar Confectionery: Truffles & Boiled sweets. Toffees, Fondants, Pastillages, Caramel fruits? Pulled Sugar – Sugar Baskets, roses & other Flowers, Stems & Leaves, ribbons: Spun Sugar – Caramel strings. Pulled sugar strings, Blown Sugar – Show Pieces of Basket with blown sugar fruits; Free hand champagne glasses and mild – blown wine glass. Aquarium with Rock sugar and bubble sugar; Birds with Rock sugar and poured sugar.
5. Marzipan : Modelling and decorating cakes
6. Nougatine Show pieces : Well, Boat, Hut, Bullock Cart, Peacock, Dragon

Course outcome:

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

CO1: Evaluate and analyse sugar paste texture and its quality.

CO2: Plan and production of mass quantity.

CO3: Formulate new international gateaux and artisan works.

CO4: Create to produce different types of icing using various methods.

CO5: Design portioning and presenting show pieces for industrial and commercial purposes.

Menu 1

Salads and dressings
1000 Island
Blue cheese dressing
Marie rose
Remoulade
Balsamic dressing
Caesar dressing

Menu 2

Ceviche, raw papaya salad, shrimp remoulade, Lobster salad, Caesar salad, Apple and orange salad
Cobb salad, Tuna salad

Menu 3

Aspic and Gelee
Mousse and Mousseline
Chaud-froid

Menu 4

Force meat
Chicken mousse
Liver parfait
Seafood pate

Menu5

Chicken Galantine, country style pate

Menu 6

Vegetable terrine
Potato and mushroom pate

Menu 7

Beef wellington
Chicken liver mousse in egg

Menu 8

Cheese platter setting and accompaniments
Broccoli mousse
Carrot timbale

Menu 9

Platter set up and garnish with pate and terrine

Course outcome:

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

- CO1: Discuss the major functions of a cold kitchen and its relation to the main or other kitchens.
- CO2: Demonstrate food preparation in a professional manner while developing skills for safe work habits.
- CO3: Prepare a variety of cold dishes commonly prepared in Garde manger departments.
- CO4: Understand the limitations of written recipes and the importance of using judgment in cooking.

SEMESTER – III

Course Objectives

1. Learn the role of nutrition in relation to health and the prevention of chronic disease
2. Learn the effects of phytochemicals on health and disease.
3. Determine nutrient needs, nutritional supplements and recommendations associated with different life cycle stages
4. Evaluate nutrition information based on scientific reasoning for culinary and food service application.

Unit I- Food, Nutrition and Health 6

Relationship between food, nutrition and health, functions of food physiological, psychological and social, Food Safety

Unit II - Nutritional Basics and Needs 6

Nutrients – Carbohydrates, Protein, Fats, Vitamins, Minerals, Water, Phyto-chemicals

Units III - Nutrition during Lifecycle 6

Physiological considerations and nutritional concerns for the following life stages:

- Adult man / woman
- Preschool children
- Adolescent children
- Pregnant woman
- Nursing woman and infant

Unit IV - Health and Wellness 6

- Lifestyle relates to food choices
- Nutrition Guidelines for health and fitness
- Nutritional Supplements

Unit V - Nutrition Education 6

- Importance of Nutrition Education in Catering and Fast Food Business
- Therapeutic Nutrition
- Food Allergy and Food Intolerance

Total Hours - 30

Course Outcome

- CO1: Appreciate the philosophy of health and wellness as the foundation upon which optimum nutrition is achieved
- CO2: Advocate culinary nutrition to the health and wellness of a Nation
- CO3: Complete an in-depth study of integrative nutrition in the areas of nutrients, phytochemical, food allergy, food intolerance and food safety
- CO4: Apply lifestyle and nutritional assessment techniques and relate to food as part of our lives
- CO5: Educate others about holistic nutrition, lifestyle, wellness, and healthy living

REFERENCE BOOKS:

01. Jacqueline Marcus – Culinary Nutrition- 1st Edition - Academic Press- 2013
02. Elson M Hass, MD – Staying Healthy with Nutrition - The Complete Guide to Diet and Nutritional Medicine Paperback -2006
03. George Mateljan - The world's Healthiest foods -The Force for Change To Health-Promoting Foods and New Nutrient-Rich Cooking Paperback -2015
04. Mark Bittman, Food Matters- A guide to conscious eating - with More Than 75 Recipes Paperback –2009
05. Michael T. Murray M.D. -The Encyclopedia of Natural Medicine Third Edition Paperback - 2012

Course Objectives:

Restaurant concepts are evolving and there different types of eateries in the market. Planning menu and manpower are very crucial for the success of the restaurant. These topics will give a overall view and dynamics of restaurant operations and how the location, menu and theme of the restaurant will be suitable for successful and meaningful operations. Students will be trained to understand menu planning, recipe development, presentation concept and how one should visualize the food.

Unit - I Types of restaurants**6**

Discuss different type of restaurants, sample menu and viability of successful operation. Discuss some of the top most restaurants in India and overseas. How the Micheline star is awarded.

Unit -II Categories of hotels**6**

Various star category of hotels and their food outlets and operation style. Luxury hotel kitchen operation why they require highly specialized people and how it is related to quality, role of chefs and standards. Project work.

Unit - III Multi-skilling**6**

Multi-skilling need and quality issues associated with this concept, Manpower development and training and attrition. Trained staff retention.

Unit - IV Meal menu planning**6**

Menu planning exercise for breakfast lunch, cocktail snacks, high tea, sit-down menu and Dinner buffet menu. Cuisine trend and innovation. Create mini all-day dining menu and execute in small groups

Unit V Food sustainability**6**

Localize your supply Chain - Update your Menu Seasonally -In-House Production – Start an onsite Garden – Reduce Portion Size – Shrink Your Menu – Reduce Food Waste – Go organic Being sensitive to sustainability and understand where the food comes from and what is food miles, choose food that are good for the environment and the body.

Total Hours – 30

Course outcome

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

CO1: Discuss what makes the restaurant successful and how consistency may be achieved

CO2: Assess the concept of sustainability, related to food and quality

CO3: Define the multi skilling concept, its advantages and disadvantages

CO4: Plan the sit-down menu and organise the requirement

CO5: Identify the star category of hotel, its service quality and brand standards

Reference books

1. Gordon Ramsay- Passion for Flavours Hardcover -1996
2. Wendy Mac Naughton- Salt Fat Acid Heat Mastering the Art of good cooking Hardcover - 2017
3. H.L. Cracknell - Practical Professional Catering – Publisher Cengage Learning Vocational 1998
4. Culinary Institute of America (Author) - Garde Manger: The Art and Craft of the Cold Kitchen - Wiley 2012

Course Objectives:

Asian food is colourful, fragrant and healthful, this course is to expose the students to very satisfying flavor spectrum of Asia along with sweet, sour, salty and bitter which often come together in surprising and delicious combination

Unit I Asian food **6**

Introduction to Asian food, meal platters combination, Asian kitchen utensils, cutting techniques
Various cooking techniques and the most important basics, key raw Materials used in Asian kitchen

Unit II Thai food **6**

Thai food, its four region and cultural influence, royal cuisine of Thailand, commonly used ingredients and utensils. History of Thai cuisine and how it evolved. Popular dishes of Thai cuisine.
How India appreciates the food and some similarities in the basic preparation.

Unit III Chinese cuisine **6**

Chinese cuisine: Regions of Chinese cuisine, History and cultural influence. Cooking methods and key ingredients in the classic Chinese food. Influence of Chinese food in Indian and its growing demand in the Indian Regions.

Unit IV Vietnamese and Indonesian cuisine **6**

Vietnamese and Indonesian cuisine: Culinary influences of Indians, Chinese, Arabs and Dutch on Indonesian food, spice and herbs blend. History, regions, culture of regions and its popularity in the cuisines of the world. Malay and Chinese influence on Vietnamese cuisine and its special taste of sweet and spicy dominating the world cuisine

Unit V Food of Malaysia **6**

Food of Malaysia: an overview of Malay cuisine and its culture. Nonya cuisine – the best of Chinese and Malay.

Total Hours - 30**Course Outcome**

Upon successful completion of this course the students will be able to

CO1: Discuss the flavour profile of Thai food and its key ingredients and dishes

CO2: Summarise the influence of all flavours and cooking techniques of Vietnam, Indonesia and Malaysia

CO3: Summarise the influence of all flavours and cooking techniques of Malaysian Cuisine

CO4: Explain the various region and province of China, techniques and popular dishes

CO5: Identify typical Asian utensils and basic cooking techniques

REFERENCE BOOKS

Esterik, P.V - Food culture in Southeast Asia, London: Greenwood Press(2008)

Ruth Law - South East Asia cookbook – Dutton Adult (1990).

Course Objectives

Help to prepare students to meet the challenges associated with the Food and Beverage Industry. Students will gain basic understanding of wines that accompany foods, gueridon service operations, and dealing with staff.

Unit – I Food and wine pairing**6**

Introduction, Motivations of wine and food pairing, primary components, Texture elements, Flavor intensity, persistency, and spiciness, guidelines for food & wine pairing, Wines that pair well with foods

Unit – II Cocktails & Mocktails**6**

How to Make conventional cocktails, the Basic Bar Gear, the Essential Drink Mixing Techniques, Essential Bar Techniques, glass for drinks and different styles of drinks.

Definition of a mocktail, how to simulate alcohol, methods of making mocktails –Builds, Stirred, Blended, Shaken. Classification of mocktails - fizzy, non-fizzy, frozen and cream based recipes. Mocktail ingredients and garnishes

Unit – III Guéridon service**6**

Introduction, Equipment use and maintenance, selection of guéridon dishes, handling food for guéridon service, Flambéing. Advantages and limitations of guéridon service

Unit – IV Communication and soft skill development**6**

Communication skills- Visual, nonverbal and aural communication, Interpersonal communication, Emotional and social skills, Creativity, critical thinking and problem solving, Essential and vocational skills: survival strategies

Unit– V Human resource development and retention**6**

The concept of human resource development, Features of Human Resource development, Benefits of Human Resource Development, Factors Affecting Employee Retention

Total Hours - 30**Course Outcome**

Upon successful completion of this course, the student will be able to

CO1: Prepare of a host of mocktails.

CO2: Identify types of wines that accompany foods.

CO3: Demonstrate expertise in gueridon service operations.

CO4: Communicate effectively.

CO5: Display skills pertaining to recruitment, retention and career development of individuals within organizations

Reference Books

1. Ken Arnone, Jennifer Simonetti-Bryan - Pairing with the Masters: A Definitive Guide to Food and Wine – 2012
2. Andre Domine - Ultimate Guide to Spirits & Cocktails Hardcover - 2008
3. Kester Thompson - Mocktails: The Complete Bartender's Guide -Food & Beverage service -2012
4. Nitin Bhatnagar / Mamta - Effective Communication and Soft Skills, - Publisher Pearson -2011
5. Elisabeth Pankl - Recruitment, Development, and Retention of Information Professionals: Trends - Emerging Human Resource Development (HRD) (Focus on: Strategic Approaches- S.K. Bhatia) – Publisher Business Science Reference - 2010

Course objectives

1. To study the preparation of bread making from different forms of flour
2. To learn the preparation of fancy breads, whole bread with different forms and texture of dough
3. To understand the importance of salt dough and ginger bread models
4. To understand the making of breakfast breads, quick breads, laminated doughs and other combinations
5. To educate and impart knowledge in the field of baking and mass production of bakery goods

Unit –I: Bread faults & remedies:**6**

- Mixing methods
- Faults & causes
- Flavour
- Texture & crumb
- Crust

Unit – II: Quick breads:**6**

- Muffin method
- Creaming method
- Biscuit method
- Aeration method
- Two stage method

Unit – III: Traditional breads:**6**

- Challah
- Bagels
- Bloomers
- Flat breads
- Panning, baking, cooling & Storage

Unit – IV: À la carte desserts:

6

- Classic & new trends
- Sauce pouring
- Selection of plate ware
- Compilation of layered cakes & gateaux
- Selection of bases, topping, filling & garnishes

Unit – V: Confectionery decorating mediums:

6

- Pastillage
- Marzipan
- Chocolate & sugar
- Crunch components
- Garnishes –conventional & unconventional
- Artificial & natural colouring
- Other decorating techniques: Masking, Stencilling, Marbling, Piping, Fruit & Nuts.

Total Hours - 30

Course outcome:

Upon successful completion of this course, the student will be able to

CO1: Evaluate and analyse dough texture and bread quality

CO2: Produce different types of bread using various types of flours

CO3: Formulate the production of international breads and artisan breads

CO4: Plan production of mass quantity

CO5: Design portioning and presentation of baked goods for industrial and commercial purposes

Reference Books:

1. Wilfred J. Fance- The new international confectioner-virtue-london, 1981.
2. Michel roux, Albert roux - Roux brothers on Patisserie - Little brown publications, 1993.
3. Peter T .Boyle - Sugar work – Van Nostrand Reinhold co.,New York,1982.
4. Wayne Gisslen- Professional baking, 2nd edition-Wiley Publications, Singapore, 1984.
5. Joseph Amendola - Understanding Baking, revised II edition- Wiley Publications,2002

SEMESTER – III Practical

21PMIA31 HONING THE ART OF ASIAN COOKING PRACTICAL 0063

Course Objectives

Students will develop of much needed culinary skill and knowledge of Asian food and food culture by practical experience and deep understanding of cooking methods and different ingredients

Menu 1- Asian Mixed

Indonesian style Satay, Singapore chicken rice, Nasi Goreng, sago pudding

Menu 2- Asian Mixed

Yellow river soup, nonya prawn salad, Rendang Ayam, Chicken chow mein, toffee banana

Menu 3- Chinese

Pickled cucumber, Chicken in Sichuan chilli sauce, mixed vegetable in soya chilli sauce
Vegetable fried rice, Date pancake

Menu 4- Chinese

Sweet Corn Soup - Spring Rolls - Stir Fried Beef & Celery – Steamed Rice - Bananas Cooked in coconut milk

Menu 5- Malaysian

Soto Ayam- spicy chicken soup, Malaysian prawn fritters, Grilled chicken kelantan style
Fried rice noodle Penang style

Menu 6- Vietnamese

Asparagus crab soup, Shrimp toast, Lemon Grass chicken, Fried rice with tomato

Menu-7- Thai

Yum Apples Kiew- Green apples in spicy sauce, Tom Yum Koong- Hot and spicy shrimp soup, Kai Yang- Thai style Barbecued chicken, Vegetable green curry
Kao Pad- classic Thai fried rice.

Course Outcome

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

CO1: Attain the skill set required to create most common and popular food of Asian countries

CO2: Develop the special skill to appreciate the taste and follow the technical instructions

CO3: Plan the Asian menu and prepare the dishes

CO4: Successfully work and toss the wok over a high-pressure range

**21PMIA32 MASTERING THE ART OF FOOD AND BEVERAGE SERVICE 0 0 3 2
PRACTICAL**

Course objectives:

Prepare students to meet the challenges associated with the Food and Beverage Industry. Familiarize students of the Food Service Facilities. Establish goals and cost limitations, Formulate plans and specifications for food and employee needs and operational requirements.

Practical:

1. Analysing texture characteristics in food and wine. Texture matching by similarity or contrast.
2. Prepare conventional cocktails by the different methods of mixing cocktails. Practice a host of popular mocktails.
3. Display the expertise in preparing and serving dishes from the gueridon trolley.
4. Communicate effectively and use standard phrases when dealing with guests
5. Plan duty charts and simulate staff training. Role play

COURSE OUTCOME:

On successful completion of this course learners will be able to:

CO1: Be creative, think critically and solve problems.

CO2: Discuss how to strategically plan for the human resources needed to meet organizational goals and objectives.

CO3: Read and write effectively, use English correctly, develop the capacity to think and plan productively.

CO4: Prepare, carve, flambé and serve dishes from the gueridon trolley

CO5: Prepare cocktails in accordance with international and national standards.

CO6: Identify types of wines that accompany foods.

Course objectives

1. To study the preparation of bread making from different forms of flour
2. To learn the preparation of fancy breads, whole bread with different forms and texture of dough
3. To understand the importance of salt dough and ginger bread models
4. To understand the making of breakfast breads, quick breads, laminated doughs and other combinations
5. To educate and impart knowledge in the field of baking and mass production of bakery goods

Unit –I: Bread faults & remedies:

- Mixing methods
- Faults & causes
- Flavour
- Texture & crumb
- Crust

Unit – II: Quick breads:

- Muffin method
- Creaming method
- Biscuit method
- Aeration method
- Two stage method

Unit – III: Traditional breads:

- Challah
- Bagels
- Bloomers
- Flat breads
- Paning, baking, cooling & Storage

Unit – IV: À la carte desserts:

- Classic & new trends
- Sauce pouring
- Selection of plate ware
- Compilation of layered cakes & gateaux
- Selection of bases, topping, filling & garnishes

Unit – V: Confectionery decorating mediums:

- Pastillage
- Marzipan
- Chocolate & sugar
- Crunch components
- Garnishes –conventional & unconventional
- Artificial & natural colouring Other decorating techniques: Masking, Stencilling, Marbling, Piping, Fruit & Nuts

Course outcome:

Upon successful completion of this course, the student will be able to

- CO1: Evaluate and analyse griddle cakes and waffles.
- CO2: Classify edible and non-edible display works.
- CO3: Assess the production of international breads and artisan breads
- CO4: Justify different types of bread using various types of products.
- CO5: Describe types and application of frosting and toppings.

Course Objectives

Students will be trained to understand menu planning, recipe development, presentation concept and how one should visualize the food and plan theme restaurants.

Plan menus for breakfast, Brunch, Lunch, High Tea, and Dinner taking into consideration the following factors -Nutritional Adequacy 2. Age 3. Sex 4. Physical Activity 5. Economic Considerations 6. Time, energy and skill considerations 7. Seasonal availability 8. Religion, 9. Variety in colour and texture 10. Likes and dislikes of individuals 11. Satiety Value

Improving products, Introducing signature dishes.

Identifying and utilizing foods that are good for health.

Substituting ingredients that are organically available,

Adopting environment friendly cooking methods.

Calculating food miles when assessing the environmental impact of food, including the impact on global warming. Composting

Course Outcome

Upon successful completion of this course, the student will be able to

CO1: Discuss different forms of restaurants,

CO2: Select food that is good for the environment and the body

CO3: Recognize hotels according to their ratings.

CO4: Explain the importance of a menu, plan and write a menu