

Syllabus

2nd Semester

**B.A. (International Culinary Arts)
With Specialisation of ABFD**

SEMESTER 2

Cultures & Cuisines of Mediterranean Regions

| L | T | P | Credits | TI | TE | PI | PE | Time Allowed Hours |
|---|---|---|---------|----|----|----|----|-----------------------|
| 2 | - | 2 | 4 | 15 | 35 | 15 | 35 | |

Type of Course: - Core Course

| Core Course (CC) | Minor Course (MIC including Vocational Courses (VOC)) | Multidisciplinary Course (MDC) | Ability Enhancement Course (AEC) | Skill Enhancement Courses (SEC) | Value Addition Courses (VAC) | Internship | Research Project / Dissertation |
|------------------|---|--------------------------------|----------------------------------|---------------------------------|------------------------------|------------|---------------------------------|
| √ | | | | | | | |

Introduction to the Course:

The aim of the module is to enable you to explore the concept of Mediterranean cuisines. It will focus on the cooking styles, reservation and enjoyment of regional, traditional food of the regions. It is important for the hotelier to understand the concept to increase the profits and at the same time provide variety, quality, freshness and environmental benefits to the customers.

Course Outcome: - After completing the course learners would be able to:

- CO1. Understand the concept of Mediterranean Cuisine.
- CO2. Understand the complete learning cycle right from the farm to fork by using much produces from our farms.
- CO3. Realise the importance of producing the international standards of the recipes.
- CO4. Appreciate the need to protect biodiversity, food culture and healthy eating habits.

Detailed Syllabus:

Unit-I

Theory - Culinary map of Italy and Spain, and Italian culinary regions, style of cooking at different culinary regions such as Abruzzo, Basilicata, Campania, Emilia Romagna, Liguria, Lombardy, piedmont, Puglia, Sardinia, Sicily, Tuscany, Umbria and Veneto. Types of cheese and cured meats used at different culinary regions, types of starches used in cuisine, importance of olive oil and balsamic vinegar in Italian and Spain cuisine, about pasta and different shapes of pasta, special ingredients used in Italian cuisine, sequence of Italian and Spain menu and speciality dishes of each course, desserts of Italian and Spanish cuisine and regional speciality.

Unit-II

Theory - Explain the influence of Greek cuisine on western world as its culinary tradition, understand the importance of sea food in Greek cuisine, understand the history of Greek cheese making, explain the special ingredients used in Greek food, understand the popular Greek dishes

Unit-III

Theory - To understand the influence of geographical conditions on the Turkish cuisine, what are the herbs and spices used in Moroccan cuisine, importance of mezze, olive oil, lemon and garlic in the Moroccan food, understand the popular Turkish dishes and methods of preparation, explain the utensils used in Moroccan cuisine, importance of food during festivals and celebrations. Special ingredients used in Moroccan cuisine, similarity between Moroccan and Turkish food, popular Turkish dishes, importance of special herbs and spices in Turkish cuisine.

Unit-IV

Theory- understand the cooking style of Arabs and Lebanese community; explain the herbs and spices used in Lebanese food; eating habits and Turkish and Arabic community, what are the similarity of Turkish and Arabic food; popular dishes from Arabic and Turkish cuisine. Identify the equipment's and utensils used in Turkish and Arabic cuisine.

TEXT BOOK

- Bali, P.S. (2017), *Advanced Food Production Operations*, Oxford, New Delhi

OTHER RECOMMENDED TEXTS

- Foskett, D., Paskins, P. and Rippington, N. (2019), *Practical Cookery* (14th edn), Hodder Education, UK
- Motarjemi, Y., Moy, G. and Todd, E.C.D. (2014), *Encyclopaedia of food safety*, Apple Academic Press, Amsterdam
- Arora, K. (2008), *Theory of Cookery*, Frank Bros & Co., New Delhi

Final Assessment (FA)

| | |
|-------------------------|-------------|
| Theory Internal (TI) | 15% |
| Theory External (TE) | 35% |
| Practical Internal (PI) | 15% |
| Practical External (PE) | 35% |
| Final Assessment | 100% |

Theory Internal (TI): The (TI) will be done through in-class continuous assessment/in-class test/ coursework/presentation/journal & assignment.

Theory External (TE): The (TE) will be done through the end-term theory exam.

The question paper pattern for the end-term examination will be 35 Marks and will follow the following pattern:

| | | |
|-------------------|---|----------------------|
| Question 1 | Questions No. One (1) will have eight (5) MCQs (All Compulsory). | 5*1=5 marks |
| Question 2 | Questions No. Two (2) will have six (6) brief answer questions/options. (The learner has to answer five (5) out of the six (6)). | 5*2=10 marks |
| Question 3 | Question No. Three (3) will have five (3) descriptive questions/options (The learner has to answer two (2) out of the three (3)). | 2*5= 10 marks |

VEDATYA INSTITUTE
 Garhi Murli, Garhi Bazidpur
 Sohna Road, Gurugram (Hr.)
Anita

| | | |
|-------------------|---|-----------------------|
| Question 4 | Question No. Four (4) will have Two (2) descriptive questions/options (The learner can answer one (1) out of the Two (2)). | 1*10= 10 marks |
| | Total Marks | 35 marks |

Mapping Matrix of Course

Table 1: CO-PO Matrix for the Course

| COURSE OUTCOMES | PO1 | PO2 | PO3 | PO4 |
|-----------------|-----|------|-----|------|
| CO1 | 2 | 2 | 2 | 2 |
| CO2 | 2 | 2 | 2 | 2 |
| CO3 | 2 | 2 | 2 | 3 |
| CO4 | 2 | 3 | 2 | 2 |
| Average | 2 | 2.25 | 4 | 2.25 |

Table 2: CO-PSO Matrix for the Course

| CO | PSO1 | PSO2 | PSO3 | PSO4 |
|----------------|------|------|------|------|
| CO1 | 2 | 2 | 2 | 2 |
| CO2 | 2 | 2 | 3 | 2 |
| CO3 | 2 | 2 | 2 | 3 |
| CO4 | 3 | 2 | 2 | 2 |
| Average | 2.25 | 2 | 2.25 | 2.25 |

Anita
VEDATYA INSTITUTE
 Garhi Muri, Garhi Bazidpur
 Sohna Road, Gurgaon (Hr.)

240/BATCA/CC202

Regional Indian Cuisine

| L | T | P | Credits | TI | TE | PI | PE | Time Allowed |
|---|---|---|---------|----|----|----|----|--------------|
| 2 | - | 2 | 4 | 15 | 35 | 15 | 35 | __ Hours |

Type of Course: - Core Course

| Core Course (CC) | Minor Course (MIC including Vocational Courses (VOC)) | Multidisciplinary Course (MDC) | Ability Enhancement Course (AEC) | Skill Enhancement Courses (SEC) | Value Addition Courses (VAC) | Internship | Research Project / Dissertation |
|------------------|---|--------------------------------|----------------------------------|---------------------------------|------------------------------|------------|---------------------------------|
| √ | | | | | | | |

Introduction to the Course:

The aim of the course is to give students both theoretical and practical understanding of Indian regional cuisine. Students will be able to understand, organize, and perform the various functions that are critical to the success of a hotel. They will be trained in the preparation of different kinds of food with presentation, along with technical knowledge and competencies with proper mind-set and also able to analyse the usage of various kitchen utensils and equipment's and learn the preparation methods of regional cuisine and developing the ability on purchasing, planning and indenting skills.

Course Outcome: - After completing the course learners would be able to:

- CO1. Familiarisation in Indian cuisine
- CO2. Identify food commodities and equipment, their characteristics and uses
- CO3. Acquire Information on bulk kitchen equipment's
- CO4. Understanding time management and the importance of teamwork.

Detailed Syllabus:

Unit-I

Theory - Concept of volume cooking operation, types of establishments, usage of equipment and the maintenance; difference between cereals and grains, types of cereals and grains, impact of cooking, selection and storage; principles of indenting for volume catering, importance of purchase specifications, inventory control in stores, factors involved in inventory control in stores; introduction to Indian sweets and desserts, diversity in sweets, sweets in the festivals and religious ceremony.

Unit-II

Theory - History and origin of tandoor, various kinds of tandoors, uses, Installation, safety features; introduction to Awadhi cuisine, history, geographical location, special equipment, culinary terms; historical & background of Bengali cuisine, seasonal availability, special equipment, staple diets, specialty cuisine for festivals; geographic location of Goa, historical background' seasonal availability, special equipment, staple diets, specialty cuisine for festivals.

VEDATYA INSTITUTE
Garhi Murli, Gurgaon
Sohna Road, Gurgaon (Hr.)

Unit-III

Theory - Menu Introduction to Kashmiri cuisine, geographic location, historical background, seasonal availability, special equipment, staple diets, especially cuisine for festival; Maharashtra geographic location, historical background of food, seasonal availability, special equipment, staple diets

Unit-IV

Theory - Introduction to Rajasthan cuisine, geographic location, historical background, seasonal availability, special equipment, staple diets, especially cuisine for festival and special occasions; introduction to Hyderabadi cuisine, geographic location, historical background, seasonal availability, special equipment, staple diets, especially cuisine for festival and special occasions

TEXT BOOK

- Bali, P.S. (2017), *Food Production Operations*, Oxford, New Delhi

OTHER RECOMMENDED TEXTS

- Foskett, D., Paskins, P. and Rippington, N. (2019), *Practical Cookery* (14th edn), Hodder Education, UK
- Motarjemi, Y., Moy, G. and Todd, E.C.D. (2014), *Encyclopaedia of food safety*, Apple Academic Press, Amsterdam
- Arora, K. (2008), *Theory of Cookery*, Frank Bros & Co., New Delhi

Final Assessment (FA)

| | |
|-------------------------|-------------|
| Theory Internal (TI) | 15% |
| Theory External (TE) | 35% |
| Practical Internal (PI) | 15% |
| Practical External (PE) | 35% |
| Final Assessment | 100% |

Theory Internal (TI): The (TI) will be done through in-class continuous assessment/in-class test/coursework/presentation/journal & assignment.

Theory External (TE): The (TE) will be done through the end-term theory exam.

Shweta
VEDATYA INSTITUTE
Garhi Murli, Garhi Bazidpur
Sohna Road, Gurgaon (Hr.)

The question paper pattern for the end-term examination will be **35 Marks** and will follow the following pattern:

| | | |
|-------------------|---|-----------------------|
| Question 1 | Questions No. One (1) will have eight (5) MCQs (All Compulsory). | 5*1=5 marks |
| Question 2 | Questions No. Two (2) will have six (6) brief answer questions/options. (The learner has to answer five (5) out of the six (6)). | 5*2=10 marks |
| Question 3 | Question No. Three (3) will have five (3) descriptive questions/options (The learner has to answer two (2) out of the three (3)). | 2*5= 10 marks |
| Question 4 | Question No. Four (4) will have Two (2) descriptive questions/options (The learner can answer one (1) out of the Two (2)). | 1*10= 10 marks |
| | Total Marks | 35 marks |

Mapping Matrix of Course

Table 1: CO-PO Matrix for the Course

| COURSE OUTCOMES | PO1 | PO2 | PO3 | PO4 |
|-----------------|-----|------|-----|------|
| CO1 | 2 | 2 | 2 | 2 |
| CO2 | 2 | 2 | 2 | 2 |
| CO3 | 2 | 2 | 2 | 3 |
| CO4 | 2 | 3 | 2 | 2 |
| Average | 2 | 2.25 | 4 | 2.25 |

Table 2: CO-PSO Matrix for the Course

| CO | PSO1 | PSO2 | PSO3 | PSO4 |
|----------------|------|------|------|------|
| CO1 | 2 | 2 | 2 | 2 |
| CO2 | 2 | 2 | 3 | 2 |
| CO3 | 2 | 2 | 2 | 3 |
| CO4 | 3 | 2 | 2 | 2 |
| Average | 2.25 | 2 | 2.25 | 2.25 |

Sweets and Desserts

| L | T | P | Credits | TI | TE | PI | PE | Time Allowed |
|---|---|---|---------|----|----|----|----|--------------|
| 2 | - | 2 | 4 | 15 | 35 | 15 | 35 | __ Hours |

Type of Course:- Core Course

| Core Course (CC) | Minor Course (MIC including Vocational Courses (VOC)) | Multidisciplinary Course (MDC) | Ability Enhancement Course (AEC) | Skill Enhancement Courses (SEC) | Value Addition Courses (VAC) | Internship | Research Project / Dissertation |
|------------------|---|--------------------------------|----------------------------------|---------------------------------|------------------------------|------------|---------------------------------|
| √ | | | | | | | |

Introduction to the Course:

This course's objective is to provide students with a theoretical and practical understanding of the fundamentals Sweets and Desserts. Students will be able to comprehend, arrange, and carry out the different tasks that are essential for a baker's success. They receive instruction in the preparation of various desserts with presentation, as well as technical knowledge, skills, and the appropriate mind-set which will help them in the future to innovate and make creations of their own. The students receive comprehensive theoretical and practical training, as well as their first exposure to the working environment of a kitchen, where they learn the fundamental ideas.

Course Outcome: - After completing the course learners would be able to:

- CO1. Implement the theory in Practical Usage and Identify the scope of creativity and Innovation.
- CO2. Identify ingredients and equipment required to carry out bakery operations, their characteristics and uses
- CO3. Understanding time management and the importance of teamwork. Especially in Kitchen Labs.
- CO4. Recognise safe, hygienic working practices while implementing the knowledge to skills used for preparing various sweets and desserts.

Detailed Syllabus:

Unit-I

Theory- Introduction to Origin and History of Chocolate, Science behind the Production of Chocolate, Handling and tempering Chocolate, Using the right equipment for Chocolate, Preparing desserts and Truffles, Usage and Varieties of Chocolate.

Unit-II

Theory - Pastes used in Bakery and Confectionery- Sweet and Savoury. Understanding the theory behind preparing, storing, reusing of quiches, the basic skills to prepare different sweet tarts, storing, reusing of tarts.

Practical: Understanding of the basic skills in making sweet and sweet tart and pies in the pastry & bakery.

Unit-III

Theory - Introduction to International Breads, Understanding the usage of the ingredient in the process to support bread baking and pastry, Techniques in bread making, Process of Bread making, using techniques: sifting, kneading, proving, understand different types of sponge for different use, Understand the technique for preparing sponge, Handling of sponge

Practical: Implementing of the basic skills required to do bread making and cake baking.

Unit-IV

Theory: Theory of Cream based desserts, Understand the methods used in preparation of classic sauces, Role of each ingredient, Various Classic desserts like Crème Brule, Crème Caramel and Crème anglaise. Understand the different techniques of plating, Uses of different items for plating

Practical: Using theory knowledge to create classic desserts and plate them in the bakery.

TEXT BOOK

- P.S. BALI (2018) "THEORY OF BAKERY AND PATISSERIE". New Delhi: Oxford

OTHER RECOMMENDED TEXTS

- P. S. Bali (2021) "Food Production Operations": Oxford University press
- Kumar A., Y (2012). Textbook of Bakery and Confectionery. New Delhi: PHI Learning Private Limited.

Final Assessment (FA)

| | |
|-------------------------|-------------|
| Theory Internal (TI) | 15% |
| Theory External (TE) | 35% |
| Practical Internal (PI) | 15% |
| Practical External (PE) | 35% |
| Final Assessment | 100% |

Theory Internal (TI): The (TI) will be done through in-class continuous assessment/in-class test/coursework/presentation/journal & assignment.

Theory External (TE): The (TE) will be done through the end-term theory exam.

The question paper pattern for the end-term examination will be **35 Marks** and will follow the following pattern:

| | | |
|-------------------|---|-----------------------|
| Question 1 | Questions No. One (1) will have eight (5) MCQs (All Compulsory). | 5*1=5 marks |
| Question 2 | Questions No. Two (2) will have six (6) brief answer questions/options. (The learner has to answer five (5) out of the six (6).) | 5*2=10 marks |
| Question 3 | Question No. Three (3) will have five (3) descriptive questions/options (The learner has to answer two (2) out of the three (3).) | 2*5= 10 marks |
| Question 4 | Question No. Four (4) will have Two (2) descriptive questions/options (The learner can answer one (1) out of the Two (2).) | 1*10= 10 marks |

| | | |
|--|--------------------|-----------------|
| | | |
| | Total Marks | 35 marks |

Mapping Matrix of Course

Table 1: CO-PO Matrix for the Course

| COURSE OUTCOMES | PO1 | PO2 | PO3 | PO4 |
|-----------------|-----|------|-----|------|
| CO1 | 2 | 2 | 2 | 2 |
| CO2 | 2 | 2 | 2 | 2 |
| CO3 | 2 | 2 | 2 | 3 |
| CO4 | 2 | 3 | 2 | 2 |
| Average | 2 | 2.25 | 4 | 2.25 |

Table 2: CO-PSO Matrix for the Course

| CO | PSO1 | PSO2 | PSO3 | PSO4 |
|----------------|------|------|------|------|
| CO1 | 2 | 2 | 2 | 2 |
| CO2 | 2 | 2 | 3 | 2 |
| CO3 | 2 | 2 | 2 | 3 |
| CO4 | 3 | 2 | 2 | 2 |
| Average | 2.25 | 2 | 2.25 | 2.25 |

Amrita
VEDATYA INSTITUTE
 Garhi Murli, Garhi Bazidpur
 Sohna Road, Gurgaon (Hr.)