LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

JOB ROLE: Customer Service Executive (Meet and Greet)

(QUALIFICATION PACK: Ref. Id. THC/Q0101)

SECTOR: Travel, Tourism and Hospitality

Classes 11 &12
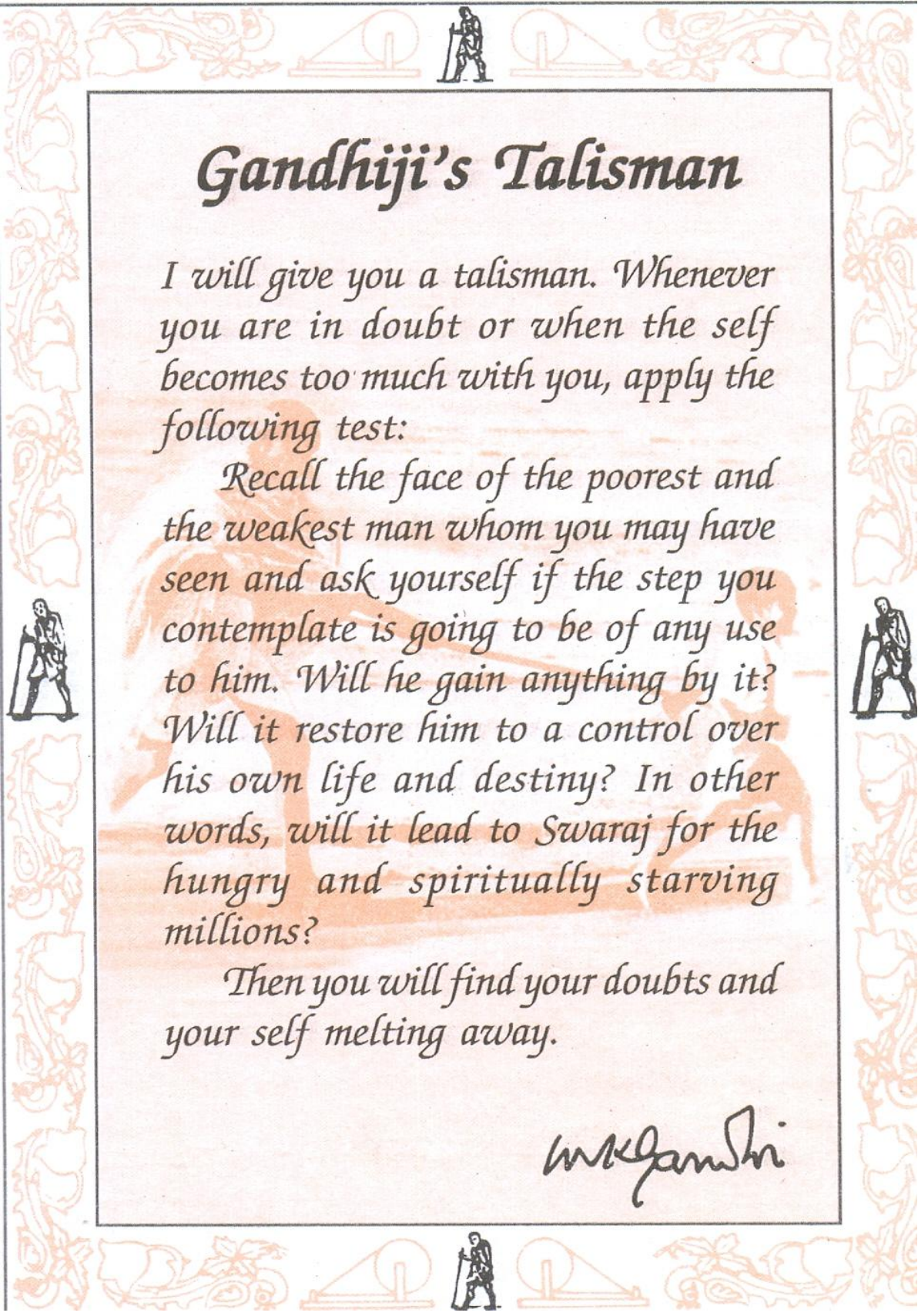
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NCERT

PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION

(a constituent unit of NCERT, under MHRD, Government of India)

Shyamla Hills, Bhopal- 462 002, M.P., India

http://www.psscive.ac.in

Gandhiji's Talisman

I will give you a talisman. Whenever you are in doubt or when the self becomes too much with you, apply the following test:

Recall the face of the poorest and the weakest man whom you may have seen and ask yourself if the step you contemplate is going to be of any use to him. Will he gain anything by it? Will it restore him to a control over his own life and destiny? In other words, will it lead to Swaraj for the hungry and spiritually starving millions?

Then you will find your doubts and your self melting away.

M.K. Gandhi

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LEARNING OUTCOME BASED
VOCATIONAL CURRICULUM
Travel, Tourism & Hospitality- Customer
Service Executive (Meet and Greet)

Oct, 2018

एन सी ई आर टी
NCERT

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FOREWORD

The Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE) a constituent of the National Council of Educational Research and Training (NCERT) is spearheading the efforts of developing competency-based curricula and courseware aimed at integrating both vocational and general qualifications to open pathways of career progression for students. It is a part of Centrally Sponsored Scheme of Vocationalisation of Secondary and Higher Secondary Education (CSSVSHSE) launched by Ministry of Human Resource Development, Government of India in 2012. The PSS Central Institute of Vocational Education (PSSCIVE) is developing learning outcome based vocational curricula under the project approved by the Project Approval Board (PAB) of *Rashtriya Madhyamik Shiksha Abhiyan* (RMSA).

The main purpose of the learning outcome based vocational curriculum is to bring about the improvement in teaching-learning process and working competencies through learning outcomes embedded in the vocational subject.

It is a matter of great pleasure to introduce this learning outcome-based curriculum on the Course **'Travel, Tourism & Hospitality–Customer Service Executive (Meet and Greet)'** as part of the vocational training packages. The curriculum has been developed for the secondary students of vocational stream and is aligned to the National Occupation Standards (NOSs) of a job role identified and approved under the National Skill Qualification Framework (NSQF).

The curriculum aims to provide children with employability and vocational skills to support occupational mobility and lifelong learning. It will help them to acquire specific occupational skills that meet employers' immediate needs. The teaching process is to be performed through the interactive sessions in classrooms, practical activities in laboratories and workshops, projects, field visits, and professional experiences.

The curriculum has been developed and reviewed by a group of experts and their contributions are greatly acknowledged. The utility of the curriculum will be adjudged by the qualitative improvement that it brings about in teaching-learning. The feedback and suggestions on the content by the teachers and other stakeholders will be of immense value to us in bringing about further improvement in this document.

Hrushikesh Senapaty
Director
National Council of Educational Research and Training

PREFACE

India today stands poised at a very exciting juncture in its saga. The potential for achieving inclusive growth is immense and the possibilities are equally exciting. The world is looking at us to deliver sustainable growth and progress. To meet the growing expectations, India will largely depend upon its young workforce. The much-discussed demographic dividend will bring sustaining benefits only if this young workforce is skilled and its potential is channelized in the right direction.

In order to fulfil the growing aspirations of our youth and the demand of skilled human resource, the Ministry of Human Resource Development (MHRD), Government of India introduced the revised Centrally Sponsored Scheme of Vocationalisation of Secondary and Higher Secondary Education that aims to provide for the diversification of educational opportunities so as to enhance individual employability, reduce the mismatch between demand and supply of skilled manpower and provide an alternative for those pursuing higher education. For spearheading the scheme, the PSS Central Institute of Vocational Education (PSSCIVE) was entrusted the responsibility to develop learning outcome-based curricula, student workbooks, teacher handbooks and e-learning materials for the job roles in various sectors, with growth potential for employment.

The PSSCIVE firmly believes that the vocationalisation of education in the nation needs to be established on a strong footing of philosophical, cultural and sociological traditions and it should aptly address the needs and aspirations of the students besides meeting the skill demands of the industry. The curriculum, therefore, aims at developing the desired professional, managerial and communication skills to fulfil the needs of the society and the world of work. In order to honour its commitment to the nation, the PSSSCIVE has initiated the work on developing learning outcome-based curricula with the involvement of faculty members and leading experts in respective fields. It is being done through the concerted efforts of leading academicians, professionals, policy makers, partner institutions, Vocational Education and Training experts, industry representatives, and teachers. The expert group through a series of consultations, working group meetings and use of reference materials develops a National Curriculum. Currently, the Institute is working on developing curricula and courseware for over 100 job roles in various sectors.

We extend our gratitude to all the contributors for selflessly sharing their precious knowledge, acclaimed expertise, valuable time and positively responding to our request for development of curriculum. We are grateful to MHRD and NCERT for the financial support and cooperation in realising the objective of providing competency based modular curricula and courseware to the States and other stakeholders under the PAB (Project Approval Board) approved project of *Rashtriya Madhyamik Shiksha Abhiyan* (RMSA) of MHRD.

Finally, for transforming the proposed curriculum design into a vibrant reality, all the institutions involved in the delivery system shall have to come together with a firm commitment and they should secure optimal community support. The success of this curriculum depends upon its effective implementation and it is expected that the managers of vocational education and training system, including subject teachers will make efforts to create better facilities, develop linkages with the world of work and foster a conducive environment as per amendments made in the curriculum document.

The PSSCIVE, Bhopal remains committed in bringing about reforms in the vocational education system through the learner-centric curricula and courseware. We hope that this document will prove useful in turning out more competent Indian workforce for the 21st century.

RAJESH P. KHAMBAYAT
Joint Director
PSS Central Institute of Vocational Education

ACKNOWLEDGEMENTS

CONTENTS

1. COURSE OVERVIEW

COURSE TITLE: Travel, Tourism and Hospitality– Customer Service Executive (Meet and Greet)

The **Travel, Tourism and hospitality** is one of the largest service industries in India as well as in the world that includes transportation, accommodation, places of tourist interests, planning of events, etc. And largest foreign exchange earner among provides employment of many people directly and indirectly through many associated service industries. It is a very wide industry; it includes government tourism departments, immigration and custom services, travel agencies, airlines, tour operator, hotels etc. And many associated service industries such as airline catering or laundry services, guides, interpreters, tourism promotion and sales etc.

Amongst several jobs which are available in the travel, tourism and hospitality industry, the "meet and greet officer" job is an important one in hotels and travel companies. A **Customer Service Executive (Meet and Greet)** performs the basic functions related to tour operation at work and prepares for providing meet and greet services to the customers or guests at the terminal or designated places i.e. hotel front office. As the guests arrive, he/she must extend a warm welcome and greetings to them and provide other services and assistance such as asking for comfort, make travel arrangements, handling guest's queries and assist them to transfer luggage on arrival and departure. Meet and Greet Officers provide customers all the information regarding their trip and hand over necessary documents as tour itinerary, hotel vouchers, booked tickets and agency manuals etc. to the tourists or guests.

After successfully completing class 9thand 10th students will be able to perform job role of **Customer Service Executive (Meet and Greet)** in travel, tourism and hospitality sector and will also be able to pursue higher level certificate diploma/degree courses in / travel and tourism/Hospitality field.

COURSE OUTCOMES: On completion of the course, student should be able to:

☐ Apply effective oral and written communication skills to interact with people and customers;
☐ Identify the principal components of a computer system;
☐ Demonstrate the basic skills of using computer;
☐ Demonstrate self-management skills;
☐ Demonstrate the ability to provide a self-analysis in context of entrepreneurial skills and abilities;
☐ Demonstrate the knowledge of the importance of green skills in meeting the challenges of sustainable development and environment protection;
☐ Develop vocational knowledge and skills for working in tourism and hospitality sector.
☐ Enhance organizational skills to work in hospitality establishments and deliver the product and services competently.
☐ Identify the various components and segments of travel and tourism industry;
☐ Develop professional skills and competence to deliver greeting services to the customers/guests.
☐ Demonstrate the procedure of booking for tourist travel and transportation;
☐ Perform the various functions of travel agency and tour operations;
☐ Offer meet and greet services to the customers/ guests;

☐   Perform the best practices of tourism and hospitality services to the guests and maintain standard of service etiquettes.
☐   Identify and maintain Code of conduct for gender, age and safety issues in tourism and hospitality industry;
☐   Demonstrate employability skills for the tourism industry.

COURSE REQUIREMENTS: The learner should have the basic knowledge of History and Geography.

COURSE LEVEL: This is a beginner level course which the students can take in Class IX and Class X. On completion of the course, a student shall become able to work for a job role as Customer Service Executive (Meet and Greet) in "Tourism & Hospitality" Industry or join a higher-level course for the job role of Travel Consultant in Class XI and Class XII

COURSE DURATION: **600 hrs**
Class 11   :   300 hrs
Class 12   :   300 hrs
_____
Total   :   600 hrs
_____

2. SCHEME OF UNITS AND ASSESSMENT

This course is a planned sequence of instructions consisting of Units meant for developing employability and vocational competencies of students of Class 11 and 12 opting for vocational subject along with general education subjects.

The unit-wise distribution of hours and marks for Class 11 is as follows:

CLASS 11			
	Units	**No. of Hours for Theory and Practical 200**	**Max. Marks for Theory and Practical 100**
Part A	**Employability Skills**		
	Unit 1: Communication Skills-III	25	
	Unit 2: Self-management Skills-III	25	
	Unit 3: Information and Communication Technology Skills-III	20	**10**
	Unit 4: Entrepreneurial Skills-III	25	
	Unit 5: Green Skills-III	15	
	Total	**110**	**10**
Part B	**Vocational Skills**		
	Unit 1: Introduction to Tourism and Hospitality Industry	25	
	Unit 2: Meeting and Greeting to the customers	45	
	Unit 3: Prepare for providing meet and greet services	25	
	Unit 4: Arrange for the guest transfers	25	40
	Unit 5: Handle guest queries and complaints	20	
	Unit 6: Communication with customers and colleagues	25	
	Total	**165**	**40**
Part C	**Practical Work**		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
	Total	**10**	**35**
Part D	**Project Work/Field Visit**		
	Practical File/Student Portfolio	10	10
	Viva Voce	05	05
	Total	**15**	**15**
	Grand Total	**300**	**100**

The unit-wise distribution of hours and marks for Class 10 is as follows:

	Units	No. of Hours for Theory and Practical 200	Max. Marks for Theory and Practical 100
	CLASS 12		
Part A	**Employability Skills**		
	Unit 1: Communication Skills-IV	25	
	Unit 2: Self-management Skills-IV	25	
	Unit 3: Information and Communication Technology Skills-IV	20	10
	Unit 4: Entrepreneurial Skills-IV	25	
	Unit 5: Green Skills-IV	15	
	Total	**110**	**10**
Part B	**Vocational Skills**		
	Unit 1 : Etiquette and Hospitable Conduct	30	
	Unit 2 : Gender and Age Sensitive Service Practices	25	
	Unit 3 : Health and Hygiene	33	
	Unit 4: Safety at Workplace	30	40
	Unit 5: Learn a foreign or local language(s) including English	22	
	Unit 6: Customer-centric Services	25	
	Total	**165**	**40**
Part C	**Practical Work**		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
	Total	**10**	**35**
Part D	**Project Work/Field Visit**		
	Practical File/Student Portfolio	10	10
	Viva Voce	05	05
	Total	**15**	**15**
	Grand Total	**300**	**100**

Assessment will include two components: one comprising of internal assessment and second component is external examination including theory and practical examinations to be conducted by the Board.

WRITTEN TEST:

It allows candidates to demonstrate that they have the knowledge and understanding of a given topic. Question paper for the vocational subject may be prepared by the subject experts comprising group of experts of academicians, experts from existing vocational subject experts/teachers, subject experts from university/colleges or industry recommended by the respective Sector Skill Council. The Central/State Examination Board will use the services of the relevant experts for setting up the question papers and conducting the examinations.
The blue print for the question paper may be as follows:

Duration: 3 hrs
Max. Mark: 40

	Typology of Question	No. of Questions			Marks
		Very Short Answer (1 mark)	Short Answer (2 Marks)	Long Answer (3 Marks)	
1.	Remembering – (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles, or theories; identify, define or recite, information)	3	2	2	13
2.	Understanding – (Comprehension – to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	2	3	2	14
3.	Application – (Use abstract information in concrete situation, to apply knowledge to new situations: Use given content to interpret a situation, private an example, or solve a problem)	0	2	1	07
4.	High Order Thinking Skills – (Analysis & Synthesis – Classify, compare, contrast, or differentiate between different pieces of information; Organize and/ or integrate unique pieces of information from a variety of sources)	0	2	0	04
5.	Evaluation – (Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)	0	1	0	02
	Total	**5x1=5**	**10x2=20**	**5x3=15**	**40 (20 questions)**

PRACTICAL EXAMINATION

Practical examination allows candidates to demonstrate that they have the knowledge and understanding of performing a task. This will include **hands-on practical exam and viva voce**.

For practical, there should be a team of two evaluators – the subject teacher and the expert from the relevant industry certified by the Board or concerned Sector Skill Council. The same team of examiners will conduct the viva voce. **Viva voce** allows candidates to demonstrate communication skills and content knowledge. Audio or video recording can be done at the time of viva voce. The number of external examiners would be decided as per the existing norms of the Board and these norms should be suitably adopted/adapted as per the specific requirements of the vocational subject.

Project Work (individual or group projects) are a great way to assess the practical skills on a certain time period or timeline. Project work should be given on the basis of the capability of the individual to perform the tasks or activities involved in the project. Projects should be discussed in the class and the teacher should periodically monitor the progress of the project and provide feedback for improvement and innovation. Field visits should be organised as part of the project work. Field visits can be followed by a small group work/project work. When the class returns from the field visit, each group might be asked to use the information that they have gathered to prepare presentations or reports of their observations. Project work should be assessed on the basis of practical file or student portfolio. **Student**

Portfolio is a compilation of documents that supports the candidate's claim of competence. Documents may include reports, articles, photos of products prepared by students in relation to the unit of competency, etc. **Viva voce** should also be conducted to obtain feedback on the student's experiences and learning during the project work/field visits.

CONTINUOUS AND COMPREHENSIVE EVALUATION

Continuous and Comprehensive Evaluation (CCE) refers to a system of school-based evaluation of students that covers all aspects of student's development. In this scheme, the term `continuous' is meant to emphasise that evaluation of identified aspects of students `growth and development' is a continuous process rather than an event, built into the total teaching-learning process and spread over the entire span of academic session. The second term `comprehensive' means that the scheme attempts to cover both the scholastic and the co-scholastic aspects of students' growth and development. For details, please refer to the CCE manual of Central Board of Secondary Education (CBSE).

3. TEACHING/TRAINING ACTIVITIES

The teaching and training activities have to be conducted in classroom, laboratory/ workshops and field visits. Students should be taken to field visits for interaction with experts and to expose them to the various tools, equipment, materials, procedures and operations in the workplace. Special emphasis should be laid on the occupational safety, health and hygiene during the training and field visits.

CLASSROOM ACTIVITIES

Classroom activities are an integral part of this course and interactive lecture sessions, followed by discussions should be conducted by trained vocational teachers. Vocational teachers should make effective use of a variety of instructional aids, such as audio-video materials, colour slides, charts, diagrams, models, exhibits, hand-outs, online teaching materials, etc. to transmit knowledge and impart training to the students.

PRACTICAL WORK IN LABORATORY/WORKSHOP

Practical work may include but not be limited to hands-on-training, simulated training, role play, case-based studies, exercises, etc. Equipment and supplies should be provided to enhance hands-on learning experience of students. Only trained personnel should teach specialized techniques. A training plan that reflects tools, equipment, materials, skills and activities to be performed by the students should be submitted by the vocational teacher to the Head of the Institution.

FIELD VISITS/ EDUCATIONAL TOUR

In field visits, children will go outside the classroom to obtain specific information from experts or to make observations of the activities. A checklist of observations to be made by the students during the field visits should be developed by the Vocational Teachers for systematic collection of information by the students on the various aspects. Principals and Teachers should identify the different opportunities for field visits within a short distance from the school and make necessary arrangements for the visits. At least three field visits should be conducted in a year.

4. CERTIFICATION

Upon successful completion of the course by the candidate, the Central/ State Examination Board for Secondary Education and the respective Sector Skill Council will certify the competencies.

5. UNIT CONTENTS

CLASS 11

Part A: Employability Skills

S.No.	Units	Duration (Hrs)
1.	Unit 1: Communication Skills-III	25
2.	Unit 2: Self-management Skills-III	25
3.	Unit 3: Information and Communication Technology Skills-III	20
4.	Unit 4: Entrepreneurial Skills-III	25
5.	Unit 5: Green Skills-III	15
	Total	**110**

Unit 1: Communication Skills-III

Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Duration (25 hrs)
1. **Demonstrate knowledge of communication**	1. Introduction to communication 2. Importance of communication 3. Elements of communication 4. Perspectives in communication 5. Effective communication	1. Role-play on communication process 2. Group exercise on factors affecting perspectives in communication 3. Classroom discussion on 7Cs of effective communication 4. Chart making on elements of communication	03
2. **Demonstrate verbal communication**	1. Verbal communication 2. Public Speaking	1. Observing and sharing communication styles of friends, teachers and family members and adapting the best practices 2. Role-play of a phone conversation. 3. Group exercise on public speaking	02
3. **Demonstrate non-verbal communication**	1. Importance of non-verbal communication 2. Types of non-verbal communication	1. Role-play on non-verbal communication 2. Group exercise on body	02

		3. Visual communication	language 3. Group activity on methods of communication	
4.	**Speak using correct pronunciation**	1. Pronunciation basics 2. Speaking properly 3. Phonetics 4. Types of sounds	1. Group activities on practicing pronunciation	01
5.	**Apply assertive communication style**	1. Important communication styles 2. Assertive communication 3. Advantages of assertive communication 4. Practicing assertive communication	1. Group discussion on communi-cation styles 2. Observing and sharing communication styles	03
6.	**Demonstrate the knowledge of saying No**	1. Steps for saying 'No' 2. Connecting words	1. Group discussion on how to respond 2. Group activity on saying 'No'	02
7.	**Identify and use parts of speech in writing**	1. Capitalisation 2. Punctuation 3. Basic parts of speech 4. Supporting parts of speech	1. Group activity on identifying parts of speech 2. Writing paragraph with punctuation marks 3. Group activity on constructing sentences 4. Group activity on identifying parts of speech	03
8.	**Write correct sentences and paragraphs**	1. Parts of a sentence 2. Types of object 3. Types of sentences 4. Paragraph	1. Activity on writing sentences 2. Activity on active and passive voice 3. Assignment on types of sentences	02
9.	**Communicate with people**	1. Greetings 2. Introducing self and others	1. Role-play on formal and informal greetings 2. Role-play on introducing someone 3. Practice greetings	02
10.	**Introduce self to others and write about one self.**	1. Talking about self 2. Filling a form	1. Practice self-introduction and filling up forms 2. Practice self-introduction to others	01

11.	**Develop questioning skill**	1. Main types of questions 2. Forming close and open-ended questions	1. Practice framing questions 2. Group activity on framing questions	01
12.	**Communicate information about family to others**	1. Names of relatives 2. Relations	1. Practice talking about family 2. Role-play on relations	01
13.	**Describe habits and routines**	1. Concept of habits and routines	1. Discuss habits and routines 2. Group activity on describing routines	01
14.	**Ask or give directions to others**	1. Asking directions 2. Using landmarks	1. Role-play on asking and giving directions 2. Identifying symbols	01

Unit 2: Self-management - III

Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Duration (25 Hrs)
1. **Identify and analyse own strengths and weaknesses**	1. Understanding self 2. Techniques for identifying strengths and weaknesses 3. Difference between interests and abilities	1. Activity on writing aims in life 2. Prepare worksheet on interests and abilities	03
2. **Demonstrate personal grooming skills**	1. Guidelines for dressing and grooming 2. Preparing a personal grooming checklist 3. Techniques of self-exploration	1. Activity on dressing and grooming standards 2. Self-reflection on dressing and grooming	04
3. **Maintain personal hygiene**	1. Importance of personal hygiene 2. Three steps to personal hygiene 3. Essential steps of hand washing	1. Role-play on personal hygiene 2. Assignment on personal hygiene	03
4. **Demonstrate the knowledge of working in a team and participating in group activities**	1. Describe the benefits of team work 2. Working in a team	1. Assignment on working in a team 2. Self-reflection on team work	03
5. **Develop networking skills**	1. Benefits of networking skills 2. Steps to build networking skills	1. Activity on networking 2. Assignment on networking skills	03
6. **Describe the meaning and importance of self-motivation**	1. Meaning of self-motivation 2. Types of motivation 3. Steps to building self-	1. Activity on staying motivated 2. Assignment on reasons hindering	03

	motivation	motivation	
7. Set goals	1. Meaning of goals and purpose of goal-setting 2. Setting SMART goals	1. Assignment on setting goals 2. Activity on developing long-term and short-term goals	03
8. Apply time management strategies and techniques	1. Meaning and importance of time management 2. Steps for effective time management	1. Checklist for making preparation on daily activities 2. Preparing To-do-list	03

Unit 3: Information & Communication Technology - III

Learning Outcome	Theory (08 hrs)	Practical (12 hrs)	Duration (20 hrs)
1. Create a document on word processor	1. Introduction to ICT 2. Advantages of using a word processor. 3. Work with LibreOffice Writer	1. Demonstration and practice of the following: • Create a new document • Typing text • Saving the text • Open and save file on Microsoft word.	02
2. Identify icons on toolbar	1. Status bar 2. Menu bar 3. Icons on menu bar 4. Multiple ways to perform a function	1. Work with basic user interface of LibreOffice writer 2. Work on Microsoft Word	02
3. Save, close, open and print document	1. Save a word document 2. Close 3. Open an existing document 4. Print	1. Perform the functions on LibreOffice Writer 2. Perform the functions on Microsoft Word	02
4. Format text in word document	1. Change style and size of text 2. Align text 3. Cut, Copy, Paste 4. Find and replace	1. Perform the functions on LibreOffice Writer 2. Perform the functions on Microsoft Word	02
5. Check spelling and grammar in a word document	1. Use of spell checker 2. Autocorrect	1. Perform the functions on LibreOffice Writer 2. Perform the functions on Microsoft Word	02
6. Insert lists, tables, pictures, and shapes in a word document	1. Insert bullet list 2. Number list 3. Tables 4. Pictures	1. Perform the functions on Libre Office Writer	03

Learning Outcome	Theory	Practical	Duration
	5. Shapes		
7. **Insert header, footer and page number in a word document**	1. Insert header 2. Insert footer 3. Insert page number 4. Page count	1. Perform the functions on LibreOffice Writer 2. Perform the functions on Microsoft Word	03
8. **Make changes in a track mode in a word document**	1. Tracking option 2. Manage option 3. Compare documents	1. Perform the functions on LibreOffice Writer 2. Perform the functions on Microsoft Word	04

Unit 4: Entrepreneurship Development - III

Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Duration (25 hrs)
1. **Differentiate between different kinds of businesses**	1. Introduction to entrepreneurship 2. Types of business activities	1. Role-play on different kinds of businesses	03
2. **Describe the significance of entrepreneurial values**	1. Meaning of value 2. Values of an Entrepreneur 3. Case study on qualities of an entrepreneur	1. Role-play on qualities of an entrepreneur	03
3. **Demonstrate the attitudinal changes required to become an entrepreneur**	1. General and entrepreneurial attitudes 2. Difference between entrepreneur and employee	. Interviewing employees and entrepreneurs	03
4. **Develop thinking skills like an entrepreneur**	1. Problems of entrepreneurs 2. Problem solving 3. Ways to think like an entrepreneur	. Group activity on identifying and solving problems	04
5. **Generate business ideas**	1. The business cycle 2. Principles of idea creation 3. Generating a business idea 4. Case studies	. Group activity to create business ideas	04
6. **Describe customer needs and the importance of conducting customer survey**	1. Understanding customer needs 2. Customer survey 3. Knowing competitors for understanding supply	. Conducting a customer survey	04
7. **Create business plan**	1. Importance of planning 2. Preparing a business plan 3. Principles to follow for	. Activity on pitching a business plan	04

| | growing a business
4. Case studies | | |

Unit 5: Green Skills - III

Learning Outcome	Theory (07 hrs)	Practical (08 hrs)	Duration (15 hrs)
1. **Describe importance of main sector of green economy**	1. Meaning of ecosystem, food chain and sustainable development 2. Main sectors of green economy - E-waste management, green transportation, renewal energy, green construction, water management, etc.	1. Discussion on sectors of green economy 2. Preparing posters on various sectors for promoting green economy	06
2. **Describe the main recommendations of policies for green economy**	1. Policies for a green economy	1. Discussion on initiatives for promoting green economy	03
3. **Describe the major green sectors/areas and the role of various stakeholders in green economy**	1. Stakeholders in green economy	1. Group discussion on the role of stakeholders in green economy	03
4. **Identify the role of government and private agencies in green economy**	1. Role of the government in promoting green economy 2. Role of private agencies in promoting green economy	1. Discussion on role of Government and Private Agencies in promoting green economy	03
Total	**45**	**65**	**110**

Part B: Vocational Skills

S.No.	Units	Duration (Hrs)
1.	Unit 1: Introduction to Tourism and Hospitality Industry	25
2.	Unit 2: Meeting and Greeting to the customers	45
3.	Unit 3: Prepare for providing meet and greet services	25
4.	Unit 4: Arrange for the guest transfers	25
5.	Unit 5: Handle guest queries and complaints	20
6.	Unit 6: Communication with customers and colleagues	25
	Total	**165**

Unit 1 : Introduction to Tourism and Hospitality Industry

Learning Outcome	Theory	Practical	Duration

			(25Hrs)
1. **Identify the tourism phenomenon and its components.**	1. Definition of Tourism, Purpose of Travel, 2. Basic tourism terminologies i.e. – Tourist, Excursionist, Traveller, Visitor, Tourist Origin and Destination, Recreation and Leisure etc.	1. Visit any 2 or 3 tourist places of your city and prepare a report on various types of tourists and their purpose of travel. 2. Prepare a chart showing the picture cutting of different types of tourist, traveler and visitors travelling different destinations with different purpose. 3. List the different types of travellers, visitors and Excursionist on a chart paper.	**15 Hrs Theory + 10 Hrs Practical**
2. **Classify different types and forms of tourism**	1. Various types and forms of tourism. 2. Categories of tourism- Domestic International, Internal (Inbound and Outbound Tourism). 3. Types of Tourism- Mass Tourism, Alternative Tourism, Eco Tourism, MICE Tourism, Rural Tourism, Heritage Tourism, Cultural Tourism, Adventure Tourism, Wildlife Tourism, Medical Tourism and Culinary Tourism	1. Prepare a chart showing different types of adventure sports. 2. List the state wise at least 04 major destinations/place of tourist interest and make a report. 3. List the names of 05 National parks and 05 wildlife sanctuaries in India with their location and present one of them. 4. List 10 cultural and historical monuments and their locations in India and explain in detail.	
3. **Identify the various components, constituents of Tourism.**	1. Basic Components of tourism i.e. Transportation, Accommodation and Locale/Attractions 2. 5 A's (Attraction, Accessibility, Amenities, Accommodation, Activities) of tourism Industry. 3. Primary Constituents and Secondary Constituents.	1. Collect the information's of the major tourism components i.e. Local tourist transportation, attractions and accommodations of nearby your city. 2. Visit any attractive tourist place close to your vicinity, Collect the information's of 5A's.	
4. **Enumerate the Tourist attractions of India, Resources and Recent**	1. Evaluation of Current tourism activities undertaken like: • Shopping, Souvenirs and entertainments.	1. Make a project file of state-wise cultural tourism attractions with their pictures (Any 5 States).	

trends of travel and tourism industry	• Heritage walks • Gardens and parks • Roadside attractions • Spas • Amusement parks • Restaurants • Art museums • Castle and forts • Nature Reserves • Casinos etc. 2. Brief Introduction of tourist attractions of India: • Historical Monuments • Heritage Sites • Temples, mosques tombs, Gurudwaras etc. • Museums & Art Galleries • Indian Music & Dances: folk, tribal and classical • Fair & Festivals etc • Wild life attractions of India • Hill stations of India • National Parks and Wildlife Sanctuaries. • Biosphere Reserves.	2. Visit any museum close to your vicinity, and evaluate the tourism activities offered by the place. 3. Visit a tourist destination in your city and make a collage on various attractions present at the tourist destination 4. Prepare a Project report on any 5 "Tourist Attractions of your city" 5. Write name of the classical dances with their state of origin in the boxes of the pictures 6. List the name and location of 05 heritage sites of India. 7. List name, area and location of 05 Temples Of local place. 8. List the names of popular hill stations of India. 9. Visit a famous hill station or a nature-based tourist destination located nearby you and prepare a report on it. 10. List the name of all the Indian states, their capitals and famous airport located there	
5. **Identify the significance of tourism industry in economic development of nation.**	1. Current scenario of Tourism industry in India. 2. Significance of travel and tourism in economic and socio-economic development. 3. Environmental significance of tourism.	1. List the tourist inflow and out flow state wise in India.	
6. **Identify the needs and importance of various types of accommodation in tourism and hospitality industry**	1. Definition of Accommodation and hotel establishment. 2. Primary and Supplementary Accommodation 3. Types of Primary accommodations such as-	1. Visit the luxury or star category hotels and study comparatively the facilities and services amongst them. (5* Hotel, 4* Hotel & 3* Hotels etc.) 2. Find- out and list the 5 Luxury hotels located	

	• **Hotel-** International Hotels, Floating Hotels, Commercial hotels etc. • **Heritage Hotels –** Heritage Classic and Heritage Grand • **Resorts:** Winter resorts, Hill resorts, Seaside Resorts, all-season Resorts etc. 4. Types of Supplementary accommodations such as- Motel, Bed & Breakfast Establishment, Home stays, Carvan and Camping sites, Youth hostel, Forest Lodges, Circuit houses etc. 5. Other types of accommodations i.e. Pension, Inns, Capsule Hotels, Chalets, Time-share etc.	at the following tourist destinations in India.	
7. Differentiate between the categories of hotels and their services.	1. Categorizations of Hotels such as: Star categorization, Luxury and budget category hotels. 2. Differentiate between the following: • Hotel v/s Motel; • Luxury hotels v/*sbudget* Hotels	1. List the category-wise hotel (at least 5 names of each category) names and their location at different tourist destinations in India, collect the pictures, and prepare a file. Do Comparative study with the hotels located in your city. 2. Prepare a report on various facilities offered by star category hotels. 3. Perform a chart paper activity showing various paper cutting of Hotel, Motel, Luxury Hotel and budget hotel.	
8. Illustrate various types of rooms and guest services in a luxury hotel.	1. Type of rooms i.e. single, double, executive, suites etc. and types of beds i.e. King size, Queen size etc. in a large-scale hotel, facilities inside the room. 2. F& B Services in hotels - F & B restaurant, Types of services, Different types of menus, service and table layouts, Room service etc. 3. Different types of Food Plans viz. European,	1. Visit and collect the tariff brochures of luxury hotels located in your city and compare the rates and services offered to their guests. 2. Collect and compare Menus of the restaurants near your home.	

	Continental, Modified American, American and Bermuda etc.		
9. Demonstrate the functions and services of front office division in a luxury hotel.	1. Front Office Department in a luxury hotel. 2. Sections of front office in a luxury hotel and their functions - Reservation, Reception, Registration, Bell desk, Lobby area, Concierge (information desk), Front office cashier, telephone operator, Business centre, Parking area, lift attendant. 3. Information of hotel rooms status: Occupied, vacant and ready, vacant but not ready etc. 4. Procedures for booking hotel rooms. 5. Duties and responsibilities of front office assistance i.e. check- in and check-out procedures etc.	1. Visit a hotel nearby and demonstrate the front office functions. 2. Demonstrate and perform all the functions of concierge of the hotels and handle the guest transfer. Write steps to perform the duties.	
10. Identify the role of travel desk and its functions	1. Functions of Travel Desk at the hotel- travel assistance, ticket bookings, local sightseeing arrangements and other travel related services to the guests. Meet and Greet to a Tourist at the Airport/Railway/Bus Station 2. Personality Traits of Front Office Staff of any Hotel or Travel Company	1. Role play on the Meet and Greet services offer to the foreign tourist group at the airport by the representative. 2. Visit a hotel or a travel company front office in your city and demonstrate the meet and greet services performed by the desk.	

Unit 2 : Meeting and Greeting to the customers

Learning Outcome	Theory	Practical	Duration (45 Hrs)
1. Understand meet and Greet	1. Meaning of Meet and greet service.	1. Demonstrate the Procedure of meet and	

Services for customers/ guests on arrival.	2. Meeting customers in professional manners as per the company's policies: a) Airport Meet & Greet Services b) Procedures of meet and greet services c) Job area for meet and greet officer in tourism and hospitality industry: a) At Airport b) At Railway Station/Bus Terminals c) At Travel Agency d) At Hotels 3. Attending the customers and management of customers. a) Procedure of greetings to the guests' and check-in at the hotel. b) Procedure of meet and greet a customer/guest or tourist. c) Greeting customers effectively 4. Importance of Clear concise communication with customers, need anticipation of customers and their fulfillment. 5. Importance of providing Meet and greet service (Arrival, Departure and Transit/Transfer	greet a customer/guest or tourist. 2. Perform a role play activity for Customer pick and drop and special requirements if any. **30 Theory + 15 Practical**
2. Describe the Importance of establishing communication and rapport with customers.	1. Use of soft skills during communication with customers. 2. Role of body language and gestures in customer communication. 3. Promptness in customer	1. Perform a role play activity for using soft skills during communication with customers 2. Visit any hotel or hospitality organization of your nearby area and

	service and role in repeat business. 4. Record keeping of customer related documents and following of SOP's in customer management and positive relationships with customers.	discuss the point with the front office manager to get knowledge about: A) Body language during the guest attending. B) Anticipating the customer needs	

Unit 3 : Prepare for providing meet and greet services

Learning Outcome	Theory	Practical	Duration (25 Hrs)
1. Understand the meeting and greeting to the customer and service providing	1. Importance of Travel Booking	1. Visit any tour operator agency of your nearby area or city and note down the procedure of travel booking.	
2. Preparing for meeting customers	1. Importance of checking duties as per duty roaster. 2. Protocol for special types of customers and their special needs. 3. Document required for travelling and hotel booking and confirmation. 4. Vehicle Availability, Information, Booking and scheduling. 5. Special requirements of customers on arrival and simple communication during the process.	3. Visit any tour operator agency of your nearby area and note down the important point of meeting and greeting to the customer and discuss about A) Vehicle availability and confirmation B) Hotel Booking C) Possible communication in their language and assistance	15 Theory + 10 Practical
3. Appreciate the importance of communication, tourist documents and accessories.	1. Communication with customers and asking for requirements. 2. Documents and accessories required for tourists for example, Tour guide information, travel details, map of the local area and mobile batteries.	1. Plan an activity to visit any tourist office of your nearby area and discuss with any trained tourist guide, how they communicate with the different types of customers in their language.	
4. Understand the duties and follow the SOPs	1. Meeting and greeting to customers, receiving complaints and reporting to senior. 2. Preparations and follow of checklist or SOP's during guest receiving and receiving complaints.	1. Visit tourist office of your nearby area and note down the duties and responsibilities of train tourist guide or meet and greet officer.	

Unit 4 : Arrange for the guest transfers

Learning Outcome	Theory	Practical	Duration (25Hrs)
1. **Understand the importance of managing transfer of customers between arrival and departure point.**	1. Customer Assistance in baggage transfer from destination to hotel and collection of journey details. 2. Communication to customers regarding booking, ticket and other permissions. 3. Communication to customer regarding problem, solution and reporting to customer. 4. Follow of SOP's regarding baggage upkeep.	1. Demonstrate the Procedure of meet and greet a customer/guest or tourist. 2. Visit any hotel or hospitality organization of your nearby area or airport and collect the knowledge about: 1) Loading and unloading a baggage. 2) Communication with the customers.	
2. **Enumerate the Importance of understanding customer check - in and check-out.**	1. Assistance to the customer in Check-In and Check-out and documentation required. 2. Making available accommodation to the customer or arranging alternate accommodation. 3. Follow SOP's and building the image.	1. Perform a chart paper activity showing the SOP's of Check-In and Check-out and booking schedule.	**15 Theory + 10 Practical**

Unit 5 : Handle guest queries and complaints

Learning Outcome	Theory	Practical	Duration (20 Hrs)
1. **Discuss the Importance of addressing the customer queries**	1. Providence of information about emergency services like doctor, chemist and police and other tourist related information. 2. Listening customer complaints and giving suitable solutions as per the company's policies.	1. Visit to any hotel or Hospitality organization and meet the front office assistant and get the knowledge how they deliver the emergency services information to the customers.	
2. **Understand the complaints and resolve the customer problems.**	1. Identification, investigation of problem. 2. Discussion and apology for problem.	1. Prepare a chart paper activity showing the origin of complaint in guest dealings and presenting the best	**15 Theory + 5 Practical**

3. Suggesting the best option of problem. 4. Customer satisfaction, repeat business and keeping the promises.	solutions.		

Unit 6 : Communication with customers and colleagues

Learning Outcome	Theory	Practical	Duration (25 Hrs)
1. Describe the importance of communication (Upward communication).	1. Instruction and job orders. 2. Work target, output and performance. 3. Reports, delay, complaint, repair and AMC schedule. 4. Feedback on work standard and work schedule.	1. As part of your study, visit any hotel in your nearby area and note down how Supervisor communicates with their junior for work completion and note down following points.	
2. Describe the importance of communication (horizontal communication).	1. Importance of work behaviour in hotel organization. 2. Work flow and productivity. 3. Communication with colleagues, sharing, and assistance and conflict. 4. Etiquette and behaviour'. 5. Division of work. 6. Multitasking and individual goal setting. 7. Cooperation and coordination, communication with colleague and avoiding error.	1. Visit a hotel near you and study the Etiquette and behaviour' of hotel staff.	**20 Hrs Theory + 5 Hrs Practical**
3. Explain the importance of communication with customer	1. Product knowledge and anticipation of customer needs. Briefing the customer about products 2. Etiquette and manners while talking to the customer. 3. Two way communication, importance of gender and culture in communication. 4. Satisfaction and dissatisfaction of customer. 5. Importance of body	1. As part of your study, visit any hotel in your nearby area and note down how Supervisor/ manager keep good product knowledge.	

	language, dress code. 6. Importance of maintaining positive behavior in communication.	
4. **Describe interruption and negativity in communication**	1. Communication problems and complaints. 2. Importance of reports and feedback. 3. Points to be considered for communication at work as "meet and greet officer" 4. Develop good rapport with customer for product promotion and feedback and terms and conditions.	1. As part of your study, visit any hotel in your nearby area and note down how supervisor manager listens and solve problems. 2. Plan an activity to know about problems in hospitality organization and collect feedback from guests and employees.

CLASS 12

Part A - Employability Skills

S.No.	Units	Duration (Hrs)
1.	Unit 1: Communication Skills-IV	25
2.	Unit 2: Self-management Skills-IV	25
3.	Unit 3: Information and Communication Technology Skills-IV	20
4.	Unit 4: Entrepreneurial Skills-IV	25
5.	Unit 5: Green Skills-IV	15
	Total	**110**

Unit 1: Communication Skills-IV			
Learning Outcome	**Theory (10 hrs)**	**Practical (15 hrs)**	**Duration (25 hrs)**
1. Demonstrate active listening skills	1. Active listening - listening skill, stages of active listening 2. Overcoming barriers to active listening	1. Demonstration of the factors affecting active listening 2. Preparing posters of steps for active listening 3. Role-play on negative effects of not listening	10

		actively	
2. Identify the parts of speech	1. Parts of speech – using capitals, punctuation, basic parts of speech, supporting parts of speech	1. Group practice on identifying parts of speech 2. Group practice on constructing sentences	15
3. Write sentences	1. Writing skills to the following: • Simple sentence • Complex sentence • Types of object 2. Types of sentences - Active and Passive sentences - Statement/ Declarative sentence - Question/ Interrogative sentence - Emotion/ Reaction or Exclamatory sentence - Order or Imperative sentence 3. Paragraph	1. Group work on writing sentences and paragraphs 2. Practice on writing sentences in active or passive voice 3. Writing different types of sentence	

Unit 2: Self-management -IV

Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Duration (25 hrs)
1. Describe the various factors influencing motivation and positive attitude	1. Motivation and positive attitude 2. Intrinsic and extrinsic motivation 3. Positive attitude – ways to maintain positive attitude 4. Stress and stress management - ways to manage stress	1. Role-play on avoiding stressful situations 2. Activity on self-reflection	15
2. Describe how to become result oriented	1. How to become result oriented? 2. Goal setting – examples of result-oriented goals	3. Pair and share activity on aim in life	
3. Describe the importance of self-awareness and the basic personality traits, types and disorders	1. Steps towards self-awareness 2. Personality and basic personality traits 3. Common personality disorders - • Suspicious • Emotional and impulsive • Anxious	1. Group discussion on self-awareness	10

	4. Steps to overcome personality disorders		

Unit 3: Information & Communication Technology - IV

Learning Outcome	Theory (06 hrs)	Practical (14 hrs)	Duration (20 hrs)
1. **Identify the components of a spreadsheet application**	1. Introduction to spreadsheet application - types of spreadsheet, creating a new worksheet, components of a worksheet.	1. Group practice on working with LibreOffice	02
2. **Perform basic operations in spreadsheet**	1. Opening work book and entering data – types of data, steps to enter data, editing and deleting data in a cell 2. Selecting multiple cells 3. Saving the spreadsheet in various formats 4. Closing the spreadsheet 5. Opening the spreadsheet. 6. Printing the spreadsheet	1. Group practice on working with data on LibreOffice Calc	03
3. **Demonstrate the knowledge of working with data and formatting text**	1. Using spreadsheet for addition – adding value directly, adding by using cell address, using mouse to select values in a formula, using sum function, copying and moving formula 2. Need to format cell and content 3. Changing text style and font size 4. Align text in a cell 5. Highlight text	1. Group practice on formatting spreadsheet in LibreOffice	02
4. **Demonstrate the knowledge of using advanced features in spreadsheet**	1. Sorting data 2. Filtering data 3. Protecting spreadsheet with password	1. Group practice on sorting data in LibreOffice Calc	03
5. **Identify the software used for making slide**	1. Available software presentation 2. Stapes to start	1. Group practice on working with LibreOffice Impress tools	

and open, close, save and print a presentation using the software	LibreOffice Impress 3. Adding text to a presentation 4. Opening, Closing, Saving and Printing a presentation- steps to save a presentation, steps to close a presentation, steps to open a presentation, steps to save a presentation	2. Group practice on creating presentation in LibreOffice Impress	03
6. **Demonstrate the operations related to slides and texts in the presentation**	1. Working with slides and text in a presentation- adding slides to a presentation, deleting slides, adding and formatting text, highlighting text, aligning text, changing text colour	1. Group practice on working with font styles and types in LibreOffice Impress	04
7. **Demonstrate the use of advance features in presentation**	1. Advance features used in presentation 2. Inserting shapes in presentation 3. Inserting clipart and images in presentation 4. Changing slide layout	1. Group practice on working with slides in LibreOffice Impress	03

Unit 4: Entrepreneurship Development - IV

Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Duration (25 hrs)
1. **Describe the concept of entrepreneurship and the types and role and functions entrepreneur**	1. Entrepreneurship and entrepreneur 2. Characteristics of entrepreneurship 3. Entrepreneurship-art and science 4. Qualities of a successful entrepreneur 5. Types of entrepreneurs 6. Roles and functions of an entrepreneur 7. What motivates an entrepreneur 8. Identifying opportunities and risk taking 9. Startups	1. Group discussion on the topic 'An entrepreneur is not born but created'	10
2. **Identify the**	1. Barriers to	1. Fishbowl of fears-	

Barriers to entrepreneurship	entrepreneurship 2. Environmental barriers 3. No or faulty business plan 4. Personal barriers	group discussion about what we fear about entrepreneurship	5
3. **Demonstrate the entrepreneurial attitude and competencies**	1. Entrepreneurial attitude 2. Entrepreneurial competencies 3. Decisiveness, 4. Initiative 5. Interpersonal skills-positive attitude, stress management 6. Perseverance 7. Organisational Skills-time management, goal setting, efficiency, managing quality	1. Group discussion on business ideas 2. Group practice on best out of waste 3. Group discussion on the topic of let's grow together 4. Group practice on snowball fight 5. Activity on rating friend and self for entrepreneurial qualities	10

Unit 5: Green Skills - IV

Learning Outcome	Theory (05 hrs)	Practical (10 hrs)	Duration (15 hrs)
1. **Identify the benefits of the green jobs**	1. Green jobs 2. Benefits of green jobs 3. Green jobs in different sectors: • Agriculture • Transportation • Water conservation • Solar and wind energy • Eco-tourism • Building and construction • Solid waste management • Appropriate technology	1. Group discussion on the importance of green job.	8
2. **State the importance of green jobs**	1. Importance of green jobs in • Limiting greenhouse gas emissions • Minimizing waste and pollution • Protecting and restoring ecosystems • Adapting to the effects of climate change	1. Preparing posters on green jobs.	7
Total	**41**	**69**	**110**

Part B–Vocational Skills

S.No.	Units	Duration (Hrs)
1.	Unit 1: Etiquette and Hospitable Conduct	30
2.	Unit 2: Gender and Age Sensitive Service Practices	25
3.	Unit 3: Health and Hygiene	33
4.	Unit 4: Safety at Workplace	30
5.	Unit 5: Learn a foreign or local language(s) including English	22
6.	Unit 6: Customer-centric Services	25
	Total	**165**

Unit 1 : Etiquette and Hospitable Conduct

Learning Outcome	Theory	Practical	Duration (30Hrs)
1. Understand the Meaning, Components and Goal of Hospitality	1. Hospitality 2. Need of Hospitable Conduct and hospitable conduct 3. Goal of Hospitality 4. Components of Hospitality 5. Guest as a Customer 6. Customer Centricity 7. Role of Food and Beverage Service in a hospitable conduct.	1. Visit a hotel in your vicinity, discuss with the staff and prepare a report on Types of Customer. 2. Draw a chart showing role of Food and Beverage staff in Hospitable Conduct.	
2. Describe the Importance of Behavioral, Personal and Hospitality Etiquette.	1. Define, need and necessities of etiquettes and Manners 2. Telephone Etiquettes, Language, Positive Body Language and good hospitable Dressing and Uniform sense 3. Precautions to be taken while Dealing with the Guest.	1. Visit any Food and Beverage Service outlet, and see how trained F& B Personnel deal with the guest and note down the following points: • Dress code of F&B Personal • Etiquette followed during communication. • Uses of magic word to create good relationship with the guests. 2. Prepare a chart showing/paste the picture on a plain paper showing different parts of the	**(20 Theory +10 Practical)**

		uniform use by F&B Personnel.
3. Learn high degree professional communication and respect for professional dealing.	1. Importance of Formalities 2. Use of Proper language and politeness in customer dealing 3. Customer Grievances and complaints 4. Customer Assistance with special needs 5. Special Attention Guest.	1. Visit any hotel in your area and observe how the staff follows Proper Language and Politeness in Customer Dealing. 2. Visit a 3-star Hotel to understand the system of Guest complaint handling procedure
4. Provide Insight to Customer Satisfaction and loyalty.	1. How to Measure Customer satisfaction 2. Customer Contribution to the Brand Value	1. Visit any call center to learn about the communication with different customers and how feedback is collected from the customer and satisfaction evaluated. 2. Visit any consumer usable item showroom and observe the customer how they demand any items by name and collect the view about the particular item brand value.

Unit 2: Gender and Age Sensitive Service Practices

Learning Outcome	Theory	Practical	Duration (25Hrs)
1. Describe facilities and services available for females at workplace.	1. Women's rights and respect at workplace. 2. Company's policies to prevent sexual harassment. 3. Facilities available at work for female colleagues such as transport, night drop, night shifts, reporting abuse, maternity leaves and other grievances. 4. Facilities related to female traveller safety and security.	1. Visit a hotel near you and study the policies & procedures the hotel follows to prevent sexual harassment. 2. Prepare a flow chart depicting handling procedure of a drunk guest.	

Learning Outcome	Theory	Practical	Duration
	5. Procedure for handling guest during terrorist attack.		
2. **Narrate different age and gender specific customer services.**	1. Quality of service and facilities for each age and gender. 2. Customer unique need and wants. 3. Recreational facilities for children tourist. 4. Education of parents and attendants of senior citizens for procedure for handling emergency situations. 5. Importance and need of medical facility and doctor	1. Visit a nearby hotel and in a tabular format note down the various facilities available in the hotel for each gender. 2. Give suggestion for various recreational activities that could be arranged for children tourists in a hotel.	**20 Hrs Theory + 05 Hrs Practical**
3. **Explain the importance of following standard etiquette with women at workplace.**	1. Equality of work for women at workplace. 2. Motivating women at workplace to utilize their skills such as involvement in decision making process. 3. Avoid specific discrimination and give women their due respect. 4. Behavioural etiquettes while dealing with female colleagues and guests.	1. Visit a hotel in your area and observe the various standard etiquette practices followed while dealing with females. On the basis of your observation prepare a report on "Standard etiquette while dealing with women colleagues and guests"	

Unit 3: Health and Hygiene

Learning Outcome	Theory	Practical	Duration (33Hrs)
1. **Ensure cleanliness around workplace.**	1. Regular cleaning of work area. 2. Handling waste waste/trash can. 3. Handling pest control activities at work place. 4. Maintenance of cleanliness and maintenance of records. 5. Proper ventilation of area. 6. Regular maintenance of air conditioner and other mechanical	1. Demonstrate regular cleaning activities performed at workplace. 2. Demonstrate handling waste in trash can. 3. Demonstrate handling pest control activities. 4. Demonstrate Safe and clean handling of storage area.	**23 Hrs Theory + 10 Hrs Practical**

	system. 7. Importance of lighting in an area. 8. Cleaning of food storage, prepared, displayed and serving area. 9. Standard Operating Procedure for: • Safe and clean handling and disposal of linen and laundry area • Safe and clean handling of storage area. • Safe and clean handling of accommodation area. • Safe and clean handling of public area. • Safe and clean handling of garbage area. 10. Importance of identification and reporting of poor organizational practices. 11. Importance of food sanitation and cross contamination of food and precaution during the food production and food service. 12. Importance of ensuring adequate supply of cleaning consumables.	
2. **Gain insights into personal hygiene practices.**	1. Regular hand washing procedure. 2. Thumb rule for regular personal hygiene. 3. Maintain personal hygiene, grooming, dental care,	1. Demonstrate hand washing Procedure. 2. Demonstration on Personal and dental hygiene.
3. **Enumerate the importance of taking precautionary health measures.**	1. Importance of reporting personal health issues. 2. Thumb rule for taking precautionary health measures.	1. Prepare a flow chart for taking precautionary health measures.

Unit 4 : Safety at Workplace

Learning Outcome	Theory	Practical	Duration (30Hrs)
1. Appreciate the precautions to be taken to avoid F&B department hazards.	1. Assessing F&B workplace Hazards 2. Minimization of food service place hazards. 3. Important of Work hazards and their preventive measures 4. Hazard analysis, Safety work procedures.	1. Demonstrate various preventive measures of Service area hazards normally followed in hotels. 2. Demonstrate safety work procedures with example.	

2. Comprehend the Standard Safety Procedure near service area.	1. Hotel evacuation procedures for fire, bomb threats, and mass destruction.
	2. Knowledge of storage Area:
	  • Storage area Inspection checklist
	  • Handling, Storage & Stacking of F&B service Material.
	  • Safe Lifting Techniques in Banquets.
	  • Storage of acids & chemicals
	  • Labeling and Warning Signs Used for Chemical Storage.
	3. Safety techniques for Handling, lifting and moving furniture and fixtures in Restaurants and in food service area.
	4. Standard Safety Procedure for Handling Electrical tools.
	5. Standard Safety Procedure for Handling floors
	6. Standard Safety Procedure for handling sharp Tools.
		1. Demonstrate the use of Fire extinguishers.
		2. Identify the equipment's while doing hazardous work.
		3. Demonstrate handling Electric and sharp tools.
			23 Hrs Theory + 7 Hrs Practical

3. Use First aid and personal protective equipment's while doing hazardous work.	1. First aid kits in the work place. 2. Documentation of first aid treatments. 3. Handling of Personal Protective Equipment's 4. Safety use of P.P.E for specific task on service	1. Prepare a first aid Box for your class room. 2. Make a Chart of Safety signs. 3. Demonstrate safety use of P.P.E for specific task on work area	

	area and display safety signs where necessary.	4. Demonstrate handling of Personal Protective Equipment's
4. Achieve Safety Standards.	1. Safety measures undertaken while inspection. 2. List the safety procedure/ safety standards. 3. Ensuring zero accident at Food and Beverage service area.	1. Discuss and demonstrate safety standard. 2. Demonstrate some important safety procedures/ safety standards followed in a hotel

Unit 5 : Learn a foreign or local language(s) including English

Learning Outcome	Theory	Practical	Duration (22 Hrs)
1. Use language in effective communication	1. Role of English in hospitality industry 2. Role of foreign language in hospitality industry 3. Development of short communication sentences. 4. Communication with colleagues. 5. Listening and understanding the foreign language words.	1. Make a chart for common vocabulary used in restaurant. 2. Make a chart for common sentences used when customers arrive at restaurant.	17Hrs Theory + 05 Hrs Practical
2. Demonstrate clear and concise communication	1. Speaking without hesitation and fear of being incorrect. 2. Sharing and solving of complaints. 3. Vocabulary and expressions. 4. Language proficiency to 'working knowledge' level.	1. Formation of small sentences without hesitation 2. Development of confidence and communication	

Unit 6: Customer-centric Services

Learning Outcome	Theory	Practical	Duration (25 Hrs)
1. Dealing with customer and assessment of quality of service	1. Definition, type of customer and customer profile. 2. Customer interaction and feedback.	1. Draw a Guest comment card/ form of a small size restaurant. 2. Prepare a chart	

		3. Target customer and their needs. 4. Customer relation and complaints. 5. Customer views, reviews on product and services and expectations. 6. Use of customer feedback, complaints & rating for improvements. 7. Customer behaviour, loyalty and dealing with customer without disturbing his privacy.	showing various customers who come to hospitality organization to avail products and services.	**20 Hrs Theory + 05 Hrs Practical**
3.	**Working towards the achievement of customer satisfaction.**	1. Providing honesty and transparency to customer while dealing. 2. Treating customer with due respect and fairly. 3. Implementation of market strategy for market development. 4. Making and enhancement of brand value.	1. Prepare a list of the basic human needs. 2. On a chart paper note down the attributes of a good service personnel.	
3.	**Fulfilling the customer needs and requirements**	1. Customer needs wants, expectations and their fulfilments. 2. Introduction of new product and service and customer satisfaction. 3. Feedback cycle and dealing with the negative feedback. 4. Customer retention and offer promotion to improve customer satisfaction.	1. Draw a flowchart of need and supply. 2. Visit any food service outlet to learn about how to deal with the guest having negative mood.	

6. ORGANISATION OF FIELD VISITS

In a year, at least 3 field visits/educational tours should be organised for the students to expose them to the activities in the workplace.

Visit a Luxury hotel, travel agency and airport and observe the following: Location, Site, Functioning departments, Office building, Store, Documents and Travel Manuals, Office files,

Reservation sheets/ Register for hotel guests etc. During the visit, students should obtain the following information from the Travel, tourism and hospitality professionals or expert from the organizations:

1. Hotel and Tour Company's profile.
2. Travel, Tourism and hospitality services of agency or hotel
3. Types of rooms available in the hotels
4. Organizational structure of travel agency and hotel visited
5. Code of conduct and guest handling practices.
6. Recognitions and approval for standardization from Government or any other authority
7. Agency manuals and travel documents
8. Booking status of the hotel
9. Marketing and Sale procedure
10. Travel agency and hotel brochures for tariffs and packages
11. Manpower engaged (male/ female/ disables or children if any) in the hotel/travel agency
12. Tourist inflow/outlaw status
13. Type of rooms available and average occupancy in the hotel
14. VIPs visit information
15. Feedback from customers
16. Total expenditure of the company
17. Total annual income
18. Profit/Loss (Annual)
19. Any other information

7. LIST OF EQUIPMENT AND MATERIALS

The list given below is suggestive and an exhaustive list should be prepared by the vocational teacher. Only basic tools, equipment and accessories should be procured by the Institution so that the routine tasks can be performed by the students regularly for practice and acquiring adequate practical experience.

1. Audio-visual aids
2. Computer system with Internet connectivity
3. Travel documents: Visa, Passports etc.
4. Travel itineraries
5. Flights tickets
6. Hotel vouchers
7. Hotel tariffs
8. Templates/brochures of companies
9. Pictures of destinations
10. Tourist maps
11. Railways time table
12. Airline time table
13. Travel agents had books
14. Placards etc.

8. TEACHER'S/TRAINER'S QUALIFICATION

Qualification and other requirements for appointment of vocational teachers/trainers on contractual basis should be decided by the State/UT. The suggestive qualifications and minimum competencies for the vocational teacher should be as follows:

S.No.	Qualification	Minimum Competencies	Age Limit
1.	**Any one of the following:** 1. Post-graduation in Travel and Tourism Management or in Tourism and Hospitality from a recognized Institute /University, with at least 1year work experience. 2. Three years degree /diploma after class XII, in Tourism and travel management from any recognized institute of Hotel Management from a recognized Institute /University, with at least 3-year industrial experience.	• Effective communication skills (oral and written) • Basic computing skills.	18-37 years (as on Jan. 01 (year)) Age relaxation to be provided as per Govt. rules.

9. LIST OF CONTRIBUTORS

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विद्यया ऽमृतमश्नुते

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