

LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

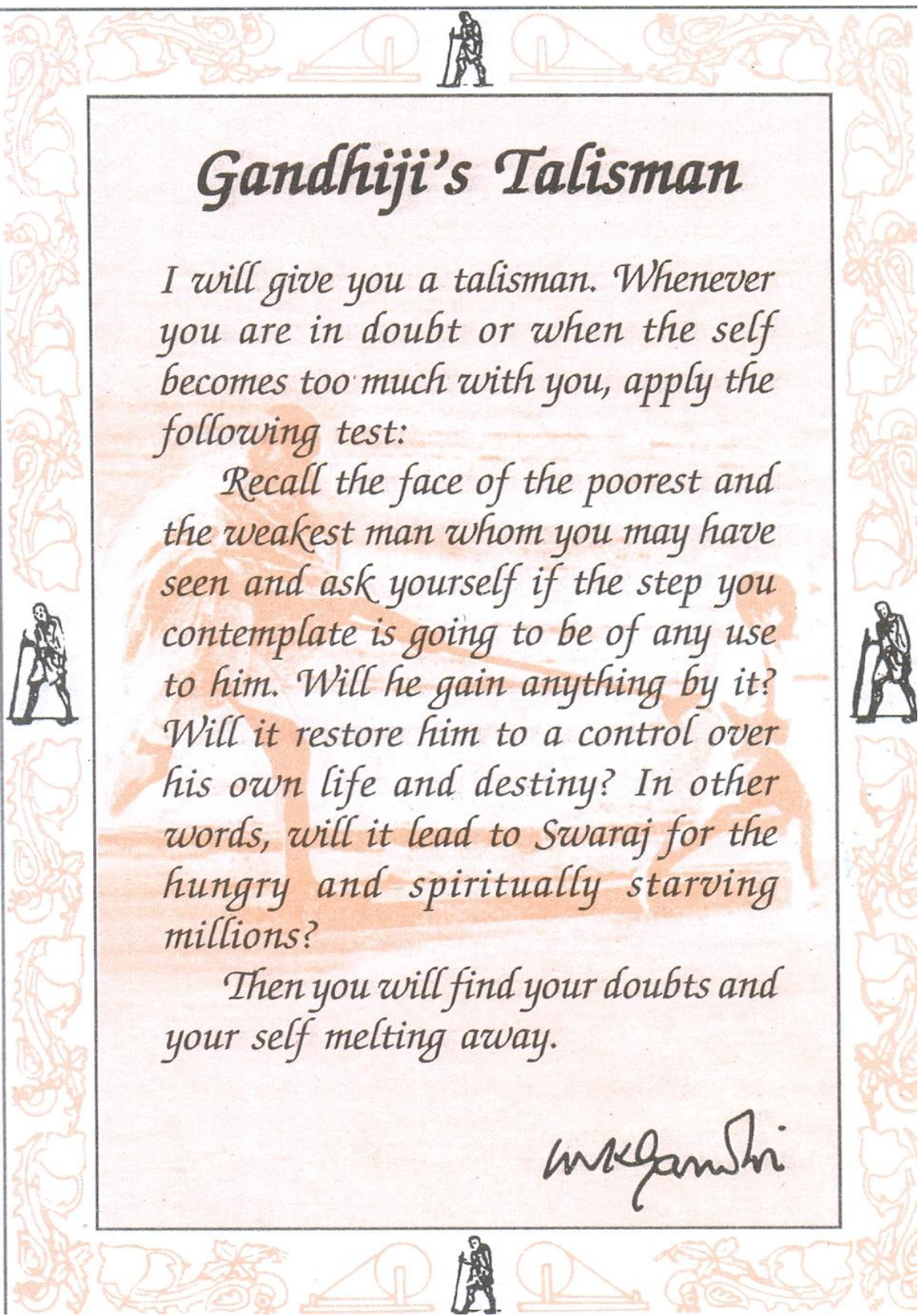
JOB ROLE: Food and Beverage Service – Steward
(QUALIFICATION PACK: Ref. Id. THC/ Q0301)

SECTOR: Travel, Tourism and Hospitality

Classes 11 & 12



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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Travel, Tourism & Hospitality- Food and
Beverage Service – Steward**

March, 2020

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FOREWORD

The Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), a constituent unit of National Council of Educational Research and Training (NCERT) is spearheading the efforts of developing learning outcome based vocational curriculum and courseware aimed at integrating both vocational and general qualifications to open pathways of career progression for students. It is a part of Vocationalisation of Education under *Samagra Shiksha*. The PSS Central Institute of Vocational Education (PSSCIVE) is developing curricula under the project approved by the Project Approval Board (PAB) of *Samagra Shiksha* of Ministry of Human Resource Development (MHRD), Govt. of India. The main purpose of the learning outcome based vocational curriculum is to bring about 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 vocational curriculum as part of the vocational training package for the job role of **Food and Beverage Service – Steward (THC/ Q 0301)**. The curriculum has been developed for the higher secondary students of vocational education 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 Education Research and Training

PREFACE

India today stands poised at a very exciting juncture in its saga. The potential for achieving inclusive growth are 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 in 2012 with the aim 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. The scheme was subsumed in *Samagra Shiksha* in 2018 along with other schemes of school education. For spearheading the Vocationalisation Education, the PSS Central Institute of Vocational Education (PSSCIVE) was entrusted the responsibility to develop learning outcome based vocational curriculum, 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 PSSCIVE has initiated the work on developing learning outcome based vocational curriculum 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 50 job roles in various sectors, besides the curricula developed for 100 job roles.

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 learning outcome based vocational curriculum and courseware to the States and other stakeholders under the PAB (Project Approval Board) approved project of *Samagra Shiksha* of Ministry of Human Resource Development (MHRD), Government of India.

Finally, for transforming the proposed curriculum design into a vibrant reality of implementation, 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 the content of the curriculum document.

The PSSCIVE, Bhopal remains committed in bringing about reforms in the vocational education and training 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

On behalf of the team at the PSS Central Institute of Vocational Education (PSSCIVE) we are grateful to the members of the Project Approval Board (PAB) of *Samagra Shiksha* and the officials of the Ministry of Human Resource Development (MHRD), Government of India for the financial support to the project for development of curricula.

We are grateful to the Director, National Council of Educational Research & Training (NCERT) for his support and guidance. We also acknowledge the contributions of our colleagues at the Technical Support Group of Samagra Shiksha, MHRD, National Skill Development Agency (NSDA) and National Skill Development Corporation (NSDC) and **Tourism & Hospitality Skill Council (THSC)** for their academic support and cooperation.

We are grateful to the expert contributors for their earnest effort and contributions in the development of this learning outcome based vocational curriculum. Their names are acknowledged in the list of contributors.

We are also grateful to Prof. Mridula Saxena, Course Coordinator, Department of Home Science & Hospitality Management, PSSCIVE, Bhopal for her contributions.

The contributions made by Dr. Vinay Swarup Mehrotra, Professor and Head, Department of Agriculture and Animal Husbandry and Curriculum Development and Evaluation Centre (CDEC), Dr. Vipin Kumar Jain, Associate Professor and Head, Department of Humanities, Science, Education and Research and Dr. Dipak D. Shudhalwar, Associate Professor and Head, Department of Engineering and Technology, PSSCIVE in development of the curriculum for the employability skills are duly acknowledged.

The assistance provided by Smt. Sangeeta Sorte, Computer Operator Gr. III in layout, design and composing of the material is duly acknowledged.

PSSCIVE Team

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1. COURSE OVERVIEW

COURSE TITLE: Travel, Tourism & Hospitality- Food and Beverage Service – Steward

The **hospitality industry** is a broad category of fields within the service industry that includes lodging, event planning, theme parks, transportation, cruise line, and additional fields within the tourism industry. The hospitality industry is a several billion dollar industry that mostly depends on the availability of leisure time and disposable income. A hospitality unit such as a restaurant, hotel, or even an amusement park consists of multiple groups such as facility maintenance, direct operations (servers, housekeepers, porters, kitchen workers, bartenders, management, marketing, and human resources etc).

Hospitality is the relationship between the guest and the host, or the act or practice of being hospitable. This includes the reception and entertainment of guests, visitors, or strangers.

Some important Sectors of the hospitality industry are: Accommodation sector, Food and beverage sector, Meetings, incentives, conventions and events (**MICE**) sector, Clubs and gaming sector, Entertainment and recreation sector, Travel and tourism sector, Visitors information sector.

A few out of the numerous job roles available in the Hospitality sector are: Hotel general manager, Hotel clerk, Bellhop, Meeting and convention planner, Concierge, Maitre d', Executive chef, Reservation ticket agent, Maids and housekeeping cleaner, Gaming dealer.

Besides several jobs available in the Kitchen and Front of House, the industry offers numerous jobs in sections like Accounts & Finance, Banquet Events, Engineering, Gaming, Human Resources, Management, Recreation, Sales & Marketing, Security etc. The Rooms division itself employs personnel as Concierge, Door Person, Front Office Clerk, General Cleaners, Guest Relations Officer, House Keeping Attendant, Porter and Reservation Agent.

Amongst several jobs which are available in the travel, tourism and hospitality industry, the "Food & Beverage Service – Steward" job is an important one in hotels and travel companies. Also known as "Waiter", he/she is responsible for serving food and beverages in a Restaurant, in Room Dining and Banquet function efficiently and in a most courteous manner. The role involves serving food and beverages to guests of the hotel, restaurant or banquet function. It entails greeting and seating of guests, taking down their orders, providing them with requisite tableware, food & beverage items, and any other related accompaniments and then clearing used dishes & settling the customer's accounts as per procedures. Personal Attributes: Physically fit to perform food and beverage service that require considerable use of limbs to perform physical activities. The individual needs to bear a good moral character, pleasing deportment, healthy habits and good grooming in addition to being physically fit, committed and proficient.

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;
- Understand the scope and importance of Food Service Industry.
- Prepare Food and Beverage Products
- Clean surfaces Used for Dining and Serving Food
- Deal with Customer Payments
- Resolve Customer Service Issues
- Work effectively with others.
- Maintain Safe, Secure and Hygienic Environment

COURSE REQUIREMENTS: The student must have successfully completed Class-X.

COURSE LEVEL: This is a senior secondary level course. On completion of this course, a student can take up higher level course for a job role in Hospitality sector.

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	10
	Unit 2: Self-management Skills-III	25	
	Unit 3: Information and Communication Technology Skills-III	20	
	Unit 4: Entrepreneurial Skills-III	25	
	Unit 5: Green Skills-III	15	
	Total	110	10
Part B	Vocational Skills		
	Unit 1: Introduction to Food Service Industry and Its Scope.	15	
	Unit 2: Plan and Prepare for the Food and Beverage Products	30	
	Unit 3: Greeting, welcoming and other	40	

	services to the guest.		
	Unit 4: Surfaces Used for Dining And Serving Food and Their Cleaning Procedure	40	40
	Unit 5: Dealing with Customer Payments	40	
	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:

CLASS 12			
	Units	No. of Hours for Theory and Practical 200	Max. Marks for Theory and Practical 100
Part A	Employability Skills		
	Unit 1: Communication Skills-IV	25	10
	Unit 2: Self-management Skills-IV	25	
	Unit 3: Information and Communication Technology Skills-IV	20	
	Unit 4: Entrepreneurial Skills-IV	25	
	Unit 5: Green Skills-IV	15	
	Total	110	10
Part B	Vocational Skills		
	Unit 1: Resolving Customer Service Issues	40	40
	Unit 2: Give a positive impression of oneself and the organization.	40	
	Unit 3: Work effectively with others.	40	
	Unit 4: Maintenance of Safe, Secure and Hygienic Environment	45	
	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, provide 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	<ol style="list-style-type: none"> 1. Introduction to communication 2. Importance of communication 3. Elements of communication 4. Perspectives in communication 5. Effective communication 	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 1. Verbal communication 2. Public Speaking 	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 1. Importance of non-verbal communication 2. Types of non-verbal communication 3. Visual communication 	<ol style="list-style-type: none"> 1. Role-play on non-verbal communication 2. Group exercise on body language 3. Group activity on methods of communication 	02
4. Speak using correct pronunciation	<ol style="list-style-type: none"> 1. Pronunciation basics 2. Speaking properly 3. Phonetics 4. Types of sounds 	<ol style="list-style-type: none"> 1. Group activities on practicing pronunciation 	01
5. Apply assertive communication style	<ol style="list-style-type: none"> 1. Important communication styles 2. Assertive communication 3. Advantages of assertive communication 4. Practicing assertive communication 	<ol style="list-style-type: none"> 1. Group discussion on communication styles 2. Observing and sharing communication styles 	03
6. Demonstrate the knowledge of saying No	<ol style="list-style-type: none"> 1. Steps for saying 'No' 2. Connecting words 	<ol style="list-style-type: none"> 1. Group discussion on how to respond 2. Group activity on saying 'No' 	02

7.	Identify and use parts of speech in writing	<ol style="list-style-type: none"> 1. Capitalisation 2. Punctuation 3. Basic parts of speech 4. Supporting parts of speech 	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 1. Parts of a sentence 2. Types of object 3. Types of sentences 4. Paragraph 	<ol style="list-style-type: none"> 1. Activity on writing sentences 2. Activity on active and passive voice 3. Assignment on types of sentences 	02
9.	Communicate with people	<ol style="list-style-type: none"> 1. Greetings 2. Introducing self and others 	<ol style="list-style-type: none"> 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.	<ol style="list-style-type: none"> 1. Talking about self 2. Filling a form 	<ol style="list-style-type: none"> 1. Practice self-introduction and filling up forms 2. Practice self-introduction to others 	01
11.	Develop questioning skill	<ol style="list-style-type: none"> 1. Main types of questions 2. Forming close and open-ended questions 	<ol style="list-style-type: none"> 1. Practice framing questions 2. Group activity on framing questions 	01
12.	Communicate information about family to others	<ol style="list-style-type: none"> 1. Names of relatives 2. Relations 	<ol style="list-style-type: none"> 1. Practice talking about family 2. Role-play on relations 	01
13.	Describe habits and routines	<ol style="list-style-type: none"> 1. Concept of habits and routines 	<ol style="list-style-type: none"> 1. Discuss habits and routines 2. Group activity on describing routines 	01
14.	Ask or give directions to others	<ol style="list-style-type: none"> 1. Asking directions 2. Using landmarks 	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 1. Understanding self 2. Techniques for identifying strengths and weaknesses 3. Difference between interests and abilities 	<ol style="list-style-type: none"> 1. Activity on writing aims in life 2. Prepare worksheet on interests and abilities 	03
2. Demonstrate personal grooming skills	<ol style="list-style-type: none"> 1. Guidelines for dressing and grooming 2. Preparing a personal grooming checklist 3. Techniques of self-exploration 	<ol style="list-style-type: none"> 1. Activity on dressing and grooming standards 2. Self-reflection on dressing and grooming 	04
3. Maintain personal hygiene	<ol style="list-style-type: none"> 1. Importance of personal hygiene 2. Three steps to personal hygiene 3. Essential steps of hand washing 	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 1. Describe the benefits of team work 2. Working in a team 	<ol style="list-style-type: none"> 1. Assignment on working in a team 2. Self-reflection on team work 	03
5. Develop networking skills	<ol style="list-style-type: none"> 1. Benefits of networking skills 2. Steps to build networking skills 	<ol style="list-style-type: none"> 1. Activity on networking 2. Assignment on networking skills 	03
6. Describe the meaning and importance of self-motivation	<ol style="list-style-type: none"> 1. Meaning of self-motivation 2. Types of motivation 3. Steps to building self-motivation 	<ol style="list-style-type: none"> 1. Activity on staying motivated 2. Assignment on reasons hindering motivation 	03
7. Set goals	<ol style="list-style-type: none"> 1. Meaning of goals and purpose of goal-setting 2. Setting SMART goals 	<ol style="list-style-type: none"> 1. Assignment on setting goals 2. Activity on developing long-term and short-term goals 	03
8. Apply time management strategies and techniques	<ol style="list-style-type: none"> 1. Meaning and importance of time management 2. Steps for effective time management 	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 1. Introduction to ICT 2. Advantages of using a word processor. 3. Work with LibreOffice Writer 	<ol style="list-style-type: none"> 1. Demonstration and practice of the following: <ul style="list-style-type: none"> • Create a new document • Typing text • Saving the text • Open and save file on Microsoft word. 	02
2. Identify icons on toolbar	<ol style="list-style-type: none"> 1. Status bar 2. Menu bar 3. Icons on menu bar 4. Multiple ways to perform a function 	<ol style="list-style-type: none"> 1. Work with basic user interface of LibreOffice writer 2. Work on Microsoft Word 	02
3. Save, close, open and print document	<ol style="list-style-type: none"> 1. Save a word document 2. Close 3. Open an existing document 4. Print 	<ol style="list-style-type: none"> 1. Perform the functions on LibreOffice Writer 2. Perform the functions on Microsoft Word 	02
4. Format text in word document	<ol style="list-style-type: none"> 1. Change style and size of text 2. Align text 3. Cut, Copy, Paste 4. Find and replace 	<ol style="list-style-type: none"> 1. Perform the functions on LibreOffice Writer 2. Perform the functions on Microsoft Word 	02
5. Check spelling and grammar in a word document	<ol style="list-style-type: none"> 1. Use of spell checker 2. Autocorrect 	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 1. Insert bullet list 2. Number list 3. Tables 4. Pictures 5. Shapes 	<ol style="list-style-type: none"> 1. Perform the functions on LibreOffice Writer 	03
7. Insert header, footer and page number in a word document	<ol style="list-style-type: none"> 1. Insert header 2. Insert footer 3. Insert page number 4. Page count 	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 1. Tracking option 2. Manage option 3. Compare documents 	<ol style="list-style-type: none"> 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	1. 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	1. 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	1. 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	1. Conducting a customer survey	04
7. Create business plan	1. Importance of planning 2. Preparing a business plan 3. Principles to follow for growing a business 4. Case studies	1. Activity on pitching a business plan	04

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	1. Discussion on sectors of green economy 2. Preparing posters on various sectors for promoting green economy	0 6

	energy, green construction, water management, etc.		
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 Food Service Industry and Its Scope.	15
2.	Unit 2: Plan and Prepare for the Food and Beverage Products	30
3.	Unit 3: Greeting, welcoming and other services to the guest.	40
4.	Unit 4: Surfaces Used For Dining and Serving Food And Their Cleaning Procedure	40
5.	Unit 5 : Dealing with Customer Payments	40
	Total	165

Unit 1: Introduction To Food Service Industry And Its Scope

Learning Outcome	Theory	Practical	Duration (15 Hrs)
1. Describe the importance of Food service Industry	1. History of Food service 2. Status of Food Service 3. Classification of food service	1. Visit any cafeteria or student canteen and know about the F&B service system used the organization.	10 Hrs Theory + 05 Hrs Practical
2. Describe the Importance approach to F&B Industry	1. Factor affecting the growth of Industry 2. Challenges faced by the Industry 3. Modern Trends in the Industry	2. Visit any cafeteria nad canteen and learn about the various types of menu used by the organization.	

Unit 2 : Plan and Prepare for the Food and Beverage Products

Learning Outcome	Theory	Practical	Duration (30 Hrs)
1. Describe the importance of service area of F&B Department.	<p>Getting ready for the service of the guest (Mise-en-place).</p> <ul style="list-style-type: none"> • Checking of the area to serve F&B items to guests. • Checking of the Service trolleys and counters used in the F& B areas • Checking of the tables, chairs and the furniture's • Checking of the sideboards <ol style="list-style-type: none"> 1. Type of services commonly (elaborated) used in the restaurant. 2. Workplace Procedures and assessment of the cutlery, Crockery and Table wares. 	<ol style="list-style-type: none"> 1. Visit a nearby hotel and note down the various points followed in a restaurant during mise-en-pace. 2. Make a Checklist for stocking the sideboards. 3. Make a chart depicting features of various types of services used in a restaurant. 	25 Hrs Theory + 10 Hrs Practical
2. Describe the Importance of the decor and surroundings.	<ol style="list-style-type: none"> 1. Importance of Mise-en Scene <ul style="list-style-type: none"> • Checking of cleanliness of the area • Checking of the electrical appliances and accessories • Checking of linen and stocking of linens 2. Assembling and filling of various accompaniments like Pickles, salads, sauce etc. 3. Waste disposal procedures and sanitation of restaurant areas. 	<ol style="list-style-type: none"> 1. Make a chart showing various Cleanliness standards of restaurant area 2. Visit a nearby hotel and note down waste disposal procedures and sanitation in restaurant areas. 	
3. Enumerate the importance of menu and menu planning.	<ol style="list-style-type: none"> 1. Importance of menu and menu planning. 2. Menu card and its presentations. 3. Menu as promotional tools and menu liaisoning 4. Role of Personal 	<ol style="list-style-type: none"> 1. Prepare an album depicting various types of menus card presentations. 2. Draw a Layout of Restaurant. 	

	hygiene and dress code.	
	5. Types of Layout used in F&B area.	
4. Enumerate the importance of Food legislation and importance of standard operating procedures.	<ol style="list-style-type: none"> Food standards and its role in Industry. <ul style="list-style-type: none"> Food standard, food hygiene and its implementation. Standard of service in F & B areas. Follow SOP for work completion, duty performance and disposal of broken chairs and tables. 	<ol style="list-style-type: none"> Visit a nearby hotel and note down food hygiene standards followed in fast food restaurant. Draw a chart showing SOP for work completion.

Unit 3: Greeting, welcoming and other services to the guest

Learning Outcome	Theory	Practical	Duration (40 Hrs)
1. Will be able to greet and welcome the guest.	<ol style="list-style-type: none"> Welcoming and greeting of guest. Booking of table reservations and table allocation to guest. Guest assistance and escorting of the guest. 	<ol style="list-style-type: none"> List the general salutation found in the hospitality Industry. Identify the person and write its duties who comes in contact with guests. 	20 Hrs Theory + 20 Hrs Practical
2. Will be able to present the Menu card.	<ol style="list-style-type: none"> Pre-meal services. Delivering proper information about <ul style="list-style-type: none"> F&B items available Special dish of the day Delivering of knowledge of local, culture food with dietary advantages. 	<ol style="list-style-type: none"> Collect the menu card samples from five simple restaurants. Identify and separate the various sessions of dishes commonly found in the menu. 	
3. Will be able to promote sales.	<ol style="list-style-type: none"> Suggestive selling of F&B items of the restaurant. Branding and promotion of the dish. Special requirements of guest fulfil by the duty chef. 	<ol style="list-style-type: none"> Sort the F&B items of menu which are easy to suggest to guest. Pick-up few dishes from the menu that can be used for promotion and branding of restaurant. 	
4. Will be able to formulate inventory and keeps stocks of F&B accessories.	<ol style="list-style-type: none"> Inventory of CCG and other F&B accessories. Pick up of food and assistance in service. Meal Experience and guest satisfaction and its role in repeat business. 	<ol style="list-style-type: none"> Visit any F&B Outlet and meet the hostess to learn about escorting of guest. 	

Unit 4: Surfaces Used For Dining And Serving Food And Their Cleaning Procedure

Learning Outcome	Theory	Practical	Duration (40 Hrs)
1. Will be able to perform cleaning of cutlery , crockery, glassware, tableware and hollow ware	<ol style="list-style-type: none"> 1. SOP for cleaning of CCG, Tableware and Hollowware. 2. Post meal services, cleaning of table and resetting of table for next course like desserts. 3. Use of linens like naprons and table cloth. 4. Napkin folding and removal of all table linen after service. 	<ol style="list-style-type: none"> 1. Visit a hotel and observe the cleaning of cutlery. 2. In restaurant lab organize one napkin folding session. 	30 Hrs Theory + 10 Hrs Practical
2. Describe the procedures for Presentation of check/bill and post meal item like mouth freshener and other things.	<ol style="list-style-type: none"> 1. SOP for serving fingerbowl and mouth freshening products 2. Presentation of bills/checks. 3. Delivery of soiled CCG, HW, TW to sink area. 	<ol style="list-style-type: none"> 1. Prepare a flow chart showing the service of food to the finger bowl presentation. 2. Collect the samples of bills presented in the different types of restaurant. 	
3. Gain insight into Coordination with Laundry and store	<ol style="list-style-type: none"> 1. Deposition of soiled linen, receiving fresh and stocking. 2. Store receiving and maintenance of its record. 3. Receiving of food items from store like sausage accompaniments mouth fresheners and linens. 4. Closing of shift and cleaning of all area with table and chairs. 	<ol style="list-style-type: none"> 1. Visit any commercial laundry and see how the clothes are sorted and washed. 2. On the basis of your observation prepare a chart of closing of shift of F&B outlet. 	
4. Understand the importance of Safety during work	<ol style="list-style-type: none"> 1. Opening of shift, checking and getting ready for operation. 2. Checking of FFE. 3. Follow a precautions and safety concerns during service of guests. 4. Waste disposable procedure in F&B area. 	<ol style="list-style-type: none"> 1. Prepare a chart on SOP of checking of FFE in F&B area 2. Prepare a chart depicting the different precautions taken during the guest service. 	

Unit 5 : Dealing With Customer Payments

Learning Outcome	Theory	Practical	Duration (40 Hrs)
1. Will be able to getting ready for payment.	1. Checking of payment machine. 2. Checking and use of Internet connection for payment. 3. Taking of payment card from guest and assurance about the payment. 4. Problem sharing with senior and colleagues about the net connection or card problem.	1. Visit any restaurant and learn about how payment machine work. 2. Visit any retail outlet and learn about the problem sharing.	
2. Enumerate the importance of receiving of payment of guests.	1. Dealing with customers during payments and getting ready for payment procedure (Checking of machine etc.) 2. Collection of payments, modes of payments like Cash, Cheque, Credit Card etc. 3. Precautions and safety procedures to follow while dealing with chip and pin base transactions. 4. Farewell and see-off the guest and procedure to follow in guest see-off and departure.	1. Visit any retail outlet and learn about POS procedure. 2. Visit any hotel/F&B outlet and see the procedure to receive payment via card/cheque	25 Hrs Theory + 15 Hrs Practical
3. Understand the importance of recording of the transactions and payments	1. Payment collections via. Cash and deposit in counters. 2. Receiving of paid bills on counter and handing over to guest with remaining amount. 3. Record keeping of payment whether the Soft or Hard copy.	1. Visit any retail outlet and learn about the procedure of online payment. 2. Meet any online payment agencies and collect information about delaying in payment.	

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 actively	10
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: <ul style="list-style-type: none"> • Simple sentence • Complex sentence • Types of object 2. Types of sentences <ul style="list-style-type: none"> - 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	<ol style="list-style-type: none"> Motivation and positive attitude Intrinsic and extrinsic motivation Positive attitude – ways to maintain positive attitude Stress and stress management - ways to manage stress 	<ol style="list-style-type: none"> Role-play on avoiding stressful situations Activity on self-reflection 	15
2. Describe how to become result oriented	<ol style="list-style-type: none"> How to become result oriented? Goal setting – examples of result-oriented goals 	<ol style="list-style-type: none"> Pair and share activity on aim in life 	
3. Describe the importance of self-awareness and the basic personality traits, types and disorders	<ol style="list-style-type: none"> Steps towards self-awareness Personality and basic personality traits Common personality disorders - <ul style="list-style-type: none"> Suspicious Emotional and impulsive Anxious Steps to overcome personality disorders 	<ol style="list-style-type: none"> Group discussion on self-awareness 	10

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	<ol style="list-style-type: none"> Introduction to spreadsheet application - types of spreadsheet, creating a new worksheet, components of a worksheet. 	<ol style="list-style-type: none"> Group practice on working with LibreOffice 	02
2. Perform basic operations in spreadsheet	<ol style="list-style-type: none"> Opening work book and entering data – types of data, steps to enter data, editing and deleting data in a cell 	<ol style="list-style-type: none"> Group practice on working with data on LibreOffice Calc 	03

	<ol style="list-style-type: none"> 2. Selecting multiple cells 3. Saving the spreadsheet in various formats 4. Closing the spreadsheet 5. Opening the spreadsheet. 6. Printing the spreadsheet 		
3. Demonstrate the knowledge of working with data and formatting text	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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 and open, close, save and print a presentation using the software	<ol style="list-style-type: none"> 1. Available software presentation 2. Steps to start 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 	<ol style="list-style-type: none"> 1. Group practice on working with LibreOffice Impress tools 2. Group practice on creating presentation in LibreOffice Impress 	03
6. Demonstrate the operations related to slides and texts in the presentation	<ol style="list-style-type: none"> 1. Working with slides and text in a presentation- adding slides to a presentation, 	1. Group practice on working with font styles and types in LibreOffice Impress	04

	deleting slides, adding and formatting text, highlighting text, aligning text, changing text colour		
7. Demonstrate the use of advance features in presentation	<ol style="list-style-type: none"> 1. Advance features used in presentation 2. Inserting shapes in presentation 3. Inserting clipart and images in presentation 4. Changing slide layout 	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 1. Group discussion on the topic 'An entrepreneur is not born but created' 	10
2. Identify the Barriers to entrepreneurship	<ol style="list-style-type: none"> 1. Barriers to entrepreneurship 2. Environmental barriers 3. No or faulty business plan 4. Personal barriers 	<ol style="list-style-type: none"> 1. Fishbowl of fears-group discussion about what we fear about entrepreneurship 	5
3. Demonstrate the entrepreneurial attitude and competencies	<ol style="list-style-type: none"> 1. Entrepreneurial attitude 2. Entrepreneurial competencies 3. Decisiveness, 4. Initiative 5. Interpersonal skills-positive attitude, 	<ol style="list-style-type: none"> 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 	10

	stress management 6. Perseverance 7. Organisational Skills- time management, goal setting, efficiency, managing quality	snowball fight 5. Activity on rating friend and self for entrepreneurial qualities	
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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: <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 : Resolving Customer Service Issues	40
2.	Unit 2: Give a positive impression of oneself and the organization.	40
3.	Unit 3: Work effectively with others.	40
4.	Unit 4: Maintenance of Safe, Secure And Hygienic Environment	45
	Total	165

Unit 1 : Resolving Customer Service Issues

Learning Outcome	Theory	Practical	Duration (40 Hrs)
1. Will be able to deal with customer problems	<ol style="list-style-type: none"> Listing and understanding the customer problems. Discussion about the problem with the customer. Informing and assuring about the problem solution. 	<ol style="list-style-type: none"> Visit any whole sale mega store and see how the staffs deal with the customer problems. Prepare a chart showing major customer problems. Make a chart showing SOP to deliver best solutions. 	25 Hrs Theory + 15 Hrs Practical
2. Will be able perform analysis of solution given and feedback collection from the guests	<ol style="list-style-type: none"> Satisfaction of customer by having best solution. Analysis of problem, solution and feedback collection. Inability to deliver best option of solution for any problems. Behaviour while dealing with the customer. 	<ol style="list-style-type: none"> Collect any feedback form sample from F&B outlet. Meet any relationship manager and learn about the feedback analysis. Prepare a chart showing important behavioural points to be follow while dealing with the customers. 	
3. Will be able to resolve customer service issues.	<ol style="list-style-type: none"> Providing the best available solutions to customers/guests. SOP to deliver best solutions/information's to guest. Dealing with other guests while dealing the guest problems. 	<ol style="list-style-type: none"> Visit any customer care centre and learn how the customer executive listen the problems. Learn about the assurance provided by the customer executive for resolving the customer issues. Prepare a chart showing SOP to deliver best solutions/information' s to guest. 	

Unit 2: Give a positive impression of oneself and the organization

Learning Outcome	Theory	Practical	Duration (40 Hrs)
1. Role of effective communication in guest dealing.	<ol style="list-style-type: none"> Effective communication role in greeting the guest. Using friendly manner and good behaviour to assure guest and repeat business. 	<ol style="list-style-type: none"> Classify and list the home affair where we deal with the guest. Visit any nearby F& B outlet and meet with the manager and note down the point 	

	<ol style="list-style-type: none"> Dealing with guest queries and complaints. Choosing best way of communication for effective and impressive communication. 	<p>of good behaviour and politeness.</p> <ol style="list-style-type: none"> Prepare a chart showing effective ways of communication for effective and impressive communication. 	25 Hrs Theory + 15 Hrs Practical
2. Appreciate the importance of Delivering information to customers.	<ol style="list-style-type: none"> Explanation about products and services to the customers. Sharing issue with senior and management. Image building of products and services and organization. 	<ol style="list-style-type: none"> Meet the front desk worker to learn about information delivering. Visit any organization front desk area and learn about the product knowledge. Prepare a chart showing various products and services offered to customers in restaurant. 	
3. Responding to problems.	<ol style="list-style-type: none"> Importance of prompt response to problem and solution Explanation about the required time for problem solution. Policy and guidelines to deal with the customer problems. 	<ol style="list-style-type: none"> Visit a hotel and meet Food and beverage staff and learn about how they response to problem and solution. Make a chart showing guidelines to deal with the customer problems. 	

Unit 3: Work effectively with others

Learning Outcome	Theory	Practical	Duration (40 Hrs)
1. Understand the importance of Working in organization	<ol style="list-style-type: none"> Politeness and respect while talking to the guest. Instruction command and line organization. Multi tasking and way to improve productivity. Personality, behaviour, and sincerity. 	<ol style="list-style-type: none"> Visit a hotel and meet front office staff and learn about politeness during communication. Visit any factory to see how the time office works and maintain the records of Time in and Time out. Make a chart showing various phrases used while talking to the guest. 	25 Hrs Theory + 15 Hrs Practical
2. Organizational culture and citizenship	<ol style="list-style-type: none"> Keeping the promises and work target achievements. 	<ol style="list-style-type: none"> Read the company policies about target achievement in the 	

	<ol style="list-style-type: none"> 2. Skilled required to deal with the guest (apart from communication) 3. Disciplined behaviour at work place. 4. Communication barrier and overcoming. 	<p>class rooms.</p> <ol style="list-style-type: none"> 2. Visit any call centres to learn about communication skills and proper listening. 3. Make a chart showing various Personal skills required to deal with the guest. 	
3. Respect a customer by showing good behaviour	<ol style="list-style-type: none"> 1. Respect showing by: <ul style="list-style-type: none"> • Punctuality • Completing task on time • Eliminating waste • Integrity 2. Fulfilment of commitment to work effectively. 3. Active listening skills and escalation of grievances of customers to seniors 	<ol style="list-style-type: none"> 1. Visit a hotel and discuss with food and beverage staff about how they show respect to customer in different situations. 2. Prepare a chart showing various important points followed in restaurant related to punctuality and Integrity. 	

Unit 4: Maintenance Of Safe Secure And Hygienic Environment

Learning Outcome	Theory	Practical	Duration (45 Hrs)
1. Maintenance of personal health and hygiene.	<ol style="list-style-type: none"> 1. Points to remember to maintain good appearance. 3. Workplace Hazards from equipment's and its prevention. 4. Managing emergency situations 	<ol style="list-style-type: none"> 1. Visit any hotel F&B Outlet and see the various dress codes of different departments. 2. Meet the fire safety officer of local area and learn about the emergency situations management. 3. Prepare a chart showing important Points need to remember to maintain good appearance. 	
2. Personal Protection during work.	<ol style="list-style-type: none"> 1. PPE using, storage and advantages. 2. Sign of safety and its usefulness in the industry. 3. Equipment operations and precautions. 4. Lifting of weight, follow of safety procedure while working in confined place. 	<ol style="list-style-type: none"> 1. Make a list of PPE use in hospitality industry. 2. Observe the procedure of lifting 3. Draw a chart showing Safety signage used in hotel Industry. 	30 Hrs Theory + 15 Hrs Practical

3. Fire and Fire Extinguishers.	<ol style="list-style-type: none"> 1. Type of fire and fire extinguishers. 2. Role of fire exit and first aid. 3. Importance of training in prevention of emergencies like fire, bomb threat etc. 4. Dealing with emergencies like chocking, electrical shocks and poisoning. 	<ol style="list-style-type: none"> 1. Visit a nearby hotel and meet the engineering department and see various types of fire extinguisher used. 2. Prepare a chart showing various guidelines while dealing with emergencies situation.
4. Use of Modern devices and prevention of accidents.	<ol style="list-style-type: none"> 1. Medical Aids, CPR Used during emergencies. 2. Correct procedure for hospitalization and medical facilities. 3. Making of accidental and emergency reports. 	<ol style="list-style-type: none"> 1. Visit any paramedical college and learn about the first aid procedure. 2. Visit any hospital and see the formalities used for hospitalization. 3. Draw a chart showing contents of First Aid Box.

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 hotel or a lodge and observe the following: Location, Site, size, star rating, departments, staff structure, work distribution, clientele, layout, furnishing, ambience, etc. During the visit, students should obtain the above information from the owner or the supervisor of the hotel.

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 batch of maximum 30 students regularly for practice and acquiring adequate practical experience.

Lab set up accessories: -

1. Tables – 3 Units
2. Dining Chairs – 12 Units
3. Side Station – 1 Unit
4. Bar Counter – 1 Unit
5. Hostess Desk – 1 Unit
6. Storage Cabinet – 1 Unit
7. POS/ Computer – 1 Unit
8. Dinner Plate 11" – 12 Units
9. Dessert Plate 9" – 12 Units
10. B&B Plate – 12 Units

11. Tea Cup – 12 Units
12. Tea Saucer – 12 Units
13. Soup Bowl – 12 Units
14. Soup Bowl 4.5" Chinese – 12 Units
15. Soup Spoon Chinese – 12 Units
16. Service Bowl 1 Port 6 – 6 Units
17. Service Bowl 2 Port 7 – 6 Units
18. Service Platter 1 Port 10 " – 6 Units
19. Service Platter 2 Port 12 " – 6 Units
20. Pasta Plate 11 " – 6 Units
21. Cereal Bowl – 6 Units
22. Chutney Bowl Small – 12 Units
23. Tea Spoon – 12 Units
24. Dessert (A.P) Spoon – 12 Units
25. Dessert (A.P) Fork – 12 Units
26. Soup Spoon – 12 Units
27. Dessert Knife – 12 Units
28. Table Service Spoon – 6 Units
29. Table Service Fork – 6 Units
30. Tea Strainer – 3 Units
31. Tea Set – 1 Unit
32. Water Jug – 6 Units
33. Salt and Pepper Set – 4 Units
34. Tooth Pick H Older – 2 Units
35. Straw Holder – 2 Units
36. Sugar Sachet Holder – 2 Units
37. Napkin Holder – 2 Units
38. Finger Bowl Large with Under Liner – 6 Units
39. Entree Dish Round with Lid (1 Portion) – 2 Units
40. Entree Dish Round with Lid (2 Portion) – 1 Unit
41. Oval Platter – 1 Unit
42. Reserved – 1 Unit
43. Round Service Tray – 10 Units
44. Rectangular Service Tray – 10 Units
45. Ash Tray – 4 Units
46. Tom Collins – 12 Units
47. Hi Ball – 12Units
48. Pilsner – 6 Units
49. Decanter Small – 6 Units
50. Decanter Large – 6 Units
51. Wine Glass – 12 Units
52. Table Cloths – 6 Units
53. Table Napkins – 36 Units
54. Bar tool kit-1 Unit
55. Cocktail Shaker– 2 Units

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.	<p>Any one of the following:</p> <ol style="list-style-type: none"> 1. M.Sc. in Hotel Management from a recognized institute of Hotel Management. 2. B.Sc. in Hotel Management/B.HSc from any recognized institute of Hotel Management or University + at least two years professional experience in housekeeping department in Hotel industry. 3. Three years degree /diploma after class XII from any recognized institute of Hotel Management + at least two years professional experience in housekeeping department in Hotel industry 4. B.Sc. in any discipline + P.G. Diploma in housekeeping from a recognized institute of Hotel Management+ at least two years professional experience in housekeeping department in Hotel industry. 	<ul style="list-style-type: none"> • Effective communication skills (oral and written) • Basic computing skills. 	<p>18-37 years (as on Jan. 01 (year))</p> <p>Age relaxation to be provided as per Govt. rules.</p>

9. LIST OF CONTRIBUTORS

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