

LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

JOB ROLE: Heritage Tour Guide

(QUALIFICATION PACK: Ref. Id. THC/Q4501)

SECTOR: Tourism and Hospitality

Classes 11 and 12

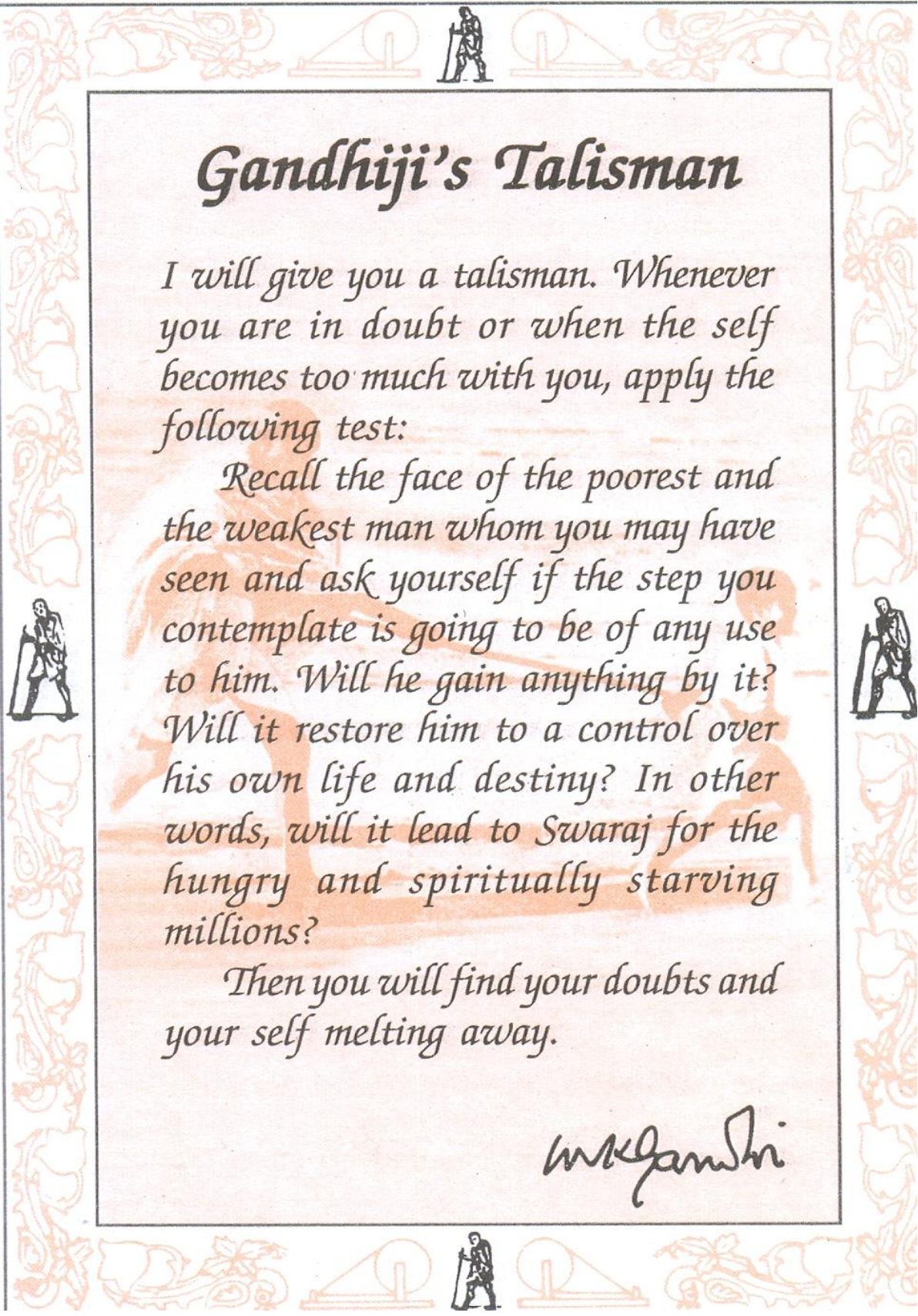


PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION

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

Shyamla Hills, Bhopal- 462 013, 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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VOCATIONAL CURRICULUM
Tourism & Hospitality: Heritage Tour Guide**

January, 2020

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Published by:

Joint Director
PSS Central Institute of Vocational
Education, NCERT, Shyamla Hills, Bhopal



PATRONS

Prof. Hrushikesh Senapaty, Ph.D.,
Director, National Council of
Educational Research and Training
(NCERT),
New Delhi

Prof. Rajesh Khambayat, Ph.D.,
Joint Director
PSS Central Institute of Vocational
Education, Bhopal

COURSE COORDINATOR

Dr. P. Veeraiah, Ph.D.,
Professor & Head
Department of Business and
Commerce,
PSS Central Institute of Vocational
Education, Bhopal

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 **Tour Guide (THC/Q4502)**. 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, NCERT for his support and guidance. We also acknowledge the contributions of our colleagues at the Technical Support Group of RMSA, MHRD, RMSA Cell at the National Council of Educational Research and Training (NCERT), 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 and review of this learning outcome based vocational curriculum. Their names are acknowledged in the list of contributors.

We are thankful to the course coordinator P. Veeraiyah and experts for their untiring efforts and contributions in the development of this learning outcome based curriculum. Their names are acknowledged in the list of contributors. The contributions made by Vinay Swarup Mehrotra, Professor and Head, Curriculum Development and Evaluation Centre (CDEC), Vipin Kumar Jain, Associate Professor and Head, Department of Humanities, Science, Education and Research and Dipak Shudhalwar, Associate Professor and Head, Department of Engineering & Technology, PSSCIVE in development of the curriculum for the employability skills.

The assistance provided by Sunil Kumar Sahu, Consultant, Travel & Tourism Management & Dinesh Kumar Jayswal, subject expert in the development of curriculum and Sunita Koli, Computer Operator, & Rachna Pateriya, DTP Operator in typing and designing layout in the Department of Business & Commerce is duly acknowledged.

PSSCIVE Team

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1. COURSE OVERVIEW

COURSE TITLE: Tourism & Hospitality- Heritage Tour Guide

The **Tourism and hospitality** is one of the largest service industry 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 industry. 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.

Tourism and Hospitality Management is the act or practices of serving guest or customers with hospitable manners and establish good relationship between the guest and the host. This includes the offering of boarding, lodging arrangements, transports, sightseeing recreation and entertainment etc. services to the guests, visitors, or tourists.

A few out of the numerous job roles available in the Tourism and Hospitality sector are: Travel agent, Tour Operator, Tour Manager, GSA, PSA, Travel Agency Sales & Marketing Executive Airport representatives, Event Planners, Tour Escorts and Tour Guides etc.

A Heritage Tour Guide performs the basic functions related to travel and tour operation and providing all types of travel services such as coordinating with the travel agents and tour operators, aligning their and customer's requirements, updating information, estimating cost, understanding the work requirement and documenting the tours to the customers or tourists. Heritage Tour Guide provide all up-to-date information of heritage tourist sites and monuments, assist clients in their sightseeing and making travel arrangements at the tourist places etc for both business and holiday purposes. They help to find the best value options available for tourism services and make payments for travel, foods, sightseeing activities and other travel related activities a client may need at the heritage sites.

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

- Apply effective oral and written communication skills to interact with colleague 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 importance of green skills in meeting the challenges of sustainable development and environment protection;
- Demonstrate the various segments of travel and tourism industry.
- Identify the major components of travel and tourism industry.
- Identify and explain facilities/services of travel and tourism sectors.
- Determine clients' needs and suggesting suitable travel services.
- Demonstrate the procedure of tour guiding and information for travel and tourist services.
- Perform the various functions in travel agency and tour operations.
- Supply travelers with pertinent information and historical importance of heritage sites, monuments and cultures.
- Perform the best practices of Heritage Tour Guide services to the guests and tourists.

- Identify and maintain hospitable code of conduct for gender, age and safety issues in the industry.
- Maintain the health and hygiene in providing the tourism services to the clients.

COURSE REQUIREMENTS: The student must have successfully completed Class X or Vocational Curriculum Level 1 and Level 2 of Tourism and Hospitality.

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 Tour Supervisor, Tour and Travel Manager etc.

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 Tourism Industry	30	40
	Unit 2: Heritage Tourism and Tour Guide	40	
	Unit 3 : Coordinate with Travel Partners	30	
	Unit 4 : Engage with Tourists	30	
	Unit 5: Communication with customers and colleagues	35	
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 12 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-II	25	10
	Unit 2: Self-management Skills-II	25	
	Unit 3: Information and Communication Technology Skills-II	20	
	Unit 4: Entrepreneurial Skills-II	25	
	Unit 5: Green Skills-II	15	
	Total	110	10
Part B	Vocational Skills		
	Unit 1: Guide the Tourists at Heritage Sites	40	40
	Unit 2: Customer-centric Services	30	
	Unit 3: Etiquette and Hospitable Conduct	35	
	Unit 4: Gender and Age Sensitive Service Practices	30	
	Unit 5: Health and Hygiene	30	
	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

S. No.	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.

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	Practical	Duration (25 Hrs)
1. Explain methods of communication	1. Types of communication - Verbal - Non-verbal - Visual	1. Writing pros and cons of written, verbal and non-verbal communication 2. Listing do's and don'ts for avoiding common body language mistakes	15
2. Identify specific communication styles	1. Communication styles- assertive, aggressive, passive-aggressive, submissive, etc.	1. Observing and sharing communication styles of friends, teachers and family members	10

		and adapting the best practices 2. Role plays on communication styles.	
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Unit 2: Self-management Skills- III			
Learning Outcome	Theory	Practical	Duration (25 Hrs)
1. Demonstrate impressive appearance and grooming	<ol style="list-style-type: none"> Describe the importance of dressing appropriately, looking decent and positive body language Describe the term grooming Prepare a personal grooming checklist Describe the techniques of self-exploration 	<ol style="list-style-type: none"> Demonstration of impressive appearance and groomed personality Demonstration of the ability to self-explore 	07
2. Demonstrate team work skills	<ol style="list-style-type: none"> Describe the important factors that influence in team building Describe factors influencing team work 	<ol style="list-style-type: none"> Group discussion on qualities of a good team Group discussion on strategies that are adopted for team building and team work 	08
3. Apply time management strategies and techniques	<ol style="list-style-type: none"> Meaning and importance of time management – setting and prioritizing goals, creating a schedule, making lists of tasks, balancing work and leisure, using different optimization tools to break large tasks into smaller tasks. 	<ol style="list-style-type: none"> Game on time management Checklist preparation To-do-list preparation 	10

Unit 3: Information & Communication Technology Skills- III			
Learning Outcome	Theory	Practical	Duration (20 Hrs)
1. Create a document on word processor	<ol style="list-style-type: none"> 1. Introduction to word processing. 2. Software packages for word processing. 3. Opening and exiting the word processor. 4. Creating a document 	<ol style="list-style-type: none"> 1. Demonstration and practice of the following: <ul style="list-style-type: none"> • Listing the features of word processing • Listing the software packages for word processing • Opening and exit the word processor • Creating a document 	10
2. Edit, save and print a document in word processor	<ol style="list-style-type: none"> 1. Editing text 2. Wrapping and aligning the text 3. Font size, type and face. 4. Header and Footer 5. Auto correct 6. Numbering and bullet 7. Creating table 8. Find and replace 9. Page numbering. 10. Printing document. 11. Saving a document in various formats. 	<ol style="list-style-type: none"> 1. Demonstration and practising the following: <ul style="list-style-type: none"> • Editing the text • Word wrapping and alignment • Changing font type, size and face • Inserting header and footer • Removing header and footer 2. Using autocorrect option 3. Insert page numbers and bullet 4. Save and print a document 	10

Unit 4: Entrepreneurial Skills - III			
Learning Outcome	Theory	Practical	Duration (25 Hrs)
1. Describe the significance of entrepreneurial values and attitude	<ol style="list-style-type: none"> 1. Values in general and entrepreneurial values 2. Entrepreneurial value orientation with respect to innovativeness, independence, outstanding performance and respect for work 	<ol style="list-style-type: none"> 1. Listing of entrepreneurial values by the students. 2. Group work on identification of entrepreneurial values and their roles after listing or reading 2-3 stories of successful entrepreneur 3. Exhibiting 	10

		entrepreneurial values in Ice breaking, rapport building, group work and home assignments	
2. Demonstrate the knowledge of attitudinal changes required to become an entrepreneur	<ol style="list-style-type: none"> 1. Attitudes in general and entrepreneurial attitudes 2. Using imagination/ intuition 3. Tendency to take moderate risk 4. Enjoying freedom of expression and action 5. Looking for economic opportunities 6. Believing that we can change the environment 7. Analyzing situation and planning action 8. Involving in activity 	<ol style="list-style-type: none"> 1. Preparing a list of factors that influence attitude in general and entrepreneurial attitude 2. Demonstrating and identifying own entrepreneurial attitudes during the following micro lab activities: (i) thematic appreciation test, (ii) preparing a short write-up on "who am I" 	15

Unit 5: Green Skills - III

Learning Outcome	Theory	Practical	Duration (25 Hrs)
1. Describe importance of main sector of green economy	<ol style="list-style-type: none"> 1. Main sectors of green economy- E-waste management, green transportation, renewal energy, green construction, water management 2. Policy initiatives for greening economy in India 	<ol style="list-style-type: none"> 1. Preparing a poster on any one of the sectors of green economy 2. Writing a two-page essay on important initiatives taken in India for promoting green economy 	08
2. Describe the major green Sectors/Areas and the role of various stakeholder in green economy	<ol style="list-style-type: none"> 1. Stakeholders in green economy 2. Role of government and private agencies in greening cities, buildings, tourism, industry, transport, renewable energy, waste management, agriculture, water, forests and fisheries 	<ol style="list-style-type: none"> 1. Preparing posters on green Sectors/Areas: cities, buildings, tourism, industry, transport, renewable energy, waste management, agriculture, water, forests and fisheries 	07
Total	45	65	110

Part B: Vocational Skills

S. No.	Units	Duration (Hrs)
1.	Unit 1: Introduction to Tourism Industry	30
2.	Unit 2: Heritage Tourism and Tour Guide	40
3.	Unit 3: Coordinate with Travel Partners	30
4.	Unit 4: Engage with Tourists	30
5.	Unit 5: Communication with customers and Colleagues	35
Total		165

Unit 1: Introduction to Travel and Tourism Industry

Learning Outcome	Theory	Practical	Duration (30 Hrs)
1. Describe the concepts of tourism and identify its components.	<ol style="list-style-type: none"> Meaning and definition of Tourism, Tourist, Excursionists, Tour and Tourist destinations. Components of tourism e.g. <ul style="list-style-type: none"> Transportation, Accommodation and Attractions/Locale. 	<ol style="list-style-type: none"> Prepare a scrap book/project file selecting any five tourist destinations of your state. List and, learn at least any five examples of each types of tourism that exist in India. 	07
2. Classify the various types and forms of Tourism.	<ol style="list-style-type: none"> Categories of tourism; International, Domestic, Inbound and Outbound. Typology and forms of tourism e.g. Mass and Alternative Tourism, Eco-tourism, MICE - Tourism, Rural Tourism, Ethnic Tourism, Cultural & Historical Tourism, Adventure Tourism, Wildlife Tourism, Agri – tourism, Medical tourism, VFR. 	<ol style="list-style-type: none"> Draw a chart with pictures and examples of each type of tourism activities in your city/state. 	08
3. Appreciate 5A's of Tourism Industry.	<ol style="list-style-type: none"> 5 A's (Attraction, Accessibility, Amenities, Accommodation, Activities) of tourism Industry. Purpose of travel: <ul style="list-style-type: none"> Business and Recreation & Leisure travel; Shopping and Entertainments, handicrafts souvenirs. 	<ol style="list-style-type: none"> Visit a tourist place in your city/state and prepare a report about the major attractions, accommodations and handicraft and souvenirs for tourists are available there. 	07

4. Explain the role and importance of Tourism Industry in the development of the economy.	<ol style="list-style-type: none"> 1. Changing status of the Tourism Industry. 2. Factor responsible for the growth of successful tourism business in the country. 3. Importance of Tourism Industry from the point of Economic Development of the country. 	<ol style="list-style-type: none"> 1. Draw chart a containing the factor responsible for the growth of successful tourism business in the country. 2. Prepare a brief report on contribution of tourism industry in economic development of the country. 	08
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Unit 2: Heritage Tourism and Tour Guide

Learning Outcome	Theory	Practical	Duration (40 Hrs)
1. Describe the Heritage Tourism and its different segments.	<ol style="list-style-type: none"> 1. Meaning and definition of Heritage Tourism. 2. Different segments and forms of Heritage Tourism. 3. Brief details with examples of important heritage tourist destinations with their geography, history and culture and travel information. 	1. Prepare a scrap book of heritage sites of India with brief details and facts e.g. location, existed year, history associated with and etc.	10
2. Identify heritage tourism resources in the country.	<ol style="list-style-type: none"> 1. Brief features and facts of Heritage Tourism Resources in India and their importance. 2. Cultural Heritage- <ol style="list-style-type: none"> a. Tangible, <ul style="list-style-type: none"> • Movable • Immovable b. Intangible, 3. Historic sites monuments; 4. Architectural/archaeological and world heritage sites; 5. Cultural events/festivals and fairs e.g. Ganga Mahotsava/ Taj Mahotsava/ Desert Festivals/ Khajuraho Festivals, Goa Carnival. 6. Art galleries, theatres and museums etc. 7. Musics and dances e.g. classical dances of India. 	<ol style="list-style-type: none"> 1. Prepare a chart with pictures of World Heritage Sites and their location in India. 2. Case study of a famous Heritage tourism destination and prepare a report under the following parameters: <ul style="list-style-type: none"> • Brief origin and historical facts, • Major attractions • Opening & closing time, • Nearby other attractions, • Basic services e.g. boarding, lodging services and amenities at the destination, • Best time to visit • How to get there. 	10
3. Demonstrate the role and functions of	1. Meaning and Definition of Heritage Tour Guide,	1. Attend an invited guest lecture of a	

Heritage Tour Guide in Tourism Industry.	<ul style="list-style-type: none"> 1. Kinds of Tour Guides. 2. Role and importance of Heritage Tour Guide in tourism industry. 3. Steps to become a Heritage Tour Guide. 4. Heritage Guide Commentaries- Methods and techniques of tour commentary, practice theme based tour commentaries. 	<ul style="list-style-type: none"> 1. Govt. approved tour guide, ask major roles and functions of a successful Tour Guide in Tourism Industry. 2. Role-play of a heritage tour guide and tourists with tour commentaries prepared by the students under supervision of the teacher. 	10
4. Demonstrate the duties and Responsibilities of Heritage Tour Guide	<ul style="list-style-type: none"> 1. Duties of a Heritage Tour Guide. 2. Responsibilities of a Heritage Tour Guide. 3. Scopes/Jobs for Heritage Tour Guides in India. 4. Heritage Walks. 5. Code of conduct for Heritage Tour Guides in India (by MoT). 6. Tour Guides' Federation of India (TGFI): Role, functions and code of guiding practice. 	<ul style="list-style-type: none"> 1. List the jobs available for a Tour Guide in tourism industry in India 2. Demonstrate the duties and responsibilities of Tour Guide 	10

Unit 3: Coordinate with Travel Partners

Learning Outcome	Theory	Practical	Duration (30 Hrs)
1. Interact with the travel agents and tour operators.	<ul style="list-style-type: none"> 1. Tourist details from the tour operators in case if booked in advance; 2. Date and duration of the tourist travel 3. Coordinate with the tour operator, 4. The travel requirements 5. Necessary travel documents e.g. Tour itinerary, customer details etc 	<ul style="list-style-type: none"> 1. Visit a Travel Company and demonstrate the functions to prepare travel documents to the tourists/customers. 2. Demonstrate the activity to enquiry about the Transport Operator and list the types of transports and rates available for tourists. 	08
2. Identify the components of work requirements for guiding activity.	<ul style="list-style-type: none"> 1. The need and interest of customer 2. Type of tour e.g. religious, cultural, heritage, leisure etc from the itinerary, 3. Gather information on tourist interest, 4. The historical facts, statistics and dates associated with the 	<ul style="list-style-type: none"> 1. Prepare a Project Report on case study of a tourist destination and facts of your state. 2. Access the internet and prepare a report listing the famous monuments of India with the facts of their location, opening and 	08

	<p>location</p> <p>5. Plan for interesting ways of explaining the tourist,</p> <p>6. The opening and closing time of the site</p>	<p>closing time and closing days in week.</p>	
<p>3. Estimate the cost of the guiding services at the destination during tour.</p>	<p>1. Entry fee details to the tourist</p> <p>2. Cost of guiding activity to the tourist</p> <p>3. Inform the tourist of the overall charges</p>	<p>1. Visit a tourist place and collect information about the cost of guiding activity and the monuments entry fee detail applicable there.</p>	<p>06</p>
<p>4. Acquaint with destination and up-to-date travel information.</p>	<p>1. Definition of Tourist Destination: Activities, events and shows organizing</p> <p>2. Safety measures and devices used at tour spots,</p> <p>3. In depth knowledge about the destination and up-to-date information</p> <p>4. Latest information related to the place, tour site and city</p> <p>5. Case Studies of few destinations</p>	<p>1. Access the internet and list the Monuments where the Light and Sound Show event is organized with the timing.</p> <p>2. Prepare a brief report of case study of any five tourist sites with their up-to-date information</p>	<p>08</p>

Unit 4: Engage with Tourists

Learning Outcome	Theory	Practical	Duration (30 Hrs)
<p>1. Perform reporting and documenting for the tour activities.</p>	<p>1. Documentation of the tour activities e.g. Itinerary, Hotel Vouchers, Inclusion and exclusion in the tours;</p> <p>2. Document the payment invoice of services for the tourists</p> <p>3. Give invoice to the tour operators and hotels.</p>	<p>1. Demonstrate the preparation of tour documents, different vouchers and payment invoice for the tourists in a travel company.</p>	<p>08</p>
<p>2. Greet the tourists with professional etiquettes.</p>	<p>1. Contact the tourists: Provide personal details in case of advance booking, Coordinate for the point and time of meet, Exchange the names and necessary personal details with the tourists and register,</p>	<p>1. Meet and greet tourists at their point of meeting with the protocol, etiquette and manner of a travel company.</p> <p>2. Visit a travel company for observing promotion of products and services and packages to the</p>	<p>05</p>

	<ol style="list-style-type: none"> 2. Steps to greet tourists 3. Communication and Body language, 4. Issue any identification badges and safety equipments. 5. Promotion of product and service and package 	customers and prepare a report.	
3. Demonstrate the procedure for collection of payments against the tour products and services.	<ol style="list-style-type: none"> 1. Coordinate with the tour operator: cost assigned if advance booking, preparation of invoice of the payment collected 2. Prepare the various income and expenses arrived during the tour 3. Claim procedures for the reimbursements 	1. Perform the procedure of collection and reimbursements of payments for tour services to the tourists and service providers	03
4. Assist the tourists and ensure their safety.	<ol style="list-style-type: none"> 1. Handling Tourists' queries, complaints and doubts: Listen Issues concerns of the tourists and provide solutions. 2. Professional etiquettes with the tourists: <ul style="list-style-type: none"> • Politeness and courteous behaviour. • Ensure respectable communications with the tourists 3. Taking notes while coordinating through the phone. 	<ol style="list-style-type: none"> 1. Visit a Tour Operator's office and observe handling of tourist queries in a proper manners and etiquettes. 2. Demonstrate the activity how to receive telephonic queries of tourist and prepare a note while handling queries through professional manner. 	07
5. Achieve tourist satisfaction through customer services	<ol style="list-style-type: none"> 1. Tourist satisfaction and customer loyalty. 2. Various services queries of tourists. 3. Rectify any negative suggestions provided in the feedback form and ensure that the tourists are completely satisfied with the service offered. 4. Development of good rapport and friendly approach with the customers- Build trust, cooperation and respect among the customers. 5. Brand value of Travel 	<ol style="list-style-type: none"> 1. Visit a tourism or hospitality organization and collect feedback from the customers and analyze the satisfaction with respect to the services getting. 2. Make a plan for guiding pattern and services to be provided to the tourist group. 3. Perform role play on good rapport and friendly approach with the customers to improve brand value of the company 	07

	Company.	
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Unit 5: Communication with Customer and Colleagues			
Learning Outcome	Theory	Practical	Duration (35 Hrs)
1. Importance of communication skills in tourism and hospitality	<ol style="list-style-type: none"> 1. Definition, process and types and media of communications skill. 2. Methods for effective communication. 3. Different modes of communications as per job activity in tourism and hospitality industry. 4. Effective Communication Skills: People and Presentation skills etc. 	<ol style="list-style-type: none"> 1. Demonstrate etiquette and manners to be followed while meeting and interacting with tourists at the time of arrival on premises e.g. airport, tourist spots etc. 2. Demonstrate usage of body language. 3. Learn presentation skills in the class. 	05
2. Communicate with superiors and colleagues.	<ol style="list-style-type: none"> 1. Oral Communications: Use of language, body language, gesture, voice, tone and pitch, dress-code etc. 2. Written communications: use of internet and e-mail, audio-visual aids to the superior and colleagues in Travel Company and hospitality organizations. 3. Conversational Skills: Do's and Don'ts, Hearing and Listening, Delivering of quality services. 4. Telephonic Skills: good telephone techniques; Receiving calls, calls on hold, Taking Message, Making a Business calls, Ending the call etc. 5. Job orders for Tour Guides. 6. Documentation required at completion of work. 7. Positive work communication with colleagues: Teamwork, multi 	<ol style="list-style-type: none"> 1. Visit a Travel Company or any hospitality organization and observe the communicative functions of company managers and staff with their superior, colleagues and customers, record your observations and prepare a report. 2. Learn to practice of writing tour/hotel booking emails, preparing tour voucher, sending itineraries, and email to customers etc. 3. Practice to handling tourist queries on telephone while visit any travel company office. 	08

	tasking, co-operation, co-ordination and collaboration etc.		
3. Communicate with the Customers/ Tourists	<ol style="list-style-type: none"> 1. Interpersonal communication with Tourists. 2. Written communications with tourists/customers: use of internet and e-mail, audio-visual aids to communicate with the tourists. 3. Sensitivity in communication with the Tourists/customers: Gender, Cultural and Social differences such as modes of greeting, formality while Tour Guiding etc. 4. Dealing negative questions and statements to the customers. 5. Dress code and grooming standard mostly preferred by the tourism and hospitality industry. 6. Importance of maintaining positive behaviour in communication. 7. Points to be considered for communication at work as Heritage Tour Guide. 	<ol style="list-style-type: none"> 1. A role-play activity of students in the classroom on "Communication with Tourist at the destination with greetings and formalities as a Tour Guide" 2. Visit a Travel Company and learn the activity to meet, greet and communicate with tourist groups on arrival, while on tour & prepare report after visit. 3. Maintain a proper body language, dress code, gestures and etiquettes towards the tourists while performing tour handling activities during field visit. 	08
4. Handling Enquiries and Complaints	<ol style="list-style-type: none"> 1. Satisfaction and dissatisfaction of customer. 2. Communication problems and complaints. 3. Customer complaints: Techniques for dealing customer complaints, handling complaints through the phone. 4. Handling difficult tourists. 5. Procedure for dealing with enquiries and tourists' queries. 	<ol style="list-style-type: none"> 1. Visit a travel company and perform the activity to manage the group tour time effectively and efficiently in a way the location is completed as per the planned itinerary or the time availability of the tourists. 2. Activity to handle tourists' complaints and enquires while visit to travel company. 3. Prepare a list of the 	09

	6. Build effective working relationship with mutual trust and respect. 7. Dealing with tourists', customers and colleagues grievances.	types of grievances generally arises by the tourists. 4. Visit a hotel near you and prepare a report on various problems related to communication faced by hotel staff.	
Total			165 Hrs.

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	Practical	Duration (25 Hrs)
1. Describe the steps to active listening skills	1. Importance of active listening at workplace 2. Steps for active listening	1. Demonstrate the key aspects of becoming active listener 2. Prepare posters on steps for active listening	10
2. Demonstrate basic writing skills	1. Writing skills to the following: <ul style="list-style-type: none"> • Sentence • Phrase • Kinds of Sentences • Parts of Sentence • Parts of Speech • Articles • Construction of a Paragraph 	1. Demonstrate and practice of writing sentences and paragraphs on topics related to the subject	15

Unit 2: Self-management Skills-IV

Learning Outcome	Theory	Practical	Duration (25 Hrs)
1. Describe the various factors influencing self-motivation	1. Finding and listing motives (needs and desires); 2. sources of motivation	1. Group discussion on identifying needs and desire 2. Discussion on sources of	10

	and inspiration (music, books, activities); think expansive thoughts; living fully in the present moment; Dreaming big	motivation and inspiration	
2. Describe the basic personality traits, types and disorders	<ol style="list-style-type: none"> 1. Describe the meaning of personality 2. Describe how personality influence others 3. Describe basic personality traits 4. Describe common personality disorders- paranoid, antisocial, schizoid, borderline, narcissistic, avoidant, dependent and obsessive 	1. Demonstrate the knowledge of different personality types	15

Unit 3: Information & Communication Technology Skills- IV			
Learning Outcome	Theory	Practical	Duration (20 Hrs)
1. Perform tabulation using spreadsheet application	<ol style="list-style-type: none"> 1. Introduction to spreadsheet application 2. Spreadsheet applications 3. Creating a new worksheet 4. Opening workbook and entering text 5. Resizing fonts and styles 6. Copying and moving 7. Filter and sorting 8. Formulas and functions 9. Password protection. 10. Printing a spreadsheet. 11. Saving a spreadsheet in various formats. 	1. Demonstration and practice on the following: <ul style="list-style-type: none"> • Introduction to the spreadsheet application • Listing the spreadsheet applications • Creating a new worksheet • Opening the workbook and enter text • Resizing fonts and styles • Copying and move the cell data • Sorting and Filter the data • Applying elementary formulas and functions • Protecting the spreadsheet with password • Printing a spreadsheet • Saving the spreadsheet in various formats. 	10
2. Prepare presentation using presentation application	<ol style="list-style-type: none"> 1. Introduction to presentation 2. Software packages for presentation 3. Creating a new presentation 4. Adding a slide 5. Deleting a slide 6. Entering and editing text 	1. Demonstration and practice on the following: <ul style="list-style-type: none"> • Listing the software packages for presentation • Explaining the features of presentation • Creating a new presentation 	10

	<ol style="list-style-type: none"> 7. Formatting text 8. Inserting clipart and images 9. Slide layout 10. Saving a presentation 11. Printing a presentation document. 	<ul style="list-style-type: none"> • Adding a slide to presentation. • Deleting a slide • Entering and edit text • Formatting text • Inserting clipart and images • Sliding layout • Saving a presentation • Printing a presentation document 	
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Unit 4: Entrepreneurial Skills- IV			
Learning Outcome	Theory	Practical	Duration (25 Hrs)
1. Describe the general and entrepreneurial behavioural competencies	<ol style="list-style-type: none"> 1. Barriers to becoming entrepreneur 2. Behavioural and entrepreneurial competencies – adaptability/decisiveness, initiative/perseverance, interpersonal skills, organizational skills, stress management, valuing service and diversity 	<ol style="list-style-type: none"> 1. Administering self- rating questionnaire and score responses on each of the competencies 2. Collect small story/ anecdote of prominent successful entrepreneurs 3. Identify entrepreneurial competencies reflected in each story and connect it to the definition of behavioural competencies 4. Preparation of competencies profile of students 	10
2. Self-assessment of behavioural competencies	<ol style="list-style-type: none"> 1. Entrepreneurial competencies in particular: self - confidence, initiative, seeing and acting on opportunities, concern for quality, goal setting and risk taking, problem solving and creativity, systematic planning and efficiency, information seeking, persistence, influencing and negotiating, team building 	<ol style="list-style-type: none"> 1. Games and exercises on changing entrepreneurial behaviour and development of competencies for enhancing self- confidence, problem solving, goal setting, information seeking, team building and creativity 	15

Unit 5: Green Skills - IV			
Learning Outcome	Theory	Practical	Duration (15 Hrs)
1. Describe the role of green jobs	<ol style="list-style-type: none"> 1. Role of green jobs in toxin-free homes, 2. Green organic gardening, public transport and energy conservation, 3. Green jobs in water conservation 4. Green jobs in solar and wind power, waste reduction, reuse and recycling of wastes, 5. Green jobs in green tourism 6. Green jobs in building and construction 7. Green jobs in appropriate technology 8. Role of green jobs in Improving energy and raw materials use 9. Role of green jobs in limiting greenhouse gas emissions 10. Role of green jobs minimizing waste and pollution 11. Role of green jobs in protecting and restoring ecosystems 12. Role of green jobs in support adaptation to the effects of climate change 	<ol style="list-style-type: none"> 1. Listing of green jobs and preparation of posters on green job profiles 2. Prepare posters on green jobs. 	15
Total	43	67	110

Part B–Vocational Skills

S. No.	Units	Duration (Hrs)
1.	Unit 1: Guide The Tourists at Heritage Sites	40
2.	Unit 2: Customer-centric Services	30
3.	Unit 3: Etiquette and Hospitable Conduct	35
4.	Unit 4: Gender and Age Sensitive Service Practices	30
5.	Unit 5: Health and Hygiene	30
Total		165

Unit 1: Guide The Tourists at Heritage Sites			
Learning Outcome	Theory	Practical	Duration (40 Hrs)
1. Describe Heritage Tourism and its different segments.	<ol style="list-style-type: none"> 1. Meaning and definition of Heritage Tourism. 2. Different segments and forms of Heritage Tourism. 3. Example and brief details of selected Heritage tourist destinations with their geography, history, culture and travel information. 	<ol style="list-style-type: none"> 1. Prepare a project file and list the names of famous heritage tourists' destinations in your state/India with their locations and brief details. 2. List the World Heritage Sites in India with their location and travel information. 	10
2. Identify the requirements to the customers at heritage sites.	<ol style="list-style-type: none"> 1. Company's policies on: delivery standards and personnel management 2. Documentation procedures 3. Legislation, standards, policies, and procedures of the industry 4. Rules and regulations to be followed at the heritage site. 5. Restrictions and prohibitions e.g. no photography, video, use of mobile at particular places. 6. Restricted entry to certain sites or to a specific place into the site and reasons for the restriction. 7. Do's and don'ts while on heritage tour. 	<ol style="list-style-type: none"> 1. Visit any two heritage sites in your city/state/country observe various rules, regulation, restrictions to be followed at the site and prepare a report. 2. Prepare a chart of displaying "Do's and Don'ts for tourists and tour guide with appropriate pictures." 	12

<p>3. Explain the destination/ tourist spot and Guide tourists to visit.</p>	<ol style="list-style-type: none"> 1. The budget of the tourists at the site. 2. Entrance fee for the entry into the heritage site. 3. Guiding heritage site such as national monuments, historical sites, districts, archaeological sites, museum, fort etc. (Explain with case studies of heritage sites in India): <ul style="list-style-type: none"> • Importance and significance of the place, • History of the site and every monument and article in the destination, its origin or existence. • Significance of each carvings, articles, paintings, equipments etc. if there is display on the sites. • Story associated with the heritage site, the people behind that, their names and their activities. • Art and cultural programs and events if organized at the site. • Descriptions of historical facts about the location and the effects of the site in current modern society. • Rich heritage and the ancient culture attached to the heritage site. • Other sites around the site or site link with the site (if any). • The shopping areas outside the heritage site. • Famous article to be bought as memento 	<ol style="list-style-type: none"> 1. Case study of any five Heritage sites/monuments and Tour Guiding activity in your city/state/country as on the following parameter: <ul style="list-style-type: none"> • Brief history and facts of the site, • Significance of each carvings, articles, paintings, equipments etc. • Origin and story associated with the heritage site, • Art and cultural programs and events if organized at the site. • Ancient culture of heritage site. • Other sites around the site or site link with the site (if any). • The shopping areas outside the heritage site. • Famous souvenir at the site. • Historical importance and significance. • Best time to visit. • How to get there. 2. A role-play activity of students as a Heritage Tour Guide describing the stories/tales behind the heritage monuments at any heritage destination to the tourists. 	<p>12</p>
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	or souvenir at the site.		
4. Demonstrate after tour guiding activities.	<ol style="list-style-type: none"> 1. A happy farewell or next day's activity to the tourists. 2. Submit the payment invoice to the tour operator. 	1. Role-play on guiding activity and tour programme in the class.	06

Unit 2: Customer-centric Services

Learning Outcome	Theory	Practical	Duration (30 Hrs)
1. Describe the customer and customer-centricity in tourism and hospitality.	<ol style="list-style-type: none"> 1. Meaning and definition of customer as tourist, type of customers, customer satisfaction. 2. Customer service, Customers' Needs Requirements and Expectations. 3. Profiles of expected customers: Target customers and their needs, Regular customer events and feedback, likes and dislikes, latest trends, customers' expectations etc. 4. Good rapport with the customers. 5. Customer-centricity in Tourism and Hospitality Business. 	<ol style="list-style-type: none"> 1. Visit at least 10 travel companies/hospitality organizations and list their products and services offered to their respective customers/clients. 2. Prepare the dummy customer profile in proper format of a tourism or hospitality company which you have visited. 	07
2. Achieve customer satisfaction through customer-centric services.	<ol style="list-style-type: none"> 1. Customer Services: Clarity, honesty and transparency, with customers. 2. Customers' Expectations. 3. Customer satisfaction: Need and Reason for achieving customer satisfaction, Methods for gaining customer satisfaction, Measuring of customer satisfaction, New ideas to improve customer satisfaction, Consult with senior on unscheduled customer requests. 4. Brand value of company: 	<ol style="list-style-type: none"> 1. Prepare the customer satisfaction measurement questionnaire with proper marking for customer choices and preferences that will reflect the picture of customer choice. 2. Visit a tourist place nearby your area and use the above Questionnaire and collect the data from 40 tourists, analyse the data and find out the satisfaction level and service choices by the tourists/customers 	08

	<p>Enhancement through customer satisfaction.</p> <ol style="list-style-type: none"> 5. Company's marketing strategies: Offer promotions, Product development. 6. Aim to gain long lasting loyalty and satisfaction. 7. Market standards of customer satisfaction. 		
<p>3. Perform Customer-service practices to fulfil their requirements.</p>	<ol style="list-style-type: none"> 1. Customers' needs and wants. 2. Contact with the customers and focus groups / significance of treating the customers with respect and in a friendly and professional way. 3. Standard operating procedure (SOP) for customer service. 4. Customer-centric Market survey/ Customer survey. 5. Creating Demand. 6. Selection of clientele/ service. 7. Product/ Service design. 8. Solving the customer problems and handling the complaints. 	<ol style="list-style-type: none"> 1. Learn to design a package or brochure for tour product and services for your loyal customer. 2. Design a questionnaire contain with at least 20 MCQs with the help of your teacher, visit the 20 travel agents/tour operators and hoteliers in your city/state to survey the market as to create customer-centricity tourism and hospitality services. 	08
<p>4. Follow the feedback mechanism from customers for improve in the services.</p>	<ol style="list-style-type: none"> 1. Feedbacks: improvements in services, complaints, from the customer on current service, customer rating of service etc. 2. Tools for effective customer feedback. 3. Communicate customer feedback to superior. 4. Feedback of customer to senior. 5. The negative feedback: Problems and solutions. 6. Company's customer satisfaction rating and improvement. 	<ol style="list-style-type: none"> 1. Learn the formats to write an email for taking feedback from the tourist group that you have guided at a heritage tourist destination last week. 2. Demonstrate the handling of negative and dissatisfied customers. 3. Role Play for taking customer feedback or telephone. 	07

Unit 3: Etiquette and Hospitable Conduct			
Learning Outcome	Theory	Practical	Duration (35 Hrs)
1. Describe the Etiquette and follow the etiquettes in customer service.	<ol style="list-style-type: none"> 1. Meaning and definition of Etiquette: Personal, Social and Behavioral Etiquettes in Tourism and Hospitality. 2. Necessity of etiquettes and Manners for Heritage Tour Guide. 3. Telephonic Etiquette: Receiving, Answer and Holding the telephone Calls, Do's and Don'ts 4. Customer oriented behaviour in service: Personal integrity and ethical behavior. 	<ol style="list-style-type: none"> 1. Visit any tourism/ hospitality/service organization and observe the etiquettes and manners of customer service staff to deal their customer and note your observations. 2. Demonstrate etiquette and manners to be followed while talking to the customer. 	05
2. Demonstrate greeting to customers with standard etiquette and hospitable conduct.	<ol style="list-style-type: none"> 1. Greeting tourists: Welcome the tourists with a smile, Eye Contact, Appropriate gesture based on the type of customer on their arrival. 2. Small gifts as token of appreciation and thanks giving to the customer. 3. Professional 4. Professionally Dress-up: Positive attitude to work. 5. Mannerism in Tourism: Respectable manner, not to eat or chew while talking. 6. Use customers' names as many times many times as possible during the conversation, Ensure not to be too loud while talking, fair and high standards of practice. 7. Positive attitude and etiquette. 8. Explain and guide tourists and handle their queries and complaints with services. 	<ol style="list-style-type: none"> 1. Role-play activity of etiquettes and manners while dealing with the arrogant guest, VIP, Lady Guest, Senior aged guest, Child. 2. Visit a hospitality organization nearby in your city and demonstrate the grooming personality, positive attitude and manners while dealing with the guests. 3. Learn handling tourists or guest queries at front office of Travel Company/Hotels by telephone and respond back to mails faster. 4. Visit a tourist spot with a Heritage Tour Guide and learn: <ol style="list-style-type: none"> a. Guiding tourists, b. Handling queries and complaints. 	12
3. Treat customers	1. Respectful behavior:	1. List hospitality	

with high degree of respect and professionalism	<p>appropriate titles and terms, Polite language, assistance to the customers, Offer friendly, courteous and hospitable service and assistance to the customer.</p> <p>2. Consistency in services: Special attention to the customer at all time.</p>	<p>physiology used o interact with customer welcome and greeting words and phrases in your notebook and practice to use in the class to your teachers and colleagues.</p> <p>2. Demonstrate professional body language.</p>	08
4. Deal with customer complaints.	<p>1. General complaints by the tourists.</p> <p>2. Do's and Don'ts while dealing with the guest/tourists.</p> <p>3. Common complaints by the tourists/guest in services.</p> <p>4. Addressing the complaints and handling of unsatisfied/ angry customers.</p> <p>5. Significance of professional and polite etiquette and behavior.</p>	<p>1. Demonstrate the procedure to handle customer grievances and complaints.</p> <p>2. Handle the complaints with suitable mechanism adopted by the organization which you have visited.</p>	05

Unit 4: Gender and Age Sensitive Service Practices

Learning Outcome	Theory	Practical	Duration (30 Hrs)
1. Describe the facilities and services available for females at workplace.	<p>1. Women's rights and respect at workplace.</p> <p>2. Company's policies to prevent sexual harassment.</p> <p>3. Facilities available at work for female colleagues e.g. transport, night drop, night shifts, reporting abuse, maternity leaves and other grievances etc.</p>	<p>1. Visit a hotel nearby and study the policies & procedures the hotel follows to prevent sexual harassment.</p> <p>2. Prepare a flow chart depicting handling procedure of a drunken guest.</p>	07
2. Follow the safety and security threats for women tourists	<p>1. Safety and Security threats for Women Employees/ Traveller (Domestic/International): Personal and baggage security e.g., CCTV cameras, security guards, women's helpline etc.</p>	<p>1. Visit a famous tourist destination/spot easily approachable to you and observe the measures for domestic and international tourists' safety (i.e. safety sign board, cameras,</p>	

	<ol style="list-style-type: none"> 2. Handling situations and safety measures while terror attacks. 3. Tourist Police- code of conduct and practices. 4. Guidelines of the bad practices at tourists places e.g. theft, robberies other activities at tourists spots. 5. Use of first aid 6. Emergency Evaluation Procedure in case: <ol style="list-style-type: none"> 1. Fire 2. Terrorist Attacks 3. Theft 4. Lost and found 	<p>helpline numbers display) and prepare a report after visit.</p> <ol style="list-style-type: none"> 2. Visit tourist office nearby in your city and list the guidelines to prevent bad practices at tourist places in India. 3. Collect information to the electronic equipment's and mobile apps and their utility for tourist safety while on tour or safety at tourists' places. 	08
7. Identify the different age and gender specific services to be provided to the customers.	<ol style="list-style-type: none"> 1. Facilities and services for each age and gender and their unique needs and wants e.g. man, woman, child, an infant, young woman and old age customers etc. with their diverse cultural backgrounds. 2. Need of medical facility and doctor for tourists 	<ol style="list-style-type: none"> 1. Visit a nearby Tour Operator/Travel Company and in a tabular format note down the various facilities available in the guided tours for each gender in a tabular format 2. Give suggestion for various recreational activities that could be included for children tourists on a guided tour. 	07
8. Arrange standard etiquettes with women at workplace.	<ol style="list-style-type: none"> 1. Equality of work for women at workplace. 2. Motivate women at workplace to utilize their skills such as involvement in decision making process. 3. Gender discrimination in tourism sector: Avoidance and measures. 4. Behavioural etiquettes while dealing with female colleagues and guests i.e. Touch, contact, language, and gesture etc. 	<ol style="list-style-type: none"> 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" 	08

Unit 5: Health and Hygiene			
Learning Outcome	Theory	Practical	Duration (30 Hrs)
1. Describe the Hygiene and Cleanliness in Tourism and Hospitality.	<ol style="list-style-type: none"> 1. Workplace cleanliness 2. Waste Disposal and Techniques. 3. Pest control system 4. Fresh air supply and sufficient lighting 5. Air conditioners 6. Clean handling of linen, laundry and work area. 	<ol style="list-style-type: none"> 1. Visit a hotel or hospitality organization and observe the functions of housekeeping cleaning, record your observations and prepare a report after visit. 	07
2. Arrange the personal health, hygiene and care activities.	<ol style="list-style-type: none"> 1. Personal hygiene: body, hairs and dental cleanliness etc. 2. Hand wash procedure 3. Personal health issues: tips and uses of first aid for coughing and sneezing and small scratches or wounds during tours. 4. Vaccinations and preventive health issues of tourists on tours, check up and treatment 5. Health Concerns during the tour, carry of important common medicines for tour. 	<ol style="list-style-type: none"> 1. Visit a travel company office dealing with outbound tours and enquire the health and vaccination requirement to the tourists, their reasons and formalities etc. 2. Organize a volunteer camp of health, hygiene and swachhata in your school and participate to make awareness. 3. Collect the information of personal hygiene and grooming required for a Tour Guide. 	08
3. Maintain the health, safety and security procedures and tour guiding.	<ol style="list-style-type: none"> 1. Health Requirements at work: Procedures for health, safety and security, 2. Cleanliness and checklists for Tour Guide. 3. Dealing with emergency situations. 	<ol style="list-style-type: none"> 1. Visit a luxury hotel nearby and demonstrate the safety and security measures at the workplace. 2. Discuss with the hotel Manger and enquire the handling of emergencies, prepare report after visit. 	08

4. Follow the legal and ethical issues in tour guiding	<ol style="list-style-type: none"> 1. Legal Requirements in Tour Guiding: Registration, Road Transportation Permit, Public Driving Permit. 2. Ethical Obligations of Tour Guides: Definition of ethics, Code of Conduct, Reasons for a code of ethics in the workplace, The Code of Guiding Practice. 3. Importance of ethics in tourism industry. 	<ol style="list-style-type: none"> 1. Visit a State Tourism Board's Office and ask queries about the legal formalities, code of conducts, and Tour Guiding Principles required for a Tour Guide. 2. Meet a Government approved Tour Guide and ask queries about the essential ethics to be followed by a Tour Guide. 	07
Total			165 Hrs.

6. ORGANISATION OF FIELD VISITS

In a year, at least 3 field visits/educational tours to the tourist destination especially for heritage monuments and world heritage site should be organised for the students to expose them to the activities in the workplace.

Visit to the office of a travel company, tour operator or transporters 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.

Equipments and Materials

1. Travel Information Brochures of heritages sites/destinations
2. Cash Receipt Book
3. Different kinds of luggage (sizes, materials etc) (pictures if actual items not available)
4. Tourist maps (Site/India/World)
5. Pictures of tourism attractions
6. Tour Brochures of travel companies and tourist sites
7. Tourist Guide Book
8. Tent Cards
9. Reference Books
10. Monument booklets, Entry ticket fees and directories.
11. Newspaper/ magazine stand (picture if actual not available)
12. Petty Cash Voucher
13. Fire Exit Map
14. Pictures of types of rooms

15. Sign Boards (fire exit, washroom, smoking, non-smoking, valet, DND)

Teaching/Training Aids

1. Computer system and internet
2. LCD Projector
3. Black/white boards
4. Teaching craft materials
5. Cleaning dusters

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>Post Graduate in Tourism Management/ Tourism Business Administration (MBA-Tourism/MTM) from a recognized University with 01 year heritage tour guide experience.</p> <p>Or</p> <p>PGDM in Tourism Business Management/ Travel and Tourism/ with Post Graduate Degree in any discipline and at least 03 years of experience in Heritage Tour Guiding</p> <p>Or</p> <p>Bachelor degree in Tourism (BTM/BBA- Tourism) from a recognized Institute /University, with at least 03 years' work experience in heritage tour guiding or tourism services.</p> <p>Or</p> <p>Bachelor Degree in any discipline with Post Graduate Diploma In Tourism/Business Administration (Tourism) with at least 05 years' work experience in heritage tour guiding or tourism services.</p>	<ul style="list-style-type: none"> • Effective communication skills (oral and written) • Basic computing skills. 	Max. 30 years (Age relaxation to be provided as per Govt. rules)

Vocational Teachers/Trainers form the backbone of Vocational Education being imparted as an integral part of Rashtriya Madhyamik Shiksha Abhiyan (RMSA). They are directly involved in teaching of vocational subjects and also serve as a link between the industry and the schools for arranging industry visits, On-the-Job Training (OJT) and placement.

These guidelines have been prepared with an aim to help and guide the States in engaging quality Vocational Teachers/Trainers in the schools. Various parameters that need to be looked into while engaging the Vocational Teachers/Trainers are mode and procedure of selection of Vocational Teachers/Trainers, Educational Qualifications, Industry Experience, and Certification/Accreditation.

The State may engage Vocational Teachers/Trainers in schools approved under the component of Vocationalisation of Secondary and Higher Secondary Education under RMSA in the following ways:

- (i) Directly as per the prescribed qualifications and industry experience suggested by the PSS Central Institute of Vocational Education (PSSCIVE), NCERT or the respective Sector Skill Council (SSC).
Or
- (ii) Through accredited Vocational Training Providers accredited under the National Quality

Assurance Framework (NQAF*) approved by the National Skill Qualification Committee on 21.07.2016. If the State is engaging Vocational Teachers/Trainers through the Vocational Training Provider (VTP), it should ensure that VTP should have been accredited at NQAF Level 2 or higher.

- * The National Quality Assurance Framework (NQAF) provides the benchmarks or quality criteria which the different organisations involved in education and training must meet in order to be accredited by competent bodies to provide government-funded education and training/skills activities. This is applicable to all organizations offering NSQF-compliant qualifications.

The educational qualifications required for being a Vocational Teacher/Trainer for a particular job role are clearly mentioned in the curriculum for the particular NSQF compliant job role. The State should ensure that teachers / trainers deployed in the schools have relevant technical competencies for the NSQF qualification being delivered. The Vocational Teachers/Trainers preferably should be certified by the concerned Sector Skill Council for the particular Qualification Pack/Job role which he will be teaching. Copies of relevant certificates and/or record of experience of the teacher/trainer in the industry should be kept as record.

To ensure the quality of the Vocational Teachers/Trainers, the State should ensure that a standardized procedure for selection of Vocational Teachers/Trainers is followed. The selection procedure should consist of the following:

- (i) Written test for the technical/domain specific knowledge related to the sector;
- (ii) Interview for assessing the knowledge, interests and aptitude of trainer through a panel of experts from the field and state representatives; and
- (iii) Practical test/mock test in classroom/workshop/laboratory.

In case of appointment through VTPs, the selection may be done based on the above procedure by a committee having representatives of both the State Government and the VTP.

The State should ensure that the Vocational Teachers/Trainers who are recruited should undergo induction training of 20 days for understanding the scheme, NSQF framework and Vocational Pedagogy before being deployed in the schools.

The State should ensure that the existing trainers undergo in-service training of 5 days every year to make them aware of the relevant and new techniques/approaches in their sector and understand the latest trends and policy reforms in vocational education.

The Head Master/Principal of the school where the scheme is being implemented should facilitate and ensure that the Vocational Teachers/Trainers:

- (i) Prepare session plans and deliver sessions which have a clear and relevant purpose and which engage the students;
- (ii) Deliver education and training activities to students, based on the curriculum to achieve the learning outcomes;
- (iii) Make effective use of learning aids and ICT tools during the classroom sessions;
- (iv) Engage students in learning activities, which include a mix of different methodologies, such as project based work, team work, practical and simulation based learning experiences;
- (v) Work with the institution's management to organise skill demonstrations, site visits, on-job trainings, and presentations for students in cooperation with industry, enterprises and other workplaces;
- (vi) Identify the weaknesses of students and assist them in upgradation of competency;
- (vii) Cater to different learning styles and level of ability of students;
- (viii) Assess the learning needs and abilities, when working with students with different abilities
- (ix) Identify any additional support the student may need and help to make special arrangements for that support;
- (x) Provide placement assistance

Assessment and evaluation of Vocational Teachers/Trainers is very critical for making them aware of their performance and for suggesting corrective actions. The States/UTs should ensure that the performance of the Vocational Teachers/Trainers is appraised annually. Performance based appraisal in relation to certain pre-established criteria and objectives should be done periodically to ensure the quality of the Vocational Teachers/Trainers. Following parameters may be considered during the appraisal process:

1. Participation in guidance and counselling activities conducted at Institutional, District and State level;
2. Adoption of innovative teaching and training methods;
3. Improvement in result of vocational students of Class X or Class XII;
4. Continuous up-gradation of knowledge and skills related to the vocational pedagogy, communication skills and vocational subject;
5. Membership of professional society at District, State, Regional, National and International level;
6. Development of teaching-learning materials in the subject area;
7. Efforts made in developing linkages with the Industry/Establishments;
8. Efforts made towards involving the local community in Vocational Education
9. Publication of papers in National and International Journals;
10. Organisation of activities for promotion of vocational subjects;
11. Involvement in placement of students/student support services.

9. LIST OF CONTRIBUTORS

1. Dr. P. Veeraiah, Associate Professor and Head, Department of Business and Commerce PSSCIVE, Bhopal – **Course Coordinator**
2. Sunil Kumar Sahu, Consultant, Travel & Tourism Management, Department of Business and Commerce, PSSCIVE, Bhopal
3. Dinesh Kumar Jayswal, Subject Expert, Travel & Tourism Management, Department of Business and Commerce, PSSCIVE, Bhopal

10. LIST OF REVIEWERS

1. Dr. Jitendra Mohan Mishra, Associate Professor & Head, Department of Tourism Management, Indira Gandhi National Tribal University, Amarkantak, (M.P.)
2. Mrs. Sunita Badhwar, Head – Standards, Tourism and Hospitality Skill Council, Gurugram, Haryana
3. Ms. Shubhda Chaturvedi, Head-PR & Communications, Chhattisgarh Tourism Board, Raipur (C.G.)
4. Mr. Manmohan Singh, Assistant Manager (Marketing Division, Department of Tourism), Govt. Of Madhya
5. Mrs. Uma Sharma, Ex. Principal (Kendriya Vidhyalaya), A-406, Pradhan Urban Live, E-8, Arera Colony Bhopal



PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION
Shyamla Hills, Bhopal- 462 013, M.P., India