

LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

JOB ROLE: TRAVEL ADVISOR

(QUALIFICATION PACK: Ref. Id. THSC/05476)

SECTOR: Travel, Tourism and Hospitality

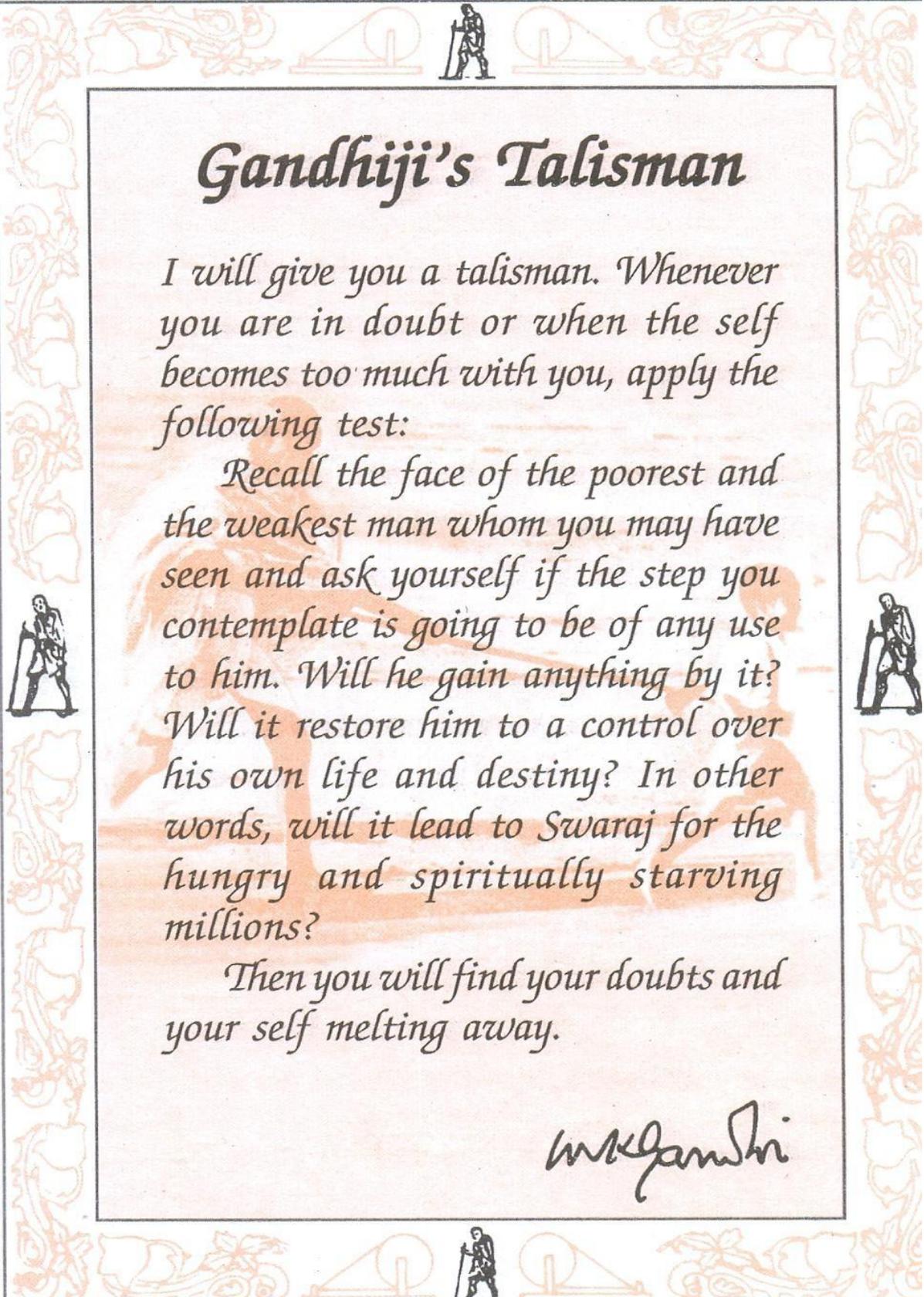
Grades 11 & 12



PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION
(a constituent unit of NCERT, under MoE, 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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Tourism & Hospitality-Travel Advisor

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Foreword

The Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE) a constituent of the National Council of Educational Research and Training (NCERT) is spearheading the efforts of developing learning outcome-based curricula and courseware aimed at integrating both vocational and general qualifications to open pathways of career progression for students. The curriculum has been developed for the vocational education program introduced under the Centrally Sponsored Scheme of *Samagra Shiksha* of the Ministry of Education (erstwhile, Ministry of Human Resource Development) and is aligned to the National Skills Qualifications Framework (NSQF). The curricula for vocational courses are being developed under the project approved by the Project Approval Board (PAB) of 'Samagra Shiksha' which is an overarching program for the school education sector extending from pre-school to Grade 12. The main purpose of the learning outcome-based curricula is to bring about improvement in the teaching-learning process and working competencies through learning outcomes embedded in the vocational subject.

It is a matter of great pleasure to introduce this learning outcome-based curriculum as part of the vocational training packages for the job role of '**Travel, Tourism & Hospitality – Travel Advisor**'. The curriculum has been developed for the secondary students of Grade 9 and 10 and is aligned to the National Occupation Standards (NOSs) of a job role identified and approved under the National Skill Qualifications Framework (NSQF).

The curriculum aims to provide children with employability and vocational skills to support occupational mobility and lifelong learning. It will help students to acquire specific occupational skills that meet employers' immediate needs. The teaching process is to be performed through 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.

Dinesh Prasad Saklani

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

In order to fulfill the growing aspirations of our youth and the demand for a skilled human resource, the Ministry of Education,(MoE), Government of India introduced the revised Centrally Sponsored Scheme of Vocationalisation of School Education under *Samagra Shiksha* that aims to provide for the diversification of educational opportunities so as to enhance individual employability, reduce the mismatch between demand and supply of skilled manpower and provide an alternative for those pursuing higher education. For spearheading the scheme, the PSS Central Institute of Vocational Education (PSSCIVE) was entrusted with the responsibility to develop learning outcome-based curricula, student workbooks, teacher handbooks, and e-learning materials for 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 fulfill the needs of society and the world of work. In order to honor the commitment to the nation, the PSSCIVE has initiated the work on developing learning outcome-based curricula with the involvement of faculty members and leading experts in respective fields. It is being done through the concerted efforts of leading academicians, professionals, policymakers, partner institutions, Vocational Education and Training experts, industry representatives, and teachers. The expert group through a series of consultations, working group meetings, and the use of reference materials develops the national curriculum.

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

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.

Deepak Paliwal

*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 Education, Government of India for the financial support to the project for the development of curricula.

We are grateful to the Director of NCERT for his support and guidance. We also acknowledge the contributions of our colleagues at the Technical Support Group of MoE, and National Council for Vocational Education and Training (NCVET), the National Skill Development Corporation (NSDC), and Logistics Skill Council (LSC) for their academic support and cooperation in the development of Qualification file and curriculum.

We are thankful to the course coordinators Dr. Prakash Chandra Rout and experts for their untiring efforts and contributions in the development of this learning outcome-based curriculum.

We are grateful to Dr. Punnam Veeraiah, Head, Department of Business and commerce, PSSCIVE for his guidance in developing the curriculum. Further, we are thankful to Vivek Dongre, Dr. Deeksha Chourasia, Dr. Breeze Tripathi, Assistant Professors, Department of Business and Commerce (DBC) and the experts for their untiring efforts and contributions to the development of this learning outcome-based curriculum. The contributions made by Dr. Vinay Swarup Mehrotra, Professor and Head, Curriculum Development and Evaluation Centre (CDEC) in the development of the curriculum the employability skills are duly acknowledged.

We acknowledge the assistance provided by Sunita Koli, Computer Operator Grade III and Harendra Singh Rajput, Ms. Neha Kushwaha, DTP Operator (Contractual), Dept. of Business and commerce, PSSCIVE in designing and typesetting of the curriculum matters in due time.

PSSCIVE Team,

1. COURSE OVERVIEW

COURSE TITLE: Travel Advisor

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

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

After successfully completing classes 9th and 10th students will be able to perform job role of Travel Advisor in travel, tourism and hospitality sector and will also be able to pursue higher level certificate diploma/degree courses in travel and tourism or Hospitality field.

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

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

COURSE REQUIREMENTS: The learner should have the basic knowledge of history, geography, and basic calculations.

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

COURSE DURATION: 600 hrs.

Class11 : 300 hrs.

Class12 : 300 hrs.

Total : 600 hrs.

2. SCHEME OF UNITS

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:

CLASS11			
	Units	No. of Hours for Theory and Practical 300	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		
	Unit1:Tourism and hospitality skilling ecosystem of India	30	40
	Unit 2: Recognising customer needs to plan the tour	30	
	Unit 3: Itinerary preparation and coordinate with the industry partners	35	
	Unit 4: Provide suitable tour package to customers	40	
	Unit 5: Travel Insurance	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

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-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: Maintaining Service Standards	30	40
	Unit 2: Assistance to Tourists	35	
	Unit 3: Maintaining of Organizational Confidentiality and Privacy	25	
	Unit 4: Gender and Age Sensitive Service Practices	30	
	Unit 5: Health and Safety Practices	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 (3Marks)	
1.	Remembering – (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles, or the ores; identify define or recite, information)	3	2	2	13
2.	Understanding – (Comprehension – to be familiar with meaning and to understand and 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 situations: Use given content to Interpret 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 out comes based on values)	0	1	0	02
	Total	5x1=5	10x2=20	5x3=15	40 (20questions)

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. ASSESMENT AND 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.

The National Skills Qualifications Framework (NSQF) is based on outcomes referenced to the National Occupation Standards (NOSs), rather than inputs. The NSQF level descriptors, which are the learning outcomes for each level, include the process, professional knowledge, professional skills, core skills and responsibility. The assessment is to be undertaken to verify that individuals have the knowledge and skills needed to perform a particular job and that the learning programme undertaken has delivered education at a given standard. It should be closely linked to certification so that the individual and the employer could come to know the competencies acquired through the vocational subject or course. The assessment should be reliable, valid, flexible, convenient, cost effective and above all it should be fair and transparent. Standardized assessment tools should be used for assessment of knowledge of students. Necessary arrangements should be made for using technology in assessment of students.

Knowledge Assessment should include two components: one comprising of internal assessment and second an external examination, including theory examination to be conducted by the Board. The assessment tools shall contain components for testing the knowledge and application of knowledge. The knowledge test can be objective paper based test or short structured questions based on the content of the curriculum.

WRITTEN TEST

It allows candidates to demonstrate that they have the knowledge and understanding of a given topic. Theory question paper for the vocational subject should 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. The respective Sector Skill Council should be consulted by the Central/State Board for preparing the panel of experts for question paper setting 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)	
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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)

SKILL ASSESSMENT (PRACTICAL)

Assessment of skills by the students should be done by the assessors/examiners on the basis of practical demonstration of skills by the candidate, using a competency checklist. The competency checklist should be developed as per the National Occupation Standards (NOSs) given in the Qualification Pack for the Job Role to bring about necessary consistency in the quality of assessment across different sectors and Institutions. The student has to demonstrate competency against the performance criteria defined in the National Occupation Standards and the assessment will indicate that they are 'competent', or are 'not yet competent'. The assessors assessing the skills of the students should possess a current experience in the industry and should have undergone an effective training in assessment principles and practices. The Sector Skill Councils should ensure that the assessors are provided with the training on the assessment of competencies.

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.

Project Work (individual or group project) is 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.

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. Viva voce should also be conducted to obtain feedback on the student's experiences and learning during the project work/field visits.

5. UNIT CONTENTS

GRADE 11

Part A: Employability Skills

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

UNIT 1: COMMUNICATION SKILLS – III

Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Duration (25 hrs)
1. Demonstrate knowledge of communication	1. Introduction to communication process 2. Importance of communication 3. Elements of communication 4. Perspectives in communication 5. Effective communication	1. Role play on the communication process 2. Group discussion on the importance of communication and factors affecting perspectives in communication 3. Charts preparation on elements of communication 4. Classroom discussion on the 7Cs (i.e. Clear, Concise, Concrete, Correct, Coherent, Courteous and Complete) for effective communication	03
2. Demonstrate verbal communication	1. Verbal communication 2. Public Speaking	1. Role-play of a phone conversation. 2. Group activity on delivering a speech and practicing public speaking	02
3. Demonstrate non-verbal communication	1. Importance of non-verbal communication 2. Types of non-verbal communication	1. Role-play on non-verbal communication 2. Group exercise and discussion on Do's	02

	3. Visual communication	and Don'ts to avoid body language mistakes 4. Group activity on methods of communication	
4. Demonstrate speech using correct pronunciation	1. Pronunciation basics 2. Speaking properly 3. Phonetics 4. Types of sounds	1. Group activities on practicing pronunciation	01
5. Apply an assertive communication style	1. Important communication styles 2. Assertive communication 3. Advantages of assertive communication 4. Practicing assertive communication	1. Group discussion on communication styles 2. Group discussion on observing and sharing communication styles	03
6. Demonstrate the knowledge of saying no	1. Steps for saying 'No' 2. Connecting words	1. Group discussion on how to say 'No'	02
7. Identify and use parts of speech in writing	1. Capitalisation 2. Punctuation 3. Basic parts of speech 4. Supporting parts of speech	1. Group activity on identifying parts of speech 2. Writing a paragraph with punctuation marks 3. Group activity on constructing sentences 4. Group activity on identifying parts of speech	03
8. Write correct sentences and paragraphs	1. Parts of a sentence 2. Types of object 3. Types of sentences 4. Paragraph	1. Activity on framing sentences 2. Activity on active and passive voice 3. Assignment on writing different types of sentences	02
9. Communicate with people	1. Greetings 2. Introducing self and others	1. Role-play on formal and informal greetings 2. Role-play on introducing someone 3. Practice and group discussion on how to greet different people?	02

10. Introduce yourself to others and write about oneself	1. Talking about self 2. Filling a form	1. Practicing self-introduction and filling up forms 2. Practicing self-introduction to others	01
11. Develop questioning skill	1. Main types of questions 2. Forming closed and open-ended questions	1. Practice exercise on forming questions 2. Group activity on framing questions	01
12. Communicate information about family to others	1. Names of relatives 2. Relations	1. Practice talking about family 2. Role-play on talking about family members.	01
13. Describe habits and routines	1. Concept of habits and routines	1. Group discussion on habits and routines 2. Group activity on describing routines	01
14. Ask or give directions to others	1. Asking for directions 2. Using landmarks	1. Role-play on asking and giving directions 2. Identifying symbols used for giving directions	01
Total			25

UNIT 2: SELF-MANAGEMENT-III

Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Duration (25 hrs)
1. Identify and analyse own strengths and weaknesses	1. Understanding self 2. Techniques for identifying strengths and weaknesses 3. Difference between interests and abilities	1. Activity on writing aims in life 2. Preparing a worksheet on interests and abilities	03
2. Demonstrate personal grooming skills	1. Guidelines for dressing and grooming 2. Preparing a personal grooming checklist	1. Role-play on dressing and grooming standards 2. Self-reflection activity on various aspects of personal grooming	04
3. Maintaining personal hygiene	1. Importance of personal hygiene 2. Three steps to personal hygiene 3. Essential steps of hand	1. Role-play on personal hygiene 2. Assignment on personal hygiene	03

	washing		
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 teamwork 2. Working in a team 	<ol style="list-style-type: none"> 1. Assignment on working in a team 2. Self-reflection on teamwork 	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. Group activity on networking in action 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 SMART goals 2. Activity on developing long-term and short-term goals using SMART method 	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. Preparing a checklist of daily activities 	03
Total			25

UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY-III

Learning Outcome	Theory (08 hrs)	Practical (12 hrs)	Duration (20 hrs)
1. Create a document on the word processor	<ol style="list-style-type: none"> 1. Introduction to ICT 2. Advantages of using a word processor. 3. Work with Libre Office Writer 	<ol style="list-style-type: none"> 1. Demonstration and practice of the following: <ul style="list-style-type: none"> • Creating a new document • Typing text • Saving the text • Opening and saving file on Microsoft Word/Libre Office Writer. 	02

2. Identify icons on the toolbar	<ol style="list-style-type: none"> 1. Status bar 2. Menu bar 3. Icons on the Menu bar 4. Multiple ways to perform a function 	<ol style="list-style-type: none"> 1. Group activity on using basic user interface of LibreOffice writer 2. Group activity on working with Microsoft Word 	02
3. Save, close, open and print document	<ol style="list-style-type: none"> 1. Save a word document 2. Close a word document 3. Open an existing document 4. Print 	<ol style="list-style-type: none"> 1. Group activity on performing the functions for saving, closing and printing documents in LibreOffice Writer 2. Group activity on performing the functions for saving, closing and printing documents in Microsoft Word 	02
4. Format text in a 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. Group activity on formatting text in LibreOffice Writer 2. Group activity on formatting text in 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. Group activity on checking spellings and grammar using LibreOffice Writer 2. Group activity on checking spellings and grammar using 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. Practical exercise of inserting lists and tables using 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. Practical exercise of inserting header, footer and page numbers in LibreOffice Writer 2. Practical exercise of inserting header, footer and page numbers in Microsoft Word 	03
8. Make changes by	<ol style="list-style-type: none"> 1. Tracking option 	<ol style="list-style-type: none"> 1. Group activity on 	

using the track change option in a word document	2. Manage option 3. Compare documents	performing track changes in LibreOffice Writer 2. Group activity on performing track changes in Microsoft Word	04
Total			20

UNIT 4: ENTREPRENEURIAL SKILLS – 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 around us	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. Difference between the attitude of 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. Brainstorming on generating a business ideas	04
6. Describe customer needs and the importance of conducting a customer survey	1. Understanding customer needs 2. Conducting a customer survey	1. Group activity to conduct a customer survey	04
7. Create a business plan	1. Importance of business planning 2. Preparing a business plan	1. Group activity on developing a business plan	04

	3. Principles to follow for growing a business 4. Case studies		
Total			25

UNIT 5: GREEN SKILLS – III			
Learning Outcome	Theory (07 hrs)	Practical (08 hrs)	Duration (15 hrs)
1. Describe the importance of the main sector of the green economy	1. Meaning of ecosystem, food chain and sustainable development 2. Main sectors of the green economy- E-waste management, green transportation, renewal energy, green construction, and water management	1. Group discussion on sectors of green economy 2. Poster making on various sectors for promoting green economy	06
2. Describe the main recommendations of policies for the green economy	1. Policies for a green economy	1. Group discussion on initiatives for promoting the green economy 2. Writing an essay or a short note on the important initiatives for promoting green economy.	03
3. Describe the major green sectors/ areas and the role of various stakeholders in the green economy	1. Stakeholders in the green economy	1. Group discussion on the role of stakeholders in the green economy 2. Making solar bulbs.	03
4. Identify the role of government and private agencies in the green economy	1. Role of the government in promoting a green economy 2. Role of private agencies in promoting green economy	1. Group discussion on the role of Government and Private Agencies in promoting a green economy. 2. Poster making on green sectors.	03
Total			15

GRADE 12

Part B: Vocational Skills

S. No.	Units	Duration (Hrs.)
1.	Unit 1: Tourism and hospitality skilling ecosystem of India	30
2.	Unit 2: Recognising customer needs to plan the tour	30
3.	Unit 3: Itinerary preparation and coordinate with the industry partners	35
4.	Unit 4: Provide suitable tour package to customers	40
5.	Unit 5: Travel Insurance	30
	Total	165

UNIT 1: TOURISM AND HOSPITALITY SKILLING ECOSYSTEM OF INDIA			
Learning Outcome	Theory	Practical	Duration (30 hrs.)
1. Skill India Mission	<ol style="list-style-type: none"> Key components and features of the Skill India Mission Need for skill India initiative The role of prominent agencies Skill gaps in tourism and hospitality sector Tourism and hospitality agencies/bodies/institutions promoting skilling ecosystem in India 	<ol style="list-style-type: none"> Write an essay discussing the significance and impact of the Skill India Mission launched by the Government of India. Highlight the key objectives, components, and features of the mission. Conduct a group discussion focusing on the skill gaps prevalent in the tourism and hospitality sector in the local area. 	10
2. Tourism and hospitality industry	<ol style="list-style-type: none"> Meaning of tourism, Definitions Meaning of hospitality, Definitions Meaning of travel, Definitions of travel Historical context and evolution. Importance and scope of the industry Operating sectors of 	<ol style="list-style-type: none"> Real or imaginary destination exploration and cultural exchange group activity. Group activity on Historical Journey through Travel and Tourism. 	10

	tourism and hospitality industry		
3. Travel advisor	<ol style="list-style-type: none"> 1. The role of travel advisor 2. Types of travel advisor 3. Importance of travel advisors in today's world 4. Services offered by travel advisors 5. Skills and qualities of a travel advisor 6. 	<ol style="list-style-type: none"> 1. Develop a destination presentation through groups focusing on key attractions, cultural highlights, activities, accommodations, and travel tips 2. Mock travel planning scenario outlining the client's preferences, interests, and budgetary considerations 	
4. Tourism and hospitality product and services	<ol style="list-style-type: none"> 1. Tourism and hospitality products and services. 2. Characteristics of travel, tourism and hospitality products and services. 	<ol style="list-style-type: none"> 1. Accommodation comparison activity on different types of accommodations. 2. Day-to-day use of travel glossary. 	10

UNIT 2: RECOGNISING CUSTOMER NEEDS TO PLAN THE TOUR

Learning Outcome	Theory	Practical	Duration (30 Hrs.)
1. Prerequisite know-how for tour planning	<ol style="list-style-type: none"> 1. Travel types. 2. Travelling groups. 3. Types of hotels. 4. Classification by Size or Number of Rooms. 5. Classification by Target Market. 6. Star Classification. 7. Meal plans. 8. Tariff plans and discounts. 9. Applicable tax. 10. Peak and Lean Season. 	<ol style="list-style-type: none"> 1. Customer Profiling and Communication Workshop of Tour Planning. 2. Tariff planning and negotiation simulation in pair on negotiation situation scenario. 	07

2. Resources for relevant information for tour planning	<ol style="list-style-type: none"> 1. Tourism books. 2. Travel magazines. 3. Brochures and other publications of DMOs. 4. E-resources and social media. 5. Social media. 	<ol style="list-style-type: none"> 1. Prepare and present a presentation on different types of travel groups. 2. Organise a visit to any two hotels from different star categories and prepare a report highlighting the difference between them. 	08
3. Customer profiling and communication	<ol style="list-style-type: none"> 1. Importance of mannerisms and body language when communicating with customers. 2. Identifying the customer needs and maintaining the customer profile. 3. Importance of communicating the details of the tour with customers. 	<ol style="list-style-type: none"> 1. Develop Your Travel Brochure. 2. Role-play scenario on tour booking where student acting as travel advisor and customer. 	07
4. Factors of tour costing and negotiations with service providers.	<ol style="list-style-type: none"> 1. Factors for estimating the travel cost. 2. Cost of Research and Development. 3. Best practices for negotiation with service providers. 	<ol style="list-style-type: none"> 1. Mock Negotiation Exercise. 2. Guest Speaker or Industry Visit. 	08

UNIT 3: ITINERARY PREPARATION AND COORDINATE WITH THE INDUSTRY PARTNERS

Learning Outcome	Theory	Practical	Duration (35 Hrs.)
1. Travel itinerary	<ol style="list-style-type: none"> 1. Importance of Travel Itinerary. 2. Types of Travel Itinerary. 3. Elements of Travel Itinerary. 4. Travel motivations. 5. Destinations and peak seasons available accordingly. 	<ol style="list-style-type: none"> 1. Design Your Dream Vacation Itinerary by considering of factors like interests, budget, and travel style. 2. Nature Hike and Wildlife Spotting Tour. 	15

2. Factors to be considered while planning a travel itinerary	<ol style="list-style-type: none"> 1. Appropriate Practices to Estimate the Itinerary Cost. 2. Travel destination selection. 	<ol style="list-style-type: none"> 1. Destination Research and Presentation. 2. Destination Comparison Chart. 	10
3. Tour package	<ol style="list-style-type: none"> 1. Components of tour package. 2. Different documents required for travel booking and tour packaging. 3. Customer tour needs. 4. Customer profile. 5. Travel options according to the need of the customer. 	<ol style="list-style-type: none"> 1. Create a mock tour package detailing the accommodation options, transportation arrangements, sightseeing and excursions, meals, activities, and free time included in their tour package. 2. Plan a Budget-Friendly Trip with detailed itinerary highlighting accommodation, transportation, meals, activities, and other expenses with associated costs. 	
4. Travel partners	<ol style="list-style-type: none"> 1. Various types of travel partners involved in the tour package. 2. Importance of choosing the right travel partner in tour packaging. 3. Types of travel partnership in tour packaging business. 4. Coordination with travel partners. 	<ol style="list-style-type: none"> 1 Travel Partner Match-Up 2 Travel Partner Coordination Simulation. 	10

UNIT 4: PROVIDE SUITABLE TOUR PACKAGE TO CUSTOMERS

Learning Outcome	Theory	Practical	Duration (40 Hrs.)
1. Tour pricing.	<ol style="list-style-type: none"> 1. Tour Pricing Strategy. 2. Significance of Tour Pricing Strategy. 3. Different Pricing Strategies. 4. Factors to Consider in 	<ol style="list-style-type: none"> 1. Tour Pricing Simulation. 2. Pricing Strategy Role-play. 	05

	Tour Pricing.		
2. Various modes of payment.	<ol style="list-style-type: none"> 1. Best practices and tips for effective payment management. 2. Procedure to prepare the invoice. 	<ol style="list-style-type: none"> 1. Payment method role-play scenario involving a customer making a payment for a tour or travel service. 2. Invoice creation workshop by following the invoicing guidelines discussed in the session. 	05
3. Cash management in travel agency and tour operation.	<ol style="list-style-type: none"> 1. Cash management procedure. 2. Ways to manage the cash flow effectively. 	<ol style="list-style-type: none"> 1. Cash handling simulation roles within group, including cashiers, supervisors, and auditors. 2. Cash Handling Procedures Role-play. 	05
4. Updating important information in the final itinerary.	<ol style="list-style-type: none"> 1. Types of Client Records 2. Suitable Practices to Maintain Relevant Records and Documents. 	<ol style="list-style-type: none"> 1. Interactive Itinerary Update Game. 2. Client Records Management Workshop. 	05

UNIT 5: TRAVEL INSURANCE

Learning Outcome	Theory	Practical	Duration (30 Hrs.)
1. Travel insurance and safety regulations.	<ol style="list-style-type: none"> 1. Meaning, defining travel insurance. 2. Key Features of Travel Insurance. 3. Importance of Travel Insurance. 4. Travel and Safety Norms and Regulations. 5. International Air Transport Association (IATA). 6. World Health Organisation (WHO). 7. International Civil Aviation Organisation (ICAO). 	<ol style="list-style-type: none"> 1. Cost Calculation and Budgeting Activity. 2. Travel Insurance Quiz. 	15

	<p>8. Insurance Regulatory and Development Authority of India (IRDA).</p> <p>9. Types of Travel Insurance.</p> <p>10. The factors to determine costs of different travel insurances.</p> <p>11. Pre-existing Medical Conditions.</p>		
<p>2. Various types of risks associated with travelling.</p>	<p>1. Analysing customer profiles to determine the risks associated with a sample tour plan.</p> <p>2. The importance of giving customers a brief idea about the complete terms and conditions of the insurance policy.</p> <p>3. The procedures and documents required to check the eligibility of customers for insurance.</p>	<p>1. Risk Identification Game.</p> <p>2. Risk Assessment Role-play.</p>	<p>10</p>
<p>3. The elements, methods and importance of insurance quotations.</p>	<p>1. Elements of Insurance Quotations.</p> <p>2. Methods of Issuing Insurance Quotations.</p> <p>3. Importance of Insurance Quotations.</p>	<p>1. Insurance Quotation Comparison Game.</p> <p>2. Insurance Quotation Puzzle.</p>	<p>10</p>
<p>4. The importance of co-ordinating with insurance agents regularly.</p>	<p>1. The process to claim travel insurance and ensure its authentication.</p>	<p>1. Policy Check-Up Board Game.</p> <p>2. Insurance Policy Review Workshet.</p>	<p>05</p>

GRADE 12

Part A: Employability Skills

S. No.	Units	Duration (hrs)
1.	Communication Skills- IV	25
2.	Self-management Skills - IV	25
3.	Information and Communication Technology Skills - IV	20
4.	Entrepreneurial Skills – IV	25
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	<ol style="list-style-type: none"> Active listening -listening skill, stages of active listening Overcoming barriers to active listening 	<ol style="list-style-type: none"> Group discussion on factors affecting active listening Poster making on steps for active listening Role-play on negative effects of not listening actively 	10
2. Identify the parts of speech	<ol style="list-style-type: none"> Parts of speech – using capitals, punctuation, basic parts of speech, Supporting parts of speech 	<ol style="list-style-type: none"> Group practice on identifying parts of speech Group practice on constructing sentences 	10
3. Write sentences	<ol style="list-style-type: none"> Writing skills to practice the following: <ul style="list-style-type: none"> Simple sentence Complex sentence Types of object Identify the 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 	<ol style="list-style-type: none"> Group activity on writing sentences and paragraphs Group activity on practicing writing sentences in active or passive voice Group activity on writing different types of sentences (i.e., declarative, exclamatory, interrogative and imperative) 	05

	3. Paragraph writing		
Total			25

UNIT 2: SELF-MANAGEMENT SKILLS – IV			
Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Duration (25 hrs)
1. Describe the various factors influencing motivation and positive attitude	1. Motivation and positive attitude 2. Intrinsic and extrinsic motivation 3. Positive attitude – ways to maintain positive attitude 4. Stress and stress management - ways to manage stress	1. Role-play on avoiding stressful situations 2. Activity on listing negative situations and ways to turn it positive	10
2. Describe how to become result oriented	1. How to become result oriented? 2. Goal setting – examples of result-oriented goals	1. Group activity on listing aim in life	05
3. Describe the importance of self-awareness and the basic personality traits, types and disorders	1. Steps towards self-awareness 2. Personality and basic personality traits 3. Common personality disorders- <ul style="list-style-type: none"> • Suspicious • Emotional and impulsive • Anxious 4. Steps to overcome personality disorders	1. Group discussion on self-awareness 2. Group discussion on common personality disorders 3. Brainstorming steps to overcome personality disorder	10
Total			25

UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY SKILLS – IV			
Learning Outcome	Theory (06 hrs)	Practical (14 hrs)	Duration (20 hrs)
1. Identify the components of a spreadsheet application	1. Getting started with spreadsheet - types of a spreadsheet, steps to start LibreOffice Calc., components of a worksheet.	1. Group activity on identifying components of spreadsheet in LibreOffice Calc.	02
2. Perform basic operations in a spreadsheet	1. Opening workbook and entering data – types of data, steps to enter data, editing and deleting data in a cell 2. Selecting multiple cells	1. Group activity on working with data on LibreOffice Calc.	03

	<ol style="list-style-type: none"> 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 a spreadsheet for addition – adding value directly, adding by using cell address, using a 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 	<ol style="list-style-type: none"> 1. Group activity on formatting a spreadsheet in LibreOffice Calc 2. Group activity on performing basic calculations in LibreOffice Calc. 	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 	<ol style="list-style-type: none"> 1. Group activity on sorting data in LibreOffice Calc 	03
5. Make use of the software used for making slide presentations	<ol style="list-style-type: none"> 1. Presentation software available 2. Steps to start LibreOffice Impress 3. Adding text to a presentation 	<ol style="list-style-type: none"> 1. Group practice on working with LibreOffice Impress tools 	02
6. Demonstrate the knowledge to open, close and save slide presentations	<ol style="list-style-type: none"> 1. Open, Close, Save and Print a slide presentation 	<ol style="list-style-type: none"> 1. Group activity on saving, closing and opening a presentation in LibreOffice Impress 	01
7. 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, deleting slides, adding and formatting text, highlighting text, aligning text, changing text colour 	<ol style="list-style-type: none"> 1. Group activity on working with font styles in LibreOffice Impress 	04
8. Demonstrate the use of advanced	<ol style="list-style-type: none"> 1. Advanced features used in a presentation 	<ol style="list-style-type: none"> 1. Group activity on changing slide 	

features in a presentation	2. Inserting shapes in the presentation 3. Inserting clipart and images in a presentation 4. Changing slide layout	layout on LibreOffice Impress	03
Total			20

UNIT 4: ENTREPRENEURIAL SKILLS-IV

Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Duration (25 hrs)
1. Describe the concept of entrepreneurship and the types and roles and functions and entrepreneur	1. Entrepreneurship and entrepreneur 2. Characteristics of entrepreneurship 3. Entrepreneurship-art and science 4. Qualities of a successful entrepreneur 5. Types of entrepreneurs 6. Roles and functions of an entrepreneur 7. What motivates an entrepreneur 8. Identifying opportunities and risk-taking 9. Startups	1. Group discussion on the topic "An entrepreneur is not born but created". 2. Conducting a classroom quiz on various aspects of entrepreneurship. 3. Chart preparation on types of entrepreneurs 4. Brainstorming activity on What motivates an entrepreneur	10
2. Identify the barriers to entrepreneurship	1. Barriers to entrepreneurship 2. Environmental barriers 3. No or faulty business plan 4. Personal barriers	1. Group discussion about "What we fear about entrepreneurship" 2. Activity on taking an interview of an entrepreneur.	05
3. Identify the attitude that make an entrepreneur successful	1. Entrepreneurial attitude	1. Group activity on identifying entrepreneurial attitude.	05
4. Demonstrate the knowledge of entrepreneurial attitude and competencies	1. Entrepreneurial competencies 2. Decisiveness 3. Initiative 4. Interpersonal skills- positive attitude, stress management 5. Perseverance 6. Organisational skills- time management,	1. Playing games, such as "Who am I". 2. Brainstorming a business idea 3. Group practice on "Best out of Waste" 4. Group discussion on the topic of "Let's grow together" 5. Group activity on	05

	goal setting, efficiency, managing quality.	listing stress and methods to deal with it like Yoga, deep breathing exercises, etc. 6. Group activity on time management	
Total			25

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. 2. Chart preparation on green jobs in different sectors.	08
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. 2. Group activity on tree plantation. 3. Brainstorming different ways of minimizing waste and pollution	07
Total			15

GRADE 12**Part B–Vocational Skills**

S. No.	Units	Duration (Hrs.)
1.	Unit 1: Visa and immigration procedures for international travel	30
2.	Unit 2: Monitor the tour and seek customer feedback	35
3.	Unit 3: Maintain effective communication and service standard	25
4.	Unit 4: Organizational confidentiality and customer's privacy	30
5.	Unit 5: Health and Safety Practices	45
	Total	165

UNIT 1: VISA AND IMMIGRATION PROCEDURES FOR INTERNATIONAL TRAVEL			
Learning Outcome	Theory	Practical	Duration (30 Hrs.)
1 Overview of visa types and requirements visa.	<ol style="list-style-type: none"> Difference between visa and passport. Importance of visa in international travel. Types of visas. Visa requirements and eligibility criteria. 	<ol style="list-style-type: none"> Creating a Comprehensive VISA Application Checklist. Role-Playing a VISA Interview. 	07
2 Importance of pre-visa briefing.	<ol style="list-style-type: none"> Significance of pre-visa briefing. Consequences of inaccurate and inadequate information to customers. Strategies for effective pre-visa briefing. 	<ol style="list-style-type: none"> Understanding and Simulating Pre-visa Briefings. Mock Visa Application and Briefing Session. 	07
3 Visa application and processing procedures.	<ol style="list-style-type: none"> Process of visa application and processing. Common challenges and issues in the visa application process. Streamlining the visa application process. 	<ol style="list-style-type: none"> Researching visa requirements. Simulating the Visa Application Process. 	
4 Understanding embassy/consulate regulations and visa rejection.	<ol style="list-style-type: none"> Embassy and consulate. Difference between embassy and consulate. Functions of embassy and consulate. Rules and regulations of different embassies and 	<ol style="list-style-type: none"> Researching Embassy and Consulate Functions. Understanding visa rejection reasons. 	

	consulates. 5. Common reasons for visa rejection.		
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UNIT 2: MONITOR THE TOUR AND SEEK CUSTOMER FEEDBACK			
Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Duration (25 hrs)
1. Tour tracking and monitoring	<ol style="list-style-type: none"> 1. Tour tracking and monitoring 2. Key components of tour tracking and monitoring. 3. Significance of tour tracking and monitoring. 4. Process of tour tracking and monitoring. 5. Tour tracking and monitoring-potential issues, safety, and customer experience. 	<ol style="list-style-type: none"> 1. Planning and Tracking a Mock Tour 2. Real-Time Tour Monitoring Simulation. 	10
2. Customer assistance and itinerary changes	<ol style="list-style-type: none"> 1. Understanding customer needs. 2. Importance of understanding customer preferences and needs during a tour. 3. Assisting customers with itinerary changes 4. Challenges and strategies for managing customer expectations when altering itineraries. 	<ol style="list-style-type: none"> 1. Understanding Customer Needs and Personalization. 2. Managing Itinerary Changes and Customer Communication. 	05
3. Travel advisories, immigration laws, and customs regulations.	<ol style="list-style-type: none"> 1. Travel advisories 2. The significance of travel advisories. 3. Immigration laws and procedures 4. Immigration laws and procedures of different countries. 5. Customs regulations. 	<ol style="list-style-type: none"> 1. Understanding Travel Advisories. 2. Understanding Immigration Laws and Customs Regulations. 	10
4. Building travel-partner networks and grievance	<ol style="list-style-type: none"> 1. Travel-partner network and its benefit 2. Leveraging a travel- 	<ol style="list-style-type: none"> 1. Establishing a Travel-Partner Network 2. Implementing a 	

redressal	<p>partner network.</p> <p>3. The process of developing a travel-partner network.</p> <p>4. Grievance redressed mechanism.</p> <p>5. Record-keeping.</p>	Grievance Redressal Mechanism.	
Total			25

UNIT 3: MAINTAIN EFFECTIVE COMMUNICATION AND SERVICE STANDARD

Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Duration (25 hrs)
1. Effective communication skills.	<p>1. Effective communication of travel advisor.</p> <p>2. Significance of effective communication.</p> <p>3. Effective communication process.</p>	<p>1. Communication skills workshop.</p> <p>2. Barrier Analysis and Resolution Exercise.</p>	10
2. Professional etiquette.	<p>1. Need for etiquette.</p> <p>2. Role of etiquette in tourism industry.</p> <p>3. Professional etiquette at workplace.</p> <p>4. Behavioral etiquettes while dealing with female colleagues.</p>	<p>1. Professional Etiquette Role-Play.</p> <p>2. Etiquette Quiz.</p>	05
3. Customer service.	<p>1. Ways to meet customer expectation.</p> <p>2. Customer satisfaction.</p> <p>3. Procedure for receiving the customer feedback.</p> <p>4. Dealing with a customer's complaint.</p>	<p>1. Customer Service Role-Play.</p> <p>2. Customer Satisfaction Survey Design.</p>	10
4. Gender and age sensitive service practices.	<p>1. Facilities and services for females at work place.</p> <p>2. Company's policies to prevent sexual harassment.</p> <p>3. Safety and security threats for women tourists.</p>	<p>1. Gender and Age Sensitive Service Practices.</p> <p>2. Developing Gender and Age-Sensitive Tour Packages.</p>	

	<ol style="list-style-type: none"> 4. Medical situations/crisis response. 5. Age and gender specific services. 6. Medical facility and a doctor for tourists. 		
Total			25

UNIT 4: ORGANIZATIONAL CONFIDENTIALITY AND CUSTOMER'S PRIVACY			
Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Duration (25 hrs)
1. Introduction to organizational confidentiality and customer privacy.	<ol style="list-style-type: none"> 1. Confidentiality and privacy 2. Key differences between confidentiality and privacy. 3. Importance of confidentiality and privacy in the travel industry. 4. Ethical considerations and the duty of care towards clients. 	<ol style="list-style-type: none"> 1. Planning and Tracking a Mock Tour 2. Workshop on Organizational Confidentiality and Customer Privacy. 	10
2. Best practices for protecting confidential information.	<ol style="list-style-type: none"> 1. Data protection best practices. 2. Use of technology. 	<ol style="list-style-type: none"> 1. Data Protection Training and Awareness. 2. Implementing Secure Communication Tools. 	05
3. Handling customer data: policies and procedures.	<ol style="list-style-type: none"> 1. Policy development. 2. Procedure for data handling. 	<ol style="list-style-type: none"> 1. Developing a Data Privacy Policy. 2. Developing Procedures for Data Handling. 	05
4. Responding to data breaches and incidents.	<ol style="list-style-type: none"> 1. Identifying data breaches. 2. Incident response plan in the tourism and hospitality industry. 3. Roles and responsibilities during a data breach. 4. Communication and reporting 	<ol style="list-style-type: none"> 1. Identifying and Responding to Data Breaches 2. Developing an Incident Response Plan. 	05
Total			25

UNIT 5: HEALTH AND SAFETY PRACTICES

Learning Outcome	Theory (20hrs.)	Practical (10hrs.)	Duration (45Hrs.)
1. Personal hygiene.	<ol style="list-style-type: none"> 1. Concept of Personal Hygiene 2. Concept of Workplace Hygiene 3. Importance of Personal Hygiene. 4. Maintain Grooming Standards. 5. Ways to Clean and Sanitize the Workplace. 	<ol style="list-style-type: none"> 1. Hand-washing Demonstration. 	15
2. Standard safety procedure.	<ol style="list-style-type: none"> 1. Standard Safety Procedures for Travel Advisor. 2. Personal protective equipment. 3. Importance of preventive health check. 	<ol style="list-style-type: none"> 1. Health Check-up Simulation. 2. Travel Advisory Kit Creation. 	10
3. Health and safety.	<ol style="list-style-type: none"> 1. Concept of Risk. 2. Causes and Prevention of Risks and Hazards. 3. Safety warning signs and labels at workplace. 4. Identify hazards at workplace. 	<ol style="list-style-type: none"> 1. Hazard Identification and Risk Assessment. 2. Safety Sign Interpretation. 	10
4. First-aid	<ol style="list-style-type: none"> 1. First Aid at Workplace 2. Basic supplies. 3. Travel Health Tips. 4. Procedure to Report Accident and other Health related issues as per SOP. 5. Accident Reporting and Health-Related Issues SOP for Travel Advisors. 	<ol style="list-style-type: none"> 1. First Aid Kit Assembly Challenge. 2. First Aid Scenario Role-Play. 3. Emergency Response Plan Review. 4. Reporting and Communication Exercise. 	10

6. ORGANISATION OF FIELD VISITS

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

Visit a Luxury hotel, travel agency and airport and observe the following: Location, Site, Functioning departments, Office building, Store, Documents and Travel Manuals, Office files, Reservation sheets/ Register for hotel guests etc. During the visit, students should obtain the following information from the Travel, tourism and hospitality professionals or expert from the organizations:

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

7. LIST OF EQUIPMENT AND MATERIALS

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

SL No	Name of Item	Quantity	Approximate Cost
1.	Simple map India and World	2	700
2.	Rail & Air connectivity route map	2	1000
3.	Classroom with audio/visual aids. (e.g - Projector with Screen)	1	38,000
4.	Demo for passport forms & visa file	2	500
5.	World Clocks (for show different Nation time)	1	500
6.	Models or Pictures of tourist attractions: New seven wonders, Golden Temple, Historical Monuments and Aeroplan	10	950

	model		
7.	Display counter for brochures , forms etc.	1	3500
8.	Safety signs Board	1	1500
9.	Airport model (How airport works)	1	1500
10.	First Aid kit	1	500
11.	Reception counter with Telephone facility (without connection) &Reservation diary	1	9500
12.	Travel Agency management Travel /Tour terminologies Tourism Ethics Office file management Communication skills First Aid	6	400
13.	Lounge communication equipment: Headphones, CDs & Mirror (6 * 2)	12	500
14.	Display Board: Airport codes & Railway Station codes	2	1250
15.	Hat	2	200
16.	Sun Block Lotion	1	150
17.	Whistle	1	100
18.	Map Compass	2	350
19.	Atlas	1	500
20.	Customer siting arrangement (4 Chairs & 1 Table)	1 Set	7500
21.	Printed Itinerary material (Domestic & International)	5 Booklets	300
22.	Debit / Credit Card Training Machine	1	5000
23.	Table Mat	4	250
24.	Water Glass (Highball)	4	100
25.	Wine Glass	4	150
26.	Waiter Cloth	1	250
27.	Table Napkin	4	100
28.	Passenger checklist of Airport (Domestic & International)	5 Booklets	250
29.	Bar Counter	1	7000
30.	6 cover set differently for breakfast, lunch and Dinner set	3	3000
31.	Dessert plate	1 set	400
32.	Dessert spoons	1 set	500
33.	Pasta plate	2 units	300
34.	Dessert Knife	2 units	200
35.	Service spoons	2 units	200
36.	Table forks	1 set	400
37.	Tea Strainer	2	125
38.	Tea set with kettle	1	1800
39.	Water jug	2	250
40.	Salt and pepper set	2	200
41.	Toothpick holder	2	100
42.	Straw holder	2	200
43.	Napkin holder	2	250
44.	Finger bowl large	2	200
45.	Round service tray	2	500
46.	Table cloth and baize cloth	2	1000
47.	Table napkins	6	150
48.	Bar tool kit	1	2800

49.	Brass lobby stand for party with sticky alphabets and numbers	1	7500
50.	Different colour coded dustbins	2	600
51.	Coffee mugs	6	200
52.	Wiping cloth	4	100
53.	Waiter dress	2	500
54.	Knife set	2	500
55.	Storage cabinet	1	5000
56.	Rectangular service tray	2	600
57.	Side station for restaurant	1	3000
58.	Service trolley	1	9500

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. Post-graduation in Travel and Tourism Management or in Tourism and Hospitality from are cognized Institute/University, withatleast1 year academic or industrial work experience. 2. Three years' degree/diploma after class XII, in Tourism and travel management from anyrecognizedinstituteofHotelManag ementfromarecognizedInstitute/Unive rsity, with at least 3-year academic or industrial work experience. 	<ul style="list-style-type: none"> • Effective communication skills (oral and written) • Basic computing skills. 	<p>18-37years(asonJ an.01 (year))</p> <p>Age relaxation to be provided asper Govt. rules.</p>

Vocational Teachers/Trainers form the backbone of Vocational Education being imparted as an integral part of *Samgra Shiksha* (SS). 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 up gradation 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 student's/student support services.

9. LIST OF CONTRIBUTORS

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