

LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

JOB ROLE: TRAVEL ADVISOR

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

SECTOR: Travel, Tourism and Hospitality

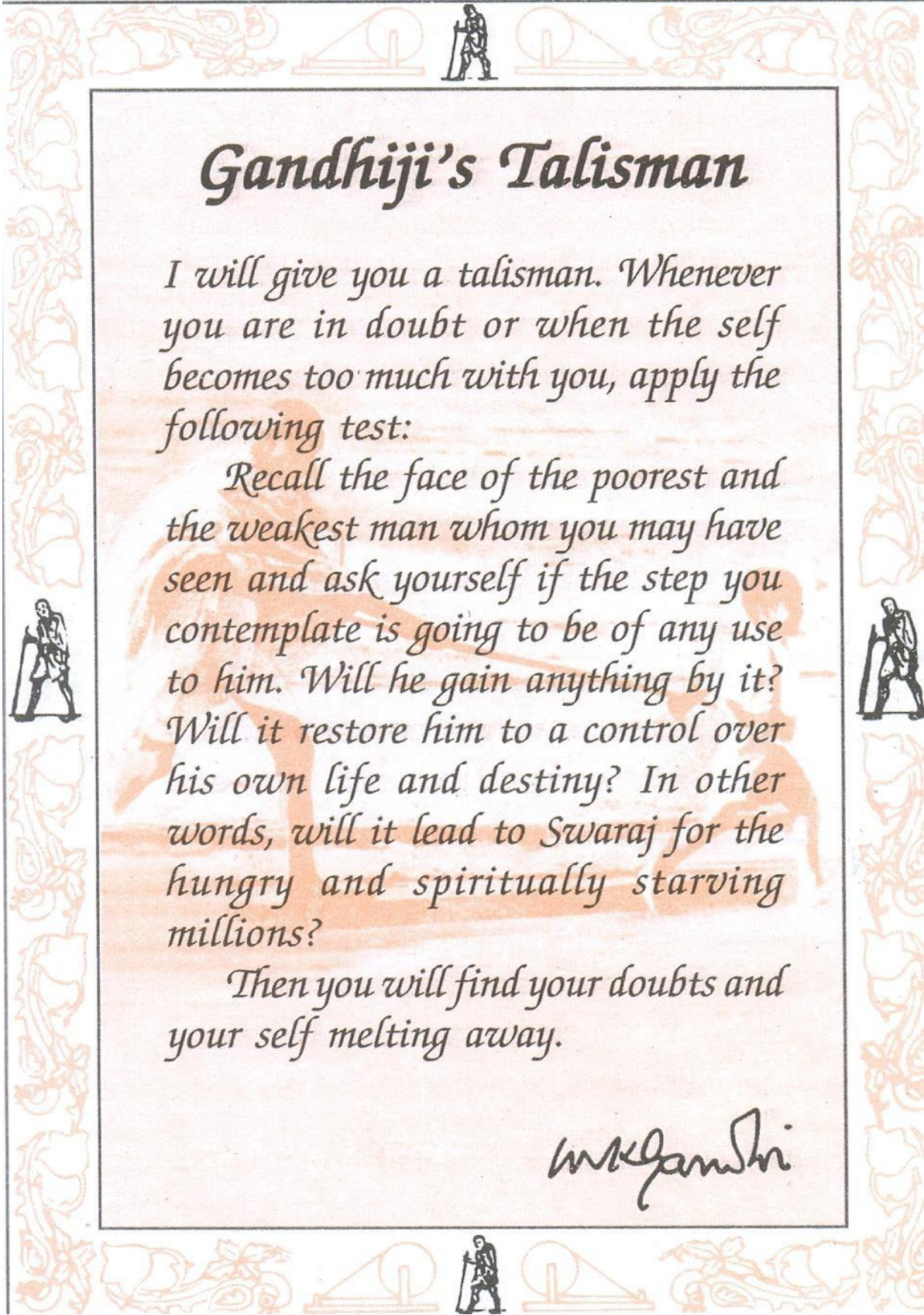
Classes 11 &12



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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Travel, Tourism & Hospitality- Travel Advisor

January, 2023

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Forword

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 coordinator Dr. Punnam Veeraiah Professor and Head of Department of Business and Commerce (DBC), Vivek Dongre, Assistant Professor, 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 in typing and composing of the material.

PSSCIVE Team

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1. COURSE OVERVIEW

COURSE TITLE: Travel, Tourism and Hospitality– Travel Advisor

The Travel, Tourism and hospitality is one of the largest service industries in India as well as in the world that includes transportation, accommodation, places of tourist interests, planning of events, etc. 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 use fulness 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 and Geography.

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.

Class 11	:	300 hrs.
Class 12	:	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:

CLASS 11			
	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		
	Unit 1: Introduction to Tourism	30	40
	Unit 2: Documents for the Customers	30	
	Unit 3: Customers Needs	35	
	Unit 4: Planning OF Tour Itinerary	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 (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. ASSESSMENT 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.

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 3. 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 washing	1. Role-play on personal hygiene 2. Assignment on personal hygiene	03
4. Demonstrate the knowledge of working in a team and participating in group activities	1. Describe the benefits of teamwork 2. Working in a team	1. Assignment on working in a team 2. Self-reflection on teamwork	03

5. Develop networking skills	1. Benefits of networking skills 2. Steps to build networking skills	1. Group activity on networking in action 2. Assignment on networking skills	03
6. Describe the meaning and importance of self-motivation	1. Meaning of self-motivation 2. Types of motivation 3. Steps to building self-motivation	1. Activity on staying motivated 2. Assignment on reasons hindering motivation	03
7. Set goals	1. Meaning of goals and purpose of goal-setting 2. Setting SMART goals	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	1. Meaning and importance of time management 2. Steps for effective time management	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	1. Introduction to ICT 2. Advantages of using a word processor. 3. Work with Libre Office Writer	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	1. Status bar 2. Menu bar 3. Icons on the Menu bar 4. Multiple ways to perform a function	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	1. Save a word document 2. Close a word document 3. Open an existing	1. Group activity on performing the functions for saving, closing and printing documents in	02

	document 4. Print	LibreOffice Writer 2. Group activity on performing the functions for saving, closing and printing documents in Microsoft Word	
4. Format text in a word document	1. Change style and size of text 2. Align text 3. Cut, Copy, Paste 4. Find and replace	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	1. Use of spell checker 2. Autocorrect	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	1. Insert bullet list 2. Number list 3. Tables 4. Pictures 5. Shapes	1. Practical exercise of inserting lists and tables using LibreOffice Writer	03
7. Insert header, footer and page number in a word document	1. Insert header 2. Insert footer 3. Insert page number 4. Page count	1. 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 using the track change option in a word document	1. Tracking option 2. Manage option 3. Compare documents	1. Group activity on 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 3. Principles to follow for growing a business 4. Case studies	1. Group activity on developing a business plan	04
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	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 1. Policies for a green economy 	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 1. Stakeholders in the green economy 	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 1. Role of the government in promoting a green economy 2. Role of private agencies in promoting green economy 	<ol style="list-style-type: none"> 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

Part B: Vocational Skills

S.No.	Units	Duration (Hrs.)
1.	Unit 1: Introduction to Tourism	30
2.	Unit 2: Documents for the Customers	30
3.	Unit 3: Customers Needs	35
4.	Unit 4: Planning of Tour Itinerary	40
5.	Unit 5: Travel Insurance	30
	Total	165

UNIT 1: INTRODUCTION TO TOURISM

Learning Outcome	Theory	Practical	Duration (30 hrs.)
1. Identify the tourism phenomenon and classify different types and forms of tourism	<ol style="list-style-type: none"> 1. Definition of Tourism, Purpose of Travel, and Basic tourism terminologies i.e. – Tourist, Excursionist, various, Tourist and their Destination, travel, Recreation and Leisure etc. 2. Categories of tourism- Domestic, International Internal (Inbound and Outbound Tourism) 3. Types of Tourism- Mass and Tourism, Alternative Tourism, Eco Tourism, MICE Tourism, Rural Tourism, Heritage tourism, Cultural Tourism, Adventure Tourism, Wildlife Tourism, Medical Tourism and present one of and Culinary Tourism 	<ol style="list-style-type: none"> 1. Prepare a chart showing the picture cutting of different types of tourists, traveller and visitors traveling different destinations with different purpose. 2. List the different types of travellers, visitors and excursionists on a chart paper. 3. List state wise at least 4 major destinations or places of tourist interest and make a report. 4. List the names of 5 national parks and 5 wildlife sanctuaries in India with their location. 	10
2. Identify the various components, constituents of tourism.	<ol style="list-style-type: none"> 1. Basic Components of tourism i.e., Transportation, Accommodation and Locale/ Attractions components i.e., Local 2. 5A's (Attraction, Accessibility, 	<ol style="list-style-type: none"> 1. Collect the information's of the major tourism components i.e., Local Tourist transportation, attractions accommodations 	10

	<p>Amenities, and Accommodation, Activities) of tourism Industry</p> <p>3. Primary Constituents and Secondary Constituents.</p> <p>4. Stakeholders in green economy Evaluation of Current tourism activities undertaken</p>	<p>nearby your city.</p> <p>2. Visit any attractive tourist place close to your vicinity, Collect the information on 5A's.</p>	
<p>3. Enumerate the tourist attractions of India, Resources and Recent trends of travel and tourism industry</p>	<p>1. Shopping, Souvenirs and entertainments.</p> <ul style="list-style-type: none"> • Heritage walks • Gardens and parks • Roadside attractions • Spas • Amusement parks • Restaurants • Art museums • Castle and forts • Nature Reserve • Casinos etc. <p>2. Brief Introduction of tourist attractions of India:</p> <ul style="list-style-type: none"> • Historical Monuments • Heritage Sites • Temples, mosques, tombs, Gurudwaras etc. <p>3. Museums & Art Galleries</p> <ul style="list-style-type: none"> • Indian Music & Dances: folk, tribal and classical • Fair & Festivals etc. • Wild life attractions of India • Hill stations of India • National Parks and Wildlife Sanctuaries. • Biosphere Reserves. 	<p>1. Make a project file of state-wise cultural tourism attractions with their pictures (Any 5 States).</p> <p>2. Visit any museum close to your vicinity, and evaluate the tourism activities offered by the place.</p> <p>3. Visit a tourist destination in your city and make a collage on various attractions present at the tourist destination</p> <p>4. Prepare a Project report on any 5 "Tourist Attractions of your city"</p> <p>5. Write name of the classical dances with their state of origin in the boxes of the pictures</p> <p>6. List the name and location of 05 heritage sites of India.</p> <p>7. List name, area and location of 05 Temples Of local place.</p> <p>8. List the names of popular hill stations</p>	

		of India. 9. Visit a famous hill station or a nature-based tourist destination located nearby you and prepare a report on it.	
4. Identify the significance of Travel Advisor	<ol style="list-style-type: none"> 1. Job briefing for Travel Advisor 2. Functions of a Travel Advisor. 3. Need and importance of a Travel Advisor. 4. Skills and requirements for Travel Advisor. 5. Additional knowledge of foreign languages. 6. Travel Advisor working hours 7. Challenges faced by Travel Advisor 8. Duties and Responsibilities of Travel Advisor 	<ol style="list-style-type: none"> 1. Prepare chart listing out all the skills required for becoming travel advisor. 2. Visit nearby travel agency and find out how travel advisor deals with the fresh customers and prepare a report on it. 3. Identify the duties of travel adviser 4. Find out the responsibilities in the work place situations 	10

UNIT 2: DOCUMENTS FOR THE CUSTOMERS

Learning Outcome	Theory	Practical	Duration (30 Hrs.)
1. Identify the documents required for the outbound tours.	<ol style="list-style-type: none"> 1. Types of outbound tours 2. Basic documents requirement. 3. Procedure to obtain those documents 4. Special provisions for visa and passports available around the globe. 5. Other documents requirement apart from visa and passports. 6. Role of travel advisor while briefing about such travel documents. 	<ol style="list-style-type: none"> 1. Prepare a chart showing all the pre requisites to apply for necessary travel documents. 2. Prepare a sample report & update the records on visa application, customer info, etc. 3. List the special provisions for the obtaining Visa and Passport. 4. Role play on conversation between travel advisor and authorities to 	07

		issuing visa and passport.	
2. Practice the Visa obtaining procedure	<ol style="list-style-type: none"> 1. Meaning of Visa. 2. Types and forms of visas available in India. 3. Checklists of documents required for the visa to be submitted. 4. Pre visa obtaining procedure. 5. Visa obtaining Procedure till submission. 6. Role of travel advisor in fill-in forms and other visa documents for customers. 	<ol style="list-style-type: none"> 1. Prepare a chart illustrating about the types of important documents for travelling abroad 2. Role play on depicting the conversation between a customer and travel advisor seeking for the assistance regarding applying for the visa. 3. Generate some more information regarding the list of the countries for which there is no requirement of visa for Indian citizens. 4. Dramatize a test interview to ensure customer's stand on visa approval. 5. Check the type of visa required to the customers based on parameters, such as duration of stay, number of destinations, etc. 6. List the steps involved in pre and post visa procedure 7. Perform how to guide, how to fill the forms and others documents. 	08
3. Follow the visa interview formalities	<ol style="list-style-type: none"> 1. Available slot for visa interview. 2. Visa processing status. 3. Different consulate and embassy rules 	<ol style="list-style-type: none"> 1. Prepare a role play of the interview between the customer and the visa consulate for the approval of visa 	07

	<p>and regulations.</p> <p>4. Cases where the visa gets rejected.</p> <p>5. Software available for visa process & immigration.</p>	<p>2. Check the available slot and choose as per convenience.</p> <p>3. Track the Visa process status through suitable means.</p> <p>4. Find out the reasons which are cause for Visa gets rejected.</p>	
<p>4. Find out the Responsibilities of Travel Advisor regarding approval of visa and keep records property</p>	<p>1. Checklists carried back from the visa office.</p> <p>2. Check all the details filled in the application</p> <p>3. Briefing customers about various terms and conditions and validity of the visa, category, legal guidelines, etc.</p> <p>4. Preparation of monthly records of the customers.</p> <p>5. Problems faced and temporary solutions during visa processing.</p> <p>6. Recording procedure of customer information</p>	<p>1. Prepare a chart of all the checklists that has to be finalized after the completion of the visa formalities.</p> <p>2. In the form of role-play try to discuss all the problems faced during the visa processing.</p> <p>3. Collect the stamped passport from the customer.</p> <p>4. Check the received visa details correctly matching with the customer travel plan.</p> <p>5. Inform the customers on receipt of visa approval.</p> <p>6. Respond and update the customer information in day wise/week wise/month wise.</p>	08

UNIT 3: CUSTOMERS NEEDS			
Learning Outcome	Theory	Practical	Duration (35 Hrs.)
1. Describe various travel types and elements available	<p>1. Various types of travel and travelling group.</p> <p>2. Different types of</p>	1. Visit a hotel nearby you and study the tariff plans	15

for customer	<p>hotels and facilities available.</p> <ol style="list-style-type: none"> 3. Various Tariff plans and applicable taxes on it. 4. Parameters of different meal plans available. 5. Destinations and peak seasons available accordingly. 	<p>available in the hotel.</p> <ol style="list-style-type: none"> 2. Prepare a flow chart depicting different meal plan with the help of paper cutting. 3. Role play on how to meet & greet the customer being a travel advisor to negotiate related to pricing. 	
2. Demonstrate the customer utilities for planning the tour	<ol style="list-style-type: none"> 1. Resources available for tour planning reference such as brochures, travel books, magazines, and other information resources. 2. Resources related to mannerism and gentle communication with the customers. 	<ol style="list-style-type: none"> 1. Identify the different resources available for tour planning. 2. Build the relationship with customers among mannerisms and gentle communication. 	10
3. Recognize the customer needs to plan for the tour	<ol style="list-style-type: none"> 1. Meaning of tour plan. 2. Customer tour needs. 3. Customer profile. 4. Travel options according to the need of the customer. 	<ol style="list-style-type: none"> 1. Assess the customer tour needs and desires. 2. Develop customer profiles according to the information collecting from them. 3. Suggest the customer travel options based on the customer needs and desires. 	
4. Estimating the tour cost and fixup the tour prices/tour packages.	<ol style="list-style-type: none"> 1. Information on climate, distance, other attractions for the chosen destination. 2. Package rate comparing with the market. 3. Cost calculation with the mode of travel available. 	<ol style="list-style-type: none"> 1. Identify the factors to be considered while estimating the cost of tour. 2. Select best practices to be considered while negotiating with customers. 3. Present the information on relevant costs, terms & conditions 	10

		and other details of the destination while fixing the tour package.	
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UNIT 4: PLANNING OF TOUR ITINERARY			
Learning Outcome	Theory	Practical	Duration (40 Hrs.)
1. Preparing the itinerary of tourists	<ol style="list-style-type: none"> 1. Types of itineraries. 2. Elements in itinerary. 3. Factors consideration 4. Steps while preparing itinerary. 5. GIT & FIT. 6. Confirming the destinations and the travel package. 7. Important Tourist destinations to cover with the available time. 8. Customers' preferences while preparing the itinerary. 9. Updating various things to customers such as distance between two destinations, opening and closing time of the destinations, airlines baggage limits, required travel documents, visa, passport and currency details. 10. Offering unique insights, trivia and fun activities included in a travel package. 	<ol style="list-style-type: none"> 1. Identify the steps required while preparing itinerary. 2. Assess the customer's preferences on itinerary. 3. In group of 5-6 students prepare an itinerary which comprises of at least 7-8 destination. 4. List out all the exclusive charges which are not contained in a travel itinerary. 	05
2. Finalizing the itinerary preparations	<ol style="list-style-type: none"> 1. Pricing strategy for preparation of Itinerary. 2. Various modes of payment. Process of preparing invoice. 3. Create and updating the client record. 4. Details such as travel 	<ol style="list-style-type: none"> 1. Prepare a format for updating and creating the client record. 2. Adapt various pricing strategies for preparation of itinerary. 3. Draw a chart 	05

	<p>details, lodging details, transportation details, relevant travel information, health related information etc.</p> <p>5. Procedure for Emergency contacts of consulate/high commissions of the corresponding country.</p>	<p>contains modes of payment.</p> <p>4. Check the facilities for the customer such as lodging transportation, health & travel related information.</p>	
<p>3. Describe the importance of communication, tourist documents and accessories.</p>	<p>1. Communication with customers and asking for requirements.</p> <p>2. Documents and accessories required for tourists for example, Tour guide information, travel details, map of the local area and mobile batteries.</p>	<p>1. Plan an activity to visit any tourist office of your nearby area and discuss with any trained Travel advisor how they communicate with the different types of customers in their language.</p> <p>2. Arrange the requirement to the customers with polite communication.</p> <p>3. Provide necessary documents and accessible required for tourists.</p>	05
<p>4. Perform the duties and follow the SOPs</p>	<p>1. Procedure to meet and greet to the customers, receiving complaints and reporting to senior.</p> <p>2. SOP's during guest receiving and receiving complaints.</p>	<p>1. Visit tourist office of your nearby area and note down the duties and responsibilities of travel advisor.</p> <p>2. Greet the tourists and handle complaints.</p>	05
<p>5. Manage the transfer of customers between arrival and departure point.</p>	<p>1. Customer assistance in baggage transfer from destination to hotel and collection of journey details.</p> <p>2. Communication to customers regarding booking, ticket and other permissions.</p> <p>3. Communication to</p>	<p>1. Demonstrate the Procedure of meet and greet a customer/guest or tourist.</p> <p>2. Visit any hotel or hospitality organization of your nearby area or airport and</p>	05

	<p>customers regarding problems, solutions and reporting to customer.</p> <p>4. Follow the SOP's regarding baggage upkeep.</p>	<p>collect the knowledge about:</p> <ul style="list-style-type: none"> • Loading and unloading of a baggage. • Communication with the customers. 	
6. Enumerate the Importance of understanding customer check-in and check-out.	<p>1. Assistance to the customer in Check-In and Check-out and documentation required.</p> <p>2. Making available accommodation to the customer or arranging alternate accommodation.</p> <p>3. Follow the SOP's and building the image.</p>	<p>1. Perform a chart paper activity showing the SOP's of Check-In and Check-out and booking schedule.</p> <p>2. Collect feedback from the tourists about their experience of their tour</p>	05

UNIT 5: TRAVEL INSURANCE

Learning Outcome	Theory	Practical	Duration (30 Hrs.)
1. Asses the customer needs and perform the formalities for insurance policy	<p>1. Provide all pre requisite information for the travel plan.</p> <p>2. Risks associated with the travel plan.</p> <p>3. Various areas of risk exposure through customer interaction.</p> <p>4. Estimation of cost of insurance cover for the travel.</p> <p>5. Risks covered such as trip cancellation, travel delays, loss of baggage, unforeseen events, emergency accidents, etc.</p> <p>6. Difference among various insurance policy.</p> <p>7. Features of policy claim such as type of policy, claims process, amount, etc.</p> <p>8. Terms and conditions associated with the</p>	<p>1. Prepare a check list of all the insurance policies.</p> <p>2. Visit a local travel agency for gaining more knowledge regarding the detail of risks involved in insurance policy.</p> <p>3. Identify the risks covered under insurance policy issues.</p> <p>4. Calculate the cost of insurance cover for travel plan.</p> <p>5. List the features of insurances policy.</p> <p>6. Adapt the terms condition and standards required for issuing insurance policy.</p>	15

	policy and statutory requirements.		
2. Completing the application procedure for taking travel	<ol style="list-style-type: none"> 1. Medical checkup formalities. 2. Parameters for the eligibility of customers to be insured. 3. Documents required for travel insurance. 4. Application filling procedure. 	<ol style="list-style-type: none"> 1. Visit nearby travel agency to discuss all the medical related issues and formalities required for the medical checkup. 2. Check the eligibility of the customer to be insured. 3. Identify the documents required for purchasing of insurance policy. 4. Verify the application form which is completely filled, signed by the customer and find out authenticity 	10
3. Coordinate with the insurance agent for issuing insurance policy	<ol style="list-style-type: none"> 1. Finalizing the list of documents. 2. Displaying of insurance formats. 3. Describing elements, methods and importance of insurance quotations. 4. Coordinating and follow up with the insurance agent. 	<ol style="list-style-type: none"> 1. Visit an insurance agency nearby and list out all the document required for finalizing the insurance claim. 2. Check the approvals and process completion status. 3. Resolve the issues with customers and inform politely. 4. Coordinate and take follow up from the customers. 5. Handle all kinds of assistance regarding insurance claims. 	10
4. Role of ICT with insurance claim.	<ol style="list-style-type: none"> 1. Basics of computer. 2. Web browsing and portals for insurance claim. 3. Different softwares for claim for insurance policy. 	<ol style="list-style-type: none"> 1. Prepare a report on the fundamentals of web browsing. 2. Prepare a research report on various software for insurance 	05

		claim. 3. Check the technical terms and track the cross checking of customer information through Internet. 4. Pass the information through digital platforms using.	
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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	1. Active listening -listening skill, stages of active listening 2. Overcoming barriers to active listening	1. Group discussion on factors affecting active listening 2. Poster making on steps for active listening 3. Role-play on negative effects of not listening actively	10
2. Identify the parts of speech	1. Parts of speech – using capitals, punctuation, basic parts of speech, Supporting parts of speech	1. Group practice on identifying parts of speech 2. Group practice on constructing sentences	10
3. Write sentences	1. Writing skills to practice the following: <ul style="list-style-type: none"> • Simple sentence • Complex sentence • Types of object 	1. Group activity on writing sentences and paragraphs 2. Group activity on practicing writing sentences in active or	05

	2. 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 3. Paragraph writing	passive voice 3. Group activity on writing different types of sentences (i.e., declarative, exclamatory, interrogative and imperative)	
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 3. Saving the spreadsheet in various formats 4. Closing the spreadsheet 5. Opening the spreadsheet. 6. Printing the spreadsheet.	1. Group activity on working with data on LibreOffice Calc.	03
3. Demonstrate the knowledge of working with data and formatting text	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 2. Changing text style and font size 3. Align text in a cell 4. 5. Highlight text	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	1. Sorting data 2. Filtering data 3. Protecting spreadsheet with password	1. Group activity on sorting data in LibreOffice Calc	03
5. Make use of the software used for making slide presentations	1. Presentation software available 2. Stapes to start LibreOffice Impress 3. Adding text to a	1. Group practice on working with LibreOffice Impress tools	02

	presentation		
6. Demonstrate the knowledge to open, close and save slide presentations	1. Open, Close, Save and Print a slide presentation	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	1. Working with slides and text in a presentation-adding slides to a presentation, deleting slides, adding and formatting text, highlighting text, aligning text, changing text colour	1. Group activity on working with font styles in LibreOffice Impress	04
8. Demonstrate the use of advanced features in a presentation	1. Advanced features used in a presentation 2. Inserting shapes in the presentation 3. Inserting clipart and images in a presentation 4. Changing slide layout	1. Group activity on changing slide 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 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	<ol style="list-style-type: none"> 1. Barriers to entrepreneurship 2. Environmental barriers 3. No or faulty business plan 4. Personal barriers 	<ol style="list-style-type: none"> 1. 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	<ol style="list-style-type: none"> 1. Entrepreneurial attitude 	<ol style="list-style-type: none"> 1. Group activity on identifying entrepreneurial attitude. 	05
4. Demonstrate the knowledge of entrepreneurial attitude and competencies	<ol style="list-style-type: none"> 1. Entrepreneurial competencies 2. Decisiveness 3. Initiative 4. Interpersonal skills- positive attitude, stress management 5. Perseverance 6. Organisational skills- time management, goal setting, efficiency, managing quality. 	<ol style="list-style-type: none"> 1. Playing games, such as "Who am I". 2. Brainstorming a business ideas 3. Group practice on "Best out of Waste" 4. Group discussion on the topic of "Let's grow together" 5. Group activity on listing stress and methods to deal with it like Yoga, deep breathing exercises, etc. 6. Group activity on time management 	05
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	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 1. Group discussion on the importance of green job. 2. Chart preparation on green jobs in different sectors. 	08

<p>2. State the importance of green jobs</p>	<p>1. Importance of green jobs in</p> <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 	<p>1. Preparing posters on green jobs. 2. Group activity on tree plantation. 3. Brainstorming different ways of minimizing waste and pollution</p>	<p>07</p>
<p>Total</p>			<p>15</p>

Part B–Vocational Skills

S.No.	Units	Duration (Hrs.)
1.	Unit 1: Maintaining Service Standards	30
2.	Unit 2: Assistance to Tourists	35
3.	Unit 3: Maintaining of Organizational Confidentiality and Privacy	25
4.	Unit 4: Gender and Age Sensitive Service Practices	30
5.	Unit 5: Health and Safety Practices	45
	Total	165

UNIT 1: MAINTAINING SERVICE STANDARDS			
Learning Outcome	Theory	Practical	Duration (30 Hrs.)
1. Describe the importance of communication	<ol style="list-style-type: none"> 1. Instruction and job orders. 2. Work target, output and performance. 3. Reports, delay, complaint, repair and AMC schedule. 4. Feedback on work standard and work schedule. 5. Importance of work behaviour in hotel organization. 6. Work flow and productivity. 7. Communication with colleagues, sharing, and assistance and conflict. 8. Etiquette and behaviour. 9. Division of work. 10. Multitasking and individual goal setting. 11. Cooperation and coordination, communication with colleague and avoiding error. 	<ol style="list-style-type: none"> 1. Visit any hotel in your nearby area and note down how Supervisor communicates with their junior for work completion and note down following points. 2. Visit a hotel near you and study the Etiquette and behaviour of hotel staff. 3. Observe and prepare a report on the dependency of work role of any designations with other available designations in the hotel. For eg. Bell Boy is fully dependent on the front office person. 	07
2. Explain the importance of communication with customer and negativity	<ol style="list-style-type: none"> 1. Product knowledge and anticipation of customer needs. 2. Etiquette and manners while 	<ol style="list-style-type: none"> 1. Visit any hotel in your nearby area and note down how supervisor/ manager keep good product knowledge. 	

	<p>talking to the customer.</p> <ol style="list-style-type: none"> 3. Two-way communication, importance of gender and culture in communication. 4. Satisfaction and dissatisfaction of customer. 5. Importance of body language, dress code. 6. Importance of training and positive behavior in communication. 7. Communication problems and complaints. 8. Importance of report and feedback. 9. Points to be considered for communication at work as travel advisor 10. Develop good rapport with customer for product promotion and feedback 	<ol style="list-style-type: none"> 2. Visit any hotel in your nearby area and note down how the welcoming of customers takes place. 3. Visit any hotel in your nearby area and observe how etiquette and other standards are met. Prepare one on one role play script for each. 4. Role play on communication regarding satisfaction and dissatisfaction of customer in travel activities. 5. Visit any hotel in your nearby area and note down how supervisor manager listens and solve problems. 6. Plan an activity to find out the problems in hospitality organisation and collect feedback from guests and employees. 	<p>07</p>
<ol style="list-style-type: none"> 3. Communicate effectively with guests, colleagues and supervisors 	<ol style="list-style-type: none"> 1. Greeting procedure. 2. Guest requirements. 3. Guest queries dissatisfaction and complaints. 4. Interpersonal relationship in travel and tourism. 5. Procedure to feedback receiving and reflections. 6. Reporting procedure to the 	<ol style="list-style-type: none"> 1. Greet the guests promptly and appropriately with role-play. 2. Clarify the guest requirements in a polite and professional manner through role-play. 3. Handle the queries, dissatisfaction and complaints effectively. 4. Build the interpersonal relationship with 	

	<p>supervisor or superiors.</p> <p>7. Organisational hierarchy and reporting structure.</p> <p>8. Compliant handling procedure and policy.</p>	<p>guests and colleagues timely.</p> <p>5. Pass the information regarding issues and problems beforehand.</p> <p>6. Collect feedback from the guests and improve the guest services accordingly.</p> <p>7. Escalate negative feedback from the guests and inform to the supervisor.</p> <p>8. Report workplace issues/problems to the superior immediately to take the decisions for solve the same.</p>	
<p>4. Maintain professional etiquette and provide specific services to the Guest.</p>	<p>1. Organisational policies on behavioral etiquette and professionalism.</p> <p>2. Organisational policies on service quality standards.</p> <p>3. Dress Code.</p> <p>4. Organisational policy with regards to persons with disability.</p> <p>5. Privacy and work ethics in work place.</p>	<p>1. Adapt proper etiquette while interactive with colleagues and superiors.</p> <p>2. Implement the dress code as per organizational policy.</p> <p>3. Complete the work on time and respect privacy at the work place.</p> <p>4. Arrange the services and maintain the work place.</p> <p>5. Handle organizational policies specified for persons with disability and provide assistance accordingly.</p>	

UNIT 2: ASSISTANCE TO TOURISTS

Learning Outcome	Theory	Practical	Duration (35 Hrs.)
<p>1. Apprizing the customer</p>	<p>1. Tracking the tour map of the customer.</p>	<p>1. Prepare a role play on how to handle the cases when the planned trip come across any</p>	<p>15</p>

	<ol style="list-style-type: none"> 2. Dealing with the customers when any deviations. 3. Alternative options as a compensation 	<p>deviation.</p> <ol style="list-style-type: none"> 2. Track the customers in tour to ensure smooth journey. 3. Pass the information to the customers regarding changes in the planned itinerary and convive politely. 4. Suggest to the guests an appropriate alternative option in the tour (or) destination selection. 	
<ol style="list-style-type: none"> 2. Assisting the customer during tour 	<ol style="list-style-type: none"> 1. Changing or upgrading the planned itinerary. 2. Customer expectation in altered plan. 3. Assisting customer with transportation, health, legal issues. 	<ol style="list-style-type: none"> 1. Prepare a role play on how to handle the cases when any trip is changed or upgraded. 2. Visit a travel agency nearby and gain some information how customer is assisted regarding transportation, health and legal issues 	15
<ol style="list-style-type: none"> 3. Support the customers during the tour 	<ol style="list-style-type: none"> 1. Helpline for customers during the tour. 2. Travel advices for different destinations. 3. Processing insurance claims. 4. Immigration laws & Procedures and customs regulations for different countries, 5. Local laws weather language, culture, currency. 	<ol style="list-style-type: none"> 1. Help customer with any health, legal, transport cancellations during the tour. 2. Support in processing insurance claims. 3. Coordinate with local police or embossing or any other authority. 4. Arrange the alternate transportation/eva cuation in case of emergencies. 	

<p>4. Recording customer information</p>	<ol style="list-style-type: none"> 1. Updating record with customer details 2. Dealing with secured data of the customer 3. Documenting all the data in hard copy. 4. Keeping data in records for bills, payment and invoices 	<ol style="list-style-type: none"> 1. Prepare a role play between travel advisor and customer regarding updating record 2. Prepare a chart comprising of travel bills with proper invoice 3. Maintain documents regarding customer details on monthly basis. 4. Maintain records regarding feedback received from the customer through e-mails, phone, apps. 5. Handle customer complaints or dissatisfaction and take prompt action on the same. 	<p>10</p>
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UNIT 3: MAINTAINING OF ORGANIZATIONAL CONFIDENTIALITY AND PRIVACY

Learning Outcome	Theory (10 hrs.)	Practical (15 hrs.)	Duration (25 Hrs.)
<p>1. Describe the top priority and confidential elements</p>	<ol style="list-style-type: none"> 1. Information about emergency services like doctor, chemist, police and other tourist related information. 2. Confidential information is visible and unattended at the workstation. 	<ol style="list-style-type: none"> 1. Visit to any hotel or Hospitality organization and meet the front office assistant and get the knowledge how they deliver the emergency services information to the customers. 2. Ensure the confidential information should visible and unattended at work station. 	<p>07</p>

<p>2. Identify the way to comply to the organizational IPR policy</p>	<ol style="list-style-type: none"> 1. Organisational policies on IPR 2. Identification and Investigation of IPR POLICY. 3. Protecting personal and financial information of the guest. 4. Maintaining the confidentiality of the organisational information through appropriate use, storage and disposal 	<ol style="list-style-type: none"> 1. Prepare a chart showing the origin of complaint in guest dealings and presenting the best solution. 2. Comply to organizational IPR policy property. 3. Report infringement of IPR the organisation. 	<p>07</p>
<p>3. Maintain the format of organisation confidentiality related to cyber internet etc.</p>	<ol style="list-style-type: none"> 1. Declaration form of confidentiality to be maintained by the staff. 2. Consider securing wireless access to protect your data and avoid illegal trouble. 3. Area and display safety signs where necessary. 4. Storage and disposal procedures for confidential information. 	<ol style="list-style-type: none"> 1. Prepare a self-declaration form of maintaining the confidentiality by student and put some of the additional points by their own. 2. Maintain the confidentiality of the organizational information control the risk of hosting open Wi-Fi. 3. Implement the Wireless security. 4. Safety on public network 	<p>07</p>
<p>4. Provide respect to guests privacy.</p>	<ol style="list-style-type: none"> 1. Personal and financial information of the guest. 2. Professional deals and plans of the guests. 3. Guest's privacy policy. 	<ol style="list-style-type: none"> 1. Protect personal and financial information of the guest. 2. Infringe the guests professional deals and plans. 3. Provide freedom on guest's privacy. 	<p>04</p>

Unit 4: GENDER AND AGE SENSITIVE SERVICE PRACTICES

Learning Outcome	Theory (20hrs)	Practical (10hrs)	Duration (30 Hrs)
<p>1. Describe the facilities and services available for females at workplace.</p>	<ol style="list-style-type: none"> 1. Women's rights and respect at workplace. 2. Company's policies to prevent sexual harassment. 	<ol style="list-style-type: none"> 1. Visit a hotel nearby your school and study the policies & procedures follows to prevent sexual harassment. 	

	<ol style="list-style-type: none"> 3. Facilities available at work for female colleagues such as transport, night drop, night shifts, reporting abuse, maternity leaves. 4. Facilities related to female traveller safety and security. 5. Procedure for handling guests during terrorist attack. 	<ol style="list-style-type: none"> 2. Prepare a flow chart depicting handling procedure of a drunk guest. 3. Visit to any of the tourist destination and list out some special facilities availed for the women, Old age people, Person with disabilities and children. 	07
<ol style="list-style-type: none"> 2. Narrate different age and gender specific customer services. 	<ol style="list-style-type: none"> 1. Quality of service and facilities for each age and gender. 2. Customer unique needs and wants. 3. Recreational facilities for children tourist. 4. Education of parents and attendants of senior citizens for procedure to handle emergency situations. 5. Importance and need of medical facility and doctor availability at different destinations. 	<ol style="list-style-type: none"> 1. Visit a nearby hotel and note down the various facilities available in the hotel for each gender. 2. Give suggestions for various recreational activities that could be arranged for children tourists in a hotel. 3. Visit a famous destination or spot which is easily approachable to you and observe the medical facilities availed there. 	08
<ol style="list-style-type: none"> 3. Explain the importance of standard etiquette with women at workplace. 	<ol style="list-style-type: none"> 1. Equality of work for women at workplace. 2. Motivating women at workplace to utilize their skills such as involvement in decision making process. 3. Avoid specific discrimination and give women their due respect. 4. Behavioural etiquettes while dealing with female colleagues and guests. 5. Age and gender specified etiquette 	<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. 2. Prepare a report on "Standard etiquette while dealing with women colleagues and guests" 3. Identify the standard etiquette with women at workplace. 4. Adapt gender and age sensitive service practices at all times. 	07

<p>4. Follow the safety and security threats for women tourists.</p>	<ol style="list-style-type: none"> 1. Safety and security threats for women employees or travelers (Domestic or International). 2. Personal and baggage security ex. CCTV cameras, security guards, women's helpline etc. 3. Handling situations and safety measures while terror attacks. 4. Organisational policies on gender sensitive practices. 5. Gender specific requirements of different types of guests like women transgender etc. 	<ol style="list-style-type: none"> 1. Visit a famous destination or spot which is easily approachable to you and observe the measures for domestic and international tourists' safety (i.e., safety sign board, cameras, helpline numbers display) and prepare a visit report after the visit. 2. Provide services and maintain the quality of facilities to center to specific needs of women guests. 3. Adhere to the organisation policies relate to prevention of sexual harassment. 	<p style="text-align: center;">08</p>
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UNIT 5: HEALTH AND SAFETY PRACTICES

Learning Outcome	Theory (20hrs.)	Practical (10hrs.)	Duration (45Hrs.)
<p>1. Ensure cleanliness around workplace.</p>	<ol style="list-style-type: none"> 1. Regular cleaning of work area. 2. Handling waste /trash can. 3. Handling pest control activities at work place. 4. Maintenance of cleanliness records. 5. Proper ventilation of area. 6. Regular maintenance of air conditioner and other mechanical system. 7. Importance of lighting in an area. 8. Cleaning of food storage, prepared, displayed and serving area. 9. Standard Operating Procedure for: 	<ol style="list-style-type: none"> 1. Demonstrate regular cleaning activities performed at workplace. 2. Demonstrate handling waste in trash can. 3. Demonstrate handling pest control activities. 4. Demonstrate Safe and clean handling of storage area. 5. Demonstrate some technical appliances 6. Use posters that illustrate habits like washing hands, brushing teeth, keeping the surroundings clean. 7. Allow students to design and sketch the posters. 	<p style="text-align: center;">15</p>

	<ul style="list-style-type: none"> • Safe and clean handling and disposal of linen and laundry area • Safe and clean handling of storage area. • Safe and clean handling of accommodation area. • Safe and clean handling of public area. • Safe and clean handling of garbage area. <p>10. Importance of identification and reporting of poor organizational practices.</p> <p>11. Importance of food sanitation and cross contamination of food and precaution during the food production and food service.</p> <p>12. Importance of ensuring adequate supply of cleaning consumables.</p>	<p>8. Create more awareness by assigning tasks where each student pins on the classroom-notice board a piece of news that talks about the effects of an unhygienic lifestyle.</p> <p>9. Encourage the students to read this notice board frequently.</p>	
<p>2. Gain insights into personal hygiene practices.</p>	<ol style="list-style-type: none"> 1. Regular hand washing procedure. 2. Thumb rule for regular personal hygiene. 3. Maintain personal hygiene, grooming, dental care. 	<ol style="list-style-type: none"> 1. Demonstrate hand washing Procedure. 2. Demonstration on Personal and dental hygiene. 3. Allow students to share their ideas on how to cultivate habits of cleanliness in daily life. 4. Maintain personal hygiene by brushing teeth regularly, wearing clean clothes, following a healthy diet etc. 	<p>10</p>

<p>3. Enumerate the importance of taking precautionary health and safety measures.</p>	<ol style="list-style-type: none"> 1. Importance of reporting personal health issues. 2. Thumb rule for taking precautionary health measures. 3. Safety measures undertaken while inspection. 4. List the safety procedure/ safety standards. 5. Ensuring zero accident at food and beverage service area. 	<ol style="list-style-type: none"> 1. Prepare a flow chart for taking precautionary health measures. 2. Discuss and demonstrate safety standard. 3. Demonstrate some important safety procedures/ safety standards followed in a hotel 4. Adapt safety procedure while handling materials, tools, equipment etc. 5. Identify hazards at workplace and report to the concerned person on time. 	<p>10</p>
<p>4. Manage the waste effectively.</p>	<ol style="list-style-type: none"> 1. Segregation procedure 2. Re-cyclable procedure 3. Hazardous waste 4. Waste management 5. Waste disposal mechanism 	<ol style="list-style-type: none"> 1. Identify and segregate re-cyclable non-recyclable and hazardous waste at work place. 2. Handle the waste as per SOP like different coloured dustbins 3. Recycle the waste wherever applicable. 4. Dispose of PPE's in a plastic bag, sealed & labelled as infection waste. 	<p>10</p>

6. ORGANISATION OF FIELD VISITS

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

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

1. Hotel and Tour Company's profile.
2. Travel, Tourism and hospitality services of agency or hotel

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

7. LIST OF EQUIPMENT AND MATERIALS

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

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 model	10	950
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 sitting 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 (High Ball)	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 a recognized Institute /University, with at least 1 year academic or industrial work experience. 2. Three years' degree /diploma after class XII, in Tourism and travel management from any recognized institute of Hotel Management from a recognized Institute /University, with at least 3-year academic or industrial work experience. 	<ul style="list-style-type: none"> • Effective communication skills (oral and written) • Basic computing skills. 	<p>18-37 years (as on Jan. 01 (year))</p> <p>Age relaxation to be provided as per Govt. rules.</p>

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 students/student support services.

9. LIST OF CONTRIBUTORS

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विद्यया ऽ मृतमश्नुते



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