

Draft

# **LEARNING OUTCOME BASED VOCATIONAL CURRICULUM**

**JOB ROLE: Customer Service Executive (Meet  
and Greet)**

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

**SECTOR: Travel, Tourism and Hospitality**

**Classes 11 &12**

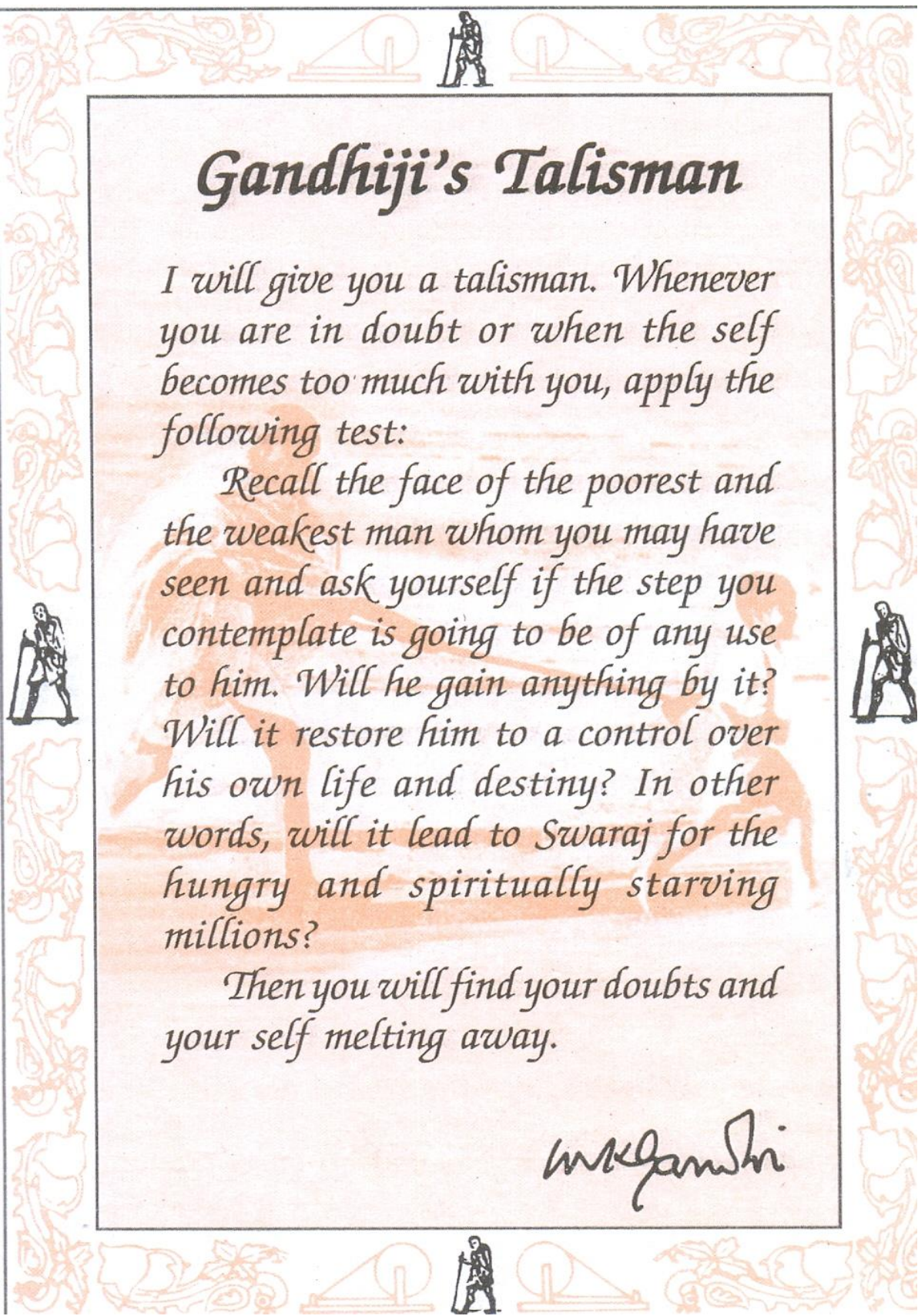


**PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION**

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

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

**<http://www.psscive.ac.in>**



## *Gandhiji's Talisman*

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

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

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

*M. K. Gandhi*

# **LEARNING OUTCOME BASED VOCATIONAL CURRICULUM**

**JOB ROLE: Customer Service Executive (Meet  
and Greet)**

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

**SECTOR: Travel, Tourism and Hospitality**

**Classes 11 &12**



**PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION**  
**Shyamla Hills, Bhopal- 462 002, M.P., India**

---

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

**Oct, 2018**

**© PSSCIVE, 2018**

**<http://www.psscive.ac.in>**

No part of this work may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, microfilming, recording or otherwise, without written permission from the Publisher, with the exception of any material supplied specifically for the purpose of being used by the purchaser of the work.

The views and opinions expressed in this publication are those of the contributors/authors and do not necessarily reflect the views and policies of PSS Central Institute of Vocational Education, Bhopal. The PSSCIVE does not guarantee the accuracy of the data included in this publication and accepts no responsibility for any consequence of their use.

**Published by:**

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



**PATRONS**

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

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

**COURSE COORDINATOR**

Prof. Mridula Saxena, Ph.D.,  
Head  
Department of Home Science and  
Hospitality Management, and  
Head  
Information & Communication  
Technology Centre (ICT) PSSCIVE,  
Bhopal

# FOREWORD

---

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

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

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

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

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

Hrushikesh Senapaty  
Director  
*National Council of Educational Research and Training*

# PREFACE

---

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

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

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

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

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

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

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

# ACKNOWLEDGEMENTS

---

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

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

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

The assistance provided by Smt. Sangeeta Sortey, Computer Operator Gr. III in layout, design and composing of this document is duly acknowledged.

**PSSCIVE Team**



# CONTENTS

S.No.	Title		Page No.
	Foreword		(i)
	Preface		(ii)
	Acknowledgement		(iv)
1.	Course Overview		1
2.	Scheme of Units and Assessment		3
3.	Teaching/Training Activities		7
4.	Certification		7
5.	Unit Content	<b>CLASS 11</b>	
	<b>Part A</b>	<b>Employability Skills</b>	
		Unit 1: Communication Skills-III	8
		Unit 2: Self-management Skills-III	8
		Unit 3: Information and Communication Technology Skills-III	9
		Unit 4: Entrepreneurial Skills-III	10
		Unit 5: Green Skills-III	11
	<b>Part B</b>	<b>Vocational Skills</b>	
		Unit 1: Introduction to Tourism and Hospitality Industry	11
		Unit 2: Meeting and Greeting to the customers	15
		Unit 3: Prepare for providing meet and greet services	17
		Unit 4: Arrange for the guest transfers	17
		Unit 5: Handle guest queries and complaints	18
		Unit 6: Communication with customers and colleagues	19
	<b>CLASS 12</b>		
	<b>Part A</b>	<b>Employability Skills</b>	
		Unit 1: Communication Skills-IV	20
		Unit 2: Self-management Skills-IV	21
		Unit 3: Information and Communication Technology Skills-IV	21
		Unit 4: Entrepreneurial Skills-IV	22
		Unit 5: Green Skills-IV	23
	<b>Part B</b>	<b>Vocational Skills</b>	
		Unit 1 : Etiquette and Hospitable Conduct	24
		Unit 2 : Gender and Age Sensitive Service Practices	26
		Unit 3 : Health and Hygiene	27
		Unit 4: Safety at Workplace	28
		Unit 5: Learn a foreign or local	29

		language(s) including English	
		Unit 6: Customer-centric Services	<b>30</b>
<b>6.</b>	Organisation of Field Visits		<b>31</b>
<b>7.</b>	List of Equipment and Materials		<b>32</b>
<b>8.</b>	Teacher's Qualification		<b>32</b>
<b>9.</b>	List of Contributors		<b>33</b>

# 1. COURSE OVERVIEW

---

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

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

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

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

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

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

- ☐ Identify and maintain Code of conduct for gender, age and safety issues in tourism and hospitality industry;
- ☐ Demonstrate employability skills for the tourism industry.

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

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

<b>COURSE DURATION:</b>	<b>600 hrs</b>
Class 11	: 300 hrs
Class 12	: 300 hrs
<hr/>	
<b>Total</b>	<b>: 600 hrs</b>
<hr/>	

## 2. SCHEME OF UNITS AND ASSESSMENT

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

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

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

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

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

**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
	<b>Total</b>	<b>5x1=5</b>	<b>10x2=20</b>	<b>5x3=15</b>	<b>40 (20 questions)</b>

## PRACTICAL EXAMINATION

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

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

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

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

### **CONTINUOUS AND COMPREHENSIVE EVALUATION**

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

---



### 3. TEACHING/TRAINING ACTIVITIES

---

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

#### **CLASSROOM ACTIVITIES**

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

#### **PRACTICAL WORK IN LABORATORY/WORKSHOP**

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

#### **FIELD VISITS/ EDUCATIONAL TOUR**

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

### 4. CERTIFICATION

---

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

## 5. UNIT CONTENTS

### CLASS 11

#### Part A: Employability Skills

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

#### Unit 1: Communication Skills-III

Learning Outcome	Theory	Practical	Duration (25 Hrs)
<b>1. Explain methods of communication</b>	1. Types of communication - Verbal - Non-verbal - Visual	1. Writing pros and cons of written, verbal and non-verbal communication 2. Listing do's and don'ts for avoiding common body language mistakes	<b>15</b>
<b>2. Identify specific communication styles</b>	1. Communication styles- assertive, aggressive, passive-aggressive, submissive, etc.	1. Observing and sharing communication styles of friends, teachers and family members and adapting the best practices 2. Role plays on communication styles.	<b>10</b>

#### Unit 2: Self-management - III

Learning Outcome	Theory	Practical	Duration (25 Hrs)
<b>1. Demonstrate impressive appearance and grooming</b>	1. Describe the importance of dressing appropriately, looking decent and positive body language 2. Describe the term grooming 3. Prepare a personal grooming checklist	1. Demonstration of impressive appearance and groomed personality 2. Demonstration of the ability to self-explore	<b>07</b>

	4. Describe the techniques of self-exploration		
<b>2. Demonstrate team work skills</b>	1. Describe the important factors that influence in team building 2. Describe factors influencing team work	1. Group discussion on qualities of a good team 2. Group discussion on strategies that are adopted for team building and team work	<b>08</b>
<b>3. Apply time management strategies and techniques</b>	1. Meaning and importance of time management – setting and prioritizing goals, creating a schedule, making lists of tasks, balancing work and leisure, using different optimization tools to break large tasks into smaller tasks.	1. Game on time management 2. Checklist preparation 3. To-do-list preparation	<b>10</b>

### Unit 3: Information & Communication Technology - III

Learning Outcome	Theory	Practical	Duration (20 Hrs)
<b>1. Create a document on word processor</b>	1. Introduction to word processing. 2. Software packages for word processing. 3. Opening and exiting the word processor. 4. Creating a document	1. Demonstration and practice of the following: <ul style="list-style-type: none"> <li>• Listing the features of word processing</li> <li>• Listing the software packages for word processing</li> <li>• Opening and exit the word processor</li> <li>• Creating a document</li> </ul>	<b>10</b>
<b>2. Edit, save and print a document in word processor</b>	1. Editing text 2. Wrapping and aligning the text 3. Font size, type and face. 4. Header and Footer 5. Auto correct 6. Numbering and bullet	1. Demonstration and practising the following: <ul style="list-style-type: none"> <li>• Editing the text</li> <li>• Word wrapping and alignment</li> <li>• Changing font type, size and</li> </ul>	<b>10</b>

	7. Creating table 8. Find and replace 9. Page numbering. 10. Printing document. 11. Saving a document in various formats.	face <ul style="list-style-type: none"> <li>Inserting header and footer</li> <li>Removing header and footer</li> </ul> 1. Using autocorrect option 2. Insert page numbers and bullet 3. Save and print a document	
--	---	---	--

### Unit 4: Entrepreneurship Development - III

Learning Outcome	Theory	Practical	Duration (25 Hrs)
<b>1. Describe the significance of entrepreneurial values and attitude</b>	1. Values in general and entrepreneurial values 2. Entrepreneurial value orientation with respect to innovativeness, independence, outstanding performance and respect for work	1. Listing of entrepreneurial values by the students. 2. Group work on identification of entrepreneurial values and their roles after listing or reading 2-3 stories of successful entrepreneur 3. Exhibiting entrepreneurial values in Ice breaking, rapport building, group work and home assignments	<b>10</b>
<b>2. Demonstrate the knowledge of attitudinal changes required to become an entrepreneur</b>	1. Attitudes in general and entrepreneurial attitudes 2. Using imagination/ intuition 3. Tendency to take moderate risk 4. Enjoying freedom of expression and action 5. Looking for economic opportunities 6. Believing that we can change the environment 7. Analyzing situation and planning action 8. Involving in activity	1. Preparing a list of factors that influence attitude in general and entrepreneurial attitude 2. Demonstrating and identifying own entrepreneurial attitudes during the following micro lab activities: (i) thematic appreciation test, (ii) preparing a short write-up on "who am I"	<b>15</b>

<b>Unit 5: Green Skills - III</b>			
<b>Learning Outcome</b>	<b>Theory</b>	<b>Practical</b>	<b>Duration (25 Hrs)</b>
<b>1. Describe importance of main sector of green economy</b>	1. Main sectors of green economy- E-waste management, green transportation, renewal energy, green construction, water management 2. Policy initiatives for greening economy in India	1. Preparing a poster on any one of the sectors of green economy 2. Writing a two-page essay on important initiatives taken in India for promoting green economy	<b>08</b>
<b>2. Describe the major green Sectors/Areas and the role of various stakeholder in green economy</b>	1. Stakeholders in green economy 2. Role of government and private agencies in greening cities, buildings, tourism, industry, transport, renewable energy, waste management, agriculture, water, forests and fisheries	1. Preparing posters on green Sectors/Areas: cities, buildings, tourism, industry, transport, renewable energy, waste management, agriculture, water, forests and fisheries	<b>07</b>
<b>Total</b>	<b>45</b>	<b>65</b>	<b>110</b>

## Part B: Vocational Skills

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

<b>Unit 1 : Introduction to Tourism and Hospitality Industry</b>			
<b>Learning Outcome</b>	<b>Theory</b>	<b>Practical</b>	<b>Duration (25Hrs)</b>
<b>1. Identify the tourism phenomenon and its components.</b>	1. Definition of Tourism, Purpose of Travel, 2. Basic tourism terminologies i.e. – Tourist, Excursionist, Traveller, Visitor, Tourist Origin and Destination, Recreation and Leisure etc.	1. Visit any 2 or 3 tourist places of your city and prepare a report on various types of tourists and their purpose of travel. 2. Prepare a chart showing the picture cutting of different types of tourist, traveler	

		<p>and visitors travelling different destinations with different purpose.</p> <p>3. List the different types of travellers, visitors and Excursionist on a chart paper.</p>	<b>15 Hrs Theory + 10 Hrs Practical</b>
<b>2. Classify different types and forms of tourism</b>	<p>1. Various types and forms of tourism.</p> <p>2. Categories of tourism- Domestic International, Internal (Inbound and Outbound Tourism).</p> <p>3. Types of Tourism- Mass Tourism, Alternative Tourism, Eco Tourism, MICE Tourism, Rural Tourism, Heritage Tourism, Cultural Tourism, Adventure Tourism, Wildlife Tourism, Medical Tourism and Culinary Tourism</p>	<p>1. Prepare a chart showing different types of adventure sports.</p> <p>2. List the state wise at least 04 major destinations/place of tourist interest and make a report.</p> <p>3. List the names of 05 National parks and 05 wildlife sanctuaries in India with their location and present one of them.</p> <p>4. List 10 cultural and historical monuments and their locations in India and explain in detail.</p>	
<b>3. Identify the various components, constituents of Tourism.</b>	<p>1. Basic Components of tourism i.e. Transportation, Accommodation and Locale/Attractions</p> <p>2. 5 A's (Attraction, Accessibility, Amenities, Accommodation, Activities) of tourism Industry.</p> <p>3. Primary Constituents and Secondary Constituents.</p>	<p>1. Collect the information's of the major tourism components i.e. Local tourist transportation, attractions and accommodations of nearby your city.</p> <p>2. Visit any attractive tourist place close to your vicinity, Collect the information's of 5A's.</p>	
<b>4. Enumerate the Tourist attractions of India, Resources and Recent trends of travel and tourism industry</b>	<p>1. Evaluation of Current tourism activities undertaken like:</p> <ul style="list-style-type: none"> <li>• Shopping, Souvenirs and entertainments.</li> <li>• Heritage walks</li> <li>• Gardens and parks</li> <li>• Roadside attractions</li> <li>• Spas</li> <li>• Amusement parks</li> <li>• Restaurants</li> <li>• Art museums</li> <li>• Castle and forts</li> <li>• Nature Reserves</li> <li>• Casinos etc.</li> </ul>	<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</p>	

	<p>2. Brief Introduction of tourist attractions of India:</p> <ul style="list-style-type: none"> <li>• Historical Monuments</li> <li>• Heritage Sites</li> <li>• Temples, mosques, tombs, Gurudwaras etc.</li> <li>• Museums &amp; Art Galleries</li> <li>• Indian Music &amp; Dances: folk, tribal and classical</li> <li>• Fair &amp; Festivals etc</li> <li>• Wild life attractions of India</li> <li>• Hill stations of India</li> <li>• National Parks and Wildlife Sanctuaries.</li> <li>• Biosphere Reserves.</li> </ul>	<p>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 of India.</p> <p>9. Visit a famous hill station or a nature-based tourist destination located nearby you and prepare a report on it.</p> <p>10. List the name of all the Indian states, their capitals and famous airport located there</p>	
<b>5. Identify the significance of tourism industry in economic development of nation.</b>	<p>1. Current scenario of Tourism industry in India.</p> <p>2. Significance of travel and tourism in economic and socio-economic development.</p> <p>3. Environmental significance of tourism.</p>	<p>1. List the tourist inflow and out flow state wise in India.</p>	
<b>6. Identify the needs and importance of various types of accommodation in tourism and hospitality industry</b>	<p>1. Definition of Accommodation and hotel establishment.</p> <p>2. Primary and Supplementary Accommodation</p> <p>3. Types of Primary accommodations such as -</p> <ul style="list-style-type: none"> <li>• <b>Hotel-</b> International Hotels, Floating Hotels, Commercial hotels etc.</li> <li>• <b>Heritage Hotels –</b> Heritage Classic and Heritage Grand</li> <li>• <b>Resorts:</b> Winter resorts, Hill resorts, Seaside</li> </ul>	<p>1. Visit the luxury or star category hotels and study comparatively the facilities and services amongst them. (5* Hotel, 4* Hotel &amp; 3* Hotels etc.)</p> <p>2. Find- out and list the 5 Luxury hotels located at the following tourist destinations in India.</p>	

	<p>Resorts, all-season Resorts etc.</p> <p>4. Types of Supplementary accommodations such as- Motel, Bed &amp; Breakfast Establishment, Home stays, Carvan and Camping sites, Youth hostel, Forest Lodges, Circuit houses etc.</p> <p>5. Other types of accommodations i.e. Pension, Inns, Capsule Hotels, Chalets, Time-share etc.</p>		
<b>7. Differentiate between the categories of hotels and their services.</b>	<p>1. Categorizations of Hotels such as: Star categorization, Luxury and budget category hotels.</p> <p>2. Differentiate between the following:</p> <ul style="list-style-type: none"> <li>Hotel v/s Motel;</li> <li>Luxury hotels v/s budget Hotels</li> </ul>	<p>1. List the category-wise hotel (at least 5 names of each category) names and their location at different tourist destinations in India, collect the pictures, and prepare a file. Do Comparative study with the hotels located in your city.</p> <p>2. Prepare a report on various facilities offered by star category hotels.</p> <p>3. Perform a chart paper activity showing various paper cutting of Hotel, Motel, Luxury Hotel and budget hotel.</p>	
<b>8. Illustrate various types of rooms and guest services in a luxury hotel.</b>	<p>1. Type of rooms i.e. single, double, executive, suites etc. and types of beds i.e. King size, Queen size etc. in a large scale hotel, facilities inside the room.</p> <p>2. F&amp; B Services in hotels - F &amp; B restaurant, Types of services, Different types of menus, service and table layouts, Room service etc.</p> <p>3. Different types of Food Plans viz. European, Continental, Modified American, American and Bermuda etc.</p>	<p>1. Visit and collect the tariff brochures of luxury hotels located in your city and compare the rates and services offered to their guests.</p> <p>2. Collect and compare Menus of the restaurants near your home.</p>	
<b>9. Demonstrate the functions and services of front office division in a luxury hotel.</b>	<p>1. Front Office Department in a luxury hotel.</p> <p>2. Sections of front office in a luxury hotel and their functions - Reservation, Reception, Registration,</p>	<p>1. Visit a hotel nearby and demonstrate the front office functions.</p> <p>2. Demonstrate and perform all the</p>	



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

## Unit 2 : Meeting and Greeting to the customers

Learning Outcome	Theory	Practical	Duration ( 45 Hrs)
<b>1. Understand meet and Greet Services for customers/ guests on arrival.</b>	<p>1. Meaning of Meet and greet service.</p> <p>2. Meeting customers in professional manners as per the company's policies:</p> <p>a) Airport Meet &amp; Greet Services</p> <p>b) Procedures of meet and greet services</p> <p>c) Job area for meet</p>	<p>1. Demonstrate the Procedure of meet and greet a customer/guest or tourist.</p> <p>2. Perform a role play activity for Customer pick and drop and special requirements if any.</p>	

	<p>and greet officer in tourism and hospitality industry:</p> <ol style="list-style-type: none"> <li>At Airport</li> <li>At Railway Station/Bus Terminals</li> <li>At Travel Agency</li> <li>At Hotels</li> </ol> <p>3. Attending the customers and management of customers.</p> <ol style="list-style-type: none"> <li>Procedure of greetings to the guests' and check-in at the hotel.</li> <li>Procedure of meet and greet a customer/guest or tourist.</li> <li>Greeting customers effectively</li> </ol> <p>4. Importance of Clear concise communication with customers, need anticipation of customers and their fulfillment.</p> <p>5. Importance of providing Meet and greet service (Arrival, Departure and Transit/Transfer)</p>		<p><b>30 Theory + 15 Practical</b></p>
<p><b>2. Describe the Importance of establishing communication and rapport with customers.</b></p>	<ol style="list-style-type: none"> <li>Use of soft skills during communication with customers.</li> <li>Role of body language and gestures in customer communication.</li> <li>Promptness in customer service and role in repeat business.</li> <li>Record keeping of customer related documents and following of SOP's in customer management and positive relationships with customers.</li> </ol>	<ol style="list-style-type: none"> <li>Perform a role play activity for using soft skills during communication with customers</li> <li>Visit any hotel or hospitality organization of your nearby area and discuss the point with the front office manager to get knowledge about:               <ol style="list-style-type: none"> <li>Body language during the guest attending.</li> <li>Anticipating the customer needs</li> </ol> </li> </ol>	

<b>Unit 3 : Prepare for providing meet and greet services</b>			
<b>Learning Outcome</b>	<b>Theory</b>	<b>Practical</b>	<b>Duration ( 25 Hrs)</b>
<b>1. Understand the meeting and greeting to the customer and service providing</b>	6. Importance of Travel Booking	1. Visit any tour operator agency of your nearby area or city and note down the procedure of travel booking.	<b>15 Theory + 10 Practical</b>
<b>2. Preparing for meeting customers</b>	1. Importance of checking duties as per duty roaster. 2. Protocol for special types of customers and their special needs. 3. Document required for travelling and hotel booking and confirmation. 4. Vehicle Availability, Information, Booking and scheduling. 5. Special requirements of customers on arrival and simple communication during the process.	3. Visit any tour operator agency of your nearby area and note down the important point of meeting and greeting to the customer and discuss about A) Vehicle availability and confirmation B) Hotel Booking C) Possible communication in their language and assistance	
<b>3. Appreciate the importance of communication, tourist documents and accessories.</b>	1. Communication with customers and asking for requirements. 2. Documents and accessories required for tourists for example, Tour guide information, travel details, map of the local area and mobile batteries.	1. Plan an activity to visit any tourist office of your nearby area and discuss with any trained tourist guide, how they communicate with the different types of customers in their language.	
<b>4. Understand the duties and follow the SOPs</b>	1. Meeting and greeting to customers, receiving complaints and reporting to senior. 2. Preparations and follow of checklist or SOP's during guest receiving and receiving complaints.	1. Visit tourist office of your nearby area and note down the duties and responsibilities of train tourist guide or meet and greet officer.	

<b>Unit 4 : Arrange for the guest transfers</b>			
<b>Learning Outcome</b>	<b>Theory</b>	<b>Practical</b>	<b>Duration ( 25Hrs)</b>
<b>1. Understand the importance of managing transfer of</b>	1. Customer Assistance in baggage transfer from destination to hotel and collection	1. Demonstrate the Procedure of meet and greet a customer/guest or tourist.	

<b>customers between arrival and departure point.</b>	of journey details. 2. Communication to customers regarding booking, ticket and other permissions. 3. Communication to customer regarding problem, solution and reporting to customer. 4. Follow of SOP's regarding baggage upkeep.	2. Visit any hotel or hospitality organization of your nearby area or airport and collect the knowledge about: 1) Loading and unloading a baggage. 2) Communication with the customers.	<b>15 Theory + 10 Practical</b>
<b>2. Enumerate the Importance of understanding customer check - in and check-out.</b>	1. Assistance to the customer in Check-In and Check-out and documentation required. 2. Making available accommodation to the customer or arranging alternate accommodation. 3. Follow SOP's and building the image.	1. Perform a chart paper activity showing the SOP's of Check-In and Check-out and booking schedule.	

### Unit 5 : Handle guest queries and complaints

Learning Outcome	Theory	Practical	Duration ( 20 Hrs)
<b>1. Discuss the Importance of addressing the customer queries</b>	1. Providence of information about emergency services like doctor, chemist and police and other tourist related information. 2. Listening customer complaints and giving suitable solutions as per the company's policies.	1. Visit to any hotel or Hospitality organization and meet the front office assistant and get the knowledge how they deliver the emergency services information to the customers.	<b>15 Theory + 5 Practical</b>
<b>2. Understand the complaints and resolve the customer problems.</b>	1. Identification, investigation of problem. 2. Discussion and apology for problem. 3. Suggesting the best option of problem. 4. Customer satisfaction, repeat business and keeping the promises.	1. Prepare a chart paper activity showing the origin of complaint in guest dealings and presenting the best solutions.	

<b>Unit 6 : Communication with customers and colleagues</b>			
<b>Learning Outcome</b>	<b>Theory</b>	<b>Practical</b>	<b>Duration (25 Hrs)</b>
<b>1. Describe the importance of communication (Upward communication).</b>	<ol style="list-style-type: none"> <li>1. Instruction and job orders.</li> <li>2. Work target, output and performance.</li> <li>3. Reports, delay, complaint, repair and AMC schedule.</li> <li>4. Feedback on work standard and work schedule.</li> </ol>	<ol style="list-style-type: none"> <li>1. As part of your study, visit any hotel in your nearby area and note down how Supervisor communicates with their junior for work completion and note down following points.</li> </ol>	<b>20 Hrs Theory + 5 Hrs Practical</b>
<b>2. Describe the importance of communication (horizontal communication).</b>	<ol style="list-style-type: none"> <li>1. Importance of work behaviour in hotel organization.</li> <li>2. Work flow and productivity.</li> <li>3. Communication with colleagues, sharing, and assistance and conflict.</li> <li>4. Etiquette and behaviour'.</li> <li>5. Division of work.</li> <li>6. Multitasking and individual goal setting.</li> <li>7. Cooperation and coordination, communication with colleague and avoiding error.</li> </ol>	<ol style="list-style-type: none"> <li>1. Visit a hotel near you and study the Etiquette and behaviour' of hotel staff.</li> </ol>	
<b>3. Explain the importance of communication with customer</b>	<ol style="list-style-type: none"> <li>1. Product knowledge and anticipation of customer needs. Briefing the customer about products</li> <li>2. Etiquette and manners while talking to the customer.</li> <li>3. Two way communication, importance of gender and culture in communication.</li> <li>4. Satisfaction and dissatisfaction of customer.</li> <li>5. Importance of body language, dress code.</li> <li>6. Importance of maintaining positive behavior in communication.</li> </ol>	<ol style="list-style-type: none"> <li>1. As part of your study, visit any hotel in your nearby area and note down how Supervisor/ manager keep good product knowledge.</li> </ol>	
<b>4. Describe interruption</b>	<ol style="list-style-type: none"> <li>1. Communication</li> </ol>	<ol style="list-style-type: none"> <li>1. As part of your study,</li> </ol>	

<b>and negativity in communication</b>	problems and complaints. 2. Importance of reports and feedback. 3. Points to be considered for communication at work as "meet and greet officer" 4. Develop good rapport with customer for product promotion and feedback and terms and conditions.	visit any hotel in your nearby area and note down how supervisor manager listen and solve problems. 2. Plan an activity to know about problems in hospitality organization and collect feedback from guests and employees.	
--	--	---	--

## CLASS 12

### Part A - Employability Skills

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

#### Unit 1: Communication Skills-IV

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

<b>Unit 2: Self-management -IV</b>			
<b>Learning Outcome</b>	<b>Theory</b>	<b>Practical</b>	<b>Duration (25 Hrs)</b>
<b>1. Describe the various factors influencing self-motivation</b>	1. Finding and listing motives (needs and desires); 2. Finding sources of motivation and inspiration (music, books, activities); think expansive thoughts; living fully in the present moment; Dreaming big	1. Group discussion on identifying needs and desire 2. Discussion on sources of motivation and inspiration	<b>10</b>
<b>3. Describe the basic personality traits, types and disorders</b>	1. Describe the meaning of personality 2. Describe how personality influence others 3. Describe basic personality traits 4. Describe common personality disorders- paranoid, antisocial, schizoid, borderline, narcissistic, avoidant, dependent and obsessive	1. Demonstrate the knowledge of different personality types	<b>15</b>

<b>Unit 3: Information &amp; Communication Technology - IV</b>			
<b>Learning Outcome</b>	<b>Theory</b>	<b>Practical</b>	<b>Duration (20 Hrs)</b>
<b>1. Perform tabulation using spreadsheet application</b>	1. Introduction to spreadsheet application 2. Spreadsheet applications 3. Creating a new worksheet 4. Opening workbook and entering text 5. Resizing fonts and styles 6. Copying and moving 7. Filter and sorting 8. Formulas and functions 9. Password protection. 10. Printing a spreadsheet. 11. Saving a spreadsheet in various formats.	1. Demonstration and practice on the following: <ul style="list-style-type: none"> <li>• Introduction to the spreadsheet application</li> <li>• Listing the spreadsheet applications</li> <li>• Creating a new worksheet</li> <li>• Opening the workbook and enter text</li> <li>• Resizing fonts and styles</li> <li>• Copying and move the cell data</li> <li>• Sorting and Filter the data</li> <li>• Applying elementary formulas and functions</li> <li>• Protecting the</li> </ul>	<b>10</b>

		spreadsheet with password • Printing a spreadsheet • Saving the spreadsheet in various formats.	
<b>2. Prepare presentation using presentation application</b>	1. Introduction to presentation 2. Software packages for presentation 3. Creating a new presentation 4. Adding a slide 5. Deleting a slide 6. Entering and editing text 7. Formatting text 8. Inserting clipart and images 9. Slide layout 10. Saving a presentation 11. Printing a presentation document.	1. Demonstration and practice on the following: • Listing the software packages for presentation • Explaining the features of presentation • Creating a new presentation • Adding a slide to presentation. • Deleting a slide • Entering and edit text • Formatting text • Inserting clipart and images • Sliding layout • Saving a presentation • Printing a presentation document	<b>10</b>

#### Unit 4: Entrepreneurship Development - IV

Learning Outcome	Theory	Practical	Duration (25 Hrs)
<b>1. Describe the general and entrepreneurial behavioural competencies</b>	1. Barriers to becoming entrepreneur 2. Behavioural and entrepreneurial competencies – adaptability/decisiveness, initiative/perseverance, interpersonal skills, organizational skills, stress management, valuing service and diversity	1. Administering self-rating questionnaire and score responses on each of the competencies 2. Collect small story/ anecdote of prominent successful entrepreneurs 3. Identify entrepreneurial competencies reflected in each story and connect it to the definition of behavioural competencies 4. Preparation of competencies profile of students	<b>10</b>
<b>2. Self-assessment of behavioural competencies</b>	1. Entrepreneurial competencies in particular: self-confidence, initiative, seeing and acting on opportunities, concern for quality, goal	1. Games and exercises on changing entrepreneurial behaviour and development of competencies for enhancing self-confidence, problem solving, goal setting,	<b>15</b>



	setting and risk taking, problem solving and creativity, systematic planning and efficiency, information seeking, persistence, influencing and negotiating, team building	information seeking, team building and creativity	
--	---	---	--

### Unit 5: Green Skills - IV

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

	to the effects of climate change		
<b>Total</b>	<b>43</b>	<b>67</b>	<b>110</b>

## Part B–Vocational Skills

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

### Unit 1 :Etiquette and Hospitable Conduct

Learning Outcome	Theory	Practical	Duration (30Hrs)
<b>1. Understand the Meaning, Components and Goal of Hospitality</b>	1. Hospitality 2. Need of Hospitable Conduct and hospitable conduct 3. Goal of Hospitality 4. Components of Hospitality 5. Guest as a Customer 6. Customer Centricity 7. Role of Food and Beverage Service in a hospitable conduct.	1. Visit a hotel in your vicinity, discuss with the staff and prepare a report on Types of Customer. 2. Draw a chart showing role of Food and Beverage staff in Hospitable Conduct.	<b>(20 Theory +10 Practical)</b>
<b>2. Describe the Importance of Behavioral, Personal and Hospitality Etiquette.</b>	1. Define, need and necessities of etiquettes and Manners 2. Telephone Etiquettes, Language, Positive ,Body Language and good hospitable, Dressing and Uniform sense 3. Precautions to be taken while Dealing with the Guest.	1. Visit any Food and Beverage Service outlet, and see how trained F& B Personnel deal with the guest and note down the following points: <ul style="list-style-type: none"> <li>Dress code of F&amp;B Personal</li> <li>Etiquette follows during communication.</li> <li>Uses of magic word to create good relationship with the guests.</li> </ul> 2. Prepare a chart showing/paste the	

		picture on a plain paper showing different parts of the uniform use by F&B Personal.	
<b>3. Learn high degree professional communication and respect for professional dealing.</b>	<ol style="list-style-type: none"> <li>1. Importance of Formalities</li> <li>2. Use of Proper language and politeness in customer dealing</li> <li>3. Customer Grievances and complaints</li> <li>4. Customer Assistance with special needs</li> <li>5. Special Attention Guest.</li> </ol>	<ol style="list-style-type: none"> <li>1. Visit any hotel in your area and observe hoe the staff follow Proper Language and Politeness in Customer Dealing.</li> <li>2. Visit a 3 star Hotel to understand the system of Guest complaint handling procedure</li> </ol>	
<b>4. Provide Insight to Customer Satisfaction and loyalty.</b>	<ol style="list-style-type: none"> <li>1. Learn to Measure Customer satisfaction</li> <li>2. Customer Contribution to the Brand Value</li> </ol>	<ol style="list-style-type: none"> <li>1. Visit a any call center to learn about the communication with different customer and how feedback is collected from the customer and satisfaction evaluated.</li> <li>2. Visit any consumer usable item showroom and observe the customer how they demand any items by name and collect the view about the particular item brand value.</li> </ol>	

<b>Unit 2: Gender and Age Sensitive Service Practices</b>			
<b>Learning Outcome</b>	<b>Theory</b>	<b>Practical</b>	<b>Duration (25Hrs)</b>
<b>1. Describe facilities and services available for females at workplace.</b>	<ol style="list-style-type: none"> <li>1. Women's rights and respect at workplace.</li> <li>2. Company's policies to prevent sexual harassment.</li> <li>3. Facilities available at work for female colleagues such as transport, night drop, night shifts, reporting abuse, maternity leaves and other grievances.</li> <li>4. Facilities related to female traveller safety and security.</li> <li>5. Procedure for handling guest during terrorist attack.</li> </ol>	<ol style="list-style-type: none"> <li>1. Visit a hotel near you and study the policies &amp; procedures the hotel follows to prevent sexual harassment.</li> <li>2. Prepare a flow chart depicting handling procedure of a drunk guest.</li> </ol>	<b>20 Hrs Theory + 05 Hrs Practical</b>
<b>2. Narrate different age and gender specific customer services.</b>	<ol style="list-style-type: none"> <li>1. Quality of service and facilities for each age and gender.</li> <li>2. Customer unique need and wants.</li> <li>3. Recreational facilities for children tourist.</li> <li>4. Education of parents and attendants of senior citizens for procedure for handling emergency situations.</li> <li>5. Importance and need of medical facility and doctor</li> </ol>	<ol style="list-style-type: none"> <li>4. Visit a nearby hotel and in a tabular format note down the various facilities available in the hotel for each gender.</li> <li>5. Give suggestion for various recreational activities that could be arranged for children tourists in a hotel.</li> </ol>	
<b>3. Explain the importance of following standard etiquette with women at workplace.</b>	<ol style="list-style-type: none"> <li>1. Equality of work for women at workplace.</li> <li>2. Motivating women at workplace to utilize their skills such as involvement in decision making process.</li> <li>3. Avoid specific discrimination and give women their due respect.</li> <li>4. Behavioural etiquettes while dealing with female colleagues and guests.</li> </ol>	<ol style="list-style-type: none"> <li>1. Visit a hotel in your area and observe the various standard etiquette practices followed while dealing with females. On the basis of your observation prepare a report on "Standard etiquette while dealing with women colleagues and guests"</li> </ol>	

<b>Unit 3: Health and Hygiene</b>			
<b>Learning Outcome</b>	<b>Theory</b>	<b>Practical</b>	<b>Duration (33Hrs)</b>
<b>1. Ensure cleanliness around workplace.</b>	<ol style="list-style-type: none"> <li>1. Regular cleaning of work area.</li> <li>2. Handling waste waste/trash can.</li> <li>3. Handling pest control activities at work place.</li> <li>4. Maintenance of cleanliness and maintenance of records.</li> <li>5. Proper ventilation of area.</li> <li>6. Regular maintenance of air conditioner and other mechanical system.</li> <li>7. Importance of lightning in an area.</li> <li>8. Cleaning of food storage, prepared, displayed and serving area.</li> <li>9. Standard Operating Procedure for: <ul style="list-style-type: none"> <li>• Safe and clean handling and disposal of linen and laundry area</li> <li>• Safe and clean handling of storage area.</li> <li>• Safe and clean handling of accommodation area.</li> <li>• Safe and clean handling of public area.</li> <li>• Safe and clean handling of garbage area.</li> </ul> </li> <li>10. Importance of identification and reporting of poor organizational practices.</li> <li>11. Importance of food sanitation and cross contamination of food and precaution during the food production and food</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate regular cleaning activities performed at workplace.</li> <li>2. Demonstrate handling waste in trash can.</li> <li>3. Demonstrate on handling pest control activities.</li> <li>4. Demonstrate Safe and clean handling of storage area.</li> </ol>	<b>23 Hrs Theory + 10 Hrs Practical</b>

	service. 12. Importance of ensuring adequate supply of cleaning consumables.		
<b>2. Identify different types of wastes and the procedure of handling waste.</b>	1. Segregation of waste. 2. Waste Handling procedure.	1. Demonstrate segregation and handling of waste.	
<b>3. Gain insights into personal hygiene practices.</b>	1. Regular hand washing procedure. 2. Thumb rule for regular personal hygiene. 3. Maintain personal hygiene, grooming, dental care, 4. Learn about the prevention of cross contamination at work place.	1. Demonstrate hand washing Procedure. 2. Demonstration on Personal and dental hygiene.	
<b>7. Enumerate the Importance of Taking precautionary health measures.</b>	1. Importance of reporting personal health issues. 2. Thumb rule for taking precautionary health measures.	3. Prepare a flow chart for taking precautionary health measures.	

#### Unit 4 :Safety at Workplace

Learning Outcome	Theory	Practical	Duration (30Hrs)
<b>1. Appreciate the measures of taking precautions to avoid F&amp;B department hazards.</b>	1. Assessing F&B workplace Hazards 2. Minimization of food service place hazards. 3. Important Work hazards and their preventive measures 4. Hazard analysis,Safety work procedures.	1. Demonstrate various preventive measures of Service area hazards normally followed in hotels. 2. Demonstrate safety work procedures with example.	<b>23 Hrs Theory + 7 Hrs</b>
<b>2. Comprehend the Standard Safety Procedure near service area.</b>	1. Hotel evacuation procedures for fire, bomb threats, and mass destruction. 2. Knowledge of storage Area: <ul style="list-style-type: none"> <li>Storage area Inspection checklist</li> <li>Handling, Storage &amp; Stacking of F&amp;B service Material.</li> <li>Safe Lifting Techniques in Banquets.</li> <li>Storage of acids &amp;</li> </ul>	1. Demonstrate the use of Fire extinguishers. 2. Identify the equipments while doing hazardous work. 3. Demonstrate handling Electric and sharp tools.	

	chemicals <ul style="list-style-type: none"> <li>Labeling and Warning Sign Used For Chemical Storage.</li> </ul> 3. Safety techniques for Handling, lifting and moving furniture and fixtures in Restaurants and in food service area. 4. Standard Safety Procedure for Handling Electrical tools. 5. Standard Safety Procedure for Handling floors 6. Standard Safety Procedure for handling sharp Tools.		<b>Practical</b>
<b>3. Use First aid and personal protective equipments while doing hazardous work.</b>	1. First aid kits in the work place. 2. Documentation of first aid treatments. 3. Handling of Personal Protective Equipments 4. Safety use of P.P.E for specific task on service area and display safety signs where necessary.	1. Prepare a first aid Box for your class room. 2. Make a Chart of Safety signs. 3. Demonstrate safety use of P.P.E for specific task on work area 4. Demonstrate handling of Personal Protective Equipments	
<b>4. Achieve Safety Standards.</b>	1. Safety measures undertaken while inspection. 2. List the safety procedure/ safety standards. 3. Ensuring zero accident at Food and Beverage service area.	1. Discuss and demonstrate safety standard. 2. Demonstrate some important safety procedures/ safety standards followed in a hotel	

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

Learning Outcome	Theory	Practical	Duration (22 Hrs)
<b>1. Use language in effective communication</b>	1. Role of English in hospitality industry 2. Role of foreign language in hospitality industry 3. Development of short communication sentences. 4. Communication with colleagues.	1. Make a chart for common vocabulary used in restaurant. 2. Make a chart for common sentences used when customers arrive at restaurant.	

	5. Listening and understanding the foreign language words.		<b>17Hrs Theory + 05 Hrs Practical</b>
<b>2. Demonstrate clear and concise communication</b>	1. Speaking without hesitation and fear of being incorrect. 2. Sharing and solving of complaints. 3. Vocabulary and expressions. 4. Language proficiency to 'working knowledge' level.	1. Formation of small sentences without hesitation 2. Development of confidence and communication	

### Unit 6: Customer-centric Services

Learning Outcome	Theory	Practical	Duration (25 Hrs)
<b>1. Dealing with customer and assessment of quality of service</b>	1. Definition, type of customer and customer profile. 2. Customer interaction and feedback. 3. Target customer and their needs. 4. Customer relation and complaints. 5. Customer views, reviews on product and services and expectations. 6. Use of customer feedback, complaints & rating for improvements. 7. Customer behaviour, loyalty and dealing with customer without disturbing his privacy.	1. Draw a Guest comment card form of a small size restaurant. 2. Prepare a chart showing various customers come to hospitality organization to avail products and services.	<b>20 Hrs Theory + 05 Hrs Practical</b>
<b>2. Working towards the achievement of customer satisfaction.</b>	1. Providing honesty and transparency to customer while dealing. 2. Treating customer with due respect and fairly. 3. Implementation of market strategy for market development. 4. Making and enhancement of brand value.	1. Prepare a list of the basic human needs. 2. On a chart paper note down the attributes of a good service personnel.	
<b>3. Fulfilling the customer needs and requirements</b>	1. Customer needs wants, expectations and their fulfilments. 2. Introduction of new	1. Draw a flowchart of need and supply. 2. Visit any food service outlet to learn about	



	product and service and customer satisfaction. 3. Feedback cycle and dealing with the negative feedback. 4. Customer retention and offer promotion to improve customer satisfaction.	the how to deal with the guest having negative mood.	
--	--	--	--

## 6. ORGANISATION OF FIELD VISITS

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

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

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

## 7. LIST OF EQUIPMENT AND MATERIALS

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

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

## 8. TEACHER'S/TRAINER'S QUALIFICATION

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

S.No.	Qualification	Minimum Competencies	Age Limit
1.	<b>Any one of the following:</b> <ol style="list-style-type: none"> <li>1. Post-graduation in Travel and Tourism Management or in Tourism and Hospitality from a recognized Institute /University, with at least 1 year work experience.</li> <li>2. Three years degree /diploma after class XII, in Tourism and travel management from any recognized institute of Hotel Management from a recognized Institute /University, with at least 3 year industrial experience.</li> </ol>	<ul style="list-style-type: none"> <li>• Effective communication skills (oral and written)</li> <li>• Basic computing skills.</li> </ul>	18-37 years (as on Jan. 01 (year))  Age relaxation to be provided as per Govt. rules.

## 9. LIST OF CONTRIBUTORS

---

1. Shri Jitendra Sharma, *Professor & Principal*, People's Institute of Hotel Management, Catering Technology & Applied Nutrition (PIHMCT & AN), People's University, Karond, Bhopal, Madhya Pradesh
2. Shri Lochan Nagar, *Assistant Professor*, People's Institute of Hotel Management, Catering Technology & Applied Nutrition (PIHMCT & AN), People's University, Karond, Bhopal, Madhya Pradesh
3. Prof. Mridula Saxena, *Professor*, Department of Home Science and Hospitality Management – **Course Coordinator**



**PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION**  
**Shyamla Hills, Bhopal- 462 002, M.P., India**