

LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

JOB ROLE: Counter Sale Executive

(QUALIFICATION PACK: Ref. Id. THC/Q3902)

SECTOR: Travel, Tourism and Hospitality

Classes 11 &12

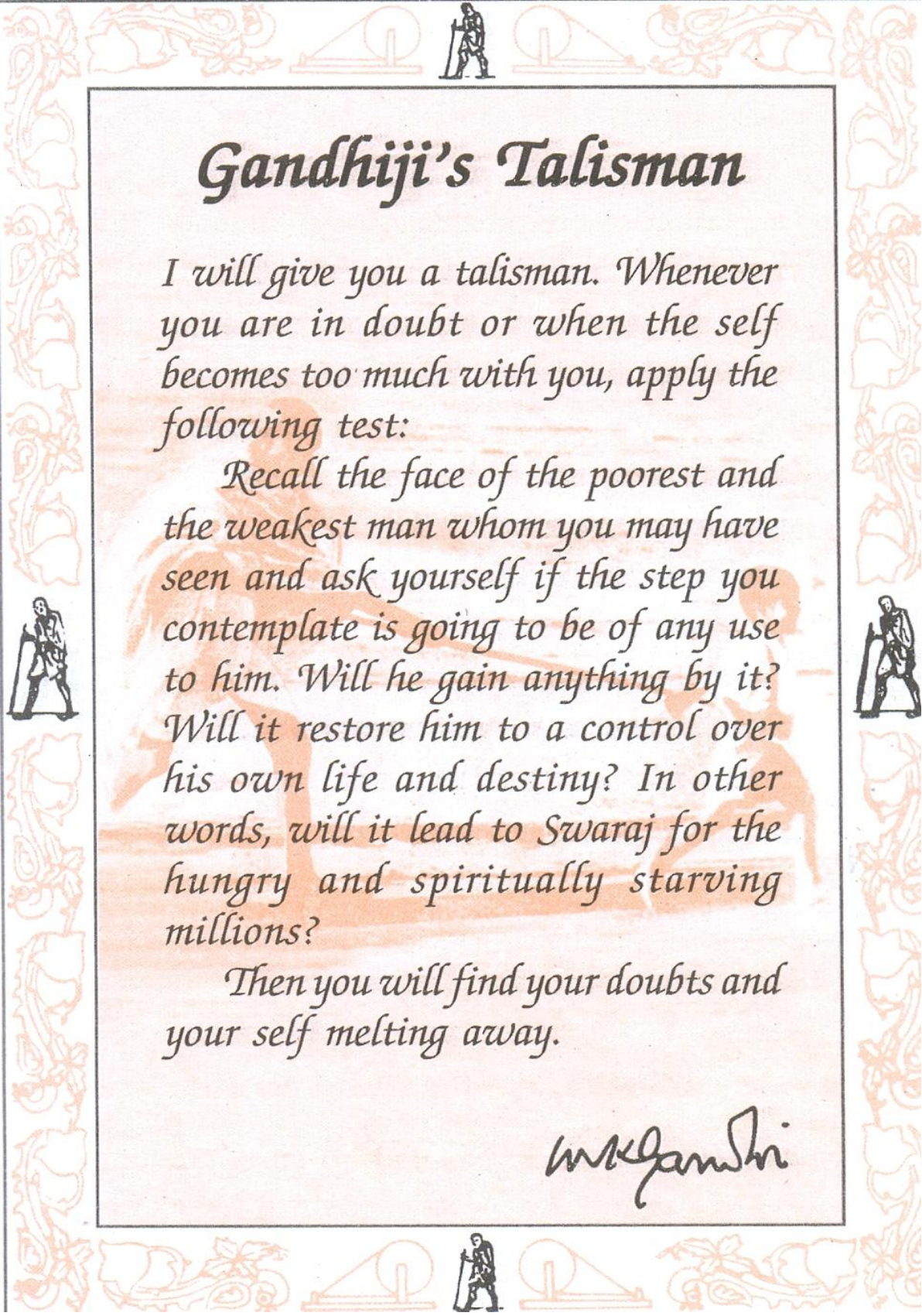


PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION

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

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

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



Gandhiji's Talisman

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

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

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

M.K. Gandhi

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VOCATIONAL CURRICULUM
Travel, Tourism & Hospitality- Counter Sale
Executive**

June, 2017

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FOREWORD

The Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE) a constituent of the National Council of Educational Research and Training (NCERT) is spearheading the efforts of developing 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 competency based curriculum on the Course **Travel, Tourism & Hospitality - Counter Sale Executive** as part of the vocational training package for Counter Sale Executive. The curriculum has been developed for the senior 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 PSSCIVE 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 21st century.

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

ACKNOWLEDGEMENTS

On behalf of the team at the PSS Central Institute of Vocational Education (PSSCIVE) we are grateful to the members of the Project Approval Board (PAB) of *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 Shri Vinod K. Soni, Computer Operator Gr. II and Smt. Sangeeta Sortey, Computer Operator Gr. III in layout, design and composing of this document is duly acknowledged.

PSSCIVE Team

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1. COURSE OVERVIEW

COURSE TITLE: Travel, Tourism & Hospitality- Counter Sale Executive

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

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

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

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

Besides several jobs available in hospitality sector, the Counter Sale Executive also called Counter Sale Assistant or Counter Service Executive, is responsible for receiving customers, taking orders, getting it prepared and serving to customers, answers, queries, transfer order to kitchen and instruct the kitchen staff as per the requirement of customers at hotels as well as canteens, food plazas and cafe, etc.

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;
- Prepare for the counter sale service at the hotels, restaurant, food plazas, etc.
- Ensure his/her availability at the counter all the time for quick service to the customer.
- Greet customers, present menus and help customers select menu items
- Take order from the customer and establish customer food and beverage requirement quickly.
- Communicate customers for their special requirement to chosen food and beverage items.
- Confirm final order as per the companies, SOP and process it for preparation.
- Serve the customer with manners and etiquette maintains safety and hygiene.
- Manage administrative work at the counter.

- Tabulate and present bills for payment, etc.

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

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

COURSE DURATION:	600 hrs
	Class 11 : 300 hrs
	Class 12 : 300 hrs
Total	: 600 hrs

2. SCHEME OF UNITS AND ASSESSMENT

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

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

CLASS 11			
	Units	No. of Hours for Theory and Practical 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 : Management of Counter-sale Services	30	40
	Unit 2 : Counter-sale and Marketing Services	45	
	Unit 3 : Receiving Customers and Taking Order	45	
	Unit 4 : Process Customer's Order	20	
	Unit 5 : Health and Hygiene	25	
	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 300	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: Communication with customers and colleagues	30	40
	Unit 2: Customer-centric Services	40	
	Unit 3 : Etiquette and Hospitable Conduct	25	
	Unit 4: Gender and Age Sensitive Service Practices	20	
	Unit 5: Administrative Duties	50	
	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: 30

	Typology of Question	No. of Questions			Marks
		Very Short Answer (1 mark)	Short Answer (2 Marks)	Long Answer (3 Marks)	
1.	Remembering – (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles, or theories; identify, define or recite, information)	3	2	2	13
2.	Understanding – (Comprehension – to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	2	3	2	14
3.	Application – (Use abstract information in concrete situation, to apply knowledge to new situations: Use given content to interpret a situation, provide an example, or solve a problem)	0	2	1	07
4.	High Order Thinking Skills – (Analysis & Synthesis – Classify, compare, contrast, or differentiate between different pieces of information; Organize and/ or integrate unique pieces of information from a variety of sources)	0	2	0	04
5.	Evaluation – (Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)	0	1	0	02
	Total	5x1=5	10x2=20	5x3=15	40 (20 questions)

PRACTICAL EXAMINATION

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

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

norms of the Board and these norms should be suitably adopted/adapted as per the specific requirements of the vocational subject.

Project Work (individual or group projects) are a great way to assess the practical skills on a certain time period or timeline. Project work should be given on the basis of the capability of the individual to perform the tasks or activities involved in the project. Projects should be discussed in the class and the teacher should periodically monitor the progress of the project and provide feedback for improvement and innovation. Field visits should be organised as part of the project work. Field visits can be followed by a small group work/project work. When the class returns from the field visit, each group might be asked to use the information that they have gathered to prepare presentations or reports of their observations. Project work should be assessed on the basis of practical file or student portfolio. **Student Portfolio** is a compilation of documents that supports the candidate's claim of competence. Documents may include reports, articles, photos of products prepared by students in relation to the unit of competency, etc. **Viva voce** should also be conducted to obtain feedback on the student's experiences and learning during the project work/field visits.

CONTINUOUS AND COMPREHENSIVE EVALUATION

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

3. TEACHING/TRAINING ACTIVITIES

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

CLASSROOM ACTIVITIES

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

PRACTICAL WORK IN LABORATORY/WORKSHOP

Practical work may include but not be limited to hands-on-training, simulated training, role play, case based studies, exercises, etc. Equipment and supplies should be provided to

enhance hands-on learning experience of students. Only trained personnel should teach specialized techniques. A training plan that reflects tools, equipment, materials, skills and activities to be performed by the students should be submitted by the vocational teacher to the Head of the Institution.

FIELD VISITS/ EDUCATIONAL TOUR

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

4. CERTIFICATION

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

5. UNIT CONTENTS

CLASS 11

Part A: Employability Skills

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

Unit 1: Communication Skills-III

Learning Outcome	Theory	Practical	Duration (25 Hrs)
1. Explain methods of communication	1. Types of communication - Verbal - Non-verbal - Visual	1. Writing pros and cons of written, verbal and non-verbal communication 2. Listing do's and	15

		don'ts for avoiding common body language mistakes	
2. Identify specific communication styles	1. Communication styles- assertive, aggressive, passive-aggressive, submissive, etc.	1. Observing and sharing communication styles of friends, teachers and family members and adapting the best practices 2. Role plays on communication styles.	10

Unit 2: Self-management - III			
Learning Outcome	Theory	Practical	Duration (25 Hrs)
1. Demonstrate impressive appearance and grooming	1. Describe the importance of dressing appropriately, looking decent and positive body language 2. Describe the term grooming 3. Prepare a personal grooming checklist 4. Describe the techniques of self-exploration	1. Demonstration of impressive appearance and groomed personality 2. Demonstration of the ability to self-explore	07
2. Demonstrate team work skills	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	08
3. Apply time management strategies and techniques	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	10

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

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

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

Unit 5: Green Skills - III			
Learning Outcome	Theory	Practical	Duration (25 Hrs)
1. Describe importance of main sector of green economy	<ol style="list-style-type: none"> 1. Main sectors of green economy- E-waste management, green transportation, renewal energy, green construction, water management 2. Policy initiatives for greening economy in India 	<ol style="list-style-type: none"> 1. Preparing a poster on any one of the sectors of green economy 2. Writing a two-page essay on important initiatives taken in India for promoting green economy 	08
2. Describe the major green Sectors/Areas and the role of various stakeholder in green economy	<ol style="list-style-type: none"> 1. Stakeholders in green economy 2. Role of government and private agencies in greening cities, buildings, tourism, industry, transport, renewable energy, waste management, agriculture, water, forests and fisheries 	<ol style="list-style-type: none"> 1. Preparing posters on green Sectors/Areas: cities, buildings, tourism, industry, transport, renewable energy, waste management, agriculture, water, forests and fisheries 	07
Total	45	65	110

Part B: Vocational Skills

S.No.	Units	Duration (Hrs)
1.	Unit 1 : Management of Counter-sale Services	30
2.	Unit 2 : Counter-sale and Marketing Services	40
3.	Unit 3 : Receiving Customers and Taking Order	45
4.	Unit 4 : Process Customer's Order	20
5.	Unit 5 : Health and Hygiene	25
	Total	160

Unit 1 : Management of Counter-sale Services			
Learning Outcome	Theory	Practical	Duration (30 Hrs)
1. Management	1. Definition of Management 2. Approaches in Management 3. Components of Management 4. MBO 5. Sales Management Service 6. Marketing Management 7. Retail Management 8. Supply Chain Management 9. Human Resource Management		20 Hrs Theory + 10 Hrs Practical
2. Counter Sales Service	1. Introduction 2. Scope of Counter Sales Service 3. Objective of Counter Sales Service	1. Collect the information about five Counter Sales Service Food Outlets in your city under following headings i. Name of the Centre ii. Name of the Product iii. Type of Service they offer iv. Type of Customer they are entertaining.	
3. Principles of Management	1. Planning 2. Organizing 3. Directing 4. Controlling		
4. Role of Management in	1. Aim, Policy and Strategy	1. Prepare a chart depicting the role of	

Sales	<ol style="list-style-type: none"> 2. Sales Policy 3. Customer-centric Market survey/ Customer survey 4. Marketing Strategy. 5. Creating Demand 6. Selection of clientele/ service 7. Sales Promotion 8. Product/ Service design 9. HR Policy-Recruitment and induction of sales executive 10. Funding 	management at various levels of counter service business	
5. Customer-centricity of Management	<ol style="list-style-type: none"> 1. Training and development of sales force 2. Customer relation 3. Management 4. Maintaining Customer Profile 5. Customer sensitization and generating awareness 6. Reaching the customer 7. Feedback 8. Rectification in product/ or service as per feedback 9. Solving the customer problems and handling the complaints. 	1. Survey 5 customers and collect the information about their Age, Gender, Occupation, Language, Veg/ Non-veg, Their liking in Snacks, Lunch and Beverages. On the basis of this data prepare a customer profile for each	
6. Managing the Components of Counter Sales Service	<ol style="list-style-type: none"> 1. Finance 2. Infrastructure 3. Design 4. Equipments and Furniture 5. Personnel 6. Menu 7. Work system 8. Feedback Mechanism 	1. Develop a Prospectus Plan for setting up a Food outlet with Take away facility	
7. Personnel Management	<ol style="list-style-type: none"> 1. Assessment of manpower 2. Job Design 3. Job Specification 4. Setting the Duties and Responsibilities of staff 5. Recruitment 6. Induction 7. Deployment of right staff at right point. 8. Job Appraisal and Performance measurement. 9. Training and 	1. Plan 3 day Induction Program for Counter Sale Executive of a food Outlet	

	Development 10. Job Enrichment 11. Organizational Hierarchy 12. Duties and Responsibilities of Sales Counter Staff		
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Unit 2 : Counter-sale and Marketing Services			
Learning Outcome	Theory	Practical	Duration (45 Hrs)
1. Appreciate and narrate the importance and need of sales.	1. Define sales 2. Type of sales 3. Sales strategies in relation to F&B 4. Sales promotion & advertising 5. Sales Feedback 6. Attributes of sales executive	1. Visit top 10 F&B outlets near you .Study and observe their sales promotion techniques. 2. On the basis of your observation prepare a report of 1500 words.	32 Hrs Theory + 13 Hrs Practical
2. Appreciate and narrate the importance and need of marketing	1. Define marketing 2. Types of marketing 3. Marketing strategies in relation to F&B counter sales 4. F&B marketing feasibility study 5. F&B market Research 6. F&B marketing planning & execution	1. You are manager of the counter sales business of a famous sweet shop. Do a Role play activity on how would you execute your marketing strategies for marketing of your products.	
3. Describe the importance of product in relation to sales	1. Definition of product 2. Product knowledge 3. Product life cycle- <ul style="list-style-type: none"> • Old product • New product 4. Packaging & labeling of product 5. Branding 6. Influence of branding on sales 7. Influence of branding on marketing	1. Prepare a report on how packaging & labeling affects the sales of a product. 2. Prepare a chart depicting the product life cycle.	
4. Understand & explain the relationship of sales & marketing	1. Relationship of sales & marketing 2. Difference between sales & marketing. 3. Role of sales & marketing department in counter sales business. 4. Legal aspects of sales & marketing	1. Prepare charts explaining <ul style="list-style-type: none"> • Relationship between sales & marketing. • Difference between sales & marketing. 	

Unit 3 : Receiving Customers and Taking Order			
Learning Outcome	Theory	Practical	Duration (45 Hrs)
1. Appreciate and understand F&B departmental organization structure	<ol style="list-style-type: none"> 1. Organization structure of F&B Department in large and small Hotel 2. Hierarchy of F&B staff 3. Duties & Responsibilities of F&B staff 4. Briefing & reporting 5. F&B personnel management- incentive, leaves service charge etc. 	<ol style="list-style-type: none"> 1. Prepare an organization chart of large hotel. 2. Visit a hotel near you observes and prepare a chart on the hierarchy of F&B staff of that hotel 	20 Hrs Theory + 25 Hrs Practical
2. Understand and able to demonstrate procedures for receiving and greeting guests at restaurant.	<ol style="list-style-type: none"> 1. SOP of receiving and greeting guest procedures. 2. Receiving and Seating guests 3. Social skills during service at restaurant. 	<ol style="list-style-type: none"> 1. With the help of your classmates do a mock drill of how to receive and greet guest at restaurant. 2. You are restaurant manager of a five star property; prepare case study report on how you will handle the complaint of an annoying guest whose ordered is delayed by 1hr. 	
3. Narrate and demonstrate how to take customer's orders at restaurant.	<ol style="list-style-type: none"> 1. Attributes of a good steward. 2. Taking Guest reservations 3. Order taking and recording. 4. Flowchart of taking an order 5. Order processing (Passing order to kitchen) 6. Sequence of service. 7. Presenting and collecting guest's comment card. 	<ol style="list-style-type: none"> 1. With the help of your classmates do a mock drill on procedure of taking order from guest on KOT. 2. Prepare a chart depicting the procedure of taking order from guest. 	
4. Understand and explain the F&B Control system.	<ol style="list-style-type: none"> 1. Define and explain KOT & BOT. 2. Triplicate and Duplicate checking system. 3. Making Bill 4. Presentation of Bill 5. Formats of KOT and BOT 	<ol style="list-style-type: none"> 1. Visit a 05 hotel near you and collect KOT and BOT. Prepare a project report on types of KOT . 2. Visit a restaurant of a star hotel near you .Observe the checking and billing system of the restaurant. On the basis of your 	

		observation prepare reports on(600words) –“presenting a bill and the various checking system at restaurants”	
5. Appreciate the importance of customer service	<ol style="list-style-type: none"> Pick up and Service of food. Standard Operating procedure for special equipments like Vending machine, Microwave and OTG. 	<ol style="list-style-type: none"> Demonstrate the handling procedure for <ul style="list-style-type: none"> Vending machine. Microwave OTG 	

Unit 4 : Process Customer's Order			
Learning Outcome	Theory	Practical	Duration (20 Hrs)
1. Understand the importance of communication with kitchen staff	<ol style="list-style-type: none"> Importance of taking order in the computerized system and manual system on the paper on prescribed format. SOP for generating KOT from the computerized system SOP for writing KOT. KOT processing(Passing order to kitchen) Manual system of generating KOT (Triplicate and Duplicate checking system). Importance of coordination and communication between kitchen and counter sales executive to customize the order as per customer's requirement. Procedure of generating customer order bill. Presentation of Bill Presenting and collecting guest's comment card. 	<ol style="list-style-type: none"> With the help of your classmates do a mock drill on procedure of generating KOT from the computerized system. Prepare a chart depicting the procedure of manual system of generating KOT (Triplicate and Duplicate checking system). 	06 Hrs Theory + 14 Hrs Practical
2. Importance of doing customer service	<ol style="list-style-type: none"> SOP for stocking and service of ready-to-eat food as per the 	<ol style="list-style-type: none"> Demonstrate the handling procedure for 	

	<p>customer order.</p> <p>2. SOP for operating vending machine :</p> <ul style="list-style-type: none"> • Tea/Coffee – makers for making coffee and tea. • Cold drink dispensers for making cold drinks and soda. <p>3. Importance of refilling vending machine at self serving food centers.</p> <p>4. Heating and reheating of raw/cooked food.</p> <p>5. Cooking/Heating of frozen foods and its SOPs.</p> <p>6. Safety precautions while handling vending machine</p> <p>7. SOP for food garnishing and presentation to the customer.</p> <p>8. SOP for packaging the customer's request.</p>	<ul style="list-style-type: none"> • Tea/Coffee – makers for making coffee and tea. • Cold drink dispensers for making cold drinks and soda 	
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Unit 5: Health and Hygiene

Learning Outcome	Theory	Practical	Duration (25 Hrs)
<p>1. Importance of ensuring cleanliness around workplace.</p>	<p>1. Regular cleaning of work area.</p> <p>2. Handling waste waste/trash can.</p> <p>3. Handling pest control activities at work place.</p> <p>4. Maintenance of cleanliness and maintenance of records.</p> <p>5. Proper ventilation of area.</p> <p>6. Regular maintenance of air conditioner and other mechanical system.</p> <p>7. Importance of lightning in an area.</p> <p>8. Cleaning of food storage, prepared,</p>	<p>1. Demonstrate regular cleaning activities performed at workplace.</p> <p>2. Demonstrate handling waste in trash can.</p> <p>3. Demonstrate on handling pest control activities.</p> <p>4. Demonstrate Safe and clean handling of storage area.</p>	<p>15 Hrs Theory + 10 Hrs Practical</p>

	<p>displayed and serving area.</p> <p>9. Standard Operating Procedure for:</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>		
2. Importance of identification of different types of wastes and the procedure of handling waste.	<ol style="list-style-type: none"> 1. Segregation of waste. 2. Waste Handling procedure. 	1. Demonstrate segregation and handling of waste.	
3. Gain insights into personal hygiene practices.	<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, 4. Learn about the prevention of cross contamination at work place. 	<ol style="list-style-type: none"> 1. Demonstrate hand washing Procedure. 2. Demonstration on Personal and dental hygiene. 	
1. Importance of Taking	1. Importance of reporting personal	1. Prepare a flow chart for taking	

precautionary health measures.	health issues. 2. Thumb rule for taking precautionary health measures.	precautionary health measures.	
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CLASS 12

Part A - Employability Skills

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

Unit 1: Communication Skills-IV

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

Unit 2: Self-management -IV

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

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

Unit 3: Information & Communication Technology - IV

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

	8. Inserting clipart and images 9. Slide layout 10. Saving a presentation 11. Printing a presentation document.	presentation. • Deleting a slide • Entering and edit text • Formatting text • Inserting clipart and images • Sliding layout • Saving a presentation • Printing a presentation document	
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Unit 4: Entrepreneurship Development - IV

Learning Outcome	Theory	Practical	Duration (25 Hrs)
1. Describe the general and entrepreneurial behavioural competencies	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	10
2. Self-assessment of behavioural competencies	1. Entrepreneurial competencies in particular: self - confidence, initiative, seeing and acting on opportunities, concern for quality, goal setting and risk taking, problem solving and creativity, systematic planning and efficiency, information seeking, persistence, influencing and negotiating, team building	1. Games and exercises on changing entrepreneurial behaviour and development of competencies for enhancing self- confidence, problem solving, goal setting, information seeking, team building and creativity	15

Unit 5: Green Skills - IV

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

Part B–Vocational Skills

S.No.	Units	Duration (Hrs)
1.	Unit 1: Communication with customers and colleagues	30
2.	Unit 2: Customer-centric Services	35
3.	Unit 3 : Etiquette and Hospitable Conduct	25
4.	Unit 4: Gender and Age Sensitive Service Practices	20
5.	Unit 5: Administrative Duties	50
	Total	160

Unit 1: Communication with customers and colleagues			
Learning Outcome	Theory	Practical	Duration (30 Hrs)
1. Describe the importance of communication (Upward 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. 	<ol style="list-style-type: none"> 1. Visit a hotel near you and study how hotel staff handles the guest complaints in different situations. 	20 Hrs Theory + 10 Hrs Practical
2. Describe the importance of horizontal communication.	<ol style="list-style-type: none"> 1. Importance of work behaviour in hotel organization. 2. Work flow and productivity. 3. Communication with colleagues, sharing, and assistance and conflict. 4. Etiquette and behaviours. 5. Division of work. 6. Multitasking and individual goal setting. 7. Cooperation and coordination, communication with colleagues and avoiding error. 	<ol style="list-style-type: none"> 1. Visit a hotel near you and study the Etiquette and behaviour of hotel staff. 2. Prepare a report on how hotel staff cooperates and coordinates between each other during operational hours. 	
3. Explain the importance of communication with customer.	<ol style="list-style-type: none"> 1. Product knowledge and anticipation of customer needs. 2. Etiquette and manners while talking to the customer. 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 maintaining positive behaviour in communication. 	<ol style="list-style-type: none"> 1. Demonstrate etiquette and manners to be followed while talking to the customer. 2. Demonstrate usage of body language. 	
4. Describe interruption and negativity in communication	<ol style="list-style-type: none"> 1. Communication problems and complaints. 	<ol style="list-style-type: none"> 1. Visit a hotel near you and prepare a report on various problems 	

	<ol style="list-style-type: none"> 2. Importance of reports and feedback. 3. Points to be considered for communication at work as counter sales executive. 	<p>related to communication faced by hotel staff.</p> <ol style="list-style-type: none"> 2. Prepare a list of types of grievances. 	
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Unit 2: Customer-centric Services			
Learning Outcome	Theory	Practical	Duration (40 Hrs)
1. Define and explain customer-centricity of Hospitality	<ol style="list-style-type: none"> 1. Hospitality 2. Goal of Hospitality 3. What Hospitality offers 4. Customer-centricity of Hospitality Business 		17 Hrs Theory + 23 Hrs Practical
2. Enumerate the importance of Sales Service as a tool of customer satisfaction	<ol style="list-style-type: none"> 1. Definition of Sales 2. Methods of selling 3. Need of Sales Services 4. Definition of Requirement, Need and Demand 5. Sales Product of Hospitality sector: Service 6. Measurement of Satisfaction 7. Setting Price keeping customer profile in mind 8. Affordability of Selling Price 	<ol style="list-style-type: none"> 1. Formulate the customer satisfaction measurement questionnaire with proper marking for customer choices and preferences that will reflect the picture of customer choice 	
3. Define and classify 'Customers'	<ol style="list-style-type: none"> 1. Definition 2. Classification of customer 3. Market 4. Choices and Preferences 5. Factors influencing the sales 	<ol style="list-style-type: none"> 1. Use the above Questionnaire and collect the data for 50 customers 	
4. Enumerate importance of Customer-centric Business facilitation and its influence on sales.	<ol style="list-style-type: none"> 1. Aim, Policy and Strategy 2. Sales Policy 3. Customer-centric Market survey/ Customer survey 4. Creating Demand 5. Selection of clientele/ service 6. Product/ Service design 7. HR Policy-Recruitment and induction of sales executive 8. Training and 	<ol style="list-style-type: none"> 1. Survey 10 restaurants or food outlets in a selected area for most running food items and interpret. 2. Design a feedback form for the customer of a selected hotel. Interpret and analyze its influence on sales 	

	<p>development of sales force</p> <p>9. Feedback Mechanism</p> <p>10. Customer relation</p> <p>11. Management</p> <p>12. Maintaining Customer Profile</p> <p>13. Treating the loyal customers</p> <p>14. Customer sensitization and generating awareness</p> <p>15. Reaching the customer</p> <p>16. Working on Feedback</p> <p>17. Rectification in product/ or service as per feedback</p> <p>18. Solving the customer problems and handling the complaints.</p>		
5. Use the Tools effectively to get Feedback from customers	<p>1. Personal Relations</p> <p>2. Feedback forms</p> <p>3. Interviews</p> <p>4. Questionnaires</p> <p>5. Studying and maintaining the data of customer choices and preferences</p> <p>6. Telephonic contacts</p> <p>7. Electronic media</p> <p>8. Internet</p> <p>9. Social Networking</p>	<p>1. Role Play for Telephonic customer Survey for the services enjoyed by the customer last week at your hotel.</p>	
6. Write the importance of Planning the customer centric work system	<p>1. Customer is god</p> <p>2. Briefing the staff before service</p> <p>3. Periodic Staff meetings</p> <p>4. Standard operating Procedures</p> <p>5. Deployment of responsible staff</p> <p>6. Reporting hierarchy</p>	<p>1. Prepare the staff Schedule deploying the most experienced staff member for the VIP service at your hotel for today's high tea event</p>	

Unit 3 : Etiquette and Hospitable Conduct

Learning Outcome	Theory	Practical	Duration (25 Hrs)
1. Enumerate the Meaning, components and Goal of Hospitality	<p>1. Traits that a Counter Sale Executive should be able to Display:-</p> <ul style="list-style-type: none"> • Hospitality • Need of Hospitable Conduct • Meaning of Hospitable conduct 	<p>1. Visit a Hospitality organization and observe the guest dealing by Counter Sales Executive</p>	

	<ul style="list-style-type: none"> • Components of Hospitality • Goal of Hospitality • Define Customer • Customer centricity in Service • Role of Counter sales Executive in a hospitable conduct 		10 Hrs Theory + 15 Hrs Practical
2. Demonstrate the Etiquettes and Manners	<ol style="list-style-type: none"> 1. Define etiquettes and Manners 2. Need of etiquettes and Manners, 3. Necessity of etiquettes and Manners for counter sales executive 4. Telephone Etiquettes, Language, Positive Body Language and good hospitable Dressing and Uniform sense for counter sales executive 	<ol style="list-style-type: none"> 1. Role Play for etiquettes and manners while dealing with the arrogant guest, VIP, Lady guest, Senior aged guest, Child. 	
3. Deal with the guest appropriately	<ol style="list-style-type: none"> 1. Dealing with the Guest 2. Do's and Don'ts while dealing with the guest 3. How to Measure Customer satisfaction 4. Contribution to the Brand Value 	<ol style="list-style-type: none"> 1. Visit a hotel and study how different complaints are tackled by the Counter sales executive at different levels(Escalation Matrix) 	
4. Learn and implement Office Manners	<ol style="list-style-type: none"> 1. Importance of Formalities 2. Communicating with co-workers 3. Inter departmental Coordination 4. Reading and Writing Skills 5. Customer Feedback 6. Log Book 7. Job Cards 	<ol style="list-style-type: none"> 1. Visit a hotel food outlet counter. Collect customer feedback by filling the feedback forms and critically analyzing the data, identify and interpret weakness in the service and fix the problem. 	
5. Demonstrate professional conduct with proper documentation and knowledge about customer profile	<ol style="list-style-type: none"> 1. Company Policy 2. HR Policy 3. Sales Policy 4. Reporting Structure 5. Documentation 6. Customer Profile 	<ol style="list-style-type: none"> 1. Interview the Counter sales executive of a hotel and evaluate their knowledge about the documentation process they need to do on duty. 	
6. Deal with customer complaints and	<ol style="list-style-type: none"> 1. Working with SOPs 2. Dealing with 	<ol style="list-style-type: none"> 1. Visit an industry and study the SOPs for 	

taking feedback	<ul style="list-style-type: none"> 3. Customer Complaints Feed Back Mechanism 4. Handling Productivity Targets 	Hospitable conduct of Counter Service	
7. Critically think and participate in briefing and other training programs	<ul style="list-style-type: none"> 1. Departmental Orientation Program 2. Briefing 3. Staff Training 	1. Attend the daily briefing of Counter Service/ Food and Beverage Service Department of a hotel.	

Unit 4: Gender and Age Sensitive Service Practices			
Learning Outcome	Theory	Practical	Duration (20 Hrs)
1. Describe facilities and services available for females at workplace.	<ul style="list-style-type: none"> 1. Women's rights and respect at workplace. 2. Company's policies to prevent sexual harassment. 3. Facilities available at work for female colleagues such as transport, night drop, night shifts, reporting abuse, maternity leaves and other grievances. 4. Facilities related to female traveller safety and security. 5. Procedure for handling guest during terrorist attack. 	<ul style="list-style-type: none"> 1. Visit a hotel near you and study the policies & procedures the hotel follows to prevent sexual harassment. 2. Prepare a flow chart depicting handling procedure of a drunk guest. 	10 Hrs Theory + 10 Hrs Practical
2. Narrate different age and gender specific customer services.	<ul style="list-style-type: none"> 1. Quality of service and facilities for each age and gender. 2. Customer unique need and wants. 3. Recreational facilities for children tourist. 4. Education of parents and attendants of senior citizens for procedure for handling emergency situations. 5. Importance and need of medical facility and doctor 	<ul style="list-style-type: none"> 1. Visit a nearby hotel and in a tabular format note down the various facilities available in the hotel for each gender. 2. Give suggestion for various recreational activities that could be arranged for children tourists in a hotel. 	
3. Explain the importance of following standard etiquette with women at	<ul style="list-style-type: none"> 1. Equality of work for women at workplace. 2. Motivating women at workplace to utilize their skills such as 	1. Visit a hotel in your area and observe the various standard etiquette practices followed while dealing	

workplace.	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.	with females. On the basis of your observation prepare a report on "Standard etiquette while dealing with women colleagues and guests"	
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Unit 5 : Administrative Duties			
Learning Outcome	Theory	Practical	Duration (50 Hrs)
1. Keep record of electronic and manual bill and manage cash.	1. SOP of Generating Electronic Food Order Bill. 2. Procedure of receiving cash from guest against Food Bill. 3. Maintaining cash ledger and matching total sales with Petty cash. 4. Procedure of submitting cash.	1. Visit a Restaurant of Five star hotel and note the work of Counter Sale Executive. 2. Collect knowledge of Computer Programme. 3. Write Computer Feeding method.	
2. Manag supplies and stocks.	1. Communication with kitchen staff about requirement of supplies and materials. 2. Inventory of all types of Raw material and Supplies. 3. Timely ordering Restaurant and Kitchen supplies. 4. Uninterrupted Service delivery.	1. Identify kitchen supplies. 2. Identify Restaurant supplies. 3. Collect all samples of requisition slips from a five star hotel. 4. Discuss and Demonstrate Pictorial form of various Supplies of kitchen and Restaurants.	
3. Maintain the Organization.	1. Restaurant operation and maintenance a) Gathering items. b) General Housekeeping. c) Opening and closing procedure. d) Cleaning procedure e) Administration Major Activities. f) Administration Management checklist	1. List the task of maintenance of restaurant on a regular Basis. 2. Identify the items which are required and provide recommendations for maintenance.	20 Hrs Theory + 30 Hrs Practical

	g) Safety h) P.O.S system.		
4. Describe point of Sales	1. Types of Counters 2. Accessibility of Customer. 3. Availability of Knowledgeable Sales Attendant. 4. F and B selling techniques. 5. Food price Tags and Displays.	1. Visit a Fast Food Outlet and observe the sales counter and record the observations	
5. Keep and manage records maintained in Food and Beverage Department	1. Sales summary reports. 2. Coupon system records. 3. Inventory Report 4. Requisition slips 5. Invoice voucher and receipt book 6. K.O.T record 7. Menu and Price list	1. Visit in-house fast food outlet of a hotel and collect the data about the various reports prepared and maintained by them. 2. Collect the format of each.	

6. ORGANISATION OF FIELD VISITS

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

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

7. LIST OF EQUIPMENT AND MATERIALS

The list given below is suggestive and an exhaustive list should be prepared by the vocational teacher. Only basic tools, equipment and accessories should be procured by the Institution so that the routine tasks can be performed by the batch of maximum 30 students regularly for practice and acquiring adequate practical experience.

Lab set up accessories:-

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

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

8. TEACHER'S/TRAINER'S QUALIFICATION

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

S.No.	Qualification	Minimum Competencies	Age Limit
1.	Diploma/Degree in Hotel Management from a recognized Institute /University, with at least 5 years' work experience in Food and Beverage service including one year as supervisory capacity in a classified Hotel or Facility Management Company.	<ul style="list-style-type: none"> • Effective communication skills (oral and written) • Basic computing skills. 	<p>Above 28 years (as on Jan. 01 (year))</p> <p>Age relaxation to be provided as per Govt. rules.</p>

9. LIST OF CONTRIBUTORS

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