

# LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

**JOB ROLE: GUEST SERVICE ASSOCIATE  
(FRONT OFFICE)**

(QUALIFICATION PACK: Ref. Id. THC/Q0102)

**SECTOR: Tourism and Hospitality  
Grades 11 and 12**

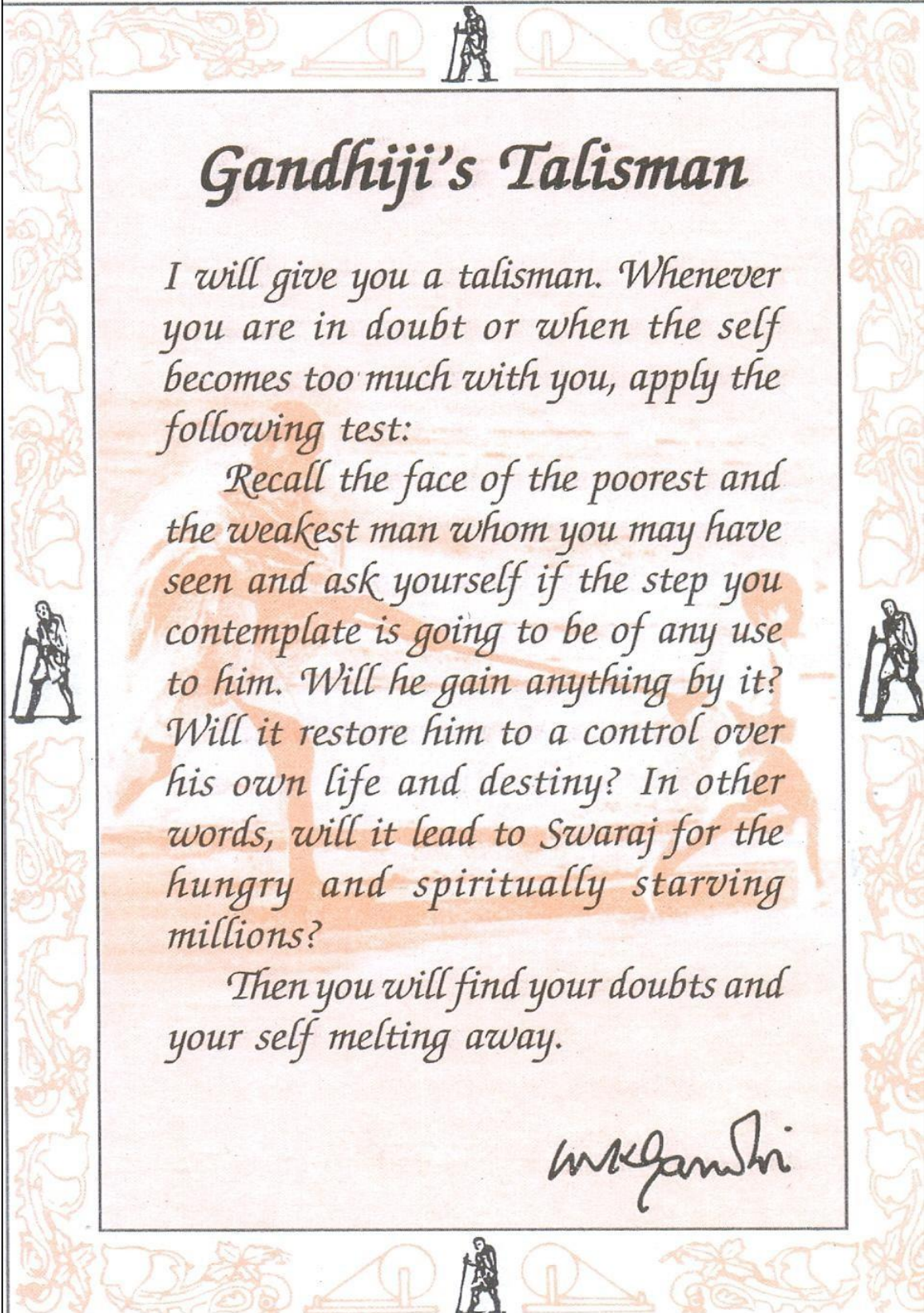


**PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION**

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

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

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



## Gandhiji's Talisman

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

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

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

*M.K. Gandhi*

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CURRICULUM**

**Guest Service Associate (Front Office)**

**September, 2024**

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# FOREWORD

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The PanditSundarlal Sharma Central Institute of Vocational Education (PSSCIVE) a constituent of the National Council of Educational Research and Training (NCERT) is spearheading the efforts of developing learning outcome-based curricula and courseware aimed at integrating both vocational and general qualifications to open pathways of career progression for students. It is a part of the Centrally Sponsored Scheme of vocationalisation of Secondary and Higher Secondary Education (CSSVSHSE) launched by the Ministry of Human Resource Development, Government of India in 2012. The PSS Central Institute of Vocational Education (PSSCIVE) is developing curricula under the project approved by the Project Approval Board (PAB) of SamagraShikshaAbhiyan(SSA). The main purpose of the learning outcome-based curricula is to bring about improvement in the teaching-learning process and working competencies through learning outcomes embedded in the vocational subject.

It is a matter of great pleasure to introduce this learning outcome-based curriculum as part of the vocational training packages for the job role of Guest Service Associate (Front Office). The curriculum is developed for the secondary students of Grade 11 and 12 and it 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 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.

**Prof. Dinesh Prasad Saklani**

*Director*

*National Council of Education Research and Training*

# PREFACE

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

In order to fulfill the growing aspirations of our youth and the demand 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 need to be established on a strong footing of philosophical, cultural and sociological traditions and it should aptly address the needs and aspirations of the students besides meeting the skill demands of the industry. The curriculum, therefore, aims at developing the desired professional, managerial and communication skills to fulfill the needs of 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, and 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 realizing the objective of providing learning outcome based modular curricula and courseware to the States and other stakeholders under the PAB (Project Approval Board) approved project of SamagraShikshaAbhiyan (SSA) of MOE.

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

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

**Dr. Deepak Paliwal**

*Joint Director*

*PSS Central Institute of Vocational Education*

# ACKNOWLEDGEMENTS

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On behalf of the team at the PSS Central Institute of Vocational Education (PSSCIVE) we are grateful to the members of the Project Approval Board (PAB) of Samagra Shiksha Abhiyan (SSA) and the officials of the Ministry of Education (MOE), 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 SSA, MOE, SSA Cell at the National Council of Educational Research and Training (NCERT), National Skill Development Agency (NSDA) and National Skill Development Corporation (NSDC) and Management Entrepreneurship and Professional Skill Council of India for their academic support and cooperation.

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

We are grateful to Dr. Punnam Veeraiah, Head, Dept. of Business and commerce, PSSCIVE for his guidance in developing the curriculum. Further, we are thankful to Dr. Breeze Tripathi, Assistant Professor (contractual), Dept. of Business and commerce, PSSCIVE for immensely contributing and supporting in the development of the curriculum. We acknowledge the contribution by Sunita Koli, Computer Operator Grade III, and Ms. Neha Kushwaha, DTP Operator (Contractual), Dept. of Business and commerce, PSSCIVE in designing and typesetting of the curriculum matters in due time.

The contributions made by Vinay Swarup Mehrotra, Professor and Head, Curriculum Development and Evaluation Centre (CDEC), PSSCIVE in development of the curriculum for the employability skills are acknowledged.

PSSCIVE Team



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# 1. Course Overview

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**COURSE TITLE:** Guest Service Associate (Front Office)

The role of a Guest Service Associate (Front Office) is vital within the hospitality industry, as it is often the first and last point of contact for guests at a hotel. A Guest Service Associate is responsible for delivering a seamless and memorable experience through effective communication, professionalism, and attentiveness to guest needs. They coordinate with multiple hotel departments to ensure all guest requests are met and that high standards of service are consistently maintained. This course covers the foundational and advanced aspects of Front Office operations, focusing on service quality, technology, interpersonal skills, and adherence to safety protocols.

**Upon completing Grades 11 and 12, students will:**

- 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 a clear understanding of Front Office functions, responsibilities, and organizational structures.
- Acquire skills in guest interaction, reservation management, and service etiquette.
- Gain expertise in using technology, including property management systems (PMS), for guest check-ins, billing, and reservations.
- Implement safety, health, and hygiene standards essential in the hospitality sector.
- Manage challenging guest situations, maintain service standards, and create personalized guest experiences.
- Demonstrate communication, teamwork, and conflict-resolution skills critical for coordinating with other departments.
- Apply techniques for continuous improvement, utilizing guest feedback to enhance service quality.

**GRADE 11 COURSE OUTCOMES:**

- Identify the importance and core functions of the Front Office.
- Understand the Front Office's organizational structure and the roles within it.
- Perform essential tasks like guest check-in, check-out, billing, and handling guest requests.
- Exhibit effective communication and collaboration with other hotel departments.
- Use technology for efficient guest service, including property management systems.
- Adhere to guest privacy, safety protocols, and the legal considerations of Front Office operations.

**GRADE 12 COURSE OUTCOMES:**

- Use advanced PMS features for managing reservations, revenue, and guest information.
- Apply demand forecasting and dynamic pricing strategies to maximize revenue.
- Effectively handle complaints, cancellations, and modifications to ensure guest satisfaction.

- Enhance guest experiences through proactive engagement, personalized service, and adherence to hotel standards.
- Ensure health, hygiene, and safety standards through routine checks and staff training.
- Administer first-aid, coordinate with medical services, and conduct safety audits.
- Lead continuous improvement initiatives based on guest feedback and service evaluations.

This course will prepare students for a career in the hospitality industry by equipping them with essential skills needed for Front Office operations. Students will gain practical experience and theoretical knowledge that will enable them to pursue further studies or certifications to advance their careers in hospitality management.

**COURSE REQUIREMENTS:** The learner should have a sound communication skill, basic computer skills and numeracy skills.

**COURSE LEVEL:** This is an entry level to intermediate-level skill development course. On completion of this course, a student can take up a diploma or degree-level course in tourism and hospitality programs.

**COURSE DURATION: 600 hrs.**

Grade 11: 300 hrs.

Grade 12: 300 hrs.

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Total: **600 hrs.**

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## 2. Scheme of Units

This course is a planned sequence of instructions consisting of units meant for developing the employability and vocational competence of students of grade 11 and 12 opting for the vocational subjects along with general education subjects.

The Unit wise distribution of hours and marks for grade 11 is as follows:

<b>GRADE 11</b>			
	<b>Units</b>	<b>No. of Hours for Theory and Practical</b>	<b>Max. Marks for Theory and Practical</b>
		<b>300</b>	<b>100</b>
<b>Part A</b>	<b>Employability Skills</b>		
	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	
	<b>Total</b>	<b>110</b>	<b>10</b>
<b>Part B</b>	<b>Vocational Skills</b>		
	Unit 1: Introduction to Front Office	33	40
	Unit 2: Duties of Guest Service Associate	33	
	Unit 3: Handling Guest in Front Office	33	
	Unit 4: Effective Communication in Front Office	33	
	Unit 5: Maintaining Service Standard	33	
	<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 (A+B+C+D)</b>	<b>300</b>	<b>100</b>

The unit-wise distribution of hours and marks for grade 12 is as follows:

<b>GRADE 12</b>			
	<b>Units</b>	<b>No. of Hours for Theory and Practical</b>	<b>Max. Marks for Theory and Practical</b>
		<b>300</b>	<b>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: Property Management System	33	40
	Unit 2: Reservation and Forecasting	33	
	Unit 3: Complaint Handling	33	
	Unit 4: Guest Service during Stay	33	
	Unit 5: Health, and Safety Practices at Workplace	33	
	<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 (A+B+C+D)</b>	<b>300</b>	<b>100</b>

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

## **4. ASSESSMENT AND CERTIFICATION**

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

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

### **KNOWLEDGE ASSESSMENT (THEORY)**

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

### **WRITTEN TEST**

It allows candidates to demonstrate that they have the knowledge and understanding of a given topic. Theory question paper for the vocational subject should be prepared by the subject experts comprising group of experts of academicians, experts from existing vocational subject experts/teachers, subject experts from university/colleges or industry. The respective

Sector Skill Council should be consulted by the Central/State Board for preparing the panel of experts for question paper setting and conducting the examinations.

The blue print for the question paper may be as follows:

**Duration: 3 hrs.**

**Max. Mark: 40**

	Typology of Question	No. of Questions			Marks
		Very Short Answer (1 mark)	Short Answer (2 Marks)	Long Answer (3 Marks)	
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 (20questions)</b>

### SKILL ASSESSMENT (PRACTICAL)

Assessment of skills by the students should be done by the assessors/examiners on the basis of practical demonstration of skills by the candidate, using a competency checklist. The competency checklist should be developed as per the National Occupation Standards

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

Practical examination allows candidates to demonstrate that they have the knowledge and understanding of performing a task. This will include hands-on practical exam and viva voce. For practical, there should be a team of two evaluators – the subject teacher and the expert from the relevant industry certified by the Board or concerned Sector Skill Council. The same team of examiners will conduct the viva voce.

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

**Student Portfolio** is a compilation of documents that supports the candidate's claim of competence. Documents may include reports, articles, photos of products prepared by students in relation to the unit of competency.

**Viva voce** allows candidates to demonstrate communication skills and content knowledge. Audio or video recording can be done at the time of viva voce. The number of external examiners would be decided as per the existing norms of the Board and these norms should be suitably adopted/adapted as per the specific requirements of the vocational subject. Viva voce should also be conducted to obtain feedback on the student's experiences and learning during the project work/field visits.

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

## 5. UNIT CONTENTS

### GRADE 11

#### Part A: Employability Skills

S.No.	Units	Duration (Hrs.)
1.	Unit1: Communication Skills-III	25
2.	Unit2: Self-management Skills-III	25
3.	Unit3: Information and Communication Technology Skills-III	20
4.	Unit4: Entrepreneurial Skills-III	25
5.	Unit5: Green Skills-III	15
	<b>Total</b>	<b>110</b>



UNIT 1: COMMUNICATION SKILLS – III		
<b>Duration: 25 hrs</b>		
	<b>Theory (10 hrs)</b>	<b>Practical (15 hrs)</b>
<b>LO1</b>	<b>Demonstrate Knowledge of Effective Communication</b>	
1.	<ul style="list-style-type: none"> <li>• Introduction to communication</li> <li>• Importance of communication</li> <li>• Elements of communication</li> <li>• Perspectives in communication</li> <li>• Effective communication</li> </ul>	<ul style="list-style-type: none"> <li>• Role-play on the communication process</li> <li>• Group discussion on factors affecting perspectives in communication</li> <li>• Classroom discussion on the 7Cs of effective communication (i.e. Clear, Concise, Concrete, Correct, Coherent, Courteous and Complete)</li> <li>• Chart making on elements of communication</li> </ul>
<b>LO2</b>	<b>Demonstrate Verbal Communication</b>	
2.	<ul style="list-style-type: none"> <li>• Verbal communication</li> <li>• Public speaking</li> </ul>	<ul style="list-style-type: none"> <li>• Role-play of a phone conversation.</li> <li>• Group exercise on delivering speech and practicing public speaking</li> </ul>
<b>LO3</b>	<b>Demonstrate Non-Verbal Communication</b>	
3.	<ul style="list-style-type: none"> <li>• Importance of non-verbal communication</li> <li>• Types of non-verbal communication</li> <li>• Visual communication</li> </ul>	<ul style="list-style-type: none"> <li>• Role-play on non-verbal communication</li> <li>• Group exercise and discussion on Do's and Don'ts to avoid body language mistakes</li> <li>• Group activity on methods of communication</li> </ul>
<b>LO4</b>	<b>Use Correct Pronunciation</b>	
4.	<ul style="list-style-type: none"> <li>• Pronunciation basics</li> <li>• Speaking properly</li> <li>• Phonetics</li> <li>• Types of sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Group exercises on pronouncing words</li> </ul>
<b>LO5</b>	<b>Demonstrate the knowledge of Assertive Communication Style</b>	
5.	<ul style="list-style-type: none"> <li>• Important communication styles</li> <li>• Assertive communication</li> <li>• Advantages of assertive communication</li> <li>• Practicing assertive communication</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion on communication styles</li> <li>• Group discussion on observing and sharing communication styles</li> </ul>
<b>LO6</b>	<b>Demonstrate the Knowledge of Saying No</b>	

6.	<ul style="list-style-type: none"> <li>Steps for saying 'No'</li> <li>Connecting words (Conjunctions)</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion on how to respond</li> <li>Group activity on saying 'No'</li> </ul>
<b>LO7 Identify and Use Parts of Speech in Writing</b>		
7.	<ul style="list-style-type: none"> <li>Capitalization</li> <li>Punctuation</li> <li>Basic parts of speech</li> <li>Supporting parts of speech</li> </ul>	<ul style="list-style-type: none"> <li>Group exercises on identifying parts of speech</li> <li>Group exercises on constructing sentences</li> <li>Group exercises on nouns</li> </ul>
<b>LO8 Write Sentences and Paragraphs</b>		
8.	<ul style="list-style-type: none"> <li>Parts of a sentence</li> <li>Types of objects</li> <li>Types of sentences</li> <li>Paragraph</li> </ul>	<ul style="list-style-type: none"> <li>Exercises on making sentences</li> <li>Activity on active and passive voice</li> <li>Assignment on writing different types of sentences</li> </ul>
<b>LO9 Communicate with People</b>		
9.	<ul style="list-style-type: none"> <li>Greetings</li> <li>Introducing self and others</li> </ul>	<ul style="list-style-type: none"> <li>Role-play on formal and informal greetings</li> <li>Role-play on introducing someone</li> <li>Practice session and group discussion on greeting different people.</li> </ul>
<b>LO10 Introduce Self to Others and Write About Oneself</b>		
10.	<ul style="list-style-type: none"> <li>Talking about self</li> <li>Filling out a form to write about self</li> </ul>	<ul style="list-style-type: none"> <li>Practicing self-introduction to write about self</li> <li>Filling up forms to write about self</li> </ul>
<b>LO11 Ask Questions</b>		
11.	<ul style="list-style-type: none"> <li>Types of questions</li> <li>Asking close-ended and open-ended questions</li> </ul>	<ul style="list-style-type: none"> <li>Exercise on asking different types of questions</li> <li>Group activity on framing open and close-ended questions</li> </ul>
<b>LO12 Communicate Information About Family to Others</b>		
12.	<ul style="list-style-type: none"> <li>Words that show relations in the family</li> </ul>	<ul style="list-style-type: none"> <li>Practice talking about family</li> <li>Role-play on talking about family members</li> </ul>
<b>LO13 Describe Habits and Routines</b>		
13.	<ul style="list-style-type: none"> <li>Concept of habits and routines</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion on habits and routines</li> <li>Group activity on describing routines</li> </ul>
<b>LO14 Ask or Give Directions to Others</b>		
14.	<ul style="list-style-type: none"> <li>Asking for directions to a place</li> <li>Giving directions for a place</li> </ul>	<ul style="list-style-type: none"> <li>Role-play on asking and giving directions to a place</li> <li>Identifying symbols used for giving directions</li> </ul>

**UNIT 2: SELF-MANAGEMENT SKILLS – III**

<b>Duration: 25 hrs</b>	
<b>Theory (10 hrs)</b>	<b>Practical (15 hrs)</b>

<b>LO1 Identify and Analyse Own Strengths and Weaknesses</b>		
1.	<ul style="list-style-type: none"> <li>Knowing yourself</li> <li>Identifying strengths and weaknesses</li> <li>Difference between interests and abilities</li> </ul>	<ul style="list-style-type: none"> <li>Activity on writing aim in life</li> <li>Preparing a worksheet on interests and abilities</li> </ul>
<b>LO2 Demonstrate Personal Grooming</b>		
2.	<ul style="list-style-type: none"> <li>Guidelines for dressing and grooming</li> </ul>	<ul style="list-style-type: none"> <li>Role-play on dressing and grooming standards</li> <li>Self-reflection activity on dressing and grooming</li> </ul>
<b>LO3 Maintain Personal Hygiene</b>		
3.	<ul style="list-style-type: none"> <li>Importance of personal hygiene</li> <li>Three steps to personal hygiene</li> <li>Essential steps of hand washing</li> </ul>	<ul style="list-style-type: none"> <li>Role-play on personal hygiene</li> <li>Assignment on personal hygiene</li> </ul>
<b>LO4 Demonstrate the Knowledge of Working in a Team and Participating in Group Activities</b>		
4.	<ul style="list-style-type: none"> <li>Describe the benefits of teamwork</li> <li>Working in a team</li> </ul>	<ul style="list-style-type: none"> <li>Assignment on working in a team</li> <li>Self-reflection on teamwork</li> </ul>
<b>LO5 Describe the Importance of Networking Skills</b>		
5.	<ul style="list-style-type: none"> <li>Benefits of networking skills</li> <li>Steps to build networking skills</li> </ul>	<ul style="list-style-type: none"> <li>Group exercise on networking in action</li> <li>Assignment on networking skills</li> </ul>
<b>LO6 Describe the Meaning and Importance of Self-Motivation</b>		
6.	<ul style="list-style-type: none"> <li>Self-motivation</li> <li>Types of motivation</li> <li>Qualities of Self-motivated people</li> </ul>	<ul style="list-style-type: none"> <li>Activity on staying motivated</li> <li>Assignment on reasons hindering motivation</li> </ul>
<b>LO7 Set SMART Goals</b>		
7.	<ul style="list-style-type: none"> <li>Meaning of goals and purpose of goal-setting</li> <li>Setting SMART (Specific, Measurable, Attainable, Realistic and Timebound) goals</li> </ul>	<ul style="list-style-type: none"> <li>Assignment on setting SMART goals</li> <li>Activity in developing long-term and short-term goals using the SMART method</li> </ul>
<b>LO8 Apply Time Management Strategies and Techniques</b>		
8.	<ul style="list-style-type: none"> <li>Time management</li> <li>Steps for effective time management</li> </ul>	<ul style="list-style-type: none"> <li>Preparing a checklist of daily activities</li> <li>Preparing to-do-list</li> </ul>

<b>UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY SKILLS – III</b>		
<b>Duration: 20 hours</b>		
	<b>Theory (08 hrs)</b>	<b>Practical (12 hrs)</b>
<b>LO1</b>	<b>Create A Document on the Word Processor</b>	
1.	<ul style="list-style-type: none"> <li>Introduction to ICT</li> <li>Advantages of using (Information and Communication Technology) a word processor.</li> <li>Working with Libre Office Writer</li> </ul>	<ul style="list-style-type: none"> <li>Group activity on demonstration and practice of the following:                             <ol style="list-style-type: none"> <li>Creating a new document</li> <li>Typing text</li> <li>Saving the text</li> <li>Opening and saving files on Microsoft Word/Libre Office Writer.</li> </ol> </li> </ul>
<b>LO2</b>	<b>Identify the basic interface of LibreOffice</b>	
2.	<ul style="list-style-type: none"> <li>Standard user interface of LibreOffice writer                             <ol style="list-style-type: none"> <li>Status bar</li> <li>Menu bar</li> <li>Tool bar</li> <li>Making a text bold</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>Group activity on using the basic user interface of LibreOffice writer</li> <li>Group activity on working with Microsoft Word</li> </ul>
<b>LO3</b>	<b>Save, Close, Open and Print Document</b>	
3.	<ul style="list-style-type: none"> <li>Saving a Word document</li> <li>Closing a Word document</li> <li>Opening an existing document</li> <li>Printing a Word document</li> </ul>	<ul style="list-style-type: none"> <li>Group activity on performing the functions for saving, closing, and printing documents in LibreOffice Writer</li> <li>Group activity on performing the functions for saving, closing, and printing documents in Microsoft Word</li> </ul>
<b>LO4</b>	<b>Format Text in a Word Document</b>	
4.	<ul style="list-style-type: none"> <li>Changing style and size of text</li> <li>Aligning text and</li> <li>Cutting, Copying, Pasting text</li> <li>Finding and replacing</li> </ul>	<ul style="list-style-type: none"> <li>Group activity on formatting text in LibreOffice Writer</li> <li>Group activity on formatting text in Microsoft Word</li> </ul>
<b>LO5</b>	<b>Check Spelling and Grammar in a Word Document</b>	
5.	<ul style="list-style-type: none"> <li>Starting a spell checker</li> <li>Short-cut menu for spell checker</li> <li>Autocorrecting spellings</li> </ul>	<ul style="list-style-type: none"> <li>Group activity on checking spellings and grammar using LibreOffice Writer</li> <li>Group activity on checking spelling and grammar using Microsoft Word</li> </ul>
<b>LO6</b>	<b>Insert Lists, Tables, Pictures, and Shapes in a Word Document</b>	
6.	<ul style="list-style-type: none"> <li>Insert bullet list</li> <li>Inserting the following in Word document                             <ol style="list-style-type: none"> <li>Number list</li> <li>Tables</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>Practical exercise of inserting lists and tables using LibreOffice Writer</li> </ul>

	iii. Pictures iv. Shapes	
<b>LO7</b>	<b>Insert Header, Footer and Page Number in a Word Document</b>	
7.	<ul style="list-style-type: none"> <li>Inserting the following in a Word document                             <ol style="list-style-type: none"> <li>Header</li> <li>Footer</li> <li>page number</li> <li>Page count</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>Practical exercises of inserting header, footer and page numbers in LibreOffice Writer and Microsoft Word</li> </ul>
<b>LO8</b>	<b>Demonstrate the Use of Track Change Option in a Word Document</b>	
8.	<ul style="list-style-type: none"> <li>Tracking changes in LibreOffice Writer</li> <li>Manage option</li> <li>Comparing documents</li> </ul>	<ul style="list-style-type: none"> <li>Group activity on performing changes in track mode in LibreOffice Writer and Microsoft Word</li> </ul>

<b>UNIT 4: ENTREPRENEURSHIP SKILLS – III</b>		
<b>Duration: 25 hrs</b>		
	<b>Theory (10 hrs)</b>	<b>Practical (15 hrs)</b>
<b>LO1</b>	<b>Differentiate Between Different Kinds of Businesses</b>	
1.	<ul style="list-style-type: none"> <li>Introduction to entrepreneurship</li> <li>Types of business activities – manufacturing, trading, and service</li> </ul>	<ul style="list-style-type: none"> <li>Role-play on different kinds of businesses around us</li> </ul>
<b>LO2</b>	<b>Describe the Significance of Entrepreneurial Values</b>	
2.	<ul style="list-style-type: none"> <li>Values of an entrepreneur</li> <li>Case study on qualities of an entrepreneur</li> </ul>	<ul style="list-style-type: none"> <li>Role-play on qualities of an entrepreneur</li> </ul>
<b>LO3</b>	<b>Describe the Attitudinal Changes Required to Become an Entrepreneur</b>	
3.	<ul style="list-style-type: none"> <li>Difference between the attitude of an entrepreneur and an employee</li> </ul>	<ul style="list-style-type: none"> <li>Interviewing employees and entrepreneurs</li> </ul>
<b>LO4</b>	<b>Describe the Importance of Thinking Like an Entrepreneur</b>	
4.	<ul style="list-style-type: none"> <li>Problems of entrepreneurs</li> <li>Problem-solving</li> <li>Thinking like an entrepreneur to solve problems</li> </ul>	<ul style="list-style-type: none"> <li>Group activity on identifying and solving problems</li> </ul>
<b>LO5</b>	<b>Generate Business Ideas</b>	

5.	<ul style="list-style-type: none"> <li>• The business cycle</li> <li>• Principles of idea creation</li> <li>• Generating a business idea</li> <li>• Case studies</li> </ul>	<ul style="list-style-type: none"> <li>• Group activity to create business ideas</li> </ul>
<b>LO6 Describe Customer Needs and the Importance of Conducting a Customer Survey</b>		
6.	<ul style="list-style-type: none"> <li>• Understanding customer needs</li> <li>• Conducting a customer survey</li> </ul>	<ul style="list-style-type: none"> <li>• Group activity for conducting a customer survey</li> </ul>
<b>LO7 Create a Business Plan</b>		
7.	<ul style="list-style-type: none"> <li>• Importance of business planning</li> <li>• Preparing a business plan</li> <li>• Principles to follow for growing a business</li> <li>• Case studies</li> </ul>	<ul style="list-style-type: none"> <li>• Group activity on developing a business plan</li> </ul>

<b>UNIT 5: GREEN SKILLS – III</b>		
<b>Duration: 15 hrs</b>		
	<b>Theory (07 hrs)</b>	<b>Practical (08 hrs)</b>
<b>LO1</b>	<b>Describe the Importance of the Main Sectors of the Green Economy</b>	
1.	<ul style="list-style-type: none"> <li>• Important sectors of green economy-                             <ul style="list-style-type: none"> <li>i. Agriculture</li> <li>ii. Energy resources</li> <li>iii. Construction</li> <li>iv. Fisheries</li> <li>v. Forestry</li> <li>vi. Tourism</li> <li>vii. Transport</li> <li>viii. Water Management</li> <li>ix. Waste management</li> <li>x. Manufacturing</li> <li>xi. Industry</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion on sectors of the green economy</li> <li>• Preparing posters on various sectors for promoting the green economy</li> </ul>
<b>LO2</b>	<b>Describe Policies for the Green Economy</b>	
2.	<ul style="list-style-type: none"> <li>• Policies for a green economy</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion on initiatives for promoting the green economy</li> <li>• Writing an essay or a short note on the important initiatives for promoting a green economy.</li> </ul>
<b>LO3</b>	<b>Describe the Role of Various Stakeholders in the Green Economy</b>	
3.	<ul style="list-style-type: none"> <li>• Stakeholders in the green economy</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion on the role of stakeholders in the green economy</li> <li>• Making solar bulbs.</li> </ul>
<b>LO4</b>	<b>Describe the Role of Government and Private Agencies in the Green Economy</b>	
4.	<ul style="list-style-type: none"> <li>• Role of the government in promoting a green economy</li> <li>• Role of private agencies in promoting green economy</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion on the role of government and private agencies in promoting a green economy.</li> <li>• Preparing posters on green sectors.</li> </ul>

## Part B: Vocational Skills Grade 11

S. No.	Units	Duration (Hrs.)
1.	Unit 1: Introduction to Front office management	33
2.	Unit 2: Duties of Guest Service Associate	33
3.	Unit 3: Handling Guests in Front office	33
4.	Unit 4: Effective Communication in Front office	33
5.	Unit 5: Maintaining Service Standard	33

<b>UNIT 1: INTRODUCTION TO FRONT OFFICE</b>		
<b>Duration: 33 hrs</b>		
	<b>Theory (12hrs)</b>	<b>Practical (21 hrs)</b>
<b>LO1</b>	<b>Define the Front Office and explain its significance in hospitality</b>	
<b>1</b>	<ul style="list-style-type: none"> <li>• Definition and purpose of the Front Office in hotel operations.</li> <li>• Importance of the Front Office as the primary guest interaction point.</li> <li>• The role of the Front Office in establishing the hotel's image and brand identity.</li> <li>• Overview of Front Office responsibilities: guest interactions, reservations, and room allocations.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the impact of first impressions in guest service.</li> <li>• Role-playing to demonstrate communication skills and professional demeanor.</li> <li>• Group activity to create a list of essential skills for Front Office staff.</li> </ul>
<b>LO2</b>	<b>Describe the organizational structure and roles within the Front Office department</b>	
<b>2</b>	<ul style="list-style-type: none"> <li>• Hierarchy of Front Office roles: Manager, Assistant Manager, Receptionists, Concierges, Bell Desk.</li> <li>• Key responsibilities of each position within the Front Office.</li> <li>• Interdependencies between different Front Office roles.</li> <li>• The importance of having a clear reporting structure.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop an organizational chart for the Front Office.</li> <li>• Role-play different roles in a simulated guest check-in/check-out scenario.</li> <li>• Create job descriptions for each position based on observed interactions.</li> </ul>
<b>LO3</b>	<b>Identify key functions of the Front Office, such as reservations, check-in, check-out, and billing</b>	
<b>3</b>	<ul style="list-style-type: none"> <li>• Reservation processes: booking channels, information gathering, and confirmations.</li> <li>• Detailed check-in and check-out steps, including guest information collection.</li> <li>• Billing processes: guest accounts, invoicing, and payment handling.</li> <li>• Special functions like group check-</li> </ul>	<ul style="list-style-type: none"> <li>• Simulate reservation and check-in/check-out processes.</li> <li>• Practice billing scenarios, including handling various payment methods.</li> <li>• Group role-play to handle special requests and VIP check-ins.</li> </ul>



	ins, VIP services, and handling special requests.	
<b>LO4</b>	<b>Analyze the impact of these functions on guest satisfaction and experience</b>	
<b>4</b>	<ul style="list-style-type: none"> <li>• How each function affects guest perceptions and satisfaction?</li> <li>• Consequences of poor service in reservations, billing, or handling guest issues.</li> <li>• Strategies for ensuring guest satisfaction at each function stage.</li> <li>• Case studies on the impact of Front Office efficiency on guest loyalty.</li> </ul>	<ul style="list-style-type: none"> <li>• Case study analysis on guest feedback.</li> <li>• Create an evaluation checklist for Front Office functions to ensure quality.</li> <li>• Group discussion on how different Front Office functions impact guest loyalty.</li> </ul>
<b>LO5</b>	<b>Explain the responsibilities of various Front Office staff members</b>	
<b>5</b>	<ul style="list-style-type: none"> <li>• Detailed duties for each role: receptionists, concierges, bell desk attendants, and Front Office Manager.</li> <li>• Skills necessary for each role, including multitasking, customer service, and problem-solving.</li> <li>• Managing guest expectations and ensuring high-quality service.</li> <li>• Monitoring and maintaining daily reports for Front Office activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Role-play exercises focusing on key responsibilities of different roles.</li> <li>• Job shadowing activities for students to observe each Front Office role.</li> <li>• Group activity to design a skill checklist for Front Office staff.</li> </ul>
<b>LO6</b>	<b>Demonstrate interaction and collaboration with other hotel departments</b>	
<b>6</b>	<ul style="list-style-type: none"> <li>• Importance of collaboration with housekeeping, maintenance, and F&amp;B for guest satisfaction.</li> <li>• Communication methods used to interact with other departments (e.g., radios, phones, PMS).</li> <li>• Coordinating with housekeeping for room readiness and with maintenance for repairs.</li> <li>• Working with the food and beverage department to fulfill guest needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Role-play inter-departmental collaboration for handling guest requests.</li> <li>• Workshop on communication strategies to resolve inter-departmental conflicts.</li> <li>• Shadow housekeeping or maintenance to understand collaborative functions.</li> </ul>
<b>LO7</b>	<b>Explore advancements in technology relevant to Front Office operations</b>	
<b>7</b>	<ul style="list-style-type: none"> <li>• Overview of property management systems (PMS) and their functions.</li> <li>• Mobile check-in, self-service kiosks, and mobile room key technology.</li> <li>• Technology trends: automation in guest services, chatbots, and AI-assisted tools.</li> </ul>	<ul style="list-style-type: none"> <li>• Hands-on demonstration of a PMS and online reservation system.</li> <li>• Role-play using self-check-in and mobile key access features.</li> <li>• Presentation on technology trends with group discussion on potential challenges</li> </ul>

	<ul style="list-style-type: none"> <li>Contactless payments and digital security in guest transactions.</li> </ul>	
<b>LO8</b>	<b>Understand security and guest privacy measures in Front Office operations</b>	
<b>8</b>	<ul style="list-style-type: none"> <li>Overview of data privacy laws, such as GDPR, and their relevance.</li> <li>Security protocols for protecting guest information, both digital and physical.</li> <li>Importance of staff training in data privacy and confidentiality.</li> <li>Challenges in maintaining privacy with the increased use of technology.</li> </ul>	<ul style="list-style-type: none"> <li>Conduct a security audit to identify vulnerabilities in a mock Front Office setup.</li> <li>Workshop on handling sensitive guest information securely.</li> <li>Group activity to create a privacy policy for Front Office operations.</li> </ul>

<b>UNIT 2: DUTIES OF GUEST SERVICE ASSOCIATE</b>		
<b>Duration: 33 hrs</b>		
	<b>Theory (12 hrs)</b>	<b>Practical (21 hrs)</b>
<b>LO1</b>	<b>Explain various reservation methods and booking processes</b>	
<b>1</b>	<ul style="list-style-type: none"> <li>Different channels for reservations: phone, online, in-person, travel agencies.</li> <li>Reservation systems and software tools (PMS) commonly used in hotels.</li> <li>Importance of capturing complete and accurate guest information.</li> <li>Processes for confirmation, cancellation, and modification of bookings.</li> </ul>	<ul style="list-style-type: none"> <li>Mock scenarios for taking reservations through various channels.</li> <li>Demonstrate the use of reservation software.</li> <li>Create flowcharts for each reservation method and confirmation process.</li> </ul>
<b>LO2</b>	<b>Manage booking queries, cancellations, and changes professionally</b>	
<b>2</b>	<ul style="list-style-type: none"> <li>Techniques for handling guest queries on availability, rates, and special offers.</li> <li>Steps to manage last-minute cancellations and booking changes.</li> <li>Policies for cancellations, no-shows, and refund handling.</li> <li>Legal considerations in managing cancellations.</li> </ul>	<ul style="list-style-type: none"> <li>Role-play handling guest queries, cancellations, and booking changes.</li> <li>Group discussion on common cancellation scenarios and solutions.</li> <li>Create a cancellation policy guide and a step-by-step process for refunds.</li> </ul>
<b>LO3</b>	<b>Outline the guest check-in and check-out process</b>	
<b>3</b>	<ul style="list-style-type: none"> <li>Detailed check-in steps, including guest verification, room allocation,</li> </ul>	<ul style="list-style-type: none"> <li>Simulate check-in/check-out processes for various guest types.</li> </ul>

	<p>and orientation.</p> <ul style="list-style-type: none"> <li>• Check-out procedures: final billing, room check, and satisfaction survey.</li> <li>• Key documents: ID, reservation confirmation, and payment authorization.</li> </ul>	<ul style="list-style-type: none"> <li>• Practice document verification and data entry for check-ins.</li> <li>• Develop a checklist for ensuring smooth check-out.</li> </ul>
<b>LO4</b>	<b>Handle billing and payment efficiently while meeting guest expectations</b>	
<b>4</b>	<ul style="list-style-type: none"> <li>• Billing processes for individual guests and corporate accounts.</li> <li>• Payment methods: credit cards, mobile payments, foreign currency handling.</li> <li>• Common billing issues, including refunds, adjustments, and credit holds.</li> <li>• Importance of providing a detailed bill breakdown at check-out.</li> </ul>	<ul style="list-style-type: none"> <li>• Simulate billing for individual, group, and corporate guests.</li> <li>• Role-play handling different payment methods and billing disputes.</li> <li>• Create a guide on managing refunds and bill adjustments.</li> </ul>
<b>LO5</b>	<b>Address guest complaints and escalations effectively</b>	
<b>5</b>	<ul style="list-style-type: none"> <li>• Types of complaints: room issues, service delays, billing disputes.</li> <li>• Techniques for effective complaint resolution, including empathy and active listening.</li> <li>• Escalation protocols for unresolved issues.</li> <li>• Role of feedback in improving services.</li> </ul>	<ul style="list-style-type: none"> <li>• Role-play scenarios for handling various guest complaints.</li> <li>• Workshop on de-escalation techniques and active listening.</li> <li>• Create a complaint resolution flowchart and escalation guidelines.</li> </ul>
<b>LO6</b>	<b>Evaluate guest satisfaction following complaint resolution</b>	
<b>6</b>	<ul style="list-style-type: none"> <li>• Post-resolution satisfaction surveys and feedback collection.</li> <li>• Service recovery strategies and turning complaints into opportunities.</li> <li>• Data analysis of guest feedback to identify areas for improvement.</li> <li>• Setting up follow-up systems to ensure guest satisfaction.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a guest satisfaction survey and simulate its use post-complaint.</li> <li>• Group discussion on successful service recovery strategies.</li> <li>• Case studies analyzing feedback for continuous improvement.</li> </ul>
<b>LO7</b>	<b>Understand effective inter-departmental collaboration for guest service</b>	
<b>7</b>	<ul style="list-style-type: none"> <li>• Coordination needs between the Front Office and housekeeping, maintenance, and F&amp;B.</li> <li>• Tools for inter-departmental communication (e.g., walkie-talkies, software).</li> <li>• Real-time communication for urgent</li> </ul>	<ul style="list-style-type: none"> <li>• Simulate inter-departmental scenarios, such as maintenance requests.</li> <li>• Develop a communication protocol for inter-departmental updates.</li> <li>• Workshop on overcoming common communication barriers.</li> </ul>

	guest requests.	
<b>LO8</b>	<b>Foster teamwork and cooperation among departments</b>	
<b>8</b>	<ul style="list-style-type: none"> <li>• Benefits of teamwork in enhancing guest service.</li> <li>• Exercises and techniques for building cooperation and respect.</li> <li>• Strategies for conflict resolution within and across departments.</li> </ul>	<ul style="list-style-type: none"> <li>• Team-building activities focused on the Front Office and other departments.</li> <li>• Role-play conflict resolution scenarios and identify best practices.</li> <li>• Group discussion on maintaining positive relationships across departments.</li> </ul>

<b>UNIT 3: HANDLING GUESTS IN FRONT OFFICE</b>		
<b>Duration: 33 hrs</b>		
	<b>Theory (12 hrs)</b>	<b>Practical (21 hrs)</b>
<b>LO1</b>	<b>Execute professional guest welcoming techniques</b>	
<b>1</b>	<ul style="list-style-type: none"> <li>• Steps for welcoming guests: greetings, tone, and body language.</li> <li>• Creating a positive first impression and its impact on guest satisfaction.</li> <li>• Cultural sensitivity and adapting welcoming techniques to different guest profiles.</li> <li>• Importance of attention to detail during guest arrival.</li> </ul>	<ul style="list-style-type: none"> <li>• Role-play various guest arrival scenarios with a focus on greetings.</li> <li>• Group discussion on the impact of first impressions.</li> <li>• Create a checklist for greeting guests based on cultural considerations.</li> </ul>
<b>LO2</b>	<b>Apply cultural sensitivity in guest interactions</b>	
<b>2</b>	<ul style="list-style-type: none"> <li>• Understanding cultural diversity and respecting different customs.</li> <li>• Body language cues and gestures to avoid in cross-cultural settings.</li> <li>• Language and communication considerations when dealing with international guests.</li> <li>• Importance of empathy and patience when interacting with guests from different backgrounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Workshop on cultural sensitivity with scenario-based role-plays.</li> <li>• Group activity to identify common cultural differences in hospitality.</li> <li>• Practice greetings and interactions with simulated international guests.</li> </ul>
<b>LO3</b>	<b>Record and utilize guest preferences effectively</b>	
<b>3</b>	<ul style="list-style-type: none"> <li>• Techniques for gathering guest information, preferences, and needs.</li> <li>• Creating guest profiles and utilizing data to personalize experiences.</li> <li>• Importance of maintaining guest</li> </ul>	<ul style="list-style-type: none"> <li>• Develop guest profile templates and practice data entry.</li> <li>• Role-play scenarios to capture guest preferences during check-in.</li> <li>• Simulate data privacy practices while managing guest preferences.</li> </ul>

	<p>data privacy and confidentiality.</p> <ul style="list-style-type: none"> <li>• Use of technology to track and store guest preferences.</li> </ul>	
<b>LO4</b>	<b>Address special requests efficiently to enhance guest satisfaction</b>	
<b>4</b>	<ul style="list-style-type: none"> <li>• Types of common guest requests, including room amenities and dietary needs.</li> <li>• Techniques for handling special needs professionally and promptly.</li> <li>• Steps for coordinating with other departments to fulfill special requests.</li> <li>• Importance of follow-up to ensure guest satisfaction with the request.</li> </ul>	<ul style="list-style-type: none"> <li>• Role-play scenarios to handle special guest requests (e.g., extra pillows, dietary requirements).</li> <li>• Workshop on coordinating with housekeeping and F&amp;B for guest needs.</li> <li>• Develop a checklist for managing and tracking guest requests.</li> </ul>
<b>LO5</b>	<b>Implement protocols for managing VIP guests</b>	
<b>5</b>	<ul style="list-style-type: none"> <li>• Identifying and classifying VIP guests and their expectations.</li> <li>• Protocols for providing personalized and discreet service to VIPs.</li> <li>• Special amenities and services commonly requested by VIP guests.</li> <li>• Attention to detail in every interaction with VIPs to ensure satisfaction</li> </ul>	<ul style="list-style-type: none"> <li>• Role-play VIP guest interactions, focusing on attention to detail.</li> <li>• Create a checklist for VIP services and amenities.</li> <li>• Simulate scenarios involving special requests from VIP guests.</li> </ul>
<b>LO6</b>	<b>Manage group check-ins and provide tailored services for corporate clients</b>	
<b>6</b>	<ul style="list-style-type: none"> <li>• Steps for managing large group check-ins efficiently.</li> <li>• Coordinating with departments for corporate events and group bookings.</li> <li>• Providing tailored services for corporate clients, such as meeting facilities.</li> <li>• Strategies for handling last-minute changes in group bookings.</li> </ul>	<ul style="list-style-type: none"> <li>• Simulate group check-in processes, focusing on efficiency.</li> <li>• Develop a service plan for corporate clients, including meeting room coordination.</li> <li>• Create a checklist for managing large group reservations and special needs.</li> </ul>
<b>LO7</b>	<b>Manage challenging guest situations effectively</b>	
<b>7</b>	<ul style="list-style-type: none"> <li>• Types of difficult situations, such as complaints, overbookings, and billing issues.</li> <li>• Strategies for managing irate or frustrated guests professionally.</li> <li>• Importance of maintaining a calm and composed demeanor.</li> <li>• Techniques for de-escalation and conflict resolution.</li> </ul>	<ul style="list-style-type: none"> <li>• Role-play challenging guest situations and practice de-escalation techniques.</li> <li>• Workshop on communication skills for handling complaints.</li> <li>• Develop a response guide for managing various difficult scenarios.</li> </ul>
<b>LO8</b>	<b>Apply emotional intelligence to enhance guest interactions and outcomes</b>	

<b>8</b>	<ul style="list-style-type: none"> <li>• Role of emotional intelligence in managing guest interactions.</li> <li>• Techniques for empathy, active listening, and understanding guest emotions.</li> <li>• Using emotional intelligence to turn negative situations into positive outcomes.</li> <li>• Reflecting on challenging situations to improve future guest interactions</li> </ul>	<ul style="list-style-type: none"> <li>• Workshop on emotional intelligence with exercises for empathy and listening.</li> <li>• Role-play scenarios to practice active listening and empathy.</li> <li>• Reflect on role-play sessions to discuss areas for improvement.</li> </ul>
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<b>UNIT 4: EFFECTIVE COMMUNICATION IN FRONT OFFICE</b>		
<b>Duration: 33 hrs</b>		
	<b>Theory (12 hrs)</b>	<b>Practical (21 hrs)</b>
<b>LO1</b>	<b>Demonstrate effective verbal and non-verbal communication skills</b>	
<b>1</b>	<ul style="list-style-type: none"> <li>• Fundamentals of verbal communication in a hospitality context.</li> <li>• Non-verbal cues, such as body language, facial expressions, and gestures.</li> <li>• Adapting communication styles to suit different types of guests.</li> <li>• Importance of clear and concise communication in guest interactions.</li> </ul>	<ul style="list-style-type: none"> <li>• Role-play scenarios focusing on verbal and non-verbal communication.</li> <li>• Group activities to practice body language and tone adjustments.</li> <li>• Self-assessment exercises to reflect on communication style.</li> </ul>
<b>LO2</b>	<b>Practice active listening skills for improved guest relations.</b>	
<b>2</b>	<ul style="list-style-type: none"> <li>• Definition and significance of active listening in guest interactions.</li> <li>• Techniques for effective listening, including paraphrasing and summarizing.</li> <li>• How active listening helps to accurately understand guest needs.</li> <li>• Challenges to active listening in a busy Front Office environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Role-play scenarios to practice active listening.</li> <li>• Exercises in paraphrasing and summarizing guest requests.</li> <li>• Group feedback session to improve listening skills.</li> </ul>
<b>LO3</b>	<b>Master telephone etiquette for guest service excellence</b>	
<b>3</b>	<ul style="list-style-type: none"> <li>• Importance of proper telephone etiquette in creating a positive impression.</li> <li>• Key elements of telephone etiquette: greeting, tone, pace,</li> </ul>	<ul style="list-style-type: none"> <li>• Mock phone call exercises to practice etiquette.</li> <li>• Role-play scenarios for handling multiple calls.</li> <li>• Create a checklist for telephone</li> </ul>

	<p>and clarity.</p> <ul style="list-style-type: none"> <li>Techniques for managing multiple calls and prioritizing urgent requests.</li> <li>Handling common phone scenarios, such as room inquiries and complaints.</li> </ul>	<p>etiquette and common phrases.</p>
<b>LO4</b>	<b>Document and handle phone interactions professionally</b>	
<b>4</b>	<ul style="list-style-type: none"> <li>Importance of documenting phone interactions for record-keeping.</li> <li>Techniques for accurately recording guest requests and inquiries.</li> <li>Using technology to document and retrieve information quickly.</li> <li>Legal considerations in handling phone interactions.</li> </ul>	<ul style="list-style-type: none"> <li>Practice documenting phone interactions in a simulated system.</li> <li>Role-play scenarios focusing on accurate record-keeping.</li> <li>Create templates for logging guest interactions.</li> </ul>
<b>LO5</b>	<b>Compose professional written communication for guest services</b>	
<b>5</b>	<ul style="list-style-type: none"> <li>Essentials of professional email, memo, and notice writing.</li> <li>Clarity, tone, and brevity in professional writing.</li> <li>Common written communication used in Front Office: confirmations, invoices, etc.</li> <li>Legal and formal standards for written communication in hospitality.</li> </ul>	<ul style="list-style-type: none"> <li>Workshop on writing emails and memos with clear messaging.</li> <li>Peer review activity to improve clarity and professionalism in writing.</li> <li>Create templates for commonly used documents in the Front Office.</li> </ul>
<b>LO6</b>	<b>Ensure accuracy and professionalism in written guest interactions.</b>	
<b>6</b>	<ul style="list-style-type: none"> <li>Importance of attention to detail in written communication.</li> <li>Avoiding errors that may cause guest dissatisfaction.</li> <li>Proofreading techniques and common error checks.</li> <li>Legal implications of errors in written communication.</li> </ul>	<ul style="list-style-type: none"> <li>Practice drafting and proofreading documents.</li> <li>Role-play scenarios requiring written follow-up.</li> <li>Group activity to identify and correct errors in sample documents.</li> </ul>
<b>LO7</b>	<b>Address language barriers effectively</b>	
<b>7</b>	<ul style="list-style-type: none"> <li>Common language barriers and how to overcome them.</li> <li>Using simple language and avoiding jargon for clarity.</li> <li>Importance of patience and clarity when language is a barrier.</li> <li>Tools and resources available to</li> </ul>	<ul style="list-style-type: none"> <li>Role-play scenarios with language barriers.</li> <li>Practice using translation tools and simplifying language.</li> <li>Group discussion on challenges and solutions for language barriers.</li> </ul>

	assist with language barriers.	
<b>LO8</b>	<b>Adapt communication styles to accommodate diverse cultural backgrounds.</b>	
<b>8</b>	<ul style="list-style-type: none"> <li>Understanding cultural communication differences.</li> <li>Adapting body language, gestures, and tone to fit cultural norms.</li> <li>Respecting cultural differences in guest interactions.</li> <li>Techniques for building rapport with guests from diverse backgrounds.</li> </ul>	<ul style="list-style-type: none"> <li>Workshop on cultural awareness and sensitivity.</li> <li>Simulate interactions with international guests from different cultures.</li> <li>Create a resource guide with tips for culturally sensitive communication.</li> </ul>

<b>UNIT 5: MAINTAINING SERVICE STANDARDS</b>		
<b>Duration: 33 hrs</b>		
	<b>Theory (12 hrs)</b>	<b>Practical (21 hrs)</b>
<b>LO1</b>	<b>Recognize the importance of consistent service standards.</b>	
<b>1</b>	<ul style="list-style-type: none"> <li>Overview of the core service standards in the hospitality industry.</li> <li>Relationship between service standards and guest satisfaction.</li> <li>How maintaining high service standards builds brand reputation and loyalty.</li> <li>Importance of uniformity in service delivery across different Front Office roles.</li> </ul>	<ul style="list-style-type: none"> <li>Case study analysis on service standards in successful hotel chains.</li> <li>Group discussion on defining key service standards for the Front Office.</li> <li>Develop a checklist for evaluating service quality against set standards.</li> </ul>
<b>LO2</b>	<b>Apply service standards to enhance guest satisfaction.</b>	
<b>2</b>	<ul style="list-style-type: none"> <li>Techniques for maintaining service standards during guest interactions.</li> <li>Impact of consistent service quality on guest loyalty and hotel ratings.</li> <li>Measuring service delivery through guest feedback and service audits.</li> <li>Adapting service standards to meet diverse guest needs while maintaining consistency.</li> </ul>	<ul style="list-style-type: none"> <li>Role-play guest interactions while focusing on consistent service delivery.</li> <li>Group evaluation and feedback on adherence to service standards in role-plays.</li> <li>Workshop on methods to gather and analyze guest feedback for service improvement.</li> </ul>
<b>LO3</b>	<b>Implement personalized service techniques for a unique guest experience.</b>	
<b>3</b>	<ul style="list-style-type: none"> <li>Techniques for gathering information on guest preferences and needs.</li> <li>Personalizing services based on guest profiles and previous stays.</li> </ul>	<ul style="list-style-type: none"> <li>Create guest profiles and simulate using them to offer personalized service.</li> <li>Role-play interactions using specific guest preferences (e.g., room setup,</li> </ul>



	<ul style="list-style-type: none"> <li>Importance of remembering special requests and preferences for repeat guests.</li> <li>Using guest feedback to tailor services for improved satisfaction.</li> </ul>	<ul style="list-style-type: none"> <li>amenities).</li> <li>Workshop on tracking guest preferences and using them to improve experiences.</li> </ul>
<b>LO4</b>	<b>Recognize the role of loyalty programs in enhancing guest engagement.</b>	
<b>4</b>	<ul style="list-style-type: none"> <li>Overview of loyalty programs and their benefits for hotels and guests.</li> <li>Types of loyalty programs in the hospitality industry.</li> <li>Encouraging guest participation in loyalty programs to build relationships.</li> <li>Analyzing guest feedback to adapt loyalty programs to changing preferences.</li> </ul>	<ul style="list-style-type: none"> <li>Develop a loyalty program outline that includes tiered benefits.</li> <li>Role-play scenarios to encourage guests to join the loyalty program.</li> <li>Group discussion on best practices for managing guest loyalty.</li> </ul>
<b>LO5</b>	<b>Understand the importance of SOPs in ensuring quality and consistency.</b>	
<b>5</b>	<ul style="list-style-type: none"> <li>Definition and purpose of Standard Operating Procedures in Front Office operations.</li> <li>Benefits of SOPs for consistency, efficiency, and quality control.</li> <li>Key components of an effective SOP, including clarity, detail, and measurability.</li> <li>Importance of regularly updating SOPs to adapt to changes and improvements.</li> </ul>	<ul style="list-style-type: none"> <li>Group activity to create a sample SOP for a specific Front Office task.</li> <li>Review and critique of SOPs for completeness and clarity.</li> <li>Discussion on common challenges in adhering to SOPs and solutions.</li> </ul>
<b>LO6</b>	<b>Demonstrate adherence to SOPs in daily Front Office tasks.</b>	
<b>6</b>	<ul style="list-style-type: none"> <li>Training staff on SOPs to ensure smooth daily operations.</li> <li>Importance of following SOPs to reduce errors and ensure guest satisfaction.</li> <li>Methods for monitoring compliance with SOPs, including checklists and observations.</li> <li>Addressing deviations from SOPs and providing corrective feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Role-play scenarios to practice tasks according to SOPs.</li> <li>Simulate a real-time assessment of compliance with SOPs.</li> <li>Group feedback session on maintaining consistency and accuracy in daily tasks.</li> </ul>
<b>LO7</b>	<b>Utilize tools and techniques for measuring service quality</b>	
<b>7</b>	<ul style="list-style-type: none"> <li>Introduction to service quality measurement tools: guest feedback forms, surveys, and reviews.</li> <li>Analyzing guest feedback to</li> </ul>	<ul style="list-style-type: none"> <li>Develop a guest feedback survey focusing on Front Office interactions.</li> <li>Simulate analyzing feedback data to extract insights for service improvements.</li> </ul>

	<p>identify service strengths and areas for improvement.</p> <ul style="list-style-type: none"> <li>• Establishing key performance indicators (KPIs) for service quality.</li> <li>• Importance of ongoing service quality monitoring to ensure continuous improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Group activity to create a set of KPIs for Front Office service standards.</li> </ul>
<b>LO8</b>	<b>Implement continuous improvement processes based on guest insights.</b>	
<b>8</b>	<ul style="list-style-type: none"> <li>• Importance of using guest insights for continuous service improvement.</li> <li>• Setting up improvement plans and regular review cycles for Front Office services.</li> <li>• Training and development initiatives to address service gaps.</li> <li>• Role of management in facilitating and encouraging service improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Role-play scenarios where guest feedback is used to make real-time adjustments.</li> <li>• Workshop on developing an improvement plan based on feedback and KPIs.</li> <li>• Present group findings on service quality improvements and action plans.</li> </ul>

## GRADE 12

### Part A - Employability Skills

S.No.	Units	Duration (Hrs.)
1.	Unit1: Communication Skills-IV	25
2.	Unit2: Self-management Skills-IV	25
3.	Unit3: Information and Communication Technology Skills-IV	20
4.	Unit4: Entrepreneurial Skills-IV	25
5.	Unit5: Green Skills-IV	15
<b>Total</b>		<b>110</b>

<b>UNIT 1: COMMUNICATION SKILLS – IV</b>		
<b>Duration: 25 hrs</b>		
	<b>Theory (10 hrs)</b>	<b>Practical (15 hrs)</b>
<b>LO1</b>	<b>Demonstrate Active Listening Skills</b>	
1.	<ul style="list-style-type: none"> <li>• Active listening -listening skill and stages of active listening</li> <li>• Overcoming barriers to active listening</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion on factors affecting active listening</li> <li>• Preparing posters of steps for active listening</li> <li>• Role-play on negative effects of not listening actively</li> </ul>
<b>LO2</b>	<b>Identify The Parts Of Speech</b>	
2.	<ul style="list-style-type: none"> <li>• Parts of speech – using capitals, punctuation, and basic parts of speech</li> <li>• Supporting parts of speech</li> </ul>	<ul style="list-style-type: none"> <li>• Group practice on identifying parts of speech</li> <li>• Group practice on constructing sentences</li> </ul>
<b>LO3</b>	<b>Write Sentences</b>	
3.	<ul style="list-style-type: none"> <li>• Writing simple sentence</li> <li>• Writing complex sentences</li> <li>• Types of object</li> <li>• Types of sentences               <ol style="list-style-type: none"> <li>i. Active and Passive sentences</li> <li>ii. Statement/</li> <li>iii. Declarative sentence</li> <li>iv. Question/</li> <li>v. Interrogative sentence</li> <li>vi. Emotion/</li> <li>vii. Reaction or Exclamatory</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Group work on writing sentences and paragraphs</li> <li>• Group work on practicing writing sentences in active or passive voice</li> <li>• Group work on writing different types of sentences (i.e., declarative, exclamatory, interrogative and imperative)</li> </ul>

	sentence viii. Order or Imperative sentence ix. Paragraph writing	
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<b>UNIT 2: SELF-MANAGEMENT SKILLS – IV</b>		
<b>Duration: 25 hrs</b>		
	<b>Theory (10 hrs)</b>	<b>Practical (15 hrs)</b>
<b>LO1</b>	<b>Describe the Various Factors Influencing Motivation and Positive Attitude</b>	
1.	<ul style="list-style-type: none"> <li>• Motivation and positive attitude</li> <li>• Intrinsic and extrinsic motivation</li> <li>• Positive attitude – ways to maintain positive attitude</li> <li>• Stress and stress management - ways to manage stress</li> </ul>	<ul style="list-style-type: none"> <li>• Role-play on avoiding stressful situations</li> <li>• Activity on listing negative situations and ways to turn them to positive</li> </ul>
<b>LO2</b>	<b>Demonstrate the Knowledge of becoming Oriented</b>	
2.	<ul style="list-style-type: none"> <li>• Becoming result-oriented</li> <li>• Goal setting – examples of result-oriented goals</li> </ul>	<ul style="list-style-type: none"> <li>• Group activity on listing aim in life</li> </ul>
<b>LO3</b>	<b>Describe the Importance of Self-Awareness and the Basic Personality Traits, Types and Disorders</b>	
3.	<ul style="list-style-type: none"> <li>• Steps towards self-awareness</li> <li>• Personality and basic personality traits</li> <li>• Common personality disorders-                             <ul style="list-style-type: none"> <li>i. Suspicious</li> <li>ii. Emotional and impulsive</li> <li>iii. Anxious</li> </ul> </li> <li>• Steps to overcome personality disorders</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion on self-awareness</li> </ul>

<b>UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY SKILLS – IV</b>		
<b>Duration: 20 hours</b>		
	<b>Theory (06 hrs)</b>	<b>Practical (14 hrs)</b>
<b>LO1</b>	<b>Identify the Components of a Spreadsheet Application</b>	
1.	<ul style="list-style-type: none"> <li>Getting started with a spreadsheet - types of a spreadsheet</li> <li>Steps to start LibreOffice Calc.,</li> <li>Components of a worksheet.</li> </ul>	<ul style="list-style-type: none"> <li>1. Group activity on identifying components of spreadsheet in LibreOffice Calc.</li> </ul>
<b>LO2</b>	<b>Perform Basic Operations in a Spreadsheet</b>	
2.	<ul style="list-style-type: none"> <li>Opening workbook and entering data – types of data, steps to enter data, editing and deleting data in a cell</li> <li>Selecting multiple cells</li> <li>Saving the spreadsheet in various formats</li> <li>Closing the spreadsheet</li> <li>Opening the spreadsheet.</li> <li>Printing the spreadsheet.</li> </ul>	<ul style="list-style-type: none"> <li>Group activity on working with data on LibreOffice Calc.</li> </ul>
<b>LO3</b>	<b>Demonstrate the Knowledge of Working with Data and Formatting Text</b>	
3.	<ul style="list-style-type: none"> <li>Using a spreadsheet for addition – adding value directly, adding by using cell address, using a mouse to select values in a formula, using sum function, copying and moving formula</li> <li>Formatting cell and content</li> <li>Changing text style and font size</li> <li>Aligning text in a cell</li> <li>Highlighting text</li> </ul>	<ul style="list-style-type: none"> <li>Group activity on formatting a spreadsheet in LibreOffice Calc</li> <li>Group activity on performing basic calculations in LibreOffice Calc.</li> </ul>
<b>LO4</b>	<b>Demonstrate the Knowledge of Using Advanced Features in Spreadsheet</b>	
4.	<ul style="list-style-type: none"> <li>Advanced features in Spreadsheet <ul style="list-style-type: none"> <li>i. Sorting data</li> <li>ii. Filtering data</li> <li>iii. Protecting spreadsheet with password</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Group activity on sorting data in LibreOffice Calc</li> </ul>

<b>LO5      Make Use of Software for Making Slides Presentations</b>		
5.	<ul style="list-style-type: none"> <li>Steps to start LibreOffice Impress</li> <li>Adding text to a slide presentation</li> </ul>	<ul style="list-style-type: none"> <li>Group practice on working with LibreOffice Impress tools</li> </ul>
<b>LO6      Demonstrate the Knowledge of Opening, Closing and Slide Presentations</b>		
6.	<ul style="list-style-type: none"> <li>Printing a presentation</li> </ul>	<ul style="list-style-type: none"> <li>Group activity on closing and saving a presentation in LibreOffice Impress</li> </ul>
<b>LO7      Demonstrate the Knowledge of working with Slides</b>		
7.	<ul style="list-style-type: none"> <li>Working with slides and text in a presentation-adding slides to a presentation, deleting slides, adding and formatting text, highlighting text, aligning text and changing text color</li> </ul>	<ul style="list-style-type: none"> <li>Group practice on working with font styles in LibreOffice Impress</li> </ul>
<b>LO8      Demonstrate the Use of Advanced Features in a Presentation</b>		
8.	<ul style="list-style-type: none"> <li>Advanced features used in a presentation</li> <li>Inserting shapes in the presentation</li> <li>Inserting clipart and images in a presentation</li> <li>Changing slide layout</li> </ul>	<ul style="list-style-type: none"> <li>Group activity on changing slide layout on LibreOffice Impress</li> </ul>

<b>UNIT 4: ENTREPRENEURSHIP SKILLS – IV</b>		
<b>Duration: 25 hrs</b>		
	<b>Theory (10 hrs)</b>	<b>Practical (15 hrs)</b>
<b>LO1      Describe the Types and Qualities of Entrepreneurs</b>		
1.	<ul style="list-style-type: none"> <li>Entrepreneurship and entrepreneur</li> <li>Characteristics of entrepreneurship</li> <li>Entrepreneurship-art and science</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion on the topic "An entrepreneur is not born but created".</li> <li>Conducting a classroom quiz on various aspects of entrepreneurship.</li> </ul>

	<ul style="list-style-type: none"> <li>Qualities of a successful entrepreneur</li> <li>Types of entrepreneurs</li> <li>Roles and functions of an entrepreneur</li> <li>What motivates an entrepreneur?</li> <li>Identifying opportunities and risk-taking</li> <li>Startups</li> </ul>	
<b>LO2 Identify the Barriers to Entrepreneurship</b>		
2.	<ul style="list-style-type: none"> <li>Barriers to entrepreneurship                             <ul style="list-style-type: none"> <li>i. Environmental barriers</li> <li>ii. Faulty business plan</li> <li>iii. Personal barriers</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Group discussion about "What we fear about entrepreneurship"</li> <li>Activity on taking an interview of an entrepreneur.</li> </ul>
<b>LO3 Identify the Attitude that Makes an Entrepreneur Successful</b>		
3.	<ul style="list-style-type: none"> <li>Entrepreneurial attitude</li> </ul>	-----
<b>LO4 Demonstrate the Knowledge of Entrepreneurial Attitude and Competencies</b>		
4.	<ul style="list-style-type: none"> <li>Entrepreneurial competencies                             <ul style="list-style-type: none"> <li>i. Decisiveness</li> <li>ii. Initiative</li> <li>iii. Interpersonal skills-positive attitude, stress management</li> <li>iv. Perseverance</li> <li>v. Organizational skills- time management, goal setting, efficiency, managing quality</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Playing games, such as "Who am I".</li> <li>Group discussion on business ideas</li> <li>Group practice on "Best out of Waste"</li> <li>Group discussion on the topic of "Let's grow together"</li> <li>Group activity on listing stress and methods to deal with it</li> <li>Group activity on time management</li> <li>Activity on "My entrepreneurial attitude"</li> </ul>

<b>UNIT 5: GREEN SKILLS – IV</b>		
<b>Duration: 15 hrs</b>		
	<b>Theory (05 hrs)</b>	<b>Practical (10 hrs)</b>
<b>LO1 Identify the Benefits of the Green Jobs</b>		
1.	<ul style="list-style-type: none"> <li>Green jobs</li> <li>Benefits of green jobs</li> <li>Green jobs in different sectors:</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion on the importance of green jobs.</li> </ul>

	<ul style="list-style-type: none"> <li>i. Agriculture</li> <li>ii. Transportation</li> <li>iii. Water conservation</li> <li>v. Solar and wind energy</li> <li>v. Eco-tourism</li> <li>vi. Building and construction</li> <li>vii. Solid waste management</li> <li>iii. Appropriate technology</li> </ul>	
<b>LO2 State the Importance of Green Jobs</b>		
2.	<ul style="list-style-type: none"> <li>• Importance of green jobs in the following                             <ul style="list-style-type: none"> <li>i. Limiting greenhouse gas emissions</li> <li>ii. Minimizing waste and pollution</li> <li>iii. Protecting and restoring ecosystems</li> <li>iv. Adapting to the effects of climate change</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Preparing posters on green jobs.</li> <li>• Group activity on tree plantation.</li> </ul>



## CLASS 12

### Part B–Vocational Skills

S.No.	Units	Duration (Hrs.)
1.	Unit 1: Property Management System	33
2.	Unit 2: Reservation and Forecasting	33
3.	Unit 3: Complaint Handling	33
4.	Unit 4: Guest Service During Stay	33
5.	Unit 5: Health, Hygiene, and Safety Practices	33

<b>UNIT 1: PROPERTY MANAGEMENT SYSTEM (PMS)</b>		
<b>Duration: 33 hrs</b>		
	<b>Theory (12 hrs)</b>	<b>Practical (21 hrs)</b>
<b>LO1</b>	<b>Advanced Overview of Property Management System</b>	
<b>1</b>	<ul style="list-style-type: none"> <li>In-depth functions of a PMS, including reservations, front desk management, and housekeeping integration.</li> <li>Essential modules within a PMS: reservations, guest management, billing, and reports.</li> <li>How PMS supports seamless operations across various hotel departments.</li> <li>Overview of the different types of PMS solutions, including on-premise and cloud-based options.</li> </ul>	<ul style="list-style-type: none"> <li>Explore a live PMS interface, navigating through its modules.</li> <li>Hands-on activity: Practice basic operations in the reservations and front desk modules.</li> <li>Group discussion on the role of PMS in day-to-day hotel operations and efficiencies gained</li> </ul>
<b>LO2</b>	<b>Analyze the integration of PMS with other hotel systems (POS, housekeeping, F&amp;B) and future trends in PMS technology.</b>	
<b>2</b>	<ul style="list-style-type: none"> <li>How PMS interfaces with Point of Sale (POS) systems, housekeeping software, and F&amp;B services for unified hotel management.</li> <li>Impact of seamless integration on operational efficiency and guest experience.</li> <li>Emerging trends in PMS technology, including AI, data analytics, and mobile access.</li> <li>Benefits of cloud-based PMS solutions for flexibility, scalability, and security.</li> </ul>	<ul style="list-style-type: none"> <li>Simulate integration of PMS with POS and housekeeping systems through mock scenarios.</li> <li>Presentation on future PMS technology trends and their potential benefits.</li> <li>Case study analysis of a hotel that successfully implemented PMS integrations to enhance operations.</li> </ul>
<b>LO3</b>	<b>Manage complex reservation scenarios within PMS, such as group bookings, cancellations, and VIP clients</b>	

3	<ul style="list-style-type: none"> <li>Managing multiple bookings and cancellations within a PMS, and understanding the impact of real-time updates.</li> <li>Techniques for handling group reservations and corporate clients using PMS.</li> <li>Best practices for managing VIP bookings and custom requests in a PMS.</li> <li>Importance of real-time room availability updates and guest information accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>Role-play scenarios for handling various reservation types, including group and VIP bookings.</li> <li>Workshop on real-time room availability updates and notification features in PMS.</li> <li>Simulate the process of managing and canceling bookings within a PMS interface.</li> </ul>
<b>LO4</b>	<b>Utilize PMS for upselling, cross-selling, and minimizing the impact of overbooking on hotel operations.</b>	
4	<ul style="list-style-type: none"> <li>Strategies for upselling and cross-selling within PMS (e.g., room upgrades, packages).</li> <li>Understanding the impact of overbooking on guest satisfaction and hotel reputation.</li> <li>Methods to monitor and prevent overbooking using real-time inventory updates.</li> <li>Data analysis and reporting tools in PMS to support demand management.</li> </ul>	<ul style="list-style-type: none"> <li>Develop an upselling strategy using PMS features.</li> <li>Role-play using PMS for cross-selling additional services or room upgrades.</li> <li>Analyze case studies on overbooking management and minimizing guest disruption.</li> </ul>
<b>LO5</b>	<b>Use PMS to support dynamic pricing strategies and demand analysis</b>	
5	<ul style="list-style-type: none"> <li>Role of PMS in developing dynamic pricing based on real-time occupancy and demand.</li> <li>Analyzing historical data and current trends to support revenue forecasting.</li> <li>Key performance indicators (KPIs) for tracking and optimizing revenue.</li> <li>Importance of yield management in maximizing occupancy and hotel profitability.</li> </ul>	<ul style="list-style-type: none"> <li>Hands-on exercise using PMS to analyze revenue trends and set dynamic pricing.</li> <li>Group project on creating a demand-based pricing model within the PMS.</li> <li>Workshop on setting KPIs for revenue management and measuring performance.</li> </ul>
<b>LO6</b>	<b>Implement revenue management strategies in PMS, including forecasting for peak seasons and data-driven decision-making</b>	
6	<ul style="list-style-type: none"> <li>Strategies for adjusting pricing based on demand forecasts for peak and low seasons.</li> <li>How to use PMS for accurate forecasting and making informed</li> </ul>	<ul style="list-style-type: none"> <li>Simulate revenue management decision-making within PMS based on seasonal trends.</li> <li>Role-play scenarios where students adjust rates based on competitor</li> </ul>

	<p>revenue decisions.</p> <ul style="list-style-type: none"> <li>• Importance of using historical data and external factors (e.g., local events) in forecasting.</li> <li>• Role of PMS in monitoring competitor rates and adjusting pricing accordingly.</li> </ul>	<p>analysis.</p> <ul style="list-style-type: none"> <li>• Presentation on successful revenue management strategies with examples from industry.</li> </ul>
<b>LO7</b>	<b>Understand data security protocols for guest data protection and legal compliance in PMS</b>	
<b>7</b>	<ul style="list-style-type: none"> <li>• Importance of guest data protection and compliance with regulations such as GDPR.</li> <li>• Role of encryption, secure data storage, and access controls in data security.</li> <li>• Risks and consequences of data breaches, including legal and financial implications.</li> <li>• Importance of routine data security audits to identify and address vulnerabilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Simulated security audit of a PMS to identify potential vulnerabilities.</li> <li>• Workshop on setting up encryption and secure data storage for guest information.</li> <li>• Group discussion on recent data breaches in the hospitality industry and lessons learned.</li> </ul>
<b>LO8</b>	<b>Implement access control and data privacy protocols in PMS to protect guest information</b>	
<b>8</b>	<ul style="list-style-type: none"> <li>• Best practices for managing user access and authorization in PMS.</li> <li>• Strategies to prevent unauthorized access and monitor user activities.</li> <li>• Importance of staff training on data privacy policies and legal obligations.</li> <li>• Setting up alerts and monitoring systems to track suspicious activity in PMS.</li> </ul>	<ul style="list-style-type: none"> <li>• Hands-on activity: Create and manage user roles and access levels in PMS.</li> <li>• Role-play scenarios on responding to potential data breaches and implementing data protection measures.</li> <li>• Develop a data privacy policy document outlining best practices for Front Office and PMS use.</li> </ul>

<b>UNIT 2: RESERVATIONS AND FORECASTING</b>		
<b>Duration: 33 hrs</b>		
	<b>Theory (12 hrs)</b>	<b>Practical (21hrs)</b>
<b>LO1</b>	<b>Handle complex reservation scenarios effectively</b>	
<b>1</b>	<ul style="list-style-type: none"> <li>• Approaches to managing overbookings and last-minute group bookings.</li> <li>• Communicating reservation policies and guest expectations.</li> <li>• Techniques for handling special</li> </ul>	<ul style="list-style-type: none"> <li>• Role-play handling complex reservation scenarios.</li> <li>• Group activity to develop checklists for managing special requests.</li> <li>• Workshop on confirming and communicating reservation policies</li> </ul>

	<p>guest requests and VIP bookings.</p> <ul style="list-style-type: none"> <li>Impact of reservation errors on guest experience and hotel reputation.</li> </ul>	effectively.
<b>LO2</b>	<b>Utilize technology to enhance reservation processes</b>	
<b>2</b>	<ul style="list-style-type: none"> <li>Overview of advanced reservation systems and their benefits.</li> <li>Role of real-time updates in managing room availability.</li> <li>Technology's role in improving guest experience during reservation.</li> <li>Using data from reservation systems to analyze booking trends.</li> </ul>	<ul style="list-style-type: none"> <li>Simulate reservation handling using technology (e.g., PMS, online booking systems).</li> <li>Workshop on reservation data analysis for strategic improvements.</li> <li>Group discussion on using technology to enhance guest experience.</li> </ul>
<b>LO3</b>	<b>Apply demand forecasting tools to predict future bookings</b>	
<b>3</b>	<ul style="list-style-type: none"> <li>Overview of demand forecasting tools and their role in hotel management.</li> <li>Using historical data to predict occupancy rates.</li> <li>Factors affecting demand (e.g., seasonality, market trends).</li> <li>Benefits of accurate demand forecasting in resource allocation.</li> </ul>	<ul style="list-style-type: none"> <li>Workshop on using a demand forecasting tool/software.</li> <li>Group project analyzing historical data for demand forecasting.</li> <li>Practical session on identifying patterns and making predictions</li> </ul>
<b>LO4</b>	<b>Analyze seasonal trends and market influences on demand</b>	
<b>4</b>	<ul style="list-style-type: none"> <li>Recognizing seasonal patterns and their impact on bookings.</li> <li>How external factors (e.g., events, holidays) affect hotel demand.</li> <li>Strategies for adjusting resources based on seasonal forecasts.</li> <li>Key metrics to evaluate forecast accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>Simulate a demand forecast for different seasons.</li> <li>Group discussion on adjusting resources for seasonal fluctuations.</li> <li>Create a presentation on seasonal demand trends and their impacts.</li> </ul>
<b>LO5</b>	<b>Implement yield management and dynamic pricing strategies</b>	
<b>5</b>	<ul style="list-style-type: none"> <li>Fundamentals of yield management and its importance in maximizing revenue.</li> <li>Techniques for dynamic pricing based on demand.</li> <li>Factors influencing RevPAR (Revenue per Available Room).</li> <li>Role of competitive analysis in pricing adjustments.</li> </ul>	<ul style="list-style-type: none"> <li>Role-play scenarios to simulate yield management decisions.</li> <li>Group exercise on creating a dynamic pricing model.</li> <li>Workshop on calculating RevPAR and setting revenue targets.</li> </ul>
<b>LO6</b>	<b>Utilize forecasting to optimize occupancy during peak and off-peak seasons</b>	

<b>6</b>	<ul style="list-style-type: none"> <li>Strategies for peak season pricing adjustments.</li> <li>Forecasting techniques for low-demand periods.</li> <li>Importance of tracking market conditions to anticipate demand changes.</li> <li>Impact of forecasting accuracy on revenue management.</li> </ul>	<ul style="list-style-type: none"> <li>Hands-on exercise with PMS to analyze and forecast occupancy.</li> <li>Workshop on strategies for optimizing occupancy during low seasons.</li> <li>Create a revenue management plan based on forecasted occupancy.</li> </ul>
<b>LO7</b>	<b>Develop strategies for managing cancellations and modifications</b>	
<b>7</b>	<ul style="list-style-type: none"> <li>Techniques for handling cancellations and modifications smoothly.</li> <li>Importance of clear communication on cancellation policies.</li> <li>Managing no-shows and reducing their impact on occupancy.</li> <li>Financial implications of cancellations and no-shows on revenue.</li> </ul>	<ul style="list-style-type: none"> <li>Role-play scenarios on managing cancellations and no-shows.</li> <li>Workshop on creating a cancellation policy for different booking types.</li> <li>Practical session on analyzing no-show data to identify trends.</li> </ul>
<b>LO8</b>	<b>Encourage guest commitment to reduce cancellations and no-shows</b>	
<b>8</b>	<ul style="list-style-type: none"> <li>Strategies to encourage guests to honor bookings (e.g., deposits, prepayments).</li> <li>Analyzing data to understand patterns in cancellations.</li> <li>Best practices for follow-up communications to confirm reservations.</li> <li>Impact of personalized service in reducing last-minute cancellations.</li> </ul>	<ul style="list-style-type: none"> <li>Group activity to design guest commitment strategies.</li> <li>Role-play scenarios on communicating policies to guests.</li> <li>Workshop on developing follow-up reminders for confirmed reservations.</li> </ul>

<b>UNIT 3: COMPLAINT HANDLING</b>		
<b>Duration: 33 hrs</b>		
	<b>Theory (12 hrs)</b>	<b>Practical (21 hrs)</b>
<b>LO1</b>	<b>Categorize and understand common types of guest complaints</b>	
<b>1</b>	<ul style="list-style-type: none"> <li>Types of guest complaints: service, facilities, and staff interactions.</li> <li>Identifying underlying causes of complaints to prevent recurrence.</li> <li>Importance of acknowledging and categorizing complaints for</li> </ul>	<ul style="list-style-type: none"> <li>Create a flowchart for categorizing complaints.</li> <li>Group discussion on common complaint scenarios and solutions.</li> <li>Role-play exercises focusing on different complaint types.</li> </ul>

	<p>effective resolution.</p> <ul style="list-style-type: none"> <li>• Role of guest expectations in complaint origins.</li> </ul>	
<b>LO2</b>	<b>Recognize the impact of complaints on hotel reputation and service improvement</b>	
<b>2</b>	<ul style="list-style-type: none"> <li>• Consequences of unresolved complaints on hotel reputation.</li> <li>• Benefits of complaint resolution for guest retention and satisfaction.</li> <li>• Evaluating complaints to drive service improvements.</li> <li>• How complaint handling is tied to guest loyalty.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze case studies on complaint handling and outcomes.</li> <li>• Create a list of actions to resolve common complaints effectively.</li> <li>• Group discussion on service improvements based on complaint analysis.</li> </ul>
<b>LO3</b>	<b>Implement de-escalation techniques in challenging complaint situations</b>	
<b>3</b>	<ul style="list-style-type: none"> <li>• Strategies for managing difficult guests and challenging complaints.</li> <li>• Techniques for de-escalating stressful interactions.</li> <li>• Maintaining professionalism and empathy during complaints.</li> <li>• Providing solutions to satisfy guest needs promptly.</li> </ul>	<ul style="list-style-type: none"> <li>• Role-play difficult guest scenarios to practice de-escalation.</li> <li>• Workshop on communication strategies for handling stress.</li> <li>• Create a resource guide for handling challenging complaints</li> </ul>
<b>LO4</b>	<b>Follow up after complaint resolution to ensure guest satisfaction</b>	
<b>4</b>	<ul style="list-style-type: none"> <li>• Importance of follow-up after complaint resolution.</li> <li>• Techniques for checking guest satisfaction post-resolution.</li> <li>• Using feedback from resolved complaints to improve services.</li> <li>• Building rapport with guests through follow-up communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Simulate follow-up conversations with guests after complaint resolution.</li> <li>• Group activity to design follow-up surveys or calls.</li> <li>• Workshop on gathering and analyzing feedback from complaints.</li> </ul>
<b>LO5</b>	<b>Employ empathy and active listening in complaint handling</b>	
<b>5</b>	<ul style="list-style-type: none"> <li>• Role of empathy in creating a supportive complaint resolution environment.</li> <li>• Techniques for active listening to understand guest needs fully.</li> <li>• Importance of clear communication in resolving guest issues.</li> <li>• Adapting communication style to fit different guest personalities.</li> </ul>	<ul style="list-style-type: none"> <li>• Role-play active listening exercises during complaint handling.</li> <li>• Group discussions on effective empathetic communication.</li> <li>• Workshop on feedback mechanisms for continual improvement</li> </ul>
<b>LO6</b>	<b>Practice clear communication strategies during complaint resolution</b>	
<b>6</b>	<ul style="list-style-type: none"> <li>• Techniques for clear and concise</li> </ul>	<ul style="list-style-type: none"> <li>• Simulate complaint resolution with a</li> </ul>

	<p>communication in complaint handling.</p> <ul style="list-style-type: none"> <li>Managing emotions and maintaining a calm demeanor in conversations.</li> <li>Role of feedback in refining communication practices.</li> <li>Cultural sensitivity in resolving complaints from diverse backgrounds.</li> </ul>	<p>focus on clarity and calmness.</p> <ul style="list-style-type: none"> <li>Create a guide for clear communication techniques in handling complaints.</li> <li>Role-play scenarios practicing cultural sensitivity in interactions.</li> </ul>
<b>LO7</b>	<b>Document complaints accurately to support service improvements</b>	
<b>7</b>	<ul style="list-style-type: none"> <li>Importance of documenting complaints for continuous improvement.</li> <li>Analyzing complaint trends to enhance service quality.</li> <li>Role of feedback loops to prevent recurring issues.</li> <li>Legal considerations in complaint documentation.</li> </ul>	<ul style="list-style-type: none"> <li>Create a complaint documentation template.</li> <li>Role-play scenarios for recording complaints accurately.</li> <li>Workshop on analyzing feedback data for service improvements.</li> </ul>
<b>LO8</b>	<b>Utilize feedback systems to establish a culture of continuous improvement</b>	
<b>8</b>	<ul style="list-style-type: none"> <li>Role of feedback systems in maintaining high service standards.</li> <li>Encouraging a culture of continuous improvement through feedback.</li> <li>Using guest feedback data to identify service strengths and gaps.</li> <li>Technology's role in managing complaints and feedback efficiently.</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion on implementing feedback for improvement.</li> <li>Simulate entering complaints and feedback into a tracking system.</li> <li>Create an action plan based on common feedback patterns.</li> </ul>

<b>UNIT 4: GUEST SERVICE DURING STAY</b>		
<b>Duration: 33 hrs</b>		
	<b>Theory (12 hrs)</b>	<b>Practical (21hrs)</b>
<b>LO1</b>	<b>Personalize guest services based on preferences to enhance satisfaction</b>	
<b>1</b>	<ul style="list-style-type: none"> <li>Importance of personalizing guest services to meet unique needs.</li> <li>Techniques for identifying and recording guest preferences.</li> <li>Use of guest profiles to create customized experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Role-play scenarios using guest profiles to offer personalized services.</li> <li>Workshop on creating guest preference profiles.</li> <li>Simulate gathering guest feedback</li> </ul>

	<ul style="list-style-type: none"> <li>How personalized service impacts guest loyalty and satisfaction.</li> </ul>	on personalized service.
<b>LO2</b>	<b>Engage guests proactively through unique experiences</b>	
<b>2</b>	<ul style="list-style-type: none"> <li>Strategies for proactive guest engagement, such as "surprise and delight" moments.</li> <li>Creating memorable experiences to increase guest satisfaction.</li> <li>Examples of proactive service initiatives (e.g., surprise amenities, room upgrades).</li> <li>How proactive engagement influences guest reviews and loyalty.</li> </ul>	<ul style="list-style-type: none"> <li>Group activity to design "surprise and delight" experiences.</li> <li>Role-play proactive guest engagement scenarios.</li> <li>Develop a list of customizable experiences to offer guests.</li> </ul>
<b>LO3</b>	<b>Manage last-minute and special requests efficiently</b>	
<b>3</b>	<ul style="list-style-type: none"> <li>Types of common last-minute requests and best practices for handling them.</li> <li>Techniques for managing urgent requests with minimal disruption.</li> <li>Importance of flexibility in service to meet unique guest needs.</li> <li>Examples of special requests, such as dietary restrictions or additional amenities.</li> </ul>	<ul style="list-style-type: none"> <li>Role-play handling last-minute guest requests.</li> <li>Develop a checklist for managing special requests effectively.</li> <li>Workshop on balancing guest requests with hotel resources.</li> </ul>
<b>LO4</b>	<b>Address accessibility and special accommodations for guests with unique needs</b>	
<b>4</b>	<ul style="list-style-type: none"> <li>Types of accessibility accommodations (e.g., wheelchair accessibility, Braille signage).</li> <li>Understanding legal requirements and standards for guest accessibility.</li> <li>Importance of sensitivity and awareness in addressing special needs.</li> <li>Coordinating with other departments to ensure guest needs are met.</li> </ul>	<ul style="list-style-type: none"> <li>Simulate scenarios where guests require accessibility accommodations.</li> <li>Group discussion on addressing accessibility and inclusivity in hotels.</li> <li>Role-play coordinating with other departments to fulfill special needs.</li> </ul>
<b>LO5</b>	<b>Respond to emergencies and unexpected incidents professionally</b>	
<b>5</b>	<ul style="list-style-type: none"> <li>Types of unexpected situations (e.g., medical emergencies, room issues).</li> <li>Crisis management techniques to minimize guest disruption.</li> <li>Importance of clear and calm</li> </ul>	<ul style="list-style-type: none"> <li>Role-play various emergency scenarios (e.g., fire alarm, guest illness).</li> <li>Workshop on developing a crisis response plan.</li> <li>Simulate scenarios where effective</li> </ul>



	<p>communication during emergencies.</p> <ul style="list-style-type: none"> <li>Steps for handling common issues like power outages or delays.</li> </ul>	<p>communication is essential.</p>
<b>LO6</b>	<b>Implement professional solutions for common guest issues</b>	
<b>6</b>	<ul style="list-style-type: none"> <li>Identifying common guest issues and effective solutions.</li> <li>Importance of quick and efficient resolution to maintain satisfaction.</li> <li>Documenting incidents for follow-up and quality improvement.</li> <li>Communication strategies for handling issues in a professional manner.</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion on effective solutions for common guest issues.</li> <li>Role-play scenarios to practice resolving guest problems.</li> <li>Create a report format for documenting incidents and follow-ups.</li> </ul>
<b>LO7</b>	<b>Conduct a smooth and hassle-free check-out process</b>	
<b>7</b>	<ul style="list-style-type: none"> <li>Steps for a streamlined check-out process to enhance the final guest impression.</li> <li>Importance of billing accuracy and clear explanations.</li> <li>Handling unresolved issues at check-out to ensure guest satisfaction.</li> <li>How the departure experience impacts the guest's overall stay impression.</li> </ul>	<ul style="list-style-type: none"> <li>Simulate check-out scenarios, focusing on guest interaction and efficiency.</li> <li>Workshop on creating a checklist for a smooth departure experience.</li> <li>Group role-play to address last-minute guest concerns before departure.</li> </ul>
<b>LO8</b>	<b>Gather guest feedback during check-out for service improvement</b>	
<b>8</b>	<ul style="list-style-type: none"> <li>Techniques for collecting guest feedback in a friendly and constructive manner.</li> <li>Analyzing feedback to improve hotel services and operations.</li> <li>Use of feedback to identify areas for staff training and development.</li> <li>Encouraging guests to share feedback online to build the hotel's reputation.</li> </ul>	<ul style="list-style-type: none"> <li>Role-play gathering feedback during check-out.</li> <li>Group discussion on how to handle different types of feedback.</li> <li>Workshop on creating an exit survey or feedback form for guests.</li> </ul>

<b>UNIT 5: HEALTH, HYGIENE, AND SAFETY PRACTICES</b>		
<b>Duration: 33 hrs</b>		
	<b>Theory (12 hrs)</b>	<b>Practical (21 hrs)</b>
<b>LO1</b>	<b>Understand hygiene protocols to maintain a clean environment</b>	
<b>1</b>	<ul style="list-style-type: none"> <li>Key hygiene protocols for public</li> </ul>	<ul style="list-style-type: none"> <li>Workshop on hygiene best practices</li> </ul>

	<p>and guest areas in a hotel.</p> <ul style="list-style-type: none"> <li>Preventative measures against cross-contamination.</li> <li>Role of regular cleaning in high-traffic areas (e.g., lobby, elevators).</li> <li>Importance of compliance with health regulations and inspections.</li> </ul>	<p>and preventative measures.</p> <ul style="list-style-type: none"> <li>Role-play scenarios addressing guest concerns on cleanliness.</li> <li>Simulated inspection of guest areas for cleanliness compliance.</li> </ul>
<b>LO2</b>	<b>Utilize technology to enhance hygiene and sanitation standards</b>	
<b>2</b>	<ul style="list-style-type: none"> <li>Technological tools for ensuring hygiene (e.g., UV sanitizers, air purifiers).</li> <li>Importance of contactless solutions for reducing contamination risks.</li> <li>Monitoring hygiene levels using digital checklists and schedules.</li> <li>Advantages of using eco-friendly cleaning technology in hotels.</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion on the latest technology in sanitation.</li> <li>Hands-on practice with digital hygiene tracking tools.</li> <li>Workshop on creating a hygiene monitoring schedule.</li> </ul>
<b>LO3</b>	<b>Conduct safety checks for emergency readiness</b>	
<b>3</b>	<ul style="list-style-type: none"> <li>Conducting routine checks on fire, electrical, and security systems.</li> <li>Importance of regular safety drills and inspections.</li> <li>Ensuring guest safety through preventive maintenance.</li> <li>Legal requirements for safety compliance in hospitality.</li> </ul>	<ul style="list-style-type: none"> <li>Simulate safety checks on fire and security systems.</li> <li>Conduct a mock safety drill with staff.</li> <li>Group discussion on improving emergency response protocols.</li> </ul>
<b>LO4</b>	<b>Implement guest safety procedures during emergencies</b>	
<b>4</b>	<ul style="list-style-type: none"> <li>Guest safety protocols for different emergencies (e.g., fire, medical emergencies).</li> <li>Importance of staff training in safety awareness and responsiveness.</li> <li>Communicating emergency procedures to guests calmly and clearly.</li> <li>Steps for evacuation and securing the premises during an emergency.</li> </ul>	<ul style="list-style-type: none"> <li>Role-play emergency scenarios involving guests (e.g., evacuation).</li> <li>Workshop on communicating safety procedures to guests.</li> <li>Group activity to develop a guest safety manual.</li> </ul>
<b>LO5</b>	<b>Administer first aid in common hotel incidents</b>	
<b>5</b>	<ul style="list-style-type: none"> <li>Basic first-aid techniques for common incidents (e.g., cuts, burns).</li> <li>Steps to take during medical emergencies such as cardiac arrest.</li> <li>Importance of immediate action</li> </ul>	<ul style="list-style-type: none"> <li>Hands-on training in first-aid techniques (e.g., CPR).</li> <li>Simulate medical emergency scenarios requiring first-aid.</li> <li>Group workshop on coordinating with medical emergency services.</li> </ul>

	<p>and first-aid training for staff.</p> <ul style="list-style-type: none"> <li>• Legal responsibilities when providing medical assistance.</li> </ul>	
<b>LO6</b>	<b>Coordinate with medical services for guest safety</b>	
<b>6</b>	<ul style="list-style-type: none"> <li>• Steps to communicate and cooperate with local hospitals and emergency services.</li> <li>• Importance of quick decision-making in medical emergencies.</li> <li>• Maintaining guest privacy and confidentiality during medical incidents.</li> <li>• Documenting medical emergencies for legal and operational purposes.</li> </ul>	<ul style="list-style-type: none"> <li>• Role-play scenarios coordinating with medical professionals.</li> <li>• Workshop on documenting medical incidents accurately.</li> <li>• Group activity to develop a list of local medical resources and contacts.</li> </ul>
<b>LO7</b>	<b>Conduct audits to ensure adherence to safety and hygiene standards</b>	
<b>7</b>	<ul style="list-style-type: none"> <li>• Importance of routine inspections and audits for compliance.</li> <li>• Creating a checklist for conducting safety and hygiene audits.</li> <li>• Evaluating safety and hygiene standards against local regulations.</li> <li>• Importance of feedback from guests and staff for continuous improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct a mock safety and hygiene audit for a designated area.</li> <li>• Develop an audit schedule to maintain compliance.</li> <li>• Workshop on using audit findings to improve safety and hygiene practices.</li> </ul>
<b>LO8</b>	<b>Create action plans for continuous improvement in safety and hygiene</b>	
<b>8</b>	<ul style="list-style-type: none"> <li>• Role of management in implementing continuous improvement.</li> <li>• Developing a system for updating standards and training staff.</li> <li>• Importance of adapting to new health and safety regulations.</li> <li>• Involving guests in providing feedback on safety and hygiene.</li> </ul>	<ul style="list-style-type: none"> <li>• Create an action plan to improve hygiene and safety practices.</li> <li>• Group discussion on implementing feedback for better standards.</li> <li>• Simulate a training session for new safety protocols based on recent audits.</li> </ul>

## 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.

For the Guest Service Associate (Front Office) course, field visits should focus on providing students with real-world exposure to the operations of a hotel's Front Office and related departments. These visits will help students understand the workflow, roles, and interactions that contribute to efficient guest service. Here's a proposed structure for organizing field visits for this course:

### Field Visit 1: Hotel Front Office Operations

- **Objective:** To familiarize students with Front Office operations, guest check-in/check-out procedures, reservation management, and communication protocols.
- **Location:** A hotel or hospitality establishment with a well-established Front Office.
- **Key Observations:**
  1. Layout and design of the Front Office (Reception desk, lobby, waiting area).
  2. Organization and flow of the check-in/check-out process.
  3. Front Office software in use (Property Management System, reservation systems).
  4. Communication methods and technology (phones, email, radios, guest service kiosks).
  5. Handling of guest inquiries, complaints, and special requests.
  6. Documentation and records used for guest profiles, bookings, and billing.
  7. Security measures for guest information and privacy protocols.
  8. Role of the concierge desk and other auxiliary Front Office services.
  9. Interaction and coordination with other departments (Housekeeping, Maintenance, Food & Beverage).
- **Interviews with Staff:** Speak with the Front Office Manager, Guest Service Associates, and concierges to understand their daily tasks, challenges, and customer service strategies.

### Field Visit 2: Guest Service and Interaction with Hotel Departments

- **Objective:** To observe the role of Front Office in coordinating with other hotel departments to ensure seamless guest experiences.
- **Location:** A hotel property with active guest interactions across departments.
- **Key Observations:**
  1. Front Office coordination with Housekeeping for room readiness and cleanliness.
  2. Communication with the Food & Beverage department for guest dining arrangements and special requests.
  3. Interaction with Maintenance for handling in-room issues and repairs.
  4. Observation of guest request tracking systems (communication logs, service requests).
  5. Inter-departmental meetings and handover processes (e.g., shift changes).
  6. Safety protocols and emergency handling procedures in coordination with Security.
  7. Monitoring guest satisfaction and service feedback mechanisms.
- **Interviews with Staff:** Speak with Front Office supervisors, housekeeping managers, and F&B coordinators to understand the workflow and communication channels.

### Field Visit 3: Property Management System (PMS) and Technology in Front Office Operations

- **Objective:** To gain hands-on exposure to the technology used in hotel Front Office operations, including Property Management Systems (PMS) and guest interaction tools.
- **Location:** A hotel with modern PMS and digital guest service technology.
- **Key Observations:**
  1. Different modules of the PMS (Reservations, Check-in/Check-out, Billing, Room Management).
  2. Integration of PMS with other systems (POS for F&B, housekeeping management, room keys).

3. Use of guest interaction tools like mobile check-in, self-service kiosks, and chatbots.
  4. Overview of data security measures for handling guest information within the PMS.
  5. Reporting and analytics capabilities within the PMS (e.g., occupancy rates, revenue reports).
  6. Overview of loyalty program integration, guest profile management, and personalization.
  7. Digital payment and contactless payment methods.
- **Interviews with Staff:** Speak with IT or PMS administrators, Front Office staff, and supervisors to learn about the operational benefits, challenges, and future trends in PMS technology.

#### Information to Collect During Each Visit:

1. **Department Layout and Facilities:** Observe the layout and how it impacts guest flow and staff efficiency.
2. **Daily Operations and Workflow:** Understand the tasks performed at different times of the day.
3. **Types of Guest Interactions:** Learn about the range of guest inquiries, special requests, and complaint handling.
4. **Technology and Tools:** Document the software, hardware, and communication tools used.
5. **Staff Roles and Responsibilities:** List key roles within the Front Office and their duties.
6. **Documentation and Records:** Note the documents required during guest interactions (e.g., ID verification, check-in forms, receipts).
7. **Manpower and Staffing:** Record staffing patterns, including peak and off-peak shifts.
8. **Revenue and Expenses:** Overview of revenue sources (room rates, services) and common expenditures (staff, technology, maintenance).
9. **Annual Income and Profit Margin:** If available, general information on profitability of Front Office operations.
10. **Feedback Systems:** Observe how guest feedback is gathered, analyzed, and used for service improvement.
11. **Any Additional Insights:** Capture information on guest satisfaction strategies, inter-departmental collaborations, and career paths in the industry.

## 7. LIST OF EQUIPMENT AND MATERIALS

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For the **Guest Service Associate (Front Office)** course, here's a suggested list of equipment and materials that will support practical learning and help students gain hands-on experience in Front Office operations.

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.

#### A. Training Material inside Lab

1. **Charts and Visual Aids**
  - Charts of Front Office equipment (e.g., telephones, POS terminals, PMS interface).
  - Flowcharts of the check-in/check-out process and guest service protocols.
  - Organizational hierarchy chart and Front Office layout.
2. **Sample Documents**
  - Reservation forms, guest registration cards, and check-in/check-out forms.
  - Sample billing statements, invoices, receipts, and vouchers.
  - Templates for guest feedback forms, service recovery notes, and incident reports.
3. **IT and Software Tools**
  - Computers with a Property Management System (PMS) simulator or basic PMS software.
  - Basic software for handling emails, spreadsheets, and data entry.
  - Sample interfaces or screenshots of Front Office systems (e.g., booking platforms).
4. **Role-Playing Materials**

- Name badges, mock uniforms, and role identifiers (e.g., "Front Desk," "Concierge").
  - Telephones, headsets, and mock radio/walkie-talkie systems for communication practice.
5. **Training Materials on Service Standards**
    - Hospitality service etiquette guides, checklists for handling complaints, and service recovery protocols.
    - Examples of greeting scripts, telephone scripts, and check-in/check-out dialogues.
  6. **Guest Interaction Props**
    - Mock room keycards, key holders, and room assignment sheets.
    - Sample maps, brochures, and local area guides for guests.
    - Stationery for note-taking, reservation logging, and communication.
  7. **Safety and First Aid Supplies**
    - Basic first aid kit and a guide on emergency procedures.
    - Safety protocols for data security and guest information confidentiality.

## **B. Equipment to be Seen during Field Visits**

1. **Front Office Technology**
  - Property Management System (PMS) terminals and screens.
  - Barcode scanners and card readers for guest identification and room keys.
  - POS terminals for billing and payment processing.
2. **Guest Services Technology**
  - Digital kiosks for self-check-in/check-out.
  - Telephone and intercom systems for guest communication.
  - Security systems: cameras, guest ID scanners, and safe deposit boxes.
3. **Housekeeping Coordination Tools**
  - Housekeeping communication devices and tracking systems (PMS integration).
  - Room readiness boards and status tracking systems.
4. **Safety and Security Equipment**
  - Fire extinguishers, emergency exit maps, and signage.
  - CCTV cameras, security alarms, and locking systems.
  - Personal protective equipment (PPE) such as gloves, as applicable.
5. **Guest Amenities and Presentation Tools**
  - Guest service desks, baggage carts, and luggage storage systems.
  - Display racks for promotional material, maps, and tourist information.
  - Refreshment trays, concierge tools, and guest hospitality items (e.g., welcome kits).
6. **Cleaning and Housekeeping Equipment**
  - Vacuum cleaners, mops, and spill absorbents for lobby area upkeep.
  - Air purifiers, air fresheners, and basic cleaning supplies for the front desk area.
7. **Waste Management and Hygiene Supplies**
  - Waste disposal bins, recycling stations, and sanitization supplies.
  - Hand sanitizer stations and hygiene signage.

## **C. Teaching/Training Aids**

1. Computer
2. LCD Projector
3. Projection Screen
4. White/Black Boards
5. Flip Charts

## 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:

Sl. No.	Qualification	Minimum Competencies	Age Limit
1.	Post Graduate in Tourism/Hospitality Management/M.B.A in Tourism or Hospitality Management with at least 55% marks and 2 years of relevant industry experience.	<ul style="list-style-type: none"> <li>• Effective communication skills (oral and written)</li> <li>• Basic computing skills.</li> <li>• Technical competencies (e.g. PMS navigation, data entry and accuracy, transaction management, POS operations, refund and adjustments, reservation platforms, guest profile and preferences etc.)</li> </ul>	22-40 years (as on January 01 of the year of recruitment)  Age relaxation to be provided as per Govt. rules.

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

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

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

- (i) directly as per the prescribed qualifications and industry experience suggested by the PSS Central Institute of Vocational Education (PSSCIVE), NCERT or the respective Sector Skill Council (SSC)

Or

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

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

The educational qualifications required for being a vocational teacher/trainer for a particular job role are clearly mentioned in the curriculum for the particular NSQF compliant job role. The State should

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

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

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

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

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

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

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

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

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

1. Participation in guidance and counselling activities conducted at Institutional, District and State level;



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

## 9. LIST OF CONTRIBUTORS

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