

# LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

**JOB ROLE: Tour Guide**

(QUALIFICATION PACK: Ref. Id. THC/Q4502)

**SECTOR: Tourism and Hospitality**

**Classes 11 and 12**

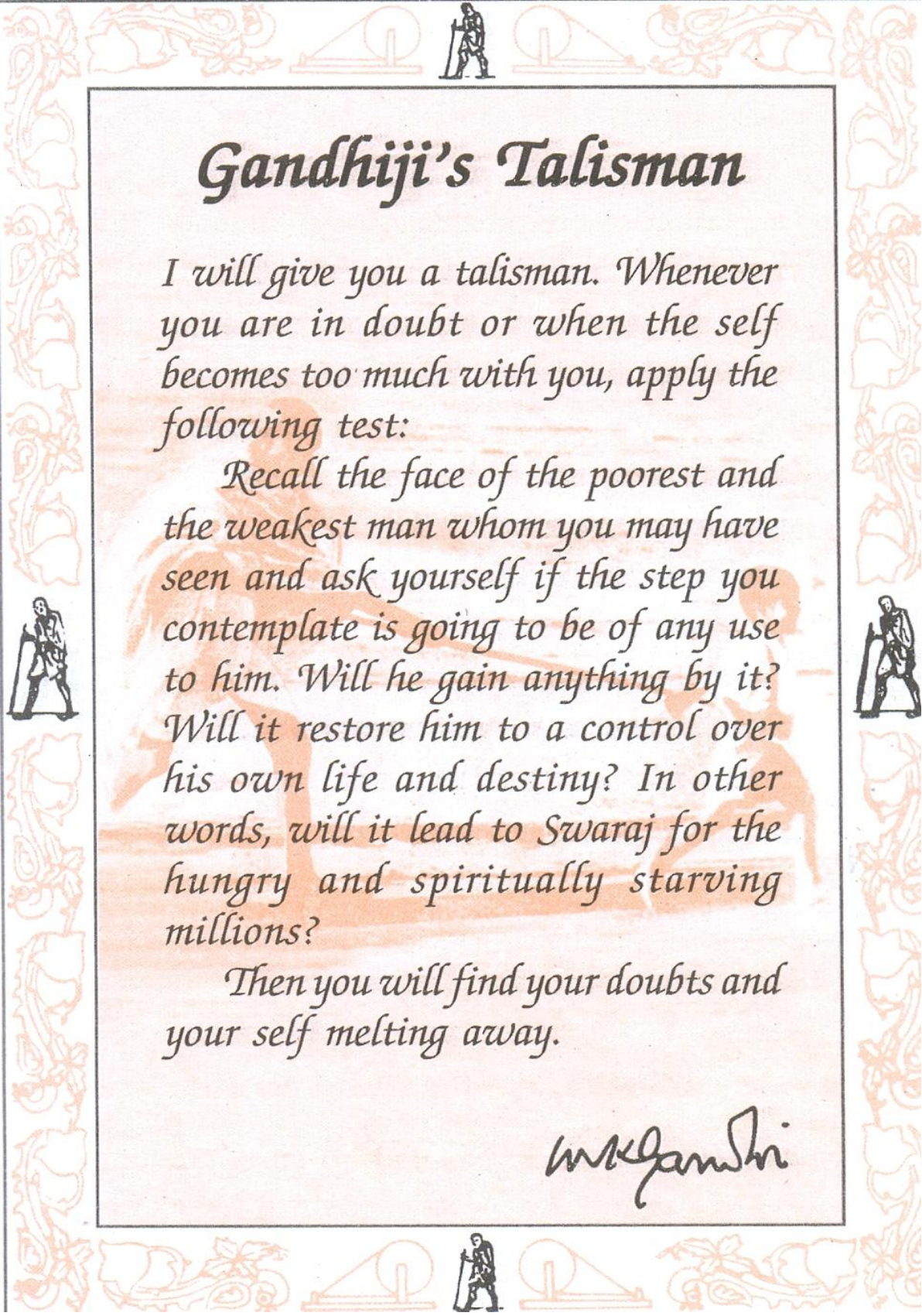


**PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION**

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

**Shyamla Hills, Bhopal- 462 013, M.P., India**

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



## Gandhiji's Talisman

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

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

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

*M.K. Gandhi*

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VOCATIONAL CURRICULUM  
Tourism & Hospitality: Tour Guide**

January, 2020

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Education, NCERT, Shyamla Hills, Bhopal



**PATRONS**

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

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

**COURSE COORDINATOR**

Dr. P. Veeraiah, Ph.D.,  
Professor & Head  
Department of Business and  
Commerce,  
PSS Central Institute of Vocational  
Education, Bhopal

# FOREWORD

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The Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), a constituent unit of National Council of Educational Research and Training (NCERT) is spearheading the efforts of developing learning outcome based vocational curriculum and courseware aimed at integrating both vocational and general qualifications to open pathways of career progression for students. It is a part of Vocationalisation of Education under *Samagra Shiksha*. The PSS Central Institute of Vocational Education (PSSCIVE) is developing curricula under the project approved by the Project Approval Board (PAB) of *Samagra Shiksha* of Ministry of Human Resource Development (MHRD), Govt. of India. The main purpose of the learning outcome based vocational curriculum is to bring about improvement in teaching-learning process and working competencies through learning outcomes embedded in the vocational subject.

It is a matter of great pleasure to introduce this learning outcome based vocational curriculum as part of the vocational training package for the job role of **Tour Guide (THC/Q4502)**. The curriculum has been developed for the higher secondary students of vocational education and is aligned to the National Occupation Standards (NOSs) of a job role identified and approved under the National Skill Qualification Framework (NSQF).

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

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

HRUSHIKESH SENAPATY

*Director*

*National Council of Education Research and Training*

## PREFACE

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

In order to fulfil the growing aspirations of our youth and the demand of skilled human resource, the Ministry of Human Resource Development (MHRD), Government of India introduced the revised Centrally Sponsored Scheme of Vocationalisation of Secondary and Higher Secondary Education in 2012 with the aim 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. The scheme was subsumed in *Samagra Shiksha* in 2018 along with other schemes of school education. For spearheading the Vocationalisation Education, the PSS Central Institute of Vocational Education (PSSCIVE) was entrusted the responsibility to develop learning outcome based vocational curriculum, student workbooks, teacher handbooks and e-learning materials for the job roles in various sectors, with growth potential for employment.

The PSSCIVE firmly believes that the vocationalisation of education in the nation needs to be established on a strong footing of philosophical, cultural and sociological traditions and it should aptly address the needs and aspirations of the students besides meeting the skill demands of the industry. The curriculum, therefore, aims at developing the desired professional, managerial and communication skills to fulfil the needs of the society and the world of work. In order to honour its commitment to the nation, the PSSCIVE has initiated the work on developing learning outcome based vocational curriculum 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 50 job roles in various sectors, besides the curricula developed for 100 job roles.

We extend our gratitude to all the contributors for selflessly sharing their precious knowledge, acclaimed expertise, valuable time and positively responding to our request for development of curriculum. We are grateful to MHRD and NCERT for the financial support and cooperation in realising the objective of providing learning outcome based vocational curriculum and courseware to the States and other stakeholders under the PAB (Project Approval Board) approved project of *Samagra Shiksha* of Ministry of Human Resource Development (MHRD), Government of India.

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 21<sup>st</sup> Century.

RAJESH P. KHAMBAYAT  
*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* and the officials of the Ministry of Human Resource Development (MHRD), Government of India for the financial support to the project for development of curricula.

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

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

We are thankful to the course coordinator P. Veeraiah and experts for their untiring efforts and contributions in the development of this learning outcome based curriculum. Their names are acknowledged in the list of contributors. The contributions made by Vinay Swarup Mehrotra, Professor and Head, Curriculum Development and Evaluation Centre (CDEC), Vipin Kumar Jain, Associate Professor and Head, Department of Humanities, Science, Education and Research and Dipak Shudhalwar, Associate Professor and Head, Department of Engineering & Technology, PSSCIVE in development of the curriculum for the employability skills.

The assistance provided by Sunil Kumar Sahu, Consultant, Travel & Tourism Management & Dinesh Kumar Jayswal, subject expert in the development of curriculum and Sunita Koli, Computer Operator, & Rachna Pateriya, DTP Operator in typing and designing layout in the Department of Business & Commerce is duly acknowledged.

PSSCIVE Team



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## 1. COURSE OVERVIEW

### **COURSE TITLE: Tourism & Hospitality- Tour Guide**

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

Tourism and Hospitality Management is the act or practices of serving guests or customers with hospitable manner and establish good relationship between the guest and the host. This includes the offering of boarding, lodging arrangements, transportation, sightseeing, recreation and entertainment etc., services to the guests, visitors, or tourists.

A few out of the numerous job roles available in the Tourism and Hospitality sector are: Travel Agent, Tour Operator, Tour Manager, General Sales Agents (GSA), Passenger Sales Agents

(PSA), Travel Agency Sales & Marketing Executive Airport representatives/Meet & Greet Officer, Event Planners, Tour Escorts and Tour Guides etc.

A Tour Guide performs the basic function related to travel and tour operation and provides all types of travel services such as coordinating with the travel agents and tour operators, aligning their and customer's requirements, updating information, estimating cost, understanding the work requirement and documenting the tours to the customers or tourists. Tour Guide provide all up-to-date information about tourist places and monuments, assist clients in their sightseeing and making travel arrangements at the tourist places etc., for both business and holiday purposes. They help to find the best value options available for tourism services and make payments for travel, foods, sightseeing and other travel related activities that clients may need during their tours at the tourist place.

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

- Apply effective oral and written communication skills to interact with people and customers;
- Identify the principal components of a computer system;
- Demonstrate the 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;
- Demonstrate the various segments of travel and tourism industry.
- Identify the major components of travel and tourism industry.
- Identify and demonstrate facilities/services of travel and tourism sectors.
- Determine tourists' needs and suggesting suitable travel services.
- Demonstrate the procedure of tour guiding and information for travel and tourist services.
- Perform the various tour guiding functions of travel agency and tour operations.
- Supply travelers with pertinent information and importance of tourists' sites.
- Perform the best practices of Tour Guide services to the tourists.
- Guide tourists at religious destinations, in cruise, at nature/eco/rural spots, during gastronomy tours, in leisure and recreation tours, for sporting events, during culture tours, on desert tours and on wellness and medical tours.
- Communicate with customer and colleagues in hospitable manners.
- Maintain customer-centric service orientation.
- Maintain standard of etiquette and hospitable conduct.
- Follow gender and age sensitive service practices.
- Identify and maintain hospitable code of conduct for gender, age and safety issues in the industry.
- Maintain the health, hygiene, safety and security in providing the tourism services to the tourists.

**COURSE REQUIREMENTS:** The student must have successfully completed Class X or Vocational Curriculum Level 1 and Level 2 of Tourism and Hospitality.

**COURSE LEVEL:** This is a senior secondary level course. On completion of this course, a student can take up higher-level course for a job role in Tour Supervisor, Tour and Travel Manager etc.

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

Total : 600 hrs

## 2. SCHEME OF UNITS AND ASSESSMENT

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

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

CLASS 11			
	Units	No. of Hours for Theory and Practical 300	Max. Marks for Theory and Practical 100
<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 Tourism Industry and Tour Guide	10	40
	Unit 2: Coordinate with Travel Partners	20	
	Unit 3: Engage with Tourists	20	
	Unit 4: Guide Tourists at Religious Destinations	20	
	Unit 5: Guide Tourists on Cruise	15	
	Unit 6: Guide Tourists at Nature/Eco/Rural Tourists Spots	20	
	Unit 7 : Guide Tourists for Leisure and Recreation Tours	20	
	Unit 8: Customer-centric Services	25	
	Unit 9: Health and Hygiene	15	
	<b>Total</b>	<b>165</b>	<b>40</b>
<b>Part C</b>	<b>Practical Work</b>		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
	<b>Total</b>	<b>10</b>	<b>35</b>
<b>Part D</b>	<b>Project Work/Field Visit</b>		
	Practical File/Student Portfolio	10	10
	Viva Voce	05	05
<b>Total</b>		<b>15</b>	<b>15</b>
<b>Grand Total</b>		<b>300</b>	<b>100</b>

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

<b>CLASS 12</b>			
	<b>Units</b>	<b>No. of Hours for Theory and Practical 300</b>	<b>Max. Marks for Theory and Practical 100</b>
<b>Part A</b>	<b>Employability Skills</b>		
	Unit 1: Communication Skills-IV	25	10
	Unit 2: Self-management Skills-IV	25	
	Unit 3: Information and Communication Technology Skills-IV	20	
	Unit 4: Entrepreneurial Skills-IV	25	
	Unit 5: Green Skills-IV	15	
<b>Total</b>		<b>110</b>	<b>10</b>
<b>Part B</b>	<b>Vocational Skills</b>		
	Unit 1: Guide the Tourists for Sporting Events	20	40
	Unit 2: Guide Tourists During Gastronomy Tours	15	
	Unit 3: Guide Tourists During Cultural Tours	20	
	Unit 4: Guide Tourists on Desert Tours	17	
	Unit 5: Guide Tourist on Wellness and Medical Tours	18	
	Unit 6: Communication with Customers and Colleagues	20	
	Unit 7 : Etiquette and Hospitable Conduct	20	
	Unit 8: Gender and Age Sensitive Service Practices	20	
	Unit 9: Safety and Security	15	
<b>Total</b>		<b>165</b>	<b>40</b>
<b>Part C</b>	<b>Practical Work</b>		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
<b>Total</b>		<b>10</b>	<b>35</b>
<b>Part D</b>	<b>Project Work/Field Visit</b>		
	Practical File/Student Portfolio	10	10
	Viva Voce	05	05
<b>Total</b>		<b>15</b>	<b>15</b>
<b>Grand Total</b>		<b>300</b>	<b>100</b>

**Assessment** will include two components: one comprising of internal assessment and second component is external examination including theory and practical examinations to be conducted by the Board.

#### **WRITTEN TEST:**

It allows candidates to demonstrate that they have the knowledge and understanding of a given topic. Question paper for the vocational subject may be prepared by the subject

experts comprising group of experts of academicians, experts from existing vocational subject experts/teachers, subject experts from university/colleges or industry recommended by the respective Sector Skill Council. The Central/State Examination Board will use the services of the relevant experts for setting up the question papers and conducting the examinations.

**Duration: 3 hrs**

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

**Max. Mark: 40**

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

### PRACTICAL EXAMINATION

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

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

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

### 3. TEACHING/TRAINING ACTIVITIES

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

#### CLASSROOM ACTIVITIES

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

#### PRACTICAL WORK IN LABORATORY/WORKSHOP

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

#### FIELD VISITS/ EDUCATIONAL TOUR

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



## 4. CERTIFICATION

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

## 5. UNIT CONTENTS

### CLASS 11

#### Part A: Employability Skills

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

#### Unit 1: Communication Skills-III

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

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

Learning Outcome	Theory	Practical	Duration (25 Hrs)
1. Demonstrate	1. Describe the	1. Demonstration of	07

impressive appearance and grooming	importance of dressing appropriately, looking decent and positive body language 2. Describe the term grooming 3. Prepare a personal grooming checklist 4. Describe the techniques of self-exploration	impressive appearance and groomed personality 2. Demonstration of the ability to self-explore	
2. Demonstrate team work skills	1. Describe the important factors that influence in team building 2. Describe factors influencing team work	1. Group discussion on qualities of a good team 2. Group discussion on strategies that are adopted for team building and team work	08
3. Apply time management strategies and techniques	1. Meaning and importance of time management – setting and prioritizing goals, creating a schedule, making lists of tasks, balancing work and leisure, using different optimization tools to break large tasks into smaller tasks.	1. Game on time management 2. Checklist preparation 3. To-do-list preparation	10

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

Learning Outcome	Theory	Practical	Duration (20 Hrs)
<b>1. Create a document on word processor</b>	1. Introduction to word processing. 2. Software packages for word processing. 3. Opening and exiting the word processor. 4. Creating a document	1. Demonstration and practice of the following: <ul style="list-style-type: none"> <li>• Listing the features of word processing</li> <li>• Listing the software packages for word processing</li> <li>• Opening and exit the word processor</li> <li>• Creating a document</li> </ul>	<b>10</b>
2. Edit, save and print a document in	1. Editing text 2. Wrapping and	1. Demonstration and practising the	10

word processor	aligning the text 3. Font size, type and face. 4. Header and Footer 5. Auto correct 6. Numbering and bullet 7. Creating table 8. Find and replace 9. Page numbering. 10. Printing document. 11. Saving a document in various formats.	following: <ul style="list-style-type: none"> <li>• Editing the text</li> <li>• Word wrapping and alignment</li> <li>• Changing font type, size and face</li> <li>• Inserting header and footer</li> <li>• Removing header and footer</li> </ul> 2. Using autocorrect option 3. Insert page numbers and bullet 4. Save and print a document	
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<b>Unit 4: Entrepreneurial Skills - III</b>			
<b>Learning Outcome</b>	<b>Theory</b>	<b>Practical</b>	<b>Duration (25 Hrs)</b>
1. Describe the significance of entrepreneurial values and attitude	1. Values in general and entrepreneurial values 2. Entrepreneurial value orientation with respect to innovativeness, independence, outstanding performance and respect for work	1. Listing of entrepreneurial values by the students. 2. Group work on identification of entrepreneurial values and their roles after listing or reading 2-3 stories of successful entrepreneur 3. Exhibiting entrepreneurial values in Ice breaking, rapport building, group work and home assignments	<b>10</b>
2. Demonstrate the knowledge of attitudinal changes required to become an entrepreneur	1. Attitudes in general and entrepreneurial attitudes 2. Using imagination/ intuition 3. Tendency to take moderate risk 4. Enjoying freedom of expression and action 5. Looking for economic opportunities 6. Believing that we can change the environment 7. Analyzing situation and planning action 8. Involving in activity	1. Preparing a list of factors that influence attitude in general and entrepreneurial attitude 2. Demonstrating and identifying own entrepreneurial attitudes during the following micro lab activities: (i) thematic appreciation test, (ii) preparing a short write-up on "who am I"	15

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

## Part B: Vocational Skills

<b>S. No.</b>	<b>Units</b>	<b>Duration (Hrs)</b>
1.	Unit 1: Introduction to Tourism Industry and Tour Guide	10
2.	Unit 2: Coordinate with Travel Partners	20
3.	Unit 3: Engage with Tourists	20
4.	Unit 4: Guide Tourists at Religious Destinations	20
5.	Unit 5: Guide Tourists on Cruise	15
6.	Unit 6: Guide Tourists at Nature/Eco/Rural Tourists Spots	20
7.	Unit 7: Guide Tourists Leisure and Recreation Tours	20
8.	Unit 8: Customer-centric Services	25
9.	Unit 9: Health and Hygiene	15
	<b>Total</b>	<b>165</b>

<b>Unit 1 : Introduction to Tourism Industry and Tour Guide</b>			
<b>Learning Outcome</b>	<b>Theory</b>	<b>Practical</b>	<b>Duration (10 Hrs)</b>
1. Describe concept and types of tourism.	<ol style="list-style-type: none"> <li>1. Meaning &amp; Definition of Tourism, Traveller, Tourist, Excursionist, Tourist Destination</li> <li>2. Categorization of tourism; <ul style="list-style-type: none"> <li>• International tourism- Inbound and Outbound.</li> <li>• Domestic tourism</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Visit a Tour Company Office nearby in your city and prepare a visit report with listing the tourism components they serve to the tourists.</li> <li>2. Prepare a scrap book file selecting any five tourist destinations of your state.</li> </ol>	02
2. Identify components of Tourism Industry.	<ol style="list-style-type: none"> <li>1. 5 A's (Attraction, Accessibility, Amenities, Accommodation, Activities) of tourism Industry.</li> <li>2. Purpose of travel: <ul style="list-style-type: none"> <li>• Business and</li> <li>• Recreation &amp; Leisure travel;</li> </ul> </li> <li>3. Importance of Tourism Industry.</li> </ol>	<ol style="list-style-type: none"> <li>1. Visit a tourist place in your city/state and prepare a report about the major attractions, accommodations and handicraft and souvenirs for tourists are available there.</li> </ol>	02
3. Explain the Role and importance of tour guide in tourism industry.	<ol style="list-style-type: none"> <li>1. Meaning and Definition of Tour Guide, Kinds of Tour Guides.</li> <li>2. Qualities required for a Tour Guide.</li> <li>3. Role and importance of Tour Guide in tourism industry.</li> <li>4. Steps to become a Tour Guide.</li> <li>5. Tour Guide commentaries- Methods and techniques of tour commentary, practice theme based tour commentaries.</li> </ol>	<ol style="list-style-type: none"> <li>1. Attend an invited guest lecture of a Govt. approved tour guide, ask major roles and functions of a successful Tour Guide in Tourism Industry.</li> </ol>	03
4. Demonstrate the duties and Responsibilities of Tour Guide.	<ol style="list-style-type: none"> <li>1. Duties and responsibilities of a Tour Guide.</li> <li>2. Responsibilities of a Tour Guide.</li> <li>3. Scopes/Jobs for Tour Guides in India.</li> <li>4. Code of conduct for Tour Guides in India (by MoT).</li> <li>5. Tour Guides' Federation of India (TGFI: role,</li> </ol>	<ol style="list-style-type: none"> <li>1. List the jobs available for a Tour Guide in tourism industry in India</li> <li>2. Demonstrate the duties and responsibilities of Tour Guide</li> </ol>	03

	functions and code of guiding practice.		
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<b>Unit 2: Coordinate with Travel Partners</b>			
<b>Learning Outcome</b>	<b>Theory</b>	<b>Practical</b>	<b>Duration (20 Hrs)</b>
1. Interact with the travel agents and tour operators.	<ol style="list-style-type: none"> <li>1. Take tourist details from the tour operators in case if booked in advance;</li> <li>2. Date and time of arrival and departure</li> <li>3. Coordinate with the tour operator.</li> <li>4. The travel requirements</li> <li>5. Necessary travel documents e.g. Tour itinerary, customer details etc</li> </ol>	<ol style="list-style-type: none"> <li>1. Visit a Travel Company and demonstrate the functions to prepare travel documents to the tourists/customers.</li> <li>2. Demonstrate the activity to enquiry about the Transport Operator and list the types of transports and rates available for tourists.</li> </ol>	05
2. Identify and understand the work requirement for guiding activity.	<ol style="list-style-type: none"> <li>1. Understanding need and interest of customer</li> <li>2. Type of tour e.g. religious, cultural, heritage, leisure etc from the itinerary,</li> <li>3. Gathering information on tourist interest,</li> <li>4. The historical facts, statistics and dates associated with the location</li> <li>5. Plan for interesting ways of explaining the tourist,</li> <li>6. The opening and closing time and day of the site</li> <li>7. Tourist Checkpoint</li> <li>8. Things to be carried in movements</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare a Project Report on case study of a tourist destination and facts of your state.</li> <li>2. Access the internet and prepare a report listing the famous monuments of India with the facts of their location, opening and closing time and closing days in week.</li> </ol>	05
3. Estimate the cost of the tour during guiding.	<ol style="list-style-type: none"> <li>1. Entry fee details to the tourist place</li> <li>2. Cost of guiding activity to the tourist</li> <li>3. Informing the tourist of the overall charges</li> </ol>	<ol style="list-style-type: none"> <li>1. Visit a tourist place and collect information about the cost of guiding activity and the monuments entry fee detail applicable there.</li> </ol>	05
4. Acquaint with destination and up-to-date travel information.	<ol style="list-style-type: none"> <li>1. Tourist Destination: Activities, events and shows organizing, Safety measures and devices used at tour spots,</li> <li>2. In depth knowledge about the destination and up-to-date</li> </ol>	<ol style="list-style-type: none"> <li>1. Access the internet and list the Monuments where the Light and Sound Show event is organized with the timing.</li> <li>2. Prepare a brief report</li> </ol>	05

	information 3. Latest information related to the place, tour site and city	of case study of any five tourist sites with their up-to-date information	
<b>Unit 3: Engage with Tourists</b>			
<b>Learning Outcome</b>	<b>Theory</b>	<b>Practical</b>	<b>Duration (20 Hrs)</b>
1. Perform reporting and documenting for the tour activities.	<ol style="list-style-type: none"> <li>1. Documentation of the tour activities e.g. Itinerary, Hotel Vouchers, Inclusion and exclusion in the tours etc.</li> <li>2. Document the payment invoice to the tourists</li> <li>3. Payment invoice to the tour operator</li> </ol>	1. Prepare tour documents and invoice for the tourist in a travel company.	03
2. Greet the tourists with professional etiquettes.	<ol style="list-style-type: none"> <li>1. Taking notes always while coordinating tourists through the phone.</li> <li>2. Contact the tourists: Provide contact details in case of advance booking, Coordinate for the point and time of meet, Exchange the names and necessary personal details with the tourists and tour guide.</li> <li>3. Greeting to the tourists</li> <li>4. Body language</li> <li>5. Politeness and courteous behaviour,</li> <li>6. Ensure not to argue or talk back with the tourist during heated topics and stay calm and patient while handling the issue.</li> </ol>	<ol style="list-style-type: none"> <li>1. Meet and greet tourists at their point of meeting with the protocol, etiquette and manner of a travel company.</li> <li>2. Visit a travel company for observing promotion of products and services and packages to the tourist and prepare a report.</li> </ol>	05
3. Collect the payments against the tour products and services.	<ol style="list-style-type: none"> <li>1. Coordinate with the tour operator: cost assigned if advance booking, preparation of invoice of the payment collected</li> <li>2. Prepare the various income and expenses arrived during the tour</li> <li>3. Claim procedures for the reimbursements</li> </ol>	<ol style="list-style-type: none"> <li>1. Perform the procedure of collection and reimbursements of payments for tour services to the tourists and service providers</li> <li>2. Make a brief report on expenses &amp; reimbursement.</li> </ol>	04
4. Assist the Tourists and ensure their	1. Handling tourist queries, doubts and	1. Visit a Tour Operator's office and observe	04



safety.	<p>complaints: Listen Issues &amp; concerns of the tourists and provide solutions.</p> <ol style="list-style-type: none"> <li>Issue identification badges and safety equipments</li> <li>Tourist safety &amp; security points.</li> </ol>	<p>handling of tourist queries in a proper manner and etiquette.</p> <ol style="list-style-type: none"> <li>Demonstrate the activity how to receive telephonic queries of tourists and prepare a note while handling queries through professional manner.</li> </ol>	
5. Achieving tourist satisfaction.	<ol style="list-style-type: none"> <li>Tourist satisfaction and tourist loyalty.</li> <li>Various queries of tourists.</li> <li>Rectify any negative suggestions provided in the feedback form and ensure that the tourists are completely satisfied with the services offered.</li> <li>Develop good rapport and friendly approach with the tourist Build trust, cooperation and respect among the tourist.</li> </ol>	<ol style="list-style-type: none"> <li>Visit a tourism or hospitality organization and collect feedback from the tourists and analyze the satisfaction with respect to the services getting.</li> <li>Make a plan for guiding pattern and services to be provided to the tourist group.</li> <li>Perform role play on good rapport and friendly approach with the tourist to improve brand value of the company</li> </ol>	04

#### Unit 4: Guide Tourists at Religious Destinations

Learning Outcome	Theory	Practical	Duration (20 Hrs)
1. Describe the Religious Tourism and different segments and forms of tourism.	<ol style="list-style-type: none"> <li>Meaning and Definitions of Religious tourism.</li> <li>Religious Tourism related products and services: examples of important religious tourism destinations in India.</li> <li>Purpose of tourist visit e.g. pilgrimage, obligation, mission, leisure etc.</li> <li>Brief geography, history and culture of the destination and nearby sites e.g. weather, routes etc.</li> </ol>	<ol style="list-style-type: none"> <li>Prepare a project file on "Popular Religious Tourism destination in India" with brief facts for tourist importance.</li> <li>List the famous Pilgrimage destinations of India with their locations on the chart.</li> <li>Find out the geographical location of destinations and routes in the given map</li> </ol>	04
2. Explain the requirements to the tourists follow at religious	<ol style="list-style-type: none"> <li>Tourists' spending at the different type of religious sites.</li> <li>Dress code as per the</li> </ol>	<ol style="list-style-type: none"> <li>Visit a travel company in your city/state and observe how to handle Religious Tourist</li> </ol>	04

<p>destinations.</p>	<p>religious tourists' sites. 3. Do's &amp; don'ts at religious sites. 4. Ritual activities performance of priests and religious leaders at the holy site. 5. Souvenir and shopping: attractive items and speciality of the site.</p>	<p>Group at nearby religious tourist destination and involve to guide them to perform the religious activity. 2. Collect the information of souvenirs and shopping for tourists at the tourism destination near your city/state and prepare a report in your project file. 3. Photograph collection</p>	
<p>3. Demonstrate the destination or the tourist spot.</p>	<p>1. Brief details about the origin and history of the pilgrim spots 2. Religious formalities and activities e.g. spiritual offerings, vows and other faith based activities for tourists at the holy site 3. Services available for tourists at site e.g. type of food, type of devotional music, walking, fasting, vows and other events that take place at the holy site. 4. Religious festivals at the site 5. Prayer timings and prayer offerings participation for tourist 6. Performance of duties for pilgrim requirements 7. Information of other nearby pilgrim spots in the city 8. Significance a pilgrim destination: Positive vibes of the holy place, significance and history of every sculpture erected at the destination</p>	<p>1. Case study of a famous religious tourist destination and prepare report under the following parameters:  <ul style="list-style-type: none"> <li>• Brief origin and historical facts about the destination</li> <li>• Major attractions</li> <li>• Rituals activities</li> <li>• Opening &amp; closing time</li> <li>• Nearby other attractions</li> <li>• Religious festival celebrated</li> <li>• Basic services e.g. boarding lodging services and amenities</li> <li>• Religious importance</li> <li>• Best time to visit</li> <li>• How to get there</li> </ul>                 2. Demonstrate significance of the location as pilgrim destination. 3. Collect information &amp; note down tales and stories related to any five pilgrim destinations and sculpture therein.</p>	<p>05</p>
<p>4. Guide Tourists' at the destination.</p>	<p>1. Guiding to the tourists through the sacred place and shrine and their importance of the place, people's belief</p>	<p>1. Visit a Travel company and take a Religious tour group to a Pilgrimage tourist destination located</p>	<p>07</p>

	<p>and faith.</p> <ol style="list-style-type: none"> <li>2. Various rules and regulations at religious site: Restrictions and prohibitions inside the site e.g. entry, religious formalities and reason for restrictions etc.</li> <li>3. Significance of fasting, duration and the various restrictions and prohibitions while on fast.</li> <li>4. Assistance in case if tourists wish to do some volunteering services and helping the people in need at the holy place.</li> <li>5. Tourists participate in the various arts and cultural shows organized in the location.</li> <li>6. Photography details at the sites: various spots depicting the importance and beauty of the destination, Gift the photo printed as a token of memento to the tourists.</li> <li>7. Briefing about post visit experience by a tour guide: Attain a feel of peace and purification in their body, mind and soul.</li> </ol>	<p>nearby in your area/city/state and perform guiding activity under the supervision of the local Tourist Guide, note down the activities and do's and don'ts, prepare a report after visit</p> <ol style="list-style-type: none"> <li>2. Take Photographs of the famous Pilgrimage destinations, make a collage and display in the class or lab.</li> <li>3. List on chart about rules and regulations following at the Religious site location.</li> <li>4. Collect information and pictures about how to perform Meditation &amp; note down the important facts in your practical file.</li> </ol>	
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<b>Unit 5: Guide Tourists on Cruise</b>			
<b>Learning Outcome</b>	<b>Theory</b>	<b>Practical</b>	<b>Duration (15 Hrs)</b>
1. Describe the Cruise Tourism and its various features.	<ol style="list-style-type: none"> <li>1. Definition of cruise tourism,</li> <li>2. Examples of some famous cruise liners in India and world.</li> </ol>	<ol style="list-style-type: none"> <li>1. List the major cruise liner companies with their locations who offer cruise packages to the tourists.</li> </ol>	02
2. Follow the rules and regulations on Cruise.	<ol style="list-style-type: none"> <li>1. Various rules and regulation at cruise.</li> <li>2. Restriction and prohibitions inside the cruise e.g. restricted entry to specific places and their reasons.</li> </ol>	<ol style="list-style-type: none"> <li>1. Get a tour guide and collect the information about the rules, regulation and legal formalities for cruise travellers.</li> </ol>	02

<p>3. Identify the activities undertaken on the Cruises and Cruise destinations tourist spot.</p>	<ol style="list-style-type: none"> <li>1. Budget of the tourists.</li> <li>2. Entry fees for entry into the cruise.</li> <li>3. City and tour highlights, cruise origin and destinations,</li> <li>4. Cruise itinerary: Routes and duration of travel: Maps spotting for the destinations.</li> <li>5. Cruise captain and various facilitators on ship.</li> </ol>	<ol style="list-style-type: none"> <li>1. Access the internet or visit a cruise company or any travel agent's office that sell cruise packages and collect the information about the cruise tour packages, the city and tour highlights of cruise's origin and the destination in your project file.</li> <li>2. Get a cruise package from a travel company and list the facilities and amenities available on the cruises.</li> </ol>	04
<p>4. Arrange the facilities and amenities on Cruise and destination tourist spot.</p>	<ol style="list-style-type: none"> <li>1. Facilities and amenities on cruise and their rates e.g. cabinet, restaurants, casino, events and entertainments, game place, cuisines at deck and ingredients of every new dish etc.</li> <li>2. Risk and emergencies related to travelling on cruise.</li> <li>3. Safety measures &amp; equipment's like life jacket, rescue boat, do not run.</li> <li>4. Various entertainment shows, events and competitions and their schedules times organized at the ship.</li> <li>5. Photography on cruise and destinations.</li> </ol>	<ol style="list-style-type: none"> <li>1. List the major routes for world cruise tour packages connect with Indian cities or destinations.</li> <li>2. Demonstrate the facilities and amenities on Cruise.</li> <li>3. Handle entertainment show and take photography and videography.</li> </ol>	07

### Unit 6: Guide Tourists at Nature/Eco/ Rural Tourists Spots

Learning Outcome	Theory	Practical	Duration (20 Hrs)
<p>1. Describe the Niche Tourism</p>	<p>1. Meaning and definition of Nature Tourism, Eco-Tourism, and Rural Tourism with examples of some famous destinations of these sustainable &amp; responsible Niche Tourisms in India.</p>	<ol style="list-style-type: none"> <li>1. Conduct a survey in the classroom and ask the students which type of tourism they would like to undertake.</li> <li>2. Discuss and prepare a list of different types of Niche tourism.</li> </ol>	02

<p>2. Demonstrate the Guiding to the tourists in rural areas.</p>	<ol style="list-style-type: none"> <li>1. Introduction of Tourist Villages: Lifestyles, cultures of rural areas, local languages, occupation of villagers.</li> <li>2. Accommodation and local food and cuisines of destinations</li> <li>3. Transportation for tourists in rural areas</li> <li>4. Village arts and crafts, religions, history and locations of rural destinations</li> <li>5. Local fair &amp; festival like Pushkar (Rajasthan), Hemis (Laddakh), Surajkund (Haryana) &amp; Sonpur (Bihar)</li> <li>6. Agriculture activities, crops and harvesting e.g. pulses, cereals, horticulture, paddy, fishery.</li> <li>7. Famous spots for photography</li> </ol>	<ol style="list-style-type: none"> <li>1. Visit a nearby village, observes and list out all the places and activities, which can attract the tourists.</li> <li>2. Visit a farm, interview the farmer and prepare a list of season-wise activities of farming.</li> </ol>	<p>08</p>
<p>3. Demonstrate Guiding to the tourists in nature and eco tours.</p>	<ol style="list-style-type: none"> <li>1. Eco-tours and few examples</li> <li>2. Various nature activities of the destinations e.g. bird watching, photography, hunting, camping, star grazing etc.</li> </ol>	<ol style="list-style-type: none"> <li>1. Visit a nearby park for bird watching</li> <li>2. List the unique wildlife of the state.</li> </ol>	<p>05</p>
<p>4. Follow the rules and regulations while arranging the Nature, Eco, Rural, Tribal tourists' spots.</p>	<ol style="list-style-type: none"> <li>1. Preservation of the natural and cultural environment through tourism e.g. use of natural products, recycling, water reuse, energy efficiency etc.</li> <li>2. Do's and Don'ts at destinations</li> <li>3. Rules and regulations for the destinations</li> <li>4. Photography details for nature and eco tourist spots especially segment like camping, caravan.</li> </ol>	<ol style="list-style-type: none"> <li>1. Visit a nearby natural area, and list the activities which can harm it.</li> <li>2. Visit a camping site.</li> </ol>	<p>05</p>

<b>Unit 7: Guide Tourists in Leisure and Recreation Tours</b>			
<b>Learning Outcome</b>	<b>Theory</b>	<b>Practical</b>	<b>Duration (20 Hrs)</b>
1. Explain the destination or the tourist leisure and recreation tourist spots.	<ol style="list-style-type: none"> <li>1. Meaning and definition of Leisure and Recreation Tourism.</li> <li>2. Various segments of leisure and recreation tours at the destinations e.g. beaches, resorts, food delicacies, waterfalls, nightlife, health clubs, shopping, amusement and theme parks, boating etc.</li> <li>3. Various leisure places such as theatres, pubs, discotheques, galleries, museums, parks etc.</li> </ol>	<ol style="list-style-type: none"> <li>1. Visit an inbound or domestic travel company and make a list of famous recreational activities available in nearby tourist destination.</li> <li>2. Visit to a state or Government Museum and an Art gallery to know the difference between both of them.</li> </ol>	07
2. Identify the facilities and amenities required at leisure and recreational tourists spots.	<ol style="list-style-type: none"> <li>1. Luxury palaces, hotels and resorts with all leisure facilities and amenities e.g. candle light dinner, beach side dinner, themed dinner</li> <li>2. Special amenities at luxury accommodation.</li> <li>3. Leisure and recreational activities for tourists</li> </ol>	<ol style="list-style-type: none"> <li>1. Make a list of all adventure activities with the help of your teacher.</li> <li>2. List the hotels and other luxury accommodations in your or a nearby city.</li> </ol>	05
3. Guide tourists to leisure and recreational activities	<ol style="list-style-type: none"> <li>1. Natural Tourism Attractions.</li> <li>2. Indoor Recreational activities</li> <li>3. Famous local cuisines at destinations</li> <li>4. Shopping centres at leisure destinations: Shopping Mall, Local market.</li> </ol>	<ol style="list-style-type: none"> <li>1. Make a list of all Indoor activities for the tourists available in nearby hotels.</li> <li>2. Visit a Spa and mediation centre of your or nearby city and collect the information about its services.</li> </ol>	05
4. Follow the rules and regulations at Leisure and Recreational tourist activities.	<ol style="list-style-type: none"> <li>1. Places to visit during summers and winters</li> <li>2. Photography, Entry fee and other charges</li> <li>3. Leisure activities and events.</li> </ol>	<ol style="list-style-type: none"> <li>1. Take some photographs of famous monuments of your or nearby city and display in your class room.</li> <li>2. Make a list of destinations in South India which can be visited in summer.</li> </ol>	03

<b>Unit 8: Customer-centric Services</b>			
<b>Learning Outcome</b>	<b>Theory</b>	<b>Practical</b>	<b>Duration (25 Hrs)</b>
1. Describe the customer and customer-centricity in tourism and hospitality.	<ol style="list-style-type: none"> <li>1. Meaning and definition of tourist as a customer, type of customers</li> <li>2. Customer service, Customers' Needs Requirements and Expectations, satisfaction</li> <li>3. Profiles of expected customers</li> <li>4. Good rapport with the customers.</li> </ol>	<ol style="list-style-type: none"> <li>1. Visit a hotel &amp; list out the key aspects of customer service dealt by Front Office Staff while interacting with guest.</li> <li>2. Prepare the dummy customer profile in proper format of hotel visited.</li> </ol>	05
2. Achieving customer satisfaction.	<ol style="list-style-type: none"> <li>1. Clarity, honesty and transparency, Fair and honest treatments to customers.</li> <li>2. Innovative methods to increase customer satisfaction</li> <li>3. Company's marketing strategies: Offer promotions</li> <li>4. Product development in tourism and hospitality industry.</li> <li>5. Aim to gain long lasting loyalty and satisfaction and customer satisfaction.</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare the guest satisfaction measurement questionnaire with proper marking for choices &amp; preferences that will reflect the picture of customer service in a hotel.</li> <li>2. Visit any tourist spot of your nearby places &amp; use the above questionnaire &amp; collect data from any 30 tourism as sample to find out the satisfaction level of tourist visiting to that site &amp; service they chosen by them.</li> </ol>	06
3. Fulfilling customer requirement.	<ol style="list-style-type: none"> <li>1. Customers' needs and wants.</li> <li>2. Contact with the customers and focus groups / significance of treating the customers with respect and in a friendly and professional way.</li> <li>3. Standard operating procedure (SOP) for customer service.</li> <li>4. Customer-centric Market survey/ Customer survey.</li> <li>5. Creating Demand.</li> <li>6. Selection of clientele/ service.</li> </ol>	<ol style="list-style-type: none"> <li>1. Visit a hotel &amp; write down the key aspects of SOP in dealing with guest at front office.</li> <li>2. Go to the nearby restaurant &amp; ask the restaurant manager about different types of guest complaints &amp; note down the measures taken to handle them.</li> </ol>	08



	<ol style="list-style-type: none"> <li>7. Product/ Service design.</li> <li>8. Solving the customer problems and handling the complaints.</li> </ol>		
4. Follow the feedback mechanism from customers to improvements the services.	<ol style="list-style-type: none"> <li>1. Feedback: Improvements in services, complaints, from the tourists on current service, tourist rating of service etc.</li> <li>2. Communicate customer feedback to superior.</li> <li>3. Feedback of tourist to senior.</li> <li>4. The negative feedback: Problems and solutions.</li> <li>5. Company's customer satisfaction rating and improvement.</li> </ol>	<ol style="list-style-type: none"> <li>1. Visit to any tourism spot, take the feedbacks of the visitors &amp; list out areas which need to be improved.</li> <li>2. Play the role of a hostess of a restaurant &amp; try to handle a situation when a guest is not satisfied by your service.</li> </ol>	06

### Unit 9: Health and Hygiene

Learning Outcome	Theory	Practical	Duration (15 Hrs)
1. Describe the Hygiene and Cleanliness in Tourism and Hospitality.	<ol style="list-style-type: none"> <li>1. Cleanliness at places of work</li> <li>2. Waste Disposal techniques &amp; different types of waste bins.</li> <li>3. Pest control system</li> <li>4. Fresh air supply and sufficient lighting</li> <li>5. Air conditioners</li> <li>6. Clean handling of linen, laundry and work area.</li> </ol>	<ol style="list-style-type: none"> <li>1. Visit a hotel or hospitality organization and observe the functions of housekeeping cleaning, record your observations and prepare a report after visit.</li> <li>2. Visit a tourist destination and note down the various amenities provided for maintaining cleanliness and hygiene.</li> </ol>	03
2. Arrange the personal health, hygiene and care activities.	<ol style="list-style-type: none"> <li>1. Personal hygiene: body, hairs and dental cleanliness etc.</li> <li>2. Hand wash procedure</li> <li>3. Personal health issues: tips and uses of first aid for coughing and sneezing and small scratches or wounds during tours.</li> <li>4. Vaccinations and preventive health issues</li> </ol>	<ol style="list-style-type: none"> <li>1. Visit a travel company office dealing with outbound tours and enquire the health and vaccination requirement to the tourists, their reasons and formalities etc.</li> <li>2. Collect the information for personal hygiene and grooming required for</li> </ol>	05

	of tourists on tours, check up and treatment of illnesses, promptly guidance. 5. Health Concerns: Guide for common Cold or Flu and their treatment etc.	a Tour Guide.	
3. Maintain the health, safety and security procedures and tour guiding.	1. Health Requirements at work: Procedures for health, safety and security, Workplace safety. 2. Cleanliness and checklists for Tour Guide. 3. Dealing with emergency situations.	1. Visit a luxury hotel nearby your area and demonstrate the safety and security measures at the workplace. 2. Discuss with the hotel Manager and enquire the handling of emergencies, prepare report after visit. 3. Gather information and prepare a report after discussing from the hotel staff and local tour operator about emergencies.	04
4. Follow the legal and ethical issues in tour guiding.	1. Legal Requirements in Tour Guiding: Registration, Road Transportation Permit, Public Driving Permit. 2. Ethical Obligations of Tour Guides: Definition of ethics, Code of Conduct, Reasons for code of ethics at the workplace, The Code of Guiding Practice. 3. Importance of ethics in tourism industry.	1. Visit a State Tourism Board's Office and ask queries about the legal formalities, code of conducts, and Tour Guiding Principles required for a Tour Guide. 2. Meet a Government approved Tour Guide and ask queries about the essential ethics to be followed by a Tour Guide.	03
<b>Total</b>			<b>165 Hrs.</b>

## CLASS 12

### Part A - Employability Skills

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

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

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

<b>Unit 3: Information &amp; Communication Technology Skills- IV</b>			
<b>Learning Outcome</b>	<b>Theory</b>	<b>Practical</b>	<b>Duration (20 Hrs)</b>
1. Perform tabulation using spreadsheet	1. Introduction to spreadsheet application 2. Spreadsheet applications	1. Demonstration and practice on the following: <ul style="list-style-type: none"> <li>• Introduction to the spreadsheet application</li> </ul>	<b>10</b>

application	<ol style="list-style-type: none"> <li>3. Creating a new worksheet</li> <li>4. Opening workbook and entering text</li> <li>5. Resizing fonts and styles</li> <li>6. Copying and moving</li> <li>7. Filter and sorting</li> <li>8. Formulas and functions</li> <li>9. Password protection.</li> <li>10. Printing a spreadsheet.</li> <li>11. Saving a spreadsheet in various formats.</li> </ol>	<ul style="list-style-type: none"> <li>• Listing the spreadsheet applications</li> <li>• Creating a new worksheet</li> <li>• Opening the workbook and enter text</li> <li>• Resizing fonts and styles</li> <li>• Copying and move the cell data</li> <li>• Sorting and Filter the data</li> <li>• Applying elementary formulas and functions</li> <li>• Protecting the spreadsheet with password</li> <li>• Printing a spreadsheet</li> <li>• Saving the spreadsheet in various formats.</li> </ul>	
2. Prepare presentation using presentation application	<ol style="list-style-type: none"> <li>1. Introduction to presentation</li> <li>2. Software packages for presentation</li> <li>3. Creating a new presentation</li> <li>4. Adding a slide</li> <li>5. Deleting a slide</li> <li>6. Entering and editing text</li> <li>7. Formatting text</li> <li>8. Inserting clipart and images</li> <li>9. Slide layout</li> <li>10. Saving a presentation</li> <li>11. Printing a presentation document.</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstration and practice on the following:             <ul style="list-style-type: none"> <li>• Listing the software packages for presentation</li> <li>• Explaining the features of presentation</li> <li>• Creating a new presentation</li> <li>• Adding a slide to presentation.</li> <li>• Deleting a slide</li> <li>• Entering and edit text</li> <li>• Formatting text</li> <li>• Inserting clipart and images</li> <li>• Sliding layout</li> <li>• Saving a presentation</li> <li>• Printing a presentation document</li> </ul> </li> </ol>	<b>10</b>

<b>Unit 4:Entrepreneurial Skills- IV</b>			
<b>Learning Outcome</b>	<b>Theory</b>	<b>Practical</b>	<b>Duration (25 Hrs)</b>
1. Describe the general and entrepreneurial behavioural competencies	<ol style="list-style-type: none"> <li>1. Barriers to becoming entrepreneur</li> <li>2. Behavioural and entrepreneurial competencies – adaptability/decisiveness, initiative/perseverance, interpersonal skills, organizational skills,</li> </ol>	<ol style="list-style-type: none"> <li>1. Administering self- rating questionnaire and score responses on each of the competencies</li> <li>2. Collect small story/ anecdote of prominent successful entrepreneurs</li> <li>3. Identify entrepreneurial competencies reflected in each story and</li> </ol>	<b>10</b>

	stress management, valuing service and diversity	connect it to the definition of behavioural competencies 4. Preparation of competencies profile of students	
2. Self-assessment of behavioural competencies	1. Entrepreneurial competencies in particular: self - confidence, initiative, seeing and acting on opportunities, concern for quality, goal setting and risk taking, problem solving and creativity, systematic planning and efficiency, information seeking, persistence, influencing and negotiating, team building	1. Games and exercises on changing entrepreneurial behaviour and development of competencies for enhancing self-confidence, problem solving, goal setting, information seeking, team building and creativity	<b>15</b>

### Unit 5: Green Skills - IV

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

	11. Role of green jobs in protecting and restoring ecosystems 12. Role of green jobs in support adaptation to the effects of climate change		
<b>Total</b>	<b>43</b>	<b>67</b>	<b>110</b>

## Part B–Vocational Skills

S. No.	Units	Duration (Hrs)
1.	Unit 1: Guide the Tourists for Sporting Events	20
2.	Unit 2: Guide Tourists During Gastronomy Tours	15
3.	Unit 3: Guide Tourists During Cultural Tours	20
4.	Unit 4: Guide Tourists on Desert Tours	17
5.	Unit 5: Guide Tourist on Wellness and Medical Tours	18
6.	Unit 6: Communication with Customers and Colleagues	20
7.	Unit 7 : Etiquette and Hospitable Conduct	20
8.	Unit 8: Gender and Age Sensitive Service Practices	20
9.	Unit 9: Safety and Security	15
<b>Total</b>		<b>165</b>

Unit 1: Guide the Tourists for Sporting Events			
Learning Outcome	Theory	Practical	Duration (20 Hrs)
1. Describe the Sport Tourism and its different types and segments.	<ol style="list-style-type: none"> <li>1. Definition of Sport Tourism.</li> <li>2. Purpose of the tourist.</li> <li>3. Types of Sport Tourism.</li> <li>4. Type of sports: Cricket, football, tennis, chess, golf, hockey etc.</li> <li>5. Brief history and the significance of the major sport destination &amp; events such as Olympics, FIFA, snake, boat race, World cup,</li> <li>6. Adventure sports and its types.</li> <li>7. Sports design</li> </ol>	<ol style="list-style-type: none"> <li>1. Visit an Adventure Tourism destination in your city/state and list the sports are being organized there with their brief features and prepare a report.</li> <li>2. List the names of sport events, any five famous players' names, location and names of their famous playgrounds in India</li> </ol>	04
2. Identify the brief requirements to the tourists.	<ol style="list-style-type: none"> <li>1. Dress code and sport equipment's.</li> <li>2. Various safety devices and measures.</li> <li>3. Tourist entry ticket and ID passes for entry into the sporting arena.</li> <li>4. Payment for the sport event entry fee.</li> <li>5. Number of days and time durations of the sport event.</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare a Case study of a famous sport event e.g. Olympic/World-cup/Adventure sport and prepare a brief report under the following parameters: <ul style="list-style-type: none"> <li>• Brief details of background and facts</li> <li>• Major attractions and activities</li> <li>• Rules and regulations</li> <li>• Dress codes and sport equipment's</li> </ul> </li> </ol>	08



		<ul style="list-style-type: none"> <li>• Rules and regulations</li> <li>• No. of players and list names of some famous players</li> <li>• Organization, facilities and amenities in sporting area etc.</li> <li>• Accessibility at sport complex.</li> </ul>	
3. Guide the destination or the tourist spot as Sporting Events.	<ol style="list-style-type: none"> <li>1. Brief rules and regulations of the particular sports.</li> <li>2. Name of the players in the event and the famous players in the team as well as in that spot.</li> </ol>	1. Organize a group discussion in the class on "Role of sport events to promote Tourism Industry".	04
4. Follow the rules and regulations while arranging the accommodation and transportation in Sport Event.	<ol style="list-style-type: none"> <li>1. Accommodation and food for the tourists near the sporting area.</li> <li>2. Transportation of the tourists from the place of stay to the event place.</li> </ol>	1. List the names of the major destinations, playgrounds with location in India and facilities and amenities available for tourists.	04

## Unit 2: Guide Tourists During Gastronomy Tours

Learning Outcome	Theory	Practical	Duration (15 Hrs)
1. Describe the Gastronomy Tourism and its various segments and aspects.	<ol style="list-style-type: none"> <li>1. Meaning and definition of Gastronomy Tourism and its related services.</li> <li>2. Different segments of type of Gastronomy Tours: kinds of cuisines and food products in the destinations, Meal Hours of the tourist.</li> <li>3. Type of meal plans of the hotel- EP, CP, MAP, AP and Bermuda plan.</li> </ol>	<ol style="list-style-type: none"> <li>1. Collect the information about the famous food festivals organized in India and their importance for gastronomy tourists.</li> <li>2. Collect the tariff brochure of meal plans of the hotels prepared for any party like New Year or any food event.</li> </ol>	05
2. Identify the facilities and amenities required for Gastronomy Tourism.	<ol style="list-style-type: none"> <li>1. List of local food and beverages at the destinations: Local cuisines, their heritage and history and taste, Best time for food and beverage items.</li> <li>2. Ingredients used in various dishes.</li> <li>3. Health benefits of the dishes.</li> <li>4. Brief of specialty of various cuisines at the</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare a brief project report on the foods/cuisines and their regional speciality of Indian, Italian, Mexican and Continental and Thai foods under the following parameters: <ul style="list-style-type: none"> <li>• Facts, origin and heritage</li> <li>• List of cuisines</li> <li>• Most likely regions in</li> </ul> </li> </ol>	07

	places e.g. Indian, Italian, Mexican, Thai, and Continental etc. 5. Types of tourists and their liking of foods special foods.	the country • Ingredients used in cuisines • Service menus and service pattern • Health benefits	
3. Guide Tourists to Gastronomy Tourism.	1. Food Festivals and Meals: Calendars of Food festivals and locations of destination. 2. Experience of the local food with the best ambience such as beach side, river-side, candlelight.	1. List the Food Festivals and Meals in India with their tourist attractions and importance in brief. 2. Prepare a report on different type of dinners experience for tourist with their local experience.	03

<b>Unit 3: Guide Tourists During Cultural Tours</b>			
<b>Learning Outcome</b>	<b>Theory</b>	<b>Practical</b>	<b>Duration (20 Hrs)</b>
1. Describe Cultural Tourism and its different segments	1. Meaning and definition of Cultural Tourism. 2. Different segments and forms of cultural tourism. 3. Example and brief details of few cultural tourist destinations with their geography, history and culture and travel information.	1. Prepare a project file and list the names of famous cultural tourists' destinations in India with their locations and brief details.	04
2. Guide the destination or the tourist spot of Cultural Tourism.	1. Brief introduction of the various cultural activities and shows at the location of cultural tourism destinations. 2. Architecture and religious sites and their significance. 3. Cultural Heritage in India, its types and brief descriptions	1. A role-play activity of students as a Tour Guide describing the stories behind the culture practices and the people involved at a cultural destination to the tourists. 2. Make a collage of tourist spots/ attractions located in your city/state.	04
3. Organize traditional cultural activities with different events	1. Traditional cultures in dance, music, festivals, architecture, customs, food, language, religion, rituals, etc. 2. Activities, events and cultural shows organizing at the destinations. 3. Updates on latest information related to the tour site.	1. Prepare a Case study of a famous Cultural Tourism destination and prepare a brief report under the following parameters: • Brief details of background and facts • Major attractions • Nearby attractions • Boarding, lodging	08

	<ol style="list-style-type: none"> <li>4. Local cuisine of the destination, its ingredients and make the tourists' experience for the food.</li> <li>5. Famous art and craft, textiles, etc. at the destination.</li> <li>6. Tourists wear the local clothing style.</li> <li>7. Photography details e.g. spots and during events.</li> </ol>	<p>facilities and amenities</p> <ul style="list-style-type: none"> <li>• Best time to visit</li> <li>• How to get there.</li> </ul> <ol style="list-style-type: none"> <li>2. Visit tourist spots in your city and prepare a report on famous art, craft, textiles, shopping and souvenirs etc. in the destination.</li> </ol>	
4. Follow the rules and regulations while guiding cultural tours.	<ol style="list-style-type: none"> <li>1. Rules and regulations to be followed at the destinations.</li> <li>2. Restrictions and prohibitions e.g. attire, body language, way of speaking, etiquette etc.</li> <li>3. Restricted entry to specific locations in the destination example and reasons.</li> </ol>	<ol style="list-style-type: none"> <li>1. Visit the office of state tourism board nearby your area and ask queries about the code of conducts, rules and regulation for Tourist Guide at the destinations.</li> </ol>	04

#### Unit 4: Guide Tourists on Desert Tours

Learning Outcome	Theory	Practical	Duration (17 Hrs)
1. Describe the Desert Tourism and its various segments.	<ol style="list-style-type: none"> <li>1. Meaning and definition of types of desert Tourism.</li> <li>2. Different segments and forms of desert tourism</li> <li>3. Things to carry for day and night – clothing, sunscreen, sunglasses, Example and brief details of few desert tourist destinations e.g. their geography, history, area, location, attractions, importance and travel information etc.</li> <li>4. Best time to visit for desert tours</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare scrap book of brief details and facts about the desert destinations of tourist interest in India e.g. hot desert (Jaisalmer) and cold desert (Laddakh)</li> </ol>	05
2. Identify the facilities and amenities requirements for Desert Tours.	<ol style="list-style-type: none"> <li>1. Budget of the tourists</li> <li>2. Desert activities for tourists e.g. camel safari, sand bashing by driving on the car on the desert sands etc.</li> <li>3. Fill details for the safari and the ride.</li> <li>4. Safety measures.</li> <li>5. Handling the scorch desert heat in desert.</li> </ol>	<ol style="list-style-type: none"> <li>1. Call a travel company office and enquire the information about the desert tours and desert safari rates of desert tourist destinations in India</li> <li>2. Prepare a budget for the 3N/2D Desert Tour for a couple on per person basis</li> </ol>	05

3. Guide tourists to the desert tourist activities.	<ol style="list-style-type: none"> <li>1. Cultural shows and events in the desert like desert festival at Jaisalmer &amp; white salt desert (Rann of Kutch)- Rann Utsav</li> <li>2. Accommodation and night life at the desert e.g. tents (normal or luxury), local mud huts,</li> <li>3. Local cuisines and food along the camp fire.</li> </ol>	<ol style="list-style-type: none"> <li>1. Search the touristic information and prepare a brief report on "The Desert Festivals celebrated in India".</li> <li>2. Case study of Tour Guiding at Jaisalmer as a Desert Tourist Destination.</li> </ol>	05
4. Follow the rules and regulations while guiding Desert Tours.	<ol style="list-style-type: none"> <li>1. Rules prohibitions</li> <li>2. Restricted entry to and regulations to be followed at the desert e.g. restrictions and certain spots in desert, examples and reasons</li> <li>3. Safety equipments and devices at deserts tour spots</li> </ol>	<ol style="list-style-type: none"> <li>1. A case study report on "A famous desert tourist destination in India"</li> <li>2. List the safety precautions and tips required for tourists and handling tours by Tourist Guide on desert tours</li> </ol>	02

### Unit 5: Guide Tourist on Wellness and Medical Tours

Learning Outcome	Theory	Practical	Duration (18 Hrs)
1. Describe the Wellness and Medical Tourism and its various components.	<ol style="list-style-type: none"> <li>1. Meaning and definition of Wellness and Medical Tourism.</li> <li>2. Different segments and forms of Medical Tourism.</li> <li>3. Example and brief details of few Medical and Wellness Tourism destinations in India.</li> <li>4. Attractions, accessibility and best time to visit.</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare a project file and list the names of famous Wellness and Medical Tourism destinations in India with their locations, services and brief details.</li> </ol>	04
2. Guiding the tourist on a wellness tour.	<ol style="list-style-type: none"> <li>1. Types of wellness activities and procedures e.g. Yoga, Ayurveda, Naturopathy, Spa, Siddha etc.</li> <li>2. Health benefits from the wellness activities: ageing, relieve pain and stress etc.</li> <li>3. Health tips to the tourists on wellness tours.</li> <li>4. Accommodation for the wellness tours.</li> <li>5. Wellness tours, duration of stay.</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare collage of the different types of Yoga/Spa Asanas on the chart paper.</li> <li>2. Prepare an Itinerary of for Spa and Yoga Tour in India</li> <li>3. Visit a Spa centre located in your city and enquire and prepare a brief report about the processes of types of Spa treatment and their health benefits.</li> </ol>	06
3. Guiding the tourist on a medical tour.	<ol style="list-style-type: none"> <li>1. Medical Tourism services e.g. kind of medical</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare a Case study of a famous</li> </ol>	

	<p>treatment and medical report of person.</p> <ol style="list-style-type: none"> <li>Purpose of the tourist visit.</li> <li>Medical care and periodic checkups</li> <li>Budget for the medical expenses.</li> <li>Accommodation and the food for the tourists, and their tourist budget.</li> </ol>	<p>Wellness/ Medical Tourism destination and prepare a brief report under the following parameters:</p> <ul style="list-style-type: none"> <li>Brief details of background and facts</li> <li>Major attractions</li> <li>Nearby attractions</li> <li>Boarding, lodging facilities and amenities for Wellness and Medical activities</li> <li>Best time to visit</li> <li>How to get there.</li> </ul>	06
4. Follow the rules and regulations while guiding the Wellness and Medical Tourists.	<ol style="list-style-type: none"> <li>Agreement with the hospital and the tourist.</li> <li>Do's and don'ts to the tourists.</li> <li>Medical insurance to the tourists.</li> </ol>	1. List the Medical Resort Hospitals and their services for Medical Tourism in India.	02

### Unit 6: Communication with Customers and Colleagues

Learning Outcome	Theory	Practical	Duration (20 Hrs)
1. Importance of communication skills in tourism and hospitality.	<ol style="list-style-type: none"> <li>Definition, process and types of communications skill</li> <li>Two way communication</li> <li>Methods for effective communication</li> <li>Different modes of communications for job activity records in tourism and hospitality industry</li> <li>Effective Communication Skills: People and Presentation skills etc.</li> </ol>	<ol style="list-style-type: none"> <li>Demonstrate etiquette and manners to be followed while meeting and interacting with tourists at the time of arrival on premises e.g. airport, tourist spots etc.</li> <li>Demonstrate usage of body language.</li> <li>Learn presentation skills in the class.</li> </ol>	04
2. Communicate with superiors and colleagues.	<ol style="list-style-type: none"> <li>Oral Communications: Use of language, body language, gesture, voice tone and pitch, dress-code etc.</li> <li>Written communications: use of internet and e-mail, audio-visual aids to</li> </ol>	1. Visit a Travel Company or any hospitality organization and observe the communicative functions of company managers and staff with their superior, colleagues and customers, record your	

	<p>the superior and colleagues in travel company</p> <ol style="list-style-type: none"> <li>3. Conversational Skills: Do's and Don'ts, Hearing and Listening, Delivering of quality services</li> <li>4. Telephonic Skills: good telephone techniques; Receiving calls, calls on hold, Taking Message, Making a Business calls, Ending the call etc.</li> <li>5. Job orders for Tour Guides</li> <li>6. Documentation for the completed work</li> <li>7. Positive work communication with colleagues: Teamwork, multi-tasking, co-operation, co-ordination and collaboration etc.</li> </ol>	<p>observations and prepare a report.</p> <ol style="list-style-type: none"> <li>2. Learn to practice of writing tour/hotel booking emails, preparing tour voucher, sending itineraries, and email to tourists etc.</li> <li>3. Practice to handling tourist queries on telephone while visit any travel company office.</li> </ol>	07
3. Communicate effectively with the customers/ tourists.	<ol style="list-style-type: none"> <li>1. Interpersonal communication with Tourists</li> <li>2. Written communications with tourists/customers: use of internet and e-mail, audio-visual aids to communicate with the tourists.</li> <li>3. Sensitivity in communication with the Tourists/customers: Gender, Cultural and Social differences such as modes of greeting, formality while Tour Guiding etc.</li> <li>4. Dealing negative questions and statements to the customers.</li> <li>5. Dress code and grooming standard mostly preferred by the tourism and hospitality industry.</li> </ol>	<ol style="list-style-type: none"> <li>1. A role-play activity of students in the classroom on "Communication with Tourist at the destination with greetings and formalities as a Tour Guide"</li> <li>2. Visit a Travel Company and learn the activity to meet, greet and communication with tourists groups when arrive and while on tour, prepare report after visit.</li> <li>3. Maintain a proper body language, dress code, gestures and etiquettes towards the tourists while performing tour handling activities during field visit.</li> </ol>	05
4. Handling Enquiries, grievances,	<ol style="list-style-type: none"> <li>1. Tourists' complaints: Techniques for dealing</li> </ol>	<ol style="list-style-type: none"> <li>1. Visit a travel company and perform the</li> </ol>	

complaints of tourists.	<p>with customer complaints, handling complaints through the phone.</p> <ol style="list-style-type: none"> <li>2. Handling difficult tourists.</li> <li>3. Procedures for dealing with enquiries and tourists' queries.</li> <li>4. Build effective working relationship with mutual trust and respect.</li> <li>5. Dealing with grievances.</li> </ol>	<p>activity to manage the group tour time effectively and efficiently in a way the location is completed as per the planned itinerary or the time availability of the tourists.</p> <ol style="list-style-type: none"> <li>2. Activity to handling tourists' complaints and enquires while visit of a travel company.</li> </ol>	04
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### Unit 7 : Etiquette and Hospitable Conduct

Learning Outcome	Theory	Practical	Duration (20 Hrs)
1. Describe the Etiquette and follow the etiquettes in customer service.	<ol style="list-style-type: none"> <li>1. Meaning and definition of Etiquette: Personal, Social and Behavioral Etiquettes in Tourism and Hospitality.</li> <li>2. Telephonic Etiquette: Receiving, Answer and Handling the telephone Calls, Do's and Don'ts</li> <li>3. Customer oriented behaviour in service: Personal integrity and ethical behavior.</li> </ol>	<ol style="list-style-type: none"> <li>1. Visit any tourism/ hospitality/service organization and observe the etiquettes and manners of customer service staff to dealing their guests and note your observations.</li> </ol>	03
2. Demonstrate to greeting of customers with standard etiquette and hospitable conduct.	<ol style="list-style-type: none"> <li>1. Greeting to the customers: Welcome the customers with a smile, Eye Contact, Handshake, Appropriate gesture based on the type of customer on their arrival.</li> <li>2. Small gifts as token of appreciation and thanks giving to the customer.</li> <li>3. Grooming personality: Punctuality and body language.</li> <li>4. Professionally Dress-up: Positive attitude to work.</li> <li>5. Mannerism in Tourism: Respectable manner,</li> </ol>	<ol style="list-style-type: none"> <li>1. Role-play activity of etiquettes and manners while dealing with the arrogant guest, VIP, Lady Guest, Senior aged guest, Child.</li> <li>2. Visit a hospitality organization nearby in your city and demonstrate the grooming personality, positive attitude and manners while dealing with the guests.</li> <li>3. Learn handling tourists or guest queries at front office of Travel Company/Hotels by telephone quickly and respond back to mails</li> </ol>	08

	<p>do not eat or chew while talking.</p> <p>6. Use their names as many times as possible during the conversation, Ensure not to be too loud while talking, fair and high standards of practice.</p> <p>7. Positive attitude and etiquette.</p>	<p>faster.</p> <p>4. Visit a tourist sport with a Tour Guide and learn how manners to explain and guide tourists and handle their queries and complaints with services.</p>	
3. Treat customers with high degree of respect and professionalism.	<p>1. Respectful behavior: appropriate titles and terms, polite language, assistance to the customers, Offer friendly, courteous and hospitable service and assistance to the customer.</p> <p>2. Consistency in services: Special attention to the customer at all time.</p>	<p>1. List few hospitality welcome and greeting words and phrases in your notebook and practice to use in the class to your teachers and colleagues.</p>	05
4. Deal with customer complaints.	<p>1. Common complaints by the tourists/guest in services.</p> <p>2. Addressing the complaints and handling of unsatisfied/ angry customers.</p> <p>3. Significance of professional and polite etiquette and behavior.</p>	<p>1. Demonstrate the professionalism and procedures to handle customer grievances and complaints.</p> <p>2. Handle the complaints with suitable mechanism adopted by the organization which you have visited.</p>	04

### Unit 8: Gender and Age Sensitive Service Practices

Learning Outcome	Theory	Practical	Duration (20 Hrs)
1. Describe the facilities and services available for females at workplace.	<p>1. Women's rights and respect at workplace.</p> <p>2. Company's policies to prevent sexual harassment.</p> <p>3. Facilities available at work for female colleagues e.g. transport, night drop, night shifts, reporting abuse, maternity, crèche &amp; feeding room, leaves and other grievances etc.</p>	<p>1. Visit a hotel near you and study the policies &amp; procedures the hotel follows to prevent sexual harassment.</p> <p>2. Prepare a flow chart depicting handling procedure of a drunken guest.</p>	05



2. Follow the safety and security threats for women tourists.	4. Safety and Security threats for Women Employees/ Traveller (Domestic/International): Personal and baggage security e.g., CCTV cameras, security guards, women's helpline etc. 5. Handling situations and safety measures while terror attacks	3. Visit a famous tourist destination/spot easily approachable to you and observe the measures for domestic and international tourists' safety (i.e. safety sign board, cameras, helpline numbers display) and prepare a visit report after visit.	05
3. Identify the different age and gender specific services to be provided to the customers.	1. Facilities and services for each age and gender and their unique needs and wants e.g. man, woman, child, an infant, young woman and the senior citizen customers etc. with their diverse cultural backgrounds. 2. Need of medical facility and doctor for tourists	1. Visit a nearby Tour Operator/Travel Company and in a tabular format note down the various facilities available in the guided tours for each gender. 2. Give suggestion for various recreational activities that could be included for children tourists on a guided tour.	05
4. Arrange standard etiquettes with women at workplace.	1. Equality of work for women at workplace. 2. Motivating women at workplace to utilize their skills such as involvement in decision making process. 3. Gender discrimination in tourism sector: Avoidance and measures. 4. Behavioural etiquettes while dealing with female colleagues and guests i.e. Touch, contact, language, and gesture etc.	1. Visit a hotel in your area and observe the various standard etiquette practices followed while dealing with females. On the basis of your observation prepare a report on "Standard etiquette while dealing with women colleagues and guests"	05

<b>Unit 9: Safety and Security</b>			
<b>Learning Outcome</b>	<b>Theory</b>	<b>Practical</b>	<b>Duration (15 Hrs)</b>
1. Describe the importance of safety at workplace.	<ol style="list-style-type: none"> <li>1. Safety procedures at workplace.</li> <li>2. Accidents and work Hazards: OSH and prevention and minimise health hazards.</li> <li>3. Preventive measures for: Risk of burns, injuries, gas, fire, stove, hot foods, hot liquid, hot oils etc.</li> <li>4. Use of Fire Extinguishers, emergency exits etc.</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare a layout chart depicting the common occupational health hazards with pictures and display in the classroom.</li> <li>2. Demonstrate the use of types of fire extinguishers as use in different types of fire in a hotel or hospitality</li> </ol>	04
2. Demonstrate the Handling of materials safely at workplace.	<ol style="list-style-type: none"> <li>1. Storage areas: handling of chemicals, tools, acids, detergents and warning signs etc.</li> <li>2. Safe lifting techniques to reduce injuries at storage areas</li> <li>3. Safe techniques for moving furniture and fixtures.</li> <li>4. Handling sharp tools e.g. knives, needles etc.</li> </ol>	<ol style="list-style-type: none"> <li>1. Visit a luxury hotel and discuss with the managers and practice personal safety when lifting, bending, or moving equipment and supplies.</li> </ol>	04
3. Follow the procedures to use of safety equipments and Personal Protective Equipments (PPEs).	<ol style="list-style-type: none"> <li>1. General Health and Safety Equipments e.g. fire extinguishers, first aid, safety equipments, clothing, safety installations like fire exits, exhaust fan etc.</li> <li>2. Use Personal Protective Equipments(PPEs) and safe wear for specific task and work conditions e.g. gloves, mask, headwear, footwear, glasses, goggles etc.</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate the use of PPEs and safe wear like gloves, mask, headwear, footwear, glasses, goggles, etc. for specific tasks and work at hotels or any hospitality organization.</li> </ol>	04
4. Ensure the safety standards to the tourist.	<ol style="list-style-type: none"> <li>1. Various risks involves at place.</li> <li>2. Safety measures to the tourists and devices used at tour spots.</li> <li>3. Guidelines of the bad practices at tourists places e.g. theft, robberies other activities at tourists spots.</li> </ol>	<ol style="list-style-type: none"> <li>1. Visit tourists' office nearby in your city and list the guidelines to prevent bad practices at tourist places in India.</li> <li>2. Collect information to the electronic equipments and mobile apps and their utility for tourist safety</li> </ol>	03

	4. Tourist Police- code of conduct and practices. 5. Use of first aid and emergency evacuations.	while on tour or safety at tourists' places.	
<b>Total</b>			<b>165 Hrs.</b>

## 6. ORGANISATION OF FIELD VISITS

In a year, at least 3 field visits/educational tours to the tourist destination especially for heritage monuments and world heritage site should be organised for the students to expose them to the activities in the workplace.

Visit to the office of a travel company, tour operator or transporters and observe the following: Location, site, size, star rating, departments, staff structure, work distribution, clientele, layout, furnishing, ambience, etc. During the visit, students should obtain the above information from the owner or the supervisor of the hotel.

## 7. LIST OF EQUIPMENT AND MATERIALS

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

### Equipments and Materials

1. Errand Card
2. Luggage Tag
3. Inventory format
4. Visitors Paid Out
5. Petty Cash Vouchers
6. Different kinds of luggage (sizes, materials etc) (pictures if actual items not available)
7. Tourist maps (Site/India/World)
8. Pictures of tourism attractions
9. Tour Brochures of travel companies and tourist sites
10. Tourist Guide Book
11. Tent Cards
12. Reference Books
13. Monument booklets, Entry ticket fees and directories.
14. Newspaper/ magazine stand (picture if actual not available)
15. Petty Cash Voucher
16. Fire Exit Map
17. Pictures of types of rooms
18. Sign Boards (fire exit, washroom, smoking, non-smoking, valet, DND)

### Teaching/Training Aids

1. Computer system and internet
2. LCD Projector
3. Black/white boards

4. Teaching craft materials
5. Cleaning dusters

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

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

S. No.	Qualification	Minimum Competencies	Age Limit
1.	<p>Post Graduate in Tourism Management/ Tourism Administration (MBA- Tourism/MTM) from a recognized University with 01 year tour guide experience.</p> <p style="text-align: center;"><b>Or</b></p> <p>PGDM in Tourism/Hospitality Management/ Travel and Tourism/ with Post Graduate Degree in any discipline and at least 03 years of experience in Tour Guiding</p> <p style="text-align: center;"><b>Or</b></p> <p>Bachelor degree in Tourism (BTM/BBA- Tourism) from a recognized Institute /University, with at least 03 years' work experience in tour guiding or tourism services.</p> <p style="text-align: center;"><b>Or</b></p> <p>Bachelor Degree in any discipline with Post Graduate Diploma In Tourism/Business Administration (Tourism) with at least 05 years' work experience in tour guiding or tourism services.</p>	<ul style="list-style-type: none"> <li>• Effective communication skills (oral and written)</li> <li>• Basic computing skills.</li> </ul>	Max. 30 years (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 Rashtriya Madhyamik Shiksha Abhiyan (RMSA). 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 are also prepared.

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 upgradation of competency;
- (vii) Cater to different learning styles and level of ability of students;
- (viii) Assess the learning needs and abilities, when working with students with different abilities
- (ix) Identify any additional support the student may need and help to make special arrangements for that support;
- (x) Provide placement assistance

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

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

## 9. LIST OF CONTRIBUTORS

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1. Dr. P. Veeraiah, Professor and Head, Department of Business and Commerce, PSSCIVE, Bhopal – **Course Coordinator**
2. Sunil Kumar Sahu, Consultant & Subject Expert, Travel & Tourism Management, Department of Business and Commerce, PSSCIVE, Bhopal
3. Dinesh Kumar Jayswal, Subject Expert, Travel & Tourism Management, Department of Business and Commerce, PSSCIVE, Bhopal

## 10. LIST OF REVIEWERS

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1. Dr. Jitendra Mohan Mishra, Associate Professor & Head, Department of Tourism Management, Indira Gandhi National Tribal University, Amarkantak, (M.P.)
2. Mrs. Sunita Badhwar, Head – Standards, Tourism and Hospitality Skill Council, Gurugram, Haryana
3. Ms. Shubhda Chaturvedi, Head-PR & Communications, Chhattisgarh Tourism Board, Raipur (C.G.)
4. Mr. Manmohan Singh, Assistant Manager (Marketing Division, Department of Tourism), Govt. Of Madhya
5. Mrs. Uma Sharma (Language Editor), Ex. Principal (Kendriya Vidhyalaya), A-406, Pradhan Urban Live, E-8, Arera Colony Bhopal



**PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION**  
**Shyamla Hills, Bhopal- 462 013, M.P., India**



