LEARNING OUTCOME BASED VOCATIONALCURRICULUM

JOB ROLE: TRAVEL ADVISOR

(QUALIFICATION PACK: Ref. Id. THC/Q4404)

SECTOR: Tourism and Hospitality

Grades 11and 12

PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION

(a constituent unit of NCERT, under MoE, 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.

LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

Travel Advisor

March, 2025

© PSSCIVE, 2025

http://www.psscive.ac.in

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

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

Published by:

Joint Director

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

PATRONS

Prof. Dinesh Prasad Saklani

Director, National Council of Educational Research and Training (NCERT),

New Delhi

Dr. Deepak Paliwal, Ph.D
Joint Director
PSS Central Institute of Vocational Education, Bhopal

Dr. PunnamVeeraiah
Professor and Head
Department of Business and Commerce
PSSCIVE, Bhopal

COURSE COORDINATOR

Dr. Prakash Chandra Rout
Assistant Professor (Hospitality, Travel and Tourism)
Department of Business and Commerce,
PSSCIVE, Bhopal

FOREWORD

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

It is a matter of great pleasure to introduce this learning outcome-based curriculum as part of the vocational training packages for the job role of Travel Advisor. The curriculum is developed for the secondary students of Grade 11 and 12 and it is aligned to the National Occupation Standards (NOSs) of a job role identified and approved under the National Skill Qualification Framework (NSQF).

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

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

Prof. Dinesh Prasad Saklani
Director
National Council of Education Research and Training

PREFACE

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

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

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

We extend our gratitude to all the contributors for selflessly sharing their precious knowledge, acclaimed expertise, and valuable time and positively responding to our request for development of curriculum. We are grateful to MHRD and NCERT for the financial support and cooperation in realizing the objective of providing learning outcome based modular curricula and courseware to the States and other stakeholders under the PAB (Project Approval Board) approved project of SamagraShikshaAbhiyan (SSA) of MoE.

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

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

Dr. Deepak Paliwal
Joint Director
PSS Central Institute of Vocational Education

ACKNOWLEDGEMENTS

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 SamagraShikshaAbhiyan (SSA) and the officials of the Ministry of Education (MoE), Government of India for the financial support to the project for development of curricula.

We are grateful to the Director, NCERT for his support and guidance. We also acknowledge the contributions of our colleagues at the Technical Support Group of SSA, MOE, SSA Cell at the National Council of Educational Research and Training (NCERT), National Skill Development Agency (NSDA) and National Skill Development Corporation (NSDC) and Management Entrepreneurship and Professional Skill Council of India for their academic support and cooperation.

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

We are grateful to Dr.PunnamVeeraiah, Head, Department of Business and commerce, PSSCIVE for his guidance in developing the curriculum. We acknowledge the contribution of Mrs. Sangeeta Sorte, Computer Operator Gr. III and Ms. Neha Kushwaha, DTP Operator (Contractual), Dept. of Business and commerce, PSSCIVE in designing and typesetting of the curriculum matters in due time.

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

PSSCIVE Team

CONTENTS

S.No.	Title			Page No.
	Foreword			(i)
	Preface			(ii)
	Acknowledgement			(iv)
1.	Course Overview			1
2.	Scheme of Units			3
3.	Teaching/Training Activities			5
4.	Assessment and Certification			5
5.	Unit Content	**CLASS –11**		
		Part A	**Employability Skills**	8
			Unit 1: Communication Skills – III	8
			Unit 2: Self-management Skills – III	10
			Unit 3: Information and Communication Technology Skills – III	11
			Unit 4: Entrepreneurial Skills – III	12
			Unit 5: Green Skills – III	13
		Part B	**Vocational Skills**	15
			Unit 1: Tourism and Hospitality Skilling Ecosystem of India	15
			Unit 2: Recognising Customer Needs to Plan the Tour	16
			Unit 3: Itinerary preparationand Coordinate with theindustry Partners	17
			Unit 4: Provide Suitable Tour Package to Customers	18
			Unit 5: Travel Insurance	19
		CLASS -12		
		Part A	**Employability Skills**	21
			Unit 1: Communication Skills – IV	21
			Unit 2: Self-management Skills – IV	22
			Unit 3: Information and Communication Technology Skills – IV	22
			Unit 4: Entrepreneurial Skills – IV	24
			Unit 5: Green Skills – IV	25
		Part B	**Vocational Skills**	26
			Unit 1: Visa and Immigration Procedures for International Travel	26
			Unit 2: Monitor the Tour and Seek Customer Feedback	27
			Unit 3: Maintain Effective Communication and Service Standard	28
			Unit 4: Organizational Confidentiality and Customer's Privacy	29
			Unit 5: Health and Safety Practices	30
6.	Organization of Field Visits			32
7.	List of Equipment and Materials			33
8.	Vocational Teacher's/ Trainer's Qualification and Guidelines			36
9.	List of Contributors			38

1.Course Overview

COURSE OVERVIEW

COURSE TITLE: Travel Advisor

The role of a Travel Advisor is pivotal in helping individuals and groups plan, organize, and enjoy seamless travel experiences across domestic and international destinations. These professionals provide expert advice on destinations, travel itineraries, visa requirements, insurance, safety, and cost-effective travel solutions. They act as a bridge between customers and travel service providers—airlines, hotels, tour operators, and insurance agencies—ensuring every trip is well-planned, secure, and memorable.

This course aims to develop both technical and interpersonal competencies required for a professional travel advisor. It blends theoretical understanding with practical training in travel planning, itinerary management, customer communication, tour costing, and risk handling. Spread across Grades 11 and 12, the course prepares students for professional careers in travel consultancy, tour operations, and related sectors within the tourism and hospitality industry.

Upon completing Grades 11 and 12, students will:

- Gain comprehensive knowledge of the tourism and hospitality ecosystem and the role of travel advisors.
- Learn to identify customer needs and create customized travel plans and itineraries.
- Develop proficiency in travel costing, negotiations, and coordination with service providers.
- Understand visa, immigration, and insurance processes for domestic and international travel.
- Apply effective communication, sales, and customer service techniques in a professional travel setting.
- Handle customer grievances, feedback, and itinerary modifications efficiently.
- Uphold confidentiality, data privacy, and ethical standards in customer interactions.
- Follow health, hygiene, and safety practices during travel operations.

GRADE 11 COURSE OUTCOMES

Students will be able to:

- Understand the structure of India's tourism and hospitality skilling ecosystem and its linkage to employment.
- Describe the role and responsibilities of a travel advisor in the tourism industry.
- Identify and classify various tourism products, services, and types of tours.
- Gather and analyze customer information to design suitable tour plans.
- Apply tour costing principles and negotiate effectively with travel partners and service providers.
- Prepare detailed itineraries and coordinate with industry stakeholders to deliver value-based services.
- Manage financial transactions, maintain records, and ensure compliance with relevant laws and safety standards.
- Explain the concept, need, and benefits of travel insurance and collaborate with insurance agents for customer safety.

GRADE 12 COURSE OUTCOMES

Students will be able to:

- Understand visa categories, embassy regulations, and documentation procedures for international travel.
- Conduct pre-visa briefings, assist clients in application processes, and manage related documentation.
- Monitor ongoing tours, assist customers during itinerary changes, and address grievances promptly.
- Apply knowledge of travel advisories, customs, and immigration laws to guide clients accurately.
- Communicate professionally using effective verbal, non-verbal, and written communication skills.
- Demonstrate professional etiquette, cultural sensitivity, and inclusivity in customer service.
- Protect organizational and customer data through ethical and secure practices.
- Follow standard health, hygiene, and safety procedures, including first-aid in travel-related situations.

This course will prepare students to:

- Work as Travel Advisors, Travel Consultants, or Customer Service Executives in travel agencies, tour companies, airlines, or hospitality organizations.
- Pursue further education or professional certifications in Travel and Tourism Management, Airline Ticketing, or International Travel Operations.
- Develop an entrepreneurial outlook for self-employment as independent travel consultants or online travel service providers.
- Promote responsible, safe, and inclusive travel practices aligned with global tourism standards.

COURSE REQUIREMENTS

The learner should possess:

- Good communication and persuasive skills
- Customer-oriented attitude and interpersonal skills
- Basic computer literacy and online research ability
- Awareness of geography, destinations, and cultures
- Ethical values and respect for confidentiality

COURSE LEVEL:

This is an entry to intermediate-level skill development course. Upon successful completion, students may pursue professional certification or diploma courses in guiding, heritage tourism, or ecotourism.

COURSE DURATION: 600 hrs.

Grade 11: 300 hrs.

Grade12: 300 hrs.

Total: **600 hrs.**

2.Scheme of Units

This course isa planned sequence of instructions consisting of units meant for developing the employability and vocational competence of students of grade11 and 12 opting for the vocational subjects along with general education subjects.

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

GRADE 11			
	Units	**No. of Hours for Theory and Practical** **300**	**Max. Marks for Theory and Practical** **100**
Part A	**Employability Skills**		
	Unit 1: Communication Skills – III	25	10
	Unit 2: Self-management Skills – III	25	
	Unit 3: Information and Communication Technology Skills – III	20	
	Unit 4: Entrepreneurial Skills – III	25	
	Unit 5: Green Skills – III	15	
	Total	**110**	**10**
Part B	**Vocational Skills**		
	Unit 1: Tourism and Hospitality Skilling Ecosystem of India	33	40
	Unit 2: Recognising Customer Needs to Plan the Tour	33	
	Unit 3: Itinerary preparation and Coordinate with the industry Partners	33	
	Unit 4: Provide Suitable Tour Package to Customers	33	
	Unit 5: Travel Insurance	33	
	Total	**165**	**40**
Part C	**Practical Work**		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
	Total	**10**	**35**
Part D	**Project Work/Field Visit**		
	Practical File/Student Portfolio	10	10
	Viva Voce	05	05
	Total	**15**	**15**
	Grand Total (A+B+C+D)	**300**	**100**

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

GRADE 12			
	Units	**No. of Hours for Theory and Practical** **300**	**Max. Marks for Theory and Practical** **100**
Part A	**Employability Skills**		
	Unit 1: Communication Skills – IV	25	10
	Unit 2: Self-management Skills – IV	25	
	Unit 3: Information and Communication Technology Skills – IV	20	
	Unit 4: Entrepreneurial Skills – IV	25	
	Unit 5: Green Skills – IV	15	
	Total	**110**	**10**
Part B	**Vocational Skills**		
	Unit 1: Visa and ImmigrationProcedures for International Travel	33	40
	Unit 2: Monitor the Tour and Seek Customer Feedback	33	
	Unit 3: Maintain Effective Communication and Service Standard	33	
	Unit 4: Organizational Confidentiality and Customer's Privacy	33	
	Unit 5: Health and Safety Practices	33	
	Total	**165**	**40**
Part C	**Practical Work**		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
	Total	**10**	**35**
Part D	**Project Work/Field Visit**		
	Practical File/Student Portfolio	10	10
	Viva Voce	05	05
	Total	**15**	**15**
	Grand Total (A+B+C+D)	**300**	**100**

3.Teaching/Training Activities

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

CLASSROOM ACTIVITIES

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

PRACTICAL WORK IN LABORATORY/WORKSHOP

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

FIELD VISITS/ EDUCATIONAL TOUR

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

4.ASSESSMENT AND CERTIFICATION

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

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

KNOWLEDGE ASSESSMENT (THEORY)

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

WRITTEN TEST

It allows candidates to demonstrate that they have the knowledge and understanding of a given topic. Theory question paper for the vocational subject should be prepared by the subject experts comprising group of experts of academicians, experts from existing vocational subject experts/teachers, subject experts from university/colleges or industry. The respective Sector Skill Council should be consulted by the Central/State Board for preparing the panel of experts for question paper setting and conducting the examinations.

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

Duration: 3 hrs. **Max. Mark: 40**

		No. of Questions			
	Typology of Question	**Very Short Answer (1 mark)**	**Short Answer (2 Marks)**	**Long Answer (3 Marks)**	**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, private an example, or solve a problem)	**0**	**2**	**1**	**07**
4.	High Order Thinking Skills – (Analysis & Synthesis – Classify, compare, contrast, or differentiate between different pieces of information; Organize and/ or integrate unique pieces of information from a variety of sources)	**0**	**2**	**0**	**04**

5.	Evaluation – (Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)	**0**	**1**	**0**	**02**
	Total	**5x1=5**	**10x2=20**	**5x3=15**	**40 (20questions)**

SKILL ASSESSMENT (PRACTICAL)

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

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

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

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

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

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

5.UNIT CONTENTS

GRADE 11

Part A: Employability Skills

S.No.	Units	Duration (Hrs.)
1.	Unit1:CommunicationSkills-III	25
2.	Unit2:Self-managementSkills-III	25
3.	Unit3:InformationandCommunicationTechnologySkills-III	20
4.	Unit4:Entrepreneurial Skills-III	25
5.	Unit5:GreenSkills-III	15
	Total	**110**

UNIT 1: COMMUNICATION SKILLS – III		
Duration: 25 hrs		
	Theory (10 hrs)	**Practical (15 hrs)**
LO1	**Demonstrate Knowledge of Effective Communication**	
1.	• Introduction to communication • Importance of communication • Elements of communication • Perspectives in communication • Effective communication	• Role-play on the communication process • Group discussion on factors affecting perspectives in communication Classroom discussion on the 7Cs of effective communication (i.e. Clear, Concise, Concrete, Correct, Coherent, Courteous and Complete) • Chart making on elements of communication
LO2	**Demonstrate Verbal Communication**	
2.	• Verbal communication • Public speaking	• Role-play of a phone conversation. • Group exercise on delivering speech and practicing public speaking
LO3	**Demonstrate Non-Verbal Communication**	
3.	• Importance of non-verbal communication • Types of non-verbal communication • Visual communication	• Role-play on non-verbal communication • Group exercise and discussion on Do's and Don'ts to avoid body language mistakes • Group activity on methods of communication
LO4	**Use Correct Pronunciation**	

4.	• Pronunciation basics • Speaking properly • Phonetics • Types of sounds	• Group exercises on pronouncing words
LO5	**Demonstrate the knowledge of Assertive Communication Style**	
5.	• Important communication styles • Assertive communication • Advantages of assertive communication • Practicing assertive communication	• Group discussion on communication styles • Group discussion on observing and sharing communication styles
LO6	**Demonstrate the Knowledge of Saying No**	
6.	• Steps for saying 'No' • Connecting words (Conjunctions)	• Group discussion on how to respond • Group activity on saying 'No'
LO7	**Identify and Use Parts of Speech in Writing**	
7.	• Capitalization • Punctuation • Basic parts of speech • Supporting parts of speech	• Group exercises on identifying parts of speech • Group exercises on constructing sentences • Group exercises on nouns
LO8	**Write Sentences and Paragraphs**	
8.	• Parts of a sentence • Types of objects • Types of sentences • Paragraph	• Exercises on making sentences • Activity on active and passive voice • Assignment on writing different types of sentences
LO9	**Communicate with People**	
9.	• Greetings • Introducing self and others	• Role-play on formal and informal greetings • Role-play on introducing someone • Practice session and group discussion on greeting different people.
LO10	**Introduce Self to Others and Write About Oneself**	
10.	• Talking about self • Filling out a form to write about self	• Practicing self-introduction to write about self • Filling up forms to write about self
LO11	**Ask Questions**	
11.	• Types of questions • Asking close-ended and open-ended questions	• Exercise on asking different types of questions • Group activity on framing open and close-ended questions
LO12	**Communicate Information About Family to Others**	
12.	• Words that show relations in the family	• Practice talking about family • Role-play on talking about family members

LO13	**Describe Habits and Routines**	
13.	• Concept of habits and routines	• Group discussion on habits and routines • Group activity on describing routines
LO14	**Ask or Give Directions to Others**	
14.	• Asking for directions to a place • Giving directions for a place	• Role-play on asking and giving directions to a place • Identifying symbols used for giving directions

UNIT 2: SELF-MANAGEMENT SKILLS – III		
Duration: 25 hrs		
	Theory (10 hrs)	**Practical (15 hrs)**
LO1	**Identify and Analyse Own Strengths and Weaknesses**	
1.	• Knowing yourself • Identifying strengths and weaknesses • Difference between interests and abilities	• Activity on writing aim in life • Preparing a worksheet on interests and abilities
LO2	**Demonstrate Personal Grooming**	
2.	• Guidelines for dressing and grooming	• Role-play on dressing and grooming standards • Self-reflection activity on dressing and grooming
LO3	**Maintain Personal Hygiene**	
3.	• Importance of personal hygiene • Three steps to personal hygiene • Essential steps of hand washing	• Role-play on personal hygiene • Assignment on personal hygiene
LO4	**Demonstrate the Knowledge of Working in a Team and Participating in Group Activities**	
4.	• Describe the benefits of teamwork • Working in a team	• Assignment on working in a team • Self-reflection on teamwork
LO5	**Describe the Importance of Networking Skills**	
5.	• Benefits of networking skills • Steps to build networking skills	• Group exercise on networking in action • Assignment on networking skills
LO6	**Describe the Meaning and Importance of Self-Motivation**	
6.	• Self-motivation • Types of motivation	• Activity on staying motivated • Assignment on reasons hindering

	• Qualities of Self-motivated people	motivation
LO7	**Set SMART Goals**	
7.	• Meaning of goals and purpose of goal-setting • Setting SMART (Specific, Measurable, Attainable, Realistic and Timebound) goals	• Assignment on setting SMART goals • Activity in developing long-term and short-term goals using the SMART method
LO8	**Apply Time Management Strategies and Techniques**	
8.	• Time management • Steps for effective time management	• Preparing a checklist of daily activities • Preparing to-do-list

UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY SKILLS – III		
Duration: 20 hours		
	Theory (08 hrs)	**Practical (12 hrs)**
LO1	**Create A Document on the Word Processor**	
1.	• Introduction to ICT • Advantages of using (Information and Communication Technology) a word processor. • Working with Libre Office Writer	• Group activity on demonstration and practice of the following: i. Creating a new document ii. Typing text iii. Saving the text iv. Opening and saving files on Microsoft Word/Libre Office Writer.
LO2	**Identify the basic interface of LibreOffice**	
2.	• Standard user interface of LibreOffice writer i. Status bar ii. Menu bar iii. Tool bar iv. Making a text bold	• Group activity on using the basic user interface of LibreOffice writer • Group activity on working with Microsoft Word
LO3	**Save, Close, Open and Print Document**	
3.	• Saving a Word document • Closing a Word document • Opening an existing document • Printing a Word document	• Group activity on performing the functions for saving, closing, and printing documents in LibreOffice Writer • Group activity on performing the functions for saving, closing, and printing documents in Microsoft Word
LO4	**Format Text in a Word Document**	
4.	• Changing style and size of text • Aligning text and • Cutting, Copying, Pasting text	• Group activity on formatting text in LibreOffice Writer • Group activity on formatting text in Microsoft Word

	• Finding and replacing	
LO5	**Check Spelling and Grammar in a Word Document**	
5.	• Starting a spell checker • Short-cut menu for spell checker • Autocorrecting spellings	• Group activity on checking spellings and grammar using LibreOffice Writer • Group activity on checking spelling and grammar using Microsoft Word
LO6	**Insert Lists, Tables, Pictures, and Shapes in a Word Document**	
6.	• Insert bullet list • Inserting the following in Word document i. Number list ii. Tables iii. Pictures iv. Shapes	• Practical exercise of inserting lists and tables using LibreOffice Writer
LO7	**Insert Header, Footer and Page Number in a Word Document**	
7.	• Inserting the following in a Word document i. Header ii. Footer iii. page number iv. Page count	• Practical exercises of inserting header, footer and page numbers in LibreOffice Writer and Microsoft Word
LO8	**Demonstrate the Use of Track Change Option in a Word Document**	
8.	• Tracking changes in LibreOffice Writer • Manage option • Comparing documents	• Group activity on performing changes in track mode in LibreOffice Writer and Microsoft Word

UNIT 4: ENTREPRENEURSHIP SKILLS – III		
Duration: 25 hrs		
	Theory (10 hrs)	**Practical (15 hrs)**
LO1	**Differentiate Between Different Kinds of Businesses**	
1.	• Introduction to entrepreneurship • Types of business activities – manufacturing, trading, and service	• Role-play on different kinds of businesses around us
LO2	**Describe the Significance of Entrepreneurial Values**	
2.	• Values of an entrepreneur • Case study on qualities of an entrepreneur	• Role-play on qualities of an entrepreneur
LO3	**Describe the Attitudinal Changes Required to Become an Entrepreneur**	
3.	• Difference between the attitude	• Interviewing employees and

	of an entrepreneur and an employee	entrepreneurs
LO4	**Describe the Importance of Thinking Like an Entrepreneur**	
4.	• Problems of entrepreneurs • Problem-solving • Thinking like an entrepreneur to solve problems	• Group activity on identifying and solving problems
LO5	**Generate Business Ideas**	
5.	• The business cycle • Principles of idea creation • Generating a business idea • Case studies	• Group activity to create business ideas
LO6	**Describe Customer Needs and the Importance of Conducting a Customer Survey**	
6.	• Understanding customer needs • Conducting a customer survey	• Group activity for conducting a customer survey
LO7	**Create a Business Plan**	
7.	• Importance of business planning • Preparing a business plan • Principles to follow for growing a business • Case studies	• Group activity on developing a business plan

UNIT 5: GREEN SKILLS – III		
Duration: 15 hrs		
	Theory (07 hrs)	**Practical (08 hrs)**
LO1	**Describe the Importance of the Main Sectors of the Green Economy**	
1.	• Important sectors of green economy- i. Agriculture ii. Energy resources iii. Construction iv. Fisheries v. Forestry vi. Tourism vii. Transport viii. Water Management ix. Waste management x. Manufacturing xi. Industry	• Group discussion on sectors of the green economy • Preparing posters on various sectors for promoting the green economy

LO2	**Describe Policies for the Green Economy**	
2.	• Policies for a green economy	• Group discussion on initiatives for promoting the green economy • Writing an essay or a short note on the important initiatives for promoting a green economy.
LO3	**Describe the Role of Various Stakeholders in the Green Economy**	
3.	• Stakeholders in the green economy	• Group discussion on the role of stakeholders in the green economy • Making solar bulbs.
LO4	**Describe the Role of Government and Private Agencies in the Green Economy**	
4.	• Role of the government in promoting a green economy • Role of private agencies in promoting green economy	• Group discussion on the role of government and private agencies in promoting a green economy. • Preparing posters on green sectors.

Part B: Vocational SkillsGrade 11

S.No.	Units	Duration (Hrs.)
1.	Unit 1: Tourism and Hospitality Skilling Ecosystem of India	33
2.	Unit 2: Recognising Customer Needs to Plan the Tour	33
3.	Unit 3: Itinerarypreparation and Coordinate with theindustry Partners	33
4.	Unit 4: Provide Suitable Tour Package to Customers	33
5.	Unit 5: Travel Insurance	33

UNIT 1: TOURISM AND HOSPITALITY SKILLING ECOSYSTEM OF INDIA – III		
Duration: 33 hrs		
	Theory (12 hrs)	**Practical (21 hrs)**
LO1	**Understanding the Skill Development Framework in Tourism and Hospitality**	
15.	• Introduction to skill India mission • Need for skill India initiative • The role of prominent agencies	• Write an essay discussing the significance and impact of the Skill India Mission launched by the Government of India. Highlight the key objectives, components, and features of the mission.
LO2	**Exploring the Skilling Ecosystem for the Tourism and Hospitality Sector in India**	
16.	• Skill gaps in tourism and hospitality sector • Tourism and hospitality agencies/bodies/institutions promoting skilling ecosystem in india	• Conduct a group discussion focusing on the skill gaps prevalent in the tourism and hospitality sector in the local area.
LO3	**Foundations of Tourism and Hospitality**	
17.	• Meaning of tourism& hospitality • Historical context and evolution • Importance and scope of the industry	• Real or imaginary destination exploration and cultural exchange group activity
LO4	**Overview and Evolution of the Tourism and Hospitality Sector**	
18.	• Operating sectors of tourism and hospitality industry	• Group activity on Historical Journey through Travel and Tourism
LO5	**Understanding the Role of Travel Advisors in the Tourism Industry**	
19.	• The role of travel advisor • Types of travel advisor • Importance of travel advisors in today's world	• Develop a destination presentation through groups focusing on key attractions, cultural highlights, activities, accommodations, and travel tips • Group discussion on observing and

		sharing communication styles
LO6	**The Changing Role and Relevance of Travel Advisors Today**	
20.	• Services offered by travel advisors • Skills and qualities of a travel advisor	• Mock travel planning scenariooutlining the client's preferences, interests, and budgetary considerations
LO7	**Exploring the Features of Travel, Tourism, and Hospitality Services**	
21.	• Tourism and hospitality products and services	• Accommodation comparison activity on different types of accommodations
LO8	**Nature and Attributes of Tourism and Hospitality Products and Services**	
22.	• Characteristics of travel, tourism and hospitality products and services	• Day-to-day use of travel glossary.

UNIT 2: Recognising Customer Needs To Plan The Tour – III		
Duration: 33 hrs		
	Theory (12 hrs)	**Practical (21 hrs)**
LO1	**Introduction to Travel Types and Pricing Structures in Tourism**	
9.	• Travel types	• Customer Profiling and Communication Workshop of Tour Planning
LO2	**Travel Types and Pricing Strategies in the Tourism Industry**	
10.	• Tariff plans and discounts	• Tariff planning and negotiation simulation in pair on negotiation situation scenario.
LO3	**Using Information Resources and Social Media for Tour Planning**	
11.	• Resources for relevant information for tour planning	• Prepare and present a presentation on different types of travel groups
LO4	**Exploring Digital and Traditional Resources for Effective Tour Planning**	
12.	• Social Media	• Organise a visit to any two hotels from different star categories and prepare a report highlighting the difference between them.
LO5	**Understanding Customer Profiling and Communication in Tourism**	
13.	• Customer profiling and communication • Identifying the customer needs and maintaining the customer profile	• Develop Your Travel Brochure
LO6	**Building Customer Relations through Profiling and Effective Communication**	

14.	• Importance of communicating the details of the tour with customers	• Role-play scenario on tour bookingwherestudent acting as travel advisor and customer.
LO7	**Estimating Travel Costs and Negotiation with Service Providers**	
15.	• Factors for estimating the travel cost.	• Mock Negotiation Exercise.
LO8	**Travel Cost Planning and Effective Negotiation Practices**	
16.	• Best practices for negotiation with service providers	• Guest Speaker or Industry Visit

UNIT 3: ITINERARY PREPARATION AND COORDINATE WITH THE INDUSTRY PARTNERS – III		
Duration: 33 hrs		
	Theory (12 hrs)	**Practical (21 hrs)**
LO1	**Understanding Travel Itineraries and Travel Motivations**	
9.	• Travel itinerary • Importance of Travel Itinerary • Types of Travel Itinerary	• Design Your Dream Vacation Itinerary by considering of factors like interests, budget, and travel style
LO2	**Designing Effective Travel Itineraries and Understanding Tourist Motivations**	
10.	• Elements of Travel Itinerary • TravelMotivations	• Nature Hike and Wildlife Spotting Tour.
LO3	**Designing Effective Travel Itineraries and Understanding Tourist Motivations**	
11.	• Factors to be considered while planning a travel itinerary • Appropriate Practices to Estimate the Itinerary Cost	• Destination Research and Presentation
LO4	**Understanding Travel Destinations and Structuring Tour Packages**	
12.	• Travel destination selection • Key Aspects of Travel Destination Selection	• Destination Comparison Chart
LO5	**Key Aspects of Destination Selection and Tour Package Design**	
13.	• Tour package • Components of tour package	• Create a mock tour package detailing the accommodation options, transportation arrangements, sightseeing and excursions, meals, activities, and free time included in their tour package
LO6	**Documentation, Customer Details, and Travel Partners in Tour Packaging**	

14.	• Different documents required for travel booking and tour packaging • Customer-details that are required for travel booking and tour packaging	• Plan a Budget-Friendly Trip with detailed itinerary highlighting accommodation, transportation, meals, activities, and other expenses with associated costs.
LO7	**Understanding Travel Documentation and the Role of Travel Partners**	
15.	• Travel partners • Various types of travel partners involved in the tour package	• Travel Partner Match-Up
LO8	**Key Requirements and Stakeholders in Tour Packaging and Travel Booking**	
16.	• Importance of choosing the right travel partner in tour packaging • Types of travel partnership in tour packaging business • Coordination with travel partners	• Travel Partner Coordination Simulation

UNIT 4: PROVIDE SUITABLE TOUR PACKAGE TO CUSTOMERS– III		
Duration: 33 hrs		
	Theory (12 hrs)	**Practical (21 hrs)**
LO1	**Tour Pricing and Pricing Strategies in Tourism**	
8.	• Tour pricing • Tour Pricing Strategy	• Tour Pricing Simulation
LO2	**Understanding Tour Pricing: Strategies, Significance, and Factor**	
9.	• Significance of Tour Pricing Strategy • Different Pricing Strategies • Factors to Consider in Tour Pricing	• Pricing Strategy Role-play.
LO3	**Payment Management and Invoice Preparation in Tourism**	
10.	• Various modes of payment	• Payment method role-playscenario involving a customer making a payment for a tour or travel service
LO4	**Understanding Modes of Payment and Effective Payment Practices**	
11.	• Best practices and tips for effective payment management • Procedure to prepare the invoice	• Invoice creation workshop by following the invoicing guidelines discussed in the session

LO5	**Cash Management in Travel Agencies and Tour Operations**	
12.	• Cash management in travel agency and tour operation • Cash management procedure	• Cash handling simulationroles within group, including cashiers, supervisors, and auditors.
LO6	**Effective Cash Flow and Management Procedures in Tourism Operations**	
13.	• Ways to manage the cash flow effectively	• Cash Handling Procedures Role-play.
LO7	**Maintaining Client Records and Final Itinerary Updates**	
14.	• Updating important information in the final itinerary • Types of Client Records • Suitable Practices to Maintain Relevant Records and Documents	• Interactive Itinerary Update Game
LO8	**Updating Itineraries and Managing Client Records in Tourism**	
8	• Suitable Practices to Maintain Relevant Records and Documents	• Client Records Management Workshop.
UNIT 5: TRAVEL INSURANCE– III		
Duration: 33 hrs		
	Theory (12 hrs)	**Practical (21 hrs)**
LO1	**Travel Insurance and Safety Regulations in Tourism**	
5.	• Travel insurance and safety regulations • Defining Travel Insurance	• Cost Calculation and Budgeting Activity
LO2	**Travel Insurance Essentials and Compliance with Safety Regulations**	
6.	• Key Features of Travel Insurance • Importance of Travel Insurance • Travel and Safety Norms and Regulations • Types of Travel Insurance • The factors to determine costs of different travel insurances	• Travel Insurance Quiz
LO3	**Travel Risks and Insurance Eligibility in Tourism**	
7.	• Various types of risks associated with travelling • Analysing customer profiles to determine the risks associated with a sample tour plan	• Risk Identification Game.

LO4	**Understanding Travel Risks and Customer Insurance Requirements**	
8.	• The importance of giving customers a brief idea about the complete terms and conditions of the insurance policy • The procedures and documents required to check the eligibility of customers for insurance	• Risk Assessment Role-play.

GRADE12

Part A - Employability Skills

S.No.	Units	Duration (Hrs.)
1.	Unit1:CommunicationSkills-IV	25
2.	Unit2:Self-managementSkills-IV	25
3.	Unit3:InformationandCommunicationTechnologySkills-IV	20
4.	Unit4:EntrepreneurialSkills-IV	25
5.	Unit5:GreenSkills-IV	15
	Total	**110**

UNIT 1: COMMUNICATION SKILLS – IV		
Duration: 25 hrs		
	Theory (10 hrs)	**Practical (15 hrs)**
LO1	**Demonstrate Active Listening Skills**	
1.	• Active listening -listening skill and stages of active listening • Overcoming barriers to active listening	• Group discussion on factors affecting active listening • Preparing posters of steps for active listening • Role-play on negative effects of not listening actively
LO2	**Identify the Parts of Speech**	
2.	• Parts of speech – using capitals, punctuation, and basic parts of speech • Supporting parts of speech	• Group practice on identifying parts of speech • Group practice on constructing sentences
LO3	**Write Sentences**	
	• Writing simple sentence • Writing complex sentences • Types of object • Types of sentences i. Active and Passive sentences ii. Statement/ iii. Declarative sentence iv. Question/ v. Interrogative sentence vi. Emotion/ vii. Reaction or Exclamatory sentence viii. Order or Imperative sentence ix. Paragraph writing	• Group work on writing sentences and paragraphs • Group work on practicing writing sentences in active or passive voice • Group work on writing different types of sentences (i.e., declarative, exclamatory, interrogative and imperative)

UNIT 2: SELF-MANAGEMENT SKILLS – IV		
Duration: 25 hrs		
	Theory (10 hrs)	**Practical (15 hrs)**
LO1	**Describe the Various Factors Influencing Motivation and Positive Attitude**	
1.	• Motivation and positive attitude • Intrinsic and extrinsic motivation • Positive attitude – ways to maintain positive attitude • Stress and stress management - ways to manage stress	• Role-play on avoiding stressful situations • Activity on listing negative situations and ways to turn them to positive
LO2	**Demonstrate the Knowledge of becoming Oriented**	
2.	• Becoming result-oriented • Goal setting – examples of result-oriented goals	• Group activity on listing aim in life
LO3	**Describe the Importance of Self-Awareness and the Basic Personality Traits, Types and Disorders**	
3.	• Steps towards self-awareness • Personality and basic personality traits • Common personality disorders- i. Suspicious ii. Emotional and impulsive iii. Anxious • Steps to overcomepersonality disorders	• Group discussion on self-awareness

UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY SKILLS – IV		
Duration: 20 hours		
	Theory (06 hrs)	**Practical (14 hrs)**
LO1	**Identify the Components of a Spreadsheet Application**	
1.	• Getting started with a spreadsheet - types of a spreadsheet • Steps to start LibreOffice Calc., • Components of a worksheet.	• 1. Group activity on identifying components of spreadsheet in LibreOffice Calc.
LO2	**Perform Basic Operations in a Spreadsheet**	
2.	• Opening workbook and entering data – types of data, steps to enter data, editing and	• Group activity on working with data on LibreOffice Calc.

	deleting data in a cell • Selecting multiple cells • Saving the spreadsheet in various formats • Closing the spreadsheet • Opening the spreadsheet. • Printing the spreadsheet.	
LO3	**Demonstrate the Knowledge of Working with Data and Formatting Text**	
3.	• Using a spreadsheet for addition – adding value directly, adding by using cell address, using a mouse to select values in a formula, using sum function, copying and moving formula • Formatting cell and content • Changing text style and font size • Aligning text in a cell • Highlighting text	• Group activity on formatting a spreadsheet in LibreOfficeCalc • Group activity on performing basic calculations in LibreOffice Calc.
LO4	**Demonstrate the Knowledge of Using Advanced Features in Spreadsheet**	
4.	• Advanced features in Spreadsheet i. Sorting data i. Filtering data i. Protecting spreadsheet with password	• Group activity on sorting data in LibreOfficeCalc
LO5	**Make Use of Software for Making Slides Presentations**	
5.	• Steps to start Libre-Office Impress • Adding text to a slide presentation	• Group practice on working with LibreOffice Impress tools
LO6	**Demonstrate the Knowledge of Opening, Closing and Slide Presentations**	
6.	• Printing a presentation	• Group activity on closing and saving a presentation in LibreOffice Impress
LO7	**Demonstrate the Knowledge of working with Slides**	
7.	• Working with slides and text in a presentation- adding slides to a presentation, deleting slides, adding and formatting text, highlighting text, aligning text and changing text color	• Group practice on working with font styles in LibreOffice Impress

LO8	**Demonstrate the Use of Advanced Features in a Presentation**	
8.	• Advanced features used in a presentation • Inserting shapes in the presentation • Inserting clipart and images in a presentation • Changing slide layout	• Group activity on changing slide layout on LibreOffice Impress

UNIT 4: ENTREPRENEURSHIP SKILLS – IV		
Duration: 25 hrs		
	Theory (10 hrs)	**Practical (15 hrs)**
LO1	**Describe the Types and Qualities of Entrepreneurs**	
1.	• Entrepreneurship and entrepreneur • Characteristics of entrepreneurship • Entrepreneurship-art and science • Qualities of a successful entrepreneur • Types of entrepreneurs • Roles and functions of an entrepreneur • What motivates an entrepreneur? • Identifying opportunities and risk-taking • Startups	• Group discussion on the topic "An entrepreneur is not born but created". • Conducting a classroom quiz on various aspects of entrepreneurship.
LO2	**Identify the Barriers to Entrepreneurship**	
2.	• Barriers to entrepreneurship i. Environmental barriers ii. Faulty business plan iii. Personal barriers	• Group discussion about "What we fear about entrepreneurship" • Activity on taking an interview of an entrepreneur.
LO3	**Identify the Attitude that Makes an Entrepreneur Successful**	
3.	• Entrepreneurial attitude	----------
LO4	**Demonstrate the Knowledge of Entrepreneurial Attitude and Competencies**	
4.	• Entrepreneurial competencies i. Decisiveness ii. Initiative iii. Interpersonal skills-positive attitude, stress management iv. Perseverance	• Playing games, such as "Who am I". • Group discussion on business ideas • Group practice on "Best out of Waste" • Group discussion on the topic of

	v. Organizational skills- time management, goal setting, efficiency, managing quality	"Let's grow together" • Group activity on listing stress and methods to deal with it • Group activity on time management • Activity on "My entrepreneurial attitude"

UNIT 5: GREEN SKILLS – IV		
Duration: 15 hrs		
	Theory (05 hrs)	**Practical (10 hrs)**
LO1	**Identify the Benefits of the Green Jobs**	
1.	• Green jobs • Benefits of green jobs • Green jobs in different sectors: i. Agriculture ii. Transportation iii. Water conservation iv. Solar and wind energy v. Eco-tourism vi. Building and construction vii. Solid waste management viii. Appropriate technology	• Group discussion on the importance of green jobs.
LO2	**State the Importance of Green Jobs**	
2.	• Importance of green jobs in the following i. Limiting greenhouse gas emissions ii. Minimizing waste and pollution iii. Protecting and restoring ecosystems iv. Adapting to the effects of climate change	• Preparing posters on green jobs. • Group activity on tree plantation.

CLASS 12

Part B–Vocational Skills

S.No.	Units	Duration (Hrs.)
1.	Unit 1: Visa and Immigration Procedures for International Travel	33
2.	Unit 2: Monitor the Tour and Seek Customer Feedback	33
3.	Unit 3: Maintain Effective Communication and Service Standard	33
4.	Unit 4: Organizational Confidentiality and Customer's Privacy	33
5.	Unit 5: Health and Safety Practices	33

UNIT 1: VISA AND IMMIGRATION PROCEDURES FOR INTERNATIONAL TRAVEL		
Duration: 33 hrs		
	Theory (12hrs)	**Practical (21 hrs)**
LO1	**Understanding Visas and Their Importance in International Travel**	
1	• Overview of visa types and requirements. • Difference between visa and passport	• Creating a Comprehensive VISA Application Checklist
LO2	**"Visa Types, Requirements, and Eligibility Criteria**	
2	• Importance of visa in international travel • Visa requirements and eligibility criteria	• Role-Playing a VISA Interview
LO3	**Managing Customer Expectations through Pre-Visa Briefing**	
3	• Importance of pre-visa briefing • Significance of pre-visa briefing •	• Understanding and Simulating Pre-VISA Briefings
LO4	**Ensuring Accurate Customer Information through Pre-Visa Briefing**	
4	• Consequences of inaccurate and inadequate information to customers. • Strategies for effective pre-visa briefing	• Mock Visa Application and Briefing Session
LO5	**Visa Application Procedures and Challenges in Tourism**	
5	• Visa application and processing procedures • Common challenges and issues in the visa application process.	• Researching Visa Requirements
LO6	**Visa Processing: Procedures, Challenges, and Best Practices**	

6	• Streamlining the visa application process.	• Simulating the Visa Application Process
LO7	**Embassies, Consulates, and Visa Regulations in International Travel**	
7	• Understanding embassy/consulate regulations and visa rejection. • Difference between embassy and consulate	• Researching Embassy and Consulate Functions
LO8	**Functions, Regulations, and Common Reasons for Visa Denials**	
8	• Functions of embassy and consulate • Rules and regulations of different embassies and consulates • Common reasons for visa rejection	• Understanding Visa Rejection Reasons

UNIT 2: MONITOR THE TOUR AND SEEK CUSTOMER FEEDBACK		
Duration: 33 hrs		
	Theory (12hrs)	**Practical (21 hrs)**
LO1	**Understanding Tour Tracking: Importance, Procedures, and Customer Experience**	
1	• Tour tracking and monitoring • Key components of tour tracking and monitoring.	• Planning and Tracking a Mock Tour
LO2	**Ensuring Safety and Quality through Tour Tracking and Monitoring.**	
2	• Significance of tour tracking and monitoring. • Process of tour tracking and monitoring. • Tour tracking and monitoring-potential issues, safety, and customer experience.	• Real-Time Tour Monitoring Simulation
LO3	**Understanding Customer Preferences and Handling Itinerary Modifications**	
3	• Customer assistance and itinerary changes. • Importance of understanding customer preferences and needs during a tour.	• Understanding Customer Needs and Personalization
LO4	**Strategies for Supporting Customers During Tour Alterations.**	
4	• Assisting customers with itinerary changes.	• Managing Itinerary Changes and

	• Challenges and strategies for managing customer expectations when altering itineraries.	Customer Communication.
LO5	**Understanding Travel Advisories and International Immigration Procedures**	
5	• Travel advisories, immigration laws, and customs regulations • Levels of Advisory • The significance of travel advisories.	• Understanding Travel Advisories
LO6	**Levels of Travel Advisory and Compliance with Immigration and Customs Rules.**	
6	• Immigration laws and procedures. • Immigration laws and procedures of different countries. • Customs regulations.	• Understanding Immigration Laws and Customs Regulations.
LO7	**Travel-Partner Networks and Grievance Redressal in Tourism**	
7	• Building travel-partner networks and grievance redressal. • Travel-partner network and its benefit.	• Establishing a Travel-Partner Network
LO8	**Developing Travel-Partner Networks: Benefits, Processes, and Record-Keeping**	
8	• Leveraging a travel-partner network. • The process of developing a travel-partner network. • Grievance redressal mechanism. • Record-keeping.	• Implementing a Grievance Redressal Mechanism.

UNIT 3: MAINTAIN EFFECTIVE COMMUNICATION AND SERVICE STANDARD		
Duration: 33 hrs		
	Theory (12hrs)	**Practical (21 hrs)**
LO1	**Understanding the Significance and Process of Effective Communication.**	
1	• Effective communication of travel advisor. • Significance of effective communication. • Effective communication process.	• Communication Skills Workshop
LO2	**Communication Processes and Skills in Travel Advisory.**	
2	• Effective communication process	• Barrier Analysis and Resolution Exercise.
LO3	**Understanding the Need and Role of Professional Etiquette.**	
3	• Professional etiquette • Need for etiquette.	• Professional Etiquette Role-Play coordination drill.

LO4	**Workplace Etiquette and Behavioral Norms in Tourism.**	
4	• Role of etiquette in tourism industry • Professional etiquette at workplace. • Behavioral etiquettes while dealing with female colleagues.	• Etiquette Quiz.
LO5	**Customer Service and Satisfaction in Tourism**	
5	• Customer service. • Ways to meet customer expectation.	• Customer Service Role-Play
LO6	**Customer Care: Feedback, Complaints, and Satisfaction.**	
6	• Significance of Customer Satisfaction • Procedure for receiving the customer feedback. • Dealing with a customer's complaint.	• Customer Satisfaction Survey Design.
LO7	**Ensuring Safety, Security, and Gender Sensitivity in Tourism Operations.**	
7	• Gender and age sensitive service practices • Facilities and services for females at work place. • Company's policies to prevent sexual harassment..	• Gender and Age Sensitive Service Practices
LO8	**Women-Centric Policies, Facilities, and Travel Safety Measures.**	
8	• Safety and security threats for women tourists. • Travel Planning and Pre-Travel Planning. • Lodging and Transportation Safety. • Medical facility and a doctor for tourists.	• Developing Gender and Age-Sensitive Tour Packages.

UNIT 4: ORGANIZATIONAL CONFIDENTIALITY AND CUSTOMER'S PRIVACY		
Duration: 33 hrs		
	Theory (12hrs)	**Practical (21 hrs)**
LO1	**Understanding Organizational Confidentiality and Customer Privacy**	
1	• Introduction to organizational confidentiality and customer privacy. • Key differences between confidentiality and privacy. • Importance of confidentiality and privacy in the travel industry.	• Planning and Tracking a Mock Tour

LO2	**Importance of Confidentiality, Privacy, and Ethical Duty of Care in Tourism.**	
2	• Ethical considerations and the duty of care towards clients.	• Workshop on Organizational Confidentiality and Customer Privacy
LO3	**Protecting Confidential Information and Ethical Practices in Tourism.**	
3	• Best practices for protecting confidential information. • Use of technology. • Ethical guidelines and image consent.	• Data Protection Training and Awareness.
LO4	**Employee Awareness, Ethical Guidelines, and Confidentiality in Tourism.**	
4	• Secure Communication Tools. • Employee Training and Awareness.	• Implementing Secure Communication Tools
LO5	**Data Privacy and Customer Data Handling in Tourism.**	
5	• Handling customer data-policies and procedures. • Key Components of a Robust Data Privacy Policy. • Procedure for data handling.	• Developing a Data Privacy Policy.
LO6	**Policies, Procedures, and Access Controls for Customer Data.**	
6	• Access Control and Authorization Procedures. • Authorization Procedures.	• Developing Procedures for Data Handling.
LO7	**Responding to Data Breaches in the Tourism and Hospitality Industry**	
7	• Responding to data breaches and incidents. • Identifying data breaches. • Immediate Actions to Take When a Breach is Suspected.	• Identifying and Responding to Data Breaches
LO8	**Roles, Responsibilities, and Communication During Data Breach Incidents.**	
8	• Incident response plan in the tourism and hospitality industry. • Roles and responsibilities during a data breach. • Communication and reporting • Legal Requirements for Reporting Breaches to Authorities.	• Developing an Incident Response Plan

UNIT 5: HEALTH AND SAFETY PRACTICES		
Duration: 33 hrs		
	Theory (12hrs)	**Practical (21 hrs)**
LO1	**Understanding Personal Hygiene and Maintaining a Clean Workplace**	
1	• Concept of Personal Hygiene.	• Hand-washing Demonstration

	• Importance of Personal Hygiene. • Workplace behavior expectations.	
LO2	**Importance of Personal Hygiene and Proper Workplace Behavior.**	
2	• Ways to Clean and Sanitize the Workplace.	
LO3	**Understanding Safe Travel and Standard Safety Procedures for Travel Advisors.**	
3	• Meaning of Safe Travel. • Standard Safety Procedures for Travel Advisor.	• Health Check-up Simulation
LO4	**Importance of Preventive Health and Safety Measures in Travel Operations.**	
4	• Importance of preventive health check.	• Travel Advisory Kit Creation
LO5	**Identifying and Preventing Risks and Hazards in Tourism Operations.**	
5	• Health and safety. • Causes and Prevention of Risks and Hazards.	• Hazard Identification and Risk Assessment
LO6	**Safety Measures and Awareness in Tourism Workplaces.**	
6	• Safety warning signs and labels at workplace.	• Safety Sign Interpretation
LO7	**First Aid and Accident Reporting Procedures in the Workplace**	
7	• First Aid at Workplace • Procedure to Report Accident and other Health related issues as per SOP	• First Aid Kit Assembly Challenge
LO8	**Managing Accidents and Health-Related Issues in Tourism Operations.**	
8	• Accident Reporting and Health-Related Issues SOP for Travel Advisors.	• First Aid Scenario Role-Play

6.ORGANISATION OF FIELD VISITS

In a year, at least **three (3) structured field visits or educational tours** should be organized to provide students with practical exposure to the travel and tourism industry. These visits should align with the core competencies defined across the course units—such as customer handling, itinerary planning, tour costing, coordination with service providers, visa and insurance processes, digital operations, and professional ethics. The objective is to bridge classroom learning with real-world experiences in travel advising and tour management.

Field Visit 1: Visit to a Travel Agency or Tour Operator Office

Objective: To familiarize students with the professional environment, functioning, and service flow of a travel agency or tour operation firm.
Location: A reputed travel agency, tour operator, or online travel service provider.

Key Learning Areas:

1. Understanding the structure and workflow of a travel agency.
2. Observing client consultation, destination research, and itinerary creation processes.
3. Studying the use of digital tools—CRS, GDS, and online booking systems.
4. Learning about tour costing, quotations, and negotiation practices.
5. Observing customer service protocols and communication etiquette.
6. Understanding documentation, ticketing, and payment procedures.

Interaction with Staff: Travel consultants, ticketing agents, customer service executives, and tour managers.

Field Visit 2: Exposure to Visa, Insurance, and Regulatory Services

Objective: To understand visa and travel insurance procedures, regulatory requirements, and safety considerations involved in international travel.
Location: A visa facilitation center, embassy/consulate help desk, or insurance company office.

Key Learning Areas:

1. Understanding different types of visas and documentation requirements.
2. Observing pre-visa briefing sessions and traveler guidance procedures.
3. Learning how travel advisors coordinate with embassies, consulates, and insurance agents.
4. Exploring insurance plans, risk coverage options, and claim procedures.
5. Observing professional communication, ethical handling of client data, and confidentiality practices.
6. Understanding how travel advisories and safety alerts are communicated to clients.

Interaction with Staff: Visa officers, travel insurance executives, consular assistants, and travel documentation specialists.

Field Visit 3: Industry Interface and Customer Experience Observation

Objective: To provide firsthand exposure to customer interaction, tour monitoring, and service delivery in real travel operations.
Location: Airport assistance desk, hotel travel desk, destination management company, or tourism event.

Key Learning Areas:

1. Observing live customer assistance, itinerary adjustments, and grievance redressal.
2. Understanding coordination between travel advisors, transport providers, and hospitality partners.
3. Reviewing safety and emergency response measures implemented during tours.
4. Studying professional etiquette, dress code, communication standards, and multicultural sensitivity.
5. Exploring career roles, entrepreneurship possibilities, and technology-driven innovations in the travel advisory field.

Interaction with Staff: Airport ground staff, travel desk executives, destination managers, and customer service supervisors.

Information to be Collected by Students During Each Visit

Students should maintain a **Field Visit Portfolio** that captures the following elements:

- **Agency/Organization Overview:** Type of organization, services offered, and operational structure.
- **Customer Handling Practices:** Methods used for consultation, communication, and feedback.
- **Tour Planning Process:** Tools and steps used in itinerary preparation, costing, and coordination.
- **Digital and Logistical Tools:** Software or online systems used for bookings, records, and communication.
- **Legal, Visa, and Insurance Practices:** Procedures followed for compliance and safety.
- **Professionalism and Ethics:** Observed practices of confidentiality, service quality, and inclusivity.
- **Health and Safety Measures:** Risk management, hygiene, and emergency preparedness.
- **Career Insights:** Job roles, required competencies, and potential growth areas in travel advising.
- **Reflection:** Lessons learned, linkages to classroom learning, and personal observations on industry readiness.

7.LIST OF EQUIPMENT AND MATERIALS

To facilitate hands-on learning and skill acquisition in travel advisory operations, the following list of equipment and materials is proposed for the *Travel Advisor* course. These resources will support students in developing competencies in customer communication, itinerary preparation, visa and insurance documentation, travel costing, digital operations, safety awareness, and professional conduct.

The list is indicative and adaptable depending on local needs, available infrastructure, and industry partnerships. Vocational teachers are encouraged to tailor materials to regional contexts and delivery plans. Emphasis should be placed on essential, multipurpose, and cost-effective tools to ensure efficient utilization during simulations, mock travel consultancy sessions, and project-based learning.

A. Training Material for Classroom and Lab Use

1. Charts and Visual Aids

- Infographics on India's tourism and hospitality ecosystem.
- Diagrams illustrating the travel advisory process — from client inquiry to post-travel feedback.
- Flowcharts of itinerary preparation, visa application, and travel insurance workflows.
- Posters depicting professional etiquette, communication standards, and service quality benchmarks.
- Visual aids on safety procedures, data privacy practices, and customer service excellence.

2. Sample Documents and Templates

- Sample travel itineraries, tour quotations, and package brochures.
- Templates for customer profiles, feedback forms, and booking confirmations.
- Checklists for visa documentation, travel insurance, and tour costing.
- Consent forms, confidentiality agreements, and customer grievance registers.
- Policies on ethical conduct, service standards, and emergency contact protocols.

3. Digital Tools and Communication Resources

- Computers or laptops with internet access for itinerary design and online bookings.
- Tablets or mobile devices for simulating digital customer consultations and communication.
- Access to sample **GDS/CRS interfaces** (simulated environment) for learning reservation processes.
- Productivity and design software such as **Google Sheets, Canva, Google Maps, Google Forms**, and email platforms for mock exercises.
- Digital tools for creating promotional content, client surveys, and feedback analysis.

4. Role-Play and Simulation Kits

- Name badges and identifiers for role-playing (e.g., Travel Advisor, Client, Visa Officer, Insurance Agent).
- Props for simulating advisory interactions — brochures, world maps, booking receipts, flight tickets.
- Mock travel kits including sample itineraries, feedback forms, and information leaflets.
- Scenario-based simulation scripts for customer consultation, complaint handling, and upselling.

5. Documentation and Reference Materials

- Reference books and guides on world geography, travel destinations, and tourism trends.
- Catalogues or directories of airlines, hotels, and destination management companies (DMCs).
- Policy booklets from insurance and visa agencies for classroom analysis.
- Audio-visual recordings of professional travel consultations and virtual tour presentations.

6. Safety, Health, and First Aid Training Equipment

- Basic first aid kits and visual charts on emergency preparedness.
- Training mannequins or simulation tools for CPR demonstrations.
- Sample travel health advisories, vaccination requirements, and safety briefing cards.
- Posters on hygiene, workplace safety, and standard operating procedures for emergencies.

7. Data Privacy and Professional Conduct Tools

- Case studies and checklists on data protection and confidentiality in travel operations.
- Demonstration materials on secure customer data handling and record maintenance.
- Examples of confidentiality policies and cybersecurity awareness posters.
- Mock customer data templates for role-playing secure information handling.

B. Equipment to Observe During Field Visits

1. Travel Agency and Tour Operation Tools

- Online booking terminals and reservation systems (CRS/GDS).
- Software for tour costing, invoicing, and client database management.
- Communication systems such as VoIP phones and email management tools.
- Customer feedback kiosks and digital record systems.

2. Visa and Insurance Office Equipment

- Biometric and document verification tools (simulated setup).
- Digital document scanners, printers, and secure data management systems.
- Demonstrations of online visa application portals and insurance quote platforms.

3. Professional Customer Service Tools

- Front-desk workstations, headsets, and office organization systems.
- Training observation on live customer interactions and consultation setups.
- Demonstrations of follow-up, sales conversion, and customer relationship tools (CRM).

4. Safety and Compliance Equipment

- Fire extinguishers, first aid boxes, and workplace emergency signage.
- Safety manuals, risk assessment checklists, and health regulation posters.

- Examples of standard travel advisories, visa alerts, and regulatory circulars.

5. Promotional and Information Display Tools

- Destination brochures, maps, and digital screens displaying travel packages.
- Interactive world maps and multimedia displays for showcasing global tourism products.
- Examples of branded stationery and marketing material used by travel agencies.

C. Teaching and Training Aids

- Desktop computer or laptop for digital presentations and course delivery.
- LCD projector, projection screen, and audio system for visual demonstrations.
- Whiteboard or smartboard with markers/chalk for concept illustration.
- Flip charts and marker sets for collaborative presentations.
- Portable speakers and microphones for communication practice and role-play sessions.
- Printer and scanner for creating mock documentation exercises.

8.TEACHER'S/TRAINER'S QUALIFICATION

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

Sl. No.	Qualification	Minimum Competencies	Age Limit
1.	Post Graduate in Tourism with one of the subject as Travel Agency or Tour Operation Management with at least 55% marks and 2 yearsof relevant industry experience.	• Effective communication skills (oral and written) • Basic outdoor navigation skills • Physical fitness and stamina**,** • Environmental awareness • And basic first aid knowledge.	22-40 years (as on January 01 of the year of recruitment) Age relaxation to be provided as per Govt. rules.

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

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

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

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

OR

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

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

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

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

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

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

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

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

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

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

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

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

9.LIST OF CONTRIBUTORS

1. **Dr. Prakash Chandra Rout**
   Assistant Professor (Hospitality, Travel and Tourism)
   Department of Business & Commerce,
   PSSCIVE, Bhopal
   Email: p.rout@psscive.ac.in

2. **Dr. PunnamVeeraiah**
   Professor and HOD
   Department of Business & Commerce,
   PSSCIVE, Bhopal
   Email: vp672000@gmaill.com