

LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

JOB ROLE: Walk Tour Facilitator

(QUALIFICATION PACK: Ref. Id. THC/Q4408)

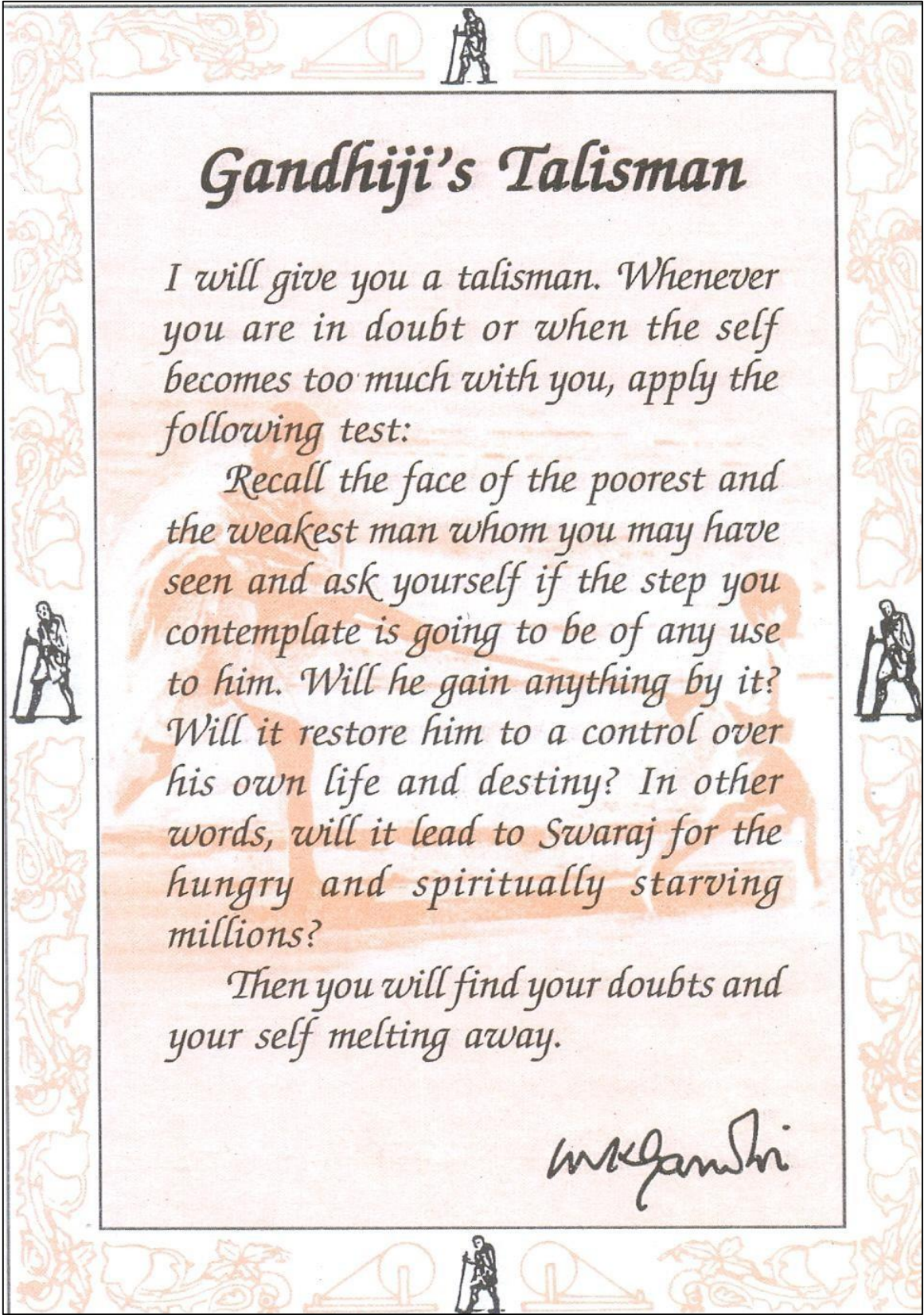
SECTOR: Tourism and Hospitality

Grades 11 and 12



PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION
(a constituent unit of NCERT, under MoE, Government of India)

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Gandhiji's Talisman

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

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

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

M.K. Gandhi

LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

WALK TOUR FACILITATOR

March, 2025

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FOREWORD

The Pandit Sundarlal Sharma Central Institute of Vocational Education (PSSCIVE) a constituent of the National Council of Educational Research and Training (NCERT) is spearheading the efforts of developing learning outcome-based curricula and courseware aimed at integrating both vocational and general qualifications to open pathways of career progression for students. It is a part of the Centrally Sponsored Scheme of vocationalisation of Secondary and Higher Secondary Education (CSSVSHSE) launched by the Ministry of Human Resource Development, Government of India in 2012. The PSS Central Institute of Vocational Education (PSSCIVE) is developing curricula under the project approved by the Project Approval Board (PAB) of SamagraShiksha Abhiyan(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 Walk Tour Facilitator. 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 fulfill the needs of the society and the world of work. In order to honour its commitment to the nation, the PSSCIVE has initiated the work on developing learning outcome-based curricula with the involvement of faculty members and leading experts in respective fields. It is being done through the concerted efforts of leading academicians, professionals, policy makers, partner institutions, Vocational Education and Training experts, industry representatives, and teachers. The expert group through a series of consultations, working group meetings and use of reference materials develops a National Curriculum. Currently, the Institute is working on developing curricula and courseware for over 100 job roles in various sectors.

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

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

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

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

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

PSSCIVE Team,

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1. Course Overview

COURSE TITLE: Walk Tour Facilitator

The role of a Walk Tour Facilitator is crucial in shaping meaningful and sustainable experiences for tourists exploring local areas on foot. These professionals guide visitors through heritage sites, cultural neighborhoods, food districts, and eco-sensitive zones—offering context-rich, story-driven experiences while ensuring guest engagement, safety, and satisfaction. The job demands a deep understanding of local history, geography, cultural diversity, and communication techniques, alongside skills in planning, safety, and inclusive guiding.

This course aims to build foundational and advanced competencies in conducting walking tours, managing guest needs, ensuring safety, and promoting responsible tourism. Spread across Grades 11 and 12, the course equips students with practical and theoretical training to lead guided walks professionally.

Upon completing Grades 11 and 12, students will

- Gain a deep understanding of walking tours, local tourism dynamics, and sustainable tourism principles.
- Develop route planning and itinerary design skills with a focus on guest experience, safety, and inclusivity.
- Learn to manage diverse guest groups, communicate effectively, and resolve conflicts professionally.
- Apply safety, legal, and ethical practices, including emergency response and documentation.
- Use storytelling, digital tools, and cultural interpretation techniques to enrich guest experiences.
- Promote and practice eco-friendly tourism, waste management, and hygiene on tours.
- Demonstrate professional conduct, career readiness, and continuous improvement through feedback and self-evaluation.

GRADE 11 COURSE OUTCOMES

- Understand the scope and importance of walk tours in local and sustainable tourism contexts.
- Identify different types of walking tours (heritage, food, cultural) and design suitable routes.
- Develop skills to assess guest profiles and manage group dynamics effectively.
- Conduct safe and well-organized tours by planning routes, obtaining permissions, and managing logistics.
- Communicate clearly with guests and colleagues, demonstrating cultural sensitivity and professionalism.
- Apply ethical and inclusive practices in guiding, especially when handling diverse age groups and abilities.
- Ensure basic safety, risk assessment, hygiene, and legal compliance in walk tour operations.

GRADE 12 COURSE OUTCOMES

- Design advanced itineraries that incorporate thematic elements and guest customization.
- Conduct immersive storytelling using interpretive and heritage narration techniques.
- Handle real-time challenges such as guest complaints, emergencies, and schedule changes with professionalism.
- Use digital tools for route mapping, guest registration, feedback collection, and promotion via social media.
- Promote and implement green tourism practices including eco-friendly resource use and guest education.
- Maintain tour documentation, insurance, and compliance records digitally and securely.
- Demonstrate ethical behavior, career readiness, and leadership skills for future employment or self-employment.

This course will prepare students to

- Work as professional walk tour facilitators across heritage, food, eco, and urban tourism sectors.
- Pursue further education or certification in travel guiding, tourism studies, or heritage management.
- Engage responsibly with communities and tourists, promoting cultural appreciation and environmental responsibility.

COURSE REQUIREMENTS

The learner should possess:

- Strong communication and interpersonal skills
- Cultural awareness and curiosity
- Physical fitness and stamina
- Basic navigation and mapping skills
- Ethical awareness and respect for diversity
- Willingness to learn safety, first aid, and guest handling practices

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.

Grade 12: 300 hrs.

Total: **600 hrs.**

2. Scheme of Units

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

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

GRADE 11			
	Units	No. of Hours for Theory and Practical	Max. Marks for Theory and Practical
		300	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: Introduction to Walk Tours and Local Tourism	33	40
	Unit 2: Conducting Walking Tours and Guest Engagement	33	
	Unit 3: Risk Management and Emergency Preparedness	33	
	Unit 4: Communication with Guests and Colleagues	33	
	Unit 5: Inclusive Practices and Green Tourism	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: Advanced Tour Planning and Execution	33	40
	Unit 2: Storytelling, Interpretation, and Heritage Narration	33	
	Unit 3: Emergency Readiness and Guest Safety Management	33	
	Unit 4: Digital Tools and Sustainable Walk Tour Practices	33	
	Unit 5: Professionalism, Ethics, and Career Readiness	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

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

	Total	5x1=5	10x2=20	5x3=15	40 (20questions)
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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.	<ul style="list-style-type: none"> Introduction to communication Importance of communication Elements of communication Perspectives in communication Effective communication 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Verbal communication Public speaking 	<ul style="list-style-type: none"> Role-play of a phone conversation. Group exercise on delivering speech and practicing public speaking
LO3	Demonstrate Non-Verbal Communication	
3.	<ul style="list-style-type: none"> Importance of non-verbal communication Types of non-verbal communication 	<ul style="list-style-type: none"> Role-play on non-verbal communication Group exercise and discussion on Do's and Don'ts to avoid body language

	<ul style="list-style-type: none"> Visual communication 	<ul style="list-style-type: none"> mistakes Group activity on methods of communication
LO4	Use Correct Pronunciation	
4.	<ul style="list-style-type: none"> Pronunciation basics Speaking properly Phonetics Types of sounds 	<ul style="list-style-type: none"> Group exercises on pronouncing words
LO5	Demonstrate the knowledge of Assertive Communication Style	
5.	<ul style="list-style-type: none"> Important communication styles Assertive communication Advantages of assertive communication Practicing assertive communication 	<ul style="list-style-type: none"> Group discussion on communication styles Group discussion on observing and sharing communication styles
LO6	Demonstrate the Knowledge of Saying No	
6.	<ul style="list-style-type: none"> Steps for saying 'No' Connecting words (Conjunctions) 	<ul style="list-style-type: none"> Group discussion on how to respond Group activity on saying 'No'
LO7	Identify and Use Parts of Speech in Writing	
7.	<ul style="list-style-type: none"> Capitalization Punctuation Basic parts of speech Supporting parts of speech 	<ul style="list-style-type: none"> Group exercises on identifying parts of speech Group exercises on constructing sentences Group exercises on nouns
LO8	Write Sentences and Paragraphs	
8.	<ul style="list-style-type: none"> Parts of a sentence Types of objects Types of sentences Paragraph 	<ul style="list-style-type: none"> Exercises on making sentences Activity on active and passive voice Assignment on writing different types of sentences
LO9	Communicate with People	
9.	<ul style="list-style-type: none"> Greetings Introducing self and others 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Talking about self Filling out a form to write about self 	<ul style="list-style-type: none"> Practicing self-introduction to write about self Filling up forms to write about self
LO11	Ask Questions	
11.	<ul style="list-style-type: none"> Types of questions Asking close-ended and open-ended questions 	<ul style="list-style-type: none"> Exercise on asking different types of questions Group activity on framing open and close-ended questions
LO12	Communicate Information About Family to Others	
12.	<ul style="list-style-type: none"> Words that show relations in the family 	<ul style="list-style-type: none"> Practice talking about family Role-play on talking about family members
LO13	Describe Habits and Routines	
13.	<ul style="list-style-type: none"> Concept of habits and routines 	<ul style="list-style-type: none"> Group discussion on habits and routines Group activity on describing routines
LO14	Ask or Give Directions to Others	
14.	<ul style="list-style-type: none"> Asking for directions to a place Giving directions for a place 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Knowing yourself Identifying strengths and weaknesses Difference between interests and abilities 	<ul style="list-style-type: none"> Activity on writing aim in life Preparing a worksheet on interests and abilities
LO2	Demonstrate Personal Grooming	

2.	<ul style="list-style-type: none"> Guidelines for dressing and grooming 	<ul style="list-style-type: none"> Role-play on dressing and grooming standards Self-reflection activity on dressing and grooming
LO3	Maintain Personal Hygiene	
3.	<ul style="list-style-type: none"> Importance of personal hygiene Three steps to personal hygiene Essential steps of hand washing 	<ul style="list-style-type: none"> Role-play on personal hygiene Assignment on personal hygiene
LO4	Demonstrate the Knowledge of Working in a Team and Participating in Group Activities	
4.	<ul style="list-style-type: none"> Describe the benefits of teamwork Working in a team 	<ul style="list-style-type: none"> Assignment on working in a team Self-reflection on teamwork
LO5	Describe the Importance of Networking Skills	
5.	<ul style="list-style-type: none"> Benefits of networking skills Steps to build networking skills 	<ul style="list-style-type: none"> Group exercise on networking in action Assignment on networking skills
LO6	Describe the Meaning and Importance of Self-Motivation	
6.	<ul style="list-style-type: none"> Self-motivation Types of motivation Qualities of Self-motivated people 	<ul style="list-style-type: none"> Activity on staying motivated Assignment on reasons hindering motivation
LO7	Set SMART Goals	
7.	<ul style="list-style-type: none"> Meaning of goals and purpose of goal-setting Setting SMART (Specific, Measurable, Attainable, Realistic and Time bound) goals 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Time management Steps for effective time management 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Introduction to ICT Advantages of using (Information and Communication Technology) a word processor. Working with Libre Office Writer 	<ul style="list-style-type: none"> Group activity on demonstration and practice of the following: <ol style="list-style-type: none"> Creating a new document Typing text Saving the text Opening and saving files on Microsoft Word/Libre Office Writer.
LO2	Identify the basic interface of LibreOffice	
2.	<ul style="list-style-type: none"> Standard user interface of LibreOffice writer <ol style="list-style-type: none"> Status bar Menu bar Tool bar Making a text bold 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Saving a Word document Closing a Word document Opening an existing document Printing a Word document 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Changing style and size of text Aligning text and Cutting, Copying, Pasting text Finding and replacing 	<ul style="list-style-type: none"> Group activity on formatting text in LibreOffice Writer Group activity on formatting text in Microsoft Word
LO5	Check Spelling and Grammar in a Word Document	
5.	<ul style="list-style-type: none"> Starting a spell checker Short-cut menu for spell checker Autocorrecting spellings 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Insert bullet list Inserting the following in Word document <ol style="list-style-type: none"> Number list Tables Pictures Shapes 	<ul style="list-style-type: none"> Practical exercise of inserting lists and tables using LibreOffice Writer
LO7	Insert Header, Footer and Page Number in a Word Document	
7.	<ul style="list-style-type: none"> Inserting the following in a Word document <ol style="list-style-type: none"> Header Footer page number Page count 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Tracking changes in LibreOffice Writer Manage option Comparing documents 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Introduction to entrepreneurship Types of business activities – manufacturing, trading, and service 	<ul style="list-style-type: none"> Role-play on different kinds of businesses around us
LO2	Describe the Significance of Entrepreneurial Values	
2.	<ul style="list-style-type: none"> Values of an entrepreneur Case study on qualities of an entrepreneur 	<ul style="list-style-type: none"> Role-play on qualities of an entrepreneur
LO3	Describe the Attitudinal Changes Required to Become an Entrepreneur	
3.	<ul style="list-style-type: none"> Difference between the attitude of an entrepreneur and 	<ul style="list-style-type: none"> Interviewing employees and entrepreneurs

	an employee	
LO4	Describe the Importance of Thinking Like an Entrepreneur	
4.	<ul style="list-style-type: none"> Problems of entrepreneurs Problem-solving Thinking like an entrepreneur to solve problems 	<ul style="list-style-type: none"> Group activity on identifying and solving problems
LO5	Generate Business Ideas	
5.	<ul style="list-style-type: none"> The business cycle Principles of idea creation Generating a business idea Case studies 	<ul style="list-style-type: none"> Group activity to create business ideas
LO6	Describe Customer Needs and the Importance of Conducting a Customer Survey	
6.	<ul style="list-style-type: none"> Understanding customer needs Conducting a customer survey 	<ul style="list-style-type: none"> Group activity for conducting a customer survey
LO7	Create a Business Plan	
7.	<ul style="list-style-type: none"> Importance of business planning Preparing a business plan Principles to follow for growing a business Case studies 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Important sectors of green economy- <ol style="list-style-type: none"> Agriculture Energy resources Construction Fisheries Forestry Tourism 	<ul style="list-style-type: none"> Group discussion on sectors of the green economy Preparing posters on various sectors for promoting the green economy

	<ul style="list-style-type: none"> vii. Transport viii. Water Management ix. Waste management x. Manufacturing xi. Industry 	
LO2	Describe Policies for the Green Economy	
2.	<ul style="list-style-type: none"> • Policies for a green economy 	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Stakeholders in the green economy 	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Role of the government in promoting a green economy • Role of private agencies in promoting green economy 	<ul style="list-style-type: none"> • Group discussion on the role of government and private agencies in promoting a green economy. • Preparing posters on green sectors.

Grade 11

Part B: Vocational Skills

S. No.	Units	Duration (Hrs.)
1.	Unit 1: Introduction to Walk Tours and Local Tourism	33
2.	Unit 2: Conducting Walking Tours and Guest Engagement	33
3.	Unit 3: Risk Management and Emergency Preparedness	33
4.	Unit 4: Communication with Guests and Colleagues	33
5.	Unit 5: Inclusive Practices and Green Tourism	33

UNIT 1: Introduction to Walk Tours and Local Tourism

Duration: 33 hrs

	Theory (12hrs)	Practical (21 hrs)
LO1	Explain the concept and significance of walking tours in tourism	
1	<ul style="list-style-type: none"> Walking tours Definition and characteristics Walk tours and local economic development. Advantages of slow and sustainable tourism models. Key stakeholders in walk tour facilitation. 	<ul style="list-style-type: none"> Watch and review case study videos of walking tours. Create a mind map showing tourism benefits of walk tours. Group presentation on sustainability aspects of walking tours. Prepare a poster on "Why Walking Tours Matter."
LO2	Identify the various types and components of walking tours.	
2	<ul style="list-style-type: none"> Categories of walking tours: heritage, food, nature, culture. Common components: meeting points, stops, scripts, timing. Basic communication strategies with guests. Overview of government/tourism authority guidelines. 	<ul style="list-style-type: none"> List and categorize local walk tour types. Role-play introducing a walk tour format. Design a local route map showing 3 key stops. Create a checklist of walk tour components.
LO3	Identify guest expectations and plan for group dynamics.	
3	<ul style="list-style-type: none"> Understanding age groups and physical fitness levels. Guest motivations and preferences in walking tours. Planning group composition: size, supervision, cohesion. Setting expectations and managing tour duration. 	<ul style="list-style-type: none"> Develop guest profile templates. Group activity to match sample guests with suitable tours. Mock interaction to assess guest needs. Simulate pre-tour briefing with group dynamics considerations.

LO4	Explain accessibility considerations in tour planning.	
4	<ul style="list-style-type: none"> Barriers for guests with mobility or sensory challenges. Inclusive route planning and accessible language. Role of facilitators in inclusive tourism. Safety and comfort during walks for varied participants. 	<ul style="list-style-type: none"> Identify accessibility features on a mock route map. Design a tour flyer highlighting inclusive features. Conduct role-play to accommodate a guest with special needs. Group discussion on inclusive tourism practices.
LO5	Plan routes and itineraries considering logistics and safety.	
5	<ul style="list-style-type: none"> Key considerations in route planning: length, terrain, time. Factors affecting guest pacing and interest. Planning entry/exit points and emergency exits. Legal compliance and permissions for routes. 	<ul style="list-style-type: none"> Draw a sample walking tour map with key markers. Simulate planning a 2-hour walking tour itinerary. Draft a permission letter for using a heritage site. Mark emergency response points on a mock map.
LO6	Identify pitstops, rest areas, and timing management.	
6	<ul style="list-style-type: none"> Communication and cultural considerations Transparency in activity risks Guest diversity and expectations. Language barriers and non-verbal cues 	<ul style="list-style-type: none"> Identify suitable pitstops on a local tour plan. Simulate managing guest break time. Prepare a timed stop-wise walk schedule. Design a pitstop checklist for facilitator use.
LO7	Explain legal and regulatory aspects of walking tours.	
7	<ul style="list-style-type: none"> Authorities involved in tour permissions. Types of permits needed: public land, heritage, food stops. Rules for photography, group size, and noise. Understanding insurance and liability for tours. 	<ul style="list-style-type: none"> Fill out a sample tour permission form. Identify local tourism department requirements. Create a permission checklist. Practice guest briefing on site rules and permissions.
LO8	Maintain documents, references, and walk details.	
8	<ul style="list-style-type: none"> Types of walk tour records to maintain. Referencing reliable heritage/culture sources. Handling guest data securely and ethically. Tour summary reports and feedback tracking. 	<ul style="list-style-type: none"> Develop a walk documentation folder. Create a reference log for storytelling. Simulate safe storage of guest registration info. Draft a tour report template summarizing a walk.

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UNIT 2: CONDUCTING WALKING TOURS AND GUEST ENGAGEMENT		
Duration: 33 hrs		
	Theory (12hrs)	Practical (21 hrs)
LO1	Perform guided tours using appropriate storytelling techniques.	
1	<ul style="list-style-type: none"> Basics of storytelling structure and themes. Use of voice modulation and expressions. Engaging guests through questions and anecdotes. Techniques for linking stories to locations. 	<ul style="list-style-type: none"> Practice storytelling at a designated site. Record and evaluate voice delivery. Group feedback on story engagement. Role-play a themed walk narration.
LO2	Follow accessibility, timing, and safety protocols during walks	
2	<ul style="list-style-type: none"> Understanding accessible routes and guest considerations. Tour pacing and timing checkpoints. Real-time monitoring of guest comfort. Emergency action planning during the walk. 	<ul style="list-style-type: none"> Conduct a mock walk tour with timekeeping. Simulate assisting guests with mobility needs. Identify accessible and safe paths on a local route. Demonstrate a timed tour stop briefing.
LO3	Interpret local history, heritage, and cultural context.	
3	<ul style="list-style-type: none"> Sources of local history and heritage. Structuring interpretation based on cultural themes. Contextualizing festivals, architecture, and folklore. Use of culturally respectful language. 	<ul style="list-style-type: none"> Create a script interpreting a local landmark. Role-play sharing a festival story. Present on cultural symbolism in architecture. Map historical narratives onto local sites.
LO4	Respect and present multiple cultural narratives inclusively.	
4	<ul style="list-style-type: none"> Multicultural guest expectations and diversity awareness. Avoiding stereotypes in narration. Addressing sensitive cultural topics tactfully. Narrating with neutrality and 	<ul style="list-style-type: none"> Practice narrating a controversial story neutrally. Review scripts for biased language. Design a cultural respect checklist for facilitators. Role-play cross-cultural

	inclusiveness.	communication with guests.
LO5	Manage diverse guest groups effectively during tours.	
5	<ul style="list-style-type: none"> Types of groups and their behavior dynamics. Techniques for engaging guests of different ages. Time allocation per group interest levels. Group leadership and responsibility sharing. 	<ul style="list-style-type: none"> Conduct a walk tour for a mixed-age guest simulation. Practice breaking large groups into sub-groups. Simulate redirecting guest focus respectfully. Create group management tip cards.
LO6	Handle feedback and complaints constructively.	
6	<ul style="list-style-type: none"> Understanding types of feedback and guest concerns. Active listening and empathy in response. Constructive resolution strategies. Importance of documenting guest issues. 	<ul style="list-style-type: none"> Mock feedback session after a simulated tour. Role-play resolving a guest complaint. Fill out a complaint resolution form. Group discussion on best practices in complaint handling.
LO7	Ensure safe and ethical practices during guest interactions.	
7	<ul style="list-style-type: none"> Code of conduct and guest respect. Personal space and guest boundaries. Handling guest emergencies ethically. Safety norms for guides and participants. 	<ul style="list-style-type: none"> Simulate a safety breach and ethical response. Review and correct unethical guide behaviors. Create a personal code of conduct. Role-play ethical dilemmas during a tour.
LO8	Manage photography, privacy, and post-tour sharing respectfully	
8	<ul style="list-style-type: none"> Rules around guest photography and image rights. Guidelines for social media posting with consent. Creating private and public sharing options. Maintaining confidentiality after the tour. 	<ul style="list-style-type: none"> Draft a photography permission form. Practice obtaining consent from mock guests. Design a social media sharing policy. Simulate responding to guest concerns about photos.

UNIT 3: RISK MANAGEMENT AND EMERGENCY PREPAREDNESS		
Duration: 33 hrs		
	Theory (12hrs)	Practical (21 hrs)
LO1	Recognize environmental, physical, and health risks during tours	
1	<ul style="list-style-type: none"> Environmental hazards: heat, rain, uneven terrain. Physical risks: slips, falls, exhaustion. Health concerns: allergies, fatigue, chronic conditions. Indicators of unsafe tour environments. 	<ul style="list-style-type: none"> Identify hazards on a simulated tour map. Conduct risk observation from a sample video. Create a visual hazard identification chart. Demonstrate responses to physical strain.
LO2	Conduct basic risk assessments of walking tour sites.	
2	<ul style="list-style-type: none"> Components of a risk assessment report. Frequency and timing of risk evaluations. Differentiating low, medium, and high-risk areas. Risk mitigation strategies for facilitators. 	<ul style="list-style-type: none"> Fill out a sample risk assessment form. Classify route sections by risk level. Present a mitigation strategy to peers. Role-play briefing guests on risk areas.
LO3	Respond appropriately to health or site-related emergencies.	
3	<ul style="list-style-type: none"> Types of emergencies during tours. Guest communication in emergencies. Creating an on-spot emergency plan. Post-event debrief and reflection. 	<ul style="list-style-type: none"> Simulate a guest emergency (e.g. heatstroke). Mock evacuation of a small group. Practice debrief and guest reassurance. Group evaluation of an emergency plan.
LO4	Apply basic first aid and contact emergency services.	
4	<ul style="list-style-type: none"> First aid kit essentials and use. CPR basics and when to use. Emergency contact protocols and numbers. Local agencies to alert in specific cases. 	<ul style="list-style-type: none"> First aid drill: bandage and CPR practice. Create a tour emergency contact list. Role-play emergency call communication. Demonstrate first response until help arrives.

LO5	Ensure hygiene and cleanliness during walking tours.	
5	<ul style="list-style-type: none"> Importance of hygiene in public spaces. Tour leader hygiene and appearance. Spotting cleanliness issues in common areas. Guest education on hygiene expectations. 	<ul style="list-style-type: none"> Evaluate cleanliness of a mock pitstop. Create a personal hygiene checklist. Simulate guest briefing on hygiene protocols. Monitor and record hygiene ratings.
LO6	Maintain food safety and vendor evaluation	
6	<ul style="list-style-type: none"> Key elements of food vendor safety. Signs of spoiled or unsafe food. Documenting vendor inspections. Guest dietary restrictions and allergy awareness. 	<ul style="list-style-type: none"> Evaluate a vendor using a checklist. Role-play informing guests about food allergies. Fill a food safety inspection template. Develop a vendor compliance summary.
LO7	Explain legal responsibilities during guest emergencies.	
7	<ul style="list-style-type: none"> Legal liabilities in tour operations. Documentation needed post-incident. Informed consent from guests. Ethics in emergency reporting. 	<ul style="list-style-type: none"> Fill a mock consent and liability form. Draft a sample guest safety waiver. Discuss legal case studies in teams. Create a checklist of legal do's and don'ts.
LO8	Prepare and use preventive safety plans.	
8	<ul style="list-style-type: none"> Risk anticipation and guest screening. Creating a proactive safety culture. Planning contingencies for weather, illness, etc. Informing guests on how to respond to incidents. 	<ul style="list-style-type: none"> Develop a preventive action plan. Practice delivering a safety orientation. Simulate pre-tour safety checklist usage. Conduct a walk-through of preventive protocols.

UNIT 4: COMMUNICATION WITH GUESTS AND COLLEAGUES		
Duration: 33 hrs		
	Theory (12hrs)	Practical (21 hrs)
LO1	Explain the importance of respectful and effective workplace communication.	
1	<ul style="list-style-type: none"> Elements of professional 	<ul style="list-style-type: none"> Role-play professional conversations.

	<ul style="list-style-type: none"> communication. Verbal and non-verbal cues in the workplace. Importance of respectful tone and timing. Ethical communication principles. 	<ul style="list-style-type: none"> Identify communication issues in mock scenarios. Group reflection on respectful communication. Develop a personal communication code.
LO2	Practice appropriate communication channels and teamwork skills.	
2	<ul style="list-style-type: none"> Types of workplace communication tools. Hierarchical vs. horizontal communication. Components of effective teamwork. Conflict triggers and resolution pathways. 	<ul style="list-style-type: none"> Simulate team meetings with assigned roles. Draft internal messages using various platforms. Participate in a collaborative decision-making task. Role-play resolving team communication breakdowns.
LO3	Communicate clearly and courteously with guests	
3	<ul style="list-style-type: none"> Elements of a guest-friendly tone. Guest expectations from facilitators. Verbal vs. non-verbal interaction cues. Role of body language in guest perception 	<ul style="list-style-type: none"> Role-play welcoming guests in various scenarios. Record and critique interaction tone and posture. Prepare scripts for greetings and thank-yous. Simulate greeting guests from different cultures.
LO4	Handle guest queries and expectations professionally.	
4	<ul style="list-style-type: none"> Common types of queries during tours. Listening and asking clarifying questions. Handling unreasonable or unclear requests. Providing accurate and timely information. 	<ul style="list-style-type: none"> Simulate answering complex guest questions. Practice redirecting or de-escalating inquiries. Fill a query log and response chart. Deliver a Q&A briefing at a tour starting point.
LO5	Seek and utilize guest feedback for service improvement	
5	<ul style="list-style-type: none"> Why feedback matters in tourism. Tools for collecting feedback. Asking for constructive feedback. Analyzing feedback trends. 	<ul style="list-style-type: none"> Create and distribute a feedback form. Conduct role-play of post-tour feedback. Record and categorize mock feedback. Propose changes based on

		feedback data.
LO6	Maintain guest satisfaction through proactive communication.	
6	<ul style="list-style-type: none"> Identifying early signs of dissatisfaction. Communication strategies to maintain satisfaction. Balancing rules with empathy. Importance of follow-up in guest experience. 	<ul style="list-style-type: none"> Simulate addressing a guest's concern proactively. Practice follow-up communication post-tour. Draft guest satisfaction summaries. Peer assessment on guest interaction case studies.
LO7	Manage interpersonal conflicts with guests or team members.	
7	<ul style="list-style-type: none"> Nature and sources of workplace conflict. Strategies for de-escalating tension. Role of neutrality and fairness. Importance of emotional control. 	<ul style="list-style-type: none"> Simulate resolving team disputes. Analyze a case of guest-team conflict. Prepare a conflict report format. Role-play using assertive but respectful dialogue.
LO8	Solve problems using logical and empathetic communication	
8	<ul style="list-style-type: none"> Steps in a problem-solving approach. Listening vs. reacting. Empathy in high-pressure situations. Developing alternative solutions. 	<ul style="list-style-type: none"> Simulate a guest emergency and provide a calm solution. Draft a resolution plan for a tour complaint. Brainstorm multiple responses to a guest problem. Conduct a feedback circle for reflective improvement.

UNIT 5: INCLUSIVE PRACTICES AND GREEN TOURISM		
Duration: 33 hrs		
	Theory (12hrs)	Practical (21 hrs)
LO1	Identify diverse guest needs based on age and gender.	
1	<ul style="list-style-type: none"> Understanding age and gender-based preferences. Physical and emotional needs of different guest types. Cultural expectations regarding gender interactions. Impacts of overlooking diversity in tourism services. 	<ul style="list-style-type: none"> Role-play interacting with elderly and women guests. List accommodations for diverse age/gender needs. Evaluate scenarios of inappropriate handling. Develop a diversity checklist for tour planning.

LO2	Apply respectful practices to ensure inclusive guest experiences.	
2	<ul style="list-style-type: none"> Gender-neutral language and behavior. Ensuring inclusion during storytelling and routing. Respectful group management. Communication styles for inclusivity. 	<ul style="list-style-type: none"> Practice delivering a gender-inclusive guest briefing. Simulate inclusive route planning. Peer role-play to identify bias in tour communication. Design a pledge poster for inclusive tour guiding.
LO3	Maintain personal cleanliness and hygiene.	
3	<ul style="list-style-type: none"> Importance of personal hygiene for facilitators. Hygiene routines for outdoor work. Use of PPEs and sanitation products. Dress code and presentation for public engagement. 	<ul style="list-style-type: none"> Demonstrate personal hygiene checklist. Create a hygiene kit for facilitators. Role-play personal hygiene orientation for trainees. Review and reflect on personal hygiene habits.
LO4	Ensure cleanliness and hygiene at walk tour sites	
4	<ul style="list-style-type: none"> Cleanliness norms at public and private sites. Guest comfort related to site hygiene. Identifying unhygienic conditions and reporting. SOPs for pitstop inspections. 	<ul style="list-style-type: none"> Conduct a mock site inspection for hygiene. Fill a site hygiene observation form. Simulate guest interaction on hygiene norms. Create a cleanliness rating scale.
LO5	Apply safety procedures to minimize tour-related risks.	
5	<ul style="list-style-type: none"> Identifying hazardous areas in natural/urban spaces. Safety symbols and protective signage. Emergency preparedness in eco-sensitive areas. Staff responsibilities in enforcing safety. 	<ul style="list-style-type: none"> Identify safety hazards at local heritage site. Mark emergency response signage on tour map. Simulate a safety response scenario. Design a safety checklist poster.
LO6	Use eco-friendly practices to conserve resources.	
6	<ul style="list-style-type: none"> Impact of tourism on environment. Resource conservation strategies. Choosing sustainable tour materials and tools. Green certification and eco-symbols. 	<ul style="list-style-type: none"> Demonstrate water-saving methods in field activities. Identify eco-friendly alternatives to common tools. Review a tour for eco-friendliness. Prepare a green audit form.

LO7	Identify and segregate types of waste generated during tours.	
7	<ul style="list-style-type: none"> Classifying recyclable, non-recyclable, hazardous waste. Regulations for tourism waste disposal. Tools and bins for segregation. Recording and reporting waste during tours. 	<ul style="list-style-type: none"> Simulate a walk with real-time waste sorting. Fill a waste monitoring sheet. Design signage for waste bins. Conduct a mock waste audit.
LO8	Advocate green tourism through guest education..	
8	<ul style="list-style-type: none"> Guest awareness and green behavior. Techniques for public environmental education. Role of local culture in promoting green habits. Designing impactful eco-messages. 	<ul style="list-style-type: none"> Deliver an eco-talk during a simulated walk. Create and distribute green pledge cards. Design a guest handout on sustainable tourism. Peer evaluation on clarity and impact of advocacy.

GRADE 12

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.	<ul style="list-style-type: none"> Active listening -listening skill and stages of active listening Overcoming barriers to active listening 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Parts of speech – using capitals, punctuation, and basic parts of speech Supporting parts of speech 	<ul style="list-style-type: none"> Group practice on identifying parts of speech Group practice on constructing sentences
LO3	Write Sentences	
3.	<ul style="list-style-type: none"> Writing simple sentence Writing complex sentences Types of object Types of sentences <ol style="list-style-type: none"> Active and Passive sentences Statement/ Declarative sentence Question/ Interrogative sentence Emotion/ Reaction or Exclamatory sentence 	<ul style="list-style-type: none"> 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)

	viii. Order or Imperative sentence ix. Paragraph writing	
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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.	<ul style="list-style-type: none"> Motivation and positive attitude Intrinsic and extrinsic motivation Positive attitude – ways to maintain positive attitude Stress and stress management - ways to manage stress 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Becoming result-oriented Goal setting – examples of result-oriented goals 	<ul style="list-style-type: none"> Group activity on listing aim in life
LO3	Describe the Importance of Self-Awareness and the Basic Personality Traits, Types and Disorders	
3.	<ul style="list-style-type: none"> Steps towards self-awareness Personality and basic personality traits Common personality disorders- <ul style="list-style-type: none"> i. Suspicious ii. Emotional and impulsive iii. Anxious Steps to overcome personality disorders 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Getting started with a 	<ul style="list-style-type: none"> 1. Group activity on identifying

	spreadsheet - types of a spreadsheet <ul style="list-style-type: none"> • Steps to start LibreOffice Calc., • Components of a worksheet. 	components of spreadsheet in LibreOffice Calc.
LO2	Perform Basic Operations in a Spreadsheet	
2.	<ul style="list-style-type: none"> • Opening workbook and entering data – types of data, steps to enter data, editing and deleting data in a cell • Selecting multiple cells • Saving the spreadsheet in various formats • Closing the spreadsheet • Opening the spreadsheet. • Printing the spreadsheet. 	<ul style="list-style-type: none"> • Group activity on working with data on LibreOffice Calc.
LO3	Demonstrate the Knowledge of Working with Data and Formatting Text	
3.	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Group activity on formatting a spreadsheet in LibreOffice Calc • Group activity on performing basic calculations in LibreOffice Calc.
LO4	Demonstrate the Knowledge of Using Advanced Features in Spreadsheet	
4.	<ul style="list-style-type: none"> • Advanced features in Spreadsheet <ul style="list-style-type: none"> i. Sorting data ii. Filtering data iii. Protecting spreadsheet with password 	<ul style="list-style-type: none"> • Group activity on sorting data in LibreOffice Calc
LO5	Make Use of Software for Making Slides Presentations	
5.	<ul style="list-style-type: none"> • Steps to start Libre-Office Impress • Adding text to a slide presentation 	<ul style="list-style-type: none"> • Group practice on working with LibreOffice Impress tools

LO6	Demonstrate the Knowledge of Opening, Closing and Slide Presentations	
6.	<ul style="list-style-type: none"> Printing a presentation 	<ul style="list-style-type: none"> Group activity on closing and saving a presentation in LibreOffice Impress
LO7	Demonstrate the Knowledge of working with Slides	
7.	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Group practice on working with font styles in LibreOffice Impress
LO8	Demonstrate the Use of Advanced Features in a Presentation	
8.	<ul style="list-style-type: none"> Advanced features used in a presentation Inserting shapes in the presentation Inserting clipart and images in a presentation Changing slide layout 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> Group discussion on the topic “An entrepreneur is not born but created”. Conducting a classroom quiz on various aspects of entrepreneurship.

	<ul style="list-style-type: none"> Identifying opportunities and risk-taking Startups 	
LO2	Identify the Barriers to Entrepreneurship	
2.	<ul style="list-style-type: none"> Barriers to entrepreneurship <ol style="list-style-type: none"> Environmental barriers Faulty business plan Personal barriers 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Entrepreneurial attitude 	-----
LO4	Demonstrate the Knowledge of Entrepreneurial Attitude and Competencies	
4.	<ul style="list-style-type: none"> Entrepreneurial competencies <ol style="list-style-type: none"> Decisiveness Initiative Interpersonal skills-positive attitude, stress management Perseverance Organizational skills- time management, goal setting, efficiency, managing quality 	<ul style="list-style-type: none"> 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 "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.	<ul style="list-style-type: none"> Green jobs Benefits of green jobs Green jobs in different sectors: <ol style="list-style-type: none"> Agriculture Transportation Water conservation Solar and wind energy Eco-tourism Building and construction Solid waste management 	<ul style="list-style-type: none"> Group discussion on the importance of green jobs.

	iii. Appropriate technology	
LO2	State the Importance of Green Jobs	
2.	<ul style="list-style-type: none"> Importance of green jobs in the following <ul style="list-style-type: none"> i. Limiting greenhouse gas emissions ii. Minimizing waste and pollution iii. Protecting and restoring ecosystems iv. Adapting to the effects of climate change 	<ul style="list-style-type: none"> Preparing posters on green jobs. Group activity on tree plantation.

CLASS 12

Part B–Vocational Skills

S. No.	Units	Duration (Hrs.)
1.	Unit 1: Advanced Tour Planning and Execution	13
2.	Unit 2: Storytelling, Interpretation, and Heritage Narration	13
3.	Unit 3: Emergency Readiness and Guest Safety Management	13
4.	Unit 4: Digital Tools and Sustainable Walk Tour Practices	13
5.	Unit 5: Professionalism, Ethics, and Career Readiness	13

UNIT 1: ADVANCED TOUR PLANNING AND EXECUTION		
Duration: 15 hrs		
	Theory (05 hrs)	Practical (10 hrs)
LO1	Develop comprehensive itineraries for different types of walking tours	
1.	<ul style="list-style-type: none"> Key elements of detailed itineraries. Differentiating between heritage, food, and cultural walks. Planning multi-stop tours with themes. Inclusion of guest-specific needs in itineraries. 	<ul style="list-style-type: none"> Draft a multi-stop itinerary with a theme. Compare two itineraries for different tour types. Peer review of tour completeness and structure. Create a template for themed itinerary planning.
LO2	Integrate logistics, timing, and site relevance in tour planning	
2.	<ul style="list-style-type: none"> Role of timing and pacing in guest comfort. Calculating walking duration and rest needs. Relevance of site order in story flow. Including transportation and access details 	<ul style="list-style-type: none"> Design a stop-wise timed itinerary. Simulate guest briefing with timing highlights. Identify poor sequencing in a sample plan. Create a logistics planning checklist.
LO3	Analyze guest interests and physical abilities for customized tours.	
3.	<ul style="list-style-type: none"> Collecting guest data via surveys and profiles. Mapping guest interests to tour content. Physical capability assessment for route selection. Tour group categorization 	<ul style="list-style-type: none"> Create a guest profiling form. Analyze sample guest data for tour customization. Match guest interests to suitable tour components. Draft a personalized walk plan.

	techniques.	
LO4	Apply inclusive strategies for group and individual needs	
4.	<ul style="list-style-type: none"> Recognizing diverse guest profiles. Adapting communication for different guest groups. Route modification for accessibility. Emotional sensitivity and empathy in planning. 	<ul style="list-style-type: none"> Simulate inclusive planning for a tour group. Modify an existing tour for special needs. Role-play scenarios with challenging guest needs. Create an inclusive guest engagement plan.
LO5	Coordinate permissions and vendor collaboration for walk tours	
5.	<ul style="list-style-type: none"> Local authority protocols for public access. Types of vendor partnerships in tours. Documentation for permissions. Guest safety and compliance obligations. 	<ul style="list-style-type: none"> Local authority protocols for public access. Types of vendor partnerships in tours. Documentation for permissions. Guest safety and compliance obligations.
LO6	Handle local logistics such as transport, access, and refreshments	
6.	<ul style="list-style-type: none"> Tour start/end point arrangements. Refreshment and pitstop planning. Guest movement and transfer solutions. Weather and season considerations. 	<ul style="list-style-type: none"> Design a tour movement and pitstop flow. Create a backup weather plan. Practice briefing guests on access points. Build a logistic operations checklist.
LO7	Ensure tour delivery consistency with quality benchmarks	
7.	<ul style="list-style-type: none"> Defining service standards in tourism. Quality assurance protocols for guides. Role of SOPs in consistent tour delivery. Internal checks and pre-tour reviews. 	<ul style="list-style-type: none"> Evaluate a tour delivery using a quality rubric. Prepare a daily quality checklist. Conduct peer review of a tour simulation. Record a walkthrough against SOP steps.
LO8	Monitor and evaluate walk tour performance	
8.	<ul style="list-style-type: none"> Key performance indicators in tour services. 	<ul style="list-style-type: none"> Analyze data from mock guest feedback.

	<ul style="list-style-type: none"> Collecting and analyzing tour data. Continuous improvement cycle. Guest evaluation and internal team feedback. 	<ul style="list-style-type: none"> Create a performance review sheet. Simulate a post-tour review session. Prepare a tour improvement action plan

UNIT 2: STORYTELLING, INTERPRETATION, AND HERITAGE NARRATION		
Duration: 33 hrs		
	Theory (12hrs)	Practical (21 hrs)
LO1	Explain principles of heritage interpretation and storytelling	
1	<ul style="list-style-type: none"> Purpose and principles of heritage interpretation. Role of storytelling in cultural and historical contexts. Differences between facts, myths, and legends. Ethical considerations in interpretation. 	<ul style="list-style-type: none"> Practice narrating a simple historical event. Create an interpretation plan for a heritage site. Peer feedback on interpretation clarity. Group critique of story ethics and sensitivity.
LO2	Use creative methods to connect stories with guest interests.	
2	<ul style="list-style-type: none"> Use of metaphor, imagery, and analogies. Incorporating guest interests into storytelling. Pacing and tone adjustment for engagement. Enhancing narratives with local anecdotes. 	<ul style="list-style-type: none"> Modify a story to suit a youth group. Deliver the same story in multiple tones/styles. Create a story map linking to site features. Role-play a guest-guided story interaction.
LO3	Create immersive experiences using storytelling techniques	
3	<ul style="list-style-type: none"> Story structuring for maximum emotional impact. Use of sensory cues in narration. Designing guest interactivity within stories. Story pacing with physical stops. 	<ul style="list-style-type: none"> Lead an immersive story walk simulation. Create a sensory storytelling toolkit. Simulate stopping points with associated narratives. Peer review of engagement quality.
LO4	Adjust delivery for different guest groups and environments.	
4	<ul style="list-style-type: none"> Group-specific storytelling approaches. Adapting to cultural sensitivities. 	<ul style="list-style-type: none"> Deliver one story for multiple group types. Simulate an on-the-spot narrative

	<ul style="list-style-type: none"> Weather/location adjustment strategies. Techniques for impromptu changes. 	<ul style="list-style-type: none"> adjustment. Develop an adaptation checklist. Role-play adverse condition improvisation.
LO5	Conduct research on historical and cultural topics	
5	<ul style="list-style-type: none"> Sources of heritage knowledge: books, archives, oral. Research techniques for accuracy. Evaluating historical credibility. Organizing research findings for scripting. 	<ul style="list-style-type: none"> Collect and document data from a museum. Analyze reliability of given source samples. Visit a library for research collection. Present researched content to peers.
LO6	Validate sources and maintain narrative authenticity.	
6	<ul style="list-style-type: none"> Types of primary vs. secondary sources. Triangulation techniques for validation. Use of references in scripts and narration. Avoiding unverified or offensive content. 	<ul style="list-style-type: none"> Cross-check story against multiple references. Draft a source log for a walking tour script. Evaluate a tour for source citation. Role-play correcting a guest with facts respectfully.
LO7	Deliver tour content in simple multilingual formats	
7	<ul style="list-style-type: none"> Basics of translation vs. interpretation. Choosing guest-relevant languages. Simplifying jargon for universal comprehension. Importance of gestures and visual cues. 	<ul style="list-style-type: none"> Translate a story into a regional language. Practice bilingual narration. Role-play tour in English and Hindi. Create multilingual cue cards.
LO8	Make narration inclusive across languages and cultures.	
8	<ul style="list-style-type: none"> Respectful use of multicultural references. Narrating without exclusion or bias. Gender and age neutral expressions. Tailoring stories for inclusive engagement. 	<ul style="list-style-type: none"> Narrate a culturally diverse story to mixed group. Review script for biased expressions. Develop a cultural sensitivity checklist. Peer feedback on inclusive delivery techniques.

UNIT 3: EMERGENCY READINESS AND GUEST SAFETY MANAGEMENT		
Duration: 33 hrs		
	Theory (12hrs)	Practical (21 hrs)
LO1	Identify potential hazards and risks in walk tour settings.	
1	<ul style="list-style-type: none"> Common hazards: terrain, crowds, weather, etc. Hazard indicators and reporting. Risk zones in walk environments. Historical cases and learning points. 	<ul style="list-style-type: none"> Risk mapping exercise at a sample location. Hazard identification walk-through. Group discussion on incident learning. Record mock hazards in a checklist.
LO2	Apply preventive measures for guest and self-safety.	
2	<ul style="list-style-type: none"> Prevention planning in route design. Using protective gear and signage. Pre-tour safety briefing content. Importance of regular training and drills. 	<ul style="list-style-type: none"> Prepare and deliver a safety briefing. Create a visual safety guide for guests. Role-play response to minor injury scenario. Design a pre-tour risk prevention plan.
LO3	Respond effectively to guest-related emergencies.	
3	<ul style="list-style-type: none"> Emergency types and classification. Communication protocol during crises. Maintaining calm and control. Guest reassurance techniques. 	<ul style="list-style-type: none"> Simulate a guest panic incident. Create an emergency scenario response chart. Practice leadership in a guest rescue simulation. Team-based response coordination drill.
LO4	Coordinate with local authorities and emergency services.	
4	<ul style="list-style-type: none"> Who to contact: police, fire, hospitals. What to report and how to escalate. Local SOPs for public emergencies. Legal follow-up requirements. 	<ul style="list-style-type: none"> Draft an emergency contact guide. Mock call with first responder script. Prepare a coordination matrix for emergencies. Fill a sample emergency incident report.
LO5	Provide basic first aid for common walk tour health issues	
5	<ul style="list-style-type: none"> Dehydration, dizziness, sprains: signs and responses. 	<ul style="list-style-type: none"> First aid demonstration for sprains. Mock treatment of dehydration

	<ul style="list-style-type: none"> Tour guide's responsibilities in first aid. Kit maintenance and update. Tour safety tips for chronic conditions. 	<ul style="list-style-type: none"> symptoms. Set up a portable first aid kit. Peer evaluation on first aid readiness.
LO6	Guide guests on safe participation and wellness.	
6	<ul style="list-style-type: none"> Importance of guest health awareness. Pre-tour guest fitness and suitability checks. Healthy walk practices and etiquette. Weather and clothing advisory. 	<ul style="list-style-type: none"> Conduct a guest wellness orientation. Role-play fitness screening dialogue. Distribute safety tip cards to mock guests. Develop a tour health and wellness flyer.
LO7	Record and report emergency events properly.	
7	<ul style="list-style-type: none"> Purpose and format of incident reports. Timeliness and accuracy in documentation. Confidentiality and data handling. Tour logs and daily reporting. 	<ul style="list-style-type: none"> Fill out an emergency incident report form. Maintain a daily log with sample entries. Simulate post-incident guest follow-up. Create a reporting process diagram.
LO8	Explain insurance and liability in walk tourism.	
8	<ul style="list-style-type: none"> Insurance types relevant to walking tours. Liability and guest consent forms. Key clauses and exclusions in policies. Role of facilitators in ensuring coverage. 	<ul style="list-style-type: none"> Review and annotate a sample insurance document. Create a consent and liability form template. Group analysis of a sample insurance case. Checklist activity: ensuring coverage for a tour.

UNIT 4: DIGITAL TOOLS AND SUSTAINABLE WALK TOUR PRACTICES		
Duration: 33 hrs		
	Theory (12hrs)	Practical (21 hrs)
LO1	Explain the application of digital tools in planning and conducting walk tours.	
1	<ul style="list-style-type: none"> Overview of digitalization in tourism. Advantages of using digital tools in 	<ul style="list-style-type: none"> Demonstrate tour route planning on Google Maps. Explore tour management apps or

	walk tours. <ul style="list-style-type: none"> Types of tour planning tools and software. Examples from current industry trends. 	platforms. <ul style="list-style-type: none"> Create a sample tour plan using a digital tool. Peer review of digital plan presentation.
LO2	Use basic digital platforms for maps, registration, and feedback.	
2	<ul style="list-style-type: none"> Guest registration and booking platforms. Tools for real-time communication and updates. Digital feedback collection systems. Managing guest records securely online. 	<ul style="list-style-type: none"> Simulate digital guest registration. Create a digital feedback survey. Use online tools to send updates. Practice managing a tour guest database.
LO3	Promote walk tours through ethical social media practices.	
3	<ul style="list-style-type: none"> Key platforms for tourism promotion. Branding and post consistency. Ethical guidelines and image consent. Managing guest privacy online. 	<ul style="list-style-type: none"> Create a tour event social post with visuals. Draft a caption with proper hashtags. Design a social media calendar. Role-play replying to guest reviews/comments.
LO4	Communicate tour information effectively online.	
4	<ul style="list-style-type: none"> Writing clear and engaging tour descriptions. Emailing tour updates and alerts. Using messengers or platforms to share locations. Avoiding misinformation in digital content. 	<ul style="list-style-type: none"> Draft an email with full tour details. Share real-time map location with peers. Create an infographic for a walk tour. Simulate guest communication via chat platforms.
LO5	Apply eco-friendly principles in tour planning and execution.	
5	<ul style="list-style-type: none"> Green tourism and sustainability principles. Environmental footprint of walk tourism. Using eco-materials in guiding. Sustainable merchandising and packaging. 	<ol style="list-style-type: none"> Conduct a sustainability review of a sample tour. Prepare a list of green alternatives for supplies. Simulate a guest briefing on eco-ethics. Create a reusable eco-friendly tour kit.
LO6	Educate guests on environmental responsibility.	

6	<ul style="list-style-type: none"> Communicating impact through stories. Encouraging eco-responsible behavior. Designing guest education materials. Post-tour follow-up for green feedback. 	<ul style="list-style-type: none"> Role-play delivering a guest awareness talk. Distribute pledge cards for green tourism. Design an eco-message poster. Evaluate peer delivery of green practices.
LO7	Maintain digital records for guest and operational data	
7	<ul style="list-style-type: none"> Types of walk tour records. Importance of digital backups. Formats for documenting guest feedback. Confidentiality and access controls 	<ul style="list-style-type: none"> Input guest data into a secure log. Simulate guest feedback analysis. Organize tour performance files. Backup a mock file to cloud storage
LO8	Generate reports and use data for improvement.	
8	<ul style="list-style-type: none"> Purpose of periodic performance reviews. Visualizing data for decision-making. Sharing reports with stakeholders. Continuous improvement cycle in tours. 	<ul style="list-style-type: none"> Generate a sample tour performance report. Use spreadsheet tools to track performance. Present findings and action points. Develop a tour improvement suggestion plan.

UNIT 5: PROFESSIONALISM, ETHICS, AND CAREER READINESS		
Duration: 33 hrs		
	Theory (12hrs)	Practical (21 hrs)
LO1	Demonstrate professionalism and ethical behavior in tourism services.	
1	<ul style="list-style-type: none"> Characteristics of professional conduct. Punctuality, reliability, and respect for others. Workplace behavior expectations. Dealing with guests and colleagues respectfully. 	<ul style="list-style-type: none"> Demonstrate appropriate dress and grooming. Simulate a professional meeting interaction. Role-play guest interactions with politeness. Reflect on case studies of unprofessional conduct.
LO2	Maintain decorum and appropriate appearance in work settings.	
2	<ul style="list-style-type: none"> Importance of appearance in service roles. 	<ul style="list-style-type: none"> Practice introducing yourself professionally.

	<ul style="list-style-type: none"> Guidelines for dress code in tourism. Non-verbal communication and first impressions. Professional language and conduct in fieldwork. 	<ul style="list-style-type: none"> Prepare a checklist for daily appearance readiness. Peer review of appearance and decorum. Simulate a guest welcome scenario.
LO3	Explain ethical responsibilities in tourism.	
3	<ul style="list-style-type: none"> Introduction to ethics in tourism. Respecting local culture, heritage, and community. Avoiding misinformation or exaggerated claims. Responsible guest conduct and influence. 	<ul style="list-style-type: none"> Role-play ethical dilemmas on tours. Group debate on right vs. respectful conduct. Review examples of ethical and unethical behavior. Create a tourism ethics code of conduct.
LO4	Handle guest and organizational data responsibly.	
4	<ul style="list-style-type: none"> Introduction to data privacy and protection. Policies around collecting and storing data. Guest consent and transparency. Impacts of data misuse. 	<ul style="list-style-type: none"> Prepare a consent form for guest data. Role-play explaining privacy policies. Audit a mock data system for weaknesses. Develop a guest data handling policy.
LO5	Identify various career options in tourism and guiding.	
5	<ul style="list-style-type: none"> Career roles in tourism and guiding. Freelancing vs. organizational roles. Certifications and further learning. Emerging roles with digital tourism. 	<ul style="list-style-type: none"> Prepare a career progression chart. List qualifications required for 3 job profiles. Match roles with personal strengths. Share and discuss dream career visions.
LO6	Prepare for employment or entrepreneurship.	
6	<ul style="list-style-type: none"> Basics of entrepreneurship in tourism. Resume and portfolio building. Interview preparation and presentation. Business pitch essentials. 	<ul style="list-style-type: none"> Create a resume for tourism facilitator role. Practice a mock job interview. Draft a business plan for a walking tour. Pitch a tour product idea to peers.
LO7	Embrace continuous learning and skills enhancement	
7	<ul style="list-style-type: none"> Benefits of lifelong learning in tourism. 	<ul style="list-style-type: none"> Explore a tourism learning platform. Create a personal upskilling plan.

	<ul style="list-style-type: none"> • Platforms for online and offline learning. • Creating a learning roadmap. • Self-evaluation tools for improvement. 	<ul style="list-style-type: none"> • Join a virtual seminar or tourism course. • Share a personal learning experience.
LO8	Set personal development goals and track progress.	
8	<ul style="list-style-type: none"> • Goal-setting models and strategies. • SMART goals in personal development. • Tracking progress and accountability. • Time management and motivation 	<ul style="list-style-type: none"> • Set three SMART goals for yourself. • Create a monthly progress tracker. • Practice time-blocking using a calendar tool. • Develop a motivation and self-discipline checklist.

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 hands-on exposure to the walk tour industry. These field visits must align with the core competencies defined across the units such as route planning, guest engagement, safety management, interpretation, use of digital tools, sustainability practices, and professional conduct. The aim is to bridge classroom learning with real-world experience in guided walking tours.

Field Visit 1: Planning and Conducting a Local Walking Tour

- **Objective:** To expose students to the full cycle of walk tour execution — from pre-tour planning to post-tour feedback collection.
- **Location:** A local heritage site, cultural trail, food walk route, or urban green corridor.
- **Key Learning Areas:**
 1. Observing and analyzing actual walking tour itineraries.
 2. Interacting with professional guides and observing their guest handling and narration styles.
 3. Studying signage, accessibility features, and pitstop facilities.
 4. Understanding guest registration and orientation procedures.
 5. Identifying logistical elements such as route markers, emergency exits, and timing.
 6. Recording techniques of storytelling, cultural sensitivity, and feedback gathering.
- **Interaction with Staff:** Tour facilitators, city heritage officers, local tourism vendors.

Field Visit 2: Sustainable Tourism and Eco-Friendly Practices

- **Objective:** To understand the integration of environmental ethics and sustainable practices in walk tour operations.
- **Location:** An eco-park, protected trail, or conservation-based heritage walk site.
- **Key Learning Areas:**

1. Exploring how sustainability is embedded in route design and guest education.
 2. Studying waste management systems (segregation, signage, guest compliance).
 3. Observing green tourism initiatives—reusable materials, digital ticketing, water conservation.
 4. Guest sensitization techniques related to noise, litter, and ecological footprints.
 5. Reviewing sustainability certifications or local green policies implemented on-site.
- **Interaction with Staff:** Eco-tourism guides, sustainability officers, waste audit professionals.

Field Visit 3: Professionalism, Safety, and Career Exposure

- **Objective:** To provide practical exposure to safety protocols, emergency readiness, and career opportunities in walk tourism.
- **Location:** A professionally managed guided tour hub or tourism start-up facility.
- **Key Learning Areas:**
 1. Understanding roles such as guide, logistics coordinator, guest relations executive.
 2. Observing SOPs for safety briefings, first aid stations, and risk prevention.
 3. Reviewing guide behavior, dress code, ethical conduct, and data management practices.
 4. Exploring career pathways, digital tool usage, and entrepreneurship in walking tours.
 5. Simulating group management and conflict handling with guide supervision.
- **Interaction with Staff:** Guest service associates, tour entrepreneurs, first aid responders.

Information to be Collected by Students During Each Visit

Students should maintain a field visit portfolio that captures the following:

- **Route and Itinerary Design:** Description of the tour route, its features, and narrative flow.
- **Guest Management Techniques:** How guides handle groups, inquiries, and accessibility.
- **Storytelling and Interpretation:** Examples of engaging scripts and inclusive narration.
- **Digital and Logistical Tools:** Tools used for bookings, maps, feedback, and coordination.
- **Sustainability and Ethics Practices:** Waste management, green education, respectful conduct.
- **Safety Measures:** Risk indicators, emergency plans, first aid provisions.
- **Career Insights:** Roles observed, required skills, and future opportunities.
- **Reflection:** Lessons learned, comparisons to classroom concepts, and personal observations.

7. LIST OF EQUIPMENT AND MATERIALS

To facilitate hands-on learning and skill acquisition in walk tour operations, the following list of equipment and materials is proposed for the Walk Tour Facilitator course. These resources will support students in developing competencies in route planning, guest interaction, safety management, digital tool usage, storytelling, sustainable tourism, and professional conduct.

The list is indicative and adaptable based on local needs, available infrastructure, and specific tour themes. Vocational teachers are encouraged to tailor the materials to their regional context and curriculum delivery plans. Only essential and multipurpose items should be prioritized for procurement to ensure efficient usage during practical sessions and mock walk simulations.

A. Training Material for Classroom and Lab Use

1. Charts and Visual Aids

- Infographics on types of walking tours: heritage, food, nature, and cultural walks.
- Storytelling structure diagrams and cultural interpretation visuals.
- Safety signage samples and accessibility maps.
- Posters on guest etiquette, service standards, and inclusive practices.

2. Sample Documents and Templates

- Sample tour itineraries, guest briefing formats, and tour maps.
- Templates for guest feedback, incident reporting, and consent forms.
- Checklists for pitstop hygiene, route planning, and equipment use.
- Codes of conduct, cultural sensitivity pledges, and emergency protocols.

3. Digital Tools and Communication Resources

- Laptops or desktops with internet access for planning digital itineraries.
- Mobile devices or tablets for simulation of digital guest registration and feedback.
- Software/app access (Google Maps, Canva, Google Forms, etc.) for mock exercises.
- QR code generators, digital survey platforms, and map creation tools.

4. Role-Play and Simulation Kits

- Badges and identifiers for role-playing (e.g., Tour Guide, Guest, Vendor).
- Props for simulating guest engagement (water bottles, tour brochures, hats).
- Mock guest kits including feedback cards, info leaflets, and safety instructions.
- Sample tour kits with multilingual cue cards, storytelling scripts, and eco-pledges.

5. Storytelling and Interpretation Resources

- Local heritage and folklore storybooks, reference materials, and cue cards.
- Flashcards for architecture symbolism, food trail highlights, and cultural festivals.
- Audio-visual examples of professional guided walks and narration techniques.
- Cultural artifacts and props to enrich storytelling practice.

6. Safety and First Aid Training Equipment

- Basic first aid kits and visual guides for emergency response.
- Simulation tools for CPR and minor injury handling.
- Protective items like gloves, masks, reflective vests, and sanitizers.
- Sample emergency contact sheets and site safety plans.

7. Materials for Eco-Tourism and Sustainability

- “Leave No Trace” visual guides and sustainability behavior charts.
- Green audit forms and waste segregation posters.
- Sample reusable tour kits (cloth bags, refillable bottles, compostable utensils).
- Models for clean-up drives and eco-friendly guest practices.

B. Equipment to Observe During Field Visits

1. Tour Guiding and Engagement Tools

- Professional binoculars or tablets for visual aids during storytelling.
- Portable PA systems or megaphones for large group management.
- Guest kits including lanyards, multilingual brochures, and city maps.

2. Navigation and Emergency Communication Devices

- Advanced GPS units or mobile apps used by guides.
- Two-way radios and emergency alert systems.
- Portable first aid stations, evacuation stretchers, and fire extinguishers.

3. Sustainable Tourism and Waste Management Tools

- Public recycling stations and eco-toilets on tourist routes.
- Compost bins and signage for green behavior.
- Examples of biodegradable guest kits and eco-packaging materials.

4. Technology Used for Feedback and Monitoring

- Digital feedback kiosks or tablets for guest surveys.
- Guest tracking tools and satisfaction dashboards.
- Use of QR-based storytelling or audio-guided walk tools.

5. Professional Gear for Field Presentation

- Proper guide uniforms, ID badges, hydration packs.
- Rain ponchos, sun hats, and comfortable walking shoes.
- Branded guest support kits used by local tourism departments.

C. Teaching and Training Aids

- Desktop computer or laptop for content delivery.
- LCD projector and projection screen.
- Whiteboard or blackboard with markers/chalk.
- Flip charts and marker sets for group presentations.
- Portable speakers for voice clarity during role-play or video demonstrations

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 Heritage and Cultural Tourism/Ecotourism/Sustainable Tourism/Nature Based Tourism with at least 55% marks and 2 years of relevant industry experience.	<ul style="list-style-type: none">• 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 *Samgra Shiksha* (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

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