

Competency Based Curriculum

National Skills Qualification Framework Sector: Tourism & Travel

Level 1 (Class IX) Core Curriculum I



PSS Central Institute of Vocational Education, Bhopal
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Contents

1. Introduction
2. About the sector
3. Objectives of the course
4. Course structure
5. Classroom activities
6. Practical activities
7. On-the-job training
8. Certification
9. Curriculum

LEVEL 1 (Class IX) CORE CURRICULUM I

Units

- HTT101-NQ2014 Basics of Communication Skills
- HTT102-NQ2014 Introduction to Tourism and Travel
- HTT103-NQ2014 Basics of Tourism Business
- HTT104-NQ2014 Tourism Resources I
- HTT105-NQ2014 Basics of IT skills
- HTT106-NQ2014 Health and Safety in Travel and Tourism
- HTT107-NQ2014 Work Integrated Learning I

List of tools, equipment and materials

LEVEL 2 (Class X) CORE CURRICULUM II

Units

- HTT201-NQ2014 Communication at Workplace
- HTT202-NQ2014 Tourism Systems
- HTT203-NQ2014 Impacts of Tourism
- HTT204-NQ2014 Tourism Resources II
- HTT205-NQ2014 Application of IT Skills in Tourism and Travel
- HTT206-NQ2014 Work Integrated Learning II

List of tools, equipment and materials

LEVEL 3 (Class XI) TRANSFER ASSISTANT

Units

- HTT301-NQ2014 Administer First Aid
- HTT302-NQ2014 Handle Tourists with Special Needs
- HTT303-NQ2014 Provide Arrival and Departure assistance
- HTT304-NQ2014 Traffic norms and Tourist Transport system
- HTT305-NQ2014 Local destination information
- HTT306-NQ2014 Basics of Coach Commentary
- HTT307-NQ2014 Group Project in Tourism and Travel
- HTT308-NQ2014 Work Experience in Travel and Tourism

List of tools, equipment and materials

LEVEL 4 (Class XII) TOUR ASSISTANT

Units

- HTT401 NQ2014 Understanding tourist behavior
- HTT402 NQ2014 Roles & Functions of Tour Assistant
- HTT403 NQ2014 Destination knowledge
- HTT404 NQ2014 Pre-tour briefing
- HTT405 NQ2014 Tour commentaries
- HTT406 NQ2014 Tourism Ethics
- HTT407 NQ2014 Work Experience in Travel & Tourism

List of tools, equipment and materials

LEVEL 4 (Class XII) TRAVEL AGENCY ASSISTANT

Units

- HTT401-NQ2014 Introduction to Travel Agency Business
- HTT402-NQ2014 Computer Reservation Systems (GDS)
- HTT403-NQ2014 Role of Travel Agency Assistant
- HTT404-NQ2014 Tourism Circuit Information
- HTT405-NQ2014 Travel / Tour Agency Terminology
- HTT406-NQ2014 Tour Packaging and Costing
- HTT407-NQ2014 Tourism Ethics
- HTT408-NQ2014 Work Experience in Travel & Tourism

List of tools, equipment and materials

10. Assessment Guide
11. Teacher's qualifications
12. List of contributors

Introduction

The National Skills Qualifications Framework (NSQF), approved by the Cabinet Committee on skill development on 19.9.2013, is a quality assurance framework which organizes qualifications according to a series of levels of knowledge, skills and aptitude. These levels are defined in terms of learning outcomes which the learner must possess regardless of whether they were acquired through formal, non-formal or informal learning.

The NSQF would also help shift emphasis to outcome based learning - both in the general and vocational space. Today, there is lack of uniformity in the outcomes associated with different qualifications across institutions, each with its own duration, curriculum, entry requirements as well as title. This often leads to problems in establishing equivalence of certificates/diplomas/degrees in different parts of the country, which in turn impacts the employability and mobility of students. By shifting the focus from inputs to learning outcomes, the NSQF would aim to tackle this challenge.

The NSQF organizes qualifications according to a series of levels of knowledge and skills. These levels are defined in terms of learning outcomes i.e., the competencies (knowledge, skills and attitude) which the learners must possess regardless of whether they were acquired through formal, non-formal or informal education and training system. Qualifications are made up of occupational standards for specific areas of learning units or unit of competency. Units of competency are the specification of knowledge and skill and the application of that knowledge and skill to the standard of performance expected in the workplace. The Unit of competency or National Occupation Standards comprising generic and technical competencies an employee should possess is laid down by the Sector Skill Council of the respective economic or social sector.

Competency is defined in terms of what a person is required to do (performance), under what conditions it is done (conditions) and how well it is to be done (standards). It can be broadly categorized into foundational, practical and reflexive competencies. Generic competencies are considered essential for a person to participate effectively in the workforce, whereas technical competencies are an individual's knowledge and expertise in the specific group task and its processes and its rules and regulations.

The term “**curriculum**” (plural: *curricula or curriculums*) is derived from the Latin word for “*race course*”, referring to the course of deeds and experiences through which children grow to become mature adults. A competency based curriculum describes what learners must “know” and “be able to do” by the end of a program or study. It identifies the competencies and sub-competencies each learner is expected to master. It states clearly the criteria and conditions by which performance will be assessed. It also defines the learning activities that will lead to the learner to mastery of the targeted learning outcome.

The **competency based curriculum** is broken down into coherent parts known as **Units**. Each unit is further broken down into knowledge and skills on the basis of which evidence is to be provided by the learner and the evaluation is to be done by the teacher or trainer.

About the Sector

The word "tour" is derived from the Latin '*tornare*' and the Greek '*tornos*,' meaning '*a lathe or circle; the movement around a central point or axis.*' This meaning changed in modern English to represent 'one's turn.' The Macmillan Dictionary defines tourism as the business of providing services for people who are travelling for their holiday. Wikipedia defines it as travel for recreational, leisure or business purposes.

India is a country known for its lavish treatment to all visitors, no matter where they come from. Its visitor-friendly traditions, varied life styles and cultural heritage and colourful fairs and festivals held abiding attractions for the tourists. The other attractions include beautiful beaches, forests and wild life and landscapes for eco-tourism; snow, river and mountain peaks for adventure tourism; technological parks and science museums for science tourism; centres of pilgrimage for spiritual tourism; heritage, trains and hotels for heritage tourism. Yoga, ayurveda and natural health resorts and hill stations also attract tourists .The Indian handicrafts particularly, jewellery, carpets, leather goods, ivory and brass work are the main shopping items of foreign tourists Travel and tourism sector in India includes employees such as inbound tour operators, travel agents, tourist transport operators, adventure tour operators and domestic tour operators in the travel trade segment and those employed in hotels and restaurants in various functions of front office, F&B and housekeeping among others. The tourism sector in India is targeted to grow at an annual rate of 12 per cent during 2011. There exists a forecasted requirement of around 2.8 million employees for restaurants, 4.1 million employees for hotels and 0.3 million employees for the travel trade segment by 2022 resulting in an incremental requirement of a total of 2.7 million employees for the tourism sector as compared to 2012 employment figures.

Objectives of the Course

Upon the completion of the course, you will be able to:

- Demonstrate the knowledge to communicate effectively at workplace.
- Demonstrate the knowledge of evolution, meaning and concepts of tourism business
- Demonstrate the knowledge of the various tourism resources
- Demonstrate basic skills of information technology in tourism business
- Demonstrate the knowledge of various tourism organizations
- Describe the various health and safety hazards and measures for preventing and controlling them.
- Integrate learning with the world of work in Tourism and Travel Industry.

Competency Based Curriculum

Sector: Tourism & Travel

NSQF LEVEL 1 (Class IX) CORE CURRICULUM I				
SN	Unit Code	Unit Title	No. of Learning Hours	Pre Requisite, if any
1.	HTT101-NQ2014	Basics of Communication Skills	35	
2.	HTT102-NQ2014	Introduction to Tourism and Travel	15	
3.	HTT103-NQ2014	Basics of Tourism Business	15	
4.	HTT104-NQ2014	Tourism Resources I	25	
5.	HTT105-NQ2014	Basics of IT skills	25	
6.	HTT106-NQ2014	Health and Safety in Travel and Tourism	15	
7.	HTT107-NQ2014	Work Integrated Learning I	10	
		Total	140	

Successful completion of **140 hours** of theory sessions and **60 hrs** of practical activities and on-the-job learning is to be done for full qualification.

Classroom Activities: Classroom activities are an integral part of this programme and interactive lecture sessions, followed by discussions should be conducted by trained teachers. Teachers should make effective use of a variety of instructional aids, such as Videos, Colour

Slides, Charts, Diagrams, Models, Exhibits, Handouts, Recorded Compact Discs, etc. to transmit knowledge in projective and interactive mode.

Practical Activities: Activities that provide practical experience in managing tourism related services should include case based problems, role play, games, etc. on incidents and practical exercises using props, tools and equipment and drills. Equipment and supplies should be provided to enhance hands-on experiences for students in the chosen occupation. Trained personnel should teach specialized techniques such as First Aid, handling crises and emergencies, etc. A training plan signed by the student, teacher, and employer that reflects equipment, skills and tasks should be prepared for training of the students in the organization/industry.

On-the-Job Training: On-the-job training (OJT) occurs whenever more experienced employee or supervisor teaches less experienced person on how to do one or more tasks of a job. The training utilizes actual equipment and materials. OJT should be undertaken in a structured manner with a training plan under the supervision of an experienced trainer or supervisor. A training plan that reflects tasks to be performed and competencies to be imparted should be prepared and signed by the student, teacher, and supervisor at the workplace for training of the students in the organization/industry. The trainer should break down all the steps of the job and train the students as per the training plan. In a structured OJT, the following steps should be followed:

Step 1: The Instructor or the trainer tell, show, demonstrate, and explain. The trainer gives an overview of the task while explaining the constructional details and use of the tools, equipment, materials, etc. in performing the tasks.

Step 2: The Instructor or the trainer demonstrates each step in detail, actually doing the steps of the task and explaining each step, one at a time, while the trainee watches. The steps may not necessarily be demonstrated in the sequence of actual operation, as sometimes it is better that simple tasks are demonstrated first to build confidence. Showing finished products at each appropriate step will help the learner understand what is required as outcome. While demonstrating, the trainer explains why each step is done in the way it is done.

Step 3: It involves direct trainee participation. The trainer monitors the progress on a checklist of competencies and offers feedback and pointers where and when needed.

Step 4: The trainee practices with clearly defined targets for performance standards.

Certification: Upon successful completion of this course the State Education Board and the Sector Skill Council (Hospitality, Tourism and Travel) will provide a certificate to the student verifying the competencies acquired by the candidate.

Unit Code: HTT 101 NQ2014		Unit Title: Basics of Communication Skills	
Duration: 35 hours			
Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
1. Identify elements of Communication cycle	1. Describe communication. 2. Describe communication cycle. 3. Explain various elements involved in communication cycle.	1. Identify elements of communication cycle. 2. Draw a diagram of communication cycle 3. Differentiate between various elements involved in a successful communication	<u>Interactive Lectures:</u> Communication, Communication cycle, Process of Communication, Elements of communication. <u>Activity</u> Conduct a Role play, conduct a Debate
2. Introduce self and greet in English	1. Describe how to introduce one self. 2. Knows formal greeting words and sentences used in tourism industry 3. Describe the importance of proper tone and language used in tourism Industry: : Voice modulation, pitch, pauses, clarity	1. Introduce one self. 2. Demonstrate the knowledge of various greeting words & sentences used in tourism Industry. 3. Is able to greet others as per tourism industry requirement.	<u>Interactive Lectures:</u> Self Introduction, Meet & greet sentence, tone & language required for tourism. <u>Activity</u> Conduct Ice breaking sessions and JAM sessions (Just a minute).
3. Provide Feedback	1. Describe the meaning of feedback. 2. Describe the importance of feedback. 3. Describe communication channel.	1. Draw the diagram of communication channel 2. Construct a feedback.	<u>Interactive Lectures:</u> Characteristics of feedback. <u>Activity</u> Assignment on constructing sentences for providing feedback.

4. Demonstrate the knowledge to overcome barriers to communication	<ol style="list-style-type: none"> 1. Describe the factors that act as barriers to communication. 2. Differentiate between various barriers to communication. 3. Describe the role of sender & receiver in communication. 	<ol style="list-style-type: none"> 1. Demonstrate the knowledge to overcome barriers to communication. 	<p><u>Interactive Lectures:</u> Barriers to Communication, Different types of Barriers.</p> <p><u>Activity</u> Conduct a Role play, identify the barriers to communication in tourism & suggest the solutions to overcome barriers.</p>
5. Demonstrate effective use of verbal and nonverbal communication skills	<ol style="list-style-type: none"> 1. Explain types of communication. <ul style="list-style-type: none"> ➤ Verbal communication ➤ Non Verbal communication <ol style="list-style-type: none"> A) Gestures B) Postures C) Body language 2. Differentiate between verbal & non-verbal communication 3. Describe various nonverbal communications. 4. Describe the various sources of information. (Media, Industry, Internet , Peer group, personal contact , supervisors etc) 	<ol style="list-style-type: none"> 1. Identify the meaning of different non-verbal communication 2. Identify factors for effective verbal communication. 3. Demonstrate the knowledge of collecting and processing information from different sources. 	<p><u>Interactive Lectures:</u> Verbal communication Visual presentations on Nonverbal communications</p> <p><u>Activity</u> Collect pictures depicting the different nonverbal communication and explain them.</p> <p>Identify different movements (gestures & postures)</p>
6. Demonstrate active listening Skills	<ol style="list-style-type: none"> 1. Describe tips for effective listening. 2. Describe ways to build concentration on speaker's speech. 	<ol style="list-style-type: none"> 1. Demonstrate the knowledge of listening patiently to others. 2. Demonstrate the knowledge of 	<p><u>Interactive Lectures:</u> Identify different movements (gestures & postures)</p> <p>1. Active listening</p>

	<p>3. Describe the use of appropriate words for sentence formation.</p> <p>4. Explain the tips to create good impression</p> <p>5. Describe tips for being patient.</p> <p>6. Describe various ways to handle calls, complaints, queries etc.</p>	<p>analyzing audience speech.</p> <p>3. Demonstrate the knowledge of interpreting after listening to a speech.</p> <p>4. Demonstrate the knowledge of handling queries.</p>	<p>skills</p> <p>2. Telephone Etiquettes and handling queries</p> <p>Activity:</p> <p>1. Role play on Effective listening and interpreting a speech</p> <p>2. Simulated Excessive on handling calls, complaints & queries</p>
<p>7. Look presentable and show social manners & etiquettes</p>	<p>1. Describe personal hygiene.</p> <ul style="list-style-type: none"> ➤ Hair ➤ Nails ➤ Dress ➤ Shoes ➤ Use of Fragrance's ➤ Do's & Don'ts ➤ Make up <p>2. Enlist Do's & Don'ts of Grooming.</p> <p>3. Describe manners to be followed for social dining.</p> <p>4. Describe various types of handshakes.</p> <p>5. Describe telephone etiquettes at Public place.</p> <p>6. Describe tips for social etiquettes of sitting, standing, walking etc.</p> <p>7. State basics of business makeup</p>	<p>1. Looks presentable.</p> <p>2. Demonstrate different types of handshakes.</p> <p>3. Display dining manners.</p> <p>4. Demonstrate appropriate social manners and etiquettes</p> <p>5. Demonstrate use of phone publicly.</p> <p>6. Wear appropriate business makeup</p>	<p><u>Interactive Lectures:</u></p> <p>Tips on personal hygiene, Manners & Etiquettes.</p> <p>Types of handshakes, telephone etiquettes, Business Makeup tips, Social dining tips</p> <p><u>Activity</u></p> <p>Collect the pictures of well-groomed person and make a scrap book.</p> <p>Groom yourself</p> <p>Prepare a chart of good and bad manners.</p> <p>Outline the dos and don'ts of etiquettes and manners in social settings.</p>

Unit Code: HTT 102 NQ 2014		Unit Title: Introduction to Tourism and Travel	
Duration : 15 Hours			
Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
<p>1. Demonstrate an understanding of the concept of the travel and tourism</p>	<p>1. Define tourism and meaning of tourism</p> <p>2.State the difference between Tourism and Travel</p> <p>3.Describe the importance of recreational activities for tourists.</p> <p>4.Describe main types of tourism: domestic; outbound; inbound</p>	<p>1. Define tourism</p> <p>2. Differentiate between Tourism and Travel</p> <p>3. Enlist recreational activities of tourist</p> <p>4. Demonstrate the knowledge of the term 'day tourist'</p> <p>5. Identify the major types of tourism</p>	<p>Interactive lecture: Defining Tourism and Tourist</p> <p>Reasons why people travel?</p> <p>Activity: Make a scrap book of the tourist visiting their country/State Role play</p> <p>Collect the information of nearby tourism destination</p>
<p>2. Demonstrates the knowledge of the basic components of Tourism</p>	<p>1.Describe basic components of tourism</p> <ul style="list-style-type: none"> ➤ Attraction ➤ Accessibility ➤ Accommodation ➤ Amenities ➤ Activity ➤ Agency <p>2.Describe the meaning and importance of tourism components</p> <p>3.State the bonding between all the tourism components</p> <p>4.State the significance of tourism components for making tourism possible</p>	<p>1.Enlist the Tourism components</p> <p>2.Enlist the substance of attraction</p> <p>3.Enlist the substance of Accessibility</p> <p>4.Enlist the substance of Accommodation</p> <p>5.Enlist the substance Of Amenities</p>	<p>Interactive Lecture: Components of tourism</p> <p>Activity: Pasting the picture of the tourism components in the scrap book</p> <p>Group Discussion on the topic Importance of components of tourism</p> <p>Small Paragraph writing on bonding between tourism components</p>

	5. Identify the components of tourism in the actual form		
3. Demonstrates the understanding of characteristics and nature of tourism	<p>1. Explain the nature of tourism</p> <ul style="list-style-type: none"> ➤ Demand Based ➤ Seasonal <p>(Comparing the Dual nature of tourism on the basis of Demand and Seasonality)</p> <p>2. Describe the characteristics of tourism:-</p> <ul style="list-style-type: none"> ➤ Sense of Intangibility ➤ Perishability ➤ Inseparability ➤ Lack of ownership 	<p>1. Enlist nature of tourism</p> <p>2. Identify and elaborate demand based nature of tourism</p> <p>3. Enlist characteristics of tourism</p> <p>4. Draw a diagram on the various characteristics of tourism</p> <p>5. Enlist different characteristics of tourism</p>	<p>Interactive Lecture: Characteristics and nature of tourism</p> <p>Activity: Group Discussion</p> <p>Pasting Pictures/ diagram on characteristic and nature of tourism</p> <p>Visit a destination /Restaurant/place of touristic importance and try to match the characteristics of tourism to the place you have visited and submit a report.</p>
4. Demonstrates the knowledge of the tourism purpose (Travelling purpose)	<p>1. State relativity of travelling and tourism</p> <p>2. Describe the purpose of travelling</p> <ul style="list-style-type: none"> ➤ By Obligation ➤ For Pleasure <p>3. Travelling because of obligation</p> <ul style="list-style-type: none"> ➤ Business and Professional ➤ Visiting Friends and Relatives (VFR) ➤ Health ➤ Spiritual/Pilgrimage ➤ Other <p>4. Travelling Because of Pleasure</p>	<p>1. Enlist purpose of travelling by tourist</p> <p>2. Identify cause of travelling out of obligation</p> <p>3. Enlist/Identify causes of travelling for fun/ pleasure</p> <p>4. Differentiate between main stream tourism and special interest tourism</p>	<p>Interactive Lecture: Purpose of travelling</p> <p>Activity: Role play by students to understand exact cause of travelling</p> <p>Experience sharing by students on their purpose of travelling and travel experiences</p>

	<ul style="list-style-type: none"> ➤ Main stream tourism ➤ Special interest tourism ➤ Alternative Tourism 		
5. Demonstrates the knowledge of Tourist Typology	<ol style="list-style-type: none"> 1. Define tourists 2. Describe major types of tourist 3. Define group or mass tourist 4. Define Visitor 5. Day Visitor / Excursionist 6. Define Explorer 7. Define Drifter/wonderer 	<ol style="list-style-type: none"> 1. State the difference between visitor and traveler 2. Identify tourist 3. State difference between tourist and day visitor 4. State differences between explorer and wonderer / drifter 5. Enlist numerous types of tourist 	<p>Interactive Lecture: Various types of tourist structurally</p> <p>Activity : Group assignment on interacting with the tourist by visiting a place filled with tourist and sharing the experiences with the class.</p> <p>Making diagrams/collecting pictures of various types of tourist</p>

Unit Code: HTT 103 NQ2014		Unit Title: Basics of Tourism Business	
Duration: 15 hours			
Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
1. Demonstrate an understanding of tourism business	<ol style="list-style-type: none"> 1. Describe various elements of tourism business 2. Describe why tourism business is important for a country 	<ol style="list-style-type: none"> 1. Identify elements of tourism business 2. State the difference between tourism and other types of business 	<p>Interactive Lecture: Elements of tourism business</p> <p>Activity: Group discussion on implication of tourism on a country's economy</p>

<p>2. Demonstrates the knowledge of how tourism evolved as an organized activity</p>	<p>1. Describe how tourism evolved as an organized business over the ages</p> <ul style="list-style-type: none"> ➤ Early travel of people ➤ Grand tour ➤ Silk route & tour ➤ Evolution of tourism business (Thomas Cook till date) <p>2. Describe the role of Thomas Cook in modern tourism</p>	<p>1. Plot on a map important places where people used to travel in early ages</p> <p>2. Plot the places involved in silk route & tour on a map</p> <p>3. Plot the places involved in the grand tour on a map</p>	<p>Interactive lectures: How tourism evolved as an organized activity</p> <p>Activity: Plotting the places on maps related to Silk Route, Grand Tour</p>
<p>3. Demonstrates the knowledge of tourism industry intermediaries & linkages</p>	<p>1. Identify the travel intermediaries & their role in modern day tourism</p> <p>2. Describe the benefits and disadvantages of tourism intermediaries</p>	<p>1. Identify the travel intermediaries</p> <p>2. List three business organizations for all types of travel intermediaries</p> <p>3. List three different types of tourism business organizations of national repute</p> <p>4. List three different types of tourism business organizations of international repute</p>	<p>Interactive lectures Travel intermediaries & their role in modern day tourism</p> <p>Activity: Prepare a web chart of tourism business intermediary organizations</p>
<p>4. Demonstrates the knowledge of prominent tourism organizations</p>	<p>1. Describe the roles and functions of tourism organisation</p> <p>2. Describe top ten tour operation companies of India</p>	<p>1. Identify top five states that receive international tourists in India</p> <p>2. List top ten domestic tourist receiving states of India</p>	<p>Interactive lectures Knowledge of prominent tourism organizations</p> <p>Activity: 1. Collection of information from the web / print material for three tourism business organizations</p>

			2. Prepare a scrap book and paste logos of ten tourism companies
5. Demonstrates the knowledge of present scenario of tourism in India	1. Highlight different facets of tourism in India	1. Enlist top ten domestic tourism states of India with major tourist destinations	Interactive lectures Facets of tourism in India Activity: Charting of top ten domestic tourism states of India with major tourist destinations

Unit Code: HTT 104 NQ2014		Unit Title: Tourism Resources - 1	
Duration: 25 hours			
Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
1. Demonstrates the knowledge of tourism resources.	1. Explain the meaning of tourism resource. 2. State any four examples of tourism resources.	1. Identify various tourism resources. 2. Is able to make an inventory of the local tourism resources of your area.	Interactive Lecture: Tourism resources. Activity: Paste pictures in your scrap book about the tourism resources of your area / state.
2. Identify different types of tourism resources.	1. Explain different types of tourism resources. 2. Differentiate between natural & manmade tourism resources. 3. Differentiate between natural & symbiotic tourism resources.	1. Enlist the types of tourism resources. 2. Classify the various types of tourism resources in an illustration with examples. 3. Write the examples of natural, manmade & symbiotic tourism resources.	Interactive Lecture: Types of tourism resources. Activity: Go to the local tourism office and collect brochures about the popular tourist resources of your city / state.

<p>3. Demonstrates the knowledge of various forms of tourism.</p>	<ol style="list-style-type: none"> 1. Explain various forms of tourism. 2. Describe the difference between domestic & international tourism. 3. Differentiate between inbound and outbound tourism. 	<ol style="list-style-type: none"> 1. List the various forms of tourism. 	<p>Interactive Lecture: Forms of tourism</p> <p>Activity: Visit the local tourist office and collect the data about the different forms of tourists visiting you area</p>
<p>4. Define characteristics of tourism product.</p>	<ol style="list-style-type: none"> 1. Name the characteristics of tourism product. 2. Explain the meaning of intangibility. 3. Explain how tourism product is perishable. 4. Why tourism product is composite? 	<ol style="list-style-type: none"> 1. Enlist the characteristics of tourism product. 	<p>Interactive Lecture: Characteristics of tourism product</p> <p>Activity: Organize a debate on the characteristics of tourism products.</p>
<p>5. Identify major tourist resources of India and the world.</p>	<ol style="list-style-type: none"> 1. Name the major tourism resources of India. 2. Name the major tourist attractions of the world. 3. Differentiate between national and international tourism resource. 	<ol style="list-style-type: none"> 1. Enlist any ten major tourist resources of India 2. Enlist any ten tourist resources of the world. 3. Draw the map of India and show any ten major tourist resources of India. 	<p>Interactive Lecture: Major tourist resources of India and the world</p> <p>Activity: Practical exercise on locating the tourist resources on map of India and World.</p>

Unit Code : HTT 105 NQ 2014		Unit Title: Basics of Information Technology (IT) Skills	
Duration-25 hours			
Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
1. Demonstrate the knowledge of Computer System, various peripherals and their connectivity	1. Describe the parts of a computer system 2. Knows the difference between hardware and software of a computer 3. Knows about different peripheral devices of a computer	1. Identify different parts of a computer 2. Differentiate between hardware and software 3. Identify hardware components of computer 4. Identify and name various peripheral devices attached to the computer system. 5. Connect the peripheral devices in the appropriate socket of CPU.	Interactive Lecture: Introduction to Computer System Activity: Practice session on identification of various components of computer system and connecting them to the CPU.
2. Demonstrate the knowledge of Basic Computing Concepts	1.Explain storage types 2.Understand the storage and performance measures, such as mega, giga, tera 3.Describe the difference between Internet and the Web 4.Describe different ways you can connect your home computer to the Internet 5. Explain what an URL is?	1. List storage media and explain their relative capacities 2. Differentiate between Internet and Web	Interactive Lecture: Basic Computing Concepts

3. Perform fundamental operating system functions	<ol style="list-style-type: none"> 1. Identify the types and features of an operating system. 2. Explain the use of user interface 3. Explain the purpose of disk formatting 4. Explain the concept and need for backups 5. Describe the need for operating systems updates and patches 	<ol style="list-style-type: none"> 1. Outline different operating systems and their features 2. Manipulate windows: resize, move, close, scroll <ol style="list-style-type: none"> a. Manipulate folders: create, delete, rename b. Manipulate files: create, delete, rename, sort 3. Demonstrate an understanding of <ul style="list-style-type: none"> ➤ directory and file specification path ➤ file formats ➤ disk operations ➤ disk formatting ➤ backups ➤ operating systems updates and patches 4. Install software 	<p>Interactive Lecture: Various operating systems and its usage and desktop operations.</p> <p>Activity: Practices sessions on managing files and folders</p>
4. Use Computers in a Secure Manner	<ol style="list-style-type: none"> 1. Define the following terms: virus, worm, Trojan horse, spyware, spam, cookie 2. Explain the need for antivirus and spyware protection software and their constant updates 3. Describe what it means to be a secure user 4. Describe copyright issues and plagiarism 5. Describe what constitutes a computer crime 	<ol style="list-style-type: none"> 1. Enlist different types of computer malware 2. Name any two anti virus protection software 3. Check for different types of 4.Internet hoaxes, such as virus hoaxes, phishing 4. Demonstrates an understanding of computer crimes and copyright issues 	<p>Interactive Lecture: Computer malware and its protection.</p> <p>Activity: Case studies on computer crimes</p>

5. Demonstrate basic word processing skills	1. Describe the features of word processing software	<ul style="list-style-type: none"> a. Open and close the application b. Create a new blank document c. Open an existing document d. Save documents as Web pages e. Preview and print documents 	Activity: Practice sessions on using different features of word processing software
	2. Describe the procedure of manipulating text	<ul style="list-style-type: none"> a. Enter text b. Move and copy text c. Delete text d. Use Find and Replace e. Change the font: type, size, colour f. Highlight text g. Italicize, bold, underline h. Align text i. Number tasks 	Practice sessions on manipulating text
	3. Describe the procedure of formatting documents	<ul style="list-style-type: none"> a. Set tabs b. Set line spacing c. Set background d. Add and delete document headers and footers e. Add and delete page numbers f. Set margins g. Set page layout (columns, page orientation) 	Practice sessions on formatting documents
	4. Describe the procedure of using spell check	<ul style="list-style-type: none"> a. Correct the spelling in the document b. Use thesaurus c. Check the grammar in the document 	Practice sessions on using spell check
	5. Use additional features	<ul style="list-style-type: none"> a. Use the Word Count feature to count the total number of words in the document b. Create and modify tables c. Insert pictures and objects from other files d. Use undo and redo 	

Unit Code: HTT 106 NQ2014		Unit Title: Health and Safety in Travel and Tourism	
Duration: 15 hours			
Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
<p>1. Demonstrates the knowledge of health, safety and security procedures</p>	<p>1. Describe the health, safety & security issues</p> <ul style="list-style-type: none"> ➤ emergency, ➤ fire & accident, ➤ security of documents, ➤ cash, ➤ equipment & people ➤ Use of personal protective clothing& equipment ➤ Use of safe postures in sitting, standing, bending etc. 	<p>1. Is able to identify the safety & security issues for the tourist</p>	<p>Interactive Lecture: Health, safety & security issues in Travel and Tourism</p> <p>Activity: Role plays on emergency procedures. Case Studies related to security and safety issues of the tourists. Group Discussion on safety threats faced by international tourists in India</p>
<p>2. Identify risks from common hazards</p>	<p>1. Describe hazards commonly found in workplaces in the travel and tourism industry</p> <ul style="list-style-type: none"> ➤ in a travel or tourism office ➤ in resort ➤ on a walking tour ➤ on a coach tour ➤ at an outdoor event ➤ at an indoor event, ➤ hazards arising from tripping ➤ falling, ➤ using machinery and equipment, ➤ using materials or substances, ➤ breakages and spillages, 	<p>1. Is able to outline precautions to be taken for avoiding the hazards</p> <p>2. Identify immediate actions that should be taken to reduce risks from commonly found hazards</p> <p>3. Identify colours, shapes and meanings of health and safety signs and symbols:</p> <ul style="list-style-type: none"> ➤ mandatory signs, ➤ prohibition signs, ➤ warning signs and symbols ➤ fire fighting signs, ➤ emergency escape and first aid signs, 	<p>Interactive Lecture: Common hazards and the risks at the workplace</p> <p>Activity: Collect health and safety signs and symbols and paste in your scrap book</p>

	<ul style="list-style-type: none"> ➤ unsafe working practices, ➤ in appropriate dress and behaviour ➤ unsafe premises or environmental factors <p>2. Describe risks associated with commonly found hazards</p> <p>3. Describe how to carry out a risk assessment</p>	<ul style="list-style-type: none"> ➤ hazardous substance signs 	
3. Handle crises & emergency situation	<p>1. Handling Emergency & crises situation including:</p> <ul style="list-style-type: none"> ➤ floods, ➤ fire, ➤ earthquakes, ➤ power failures, ➤ accidents, ➤ robbery, ➤ bomb threats, ➤ strikes, ➤ political instability, ➤ loss of keys, ➤ strange or suspicious person, malfunctioning of an equipment 	<p>1. Describe appropriate courses of action to be taken in emergency situations.</p>	<p>Interactive Lecture: Handling emergency & crises situations</p> <p>Activity: Prepare a flow chart of various emergencies & basic standard procedure to handle them</p>
4. Resolves conflict situations	<p>1. Conflict situation may be related to:</p> <ul style="list-style-type: none"> ➤ tourist complaints, ➤ conflict among colleagues, ➤ refusal of entry, ➤ rejection from a premises, ➤ tourist are unwilling to be pacified 	<p>1. Identify major conflict situation in tourism industry.</p> <p>2. Demonstrate an understanding of resolving a conflict situation</p>	<p>Interactive Lecture: Resolving conflict situations in tourism industry</p> <p>Activity: Prepare chart of various emergencies, crises & conflicts</p>

Unit Code: HTT 106 NQ2014		Unit Title: Work Integrated Learning I	
Duration: 15 hours			
Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
<p>1. Demonstrate the understanding of structure of tourism industry</p>	<p>1. Explain the structure of tourism industry</p> <ul style="list-style-type: none"> ➤ Identify the role of marketing and sales department ➤ Discuss the role of operation department ➤ Describe the various roles of ground operators <p>2. Describe different organizations in travel and tourism sector</p> <ul style="list-style-type: none"> ➤ Travel agents ➤ Tour operators (head office and overseas) ➤ Airlines, ➤ Accommodation providers, ➤ Visitor attractions ➤ Other passenger transport operators; 	<p>1. Discuss the structure of any tourism company and the roles of various departments</p> <p>2. Enlist different Travel and tourism organizations</p>	<p>Interactive Lecture: Structure of tourism industry</p> <p>Activity: Organizing classroom seminars and discuss the structures of domestic and international tourism companies</p> <p>Make an inventory of different Travel Agents, Tour Operators and Transport Operators of your city.</p>
<p>2. Demonstrates the knowledge of career opportunities in the travel and tourism sector</p>	<p>1. Describe career opportunities in different travel and tourism organizations</p> <ul style="list-style-type: none"> ➤ entry requirements ➤ skills required <p>2. Describe the Job roles and duties and responsibilities in relation to all aspects of the job</p> <ul style="list-style-type: none"> ➤ Administration ➤ Processing ➤ Bookings ➤ Serving food and 	<p>1. Identify a minimum of five different career opportunities in travel and tourism sector. The identification should be in the form of a list of job roles</p> <p>2. Describe entry requirements, progression routes, duties and responsibilities for two jobs in the travel and tourism sector</p> <p>3. Outline the career</p>	<p>Interactive Lecture: General introduction to careers in the sector. Identification of career aspirations.</p> <p>Activity: Examination of job advertisements, job descriptions and person specifications</p> <p>Internet research into career opportunities and job roles.</p>

	<p>drink, customer service</p> <p>3. Describe the career progression paths within or outside employing organizations</p>	<p>progression path of a selected job</p>	<p>Individual research into entry requirements and career progression for specific jobs.</p>
<p>2.Demonstrates the knowledge of scope of higher education in tourism</p>	<p>1.Discuss the various courses in tourism offered in IITTM and other central and state universities</p>	<p>1.Explain the scope of tourism education in present scenario</p>	<p>Interactive Lecture: Scope of tourism education</p> <p>Activity: Organizing classroom seminars on scope and avenues in tourism education</p>

List of Tools, Equipment and Materials

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

Equipment and Materials

- Maps of India and the World
- Electronic sources
- Brochures
- Directories
- Timetables
- Guidebooks
- Language Laboratory
- Reference books

Teaching/Training Aids

- Computer Systems
- LCD Projector
- Projection Screen
- White/Black Boards
- Flip Chart Holder

Competency Based Curriculum

National Skills Qualification Framework Sector: Tourism & Travel

Level 2 (Class X) Core Curriculum II



PSS Central Institute of Vocational Education, Bhopal
(a constituent unit of NCERT, an autonomous organization under
Ministry of Human Resource Development, Government of India)

Objectives of the Course

Upon the completion of the course, you will be able to:

- Demonstrate good communication & interpersonal skills for effective communication at work place
- Demonstrate the knowledge of tourism systems, tourism and basic hospitality terminology
- Demonstrate the knowledge of the various tourism resources of India
- Application of information technology skills in tourism business
- Demonstrate the knowledge of functional areas of travel agency and tour operation
- Demonstrate the knowledge of various travel documentation required for international travel
- Know various national & international tourism organizations & tourism business organizations
- Demonstrate the understanding of positive & negative impacts of tourism
- Integrate learning with the world of work

Competency Based Curriculum

Sector: Tourism & Travel

NSQF LEVEL 2 (Class X) CORE CURRICULUM II				
SN	Unit Code	Unit Title	No. of Learning Hours	Pre Requisite, if any
1.	HTT201-NQ2014	Communication at Workplace	25	
2.	HTT202-NQ2014	Tourism Systems	15	
3.	HTT203-NQ2014	Impacts of Tourism	10	
4.	HTT204-NQ2014	Tourism Resources II	35	
5.	HTT205-NQ2014	Application of IT Skills in Tourism and Travel	30	
6.	HTT206-NQ2014	Work Integrated Learning I	15	
		Total	130	

Successful completion of **130 hours** of theory sessions and **70 hrs** of practical activities and on-the-job learning is to be done for full qualification.

Unit Code : HTT 201-NQ2014		Unit Title : Communication at Workplace	
Duration: 25 hrs.			
Learning Outcomes	Knowledge Evaluation	Performance Evaluation	Training and Teaching Method
1. Demonstrate the ability to communicate and maintain interpersonal relationship at workplace	<ol style="list-style-type: none"> Describe what is communication gap Discuss the importance of interpersonal skills When do communication gap arise How can one overcome the communication gap 	<ol style="list-style-type: none"> Identify communication gap Is able to handle interpersonal issues 	<p>Interactive Lecture: Communication and Inter personal Skills</p> <p>Activity: Organise a role play to demonstrate how interpersonal differences hinders the communication</p> <p>Demonstrate through games how lack of interpersonal skills creates communication problems</p>
2. Demonstrate the ability to handle customers	<ol style="list-style-type: none"> How active listening does helps in customer handling? How does effective communication helps in customer handling at desk Difference between handling customers at desk and online Why is it essential to close the call? Describe the process of transferring the call. 	<ol style="list-style-type: none"> Demonstrates proper handling of the customers <ul style="list-style-type: none"> At desk <ul style="list-style-type: none"> ➤ Meet and greet with a smile ➤ Correct body language ➤ Active listening ➤ Effectively communicating ➤ Appropriate dressing Online <ul style="list-style-type: none"> ➤ Greet ➤ Voice modulation ➤ Active listening ➤ Confirming ➤ Giving feedback ➤ Closing the call Interacts rightfully with customers online 	<p>Interactive Lecture: Customer Handling</p> <p>Activity: Organize a role play depicting the reception area to practice on how to handle customers at desk</p> <p>Practice of using the technology on how to handle online queries / handle transfer of calls</p> <p>Organise the exercise to enhance active listening</p> <p>A role play to demonstrate the importance of non verbal</p>

		<p>3. Handles multiple calls</p> <p>4. Demonstrates an understanding of the communication devices (EPBAX)</p>	communication
<p>3. Demonstrate the knowledge to handle uncertainties</p>	<p>1. Understanding the concept of uncertainties.</p> <p>2. Types of uncertainties:</p> <ul style="list-style-type: none"> ➤ Stress ➤ Conflict ➤ Crisis <p>3. Differentiate between Stress, Conflict and Crisis.</p>	<p>1. Demonstrates an understanding of what are uncertainties</p> <p>2. Distinguish between uncertainties and carelessness</p>	<p>Interactive Lecture: Handling uncertainties</p> <p>Activity: Organize a role play to practise to overcome the situation of</p> <ul style="list-style-type: none"> ➤ Stress ➤ Conflict ➤ crisis <p>With the help of role play design an activity to enable the students to understand on how to strike a balance between the conflicting parties</p> <p>A visit to a local tourism office/related areas to identify and analyse the kinds of crisis that can occur</p>
<p>4. Demonstrates the knowledge of using appropriate communication with customers</p>	<p>1. Describe the importance of written communication</p> <p>2. How is written communication different from oral communication?</p> <p>3. Differentiate between formal letters and emails.</p>	<p>1. Is able to use written communication</p> <p>2. Letters, emails, fax, messaging</p> <p>3. Is able to write applications</p> <p>4. Demonstrates an understanding of components of communication</p>	<p>Activity: Write formal communication to enhance writing skills</p> <p>Write an email to your customer confirming his reservation for next week tour</p> <p>Message your customer to remind</p>

	4. Write an email confirming the booking of Mr. X	methods	him for tomorrow's travel Draft an email apologising for the miscommunication from your office regarding the travel plan of your client Draft a fax message to the reservation agent demanding the immediate confirmation of the reservation status of your client
5. Demonstrates the knowledge of common signage used in the area	<ol style="list-style-type: none"> 1. Describes the concept and importance of signage 2. Why understanding about signage is important? 3. Identify different signage used in tourism industry in: <ul style="list-style-type: none"> ➤ Tourist places ➤ Traffic signage ➤ Map reading ➤ Use of compass 	<ol style="list-style-type: none"> 1. Is able to identify the signage 2. Is able to read map 3. Is able to use compass to locate the place 4. Is able to establish whether proper signages are used at places? 	<p>Activity: Organise a quiz to identify signage</p> <p>Visit your vicinity and with the help of a diagram, use signage at appropriate places</p> <p>Visit any famous place in your vicinity and list out the signage used and identify the need to use signage at more appropriate points</p> <p>Identify signage to be used on the busiest road of your city to avoid accidents</p>

Unit Code: HTT202-NQ2014		Unit Title: Tourism Systems	
Duration: 15 hours			
Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
1. Demonstrates the knowledge of tourists' movement system	1. Identify the three basic elements in Leipers model of tourism system	1. Prepare the Leipers model diagram	Interactive lectures Tourists' movement system Activity: Prepare a web chart of Leipers model based on live examples
2. Identify various national & international tourism organizations of repute and recognition	1. Describe the objectives, role & functions of any three national tourism organizations: National: IATO, TAAI, FHRAI, MOT, ITDC, STDC'S 2. Describe the objectives, role & functions of three international tourism organizations: International: UNWTO, IATA, ICAO, PATA	1. Name the heads & headquarters of five national tourism organizations 2. Name the heads & head quarters of five international tourism organizations	Interactive lectures National & International tourism organizations Activity: Plot the head quarters of various international tourism organizations on a map
3. Demonstrates the knowledge of basic terms and lingo used in tourism & hospitality business	1. Describe the meaning of various tourism & hospitality terminology and travel lingo	1. Identifies and segregates tourism & hospitality terminology	Interactive lectures Basic terms and lingo used in tourism & hospitality business Activity: Role play with the use of tourism & hospitality terms
4. Demonstrates the knowledge of organizational and functional areas of travel agency / tour company	1. Describe the importance of the various functional areas of a travel / tour company	1. Prepares a flow chart of the functional organizational structure of a large size travel / tour company	Interactive lectures Functional areas of a travel / tour company Activity: Design a chart of the functional areas of a large size travel / tour company

<p>5. Demonstrates the knowledge of documents / regulations to be complied with for international travel</p>	<p>1. Describe various travel documentation and regulations for international travel:</p> <ul style="list-style-type: none"> ➤ Passport, ➤ Visa ➤ Frontier formalities ➤ Foreign exchange regulations ➤ Health regulations ➤ Restricted and special area 	<p>1. Identifies the various types of passports & visa issued by India</p> <p>2. Identifies the five important visas of the world</p>	<p>Interactive lectures Travel documentation and regulations for international travel</p> <p>Activity: Prepare a scrap book with pictures of the prominent visas of the world</p> <p>Prepare a scrap book with symbols of the various currencies of the world and compare its exchange value</p>
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Unit Code: HTT 203 NQ2014		Unit Title: Impacts of Tourism	
Duration: hours			
Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
<p>1. Demonstrates the knowledge of socio-cultural tourism impacts.</p>	<p>1. Explain the various socio-cultural tourism impacts.</p> <p>2. How tourism improves the social standards?</p> <p>3. Describe the positive impact of tourism on culture.</p> <p>4. How tourism leads to urbanization and emigration.</p>	<p>1. Enlist the various positive cultural impacts of tourism.</p> <p>2. Enlist the various negative cultural impacts of tourism.</p>	<p>Interactive Lecture: Socio-cultural tourism impacts</p> <p>Activity: Organize a debate in the class on the socio-cultural tourism impacts on your city.</p>
<p>2. Demonstrates the knowledge of economic tourism impacts.</p>	<p>1. Describe the various positive economic tourism impacts.</p> <p>2. How tourism contributes to employment generation?</p> <p>3. Explain multiplier effect.</p>	<p>1. Enlist the various positive economic tourism impacts.</p> <p>2. Enlist the various negative economic tourism impacts.</p> <p>3. Draw a diagram and explain the multiplier effect.</p>	<p>Interactive Lecture: Economic tourism impacts.</p> <p>Activity: Organize a debate in the class on the economic tourism impacts on your city.</p>

	<p>4. Describe the role of tourism in foreign exchange earnings.</p> <p>5. Explain the various tourism leakages.</p>		
3. Demonstrates the knowledge of environmental tourism impacts.	<p>1. Explain environment.</p> <p>2. Describe the various positive environmental tourism impacts.</p> <p>3. How tourism contributes to protection of specific ecosystems?</p> <p>4. Explain how tourism contributes to environmental hazards.</p> <p>5. Describe the role of tourism in infrastructural development.</p>	<p>1. Enlist the various positive environmental tourism impacts.</p> <p>2. Enlist the various negative environmental tourism impacts.</p>	<p>Interactive Lecture: Economic tourism impacts.</p> <p>Activity: Visit any tourist attraction in the locality and make a report on the environmental tourism impacts on your city.</p>
4. Demonstrates the knowledge of political tourism impacts.	<p>1. Explain the various political tourism impacts.</p> <p>2. How tourism contributes to international and national understanding.</p>	<p>1. Enlist the positive and negative impacts of political tourism</p>	<p>Interactive Lecture: Political tourism impacts</p> <p>Activity: Conduct a group discussion on political tourism impacts</p>

Unit Code: HTT 204 NQ2014		Unit Title: Tourism Resources II	
Duration: 35 hours			
Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
1. Demonstrate the knowledge of natural tourism products.	<p>1. What is meant by natural tourism product?</p> <p>2. Name any five hill stations of India.</p>	<p>1. Enlist the names of any five beaches of south India.</p> <p>2. Enlist the names of any two islands of India.</p>	<p>Interactive Lecture: Natural tourism products</p> <p>Activity: Collect news paper and magazine cutting</p>

	<ol style="list-style-type: none"> Name any two waterfalls of north India. Name any two deserts of India. 	<ol style="list-style-type: none"> Enlist the names of the rivers having their origin from Himalayas. 	<p>on natural tourism products of your state/city and paste them in a scrap book.</p>
<p>2. Demonstrate the knowledge of symbiotic tourism resources.</p>	<ol style="list-style-type: none"> Explain the meaning of symbiotic tourism resource. Differentiate between national park and sanctuary. Name any two famous tiger reserves of India. Name two famous bird sanctuaries of India. 	<ol style="list-style-type: none"> Enlist the names of the national parks of your state/city. Enlist the names of the sanctuaries of any one region of India. Draw the map of India and show any ten major wildlife attractions of India 	<p>Interactive Lecture: Symbiotic tourism resources</p> <p>Activity: Collect the pictures of the wildlife animals of your state and paste them in a scrap book.</p>
<p>3. Demonstrate the knowledge of manmade tourism products.</p>	<ol style="list-style-type: none"> Describe man made tourism products. Explain what does archaeological site mean? Name any five fairs and festivals of India. 	<ol style="list-style-type: none"> Enlist the historical sites of your city. Enlist the various art forms of your area/state. Enlist the theme parks of India. 	<p>Interactive Lecture: Man made tourism products.</p> <p>Activity: Make an inventory of the man made tourism products in your locality.</p>
<p>4. Demonstrate the knowledge of event based tourism products.</p>	<ol style="list-style-type: none"> Describe event based tourism product. Name the event based tourism products of your region / state / city. Explain the Khajuraho dance festival. 	<ol style="list-style-type: none"> Enlist the important event based tourism products of India. Enlist the fairs and festivals of India. Enlist the religious festivals of your city/state. 	<p>Interactive Lecture: Events based tourism products.</p> <p>Activity: Chart preparation on various types of event based tourism products in your locality/city.</p>

5. Demonstrate the knowledge of UNESCO World Heritage Sites in India	<ol style="list-style-type: none"> 1. Describe the world heritage site. 2. Name any five heritage sites of India. 3. Name any natural attraction of India that has been declared as world heritage site. 	<ol style="list-style-type: none"> 1. Enlist the world heritage sites of India. 2. Enlist the cultural world heritage sites of your state/region. 3. Draw the map of India and show any five world heritage sites on it. 	<p>Interactive Lecture: UNESCO World Heritage Sites in India.</p> <p>Activity: Collect the pictures of the World Heritage Sites of India/your state and paste them in a scrap book.</p>
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Unit Code: HTT205-NQ2014		Unit title: Applications of IT Skills in Tourism & Travel	
Duration-25 hours			
Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
1. Demonstrate the use of Web	<ol style="list-style-type: none"> 1. Describe the procedure of using Web 2. Explain what is URL 	<ol style="list-style-type: none"> 1. Open and close a browser 2. Go to a Web page by using links 3. Enter and save URLs 4. Refresh a page 5. Print a Web page 6. Stop a Web page transfer 7. Use back and forward buttons 8. Copy text and graphics 	<p>Demonstration on: The procedure of using Web</p> <p>Activity: Practices sessions on using Web</p>
2. Conduct Internet search	<ol style="list-style-type: none"> 1. Describe the procedure of conducting Internet Searches 2. Name different types of search engines 	<ol style="list-style-type: none"> 1. Use a search engine 2. Use keywords 3. Refine a Web search 4. Find specific information on a Web site 	<p>Demonstration on: The procedure of conducting internet searches</p> <p>Activity: Search information about a tourist destination</p>

<p>3. Demonstrate the skill to use Spreadsheet</p>	<p>1. Describe the use of spreadsheet software</p> <p>2. Manipulate cells, rows, and columns</p> <p>3. Describe the procedure to sort tables</p> <p>4. Describe the procedure to manipulate functions</p> <p>5. Describe the procedure to manipulate worksheets</p>	<p>1. Open and close the application</p> <ul style="list-style-type: none"> ➤ Create a new blank spreadsheet ➤ Open an existing spreadsheet ➤ Save spreadsheets as Web pages ➤ Preview and print spreadsheets <p>2. Enter and modify text</p> <ul style="list-style-type: none"> ➤ Insert and delete cells, rows, and columns ➤ Clear cells, rows, columns ➤ Merge cells ➤ Move and copy cell, row, column contents ➤ Format cells: decimals, text, dollars <p>3. Sort tables</p> <ul style="list-style-type: none"> ➤ Create formulas ➤ Use functions (sum, average, minimum, maximum, count, square root, standard deviation) ➤ Use the fill handle to copy formula and create series <p>4. Manipulate worksheets</p> <ul style="list-style-type: none"> ➤ Modify the orientation of the worksheet <p>5. Format spreadsheets</p> <ul style="list-style-type: none"> ➤ Add and delete headers and footers ➤ Set margins ➤ Add and delete page numbers ➤ Add and delete gridlines 	<p>Interactive Lecture: Purpose and range of use of spreadsheet functions.</p> <p>Activity: Practice Sessions on use of spreadsheets</p> <p>Practice sessions on manipulating cells, rows and columns</p> <p>Design a minimum of two spreadsheets using cell based formulae</p> <p>Format a given spreadsheet</p> <p>Create chart using data</p>
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	6. Describe the procedure to create and modify charts	6. Create and modify charts <ul style="list-style-type: none"> ➤ Open and close the application ➤ Create a new blank presentation ➤ Open an existing presentation ➤ Save presentation ➤ Preview and print presentations (handouts, speaker notes) 	
4. Demonstrate the skills to use presentation software	<ol style="list-style-type: none"> 1. Describe the need to use presentation software 2. Describe the procedure to manipulate slides 3. Describe the procedure to set up presentation properties 	<ol style="list-style-type: none"> 1. Add and delete slides using different layouts 2. Copy slides from other presentations 3. Change the colour scheme for slides 4. Apply design templates 5. Change slide background 6. Rearrange and hide slides 7. Add and remove slide numbers 8. Enter and modify text 9. Add and remove footers 10. Add and remove pictures <ol style="list-style-type: none"> 1. Display the presentation in different views: slide show, normal, outline 2. Promote and demote parts of an outline 3. View the presentation 4. Set up the presentation for manual delivery 	<p>Interactive Lecture: Purpose and range of use of presentation software</p> <p>Activity: Design a presentation on a selected topic related to tourism</p> <p>Make a power point presentation on any topic related to tourism</p> <p>Give a power point presentation on any topic related to tourism</p>

Unit Code: HTT 206 NQ2014		Unit Title: Work Integrated Learning II	
Duration: 15 hours			
Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
1. Demonstrate the knowledge of searching and short listing a suitable vacancy in tourism industry	1. Discuss the use of print and electronic media in searching for a job 2. Explain the different levels and scope of each job level in a tourism company	1. Examine job advertisements, job descriptions and person specifications 2. Enlist the various levels of jobs in tourism industry by using print/non print media resources.	Interactive lecture: Searching for relevant job in tourism industry Activity: Organize classroom seminars and discuss various job opportunities in tourism industry
2. Demonstrate the knowledge of writing a CV / Resume and applying for a job	1. Discuss the various drafts of CV / Resume relevant for tourism industry jobs 2. Explain how a CV, application form and interview could contribute to gaining employment	1. Differentiate between CV and Resume 2. Enlist dos and don'ts when completing application forms 3. Draft your CV/Resume for a vacancy	Interactive lecture: Discuss the role of drafting and sending CV / Resume for a job in tourism companies Activity: Search for a job advertisement in any newspaper in tourism related companies and draft a CV / Resume as per the job requirements
3. Demonstrate the knowledge of facing an interview	1. Explain the various steps in facing the interview	1. Enlist the various techniques to prepare for an interview: ➤ Dressing sense ➤ Greet and meet ➤ Listening / Responding to the questions in an interview 2. Discuss the various steps to be consider while facing an interview	Interactive lecture: Techniques to face an interview Activity: Organizing a mock interview in a classroom Role play telephone pre-selection activities.