

LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

JOB ROLE: Food and Beverage Service Trainee

(QUALIFICATION PACK: Ref. Id. THC/Q0307)

SECTOR: Travel, Tourism and Hospitality

Classes 9 and 10

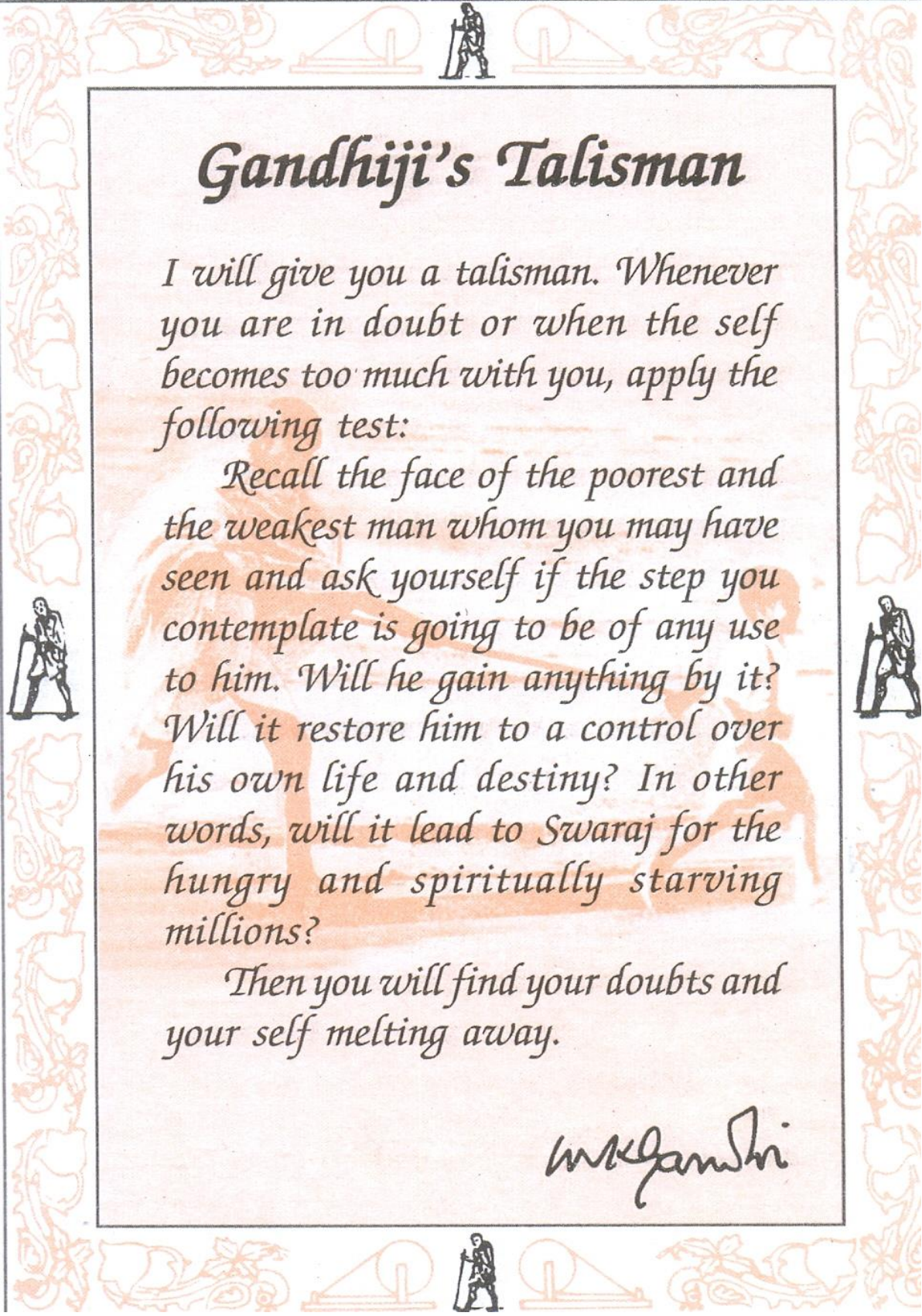


PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION

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

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

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



Gandhiji's Talisman

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

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

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

M.K. Gandhi

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VOCATIONAL CURRICULUM
Travel, Tourism & Hospitality - Food &
Beverage Service Trainee**

June, 2017

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FOREWORD

The Pandit Sunderlal 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 vocational curriculum and courseware aimed at integrating both vocational and general qualifications to open pathways of career progression for students. It is a part of 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 *Rashtriya Madhyamik Shiksha Abhiyan* (RMSA). The main purpose of the learning outcome based vocational curriculum is to bring about the improvement in teaching-learning process and working competencies through learning outcomes embedded in the vocational subject.

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

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

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

HRUSHIKESH SENAPATY

Director

National Council of Educational Research and Training

PREFACE

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

In order to fulfil the growing aspirations of our youth and the demand of skilled human resource, the Ministry of Human Resource Development (MHRD), Government of India introduced the revised Centrally Sponsored Scheme of Vocationalisation of Secondary and Higher Secondary Education 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 vocational curriculum, student workbooks, teacher handbooks and e-learning materials for the job roles in various sectors, with growth potential for employment.

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

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

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.

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

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

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

We are also grateful to Prof. Mridula Saxena, Course Coordinator and Dr. Anil Kumar, Professor, Department of Vocational Education and Entrepreneurship Development, National Institute of Technical Teachers Training and Research (NITTTR), Bhopal for their contributions.

The contributions made by Dr. Vinay Swarup Mehrotra, Professor and Head, Curriculum Development and Evaluation Centre (CDEC), Dr. Vipin Kumar Jain, Associate Professor and Head, Programme Planning and Monitoring Cell (PPMC) and Dr. Dipak D. Shudhalwar, Associate Professor (CSE) and Head Computer Center, PSSCIVE in development of the curriculum for the employability skills are duly acknowledged.

The assistance provided by Shri Vinod K. Soni, Computer Operator Grade-II and Smt. Sangeeta Sortey, Computer Operator Grade-III in layout, design and composing of the material is duly acknowledged.

PSSCIVE Team

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1. COURSE OVERVIEW

COURSE TITLE: Travel, Tourism & Hospitality- Housekeeping Attendant – Food and Beverage Service Trainee

The **Hospitality** industry is a broad category of fields within the service industry that includes lodging, event planning, theme parks, transportation, cruise line and additional fields within the tourism industry. The hospitality industry is a several billion dollar industry that mostly depends on the availability of leisure time and disposable income. A hospitality unit such as a restaurant, hotel, or even an amusement park consists of multiple groups such as facility maintenance, direct operations (servers, housekeepers, porters, kitchen workers, bartenders, management, marketing, and human resources etc).

Hospitality is the relationship between the guest and the host, or the act or practice of being hospitable. This includes the reception and entertainment of guests, visitors or strangers.

Some important sectors of the hospitality industry are: Accommodation sector, Food and beverage sector, Meetings, incentives, conventions and events (MICE) sector, Clubs and gaming sector, Entertainment and recreation sector, Travel and tourism sector, Visitors information sector.

A few out of the numerous job roles available in the Hospitality sector are : Hotel general manager, Hotel clerk, Bellhop, Meeting and convention planner, Concierge, Maitre d', Executive chef, Reservation ticket agent, Maids and housekeeping cleaner, Gaming dealer.

Besides several jobs available in hospitality sector, the food and beverage services are part of the service-oriented hospitality sector. It can be a part of a large hotel or tourism business and it can also be run as an independent business. The members of the F&B Services team are required to perform a wide range of tasks which include preparation for service, greeting the guests, taking their orders, settling the bills, and performing various other tasks after the guests leave.

The Food and beverage service trainee is a professional in the Tourism and Hospitality industry, who performs routine duties at the restaurant, lounge, coffee shop, room service, poolside barbecue/grill service, banquet service, bar and outside catering service, etc.

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

- Apply effective oral and written communication skills to interact with people and customers.
- Identify the principal components of a computer system.
- Demonstrate the basic skills of using computer.
- Demonstrate self-management skills.
- Demonstrate the ability to provide a self-analysis in context of entrepreneurial skills and abilities.
- Demonstrate the knowledge of the importance of green skills in meeting the challenges of sustainable development and environment protection.

- Prepare tables or counters for meals.
- Stock the service area with supplies (for example, coffee, glassware).
- Greet customers, present menus and help customers select menu items.
- Inform customers about daily specials.
- Take food orders and place them with the kitchen and bar.
- Pick up and serve orders.
- Ensure that customers enjoy their meals and address any problems.
- Suggest and serve desserts and beverages.
- Clean and reset tables.
- Tabulate and present bills for payment, etc.

COURSE REQUIREMENTS: The student must have successfully completed Class-VIII.

COURSE LEVEL: This is a beginner level course. On completion of this course, a student can take up a higher level course for a job role in Hospitality Industry such as Counter Sale Executive in Class XI and Class XII.

COURSE DURATION: **400 hrs**

Class 9 : 200 hrs

Class 10 : 200 hrs

Total : 400 hrs

2. SCHEME OF UNITS

This course is a planned sequence of instructions consisting of Units meant for developing employability and vocational competencies of students of Class 9 and 10 opting for vocational subject along with general education subjects. The unit-wise distribution of hours and marks for Class 9 is as follows:

CLASS 9			
	Units	No. of Hours for Theory and Practical 200	Max. Marks for Theory and Practical 100
Part A	Employability Skills		
	Unit 1: Communication Skills – I	20	10
	Unit 2: Self-management Skills – I	10	
	Unit 3: Information and Communication Technology Skills – I	20	
	Unit 4: Entrepreneurial Skills – I	15	
	Unit 5: Green Skills – I	10	
	Total	75	10

Part B	Vocational Skills		
	Unit 1: Introduction to Tourism and Hospitality Industry	12	30
	Unit 2: Classification of Catering Industry	14	
	Unit 3: Preparation for Food and Beverage Service Operations	15	
	Unit 4: Food and beverage service operation	20	
	Unit 5: After - dining activities	16	
	Unit 6: Communication with customers and colleagues	18	
	Total	95	30
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
Part E	Continuous and Comprehensive Evaluation (CCE)		
	Total	05	10
	Grand Total	200	100

The unit-wise distribution of hours and marks for Class 10 is as follows:

CLASS 10			
	Units	No. of Hours for Theory and Practical 200	Max. Marks for Theory and Practical 100
Part A	Employability Skills		
	Unit 1: Communication Skills – II	20	10
	Unit 2: Self-management Skills – II	10	
	Unit 3: Information and Communication Technology Skills – II	20	
	Unit 4: Entrepreneurial Skills – II	15	
	Unit 5: Green Skills – II	10	
	Total	75	
Part B	Vocational Skills		
	Unit 1: Customer - Centric Service	15	30
	Unit 2: Etiquette And Hospitable Conduct	15	
	Unit 3: Gender and Age Sensitive Service Practices	06	
	Unit 4: IPR of organization and customer	16	
	Unit 5: Health and Hygiene	16	

	Unit 6: Safety at Workplace	18	
	Unit 7: Learn a foreign or local language(s) including English	09	
	Total	95	30
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
Part E	Continuous and Comprehensive Evaluation (CCE)		
	Total	05	10
	Grand Total	200	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 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 be limited to hands-on-training, simulated training, role play, case based studies, exercises, etc. Equipment and supplies should be provided to enhance hands-on learning experience of students. Only trained personnel should teach specialized techniques. A training plan that reflects tools, equipment, materials, skills and activities to be performed by the students should be submitted by the vocational teacher to the Head of the Institution.

FIELD VISITS/ EDUCATIONAL TOUR

In field visits, children will go outside the classroom to obtain specific information from experts or to make observations of the activities. A checklist of observations to be made by the students during the field visits should be developed by the Vocational Teachers for systematic

collection of information by the students on the various aspects. Principals and Teachers should identify the different opportunities for field visits within a short distance from the school and make necessary arrangements for the visits. At least three field visits should be conducted in a year.

4. 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, and 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: 30

S.No.	Typology of Question	No. of Questions			Marks
		Very Short Answer (1 mark)	Short Answer (2 Marks)	Long Answer (3 Marks)	
1.	Remembering – (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles, or theories; identify, define or recite, information)	2	1	2	10
2.	Understanding – (Comprehension – to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	1	2	2	11
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	1	1	05
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	1	0	02
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	3x1=3	6x2=12	5x3=15	30 (14 questions)

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.

CONTINUOUS AND COMPREHENSIVE EVALUATION

Continuous and Comprehensive Evaluation (CCE) refers to a system of school-based evaluation of students that covers all aspects of student's development. In this scheme, the term 'continuous' is meant to emphasize that evaluation of identified aspects of students 'growth and development' is a continuous process rather than an event, built into the total teaching-learning process and spread over the entire span of academic session. The second term 'comprehensive' means that the scheme attempts to cover both the scholastic and the co-scholastic aspects of students' growth and development. For details, the CCE manual of Central Board of Secondary Education (CBSE) or the guidelines issued by the State Boards on the procedure for CCE should be followed by the Institutions.

5. UNIT CONTENTS

CLASS 9

Part A: Employability Skills

S.No.	Units	Duration (Hrs)
1.	Communication Skills - I	20
2.	Self-management Skills - I	10
3.	Information and Communication Technology Skills-I	20
4.	Entrepreneurial Skills - I	15
5.	Green Skills - I	10
Total		75

Unit 1: Communication Skills - I			
Learning Outcome	Theory (08 hrs)	Practical (12 hrs)	Duration (20 Hrs)
1. Demonstrate knowledge of various methods of communication	1. Methods of communication <ul style="list-style-type: none"> - Verbal - Non-verbal - Visual 	1. Writing pros and cons of written, verbal and non-verbal communication 2. Listing do's and don'ts for avoiding common body language mistakes	05
2. Identify elements of communication cycle	1. Meaning of communication 2. Importance of communication skills 3. Elements of communication cycle– <ul style="list-style-type: none"> (i) sender, (ii) ideas, (iii) encoding, (iv) communication channel, (v) receiver, (vi) decoding, and (vii) feedback 	1. Draw a diagram of communication cycle 2. Role plays on communication process related to the sector/job role	05
3. Identify the factors affecting our perspectives in communication	1. Perspectives in communication 2. Factors affecting perspectives in communication	1. Group discussion on factors affecting perspectives in communication 2. Sharing of	05

Unit 1: Communication Skills - I			
Learning Outcome	Theory (08 hrs)	Practical (12 hrs)	Duration (20 Hrs)
	<ul style="list-style-type: none"> - Visual perception - Language - Past experience - Prejudices - Feelings - Environment 	experiences on factors affecting perspectives 3. Sharing experiences on factors affecting communication at workplace	
4. Demonstrate the knowledge of basic writing skills	1. Writing skills related to the following: <ul style="list-style-type: none"> • Phrases • Kinds of sentences • Parts of sentence • Parts of speech • Use of articles • Construction of a paragraph 	1. Demonstration and practice of writing sentences and paragraphs on topics related to the subject	05
Total	08 hrs	12 hrs	20 Hrs

Unit 2: Self-management Skills – I			
Learning Outcome	Theory (07 hrs)	Practical (03 hrs)	Duration (10 Hrs)
1. Describe the meaning and importance of self-management	1. Meaning of self-management 2. Positive results of self-management 3. Self-management skills	1. Identification of self-management skills 2. Strength and weakness analysis	05
2. Identify the factors that helps in building self-confidence	1. Factors that help in building self-confidence – social, cultural, and physical factors 2. Self-confidence building tips – getting rid of the negative thoughts, thinking positively, staying happy with small things, staying clean, hygienic and smart, chatting with positive people, etc.	1. Role play exercises on building self-confidence 2. Use of positive metaphors/ words 3. Positive stroking on wakeup and before going bed 4. Helping others and working for community	05
Total	07 hrs	03 hrs	10 Hrs

Unit 3: Information and Communication Technology Skills – I			
Learning Outcome	Theory (06 hrs)	Practical (14 hrs)	Duration (20 Hrs)
1. Describe the role of Information	1. Introduction to ICT 2. Role and importance of	1. Discussion on the role and importance of ICT	04

Unit 3: Information and Communication Technology Skills – I			
Learning Outcome	Theory (06 hrs)	Practical (14 hrs)	Duration (20 Hrs)
and Communication Technology (ICT) in day-to-day life and workplace	ICT in personal life and at workplace 3. ICT in our daily life (examples) 4. ICT tools - Mobile, tab, radio, TV, email, etc.	in personal life and at workplace 2. Preparing posters/ collages for showing the role of ICT at workplace	
2. Identify components of basic computer system and their functions	1. Computer system - Central Processing Unit (CPU), memory, motherboard, storage devices 2. Hardware and software of a computer system 3. Role and functions of Random Access Memory(RAM) and Read Only Memory (ROM) 4. Role and functions of Central Processing Unit 5. Procedure for starting and shutting down a computer	1. Connecting the cables and peripherals to the Central Processing Unit 2. Starting and shutting down a computer 3. Group discussion on the various aspects of hardware and software	07
3. Demonstrate use of various components and peripherals of computer system	1. Peripherals devices and their uses – mouse, keyboard, scanner, webcam, etc. of a computer system	1. Identification of various parts and peripherals of a computer 2. Demonstration and practice on the use of mouse 3. Demonstration and practice on the use of keyboard 4. Demonstration of the uses of printers, webcams, scanner and other peripheral devices 5. Drawing diagram of computer system and labelling it	05
4. Demonstrate basic computer skills	1. Primary operations on a computer system – input, process, storage, output, communication networking, etc.	1. Identification of the various input and output units and explanation of their purposes	04
Total	06 hrs	14 hrs	20 Hrs

Unit 4: Entrepreneurial Skills - I			
Learning Outcome	Theory (06 hrs)	Practical (09 hrs)	Duration (15 Hrs)
1. Identify various types of business activities	1. Types of businesses – service, manufacturing, hybrid 2. Types of businesses found in our community 3. Business activities around us	1. Prepare posters of business activities found in cities/villages, using pictures 2. Discuss the various types of activities, generally adopted by small businesses in a local community 3. Best out of waste 4. Costing of the product made out of waste 5. Selling of items made from waste materials 6. Prepare list of businesses that provides goods and services in exchange for money	09
2. Demonstrate the knowledge of distinguishing characteristics of entrepreneurship	1. Meaning of entrepreneurship development 2. Distinguishing characteristics of entrepreneurship 3. Role and rewards of entrepreneurship	1. Prepare charts showing advantages of entrepreneurship over wages 2. Group discussions on role and features of entrepreneurship 3. Lectures/presentations by entrepreneurs on their experiences and success stories 4. Identify core skills of successful entrepreneur	06
Total	06 hrs	09 hrs	15 Hrs

Unit 5: Green Skills - I			
Learning Outcome	Theory (07 hrs)	Practical (03 hrs)	Duration (10 Hrs)
1. Demonstrated the knowledge of the factors influencing natural resource conservation	1. Introduction to environment, 2. Relationship between society and environment, ecosystem and factors	1. Group discussion on hazards of deteriorating environment 2. Prepare posters showing environment conservation	05

Unit 5: Green Skills - I			
Learning Outcome	Theory (07 hrs)	Practical (03 hrs)	Duration (10 Hrs)
	causing imbalance 3. Natural resource conservation 4. Environment protection and conservation	3. Discussion on various factors that influence our environment	
2. Describe the importance of green economy and green skills	1. Definition of green economy 2. Importance of green economy	1. Discussion on the benefits of green skills and importance of green economy 2. Prepare a Poster showing the importance of green economy with the help of newspaper/ magazine cuttings	05
Total	07 hrs	03 hrs	10 Hrs
Grand Total	34	41	75

Part B: Vocational Skills

S.No.	Units	Duration (Hrs)
1.	Unit 1: Introduction to Tourism and Hospitality Industry	12
2.	Unit 2: Classification of Catering Industry	14
3.	Unit 3: Preparation for Food and Beverage Service Operations	15
4.	Unit 4: Food and beverage service operation	20
5.	Unit 5: After - dining activities	16
6.	Unit 6: Communication with customers and colleagues	18
	Total	95

Unit 1: Introduction to Tourism and Hospitality Industry			
Learning Outcome	Theory (08 Hrs)	Practical (04 Hrs)	Duration (12 Hrs)
1. Enumerate the importance of tourism Industry	1. Definition of Tourism Industry, Tourist, and Tourist Destination 2. Impact of Tourism from the point of Economic Development of the country 3. Main constituents of tourism industry 4. Primary constituents of	1. Name any 4 popular tourist places in your state. 2. Draw or Print any 2 tourist destination places in pictorial form and write their features	

Unit 1: Introduction to Tourism and Hospitality Industry			
Learning Outcome	Theory (08 Hrs)	Practical (04 Hrs)	Duration (12 Hrs)
	tourism industry 5. Secondary constituents of tourism industry 6. Different types and forms of tourism		08 hrs Theory + 04 hrs Practical
2. Understand and depict the history and importance of hospitality sector.	1. Define Hotel and Hospitality 2. Origin of hospitality sector 3. Importance of hospitality sector	1. Make an Era wise chart depicting "The History of Hospitality"	
3. Identify and differentiate between basic departments in hospitality sector	1. Front of the house and Back of the house 2. Importance of basic departments of hotel industry	1. Draw a Layout of Front office Department, Restaurant, House Keeping department and Kitchen of a hotel in your city	
4. Understand relationship between F&B service and Tourism Industry	1. Importance and need of Food and Beverage Service in Tourism Industry 2. Career prospect of the hospitality industry in relation to Tourism 3. Relation of F & B Service Department with Tourism	1. In groups enumerate job description of one job and the skill necessary for doing the job efficiently	
5. Appreciate and evaluate recent trends of travel and tourism.	1. Define outbound tourism, inbound tourism, Domestic tourism, International tourism, Visitor, traveller attractions, SMERF's 2. Factors responsible for successful tourism 3. Changing Status of the tourism industry 4. Activities of any four niche tourism which have recently emerged 5. Evaluate Current tourism activities e.g. <ul style="list-style-type: none"> • Heritage walks • Gardens and parks • Roadside attractions • Spas 	1. Draw a chart with two examples of each type of tourism activities of your state. 2. Prepare an album depicting current trends in travel and tourism	

Unit 1: Introduction to Tourism and Hospitality Industry			
Learning Outcome	Theory (08 Hrs)	Practical (04 Hrs)	Duration (12 Hrs)
	<ul style="list-style-type: none"> • Amusement parks • Restaurants • Art museums • Castle and forts • Nature Reserves • Casinos etc. 		
6. Describe the need of safe and honourable tourism.	<ol style="list-style-type: none"> 1. Safe tourism, Lady Traveller, Senior citizen, Differently-abled tourists, honourable tourism. 2. Need of tour in safe and honourable manner for traveller. 3. Strategies to ensure safe and honourable tourism 	1. Provide suggestions for betterment of service given to differently-abled tourist while on tour	
Total	08 Hrs	04 Hrs	12 Hrs

Unit 2: Classification of Catering Industry			
Learning Outcome	Theory (08 Hrs)	Practical (06 Hrs)	Duration (14 Hrs)
1. Understand and narrate the growth and history of catering industry.	<ol style="list-style-type: none"> 1. Introduction to catering industry 2. Importance and need of catering industry 3. Growth and history of catering industry 	1. With the help of pictures prepare a chart depicting growth and history of catering industry	08 hours Theory + 06 hours practical
2. Describe the classification of catering industry	<ol style="list-style-type: none"> 1. Classification of catering industry- <ul style="list-style-type: none"> • Commercial • Welfare • Transport • Industrial • Institutional 2. Types of F&B Outlets 	<ol style="list-style-type: none"> 1. Visit the catering outlets near you, collect pictures and names of the outlets and categorize them under various types of catering establishments on chart paper. 2. Prepare a report on top 20 different types of F&B outlets in your city 	
3. Explain the scope and career opportunities in catering industry	<ol style="list-style-type: none"> 1. Scope in catering industry 2. Career Opportunities in catering industry 	1. Visit different types of catering establishments in your city/town. Study their functions and	

Unit 2: Classification of Catering Industry			
Learning Outcome	Theory (08 Hrs)	Practical (06 Hrs)	Duration (14 Hrs)
		operation and on the basis of your study prepare a report on "Scope in catering Industry"	
Total	08 Hrs	06 Hrs	14 Hrs

Unit 3 : Preparation for Food and Beverage Service Operations			
Learning Outcome	Theory (09 Hrs)	Practical (06 Hrs)	Duration (15 Hrs)
1. Describe the departmental organization structure of F&B	<ol style="list-style-type: none"> 1. Organizational structure of F&B Department in large and small Hotel 2. Relationship of F&B department with Other departments of a Hotel 3. Hierarchy of Staff in various F&B Outlets 4. Duties & Responsibilities of F&B staff 	<ol style="list-style-type: none"> 1. Prepare an organizational chart of large hotel. 2. Visit a hotel near you, observes and prepare a chart on the hierarchy of F&B staff of that hotel 	09 hours Theory + 06hours practical
2. Enumerate and describe the attributes of a good waiter	<ol style="list-style-type: none"> 1. Attributes of waiter 2. Effective communication skill 3. Personal Hygiene 4. Grooming 	<ol style="list-style-type: none"> 1. Prepare a project on Attributes of waiter 2. Prepare a chart representing the basic grooming standard of a waiter 	
3. Understand and narrate basic restaurant operation standards	<ol style="list-style-type: none"> 1. Layout of a restaurant 2. Arranging the sideboard 3. Types of service 4. Types of Menu and cover 5. Service at Table 6. Mise-en Place and Mise en Scène 7. Briefing 8. Receiving the guests and social skills 	<ol style="list-style-type: none"> 1. With the help of pictures prepare a chart showing the difference between Mise-en Place and Mise en Scène of restaurant 2. Draw a labelled diagram of a restaurant 3. Visit a star hotel near you. Study and observe the receiving and greeting procedure of guests at restaurant. On the basis of your observations prepare a report on "Receiving guest and social skills" 	

Unit 3 : Preparation for Food and Beverage Service Operations			
Learning Outcome	Theory (09 Hrs)	Practical (06 Hrs)	Duration (15 Hrs)
		at restaurant"	
4. Enumerate and describe various restaurant equipments	1. Types of Crockery & Cutlery 2. Types of <ul style="list-style-type: none"> • Glassware, • Flatware, • Hollowares • Special equipments • Restaurant Linen • Restaurant Furniture 	1. Demonstrate wiping, cleaning and handling procedures of glassware, crockery and cutlery 2. Demonstrate various styles of napkin folding	
Total	09 Hrs	06 Hrs	15 Hrs

Unit 4 : Food and beverage service operation			
Learning Outcome	Theory (08 Hrs)	Practical (12 Hrs)	Duration (20 Hrs)
1. Receive the guest	1. Procedure of greeting and seating the guest 2. Reservation taking Procedure 3. Procedure of serving water or welcome drink to the guest	1. Demonstrate Greeting and seating the guest 2. Demonstrate serving water or welcome drink to the guest	08 Hrs Theory + 12 Hrs Practical
2. Take food and beverage order from guests	1. Importance of menu knowledge, food ingredients and food preparation process 2. Presenting the menu 3. Procedure of taking Food and beverage order 4. Follow an order taking system 5. Handling different situations while taking food and beverage order 6. Importance of Suggestive selling, Up-Selling 7. Promoting Food & Beverage Service 8. Anticipating Guests' Needs 9. Procedure of placing orders at bar and kitchen	1. Demonstrate presenting the menu card 2. Demonstrate procedure of taking food and beverage order 3. Demonstrate handling different situations while taking food and beverage order	

Unit 4 : Food and beverage service operation			
Learning Outcome	Theory (08 Hrs)	Practical (12 Hrs)	Duration (20 Hrs)
	10. Importance of timing of service 11. Importance of assistance of steward/captain in case of any clarifications/concerns		
3. Serve guest order	1. Collecting correct orders from the kitchen 2. Handling procedure of CCG while carrying order 3. Prepare the table for each course before serving it 4. Deliver food to the guest. 5. Check back to the table, respond to dissatisfied guests 6. Sell After-Dinner items 7. Thumb rule for serving standards and for serving the dishes. 8. Thumb rule for service standards and maintaining hygiene 9. Thumb rules for clearance of table. 10. Thumb rule of Crumbing 11. Thumb-rules for serving alcoholic beverages	1. Demonstrate picking the order from the kitchen 2. Demonstrate Collecting correct orders from the kitchen	
Total	08 Hrs	12 Hrs	20 Hrs

Unit 5: After-dining Activities			
Learning Outcome	Theory (07 Hrs)	Practical (09 Hrs)	Duration (16 Hrs)
1. Take order and serve food	1. Proper order taking 2. Foods pick up and service of food	1. Demonstrate order taking 2. Demonstrate making KOT	
2. Realise the importance of bill preparation and	1. Making of bill 2. Presentation of bill to the guest	1. Demonstrate Making of bill 2. Demonstrate	

Unit 5: After-dining Activities			
Learning Outcome	Theory (07 Hrs)	Practical (09 Hrs)	Duration (16 Hrs)
presentation to the customer	3. Collection of cash/card 4. Submission of bill to guest and feedback collection 5. Departing the guest	Presentation of bill to the guest 3. Demonstrate of various methods of billing and feedback collection	Theory + 09 Hrs Practical
3. Clean soiled dishes and table	1. Collection of soiled dishes 2. Cleaning the table 3. Replenishing the table accessories	1. Demonstrate collection of soiled dishes 2. Demonstrate cleaning the table 3. Demonstrate replenishing the table accessories	
4. Draw the organisational chart and enlist duties of F&B department	1. Organization chart of the food and beverage department 2. Duties and responsibilities of food and beverage department 3. Exchange of job knowledge 4. Cooperation and coordination among the employees 5. Customer satisfaction	1. Make an Organization chart of the food and beverage department 2. Visit any hotel in your vicinity and prepare a report on duties and responsibilities of food and beverage department	
Total	07 Hrs	09 Hrs	16 Hrs

Unit 6 : Communication with customers and colleagues			
Learning Outcome	Theory (08 Hrs)	Practical (10 Hrs)	Duration (18 Hrs)
1. Describe the importance of communication (Upward communication).	1. Instruction and job orders 2. Work target, output and performance 3. Reports, delay, complaint, repair and AMC schedule 4. Feedback on work standard and work schedule	1. Visit a hotel near you and study how hotel staff handles the guest complaints in different situations	
2. Describe the importance of communication (horizontal)	1. Importance of work behaviour in hotel organization 2. Work flow and	1. Visit a hotel near you and study the 'Etiquette and behaviour' of hotel	

Unit 6 : Communication with customers and colleagues			
Learning Outcome	Theory (08 Hrs)	Practical (10 Hrs)	Duration (18 Hrs)
communication)	<ul style="list-style-type: none"> productivity 3. Communication with colleagues, sharing, and assistance and conflict 4. Etiquette and behaviour' 5. Division of work 6. Multitasking and individual goal setting 7. Cooperation and coordination, communication with colleague and avoiding error 	<ul style="list-style-type: none"> staff 2. Prepare a report on how hotel staff cooperate and coordinate between each other during operational hours 	08 Hrs Theory + 10 Hrs Practical
3. Explain the importance of communication with customer	<ul style="list-style-type: none"> 1. Product knowledge and anticipation of customer needs 2. Etiquette and manners while talking to the customer 3. Two way communication, importance of gender and culture in communication 4. Satisfaction and dissatisfaction of customer 5. Importance of body language, dress code 6. Importance of maintaining positive behaviour in communication 	<ul style="list-style-type: none"> 1. Demonstrate etiquette and manners to be followed while talking to the customer 2. Demonstrate usage of body language 	
4. Describe interruption and negativity in communication	<ul style="list-style-type: none"> 1. Communication problems and complaints 2. Importance of reports and feedback 3. Points to be considered for communication at work as F&B service trainee 	<ul style="list-style-type: none"> 1. Visit a hotel near you and prepare a report on various problems related to communication faced by hotel staff 2. Prepare a list of types of grievance 	
Total	08 Hrs	10 Hrs	18 Hrs

Unit 6 : Communication with customers and colleagues			
Learning Outcome	Theory (08 Hrs)	Practical (10 Hrs)	Duration (18 Hrs)
Grand Total	48	47	95

CLASS 10

Part A - Employability Skills

S.No.	Units	Duration (Hrs)
1.	Communication Skills – II	20
2.	Self-management Skills - II	10
3.	Information and Communication Technology Skills – II	20
4.	Entrepreneurial Skills – II	15
5.	Green Skills - II	10
Total		75

Unit 1: Communication Skills - II			
Learning Outcome	Theory (12 hrs)	Practical (08 hrs)	Duration (20 Hrs)
1. Demonstrate knowledge of various methods of communication	2. Methods of communication - Verbal - Non-verbal - Visual	1. Writing pros and cons of written, verbal and non-verbal communication 2. Listing do's and don'ts for avoiding common body language mistakes	05
3. Provide descriptive and specific feedback	1. Communication cycle and importance of feedback 2. Meaning and importance of feedback 3. Descriptive feedback - written comments or conversations 4. Specific and non-specific feedback	1. Constructing sentences for providing descriptive and specific feedback	03
3. Apply measures to overcome barriers in communication	1. Barriers to effective communication – types and factors 2. Measures to overcome barriers in effective	1. Enlisting barriers to effective communication 2. Applying measures to overcome barriers in communication	04

Unit 1: Communication Skills - II			
Learning Outcome	Theory (12 hrs)	Practical (08 hrs)	Duration (20 Hrs)
	communication		
4. Apply principles of communication	<ol style="list-style-type: none"> Principles of effective communication 7 Cs of effective communication 	<ol style="list-style-type: none"> Constructing sentences that convey all facts required by the receiver Expressing in a manner that shows respect to the receiver of the message Exercises and games on applying 7Cs of effective communication 	03
5. Demonstrate basic writing skills	<ol style="list-style-type: none"> Writing skills to the following: <ul style="list-style-type: none"> Sentence Phrase Kinds of Sentences Parts of Sentence Parts of Speech Articles Construction of a Paragraph 	<ol style="list-style-type: none"> Demonstration and practice of writing sentences and paragraphs on topics related to the subject 	05
Total	12 Hrs	08 Hrs	20 Hrs

Unit 2: Self-management Skills - II			
Learning Outcome	Theory (05 hrs)	Practical (05 hrs)	Duration (10 Hrs)
1. Apply stress management techniques	<ol style="list-style-type: none"> Meaning and importance of stress management Stress management techniques – physical exercise, yoga, meditation Enjoying, going to vacations and holidays with family and friends Taking nature walks 	<ol style="list-style-type: none"> Exercises on stress management techniques – yoga, meditation, physical exercises Preparing a write-up on an essay on experiences during a holiday trip 	06
2. Demonstrate the ability to work independently	<ol style="list-style-type: none"> Importance of the ability to work independently Describe the types of self-awareness Describe the meaning of self-motivation and self-regulation 	<ol style="list-style-type: none"> Demonstration on working independently goals Planning of an activity Executing tasks in a specific period, with no help or directives Demonstration on the qualities required for working independently 	04
Total	05 Hrs	05 Hrs	10 Hrs

Unit 3: Information and Communication Technology Skills– II			
Learning Outcome	Theory (08 hrs)	Practical (12 hrs)	Duration (20 Hrs)
1. Distinguish between different operating systems	<ol style="list-style-type: none"> 1. Classes of operating systems 2. Menu, icons and task bar on the desktop 3. File concept, file operations, file organization, directory structures, and file-system structures 4. Creating and managing files and folders 	<ol style="list-style-type: none"> 1. Identification of task bar, icons, menu, etc. 2. Demonstration and practicing of creating, renaming and deleting files and folders, saving files in folders and sub-folders, restoring files and folders from recycle bin 	17
2. Apply basic skills for care and maintenance of computer	<ol style="list-style-type: none"> 1. Importance and need of care and maintenance of computer <ul style="list-style-type: none"> - Cleaning computer components - Preparing maintenance schedule - Protecting computer against viruses - Scanning and cleaning viruses and removing SPAM files, temporary files and folders 	<ol style="list-style-type: none"> 1. Demonstration of the procedures to be followed for cleaning, care and maintenance of hardware and software 	03
Total	08 Hrs	12 Hrs	20 Hrs

Unit 4: Entrepreneurial Skills - II			
Learning Outcome	Theory (06 hrs)	Practical (09 hrs)	Duration (15 Hrs)
1. List the characteristics of successful entrepreneur	<ol style="list-style-type: none"> 1. Entrepreneurship and society 2. Qualities and functions of an entrepreneur 3. Role and importance of an entrepreneur 4. Myth about entrepreneurship 5. Entrepreneurship as a career option 	<ol style="list-style-type: none"> 1. Writing a note on entrepreneurship as career option 2. Collecting success stories of first generation and local entrepreneurs 3. Listing the entrepreneurial qualities – analysis of strength and weaknesses 4. Group discussion of self-qualities that 	15

Unit 4: Entrepreneurial Skills - II			
Learning Outcome	Theory (06 hrs)	Practical (09 hrs)	Duration (15 Hrs)
		students feel are needed to become successful entrepreneur 5. Collect information and related data for a business 6. Make a plan in team for setting up a business	
Total	06 Hrs	09 Hrs	15 Hrs

Unit 5: Green Skills - II			
Learning Outcome	Theory (07 hrs)	Practical (03 hrs)	Duration (10 Hrs)
1. Demonstrate the knowledge of importance, problems and solutions related to sustainable development	1. Definition of sustainable development 2. Importance of sustainable development 3. Problems related to sustainable development	1. Identify the problem related to sustainable development in the community 2. Group discussion on the importance of respecting and conserving indigenous knowledge and cultural heritage 3. Discussion on the responsibilities and benefits of environmental citizenship, including the conservation and protection of environmental values 4. Preparing models on rain water harvesting, drip / sprinkler irrigation, vermin-compost, solar energy, solar cooker, etc.	10
Total	07 Hrs	03 Hrs	20 Hrs
Grand Total	38	37	75

Part B–Vocational Skills

S.No.	Units	Duration (Hrs)
1.	Unit 1 : Customer - Centric Service	15

2.	Unit 2 : Etiquette And Hospitable Conduct	15
3.	Unit 3 :Gender and Age Sensitive Service Practices	06
4.	Unit 4: IPR of organization and customer	16
5.	Unit 5: Health and Hygiene	16
6.	Unit 6 : Safety at Workplace	18
7.	Unit 7 : Learn a foreign or local language(s) including English	09
Total		95

Unit 1: Customer - Centric Service			
Learning Outcome	Theory (09 Hrs)	Practical (06 Hrs)	Duration (15 Hrs)
1. Enumerate customer-centricity of Hospitality	1. Hospitality 2. Goal of Hospitality 3. What Hospitality offers 4. Customer-centricity of Hospitality Business		09 Hrs Theory + 06 Hrs Practical
2. Understand the importance of Service as a tool of customer satisfaction	1. Definition of service 2. Need of Services 3. Define Requirement, Need and Demand 4. Service as a product of sale 5. Measurement of service - satisfaction 6. Affordability of cost	1. Formulate the customer satisfaction measurement questionnaire with proper marking for customer choices and preferences that will reflect the picture of customer choice	
3. Write the Classification of customers	1. Definition 2. Classification of customer 3. Market choices and Preferences 4. Factors affecting customer choices and preferences in general	1. Use the above Questionnaire and collect the data for 50 customers	
4. Understand the importance of customer-centric Business facilitation	1. Aim, Policy and Strategy 2. Customer-centric Market survey/ Customer survey 3. Selection of clientele/ service 4. Product/ Service design 5. HR Policy-Recruitment and induction 6. Training and development 7. Feedback Mechanism 8. Customer relation Management	1. Survey 10 restaurants or food outlets in a selected area for most running food items and interpret. 2. Design a feedback form for the customers of a selected hotel	

Unit 1: Customer - Centric Service			
Learning Outcome	Theory (09 Hrs)	Practical (06 Hrs)	Duration (15 Hrs)
	9. Maintaining Customer Profile 10. Treating the loyal customers 11. Customer sensitization and generating awareness 12. Reaching the customer 13. Working on Feedback 14. Rectification in product/ or service as per feedback 15. Solving the customer problems and handling the complaints.		
5. Describe and administer the Tools to get Feedback from customers	1. Personal Relations 2. Feedback forms 3. Interviews 4. Questionnaires 5. Studying and Maintaining the data of customer choices and preferences 6. Telephonic contacts 7. Electronic media 8. Internet Social Networking	1. Role Play for Telephonic customer Survey for the services enjoyed by the customer last week at your hotel	
6. Write the importance of Planning the customer centric work system	1. Customer is god 2. Briefing the staff before service 3. Periodic Staff meetings 4. Standard operating Procedures 5. Deployment of responsible staff 6. Reporting hierarchy	1. Prepare the staff Schedule deploying the most experienced staff member for the VIP service at your hotel for today's high tea event	
Total	09 Hrs	06 Hrs	

Unit 2 : Etiquette And Hospitable Conduct			
Learning Outcome	Theory (09 Hrs)	Practical (06 Hrs)	Duration (15 Hrs)
1. Understand the meaning, components and	1. Definition of - i. Hospitality ii. Need of Hospitable	1. Visit a Hospitality organization and observe the guest	

Unit 2 : Etiquette And Hospitable Conduct			
Learning Outcome	Theory (09 Hrs)	Practical (06 Hrs)	Duration (15 Hrs)
goal of hospitality	Conduct iii. Meaning of Hospitable conduct iv. Components of Hospitality v. Goal of Hospitality vi. Define Customer vii. Customer centricity in Service viii. Role of Food and Beverage Service in a hospitable conduct	dealing by Food and Beverage Staff	09 Hrs Theory + 06 Hrs Practical
2. Demonstrate the Etiquettes and Manners	1. Define etiquettes and Manners 2. Need and necessity of etiquettes and Manners in a hospitality establishment 3. Telephone Etiquettes, Language, Positive Body Language and good hospitable Dressing and Uniform sense	1. Role Play for etiquettes and manners while dealing with the arrogant guest, VIP, Lady guest, Senior aged guest, Child.	
3. Demonstrate hospitable conduct while dealing with the guest	1. Dealing with the Guest 2. Do's and Don'ts while dealing with the guest 3. Measuring Customer satisfaction 4. Contribution to the Brand Value	1. Visit a hotel and study how different complaints are tackled by the Food and Beverage Department at different levels (Escalation Matrix)	
4. Learn and implement Office Manners	1. Importance of Formalities 2. Communicating with co-workers 3. Inter departmental Coordination 4. Reading and Writing Skills 5. Customer Feedback 6. Log Book 7. Job Cards	1. Visit a hotel. collect customer feedback by filling the feedback forms and critically analyzing the data , interpret and fix the problem or weakness in the service.	
5. Demonstrate smooth and professional	1. Company Policy 2. HR Policy	1. Interview the Food and Beverage Staff of	

Unit 2 : Etiquette And Hospitable Conduct			
Learning Outcome	Theory (09 Hrs)	Practical (06 Hrs)	Duration (15 Hrs)
conduct with proper documentation and knowledge about customer profile	3. Sales Policy 4. Reporting Structure 5. Documentation 6. Customer Profile	a hotel and evaluate their knowledge about the documentation process they need to do on duty.	
6. Deal with customer complaints and take feedback	1. Working with SOP's 2. Dealing with Customer Complaints 3. Feed Back Mechanism 4. Handling Productivity Targets	1. Visit an industry and study the SOPs for Hospitable conduct of food and beverage Service	
7. Critically think and participate in briefing and other training programs	1. Departmental Orientation Program 2. Briefing 3. Staff Training	1. Attend the daily briefing of Food and Beverage Department of a hotel	
Total	09 Hrs	06 Hrs	15 Hrs

Unit 3 : Gender and Age Sensitive Services			
Learning Outcome	Theory (03 Hrs)	Practical (03 Hrs)	Duration (06 Hrs)
1. Describe facilities and services available for females at workplace	1. Women's rights and respect at workplace 2. Company's policies to prevent sexual harassment 3. Facilities available at work for female colleagues such as transport, night drop, night shifts, reporting abuse, maternity leaves and other grievances 4. Facilities related to female traveller safety and security 5. Procedure for handling guest during terrorist attack	1. Visit a hotel near you and study the policies & procedures the hotel follows to prevent sexual harassment 2. Prepare a flow chart depicting handling procedure of guest in a situation of terrorist attack	
2. Appreciate and narrate different age and gender specific customer services	1. Quality of service and facilities for each age and gender 2. Customer- unique need and wants 3. Recreational facilities for children tourist 4. Educating parents and	1. Visit a nearby hotel and in a tabular format note down the various facilities available in the hotel for each gender 2. Give suggestion for various recreational	
			03 Hrs Theory + 03 Hrs Practical

Unit 3 : Gender and Age Sensitive Services			
Learning Outcome	Theory (03 Hrs)	Practical (03 Hrs)	Duration (06 Hrs)
	attendants of senior citizens for procedure for handling emergency situations 5. Importance and need of medical facility and doctor	activities that could be arranged for children tourists in a hotel	
3. Explain the importance and follow standard etiquette with women at workplace.	1. Equality of work for women at workplace 2. Motivating women at workplace to utilize their skills such as involvement in decision making process 3. Avoid specific discrimination and give women their due respect 4. Behavioural etiquettes while dealing with female colleagues and guests	1. Visit a hotel in your area and observe the various standard etiquette practices followed while dealing with females. On the basis of your observation prepare a report on "Standard etiquette while dealing with women colleagues and guests"	
Total	03 Hrs	03 Hrs	

Unit 4: IPR of organization and customer			
Learning Outcome	Theory (08 Hrs)	Practical (08 Hrs)	Duration (16 Hrs)
1. Understand the importance IPR	1. Definition of IPR		
2. Explain the history of IPR	1. History of IPR and its development over the years		
3. Understand and describe the Components of IPR	1. Components of Intellectual property rights <ul style="list-style-type: none"> • Patents • Copyright • Industrial design rights • Plant varieties • Trademarks • Trade dress • Trade secrets 	1. Visit the Patent office and collect the procedure for the following <ul style="list-style-type: none"> • Patents • Copyright • Industrial design rights • Plant varieties • Trademarks • Trade dress • Trade secrets 	
4. Appreciate and	1. Objectives of		
			08 Hrs Theory + 08 Hrs Practical

Unit 4: IPR of organization and customer			
Learning Outcome	Theory (08 Hrs)	Practical (08 Hrs)	Duration (16 Hrs)
narrate the objectives of IPR	intellectual property law <ul style="list-style-type: none"> • Financial incentive • Economic growth • Morality 2. Definition of Infringement, Misappropriation and Enforcement <ul style="list-style-type: none"> • Patent infringement • Copyright infringement • Trademark infringement • Trade secret misappropriation 		
5. Understand the need of IPR, Define and explain relationship of IPR and hospitality	1. Describe the need of IPR in an organization 2. Different subjects that need IPR protection under hospitality		
6. Implement procedure to secure company's IPR	1. Importance of registration of Intellectual Property 2. International protection for trademarks 3. International protection for patents 4. International protection under the Berne convention- for copy right 5. International filing through Hague agreement-Industrial Designs 6. International protection through "Lisbon agreement for the protection of appellations of origin"- Geographical Indication		
7. Work with IPR Regulations	1. Preventing the Leak of new plans 2. Companies Products	1. Collect and Study the cases of IPR Violations by visiting IPR office	

Unit 4: IPR of organization and customer			
Learning Outcome	Theory (08 Hrs)	Practical (08 Hrs)	Duration (16 Hrs)
	3. Reporting IPR Violations 4. Reporting Structure for IPR Violation Reporting		
8. Respect customer copyrights	1. Why copyrights should be respected? 2. Indian scenario	1. Read out the Indian copyright act provisions loud in a class room	
Total	08 Hrs	08 Hrs	16 Hrs

Unit 5: Health and Hygiene			
Learning Outcome	Theory (07 Hrs)	Practical (09 Hrs)	Duration (16 Hrs)
1. Ensure cleanliness around workplace	1. Regular cleaning of work area 2. Handling waste bin / trash can 3. Handling pest control activities at work place 4. Maintenance of cleanliness and records 5. Proper ventilation of area 6. Regular maintenance of air conditioner and other mechanical system 7. Importance of lightning in an area 8. Cleaning of food storage, preparation display and serving area e.g. restaurant, coffee shop and specialty restaurant 9. Crockery, Cutlery and glassware's cleaning procedure 10. Importance of food sanitation and cross contamination of food and precaution during the food production and food service	1. Demonstrate handling waste in trash can 2. Demonstrate regular cleaning activities performed at workplace 3. Demonstrate Indenting required for performing cleaning task 4. Demonstrate procedure of cleaning Crockery, Cutlery and glassware	07 Hrs Theory + 09 Hrs Practical
2. Enumerate importance of	1. Importance of indenting in food and	1. Demonstrate using checklist of handling	

Unit 5: Health and Hygiene			
Learning Outcome	Theory (07 Hrs)	Practical (09 Hrs)	Duration (16 Hrs)
indenting and handling various Food and beverage areas checklist	beverage areas 2. Checklist of handling Various food and beverage areas: <ul style="list-style-type: none"> • Restaurant • Coffee shop • Banquet area • Food and Beverage • Storage and pantry area 	various food and beverage areas	
3. Gain insights into personal hygiene practices.	1. Regular hand washing procedure 2. Maintain personal hygiene, grooming, dental care 3. Learn about the prevention of cross contamination at work place	1. Demonstrate hand washing Procedure 2. Demonstrate Personal and dental hygiene	
4. Learn about the various food standards.	1. Role of HACCP and FSSAI in food production and service 2. Importance of ISO 2200 3. Knowledge about the PPE and its applicability in food production operations	1. Demonstrate personal hygiene 2. Demonstrate use of PPE in food service operation	
Total	07 Hrs	09 Hrs	

Unit 6 :Safety at Workplace			
Learning Outcome	Theory (08 Hrs)	Practical (10 Hrs)	Duration (18 Hrs)
1. Appreciate the measures of taking precautions to avoid F&B department hazards	1. Assessing F&B workplace Hazards 2. Minimization of food service place hazards 3. Important Work hazards and their preventive measures 4. Hazard analysis,Safety work procedures	1. Demonstrate various preventive measures of Service area hazards normally followed in hotels 2. Demonstrate safety work procedures with example	
2. Comprehend the Standard Safety Procedure near service area	1. Hotel evacuation procedures for fire, bomb threats, and mass destruction 2. Knowledge of storage	1. Demonstrate the use of Fire extinguishers. 2. Enlist activity of storage. 3. Identify the equipments while doing hazardous	

Unit 6 :Safety at Workplace			
Learning Outcome	Theory (08 Hrs)	Practical (10 Hrs)	Duration (18 Hrs)
	<p>Area:</p> <ul style="list-style-type: none"> • Storage area Inspection checklist • Handling, Storage & Stacking of F&B service Material • Safe Lifting Techniques in Banquets • Storage of acids & chemicals • Labeling and Warning Sign Used For Chemical Storage <p>3. Safety techniques for Handling, lifting and moving furniture and fixtures in Restaurants and in food service area</p> <p>4. Standard Safety Procedure for Handling Electrical tools</p> <p>5. Standard Safety Procedure for Handling floors</p> <p>6. Standard Safety Procedure for handling sharp Tools</p>	<p>work.</p> <p>4. Demonstrate handling Electric and sharp tools.</p> <p>5. Demonstrate Standard Safety Procedure for handling floors.</p> <p>6. Demonstrate Safety techniques for handling, lifting and moving furniture and fixtures</p>	08 Hrs Theory + 10 Hrs Practical
3. Use First aid and personal protective equipments while doing hazardous work	<p>1. First aid kits in the work place</p> <p>2. Documentation of first aid treatments</p> <p>3. Handling of Personal Protective Equipments</p> <p>4. Safety use of P.P.E for specific task on service area and display safety signs where necessary</p>	<p>1. Prepare a first aid Box for your class room</p> <p>2. Make a Chart of Safety signs.</p> <p>3. Demonstrate safety use of P.P.E for specific task on work area</p> <p>4. Demonstrate handling of Personal Protective Equipments</p>	
4. Achieve Safety Standards.	<p>1. Safety measures undertaken while inspection</p> <p>2. List the safety procedure/ safety</p>	<p>1. Discuss and demonstrate safety standard</p> <p>2. Demonstrate some important safety</p>	

Unit 6 :Safety at Workplace			
Learning Outcome	Theory (08 Hrs)	Practical (10 Hrs)	Duration (18 Hrs)
	standards 3. Ensuring zero accident at Food and Beverage service area	procedures/ safety standards followed in a hotel	
Total	08 Hrs	10 Hrs	18 Hrs

Unit 7 : Learn a foreign or local language(s) including English			
Learning Outcome	Theory (04 Hrs)	Practical (05 Hrs)	Duration (09 Hrs)
1. Use language in effective communication	1. Role of English in hospitality industry 2. Role of foreign language in hospitality industry 3. Development of short communication sentences 4. Communication with colleagues 5. Listening and understanding the foreign language words	1. Make a chart for common vocabulary used in restaurant 2. Make a chart for common sentences used when customers arrive at restaurant	04 Hrs Theory + 05 Hrs Practical
2. Demonstrate clear and concise communication	1. Speaking without hesitation and fear of being incorrect 2. Sharing and solving of complaints 3. Vocabulary and expressions 4. Language proficiency to 'working knowledge' level	1. Formation of small sentences without hesitation 2. Development of confidence and communication	
Total	04 Hrs	05 Hrs	09 Hrs
Grand Total	48	47	95

6. ORGANISATION OF FIELD VISITS

In a year, at least 3 field visits/educational tours should be organised for the students to expose them to the activities in the workplace.

Visit a hotel or a lodge and observe the following: Location, Site, size, star rating, departments, staff structure, work distribution, clientele, layout, furnishing, ambience, etc.

During the visit, students should obtain the above information from the owner or the supervisor of the hotel.

7. LIST OF EQUIPMENT AND MATERIALS

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

1. Tables – 3 Units
2. Dining Chairs – 12 Units
3. Side Station – 1 Unit
4. Bar Counter – 1 Unit
5. Hostess Desk – 1 Unit
6. Storage Cabinet – 1 Unit
7. POS/ Computer – 1 Unit
8. Dinner Plate 11" – 12 Units
9. Dessert Plate 9" – 12 Units
10. B&B Plate – 12 Units
11. Tea Cup – 12 Units
12. Tea Saucer – 12 Units
13. Soup Bowl – 12 Units
14. Soup Bowl 4.5" Chinese – 12 Units
15. Soup Spoon Chinese – 12 Units
16. Service Bowl 1 Port 6 – 6 Units
17. Service Bowl 2 Port 7 – 6 Units
18. Service Platter 1 Port 10" – 6 Units
19. Service Platter 2 Port 12" – 6 Units
20. Pasta Plate 11" – 6 Units
21. Cereal Bowl – 6 Units
22. Chutney Bowl Small – 12 Units
23. Tea Spoon – 12 Units
24. Dessert (A.P) Spoon – 12 Units
25. Dessert (A.P) Fork – 12 Units
26. Soup Spoon – 12 Units
27. Dessert Knife – 12 Units
28. Table Service Spoon – 6 Units
29. Table Service Fork – 6 Units
30. Tea Strainer – 3 Units
31. Tea Set – 1 Unit
32. Water Jug – 6 Units
33. Salt And Pepper Set – 4 Units
34. Tooth Pick Holder – 2 Units
35. Straw Holder – 2 Units
36. Sugar Sachet Holder – 2 Units
37. Napkin Holder – 2 Units
38. Finger Bowl Large With Under Liner – 6 Units
39. Entree Dish Round With Lid (1 Portion) – 2 Units
40. Entree Dish Round With Lid (2 Portion) – 1 Unit
41. Oval Platter – 1 Unit
42. Reserved – 1 Unit
43. Round Service Tray – 10 Units
44. Rectangular Service Tray – 10 Units

45. Ash Tray – 4 Units
46. Tom Collins – 12 Units
47. Hi Ball – 12Units
48. Pilsner – 6 Units
49. Decanter Small – 6 Units
50. Decanter Large – 6 Units
51. Wine Glass – 12 Units
52. Table Cloths – 6 Units
53. Table Napkins – 36 Units
54. Bar tool kit-1 Unit
55. Cocktail Shaker– 2 Units

8. VOCATIONAL TEACHER'S/TRAINER'S QUALIFICATION AND GUIDELINES

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

S.No.	Qualification	Minimum Competencies	Age Limit
1.	Diploma/Degree in Hotel Management from a recognized Institute /University, with at least 5 years' work/teaching experience in Food and Beverage service including one year as supervisory capacity in a classified Hotel or Facility Management Company.	<ul style="list-style-type: none"> • Effective communication skills (oral and written) • Basic computing skills 	<p>Above 28 years (as on Jan. 01 (year))</p> <p>Age relaxation to be provided as per Govt. Rules</p>

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

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

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.

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विद्यया ऽ मृतमश्नुते



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