# CBSE | DEPARTMENT OF SKILL EDUCATION

## CURRICULUM FOR SESSION 2020-2021

# TOURISM (SUBJECT CODE 406)

### JOB ROLE: TRAVEL AGENT/ TOUR OPERATOR

### CLASS – IX & X

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**COURSE OVERVIEW:**

In an increasingly globalised world with the changing paradigm of urbanized living the demand for Tourism has increased manifold the world over. India has emerged as an attractive tourism destination for all types of tourists around the year resulting in Travel & Tourism taking its place among the key industries in the economy. It employs large number of work forces and its contribution to the national income is very substantial.

This course will deepen the students understanding about tourism as an activity, how tourism industry is organized and developed, and how tourism influences society locally, nationally and globally. The tourism industry covers several sectors such as hotels, airlines, destination, attractions, transportation, cruises, events, activity providers, shopping centers, tourist services, travel agents, tour operators and many others.

Most jobs in the tourism industry are about creating experiences for the traveler. This is what makes this industry especially interesting. When studying tourism one needs to learn how to create these memorable experiences. Keeping these aspects in mind the course is a strong balance between the theoretical and the practical components of the industry.

This course meets the growing needs of the tourism industry to shape highly skilled and knowledgeable professionals, so that they can assume leading roles in the management of tourism organizations. The course blends the required operational knowledge and skills, with managerial competencies, in order to educate the new generation of tourism executives. It emphasizes the cross-cultural, moral, ethical, institutional and environmental issues in the management of tourism organizations, while covering all business and operational skills.

**OBJECTIVES OF THE COURSE:**

The course is a planned sequence of instructions that familiarizes students with the fundamental concepts of the tourism industry and aims at giving a comprehensive introduction of the tourism industry to encourage further study and stimulate interest in the subject area, employability and vocational competencies. The course aims at providing insight to the students regarding various aspects and sectors associated with the tourism industry.

Followings are the main objectives of this course.

- To familiarize the students regarding various dimensions of tourism industry and career opportunities available in this field.
- To develop practical understanding among the students associated with tourism business through classroom discussion/ participation and projects.
- To equip all students with knowledge, understandings, skills, attitudes and values needed for future success.
- To develop transferrable skills among the students for managing various operations efficiently so that they could be ready to join the tourism industry.
- To provide knowledge to students in concise and understandable format so that students could learn and apply these concepts in their career.
- To demonstrate an understanding of the impact of tourism at individual, local, national, regional and global levels.
- To demonstrate an understanding of the principles of good management and customer service.

**SALIENT FEATURES:**

- Tourism industry is a people based industry and is commonly referred to as Service Industry.
- In the tourism industry service is far more important than the product.
- Travel and tourism is the largest earner of foreign exchange around the world and employs a large number of people directly or indirectly through corresponding service industries
- Hoteliers, Transporters, Travel Agents, Tour Guide and many more jointly play a very key role in making the final product and delivering it to the customers.
- Tourism is the fastest growing industry in the world, with career opportunities in lodging, transportation, attraction, events, food services and many more.
- Tourism is related to broader economic and social issues including commoditization and globalization of culture, hospitality, friendship, pleasure, and places as well as their attractions.
- Travel business is an economic activity, which is related with continuous and regular buying and selling of travel related services.

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## LIST OF EQUIPMENT AND MATERIALS:

**T**he 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 students regularly for practice and acquiring adequate practical experience.

**Material Required:**

1. Globe
2. Maps
3. Charts
4. Atlases
5. Models
6. Clocks
7. Travel itinerary samples
8. Brochures
9. Pamphlets
10. News Paper
11. Tariff of hotels
12. Travel guidebooks
13. Travel magazines
14. Travel catalogues
15. Visa application forms
16. Passport application forms
17. Advertising material
18. Basic art supplies for poster, pamphlets and brochure making.

**Teaching/Training Aids:**

1. Computer
2. Internet
3. LCD Projector
4. Projection Screen
5. White/Black Boards
6. Flip Charts
7. Video and audio recorders

## CAREER OPPORTUNITIES:

Tourism sector provides huge career opportunities to all age group of people irrespective of qualification, gender, race and religion. The following career opportunities are available in the field of tourism. Students can choose any field based on their interest and suitability.

- Travel Blogger
- Airline Staff

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- Hotelier
- Tourism manager
- Travel consultant
- Front office executive
- Travel executive
- Tourist guide
- Transport agent
- Ticketing agent
- Travel agent
- Tour operator
- Visa executive
- Event manager
- Destination manager
- Immigration consultant
- Tourism information officer
- Conference coordinator
- Tourism coordinator
- Inbound/ Outbound tourism coordinator

**VERTICAL MOBILITY:**

At graduate level, students may start their career as an executive and they can reach at managerial level over a period of time. Students could also start their own business and become successful entrepreneurs. For the career progression, following career options are available in tourism field.

- Tourist guide
- Travel executive
- Travel agent
- Tourism manager
- Tour operator

**CURRICULUM:**

This course is a planned sequence of instructions consisting of Units meant for developing employability and Skills competencies of students of Class IX and X opting for Skills subject along with other subjects.

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# CLASS – IX (SESSION 2020-2021)

**Total Marks: 100 (Theory-50+Practical-50)**

| TOURISM (406)<br>Class IX (Session 2020-21) | | | |
|---|---|---|---|
| | **UNITS** | **NO. OF HOURS for Theory and Practical 220** | **MAX. MARKS for Theory and Practical 100** |
| **Part A** | **Employability Skills** | | |
| | Unit 1 : Communication Skills-I | 13 | 10 |
| | Unit 2 : Self-Management Skills-I | 07 | |
| | Unit 3 : ICT Skills-I | 13 | |
| | Unit 4 : Entrepreneurial Skills-I | 10 | |
| | Unit 5 : Green Skills-I | 07 | |
| | **Total** | **50** | **10** |
| **Part B** | **Subject Specific Skills** | | |
| | Unit 1: Introduction to Tourism –I | 30 | 40 |
| | Unit 2: Tourism Business- I | 35 | |
| | Unit 3: Tourism Product –I | 30 | |
| | **Total** | **95** | **40** |
| **Part C** | **Practical Work** | | |
| | Project | 75 | 20 |
| | Viva based on Project | | 05 |
| | Practical File / Report / Portfolio Power Point presentation | | 15 |
| | Demonstration of Skill competency via Lab Activities | | 10 |
| | **Total** | **75** | **50** |
| | **GRAND TOTAL** | **220** | **100** |

**NOTE: For Detailed Curriculum/ Topics to be covered under Part A: Employability Skills can be downloaded from CBSE website**.

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# CLASS – X (SESSION 2020-2021)

**Total Marks: 100 (Theory-50+Practical-50)**

| RETAIL (406)<br>Class X (Session 2020-21) | | | |
|---|---|---|---|
| | **UNITS** | **NO. OF HOURS for Theory and Practical 220** | **MAX. MARKS for Theory and Practical 100** |
| **Part A** | **Employability Skills** | | |
| | Unit 1 : Communication Skills-II | 13 | 10 |
| | Unit 2 : Self-Management Skills-II | 07 | |
| | Unit 3 : ICT Skills-II | 13 | |
| | Unit 4 : Entrepreneurial Skills-II | 10 | |
| | Unit 5 : Green Skills-II | 07 | |
| | **Total** | **50** | **10** |
| **Part B** | **Subject Specific Skills** | | |
| | Unit 1 : : Soft Skills-II | 25 | 40 |
| | Unit 2: Introduction to Tourism –II | 25 | |
| | Unit 3: Tourism Business- II | 20 | |
| | Unit 4: Tourism Product –II | 25 | |
| | **Total** | **95** | **40** |
| **Part C** | **Practical Work** | | |
| | Project | 75 | 20 |
| | Viva | | 05 |
| | Practical File / Portfolio/ Power Point presentation | | 15 |
| | Demonstration of Skill competency via Lab Activities | | 10 |
| | **Total** | **75** | **50** |
| | **GRAND TOTAL** | **220** | **100** |

**NOTE: For Detailed Curriculum/ Topics to be covered under Part A: Employability Skills can be downloaded from CBSE website**.

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## PRACTICAL GUIDELINES FOR CLASS IX

### Assessment of performance:

In class IX-The two internal examiners, assigned for the conduct and assessment of Practical Examinations each in **Secondary School Curriculum (Under NSQF).** Question for the viva examinations should be conducted by both the examiners. Question to be more of General nature, project work or the curriculum. Investigatory Project especially those that show considerable amount of effort and originality, on the part of the student, should get suitable high marks, while project of a routine or stereotyped nature should only receive MEDIOCRE marks.

### Procedure for Record of Marks in the Practical answer-books:

The examiner will indicate separately marks of practical examination on the title page of the answer-books under the following heads:

### Project -20 marks

A 'project' can be an assessment task given to an individual student or a group of students on a topic related to the subject. The project results in a 'product' that is assessed. The project may involve both in-class and out-of class research and development. The project should be primarily a learning experience, not solely an assessment task. Because a great deal of time and effort goes into producing a quality product from a project assignment task, you should allow class time to work on the project. Projects options for the final practical are given below.

### Viva based on Project -05 marks

The teacher conducting the final practical examination may ask verbal questions related to the project, if any, done by the student. Alternatively, if no project has been assigned to the students, viva may be based on questions of practical nature from the field of subject as per the curriculum.

### Practical File / Portfolio/ Power Point presentation -15 Marks

Portfolios provide evidence for judgments of student achievement in a range of contexts. A portfolio contains a specific collection of student work or evidence. This collection of work should provide a fair, valid and informative picture of the student's accomplishments. Instructor shall assign students any outlet to study the elements in tourism.

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**Demonstration of skill competency in Lab Activities -10 marks**

Students should be asked to demonstrate acquired knowledge through in-lab activities such as Maps, Charts, Role-play, etc.

**Suggested list of Projects** –

1. Students will visit a local monument and create a report by collecting information about the protection and maintenance of the monument as well as the services and facilities available at the monument.
2. Students will research, analyze and enlist the various tourism resources available in their city. It shall include suggestions to promote tourism.
3. Students will prepare a travelogue/ travel report of a place visited by them. The report shall include tourism trends, main tourist attractions and components of tourism of the place visited.
4. Students will create a detailed project on any one of Indian Railway tour packages on offer. Highlighting its salient features and promoting its strengths.
5. Students will research any one tourism product of their choice and create a detailed report on it. The report shall include introduction, history, importance, potential, and visitor information.
6. Students will visit a hotel and create a catalogue on it. The catalogue shall include information about design, architectural details, banquets, restaurants, and memberships on offer and other important services.
7. Students will analyze and research the development and significance of Silk Route. It shall include maps, photographs, detail of traded commodities and importance of the route.
8. Students will analyze and research the development and significance of Grand Tour. It shall include maps, important landmarks and importance of the tour.
9. Students will prepare a travelogue/travel report on space tourism. The report shall include space tourism trends, main attractions and components of space tourism.
10. Students will visit a National Park or a Wild Life Sanctuary and create a report by collecting information about it. It shall include the available natural resources, the services and facilities on offer

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**Guidelines for Project Preparation:**

The final project work should encompass chapters on:

a) Introduction,

b) Identification of core and advance issues,

c) Learning and understanding and

d) Observation during the project period.

**Activity to be suggested by internal examiner, to be conducted on practical day.**

Suggestive activities can be-

1. Brochure making
2. Students to prepare poster on either of the following two topics and asked to present
    a. A monument
    b. A fair/festival

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## PRACTICAL GUIDELINES FOR CLASS X

### Assessment of performance:

In class X-The two internal examiners, assigned for the conduct and assessment of Practical Examinations each in **Secondary School Curriculum (Under NSQF).** Question for the viva examinations should be conducted by both the examiners. Question to be more of General nature, project work or the curriculum. Investigatory Project especially those that show considerable amount of effort and originality, on the part of the student, should get suitable high marks, while project of a routine or stereotyped nature should only receive MEDIOCRE marks.

### Procedure for Record of Marks in the Practical answer-books:

The examiner will indicate separately marks of practical examination on the title page of the answer-books under the following heads:-

### Project -20 marks

A 'project' can be an assessment task given to an individual student or a group of students on a topic related to the subject. The project results in a 'product' that is assessed. The project may involve both in-class and out-of class research and development. The project should be primarily a learning experience, not solely an assessment task. Because a great deal of time and effort goes into producing a quality product from a project assignment task, you should allow class time to work on the project. Projects for the final practical are given below.

### Viva based on Project -05 marks

The teacher conducting the final practical examination may ask verbal questions related to the project, if any, done by the student. Alternatively, if no project has been assigned to the students, viva may be based on questions of practical nature from the field of subject as per the curriculum.

### Practical File / Portfolio/ Power Point presentation -15 Marks

Portfolios provide evidence for judgments of student achievement in a range of contexts. A portfolio contains a specific collection of student work or evidence. This collection of work should provide a fair, valid and informative picture of the student's accomplishments. Instructor shall assign students any outlet to study the elements in tourism.

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**Demonstration of skill competency in Lab Activities -10 marks**

Students should be asked to demonstrate acquired knowledge through in-lab activities such as Maps, Charts, Role-play, etc.

**Suggested list of Projects** –

1. Make a survey report on the impacts of tourism. It shall include both positive and negative impacts.
2. Collect pictures of a person transmitting message through facial expressions or gestures and list the kinds of communication that are helpful and those that cause hindrance while performing a work.
3. Prepare a catalogue to help the staff in their grooming skills so that they always look well groomed and presentable. Include pictures and detailed information.
4. Students shall visit a local museum and create a report on it. It shall include the role of the museum in regards to the Indian culture, its social value, the intercultural perspective and the role of a museum in attracting tourism.
5. Students will create a report on any one of the 32 World heritage sites in India. It shall include introduction, history, importance, potential, and visitor information.
6. Students will do a detailed study on any one of the Tourism Products. It shall include importance, features, specialties and tourism opportunities.
7. Students will create a report on different kinds of passport and visas available for tourists around the world. It shall include salient features and privileges if any.
8. Students will create a detailed report on body language and its importance at work place. It shall include both positive and negative aspects of gestural communication.
9. Students will create a report on social etiquette and table etiquette. It shall include all the socially accepted norms.
10. Students will visit a hotel and create a catalogue on it. The catalogue shall include information about the various rooms on offer, Meal plans on offer, hotel tariff, banquets, restaurants, memberships on offer and other important services.

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**Guidelines for Project Preparation:**

The final project work should encompass chapters on:

a) Introduction,

b) Identification of core and advance issues,

c) Learning and understanding, and

d) Observation during the project.

**Activity question to be created by internal examiner, to be conducted on the practical day (30 minutes).**

Suggestive activities can be-

1. A quiz on hotel terminology
2. A talk about the importance of protection of monuments and historical sites.
3. A quiz on grooming/ telephone etiquette

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