

**VOCATIONAL HIGHER SECONDARY
FIRST YEAR**

**RECEPTION, BOOK KEEPING AND
COMMUNICATION**

Teachers' Sourcebook



**Government of Kerala
Department of Education
2005**

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PREFACE

Dear Teachers,

Activity-based and learner-centered pedagogy is being introduced in the Vocational Higher Secondary Classes. It becomes imperative to make significant changes in the learning process as well as in the evaluation system for its successful implementation.

As far as the discipline Reception, Book keeping and Communication is concerned, its methodology of learning is generally activity based. This unique feature of the subject itself will enthuse the teachers to pass through different activities for the transaction of the concepts.

This sourcebook has been designed in such a way to help the teachers to convey the concepts through different but relevant processes.

For the preparation of the sourcebook the SCERT Kerala has drawn expertise from the field of Hotel Management Institutes and from the vocational higher secondary teachers. While going through the contents the teacher can understand that this book provides proper guidance and opportunities for planning the activities needed for the transaction of the curriculum.

May I hope that our concerted efforts will make an upsurge in the field of education.

With regards,

Thiruvananthapuram
25.11.2005

Dr E. Valsala Kumar
Director
SCERT, Kerala

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Section I

APPROACH

Introduction

The ultimate aim of education is human refinement. Education should enable the learner to formulate a positive outlook towards life and to accept a stand which suits the well being of the society and the individual as well.

The attitude and potential to 'to work' has determined the destiny, progress and cultural development of the human race. As we all are aware, the objective of education to form a society and individuals having a positive work culture. The educational process expected in and outside our formal schools should concentrate upon inculcating concepts, abilities, attitudes and values in tune with these 'work culture.' Hence vocationalised education cannot be isolated from the main stream of education. In another sense, every educational process should be vocationalised. However, due to our inability to utilise the resources wisely, scarcity of job opportunities is a severe issue of the present society. For overcoming this deep crisis, emergent techniques have to be sorted out and appropriate researches have to be seriously carried out. It is in the sense that the content and methodology of vocational Higher Secondary Education have to be approached.

The Vocational Higher Secondary course was envisaged as a part of the National Policy on Education with the noble idea of securing a job along with education. The relevance of Vocational education is very great in this age of unemployment. This education system, which ensures a job along with higher education, stands aloof from other systems of education.

A learning environment which ensures vocational aptitude, vocational training, basic life skills, competencies related to different subjects, appropriate values and attitudes and existential readiness has to be provided here.

The curriculum should be one which recognises the specific personality of the learner and should develop it in a desirable way. It should provide opportunity to imbibe novel ideas to follow a critical approach and for learning through experiences.

The competency to transform ones own resources for the betterment of the society and the individual is to be ensured in each individual. Training in the sense of equality, democratic sense, environmental consciousness and devotion to the constitution is an inseparable factor of the curriculum.

The need of a systematic curriculum is prevailing in vocational subjects. A scientifically structured curriculum incorporating the unique features peculiarity of Kerala ensuring the possibility of higher education and utilising the national and international possibilities of employment is required.

The new curriculum should be capable of assimilating the life skills, scientific temper, attitude of co-existence, leadership qualities and mental health to face the challenges of life. It should be capable of strengthening the competencies imbibed by the learners up to the tenth class.

A curriculum for selecting vocational areas according to the aptitude of the students, learning it in depth, acquire general awareness in the basic areas and to secure jobs has become the social need of the day. A learner centred, process oriented, need based vocational curriculum is envisaged.

What is learning?

- Learning is construction of knowledge and so it is a live and continuous mental process.
- Learning is a process of advancement through adding and correcting in the light of comparing the new issue with the previously learned concepts.
- Learning takes place as a part of the effort to solve problems.
- Learning takes place by assimilating bits of knowledge into ones own cognitive structure.
- Learning is not a linear process. It is a spiral process growing deeper and wider.
- Learning is an intellectual process rather than the mere memorisation of facts. Learning is a conglomeration of a variety activities like problem analysis, elucidation, critical thinking, rational thinking, finding out co-relations, prediction, arriving at conclusions, applications, grouping for other possibilities and extracting the crux. When opportunities are provided for intellectual

processes learning will become effective and intellectual ability will get strengthened.

Theoretical foundations of learning

Education is the best device that can be adopted for creation of a new society. It should be democratic in content and process and should acknowledge the rights of the learner. It should also provide opportunity for better citizenship training. The concept of equality at all areas should get recognition in theory and practice.

There should be conscious programme of action to develop nationality, humanness and love and against the encroachment of the sectarianism of caste and religion.

The learner should be able to take firm steps and defend against the social crisis like privatisation, liberalisation, globalisation etc and against all kinds of dominations.

They should develop a discrimination to use the acquired learning as a liberative weapon.

They should be able to view education and life with the perspective of social well being.

They should get opportunity to recognise that co-operation is better than competition and that co-operation is the key to social life and culture.

A basic awareness of all the subjects needed for life essential for all students.

The remnants of perspectives formed in us during the colonial period still influence our educational philosophy. The solution to the present day perplexities of the society which approaches education on the basis of competitions and marketisation is only a comprehensive view of life.

It is high time that education was recognised on the basis of the philosophy of human education. The human approach to education has to reflect in its content, learning process and outlook. The perspective of 'learning to be' and learning to live together as expressed by the UNESCO and the concepts of existentialist intelligence intrapersonal and interpersonal intelligence.

The basis of new approaches on curriculum, teaching- learning process are derived from the developments place in the east and west of the world.

When we begin to see the learner at the centre of the learning process, the teaching process has to be changed timely. It is the result of the rapid growth and development

of Science and Technology and Pedagogy. If we want to undergo the changing process, we have to imbibe the modern hypothesis regarding learner, they have;

- Great curiosity
- Good imagination
- Numerous other qualities and interests
- Independent individuality
- Interest in free thinking and working in a fearless atmosphere.
- Have interest in enquiring and questioning.
- Ability to reach conclusions after logical thinking.
- ability for manifest and establish freely the conclusions arrived at.
- Interest for recognition in the society.
- Determination to face the interference of society and make components which is a part of social life.
-

When we consider the learning system, the domains to be stressed in education according to the modern development becomes relevant.

The **knowledge** domain consists of

- Facts
- Ideas
- Laws
- The temporary conclusions and principles used presently by scientists.

The learning is a process. The continuous procedures we undergo to reach a particular goal is process. The skills which are parts of the process to analyse the collected ideas and proofs and come to a conclusion is called *process skills*. Some important **process skills** are,

the skills;

- To observe
- To collect data and record
- To classify
- To measure and prepare charts
- To experiment
- To predict
- To recognise and control the variables
- To raise questions
- To generalise
- To form a hypothesis and check.
- To conclude
- To communicate
- To predict and infer
- To use tools.
-

Observation is the process of acquiring knowledge through the senses. It is purely objective oriented. Learning experiences which provide the opportunity to use all the senses may be used.

The process of grouping is known as **classifying**. Starting from simple groupings of data, it can extend to the level of classification into minute sub-groups.

In addition to this, consider the skills related to **creative domain** also, they are skills:

- To visualize
- To connect facts and ideas in new ways
- To findout new and uncommon uses of objects
- To fantasize

- To dream
- To develop creative isolated thoughts
-

Creativity is an essential component of process and activities. The element of creativity is involved in finding out problems, formation of hypothesis, finding 'solutions' to problems etc. Through activity oriented learning experiences, opportunities to express creativity can be created.

Again, the following factors consisting in the **Attitudinal domain** are also important as;

- Self confidence
- Love for scientific knowledge
- Attitude to know and value history
- Respect human emotions
- Decide with reasonable present problems
- Take logical decisions regarding personal values

'Hypothesis' is a temporary conclusion drawn using insight. Based on knowledge and experiences relating to the problems the causes and solutions can be guessed.

As regards the **application domain** the important factors are the ability to:

- observe in daily life examples of ideas acquired.
- take the help of scientific process to solve the problems of daily life.
- choose a scientific life style
- connect the ideas acquired with other subjects.
- integrate the subjects with other subjects.

Some basic stands have to be taken on the new scientific knowledge about intelligence learning and teaching. When such basic concepts are accepted changes are required in the following factors.

- The vision, approach, structure and content of the curriculum.
- The vision, approach, structure and content of the textbooks.
- Role of the teacher and the learner.
- Learner atmosphere, learning materials and learning techniques.

Some scientific perspectives accepted by modern world in educational psychology are given below.

Constructivism

This approach puts forward the concept that the learner constructs knowledge. New knowledge is constructed when ideas are examined and practiced in new situations relating them with the previously acquired knowledge and experience. That is assimilated into the cognitive structure of one's knowledge. This method which gives priority to critical thinking and problem solving provides opportunity for self motivated learning.

Social Constructivism

Social constructivism is a sub section of constructivism. Knowledge is formed, spread and imbibed and it becomes relevant in a social environment. Interactive learning, group learning, co-operative participatory learning, all these are concepts put forward by social constructivism.

The main propounders of constructivism are piaget, vygotsky and Bruner.

Discovery learning and interactive learning have prime importance. Learning takes place as a part of the attempt for problem solving. The activities of a learner who confronts cognitive disequilibrium in a learning situation when he tries to overcome it leads to the renewal of cognitive structure. It is through this process construction of new knowledge and the assimilation of them that learning take place. Observation and enquiry are unavoidable factors. The learner advances towards new areas of acquisition of knowledge where he tries to compare his new findings with the existing conceptions.

Learning is a live mental process. Rather than the ability for memorisation of facts cognitive process has to be given emphasis. The process of problem analysis, elucidation, critical thinking, rational thinking, finding out co-relation, prediction, hypothesis formation, application, probing for other possibilities, extracting the crux

and other processes are of critical importance in learning.

Constructivism gives greater predominance to co-operative learning. Social and cultural factors influence learning. Sharing of knowledge and experience among learners, collective enquiry, assessment and improvement, group activity and collaborative learning, by sharing responsibilities with the objective of public activity, provide opportunity for effective learning.

In learning internal motivation is more important than external motivation. The learner should have interest and initiative in learning. Learning situation should be capable of forming a sense of ownership in of the learner regarding the learning process.

Learning is not a linear process. It progresses in a spiralled way advancing deeper and wider.

Learner-his nature and features

The learners in standard XI has undergone a learner centered and process oriented learning experience up to X standard. He is adequately competent to select vocational subjects according to his aptitude and interest and to acquire higher education and profession as he wishes. The aspirations about future life is framed in this particular age foreseeing national and international job oppurtunities. Some of the peculiarities of the learner at this stage are:

- Physical, intellectual an emotional planes are intensive changes during this age and their reflections can be observed.
- Ability to enquire, discover and establish cause-effect relationship between phenomena.
- Readiness to undertake challenges.
- Capacity to shoulder leadership roles.
- Attempt to interprest oneself.
- Susceptibility to different presseures.
- Doubts, anxities and eagerness about sex.
- Longing for social recognition.

Needs of the learner

- To make acquaintance with a job through vocational education.
- To acquire more knowledge in the concerned area through higher education.
- To recognise and encourage the peculiar personality of the later adolescent period.
- To enable him to defend against the unfavourable circumstances without any help

Role of the Learner

- Active participant in the learning process.
- Acts as a researcher
- Sharer of information
- Sharer of responsibilities
- Collects information
- Takes leadership
- Involves in group work
- Acts as a co- participant
- Observes his environment
- Experiments and realises
- Makes interpretations and draws inferences.
-

Role of the Teacher

The teacher should;

- consider the 'Stress and strain' of the teenagers
- understand the socio- economic and cultural background of the students.
- promote and motivate the students to construct knowledge.
- arrange proper situations to interact in and outside of the classroom.
- guide the students by explanations, demonstrations etc.

- promote opportunity for co-operative learning and collaborative learning.
- facilitate interpersonal and intra-personal interactions.
- act as a democratic leader.
- act as a problem solver
- effectively guide the students for the selection and conduct of various continuous evaluation elements.
- continuously evaluate the progress of the learners.
- gives scaffolding/support wherever necessary.
- motivate for learning
- promote divergent thinking.
- act as a democratic group leader.
- act as a co-learner
- gives variety of learning experiences.
- be a constant student
- facilitate for reference/data collection
- have a clear understanding about the age, needs, peculiarities, abilities, nature, aptitude etc. of the learner.
- have the ability to motivate the learner in order to acquire and enrich their knowledge.
- be a guide to the learner in developing insights and creating responses on current affairs.
- be capable to lead the learner into a variety of learning methods and process based on curricular objectives.
- be a link between school and community.
- be a good organiser, guide, friend, philosopher and co-learner.
- have an inter disciplinary approach in learning activities.

- be able to guide the learner in his/her career prospects based on his interest aptitude and ability.
- be impartial and democratic.
- provide ample experiences to attain the basic values and objectives of the curriculum.
-

New Concepts of Learning

1. Discovery Learning-

The teacher has to create a motivating atmosphere for the learner to discover concepts and facts, instead of listening always. Creating occasion to progress towards discovery is preferred. Instead of telling everything before and compelling to initiate the models, situations are to be created to help the children act models as themselves.

2. Learning by discussion

That discussion leads to learning is Burner's theory. Here discussion is not opposing each other. It is a sharing on the plane of ideas. New ideas are arrived at by seeking explanations, by mutual giving and taking of ideas and by problem solving.

3. Problem solving and learning

Only when the learner feels that some thing is a problem to be solved that he takes the responsibility of learning it. It is an inborn tendency to act to solve a problem that causes cognitive disequilibrium in a particular area. It is also needed to have confidence that one is capable of doing it. The problems are to be presented in consideration of the ability and level of attainment of the learner.

4. Collaborative learning

This is the learning in which the responsibilities are distributed among the members of the group keeping common learning objectives. The common responsibility of the group will be successful only if each member discharges his duties. All the members will reach a stage of sharing the result of learning, equally through the activity with mutual understanding. The teachers who arrange collaborative learning will have to make clear the responsibilities to be discharged. This is possible through the discussion with the learners. Collaborative learning will help to avoid the situations of one person working for the whole group.

5. Co-operative learning

This is the learning in which the learners help one another. Those who have more knowledge, experience and competency, will help others. By this exchange of resources the learners develop a plane of social system in learning also. As there are no high ups and low ones according to status among the learners they can ask the fellow students doubts and for helps without any hesitation or in hesitation Care should be taken not to lead this seeking of help to mechanical copying. It should be on the basis of actual needs. So even while encouraging this exchange of ideas among the members of the group cautions acceptance is to be observed as a convention. There should be an understanding that satisfactory responses should come from each member and that the achievement of the group will be assessed on the basis of the achievement of all the members

6 Zone of Proximal Development

Vygotsky observes that these is a stage of achievement where a learner can reach by himself and another higher zone where he can reach with the help of his teachers and peers and elders. Even though some can fulfil the learning activity by themselves there is the possibility of a higher excellence. If appropriate help is forth covering every learner can better himself.

7 Scaffolding

It is natural that the learner may not be able to complete his work if he does not get support at the proper time. The learner may require the help of the teacher in several learning activities. Here helping means to make the learner complete the activity taking responsibility by himself. The teacher has to keep in mind the objective of enabling the learner to take the responsibility and to make it successful.

8 Learning: a live mental process

Learning is a cognitive process, only a teacher who has an awareness as to what the cognitive process is alone can arrange learning situations to the learner to involve in it. Learning can be made effectively and intellectual sharpness can be improved by giving opportunity for the cognitive processes like reminding, recognising compromising, co- relating, comparing, guessing, summarising and so on. How is cognitive process considered in language learning? Take guessing and prediction for example.

- Guessing the meaning from the context.

- Guessing the content from the heading.
- Predicting the end of the story.
- Guessing the incident, story from the picture.
- Guessing the facts from indications.
- and other such activities can be given the following activities can be given for the cognitive process of summarisation.
- Preparation of blue print.
- Preparation of list.
- Preparation of flow chart.
- Epitomising in one word.
- Giving titles and so on.
- Symbols, performance of characters indications, lines of a poem, tables, pictures, concepts, actions, body language and such things can be given for interpretation. Process based language given for interpretation. Process based language learning has to give prime importance to the cognitive process.

9 Internal motivation

Internal motivation is given more importance than external motivation. The teacher has to arouse the internal motivation of the learner, A person internally motivated like this alone can immerse in learning and own its responsibility. How motivating is each of the activities is to be assessed.

10 Multiple intelligence

The Theory of Multiple Intelligence put forward by Howard Gardener has created a turning point in the field of education. The National curriculum document has recommended that the curriculum is to be designed taking into consideration of this theory.

Main factors of the intellect :

1. Verbal/linguistic Intelligence -

Ability to read and write, making linguistic creations , ability to lecture competence effective a communication , all these come under this . This can be developed by engaging in language games and by teaching others.

2. Logical /mathematical Intelligence

Thinking rationally with causes and effect relation and finding out patterns and relations come under this area, finding out relations and explaining things sequential and arithmetical calculations are capable of developing this area of intelligence.

3. Visual /spatial Intelligence

In those who are able to visualise models and bringing what is in the imagination into visual form and in philosophers, designers and sculptors this area of intelligence is developed. The activities like modelling using clay and pulp, making of art equipments, sculpture, and giving illustrations to stories can help the development of this ability.

4 Bodily Kinaesthetic Intelligence

The activities using body language come under this. This area of intelligence is more developed in dancers and actors who are able to express ideas through body movements and in experts in sports, gymnastics etc.

5 Musical Intelligence

This is an area of intelligence which is highly developed in those who are able to recognise the different elements of music in musicians and in those who can here and enjoy songs. Playing musical instruments, initiating the songs of musicians, listening silently to the rhythms and activities like this are capable of developing this area of intelligence.

6 Interpersonal Intelligence

Those in whom this area of intelligence is developed show qualities of leadership and behave with others in a noble manner. They are capable of understanding the thought of others and carrying on activities like discussion successfully.

7 Intrapersonal Intelligence

This is the ability to understand oneself. These people can recognise their own abilities and disabilities. Writing diaries truthfully and in an analysing way and assessing the ideas and activities of others will help developing this areas of intelligence

8 Naturalistic Intelligence

A great interest in the flora and fauna of the nature, love towards fellow beings interest in spiritual and natural factors will be capable of developing this area.

9. Existential Intelligence

The ability to see and distinguish our own existence as a part of the universe, ability to distinguish the meaning and meaninglessness of life, the ability to realise the ultimate nature of mental and physical existences, all these are the peculiarities of this faculty of intelligence.

Emotional Intelligence

The concept of emotional intelligence put forward by **Daniel Golman** was used in framing the new curriculum. The fact that one's **Emotional Quotient (E.Q)** is the greatest factor affecting success in life is now widely accepted. The teacher who aims to focus on improving the emotional intelligence of students need to concentrate on the following.

i) Ability to take decisions

Rather than imposing decision on students while planning and executing activities, the students may be allowed to take part in the decision making process. Taking decisions through open discussion in the class, inviting students suggestions on common problems etc. are habits to be cultivated.

ii) Ability to reach consensus

- When different opinions, ideas and positions arise the students may be given the responsibility to reach a consensus.
- Imagining what would be the course of action in some situations, allowing to intervene in a healthy way in problems between individuals.

iii) Problem solving

- Developing the idea that there is reason and solution to any problem.
- Training in finding reasons for problems.
- Suggesting solutions through individual or group efforts.
- Discussing social problems.

- Analysing the shortcomings in methods to solve problems.

Whether plastic can be banned within school premises can be given as a problem. Group discussion will provide reasons and solutions. Problems which can influence classroom learning and for which the learner can actively contribute solutions need to be posed.

- Self criticism, evaluation
- Ability to face problem-situation in life
- Thinking what one would do if placed in the situation of others, how one would respond to certain experiences of others - All these foster the growth of emotional intelligence.

iv) Life skills

Life skills need to be given a prominent place in education. W.H.O. has listed ten skills required for success in life.

- Self awareness
- Empathy
- Inter personal relations
- Communication
- Critical thinking
- Creative thinking
- Decision making
- Problem solving
- Coping with emotion
- Coping with stress

The new curriculum addresses these areas.

Knowing the characteristics of the learner, role of the teacher and how to use the teachers handbook help the teacher to plan and effectively implement learning activities.

Objectives of the Vocational Higher Secondary Curriculum.

- To facilitate higher education while giving opportunity to enter in the field of employment.
- To develop environmental awareness, sense of national integration, tolerance and human values so as to ensure social and cultural improvement.
- To enable the learner to find on his own employment.
- To inculcate mental courage in the learner to face unfavourable situations.
- To make human resource development possible.
- To enable the learner to understand social problems and to react appropriately.
- To develop the learner to identify and develop his own competencies.
- To develop vocational aptitude, work culture and attitude in the learner so as to provide useful products and services to the society.
- To create an awareness about mental and physical health.
- To acquire awareness about different job areas and to provide backgrounds for acquiring higher level training in subjects of interest.
- To develop possibilities of higher education by creating awareness about common entrance examinations.
- To provide situation for the encouragement of creative thinking and organising training programmes in each area, creative abilities and to develop artistic talents.

Nature of Approach

The learning device is to be organised in the selected vocational subjects in such a way that adequate practical experience should be given, making use of the modern technology. The development in each area on the basis of information technology is to be brought to the learner. The work experience in the respective fields(OJT, Field trip, Production/Service training, Survey, Workshop, Exhibition, Youth festival, Physical fitness etc.) are to be adjusted suitable to the learning and evaluation process. The participation and leadership of the students in planning and execution is to be ensured through this kind of activities. Social service is to be made a part of the course.

Approach towards Vocational Higher Secondary Education

The learning methodology has to be organised so as the learning provide adequate practical thinking on the opted vocational subject utilising the new technology. The development of information technology should be made available in each sector. Work experience, OJT, Field trip production, Service cum training centre, Survey, Workshops, Exhibitions, Youth festivals, Physical fitness etc should be systematised well appropriate to learning and evaluation. Learner participation should be ensured in the planning and implementation of these activities. Social service should be a part of the course. If a learner has to change his school, he should be provided an opportunity to continue his studies in the new school. While considering criteria for admission to higher courses, grades of vocational subjects should also be given due weightage. In tune with the changes in the Vocational Higher Secondary Education changes should be ensured in the field of higher education.

The teachers have to take special care in arranging learning activities for the development of all the faculties of intelligence.

Learning activities and learning atmosphere.

A proper learning atmosphere is essential for the betterment of learning activities.

They are:

- Proper physical environment
- Healthy mental atmosphere
- Suitable social atmosphere
- Active participation of PTA, Local bodies and SRG
- Reference materials and visual media equipments.
- Academic monitoring
- School Resource Group (SRG)

Subject Approach

Now a days tourism plays a vital role in the economic development. Hotel Industry is the supporting system for tourism promotion and as such the study of hotel management has greater importance from the point of view of employment potentiality. Front office management is an integral part of Hotel management. In addition to hotel industry, Front office plays a vital role in other industries also. This course is designed to impart knowledge about different sections of front office management.

Hotel and its development, front office operations, co-ordinating departments of Front office, communication etc. are the areas covered under the syllabus.

Objectives of the curriculum

- ◆ *To develop an understanding of hotel industry.*
- ◆ *To understand the classification of hotels.*
- ◆ *To develop an understanding of the functions of front office.*
- ◆ *To understand the job positions and responsibilities of front office staff.*
- ◆ *To understand different departments of hotel and their functions.*
- ◆ *To understand the employment potentiality.*
- ◆ *To understand computer basics and its uses in Hotel Industry*

Learning Strategies

Learning is a process that starts from the time of birth and continues till death. The various methods/strategies that are adopted for the desired behavioural changes as envisaged in the curriculum can be called learning strategies or learning activities. The modern approach to learning strategies relies on the basic concept that the student builds knowledge based on his/her experiences of activities such as projects, seminars, field visits, map based exercises, debates, etc. The learning strategy selected for each topic should suit the age group and the mental capacity of the learner.

Project

The project is a self-learning strategy which can exert great influence on the overall development of the learner. Project as a learning strategy is to be selected where a problem arises in any part of the curriculum. The students may be divided into groups and assigned different aspects of the problem. Each group works independently. Specific aspects of the problem such as data collection, classification, analysis, report preparation and presentation are to be undertaken by each of the members. Even though the work is divided among the members, it must be ensured that the execution of each and every activity is done with the active participation of all. After analysing the data collected from different sources, the learners arrive at conclusions that can help solve the problem. Thereby, the learner learns the topic through his/her own activity. The other advantage of this learning activity is that it helps the learner to scientifically handle any problematic situation. It helps in the development of scientific thinking and thereby builds up the student's aptitude for the subject.

- Example** : "Importance of Interdepartmental co-ordination of front office in hotel industry".
- Hypothesis** : Interdepartmental co-ordination of front office is necessary.
- Methodology** : Group discussion in the class room.
- Tools** : Reading/Reference material
- Analysis** : Front office plays a vital role in co-ordinating with other department which is essential for hotel industry.

Conclusion : Interdepartmental co-ordination of front office is an indispensable function.

Seminar

Reporting is an integral part of scientific learning. Seminar is a learning strategy for socially significant and relevant contemporary topics related to the curriculum. Here information collected on the particular topic is interpreted and presented before others. It provides opportunities for secondary data collection and helps the learners in developing communication skills. It also helps in personality development and in generating an aptitude for the subject.

Example : Role of computer in modern hotel business.

The learner collects information regarding the importance of computer, and its importance in hotel industry. General information could be obtained from reference materials and observation. Information could be collected on the change in efficiency due to computerisation.

Assignments

Assignments are learning strategies undertaken as a continuation of classroom activities to realise the curriculum objectives. They should be completed in a time-bound manner. They help to lead the learner to higher levels of learning.

Assignments can be for constructing models, drawings, or for writing notes on various topics.

Preliminary discussion and planning should be done in the classroom. Clear instructions on the sources of information should be given in the class.

The teachers may provide such sources if necessary.

The teacher should give necessary directions to the students for preparing the assignments.

Examples

1. Origin, growth and development of hotel industries
2. Modern techniques of reservation system.
3. Duties of receptionist during day and night.

Collection

Collection is continuous learning activity which ensures students participation and involvement as a whole. In commerce, collection can be of pictures, brochures, advertisements, ideas, documents etc. Collection of materials provides direct experience to learners. An exhibition can be conducted to display the collected materials which strengthens various concepts among the learners.

The collections can be of pictures, photographs, leaflets, brochures, forms etc. The collections could be kept in an album.

The learner can collect samples of reservation forms of different hotels and also can fill them up to be more familiarised.

Field visit

Field trip provides direct and contrived experience to the learners. It is based on the principle that 'Seeing is better than hearing' It gives an opportunity for students to observe the real life situation of the topic. It also enables the students to retain the learning longer and to make the topic more interesting. For instance, visiting industrial unit, Eg. for MILMA would enable students to know different production processes, functional divisions, levels of management, product diversification, marketing strategies, accounting process, packaging etc.

Both field trip and study tours give an opportunity for the students to understand the real life situation. However, there is slight difference between these two. Field trip is a short visit to a local area with a specific purpose. On the other hand, study tour is a trip with more than one object. It requires extensive planning and preparations.

Field visit to understand the facilities of hotels, identify the different types of rooms, plans adopted, organisational structure of front office, working procedures etc.

Role play

In role-play the students have to project themselves into simulated interpersonal situations and act out the part of the persons and situations assigned to them. It is a very useful strategy to develop interpersonal skills and strengthen learning in identified areas.

Example : Playing role of front office staff and clients.

Discussion

Discussion is a strategy in which students learn by sharing experiences and opinions with one another. The teacher has to carefully plans the lesson to reach desired learning outcome and guide the discussion through questioning and summarizing

The group interacts in response to questions. The flow of communication can be smoothened among all the learners.

Discussion conducted in the class room.

In addition to the above mentioned learning strategies, there are many other learning strategies which can be used in appropriate situations to enrich learning process, such as interview, problem solving etc.

CURRICULUM OBJECTIVES

- ◆ To understand the concept of hotel and its development as an industry through various media such as books, journals, C.Ds etc. and present them through assignments, discussions, collections, etc.
- ◆ To understand the classification of hotels and its users on the basis of their nationality, purpose etc. through group discussions, field visit and present them in reports, discussion diary, assignments etc.
- ◆ To create an ability to identify the types of hotels based on location, number of rooms, types of plan, types of clients, length of stay and star rating, through reference materials, CD ROMs, internet, media etc. and present them through discussions and charts.
- ◆ To identify various facilities provided in hotels through field visit, internet, media and present them in charts, posters or reports.
- ◆ To understand the different functions of Front Office and emphasising on the reservation section, system and procedures of Front Office through collections, field visit and its application in the class room through role play and presentation of the same through project reports, album, charts and assignment.
- ◆ To create an awareness of registration functions, its importance and procedures through collection, reference materials and present them in the form of report, collection dairy, album, assignments etc.
- ◆ To understand the various functions of information section of the Front Office through reference materials, collection and present them in the form of charts and reports and discussion diary.
- ◆ To understand the duties to be performed by a receptionist and other front office staff during day and night shifts through reference materials, field visit, role play and present them in report.
- ◆ To acquire knowledge about the qualities required for front office staff through lecture method and discussion and present them through report.

SYLLABUS

Unit 1 - Introduction to Hotel Industry (10 hrs)

- ◆ Hotel industry : Meaning and definition of hotel and hotel industry - Users of Hotel industry : Domestic users and foreign users.

Unit 2 - Types of Hotel (20 hrs)

- ◆ Types of hotes based on : Location, number of rooms, types of plan, types of clientele/ guests, length of guest stay and star rating.

Unit 3 - Facilities Provided in Hotels (20 hrs)

- ◆ Facilities provided in hotels: Room, Restaurants, Bar, Shopping Complex, Health club, Beauty Parlour, Swimming pool, travel agency, coffee shop, Banquet hall, House doctor, sports facilities, car parking, pastry shop, laundry, recreational facilities, telephones, room services, foreign exchange counter, postal services, tour packages etc.

Unit 4 - Front Office - Reservation (25 hrs)

- ◆ Front Office: Meaning - Reservation - Reservation forms - Features of reservation forms - Conventional Booking diary - Whiten's advance booking rack - Room availability record - Bedroom book - conventional chart or advance letting chart - Density chart - Stop-go-chart or Status board - Computerised reservation - Cancellation and amendment of registration - instant reservation system - Centralised reservation system - Over booking system - meaning of concepts like sale of rooms, sale, sold, room tariff, revenue day - Departments that front office co-ordinates- Lobby - Arrival - Departure - Scanty baggage - Paging - House occupany statistics - Special arrangement for groups and VIPs - Room service, Engineering - Stores - Sales - Accounts.

Unit 5 - Front Office - Registration (15 hrs)

- ◆ Registration: Meaning - Types of registration process : manual, semi automatic, automatic - Types of registration record : Book bound, Register, Registration card - Registration process - Self check in dealing with groups - Arrival notification slip - Arrival and Departure register - Guest folio - Group booking form - Types of Rooms : Single, Double, Studio, Twin, Triplet, Suite, Dupleix - suite, Cabana.

Unit 6 - Front Office - Information (15 hrs)

- ◆ Information Meaning and Functions - Alphabetical Index Rack - Receive messages - Control Room Keys - Handling mail - House mail and guest mail - paging - provide information.

Unit 7 - Reception (15 hrs)

- ◆ Reception: Meaning of reception and receptionist, beginning the day at reception, night duty in the front office, qualities of good receptionist, rules to be observed by front office staff, job description of different staff, work to be performed by Front office cashier and front office assistants.

Unit 8 - Computer in Front Office (20 hrs)

- ◆ Use of computer in front office : Role of computers in Hotel Industry, Types of computer - Basic system software - Input - Output hardware - software - DOS - Windows - MS Office (Basic awareness) : Word, Excel, Power Point - Internet (Theory).

PLANNING

The transaction of curriculum in Vocational Higher Secondary classes has to be made through different, but relevant activities. The teacher should plan those activities which are suitable for the learners to develop the different concepts, skills and elements of multiple intelligence in them. Such activities can be made within or outside the class room. For the effective, timely and systematic transaction of the curriculum the activities have to be planned well in advance. This will help the teacher to guide the learners to prepare for the activities and to evaluate the process at different stages.

It is necessary that the teacher should prepare an annual plan, unit plan and daily plan for the effective transaction of the curriculum.

Annual Plan

An annual plan has to be prepared in order to foresee picture of the whole activities to be conducted in the class in an academic year. The annual plan is to be prepared by the teacher after examining the curriculum objectives, text book, source book and other learning materials. While preparing annual plan the teacher may consider the facilities available in the school, the possibilities of field visits, interviews, seminars, projects, collections, discussions, lab work etc. which form part of the activities of the lessons. Activities are to be arranged by utilising the local resources available. For systematic and effective transaction of the curriculum, the annual plan is an important instrument. With the help of the annual plan, the teacher can transact the curriculum systematically within the stipulated time.

ANNUAL PLAN

TERM	MONTH	CHAPTER	NAME OF CHAPTER	HOURS	TOTAL
I	June	I	Hotel industry : Introduction, meaning, definition, hotel industry, developments	5	30
	July	I	Users of Hotel Industry - Domestic and Foreign	5	
		II	Types of hotels, classification	10	
	August	II	Types of hotels (contd.)	10	
II	Sept.	III	Facilities of hotels	15	60
	Oct.	III	Faculties (contd.)	5	
		IV	Front office : Reservation	15	
	Nov.	IV	Front office : Reservation (contd.)	10	
		V	Front office : Registration	10	
	Dece.	V	Front office : Registration (contd.)	5	
III	Jan.	VI	Front office : Information	15	50
		VII	Reception : Meaning of reception & receptionist	5	
	Feb.	VII	Reception (Cotd.)	10	
		VIII	Computer in hotel Industries	10	
	Mar.	VIII	Computer (contd.)	10	

UNIT PLAN

In order to convey the curriculum objectives to the students, the teacher should make adequate and prior preparation in making classroom transaction effective. In the planning process, unit plan occupies an importance place.

In the unit plan the steady growth of the annual plan is reflected. Curriculum objectives, teaching strategies, learning aids, expected outcome, evaluation possibilities etc, are to be decided in advance for unit planning. Unit plan for each unit is provided in the concerned unit. This can be used for reference.

DAILY PLAN

Daily plan is the programme for achieving the curriculum objectives targeted for a day. Teachers have to plan elaborately and systematically before organising a class. The success of a class depends on the daily plan. The following points should be kept in mind while framing the daily plan.

- Learning activities should be formulated in such a way as to for develop the various skills of the learner.
- It should be in accordance with the availability of time, needs of the learner, learning atmosphere etc. (*if needed the teacher should club one or more periods*)
- Active participation of all the learners should be ensured.
- Learning activities should be challenging, interesting and thought provoking.
- Evaluation part of the daily plan can be completed only after the class.
- Future planning should be based on this feed back.
- The teacher can make use of this part for continuous evaluation.

Daily plan provided here is a sample one. The teachers should prepare daily plans which suits to their classes by considering this sample daily plan as reference.

Daily Plan

Class : XI
Subject : Reception Book keeping and Communication
Unit : Hotel Industry
C.O. : To understand the concept of hotel and its development as an industry through various media such as books, journals, C.Ds etc. and present them through assignments and report.

Process/Activities	Evaluation
<p>The teacher introduces the topic 'Hotel' gives a brief description about it, asks to gather more information by leading to a discussion and issues materials.</p> <p>Discussion Points</p> <p>The teacher initiates the discussion and directs for gathering information regarding.</p> <ul style="list-style-type: none">• Origin of hotel• Ancient forms• Modern set up• Growth• Development	<p>Majority of the students actively participated in the discussion. The concept of hotel in their view was entirely different than that of a star hotel. They had an idea of local hotel and most of them think in such a way. They had an interest to know more about the subject. They raised different types of questions themselves.</p> <p>To familiarise with hotels they were directed to go through the issued material in detail.</p> <p>More knowledge could be acquired through field visit.</p>

EVALUATION

The needs of the society determine the nature of education. Our educational system is undergoing rapid changes. As a part of this, new methods and techniques are brought into practice in the transaction of the curriculum. The system gives more stress to the learner-centered pedagogy. Evaluation has a significant role in making the learning process more effective by helping the teachers, students and parents simultaneously.

Evaluation is a systematic process of collecting, analysing and interpreting evidences of students' progress and achievement both in cognitive and non cognitive areas of learning for the purpose of taking a variety of decisions.

As the curriculum is based on a particular vocation, capacity building in the selected vocation is the most important part and it should be evaluated accordingly. The technical skills, interest and devotion in the particular field, communication skills, analysis, organising and presentation skills etc. have to be evaluated. Along with this the personal and social qualities also have to be evaluated.

Evaluation is a continuous process

Learning is a continuous process and evaluation should be an integral part of this process. Students acquire various skills through a variety of learning experiences organised by the teachers. Continuous evaluation ensures an all round development of the students and helps the teacher for diagnosis and to suggest remedial measures.

Evaluation is Comprehensive

To make the evaluation comprehensive, scholastic, co- scholastic, technical skills, capacity building and personal qualities of the students are to be evaluated. Through

comprehensive evaluation the assessments of the achievements of all the domains of the learner can be made possible.

Evaluation of the Scholastic Area

The evaluation procedure in the vocational subjects include 5 components.

1. Terminal Evaluation (TE) 80 score
2. Continuous Evaluation (CE) 20 score
3. Practical Evaluation (PE) 150 Score
4. Internship Evaluation (IE) 50 Score

1. Terminal Evaluation (T.E)

Terminal Evaluation should be in written form. The intention of the test must not be confined to memory test alone. It is an important tool for evaluating the facts, concepts, ideas gained by the learner. While preparing questions for the terminal evaluation, more emphasis should be given to the level of application, analysis, synthesis and evaluation than knowledge and understanding. The question should be framed in such a way that the students are able to apply their various mental processes such as .

- Retrieves/recollects/retells information
- Readily makes connections to new information based on past experiences and formulates initial ideas/concepts.
- Detects similarities and differences.
- Classifies/categorises/organises information appropriately.
- Translates/transfers knowledge or understanding and applies them in a new situations.
- Establishes cause-effect relationships.
- Makes connection/relates prior knowledge to new information/applies reasoning and draw inferences.
- Communicates knowledge/understanding through different media.
- Imagines/fantasises/designs /predicts based on received information.

- Judges/appraises/evaluates the merits or demerits of an idea/develops own solutions to a problem.

2. Continuous Evaluation(C.E)

Traditionally, we were following only single evaluation tool which measures the intellectual capacity of the learner. To eliminate this limitation evaluation should be done on the multi- dimensional competencies of the learner. In order to fullfill this objective the following items are selected are the tools of continuous evaluation

1. Seminar
2. Assignment
3. Class Test
4. Project

For recording the continuous evaluation, class test (CT) is made compulsory along with any two of the above said tools. CT can be a written test, oral test (viva), practical test.

How to Evaluate ?

1. Seminar

Sl. No	Stages	Points to be noted in stages	Score
1	Planning and Organising	Topic, how to collect data, aids for presentation	4/3/2/1
2	Data Collection	Literature review, relevance, Sources	4/3/2/1
3	Content	structure, content depth	4/3/2/1
4	Preparation of paper	Arrangement of ideas, clarity , analysis, interpretation and evaluation	4/3/2/1
5	Presentation of paper	Communication, participation and discussion, reporting seminar report	4/3/2/1

2. Assignment

Sl. No	Stages	Points to be noted in stages	Score
1	Understanding about the content	Knowledge about the content	4/3/2/1
2	Comprehensiveness of the content	Content coverage	4/3/2/1
3	Ability to present	Structure, clarity language, creativity	4/3/2/1
4	Conclusion	Observation and findings	4/3/2/1
5	Timelines	Time bound completion	4/3/2/1

3. Class Test

Unit test must be conducted after the completion of each unit for diagnostic purposes and its average should be recorded as class test in the evaluation report of the learner.

4. Project

Sl. No	Stages	Points to be noted in stages	Score
1	Planning	Relevance of the study, identification of problem, selection of appropriate tools for data collection and analysis	4/3/2/1
2	Data Collection	Adequacy, relevance and reliability of the data (literature review, field visit, Interview, observation and discussion)	4/3/2/1
3	Analysis and interpretation	Systematic arrangement of the data, analysis of the collected data and interpret, conclusions.	4/3/2/1
4	Presentation of report	Presentation of the report in logical and sequential order, authenticity of report, correlation with project diary	4/3/2/1
5	Timeliness	Time bound completion	4/3/2/1

3. Practical Evaluation

A student of commerce based vocational courses has to undergo practical work on typewriting and computer application. Therefore practical evaluation is important for learning effectiveness. Indicators of PE varies according to the nature of the course.

Distribution of Scores of PE

Maximum Score fixed for PE is 150

Typewriting English Paper I	20 Score
Typewriting English Paper II	30 Score
Computer Word processing	50 Score
Viva Voce/practical	50 Score
Total	150 Score

1. Typewriting English - I Paper (Speed)140 hrs

Maximum Score : 20

Time : 10 mts

To type write an ordinary printed passage containing 300 words, i.e., 1500 strokes (i.e. five strokes are treated as a word) with minimum capital letters in double line spacing with ten degree margin on left and five degrees margin on the right side. Special attention should be paid to accuracy and neatness of execution.

Note: Five strokes will be counted as a word. Each depression of a key or the space bar will be counted as a stroke. Two strokes are counted after a full stop (full stop is a dot put at the end of a sentence), Interrogation sign, an exclamation mark and colon. One stroke after and one before a bracket, quotation and hyphen and one stroke after a coma and semi-colon. The candidate who scored below 'C' grade needs improvement.

2. Typewriting English - II Paper 140 hrs.

Time : 1.30 Hours

Maximum Score : 30

This paper will contain four questions. It is intended to serve as a test of the candidates knowledge of spelling, punctuation, printer's correction and common abbreviation and the ability to present in proper form the fair copies for signature. This consists of

- a) Statement 25%

- | | |
|---|-----|
| b) Official letters, Private letters, professional letters with carbon copies | 25% |
| c) Simple Government letters | 30% |
| d) Display - Advertisement, tender notice, notice | 20% |

3 Computer Word Processing

Maximum Score 50

Content Outline

Fundamentals of Computer

- Application and usage of computers
- Classification of computers
- Functional blocks of a Computer
- Input Unit Output Unit - Memory Unit
- Block Diagram
- Hardware / Software
- Memory Devices
- High / Low Level Language
- Operating Systems

MS - Window

- Fundamentals of window - 95/98
- Components of Window
- Application and usage of a Window
- Desktop - Taskbar - Recycle Bin

Word Processing

- Basic feature and advantages over typewriting

MS - WORD 97/2000

Getting started with Word

- Starting Word
- Learning the word window
- Exiting Word

Creating a Document

Saving a Document

- Saving the Document
- Closing the created Document

Working on a New Document

- Creating a new document
- Opening an existing document

Editing the created Document

- Navigating in Word document
- Selecting text
- Inserting and deleting text
- Moving and copying text

Formatting Text

- Formatting with Toolbar
- Formatting with the menus and dialog boxes
- Setting tabs and indentations
- Formatting using shrink to fit features using clipart, auto shapes etc.
- Documenting points with footnotes.

Working with several documents

- Opening several documents simultaneously
- Switching between documents
- Displaying multiple documents simultaneously

Managing Word Environment

- Using views
- Switching to outline view
- Creating and editing outline text
- Showing and hiding outline text
- Zooming Documents
- Displaying hidden codes
- Splitting the document

Formatting long documents

- Using styles
- Using lists

Creating consistent look with templates

- Using Templates
- Modifying templates

Creating sections

- Headers and footers
- Dividing the document into sections
- Creating headers and footers

More on editing

- Finding and replacing a word in a document
- Checking and correcting spelling

Writing efficiency with the help of shortcut keys

Making selling painless

Spelling and Grammar, Auto correction features

Incorporating Tables

- Creating a word table
- Formatting the table
- Advanced table features

Printing the document

- Setting up the page for printing
- Previewing and printing documents

Using Mail Merge

- Conducting a simple mail merge
- Merging mail list with form letters
- Creating labels
- Edit a data source
- Merging from other data base

MS Excel

- Creating worksheet
- Inserting row and column
- Functions

MS Power point

- Tools for presentation

Indicators and Scores for PE

I. Type Writing English Paper I (20 score)

Mistakes are

Spelling mistakes, omission, overtyping, wrong spacing etc. Each mistake is treated as a stroke mistake.

Five stroke mistakes are treated as a full mistake.

Full Mistake	Score
0	100%
1	98%
2	96%
3	94%
4	92%
5	90%
6	86%
7	82%
8	78%
9	74%
10	70%
11	64%
12	58%
13	52%
14	46%
15	40%

(Mistake in strokes - 5 x full mistakes)

A student who secured below 'C' grade needs improvement

II. Type writing English Paper - II (30 Score)

Item	Evaluation points	%	Score
a Statement	Neat ness Proper alignment Systematic arrangement Punctuations	20	6
b Private Letters/ Official letters/ Professional Letters (With Carbon Copy)	Neatness Proper format Quality of carbon copy Contents	40	12
c Simple Government- letters	Neatness systematic arrangement Proper allignment Content Timeliness	20	6
d Display/ Advertisement/ Tender notice	Attractiveness/neatness Proper allignment Systematicarrangement Border designing/content Timeliness	20	6

A student who secured below 'C' grade needs improvement

III. Computer Word Processing (50 Score)

a Data entry:		20	10	
(The indicators for Typewriting English Paper -I Can be adopted here also)				
Item	Evaluation points	%	Score	
b Formating	Correct fond Allignment Line spacing Paragraph Columns	10	5	
c Table	Creation of table Addition or deletion of rows and coloumns Systematic arrangement of data Presentation Use of merge and split cells	10	5	
d Mail merge	Creation of base data Addition of field name Proper merging print preview	30	15	
e Creating work sheet	Creation Presentation Content Addition/deletion	10	5	
f Functions	Auto Sum Rounding Currency Symbols Sort Editing	10	5	
g Power Point	Creation Use of word art Use of clip art animation Slide show		10	5

A student who secured below 'C' grade needs improvement

IV. External Practical Cum Viva voce	(50 Score)	
A. Pracaticals:	60 %	30 Score
(a) Identification		10 Score
(Identification of parts of Typewriter and Computer)		
(b) Procedure writing		10 Score
[Write procedure for mail merge/preparation of statement/presentation in power point (Any one)]		
(c) Handling of equipments		5 Score
(Use of tools for cleaning and oiling type writing machine and handling of computer stationery)		
(d) Output		5 Score
B. Record		
	20%	10 Score
[Type written and computer print outs of practical works (Speed and Second Paper) and practicals relating to Vocational subjects]		
C. Viva - Voce		
	20%	10 Score
(Based on Vocational Subject)		

Being a vocational course, a system to judiciously evaluate the required value addition and consequent capacity building in the selected vocational subject is highly essential. As the other evaluation components like CE, PE and TE cannot assess the vocational competencies and professional skills acquired by the students, an internship evaluation (IE) component has been introduced to meet this requirement.

4. Internship Evaluation

Being a vocational course, a system to judiciously evaluate the required value addition and consequent capacity building in the selected vocational subject is highly essential. As the other evaluation components like CE, PE and TE cannot assess the vocational competencies and

professional skills acquired by the students, an internship evaluation (IE) component has been introduced to meet this requirement.

Internship evaluation should be done based on the following components.

I. Regularity and punctuality

A regular presence and habit of time bound completion of task is a must for attaining maximum efficiency.

II. Value addition

Value addition can be evaluated through conducting field visits/survey. The experiences gained through field visit and survey increases the level of intrinsic motivation and positive attitude towards the vocational field and there by increase his value as a skilled semi- professional.

III.Capacity building

Capacity building can be evaluated through conducting the following activities.

1. OJT/Simulated experiment
2. Performance- Camp/ Exhibition/ Clinic.
3. Performance- Production/Service cum Training centre.

These components helps the students to practice the acquired skills in the real situation and there by increasing self confidence and promoting self reliance.

Rating scale

		1	2	3	4	5
1	Regularity	Never regular	Often regular	Usually regular	Most of the time regular	Always regular
2	Punctuality	Never Punctual	Often Punctual	Usually Punctual	Most of the time Punctual	Always Punctual

I. Regularity and Punctuality can be evaluated by 5 point scale.

While evaluating the regularity and punctuality the attendance of the students and the time bound completion of the tasks have to be considered.

The above table indicates the points that could be scored by each student. The score obtained by each students has to be converted out of 10.

The aim of value addition is to measure the interest, devotion Group managment, perseverance of the learner in specific areas Value addition can be evaluated from field visit, survey and simulated experiments.

Capacity building is aimed at measuring the skills of the learner from OJT/ production cum training centre/ research and development/graded area exposure.

The maximum score for IE is 50; the minimum score to be obtained for IE is fixed at 30% is, 15 score

A minimum of 80% attendance is required for promotion to the second year. Those who have shortage of attendance should repeat first year. Those who have 80% and above attendance but failed to achieve 30% of internship evaluation (IE) will be promoted to the second year. He has to improve the component in which he performed poor. He has to attain the minimum by improving the particular component to get eligible for appearing second year public examination.

IE Item	Evaluation Indicators	Weightage	Score
1. Regularity and Punctuality			10
2. Value addition	<p>Field Visit</p> <p>1. Attitude and readiness towards the task. 4/3/2/1</p> <p>2. Capacity for observation. 4/3/2/1</p> <p>3. Data collection. 4/3/2/1</p> <p>4. Application of ideas. 4/3/2/1</p> <p>5. Documentation/ recording. 4/3/2/1</p> <p style="text-align: center;">OR</p> <p>Survey</p> <p>1. Planning. 4/3/2/1</p> <p>2. Data collection. 4/3/2/1</p> <p>3. Consolidation of data and analysis. 4/3/2/1</p> <p>4. Drawing inference. 4/3/2/1</p> <p>5. Reporting. 4/3/2/1</p>		20
3. Capacity building	<p>OJT/ Simulated Experiment/ Practical skill</p> <p>1. Involvement/ Participation. 4/3/2/1</p> <p>2. Skills in doing work/ Communication skill. 4/3/2/1</p> <p>3. Time bound action. 4/3/2/1</p> <p>4. Capacity for observation, analysis and innovation. 4/3/2/1</p> <p>5. Documentation, Recording and display. 4/3/2/1</p> <p style="text-align: center;">OR</p> <p>Performance in camp/ Exhibition/ clinic</p> <p>1. Ability for planning and organising. 4/3/2/1</p> <p>2. Mastery of subject. 4/3/2/1</p> <p>3. Ability for communication. 4/3/2/1</p>		20

IE Item	Evaluation Indicators	Weightage	Score
	4. Innovation.	4/3/2/1	
	5. Involvement/Social commitment.	4/3/2/1	
	OR		
	Performace in production/ service cum training centre (PSCTC)		
	1. Mastery of vocational skills.	4/3/2/1	
	2. Managerial capacity.	4/3/2/1	
	3. Promoting self confidence.	4/3/2/1	
	4. Innovative approach.	4/3/2/1	
	5. Promoting self - reliance.	4/3/2/1	

Vocational Competency Items for Internship Evaluation

Items	Score
Regularity & Punctuality	10
Field visit/survey(any one)	20
OJT/simulated experiment/ Practical Skill/ Performance- Camp/exhibition/Clinic Performance- PSCTC (any one)	20
Total	50

Capacity building is aimed at measuring the skills of the learner from OJT/ production cum training centre/ research and development/graded area exposure.

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Grading

Continuous Evaluation is essential for activity based learning process. But the skills achieved by the students cannot be completely measured in terms of marking system. Marking system proved unscientific in evaluating the growth and development of individual students both in cognitive and non- cognitive areas. Classification of students in terms of marks were both unjust and indefensive. It also creates mental stress and strain among the students. To overcome this limitation, a popular mode of evaluating students' performance known as grading system has been evolved. It is quite extensively used all over the world. At the Vocational Higher Secondary stage, it is desirable to use a 9 point scale absolute grading to co- ordinate and record the evaluation. After giving the score, they are changed into percentages and appropriate letter grades are awarded corresponding to each percentage. This system is termed as absolute grading.

The Score percentage and corresponding letter grade is given below:

Score in percentage	Grade
90 – 100	A +
80 - 89	A
70 – 79	B +
60 – 69	B
50 – 59	C+
40 – 49	C
30 – 39	D+
20 – 29	D
Below 20	E

How to record Evaluation Results?

We have already discussed about the evaluation tools and their indicators. Using the indicators we have to record the scores on a prescribed format.

In the consolidated statement of total score, the scores obtained by each student for CE and TE should be added and this has to be converted into percentage and corresponding letter grade has to be given for the student. Before consolodating the total scores a consolidated statement showing the total scores of the CE items has to be prepared. There are 3 items to be evaluated and each items has a total score of 20 and score obtained for 60 can be converted into 20. This has to be recorded in the consolodated statement of CE. An example for reference is given below. Followed by this separte consolodated statements showing CE+ TE, PE and IE are to be prepared.

I Consolidated Statement of C.E

Stream: Commerce

Class - I year

Subject: RBKC

Sl. No1	Name	Assignment	Project	Class Test 80	Total Score to 20	Score reduced Score obtained $\times \frac{20}{80}$
		20	20	20		
1.	Muraleedharan	15	10	11	36	12
2.	Shajee	10	13	14	39	13
3.	Saji Kumar	14	14	14	42	14

II Consolidated Statement of TE and CE

Stream: Commerce

Class - I year

Subject: RBKC

Sl. No1	Name	T.E	C.E	Total Score 100	Grade
		80	20		
1.	Muraleedharan	50	12	62	B
2.	Shajee	60	13	73	B+
3.	Saji Kumar	70	14	84	A

Consolidates statement of TE, CE and PE

III Consolidated statement of PE

Stream: Commerce

Class - I year

Subject: RBKC

Sl.No	Name	Type Writing Paper I	Type Writing Paper-II	Computer Word pro	External Practical	Total	Grade
		20	30	50	50	150	
1	Muraleedharan	15	20	25	30	90	B
2	Shaji	15	25	30	35	105	B+
3	Saji Kumar	10	20	30	30	90	B

IV

Consolidated Statement of I E

Stream : Commerce

Class - I year

Subject: RBKC

Sl.No	Name	Regularity & Punctuality 10	Field visit/ Survey 20	OJT/ Practical skill 20	Total Score 50	Grade
1.	Muraleedharan	5	12	10	27	C+
2.	Shajee	6	15	16	37	B+
3.	Saji Kumar	8	14	14	36	B+

Section II

HOTEL INDUSTRY

UNIT - 1 UNIT ANALYSIS

Sl. No.	Curriculum Objectives	Strategy	Learning Material	Skill	Expected Product	Evaluation	Time
1	To understand the concept of hotel and its development as an industry through media books, journals, C.D. etc.	Discussion Collection	Books Journals CD Media	Awareness Understanding Observation	Report	Content presentation	4 hrs
2	To understand the classification of hotels and its users through group discussions, field visit.	Discussion Field visit Assignment	Books Journals CD Media Leaflets	Analysis Identification Observation	Report Discussion diary Assignment	Planning Participation Observation Content Group work Presentation	6 hrs

1

HOTEL INDUSTRY

Introduction

In the modern era, travelling is an inevitable part of our life. During travel man is in need of food and accommodation. As a result, the hotel business came into existence. Due to the competency, the hotels concentrated on hospitality, comfort and hygiene. This leads to a saying that hotel is a “home away from home”.

In this chapter, a detailed discussion on hotel and development can be made.

Curriculum Objectives

- ◆ To understand the concept of hotel and its development as an industry through various media such as books, journals, C.Ds, etc. and present them through assignments, discussions, collections etc.
- ◆ To understand the classification of hotels and its users on the basis of their nationality, purpose etc. through group discussions, field visit and present them in reports, discussion diary, assignments etc.

Syllabus

Hotel industry : Meaning and definition of hotel and hotel industry - Users of Hotel industry : Domestic users and foreign users.

Through the chapter (10 hours)

For the convenience the chapter can be split into five heads.

1. Hotel
2. Development of Hotel

3. Hotel industry
4. Users - Domestic and foreign
5. Travel agents

Hotel

Strategy : Discussion

A general discussion can be initiated to develop an understanding of hotel business.

Lead points

- ◆ Travelling
- ◆ Need of food and accommodation
- ◆ Services provided in hotels
- ◆ Payments

The teacher concludes the discussion by providing additional necessary information. The learner gets an awareness on the concept of hotel.

Development of Hotel

Strategy : Discussion

Discussion can be initiated on the origin of hotel and its development from ancient times to modern by recalling the points of discussion concerning general understanding of hotel.

Lead points

- ◆ History of hotel
- ◆ Growth of hotel industry
- ◆ Development and growth of hotel industry in India.

Conclusion of discussion is made by the teacher. The learner gets an idea about the origin and development of hotel business.

Hotel Industry

Strategy: Discussion

A discussion can be initiated for an understanding of hotel as a industry by collecting previous knowledge through queries.

- ◆ What is an industry?
- ◆ What are the features of an industry?
- ◆ How is it related to hotel industry?
- ◆ What are the products of hotel industry?

Teacher concludes the discussion. The students familiarise themselves with the working of the hotel as an industry.

The teacher asks to make an assignment on the origin, growth and development of Hotel industry in India.

Users of Hotel

A discussion can be initiated to identify the users of hotel by asking questions.

- ◆ Who are the users of hotels?
- ◆ How will you identify the users?
- ◆ Who is a domestic user?
- ◆ Who is a foreign user?

Conclusion of discussion is made by teacher. The learner gets an awareness that the hotel meets the needs of both domestic and foreign users.

Travel agents

A general discussion can be initiated to understand the working of travel agency business as they are the connecting link between the hotel and its users.

Lead points

- ◆ Travel agents

- ◆ Need and importance of travel agents
- ◆ Travel agency business
- ◆ Commission to travel agents

Conclusion of discussion is made by the teacher by providing additional information.

Through the above discussion the learner identifies the importance of hotel, development of hotel, hotel as an industry, its users and purpose of travel agents.

Expected outcome

- ◆ Discussion diary
- ◆ Notes on hotel, origin and development, users, and purpose and role of travel agents.

Evaluation

- ◆ Discussion notes
- ◆ Class test

TYPES OF HOTEL

UNIT - 2 UNIT ANALYSIS

Sl. No.	Curriculum Objectives	Strategy	Learning Material	Skill	Expected Product	Evaluation	Time
1	To create an ability to identify the types of hotels based on different elements through field visit, internet, media.	Discussion Preparation of Chart	Reference book CD Internet Media	Awareness Understanding Observation Distinguishing	Chart Report Discussion Diary	Planning Participation Content presentation	20 hrs

2

TYPES OF HOTEL

Introduction

Since the hotel industry comprises numerous hotels, and they provide various services, facilities and goods, they lack a single identity. Although the basic concept of hospitality, food and accommodation are same, hotels may have different characteristics and assets. Each hotel would like to earn more income from its available resources and gain recognition through developing its share in a particular market . Thus placing a hotel into a particular group becomes necessary.

Curriculum objective

To create an ability to identify the types of hotels based on location, number of rooms, types of plan, types of clientele, length of guest stay and star rating through reference material, CD Roms, internet, media etc and present them in chart.

Syllabus

Types of hotes based on : Location, number of rooms, types of plan, types of clientele/ guests, length of guest stay and star rating.

Through the chapter: (10 Hrs)

Strategy: Discussion, Chart

For convenience this unit can be divided into following sub units.

1. Location
2. Number of rooms

3. Types of Plan
4. Types of clientele/guest
5. Length of guest stay
6. Star rating.

LOCATION

A general discussion on locational classification can be made by asking queries such as:

- ◆ What do you mean by location?
- ◆ Where do you find hotels?
- ◆ What are there peculiarities?

The discussion can be based on the following points:

- ◆ Down town hotel
- ◆ Suburban hotel
- ◆ Resort hotel
- ◆ Air port hotel
- ◆ Motel
- ◆ Inns
- ◆ Boatels
- ◆ Floatels
- ◆ Rotels

The teacher consolidates the discussion by providing additional information. Through this the learner gets awareness about different type of hotels based on its location.

Number of rooms:

The discussion can be initiated based on the capacity of a hotel in terms of number of rooms. The topic can be discussed in detail on the following points.

- ◆ Small size
- ◆ Medium size
- ◆ Large size
- ◆ Very large size

The teacher consolidates the discussion by giving additional information.

Types of plan

The discussion can be initiated based on the hotel plan and classification of hotels according to these plans.

Lead points

- ◆ Hotel plans
- ◆ Types of plans
- ◆ Classification of Hotels on these plans
- ◆

A consolidation may be done for ensuring that all the relevant points mentioned above are included.

Types of clientele/Guests

A discussion can be carried out by giving an outline of various types of guests; after a query with following points.

- ◆ Who are the general users of hotel?
- ◆ Is there any difference in the use of hotel by an individual and a family?
- ◆ Whether a group can use the facility of a Hotel?

By providing more information, if necessary, the discussion can be consolidated.

Length of Guest Stay

The discussion can be facilitated by asking questions.

- ◆ Have you stayed in a hotel?
- ◆ How long did you stay?
- ◆ Do you know any hotel where you can stay for a long period?
- ◆

The teacher consolidates the discussion by giving more information regarding Transient hotel, Residential hotels and semi residential hotels.

Star-rating

A general discussion can be initiated for categorisation of hotels on star rating. This is the most commonly used method for classification depending on the facilities provided by hotels.

- ◆ Star rating
- ◆ Facilities provided in hotels.

The discussion can be summarised by giving additional information and asking them to draw a chart showing different classification of hotels.

Expected out come

- ◆ Discussion diary
- ◆ Notes on various classification of hotels
- ◆ Chart

Continuous Evaluation

- ◆ Chart
- ◆ Notes

FACILITIES PROVIDED IN HOTELS

UNIT - 3 UNIT ANALYSIS

Sl. No.	Curriculum Objectives	Strategy	Learning Material	Skill	Expected Product	Evaluation	Time
1	To identify the various facilities provided in hotels through field visit, collections etc.	Field visit Discussion	Books CD Journal Internet	Understanding	Report Chart	Planning Participation Collection Presentation	20 hrs

3

FACILITIES PROVIDED IN THE HOTEL

Introduction

The hotel business provides unique and different services to its customers. It provides both goods and services. The present day concept of hotel is not just a place to provide food and accommodation but that which offers its guests every possible facilities. The hotel acts as a city within a city. Factors like location, building, creation of atmosphere, service standards, attitude etc. can be adopted to suit customer satisfaction. A satisfied customer is one who is not only likely to come back but also expected to speak good about the hotel.

Curriculum Objectives

To identify various facilities provided in hotels through field visits, media and present them in charts.

Syllabus

Facilities provided in hotels: Room, Restaurants, Bar, Shopping Complex, health club, Beauty Parlour, Swimming pool, travel agency, coffee shop, Banquet hall, House doctor, sports facilities, car parking, pastry shop, laundry, recreational facilities, telephones, room services, foreign exchange counter, postal services, tour packages etc.

Through the chapter - (20 hours)

The chapter can be divided into three:

- 1 Basic facilities
- 2 Additional facilities
- 3 Services

Basic facilities

Strategy - Discussion

A discussion can be initiated through the following queries.

- ◆ Have you ever been to a star hotel?
- ◆ What facilities have you availed there?
- ◆ Are the facilities similar in all hotels?
- ◆ Have you found any similarity in services provided by different hotels?
- ◆

The discussion can be based on the following points.

Lead points

- ◆ Rooms
- ◆ Restaurants
- ◆ Bar
- ◆ Coffee Shop
- ◆ Conference hall
- ◆ Banquet hall
- ◆ Telephones

The teacher consolidates the discussion by providing additional information.

Additional facilities

Strategy - Discussion

The discussion can be based on the additional facilities of the hotel.

Lead points

- ◆ Swimming pool
- ◆ Beauty parlour

- ◆ Shopping arcade
- ◆ Sports facilities
- ◆ Recreational facilities
- ◆ Laundry

Teacher consolidates the discussion

Services

Strategy - Discussion

The discussion can be based on the services provided by the hotel, followed by queries such as

- ◆ Are you aware of any other services provided by hotels?
- ◆ Is there any additional payment for the services?
- ◆

The points of discussion are:

Foreign exchange

Room service

Baby sitter

House doctor

Postal service

Tour trips

Reservation of airline tickets

Instant reservation

The discussion is consolidated by giving additional information.

Through the above discussion the learner gets an idea about the facilities of hotel. For gathering more information field trip to any star hotel can be arranged.

Expected outcome

- ◆ Discussion diary
- ◆ Field report

Evaluation

- ◆ Discussion
- ◆ Field report

FRONT OFFICE : RESERVATION

UNIT - 4
UNIT ANALYSIS

Sl. No.	Curriculum Objectives	Strategy	Learning Material	Skill	Expected Product	Evaluation	Time
1	To understand the different functions of front office emphasising on the reservation section through collections, role play etc.	Role play Collections Discussions Project Assignment	Reference materials CD Journals Media	Understanding Collection Communication Hospitality	Reports Charts Album Project reports Assignment	Participation Collection Communication Content Presentation	25 hrs

4

FRONT OFFICE - RESERVATION

Introduction

Front office is the name given to the office which is situated in or near the front hall or lobby of the hotel. The front office in a hotel is the department responsible for the sale of hotel rooms. The front Office functions consist of large number of activities. This can mainly be grouped into Reservation, Registration and information. As a first part a general view on all these functions are to be provided. Thereafter each part should be discussed in detail. This chapter deals with the Reservation Section.

Curriculum Objective

To understand the different functions of front office emphasizing on the reservation section through collection, role play discussion etc.

Syllabus

Front Office: Meaning - Reservation - Reservation forms - Features of reservation forms - Conventional Booking diary - Whiten's advance booking rack - Room availability record - Bedroom book - conventional chart or advance letting chart - Density chart - Stop-go-chart or Status board - Computerised reservation - Cancellation and amendment of registration - instant reservation system - Centralised reservation system - Over booking system - meaning of concepts like sale of rooms, sale, sold, room tariff, revenue day - Departments that front office co-ordinates- Lobby - Arrival - Departure - Scanty baggage - Paging - House occupancy statistics - Special arrangement for groups and VIPs - Room service, Engineering - Stores - Sales - Account - Sources of reservation - Air lines, Tour Operators, Travel agents, Free individual traveller, Companies and commercial business, Embassies, Shipping companies.

Through the chapter: (25 Hrs)

For convenience the chapter can be split into three heads

1. Front office-meaning
2. Department co-ordinates with Front Office
3. Reservation

Front office:

Strategy: Discussion, Role play, Project

The teacher initiates the discussion based on the following points.

- ◆ Meaning of front office
- ◆ Functions of front office - Sales of room, tariff, revenue day etc.
- ◆ Importance of front office
- ◆ Sections of Front office.

After the discussion, the students are directed to perform a role play.

Planning the role play

Select 8 students and assign roles to them as (1) Receptionist (2) Reservation Clerk (3) Registration clerk (4) Information Assistant (5) Guest with confirmed reservation (6) Walk ins (7) Client seeking reservation (8) Guest relation executive. Teacher assigns and explains the role to each students and directs them to act their roles.

Departments co-ordinated with front office

Strategy: Discussion, Project

Teacher initiates the discussion based on the following points.

- ◆ Lobby
- ◆ House keeping
- ◆ Room service

- ◆ Accounts
- ◆ Telephone
- ◆ Engineering department
- ◆ Stores department
- ◆ Sales/marketing department
- ◆ Special arrangement for VIPs

Teacher concludes the discussion by providing more information.

After the completion of these two units, teacher can ask the students to prepare a Project Report based on the discussion points.

Reservation

Strategy: Discussion and Collection

The teacher initiates a discussion by asking queries

- ◆ What do you mean by reservation?
- ◆ Have you made any kind of reservation?
- ◆ What are the different ways of reservation?
- ◆

The teacher leads the discussion based on the following points

- ◆ Sources of reservation
- ◆ Group reservation
- ◆ Over booking
- ◆ Cancellation/amendments
- ◆ Over booking
- ◆ Occupancy statistics
- ◆ Reservation forms

- ◆ Different types of reservation charts
- ◆ Room availability records
- ◆ Modern techniques of reservation - instant reservation - centralised reservation system
- computerised reservation

The teacher familiarizes the students with different reservation forms and consolidates the discussion by giving additional information.

The teacher asks to collect reservation forms of different hotels and an assignment be given on modern techniques of reservation.

Expected out come

- ◆ Collection diary
- ◆ Report on role play
- ◆ Notes on reservation techniques.
- ◆ Project report

Evaluation

- ◆ Collection diary
- ◆ Reports
- ◆ Project report

FRONT OFFICE : REGISTRATION

UNIT - 5 UNIT ANALYSIS

Sl. No.	Curriculum Objectives	Strategy	Learning Material	Skill	Expected Product	Evaluation	Time
1	To create an awareness of registration function, its importance and procedure through collection, reference material.	Collections Observation Discussions Assignment	Reference materials Forms used in hotel	Communication Hospitality	Collection diary Album Discussion diary Assignment reports	Content Participation Observation Collection Presentation	15 hrs

5

FRONT OFFICE - REGISTRATION

Introduction

Registration of a guest is one of the most important processes of check-in-activity. It is a mandatory requirement that all guests over the age of 16 years - whether ordinary or VIP, Indian or foreigner, arriving in any hotel must give basic information about them and fill up the register, card in his/her own handwriting and sign it. This process of filling up and signing the register/card is called Registration. It provides first face-to-face contact of the guest with the hotel and establishes the front office as focal point for guest services.

Curriculum Objectives (20 hours)

To create an awareness of registration function, its importance and procedure through collection, reference material etc.

Syllabus

Registration: Meaning - Types of registration process : manual, semi automatic, automatic
- Types of registration record : Book bound, Register, Registration card - Registration process
- Self check in dealing with groups - Arrival notification slip - Arrival and Departure register - Guest folio - Group booking form - Types of Rooms : Single, Double, Studio, Twin, Triplet, Suite, Duplex - suite, Cabana.

Through the chapter (15 hrs)

The chapter can be divided into three sections.

1. Registration - Meaning, Importance and Process
2. Types of rooms
3. Guests records after registration.

Registration - Meaning, Importance and Process

Strategy : Discussion

The teacher initiates the discussion by asking questions like

- ◆ Have you made any registration?
- ◆ Have you registered in any employment exchange?
- ◆ What was the process of registration?

The teacher directs the discussion to the registration process in a hotel with the following lead points.

- ◆ Meaning and importance
- ◆ Process of registration - Manual automatic, Semi automatic
- ◆ Methods of registration

The teacher consolidates by providing additional information. An assignment on registration methods can be given.

Types of rooms

Strategy - Discussion

The teacher initiates the discussion by asking questions.

- ◆ Are you aware of the different types of rooms?
- ◆ Have you seen a suite room?
- ◆

The teacher leads the discussion based on the following points.

Lead points

- ◆ Normal rooms
- ◆ Inter connected rooms
- ◆ Quad
- ◆ Suite rooms
- ◆ Cabana
- ◆ Lanai rooms
- ◆ Parlor
- ◆ Efficiency
- ◆ Hospitality
- ◆ Hollywood living rooms
- ◆ Adjoining rooms

The teacher consolidates the discussion by giving additional information.

Guest records after registration

Strategy - Discussion

The teacher initiates the discussion based on the following points.

Lead points

- ◆ Departmental Notification forms
- ◆ Arrival/Departure register
- ◆ Guest folio
- ◆ Group booking form
- ◆ C form
- ◆

The teacher consolidates the discussion by giving additional information. The teacher can ask to collect photographs of different types of rooms.

Expected Outcome

- ◆ Collection diary
- ◆ Discussion diary
- ◆ Assignment

Evaluation

- ◆ Collection diary
- ◆ Discussion diary
- ◆ Assignment

FRONT OFFICE : INFORMATION

UNIT - 6
UNIT ANALYSIS

Sl. No.	Curriculum Objectives	Strategy	Learning Material	Skill	Expected Product	Evaluation	Time
1	To understand the various functions of information section of front office through reference material collections etc.	Collections Discussions	Reference materials Books Leaflets Directories	Communication Mail handling Key handling	Charts Reports Discussion diary	Collection Content Presentation	15 hrs

6

INFORMATION SECTION

Introduction

Front office is the first and last point of contact for every guest. Information is a section of front office which deals with all the queries of the guest. The information must be upto date and accurate. The information section must be aware of all the facilities, provided by the hotel to its guests. The information section must also equip itself with necessary source materials.

Curriculum Objectives

To understand the various functions of information section of front office through reference materials, collections etc.

Syllabus

Information section - Functions of information departments in hotels.

Through the chapter (15 hrs)

Suggested Activity - Discussion, Charts

The teachers initiates the discussion based on the functions of Information section. The following are the points.

Lead Points

- ◆ Alphabetical index rack
- ◆ Receive messages
- ◆ Handling of Keys
- ◆ Handling of mail

- ◆ Providing information
- ◆ Paging

The teacher provides additional information and concludes the discussion. Different charts also can be prepared.

Expected Outcome

- ◆ Discussion diary
- ◆ Charts
- ◆ Reports

Evaluation

- ◆ Discussion diary
- ◆ Charts
- ◆ Reports

RECEPTION

UNIT - 7 UNIT ANALYSIS

Sl. No.	Curriculum Objectives	Strategy	Learning Material	Skill	Expected Product	Evaluation	Time
1	To understand the duties to be performed by a receptionist and other front office staff during day and night shifts through reference material collection.	Role play Field visit Collection	Reference materials CD ROMs	Communication Managerial Decision making	Report	Planning Content Participation Observation Communication Collection Presentation	10 hrs
2	To acquire knowledge regarding the qualities required for the front office staff through lecture method.	Lecture method Discussion	Reference materials Books Internet	Communication	Report	Content Presentation	5 hrs

7

RECEPTION

Introduction

Reception plays the role of welcoming the guest, which is indeed an art. The way in which the guest is received into the hotel can create a good impression about the hotel as a whole. Since reception is a busy place in a hotels prompt attention to each guest is essential. Receptionist is the person in charge of “Reception section” of a hotel. The ability to deal with more than one guest or situation at a time is an essential quality for a good receptionist.

Receptionist has to handle the arrival and departure of guests during day and night. When a guest with a confirmed reservation reaches the hotel, the hotel must be fully organised to receive, assign and allocation of rooms to the guest. Guest departure is most critical movement for the hotel because at this stage hotel derives income through settlement of account.

Curriculum objective

To understand the duties to be performed by a receptionist and other front office staff during day and night shifts through reference materials.

To acquire knowledge regarding the qualities required for the Front office staff through discussion and lecture method.

Syllabus

Reception: Meaning of reception and receptionist, beginning the day at reception, night duty in the front office, work to be performed by Front office assistants.

Through the chapter: (20 Hrs)

For convenience the chapter is divided in to three sections.

1. Reception and Receptionist.
2. Duties and Qualities of Receptionist
3. Arrival and Departure procedure.

Reception and Receptionist

Strategy: Discussion

The teacher initiates the discussion through brain storming by asking the following queries.

- ◆ How do you receive a guest at Your home?
- ◆ Have you watched any welcoming functions?
- ◆ Have you watched any reception counter?
- ◆ Do you know who performs the duties in the reception counter?
- ◆

The discussion is continued, based on the following points:

- ◆ Reception
- ◆ Receptionist

Teacher consolidates the discussion by giving additional informations.

Duties and qualities of receptionist

Strategy: Discussion and Lecture method

- ◆ Duties and Responsibilities of a receptionist.
- ◆ Allocation of duties during day and night
- ◆ Qualities of a good Receptionist.
- ◆ Rules to observed by Front office staff.

Teacher concludes the discussion by providing additional information.

Arrival - Departure Procedure

Strategy: Discussion

The teacher initiates a discussion based on the following points

- ◆ Occupancy statistics
- ◆ Check - in procedure of guests
- ◆ Check - out procedure of guest.
- ◆

The teacher concludes the discussion by giving additional information and asks them to prepare an assignment on duties of receptionist at day & night.

Expected out come

- ◆ Discussion diary
- ◆ Assignment

Evaluation

- ◆ Discussion diary
- ◆ Assignment Report

USES OF COMPUTER IN FRONT OFFICE

UNIT - 8 UNIT ANALYSIS

Sl. No.	Curriculum Objectives	Strategy	Learning Material	Skill	Expected Product	Evaluation	Time
1	To understand the importance and working of computer in front office functions through role play/creating situations and presenting them in the form of charts and reports.	Role play Creating situations Seminar	Reference materials Computer	Computer awareness	Report Charts Drawings Seminar report	Content Participation Communication Presentation	20 hrs

8

USES OF COMPUTER IN FRONT OFFICE

Introduction

In the present day hotel industry, computer is necessary for providing efficient, fast and updated services to the guest. Hotel industry can implement computer with Electronic Data Processing. E.D.P. is a technological refinement which replaced the manual data processing in hotels. The application of computers to accommodation management is of great interest because it facilitates cost reduction, better management information, reduced training. Inter departmental communication and communication to guest becomes quick and efficient through computerisation. The guest accounting becomes accurate. The guest does not have to wait for the bill and its settlement. The status of the room can be verified at any movement and reports can be prepared.

Curriculum Objectives

To understand the importance and working of computer in front office functions through creating situation and presenting them in the form of charts and reports.

Syllabus

Use of computer in front office : Types of computer - Basic system software - Input - Output hardware - software - DOS - Windows - MS Office (Basic awareness) : Word, Excel, Power Point - Internet (Theory).

Through the chapter (20 hours)

Strategy : Discussion

The teacher initiates the discussion by asking questions.

- ◆ Have you ever seen computer in a Hotel?

- ◆ Have you ever seen computerised bills of a Hotel?
- ◆ What are the advantages of computers in Hotel?
- ◆ What will be the effect of computerisation in front office?
- ◆

The discussion may be led, based on the following points by recollecting the front office procedures.

- ◆ Reservation through computers
- ◆ Registration through computers
- ◆ Information through computers
- ◆ Inter departmental co-ordination through computers
- ◆ Accounting through computers

The teacher concludes by giving additional information and ask to conduct a seminar on 'Role of computers in modern hotel business'.

Expected Output

- ◆ Seminar report
- ◆ Notes on discussion

Evaluation

- ◆ Seminar report
- ◆ Notes

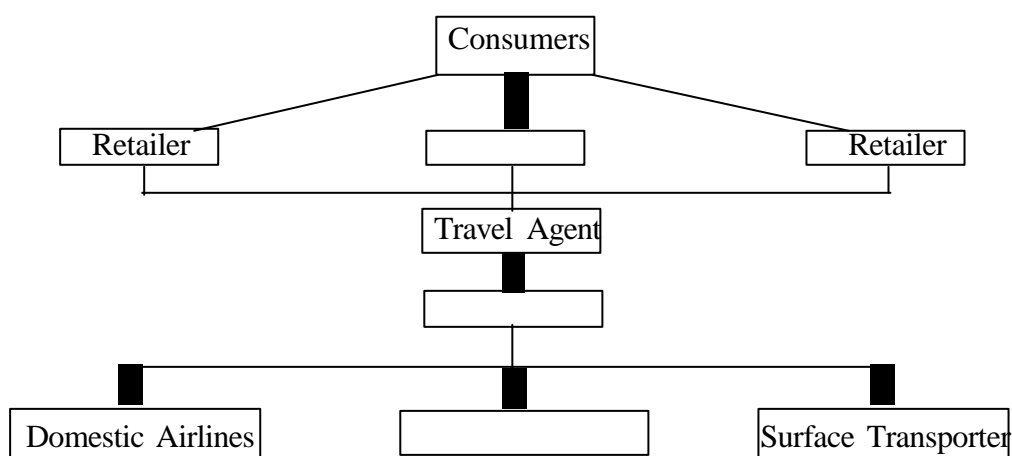
Section III

Sample Questions for Evaluation

Unit I

1. Hotel is a home away from home comment on the statement.
2. State True or False : if false, correct them.
 - a. The hospitality industry includes not only lodging establishments, but food and beverage operations also
 - b. Hotel Industry is one of the most important foreign exchange earning industry in India.
 - c. Hotels provide only tangible services.
 - d. Hotel is a place where traveller can receive food and shelter even though he is not in a position to pay.
3. Match the following

Domestic user	Ultimate Tourist
Foreign User	Airlines, Hotels surface transporters
Consumer	1966
Principals	Client from USA
ITDC	Client from Bombay
4. As a travel agent, what are the roles to be performed.
5. Complete the chart.



Unit 2

1. Match the following

- | | |
|-----------------------|-------------------|
| a. Commercial hotel | Heart of the city |
| b. Resort hotel | Continental plan |
| c. Room & Breakfast | Families |
| d. Down town hotel | 25-100 rooms |
| e. Medium sized hotel | Business men |

2. Complete the chart

Types of Hotel					
Classifications					
Locations	Number of rooms	-	Plans	Clients	Facilities
♦	♦	Transient	♦	♦	♦
♦	♦	♦	♦	♦	♦
♦	♦	♦	♦	♦	♦

3. The following persons are on travel, indicate the kinds of hotel they prefer.

- a. Businessmen b. Pilgrims c. Vacationers

4. You are running a hotel on a continental plan package, give the guests advantages and disadvantages.

5. State True or False : if false, correct them.

- a. Residential hotels provide short term accommodation to their guests.
- b. Five star hotels are required to have parking facility.
- c. Rooms are not a perishable product sold by a hotel.
- d. Hotels situated in the heart of the city is called motel.
- e. Hotels located in the suburbs are called resort hotel.

6. A man wishes to start a hotel in a resort place, what would be your advice about the plans to be adopted? Explain your answer with suitable example.

Unit 3

1. List out the basic facilities for a star hotel.
2. Identify the services and facilities. (Rooms, Banquet hall, swimming pool, shopping arcade, room service, foreign exchange, tour package, house doctor, reservation of airline tickets)

Facilities	Services
•	•
•	•
•	•

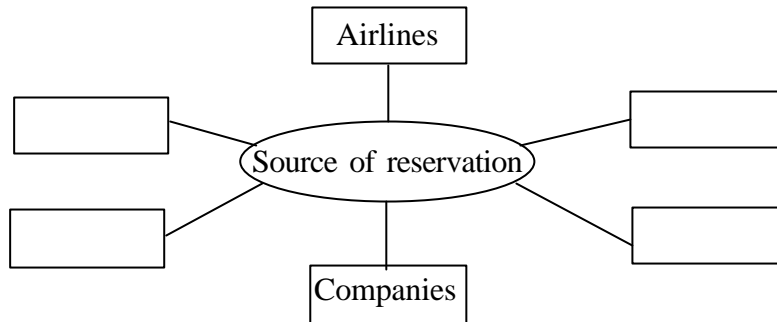
3. Complete the following table.

Receiving the guest	
	Restaurant and food service
Preparation of food	
	Lines & arrangement of room
Conference & Conventions	
Transaction of foreign money	
	Travel desk

4. Check whether the following statements are correct or not, if wrong correct them.
 - a. Restaurant is one of the important facility in a hotel.
 - b. Shopping complex is essential for a hotel
 - c. Banquet hall is an area where conferences and conventions are organized.
 - d. Travel agency functions in the reception counter.

Unit 4

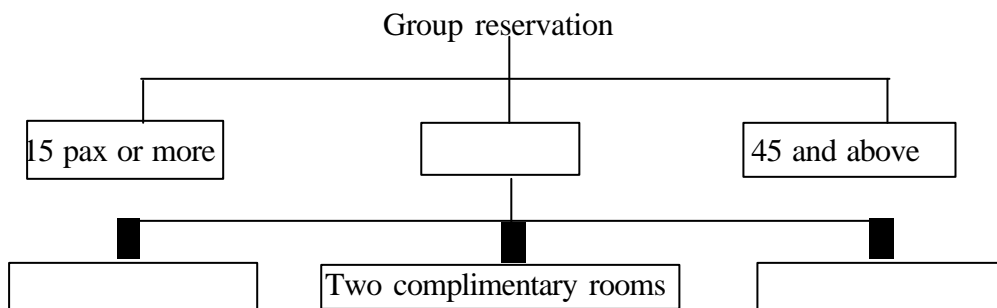
1. Reservation request routes.



2. Match the following

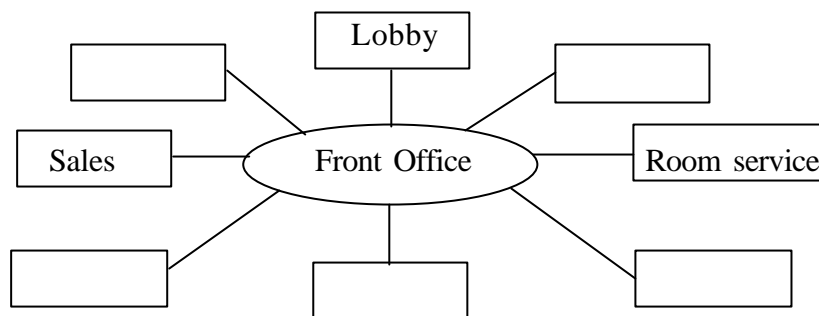
- | | |
|--------------|------------------------|
| Sale of room | 12.00 to 12.00 |
| Tariff | Occupy a room |
| Revenue day | Children below 5 years |
| Crib rate | 6.00 am to 9.00 pm |
| Day rate | Rate of a room |

- A guest checks out, as a receptionist which department would you contact for cleaning the room.
- On a particular day, the number of arrivals of reserved guests were more than that of the rooms available. How did this happen? How will you deal such situation?
- Draw a Reservation chart.
- Complete the chart



7. List out the modes of reservation

8. Complete the chart.

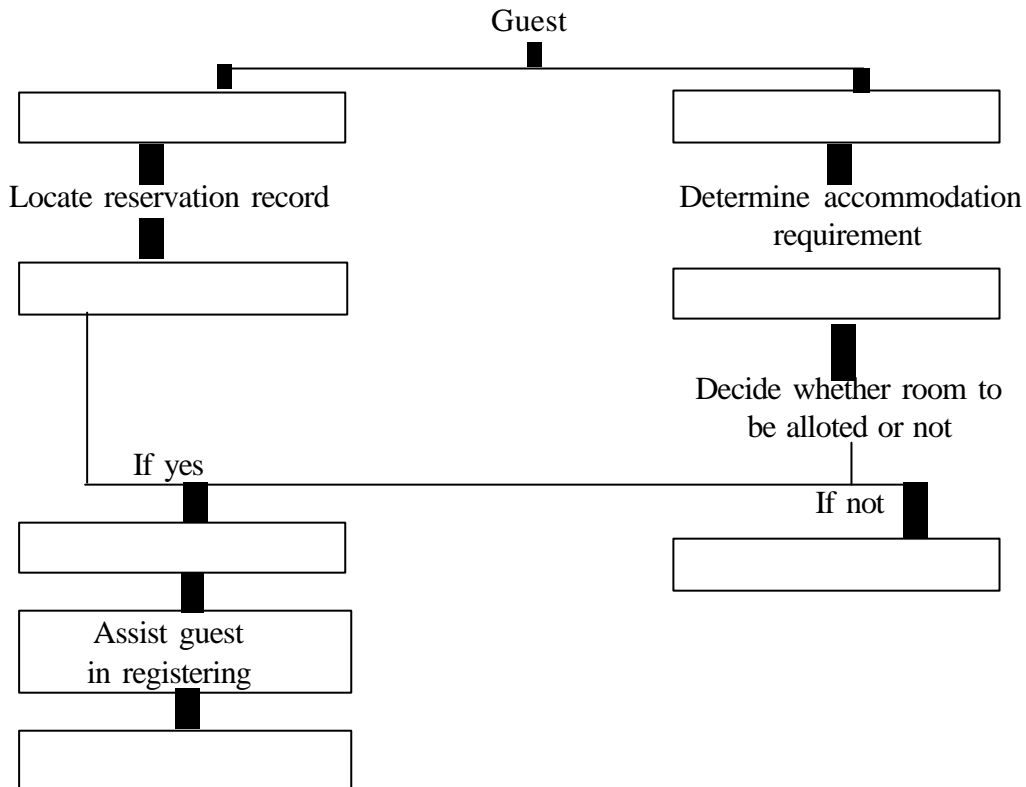


9. A person staying in your hotel wants to reserve a room in a hotel at Bombay. Can you help him in making his reservations?

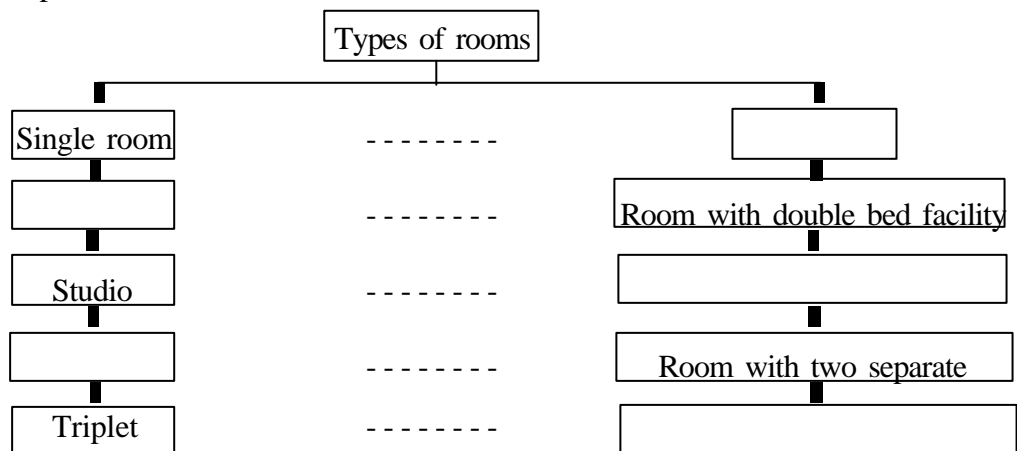
10. Do you think the Front Office staff plays the role of problem solver? if yes? why?

Unit 5

1. A foreign guest arrives without passport into a hotel where you are working as a receptionist. How will you deal with this situation ?
2. Complete the chart.



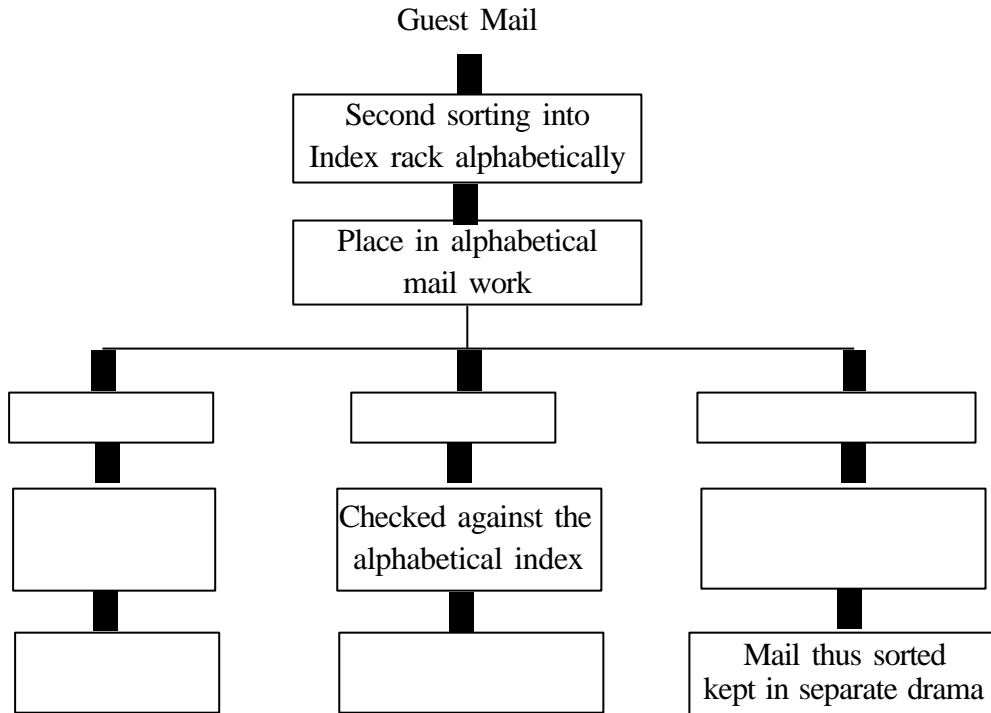
3. Arrival/Departure register plays an important role in a hotel. Examine the statement.
4. Complete the flow chart.



5. A guest wishes to shift from one room to another, as a receptionist write up a move notification slip.
6. From the following prepare a guest folio
Room Rent, Advance received
Food, Health club, Pastry etc.
7. Draw up a Registration card
8. A started a small hotel, which type of registration process would you ask him to adopt.

Unit 6

1. Complete the chart



2. Draw a chart showing the reception process of a guest's arrival.
3. A visitor comes to meet a guest in the hotel but the guest is not in the hotel, as an information assistant, how will you tackle this situation.

Unit 7

1. Following are some of the functions performed by a hotel in relation to accommodation of guest. Arrange them in the sequence of performance.

Arrival registration, reservation, guest account settlement, room assignment, check out, guest account initialisation.

2. Match the following.

- | | |
|---|--------------------|
| a. The published rate of rooms or list price | Master key |
| b. Most visible section of hotel | Uniformed staff |
| c. Doorman is also called | Revenue centre |
| d. Bell boys are part of | Front office |
| e. An area or section which sells goods or service in hotel | Carriage attendent |
| f. A key that will open all rooms on a floor of a hotel | Rack rate |

3. A guest in a particular room immediately requires a match box and informs the matter to the front office where you are working as a receptionist. In the bell desk, bell boys are not available as all are engaged with certain duties. How will you deal such situation?
4. Draw up a model of an amenities voucher.
5. Discuss the term guest satisfaction and guest expectation.
6. Complaints are business opportunity and not threat. Discuss the statement.

Unit 8

1. EDP is a technological refinement in hotels. Comment.
2. Classify the following items and place in a chart.

[Key board, Excel, Word, DOS, Windows, Monitor, Mouse, Hard disk, Motherboard, Processor, Memory, Tally, Power point]

Hardware	Software
•	•
•	•
•	•

3. Do you think computer in front office provides better communication system - justify your answer.
4. State whether true or false : if false, correct them.
 - a. Computerisation in hotel front office will facilitate efficient services to customers.
 - b. Status of room cannot be identified from the computers in front office
 - c. Application of computers will reduce the working cost of front office.
 - d. Inter departmental co-ordination is not possible with the help of computers in front office.

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