

**VOCATIONAL HIGHER SECONDARY
FIRST YEAR**

Travel & Tourism

Teacher's Source Book



**Government of Kerala
Department of Education**

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State Council of Educational Research & Training (SCERT)
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Director

Preface

Dear Teachers,

The Coursebook on Travel and Tourism developed by SCERT for class XI of Vocational Higher Secondary is specially designed to fulfil the requirements of the new activity-based, learner-centred, interactive curriculum. The Coursebook deals with providing information to the latest trends in Travel and Tourism industry and equip the learners to get employment in this field.

The main objectives of this curriculum are to make the learners proficient in the use of CRS, to prepare Travel and Tourism itineraries, to provide better service in Travel and Tourism industry and to improve them with much confidence for further studies in this field in addition to their personality development through the development of communication skill and interaction through classroom/practical works. The approach envisages the learner as manager of the classroom, the director of tasks and activities; and the teacher as facilitator and resource. Through interaction between learners, between learner and the teacher, and between learner and the text, learning will become a natural and enjoyable process of participation and implementation. There will be total sharing of information.

In this initiative, the role of the teacher is a multifaceted and important one. The teacher is a facilitator, democratic leader, co-learner, partner, guide and a friend.

This Sourcebook forms part of a package that includes Coursebook and a book on Travel and Tourism. It is designed to empower the teacher to handle the learner-centred, activity-oriented classrooms and thus, to make learning 'Travel and Tourism' a joyous and rewarding experience for the learners.

With regards,

Thiruvananthapuram
25-11-2005

Dr E. Valsala Kumar
Director
SCERT, Kerala

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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 one's 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 and 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 one's 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 of 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 deferred 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.
 -
- To experiment
 - To predict
 - To recognise and control the variables
 - To raise questions
 - To generalise
 - To form a hypothesis and check.

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 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.
- 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.

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
- ⑩ The vision, approach, structure and content of the curriculum.
- ⑩ The vision, approach, structure and content of the textbooks.
- ⑩ Role of the teacher and the learner.
- ⑩ 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.

‘**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

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 interpret oneself.
- Susceptibility to different pressures.
- Doubts, anxieties 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 hear 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.
- Imaging 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
- Copying with emotion
- Copying 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 - Introduction

India is a country known for its lavish treatment to all visitors no matter where they come from. Its visitor friendly tradition, varied life styles, cultural heritage and colourful fairs and festivals hold abiding attraction for tourist. The other attraction include beautiful serene beaches, forests and wildlife and landscapes for eco-tourism, snow, rivers, mountain peaks for adventure tourism, technological park and science museum for science tourism, centers of pilgrimage for spiritual tourism and heritage from hotels and monuments for heritage tourism. Besides, Yoga, Ayurveda and natural health resorts also attract thousands of tourists from all over the globe.

Travel and Tourism the largest, young, dynamic industry has emerged as an instrument of employment generation, poverty alleviation and sustainable human development. It has vast potential for earning large bags of foreign exchange to overcome the deficit in the BoP, decides a fill-up to the country's overall economic and social development. In India, though, much has been achieved, but much more has to be acquired for which much more has to be done.

As tourism is a multi-dimensional industry and basically it is a service industry it would be necessary that central and state governments of India, private and voluntary organizations should extent there first hands together to become active

partners in the endeavor to attain sustainable growth in tourism to make India and Kerala, world players in the travel and tourism industry.

The fastest growing travel and tourism industry needs trained and qualified manpower to meet the demands in the coming decades. The government of India has realized the economic potential of travel and tourism industry and many steps have been initiated towards proper direction. To acquire knowledge and train young people in various skills required for travel and tourism industry, travel and tourism has been introduced as a vocational subjects at various levels from Vocational Higher Secondary at schools to post graduate degree at university level. In Kerala travel and tourism course was introduced at plus two level as a vocational course in the year 1989 by the department of VHSE. At present there are 24 VHSE institutions in the state imparting travel and tourism course at plus two level in order to achieve the objectives envisaged.

Objectives

1. To create an awareness about the importance of tourism industry, travel and hospitality industry among the students.
2. To provide information about the latest trends in travel and tourism industry and to familiarize with the CRS and to prepare tour itineraries.
3. To help the travel and tourism firms and other related institutions by offering better service through qualified, skilled personnel.
4. To make the students understand about the importance of public relations in travel and tourism industry and make them skilled resources for sales processes in the industry.
5. To encourage the students to identify new and unknown tourist destination and thereby provide information about it to the concerned authorities.
6. To give knowledge about self employment opportunities in the travel and tourism industry.
7. To equip the learners to become an employer than an employee.

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.

Given below are a few transactional strategies through which the learner can construct knowledge to attain various curriculum objectives.

Project

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 is 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 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.

Stages of a project

1. Selection of Topic: The project selected should be related to the curriculum and it should not be a project for project's sake. The topic or problem should arise from the curriculum related discussions in the classroom. The aim of the project should be simply and clearly defined.

2. Planning of the Project:

(a) Hypothesising : Hypothesising means making assumptions based on the available primary information.

(b) Methods and Techniques : The methods and techniques should be based on the aim and hypotheses of the project. The nature of the project, suitability of the tools, and the method of learning should be related to each other.

3. Collection and Tabulation of Data:

The data may be primary, secondary or tertiary. Either census or sampling method can be used based on the objective of the project. Suitable questionnaires are to be prepared for the collection of primary data.

The collected data is to be classified and tabulated so as to make it easily understandable.

4. Analysis of data and formulation of conclusion: By analysing the data, the reliability of the hypotheses can be examined. Preparation of graphs and diagrams and maps

will positively help the analysis. The similarities, relations and differences gathered from the analysed information would tell whether the hypotheses should be accepted or rejected.

5. Preparation of Report: The cover page should have the title of the project, the period of study, name(s) of investigator/group, and the address of the school.

The report should be structured in the following order:

1. Title
2. Preface
3. Hypotheses and aim
4. Methodology
5. Sources of data
6. Analysis and conclusion
7. Suggestions (if any)
8. References
9. Appendices (questionnaire, observation schedule, check list etc.)

6. Presentation of the project : When the project is presented, the learner is being evaluated and accepted. It is through this presentation that ideas are shared with others in the class and society.

The project method promotes scientific self-learning and makes him capable of solving the problems arising in real life situations.

Such projects which are related to the curriculum should be attempted for the transaction of the concepts. Insist that the learners prepare and submit the report. The teacher should evaluate the process of the project and the report based on the indicators.

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 generate an aptitude for the subject.

Composition of Seminar

- The teacher introduces a subject or topic and sub topics will be assigned to groups. Planning for the seminar should be made collectively by the teacher and the learners.
- Discussions on the topic are to be done within the groups.
- Clear information regarding the topic is to be collected from various sources, mostly secondary. The teacher can suggest available sources.
- Active participation of the members of the group should be ensured at the preparation stage.

- The report is to be examined and corrected by the teacher before presentation.
- One of the members will present it before the class.
- The group must be capable of clearing the doubts of the class.
- Consolidation is to be done by the teacher.

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.

Collection

Collection is a continuous learning activity which ensures student participation and involvement. In Travel and Tourism, collections can be of pictures, photographs, diagrams,

samples of soils, rocks, minerals, etc. The collection of materials provides an avenue to direct experience and it is also an effective learning aid. The student develops a positive attitude towards the preservation of items he/she has collected. The collected materials can be exhibited in the Travel and Tourism museum.

Model Presentation

Certain concepts in Travel and Tourism can be best explained through models. Models are self-explanatory. They provide the visual representation of micro features which are otherwise difficult to perceive. Models can be two dimensional or three dimensional. They can be working models or still models. Carefully prepared three dimensional models of the various physical features provide a clear visual impression on the students' mind. Preparation of models provide enough opportunities for the active involvement of students in group work, thus ensuring 'learning by doing'.

Map work

No study of Travel and Tourism would be complete without the use of maps. Maps have a language of their own. Understanding the various elements of maps helps the learners to have a clear idea of the innumerable valuable details present in maps in the form of colours, shades and symbols. At the higher secondary level, the learner should be able to use maps not only as a data source but an open ended document for

further analysis. The learner must be capable to locate tourist attraction, airports, capitals, major cities and draw air routes in the out line map of Kerala, India and the world. The students can prepare 'My own atlas' incorporating all the maps they have prepared while learning the chapters in the textbook for Std. XI, along with the analysis wherever possible.

Field work/Field trips

One of the most popular methods used in the transaction of the Travel and Tourism curriculum is field work, which is an out door activity designed for achieving certain predetermined objectives. In Travel and Tourism, field work is ideal for understanding aspects relating to the environment, as 'seeing is believing'. It has the strong advantage that the learner gets first hand or primary information about the objects or phenomena in the real world.

Field work provides ample opportunities for group living, group work and co-operation and develops among the learners the ability to plan and execute field work, the power of observation and the ability to understand the cause -effect relationship of various elements/phenomena of nature. While selecting field work/trip as a strategy for the transaction of the concepts in the Travel and Tourism curriculum, the teacher and students should have a plan, including the following aspects:

1. Selection of the place for field work/field trip

2. The details to be collected
3. The method and tools for collecting information through field work
4. Date/time for the field work
5. Assigning duties to individuals/groups

After the collection of the information/data from the field, a discussion can be conducted in the class. Thus, the information can be shared among all the members of the class. The class should collectively discuss the content and structure of the field report. This field report can be submitted for evaluation.

Discussion

Discussion as an instructional/learning strategy, is very useful as it ensures the active participation of the learner in every stage of the learning process. It provides the learners opportunities to gather information and to construct knowledge. The development for the skill for the communication and presentation is the added advantage of this strategy. In order to make learning effective through this process the role of the teacher also has to change. He has to become a facilitator, moderator, guide and democratic leader. The teacher should help the learners to locate various sources from which they can gather the necessary information for discussion and guide them to present the ideas sequentially to achieve the clarity of concepts as envisaged in the curriculum. The teacher should ensure that all the

learners are getting enough opportunities in presenting their views.

The discussion process may be summarised as follows:

1. Discussion points

The teacher may provide the key ideas about which the data are to be collected. Such an attempt ensures that the learners do not skip the essential aspects to be obtained through the discussion. Information for discussion may be collected group wise or individually.

2. Fixing time for discussion

Deciding a tentative time is very important. The learners should get sufficient time to prepare for discussion.

3. The process of discussion

After a brief introduction the teacher can ask each group to present the details gathered each of the discussion points. Here the role of the teacher should be that of a moderator, who controls, supplements and consolidates the ideas and concepts evolved through the discussion. The teacher must ensure that the whole process proceeds in a democratic manner.

4. Discussion Dairy

The learners must maintain a discussion diary, in which they can note down the point discussed. They should also note the consolidations of the topic made by the teacher.

The discussion diary will be a self explanatory document which help the learners for further reference.

Learning is a continuous process. As travel and tourism industry is related with various types of activities, the student gains knowledge based on the experiences of activities such as projects, assignment, seminars, field visits, map study, discussions etc.

1. Project (1 – 5 Common)

6. Presentation of the project.

Example

- Unit – Transportation
- Topic – Role of railways in promoting tourism.
- Hypotheses – Indian railways played an important role in tourism industry’s success.
- Methodology – Collection of data from railway time tables, railway stations, internet, hotels, travel agents, reading materials and magazines.
- Tools – Reading materials.
- Analysis – Indian railways act as the ‘Back Bone’ in supporting tourism industry.
- Conclusion – Railways contributes a major role in promoting tourism in India.

2. Assignment (Common Explanation)

Examples : 1. Prepare a glossary about the common terms used in travel and tourism industry.

2. Prepare a note on traffic conference areas.

3. Seminar (Common explanation)

Example : Fairs and festivals of India. Conduct a seminar on fairs and festivals of India.

The students collects the information about the fairs and festivals in India through reading materials, tourist offices, internet, brochures, travel magazines etc.

4. Field Visit/Study tour

Plan a field visit including the following aspects.

1. field visit to nearby tourist destinations/travel agencies/airline offices/tour operators/hotels etc.
2. the information about the latest developments to be collected.
3. The day-today functions of the travel and tourism fairs must be analysed to prepare a field visit report.

5. Map Work

Understanding the various elements of maps helps the learners to have a clear idea about the location of the important tourist destinations.

6. Discussion (Common Explanation)

Discussion Process

- Formation of groups
- Discussion points to be confirmed.
- Fixing time for discussion.

- Presentation of details.
- Discussion diary to note down the points discussed.

Apart from the above mentioned learning strategies the teacher can follow other suitable methods according to the requirements.

Curriculum Objectives

1. To understand the importance of travel geography and how to utilize maps to locate continents, countries and important cities, airports and important tourist attractions in Kerala, India and world through discussion and demonstration with the help of maps, charts, OAG, Reference materials, CD's Internet, travel literature etc. and present them through maps and charts.
2. To develop knowledge about encoding and decoding of 3 character alphabetical codes of cities, airports in Kerala, India and world through demonstration and present them through charts.
3. To develop knowledge about encoding and decoding of 2 character Airline codes of important Airlines in India and World through Reference materials, OAG and present them through charts.
4. To collect information of Airline Emblems, Inflight magazines of major airlines, major currencies through travel magazines etc. and present them through charts and tables.
5. To develop knowledge about different types and modes of transport, popular modes of transportation of important countries in the world through discussion with the aid of travel literature, CDs, internet etc. and present them through assignment, charts and project report.
6. To develop an understanding about the factors influencing selection of a particular mode of transport, role of railways in promoting tourism , tourist train services in India and rail passes through reading materials, internet, CDs etc. and present them through notes, charts and reports etc.
7. To collect information about the land marks of Indian civil aviation and open sky policy

- through discussion with the help of reading materials travel literature, internet etc. and present them through an assignment.
8. To collect information about travel and evolution of travel through reading materials, historical pictures, CDs, internet etc. and present them through albums and assignments.
 9. To acquire knowledge about advantages, reasons and barriers of travel through discussion, preparation of albums, diagrammatic representation etc. and present them through albums, assignments and diagrams.
 10. To acquire knowledge about the basic conventions and organizations in travel and tourism industry through explanation, discussion or reading materials, quiz programmes and present them as an assignment, class test etc.
 11. To acquire knowledge about different parts of aircrafts, different types of aircrafts, its seating arrangements through exhibitions, pictures and illustrations of reference materials, OAG, in-flight magazines and present them through charts.
 12. To acquire knowledge about the Private airlines and Budget Airlines operating in India through charts, collection of brochures, in-flight magazines etc. and present them through charts, assignments.
 13. To develop knowledge about the national carrier of India (Indian Airlines) and its network, different class of travel, different category of passengers (adult, child, infant), fare structure and fare components of Indian airlines. Types of fares, baggage system of Indian Airlines, excess baggage charge, excess baggage rate, excess baggage ticket through explanation demonstration.
 14. To understand the learners about what is meant by Air passenger ticket, different ticket coupons in a ticket, conjunction ticket, prepaid ticket advice, calculation of passenger fares and issue passenger ticket excess and baggages ticket through discussion, demonstration and role play.
 15. To gain knowledge about the planning and preparation of travel itinerary through discussion, demonstration with the help of maps, reference materials such as travel guides, airline timetable, OAG etc.
 16. To create an awareness of visitors, tourists, excursionists, tourism concept and tourism industry through discussion, tourism brochures, CD roms etc. and present them through reports.
 17. To understand different basic components of tourism, and features of tourism through discussion, charts, reading, materials, brochures and present them through reports.

18. To understand different terms used in travel and tourism industry through discussion reference, brochures etc. and present them through charts and glossary.
19. To acquire knowledge about the different type of tourism through discussions, field visits tourism brochures, study tours, CD Roms, internet and present them through tour report, charts discussion diary etc.
20. To identify various motivators of Travel and Tourism through tourist survey, discussion, brochures, tourism reports published by the departments of tourism organisations of tourism etc. and present them through assignment, survey report, field report, discussion diary chart etc.
21. To get an understanding about tourist product, its components, features etc. through observation, discussion, field visit etc. and present them through field report chart etc.
22. To gain knowledge about the features of tourist product and how it differs from other manufacturing products through discussion, field visit, observation and present them through report.
23. To gather information about the major tourist fairs and festivals and dance forms of India through discussion, internet, reference materials, brochures and present them through a seminar.

SYLLABUS

(Theory)

Travel

1. Travel geography
2. Transportation
3. Travel
4. Basic conventions and travel and tourism organisations.
5. Air crafts and airlines in India.
6. Preparation of travel itinerary.

Tourism

1. Tourism and its elements
2. Definitions of some common terms used in travel and tourism.
3. Types of tourism.
4. Motivators of travel and tourism.
5. Tourist products.
6. Fairs and festivals of India.

SYLLABUS

(Practical)

1. Typewriting.
2. Computer
3. Computer reservation system (CRS) / Preparation of travel itinerary.

} Attached as Appendix

CRS is used by the travel agents to collect information on the airlines, fares, air schedules and to make reservations. Knowledge of CRS is essential to work in a modern travel agency.

Travel Itinerary

Itinerary is a travel plan which includes the details of the journey. Ability of the students to prepare Travel itineraries has to be evaluated by asking them to prepare simple itineraries.

Ticketing

Ability of the students in the calculation of fares, neatness and accuracy in issuing the tickets (passenger and baggage) should be evaluated in the practical examination.

Record book

A record book containing information about the tourist attractions in Kerala and India which a student acquires through field visits, study tours, references etc. should be maintained by the students.

Planning

The transaction of Travel and Tourism curriculum in Higher Secondary classes has to be made through different but relevant activities. The teacher should plant those activities which are suitable for the learners to develop the different concepts, skills and elements of multiple intelligences 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 has 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 will 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 annual plan the teacher can transact the curriculum systematically within the stipulated time.

Travel and Tourism Annual Plan - Theory and Practical

Term	Month	Unit	Name of Unit	Total Hours Theory & Practical	Term Total
I	June	1	Travel - Travel geography	31	95
	July	1	Travel - Travel geography	17	
	July	1	Tourism - Tourism and its elements	18	
	August	2	Tourism - Definitions	8	
	August	2	Travel - Transportation	16	
	August	2	Tourism - Types of tourism	5	
II	September	3	Tourism - Types of tourism	15	131
	September	3	Travel - Travel	16	
	October	4	Travel - Basic Conventions and Travel and tourism Organisation	30	
	October	4	Tourism - Motivators of travel and Tourism	5	
		4		7	
	November	5	Tourism - Motivators of travel and Tourism	28	
	5		12		
	November	5	Travel - Airlines in India	18	
III	December	5	Travel - Airlines in India		54
	December	5	Tourist products		
	January	6	Travel - Preparation of Travel Itinerary	12	
	January	6	Tourism - Fairs and Festivals	10	
	January		Oneday Trips	12	
	February		Study Tour	20	
Flexible	Teacher can arrange one day trips and study tours at 44their convenience			280	280

Travel and Tourism Annual Plan - Term Wise Abstract

Term	Subject	Theory	Practical	Subject wise Total	Total
I	Travel	32	32	64	95
	Tourism	16	15	31	
	Total	48	47	95	
II	Travel	43	43	86	131
	Tourism	25	20	45	
	Total	68	63	131	
III	Travel	6	6	12	54
	Tourism	8	2	10	
	Travel		6	6	
	Tourism		26	26	
	Total	14	40	54	
	Total	130	150	280	280

Travel and Tourism
Annual Plan for Theory & Practical Separately
Travel

Term	Unit	Curriculum Objective Number	Theory	Practical	Unit Total	Term Total
I	1	1	10	15	48	64
		2	5	5		
		3	3	4		
		4	3	3		
	2	1	4	4	16	
		2	2	2		
3		3	1			
II	3	1	4	4	16	86
	4	2	4	4		
		1	20	10	30	
	5	1	2	2	40	
		2	4	2		
		3	10	5		
		4	5	10		
	III	6	1	4	8	
Year	Total					162

Travel and Tourism Annual Plan for Theory & Practical Separately Tourism

Term	Unit	Curriculum Objective Number	Theory	Practical	Unit Total	Term Total
I	1	1	6	2		31
		2	8	2	18	
	2	1	6	2	8	
	3	1	3	2	5	
II	3	1	7	8	15	45
	4	1	8	4	12	
	5	1	4	6		
		2	8	-	18	
III	6	1	8	2	10	42
	One day Trips and Study tour			32	32	
Year	Total					118

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 of each unit is provided in the concerned unit. It 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 for developing 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 feedback.
- The teacher can make use of this part for continuous evaluation.

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

Daily Plan

Class : XI

Subject : Travel and Tourism

Unit - Tourism

and its elements: To create an awareness about visitors, tourists, excursionists tourism phenomenon and tourism industry.

Process/Activity	Evaluation
<p>The teacher introduces the topic tourism concept and tourism industry by a brief discussion and showing a CD of tourism or brochures of different tourist centers, tourists etc. and ask them the following questions to recall what the learners know about the concept tourism. The following questions may be asked</p> <ul style="list-style-type: none"> - Have you seen tourists? - What do you know about tourists? - Why do tourist visit places? - What is the importance of tourism industry? - Have you were been a tourist on a visitor? <p>Discussion</p> <p>The teacher initiates the discussion by explaining from the origin of the word 'tourism'.</p> <p>Discussion Points</p> <p>The difference between visitor, commuter, tourist and excursionist.</p> <ul style="list-style-type: none"> • What is tourism? • The salient features of tourism industry. 	<p>When the students learn about tourism and watch the CD or brochures, they showed much interest in the topic. Most of the students had their own opinion about tourism.</p> <p>It is a fact that some of the students didn't even get a chance to visit places.</p> <p>They can clearly distinct international and domestic tourist, tourist and visitors commuter and excursionist, the importance of tourism industry in a country's economic development.</p> <p>Most of the students showed interest to stick on the tourism industry.</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 fulfill 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.

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

How to Evaluate ?

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	25 Score
Viva Voce	20 Score
CRS / Preparation of Travel Itinerary	20 Score
Ticketing (Domestic, International and baggage)	15 score
Record book	20 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 stoker (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 : 25

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 Formatting	Correct font Alignment Line spacing Paragraph Columns	10	5
c Table	Creation of table Addition or deletion of rows and columns 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 (75Score)

Items	Score
1. Computer Reservation System (CRS)/ Preparation of Travel itinerary	20 score
2. Ticketing (domestic, international and baggage)	15 score
3. Record book	20 score
4. Viva	20 score
Total	75 score

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.

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

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

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 management, 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

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

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	Survey 1. Planning. 2. Data collection. 3. Consolidation of data and analysis. 4. Drawing inference. 5. Reporting.	4/3/2/1 4/3/2/1 4/3/2/1 4/3/2/1 4/3/2/1	
3. Capacity building	OJT/ Simulated Experiment/ Practical skill 1. Involvement/ Participation. 2. Skills in doing work/ Communication skill. 3. Time bound action. 4. Capacity for observation, analysis and innovation. 5. Documentation, Recording and display. OR Performance in camp/ Exhibition/ clinic 1. Ability for planning and organising. 2. Mastery of subject. 3. Ability for communication.	4/3/2/1 4/3/2/1 4/3/2/1 4/3/2/1 4/3/2/1 4/3/2/1 4/3/2/1	20

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

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 consolidating 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 consolidated statement of CE. An example for reference is given below. Followed by this separate consolidated statements showing CE+ TE, PE and IE are to be prepared.

While preparing the schoolwise score sheet, separate grades have to be given for CE + TE, PE, IE.

I

Consolidated Statement of C.E

Stream: Humanities

Class - I year

Subject: Travel and Tourism

Sl. No1	Name	Assignment	Project	Class Test	Total Score to 20	Score reduced
		20	20	80		Score obtained $\times \frac{20}{80}$
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: Humanities****Class - I year****Subject: Travel and Tourism**

Sl. No1	Name	T.E	C.E	Total Score	Grade
		80	20	100	
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: Humanities****Class - I year****Subject: Travel and Tourism**

Sl.No	Name	Type Writing Paper I	Type Writing Paper-II	Computer Word pro	External Practical	Total	Grade
		20	30	25	75	150	
1	Muraleedharan	15	20	25	30	90	B
2	Shaji	15	25	20	45	105	B+
3	Saji Kumar	10	20	20	40	90	B

IV

Consolidated Statement of I E

Stream: Humanities

Class - I year

Subject: Travel and Tourism

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+

Part I
Travel

Unit 1 Travel Geography

Unit Analysis - Part I - Travel

Sl. No.	Curriculum Objectives	Learning Strategies	Learning Materials	Skills	Expected Product	Evaluation	Time
1.	To understand the importance of travel geography and how to utilize maps to locate continents, countries, important cities, airports and important tourist attractions in Kerala, India and world through discussion and demonstration with the help of maps, charts, OAG, Reference materials, CD's, internet travel literature etc.	Map work, Preparation of charts	Atlas, Globe, Outline maps, Reference materials, OAG	Under- standing, Map reading drawing	Chart, Map	Content presentation Content Accuracy	25
2.	To develop knowledge about encoding and decoding of 3 character alphabetical codes of cities, airports in Kerala, India and world through demonstration.	Discussion, Demonstration	Atlas, Mapwork	Location identification, classification	Chart	Content presentation	10
3.	To develop knowledge about encoding and decoding of 2 character airline codes of important airlines in India and world through reference materials, and OAG	Discussion, Demonstration	Reference materials, OAG	Identification, Classification	Charts	Content presentation	7
4.	To collect information of airline emblems, inflight magazines of major airlines, major currencies through travel magazines, OAG etc.	Collection, Demonstration	Brochures, OAG, Travel magazines	Identification	Charts	Content presentation	6

Unit I

Travel Geography

When we sell travel and provide travel services to the travel client, we are really selling dreams and life experiences. Understanding basic geography and setting goals to learn more details about geography are probably the most important activities to be undertaken by a professional travel agent, since knowledge about geography to answer questions from clients and make recommendations about places to travel is very important in travel sales process. Travelers have access 'to more information about Travel and Tourism hence a professional travel agent must have more information and knowledge about travel geography than the client so as to gain the trust of the client and satisfy them. Detailed knowledge and the ability to transfer and communicate this knowledge to the client makes a trine true professional.

Curriculum Objectives

1. To understand the importance of travel travel geography and how to utilize maps to locate contenents, countries, cities, air ports and important tourist attractions in Kerala, India and world through discussion and demonstration with the help of maps, charts OAG, Reference material, CDs, internet, travel literature etc. and present them through maps and charts.
2. To develop knowledge about encoding and decoding of three character alphabetical codes of cities, air ports in Kerala, India and world through exhibitions, charts and present them through charts.
3. To develop knowledge about encoding and decoding of two character airline code of important airlines in India and world through reference materials OAG and present them through charts.

4. To collect information of airline emblem, in-flight magazines of major airlines, important currencies of different countries through travel magazines, OAG etc. and present them through charts.

Syllabus

1. Kerala – location – Capital – Districts – District head quarters, important cities – airports, seaports, tourist attractions in each district.
2. India – Location – States and union territories their capitals – important cities, airports, seaports, major tourist attraction in India encoding and decoding of important cities and airports in India.
3. World – Continents – countries and its capitals, their location, incoding and decoding of three character codes of important cities and airports, airlines and currencies.
4. Major airlines in the world – Encoding and decoding of two character codes of important airlines in the world.
5. Major currency names of important countries and names of In-flight magazines of important major airlines.

To the Unit

This unit is designed to provide the learners a clear and basic picture of travel geography of Kerala, its tourist attraction, travel geography of India its tourist attraction and the travel geography

of the world and its major tourist attractions, IATA areas, major airlines with two character codes, its in-flight magazines, currencies of the world etc.

This unit can be divided into the following sub-units.

- Kerala – districts, airports, seaports and tourist destination.
- India – States, union territories, their capitals, cities and their 3 letter codes and tourist attractions.
- World – Major continents, countries, capitals, important cities, their three letter codes, major airport and its three letter codes important tourist destination and TC areas.

• Airline and Currencies

World’s major airlines and important currencies.

• Kerala – Learning strategy – demonstration and map work.

The teacher introduces the session by providing brochures on showing CDs of tourist distinctions in Kerala. Then the teacher asks the learners the following:

- Can you identify this destination?
- Have you visited this destination?
- In which district it is located?
- Geographically what type of a destination it

is? (Whether it is a beach, hill station on some other attraction.)

The teacher continues the session asking the learners to identify two to four tourist destination in each districts in their map of Kerala. Then the teacher asks the learners to submit charts showing cities, airports, seaports, tourist attraction, national ports, WLS, pilgrim centers etc. The teacher who asks the students to draw a tourist map of Kerala

Expected outcome: - Thorough knowledge of Kerala as a destination.

Expected product – Chart and tourist map of Kerala

India

Teacher can adopt the same strategy for transacting this sub unit.

Activities

1. Draw the tourist map of India which contains important tourist destinations, state capitals, important cities, airports, seaports etc.
2. Ask the students to prepare a chart showing tourist attractions of each state.

Expected outcome : - Knowledge about India as a tourist destination.

Expected product : - Chart and tourist map of India.

World

The teacher can introduce this subunit by asking following questions based on their previous knowledge about continents, oceans etc.

- What do you mean by continents?
- Name the smallest continent.
- How many continents are there?

The teacher continues the session through demonstration by plotting important cities and major international airports.

Expected outcome: Knowledge about different countries and there cities.

Expected product: Tourist map.

Airlines and Currencies.

The teacher demonstrates this sub-unit by showing pictures of various airlines and currencies.

The teacher continues the session by explaining importance of knowledge about various currencies in air transport. The teacher can also explain that all the airlines have their 2 letter codes, emblems and also in-flight magazines. Teacher also explain the use of currency codes.

Activities

1. The teacher ask the learners to classify the important cities under each TC areas.

2. Instruct the learners to create a table containing countries, their capitals, airlines, and currencies.
3. Ask them to mark hill stations, wild life sanctuaries, beaches, historical places on separate India map.
4. Ask the students to prepare a chart of airlines and their two letter codes.
5. Make currency chart of important countries.
6. Make an album of different airlines and its emblems.

Reference

1. “Kerala Tourism” published by Department of Tourism.
2. India Travel guide: Aruna Desh Pande.
3. www.incredibleindia.org
4. www.keratourism.com

Unit 2 - Transportation

Unit Analysis - Part I - Travel

Sl. No.	Curriculum Objectives	Learning Strategies	Learning Materials	Skills	Expected Product	Evaluation	Time
1.	To develop knowledge about different types and modes of transportation, popular modes of transportation of important countries in the world through discussion with the help of travel literature, CD's, internet, assignments, charts.	Discussion, Collection, Observation	Travel Literature	Awareness, Collection, Observation	Charts, Discussion, Diary, Assignment	Content	8
2.	To develop an understanding about the factors influencing selection of a particular mode of transport, tourist train services, rail passes through reading materials, internet, CD's etc.	Collection, Discussion	CD's, Internet, Reference materials	Collection, Presentation	Discussion diary, Chart, Notes	Content presentation, Content presentation	4
3.	To collect information about the land marks of aviation history in India and open sky policy through discussion, internet, reading materials etc.	Discussion, Assignment	CD's, Internet, Reference materials	Awareness, Communication, Leadership	Assignment, Report, Discussion diary	Content presentation	4

Unit II

Transportation

Introduction

Tourism involves movement of people to the destinations outside their normal place of residence. Transportation is a science of movement of people and goods from one place to another, which is one of the basic component of tourism. There can be no tourism with out transport. In tourism, transportation is a means for movement of people to the destination and means of movement at the destination.

Curriculum Objectives

- To develop knowledge about different types and modes of transport, popular modes of transportation of important countries in the world through discussion with the aid of travel literature, CDs, internet etc. and present them through assignment, charts and project report.
- To develop an understanding about the factors influencing selection of a particular mode of

transport, role of railways in promoting tourism, tourist train services in India, and rail passes through reading materials, internet, CDs etc. and present them through notes, charts, reports etc.

- To collect information about the land marks in India and open sky policy through discussion with the help of reading materials travel literature internet etc. and present them through an assignment.

Syllabus

Transportation – different types of transport and modes of transport. Surface (road, rail, water) and air transport. Factors influencing choice of a particular mode of transport – transportation facilities in India – Role of railways in promoting tourism – tourist trains in India – important rail passes.

To the unit

This unit is designed to provide the learner the basic concept of transportation, the types and modes of transportation, tourist trains in India, and rail passes. For convenience this unit can be divided into following sub-units.

- Surface transport
- Air transport
- **Surface transport**

The teacher introduces this sub unit after dividing it into the following topics.

- Road transport
- Rail transport
- Water transport

The teacher can start this sub unit by asking some questions on the basis of previous knowledge acquired by the learner.

- Have you ever travelled?
- Name the mode of transport used for your travel.
- Can you identify the advantages of rail travel?
- Can you name the oldest mode of transport?

The teacher can introduce this topic through group discussion. For this the teacher may divide the class into four groups for data collection. The teacher should provide reference materials for collection of details.

Discussion Points

- Types of transport – surface (road, rail, water) air transport.
- Modes of transport.
- Factors influencing choice of a particular mode of transport.
- Role of railways in promotion of tourism.
- Tourist trains in India (Palace on wheels, Royal orient, Southern splendor.)
- Rail passes – Indrail pass, Britrail pass, Eurail pass.

The teacher should ensure the active participation of learner in the discussion. The teacher conclude the lesson by providing additional information.

Before summing up the sub-unit teacher should direct the learners to note down all the discussion points in their discussion diary and submit their reports.

• Air Transport

The teacher can begins this sub-unit with the presentation of brochures of air craft, exhibition of travel and tourism literature and by asking questions such as

- Have you ever travelled in an aircraft?
- Who is known as father of Indian Civil Aviation?

The teacher can also ask the learners to bring pictures of aircrafts of various countries and collect information about air transport through their friends and relatives and travel and tourism literature.

Learning strategy for this unit is discussion, assignment and project. To learn about different types of air lines the teacher can arrange a discussion for gathering information required for assignment and project work. Following points can be given as discussion points.

- Difference between scheduled and non scheduled airlines.
- Charters
- Land marks in the history of Indian civil aviation.

- Role of air transport in tourism.
- Features of air transport.
- Open sky policy.

The teacher can conclude the sub unit by supplementing additional information or materials and asking the students to prepare a project based on two sub units in this unit.

Reference

1. International Tourism Principles and Practices – A.K. Bhatia
2. www.indiarairlines.in
3. Successful Tourism Management – P.N. Seth
4. Tourism and Travel - Negi.
5. Transport and Tourism - Steven.

Unit 3 - Travel

Unit Analysis - Part I - Travel

Sl. No.	Curriculum Objectives	Learning Strategies	Learning Materials	Skills	Expected Product	Evaluation	Time
1.	To collect information about travel and evolution of travel through reading materials, historical pictures, CDs, internet, etc.	Collection, Observation	CD's, Internet, materials, magazines	Collection, Observation, Identification	Assignment, Album	Content, Presentation, Arrangement, Content	8
2.	To acquire knowledge about advantages, reasons and barriers of travel through discussions, preparation of albums, diagrammatic representation, reference book etc.	Discussion, Classification	Diagrams, Reference books, Travel and Tourism magazines	Collection, Awareness	Assignments, Albums, Diagrams	Content presentation, Content arrangement, Presentation accuracy	8

Unit III

Travel

Introduction

Travel is an ancient phenomenon which is as old as the history of man. In the modern world, as travel is not a luxury, rather it is a necessity for business men and a basic right for all people of all place, it has become an industry. According to a study conducted by World Travel and Tourism Council in 1992, world wide travel industry generates more than \$2,500 million annually in gross revenue which is 5.5% of the world economy. This industry also provides jobs for more than 112 million people and the investment is more than \$350 billion per year which represents 7.3% of the world wide investment. Thus the travel industry is both the largest individual industry in the world and the largest contributor to global economic development.

Curriculum Objectives

- To collect information about travel and

evolution of travel through reading materials, historical pictures, CDs, internet etc. and present them through Albums and assignments.

- To acquire knowledge about advantages, reasons and barriers of travel through discussion, preparation of albums, diagrammatic representation etc. and present them through albums, assignments and diagrams.

Syllabus

Travel – ancient and modern travel advantages of travel – purpose of travel barriers of travel.

To the Unit

This unit gives an idea about concepts of travel and its origin, evolution and the difference between ancient and modern travel. This unit also intends to comprehend what are the reasons for travel, advantages of travel and barriers of travel.

The learner have already acquired knowledge about transportation, different types and modes of transport. Keeping their previous knowledge as the base, the teacher can generate interest in the learners to gather more information in this regard by asking following questions.

- What is meant by travel?
- Can you say the difference between transport and travel.
- Name the first vehicle used for land travel.

The teacher continues the session by showing pictures of ancient travel and evolution of modern travel, illustrating the following areas.

- Reasons for travel.
- Advantages of travel
- Barriers of travel.

Teacher should provide certain sources from

where the details can be gathered. Based on these illustrations students are asked to prepare notes as assignments. The teacher should ensure that all the learners should submit their assignments.

Activities

Albums containing pictures of various modes of transport shall be prepared by the students as per the instruction of the teacher.

References

1. International Tourism Fundamentals and Practices, A.K. Bhatia.
2. Tourism Marketing, S.M. Jha.
3. Successful Tourism Management, P.N. Seth.
4. Travel and Tourism Periodicals.
5. Internet.

Unit 4 - Travel and Tourism Organisations

Unit Analysis - Part I - Travel

Sl. No.	Curriculum Objectives	Learning Strategies	Learning Materials	Skills	Expected Product	Evaluation	Time
1.	Acquire knowledge about the basic conventions (Warsaw, Chicago) and organisations in travel and tourism through explanation, discussion on reading materials, quiz programmes.	Explanation, Discussion, Quiz	Reading materials	Awareness, Communication, Participation	Assignment, Notes, Quiz, Class test	Content and presentation, Score	30

Unit IV

Basic Conventions and Travel and Tourism Organisations

Introduction

An organisation consists of individuals or groups whose primary role is the achievement of the objectives for which it has been set up. Travel and Tourism organizations are concerned with groups association official or semi official bodies in the travel and tourism industry. They provide forums for discussion for common issues especially those which promote the industries interests and allow members from different parts of the world to gather and learn from one another by sharing their experiences.

Curriculum Objectives

- Acquire knowledge about the basic convention and organization in Travel and Tourism industry through explanation discussion on reading materials, quiz programmes and present them as an assignment, quizzes, class test etc

Syllabus

Basic convention – Warsaw Convention Chicago Convention. Major international travel and tourism organizations – IATA, ICAO, WTO, PATA, UFTAA, Interline and bilateral agreements, freedoms of air and other travel and tourism organizations ASTA – WTTC, IATO, ICPB, ICCA, IAPA, IH & RA. (Awareness level only.)

National Tourist Organisation and other agencies in India.

Ministry of Tourism – Department of Tourism DGCA – ITDC – KTDC – TAAI, TAFI – FHRAI.

To the Unit

This unit is designed to provide basic knowledge to the learners regarding basic conventions, various travel and tourism organization functioning at the national and

international level. For convenience of transaction, this unit is divided into four sub units.

1. Basic conventions.
2. Major international travel and tourism organization.
3. Other travel and tourism organizations.
4. National tourism and travel organizations.

1. Basic Conventions

This subunit contains the following topics which are to be transacted through explanation by the teacher.

- Warsaw convention 1929.
- Chicago Convention 1944.

2. Major international travel and tourism organization.

This subunit includes the following topics which are to be detailed to the learners covering the nature of organisation, year of formation, headquarters, memberships, aims and objectives.

IATA – International Air Transport Association.

ICAO – International Civil Aviation organisation.

WTO – World Tourism Organisation.

UFTAA – Universal Federation of Travel Agents Association.

PATA – Pacific Asia Travel Association.

3. Other travel and tourism organizations.

This subunit consists of the following topics which can be transacted by adopting the same mode of transaction covering the areas included in the subunit two at the awareness level only.

ASTA – American Society of Travel Agents

WTTC – World Travel and Tourism Council

IATO – Indian Association of Tour Operators

ICPB – India Convention Promotion Bureau

ICCA – International Congress and Convention Association.

IH&RA – International Hotel and Restaurants Association.

4. National tourism organization/ administration and other agencies in India.

The teacher can begin the class by asking some questions based on the previous knowledge of the students about travel and tourism organisations at international level.

- a) What is WTO?
- b) State the important functions of WTO.
- c) What are the contribution of WTO to the travel and tourism industry?
- d) Name some organization which aim at development of travel and tourism at the international level.

This teacher introduces this sub-unit which includes the following topics.

Ministry of tourism.

Department of tourism.

DGCA – Director General of Civil Aviation.

ITDC – India Tourism Development Corporation.

KTDC – Kerala Tourism Development Corporation.

TAAI – Travel Agents Association of India.

TAFI – Travel Agents Federation of Indian.

FHRAI – Federation of Hotel and Restaurants Association of India.

Reference

1. International Tourism – A.K. Bhatia.

2. Successful Tourism Management Pran Nath Seth.

3. Travel and Tourism Periodicals.

Activities

1. Prepare a table showing organizations, head quarters, objectives.

Class Quiz

Conduct a quiz programme based on this topic in the class.

Reference

1. Successful tourism management Fundamental of tourism – Pran Seth.

2. Internet Sites

3. Tourism Marketing and Management – A.K. Bhatia.

Unit 5 - Airlines in India

Unit Analysis - Part I - Travel

Sl. No.	Curriculum Objectives	Learning Strategies	Learning Materials	Skills	Expected Product	Evaluation	Time
1.	To acquire knowledge about different parts of aircrafts, different types of air crafts through OAG, reference, materials etc.	Collection, Diagram	OAG, Reference materials	Awareness and drawing	Album chart	Arrangement content	4
2.	To acquire knowledge about the private and budget airlines operating in India, through discussion, internet, collection of brochures, inflight magazines etc.	Discussion, Exhibitio, Illustration, Quiz	Brochures, Internet, Inflight magazines	Identification	Chart, Assignment, Class test	Content, presentation, score	6
3.	To develop knowledge about the national carrier of India - it's network (Indian Airlines) Different class of travel. Different types of passenger, fares, structure and fare components, baggage system, excess baggage charge and excess baggage rate and excess baggage ticket through discussion (Awareness only)	Collection, Observation, Discussion, Demonstration	Sample ticket, Sample EBTS, Inflight Magazines of IC	Awareness	Chart, Assignment	Content and presentation, Content and arrangement	15
4.	To understand what is a passenger ticket, EBT form of ticket, coupons in a ticket, conjunction ticket, PTA and issue of IC passenger ticket and EBT after calculating fares and EBC through demonstration and role play.	Discussion, Demonstration, Role play	Airline, Time table, OAG, Samples of used baggage tickets	Awareness, Identification, Problem solving, Computing, Ticketing skills	Ticket	Correct entry, Planning, Presentation	15

Unit V

Aircrafts and Airlines in India

Introduction

This unit is designed to enable the learners to understand the concept of aircrafts and its important parts, seating arrangements, types of aircrafts, airlines in India (private and budget), national carrier of India (Indian Airlines), Network of Indian Airlines - regional, inter-regional and regional international services, different categories of passengers - Journey - origin, destination and inter-mediate points, sectors, one way and return journey - class of travel, fare structure and fare components of Indian airlines. Types of fares of Indian airlines and its classification, Baggage system, free baggage allowance and extra baggage allowance of Indian airlines, excess baggage charge, excess baggage rate, excess baggage ticket. Passenger ticket – form of ticket – coupon in a ticket, conjunction ticket, prepaid ticket advice - calculation of passenger fares and excess

baggage charges and issuance of domestic air passenger ticket and baggage ticket.

Curriculum Objectives

1. To acquire knowledge about different parts of aircrafts, different types of aircrafts its seating arrangement through exhibitions and illustration of reference materials, OAG, in-flight magazines and present through charts.
2. To acquire knowledge about the private airlines and budget airlines operating in India through charts, collection of brochures in-flight magazines etc. and present them through charts and assignments.
3. To develop knowledge about the national carrier of India (Indian Airlines) and its network, Journey, origin, destination, inter-mediate points - sectors, one-way and return journey, different class of travel, different category of passengers (Adult, child and infant) fare structure and fare components of

- Indian airlines, types of fares and its classification, baggage system of Indian airlines, free baggage allowance and extra baggage allowance of Indian airlines excess baggage charge, excess baggage rate, excess baggage ticket through explanation and demonstration.
4. To understand the learner what is meant by Air passenger ticket, identification of different forms of tickets and coupons in a ticket, conjunction ticket prepaid ticket advice, calculation of pax fares and excess baggage charges and issue of pax ticket and excess baggage ticket through discussion, demonstration and role play.

Syllabus

Aircraft – Important parts of aircraft – Cock pit, fuselage, cargo hold.

Different types of aircrafts – Passenger aircraft, freighters and combicrafts.

Narrow and wide bided aircrafts – Long haul and short haul aircrafts.

Seating arrangement of aircraft (configuration), aisle and rows.

Black box – its colour and purpose.

Journey - origin, destination, intermediate point - sectors, one-way and return journey

Types of passengers - adult, child, infant, student, youth, senior citizen.

Airlines in India – Private airlines and budget airlines in India.

National carrier of India (Indian Airlines)

Network of Indian Airlines - Regional, inter-regional, regional international.

Class of travel.

Fare structure of adult, child and infant passengers in Indian Airlines.

Fare components of Indian Airlines.

Types of fares of Indian Airlines and its classification.

Baggage system, free baggage allowance.

Extra baggage allowance of Indian Airlines.

Excess baggage charges, excess baggage rate, excess baggage ticket.

Air passenger ticket – form of ticket coupons in a ticket – conjunction ticket.

Prepaid ticket advice.

Calculation of pax fares and excess baggage charges and issue of passenger ticket and excess baggage ticket.

To the Unit

For convenience, this unit is divided into the following four subunits.

1. Aircrafts – Important and types.
2. Airlines in India – Private and Budget airlines.

3. National carrier of India – Indian Airlines.
 4. Calculation of passenger fares and excess baggage charges and issuance air passenger ticket and excess baggage ticket.
- a.) Can you name some private airlines in India and its two letter codes.
 - b.) Name the budget airline introduced by Air India and its two letter code.

1. Aircrafts

The teacher introduces this subunit by exhibiting three pictures of aircrafts illustrating the different parts of an aircraft, its seating arrangement and different types of aircrafts.

After illustration the teacher can interact with the learners by asking a few question such as

- (a) What is fuselage?
- (b) Can a passenger carry all his baggage to the passenger's cabin?
- (c) What do you mean by freighters?
- (d) What is an aisle?

At the end of the interaction, the learners will be able to identify parts of an aircraft and know the different types of aircrafts.

Activity

Draw the picture of an aircraft and mark the following parts.

1. Cockpit
2. Fuselage
3. Cargo hold.

2. (a) Airlines in India – Private and Budget Airlines.

The teacher can invite the attention of the learners by asking the following questions based on the previous knowledge.

The teacher can begin this subunit by showing the two charts illustrating the private and budget airlines operating in India and explain them in detail.

(b) Journey

The teacher should create concept of journey by asking the following questions to the learners.

1. Can you define journey?
2. What are the components or can you say the anatomy of journey?
3. Do you know what is meant by sectors?

3. National carrier of India – Indian Airlines

For transacting this subunit effectively the teacher can divide this subunit into the following topics.

- Introduction of Indian Airlines.
- Network of Indian Airlines.
- Different categories of passengers.
- Class of travel.
- Fare structure and fare components.
- Types of fares and its classification.
- Baggage system.

- Free baggage allowance and extra baggage allowance.
- Excess baggage rate, excess baggage charge, excess baggage ticket.
- Air passenger ticket – forms of ticket coupons in a ticket.
- Conjunction ticket, prepaid ticket adduce.

The teacher can describe the above subunit through explanation and demonstration.

Outcome : Construct knowledge about the above lesson, system etc.

4. Calculation of Air passenger fares for different passengers such as adult child and infant and excess baggage ticket.

The teacher can begin this subunit by asking a few questions based on the previous knowledge of the learners.

- (a) Name the different categories of passengers and identify them.
- (b) Mention the fare components of Indian airlines.
- (c) Identify the factors that determine fares of Indian Airlines.

(d) What do you mean by Free Baggage Allowance and Extra Baggage Allowance of Indian Airlines.

(e) What do you mean by 'sector' in a journey?

(f) Give an example of one way journey with three sectors.

(g) Can you say an example for a return journey with four intermediate points?

After interaction the teacher can demonstrate the subunit through role play.

Planning the role play

Before starting the role play the teacher select two students, one as customer (client) and the other as the counter staff of a travel agency or airline. The teacher explains in details the duties of the counter staff and direct him how to act in the role play situation.

After the role play the teacher consolidate the session by giving additional information, if necessary.

References:

1. www.indianairlines.in
2. www.incredibleindia.com
3. In-flight magazines of airlines.

Unit 6 - Preparation of Travel Itinerary

Unit Analysis - Part I - Travel

Sl. No.	Curriculum Objectives	Learning Strategies	Learning Materials	Skills	Expected Product	Evaluation	Time
1.	To construct knowledge about planning and preparation of travel itinerary through discussion and demonstration with the help of maps, reference materials such as travel guides, airline time table, OAG etc.	Discussion, Demonstration	Maps, Reference materials, Travel guides, Airline Time table, OAG	Planning, Presentation	Sample itinerary	Presentation accuracy	12

Unit VI

Planning and Preparation of Travel Itinerary

Introduction

Planning itineraries is an essential function for a professional travel agent and is an effective way to gain clients trust. Through planning and preparing itineraries, the trip runs smoothly. Planning and preparing of a travel itinerary involves mapping out a route establishing distances and travel times and deciding which activities are to recommend during the journey. Travel planning is an art as well as science requiring a great deal of creativity, knowledge and skill. Since travel professionals are concerned not only with the movement of people but also with transporting them safely comfortably.

Curriculum Objectives

To gain knowledge about the planning and preparation of travel itinerary through discussion and demonstration with the help of maps, reference materials such as travel guides, airline timetable, OAG etc.

Syllabus

Travel itinerary – basic guidelines such as pace, routing, interests, details and energy for planning.

Steps for preparation of travel itinerary.

To the Unit

The teacher initiates the discussion by providing sufficient reference materials through demonstration.

Discussion points

- Concepts of travel itinerary.
- Basic guidelines to be followed for the planning of travel itinerary.
- Steps to be followed for preparation of travel itinerary.

The teacher can lead the discussion based on the points noted above and motivate the learners to participate actively in the discussion by asking

the following questions.

- Can you convey the concepts of travel itinerary?
- Mention the important guidelines to be followed for planning a travel itinerary.

At the end of the discussion, the teacher should consolidate the discussion by supplementing additional information if necessary and directs the learners to note down the outcome in their discussion diary.

Expected Outcome

Conceive concept of itinerary and acquired knowledge for planning and preparation of itinerary.

Activity

The teacher ask the learners to prepare an international and domestic itinerary in the prescribed format given.

Reference

1. www.iata.org
2. Airline time tables.
3. OAG
4. Airline schedules

SAMPLE PRO FORMA OF A TRAVEL ITINERARY

Itinerary for Mr/Mrs/Miss			Prepared by: ABC Travel Co.			
Address Postal Code			Address Place			
Telephone			Tel. No.			
Date of booking		First contact date		Method : Phone, Personal visit, Letter, Telex, Fax, Other		
From City/Airport DEP	Day	Date	Locate Time	Flight No.	Class	Remarks/Hotels, Contacts etc.
To ARR DEP						
To ARR DEP						
To ARR DEP						
To ARR DEP						
Valid Passport Entry Visa/Re-Entry Permit				Fare		
Transit Visa for				Ticket/Voucher Numbers		
Other Documents				Payment Details		
Required vaccinations : Cholera : Yellow fever				Tax		
Recommended preventive treatment						
PNR				Airport Tax		

Part II
Tourism

Unit 1 - Tourism and its Elements

Unit Analysis - Part 2 - Tourism

Sl. No.	Curriculum Objectives	Learning Strategies	Learning Materials	Skills	Expected Product	Evaluation	Time
1.	To create an awareness of visitors, tourists, excursionists and about tourism phenomenon and tourism industry through discussion tourist opinion, survey etc.	Discussion, Survey	CD's, Brochures	Define understanding awareness	Report	Groupwise presentation, Content	8
2.	To understand different basic components of tourism, its features through discussions reading materials, charts etc.	Discussion, Class test	Reaching materials and Tourism brochures	Understanding	Report	Content presentation	10

Unit I

Tourism and its Elements

Introduction

Tourism is the movement of people from one place to another place for the purpose of pleasure or enjoyment. “Tourism is the totality of the relationship and phenomenon arising from the travel and stay of strangers provided the stay does not imply the establishment of a permanent residence and is not connected with any remunerated activity.

This unit enables the students to get idea about tourism and its components, visitor, tourist and excursionist.

Curriculum Objectives

1. To create an awareness about visitors, tourists, excursionist, tourism, tourism industry through discussion, brochures and CDs and present them through reports.
2. To understand different basic components of tourism, elements and features of tourism

industry through discussions, charts, reading materials etc. present them through reports.

Syllabus

Tourism – meaning and characteristics, components and elements of tourism, features of tourism industry.

To the Unit

This unit may be divided into three units.

1. Introduction – definition and meaning.
2. Basic components of tourism and elements of tourism.
3. Features of tourism industry.

I. Introduction – definition and meaning

This topic gives the meaning and definition of tourism, visitor, tourist, and excursionist and it also mention the difference between domestic and international tourist. The teacher explains

these terms in the class and initiates a discussion based on the following points.

Discussion Points

- Tourism.
- Difference between tourist, visitor and excursionist.
- Difference between foreign tourist and domestic tourist.

The learners may be asked to prepare a diary based on the above mentioned discussion. The teacher consolidates the discussion by providing sufficient information.

II. Basic Components and Elements

Tourism is a multi-segment industry having basic components like transport, locale and accommodation. Elements of tourism includes pleasing weather, scenic attractions, historical and cultural factors, accessibility and amenities. This unit enable to understand the tourism phenomenon systematically. The teacher initiates a discussion based on following points.

Discussion Points

- Transport
- Locale
- Accommodation
- Elements of tourism and its importance.

After discussion the above points the learners

will get an understanding about the role of each components and elements in the tourism industry. The teacher consolidates the discussion and gives sufficient information.

III. Features of Tourism Industry

The teacher gives a brief introduction about the sub unit by including following points.

- Tourism is a dynamic and largest industry in the world.
- It is the fastest growing industry in the world.
- It is also a smokeless industry.
- Tourism is a labour intensive service industry which provides direct and indirect employment for skilled and unskilled workers. The teacher initiates discussion by asking certain questions.
- Why do we promote tourism?
- How does it differ from other industries?
- Why do we consider tourism as a service industry?

Discussion Points

- Comparison of tourism and other industries.
- The employment potential of tourism industry.

After getting the information the teacher consolidates the discussion by giving sufficient information.

The teacher may use CD, brochures etc. to give more information about the subject. The teacher can also ask the students to conduct a survey.

Expected outcome - Knowledge about tourism phenomenon and tourism industry.

Expected product - Discussion diary.

References

1. International Tourism – Fundamentals and Practices – A.K. Bhatia
2. Social Tourism its nature and problems – Hunziker
3. Successful Tourism Management – Pran Nath Seth
4. Tourism Marketing – S.M. Jha
5. Tourism Brochures
6. Tourism periodicals.

Unit 2 - Definition of Common Terms used in Travel & Tourism Industry

Unit Analysis - Part 2 - Tourism

Sl. No.	Curriculum Objectives	Learning Strategies	Learning Materials	Skills	Expected Product	Evaluation	Time
1.	To acquire knowledge about the common terms used in travel and tourism industry through discussions charts, brochures etc.	Discussion	Charts, Reading materials, brochures.	Define and understanding	Discussion diary, Charts, Travel and Tourism Glossary	Content and presentation, Content of glossary	8

Unit II

Definitions of Common Terms used in Travel and Tourism Industry

1. Introduction

As tourism industry includes various sectors and components such as transportation, accommodation, entertainment etc. a variety of terms are used in this industry. This unit is designed to study about the common terms used in travel and tourism industry.

2. Curriculum Objectives

To acquire knowledge about the common terms used in travel and tourism industry through discussions, charts, references brochures etc. and present them through charts and glossary.

3. Syllabus

Definitions of common terms used in travel and tourism industry terms used in accommodation, tourism and transportation industry.

4. To the unit

This unit gives an idea about the terms used in tourism, accommodation, transportation and entertainment industry. The teacher begins the session by asking the following questions based on the previous knowledge of the learners.

1. Who is a tourist?
2. Name any three nearby tourist destinations?
3. What is the use of a passport?
4. Who is a travel agent?

The teacher continues the lesson by explaining about the various terms used in the travel and tourism industry. After explaining, the teacher begins group discussion. For this the teacher may divide the class into four groups and one point may be assigned to each group. The teacher should provide the reference material (note the references provided at the end of this unit.)

Discussion Points

1. Terms used in transportation industry.
2. Terms used in accommodation industry.
3. Terms used in tourism industry.
4. Travel documents

The teacher consolidates the discussion and ask the learners to prepare a report and glossary.

Expected product - Travel and tourism glossary and chart.

References

1. International Tourism – Fundamentals and practices – A.K. Bhatia
2. Tourism Marketing – S.M. Jha
3. The Dynamics of Tourism – R.N. Kaul.
4. Tourism and Hotel Industry in India – Anand M.M.
5. Tourism in India – A.K. Bhatia

Unit 3 - Types of Tourism

Unit Analysis - Part 2 - Tourism

Sl. No.	Curriculum Objectives	Learning Strategies	Learning Materials	Skills	Expected Product	Evaluation	Time
1.	To acquire knowledge about the different types of tourism through discussions, field visits, brochures, study tours, charts, CD Roms, internet etc.	Discussion, field visit, study tour, preparation of charts	Reference books, CD Roms, Internet	Communication, Documentation skill, leadership	Project report, Chart, Tour Report	Data collection, Analysis, Content presentation, Content and presentation, Content and presentation	20

Unit III

Types of Tourism

Introduction

Tourism may be classified based on the purpose of visit, number of days spent, number of persons, country of visit etc. It also covers all the new and emerging types of tourism with special significance to Kerala and India.

Curriculum Objectives

1. To acquire knowledge about the different type of tourism through discussion, field visits, tourism brochures, study tours, CD Roms, internet and present them through tour report, charts, discussion, diary etc.

Syllabus

This unit covers classifications of tourism based on purpose of visit, number of days spent, number of persons, country of visit etc. It also covers the new and emerging types of tourism. It includes the following. International tourism – Domestic tourism – Individual tourism – Group

tourism – Mass tourism – Excursion and picnic tourism – Leisure and business tourism – Pilgrim tourism, Health and medical tourism. Adventure tourism – Sports tourism – Conference and convention tourism – Wildlife tourism, Eco tourism – Cultural tourism – Ethnic tourism – Youth tourism – Familiarisation tourism. MICE – Social tourism – Tribal tourism – Urban tourism Rural tourism - Village tourism – Backwater tourism – Hill tourism – Beach tourism – Monsoon tourism – Farm tourism – Weak-end tourism – Educational tourism – Out bound and in bound tourism – Space tourism and spice tourism and New and emerging types of tourism.

To the unit

This unit gives an idea about the various types of tourism and the interest of the tourist. Keeping their previous knowledge as the base, the teacher can generate interest in the learner to gather more information about the topic. In order to achieve

the objectives the topic can be divided as follows:

1. Tourism based on the purpose of visit.
2. Tourism based on the number of days spent.
3. Tourism based on the number of participants
4. Tourism based on the destination.

The strategy suggested for this topic is discussion. For convenience, discussion is done by dividing the students into different groups, by assigning each sub unit. The discussion can be initiated by asking the following questions.

1. What is pleasure tourism?
2. What is beach tourism?
3. What is international tourism?
4. What is groups tourism?
5. What is a picnic?
6. What is backwater tourism?

Discussion Points

The teacher should ensure that all the types of tourism mentioned in the syllabus is discussed and transacted to the students.

By discussing the points the students can get an ideas about the different types of tourism. The teacher can ask the students to prepare a report based on the discussion. The teacher consolidates the discussion by giving sufficient information.

The teacher can also arrange a field visit or study tour to any tourist destination and ask them to prepare a report about the visit.

Reference:

1. Tourism Development – Principals and Practices – A.K. Bhatia
2. Successful Tourism Management – Prasanth Seth

Unit 4 - Motivators of Travel and Tourism

Unit Analysis - Part 2 - Tourism

Sl. No.	Curriculum Objectives	Learning Strategies	Learning Materials	Skills	Expected Product	Evaluation	Time
1.	To identify the determinants and motives of tourism demand through surveys, discussions, tourism reports, published by the department of tourism.	Discussion, survey, field visit, preparation of charts	Tourism, Publications, Brochures	Communication, Leadership	Charts Discussion, Diary, Survey Report, Field Report	Content and presentation Content and presentation Content and presentation Content and presentation	12

Unit IV

Motivators of Travel and Tourism

Introduction

Travel motive is an inner force which create a desire in a person to travel. Motivating factors will vary from one person to another. This unit is aimed at imparting the knowledge and understanding among learner regarding the classification of travel motivations.

Curriculum Objectives

To identify various motivators of travel and tourism through tourist survey, discussions, brochures, tourism reports published by the department of tourism etc. and present them through discussion diary and other reports.

Syllabus

Motivators of Travel and Tourism

Physical Motivators

Cultural Motivators

Inter personal Motivators

Status and Prestige Motivators

Other motivating factors like rest and relaxation, Health purpose, sports and adventure, pilgrimage, ethnic and family reasons, business, exhibitions, incentive travel etc.

To the unit

For convenience this unit is divided into four sub units as

- Physical motivators.
- Cultural motivators
- Inter personal motivators
- Status and prestige motivators

I. Physical motivators

Physical motives are the factors which helps to improve the physical and mental well being of individuals. Discussion is the strategy suggested for this topic. Teacher can initiate the discussion by asking some questions like.

- Why do people travel?
- Why do tourists select a particular destination?
- Youngsters prefer adventure tourism than pilgrim tourism. Why?

Discussion points

- Need for pleasure.
- Need for rest, relaxation and recreation.
- Health travel.
- Travel for adventure and sports.

By discussing the above points, students get an idea about physical motives such as pleasure, rest and relaxation, health, adventure and sports etc. After the discussion teacher consolidate the session by providing sufficient information.

Expected product

Discussion diary and notes

2. Cultural motivators

Cultural motivators are factors like music, dance, architecture, folk lore, arts and crafts, customs etc. which attracts tourists to a particular destination. The teachers initiates the discussion by mentioning the following discussion points.

Discussion points

- Cultural attractions
- Customs and traditions
- Spiritual and religious attractions

- Fairs and festivals.
- Dance forms.

Discussion diary prepared on the basis of above discussion contains detailed information about various cultural motivators of tourism.

- Expected product – Discussion diary.

3. Interpersonal motivators

Interpersonal motivators are the factors which create desire to visit relatives and friends, meet new people, establish new friendships etc. It also includes ethnic motives and family reasons. The teacher begins the discussion by giving following points.

Discussion points

- Improve social contacts.
- Strengthening family relations.
- Exchange and enrichment of ideas.

During the discussion, chances should be given to the learners to clear their doubts and note the important points in their diary. Through discussion students are expected to get a clear idea about various interpersonal motivators.

- Expected product – Discussion diary

4. Status and prestige

Some people undertake travel because they think it is fashionable. Status and prestige motivators include motives related to business and profession. Teacher explains the importance

of status and prestige factors which motivates people to travel.

- Expected product : Discussion diary.

A survey may also be conducted by using a questionnaire to identify the factors which motivate people make a tour. Data collected through survey can be analysed, summarized and presented in the form of a chart or report. The

teacher can give suggestions if required for preparation of charts and reports.

Reference:

1. Tourism Principles and Practices – A.K. Bhatia
2. Successful Tourism Management – P.N. Seth.
3. Tourist Statistics – Published by Various tourism organizations.

Unit 5 - Tourist Products

Unit Analysis - Part 2 - Tourism

Sl. No.	Curriculum Objectives	Learning Strategies	Learning Materials	Skills	Expected Product	Evaluation	Time
1.	To get an awareness about tourist products, its components, features, through observation, discussion, field visit, etc.	Observation, Discussion, Field Visit	Reading material, brochures, tour Package	Awareness, Documentation	Discussion, Diary, Field report	Content and presentation Planning observation, Participation Report	10
2.	To distinguish the features of tourist product from other products through discussions and observations.	Observation, Discussion, Class test.	Reading material	Awareness	Discussion, Diary, Class test	Content and presentation Score	8

Unit V

Tourist Product

Introduction

A product may be defined as the sum of the physical and psychological satisfaction it provides to the buyer. For a tourist, the product covers the complete experience from the time he leaves home to the time he returns back. Tourist products include a comprehensive range of package and travel facilities. Three basic components of the product are attractions of the destination, facilities at the destination and accessibility to the destination. This chapter is aimed to create an understanding among the learners about various components and elements of tourist product and the characteristics of tourist product.

Curriculum Objectives

- To get an understanding about tourist products, its components, features etc. through observations, discussions field visit

etc. and present them through reports and charts.

- To gain knowledge about the features of tourist product and how it differs from other manufacturing products through discussions, field visit observations and present them through reports.

Syllabus

Tourist product

- Components of tourist product.
- Elements of tourist product.
- Features of tourist product
- Difference between tourist product and other products.

To the unit

In order to achieve the curriculum objectives effectively, this unit can be divided into following sub units.

- Tourism products and its components.
- Elements of tourist product.
- Features of tourist product.

1. Tourist product

The teacher can introduce the topic through demonstration of various brochures and pamphlets of various tourist products. A discussion based on the observations by students with the help of these brochures can be initiated by asking following questions.

- What is a product?
- What is a tourist product?
- Give names of some tourist products.

Discussion points

- Product concept
- Tourist product and components
- Attractions
- Accessibilities
- Amenities

During the discussion in groups, the role of the teacher is that of a moderators activity engaged in controlling the discussion and supplementing it with additional information where ever necessary. The teacher should see that all the learners have noted the ideas evolved in their discussion diary.

Expected outcome.

The following are the concepts that are expected to be evaluated in the discussion.

- What is a tourist product?
- Why a tourist selects a particular tourist product?
- Types of tourist products.

The teacher can conclude the discussion by consolidating the required information.

Expected product – Discussion diary and notes.

2. Elements of tourist product

This sub-unit aims to give the learner an idea about various elements of tourist product. Discussion method is suggested to transact this topic.

Discussion points

- Factors which attract a tourist.
- Scenic and tourism.
- Science beauty.
- Historical attractions
- Cultural attractions
- Religious attractions.

For discussion, the method suggested for sub unit 1 can be adopted.

Points expected to evolve in the discussion.

1. Various tourist attractions
2. Various types of climates that attract tourist.
3. Importance of scenic beauty.
4. Historical and cultural elements.
5. Spiritual elements of tourism.

Expected product – Discussion diary and notes.

A field visit can also be conducted to nearby destination to identify various elements of tourist product. The teacher can give necessary explanations during the visit.

3. Features of tourist product

Tourist products have several characteristics which make it different from other products. Objective of this topic is to give information about various features of tourist product through a discussion initiated by the teacher.

Discussion points

- Comparison of tourist product with other products.

- Various features of tourist product.
- How does these features affect tourism industry.

By discussing in groups and consolidation by the teacher, students are expected to get a clear idea about various characteristics of tourist product.

Expected product:-

Discussion diary and notes.

As an activity students can be instructed to refer various tour packages and to prepare a chart showing various elements in each package.

References:

1. International Tourism – Fundamental and Practices – A.K. Bhatia.
2. Tourism Marketing – S.M. Jha
3. Various tourism related brochures.

Unit 6 - Fairs and Festivals of India

Unit Analysis - Part 2 - Tourism

Sl. No.	Curriculum Objectives	Learning Strategies	Learning Materials	Skills	Expected Product	Evaluation	Time
1.	To gather information about the major fairs and festivals major dance forms of India through internet, reference materials and product through a seminar.	Seminar	Internet, Reading material	Communication, Presentation, Documentation	Seminar, Report	Content and presentation	10

Unit VI

Fairs and Festivals of India

Introduction

Various festivals are celebrated in different parts of India in connection with religions, temples, regions, traditions, customs etc. Tourist fairs are conducted in different parts of country to attract tourists. This unit is meant to provide information about the major fairs and festivals in India which attracts tourists. This topic helps the learners to know more about Indian culture and traditions through fairs and festivals.

Curriculum Objectives

To gather information about the major tourist fairs and festivals of India through discussion, internet, reference materials, brochures etc. and present them through a seminar.

Syllabus

- Fairs and festivals of India – state wise festivals – types of fairs
- major dance forms.

To the Unit

This chapter is designed to provide the learner an idea about the role of fairs and festivals in India which attracts tourists. This unit helps the students to understand the various fairs and festivals in different parts of the country and the legends behind it.

The teacher can introduce the topic by asking the following questions.

- What is festival?
- What is a fair?
- Name some festivals in your area.
- What is the legend behind it?
- Name the classical dance forms of Kerala?
- Can you mention some of the classical dance forms of other states in India?

- Do you know the state where ‘Yakshagana’ is the classical dance form?

The teacher explains the importance of fairs and festivals to the students and gives the following discussion points.

Discussion Points

- Festivals celebrated all over India.
- Region wise festivals.
- State wise festivals.
- Types of fairs.
- Fairs and events conducted to attract tourists.
- Boat races in Kerala.
- Thrissur Pooram.
- Kerala Travel Mart and Boat show.
- Pushkar fair.
- Surajkund Craft Mela.

- Nishagandhi Dance festival.
- Food festival.
- Major dance forms in India.

While presenting the seminar the teacher can evaluate the performance of students. The students can clear their doubts about the fairs and festivals during the inter active session of the seminar. The teacher should supply additional information and consolidate the points.

Reference:

1. Brochures published by the department of tourism.
2. Festival charts published by different tourism organizations.
3. Internet sites
www.keralatourism.com
www.incredibleindia.org
4. Travel and tourism periodicals.

Sample Questions

Unit 1 Travel geography

1. From the outline map of Kerala, mark the following tourist destinations.

- | | |
|------------------------------|---------------|
| a) Bekal | b) Thenmala |
| c) Edakkal Caves | d) Ponmudi |
| e) Thekkady | f) Kappad |
| g) Athirappilly water falls. | h) Sabarimala |
| i) Kumarakam | |

2. Match the following

A

Pushkar fair

Jharkhand

Indira Gandhi Airport

Sun Temple

Dubai

Garuda

Yen

Sunderbans

B

New Delhi

Konark

DXB

Rajasthan

Ranchi

West Bengal

Indonesia

Japan

3. Identify the marked locations in the given outline map of India.

4. Decode the following city codes.

- | | | |
|--------|--------|--------|
| a) TYO | b) IXM | c) CPH |
| d) NYC | e) HKG | f) BKK |
| g) CAI | h) SYD | i) CCJ |
| j) IXE | k) ATQ | l) HJR |

5. Decode the following airline codes EK, GA, AF, AZ, AA, DL, BA, QF, SQ, 9W.

6. Decode the following airport codes.

LHR, JFK, LGA, CDG.

7. Encode the following city names.

Abudhabi	Washington DC
Canberra	Bhubaneswar
Johannesburg	Allahabad
Manila	Chicago
Paris	Amsterdam

8. Prepare a fact file of Kerala/India.

Unit 2

Transportation

1. Complete the following table based on the indicators provided.

A	B
•	Pawan Hans
Queen Elizabeth	•
•	Palace on wheels
Jet Airways	•
•	Air Deccan

2. Business traveller prefer Airtravel. Suggest the reason.
3. Back waters in Kerala contributes to the promotion of tourism in Kerala. Justify.
4. Match the following.

A

House boats

Indrail pass

Fastest mode of travel

Door to door service

Voyage

Dennis Titto

B

First space tourist

Water transport

Road transport

Floatel

Rail Travel

Air transport

5. "Different factors influence a traveller while selecting a particular mode of transport" Mention such factors.
6. Mention the difference between voyage and cruise.

Unit III

Travel

1. Travel is an industry. Substantiate.
2. There is not tourism without travel. Justify.
3. It is not possible for everyone to visit their dreaming destination. List out the barriers.
4. Differentiate between road transport and rail transport.
5. Match the following.

A

1. Hertz
2. Pleasure Travelers
3. Wright brothers
4. Recreation Vehicles (RVs)
5. Political Disturbances
6. Sreeharikotta

B

- Aeroplane.
Car rental company
The Romans
Barrier of Travel
Motor homes
Aircraft manufacturing company.

Unit IV

Travel and Tourism Organisations

1. Complete the following table.

Organisation	Expansion	Head quarters
WTO	World Tourism Organisation	
IATA		
UFTAA		
ICAO		Montreal
ITDC	India Tourism Development Corporation	
ASTA		

2. Check whether the following statements are correct or not and correct the statement which are wrong.
 - a.) The head quarters of WTO is Madrid.
 - b.) IATA is a governmental organization.
 - c.) PATA operates mainly in Europe.
3. Under which freedom of Air, AA carries passengers, from PAR to CBR.
4. Identify the freedom of Air applicable for the following.
British airways flying from LON to KHI landed at KWI for refueling.
5. A passenger lost his baggage while traveling between New York and Amsterdam.
Discuss the convention applicable to solve this problem.
6. Do you think IATA helps air travel more easier? Discuss.

Unit V

Airlines in India

1. Complete the fare table of Indian Airlines for the following category of passengers in percentage.

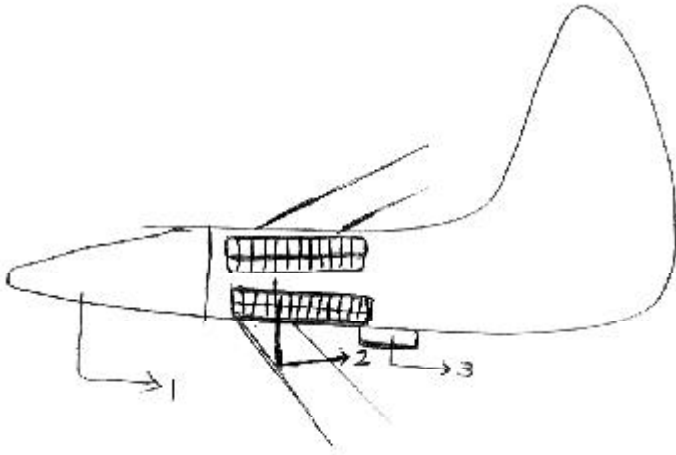
Category	Fare	PSF
Adult		
Child		
Cancer Patient		
Student (Domestic)		
Infant		
Adult blind passenger		

2. Calculate the fare of Indian Airlines for passengers Mr. Sekhar, Mrs. Sehar, Miss. Sekhar (date of birth 10-11-1993) going for the following journey in Y class. Normal adult Y class fare for TRV – MAA – DEL given below.

TRV – MAA Fare 1600 PSF 200

MAA – DEL – 12000 PSF 200

3. Explain fare components of IC.
4. Code of the city where Boeing industry is located.
5. Mark the parts given in the diagram of the air craft.



6. Identify the type of journey from the following.
 - a. BOM – JAI – DEL
 - b. HYD – MAA – COK – BLR – HYD
 - c. TRV – DEL – IXJ
 - d. IXE – IXD – IXU – BBI
7. Identify the origin, destination and intermediate points from the following journey.
 - a. IXM – IXE – IXL – SXR – SJV
 - b. PNQ – BHO – HJR – DEP
8. Identify the type of network of Indian airlines.
 - a. COK – MAA – BLR – HYD
 - b. TRV – CMB – MLE – TRV
 - c. TRV – MAA – DEL

Unit VI

Preparation of Travel Itinerary

1. Mr. Praveen Kumar approaches you at your travel agency with his desire for a pleasure travel. He is intending to leave Delhi for Srinagar via Shimla and Kolkata. He wants to stay two nights in Kolkata and one night in Shimla. He wants to return to New Delhi on 20t October 2005. (Airline time table to be supplied.)

- Delhi – Kolkata by IC on 11.10.05
- Arrange his accommodation in a five star hotel and his transfers.

Prepare a travel itinerary for the passenger.

2. Mr. Shoe Macker, an American citizen who is leaving BOM for Los Angeles approaches you for preparing a travel plan and wants to fly via London and New York. He wants to stay three nights at London and two nights in New York in a three star hotel. He will be returning to BOM on 25-10-05 by AI from Los Angeles BOM-LON will be flying by BA on 14-10-05. Prepare a travel itinerary for him. (Air line time table to be given.)

Part II

Unit I Tourism

1. "Tourism industry is the largest industry in the world." Justify the statement.
2. Differentiate between tourist and excursionist.
3. Match the following.

A

Tornus Passport

Domestic tourist

Music Tourism

Excursionist

International tourist

B

Visitor who stays less than 24 hrs.

Travel inside the country.

Cultural tourism.

4. List the terms associated with components and elements of tourism and give definitions of each.

Locale, sports, climate, accommodation, scenery, transportation.

Elements of tourism	Components of tourism

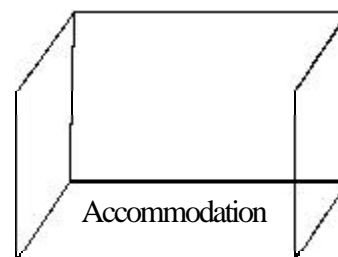
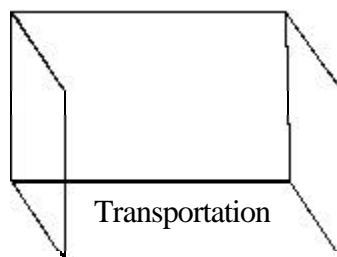
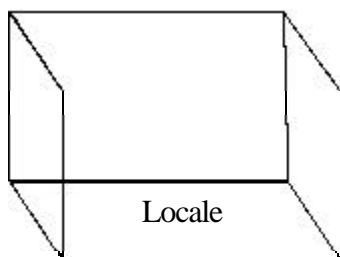
5. Check whether the following statements are correct or not, and correct the statements which are wrong.

- a) Excursionists and tourists are the same.
 - b) Tourist are not connected with any kind of remunerative activity in the destination.
 - c) Tourism is a manufacturing industry.
 - d) Locale is one of the basic component of tourism.
 - e) International tourists helps to earn foreign exchange for a country.
 - f) Accommodation is not a part of tourism.
6. "Tourism is an industry". Comment on the statement.

Unit II

Definitions of common terms used in Travel and Tourism industry

1. Put the following terms in appropriate box and explain each.



-
- | | |
|-----------------|-----------------|
| 1. Baggage | 2. Motel |
| 3. Attraction | 4. Resort |
| 5. Amenities | 6. Cruise |
| 7. Helicopter | 8. Youth hostel |
| 9. Excursionist | 10. Coaches |
| 11. Stopover | |

Unit 3

Types of Tourism

Establish the correct relationship between A and B

- | A | B |
|---|-------------------|
| 1. During Haj period Muslims visits Mecca. | Adventure tourism |
| 2. Youngsters go for paragliding | Mass tourism |
| 3. A tourist visits Kerala for Ayurvedic treatment | Health tourism |
| 4. A tourist visit Kerala for treatment of Cancer | Social torusim |
| 5. Suresh Gopi, the Malayalam film actor takes the children of 'Sisubhavan' an orphanage in Ernakulam for a flight journey from Cochin to Trivandrum. | Medical tourism |
2. List of tourist destination are given. Identify under which type of tourism it belongs to and explain that type.
1. Darjeeling in west Bengal.
 2. Kovalam in Kerala.
 3. Khajuraho in Madhya Pradesh.
 4. Thenmala in Kerala.
 5. Kaziranga in Assam.
3. Which are the latest and emerging types of tourism in Kerala.

Unit – IV

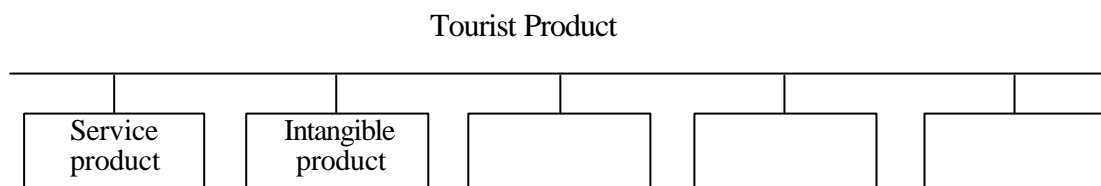
Travel Motivators

1. Different people have different motives of travel. Illustrate.
2. Physical motives play a major role in modern era of tourism development. Explain.
3. Form pairs selecting one from each.

Visiting friends	Status and prestige.
Business trip	Interpersonal motive
Travel to participate in sports	Cultural motives
Visit to a Spa	Physical motives
Viewing Kathakali	Health motives
4. “Adventure influences young people than religious motives.” Do you agree? Give reasons.
5. Classify the following motives into four basic travel motives.
 - a) Pleasure motives
 - b) Sports motives
 - c) To attend business meeting.
 - d) Visiting relatives
 - e) Health travel
 - f) Watch Kathakali

Unit V Tourist Product

1. Prepare a chart showing the features of tourist product.
2. Name any five essential elements to be included in a five day tour package to a hill station.
3. Can you produce tourist product in advance and store it for next season. Why?
4. Complete the following chart and explain the features.



Unit VI Fairs and Festivals of India

1. Check whether the following statements are correct or not and correct the statements which are wrong.
 - a.) Boat races are held in the month January.
 - b.) Pongal is a harvest festival.
 - c.) Holi is a secular festival.
 - d.) Desert festival is held in Goa.
 - e.) Kerala travel mart is held in Thiruvananthapuram.
2. Find suitable pair for each item in Box A from Box B.

A

Boat Race

Ratholsav

Surajkund Craft Mela

Pushkar fair

B

kalpathi

Haryana

Jaipur

Alapuzha

3. Identify the festivals celebrated in the marked places in the outline map of India. (Map to be given.)
- | | |
|------------------------------|---------------------|
| a.) Surajkund craft mela | b.) Desert festival |
| c.) Khajuraho dance festival | d.) Boat races |
4. Festivals are closely related to domestic tourist movement. Explain.