

LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

**JOB ROLE: Customer Service Executive (Meet
and Greet)**

(QUALIFICATION PACK: Ref. Id. THC/Q0101)

SECTOR: Travel, Tourism and Hospitality

Class 11



PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION
(a constituent unit of NCERT, under MHRD, Government of India)

Offered by
Assam Higher Secondary Education Council
In Association with
Rastriya Madhyamik Shiksha Abhijan, Assam

1. COURSE OVERVIEW

COURSE TITLE: Travel, Tourism and Hospitality– Customer Service Executive (Meet and Greet)

The Travel, Tourism and hospitality is one of the largest service industry in India as well as in the world that includes transportation, accommodation, places of tourist interests, planning of events, etc. And largest foreign exchange earner among provides employment of many people directly and indirectly through many associated service industry. It is a very wide industry; it includes government tourism departments, immigration and custom services, travel agencies, airlines, tour operator, hotels etc. And many associated service industries such as airline catering or laundry services, guides, interpreters, tourism promotion and sales etc.

Amongst several jobs which are available in the travel, tourism and hospitality industry, the “meet and greet officer” job is an important one in hotels and travel companies. A Customer Service Executive (Meet and Greet) performs the basic functions related to tour operation at work and prepares for providing meet and greet services to the customers or guests at the terminal or designated places i.e. hotel front office. As the guests arrive, he/ she must extend a warm welcome and greetings to them and provide other services and assistance such as asking for comfort, make travel arrangements, handling guest’s queries and assist them to transfer luggage on arrival and departure. Meet and Greet Officers provide customers all the information regarding their trip and hand over necessary documents as tour itinerary, hotel vouchers, booked tickets and agency manuals etc. to the tourists or guests.

After successfully completing class 9th and 10th students will be able to perform job role of Customer Service Executive (Meet and Greet) in travel, tourism and hospitality sector and will also be able to pursue higher level certificate diploma/degree courses in / travel and tourism/Hospitality field.

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

- Apply effective oral and written communication skills to interact with people and customers;
- Identify the principal components of a computer system;
- Demonstrate the basic skills of using computer;
- Demonstrate self-management skills;
- Demonstrate the ability to provide a self-analysis in context of entrepreneurial skills and abilities;
- Demonstrate the knowledge of the importance of green skills in meeting the challenges of sustainable development and environment protection;
- Develop vocational knowledge and skills for working in tourism and hospitality sector.
- Enhance organizational skills to work in hospitality establishments and deliver the product and services competently.
- Identify the various components and segments of travel and tourism industry;
- Develop professional skills and competence to deliver greeting services to the customers/guests.
- Demonstrate the procedure of booking for tourist travel and transportation;
- Perform the various functions of travel agency and tour operations;
- Offer meet and greet services to the customers/ guests;
- Perform the best practices of tourism and hospitality services to the guests and maintain standard of service etiquettes.

- Identify and maintain Code of conduct for gender, age and safety issues in tourism and hospitality industry;
- Demonstrate employability skills for the tourism industry.

COURSE REQUIREMENTS: The learner should have the basic knowledge of History and Geography.

COURSE LEVEL: This is a beginner level course which the students can take in Class IX and Class X. On completion of the course, a student shall become able to work for a job role as Customer Service Executive (Meet and Greet) in “Tourism & Hospitality” Industry or join a higher level course for the job role of Travel Consultant in Class XI and Class XII

COURSE DURATION: 600 hrs

Class 11	:	300 hrs
Class 12	:	300 hrs
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Total	:	600 hrs
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2. SCHEME OF UNITS AND ASSESSMENT

This course is a planned sequence of instructions consisting of Units meant for developing employability and vocational competencies of students of Class 11 and 12 opting for vocational subject along with general education subjects.

The unit-wise distribution of hours and marks for Class 11 is as follows:

CLASS 11			
	Units	No. of Hours for Theory and Practical 200	Max. Marks for Theory and Practical 100
Part A	Employability Skills		
	Unit 1: Communication Skills-III	25	10
	Unit 2: Self-management Skills-III	25	
	Unit 3: Information and Communication Technology Skills-III	20	
	Unit 4: Entrepreneurial Skills-III	25	
	Unit 5: Green Skills-III	15	
	Total	110	10
Part B	Vocational Skills		
	Unit 1: Introduction to Tourism and Hospitality Industry	25	40
	Unit 2: Meeting and Greeting to the customers	45	
	Unit 3: Prepare for providing meet and greet services	25	
	Unit 4: Arrange for the guest transfers	25	
	Unit 5: Handle guest queries and complaints	20	
	Unit 6: Communication with customers and colleagues	25	
	Total	165	40
Part C	Practical Work		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
	Total	10	35
Part D	Project Work/Field Visit		
	Practical File/Student Portfolio	10	10
	Viva Voce	05	05
	Total	15	15
	Grand Total	300	100

Assessment will include two components: one comprising of internal assessment and second component is external examination including theory and practical examinations to be conducted by the Board.

WRITTEN TEST:

It allows candidates to demonstrate that they have the knowledge and understanding of a given topic. Question paper for the vocational subject may be prepared by the subject experts comprising group of experts of academicians, experts from existing vocational subject experts/teachers, subject experts from university/colleges or industry recommended by the respective Sector Skill Council. The Central/State Examination Board will use the services of the relevant experts for setting up the question papers and conducting the examinations.

The blue print for the question paper may be as follows:

Exam Duration: 2 hours

Marks (Theory): 50

	Typology of Question	No. of Questions			Marks
		Very Short Answer (1 mark)	Short Answer (2 Marks)	Long Answer (3 Marks)	
1.	Remembering – (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles, or theories; identify, define or recite, information)	5	2	2	15
2.	Understanding – (Comprehension – to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	3	4	2	17
3.	Application – (Use abstract information in concrete situation, to apply knowledge to new situations: Use given content to interpret a situation, provide an example, or solve a problem)	0	3	1	09
4.	High Order Thinking Skills – (Analysis & Synthesis – Classify, compare, contrast, or differentiate between different pieces of information; Organize and/or integrate unique pieces of information from a variety of sources)	0	2	1	04
5.	Evaluation – (Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)	0	1	1	05
	Total	08x1=8	12x2=24	6x3=18	50 (26 questions)

SKILL ASSESSMENT (PRACTICAL)

Assessment of skills by the students should be done by the assessors/examiners on the basis of practical demonstration of skills by the candidate, using a competency checklist. The competency checklist should be developed as per the National Occupation Standards (NOSs) given in the Qualification Pack for the Job Role to bring about necessary consistency in the quality of assessment across different sectors and Institutions. The student has to demonstrate competency against the performance criteria defined in the National Occupation Standards and the assessment will indicate that they are 'competent', or are '**not yet competent**'. The assessors assessing the skills of the students should possess a current experience in the industry and should have undergone an effective training in assessment principles and practices. The Sector Skill Councils should ensure that the assessors are provided with the training on the assessment of competencies.

Practical examination allows candidates to demonstrate that they have the knowledge and understanding of performing a task. This will include hands-on practical exam and viva voce. For practical, there should be a team of two evaluators - the subject teacher and the expert from the relevant industry certified by the Board or concerned Sector Skill Council. The same team of examiners will conduct the viva voce.

Project Work (individual or group project) is a great way to assess the practical skills on a certain time period or timeline. Project work should be given on the basis of the capability of the individual to perform the tasks or activities involved in the project. Projects should be discussed in the class and the teacher should periodically monitor the progress of the project and provide feedback for improvement and innovation. Field visits should be organised as part of the project work. Field visits can be followed by a small-group work/project work. When the class returns from the field visit, each group might be asked to use the information that they have gathered to prepare presentations or reports of their observations. Project work should be assessed on the basis of practical file or student portfolio.

Student Portfolio is a compilation of documents that supports the candidate's claim of competence. Documents may include reports, articles, photos of products prepared by students in relation to the unit of competency.

Viva voce allows candidates to demonstrate communication skills and content knowledge. Audio or video recording can be done at the time of viva voce. The number of external examiners would be decided as per the existing norms of the Board and these norms should be suitably adopted/adapted as per the specific requirements of the vocational subject. Viva voce should also be conducted to obtain feedback on the student's experiences and learning during the project work/field visits.