

## 4.1. GENERIC SKILLS AND ENTREPRENEURSHIP DEVELOPMENT

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### RATIONALE

Generic Skills and Entrepreneurship Development is one of the courses from “Human Science” subject area. Generic skills have emerged as an important component of employability skills, which enable an individual to become and remain employable over lifetime and to lead happy and prosperous life. Entrepreneurship development aim at developing conceptual understanding for setting-up one’s own business venture/enterprise. This aspect of Human Resource Development has become equally important in the era, when wage employment prospects have become meager.

**Both the subject areas are supplementary to each other and soft skills are required to be developed in diploma passouts for enhancing their employability and self confidence.**

### DETAILED CONTENTS

1. Introduction to Generic Skills (04 hrs)
  - 1.1 Importance of Generic Skill Development (GSD)
  - 1.2 Global and Local Scenario of GSD
  - 1.3 Life Long Learning (LLL) and associated importance of GSD.
  
2. Managing Self (08 hrs)
  - 2.1 Knowing Self for Self Development
    - Self-concept, personality, traits, multiple intelligence such as language intelligence, numerical intelligence, psychological intelligence etc.
  - 2.2 Managing Self - Physical
    - Personal grooming, Health, Hygiene, Time Management
  - 2.3 Managing Self – Intellectual development
    - Information Search: Sources of information
    - Listening: Effective Listening
    - Speaking: Effective Oral Communication
    - Reading: Purpose of reading, different styles of reading, techniques of systematic reading; Note Taking: Importance and techniques of note taking
    - Writing: Correspondence - personal and business

Note: Practical sessions should be coupled with teaching of effective listening, speaking, reading and writing.

#### 2.4 Managing Self – Psychological

- Stress, Emotions, Anxiety-concepts and significance (Exercises related to stress management)
- Techniques to manage the above

### 3. Managing in Team (06 hrs)

- 3.1 Team - definition, hierarchy, team dynamics
- 3.2 Team related skills- sympathy, empathy, co-operation, concern, lead and negotiate, work well with people from culturally diverse background
- 3.3 Communication in group - conversation and listening skills

### 4 Task Management (03 hrs)

- 4.1 Task Initiation, Task Planning, Task execution, Task close out
- 4.2 Exercises/case studies on task planning towards development of skills for task management

### 5. Problem Solving (05 hrs)

- 5.1 Prerequisites of problem solving- meaningful learning, ability to apply knowledge in problem solving
- 5.2 Different approaches for problem solving.
- 5.3 Steps followed in problem solving.
- 5.4 Exercises/case studies on problem solving.

### 6. Entrepreneurship

#### 6.1 Introduction (22 hrs)

- Concept/Meaning and its need
- Competencies/qualities of an entrepreneur
- Entrepreneurial Support System e.g., District Industry Centres (DICs), Commercial Banks, State Financial Corporations, Small Industries Service Institute (SISIs), Small Industries Development Bank of India (SIDBI), National Bank of Agriculture and Rural Development (NABARD), National Small Industries Corporation (NSIC) and other relevant institutions/organizations at State/National level.

#### 6.2 Market Survey and Opportunity Identification (Business Planning)

- How to start a small scale industry
- Procedures for registration of small-scale industry
- List of items reserved for exclusive manufacture in small-scale industry
- Assessment of demand and supply in potential areas of growth.

- Understanding business opportunity
- Considerations in product selection
- Data collection for setting up small ventures.

### 6.3 Project Report Preparation

- Preliminary Project Report
- Techno-Economic Feasibility Report
- Exercises on Preparation of Project Report in a group of 3-4 students

## INSTRUCTIONAL STRATEGY

This subject will require a blend of different teaching and learning methods beginning with lecture method. Some of the topics may be taught using question answer, assignment, case studies or seminar. In addition, expert lectures may be arranged from within the institution or from management organizations. Conceptual understanding of Entrepreneurship, inputs by teachers and outside experts will expose the students so as to facilitate in starting ones own business venture/enterprise. The teacher will discuss success stories and case studies with students, which in turn, will develop managerial qualities in the students. There may be guest lectures by successful diploma holding entrepreneurs and field visits also. The students may also be provided relevant text material and handouts.

## RECOMMENDED BOOKS

1. Soft Skills for Interpersonal Communication by S.Balasubramaniam; Published by Orient BlackSwan, New Delhi
2. Generic skill Development Manual, MSBTE, Mumbai.
3. Lifelong learning, Policy Brief ([www.oecd.org](http://www.oecd.org))
4. Lifelong learning in Global Knowledge Economy, Challenge for Developing Countries – World Bank Publication
5. Towards Knowledge Society, UNESCO Paris Publication
6. Your Personal Pinnacle of Success by DD Sharma, Sultan Chand and Sons, New Delhi
7. Human Learning, Ormrod
8. A Handbook of Entrepreneurship, Edited by BS Rathore and Dr JS Saini; Aapga Publications, Panchkula (Haryana)
9. Entrepreneurship Development by CB Gupta and P Srinivasan, Sultan Chand and Sons, New Delhi
10. Handbook of Small Scale Industry by PM Bhandari
11. Starting an Enterprise in Tourism by Nimit Chaudhary and Monica Prakash

## SUGGESTED DISTRIBUTION OF MARKS

Topic No.	Time Allotted (hrs)	Marks Allotted (%)
1.	04	05
2.	08	15
3.	06	10

4.	03	10
5.	05	10
6.	22	50
<b>Total</b>	<b>48</b>	<b>100</b>

## 4.2 TOURISM PLANNING

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### RATIONALE

After completing this course, the student will be able to prepare a complete tourism project taking care of aspects of demand analysis, market segmentation, cost etc. This subject is of great importance as good planning is essential for better implementation of any project.

### DETAILED CONTENTS

#### THEORY

1. Introduction to Tourism Planning (16 hrs)
  - Definition
  - Process
  - Five planning approaches to tourism
  - Macro and micro planning
2. Considerations in Planning (16 hrs)
  - Environmental
  - Socio-cultural
  - Economic
3. Levels and Types of Tourism Planning (16 hrs)
  - International level – SAARC, ASEAN
  - National level
  - Regional level
  - Local level
4. National Planning with special emphasis on National Tourism (16 hrs)  
(Five year and Annual Plans), concept of feasibility report

#### PRACTICAL EXERCISES

1. To study the growth / decline of tourism in any state/region over a period of ten years
2. To explore anyone potential tourist destination and prepare a report

3. To study the Environmental considerations in tourism planning in any local area.

### **INSTRUCTIONAL STRATEGIES**

The different steps in project planning, development and appraisal should be illustrated with case studies.

### **RECOMMENDED BOOKS**

1. Tourism Planning and Development by Kaisar, Charles Tr. And Larry E Heilber, CBI Publishing, Boston, 1978
2. Project Appraisal and Planning for the Developing Countries by Little M.D. and J.A. Minees, Basic Books Publication, New York, 1974
3. Tourism: Principles, Practices, Philosophies by Mc Intosh Robert, W.Goemer and R.Charles, John Wiley & Sons Publishing, New York (6<sup>th</sup> edition), 1980
4. Tourism Today - A Geographical Analysis by Pearce Douglas, John Wiley and sons Publishing, New York, 1989
5. An introduction to Tourism by N Jayapalan, Attaulic Publishers and Distributors, New Delhi, 2001
6. MIM-II: Tourism Planning and Development, IGNOU, New Delhi

### **SUGGESTED DISTRIBUTION OF MARKS**

<b>Topic No.</b>	<b>Time Allotted (Hrs)</b>	<b>Marks Allotted (%)</b>
1	16	30
2	16	20
3	16	30
4	16	20
<b>Total</b>	<b>64</b>	<b>100</b>

### 4.3 TOURISM IMPACTS

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#### RATIONALE

The subject deals with the various tourist impacts on environment, culture and economy of a destination. Also the subject aims at providing students the knowledge of various pollutants with respect to air, water and particularly emissions. The subject further helps in understanding various Laws and Acts prescribed under various legislations in relation to travel related Industries and organizations.

#### DETAILED CONTENTS

##### THEORY

1. Economic Impacts (10 hrs)  
Positive and negative economic impacts, multiplier effect (meaning, types); regional and national impacts
2. Socio-cultural Impacts (10 hrs)  
Positive and negative socio-cultural impacts, acculturation theory, commercialization
3. Environmental Impacts (10 hrs)  
- Positive and negative environmental impacts on tourism  
- Environmental protection – types of pollutions, its sources, various techniques and equipments used for controlling pollution
4. Legislation to Control the Environment (08 hrs)  
Water Pollution Act, Air Pollution Act, Wildlife Protection Act, Archaeological Sites and Monuments Preservation Act. Ancient Monuments Act, Indian Forest Act, Forest Conservation Act, Environment Act
5. Sustainable Tourism (10 hrs)  
- Carrying capacity approach  
- Environmental impact assessment

## **PRACTICAL EXERCISES**

1. To study the environmental policies of the state
2. To study the cultural impacts of Ladakh
3. To study the economic impact of J&K state

## **INSTRUCTIONAL STRATEGY**

Extension lectures by experts from industry can enrich the students with better inputs regarding prevalent laws along with the practical constraints in their successful implementation. Personal visits by the students to different local areas will further help them to understand the different impacts of tourism in the state.

## **RECOMMENDED BOOKS**

1. Essentials of Sustainable Tourism by Parveen Sethi, Rajat Publishers, New Delhi 2002
2. An Introduction to Travel and Tourism, Second Edition by Foster MC Graw Hill International Publication, Singapore, 1994
3. International Tourism Management by AK Bhatia, Sterling Publishers Pvt. Ltd., Delhi 2001
4. Economic Impacts of Tourism Development – An Indian Experience by Kamal Chattopadhyay, Kanishka Publishers Distributors, Delhi.
5. Tourism Development and Resource Conservation by Jagmohan Negi, Metropolitan Publication, New Delhi
6. Tourism for Sustainable Economic Development by S.B. Agarwal, Reference Press Publication, New Delhi

## **SUGGESTED DISTRIBUTION OF MARKS**

<b>Topic No.</b>	<b>Time Allotted (Hrs)</b>	<b>Marks Allotted (%)</b>
1	10	20
2	10	20
3	10	25
4	08	20
5	10	15
<b>Total</b>	<b>48</b>	<b>100</b>

## 4.4 AIRLINE TARIFFS AND TICKETING - II

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### RATIONALE

The course aims at providing a systematic and extensive knowledge of Airline ticketing and related procedures. Beginning with a basic introduction to air transport it explains various codes in practice, types of fares and fare calculation technique and cargo handling to the procedure involved in the issuance of air tickets.

### DETAILED CONTENTS

#### THEORY

1. Airlines Geography ( 10 hrs)
  - Types of aircrafts
  - Flying time, IATA areas, operational perspective
  - Interlane agreement(open sky policy, Five freedoms of air, Bermuda Conference
  - Air transport industry , Inter-policies and procedures
  
2. Fares (10 hrs)
  - Definition and understanding of Fares
  - Types of fares - normal, child, one way, return, circle trip, excursion fares, incentive fares and special fares, commissions and discounts, Taxes
  - Fare Construction, Fare calculation, currency conversion table and rounding up of fare, different modes of payment - cash, credit card, cheque, draft,ATMs
  
3. Baggage Handling (10 hrs)
  - Baggage allowance
  - Free baggage allowance, excess baggage charge, weight and piece concept, lost baggage.



- Dangerous goods, types of dangerous goods
4. Cargo Handling: An Overview (02 hrs)

### **PRACTICAL EXERCISES**

1. Exercises on calculation of fares and preparing tickets
2. Exercises on making an itinerary
3. Visit to money exchange agencies.

### **INSTRUCTIONAL STRATEGY**

This subject is heart of the diploma on Travel and Tourism as it provides maximum job opportunities. Hence it should be practice based and each topic should be supplemented with assignments and practical exercises.

### **RECOMMENDED BOOKS**

1. Travel, Sales and Customer Service by Trooboff S.K., Roberta S and Mac Neil D.J., Irvin Mirror Press, Boston, 1995
2. Travel Agency Management by Aggarwal, Surinder, Communication India Publication, New Delhi
3. Tourism and Travel, Concept and Principles by Negi, Jagmohan, Gitanjali Publishing House, New Delhi, 1990

### **SUGGESTED DISTRIBUTION OF MARKS**

<b>Topic No.</b>	<b>Time Allotted (Hrs)</b>	<b>Marks Allotted (%)</b>
1	10	30
2	10	30
3	10	30
4	02	10
<b>Total</b>	<b>32</b>	<b>100</b>

## 4.5 LANGUAGE - II

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### RATIONALE

This subject will enable the students to master at least one foreign language. Thorough learning of one language will also create interest in him/her to learn other languages in spare time. The communication with the clients in their own language will make them comfortable and in turn boost the market.

### DETAILED CONTENTS

#### THEORY

Unit 1	lessons 15 of the prescribed textbook.  Lesson reading. Use of qui, quelle & quell. Making short phrases.	(04 hrs)
Unit 2	lesson 16 to 17 of the prescribed textbook.  Lesson reading Past tense with verb avoir (le passé composé de l' indicatif) Conjugate in three forms.	(06 hrs)
Unit 3	lesson 18 to 19 of text book.  Passé composé with verb être. Conjugate in three forms. Article partitifs- du, de la & des. Change the present form into past form	(06 hrs)
Unit 4	Lesson 20 of the prescribed textbook.  Lesson reading The future forms of the first and second group verbs. Use of three forms of future- affirmative, negative and interrogative.	(04 hrs)
Unit 5	Lesson 21 of the prescribed textbook.  Lesson reading Future of third group of verbs. Use of three forms- affirmative , negative and interrogative.	(03 hrs)

Unit 6	Lesson 22 of the prescribed textbook.  Lesson reading. Use of future proche . Conjugation of the future proche	(03 hrs)
Unit 7	Lesson 23 of the prescribed textbook  Lesson reading Use of passé récent Conjugations	(03 hrs)
Unit 8	Lesson 24 of the prescribed textbook  Lesson reading Use of pronominal verbs Conjugation.	(03 hrs)

### **PRACTICAL EXERCISES:**

Exercise part at the end of each lesson of the prescribed book.

1. Reading
2. Listening
3. Dictation
4. Vocabulary
5. Oration with feedback through audio/video recording

### **INSTRUCTIONAL STRATEGY**

While teaching the specific language, the teacher may start with alphabets passing to words, sentences and phrases commonly used in the travel and tourism industry/department. The main aim of this subject is that students should have effective communication with the clients. The skill of reading, writing and speaking foreign language can be developed only through practice. Hence assignments and class presentations will go a long way in developing these skills.

### **RECOMMENDED BOOKS**

1. Cours de Langue et de Civilisation Francaises by G.Mauger. ( the prescribed text book)
2. French Made easy by Francois Makowski.
3. French for Mastery Tous Ensemble by Jean-Paul Valette and Rebecca M.Valette

4. French by Jo Helstron and Conrad J.Schmitt

**SUGGESTED DISTRIBUTION OF MARKS**

<b>Topic No.</b>	<b>Time Allotted (Hrs)</b>	<b>Marks Allotted (%)</b>
1	04	10
2	06	20
3	06	20
4	04	10
5	03	10
6	03	10
7	03	10
8	03	10
<b>Total</b>	<b>32</b>	<b>100</b>

## 4.6 MINOR PROJECT

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Minor project work aims at exposing the students to field practices, size and scale of operations and work culture at practical sites. For this purpose, students during middle of the course, are required to be sent out for a period of 4 weeks at different work sites. Depending on the interests of the students, they may be sent to:

- i) Tourist guides
- ii) Fairs and festivals
- iii) Museums
- iv) Archaeological sites/ancient monuments/historical buildings
- v) Pilgrimage places
- vi) Travel agencies
- vii) Tour operators
- viii) Tourist offices/TRCs
- ix) Hotels/motels/speciality restaurants/youth hostels/boatels
- x) Embassies
- xi) Call centres
- xii) Airlines
- xiii) Private banks
- xiv) Public relation departments
- xv) Hospitals
- xvi) Railway station
- xvii) Airport
- xviii) Bus stand
- xix) Beach resort
- xx) Shrine Boards
- xxi) Cruises
- xxii) Field trips of TTF
- xxiii) Countryside
- xxiv) Tourism deprtments

As a minor project activity, each student is supposed to study the work at site and prepare a detailed project report of the observations of processes seen by him/her. These students should be guided by respective subject teachers. Each teacher may guide a group of 4 – 5 students.

The Travel agents/officials at work sites will conduct performance assessment of students. Some of the projects are suggested below:

1. Identify and classify various types of available accommodations in J&K state
2. Exercise in writing airline reservation messages in AIRIMP codes, to calculate fares and prepare tickets.
3. Compare and contrast the various fairs and festivals in your region
4. To study Tourism environmental policy in all the states.
5. To study the present trends of tourism development in J&K state.
6. To study the HRM practices in any tourism organization viz. hotels, TAs/TO etc.
7. To study the laws and regulations being adopted by various tourism organizations
8. To study the Environmental policies taken by the hotels in J&K State
9. To study the impacts of cultural tourism in Ladakh
10. To study the impacts of tourism on Environment in any of local region of J&K state
11. To study the socio-economic impact of tourism on Katra/Amarnath/Srinagar

This project/practical training will carry 150 marks. 100 marks will be given by industrial/field supervisors and 50 marks by the teacher supervising this training. The components of evaluation will include the following:

- |    |                                   |     |
|----|-----------------------------------|-----|
| a) | Punctuality and regularity        | 15% |
| b) | Initiative in learning new things | 15% |
| c) | Relationship with workers         | 15% |
| d) | Project report                    | 55% |

## **ENTREPRENEURIAL AWARENESS CAMP**

The employment opportunities for diploma holders especially in public sector are dwindling. The diploma holders need to explore the possibilities of becoming entrepreneurs. For this, they must be acquainted with entrepreneurship development, scope of setting up small-scale industry, existing business opportunities, financial support available and various aspects of managing business. In this context, an entrepreneurial awareness camp is suggested. During the camp, experts from various organizations such as banks, financial corporations, service institutes etc. may be invited to deliver expert lectures. Successful entrepreneurs may also be invited to interact with the students.

The camp is to be organized at a stretch for two to three days during fourth semester. Lectures will be delivered on the following broad topics. There will be no examination for this subject

1. Who is an entrepreneur?
2. Need for entrepreneurship, entrepreneurial career and self employment
3. Scenario of development of small scale industries in India
4. Entrepreneurial history in India, Indian values and entrepreneurship
5. Assistance from District Industries Centres, Commercial Banks, State Financial Corporations, Small industries Service Institutes, Research and Development Laboratories and other Financial and Development Corporations
6. Considerations for product selection
7. Opportunities for business, service and industrial ventures
8. Learning from Indian experiences in entrepreneurship (Interaction with successful entrepreneurs)
9. Legal aspects of small business
10. Managerial aspects of small business