

**Curriculum of Matric Tech**

**Tourism Management**

**GRADE X  
2020**



**GOVERNMENT OF PAKISTAN**

**Ministry of Federal Education and Professional Training ISLAMABAD**

**In Collaboration with**

**National Vocational and Technical Training Commission**

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## Introduction

Pakistan is a developing country with 5th largest population in the world. 64% of our population is below 30 years of age which makes it second youngest country in South Asia. This “youth bulge” provides unique challenges as well as opportunities for the country’s social and economic development. The only remedy is to develop youth of Pakistan through education and training. To control the increasing un-employment, promoting entrepreneurship (self-employment), alleviate poverty and provide skilled manpower for industrial/economic growth, The Govt. of Pakistan has decided to introduce Technical Scheme at SSC Level. For this a stream of technical subjects has been selected including Tourism Management as one of the elective subjects.

The curriculum of Tourism Management is designed to produce middle level human resources equipped with knowledge, skills and attitudes related to the field of culinary arts so as to meet the demand of such workforce in the country and abroad to contribute in the national streamline of poverty reduction of Pakistan.

Tourism is one of the major & fastest growing industries of the modern world and helps create business opportunities as well as jobs at the local community levels. The present federal Govt. has rightly recognized the immense potential of tourism industry in our country and is now taking steps to tap this potential to overcome the shortfall of foreign exchange. National Tourism Coordination Board has been constituted for the first-time involving industry professionals to tackle issues currently faced by the tourism industry.

Pakistan is one of the very few countries to have natural landscapes from the depth of ocean to the highest mountains. We have the three highest mountains ranges of the world and 5 summits above 8,000 meters. These mountains offer fascinating valleys and unique cultures for the visitors. We host some of the earliest civilizations of the world; from MehrGarh to Indus valley civilization to Gandhara. This fascinating heritage is one of the many reasons, tourists visit Pakistan, but it is certainly not the only one. Exciting adventure attractions, varied animal life, historical ruins and monuments, and the beautiful sceneries are just few of the many reasons to visit Pakistan. The mountain ranges feature alpine meadows and coniferous forests, leading down into desert plains, coastline and lands basin, also attract tourists to see all beautiful places located in different parts of Pakistan.

With consistent & sustained growth in domestic tourism over the last few years, it is imperative to train local staff with skills necessary for successfully running the local businesses. Now local tourists find it easier and faster to travel to their desired locations to spend their vacations. At popular domestic destinations we are already facing situations where tourists far outnumber the accommodation available and end up sleeping in their cars. We need to train our youth to benefit from these lost opportunities.

Tourism calls for coordination and cooperation between airlines, travel agents, tour operators, hoteliers, transporters, restaurants, theme parks, gift shops and tourists. The industry relies more heavily on services than on goods. Consequently, it creates a lot of jobs in the remote villages & valleys and also in major cities. With trained & skilled manpower from local host communities, we can offer superior services to tourists at their desired destinations.

This curriculum on Tourism Management is designed as a comprehensive program to the study of tourism for both male and female student at matric. This program covers basics of the subject like introduction of the concept, principles, constituents, organization, etc.; entrepreneurship skills; the economic and managerial aspects of tourism; the historical and modern insights into the industry; the marketing, organizational and technological issues involved. It involves the management of multiple activities such as studying tour destination, planning the tour, making travel arrangements, and providing accommodation. It also involves marketing efforts to attract tourists to travel to destinations.

## Rationale

The tourism development is a profession that is increasingly getting attention in Pakistan, not only among the youth seeking to enter the industry but also among adults who wish to polish their skills to develop a career out of it.

On completing the curriculum, students should have acquired a set of knowledge and concepts, and have developed a range of technical, personal, interpersonal, organizational and generic skills, that can be applied in various contexts, both within and related to tourism and culinary arts domain. Furthermore, this course will stimulate the learners towards entrepreneurship in the industry. Cooking skill interventions can have a positive effect on food literacy, particularly in improving confidence on cooking and fruit and vegetable consumption, with vulnerable, low-socio economic groups gaining more benefits. Consistency across study designs, delivery, and evaluation of outcomes both at short and long terms are warranted to draw clearer conclusions on how tourism promotion programs are contributing to improve exposure and mental health.

Within this qualification relating to tourism interventions in schools, there are important interventions that integrated within school settings. The purpose of this qualification is to strengthen connections between schools and trade, and drawing on the concept of the sociotechnical network, theories the interactions between the relevant market and school contexts.

Global environmental change (GEC) threatens these very foundations of tourism through climate change, modifications of global biogeochemical cycles, land alteration, the loss of non-renewable resources, unsustainable use of renewable resources and gross reductions in biodiversity. Elements of the global environment are always changing although change is never uniform across time and space. Nevertheless, all changes are ultimately connected with one

another through physical and social processes alike. The scale and rate of change has increased dramatically because of human actions within which tourism is deeply embedded.

These programs have increased and continue to increase in popularity because they offer a valuable channel to engage with vulnerable groups via inclusive social activities, whilst positively impacting their lifestyle profiles and health outcomes.

Tourism Management, matric tech (9<sup>th</sup>&10<sup>th</sup>)

## Aims and Objectives

The specific objectives of developing these qualifications are as under:

- Provide students with a smooth transition to work.
- Develops job-readiness & enhance students' trade-specific employable skills and provide opportunities for the development of new skills.
- Provide students with the opportunity to obtain from Level II -IV technical training certification or equivalent in a given trade.
- To set high profile standard professions for the industry to generate standard outputs.
- To validate an individual skill, knowledge and understanding regarding relevant occupations.
- Provide flexible pathways and progressions in training and assessment field.

## Objectives

After completing this, the students will be able to:

- Explain the core elements and the historical development of the tourism value chain
- Give an account of essential tourism trends
- Demonstrate an understanding of different tourism and hospitality products
- Understand how tourism and hospitality products are marketed both historically and currently
- Point out relevant industry stakeholders & their roles in driving innovative tourism policy making and decision-making processes strategically forwards
- Discuss central challenges in tourism today, such as that of the impacts of tourism and corporate social responsibility practices for implementation
- The core elements in tourism & the historical development of the tourism industry
- Core challenges in tourism today, such as the human, economic and environmental of tourism.

## Grade -X

Ch1. Principles of Management-X			28 Period 12=(T) 16=(P)		
Themes	Students' Learning Outcomes	Activities	Duration	Tools	Workplace
Introduction to Tourism Management	the student will be able to: <ul style="list-style-type: none"> <li>understand tourism management</li> <li>know about importance of tourism on economy</li> </ul>	<ul style="list-style-type: none"> <li>Group Presentation/discussion on importance of tourism on economy</li> </ul>	Period (T) Period (P)		
Operational Issues in Tourism Business	<ul style="list-style-type: none"> <li>define operational issues in tourism business</li> <li>learn how to manage operational issues in tourism business</li> </ul>	<ul style="list-style-type: none"> <li>Enlist operational issues and tourism business</li> <li>Group Presentation/discussion on Management of operational issues</li> </ul>	Period (T) Period (P)		
Human Recourse Management in Tourism Business	<ul style="list-style-type: none"> <li>understand human resource</li> <li>learn about importance of human resource in tourism business</li> </ul>	<ul style="list-style-type: none"> <li>Group Presentation/discussion on human resource management</li> </ul>	Period (T) Period (P)		
Tourism Management Steps	<ul style="list-style-type: none"> <li>understand niche tourism and traditional tourism</li> <li>differentiate niche tourism and traditional tourism</li> <li>know about four key steps for managing tourism development</li> </ul>	<ul style="list-style-type: none"> <li>Group Presentation/discussion on traditional tourism</li> </ul>	Period (T) Period (P)		
Ch. 2 International Tourist flow in Pakistan			21 Period 06= (T) 15=(P)		
Themes	Students' Learning Outcomes	Activities	Duration	Tools	Workplace
Introduction to Tourist Destinations	The Student will be able to: <ul style="list-style-type: none"> <li>know about tourist destinations</li> <li>Understand changing tourist behavior</li> </ul>	<ul style="list-style-type: none"> <li>Collect tourist statistics for any given destination during a given time period</li> <li>Gather and Analyze available data</li> </ul>	Periods (T) Periods(P)	Multimedia	Classroom/ Labs
Factors effecting tourist flow	<ul style="list-style-type: none"> <li>know the factor that can affect tourists' flow</li> <li>Understand geographic condition of the local tourist destination</li> </ul>	<ul style="list-style-type: none"> <li>Enlist factors involved in tourist flow</li> <li>Group Presentation/discussion on geographical</li> </ul>	Period (T) Period (P)		

		conditions of the local tourist destinations			
Tourist attractions Natural and Manmade	<ul style="list-style-type: none"> <li>• Know about visitor attraction</li> <li>• Understand importance of tourist attractions <ul style="list-style-type: none"> <li>○ Natural</li> <li>○ Manmade</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Enlist tourist Attractions across Pakistan</li> </ul>	Period (T) Period (P)		

**Ch.3 Tourism Marketing** **17 Period 08= (T) 9=(P)**

Themes	Students' Learning Outcomes	Activities	Duration	Tools	Workplace
Tourism Marketing Planning and Forecasting	The Student will be able to: <ul style="list-style-type: none"> <li>• know Tourism Marketing &amp; Planning</li> <li>• Understand Sales forecasting in tourism promotion</li> <li>• Understand Components of a marketing plan</li> </ul>	<ul style="list-style-type: none"> <li>• Group Presentation/Discussion sales forecasting and tourism promotion</li> </ul>	Period (T) Period (P)		
The Consumer Market	<ul style="list-style-type: none"> <li>• Know about consumer behavior and the marketing mix</li> <li>• Understand consumer decision making</li> <li>• Know how to influence on consumer decisions</li> <li>• Know about P's of marketing</li> <li>• Understand Target markets and potential customers (Market Segmentation)</li> </ul>	<ul style="list-style-type: none"> <li>• Group Presentation/ Discussion on market segmentation and 7 Ps of marketing</li> <li>• Roleplay on difficult customer and seller</li> </ul>	Period (T) Period (P)		

**Ch.4 Sports Tourism-** **46 Period 13=(T) 33=(P)**

Themes	Students' Learning Outcomes	Activities	Duration	Tools	Workplace
Introduction to Sports Tourism Industry	the student will be able to: <ul style="list-style-type: none"> <li>• know about connections between sports and tourism</li> </ul> know the importance of sports tourism at regional/national levels	<ul style="list-style-type: none"> <li>• Present national/international level sports event venues across Pakistan</li> <li>• Organize a sports event in your school.</li> </ul>	Periods (T) Periods(P)	Sports activities calendars	Classroom/ Labs
Sports Tourism and Sports Tourist	<ul style="list-style-type: none"> <li>• understand culture and identity involvement in sports tourism</li> <li>• know about international sports promotion</li> </ul> understand the role of concerned	<ul style="list-style-type: none"> <li>• Explore regional/local sports festivals and present their experiences</li> <li>• accompany sports</li> </ul>	Periods (T) Periods(P)	,	Classroom/ Labs

	organizations for conducting sports activities	tourists to a sports destination and submit report on your findings			
Sports Tourism and Recreation	<ul style="list-style-type: none"> <li>learn about different recreation and adventure sports activities</li> <li>know about modern landscapes and retro parks</li> </ul>	<ul style="list-style-type: none"> <li>Group Presentation/discussion</li> <li>Enlist nationwide sports event</li> </ul>	Periods (T) Period (P)		Classroom/ Labs
Annual Sports Events in Pakistan	<ul style="list-style-type: none"> <li>familiarize with sports events nationwide (national/international recognized events)</li> </ul> <p>identify sports and places of competitions</p>	<ul style="list-style-type: none"> <li>Create national sports activities calendar</li> <li>Make a calendar of district level sports competitions</li> </ul>	Periods (T) Periods(P)		
Sectors Enhancing Sports Industry	<p>The Student will be able to:</p> <ul style="list-style-type: none"> <li>Know about multiple sectors that boost sports industry</li> <li>Identify top sports event in Pakistan and across the world</li> </ul>	<ul style="list-style-type: none"> <li>Enlist national and international sports event</li> </ul>	Period (T) Period (P)		
Various Destination For Sports Tourism	<ul style="list-style-type: none"> <li>understand strategies for the facilitation of sports tourists</li> <li>understand geographical aspects of various destinations for sports tourism</li> </ul>	<ul style="list-style-type: none"> <li>Group presentation/discussion on strategies of the facilitation of sports tourist</li> <li>Enlist geographical aspect of various sports destination</li> </ul>	Period (T) Period (P)		

### Ch.5 Culinary Tourism-II

13 Period 04= (T) 9= (P)

Themes	Students' Learning Outcomes	Activities	Duration	Tools	Workplace
Culinary Tourism Impact	<p>the student will be able to:</p> <ul style="list-style-type: none"> <li>know about culinary arts and its impact on tourism</li> <li>understand social, cultural, and environmental impacts of regional/national food</li> </ul>	<ul style="list-style-type: none"> <li>Presentation on social and cultural impact on tourist</li> <li>Enlist regional and national famous food</li> </ul>	Period (T) Period (P)		
Culinary Destination in Pakistan	<ul style="list-style-type: none"> <li>identify top culinary destination at regional and national level</li> <li>know about Pakistani culinary art culture</li> </ul>	<ul style="list-style-type: none"> <li>Prepare picture gallery of Pakistani culinary art</li> </ul>	Period (T) Period (P)		

### Ch.6 Food and Beverages (Services)-II

21 Period 5 = (T) 9= (P)

Themes	Students' Learning Outcomes	Activities	Duration	Tools	Workplace
Food Services	<p>the student will be able to:</p> <ul style="list-style-type: none"> <li>know about food services</li> <li>understand type of food</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate different types services (Buffet, American)</li> </ul>	Period (T) Period (P)		

	<ul style="list-style-type: none"> <li>services</li> <li>know about 15/5 rule</li> </ul>	<ul style="list-style-type: none"> <li>Role play (15/5) rule</li> </ul>			
Services Ware	<ul style="list-style-type: none"> <li>know about service ware, chinaware</li> <li>know about basic tools and equipment's)</li> </ul>	<ul style="list-style-type: none"> <li>Enlist all serviceware</li> </ul>	Period (T) Period (P)	Bussing tray Silver ware Crockery Serviettes Table cloth Goblet Wall clock	

**Ch.7 Tour Operations-X**

**16= Period 04= (T) 12= (P)**

Themes	Students' Learning Outcomes	Activities	Duration	Tools	Workplace
Relationship between Tourism Components	the student will be able to: <ul style="list-style-type: none"> <li>define relationships of various tour components such as               <ul style="list-style-type: none"> <li>transportation,</li> <li>lodging,</li> <li>dining,</li> <li>sightseeing,</li> <li>attractions,</li> <li>shopping)</li> </ul> </li> <li>understand different types of tour operators as well as basic types of organizational structures</li> </ul>	<ul style="list-style-type: none"> <li>Group Presentation/ Discussion on organizational structures of tour operators</li> <li>Enlist tour components</li> </ul>	Period (T) Period (P)	Multime dia, computer system with MS office	
Major Function of Tour Operations	<ul style="list-style-type: none"> <li>understand the three major function of tour operations:               <ul style="list-style-type: none"> <li>pre-tour operation,</li> <li>tour execution,</li> <li>post-tour phase</li> </ul> </li> <li>understand how to manage tour operations effectively</li> </ul>	<ul style="list-style-type: none"> <li>Group Presentation/discussion on management of tour operations</li> <li>Prepare a checklist for a planned tour to Northern Areas</li> </ul>	Period (T) Period (P)	Multime dia, computer system with MS office	

**Ch.8 Tour Planning-**

**23 Period 07=(T) 15=(P)**

Themes	Students' Learning Outcomes	Activities	Duration	Tools	Workplace
Tour Itinerary	the student will be able to: <ul style="list-style-type: none"> <li>understand tour itinerary</li> <li>learn how to collect visitors' requirements for the specific tour</li> </ul>	<ul style="list-style-type: none"> <li>Visit tour operators office and observe their operation</li> <li>Roleplay on collection of visitors' requirement for specific tours</li> <li>Prepare suitable tour itinerary</li> </ul>	Periods (T) Periods(P)	computer system with internet connection	Classroom/ Labs
Trip Planning Process	<ul style="list-style-type: none"> <li>understand the stages of trip planning process</li> <li>learn how to calculate the tour cost (accommodation,</li> </ul>	<ul style="list-style-type: none"> <li>Prepare a costing sheet for 7 days tour per person</li> </ul>	Periods (T) Periods(P)	Computer system with MS Office	Classroom/ Labs

	transportation, and guide fee)				
Safety Measure	<ul style="list-style-type: none"> <li>• identify alternative measures to a critical situation</li> <li>• learn first aid</li> <li>• identify nearest medical facilities</li> </ul>	<ul style="list-style-type: none"> <li>• Basic First-Aid Training under expert supervision</li> </ul>	Periods (T) Periods (P)	Medical first Aid kit	

## Assessment and Evaluation

Assessment is the practice of collecting evidence of student learning. It aims at improving learning and teaching as well as recognizing the achievement of students. It determines students' progression through their learning experiences and enables them to demonstrate that they have achieved the intended learning outcomes. The assessment is aligned with curriculum aims, design and learning processes.

Evaluation is an integral part of teaching-learning process. It involves gathering information through various assessment techniques, making valuable judgment and sound decisions. Assessment provides information and teaching about students' achievement in relation to learning objectives. With this information, the teacher makes informed decisions about what should be done to enhance the learning of students or to improve teaching methods. Assessment must be:

- mainly open-ended, allowing for discussion and revision of new understanding.
- tolerant of divergent thinking of students and promote the notion of no "one right answer".
- presented in alternative mode, not just paper-and-pencil responses to limiting questions.
- designed to foster analysis, comparison, generalization, prediction, and modification according to the grade and development level.
- capable of promoting collaboration and team effort in demonstration of competence.
- ongoing and cumulative, showing growth over time.

### **Formative (Internal) Assessment**

Internal assessment refers to the assessment practices employed as part of the learning and teaching process. It is an ongoing process throughout the session and uses Test — Feedback — Adjust cycle repeatedly to improve students' performance and efficiency in learning and teaching. In designing internal assessment for the subject, teachers should maintain a proper balance between the formative and summative functions of assessment. It should be comprehensive to cover all the objectives as per curriculum. A diversity of assessment modes should be adopted so that students are given opportunities to develop and demonstrate the full range of learning outcomes of the curriculum, including those of knowledge, skills and values and attitudes.

### **Methods for Internal/Formative Assessment**

Following tasks can help in formative assessment.

- Assignments
- Quizzes
- Tests
- Group discussions
- Oral/multimedia presentations
- Worksheets
- Online interactive activities
- Role play
- Demonstration

- Practical exercises

Feedback on students' work in all the above tasks must be prompt, effective, and efficient assessment should have questions setting that specifically help in finding out knowledge, understanding and skills.

### **Summative /External Assessment**

Summative assessment will be managed by concerned Board of Intermediate and Secondary Education. It will be composed of two parts.

**1) Theory Assessment /Written examination:** The theory examination is suggested to consist of a wide variety of questions. Its overall weight age should be 40 %. It should be based on the curriculum rather than textbook. The assessment should be designed to examine the candidate's understanding of the whole syllabus and should test the range of abilities according to Bloom Taxonomy.

**2) Practical Assessment/Practical examination:** This is designed to test Practical skills of students. Its overall weight age should be 60%. It will comprise of written exam (10%), practical (70 %) and viva/oral exam (20%).

A standards-referenced approach will be adopted for grading and reporting student performance. The purpose of this approach is to recognize what each student can do the in the subject at the end of the 2-year secondary school level education. The performance of each student will be matched against a set of performance standards, rather than comparing to the performance of other students. It makes the implicit standards explicit by providing specific indication of individual student performance. Descriptions will be provided for the set of standards.

## **Guidelines for Writing a Textbook**

A textbook is an important teaching and learning resource and one of the most extensively used resources in classrooms. To reflect national needs and aspirations the needs and aspirations, the textbooks should be written in accordance with this curriculum. This curriculum meets not only the general aims and objectives but also fulfills the specific requirements of the individual subject. As the textbook serves as a framework for teaching, the author/authors should consider the following features:

- A textbook must include an introduction to the textbook, explaining how to use the textbook
- The textbook must be in line with the National Curriculum, covering all SLOs of each theme or concept.
- Content and illustrations must be culturally, contextually and age appropriate.
- All text and material must be accurate, up-to-date and error-free.
- The continuity of the concepts, their integration and logical development should be ensured.
- Horizontal and vertical overlapping of the concepts should be avoided.
- The textbook should be informative and interactive with questions to be put at suitable intervals to provoke the students to think.

- The language used should be simple, clear, straight forward, unambiguous, and easily comprehensible by the students of the level.
- Simple questions may be asked within the chapter, which requires students to recall, think, and apply what they have just learnt as well as to reinforce the learning of the concepts and principle.
- The examples and applications should be from everyday life and be supportive of our cultural values.
- Photographs and illustrations should be clear, labeled, and supportive of the text. Tables, flow charts and graph may be given wherever needed.
- Key points at the end of each chapter should provide a summary of the important concepts and principles discussed in the chapter.
- End-of-the-Chapter exercises must include a variety of assessment styles based on levels of Bloom's Taxonomy. These should encourage students to think, develop skills, and use information for a variety of purposes.
- Textbooks should be free from all kinds of biases including, gender, religion, occupation, social background etc.
- To make the students self-learner use of IT based resources may be encouraged. Relevant internet links and other online resources may be included.
- Glossary of the new vocabulary must be included.

## Guideline for planning and writing a chapter

The textbook author may decide the titles of each chapter and can choose to cover students' learning outcomes (SLOs) from any themes in developing the content of the chapter. The textbook author must also keep in mind that a number of SLOs cannot be addressed in the text (as if this is done it would lead students to simply memorize the text and not serve the realization of the curriculum). These SLOs could be realized through questions and practical activities within and at the end of the chapter exercises.

- Learning outcomes must be given at beginning of each chapter.
- Decide on key ideas, facts, concepts, skills, and values that can be developed.
- Illustrations must clearly convey the desired concept.
- Activities must demand from students to do inquiry and problem solving according to grade level.
- Ensure that the content is up to date, accurate and developmentally appropriate.
- Contents must be in line with chapter outcomes.
- Language must be consistent, culturally appropriate, and grammatically correct (as if talking to a group).
- Language must engage and hold reader's attention.
- Recall previous learning, where possible.
- Structure the writing so that the sentence is simple, paragraphs deal with single ideas etc.
- Interesting information in the form of tidbits, fact file, point to ponder etc. must be given.
- Write a summary/concept map at end of each chapter, reviewing key knowledge and skills.
- End-of-chapter exercises

- Recall and integrate previous learning
- Engage students and develop their creativity
- Move from lower to higher order thinking
- Focus on multiple intelligences
- Keep the text contextually relevant in line with local teaching and learning.
- Provide website links for further research

### **Guidelines for Writing Learner Workbook**

Workbooks are books that contain writing activities and exercises that build upon each chapter in the textbook. Workbook exercises help students to develop conceptual understanding of the concepts dealt with in the text, to develop skills and to apply knowledge to new situations. Basic features of a workbook A workbook should have:

- Various exercises and activities for each chapter, topic, subtopic.
- Exercises and activities that will enable student to develop and practice the content knowledge, skills and higher order thinking.
- Accurate and variety of exercises.
- Clear illustrations/ examples/ explanations to show what students are supposed to do, and/or what product looks like.
- Exercises and activities with a variety of purposeful, stimulating, challenging and innovative items to encourage students to review and practice the knowledge and skills they have learnt.
- Exercises that include both constructed and restricted response items.
- Activities, which requires readily available, acceptable, and affordable materials and resources.

### **Basic Requirements for Lab (Tools/Equipment)**