

Semester-V
12. Tourism and Hospitality Services

Learning Outcomes:

Students after successful completion of the course will be able to

- Know the basics of tourism and hospitality services.
- Inculcate interpersonal skills in the students.
- Develop the ability to multitask and manage crises.
- Understands the spirit of teamwork and different types of services
- Acknowledge the importance of guest service and satisfaction.
- Develop their skills, leadership abilities, and entrepreneurial spirit.

Syllabus:

Unit-I

Tourism-Definition-Nature and Scope-History of Tourism-Domestic and International Tourism -Causes of Rapid Growth of Tourism

Unit: 2

Characteristics of Hospitality Industry: Inflexibility, Intangibility, Perish ability-Types of Hospitality Jobs: Hotel Manager, Hotel Receptionist, Restaurant Manager, Catering Assistant, Executive Chef etc-Types of Hotels in India.

Unit: 3

Duties, Responsibilities & Skills of Front Office Staff-Duties, Responsibilities and Skills of Housekeeping Staff-Accommodation to the Tourists-NITHM

Unit: 4

Restaurant-Kitchen, Buffets, Multi-Cuisines, Functions-Room Service, Interior designing-Catering Services-Banquette - Food and Beverage Services

Unit: 5

Different Types of Services offered in Selected Hotels/Motels/Restaurants-Minimum facilities in Hotels/Lodges-Different Types of Managerial Issues - Service Etiquettes - Menu Card Preparation.

References:

1. Philip Kotler, Bowens and James Makens., Marketing for Tourism and Hospitality, Pearson Pub, New Delhi, 2010.
2. Amitabh Devendra., Soft Skills for Hospitality, 2015
3. Sandeep Munjal, Sudhanshu Bhushan(Ed)., The Indian Hospitality Industry: Dynamics and Future Trends, CRC Press, 2017.

4. Jata Shankar Tewari., Hotel Front Office: Operation and Management, Oxford Higher Edn, 2016.
5. Anukrati Sharma, Azizul Hassan, James Kennell, Priyakrushna Mohanty., Tourism and Hospitality in Asia: Crisis, Resilience and Recovery, Springer Nature Singapore, 2023.
6. nitahm.ac.in
7. Pran Nath Seth., Successful Tourism Management, Vol.I& II, Sterling Publications, New Delhi, 2006.
8. A.K Bhatia., International Tourism Management, Sterling, New Delhi, 2010.
9. A.K.Bhatia., Tourism Management & Marketing, Aph Publishing Corporations, 1997.
10. P.N.Seth., Successful Tourism Development, Vol.1, Sterling Publications, New Delhi, 2006.
11. Web Sources

Curricular Activities:

- Various practical aspects related to hospitality industry. Visit Tourist places.
- Conduct practical competitions such as flower arrangements, cooking, catering, public speaking and many more related to hospitality services to encourage students
- Provide opportunity to show and improve their Personal and practical skills.
- The teacher should conduct mock interviews and also record them to let the students analyse their performance by watching the audio-visual.
- Students must visit local hotels, restaurants, tourism offices, catering offices etc.
- Observe and work during off-hours to gain hands-on experience and prepare a Report.

Co-Curricular Activities:

- 1) Invited Lectures/Alumni Interactions/Field Work compulsory
- 2) Hands on Experience with the help of Field Experts/Invited/Extension Lectures
- 3) Debates on Interesting Topics/Field Work/Unit Tests/Video preparation on tourist places.
- 4) Seminars, Group Discussions, Quiz, Assignments etc
- 5) Periodical Interactions with HR Managers

Semester-V
13. Journalism and Editing Techniques

Learning Outcomes:

Students at the successful completion of the course will be able to;

- Know the Significance of Report Writing
- Understand the Principles and Techniques of Reporting
- Know the types of news sources and qualities of a reporter.
- Identity: the Role of Sub Editor and Editor
- Critically analyse the challenges in reporting and editing techniques.

Unit-I

Definitions of Journalism, Reporting and Editing-History of Indian Press and News Papers-Printing Revolution-Importance of Print and Electronic Media in Present Society.

Unit-2

Sources of News -Types of News and Types of News Writing- Principles of Reporting-Problems in Reporting - Qualities of Reporter.

Unit-3

Types of Reporting-Importance of Language -International and Indian News Agencies - Importance of Photography in Journalism.

Unit-4

Principles of Editing - Role of Sub Editors and Chief Editors - Techniques of Editorial Page - Headline Techniques- Tips for Captions.

Unit-5

Characteristics of Effective Report - Report writing for all Media: Radio, Television, News Paper, Magazine and Web- Writing of Model Reports of different types like Politics, Crime, Entertainment, Press Conference, Places of Importance etc. - Career opportunities in Journalism.

References:

1. J.Natarajan, History of Indian Journalism, Ministry of Information and Broadcasting, 2010.
2. G.N.S.Raghavan, Press in India: New History, Gyan Publishing House, 1995.
3. K.M.Shrivastava, News Reporting and Editing, Sterling Publishers Pvt. Ltd, 2003.
4. S.Kundra, Reporting Methods, Anmol Publications Pvt.Ltd, 2005.
5. M.K.Joseph, Outline of Reporting, Anmol Publications, 2007.
6. J.R.Hakemulder, News Reporting and Editing, Anmol Publications, 2002.

7. Franklin, Key Concepts in Journalism Studies, Vistaar Publications, 2003.
8. M.V.Kamath, Professional Journalism, Vikas Publishing House, 1980.
9. Bruce D.Itule and Douglas A.Anderson, News Writing and Reporting for Today's Media, McGraw Hill, 2003.

Curricular Activities:

1. For Teacher: Training of students by the teacher in the classroom or in the field on Techniques for Report Writing and Editing. The teacher shall help the students to identify sources, compilation, of information/News, conduction of mock interviews, investigations, judging the authenticity and other related activities. Teacher shall suggest the students to record videos on different news.

2. For Student: The students shall go to the field for collection of news from sources. They shall describe in detail how the sources were identifies, challenges faced while collecting sources, placing the news in order, preparing and editing the report. This Individual Field Work shall be written in the given format not exceeding 10 pages and to be submitted to the teacher, as the Field Work Report.

3. Suggested Field Work Format:

Title Page, Student Details, Acknowledgments, Index of Contents:*Objectives, Step-wise process, Findings, Conclusion & References*

4. Max Marks for Field Work Report: 05

5. Unit Tests/Internal Examinations

Suggested Co-Curricular Activities

- 1) Prepare a Front Page of a Newspaper with News and Photographs.
- 2) Training of Students on Reporting and Editing Techniques.
- 3) Assignments on Current and Trending News
- 4) Invited Lectures Presentations on Report writing and Editing Techniques by Local Reporters and Editors
- 5) Debates Seminars, Group Discussions, Quiz, etc.
- 6) Preparation of Videos on News Items
- 7) Collection of News and organizing them in a systematic way in a file.
- 8) Visits to Local News Paper offices/ Press/ Press Conferences etc.
- 9) Interaction with Local News Reporters and Editors

Semester-V
14. A. Tourism Guidance and operating Skills

Learning Outcomes:

Students after successful completion of the course will be able to

- Acquire Tour Guiding, Operating and Soft Skills
- Understand Different Situations under which one has to Work
- Cultivate Cultural Awareness and Flexibility
- Acknowledge the Relevance of Team Spirit and Guest relationship.
- Plan, Organize Tour operations efficiently
- Learn the Tour and Travel Agencies

Syllabus:

Unit: 1

Meaning of Tour Guide - Types of Tour Guide: Heritage Guide, Nature Guide, Adventure Guide, Business Guide, Special Interest Guide etc-Duties and Responsibilities of Guides - Various Roles of Tour Guide.

Unit: 2

Guiding Techniques: Leadership Skills, Social Skills, Presentation Skills, Communication Skills - Guide's Personality Skills: Passion, Empathy, Enthusiasm, Punctuality, Humour etc-Personal Hygiene and Grooming-Code of Conduct.

Unit: 3

Guest Relationship Management-Handling Emergency Situations- Medical, Personal, Official, VISA/Passport, Death, Handling Guest with special needs/Different Abilities/ Different Age Groups.

Unit: 4

Conducting Tours: Pre Tour Planning, Route Chart, Modes of Transportation, Security Measures, and Check List etc. - Conducting Various Types of Tours- Relationship with Fellow Guides - Coordination with Hospitality Institutions.

Unit: 5

Travel Agency and Tour operations-Difference between Travel Agent and Tour operator-Functions of Tour Operator-Types of Tour Operations and of Tour Operators - A Brief Study of Tour operating Agencies like APTDC, Southern Travels etc.

References:

1. Jaganmohan Negi., Travel Agency and Tour Operations, Kanishka Publishers,

New Delhi, 2006.

2. Mohinder Chand, Travel Agency and Tour Operations: An Introductory Text, Anmol Publications Pvt. Limited, New Delhi, 2009.
3. Pat Yale., The Business of Tour Operations, Longman, 1995.
4. Dennis L. Foster., Introduction to Travel Agency Management
5. Pat Yale., Business of Tour Operations, Longman Scientific & Technical, New Delhi, 1995.
6. K.L. Pond., The Professional Guide: Dynamics of Tour Guiding, 1993
7. Abdullah Tarinc, Ceyhun Caglar Kilinc, Gulsun Yildirim, Ozlem Ozbek., Cases on Tour Guide Practices for Alternative Tourism, IGI Global, 2020.
8. Mark Anthony Camilleri., Tourism Planning and Destination Marketing, Emerald Publishing Limited, 2018.
9. www.tourism.gov.in
10. Web Sources

Curricular Activities:

- Teacher must spend a total of not less than 10 hours on various practical aspects of related to guidance and operating skills in tourism sector. The teacher shall lead students to local tourist sites and guide them to work with local tourist guides or local tourist operators, co-ordinate with local tour operators and government agencies.
- Students must visit local tourist sites, ancient temples, tourism offices; talk to guides personally and observe their functioning and assist guides during office-hours to gain hands-on experience.
- Individual Field Work shall be written in the given format not exceeding 10 pages and to be submitted to the teacher.

Suggested Co-Curricular Activities:

- 1) Invited Lectures/Unit Tests/Assignments
- 2) Hands on experience with the help of field experts.
- 3) Seminars, Group Discussions, Quiz, Debates etc.
- 4) Alumni Interactions/Interaction with Tour operators/Managers etc.

Semester-V
14.B. Films and Script Writing Skills
(Subject Core Paper, 4 Credits)

Learning Outcomes:

Students after successful completion of the course will be able to

- Understand the scope and origin of Indian cinema.
- Understand the Evolution of Telugu Cinema and Major Changes from the Past to Present.
- Assess the Role of Telugu Cinema Makers and Their Contribution
- Identify various cinema studios and film institutions.
- Learn the skills and techniques of cinema script writing.

Unit-I

What is Cinema/Film- Origin of Indian Cinema and its Growth- Understanding of Hollywood-Bollywood-Tollywood-Cinema and its Impact on Society?

Unit- 2

Evolution of Telugu cinema: Cinema under British rule: Mookie to Talkie Films-Classical Age-Black and White to Colour Films - Pioneers of Telugu Cinema: Raghupati Venkaiah, B. N. Reddy, Gudavalli Ramabrahmam, L. V. Prasad and K. V. Reddy

Unit-3

Major Developments in Telugu Film Industry in the first 50 years (In Brief) (1912 to 1962) - Cinema Studios and Film Institutes (Chennai-Hyderabad)-Prominent Telugu Film Script Writers: Pingali Nagendra Rao, Chakrapani, Modukuri Jhonson, D.V.Narasaraju.

Unit-4

Script Writing: Characteristics of a Writer- Script Features-Selection of Story Line-Narration of Story (Summary)-Context-Dialogues-Scenes in Chronological Order-Screen Play-Script for Mythological, Historical, Folk, Social Reform and Freedom Movement, TV Serials, Web Series, and Short films etc.

Unit-5

Observation of Historical Films and Scripts-Study the Script of one of the following films Mahamantri Timmarasu, Bobbili Yuddham, Alluri Sitaramaraju-Film Education Institutions in India- Career opportunities in Cinema Industry

References:

1. Renu Saran., History of Indian Cinema, Diamond Pocket Books Pvt Ltd, 2012.
2. Ashish Rajadhyaksha, Indian Cinema: A Very Short introduction, 2016.

3. Dr.D.L.Narasimha Rao, Evolution of Telugu Films: A Historical Prospective, Research India Press, 2013.
4. K.Dharma Rao, A Book on 86 Years of Telugu Cinema (Telugu).
5. TelakaPalli Ravi, Mana Cinemalu: AnubavaluCharitra- Parinamam (Telugu), Praja Sakthi Book House, 2019.
6. Satyajith Ray, Cinimalu Manavi- Vallavi (Telugu), Anvikshiki Books, 2011.
7. Venkat Sidda Reddy, Cinema-Cinema-Cinema: Sameekshalu, Vyasalu, Parichayalu (Telugu), Anvikshiki Publishers, 2021.
8. S.Theodore Baskaran, History through the Lens: Prospective on the South Indian Cinema, 2009.
9. S.V.Srinivas, Politics as Performance: A Social History of Telugu Cinema, Orient Blackswan, 2018.
10. K.P.Ashok Kumar, Anaganaga Oka Cinema (Telugu)
11. <https://www.youtube.com/c/PARUCHURIGOPALAKRISHNAOFFL>
12. https://youtu.be/u5IE_zCV72c

Curricular Activities:

Mandatory:

1) **For Teacher:** Training of students by the teacher in the classroom or in the field for a total of not less than 10 hours on Techniques for Writing Script for Movies/Short Films/Web Series/TV Serials etc. The Teacher shall guide the students to write the Dialogues based on the context in practical form; and the script rules without any deviation in Chronological order or Scene wise.

2) **For Student:** The student shall visit Library/Studio/Archives/or any other place for collection of scripts for model purpose. Students shall select topic of their choice and write the Story/Dialogues with his/her own hand writing logically as per script rules. While writing the script he/she may observe the previous cinema/short stories scripts, which are available in the library or any nearby place/Institute/Web. This Individual Field Work shall be written in the given format not exceeding 10 pages and to be submitted to the teacher, as the Field Work Report.

Suggested Field Work Format:

Title Page, Student Details, Acknowledgments, Index of Contents: *Objectives, Step-Wise Process, Findings, Conclusion & References*

Max Marks for Field Work Report: 05

Unit Tests/Internal Examinations

Suggested Co-Curricular Activities

- 1) Training of Students on Script Writing
- 2) Interview with Cinema Makers
- 3) Assignments on Collection of old Historical films, Short Stories etc.
- 4) Invited Lectures on Cinema Artists/ Script Writers
- 5) Debates on History of Telugu Cinema
- 6) Seminars, Group discussions, Quiz,etc.
- 7) Preparation of Different Scripts.
- 8) Collection of Cinema old Scripts
- 9) Visits to nearby Film Institutions/ Studios
- 10) Interaction with Artists on Cinema Field.

Semester-V
15. A. Modern Principles and Techniques of Archaeology

Learning Outcomes:

Students at the successful completion of the course will be able to;

- Identify the relationship between archaeology and other disciplines
- Understand the data retrieval techniques in Archaeology
- Demonstrate post excavation analysis, recording and interpretation of data
- Differentiate the dating methods in Archaeology
- Analyze the conservation and preservation methods in Archaeology

Unit-I

Definition, Nature and Scope of Archaeology - Relationship of Archaeology with Social and Natural Sciences - Application of Digital Technology in Archaeology: GIS and Satellite Imagery - Computers and the Internet.

Unit-2

Retrieval of Archaeological Data: Techniques of Exploration, Excavation, - Study of Maps-Aerial Survey - Photography-Water Exploration – Tools of Archaeology

Unit-3

Chronology-Relative Chronology- Radio Carbon Dating-Principles of Conservation, Preservation and Documentation of Archaeological Antiquities

Unit-4

Nature and Scope of Epigraphy- Decipherment and Dating -Origin of writing in India - Historical Importance of the Inscriptions -Paleographic Formula

Unit-5

Numismatics as Source Material for the Reconstruction of History-Origin of Coinage in India Application of Numismatics and Numismatic Data to Archaeology

References:

1. Agrawal, D. P. and M. D. Yadava, Dating the Human Past. Pune: Indian Society for Prehistoric and Quaternary Studies, 1995
2. Agrawal, O. P., Preservation of Art Objects and Library Materials, New Delhi, National Book Trust India, 1993
3. Balme, Jane and Alistair Paterson, Archaeology in Practice (A Student Guide to Archaeological Analyses). West Sussex: John Wiley and Sons Inc, 2014
4. Grant, Jim, Sam Gorin and Neil Fleming, The Archaeology Course book: An Introduction to Study, Skills, Topics and Methods, London and New York, Routledge, 2002

5. Walker, Mike. Quaternary Dating Methods, West Sussex: John Wiley and Sons Limited, 2005
6. Gupta, P L, ed., Numismatics and Archaeology. Nasik: Indian Institute of Research in Numismatic Studies, 1986
7. Sharer, R and W. Ashmore, Archaeology: Discovering our Past. McGraw-Hill: New York, 2002.
8. Web sources

Co-Curricular Activities:

a) Mandatory: (*Training of students in the related skills by the Lecturer, Total 10 Hours*)

1) For Teacher: Training of students by the teacher in classroom and field for a total of not less than 10 hours on various practical skills and techniques of archaeological practices like the following; Identifying and collecting some common archaeological tools like shovels, trowels, spades, brushes, buckets etc., and how they are specifically used finding the historical dates using various simple methods. Conduct the Exhibitions on Coins/Stamps/Rare Archaeology items.

2) For Student: Students shall visit museums/monuments/ancient temples/excavation sites etc to personally make observations (if possible, students can work at excavation sites or in museums) during office-hours to gain hands-on experience). **(or)** Students shall collect/identify artifacts like stone tools, pottery vessels, metal objects such as weapons and items of personal adornment such as buttons, jewellery, clothing etc. and observe their appearance, use and time period. These individual observations shall be written in the given format

4) Max Marks for Fieldwork/Project work Report: 05

5) Unit Tests/Internal Examinations

b) Suggested Co-Curricular Activities

1) Invited Lectures 2) Hands on Experience with the help of Field Experts.

3) Debates, Seminars, Group Discussions, Quiz, etc.

4) Periodical Interactions with Museum / Archaeology Technical Experts

Semester-V
15. B. Museum Management

Learning outcomes:

Students after successful completion of the course will be able to.,

- Gain Awareness about the History, Context and Concepts of Museums
- Understand Curatorial Responsibilities and Ethics of Collection
- Document and Classify Museum Objects and Acquire Skills to Manage and Demonstrate them in Museum
- Evaluate the Intricacies of Exhibition Design and Develop Skills related to various aspects of Museum Exhibitions
- Analyze the Changing Dynamics between Museums and Culture and Job opportunities in this Field

Unit: 1

Origin, Meaning, Definition and Purposes of Museums – Changing Role and Social Relevance of Museums – History and Development of Museums in India.

Unit: 2

Types of Museums – Classification of the Museum- Open Air Museums, Inclusive Museums, Community Centre, Galleries and Virtual Museums.

Unit: 3

Techniques of Collection, Conservation, Preservation of Museum Objects-Ethical Procedure. Collection and preservation of old documents and books.

Unit: 4

Items exhibited in general - Purpose of Exhibition-Types of Exhibitions-Museum Exhibition Skills-Exhibition Planning- Concept Development, Exhibition Brief, and Exhibition Design – Evaluation of Exhibition.

Unit: 5

Museum Management as a Profession –Planning and Organization of Museum –Functions of Museum–Administration–Staff of the Museum and their Duties–Study of selected professional Museums – Regional, National –State/ASI and International Museums.

III. References:

1. Nigam M.L., Fundamentals of Museology. Navahind Prakashan, 1966
2. Timothy, Ambrose and Paine, Museum Basics, ICOM, Routledge, New York, 1993
3. Key Concepts of Museology, ICOM Publication (online).

4. Seth, Manvi, Communication and Education in Indian Museums, Agam Kala Prakashan, New Delhi, 2012
5. Elizabeth Bogle, Museum Exhibition Planning and Design, Altimira Press, 2013
6. Grace Morely: Museum Today, University of Baroda, 1981
7. Sivaramamurti,C, Directory of Museum in India
8. Parker, A.C., A Manual for History Museum
9. UNESCO, Organisation of Museum
10. Web sources as suggested by teacher/librarian

IV. Co-Curricular Activities:

a) Mandatory: (*Training of students in the related skills by the Lecturer, Total 10 Hours*)

1) For Teacher: Training of students by the teacher in the classroom or in the field for a total of not less than 10 hours on various practical aspects of related to museum management. Teacher should get into contact with nearby museums or archival cells and conduct a visit and ask students to evaluate the collection of items, preservation, display set-up, and functioning of the organization on any given parameters. The teacher shall also train students on how to set a small museum in the college with locally available materials.

2) For Student: Students shall visit Museums or Archival Cell personally observes and if possible, works (in museums if permitted) during off-hours to gain hands-on experience. Students should write a report on the curatorial practices or collection policies of any one of the museums they visit. These individual observations shall be written in the given format not exceeding 10 pages and submit to the teacher as Fieldwork/Project work Report.

3) Suggested Fieldwork/Project work Format:

Title Page, Student Details, Acknowledgments, Index page, Objectives, Step-wise process, Findings & References.

4) Max Marks for Fieldwork/Project work Report: 05

5) Unit Tests/Internal Examinations

b) Suggested Co-Curricular Activities

1) Invited Lectures/Interactions with Museum Experts

2) Hands on Experience with the help of Field Experts.

3) Debates, Seminars, Group Discussions, Quiz, etc.