



SNDT Women's University, Mumbai

History B.A. Syllabus structure and Syllabus of Semester I and II for implementation from the academic year 2024-2025

**As per the Credit structure for Undergraduate
Programmes in Faculties of
Humanities, Science and Technology and
Interdisciplinary Studies**

*As per the Government of Maharashtra Circular
dated 13th March, 2024*

NEP - 2020

(w.e.f. 2024-25)

**Final B.A. History syllabus Structure and syllabus of
Semester I and II passed in History BOS meeting held on
13.05.2024**

Programme Template:

Programme Degree		B. A.
Parenthesis if any		History
Preamble (Brief Introduction to the programme)		<p>The very idea of history has undergone tremendous changes in the few decades. The new B. A. History syllabus aims to give a comprehensive understanding of the various facets of human life including the material culture, the institutions, the cultures and the philosophy, literature and arts and many other domains. It has been designed to bring an inability of critical thinking in the young minds. It intends to build an understanding how knowledge about the past is reconstructed by the historians or the archaeologists with the help of various kind of sources.</p> <p>The syllabus will further help the students to get acquainted with the various trends in history-writing such as local history, women's history, history of popular culture and history of ideas. The Syllabus makes the students aware that there are many worlds of the historical past and ideologies play a role in shaping our understanding of the past.</p> <p>The programme makes them aware about their rich history, heritage and culture and their role in its conservation. The programme further aims at creating an enlightened woman-historian who is capable of shaping her own future as well as building our society based on gender equality and sustainability.</p>
Programme Outcomes (PSOs)	Specific	After completing this programme, Learner will
		1. clearly understand the concepts in the subject.
		2. critically understand and interpret historical reality.
		3. understand Indian history better on the wide canvas of world history and historiography.
		4. know the historiographical philosophy and methodological perspectives well.
		5. comprehend the reality with the social sensitivity and gender sensibility.
		6. acquire skills that will be useful in personal and professional life.

Eligibility Criteria for Programme		HSC passed or equivalent from any discipline (Those who have not taken History in HSC should make a bridge course in the first Semester.)
Intake (For Affiliated and Conducted Colleges)		As per the university norms

Structure with Course Titles (Revised May 2024)

SN	Courses	Type of Course	Credits	Marks	Int	Ext
	Semester I					
10010801	Popular Culture in India -I	Subject 1	2	50	50	0
		Subject 2	2	50	50	0
	---	Subject 3	2	50	50	0
	Select any one as					
10410811	Indian Pastimes, Food and Fashions through the Ages	OEC (other than Major and Subject 2)	4	100	50	50
10410812	Indian Tourism: Principles and Practices	OEC (other than Major and Subject 2)	4	100	50	50
10610801	Heritage Tourism in India	VSC (related to Subject 1) (Major)	2	50	50	0
10710801	Local History	SEC	2	50	0	50
		AEC (English)	2	50	0	50
		IKS (Generic)	2	50	0	50
		VEC	2	50	0	50
		CC	2	50	50	0
			22	550	300	250
	Semester II					
20010811	Popular Culture in India -II	Subject 1	2	50	0	50
		Subject 2	2	50	0	50
		Subject 3	2	50	0	50
		VSC of Subject 2	2	50	50	0
		VSC of Subject 3	2	50	50	0
20410811 OR 20410812	Women in Science and Art OR Tourism Products of India	OEC (other than Subject 1 and Subject 2)	4	100	50	50
20710801	India through Objects	SEC	2	50	50	0
		AEC (English)	2	50	0	50

		VEC	2	50	0	50
		CC	2	50	50	0
			22	550	250	300

Exit with UG Certificate with 4 extra credits (44 + 4 credits)

Semester I

1.1 Subject 1

Course Title	Popular Culture in India - I
Course Credits	2
Course Outcomes	After going through the course, learners will be able to
	1. Critically understand concept of popular culture
	2. Understand the different facets of Popular Culture
	3. Appreciate different forms of Music and dance
Module 1 (Credit 1) Understanding Popular Culture	
Learning Outcomes	After learning the module, learners will be able to
	1. Critically understand the concept of popular culture
	2. Define popular culture through a study of theoretical discussion on the subject.
Content Outline	<ul style="list-style-type: none">➤ Popular Culture: Definition and Rationale➤ Popular Culture as Folk Culture, Mass Culture, People's culture➤ Popular Culture and High / Classical Culture
Module 2 (Credit 1) Popular Music and dance	
Learning Outcomes	After learning the module, learners will be able to
	1. Critically appreciate music and dance as a form of Popular Culture
	2. Understand different forms of music and dance
Content Outline	<ul style="list-style-type: none">➤ Light Classical Music (Bhajan, Qawwali, Ghazals) and Folk Music➤ Popular Music-Rap, Bollywood Music, Korean Music➤ Folk and Popular Dance: Styles of Bollywood Dance, Western and Korean Dance (any three)

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

- 1) Projects on any form of Art

- 2) Attending concerts of Music, dance performance and write assignment
- 3) Presentation on various singers and instrumentalists

Reading list:

1. Alam, Javed, 2004. *The Vulnerable Populations and Democracy in Who Wants Democracy?* Orient Longman, New Delhi.
2. Appadurai, Arjun, 1999. *Public Culture* in Veena Das (ed.) *Oxford India Companion to Sociology and Social Anthropology*, New Delhi, Oxford University Press.
3. Bose, Brinda (ed.), 2006. *Introduction in Gender and Censorship*, New Delhi, Women Unlimited.
4. Chaitanya Deva, 2021, *An Introduction To Indian Music*, Ministry of Information and Broadcasting, Government of India.
5. Malcolm Croft, 2019. *BTS: The Ultimate Fan Book: Experience the K-Pop Phenomenon!*, Carlton Books
6. Natalie Sarrazine, 2020. *Popular Music in Contemporary India*, New York, Routledge.
7. Rege, Sharmila. 2002. "Conceptualising Popular Culture: Lavani and Powada in Maharashtra". *Economic and Political Weekly* vol. 37 no.11, pp. 1038-1047.
8. Roy, Srirupa, 2007. *Moving Pictures: The Films Division of India and the Visual Practices of the Nation-State in Beyond Belief: India and the Politics of Postcolonial Nationalism*, New Delhi, Permanent Black.
9. Sathe, Makarand, 2015. *A Socio-political History of Marathi Theatre*, New Delhi, Oxford University Press .
10. Shobhna Gupta, *Dances of India*, Har-Anand Publications, New Delhi, 2002.
11. Storey, John, 2003. *Popular Culture as an Arena of Hegemony in Inventing Popular Culture: From Folklore to Globalization*, Oxford, Wiley-Blackwell:.
12. Uberoi, Patricia, 2006. 'Beautyfull Wife, Denger Life' *Engaging with Popular Culture in Freedom and Destiny: Gender, Family, and Popular Culture in India*, New Delhi, Oxford University Press.
13. Vaidehi (Tr. Tejaswini Niranjana), 1988. *Gulabi Talkies and Other Stories*, Penguin Books, 1988: New Delhi.
14. Wamburkar, Jaswandi (Ed.), 2020. *Indian Modernity: Challenges and Responses: Professor Raja Dixit Felicitation Volume*, Pune, The Unique Foundation.

Books for reference:

15. Das, Veena, 2005. Communities as Political Actors: The Question of Cultural Rights in Critical Events: An Anthropological Perspective on Contemporary India, Delhi, Oxford University Press,
16. Julluri, Vamse, 2003. Introduction in Becoming a Global Audience, Hyderabad, Orient Longman.
17. Naqvi, Farah, 2008. In the Shadow of the Spotlight in Waves in the Hinterland, New Delhi, Zubaan.
18. Strinati, Dominic, 1995. An introduction to theories of Popular Culture. London, Routledge.
19. Storey, John, 2003. Inventing Popular Culture: from Folklore to Globalization. Oxford, Blackwell Pub
20. Weaver, John A, 2005. Popular Culture Primer. New York, Peter Lang Publishing.

Marathi :

1. कुलकर्णी, अरविंद, २००४. विस्मरणात गेलेली नाटके. पुणे, पद्मगंधा प्रकाशन.
2. प्रभुणे, अरूण, १९९७. पौराणिक नाटक: नवा अन्वयार्थ पुणे, प्रतिमा प्रकाशन.
3. भवाळकर, तारा, १९८८. मिथक आणि नाटक. औरंगाबाद, सविता प्रकाशन.
4. रेगे, शर्मिला, २०१०. लोकप्रिय संस्कृती व भारतातील आधुनिकता. पुणे, क्रांतीज्योती सावित्रीबाई फुले स्त्री अभ्यास केंद्र. पुणे विद्यापीठ.
5. बांबूरकर, जास्वंदी, १६ जुलै ते ३१ जुलै २०११. 'महाराष्ट्रातील प्रबोधन, राष्ट्रवाद व संगीत', पृ. ५१-५८. पुणे, परिवर्तनाचा वाटसरू.
6. साठे, मकरंद, २०११. मराठी रंगभूमीच्या तीस रात्री. एक सामाजिक राजकीय इतिहास. खंड १, २ व ३. मुंबई, पॉप्युलर प्रकाशन.

Semester I

1.4 OEC

Course Title	Indian Pastimes, Food and Fashions through the Ages
Course Credits	4

Course Outcomes	After going through the course, learners will be able to
	1. Examine the changing conceptions of leisure and pastimes from antiquity to the modern period
	2. Comprehend and appreciate the broad range of sports in India
	3. Analyze the different styles of fashion in India
	4. Appreciate the Diversity of India
Module 1 (Credit 1) : Understanding Leisure, Pleasure and Pastimes through the ages	
Learning Outcomes	After learning the module, learners will be able to
	<ol style="list-style-type: none"> 1. Understand the concepts of leisure and pastimes from ancient to modern period 2. Identify and enlist popular amusements for various social classes in India
Content Outline	<ul style="list-style-type: none"> ➤ Leisure and pastimes from antiquity to modern times: meaning and scope ➤ Select Royal pastimes (hunting, equestrian sports, Ganjifa, etc.) ➤ Select Popular amusements (fairs and festivals, Urus, Ramleela, Taboot, Taash, kite-flying etc.)
Module 2 (Credit 1) Pastimes: Play, Movement and Competition	
Learning Outcomes	After learning the module, learners will be able to
	<ol style="list-style-type: none"> 1. Recognize the traditional sports that cater to the human instinct for movement and competition 2. Demonstrate an awareness of the conditions under which select games became sports in the modern period
Content Outline	<ul style="list-style-type: none"> ➤ Board Games -<i>Chaupar/ Pachisi</i>, Snakes and Ladders, <i>Chaturanga</i> ➤ Cultures of the Body: <i>Kushti, Mallakhambha</i> and <i>Kalaripayattu</i> ➤ Games to Modern Sport: <i>kho-kho, kabaddi</i> and <i>atya-patya</i>
Course Outcomes	After going through the course, learners will be able to
	1. To understand the rich culture of India

	2. To be aware towards duty for nation
	3. To understand value food and Fashion as a citizen of India
Module 3 (Credit 1) History of Food in India	
Learning Outcomes	After learning the module, learners will be able to
	1. Appreciate the diversity of food in India
	2. Understand the influence on Indian food through global networks
	3. Analyze the changing food patterns in India
Content Outline	<ul style="list-style-type: none"> ➤ Diversity of Food in India: An Overview ➤ Global Networks of Food : Influence of Persians, Mughals, Portuguese ➤ Changing Food Patterns in Modern Times: Beverages, Street Food, Cafes, Restaurants, Fast Food
Module 4 (Credit 1) History of Fashions in India	
Learning Outcomes	After learning the module, learners will be able to
	1. Understand the diversity of Fashions in India
	2. Analyze Fashions through Indian art and literature
	3. Examine the various styles of Indian sarees
Content Outline	<ul style="list-style-type: none"> ➤ Diversity in Fashions: Costumes, Hairstyles, Jewellery ➤ Reflection of Fashions in Indian Art (Sculpture, Paintings and Murals and Literature) ➤ Diversity in traditional sarees: Paithnai, Patola, Kanjivaram, Banarasi, Bandhani, Kantha etc.(any two)

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE) (suggested)

- 1) Collect and collate information on forgotten sports people/ practitioners of forgotten arts like kite-makers etc.
- 2) Interview elderly people regarding their memories of pastimes of the previous generations and map the changing modes of entertainment and pastimes
- 3) Documentation projects of the forgotten pastimes from various parts of India
- 4) Project and presentation on various aspects of Food culture: Folk Songs, , Folklore, Famous Food of region, Religion and food, literature and food .
- 5) To visit and report of Food Festival.

Reading list:

1. Alter, J.S., 1992. *The wrestler's body: identity and ideology in North India*. Univ of California Press.
2. Auboyer, Jeannine. "SOME GAMES IN ANCIENT INDIA." *East and West* 6, no. 2 (1955): 123–37.
3. Anderson, Leona. "The Indian Spring Festival (Vasantotsava): One Or Many?" *Annals Of the Bhandarkar Oriental Research Institute* 69, no. 1/4 (1988): 63–76.
4. Balabanlilar, Lisa. "The Emperor Jahangir and the Pursuit of Pleasure." *Journal of the Royal Asiatic Society* 19, no. 2 (2009): 173–86.
5. Berg, Maxine. "Skill, Craft And Histories Of Industrialisation In Europe And Asia." *Transactions of the Royal Historical Society* 24 (2014): 127–48.
6. Bhatta, C. Panduranga. "Indian Origins Of Chess: An Overview." *Annals of the Bhandarkar Oriental Research Institute* 84 (2003): 23–32.
7. Brewster, Paul G. "A Collection of Games from India, with Some Notes on Similar Games in Other Parts of the World." *Zeitschrift Für Ethnologie* 80, no. 1 (1955): 88–102.
8. Burke, Peter. "The Invention of Leisure in Early Modern Europe." *Past & Present*, no. 146 (1995): 136–50.
9. Dhebar, K., 2016. Wrestling in Indian Literature. *Heritage: Journal of Multidisciplinary Studies in Archaeology*, 4, pp.251-260.
10. Dyck, N.E., 2000. *Games, sports and cultures*. Berg.
11. Ghosh, Suchandra. N.d. Amusements and festivals in early India, e-PG Pathshala, https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000829IC/P001772/M024939/ET/1510556820P11-M34-AmusementsandFestivalsinEarlyIndia-ET.pdf
12. Gode, P. K. "Some Further Notes On The History Of Kite-Flying In India And Outside—Between B. C. 500 And A. D. 1956." *Annals of the Bhandarkar Oriental Research Institute* 37, no. 1/4 (1956): 111–19.
13. Kar, Kasturi. "Early Colonial Sensibilities, Social Life And Leisure Habits In The Indian Subcontinent." *Proceedings of the Indian History Congress* 75 (2014): 530–35.

14. Levitt, Stephan Hillyer. "Chess—Its South Asian Origin And Meaning." *Annals of the Bhandarkar Oriental Research Institute* 72/73, no. 1/4 (1991): 533–47.
15. Lubna, Irfan, "HAMMAMS AS PUBLIC SPACES IN MUGHAL INDIA." *Proceedings Of The Indian History Congress* 80 (2019): 448–60.
16. McCartney, P., 2023. Poles apart? From Wrestling and Mallkhāmb to Pole Yoga. *Journal of Yoga Studies*, 4, pp.215-270.
17. Mallinson, J. and Singleton, M., 2017. *Roots of yoga*. Penguin UK.
18. Modi, Ishwar. "Leisure and Social Transformation." *Sociological Bulletin* 61, no. 3 (2012): 386–403.
19. Mukherjee, Suman. "Leisure And Recreation In Colonial Bengal: A Socio-Cultural Study." *Proceedings of the Indian History Congress* 71 (2010): 764–73.
20. Moore, Kevin. "Sport History, Public History, and Popular Culture: A Growing Engagement." *Journal of Sport History* 40, no. 1 (2013): 39–55.
21. Pant, Pushesh, India: 2010. *The Cookbook*, New Delhi, Phaidon Press.
22. O'Hanlon, R. (2007). Military Sports and the History of the Martial Body in India. *Journal of the Economic and Social History of the Orient*, 50(4), 490–523.
23. Ray, Tridib Nath. "The Indoor And Outdoor Games In Ancient India." *Proceedings of the Indian History Congress* 3 (1939): 241–61.
24. Rehal, S., 2022. The sportification and internationalization of Kabaddi: a sociological understanding. *The international journal of sport and society*, 13(2), p. 49.
25. Sen, S. (2019). The World Of Pilgrims. In *Ganges: The Many Past Of An Indian River* (pp. 14–44). Yale University Press.
26. Sen, R., 2015. *Nation at play: A history of sport in India*. Columbia University Press.
27. Singleton, M., 2010. *Yoga body: The origins of modern posture practice*. Oxford University Press.
28. Singh, Ram Bachan. "Cities and Parks in Ancient India." *Ekistics* 42, no. 253 (1976): 372–76.
29. Tailor-Sen, Collin, 2015. *Feasts and Fasts: A History of Food in India*, New Delhi, Speaking Tiger.

30. Varalakshmi, R. "Festivals And Fairs In Medieval Andhra." *Proceedings of the Indian History Congress* 59 (1998): 1080–81.

Popular articles and blogs

31. Rao, Shrenik. 2018 How Pachisi and Indian Board Game became Ludo, *Madras Courier*, <https://madrascourier.com/insight/how-pachisi-an-indian-board-game-became-ludo/>

32. *Indian Kalaripayattu Federation* <https://www.indiankalaripayattufederation.com/>

33. Brown, W. Norman. "The Indian Games of Pachisi, Chaupar, and Chausar." *Expedition Magazine* 6, no. 3 (May, 1964): -. Accessed September 30, 2023. <https://www.penn.museum/sites/expedition/the-indian-games-of-pachisi-chaupar-and-chausar/>

34. "Pachisi", *Map Academy*, <https://mapacademy.io/article/pachisi/>

35. <https://www.sahapedia.org/wrestling-pole-art-mallakhamb-training>

36. Saipriya, S. 2021. Wrestling the Pole:The Art of Mallakhamb Training, *Sahapedia*, <https://www.sahapedia.org/wrestling-pole-art-mallakhamb-training>

37. Kaplish, Lalita, 2018. "Sun salutations and yoga synthesis in India", *Wellcome Collection*, <https://wellcomecollection.org/articles/WnBAsSoAACsA5tuj>

38. The Heritage Lab, 2021. "Westle-Mania (in art) :the Indian Edition!, <https://www.theheritagelab.in/indian-wrestling-art->

39. Mukherjee, Souvik ,2020. " Gyan Chaupar to Snakes and Ladders: How a game about a karmic journey became a plaything for kids", *Scroll.in*, <https://scroll.in/article/972864/gyan-chaupar-to-snakes-and-ladders-how-a-game-about-a-karmic-journey-became-a-plaything-for-kids>

40. "Past present: Mughals and indoor games" , 2011. *The Dawn*, <https://www.dawn.com/news/print/616197>

41. Lal, Deepak. 2023. The journey of kites from fun sport to scientific tools, *Hindustan Times*, <https://htschool.hindustantimes.com/editorsdesk/knowledge-vine/the-journey-of-kites-from-fun-sport-to-scientific-tools>

42. <https://indiansports.org/>
43. Sims-Williams, Ursula. 2016. "Nasir Shah's Book of Delights", *British Library Blog*, <https://blogs.bl.uk/asian-and-african/2016/11/nasir-shahs-book-of-delights.html>
44. Achaya K.T ,1998, Indian Food ,A Historical Companion, Oxford.
45. Achaya K.T,2001,A Historical Dictionary of Indian Food, Oxford.
46. Bowles Hamish ,2013,India in Fashion: The Impact of Indian Dress and Textiles on the Fashionable Imagination, Rizzoli International Publications.
47. Jain Rahul ,2011,Rapture: The Art of Indian Textiles, Delhi ,Niyogi Books.
48. Pandey Anshumati, 2021, History of Indian Food,Chennai, Notion Press.
49. Ahuja Shilpa, 23 June 2019, Indian Fashion Industry: Evolution, Trends, Influences, Stats & Future.
<https://shilpaahuja.com/indian-fashion-industry-evolution/>

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1. जोशी, महादेव शास्त्री, १९६४, भारतीय संस्कृती कोश, खंड ५, पुणे, अनमोल प्रकाशन.
2. जोशी, वर्षा, २०१५, करामत धागा दोऱ्याशी, मुंबई, रोहन प्रकाशन.
3. जोशी, वर्षा, (संपा. मधु मंगेश कर्णिक) २०११, महाराष्ट्राची वस्त्र संस्कृती भाग २ -सांस्कृतिक महाराष्ट्र १९६०-२०१०, मुंबई, महाराष्ट्र राज्य साहित्य आणि संस्कृती मंडळ.
4. जोशी, वर्षा, क्षीरसागर, हेमा, २०११. १२ व्या शतकातील खाद्यसंस्कृती, पुणे, रोहन प्रकाशन.
5. नवाथे रघुनाथ, भोजन कुतूहल.
6. महाजन, सु. द. कर्णिक, मधु मंगेश (संपा.), २०११. महाराष्ट्राची वस्त्र संस्कृती भाग १, सांस्कृतिक महाराष्ट्र १९६०-२०१०, मुंबई, महाराष्ट्र राज्य साहित्य आणि संस्कृती मंडळ.
7. मोरवंचीकर, रा. श्री., १९९३. सातवाहन कालीन महाराष्ट्र, पुणे, प्रतिमा प्रकाशन.
8. धाबे, सुशीला, २००७. लीळाचरित्रातील स्त्री दर्शन, अमरावती, सुगम प्रकाशन.
9. दैनिक लोकसत्ता, चतुरंग, २४ जानेवारी, २००४.

1.3 OEC

Course Title	Indian Tourism: Principles and Practices
Course Credits	4

Course Outcomes	After going through the course, learners will be able to
	1. get introduced to the fundamental concepts and trends of tourism
	2. cognize the beginnings of modern tourism in India
	3. identify the contours of the tourist industry in India
	4. critically assess the significance and impact of tourism
Module 1 (Credit 1) History of tourism in India	
Learning Outcomes	After learning the module, learners will be able to
	1. explain the historical context of tourism
	2. demonstrate an understanding of the origins and shifts in India's tourism policy
Content Outline	<ul style="list-style-type: none"> ➤ Travel to and travels within ancient and medieval India ➤ Beginnings of modern tourism in India – Sir John Sargent Committee on tourism ➤ Tourism in independent India – India's First Tourism Policy in 1982, National Tourism Policy 2002 and Draft National Policies (2015, 2023)
Module 2 (Credit 1) Definitions and Trends	
Learning Outcomes	After learning the module, learners will be able to
	1. explain the meanings and definitions associated with tourism
	2. 2. describe the nature of tourism from and to India
Content Outline	<ul style="list-style-type: none"> ➤ Definitions- travel, tourism, excursion, visits ➤ Definitions- Domestic and international tourism, inbound and outbound tourism ➤ Trends of inbound and outbound tourism
Module 3 (Credit 1) Tourism Industry- Organizations and agencies	
Learning Outcomes	After learning the module, learners will be able to
	1. identify major national and state-level tourism organizations

	1. understand the structure of the tourism industry
Content Outline	<ul style="list-style-type: none"> ➤ a) Industry- structure and stakeholders (Transport, accommodation, etc.) ➤ b) Government agencies- ITDC (Indian Tourism Development Corporation) and State Tourism Development Corporations ➤ c) Tourism agents and tour operators (TATO)
Module 4 (Credit 1) Significance and impact of tourism	
Learning Outcomes	After learning the module, learners will be able to
	1. understanding the overall impact of tourism
	2. assess the significance of tourism to the economy
Content Outline	<ul style="list-style-type: none"> ➤ Socio-cultural impact of tourism ➤ Economic impact and significance ➤ Challenges- Sustainable tourism/ responsible tourism

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

- 1) Try locating a few tourist organizations in your city/ state and track their activities
- 2) Gather information and prepare a short video/ presentation on the new and ongoing upgradation of transport infrastructure in your city
- 3) Identify, read and summarize a short chapter written by any foreign traveller who has visited India (any historical period)

Reading list :

1. Albanese, M., 1999. "Architecture in India", New Delhi, Book Service.
2. Dalal, R, Datta, Koshy. P., 2014. "Eyewitness Travel Guide- India", London, Dorling Kindersley Ltd.
3. Gupta, S, 2002."Cultural Tourism in India", Indraprastha Museum of Art & Archaeological", New Delhi.
4. Mathur, A., 2016. "Fundamentals of Travel & Tourism", New Delhi, Ane Books Pvt. Ltd.
5. Vaidyanthan, S., 2006. "Temples of South India- A photographic journey", Mumbai, Edition Publishers & Distributors.

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2. गद्रे, प्रभाकर, २००२. महाराष्ट्रातील किल्ले, पुणे, डायमंड प्रकाशन.

3. घाणेकर, १९९८. प्र. के. महाराष्ट्र स्थल दर्शन, पुणे, स्नेहल प्रकाशन.
4. देशपांडे, ग.द. २००९. महाराष्ट्रातील किल्ले, पुणे, डायमंड प्रकाशन.
5. देशमुख, भूषण व दाते, निखिल. २०१८. भारतीय कला आणि संस्कृती, सकाळ प्रकाशन.
6. जोशी, अतुल, २०११. इको टुरिझम : एक परिचय, नई दिल्ली, हिंदी बुक सेंटर.
7. जोशी, कुमार, २०१०. भारत के आधुनिक पर्यटन, जयपूर, रावत प्रकाशन.
8. यादव, राज, २०१३. संपूर्ण भारत के सांस्कृतिक एवं धार्मिक पर्यटन स्थल, नवी दिल्ली, रावत प्रकाशन.
9. वार्षिक पर्यटन अहवाल, २०१२. पर्यटन मंत्रालय, नई दिल्ली, भारत सरकार.

Hindi:

1. दासगुप्ता पापिया, २००८. पर्यटन एक अध्ययन, भोपाल, हिंदी ग्रंथ अकादमी.
2. बंसल, सुरेश चंद्र, २०११. पर्यटन सिद्धांत एवं यात्रा प्रबंधन, मेरठ, मीनाक्षी प्रकाशन.
3. वरे, एस.एल ., २०१०, पर्यटन में इतिहास का अनुप्रयोग, भोपाल, मध्यप्रदेश हिंदी ग्रंथ अकादमी.
4. भाटिया ए.के ., १९७५, भारत में पर्यटन का विकास, दिल्ली.
5. सहाय शिव स्वरूप, २००७, पर्यटकों का देश भारत, वाराणसी, मोतीलाल बनारसीदास.
6. नेगी जगमोहन, २००७. पर्यटन एवं यात्रा के सिद्धांत, तक्षशिला प्रकाशन.

Sesmeter I

1.5 VSC

Course Title	Heritage Tourism in India
Course Credits	2
Course Outcomes	After going through the course, learners will be able to
	1. Understand the Meaning and Nature of Heritage Tourism
	2. Learn The Types of Heritage Tourism
	3. Differentiate among the the Cultural, Historical heritage tourist destinations
	4. Carry out the heritage tourism
	5. cognize the Importance of Heritage Tourism and Preservation of Heritage sites
Module 1 (Credit 1)	Heritage Tourism in India
Learning Outcomes	After learning the module, learners will be able to

	1. Explain the meaning and nature of Heritage Tourism
	2. Learn the types of Heritage Tourism
	3. evaluate the importance of conservation of Heritage sites
Content Outline	<ul style="list-style-type: none"> ➤ Meaning and Nature of Heritage Tourism ➤ Types of Heritage Tourism ➤ Preservation and Conservation of Heritage Sites
Module 2 (Credit 1) Heritage Sites in India	
Learning Outcomes	After learning the module, learners will be able to
	<ol style="list-style-type: none"> 1. Appreciate Historical heritage and tourist destinations 2. Critically appreciate the heritage site 3. Adopt the art of documenting the heritage site
Content Outline	<ul style="list-style-type: none"> ➤ Rock Cut Architecture (any one e.g. Caves, Stupas) ➤ Forts: Raigad, Chittorgarh, Red Fort etc. ➤ Monuments: Taj Mahal, Chhatrapati Shivaji Maharaj Terminus etc.

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

- 1) Heritage Walk to the nearest Historical places.
- 2) Report writing on the visit to Historical places.
- 3) PPTs and making Reels on Heritage sights.

Reading list:

1. Barakat, Ali Abu, 2015. Travel and Tourism Management, New Delhi, PHI Learning Publishers.
2. Dilip M.R., 2020. Tourism: Concepts Theory and Practices, New Delhi, Dreamtch Press.
3. Dallen, J Timothy, 2011. Cultural heritage and Tourism An Introduction, Channel view Publication.
4. Mathur Arpita, 2020. Fundamentals of Travel and Tourism , Ane Books Pvt. Ltd.
5. Prof. Quazi S. A , 2000. Geography of India, New Delhi, A.P.H. Publishing Cooperation.
6. Swain Sampad Kumar, 2011. Tourism Principles and Practices, New Delhi, Oxford University Press.
7. Seth Pran Nath, 2003. An Introduction to Travel and Tourism, New Delhi, Penguin Books Ltd.

Marathi :

1. गोखले शोभना, २०१५, पुराभिलेखविद्या, कॉन्टिनेन्टल प्रकाशन.
2. कठारे, अनिल, व इतर, २०११, पुरातत्वविद्या - वस्तुसंग्रहालयशास्त्र आणि पर्यटन, औरंगाबाद, विद्या बुक्स पब्लिशर्स.
3. भोसले, यशोधरा, प्रवास-पर्यटनाचे नवे पैलू, पुणे, मेहता पब्लिशिंग हाउस.
4. पारधी, नागतोंडे, २००१. पर्यटन भूगोल, नागपूर, विद्या प्रकाशन.
6. शिंदे बी. एस., १९९७. पर्यटन भूगोल, कोल्हापूर, फडके प्रकाशन.

Hindi:

1. दासगुप्ता पापिया, २००८. पर्यटन एक अध्ययन, भोपाल, हिंदी ग्रंथ अकादमी.
2. बंसल, सुरेश चंद्र, २०११. पर्यटन सिद्धांत एवं यात्रा प्रबंधन, मेरठ, मीनाक्षी प्रकाशन.
3. वरे, एस.एल ., २०१०, पर्यटन में इतिहास का अनुप्रयोग, भोपाल, मध्यप्रदेश हिंदी ग्रंथ अकादमी.
4. भाटिया ए.के ., १९७५, भारत में पर्यटन का विकास, दिल्ली.
5. सहाय शिव स्वरूप, २००७, पर्यटकों का देश भारत, वाराणसी, मोतीलाल बनारसीदास.
6. नेगी जगमोहन, २००७. पर्यटन एवं यात्रा के सिद्धांत, तक्षशिला प्रकाशन.

1.6 SEC

Course Title	Local History
Course Credits	Credits 02
Course Outcomes	After going through the course, learners will be able to
	1. Understand the concept and various aspects of local history
	2. Discuss the sources of local history
	3. Explain how historians reconstruct history of various towns and cities in India and the world
	4. Understand how local history is significant in shaping our collective identity and associated with the history of the nation
Module 1 (Credit 1) Local history : idea, scope, methodology	
Learning Outcomes	After learning the module, learners will be able to
	1. Define and discuss the nature and scope of local history.
	2. Imbibe the methodology and historiography of local history in India and the world.

Content Outline	<ul style="list-style-type: none"> ➤ Local History : Definitions and scope ➤ Sources : myths, texts, archival, monuments, oral history ➤ Writings on local history (Works on Mumbai, Kolkata, Pune , Sangli etc.) (Any two)
Module 2 (Credit 1) Study of your own city / town	
Learning Outcomes	After learning the module, learners will be able to
	1. Grasp the rich heritage of the town / city in which she lives
	2. Undertake research work on any aspect of local history
Content Outline	<ul style="list-style-type: none"> ➤ Sources to study the history of your town ➤ Festivals, monuments, organisations, food and other local culture. ➤ People's history (participation of citizens in the freedom movement or any other social /political movements)

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

- 1) Research Paper on any aspect of the cultural History of your city/town/village.
- 2) Report writing after visiting any historical place of your city/town/village.
- 3) Presentation on the contribution of freedom fighters in your city/town/village.
- 4) Write a note on local history.

Reading list:

1. Burnest, Hurst A.R., 1925. Labour & Housing in Bombay, London, P. S. King & Son, Ltd.
2. Dasgupta, Ashin, 1990. Indian Merchants and the Decline of Surat, 1700 – 1750, Delhi, Manohar.
3. David, M. D., 1973, History of Bombay 1661-1708, University of Bombay, Bombay.
4. David, M. D., 1995. Bombay-The City of Dreams (A History of the First City in India), Bombay, Himalaya Publishing House.
5. Dobbin, Christine, 1972. Urban Leadership in Western India : Politics & Communities in Bombay city 1840-1885, London, Oxford University Press.
6. Dossal, Mariam, 1991. Imperial Designs and Indian Realities: The Planning of Bombay City 1845-1875, Bombay, Oxford University Press.
7. Dossal, Mariam, 2010. Theatre of Conflicts, City of Hope Mumbai 1660 to Present Times, New Delhi, Oxford University Press.
8. Dwivedi, Sharada & Mehrotra Rahul, 1995. Bombay the Cities Within, Bombay, India Book House Pvt. Ltd.
9. Dwivedi, Sharada and Mehrotra, Rahul, 1999, Fort walks Around Bombay's Fort area, Bombay, Eminence Design Pvt. Ltd.

10. Ganesh, Kamala, Thakkar, Usha and Chadha, Gita (eds.), 2008. Zero Point Bombay: In and Around Horniman Circle, Mumbai, Lusre/Roli Books.
11. Kamat, Manjiri (ed), 2013. Mumbai Past and Present, Mumbai, Indus Source Books.
12. Kashid, Sukhdeo (ed.) 2006. Mumbai's Water, Researched by Deepak Rao and Sanjeev Bidi, Mumbai, Municipal Engineers Association.
13. Kathpalia, Nayana and Lambah, Abha Narayan (Comp.), 2002, Heritage Buildings and Precincts Mumbai, A Conservation Manual for Owners and Occupiers, Mumbai, Mumbai Heritage Conservation Committee, Urban Design Research Institute.
14. Mahaluxmivala, Pestonji, 1936, History of the Bombay Electric Supply and Tramways Company Limited, Bombay.
15. Modi, Nawaz (ed.), 1998. The Parsis in Western India: 1818 to 1920, Bombay, Allied Publishers Ltd.
16. Patel, Sujata and Thorner Alice (ed.), 1995. Bombay: Metaphor for Modern India, Bombay, Oxford University Press.
17. Sheppard, Samuel T., 1917. Bombay Place- Names and Street-Names, An excursion into the by-ways of the history of Bombay City, Bombay, Bombay Times Press.
18. Shirgaonkar, Varsha, 1989. Social Reforms in Maharashtra: V. N. Mandlik, New Delhi, Navrang.
19. Shirgaonkar, Varsha, 2011. Exploring the Water Heritage in Mumbai, New Delhi, Aryan Books International.
20. Tindall, Gillian, 1982. City of Gold: The Biography of Bombay, London, Maurice Temple Smith.
21. W. R. S. Sharpe, 1997. The Port of Bombay, circa 1730 A. D., compiled, by order of the Trustees of the Port of Bombay, Bombay, Bombay Port Trust, Reprinted on 3rd.
22. Wacha, D. E., 1913. Rise and Growth of Bombay Municipal Government, Madras, Printed & Published by G.A. Natesan & Company.
23. Wacha, D. E., 1920. From the Shells of Sand of Bombay being my Recollections & Reminiscences 1860-1875, Bombay, the Bombay Chronicle Press.
24. _____, 1919. Bombay Past & Present, a Souvenir of the Indian Science Congress, Held at Bombay in Jan 1919, Bombay, Bombay Times Press.
25. _____ Heritage Regulations for Greater Bombay, 1995. Bombay, Urban Development Department, Government of Maharashtra, Mantralaya.

Articles:

1. Raja Dixit, 'Historical Writings And Research' in Rajendra Banhatti and N.Jogalekar (ed.), A History of Modern Marathi Literature, Vol. II, Pune, 2004, pp. 238-278.

2. Barbara J., Howe, 'A Century of Local History Writing', JSTOR : OAH Magazine of History, Vol 4, No. 3, (Summer, 1989), pp.10-15.

Marathi:

1. आचार्य, बालकृष्णबापू आणि शिंगरे, मोरो विनायक, नाईक, बापूराव (संपा.), १९८०. (प्र. आ. १८८९). मुंबईचा वृत्तांत, (निर्णयसागर प्रेस.) मुंबई, महाराष्ट्र राज्य साहित्य संस्कृती मंडळ. (नवी आवृत्ती).
2. कुलकर्णी, श्रीधर, कृष्ण उर्फ पठे बापूराव, १९४२. ढोलकीवरील दिलखुश लावण्या: भाग १, पुणे, व. म. जिंतीकर.
3. नाईक, राम, १९४९. लालबाग, मुंबई.
4. टिकेकर, अरूण २००४. स्थलकाल, मुंबई, मौज प्रकाशन.
5. गाडगीळ, गंगाधर, मुंबईच्या नवलकथा, पुणे, दिलीपराज प्रकाशन.
6. डेव्हिड, मो. ड., (अनुवाद: पुरुषोत्तम ध्यास), १९९३. ऐक मुंबई तुझी कहाणी, ठाणे, प्रियंका प्रकाशन.
7. फाटक, न. र., १९८१. मुंबई नगरी. मुंबई, बृहन्मुंबई महानगरपालिका शताब्दी प्रकाशन.
8. बेहेरे, पु. रा., महाराष्ट्राची मुंबई, मुंबई, दुर्गा प्रकाशन.
9. माडगावकर, गोविंद नारायण, १९९२. (प्रथम आवृत्ती: १८६३). मुंबईचे वर्णन. मुंबई, वरदा प्रकाशन.
10. राईकर, यशवंत, १९९९. मुंबई ज्ञात अज्ञात. पुणे, राजहंस प्रकाशन.
11. वांबूरकर, जास्वंदी (संपा.), २०१४. इतिहासातील नवे प्रवाह, पुणे, डायमंड प्रकाशन.

1.8 VEC

Course Title	Conservation of Our Environment
Course Credits	02
Course Outcomes	After going through the course, learners will be able to
	1. Realize the importance of the environment and biodiversity
	2. Analyze the current environment concern
	3. Formulate mitigation and conservation measures for current environmental concerns
Module 1 (Credit 1) Environment and Global Concerns	
Learning	After learning the module, learners will be able to

Outcomes	1. Cognize the concept of environmental conservation
	2. Examine types of energy sources
	3. Comprehend current global environmental challenges
Content Outline	<ul style="list-style-type: none"> ➤ Concept, Meaning and Importance ➤ Sources of energy: Renewable and non-renewable ➤ Global Warming, Ozone Layer depletion and acid rain
Module 2 (Credit 1) Threats to Biodiversity and Conservation	
Learning Outcomes	After learning the module, learners will be able to
	<ol style="list-style-type: none"> 1. Define Biodiversity and understand the threats to it 2. Examine conservation techniques of biodiversity
Content Outline	<ul style="list-style-type: none"> ➤ Biodiversity: Definition, value and threats ➤ Conservation of Biodiversity: In-situ and Ex-situ ➤ Role of individual in conservation of environment and prevention of pollution.

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

- 1) Interactive Group Discussion on related themes
- 2) Assignments on issues and types of pollution.
- 3) Assignments on Case Studies of organizations working for environment conservation and biodiversity such as BNHS.
- 4) Writing Review on films/books on related themes.
- 5) Visit to bird or wild life sanctuary, forest trail such as Sanjay Gandhi National park. (or Any park in your city).

Reading List:

1. Agarwal, K. C., 2001. Environmental Biology, Bikaner, Nidi Publ. Ltd.
2. Bharucha Erach, The Biodiversity of India, Ahmedabad, Mapin Publishing Pvt. Ltd.
3. Cunningham, W.P. Cooper, T.H. Gorhani, E & Hepworth, M.T. 2001, Environmental Encyclopedia, Mumbai, Jaico Publ. House.

4. Elliot, D. 2003. Energy, Society and Environment, Technology for a Sustainable Future. Rutledge Press.
5. Gaston, K J. & Spicer, J. I. 1998. Biodiversity: An Introduction. London, Blackwell Science.
6. Hardy, J.T. 2003. Climate Change: Causes, Effects and Solutions. John Wiley & Sons
7. Heywood, V.H & Waston, R.T. 1995. Global Biodiversity Assessment. Cambridge Univ. Press.
8. Primack, R.B. 2002. Essentials of Conservation Biology (3rd edition). Sinauer Associates, Sunderland.
9. Singh, J.S., Singh, S.P. & Gupta, S.R. 2006. Ecology, Environment and Resource Conservation. Anamaya Publications.

Website:

10. Website of Down to Earth, Centre for Science and Environment.
<https://www.cseindia.org/topics/down-to-earth>

Semester II

Subject 1 (B)

Course Title	Popular Culture in India – II
Course Credits	2
Course Outcomes	After going through the course, learners will be able to

	1. Appreciate different forms of cinema
	2. Analyse Examine Cinema as forms of Popular Culture
	3. Analyse the influence of mass media on popular culture
Module 1 (Credit 1) Cinema	
Learning Outcomes	After learning the module, learners will be able to
	1. Appreciate cinema as a form of Popular Culture
	2. Understand the relevance of cinema in society
Content Outline	<ul style="list-style-type: none"> ➤ Genres of popular cinema ➤ Cinema and Nationalism ➤ Various features of popular cinema: actions, romance, item dance etc.
Module 2 (Credit 1) Mass Media	
Learning Outcomes	After learning the module, learners will be able to
	1. Appreciate the various genres of mass media and its impact on popular culture
	2. Understand the influence of advertisements, OTT and mass media on popular culture.
Content Outline	<ul style="list-style-type: none"> ➤ Popular culture through Advertisements ➤ Mass media: Facebook, Twitter, Whats up, Instagram etc. ➤ OTT : Netflix, Prime Video, Soni live etc.

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

- 1) Watch popular movies and write an assignment on the critical analysis of it's popularity.
- 2) Critical appreciation of movies, facebook posts etc. followed by a report on the activity.
- 3) Critical analysis through a Review writing on any Web-series of your choice.
- 4) Make presentation based on autobiography or biography of an artist/director or producer.

Reading List :

1. Chakravarty, Sumita, 1998. National Identity in Indian Popular Cinema. 3rd ed. Columbia, South Asia Books.
2. Dwyer, Rachel, 2005. The Religious and the Secular in the Hindi Film in Filming the Gods: Religion and Indian Cinema, London, Routledge.

3. Gregory D. Booth and Bradley Shope (ed.), 2013. More Than Bollywood: Studies in Indian Popular Music, Oxford University Press, USA
4. Mazumdar, Ranjani, 2007. Desiring Women in Bombay Cinema, New Delhi, Permanent Black.
5. Naregal, Veena, 2004. 'Bollywood and Indian Cinema: Changing Contexts and Articulations of National Cultural Desire', in Downing J., (ed.) Sage Handbook of Media Studies, New Delhi, Sage.
6. Niranjana, Tejaswini, 2006. 'Question for Feminist Film Studies' in Bose, Brinda (ed.) Gender and Censorship, New Delhi, Women Unlimited.
7. Srivastava, Sanjay, 2007. Passionate Modernity: Sexuality, Class, and Consumption in India, New Delhi, Routledge.
8. Vasudevan, Ravi, 2003. Cinema in Urban Space, pp. 21-27. Seminar, No 525.
9. Vitali, Valentina, 2008. Women in Action Films in the 1920s and 1930s in Hindi Action Cinema, New Delhi, Oxford University Press.
10. Viridi, Jyotika, 2003. The Cinematic Imagination, New Delhi, Permanent Black.

Marathi :

1. मुजावर, इसाक, २००८. प्रभातचित्रे. मुंबई, नवचैतन्य प्रकाशन.
2. मोटे, ह. वि., १९९०. विश्वब्ध शारदा. खंड १, २ व ३. मुंबई ,ह. वि. मोटे प्रकाशन.
3. रेगे, शर्मिला, २०१०. लोकप्रिय संस्कृती व भारतातील आधुनिकता. पुणे, क्रांतीज्योती सावित्रीबाई फुले स्त्री अभ्यास केंद्र. पुणे विद्यापीठ.

2.5 OEC

Course Title	Women in Science and Art
Course Credits	Credits 04
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	1. cognize the gender and myth of science and creative arts
	2. Know about the women in professional courses and their achievements
	3. Critically read the role of women in the patriarchal world

Module 1 (Credit 1) Women in Scientific Field	
Learning Outcomes	After learning the module, learners will be able to
	1. Analyze Gender and its myth of science
	2. Examine Women Pioneer's in SEM
Content Outline	<ul style="list-style-type: none"> ➤ Gender bias and politics of women in Science ➤ Early Women Pioneers and their struggle in SEM (Science, Engineering and Medicine) ➤ Dr. Anandiabai Joshi, Dr. Kadambini Ganguly, Dr. Muthulaxmi Reddy, Dr.Kamala Sohoni, Ayyalasomayajula Lalitha and others
Module 2 (Credit 1) Women Scientists in India	
Learning Outcomes	After learning the module, learners will be able to
	1. analyse Women's hurdles in STEM
	2. Examine government's policies for women's education in STEMM
Content Outline	<ul style="list-style-type: none"> ➤ Barriers to Women's entry in science and health, Indian Government's policies – KAVERI, CURIE, GATI (Any one) ➤ Health: Dr. Indira Hinduja, Gagandeep Kang and others ➤ Defense Research & Technology: Tessy Thomas, Ritu Karidhar, Anuradha T.K., Mangala Mani and others (Any three)
Module 3 (Credit 1) Women and creative art	
Learning Outcomes	After learning the module, learners will be able to
	1. quantify the contribution of Women as a class in Handicrafts, Ritualistic arts and Traditional Paintings
	2. Analyze the challenges faced today in preserving the traditional forms of art practised by women.
Content Outline	<ul style="list-style-type: none"> ➤ Women and handicrafts: textiles, Embroidery, Stitching, Weaving etc. (Any three) ➤ Women in ritualistic arts: Rangoli, Kolam, Art of Guga Novami, Art of Sanjhi etc. (Any three) ➤ Traditional paintings: Mithila, Warli and Bhil etc. (Any three)

Module 4 (Credit 1) Women in Performing arts	
Learning Outcomes	After learning the module, learners will be able to
	1. analyse the challenges that women faced in establishing themselves in the fields of performing arts
	2. Evaluate the role of women in theatre and cinema
Content Outline	<ul style="list-style-type: none"> ➤ Women in music: Heerabai Badodekar, Jyotsna Bhole, Shamshad Begam, M.S. Subbalaxmi, Yamunabai Waikar and others (any three) ➤ Women in dance: Mrinalini Sarabhai, Rohini Bhate, Tijan Bai, Helan, Kanak Rele and others (Any three) ➤ Women in theatre and cinema: Jaymala Shiledar, Vijaya Mehta, Devika Rani, Suchitra Sen, Smita Patil, Shabana Azami and others (Any three)

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE) :

- 1) Prepare an assignment on any women scientist.
- 2) Read autobiography/biography of on any artist or singer or dancer and make presentation.
- 3) Watch movies of the film actresses in the syllabus and arrange a group discussion.
- 4) Read books on any women scientist or artist and make presentation.

Reading List:

1. Dogra, Aashima and Nandita Jayaraj. 2023, *Lab Hopping: A Journey to find India's Women in Science* Penguin Viking.
2. Godbole Rohini and Ram Ramaswamy, 2008. *Lilavati's Daughters: The Women Scientists of India*, 2008, Indian Academy of Sciences
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2.5 OEC

Course Title	Tourism Products of India
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	1. get introduced to the tourist products of India
	2. describe the various types of tourist products
	3. identify the significance of religious, natural, environmental and health tourism products

	4. assess the tourist resource potential of India
Module 1 (Credit 1) Types of tourist products	
Learning Outcomes	After learning the module, learners will be able to
	1. explain the meaning of tourist products
	2. identify new and innovative tourist products in India
Content Outline	<ul style="list-style-type: none"> ➤ Types of tourism products- cultural, religious, spiritual, wellness, health, medical, adventure, nature-related, MICE etc ➤ World Heritage Sites in India ➤ New products- e-Tourism, rural/agro tourism, gastronomy and wine tourism, dark tourism
Module 2 (Credit 1) Cultural Tourism	
Learning Outcomes	After learning the module, learners will be able to
	1. explain the meanings and significance of cultural tourism
	2. identify the major cultural tourist destinations and products in India
Content Outline	<ul style="list-style-type: none"> ➤ Monuments and archaeological sites (discuss any two sites) ➤ Fairs and Festivals (discuss any two examples) ➤ Museums, galleries, exhibitions (discuss any two examples)
Module 3 (Credit 1) Health, Wellness and Medical Tourism	
Learning Outcomes	After learning the module, learners will be able to
	1. explain the meanings and significance of health and wellness tourism
	2. identify the major health and medical tourist destinations and products in India
Content Outline	<ul style="list-style-type: none"> ➤ Health and wellness tourism: meaning and significance ➤ Status of medical tourist industry in India ➤ Any two illustrative examples of wellness retreats /spas in India
Module 4 (Credit 1) Religious and pilgrim travel	
Learning Outcomes	After learning the module, learners will be able to

	1. explain the meanings and significance of religious tourism
	2. identify the major health and medical tourist destinations and products in India
Content Outline	<ul style="list-style-type: none"> ➤ Religious sites and products in India : meaning and significance ➤ Pilgrim circuits in India- Buddhist circuit, Jain circuit, Chardham yatra etc. ➤ Any two examples of religious destinations (example Golden Temple, Ajmer Dargah etc.

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE) :

- 1) Visit a museum/heritage/tourist monument in your area and identify its strengths and weaknesses from the point of view of tourism
- 2) Collect information and create a presentation/ tourist brochure about the major tourist attractions in your city
- 3) Enlist the major world heritage sites in India

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1. Albanese, M., 1999. "Architecture in India", New Delhi, Book Service.
2. Dalal, R, Datta, Koshy. P., 2014. "Eyewitness Travel Guide- India", London, Dorling Kindersley Ltd.
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8. यादव, राज, २०१३. संपूर्ण भारत के सांस्कृतिक एवं धार्मिक पर्यटन स्थल, नवी दिल्ली, रावत प्रकाशन.

9. वार्षिक पर्यटन अहवाल, २०१२. पर्यटन मंत्रालय, नई दिल्ली, भारत सरकार.

2.6 SEC

Course Title	India through objects
Course Credits	2
Course Outcomes	After going through the course, learners will be able to
	1. Understand and comprehend historical themes through OBL (Object based learning)
	2. Learn beyond traditional techniques through somatic and embodied learning
	3. Comprehend Indian history through critical analysis of the material remains from the past
	4. Analyze connections among events and developments in broader historical contexts
Module 1 (Credit 1) : Studying history through objects	
Learning Outcomes	After learning the module, learners will be able to
	1. analyse historical themes through material culture
	2. Learn to use the senses of touch, sound and smell to further learning beyond the traditional techniques of reading etc.
Content Outline	<ul style="list-style-type: none"> ➤ Material culture: meaning and scope ➤ Historical objects through touch, sound and smell ➤ Digital exhibits in museums and galleries: prospects and challenges
Module 2 (Credit 1) India through Objects	
Learning Outcomes	After learning the module, learners will be able to
	1. Comprehend Indian history through asking questions of material remains from the past
	2. Analyze connections among events and developments in broader historical contexts

Content Outline	<ul style="list-style-type: none"> ➤ Theme: Movement and Migration: Bharhut railings, headless statue of Kanishka ➤ Theme: Royal life in India: Gold coins of Samudragupta, Jahangir's wine cup, Chola queen Sembiyan Mahadevi's bronze idol ➤ Objects of everyday use in India: terracotta clay toys from Harappa, Jamdani saree from Bengal and a Naga bead belt
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Assignments/Activities towards Comprehensive Continuous Evaluation (CCE) :

- 1) Visit nearby museums and galleries to see and experience collections
- 2) Group project: organizing an exhibition of historical objects from the contemporary past
- 3) Digital documentation projects
- 4) Interview / interact with archaeologists, museum collections and art historians to understand and appreciate historical themes

Reading list:

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2. Blandy, Doug and Bolin, P.E. 2012. Looking At, Engaging More: Approaches for Investigating Material Culture, *Art Education*, 65(4), pp. 40-46.
3. Blurton, Richard, 2022. *India: A History in Objects*, British Museum and Thames and Hudson.
4. Chatterjee, Helen and Hannan, Leoni (eds.) 2016. *Engaging the Senses: Object-Based Learning in Higher Education*. London: Routledge.
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