



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 22.05.2024**

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 Specific Outcomes (PSOs)		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					
1.1	Popular Culture: Music and Dance	Subject 1	2	50	50	0
1.2		Subject 2	2	50	0	50
1.3	---	Subject 3	2	50	50	0
1.4	Select any one as OEC Indian Pastimes, Food and Fashions through the Ages OR Indian Tourism: Principles and Practices	OEC (other than Major and Subject 2)	4	100	50	50
1.5	Heritage Tourism in India	VSC	2	50	50	0
1.6	Local History	SEC	2	50	50	0
1.7	----	AEC (English)	2	50	0	50
1.8	----	IKS (Generic)	2	50	0	50
1.9	We have prepared.	VEC	2	50	0	50
1.10		CC	2	50	50	0
			22	550	300	250
	Semester II					
2.1	Popular Culture: Cinema and Mass Media	Subject 1	2	50	0	50
2.2	----	Subject 2	2	50	50	00
2.3		Subject 3	2	50	0	50
2.4	----	VSC of Subject 2	2	50	50	0
2.5	----	VSC of Subject 3	2	50	50	0
2.6	Select any one as OEC Women in Science and Art OR Tourism Products of India	OEC	4	100	50	50
2.7	India through Objects	SEC	2	50	50	0
2.8	----	AEC (English)	2	50	0	50
2.9	---We have prepared.	VEC	2	50	0	50
2.10		CC	2	50	0	50
			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: Music and Dance
Course Credits	2
Course Outcomes	After going through the course, learners will be able to
	1. analyse concept of popular culture
	2. classify the different facets of Popular Culture
	3. critique 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. define the concept of popular culture
	2. analyse 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. discuss music and dance as a form of Popular Culture
	2. estimate different forms of music and dance
Content Outline	<ul style="list-style-type: none">➤ Light Classical Music (Bhajan, Qawwali, Ghazals, Jazz) 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, 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. भवाळकर, तारा, १९८८. मिथक आणि नाटक. औरंगाबाद, सविता प्रकाशन.

2. रेगे, शर्मिला, २०१०. लोकप्रिय संस्कृती व भारतातील आधुनिकता. पुणे, क्रांतीज्योती सावित्रीबाई फुले स्त्री अभ्यास केंद्र. पुणे विद्यापीठ.
3. वांबूरकर, जास्वंदी, १६ जुलै ते ३१ जुलै २०११. 'महाराष्ट्रातील प्रबोधन, राष्ट्रवाद व संगीत', पृ. ५१-५८. पुणे, परिवर्तनाचा वाटसरू.
4. साठे, मकरंद, २०११. मराठी रंगभूमीच्या तीस रात्री. एक सामाजिक राजकीय इतिहास. खंड १, २ व ३. मुंबई, पॉप्युलर प्रकाशन.

Semester I

1.3 OEC

Course Title	Indian Pastimes, Food and Fashions through the Ages
Course Credits	4
Course Outcomes	<p>After going through the course, learners will be able to</p> <ol style="list-style-type: none"> 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. discuss the rich food culture of India 4. analyse the different styles of fashion in India 5. interpret the diversity of India
Module 1 (Credit 1) : Understanding Leisure, Pleasure and Pastimes through the ages	
Learning Outcomes	<p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> 1. identify and enlist popular amusements for various social classes in India 2. analyse the concepts of leisure and pastimes from ancient to modern period
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
	1. demonstrate the conditions under which select games became sports in the modern period
	2. recognize the traditional sports that cater to the human instinct for movement and competition
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</i>, <i>Mallakhambha</i> and <i>Kalaripayattu</i> ➤ Games to Modern Sport: <i>kho-kho</i>, <i>kabaddi</i> and <i>atya-patya</i>
Module 3 (Credit 1) History of Food in India	
Learning Outcomes	After learning the module, learners will be able to
	1. discuss the diversity of food in India
	2. evaluate the influence on Indian food through global networks
	3. analyse 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. assess the diversity of Fashions in India
	2. analyse 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: <i>Paithnai</i>, <i>Patola</i>, <i>Kanjivaram</i>, <i>Banarasi</i>, <i>Bandhani</i>, <i>Kantha</i> etc.(any two)

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

- 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. 1955. "SOME GAMES IN ANCIENT INDIA." *East and West* 6, no. 2: 123–37.
3. Anderson, Leona. 1988. "The Indian Spring Festival (Vasantotsava): One Or Many?" *Annals Of the Bhandarkar Oriental Research Institute* 69, no. 1/4: 63–76.
4. Balabanlilar, Lisa. 2009. "The Emperor Jahangir and the Pursuit of Pleasure." *Journal of the Royal Asiatic Society* 19, no. 2: 173–86.
5. Berg, Maxine. 2014. "Skill, Craft And Histories Of Industrialisation In Europe And Asia." *Transactions of the Royal Historical Society* 24: 127–48.
6. Bhatta, C. Panduranga. 2003. "Indian Origins Of Chess: An Overview." *Annals of the Bhandarkar Oriental Research Institute* 84: 23–32.
7. Brewster, Paul G. 1955. "A Collection of Games from India, with Some Notes on Similar Games in Other Parts of the World." *Zeitschrift Für Ethnologie* 80, no. 1: 88–102.
8. Burke, Peter. 1995. "The Invention of Leisure in Early Modern Europe." *Past & Present*, no. 146 : 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. Gode, P. K. 1956. "Some Further Notes On The History Of Kite-Flying In India And Outside— Between B. C. 500 And A. D." *Annals of the Bhandarkar Oriental Research Institute* 37, no. 1/4 (1956): 111–19.
12. Kar, Kasturi. 2014. "Early Colonial Sensibilities, Social Life And Leisure Habits In The Indian Subcontinent." *Proceedings of the Indian History Congress* 75: 530–35.
13. McCartney, P., 2023. Poles apart? From Wrestling and Mallkhāmb to Pole Yoga. *Journal of Yoga Studies*, 4, pp.215-270.
14. Mallinson, J. and Singleton, M., 2017. *Roots of yoga*. Penguin UK.
15. Modi, Ishwar. 2012. "Leisure and Social Transformation." *Sociological Bulletin* 61, no. 3: 386–403.
16. Mukherjee, Suman. 2010. "Leisure And Recreation In Colonial Bengal: A Socio-Cultural Study." *Proceedings of the Indian History Congress* 71: 764–73.

17. Moore, Kevin. 2013. "Sport History, Public History, and Popular Culture: A Growing Engagement." *Journal of Sport History* 40, no. 1: 39–55.
18. Pant, Pushesh, India: 2010. *The Cookbook*, New Delhi, Phaidon Press.
19. 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.
20. Ray, Tridib Nath.1939. "The Indoor And Outdoor Games In Ancient India." *Proceedings of the Indian History Congress* 3: 241–61.
21. Rehal, S., 2022. The sportification and internationalization of Kabaddi: a sociological understanding. *The international journal of sport and society*, 13(2), p. 49.
22. Sen, S. 2019. The World Of Pilgrims. In *Ganges: The Many Pasts Of An Indian River* (pp. 14–44). Yale University Press.
23. Sen, R., 2015. *Nation at play: A history of sport in India*. Columbia University Press.
24. Singleton, M., 2010. *Yoga body: The origins of modern posture practice*. Oxford University Press.
25. Tailor-Sen, Collin, 2015. *Feasts and Fasts: A History of Food in India*, New Delhi, Speaking Tiger.
26. Varalakshmi, R. 1998. "Festivals And Fairs In Medieval Andhra." *Proceedings of the Indian History Congress* 59:1080–81.

Popular articles and blogs

27. 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/>
28. 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/>
29. Saipriya, S. 2021. Wrestling the Pole:The Art of Mallakhamb Training, *Sahapedia*, <https://www.sahapedia.org/wrestling-pole-art-mallakhamb-training>
30. Kaplish, Lalita, 2018. "Sun salutations and yoga synthesis in India", *Wellcome Collection*, <https://wellcomecollection.org/articles/WnBAsSoAACsA5tuj>
31. The Heritage Lab, 2021. "Westle-Mania (in art) :the Indian Edition!, <https://www.theheritagelab.in/indian-wrestling-art->
32. 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>

33. 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>
34. 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>
35. Achaya K.T.,1998. Indian Food, A Historical Companion, Oxford.
36. Achaya K.T,2001. A Historical Dictionary of Indian Food, Oxford.
37. Bowles Hamish, 2013. India in Fashion: The Impact of Indian Dress and Textiles on the Fashionable Imagination, Rizzoli International Publications.
38. Jain Rahul, 2011.Rapture: The Art of Indian Textiles, Delhi ,Niyogi Books.
39. Pandey Anshumati, 2021. History of Indian Food,Chennai, Notion Press.
40. Ahuja Shilpa, 23 June 2019. Indian Fashion Industry: Evolution, Trends, Influences, Stats & Future. <https://shilpaahuja.com/indian-fashion-industry-evolution/>

Marathi:

1. जोशी, महादेव शास्त्री, १९६४. भारतीय संस्कृती कोश, खंड ५, पुणे, अनमोल प्रकाशन.
2. जोशी, वर्षा, २०१५. करामत धागा दोन्याशी, 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.

Semester I

1.3 OEC

Course Title	Indian Tourism: Principles and Practices
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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. describe 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. 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
	2. examine the structure of the tourism industry

Content Outline	<ul style="list-style-type: none"> ➤ Industry- structure and stakeholders (Transport, accommodation, etc.) ➤ Government agencies- ITDC (Indian Tourism Development Corporation) and State Tourism Development Corporations ➤ 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. assess the overall impact of tourism
	2. discuss 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.

Marathi:

1. कुलकर्णी , शिल्पा, २००९. महाराष्ट्रातील पर्यटन , पुणे, डायमंड प्रकाशन.
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.

Semester I

1.4 VSC

Course Title	Heritage Tourism in India
Course Credits	2
Course Outcomes	After going through the course, learners will be able to <ol style="list-style-type: none"> 1. discuss the Meaning and Nature of Heritage Tourism 2. classify The Types of Heritage Tourism 3. differentiate among the the Cultural, Historical heritage tourist destinations 4. carry out the heritage tourism 5. examine 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 <ol style="list-style-type: none"> 1. explain the meaning and nature of Heritage Tourism 2. discuss the types of Heritage Tourism 3. estimate 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	<p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> 1. assess Historical heritage and tourist destinations 2. evaluate 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.

Semester I

1.5 SEC

Course Title	Local History
Course Credits	Credits 02
Course Outcomes	After going through the course, learners will be able to <ol style="list-style-type: none">1. discuss the concept and various aspects of local history2. classify the sources of local history3. explain how historians reconstruct history of various towns and cities in India and the world4. assess 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 <ol style="list-style-type: none">1. define and discuss the nature and scope of local history.2. apply 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 <ol style="list-style-type: none">1. describe the rich heritage of the town / city in which she lives2. 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)
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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, 2004. 'Historical Writings And Research' in Rajendra Banhatti and N.Jogalekar (ed.), A History of Modern Marathi Literature, Vol. II, Pune, pp. 238-278.
2. Barbara J., Howe, Summer, 1989. 'A Century of Local History Writing', JSTOR : OAH Magazine of History, Vol 4, No. 3, 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 पठ्ठे बापूराव, १९४२. ढोलकीवरील दिलखुश लावण्या: भाग १, पुणे, ब. म. जिंतीकर.
3. नाईक, राम, १९४९. लालबाग, मुंबई.
4. टिकेकर, अरुण २००४. स्थलकाल, मुंबई, मौज प्रकाशन.
5. गाडगीळ, टिकेकर, अरुण, (संपा.), २०००. शहर पुणे: एका सांस्कृतिक संचिताचा मागोवा, निळूभाऊ लिमये फौंडेशन, खंड १.
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 We have prepared course on Conservation of Our Environment

1.9 It will be given by the university such as Cultural Activities/NSS/Sports

Semester II

2.1: Popular Culture: Cinema and Mass Media

Course Title	Popular Culture: Cinema and Mass Media
Course Credits	2
Course Outcomes	After going through the course, learners will be able to
	1. distinguish different forms of cinema
	2. examine Cinema as forms of Popular Culture
	3. assess 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. analyse cinema as a form of Popular Culture
	2. assess 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. classify the various genres of mass media and its impact on popular culture
	2. examine 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. विश्रब्ध 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	04
Course Outcomes	After going through the course, learners will be able to
	1. discuss the gender and myth of science and creative arts
	2. locate the women in professional courses and their achievements
	3. evaluate 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. analyse 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. interpret 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. examine the contribution of Women as a class in Handicrafts, Ritualistic arts and Traditional Paintings
	2. analyse 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, Madhubani, Gond 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. identify the challenges that women face 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
3. Guha, Ambalika. 2016. "The 'Masculine' Female: The Rise of Women Doctors in Colonial India, c. 1870-1940." *Social Scientist* 44, no. 5/6 : 49-64
4. Gupta, Namita. 2019. "Analysing Gender Gap in Science: Government of India Initiatives." *Current Science* 116, no.11.
5. Kosambi, Meera. 1996. "Anandibai Joshee: Retrieving a Fragmented Feminist Image." *Economic and Political Weekly* 31, no. 49 : 3189-97.
6. Krishna, Sumi and Gita Chadha, 2015. *Feminists And Science Critiques and Changing Perspectives in India vol I*, Stree-Samya, Kolkata.
7. Kumar, Neelam and Antoinette M. Burton. 2009. *Women and science in India: a reader*. New Delhi: Oxford University Press.
8. Lakshmi, C.S., 2013. *The Balancing Act: Stories of Women in Science*. SPARROW and DST.
9. Mukherjee, Sujata. 2005. "Women And Medicine In Colonial India: A Case Study Of Three Women Doctors." *Proceedings of the Indian History Congress* 66 : 1183-93.
10. Ramanna, Mridula. 2008. "Women Physicians as Vital Intermediaries in Colonial Bombay." *Economic and Political Weekly* 43, no. 12/13 : 71-78.

11. Rao, Kavitha. 2021. *Lady Doctors The Untold Stories of India's First women in Medicine* New Delhi: Westland.
12. Sur, A., 2001. Dispersed radiance: Women scientists in CV Raman's laboratory. *Meridians: feminism, race, transnationalism*, 1(2), pp.95-127.
13. ---2011, Dispersed Radiance: Caste, Gender, and Modern Science in India. New Delhi: Navayana Publishing.

Blogs & Online Resources:

1. Indian Academy of Sciences, "The Women Scientists of India:Biographical and Autobiographical Essays".
2. <https://www.ias.ac.in/Initiatives/Women in Science/The Women Scientists of India;>
3. Google Arts & Culture, <https://artsandculture.google.com/story/women-scientists-of-india-indian-academy-of-sciences/ewWR-0xqux5tIg?hl=en>
4. Viswakarma, Ravi, "Dr. Kamala Sohoni : Breaking the barriers in the history of Indian Science, n.d., IISER, <https://scicomm.iiserkol.ac.in/docs/1/pages/kamala.html>

Reading list for Women in art:

1. Bhattacharya Binayak, Prakash Magdum,(ed), 2018. Women in Indian Cinema, Publications Division, Ministry of Information and Broadcasting, Government of India.
2. Gupta, C. 2008. Indian folk and painting tribal New Delhi, Roli books.
3. Jasleen, Dhamija, Women and handicrafts: Myth and reality, Dhamija, Jasleen. 1981. "Women and handicrafts: Myth and reality," SEEDS no. 4. New York, Population Council.
4. Kosambi, Meera, 2018. Gender, Culture and Performance: Marathi theatre and Cinema Before independence. Routledge.
5. Mode Michigan Heinz Adolf, 1970. The Woman in Indian Art, McGraw Hill.
6. Paul Greenhalgh, 2003. The Persistence of Craft: The Applied Arts Today, Rutgers University Press.
7. Pendle Karin, Melinda Boyd. 2012. Women in Music, A Research and Information Guide, Taylor and Francis.
8. Raman Sita Anantha, 2009. Women in India: A Social and Cultural History, Praeger Publishers Inc.
9. Subramanian, Lakshmi, 2006. From Tanjore court of Music in South India: A social History of music in South India,OUP.
10. Singh Bhagwanti, Mukul Deva, 2007. Women In Indian Cinema, Harper Collins.

Marathi :

1. कुलकर्णी, शुभदा२०११ ,. गायिका अन् गायकी पुणे ,ठुमरी व ख्याल :, अमलताश प्रकाशन.
2. कुलकर्णीशुभदा ,, २०२३. हिराबाई बडोदेकर, पुणे, रोहन प्रकाशन.
3. बोकील-कुलकर्णी, वंदना, २०२१. रोहिणी निरंजनी. पुणे, राजहंस प्रकाशन.

4. मुळे, अंजली, २०००. निःशब्दता ओलांडतानामुंबई ,मौखिक कथा कार्यशाळेतील स्त्रियांची संपादित मनोगतं :, स्पर्षो.
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Semester II

2.5 OEC

Course Title	Tourism Products of India
Course Credits	4
Course Outcomes	After going through the course, learners will be able to <ol style="list-style-type: none"> 1. describe the tourist products of India 2. distinguish 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 <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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

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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1. कुलकर्णी , शिल्पा, २००९. महाराष्ट्रातील पर्यटन , पुणे, डायमंड प्रकाशन.
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.
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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.

Semester II

2.6 SEC

Course Title	India through objects
Course Credits	2
Course Outcomes	<p>After going through the course, learners will be able to</p> <ol style="list-style-type: none"> 1. discuss historical themes through OBL (Object based learning) 2. interpret beyond traditional techniques through somatic and embodied learning 3. comprehend Indian history through critical analysis of the material remains from the past 4. analyse 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
	<ol style="list-style-type: none"> 1. discuss historical themes through material culture 2. apply 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
	<ol style="list-style-type: none"> 1. comprehend Indian history through asking questions of material remains from the past
	<ol style="list-style-type: none"> 2. analyse 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

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:

1. Auslander, L. 2014. Deploying material culture to write the history of gender and sexuality: the example of clothing and textiles. *Clio. Women, Gender, History*, 40, pp. 157-178.
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.

5. Dehejia, Vidya. 2021. India: A Story through 100 Objects. Delhi, Roli Books.
6. Ellinghaus, Katherine and others, 2021. Object-based learning and history teaching: the role of emotion and empathy in engaging students with the past", History Australia, 18:1.
7. German, Senta and Jim Harris. 2017. "Agile Objects." Journal of Museum Education, 42 (3), pp.248-257
8. Guha, Sudeshna. 2022. A History of India Through 75 Objects, Hachette.
9. Pearson, Michael Parker ,1995.Tombs and Territories: Material Culture and Multiple Interpretation" in Hodder, Ian et al., eds. Interpreting Archaeology: Finding Meaning in the Past, 204-209. London and New York: Routledge
10. Korda, A., 2020. Object lessons in Victorian education: Text, object, image. Journal of Victorian Culture, 25(2), pp. 200-222.
11. Romanek, D. and Lynch, B., 2008. Touch and the value of object handling: Final conclusions for a new sensory museology. Touch in museums: Policy and practice in object handling, pp.275-286
12. Scarpaci, J. L., 2016. Material Culture and the Meaning of Objects. Material Culture, 48(1), pp.1-9.

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2. ढवळीकर, मधुकर, २०२१. कोण होते सिंधू लोक, पुणे, राजहंस प्रकाशन.
3. ढवळीकर, मधुकर, प्राचीन भारतीय नाणकशास्त्र, पुणे, कॉन्टीनेन्टल प्रकाशन.
4. थापर, रोमिला, (अनुवाद: रं. ना. गायधनी, वासंती फडके), २००७. द पेंग्विन हिस्ट्री ऑफ अर्ली इंडिया. प्रारंभापासून १३०० पर्यंतचा प्राचीन भारताचा इतिहास, मुंबई, के सागर पब्लिकेशन.
5. थापर, रोमिला, (अनुवाद: शरावती शिरगावकर), १९८८. अशोक आणि मौर्यांचा ज्हास, मुंबई, महाराष्ट्र राज्य साहित्य संस्कृती मंडळ.

Blog, Posts/online material:

1. Baldioli, Shannon, 2022. The Case for Training Teachers in Object-Based Learning, Smithsonian Education, <https://www.smithsonianmag.com/blogs/smithsonian-education/2022/06/07/the-case-for-training-teachers-in-object-based-learning> Barbour, Benjamin, 2021. How to Engage Students in Historical Thinking Using Everyday Objects.
2. <https://www.edutopia.org/article/how-engage-students-historical-thinking-using-everyday-objects/>
3. Baseby, Francesca, 2020. Object based learning at the centre of research collections, Teaching Matters.
4. <https://www.teaching-matters-blog.ed.ac.uk/object-based-learning-at-the-centre-for-research-collections/>
5. Brewis, Georgina and Clements, Charlotte. 2018. Teaching History with Objects. https://socialhistory.org.uk/shs_exchange/teaching-history-with-

objects/#:~:text=Handling%20physical%20objects%20can%20provide,have%20survived%20in%20written%20form. (19 December 2018)

6. Hardie, K. 2015. Wow: The power of objects in object-based learning and teaching (Innovative pedagogies series). Higher Education Academy. https://s3.eu-west-2.amazonaws.com/assets.creode.advancehe-document-manager/documents/hea/private/kirsten_hardie_final_1568037367.pdf

2.8 Minor (VEC) We have prepared a course on Indian Constitution.

2.9 Cultural Activities/NSS/Sport

