

Annexture 76-84
College of Vocational Studies
Tourism Management
Semester VII

DSC-1	Tourism Research Methodology
DSE-1	Artificial Intelligence in the Tourism Industry
DSE-1	Rural and Agritourism
DSE-2	Evolution of Hill Stations in India: From Colonial to Contemporary Times
DSE-2	Introduction to Archaeology and Historic Architecture
GE Common Pool <u>for BA (VS) Tourism Management Students</u>	
1	Offered by History Department
2	Offered by Political Science Department
3	Offered by Mathematics Department
4	Offered by Economics Department

Semester VII**Tourism Research Methodology****Discipline Specific Core:- DSC-7.1****Credit Distribution, Eligibility and Pre-Requisite of the Course**

Course Title and Code	Course Code	No. of credits	Components of the course			Eligibility Criteria	Pre-requisites of the course
			Lecture	Tutorial	Practical		
Tourism Research Methodology	DSC 7.1	4	3	1	0	Pass in Class XII	NIL

Learning Objectives:

This course aims to introduce students to key research concepts, tools, and techniques relevant to the tourism industry. It is designed to develop their ability to formulate research problems, construct hypotheses, and design appropriate methodologies. Additionally, the course will familiarize students with various aspects of data collection, analysis, interpretation, and report writing. Emphasis will also be placed on encouraging critical thinking and promoting ethical practices in tourism research.

Learning Outcomes:

By the end of this course, students will be able to:

1. understand and relate the fundamentals of research in the tourism context.
2. create/design a research framework including the problem statement, objectives, and hypotheses.
3. analysing the collected, and organized, primary and secondary data through the appropriate statistical tools.
4. apply qualitative and quantitative techniques to address tourism-related research problems.
5. evaluate and present research findings in a structured report format for the various research problems.

Unit-I Introduction to Research and Tourism Studies (10Hours)

Nature and significance of research in tourism, Types of research, Research process and research ethics, Selection and application of research topics in tourism, ethical issues in research.

Unit II Research Design and Data Collection Methods (10Hours)

Research problem formulation and hypothesis development, Type-I and type-II error, Types of research design: Cross-sectional, longitudinal, experimental, Case studies, Sampling techniques, Data collection tools.

Unit III

Data Analysis and Interpretation (15 Hours)

Types of data: Nominal, ordinal, interval, ratio, Data coding, tabulation, and cleaning, Introduction to statistical tools (Excel/SPSS/R), Interpretation of data using charts, graphs, and tables.

Unit IV

Report Writing and Presentation in Tourism Research (10 Hours)

Structure and format of a research report, writing literature reviews and referencing styles, Plagiarism and academic integrity, Presenting research findings effectively.

Exercises:

The learners are required to:

1. conduct group discussion: Identify tourism-related research gaps in your city/state.
2. write a short review on a published tourism research paper.
3. design a sample tourism questionnaire.
4. conduct mock interviews/surveys on a tourism topic.
5. analyze survey data in Excel/SPSS.
6. create data visualization for tourism data using charts.
7. draft a mini-research report based on a selected tourism issue.
8. conduct group presentations of research proposals.

Suggested Readings:

- Adams, K. A., & McGuire, E. K. (2023). Student Study Guide with IBM® SPSS® Workbook for Research Methods, Statistics, and Applications (3rd ed.). SAGE Publications.

- Altinay, L., Paraskevas, A., & Ali, F. (2023). Planning research in hospitality and tourism (3rd ed.). Routledge.
- Botterill, D., & Platenkamp, V. (2012). Key concepts in tourism research. SAGE Publications Ltd.
- Creswell, J. W., & Creswell, J. D. (2018). Research design: Qualitative, quantitative, and mixed methods approaches (5th ed.). SAGE Publications.
- Jennings, G. R. (2010). Tourism research (2nd ed.). Wiley.
- Kumar, R. (2019). Research methodology: A step-by-step guide for beginners (5th ed.). SAGE Publications.
- McKinney, W. (2022). Python for Data Analysis: Data Wrangling with Pandas, NumPy, and Jupyter (3rd ed.). O'Reilly Media.
- Okumus, F., Rasoolimanesh, S. M., & Jahani, S. (Eds.). (2023). Contemporary research methods in hospitality and tourism. Emerald Publishing.
- Pizam, A. (Ed.). (2010). International encyclopedia of hospitality management. Routledge.
 - Veal, A. J. (2017). Research methods for leisure and tourism (5th ed.). Pearson Education.
 - Wickham, H., & Grolemund, G. (2023). R for Data Science (2nd ed.). O'Reilly Media

Notes:

- 1. Suggested Readings will be updated and uploaded on college website from time to time.**
- 2. Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.**

Semester VII

Discipline Specific Elective:- DSE-I -7.1

Artificial Intelligence in the Tourism Industry

Offered by Department of Tourism, College of Vocational Studies

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Components of the course			Eligibility criteria	Pre-requisites of the course
		Lecture	Tutorial	Practical		
Artificial Intelligence in the Tourism Industry	4	3	1	0	Pass in class XII	NIL

Learning Objectives:

The course aims to introduce students to the fundamentals of Artificial Intelligence (AI) and its diverse applications within the tourism and hospitality sectors. It explores how AI technologies are transforming the industry by enhancing operational efficiency, improving customer experiences, and supporting data-driven strategic decision-making. Additionally, the course focuses on developing practical knowledge and hands-on skills in using AI tools and systems relevant to tourism services, such as chatbots, recommendation engines, and predictive analytics. It also emphasizes the importance of critically evaluating the ethical and social implications of AI, including issues related to privacy, algorithmic bias, and the future of human roles in the tourism industry.

Learning Outcomes:

After completing this course, the learners would be able to:

1. Understand the role and importance of AI in tourism management and marketing.
2. Identify and evaluate AI-powered tools used in tourism (e.g., chatbots, recommendation engines).
3. Create/Design simple AI-based tourism solutions using available platforms or software.
4. Analyze case studies of AI implementation in global tourism companies.
5. Evaluate ethical, legal, and sustainability concerns in AI-driven tourism systems.

Unit I:- Fundamentals of Artificial Intelligence in Tourism (10 Hours)

Introduction to AI: History, evolution, and core concepts, Machine Learning, Deep Learning, and Natural Language Processing (NLP), Role of AI in Tourism and Hospitality, Overview of AI adoption trends in the global tourism industry.

Unit II :- AI in Tourism Operations and Customer Experience (10 Hours)

Chatbots and Virtual Assistants for customer service, Personalized recommendations and itinerary planning, AI in airline, hotel, and travel agency operations, Voice and facial recognition in tourism services.

Unit III:- Smart Destinations and AI-Driven Marketing (15 Hours)

Smart tourism destinations and Internet of Things (IoT), AI in digital marketing and customer engagement, Predictive analytics for demand forecasting, Big data in tourist behaviour analysis.

Unit IV:- Ethics, Sustainability, and Case Studies in AI Tourism (10 Hours)

Ethical and legal issues in AI: privacy, surveillance, and data use, AI's role in sustainable tourism and environmental monitoring, Case studies of AI in tourism: Hilton's "Connie", Expedia, Airbnb, Future of AI in tourism: challenges and opportunities.

Exercises:

The learners are required to:

1. conduct AI basics quiz and discussion.
2. explore AI-powered travel platforms (e.g., Google Travel, Hopper).
3. build a basic chatbot using Dialogflow.
4. create a sample AI-based travel recommendation flow.
5. analyze tourism trends using Google Trends or basic ML tools (Orange, Excel).
6. design AI-based social media campaign simulation for a tourism product.
7. perform Group presentation: "AI for sustainable tourism in your city"
8. conduct debate on ethical use of facial recognition in hotels/airports.

Suggested Readings:

- Buhalis, D., & Amaranggana, A. (2015). Smart tourism destinations: Enhancing tourism experience through personalisation of services. In I. Tussyadiah & A. Inversini

(Eds.), *Information and Communication Technologies in Tourism 2015* (pp. 377–389). Springer.

- Dwivedi, Y. K., et al. (2021). Artificial intelligence (AI): Multidisciplinary perspectives on emerging challenges, opportunities, and agenda for research, practice and policy. *International Journal of Information Management*, 57, 101994.
- Gretzel, U., Sigala, M., Xiang, Z., & Koo, C. (2015). Smart tourism: Foundations and developments. *Electronic Markets*, 25(3), 179–188.
- Guevara Plaza, A. J., Cerezo Medina, A., & Navarro Jurado, E. (Eds.). (2024). *Tourism and ICTs: Advances in data science, artificial intelligence and sustainability: Proceedings of the TURITEC 2023 Conference, October 19–20, 2023, Málaga, Spain*. Springer.
- Pencarelli, T. (2020). The digital revolution in the travel and tourism industry. *Information Technology & Tourism*, 22(4), 455–476.
- Shukla, V. K., Verma, A., & Lacap, J. P. G. (Eds.). (2024). *Artificial intelligence for smart technology in the hospitality and tourism industry*. Apple Academic Press.
- Tussyadiah, I. P. (2020). A review of research into automation in tourism: Launching the Annals of Tourism Research curated collection on AI and robotics in tourism. *Annals of Tourism Research*, 81, 102883.
- Vinod, B. (2023). *Artificial intelligence and machine learning in the travel industry: Simplifying complex decision making*. AI Startups.

Notes:

1. **Suggested Readings will be updated and uploaded on college website from time to time.**
2. **Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.**

Semester VII
Discipline Specific Elective-I :- DSE-I -7.2
Rural and Agritourism

Offered by Department of Tourism, College of Vocational Studies

Credit Distribution, Eligibility and Pre-Requisite of the Course

Course Title and Code	Course Code	No. of credits	Components of the course			Eligibility Criteria	Pre-requisites of the course
			Lecture	Tutorial	Practical		
Rural and Agritourism DSE – 7.2	DSE 7.2	4	3	1	0	Pass in Class XII	NIL

Learning Objectives:

The objective of the course is to familiarize students with the principles, applications, and importance of Agritourism and rural tourism, particularly in the Indian setting. Examining the socioeconomic, cultural, and environmental aspects of rural India that are pertinent to the growth of tourism is another goal of this course. It will offer a chance to investigate the advantages and disadvantages of Agritourism as a paradigm for sustainable travel. Students will also learn about planning resources, policies, and effective case studies in Agritourism and rural areas.

Learning Outcomes:

After completing this course, the learners would be able to:

1. define and explain the core concepts of rural and Agritourism, especially in the Indian socio-economic and cultural context.
2. analyze rural tourism destinations and identify the resources, stakeholders, and potential for development.
3. develop community-based rural tourism plans with a focus on sustainability, cultural preservation, and inclusive growth.
4. evaluate policy frameworks and institutional mechanisms supporting rural and agritourism in India.

5. apply marketing and branding strategies to promote rural and agricultural tourism experiences.
6. design practical business models for farm stays, local tourism packages, and community experiences.
7. critically assess the challenges facing rural and agritourism and recommend innovative and ethical solutions.

Unit I:- Introduction to Rural and Agritourism (12 Hours)

Introduction to the concept of Rural and Agritourism, Historical development of rural and Agritourism, Importance in Indian context: Social, Economic, and Environmental aspects. Stakeholders in rural tourism: Government, NGOs, Local Communities.

Unit II:- Rural India – Socio-Cultural and Economic Landscape (10 Hours)

Study of Indian rural society: demographics, traditions and occupations. Village as a primary tourism product- Showcasing rural life, art, culture and heritage. Activities under Agritourism: farm stays, crop tours, animal husbandry demonstrations. Role of women and youth in rural tourism.

Unit III:- Planning and Development of Rural and Agritourism (12 Hours)

Planning involved in rural tourism- steps in developing a rural/agritourism project, Rural tourism clusters and hubs, Basic infrastructural development - accommodation, sanitation, accessibility. Design and operation of farm stays and village experiences, Community participation and capacity building through rural and Agritourism.

Unit IV:- Policy Framework and Challenges (11 Hours)

Government schemes: Ministry of Tourism, Rural Development, National Bank for Agriculture and Rural Development (NABARD), Agri Tourism Development Corporation (ATDC), Challenges - seasonality, skill gaps, infrastructure, climate risks. Ethical concerns: cultural commodification, exploitation.

Exercises:

The learners are required to:

1. visit or study a rural village and make a group presentation and report on a resource inventory: natural, cultural, agricultural and human.
2. design 3 interactive activities that tourists could participate in: (A) **Crop Tour** – Explain sowing/harvesting practices (B) **Animal Husbandry Demo** – Cow milking, feeding, poultry (C) **Farm-to-Table Cooking** – Local recipes using farm produce.
3. conduct research and create a **map or chart** of rural tourism clusters/hubs in India: Include: Main attractions, Local crafts/festivals, Any government/NGO involvement.
4. write a report on a real-life government policy (e.g., Maharashtra Agritourism Policy) through interview stakeholders or use secondary data.

Suggested Readings:

- Chase, L., & Reid, T. (Eds.). (2023). *Teaching agritourism*. Edward Elgar Publishing.
- Nyagadza, B., Chigora, F., & Hassan, A. (Eds.). (2023). *Agritourism for sustainable development*. CABI Publishing.
- Oriade, A., & Robinson, P. (Eds.). (2017). *Rural tourism and enterprise: Management, marketing and sustainability*. CABI Publishing.
- Roberts, Lesley. (2001) *Rural Tourism and Recreation: Principles and Practice*. Massachusetts: CABI Publishing.
- Saarinen, J., & Rogerson, C. M. (Eds.). (2023). *Community-based rural tourism and entrepreneurship*. Springer.
- Sharpley, R., & Roberts, L. (2004). *Rural tourism and recreation: Principles to practice*. CABI Publishing.
- Singh, S. (2009). *Domestic tourism in India*. Indus Publishing.
- Urbina, A. (2024). *Farm adventures: Exploring the world of Agritourism*. Independently published.

Additional readings:

- Ministry of Tourism, Government of India. (2020). Annual report 2019-2020. <https://tourism.gov.in>
- Ministry of Rural Development, Government of India. (2021). Schemes and initiatives for rural livelihood enhancement. <https://rural.nic.in>

- National Bank for Agriculture and Rural Development (NABARD). (2021). Promoting agritourism for rural development. <https://www.nabard.org>

Notes:

- 1. Suggested Readings will be updated and uploaded on college website from time to time.**
- 2. Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.**

Semester VII**DISCIPLINE SPECIFIC ELECTIVE - DSE-II****Paper No.:- 7.3****Evolution of Hill Stations in India: From Colonial to
Contemporary Times****Offered by History Department, College of Vocational Studies****Credit distribution, Eligibility and Pre-requisites of the Course**

Course title and Code	Credits	Credit distribution of the Course			Eligibility criteria	Pre-Requisite of the course if any	Department offering the course
		Lecture	Tutorial	Practical			
Evolution of Hill Stations in India: From Colonial to Contemporary Times	4	3	1	0	NA	NA	History

Learning Objectives

This course aims to provide students with a comprehensive understanding of hill stations in India, exploring their historical origins, colonial significance, and post-independence transformation. Students will examine the establishment of hill stations during British rule, the infrastructural challenges faced by settlers, and the early colonial perceptions of native populations. Through an analysis of primary texts and case studies, students will critically evaluate the roles hill stations played as military, social, and educational centres. The course will also delve into the post-independence evolution of these spaces, focusing on their changing governance, educational roles, and growth as tourist destinations. By engaging in group reflections, presentations, and visual media analysis, students will gain a deeper understanding of the cultural,

social, and political importance of hill stations in both historical and contemporary contexts.

Learning outcomes

By the end of this course, students will be able to critically examine the evolution of hill stations in India, from their colonial origins to their contemporary roles. They will interpret historical texts, analyses socio-political functions, and assess transformations in tourism, governance, and education, gaining a nuanced understanding of hill stations as cultural and historical sites. This course offers an interdisciplinary approach, drawing from history, cultural studies, and urban development.

Unit 1: Introduction to Hill Stations in India (10 hours)

- 1.1 Definition and Historical Background
- 1.2 Early Challenges to British Settlers in Hill Stations
- 1.3 Building infrastructure: Construction of roads, bungalows, and other facilities.

Unit 2 Early Colonial Perceptions of the Native in Hill Stations (12 hours)

- 2.1 The Colonial Gaze: Understanding Descriptions of the 'Native'
- 2.2 British Pens, Indian Lives: Reading the early Records
- 2.3 Group Reflection and Presentation

Unit 3: The Making of Hill Stations: Military, Social, and Educational Roles (11 hours)

- 3.1 Hill Stations as Military Cantonment
- 3.2 Hill Stations as Social and Educational Centres
- 3.3 Case Studies: The Making of Colonial Hill Stations in India — Shimla, Darjeeling, Ooty, Nainital, and Mount Abu (Choose Any One for Detailed Study)

Unit 4: The Transformation of Hill Stations in Post-Independence India (12 hours)

- 4.1 Governance and Education: New Roles for Old Retreats
- 4.2 Tourism and Urban Growth
- 4.3 Visualizing Change: Documentary on Hill Stations

Unit 1 In this unit, students will learn about the origin and development of hill stations in India, starting with a clear definition and historical background. They will explore how the British created hill stations during colonial rule, choosing locations in the hills to escape the intense heat of the plains. The unit will cover the early challenges British settlers faced when establishing these hill stations, including navigating difficult terrain and building essential infrastructure like roads, bungalows, and other facilities for both governance and leisure.

Students will examine the practical difficulties the British encountered as they worked to transform remote areas into functional settlements. This exploration will help students understand how hill stations served as sanctuaries for British officials, offering a unique historical perspective on their development and significance in colonial India.

Readings:

- Pradhan, Queeny. "Empire in the Hills: The Making of Hill Stations in Colonial India." *Studies in History* 23, no. 1 (2007): 33–82.
- Kennedy, Dane Keith. *The Magic Mountains: Hill Stations and the British Raj*. Berkeley and Los Angeles: University of California Press, 1996.
- Tolia, R S. *Founders of Modern Administration in Uttarakhand, 1815-1884*, Edward Gardner to Henry Ramsay. Bishen Singh Mahendra Pal Singh, Dehradun, India, 2009

Unit 2 It introduces students to the ways in which British colonizers perceived and portrayed indigenous populations during the early colonial period, particularly in the setting of hill stations. The unit encourages students to critically examine colonial texts, records, and representations, highlighting how these sources reflect broader attitudes of empire, race, and power. Through a combination of readings, discussions, and collaborative activities, students will explore how colonial narratives constructed the identity of the 'native' and justified British presence in India. The unit emphasizes the importance of questioning historical sources and understanding the context in which they were produced. By engaging with both primary and secondary materials, students will develop skills in critical analysis, interpretation, and historical inquiry. Students are also given the freedom to choose specific themes—such as customs, clothing, caste, gender roles, or labour practices—from the records to focus their analysis. A group reflection and presentation component further reinforce collaborative learning and deepens understanding of how history is written and remembered.

- Said, Edward W. *Orientalism*. Penguin Modern Classics. London, England: Penguin Classics, 2003. (Introduction)
- Triall, George William. *Statistical Sketch of Kumaon*. John Murray, Albemarle

Street, London, 1851.

- Fraser, James Baillie. *Journal of a Tour Through Part of the Snowy Range of the Himala Mountains, and to the Sources of the Rivers Jumna and Ganges*. London: Rodwell and Martin, Bond Street, 1820.
- White, George Francis. *Views in India, Chiefly among the Himalaya Mountains*. London: Fisher, Son, & Co., 1838.
- Hooker, Joseph Dalton. *Himalayan Journals: Notes of a Naturalist in Bengal, the Sikkim and Nepal Himalayas, the Khasia Mountains, etc.* London: John Murray, 1854.

Unit 3 This unit examines the evolution of colonial hill stations in British India, focusing on how they were shaped to serve military, social, and educational functions. Hill stations were not merely retreats from the heat of the plains; they were carefully constructed symbols of British power, culture, and control. Students will investigate how these towns became sites of strategic military placement, exclusive social life, and Western-style education—thus embedding colonial ideology in the built environment and daily life. The objective is to help students understand the layered functions of hill stations and their role in maintaining colonial order and identity. Students will also undertake a case study of a particular hill station—such as Shimla, Darjeeling, Ootacamund, or Mussoorie—to analyses how local geography, indigenous populations, and colonial needs shaped each station differently. This unit encourages students to apply critical reading, spatial analysis, and historical research skills to understand colonial urbanism in the hills.

Note: While this unit encourages the in-depth study of specific colonial hill stations such as Shimla, Darjeeling, Ootacamund, or Mussoorie, **students are welcome to explore the history and development of any other hill station with prior consultation and approval from the instructor**. This flexibility is intended to support independent research interests and allow for a wider geographical and thematic scope in understanding the colonial hill station experience across South Asia.

Readings:

- Lal, Vinay. "Hill Stations: Pinnacles of the Raj." *Capitalism Nature Socialism* 8, no. 3 (1997): 123–132.
- Pradhan, Queeny. "Empire in the Hills: The Making of Hill Stations in Colonial India." *Studies in History* 23, no. 1 (2007): 33–82.
- Kennedy, Dane Keith. *The Magic Mountains: Hill Stations and the British Raj*. Berkeley and Los Angeles: University of California Press, 1996.
- Kanwar, Pamela. *Imperial Simla: The Political Culture of the Raj*. Delhi: Oxford University Press, 1990.

Unit 4 After independence, India's hill stations transitioned from colonial enclaves into vibrant centres of governance, education, and tourism. This unit explores how these once-exclusive colonial spaces were repurposed to serve the needs of a new nation—becoming state capitals, homes to premier institutions, and hubs of mass tourism.

Readings:

- Sacareau, Isabelle. *Himalayan Hill Stations from the British Raj to Indian Tourism*. Academia.edu. Accessed April 24, 2025.
<https://www.academia.edu/68260430>
- Dasgupta, Suryendu, and Pushplata Garg. "The Urban Development and Heritage Conundrum: The Challenges of Heritage Conservation in the Hill-Station of Darjeeling." *Journal of Urban Design* 26, no. 2 (2020): 219–238.
<https://doi.org/10.1080/13574809.2020.1770584>.

Documentaries Like:

- Ghar: Life in a Himalayan village (cultural documentary), available on YouTube, Directors: Jane Dyson and Ross Harrison Producer: Jane Dyson.
 - I am Mussoorie documentary film. Produced and presented by Pradeep Bhandari | Hill station Mussoorie
- Note:** Students are encouraged to explore additional documentaries on hill stations in consultation with the instructor.

Suggested Readings

- Collingham, Elizabeth M. *Imperial Bodies: The Physical Experience of the Raj, c. 1800–1947*. Cambridge: Polity Press, 2001.
- Said, Edward W. *Orientalism*. Penguin Modern Classics. London, England: Penguin Classics, 2003. (Introduction)
- Triall, George William. *Statistical Sketch of Kumaon*. John Murray, Albemarle Street, London, 1851.
- Fraser, James Baillie. *Journal of a Tour Through Part of the Snowy Range of the Himala Mountains, and to the Sources of the Rivers Jumna and Ganges*. London: Rodwell and Martin, Bond Street, 1820.
- White, George Francis. *Views in India, Chiefly among the Himalaya Mountains*. London: Fisher, Son, & Co., 1838.
- Hooker, Joseph Dalton. *Himalayan Journals: Notes of a Naturalist in Bengal, the Sikkim and Nepal Himalayas, the Khasia Mountains, etc.* London: John Murray, 1854.
- Tolia, R S. *Founders of Modern Administration in Uttarakhand, 1815-1884*, Edward Gardner to Henry Ramsay. Bishen Singh Mahendra Pal Singh, Dehradun, India, 2009
- Atkinson, Edwin T. *Gazetteer of the Himalayan District of the Northwestern*

Province of India, Vol II, Government Press, Allahabad.1884.

- Barr, Pat and Desmond Ray (1978), Simla: The Story of the Hill-station, Delhi.
- Buck, Edward (1904), Simla Past and Present, Simla.
- Buchanan, W.J. (1908), 'Notes on old Darjeeling', in Bengal Past and Present, Vol. 2: Part 2, October. Burchard, John, ed. (1963), Historian and the City, Cambridge.
- Gazetteer of Punjab, Haryana and Himachal Pradesh (1991), Volume I, New Delhi (Reprint). Gazetteer of the Simla District, 1888–89.
- New World, Oxford. Francis, William (1908), Madras District Gazetteer, Nilgiris, Madras.
- Forrest, C.W. (1894), Administration of Marquis of Lansdowne: Viceroy and Governor General of India, 1888–1894, Calcutta.
- Risley, H.H. (1894), The Gazetteer of Sikkim (first edition).
- Ross, M.A. (1914), Glossary of Tribes and Castes of Punjab and North-West Punjab, Vol. III, Lahore.

Semester: - VII

DISCIPLINE SPECIFIC ELECTIVE: -DSE II

Paper No.:- 7.4

Introduction to Archaeology and Historic Architecture

Offered By Department of History

Credit distribution, Eligibility and Pre-requisites of the Course

Course title and Code	Credits	Credit distribution of the Course		Eligibility criteria	Pre-Requisite of the course if any
		Lecture	Tutorial		
Introduction to Archaeology and Historic Architecture	4	3	1	NA	NA

Objective- This paper aims at introducing students to archaeology and architecture from an interdisciplinary perspective. It will enable them to cultivate sharp observation and problem-solving skill sets which are essential prerequisites for any profession they chose to adopt.

Unit 1- Introduction to Archaeology (8 hours)

-Why archaeology? Definitions and Goals of archaeology: A changing perspective

-History of archaeological practice in India.

-Concepts and methods of archaeological studies: Archaeological surveying, context, excavation, stratigraphy and interpretations.

-Difference and relationship between archaeology and history.

Unit 2 – Concepts and Classifications of Archaeology (8 hours)

-Artefacts and Ecofacts. Archaeological sites and settlements. Archaeological dating: relative and chronometric dating.

-Environmental archaeology: landscape, archaeozoology and palaeobotany. Prehistoric and

historical archaeology. Ethnoarchaeology.

-Public archaeology and heritage management.

-Importance of archaeology in the understanding of the past and present.

Unit 3- Architecture- Meaning, Forms and Classifications (10 hours)

-Definition of architecture, the origin of architecture and the historical texts associated with it. Relationship of architecture with other interdisciplinary subjects.

-Different forms of architecture: Secular and Religious architecture. Factors influencing architecture- topography, climate, soil composition, raw material, climate etc.

-Classification of architecture within India- Nagara, Dravida, Vesara and other regional styles. - Classification of architecture of the world – Gothic, Baroque, Romanesque

Unit 4- Architecture of India- Development of architectural styles from ancient to modern times. (9 hours)

-Urban architecture of Harappan civilization, Sanchi Stupa in Madhya Pradesh, Hampi in Karnataka, Golconda Fort in Hyderabad, Taj Mahal in Agra, and Mysore Palace in Karnataka.

Unit 5 – Architecture of the world- Stylistic development of secular and religious architectural forms from ancient to modern era. (10 hours)

-Pyramids in Egypt, Parthenon Acropolis in Greece, Machu Picchu in Peru, Hagia Sophia Mosque in Turkey, Borobudur in Indonesia and Eiffel tower in France.

Essential Readings

Bahn, P. and Renfrew, C. (2008) *Archaeology: Theory, methods and practice*. New York: Thames and Hudson.

Chakrabarti, Dilip. K. (1988) *A History of Indian Archaeology from the Beginning to 1947*. Delhi: Munshiram Manoharlal Pvt. Ltd.

Fagan, Brian (2001) *In the Beginning: an Introduction to Archaeological Practice*. New Jersey: Hall Upper Saddle River.

Gamble, Clive (2004) *Archaeology The Basics*, UK: Routledge.

Huntington Susan L., *The Art of Ancient India: Buddhist, Hindu and Jain*, Motilal Banarasadass, New Delhi, 2014

Mitchell George, *The Hindu Temple: An Introduction to Its Meanings and Forms*, University of Chicago Press, 1988.

Gupta S.P. and S Vijaykumar, *Temples in India: Origin and Developmental Stages*, D. K. Print World Ltd. , 2009

Gupta S. P, *Elements of Indian Art: Including, Iconography and Iconometry*, D.K.Print world Ltd. , 2004

Hardy Adam, *The Temple Architecture of India*, John Wiley & Sons, 2007

Fritz J M and George Michell, *Hampi Vijayanagara*, Jaico Publishing House, 2014

Sampath Vikram, *Splendours of Royal Mysore*, Rupa, 2008

Mainstone R.J., *Hagia Sophia: Architecture, Structure and Liturgy of Justinian's Great Church*, Tames and Hudson, 1997

Dark Ken and Jan Kostenec, *Hagia Sophia in Context: An Archaeological Re-examination of the Cathedral of Byzantine Constantinople*, Oxbow , 2019

Booth Charlotte, *The Pyramids in a Nutshell*, Madeglobal Publishing, 2016 Cruickshank

Dan (Foreword), *Manmade Wonders of the World*, D.K. Printworld, 2019 Pryce Will, *World Architecture: The Masterworks*, Thames and Hudson, 2011

Suggested Readings

Knudson, S. J. (1986) *Culture in Retrospect: an Introduction to Archaeology*. California: Waveland Press.

Rajan. K (2002) *Archaeology Principles and Methods*. Thanjavur : Manoo Pathippakam.

Renfrew, Colin and Paul Bahn (2005) *Archaeology: The Key Concepts*,

London: Routledge.

Trigger, Bruce G (1989) *A History of Archaeological Thoughts*. Cambridge: Cambridge University Press

Singleton E (ed.), *Turrets, Towers and Temples: The great Buildings of the world, As Seen and Described by Famous Writers*, University Press of the Pacific, 2002

Chugh Lalit, *Karnataka's Righ Heritage- Temple Sculptures and Dancing Apsaras: An Amalgam of Hindu Mythology, Natysasastra and Silpasastra*, Notion Press, 2017

Sastri Nilakanta and R. Champakalashmi, *A History of South India: From Prehistoric Times to the Fall of Vijanagar*, Oxford, 1997

Glancey Jonathan, *What's So Great About the Eiffel Tower? 70 Questions That Will Change the Way You Think about Architecture* , Laurence King Publishing, 2017

Notes:

1. Suggested readings shall be updated and uploaded on the college website from time to time.
2. Examination scheme and mode shall be prescribed by Examination Branch, University of Delhi from time to time.

College of Vocational Studies
Tourism Management
Semester VIII

DSC	Tourism Business Strategies and Ecosystem
DSE	Tourism Analytics
	Cruise and Maritime Tourism
	Heritage Tourism: Exploring the Buddhist and Jain Circuits
	Religious & Philosophical Traditions in Indian Subcontinent
<u>GE Pool for BA (VS) Tourism Management Students</u>	
1	Offered by Department of History
2	Offered by Department of Political Science
3	Offered by Department of Economics
4	Offered by Department of Mathematics

Semester VIII
Discipline Specific Core Course (DSC -8.1)
Tourism Business Strategies and Ecosystem
Credit Distribution, Eligibility and Pre-Requisite of the Course

Course Title and Code	Course Code	No. of credits	Components of the course			Eligibility Criteria	Pre-requisites of the course
			Lecture	Tutorial	Practical		
Tourism Business Strategies and Ecosystem DSC- 8.1	DSC 8.1	4	3	1	0	Pass in Class XII	NIL

Learning Objectives:

This course introduces students to strategic management principles in the context of the tourism industry. It explores the tools, models, and frameworks used to formulate, implement, and evaluate strategies in tourism businesses ecosystem. Emphasis is placed on innovation, sustainability, digital transformation, and competitive advantage.

Learning Outcomes:

After completing this course, the learners would be able to:

1. understand the core principles and practices of business strategy in tourism.
2. apply analytical tools such as SWOT, PESTEL, and Porter's Five Forces.
3. formulate competitive strategies to address dynamic market conditions.
4. assess the impact of sustainability and digital innovations on tourism

enterprises.

Unit I

Fundamentals of Tourism Business Strategy (11Hours)

Defining Strategy, Introduction to strategic management in tourism, Types of tourism businesses, Strategic management process and levels of strategy, Tourism business environment and stakeholders.

Unit II

Strategic Analysis Tools in Tourism

(11Hours)

Environment scanning: PESTEL analysis, Competitive analysis: Porter's Five Forces, Internal analysis: VRIO and Value Chain, strategic advantages analysis, - SWOT analysis for strategic positioning.

Unit III

Strategy Formulation and Implementation

(12Hours)

Generic competitive strategies: Diversification, integration, merger, take over and joint strategies, Strategy implementation: structure, leadership, and culture, Factors affecting strategic choice, Growth strategies: Ansoff Matrix, BCG Matrix.

Unit – IV

Strategy Implantation and Sustainable Strategy

(11Hours)

Inter-relationship between formulation and implementation, Issues in strategy implementation: Resource allocation, Smart tourism and e-business models, Sustainable tourism strategies, Case studies on innovative tourism strategies.

Exercises:

The learners are required to:

1. prepare a SWOT and PESTEL analysis of a local tourism business.

2. analyze cases on successful and failed tourism business strategies.
3. conduct group project on develop a strategic plan for a new tourism venture.
4. evaluate the online strategy of a tourism firm.

Suggested Readings:

- Barney, J. B., & Hesterly, W. S. (2019). Strategic management and competitive advantage (6th ed.). Pearson.
- Buhalis, D. (2019). Technology in tourism-from information communication technologies to eTourism and smart tourism towards ambient intelligence tourism: A perspective article. *Tourism Review*, 75(1), 267–272. <https://doi.org/10.1108/TR-06-2019-0258>.
- Evans, N., Campbell, D., & Stonehouse, G. (2012). Strategic management for travel and tourism (2nd ed.). Routledge.
- Font, X., & McCabe, S. (2017). Sustainability and marketing in tourism: Its contexts, paradoxes, approaches, challenges and potential. *Journal of Sustainable Tourism*, 25(7), 869–883. <https://doi.org/10.1080/09669582.2017.1301721>.
- Kotler, P., Bowen, J. T., Makens, J. C., & Baloglu, S. (2017). Marketing for hospitality and tourism (7th ed.). Pearson.
- Okumus, F., Altinay, L., & Chathoth, P. (2022). Strategic management for hospitality and tourism (3rd ed.). Routledge.
- Porter, M. E. (1998). Competitive advantage: Creating and sustaining superior performance. Free Press.

Notes:

1. **Suggested Readings will be updated and uploaded on college website from time to time.**
2. **Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.**

Semester VIII
Discipline Specific Elective- DSE I- 8.1
Tourism Analytics

Offered by Department of Tourism

Credit Distribution, Eligibility and Pre-Requisite of the Course

Course Title and Code	Course Code	No. of credits	Components of the course			Eligibility Criteria	Pre-requisites of the course
			Lecture	Tutorial	Practical		
Tourism Analytics DSE- 8.1	DSE 8.1	4	3	1	0	Pass in Class XII	NIL

Learning Objectives:

This course aims to introduce students to the fundamentals of analytics and highlight its growing significance in the tourism industry. It is designed to equip learners with essential data analysis tools and techniques that are vital for conducting effective tourism research and making informed decisions. Through a combination of theoretical understanding and hands-on practice, students will develop practical skills in using industry-relevant software for analyzing and visualizing tourism data. By working with real-world datasets and case studies, the course also promotes evidence-based decision-making, enabling students to derive meaningful insights that can inform tourism planning, marketing, and management strategies.

Learning Outcomes:

After completing this course, the learners would be able to:

1. understand key concepts of tourism analytics and their applications.
2. identify and collect relevant tourism data for analysis.
3. apply statistical and analytical techniques to interpret tourism trends and patterns.
4. use data visualization and business intelligence tools to present tourism data effectively.
5. develop data-driven solutions and recommendations for tourism management and marketing.

Unit I:- Introduction to Tourism Analytics (12Hours)

Definition and scope of tourism analytics, Types of tourism data: visitor statistics, accommodation, transport and expenditure, Importance of data in tourism decision-making, Sources of tourism data: primary vs secondary; national tourism organizations, WTTC, UNWTO.

Unit II:- Descriptive and Diagnostic Analytics in Tourism (12Hours)

Key performance indicators (KPIs) in tourism analytics, Overview of analytics tools (Excel, SPSS), Introduction to descriptive statistics: mean, median, mode, standard deviation, Diagnostic analysis: correlation and regression in tourism context, Case study: Understanding seasonality and visitor patterns.

Unit III:- Predictive and Prescriptive Analytics in Tourism (11Hours)

Introduction to predictive analytics and forecasting models, Demand forecasting using historical data, Prescriptive analytics: optimization and simulation models for tourism planning, Ethical issues and data privacy in tourism analytics.

Unit IV:- Data Visualization and Reporting in Tourism (10Hours)

Principles of effective data visualization, Tools for tourism data visualization: Tableau, Power BI, Creating tourism dashboards and reports, Communicating findings to stakeholders.

Exercises:

The learners are required to:

1. collect and classify tourism data from secondary sources (e.g., Ministry of Tourism, UNWTO)
2. create dashboards using Excel to visualize tourism KPIs.
3. visualize customer review sentiment using word clouds and bar graphs.

4. prepare group project: Present a big data solution for a tourism/hospitality business challenge.

Suggested Readings:

- Chen, M., Mao, S., & Liu, Y. (2014). Big data: A survey. *Mobile Networks and Applications*, 19(2), 171-209. <https://doi.org/10.1007/s11036-013-0489-0>
- Gandomi, A., & Haider, M. (2015). Beyond the hype: Big data concepts, methods, and analytics. *International Journal of Information Management*, 35(2), 137-144. <https://doi.org/10.1016/j.ijinfomgt.2014.10.007>
- Hair, J. F., Hult, G. T. M., Ringle, C., & Sarstedt, M. (2021). *A Primer on Partial Least Squares Structural Equation Modeling (PLS-SEM)* (3rd ed.). Sage Publications.
- Provost, F., & Fawcett, T. (2013). *Data Science for Business: What You Need to Know about Data Mining and Data-Analytic Thinking*. O'Reilly Media.
- Russell, M. A. (2018). *Mining the Social Web: Data Mining Facebook, Twitter, LinkedIn, Instagram, GitHub, and More* (3rd ed.). O'Reilly Media.
- Tableau Software. (n.d.). Resources & Training. <https://www.tableau.com/learn>
- World Tourism Organization (UNWTO). (2023). *Tourism Data Dashboard*. <https://www.unwto.org/unwto-tourism-dashboard>
- Xiang, Z., Du, Q., Ma, Y., & Fan, W. (2017). A comparative analysis of major online review platforms: Implications for social media analytics in hospitality and tourism. *Tourism Management*, 58, 51-65. <https://doi.org/10.1016/j.tourman.2016.10.001>

Notes:

1. **Suggested Readings will be updated and uploaded on college website from time to time.**
2. **Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.**

Semester VIII
Discipline Specific Elective –DSE I-8.2
Cruise and Maritime Tourism
Offered by Department of Tourism, College of Vocational Studies
Credit Distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre- requisite of the course (If any)
		Lecture	Tutorial	Practical/ Practice		
Cruise and Maritime Tourism DSE 8.2	4	3	1	0	Pass in class XII	NIL

Learning objectives:

The course is designed to introduce students to the concept, scope, and growth of cruise and maritime tourism, both globally and within the Indian context. It aims to provide a comprehensive understanding of cruise operations, management structures, and the key players involved in the maritime tourism sector. The course further explores the socio-economic and environmental impacts associated with cruise tourism, offering insights into how this industry affects destinations and communities. Additionally, students will analyze emerging trends, current challenges, and the importance of sustainable practices to ensure the responsible development of maritime tourism in the future.

Learning outcomes:

After completion of the course, learners would be able to:

- 1. understand the concept, scope, and growth of cruise and maritime tourism.
- 2. apply/Demonstrate knowledge of cruise operations, itineraries, and roles of key stakeholders.
- 3. analyze the socio-economic and environmental impacts of cruise tourism.
- 4. evaluate current trends, challenges, and sustainable practices in maritime tourism.

Unit I

Introduction to Cruise and Maritime Tourism (11 Hours)

Definition, evolution, and growth of maritime tourism, Types of cruises: Ocean, river, expedition, luxury, theme cruises, Major cruise lines and global cruise markets, Importance of cruise tourism in the global tourism economy.

Unit II

Cruise Operations and Onboard Management (10 Hours)

Cruise ship structure and departments, Port and shore excursion management, Cruise itineraries and route planning, Safety, health, and legal regulations on board.

Unit III

Cruise Destinations and Market Segmentation (12 Hours)

Popular global cruise destinations: Caribbean, Mediterranean, Alaska, Asia, Emerging cruise destinations in India, Cruise market segments: Luxury, family, adventure, senior, LGBTQ+, Cruise tourist behaviour and expectations.

Unit IV

Sustainability, Trends, and Challenges in Cruise Tourism (12 Hours)

Environmental impacts: waste disposal, emissions, over-tourism, Economic and cultural impacts on port communities, Sustainability practices by cruise operators, Post-pandemic recovery and future of cruise tourism.

Exercises:

The learners are required to:

1. conduct the case study analysis of major cruise brands (e.g., Royal Caribbean, Carnival, MSC).
2. conduct group discussion.
3. perform a virtual tour of a cruise ship (using YouTube or VR platforms).
4. create a mock cruise itinerary for a 7-day international cruise.
5. prepare a destination profile of an Indian cruise port.
6. conduct a market segmentation survey for cruise preferences.
7. conduct debate.
8. prepare group projects: Propose a sustainable cruise tourism model for Indian coastline.

Suggested Readings:

- Dowling, R. K., & Weeden, C. (Eds.). (2017). *Cruise Ship Tourism* (2nd ed.). CABI.
- Papathanassis, A. (Ed.). (2011). *The long tail of tourism: Holiday niches and their impact on mainstream tourism*. Springer.
- Gibson, P. (2012). *Cruise operations management* (2nd ed.). Routledge.
- Sakhuja, V., & Narula, K. (Eds.). (2023). *Partnering Across Oceans*. National Maritime Foundation.
- Weaver, A. (2005). *Spaces of containment and revenue capture: ‘Super-sized’ cruise.

Notes:

1. **Suggested Readings will be updated and uploaded on college website from time to time.**

2. Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Semester VIII

Discipline Specific Elective- DSE- II

Paper No.:- 8.3

Heritage Tourism: Exploring the Buddhist and Jain Circuits

Offered by the Department of History

Credit distribution, Eligibility and Pre-requisites of the Course

Course title and Code	Credits	Credit distribution of the Course			Eligibility criteria	Pre-Requisite of the course if any	Department offering the course
		Lecture Tutorial					
Heritage Tourism: Exploring the Buddhist and Jain Circuits	4	3	1		NA	NA	History

Course Overview

This course introduces students to the rich heritage associated with Buddhist and Jain sites in India. It delves into their historical, cultural, and religious significance while exploring their potential for tourism development. Students will examine the role of heritage tourism in preserving cultural identity and fostering economic growth. The course integrates theoretical and practical aspects, including field visits and project-based learning.

Learning Objectives

1. To provide a comprehensive understanding of Buddhist and Jain heritage and their historical significance.
 2. To explore the cultural, architectural, and spiritual dimensions of Buddhist and Jain circuits.
 3. To analyze the role of heritage tourism in cultural preservation and sustainable development.
 4. To equip students with skills to develop tourism strategies for heritage sites.
-

Learning Outcomes

Upon completing this course, students will:

1. Gain an in-depth understanding of the Buddhist and Jain heritage sites and their historical context.
 2. Develop insights into the interplay between heritage, culture, and tourism.
 3. Critically evaluate the challenges and opportunities in promoting heritage tourism.
 4. Propose sustainable tourism development strategies for Buddhist and Jain circuits.
-

Practical Component

- Group projects analyzing case studies of heritage tourism.
 - Field visits to prominent Buddhist and Jain sites (e.g., Bodh Gaya, Sanchi, Shravanabelagola).
 - Creation of tourism development plans for selected heritage sites.
 - Interactive sessions with heritage professionals and tourism stakeholders.
-

Syllabus Outline

Unit I: Introduction to Heritage Tourism (9 hours)

- Definition and scope of heritage tourism.
- Importance of heritage tourism in cultural preservation and economic development.
- Overview of Buddhist and Jain circuits in India.

Unit II: Buddhist Heritage Sites (9 hours)

- Historical and cultural significance of key Buddhist sites: Bodh Gaya, Sarnath, Ajanta, and Ellora.
- Role of Buddhist architecture and art in heritage tourism.
- Case studies on tourism development at Buddhist sites.

Unit III: Jain Heritage Sites**(9 hours)**

- Historical and cultural significance of key Jain sites: Mount Abu, Shravanabelagola, and Palitana.
- Unique features of Jain architecture and sculpture.
- Case studies on tourism development at Jain sites.

Unit IV: Challenges in Heritage Tourism**(9 hours)**

- Balancing tourism and preservation: Ethical considerations.
- Environmental and infrastructural challenges.
- Community engagement and stakeholder collaboration.

Unit V: Strategies for Sustainable Tourism Development**(9 hours)**

- Principles of sustainable tourism.
- Role of technology in heritage tourism.
- Creating inclusive tourism models that promote cultural understanding and economic growth.

Essential Readings

1. Michell, George. *Buddhist Art and Architecture*. Thames & Hudson, 1996.
2. Singh, Rana P.B. *Heritage Tourism: An Anthropological Journey to India's Sacred Geography*. Gyan Publishing House, 2010.
3. Huntington, Susan L. *The Art of Ancient India*. Weatherhill, 1985.
4. Jain, Jyotindra. *Indian Jainism: Art and Ritual*. Marg Publications, 2014.
5. Himanshu, Prabha Ray. *The Return of the Buddha: Ancient Symbols for a New Nation*. Routledge, 2014.

Suggestive Readings

1. Cousins, L.S. *The Buddhist Path to Awakening*. Oneworld Publications, 1994.
2. Fergusson, James. *History of Indian and Eastern Architecture*. Cambridge University Press, 2013.
3. Jain, Shanti Lal. *Jainism in India*. Rishabh Foundation, 2010.
4. Kapur, Anu. *Tourism and Environment: Striking a Balance*. Routledge, 2019.
5. UNESCO. *World Heritage Sites in India*. UNESCO Publishing, 2020.

Teaching Methodology

- Lectures and tutorials for exploring theoretical frameworks.
- Field visits and reflective journaling.

- Group discussions and presentations on case studies.
- Engagement with multimedia resources for experiential learning.

Evaluation

- Internal Assessment (Assignments, Presentations, Field Reports): 40%
- End-Semester Examination: 60%

Semester- VIII

Discipline Specific Elective- DSE II

Paper No.:- 8.4

Religious & Philosophical Traditions in Indian Subcontinent

Offered by Department of History

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisites of the course (if any)
		Lecture	Tutorial	Practical		
Religious & Philosophical Traditions in Indian Subcontinent	4	3	1	0	Pass in class XII	NIL

Objective:-

This course introduces the prominent religions of the world and studies the social basis of religious traditions. It further focuses distinctively on the religious practices in the Indian subcontinent. The historical context, in which institutionalized religions emerged, evolved and transformed is the primary concern. In chronological terms, the developments from the early Vedic traditions of the mid-second millennium BCE to the religious reform movements of the Early Modern times, will be thematically surveyed. Students will gain the nuanced

understanding of India's diverse religious tradition and rich philosophical, literary cultures.

Course Content:

Unit 1: Introduction and Evolution of World Religions and Society (10 hours)

- Prominent religions (Hinduism, Buddhism, Jainism, Judaism, Islam, Christianity, Sikhism)
- Changing patterns of society and impact on and their sub-sects; Evolution of Religious tradition, changes and continuity.

Unit 2: Philosophical Schools and Religious Movement (15 hours)

- Introduction to Indian Philosophical Schools (Buddhism, Jainism, Cārvāka, Sāṃkhya, Yoga, Nyāya, Vaiśeṣika, Mīmāṃsā, Vedānta)
- Critical evaluation of the Bhakti Movement:
 - Bhakti Movements of South India (Alvars, Nayanars, Veerashaivism, Warkari)
 - Vaishnava Bhakti Movements in North India (Rama Bhakti and Krishna Bhakti-Pushtimargis, Ramanandis, Gaudiyas- Tulsidas and Mirabai)
- Critical evaluation of Sufi movements (Be-shara and Ba-shara- Chishtiyas, Suhrawardiyas, Firdausiyas, Qalandars, Qadiriya, Shattariya, Naqshbandiyas)
- Religious Reform Movement (Arya Samaj, Brahmo Samaj, Atmiya Sabha, Deva Samaj, Prarthana Samaj, Tattvabodhini Sabha, Theosophical society, young Bengal movement, Deoband movement, Faraizi movement, Ramakrishna mission, Satyashodhak samaj and Ahmadiyya movement)

Unit 3: Language, Literature and Knowledge System (Classical & Vernacular) (10 hours)

- Literature and Religion in historical perspective: Buddhist texts, Jain Texts and Vedic Literature
- Secular Literature: Ashtadhyayi, Ritusamhara, Rajtarangini, Silpadikaram, Manimekali etc.
- Astronomical, Medical & Yoga literature: Pancasidhāntikā, Brahmasphṛtasiddhānta, Caraka Saṃhitā, Sushruta Saṃhitā, Marma Chikitsa, Yoga Sutra etc.

Unit 4: Developments of Sacred/Religious places (10 hours)

- Tirths : Char Dham, Prayagraj, Banaras, Bodh Gaya, Pawapuri etc.
- Temples: Dwadas Jyotirlinga, Brihadeshwar, Ajanta, Ellora, Shri Jagannatha, Kamakhya, Hidamba, Vaishnodevi
- Gurudwaras: Hari Mandir Sahib (Golden Temple), Takht Sri Patna Sahib, Bangla

- Sahib, Shri Narayan Hari (Manikarana) etc.
- Churches: Basilica of Bom Jesus, Goa, St. Paul Cathedral, Kolkata, St. Andrew's Basilica Arthunkal, Alleppey etc.
 - Dargahs: Khwaja Gharib Nawaz, Ajmer; Hazarat Nizamuddin, Delhi; Haji Ali Dargah, Mumbai etc.
 - Mosques: Jama Masjid (Delhi), Mecca Masjid (Hyderabad) etc.

Essential Reading

- Ansari, Saraf F.D., *Sufi Saints and State Power*, Cambridge University Press, 1992
- Banerjea, J.N., *Pauranic and Tantric Religion: Early Phase*, University of Calcutta, Calcutta, 1966.
- Bhandarkar, R.G., *Vaiṣṇavism, Śaivism and Minor Religious Systems*, Indological Book House, Varanasi, 1965.
- Bhattacharya, N.N., *Ancient Indian Rituals and Their Social Contexts*, Manohar, Delhi, 1996 (1975)
- Brockington, J.L., *Righteous Rama: the Evolution of an Epic*, OUP, Delhi, 1984.
- Chakrabarti, Kunal, *Religious Process: The Purāṇas and the Making of a Regional Tradition*, OUP, Delhi, 2001
- Chakravarti, Uma, *The Social Dimensions of Early Buddhism*, OUP, Delhi, 1987.
- Champakalakshmi, R., 'From Devotion and Dissent to Dominance: The Bhakti of Tamil Alvars and Nayanars' in S. Gopal and R. Champakalakshmi, eds., *Tradition, Dissent and Ideology*, OUP, Delhi, 1996, pp. 135-63.
- , *Religion, Tradition, and Ideology: Pre-colonial South India*, OUP, New Delhi, 2001.
- Olivelle, Patrick, *The Early Upanishads: Annotated Text and Translation*, OUP, Oxford, 1998.
- Chatterjee, Asim Kumar, *A Comprehensive History of Jainism*, 2 volumes, Firma KLM, Calcutta, 1984.
- Chattopadhyaya, B.D. *Representing the Other? Sanskrit Sources and the Muslims*, Manohar, Delhi, 1998.
- , 'Historical Context of the Early Medieval Temples of North India', in *Studying Early India*, Permanent Black, Delhi, pp.

153- 171.

Coomaraswamy, A.K., 'The Dance of Shiva' in *The Dance of Shiva*, Munshiram Mukhia, Harbans, "The Ideology of the Bhakti Movement: The Case of Dadu Dayal" in *Perspectives on Medieval India*, New Delhi, 1993
Manoharlal, 1999.

Currie, P.M., *The Shrine and Cult of Muin-al-Din Chishti of Ajmer*, New Delhi, 1989.

Digby, Simon, "Qalandars and Related Groups: Elements of Social Deviance in the Religious Life of the Delhi Sultanate of the Thirteenth and Fourteenth Centuries", in *Islam in Asia*, edited by Y. Friedmann, vol.I, South Asia, Jerusalem, 1984. Doniger, Wendy, *Purāṇa Perennis: Reciprocity and Transformation in Hindu and Jaina Texts*, SUNY, Albany, 1993.

Durkheim, Emile, *The Elementary Forms of Religious Life*, The Free Press, New York, 1995.

Eschmann, Kulke and Tripathi (eds.), *The Cult of Jagannatha and the Regional Tradition of Orissa*, Manohar, New Delhi, 1978.

Gonda, Jan, *Aspects of Early Viṣṇuism*, Utrecht, 1954.

Grewal, J.S., *Contesting Interpretations of the Sikh Tradition*, New Delhi, 1998 Jaini,

Padmanabh S., *Gender and Salvation: Jaina Debates on the Spiritual Liberation of Women*, Delhi, 1991.*

Jha, D.N. 'Temples as Landed Magnates in early medieval south India', R.S. Sharma and V. Jha (ed.), *Indian Society: Historical Probings, In Memory of DD Kosambi*, PPH, Delhi, 1974, pp. 202- 17.

-----, *Rethinking Hindu Identity*, Routledge Publisher, Delhi, 2009.

Kosambi, D.D. *An Introduction to the Study of Indian History*, Popular Prakashan, Bombay, 1975.

-----, *Myth and Reality Studies in the Formation of Indian Culture*, Popular Prakashan, Bombay, 1962.

Suggested Readings

- Kesavan, Veluthat, “The Temple Base of Bhakti Movement in South India”, *Proceedings of the Indian History Congress*, Waltair, 1979
- Kramrisch, Stella *The Presence of Śiva*, Motilal, Banarsidass, Varanasi, 1988
(1984).
- Mahalakshmi, R. *The Book of Lakshmi*, Penguin Viking, Delhi, 2009.
-----, ‘The Sacred Geography of *Devī Kṣetras*: Integrative Networks, Cultic Assimilation and Marginalization’, in Habib, Irfan (ed.), *India and Its Parts*, Aligarh Historians Society, Aligarh, 2016.
- McLeod, W.H., *The Sikhs: History, Religion, and Society*, New York, 1989
-----, *The Evolution of the Sikh Community*, Delhi, 1975
- Nandi, R.N., *Social Roots of Religion in Ancient India*, K.P. Bagchi, Calcutta, 1986.
- Pande, G.C. *Life and Thought of Shankaracarya*, Motilal Banarsidass, Delhi, 1998.
- Pintchman, Tracy *The Rise of the Goddess in the Hindu Tradition*, Śrī Satguru Publishers, Delhi, 1996.
- Richman, Paula (ed.), *Many Ramayanas: the Diversity of a Narrative Tradition in South Asia*, OUP, Delhi, 1992.
- Shakeb, M.Z.A, “The Role of the Sufis in the Changing Society of Deccan, 1500-1750”, *The Heritage of Sufism*, vol.III, ed.by Leonard Lewisohn and David Morgan, Oxford, 1999, pp.361-375
- Shende, H.J., *Religion and Philosophy of the Atharvaveda*, Poona, 1952.
- Shrimali, K.M. *Essays in Indian Art, Religion and Society*, Munshiram Manoharlal, Delhi, 1987.

Sircar, D.C. *Studies in the Religious Life of Ancient and Medieval India*, Motilal Banarsidass, Delhi, 1971.

Staal, Frits, *Discovering the Vedas, Origins, Mantras, Rituals, Insights*, Penguin, India, 2008

Thapar, Romila, *Ancient Indian Social History: Some Interpretations*, Delhi, 1978.

-----, *Somanatha: The Many Voices of a History*, Penguin, Delhi, 2004. Wagle, N., *Society at the Time of the Buddha*, Bombay, 1966.

Weber, Max, *Religions of India*, Delhi, 1968.