

Museum and Museology

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		
Museum and Museology	2	1	0	1		

Learning Objectives

The objective of this paper is to introduce and provide basic understanding about Museum and Museology as a discipline. Through this paper the students will be exposed to various aspects of museum history- (museum movement in India, particularly), its functioning, types and purpose. It will highlight the role of the museum as an important centre for preservation and dissemination of knowledge. This paper is of particular value to those who are seeking careers as curators, art collectors, researchers and conservators.

Learning outcomes

Upon completion of this course the student shall be able to:

- Understand museum as a resource center.
- Understand the historical process of institutionalization of archaeology and culture through museums.
- Develop an insight into the various roles of museum an organizer, preserver and manager of artifacts.
- And how museum is an effective center for dissemination of knowledge and information, and space for dialogue and interaction.
- Also develop some understanding about new museums.
- A student having studied this course will be skilled in culture and tourism based industries: possible employment includes tour guides, archaeology assistants, archivist, jobs in art galleries, museums, auction houses, researchers in NGOs

and other institutions, culture and art based writing and journalism and on social media

SYLLABUS :

Unit I

7 Weeks

- (i) Definition and meaning of Museum and Museology.
- (ii) History of museums in India- Colonial to post independence.

Research based project (any two): History of- National Museum/ Indian Museum/ Salar Jung Museum/ Chhatrapati Shivaji Maharaj Vastu Sangrahalay

- (iii) A brief introduction to New Museology

Unit II

7 Weeks

- (i) Various functions of a museum- Collection, documentation (manual, digital and photographic), preventive conservation and exhibition.

- (ii) Types of museums

Practical/Project: **Visit any one museum** to understand the nature and scope of its collection and exhibition techniques - National Museum/ Redfort Archaeological Museum/National Craft Museum and Hastkala Academy/ National Gallery of Modern Art/ National Science Centre /Gandhi Smriti Museum/Delhi Sulabh International Museum of Toilet/ Sanskriti Kendra (individual/ group assignments may be designed and assigned on one of these museums)

3-5 Days for Museum visit and field work.

Practical component (if any) – 50% practical component

Essential/recommended readings

Unit I:

This unit introduces students to the concept of Museum and Museology. With the help of International Council of Museum (ICOM) definitions - meaning, purpose and changing roles of museum can be understood. Unit will look into the history of colonial museums and their transformation into National Museums in the post-independence era. With the help of case studies of various national museums and their making, their historical trajectory can be studied and understood in the background of the museum movement in India. Provide a brief introduction to the concept of new museology and how new museums became an agent of change in the Museum world.

- Burdhan, Anand (2017), Colonial Museum: An Inner History, Research India Press, Delhi
- Choudhary, R. D. (1988). Museums of India and their Maladies. Calcutta: Agam Prakashan.
- Desvaltees, Andre, & Francas Mairesse Arrond Cown (2010), Key concept in Museology ICOM-2010, Paris.

- Dwivedi, V P, Museums and Museology: New Horizons. Agam Kala Prakashan
- Guha-Thakurta, Tapati. (2004). Objects, Histories: Institution of Art in Colonial India, New York: Columbia University Press.
- Mathur, Saloni. (2007). India by Design: Colonial History and Cultural Display. Berkley: University of California
- Mathur, Saloni. (2000). "Living Ethnological Exhibits: The Case of 1886", Cultural Anthropology, Vol. 15 No. 4, pp 492-524
- सहाय, शिव स्वरूप (2019). संग्रहालय की ओर , मोतीलाल बनारसीदास, नई ददल्ली
- Tiwari, Usha Rani and Pandey, Aarti. 2016. नव संग्रहालय वक्त्रान. Kala Prakashan
- Vergo, Peter, (1997) New Museology. Germany: Reaktion Books.

Unit II:

In this unit various functions of museum are to be studied. With the help of examples and case studies, types of Museums and their features will be discussed. By studying the nature of the collection and the exhibition methods student shall be able to identify the museum types.

- Aggarwal, O. P. (2006). Essentials of Conservation and Museology, Delhi: Sundeep Prakashan.
- Agrawal, O.P. (Translation: Tiwari, R.P.) (2012) पुस्तकालय सामग्री और कला वस्तुओं का परीक्षण, Delhi.
- Dean, David and Gary, Edson (1994) Handbook for Museums, Routledge.
- Dwivedi, V P, Museums and Museology: New Horizons. Agam Kala Prakashan
- Jain, Sanjay (1999), म्यूजियम और म्यूजियोलॉजी एक पररचय, Kanika Prakashan, New Delhi
- Munsuri, Shahida. Museums, Museology and New Museology. India: Readworthy Press Corporation, 2018.
- Nair, S. N. (2011). Bio-Deterioration of Museum Materials, Calcutta: Agam Prakashan
- कुक्ला, गिरीचंद्रा, संग्रहालय वक्त्रान, मोतीलाल बनारसीदास

Suggestive readings

Museum:

- Ambrose Timothy , Paine Crispin (1993, 2006), Museum Basics, Routledge
- Burdhan, Anand (2017), Museological Pedagogy: Colonial Politics versus People's Museography, Research India Press
- Bedekar. V. H, New Museology, Museum Association of India, New Delhi
- Dwivedi, V P, Museums and Museology: New Horizons. Agam Kala Prakashan
- Macdonald, S. (Ed.). (2010). The politics of display: Museums, science, culture. Routledge. London

- Mathur, Saloni and Kavita Singh(reprint2020), no-touching, no spitting, no praying: The Museums in South Asia,Routledge.
- Roychowdhury, Madhuparna (2015). Displaying India's Heritage: Archaeology and the Museum Movement in Colonial India, Orient Black Swan.
- Munsuri, Shahida. Museums, Museology and New Museology. India:Readworthy Press Corporation, 2018
- Macdonald, Sharon (2006), A companion to Museum Studies, Blackwell, UK andAustralia.
- Punja, Shobhita, (2014) Treasures: Salar Jung Museum, Hyderabad. Niyogi Books, Delhi.
- Punja Shobhita (2014) Treasure: Chhatrapati Shivaji Maharaj VastuSanghralaya, Mumbai, Niyogi Books, Delhi.

Examination scheme and mode:

Total Marks: 100 marks Internal

Assessment: 25 marks

End Semester University Exam: 75 marks

The Internal Assessment for the course may include Class participation, Assignments, Class tests, Projects, Field Work, Presentations, amongst others as decided by the faculty.

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

Healthy and Sustainable Food Choices

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		
Healthy and Sustainable Food Choices	2	-	-	2	Class 12	

Learning Objectives

The Learning Objectives of this course are as follows:

- To identify healthier food options
- To understand portion control for foods
- To demonstrate skill for preparing healthy and nutritious dishes
- To link sustainability with healthy food choices

Learning Outcomes

The Learning outcomes of this course are as follows:

- To be able to select and prepare healthier food options
- To relate the influence of food environment on food choices
- To comprehend the importance of sustainable food choices

SYLLABUS

Unit 1: Healthy food choices

(3 weeks)

Identification of healthy and unhealthy foods and Understanding the immediate food environment

- Food labels and basics of nutrient profiling models to classify foods as HFSS
- Nutrient profiling of commonly consumed food items
- Exploring the food environment by mapping the food outlets and food available near home and college

Unit 2: Food portion sizes and related factors

(3 weeks)

Understanding food portion sizes and its relation to nutrient density

- The concept of portion/serving sizes and portion control
- Estimation of energy and nutrient density of selected food products using nutrient composition database

Unit 3: Basics of food preparation (5 weeks)

Planning and preparation of healthy and nutritious dishes

- Planning and preparation of the following:
 - Snacks
 - Soups and Salads
 - Desserts
 - Meal combinations

Unit 4: Sustainability and healthy food

(4 weeks)

Linking the concept of healthy eating with sustainability

- Identification of nutritious food sources which have minimal impact on the environment
- Case study on understanding food supply chain and carbon footprints of any commonly consumed foods

Essential readings

- Chadha R and Mathur P (2015). Nutrition - A Lifecycle Approach. New Delhi: Orient Blackswan Pvt Ltd.
- Longvah T, Ananthan R, Bhaskarachary K and Venkaiah K (2017). Indian Food Composition Tables. National Institute of Nutrition, Indian Council of Medical Research, Department of Health Research, Ministry of Health and Family Welfare, Government of India, Hyderabad.
- Khanna K, Gupta S, Seth R, Mahna R, Rekhi T (2004). The Art and Science of Cooking: A Practical Manual, Revised Edition. New Delhi: Elite Publishing House Pvt Ltd.
- Raina U, Kashyap S, Narula V, Thomas S, Suvira, Vir S, Chopra S (2010). Basic Food Preparation: A Complete Manual, Fourth Edition. Hyderabad: Orient Black Swan.

Recommended readings

- HLPE. 2017. Nutrition and food systems. A report by the High Level Panel of Experts on Food Security and Nutrition of the Committee on World Food Security, Rome. <https://www.fao.org/3/i7846e/i7846e.pdf>

- Agarwal P and Mathur P (2021). Eat Right - A Food Systems Approach . New Delhi: Food Future Foundation
- NIN-ICMR. Food Based Dietary Guidelines for Indians

Note: Learners are advised to use the latest edition of readings.

Examination scheme and mode:

Total Marks: 50

Internal Assessment: 25 marks

Practical Exam (Internal): 25marks

End Semester University Exam:

The Internal Assessment for the course may include Class participation, Assignments, Class tests, Projects, Field Work, Presentations, amongst others as decided by the faculty