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ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ
ಸ್ಥಾಪನೆ : 1916

ವಿಶ್ವವಿದ್ಯಾನಿಲಯ ಕಾರ್ಯಸೌಧ
ಕ್ರಾಫರ್ಡ್ ಭವನ, ಮೈಸೂರು-570005

ದಿನಾಂಕ: 26-10-2021

ಸಂಖ್ಯೆ:ಎಸಿ.6/152/NEP/2020-21

ಅಧಿಸೂಚನೆ

ವಿಷಯ:- ಬಿಎ-ಪ್ರಾಚೀನ ಇತಿಹಾಸ ಮತ್ತು ಪುರಾತತ್ವ (Ancient History and Archaeology)

ಅಧ್ಯಯನ ಪಠ್ಯಕ್ರಮ ಮತ್ತು ಪರೀಕ್ಷಾ ವಿಧಾನವನ್ನು NEP-2020 ಅನುಸಾರ 2021-22ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ ಜಾರಿಗೆ ತರುವ ಬಗ್ಗೆ.

- ಉಲ್ಲೇಖ:-
1. ದಿನಾಂಕ: 29-09-2021 ರಂದು ಜರುಗಿದ ಪ್ರಾಚೀನ ಇತಿಹಾಸ ಮತ್ತು ಪುರಾತತ್ವ ಅಧ್ಯಯನ ಮಂಡಳಿ ಸಭೆಯ ಶಿಫಾರಸ್ಸು.
 2. ದಿನಾಂಕ: 13-10-2021 ರಂದು ಜರುಗಿದ ಕಲಾ ನಿಕಾಯ ಸಭೆಯ ಶಿಫಾರಸ್ಸು.
 3. ದಿನಾಂಕ: 22-10-2021 ರಂದು ಜರುಗಿದ ಶಿಕ್ಷಣ ಮಂಡಳಿಯ ನಡವಳಿ.

ದಿನಾಂಕ: 29-09-2021 ರಂದು ಜರುಗಿದ ಉಲ್ಲೇಖ (1)ರ ಪ್ರಾಚೀನ ಇತಿಹಾಸ ಮತ್ತು ಪುರಾತತ್ವ ಅಧ್ಯಯನ ಮಂಡಳಿ (ಸ್ನಾತಕ) ಬಿ.ಎ ಪ್ರಾಚೀನ ಇತಿಹಾಸ ಮತ್ತು ಪುರಾತತ್ವ ಅಧ್ಯಯನ ವಿಷಯಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ ಪಠ್ಯಕ್ರಮ ಮತ್ತು ಪರೀಕ್ಷಾ ವಿಧಾನವನ್ನು NEP-2020ರ ಅನುಸಾರ ರೂಪಿಸಿ 2021-22 ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ ಜಾರಿಗೆ ತರಲು ಶಿಫಾರಸ್ಸು ಮಾಡಿರುತ್ತದೆ.

ಉಲ್ಲೇಖಿತ (2 & 3) ರ ದಿನಾಂಕ 13-10-2021 ಮತ್ತು 22-10-2021 ರಂದು ಕ್ರಮವಾಗಿ ನಡೆದ ಕಲಾ ನಿಕಾಯ ಹಾಗೂ ವಿದ್ಯಾ ವಿಷಯಕ ಪರಿಷತ್ ಸಭೆಗಳು ಮೇಲಿನ ಪ್ರಸ್ತಾವನೆಗಳನ್ನು ಅನುಮೋದಿಸಿರುವುದರಿಂದ ಈ ಅಧಿಸೂಚನೆ ಹೊರಡಿಸಲಾಗಿದೆ.

ಪ್ರಾಚೀನ ಇತಿಹಾಸ ಮತ್ತು ಪುರಾತತ್ವ ಅಧ್ಯಯನ ಮಂಡಳಿ (ಸ್ನಾತಕ) ಪಠ್ಯಕ್ರಮಗಳು ಮತ್ತು ಪರೀಕ್ಷಾ ವಿಧಾನಗಳನ್ನು www.uni-mysore.ac.in ನಿಂದ ಪಡೆಯಬಹುದಾಗಿದೆ.

ಕುಲಸಚಿವರು
ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ,
ಮೈಸೂರು.

ಗೆ:-

1. ವಿಶ್ವವಿದ್ಯಾನಿಲಯಕ್ಕೆ ಸಂಯೋಜನೆಗೊಳಪಟ್ಟ ಎಲ್ಲಾ ಕಾಲೇಜುಗಳ ಪ್ರಾಂಶುಪಾಲರುಗಳಿಗೆ- ಅಗತ್ಯ ಕ್ರಮಕ್ಕಾಗಿ
2. ಕುಲಸಚಿವರು (ಪರೀಕ್ಷಾಂಗ), ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು.
3. ಡೀನರು, ಕಲಾ ನಿಕಾಯ, ರಾಜ್ಯಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ವಿಭಾಗ, ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು.
4. ಅಧ್ಯಕ್ಷರು, ಪ್ರಾಚೀನ ಇತಿಹಾಸ ಮತ್ತು ಪುರಾತತ್ವ ಅಧ್ಯಯನ ವಿಭಾಗ/ಮಂಡಳಿ, ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು.
5. ನಿರ್ದೇಶಕರು, ಕಾಲೇಜು ಅಭಿವೃದ್ಧಿ ಮಂಡಳಿ, ಮೌಲ್ಯಭವನ ಕಟ್ಟಡ, ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು.

6. ಡೀನರು, ಕಲಾ ನಿಕಾಯ, ರಾಜ್ಯಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ವಿಭಾಗ, ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು.
7. ನಿರ್ದೇಶಕರು, ಪಿ.ಎಂ.ಇ.ಬಿ., ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು.
8. ನಿರ್ದೇಶಕರು. ಐ.ಸಿ.ಡಿ, ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು- ಇವರಿಗೆ ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯದ ವೆಬ್‌ಸೈಟ್‌ನಲ್ಲಿ ಪ್ರಕಟಿಸಲು ಕೋರಲಾಗಿದೆ.
9. ಕುಲಪತಿಗಳು/ ವಿಶೇಷ ಅಧಿಕಾರಿಗಳು/ ಆಪ್ತ ಸಹಾಯಕರು/ ಕುಲಸಚಿವರು/ ಉಪಕುಲಸಚಿವರು/ ಸಹಾಯಕ ಕುಲಸಚಿವರು/ಅಧೀಕ್ಷಕರು, ಆಡಳಿತ ವಿಭಾಗ/ಸಾಮಾನ್ಯ/ಪಿಡಿಐ/ಪ್ರಾಧಿಕಾರ ಮತ್ತು ಪರೀಕ್ಷಾ ವಿಭಾಗ, ಪ್ರಾಧಿಕಾರ/ಪಿಡಿಐ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು.
10. ಕಾರ್ಯನಿರ್ವಾಹಕರು, ಆಡಳಿತಶಾಖೆಯ, AC2(S)/ AC-3/ AC-7(a)/ AC-9, ಶೈಕ್ಷಣಿಕ ವಿಭಾಗ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು.- ಈ ಸಂಬಂಧ ಮುಂದಿನ ಕ್ರಮವಹಿಸುವಂತೆ ತಿಳಿಸಲಾಗಿದೆ.
11. ರಕ್ಷಾ ಕಡತಕ್ಕೆ.

SVN

B.A. ANCIENT HISTORY AND ARCHAEOLOGY

Syllabus

NEP 2020

**B.A. ANCIENT HISTORY AND ARCHAEOLOGY Syllabus
NEP 2020**

PREFACE

It is a moment of pride and a historic opportunity for the Ancient History and Archaeology teaching academic community of Karnataka to proactively and creatively engage in the task of implementation of NEP-2020, and Karnataka State Higher Education Council (KSHEC). The BOS committee acknowledges its gratitude for providing opportunity to be part of this historic movement in preparing a model curriculum framework for Ancient History and Archaeology (Basic/Hons. Degree Course).

The path-breaking policy is a transformational education system designed to meet the 21st century educational aspirations and needs. Built on the five aspirational goals: ACCESS, EQUITY, QUALITY, ACCOUNTABILITY AND AFFORDABILITY, NEP-2020, it is designed to make education multi-disciplinary, holistic, relevant to society, culture, tradition, economy, employability, among other goals. ICT based education system envisages to reach out to all sections of the society and to all sectors of economy with enhanced employability skills and critical thinking.

It was indeed a challenging task for the Committee to keep itself updated as the revised model structure kept posted till the last minute. The committee has made its sincere attempts to coordinate and to collate the inputs of each of the members of the subject.

The Committee has expressed its appreciation for supporting the studies in Archaeology for Four Semesters (Two years) of the four-year Undergraduate / five-year Integrated Master Degree Programme. It has also expressed the view that the awareness of the richness of the past Indian culture gives special emphasis for the preservation of ancient Indian Culture and Heritage for the forthcoming generations.

We acknowledge with gratitude, the cooperation and support extended by the members of the subject expert committee in this exercise of preparing model curriculum framework in Ancient History and Archaeology as per NEP-2020.

NEP – 2020: an Introduction

NEP- 2020 emphasis on the revival and promotion of ancient Indian languages, Tradition, culture, and alludes to the world's ancient universities and Multi-Disciplinary education system prevalent in Takshala, Nalanda, Vikramasheela, Etc. National Education Policy 2020 aims at equipping students with knowledge, skills, values, leadership qualities and initiate them for lifelong learning. It is in tune with the global education development agenda reflected in the Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development, adopted by India in 2015, which seeks to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030.

Under NEP program a student opts for a single Major with Minor/s and goes on to complete under-graduation or above, he or she is required to choose two disciplines/subjects with equal priority in the first four semesters. At the completion of four semesters the student may choose a new subject/discipline for study in place of any one of the subjects/disciplines he or she has studied until then. In such a case, the subject/discipline the student has opted out of (after studying it for four semesters) and the new subject/discipline that replaces it, both shall be considered the student's Minors. Naturally, the subject/discipline that has been studied throughout for six or more semesters shall be his or her Major. If a student opts to change one of the subjects/disciplines in the fifth semester, the subject/discipline that the student opts out of cannot be his Major, unless and until he or she earns enough credits in that subject/discipline.

Alternatively, a student may continue with the same two subjects/disciplines for two more semesters, i.e., until the sixth semester. In such a case, the student is required to choose one of those subjects/disciplines as Major in the seventh semester. In the seventh and eighth semesters the student will study the subject/discipline in depth involving himself or herself in research in the chosen field of study. With enough credits earned, the student will be awarded with honours in that subject/discipline. He or she may earn honours in the Minor subject/discipline that he or she has studied for six semesters by repeating seventh and eighth semesters in the Minor subject/discipline. Students gain deep disciplinary knowledge through theory and practical experiences in their area of specialization (Major). They gain a reasonable understanding of the area of additional study (Minor) that they choose.

Students can choose subject/discipline combinations across streams. One of the disciplines can also be a Vocational course or Teacher Education.

Students shall be given options to choose courses from a basket of courses that the institution is capable of offering. There shall be no rigidity of combination of subjects.

The programmes are flexible enough to allow liberty to students in designing them according to their requirements. Students may choose a single Major, one Major with a Minor, and one Major with two Minors. Teacher Education or Vocational courses may be included in place of Minor/s. Below listed are the various options students may choose from.

One Major subject/discipline along with Languages, Generic Electives, Ability Enhancement, Skill Development and Vocational courses including Extracurricular Activities.

One Major and one Minor subject/discipline along with Languages, Generic Electives, Ability Enhancement, Skill Development and Vocational courses including Extracurricular Activities.

Two Major subject/disciplines along with Languages, Generic Electives, Ability Enhancement, Skill Development and Vocational courses, including Extracurricular Activities (subject to fulfilling the requirements as stated in 3.i and 3.ii)

One Major subject/discipline and one Vocational course along with Languages, Generic Electives, Ability Enhancement and Skill Development and courses including Extracurricular Activities.

One Major Discipline and One Education Discipline along with Languages, Generic Electives, Ability Enhancement and Skill Development Courses including Extracurricular Activities.

Progressive Certificate, Diploma, Bachelor Degree or Bachelor Degree with Honours Provided at the End of Each Year of Exit of the Four-year Undergraduate Programme/ Five-year Integrated Master's Degree Programme

Exit with	Credits Required
<u>Certificate</u> at the Successful Completion of the First Year (Two Semesters) of the multidisciplinary Four-year Undergraduate Programme/Five-year Integrated Master's Degree Programme	44 - 48
A <u>Diploma</u> at the Successful Completion of the Second Year (Four Semesters) of the multidisciplinary Four-year Undergraduate Programme/Five-year Integrated Master's Degree Programme	88 - 96
Basic <u>Bachelor Degree</u> at the Successful Completion of the Third Year (Six Semesters) of the multidisciplinary Four-year Undergraduate Programme/Five-year Integrated Master's Degree Programme	132 - 144
<u>Bachelor Degree with Honours</u> in a Discipline at the Successful Completion of the Fourth Years (Eight Semesters) of the multidisciplinary Four-year Undergraduate Programme/Five-year Integrated Master's Degree Programme	176 - 192
<u>Master's Degree</u> in a Discipline at the Successful Completion of the Fifth Years (Ten Semesters) of the Five-year Integrated Master's Degree Programme	224- 240

Components of Curriculum for multidisciplinary Four-year Undergraduate Programme/ Five-year Integrated Master's Degree Programme (with references to the Language Disciplines only)

Major Discipline Core Courses (DSC): A Major discipline is the field in which a student focuses during the course of his/her degree. A course in a discipline, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course. The core courses aim to cover the basics that a student is expected to imbibe in that particular discipline. They provide fundamental knowledge and expertise to produce competent, creative graduates with a strong scientific, technical and academic acumen. As the courses under this category are to be taught uniformly across all universities with minimum deviation, in the proposed framework for social sciences, core

courses are predominantly set with reference to the LOCF/CBCS documents available in the website of UGC. This ensures that institutions follow a minimum common curriculum so that each institution adheres to a common minimum standard that makes credit transfer and mobility of students easier.

Major Discipline Elective Courses (DSE): Elective Course is a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/subject of study or which provides an extended scope or enables an exposure to some other discipline/subject/domain or which nurtures the candidate's proficiency/skill. Elective courses offered under the main discipline are referred to as Discipline Specific Electives. These courses provide more depth within the discipline itself or within a component of the discipline and provide advanced knowledge and expertise in an area of the discipline. The elective courses may be of interdisciplinary nature. The institutions have freedom to have their own courses based on their expertise, specialization, requirements, scope and need. However, the committee has come up with a list of DSE courses in the subjects of social science. The list may be considered as guidance to institutions.

Minor Discipline Courses (MDC): A Minor Discipline is a secondary specialization that one may choose to pursue in addition to a Major Discipline. They may be related areas of studies or two distinct areas of studies which are not closely interrelated. The candidates can choose minor disciplines from the streams of Social Sciences, Humanities or any other available discipline.

Generic Elective Courses (GEC): Generic Elective Courses are courses chosen from an unrelated discipline/subject, with an intention to seek exposure beyond the discipline/s of choice. The purpose of these is to offer the students the option to explore disciplines of interest beyond the choices they make in Core and Discipline Specific Elective Courses.

Note: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Electives.

Project work/Dissertation/Internship/Entrepreneurship: Project work is considered as a special course involving application of knowledge in solving/analyzing/exploring a real-life situation/difficult problem/data analysis. Project Work has the intention to provide research competencies at undergraduate level. It enables to acquire special/advanced knowledge through supplement/support study to a project work. Candidates shall carry out project work on his/her own with an advisory support by a faculty member to produce a dissertation/project report. Internship/Entrepreneurship shall be an integral part of the curriculum. In the proposed framework for social sciences, a student may take up project work in the eighth semester to receive an honours degree. A student willing to take up master's programmes may take up project work in the tenth semester of Five-year Integrated Master's Degree Programme.

Proposed Curriculum Framework for Multidisciplinary Four-year Undergraduate Programme/ Five-year Integrated Master's Degree Programme (with references to the Language subjects/disciplines only)

The details of Suggestive Curricular and Credits Structures and the Proposed Choice Based Credit System (CBCS) Schemes for all the Alternate Options of the multidisciplinary Four- year Undergraduate Honours Programme/Five-year Integrated Master's Degree Programme are given in Tables 1A, 1B, 1C and 1D. These are suggestive in nature. Each university has complete freedom to suggest their own courses/papers, except for the core courses, based on their expertise, specialization, requirements, scope and need. The core courses are to be taught uniformly across all universities with minimum deviation as these aim to cover the basics that a student is expected to imbibe in a discipline.

Choice Based Credit System (CBCS) Structure

The choice based credit system (CBCS) is followed in the multidisciplinary Four-year Undergraduate Programme/Five-year Integrated Master's Degree Programme. CBCS offers opportunities and avenues to learn core subjects and to explore additional avenues of learning beyond the core subjects for holistic development of an individual.

As per the choice based credit system, each course shall carry a certain number of

credits. In the proposed framework, the credits shall be based on the number of instructional hours per week, one credit per hour of instruction in theory and 1 credit for 2 hours of practical or project work or internship per week (except for languages for which 4 hours of teaching per week make 3 credits). All courses that include Language, Ability Enhancement, Core and Elective courses in Major and Minor Specialization, Research based learning, Project/Practical/Internships are assigned credits. Based on these, an average of around 22- 24 credits per semester, a total of 176-192 credits per Undergraduate Honours Degree Programme and 224-240 credits per Master's Degree Programme are assigned.

An Undergraduate Degree with Honours in a discipline may be awarded if a student completes: a) 11/14 Core Courses of 6/4 credits each in that discipline; b) a minimum of 3 courses under the category of Discipline Specific Electives of 4 credits each; c) 2 Generic Electives of 4 credits each; d) 9 Minor Discipline (for Major with Minor option as mentioned in 4.ii) and a minimum 1 Vocational Course of 4 credits each; e) 8 Language Courses of 3 credits each, f) 4 Ability Enhancement

Courses (AEC) of 2 credits each; g) a minimum of 4 Skill Enhancement Courses (SEC) of 2 credits each; and h) 2 Extracurricular Activities (ECA) of 2 credits each, ensuring that the total credits earned is not less than 176.

Wherever a university requires that an applicant for a particular Master's/Technical/Professional course must have studied a specific discipline at the undergraduate level, it is suggested that obtaining 76 credits in the concerned discipline at the undergraduate level may be deemed sufficient to satisfy such a requirement for admission to the Master's/Technical/Professional programme.

A student may earn credits by successfully completing courses online through Massive Open Online Courses platforms such as SWAYAM, Coursera, edX, etc. with his/her university's consent. Credits thus earned may be included to fulfill the minimum number of credits he/she must earn.

The following is the revised Curriculum Structure for BA in Ancient History and Archaeology.

BA Semester 1

Ancient History and Archaeology

Course Title: Political and Cultural History of Northern India up to 1st cen. CE.	
Total Contact Hours: 39 to 42	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 60
Model Syllabus Authors:	Summative Assessment Marks:

Course Pre-requisite(s): Title Political and Cultural History of Northern India up to 1st century C.E.

Course Outcomes (COs):

At the end of the course:

- Students will be introduced to the major sources of Political and Cultural
- They will be introduced with major political events from the earliest historical records up to 1st Cen.C.E.
- The student will also be introduced to political geography and chronology upto 1st Cen. C.E.
- After completing this course students will have a familiarity with the sources and political and Cultural settings of India up to 1st Cen. C.E.
- Student will also be well versed with different approaches and models of interpretation and appreciate the confluence of diverse political and Cultural elements.

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs) / Program Outcomes (POs)	DSC1	DSC2	DSC3	DSC4	DSC5	DSC6	OE1	OE2	SEC1	SEC2
Disciplinary Knowledge	X	x	X	x	x	x	x	x		
Communication Skills	X	x	X	x	x	x	x	x		
Critical Thinking	X	x	X	x	x	x	x	x	x	x
Problem Solving			X	x	x	x	x	x	x	x
Analytical Reasoning	X	x	X	x	x	x	x	x		
Cooperation and Team Work		x	X	x		x	x	x		x
Reflective Thinking		x	X	x	x	x	x	x	x	x
Self-motivated Learning			X	x	x	x	x	x	x	x
Diversity Management and Inclusive Approach	X	x	X	x		x	x	x		
Moral and Ethical Awareness Reasoning	X	x	X	x	x	x	x	x		x

Lifelong Learning		x		x	x	x	x	x		x
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Course Articulation Matrix relates course outcomes of course with the corresponding program outcomes whose attainment is attempted in this course. Mark „X’ in the intersection cell if a course outcome addresses a particular program outcome.

BA Semester 1

**Title of the Course: POLITICAL AND CULTURAL HISTORY OF NORTHERN INDIA UPTO
1ST CENTURY C.E.**

Course 1		Course 2	
Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester
3	39 or 42	3	39 or 42

Content of Course 1	39/42 Hrs
Unit – 1 Introduction	13/14
1) Chapter No. 1 Sources of North Indian History: Geographical Sources	04
1) Chapter No. 2 Literary Sources	06
Chapter No. 3 Archeological Sources	04
1) Unit – 2 Vedic Culture (Early and Later Vedic)	13/14
Chapter No. 4. Administration and Society	04
Chapter No. 5. Economy, Religion and Literature	04
Chapter No. 6 Philosophy (Rigveda, Yagurveda, Samaveda, Atharvana veda, Aranyakas, Brahmanakas, Upanishads and Epics)	06
Unit – 3 Rise of Jainism and Buddhism and their contributions	13/14
Chapter No. 7 Rise of Jainism and Buddhism (Birth of Jina and Buddha)	05
Chapter No. 8. Religion and Philosophy of Jainism (shwetambara, digambara) and Buddhism (Hinayana, Mahayana, Theravada).	05
Chapter No. 9. Political History of Nanda's, Mauryas and Sungas-Administration, Society, Religion, Art and Architecture.	04

Books for Reference:

1. R.C.Majumdar et.al: Advanced History of India, Translation by N.S.Sharada Prasad.
2. K.A.Nilakanta Sastri: History of India, Vols. I and II, Madras.
3. R.Satyanatha Iyer: Cultural History of India, Vols, I and II, Madras.
4. A.V.Narasimha Murthy and B.K.Gururaja Rao: Prachina Bharata, Mysore
5. K.M.Munshi (ed): History and Culture of the Indian People, Vols. 1 to 11, Bharatiya Vidya Bhavan Publications.
6. A.S.Altekar:Gupta Vakataka Age.
7. Sir Mortimer Wheeler: The Indus Valley Civilization (Revised Edition).
8. Tripathi R.S.: History of Kanauj (Banaras 1937).
9. Romila Thapar: Asoka and the decline of the Mauryas (Oxford 1981)

Pedagogy

- Lecture Method – Class Room Teaching
- Learning Through Project work
- Collaborative learning strategies
- Use of Learning Recourses like as Audio – Visual aids, Films, Documentaries, Power Point Presentations

Assessment:

Weightage for assessments (in percentage)

Formative Assessment		
	Internal Assessment	Theory Part Semester End Examination
Internal Test/Home Assignment	20	60
Assignments/ Seminar/ Field visit	20	
Total	40	
Grand Total		100

Date:29/09/2021

(K.PRABHU)
Chairperson, BOS
D.O.S. in Ancient History & Archaeology
University of Mysore, Manasagangotri
Mysuru-570006

BA Semester I

Ancient History and Archaeology

Course POLITICAL AND CULTURAL HISTORY OF NORTHERN INDIA (From 1ST Century A.D.TO 8^h Century C.E.)	
Total Contact Hours: 39 to 42	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 60
Model Syllabus Authors:	Summative Assessment Marks:

Course Pre-requisite(s): Title: **POLITICAL AND CULTURAL HISTORY OF NORTHERN INDIA (From 1ST Century C.E. TO 8th Century C.E.) (Part 2)**

Course Outcomes (COs):

At the end of the course:

- Students will be introduced to the major sources of Political and Cultural History
- They will be introduced with major political events from 1st Cen to 8th Cen.C.E.
- The student will also be introduced to political geography and chronology up to 18th Cen. C.E.
- After completing this course students will have a familiarity with the sources and political and Cultural I settings of India up to 8th C.E.
- Student will also be well versed with different analytical approaches and models of interpretation and appreciate the confluence of diverse political and Cultural elements.

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs) / Program Outcomes (POs)	DSC1	DSC2	DSC3	DSC4	DSC5	DSC6	OE1	OE2	SEC1	SEC2
Disciplinary Knowledge	X	x	X	x	x	x	x	x		
Communication Skills	X	x	X	x	x	x	x	x		
Critical Thinking	X	x	X	x	x	x	x	x	x	x
Problem Solving			X	x	x	x	x	x	x	x
Analytical Reasoning	X	x	X	x	x	x	x	x		
Cooperation and Team Work		x	X	x		x	x	x		x
Reflective Thinking		x	X	x	x	x	x	x	x	x
Self-motivated Learning			X	x	x	x	x	x	x	x

Diversity Management and Inclusive Approach	X	x	X	x		x	x	x		
Moral and Ethical Awareness Reasoning	X	x	X	x	x	x	x	x		x
Lifelong Learning		x		x	x	x	x	x		x

Course Articulation Matrix relates course outcomes of course with the corresponding program outcomes whose attainment is attempted in this course. Mark „X in the intersection cell if a course outcome addresses a particular program outcome.

BA Semester 1

**Title of the Course: POLITICAL AND CULTURAL HISTORY OF NORTHERN INDIA
(From 1ST Century C.E .TO 8th C.E.) (Part 2)**

Course 1		Course 2	
Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester
3	39 or 42	3	39 or 42

Content of Course 1	39/42 Hrs
Unit – 1 Sources	13/14
Chapter No. 1 Sources of North Indian History: Geographical Sources	04
Chapter No. 2 Literary Sources	06
Chapter No. 3 Archeological Sources	04
2) Unit – 2 Kushanas and Guptas	13/14
Chapter No. 4. Administration , Society	04
Chapter No. 5. , Religion and Literature	04
Chapter No. 6 Important Rulers: Kanishka, Vimakhadphesis, Kujalakhadphesis, Chandra Gupta , Samudragupta	06
Unit – 3 Vardhanas	13/14
Chapter No. 7 Emergence of Vardhanas, Harsha Vardhana	05
Chapter No. 8. Religion: Buddhism, Buddhist Council and its contribution	05
Chapter No. 9. Educational Institution with special reference to Nalanda University	04

BOOKS FOR REFERENCE:

1. R.C.Majumdar et.al: Advanced History of India, Translation by N.S.Sharada Prasad.
2. K.A.Nilakanta Sastri: History of India, Vols. I and II, Madras.
3. R.Satyanatha Iyer: Cultural History of India, Vols, I and II, Madras.
4. A.V.Narasimha Murthy and B.K.Gururaja Rao: Prachina Bharata, Mysore
5. K.M.Munshi (ed): History and Culture of the Indian People, Vols. 1 to 11, Bharatiya Vidya Bhavan Publications.
6. A.S.Altekar:Gupta Vakataka Age.
7. Sir Mortimer Wheeler: The Indus Valley Civilization (Revised Edition).

8. Tripathi R.S.: History of Kanauj (Banaras 1937).
9. Romila Thapar: Asoka and the decline of the Mauryas (Oxford 1981)

Pedagogy

- Lecture Method – Class Room Teaching
- Learning Through Project work
- Collaborative learning strategies
- Use of Learning Recourses like as Audio – Visual aids, Films, Documentaries, Power Point Presentations

Assessment:

Weightage for assessments (in percentage)

Formative Assessment		
	Internal Assessment	Theory Part Semester End Examination
Internal Test/Home Assignment	20	60
Assignments/ Seminar/ Field visit	20	
Total	40	
Grand Total		100

Date:29/09/2021

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 Mysuru-570006

BA Semester I (Open Elective)
Ancient History and Archaeology

Course Introduction to Archaeology	
Total Contact Hours: 39 to 42	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 60
Model Syllabus Authors:	Summative Assessment Marks:

Course Pre-requisite(s): Title Introduction to Archaeology

Course Outcomes (COs):

At the end of the course:

- Students will be introduced to the subject Archaeology
- They will be introduced to the History of Archaeology in India
- The student will also be introduced to different personalities who have contributed to the field of archaeology in India

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs) / Program Outcomes (POs)	DSC1	DSC2	DSC3	DSC4	DSC5	DSC6	OE1	OE2	SEC1	SEC2
Disciplinary Knowledge	X	x	X	x	x	x	x	x		
Communication Skills	X	x	X	x	x	x	x	x		
Critical Thinking	X	x	X	x	x	x	x	x	x	x
Problem Solving			X	x	x	x	x	x	x	x
Analytical Reasoning	X	x	X	x	x	x	x	x		
Cooperation and Team Work		x	X	x		x	x	x		x
Reflective Thinking		x	X	x	x	x	x	x	x	x
Self-motivated Learning			X	x	x	x	x	x	x	x
Diversity Management and Inclusive Approach	X	x	X	x		x	x	x		
Moral and Ethical Awareness Reasoning	X	x	X	x	x	x	x	x		x
Lifelong Learning		x		x	x	x	x	x		x

Course Articulation Matrix relates course outcomes of course with the corresponding program outcomes whose attainment is attempted in this course. Mark „X’ in the intersection cell if a course outcome addresses a particular program outcome.

BA Semester 1 (Open Elective)

Title of the Course: Introduction to Archaeology

Course 1		Course 2	
Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester
3	39 or 42	3	39 or 42

Content of Course 1	39/42 Hrs
Unit – 1 Introduction	13/14
Chapter No. 1 Definition, Nature and scope of Archaeology	04
Chapter No. 2 Concepts – Artifacts – Assemblage – Industry – Stratigraphy.	06
Chapter No. 3 kinds of Archaeology	04
Unit – 2 Development of Archaeology	13/14
Chapter No. 4. Beginning of Archaeology from Antiquarianism to Archaeology	04
Chapter No. 5. Development of Archaeology in India	04
Chapter No. 6 Alexander Cunningham, Sir John Marshall, Sir, Mortimer Wheeler, M.H.Krishna, H.D.Sankalia, M.Sheshadri.	06
Unit – 3 Exploration and Excavations	13/14
Chapter No. 7 Identification of sites and discovery of sites – field survey	05
Chapter No. 8. Lay out of trenches, Trail Trenches	05
Chapter No. 9. Vertical, Horizontal and Quadrant methods of Excavation	04

BOOKS FOR References:

1. Roy, S.: Story of Indian Archaeology.
2. Lal, B.B.: Indian Archaeology since independence.
3. Sir Mortimer Wheeler: Archaeology from the Earth.
4. Raman, K.V.: Principles and Methods of Archaeology, Madras.
5. Kenyon, K.M.: Beginnings in Archeology.
6. Crawford, O.G.S.: Archaeology in the field.
7. Ancient India: Vols. 1 to 10.
8. Sankalia, H.D.: Indian Archeology.
9. Sreekantha Sastry, S.:Puratatvashodhane, Prasaranga, Mysore.
10. Padigar, S.V.:Puratatvasastra Parichaya, Dharwad.
11. Clive Gamble: Archaeology the basics.
12. Roy, S. : Story of Indian Archaeology.
13. Lal, B.B.: Indian Archaeology since independence.
14. Wheeler, M.: Archaeology from the Earth.
15. Raman, K.V.: Principles and Methods of Archaeology.
16. Sankalia, H.D.: Indian Archaeology.
17. Crawford, O.G.S.: Archaeology in the Field.
18. Child, V.G.: Piecing together the past.
19. Child, V.G.: Introduction to Archaeology.
20. Piggot, S.: Approach to Archaeology.
21. Dilip, K. Chakravarti: India an Archaeological History.

Pedagogy

- Lecture Method – Class Room Teaching
- Learning Through Project work
- Collaborative learning strategies
- Use of Learning Recourses like as Audio – Visual aids, Films, Documentaries, Power Point Presentations

Assessment:

Weightage for assessments (in percentage)

Formative Assessment		
	Internal Assessment	Theory Part Semester End Examination
Internal Test/ Home assignment	20	60
Assignments/ Seminar/ Field visit/	20	
Total	40	
Grand Total		100

Date:29/09/2021

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BA Semester II

BA Semester II
Ancient History and Archaeology

Course Title: POLITICAL AND CULTURAL HISTORY OF SOUTH INDIA (Up to 8th cen. C.E.)	
Total Contact Hours: 39 to 42	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 60
Model Syllabus Authors:	Summative Assessment Marks:

Course Pre-requisite(s): Title: **Political and Cultural History of South India up to 8th Cen. CE.**

Course Outcomes (COs):

At the end of the course:

- Students will be introduced to the major sources of Political and Cultural of South India
- They will be introduced with major political events from the earliest historical records up to 8th Cen. C.E.
- The student will also be introduced to political geography and chronology upto 8st Cen. C.E.
- After completing this course students will have a familiarity with the sources and political and Cultural settings of India up to 8th Cen. C.E.
- Student will also be well versed with different approaches and models of interpretation and appreciate the confluence of diverse political and Cultural elements.

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs) / Program Outcomes (POs)	DSC1	DSC2	DSC3	DSC4	DSC5	DSC6	OE1	OE2	SEC1	SEC2
Disciplinary Knowledge	X	x	X	x	x	x	x	x		
Communication Skills	X	x	X	x	x	x	x	x		
Critical Thinking	X	x	X	x	x	x	x	x	x	x
Problem Solving			X	x	x	x	x	x	x	x
Analytical Reasoning	X	x	X	x	x	x	x	x		
Cooperation and Team Work		x	X	x		x	x	x		x
Reflective Thinking		x	X	x	x	x	x	x	x	x
Self-motivated Learning			X	x	x	x	x	x	x	x
Diversity Management and Inclusive Approach	X	x	X	x		x	x	x		

Moral and Ethical Awareness Reasoning	X	x	X	x	x	x	x	x		x
Lifelong Learning		x		x	x	x	x	x		x

Course Articulation Matrix relates course outcomes of course with the corresponding program outcomes whose attainment is attempted in this course. Mark „X in the intersection cell if a course outcome addresses a particular program outcome.

BA Semester II

Title of the Course: POLITICAL AND CULTURAL HISTORY OF SOUTH INDIA (Upto 8th cen. C.E.)

Course 1		Course 2	
Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester
3	39 or 42	3	39 or 42

Content of Course 1	39/42 Hrs
Unit – 1 Introduction	13/14
1) Chapter No. 1 : South India: Geographical entities , Sources of South Indian History: Literary and Archaeological Sources	04
(1) Chapter No. 2 Satavahanas: Administration, 2) Economy, 3) Religion, 4) Literature and Art.	06
(1) Chapter No. 3 Important Rulers and Their Contributions: Satakarni, Gautamiputra Shatakarni	04
Unit – 2 Kadambas and Gangas	13/14
Chapter No. 4. Administration and Society, Literature and Arts	04
Chapter No. 5. Badami Chalukyas: Administration, Pulakeshi-II, Vikramaditya-II.	04
Chapter No. 6 Economy, Religion, Art and Literature	06
Unit – 3 Pallavas	13/14
Chapter No. 7 Administration, Mahendravarman I, Narasimhavarman I	05
Chapter No. 8. Economy and Religion	05
Chapter No. 9. Literature, Art and Architecture	04

BOOKS FOR STUDY:

1. R.C.Majumdar, et.al: Advanced History of India.
R.C.Majumdar et.al: Translation by N.S.Sharada Prasad,
Bharatada Praudha Itihasa, IKS, Mysore.
2. K.A.Nilakanta Sastry: History of India, Vols. I and II, Madras.
3. R.Satyanatha Iyer: Cultural History of India, Vols. I and II, Madras.
4. K..Munshi (ed): History and Culture of the Indian People, Vols. 1 to 11, Bharathiya Vidhyabhavan Publication.
5. Yazadani (Ed.): Early History of Deccan.
6. P.B.Desai: A History of Karnataka.
7. Divakar, R.R. (Ed.): Karnataka through the ages. (Kannada).
8. K.A.N.Sastry: A History of South India.
9. A.V.Narasimha Murthy and B.K.Gururaja Rao:Prachina Bharata, Mysore.

Pedagogy

- Lecture Method – Class Room Teaching
- Learning Through Project work
- Collaborative learning strategies
- Use of Learning Recourses like as Audio – Visual aids, Films, Documentaries, Power Point Presentations
- Visit to Archaeological Sites

Assessment:

Weightage for assessments (in percentage)

Formative Assessment		
	Internal Assessment	Theory Part Semester End Examination
Internal Test/Home Assignment	20	60
Assignments/ Seminar/ Field visit	20	
Total	40	
Grand Total		100

Date:29/09/2021

(K.PRABHU)
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Mysuru-570006

BA Semester II
Ancient History and Archaeology

Course Title: POLITICAL AND CULTURAL HISTORY OF SOUTH INDIA (8th Cen C.E. to 1336 C.E.)	
Total Contact Hours: 39 to 42	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 60
Model Syllabus Authors:	Summative Assessment Marks:

Course Pre-requisite(s): Title: **Political and Cultural History of South India 8th Cen. C.E. To 1336 C.E.**

Course Outcomes (COs):

At the end of the course:

- Students will be introduced to the major sources of Political and Cultural of South India
- They will be introduced with major political events from the earliest historical records 8th Cen. C.E. to 1336 C.E.
- The student will also be introduced to political geography and chronology from 8st Cen. C.E. to 1336 C.E.
- After completing this course students will have a familiarity with the sources and political and Cultural settings of India from 8th Cen. C.E. to 1336 C.E.
- Student will also be well versed with different approaches and models of interpretation and appreciate the confluence of diverse political and Cultural elements.

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs) / Program Outcomes (POs)	DSC1	DSC2	DSC3	DSC4	DSC5	DSC6	OE1	OE2	SEC1	SEC2
Disciplinary Knowledge	X	x	X	x	x	x	x	x		
Communication Skills	X	x	X	x	x	x	x	x		
Critical Thinking	X	x	X	x	x	x	x	x	x	x
Problem Solving			X	x	x	x	x	x	x	x
Analytical Reasoning	X	x	X	x	x	x	x	x		
Cooperation and Team Work		x	X	x		x	x	x		x

Reflective Thinking		x	X	x	x	x	x	x	x	x
Self-motivated Learning			X	x	x	x	x	x	x	x
Diversity Management and Inclusive Approach	X	x	X	x		x	x	x		
Moral and Ethical Awareness Reasoning	X	x	X	x	x	x	x	x		x
Lifelong Learning		x		x	x	x	x	x		x

Course Articulation Matrix relates course outcomes of course with the corresponding program outcomes whose attainment is attempted in this course. Mark „X’ in the intersection cell if a course outcome addresses a particular program outcome.

BA Semester II

Title of the Course: POLITICAL AND CULTURAL HISTORY OF SOUTH INDIA (8th Cen.C.E. to 1336 C.E.)

Course 1		Course 2	
Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester
3	39 or 42	3	39 or 42

Content of Course 1	39/42 Hrs
Unit – 1	13/14
2) Chapter No. 1 : Sources: Literary and Archaeological Sources	04
(2) Chapter No. 2 Rashtra Kutas : Administration, Economy,	06
Chapter No. 3 Religion, Literature and Art	04
Unit – 2 Cholas	13/14
Chapter No. 4. Administration , Economy , Society	04
Chapter No. 5. Religion, Art and Architecture	04
Chapter No. 6. Important Rulers: Raja Raja Chola I, Rajendra Chola, Kulotunga Chola	06
Unit – 3 Kalyana Chalukyas and Hoysalas	13/14
Chapter No. 7 Administration, , Economy	05
Chapter No. 8. Religion, Art and Architecture	05
Chapter No. 9. Important Rulers: Taila-II, Someshwara-I, Vikramaditya-VI, Someshvara-III, Vishnuvardhana and Ballala II	04

BOOKS FOR REFERENCE:

1. R.C.Majumdar, et.al: Advanced History of India.
R.C.Majumdar et.al: Translation by N.S.Sharada Prasad,
Bharatada Praudha Itihasa, IKS, Mysore.
2. K.A.Nilakanta Sastry: History of India, Vols. I and II, Madras.
3. R.Satyanatha Iyer: Cultural History of India, Vols. I and II, Madras.
4. K..Munshi (ed): History and Culture of the Indian People, Vols. 1 to 11, Bharathiya Vidhyabhavan Publication.
5. Yazadani (Ed.): Early History of Deccan.
6. P.B.Desai: A History of Karnataka.
7. Divakar, R.R. (Ed.): Karnataka through the ages. (Kannada).
8. K.A.N.Sastry: A History of South India.
9. A.V.Narasimha Murthy and B.K.Gururaja Rao:Prachina Bharata, Mysore.

Pedagogy

- Lecture Method – Class Room Teaching
- Learning Through Project work
- Collaborative learning strategies
- Use of Learning Recourses like as Audio – Visual aids, Films, Documentaries, Power Point Presentations
- Visit to Archaeological Sites

Assessment:

Weightage for assessments (in percentage)

Formative Assessment		
	Internal Assessment	Theory Part Semester End Examination
Internal Test/Home Assignment	20	60
Assignments/ Seminar/ Field visit/ Lab practice	20	
Total	40	
Grand Total		100

Date:29/09/2021

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Mysuru-570006

BA Semester II (Open Elective)
Ancient History and Archaeology

Course : Harappan Civilization	
Total Contact Hours: 39 to 42	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 60
Model Syllabus Authors:	Summative Assessment Marks:

Course Pre-requisite(s): Title: Harappan Civilization

Course Outcomes (COs):

At the end of the course:

- Students will be introduced to the subject Archaeology
- They will be introduced to the History of Archaeology in India
- The student will also be introduced to different personalities who have contributed to the field of archaeology in India

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs) / Program Outcomes (POs)	DSC1	DSC2	DSC3	DSC4	DSC5	DSC6	OE1	OE2	SEC1	SEC2
Disciplinary Knowledge	X	x	X	x	x	x	x	x		
Communication Skills	X	x	X	x	x	x	x	x		
Critical Thinking	X	x	X	x	x	x	x	x	x	x
Problem Solving			X	x	x	x	x	x	x	x
Analytical Reasoning	X	x	X	x	x	x	x	x		
Cooperation and Team Work		x	X	x		x	x	x		x
Reflective Thinking		x	X	x	x	x	x	x	x	x
Self-motivated Learning			X	x	x	x	x	x	x	x
Diversity Management and Inclusive Approach	X	x	X	x		x	x	x		
Moral and Ethical	X	x	X	x	x	x	x	x		x

Awareness Reasoning										
Lifelong Learning		x		x	x	x	x	x		x

Course Articulation Matrix relates course outcomes of course with the corresponding program outcomes whose attainment is attempted in this course. Mark „X’ in the intersection cell if a course outcome addresses a particular program outcome.

BA Semester II (Open Elective)

Title of the Course: Harappan Civilization

Course 1		Course 2	
Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester
3	39 or 42	3	39 or 42

Content of Course 1	39/42 Hrs
Unit – 1 Introduction	13/14
Chapter No. 1 Definition, Nature and scope of Archaeology	04
Chapter No. 2 Geographical Distribution of Harappan Sites .	06
Chapter No. 3 Development of Harappan Culture at various Phases	04
Unit – 2	13/14
Chapter No. 4. Society, Economy	04
Chapter No. 5. Religion, Scripts, Seals	04
Chapter No. 6 Harappan Architecture, Art and craft	06
Unit – 3	13/14
Chapter No. 7. Decline of Harappan Civilization	05
Chapter No. 8. Important Personalities: Sir John Marshall, Mortimer Wheeler, Ms Vats, S.R. Rao , Vasanth Shindhe	05
Chapter No. 9. Important Harappan sites: Mohenjodaro, Harappa, Dholavira, Lothal , Rakhighari	04

Books for References

1. .P.Agarwal: Archaeology in India.
2. H.D.Sankalia: Pre-history and proto history of India and Pakistan.
3. H.D.Sankalia: Stoneage tools, their techniques, names and functions.
4. Allchin and Bridget Allchin: Birth of Indian Civilization.
5. S.R.Rao: Lothal and Indus Civilization.
6. M.Wheeler: Early India and Pakistan.
7. B.K.Gururaja Rao: Megalithic culture in South India.
8. Misre, V.N. (ed.): Indian Prehistory (1964).
9. Dilip, K.Chakrabarti: India an Archeological History 'Paleolithic beginnings to Early Historic foundations-2009.
10. Asthana Shashi 1985 Pre-Harappan Culture of India and Border Lands.
11. Chakrabarti D.K. 1990, The External Trade of the Indus Civilization.
12. Lal, B.B. and S.P.Gupta (eds.) 1984, Frontiers of the Indus Civilization.
13. Possehl, g.L. (ed) 1979, Ancient Cities of the Indus.
14. Wheeler, R.E.M. 1968, The Indus Civilization

Pedagogy

- Lecture Method – Class Room Teaching
- Learning Through Project work
- Collaborative learning strategies
- Use of Learning Recourses like as Audio – Visual aids, Films, Documentaries, Power Point Presentations
- Visit to Archaeological Sites

Assessment:

Weightage for assessments (in percentage)

Formative Assessment		
	Internal Assessment	Theory Part Semester End Examination
Internal Test/Home Assignment	20	60
Assignments/ Seminar/ Field visit/ Lab practice	20	
Total	40	
Grand Total		100

Date:29/09/2021

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BA- Archaeology and Museology Syllabus

NEP 2020

**BA- Archaeology and Museology Syllabus
NEP 2020**

PREFACE

It is a moment of pride and a historic opportunity for the Archaeology and Museology teaching academic community of Karnataka to proactively and creatively engage in the task of implementation of NEP-2020, and Karnataka State Higher Education Council (KSHEC). The BOS committee acknowledges its gratitude for providing opportunity to be part of this historic movement in preparing a model curriculum framework for Ancient Archaeology and Museology (Basic/Hons. Degree Course).

The path-breaking policy is a transformational education system designed to meet the 21st century educational aspirations and needs. Built on the five aspirational goals: ACCESS, EQUITY, QUALITY, ACCOUNTABILITY AND AFFORDABILITY, NEP-2020, it is designed to make education multi-disciplinary, holistic, relevant to society, culture, tradition, economy, employability, among other goals. ICT based education system envisages to reach out to all sections of the society and to all sectors of economy with enhanced employability skills and critical thinking.

It was indeed a challenging task for the Committee to keep itself updated as the revised model structure kept posted till the last minute. The committee has made its sincere attempts to coordinate and to collate the inputs of each of the members of the subject.

The Committee has expressed its appreciation for supporting the studies in Archaeology for Four Semesters (Two years) of the four-year Undergraduate / five-year Integrated Master Degree Programme. It has also expressed the view that the awareness of the richness of the past Indian culture gives special emphasis for the preservation of ancient Indian Culture and Heritage for the forthcoming generations.

We acknowledge with gratitude, the cooperation and support extended by the members of the subject expert committee in this exercise of preparing model curriculum framework in Archaeology and Museology as per NEP-2020.

NEP – 2020: an Introduction

NEP- 2020 emphasis on the revival and promotion of ancient Indian languages, Tradition, culture, and alludes to the world's ancient universities and Multi-Disciplinary education system prevalent in Takshala, Nalanda, Vikramasheela, Etc. National Education Policy 2020 aims at equipping students with knowledge, skills, values, leadership qualities and initiate them for lifelong learning. It is in tune with the global education development agenda reflected in the Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development, adopted by India in 2015, which seeks to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030.

Under NEP program a student opts for a single Major with Minor/s and goes on to complete under-graduation or above, he or she is required to choose two disciplines/subjects with equal priority in the first four semesters. At the completion of four semesters the student may choose a new subject/discipline for study in place of any one of the subjects/disciplines he or she has studied until then. In such a case, the subject/discipline the student has opted out of (after studying it for four semesters) and the new subject/discipline that replaces it, both shall be considered the student's Minors. Naturally, the subject/discipline that has been studied throughout for six or more semesters shall be his or her Major. If a student opts to change one of the subjects/disciplines in the fifth semester, the subject/discipline that the student opts out of cannot be his Major, unless and until he or she earns enough credits in that subject/discipline.

Alternatively, a student may continue with the same two subjects/disciplines for two more semesters, i.e., until the sixth semester. In such a case, the student is required to choose one of those subjects/disciplines as Major in the seventh semester. In the seventh and eighth semesters the student will study the subject/discipline in depth involving himself or herself in research in the chosen field of study. With enough credits earned, the student will be awarded with honours in that subject/discipline. He or she may earn honours in the Minor subject/discipline that he or she has studied for six semesters by repeating seventh and eighth semesters in the Minor subject/discipline. Students gain deep disciplinary knowledge through theory and practical experiences in their area of specialization (Major). They

gain a reasonable understanding of the area of additional study (Minor) that they choose.

Students can choose subject/discipline combinations across streams. One of the disciplines can also be a Vocational course or Teacher Education.

Students shall be given options to choose courses from a basket of courses that the institution is capable of offering. There shall be no rigidity of combination of subjects.

The programmes are flexible enough to allow liberty to students in designing them according to their requirements. Students may choose a single Major, one Major with a Minor, and one Major with two Minors. Teacher Education or Vocational courses may be included in place of Minor/s. Below listed are the various options students may choose from.

One Major subject/discipline along with Languages, Generic Electives, Ability Enhancement, Skill Development and Vocational courses including Extracurricular Activities.

One Major and one Minor subject/discipline along with Languages, Generic Electives, Ability Enhancement, Skill Development and Vocational courses including Extracurricular Activities.

Two Major subject/disciplines along with Languages, Generic Electives, Ability Enhancement, Skill Development and Vocational courses, including Extracurricular Activities (subject to fulfilling the requirements as stated in 3.i and 3.ii)

One Major subject/discipline and one Vocational course along with Languages, Generic Electives, Ability Enhancement and Skill Development and courses including Extracurricular Activities.

One Major Discipline and One Education Discipline along with Languages, Generic Electives, Ability Enhancement and Skill Development Courses including Extracurricular Activities.

Progressive Certificate, Diploma, Bachelor Degree or Bachelor Degree with Honours Provided at the End of Each Year of Exit of the Four-year Undergraduate Programme/ Five-year Integrated Master's Degree Programme

Exit with	Credits Required
<u>Certificate</u> at the Successful Completion of the First Year (Two Semesters) of the multidisciplinary Four-year Undergraduate Programme/Five-year Integrated Master's Degree Programme	44 - 48
A <u>Diploma</u> at the Successful Completion of the Second Year (Four Semesters) of the multidisciplinary Four-year Undergraduate Programme/Five-year Integrated Master's Degree Programme	88 - 96
Basic <u>Bachelor Degree</u> at the Successful Completion of the Third Year (Six Semesters) of the multidisciplinary Four-year Undergraduate Programme/Five-year Integrated Master's Degree Programme	132 - 144
<u>Bachelor Degree with Honours</u> in a Discipline at the Successful Completion of the Fourth Years (Eight Semesters) of the multidisciplinary Four-year Undergraduate Programme/Five-year Integrated Master's Degree Programme	176 - 192
<u>Master's Degree</u> in a Discipline at the Successful Completion of the Fifth Years (Ten Semesters) of the Five-year Integrated Master's Degree Programme	224- 240

Components of Curriculum for multidisciplinary Four-year Undergraduate Programme/ Five-year Integrated Master's Degree Programme (with references to the Language Disciplines only)

Major Discipline Core Courses (DSC): A Major discipline is the field in which a student focuses during the course of his/her degree. A course in a discipline, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course. The core courses aim to cover the basics that a student is expected to imbibe in that particular discipline. They provide fundamental knowledge and expertise to produce competent, creative graduates with a strong scientific, technical and academic acumen. As the courses under this category are to be taught uniformly across all universities with minimum deviation, in the proposed framework for social sciences, core

courses are predominantly set with reference to the LOCF/CBCS documents available in the website of UGC. This ensures that institutions follow a minimum common curriculum so that each institution adheres to a common minimum standard that makes credit transfer and mobility of students easier.

Major Discipline Elective Courses (DSE): Elective Course is a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/subject of study or which provides an extended scope or enables an exposure to some other discipline/subject/domain or which nurtures the candidate's proficiency/skill. Elective courses offered under the main discipline are referred to as Discipline Specific Electives. These courses provide more depth within the discipline itself or within a component of the discipline and provide advanced knowledge and expertise in an area of the discipline. The elective courses may be of interdisciplinary nature. The institutions have freedom to have their own courses based on their expertise, specialization, requirements, scope and need. However, the committee has come up with a list of DSE courses in the subjects of social science. The list may be considered as guidance to institutions.

Minor Discipline Courses (MDC): A Minor Discipline is a secondary specialization that one may choose to pursue in addition to a Major Discipline. They may be related areas of studies or two distinct areas of studies which are not closely interrelated. The candidates can choose minor disciplines from the streams of Social Sciences, Humanities or any other available discipline.

Generic Elective Courses (GEC): Generic Elective Courses are courses chosen from an unrelated discipline/subject, with an intention to seek exposure beyond the discipline/s of choice. The purpose of these is to offer the students the option to explore disciplines of interest beyond the choices they make in Core and Discipline Specific Elective Courses.

Note: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Electives.

Project work/Dissertation/Internship/Entrepreneurship: Project work is considered as a special course involving application of knowledge in solving/analyzing/exploring a real-life situation/difficult problem/data analysis. Project Work has the intention to provide research competencies at undergraduate level. It enables to acquire special/advanced knowledge through supplement/support study to a project work. Candidates shall carry out project work on his/her own with an advisory support by a faculty member to produce a dissertation/project report. Internship/Entrepreneurship shall be an integral part of the curriculum. In the proposed framework for social sciences, a student may take up project work in the eighth semester to receive an honours degree. A student willing to take up master's programmes may take up project work in the tenth semester of Five-year Integrated Master's Degree Programme.

Proposed Curriculum Framework for Multidisciplinary Four-year Undergraduate Programme/ Five-year Integrated Master's Degree Programme (with references to the Language subjects/disciplines only)

The details of Suggestive Curricular and Credits Structures and the Proposed Choice Based Credit System (CBCS) Schemes for all the Alternate Options of the multidisciplinary Four- year Undergraduate Honours Programme/Five-year Integrated Master's Degree Programme are given in Tables 1A, 1B, 1C and 1D. These are suggestive in nature. Each university has complete freedom to suggest their own courses/papers, except for the core courses, based on their expertise, specialization, requirements, scope and need. The core courses are to be taught uniformly across all universities with minimum deviation as these aim to cover the basics that a student is expected to imbibe in a discipline.

Choice Based Credit System (CBCS) Structure: *The choice based credit system (CBCS) is followed in the multidisciplinary Four-year Undergraduate Programme/Five-year Integrated Master's Degree Programme. CBCS offers opportunities and avenues to learn core subjects and to explore additional avenues of learning beyond the core subjects for holistic development of an individual.* As per the choice based credit system, each course shall carry a certain number of credits. In the proposed framework, the credits shall be based on the number of instructional hours per week, one credit per hour of instruction in theory and 1 credit for 2 hours of practical or project work or internship per week (except for languages

for which 4 hours of teaching per week make 3 credits). All courses that include Language, Ability Enhancement, Core and Elective courses in Major and Minor Specialization, Research based learning, Project/Practical/Internships are assigned credits. Based on these, an average of around 22- 24 credits per semester, a total of 176-192 credits per Undergraduate Honours Degree Programme and 224-240 credits per Master's Degree Programme are assigned.

An Undergraduate Degree with Honours in a discipline may be awarded if a student completes: a) 11/14 Core Courses of 6/4 credits each in that discipline; b) a minimum of 3 courses under the category of Discipline Specific Electives of 4 credits each; c) 2 Generic Electives of 4 credits each; d) 9 Minor Discipline (for Major with Minor option as mentioned in 4.ii) and a minimum 1 Vocational Course of 4 credits each; e) 8 Language Courses of 3 credits each, f) 4 Ability Enhancement Courses (AEC) of 2 credits each; g) a minimum of 4 Skill Enhancement Courses (SEC) of 2 credits each; and h) 2 Extracurricular Activities (ECA) of 2 credits each, ensuring that the total credits earned is not less than 176.

Wherever a university requires that an applicant for a particular Master's/Technical/Professional course must have studied a specific discipline at the undergraduate level, it is suggested that obtaining 76 credits in the concerned discipline at the undergraduate level may be deemed sufficient to satisfy such a requirement for admission to the Master's/Technical/Professional programme.

A student may earn credits by successfully completing courses online through Massive Open Online Courses platforms such as SWAYAM, Coursera, edX, etc. with his/her university's consent. Credits thus earned may be included to fulfill the minimum number of credits he/she must earn.

The following is the revised Curriculum Structure for BA in Ancient History and Archaeology.

BA Semester 1 Archaeology and Museology

Course Title : History of Archaeology	
Total Contact Hours: 39 to 42	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 60
Model Syllabus Authors:	Summative Assessment Marks

Course Pre-requisite(s): Title: History of Archaeology

Course Outcomes (COs)

At the end of the course:

- Students will be introduced to the subject Archaeology
- They will be introduced to the beginnings of Archaeology and how Archaeology later stands as a science of discipline
- The student will also be introduced to different personalities and achievers in the field of archaeology who stands as a source of inspiration for major discoveries in India

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs) / Program Outcomes (POs)	DSC1	DSC2	DSC3	DSC4	DSC5	DSC6	OE1	OE2	SEC1	SEC2
Disciplinary Knowledge	X	x	X	x	x	x	x	x		
Communication Skills	X	x	X	x	x	x	x	x		
Critical Thinking	X	x	X	x	x	x	x	x	x	x
Problem Solving			X	x	x	x	x	x	x	x
Analytical Reasoning	X	x	X	x	x	x	x	x		
Cooperation and Team Work		x	X	x		x	x	x		x
Reflective Thinking		x	X	x	x	x	x	x	x	x
Self-motivated Learning			X	x	x	x	x	x	x	x
Diversity Management and Inclusive Approach	X	x	X	x		x	x	x		
Moral and Ethical Awareness Reasoning	X	x	X	x	x	x	x	x		x
Lifelong Learning		x		x	x	x	x	x		x

Course Articulation Matrix relates course outcomes of course with the corresponding program outcomes whose attainment is attempted in this course. Mark „X“ in the intersection cell if a course outcome addresses a particular program outcome.

BA Semester 1

Title of the Course: History of Archaeology

Course 1		Course 2	
Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester
3	39 or 42	3	39 or 42

Content of Course 1	39/42 Hrs
Unit – 1 Introduction	14
Chapter No. 1 Definitions of Archaeology	04
Chapter No. 2 .Nature and scope of Archaeology	06
Chapter No. 3 Antiquarianism to Archaeology	04
Unit – 2 Development of Archaeology in India	18
Chapter No. 4. History of Indian Archaeology from 1784 CE to 1861CE	6
Chapter No. 5. History of Indian Archaeology from 1861 to 1901CE	6
Chapter No. 6 History of Indian Archaeology from 1901 to 1947	06
Unit – 3 Important Personalities	10
Chapter No. 7. Allexander Cunningham, Sir John Marshall, Sir Mortimer Wheeler, Dr M.H. Krishna, Sir William Jhones, Sri K.N. Dixit, Prof HD. Sankalia, Prof M. Sheshadri, Prof Padayya, Prof FR Alchin	10

BOOKS FOR REFERENCE

1. Roy, S. : Story of Indian Archaeology.
2. Lal, B.B.: Indian Archaeology since independence.
3. Wheeler, M.: Archaeology from the Earth.
4. Raman, K.V.: Principles and Methods of Archaeology.
5. Sankalia, H.D.: Indian Archaeology.
6. Crawford, O.G.S.: Archaeology in the Field.
7. Child, V.G.: Piecing together the past.
8. Child, V.G.: Introduction to Archaeology.
9. Piggot, S.: Approach to Archaeology.
10. Dilip, K. Chakravarti: India an Archaeological History.

Pedagogy

- Lecture Method – Class Room Teaching
- Learning Through Project work
- Collaborative learning strategies
- Use of Learning Recourses like as Audio – Visual aids, Films, Documentaries, Power Point Presentations
- Visit to Archaeological sites

Assessment:

Weightage for assessments (in percentage)

Formative Assessment		
	Internal Assessment	Theory Part Semester End Examination
Internal Test/Home Assignment	20	60
Assignments/ Seminar/ Field visit	20	
Total	40	
Grand Total		100

Date:29/09/2021

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BA Semester 1 Archaeology and Museology

Course Title : Introduction to Archaeology	
Total Contact Hours: 39 to 42	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 60
Model Syllabus Authors:	Summative Assessment Marks

Course Pre-requisite(s): Title: Introduction to Archaeology

Course Outcomes (COs)

At the end of the course:

- Students will be introduced to the subject Archaeology
- They will be introduced to the beginnings of Archaeology and how Archaeology later stands as a science of discipline
- The student will also be introduced to different personalities and achievers in the field of archaeology who stand as a source of inspiration for major discoveries in India

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs) / Program Outcomes (POs)	DSC1	DSC2	DSC3	DSC4	DSC5	DSC6	OE1	OE2	SEC1	SEC2
Disciplinary Knowledge	X	x	X	x	x	x	x	x		
Communication Skills	X	x	X	x	x	x	x	x		
Critical Thinking	X	x	X	x	x	x	x	x	x	x
Problem Solving			X	x	x	x	x	x	x	x
Analytical Reasoning	X	x	X	x	x	x	x	x		
Cooperation and Team Work		x	X	x		x	x	x		x
Reflective Thinking		x	X	x	x	x	x	x	x	x
Self-motivated Learning			X	x	x	x	x	x	x	x
Diversity Management and Inclusive Approach	X	x	X	x		x	x	x		
Moral and Ethical Awareness Reasoning	X	x	X	x	x	x	x	x		x
Lifelong Learning		x		x	x	x	x	x		x

Course Articulation Matrix relates course outcomes of course with the corresponding program outcomes whose attainment is attempted in this course. Mark „X“ in the intersection cell if a course outcome addresses a particular program outcome.

BA Semester 1

Title of the Course: Introduction to Archaeology

Course 1		Course 2	
Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester
3	39 or 42	3	39 or 42

Content of Course 1	39/42 Hrs
Unit – 1	14
Chapter No. 1. Archaeology and Geology, Anthropology	06
Chapter No. 2. Archaeology and Botany	04
Chapter No. 3. Archaeology and Zoology	04
Unit – 2	14
Chapter No. 4. Archaeology and Physics	05
Chapter No. 5. Archaeology and Chemistry	05
Chapter No. 6. Archaeology and Computer Sciences	04
Unit – 3.	14
Chapter No. 7. Archaeology and History, Psychology	07
Chapter No 8. Archaeology and Economics, Sociology	07

BOOKS FOR REFERENCE:

1. Glynn Daniel : Hundred years of Archaeology.
2. Kenyon, K.M. : Beginning in Archaeology.
3. Mitchell : Dating Methods.
4. Plenderith, H.J. and Womer : Conservation of Antiquities and works of art.
5. Ancient India, Vol. IX (Archaeological Survey of India).
6. Padigar, S.V. : Puratatva Sastra Parichaya (Kannada).
7. Macmillan : Dictionary of Archaeology.
8. Srikanta Sastry, S. : Puratatva Shodhana (Kannada).
9. Clive Gamble : Archaeology the basics.

Pedagogy

- Lecture Method – Class Room Teaching
- Learning Through Project work
- Collaborative learning strategies
- Use of Learning Recourses like as Audio – Visual aids, Films, Documentaries, Power Point Presentations
- Visit to Archaeological sites

Assessment:

Weightage for assessments (in percentage)

Formative Assessment		
	Internal Assessment	Theory Part Semester End Examination
Internal Test/Home Assignment	20	60
Assignments/ Seminar/ Field visit	20	
Total	40	
Grand Total		100

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BA Semester I (Open Elective) Archaeology and Museology

Course: Chalukyas of Badami	
Total Contact Hours: 39 to 42	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 60
Model Syllabus Authors:	Summative Assessment Marks:

Course Pre-requisite(s): Chalukyas of Badami

Course Outcomes (COs):

At the end of the course:

- Students will be introduced to the legendary Dynasty of Karnataka. The Chalukyas of Badami
- They will be introduced to the Political and Cultural contributions of the chalukyas
- The student will be cherishing legacy of Art, Architecture, Sculptural extravaganza of Karnataka
- **Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)**

Course Outcomes (COs) / Program Outcomes (POs)	DSC1	DSC2	DSC3	DSC4	DSC5	DSC6	OE1	OE2	SEC1	SEC2
Disciplinary Knowledge	X	x	X	x	x	x	x	x		
Communication Skills	X	x	X	x	x	x	x	x		
Critical Thinking	X	x	X	x	x	x	x	x	x	x
Problem Solving			X	x	x	x	x	x	x	x
Analytical Reasoning	X	x	X	x	x	x	x	x		
Cooperation and Team Work		x	X	x		x	x	x		x
Reflective Thinking		x	X	x	x	x	x	x	x	x
Self-motivated Learning			X	x	x	x	x	x	x	x
Diversity Management and Inclusive Approach	X	x	X	x		x	x	x		
Moral and Ethical Awareness Reasoning	X	x	X	x	x	x	x	x		x
Lifelong Learning		x		x	x	x	x	x		x

Course Articulation Matrix relates course outcomes of course with the corresponding program outcomes whose attainment is attempted in this course. Mark „X“ in the intersection cell if a course outcome addresses a particular program outcome.

Title of the Course: Chalukyas of Badami

Course 1		Course 2	
Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester
3	39 or 42	3	39 or 42

Content of Course 1	39/42 Hrs
Unit – 1 Introduction	13/14
Chapter No. 1 Theories related to the Origin of Chalukyas of Badami	04
Chapter No. 2 Sources: Literary Sources	04
Chapter No. 3 Archaeological Sources	06
Unit – 2	13/14
Chapter No. 4. Administration, Economy	06
Chapter No. 5. Society	04
Chapter No. 6 Religion	04
Unit – 3	13/14
Chapter No. 7. Art and Architecture	05
Chapter No. 8. Important Kings and their Contributions: Mangalesha, Pulakesi I, Pulakesi II, Vikramaditya II	04
Chapter No. 9. Temples at Aihole, Pattadkal and Badami	05

BOOKS FOR REFERENCE

1. R.C.Majumdar, et.al: Advanced History of India.
R.C.Majumdar et.al: Translation by N.S.Sharada Prasad,
Bharatada Praudha Itihasa, IKS, Mysore.
2. K.A.Nilakanta Sastry: History of India, Vols. I and II, Madras.
3. R.Satyanatha Iyer: Cultural History of India, Vols. I and II, Madras.
4. K..Munshi (ed): History and Culture of the Indian People, Vols. 1 to 11, Bharathiya Vidhyabhavan Publication.
5. Yazadani (Ed.): Early History of Deccan.
6. P.B.Desai: A History of Karnataka.
7. Divakar, R.R. (Ed.): Karnataka through the ages. (Kannada).
8. K.A.N.Sastry: A History of South India.
9. A.V.Narasimha Murthy and B.K.Gururaja Rao:Prachina Bharata, Mysore.

Pedagogy

- Lecture Method – Class Room Teaching
- Learning Through Project work
- Collaborative learning strategies
- Use of Learning Recourses like as Audio – Visual aids, Films, Documentaries, Power Point Presentations
- Visit to Museums and Hoysala Temples

Assessment:

Weightage for assessments (in percentage)

Formative Assessment		
	Internal Assessment	Theory Part Semester End Examination
Internal Test/Home Assignment	20	60
Assignments/ Seminar/ Field visit	20	
Total	40	
Grand Total		100

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BA

Semester II

BA Semester II Archaeology and Museology

Course Title : History of Museology	
Total Contact Hours: 39 to 42	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 60
Model Syllabus Authors:	Summative Assessment Marks:

Course Pre-requisite(s): Title: History of Museology

Course Outcomes (COs)

At the end of the course:

- Students will be introduced to the subject Museology
- They will be introduced to the beginnings of Museology and how Museology later stands as a science of discipline
- The student will also be introduced to Museums in World context to understand the global scenario of Museums
- The student will be adept with different kinds of Museums present in India
- **Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)**

Course Outcomes (COs) / Program Outcomes (POs)	DSC1	DSC2	DSC3	DSC4	DSC5	DSC6	OE1	OE2	SEC1	SEC2
Disciplinary Knowledge	X	x	X	x	x	x	x	x		
Communication Skills	X	x	X	x	x	x	x	x		
Critical Thinking	X	x	X	x	x	x	x	x	x	x
Problem Solving			X	x	x	x	x	x	x	x
Analytical Reasoning	X	x	X	x	x	x	x	x		
Cooperation and Team Work		x	X	x		x	x	x		x
Reflective Thinking		x	X	x	x	x	x	x	x	x
Self-motivated Learning			X	x	x	x	x	x	x	x
Diversity Management and Inclusive Approach	X	x	X	x		x	x	x		
Moral and Ethical Awareness Reasoning	X	x	X	x	x	x	x	x		x
Lifelong Learning		x		x	x	x	x	x		x

Course Articulation Matrix relates course outcomes of course with the corresponding program outcomes whose attainment is attempted in this course. Mark „X in the intersection cell if a course outcome addresses a particular program outcome.

BA Semester II

Title of the Course: History of Museology

Course 1		Course 2	
Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester
3	39 or 42	3	39 or 42

Content of Course 1	39/42 Hrs
Unit – 1 Introduction	14
Chapter No. 1 Definitions	04
Chapter No. 2 .Nature and scope	06
Chapter No. 3 History of Museums in the World	04
Unit – 2 History of Museum Movement in India	18
Chapter No. 4. Phase I: Concept of Museum in Ancient India and Second Phase (The Victoria era) 1858-1899	6
Chapter No. 5. Third Phase (the era of Lord Curzon and John Marshall) 1899CE-1928CE	6
Chapter No. 6 Fourth Phase (pre Independence era) 1928CE –1947CE	06
Unit – 3 Different kinds of Museums	10
Chapter No. 7. Archaeological, Industrial, Natural History, Folklore.	10

BOOKS FOR REFERENCE

1. Adam, T.R.: Civic value of Museums.
2. Adam, T.R.: The Museum and popular culture.
3. Basu, J.K.: Indian Museums Movement.
4. Chhabra, B.Ch.: Museum and Democracy.
5. Gilman, B.I.: Museum-ideas, purpose and method.
6. Markhan, S.B. and Hargreaves: Museums of India.
7. Sannaiah, B.S.: Vastusungrahalaya Shastra Parichaya (Kannada) Prasaranga, Mysore.

Pedagogy

- Lecture Method – Class Room Teaching
- Learning Through Project work
- Collaborative learning strategies
- Use of Learning Recourses like as Audio – Visual aids, Films, Documentaries, Power Point Presentations
- Visit to Museums

Assessment:

Weightage for assessments (in percentage)

Formative Assessment		
	Internal Assessment	Theory Part Semester End Examination
Internal Test/Home Assignment	20	60
Assignments/ Seminar/ Field visit	20	
Total	40	
Grand Total		100

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BA Semester II

Title of the Course: Museums in India

Course 1		Course 2	
Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester
3	39 or 42	3	39 or 42

Content of Course 1	39/42 Hrs
Unit – 1. National Museums	18
Chapter No. 1 National Museum New Delhi	06
Chapter No. 2 . Salarjung Museum, National Museum Kolkotta	06
Chapter No. 3. National Museum Chennai, Chatrapati Shivaji Museum	06
Unit 2. State Museums	12
Chapter No. 4. Government Museum Bangalore	6
Chapter No. 5. Government Museum Bhubhaneshvar	6
Unit – 3 University and Trust Museums	12
Chapter No. 7. Folklore Museum University of Mysore, TTD Museum Tirupati, Manjusha Museum Dharmasthala	12

BOOKS FOR REFERENCE

1. Adam, T.R.: Civic value of Museums.
2. Adam, T.R.: The Museum and popular culture.
3. Basu, J.K.: Indian Museums Movement.
4. Chhabra, B.Ch.: Museum and Democracy.
5. Gilman, B.I.: Museum-ideas, purpose and method.
6. Markhan, S.B. and Hargreaves: Museums of India.
7. Sannaiah, B.S.: Vastusungrahalaya Shastra Parichaya (Kannada) Prasaranga, Mysore.

Pedagogy

- Lecture Method – Class Room Teaching
- Learning Through Project work
- Collaborative learning strategies
- Use of Learning Recourses like as Audio – Visual aids, Films, Documentaries, Power Point Presentations
- Visit to Museums and Temples

Assessment:

Weightage for assessments (in percentage)

Formative Assessment		
	Internal Assessment	Theory Part Semester End Examination
Internal Test/Home Assignment	20	60
Assignments/ Seminar/ Field visit	20	
Total	40	
Grand Total		100

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BA Semester II (Open Elective) Archaeology and Museology

Course: Hoysalas of Dvarasamudra	
Total Contact Hours: 39 to 42	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 60
Model Syllabus Authors:	Summative Assessment Marks:

Course Pre-requisite(s): Hoysalas of Dvarasamudra

Course Outcomes (COs):

At the end of the course:

- Students will be introduced to the the legendary Dynasty of Karnataka, The Hoysalas
- They will be introduced to the Political and Cultural contributions of Hoysalas
- The student will be cherishing legacy of Art, Architecture, Sculptural extravaganza of Karnataka
- **Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)**

Course Outcomes (COs) / Program Outcomes (POs)	DSC1	DSC2	DSC3	DSC4	DSC5	DSC6	OE1	OE2	SEC1	SEC2
Disciplinary Knowledge	X	x	X	x	x	x	x	x		
Communication Skills	X	x	X	x	x	x	x	x		
Critical Thinking	X	x	X	x	x	x	x	x	x	x
Problem Solving			X	x	x	x	x	x	x	x
Analytical Reasoning	X	x	X	x	x	x	x	x		
Cooperation and Team Work		x	X	x		x	x	x		x
Reflective Thinking		x	X	x	x	x	x	x	x	x
Self-motivated Learning			X	x	x	x	x	x	x	x
Diversity Management and Inclusive Approach	X	x	X	x		x	x	x		
Moral and Ethical Awareness Reasoning	X	x	X	x	x	x	x	x		x
Lifelong Learning		x		x	x	x	x	x		x

Course Articulation Matrix relates course outcomes of course with the corresponding program outcomes whose attainment is attempted in this course. Mark „X“ in the intersection cell if a course outcome addresses a particular program outcome.

Title of the Course: Hoysalas of Dvarasamudra

Course 1		Course 2	
Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester
3	39 or 42	3	39 or 42

Content of Course 1	39/42 Hrs
Unit – 1	13/14
Chapter No. 1 Literary Sources for the Study of Hoysalas	04
Chapter No. 2 Archaeological sources for the study of Hoysalas	06
Chapter No. 3 Geographical setting and Geographical distribution of Hoysala Rule	04
Unit – 2	13/14
Chapter No. 4. Administration	04
Chapter No. 5. Society, Religion	04
Chapter No. 6 Art and Architecture	06
Unit – 3	13/14
Chapter No. 7. Contributions of Hoysala Queens	05
Chapter No. 8. Important Kings and their Contributions: Ballala I, Vishnuvardhana, Narasimha II, Ballala II, Someshvara	05
Chapter No. 9. Select Hoysala temples: Belur, Halebidu, Somanathapura, Doddagaddavalli	04

Books for Reference

1. Nilakanta Sastri, K.A.: A History of South India, 1965.
2. Desai, P.B.: A History of Karnataka, 1970.
3. Diwakar, R.R. (Ed.): Karnataka through the ages.
4. Settar, S.: Hoysala Temples, 1996.
5. Coelho, the Hoysalavamsa, 1950.
6. Darrett, J.D.M.: The Hoysalas, a Medieval Indian Royal Family, London, 1958.
7. Sheik Ali, B.(ed.): The hoysala Dyansty, 1972.
8. Gerard Foekema, Hysala Architecture, 1994.

Pedagogy

- Lecture Method – Class Room Teaching
- Learning Through Project work
- Collaborative learning strategies
- Use of Learning Recourses like as Audio – Visual aids, Films, Documentaries, Power Point Presentations
- Visit to Museums and Temples

Assessment:

Weightage for assessments (in percentage)

Formative Assessment		
	Internal Assessment	Theory Part Semester End Examination
Internal Test/Home Assignment	20	60
Assignments/ Seminar/ Field visit	20	
Total	40	
Grand Total		100

Date:29/09/2021

(K.PRABHU)
Chairperson, BOS
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Mysuru-570006

B.A. - ANCIENT HISTORY AND ARCHAEOLOGY

NEP 2020-21

Question paper Pattern

Main Exam Question Paper Pattern:

Instructions:

1. Answer any 6 (six) of the Following (10 Marks Each)
2. All questions carry equal Marks.

Part A Question 1 to 8	60 marks
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Total : 60 marks

Each paper will be evaluated for 100 Marks. (40 Internals and 60 Semester Exam).

Component	Marks
C1	20
C2	20
C3	60

Total 100 Marks

B.A. – Archaeology and Museology

NEP 2020-21

Question paper Pattern

Main Exam Question Paper Pattern:

Instructions:

Answer any 6 (six) of the Following (10 Marks Each)

All questions carry equal Marks.

Part A Question 1 to 8	60 marks
---------------------------	----------

Total: 60 marks

Each paper will be evaluated for 100 Marks. (40 Internals and 60 Semester Exam).

Component	Marks
C1	20
C2	20
C3	60

Total 100 Marks