

No.AC6/303/2022-23

Dated: 01-09-2023

Notification

Sub:- Syllabus and Scheme of Examination of Ancient History and Archeology Programme (V & VI Semester) with effect from the Academic year 2023-24.

Ref:- 1. This office circular No: AC2(S)/151/2020-21 dated 08-08-2023.

2. Decision of BOS in Ancient History and Archeology meeting held on 07-08-2023.

The Board of Studies in Ancient History and Archeology which met on 07-08-2023 has resolved to recommended and approved the syllabus and scheme of Examinations of Ancient History and Archeology programme (V & VI semester) with effect from the academic year 2023-24.

Pending approval of the Faculty of Arts and Academic Council meetings the above said syllabus and scheme of examinations are hereby notified.

The syllabus and Scheme of Examinations contents may be downloaded from the University website i.e., www.uni-mysore.ac.in


Registrar
REGISTRAR
University of Mysore
MYSORE

To;

1. All the Principal of affiliated Colleges of University of Mysore, Mysore.
2. The Registrar (Evaluation), University of Mysore, Mysuru.
3. The Chairman, BOS/DOS, in Ancient History and Archeology, Manasagangothri, Mysore.
4. The Director, Distance Education Programme, Moulya Bhavan, Manasagangothri, Mysuru.
5. The Director, PMEB, Manasagangothri, Mysore.
6. Director, College Development Council , Manasagangothri, Mysore.
7. The Deputy Registrar/Assistant Registrar/Superintendent, Administrative Branch and Examination Branch, University of Mysore, Mysuru.
8. The PA to Vice-Chancellor/ Registrar/ Registrar (Evaluation), University of Mysore, Mysuru.
9. Office Copy.

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

<p><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</p>	<p>224- 240</p>
--	-----------------

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- Archaeology and Museology Syllabus
NEP 2020
Semester 1 to Semester VI**

Serial Number	Semester	Title	Marks C1+C2+C3	Credits	Hours
1	I	History of Archaeology (DSC)	20+20+60	03	42
2	I	Introduction to Archaeology (DSC)	20+20+60	03	42
3	I	Chalukyas of Badami (OE)	20+20+60	03	42
4	II	History of Museology (DSC)	20+20+60	03	42
5	II	Museums in India (DSC)	20+20+60	03	42
6	II	Hoysalas of Dvarasamudra (Part I) (OE)	20+20+60	03	42
7	III	Indian Art (Part I)	20+20+60	03	42
8	III	Indian Art (Part II)	20+20+60	03	42
9	III	Hoysalas of Dvarasamudra (Part II)	20+20+60	03	42
10	IV	Principles and Methods of Archaeology (Part I)	20+20+60	03	42
11	IV	Principles and Methods of Archaeology (Part II)	20+20+60	03	42
12	IV	Harappan Civilization (OE)	20+20+60	03	42
13	V	Prehistory of India (DSC)	20+20+60	04	42
14	V	Chalcolithic and Iron Age Cultures of India (DSC)	20+20+60	04	42
15	V	Cultural History of North India Upto 11 Century CE	20+20+60	04	42
16	V	Archaeological Sites in India (OE)	20+20+60	03	42
17	VI	Principles of Conservation (DSC)	20+20+60	04	42
18	VI	Preservation of Antiquities (DSC)	20+20+60	04	42
19	VI	Cultural History of South India Upto 11 Century CE	20+20+60	04	42
20	VI	Archaeological Sites in Karnataka (OE)	20+20+60	03	42

Semester- V

**BA Semester V (DSC)
Archaeology and Museology**

Course Title: : Prehistory of India	
Total Contact Hours: 39 to 42	Course Credits: 4
Formative Assessment Marks: 40	Duration of ESA/Exam: 06
Model Syllabus Authors:	Summative Assessment Marks

Course Pre-requisite(s): Title: **Prehistory of India**

- **Course Outcomes (COs)** Students will be introduced to the Prehistoric cultures of India
- They will be introduced to the geological and Paleolithic Cultures
- After completing this course students will have a familiarity with the Prehistoric cultures in India sources
- Student will also be well adept with the Prehistoric cultural sequence in different parts of India .

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

Course Outcomes (COs) / Program Outcomes (POs)	DSC 1	DSC 2	DSC 3	DSC 4	DSC 5	DSC 6	OE 1	OE 2	SEC 1	SEC 2
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 V (DSC)
Archaeology and Museology**

Title: Prehistory of India

Course	
Number of Theory Credits	Number of lecture hours/semester
4	39 or 42

Content of Course 1	39/42 Hrs
Unit – I Introduction	12
Chapter No. 1: Prehistory: definition, scope and terminology, : Prehistoric sites: type and nature of sites, landscape configuration, primary and secondary sites	06
Unit – II: Palaeolithic Culture and Mesolithic	20
Chapter No. 2: Artifacts and Tool Technology: Lower Palaeolithic, Middle Paleolithic, Upper Paleolithic and Mesolithic. Important Sites: Adamgarh , Bhimbhetka, Atirampakkam, Hunsugi Baichbal Valley, Potwar plateau, Kashmir, Rajasthan, Patna, Kurnool caves	10
Chapter No.3: Neolithic and Chalcolithic Cultures of South India: Artifacts Tool Technology and Ash Mounds Important Sites: Piklihal, Brahmagiri, Sanganakallu, Tekkalkota, T. Narsipur, Hallur, Maski, Hunsugi, Burzahom	10
Unit III: Prehistoric Art	10
Chapter No.4: Prehistoric art: Rock paintings, Engravings, Figurines. Important pre-historic rock-art sites	10

Books for Reference:

1. D.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.

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

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

**BA Semester V (DSC)
Archaeology and Museology**

Course Title: Chalcolithic and Iron Age Cultures of India	
Total Contact Hours: 39 to 42	Course Credits: 4
Formative Assessment Marks: 40	Duration of ESA/Exam: 60
Model Syllabus Authors:	Summative Assessment Marks:

Course Pre-requisite(s): Title: Proto History of India

Course Outcomes (COs):

At the end of the course:

- The course deals with the aspects of the archaeology of the the Chalcolithic to the emergence of iron in the subcontinent.
- It throws light on the development and the rise of Harappan urbanism in the third to second millennium BC.
- The syllabus has a shift of focus on Western India, Gangetic valley, central India, and the South, with an examination of the Chalcolithic cultures that co-existed with Harappan urbanism and continued after its decline, and the developments that led to the emergence of the 'second urbanization' during the first millennium BC.

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

Course Outcomes (COs) / Program Outcomes (POs)	DSC 1	DSC 2	DSC 3	DSC 4	DSC 5	DSC 6	OE 1	OE 2	SEC 1	SEC 2
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 V (DSC)
Title : Chalcolithic and Iron Age Cultures of India

Course	
Number of Theory Credits	Number of lecture hours/semester
4	39 or 42

Content of Course 1	39/42 Hrs
Unit – I Introduction	10
Chapter No. 1 : Protohistory: definition, scope, terminology	10
Unit – II Chalcolithic Cultures of India	20
Chapter No. 2: Chalcolithic sites – Kayatha, Navadotoli, Maheshwar, Eran. Chalcolithic cultures of Deccan- Jorwe, Prakash, Nevasa, Daimabad, Inamgaon, Chandoli	10
Chapter No. 3: Harappan Culture: Town planning, Society, Trade, Script, Religion. Excavated sites- Harappa, Mohenjodaro, Dholavira, Lothal, Kalibangan, Rakhigarhi	10
Unit III – Iron Age cultures and Megaliths	12
Chapter No. 4: Painted Grey Ware Culture, beginning of Iron Age, Iron Age the second urbanization	06
Chapter No.5: Types of Megalithic burials and Associated Potteries	06

BOOKS FOR STUDY:

- Agrawal, D. P- *The Archaeology of India*, Curzon Press, London. 1982
- Agrawal, D.P and D.K.Chakrabarti- *Essays in Indian Protohistory*, B.R.Publishing Co, Delhi, 1979
- Allchin, B.R.and D.K.Chakrabarti- *A Source Book on Indian Archaeology*, M.M Publishers Pvt. limited, New Delhi , 1979
- Allchin, B. and R. Allchin- *The Rise of Civilisation in India and Pakistan*, Cambridge University Press, London, 1983
- Banerjee, N. R.- *The Iron Age in India*, M.M. publications, New Delhi, 1965.
- Dhavalikar, M.K.- *Cultural Imperialism: Indus Civilization in Western India*, Books and Books, New Delhi, 1995.
- Fairservis, W.A.- *The Roots of Ancient India*, The University of Chicago press, Chicago, 1975
- Joshi, J.P- *Excavation at Surkotada in 19721-72 and Exploration in Kutch*, Memoirs of the Archaeological Survey of India,87,1990.
- Lal, B.B.- *The Earliest Civilization of South Asia*, Aryan Books International, New Delhi, 1979.
- Lal,B.B and S.P.Gupta- *Frontiers of the Indus Civilization*, Books and Books, NewDelhi, 1984
- Misra, V.N. Ed- *The Eastern Anthropologist*, Vol. 45, Nos. 1-12 (Indus Civilization Special Number) 1992.
- Possehl, G.L.- *Indus Civilization in Saurashtra*, B.R.Pblishing Corporation, Delhi, 1980.
- Possehl, G.L- *Harappan Civilization*, Oxford and I.B.H Publishing Co, New Delhi , 1982
- Rao, S.R. – *Lothal And Indus Civilization*, Asia Publication House, Bombay, 1973.
- Rao, S.R. – *Lothal- A Harappan Port Town*, 1955-62, Memoir of the Archaeological Survey of India 78(II), 1979.
- Rao, S.R. – *Lothal- A Harappan Port Town*, 1955-62, Memoir of the Archaeological Survey of India 78(II), 1985.
- H.D.Sankalia- *Prehistory and Protohistory of India and Pakistan*, Deccan college, Pune, 1974
- Subbarao, B.- *Personality of India*, Baroda, 1958
- R.E.M.Wheeler, R.E.M - *The Indus Civilization*, University Press, London, 1968
- Wheeler, R E M- *Early India and Pakistan*, Thames and Hudson, London,, 1959

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:

Chairperson

BA Semester VI (DSC)
Archaeology and Museology

Course Title: Cultural History of North India upto 11th Century CE	
Total Contact Hours: 39 to 42	Course Credits: 4
Formative Assessment Marks: 40	Duration of ESA/Exam: 06
Model Syllabus Authors:	Summative Assessment Marks

- **Course Outcomes (COs)** Students will be introduced to the Cultural history of North India
 - They will be introduced to the different dynasties of the North
- After completing this course students will have a familiarity with the Cultural history of North India
- **Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)**

Course Outcomes (COs) / Program Outcomes (POs)	DSC 1	DSC 2	DSC 3	DSC 4	DSC 5	DSC 6	OE 1	OE 2	SEC 1	SEC 2
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 V (DSC)
Archaeology and Museology
 Title: **Cultural History of North India upto 11th Century CE**

Course	
Number of Theory Credits	Number of lecture hours/semester
4	39 or 42

Content of Course	39/42 Hrs
Unit – 1 Sources	08
Chapter No. 1: Literary Sources and Archaeological Sources	08
Unit II: Vedic Culture (Early and Later Vedic)	10
Chapter No.2: Administration, Society, Economy, Religion and Literature	10
Unit III: Mauryans, Sungas, Kushanas and Guptas	12
Chapter No.3: Administration, Society, Religion, Art and Architecture, Rulers: Kanishka, Vimakhadphesis, Kujalakhadphesis, Chandra Gupta , Samudragupta	12
Unit IV: Vardhanas	12
Chapter No.4: Emergence of Vardhanas, Harsha Vardhana, Religion: Buddhism, Buddhist Council and its contribution, Educational Institution with special reference to Nalanda University. Review of Cultural History from 8 th Century CE to 11 th Century CE in general	12

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

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

BA Semester V (DSE)
BA Semester V (Open Elective)

Title of the Course: Archaeological Sites in India

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

Content of Course 1	39/42 Hrs
Unit – 1 Introduction	10
Chapter No. 1 Definition, Nature and scope of Archaeology and Geographical Distribution of India	10
Unit – II Select Sites	20
Chapter No. 2. Bimbetka, Ajanta, Ellora,	10
Chapter No. 3: Badami, Aihole, Halebid, Brihadishvara, Pancharathas at Mahabalipuram	12
Unit III	12
Chapter No. 4: Taj Mahal, Fathepur Sikri, Dariadaulat	10

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
15. Percy Brown *Indian Architecture*. Vol. I, D.B. Taraporvala and Co., Bombay. 1959
16. Michael Mesiter and Madhusudhan Dhaky (Eds.) *Encyclopaedia of Indian Temples*. American Institute of Indian Studies, Delhi. 1991
17. Krishna Deva *Temples of India*. Vol. I and II, Aryan Books International, New Delhi. 1995
18. Pramod Chandra (Ed.) *Studies in Indian Temple Architecture*. American Institute of Indian Studies, Varanasi. 1975
19. T.A.G. Rao *Elements of Hindu Iconography*. Vol. I and II. Motilal and Banarasidas, Delhi. 1968
20. J.N. Banerjea *The Development of Hindu Iconography*. Calcutta University. 1956
21. Sheo Bahadursingh *Brahmanical Icons of Northern India*. Sagar Publication, New Delhi. 1972
22. R.S. Gupte *Iconography of the Hindus, Buddhists and Jains*. D.B. Taraporvala and Co., Bombay. 1972
23. Bhagwat Sahai *Iconography of Minor Hindu and Buddhist Deities*. Abhinav Publication, New Delhi. 1975
24. Kalpana Desai *Iconography of Vishnu*. Abhinav Publication, New Delhi. 1973
25. U.P. Shah *Jaina-Rupa-Mandana*. Vol. I, Abhinav Publication, New Delhi. 1987
- 26.

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

Semester VI

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 VI (DSC)
Archaeology and Museology**

Course Title: PRINCIPLES OF CONSERVATION	
Total Contact Hours: 39 to 42	Course Credits: 4
Formative Assessment Marks: 40	Duration of ESA/Exam: 06
Model Syllabus Authors:	Summative Assessment Marks

- **Course Outcomes (COs)** Students will be introduced to the Principles of Conservation
 - They will be introduced to the Conservation of of Stone, Brick, Wood, Metals and Alloys .
 - After completing this course students will have a familiarity with the Concepts of Conservation

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

Course Outcomes (COs) / Program Outcomes (POs)	DSC 1	DSC 2	DSC 3	DSC 4	DSC 5	DSC 6	OE 1	OE 2	SEC 1	SEC 2
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 VI (DSC)
Archaeology and Museology
 Title: **PRINCIPLES OF CONSERVATION**

Course	
Number of Theory Credits	Number of lecture hours/semester
4	39 or 42

Content of Course 1	39/42 Hrs
Unit – I Introduction	06
Chapter No. 1: Definition, Nature and Scope	06
Unit – II: Materials and Techniques	26
Chapter No. 2: Stone- Classification, Quarries, selection, types of Masonry, Techniques of Joining and Pointing, Concrete- Lime and Concrete, water proofing	08
Chapter No. 3: Bricks- Types of Bricks, kilns, technique of manufacturing bricks	06
Chapter No. 4: Wood- seasoning, defects of treatment, Causes for decay and Treatment	06
Chapter No.5: Metals and Alloys- definition of terms, protection of metals against Corrosion	06
Unit III Mortar	10
Chapter 6: Mortar- Definition of Mortar, lime mortar, its composition, mud mortar, special mortar for Inlay of Marble work.	10

Books for Reference:

1. Anil Roy Choudhary : Art, Museum Documentation and Practical Training
2. Bowers, J. and Daifuker : Museums techniques and fundamental education
3. Burns, N.J. : Field manual for Museums
4. Colman and Lawrence : College and University Museums
5. Colman and Lawrence : Manual for Small Museums
6. Colman and Lawrence : Museum Buildings
7. Journals of Indian Museums- 1971
8. Dorothy, H. : Museum Registration method
9. Archaeological Survey of India : Conservation Manual
10. Satya Murthy : Preservation of Biological Specimen

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

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

BA Semester VI (DSC)
Archaeology and Museology

Course Title: Preservation of Antiquates	
Total Contact Hours: 39 to 42	Course Credits: 4
Formative Assessment Marks: 40	Duration of ESA/Exam: 06
Model Syllabus Authors:	Summative Assessment Marks

- **Course Outcomes (COs)** Students will be introduced to the Preservation of Antiquates
- They will be introduced to the preservation of Organic and Inorganic Objects
- Student will also be well adept with the concepts of Preservation **Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)**

Course Outcomes (COs) / Program Outcomes (POs)	DSC 1	DSC 2	DSC 3	DSC 4	DSC 5	DSC 6	OE 1	OE 2	SEC 1	SEC 2
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 VI (DSC)
Archaeology and Museology
Title: PRESERVATION OF ANTIQUITIES

Course	
Number of Theory Credits	Number of lecture hours/semester
4	39 or 42

Content of Course	39/42 Hrs
Unit – 1 Introduction	10
Chapter No. 1 Introduction:- Definition and Scope of preservation, Causes of Decay, Corrosion and Consolidation	05
Chapter No.2: Physical, Chemical and biological deteriorating agencies, Air pollution- Monitoring and control, Environmental parameters- monitoring, Preventive and creative methods of control	05
UNIT-II: Metallic antiquities (gold, silver, copper, bronze, lead, iron)	12
Chapter 3: Laboratory treatment, preservation and general maintenance of Gold, Silver, Copper, Bronze, Lead and Iron	12
UNIT-III: Organic antiquities (ivory, bone, leather, paper, birch bark, palm leaf, wood and textile)	20
Chapter 4: Materials and its composition: Causes of decay, Treatment in lab, Fumigation, bleeding, strengthening, drying and laminating, Consolidation of repair, determination of PH papers, textile strength	10
Chapter 5: Mural paintings:- types – fresco and tempera, Oil painting:- chemical alteration of pigment varnish, mechanical disintegration of canvass and paint layers	10

Books for Reference:

1. Aiyappan and Satya Murthy (et.at.al.) : Hand Book of Museum Techniques, Madras Museum.
2. Agarwal, O.P.: Care of Museums objects, 1983.
3. Journal of Indian Museum, Vol. L.IV, 2001.
4. Nigam, M.L.: Fundamentals of Museology, 1980.
5. Thomas, G. (Ed.) : Recent Advances in Conservation, Butterworths, London, 1963.

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

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

**BA Semester VI (DSC)
Archaeology and Museology**

Course Title: Cultural History of South India upto 11th Century CE	
Total Contact Hours: 39 to 42	Course Credits: 4
Formative Assessment Marks: 40	Duration of ESA/Exam: 06
Model Syllabus Authors:	Summative Assessment Marks

- **Course Outcomes (COs)** Students will be introduced to the Cultural history of South India
 - They will be introduced to the different dynasties of the South
- After completing this course students will have a familiarity with the Cultural history of South India
- **Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)**

Course Outcomes (COs) / Program Outcomes (POs)	DSC 1	DSC 2	DSC 3	DSC 4	DSC 5	DSC 6	OE 1	OE 2	SEC 1	SEC 2
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 VI (DSC)
Archaeology and Museology
 Title: **Cultural History of South India upto 11th Century CE**

Course	
Number of Theory Credits	Number of lecture hours/semester
4	39 or 42

Content of Course	39/42 Hrs
Unit – I Sources	05
Chapter No. 1: Literary Sources, and Archaeological Sources	05
Unit II: Satavahanas, Kadambas and Gangas	07
Chapter No.2: Administration, 2) Economy, 3) Religion, 4) Literate and Art	07
Unit III:	30
Chapter No.4: Badami Chalukyas Rashtrakutas, Pallavas and Cholas Administration, of Economy, religion, Art and Literature, Pulakeshi II and Vikramaditya II, Krishna I, Amoghavarsha Nrupatunga, Mahendravarman I, Narasimhavarman I, Raja Raja I, Rajendra Chola and Kulotunga Chola I	15
Chapter No.6: Kalyana Chalukyas and Hoysalas : Administration, Religion, Art and Architecture nad Important Rulers: Taila II, Someshvara I, Vikramaditya VI, Someshvara III, Vishnuvardhana and Ballala II	15

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

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

BA Semester VI (DSE)

BA Semester VI (Open Elective)

Title of the Course: Archaeological Sites in Karnataka

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

Content of Course 1	39/42 Hrs
Unit – I Introduction	10
Chapter No. 1 Definition, Nature and scope of Archaeology	05
Chapter No. 2 Geographical Distribution of Karnataka	05
Unit – II Select Sites	32
Chapter No. 3: Hampi, Bijapur	06
Chapter No. 5: Srirangapattana, Talakadu	06
Chapter No. 6: Chitra Durga Fort, St. Philomena’s Church, Mysuru	06

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
15. Percy Brown *Indian Architecture*. Vol. I, D.B. Taraporvala and Co., Bombay. 1959
16. Michael Mesiter and Madhusudhan Dhaky (Eds.) *Encyclopaedia of Indian Temples*. American Institute of Indian Studies, Delhi. 1991
17. Krishna Deva *Temples of India*. Vol. I and II, Aryan Books International, New Delhi. 1995
18. Pramod Chandra (Ed.) *Studies in Indian Temple Architecture*. American Institute of Indian Studies, Varanasi. 1975
19. T.A.G. Rao *Elements of Hindu Iconography*. Vol. I and II. Motilal and Banarasidas, Delhi. 1968
20. J.N. Banerjea *The Development of Hindu Iconography*. Calcutta University. 1956
21. Sheo Bahadursingh *Brahmanical Icons of Northern India*. Sagar Publication, New Delhi. 1972
22. R.S. Gupte *Iconography of the Hindus, Buddhists and Jains*. D.B. Taraporvala and Co., Bombay. 1972
23. Bhagwat Sahai *Iconography of Minor Hindu and Buddhist Deities*. Abhinav Publication, New Delhi. 1975
24. Kalpana Desai *Iconography of Vishnu*. Abhinav Publication, New Delhi. 1973
25. U.P. Shah *Jaina-Rupa-Mandana*. Vol. I, Abhinav Publication, New Delhi. 1987

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

B.A. ARCHAEOLOGY and MUSEOLOGY
NEP 2020
Question Paper Pattern

Instructions

Answer any 6 of the given 10 Questions

Part A (Long Essay Answers) for 60 (6x10)

Part A	60 marks
--------	----------

Total Theory: 60 marks

Component	Marks
C1	20
C2	20
C3	60

Total 100 Marks