

ದೂರವಾಣಿ ಸಂಖ್ಯೆ : 2419677/2419361

ಫ್ಯಾಕ್ಸ್ : 0821-2419363/2419301

e-mail : registrar@uni-mysore.ac.in

www.uni-mysore.ac.in

ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ
ಸ್ಥಾಪನೆ : 1916

ವಿಶ್ವವಿದ್ಯಾನಿಲಯ ಕಾರ್ಯಸೌಧ
ಕ್ರಾಫರ್ಡ್ ಭವನ, ಮೈಸೂರು-570005

ಸಂಖ್ಯೆ:ಎಸಿ.6/152/NEP/2020-21

ದಿನಾಂಕ: 10-10-2022

ಅಧಿಸೂಚನೆ

ವಿಷಯ:- 2022-23ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿಗೆ NEP-2020 ಅನುಸಾರ 3 & 4 ನೇ ಸೆಮಿಸ್ಟರ್ ಬಿಎ-
ಪ್ರಾಚೀನ ಇತಿಹಾಸ ಮತ್ತು ಪುರಾತತ್ವ ಅಧ್ಯಯನ ಪಠ್ಯಕ್ರಮವನ್ನು ಜಾರಿಗೆ ತರುವ ಬಗ್ಗೆ.

- ಉಲ್ಲೇಖ:- 1. ದಿನಾಂಕ: 30-05-2022 ರಂದು ಜರುಗಿದ ಪ್ರಾಚೀನ ಇತಿಹಾಸ ಮತ್ತು ಪುರಾತತ್ವ
ಅಧ್ಯಯನ ಮಂಡಳಿ ಸಭೆಯ ಶಿಫಾರಸ್ಸು.
2. ದಿನಾಂಕ: 08-09-2022 ರಂದು ಜರುಗಿದ ಕಲಾ ನಿಕಾಯ ಸಭೆಯ ಶಿಫಾರಸ್ಸು.
3. ದಿನಾಂಕ: 23-09-2022 ರಂದು ಜರುಗಿದ ಶಿಕ್ಷಣ ಮಂಡಳಿಯ ನಡವಳಿ.

ದಿನಾಂಕ:30-05-2022 ರಂದು ಜರುಗಿದ ಪ್ರಾಚೀನ ಇತಿಹಾಸ ಮತ್ತು ಪುರಾತತ್ವ ಅಧ್ಯಯನ
ಮಂಡಳಿಯು (ಸಂಯುಕ್ತ) ಬಿ.ಎ. ಪ್ರಾಚೀನ ಇತಿಹಾಸ ಮತ್ತು ಪುರಾತತ್ವ ಅಧ್ಯಯನ ವಿಷಯಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ 3
ಮತ್ತು 4 ನೇ ಸೆಮಿಸ್ಟರ್‌ಗಳ ಪಠ್ಯಕ್ರಮಗಳನ್ನು NEP-2020 ಅನುಸಾರ ಸಿದ್ಧಪಡಿಸಿ, ಜಾರಿಗೊಳಿಸಲು ಶಿಫಾರಸ್ಸು
ಮಾಡಿರುತ್ತಾರೆ.

ಉಲ್ಲೇಖಿತ (2 & 3) ರಂತೆ ದಿನಾಂಕ 08-09-2022 ಮತ್ತು 23-09-2022 ರಂದು ಕ್ರಮವಾಗಿ ನಡೆದ
ಕಲಾ ನಿಕಾಯ ಹಾಗೂ ವಿದ್ಯಾ ವಿಷಯಕ ಪರಿಷತ್ ಸಭೆಗಳಲ್ಲಿ ಮೇಲಿನ ಪ್ರಸ್ತಾವನೆಗಳನ್ನು
ಅನುಮೋದಿಸಿರುವುದರಿಂದ ಈ ಅಧಿಸೂಚನೆ ಪ್ರಕಟಿಸಲಾಗಿದೆ.

ಪ್ರಾಚೀನ ಇತಿಹಾಸ ಮತ್ತು ಪುರಾತತ್ವ ಅಧ್ಯಯನ (ಸ್ನಾತಕ) ವಿಷಯದ ಪಠ್ಯಕ್ರಮಗಳನ್ನು www.uni-mysore.ac.in ನಿಂದ ಪಡೆಯಬಹುದಾಗಿದೆ.

ಕುಲಸಚಿವರಿಂದ ಕರಡು ಅನುಮೋದಿಸಲ್ಪಟ್ಟಿದೆ.

ಉಪಕುಲಸಚಿವರು (ಶೈಕ್ಷಣಿಕ)
ಜಾಹ್ನಿ ಕುಲಸಚಿವರು. (ಶೈಕ್ಷಣಿಕ)
ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ
ಮೈಸೂರು-570 005

ಗೆ:-

1. ವಿಶ್ವವಿದ್ಯಾನಿಲಯಕ್ಕೆ ಸಂಯೋಜನೆಗೊಳಪಟ್ಟ ಎಲ್ಲಾ ಸ್ನಾತಕ ಕಾಲೇಜುಗಳ ಪಾಠ್ಯಪುಸ್ತಕಗಳಿಗೆ- ಅಗತ್ಯ
ಕ್ರಮಕ್ಕಾಗಿ
2. ಕುಲಸಚಿವರು (ಪರೀಕ್ಷಾಂಗ), ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು.
3. ಡೀನರು, ಕಲಾ ನಿಕಾಯ, ರಾಜ್ಯಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ವಿಭಾಗ, ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು.
4. ಅಧ್ಯಕ್ಷರು, ಪ್ರಾಚೀನ ಇತಿಹಾಸ ಮತ್ತು ಪುರಾತತ್ವ ಅಧ್ಯಯನ ಮಂಡಳಿ, ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು.

**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, EUQUITY, 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 keep 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 forth coming 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 3
Archaeology and Museology

Indian Art (Part 1)

| | |
|--|----------------------------|
| Course Title: Indian Art (Part 1) | |
| Total Contact Hours: 39 to 42 | Course Credits: 3 |
| Formative Assessment Marks: 30 | Duration of ESA/Exam: 70 |
| Model Syllabus Authors: | Summative Assessment Marks |

Course Pre-requisite(s): Title: PRINCIPLES OF CONSERVATION (PART 1)

Course Outcomes (COs)

- Students will be introduced to the subject Indian Art
- They will be introduced to the different aspects of Indian Art from Pre historic Times
- The student will also be introduced to different art forms in India with special reference to Rock Art, Paintings, terracotta Art and Stucco through different dynasties

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 3
Archaeology and Museology

Indian Art (Part 1)

| 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 Nature and scope of Indian Art | 04 |
| Chapter No. 2 History of Indian Art | 03 |
| Chapter No. 3 Early Indian Art: Pre Historic Paintings: Bimbetka, Harappan Art, Ajanta paintings | 07 |
| Unit – 2 | 18 |
| Chapter No. 4. Mauryan Art, Satavahana Art, Amaravati Art, Gandhara Art | 6 |
| Chapter No. 5. – Gupta Art | 6 |
| Chapter No. Sculptures of Chandella Dynasty: Khajuraho | 06 |
| Unit – 3 | 10 |
| Chapter No. 7. 6 Pallava Sculptures, Chola Sculptures and Bronzes | 10 |

BOOKS FOR STUDY:

Agrawal, V.S. *Indian Art*. Varanasi: Prithvi Prakashan, 1965.

Barrett, D. & B. Gray. *Indian Painting*. Geneva: d'art Albert Skira, 1978.

Brown, P. *Indian Architecture Buddhist and Hindu Period*. Bombay: Taraporevala Sons and Company, 1976.

Chaitanya, K. *A History of Indian Painting : The Modern Period*. New Delhi: Abhinav Publications, 1994.

Chandra, P. *The Sculpture of India : 3000 B.C.- 1300 A.D.* Harvard: HarvardUniversity Press, 1985.

Dalmia, Y. *The Making of Modern Indian Art.* New Delhi: OxfordUniversity Press, 2001.

Dahejia, Vidya. *Indian Art.* London:Phaidon Press, 1997

Deva, K. *Khajuraho.* New Delhi: Archeological Survey of India, 1987.

Gupta, S.P. and S.P. Asthana. *Elements of Indian Art.* New Delhi: D.K. Printworld, 2002.

Harle, J.C. *The Art and Architecture of the Indian Subcontinent.* London: Penguin Books, 1990.

Huntington, S.L. *The Art of Ancient India.* New York: Weatherhill Publication, 1985.

Kramrisch, S. *The Art of India through the ages.* London: Phaidon Press, 1954.

Mitter, Partha, *An Introduction Indian Art.* New Delhi: OxfordUniversity Publication, 2007.

Nath, R.

Sharma, D.P. and M. Sharma. *Panaroma of Harappan Civilization.* New Delhi: Kaveri Books, 2003.

Singh, Upinder. *A History of Ancient and Early Medieval India: from the Stone Age to the Twelfth century.* New Delhi:Pearson Longman, 2008.

Sinha, Gayatri. *Indian Art: An Overview.* Delhi:Rupa Publication, 2003.

Sivaramamurti, C. *Indian Painting.* New Delhi: The National Book Trust, 1996.

Srinivasan, K.R. *Temples of South India.* New Delhi: National Book Trust, 1972.

Agrawal, D.P. 1971. *The Copper Bronze Age in India.* Delhi.

Bharadwaj, H.C. 1979. *Aspects of Ancient Indian Technology.* Delhi.

Dwivedi, V.P. 1976. *Indian Ivories.* Delhi.

Technology of Harappan Microbeads. In G.L. Possehl (ed.) *Harappan Civilization. A Contemporary Perspective,* pp. 239-44. Delhi.

Hodges, H. 1964. *Artifacts. An Introduction to Early Materials and Technology.* London.

Jayaswal, V. & K. Krishna. 1986. *An Ethno-archaeological View of Indian Terracottas.* Delhi.

Kenoyer, J.M. 1984a. *Shell Working Industries of the Indus Civilization: An Archaeological and Ethnographic Perspective.* Ann Arbor.

Kenoyer, J.M. 1984b. *Shell Industries at Mohenjodaro, Pakistan,* in M. Jansen and G. Urban (eds.) *Reports on Field Work at Mohenjodaro: Interim Reports, Vol 1,*pp. 99-115. Aachen & Rome.

Lorblanchet, M. (ed.) 1992. *Rock Art in the Old World.* Delhi.

Mitterwallner, G.v. 1989. Yaksas of Ancient Mathura. In D. Srinivasan (ed.) Mathura: The Cultural Heritage, pp. 368-82. Delhi.

Williams, J. 1982. The Art of Gupta India, Empire and Province. Princeton.

Williams, J. 1989. The Case of the Omitted Hundreds: Stylistic Development in Mathura Sculpture of the Kusana Period. In D. Srinivasan (ed.) Mathura: The Cultural Heritage, pp. 325-31. Delhi.

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:30.05.2022

Chairperson

BA Semester 3
Archaeology and Museology
Indian Art (part 2)

| | |
|---|----------------------------|
| Course Title : Indian Art (part 2) | |
| 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: **Indian Art (part 2)**

Course Outcomes (COs)

Course Outcomes (COs)

- Students will be introduced to the subject Indian Art with more emphasis on south Indian Art
- They will be introduced to the different aspects of Indian paintings at different chronological time frame

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 3
Archaeology and Museology

Indian Art (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 | 14 |
| Chapter No. 1. Literary References for Ancient Indian Art and Paintings | 06 |
| Chapter No. 2. Vijayanagara sculptures and Stucco art | 04 |
| Chapter No. 3. Fresco , Mural and Tempera Paintings | 04 |
| Unit – 2 | 14 |
| Chapter No. 4. Mughal Paintings | 05 |
| Chapter No. 5. Deccani Paintings, Pahari Paintings | 05 |
| Chapter No. 6. Ragamala paintings | 04 |
| Unit – 3. | 14 |
| Chapter No. 7. Tanjore Paintings, Mysore Paintings | 07 |
| Chapter No 8. Patachitra of Orissa and Bengal, Madhubani paintings | 07 |

BOOKS FOR STUDY:

- Agrawal, V.S. *Indian Art*. Varanasi: Prithvi Prakashan, 1965.
- Barrett, D. & B. Gray. *Indian Painting*. Geneva: d'art Albert Skira, 1978.
- Brown, P. *Indian Architecture Buddhist and Hindu Period*. Bombay: Taraporevala Sons and Company, 1976.
- Chaitanya, K. *A History of Indian Painting : The Modern Period*. New Delhi: Abhinav Publications, 1994.
- Chandra, P. *The Sculpture of India : 3000 B.C.- 1300 A.D.* Harvard: Harvard University Press, 1985.
- Dalmia, Y. *The Making of Modern Indian Art*. New Delhi: Oxford University Press, 2001.
- Dahejia, Vidya. *Indian Art*. London: Phaidon Press, 1997
- Deva, K. *Khajuraho*. New Delhi: Archeological Survey of India, 1987.
- Gupta, S.P. and S.P. Asthana. *Elements of Indian Art*. New Delhi: D.K. Printworld, 2002.
- Harle, J.C. *The Art and Architecture of the Indian Subcontinent*. London: Penguin Books, 1990.
- Huntington, S.L. *The Art of Ancient India*. New York: Weatherhill Publication, 1985.
- Koch, E. *Mughal Architecture: An Outline of Its History and Development (1526-1858)*. Munich: Prestel Publications, 1991.
- Kramrisch, S. *The Art of India through the ages*. London: Phaidon Press, 1954.
- Merklinger, E.S. *Sultanate Architecture of Pre-Mughal India*. New Delhi: Munshiram Manoharlal, 2005.
- Mitra, D. *Bhubaneswar*. New Delhi: Archeological Survey of India, 1984.
- Mitra, D. *Konark*. New Delhi: Archeological Survey of India, 1986.
- Mitter, Partha, *An Introduction Indian Art*. New Delhi: Oxford University Publication, 2007. Nath, R. *History of Sultanate Architecture*. New Delhi: Abhinav Publications, 1978.
- Sharma, R.S. & K.M. Shrimali (ed.) *A Comprehensive History of India, Vol. IV, Part II*. New Delhi: Manohar, 2008.
- Sarkar, H. and B.N. Mishra. *Nagarjunkonda*. New Delhi: Archeological Survey of India, 1987.
- Sharma, D.P. and M. Sharma. *Panorama of Harappan Civilization*. New Delhi: Kaveri Books, 2003.
- Singh, Upinder. *A History of Ancient and Early Medieval India: from the Stone Age to the Twelfth century*. New Delhi: Pearson Longman, 2008.
- Sinha, Gayatri. *Indian Art: An Overview*. Delhi: Rupa Publication, 2003.
- Sivaramamurti, C. *Indian Painting*. New Delhi: The National Book Trust, 1996.

Srinivasan, K.R. *Temples of South India*. New Delhi: National Book Trust, 1972.

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:30.05.2022

Chairperson

**BA Semester 3 (Open Elective)
Archaeology and Museology
Hoysalas of Dvarasamudra**

| | |
|---|-----------------------------|
| Course: Hoysalas of Svarasamudra | |
| 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):

- Students will be introduced to the legendary Dynasty of Karnataka. The Hoysalas of Dvarasamudra
- They will be introduced to the Political and Cultural contributions of the 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.

BA Semester 3 (Open Elective)
Archaeology and Museology

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 Sources: Literary Sources | 07 |
| Chapter No. 2 Sources: Archaeological sources | 07 |
| Unit – 2 | 13/14 |
| Chapter No. 4. Political Achievements of Individual Rulers of the dynasty: Ballala-I, Vishuwardhana,, Narasimha-II, Ballala-II, Someshwara | 06 |
| Chapter No. 5. Administration- Society-Religion-Economy | 04 |
| Chapter No. 6 Religion | 04 |
| Unit – 3 | 13/14 |
| Chapter No. 7. Art and Architecture | 14 |

BOOKS FOR STUDY:

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 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 |

Date:30.05.2022

Chairperson

BA
Semester IV

BA Semester IV

Title of the Course: Principles and Methods of Archaeology (Part I)

| 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 Definition | 04 |
| 1) Chapter No. 2 Nature and Scope | 06 |
| Chapter No. 3 History of Indian Archaeology | 04 |
| Unit – 2 Archaeology and Other Sciences | 13/14 |
| Chapter No. 4. Natural Sciences | 04 |
| Chapter No. 5. Physical Sciences | 04 |
| Chapter No. 6 Humanities | 06 |
| Unit – 3 Chronology | 13/14 |
| Chapter No. 7 Importance of Chronology | 05 |
| Chapter No. 8. Various Methods of Dating the Past: Relative and Absolute | 09 |
| | |

BOOKS FOR STUDY:

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.

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:30.05.2022

Chairperson

BA Semester 4
Archaeology and Museology

| Course Principles and Methods of Archaeology (Part 2) | |
|--|-----------------------------|
| Total Contact Hours: 39 to 42 | Course Credits: 3 |
| Formative Assessment Marks: 30 | Duration of ESA/Exam: 70 |
| Model Syllabus Authors: | Summative Assessment Marks: |

Course Pre-requisite(s): Title: Principles and Methods of Archaeology (Part 2)

Course Outcomes (COs):

- Students will be introduced to different Exploration and Excavation techniques
- They will be introduced to GIS and GPS and its application in field exploration
- The student will also be introduced to Chronology and dating techniques
- After completing this course students will have a familiarity with the excavation techniques and also to the systematic documentation process

- Student will also be well versed with different approaches and models of interpretation and appreciate the confluence of diverse sciences.

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 4
Archaeology and Museology

Principles and Methods of Archaeology (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 Archaeological Explorations | 13/14 |
| Chapter No. 1 Site formation Process-discover of Archaeological sites, Scientific Exploration techniques | 04 |
| Chapter No. 2 Geographical Information System (GIS) in Archaeology, Global positioning System (GPS) | 06 |
| Chapter No. 3 Aerial Photography and Under Water Archaeology | 04 |
| Unit – 2 Archeological Excavations | 13/14 |
| Chapter No. 4. Layout of Excavation sites, Trial Trenches | 04 |
| Chapter No. 5. , Vertical Method | 04 |
| Chapter No. 6 Horizontal Method and Quadrant Methods | 06 |
| Unit – 3 Documentation | 13/14 |
| Chapter No. 7 Recording, Photography, Mapping | 05 |
| Chapter No. 8. Field Notes, Drawing | 04 |
| Chapter No. 9 Tools and Equipments and Pottery Yard | 05 |

BOOKS FOR STUDY:

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.

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 Marks

| 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:30.05.2022

Chairperson

BA Semester IV (Open Elective)

Archaeology and Museology

Harappan civilization

| | |
|--------------------------------------|-----------------------------|
| 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): HARAPPAN CIVILIZATION

Course Outcomes (COs):

At the end of the course:

- Students will be introduced to the Harappan Civilization
- They will be introduced to the Polity, Religion, Administration and Flourishing Art of the Harappans
- The student will be cherishing legacy of Indian Civilizations that marks an Important phase in the history of 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.

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 | 13/14 |
| Chapter No. 1 Definition and various characteristic features | 04 |
| Chapter No. 2 Development of Harappan Culture at various phases | 10 |
| Unit – 2 | 13/14 |
| Chapter No. 4 Society | 04 |
| Chapter No. 5. Art and Craft | 04 |
| Chapter No. 6 Religion | 06 |
| Unit – 3 | 13/14 |
| Chapter No. 7. Art and Architecture | 08 |
| Chapter No. 8. Decline of Harappan Civilization | 06 |

BOOKS FOR STUDY:

1. Asthana Shashi 1985 Pre-Harappan Culture of India and Border Lands.
2. Chakrabarti D.K. 1990, The External Trade of the Indus Civilization.
3. Lal, B.B. and S.P.Gupta (eds.) 1984, Frontiers of the Indus Civilization.
4. Possehl, g.L. (ed) 1979, Ancient Cities of the Indus.
5. 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 Museums and Temples

Assessment:

Weightage for assessments (in percentage)

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

Date:30.05.2022

Chairperson

**B.A. ARCHAEOLOGY and MUSEOLOGY
NEP 2020**

Question Paper Patter for C3 Component for 60 Marks

Instructions

Answer any Six of the Ten Questions
All Carry Equal Marks

Part A (Long Essay Answers) for 60 Marks (10x6)

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

Total : 60 marks

| Component | Marks |
|------------------|--------------|
| C1 | 20 |
| C2 | 20 |
| C3 | 60 |

Total 100 Marks

Date:30.05.2022

Chairperson

**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 keep 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 forth coming 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 3
Ancient History and Archaeology

| | |
|---|-----------------------------|
| Course Title: Archaeology: Principles and Methods (Part I) | |
| 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):

Course Outcomes (COs):

At the end of the course:

- Students will be introduced to the Principles and Methods of Archaeology, a very important aspect of Archaeology.
- They will be introduced to Definitions, Nature and Scope, Archaeology as a multidisciplinary study and its applications of field.
- The student will also be introduced to Chronology and dating techniques.
- After completing this course students will have a familiarity with the Archaeological Methods and principles that are applicable to Archaeological investigations and its conclusions
- Student will also be well versed with different approaches and models of interpretation and appreciate the confluence of diverse sciences.

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 3
Ancient History and Archaeology

Archaeology: Principles and Methods (Part I)

| 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 Definition of Archaeology | 04 |
| 1) Chapter No. 2 Nature and Scope of Archaeology | 06 |
| Chapter No. 3 History of Indian Archaeology | 04 |
| Unit – 2 Archaeology and Other Sciences | 13/14 |
| Chapter No. 4. Natural Sciences | 04 |
| Chapter No. 5. Physical Sciences | 04 |
| Chapter No. 6 Humanities | 06 |
| Unit – 3 Chronology | 13/14 |
| Chapter No. 7 Importance of Chronology | 05 |
| Chapter No. 8. Various Methods of Dating the Past: Relative and Absolute | 09 |

BOOKS FOR STUDY:

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.

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:30.05.2022

Chairperson

BA Semester 3
Ancient History and Archaeology

Archaeology: Principles and Methods (Part 2)

| Archaeology: Principles and Methods (Part 2) | |
|--|-----------------------------|
| Total Contact Hours: 39 to 42 | Course Credits: 3 |
| Formative Assessment Marks: 30 | Duration of ESA / Exam: 70 |
| Model Syllabus Authors: | Summative Assessment Marks: |

Course Pre-requisite(s): Title: Archaeology: Principles and Methods (Part 2)

Course Outcomes (COs):

- Students will be introduced to different Exploration and Excavation techniques
- They will be introduced to GIS and GPS and its application in field exploration
- The student will also be introduced to Chronology and dating techniques
- After completing this course students will have a familiarity with the excavation techniques and also to the systematic documentation process

- Student will also be well versed with different approaches and models of interpretation and appreciate the confluence of diverse sciences.

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 3
Ancient History and Archaeology
Archaeology: Principles and Methods (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 Archaeological Explorations | 13/14 |
| Chapter No. 1 Site formation Process-discovery of Archaeological sites, Scientific methods of exploration | 06 |
| Chapter No. 2 Geographical Information System (GIS) in Archaeology, Global positioning System (GPS) | 04 |
| Chapter No. 3 Aerial Photography and Under Water Archaeology | 04 |
| Unit – 2 Archeological Excavations | 13/14 |
| Chapter No. 4. Layout of Excavation sites, Trial Trenches | 04 |
| Chapter No. 5. Vertical Method | 04 |
| Chapter No. 6. Horizontal Method and Quadrant Methods | 06 |
| Unit – 3 Documentation | 13/14 |
| Chapter No. 7. Recording, Photography, Mapping | 05 |
| Chapter No. 8. Field Notes, Drawing | 04 |
| Chapter No. 9. Tools and Equipments and Pottery Yard | 05 |

BOOKS FOR STUDY:

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.

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 (marks) | Theory Part Semester End Examination |
| Internal Test/Home Assignment | 20 | 60 |
| Assignments/ Seminar/ Field visit | 20 | |
| Total | 40 | |
| Grand Total | | 100 |

Date:30.05.2022

Chairperson

BA Semester 3 (Open Elective)
Ancient History and Archaeology

Introduction to Epigraphy

| | |
|---|-----------------------------|
| Course Introduction to Epigraphy | |
| 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):

- Students will be introduced to a branch of Archaeology that is Epigraphy, the study of inscriptions. It is very important to bring in awareness among students regarding ancient scripts of India
- They will be introduced to the History of Archaeology in India
- The student will also be introduced to different select inscriptions through different time periods.
- **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 | 15 | 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)

Introduction to Epigraphy

| 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 Epigraphy | 04 |
| Chapter No. 2 Development of Indian Epigraphy. | 02 |
| Chapter No. 3 Introduction to Ancient Indian scripts - Indus, Brahmi and Kharoshthi scripts. | 08 |
| Unit – 2 Study of Select inscriptions | 33 |
| Chapter No. 4. The 13 th Rock edict of Asoka | 04 |
| Chapter No. 5. The Allahabad pillar inscription of Samudragupta | 04 |
| Chapter No. 6 The Aihole inscription of Pulakesi-II. | 06 |
| Chapter No 7. Uttara Meruru Inscriptions of Parantaka I | 05 |
| Chapter No. 8. Halmidi Inscription | 05 |
| Chapter No. 9. Development of Brahmi Script | 05 |
| Chapter No. 10. Development of Kannada script | 04 |

BOOKS FOR STUDY:

1. Sircar, D.C.: Indian Epigraphy, Delhi, 1965.
2. Pandey, R.B.: Indian Paleography, Varanasi, 1957.
3. Diringer, D.: The Alphabet.
4. Sivaramamurthy, C.: Indian Epigraphy and South Indian Script, Madras.
5. Narasimha Murthy, A.V.: Kannada Lipiya Ugama mathu Vikasa, 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

Assessment:

Weightage for assessments (in percentage)

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

Date:30.05.2022

Chairperson

BA Semester IV

BA Semester IV
Ancient History and Archaeology

| | |
|---|-----------------------------|
| Course Title: Pre History of India | |
| 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: **Pre History of India**

Course Outcomes (COs):

At the end of the course:

- Students will be introduced to the Pre Historic cultures of India.
- They will be introduced to the tool technology, typo-technology and to different Pre historic sites in India
- Students would have got a fundamental idea of the Chronological sequence of pre historic sites and would have got an insight into the nuances of the above mentioned cultures

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 | 19 | 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 IV

Pre History of 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 Paleolithic Cultures | 13/14 |
| Chapter No. 1: Lower Paleolithic: Tools-Technology, Middle Paleolithic: Tools-Technology, Upper Paleolithic: Tools-Technology, Important Sites:-Adamgarh, Bimbetka, Attirampakkam, Hunsgi-Baichbal valley, Potwar Plateau, Rajasthan, Patne, Kurnool caves. 1) | 14 |
| Unit 2 Mesolithic Cultures | 14 |
| Chapter No. 2 Mesolithic Cultures: Microliths, Typo-Technology, Important sites: Bagor, Tilwara, Langhnag Teri sites, 2.4) Bimbetka, Adamghar, Sarai Nahar Rai, Damdama. | 14 |
| Unit 3 Neolithic culture | 14 |
| Chapter No. 3 Neolithic Culture of South India: Tools and Technology Hunasagi, Piklihal, Brahmagiri, Sangankallu, T.Narasipur, Hallur, Ashmound Budihal, Kuppugal | 14 |

BOOKS FOR STUDY:

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
- Visit to Archaeological Sites

Assessment:

Weightage for assessments (in percentage)

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

Date:30.05.2022

Chairperson

BA Semester IV
Ancient History and Archaeology

| | |
|---|-----------------------------|
| Course Title: PROTO HISTORY OF INDIA | |
| 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: **PROTO HISTORY OF INDIA**

Course Outcomes (COs):

At the end of the course:

- Students will be introduced to the Proto-historic Cultures of India
- They will be introduced to different proto Historic cultures and its development through out India
- The students would be adept with Harrapan culture dealing with town planning, art, religion, polity, site distribution, scripts etc. .
- The student will also be introduced to political geography and chronology from 8st 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 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 IV
Ancient History and Archaeology

PROTO HISTORY OF 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 Chalcolithic Cultures of India | 13/14 |
| Chapter No. 1 : Painted Grey Ware, Painted Black and Red Ware | 04 |
| Chapter No. 2 Kayatha, Navdotoli, Maheshwar, Eran | 06 |
| Chapter No. 3 Jorwe, Nevasa, Daimabad, Inamgoan, Chandoli | 04 |
| 1) Unit – 2 Harappan Culture: (Mature Harappan)-I | 13/14 |
| Chapter No. 4. Origin, Terminology, Distribution | 04 |
| Chapter No. 5. Town Planning | 04 |
| Chapter No. 6. Society and Trade | 06 |
| Unit – 3 Harappan- II | 13/14 |
| Chapter No. 7 Script, Religion | 05 |
| Chapter No. 8. Pottery, Art, Painting, Terracotta, Seals | 05 |
| Chapter No. 9. Excavated Sites: Harappa, Mohenjodaro, Dholavira, Lothal, Kalebangan, Rakhigarhi | 04 |

BOOKS FOR STUDY:

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
- Visit to Archaeological Sites

Assessment:

Weightage for assessments (in percentage)

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

Date:30.05.2022

Chairperson

BA Semester IV (Open Elective)

Introduction to Numismatics

| | |
|--|-----------------------------|
| Course: Introduction to Numismatics | |
| 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):

- Students will be introduced to the subject Numismatics
- They will be introduced to the Early Coinage of India
- Students will be knowing the The legacy of Indian Coinage, its historicity and the different types of coins issued from the earliest times till the Gupta Period.

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 IV (Open Elective)
Ancient History & Archaeology**

Introduction to Numismatics

| 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 | 04 |
| Chapter No. 2 Nature and scope of Numismatics | 06 |
| Chapter No. 3 Punch Marked Coins | 04 |
| Unit – 2 | 28 |
| Chapter No. 4. Indo Greek Coins | 08 |
| Chapter No. 5. Coins of Kushanas | 10 |
| Chapter No. 6 Gupta coins | 10 |

Books for Study

1. Gupta, P.L.: Coins, Delhi, 1969.
2. Narasimhamurthy, A.V.: Bharatiya Nanyagalu, Prasaranga, Mysore.
3. Narasimhamurthy, A.V.: Coins of Karnataka, Mysore.
4. Altekar, A.S.: Bayana Hoard of Gupta Coins.
5. Allen, J.: Gupta Coins.
6. Rapso, E.J.: Coins of India.

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 (Marks) | Theory Part Semester End Examination |
| Internal Test/Home Assignment | 20 | 60 |
| Assignments/ Seminar/ Field visit/ Lab practice | 20 | |
| Total | 40 | |
| Grand Total | | 100 |

Date:30.05.2022

Chairperson

**B.A. Ancient History and Archaeology
NEP 2020**

Question Paper Patter for C3 Component for 60 Marks

Instructions

Answer any Six of the Ten Questions
All Carry Equal Marks

Part A (Long Essay Answers) for 60 Marks (10x6)

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

Total : 60 marks

| Component | Marks |
|------------------|--------------|
| C1 | 20 |
| C2 | 20 |
| C3 | 60 |

Total 100 Marks

Date:30.05.2022

Chairperson