



# **MAHARAJA'S COLLEGE, ERNAKULAM**

(A Government Autonomous College)

Affiliated to Mahatma Gandhi University, Kottayam

Integrated PG Programme in Archaeology  
and Material Culture Studies

2020 Admission Onwards

## **DEPARTMENT OF ARCHAEOLOGY AND MATERIAL CULTURE STUDIES**

### **SYLLABUS**

**Integrated PG Programme  
Archaeology and Material Culture Studies  
(With effect from 2020 admission onwards)**

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## **PREFACE**

The syllabus appended herewith is the product of continuous discussion among the faculty members and experts for the Integrated PG Programme in Archaeology and Material Culture Studies of Maharaja's College, Ernakulam as part of periodical revision. It was being undertaken in harmony with the National Policy on Education, guidelines of University Grants Commission, recommendations of Kerala State Higher Education Council, and the guidelines of Mahatma Gandhi University, Kottayam.

Archaeology is not merely the study of past. It is a gauge to record the human progress and its study offers the quintessence of human experience. It is a reliable guide to overcome the challenges of present day life of man. The primary aim of the syllabi attempted here is to accommodate field practices and current trends. At the same time considerable attention is also rendered for providing a strong base of the established and existing knowledge in the discipline.

The Syllabus aims at introducing inventive and socially pertinent fundamentals of historical knowledge to the students and revealing them to critical thinking and learning. It also intends to inspire a spirit of criticism, basics of research and liberated thinking among the students.

Transforming the study of Archaeology more attractive and meaningful without losing its spirit is one of the most challenging tasks that the academicians in this domain face today. In this mission the views of expert academics, teachers and young scholars have been solicited and included in the fresh syllabus. It was done with a broader intention of making students aware of the new avenues of the discipline of History.

The main objective is to provide a global outlook and a secular orientation to the students in the changing world. It is also desired to enhance practical knowledge, widen critical thinking, and sharpen the intellect and analytical mind of the students. The syllabus also laid emphasis on wider possibilities of exposing them to job opportunities. It shall offer unlimited opportunities to students in future for instance in higher studies, and research. Above all, these learning outcomes stand the highly placed objective of the

desired attitudinal change which invariably equips the students with all the necessary ingredients to build up responsible citizenship.

I would like to express my sincere gratitude to all the members of Board of Studies and Department and subject experts who have shown the generosity to cooperate with this endeavour and helped us in various ways.

**Dr. Vinodkumar Kallolickal**

Chairman

Board of Studies in Archaeology and Material  
Culture Studies

## **ARCMCS20**

### **INTEGRATED PG PROGRAMME IN ARCHAEOLOGY AND MATERIAL CULTURE STUDIES SYLLABUS**

**(With effect from 2020 admission onwards)**

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Archaeology and Material Culture Studies  
Integrated PG Programme  
2020 Admission Onwards

### **Board of Studies in Archaeology and Material Culture Studies**

Sl. No.	Name	Designation
1.	Dr. Vinodkumar Kallolickal (Associate Professor of History & Course Convener -Maharaja's College, Ernakulam)	Chairman
2.	Abdul Lathif C H (Head of the Department of History Maharaja's College, Ernakulam)	Internal Member
3.	Hasanath K P (Guest Lecturer, Department of Archaeology and Material Culture Studies)	Internal Member
4.	Prof. K Krishnan (Professor and Dean Faculty of Arts, M S University Baroda)	External Member
5.	Dr. AjitKumar (Professor & Former Head of the Department, Department of Archaeology, University of Kerala)	External Member
6.	Dr. Cyriac Jose (Assistant Professor, Department of History, St. Thomas College, Pala)	External Member

7.	Dr. Vinod V (Assistant Professor of Archaeology, Department of Archaeology and History, Mar Thoma College for Women, Perumbavoor)	External Member
8.	Dr. Jenee Peter (Assistant Professor Department of History, UC College Aluva)	External Member
9	Dr. V R Shaji (Conservation Officer, Centre for Heritage Studies, Hill Palace, Tripunithura)	External Member
10	Dr. B. Venugopal (Honorary Director, Centre for Intangible Heritage, SSUS Kalady)	External Member
11	Envirodesigns Eco Labs, Ernakulam, Kochi - 682 025	Industry Representative

**MAHARAJA'S COLLEGE, ERNAKULAM**  
**(A GOVERNMENT AUTONOMOUS COLLEGE)**  
**REGULATIONS FOR INTEGRATED PG PROGRAMME**  
**UNDER CHOICE BASED CREDIT SYSTEM 2020**

**1. TITLE**

These regulations shall be called —**MAHARAJA'S COLLEGE (AUTONOMOUS) REGULATIONS FOR INTEGRATED PG PROGRAMME UNDER CHOICE BASED CREDIT SYSTEM 2020**||

**2. SCOPE**

Applicable to all regular Integrated PG Programme conducted by the Maharaja's College with effect from 2020 admissions.

Medium of instruction is English except in the case of language courses other than English unless otherwise stated therein.

The provisions herein supersede all the existing regulations for the Integrated PG programme to the extent herein prescribed.

**3. DEFINITIONS**

**'Academic Week'** is a unit of five working days in which the distribution of work is organized from day one to day five, with five contact hours of one hour duration on each day.

**'Choice Based Course'** means a course that enables the students to familiarize the advanced areas of core course.

**'College Coordinator'** is a teacher nominated by the College Council to co- ordinate the continuous evaluation undertaken by various departments within the college. He/she shall be nominated to the college level monitoring committee.

**'Common Course I'** means a course that comes under the category of courses for English.

**'Common Course II'** means additional language.

**'Complementary Course'** means a course which would enrich the study of core courses.

**'Core course'** means a course in the subject of specialization within a degree programme. It includes a course on environmental studies and human rights.

**'Course'** means a portion of a subject to be taught and evaluated in a semester (similar to a paper under annual scheme).

**'Credit'** is the numerical value assigned to a paper according to the relative importance of the syllabus of the programme.

**'Department'** means any teaching department in a college.

**'Department Coordinator'** is a teacher nominated by a Department Council to co-ordinate the continuous evaluation undertaken in that department.

**'Department Council'** means the body of all teachers of a department in a college.

**'Faculty Advisor'** means a teacher from the parent department nominated by the Department Council, who will advise the student on academic matters.

**Grace Marks** shall be awarded to candidates as per the norms.

**'Grade'** means a letter symbol (A, B, C, etc.), which indicates the broad level of performance of a student in a Paper/Course/ Semester/Programme.

**'Grade Point'** (GP) is the numerical indicator of the percentage of marks awarded to a student in a course.

**'Parent Department'** means the department which offers core course/courses within an undergraduate programme.

**'Programme'** means a five year programme of study and examinations spread over ten semesters, the successful completion of which would lead to the award of a degree.

**'Semester'** means a term consisting of a minimum **90** working days, inclusive of tutorials, examination days and other academic activities.

**'Vocational Course' (Skill Enhancement Course)** means a course that enables the students to enhance their practical skills and ability to pursue a vocation in their subject of specialization.



#### **4. ELIGIBILITY FOR ADMISSION AND RESERVATION OF SEATS**

Eligibility for admissions and reservation of seats for various Undergraduate Programmes shall be according to the rules framed by the University/ State Government in this regard, from time to time.

#### **5. DURATION**

The duration of Integrated PG programmes shall be **10 semesters**.

There shall be two Semesters in an academic year, the —ODD semester commences in June and on completion, the —EVEN Semester commences. There shall be two months' vacation during April and May.

#### **6. REGISTRATION**

The strength of students for each programme shall be as per the existing orders, as approved by the University.

Those students who possess the required minimum attendance during a semester and could not register for the semester examination are permitted to apply for Notional Registration to the examinations concerned enabling them to get promoted to the next class.

#### **7. SCHEME AND SYLLABUS**

The Integrated PG programmes shall include **(a)** Common Courses I and II, **(b)** Core Course(s), **(c)** Complementary/Vocational Courses, and **(d)** Choice based course.

There shall be Two Choice Based course (Elective Course) in the fifth and sixth semesters.

Credit Transfer and Accumulation system can be adopted in the programme. Transfer of Credit consists of acknowledging, recognizing and accepting credits by an institution for programmes or courses completed at another institution.

The Credit Transfer Scheme shall allow students pursuing a programme in one college to continue their education in another college without break.

A separate minimum of 30% marks each for internal and external (for both theory and practical) and aggregate minimum of 35% are required for a pass for a course. For a pass in a programme, a separate minimum of **Grade D** is required for all the individual courses. If a candidate secures **F Grade** for any one of the courses offered in a Semester/Programme, **only F grade** will be awarded for that Semester/Programme until he/she improves this to **D Grade** or above within the permitted period. The college shall allow credit transfer, subject to the approval of the concerned board of studies and Academic Council.

Students discontinued from previous regulations CBCSS 2016, can pursue their studies under the new regulation —Regulations for Under Graduate Programmes under Choice Based Credit System 2020 after obtaining readmission.

The practical examinations (external/internal) will be conducted only at the end of even semesters for all programmes. Special sanction shall be given for those programmes which need to conduct practical examinations at the end of odd semesters.

## 8. PROGRAMMS STRUCTURE

### Model I/II BA/B.Sc.

	Programme Duration	6 Semesters
a.	Total Credits required for successful completion of the Programme	120
b.	Credits required from Common Course I	22
c.	Credits required from Common Course II	16
d.	Credits required from Core course and Complementary courses including Project	74
e.	Choice Based Core Course	8
f.	Minimum attendance required	75%

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**Model I or Model II B.Com**

	Programme Duration	6 Semesters
a	Total Credits required for successful completion of the Programme	120
b	Credits required from Common Course I	14
c	Credits required from Common Course II	8
d	Credits required from Core and Complementary/Vocational courses including Project	90
e	Choice Based Core Course	8
f	Minimum attendance required	75%

**Model III BA/B.Sc./B.Com**

	Programme Duration	6 Semesters
a	Total Credits required for successful completion of the Programme	120
b	Credits required from Common Course I	8
c	Credits required from Core + Complementary + Vocational Courses including Project	109
d	Open Course	3
e	Minimum attendance required	75%

**BA Honours**

	Programme Duration	6 Semesters
a	Total Credits required for successful completion of the Programme	120

b	Credits required from Common Course I	16
c	Credits required from Common Course II	8
d	Credits required from Core + Complementary + Vocational Courses including Project	93
e	Choice Based Core Course	8
f	Minimum attendance required	75%

### Integrated P G Programme

	Programme Duration	Semesters
a	Total credits required for successful completion of the Programme	200
b	Credits required from Core + Complementary+ Vocational Courses including project	200
c	Minimum attendance required	75%

## 9. EXAMINATIONS

9.1. The evaluation of each paper shall contain two parts:

- i. Internal or In-Semester Assessment (ISA)
- ii. External or End-Semester Assessment (ESA)

9.2. The internal to external assessment ratio shall be 1:4.

Both internal and external marks are to be rounded to the next integer.

All papers (theory & practical), grades are given **on a 7-point scale** based on the total percentage of marks, **(ISA+ESA)** as given below:-

Percentage of Marks	Grade	Grade Point
95 and above	S Outstanding	10
85 to below 95	A <sup>+</sup> Excellent	9

75 to below 85	A Very Good	8
65 to below 75	B <sup>+</sup> Good	7
55 to below 65	B Above Average	6
45 to below 55	C Satisfactory	5
35 to below 45	D Pass	4
Below 35	F Failure	0
	Ab Absent	0

**9.3 CREDIT POINT AND CREDIT POINT AVERAGE** Credit Point (CP) of a paper is calculated using the formula:-

$$CP = C \times GP, \text{ where } C \text{ is the Credit and } GP \text{ is the Grade point}$$

**Semester Grade Point Average (SGPA)** of a Semester is calculated using the formula:-

$$SGPA = TCP/TC, \text{ where } TCP \text{ is the Total Credit Point of that semester.}$$

**Cumulative Grade Point Average (CGPA)** is calculated using the formula:-

$$CGPA = TCP/TC, \text{ where } TCP \text{ is the Total Credit Point of that programme.}$$

**Grade Point Average (GPA)** of different category of courses viz. Common Course I, Common Course II, Complementary Course I, Complementary Course II, Vocational course, Core Course is calculated using the formula:-

$$GPA = TCP/TC, \text{ where } TCP \text{ is the Total Credit Point of a category of course. } TC \text{ is the total credit of that category of course}$$

Grades for the different courses, semesters and overall programme are given based on the corresponding CPA as shown below:

<b>GPA</b>	<b>Grade</b>
9.5 and above	<b>S Outstanding</b>
8.5 to below 9.5	<b>A+ Excellent</b>
7.5 to below 8.5	<b>A Very Good</b>
6.5 to below 7.5	<b>B+ Good</b>
5.5 to below 6.5	<b>B Above Average</b>
4.5 to below 5.5	<b>C Satisfactory</b>
3.5 to below 4.5	<b>D Pass</b>
Below 3.5	<b>F Failure</b>

## 10. MARKS DISTRIBUTION FOR EXTERNAL AND INTERNAL EVALUATIONS

The external theory examination of all semesters shall be conducted by the college at the end of each semester. Internal evaluation is to be done by continuous assessment. For all courses without practical total marks of external examination is 80 and total marks of internal evaluation is 20. Marks distribution for external and internal assessments and the components for internal evaluation with their marks are shown below:

### a) For all courses without practical

**Marks of external Examination : 80**

**Marks of internal evaluation : 20**

Components of Internal Evaluation of theory	Marks
Attendance	5
Assignment / Seminar/Viva	5
Test papers (2x5=10)(Marks of test paper shall be average)	10
<b>Total</b>	<b>20</b>

### b) For all courses with practical,

total marks for external evaluation is 60 and total marks for internal evaluation is 15.

For all courses with practical

**Marks of external Examination: 60**

**Marks of internal evaluation: 15**

Components of Internal Evaluation	Marks
Attendance	5
Seminar/Assignments/Viva	2
Test paper (2x4)	8
<b>Total</b>	<b>15</b>

**For practical examinations, total marks for external evaluation is 40 for internal evaluation is 10**

<b>Components of Internal Evaluation (Practicals)</b>	<b>Marks</b>
Attendance	<b>2</b>
Test (1x4)	<b>4</b>
Record*	<b>4</b>
<b>Total</b>	<b>10</b>

\*Marks awarded for Record should be related to number of experiments recorded.

### **Project Evaluation**

<b>Components of Project evaluation</b>	<b>Marks</b>
Internal Evaluation*	20
Dissertation (end semester)	50
Viva Voce (end Semester)	30

### **Components of Project Internal evaluation \***

<b>Components of internal evaluation</b>	<b>Marks</b>
Relevance and Contents	5
Analysis and Presentation	5
Pre submission Presentation and viva	10

\*Marks awarded for Record should be related to number of experiments recorded and duly signed by the teacher concerned in charge.

All three components of internal assessments are mandatory.



**c) For projects**

**Marks of external evaluation : 80**

**Marks of internal evaluation : 20**

<b>Components of External Evaluation of Project</b>	<b>Marks</b>
Dissertation (External)	50
Viva-Voce (External)	30
<b>Total</b>	<b>80</b>

\*Marks for dissertation may include study tour report if proposed in the syllabus.

<b>Components of internal Evaluation of Project</b>	<b>Marks</b>
Experimentation/data collection	5
Knowledge	5
Report	5
Presentation	5
<b>Total</b>	<b>20</b>

**Attendance Evaluation for all papers**

<b>% of attendance</b>	<b>Marks</b>
90 and above	5
85 – 89	4
80-84	3
76-79	2
75	1

(Decimals are to be rounded to the next higher whole number)

### **11. Assignments**

Assignments are to be done in all Semesters. At least one assignment should be done in each semester for all courses.

### **12. Seminar**

A student shall present a seminar in each semester.

### **13. Field Visit & Report Making**

Field Visit & Report Making is included in the fifth semester. It has no written examination. Students have to participate in the Field Visit. They have to submit a field visit report in the form of a dissertation. Marks/Grades will be awarded based on external and internal evaluation. The external evaluation of the Field Visit & Report Making (Dissertation) shall be conducted by one External examiner from a different college and an internal examiner from the college.

### **14. Exploration or Excavation**

Exploration or Excavation is included in the sixth and the tenth semesters. Students have to participate in the Exploration or Excavation as per the decision of the Board of Studies. They have to submit an Exploration or Excavation report in the form of a dissertation. It has no written examination. Marks/Grades will be awarded based on external and internal evaluation. The external evaluation of the Exploration or Excavation (Dissertation) shall be conducted by one External examiner from a different college and an internal examiner from the college.

### **15. Project Work**

Project work shall be completed in accordance with the guidelines given in the curriculum. There shall be two Projects (Semester VI, and Semester X), unless otherwise specified, in a programme. Project work shall be carried out under the supervision of a teacher of the department concerned. There shall be an internal assessment and external assessment for both the Project Works.

The Project Works shall be evaluated based on the presentation of the project work done by the student, the dissertation submitted and the viva-voce of the project. The external evaluation of the Project Works shall be conducted by one External examiner from a different college and an internal examiner from the college concerned.

## **16. INTERNAL ASSESSMENT TEST PAPERS**

Two test papers are to be conducted in each semester for each course. The evaluations of all components are to be published and are to be acknowledged by the candidates. All documents of internal assessments are to be kept in the college for one year and shall be made available for verification. The responsibility of evaluating the internal assessment is vested on the teacher(s), who teach the course.

### **Grievance Redressal Mechanism**

Internal assessment shall not be used as a tool for personal or other type of vengeance. A student has all rights to know, how the teacher arrived at the marks. In order to address the grievance of students, a three-level Grievance Redressal mechanism is envisaged. A student can approach the upper level only if grievance is not addressed at the lower level.

#### **Level 1: Department Level:**

The Department cell chaired by the HOD, Department Coordinator, Faculty Advisor and Teacher in-charge as members.

#### **Level 2: College level**

A committee with the Principal as Chairman, College Coordinator, HOD of concerned Department and Department Coordinator as members.

The College Council shall nominate a Senior Teacher as coordinator of internal evaluations. This coordinator shall make arrangements for giving awareness of the internal evaluation components to students immediately after commencement of I semester

The internal evaluation marks/grades in the prescribed format should reach the Controller of Examination before the 4th week of October and March in every academic year.

## 17. EXTERNAL EXAMINATION

The external theory examination of all semesters shall be conducted by the Controller of Examinations at the end of each semester.

Students having a minimum of 75% average attendance for all the courses only can register for the examination. Condonation of shortage of attendance to a maximum of 15 days in a semester subject to a maximum of 2 times during the whole period of the programme may be granted by the subcommittee of the college council on valid grounds. This condonation shall not be counted for internal assessment. Benefit of attendance may be granted to students attending University/College union/Co-curricular activities by treating them as present for the days of absence, on production of participation/attendance certificates, within one week, from competent authorities and endorsed by the Head of the institution. This is limited to a maximum of 15 days per semester and this benefit shall be considered for internal assessment also. Those students who are not eligible even with condonation of shortage of attendance shall repeat the **semester** along with the next batch after obtaining readmission upon the recommendations of the head of the department and college council

All students are to do a **project in the area of core course**. This project can be done individually or in groups (not more than three students). for all subjects which may be carried out in or outside the campus. The projects are to be identified during the V semester of the programme with the help of the supervising teacher. The report of the project in duplicate is to be submitted to the department at the sixth semester and are to be produced before the examiners appointed by the College.

There shall be supplementary exams only for fifth semester. Notionally registered candidates can also apply for the said supplementary examinations. For reappearance/improvement for other semesters the students can appear along with the next batch.

A student who registers his/her name for the external exam for a semester will be eligible for promotion to the next semester.

A student who has completed the entire curriculum requirement, but could not register for the Semester examination can register notionally, for getting eligibility for promotion to the next semester.

A candidate who has not secured minimum marks/credits in internal examinations can re-do the same registering along with the external examination for the same semester, subsequently. **There shall be no improvement for internal evaluation.**

18. All courses shall have unique alphanumeric code.

#### 19. PATTERN OF QUESTIONS

Questions shall be set to assess knowledge acquired, standard and application of knowledge, application of knowledge in new situations, critical evaluation of knowledge and the ability to synthesize knowledge. The question setter shall ensure that questions covering all skills are set. She/he shall also submit a detailed scheme of evaluation along with the question paper. A question paper shall be a judicious mix of short answer type, short essay type /problem solving type and long essay type questions.

#### Pattern of questions Papers

##### (a) Without practical

Sl. No.	Pattern	Marks	Choice of questions	Total marks
1	Short Answer/problem type	2	10/12	20
2	Short essay/problem	5	6/9	30
3	Essay/problem	15	2/4	30
Total				80

##### (b) With practical

Sl. No.	Pattern	Marks	Choice of questions	Total marks
1	Short Answer/problem type	1	10/12	10
2	Short essay/problem	5	6/9	30
3	Essay/problem	10	2/4	20
Total				60

Each BOS shall specify the length of the answers in terms of number of words. Pattern of questions for external examination of practical papers will be decided by the concerned Board of Studies/Expert Committees.

## **20. INTERIM EXIT OR LATERAL ENTRY FACILITY**

The Integrated Programme consists of an Under-graduate (UG) programme (upto semester VI) as the first degree and a Postgraduate (PG) programme (from semester VII to semester X) as the final degree. Thus, all the Programmes would carry the nomenclature of “Integrated <name of the first degree> - <name of the final degree>”. Therefore, the Integrated Programme intends to offer two separate degrees with an option for Interim Exit or Lateral Entry. The student shall avail the interim exit facility only after the completion of semester VI. If the student completes up to semester VI successfully, he/she shall be awarded a ‘First Degree Programme in <Subject> (Degree)’ Degree \*Ex: First Degree Programme in Physics (B.Sc)], which is recognized as equivalent to the corresponding conventional degree (First Degree). The total credits required for such a degree is 120.

On successful completion of the whole Programme, the student shall be awarded an ‘Integrated <name of the first degree> - <name of the final degree> (Specialisation, if required)’ degree [Ex. Integrated BA-MA English, Integrated B.Sc-M.Sc Physics (Electronics)]. Here the first degree (semester I to VI) and final degree (semester VII to X) are individually and separately recognized as equivalent to corresponding conventional degrees.

Eligible students may avail ‘Lateral entry’ facility for admission to VIIth semester of the programme, provided sufficient seats are available. Applicants who have a UG degree or equivalent in the subjects of Archaeology, History, Anthropology, Chemistry and Zoology, with a required credit of 120, can apply for lateral entry. The eligibility and other criteria are the same as that for the corresponding PG admission. The lateral admission is strictly based on merit and university norms which exist at the time of admission. The details of the selection process shall be announced by the university at the time of lateral entry.

The Integrated Programme in Archaeology and Material Culture Studies offers a provision for the students to leave the programme after successful completion of six semesters, (exit option) with B.A. degree in Archaeology and Material Culture Studies. However, the objective of the programme envisions the completion of the entire programme by each student admitted. The number of students to be admitted, and the eligibility condition for admission to the programme (Integrated Programme Archaeology and Material Culture Studies) shall be decided from time to time by the Board of Studies concerned. The admission will be based on the reservation policies issued by the Mahatma Gandhi University from time to time.

At the end of 10th semester, the students will be awarded M.A. degree in Archaeology and Material Culture Studies. In the case of Integrated M.A. Development Studies programme, students have an exit option after the completion of 6 semesters. Students who have successfully completed the courses according to the minimum mark/grade required for the pass and applied for the exit option will be awarded Bachelor in Arts (BA) degree in Archaeology and Material Culture Studies. The degree awarded as per the exit options is as equivalent as the degrees of any non-integrated programme. Students who continue the programme and successfully complete 10 semesters will be awarded Integrated Master in Arts (M.A.) Degree in Archaeology and Material Culture Studies. Students who have enrolled to the programme in the Seventh semester, against the vacancies likely to arise due to the exit of students after the 6th semester, shall be awarded Master in Arts (M.A.) Degree in Archaeology and Material Culture Studies on successfully completing 4 semesters.

## **21. Re-admission Rules**

There shall be provision for Readmission of students in Integrated Programmes. The Programme Director/Convener can grant readmission. There should be a gap of at least one semester for readmission. The candidate seeking readmission to a particular semester should have registered for the previous semester examination.

## **22. MARK CUM GRADE CARD**

The College shall issue to the students a MARK CUM GRADE CARD on completion of the programme.

**Note:** A separate minimum of 30% marks each for internal and external (for both theory and practical) and aggregate minimum of 35% are required for a pass for a paper. For a pass in a programme, a separate minimum of **Grade D** is required for all the individual papers. If a candidate secures **F Grade** for any one of the paper offered in a Semester/Programme **only F grade** will be awarded for that Semester/Programme until he/she improves this to **D GRADE** or above within the permitted period.

There shall be **2 level monitoring** committees for the successful conduct of the scheme. They are -

1. Department Level Monitoring Committee (DLMC), comprising HOD and two senior- most teachers as members.
2. College Level Monitoring Committee (CLMC), comprising Principal, Secretary Academic Council, College Council secretary and A.A/Superintendent as members.



### **Programme outcomes**

1. **Scientific temper and critical thinking.** Mindset which enables one to follow a way of life that focuses upon the scientific method of understanding reality and the capability to think rationally and reflectively.
2. **Inclusiveness.** Constant exposure to and interaction with disparate social strata for an inclusive mindset, ethical sensibility and greater social sensitivity and empathy.
3. **Democratic practice and secular outlook.** As envisioned by the Constitution of India.
4. **Sense of equality, equity and environment.** Ability to differentiate between pure equality, social equity and a heightened awareness of how humans dialectically interact with environment.
5. **Synergetic work culture.** Capacity to work in groups and the attitude to consider larger goals greater than personal ones.
6. **Emancipatory and transformative ideals.** Attainment of cherished ideals of education for the eventual empowerment of humanity.

### **Programme specific outcomes**

1. To help the students understand the social variables that has gone into the making of societies
2. Enable the students to make archaeology a tool for their social responsibility as a human being.
3. Critical understanding of the past.
4. Developing an empirical approach towards archaeology.
5. Acquire the efficiency to sense archaeological process from ethnographic parallels.
6. Open the scenario of archaeological and material culture research to the students.
7. Getting an ability to respect others and their culture.
8. Create the consciousness of the link between society, culture and environment.
9. Make an understanding of the origin and evolution of contemporary world.

**Department of Archaeology and Material Culture Studies**  
**Integrated PG Programme: Archaeology and Material Culture Studies (ARCMCS 20)**  
**Total Credits: 120**  
**UG Curriculum**

	Course Code	Course	Credit	Marks			Weekly Contact Hours
				Int.	Ext.	Total	
<b>Semester I</b>		Common Course: English-1	4	20	80	100	5
		Common Course: English-2	3	20	80	100	4
		Additional Language 1	4	20	80	100	5
	ARC1COR01	Introduction to Archaeology	4	20	80	100	5
		Complementary 1- Paper I - History	4	20	80	100	6
		<b>TOTAL</b>	<b>19</b>				<b>25</b>
<b>Semester II</b>		Common Course: English-3	4	20	80	100	5
		Common Course: English-4	3	20	80	100	4
		Additional Language 2	4	20	80	100	5
	ARC2COR02	Archaeology: Interdisciplinary Approaches	4	20	80	100	5
		Complementary 1- Paper II - History	4	20	80	100	6
		<b>TOTAL</b>	<b>19</b>				<b>25</b>
<b>Semester III</b>	ARC3COR03	History of Indian Archaeology	4	20	80	100	5
	ARC3COR04	Archaeological Investigations and Recording	4	20	80	100	5
	ARC3COR05	Introduction to Kerala Archaeology	4	20	80	100	5
	ARC3COR06	Introduction to Material Culture Studies	4	20	80	100	5
		Complementary 2 - Paper I - Chemistry	4	20	80	100	5
		<b>TOTAL</b>	<b>20</b>				<b>25</b>
<b>Semester IV</b>	ARC4COR07	Indian Prehistory	4	20	80	100	5
	ARC4COR08	Proto-Historic Cultures of India (Part-1)	4	20	80	100	5
	ARC4COR09	The Iron Age in South Asia	4	20	80	100	5
	ARC4COR10	Introduction to Ancient Indian Art & Architecture (Part-1)	4	20	80	100	5
		Complementary 2 - Paper II - Chemistry	4	20	80	100	5
		<b>TOTAL</b>	<b>20</b>				<b>25</b>
<b>Semester V</b>	ARC5COR11	Introduction to Culture and Religious History of India	4	20	80	100	5
	ARC5COR12	Introduction to Maritime Archaeology	4	20	80	100	5
	ARC5COR13	Research Methods in Archaeology	4	20	80	100	5
	ARC5COR14	An Introduction to Environmental Archaeology and Human Rights	4	20	80	100	5
	ARC5FVR01	Field Visit& Report Making	4	20	80	100	5
		<b>TOTAL</b>	<b>20</b>				<b>25</b>

	ARC6COR15	Introduction to Indian Numismatics (Part 1)	4	20	80	100	5
	ARC6COR16	General Introduction to Archival Studies	4	20	80	100	5
	ARC6COR17	Introduction to Archaeological Science	4	20	80	100	5
	ARC6COR18	Museum Theory: Museology	4	20	80	100	5
	ARC6PV01	Project and Viva	4	20	80	100	5
	ARC6EX01	Exploration	2	20	80	100	
		<b>TOTAL</b>	<b>22</b>				<b>25</b>
<b>Total Credits: 120</b>							

**Integrated PG Programme: Archaeology and Material Culture Studies**  
**Schedule and Course Structure**  
 (With effect from 2020 Admission)

**Core Courses**

Semester	Course Type	Code	Paper
First	Core	ARC1COR01	Introduction to Archaeology
Second	Core	ARC2COR02	Archaeology: Interdisciplinary Approaches
Third	Core	ARC3COR03	History of Indian Archaeology
	Core	ARC3COR04	Archaeological Investigations and Recording
	Core	ARC3COR05	Introduction to Kerala Archaeology
	Core	ARC3COR06	Introduction to Material Culture Studies
Fourth	Core	ARC4COR07	Indian Prehistory
	Core	ARC4COR08	Proto-Historic Cultures of India (Part-1)
	Core	ARC4COR09	The Iron Age in South Asia
	Core	ARC4COR10	Introduction to Ancient Indian Art & Architecture (Part-1)
Fifth	Core	ARC5COR11	Introduction to Culture and Religious History of India
	Core	ARC5COR12	Introduction to Maritime Archaeology
	Core	ARC5COR13	Research Methods In Archaeology
	Core	ARC5COR14	An Introduction to Environmental Archaeology and Human Rights
	Core	ARC5FV01	Field Visit & Report Making
Sixth	Core	ARC6COR15	Introduction to Indian Numismatics (Part-1)
	Core	ARC6COR16	General Introduction to Archival Studies
	Core	ARC6COR17	Introduction to Archaeological Science
	Core	ARC6COR18	Museum Theory: Museology
	Core	ARC6PV01	Project and Viva
		ARC6EX01	Exploration

### **Complementary Courses**

<b>Sl.No.</b>	<b>Code</b>	<b>Paper</b>	<b>Semester</b>
1		History	1
2		History	11
3		Chemistry	111
4		Chemistry	1V

**First Semester**

**Core Paper**

**ARC1COR01**

**Introduction to Archaeology**

**Credit: 4**

**Theory Hours: 90**

**Course Objectives:**

- To create a spirit of scientific enquiry among the students, while looking into the past.
- To know the evolution of archaeologies and about the different theoretical rationale that contributed to it.

**Course Outcomes:**

- Understanding the history of development of Archaeology.
- Development of a scientific approach while addressing the past.
- Awareness about various schools and approaches in the philosophy of archaeology.
- Understanding the theoretical base of Archaeology
- Developing a sense of history in addressing the problems of the past.

**Module I – Definition (Hours: 20)**

Definition, aims, scope and ethics of archaeology, type and nature of archaeological data, Important archaeological find and their significance, role of archaeology in heritage management, relevance of archaeology.

**Module II- Archaeology and other subjects (Hours: 25)**

Relationship of archaeology with social, natural and physical sciences, geology, geomorphology, archaeo-botany, archaeo-zoology, anthropology, history, physics, chemistry, GIS, computer applications, marine archaeology, ethno-archaeology, public archaeology.

**Module III- History of Archaeology: an outline (Hours: 25)**

Development of Archaeology in Europe, Commonwealth countries and America antiquity of humankind, concept of evolution, three age system, antiquarianism, classical archaeology, discovery of early civilizations, New Archaeology, and contributions of pioneer to archaeology

**Module IV-Sources, Perspectives of Culture (Hours: 20)**

Archaeological sources and historical sources, artefact, ecofact, features, sites, inscriptions, coins etc.

Definition of culture; archaeological and anthropological perspectives.

## References

1. Adams, W. Y. and E. W. Adams. 1991. *Archaeological Typology and Practical Reality A Dialectical Approach to Artifact Classification and Sorting*. Cambridge: Cambridge University Press.
2. Banning, E. B. 2002. *The Archaeologist's Laboratory - The Analysis of Archaeological Data*. New York: Kluwer Academic Publishers
3. Fagan, B. 1994. *In the Beginning: An Introduction to Archaeology*. London.
4. Gamble, C. 2008. *Archaeology: the Basics*. Abington: Routledge.
5. Grant, J., S. Gorin and N. Fleming. 2002. *The Archaeology Course Book: An Introduction to Study, Skills, Topics and Methods*. London: Routledge
6. Hodder, Ian. 1992. *Theory and Practice in Archaeology*. London: Routledge.
7. Hurcombe Linda 2007. *Archaeological artefacts as material culture*. New York: Routledge.
8. Paddayya, K. 1990. *New Archaeology and Aftermath: View from Outside the Anglo-American World*. Pune: Ravish Publishers

**Second Semester**

**Core Paper**

**ARC2COR02**

**Archaeology: Interdisciplinary approaches**

**Credit: 4**

**Theory Hours: 90**

**Course Objectives:**

- To familiarize students with the concept of Archaeology and also to acquainted with the basic principles and methodology adapted from various disciplines

**Course Outcomes:**

- To develop an understanding of the interdisciplinary nature of the subject Archaeology.
- To learn the basic relationship of archaeology with Social and Natural sciences.

**Module I-Geology (Hours: 25)**

1. Stratigraphy and other methods borrowed from Geology
2. Geological time scale
3. Rock types- igneous- sedimentary- metamorphic
4. Soil types and Mineral types

**Module II- History (Hours: 20)**

1. Text and Material culture
2. Method in History and Archaeology
3. Related approaches in History and Archaeology

**Module III – Anthropology and Ethnography (Hours: 25)**

1. Interdisciplinary relations of Archaeology
2. Physical Anthropology
3. Cultural Anthropology
4. Ethnography- method and approach

**Module IV Geography (Hours: 20)**

1. Human Geography and Human ecology
2. Cultural Geography
3. Physical Geography
4. Cartography



## References

1. A.B. Roy. *Fundamentals of Geology*, 2020.
2. G.B. Mahapatra. *Textbook of Geology* CBS
3. Graham Park. *Introducing Geology*, 2018, Dunedin Academic Press
4. Ian Hodder , Glynn Isaac , Norman Hammond Ed. *Pattern of the Past*, 2009, CUP
5. Geoffrey Scarre, Robin Conningham Ed. 2013. *Appropriating the Past*, CUP
6. Karl Buber W. 1998. *Archaeology as Human Ecology*
7. Karl Buber W. 1964 *Environment and Archeology: An Introduction to Pleistocene Geography*. Aldine, Chicago

**Third Semester**

**Core Paper**

**ARC3COR03**

**History of Indian Archaeology**

**Credit: 4**

**Theory Hours: 90**

**Course Objectives:**

- To provide an overview of the major developments in Indian Archaeology from Colonial period to Post-Independence phase
- To look at the contributions of major archaeologists and antiquarians for the development of Indian Archaeology

**Course Outcomes:**

- Students gain familiarity with the stages of the development of Archaeology in India from colonial period onwards, and they will understand the contributions of various antiquarians and archaeologists to the development of Archaeology in India.

**Module I- Formative phase in the development of Indian archaeology**  
**(Hours:25)**

Antiquarianism, Asiatic Society of Bengal, William Jones, Colin Mackenzie, Meadow Taylor, Francis Buchanan, John Babington, James Princep, James Fergusson, Robert Bruce Foote, James Burgess, Robert Sewell, Indological approach, decipherment of scripts, translation of ancient Indian works.

**Module II- Colonial archaeology of first half of 20<sup>th</sup> Century**  
**(Hours:20)**

Alexander Cunningham, Lord Curzon and John Marshall era, Contributions of Aurel Stein, Fr. Henry Heras, D.R. Sahni, K.N Dekshit, Majumdar and M.S Vats, early archaeological publications, Mortimer Wheeler.

**Module III - Post Independence Phase and present structure of**  
**archaeology in India (Hours:25)**

Role of ASI, Indian Universities and State Archaeology Departments, New archaeology, legislations for monuments and antiquities, important excavated sites, early historic and

medieval archaeology.

**Module IV - Brief Introduction to Prehistoric and Proto-historic research in India (Hours: 20)**

Studies of major prehistoric and proto-historic sites, development of rock art studies, contributions of Princely States for the development of archaeology in India.

**References**

1. Chakrabarti, D.K. 1988. A History of Indian Archaeology: From the Beginning to 1947. New Delhi: Munshiram Manoharlal.
2. Chakrabarti, D.K. 2003. Archaeology in the Third World: A History of Indian Archaeology Since 1947. New Delhi.
3. Chakrabarti, D.K. 2006. The Oxford Companion to Indian Archaeology. New Delhi; Oxford University Press.
4. Chakrabarti, D.K. 2009. India An Archaeological History Palaeolithic Beginnings to Early Historic Foundation.
5. Ghosh, A. 1989. An Encyclopaedia of Indian Archaeology. New Delhi; Munishiram Manoharlal Publishers.
6. Ray, H.P. 2008. Colonial Archaeology in South Asia. New Delhi: Oxford University Press.
7. Settar, S. Ravi, K. 2002. Indian Archaeology in Retrospect; Prehistory. New Delhi; Manohar.
8. Settar, S. Ravi K. 2002. Indian Archaeology in Retrospect; Proto-history New Delhi; Manohar.
9. Singh, U. 2004. The Discovery of Ancient India; Early Archaeologist and the Beginning of Archaeology. New Delhi: Permanent Black.

### **Third Semester**

#### **Core Paper**

#### **ARC3COR04**

#### **Archaeological Investigations and Recording**

**Credit: 4**

**Theory Hours: 90**

#### **Course Objectives:**

- To familiarize students with the field and recording methods in archaeology.
- To introduce students to the current practices in archaeology and material culture studies.
- To provide practical training to students in field and lab methods.

#### **Course Outcomes:**

- The student will be able to apply methods in archaeology.
- The student will be open to current and future trends in archaeology and material culture studies.

#### **Module I Exploration (Hours: 20)**

Aims of archaeological fieldwork or field archaeology- project design- survey or reconnaissance methods (surface, sub-surface, aerial)

#### **Module II Excavation (Hours: 25)**

Looking at sites and landscapes- mapping- identifying layers, loci and context- artifact, ecofacts- vertical, horizontal and other methods- excavating features and structures- site formation processes such as mounds- section drawing- Course of excavation, staff, tools, digital tools and technologies

#### **Module III Post- excavation analysis and interpretation (Hours: 25)**

Recovering material, transporting and conserving after field work  
Recording, mapping- integrated field research, assemblages, dating methods and chronology

#### **Module IV Field Report (Hours: 20)**

Guidelines for writing a field report

## References

1. Atkinson, R.J. (1953). *Field Archaeology*. London: Methuen
2. Binford, L.R. (1972) *An Archaeological Perspective*. New York: Seminar Press.
3. Drewett, L. Peter. (1999), *Field Archaeology*. London: UCL Press.
4. Fagan, Brian.1994. *In the Beginning: An Introduction to Archaeology*. London.
5. Grinsell L., Rahtz P. & Williams D.P. (1974), *The Preparation of Archaeological Report*.
6. London. Heizer F.R. (Ed.) (1959), *A Guide to Archaeological Field Methods*. California.
7. Miller D. (1985), *Artifacts as Categories: A Study of Ceramic Variability in Central India*. Cambridge: Cambridge University Press.
8. Rajan, K. (2003). *Principles and Methods of Archaeology*. Thanjavur: Manoo Pathippakam
9. Raman, K.V. (1998). *Principles and Methods of Archaeology*. Chennai: Parthajan

### **Third Semester**

#### **Core Paper**

#### **ARC3COR05**

#### **Introduction to Kerala Archaeology**

**Credit: 4**

**Theory Hours: 90**

#### **Course Objectives:**

- To introduce the students to the Kerala archaeology.
- To understand the various facets of Kerala Archaeology, art and architecture and other factors of historical period

#### **Course Outcomes:**

- The student would be able to understand the archaeology of Kerala
- The student would be able to understand the various facets of archaeology of Kerala.

#### **Module I (Hours: 20)**

Geomorphology of Kerala- brief understanding of rock and soils, geological stratigraphy and land forms in Kerala and their role in history and archaeology

#### **Module II (Hours: 25)**

Review of Prehistoric evidences from Kerala, Paleolithic, Mesolithic, Neolithic, Rock-art

Megalithic culture - typology, distribution, cultural artifacts, dates, believes and Socio-cultural ramification

#### **Module III (Hours: 20)**

Early historic evidences Literary and Archaeological evidences (epigraphs, coins, excavated sites)

Medieval period, Literary and Archaeological evidenced from explored and excavated sites

#### **Module IV (Hours: 25)**

Maritime trade: literary and archaeological evidences from sites like, Pattanam, Kottapuram, Vizhinjam, Kollam etc. Trade Guilds, Tarasapalli and Jewish Copper plates.

Art and Architecture in Kerala: Introduction to Buddhist and Jain vestiges, Introduction to Temple architecture of Kerala (caves and structural), Church architecture, Synagogues and Mosques. Sculptures in Stone, Wood and other materials, Murals Painting in Kerala. Medieval forts of Kerala.

## **References**

1. Gurukkal, Rajan and Raghava Varier, 2018. **History of Kerala from Prehistoric to the Present**.
2. Kumar, Ajit and Raj K. Varman. 2018. **Art Rupestre: Petroglyphs and Pictographs in Kerala (Rock-Art in Kerala)**, Delhi, New Bharatiya Book Corporation.
3. Kumar, Ajit. 2017. **Forts of Kerala (Historical and Architectural Account)**, Delhi. New Bharatiya Book Corporation.
4. Menon, T. Madhava 2000. **A Handbook of Kerala** Vol.1&2. Trivandrum: ISDL.
5. Rajendran, P. 1989. **The Prehistoric Cultures and Environment (A Case Study of Kerala)**. Classical Publishing Company, New Delhi.
6. Ramachandran, A. 2011. **Painted Abode of Gods: Mural Traditions of Kerala**. New Delhi: Vadehra Art Gallery.
7. Sam, N. 2006. **Keralthile Pracheena Lipimatrakakal**. Trivandrum Archives, Govt. of Kerala.
- Sarkar, H. 1978. **An Architectural Survey of Temples of Kerala**. Delhi: ASI.
8. Gopinath, Rao, 1920. **Travancore Archeological Series** Vols. 1, 2 and 3, Trivandrum

**Third Semester**

**Core Paper**

**ARC3COR06**

**Introduction to Material Culture Studies**

**Credit: 4**

**Theory Hours: 90**

**Course Objectives:**

- Students will be able to develop the skills of critical reading and academic writing in material culture studies.
- Students will be able to understand the different methods of approaching material and non-material records.

**Course Outcomes:**

- Students can apply scientific methods to study material culture from archeological sites.
- Students will be able to integrate the material and non-material aspects of archaeological cultures.

**Module I: Material Culture (Hours: 25)**

Material Culture- Definitions, Scope- Material and nonmaterial culture- 19th and early 20th centuries studies on material culture- evolutionary framework- hominin/human behind material culture.

**Module II: Making Sense of Material Culture (Hours: 20)**

Categorization- group defined is classification-Typologies and Issues of Classification-Formal classification and the analysis of artifacts- Seriation.

**Module III: Objects and Humans (Hours: 20)**

Archeology of everyday things- quotidian objects in museums- archaeology of landscape- Artifacts and meanings- Agency and object- technology as a vital aspect of material culture.

**Module IV: Object Based Learning and Experimental Activities (Hours: 25)**

Thinking like an early Archaeologist- seriation and typology workshops - Workshops on Ceramics classification and Stone tools classification. Workshops on pottery& stone tool production.



## **References**

1. Miller Daniel, 1997, *Material Culture and Mass Consumption*, Wiley-Blackwell.
2. Bochi Victor 2002, Ed., *Material Culture Reader*, Routledge.
3. Lubar Steven Lubar, W. David Kingery, 1995, *History from Things: Essays on Material Culture*, Smithsonian Books; New edition.

**Fourth Semester**

**Core Paper**

**ARC4COR07**

**Indian Prehistory**

**Credit: 4**

**Theory Hours: 90**

**Course Objectives:**

- To Provide an idea about the prehistoric habitation in India up to Neolithic period
- To give an overview of the environmental background and technological development in successive prehistoric cultural periods in India

**Course outcomes:**

- Students will be successfully able to understand environmental settings and distribution of prehistoric cultures in Indian subcontinent

**Module I: Environmental setting of the Indian Sub-continent (Hours: 20)**

Physical geography, Monsoon pattern, General flora, General fauna, Raw-material Resources, Major River systems, Spatial and Temporal variations, Seasonality

**Module II: General Introduction to Indian Prehistory (Hours: 20)**

History of research in Prehistory, Definition of Terms, A general view of the geological time scale and the position of quaternary Period in it, Introduction to human evolution, Significance of Pleistocene epoch.

**Module III: Palaeolithic Culture (Hours: 25)**

Definition of the term, Conceptual divisions of Palaeolithic Period to Lower, Middle and Upper, Distribution of Palaeolithic cultures in the Indian sub-continent, tool typology, associated artefacts, fossil records, stratigraphic contexts, major sites.

**Module IV: Mesolithic Culture and Neolithic Culture (Hours: 25)**

Definition of the term, Distribution of Mesolithic Culture sites in the Indian sub-continent important sites, Tool typology, associated artifacts and ecofacts, Rock art.

Definition of the term, Distribution of Neolithic Culture sites in the Indian sub-continent, Tool typology and associated artifacts, Domestication of plants and animals

## **References**

1. Agrawal, D.P. 1970. The Archaeology of India. Delhi.
2. Allchin, F.R. & B. Allchin. 1981. The Rise of Civilization in India and Pakistan. Delhi.
3. Allchin, B, A. Goudie, K.T.M. Hegde 1978 The Prehistory and Paleogeography of the Great Indian Thar Desert, Academic Press, London
4. Dennell, Robin 2009 The Palaeolithic Settlement of Asia. Cambridge University Press, Cambridge
5. Erwin Newmayer 1993- Lines on Stone: Prehistoric Rock Art of India, Manohar, New Delhi.
6. Evans J. 1978 An Introduction to Environmental Archaeology. New York.: Cornell University Press.
7. Sankalia, H.D. 1974 Prehistory and Protohistory of India and Pakistan, Deccan college, Pune,
8. Subbarao, B. 1958 Personality of India, The Maharaja Sayajirao University of Baroda, Vadodara
9. Thapar, B. K. 1985. Recent Archaeological Discoveries in India, UNESCO Publication

**Fourth Semester**

**Core Paper**

**ARC4COR08**

**PROTO HISTORIC CULTURES OF INDIA (PART 1)**

**Credit: 4**

**Theory Hours: 90**

**Course Objectives:**

- To understand meaning and scope of protohistory and major stages of the development of protohistoric researches in India
- To introduce basic features of protohistoric cultural developments in different parts of Indian sub-continent
- To look at the detailed archaeological records of Pre-Harappan and Harappan civilization, its basic features and nature of material remains

**Course Outcomes:**

- Students will have better understanding of Protohistoric cultures of India and they will learn about the features of Pre Harappan and Harappan cultures

**Module I: Introduction (Hours: 25)**

- Protohistoric: definition and its scope
- Terms, norms and its terminologies
- Civilization and Urbanization: definitions and implications
- History of Proto-historic researches in India

**Module II :In the beginning (Hours: 20)**

- Pre Harappan Cultures of India
- Settlement pattern and subsistence of Pre Harappan Cultures
- Mehrgarh and beginning of sedentary agriculture
- Beginning of first urbanization

**Module III: Indus Civilization (Hours: 25)**

- Indus Civilization: Origin, Extent, Date, Religion, Pottery, and Art
- Terracotta figurines, beads, Seals, sealing and sculptures

- Art and Architecture and Trade network
- Burial system and the Cemetery H Culture (Pottery types and burials)

#### **Module IV: Major Harappan Settlements and their features (Hours: 20)**

- Harappa and Mohenjo-Daro
- Kalibangan, Rakhigarhi, Banawali, Bhirana
- Lothal, Dholavira, Surkotada, Bagasra
- Bhagawanpura, Diamabad, Alamgirpur

#### **References**

1. Agrawal, D. P. & A. Ghosh (ed.): Radiocarbon and Indian Archaeology
2. Agrawal, D.P.: The Copper Bronze Age in India. Delhi
3. Agrawal, D.P. and D. K. Chakrabarti (eds): Essays in Indian Protohistory
4. Allchin, B., A.S. Goudie and K.T.H. Hegde: The Prehistory & Protohistory of the Great Indian Desert. London
5. Ansari, X. D. and M. K. Dhavalikar: Excavation at Kayatha, Poona
6. Asthana, S.: Pre-harappan Cultures of India and the Border Lands. New Delhi
7. Chakrabarti, D. K.: The External Trade of the Indus Civilization. Delhi
8. Dani, A. H.: Prehistory and Protohistory of Eastern India, Calcutta
9. Gaur, R. C.: The Ochre-coloured Pottery- A Reassessment of the Evidence. South-Asian Archaeology 1973. (Eds. J. E. Van Lohuizen de Leeuw and J. J. H. Ubayd)
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11. Ghosh, A.: The City in Early Historical India
12. Gupta, S. P.: Disposal of Dead and Physical Types in Ancient India
13. Gururaja Rao, B. K.: Megalithic Culture in South India
14. Kamalkar, G. (editor): South Indian Archaeology
15. Leakey, L. S. B.: The Olduvai Gorge
16. Manchanda, O.: The Study of Harappan Pottery. Delhi
17. Marshall, Sir John (ed.): Mohenjodaro and the Indus Civilization 3 Volumes
18. Mishra, S. M.: gMIik lH;rk
19. Mishra, V. D.: Some Aspects of Indian Archaeology
20. Mughal, N. R.: The Early Harappan Period in the Greater Indus Valley and Northern Baluchistan (C. 3000-2400 BC) University of Microfilms. Michigan

**Fourth Semester**

**Core Paper**

**ARC4COR09**

**The Iron Age in South Asia**

**Credit: 4**

**Theory Hours: 90**

**Course Objectives:**

- Students will be able to understand the transition from stone and bronze to iron in the Indian subcontinent.
- Students will be able to assess the complexities of culture and impact of iron technology on agriculture and exchange and leading towards urbanism.

**Course Outcomes:**

- Students can familiarize themselves with excavated sites and understand literary references to Iron using cultures in India.
- Students will be able to understand the regional aspects and spread of iron in South Asia.

**Module I: Megalithic Culture (Hours: 25)**

Defining Iron Age and Megalithic culture- typologies of monuments- material culture- non-material culture- early farming cultures in south Asia.

**Module II: Early Iron Age and Later Iron Age (Hours: 25)**

Features of Early Iron Age in Ganga basin- Features of Early Iron Age in Peninsular India- iron technology- textual references-zones of early iron working in India- PGW culture and settlements- agro-pastoralism- metal working, bead making, basket-mat making, oil crushing, stone cutting and pottery making.

**Module III: and Later Iron Age (Hours: 20)**

Features of Later Iron Age in Ganga basin - Features of Later Iron Age in Peninsular India- urbanisation and formation of state- NBPW sites.

**Module IV: Living Megalithism (Hours: 20)**

Mortuary practices of different tribal communities- Northeast- eastern India- Central India- south Indian- burial grounds and death rituals- memorial pillars- hero stones- grave goods- social status-

## References

1. Brubaker, Robert. —Aspects of Mortuary Variability In The South Indian Iron Age.‖ *Bulletin of the Deccan College Research Institute*, vol. 60/61, Vice Chancellor, Deccan College Post-Graduate and Research Institute (Deemed University), Pune, 2000, pp. 253–302, <http://www.jstor.org/stable/42936619>.
2. Chakrabarti Dilip K, The Early Use of Iron in India, Oxford University Press, 1993.
3. Moorti "Megalithic culture of south India: socio-economic perspectives, Varanasi, Ganga Kaveri, 1994.
4. Singh Upinder, Ancient India: From the Stone Age to the 12th Century, Pearson, 2009.

**Fourth Semester**

**Core Paper**

**ARC4COR10**

**Introduction to Ancient Indian Art and Architecture –Part I**

**Credit: 4**

**Theory Hours: 90**

**Course Objectives:**

- Introduce the students to the chronological development of art and architecture from early historic times in India.
- Understand the changes and development that have taken place in Buddhist, Hindu and Jain art and architecture through various periods.

**Course Outcomes:**

- The student would be able to understand the evolution of various art traditions its influences and character.
- The student would be able to understand the growth of Stupas and various centers of art and architecture of ancient India.

**Module I (Hours: 20)**

Introduction to Salient features of Indian Art and Architecture – Brief introduction to art from Prehistoric to Harappan times and Vedic times

**Module II (Hours: 25)**

Introduction to Art and Architecture of Pre Mauryan and Mauryan period as gleaned from excavations and standing vestiges

**Module III (Hours: 25)**

Development of structural Stupas during Post Mauryan period in Ancient India- Introduction to Post Mauryan centers of Art and Architecture

**Module IV (Hours: 20)**

Art and Architecture under the Kshatrapas and Kushans (Mathura, Gandhara, Taxila, Sanghol, Gujarat etc.)



## **References**

1. Brown, Percy. 1960. **Indian Architecture (Buddhist and Hindu)**. Bombay: Taraporewala.
2. Dehejia, Vidya. 1972. **Early Buddhist Rock Temples**. London: Thames and Hudson.
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4. Nagaraju, S. 1981. **Buddhist Architecture of Western India**. Delhi: Agam Kala.
5. Srinivasan, K.R 1972. **Temples of South India**. Delhi: NBT.
6. Tadmell, Christopher. 1994. **The History of Architecture in India**. London: Phaidon Press
7. Hardy, Adam. 2007. **The Temple Architecture of India**. London: Wiley and Sons. Ltd
8. Gupta, S.P and S. Vijayakumar. 2010. **Temples in India Origin and Developmental Stages**. New Delhi: D.K. Print world

**Fifth Semester**

**Core Paper**

**ARC5COR11**

**Introduction to Culture and Religious History of India**

**Credit: 4**

**Theory Hours: 90**

**Course Objectives:**

- To explain the development and characteristics of various religions in India
- To introduce the role of different religions in the development of Indian culture

**Course Outcome:**

- Students will be understand the origin and development of different religions in India and the role played by them in shaping of the Indian culture

**Module 1 Vedic Religion (Hours: 25)**

- Religion of Vedic and later Vedic periods, the cult of sacrifice, natural powers, philosophy.

**Module II Brahmanical Religion (Hours: 20)**

- Brahmanical religious literature, origin of Vaishnavism, Saivism, Sakti.

**Module III Buddhism and Jainism (Hours: 25)**

- Origin and development of Buddhism, Buddhist literature, Philosophy of Buddhism
- Origin and development of Jainism, Religious literature of Jainism, Lokayatikas and Ajivikas
- Decline of Buddhism and Jainism in India – Impact of Buddhism and Jainism on Indian Society

**Module-IV Religions from outside India and their transformations (Hours: 25)**

- Spread of Judaism, Christianity, Zoroastrianism, and Islam in India

**References**

1. Bhandarkar, R.G 1995 (reprint) Vaishnavism, Saivism and Minor Religious Systems.
2. Bhattacharya, N.N. 2007. History of The Tantric Religion: An Historical, Ritualistic and Philosophical studies. New Delhi: Manohar.
3. Chatterjee, Asitkumar 2000. A Comprehensive History of Jainism (2 vols). New Delhi: Munshiram Manoharlal Publishers Pvt. Ltd.
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**Fifth Semester**

**Core Paper**

**ARC5COR12**

**Introduction to Maritime Archaeology**

Credit: 4

Theory Hours: 90

**Course Objectives:**

- To introduce the students to the Maritime trade from ancient times in India.
- Understand the role maritime trade played in Socio-cultural changes and development

**Course Outcomes:**

- The student would be able to understand the perspectives of maritime trade and its importance.
- The student would be able to understand the role played by maritime trade and its guilds in society.

**Module I (Hours: 20)**

- Definition, scope and Ramification of Maritime trade and exchanges
- An introduction to underwater Archaeology, Survey, methodology and techniques

**Module II (Hours: 20)**

- Maritime Navigation
- Trade winds
- Ship and Boat types
- Shipbuilding and shipwrecks

**Module III (Hours: 25)**

- Maritime contacts from Harappan period: Evidences from Lothal, Dilmun, Meluha
- Evidences of maritime connection from regions of Mesopotamia and Egypt

**Module IV (Hours: 25)**

- Early Historic trade with West Asia
- Literary reference (Classical and Sangam) to Maritime contact with Peninsular India.
- Greco-Roman trade evidences from excavated sites
- Trade, traders, traded items, guilds, and trade routes
- Socio-cultural impact of trade and exchanges

- Medieval trade with Peninsular India and references sources (Indian and Foreign)
- Archaeological evidences of Trade with West Asia (Persian Gulf and Arabian Peninsula) and China.
- Inscriptional evidences of traders and privileges given to them ( Tarasapalli and Cochin Copper plate grants).

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**Fifth Semester  
Core Paper**

**ARC5COR13**

**Research Methods in Archaeology**

Credit: 4

Theory Hours: 90

**Course Objectives:**

- To orient the students in different methods and techniques of data collection and analyses along with introducing them to various social science research methodologies.
- To introduce philosophy of sciences

**Course outcomes:**

- The students will be able to assess the basic functions and working of analytical methods used in research and familiarize with the scientific and philosophical aspects of social science

**Module I: Introduction (Hours: 25)**

Basic Introduction to the Philosophy of Science; Fundamentals of Social Science Research Methods; Approaches in Research: Quantitative and Qualitative; Ethical Issues

**Module II: Perceptions in Archaeological Research (Hours: 20)**

History of Archaeological Research, Antiquarianism, Three Age System, New Archaeology, Systemic Approach, Behavioural Approach, Post- Processual Archaeology

**Module III: Primary components of Archaeological Research (Hours: 20)**

Nature and Structure of Archaeological data, exploration and excavation methods, methods of assessing an archaeological site, archaeological samples, sampling strategies, Report writing

**Module IV: Developing Research Proposal (Hours: 25)**

Developing a conceptual framework, literature review in research and its analysis, Research questions, hypothesis formulation, designing the study lay out, sampling methods, various data analyses methods.

Project Submission, Presentations and finalization

**References**

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3. Binford L.R. (1972) *An archaeological Perspective*. New York: Seminar Press.
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## **Fifth Semester**

### **ARC5COR14**

#### **An Introduction to Environmental Archaeology and Human Rights**

Credit: 4

Theory Hours: 90

#### **Course Objectives:**

- To understand what is the environment, ecosystem, and environmental and social issues.
- To understand what environmental archaeology is, and its sub-branches.
- To introduce students to the scope and methods of Geoarchaeology.
- To understand human responses to changing environments.
- To understand what is human rights and its development in the global scenario.

#### **Course Outcomes:**

- The students will gain comprehensive knowledge of environmental archaeology, geoarchaeology, ecology and human rights.

#### **Module I: Introduction to Environmental Studies (Hours: 25)**

- Environment - Definition - Scope and Important - Ecosystem and Biodiversity - Definition - Threats to Biodiversity.
- Environmental Issues - Environment and pollution - Air, Water, Soil, Marine, Noise, and Thermal Pollutions - Causes and Effects - Solid Waste Management.
- Social Issues - Sustainable Development - Water Conservation - Wasteland Reclamation - Environmental Protection Act.
- Human Population and Environment - Population Growth - Environment and Human Health - Population Explosion - Family Welfare Programme.

#### **Module II: Environment and Archaeology (Hours: 20)**

- Environment and Archaeology - Environmental Archaeology - Definition and scope - Changing nature of the discipline in Environmental Archaeology.
- Branches related to Environmental Archaeology, Global Trends in Environmental Archaeology - Sources for the study of Environmental Archaeology.
- Geoarchaeology - Definition, concepts, and development of Geoarchaeology - Identifying natural processes.



### **Module III: Cultural Ecology (Hours: 20)**

- Human responses to changing environment - Paleo-Landscape , Paleo-climate, Sea-level changes
- Origin, growth and decay of cultures.
- Human impact on the landscape.

### **Module IV: Introduction to Human Rights (Hours: 25)**

- The Concept of Human Rights - Origin and development - Classification - The Right of 1st Generation (Civil and Political Rights) - 2nd Generation (Economics, Social and Cultural Rights) - 3rd Generation (Collective Rights)
- Human Rights and United Nations - Universal Declaration of Human Rights (UDHR) - Role of UN in the Protection of Human Rights - UNESCO, UNICEF, WHO, ILO.
- Leaders of the Human Rights Movement - Mahatma Gandhi, Nelson Mandela, Martin Luther King Jr, Desmond Tutu, Medha Patkar.

### **References**

1. Binford, L. R. 1981. *Bones: Ancient Men and Modern Myths*. New York: Academic Press.
2. Brothwell, D. and E. Higgs (eds.) 1969. *Science in Archaeology*, 2nd Edition. London: Thames and Hudson.
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**Sixth Semester  
Core Paper**

**ARC6COR15**

**Introduction to Indian Numismatics Part - I**

Credit: 4

Theory Hours: 90

**Course Objectives:**

- To introduce ancient Indian coins as a major source of reconstruction of the history
- To explain the origin and evolution of coinage in India
- To provide an idea about the basic characteristics of early coinage of Kerala

**Course Outcomes:**

- Students will be familiarize with ancient Indian coinage system and they will be understand how the coins reconstruct the past history

**Module I (Hours: 20)**

- Definition and meaning of numismatics
- Nature, aim and Scope of numismatics
- Coins as an archaeological/Primary source material
- Role of numismatics in reconstruction of socio-economic, cultural and religious History of India

**Module II (Hours: 25)**

- Origin and Antiquity of Money in India
- Evolution of Indian coinage
- Antiquity of Indian coinage: Prehistoric to early historic times
- Developmental stages of numismatics
- Numismatics as a separate subject discipline

**Module III (Hours: 25)**

- Major Indian Coin hoards
- Minting techniques (Punching, Casting, Die Striking and Repousse)
- Features of early Indian Coinage from prehistoric to the Janapadas period
- Features of Dynastic coin series up to Guptas

**Module IV (Hours: 20)**

- Introduction to Early coinage of Kerala

- Early Coinage of Chola, Chera and Pandya
- Roman coin finds and their features from Kerala
- Major Coin Hoards in Kerala

### **References**

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**Sixth Semester  
Core Paper**

**ARC6COR16**

**General Introduction to Archival Studies**

Credit: 4

Theory Hours: 90

**Course Objectives:**

- To introduce Archival data as a major source of the reconstruction of history
- To understand the basic characteristics and features of Archives
- To Develop the ability to preserve, organize and create access for the historic records

**Course Outcomes:**

- The Students can be understand the importance of archival documents and able to find his way through the different archival documents.

**Module I (Hours: 20)**

Archives, Libraries and Museums - Characteristics of Archives -Value of Archives - Genesis of National Archives of India - Kerala State Archives - Archives in neighbouring states - Archival Exhibition

**Module II (Hours: 25)**

Indian Historical Record Commission - International Council on Archives - Special Types of Archives: Business Archives and Private Archives - Duties and Qualifications of archivist -Principles of Editing-Publication and Exhibition Programme

**Module III (Hours: 25)**

Servicing of Records - Administrative History and Epigraphy -Changes in the administrative set up of - East India Company from 1757 to 1947 - Growth of Various Departments under Government of India from 1748 to 1947 - Administrative History of Modern Travancore and Cochin from 1800 to 1949- Origin of Huzur Catcherry or Govt. Secretariat in Kerala

**Module IV (Hours: 20)**

History of Indian Epigraphy with Specialization to Brahmi - Kerala Epigraphy : Different Scripts- Grandhalipi, Vattezhuthu, Kolezhuthu, Tamil, Malayalam- Comparative study of Indian Scripts

## **References**

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13. Sankarankutty Nair, T.P., The latest Phase of Monarchy in Travancore
14. Various records in Kerala State Archives

**Sixth Semester  
Core Paper**

**ARC6COR17**

**Introduction to Archaeological Science**

Credit: 4

Theory Hours: 90

**Course objectives:**

- To understand the relation between archeology and other sciences
- To make students acquainted with the various scientific methods adopted from natural sciences to Archaeology

**Course Outcomes:**

- Students will be able to understand and train various scientific methods and applications in archaeological research

**Module I: Introduction (Hours: 20)**

History of the discipline of Archaeology - Inter-disciplinary approaches in Archaeology- General Appreciation of role of sciences in Archaeology

**Module II: Introduction to the use of Geology in Archaeology (Hours: 20)**

Geological Time Scale - Different types of rocks (igneous, metamorphic and sedimentary)- minerals and sediments and their identification process using hand specimen.

**Module III: Introduction to the use of Physics and Chemistry in Archaeology (Hours: 25)**

Introduction to the Periodic Table- developing skills to recognize materials through non-destructive methods; metals, alloys, ceramics, glass, basic concepts of Chemistry

**Module IV: Introduction to Biological Sciences in Archaeology (Hours: 25)**

Introductory outline of the classification of Plant kingdom and Animal Kingdom- Process of evolution- domestication

Practicals- Hand specimen identification of rocks and minerals- simple salt analysis-complex salt analysis - estimation of elements through volumetric and gravimetric analysis

**References:**

1. Brothwell, D. and E. Higgs (Eds.). 1969. Science in Archaeology, London: Thames and Hudson.
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## **Sixth Semester**

### **ARC6COR18**

#### **Museum Theory: Museology**

Credit: 4

Theory Hours: 90

#### **Course Objectives:**

- To familiarize with the meaning and features of Museums, Museology and Museography
- To study the role and function of a museum from its historical beginnings to the present
- To examine the functions of museums
- To understand the laws governing heritage, culture, museums and archaeology

#### **Course Outcomes:**

- The students will gain comprehensive knowledge of the meaning, role and functions of museum and its importance in caring and conserving the heritage

#### **Module I: Museums and Museology (Hours: 20)**

- Museums: Origin and evolution of the term Museums, ICOM definition of Museums.
- Museology: Museology and Museography, New Museology, Community Museology
- Museum as part of Heritage: Cultural/ Natural, Tangible/ Intangible, Movable/ Immovable Heritage.
- Social role of Museums: Public education, Inclusive Museology, Eco-museums, Access to Museums

#### **Module II: Museum Movement (Hours: 25)**

- World: Famous museums of the world
- National: Indian Museum Kolkata, National Museum New Delhi, Museums under NCSM, NMNH, IGRMS and ASI,
- South India: Major Museums in South Indian States
- Kerala State: Museums of Government of Kerala (Departments of Archaeology, Culture, Tourism, Forest, Biodiversity, ST); Museums in Universities and Research institutions, Private museums; Maharaja's College Museum: origin and growth of the first College Biology Museum in India.

#### **Module III: Functions of Museums (Hours: 20)**

- Collection-oriented functions of Museums 1: Collection, Documentation, Research

- Collection-oriented functions of Museums 2: Conservation: Preventive, Curative and Remedial
- Communication-oriented functions of Museums 1: Exhibition, Publications
- Communication-oriented functions of Museums 2: Education, Public engagement, Visitors

#### **Module IV: Laws on Heritage and Culture (Hours: 25)**

- International laws: Conventions and laws by UNESCO, ICOM, ICOMOS, ICCROM, IUCN, WIPO: 1972 Convention on NH and CH, 2003 Convention on ICH; International Laws related to restitution of cultural properties, copy rights, patents etc
- National laws: Antiquarian Laws, Legislations and Policies, The Indian Treasure Trove Act 1878; The Ancient Monuments and Archaeological Sites and Remains Act, 1958; The Antiquities and Art Treasure Act, 1972; The Indian Museums Act, 1961
- National Laws related to Forests, Wildlife, Biodiversity: The Wild Life Protection Act, 1972
- National laws related to Arts, Copyright, Plagiarism, etc

#### **References**

1. Agarwal Usha, Directory of Museums in India, New Delhi, Sundeep Prakashan, 2000
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3. Basa, K. K., Rehan, Mohammad, Gupta, Ravindra K., Museology: A Comprehensive Bibliography and Webliography, Indra Gandhi Rashtriya Manav Sangrahalaya, Serials Publication, New Delhi, 2007
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**BLUE PRINT**

**SEMESTER I**

**PROGRAMME: Integrated PG in Archaeology and Material Culture Studies**

**COURSE CODE: ARC1COR01**

**COURSE TITLE: Introduction to Archaeology**

<b>Module</b>	<b>Hrs Allotted</b>	<b>Part A 2 Mark 10/12</b>	<b>Part B 5 Marks 6/9</b>	<b>Part C 15 Marks 2/4</b>	<b>Total questions</b>
1	20	2	2	1	5
2	25	2	2	1	5
3	25	3	2	1	6
4	20	5	3	1	9

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**SEMESTER II**

**PROGRAMME: Integrated PG in Archaeology and Material Culture Studies**

**COURSE CODE: ARC1COR02**

**COURSE TITLE: Archaeology: Interdisciplinary approaches**

<b>Module</b>	<b>Hrs Allotted</b>	<b>Part A 2 Mark 10/12</b>	<b>Part B 5 Marks 6/9</b>	<b>Part C 15 Marks 2/4</b>	<b>Total questions</b>
1	25	2	2	1	5
2	20	2	2	1	5
3	25	3	2	1	6
4	20	5	3	1	9

**BLUE PRINT**

**SEMESTER III**

**PROGRAMME: Integrated PG in Archaeology and Material Culture Studies**

**COURSE CODE: ARC3COR03**

**COURSE TITLE: History of Indian Archaeology**

<b>Module</b>	<b>Hrs Allotted</b>	<b>Part A 2Marks 10/12</b>	<b>Part B 5 Marks 6/9</b>	<b>Part C 15 Marks 2/4</b>	<b>Total questions</b>
1	25	3	2	1	6
2	20	3	2	1	6
3	25	4	3	1	8
4	20	2	2	1	5

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SEMESTER III**

**PROGRAMME: Integrated PG in Archaeology and Material Culture Studies  
COURSE CODE: ARC3COR04**

**COURSE TITLE: Archaeological Investigations and Recording**

<b>Module</b>	<b>Hrs Allotted</b>	<b>Part A 2Marks 10/12</b>	<b>Part B 5 Marks 6/9</b>	<b>Part C 15 Marks 2/4</b>	<b>Total questions</b>
1	20	3	2	1	6
2	25	4	3	1	8
3	25	3	3	1	7
4	20	2	1	1	4

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SEMESTER III**

**PROGRAMME: Integrated PG in Archaeology and Material Culture Studies  
COURSE CODE: ARC3COR05**

**COURSE TITLE: Introduction to Kerala Archaeology**

<b>Module</b>	<b>Hrs Allotted</b>	<b>Part A 2Marks 10/12</b>	<b>Part B 5 Marks 6/9</b>	<b>Part C 15 Marks 2/4</b>	<b>Total questions</b>
1	20	2	2	1	5
2	25	3	2	1	6
3	20	3	2	1	6
4	25	4	3	1	8

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**SEMESTER III**  
**PROGRAMME: Integrated PG in Archaeology and Material Culture Studies**  
**COURSE CODE: ARC3COR06**

**COURSE TITLE: Introduction to Material Culture Studies**

<b>Module</b>	<b>Hrs Allotted</b>	<b>Part A</b> 2Marks 10/12	<b>Part B</b> 5 Marks 6/9	<b>Part C</b> 15 Marks 2/4	<b>Total</b> <b>questions</b>
1	25	3	2	1	6
2	20	2	2	1	5
3	20	3	2	1	6
4	25	4	3	1	8



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SEMESTER IV**

**PROGRAMME: Integrated PG in Archaeology and Material Culture Studies  
COURSE CODE: ARC4COR07**

**COURSE TITLE: Indian Prehistory**

<b>Module</b>	<b>Hrs Allotted</b>	<b>Part A 2Marks 10/12</b>	<b>Part B 5 Marks 6/9</b>	<b>Part C 15 Marks 2/4</b>	<b>Total questions</b>
1	20	2	2	1	5
2	20	2	2	1	5
3	25	4	2	1	7
4	25	4	3	1	8

**BLUE PRINT**

**SEMESTER IV**

**PROGRAMME: Integrated PG in Archaeology and Material Culture Studies**

**COURSE CODE: ARC4COR08**

**COURSE TITLE: Proto Historic Cultures of India Part I**

<b>Module</b>	<b>Hrs Allotted</b>	<b>Part A</b> 2Marks 10/12	<b>Part B</b> 5 Marks 6/9	<b>Part C</b> 15 Marks 2/4	<b>Total</b> <b>questions</b>
1	25	3	2	1	6
2	20	2	2	1	5
3	25	3	3	1	7
4	20	4	2	1	7

**BLUE PRINT**  
**SEMESTER IV**  
**PROGRAMME: Integrated PG in Archaeology and Material Culture Studies**  
**COURSE CODE: ARC4COR09**

**COURSE TITLE: The Iron Age in South Asia**

<b>Module</b>	<b>Hrs Allotted</b>	<b>Part A</b> 2Marks 10/12	<b>Part B</b> 5 Marks 6/9	<b>Part C</b> 15 Marks 2/4	<b>Total questions</b>
1	25	3	3	1	7
2	25	4	2	1	7
3	20	3	2	1	6
4	20	2	2	1	5

**BLUE PRINT**

**SEMESTER IV**

**PROGRAMME: Integrated PG in Archaeology and Material Culture Studies**

**COURSE CODE: ARC4COR10**

**COURSE TITLE: Introduction to Ancient Indian Art and Architecture Part 1**

<b>Module</b>	<b>Hrs Allotted</b>	<b>Part A</b> 2Marks 10/12	<b>Part B</b> 5 Marks 6/9	<b>Part C</b> 15 Marks 2/4	<b>Total</b> <b>questions</b>
1	20	3	2	1	6
2	25	3	3	1	7
3	25	3	2	1	6
4	20	3	2	1	6

**BLUE PRINT**

**SEMESTER V**

**PROGRAMME: Integrated PG in Archaeology and Material Culture Studies**

**COURSE CODE: ARC5COR11**

**COURSE TITLE: Introduction to Culture and Religious History of India**

<b>Module</b>	<b>Hrs Allotted</b>	<b>Part A</b> 2Marks 10/12	<b>Part B</b> 5 Marks 6/9	<b>Part C</b> 15 Marks 2/4	<b>Total</b> <b>questions</b>
1	25	3	2	1	6
2	20	3	2	1	6
3	25	3	3	1	7
4	20	3	2	1	6

**BLUE PRINT**

**SEMESTER V**

**PROGRAMME: Integrated PG in Archaeology and Material Culture Studies**

**COURSE CODE: ARC5COR12**

**COURSE TITLE: Introduction to Maritime Archaeology**

<b>Module</b>	<b>Hrs Allotted</b>	<b>Part A</b> 2Marks 10/12	<b>Part B</b> 5 Marks 6/9	<b>Part C</b> 15 Marks 2/4	<b>Total</b> <b>questions</b>
1	20	2	2	1	5
2	20	2	2	1	5
3	25	3	3	1	7
4	25	4	3	1	8

**BLUE PRINT**

**SEMESTER V**

**PROGRAMME: Integrated PG in Archaeology and Material Culture Studies**

**COURSE CODE: ARC5COR13**

**COURSE TITLE: Research Methods in Archaeology**

<b>Module</b>	<b>Hrs Allotted</b>	<b>Part A 2Marks 10/12</b>	<b>Part B 5 Marks 6/9</b>	<b>Part C 15 Marks 2/4</b>	<b>Total questions</b>
1	25	2	2	1	5
2	20	3	2	1	6
3	20	3	2	1	6
4	25	4	3	1	8

**BLUE PRINT  
SEMESTER V**

**PROGRAMME: Integrated PG in Archaeology and Material Culture Studies**  
**COURSE CODE: ARC5COR14**

**COURSE TITLE: An Introduction to Environmental Archaeology and Human Rights**

<b>Module</b>	<b>Hrs Allotted</b>	<b>Part A 2Marks 10/12</b>	<b>Part B 5 Marks 6/9</b>	<b>Part C 15 Marks 2/4</b>	<b>Total questions</b>
1	20	3	2	1	6
2	25	3	2	1	6
3	20	3	2	1	6
4	25	3	3	1	7



**BLUE PRINT**

**SEMESTER VI**

**PROGRAMME: Integrated PG in Archaeology and Material Culture Studies**

**COURSE CODE: ARC6COR15**

**COURSE TITLE: Introduction to Indian Numismatics Part-1**

<b>Module</b>	<b>Hrs Allotted</b>	<b>Part A</b> 2Marks 10/12	<b>Part B</b> 5 Marks 6/9	<b>Part C</b> 15 Marks 2/4	<b>Total</b> <b>questions</b>
1	20	2	2	1	5
2	25	3	3	1	7
3	25	4	2	1	7
4	20	3	2	1	6

**BLUE PRINT**

**SEMESTER VI**

**PROGRAMME: Integrated PG in Archaeology and Material Culture Studies**

**COURSE CODE: ARC6COR16**

**COURSE TITLE: General Introduction to Archival Studies**

<b>Module</b>	<b>Hrs Allotted</b>	<b>Part A 2Marks 10/12</b>	<b>Part B 5 Marks 6/9</b>	<b>Part C 15 Marks 2/4</b>	<b>Total questions</b>
1	20	3	2	1	6
2	25	3	3	1	7
3	25	3	2	1	6
4	20	3	2	1	6

**BLUE PRINT**  
**SEMESTER VI**  
**PROGRAMME: Integrated PG in Archaeology and Material Culture Studies**  
**COURSE CODE: ARC6COR17**

**COURSE TITLE: Introduction to Archaeological Science**

<b>Module</b>	<b>Hrs Allotted</b>	<b>Part A</b> 2Marks 10/12	<b>Part B</b> 5 Marks 6/9	<b>Part C</b> 15 Marks 2/4	<b>Total questions</b>
1	20	3	2	1	6
2	20	3	2	1	6
3	25	3	2	1	6
4	25	3	3	1	7

**BLUE PRINT**  
**SEMESTER VI**  
**PROGRAMME: Integrated PG in Archaeology and Material Culture Studies**  
**COURSE CODE: ARC6COR18**

**COURSE TITLE: Museum Theory: Museology**

<b>Module</b>	<b>Hrs Allotted</b>	<b>Part A</b> 2Marks 10/12	<b>Part B</b> 5 Marks 6/9	<b>Part C</b> 15 Marks 2/4	<b>Total</b> <b>questions</b>
1	25	3	3	1	6
2	25	4	2	1	7
3	20	3	2	1	6
4	20	3	2	1	6

**Department of Archaeology and Material Culture Studies**  
**Integrated PG Programme: Archaeology and Material Culture Studies (ARCMCS 20)**  
**Total Credits: 80**  
**PG Curriculum**

	Course Code	Course	Credit	Marks			Weekly Contact Hours
				Int.	Ext.	Total	
<b>Semester VII</b>	ARC7COR19	World Prehistory	4	20	80	100	5
	ARC7COR20	Introduction to Indian Numismatics (Part-2)	4	20	80	100	5
	ARC7COR21	Reviewing of Files and Records Management	4	20	80	100	5
	ARC7COR22	Museum Exhibition and Display Techniques	4	20	80	100	5
	ARC7ELC01	Electives- Ancient Science and Technology	4	20	80	100	5
	Or	Persian Text and Grammar –I (Primary)					
		<b>TOTAL</b>	<b>20</b>				<b>25</b>
<b>Semester VIII</b>	ARC8COR23	Environmental Archaeology	4	20	80	100	5
	ARC8COR24	Historical Archaeology	4	20	80	100	5
	ARC8COR25	Proto-Historic Cultures of India (Part-2)	4	20	80	100	5
	ARC8COR26	Conservation of Museum Collections	4	20	80	100	5
	ARC8ELC02	Electives- History of Archaeology in Kerala	4	20	80	100	5
	Or	Persian Text and Grammar- II (Advanced)					
		<b>TOTAL</b>	<b>20</b>				<b>25</b>
<b>Semester IX</b>	ARC9COR27	Introduction to Ancient Indian Art and Architecture (Part-2)	4	20	80	100	5
	ARC9COR28	Development of Indian Archaeology: Theoretical Perspectives	4	20	80	100	5
	ARC9COR29	Introduction to Ancient Indian Iconography	4	20	80	100	5
	ARC9COR30	Ancient Indian Epigraphy and Palaeography	4	20	80	100	5
	ARC9ELC03	Electives- Introduction to Cultural Heritage Management	4	20	80	100	5
	Or	Sanskrit Language- I					
		<b>TOTAL</b>	<b>20</b>				<b>25</b>
<b>Semester X</b>	ARC10COR31	Theory in Archaeology	4	20	80	100	5
	ARC10COR32	Ancient Kerala Scripts	4	20	80	100	5
	ARC10COR33	Bronze Age Civilizations	4	20	80	100	5
	ARC10ELC04	Electives- Archaeological Ceramics	4	20	80	100	5
	Or	Sanskrit Language- II					
	ARC10PV02	Project and Viva	2	20	80	100	
	ARC10EX02	Exploration or Excavation	2				5
		<b>TOTAL</b>	<b>20</b>				<b>25</b>
<b>Total Credits: 80</b>							

**Integrated PG Programme: Archaeology and Material Culture Studies**  
**Schedule and Course Structure**  
 (With effect from 2020 Admission)

**Core Courses**

	<b>Course Type</b>	<b>Code</b>	<b>Paper</b>
Seven	Core	ARC7COR19	World Prehistory
	Core	ARC7COR20	Introduction to Indian Numismatics (Part-2)
	Core	ARC7COR21	Reviewing of Files and Records Management
	Core	ARC7COR22	Museum Exhibition and Display Techniques
Eight	Core	ARC8COR23	Environmental Archaeology
	Core	ARC8COR24	Historical Archaeology
	Core	ARC8COR25	Proto-Historic Cultures of India (Part-2)
	Core	ARC8COR26	Conservation of Museum Collections
Nine	Core	ARC9COR27	Introduction to Ancient Indian Art and Architecture (Part-2)
	Core	ARC9COR28	Development of Indian Archaeology: Theoretical Perspective
	Core	ARC9COR29	Introduction to Ancient Indian Iconography
	Core	ARC9COR30	Ancient Indian Epigraphy and Palaeography
Ten	Core	ARC10COR31	Theory in Archaeology
	Core	ARC10COR32	Ancient Kerala Scripts
	Core	ARC10COR33	Bronze Age Civilizations
	Core	ARC10PV02	Project and Viva
	Core	ARC10EX02	Exploration/Excavation

**Elective Courses**

Sl.No.	Code	Paper	Semester
1	ARC7ELC01	Ancient Science and Technology Or Persian Text and Grammar – I (Primary)	VII
2	ARC8ELC02	History of Archaeology in Kerala Or Persian Text and Grammar – II (Advanced)	VIII
3	ARC9ELC03	Introduction to Cultural Heritage Management Or Sanskrit Language - I	IX
4	ARC10ELC04	Archaeological Ceramics Or Sanskrit Language - II	X

## **Semester Seven**

### **Core Paper**

### **ARC7COR19**

### **World Prehistory**

**Credit: 4**

**Theory Hours: 90**

#### **Course Objectives:**

- To provide an overview of the major developments in prehistory in the different part of the world
- To introduce the origin, development and expansion of prehistoric cultures in the different parts of the world

#### **Course Outcome:**

- Students will be gain a global perspective on Prehistoric studies

#### **Module I (Hours: 20)**

- Meaning and scope of Prehistory
- History and development of Prehistoric Archaeology
- Methods and principles of Pre-history

#### **Module II (Hours: 25)**

- Geological, biological and cultural dimension of man
- Quaternary period: Environmental and climatic changes during the Pleistocene and Holocene period, and Pleistocene flora and fauna
- Human evolution and evidence of fossil remains
- Evolution and typo-technology of stone age tools

#### **Module III (Hours: 25)**

- Prehistory of Africa – Oldowan Culture, Acheulian culture – Middle and Upper Palaeolithic culture-Mesolithic culture- East and Southern African Neolithic culture
- Prehistory of Europe – The earliest Palaeolithic evidence to Neolithic culture – Prehistoric art of Europe
- Prehistory of West, East and Central Asia – Evidences of lower, middle and upper Palaeolithic culture

#### **Module IV (Hours: 20)**

- Practical training in typo-technology of stone tools – Drawing, identification and experiments in tool making.



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## **Semester Seven**

### **Core Paper**

### **ARC7COR20**

### **Introduction to Indian Numismatics (Part-2)**

**Credit: 4**

**Theory Hours: 90**

#### **Course objectives:**

- To understand the origin and antiquity of coinage in India from Punch Marked Coins of early period to medieval coinage
- To impart training in various coin collection and preservation methods

#### **Course outcomes**

- Students will be gain proficiency in various methods of numismatics research
- Encourages students to critically examine the origin, development and distribution of coinage in India

#### **Module 1 (Hours: 20)**

- Development of Numismatics as a separate discipline
- Coinage of early India and its Systems of exchange
- Theories of Origin of coins
- History of Indian Coinage and its developmental stages

#### **Module II (Hours: 25)**

- Early coins of India - Punch marked coins, Indo-Bactrian coins, Indo-Scythian and Indo-Parthian dynasties,
- Tribal coins, Local Coins, Coins of City States
- Coins of Kushans, Satavahana, Ikshavaku
- Western Kshatrapas, Kshaharata and Kardamaka Rulers

#### **Module III (Hours: 25)**

- Salient features and distribution of the Guptas coinage,
- Sangam Age Coins, Imperial Chola, Chera, Pandya, and Pallavas
- Coins of the Eastern and Western Chalukyas, coinage and minting techniques of the Vijayanagara rulers.
- Roman coin hoards and other contemporary coinage in India Kerala Coinage from second Chera Empire to the Travancore times

#### **Module IV (Hours: 20)**

- Provenance of Coin: Findings from Archaeological excavations and Stratigraphic relevance, Stray findings, Hoards, Private and Public Collections
- Knowledge of metallurgy - ancient mints and minting techniques
- Museum visit - Identification of coins, preparation of coin catalogue and report writing
- Coin cleaning treatment and preservation
- Identification of coins, preparation of coin catalogue and report writing

#### **References**

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## **Semester Seven**

### **Core Paper**

#### **ARC7COR21**

### **Reviewing of Files and Records Management**

**Credit: 4**

**Theory Hours: 90**

#### **Course objectives:**

- To impart training in various archival record management methods and techniques
- To introduce archival conservation methods and techniques of reviewing of archival files

#### **Course Outcomes:**

- The students will be familiarize with various archival management techniques
- Students are expected to understand the methods of the conservation and reservation of archival documents

#### **Module I (Hours: 20)**

Introduction to Records Management - Types of Records - Introduction to MOP  
Filing System-Opening of Files- Closing and recording of files- Classification of files- Retention  
Schedule

#### **Module II (Hours: 25)**

Reviewing of Files - Appraisal of File - Departmental Record Room- Storage and Housing of Records -  
Accession and Arrangement of Records: Principles of Arrangement - Departmental Record Room-  
Storage and Housing of Records - Accession and Arrangement of Records: Principles of Arrangement

#### **Module III (Hours: 20)**

Defense of Archives: Physical and Moral - Enemies of Records - Setting up of Record Room -  
Reprography - Definition and Scope-Advantages-Applications - Reprographic Systems-Copying  
Techniques-Duplication Processes

#### **Module IV (Hours: 25)**

Photography - Micro Photography-Micro Filming Procedure- Arrangements-Retrieval Systems-Storage  
and Preservations-Organisation and Management in Reprographic Systems-Legal Status of Micro Films.-  
Digitalisation of Archives.

## **References**

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2. Euginia Casanova . Archivisica.
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## **Semester Seven**

### **Core Paper**

### **ARC7COR22**

### **Museum Exhibition and Display Techniques**

**Credit: 4**

**Theory Hours: 90**

#### **Course Objectives:**

- To Identify the principles and policies of Museum Exhibition,
- To Understand the elements of display: lighting, circulation, labels, visual etc
- To Differentiate types and components of exhibitions
- To Acquire skills for planning and designing exhibitions
- To Familiarize with audio-visual aids in supporting Museum Exhibitions

#### **Course Outcomes:**

- Gives the students an opportunity to gain comprehensive knowledge of exhibition and display techniques

#### **Module I - Display (Hours: 20)**

- Purpose and principles of Museum Displays; Circulation: random, suggestive, and directional.
- Display fixtures: cases, pedestals, stands, panels, mounts, structures, etc.
- Lighting– Basic considerations while using light, types of light sources, different types of lamps, recent trends: fibre optics, track lighting, computer controlled lighting.
- Labels: types, material, size, typography, comprehensibility language, position, execution, evaluation, etc.

#### **Module II – Exhibition (Hours: 25)**

- Museum exhibition as a communication system- models of communication in the context of exhibitions- Exhibition policy- Ethics of exhibition.
- Types of exhibitions 1: original/fabricated, static/movable, models (scale/non-scale, working/non-working), participatory/interactive, diorama/habitat group, tableaux, etc.
- Types of exhibitions 2: object-oriented/concept-oriented, thematic, contextual, chronological, geographical, integral, comparative, natural, synthetic, didactic, special, permanent/temporary/travelling/circulating/mobile, etc.

- Components of exhibitions – objects/ specimen, communication media, text, exhibition furniture and accessories. Spatial and other relationships between exhibit components

### **Module III - Exhibition Designing (Hours: 25)**

- Planning exhibitions – stages of planning; exhibition brief
- Components of exhibitions – objects/ specimen, communication media, text; Human factors: basic human dimensions (anthropomorphic data), ergonomics, human nature & tendencies.
- Objective (individual exhibits & overall exhibition); Conceptualization, goal/target, theme development, sequencing & story development, reference research
- Planning & designing exhibits in a particular setting: layout drawing, mock-up (scale model), colour scheme, accessibility, visitor circulation etc.

### **Module IV- Exhibit Evaluation (Hours: 20)**

- The need and purpose for Exhibit Evaluation
- Front-end Evaluation/ Feasibility studies
- Formative Evaluation
- Summative Evaluation; and Remedial Evaluation

### **References**

1. Ambrose, T. and C. Paine, Museum Basics
2. Badekar, V. H., Display: Principal Methods and Techniques
3. Baxandall, Michael, 'Exhibiting Intention: Some Preconditions of the Visual Display of Culturally Purposeful Objects' in Ivan Karp and Steven D. Lavine, ed. Exhibiting Cultures, Washington, D.C.: Smithsonian Institution, 1991, pp. 33-41.
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9. Thompson, G., Museum Lightings



**Semester Seven**

**Elective Paper**

**ARC7ELC01**

**Ancient Science and Technology**

**Credit: 4**

**Theory Hours: 90**

**Course Objectives:**

- To understand the importance of ancient crafts and technology in archaeology
- To identify the technology of crafts production and their social context

**Course Outcomes:**

- Students will be able to understand ancient crafts and technology and its impacts on the development of contemporary society

**Module I – Introduction (Hours: 20)**

- Origin and development of basic crafts
- Case studies in Indian context

**Module II - Technological development (Hours: 20)**

- Techniques of Stone tools and other artefacts
- Copper metallurgy in Ancient India
- Iron metallurgy in ancient India
- Zinc and Brass in Archaeological Perspective in India

**Module III - Ceramic and its Technology (Hours: 25)**

- Clay, Pottery and other ceramic artefacts
- The Provenance of Pottery, physical methods of ceramic analysis
- Ancient technology of pottery production
- Ancient Glass objects and their manufacture techniques

**Module IV - Ancient Indian technology (Hours: 25)**

- Ancient Indian Agriculture technology
- Ancient Indian water harvesting and management methods
- Continuity of the ancient crafts and technologies in the contemporary society
- Relevance of the study of Ancient Science and Technology
- Practical- Visit to traditional societies and craft workshops

## **References**

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**Seventh Semester**

**Elective Paper**

**ARC7ELC0I**

**Persian Text & Grammar-I (Primary)**

**Credit: 4**

**Theory Hours: 90**

**Course Objectives:**

- To help the students in learning Persian language.
- To help the students in acquiring the basic knowledge of Persian language.
- To provide a solid base for further study of Persian language.

**Course Outcomes:**

- At the end of the course, students will be able to describe basic concepts of Persian language

**Module I (Hours: 20)**

- Persian alphabet, Joining of Letters
- Lessons 1 & 2 with exercises from Kitab-e-Farsi, Barai Classhai Maqadde-Mati

**Module II (Hours: 25)**

- Lessons 3 and 4 with exercises from Kitab-e-Farsi, Barai Classhai Maqadde-Mati, Vowels, Personal Pronouns and Demonstrative Pronouns

**Module III (Hours: 25)**

- Lessons 05 and 06 with exercises from Kitab-e-Farsi, Barai Classhai Maqadde-Mati, Singular and Plural nouns, the Numerals (Cardinal Numbers and Ordinal Numbers)
- Lessons 07 and 08 with exercises from Kitab-e-Farsi, Barai Classhai Maqadde-Mati, Subject, Predicate and Verbs

**Module IV (Hours: 20)**

- Lesson 9 with exercise from Kitab-e-Farsi, Barai Classhai Muqdde Mati – Formation of Sentences, Interrogative, negative and affirmative Sentences

## **References**

1. Kitab-e-Farsi Barai Classhai Muqadd-i-Mati, published by Dept. of Persian, Faculty of Arts, Delhi University, Delhi, 2003
2. Lambton, A.K.S., Persian Grammar, Cambridge University Press, Cambridge, 1971
3. Persian Language Book One Basic lessons by Ahmad Saffar Moqaddam, Council for Promotion of Persian language and literature, 2007 (Available at Iran Culture House of the Islamic Republic of Iran, 18 Tilak Marge, New Delhi-110001)
4. Elementary Persian Grammar, by Dr. Rajinder Kumar, Dept. of Persian, University of Delhi, Delhi-110007

## **Semester Eight**

### **Core Paper**

### **ARC8COR23**

### **Environmental Archaeology**

**Credit: 4**

**Theory Hours: 90**

#### **Course Objectives:**

- To understand what is environmental archaeology and its sub-branches
- To explain role of domestication of plants and animals and human impacts on landscape
- To describe various dating method and regional studies

#### **Course Outcomes:**

- Students will have better understanding of the bio-archaeological approaches
- Students will understand the landform evolution and the domestication process and how it can be used for archaeological interpretations.
- Help the students to know Paleoenvironment and bio-cultural evolution of man

#### **Module I – Introduction (Hours: 20)**

Environmental Archaeology, definition, nature, scope and development of discipline, branches related to environmental archaeology.

#### **Module II - Landform evolution (Hours: 25)**

Geological time scale, Quaternary period, Glacial, Fluvial, Aeolian, Marine, Lacustrine, soil and sediments, quaternary stratigraphy.

#### **Module III – Paleoenvironment (Hours: 25)**

Ancient flora and fauna, paleoclimate, Palaeolandscape, human impact on landscape, bio-cultural evolution of man

#### **Module IV - Methods and regional studies (Hours: 20)**

Dating methods, GIS and remote sensing, resistivity, magnetometry, regional studies in India.

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## **Semester Eight**

### **Core Paper**

### **ARC8COR24**

### **Historical Archaeology**

**Credit: 4**

**Theory Hours: 90**

#### **Course objectives:**

- To understand the scope of historical archaeology and the use of historical records for locating and informing the archaeological sites
- To introduce the process of urbanization in India and archaeological evidences related to various ancient empires in India

#### **Course Outcomes:**

- Students will develop a strong foundation and understanding of the subject and will be able to situate the historical records within the archaeological context.

#### **Module I - Historical Archaeology, scope and concepts (Hours: 20)**

Definition, concept and development of historical archaeology, significance and nature of archaeological record, excavations, excavated materials, art and architecture, inscriptional and numismatic records, archaeology and literature.

#### **Module II - Urbanization (Hours: 20)**

Historical geography of India, emergence of cities, causes and consequences of urbanization, the urban decay and rise of Feudalism.

#### **Module III - Cultural Sequence of India 6<sup>th</sup> Century B.C.E to 12<sup>nd</sup> Century C.E.**

#### **(Hours: 25)**

Process of Urbanisation in historical period, emergence of cities, regional cultural sequences, North/North West-Swat valley, Sindh, Punjab, Ganga-yamuna Doab, Western India, Central India and Deccan, Eastern India and South India.

#### **Module IV- Urban growth and dynastic imprints (Hours: 25)**

Archaeological sites belonging to various dynasties, Mauryan Empire and nature of Urbanization, the Kushana times, Sunga, Satvahana, Gupta Vakataka, Chaluckyas, Rashtrakutas and others, Water management system in ancient India.

## **References**

1. Adams, R.M. 1966 *The Evolution of Urban Society*. Aldine Press, Chicago
2. Allchin, R. 1995. *The Archaeology of Early Historic South Asia: The Emergence of Cities and States*. Cambridge University Press
3. Amita Ray.1990. *Historical archaeology of India: Books and Books*.
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22. Singh, Upinder. 2009. *A history of Ancient & Early Medieval India: From the stone age to the 12th century*. New Delhi: Pearson.
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24. Stanley South. 2002. *Method and Theory in Historical Archaeology*

## **Semester Eight**

### **Core Paper**

#### **ARC8COR25**

#### **Proto-Historic Cultures of India (Part-2)**

**Credit: 4**

**Theory Hours: 90**

#### **Course Objectives:**

- To cover the aspects of the protohistoric cultures of India
- To track the development of agriculture in the different parts of Asia
- To introduce the characteristic features of the chalcolithic culture of India from regionalization period to localization period

#### **Course Outcomes:**

- Students get acquainted with various developmental phases of the Proto Historic culture of India

#### **Module I (Hours: 20)**

- Theories of origin of agriculture in West Asia, East Asia and South Asia
- Beginning of cultural development in the Indus, Ghaghar-Saraswati basins and its adjoining regions.

#### **Module II Regionalization (Hours: 25)**

- Early chalcolithic cultures of Afghanistan
- Early chalcolithic cultures of Northern Baluchistan; Quetta, Zhob, Lorelai Valley
- Southern Baluchistan; Amri culture, Nal culture, Kuli culture,
- Greater Indus Valley; Kot Diji- Sothi –Swiswal Cultural complex

#### **Module III Integration (Hours: 25)**

- Pre-Urban/Early Harappan cultural developments
- Urban/Mature Harappan
- Post-Urban Harappan Culture

#### **Module IV Localization (Hours: 20)**

- Chalcolithic culture of Rajasthan: Ahar and Ganeshwar Jodhpura
- Chalcolithic culture of Deccan and Central India: Kayatha, Malwa, Jorwe and Savalda

- Chalcolithic culture of Ganga Plain: OCP, PGW, Copper Hoard,
- Practicals - Training in identification of different ceramic types and other selected artefacts, Training in pottery drawing and other methods of documentation.

## **References:**

1. Agrawal, D. P- The Archaeology of India, Curzon Press, London. 1982
2. Agrawal, D.P and D.K.Chakrabarti- Essays in Indian Protohistory, B.R.Publishing Co, Delhi, 1979
3. Allchin, B.R. and D.K.Chakrabarti- A Source Book on Indian Archaeology, M.M Publishers Pvt. limited, New Delhi, 1979
4. Allchin, B. and R. Allchin- The Rise of Civilisation in India and Pakistan, Cambridge University Press, London, 1983
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18. Wheeler, R.E.M - The Indus Civilization, University Press, London, 1968

## **Semester Eight**

### **Core Paper**

### **ARC8COR26**

### **Conservation of Museum Collections**

**Credit: 4**

**Theory Hours: 90**

#### **Course Objectives:**

- To understand the basics concepts and terminologies in museum Conservation
- To assess the role of National and International agencies in museum Conservation
- To understand the concept of museum environment and deterioration
- To understand the logic of preventive conservation
- To evaluate the need of disasters and risk management

#### **Course Outcomes:**

- Students will learn various conservation and museum administration strategies

#### **Module I - Introduction to Conservation (Hours: 25)**

- Terminologies: Preventive Conservation, Remedial C., Restoration; Policy, Ethics and Audit
- International Agencies: ICOM CC, ICCROM
- National agencies: NRLC, NMI Conservation Department, (new) Indian Institute of Culture (combining courses ASI, NRLC, NMI, IGNCA)
- Nature of materials: Organic, Inorganic, Biological, Composite, Synthetic

#### **Module II - Environment & Deterioration (Hours: 25)**

- Causative factors of deterioration (Intrinsic and Extrinsic/ Environmental)
- Monitoring Environment: Instruments; RH, Temperature, light, air pollution, biological agents
- Deterioration types in different materials
- Documentation and Analysis in Conservation

#### **MODULE III - Preventive Conservation (Hours: 20)**

- Significance of Preventive Conservation
- Environmental Control: Physical, Chemical, Biological, Others
- Traditional Conservation methods: Integrated Pest Management; Housekeeping practices etc,
- Capacity building /Training of local community for on-site conservation of objects

#### **MODULE IV - Disasters and Risk Management (Hours: 20)**

- Definition and Types of Risk and Disaster,
- First Aid to Cultural Heritage in Times of Crisis: ICCROM Handbook & Toolkit
- Disaster Management in Kerala: Case study of Kerala Heritage Rescue Initiative
- Essential aspects of setting up a Conservation Lab for small museums

#### **References**

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2. Caple Chrise, 2011, Preventive Conservation in Museums, Routledge
3. Garry, Thomson, 1978, The museum environment, Routledge
4. Horie, C. V., 2010, Materials for Conservation, Routledge
5. Keene Suzanne, 1996, Managing conservation in museums, Routledge
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**Semester Eight**

**Elective Paper**

**ARC8ELC02**

**History of Archaeology in Kerala**

**Credit: 4**

**Theory Hours: 90**

**Course Objectives:**

- To provide an overview of the development of archaeological research in Kerala.
- To understand major stages in the development of archaeology in Kerala.

**Course outcome:**

- On successful completion of this course students will have better understanding of the history of Archaeology in Kerala.

**Module I (Hours: 25)**

Works of early colonial surveyors -Francis Buchanan- Colonial Colin Mackenzie- John Babington- Robert Sewell- William Logan- James Todd- Robert Bruce Foote- L A Cammiade- A H Longhurst- Alexander Rea

**Module II (Hours: 25)**

Works of Princely States- Establishment of Travancore State Archaeological Department – P Sundaram Pillai – T A Gopinatha Rao and Travancore Archaeological Series

Establishment of Cochin State Archaeology Department – P Anujan Achan- Ramavarma Research Institute

**Module III (Hours: 20)**

Post-Independence- Era Establishment of the Kerala State Archaeology Department- Works of Archaeological Survey of India -Major Excavations

**Module IV (Hours: 20)**

Recent Developments in Prehistoric Research of Kerala- P Rajendran- Dr Ajit Kumar-Works by KCHR- Establishment of University Departments-Major Excavations

## **References**

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## **Semester Eight**

### **Elective Paper**

#### **ARC8ELC02**

### **Persian Text & Grammar-II (Advanced)**

**Credit: 4**

**Theory Hours: 90**

#### **Course Objectives:**

- To help the students in learning Persian language.
- To help the students in acquiring the advanced knowledge of Persian language.
- To provide a solid base for further study of Persian language.

#### **Course Outcomes:**

- The course will give an overall idea of Persian language and literature and a base for future study of Persian language

#### **Module I (Hours: 25)**

Lessons 10-11 with exercises from Kitab-i-Farsi Barai-classhai Muqaddemati (The Genitive (Ezafat) infinitive (Masadir and Aorist (Muzare) Persian names of the days of the week)

#### **Module II (Hours: 20)**

Lessons 12, 13 and 14 with exercises from Kitab-i-Farsi Barai-classhai Muqaddemati – Present Continuous Tense and Adjectives

#### **Module III (Hours: 25)**

Lessons 15 and 16 with exercises from Kitab-i-Farsi Barai-classhai Muqaddemati – Past Perfect Tense, Suffixed Pronouns and Possessive Pronouns

#### **Module IV (Hours: 20)**

Lesson 17 and 18 with exercises from Kitab-i-Farsi Barai-classhai Muqaddemati – Prepositions, Present Perfect Tense, Simple Past Tense, Name of the months of the year, Translation Practice



## **References**

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2. Lambton, A.K.S., Persian Grammar, Cambridge University Press, Cambridge, 1971
3. Persian language, Book One, Basic lessons, by Ahmad Saffar Moqaddam, Council for Promotion of Persian Language and Literature, 2007 (available at Iran Culture House of the Islamic Republic of Iran 18, Tilak Marge, New Delhi – 110001
4. Elementary Persian Grammar, by Dr. Rajinder Kumar, Dept. of Persian, University of Delhi, Delhi 110007

## **Semester Nine**

### **Core Paper**

### **ARC9COR27**

### **Introduction to Ancient Indian Art and Architecture (Part-2)**

**Credit: 4**

**Theory Hours: 90**

#### **Course Objectives:**

- To understand the development of art and architecture in India from early historic period onwards.
- To understand the changes and development that have taken place in Buddhist, Hindu and Jain art and architecture through various periods.

#### **Course Outcomes:**

- The student would be able to understand the evolution of various art traditions its influences and character.
- The student would be able to understand the growth of Chaityagirhas, rock-cut architecture and temple architecture in various regions of India.

#### **Module I (Hours: 25)**

Introduction to Rock- Cut architecture: Buddhist Caves (Hinayana and Mahayana) with specific reference to Western India (1<sup>st</sup> CE-7<sup>th</sup> CE), Brahmanical caves (Gupta- Kalachuri-Rashtrakuta) and Jain caves of Udayagiri and Khandagiri and Ellora

#### **Module II (Hours: 20)**

Introduction to development of art and architecture during the Gupta period- rock-cut caves, structural temples-sculptures and paintings (Ajanta and Bagh)

#### **Module III (Hours: 25)**

Introduction to regional styles- Developments of Art and Dravidian architecture in south under- Chalukyas of Badami, Pallavas of Kanchi and Rashtrakutas of Malkhed, Cholas of Thanjavur and Hoysalas of Belur- Halebidu

#### **Module IV (Hours: 20)**

Introduction to regional styles- Developments of Art and Nagara architecture in north under Pratiharas, western Chalukyas, Palas, Chandella kings and art architecture of Orissan Temples

## **References**

1. Brown, Percy. 1960. Indian Architecture (Buddhist and Hindu). Bombay: Taraporewala.
2. Dehejia, Vidya. 1972. Early Buddhist Rock Temples. London: Thames and Hudson.
3. Deva, Krishna. 1969. Temples of North India. Delhi: NBT.
4. Nagaraju, S. 1981. Buddhist Architecture of Western India. Delhi: Agam Kala.
5. Srinivasan, K.R 1972. Temples of South India. Delhi: NBT.
6. Tadgell, Christopher. 1994. The History of Architecture in India. London: Phaidon Press
7. Hardy, Adam. 2007. The Temple Architecture of India. London: Wiley and Sons. Ltd
8. Gupta, S.P and S. Vijayakumar. 2010. Temples in India Origin and Developmental Stages. New Delhi: D.K. Print world

**Semester Nine**

**Core Paper**

**ARC9COR28**

**Development of Indian Archaeology: Theoretical Perspective**

**Credit: 4**

**Theory Hours: 90**

**Course Objectives:**

- To explain different approaches and perspectives which contributed the development of Archaeology in India

**Course Outcomes:**

- The students will familiarize with the theoretical background of the development of archaeology in India

**Module I - Development of Indian Archaeology Pre independence Phase (Hours: 20)**

- India and the context of Universal History: Sir William Jones and Asiatic society
- Historical geography: Alexander Cunningham and his successors
- Archaeology as Art History: James Burgess, James Todd
- The foundations of Prehistoric studies: Robert Bruce Foote
- Beginning of systematic field archaeology: John Marshall
- Stratigraphy and Chronology: Mortimer Wheeler

**Module II - Development of Indian Archeology post-Independence period (Hours: 25)**

- The Geographical Approaches: B Subbarao (The personality of India 1956) F J Richards and O H K Spate
- Prehistory, transition from Food Production to Urbanism Detera and Patterson Soan Valley (1939) , V D Krihna swamy : survey of stone age materials in ancient India(1953) Sankalia: Pre and Protohistory of India (1963)F R Allchin: Neolithic Cattle Keepers of South India(1963)

**Module III - Regional, Pre and Proto historic archaeology and sequence (Hours: 25)**

- S C Mallic : Indian Civilization-The formative period (1968)
- D K Chakravarthi: Early Urban growth in Indian (1972)
- D P Agrawal :The Copper Bronze age Ecological Approach (1971)

- Regional Pre and Proto historic sequence : Sankalia, George Dales, Lal, Thapar, Suraj Bhan, Rafique Mughal, J M Casal, Possehl, J P Joshi

#### **Module IV - New archaeology and the Modern Studies/approaches in India (Hours: 20)**

- K V Padayya: Settlement Subsistence system studies (hunsgi valley)Scientific Approaches : Archaeo-Metallurgy (D P Agrawal, KT M Hegde), Archaeo- Zoology(Bhola Nath- K R Alur), Archaeo-Botany(K A Chawdhary, Vishnu Mitre), Paleo climate (V N Misra) Post processualism: Pragmatism, materiality and personal reflections

#### **References**

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2. Alexander, J. E. 1830. Notice of a visit to the cavern temples of Adjunta in the East Indies. Transactions of the Royal Asiatic Society. 2: 362-70.
3. Allchin B, Allchin FR. 1968. The birth of Indian civilization: India and Pakistan before 500 bc. Harmondsworth: Penguin Books.
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12. Malik SC. 1968. Indian civilization: the formative period—a study of archaeology as anthropology. Simla: Indian Institute of Advanced Study.
13. Misra VN. 1973. Bagor: a late Mesolithic settlement in northwest India. World Archaeology 5(1):92-110.
14. Misra VN. 1989. Stone Age India: an ecological perspective. Man and Environment 14: 17-64.
15. Misra VN. 1995. Evolution of environment and culture in the Rajasthan desert during the Late Quaternary. In: Johnson E, editor. Ancient peoples and landscapes. Lubbock: Texas Technical University Press. pp 77-103.

16. Murty MLK. 1981. Hunter-gatherer ecosystems and archaeological patterns of subsistence behavior on the southeast coast of India: an ethnographic model. *World Archaeology* 12: 47–58.
17. Murty MLK. 1985. Ethnoarchaeology of the Kurnool cave areas. *World Archaeology* 17:192–205.
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20. Paddayya K. 1990. The new archaeology and aftermath: a view from outside the Anglo-American world. Pune: Ravish.
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## **Semester Nine**

### **Core Paper**

### **ARC9COR29**

### **Introduction to Ancient Indian Iconography**

**Credit: 4**

**Theory Hours: 90**

#### **Course Objectives:**

- To introduce the iconography of the images of the different religious traditions of Hinduism, Buddhism and Jainism
- To understand the antiquity of image worship in India

#### **Course Outcomes:**

- The students completing this course will be able to understand the iconographic traditions of different religions in Indian Subcontinent
- 

#### **Module I - Introduction to Iconography (Hours: 20)**

- Importance of Iconographic studies
- Origin and development of image worship in India
- Sources of ancient Indian iconography- Early Sanskrit literature, Shilpashastras, Jain literature, Buddhist sources- Early coins
- Iconometry- Tala and Angula systems

#### **Module II - Hindu Iconography (Hours: 25)**

- Iconography of Vishnu - Dasavataras or the ten incarnations- Minor Avataras-Garuda and Ayudhapurushas
- Iconography of Siva – Anugrahamurtis, Lingodbavamurti, Samharamurtis and other aspects of Siva
- Iconography of Brahma, Ganesha, Surya and Karthikaeya
- Iconography of Goddesses- Lakshmi, Parvati, Saraswati, Durga,
- Other important Divinities- Saptamatrikas, Ashtadikpalas, Navagrahas

#### **Module III - Buddhist Iconography (Hours: 25)**

- Origin and development of image worship in Buddhism
- Sources for the study of Buddhist Iconography
- Iconographic forms of Buddha
- Iconography of Manushi and Dhyani Buddha

- Emergence and development of Bodhisattva images- Iconography of Avalokiteshvara, Vajrapani, Maitreya, Manjushri
- Iconography of female Buddhist deities- Tara, Pradnyaparamita, Chunda, Bhrukuti, Marichi, Vasudhara, Mahamayuri, Hariti

#### **Module IV - Jain Iconography (Hours: 20)**

- Origin and Development of Jain Images
- Sources for the study of Jain Iconography
- Iconography of twenty four Thirthankaras
- Iconography of Sasanadevatas or attendant deities- Kubera, Ambika, Ihakreshvari, Padmavati, Saraswati

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**Semester Nine**

**Core Paper**

**ARC9COR30**

**Ancient Indian Epigraphy and Palaeography**

**Credit: 4**

**Theory Hours: 90**

**Course Objectives:**

- To introduce the importance of inscriptions as a major source of archaeological record
- To understand the origin and antiquity of writing in India
- To explain about major epigraphical evidences of India

**Course Outcomes:**

- Students will understand the role epigraphical evidence in the reconstruction of history and will be able to interpret the inscriptions in its socio-politico-religious and economical context.

**Module I - Introduction to Epigraphy and Palaeography (Hours: 20)**

- Nature, Scope and importance of Epigraphy and Palaeography –
- Role of inscriptions in the reconstruction of history
- Historiography of Epigraphic studies in India

**Module II - Origin and Evolution of writing in India (Hours: 20)**

- Antiquity of writing in Ancient India
- Materials and techniques of writing in early period
- Theories of the Origin of Brahmi and Kharosthi Scripts

**Module III - Study of Asoka's Inscriptions (Hours: 25)**

- Nature- Geographic distribution- categories and language
- 14 major edicts – Rummindei Pillar Inscription – Minor edicts at Bairat, Maski and Gujjara
- Role of Asoka Inscriptions in the reconstruction of the history of Mauryas

#### **Module IV - Important Inscriptions of India (Hours: 25)**

- Sohgaury Copper Plate inscription- Besnagar Garuda Pillar Inscription of Heliodorus- Hathigumpha Inscription of Kharavela- Naneghat inscription of Naganika- Junagarh Inscription of Rudradaman
- Allahabad Prashasti of Samudragupta- Aihole inscription of Pulakesin II- Gwalior inscription of Mihir Bhoja
- Uttaramerur inscription of Cholas, Thirallaisthanam inscription of Adithya I , Thiruvilangadu Plates of Rajendra Chola, Velvikudi inscription of Pandyas

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**Semester Nine**

**Elective Paper**

**ARC9ELC03**

**Introduction to Cultural Heritage Management**

**Credit: 4**

**Theory Hours: 90**

**Course Objectives:**

- To introduce students to the key concepts of Heritage management, including the definition and scope of the subject and its implementation in the Indian context.

**Course Outcomes:**

- Students completing this course will be able to define heritage and describe the various aspects and issues related to Heritage management

**Module I (Hours: 20)**

Definition, scope and types of Heritage

**Module II (Hours: 20)**

Conservation and preservation of Heritage monuments

**Module III (Hours: 25)**

History of world heritage movements- Role of international organizations – UNESCO World

Heritage monuments - World Heritage monuments in India

**Module IV (Hours: 25)**

Heritage protection movements in India – Important legislations on cultural heritage - non-

Governmental organizations- Public Participation in preservation of cultural heritage

**References**

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**Semester Nine**

**Elective Paper**

**ARC9ELC03**

**Sanskrit Language - I**

**Credit: 4**

**Theory Hours: 90**

**Course Objectives:**

- To introduce the basic components of Sanskrit language
- To impart training in Sanskrit language
- To explain the origin of the scripts and introduce the Sanskrit literature

**Course Outcomes:**

- Students will successfully able to read and write Sanskrit, and interpret early literary evidences of Sanskrit language

**Module I (Hours: 25)**

- Introduction to Sanskrit Grammar (Phonemics & syntax)
- Word-structure, consonants, Vowels, Shabdapatha
- Kriyapada- Structure of Verb derivatives- Dhatupatha

**Module II (Hours: 20)**

- Scripts and its origin
- History of Devanagari script, Brahmi, Gupta
- Devanagari letters and digits, vowels and consonants in Devanagari

**Module III (Hours: 20)**

- Introduction to Sanskrit literature- Vedic, sutra, classical period, Scientific and philosophical literature

**Module IV (Hours: 25)**

- Historical works in Sanskrit literature- Buddhacharita, Setubandham, Mattavilasam, Harshacharitam, Rajatharangini, Goudavaha, Madhuravijaya, Angalasamrajyam, Keralodayam, Mooshakavamsa

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**Semester Ten**

**Core Paper**

**ARC10COR31**

**Theory in Archaeology**

**Credit: 4**

**Theory Hours: 90**

**Course Objectives:**

- To introduce the basic theoretical frameworks for the interpretation of archaeological data
- To explain various approaches in archaeology and the impact of Processual and post Processual theories in archaeological research.

**Course Outcomes:**

- Students will be familiarize with various interpretation methods in archaeological research

**Module 1 - Definition and Need of a theory (Hours: 20)**

- History of archaeological theory; Classical Beginnings, Antiquarianism- Scientific Glimmers, Colonialism and the Rise of Imperial Archaeology

**Module II - Interpretative approaches in Archaeology (Hours: 20)**

- Evolutionary Approach, Cultural Historical Approach
- Economic and Ecological Approach, Social Organizational Approach

**Module III - New or Processual Archaeology (Hours: 25)**

- Amalgamation of Evolutionism, Cultural Ecology, Science and statistics etc.
- The Emergence of the —New Archaeology//Archaeology as Science
- Systems theory approach, Ecological Approach and the transition to Processualism

**Module IV - Middle range theory and Post-Processual Archaeology/ Archaeology as a humanity (Hours: 25)**

- Archaeology and Other Descendant Communities / Race and Identity
- Ethno archaeology, Experimental archaeology
- Post-Processual Archaeology (ies)/Archaeology as a Humanity - Seeking Meaning in Material Remains - Marxist and Critical Approaches, Structural, Symbolic, and Cognitive Approaches -Feminist, Gendered, and Indigenous Archaeologies

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**Semester Ten**

**Core Paper**

**ARC10COR32**

**Ancient Kerala Scripts**

**Credit: 4**

**Theory Hours: 90**

**Course Objectives:**

- To illustrate the scope of the field of written study
- Examine the possibility of cultural study in the area.
- To classify genres of written study.

**Course Outcomes:**

- This course will help the students to achieve experience in script reading through field study and practical's and study of inscriptions in the light of various theories

**Module - I Introduction (Hours: 25)**

- A short history of writing –The birth of manuscripts-Birth of the study of scripts-Contributions of Jean Francois Champollion and Henri Rawlinson
- Preservation manuscripts in houses, temples, and aristocratic palaces etc.- Collection and preservation of these records
- Introduction to ancient manuscripts - bio-palm, bark, cloth, leather, papyrus, ivory, tortoise shell, conch, parchment, bamboo, paper, wood, birch, agar, oyster, gold, silver, copper, ink etc.- Stone and ink writing surfaces–writing apparatus like the stylus-conservation and maintenance of ancient inscriptions.

**Module: II - The Brahmi Script (Hours: 20)**

- Theories about the origin of Brahmi script- the three ideas of Semitic origin-script's arrival in India, the Phoenician origin, the South Semitic origin, the North Semitic origin-Idea of origin and development in India and other theories
- Understanding the specialty of Brahmi script, its reading and writing- Relation of Brahmi script with Vattezhuthu, Kolezhuthu and Grantha lipi scripts- sample study of the Asokan Brahmi Inscriptions

### **Module III - Vattezhuthu & Kolezhuthu (Hours: 25)**

- Introduction to the Vattezhuthu script and understanding of its method of writing- history of Vattezhuthu script, its variations, historical significance, and features of the script-
- Study of 1.) Tharisappalli Copperplate 2.) Vazhapalli copperplate 3.) Jewish Copperplate 4.) Veeraraghava Pattayam
- An introduction to the Kolezhuthu script- method of writing- history of the Kolezhuthu script writing method- history of Kolezhuthu, script variations, historical significance, and script features-
- A case study of 1.) Paliyam Copperplate (Puthuvayppu.322) 2.) Aarthattu Padiyola, 3.) Preface of IttyAchyuthan to the Hortus Malabaricus.

### **Module IV - Grantha Script (Hours: 25)**

- Introduction to the Grantha script- understanding the method of writing Grantha Script- history of the Grantha script-variants of the script
- Historical significance and script features-Grantha Script and the formation of Aarya Ezhuthu
- The study of 1.) Dalava Agrahara Sasana of Varathungapandiya 2.) Varkkala Kshetra Mahathmyam.

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**Semester Ten**

**Core Paper**

**ARC10COR33**

**Bronze Age Civilizations**

**Credit: 4**

**Theory Hours: 90**

**Course Objectives:**

- To understand the development of early Bronze Age Civilizations in the world
- To explain the features of Bronze age society of Egypt, China and Mesopotamia

**Course Outcomes:**

- Students will be able to critically evaluate the archaeological evidences of the socio-politico-religious and economic structures of the Bronze age communities

**Module - I Introduction and Definition (Hours: 20)**

- The meaning of Civilization- Definition and its difference from culture
- Birth of Civilization and the formative processes
- Bronze age and Urbanism- Archaeological and textual sources- Origin and chronology- Geographical setting

**Module - II Egyptian Civilization (Hours: 25)**

- Political history of Egypt
- Evidence of writing – development of writing and its use
- Mortuary and ritual temples and Pyramids- Royal tombs and palaces
- Economy and subsistence system, Religion and social life

**Module - III Mesopotamian Civilization (Hours: 25)**

- Political history of Mesopotamia- Emergence of cities and city states- Sumerian and Akkadian Civilizations
- Literacy and writing system- evidences for writing
- Temple and Palaces
- Economy and subsistence system, Religion and social life
- 

**Module IV - Chinese Civilizations (Hours: 20)**

- Political history
- Evidence of writing system- development of writing and its use
- Temple and Palaces
- Economy and subsistence system, Religion and social life

### References:

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**Semester Ten**  
**Elective Paper**  
**ARC10ELC04**  
**Archaeological Ceramics**

**Credit: 4**

**Theory Hours: 90**

**Course Objectives:**

- To introduce the ancient technologies for the production of ceramics
- To impart training in Ceramic analysis
- To understand major ceramic cultures in Indian Sub- Continent

**Course Outcomes:**

- Students will be familiarize with major ceramics making technologies in ancient period, and understand major ceramic cultures of India

**Module I - Introduction to Ceramics (Hours: 25)**

- Ceramic materials and its properties,
- Composition and source of ceramics
- Vessel forms, features and functional aspects

**Module II - Ceramic process and the technique of manufacturing (Hours: 20)**

- Clay paste preparation,
- Forming and shaping of vessels,
- Surface treatment, and Decorative techniques
- Firing; types of kiln

**Module III - Ceramic Analysis and Description (Hours: 25)**

- Physical properties and methods of analysis Typology, Seriation,
- Petrographic microscope
- Binocular microscope, Micro chemical analysis, Spectrographic analysis
- Differential thermal analysis and X-ray diffraction studies, (XRD), X Ray Fluorescence Spectroscopy (XRF)

#### **Module IV - Ceramic cultures of Indian subcontinent (Hours: 20)**

- Harappan, Anartha (Early Chalcolithic)
- Ahar, Kayatha, Sawalda, Malwa, Jorwe, OCP, (later chalcolithic)  
PGW, NBPW, BRW (Historic)
- Practicals - Ethnographic perspectives on pottery making- Field visit  
Pottery Drawing and mending

#### **References**

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**Semester Ten**  
**Elective Paper**  
**ARC10ELC04**  
**Sanskrit Language - II**

**Credit: 4**

**Theory Hours: 90**

**Course Objectives:**

- To understand major inscriptions, poetry , prose and scientific works in Sanskrit language

**Course Outcomes:**

- Students will have a better understanding of early Sanskrit literature and epigraphical evidences

**Module I (Hours: 25)** - Inscriptions in Sanskrit Language

**Module II (Hours: 20)** - Poetry- Meghaduta, Ramayana, Mumbadevi Mahatmya

**Module III (Hours: 25)** – Prose- Dasakumaracharitam, Bhojaprabandha, Vetlapancavimsatika

**Module IV (Hours: 20)** - Scientific Literature- Lilavati of Baskaracharya, Pratimalakshana, Indrayudhalakshana

**References**

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SEMESTER VII**

**PROGRAMME: Integrated PG in Archaeology and Material Culture Studies**

**COURSE CODE: ARC7COR19**

**COURSE TITLE: World Prehistory**

<b>Module</b>	<b>Hrs Allotted</b>	<b>Part A 2Marks 10/12</b>	<b>Part B 5 Marks6/10</b>	<b>Part C 15 Marks2/4</b>	<b>Total questions</b>
1	20	2	2	1	5
2	25	4	3	1	8
3	25	4	3	1	8
4	20	2	2	1	5

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SEMESTER VII**

**PROGRAMME: Integrated PG in Archaeology and Material Culture Studies**

**COURSE CODE: ARC7COR20**

**COURSE TITLE: Introduction to Indian Numismatics Part-II**

<b>Module</b>	<b>Hrs Allotted</b>	<b>Part A 2Marks 10/12</b>	<b>Part B 5 Marks6/10</b>	<b>Part C 15 Marks2/4</b>	<b>Total questions</b>
1	20	3	3	1	7
2	25	3	2	1	6
3	25	4	3	1	8
4	20	2	2	1	5

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**SEMESTER VII**  
**PROGRAMME: Integrated PG in Archaeology and Material Culture Studies**  
**COURSE CODE: ARC7COR21**

**COURSE TITLE: Reviewing of Files and Records Management**

<b>Module</b>	<b>Hrs Allotted</b>	<b>Part A 2Marks 10/12</b>	<b>Part B 5 Marks6/10</b>	<b>Part C 15 Marks2/4</b>	<b>Total questions</b>
1	20	3	2	1	6
2	25	3	2	1	6
3	20	3	3	1	7
4	25	3	3	1	7

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**SEMESTER VII**  
**PROGRAMME: Integrated PG in Archaeology and Material Culture Studies**  
**COURSE CODE: ARC7COR22**

**COURSE TITLE: Museum Exhibition and Display Techniques**

<b>Module</b>	<b>Hrs Allotted</b>	<b>Part A 2Marks 10/12</b>	<b>Part B 5 Marks6/10</b>	<b>Part C 15 Marks2/4</b>	<b>Total questions</b>
1	20	2	2	1	5
2	25	4	3	1	8
3	25	4	3	1	8
4	20	2	2	1	5

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**SEMESTER VII**  
**PROGRAMME: Integrated PG in Archaeology and Material Culture Studies**  
**COURSE CODE: ARC7ELC01**

**COURSE TITLE: Ancient Science and Technology**

<b>Module</b>	<b>Hrs Allotted</b>	<b>Part A 2Marks 10/12</b>	<b>Part B 5 Marks6/10</b>	<b>Part C 15 Marks2/4</b>	<b>Total questions</b>
1	20	1	2	1	4
2	20	4	3	1	8
3	25	4	3	1	8
4	25	3	2	1	6

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**SEMESTER VII**  
**PROGRAMME: Integrated PG in Archaeology and Material Culture Studies**  
**COURSE CODE: ARC7ELC01**

**COURSE TITLE: Persian Text & Grammar –I (Primary)**

<b>Module</b>	<b>Hrs Allotted</b>	<b>Part A 2Marks 10/12</b>	<b>Part B 5 Marks6/10</b>	<b>Part C 15 Marks2/4</b>	<b>Total questions</b>
1	20	3	3	1	7
2	25	3	2	1	6
3	25	4	3	1	8
4	20	2	2	1	5



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**SEMESTER VIII**  
**PROGRAMME: Integrated PG in Archaeology and Material Culture Studies**  
**COURSE CODE: ARC8COR23**

**COURSE TITLE: Environmental Archaeology**

<b>Module</b>	<b>Hrs Allotted</b>	<b>Part A 2Marks 10/12</b>	<b>Part B 5 Marks6/10</b>	<b>Part C 15 Marks2/4</b>	<b>Total questions</b>
1	20	3	2	1	6
2	25	3	3	1	7
3	25	3	3	1	7
4	20	3	2	1	6

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**SEMESTER VIII**

**PROGRAMME: Integrated PG in Archaeology and Material Culture Studies**

**COURSE CODE: ARC8COR24**

**COURSE TITLE: Historical Archaeology**

<b>Module</b>	<b>Hrs Allotted</b>	<b>Part A 2Marks 10/12</b>	<b>Part B 5 Marks6/10</b>	<b>Part C 15 Marks2/4</b>	<b>Total questions</b>
1	20	3	2	1	6
2	20	2	2	1	5
3	25	3	3	1	7
4	25	4	3	1	8

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**SEMESTER VIII**

**PROGRAMME: Integrated PG in Archaeology and Material Culture Studies**

**COURSE CODE: ARC8COR25**

**COURSE TITLE: Proto Historic Cultures of India – Part II**

<b>Module</b>	<b>Hrs Allotted</b>	<b>Part A 2Marks 10/12</b>	<b>Part B 5 Marks6/10</b>	<b>Part C 15 Marks2/4</b>	<b>Total questions</b>
1	20	3	3	1	7
2	25	3	2	1	6
3	25	4	3	1	8
4	20	2	2	1	5

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**SEMESTER VIII**

**PROGRAMME: Integrated PG in Archaeology and Material Culture Studies**

**COURSE CODE: ARC8COR26**

**COURSE TITLE: Conservation of Museum Collections**

<b>Module</b>	<b>Hrs Allotted</b>	<b>Part A 2Marks 10/12</b>	<b>Part B 5 Marks6/10</b>	<b>Part C 15 Marks2/4</b>	<b>Total questions</b>
1	25	4	3	1	8
2	25	3	3	1	7
3	20	3	2	1	6
4	20	2	2	1	5

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**SEMESTER VIII**

**PROGRAMME: Integrated PG in Archaeology and Material Culture Studies**

**COURSE CODE: ARC8ELC02**

**COURSE TITLE: History of Archaeology in Kerala**

<b>Module</b>	<b>Hrs Allotted</b>	<b>Part A 2Marks 10/12</b>	<b>Part B 5 Marks6/10</b>	<b>Part C 15 Marks2/4</b>	<b>Total questions</b>
1	25	4	3	1	8
2	25	3	3	1	7
3	20	3	2	1	6
4	20	2	2	1	5

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**SEMESTER VIII**

**PROGRAMME: Integrated PG in Archaeology and Material Culture Studies**

**COURSE CODE: ARC8ELC02**

**COURSE TITLE: Persian Text & Grammar II (Advanced)**

<b>Module</b>	<b>Hrs Allotted</b>	<b>Part A 2Marks 10/12</b>	<b>Part B 5 Marks6/10</b>	<b>Part C 15 Marks2/4</b>	<b>Total questions</b>
1	25	3	3	1	7
2	20	3	3	1	7
3	25	3	2	1	6
4	20	3	2	1	6

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**SEMESTER IX**

**PROGRAMME: Integrated PG in Archaeology and Material Culture Studies**

**COURSE CODE: ARC9COR27**

**COURSE TITLE: Introduction to Ancient Indian Art and Architecture- Part II**

<b>Module</b>	<b>Hrs Allotted</b>	<b>Part A 2Marks 10/12</b>	<b>Part B 5 Marks6/10</b>	<b>Part C 15 Marks2/4</b>	<b>Total questions</b>
1	25	3	3	1	7
2	20	3	2	1	6
3	25	4	3	1	8
4	20	2	2	1	5

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**SEMESTER IX**

**PROGRAMME: Integrated PG in Archaeology and Material Culture Studies**

**COURSE CODE: ARC9COR28**

**COURSE TITLE: Development of Indian Archaeology: Theoretical Perspective**

<b>Module</b>	<b>Hrs Allotted</b>	<b>Part A 2Marks 10/12</b>	<b>Part B 5 Marks6/10</b>	<b>Part C 15 Marks2/4</b>	<b>Total questions</b>
1	20	3	3	1	7
2	25	3	2	1	6
3	25	3	3	1	7
4	20	3	2	1	6



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SEMESTER IX**

**PROGRAMME: Integrated PG in Archaeology and Material Culture Studies**

**COURSE CODE: ARC9COR29**

**COURSE TITLE: Introduction to Ancient Indian Iconography**

<b>Module</b>	<b>Hrs Allotted</b>	<b>Part A 2Marks 10/12</b>	<b>Part B 5 Marks6/10</b>	<b>Part C 15 Marks2/4</b>	<b>Total questions</b>
1	20	2	2	1	5
2	25	4	3	1	8
3	25	3	3	1	7
4	20	3	2	1	6

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SEMESTER IX**

**PROGRAMME: Integrated PG in Archaeology and Material Culture Studies**

**COURSE CODE: ARC9COR30**

**COURSE TITLE: Ancient Indian Epigraphy and Palaeography**

<b>Module</b>	<b>Hrs Allotted</b>	<b>Part A 2Marks 10/12</b>	<b>Part B 5 Marks6/10</b>	<b>Part C 15 Marks2/4</b>	<b>Total questions</b>
1	20	2	2	1	5
2	20	3	2	1	6
3	25	3	3	1	7
4	25	4	3	1	8

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**SEMESTER IX**

**PROGRAMME: Integrated PG in Archaeology and Material Culture Studies**

**COURSE CODE: ARC9ELC03**

**COURSE TITLE: Introduction to Cultural Heritage Management**

<b>Module</b>	<b>Hrs Allotted</b>	<b>Part A 2Marks 10/12</b>	<b>Part B 5 Marks6/10</b>	<b>Part C 15 Marks2/4</b>	<b>Total questions</b>
1	20	2	2	1	5
2	20	3	2	1	6
3	25	3	3	1	7
4	25	4	3	1	8

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SEMESTER IX**

**PROGRAMME: Integrated PG in Archaeology and Material Culture Studies**

**COURSE CODE: ARC9ELC03**

**COURSE TITLE: Sanskrit Language - I**

<b>Module</b>	<b>Hrs Allotted</b>	<b>Part A 2Marks 10/12</b>	<b>Part B 5 Marks6/10</b>	<b>Part C 15 Marks2/4</b>	<b>Total questions</b>
1	25	3	2	1	6
2	20	3	3	1	7
3	20	2	2	1	5
4	25	4	3	1	8

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**SEMESTER X**

**PROGRAMME: Integrated PG in Archaeology and Material Culture Studies**

**COURSE CODE: ARC10COR31**

**COURSE TITLE: Theory in Archaeology**

<b>Module</b>	<b>Hrs Allotted</b>	<b>Part A 2Marks 10/12</b>	<b>Part B 5 Marks6/10</b>	<b>Part C 15 Marks2/4</b>	<b>Total questions</b>
1	20	3	2	1	6
2	20	3	2	1	6
3	25	3	3	1	7
4	25	3	3	1	7

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**SEMESTER X**

**PROGRAMME: Integrated PG in Archaeology and Material Culture Studies**

**COURSE CODE: ARC10COR32**

**COURSE TITLE: Ancient Kerala Scripts**

<b>Module</b>	<b>Hrs Allotted</b>	<b>Part A 2Marks 10/12</b>	<b>Part B 5 Marks6/10</b>	<b>Part C 15 Marks2/4</b>	<b>Total questions</b>
1	25	3	3	1	7
2	20	3	2	1	6
3	25	3	3	1	7
4	20	3	2	1	6

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**SEMESTER X**

**PROGRAMME: Integrated PG in Archaeology and Material Culture Studies**

**COURSE CODE: ARC10COR33**

**COURSE TITLE: Bronze Age Civilizations**

<b>Module</b>	<b>Hrs Allotted</b>	<b>Part A 2Marks 10/12</b>	<b>Part B 5 Marks6/10</b>	<b>Part C 15 Marks2/4</b>	<b>Total questions</b>
1	20	2	2	1	5
2	25	3	3	1	7
3	25	4	3	1	8
4	20	3	2	1	6

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**SEMESTER X**

**PROGRAMME: Integrated PG in Archaeology and Material Culture Studies**

**COURSE CODE: ARC10ELC04**

**COURSE TITLE: Archaeological Ceramics**

<b>Module</b>	<b>Hrs Allotted</b>	<b>Part A 2Marks 10/12</b>	<b>Part B 5 Marks6/10</b>	<b>Part C 15 Marks2/4</b>	<b>Total questions</b>
1	25	2	2	1	5
2	20	3	2	1	6
3	25	4	3	1	8
4	20	3	3	1	7



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**SEMESTER X**

**PROGRAMME: Integrated PG in Archaeology and Material Culture Studies**

**COURSE CODE: ARC10ELC04**

**COURSE TITLE: Sanskrit Language - II**

<b>Module</b>	<b>Hrs Allotted</b>	<b>Part A 2Marks 10/12</b>	<b>Part B 5 Marks6/10</b>	<b>Part C 15 Marks2/4</b>	<b>Total questions</b>
1	25	3	3	1	7
2	20	3	2	1	6
3	25	3	2	1	6
4	20	3	3	1	7