

**BA**  
**Semester 4**

Title of the Course: <b>History of Medieval India</b>	
Total contact Hours: <b>39-42</b>	Course Credits: <b>3</b>
Formative Assessment Marks: <b>40</b>	Duration of ESA/Exam: <b>60</b>
Model Syllabus Authors:	Summative Assessment Marks:

Course Pre-requisites(s): Political History Medieval India (from 1206 to 1761).

**Course Outcomes (Cos):**

At the end of the course the students should be able to:

(Write 3-7 course outcomes. Course outcomes are statements of observable student's actions that serve as evidence of knowledge, skills and values acquired in this course)

- Understand the Political History Medieval India (from 1206 to 1761). Analyse the importance of causes for backwardness of this region.
- Understand the influence of Political History Medieval India (from 1206 to 1761).
- Understand the political, Social, Religious and Cultural history of the region.
- Appreciate the divergent cultural and communal harmony of this region.

Course Articulation Matrix: Mapping of Course Outcomes (OCs) with Program Outcomes (Pos 1-12).

Course Outcomes (Cos)/Program Outcomes (Pos)	<b>DSC 1</b>	<b>DSC 2</b>	<b>DSC 3</b>	<b>DSC 4</b>	<b>DSC 5</b>	<b>DSC 6</b>	<b>OE 1</b>	<b>OE 2</b>	<b>SEC 1</b>	<b>SEC 2</b>
Disciplinary knowledge	X	X	X	X	X	X	X	X		
Communication Skills	X	X	X	X	X	X	X	X	X	X
Critical Thinking	X	X	X	X	X	X	X	X	X	X
Problem Solving	X	X	X	X	X	X	X	X	X	X
Analytical Reasoning	X	X	X	X	X	X	X	X		
Cooperation and Team Work	X	X	X	X	X					
Reflective Thinking	X	X	X	X	X	X	X	X	X	X
Self-Motivated Learning	X	X	X	X	X	X	X	X	X	X
Diversity Management and Inclusive Approach	X	X	X	X	X	X	X	X	X	X
Moral and Ethical Awareness Reasoning	X	X	X	X	X	X	X	X	X	X
Lifelong Learning	X	X	X	X	X	X	X	X	X	X

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

**BA**  
**Semester 4**  
**DSC-7**

Title of the Course: **History of Medieval India**

<b>Course 1 (DSC-7)</b>		<b>Course 2</b>	
Number of Theory Credits	Number of Lecture hours/Semester	Number of Theory Credits	Number of Lecture hours/Semester
<b>3</b>	<b>39 or 42</b>	<b>3</b>	<b>39 or 42</b>

<b>Content of Course 1</b>		<b>39/42 Hours</b>
<b>Unit -1 Interpreting Medieval Indian History</b>		<b>14</b>
<b>Chapter No. 1</b>	Interpreting Medieval Indian History	<b>2</b>
<b>Chapter No. 2</b>	Debate on Indian Feudal System	<b>6</b>
<b>Chapter No. 3</b>	Interpretation of Peasant State and Society of Medieval India – North India & South India – Agrarian System of Mughal and Vijayanagara Period. Bhakti Movement – Kabir, Nanak, Meera Bai, Sri Chaithanya – Alvars, Nainars.	<b>6</b>
<b>Unit -2 Political Structure of Medieval Northern India and Southern India</b>		<b>14</b>
<b>Chapter No. 4</b>	Comparative study of Vijayanagara Polity, Delhi Sultanate and Mughals – process of Urbanization in Mughals and Vijayanagara period	<b>6</b>
<b>Chapter No. 5</b>	Nature of state in Vijayanagara Kingdom, Delhi Sultanate and Mughal dynasties	<b>6</b>
<b>Chapter No. 6</b>	Military Technology of Mughals and Vijayanagara dynasties – Development of Science & Technology in Medieval India	<b>4</b>
<b>Unit -3 Minor Kingdoms of North India</b>		<b>14</b>
<b>Chapter No. 7</b>	Rajaputs, GurjaraPratiharas, Palas, Paramaras	<b>6</b>
<b>Chapter No. 8</b>	Vijayanagaradynasy – Amaranayaka System – Creation of Wealth.	<b>6</b>
<b>Chapter No. 9</b>	The rise of the Marathas – Shivaji and his administration – AsthaPradhana System	<b>4</b>

	<b>Map</b> Extent of Vijayanagara Empire under Krishnadevaraya, Extent of Mughal Empire under Akbar, Important trade Centers of Medieval India : 1. Agra 2. Fatehpur Sikri 3. Delhi 4. Mewar 5. Hampi 6. Honnavara 7. Bhatkal 8. Raighad 9. Tirupati 10. Anegondi	
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### Books for Reference:

- |   |   |
|---|---|
| 1. Anil Chandra Banarjee  | History of India  |
| 2. S.C. Rayachoudhary   | History of Medieval India (From 1000-1707 C.E.)           |
| 3. Sarkar, Jadunath   | Shivaji and his Times                                     |
| 4. Sharma S.R.  | Mughal Administration                                     |
| 5. Tripathi R.P.  | Rise and Fall of Mughal Empire                            |
| 6. Wolseley Haig and Richard Burn   | Cambridge History of India Vo. IV                         |
| 7. Khosala, R.P.  | Mughal Kingship and Nobility                              |
| 8. Srivastav A.L.   | Mughal Empire   |
| 9. A.C. Banarjee  | New History of Medieval India                             |
| 10. Satish Chandra  | History of Medieval India                                 |
| 11. Banerjee A.C.   | The State and Society in Northern India (1206 -1526 C.E.) |
| 12. Kulkarni A.R.   | Maharashtra in the Age of Shivaji                         |
| 13. R.C. Majumdar (Ed.)   | The Delhi Sultanate                                       |
| 14. R.C. Majumdar (Ed.)   | The Mughal Empire   |
| 15. ¥ÉÆæ.Dgï.gÁdtÚ ºÄÄvÄÄÛ qÁ.J.¹.£ÁUÉÃ±ï<br>ºÄÄzsÀåPÁ°Ã£Ä`sÁgÄvÄzÀEwºÁ,Ä |   |

**Pedagogy:**

**Knowledge:** the student should acquire knowledge of terms, concepts, political events, ideas, conventions, problems, trends, personalities, chronology and generalizations etc. related to the study of History of Medieval India. The student should be able to recall, recognize, show and read the history of the medieval times.

**Understanding:** The student should develop understanding of terms, facts, important events, trends, etc., related to medieval India. The student is able to classify facts, illustrate events, compare and contrast events, explain events, discriminate, identify, arrange facts, detect the errors, interpret and extract.

**Critical Thinking:** The subject leads to develop the interest in the study of medieval Indian history. It also creates a critical thinking ability among the students. The student will be able to identify, analyse, collect, select, draw and verify the historical facts and figures.

**Practical Skills:** The subject enables the students to develop practical skills which help in the study and understanding of historical facts. The student should be able to draw maps, charts, diagrams and prepare models, etc.

**Learning Outcomes:** This course enables students to explore various aspects of political, diplomatic relations of the rulers of medieval times in historical perspective that discusses numerous political practices that have evolved over centuries. The students will gather knowledge about the various dynasties, political diplomacy, results and impact wars and battles the people. It also helps the students to develop the knowledge and awareness about the political ideologies.

**Assessment:****Weight age for assessment (in percentage)****Outlines for continuous assessment activities for C1 and C2**

<b>Formative Assessment</b>			
<b>Activities</b>	<b>C1</b>	<b>C2</b>	<b>Total Marks</b>
Session Test	10 Marks	10	20
Sessions/Presentations/Activities	10 Marks		10
Case Study/Assignment/Field Work Etc.		10	10

<b>Total</b>			<b>40</b>
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**BA  
Semester 4  
DSC-8**

Course Title: <b>Cultural History of India (From Saraswati - Indus Culture to 1206 CE).</b>	
Total contact Hours: <b>39-42</b>	Course Credits: <b>3</b>
Formative Assessment Marks: <b>40</b>	Duration of ESA/Exam: <b>60</b>
Model Syllabus Authors:	Summative Assessment Marks:

Course Pre-requisites(s): Cultural History of India (From Saraswati - Indus Culture to 1206 CE).

**Course Outcomes (Cos):**

At the end of the course the students should be able to:

(Write 3-7 course outcomes. Course outcomes are statements of observable student's actions that serve as evidence of knowledge, skills and values acquired in this course)

- Understand the History of Cultural History of India (From Saraswati - Indus Culture to 1206 CE). Analyse the importance of causes for backwardness of this region.
- Understand the influence of History of Cultural History of India (From Saraswati - Indus Culture to 1206 CE).
- Understand the political, Social, Religious and Cultural history of the region.
- Appreciate the divergent cultural and communal harmony of this region.

Course Articulation Matrix: Mapping of Course Outcomes (OCs) with Program Outcomes (Pos 1-12).

Course Outcomes (Cos)/Program Outcomes	<b>DSC 1</b>	<b>DSC 2</b>	<b>DSC 3</b>	<b>DSC 4</b>	<b>DSC 5</b>	<b>DSC 6</b>	<b>OE 1</b>	<b>OE 2</b>	<b>SEC 1</b>	<b>SEC 2</b>

(Pos)										
Disciplinary knowledge	X	X	X	X	X	X	X	X		
Communication Skills	X	X	X	X	X	X	X	X	X	X
Critical Thinking	X	X	X	X	X	X	X	X	X	X
Problem Solving	X	X	X	X	X	X	X	X	X	X
Analytical Reasoning	X	X	X	X	X	X	X	X		
Cooperation and Team Work	X	X	X	X	X					
Reflective Thinking	X	X	X	X	X	X	X	X	X	X
Self-Motivated Learning	X	X	X	X	X	X	X	X	X	X
Diversity Management and Inclusive Approach	X	X	X	X	X	X	X	X	X	X
Moral and Ethical Awareness Reasoning	X	X	X	X	X	X	X	X	X	X
Lifelong Learning	X	X	X	X	X	X	X	X	X	X

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

## BA

### Semester 4

## CULTURAL HISTORY OF INDIA (From Saraswati - Indus culture to 1206 CE)

### Objectives in this lesson

students investigate various facets of Indian culture. Throughout the chapter, emphasis will be on the concept and importance of Indian culture through various ages of India. After studying this lesson you will be able to:

- understand the concept and meaning of culture;
- establish the relationship between culture and civilization;
- establish the link between culture and heritage;
- discuss the role and impact of culture in human life.
- describe the distinctive features of Indian culture;
- identify the central points and uniqueness of Indian culture;
- explain the points of diversity and underlying unity in it; and
- trace the influence and significance of geographical features on Indian culture.

CONTENT OF COURSE	42 HOURS
<b>UNIT-I      Indian Culture: An Introduction</b>	
<b>CHAPTER-1</b> Characteristics of Indian culture.	06
<b>CHAPTER-2</b> Significance of Geography on Indian Culture.	06
<b>CHAPTER-3</b> Religion and Philosophy in India: Ancient Period: Pre-Vedic and Vedic Religion, Buddhism and Jainism, Indian philosophy.	06
<b>UNIT-II A Brief History of Indian Arts and Architecture</b>	
<b>CHAPTER-4</b> Indian Languages and Literature – Nagari – Devanagari, Grantha – Dravidian languages – Kannada.	05
<b>CHAPTER-5</b> Evolution of script and languages in India: Harappan Script and Brahmi Script.	03



<b>CHAPTER-6</b> Short History of the Sanskrit literature: The Vedas, and Upanishads , Epics: Ramayana and Mahabharata - History of Buddhist and Jain Literature in Pali, Prakrit .	04
<b>UNIT-III ART&amp;ARCHITECTURE</b>	
<b>CHAPTER-7</b> Indian Art & Architecture: Gandhara School and Mathura School of Art; - Hindu Temple Architecture, Buddhist Architecture- Indian Painting Tradition: ancient painting at Ajantha.	04
<b>CHAPTER-8</b> Performing Arts: Divisions of Indian classical music: Hindustani and Carnatic, -Dances of India: Various Dance forms: Classical and Regional,	04
<b>CHAPTER-9</b> Indian Culture in South East Asia	04

## Books for Reference

1. Gore, M. S., Unity in Diversity: The Indian Experience in Nation-Building, Rawat Publication, Jaipur, 2002.
2. Kabir, HumayunN, National Information and Publications Ltd., Mumbai, 1946.
3. Malik, S. C., Understanding Indian Civilisation : A Framework of Enquiry, Indian Institute of Advanced Study, Simla, 1975.
4. Mukerji, D. P., Sociology of Indian Culture, Rawat Publications, Jaipur, 1948/1979.
5. Pandey, Govind Chandra, Foundations of Indian Culture, Books and Books, New Delhi, 1984.

## Pedagogy:

**Knowledge:** The student should acquire knowledge of terms, concepts, political events, ideas, conventions, problems, trends, personalities, chronology and generalizations etc. related to the study of Cultural History of India (From Saraswati - Indus Culture to 1206 CE). The student should be able to recall, recognize, show and read the history of the region.

**Understanding:** The student should develop understanding of terms, facts, important events, trends, etc. related to the history of Cultural History of India (From Saraswati - Indus Culture to 1206 CE). The student is able to classify facts, illustrate events, compare and contrast events, explain events, discriminate, identify, arrange facts, detect the errors, interpret and extract.

**Critical Thinking:** The subject leads to develop the interest in the study of History of Cultural History of India (From Saraswati - Indus Culture to 1206 CE).

It also creates a critical thinking ability among the students. The student will be able to identify, analyse, collect, select, draw and verify the historical facts.

**Practical Skills:** The subject enables the students to develop practical skills which help in the study and understanding of historical facts. The student should be able to draw maps, charts, diagrams and prepare models, etc.

**Learning Outcomes:** This course enables students to explore various aspects of political, Culture and Heritage of Cultural History of India (From Saraswati - Indus Culture to 1206 CE) in historical perspective that discusses numerous cultural practices that have evolved over centuries. The students will gather knowledge about the cultural heritage, cultural forms and cultural expressions performing arts, fairs and festivals.

**Assessment:Weight age for assessment (in percentage)**

**Outlines for continuous assessment activities for C1 and C2**

<b>Formative Assessment</b>			
<b>Activities</b>	<b>C1</b>	<b>C2</b>	<b>Total Marks</b>
Session Test	10 Marks	10	20
Sessions/Presentations/Activities	10 Marks		10
Case Study/Assignment/Field Work Etc.		10	10
<b>Total</b>			<b>40</b>

## BA - IV SEMESTER

### OPEN ELECTIVE

Course Title: <b>Freedom Movement in India (1885-1947)</b>	
Total contact Hours: <b>39-42</b>	Course Credits: <b>3</b>
Formative Assessment Marks: <b>40</b>	Duration of ESA/Exam: <b>60</b>
Model Syllabus Authors:	Summative Assessment Marks:

Course Pre-requisites(s): History of Freedom Movement in India (1885-1947).

#### Course Outcomes (Cos):

At the end of the course the students should be able to:

(Write 3-7 course outcomes. Course outcomes are statements of observable student's actions that serve as evidence of knowledge, skills and values acquired in this course)

- Understand the History of Freedom Movement in India (1885-1947). Analyse the importance of causes for backwardness of this region.
- Understand the influence of History of Freedom Movement in India (1885-1947).
- Understand the political, Social, Religious and Cultural history of the region.
- Appreciate the divergent cultural and communal harmony of this region.

Course Articulation Matrix: Mapping of Course Outcomes (OCs) with Program Outcomes (Pos 1-12).

Course Outcomes (Cos)/Program Outcomes	DSC 1	DSC 2	DSC 3	DSC 4	DSC 5	DSC 6	OE 1	OE 2	SEC 1	SEC 2

(Pos)										
Disciplinary knowledge	X	X	X	X	X	X	X	X		
Communication Skills	X	X	X	X	X	X	X	X	X	X
Critical Thinking	X	X	X	X	X	X	X	X	X	X
Problem Solving	X	X	X	X	X	X	X	X	X	X
Analytical Reasoning	X	X	X	X	X	X	X	X		
Cooperation and Team Work	X	X	X	X	X					
Reflective Thinking	X	X	X	X	X	X	X	X	X	X
Self-Motivated Learning	X	X	X	X	X	X	X	X	X	X
Diversity Management and Inclusive Approach	X	X	X	X	X	X	X	X	X	X
Moral and Ethical Awareness Reasoning	X	X	X	X	X	X	X	X	X	X
Lifelong Learning	X	X	X	X	X	X	X	X	X	X

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

**BA**  
**O.E IV Semester**  
**O.E-4: Freedom Movement in India (1885-1947)**

Course 1		Course 2	
Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester
3	39 or 42	3	39 or 42
<b>Content of Course -1</b>			<b>39/42 Hrs</b>
<b>Unit – 1 Indian Nationalism</b>			12/14
<b>Chapter No.1</b> Genises of Indian National Congress-Moderate-Objectives-Techniques-Partion of Bengal-Swadeshi Movement			05
<b>Chapter No.2</b> Split of Congress-Extremists-Objectives-Techniques, Lalalajpat Ray-Balagandharanatha Tilak-Bipan Chandra Pal-Arabindo Ghosh			05
<b>Chapter No.3</b> Revolutionary Movement-Bhagat Singh-Chandra Sheker Azad-Rajaguru, Sukh Dev. Revolutionary Women-Kumudini Mitra Busu – Madam Bhikaji Cama – Preethi Latha Waddedar			04
<b>Unit – 2 1914 and After</b>			10/12
<b>Chapter No.4</b> First World War and Indian Nationalism			04
<b>Chapter No.5</b> Home Rule Movement-Balagangadharanatha Tilak and Anni Besant			03
<b>Chapter No.6</b> Luknow Pact-1916-Rowllet Act-Jallianwala Bagh Massacre			04
<b>Unit – 3 Gandhian Era</b>			15/17
<b>Chapter No.7</b> Early Experiments of Gandhi-Non Co-operation Movement-Constructive Programmes-Swaraj Party-Siman Commission			06
<b>Chapter No.8</b> Lahore Congress-Salt Sathyagraha-Round Table Conference-Communal Award-Poona Pact-Subaschandra Bose-INA			06
<b>Chapter No.9</b> Partion and Independence: Growth of Communalism Two Nation Theory-August offer-Crips Proposal-Quit India Movement-Cabinet Mission-Mount Batten Plan-1947 Indian Independence Act.			05

**Books for Reference:**

1. Asharani- Gandhian Non-Violence and Indian Freedom Struggle
2. Bipan Chandra- Indian Struggle for Independence
3. Bipan Chandra-Communalism and Modern India
4. Bukshi S.R-Gandhi and Dandi March
5. Dominique Larry Collins-Freedom at Midnight
6. Judith M Brown-Gandhi's Rise to Power, Indian Politics 1915-22
7. Lakshmi Jain- History of Freedom Movement in India
8. Moulana Abdul Khalam Azad-India Wins Freedom
9. Richard Sesan and Sekhar Bandyopadhyay- Congress and Indian Nationalism -From Plassey to Partition Senley Wolfort
10. Shankara Narayana Rao V.S-Swatantrada Guri Bharatada Dari
11. Shankara Narayana Rao V.S-Swatantraya Gangeya Savira Toregalu
12. Subas Chndra Bose-The Indian Struggle
13. Sumit Sarkar-Modern India
14. Tharachand- History of the Freedom Movement in India
15. DzsÄÄªPÄ`sÄgÄvÄzÄEw°Ä,Ä - ¥ÉÆæ.Dgĩ.gÁdtÚ ªÄÄvÄÄÛqÁ.£ÁUÉÃ±ĩ J.<sup>1</sup>

### **Pedagogy:**

**Knowledge:** The student should acquire knowledge of terms, concepts, political events, ideas, conventions, problems, trends, personalities, chronology and generalizations etc. related to the study of Freedom Movement in India (1885-1947). The student should be able to recall, recognize, show and read the history of the region.

**Understanding:** The student should develop understanding of terms, facts, important events, trends, etc. related to the history of Freedom Movement in India (1885-1947). The student is able to classify facts, illustrate events, compare and contrast events, explain events, discriminate, identify, arrange facts, detect the errors, interpret and extract.

**Critical Thinking:** The subject leads to develop the interest in the study of History of Freedom Movement in India (1885-1947). It also creates a critical thinking ability among the students. The student will be able to identify, analyse, collect, select, draw and verify the historical facts.

**Practical Skills:** The subject enables the students to develop practical skills which help in the study and understanding of historical facts. The student should be able to draw maps, charts, diagrams and prepare models, etc.

**Learning Outcomes:** This course enables students to explore various aspects of political, Culture and Heritage of Freedom Movement in India (1885-1947) in historical perspective that discusses numerous cultural practices that have evolved over centuries. The students will gather knowledge about the cultural heritage, cultural forms and cultural expressions performing arts, fairs and festivals.

**Assessment:Weight age for assessment (in percentage)**

**Outlines for continuous assessment activities for C1 and C2**

<b>Formative Assessment</b>			
<b>Activities</b>	<b>C1</b>	<b>C2</b>	<b>Total Marks</b>
Session Test	10 Marks	10	20
Sessions/Presentations/Activities	10 Marks		10
Case Study/Assignment/Field Work Etc.		10	10
<b>Total</b>			<b>40</b>

**BA**  
**Semester 4**  
**OE-04**

Course Title: <b>Principles and Practice of Museology</b>	
Total contact Hours: <b>39-42</b>	Course Credits: <b>3</b>
Formative Assessment Marks: <b>40</b>	Duration of ESA/Exam: <b>60</b>
Model Syllabus Authors:	Summative Assessment Marks:

Course Pre-requisites(s): Principles and Practice of Museology

**Course Outcomes (Cos):**

At the end of the course the students should be able to:

(Write 3-7 course outcomes. Course outcomes are statements of observable student's actions that serve as evidence of knowledge, skills and values acquired in this course)

- Understand the History of Principles and Practice of Museology.
- Analyse the importance of causes for backwardness of this region.
- Understand the influence of History of Principles and Practice of Museology.
- Understand the political, Social, Religious and Cultural history of the region.
- Appreciate the divergent cultural and communal harmony of this region.

Course Articulation Matrix: Mapping of Course Outcomes (OCs) with Program Outcomes (Pos 1-12).



Course Outcomes (Cos)/Program Outcomes (Pos)	<b>DSC 1</b>	<b>DSC 2</b>	<b>DSC 3</b>	<b>DSC 4</b>	<b>DSC 5</b>	<b>DSC 6</b>	<b>OE 1</b>	<b>OE 2</b>	<b>SEC 1</b>	<b>SEC 2</b>
Disciplinary knowledge	X	X	X	X	X	X	X	X		
Communication Skills	X	X	X	X	X	X	X	X	X	X
Critical Thinking	X	X	X	X	X	X	X	X	X	X
Problem Solving	X	X	X	X	X	X	X	X	X	X
Analytical Reasoning	X	X	X	X	X	X	X	X		
Cooperation and Team Work	X	X	X	X	X					
Reflective Thinking	X	X	X	X	X	X	X	X	X	X
Self-Motivated Learning	X	X	X	X	X	X	X	X	X	X
Diversity Management and Inclusive Approach	X	X	X	X	X	X	X	X	X	X
Moral and Ethical Awareness Reasoning	X	X	X	X	X	X	X	X	X	X
Lifelong	X	X	X	X	X	X	X	X	X	X

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

## BA

### Semester 4

### PRINCIPLES AND PRACTICE OF MUSEOLOGY

<b>Content of Course 1</b>	<b>37 Hours</b>
<b>UNIT -1 Introduction to Musicology</b>	
<b>Chapter-I</b>	<b>5</b>
History of Museums and Collection - Definition and scope of Museum.	
<b>Chapter-II</b>	<b>4</b>
General Principles of Museums. Functions of Museums	
<b>Chapter-III</b>	<b>4</b>
Museum Movement in Indian subcontinent, Europe, and Western Hemisphere.	
<b>UNIT -2 : Functions and types Museums</b>	
<b>Chapter-IV</b>	<b>5</b>
Functions of Museums: (a.) Collection (b.) Identification (c.) Preservation (d.) Documentation (e.) Presentation (Exhibition) (f.) Research (g.) Educational activities	
<b>Chapter-V</b>	<b>4</b>
Various Types of Museums: Archaeology museums, Art museums History museums, Maritime museums ,Military and war museums, Science museums	

<b>Chapter-VI</b>	<b>3</b>
New trends in Museums and Legislations concerning Museums.	
<b>UNIT -3 : Management and Administration</b>	
<b>Chapter-VII</b>	<b>5</b>
Museum Management and Administration: 1. Location and Surrounding of Museums (a.) Selection of site (b.) Surrounding (c.) Use of space, design (d.) Planning (e.) Construction of museum (f.) Special Problems (war. flood, fire & earthquake etc.).	
<b>Chapter -VIII</b>	<b>3</b>
Museum Conservation and Preservation. 1. General Principles of Conservation (a) Preventive measures (b.) Curative measures	
<b>Chapter -IX</b>	<b>4</b>
Classification of Museums based on the nature of collections, concepts of eco Museum, Personallia Museums, Children Museums, and Virtual Museums.	

### **Books for Reference**

1. Dr. V. Jayaraj - Museology - Heritage Management - Seawaves Printers, Chennai - 86, 2005
2. M.L. Nigam - Fundamentals of Museology, Deva Publicaitons, Hyderabad, 1985
3. Grace Morley - The Museum and its functions, Ed. Saifur Rahman dar, Lahore Museum, Lahore, 1981
4. Dr. V. Jayaraj - Handbook on Conservation in Museums Published by the Commissioner of Museums, Chennai, 1995
5. J. Smifa, J. Baxi and Vinod P. Dwivedi - Museum Storage, Modern Museum, V.P. Abbhinav Publications, New Delhi, 1985
6. Agarwala. V.S. - Museum studies, PrithiviPrakashan, Varanashi, 1978
7. Grace Morley - Museum today, Lucknow, 1981

### **Pedagogy:**

**Knowledge:** The student should acquire knowledge of terms, concepts, political events, ideas, conventions, problems, trends, personalities, chronology and generalizations etc. related to the study of History of Principles and Practice of Museology. The student should be able to recall, recognize, show and read the history of the region.

**Understanding:** The student should develop understanding of terms, facts, important events, trends, etc. related to the History of Principles and Practice of Museology. The student is able to classify facts, illustrate events, compare and contrast events, explain events, discriminate, identify, arrange facts, detect the errors, interpret and extract.

**Critical Thinking:** The subject leads to develop the interest in the study of Principles and Practice of Museology. It also creates a critical thinking ability among the students. The student will be able to identify, analyse, collect, select, draw and verify the historical facts.

**Practical Skills:** The subject enables the students to develop practical skills which help in the study and understanding of historical facts. The student should be able to draw maps, charts, diagrams and prepare models, etc.

**Learning Outcomes:** This course enables students to explore various aspects of political, Culture and Heritage and also the cultural diversity of Principles and Practice of Museology in historical perspective that discusses numerous cultural practices that have evolved over centuries. The students will gather knowledge about the cultural heritage, cultural forms and cultural expressions performing arts, fairs and festivals.

#### **Assessment: Weight age for assessment (in percentage)**

##### **Outlines for continuous assessment activities for C1 and C2**

<b>Formative Assessment</b>			
<b>Activities</b>	<b>C1</b>	<b>C2</b>	<b>Total Marks</b>
Session Test	10 Marks	10	20
Sessions/Presentations/Activities	10 Marks		10
Case Study/Assignment/Field		10	10