



The Kelkar Education Trust's  
**Vinayak Ganesh Vaze College of Arts, Science & Commerce (Autonomous)**

Mithagar Road, Mulund East, Mumbai-400081, India

**College with Potential for Excellence**

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## **Syllabus for B. A. First Year Programme**

### **History**

Syllabus as per Choice Based Credit System (NEP-2020)

**(June 2025 Onwards)**

### **Board of Studies in History**

**V. G. Vaze College of Arts, Science and Commerce (Autonomous)**

### **Submitted by**

#### **Department of History**

**Vinayak Ganesh Vaze College of Arts, Science and  
Commerce(Autonomous) Mithagar Road, Mulund (East) Mumbai-400081.  
Maharashtra, India.**

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**Vinayak Ganesh Vaze College of Arts, Science & Commerce  
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❖ **Syllabus as per Choice Based Credit System (NEP 2020)**

**Syllabus for Approval**

**Subject: BA**

	<b>Heading</b>	<b>Particulars</b>
<b>1</b>	Title of Programme	<b>First Year B.A. History: Semester I and II</b>
<b>2</b>	Eligibility for Admission	The XII examination from HSC or other equivalent boards or other as equivalent thereto.
<b>3</b>	Passing marks	Minimum D Grade or equivalent minimum marks for passing at the Graduation level.
<b>4</b>	Ordinances/Regulations (if any)	---
<b>5</b>	No. of Years/Semesters	One year/Two semester
<b>6</b>	Level	U.G. Part-III : Level- 5.5
<b>7</b>	Pattern	Semester
<b>8</b>	Status	Revised
<b>9</b>	To be implemented from Academic year	2025-2026

**Date:.....**

**Signature:.....**

**BOS Chairperson:.....**

**First Year B. A. Program in History (Level 5.5)**

Semester	Core Course & Credits		NSQF Course & Credits	
<b>Sem - I</b>	<b>MAJOR</b>	<b>No. of Lectures</b>	<b>VSEC</b>	<b>No. of Lectures</b>
	<b>Mandatory* Credits 4 (4 x 1)</b>		<b>VSEC Credits 4</b>	
	Course 1 : Civilizations of Ancient India from Earliest Times to 322 B.C.E	4L	Course 1 Cr. 4: Introduction to Archaeology and Heritage Tourism	4L
	<b>MINOR Credits 4 (4 x 1)</b>			
	Course 1 Cr.4:Civilizations of Ancient India from Earliest Times to 322 B.C.E	4L		
<b>Sem - II</b>	<b>MAJOR Credits 4 (4 x 1)</b>		<b>VSEC</b>	<b>No. of Lectures</b>
	<b>Mandatory* Credits 12 (4 x 3)</b>		<b>VSEC Credits 4</b>	
	Course 1 Empires of Ancient India from 322 B.C.E to 1000 C.E.	4L	Course 1 Cr. 4: Museology, Archival Science and Library Science	4L
	<b>MINOR Credits 4 (4 x 1)</b>			
	Course 1 Cr. 4: Empires of Ancient India from 322 B.C.E to 1000 C.E.	4L		
<b>Total Cumulative credits = 12+ 04 + 02 + 02 + 06 = 44 Credits</b>				
Exit option: <i>Award of UG Degree in Major and Minor with 132 credits OR continue with Major &amp; Minor</i>				

**B. A. Program in History :Cumulative Credit Structure**

Level	Sem.	MAJOR		MINOR	VSC	OJT / FP	Cum. Credits	Degree
		Mandatory*						
	Sem-I	For History						
		<b>Credits 4</b> Course 1 : Civilizations of Ancient India from Earliest Times to 322 B.C.E		<b>Credits 4</b> Course 1: Civilizations of Ancient India from Earliest Times to 322 B.C.E	<b>Credits 4</b> Introduction to Archaeology and Heritage Tourism	22	UG Degree After 3-Yr UG	
	Sem-II	For History						
		<b>Credits 4</b> Course 1 Cr. 4: Empires of Ancient India from 322 B.C.E to 1000 C.E.		<b>Credits 4</b> Course 1: Cr. 4: Empires of Ancient India from 322 B.C.E to 1000 C.E.	<b>Credits 4</b> Museology, Archival Science and Library Science	<b>Credits 4</b>		22

## Programme Outcomes

Upon successful completion of the B.A. (History) course from Vaze College affiliated to Mumbai University, graduates can expect the following outcomes:

<b>PO1</b>	Exhibit a deep understanding of the core concepts and theories in their respective discipline (Economics/Psychology/Sociology/Political Science/History/English Literature, Marathi literature/Hindi Literature).
<b>PO2</b>	Demonstrate the ability to analyse complex issues, think critically, and solve problems in their respective fields ((Economics/Psychology/Sociology/Political Science/History/English Literature, Marathi literature/Hindi Literature).
<b>PO3</b>	Show competency in conducting research, gathering and analysing data, and presenting research findings using appropriate methodologies.
<b>PO4</b>	Recognize the ethical and social responsibilities associated with their fields of study and be able to apply ethical principles to real-world situations.
<b>PO5</b>	Effectively communicate their ideas and findings in both written and oral forms, demonstrating proficiency in academic and professional communication.

## Programme Specific Outcomes

<b>PSO1</b>	Describe, understand, and classify various source materials available for the study of the different periods of history; Indian and Foreign
<b>PSO 2</b>	Comment on the social, political, educational, religious, cultural and economic developments of different dynasties that ruled India, critique landmark events in world history and understand their causes and impact.
<b>PSO 3</b>	Acquire sensitivity to the environment, discernment to cultural heritage and concern for the underprivileged.
<b>PSO 4</b>	Analyse and demonstrate their knowledge about the significance of source materials, explain the methods of data collection and analysis, present research reports and apply the skills of research methodology, archaeology, heritage tourism, archival sciences, numismatics, and library management towards employability.
<b>PSO 5</b>	Critically evaluate the knowledge acquired, apply the information in assignments and presentations and express lessons learnt, at examinations and job interviews. Examine the lessons learnt from the past judiciously to establish a connect with current situations and commit to norms and ethical guidelines of regulatory bodies.

**The Detailed Semester and Course Wise Syllabus as follows:**

The total minimum credits required for completing the B.Sc. in Chemistry is **132**

<b>SEMESTER – V</b>					
<b>Code</b>	<b>Course of Study - Major</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
	Course 1 Cr. 4: Civilizations of Ancient India from Earliest Times to 322 B.C.E	4	-	-	-
	<b>MINOR Credits 4</b>				
	Course 1 Cr. 4: Civilizations of Ancient India from Earliest Times to 322 B.C.E	4	-	-	-
	<b>VSEC Credits 4</b>				
	Course 1 Cr. 4: Introduction to Archaeology and Heritage Tourism	4	-	-	-
<b>Total</b>		<b>12</b>	<b>-</b>	<b>-</b>	<b>12</b>

\*\*\*\*\* **Note:** Students are allowed to select one elective out of two electives given in curriculum

<b>SEMESTER – VI</b>					
<b>Code</b>	<b>Course of Study - Major</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	Course 1 Cr. 4: Empires of Ancient India from 322 B.C.E to 1000 C.E.	4	-	-	-
	<b>MINOR Credits 4 (2+2)</b>				
	Course 1 Cr. 4: Empires of Ancient India from 322 B.C.E to 1000 C.E.	4	-	-	-
	<b>VSEC Credits 2</b>				
	Course 1 Cr. 2: Practical	4	-	-	-
		<b>12</b>	<b>-</b>	<b>-</b>	<b>12</b>

\*\*\*\*\* **Note:** Students are allowed to select one elective out of two electives given in curriculum

**Proposed Draft Syllabus for TYBA History Semester V and VI**

**(History Specialization)**

**Choice Based Credit System (NEP 2020)**

**(To be implemented from the academic year, 2025-2026)**

**Semester – I**

**MAJOR/MINOR**

**Course Code: VAHS100/VAHS101**

**Credits: 4**

**Civilizations of Ancient India from Earliest Times to 322 B.C.E**

**Course Learning Objectives**

Upon completion of the course the student will be able

1.	To analyse details about the Neolithic Age and Chalcolithic Age.
2.	To describe different sources of Ancient Indian History and discuss how they are classified into archaeological and literary sources; and to critique the accounts of foreign travellers.
3.	To understand details about the discovery and extent of Ancient India, comprehend the socio-economic and religious life of the people, detail the town planning and to study the reasons for the decline of the civilization.
4.	To review the socio-political, religious and economic life of the people of the Vedic age.
5.	To examine the political conditions leading to the formation of Janapadas, to trace the rise of Magadha and describe the invasions by the Persians and Greeks; to critique the rise of Jainism and Buddhism.

**Course Outcome**

Upon completing the course, the student will be able to

<b>CO1</b>	Comprehend knowledge about the Neolithic Age and Chalcolithic Age.
<b>CO2</b>	Describe, classify and differentiate the sources for the study of Ancient Indian History
<b>CO3</b>	Recall the persons responsible for the discovery of the Indus Valley civilization and its extent, detail the features of socio-economic, cultural and religious life of the people, critique the town planning and argue the decline of the civilization.
<b>CO4</b>	Appraise the socio-economic, religious and political life of the Vedic age. Assess the political conditions in India leading to the rise of Magadha, critique the Persian and Greek invasions and argue for the rise of Jainism and Buddhism; to disseminate knowledge about significant aspects of Ancient India in the period of study, comprehend and express lessons learnt in the form of answers, apply the information acquired in assignments and presentations, examine critically what has been taught and evaluate the value of information acquired.

## **COURSE CONTENT**

<b>Unit</b>	<b>Contents</b>	<b>No. of lectures</b>
<b>Unit I</b>	<b>Pre-historic India</b>  a) Sources b) Neolithic Age c) Chalcolithic Age	<b>15</b>
<b>Unit II</b>	<b>Indus Valley Civilization</b>  a) Sources, Discovery and Extent  b) Socio - Religious and Economic Life  c) Town Planning and Decline of the Civilization	<b>15</b>
<b>Unit III</b>	<b>Vedic Age</b>  a) Sources, Political and Economic Life  b) Social Life: Family, Marriage system, Status of Women  c) Varnashrama System and Religion	<b>15</b>
<b>Unit IV</b>	<b>India: 600 B.C.E. to 322 B.C.E.</b>  a) Sources, Political Conditions: Rise of Magadha b) Religion: Jainism and Buddhism c) Persian and Greek Invasions	<b>15</b>

## Reference Books:

1. Agarwal D.P., *The Archaeology of India*, (Delhi Select Book Services) Syndicate, 1984. Allichin –B-Zidget and F. Raymond, *Origin of a Civilization – The History and early Archaeology of South Asia*, (Delhi Oxford and IBH), 1994.
  2. Ayyanger, S.K., *Ancient India and South Indian History Culture*, Oriental Book Agency, Pune, 1941.
  3. Basham A.L., *The Wonder that was India*, Rupa & Co., 1998.
  4. Bhattacharya N.N., *Ancient Indian Rituals and their Social Contents*, Manohar Publications, Delhi, 1996.
  5. Brown Percy, *Indian Architecture (Buddhist and Hindu Period)*, K.R.J. Book International, Delhi, 2014.
  6. Chakravarty Uma, *The Social Dimensions of Early Buddhism*, Munshiram Manoharlal, Delhi, 1996.
  7. Chakravarty, K.C., *Ancient Indian Culture and Civilization*, Vora and Company, Bombay, 1952.
  8. Jha, D.N., *Ancient India in Historical Outline*, Motilal Banarasis, New Delhi, 1974
  9. Kautilya, *The Arthashastra*, Penguin Books, 1987.
  9. Kulkarni, C.M., *Ancient Indian History and Culture*, Karnataka Publishing House, Mumbai, 1956.
  10. Luniya B.N., *Life and Culture in Ancient India*, Lakshmi Narain Agarwal, Agra, 1994.
  12. Majumdar R.C. and Altekar A.S. ed, *The Vakataka- Gupta age*, Motilal Banarsidas, Delhi, 1967.
  11. Majumdar, R.C., *Ancient India*, Motilal Banarasis Publishers Pvt. Ltd. New Delhi, 1974.
  12. Mookerjee, R.K., *Ancient India*, Allahabad, Indian Press, 1956.
  13. Mukherjee, B.N., *Rise and Fall of the Kushan Empire*, (Kolkata Firma, KLM), 1988.
  14. Nandi R.N., *Social Roots of Religion in Ancient India*, (Kolkata K.B. Bagchi), 1986.
  15. Nilkantha Shastri, *A History of South India*, Madras, 1979
  16. Pannikar K.M., *Harsha and His Times*, D.B. Taraporewalla Sons and Co. Bombay, 1922.
  17. Pargitar, F.E.: *Ancient Indian Historical Tradition*, Motilal Banarasis Publishers Pvt. Ltd. New Delhi, 1962.
  18. Pathak, V.S., *Historians of India (Ancient India)*, Asia Publishing, Bombay. 1966.
  19. Possehl G.L.ed., *Ancient Cities of the Indus*, Vikas, Delhi, 1979.
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**Semester – I**

**VSEC**

**Course Code: VAHS103**

**Credits: 4**

**Introduction to Archaeology and Heritage Tourism**

**Course Learning Objectives**

Upon completion of the course the student will be able to understand

1.	To understand the meaning of Archaeology, its importance, scope, its relationship with other disciplines and the growth of the Archaeology as field of study.
2.	To understand methods of archaeological explorations, excavations and dating of antiquities.
3.	To study the importance of Epigraphy and understand growth of Epigraphy as a separate discipline, to evaluate the significance of inscriptions as sources of history and learn about the different scripts used in India during the Ancient period.
4.	To discuss the definition and growth of study of Numismatics in India, interpret the importance of coins as a source of history and study the coinage of Ancient, Medieval and Modern periods of Indian history.
5.	To be acquainted with the type, importance and emerging trends in Heritage Tourism, and understand the methods of Heritage Management.

**Course Outcome**

Upon completing the course, the student will be able to understand

<b>CO1</b>	Define Archaeology, recall its nature and scope and narrate its development in India.
<b>CO2</b>	Assess the interconnection between Archaeology and other disciplines, describe various methods of excavation and dating antiquities and recall various archaeological sites in India and describe their significance.
<b>CO3</b>	Recall the definition, scope and relevance of Epigraphy; important inscriptions which serve as sources for the history of Ancient India and describe the major scripts used to write these inscriptions.
<b>CO4</b>	Explain the scope and significance of Numismatics, catalogue coins found in India and determine the importance of coins as one of the major sources of history of India; disseminate the value and importance of Archaeology, Epigraphy, Numismatics, and Heritage Tourism and to put them across in the form of answers and apply knowledge acquired in the writing of assignments and presentations and for larger projects and research work in the future.

## COURSE CONTENT

Unit	Contents	No. of lectures
<b>Unit I</b>	<b>Archaeology: Aims, methods and Archaeological sites of India</b>  a) Definition, Aims and Development of Archaeology in India, Archaeology and other disciplines b) Field Archaeology: Methods of exploration, Excavation and Dating Antiquities c) Geological Time Scale and Archaeological Sites of India: Prehistoric, Proto and Early Historical Periods.	<b>15</b>
<b>Unit II</b>	<b>Epigraphy</b>  a) Definition of Epigraphy; History of Indian Epigraphy b) Types of Inscriptions and their significance; Edicts of Ashoka c) Brahmi and Kharoshti Scripts	<b>15</b>
<b>Unit III</b>	<b>Numismatics</b>  a) History of Indian Numismatics b) Ancient Indian Coinage: Punch-Marked, Satavahana, Western Kshatrapas, Kushana and Gupta Coins c) Coins of Medieval India and British India	<b>15</b>
<b>Unit IV</b>	<b>Heritage Tourism</b>  a) Significance and Scope of Heritage Tourism; Types of Heritage b) New Trends in Heritage Tourism c) Heritage Management	<b>15</b>

## Reference Books:

1. Acharya, Ram, *Tourism and Culture Heritage of India*, R.B.S.A.Publishers, Jaipur, 2007.
  2. Allchin, F.R. and Norman K.R., *Guide to the Ashokan Inscriptions, South Asian Studies*, Vol-I, 1985.
  3. Allchin, B. Allchin, F.R, Thapar Bal Krishen, *Conservation of Indian Heritage*, Cosmo Publishers, New Delhi, 1989.
  4. Altekar, A. S, *Coinage of the Gupta Empire*, Numismatic Society of India, Varanasi, 1957.
  5. Altekar, A.S., *Catalogue of Coins of the Gupta Empire*, Varanasi, Numismatic Society of India, 1937.
  6. Ashworth G. J., *The Tourist-Historic City: Retrospect and Prospect of Managing the Heritage City*, Pergamon, Oxford, 2000.
  7. Bhattacharya, D K, *An outline of Indian Prehistory*, Palaka Prakashan, New Delhi, 1991.
  8. Burgess, Jas, *Report on the Buddhist Cave Temples and their Inscriptions*, Archaeological Survey of Western India, (Vol-IV), London, 1883.
  9. Chakrabarti, Dilip K, *India - An Archaeological History: Paleolithic Beginnings to Early History Foundation*, Oxford University Press, 2010 (Fourth Edition)
  10. Chakraborti Haripada, *Early Brahmi Records in India*, Sanskrit Pustak Bhandar, Calcutta, 1974.
  11. Chakraborty, S K, *A Study of Ancient Indian Numismatics*, Mymensingh, 1931.
  12. Cumming John (Ed), *Revealing India's Past, The India Society*,
  13. London, 1939.
  14. Majumdar Basu Sushmita, *The Mauryas in Karnataka*, Mahabodhi Book Agency, Kolkata, 2016.
  15. Mirashi V. V., *The History and Inscriptions of the Satavahanas and the Western Kshatrapas*, Maharashtra State Board for Literature and Culture, Bombay, 1981.
  16. Murthy Sathya K, *Textbook of Indian Epigraphy*, Low Price Publications, Delhi, 1992.
  17. Nagaraju S., *Buddhist Architecture of Western India*, Agam Kala Prakashan, Delhi, 1981.
  18. Paddayya, K, *The New Archaeology and Aftermath*, Ravish Publishers, Pune, 1990.
  19. Piggot Stuart, *Approach to Archaeology*, Adams and Charles Black, London, 1959.
  20. Mirashi V V, *Satavahan Ani Pashchimi Kshatrap Yancha Itihas, Maharashtra Rajya Sahitya ani Samaskruti Mandal*, Mumbai.
  21. Ojha Gaurishankar, *Prachin Bharatiya Lipimala*, Munshiram Manoharlal, Delhi, 1971.
  22. Patil Ashutosh, *Pashchimi Kshatrapanchi Nani*, Merven Technologies, Pune, 2017.
  23. Rairikar Kalpana and Bhalerao Manjiri, *Maharashtrachya Itihasache Sakshidar*, Diamond publication, Pune, 2009.
  24. Sankalia H. D. and Mate M S, *Maharashtratil Puratatva*, Maharashtra Rajya Sahitya ani Samaskruti Mandal, Mumbai, 1976.
  25. Thapar Romila, *Ashok Ani Maruyancha Hras*, Maharashtra Rajya Sahitya ani Samaskruti Mandal, Mumbai, 1988.
  26. Tulpule S G, *Prachin Marathi Koriv Lekh*, Pune Vidyapith Prakashan, 1963.
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**Semester – II**

**MAJOR/MINOR**

**Course Code: VAHS150/VAHS151**

**Credits: 4**

**Empires of Ancient India from 322 B.C.E to 1000 C.E.**

**Course Learning Objectives**

Upon completion of the course the student will be able

1.	To get acquainted with the political developments and expansionist policies of important dynasties of Ancient India.
2.	To know the nuances of empire building through the policies and achievements which led to the formation of the Mauryan Empire.
3.	To understand the details about the rise of the Guptas; their administration, socio-religious life and cultural development.
4.	To examine the achievements of Harshavardhana; to trace the rise in power of the Rajputs and understand the causes and consequences of the Arab invasion of Sindh.
5.	To study the political conditions of the Deep South through the dynastic achievements of the Rashtrakutas, Cholas, Pallavas and Chalukyas and to analyse the spread of Indian culture to other Southeast Asian countries in the ancient period.

**Course Outcome**

Upon completing the course, the student will be able to

<b>CO1</b>	Describe the process of empire building by citing examples of the different empires of Ancient India like the Mauryan Empire, Satvahana Empire, Gupta Empire, etc. and compare the administrative policies of various dynasties.
<b>CO2</b>	Analyse the various aspects of an empire like the socio-economic conditions, religious life as well as the progress made in culture, literature and science by those living in Ancient India.
<b>CO3</b>	Note the significance of the political and cultural history of the Deccan and South Indian Kingdoms and the spread of Indian culture outside India.
<b>CO4</b>	Determine the defining characteristics of the ancient period of Indian history. Disseminate knowledge about significant aspects of Ancient India in the period of study, comprehend and express lessons learnt in the form of answers, apply the information acquired in assignments and presentations, examine critically what has been taught and evaluate the value of information acquired.

## COURSE CONTENT

Unit	Contents	No. of lectures
Unit I	<b>Mauryan and Post Mauryan Period (322 B.C.E. to 320 C.E.)</b> a) Chandragupta and Ashoka b) Mauryan Administration c) Post Mauryan Dynasties : Kushanas and Satavahanas	15
Unit II	<b>Gupta Age (320 C.E. to 600 C.E.)</b> a) Imperial Expansion: Chandragupta I, Samudragupta and Chandragupta II b) Gupta Administration c) Classical Age: Literature, Science, Art and Architecture.	15
Unit III	<b>Post Gupta Period (600 C.E. to 1000 C.E.)</b> a) Political Conditions: Harshavardhan's Empire b) Administration and Socio – Religious Life in Harshvardhana's Empire c) Rise of Rajputs and Arab Invasion of Sindh	15
Unit IV	<b>Major Dynasties of the Deccan and South India</b> a) Sources, Political Conditions: Rise of Magadha b) Religion: Jainism and Buddhism c) Persian and Greek Invasions	15

### Reference Books:

1. Agarwal D.P., The Archaeology of India, (Delhi Select Book Services) Syndicate, 1984. Allchin –B-Zidget and F. Raymond, Origin of a Civilization – The History and early Archaeology of South Asia, (Delhi Oxford and IBH), 1994.
2. Ayyanger, S.K., Ancient India and South Indian History Culture, Oriental Book Agency, Pune, 1941.

3. Basham A.L.,The Wonder that was India, Rupa& Co., 1998.
  4. Bhattacharya N.N., Ancient Indian Rituals and their Social Contents, Manohar Publications, Delhi, 1996.
  5. Brown Percy, Indian Architecture (Buddhist and Hindu Period), K.R.J. Book International, Delhi, 2014.
  6. Chakravarty Uma,The Social Dimensions of Early Buddhism, MunshiramManoharlal, Delhi, 1996.
  7. Chakravarty, K.C.,Ancient Indian Culture and Civilization, Vora and Company, Bombay, 1952.
  8. Jha, D.N, Ancient India in Historical Outline, Motilal Banarasidas, New Delhi, 1974 9. Kautilya , The Arthashastra, Penguin Books, 1987.
  9. Kulkarni, C.M,Ancient Indian History and Culture, Karnataka Publishing House, Mumbai, 1956.
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  11. Majumdar, R.C,Ancient India, MotilalBanarasidas Publishers Pvt. Ltd. New Delhi, 1974.
  12. Mookerjee, R.K.,Ancient India, Allahabad, Indian Press, 1956.
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  15. Nilkantha Shastri, A History of South India, Madras, 1979
  16. Pannikar K.M., Harsha and His Times, D.B. Taraporewalla Sons and Co. Bombay,1922.
  17. Pargitar,F.E.: Ancient Indian Historical Tradition, Motilal Banarasidas Publishers Pvt.Ltd. New Delhi, 1962.
  18. Pathak, V.S.,Historians of India (Ancient India), Asia Publishing, Bombay. 1966.
  19. Possehl G.L.ed., Ancient Cities of the Indus, Vikas, Delhi, 1979.
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## Semester – II

VSEC

Course Code: VAHS153

Credits: 4

### Museology, Archival Science and Library Science

#### Course Learning Objectives

Upon completion of the course the student will be able to understand

1.	To comprehend the role of Museums in the preservation of heritage, trace the museum movement in India, understand the role of a curator, know different types of museums and list the various methods to collect antiquities for the museums.
2.	To know various techniques of conservation and preservation of objects used in the museums and grasp the significance of proper display of antiquities.
3.	To learn about the meaning and scope of Archival Science, understand the value of archival records as sources of history, know various methods of classification and preservation of records and discuss the importance of Digital Archives.
4.	To describe the meaning and scope of Library Science, growth of the Library Movement in India, role of the Librarian and study the process of classification and cataloguing of the books.
5.	To provide information to students about the scope and significance of careers in Museums, Libraries and Archives in India and abroad.

#### Course Outcome

Upon completing the course, the student will be able to understand

CO1	Define Museology, understand a role of the curator, chart the growth of the Museum Movement in India and recall different types of Museums and their distinct characteristics.
CO2	Appraise the importance of conservation and preservation techniques adopted by the museums for effective showcasing and appreciate the value of various inreach and out-reach activities undertaken by Museums.
CO3	Recall the significance of Archival Science, recount its scope and objectives, leverage the archival records as important sources of history.
CO4	Catalogue the growth of the Library Movement in India, understand the role of the Librarian, recount the collection and classification methods used for books in the library; recognise the value and importance of the study of museology, archival science and library science; and have the ability to put the acquired information across in the form of answers and apply knowledge acquired in the writing of assignments and presentations and for larger projects and research work in the future.

## COURSE CONTENT

Unit	Contents	No. of lectures
<b>Unit I</b>	<b>Museology and the Role of a Curator</b> a) Definition of Museology, Museum Movement in India b) Types of Museums and Management of Museums c) Methods of Collection Artefacts and Role of a Curator	<b>15</b>
<b>Unit II</b>	<b>Museums and their Significance</b> a) Conservation of Objects and Preservation Techniques in Museums b) Presentation Techniques and Types of Exhibitions c) In-house and Out-reach activities of Museums	<b>15</b>
<b>Unit III</b>	<b>Archival Science</b> a) Meaning, Scope, Objectives and Value of Records as Sources of History b) Classification of Records and Preservation of Records c) Digital Archives	<b>15</b>
<b>Unit IV</b>	<b>Archival Science</b> a) Meaning, Scope, Objectives and Value of Records as Sources of History b) Classification of Records and Preservation of Records c) Digital Archives	<b>15</b>

### Reference Books:

1. Acharya, Ram, Tourism and Culture Heritage of India, R.B.S.A.Publishers, Jaipur, 2007.
2. Allchin, F.R. and Norman K.R., Guide to the Ashokan Inscriptions, South Asian Studies, Vol-I, 1985.
3. Allchin, B. Allchin, F.R, Thapar Bal Krishen, Conservation of Indian Heritage, Cosmo Publishers, New Delhi, 1989.
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