



Central University of Himachal Pradesh

(ESTABLISHED UNDER CENTRAL UNIVERSITIES ACT 2009)

Dharamshala, Himachal Pradesh-176215



NAAC Criterion-I

Key Indicator –1.3.2

value-added course

1.3.2 Evidences



Department of History

Central University of Himachal Pradesh, Dharamshala,

Kangra



Central University of Himachal Pradesh

(ESTABLISHED UNDER CENTRAL UNIVERSITIES ACT 2009)

Dharamshala, Himachal Pradesh-176215



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Human Making and Skill Development Courses under Foundation Courses Category
offered to other Departments by the
Department of History, Culture and Archaeology

Human Making Course

Course Code- UIH500

Credits- 4

Course Title- Understanding Indian Heritage

Course Contents

The course is meant to acculturate the students in the ethos of Indian heritage by the way of exposing them to its multiple facets. The basic knowledge about the historical and cultural heritage will lead to a better interface between human, society and the nation. The course will consist of five units giving the fundamental understanding of the different dimensional aspects of Indian heritage. The course desires to have at least one trip to any of the heritage sites of the country.

Scheme of Examination

The breakup of marks shall be as under:

Component	2 credits course	4 credits course
Internal Assessment (25%)	25 Marks	50 Marks
Mid-term Examination (25%)	25 Marks	50 Marks
End-term Examination (50%)	50 Marks	100 Marks
Total	100 Marks	200 Marks

The question papers for the Mid-term and End-term examinations shall consist of three sections as given below:

Section A: Objective type questions of 1 or 2 Marks each such as MCQs, Fill in the Blanks, True/False, Match the Following, Assertion and Reason, One or two line answers, etc.

Section B: Short Answer Questions (SAQs) which shall be of 5 Marks each.

Section C: Long Answer Questions (LAQs) which shall be of 10 Marks each.

Unit I

Heritage- Meaning and Nature; Types- Living Heritage, Tangible Heritage and Intangible Heritage

Unit II

Heritage in Indian context; its various components – Historical, Cultural and Natural

Unit III

World Heritage Sites in India- A Brief Introduction

Unit IV

Indian Historical and Cultural Transcendence – Major Examples from the Outside World

Unit V

Major Challenges to Indian Heritage- Economic, Social and Political

Suggested Readings

Basham, A.L. 2004. *The Wonder That Was India*. Picador Indian Edition.

Singhania, Nitin. 2017. *Indian Art and Culture*. Tata McGraw Hill: New Delhi.

www.heritageintach.org

Biswas, S.S. 1999. *Protecting the Cultural Heritage (National Legislations and International Conventions)*. New Delhi: INTACH.

Lahiri, N. 2012. *Marshaling the Past - Ancient India and its Modern Histories*. Ranikhet: Permanent Black. (Chapters 4 and 5)

Mathur, Anurag. 2017. *Indian Culture and Heritage*. Vol. I. Create Space Independent Publishers.

Vatsayayana, Kapila. 2006. *The Cultural Heritage of India*. Vedanta Publishers

www.asi.nic.in

www.unesco.org

Skill Development Course

Course Code- IAM501

Credits- 4

Course Title- Introduction to Archives and Museums

Course Contents

The primary aim of this course is to acquaint the students with the basics, the need and functioning of the archives and museums which house the important remains of the distant and near past. It will enable the students to understand the methods of their working, their primary responsibilities and their significance as the repositories of past knowledge. In the process of learning this course will also acquire the basic skills of using and studying museums and archives. The course is divided into five units of total two credits.

Scheme of Examination

The breakup of marks shall be as under:

Component	2 credits course	4 credits course
Internal Assessment (25%)	25 Marks	50 Marks
Mid-term Examination (25%)	25 Marks	50 Marks
End-term Examination (50%)	50 Marks	100 Marks
Total	100 Marks	200 Marks

The question papers for the Mid-term and End-term examinations shall consist of three sections as given below:

Section A: Objective type questions of 1 or 2 Marks each such as MCQs, Fill in the Blanks, True/False, Match the Following, Assertion and Reason, One or two line answers, etc.

Section B: Short Answer Questions (SAQs) which shall be of 5 Marks each.

Section C: Long Answer Questions (LAQs) which shall be of 10 Marks each.

Unit I

Definition of archive and museum; Difference between the two

Unit II

History of archives and museums in India- An overview

Unit III

Basics of archives management- Acquisition, arrangement, upkeep and retrieval of records

Unit IV

Basics of Museology; Emerging trends

Unit V

Archives, museums and societal relevance

Suggested Readings

Sengupta, S. 2004. *Experiencing History through Archives*. Munshiram Manoharlal: Delhi.

Kathpalia, Y.P. 1973. *Conservation and Restoration of Archive Materials*. UNESCO.

Choudhary, R.D. 1988. *Museums of India and their Maladies*. Agam Kala: Calcutta.


Agrawal, O.P. 2006. *Essentials of Conservation and Museology*. Sandeep Prakashan: Delhi.

Chakrabarti, Mahua. 2016. *Museums of India*. National Book Trust: New Delhi.

nationalarchives.nic.in

archive.org

nehrumemorial.nic.in


विभागाध्यक्ष,
इतिहास विभाग
हिमाचल प्रदेश केन्द्रीय विश्वविद्यालय
- जिंध परिसर देहरा
दिल्ली 177101

Item No.-HIS-BoS-7/2021-3

ANNEXURE-III

Value Added Course

Certificate Course in Indian Culture and Heritage

Duration of Course: One Semester

Total Credit: 20

S.No	Name of Course	Course	Course Code	Credit
1.	Understanding Indian Culture and Heritage-I	Certificate	HISVAC101	04
2.	Understanding Indian Culture and Heritage-II		HISVAC102	04
3.	Culture and Heritage of Himachal Pradesh		HISVAC103	04
4.	Indian Pilgrimage Site		HISVAC104	04
5.	Project		HISVAC105	04

Examination Scheme: As per University rule; subject to modification from time to time

Value Added Course

Course Code: HISVAC101

Paper: Understanding Indian Culture and Heritage-I

Credit: 04

Aims and Objective: The course is meant to acculturate the students in the ethos of Indian heritage by the way of exposing them to its multiple facets. The basic knowledge about the historical and cultural heritage will lead to a better interface between human, society and the nation. The course will consist of five units giving the fundamental understanding of the different dimensional aspects of Indian heritage. The course desires to have at least one trip to any of the heritage sites of the country.

Unit-1

Heritage- Meaning and Nature; Types- Living Heritage, Tangible Heritage and Intangible Heritage

Unit-2

Heritage in Indian context; its various components – Historical, Cultural and Natural

Unit-3

Indian Historical and Cultural Transcendence – Major Examples from the Outside World

Unit-4

World Heritage Sites in India- A Brief Introduction

Unit-5

Major Challenges to Indian Heritage- Economic, Social and Political

Suggested Readings

- Basham, A.L. 2004. *The Wonder That Was India*. Picador Indian Edition.
- Singhanian, Nitin. 2017. *Indian Art and Culture*. Tata McGraw Hill: New Delhi.
- www.heritageintach.org
- Biswas, S.S. 1999. *Protecting the Cultural Heritage (National Legislations and International Conventions)*. New Delhi: INTACH.
- Lahiri, N. 2012. *Marshaling the Past - Ancient India and its Modern Histories*. Ranikhet: Permanent Black. (Chapters 4 and 5)
- Mathur, Anurag. 2017. *Indian Culture and Heritage*. Vol. I. Create Space Independent Publishers.
- Vatsayana, Kapila. 2006. *The Cultural Heritage of India*. Vedanta Publishers
- www.asi.nic.in
- www.unesco.org

Value Added Course

Course Code: HISVAC102

Paper: Understanding Indian Culture and Heritage-II

Credit: 04

Aims and Objective: The course is meant to acculturate the students in the ethos of Indian heritage by the way of exposing them to its multiple facets. The basic knowledge about the historical and cultural heritage will lead to a better interface between human, society and the nation. The course will consist of five units giving the fundamental understanding of the different dimensional aspects of Indian heritage. The course desires to have at least one trip to any of the heritage sites of the country.

Unit-1

Health system, Indian Traditional Medicine, Therapies and Healing Practices

Unit-2

Spread of Indian Culture and Abroad. Example from Asia, Europe and America

Unit-3

Indian Social Structure; Traditional Value System, Customs and Practices

Unit-4

Prominent Scientists of Ancient India: Baudhayan, Aryabhata, Brahmagupta, Bhaskaracharya, Varahamihira, Nagarjuna, Susruta, Charak and Patanjali

Unit-5

Indian Philosophy and Mysticism

Suggested Readings

- Basham, A.L. 2004. *The Wonder That Was India*. Picador Indian Edition.
- Singhania, Nitin. 2017. *Indian Art and Culture*. Tata McGraw Hill: New Delhi.
- www.heritageintach.org
- Biswas, S.S. 1999. *Protecting the Cultural Heritage (National Legislations and International Conventions)*. New Delhi: INTACH.
- Lahiri, N. 2012. *Marshaling the Past - Ancient India and its Modern Histories*. Ranikhet: Permanent Black. (Chapters 4 and 5)
- Mathur, Anurag. 2017. *Indian Culture and Heritage*. Vol. I. Create Space Independent Publishers.
- Vatsayayana, Kapila. 2006. *The Cultural Heritage of India*. Vedanta Publishers
- www.asi.nic.in
- www.unesco.org

Value Added Course

Course Code: HISVAC103

Paper: Cultural Heritage of Himachal Pradesh

Credit: 04

Aims and Objective: Along with pristine natural beauty, Himachal Pradesh has various art and craft forms that reflect its rich culture. Amid such a vastly diverse social panorama, Himachal Pradesh has a running thread across the country that binds it so strongly and gives it a composite national identity in rich culture and heritage. It will reflect the unity of diversity to the pedagogical understanding to the students.

Unit-1

The snow-clad mountains, lush green valleys, the melodious rhythm of waterfalls Himachal being the “abode of the Gods”, aptly embodying the 'Unity in Diversity of Incredible India, tourist destination, unique flora and fauna of the state

Unit-2

Various Performing Art Traditions in Himachal Pradesh, Folk Culture, Pahari paintings, handicrafts and handloom products

Unit-3

Heritage Village: Village of Pragpur with its age-old and well preserved architecture and cobbled streets, Chamba Rumal, Chamba Chappal, temple styles and architecture in Himachal Pradesh

Unit-4

UNESCO Heritage Site: Buddhist monastery of Tabo in Spiti with its fine wall-paintings and stucco statues, Tibetan art

Unit-5

Culinary journey to the hills of Himachal and Himachali cuisine, Dress, fair & festivals and special occasion

Suggested Readings

- Basham, A.L. 2004. *The Wonder That Was India*. Picador Indian Edition.
- Singhania, Nitin. 2017. *Indian Art and Culture*. Tata McGraw Hill: New Delhi.
- www.heritageintach.org
- Biswas, S.S. 1999. *Protecting the Cultural Heritage (National Legislations and International Conventions)*. New Delhi: INTACH.
- Lahiri, N. 2012. *Marshaling the Past - Ancient India and its Modern Histories*. Ranikhet: Permanent Black. (Chapters 4 and 5)
- Mathur, Anurag. 2017. *Indian Culture and Heritage*. Vol. I. Create Space Independent Publishers.
- Vatsayayana, Kapila. 2006. *The Cultural Heritage of India*. Vedanta Publishers

Value Added Course

Course Code: HISVAC104

Paper: Indian Pilgrimage Site

Credit: 04

Aims and Objective: The course is meant to acculturate the students in the ethos of Indian heritage by the way of exposing them to its multiple facets. The basic knowledge about the historical and cultural heritage will lead to a better interface between human, society and the nation. The course will consist of five units giving the fundamental understanding of the different dimensional aspects of Indian heritage. This course is purely based on practical.

- As part of this the course the student will be required to undertake visit to atleast 04 major pilgrimage sites (As approved by the Department) associated with Indian Culture.
- Based on the visit ; a report has to be submitted incorporating the following points:
 - History of the sites
 - Culture of the site
 - Major Fairs and Festivals associated with the site
 - Details of Archaeological monuments
 - Detail of travel routes to the site

Suggested Readings

- Basham, A.L. 2004. *The Wonder That Was India*. Picador Indian Edition.
- Singhanian, Nitin. 2017. *Indian Art and Culture*. Tata McGraw Hill: New Delhi.
- www.heritageintach.org
- Biswas, S.S. 1999. *Protecting the Cultural Heritage (National Legislations and International Conventions)*. New Delhi: INTACH.
- Lahiri, N. 2012. *Marshaling the Past - Ancient India and its Modern Histories*. Ranikhet: Permanent Black. (Chapters 4 and 5)
- Mathur, Anurag. 2017. *Indian Culture and Heritage*. Vol. I. Create Space Independent Publishers.
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हिमाचल प्रदेश केन्द्रीय विश्वविद्यालय
सप्त सिंधु परिसर देहरा
जिला कांगड़ा (हि.प्र.) 177101

Value Added Course

Course Code: HISVAC105

Paper: Project Work

Credit: 04

Objective: Project for the learners is intended to make them well versed with broader understanding of academic research simultaneously enhancing their writing skills. The basic elements of research writing will be inculcated among the learners by giving them independent research topics which also includes field work.

Pedagogy: The course is based on class room lectures, online interactions, tutorial discussions, seminar presentations, written assignments and probable historical trips.

Contents for the Project: The students will be a working project on the broader as well as specific themes based on their semester syllabus. The teacher supervisor for the dissertation in consultation with the concerned student will decide and assign the topic. Project has to be completed within the time specified by the department. The subject matter for the dissertation could be of fundamental nature, thematic as well as interpretative which may involve the usage of primary, secondary and tertiary sources. No monetary help will be offered to the students for the project by the department. However, they are free to generate funds from external resources. On the successful completion of the dissertation, the candidate has to submit a project which will be evaluated by External Examiner and a viva-voce to this effect will also be conducted. The overall performance of the candidate, i.e. in completing and submitting project report and viva-voce will determine the final score in the paper.