**Teaching Plan**

**B.A. History (H) Skill Enhancement Course (SEC)**

**PAPER: Archives and Museums**

SEMESTER: IV

Teacher Name: Dr. Jaspal Singh

Sharing Paper with Mr. Mitilesh Kumar

SYLLABUS

I. Definition and history of development (with special reference to India). (4 Weeks)

II. Types of archives and museums: (4 Weeks)

[a] Understanding the traditions of preservation in India, collection policies, ethics and

procedures

[b] Collection: field exploration, excavation, purchase, gift and bequests, loans and deposits,

exchanges treasure trove confiscations and others

[c] Documentation: accessioning, indexing, cataloguing, digital documentation and reaccessioning.

[d] Preservation: curatorial care, preventive conservation, chemical preservation and restoration

III. Museum presentation and exhibition. (4 Weeks)

IV. Museums, archives and society: education and communication outreach activities. (4 Weeks)

A visit to a museum/archive is an essential part of this course.

ESSENTIAL READINGS:

• A Guide to the National Museum. National Museum. Janpath. New Delhi, 1997.

• Agrawal, O.P. Essentials of Conservation and Restoration and Museology. Delhi, 2006.

• Choudhary, R.D. Museums of India and their Maladies. Calcutta: Agam Kala Prakashan,

1988.

• Guha, T. Tapati, Monuments, Objects, Histories: Institution of Art in Colonial India.

New York, 2004.

• Kathpalia, Y.P. Conservation and Restoration of Archive Material. UNESCO, 1973.

• Mathur, S. India by design: Colonial History and Cultural Display. University of

California, 2007.

• Nair, S.N. Bio-Deterioration of Museum Materials. Calcutta: Agam Kala Prakashan,

2011. 111

• Sengupta, S. Experiencing History Through Archives. Delhi: Munshiram Manoharlal,

2004.

CLASSES: 128 Classes

ASSESSMENT

Internal Assessment: 25 Marks

Students will be regularly assessed for their grasp on debates and discussions covered in class. \

Two written submissions and at least one presentation will be used for final grading of the students.

Students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions,

 i.e., being able to explain important historical trends and tracing historiography reflected in the assigned readings.