



**Indira Gandhi Rashtriya Manav Sangrahalaya,  
Bhopal (M.P.)  
&  
Indira Gandhi National Tribal University,  
Amarkantak (M.P.)**

**Syllabus for Post Graduate Diploma in Museology**

**Board of Studies of P.G. Diploma in Museology, 2024**

(Prof. Amitabh Parde)

निदेशक  
Director

इन्दिरा गांधी राष्ट्रीय मानव संग्रहालय  
Indira Gandhi Rashtriya Manav Sangrahalaya  
भोपाल / BHOPAL

(Dr. Anand)

(Dr. Anant Soni)

(Dr. Surya Kumar Pandey)

(Prof. Alok Shrivastava)

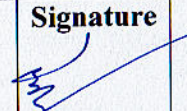
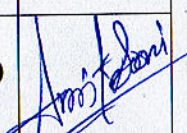
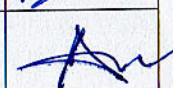
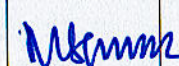
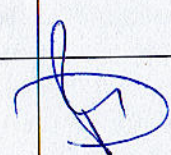

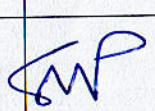
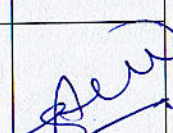
(Prof. Sunjay Jain)

(Prof. N.S.D.N. Moorthy)

(Dr. Pooja)

## Minutes of the meeting of the Board of Studies of P.G. Diploma in Museology

The meeting of the newly formed Board of Studies (BoS) for the P.G. Diploma in Museology was held on 11th March 2024 in the Rock Art Heritage Conference Hall, IGRMS, in hybrid mode for carrying out restructuring and modification as was suggested by Museology experts in the meeting. The committee restructured and formed the syllabus as per the guidelines of New Education Policy 2020 (NEP-2020) to bring uniformity in the credit structure of the Syllabus (PGDM) of IGRMS as per the credit structure of the P.G. Diploma in Museology of Department of Museology, Indira Gandhi Rashtriya Manav Sangrahalaya. The following BoS members were present in the meeting:

		Chairman	Signature
1	<b>Prof. S.R. Padhi</b> Dean and Head of Museology, Indira Gandhi National Tribal University, Amarkantak		
2	<b>Dr. Amit Soni</b> Associate Professor, Dept. of Museology, Indira Gandhi National Tribal University, Amarkantak	<b>Member (Subject Expert)</b>	
3	<b>Prof. Alok Shrotiya</b> Dean Academic, Indira Gandhi National Tribal University, Amarkantak	<b>Member (JCC)</b>	
4	<b>Prof. N.S.H.N. Moorthy</b> Controller of Examination (CoE), Indira Gandhi National Tribal University, Amarkantak	<b>Member (JCC)</b>	
5	<b>Prof. Sunjay Jain</b> Retd. from Dept. of Museology, Faculty of Fine Arts, MSR University of Baroda, Vadodara (Gujarat)	<b>Member (External Expert)</b>	
6	<b>Prof. Amitabh Pande</b> Director, Indira Gandhi Rashtriya Manav Sangrahalaya, Bhopal	<b>Member</b>	
7	<b>Dr. Surya Kumar Pandey</b> Course Coordinator, Indira Gandhi Rashtriya Manav Sangrahalaya, Bhopal	<b>Member</b>	
8	<b>Smt. Garima Anand</b> Course Co-Coordinator, Indira Gandhi Rashtriya Manav Sangrahalaya, Bhopal	<b>Member</b>	

## **Indira Gandhi Rashtriya Manav Sangrahalaya (IGRMS)**

The Indira Gandhi Rashtriya Manav Sangrahalaya (National Museum of Mankind), an autonomous organisation of the Ministry of Culture, Government of India is conceived as an organic whole, a growing movement, to depict the story of humankind in time and space. The Sangrahalaya is involved in generating a new museum movement in India to demonstrate the simultaneous validity of human cultures and the plurality of alternatives for articulation. The innovative aspects of the Organisation are its open air and indoor exhibitions, built with active involvement of traditional artisans and experts drawn from different community groups, and the 'Education and Outreach' and 'Salvage' activities for revitalization of vanishing but valuable cultural traditions. The Sangrahalaya is working for national integration and promote research and training, and inter-organisational networking. The IGRMS, through its exhibitions and salvage activities, demonstrates the aesthetic qualities of India's traditional life styles, local knowledge and value nurtured for thousands of years, and cautions the people against unprecedented destruction of ecology and environment, local values and customs.

## **About Indira Gandhi National Tribal University (IGNTU), Amarkantak**

The Indira Gandhi National Tribal University, Amarkantak has been established by an Act of the Parliament of India. It came into existence by the Indira Gandhi National Tribal University Act, 2007 and came into action on July 2008. The jurisdiction of the University extends to the whole country, and it is fully funded by the Central Government through the University Grant Commission. The university caters to the tribals' long-cherished dream of higher education. IGNTU provides avenues of education, especially higher education and research facilities, primarily for the tribal population of India, though the university is open to all. One of the primary objectives of the university is to disseminate and advance knowledge by providing instructional and research facilities in tribal art, tradition, culture, language, medicinal systems, customs, forest based economic activities, flora, fauna and advancement in technologies relating to the natural resources of the tribal areas. IGNTU collaborates with national and international universities and organizations, especially for undertaking cultural studies and research on tribal communities. IGNTU disseminates and advances knowledge by providing instructional and research facilities in such other branches of learning as it may deem fit.

## **Department of Museology, IGNT University, Amarkantak (M.P.)**

The Department of Museology came into existence in the year 2010 with the undergraduate (B.A.) course in Museology at IGNTU. At present department runs Diploma, undergraduate (B.A.), postgraduate (M.A.) and Ph.D. degree courses. The department is dedicated to developing museum professionals in India. The department has the facility laboratory, smart class and exhibition area to provide practical training to the students. The department focuses on all sorts of museum collections, especially ethnographic, tribal art and historical collections, exhibitions, heritage, and events management. The department prepares the students for placement in Museums, cultural centers, painting & art galleries, fabrication & exhibition companies, research organizations, academic institutions, heritage management and events management organizations.

## Need for a Course on Museology

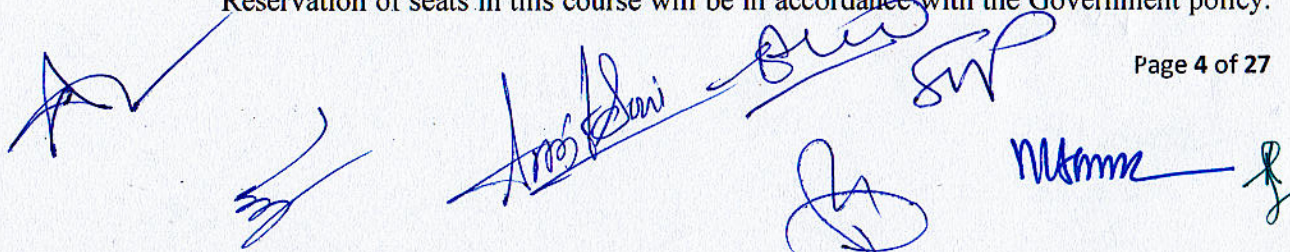
In the twenty-first century, there is an increase in the number of museums managed by the government, public, and private sectors. In fact there has been an increase in the number of small museums with interesting concepts. In proportion to this, there is a dearth of skilled human resources for the management and upkeep of the museums on the one hand and conserving the specimens on the other. Only a few universities have museology courses. IGRMS is a national Museum devoted to Ethnography, Anthropology, and Cultural Studies; keeping this in mind, it has running a P.G. Diploma course in Museology at IGRMS, Bhopal, which is one of the best ethnographic Museum in the World.

## Business transacted:

1. The Board of Studies prepared P.G. Diploma in Museology Syllabus (Semester wise)
2. The One Year Programme in Museology will be titled "Post Graduate (PG) Diploma in Museology".
3. This course will be organized at IGRMS and affiliated with IGNTU. The course will be monitored and run in consultation with the JCC and the BoS of the Department of Museology, IGNTU, as per the MoU between IGRMS and IGNTU.
4. The structure of the one-year P.G. Diploma in Museology program consists of two semesters: Semester-I and Semester-II.
5. The new syllabus of P.G. Diploma in Museology shall come into force from the Academic Session 2024-25 onwards.
6. The Board of Studies prepared regulations for the one-year P.G. Diploma in Museology.
7. The revisions in the syllabus, as and when required, will be carried out by the internal members of the BoS and approval of the same will be taken in next meeting of the BoS.
8. An important component of this course is development of museum skills among students. In addition, the student will submit a report on the one-month internship which they carry out in IGRMS or in any museum of the country, with the prior approval of the Director, IGRMS.
9. The semester examination will be based on Credit System / Grade system.

## Regulations for the P.G. Diploma in Museology course:

1. Minimum eligibility for the said diploma in Museology will be graduation in any stream from a UGC-recognized Indian & Foreign university (as per the AIU foreign equivalence list) having secured a minimum of 50% aggregate in case of General and OBC categories and 45% in case of candidates belonging to SC/ST/EWS categories are eligible to apply.
2. The total intake of students for the PG Diploma in Museology will initially be 20. Réservation of seats in this course will be in accordance with the Government policy.



- The selection criterion is through an entrance test, and a personal interaction if necessary. For in-service or sponsored candidates it will be only through interview.
3. The duration of the course of P.G. Diploma in Museology is one year / two semesters program.
  4. The course content teaching and evaluation will be bilingual (English and Hindi).
  5. The PG Diploma in Museology will be conducted in the Semester mode. The first semester will have 6 papers/courses, consisting of 5 core papers of four credits each and 1 Value-Based paper of zero credit. The second semester will also have the same credit structure as the first semester. All 12 papers are compulsory and need to be passed by the students, securing at least 40 % marks. Altogether there are 2 value-based papers and 10 core papers.
  6. Students need to achieve 20 credits per semester to pass the semester. The whole course will be of a total of 40 credits.
  7. The paper titles and their respective credits are given in the curriculum framework.
  8. Each VB paper of zero credits will be of 50 marks. 40 percent, i.e., 20 marks, will be minimum passing marks. This is a qualifying paper and need to be passed for completion of the course.
  9. Each core paper of four credits will be of 100 marks. External examination will be of 60 marks and internal examination and assessment will be of 40 marks. Securing 40 percent marks in external as well as internal will be necessary to pass the paper. Minimum passing marks for external examination will be 24 marks out of 60 marks and for internal examination and assessment it will 16 marks out of 40 marks. The details of external and internal examinations and marks division are as follows –

(A) Internal Examination	=20
(Two mid semester examination having 10 marks each)	
Internal Assignment/ Seminar/ Presentation/Practical	=20
External Theory Examination Marks	=60

(B) The duration of examination for theory paper will be of three hours. Each question paper will be composed of 5 questions with options. Question paper must cover all units. Examinees should have to attempt all 5 questions. Each question shall be of 12 marks. The pattern of questions may be different types:

Question no.-1 (MCQ/One-line answer/very short answer of 1 or 2 marks each)

Question no.-2 (short answer type 3 questions of 4 marks each)

Question no.-3 to 5 (long/essay answer type single of 12 marks each).

10. In first Semester the 5<sup>th</sup> Paper will be Museum Research & Internship and in the second semester the 10<sup>th</sup> paper will be of Research methodology and Dissertation, which will be completed under the supervision of the faculty members.

11. **Assessment Methods** shall include at least three from the following:

- i. Written examinations
- ii. Oral Test
- iii. Practical / Laboratory Report / Gallery Report

- iv. Assignment / Seminar Presentation
- v. Group activity / Exhibition
- vi. Field related activity / Field work / Visitor Survey /
- vii. Internship report
- viii. Dissertation

**Letter and Numerical Grade Points**

Letter Grade		F.G.P.A.	Marks Range	Grade Point
O	Outstanding	9.0 and above	90-100	10
A+	Excellent	8.0 and above but less than 9.0	80-89	9
A	Very Good	7.0 and above but less than 8.0	70-79	8
B+	Good	6.0 and above but less than 7.0	60-69	7
B	Average	5.0 and above but less than 6.0	50-59	6
C	Pass	4.0 and above but less than 5.0	40-49	5
F	Fail	Less then 4.0	Below 40	0
AB	Absent	0	0	0

**P = pass**

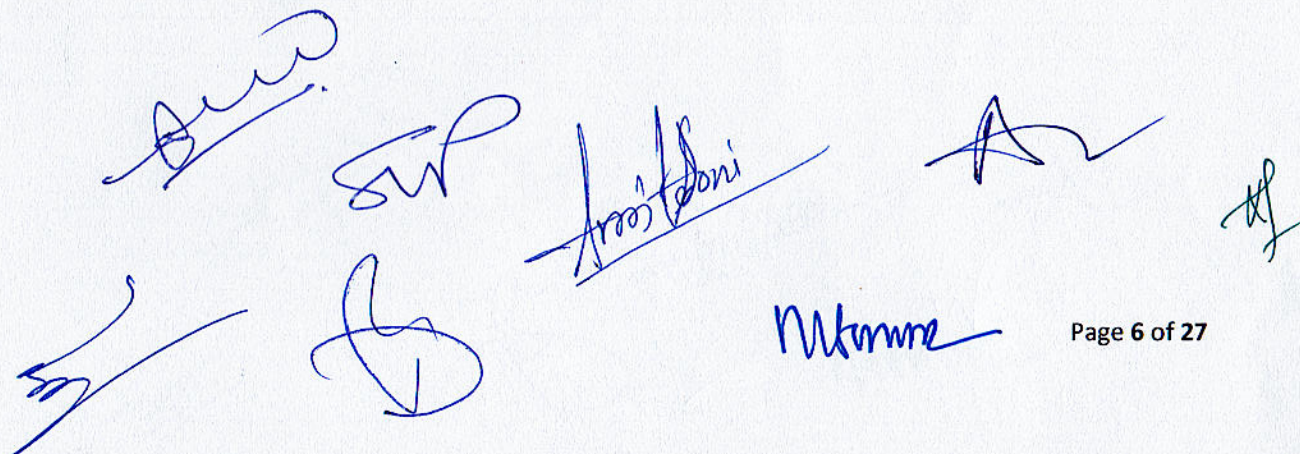
**F = Fail**

**G = Grace**

**AB = Absent**

**SGPA =  $\frac{\text{Sum of (Credits X Grade Points) Obtained}}{\text{Total Credit Concerned Semester}}$**

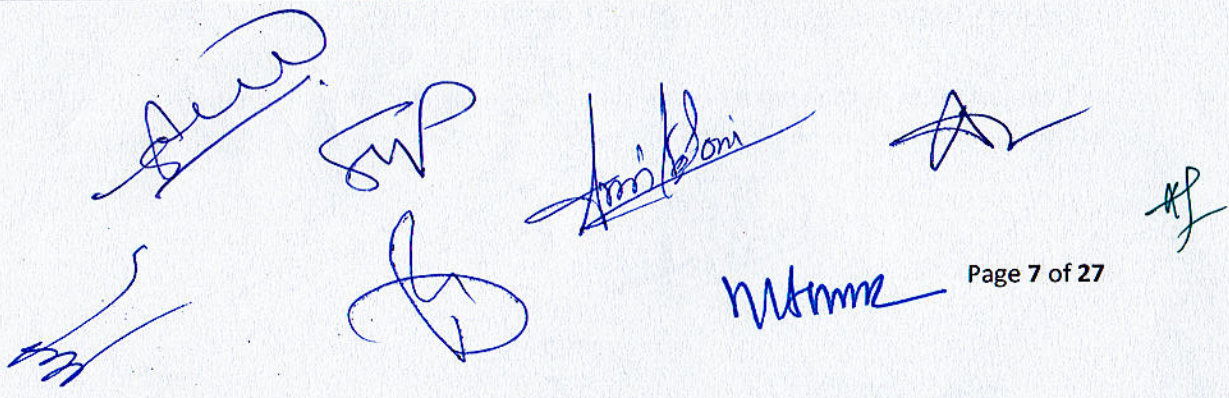
**CGPA =  $\frac{\text{Sum of (Credits X Grade Points) of all Semester}}{\text{Total Credit of All Semester}}$**



**Curriculum Framework**  
**Credit Structure (NEP) for P.G. Diploma in Museology**

Paper code	Paper Title	Marks			Full marks	No. of Credits
		External	Internal	Practical/ Assignment	Total	
<b>Semester – I</b>						
VB-100	Computer Skills Related to Museum	30	20	--	50	0
MUSPGD-101	Museum and Museology: Emergence and Concepts	60	20	20	100	4
MUSPGD-102	Collection Management and Curatorship	60	20	20	100	4
MUSPGD-103	Preventative Conservation	60	20	20	100	4
MUSPGD-104	Introduction to Indian Art & Craft	60	20	20	100	4
MUSPGD-105	Museum Research & Internship	60 (Report)	40 (Viva- Voce)		100	4
<b>Semester – II</b>						
VB-200	Communication and Personality Development	30	20	--	50	0
MUSPGD-201	Museum and Community	60	20	20	100	4
MUSPGD-202	Indian Society and Culture	60	20	20	100	4
MUSPGD-203	Museum Exhibition Skills Development and Entrepreneurship	60	20	20	100	4
MUSPGD-204	Museum Management & Marketing	60	20	20	100	4
MUSPGD-205	Research methodology and Dissertation	60	40 (Report & Viva- Voce)		100	4
					1100	40

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## Detailed Curriculum

### Semester - I

VB Paper –1 (VB-100)	<b>Computer Skills related to Museum</b>
Total credit	00
Course Objective	This paper aims towards developing basic level understanding about computer skills.
Unit I	Microsoft office, MS Access, MS Excel, Database management, Digitization practices and technologies – Jatan
Unit II	Internet & Social media, Desktop publishing (DPT), using software – adobe Photoshop, PageMaker
Unit III	Computer skills related to public relation, programming, education, membership collection management, documentation, marketing
Unit IV	AI and Exhibitions (Museums), Augmented Reality (AR), Virtual Reality (VR), 3D Hologram, Digital transformation related to museums
Learning Outcome	Learner is expected to have a good understanding of Digital Asset management and presentation.

### Suggested Readings

1. Sher Jacob A-(2) The use of computers in museums: Present situation and problems – 1978 (articles) in museum xxx,3/4 P.132-138.
2. James F. Kurose Keith W. Rose, Computer Networking: A Top down approach featuring the internet.
3. Theopisti Stylianou-Lambert, Alexandra Bounia et al., **Emerging Technologies and Museums: Mediating Difficult Heritage.** *International Journal of Heritage Studies*, 28(9), pp. 1071–072. <https://doi.org/10.3167/9781800733749>
4. Ajeet Upadhyay. **BASIC COMPUTER SKILLS** .2011.FRANK BROTHERS & CO. (PUBLISHERS) LIMITED. [https://lisstudymaterials.wordpress.com/wp-content/uploads/2017/12/dcap101\\_basic\\_computer\\_skills.pdf](https://lisstudymaterials.wordpress.com/wp-content/uploads/2017/12/dcap101_basic_computer_skills.pdf)
5. Thomas H. Cormen Charles E. Leiserson Ronald L. Rivest Clifford Stein. **Introduction to Algorithms** .2009. **The MIT Press Cambridge, Massachusetts London, England.** <http://139.59.56.236/bitstream/123456789/106/1/Introduction%20to%20Algorithms%20by%20Thomas%20%20H%20Coremen.pdf>
6. David A. Patterson and John L. Hennessy. **Computer Organization and Design: The Hardware/Software Interface**.2014. Morgan Kaufmann is an imprint of Elsevier The

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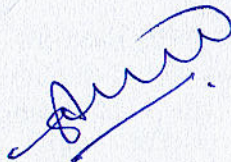

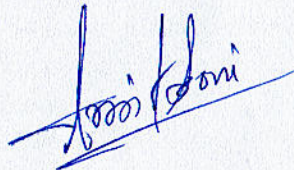
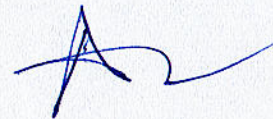
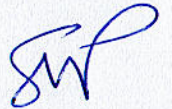
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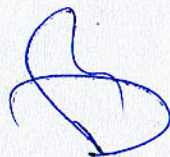
7. Harold Abelson, Gerald Jay ussman , Julie Sussman.**Structure and Interpretation of Computer..1996. The MIT press.**
8. Michael L. Scott. **Programming Language Pragmatics".2015. Morgan Kaufmann Publishers In**
9. Andrew S. Tanenbaum and David J. Wetherall. **Computer Networks . 2010. Pearson**
10. Abraham Silberschatz, Peter B. Galvin, and Greg Gagne. **Operating System Concepts. 2017. Wiley india Pvt. Ltd.**
11. Raghu-Ramakrishnan and Johannes Gehrke. **Database Management Systems.2002. McGraw Hill Education**
12. K.L.P. Mishra and N. Chandrasekaran. **Theory of Computer Science.2006. Prentice Hall India Learning Private Limited**
13. Narasimha Karumanchi. **Data Structures and Algorithms Made Easy.2023. Careermonk Publications**
14. Harold Abelson and Gerald Jay Sussman. **Structure and Interpretation of Computer Programs.2022.MIT Press.**
15. Michael L. Scott. **Programming Language Pragmatics .2018. Elsevier**
16. Stuart Russell and Peter Norvig. **"Artificial Intelligence: A Modern Approach" .2021.Pearson**
17. Michael Sipser. **"Introduction to the Theory of Computation".2014. Cengage India Private Limited**

Core Paper-1 (MUSPGD-101)	<b>Museum and Museology: Emergence and Concepts</b>
Total Credit	04
Course Objective	This course is aimed to introduce the learners about origin, emergence and concepts of Museum and Museology in India and World
Unit I	Origin, meaning, definition, and purpose of Museums, Museology and Museography. Museology: Conventional Museology, New Museology. Current contested dimensions and debates. Changing role and social relevance of Museums. (15 hrs)
Unit II	History and development of Museums in Global context. Museum Development in India. (15 hrs)
Unit III	Types of Museums- classification of the museum on the basis of collections, governing body and scope etc. Open air museums, inclusive museums, community center, interpretation center, galleries and virtual museums. Functions of Museum. (15 hrs)
Unit IV	Museum as a profession Professional Museum Organizations – regional, national and international. ICOM code of Ethics. (15 hrs)
Assignment	Students will be given an assignment by the class teacher.
Learning Outcome	The learner is expected to gain awareness about the history, context and concepts of Museum and Museology.

### Suggested Readings

1. Nigam M.L. 1966. *Fundamentals of Museology*. Navahind Prakashan.
2. Timothy, Ambrose and Paine, Crispin.1993. *Museum Basics* ICOM.
3. Agarwal, Usha. *Museums in India- a brief directory*.
4. Key concepts of Museology. ICOM Publication (online).
5. Museology working papers. ICOM Publication (online).
6. Seth, Manvi.2012. *Communication and Education in Indian Museums*. Agam Kala Prakashan, New Delhi
7. Jain, Sunjay.2004. *Museum Avam Museology*, Kanika Prakashan, Baroda.

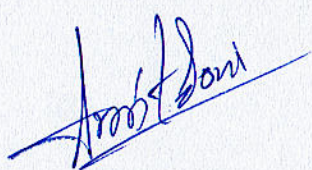
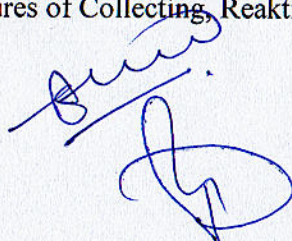






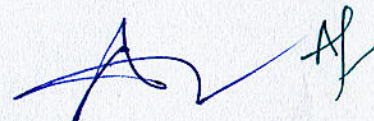
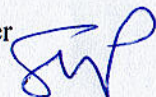
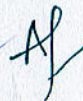



Core Paper-2 (MUSPGD-102)	<b>Collection Management and Curatorship</b>
Total Credit	04
Course Objective	This course aims to introduce the learners to the roles and responsibilities of curator and basic concepts and methods of collection and documentation of museum objects.
Unit I	Concepts, purposes and relevance of collections. Ethics of Collection: Issues related to community and law. Roles and Responsibilities of Curator in collection management. Research methodology in collection management. (15 hrs)
Unit II	Collection Management Policy. Collection storage, Procedural guidelines related to collections, Collection care and handling. Visual Storage, and Insurance. Curatorial strategies and Curatorial note. (15 hrs)
Unit III	Types of Collection – Tangible and Intangible Cultural Heritage Modes of Collection: Fieldwork, purchase, donation/gift, loan, exchange etc. Specific issues related to collection of ICH. (15 hrs)
Unit IV	Documentation: Field Documentation and Museum Documentation. Pre-accession record, Accession record (numbering, GAR and CAR) and Post-accession record (Indexing, Cataloguing), Digital documentation: RFID tagging etc. De-accessioning and disposal of objects. Guidelines and Standards. (15 hrs)
Assignment	Students will be given an assignment by the class teacher.
Learning Outcome	Learners are expected to understand curatorial responsibilities and ethics of collection. They are also expected to be able to document and classify museum objects and acquire skills to manage and demonstrate them in museum.

### Suggested Readings

1. Pomian, Kyrzysztof.1994. *The Collection: Between the visible and the invisible*, 'Ch23, Susan Pearce (ed) *Interpreting Objects and Collections*, Routledge
2. Pearce, Susan.1994. *Collecting Reconsidered*, 'Ch 26, Pearce op.cit.
3. Baudrillard, Jean.1994. *The system of collecting*, 'From John Elsner and Roger Cardinal (eds) *Cultures of Collecting*, Reaktion Books, London.

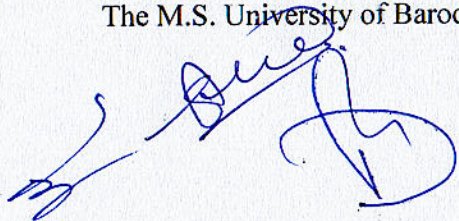
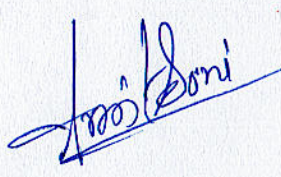
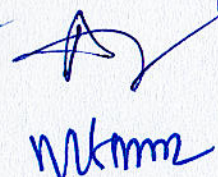
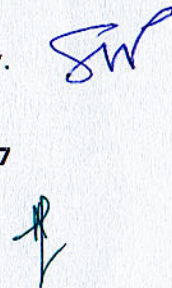
4. Shelton, Anthony. .... 'Cabinets of Transgression: Renaissance Collections and the Incorporation of the New World,' from Elsner and Cardinal, op.cit.
5. Findlen, Paula.2004. 'The Museum: Its Classical Etymology and Renaissance Genealogy,' in Bettina Messias Cardinal (ed) Museum Studies: An Anthropology of Contexts, Blackwell Publishing.
6. Preziosi, Donald.1996. "In the Temple of Entelechy: The Museum as Evidentiary Artifact," in The Formation of National Collections of Art and Archeology.
7. Roy, Shilpi.2019. *Museum documentation: a potent tool for collection management*, -- Delhi: Agam Kala Prakashan, 258 p.30165.
8. Wintle, Claire.2013. *Colonial collecting and display: encounters with material culture from the Andaman and Nicobar Islands* – New York: Beghahn books, 244 p.930.1/Win.27860.
9. *Culture: collection and preservation*, -- Midnapur: Rarh, Sanskriti Sangrahalaya, 1995. Vii,104 p.069.53/CUL.15814.
10. Elsner, John.1997. *The Cultures of Collecting* – London: Reaction Books Ltd., 312 p.709/CUL. 21656 19563.
11. Martin, Paul.1999. *Popular collecting and the everyday self: the reinvention, of Museum?* – London: Leicester University Press, xii, 179 p.069.4/Mar.

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Core Paper-3 (MUSPGD-103)	<b>Preventive Conservation</b>
Total Credit	04
Course Objective	This paper is aimed at introducing the learner to the concept of conservation and providing an understanding of Preventive Conservation of museum objects.
Unit I	Introduction to Conservation: definitions and terminologies. Basic tools and equipment used for Conservation. Meaning and scope of Preventive Conservation. Roles of Curator and Conservator in Preventive conservation. (15 hrs)
Unit II	Material wise classification of Museum Objects. Characteristics of organic and inorganic objects. Factors causing deterioration. Types of deterioration. Identification of deterioration of Museum Objects. (15 hrs)
Unit III	Ethics of Conservation. Traditional methods of preventive Conservation. Training opportunities in the field of conservation. Professional organizations relate to conservation e.g. NRLC, INTACH, ICCROM. (15 hrs)
Unit IV	Preventive Conservation measures of inorganic, organic and composite objects. Monitoring Museum Environment – Relative Humidity and temperature, light, air pollution, and biological agents. Guidelines for handling museum objects. Good housekeeping practices. (15 hrs)
Assignment	Students will be given an assignment by the class teacher.
Learning Outcome	Learners are expected to understand the changing dynamics between Museums Community through concepts, issues, debates, and Case Studies.

### Suggested Readings

1. Agarwal, O.P. 1977. Care and Preservation of Museum Objects, NRLC, New Delhi.
2. Agarwal, O.P. 2003. Status of Conservation in India. Studies in Museology, Vol.36. 2003.pp1-8.
3. Agarwal, O.P. 1990. Problems in the conservation of ethnological objects in the tropics, Vol.23. pp.52-62.
4. Gairola, T.R. 1960. Handbook of Chemical Conservation. Department of Museology. The M.S. University of Baroda.

5. Plenderleith, H.J. and Werner, A.E.A. 1979. The Conservation of antiquities and works of Art. Oxford University Press, New York.
6. Thomson, Garry.1986. The Museum Environment. Butterworth-Heiremann.


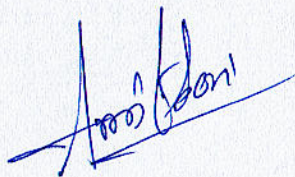
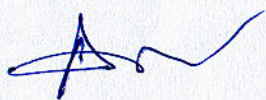
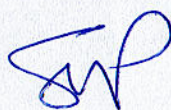

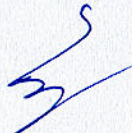
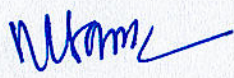
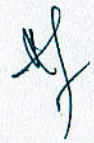
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Core Paper-4 (MUSPGD-104)	<b>Introduction of Indian Art &amp; Craft</b>
Total Credit	04
Course Objective	The paper aims to provide insight of India's art heritage.
Unit I	Meaning and Scope of art and craft, Art and anthropology; Difference between art and craft; Art/craft & other conventional skills. Relationship between art and culture.
Unit II	Classification of art and craft, Interpretation of Art objects in Anthropological Museum- Paintings, manuscript, sculpture, terracotta, ivory, stone, wood carving, metal, textile, leather, Agriculture, Animal Husbandry, Art and Craft, Basketry, Fishing, Games & Amusement, Household, Hunting, Musical, Narcotics, Ornament, Ritual, Spinning & Weaving, Textile, Travel & Transport, Tools and Weapons. Traditional Handicraft.
Unit III	Design, Motifs, symbols and Patterns in folk and tribal arts
Unit IV	Performing art of India, Creative Art of India, Artisan communities in India, Government initiatives and agencies for promoting traditional folk art forms.
Assignment	Students will be given an assignment by the class teacher.
Learning Outcome	Learners are expected to have a clear understanding of the art and craft heritage of country and its significance.

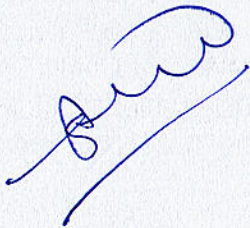

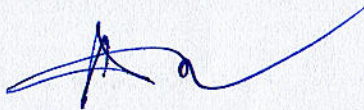
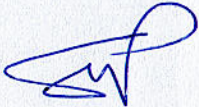

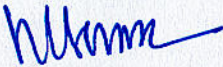

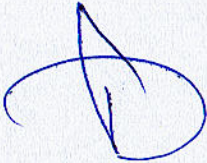
### Suggested Readings

- Aryan, K. C. Basis of decorative element in Indian art / K. C. Aryan. - New Delhi: Rekha Prakashan, 1981
- Barnard, Nicholas Arts and crafts of India / Nicholas Barnard. - London: Conran Octopus, 1993.
- Bhattacharya, Ashok K. Arts and crafts of Myanmar: the Indian museum collection / Asok K. Bhattacharya. - Kolkata: Indian Museum, 2006
- Bradford, Peter Chair: the current state of the art, with the who, the why, and the what of it / Peter Bradford; edited by Barbara Prete. - New York: Thomas Y. Crowell, 1978
- Das, A. K. Tribal art and craft / A. K. Das. - Delhi: Agam Kala Prakashan, 1979. 190p.:plates. Includes glossary on 177-180 p., bibliography on 181-184 p. and index on 184-190 p
- Dhamija, Jasleen Indian folk arts and crafts / Jasleen Dhamija; Photographs by Himman Dhamija. - New Delhi: National Book Trust, 1970
- Ford, P. R. J. Oriental carpet design: a guide to traditional motifs, patterns and symbols / P. R. J. Ford. - London: Thames and Hudson, 1981. 352p.:col.ill.; maps. Includes bibliography on 342-348 p. and index on 348-352 p
- Ghosh, G. K. Orissa: the dazzle from within: art, craft and culture of Orissa / G. K. Ghosh. - New Delhi: Ashish Publishing House, 1993. xii,293p. Includes bibliographical references on 279-282 p

- Kamla Devi Chhatopadhyaya. Handicrafts of India. Indian Council for Cultural Relations 1975.
- Lucie-Smith, Edward Story of craft: the craftsman's role in society / Edward Lucie-Smith. - Oxford: Phaidon Press, 1981.
- Mathur, Kamlesh Crafts and Craftsmen / Kamlesh Mathur. - Jaipur: Pointer Publishers, 2004.
- Newman, Thelma R. Leather: as art and craft / Thelma R. Newman. - New York: Crown Publications, 1973
- Nulkar, Vinay Kumar Tribal traditions-folklore, art, craft and medicine / Vinay Kumar Nulkar and M.K. Muthumani. - New Delhi: Commonwealth Publishers, 2014.
- Watts, George Indian Art collection: v.17 Arts and crafts of India, a descriptive study / George, Watts and Percy Brown. - New Delhi: Cosmo Publications, 1988
- विश्वकर्मा, प्रेमचंद काष्ठ एवं धातु मूर्तिकला) वाराणसी के विशेष संदर्भ में), प्रेमचंद विश्वकर्मा. - वाराणसी :कला प्रकाशन, 2007

Core Paper-5 (MUSPGD-105)	<b>Museum Research &amp; Internship</b>
Total Credit	04
<p>Students will be attached to various departments of the IGRMS or any other museum for a period of one month to gain practical exposure in a particular area of museum work.</p> <p>They are expected to submit a request for their preference for internship which will be approved by the Director, IGRMS after considering administrative aspects. The candidate will be expected to work under the supervision of a museum professional and submit a report after completion through her/his supervisor with comments for evaluation.</p> <p>Students need to prepare, submit and present a report of internship based on their work and experience during the period.</p>	

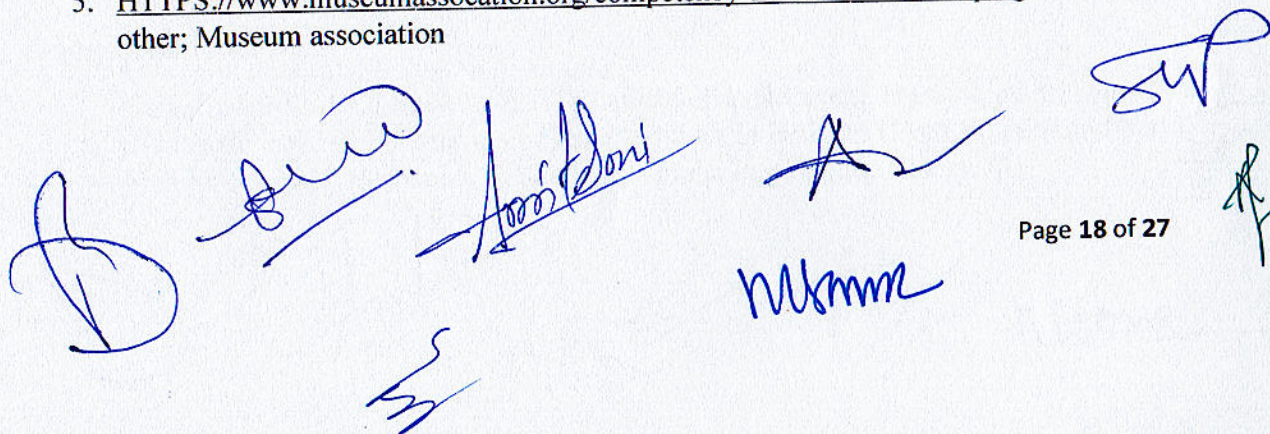




  



  


## Semester-II

VB Paper-2 (VB- 200)	<b>Communication and Personality Development</b>
Total Credit	00
Course Objective	The paper aims to develop professionalism and communication skills as competencies required for museum work.
Unit I	Define Museum Communication/ Process of Effective Communication, Role of Curator in process of communication with visitors/ Communities.
Unit II	Relationship among educational, Curatorial and Administrative Staff, Relationship among museums and Employing Authorities and governing Bodies/ Board of Trustees, Relationship with other Museums/ Other Educational Instruction.
Unit III	Developing Self/ Mentoring/ Development of Reflective Practice, Behavioural Patterns among the Staff, Planning Programmes and Strategies for Programme Design, Seeking Feedback from Colleagues, Partners to improve professional practice.
Unit IV	Skill Development activities among the staff members, identifying the goals/ Align programmes with goals/ Implementation and Evaluation of the Goals
Learning Outcome	The course will provide skill development and personal development to the curators and the other staff of museum.

### Suggested Reading:

1. UNESCO, (1930). The Organization of Museum: Practical Advice, Published by UNESCO, Imprimerie Union, Paris
2. Butterworth, (1984). Manual of Curatorship: a Guide to museum practice, published by Hartnoll Print, Bodmin, Cornwall, UK.
3. Gupta. S.P & Srivastava Mihit, (2010). Indraprasta Museum Art and Archaeology, D.K. Printworld(P) Ltd. New Delhi
4. Edson Gary & Dean David, (1994). The Handbook for Museums, published by Bulter & Tanner Ltd, Somerset, UK
5. [HTTPS://www.museumassociation.org/competency-framework/developing self and other](https://www.museumassociation.org/competency-framework/developing-self-and-other); Museum association



Core Paper-6 (MUSPGD- 201)	<b>Museum and Community</b>
Total Credit	04
Course Objective	The course will introduce the learners to the community perspective of museums and the concepts of New Museology and Intangible Cultural Heritage.
Unit I	Museum and Community. Understanding community. Why museums? A museum sector perspective and a community perspective. Museum and community during colonial period: purposes, perceptions and Usage. (15 hrs)
Unit II	Museum and Community: Emerging Trends. New Museology. Eco-Museum and Changing positions of community. Repatriation debate. Museum and sustainable development. (15 hrs)
Unit III	Intangible Cultural Heritage (ICH). Definition, types and scope of ICH. UNESCO Conservations on ICH 2003 and Domains. ICH and Museum. Importance of documentation, Methods of documentation. (15 hrs)
Unit IV	Issues, Challenges and Case Study. Issues regarding Intellectual Property Right with regard to ICH. Critique of Eco-Museum. Examples of Museum-community interface (including IGRMS, Bhopal). (30hrs)
Assignment	Prepare a template for documenting an ICH element. Critically analyse the case of a community-museum interface.
Learning Outcome	Learning are expected to understand the changing dynamics between Museums Community through concepts, issue, debated and Case Studies.

### Suggested Readings

1. Basa, Kishor K.2012. Museum and Sustainable Development. Humankind 8:27-44.
2. Basa, Kishor K.2016. Anthropology and Museum in India. In Gwen Robbins and S.R. Walimble (ed) A Companion to South Asia in the Past. Willey Blackwell.

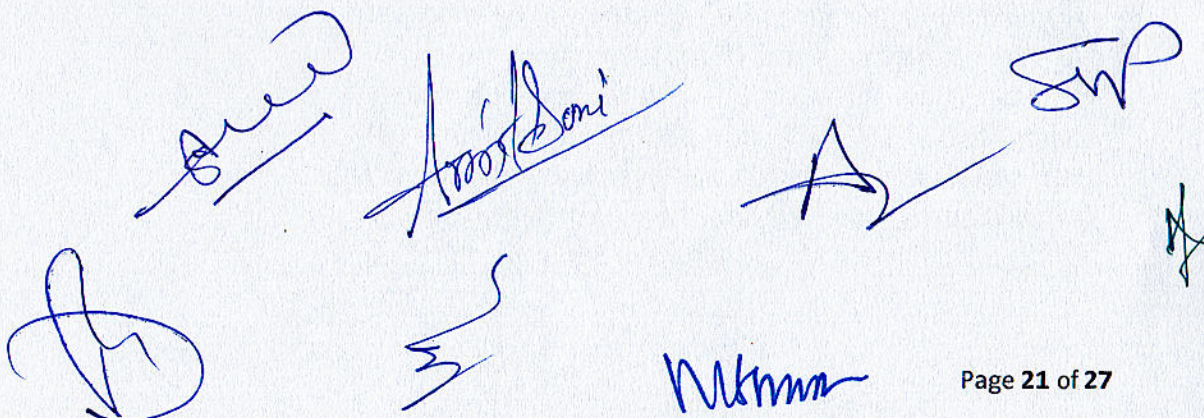
3. Das, T.C. 1943. Practical steps towards the improvement of museums in India. Calcutta Review November, 194:93-100.
4. Crooke, Elizabeth, 2017. Museums and Community: Ideas, Issues and Challenges. London: Routledge.
5. Davis, Peter. 2011. Ecomuseums: A Sense of Place. London: Continuum International Publishing Group.
6. Smith Bautista, Susana. 2014. Museums in the Digital Age: Changing Meanings of Places, Community and Culture, New York: Altamira Press.

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Core Paper-7 (MUSPGD- 202)	<b>Indian Society and Culture</b>
Total Credit	04
Course Objective	The course will introduce the learners to the diversity of Indian Society and Culture.
Unit I	Concept of society and culture. Approaches to the study of Indian Society and Culture- Traditional and Contemporary. Indology (15 hrs)
Unit II	The basic structure and nature of Indian Social System – a critique. Folk and Tribal Culture in India Approaches to tribal development in India (15 hrs)
Unit III	Concept of cultural change. Processes of continuity and change and impact of various forces for bringing changes in Indian society and culture viz. Sanskritisation, Westernisation, Modernisation, Globalisation etc. (15 hrs)
Unit IV	Contributions of Indian anthropologists and Sociologists. Examples of major scholars – foreigner and Indian (15 hrs).
Assignment	Students will be given an assignment by the class teacher.
Learning Outcome	Learners are expected to understand the characteristic and changes coming in the Indian society and culture

#### Suggested Readings:

1. A.R. Desai. 1978. Rural Sociologu in Indian. Popular Prakashan, Bombay.
2. Andre Beteille. 1974. Studies in Agrarian Social Structure. Oxford Press.
3. M.N. Srinivas. 2005. Social Change in Modern India. Orient Longman, New Delhi.
4. Makhan Jha. 2003. An Introduction to Social Anthropology, Vikas Publishing House. New Delhi.
5. L.P. Vidyarthi, and B.K. Rai. 1985. Tribal Culture of India. Concept Publication. New Delhi.



Core Paper-8 (MUSPGD- 203)	<b>Museum Exhibition Skills Development and Entrepreneurship</b>
Total Credit	04
Course Objective	This paper is aimed at introducing the learner to theoretical and practical aspects of museum exhibitions.
Unit I	Purpose and ethics of exhibition, Types of exhibitions, Case study of different types of exhibitions. (15 hrs)
Unit II	Exhibition planning and development- conceptual, development, functional and assessment phases. Exhibition brief, exhibition team, use of Critical Path Method in planning and scheduling. Evaluation of exhibitions. (15 hrs)
Unit III	Exhibition design - principles of design, color and texture. Layouts. Lighting. Exhibition furniture - types of showcases, pedestals, display panels etc., Dioramas and period settings. Exhibition text and Use of audio-visual aids. Ancillary exhibition techniques-model making, graphic arts, photography, videography, etc. (15 hrs)
Unit IV	Role of museums in life-long, formal, non-formal and informal learning. Learning characteristics of various age groups. Educational activities and publications for different target groups. Provisions for people with disabilities. Promotion of exhibitions. (15 hrs)
Assignment	The practical part of museum exhibition skills development will be conducted in group activity and will be administered in the following way: <ul style="list-style-type: none"> <li>a. The students will be divided into groups of equal composition.</li> <li>b. Each group will be required to plan and execute an exhibition, the topic of which will be approved by the Director, IGRMS.</li> <li>c. The evaluation of exhibition will be on the basis of the concept note the group prepares, the exhibition as it has been setup, and an interaction with the group members on it.</li> <li>d. It will be examined on the basis of group presentation and viva-voce by the Exam Committee. The setting up the exhibition will be a group activity, and therefore, the marks will be allotted to the group.</li> </ul>

	Each member of the group will be entitled to get same marks.
Learning Outcome	Learners are expected to understand the intricacies of exhibition design and develop skills related to various aspects of museum exhibitions.

**Suggested Readings:**

1. Dornie David. 2006. Exhibition Design. Laurence King. New York.
2. Michael Belcher. 1991. Exhibition in Museums. Leicester University press. Washington. (DC).
3. Hall Margaret. 1987. On Display a design grammar in museum exhibition. Humanities Press.
4. Eilean Hooper, Greenhill. 1991. Museum and gallery education. Leicester University press.
5. T. Ambrose & C. Paine. 2012. Museum Basics. Routledge.
6. Elizabeth Bogle. 2013. Museum Exhibition Planning and Design. Altimira press.
7. Miles. R.S. 1988. The Design of educational exhibits. Routledge.

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Core Paper-9 (MUSPGD- 204)	<b>Museum Management &amp; Marketing</b>
Total Credit	04
Course Objective	This paper aims towards developing understanding about managing and promoting the museum.
Unit I	Management: Definition and its role in museums. Functions of management. Planning: vision and mission statements; Types of plans, strategic planning; Disaster mitigation plan.
Unit II	Operations management: Processes involved in performance of various museum functions; Productivity, efficiency and quality; Maintenance and security. Project management.
Unit III	Human resource development recruitment, motivation and training; Performance appraisal. Financial management: fund generation; budget and budgeting; financial policies and procedures; audit. (15 hrs)
Unit IV	Marketing: definition, significance and role in museums. Museums as a service and multiproduct organization; Market: meaning and dimension. Market segmentation and targeting. Market research. Consumer behaviour. Marketing mix- product, price, place and promotion.
Assignment	Prepare a plan of marketing a museum event.
Learning Outcome	Learners are expected to develop knowledge regarding Museum organizational structure, working style, skilled staff, management of services, finance, human resource and marketing.

### Suggested Readings:

1. Running a museum. A practical handbook. Ed. Patrick Boylan, ICOM, 2004.
2. Museum Basics. Ambrose, T. & Paine, C., (London: ICOM in conjunction with Routledge), 1993
3. Financial Planning for Nonprofit Organizations. Blazek, J., 1996 (New York and Singapore: John Wiley & Sons. Inc.)
4. Building and Emergency Plan. A Guide for Museums and other Cultural Institutions. Dorge, V & Jones, S. 1999 (Los Angeles: Getty Conservation Institute)
5. The Handbook for Museums. Edson, G. & Dean, D., 1994. (London & New York: Routledge)
6. Museum Administration. Genoways, H. & Ireland L., 2003. (Walnut Creek, NY and Oxford: AltaMira Press)

7. Marketing the Museum. Mclean, F., 1997. (London: Routledge)
8. Strategic Marketing for Non-Profit-Organizations. Lauffer. A., 1984. (New York: Memillan)
9. Manual of Museum Management. Lord, B & Lord, G.D. 1997. (London: Stationary Officer).
10. The Manual of Museum Planning. Editors Lord, G.D. & Lord, B., 1997. (Walnut Creek, NY and Oxford: AltaMira Press)

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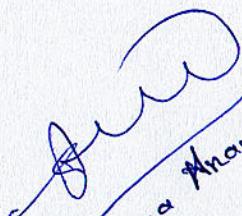
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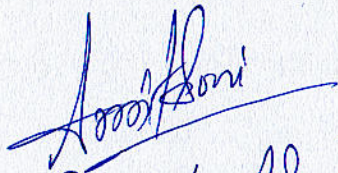
Core Paper-10 (MUSPGD- 205)	<b>Research Methodology and Dissertation</b>
Total Credit	04
Course Objective	To provide a systematic framework that guides the entire research process from start to finish.
Unit I	Field work traditions, Methodological approaches in Anthropology and Museum: Synchronic approach, Holistic approach, Emic and Etic perspectives, comparative method and techniques of rapport establishment.
Unit II	Research Design, Meaning, Types (Exploratory, Descriptive, Experimental and Evaluative studies), Formulation of Hypothesis and formulation of research problem. Steps of conducting scientific research. Review of literature and development of research proposal.
Unit III	Quantitative & Qualitative data collection Techniques, Questionnaire, interview schedule, Graphical presentation of data, data collection Techniques, Participant and Non-participant Observation, focused group discussion, key informant interview, Case study and life history, Genealogical method.
Unit IV	Analysis and interpretation of data. Presenting the research findings. Referencing styles. Mechanics of writing.
Assignment	Dissertation.
Learning Outcome	Learners are expected to learn the basic concepts of research and report writing.

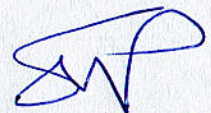
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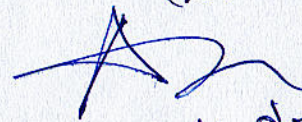
1. Barnard, H.R. Research Methodology in Anthropology, London Sage, 1994
2. Dey, I. Qualitative data Analysis, London, Routledge, 1993
3. Brewar, J.D. Ethnography, Backingham: OUP, 2000
4. Goode, W.J. And Han, P.K. methods of social research, New York: McGraw Hill 1952.
5. Steward, A. The Ethnographer's Method. London: Sage, 1993.
6. Patton, M.Q. Qualitative Research and Evaluation Methods, London: Sage, 2002.
7. Kotharu, C.R. research Methodology: Methods and Techniques (Paperback), New age International Publishers, 1995.
8. Creswell, J.W. research Design: Qualitative, Quantitative and Mixed Methods Approaches 4<sup>th</sup> Edition SAGE publications. 2014
9. Denzin, Norman K., Lincoln, Y.S. The Sage Handbook of Qualitative Research, 2011.
10. Saikia, Surjya Kumar and Maiti, Saran Ishika Fundamentals of Research Methodology, 2001.


11. Silverman, David Doing Qualitative Research. Sage Publication.2004
12. Uma, S. Research Methodology in Anthropology. Rajat Publication. 2024
13. Okely, J. Anthropological Practice: Fieldwork and the Ethnographic Method. Routledge.2011

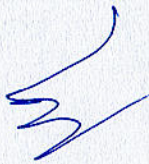
  
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