PG Programme Archaeology
Centre of Central Asian Studies
School of Social Science
University of Kashmir
Srinagar

in accordance with National Education Policy (NEP) 2020

About PG Programme Archaeology

India, with its vast geographical expanse and deep cultural continuity, is home to one of the richest archaeological heritages in the world. From Paleolithic sites and Neolithic settlements to the urban centres of the Indus Valley Civilization, megalithic cultures, monumental architecture of the early historic period, and a long sequence of Buddhist, Hindu, Jain, and Islamic traditions, the subcontinent offers an unparalleled spectrum of material culture and historical depth. Its diverse archaeological record reflects complex interactions between ecological settings, technological innovations, and socio-religious transformations over millennia.

In recognition of this profound heritage, University of Kashmir has introduced a Postgraduate Programme in Archaeology. The programme aims to provide students with a comprehensive understanding of archaeological theory and practice. It offers rigorous academic training in areas such as field archaeology (excavation and exploration), artefact analysis, museology, experimental archaeology, conservation, and heritage management. Practical field-based learning is a core component, equipping students with the methodological and analytical skills necessary for professional careers in archaeology and heritage studies.

A distinctive feature of the programme is the integration of the Indian Knowledge System (IKS), which imparts critical insights into indigenous sciences, philosophies, and cultural practices. This interdisciplinary approach enhances students' ability to interpret archaeological data within broader civilizational frameworks. Additionally, the inclusion of Experimental Archaeology

allows students to engage directly with ancient technologies and practices through hands-on reconstruction and replication exercises, fostering experiential learning.

The programme encourages research not only on the archaeological heritage of India but also extends its academic scope to the other parts of Globe. It promotes interdisciplinary collaboration by intersecting archaeology with disciplines such as history, environmental studies, sciences, and digital technologies. The introduction of PG Programme in Archaeology at University of Kashmir marks a significant step toward safeguarding the region's cultural legacy, while also fostering educational, research, and tourism opportunities. Through this initiative, the University aspires to become a leading centre for Himalayan archaeology and cultural preservation.

Introduction

Master of Arts in Archaeology is a two-year postgraduate programme designed to cultivate critically informed, analytically skilled, and research-oriented students with a comprehensive understanding of archaeology from regional, national, and global perspectives. Archaeology, as a discipline, reconstructs past human societies by examining material remains, landscapes, and cultural artifacts. This process provides valuable insights into the evolution of human history, technological advancements, and socio-cultural transformations over time. A nuanced understanding of the past is essential for interpreting human-environment interactions and the development of civilizations.

The programme offers students the opportunity to engage with tangible cultural heritage and explore interdisciplinary domains such as geoarchaeology, archaeozoology, archaeobotany, and computational archaeology and so forth. It emphasizes the application of scientific techniques in archaeological research and nurtures methodological and theoretical proficiency. Department of Archaeology adopts a hands-on, experiential approach to learning that incorporates field surveys, excavations, laboratory analysis, Indology, Indian Knowledge System (IKS), experimental archaeology, and heritage management.

The curriculum includes core courses, discipline-centric electives (DCE), and skill-based courses, enabling students to acquire both broad-based knowledge and domain-specific expertise. The programme structure is aligned with the National Education Policy (NEP) 2020 and follows the Curriculum and Credit Framework for Postgraduate Programmes issued by the University Grants Commission (UGC). It is based on the Learning Outcomes-Based Curriculum Framework (LoCF), promoting active engagement in archaeological research, fieldwork, and critical discourse.

In accordance with NEP 2020, the programme adopts an Outcome-Based Education (OBE) approach. This model emphasizes what students are expected to learn and achieve by the end of the programme. It focuses on defining and attaining clearly stated Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs).

- Programme Learning Outcomes (PLOs) are broad, overarching statements that reflect the knowledge, skills, values, and competencies students are expected to acquire during the entire course of study.
- Course Learning Outcomes (CLOs) are specific, measurable statements outlining what students will be expected to perform or demonstrate at the end of each course.

To ensure quality and effectiveness, the attainment of these outcomes is systematically monitored and assessed. This ensures that the educational objectives of the programme are met and that students are adequately prepared for academic research, professional careers, and societal engagement.

Credit Requirements and Eligibility for the PG Programme

Subject to the Admission Policy of the University, a candidate must have passed 3- or 4-Year Bachelor's examination from the University of Kashmir or from any other recognized University /Institution, whose examination has been recognized as equivalent thereto and fulfils other conditions of eligibility as prescribed by the University from time to time, for admission to the 1st or 3rd Semester of the programme.

- For a 2-year (4-semester) Master's degree programme, a 3-Year (6-Semester) Bachelor's Degree with a minimum total of 120 Credits including a minimum of 12 credits in the relevant subject shall be the eligibility criteria for admission.
- For a 1-Year (2-Semester) Master's programme, a 4-Year (8-Semester) Bachelor's Degree with Honours / Honours with Research, with a minimum total of 160 Credits including 20 credits in the subject, shall be the eligibility criteria.

However, for the disciplines where the admissions, prior to the implementation of NEP-2020, were offered without any specific subject at the UG level, the existing procedure shall continue till the University, on the basis of recommendations of the Boards of Studies of the concerned discipline, notifies otherwise.

National Higher Education Qualifications Framework (NHEQF) Levels in the PG Archaeology Programme

The National Higher Education Qualifications Framework (NHEQF) categorizes academic qualifications into different levels, representing a progressive continuum of learning outcomes. These levels define what a student should know, understand, and be able to do at each stage of higher education.

Since this MA in Archaeology is a two-year postgraduate programme after a three-year undergraduate degree, it falls under NHEQF Level 6.5. This means that students are expected to:

- Develop specialized knowledge in archaeology and related disciplines
- Apply critical thinking and research skills in analysing archaeological data
- Engage in interdisciplinary approaches such as geoarchaeology, archaeobotany, and computational archaeology
- Prepare for careers in academia, heritage management, and research institutions

Table 1: NHEQF Levels in the Postgraduate Archaeology Programme

S. No.	Qualification	NHEQF Level	Credits	Credit Points
1	Postgraduate diploma	6	40	240
2	One-year postgraduate (after four-year undergraduate)	6.5	40	260
3	Two-year postgraduate (after three-year undergraduate)	6.5	40 + 40	260
4	Two-year postgraduate (after four-year undergraduate)	7	40 + 40	280

- This MA in Archaeology is at Level 6.5, meaning it focuses on advanced knowledge, research skills, and interdisciplinary approaches
- Students completing this programme will have the knowledge and skills necessary for doctoral studies (Level 8) or professional careers in archaeology
- The NHEQF ensures that all postgraduate qualifications have clearly defined learning outcomes and credit structures, making degrees nationally and internationally comparable.

Graduate Attributes of Postgraduate Programmes in Archaeology

Students who complete the MA in Archaeology are expected to develop advanced knowledge, critical thinking, and research skills that extend beyond undergraduate-level education. The programme equips students with specialized archaeological expertise, enabling them to conduct independent research, analyse cultural heritage, and apply scientific methods in the study of past societies. The curriculum includes a diverse range of subjects, covering archaeological theories, field practices, cultural heritage studies, scientific approaches to material culture and traditional knowledge.

Core Graduate Attributes in Archaeology

a. Demonstrate a deep understanding of archaeological theories, methods, and field practices, extending beyond foundational knowledge. This includes the ability to reconstruct past human societies using material culture, landscapes, and environmental data. The curriculum also encourages practical engagement through hands-on approaches to understanding ancient technologies.

b. Apply archaeological knowledge to new or unfamiliar research environments, including excavation sites, museum collections, and digital heritage projects. Use multidisciplinary approaches integrating history, anthropology, geology, and scientific methods such as geoarchaeology and archaeobotany.
c. Integrate knowledge from various subfields of archaeology, handle complex datasets, and formulate interpretations even with incomplete or fragmentary evidence. Develop an awareness of ethical and heritage conservation responsibilities in archaeology.
d. Effectively communicate archaeological findings, research conclusions, and heritage interpretations to both academic specialists and the general public. Present research in scholarly publications, exhibitions, museums, and digital platforms.
e. Develop independent learning and research skills, allowing for self-directed academic inquiry. Gain expertise in archaeological fieldwork, scientific analysis, and computational archaeology, along with an understanding of traditional knowledge systems and experimental methodologies where relevant.

Descriptors of Learning Achievements under NHEQF for Archaeology

The National Higher Education Qualifications Framework (NHEQF) defines postgraduate learning achievements in archaeology based on the following key elements:

- **Knowledge and understanding** – Mastery of archaeological theories, excavation techniques, dating methods, and conservation practices, including insights from traditional knowledge systems.
- **General, technical, and professional skills** – Proficiency in artifact analysis, GIS applications, remote sensing, and scientific documentation, complemented by experimental approaches in reconstructing past technologies.
- **Application of knowledge and skills** – Ability to conduct archaeological surveys, interpret material culture, and analyse environmental data from excavation sites.
- **Generic learning outcomes** – Critical thinking, interdisciplinary research, and ethical decision-making in heritage conservation and cultural resource management.
- **Constitutional, humanistic, ethical, and moral values** – Awareness of heritage laws, indigenous rights, and ethical excavation practices, ensuring responsible research and conservation efforts.
- **Employability and job-ready skills** – Training in museum management, heritage tourism, digital archaeology, and field research, enhancing career prospects in academia, government institutions, and heritage organizations.

These attributes ensure that postgraduate students in archaeology are well-prepared to contribute to archaeological scholarship, heritage conservation, and cultural management, both in India and internationally.

Programme Structure

The **M.A. in Archaeology** is a **four-semester** programme with a **total of 96 credits**, including:

- **Core Courses (CR):** Fundamental subjects providing essential archaeological knowledge.
- **Discipline-Centric Electives Courses (DCEC):** Specialized courses for deeper exploration of archaeology.
- **Skill Enhancement Course (SEC)**: Means a course which aim at imparting practical skills, hands on training, soft skills, etc. to enhance the employability of students.
- **Dissertation/Research:** A comprehensive report of the research work done on the basis of systemic, scientific, and rigorous investigations on the chosen and approved topic utilizing relevant research methods/techniques/innovations.

Curricular Components and credit distribution for Two-Year PG Programme

For 2-year PG: Students entering 2-year PG after a 3-year UG programme can choose to do

(i) only course work in the third and fourth semester or
(ii) course work in the third semester and research in the fourth semester or
(iii)only research in the third and fourth semester.

Two-Year PG Programme

Table 2: Curricular Components for 2-year PG

Curricular Components		Two-Year PG Programme (Generic and Professional) Minimum Credits			
		Course Level	**Coursework**	Research thesis/project/Dissertation	**Total Credits**
PG Diploma		400	40	-	40
1st Year (1st & 2nd Semester)		400 500	20 20	-	40
Students exiting after 1st year will be awarded a Postgraduate Diploma					
2nd Year (3rd Semester)	Coursework Only	500	20	--	20
4th Semester	Coursework only (Or)	500	20	--	20
	Research Only		4	16	20

Table 3: Detailed Credit Distribution

Semester	Course Type	Number of Courses	Credits Per Course	Total Credits
Semester 1	Core Course	4	4	16
	Discipline Centric Elective Course (DCEC)	1	4	4
Total		5		**20**
Semester 2				
Semester 2	Core Course	3	4	12
	Discipline Centric Elective Course (DCEC)	1	4	4
	Skill Based	1	4	4
Total		5		**20**
Semester 3				
Semester 3	Core Course	4	4	**16**
	Discipline Centric Elective Course (DCEC)	1	4	4
Total		5		**20**
Semester 4 (**Research only)**				
Semester 4	(Dissertation/Research)	1	16	**16**
	Core Course	1	4	**4**
		2		**20**
Or (Coursework only)				
	Core Course	3	4	12
	Discipline Centric Elective Course (DCEC)	1	4	4
	Skill Based	1	4	4
Total		5		**20**
Grand Total		20		**80**
Note: Students may choose any one course from the Discipline-Centric Electives in each semester				

Degree Requirements

- The M.A. degree is awarded to students who successfully complete a minimum of 96 credits (all) over two years, following the prescribed course structure.

Credit Requirement and Eligibility

For 2-year MA

- **Total Credits:** 80
- **Duration:** 2 Years (4 Semesters)

Evaluation Process

- Each course is assessed through semester-end examinations (72%) and internal assessments (28%).
- A minimum of 40% (Grade E or above) is required to pass each course.
- If a student shall be required to secure a minimum Qualifying Letter Grade "D" or Grade Point "5" as indicated in table 4 in each component of each course including internal as well as external components of Theory/Practical independently.
- Students who miss an internal assessment may be given a second attempt within the semester, subject to instructor approval.
- Students failing a course may reappear for the semester-end exam, but their internal assessment marks will remain unchanged.

Grading System Calculation

Table 4: Percentage to Grade/Grade Letter and Grade Point Conversion

Marks Obtained	Grade	Grade Point
80-100	O: Outstanding	10
70-79	A+: Excellent	09
60-69	A: Very Good	08
55-59	B+: Good	07
50-54	B: Above Average	06
45-49	C: Average	05
40-44	P: Pass	04
0-39	F: Fail	0

Note: 0.5 shall be treated as 1 mark and less than 0.5 mark omitted

Cumulative Grade Point Average (CGPA) Calculation:
The University Grants Commission (UGC) recommends the following method for calculating the **Semester Grade Point Average (SGPA)** and **Cumulative Grade Point Average (CGPA):**

a. Semester Grade Point Average (SGPA)
SGPA is calculated using the total grade points earned in all courses during a semester, weighted by the number of credits for each course.
Formula:

$$SGPA\ (Si) = \sum(Ci \times Gi) / \sum Ci$$

Where:

- **Ci** = Credits for a course

- **Gi** = Grade points earned in that course

Example Calculation (Semester 1):

Table 5: Illustration for computation of SGPA

Course	Credits (Ci)	Grade	Grade Points (Gi)	Credit × Grade Point (Ci × Gi)
Course 1	4	A	8	4 × 8 = 32
Course 2	4	B+	7	4 × 7 = 28
Course 3	4	B	6	4× 6 = 24
Course 4	4	O	10	4 × 10 = 40
Course 5	4	C	5	4× 5 = 20
	20			144

Total Credits= 20

Total Grade Points: 144

$$SGPA=144/20=7.2$$

b. Cumulative Grade Point Average (CGPA)

CGPA is calculated by taking the weighted average of SGPA scores across all semesters.

Formula:

$$CGPA=\sum(Ci\times Si) / \sum Ci$$

Where:

- **Si** = SGPA of a semester
- **Ci** = Total credits in that semester

Example Calculation:

Table 6: Example

Semester	Credits (Ci)	SGPA (Si)	Credit × SGPA (Ci × Si)
Semester 1	20	7.2	20 × 7.2 = 144.0
Semester 2	20	7.8	20 × 7.8 = 156.0
Semester 3	20	5.6	20 × 5.6 = 112.0
Semester 4	20	6.0	20× 6.0 = 120.0

Total Credits: 80

Total Grade Points: 532

$$CGPA=532/80=6.65$$

Note: SGPA and CGPA are rounded off to two decimal places and recorded in transcripts.

Academic Integrity and Plagiarism

Ethical Scholarship & Responsibilities

- The Department of Archaeology upholds ethical scholarship and enforces institutional academic conduct standards.
- Cheating and plagiarism are strictly prohibited.

- Students must properly cite all sources and avoid misrepresenting others' work as their own.

Definition of Plagiarism

Plagiarism involves misrepresenting another's work—ideas, interpretations, words, or creative outputs—as one's own. It includes:

- Copying text, research findings, tables, designs, images, sounds, or maps without citation.
- Paraphrasing without proper credit.
- Cutting and pasting from multiple sources without referencing.
- Submitting collaborative work as independent.

Career Prospects

Graduates can explore careers in:

- **Academia & Research** – Teaching, doctoral studies, and archaeological research, including interdisciplinary studies incorporating traditional knowledge systems.
- **Heritage Management** – Roles in UNESCO, ASI, museums, NGOs, and heritage conservation, with expertise in both historical preservation and experimental reconstruction techniques.
- **Government & Private Sector** – Cultural resource management, tourism, and policy-making related to archaeology and heritage studies.
- **Field & Digital Archaeology** – GIS specialists, excavation supervisors, computational archaeology experts, and practitioners of experimental archaeology.

Suggested Teaching-Learning Strategies

To ensure an engaging and comprehensive learning experience, the following strategies will be implemented across all courses:

- **Lecture-cum-discussion** – Interactive lectures complemented by discussions to encourage critical thinking and student engagement.
- **Library readings and critical discussions** – Students will be encouraged to explore scholarly literature and participate in critical discussions to deepen their understanding of key concepts.
- **Reflective writing and comparative analysis** – Writing assignments and comparative studies will help students analyse and synthesize archaeological theories, methodologies, and case studies.
- **Historical debates and group discussions** – Organizing debates on key archaeological and historical issues will enhance analytical and argumentative skills.

- **Case studies and project work** – Hands-on projects and case studies will provide practical exposure to archaeological methods, interpretations, and site-based studies, including experimental approaches to ancient technologies.
- **Guided readings of classical texts** – Discussions on influential works in archaeology, history, and indigenous knowledge traditions will help students engage with foundational texts and theoretical advancements.
- **Student presentations** – Individual and group presentations on selected topics will encourage research, teamwork, and effective communication skills.
- **Field visits and practical demonstrations (where applicable)** – For courses involving field archaeology, students will participate in site visits and hands-on training in archaeological methods, including experimental reconstructions of past material cultures.
- **Use of digital and visual aids** – Incorporation of GIS, satellite imagery, 3D modeling, and other digital tools in teaching to familiarize students with modern archaeological techniques.

Assessment Framework

Table 7: Assessment Framework

Assessment Type	Written Modes	Oral Modes	Integrated Modes	Marks
Internal Assessments	Class Test, Article Writing, Class Assignment, Book Review, Article Review, Journal Writing	Viva-Voce, Group Discussion	Field Assignment, Presentation	28
Semester-End Examination	Analytical essay questions, case-study-based questions, short-answer and objective questions, source-based analysis of inscriptions, artifacts, or excavation reports	-	-	72

Programme Learners Outcomes

Domain	PLO
1. Knowledge and understanding	Graduates will learn advanced knowledge of archaeological theories, field methodologies, cultural sequences, and regional traditions
2. Skills / Technical Skills	Graduates will be able to conduct systematic archaeological fieldwork, including exploration, excavation, stratigraphic analysis, artefact documentation, scientific dating, and experimental archaeology.
3. Application of Knowledge and Skills	Graduates will apply interdisciplinary approaches, integrating scientific, historical, environmental, and digital tools to interpret archaeological data, conserve heritage, and design site management strategies.
4. Communication Skills	Graduates will effectively communicate archaeological findings and heritage narratives in academic, professional, and public settings through writing, visual documentation, and digital platforms.
5. Critical Thinking	Graduates will have an understanding to critically evaluate archaeological evidence, theories, and interpretations, and use problem-solving approaches in research, heritage disputes, or policy analysis.
6. Ethics	Graduates will learn ethical awareness in fieldwork, heritage handling, indigenous knowledge engagement, and collaborative research, upholding professional standards.
7. Life-long Learning	Graduates will engage in self-directed learning, keeping pace with new archaeological methods, technologies, and emerging research in South Asia and global archaeology.
8. Creativity	Graduates will use creative thinking to reconstruct ancient lifeways through experimental archaeology, ethnoarchaeology, and innovative research dissemination techniques.
9. Research Aptitude	Graduates will be able to design and execute independent research, applying rigorous methodology, data analysis, and synthesis in dissertation work or field-based studies.
10. Problem Solving	Graduates will identify, assess, and resolve challenges in archaeology—including those related to excavation logistics, heritage management, conservation, and policy implementation.

Course Structure			
Course Code	**Course Title**	**Paper Category**	**Credits**
1st Semester			
MARCCIA125	Introduction to Archaeology	Core	4
MARCCWP125	World Prehistory: An Overview	Core	4
MARCCFA125	Field Archaeology (Exploration)	Core	4
MARCCPR125	Practical I	Core	4
MARCDPS125	Prehistory of South Asia	Discipline Centric Elective Course	4
MARCDAK125	Archaeology of Ancient Jammu & Kashmir	Discipline Centric Elective Course	4
Students may choose any one course from the Discipline-Centric Electives.			
2nd Semester			
MARCCFA225	Field Archaeology (Excavation)	Core	4
MARCCPR225	Practical II	Core	4
MARCCSA225	Science in Archaeology	Core	4
MARCSCA225	Digital Applications in Archaeology	Skill Based	4
MARCDPS225	Protohistory of South Asia	Discipline Centric Elective	4
MARCDHA225	Historical Archaeology	Discipline Centric Elective	4
Students may choose any one course from the Discipline-Centric Electives			
3rd Semester			
MARCCRM325	Research Methodology	Core	4
MARCCPR325	Practical III	Core	4
MARCCIA325	Ancient Indian Architecture	Core	4
MARCCAI325	Indian Art & Iconography	Core	4
MARCDEN325	Epigraphy and Numismatics	Discipline Centric Elective	4
MARCDEA325	Environmental Archaeology	Discipline Centric Elective	4
Students may choose any one course from the Discipline-Centric Electives			
4th Semester			
Research only			
MARCCDI425	Dissertation	Core	16
MARCCDA425	Data Analysis	Core	4
Or Course Work			
MARCCIK425	Indian Knowledge System	Core	4
MARCCEA425	Ethnoarchaeology	Core	4
MARCCPR425	Practical IV	Core	4
MARCSEA425	Experimental Archaeology	Skill Based	4
MARCDCH425	Cultural Heritage Management & Conservation	Discipline Centric Elective	4
MARCDMM425	Museum Management	Discipline Centric Elective	4
Students may choose any one course from the Discipline-Centric Electives			