

TRIBHUVAN UNIVERSITY
Faculty of Humanities and Social Sciences

MPhil/Ph.D. Courses of Study- 2021

Central Department of Nepalese History, Culture, and
Archaeology

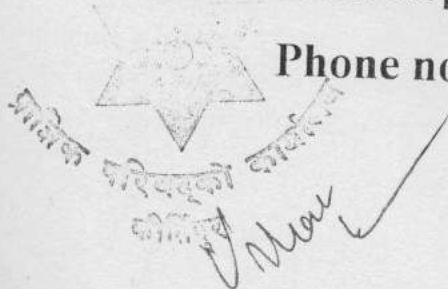
V. Sharma



Subject committee of Nepalese History Culture and
Archaeology, Kirtipur, Kathmandu, Nepal

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Mou

Masters of Philosophy / Doctor of Philosophy

In

Nepalese History, Culture, and Archaeology, T.U

Courses of Study- 2021

Course Description

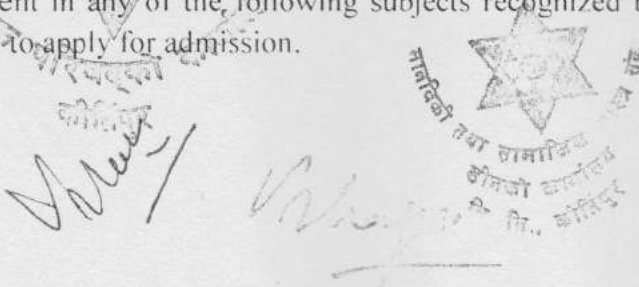
The Dean's office, faculty of the humanities and social sciences of Tribhuvan University has introduced the Master of Philosophy (MPhil) and Doctor of Philosophy (Ph.D.) program in Nepalese History Culture and Archaeology. The MPhil/Ph.D. program is a course-based program conducted under the Faculty of Humanities and Social Sciences at Tribhuvan University. There are 30 credits for MPhil and 60 credit hours courses in the Ph.D. program. Courses for both MPhil and Ph.D. are the same in the 1st and 2nd semesters. After completing the second semester, based on the marks obtained by the students, the top five students are listed as eligible candidates for Ph.D. Other students will have to submit a dissertation to complete their MPhil. After completing the MPhil, they can also enroll themselves in a Ph.D. program. As the course-based MPhil/Ph.D. program is a full-time course, eighty percent attendance is mandatory. Students must obtain 80% attendance to appear in the final examination.

Objectives

The primary objective of the course is to prepare and enable the students of MPhil/Ph.D. degree in Nepalese, History, Culture, and Archaeology to evaluate and conduct original research in their respective fields by inculcating theoretical, analytical, and methodological skills. This course is also aimed at producing skilled human resources that have substantive knowledge in their area of specialization such as Religion and Philosophy, Art and Architecture, Heritage and Tourism Studies, Ethnicity and Social history, Paleography and Epigraphy, Archaeology and pre- History, Numismatics, Ancient History, Nepali Society or any domain of Nepalese Culture. Thus, the overall objective of this course is to focus on the professional growth of the students who can excel and leave an impact on a variety of institutions and organizations.

Admission Criteria

A student holding a Master's degree with at least second division or Grade 'B' with a GPA 3.0 or equivalent in any of the following subjects recognized by Tribhuvan University is considered eligible to apply for admission.

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- Nepalese History, Culture, and Archaeology, Social Work, Psychology, History, Home Science, Geography, Economics, Political Science, Sociology, Anthropology, Tourism and Hospitality Management, International Relations, Development Studies, English Literature, Nepali Literature.
- Any discipline from faculty of Education, Management, and Law.
- Any discipline from the institute of Medicine, Engineering, Forestry, Agriculture, and Animal Science.

An applicant seeking admission to MPhil/Ph.D. in Nepalese History, Culture, and Archaeology must take an entrance examination conducted by the Office of Dean, Faculty of Humanities and Social Sciences, Tribhuvan University. The applicant who fails to take the examination or obtain a minimum qualifying score in the entrance examination shall not be eligible for admission. Admission will be based strictly on a merit basis. The number of students to be enrolled is decided based on the capacity of the department and guidelines provided by the Dean's office.

Duration of the Course and Examinations

The duration of MPhil is 1.5 years (three semesters- first and second being the course-based and the third semester is dedicated to research work i.e. dissertation writing)), while for Ph.D. it's a three-year course with six semesters (the first three semesters are course-based, and the remaining three semesters are research-based or dissertation writing). There will be an examination at the end of the first and second semesters. MPhil students submit a dissertation to complete their degree, while the Ph.D. students prepare a concept paper and a synthesis paper based on their study of annotated bibliography. Students should also make presentations of the same at the department. The final viva-voce of the dissertation will be conducted after the MPhil/Ph.D. scholar submits their dissertation for the final examination. Presentation is carried out at the department for MPhil students while it is conducted at the dean's office for the Ph.D. students. Though the duration for both MPhil and Ph.D. is mentioned, there might be variations in the completion of the students' final theses according to their progress.

Overall Course Structure and Credit Hours Allocation for MPhil/Ph.D. Program

Overall, the MPhil and Ph.D. program in Nepalese History Culture and Archaeology is conducted following the MPhil and Ph.D. Program Operation By-laws 2077 approved by TU in 2020. Under this provision, the MPhil program (worth 30 credit hours) and the Ph.D. program (worth 60 credit hours) have been designed. The course duration and credit hours are structured as follows.

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Degree	Coursework		Research work		Total
	First Semester	Second Semester	Third Semester	Thesis/ Dissertation	
MPhil			-	6 CHs	30 CHs
PhD	12 CHs	12 CHs	6 CHs	30 CHs	60 CHs

Source: MPhil and Ph.D. Program Operation By-law, 2077

In the semester system, one credit hour (CH) is equivalent to 16 contact hours per semester. In turn, each contact hour is equal to 3 hours' worth of direct teaching and learning activities.

Distribution of Course by Semester

1. FIRST SEMESTER

PAPER	CODE-No.	TITLE OF COURSE	CREDIT HOUR	REMARKS
1.	NeHCA 701	Themes in Nepalese History and Culture	3	
2.	NeHCA 702	Theoretical Approaches and Characteristics of Nepali culture	3	
3.	NeHCA 703	Methodology in Historical and Cultural Research	3	
4.	NeHCA 704	Iconography, Art and Architecture of Nepal	3	

2. SECOND SEMESTER

PAPER	CODE-No.	TITLE OF COURSE	CREDIT HOUR	REMARKS
5.	NeHCA 711	Pre History and Archaeology	3	
6.	NeHCA 712	Philosophical Foundation of Research Methodology	3	
7.	NeHCA 713	Seminar on Research Design	1.5	
8.	NeHCA 714	Academic Writing	1.5	
9.	NeHCA 715	Academic Writing (Practical Phase)	1.5	
10.	NeHCA 716	Developing Research Paper (Practical Phase)	1.5	



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3. THIRD SEMESTER (MPhil Program)

11	Dissertation	6 Credit Hours	Required	
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4. THIRD SEMESTER (Ph.D. Program)

PAPER	CODE-No.	TITLE OF COURSE	CREDIT HOUR
12	RL 781	Synthesis paper in empirical (research related subject) field	3
13	RL 782	Synthesis paper, in Theory, Method and Model	3

4. FINAL SEMESTER only for Ph.D. Course (as a fourth, fifth, and sixth semester)

L	DISSERTATION	30 credit hour	
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GRADING

There will be a grading scale of total 100 points, which is calculated in Grade Points and Letter.

Marks	Grade Point	Grade Letter	Remarks
Above 90%	4	A	Excellent
80-89.9 %	3.7	A-	Very Good
70-79.9 %		B+	Good
60-69.9 %		B	Satisfactory
50-59.9 %		B-	Pass
Below 50%		F	Fail

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The overall grading of the MPhil/Ph.D. degree will be an average of all the courses and dissertation examined through the Central Department of Nepalese History Culture and Archaeology and the office of the Dean, Faculty of Humanities and Social Sciences at Tribhuvan University. Grading is calculated as defined in the rules and regulations of the MPhil and Ph.D. Program Operation By-law, 2077, Tribhuvan University.

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प्राक्तिक तथा सामाजिक शास्त्र संकाय
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Themes in Nepalese History and Culture

Course Code NeHCA-701

Level: M. Phil /PhD
Semester- I
Paper- I
Credit – 3cr
TeachingHrs.:48

Course Objective

This paper is designed to train students in understanding the method of history writing and also to train students to analyze issues related to major themes of debate in Nepalese history.

Unit I. Historiography and the pattern of history writing

This course is designed to train students in understanding the method of history writing along with the concept, theory and philosophy of history, necessity of studying history, an introduction to the Nepali historiography and pattern of history writing in Nepal. Students are required to review the readings as suggested.

Unit II. Sources of Nepalese history

The attempt of this course is to help students learn to analyze historical data by studying the different materials. Students will study the following sources and prepare a seminar papers focusing on the nature, scope, weaknesses and authenticity of the sources.

1 Literary source

2 **Material remains:** (Archaeological Remains, Epigraphs, Coins, Sculptures, Paintings and Monuments)

3 **Foreign Accounts:** (Travelers and their chronicles)

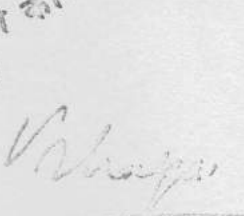
4 **Oral Traditions:** Oral history, folklore and the problem of their authenticity

Unit III. Themes in ancient Nepalese history

This course is intended to train students to analyze issues related to major themes of debate in ancient history of Nepal. Students are required to review the readings or write a seminar paper as suggested by the instructor.

The major themes to be discussed are as follows –









1. **The foundation of political system in Nepal:** The formulation of the course is in terms of a detailed reading around the key issues relating to the legendary and literary accounts of Nepal in pre-Christian Eras and the problem of authenticity.
2. **Lichchhavi rule:** Under this course, Students will study themes related to different aspects of Lichchhavi polity; such as their emergence in polity, their contributions to the development of art and culture, political and cultural ties with the neighboring countries and their decline from the polity.
3. **Debates in ancient history:** Under this course students will study themes related to historical conflict of ancient Nepal such eras of Lichchhavi inscription, historicity of Bhrikuti.
4. **Religion and Society in ancient Nepal:** The discussion will be focused on the position and status of religion in the polity and society.
5. **Agriculture, trade and traders in ancient Nepal:** Under these themes students will be expected to explore technologies and relations of production. Students will also study themes related to emergence of trade networks in ancient Nepal.
6. Geo-geographical diversity and extent of the country in different periods.

Unit IV. Themes in medieval history of Nepal

Under this course students will study themes related to different aspects of Nepalese history and culture of medieval period and prepare a discussion/seminar paper or any other assignment as suggested by the instructor.

Main themes to be discussed are as follows:

1. **Nepal Samvat** as a major historiographic problem concerning its origin.
2. **The nature of the medieval states;** this topic intends to interrogate issues related to the nature of states in medieval period. It will cover themes like the nature of states of Karnali Pradesh, Tirahut and Nepal Mandala. The debate on feudalism will be an important part of the study. Achievement of the period to the development of art and culture.
3. **Debates in medieval history:** Under this course students will study themes related to historical conflict of early medieval Nepal.
4. **Trade and traders in medieval Nepal:** Under this theme students will study themes related to emergence of trade networks in medieval Nepal.

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Evaluation Scheme:

Evaluation is divided into two parts. 60 % of evaluation is done as external evaluation on the basis of the final written examination conducted by the office of the Dean, FohSS. The remaining 40 % as internal evaluation is evaluated on the basis of different

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criteria set by the department and the subject teacher. The different criterion includes 5 marks each for Research paper, Seminar paper, Theory/Book review, Term paper, Attendance and home assignment which makes a total of 30 marks. Remaining 10 marks is allocated for presentation. Presentation should be carried out in front of Research Committee. The average marks from all the Research Committee members is calculated.

Note: In each semester students have to prepare only one research paper, seminar paper, term paper and Theory/ Book review. The overall evaluation of these are made by all the subject teachers of all papers. While marks for Attendance and home assignment is carried out by the subject teacher separately.

References

English –

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- Regmi, D. R. (1966) *Medieval Nepal part IV.* Kathmandu:
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Roerich, G. N.. (1959) *Biography of Dharmaswami*, Patna: K. P. Jayasawal
Research Institute

Shakya, Hema Raj and T. R. Vaidya (1970) *Medieval Nepal colophons and
inscriptions*, Kathmandu: T. R. Vaidya,

Shastri, Hara Prasad (1905) *A Catalogue of Palm Leaf and Selected Paper
Manuscripts Belonging to the Darabar Library Nepal*, vol. 1 Calcutta:
Baptist Mission Press,

Slusser, Mary Shepherd (1982) *Nepala Mandala: A Cultural Study of the Kathmandu
Valley*, Princeton: Princeton University Press,

Vansina, J. (1985) *Oral tradition as history*. Wisconsin University Press.

Vajracharya, Dhana Vajra & Kamal P. Malla (1985) *The Gopalraj Vanshavali*,
Kathmandu:

नेपाली

अधिकारी, सूर्यमणि (वि.सं. २०६१) *खस साम्राज्यको इतिहास*, काठमाडौं: भुँडी पुराणप्रकाशन ।

आचार्य बाबुराम, (वि.सं. २०६०) *प्राचीनकालको नेपाल*, काठमाडौं: श्रीकृष्ण आचार्य ।

खनाल, मोहनप्रसाद, (वि.सं. २०४०) *चाँगुनारायणका ऐतिहासिक सामग्री*, कीर्तिपुर: नेपाल र
एसियाली अनुसन्धान केन्द्र ।

जोशी, सत्यमोहन, (वि.सं. २०१९) *नेपाली राष्ट्रिय मुद्रा*, काठमाडौं: जगदम्बा प्रकाशन ।

दुङ्गेल, रमेश र ऐश्वर्यलाल प्रधानाङ्ग (वि.सं. २०५६) *मध्यकालीन नेपालको आर्थिक इतिहास*
कीर्तिपुर: नेपाल र एसियाली अनुसन्धान केन्द्र, त्रि.वि.

नेपाल, ज्ञानमणि, (वि.सं. २०४०) *नेपाल निरुक्त*, काठमाडौं: नेपाल राजकीय प्रज्ञा प्रतिष्ठान
नेपाल, ज्ञानमणि (वि.सं. २०६२) *नेपालको माध्यमिककालको इतिहास*, काठमाडौं: मकालु बुक्स
एण्ड स्टेशनर्स ।

पन्त, दिनेश राज (वि.सं. २०४१) *गोरखाको इतिहास*, (पहिलो भाग), काठमाडौं: लेखक स्वयंम

पाण्डे, रामनिर्वास र दिनेशचन्द्र रेग्मी, (वि.सं. २०५४) *नेपालको पौराणिक इतिहास*
काठमाडौं: ने.ए.अ.केन्द्र, त्रि.वि., कीर्तिपुर ।

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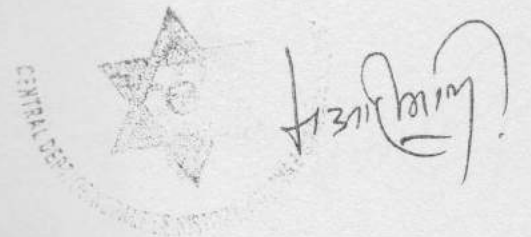
अनुसन्धान केन्द्र ।

संस्कृत केन्द्रीय विभाग (वि.सं.२०३७) नेपालको इतिहासका केही विवादस्पद विषयहरु,
कीर्तिपुर: संस्कृत के.वि., त्रि.वि.।

शर्मा बुद्धिसागर (वि.स.२०२०) बृहद् सूचीपत्रम्, काठमाडौं: वीर पुस्तकालय ।

शर्मा बुद्धिसागर (वि.स.२०२०) संक्षिप्त सूचीपत्रम् काठमाडौं: वीर पुस्तकालय ।

जवाली, सूर्यविक्रम, (वि.स.२०१९) नेपाल उपत्यकाको मध्यकालीन इतिहास, काठमाडौं: रायल
नेपाल एकेडमी,



Theoretical Approaches and Characteristic of Nepali Culture

Course Code NeHCA-702

Level : M.Phil /PhD
Semester- I
Paper- II
Credit – 3cr
Teaching Hrs.:48

Objective: The main objective of this course is to provide theoretical base of culture to understand the essences of different facets of cultural contexts in Nepalese Society. The course explores various theories and perspectives to look at them. The students will analyze, examine, evaluate and develop specific and thematic concepts, perspectives and theoretical approaches on Nepali culture and society.

Unit I. Theoretical Approaches of Culture

30 hrs.

This course is designed to train students to understanding the theoretical approaches of culture along with its concept, characteristic and elements. Under this theme, the following areas are discussed in the class. Students are required to review the readings or prepare a seminar paper as suggested by the instructor.

1. Cultural Theory and its importance.
2. Definition, characteristic and elements of Culture.
3. Relativism: - Cultural Variation and Pluralism, Ethnocentrism
4. Theoretical Approaches:-Cultural Evolutionism, Neo-Evolutionism, Diffusionism and Functionalism
5. Cultural Ecology and Cultural Materialism
6. Culture and Symbolism and Culture and Personality
7. Development, study in Culture Theories in Nepal

Unit II.Characteristics of Nepalese Society and culture

9 hrs

The attempt of this course is to help students learn to analyze the nature, elements and characteristic of Nepali culture by studying the following aspects. Students will prepare a seminar paper focusing on the nature and characteristics of Nepali culture or as suggested by the instructor.

1. Basic characteristic of Nepali Culture People of Nepal, Ethnicity and Racial concepts of Nepali culture .



2. People and Culture of Himalayan Region, Hill Region, and Terai Region of Nepal: their Settlement pattern; their social and culture pattern.

Unit III. History of Culture change in Nepal 9 hrs.

This course is designed to make students aware of the agents and patterns of culture change in Nepal. Under this theme, students will study the following aspects of culture change and prepare a seminar paper or any other assignment as suggested by the instructor.

1. Various theories regarding culture change.
2. Concept, status of cultural change and main agents of culture change in Nepal.
3. Problems and issues of National Integration.

Evaluation Scheme:

Evaluation is divided into two parts. 60 % of evaluation is done as external evaluation on the basis of the final written examination conducted by the office of the Dean, FoHSS. The remaining 40 % as internal evaluation is evaluated on the basis of different criteria set by the department and the subject teacher. The different criterion includes 5 marks each for Research paper, Seminar paper, Theory/Book review, Term paper, Attendance and home assignment which makes a total of 30 marks. Remaining 10 marks is allocated for presentation. Presentation should be carried out in front of Research Committee. The average marks from all the Research Committee members is calculated.

Note: In each semester students have to prepare only one research paper, seminar paper, term paper and Theory/ Book review. The overall evaluation of these are made by all the subject teachers of all papers. While marks for Attendance and home assignment is carried out by the subject teacher separately.

References:

- Abraham, M. F. (1992). *Modern sociological theory*. New Delhi: Oxford University Press.
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- (1973). *The interpretation of culture*, New York: Basic Books.
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- Steward, J. (1968). *Cultural ecology: An international encyclopedia of the Social Sciences*. New York: Macmillan Company.

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- (1930). *Theory of cultural change: The methodology of multilinear evolution*. Urban: University of Illinois Press.
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Methodology in Historical and Cultural Research

Course code : NeHCA- 703.

Semester- I

Paper - III

Credit-3cr.

Teaching Hours -48

Course Objectives:

The course offers an overview of the main research design and techniques used in cultural research. It will help students know the qualitative methodology in cultural, historical and social research. By the end of the course, the students shall understand and assess different applied methods of research and use them or integrate various methodologies to apply in their areas of specialization. This course will provide the basic theoretical background and practical ideas to the students about research and familiarize them with the different aspects or contexts. The course will thus equip the student with skills of writing a research proposal, data collection and compilation of the materials for research report.

Course Contents

Course I – Introduction

9 hours

a. Introduction to dissertation: This course is designed to train students in understanding the meaning of research, differences between thesis and dissertation, objectives of writing dissertation, steps in writing dissertation and problems to be faced during dissertation preparation.

b. Selecting a topic and identifying the problem. This course is designed to train students in understanding the criteria of selecting the research topic, meaning of research problem, objectives of defining a problem, technique of formulating research problem, techniques of presenting research problem.

c. Reviewing of literature: This course is designed to train the students to understand the meaning and importance of literature review, technique of reviewing literature, different methods of presenting literature review, technique of showing knowledge gap and technique of preparing synthesis paper from literature review.

Course II – Research design and proposal writing.

6 hours

This course is intended to give detailed knowledge about the research design and train them to write a research proposal. Under this course students will study the meaning of research design, need for research design, important concepts and type of research design, presenting of research design in




DEPARTMENT OF NEPALESE HISTORY AND CULTURE



proposal, main elements of a research proposal and presenting techniques of main elements such as objective, literature review, limitation and delimitation, methodology, conceptual frame work, etc in proposal.

Course III – Nature of the sources of information in historical, social and cultural research. **6 hours**

This course is intended to give detailed knowledge about the sources of information in empirical methods of cultural research and their nature, importance and methods of uses of these types of sources:

Primary Sources of Information - Direct outcomes of events or the records of eye witnesses especially firsthand information;

- a) Original documents b) Relics c) Archaeological remains or Artifacts.
- d) First hand epigraphical and archival sources.

Secondary Sources of Information - Information provided by a person who did not directly observe the event, object, or condition; Published and previously used documents, archival documents, inscriptions, ancient coins and archaeological remains.

Course IV – Methods of Data Collection.

15 hours

This course is intended to give a detailed knowledge about the methods of data collection in historical, cultural social and archaeological research. Under this course students will study the different methods of data collection to collect the primary and secondary data for historical, cultural, social and archaeological research. Students will study the sampling design.: Principle of sampling and its significance in social research. Criteria of selecting a sampling procedure, Characteristics of a good sample design, Different types of sample designs and the methods of determining sample size.

Course V - Processing, Analysis and Presentation of Data

12hours

1 This course is intended to give a detailed knowledge about the method and technique of editing, coding classification and analysis of qualitative data.

2. This course is designed to train students in understanding the:

- a) Format of writings and presentation of research report & dissertation manuscripts.
- b) Methods of citation and the avoidance of plagiarism.
- c) Current methods of preparing reference list

A handwritten signature in blue ink is written over a circular stamp. The stamp features a star in the center and text in Hindi around the perimeter. The text includes 'श्री लक्ष्मी नारायण विश्वविद्यालय' at the top and 'इतिहास विभाग' at the bottom.

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Evaluation Scheme:

Evaluation is divided into two parts. 60 % of evaluation is done as external evaluation on the basis of the final written examination conducted by the office of the Dean, FoHSS. The remaining 40 % as internal evaluation is evaluated on the basis of different criteria set by the department and the subject teacher. The different criterion includes 5 marks each for Research paper, Seminar paper, Theory/Book review, Term paper, Attendance and home assignment which makes a total of 30 marks. Remaining 10 marks is allocated for presentation. Presentation should be carried out in front of Research Committee. The average marks from all the Research committee members is calculated.

In each semester students have to prepare only one research paper, seminar paper, term paper and Theory/ Book review. The overall evaluation of these are made by all the subject teachers of all papers. While marks for Attendance and home assignment is carried out by the subject teacher separately.

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V. Bhagya



Iconography, Art and Architecture of Nepal

Course Code NeHCA-704

Level: M.Phil /PhD

Semester- I

Paper- IV

Credit – 3cr

Teaching Hrs.: 48

Objectives

The objective of this course is to provide detail information on the history of the development of the sculptures, paintings and knowledge of various features, traits, tradition of the Nepalese schools of art in relation to the Hindu and Buddhist Art and Architecture developed in different regions of Indian sub-continent and Nepal. The other objective of this course is to impart knowledge and information about distinct characters of traditional architecture of Nepal. The students shall be given standard and adequate knowledge on Architecture of Nepal through courses and research. Students are required to review the readings and to prepare seminar papers.

I. Introduction to Iconography and Art.

3hrs.

This course will help the students to understand the origination of image worship in the world, as well as in Indian sub-continent and Nepal, along with outline of iconographic theme and the texts which are the guideline for making of images along with Pratima Lakshana through which the images are implemented out.

a) Evolution of Art and origination of conceptual framing of Religious Icon / Images.

b) General introduction to Hindu and Buddhist Iconographic Terms, Gestures,

Lakshanas and Texts related to Iconography (Vishnudharmottar Purana, Roopamandana, Matshya Purana, Nispannayogabali, Sadhanamala).

c) Literary and archaeological sources of earlier Hindu and Buddhist Iconography of Nepal with reference to Indian sub-continent.

d) Pratima Lakshan (Vidhana) for preparing Hindu and Buddhist Icon through prescribed Pratima Vigyan text and Puranas and its implementation on Nepalese Images.

2. Early Sculptures of Nepal

3 hours

This course helps students to identify the early sculptures of Nepal. After completing this course students will study the antiquity and development of image worship in the Indian sub-continent and influence of ancient art (Maurya, Sunga, and Kushan of India) of Nepal with special reference to: Matrikas, Harihara, Caturmurti, Uma Maheshwors, Virupakshya,



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Shivalingas found in different places of Nepal. Students are required to review the readings as suggested.

3. Lichhavi Art

6 hours

This course is designed to train students to understanding the Iconography and Art of Lichhavi period of Nepal. Under this course, students will do analytical study of Lichhavi sculptures through selection of theme, vidhana, characters reflecting its originality, application of Leph and comparing it to the contemporary art of India. Students will study the stone sculptures of ancient Nepal up to 9th century A.D. After completing this course, students will have a familiarity with the characteristic features and theme of the ancient Nepalese sculptures of different sects. Students will be able to examine the question of foreign influence on the contemporary Nepalese Art. Students are supposed to write a seminar paper relating to this course. Students are required to review the reading suggested and also prepare a seminar paper.

4. Art of Medieval Period

6 hours

This course is designed to train students in understanding the characteristic features of the medieval art. Under this course students will study themes related to early and late medieval stone sculptures of Kathmandu Valley focusing on the causes for its gradual changes in its character, theme and style after Lichhavi period and causes for slow decline in n on aesthetic beauty of art after 18th century Statues of Malla kings. They also make a survey of the sculptures of Eastern Tarai: Simraungadh, Balmiki Ashrama, Janakpur Dham and Western Nepal: Kankrevihara of Surkhet and Panchakoti Tirthas of Dullu comparing it to the contemporary art of medieval India.

After completing this course, students will have a familiarity with the characteristic features and themes of the early and late medieval stone sculptures of different sects of Hinduism and Buddhism. They will be able to distinguish the differences between ancient and medieval art forms and also they will be able to examine the question of foreign influence on the contemporary Nepalese Art. Students are required to review the readings as suggested and also prepare a seminar paper.

5. Study of the Painting, Terracotta art, Wood art and Bronze art of Nepal

Under this course students will study the origin and development of different aspects of Painting, Terracotta art, Wood art and Bronze art of Medieval Nepal. After the study the students will write a discussion paper.

6. Lost Art treasures of Nepal

3 hrs.

This course is designed to make students aware of the lost Nepalese heritage especially the stolen art treasures. Under this course students will study the Nepalese art

V. Shrestha



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treasures preserved in different museums outside Nepal. Students are required to prepare a seminar paper.

II. Architecture of Nepal

12 hrs.

The objective of this course is to impart knowledge and information about traditional architecture of Nepal. The students will be given standard and adequate knowledge on Architecture of Nepal through courses and research.

a. Religious Architecture of Nepal

After completing this course students will have a familiarity with the characteristic features of the religious architecture of Nepal of different periods. Under this course students will study the followings.

1. Temple Architecture

- a) Introduction, sources of the study for history of architecture
- b) General introduction to religious architecture of different religions: Mosque, Church, Gurudwara, etc.

c) Origin, development and characteristic features of Hindu religious architecture, different types of multiroofed temples comparative study with the temples of South East and East Asia. Shikhara style temples of Nepal with a critical study. The architectural components of temples of Nepal: doors, pillars, windows, struts, tympanums and columns along with the traditional materials and the construction techniques used in Kathmandu Valley.

d) Stupa, Vihar and Matha Architecture

6hrs.

- a) Antiquity of Buddhist religious architecture.
- b) Introduction to Hindu and Buddhist learning centres: Mathas, Viharas, Gumbas, Chhorten, Stupa: their architectural types, features and functions

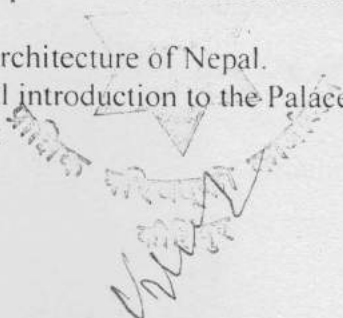
b. Secular Architecture

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After completing this course students will have a familiarity with the characteristic features of the secular architecture of Nepal. Under this course students will study the following:

1. Development of Settlement: Settlement pattern of Ancient and Medieval period.
2. Fort architecture of Nepal.
3. General introduction to the Palace Architecture of Kathmandu Valley, Gorkha, Nuwakot



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4. Introduction to Traditional Houses, Public Rest Houses, Water Resources focusing on the causes for its construction, features and function.

5) Introduction to the Neo-classical architectures of Nepal. Western Style Architecture and Rana Palaces focusing on its theme and features.

Note:– Students are suggested to visit the heritage sites and prepare a report.

Evaluation Scheme:

Evaluation is divided into two parts. 60 % of evaluation is done as external evaluation on the basis of the written examination conducted by the office of the Dean, FoHSS. The remaining 40 % as internal evaluation is evaluated on the basis of different criteria set by the department and the subject teacher. The different criterion includes 5 marks each for Research paper, Seminar paper, Theory/Book review, Term paper, Attendance and home assignment which makes a total of 30 marks. Remaining 10 marks is allocated for presentation. Presentation should be carried out in front of Research Committee. The average marks from all the Research Committee members is calculated.

In each semester students have to prepare only one research paper, seminar paper, term paper and Theory/ Book review. The overall evaluation of these are made by all the subject teachers of all papers. The marks for Attendance and home assignment is carried out by the subject teacher separately.

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Prehistory and Archaeology

Credit hours: 3
Teaching hours: 48
Full Marks: 100

Course code: NeHCA 711
Pedagogy: Participatory and Interactive
Mode of evaluation: Internal and External

Objectives

The objective of this course is to enable the students to analyze issues related to Nepal's place in world prehistory, to analyze archaeological data, to analyze issues related to major debates in archaeological /historical themes. This course is formulated to give the detail knowledge about the status of conservation and preservation of the Cultural Heritage, antiquities and monuments in Nepal. This course is intended to train students to analyze issues related to major themes of public archaeology in Nepal.

I. Evolution of Human Civilization and Culture: Case Study of Nepal.

This course is intended to train students to analyze issues related to Nepal's place in world prehistory. Under this course students will study the following areas and prepare a seminar paper: Students are also required to review the readings as suggested by the concerned teacher .

1. Introduction to Prehistory: Beginning and main stages of development, Scope and aims, Principle approaches.
2. Hunting-gathering Stage of the Pleistocene Period and early Holocene hunting-gathering strategies.
3. Beginnings of food production: A world perspective.
4. Beginning of Copper-Bronze Age and growth of urbanism
5. Pre-historic sites of Nepal, findings of tools and fauna remains in Nepal.
6. Criteria for identifying stone tools (Natural stones or Artifacts).
7. Nepal's position in human evolution.
8. The development of copper hoard culture in Nepal.
9. Pottery Making Tradition and study of the PGW, NBP Ware and others found in Nepal.
10. Origin and development of civilization in Nepal: Prelude to Urbanization in Nepal.



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II Historical Archaeology

The attempt of the course is to help students learn to analyze archaeological data by studying excavation report from early historic settlements and other archaeological discovery. Students are supposed to study the following Excavated Sites and prepare at least one seminar paper. Students will study the previous exploration report and other

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related literatures of the following Archaeological potential areas and prepare a seminar paper.

1. Introduction to field Archaeology
2. Sites of Central and Western Terai Region, Simroungarh (Bara District), Kichakvadh (Jhapa), Sinja(Jumla) Dulla(Dailekh), Dang, Mustang (with reference to caves), Surkhet Hadigam and Dhumvarahi in Kathmandu , High Mountain Archaeological Sites.
3. Potential Archaeological Sites of Nepal with special reference to the following areas:
 - (a) Eastern Midland and Tarai Valleys, Koshi Basin (b) Western Hills – Gandaki, Karnali and Bheri Basins (c) The Kathmantu Valley – Bagmati regions and other sites.
 - (b) Potential archaeological areas visit for a period of 10 days under the leadership of the subject / Teachers
 - (c) The Dean office arrange the entire expenses for the field visit .

III. Debates in Archaeology:

This course is intended to train students to analyze issues related to major debates or conflicts in archaeological /historical themes. Visit of Asoka in Nepal's territory and the description of his pillar inscriptions, conflicts and problem in establishing relation between traditional beliefs and reality (based on archaeological findings), debates in dating and identifying the ancient archaeological /historical sites, are some of the areas to be analyzed under this course. Students are supposed to write a discussion paper and present in the class.

IV Heritage management: Case study of Nepal

This course is formulated to give the detail knowledge about the exact position of the Cultural Heritage, antiquities and Monuments in Nepal. Students will study following areas and prepare a seminar paper.

1. Cultural Heritage Sites of Nepal: problem in preservation and conservation
2. Causes of decay of the antiquities and the monuments in Nepal and the plan and programs of government for their conservation and preservation.
3. Cultural Heritage, Monuments and Archaeological Legislations/Treasure Trove Act, Ancient Monuments and Antiquities Preservation Act and other related acts, rules and regulations of Nepal.

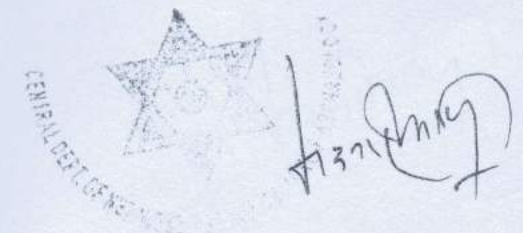
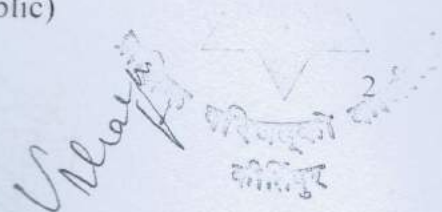
V Public Archaeology: Case study of Nepal

This course is intended to train students to analyze issues related to major themes of public archaeology in Nepal such as;

1. Archaeology and Museums: display strategies, new technologies
2. Archaeology and the Media: new technologies, (dealing with reporters, writing for the public)



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3. Archaeology and Cultural Tourism
4. Looting, vandalism and site destruction: treasure hunters, etc.
5. Archaeology and politics: Legislative action underway, local politics as they relate to communities, being a "citizen archaeologist".

Evaluation Scheme:

Evaluation is divided into two parts. 60 % of evaluation is done as external evaluation on the basis of the final written examination conducted by the office of the Dean, FoHSS. The remaining 40 % as internal evaluation is evaluated on the basis of different criteria set by the department and the subject teacher. The different criterion includes 20 marks for research paper, the topic of which should be based on Pre History and Archaeology of Nepal. 5 marks for Attendance, 5 marks for class activities (home assignment, active participation, discipline etc). Remaining 10 marks is allocated for presentation.

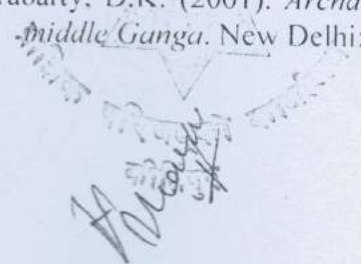
Note : Students have to make presentation only once in second semester for which they can choose any topic of their interest. Presentation should be carried out in front of Research Committee. The average marks from all the Research Committee members is calculated and the same average marks is given in all papers under the title presentation.



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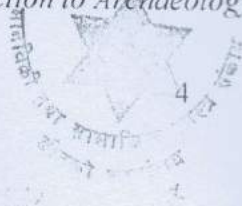
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- (2007). *Excavations at Gotihawa And Pipri Kapilvastu District Nepal*. Rome: ISMEO.
- Waters, M. (1992). *Principles of Geoarchaeology*. Tuscon: University of Arizona Press.
- Wheeler, M. (1966). *Archaeology from the Earth*. Harmondsworth: Penguin Books.
- (1968). *The Conservation of cultural property*. Switzerland: UNESCO
- Zuener, F.E. (1964). *Dating the past: An introduction to geochronology*. London: Thomson and Thomson.
- Ancient Nepal*. Journals of Archaeology Dept., Nepal (Relevant portions only).
- Department of Archaeology. (2059 VS). *Prachin smarak samrachhyan niyamavali 2059*. Kathmandu: Departme. of Archaeology.
- Department of Archaeology. 2064 VS). *Prachin smarak samrachhyan Sambandi karyabidhi*. Kathmandu: Dept. of Archaeology.
- Department of Archaeology. (2065VS). *Prachin smarak samrachhyan ain 2013*. Kathmandu: Department. of Archaeology.



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Philosophical Foundation of Research Methodology

Credit hours: 3

Teaching hours: 48

Full Marks: 100

Course code: NeHCA 712

Pedagogy: Participatory and Interactive

Mode of evaluation: Internal and External

Introduction of the Course

The main objective of this course is to strengthen the learners' understanding of philosophical foundations of social science research, including its dominant paradigms and worldviews. The pedagogical basis of this course is that all the research works are scientific in nature, and they must have shaped with philosophical roots, worldviews and the researcher's viewpoint in the empirical world. The course consists of four units which is followed with the pedagogical linkage of advanced ideas and approaches of research, philosophical critiques and disciplinary conception of cultural research in particular. At the end, the course further engaged with some emerging issues and philosophical dilemmas which could be encountered while conducting the research in the empirical world.

Learning objective and expected outcomes

The expected competency of the course is that the learners will be familiar with the comparative understanding of social science research in general, and historical and cultural research in particular. It has dealt both the eastern and western perspectives of philosophy. This course, therefore, helps the learners to link their research subject/ topic with theories and philosophies within the disciplinary episteme of historical, cultural and archaeological research. The course encourages the learners to apply the philosophical knowledge and skills gained from the course in designing the research and making it empirically operational as well.

Details of Contents

Unit I: Research in Higher Studies (12 Hrs)		
1.1	Ideas and critiques of <i>Jñāna</i> , <i>Mīmāṃsā</i> and knowledge (reality: subjectivism and objectivism)	3
1.2	Philosophical approach: Western (positivism and metaphysics) and eastern (<i>Vedānta</i> and Buddhism)	3
1.3	Idea of research philosophy from western perspective (ontology, epistemology and methodology) and from eastern perspective (<i>Vidyā</i> , <i>Prajña</i> and <i>Pramāṇa</i>)	3
1.4	Research as a construction, deconstruction and reconstruction of knowledge/ <i>Jñāna</i>	3
Unit assignment: Prepare a glossary of philosophical terms of research in the learners own language (up to 20 conceptual generic terms)		
Specific Readings for Unit-I		

Bhattacharjee, A. (2012). *Social science research: Principles, methods, and practices*. University of South Florida.

https://scholarcommons.usf.edu/cgi/viewcontent.cgi?article=1002&context=oa_textbooks

Grix, J. (2002). Introducing students to the generic terminology of social research. *Politics*, 22(3), 175-186. <https://onlinelibrary.wiley.com/doi/epdf/10.1111/1467-9256.00173>

Kant, S. L. (2014). The distinction and relationship between ontology and epistemology: does it matter? *Politikon: The IAPSS Journal of Political Science*, 24, 68-85.

<https://politikon.iapss.org/index.php/politikon/article/download/99/98>

Moore, B. N., & Bruder, K. (2011). *Philosophy: The power of ideas* (8th edition). Tata McGraw-Hill.

Paramahansa, K. R. (2007). *Philosophy of the Upanisads*. Total Recall.

http://vedamu.org/Veda/Hamsa_sir_PDF/5%20The%20philosafi%20of%20the%20upanishds.pdf

Qodirov, M., Po'latov Sherdor, M. T., Islom, M., & Lochin, V. (2020). Some Characteristics of Modern Indian Philosophy. *International Journal of Multidisciplinary Research and Publications*, 2(11), 47-49. <http://ijmrmap.com/wp-content/uploads/2020/05/IJMRAP-V2N11P56Y20.pdf>

Radhakrishnan, S. (1951 and 2008). *Indian philosophy Vol. I and II*. Macmillan Company, India

Ratner, C. (2002). Subjectivity and Objectivity in Qualitative Methodology. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research*, 3(3). <http://www.qualitative-research.net/index.php/fqs/article/download/829/1801>

Scotland, J. (2012). Exploring the philosophical underpinnings of research: Relating ontology and epistemology to the methodology and methods of the scientific, interpretive, and critical research paradigms. *English language teaching*, 5(9), 9-16.

<https://files.eric.ed.gov/fulltext/EJ1080001.pdf>

Walliman, N. (2010). *Research methods: The basics*. Routledge.

[http://dspace.sfit.co.in:8004/xmlui/bitstream/handle/123456789/1123/Research%20Methods%20The%20Basics%20-Nicholas%20Walliman%20\(Eng\)%201.47%20MB.pdf?sequence=1](http://dspace.sfit.co.in:8004/xmlui/bitstream/handle/123456789/1123/Research%20Methods%20The%20Basics%20-Nicholas%20Walliman%20(Eng)%201.47%20MB.pdf?sequence=1)

ढकाल, प्रमोद (२०७६ विस) | *पूर्वीय दर्शनको पुनर्व्याख्या* | बिग फेमिली भेन्चर्स, काठमाडौं, नेपाल |

रेग्मी, रामराज (२०७६ विस) | *पूर्वीय दर्शनमा भौतिकवाद* | जागरण बुक हाउस, काठमाडौं, नेपाल |

राई, भक्त (२०७६ विस) | *पूर्वीय दर्शन (Eastern Philosophy)* | नेपाल प्राज्ञिक अनुसन्धान केन्द्र, काठमाडौं, नेपाल |

Unit II: Philosophical Critiques of Research (12 Hrs)

2.1	Research as a worldview, philosophy and paradigm (shift)	3
2.2	Dominant research paradigms: Positivism, and anti-positivism/ Interpretivism	3
2.3	Application and critique of Constructivism, Criticalism, Pragmatism, and Postmodernism	3
2.4	Application of paradigms in Research Design: Qualitative, Quantitative and Mixed	3
Unit assignment: Individual practice of writing and defending the logic of choosing particular paradigm as proposed by the students. (why, and why not?)		

Specific Readings for Unit-III

- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage Publication.
https://www.ucg.ac.me/skladiste/blog_609332/objava_105202/fajlovi/Creswell.pdf
- Bahari, S. F. (2010). Qualitative versus quantitative research strategies: contrasting epistemological and ontological assumptions. *Sains Humanika*, 52(1).
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http://repository.wit.ie/1466/1/Choosing_the_Appropriate_Methodology_Understanding_Research_Philosophy_%28RIKON_Group%29.pdf
- Krauss, S. E. (2005). Research paradigms and meaning making: A primer. *The qualitative report*, 10(4), 758-770.
https://www.academia.edu/download/61095445/Research_Paradigms_and_Meaning_Making_A_20191101-28994-dek4jn.pdf
- McCaffrey, G., Raffin-Bouchal, S., & Moules, N. J. (2012). Hermeneutics as research approach: A reappraisal. *International Journal of Qualitative Methods*, 11(3), 214-229.
<https://journals.sagepub.com/doi/pdf/10.1177/160940691201100303>
- Rehman, A. A., & Alharthi, K. (2016). An introduction to research paradigms. *International Journal of Educational Investigations*, 3(8), 51-59.
<http://www.ijeionline.com/attachments/article/57/IJEI.Vol.3.No.8.05.pdf>
- Oppong, S. (2014). A critique of the philosophical underpinnings of mainstream social science research. *Academicus International Scientific Journal*, (10), 242-254.
<http://92.119.236.203/bitstream/handle/1/1481/Academicus-MMXIV-10-242-254.pdf?sequence=1&isAllowed=y>
- Rousseau, D., & Billingham, J. (2018). A systematic framework for exploring worldviews and its generalization as a multi-purpose inquiry framework. *Systems*, 6(3), 27.
<https://www.mdpi.com/2079-8954/6/3/27/pdf>
- Žukauskas, P., Vveinhardt, J., & Andriukaitienė, R. (2018). Philosophy and paradigm of scientific research. *Management Culture and Corporate Social Responsibility*, 121.
<https://cwww.intechopen.com/books/management-culture-and-corporate-social-responsibility/philosophy-and-paradigm-of-scientific-research>

Unit III: Philosophies of Cultural, Historical and Archeological Research (12 Hrs)		
3.1	Cultural study as a methodological discipline (multidisciplinary nature of cultural and cross-cultural studies): Cultural turn in other social sciences	3
3.2	Engaging history and culture in research (historicism, historiography, cultural hegemony, oriental and post-colonial critic; critic of power and regime, and effect of globalization, etc.)	3
3.3	Setting the research paradigms in socio-cultural perspectives: Evolutionism, Functionalism, and Marxism	3

3.4

Philosophy of Archaeological research: Discussing on the realities (positivist vs constructivist) in exploration, excavation, conservation and preservation

3

Unit assignment: Prepare a disciplinary note of philosophical approach of the research as proposed by the students (cultural, or archeological or historical or mixed perspectives)

Specific Readings for Unit-III

- Barker, M. (2008). Analysing Discourse. In M. Pickering (Ed.), *Research Methods for Cultural Studies* (pp. 150-172). Edinburgh University Press.
<http://www.jstor.org/stable/10.3366/j.ctt1g0b2nv.12>
- During, S. (2004). *Cultural studies: A critical introduction*. Routledge.
https://www.academia.edu/download/32067313/ebooksclub.org_Cultural_Studies_A_Critical_Introduction.pdf
- Fritz, S., & Rosser, C. (2015). "Historical Methods". In Mark Bevir und R.A.W. Rhodes (Hrsg.). *The Routledge Handbook of Interpretive Political Science*.
https://www.researchgate.net/publication/281620532_Historical_Methods
- Giddens, A. & Sutton, W. P. (2021). *Sociology* (9th edn). Polity Press. ISBN: 978-1-509-53922-2
- Hall, S. (1980). Cultural studies: Two paradigms. *Media, culture & society*, 2(1), 57-72.
https://www.academia.edu/download/51800803/Cultural_Studies-Two_Paradigms-Stuart_Hall.pdf
- Hall, S. (2006). *Cultural studies and its theoretical legacies* (pp. 272-285). Routledge.
<http://www.f.waseda.jp/norm/literary%20criticism%2011/hall.pdf>
- Osborne, P. (2013). *Philosophy in cultural theory*. Routledge.
<https://www.taylorfrancis.com/books/mono/10.4324/9781315824475/philosophy-cultural-theory-peter-osborne>
- Pearce, S. (2017). *Museums, objects, and collections: A cultural study*. Smithsonian Institution.
<https://www.smithsonianbooks.com/store/museum-studies/museums-objects-and-collections-cultural-study/>
- Peregrine, P. N. (2001). Cross-cultural comparative approaches in archaeology. *Annual Review of Anthropology*, 30(1), 1-18. https://scholar.google.com/scholar?output=instlink&q=info:-yPr6Tf75iIJ:scholar.google.com/&hl=en&as_sdt=0.5&scillfp=3780595467362129672&oi=lle
- Peregrine, P.N., Ember, C.R. & Ember, M.R. (2020). *Anthropology* (15th edn). Pearson Publication.
- Pickering, M. (Ed.). (2008). *Research Methods for Cultural Studies*. Edinburgh University Press.
<http://www.jstor.org/stable/10.3366/j.ctt1g0b2nv>
- Ray, R., & Venkatramana, P. (2020). *Unit-3 Methods of Studying Archaeological Anthropology*. Indira Gandhi National Open University, New Delhi.
<http://www.egyankosh.ac.in/bitstream/123456789/71471/1/Unit-3.pdf>
- Tan, J. J. (2015). Historical research: A qualitative research method. *Academia* (21 April 2015).
https://www.academia.edu/24276932/HISTORICAL_RESEARCH_A_QUALITATIVE_RESEARCH_METHOD

RESEARCH METHOD

Unit IV: Philosophical Dilemmas of Research (12 Hrs)

4.1	Ideas of paradigm war; methodological pluralism vs singularity, methodological determinism vs relativism, methodological anarchism, emergent research design, and theoretical saturation	3
4.2	Validity and reliability (special focus on trustworthiness and reliability in qualitative research; and validity and reliability in different tools of mixed-method (e.g. in interviews, experiments, questionnaires, observations, and life histories)	3
4.3	Triangulation: Introduction and types (theoretical, data, investigator, methodological, and environmental)- Would it guarantee the reality of research findings?	3
4.4	Research Ethics: Issues and principles/ strategies and dilemmas (ethical issues in historical, cultural and archeological studies)	3

Unit assignment: Listing out the potential challenges (philosophical and theoretical) that could be encountered in the process of research. And, discussion about the quality measures to be adopted by the students

Specific Readings for Unit-IV

- Anney, V. N. (2014). *Ensuring the quality of the findings of qualitative research: Looking at trustworthiness criteria*.
<http://196.44.162.10:8080/xmlui/bitstream/handle/123456789/256/Ensuring%20the%20Quality%20of%20the%20Findings%20of%20Qualitative%20Research%20NEW.pdf?sequence=1&isAllowed=y>
- Carmines, E. G., & Zeller, R. A. (1979). *Reliability and validity assessment*. Sage publications.
- European Commission. (2018). *Ethics in Social Science and Humanities*.
https://ec.europa.eu/info/sites/default/files/6_h2020_ethics-soc-science-humanities_en.pdf
- Gareth Jones, D., & Harris, R. J. (1998). Archeological human remains: scientific, cultural, and ethical considerations. *Current anthropology*, 39(2), 253-264.
<https://www.journals.uchicago.edu/doi/abs/10.1086/204723>
- Golafshani, N. (2003). Understanding reliability and validity in qualitative research. *The qualitative report*, 8(4), 597-607. <https://www.researchgate.net/profile/Evens-Emmanuel/post/With-respect-to-your-cognition-which-is-more-important-and-needful-qualitative-research-or-quantitative-research-And-why/attachment/5ea8a2394f9a520001e305df/AS%3A885411169710088%401588109881686/download/golafshani.pdf>
- Hussein, A. (2009). The use of triangulation in social sciences research. *Journal of comparative social work*, 4(1), 106-117. <https://journals.uis.no/index.php/JCSW/article/download/48/33>
- Markham, A. N., Tiidenberg, K., & Herman, A. (2018). Ethics as methods: doing ethics in the era of big data research—introduction. *Social Media+ Society*, 4(3), 2056305118784502. <https://journals.sagepub.com/doi/pdf/10.1177/2056305118784502>
- Mkansi, M., & Acheampong, E. A. (2012). Research philosophy debates and classifications: students' dilemma. *Electronic journal of business research methods*, 10(2), 132-140. <https://academic-publishing.org/index.php/ejbrm/article/download/1295/1258>
- Moran-Ellis, J., Alexander, V. D., Cronin, A., Dickinson, M., Fielding, J., Sloney, J., & Thomas, H. (2006). Triangulation and integration: processes, claims and implications. *Qualitative research*, 6(1), 45-59.

<https://research.gold.ac.uk/22616/1/Triangulation%20and%20integration%20-%20final%20copy.pdf>

National Commission for Research Ethics in Norway. (2006). *Guidelines for research ethics in the social sciences, law and the humanities*. NCREN.

<https://graduateschool.nd.edu/assets/21765/guidelinesresearchethicsinthesocialscienceslawhumanities.pdf>

Noble, H., & Smith, J. (2015). Issues of validity and reliability in qualitative research. *Evidence-based nursing*, 18(2), 34-35. <https://ebn.bmj.com/content/ebnurs/18/2/34.full.pdf>

Rugg, D. (2010). An introduction to Triangulation: UNAIDS. *Joint United Nations Programme on HIV/AIDS*. https://www.unaids.org/sites/default/files/sub_landing/files/10_4-Intro-to-triangulation-MEF.pdf

Wilson, V. (2014). Research methods: triangulation. *Evidence based library and information practice*, 9(1), 74-75.

<https://journals.library.ualberta.ca/eblip/index.php/EBLIP/article/download/21469/16225>

van den Hoonaard, W. C., & van den Hoonaard, W. C. (2019). An Archeology of Research-Ethics Review. In *Seduction of Ethics* (pp. 20-38). University of Toronto Press.

Wiles, R., & Boddy, J. (2013). Introduction to the special issue: Research ethics in challenging contexts. *Methodological Innovations Online*, 8(2), 1-5.

<https://journals.sagepub.com/doi/pdf/10.4256/mio.2013.009>

Evaluation Scheme:

Evaluation is divided into two parts. 60 % of evaluation is done as external evaluation on the basis of the final written examination conducted by the office of the Dean, FoHSS. The remaining 40 % as internal evaluation is evaluated on the basis of different criteria set by the department and the subject teacher. The different criterion includes 20 marks for research paper, the topic of which should be based on research philosophical aspects of their related field. 5 marks for Attendance, 5 marks for class activities (home assignment, active participation, discipline etc), Remaining 10 marks is allocated for presentation.

Note: Students have to make presentation only once in second semester for which they can choose any topic of their interest. Presentation should be carried out in front of Research Committee. The average marks from all the Research Committee members is calculated and the same average marks is given in all papers under the title presentation.

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डीनको कार्यालय
२-पि., काठमाडौं

A Manual on Formatting and Organizing Dissertations. (2014). Faculty of Humanities and Social Sciences, Tribhuvan University, Kirtipur, Kathmandu, Nepal.

<https://www.tufohss.edu.np/document/Research%20Manual%202072.pdf>

Abdulai, R. T., & Owusu-Ansah, A. (2014). Essential ingredients of a good research proposal for undergraduate and postgraduate students in the social sciences. *Sage Open*, 4(3).

2158244014548178. <https://journals.sagepub.com/doi/pdf/10.1177/2158244014548178>

Beaumont, C. (2018). *Writing a PhD research proposal*. School of Law and Social Sciences, London South Bank University.

https://www.lsbu.ac.uk/data/assets/pdf_file/0005/78917/LSS-PhD-Proposal-Guidelines.pdf

Kemoli, A. M., & Ogara, W. O. (2015). Exploring the intricacies of contemporary PhD research process. *East African Medical Journal*, 92(6), 308-314.

<https://www.ajol.info/index.php/eamj/article/download/122922/112464>

Przeworski, A., & Salomon, F. (1988/ 1995). *On the Art of Writing Proposals*. Social Science Research Council. [https://s3.amazonaws.com/ssrc-](https://s3.amazonaws.com/ssrc-cdn1/crmuploads/new_publication_3/%7B7A9CB4F4-815F-DE11-BD80-001CC477EC70%7D.pdf)

[cdn1/crmuploads/new_publication_3/%7B7A9CB4F4-815F-DE11-BD80-001CC477EC70%7D.pdf](https://s3.amazonaws.com/ssrc-cdn1/crmuploads/new_publication_3/%7B7A9CB4F4-815F-DE11-BD80-001CC477EC70%7D.pdf)

Unit II: Setting the Research Problem and Review of Literature (6 hrs)

2.1 Research problem, and identification of the research gaps through the literature review (linking with objective and statement of problem)

2.2 Components of literature review: Conceptual/ theoretical, Empirical, Policy level and Methodological

2.3 Summarizing the research gaps (vs knowledge gaps)

Unit Assignment: Practice of writing a review in particular topic of learner's interest (2000 words)

Specific Readings for Unit-II

Bhattacharjee, A. (2012). *Social science research: Principles, methods, and practices*. University of South Florida.

https://scholarcommons.usf.edu/cgi/viewcontent.cgi?article=1002&context=oa_textbooks

Centre AlphaPlus Centre (April 2004). *Tips for conducting a literature search*. CAP Centre.

<https://rauterberg.employee.id.tue.nl/lecturenotes/literatur-search-tips-2004.pdf>

Hart, C. (2018). *Doing a literature review: Releasing the research imagination*.

https://www.academia.edu/download/62475437/HART_Doing_a_literature_review_1988_ch12_0200325-33872-ucm8mf.pdf

Knopf, J. W. (2006). Doing a literature review. *PS: Political Science & Politics*, 39(1), 127-132.

<https://core.ac.uk/download/pdf/81222467.pdf>

Learning Commons Fastfacts Series. (2004). *Writing a literature review*. LCFS Publication.

<https://people.forestry.oregonstate.edu/meg->

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krawchuk/sites/people.forestry.oregonstate.edu/meg-krawchuk/files/learning-commons-2004.pdf

Loughborough University. (2019). *Doing a literature review*. University Library, Loughborough University.

<https://www.lboro.ac.uk/media/www.lboro.ac.uk/content/library/downloads/advisesheets/Literature%20Review.pdf>

Miles, D. A. (2017). A taxonomy of research gaps: Identifying and defining the seven research gaps. In *Doctoral Student Workshop: Finding Research Gaps-Research Methods and Strategies*. Dallas, Texas. https://www.academia.edu/download/55369101/Miles_2017_-_Research_Gaps.pdf

Müller-Bloch, C., & Kranz, J. (2015). *A framework for rigorously identifying research gaps in qualitative literature reviews*. <https://core.ac.uk/download/pdf/301367526.pdf>

Rowley, J., & Slack, F. (2004). Conducting a literature review. *Management research news*. <https://essaysprompt.com/wp-content/uploads/2021/02/Conducting-a-Literature-Review-by-Dr-Jennifer-Rowley-1.pdf>

The Learning Center. (2006). *Getting Started on Your Literature Review*. UNSW Sydney, Australia. <https://www.professays.com/wp-content/uploads/2009/12/Literature-Review.pdf>

Xiao, Y., & Watson, M. (2019). Guidance on conducting a systematic literature review. *Journal of Planning Education and Research*, 39(1), 93-112.

<https://journals.sagepub.com/doi/pdf/10.1177/0739456X17723971>

Unit III: Conceptual/ Theoretical framework and designing the Research (6 hrs)

3.1	The setting: development of research problem and setting of questions/ objectives (linking with the paradigms and designs)
3.2	Implications of conceptual framework and theoretical framework (their purpose and implications in deductive and inductive logical reasoning/ cause-effect analysis)
3.3	Selection of research approach/ design: Quantitative, qualitative and mixed methods (special focus on qualitative design: grounded, case study, phenomenological, hermeneutic, ethnographic)

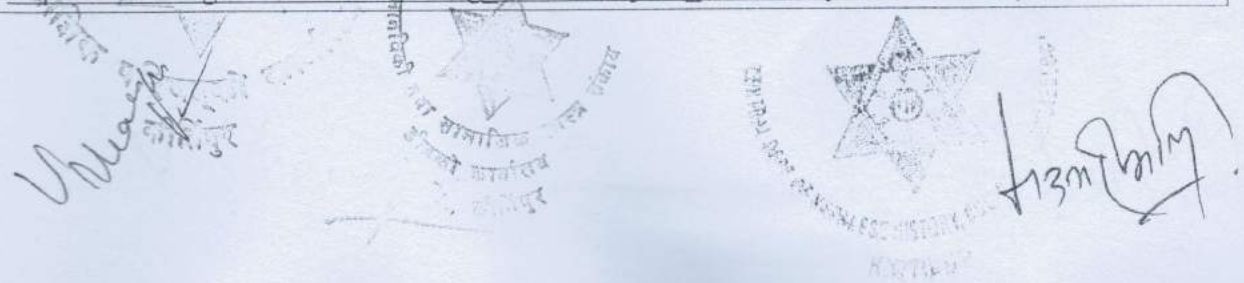
Unit Assignment: Which type of research design are you going to purpose in your particular study of MPhil dissertation, and why? What will be your particular theoretical/ conceptual framework, if any, and why?

Specific Readings for Unit-III

Cooper, K., White, R. E., & White, R. E. (2012). *Qualitative research in the post-modern era: Contexts of qualitative research* (Vol. 1). Dordrecht, The Netherlands: Springer.

Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage Publication.

https://www.ucg.ac.me/skladiste/blog_609332/objava_105202/fajlovi/Creswell.pdf



- Jabareen, Y. (2009). Building a conceptual framework: philosophy, definitions, and procedure. *International journal of qualitative methods*, 8(4), 49-62.
<https://journals.sagepub.com/doi/pdf/10.1177/160940690900800406>
- Kivunja, C. (2018). Distinguishing between theory, theoretical framework, and conceptual framework: A systematic review of lessons from the field. *International Journal of Higher Education*, 7(6), 44-53. <https://files.eric.ed.gov/fulltext/EJ1198682.pdf>
- Leshem, S., & Trafford, V. (2007). Overlooking the conceptual framework. *Innovations in education and Teaching International*, 44(1), 93-105.
https://www.academia.edu/download/47761326/Overlooking_the_conceptual_framework20160803-6258-m0jbag.pdf
- Pickering, M. (Ed.). (2008). *Research methods for cultural studies*. Edinburgh University Press.
<https://repository.dinus.ac.id/docs/ajar/3-PICKERING.pdf>
- Rocco, T. S., & Plakhotnik, M. S. (2009). Literature reviews, conceptual frameworks, and theoretical frameworks: Terms, functions, and distinctions. *Human Resource Development Review*, 8(1), 120-130.
<https://www.researchgate.net/file.PostFileLoader.html?id=59457a76dc332db56b4aef09&assetKey=AS%3A506311842713600%401497725558315>
- Starman, A. B. (2013). The case study as a type of qualitative research. *Journal of Contemporary Educational Studies/Sodobna Pedagogika*, 64(1). https://www.researchgate.net/profile/A-Biba-Rebolj-2/publication/265682891_The_case_study_as_a_type_of_qualitative_research/links/54183f560cf25ebec988104c/The-case-study-as-a-type-of-qualitative-research.pdf
- Taylor, P. C. (2008). Multi-paradigmatic research design spaces for cultural studies researchers embodying postcolonial theorizing. *Cultural Studies of Science Education*, 3(4), 881-890.
https://www.researchgate.net/publication/225136089_Multi-paradigmatic_research_design_spaces_for_cultural_studies_researchers_embodiyng_postcolonial_theorising
- Walliman, N. (2010). *Research methods: The basics*. Routledge.
<https://www.lsms.ac/public/uploads/sqkestDKySSt9RrFhypN8RPjLMuHkPgZwlylmlwgbwkdUiidx41575401371vQXcGCdkUWCXO267edUDMcGByBfk7e2uUSnkIIMiJxdoXE0LLn.pdf>

Unit IV: Data collection, Analysis and Theorization (6 hrs)

4.1	Data collection and analysis tools/ method: Disciplinary notions of cultural, historical and archeological studies (Focus on Analysis of narration, artifacts, fossils, archives, excavations, traits and people's perception)
4.2	Reasoning and theorization in research (discussion on theoretical saturation, satisfaction of objectives/ questions, knowledge contribution and implications of the study)

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End Sem Assignment: Develop a dummy proposal in a full-fledge format for your proposed study of MPhil and make a class defense at the Department (just around 2000 words)

Specific Readings for Unit-IV

- Alasuutari, P. (1996). Theorizing in qualitative research: a cultural studies perspective. *Qualitative inquiry*, 2(4), 371-384.
https://www.academia.edu/download/34796524/Theorizing_in_Qualitative_Research.pdf
- Collins, C. S., & Stockton, C. M. (2018). The central role of theory in qualitative research. *International Journal of Qualitative Methods*, 17(1), 1-10.
<https://journals.sagepub.com/doi/pdf/10.1177/1609406918797475>
- Gaudet, S. & Robert, D. (2018). Theorizing and presenting the results. In *A journey through qualitative research* (pp. 197-220). SAGE Publications Ltd,
<https://dx.doi.org/10.4135/9781529716733>
- Low, J. (2019). A pragmatic definition of the concept of theoretical saturation. *Sociological Focus*, 52(2), 131-139. <https://doi.org/10.1080/00380237.2018.1544514>
- Morley, D., & Chen, K. H. (1996). Stuart Hall. *Critical Dialogues in Cultural Studies*. Routledge.
https://www.researchgate.net/profile/Lawrence-Grossberg/publication/249734608_History_Politics_and_Postmodernism_Stuart_Hall_and_Cultural_Studies/links/57d02d0e08ae0c0081dea35c/History-Politics-and-Postmodernism-Stuart-Hall-and-Cultural-Studies.pdf
- Saunders, B., Sim, J., Kingstone, T., Baker, S., Waterfield, J., Bartlam, B., ... & Jinks, C. (2018). Saturation in qualitative research: exploring its conceptualization and operationalization. *Quality & quantity*, 52(4), 1893-1907.
<https://link.springer.com/article/10.1007/s11135-017-0574-8>

V. Shetty
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संशोधन केंद्र
संस्कृत

Evaluation Scheme:

Evaluation is divided into two parts. 60 % (30 marks) of evaluation is done as external evaluation on the basis of the final written examination conducted by the office of the Dean, FoHSS. The remaining 40 % (20 marks) as internal evaluation is evaluated on the basis of different criteria set by the department and the subject teacher. The different criterion includes 10 marks for research paper, the topic of which should be based on any one component of a research proposal, 2.5 marks for Attendance, 2.5 marks for class activities (home assignment, active participation, discipline etc). Remaining 5 marks is allocated for presentation.

Note: Students have to make presentation only once in second semester for which they can choose any topic of their interest. Presentation should be carried out in front of Research Committee. The average

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marks from all the Research Committee members is calculated and the same average marks is given in all papers under the title presentation.



Credit hours: 1.5
Teaching hours: 24
Full Marks: 50

Course code: NeHCA 714
Pedagogy: Participatory and Interactive
Mode of evaluation: Internal and External

Course Objectives

Academic writing course intends to provide research scholars sets of practical skills and strategies on a variety of writings ranging from writing for practical purposes to research reports and scholarly presentations. Further the research scholars will be engaged in basic to advanced language of research and communication, writing processes, including drafting, revising, editing and documentation.

Course Contents

Teaching Hours 24

1. Academic Writing

1.1 Academic writing: Starting inquiry

[6 teaching hours]

- 1.1.1 Defining and understanding academic writing
- 1.1.2 From reading as writer to writing as a reader
- 1.1.3 From identifying issues to forming questions
- 1.1.4 Sentence to paragraph in research article and dissertation: Idea and details
- 1.1.5 Writing summary, paraphrase and synthesis
- 1.1.6 Finding and evaluating sources

1.2 Language of research

[3 Teaching hour]

- 1.2.1 Conciseness and clarity
- 1.2.2 Coherence and unity
- 1.2.3 Consistency
- 1.2.4 Tone and distance
- 1.2.5 Reducing bias

1.3 Style in writing English

[6 Teaching Hours]

- 1.3.1 Common stylistic problems that appear in grammar (Sequence of tenses, antecedents of pronouns, dangling participles, participles as adjective, redundancy and parallel structure)
- 1.3.2 Appropriate structure and written expression (Faulty grammar, verbose, improper vocabulary and slang expressions)
- 1.3.3 Problem vocabulary and prepositions (Commonly misused words, confusingly related words, use of prepositions, verbal idioms and common combinations with prepositions)

1.4 Writing process

[9 Teaching Hours]



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- 1.4.1 Pre-writing: Gathering/inventing: Brainstorming, free association, making notes, interview, clustering, cubing, listing, looping, outlining
- 1.4.2 Writing: Introduction, body and conclusion
- 1.4.3 Revising, editing and proof-reading
- 1.4.4 Structure and contents of a research paper in Culture

Evaluation Scheme:

Evaluation is divided into two parts. 60 % (30 marks) of evaluation is done as external evaluation on the basis of the final written examination conducted by the office of the Dean, FoHSS. The remaining 40 % (20 marks) as internal evaluation is evaluated on the basis of different criteria set by the department and the subject teacher. The different criterion includes 10 marks for research paper, the topic of which should be based on academic writing, 2.5 marks for Attendance, 2.5 marks for class activities (home assignment, active participation, discipline etc), Remaining 5 marks is allocated for presentation.

Note : Students have to make presentation only once in second semester for which they can choose any topic of their interest. Presentation should be carried out in front of Research Committee. The average marks from all the Research Committee members is calculated and the same average marks is given in all papers under the title presentation.



Required Texts

- APA (2020). *Publication manual of the American psychological association* (seventh edition). Washington DC: American Psychological Association.
- Behrens, Laurence, & Rosen, L. J. (2011). *Writing and Reading across the curriculum*, eleventh edition, Boston: PEARSON.
- Greene, S. & Lindinsky, A. (2015). *From inquiry to academic writing: A text and reader*. Third edition. Boston: Bedford/St. Martin's.
- TU (2014). *A manual on formatting and organizing dissertations*. Faculty of Humanities and Social Sciences, Dean's Office, Tribhuvan University, Kirtipur
- Swales, J. M., & Feak, C. B. (1994). *Academic writing for graduate students* (pp. 155- 6). Ann Arbor, MI: University of Michigan Press.
- Wallwork, A. (2016). *English for writing research papers*. New York: Springer.



Academic Writing (Practical Phase)

Credit hours: 1.5

Course code:NeHCA 715

Teaching hours: 24

Pedagogy: Participatory Practice based

Full Marks: 50

Mode of evaluation: Internal

Course Objective This paper is designed to enhance knowledge and skills on academic writing for MPhil/Ph.D. scholars and help them in writing and finalizing their Research Article.

Unit 1. Discussion on Research Article format and writing process.

Unit 2. Discussion on the criteria of selecting a research problem / topic for writing an academic article.

Unit 3. Discussion on the main elements of Research article.

Unit 4. Writing a research article.

Evaluation Scheme

As the nature of the subject is practical based there will be no written examination conducted for this paper. The evaluation for total 50 marks is done on the basis of the writing and performance skill of the students. The division of 50 marks is done as follows: 30 marks is allocated for research article, 10 marks for the presentation skill, 5 marks for attendance and 5 marks for class activities such as home assignment, active participation, discipline etc. All the evaluations are done by the concerned subject teacher.

प्राथमिक परीक्षा
13/11/2023

श्रीलाल शर्मा सामाजिक शास्त्र संकाय
इतिहास कार्यालय
प. 01, काठिपुर

Vishwa

13/11/2023

13/11/2023

Developing Research proposal (Practical Phase)

Credit hours: 1.5
Teaching hours: 24
Full Marks: 50

Course code: NeHCA 716
Pedagogy: Participatory/ Practice based
Mode of evaluation: Internal

Course Objective

This paper is designed to enhance knowledge and skills on proposal writing for MPhil/Ph.D. students and help them in writing and finalizing their research proposal.

- Unit 1. Discussion on Research proposal format
- Unit 2. Discussion on purpose and format of Literature review
- Unit 3. Discussion on the criteria of selecting a research problem and method of stating the problem.
- Unit 4. Discussion on the research design and methods of data collection tools and techniques.
- Unit 5. Preparation of draft proposal and defend in the class.

Evaluation Scheme

As the nature of the subject is practical based there will be no written examination conducted for this paper. The evaluation for total 50 marks is done on the basis of the writing and performance skill of the students. The division of 50 marks is done as follows: 30 marks is allocated for preparing full-fledged academic research proposal for MPhil/Ph.D. dissertation, 10 marks for the presentation skill, 5 marks for attendance and 5 marks for class activities such as home assignment, active participation, discipline etc. All the evaluations are done by the concerned subject teacher.



Task for MPhil students in Third Semester

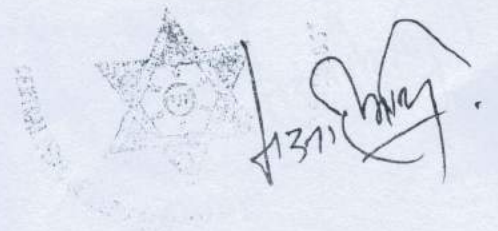
In third semester MPhil students have to prepare a dissertation (6 credits). For which they first prepare a research proposal of their interest and submit it at the department. Then the student have to defend his proposal in front of department research committee. After receiving comments and suggestions, students revise their proposal and again register his final proposal at the department. The department research committee then appoints supervisor for the research work and the student then after should prepare his/her dissertation under the guidance of his/her supervisor. After the completion of the research work, final draft of the dissertation should be submitted at the department. Department after clearing it from plagiarism test sent it to the internal evaluator. After receiving the comments and suggestions from the internal evaluator, students revise their dissertation and once again submits it for external evaluation. The final viva voce of the dissertation is carried out at the department where the student defense his/her dissertation in front of department research committee, external expert and other subject teachers. The final verdict is given by the external expert. If the student passes the viva voce he/she is awarded the MPhil degree.



राष्ट्रीय सामाजिक न्याय संशोधन केंद्र
संस्कृत विश्वविद्यालय
वाराणसी



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Tasks for Ph.D. Students for Third Semester

Third semester for PhD is designed as a self-study semester where the students prepares their own reading list and engages themselves in studying and preparing synthesis papers. They have to prepare two synthesis papers.

1. Synthesis paper of RL (781) – for this students prepares a comprehensive list of books, articles, and other resources related to their research area. On the basis of the concept paper submitted by the student at the Dean's Office supervisor for each student is assigned by the Dean's office who checks the list and give suggestions and finalizes the reading list which should include minimum of 50 reading materials. Based on the same reading list students prepare a complete synthesis which must address the research gap. The final synthesis paper is registered at the department which in turn is sent for evaluation. After receiving the comments and suggestions from the evaluators department arranges the presentation of the same at the department. The student makes presentation in front of research committee members and external evaluator. The final marks are given by the external evaluators and Head of the Department in capacity of Head of the Department Research Committee.
2. Synthesis paper of RL (782) - for this students prepares a comprehensive list of books, articles, and other resources related to their research related theory, methodology, methods and model. On the basis of the concept paper submitted by the student at the Dean's Office supervisor for each student is assigned by the Dean's office who checks the list and give suggestions and finalizes the reading list which should include minimum of 50 reading materials. Based on the same reading list students prepare a complete synthesis paper which must address the appropriate theory, methodology, methods and model for his research. The final synthesis paper is registered at the department which in turn is sent for evaluation. After receiving the comments and suggestions from the evaluators department arranges the presentation of the same at the department. The student makes presentation in front of research committee members and external evaluator. The final marks are given by the external evaluators and Head of the Department in capacity of Head of the Department Research Committee.
3. After completing and defending both the synthesis paper, the student should prepare a detailed final proposal for their dissertation in this semester. They submit this proposal at the Dean's office and defend it both at the department and the Dean's office.

