

Indira Gandhi National Tribal University, Amarkantak
Department of Ancient Indian History Culture and Archaeology

Syllabus

Ph.D. Course Work Programme



**Approved by Meeting of the Board of Studies of
Ancient Indian History, Culture and Archaeology
20th July 2024**

Course Structure of Ph D Course Work

The goals of the PhD program at Indira Gandhi National Tribal University are the development of academic, scientific and technical manpower of the highest quality, to cater to the needs of educational institutions, R & D organizations, society, industry, a broad grasp of the fundamental principles of research and innovative methods, a deep understanding of the area of specializations and ability to solve new problems, and a capacity to learn continually and interact with multidisciplinary groups. Above all, the students should have a capacity for free and objective enquiry, courage and integrity, awareness and sensitivity to the needs and aspirations of society.

The coursework is a prerequisite for PhD preparation. The duration of the coursework will be of one semester. The Core Course entitled Computer Applications shall be taught at the University level.

Salient Features Six-month Ph D coursework program.

1. Teaching by domain experts.
2. Case-oriented lectures.
3. Discussions with information professionals and publication experts
4. Doubt-clearing sessions.
5. Well-curated self-learning resources.
6. Opportunity to interact with researchers of different departments.

Course/Credit Structure

1. There will be five papers in Ph D Coursework. The Credit structure of the Coursework will be as following:

Sl. No.	Name of the Paper	Credits	Marks
1.	Research Methodology	4	100
2.	Computer Applications	4	100
3.	Research & Publication Ethics	2	50
4.	Discipline Specific Elective I (<i>Cultural Heritage and Indian Legislations</i>)	4	100
5.	Discipline Specific Elective II (<i>Sources of Ancient Indian History</i>)	2	50
Total		16	400

2. Each candidate shall have to pass all the five (05) papers to continue Ph.D. Programme. As specified in the credit structure, Paper I, Paper II and Paper IV shall be of 100 marks each, while paper III and Paper V shall be 50 marks each, which will be divided as following:

A. **Paper I, Paper II and Paper IV**

Internal Examination (Theory/Seminar/Attendance/Assignment, etc.) marks: 40

External Theory Examination marks: 60

B. **Paper III and Paper V**

Internal Examination (Theory/Seminar/Attendance/Assignment, etc.) marks: 20

External Theory Examination marks: 30

3. The syllabus of the PhD Coursework shall come into force from the Academic Session 2021-22 onwards.
4. The University may adopt National Education Policy 2020 in due course and there may be a requirement to revise the Coursework. This revision and any other minor revisions, if required, in the Coursework syllabus will be carried out by the internal members of the BOS and approval of the same will be obtained in the next meeting of the BOS.

Paper - I
Research Methodology
(04 Credits, 100 Marks)

Course Objectives: This course is designed to introduce students to the fundamental concepts and practices of research in the field of history and archaeology. It aims to develop a clear understanding of the nature and scope of research, and to inculcate systematic methodologies specific to historical and archaeological inquiry. Through this paper, students will gain the necessary skills for data collection, critical analysis, and interpretation. Additionally, the course will guide them through the structured stages of academic writing, equipping them with the competence to undertake and complete a scholarly thesis.

Unit-1: Concept of Research

Meaning, significance, Types and scope of research, Research Methods vs. Research Methodology

Unit -2: Methods of Data Collection and Data Processing

Sources, Collection of literary, Epigraphical and Archaeological data, use of Libraries, field survey, photography, drawing, Analytical methods and co-relations

Unit – 3 : Defining a problem and preparation of Synopsis

Identification of Problem, Selection of a Research topic, Review of literature, Research Objectives, preparation of research proposal, Formulation of Hypothesis and its testing, Contribution and expected outcome of research

Unit – 4 : Documentation and Thesis Writing

Making of Note Cards and Bibliographic Cards, Paraphrasing, Summarizing, Quotation and Personal Notes, Preparation of Footnotes, Bibliography, Diacritical Marks

Outcome of the Course: After the study of the course, students will be acquainted about the concept of research and its methodology. Research Scholars will get knowledge of Preparation of proposal, Exploration methods, data collection methods and documentation methods after the study of the course. By the end of the course students will be able to express the findings and the process of conducting research in written and verbal formats.

Recommended Readings:

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| Ali, B. Sheikh. | <i>History: Its Theory and Method</i> , Macmillan Publication. |
| Anderson et al., | <i>Thesis and Assignment Writing</i> , John Willey & Sons, 2nd Edition, |
| Gardiner Patrick (ed.). | <i>Theories of History</i> , New York. |
| Mats, Alvesson. | <i>Postmodernism and Social Research</i> , Open University Press Publication, Buckingham, |
| Neuman, L.W. | <i>Social Research Methods: Qualitative and Quantitative Approaches</i> , 7 th edition, Pearson Publication |
| Pathak, V.S., | <i>Ancient Historians of India</i> , Poorva Sansthan, Gorakhpur. |
| Renier, G.J. | <i>History: Its Purpose and Method</i> , Allen and Unwin Publication. |
| Shafer, R.J. | <i>A Guide to Historical Method</i> , Dorsey Press Publication. |
| Sorenson, Sharron. | <i>How to Write Research Paper</i> , MacMillan Publication. |
| Thompson, W. | <i>Rethinking History</i> , Routledge Publication, London. |
| Warder, A.K., | <i>An Introduction to Indian Historiography</i> , Popular Publication, |
| Abrams, Mark. | <i>Social Surveys and Social Action</i> . William Heinemann: London. |
| Ahuja, Ram | <i>Research Methods</i> . Rawat Publications: Jaipur. |
| Bajpai. S.R.: | <i>Methods of Social Survey and Research</i> (2nd ed.), Kanpur. |
| Cargan, Leonard | <i>Doing Social Research</i> . Rawat Publications: Jaipur. |
| Dandapani, S. | <i>Fundamentals of Social Survey and Research Methods</i> . |
| Das, D.K. | <i>Design of Social Research</i> . Rawat Publications: Jaipur. |
| Dasgupta, Sugata (Ed.). | <i>Methodology of Social Science Research</i> . New Delhi: Index. |
| Car, E.H. | What is History |
| Collingwood, R.G. | <i>The Idea of History</i> |
| Fein Berg. | Approaches to History. |
| Goode and Hatt. | <i>Methods of Social Research</i> |
| Hoolspi, H.C. | <i>The Official Method in Historical Research</i> . |
| Kosambi, D.D. | <i>An Introduction to the Study of Indian History</i> . |
| Mujumdar R.K. | <i>Historiography (Methods of History)</i> |
| Neelakanta. Shastri, | <i>Historical Method with special reference to India</i> |
| Pathak, M. S. | <i>Ancient Historians of India</i> . |
| Sathyamurthy, K. | <i>Hand Book of Research Methodology in History</i> . |
| Sankalia, H.D. | <i>Indian Archaeology-Today</i> . |

Suggested equivalent online courses:

www.epgpathsala.com

<https://ndl.iitkgp.ac.in/>

<https://ignca.gov.in/>

www.44book.com

<https://epustakalay.com>

Paper III
Research and Publication Ethics
(UGC-approved Compulsory Course)
(02 Credits, 50 Marks)

Objectives: This paper aims to provide researchers, authors, reviewers, and publishers with an in-depth understanding of research and publication ethics. Upholding ethical standards is vital to ensure the credibility and integrity of academic research and publishing. This guide covers various aspects of research ethics, including data integrity, authorship, plagiarism, peer review, and conflict of interest, with the ultimate goal of promoting responsible and ethical practices in the academic community.

Unit 1: Philosophy and Ethics

- A. Introduction to Philosophy: definition, nature and scope, concept, branches
- B. Ethics: definition, moral philosophy, nature of moral judgements and reactions

Unit 2: Scientific Conduct

- A. Intellectual honesty and research integrity
- B. Scientific misconducts: Falsification, Fabrication, and Plagiarism (FFP)
- C. Redundant publications: duplicate and overlapping publications, salami slicing.
- D. Selective reporting and misrepresentation of data

Unit 3: Publication Ethics

- A. Publication ethics: definition, introduction and importance
- B. Best practices/standards setting initiatives and guidelines: COPE, WAME, etc.
- C. Conflicts of interest
- D. Publication misconduct: definition, concept, problems that lead to unethical behaviour and vice versa, types
- E. Violation of publication ethics, authorship and contributorship.
- F. Identification of publication misconduct, complaints and appeals.
- G. Predatory publishers and journals.

Practice

Unit 4 : Open-Access Publishing

- A. Open access publications and initiatives.
- B. SHERPA/RoMEO online resource to check publisher copyright & self-archiving policies
- C. Software tool to identify predatory publications developed by SPPU.

D. Journal finder/journal suggestion tools viz. JANE, Elsevier Journal Finder, Springer Journal Suggested, etc.

Unit 5: Publication Misconduct

I. Group Discussions

- A. Subject-specific ethical issues, FFP, authorship.
- B. Conflicts of interest.
- C. Complaints and appeals: examples and fraud from India and abroad.

II. Software Tools (2 hours)

- A. Use of plagiarism software like Turnitin, Urkund and other open-source software tools.

Unit 6: Databases and Research Metrics

I. Databases

- A. Indexing databases.
- B. Citation databases: Web of Science, Scopus, etc.

II. Research Metrics

- A. Impact Factor of journal as per Journal Citation Report, SNIP, SIR, IPP, Cite Score.
- B. Metrics: h-index, g index, i10 index, altmetrics.
- C. Pedagogy:
 - # Discussions on a common platform.
 - # Live online lectures with practical demonstrations.
 - # e-Content prepared/published by experts.
 - # Doubt-clearing sessions.
 - # Discussion forum.
 - # Well-structured learning-based periodic assignments |Examination/ Marks/ Evaluation.
 - # Continuous assessment through tutorials, assignments, quizzes, and group discussions.

Course/Learning Outcome:

By the end of the Course, students will be able to understand the importance of being ethical in carrying out research and publication activities. They will be able to differentiate the quality publication practices and how to be cognizant about dubious publishing practices/publishers. More importantly, there will be an increased awareness about 'open access' and the contribution of research output to open-access publishing platforms. The learners will also get acquainted with the software/databases which are necessary for carrying out research work. This paper emphasizes the significance of research and publication ethics in maintaining the credibility and trustworthiness of academic research. By adhering to ethical principles, researchers, authors, reviewers, and publishers can collectively uphold the integrity of scholarly pursuits, fostering an environment of responsible and reliable knowledge dissemination.

Recommended Readings:

Anderson B.H. Dursaton, and Poole M. *Thesis and assignment writing*, Wiley Eastern.

Bijorn Gustavii. *How to write and illustrate scientific papers?* Cambridge University Press.

Bordens K.S. & Abbott, B.B. *Research Design and Methods*, McGraw Hill.

Burnuny. J. *The Modern Researcher*.

Graziano, A. M. and Raulin, M.L. *Research Methods – A Process of Inquiry*, Sixth Edition, Pearson.

Muralidhar, Kambadur (ed.) *Ethics in Science Education, Research and Governance*.

Nicholas H. Steneck. *Introduction to the Responsible Conduct of Research*. Office of Research Integrity. Available at:
<https://ori.hhs.gov/sites/default/files/rcrintro.pdf>

Oliver, Paul. *The Student's Guide to Research Ethics*. Open University Press.

Shamoo, A.E. & David B. *Responsible Conduct of Research* David B. Resnik Oxford University Press.

Walsh, W.H. *An Introduction to the Philosophy of History*, London.

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<https://ignca.gov.in/>

www.44book.com

<https://epustakalay.com>

Cultural Heritage and Indian Legislations **(04 Credits, 100 Marks)**

Course Objective – The objective of this course is to make acquainted the students with the concept and categories of Indian Heritage. It also aims to focus on the basics of Heritage management in the context of Indian legislation.

Unit 1 – Heritage: Concept and Categorization

- (a) Definition, Scope and Importance
- (b) Classifications

Unit 2 – Indian Monuments

- (a) Grading and Categorization
- (b) World Heritage Monuments

Unit 3 – Heritage Management

- (a) Purpose and Strategy
- (b) Nature and Category

Unit 4 – Policy and Legislative Measures for Heritage

- (a) History of Legislative Measures
- (b) Important Legislation

Course Outcome – Students will be familiarized with the diagnostic features of the tangible and intangible heritage of India. They will also obtain knowledge about the various stages of listing of World Heritage Monuments and relevant facts about the preservation of tangible heritage through the Indian legislation.

Recommended Readings:

- Biswas, Sachindra Shekhar. *Protecting the Cultural Heritage, National Legislations and International Conventions*. Aryan Books International, New Delhi.
- Benny Kuriakose et.al. *Guidelines for preparation of a Heritage Management Plan*. INTACH.
- Chainani, S. *Heritage Conservation, Legislative and Organizational Policies of India*. INTACH
- Dayalan, D. *Conservation and Management of Cultural Heritage*. Aryan Books International, New Delhi.
- Grefe Xavier. *Managing our Cultural Heritage*. Aryan Books International, New Delhi.
- Modwel, Nerupama Y & S. Sarkar. *Documenting India's Intangible Cultural Heritage*. INTACH
- Nagar, S. L. *Protection, Conservations and Preservations of India's Monuments*. Aryan Books International, New Delhi.
- Pant, Dharendra Kumar. *Care and Administration of Heritage Monuments in India (1784-1904)*. Aryan Books International, New Delhi.
- Sarkar, H. *Museums and Protection of Monuments and Antiquities in India*. Sundeep Prakashan, Delhi.

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<https://epustakalay.com>
<https://whc.unesco.org/>
http://asi.nic.in/asi_legislations.asp
<http://www.nma.gov.in:8080/web/nmas/about-us#>

Paper IV (DSE-2)

Sources of Ancient Indian History (02 Credits, 50 Marks)

Course Objective: This course aims to provide students with a foundational understanding of the literary and archaeological sources that form the backbone of Ancient Indian history. Through an exploration of religious texts, historical narratives, foreign accounts, and material remains, students will gain insights into the political, social, economic, and cultural life of ancient India. The course emphasizes the historical relevance and interpretative value of sources like the Vedas, Epics, Puranas, Buddhist and Jain texts, court chronicles, travelers' accounts, inscriptions, coins, and monuments.

Unit 1: Religious Sources

- A. Brahmanical Literature: Vedas, Upanishad, Epics, Puranas
- B. Buddhist and Jain Literature: Tripitakas, Jataka Tales, Jain Agamas

Unit 2: Non-Religious Literary Sources

- A. Court Accounts: Royal edicts, chronicles, and biographies
- B. Historical Narratives: Charitas, genealogies, and administrative documents

Unit 3: Foreign Accounts

- Accounts of Greek, Roman, Chinese, and Arab travelers and scholars such as Megasthenes, Fa-Hien, Hiuen Tsang, Al-Biruni

Unit 4: Archaeological Sources

- Inscriptions, coins, pottery, monuments, seals, sculptures, and excavated sites

Course Outcome:

After completing this course, students will develop a comprehensive understanding of the various literary and archaeological sources of Ancient Indian history. They will be able to critically analyze and interpret these sources to reconstruct the historical narrative. The course will enhance their ability to appreciate the continuity and transformation of Indian civilization and foster a scholarly connection with the subcontinent's diverse and rich historical traditions.

Recommended Readings:

Garola, Vachaspati.	<i>History of Sanskrit Literature</i>
Kausalyayana, Ananda	<i>Pali Sahitya Ka Itihasa</i>
Mc Crindle	<i>India as described by Megasthenese and Arrian</i>
Mc Crindle	<i>Ptolemy</i>
Mishra, Jayashankar	<i>Gyarahavi sadi ka Bharata</i>
Pandey G.C.	<i>Itihas Swarup Evam Siddhants</i> , Rajasthan Hindi Granth Academy, Jaipur.
Pathak, V.S.	<i>Ancient Historians of India</i> , Poorva Smsthan, Gorakhpur,
Philips, C.H. (ed.),	<i>Historians of India, Pakistan and Ceylon</i> , Oxford University, London.
Premi, Nathurama	<i>Jain Sahitya Ka Itihasa</i>
Sankrityayana, Rahul	<i>Pali Sahitya Ka Itihasa</i>
Watters, T	<i>Buddhist Account of the Western World</i>
Winternitz, M.	<i>History of Indian Literature</i>

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