Tribhuvan University

Central Department of Nepalese History, Culture & Archaeology (NeHCA)

M. A. Nepalese History, Culture and Archaeology

1st - 4th Semester Curriculum

2024

Submitted to Dean's office

Faculty of Humanities & Social Sciences,

Tribhuvan University

Kathmandu, Nepal.

Course Objectives

The objective of this course is to equip the students with specialized knowledge in the areas of ancient polity, ancient and medieval Nepalese history, social and economic history, religious thoughts and philosophy, epigraphy and paleography, research methodology Nepali Society and culture, art and Architecture, Numismatics, Museology, Archaeology, Himalayan Heritage and Cultural Tourism of Nepal.

Thus, Master's level of knowledge and expertise in these subjects will enable and qualify the students.

1. To undertake research and be eligible for admission into MPhil/Ph.D. degree.
2. To be eligible for the entry into public and private service in the officer level as an archaeologist, paleographist, art historian and /or ethnographer,
3. To work as consultant, advisor or researcher in various research institutions, public administration or NGO/s.
4. To serve as a teacher in universities and other Campuses.

Admission Qualification

A student having the qualification of Graduate from TU and/or any other recognized universities is eligible to apply for the admission into the Nepalese, History, Culture and Archaeology (NeHCA) Masters' Program of Tribhuvan University (TU) or is liable to process as per to the admission criteria of the faculty of Humanities and social science.

Admission Procedure/Entrance Test

Students having the above-mentioned qualification of graduate level shall have to appear in the entrance examination conducted by the Faculty of Humanities and Social Sciences or concerned institution. Student shall be granted admission on the basis of merit. The number of students to be enrolled shall be decided by the Department of NeHCA.

Credit/weight and Teaching Mode

There will be **twenty papers** in this course not exceeding a total of **63 Credit.** Each course of 3 Credit is given 48 hours in a Semester. However, there are some practical

courses requiring field training for which students will be taken to the field for observation and study. The University will bear the entire expenses for the training and observations.

Evaluation Process

Each subject of 3 credit across all four semesters are evaluated in 100 marks. The exam is evaluated through internal assessment and a final written exam. The final exam, worth 60 marks, consists of long and short subjective questions and is conducted by the Dean's office.

Internal evaluations, managed by the class teacher, contribute 40 marks to the total score. This component is broken down as follows: 40 marks for a written exam, 20 marks for paper writing, 20 marks for paper presentations, 10 marks for participation, and 10 marks for attendance. These scores are initially calculated out of 100 and then adjusted to represent 40 marks in the final evaluation.

For the NeHCA 555 Field Archaeology course, the assessment method is different, Dean office need not conduct final written examination. Instead, the course uses a full internal evaluation of 100 marks, focusing on practical skills. Students are evaluated on their participation in archaeological excavation and / or exploration training directly in the field. The assessment includes a 40-marks written test and a 60-marks evaluation based on their performance in archaeological excavation and exploration report writing, all conducted on-site by the subject teacher.

Provision for Thesis

Thesis writing is compulsory for Master's Degree.

Duration of the course and examinations: Two years (Four semesters). Final examination at the end of each semester.

Course Structure:

First Semester

Paper	Code No	Subject	Credit	Teaching hours
I	NeHCA 501	Ancient Polity and Political History of Ancient Nepal.	3	48
II	NeHCA 502	Medieval and Modern History of Nepal.	3	48
II	NeHCA 503	Ancient Social Organizations and Socio-Economic History of Nepal	3	48
IV	NeHCA 504	Epigraphy	3	48
V	NeHCA 505	Nepalese Society and Culture	3	48

Second Semester

Paper	Code No	Subject	Credit	Teaching hours
I	NeHCA 551	Paleography	3	48
II	NeHCA 552	Principles of Archaeology	3	48
II	NeHCA 553	Prehistory	3	48
IV	NeHCA 554	Archival Science	3	48
V	NeHCA 555	Field Archaeology	3	48

Third Semester

Paper	Code No	Subject	Credit hours	Teaching
I	NeHCA 601	Numismatics	3	48
II	NeHCA 602	Traditional Architecture of Nepal	3	48
II	NeHCA 603	Iconography	3	48
IV	NeHCA 604	Fine Arts of Nepal	3	48
V	NeHCA 605	Museology	3	48

Fourth Semester

Paper	Code No	Subject	Credit	Teaching hours
I	NeHCA 651	Cultural Heritage Management and Tourism in Nepal	3	48
II	NeHCA 652	Religion and Philosophy	3	48
III	NeHCA 653	Research Methodology	3	48
IV	NeHCA 654	Himalayan Heritage	3	48
V	NeHCA 655	Thesis	6	
		Total		63

NeHCA 501

Ancient Polity and Political History of Ancient Nepal

Semester- I
Cr-3
Teaching Hours - 48

Course Objective

The objective of this course is to provide a comprehensive knowledge of ancient polity and history that is required as a background for learning archaeology, palaeography, art, architecture and other related areas of history and culture of Nepal.

Unit I- Comprehensive and critical study of the sources of the Hindu polity and political History of Ancient Nepal **8**

1. Literary sources
2. Archaeological sources
3. Foreign accounts
4. Oral traditions

Unit II Ancient Polity

1. Origin of state
2. Hindu monarchical state: Origin, aim and functions of monarchy; mechanism of check and balance upon the king
3. Republic and/or Oligarchic states: Origin and development; Legislative and Judicial mechanism

Unit III Nepal and Ancient India. **6**

1. The Mauryan empire in India and the contributions of Ashoka. Ashoka in relation with Nepal
2. Kushana rule in India: Contributions in the development of art and culture.
3. The foundation of the Gupta empire in India: Contributions in the development of art and culture. Guptas' Relation with Nepal.

Unit IV The foundation of political system in Nepal 10

1. Nepal: Origin, etymology and antiquity; Geographical diversity and extent of the country in different periods
2. A brief survey of the Videha of Janakpur, the Shakyas of Kapilvastu and the Koliyas of Devadaha
3. The Gopalas, Mahispalas (Abhiras) and the Kiratas of the Kathmandu Valley

Unit V History of the Lichchhavis 18

1. Foundation of the Lichchhavi rule in Nepal and a brief history of the Lichchhavis before the rise of Manadeva I.
2. Critical study of the contributions of following Lichchhavi rulers: - Manadeva I, Shivadeva I, Anshuvarma, Narendradeva and Jayadeva II
3. The historicity of Bhrikuti
4. The role of the Samantas in the Lichchhavi polity.
5. Administrative system of the Lichchhavi period
6. Political and cultural ties with the neighboring countries
7. The contributions of Lichchavi dynasty to the development of Nepalese art and culture
8. Decline of the Lichchhavis.

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रामायण, महाभारत, मनुस्मृति , कौटिल्यको अर्थशास्त्रका सम्बन्धित् अंशहरुमात्र

NeHCA - 502

Medieval and Modern History of Nepal

Semester- I
Cr-3
Teaching Hours - 48

Course Objective

The objective of this course is to provide a comprehensive knowledge of medieval and modern history that is required as a background for learning archaeology, paleography, art, architecture and other related areas of culture of Nepal.

Unit I Early Medieval History of Nepal **6**

1. Critical study of the sources of History of Medieval and Modern History of Nepal
   i) Literary Sources
   ii) Archaeological Sources
   iii) Foreign Accounts
   iv) Oral traditions
2. Origin and significance of *Nepal Samvat*
3. Political condition of Nepal from the 9th century to 12th century AD.

Unit II History **of Tirahut and Khasa Malla.** **7**

1. A brief account of the foundation of the Tirahut state in Simraungadh, its contributions and cultural impact on Nepal; Relation of Tirahut state with Nepal Mandal
2. A brief history of Khasa Mallas of the Karnali region:
   Their contributions and relation with Nepal Mandal

Unit III Medieval History of Nepal. **12**

1. Emergence of Malla rule in Kathmandu Valley
2. A critical survey of political situation of Kathmandu Valley before the rise of Jayasthiti Malla.
3. Jayasthiti Malla - An analytic study of his dynasty, rise in power and critical evaluation of his reforms
4. Yakshya Malla- Brief study of his life, conquests and contributions

Unit IV Later Medieval Period **8**

1. An analysis of the causes of the political division of the Nepal Valley after Yaksha Malla; Rise and fall of Malla states of Kathmandu valley
2. A brief survey of the rise and fall of the Baise, Chaubise and Sena states
3. The nature and trend of inter-state relations in Nepal in the medieval period.

4. A short history of Gorkha before the rise of Prithivi Narayan Shah

Unit V Modern **Nepal** 15

1. The Unification of Nepal: Contributions of Prithvi Narayan Shah, Rajendra Laxmi, Bahadur Shah and Rana Bahadur Shah in the Unification of Nepal.
2. A brief survey of the Anglo- Nepal war. Treaty of Sugauli and its impact in the history of Nepal; Nepal Britain Relations and the inclusion of the Naya Muluk
3. An analysis of the different factors responsible for the rise and fall of the Rana rule; Political, social and economic conditions of Nepal during the Rana rule
4. A survey of the democratic movements in Nepal: Special reference to the movements of B.S. 2007, 2046 and 2062/063

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NeHCA 503

Ancient Social Organizations and Socio- Economic History of Nepal

Semester- I
Cr- 3
Teaching Hours - 48

Course Objective

The objective of the course is to provide a comprehensive knowledge of social and economic history of Nepal along with a background of the origin and development of social institutions of South Asia.

Unit 1: Ancient Hindu Social Organization **12**

i. Sources for the study of ancient Hindu social organization
ii. An analytical study of *Varna* and *Jati*
iii. The doctrines of four *Purusharthas, three Rinas and Panchamahayagyas*
iv. The meaning, aims and ideals of *Varnashram Vyavastha*
v. An **analytical** Study of Hindu Family System
vi. Position of women in the family with a reference to polygamy, polyandry, widow marriage; Women's right and *Niyog* system
vii. Aims and ideals of ancient education system
viii. The meaning, ideals and significance of Hindu Samskaras

Unit II Social History of Ancient Nepal **8**

i. A brief survey of the social structure and organization of ancient Nepal with focus on social structure, family, marriage, position of women, education, *gosthis*.

Unit III Social History of Medieval Nepal **10**

i. A brief survey of the social structure and organization of medieval Nepal with focus on social structure, family, marriage, position of women, education and *guthi* system
ii. Brief survey of the nature of Buddhist society in medieval Nepal
iii. Brief study of *Dashakarma* and *Panchadaan* system of the Buddhists

Unit 1V. Economic History of Ancient Nepal **8**

i. Economic Resources: Agriculture: land system; land types, land ownership, irrigation, agricultural products, weight and measurement system.
ii. Trade: Medium of exchange: commodities, coins
iii. Industry: cottage Industry, agro-based industry, metal industry, pottery and masonry.
iv. State Income: Revenue and taxation
v. Nepal's Trade relation with India and Tibet.

Unit V. Economic History of Medieval Nepal **10**

i. Economic Resources: Agriculture: land system; land types, land ownership, irrigation, agricultural products, weight and measurement system.

ii. Trade: medium of exchange commodities guilds, coins. Nepal's trade relation with neighboring countries.
iii. Industry: - cottage Industry, agro- based industry, metal industry, pottery and masonry
iv. State Income: Revenue and taxation
v. Brief study of the changing pattern of economic activities during the time of early Shah rulers with special focus on the nature of land holding right, *Jamindar* and other functionaries in village and land tenure and taxation

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NeHCA 504

Epigraphy

Semester- I
Credit Hours: 3
Lecture hours 48

Objectives

The objective of this course is to enable the students to explain the comprehensive knowledge of ancient and medieval contents, subject matters, issues and presentation modes of inscriptions and manuscripts of Nepal.

Course Contents

Unit I Introduction to *Epigraphy* **12**

(1) **Introduction to *Epigraphy:*** Meaning and scope: decipherment, interpretation and classification of inscriptions
(2) Materials, tools and techniques, designs and motif, art and crafts of Nepali inscriptions
(3) Technical expressions, beginning and closing format, system of abbreviation, language and style

Unit II *Types of Inscriptions* **10**

(1) *Official* Inscriptions: Royal Charter, Orders and proclamations, *Prasādaśāsana,* Eulogy or *Praśasti,* Donatives or *Dānaśāsana* and Treaties or *Sandhipatra*
(2) Private Inscriptions: Donatives and commemoratives

Unit III Significance of Inscriptions **10**

(1) History of epigraphic studies in Nepal
(2) Importance of Epigraphy for the study of history and culture of Nepal
(3) Demerits of Epigraphy

Unit IV System of Dating and Eras used in Epigraphy **9**

(1) The eras used in the first and second series of Lichchhavi inscriptions
(2) An introduction to the Vikrama,-Śaka and Nepal Samvats and their uses in Nepalese inscriptions.
(3) Ancient numeral systems: Used in Brāhmī, Lichchhavi and Newari Inscriptions and Nepali Manuscripts
(4) Introduction to word numeral system; Letter numeral system and decimal system

Unit V Manuscript writing in Nepal **7**

(1) Materials of Nepali manuscripts, size of Nepali manuscripts, writing style, miniature painting and colophon of Nepali manuscripts

(2) Traditional book making art of Nepal

(3) History of the study of Nepali manuscripts

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NeHCA 505

Nepalese Society and Culture

Semester -I

Cr -3
Teaching hours- 48

Objective

The main objective of the course is to provide the theoretical base of culture in order to understand and study the culture concepts and main features of Nepali society and culture.

Unit: 1 Introduction and Concepts of Culture **8**

a. Definition of culture
b. Characteristic of culture:
c. Culture Relativism: - Cultural variation, Pluralism and Ethnocentrism
d. Tangible and Intangible culture: Brief outline of tangible and intangible cultural heritage of Nepal with special focus on language, faiths, festivals and rituals.
e. Main features and provisions of UNESCO convention on Tangible Cultural Heritage (1972) and Intangible Cultural Heritage (2003)
f. Recent Cultural Policy of Nepal.

Unit Different Outlooks/Schools and Perspectives on Culture **12**

a. Evolutionism: E.B. Tylor, L.H. Morgon, Herbert Spencer
b. Diffusionism: British School, German School and American School
c. Functionalism: Emile Durkheim, B.K Malinowski and A.R. Radcliffe - Brown
d. Cultural Ecology: Julian Steward
e. Culture and Symbolism: Clifford Geertz and Victor Turner

III. Nepalese Society and Culture **15**

a) Himalayan Region, Hill Region, and Terai Region of Nepal: General introduction with relation to tecology, environment and economy; people of himalaya, hill and terai region and their settlement patterns, ethnic/ caste distribution in Nepal.
b) Social Structure: Caste system, family, kinship, marriage, life cycle rituals, subsystem, shamanism and cultural institutions of Nepal

Unit: IV Emerging Social and Cultural Issues in Nepalese Society **8**

a. Ethnicity
b. Gender
c. Regionalism
d. Concept of inclusion

Unit: V Concepts of National Integration **5**

a. National integration
b. Process of Nepalization
c. Concept of the sacred complex of Nepal

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NeHCA 551

Palaeography

Semester II

Credit Hours: 3

Teaching hours – 48

Objectives

The objective of this course is to provide comprehensive theoretical and practical knowledge of ancient scripts and enable the students to explain the dynamics and significance of Nepali palaeography and decipher and write different scripts.

Course Contents

Unit I Introduction to *Palaeography* **8**

(1) Meaning, description, interpretation, and classification of ancient writing systems; materials used in writing/engraving

(2) Beginning and development of writing: (a). Word/logo syllabic writing, (b). Syllabic writings of Mesopotamia and Egypt and (c). Alphabetic writing of Greece.

(3) Indus valley script: Basic features, problems of origin and decipherment

(4) The controversy regarding the antiquity of writing of the Indo-Aryans

(5) Different theories on the origin of Brāhmī script

Unit II) *Learning and Practice of Brahmi Script & writing,* 10

(1) The Aśokan Brāhmī: Vowels and consonants; Medial vowel system (the Mātrās); Formation of Conjuncts (the Samyuktākṣara), deciphering and transliterating.

(2) A study of Aśoka's *dhammalipi* including the Lumbini and Niglihawa Pillar Inscriptions.

(3) Development of the Brāhmī in North India up to the 5th Century AD; A survey of features developed during the periods of the Śungas, Śaka Kṣatrapas (of Mathura): the equalization of the thick top verticals, Introduction of new tool and technique; Kuṣaṇas: new medial signs and emergence of head marks; the Maghas of Kausambi:

the effect of cursive hand and the north Indian writings of early Gupta writings: Round and shortened characters and new forms, formation of different headlines, medial vowel signs and conjuncts.

Unit III ***Learning and Practice of*** **Lichchhavi Scripts** 12

(1) Nomenclature and derivation of the Lichchhavi script; Learning of vowels and consonants, new features, head mark, medial vowels; conjuncts.

(2) A comparison with the writings of the Allahabad Pillar Inscription of Samudra Gupta and the Statue Inscription of Jaya Varma.

(3) Development stage of Lichchhavi scripts

(4) Learning and practice of writing, deciphering and transliterating

Unit IV ***Learning and Practice of*** **Newari Scripts** 12

(1) The name Newari or Newā ākha (Nepālākṣara); Derivation of Newari Scripts - Development of new features in the late Lichchhavi script; Alternate use of different forms of character; development of medial vowels; tail, cursive hand and condition leading to the emergence of different styles of writing including the Nagari writing

(2) Development of *Kunmoh, Golmo* and Pachumoh
Types of head marks

(3) Introduction to *Bhujinmoh, Ranjanā* (broad characters with a thick and distinct headline) and *Prachalit Newari*; Features such as angular headline, new alphabets, developed system of medial vowel, complicated system of conjuncts

(4) Emergence of ornamentation and practice of calligraphy and the unity in the inner form of letters

(5) Learning and practice of writing, reading and transliterating *Bhujinmoh, Ranjanā* and *Prachalit Newari*

Unit V Learning and Practice of Numeral Signs of Nepalese inscriptions 6

(1) Lichchhavi system of numeral signs, (derived from the Brāhmī)

(2) Numeral signs in different Newari writings; study of individual signs

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NeHCA 552

Principles of Archaeology

Semester II
Credit -3
Teaching Hours - 48

Objectives

The objective of this course is to enable the students to understand the importance and scope of archaeological thoughts and principles prior to their undertaking of the practical archaeological field work.

Course Contents **Teach. Hrs.**

Unit I Introduction **6**

1. Archaeology: Definition and scope
2. Interdisciplinary nature of Archaeology and its relation with other Sciences
3. Beginning and development of Archaeology
4. Introduction to Proto-historic Archaeology
   a. Copper Hoard Cultures and OCP
   b. Pottery making tradition and study of the Red and Grey wares, PGW and NBP Ware
   c. Significance of Potteries and pottery yard
5. Emerging concept of Community Participation, Integration and public archaeology: Challenges for archaeo-tourism

Unit II Dating and Recording Methods **6**

1. Meaning and significance of Chronology in Archaeology
2. Relative dating Methods (Stratigraphy and typology)
3. Absolute dating Methods (^{14}C, K-Ar, Thermoluminescence and Dendrochronology)
4. Importance of photography in archaeology
5. 3 D recording of Special Finds

Unit III Concept of Archaeological Conservation and Preservation in Nepal **10**

1. Significance of conservation and preservation

2. Brief survey of the causes of decay of the antiquities and the monuments and their conservation and preservation.
3. Brief introduction to the traditional technology of preservation
4. General survey of modern technology of conservation of different materials in archaeology
5. Ancient monuments and antiquities preservation act and rules of Nepal
6. Archaeological and cultural heritage sites of Nepal and their conservation and preservation

Unit IV. Archaeological Activities in Nepal **16**

1. Brief Survey of Pre-historic sites and culture of Nepal and findings of tools and faunal remains with their interpretations
2. Concepts of river basins and archaeologically potential areas in the context of Nepal
   The Koshi, the Gandaki and the Karnali Basins and nearby sites
3. Selected Cultural Heritage Sites and Excavated Archaeological Sites
   (a)Dullu (Dailekh), Sinja (Jumla) and Surkhet
   (b) Kichakbadh (Jhapa), Simroungarh (Bara), Hadigaun and Dhumbarahi (Kathmandu), Mustang (with special reference to caves), Dang valley

Unit V. Introduction to Archaeological Exploration and Excavation **10**

1. Exploration

a. Significance and objectives of archaeological exploration
b. Process of formation of ancient site
c. Conventional and scientific methods of exploration in archaeology
d. Staff and equipment for the archaeological exploration

2. Excavation

a. Concept, significance and objectives of excavation
b. Staff and equipment for archaeological excavation
c. Importance of Site Lab and its function

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NeHCA 553

Prehistory

Semester II
Cr. Hours -3
Teaching hours - 48

Objectives

The objectives of this course are to enable the students to acquire knowledge on development of prehistoric human culture and to provide the succinct background knowledge of the world civilization and their impact on present human culture and civilization

Course Contents

Teach. Hrs.

Unit I World Prehistory (Major developments in world pre-history) 8

a. Brief history of the earth with special reference to the geology and environment of the Pleistocene period.
b. Scope, significance and sources of study of prehistory
c. Prehistory and its relation with archaeology, history and anthropology (Ethno- archaeology)
d. Study of artifacts - Industry and culture, stone tool technology and tool types

Unit II The Origin of Humankind: Apes and Humans 8

a. Theories of evolution and natural selection (Lemark and Darwin)
b Biological evolution of man
c. Study of physical features and cultures of the following
- Ramapithecus
- Australopithecus
- Homo erectus
- Neanderthal
- Cro-magnan
- Homo sapiens sapiens

Unit III Prehistory of Europe 10

a. Lower Palaeolithic cultures : Abbevillian - Chellean and Acheulean - significance, tool types, extent of the industries and cultures

b. Middle Palaeolithic Cultures: Levelloistion and Mousterian and tool types: The flake technique and other features
c. Upper Palaeolithic Culture: Aurignacian, Solutrean and Magdalenian Cultures: Chief features and extent of blade and burin cultures, home art and cave art
d. Brief introduction to the Mesolithic and Neolithic period

Unit IV Basic Features of Indian and Nepalese Prehistory 8

a. Brief survey of the development of Prehistoric culture in India and Nepal
b. A survey of the Palaeolithic, Mesolithic and Neolithic patterns of the Indian subcontinent

Unit V Cultural Evolution of Humankind and the Origin of Civilization. 14

Brief study of the following ancient civilizations with special references to their origin, main achievements, causes of the downfall/decline and their main contributions to the world civilization.:-

Egyptian Civilization, Mesopotamian Civilization, Indus Valley Civilization, Vedic Civilization, Chinese Civilization and Greek Civilization.

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NeHCA 554

Archival Science

Semester -II
Credit -3
Class Hours 48

COURSE OBJECTIVES

The main objective of this course is to enable students to understand the various types of archives, their uses, classifications, and organizational methods. By the end of the course, students will have a knowledge of basic archival concepts and the historical evolution of the archive's profession, especially within the Nepalese context. Additionally, students will acquire hands-on experience in an archival setting, learning both archival theory and its application to professional archival practices.

Unit I: Introduction, Nature, and Significance of Archives **11**

1. Meaning and concept
2. Nature and types
3. Historical development
4. Users and uses of archives
5. Archival science and archivists
6. Brief introduction to International Council on Archives (ICA) and South West Asia Regional base ICA (SWARBICA).

Unit II: Theories and Principles of Archives **7**

1. Basic principles and archival theories
2. Ethics, strategies, collection policies, acquisition and accessioning
3. Principles of records management and archival work
4. Principles of legal protection of current and archival records.
5. Activities related to archives; appraisal and classification

Unit III: Conservation of Archival documents **9**

1. Current archival records and protection in case of emergency
2. Conservation and restoration of archives and current records
3. Security concerns in archives
4. Information security
5. Causes of deterioration and archive reproductions

6. Elements of conservation and restoration of archives

Unit IV: Management of archives, archival documents and government/public records **9**

1. Management of archives and government/public record
2. e – archives, digitization and microfilming
3. Importance of digital records
4. Security of materials, access to information, users of information resources and services
5. Cartography elements

Unit V: Archives in Nepal **12 hrs.**

1. History and development of Archives

2. Archival legislation and archives preservation act 2046 and rule 2063
3. Public document attesting (procedurals) Act, 2063
4. Official document disposal rule, 2027
5. Code of ethics and professional responsibility
6. Accessibility of archives and government/public records; copyright and permission
7. National culture policy and preservation of Archives
8. Archival ethics
8. National archives of Nepal (Managing archives and government/public records and challenges)

Students are encouraged to engage in field studies by visiting archival centers to enhance their practical knowledge and understanding of archival work.

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NeHCA 555

Field Archaeology
(Practical training)

Semester II
Cr/hours-3
Teaching Hours - 48

Objectives

The objective of this course is to enable the students to understand and explain the importance and scope of archaeological exploration and excavation. After the study of the course the students will be able to undertake the practical archaeological work in the field.

Course Content

The course has been designed for practical training. The students shall take part in the training of archaeological exploration and excavation as decided by the department.

Training in the following areas of Archaeological Exploration

1 Methods of Exploration of different Archaeological sites (such as Settlement Sites, Fort Sites, Burial Sites and Historical antiquities and Monument sites)
2 Methods of discovery; Use of Literary Sources and Folk Traditions and folklores
3 Village to Village Survey; use of Survey: use of Geophysical Methods; Use of Map and Arial Photography
4 Sampling Technique, Field Walking and Sondage.

Training in the following areas of Archaeological Excavation

Training in Planning and Methods

1. Surveying, Planning, Site Preparation
2. Lay out of excavation of different sites: habitation, rural, urban, burial and Monumental sites.
3. Methods of Excavation: - Vertical Methods of Excavation, Horizontal or Area Excavation Method and Quadrant Method of Excavation
4 Practical knowledge about methods; planning, drafting, photography; labeling; cataloging and classification works on excavation; Practical training in archaeological conservation including documentation, treatments and so on.

Training in Archaeological Research Methodology

1 Techniques of Field Data Collection

2 Recording of Evidence
3. Importance of Writing Report in Archaeological excavation.
4 Analysis and Format of Writing Report in Archaeological Research

Note - At the end of the practical training, students will obtain comprehensive practical knowledge and technical skills in field archaeology- in Archaeological exploration and in Archaeological excavation. Total field training will be held for 48 days as follows. The University will bear the entire expenses for the training.

(a) For the training of Archaeological exploration student shall visit the archaeologically potential sites of Nepal as decided by the department for 16 days under the leadership of the subject teacher/s.

(b) For the training of Archaeological excavation, the student shall visit the excavated sites and places of Nepal and also take part in Archaeological excavation under the leadership of the subject teacher/s for a period of 32 days for the field training in excavation and the conservation, preservation works.

Evaluation Scheme

Examination of this paper shall be held in respective fields at the end of the training program.
The examination will be based on:
1. **On the spot Field Archaeology** Written exam- 40 marks
2. Field Report Writing: 60 marks.
Students should submit a mission report of Archaeological exploration and/or Excavation of the archaeological field they have studied to the department within the set deadline.
Subject teacher will evaluate the report in the consent of the department.
Reports may be individual or prepared in students groups formed by the subject teacher.

NeHCA 601

Numismatics

Semester-III
Cr. hrs - 3
Hrs. - 48

Objectives : The main objective of this course is to provide detailed knowledge of ancient and medieval Nepalese coins, along with background information on the origins and evolution of coinage in the South Asian subcontinent.

Teaching hrs

Unit I: Introduction **8**

1. Numismatics as a source of political, social, religious and economic history
2. Antiquities of coinage in Indian sub- Continent
3. Numismatic terms, typology and symbolism
4. Coins cleaning, treatment and preservation

Unit II: Coins from Ancient India **8**

1. Punch-marked coins: Origin, chronology, circulation area, significance of symbols
2. General features of Indo-Greek coins, Indo-Scythian and Indo-Parthian coins
3. General features of the Kushan coinage
4. Coins of the imperial Guptas: General characteristics.

Unit III: Early Coins of Nepal **10**

1. History of the study of coins of Nepal
2. Study of the Lichchhavi coins of Nepal: types, motifs, designs, legends, fabric, weight and manufacturing techniques
3. Values and denominations of the Lichchhavi coins with special reference to *Pana, Panapurana, Purana and Karshapana*

Unit IV: Coins of the Medieval period **15**

1. Brief Survey of *Damma* and *Sivaka* with special focus on their design, legend, fabric, weight types and authorship
2. Intermediary coins of Nepal: The Dolakha coins: Design, legend, fabric and weight

3. Study of the design, legend, fabric, weight, values and denominations of the Malla coins
4. Religious symbols, commemorative issues and special features of the Malla coins
5. Technique of minting coins in medieval period

Unit V: Comparative Study of the Main Features of Coins 7

1. Study on the issue of indigenous style and features on the Malla Coins.
   a. Presence of Arabic legends including the names/titles and features of the Moghul rulers of India and the question of foreign influence in the coins of Nepal
   b. Nepal's monetary relations with Tibet
   c. Survey of early Shah Coins of Nepal with special reference to their major features and the influence of the Malla Coins on early Shah Coins

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NeHCA 602

Traditional Architecture of Nepal

Semester III
Credit - 3
Teaching hours -48

Objective

The main 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, practical field tours and research.

Unit I General Survey. **6**

1. Brief survey of sources for the study of classical architecture
2. Significance and function of different architectural types
3. Main features of Nepalese architecture
4. Introduction to secular and religious architecture
5. Origin and development of the Hindu and Buddhist architecture in Nepal

Unit II Hindu Religious Architecture of Nepal **10**

1. Origin, development and characteristic features of different types of multi-roof temples of Nepal
2. Critical study of the architectural components: doors, pillars, windows, struts and tympanums; Influences of later period architectural elements in temples.
3. Origin, development and characteristic features of different types of Shikhara temples of the Kathmandu Valley
4. Characteristic features and architectural components of Shikhara temples of the Karnali region

Unit III Buddhist Religious Architecture of Nepal **8**

1. Origin, development and characteristic features of Stupas
2. Study of the features of Stupas and *Chaityas* of the Kathmandu valley
3. Study of the features and different types of *Chortens* of the northern Nepal

Unit IV Architecture of Hindu and Buddhist Learning Centers **8**

1. Antiquity and development of *Vihara* architecture in the Kathmandu Valley
2. Features of *Baha* and *Bahi* of the Kathmandu Valley

3. Antiquity and development of *Matha* architecture in Nepal with special reference to Pujari *Matha* of Bhaktapur, Gorakhnath *Matha* of Pashupati, Ratnanath *Matha* of Dang, and Lakshminarayan matha of Matihani.

Unit V Secular Architecture **16**

1. Settlement patterns of the town: Lichchhavi settlement; reference of *Grama, Tala, Drang*a and *Durbars*; Town planning in the medieval period
2. Palaces: Malla Palaces of Lalitpur, Bhaktapur and Kantipur
3. Traditional houses of the Kathmandu Valley – main features.
4. Stylistic features of *Patis, Mandapas, Sattals, Dharmashalas, Inaras Dhungedharas, Jaladronis and Pokharis.*
5. Western style Architecture: Hanumandhoka *Gaddi Baithak* and Rana palaces with special reference to *Simha Durbar* and *Keshar Mahal.*
6. Features of fort architecture of Nepal
7. Secular architectural features of Western Nepal

Note: Students will be taken to the historical sites for the study of the different architectural forms.

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NeHCA 603

Iconography

Semester 3rd

Credit - 3

Teaching Hrs. 48

Objective

The main objective of this course is to provide detailed 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 iconography developed in the different regions of Nepal.

Unit I Introductory **10**

i. Literary and archaeological sources for the study of Hindu and Buddhist iconography
ii. Antiquity and development of image worship in the Indian Sub-continent with special reference to Nepal
iii. Study of *the Dhyanas, Asanas, Mudras, Ayudhas* and *Vahanas* of the Hindu and Buddhist icons

iv. Problems of identification and dating of Nepalese sculptures

Unit II Shiva and Shaivite Icons of Nepal **10**

i Iconographic features of Siva with reference to the *Saumya, Ugra* and *Nritya* images
ii. Concept of *Sivalinga* worship and various forms of the *Shivalingas* of Nepal
iii. Uma-Maheshvara images of Nepal
iv. Bhairav images of Nepal.
V *Lakulisha* or *Chhatrachandeswar* image of Nepal.

Unit III. Vishnu and Vaishnavite Images of Nepal **10**

i. Theological background of the *Para, (highest), Vyuha* (emanatory) and *Vibhava* (incarnatary) forms of Vishnu and their image

ii. Iconographic features of *Vishvarupa, Kaliyadamana, Vaikuntha Vishnu, Trailokyamohana, Lakshmi Naryana, Garudasana Vishnu, Ayudhapurusha, Garuda and Sayana murti* of Kathmandu valley.

iii. Iconographic features of the ten incarnations of Vishnu.

Unit IV Buddhist divinities of Nepal **10**

i. Development of the Aniconism in Buddhist art

ii. Development of the Iconography of *Panchadhyani* Buddhas, *Bodhisattvas and Taras* - Nativity Scene of Buddha .

iii. A Study of the Buddhist icons with special reference to *Dipankar* and *Maitreya* Buddhas, various forms of *Manjushree* various forms of *Lokeshvara, Namasangiti, Prajnaparamita,* and *Padmasambhava*

Unit V. Shakta and other divinities **8**

i. Development of *Shakta* iconography in Nepal

ii. Iconographic study of *Matrikas* (*Astamatrika, Dashmahavidya*) *Mahisasuramardini,Sarasvati, Bhadrakali, and Navadurgas)*

iii. Iconographic study of *Surya, Navagraha, Brahma, Ganesh, Kumara, Ashta-dikpalas, Ganga* and *Yamuna, Ardhanarishvara* and *Hari-Hara* images of Nepal

Note:

Students will be taken to the related / appropriate historical sites and museums for the study of various Nepalese art forms.

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NeHCA 604

Fine Arts of Nepal

Semester-3rd
Credit - 3

Teaching Hrs. 48

Objective

The main 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 iconography developed in the different regions of Nepal.

Unit I. Early Art of Nepal 10

(a) Introductory

i. Origin and Development of Nepali Art.
ii. Survey of Gandhara, Mathura, Gupta, Pala, Sena, Rajput-Mughal arts and their influences on the contemporary Nepalese Art.

(b) Early Sculptures of Nepal

i. Introduction to the stone sculptures of Nepal
ii. Characteristics of the early sculptures of Kathmandu Valley with special reference to the following images: statue of Jayavarma, Gajalakshmi of Chyasalhiti, Harati of Haugalbahal (Patan), Chaturmurti of Rastriya Nachghar, Virupaksha of Pashupati and Uma Maheshvara panels of Sikubahi (Patan).

Unit II. Lichchhavi Art 8

Charateristic features of the Lichchhavi art with special reference to *Vishnuvikrantamurti,* Buddha of Bangemudha, Varaha of Dhumbarahi, *Jalashayi Vishnu* of Budhanilakantha, *Vishvarupa* of Changu.

Unit III. Art of Medieval Period 15

1. Post-Lichchhavi Art A study of the features of the post-Lichchhavi art with special reference to *Lokeshvara of Dhokabahal,* the Nativity of Buddha

(National Museum), *Surya* of Thapahiti. *Kaliyadamana Krishna of Hunumandhoka* .

2. Malla Art of Nepal

i A study of the characteristic features of the Malla art with special reference to *Sarashvati* of Mahankal and Handigaun, *Harihara* of Deopatan, metal sculptures of *Vishnu* (Nasli & Heeramaneck collection, New York) and metal *Narayana* (Bharat Kala Bhavan, B.H.U.)

ii A survey of the Statues of Malla kings.

3. Regional Art Forms of Nepal

A survey of the sculptures of Eastern Tarai: Simraungadh, Janakpur and Western Nepal: Kankrevihara of Surkhet and Dullu.

Unit IV Painting and Terracotta art of Nepal **7**

1. Painting : a) A critical study of miniature paintings: manuscript folios, painted scrolls and wall painting of early and late medieval periods.

b). A survey of the Mithila painting tradition.

2. *Terracotta* Art: - Antiquity and development of terracotta art of Nepal.

Unit V. Wood and Bronze art of Nepal **8**

1. Wooden Art

a. The origin and development of wood works in Nepal with special reference to struts and tympanum of the temples.

b. Characteristics of wooden sculptures of Kathmandu Valley with special reference to Nrityadevi and Pujadevi (in the Bhaktapur Museum of Wood Works).

2. Bronze Art

a. Antiquity and development of bronze art of Nepal.

b. Methods of making sculpture: i. Lost-wax process ii. Repousse

Note: Students will be taken to the concerned historical sites and museums for the study of various Nepalese art forms.

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NeHCA 605

Museology

Semester – 3rd
Credit - 3
Teaching hours –48

Course Objective

The main objective of this course is to provide comprehensive knowledge of the principles of museology and introduce students to the important museums of Nepal.

Unit I Introduction of Museology **13**

1. Definition of the terms of 'museum' and 'museology'.
2. Changing concept of museums.
3. Typology.
4. Function of museum.
5. Museum Education Research
6. Mobile museums and their role in mass education.

Unit II Collection, Documentation and Conservation **10**

1. Aims, scope, ethics, method and problems of collection.
2. Identification, classification and registration.
3. Causes of deterioration and conservation of organic and inorganic materials.
4. Care against theft and vandalism.

Unit III Display and Exhibition **10**

1. Museum building: concept of museum architecture.
2. Principles and Techniques of display.
3. General theories of exhibition.
4. Planning and programming of exhibition.
5. Provision for ventilation and lighting.
6. Labeling of displayed objects.
7. Exhibition techniques for children's museum.

Unit IV Museum Management and Administration **6**

1. Staff structure and planning

2. Financial management and governing body of museum.
3. Planning adaptation.
4. Storage and security management.
5. Government – public partnership in museum management.

Unit V. Study of National and Regional/provincial Museums of Nepal 9

1. History of museum development in Nepal.
2. Study of main features of the following museums: National Museum Chhauni, Numismatic museum, Chhauni, Patan museum, National Art museum of Bhaktapur. Kapilvastu museum and provincial museums of Nepal.

3. Problems and prospects of museums in Nepal.

Note: Students shall be taken to different museums of Kathmandu Valley for technical and practical study of museums.

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NeHCA 651

Cultural Heritage Management and Tourism in Nepal

Semester 4th
, Cr-3
Teach. Hours- 48

Objective

The main objective of this course is to introduce students the concepts of understanding cultural tourism and heritage management as a cultural-economic phenomenon in the context of Nepal's modernization process.

Unit I. Introduction **12**

i. Definition and types of tourism

ii. History of development of tourism in the world and Nepal

i. Definition of cultural and heritage tourism
ii. Types of cultural tourism

iii. Model cultural tourism (Hawaii, Bhaktapur and Lumbini, Nepal)

Unit II Nepal as Culturally Authentic Destination **8**

i. Concept of cultural authenticity

ii. Market focused approach

i. Society and culture of Nepal

ii. National and Regional Festivals

iii. Religion: (Hinduism, Buddhism, Shamanism)

Unit III. Introduction to Cultural Heritage Management **8**

i. Introduction, meaning and types of heritage
ii. Importance of heritage tourism
iii. Basic concept of heritage management and cultural resource management.
iv. Tourism product and its marketing.

Unit IV. Heritage Tourism and Authenticity **8**

i. Heritage tourism and authenticity
ii. Concept of commodification in heritage tourism.
iii. Heritage tourism and cities, contemporary heritage tourism and museums.
iv. Global code of ethics of tourism

Unit V. Heritage Tourism and Sustainability **12**

i. The basic approaches to sustainable tourism development
ii. Eighteen principles of sustainable tourism
iii. Three dimensions of tourism: environment, economy, and socio-cultural areas

iv. Collaboration, community development and participation in heritage conservation and preservation: restoration, protection, identification, maintenance, and interpretation

v. Heritage tourism in Nepal on Regional Basis: Himalayan Region, Hill Region and Tarai Region

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Timothy D.J. & Boyd, S.W. (2006). Heritage tourism in the 21st Century: Valued traditions and new perspectives. *Journal of Heritage Tourism, 1 (1)*, pp. 1–16.

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NeHCA 652

Religion and Philosophy

Semester-4th
Cr. hours - 3
Teaching Hours -48

Course Objective

The main objectives of this course are to provide a comprehensive knowledge of the Hindu, Buddhist and others religious traditions, beliefs, practices and thoughts of the people of Nepal in a historic perspective. The objective of this course is also to provide a comprehensive knowledge of the Hindu and Buddhist Philosophy and the Philosophical traditions of Nepal over the historical period.

Unit I. Vedic and Sanatana Dharma **6**

1. Vedic religion: rites and rituals
   i. Nature of Vedic literature, date of Rigveda
   ii. Vedic Yagya: Its importance in Vedic rituals
   iii. Mysticism of Atharvaveda; The *Abhicharas*: *Marana, Mohana, Uchchatana Vashikarana, Stamban. Mantra, Mudra and Yantra*
   iv. Concepts of Vedic and Upanisadic monotheism, polytheism and henotheism.
2. **Sanatana Dharma**
   i. The concepts of Trinity (Trideva) Brahma, Vishnu and Mahesh
   ii. The Concept of Panchayana.

Unit II. Hinduism **12**

1. **Vaishnavism**
   i. Origin and development
   ii. Main teachings of Geeta
   iii. Theory of incarnation in Vaishnavism
   iv. Vaishnavism in Nepal.
2. **Shaivism**
   i. Origin and development
   ii. Sects of Shaivism - Pashupata, Shaiva, Kapalika, Kashmiri Shaiva, Kalamukha, Lingayata and Nath cult.
   iii. Saivism in Nepal
3. **Shaktism**
   i. Origin and development of Shaktism.
   ii. The Shakta cults: *Ashtamatrika, Navadurga, Dashamahavidya* and the tantric Shaktism.
   iii. Shaktism in Nepal.

Unit III Buddhism and Some other Religious Beliefs and Thoughts **8 +4**

1 **Buddhism**

i. Origin and development of Buddhism
ii. Buddhist literatures
iii. Role of *Tri-Ratna* in Buddhism
iv. Development of Theravada, Mahayana and Vajrayana sect. Features of northern Buddhism in Nepal.
v. Development of Buddhism in Nepal.

2 **Some Religious Beliefs and Thoughts**

i General introduction to Bonism, Masta cult, Kirata dharma, Islam and Christianity.
ii Religious beliefs and practices of different ethnic communities of Nepal in reference to Animism and Shamanism.
iii Role of religious experts and priests in Nepalese society: Avatari Lama, Guru, Guruwa, Purohit /Pandit, Phedangma, Maulavi, Bijuwa, Ghyabre, Rajopadhyaya and Vajracharya.

Unit IV Samkhya, Yoga and Vedanta Philosophy **12**

1. **Introduction**: Definition, scope, function and utility of philosophy.
2. **Sankhya Philosophy**:
   i. Meaning, antiquity and founder
   ii Sankhya theory of creation- *Prakriti, Purusha, Mahattatva, Ahankara*, five *karmendriyas* and five *jnanendriyas,* Mind and the five *mahabhutas.*
   iii. Sankhya Theory of Liberation
3. **Yoga Philosophy**: i. Introduction, ii. Types of yoga systems: Mantrayoga, Hathayoga, Layayoga and Rajayoga. iii. The Eight-fold path of yoga.

4. **Vedanta Philosophy**

i. Introduction to Vedanta: Meaning, value, goal and development
ii. Literature of Vedanta philosophy: Introduction to *Prasthanatrayi*
iii. The metaphysics of Vedanta: *Jiva, Jagat, Maya and Brahma.*
iv. Comparative Study of the Main schools of Vedanta Philosophy: *Advaita* Vedanta, *Vishistadvaita* Vedanta *and Dvaitadvaita* Vedanta.

Unit V Buddhist Philosophy **6**

i. Introduction to Buddhist Philosophy
ii. Concept of Nirvana and the Bodhisattva hood.
iii. Role of Pratityasamudpad in Buddhist Philosophy.

iv. Four philosophical schools of Buddhism: Sautrantika, Vaibhasika, Madyamika and Yogachara.

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दीक्षित, मदनमणि, २०७०. *ऋग्वेदमा समवेत पर्यावरण.* विद्यार्थी पुस्तक भण्डार ।

पन्थी, युवराज (अनु), *धर्मको इतिहास.* मालिका प्रकाशन ।

पाण्डे, गोविन्दचन्द्र, (१९७६), *बुद्ध धर्मका विकासका इतिहास.* हिन्दी समिति ।

शर्मा, प्रयागराज जगमान गुरुङ्ग, (वि.सं. २०५६), *ब्लो मुस्ताङ्ग को सांस्कृतिक सम्पदा.* नेपाल एसियाली अनुसन्धान केन्द्र ।
क्षेत्री गणेश र सोमप्रसाद खतिवडा (वि.सं. २०५४), *हिन्दू समाज र धर्म* . शिवा प्रकाशन ।

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वात्स्यायन, (१९६०), *भारतीय संस्कृति.* किताबघर प्रकाशन ।
सांकृत्यायन, राहुल (२०१४) तिब्बतमे बौद्ध धर्म . किताब महल ।
हरियाना, एम्. (१९६९) *भारतीय दर्शनकी रुपरेखा* . राजकमल प्रकाशन

NeHCA 653

Research Methodology

Semester – 4th

Credit - 3

Teach. hrs: 48

Course objectives

The main objectives of this course is to provide the basic theoretical background to the students about research and to familiarize them with the basic skills of writing a research proposal, collecting data for research report and compiling the research report

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Course Contents:

Unit I Introduction **6**

a. Meaning, Types and Signification of Research.

b. A brief introduction of Nepali Historiography and Pattern of History writing.

c. Defining, identifying and Selection of the Problem.

Unit II Research Design / Proposal **8**

a. Meaning and concept research design

b. Features of a good research design

c. Types of research design

d. Main features of a research proposal

Unit III Nature and Types of Evidences **10**

a. Importance of evidence in historical, cultural and social research

b. Differences between the original and the secondary source materials

c. Contemporary records and their signification in research

d. Importance of newspapers and periodicals

e. Importance of archival sources

f. Importance of archaeological materials: sculptures, art objects, miniatures, inscriptions and coins, excavated and explored objects.

Unit IV Methods of Collections of Data **12**

In Historical, Cultural, Social and Archaeological Research:

1. a. Consultation of published and unpublished documents and records.

b. Exploration of sites

c. Questionnaire methods: types of questionnaire elements of a good questionnaire.

d. Interviews: meaning and methods, features of good interview

e. Observation methods
f. Photography and filming of subjects

2. Samples Selection in Social Research

a. Principle of sampling and its significance in social research
b. Criteria of selecting a sampling procedure
c. Characteristics of a good sample design
d. Different types of sample designs

Unit V Processing, Analysis and Presentation of Data 12

1 i Editing, coding and classification in the tabulation data
ii Problems in processing
iii Types of analysis

2. Format of Writings and Presentation of Research Report

A. Writing:
i Reference - Current methods to prepare reference in APA 7th edition
ii. Reference notes (footnote, end note, Parenthetical notes forms and format of APA Method)
iii. Apendix
iv. Glossary
v. Use of abbreviations
vi. Tables and charts

B. Preparation of Manuscript:
i. Margin
ii. Pagination
iii. Footnote
iv. Use of italics
v. Uniformity in the use of titles and subtitles

Note:
In 4th semester students must write their research proposals and defend in the department.

Recommended Books:

Adhikari, K.K., & U.K.A. (1980). *A Brief survey of Nepali historiography*.
Bailey, K. D. (1978). *Methods of social research*. New York.
Black, J.& Dean J. (1976). *Methods and issues in social research*. John Wiley and Sons,
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Kothari, C.R. (1997). *Research methodology.* Vishwa Prakashan.

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Sharma, P. (2007). *A Handbook of social science research methodology.* Kirti Prakashan,

Wolf, H. K. & Pant P.R. (1999). *A handbook of social science research and thesis writing.* P.R. Pant.

Young, P. V. (1971) *Scientific social surveys and research* (4th ed). Prentice- H

NeHCA 654

Himalayan Heritage

Semester: 4th
Credit hour:3
Teaching hours: 48

Objectives

This course is designed to provide the students with the basic concepts of heritage of Himalayan region in terms of prehistory, history, culture, tradition, religious belief, art, architecture, pilgrimage, monastic order, semiotics and cultural aesthetic values. At the end of the semester the students will be able to assess the importance of cultural heritage of the Himalayan region.

Unit I. The Himalayas: Natural and Sacred Landscape **4 hrs**

A Brief Introduction to Hindukush Himalayas, with reference to Religious Significance of Himalayas from Hindus and Buddhists' Perspectives.

Unit II. Historical Development of Buddhism in Northern Nepal **10 hrs**

Brief Study of Bon religion in Northern Nepal, Evolution and Expansion of Buddhism in Northern Nepal and Tibet, Major Schools of Himalayan Buddhism Nyingmapa, Kagyupa, Sakyapa and Gelugpa.

Unit III Monastic Institutions **14 hrs**

A. Typology of monastery, Religious significance of monastery, Monastery as an integral part of Buddhist Community of Northern Nepal.

B. Important Monasteries and Nunneries of Northern Nepal: Tyangboche Monastery of Khumbu, The Nunnery of Bigu – Dolakha, Monastery of Mustang, Braga Gumba of Manang, Gumpas of Dolpa, and Olanchungola,

Unit IV Tangible and intangible heritage of Himalayan Region **12 hrs**

A. Tangible Heritage: Caves, Forts, Palaces, Stupas, Mani walls, Prayer wheels, Sacred poles, Sacred flags, Typology of flags: Rooftop sacred flags, Five colourful flags and white plain flags. Wall paintings, Thangka paintings, Secular buildings, Village entrance gate, and Concept of serpent deity

B. Intangible Cultural Heritage of Himalayan region : The Major Festivals like Loshar, Dumdje, Manirimdu, Nyungne, Yertong, Tijee .

Unit V Himalayan Pilgrimages **8 hrs**

Concept of pilgrimage, Pilgrimage to Pathivara Gosaikunda, Muktinath, , Badimalika and Khaptad Lubrak.

References

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Darnal P. (2006). *Inventory of Cultural Heritage of Upper Lo Mustang (Ghyampa, Thubsen, Thode, Logekar and Tsarang Monastery).* A report submitted to Upper Mustang Biodiversity Conservation Project, Report submitted to the National Trust for Nature Conversation.

Ives, J.D. (2006). *Himalayan rerceptions: Environmental change and the well-being of Mountain people,* Himalayan Association for the Advancement of Science (HimAAs)

Jest, C.(1981). *Monuments of northern Nepa*l, UNESCO.

Jodha, N.S. (1991). Mountain perspective and sustainability: A Framework for Development Strategies. [In Banskota, M. Jodha. N.S. a&Pratap, U.(eds.) *Sustainable Mountain Agricultural: Perspectives and issues* (pp.41-82) Vol.1, Oxford IBH.]

Knudsen, D.C., Metro,R, M.M., Soper, A.K. & Greer, C.E. (eds.) (2008). *Landscape, Tourism and Meaning,* Aldershot: Ashgate.

Kunwar, R.R., (1999). *Himalayan Heritage: Society, Culture and Religion* Laxmi Kunwar.

Lopez, D.S. (ed.) (1997). Religions of Tibet in practice Part I &II

Wadell ; A.A. (1971). *The Buddhism of Tibet or Lamaism*. W. Heffer and Sons Ltd.

Messerschmidt, D. A. (1989). The hindu pilgrimage to Muktinath Nepal Part I. National and super-national attribute to the sacred field. *Mountain Research and Development*, *9*(2), 89-104.

Rimpoche, C.T. (1975). *Visual Dharma*. Shambhala.

Rishal, R.(2060 B.S.). Manang' ma Gumba Sanskriti. *Pragna*, varsa-32, pp. 51-66.

Sharma, P., & Darnal, P. (2005). Report of Cultural Heritage Conservation Upper Lo Mustang Area Conservation Management Plan 2006-2010. Submitted to KMTNC.

Sharma, P., & Gurung, G. ( ). *Blo Mustangko samskritik sampada* (in Nepali). CNAS, TU.

Sharma, P. (ed.) (2000). *Tourism as Development* (pp.81-116) . Himal Books and STUDIENverlag.

Sestini, V and Somigli, E. (1978). *Sherpa Architecture*. UNESCO.

Sherpa, N. H. ( ). *Himali Baudha Samskritik Adhyayan* (in Nepali). CNAS, TU.

Snellgrove, D.L. (1998). *Himalayan pilgrimage,* Boulder: Prajna Press.

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NeHCA 655

Thesis

Semester : 4th

Credit 6

For students in the fourth semester of Masters' program, completing a thesis is mandatory and accounts for 6 credits. Students who are in their fourth semester are required to submit a research proposal to their department within three months from the start of the semester. This proposal must subsequently be defended before the Department's Research Committee.

Upon approval of the proposal, the committee will assign a research to each student. Guided by their supervisors, students are expected to complete their research activities and initiate the report writing phase. To comply with the program's examination schedule as regular student, they must complete the research and the associated viva voce examination within 90 days of the announcement of their written exam results.

With the supervisor's recommendation, the completed research report must be formally registered with the department. It is then subject to evaluation by both an internal and an external examiner. Based on the evaluations received, students are required to integrate any suggested revisions into their final research. Students are required to present and orally defend their research findings before the Department Research Committee.

The final assessment of the research report is performed by an external examiner, who ensures that the research meets the required academic standards.