

TRIBHUWAN UNIVERSITY  
FACULTY OF HUMANITIES & SOCIAL SCIENCE



A SEMESTER COURSE OF STUDY ON  
MASTERS' IN BUDDHIST STUDIES  
2013

**Proposed by**

TRIBHUWAN UNIVERSITY  
CENTRAL DEPARTMENT OF BUDDHIST STUDIES (CDOBS),  
UNIVERSITY CAMPUS, KIRTIPUR,  
KATHMANDU, NEPAL

## Acknowledgements

Nepal, the homelands of three Buddhas viz., Krakuchanda, Kanakamuni and Sakyamuni, takes pride on effectual teachings of later born in Lumbini. His Dhamma spread sacrosanct to many cultural traditions of this world. Buddhist acumen was impact of his impermanence, right Karma and right livelihood for social growth in happy livings to devotion by professional dedications in ritual, faith, thoughts, art and crafts. Buddhist erudition realizes the facts of sacred personalities (Siddhas) as enlighten Saints. Their endeavor has regularized the citadel of learning in monastic spirit and households practice. This long unbroken chain of sacred pattern has inspired Buddhist livelihood into the cultural profession as National heritage of distinct type.

Buddhist Studies is a promising subject in sacred erudition with idea for research to indigenous and foreign scholars. It is a preference of interests to many since centuries' delving in sacred academic trait. This is also a belief to certain group of people called Buddhist nation grown by rituals to perfect their habits in textual and cultural practices as Master and laity or common devotees. This trait is regulating sacred art of livings with inspiration of Nepalese cultural devotion and academic practice. This Monastic tradition is on sacred training of Buddhist academia as institution. It exists only to the professed devotionals as sacred being of hidden track of tantric admission. It is complicated to the commoners, and strange to layman's society, as well. After the academic establishment of Buddhist studies in institution as separate department in Tribhuwan University, it took a lead in spread of academic way for learning of Buddhism to common with different religions and traditions of the world and Asia. Now it became familiar as a separate department where research and study in religious studies is common to all.

This department's history about a decade and more or so has produced many students with PGD and MA Degree in Buddhist studies in yearly basis. Reviewing after their experiences, they remain still unskilled to practice and for delving in to the real mode of tantric erudition. This new change into the four semester course of Master's in Buddhist Studies hopes to initiate with the students field work and practical observation to the rite and events with participation for their skillfulness that was not mentioned by yearly course. This presenter with his team is quite hopeful and optimistic to turn this new course into the reality of pragmatic knowledge to balance with thoughtful academics.

In this regards, this profession based course on Buddhist study will not just engage students in dry theories but also refreshed by introduced new topics of archaeology with conservation and preservation skills, Buddhist Tourism and IT knowledge in Research, Field based studies to the each subjects with term papers, will definitely build a gradual capacities to overcome their constraints. So that, they can put their skills and knowledge of conservation and preservation in the cultural heritage sites as archaeology oriented Buddhist personal or pilgrimage tour operators independently. Apart from the serious delving in philosophic and meditational practices, it will help them to develop erudite phenomenon in cultural societies

for individual and cultural benefits. Their potent information in respect of cultural tradition in Nepal, Asian and world's Religions promotes the Buddhist psychosomatic, sacred erudition for upholding with skillful means for their economic changes also.

This Central Department of Buddhist Studies remains grateful to the Team lead by Assoc-Professor Dr. Milan Ratna Shakya, and his members Lecturers Mr. Surendra Man Bajracharya, Mrs. Chandrakala Adhikari, and Teachers Mr. Gautam Bir Bajracharya and active participation with technical support and labor of Mr. Vedraj Gnawaly to undertake this task of making four semester MBS syllabus.

I would also like to extend the sincere thanks to Prof. Dr. Hira Bahadur Maharjan, Vice-Chancellor of TU, Prof. Gunanidhi Neupane, Rector of TU, and Prof. Dr. Chandramani Paudel, Registrar of TU, Prof. Dr. Chintamani Pokharel, Dean, and Assistant Deans Dr Nilam Kumar Sharma, Dr. Tarakanta Pandey and Mr. Uttam Bhattarai of Humanities and Social Science Faculty for their inspiration and active support to this drive without which this task is impossible.

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Milan Ratna Shakya, Ph.D.

**Chairman:** Buddhist Studies Subject Committee TU.

**List of Courses**  
**Masters of Arts Program in Buddhist Studies (MBS),**  
**Tribhuvan University**

***First Semester***

<b>Course Code</b>	<b>Course title</b>	<b>Credit hours</b>
MBS 501	History of Buddhism I	3
MBS 502	Buddhist Religion and Philosophy I	3
MBS 503	Buddhist Literature I	3
MBS 504	Buddhist Art, Iconography and Scripts	3
MBS 505	Buddhism of Nepal Mandala I	3

***Second Semester***

<b>Course Code</b>	<b>Course title</b>	<b>Credit hours</b>
MBS 506	History of Buddhism II	3
MBS 507	Buddhist Religion and Philosophy II	3
MBS 508	Buddhist Literature II	3
MBS 509	Buddhist Architecture and Archeology	3
MBS 510	Buddhism of Nepal Mandala II	3

***Third Semester***

<b>Course Code</b>	<b>Course title</b>	<b>Credit hours</b>
MBS 511	Buddhist Traditions in Asia I	3
MBS 512	World Religion and Philosophy I	3
MBS 513	Buddhist Traditions in Asia II	3
MBS 514	Buddhist Heritage of Northern Nepal I	3
MBS 515	World Religion and Philosophy II	3

***Fourth Semester***

<b>Course Code</b>	<b>Course title</b>	<b>Credit hours</b>
MBS 516	Methods of Research in Buddhist Studies	3
MBS 517	Buddhist Heritage of Northern Nepal II	3
MBS 518	Buddhist Tourism	3
MBS 519	Basic knowledge on Information Technology	3
MBS 520	Field Study & Report Writing	3
MBS 521	Thesis	6
MBS 522	Buddhist Practices	3

<b>Semester</b>	<b>Course Code</b>	<b>Course title</b>	<b>Credit Hours</b>	<b>Teaching Hour</b>	<b>Pages</b>
I	MBS 501	History of Buddhism I	3	75	1-2
I	MBS 502	Buddhist Religion and Philosophy I	3	75	3-5
I	MBS 503	Buddhist Literature I	3	75	6-8
I	MBS 504	Buddhist Art, Iconography and Scripts	3	75	9-11
I	MBS 505	Buddhism of Nepal Mandala I	3	75	12-15
II	MBS 506	History of Buddhism II	3	75	16-17
II	MBS 507	Buddhist Religion and Philosophy II	3	75	18-20
II	MBS 508	Buddhist Literature II	3	75	21-22
II	MBS 509	Buddhist Architecture and Archeology	3	75	23-25
II	MBS 510	Buddhism of Nepal Mandala II	3	75	26-30
III	MBS 511	Buddhist Traditions in Asia I	3	75	31-32
III	MBS 512	World Religion and Philosophy I	3	75	33-35
III	MBS 513	Buddhist Traditions in Asia II	3	75	36-38
III	MBS 514	Buddhist Heritage of Northern Nepal I	3	75	39-41
III	MBS 515	World Religion and Philosophy II	3	75	42-44
IV	MBS 516	Methods of Research in Buddhist Studies	3	75	45-46
IV	MBS 517	Buddhist Heritage of Northern Nepal II	3	75	47-48
IV	MBS 518	Buddhist Tourism	3	75	49-51
IV	MBS 519	Basic knowledge on Information Technology	3	75	52
IV	MBS 520	Field Study & Report Writing	3	75	53
IV	MBS 521	Thesis Writing	6	150	54
IV	MBS 522	Buddhist Practices	3	75	55

## CURRICULUM

### MASTER'S IN BUDDHIST STUDIES

#### Introduction

As per the decision of TU's Dean's office in changing Masters' curriculum of TU into the four Semester scheme, this Central Department of Buddhist Studies (CDOBS) of TU, Kirtipur, also meticulously keeps the pace for the decision. This curriculum is consequently geared up with four Semesters' Course in Master's Degree in modules of eruditions to skill for the *Centre Excellence*.

Masters' in Buddhist Studies (MBS) is now a 69 Credit Hour Degree program with combinations of theoretical and practical education to fit the comprehension. This syllabus is meeting the requirements of religious studies by research in Buddhist History, Religion, Philosophy, Literatures, Art, Iconography, Architecture, Archaeology, Epigraphic Scriptural traditions, World Religion, Asian Tradition, Methods in Research, IT, Buddhist Tourism, and practice. It intends to grow proficient students with erudition on Buddhism of Nepal and the globe for their philosophic and rituals practices, Buddhist arts, and scriptural, iconographic, archaeological, architectural and Touristic information. It is prepare for spacious comprehension and offered skills in research for investigation with tools to advance further for M.Phil, and Ph.D's, to specialize in professionalism. This course offers multi-dimensional scopes for those areas of specializations as mentioned above in sacrosanct, aesthetics, liturgic, textual studies of religious and philosophical traditions of the world, Asia and Nepal. It is further approval with the typical sects of Himalayan, Nepalamandala in Kathmandu valleys, Tarai regional archaeological and cultural studies in outlook. The delicacy of the semester course remains intact with splendor of the world's religions and traditions. This is grasped with socio- religious cultures of Sravakayāna, Mahayana and Vajrayana. Their weight in Asian and the world's tradition are offered by research methods and Information Technological basis and norms of Buddhist tourism in fourth semester. These assorted fields are intending to kindle with manifold knowledge from dynamic Buddhism to students. This is for their growth in abilities to study efficiently in dissimilar areas of knowledge for making up potential professions.

#### Objectives

1. To incorporate with chronological familiarity of Buddhism as reflected Buddha's life history and important events, to his teaching in practice of various sects of Buddhism by philosophic, religious, literature, texts, cultural, ritual, arts, architectures, iconographies, scripts and with conservation and preservation thoughts,
2. It acknowledge with archaeological chronologies, traditions, cultures on Buddhist Tourism and traditions of Asia and the world.
3. To enhance lissome knowledge on different sects as parts of different religions of world as sects and schools of thoughts in practice.
4. To equip students ability with contemporary Technology of Information and methods in Buddhist research, with field related study of northern, western and central Nepal mandala by field visits.

### **Eligibility for Admission to MBS in CDOBS, TU**

Admission to Master's in Buddhist Studies (MBS) is open to all students from any disciplines having passed in Bachelor Degree program or its equivalent from any recognized universities.

### **Admission Procedures:**

Students will be selected for admission on the basis of merit, as decided by performance in the written test.

### **Entrance Examination:**

Written examination of two hour will be taken for admission in MBS program. The entrance examination carries 100 marks, 50 marks for objective questions and 50 marks for essay writing is allocated.

### **Duration of the Course and Examinations:**

Each course will be evaluated against 100 marks for Core Subject. Its marks are divided into 60:40 percents for the grading into GPA system. The student should appear in the term end examination taken by the University for 60 Marks. The remaining 40 marks are awarded on the internal examination basis. It is based on constant monitoring of the supervisor and the teachers using by specified tools. The 40 marks are further divided into internal examinations as follows:

<b>Subject</b>	<b>Marks</b>
Attendance	10
Interaction in Class and participation	5
Assignment of Term Paper	10
Performance in the Mid-term Examination	15
<b>Total Marks</b>	<b>40</b>

The students should have attendance of a minimum of 80 percent to appear in the term end examination of the University. There will be internal examination, which carries 40 marks that will be awarded after evaluation of class teachers and field supervisors on the basis of regularity. The student failure in the internal examination cannot appear in the term and examination conducted by the University.

The students will be assigned with **Term Paper** by the class teachers on the basis of course contents. Its relevant issues and problems in evaluation will be made after understanding of the students' problems. This term paper should be original and in prescribed format. If students found copying without the reference to the source, the term paper will be rejected.

Field work practicum is an essential part in Buddhist Studies. Students are expected to carry out field work practicum of **3 Credit Hours** in each semester or **16 Hours per week**. The students are evaluated on the basis of their attendance in the class, application of their theoretical knowledge and skills into field and reflection. The supervisors will closely supervise each students allotted to them and guide for field work practice, and provide guidance. The students have to arrange expense incurred during the field work practices; placement, research, block, placement and work camps or their own.

**Grading Point System (General Provisions):**

Students must be regular in classes with minimum 80 percent of attendance for a course completion with all requisites of assignments, theory and practical securing a passing grade to the marking system set by Tribhuvan University.

Entire courses will be scrutinize at the end of the semester, in which they are taken, each will be marked in percentage, out of 100, and translated into literal grades as indicated in the following tables. The pass mark in all courses will be 50 marks in each course.

Letter Grade	Marks in Percent	GP	Evaluation	Definition
+A	85-100	4.0	Outstanding	Exceptional performance/Mastery of the subjects
A-	75-84.5	3.7	Excellent	Superior understanding in-depth knowledge on the subject
B+	70-74.5	3.3	Very Good	Comprehensive understanding on the subject, advance knowledge of principles and practice in the discipline
B	65-69.9	3.0	Good	Adequate performance in achieving course objective with satisfactory knowledge of principles and practices in the discipline
B-	60-64.9	2.7	Satisfactory	Sufficient mastery on the subject
C	50-59.9	2.0	Pass	Just understanding on principles and practice but not sufficient with definite deficiencies
F	Below 50	00	Failure	Minimum requirement of the course is not fulfilled

Other grades assigned as specified in the following table.

Grade	Evaluation
IABS	Incomplete
FPA	Failure/Withdrawal
ABS	Withdrawal
SCRACH	Academic Warning
Make Up	Retake

**Grade Points System; Semester Grade-Point Average and Cumulative Grade-Point Average** represent numerically a student's quality of performance. These averages are used to determine if a student qualifies for certain academic actions.

A student's cumulative grade point average is a calculation of all earned accumulations from attendance, class interaction, Assignment paper (Term Paper) and Mid-term examinations in class completed up to a given academic term.

At the end of Master's Program all calculation of the sum of aggregated marks will be transformed in to the CGPA system divided by 2, which is the number of the years.

The table below clarifies the calculation for GPA and CGPA. All grades are on a 4.0 scale.

Letter Grade	Marks in Percent	GPA Values	Evaluations
A	85-100	4.0	Outstanding
A-	75-84.9	3.7	Excellent
B+	70-74.9	3.3	Very Good
B	65-69.9	3.0	Good
B-	60-64.9	2.7	Satisfactory
C	50-59.9	2.0	Pass
F	Below 50	00	Failure

Written assignments will be graded on basis of their clarity, comprehensiveness, originality, appropriate use of reference materials and technical adequacy. Papers are expected to be of



sufficient quality as to represent students growing professionalism and competence. All written work thesis and assignment must be typewritten and in APA format.

**Field Work Practicum:**

Field work allows MBS students to expand their erudition beyond the classroom. Its practicum helps them to apply the knowledge learned into field skills to create the professionalism connections within the specific areas of interest.

Students will be taken to the site visits on concerned practical class of the core subject by supervising head and teachers.

**Last year students go to Fields:**

Last (4<sup>th</sup>) Semester students go to the field and spend at least two days to a week (16 hours) in field during I,II and III semesters placements, joining the students of Tourism and other related subjects., however, some class like history, art, architecture, script and archaeology and research may take their students to concerned sites in between as per the occasion prevails. Students have to give their assignment or have to prepare their reports after their field visits, which will be graded accordingly.

**Field Work Evaluation:**

The field work evaluation of the students will be based in following criteria:

NS	Competency	1	2	3	4	5	NA
1	Comprehension of the Subject						
2	Grasping of Subjective Knowledge						
3	Perception						
4	Value of Theme with Performance						
5	Subjective Command						
6	Capacity of Analysis						
7	Verbal & Written Skills						
8	Supervisory Feedback						
9	Behavior in class and field						
10	Attendance in Fields						

( Note: there are 10 criteria X 5 optimum score in each section = 50 x 2 for converting 100 =total obtained marks)

Unacceptable Progress	Insufficient Progress	Emerging Competence	Competence	Advanced Competence	Not applicable
1	2	3	4	5	NA

There are total ten major criterion under which sub-criterion needs to be developed for evaluation of students' field work performance. Calculation of number obtained in each criterion should be multiply by 2 and thus the summation of total will be evaluated in 100 marks. This will be further converted into grading system. For grading refer to the page number 7 Grading Point System.

**Course Seminar:**

Students are permitted to organize series of seminars with trends in Buddhist studies focusing on their academic fields and studies. Students are allowed to go with topical and refreshing seminars on traditional to the contemporary spirits of the study with rising current socio-religious issues to invest their interest in any innovative issues in relevant development. This

seminar session is as possible as, applicable for each units of teachings in any papers as required by class teacher.

This course will introduce students with quantitative and qualitative research methods, to overview with philosophical issues, study design, sampling methods, using and creating standardized measures, questionnaire design, proposal writing, data analysis, qualitative and quantitative data of archeological and textual basis. Research in Buddhist study is crucial in value for traditional and modern erudition for testing and refining of professional aptitude and skills to enhance the appropriate knowledge.

### **List of Courses**

#### **Masters' in Arts Program of Buddhist Studies (MBS), Tribhuvan University**

##### *First Semester*

<b>Course Code</b>	<b>Course title</b>	<b>Credit hours</b>
MBS 501	History of Buddhism I	3
MBS 502	Buddhist Religion and Philosophy I	3
MBS 503	Buddhist Literature I	3
MBS 504	Buddhist Art, Iconography and Scripts	3
MBS 505	Buddhism of Nepal Mandala I	3

##### *Second Semester*

<b>Course Code</b>	<b>Course title</b>	<b>Credit hours</b>
MBS 506	History of Buddhism II	3
MBS 507	Buddhist Religion and Philosophy II	3
MBS 508	Buddhist Literature II	3
MBS 509	Buddhist Architecture and Archeology	3
MBS 510	Buddhism of Nepal Mandala II	3

##### *Third Semester*

<b>Course Code</b>	<b>Course title</b>	<b>Credit hours</b>
MBS 511	Buddhist Traditions in Asia I	3
MBS 512	World Religion and Philosophy I	3
MBS 513	Buddhist Traditions in Asia II	3
MBS 514	Buddhist Heritage of Northern Nepal I	3
MBS 515	World Religion and Philosophy II	3

##### *Fourth Semester*

<b>Course Code</b>	<b>Course title</b>	<b>Credit hours</b>
MBS 516	Methods of Research in Buddhist Studies	3
MBS 517	Buddhist Heritage of Northern Nepal II	3
MBS 518	Buddhist Tourism	3
MBS 519	Basic knowledge on Information Technology	3
MBS 520	Field Study & Report writing	3
MBS 521	Thesis	6
MBS 522	Buddhist Practices	3

**First Semester  
Courses**

<b>Course Code</b>	<b>Course title</b>	<b>Credit Hours</b>	<b>Teaching Hour</b>	<b>Pages</b>
MBS 501	History of Buddhism I	3	75	1-2
MBS 502	Buddhist Religion and Philosophy I	3	75	3-5
MBS 503	Buddhist Literature I	3	75	6-8
MBS 504	Buddhist Art, Iconography and Scripts	3	75	9-11
MBS 505	Buddhism of Nepal Mandala I	3	75	12-15

# History of Buddhism I

**Semester I**  
**MBS 501**  
**Full Mark 100**

**Paper: I**  
**TH: 75**  
**Cr.H.3**

## Course Objectives

This new course aims to impart the students with chronological knowledge on Buddha's life to the historic age of Pala as Buddhist religion.

### Unit 1 Background Study

**10TH**

- 1.1 Sources of Buddhist history: Inscriptions, chronicles, texts, coins, travel accounts, monuments, and archaeological sites.
- 1.2 Date of Buddha: Historic significance of 6<sup>th</sup> century B.C to mankind
  - 1.2.1 Nepal : The Homeland of Buddhas
  - 1.2.2 Niglihawa-the birthplace of Kanakmuni
  - 1.2.3 Gotihawa-the birthplace of Krakuchanda
  - 1.2.4 Lumbini- the birthplace of Shakyamuni
- 1.3 Introduction to Contemporary Major Buddhist States of Nepal and India\*
  - 1.3.1 Kapilvastu
  - 1.3.2 Koliya
  - 1.3.3 Maghad
  - 1.3.4 Kosal
  - 1.3.5 Vaisali

### Unit 2 Buddha and His Important Events

**20TH**

- 2.1 Life of Siddhartha: Birth, Enlightenment of Buddha, to Final Extinction.
  - 2.1.1 Importance of Lumbini, Buddhagaya, Sarnath and Kushinagar in the life of Buddha\*
  - 2.1.2 Mahaparinirvana: Meaning, Concept, Rituals and Distribution of relics
  - 2.1.3 Buddhism: Teachings of Buddha, Meaning, Concept, Traits and Features.
- 2.2 Major Discourses of Buddha (I, II, III)
  - 2.2.1 Buddhist Order.
  - 2.2.2 Formation of Monastic Order
  - 2.2.2 Framing of Rules and Regulations
- 2.3 Buddha's main Disciples: Supporters (Bimbishar, Anathapindaka, Prasenjet, Jeavak) and Opponents (Devadatta, Sadbargiya bhichhu, Sanjaya, Risi Vardwaj, Monks: Sariputta, Mahamouglayan, Mahakasyap, Ananda, Upali, Aniruddha)

### Unit 3 Buddhism Aftermath the Mahaparinirvan of Buddha

**15TH**

- 3.1 Impact of Buddha's Mahaparinirvan on society and the order
- 3.2 Attempts for consolidation of the Buddhist Order
  - 3.2.1 Historicity of the early two Buddhist Councils
- 3.3 Rise of Schools and sects in Buddhism
- 3.4 Rise of Mahayana and Vajrayana

## Unit 4 Spread of Buddhism

30TH

- 4.1 Ashoka and the Expansion of Buddhism
  - 4.1.1 Ashoka after the Kalinga war
  - 4.1.2 Religious Policy of Ashoka
  - 4.1.3 Ashoka and the Third Buddhist Council
  - 4.1.4 Spread of Buddhism in abroad
- 4.2 Introduction to Buddhist Missionaries of Ashoka
- 4.3 Buddhism during Pre and post Kushan Rule
  - 4.3.1 Milinda and his contribution to the promotion and spread of Buddhism
  - 4.3.2 Introduction to Kushana rules, Kaniska and his patronage in the fourth Buddhist Council Meets and spread of Buddhism in abroad
- 4.4 Buddhism under Harshavardhan
  - 4.4.1 Introduction to Harshavardhan and his religious policy
  - 4.4.2 Survey on Chinese Accounts on the position of Buddhism
- 4.5 Buddhism Under Pala ruler
  - 4.5.1 Major Pala Rulers and their contribution in spread of Buddhism with reference to Gopal, Dhammapala, Devapala and Mahipala.

### Reference

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- Dutta, S. K., 1962- *Buddhist Monks and Monasteries of India: Their Contribution To Indian Culture*, London: GAU .
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# Buddhist Religion and Philosophy I

**Semester I**  
**MBS 502**  
**Full Mark 100**

**Paper: II**  
**TH: 75**  
**Cr. H. 3**

## Objectives

The course aims to provide the students with knowledge of critical appreciation in Buddhist thought and traditions. It helps them understand the nature of reality and human beings' place within it to move between cosmological, theological and philosophical understandings and the ways these motivate ordinary and extraordinary human lives.

### **Unit 1 Religion and Philosophy** **5TH**

- 1.1 Meaning: Nature and Concept
- 1.2 Buddhism as a Religion and Philosophy

### **Unit 2 General Philosophical norms of Buddhism** **10TH**

- 2.1 Triratna (Triple Gems =Buddha, Dharma and Sangha- the teacher, the teaching and the taught persons)
- 2.2 Trisarana (Triple refuge)
- 2.3 Punyasambhara and jnanasambhara (Accumulation of merits and knowledge)
- 2.4 Panca-Sila (Five precepts)

### **Unit 3 Basic Buddhist Teachings (Theravada portion)** **20TH**

- 3.1 Four Noble Truths
- 3.2 Law of Dependent Origination
- 3.3 Three Universal Characteristics of the world
- 3.4 Buddhist Liberation
- 3.4.1 Arahat and Nirvana (Sopadhisesa and Nirupadhisesa)
- 3.5 Bodhisattva concept in Theravada

### **Unit 4 Buddhist Meditation (Theravada)** **10TH**

- 4.1 Samatha Meditation: Its objective, types and importance
- 4.2 Vipasyana Meditation: its objectives, types and importance

### **Unit 5 Later concept on Bodhisattva in Buddhism** **20TH**

- 5.1 Bodhisattva- meaning and objectives, Bodhisattva ideals,
- 5.2 Bodhicitta- meaning, types and Bodhisattva samvara (precepts)
- 5.3 Bodhisattva path (Mahayana way) – (removal of Klesavarana and Jneyavaran and discernment of Pudgala Nairatma and Dharma Nairatma)
- 5.4 Alternative course of Bodhisattva path Vajrayana- meaning and objectives
- 5.4.1 Concept of Mantra, Mandala and Dharani, Tantra, Sadhana, Siddha, Siddhi etc
- 5.4.2 Abhiseka- meaning and objective
- 5.4.3 Concept of Panca-buddha

### **Unit 6 Motivation for Ethical Conduct in Society** **10TH**

- 6.1 Buddhist concept of karma- Universalistic features of Buddhist ethics, Karma and its effects
- 6.2 Karma and fatalism, karma connection in rebirth, karma and motivation, Criteria for good and bad action
- 6.3 Dana(Liberality), Sila(Morality), and Ksanti (Patience) as Key Buddhist Values)
- 6.4 Monastic values: celibacy, role of monasticism
- 6.5 Social Dimensions (of the goal) of Nibbana and Buddhahood
- 6.6 Skillful Means: Mahayana reassessment of monasticism.

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# Buddhist Literature I

**Semester I**  
**MBS 503**  
**Full Mark 100**

**Paper: III**  
**TH: 75**  
**Cr. H. 3**

## Objectives

This paper intends to acquaint the students with significant knowledge of Buddhist Pali literature, its development and expansion of Buddhism in Nepal, India and abroad. It imparts with historical and critical knowledge on selected texts of Buddhism.

### **Unit1 General Introduction to “Buddha Vacana” its' Transformation to Buddhist Literature** **5TH**

- 1.1 The meaning of “Dharma” as “Buddha Vacana” in the context of “Triratna” i.e. Buddha, Dharma and Sangha
- 1.2 Eighty four thousand “Dharma Skanda”
- 1.3 Nine Angas (Navanga Parichaya)
- 1.4 Twelve Angas (Dvadasanga Parichaya)
- 1.5 Buddhist literature of Sravakayana and Mahayana
- 1.6 Buddhist literature of Eighteen Sects
- 1.7 Buddhist literature of Four Philosophical Schools
- 1.8 Buddhist Tantra literature.

### **Unit 2 Formation of Buddhist Pali Literature** **5TH**

- 2.1 Evolution of Pali Language and Literature
- 2.2 Growth of Buddhist Pali literature
- 2.3 Buddhist Pali Literature: Tri-Pitakata (Sutta, Vinaya & Abhidharma), Attakatha, Anupitaka & Other

### **Unit 3 Taxual Study of Palitripitaka** **30TH**

- 3.1 Vinaya Pitaka: Introduction
  - 3.1.1 Mahavagga: Introduction, Upasampada Vidhi
  - 3.1.2 Bhikkhu Patimokha: Introduction, Parajika
  - 3.1. Bhikkhuni Patimokha: Introduction, Parajika
- 3.2 Sutta Pitaka: Introduction
  - 3.2.1 Digha Nikaya: Introduction, Aggaganna Sutta
  - 3.2.2 Majjhima Nikaya: Introduction, Saccavibhanga Sutta
  - 3.2.3 Samyutta Nikaya: Introduction, Akkosa Sutta
  - 3.2.4 Anguttara Nikaya : Introduction, Paribbajaka Sutta
- 3.3 Abhidhamma Pitaka: Introduction
  - 3.3.1 Dhammasangani Matika: Introduction, (Selected Portion of Tika Matika (Kusala, Vedana, Vipaka, Atitarammana & Ajjhatha) & Duka Matika (Hetu, Sankhata, Rupi, Sasava, Sannojaniya, Gantha, Nivarana Paramasa, Kilesa & Sa-rana)



**Unit 4 Textual Study of Thera and Theri Gatha****10 TH**

- 4.1 Thera Gatha: Introduction
- 4.1.1 Upali Thera Gatha
- 4.2 Theri Gatha: Introduction
- 4.2.1 Patacara Theri Gatha

**Unit5 Textual Study of Anu Pitaka & Jatakathakatha****15TH**

- 5.1 Anu Pitaka : Introduction
- 5.2 Milinda Panha: Introduction
- 5.2.1 Lakhana Panha (Selected Portion: Pudgalaprasnamimamsa, Pratisandhi, Arhat Sukha-Dukha, Bedagu & Chakshubijnana)
- 5.3 Jatakathakatha: Introduction
- 5.3.1 Nidanakatha: Introduction, Abidure Nidana (Selected Portion: Devata Yachan-Laksankathana)

**Unit 6 Textual Study of Dhamma Pada Attakatha & Other Pali Literature****10TH**

- 6.1 Dhammapada Attakatha
- 6.1.1 Introduction to Attakatha
- 6.1.2 Yamakabaggo: verse 5 Nahi verena verani...- Kalayakkhinibatthu
- 6.2 Saddhmmasangaho
- 6.2.1 Introduction to Saddhmmasangaho
- 6.2.2 Pitakalekhanabanna

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# Buddhist Arts, Iconography and Scripts

**Semester I**  
**MBS 504**  
**Full Mark 100**

**Paper IV**  
**TH: 75**  
**Cr. H. 3**

## Course Description

This course aims to introduce history of Buddhist Arts to qualify the knowledge of students. It narrates the philosophical basis of art for aesthetic devotion that increase for Merits by accreditation of Knowledge. General perception on art historic, Iconic forms of Painted and Sculptural Styles, with knowledge on Buddhist Scripts for receptiveness is given here.

## Objective

- To enhance the fundamental knowledge of Buddhist Arts in sacred tradition with essential elements in devotional practice viz., painted, iconic and scriptural arts.
- To acknowledge Buddhist motifs from archaeological evidences (artifacts) and epigraphy.
- To identify Iconographic features of Buddha, Bodhisattva and Buddhist pantheon deities in art-styles, symbolic motifs and aesthetic patterns for art in iconographic texts.
- To elucidate the characteristics of Buddhist script and scriptural trend epigraphic, paleographic and unique calligraphic tradition of Nepal in theory and practice.

## Unit 1 Nature, Types and Sources of Buddhist Arts

**10TH**

- 1.1 Definition, Nature, Types, Archaeological and Scriptural (Pali,Sanskrit) sources for Artistic Evidences of Religion.
- 1.2 Fruition of arts as Buddha, Bodhisattva (Symbolic to Iconic) and Buddhist icons from India, Pakistan, Afghanistan and Nepal.
- 1.3 Buddhist Arts Schools: Maurya, Śunga-Kusāna, (Mathura-Sarnath, Gandharā) Licchavi-Gupta, Deccan (Amravati), Pala, Newar and Tibet

## Unit 2 Buddhist Arts of Nepal:

**10TH**

- 2.1 Introduction, Classification, Aesthetic Features and Styles of Nepalese Arts.
- 2.2 Buddhist images in Nepalese Archaeology: Lumbini, Tilaurakot, Sagarhawa, Niglihawa, etc. unearth Art objects from Buddhist Archaeology viz., clay, terracotta, stone and metals (images, utensils and coins).
- 2.2 Early Concept and Metamorphosis of Nepalese Buddhist Arts
- 2.3 Buddhist Stone Icons of Nepala-Mandala and Western Nepal (Saunakarki in Padukasthan)

## Unit 3 Buddhist Sculptures in Nepal

**10TH**

- 3.1 Aesthetic Styles of Ancient and Medieval Nepalese Icons
- 3.2 Buddha and Buddhist Images on Clay, Terracotta, Metals (Repousse and Casting Techniques)

## Unit 4 Buddhist Paintings of Nepal

**10TH**

- 4.1 Buddhist Cloth Paintings (Paubha, Thangka, Pata etc)
- 4.2 Buddhist Murals (interior and exterior)
- 4.3 Buddhist Manuscript Paintings(Cover and Illustration)
- 4.4 Buddhist Ritual Arts: Clay, Metal and Mandala

**Unit 5 Buddhist Iconography:****10TH**

- 5.1 Meaning, Gesture, Poses, Intents and Vehicles of Images
- 5.2 Philosophy, Concept, Origin of Buddhist Image in Iconographic Substance viz., Complexion, Pose, Attributes, Ornaments, and Seats.
- 5.3 **Iconographic features:** Dipankara, Sakyamuni, Maitreya, Vajrasattva, Manjusri, Sadaksari,
- 5.4 Tara, Vasundhara, Prajnaparamita, Nairatma, Vajravahni, Yogamvara, Cakrasamvara, Heruka.
- 5.5 Dharmapalas (Mahakala), Catu-Maharaja (Caityaraja, Vinaraja, Dvajaraja, Kuvera) and Ksetrapala, Bhairava and Ganesa.

**Unit 6 Buddhist Scripts****15TH**

- 6.1 Introduction of Buddhist scripts, its origin, signs and characters to Dhamma (Brahmi) script, and syllabic writings.
- 6.2 A brief history of Buddhist scripts as sacred writings, Dhamma (Brahmi), Kharosthi, Gupta-Licchavi, Ranjana and Pracalita with chief features and its Characters. [Practical and Theory]
- 6.3 Buddhist writing materials, tools, and Manuscript texts (innovation, statement of purpose, *Sankalpa-vakya*, wish, text's body and colophon).

**Unit 7 Alphabets and Numerals:**

(Practical)

**10TH**

- 7.1.1 Dhamma (Brahmi), Licchavi, Ranjana & Pracalita Newari
- 7.2 Transliteration from the texts:
  - 7.2.1 Translation of Priyapala's Tebaha, Tyagal, and Svayambhu inscriptions from Licchavi > Roman > Licchavi
  - 7.2.2 Laganbaha inscription of Ranjana
  - 7.2.3 Any stanzas from medieval texts viz., Gunakarandavyuha, Prajnaparamita, Vimalaprabha etc.

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# Buddhism of Nepal Mandala I

**Semester I**  
**MBS 505**  
**Full Mark 100**

**Paper V**  
**TH: 75**  
**Cr. H. 3**

## Objectives

The course intends to elucidate on significant development of Buddhism in Nepalmandala. It imparts the comprehensive knowledge on philosophical eminence and impact of Buddhist masters/scholars in this sphere. It helps students to grasp the characteristics features of Buddhism in Nepal-mandala.

### **Unit 1 Introduction to Nepala-mandala and its Spirituality** **5TH**

- 1.1 Nepal-mandala as the sacred term of Nepal, the Kathmandu valley.
- 1.2 Buddhist concept of Nepal-mandala, Svayambhu, the concentrated emblem
- 1.3 Influence of Svayambhu-purana in Buddhism of Nepal-mandala

### **Unit 2 Development of Buddhism in Nepal-mandala** **20TH**

- 2.1 Historical accounts of Buddhism from Licchavi and Medieval periods
- 2.2 Impact of Mahasanghika and its traces
- 2.3 Impact of Sarvastivada and its traces
- 2.4 Religio-Cultural impression of Mahayana
- 2.5 Occurrence of major changes (ordination pattern, householder monks etc) setting Vajrayānic frame work in Nepalmandala.

### **Unit 3 Philosophy of Buddhism in Nepalmandala** **20TH**

- 3.1 Incorporation of four Buddhist schools (as instructed in Hevajra tantra) with special emphasis on Madhyamika and Yogacharia schools
- 3.2 Concept of Bodhisattva:
  - 3.2.1 Celestial Bodhisattvas
  - 3.2.2 Adi-karmic Bodhisattva
  - 3.2.3 Emphasis upon monastic practice in household setting
- 3.3 Change in Monastic ordination/ monasticism to accommodate Adi-karmic bodhisattva concept
- 3.4 Bases of changes- philosophical and textual
- 3.5 Ritualistic approach- Textual verses (with philosophical meaning) transformed into rituals ( e.g Ye Dharma hetu.....)

#### Unit 4 Chief features of Buddhism of Nepal-mandala

15TH

- 4.1 Unbroken continuous tradition
- 4.2 Sanskrit based literature,
- 4.3 Cornucopia of Buddhist Sanskrit literature,
- 4.4 Mahayana-Vajrayana typology, conglomeration of all existing Buddhist traditions-  
Sravakyana, Mahayana and Vajrayana,
- 4.5 Ritual based,
- 4.6 Non celibate householder monastics,
- 4.7 Syncretistic approach,
- 4.8 Rich art and architecture,
- 4.9 Served as source to Tibetan Buddhism,

#### Unit 5 Prominent Buddhist Masters and Scholars of Nepal Mandala

15TH

- 5.1 Buddhist Masters
  - 5.1.1 Early Acharyas – Manjudeva, Santikara, Silamanju, Bandhudatta, Bajrapada,  
Sasvatabajra, Vachaisiddhi, Vakabajra, Vagisvarakirti,
  - 5.1.2 Medieval Acharyas- Suratabajra, Jivacandra, Lilabajra, Manjubajra,
  - 5.1.3 Modern Acharyas- Jogamuni, Amoghbajra, Pt. Ashakaji, Pt. Badriratna
- 5.2 Eminent Buddhist Scholars
  - 5.2.1 Buddhakrti of Licchavi Period, Pt. Amritananda Shakya, Pt. Nisthananda, Pt.  
Ratnabhadur Bajracharya, Pt. Divyabajra Bajracharya

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## Second Semester Courses

<b>Course Code</b>	<b>Course title</b>	<b>Credit Hours</b>	<b>Teaching Hour</b>	<b>Pages</b>
MBS 506	History of Buddhism II	3	75	16-17
MBS 507	Buddhist Religion and Philosophy II	3	75	18-20
MBS 508	Buddhist Literature II	3	75	21-22
MBS 509	Buddhist Architecture and Archeology	3	75	23-25
MBS 510	Buddhism of Nepal Mandala II	3	75	26-30

# History of Buddhism II

**Semester II**  
**MBS 506**  
**Full Mark 100**

**Paper: VI**  
**TH: 75**  
**Cr. H. 3**

## Objectives

The present course aims to impart the students with knowledge of the evolutionary history of Buddhist Academic Centers in India and evolutionary history of Buddhism in Nepal. The course is divided into two units. Unit one will throw light on Buddhist Education and Development of Academic Centers. The two units is devoted on the evolutionary history of Buddhism in Nepal and its influence in the life of the Buddhists of Nepal.

### **Unit 1 Buddhist Education: Development of Academic Centers** **10TH**

- 1.1 Introduction to Buddhist Viharas\*
  - 1.1.1 Centre of training monks
  - 1.1.1 Seats for learning
- 1.2 Development of Academic Centers\*
  - 1.2.1 Establishment of Nalanda, Vikramsila, Odantapuri, Jagadala and Vallabhi as Buddhist universities
- 1.3 Decline of Buddhist Universities in India

### **Unit 2 Buddhism in Nepal** **15TH**

- 2.1 Introductory Background
  - 2.1.1 Geographical influence in the history of Buddhism in Nepal
  - 2.1.2 Mythological History of Nepal: Survey on the Buddhist version
  - 2.1.3 Historicity of Buddha, Ananda and Ashokan visit in Nepal
- 2.2 Buddhism under the Licchavis (From the beginning to 879 AD)
  - 2.2.1 Licchavi Rulers and their contribution to the promotion and spread of Buddhism with special reference to Vrishadeva, Manadeva, Shivadeva, Narendradeva and Jayadeva II
  - 2.2.3 Amshu Varma and his Religious policy
  - 2.2.4 Bhrikuti and her contributions to the spread of Buddhism in Tibet

### **Unit 3 Buddhism During the Medieval Period** **15TH**

- 3.1 Classification of the medieval period
- 3.2 State and condition of Buddhism during the early medieval period
  - 3.2.1 Early medieval kings of Nepal Mandala and their contribution to the promotion of Buddhism with special referennce to Shivadeva, Rudradeva, Bhaskaradeva, Gunakardave Luxmikamadeva and Abhaya Malla
  - 3.2.2 Shankarachaty's visit to Nepal
  - 3.2.3 Buddhist scholars in Nepal (Atisa, Shantarakshit, Padmasambhava and Kamaasila)
  - 3.2.4 Introduction to Sthiti Malla and his religious and social policy.
  - 3.2.5 Contributions of Nepalese artisans of medieval Nepal to the promotion and spread of Buddhism in Tibet and China.

### **Unit 4 Malla Kings of Later Medieval Nepal Mandala** **15TH**

- 4.1 Introduction of Malla kings of divided Nepal Mandala with special reference to the kings of Kathmandu and Lalitpur
  - 4.1.1 Ratna Malla, Pratap Malla, Vim Mall and Jayaprakashmalla of Kathmandu

- 4.1.2 Sidhinarasimha and Srinivas Malla of Lalitpur  
 4.2 Contribution of the Sen/Malla kings to the promotion of Buddhism

**Unit 5 Spread of Buddhism in western Nepal 15TH**

- 4.3 Spread of Buddhism in western Nepal  
 4.3.1 Position of Buddhism in the Khasa Kingdom during medieval Nepal.  
 2.3.1.1 Brief introduction of Khasa rulers with reference to Ripu Malla, Prithvi Malla, Punya Malla, Jitari Malla and their contribution to the promotion of Buddhism.

**Unit 6 Buddhism during Shah-Rana age (1769-1846) 5TH**

- 2.6.2 Introduction of Newar Buddhists of the Kathmandu Valley to the development of cultural heritage of Nepalese Buddhism.\*

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# Buddhist Religion and Philosophy II

**Semester II**  
**MBS 507**  
**Full Mark 100**

**Paper: VII**  
**TH: 75**  
**Cr. H. 3**

## Objectives

The course imparts knowledge on four Buddhist philosophical schools which became the base for entire Buddhist philosophical interpretations. It also deals with the philosophical concepts of Mahayana and Vajrayana practices. The course is the continuation of the first part taught in first semester.

### **Unit 1 Four Buddhist Philosophical Schools** **30TH**

- 1.1 Vaibhasika doctrine
  - 1.1.1 Etymology and sub-schools
  - 1.1.2 Theory of Dharmas
  - 1.1.3 Concept of Pratisankhyanirodha, Apratisankhyanirodha, Prapti, Aprapti, Avinapti
  - 1.1.4 Eminent propounders (Sanghabhadra, Vasubhandu, Vasumitra, Dharmatrat etc.)
- 1.2 Sautrantic doctrine.
  - 1.2.1 Etymology and sub schools
  - 1.2.2 Theory of Momentary-ness
  - 1.2.3 Concept of Perception and Apperception
  - 1.2.4 Eminent Propounders (Acarya Bhadanta, Srilata, Kumarlata, Darshantika etc.)
- 1.3 Madhyamika Philosophy.
  - 1.3.1 Etymology and sub-schools
  - 1.3.2 Two Truths. Samvritti Satya and Parmatha Satya
  - 1.3.3 Concept of Sunyata, Anutpada, Catuskoti (Fourfold analysis)
  - 1.3.4 Eminent propounders (Nagajuna, Aryadeva, Buddhapalita, Bhavavivek, Chandrakirti etc)
- 1.4 Yogachara Doctrine.
  - 1.4.1 Etymology and sub-schools
  - 1.4.2 Theory of "Mind Only" (Cittamatrata- Vijnaptimatasiddhi)
  - 1.4.3 Nature and concept of Alaya vijnana, Klistamanovijnana and Pracrttivijnana
  - 1.4.4 Three nature of objects Parikalpita, Paratantra and Parinispanna nature
  - 1.4.5 Eminent propounders (Asanga, Vasubandu, Dignag, Shantarakshita etc.)

### **Unit 2 Mahayana** **20TH**

- 2.1 Developing Bodhicitta and Bodhsattva Perfection
- 2.2 Bodhisattva Bhumis: graded stages of bodhisattva
- 2.3 Concept of Tri-Kaya: Dharmakaya, Sambhogakaya, Nirmanakaya
- 2.3 Concept of Adibuddha
- 2.4 Concept of Tathagata and Tathagatagarbha

### Unit 3 Vajrayana

20TH

- 3.1 Vajrayan Philosophy
  - 3.1.1 Philosophical and religious foundations
  - 3.1.2 Myth and Symbolism
  - 3.1.3 Psychology, Physiology and Cosmology
- 3.2 Vajrayana Practice
  - 3.2.1 Vajrayana initiation
  - 3.2.2 Vajrayan Meditation
  - 3.2.3 Four Systems of Tantric thought in Buddhism and their goals

### Unit 4 Buddhist Logics

5TH

- 4.1 Development of Buddhist Logics
- 4.2 Buddhist epistemology
- 4.3 Eminent Buddhist Logicians

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## Buddhist Literature II

**Semester II**  
**MBS 508**  
**Full Mark 100**

**Paper VIII**  
**TH: 75**  
**Cr. H. 3**

### Objectives

This paper acquaints the students with important knowledge of Buddhist Sanskrit literature in development and expansion of Buddhism of Nepal, India and abroad. It imparts with historical and critical knowledge on the selected Buddhist texts.

### Unit 1 Evolution & Formation of Buddhist Sanskrit Literature 5TH

- 1.1 Influence of Sanskrit Language in Buddhist Literature
- 1.2 Historical Evolution of Sanskrit Language & its' fusion in Buddhism
- 1.3 Development of Buddhist Sanskrit Literature
- 1.3.1 Agama, Sutra, Vinaya, Abhidharma, Tantra, Shastra & Dharani

### Unit 2 Selected Textual Study of Canonical Literature (Dvadasanga-Parichaya) 15TH

- 2.1 Lalitavistara Sutra: Introduction, Avisambodhana Parivarta (22<sup>nd</sup> Chapter)
- 2.2 Avadana Sataka: Introduction, Soma Avadana (Ashtama Varga)
- 2.3 Jatakamala: Introduction, Visvantarajatakam

### Unit 3 Selected Textual Study of Mahayana Literature 10TH

- 3.1 Gandavyuha Sutra: Introduction, Kalyanamitra Meghasri
- 3.2 Saddharmapundrika: Introduction, Aupamyia Parivarta
- 3.3 Prajnaparamitasutram: Introduction to Prajnaparamita Hridayasutram, Prajnaparamita Hridayasutram (Vistaramatrika)

### Unit 4 Selected textual study of Philosophical School 35TH

- 4.1 Abhidharmakosha: Introduction, Dhatunirdesa (First Chapter, selected verses: 1-10, 14, 25-27, 34, 46-48)
- 4.2 Sautranticdarsanam: Introduction, Sautrantikasiddantasamgraha (Astadasa Parichhada)
- 4.3 Madhyamakam Sastram: Introduction, Svabhava Pariksha
- 4.4 Vijnaptimatrasiddhi: Introduction, Vinsatika (Selected Verses: 1-4, 8-10, 16-18 & 22)
- 4.5 Nyayabindu: Introduction, Pratyaksha (First Chapter)

### Unit 5 Selected Textual Study of Buddhist Tantra Literature 10TH

- 5.1 Guhyasamaja Tantra: Introduction, Astadasa Patala (selected stanzas:1-23, 24, 33, 38, 50, 60, 66, 67, 74, 133, 140, 142, 143, 144, 194 & 217)
- 5.2 Hevajra Tantra: Introduction, Tattvapatalam (5<sup>th</sup> Chapter)

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# **Buddhist Architecture and Archeology**

**Semester II**  
**MBS 509**  
**Full Mark 100**

**Paper IX**  
**TH: 75**  
**Cr. H. 3**

## **Course Description:**

This course introduces history of Buddhist Architecture under the archaeological and art motif basis to qualify their knowledge in this field. It narrates on philosophical basis imbued on architectural aestheticism as instrument of devotion for establishment of the religion. General observation on art motifs bent in architectural forms in styles and patterns of buildings and its archaeological foundations will be acknowledged by this course overtly.

## **Objectives:**

- Is to enhance the fundamental knowledge of sacred architectural tradition with essential devotional elements in Buddhist practice viz., Stupas, Caityas and Monasteries.
- To acknowledge Buddhist archaeological sites of Nepal as evidences for the study.
- To identify architectures dedicated on Buddha, Bodhisattva and Buddhist pantheon deities by styles, symbols, aesthetic motifs and building patterns from the burials and existing monuments.

## **Course content**

This course contents with three parts in subject wise i.e., Architecture (unit I-IV), Archaeology (unit V), Scripts (unit VI) and Unit VII is separated for practical. Its practical part from each unit is required to be introduced in field for the visual knowledge and experience in practice. Its assessment, attendance, skills, leadership in participation of student will be evaluated there by a subject teacher/s in the field. Total marks out of 40 carrying over 20 marks will be evaluated and tested by compulsory exam in field. The University shall have to bear the entire expenditure for both the training and examination.

### **Unit 1 Buddhist Architecture**

**5TH**

- 1.1 Origin and Development of Stupa and Vihara.
- 1.2 Role of trees and caves as seats and Harmya, Vihara, Arama of Buddha's age.
- 1.3 Accounts on monasteries of Buddha's time from Jetavananarama to Mahaviharas of Nalanda, Vikramasila, Odantapuri and Jaggadala.
- 1.4 Studies of early monasteries from the archaeological remains and historical data of ancient Nepal.

### **Unit 2 Viharas of Nepal**

**10TH**

- 2.1. Significance and historicity of Gandhakuti, Vihara, Mahavihāra, Baha and Bahi of Newar Buddhism
- 2.2 Historic features of Laganbaha, Itumabaha, Yetkhabaha (Kathmandu), Ukubaha, Hakhabaha (Patan) and Laskadyohya-baha (Bhaktapur).
- 2.3 Historic features of Cabahi, Thambahi (Kathmandu), Guitabahi, Yempibahi (Patan) and Thathubahi (Bhaktapur).
- 2.4 Gompas of Nyingma, Karma-Kargyu, Sakya and Gelugpa Monasteries.



**Unit 3 Stupas****10TH**

- 2.5 Origin and Development of Buddhist Stupas
- 2.6 Dhamma Stupas of Aśoka and legend of four stupas of Patan.
- 2.7 Studies on caityas of Cabahi Svayambhu, Baudha, Badagaon and Nagarjuna hilltop.
- 2.8 Features of Caityas **in Kathmandu Valley** viz., Tukanbaha, Srighan, Mahabaudha (Kathmandu), Pimbaha (patan), Chilancho (Kirtipur), Namobuddha and Patharnauli of **Dullu** and Kuchi in **Accham**.

**Unit 4 Multi-roofed/ Sikhara Styles****10 TH**

- 2.9 Magnitude of Wood based shrines in monastic complexes of Janabaha, Vijasvari (Kathmandu), Tawabaha (Patan), Anandadhari (Cobara), pharping and Sankhu.
- 2.10 Buddhist Wood carvings in architectural components viz, Door, lintel, Doorjambes, windows and Struts.
- 2.11 Stylistic impact of Sikhara on Buddhist shrines of Kathmandu and western Nepal (Kankre vihara in Surkhet)

[Midterm]

**Unit 5 Buddhist Archaeology:****20TH**

- 5.1 Nepal Terai and Western Nepal:
  - 5.1.1. Archaeology as Instrument of evidences in Historical, Cultural and Religious Studies.
  - 5.1.2 Beginning of Buddhist Archeology in India and Nepal.
  - 5.1.3 Buddhist Archeological sites of Nepal Terai Lumbini and peripherals, Tilaurakot (Kapilavastu), Lumbini, Sagarhawalake, Ramagrama, Kodan to Punditpur.
  - 5.1.4 Buddhist Archeology its potentiality in western and far-western Nepal beyond Kali-Gandaki and Mustang valley

**5.2 Kathmandu Valley**

- 5.2.1 Exploring the Buddhist artifacts from excavated sites of Hadigaon.
- 5.2.2. Identification of crisis for cultural perpetuation of Buddhist heritage sites
- 5.2.3. Exploration of Asokan stupas of Patan.
- 5.2.4 Reports on the Dhanadva caitya to name the Carumati caitya.
- 5.2.5 Reports on excavated caitya of Tukanbahal and Svayambhu.

**Unit 6 Conservation and Preservation of Arts and Ritual Objects****10TH**

- 6.1 History of conservation and preservation in archaeology of Nepal
- 6.2 Buddhist Busadhan/ Tisavica Guthi culture and preservation of monuments
- 6.3 Causes of the decay: clay, wood, stone, metal and paintings
- 6.4 Preservation of the objects of liturgy and arts.

**Unit 7 Related Site Visits for Report Writings****10TH**

Students will be taken to concerned sites of art, architecture, iconography archaeology and script in Museums, Monasteries of Kathmandu valley, Lumbini, its surroundings, Surkhet and Kali-Gandaki valley and Mustang Valley.

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# Buddhism of Nepal Mandala II

**Semester II**  
**MBS 510**  
**Full Mark 100**

**Paper X**  
**TH: 75**  
**Cr. H. 3**

## Objectives

The course aims to elucidate on Buddhist sacred cultural practice of Kathmandu valley, literal as Nepal-mandala. It helps students to know about Nepalese monastic system associated with intangible socio-cultural livelihood since long practice. It is the continuation of the fifth paper of the first Semester.

### **Unit 1 Concept of Tri-Ratna in Buddhism of Nepala Mandala** **15TH**

- 1.1 Buddha Mandala and other popular Buddhas
  - 1.1.1 Pancha Buddha and Four Devis
  - 1.1.2 Dipankara, Sapta Tathagatas, Puspaketu, Aparimitayu Tathagata etc
- 1.2 Dharma Mandala and other popular Buddhist Literatures
  - 1.2.1 Nava Dharmas
  - 1.2.2 Other popular Buddhist literatures  
Pertaining to Rituals, Social Rules, Initiation, Protection, Vrata Mahima, Popular Legends of Pilgrimage Sites, Stotra, Mangala-Gatha etc.
- 1.3 Samgha Mandala and Samgha Tradition
  - 1.3.1 Nine Bodhisattvas Samgha and other Bodhisattva-samgha

### **Unit 2 Viharas and Samgha of Nepala Mandala** **20TH**

- 2.1 Existing Viharas and its Samgha (Buddhist order)
  - 2.1.1 Classification of Vihara and Samgha
  - 2.1.2 Mubaha, Baha, Kachabaha and its Samghas
  - 2.1.3 Bahi, Kachabahi and its Samghas
- 2.2 Sangha Tradition
  - 1.3.2 Sakya Bhiksu samgha and its ordination tradition
  - 1.3.3 Bajracharya Samgha and its ordination tradition
  - 1.3.4 Sakyabhiksu and Vajracharya- monastic status now converted into castes
  - 1.3.5 Their Monastic identity
- 2.3 Monastic activities
  - 2.3.1 Office of Elders (Cakreswor, Thayepa, Aju, Nayaka, Sthavirs etc)
  - 2.3.2 Sanghakamma

- 2.3.3 Samgha Assembly
  - 2.3.3.1 Achagu (Assembly of Vajracharya Samgha)
- 2.2.1 Achagu of Kantipur
- 2.2.1 Achagu of Bhaktapur
- 2.2.3 Achagu of Lalitpur
- 2.3 Baregu (Assembly of Shakya Samgha)
- 2.4 Sangha Bhojan
- 2.3.4 Regulation of monastic activities through unique regulating body-Guthi

### **Unit 3 Buddhist Laity**

**5TH**

- 3.1 Mercantile laity and others divided into castes according to their profession
- 3.2 Laity's access to Buddhist practices through the aid of monastics

### **Unit 4 Buddhist Practices and Festivals Monastics and Laity**

**15TH**

- 4.1 General Practices
  - 4.1.1 Daily Practices
    - a) Nhkam
    - b) Majhan (Temple Visit) etc.
  - 4.1.2 Monthly, Annual and others (observed during intervals of time)

#### **Practices and Festivals**

- a) Disi Cahre
- b) Aumsi Puja
- c) Gunla- demonstration of Buddhist activities
- d) Pancadana,
- e) Vasundhara puja
- f) Samyak of Bhaktapur, Lalitpur and Kantipur
- g) Karunamaya Jatra in and out of Kathmandu
- h) Mataya onegu of Patan
- i) Upaku onegu of Kantipur
- j) Sripancami Parva

#### **Specific Practices**

- a) Samgha Dana/Bhojana
- b) Vratas- Astami, Mahankala, Manjushree etc.
- c) Baha-Bahi Puja

- d) Caitya Puja
- e) Karunamaya Puja
- f) Tirthaseva
- g) Four yoginis Puja
- h) Mountains visits
- i) Guphaseva (Caves visit)
- j) Story telling (stories from Jataka and Avadana)

## Unit 5 Buddhist Sacraments

10TH

### 5.1 Introduction to Samskara Karma

#### 5.1.1 Meaning and Objectives

### 5.2 Buddhist Approach to Samskara karma

#### 5.2.1 Classification

Samskara Karma observed for human beings

Samskara Karma observed for the Deities

#### 5.2.2 Dasakarama (Ten major life cycle rites)

Other subordinate rites observed by the Buddhists

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**Third Semester  
Courses**

<b>Course Code</b>	<b>Course title</b>	<b>Credit Hours</b>	<b>Teaching Hour</b>	<b>Pages</b>
MBS 511	Buddhist Traditions in Asia I	3	75	31-32
MBS 512	World Religion and Philosophy I	3	75	33-35
MBS 513	Buddhist Traditions in Asia II	3	75	36-38
MBS 514	Buddhist Heritage of Northern Nepal I	3	75	39-41
MBS 515	World Religion and Philosophy II	3	75	42-44

# World Religion and Philosophy I

**Semester III**  
**MBS 512**  
**Full Mark 100**

**Paper XII**  
**TH: 75**  
**Cr.H.3**

## Course Description

The course is designed to enhanced awareness of students on wide-ranging nature of major religions and philosophies of oriental world.

## Course Objectives

- To improve student understanding on the concept, nature, recitation and Religions and Philosophies of the Eastern world.
- To facilitate with awareness on diverse perspectives of theistic and atheistic religions viz., Vedicism and Jainism, as the Hindu and None-Hindu world.
- To explain their devotional norms, moral values, doctrine and approaches.
- To tell apart the religious ideas as thoughts in practices.

## Unit 1 Basics of Religion and Philosophy

**5TH**

- 1.1.1 Definition, Characterization and Concepts of Religion ( in Western and Eastern world)
- 1.1.2 Implicated views on Sanskrit term “*Darsana*” and its import on “Philosophy” as “*way of life*” or *Attitude* in English.
- 1.2 Types of Philosophy (Theistic / Atheistic)
- 1.3 Religion (Monotheism, Henotheism, Kenotheism and Polytheism).

## Unit 2 Vedic Religion and Philosophy

**15TH**

- 2.1 Definition of Veda, Meaning, Types and Characteristics.
- 2.2 Vedic Cosmogony, Gods (Celestial, Atmospheric and Terrestrial)
- 2.3 Ritual (*Karma*), Contemplation (*Jñāna*), Offerings (*Dāna/ Yajña* i.e., *Pañca-Mahāyajña*)
- 2.4 Patterns of life: *Varṇāśrama*, aims of four *Puruṣārtha*, (*Dharma, Artha, Kāma, Mokṣa*)
- 2.5 Prasthānatrayī: Upanisad, Brahmasutra and Three Yogas of *Gīta* i.e., *Karma, Bhakti, Jñāna*,

## Unit3 Śaivism, Vaiṣṇavism, Śaktism, Surya and Ganesa

**10TH**

- 3.1 Concept (Śiva-tattva), Conviction, Śaiva Acuity, Saiva sects: (i) Pāśupata, (ii) Kāpālika, (iii) Kālamukha, (iv) Muṇḍaśrinkhalika,
- 3.2 Concept of Visnu, Narayana and Vasudeva, and his Incarnation theory.
- 3.3 Sakti, the mother-goddess, Ajima, and Durga, Laksmi and Sarasvati
- 3.4 Sun god (Surya) and its astral cult.
- 3.5 Ganesa the lord of auspicious and mantra.
- 3.6 The Maṇḍala theory of Pāncāyana
- 3.7 Basics on Hindu Tattras: Definitions, Types & Nature



#### **Unit 4 Saddarśana : Six systems of Hindu Philosophy**

**20 TH**

- 4.1 Sāṃkhya: Meaning, Introduction, Tenets, (*Prākṛiti, Puruṣa* + 24 elements)
- 4.1.1 Viewpoints: *Satkāyavāda, Ārambhavāda* (theory of evolution), Bondage and Liberation.
- 4.2 Yoga: Meaning, Introduction, Tenets (25 elements), *Citta-vritti* (Mind-stuff), *Nirodha* (Bondage), *Aṣṭāṅga-yoga, Mukti* (Liberation).
- 4.3 Nyāya: Meaning, Introduction, Tenets, *Sodasa-Padartha*, (16 Matters), Bondage, Liberation.
- 4.4 Vaiśeṣika: Meaning, Introduction, Tenets, *Dravya, Padārtha*, Bondage, Liberation.
- 4.5 Mīmāṃsā: Meaning, Introduction, Tenets, Metaphysics, Bondage and Liberation.
- 4.6 Vedānta: Meaning, Exponent, Tenet, (theistic and absolute) *Jiva, Jagat, Brahma, Maya, Mukti*.

#### **Unit 5 Jainism & Carvaka: Non-Vedic Religion and Doctrine**

**10TH**

- 5.1 Setting of None-Vedic viewpoints, Mahāvīra and rise of Jainism with spreads of Sects; (i) Digamvara, (ii) Śvetāmvara, (iii) Sthānakavaśi, (iv) Terāpanthi
- 5.1.1 Jaina theory of Bondage and practice on Liberation, and texts.
- 5.2 Cārvaka Viewpoints: Opinion, theory of Knowledge, Metaphysics and Ethics.

#### **Unit 6 Far Eastern Religion and Philosophy**

**15TH**

- 6.1 Main Themes on Chinese schools of Thoughts
- 6.2 Taoism:**
  - 6.2.1 Origin, Development of Tao
    - 6.2.1.1 Introduction to Lao Tzu, Tao Te Ching and Chuang Tzu
  - 6.2.2 Early Basic Teachings & Quest for Longevity
- 6.3 Confucianism:**
  - 6.3.1 Introduction to Confucius & his Principle Disciples
  - 6.3.2 the five Great relationships
  - 6.3.3 The Confucian Virtues
  - 6.3.4 Schools of Philosophy
  - 6.3.5 Confucianism as a Religious System

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## **Buddhist Traditions in Asia II**

**Semester III**  
**MBS 513**  
**Full Mark 100**

**Paper XIII**  
**TH: 75**  
**Cr. H. 3**

### **Objectives**

This paper deals on Buddhist tradition flourished in different Asian countries. Their indigenous values on Buddhist cultural heritage are gradually elucidated here for the knowledge of student. Those are enlisted as followings: China, Korea, Japan, Mongolia, Vietnam, Bhutan, Pakistan, Afghanistan and Russia.

### **Unit 1 Buddhism in China** **20TH**

- 1.1 History of Buddhism in China
- 1.2 Prominent Buddhist Sects in China: Introduction
  - 1.2.1 Han Buddhism: Introduction, Sects (Tiantai, Sanlun, Huayan, Ci'an, Chan, Vinaya, Pure Land & Esoteric)
  - 1.2.2 Tibetan Buddhism: Introduction, Sects (Nyingmapa, Sakyapa, kagyupa & Gelugpa)
  - 1.2.3 Pali Buddhism: Introduction, Sects (Run, Baizhuang, Duolie & Zuodi)
- 1.3 Han Buddhism related: Tempels, Grottos & Sacred Mountains
- 1.4 Chief features of Han Buddhism

### **Unit 2 Buddhism in Korea** **10TH**

- 2.1 History of Buddhism in Korea
- 2.2 Prominent Buddhist Sects in Korea: Introduction
  - 2.2.1 Hwaom, Yusik, Chongto, Son & others
- 2.3 Chief features of Korean Buddhism

### **Unit 3 Buddhism in Japan** **15TH**

- 3.1 History of Buddhism in Japan
- 3.2 Prominent Buddhist Sects in Japan: kusha, Jogitsu, Sanron, Hosso, Ritsu, Kegon, Tandai, Singon, Jodo Shu, Jodo Shinshu, Zen, Soto Zen & Nichiren
- 3.3 Chief features of Japanese Buddhism

### **Unit 4 Buddhism in Mongolia** **5TH**

- 4.1 History of Buddhism in Mongolia
- 4.2 Prominent Buddhist Sects in Mongolia: Introduction
  - 4.2.1 Sakyapa & Gelugpa
- 4.3 Chief features of Mongolian Buddhism

### **Unit 5 Buddhism in Vietnam** **5TH**

- 5.1 History of Buddhism in Vietnam
- 5.2 Prominent Buddhist Sects in Vietnam: Introduction
  - 5.2.1 Pure Land, Chan, Esoteric & Theravada
- 5.3 Chief features of Vietnamese Buddhism

<b>Unit 6 Buddhism in Bhutan</b>	<b>5TH</b>
6.1 History of Buddhism in Bhutan	
6.2 Prominent Buddhist Sects in Bhutan: Introduction	
6.2.1 Kagyupa (Drukpa Kagyupa) & Nyingmapa	
6.2 Chief features of Bhutanese Buddhism	
<b>Unit 7 Buddhism in Russia</b>	<b>5TH</b>
7.1 History of Buddhism in Russia	
7.2 Prominent Buddhist Sect in Russia: Introduction, Gelugpa	
7.3 Chief features of Russian Buddhism	
<b>Unit 8 Buddhism in Pakistan</b>	<b>5TH</b>
8.1 Spread of Buddhism in Pakistan	
8.2 Survey of the Buddhist Sites and their importance in the light of archeology, inscription etc.	
<b>Unit 9 Buddhism in Afghanistan</b>	<b>5TH</b>
9.1 Spread of Buddhism in Afghanistan	
9.2 Survey of the Buddhist Sites and their importance in the light of archeology, inscription etc.	

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# Buddhist Heritage of Northern Nepal I

**Semester III**

**Paper: XIV**

**MBS 514**

**TH: 75**

**Full Mark 100**

**Cr. H. 3**

## Objectives

This course is to provide a comprehensive knowledge on Buddhist Heritage of Northern Nepal. It deals on Pre-Buddhistic beliefs and faith prior to the introduction of Buddhism in Tibet. It deals on Buddhist historic, scholarships, sects its masters and Monastic and ethnic communities of Northern Nepal.

### Unit 1 Pre -Buddhist Cultural Heritage of Northern Nepal

**25TH**

- 1.1 Geographical Setting
- 1.2 Buddhist ethic groups
- 1.3 Pre- Buddhist beliefs and faiths : Animistic (Mi-Cho), Samanistic faith (Bon-Cho)
- 1.3.1 Bon beliefs and Nine ways of Bon & Bon rituals
  - 1.1.1 Impact of Bon in Buddhism and vice versa
  - 1.1.2 Gesar Epic
- 1.4 Buddhism in Tibet and Northern Nepal
  - 1.4.1 Role of Srong-bTsan sGam-po, Bhrikuti, Kongjo and Silamanju, Khen Lob Cho Sum (Shantarakshita, Padmasambhava and Khri Srong De bTsan), Atisa Dipankara and Phamthing-pa in Tibet and Nepal

### Unit 2 Buddhist Sects and its Eminent Masters

**23TH**

- 2.1 **rNying-ma-pa**; Klong Chen-pa, mNga's-ris Panchen
- 2.2 **bKa' brGyud-pa**; Zhwa-d Mar-pa, Mila Ras-pa, Karma-pa, Shyarmar-pa
- 2.3 **Sa-skya-pa**; five Patriarchs ( Gongma nga), Glo-bo mkhen Chen
- 2.4 **dGe-lugs-pa**; Tsongkha-pa, Dalai Lamas, Panchen Lamas

### Unit 3 dGonpa, Lama and Ani

15TH

- 3.1 Gonpa; Definition, types: bShad Drwa (centre of study), Sgrub Drwa (Centre for Meditation), Grong gSeb( village Gonpa),
- 3.2 Rituals; daily, Regular (fortnight/monthly); Tsechu , Annual function: Chotul Duchen, Saka Dawa, Lhabab Duchen, Chokor Duchen, yarne, Nyune, Mani recitation
- 3.3 Lama; definition, types; Sprul sKu (Incarnate Lama), mKhan-po, Gra pa(dGel Tshul, dGe slong), Sngaga pa ( Mantra Holders), Procedures of Lama Ordination
- 3.4 Nun: definition, types; Apprentice (Genin-ma), novice( dGel Tshul ma), nun (dGe slong ma)
- 3.5 Function of Lama: Teaching Buddhism, Giving initiation, performing rituals

### Unit 4 Some Selected Gonpas of Northern Nepal

12TH

- 4.1 Tengboche dGonpa ( solu)
- 4.2 Bigu Tashi dGonpa (Dolakha)
- 4.3 Tsarang dGonpa (Mustang)
- 4.4 Shey dGonpa (Dolpa)

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## **World Religion and Philosophy II**

**Semester III**  
**MBS 515**  
**Full Mark 100**

**Paper: XV**  
**TH: 75**  
**Cr.H.3**

### **Course Description**

The course is designed to grow knowledge of students on comprehensive nature of world's Religions and Philosophies from the practices of occidental and oriental culture.

### **Course Objectives**

- To raise the general perception on concept, nature, and elements of Religions and Philosophies of this world.
- To facilitate the metaphysical consciousness of different religions and thoughts viz., Christianity, Islam, Judaism Western Philosophy and others, of this world.
- To show acquaintance with theoretical knowledge on metaphysical and spiritual norms, values and doctrines.
- To differentiate the philosophical thoughts from the religious practices.

### **Unit 1 Metaphysics and Religion** **10 TH**

- 1.1 Definition, Nature of Metaphysics (Philosophy)
- 1.2 Definition, Nature, Development of Religious Consciousness
- 1.3 Elements of Religious Consciousness:
- 1.4 Cognitive, Effective and Conative

### **Unit 2 Theories on Epistemology** **15 TH**

- 2.1 Rationalism
- 2.2 Empiricism and Criticism
- 2.3 Realism
- 2.4 Deism
- 2.5 Creationism
  - 2.5.1 Creation
  - 2.5.2 Pantheism
  - 2.5.3 Theism
  - 2.5.4 Darwin's Theory of Evolution

### **Unit 3 Greek Philosophy and Philosophers:** **10 TH**

- 3.1 Socrate: life history and his theory of Concept
- 3.2 Plato: life and his Theory of Idea
- 3.3 Aristotle: life and his theory of Form of Evolution

### **Unit 4 Ancient Sacrosanct of Thoughts and Practice of Middle-East** **10 TH**

- 4.1 Background of Moses and the Children's of the Gods
- 4.2 The Origin of Hebrews,
- 4.3 The Exodus of Moses from Egypt & Babylonian exile 50 years before Jesus

### **Unit 5 Judaism** **10TH**

- 5.1 Jewish Belief
- 5.2 Practices
- 5.3 The Sabbath
- 5.4 Jewish Dietetic
- 5.5 Holidays



## **Unit 6 Christianity**

**10 TH**

- 6.1 Life of Jesus Christ, His death for Mercy, Death and Resurrection two Burials in John's Gospel & The Tomb of Jesus
- 6.2 Christians, Basics of Christianity
- 6.3 Beliefs, Ethics and Practice
- 6.4 Role of Testaments (old and New) and Churches
- 6.5 Re-incarnation in New Testament
- 6.6 Christian Mysticism
- 6.7 Eastern & Western Christianity

## **Unit 7 Islam**

**10 TH**

- 7.1 Origins and Development
- 7.2 Muhammad
- 7.3 Essentials of Five Pillars
- 7.4 Islamic Practices
  - 7.4.1 Shia
  - 7.4.2 Sunni
- 7.5 Sufism: Islamic Mysticism
- 7.6 Islamic law and Philosophy

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## Fourth Semester Courses

<b>Course Code</b>	<b>Course title</b>	<b>Credit Hours</b>	<b>Teaching Hour</b>	<b>Pages</b>
MBS 516	Methods of Research in Buddhist Studies	3	75	45-46
MBS 517	Buddhist Heritage of Northern Nepal II	3	75	47-48
MBS 518	Buddhist Tourism	3	75	49-51
MBS 519	Basic knowledge on Information Technology	3	75	52
MBS 520	Field Study & Report Writing	3	75	53
MBS 521	Thesis Writing	6	150	54
MBS 522	Buddhist Practices	3	75	55

# Methods of Research in Buddhist Studies

**Semester IV**

**Paper XVI**

**MBS 516**

**TH: 75**

**Full Mark 100**

**Cr. H. 3**

## **Objectives**

This course aims at training students to carry on research in fields of historical, cultural, religious, philosophical, artistic and applied branches of Buddhism. It deals on the methods of Buddhist research, types, design, evidences and its sources, data collection, writing academic proposal, report and thesis.

### **Unit 1 Introduction**

**15TH**

- 1.1 Research: meaning, importance, nature, and its purpose in the areas of Buddhist Research
- 1.2 Significance of Research in Buddhist theology, pantheon, Philosophy and Practice.
- 1.3 Research Problem: identification, criteria for selecting the topics, Methods for defining the research problem
- 1.4 Research design: concept, variables, types

### **Unit 2 Research Evidences**

**15TH**

- 2.1 Meaning, Types (Mute and Verbal)
- 2.2 Sources: definition, types (Primary and Secondary), Literary, Archaeological (monumental), Archival, Documents, Coins, Inscriptions, art objects, Contemporary records: Papers, Periodicals, devotional songs, lore and legends

### **Unit 3 Data Collection Methods**

**20TH**

- 3.1 Meaning, sources: primary and secondary, Methods: Literature Review, Questionnaire, Interview, Personal Observation and Participation

### **Unit 4 Case Study & Report writing (practical)**

- 4.1 Definition, Types, Sections of report; prelude, investigation and reference, drafting of report.

## **Unit 5 Writing Research Proposal**

**15TH**

- 5.1 meaning, Steps for Proposal writing (Topics, Background, Research Questions, Literature Review, Justification, Methodology, scope, chapter division, expected results, and budget)
- 6.2 Writing of the Proposal

## **Unit 6 Organization of Reports and Thesis Writing**

**10TH**

- 5.1 Uniformity of Chapter division, title, sub title
- 5.2 Editing, coding, processing and classification of data
- 5.3 Rules of footnote citation
- 5.4 Classification and arrangement of bibliography
- 5.5 Arrangement of appendix, maps, tables, chart
- 5.6 Uses of abbreviation, glossary, index
- 5.7 Rules of margin, spacing, paging
- 5.8 Use of bold, italics, underline, single inverted and double inverted commas

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# Buddhist Heritage of Northern Nepal II

**Semester IV**

**Paper: XVII**

**MBS 517**

**TH: 75**

**Full Mark 100**

**Cr. H. 3**

## **Objectives**

This course deals on the study of Buddhist liturgy, cultural Practices and devotion through arts and pilgrimage.

### **Unit 1 Buddhist Texts**

**25TH**

- 1.1 Role of *Srong-gTsan sGam-pa*, *Mani Kabum*, Thonmi Sambhota and *Sun Tag*
- 1.2 Translated Texts: *bKah-rGyur*, *BsTan-rGyur*, *Yum*, *Domang*
- 1.3 Other Texts
- 1.4 Philosophical Texts
- 1.5 Ritual Texts
- 1.6 Guide Books for Pilgrimage
- 1.7 Biographies: four Lamas of Dolpo, Lowo Khenchen, Oryan chokyi ( Dolpa)

### **Unit 2 Buddhist Practices**

**20TH**

- 2.1 Rituals of worshipping Thankas, Painted walls, images, Chorten, *rTsa rTsa*, Prayer wheels
- 2.2 Pilgrimage: Purpose, Types, and holy sites: Mountains (Kailash, Shey Mountain), Caves (Maratika-Khotang, Milarepa-Manang), Lakes (Manasarovar, Phoksundo), Shrines; Muktinath, Lo Gekar
- 2.3 Festivals: Losar, Manirimdu (Solu), Dumje (Solu and Dolakha), Yertong (Mustang/Manang )

### **Unit 3 Rite and Rituals on Northern Life Style**

**20TH**

- 3.1 Birth: concept (rebirth) and liturgy
- 3.2 Marriage: concept and liturgy
- 3.3 Death: concept, Phowa, bardo, and liturgy rites

**Unit 4 Term paper**

**5TH**

**Unit 5 Report writing**

**5TH**

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# Buddhist Tourism

**Semester IV**  
**MBS 518**  
**Full Mark 100**

**Paper: XVIII**  
**TH: 75**  
**Cr. H. 3**

## Objectives

The course aims to impart comprehensive knowledge on importance of Buddhist monuments and tradition from touristic perspective. The students will also be acquainted with the historical account and current policy of the government regarding Buddhism related tourism. This should be a step towards arousing public awareness about huge potentiality of Buddhist religious cultural tourism so that future planning will be promulgated.

## Unit 1 Buddhism and its scope in Nepalese Tourism 5TH

- 1.1 Meaning, Concept, and Typology
- 1.2 Religious studies and Pilgrimage
- 1.3 Spread of Buddhism in Modern age and its impact on tourism

## Unit 2 Buddhist Tourist attraction in Nepal 25TH

- 2.1 Buddhist legends of Kathmandu valley (Swayambhu, Khasti, Namobuddha)
- 2.2 Traditional Pilgrimage Practice:  
Mataya, Upaku, Baha puja, Chaitya puja, Basundhara puja yatra, Dipankha yatra
- 2.3 Nepal as Prime Buddhist Destination:
  - 2.3.1 Pilgrimage site  
Lumbini- the birth place of Sakyamuni Buddha,  
Tilaurakot- Siddhartha's princely abode  
Niglihawa- the birthplace of Kanakmuni Buddha  
Gotihawa- the birth place of Krakuchchanda Buddha  
Kapilvastu- site of ancient stupas  
Swayambhu- the emblem of Nepalese Buddhism  
Khasti- the centre of Tibetan Buddhism in Nepal  
Kathmandu cities: open Buddhist museum
  - 2.3.2 Recreational/ Amusement,  
**Mountain visit;**  
Local- occasion of visiting Jamacho, Dhilacho, phulacho, Manichuda etc  
Optional- Muktinath, Shey Mountain,  
**River/Lake visit:**  
Tirtha sewa- Dwadasha Tirtha: Bagmati, Gokarna, etc  
Pitha-sewa  
Kagbeni, Triveni, Gosaikunda, Tatopani etc.  
**Cave visit:**  
Chakhuti bhakuti, Nagrjuna cave, Pharping cave,  
Maratika, Cave monasteries of Mustang (Lo Gekar, Luri Gompa etc.)
  - 2.3.3 Educational  
Nepal: Cornucopia of Buddhist Sanskrit literature  
Baha/Bahi Monasteries  
Gompa Monasteries

- Archeological sites: Kakrevihar, Lumbini, Kapilvastu, Ramgram
- 2.3.4 Festive events  
 Karunamaya jatra, Indra Jatra, etc.  
 (occasion for observing rare carya dance, carya songs)  
 Mani Rimdu (Himalayan Buddhist masked dances), Dumje  
 Panca-Buddha cult, Dipankar cult, Caitya cult, Lokeswar cult etc.

### **Unit 3 Contribution of Historic Personages to Buddhist Tourism in Nepal 20TH**

#### *Ancient/Licchavi period*

- 3.1 Visit of Asoka to Lumbini and Kathmandu valley,  
 3.2 Visit of renowned Buddhist masters like Nagarjuna, Vashuvandhu, Prachandradeva  
 3.3 Visit of Xion Xang to Lumbini and Wang hiuen tse to Kathmandu valley  
 3.3 Role of Trio Indian Buddhist masters- Padmasambhava, Shantarakshita and Kamalsila in Nepal

#### *Medieval period*

- 3.4 Sojourn of Atisa Dipankar Srijnana in Nepal  
 3.5 Visit of Tibetan Buddhist masters to Kathmandu valley (Marpa, Marpa dopa etc)  
 3.6 Role of Phamthingpa brothers and contemporary Buddhist masters in familiarization of Nepalese Buddhism in Tibet and India  
 3.7 Visit of Dharmaswami to Kathmandu valley

#### *Modern period*

- 3.8 Amritananda, Gunananda  
 3.9 Foreign scholars/envoys to Nepal who contributed to Buddhism  
 Brian Hodgson, Ambrose Oldfield, A.L.Wadell, Syvian Levi, Daniel Wright, Tucci, etc

### **Unit 4 Authorities of Tourism Development in Nepal and their effort 15TH**

- 4.1 Ministry of Tourism and civil aviation, their Tourism policy and objectives  
 4.2 Nepal Tourism Board, its policy and objectives  
 4.3 Lumbini Development trust, Lumbini Development Master plan,  
 4.4 Organizations like NATTA, HAN, PATA, UNESCO etc  
 4.5 Challenge of conversion of Buddhist tourism as a part of Tourism industry  
 4.6 Present international politics towards establishing Buddhist circuit (effort of Japan, India, China and Nepal)

### **Unit 5 Field visit\* 10TH**

(\*Note: Field visit may be in the form of site visit or excursion tour or both depending upon prevailing situation, feasibility and extra cost)

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### Suggested websites

- [www.tourism.gov.np/](http://www.tourism.gov.np/) (Ministry of Culture, **Tourism** and Civil Aviation, Kathmandu,)
- [www.welcomenepal.com](http://www.welcomenepal.com) (Nepal Tourism Board)
- [www.natta.org.np](http://www.natta.org.np) (Nepal Association of Tour & Travel Agents (NATTA))
- [www.nepaltourism.net/](http://www.nepaltourism.net/) / [www.nepaltourism.info/](http://www.nepaltourism.info/) / [www.visitnepal.com](http://www.visitnepal.com)

## **Basic Knowledge on Information Technology**

**Semester IV**  
**MBS 519**  
**Full Mark 100**

**Paper XIX**  
**TH: 75**  
**Cr.H.3**

Detail Course is yet to be developed.

## **Field Study & Report Writing**

**Semester IV**  
**MBS 520**  
**Full Mark 100**

**Paper: XX**  
**TH: 75**  
**Cr.H.3**

Students have to complete the field study in exploration of the Buddhist study. Student must spend at least a week long stay in the field as necessities by subject teachers.

## **Thesis Writing**

**Semester IV**  
**MBS 521**  
**Full Mark 100**

**Paper XXI**  
**TH: 150**  
**Cr. H. 6**

Students can choose any subject from the course and out of course as required by subject but concentrating on research viability and completion of the thesis within a fourth semester.

# **Buddhist Practices**

**Semester IV**  
**MBS 522**  
**Full Mark 100**

**Paper: XXII**  
**TH: 75**  
**Cr. H. 3**

Detail Course is yet to be developed.