

**Far Western University**  
**Mahendranagar, Kanchanpur**  
**Faculty of Humanities and Social Sciences**  
**B. A. History**



**Far Western University**  
**Faculty of Humanities and Social Sciences**

**B. A. History**  
**Course Structure**

**Course Code**

**Course Title**

**Semester I**

HIS 101	Introduction to Historical Concept
HIS 102	World History

**Semester II**

HIS 121	Nepalese History
HIS 122	World History

**Semester III**

HIS 231	Nepalese History
HIS 232	World History

**Semester IV**

HIS 241	Nepalese History
HIS 242	World History

**Semester V**

HIS 351	Nepalese History
HIS 352	World History

**Semester VI**

HIS 361	Nepalese History
HIS 362	World History

**Semester VII**

HIS 471 World History

HIS 472 Nepalese History

**Semester VIII**

HIS 481 Research Methodology in History

HIS 482 World History

## Far Western University

### Faculty of Humanities and Social Sciences

Course title-**Introduction to Historical Concept** Full Marks:- 100

Course No- HIS 101 Pass Marks:- 45

Nature of the course: Theory Period Par Week:- 3

Year First: Semester-First Time:- 1hr.

Level-Bachelor of Arts Total Period:- 45

#### 1. Course Description :

This course aims to acquaint the student with basic concepts of history (Theory and Practical). The course incorporates seven units. The first unit deals with the definition of history and its relation with other subjects. The second unit deals with the human access in the Hindukush range. The third unit concerns with the Rivers and shelters of indigenous men of this region. The fourth unit deals with business routes of Trans Himalaya and exchange of human civilization through Bolan Pass and the Khaibar Pass. The fifth Unit discloses with the human migration in this region from different parts as the Protohistoric studies. Unit six deals with the edibles of early men and the items available in this region. The seventh unit deals with the main historical remnants of the rarely men's settlement and early human caves and remnant of different human organs main spots of human settlements and main foot trails used by them.

#### 2. Course objectives :

The general objectives of the course are as follows.

- To acquaint the students with basic concept of History and its relations with other subjects like geography, economic activities of early men.
- To enable the students to find out the human settlements, main foot trails and route they used etc.

#### 3. Specific Objective

Objectives	Course contents
To acquaint the definition of history and its relations with other subjects.	<b>Unit 1 (8)</b> Meaning and definition of history and its relations with other subjects like Geography, Culture, Political Science, Science, Management and Economics etc. A study of Geography in relation to History and the Himalayan Passes like Tinker, Lipu, Urai, Yari, Panchachuli and Khaibar Pass, Bolan Pass access to Europe. From the very beginning.
To identify the ecology of Himalaya, hills, valleys, foothills and the Tarai.	<b>Unit 2 (8)</b> Nepal Himalaya, the hill area, the valleys, foothills and

	Tarai-climate and vegetation, flora and fauna. The human excess in the region in different age and time
To identify the natural resources of those regions and recon the potential sites of the human movement and their access.	<b>Unit 3</b> (7) The river courses, Potentialities to harness them, The river valleys, human shelters, original and indigenous men of the region and the areas of their movement. The lakes and water reservoirs to irrigate the
To acquaint the life style of the Kusundas , Rautys, Rajis and Banamanis	<b>Unit 4</b> (8) A study on the life cycle of the indigenous tribes like Rautyas,Kusundas and Bananmanis and in addition to Rajis. The main areas of settlement, behaviors and dealing of those tribes who still are present in the forests and reluctantly adopt the modern civilization, their skills and pattern of settlement, cultural impacts and interactions with other tribal areas
To study the Human migration form north to south, west to east and synergetic trend of human race.	<b>Unit 5</b> (8) The Hinas, the Hans, The Mongols, The Trurks, The tartars and the khas as assimilation in the region, Other races inclusion and intrude in the reigon. The kiratas, the Jalandharas and the original places of the different human races.
To study the proto-historic men of the region and their tools and forest edibles they used.	<b>Unit 6</b> (8) The proto-historic men and their main settled areas the natural life, areas of their roaming and their forest edibles they used , The caves they used the animals they hunted and their life-cycle, their facial and physical structure and their practice to use two feet.
To study the settlement areas of the historic men	<b>Unit 7</b> (3) The main centers of the historic men-gorges and valleys, Remnants of historic men, The main spots of historic caves and foot –trails of the historic men.

**Prescribed Books and References:**

Pande Ramniwas, *Making Of Modern Nepal*, Jaipur: Nirila publication,1985.

Sharma Janaklal Hamro Samaj, Kathmandu: Sajha Prakashan ,2052.

## Far Western University

### Faculty of Humanities and Social Sciences

Course title- **World History**

Full Marks:- 100

Course No- HIS 102

Pass Marks:- 45

Year First: Semester-First

Period Par Week:- 3

Level-Bachelor of Arts

Time:- 1hr. Total Period:- 45

#### 1. Course Description :

This course aims to acquaint the student with basic concepts of world history (Theory and Practical). The course incorporates seven units. The first unit deals with the civilization of Egypt and its geographical setting development of human civilization. The second unit deals with the knowledge of excavation to find out the facts of ancient civilizations. The third unit concerns with the history of Egypt and its different phases and brief introduction of an empire as well as its disintegration. The fourth unit deals with the process of shifting of the human civilization from one place to another with different factors. The fifth unit concerns with the development of philosophy on the basis of Greek civilization and the philosophers on the basis of Greek mythology and historical sources. The sixth unit deals with the quality of human mind physique which continued through ages by the human race and developed with different factors. The seventh and the last unit deals with the achievements and the qualities of the Greek philosophers and the age of foreign invasion on Greece. This situation changed after the foreign inclusion into the society and has a long impact in the history of Europe. Its main achievements can be noted as a message of civilization of the world.

**2. Course objectives:** The general objectives of the course are as follows.

- To acquaint the students with basic concept of world history and its continuous relations with the generations of the past and posterity.
- To enable the students to find out the major human civilizations of the world.

3. Specific Objective	Course contents
To acquaint the student s about the civilization of Africa.	<b>Unit 1 (7)</b> Factors leading to the human civilization at the banks of the rivers. Egyptian topography both of upper and lower to know the fact that the presence of Egyptian civilization was as the gift of the river Nile.
To identify the knowledge of excavation and its report analysis of the achieved	Unit 2. <b>(10)</b>

objects.	The philosophy of human soul was reflected in the construction of the Pyramids in Egypt as human memory tombs. The socio cultural economy, art and architecture of ancient Egypt and the items preserve inside the Pyramids. The system of distribution of the water of river Nile. The first phase of Egyptian Civilization is also identified.
To acquaint the phase of disintegration and its causes of Egyptian empire.	<b>Unit 3 (8)</b> Caused of the downfall of ancient Egypt main spots of Ancient civilization. Foreign impact foreign invasion in Egypt.
To find out the shift of civilization from one region to another	<b>Unit 4 (8)</b> Human civilization in Europe. The geography of Greece. Ancient monuments and other physical objects. Development of small city states.
To acquaint the norms an value of philosophy on the basis of Greeks.	<b>Unit 5 (10)</b> The foundation of Greek city states. System of government. Factors for the development of art, literature, state concept and races in Greece.
To acquire the quality of human mind and the physical achievements of the Greeks.	<b>Unit 6 (10)</b> The famous deities of Greeks, oracles, trend of worship. Attitude of the people and rulers. Rivalry among the city states of Greeks. Sparta and Athens and their conflicts.
To achieve the quality of the Greeks mind and the age of foreign invasion	<b>Unit 7 (7)</b> The rulers and the philosophers in Greece. The col loquium and Amphitheaters. The tradition of the on learned people. The concept of the empire. Foreign invasion on Greece. The downfall of Greek civilization.

**Prescribed Books and References:**

Prescribed Books and References:

-Benny Morris, **The Middle East Journal** vol.40,.No.4 chatter ji Nikshoy Autumn(1986) pp.671-85

- Subedi Raja Ram, **History of the Middle East**, Kathmandu: Bidarthy Pustak Bhandar, 2058
- Dahal Ram Kumar, **Egypt's Dominant Role in Arab-Israel Conflicts**, Kathmandu : Unpublished Master's Thesis T.U. Control Department of Political Science, 1978
- Emiele F. Sahilyeh, **The P.L.O . After the Lebanon War**, London: West view press, 1986
- Geoge E.Kirk, **History of Middle East**, Delhi: Surajeed Publications, 1980
- Gupta B.C. **Focus on Morocco**, New Delhi: Sociallook publications, 1978
- Nehru, Jawaharlal, **Glimpses of world History**, Madras: Asia Publishing House, 1967

## Far Western University

### Faculty of Humanities and Social Sciences

Title: **Nepalese History**

Full Marks: 100

Course No. : HIS 121

Pass Marks: 45

Nature of the Course: Theory

Period per Week: 3

Year: First

Time per Period: 1 hr.

Semester: Second

Total Period: 45

Level: Bachelor of Arts

### 1. Course Description

This course aims to acquaint the students with basic concepts of Nepalese History (Theory and Practical). The course incorporates Five Units. First Unit deals with the study of the movement of the Stone Age Men. Unit second contains the Mining Age and the main activities and movement of the human race. Unit three deals with an acquaint the knowledge of history and history writing on the basis of the knowledge of historiography. Unit four deals with historiography of Europe and Asia in the modern age. Unit five interprets the use of different techniques and meaning of research methodology, especially in history writing.

### 2. Course Objectives

The general objectives of the course are to acquaint the students about the Stone Age Men, the Mining Age, tradition of history writing and the development of historiography in the Ancient, Medieval and Modern times.

3. Specific Objective	Contents	
<ul style="list-style-type: none"><li>To study the movement of the Stone Age Men.</li></ul>	<b>UNIT 1.</b> The Stone Age Men, Paleolithic age, Mesolithic age and Neolithic age ( <b>Total Periods : 8</b> )	<b>B. V. Rao, World History, Chapter 1</b>
<ul style="list-style-type: none"><li>To study the mining deposits and the mining activities of ancient men and the human movement areas.</li></ul>	<b>UNIT 2.</b> The mineral deposits, exploited by the ancient men and the areas of human movement. New innovations of different mineral deposits by men in different times. ( <b>Total Periods : 8</b> )	<b>R.R.Subedi, Nepalko Tathya Itihas, Chapter Two.</b>

<ul style="list-style-type: none"> <li>To acquaint the knowledge of history and history writing on the basis of Ancient and Medieval historiography.</li> </ul>	<b>UNIT 3.</b> The traditional knowledge of history through changing form of oral sources into script writing. The history based on tales and the legendry sources and the oral histories recited by the traditional folk lore singers.	<b>K.K. Adhikary, Brief Survey Of Nepalee History, Chapter First.</b>
<ul style="list-style-type: none"> <li>To study the historiography of Europe and Asia in the modern times on the basis of previous writings.</li> </ul>	<b>UNIT 4.</b> The Greek Historian, the Roman Historian and their contribution to the history writing. The German and the British historians and the contributions of the Indian and the Nepalese historians in the field of history writing. <b>(Total Periods : 20)</b>	<b>DilBahadur Chhetry and Chandrakant Paudel, European history Writing, Chapter Two.</b>
<ul style="list-style-type: none"> <li>To understand and the use of the techniques of research methodology in history and social sciences.</li> </ul>	<b>UNIT 5.</b> An introduction to research methodology, its meaning and use in history writing. The authentic sources and its credibility with proper interpretation of history and culture. Sources of history and culture available in the Far Western Region. <b>(Total Periods : 15)</b>	<b>Rajesh Gautam, History of History Writings, Chapter Three. Shafer,R.J. A Guide to Historical Method, Chapter Four. Acharya,B.R.Research Methods and Report Writing, Unit Two.,, Social Survey and Research Methodology,Meruth:Kedarnath, 1975 Chapter 3.</b>

### **Recommended Readings**

- Acharya Balaram, Research Methods and Report Writing in Sociology and Anthropology, Adhikari, Kathmandu: National Book Center, 2067 B.S. K. K., *A Brief Survey of Nepali Historiography*, Kathmandu: Sahayogi Press, 1980 \
- Gautam, Rajesh (compiled), *The History of History Writings*, New Delhi: Adroit Publishers, 2005.
- Hockett. H. C., *The Critical Methods in Historical Research and Writing*, New York: Macmillan, 1964.
- Kirlinger, Fred N., *Foundation of Behavioral Research*, 3<sup>rd</sup> edn. Bangalore, Prism Books, 1995.
- Kothari, C. R., *Research Methodology: Methods and Techniques*, New Delhi: Wiley Eastern Limited.
- Kshetry, *A Brief Analysis of History Writing in Nepal*, Pokhara,
- Phillips, Bernard S., *Social Research*, New York: McMillan, 1991.
- Shafer, R. J., *A Guide to Historical Method*, Illinois: Dorsey Press, 1969.
- Chettari Dil Bahadur, Poudel Chandra Kanta, *Europali Itihas Lekhantatha Sodh Bidhi*, Pokhara: Smt Parvati Chettari and Smt Kaladevi Poudel, 2065 B.S
10. Bhasab Basudev, *Sudur Pashima Doti Pradesh kalok Gatha Abalokan*, Mahendra Nagar: Mahakali Sahithya Sangam, 2063 B.S
11. Aryal Ishwer, *Naya Nepal Ko Itihas*, Kathmandu: Ratna Pustak Bhandar, 2020 B.S

12. ChettariThapaNetrabhadur, *SansarkoItihaskoEkJhalak*, Kathamanu: Salman and Brothers,2020BS
13. SatyalYagaraj,Bhattarai Mohan Dev, *Sansarko Sano Itihas*, Kathandu: Naya Nepal Prakash 2024 B.S
14. RamniwasPande,Niranjana Sharma, *NepalkopauranikItihas*Kathmandu: CNAS,2055

## Far Western University

### Faculty of Humanities and Social Sciences

Title: **World History**

Full Marks: 100

Course No. : HIS 122

Pass Marks: 45

Nature of the Course: Theory

Period per Week: 3

Year: First

Time per Period: 1 hr

Semester: Second

Total Period: 45

Level: Bachelor of Arts

### 1. Course Description

This course aims to acquaint the students with basic concepts of World History (Theory and Practical). The course incorporated Five Units. Unit first clarifies the characteristics of oriental civilization and its message of human development, norms and values of life. Second Unit helps students to know the different tribes in the eve of Medieval World in the East. Similarly the third unit deals with the social psychology of the people. Unit four conveys the knowledge of the situation of medieval world as the age of darkness. Unit five deals the origin of philosophers of Far-East, South-East and the Middle-East.

### 2. Course Objectives

The general objectives of the course are to acquaint the students about the civilization endeavor and its message to the human development, causes of different wars, philosophers of South- East and the Middle-East who enriched the human value and civilization of that time, Medieval World in the east and west and its impact to the society.

<b>3. Specific Objective</b>	<b>Contents</b>	
To know the characteristics of eastern Civilization .	<b>UNIT 1.Characterstics of oriental history and its bases of civilization.(Total Periods : 12)</b>	<b>Rahul Sankrityana, Rigvedic Arya, Delhi: Qitab Mahal,1957. Appendixes.</b>
• To know the various tribes in the eve of Mahabharata.	<b>UNIT 2. Tribes who participated in the war of Mahabharata and its consequences. (Total Periods : 12)</b>	<b>Mahabharata, AdiParba.</b>
• To study the teaching of the Lord Krishna.	<b>UNIT 3. The social psychology of the people and the role played by Lord Krishna. (Total Periods : 12)</b>	<b>Srimadbhagawad Gita.</b>
• To know the medieval age and stagnation in the development of human civilization.	<b>UNIT 4. The Medieval world in the east and west which prevailed the world in the veil of darkness. Emergence of ill practices in the society. Sati, Slavery,</b>	<b>Van Loon Hendrix,The Story of Mankind,GreatBritain: The British Publishers” Guilt,1996.Chapters;</b>

	Superstitions Caste and color discrimination. <b>(Total Periods : 12)</b>	<b>28,29-39.</b>
• To understand the message of the philosophers of Asia.	<b>UNIT 5.</b> The philosophers like Buddha, Jain, Christ, Confucius, Mohammad and the Sikh. <b>(Total Periods : 12)</b>	<b>Kiranshankar,Biswa Dharma koVarnamala, Chapters:2,3,5,6,9,11 and 12.</b>

**References books:**

1. Lamb GF, *Tales of Human Endeavour* (London:GeorgeHarrapanel Company,1957.
2. Ruttledge- Hugh *Everest*, London: George G Harrap and company, 1933. (Chapter one)
- 3.Wooly Sir Learned, *Digging up the Past* , London George G, Harrap of the world Oxford University Press, 1978.
- 4.W.Friedmann, *An Introduction to world politics*,Newyork: Macmillan and company 1957
- 5.Prakash Ravendra, *The Battle of The Books*,Agra: Laxinaryan Agrawal,(Chapter one)
- 6.Kafle Maya Prasad,*BishwakoSamchiptaItihas*,Biratnagar: KaflePrakshan 2035.B.S
- 7.2026B.S.Kiranshankar,Biswa Dharma koVarnamala, Kathmandu: Sajha Prakashan,B.S.2026.  
Manandhar Ram Bhakta,*BishwaItihaskoRooprekha*,Kathamandu: RatnaPustakBhandar 2029 B.S.
- 8.Wells.H.G, *History of World*, London: Penguing Books 1953
- 9.Fisher J.A.L,*History of Europe*,London: Fontana/Collins,1984
10. Rude George,*Revolutionary Europe*, London: Fontana/colling 1979
11. Von Loon, Handrick, *The Story Of Mankind*, Great Britain: The British Publishers,1996.B.B.Rao, *World History*,NewDelhi:Sterling Publishors,1997.

**Far Western University**  
**Faculty of Humanities and Social Sciences**

Course Title: **Nepalese History**

Course No: HIS 231

Year : Second

Semester: Third

Level: Bachelor of Arts

Full Marks: 100

Pass Marks: 45

Period per week: 3

Time per period: 1 hr.

Total Periods: 45

**1. Course Description:** This course aims to acquaint the students with basic concepts of Hinduism and Buddhism during ancient period and prominent races and their festivals in Nepal. The Course incorporated Four units. The First unit deals with geo-political situation of ancient Nepal. Second unit convey the knowledge of formation of society/ Hinduism and Buddhism in ancient Nepal. Third unit clarifies about Nepalese races and Last unit helps students to know the different festivals performed by Nepali People.

**2. Course Objective:** The General objective of this course is to provide the students general knowledge and understanding on the Hinduism and Buddhism in ancient Nepal. This course also focuses on the Nepalese races and their major festivals.

**3. Specific Objectives and Contents**

Special Objectives	Contents	Recommended Books
To study the geo-political history of ancient Nepal	<b>Unit 1:</b> 1. Introduction to geography and politics 2. Brief survey of Major Rulling dynasties- Gopal, Mahispal, Kirat and Licchavis. (Total Periods: 10)	– Hari Ram Joshi, <i>Pages of the Forgotton Past</i> , Lalitpur: Joshi Research Institute, 1991. Chapter-1,8,10,11 – Dil Bahadur Kshetri, <i>Prachin thatha Purba Madhyakalik Nepal</i> , Kathmandu:Nirantar Prakashan, B.S. 2062. Pp. 52-59, 105-109, 110-172
To acquaint the knowledge of formation of the society/ Hinduism and Buddhism in ancient Nepal	<b>Unit 2:</b> 1. Formation of Nepalese Society. 2. Socio-Religious composition of Nepalese Society. 3. Shiva, Vaishnab and Shakacult in Hindusm. (Total Periods: 15)	– Jagadishchandra Regmi, <i>Nepalko Dharmik Itihas</i> , Chapter- 1,3 – Shankar Thapa "History of Nepalese Tradition to the Licchivi Period" <i>Voice of History</i> , Vol- XVI, No. 2, Dec. 2001, pp.25-42 – Khadkaman Shrestha, <i>History of Buddhism in Nepal...</i> , Kathmandu: Mrs. Kamala Devi Shrestha, 2008,Ch-3.
To study the Nepalese races	<b>Unit 3</b> 1. Ethnic groups in Nepal- A Historical Perspective. 2. Various Races of Nepal-Terai, Hill, and Himalayan regions: Sherpa, Rai, Limbu, Gurung, Magar, Tamang , Khasa, Newar, Tharu, Maithili, Bhojpuri, Abadhi, Chepang, Raute, Mushahar.	– Dor Bahadur Bista, <i>People of Nepal</i> Part1-3 – Rajesh Gautam & Ashok Kumar Thapa, <i>Tribal Ethnography of Nepal</i> , Vol-1, New Delhi: Book Faith India, 1994

	(Total Periods: 15)	
To understand the festivals Performed by Nepalese People.	<b>Unit 4</b> <ol style="list-style-type: none"> <li>1. General Survey of Nepalese Festivals.</li> <li>2. Social Harmony and religious syncretism.</li> <li>3. Religious, Cultural, Social and Economic Importance and significance of Dashain, Holi, Lhosar, Chhat, Maghi, Udhauli, Ubhauli, Gaura Parva, Bisket Jatra, Bhowa Parva, Holi and Dasharo.</li> </ol> (Total Periods: 20)	<ul style="list-style-type: none"> <li>– Hariram Joshi, <i>Nepalka Chadparva</i>, Lalitpur: Joshi Reseach Institute, 2060 B.S.</li> <li>– Khadkaman Shrestha, "Religious Syncretism and Contex of Buddhism in Medieval Nepal", <i>Voice of History</i>, Vol. XVI-XX, No. 1, Dec, 2005, pp. 51-60</li> </ul>

### Recommended Readings

Anderson, Mary, *The Festival of Nepal*, London: Allen and Unwin, 1971

Bista, Dor Bahadur, *Sabai Jatko Fulbari*, Kathmandu: Sajha Prakashan, B.S. 2064. (8th Edition).

Hafer, Andras, *The Caste Hierachy and State in Nepal, A study of the Muluki Ain of 1854*. Innsbruck M Universitatsverlag Wagner, 1979, (Second edition in 2004 from Himal Books Kathmandu).

Jha Hit Narayan, *The Licchavis of Vaisali*, Varanasi: Chowkhamba Sanskrit Series, 1970.

Joshi, Satya Mohan, *Nepali Chadparva*, Katmandu: Nepal Rajakiya Pragya Pratisthan, B.S. 2039.

Mujpuria, T.C. and Gupta, S.P. *Nepal: The Land of Festivals*, New Delhi: S Chand and Company, 1981.

Maskey, Govinda, *Social Life in Nepal: From Tradition to Modernity (1901-1925)*, New Delhi: Anamol Publication, 1996.

Regmi, D.R., *Ancient Nepal*, Calcutta: K.L. Mukhopadhyaya, 1969.

Sharma, Janaklal, *Hamro Samaj: Ek Adhyayan*, Kathmandu: Sajha Prakashan, B.S. 2049. (2nd Edition)

Sharma Pragya Raj, *The State and Society in Nepal, Historical Foundation and Contemporary Trends*, Kathmandu: Himal Books, 2004.

**Far Western University**  
**Faculty of Humanities and Social Sciences**

Title: **World History**  
Course No. : HIS 232  
Nature of the Course: Theory  
Year: Second  
Semester: Third  
Level: Bachelor of Arts

Full Marks: 100  
Pass Marks: 45  
Period per Week: 3  
Time per Period: 1 hrs  
Total Period: 45

**1. Course Description:**

This course intends students to gain knowledge on selected themes of ancient world. It starts with the evolution of human race. Then Neolithic age marked a revolutionary change in human behavior when human beings shifted to sedentary life styles starting agricultural activities. After reading these areas, students will learn about selected ancient civilizations from ancient Greece to the Indus valley . Then after, it will also give attenuation to certain themes of ancient India, this course will also cover the central Asian region focusing mainly on geography and politics and also religious history and Silk Road trade. This course will also cover some other topics such as Hinduism and Buddhism, festival associated with them and also certain aspects of art and architectural history.

**2. General objective:**

After the completion of this course, students will be able to know how civilization development in ancient Europe, North Africa and the Indian subcontinent leading to understand later historical development. They will also acquaint with art and architecture, basic notions of Hinduism and Buddhism and major festivals celebrated by the Hindus and Buddhists. Similar, it will also help students to be familiar with the central Asian region in the historical perspective.

Specific objective	Course units	Suggested reading
<b>Unit 1 Ancient world:</b>		
The specific objective of this unit is to provide general outline of the ancient world focusing on ancient civilization, major civilization and ancient India	1. Evolution of human race a. Basic introduction b. Neolithic age and sedentary life 2. World civilization a. Meaning and Origin of civilization? 3. Features of major world civilization a. Greek and Roman civilization b. Egyptian civilization c. Mesopotamian civilization d. Indus valley civilization 4. Ancient India a. Arrival of the Aryans and its consequences. b. Indian religions – Vedic religion and Buddhism	1. Lewin, Roger, <i>Human evolution: An illustrated introduction</i> , London: Blackwell, 2004 fifth edition (download at :archive.org) 2. The Neolithic Revolution pp.10-32,in gamble, Clive, <i>Orgins and revolution Human identity in earliest prehistory</i> Cambridge University press,2007 3. Seignobos, Charles, <i>History of civilization</i> , London: T. fisher Unwin [downloaded at:www.scribd.com/doc/18736832/History of –Ancient-civilization] 4. Thapar Romila, the Penguin <i>History of early India from the origins to AD 130</i> London: penguin Books, 2002 [Downloaded at: <a href="http://www.watflorida.org/.../history%20of%20early%20india%20form%20t">www.watflorida.org/.../history%20of%20early%20india%20form%20t</a> ]

	<b>[Total periods 20]</b>	
<b>Unit 2: central Asian region</b>		
As central Asian region occupies important strategic place in Asia and also has century's long histories of Buddhism as well as Islam. This course intends students to learn about history religion etc of central Asian region.	<ol style="list-style-type: none"> <li>1. Introduction to geography and politics</li> <li>2. Society and religion of central Asia <ol style="list-style-type: none"> <li>a. Ancient religions- Buddhism and Islam in central Asian region</li> <li>b. Silk Road and Central Asia- Religion and Trade</li> </ol> </li> </ol> <b>[Total periods 10]</b>	<ol style="list-style-type: none"> <li>1. Haase, Scott, <i>Central Asia: A study of history, society, culture</i>, Hawaii Pac university, 2008 .</li> <li>2. Kogi Kudara, 'a rough Sketh of central Asian Buddhism, Pacific word journal of the institute of Buddhist studies, Third series, number 4, fall, 2002, p. 93-107 .</li> <li>3. Urugodawatte, Bindu, <i>Buddhism in central Asia</i>, www.royalasistictssociety.lk/wp-content/./8.Bindu-urugodawatte.po</li> </ol>
<b>Unit 3: Art and architecture</b>		
After completion of this course, still will be knowledgeable on central Asian region especially Hindu, Islamic and Buddhist Art traditions.	<ol style="list-style-type: none"> <li>1. Defining art and architecture</li> <li>2. Architecture – Byzantine, Islamic, Hindu and Buddhist architecture</li> <li>3. Art- Hindu, Islamic, Buddhist</li> </ol> <b>[Total period 10]</b>	<ol style="list-style-type: none"> <li>1. Brown, Percy, <i>Indian architect (Buddhist and Hindu period)</i>, Bombay 1971</li> <li>2. Huntington, S, <i>the Art of Ancient Indian (Buddhist, Hindu, Jain)</i>, Tokyo: 1985.</li> <li>3. Grover, Satis, <i>The Architecture of Indian Buddhist &amp; Hindu</i>, Delhi, 1980</li> </ol>
<b>Unit 4: Hinduism and Buddhism</b>		
For south Asian region both Hinduism and Buddhism are equally Important. Therefore, the specific objective is to make student fully acquainted with basic notions and philosophies of Hinduism and Buddhism.	<ol style="list-style-type: none"> <li>1. Brief introduction to Hinduism – History basic features [ten commandments, karma, rebirth, Avatar, rituals]</li> <li>2. Introduction to Buddhism: origin, basic tenets, and the goal</li> </ol> <b>[Total periods 10]</b>	<ol style="list-style-type: none"> <li>1. Sri Swami Sivananda, all about Hinduism, Tehri- Garhwal: The Divi life trust society, 1999.</li> <li>2. Thapa, Shanker, <i>Bauddha darshan Parichaya (in Nepali)</i>, Kathmandu: judgment Eye and law co. 2070</li> </ol>
<b>Unit 5 Festivals and observances of Hinduism and Buddhism</b>		
The specific objective is of this unit, is that students will learn in depth on about festival and their significance in the modern context	<ol style="list-style-type: none"> <li>1. Defining festival</li> <li>2. Festival of Hindus Shiva Ratri, Jsnmastami, Durga puja, Deepawali, Rakshya Bandhan,</li> <li>3. Festivals of Buddhism – Buddha Jayanti in Mahayana countries, Vesakha festival in Theravada countries, Uposatha and Kathina ceremony.</li> </ol> <b>[Total periods 10]</b>	<ol style="list-style-type: none"> <li>1. Getz, Donald, 'The Nature and scope of festival studies', International journal of Event management Research volume 5, number1, 2010 <a href="http://www.ijemr.org">www.ijemr.org</a></li> <li>2. Khatry, Prem, 'An anthropological inquiry into the Buddhist festival of Kathmandu valley', contribution to Nepalese studies, 23:1, jan 1996, pp. 89- 108.</li> <li>3. Anderson, <i>the Festivals of Nepal</i>, London: George Allen and Unwin,</li> </ol>

## Far Western University

### Faculty of Humanities and Social Sciences

Course Title: **Nepalese History**

Full Marks: 100

Course No.: HIS 241

Pass Marks: 45

Year: Second

Period per Week: 3

Semester: Fourth

Time per Period: 1 hrs.

Level: Bachelor of Arts

Total Period: 45

#### 1. Course Description

This course aims to acquaint the students with basic concept of Baise and Chaubise principles of Western Nepal during the Medieval Period. The course is incorporated into Four Units. The first unit deals with the geographical location and various Principalities of Medieval Nepal along with various races. Second unit conveys the knowledge of Khasa Kingdom and Baise Principalities. Third unit clarifies about Chaubise Principalities. Last unit helps student to know the role of king of Gorkha in context of the Unification of Nepal.

#### 2. Course Objectives

The general objective of this course is to provide the students brief information about Khasa Kingdom, Baise Chaubise Principalities of Medieval Nepal. This course also focuses on the Political, social and economic condition of those Petty Principalities.

Specific Objective	Contents	Recommended Books
To Study the geo-political history of Baise and Chaubise Principalities	<b>UNIT 1</b>  1. Introduction to geography and politics of Baise Chaubise Principalities. 2. Racial Structure of Baise Chaubise Principalities. 3. Brief Survey of the ruling Dynasties -The Khasa of Karnali  - Shah of Gandaki Region and  - Sen of Palpa (Total Periods: 10)	-Ram Niwas Pandey, Making of Modern Nepal, New Delhi; Nirala Publication. 1997  -Dor Bahadur Bista, People of Nepal, Kathmandu:Ratna Pustak Bhandar. 1976 (Third Edition )

To acquaint the knowledge of Khasa Kingdom and Baise Principalities of Western Nepal.	<b>UNIT 2</b> <ol style="list-style-type: none"> <li>1. Emergence of Khasa Kingdom in Western Nepal.</li> <li>2. Disintegration of Khasa Kingdom.</li> <li>3. Brief Survey of Political History of Baise..</li> <li>4. Nature of Relation between the Baise states (Total Periods: 20)</li> </ol>	-Surya Mani Adhikari, The Khasa Kingdom, New Delhi: Nirala Publications. 1997 pp. 25-41.
To study the Chaubise Principalities of Nepal.	<b>UNIT 3.</b> <ol style="list-style-type: none"> <li>1. Emergence of Chaubise Principalities.</li> <li>2. Brief Survey of Political history of Chaubise Principalities.</li> <li>3. Emergence and Expansion of Senas of Palpa.</li> <li>4. Nature of Relation between the Chaubise Principalities.</li> </ol> (Total Periods: 20)	- Bishnu Prasad Ghimire, <i>Palpa Rjyako Itihas</i> (Bhag-1) Bharatpur: Srimati Padma Ghimire. 2045 B.S. , pp. 22-53.
To understand the policy of Gorkha and condition of Baise and Chaubise Principalities of Nepal.	<b>UNIT 4.</b> <ol style="list-style-type: none"> <li>1. Brief Survey of Economic, Social and Religious Conditions of Baise and Chaubise Principalities.</li> <li>2. Policy of Unification of Prithivinarayan Shah.</li> </ol> (Total Periods: 10)	-Ludwing F. Stiller S.J. The Rise of The House of Gorkha, Kathmandu: Ratna Pustak Bhandar, 1975 (Second Printing), pp. 76-100.

**Recommended Readings:**

Acharya Baburam, Shree Panch Badamaharajadhiraj Prithivinarayan Shah ko

Sansipta Jivani (Bhag 2) Nepal: Sre Pach Maharajdhiraj Ka Press Sachivalaya 2024

Adhikari, Suryamani, Baise Raajya ko Itihas, Kathmandu Bhudipuram Prakasan. 2060

B.S.

Hamilton, Francis Buchanan, An Account of the Kingdom of Nepal, New Delhi: Asian Education Service, 1986 (Reprint)

Panta, Dineshraj, Gorkha Ko Itihas (Second Volume) Kathmandu dinesh Raj Pant Prakasan, 2043 B.S.

Sharma Janak Lal, Hamro Samaj: Ek Adhyayan, Kathmandu: Sajha Prakashan, 2049 B.S. (Second Edition)

Shrestha, Tek Bahadur, Parvat Rajya Ka aitihasik Ruprekha, Kathmandu; Nepal Ra Asiyali Anusandhan Kendra, 2049 B.S.

Subedi, Rajaram, Baise Rjyako Aitihāsik Ruprekha Kathmandu; Nepal Ra Asiyali Anusandhan Kendra, 2055 B.S.

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**Far Western University**  
**Faculty of Humanities and Social Sciences**

Level : Bachelor of Arts

Full Marks: 100

Course Title: **World History**

Credit Hours: 3

Course No.: HIS 242

Period per week: 3

Semester: Fourth

Time Per Period: 1 hour

Total Classes: 45

Nature of the Course: Theory

**Course Description:**

This course covers the areas of origin of races, ancient states, feudalism and report writing. The origin of races is important subject to understand entire history of races. There are different theories on origin of races that are addressed in the first unit. Another area addressed in this course is about the ancient states mainly concentrating on formation, disintegration and collapse. Feudalism is another important theme to understand universal society. This unit lays emphasis on its origin, feudalism in Europe and Asia as well as basic features of Indian feudalism general characteristics of the feudal system. The final unit focuses on report writing particularly in history. It intends to make students knowledgeable on meaning of the project work, methods of report writing and preparing the final report. Students are required to do home work on it too.

**General Objective:**

The general objective of this course is to give student general outline of world history based on the topics referred in the units mentioned so far. It intends to give students basic knowledge on origin of races, ancient states, feudalism and also report writing in history.

Specific Objective	Course Units	Suggested Readings
<p>The specific objective of this course is to provide students with history of races. At the end of the course, students will learn about various theories on origin of races</p>	<p><b>Unit 1 Origin of Race</b></p> <ol style="list-style-type: none"> <li>1. Etymology and history of the Races</li> <li>2. Early Speculation on Origin of Human Races               <ol style="list-style-type: none"> <li>a) Greek and Roman theories</li> <li>b) Medieval Theories</li> <li>c) Early Modern Theories</li> <li>d) Age of Enlightenment and Races</li> </ol> </li> </ol> <p><b>[Total periods 15]</b></p>	<ol style="list-style-type: none"> <li>1. Coon, Carletons, <i>The Origin of Races</i>, New York: Alfred A. Knopf, 1962.</li> <li>2. Sturtevant, William C., <i>Seminole Myths of the Origin of Races</i>, <i>Ethno-history</i>, Vol. 10, No. 1 (winter, 19uz63), pp. 80-86 Published</li> <li>3. Greene, John C., some Early Speculations on the Origin of Human Races, <i>American Anthropologist</i>, New Series, Vol. 56, No. 1 (Feb., 1954), pp. 31-41</li> <li>4. Cavalli-Sforza, L.L., <i>Origin and Differentiation of Human Races</i>, <i>Proceedings of the Royal Anthropological Institute of Great Britain and Ireland</i>, No. 1972 (1972), pp. 15-25.</li> <li>5. Keith, Arthur, <i>The Evolution of the Human Races</i>, <i>The Journal</i></li> </ol>

		<i>of the Royal Anthropological Institute of Great Britain and Ireland</i> , Vol. 58 (Jul. -Dec., 1928), pp. 305-321.
This units aims at providing specific knowledge about state formation in ancient times, disintegration and collapse	<b>Unit 3 : The Ancient States</b> 1. ancient State Formation 2. Disintegration of States 3. Collapse of Ancient States <b>[Total Periods 10]</b>	1. Yoffee, Norman and George L. Cowgill (ed.), <i>The collapse of Ancient States and Civilizations</i> , Tucson: University of Arizona Press, 1991. 2. Greene, John C., 'Some Early Speculations on the Origin of Human Races,' <i>American Anthropologist</i> , 56: 1954, pp. 31-41.
The specific aim of introducing this unit on 'Feudalism is to impart knowledge how feudalism originated and what actually it is. In the same way it also has objective to make student acquainted with feudal modes in Asian societies focusing on Indian feudalism. This course also imparts knowledge on the feudal system as a whole.	<b>Unit 3: Feudalism</b> 1. Origin and Introduction to Feudalism 2. Introduction to Feudalism in Europe 3. Feudalism and Asian societies 4. Basic Features of Indian Feudalism 5. The feudal system characteristics <b>[Total Periods 20]</b>	1. Beginnings of Feudalism in Bengal, Vijay Kumar Thakur, <i>Social Scientist</i> , Vol. 6, No. 6/7, special Number of West Bengal (Jan.-Feb., 1978), pp. 68-82 2. Sharma, R.S., How Feudal 1. Was Indian Feudalism? <i>Social Scientist</i> , Vol. 12, No. 2, Marx Centenary No. 3 (Feb., 1984), pp. 16-41. 3. Liu, James T.C. Feudalism and Asian Societies: A Review Article, <i>Pacific Affairs</i> , Vol. 29, No.2 (Jun., 1956), pp. 181-186. 4. Carl Stephenson, The Origin and Significance of Feudalism, <i>The American Historical Review</i> , Vol. 46, No. 4 (Jul., 1941), pp. 788-812. 5. Adams, George Burton, 'Anglo-Saxon Feudalism', <i>The American Historical Review</i> , Vol. 7, No. 1 (Oct., 1901), pp. 11-35. 6. American Feudalism, Ruggiero Romano and Stanley J. Stein, <i>The Hispanic American Historical Review</i> , Vol. 64, No. 1 (Feb., 1984), pp. 121-13.
At the end of this course, students will learn how to write a research report. The teacher will teach	<b>Unit 4 : Report Writing</b> 1. Meaning and Objective of the Project Work 2. Methods of Report Writing	1. Lehning, James R., Writing about History and Writing in "History", <i>The History Teacher</i> , Vol. 26, No. 3 (May, 1993), pp. 339-349.

<p>some basics of writing research report. To evaluate students about the knowledge they acquired, assignment will be given to each student to submit a report that will enhance them in practical knowledge.</p>	<ul style="list-style-type: none"> <li>a. Introduction</li> <li>b. Data or Findings</li> <li>c. Discussion</li> <li>d. Conclusion</li> </ul> <ul style="list-style-type: none"> <li>3. Preparing the Final Report</li> <li>4. Task for Students to prepare a Report</li> </ul> <p><b>[Total Periods 15]</b></p>	<ul style="list-style-type: none"> <li>2. Schlenker, Richard M., Student Research Report Writing, The American Biology Teacher, Vol. 52, No. 8 (Nov.-Dec., 1990), pp. 491-492</li> <li>3. <u>Super Report Writing.pdf</u>, <a href="http://www.dlswb.rmit.edu.au/lisu/.../super%20report%20writing.pdf">www.dlswb.rmit.edu.au/lisu/.../super%20report%20writing.pdf</a></li> </ul>
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**Far Western University**  
**Faculty of Humanities and Social Sciences**

Course Title: **Nepalese History**  
Course No: HIS 351  
Nature of the Course: Theory  
Year : Third Semester: Fifth  
Level: Bachelor of Arts

Full Marks: 100  
Pass Marks: 45  
Period per week: 3  
Time per period: 1 hr.  
Total Periods: 45

**4. Course Description:** This course aims to acquaint the students with basic concepts of unification of Nepal, role of Petty Principalities and Anglo-Nepal war. The First Unit deals with the Unification Campaign of Prithvi Narayan Shah. Second Unit conveys the knowledge of the role of Regency Period in Unification. The last helps students to know about Anglo-Nepal War 1814-16.

**5. Course Objective:** The General objective of this course is to provide the students general knowledge and understanding of the Unification Campaign. This course also focuses on the Anglo-Nepal war.

**6. Specific Objectives and Contents**

Special Objectives	Contents	Recommended Books
Study of the Unification Campaign of Prithvi Narayan Shah	<p><b>Unit 1:</b></p> <p>3. Role of Prithvi Narayan Shah in conquering Kathmandu Valley Kingdoms and Senas of eastern Nepal.</p> <p>4. Major events of the Kathmandu Valley Kingdoms and Senas of eastern Nepal in defense to the Gorkhalis (Total Periods: 20)</p>	<p>– बाबुराम आचार्य, श्री ५ बडामहाराज पृथ्वीनारायण शाहको संक्षिप्त जीवनी ( भाग-२) नेपाल: श्री ५ महाराजाधिराजका प्रेस सचिवालय, वि.सं. २०२४ ( परिच्छेद, ६,७ पृ. २२३-३०३)</p> <p>– बाबुराम आचार्य, श्री ५ बडामहाराज पृथ्वीनारायण शाहको संक्षिप्त जीवनी ( भाग-३) नेपाल: श्री ५ महाराजाधिराजका प्रमुख संवाद सचिवालय, वि.सं. २०२५ (परिच्छेद, १०-११, १६, पृ. ३९७-४११, ४२३-४४१, ६०१-६१७)</p> <p>– Ludwig F. Stiller S.J., The Rise of House of Gorkha, 1975, The patna Jesuit Society, (pp. 101-140)</p>
Study of Events and their consequences during the Regency period in the Unification	<p><b>Unit 2:</b></p> <p>4. Role and Strategy of the Regents-Queen Rajendra Laxmi and Bahadur Shah in conquering major of the Petty</p>	<p>– बाबुराम आचार्य, नेपालको संक्षिप्त वृत्तान्त, प्रकाशन स्थान अनुल्लिखित, श्रीकृष्ण आचार्य, वि.सं. २०६३, (पृ.</p>

Campaign	Principalities of Baise and the Chaubise (ie. Lamjung, Tanhaun, Kaski, Palpa, Doti, Bajhang, Jumla, Salyan, Jajarkot) 5. Defense measures of the Petty Principalities 6. Role of Bahadur Shah in conquering Kumaon and Garhwal 7. Brief study of the consequences after the victory (Total Periods: 25)	२००-२१९) – B.R. Bajracharya, Bahadur Shah the Regent of Nepal, New Delhi: Anmol Publications, 1992. (Ch. 2, pp. 61-114) – Mahesh C. Regmi, Imperial Gorkha, Delhi: Adroit Publications, 1999, (pp. 116-127)
To acquaint the knowledge of Anglo-Nepal War	<b>Unit 3</b> 3. Anglo-Nepal War 1814-1816: causes and major battles 4. Treaty of Sugauli and its consequences (Total Periods: 15)	– Shaha, Rishikesh, Modern Nepal (Vol-4), New Delhi: Manohar Publishers and Distributions, 1990, (pp. 114-157)

### Recommended Readings

Rana, Netra Rajya Laxmi, *Anglo-Gorkha war*, Kathmandu: 1970

Vaidya, T.R., *Prithivinarayan Shah: The Founder of Modern Nepal*, New Delhi: Anmol Publications, 1993

नारायण संग्रोला, *आधुनिक नेपालको इतिहास*, काठमाडौं: विद्यार्थी पुस्तक भण्डार, वि.सं. २०६४

विष्णुप्रसाद घिमिरे, *पाल्पा राज्यको इतिहास (भाग-१)*, चितवन: श्रीमती पद्मा घिमिरे, २०६९ (दोस्रो संस्करण)

सूर्यविक्रम ज्ञवाली, *पृथ्वीनारायण शाह*, दार्जीलिंग: नेपाल साहित्य सम्मेलन, वि.सं. २०३३ (दोस्रो संस्करण)

सूर्यमणि अधिकारी, *वाइसे राज्यको इतिहास*, काठमाडौं : भुँडीपुराण प्रकाशन, वि.सं. २०६०

# Far Western University

## Faculty of Humanities and Social Sciences

Course Title: **World History** Full Marks: 100

Course No.: HIS 352 Pass Marks: 45

Nature of the Course: Theory Time per Period: 1 hr.

Year: Third Semester: Fifth Total Period: 45

Level: Bachelor of Arts

### 1. Course Description

This course incorporates ancient Roman empire including both eastern and western Roman empires and their disintegration. At the same time, it also covers history of crusade and another very important aspect of European history, that is renaissance and awakening of Europe.

### 2. General Objectives

The general objective of this course is to provide the students basic knowledge of ancient European history mainly focusing on ancient Roman empire, crusade and renaissance especially focusing on meaning of crusade, various crusades the have been fought and its impact in the involving powers, medieval renaissance and progress it brought in the fields of science and technology.

Specific Objective	Contents	Recommended Books
To provide students with knowledge of the Roman Empire and its disintegration. Itt also expects students to understand about crusade and renaissance, the two important events in the history of	<b>UNIT 1. French Revolution</b>  4. Beginning of the Roman Empire (29 BC) – Early History 5. Division of the Roman Empire (395 CE) 6. End of the western Roman Empire and the fall of Ancient Rome 7. Beginning of the Byzantine Empire 8. The Ruling Dynasties 9. Decline and Disintegration of the Empire. (Total Periods: 25)	-Bury, J.B., A History of Roman Empire from its Foundation to the Death of Marcus Aurelius  - The Byzantine Empire: The Empire of New Rome  <a href="http://www.saylor.org/courses/hist101/#11.1">www.saylor.org/courses/hist101/#11.1</a>  -Heather, Peter, ‘The Huns and the End of the Roman Empire in Western Europe’, English Historical Review, Longman Group, 1995  -Ferguson, R. James, The Division and Fall of the Roman Empire, Journey to the West: Essay in History, Politics and Culture 1998.

Europe.		
To provide general outline of crusade and its impact in general.	<p><b>UNIT 2. Crusades 1095-1291</b></p> <p>5. Meaning , Origin and Objectives</p> <p>6. The first and other subsequent Crusades</p> <p>7. Impact of Crusades (Total Periods: 15)</p>	<p>- Zacour, N. P: Hazard, H.W., Editor <i>The Impact of the Crusades on Europe</i> (A History of the Crusades, vol. VI, University of Wisconsin Press, 1989,</p> <p><a href="http://www.digicoll.library.wise.edu/cgi-bin/History/History-idx?jd=History.Crus.Six">www.digicoll.library.wise.edu/cgi-bin/History/History-idx?jd=History.Crus.Six</a></p> <p>Wani, Nazar UI Islam, ‘Impact of Crusades on Islam and Christianity’, <i>International Journal of Humanities and Social Science Invention</i> Vol. 2, No.3, March. 2013, pp. 43-46</p> <p>www.ijhssi.org</p>
Renaissance has been an important epoch in European history that led to the awakening in Europe. This unit aims at providing general outline of renaissance and development in the areas of science and art.	<p><b>UNIT 3. Renaissance and Awakening in the West</b></p> <p>5. Medieval Renaissance: Meaning and Nature of</p> <p>6. Carolingian, Ottonian and the Medieval Renaissance</p> <p>7. Renaissance and the Development of science art and Literature in Europe.</p> <p>(Total Periods: 20)</p>	<p>-Rebecca Arkenberg, Bosiljka Raditsa, Rika Burnham, <i>The Art of Renaissance Europe, A Resource for Educators</i>, NY; The etropolitan Museum of Art, 2000 <a href="http://books.google.com.np/books/about/The_Artof_Renaissance_europe.html?id=pT-pHLLkVFoc&amp;redir_esc=y">http://books.google.com.np/books/about/The_Artof_Renaissance_europe.html?id=pT-pHLLkVFoc&amp;redir_esc=y</a></p> <p>-Johnson, Paul, <i>The Renaissance: A Short History</i>, Random House Publishing Group, 2007</p> <p><a href="http://books.google.com.np/books/about/The_Artof_Renaissance.html?id=QLKJ7R_zW14C&amp;redir_esc=y">http://books.google.com.np/books/about/The_Artof_Renaissance.html?id=QLKJ7R_zW14C&amp;redir_esc=y</a></p>

## Recommended Readings

1. Potter, David S.(ed), *A companion to the Roman Empire*, London: Black Well, 2006  
[http://books.google.com.np/books/about/A\\_Companion\\_to\\_the\\_Roman\\_Empire.html?id=g4ZmqsyC5kEC&redir\\_esc=y](http://books.google.com.np/books/about/A_Companion_to_the_Roman_Empire.html?id=g4ZmqsyC5kEC&redir_esc=y)
2. Hunt Jocelyn, *The Renaissance*, London: Taylor & Francis, 1999  
[http://books.google.com.np/books/about/The\\_Renaissance.html?id=fvoauVp.jCscC&redir\\_esc=y](http://books.google.com.np/books/about/The_Renaissance.html?id=fvoauVp.jCscC&redir_esc=y)
3. Corrick, James A.' *The Renaissance*, San Diego : Lucent Book, 1997;  
[http://books.google.com.np/books?id=RytW5yTBw-wC&source=gbs\\_similarbooks](http://books.google.com.np/books?id=RytW5yTBw-wC&source=gbs_similarbooks)
4. Setton Kenneth M., et al *History of the Crusades: The Impact of the Crusades on Europe*, Univ of Wisconsin Press, 1990  
[http://books.google.com.np/books/about/A\\_History\\_of\\_the\\_Crusades.html?id=TKaPrQPFIAMC&redir\\_esc=y](http://books.google.com.np/books/about/A_History_of_the_Crusades.html?id=TKaPrQPFIAMC&redir_esc=y)

## Far Western University

### Faculty of Humanities and Social Sciences

Course Title: <b>Nepalese History</b>	Full Marks: 100
Course No.: HIS 361	Pass Marks: 45
Nature of the Course:	Year: Third
Period per Week: 3	Time per Period: 1 hr.
Level: Bachelor of Arts	Total Period: 45

#### 1. Course Description

This course incorporates the history of Nepal after Bhimsen Thapa. At the same time, it also covers history of Ranacracy, Political Movement of 1950-51, Political Instability 1951-58, Parliamentary System 1959-60, Panchayat System, Multiparty System and Maoist Insurgency.

#### 2. Course Objectives

The general objective of this course is to provide the students general knowledge and understanding of Nepalese history since 1837 to 2000 A.D. After completion of this course, students will be able to know about the specific issues in the political history of Nepal.

Specific Objective	Contents	Recommended Books
Study of the Court Politics and Political Instability in Nepal 1837-1846	<b>UNIT 1. Political Instability 1837-1846</b>  10. Causes of the down fall of Bhimsen Thapa 11. Role of Queens in the Court Politics 1837-1846  12. Kot Massacre  (Total Periods: 20)	-चित्तरञ्जन नेपाली, <i>जनरल भीमसेन थापा र तत्कालीन नेपाल</i> , काठमाडौं: रत्नपुस्तक भण्डार, वि.सं. २०३५, पृ. ३०-५२ ।  -Rishikesh Shaha, <i>Nepal (Vol.1)</i> , New Delhi: Manohar Publishers and Distributors, 1996, pp. 157-200.

To acquaint the knowledge of history of Rise and Fall of the Ranas	<p><b>UNIT 2. Rise and Fall of the Ranas</b></p> <p>8. Establishment and Consolidation of the Rana Regime</p> <p>9. Conspiratorial Politics under Ranas</p> <p>10. Role of Socio-Political groups in anti-Rana Movement</p> <p>11. Role of Political Parties in anti-Rana Movement</p> <p>(Total Periods: 25)</p>	<p>-- Krishna Kanta Adhikari, <i>Nepal Under Jang Bahadur 1846-1877 A.D.</i>, Kathmandu: Buku, 1984, pp. 25-50.</p> <p>- Adrian Sever, <i>Nepal Under the Ranas</i>, Delhi: Oxford and IBH Publishing Co., 1993, pp. 410-419.</p> <p>- भवेश्वर पंगेनी, <i>पश्चिम नेपालमा प्रजातान्त्रिक आन्दोलन: वि.सं. २००७</i>, तौलीहवा: शोभादेवी भोलानाथ ट्रस्ट, वि.सं. २०५३, पृ.१-३८ ।</p>
To know about Political history of Nepal from 1951-1990.	<p><b>UNIT 3. Political History from 1851-1990</b></p> <p>8. Political Instability 1951-58</p> <p>9. Working of Parliamentary System (1959-60) and its Abolition</p> <p>10. Advent of Panchayat System</p> <p>(Total Periods: 15)</p>	<p>- Bhuvan Lal Joshi and Leo E. Rose, <i>Democratic Innovations in Nepal</i>, pp. 255-280.</p> <p>- L.R. Baral, <i>Oppositional Politics in Nepal</i>, New Delhi: Abhinav Publications, 1977, pp. 47-65.</p>
To understand about Establishment of Multi-Party Democracy and Maoist Insurgency.	<p><b>UNIT 4. Multi-Party Democracy and Maoist Insurgency</b></p> <p>3. People's Movement of 1990</p> <p>4. Political Experiment in Nepal 1990-1999</p> <p>5. Brief Survey of Maoist Insurgency in Nepal</p> <p>(Total Periods: 15)</p>	<p>- भास्कर गौतम र चिरन मानन्धर (सम्पा.), <i>माओवादी सङ्घर्ष: शान्तिपूर्ण रुपान्तरण</i>, काठमाडौं: मार्टिन चौतारी, वि.सं. २०६५, पृ. ३-३५ ।</p> <p>- Deepak Thapa, <i>A Kingdom under Seige</i>, Kathmandu: The Print House, 2003, pp. 83-125.</p> <p>- Hoftun, Martin <i>et al</i>, <i>People, Politics and Ideology</i>, Kathmandu: Mandala Book Point, 1999. pp. 311-335</p>

### Recommended Readings

Chattarjee, Bhola, *Nepal's Experiments with Parliamentary Democracy*, New Delhi: Ankur, 1977.

Einsiedel, Sebastian Von, David M. Nalone and Suman Pradhan (eds.), *Nepal in Transition (From People's War to Fragile Peace)*, New York: Cambridge University Press, 2012.

Louis T. Brown, *The Challenge to Democracy in Nepal*, London: Routledge, 1996.

Regmi, D.R., *Modern Nepal (Vol.2)*, Calcutta: Firma K.L. Mukhopadhyaya, 1975.

Uprety, Prem R., *Political Awakening in Nepal*, New Delhi: Commonwealth Publishers, 1992.

आचार्य, बाबुराम, *नेपालको संक्षिप्त वृत्तान्त*, प्रकाशन स्थान अनुल्लिखित, श्रीकृष्ण आचार्य, वि.सं. २०६३ ।

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# Far Western University

## Faculty of Humanities and Social Sciences

Course Title: <b>World History</b>	Full Marks: 100
Course No.: HIS 362	Pass Marks: 45
Nature of the Course:	Year: Third
Period per Week: 3	Time per Period: 1 hr.
Level: Bachelor of Arts	Total Period: 45

### 1. Course Description

This course incorporates the history of World from 1789 to 1945. At the same time, it also covers the history of Peace process-League of Nations and UNO.

### 2. Course Objectives

The general objective of this course is to provide the students general knowledge and understanding of major events of world history. After completion of this course, students will be able to know about the specific issues in the history of World.

Specific Objective	Contents	Recommended Books
To understand about French Revolution and major Napoleonic Wars	<b>UNIT 1. French Revolution</b>  13. Political, Social, Economic and Intellectual conditions on the eve of French Revolution. 14. Revolutionary France-General Assembly, Legislative Assembly, Convention, Reign of Terror and Directory. 15. Brief introduction to Napoleonic Wars. (Total Periods: 10)	-Thompson, David, <i>Europe Since Napoleon</i> , London: Penguin Books, 1990. pp. 23-76.

To study of The Causes and Effects of First World War and Peace Treaty	<b>UNIT 2. The First World War</b>  12. Background of The First World War (Division of Europe into Two camps- Triple Alliance and Triple Entente). 13. Causes and Effects of the First World war. 14. The Treaty of Versailles (Total Periods: 10)	- Thompson, David, <i>Europe Since Napoleon</i> , London: Penguin Books, 1990. pp. 524-536.  - A.J.P. Taylor, <i>The Struggle for Mastery in Europe 1848-1918</i> , New York: Oxford University Press, 1971, pp. 511-530.
To acquaint the knowledge of Rise of New Leadership in Europe; The Collapse of Collective Security- and Second World War	<b>UNIT 3. The Second World War</b>  11. Rise of Dictatorship (Mussolini, Hitler, Franco; Russia under Stalin)  12. Causes and Effects of the Second World War. (Total Periods: 20)	- Eric Hobsbawm, <i>The Age of Extremes: A History of the World 1914-1991</i> , New York: Uintage Books, 1995, pp. 21-53.
To know about League of Nations and UNO	<b>UNIT 4. League of Nations and UNO</b>  6. League of Nations-Origin, Success and Failures. 7. Formation of UNO-Objectives (Total Periods: 20)	- F.H., Hinsley, <i>The Failure of the League of Nations</i> , Cambridge University Press, 2010, pp. 309-322.  - Mahajan, V.D., <i>History of Modern Europe Since 1789</i> , New Delhi: S. Chand & Company Ltd., 1989, pp. 590-605, 712-720.

### Recommended Readings

- Alan, Bullock, *Hitler: A Study in Tyranny*, London: Penguin group, 1990
- Benns, F. Lee, *Europe Since 1914*, New York: Appleton-Century-Crofts, 1954
- Carr, E.H., *International Relations Between Two World Wars 1919-1939*. London: Macmillan Press, 1988 (reprint)
- Chhabra, H.K., *History of Modern World War Since 1914*, Delhi: Surjeet Publications, 1989
- Fay, S.B., *Origins of the World War*, New Delhi: Eurasia Publishing House Pvt. Ltd., 1965
- Grant, A.J. and H. Temperley, *Europe in the Nineteenth and Twentieth Centuries 1789-1950*, Britain: Longman Group, 1980

Keegan, John, *The First World War*, London: Hutchinsen, 1998

Ketelbey, C.D.M., *History of Modern Times from 1789*, New Delhi: S. Chand & Company, Ltd., 1982

Roy, Kauleshwar, *Modern Europe*, Allahabad: Kitab Mahal, 1991

Stokesbury, James W., *A Short History of World War I*, New York: William Morrow and Company Inc., 1981

Taylor, A.J.P., *The Origins of the Second World War*, New York: Fawcett World Library, 1969

Taylor, A.J.P., *The Struggle for Mastery in Europe 1848-1918*, Oxford: Oxford University Press, 1954

## Far Western University

### Faculty of Humanities and Social Sciences

Course title: **World History**

Full Marks: 100

Course title: HIS 471

Pass Marks: 45

Year: Forth

Credit hours: 3

Semester: Seventh

Period per week: 3

Total Classes: 45

Time per period: 1 hour

Level: Bachelor of Arts

#### Course Description:

This course mainly focuses on political awakening in India and China, Indian politics, political history of china in brief, and cold war politics.

#### General objective:

The general objective of third course is to make students familiar with the themes selected within the frame of this course.

Specific objective	Course Units	Suggested Readings
The specific objective is to provide general overview of political awakening and its situation in Asia after world wars.	Unit 1 Political Awakening  1. Introduction to Political Awakening 2. Political Changes after the World Wars - Political Awakening in Asia (With emphasis on India and China)  [Total periods 15 ]	1. Huxley, T. H., <i>War &amp; Political Awakening</i>
This unit emphasizes students to learn about historical situation in India before 1947, rise of political awakening that resulted in the collapse of the British hegemony in India and political structure in the Republic India.	Unit 2: Political Awakening in India  1. India before 1947 2. Political Awakening and the End of the British Rule 3. Politics in Republican India  [Total periods 15 ]	1. Kausar Parveen, Nature of Indian Politics before 1947, <a href="http://pu.edu.pk/images/journal/studies/PDF-FILES/Artical-8_Vol_14_No1.pdf">http://pu.edu.pk/images/journal/studies/PDF-FILES/Artical-8_Vol_14_No1.pdf</a> 2. Bipan Chandra <i>et al</i> , <i>India's Struggle For Independence 1857-1947</i> , Penguin, 3. India as Colony: 1850 to 1947, <i>Hinduism Today</i> , April/May/June, 2010 4. Emergence of Political Awakening Kashmir

<p>While studying political awakening in Asia, it is worthy of learning about historical situation in China in different periods, origin of Communism and its contribution in the economic development.</p>	<p>Unit3: Brief Political History of China</p> <ol style="list-style-type: none"> <li>1. Political Situation in China before 1911</li> <li>2. Chinese Politics during 1912-1949</li> <li>3. Rise of Communism in China</li> <li>4. History of Economic Development and Role of Chinese Communist Party</li> </ol> <p>[Total periods 10]</p>	<ol style="list-style-type: none"> <li>1. Wayne M. Morrison, <i>China's Economic Rise: History, Trends, Challenges, and Implications for the United States</i>, Congressional Research Service, 2015</li> <li>2. John King Fairbank and Merle Goldman, <i>China: A New History</i>, Cambridge: Harvard University Press, 2006</li> </ol>
<p>Cold war politics remained important in the world politics after WWII. This unit intends students to learn about world powers after WWII, cold war, politics of Veto, and the non-aligned movement.</p>	<p>Unit 4: Cold War Politics</p> <ol style="list-style-type: none"> <li>1. Rise of World Powers after the World War II</li> <li>2. The Cold War</li> <li>3. USA and Russia in the Security Council during the Cold War Era</li> <li>4. The Non Alignment Movement and Its Impact</li> </ol> <p>[Total periods 20]</p>	<ol style="list-style-type: none"> <li>1. Melvyn P. Leffler and David S. Painter, <i>Origins of the Cold War An International History</i>, London: Routledge, 1994</li> <li>2. <i>The Cold War (1945–1989)</i>, <a href="http://www.cvce.eu/content/publication/2011/11/21/6dfe06ed-4790-48a4-8968-855e90593185/publishable_en.pdf">http://www.cvce.eu/content/publication/2011/11/21/6dfe06ed-4790-48a4-8968-855e90593185/publishable_en.pdf</a></li> <li>3. Shingham, A W and Shirley Hune, <i>Non Alignment in the Aligned World</i>, Zed Books</li> </ol>

# Far Western University

## Faculty of Humanities and Social Sciences

Course Title: **Nepalese History**

Full Marks: 100

Course No.: HIS 472

Pass Marks: 45

Year: Fourth

Period per Week: 3

Semester: Seventh

Time per Period: 1 hr.

Level: Bachelor of Arts

Total Period: 45

### 1. Course Description

This course incorporates the history of Tourism in Nepal. At the same time, it also covers the Tourism Spots, National Parks, Natural Heritage and Pilgrimage Sites. Likewise it gives brief information of concept of Development.

### 2. Course Objectives

The general objective of this course is to provide the students general knowledge and understanding of Tourism and Development. After completion of this course, students will be able to know about Tourism, Nepalese Tourism and concept of Development.

Specific Objective	Contents	Recommended Books
To Know about the Definition and Development of Tourism.	<b>UNIT 1. Development and Types of Tourism</b>  16. Definition of Tourism 17. Development and Types of Tourism (Total Periods: 10)	-Ramesh Raj Kunwar, <i>Tourists &amp; Tourism</i> , Kathmandu: Ganga Sen (Kunwar), 2012, pp. 1-32.
To study of Tourism planning and development	<b>UNIT 2. Tourism Planning and Development</b>  15. Planning for Tourism 16. Environmental Planning 17. Importance of Tourism Planning 18. Tourist Demand and Supply (Total Periods: 10)	- A.K. Bhatia, <i>Tourism Development: Principles &amp; Practices</i> , New Delhi: Sterling Publishers Pvt.Ltd., 2012, pp. 219-249.

To acquaint the knowledge of Tourist Spots in Nepal	<b>UNIT 3. Tourist Spots</b> 13. National Parks and Places of Natural Heritages. 14. Pilgrimage Sites (Total Periods: 20)	- Yajna Raj Satyal, <i>Tourism in Nepal</i> , Delhi: Adroit Publishers, 2000, pp. 91-106. - Ramesh Raj Kunwar, <i>Tourists &amp; Tourism</i> , Kathmandu: Ganga Sen (Kunwar), 2012, pp. 115-143
To know about Concepts of Development.	<b>UNIT 4. Development</b> 8. Definition and Theories of Development 9. Component of Development 10. Development Indicators (Total Periods: 20)	- p4j k'/L, ko{6g / ljsf;, sf7df8f}FM tn]h' k sfzg, @)%o^, k[= #@&-#\$\$@ . - John, Leas, <i>Tourism and Development in the Third World</i> , London: Routledge, 1988.

### Recommended Readings

Agrawal, Manoj Kumar and Rudra Prasad Upadhyay, *Tourism and Economic Development in Nepal*, New Delhi: Northern Book Centre, 2006.

Ashworth, G., "Recreation and Tourism", in D.Burtenshaw (ed.), *Man and Environment*, London: Bell-Hyman, 1984.

Chand, Diwaker. *Nepal's Tourism: Uncensored Facts*, Varanasi: Pilgrimage Publishing, 2000.

Chawla, Romila, *Sustainable Development and Tourism*, New Delhi: Sonali Publications, 2003.

Herbert, David T. (ed.), *Heritage, Tourism and Society*, London: PINTER, 1995.

HMG Ministry of Tourism, *Some Provisions Relating to Mountain Tourism in Nepal*, Kathmandu: HMG Ministry of Tourism and Civil Aviation, 1994.

Pradhan, Kamal Maiya, *Macro and Micro Perspectives of Tourism in Nepal*. Kathmandu: Benchmark Education Support, 2008.

Satyal, Y.R., *Essentials of Tourism*, New Delhi: Adroit Publishers, 2005.

## Far Western University

### Faculty of Humanities and Social Sciences

Course title: **Research Methodology in History**

Full Marks: 100

Course No.: HIS 481

Pass Marks: 45

Year: Fourth

Credit hours: 3

Semester: Eighth

Period per week: 3

Total Classes: 45

Time per period: 1 hour

Nature of the Course: Theory/Practical

Level: Bachelor of Arts

#### Course Description:

This course intends to make students to be acquainted with basics of research such as methods and design, evidences and information, visits, research processes and thesis writing.

#### General objective:

The general objective of this course is to train student in research and report writing.

Specific objective	Course Units	Suggested Readings
This unit will help students to understand meaning and types of research. At the same time they will learn about two imp aspects of research – the methods and design.	Unit 1 Introduction to research  1. Meaning and Types of Research 2. Research Methods 3. Research design [Total periods 15 ]	1. Kothari, C. R., <i>Research Methodology</i> , New Delhi: New Age International Publishers, 2004. 2. Rajasekhara, S., <i>Research Methodology</i> 3. Ranjit Kumar, <i>Research Methodology astep-by-step guide for beginners</i> , London: Sage Publication, 2011
The specific aim of this unit is to make students acquaint with sources of information and methods of data collection.	Unit 2: Sources of Information  1. Definitions and Types of Evidences 2. Primary and Secondary Sources 3. Methods of data Collection (Interview,	1. Kothari, C. R., <i>Research Methodology</i> , New Delhi: New Age International Publishers, 2004. 2. Data Collection Methods, <a href="http://www.sagepub.com/sites/default/files/upm-binaries/T0985_Chapter_4.pdf">http://www.sagepub.com/sites/default/files/upm-binaries/T0985_Chapter_4.pdf</a> 3. Ranjit Kumar, <i>Research Methodology astep-by-step guide for beginners</i> , London: Sage Publication, 2011

	Questionnaire and Observation) [Total periods 20]	
This unit will make students able to select research problem, writing workable research proposal and various aspects and parts of thesis writing	Unit 3 Topic, Proposal and Thesis Writing  1. Selection of a Topic for Research 2. Writing Research proposal 3. Citation of Footnotes and Bibliography 4. Thesis Writing: Parts of a Thesis, Technicalities of Thesis Writing (Use of Fonts, Margin, Pagination, Line Spacing etc.)  [Total periods 10]	1. Ranjit Kumar, <i>Research Methodology a step-by-step guide for beginners</i> , London: Sage Publication, 2011 2. <i>Guidelines For Writing Academic Research Proposals And Theses Handbook</i> , Nairobi: Kenyatta University, 2012. 3. Baron, Mark A., <i>Guidelines for Writing Research Proposals and Dissertations</i> Division of Educational Administration University of South Dakota 4. Chicago Citation Style: Footnotes and Bibliography, <a href="http://politics.ucsc.edu/undergraduate/chicago%20style%20guide.pdf">http://politics.ucsc.edu/undergraduate/chicago%20style%20guide.pdf</a> 5. Turabian, Kate L., <i>A Manual for Writers of Term Papers, Theses, and Dissertations</i> , 6. <i>Guidelines For Writing Academic Research Proposals and Theses Handbook</i> , <a href="http://www.ku.ac.ke/schools/graduate/images/stories/docs/hospitality_guidelines.pdf">http://www.ku.ac.ke/schools/graduate/images/stories/docs/hospitality_guidelines.pdf</a>
After studying this unit, students will be able to know about field observation through excursions and writing field reports.	Unit 4 Field Excursion, Data Collection and Reporting  1. Field Visits and Observation 2. Collection of Required Information using various Tools 3. Reporting the Field Observation  [Total periods 15]	1. <i>Field Work Report Writing Guidelines</i> , <a href="https://ifm.ac.tz/documents/project/project%20supervision%20fisp/Field%20Work%20Report%20Writing%20Guideline.pdf">https://ifm.ac.tz/documents/project/project%20supervision%20fisp/Field%20Work%20Report%20Writing%20Guideline.pdf</a>

# Far Western University

## Faculty of Humanities and Social Sciences

Course Title: **World History**

Full Marks: 100

Course No.: HIS 482

Pass Marks: 45

Nature of the Course: Theory

Time per Period: 1 hr.

Year: Fourth Semester: Eighth

Total Period: 45

Level: Bachelor of Arts

### 1. Course Description

This course covers the theme of world history such development of political thoughts and major political thinkers since the ancient times. It also aims to discuss political system such as Democratic system, monarchy and Totalitarian regime. The other important themes that this courses intends to deal with are Balance of Power and Constitutional Development.

### 2. General Objectives

The general objective of this course is to make students acquaint with political thoughts, political systems, theory of separation of power and the constitutional development.

Specific Objective	Contents	Recommended Books
To provide outline knowledge of development of political thought since the ancient times. For this selected ideologues and their theories are prescribed to deal with. It also intends to discuss Sevenfold theory of	<b>UNIT 1. Political Thoughts</b>  18. General Survey of Development of Political Thought 19. Political thought of Plato ( Ideal State, Concept of Justice, Theory of Communism), Aristotle (State and Government , Constitutional Government, Revolution), Polybius ( Classification of Government), Cicero (Natural Justice and human equality), Machiavelli (Human nature, Separation of Politics from Ethics and Religion), Dante (Universal Monarchy, Equality), 20. Hindu Political Thought (Kautilya, Saptanga Theory). (Total Periods: 25)	1. Mc Clelland, J.S., A History of Western Political Thought, London: Routledge, 2. Jones, Tudor, Modern Political Thinkers and Ideas: An Historical Introduction, London: Routledge, 2012 3. Boucher, David and Poul Kelly (ed.) Political Thinkers From Socrates to the Present, Oxford OPU, 2005 4. Views of Kautilya and Manu on the State, King and Kingship <a href="http://shodhganga.inflibnet.ac.in/bitstream/10603/4285/8/09_chapter%202.pdf">http://shodhganga.inflibnet.ac.in/bitstream/10603/4285/8/09_chapter%202.pdf</a> 5. Aseem Prakash, State and Statecraft in Kautilya's Arthashastra., <a href="http://dlc.dlib.indiana.edu/dlc/bitstream/handle/10535/5647/state%20and%20statecraft%20in%20kautilyas%20arthashastra.pdf?sequence=1">http://dlc.dlib.indiana.edu/dlc/bitstream/handle/10535/5647/state%20and%20statecraft%20in%20kautilyas%20arthashastra.pdf?sequence=1</a>

<p>Kautilya within the banner of Hindu political thought.</p>		
<p>This unit aims to make student acquaint with major political system of the world with focus on Democratic, monarchial and Totalitarian (abolitionism) system.</p>	<p><b>UNIT 2. Political System</b></p> <p>19. Introduction of the Major Political system of thr World</p> <p>20. Feature of basic Philosophy</p> <ol style="list-style-type: none"> <li>a. Democratic system</li> <li>b. Monarchy</li> <li>c. Totalitarian (Abolitionism) system</li> </ol> <p>(Total Periods: 15)</p>	<p>Political System,  <a href="http://www.greatneck.k12.ny.us/gnps/shs/dept/special_ed/nystrom/documents/politicalsystem.pdf">http://www.greatneck.k12.ny.us/gnps/shs/dept/special_ed/nystrom/documents/politicalsystem.pdf</a></p> <p>2. <u>Type of Political System</u>  <a href="http://2012books.laedbucket.org/books/sociology-comprehensive-edition/s17-02-types-of-political-system.html">http://2012books.laedbucket.org/books/sociology-comprehensive-edition/s17-02-types-of-political-system.html</a></p> <p>3. <u>Bassiouni, Cherif (et al) Democracy Its Principle and Achievement, Geneva: Inter Parliamentary Union, 1998.</u></p>
<p>Because the theory of Balance of Power is the pillar of democratic system, this unit makes students literate on the theory as well as the concept of separation of power. For this understanding, they will also learn about major organs of the government and their functioning.</p>	<p><b>UNIT 3. The Balance of Power</b></p> <p>15. The three organs of the Government: Executive, Legislature and Judiciary</p> <p>16. The Concept of Separation of Power</p> <p>17. Balance of Power and Autocratic Regimes</p> <p>(Total Periods: 10)</p>	<p>1- Function of the Three Branches of the Government  <a href="Http://unctions-of-3-branches-of-government.htm">Http://unctions-of-3-branches-of-government.htm</a></p> <p>2- The 3 Branches of Government: Executive, Legislative, Judicial  <a href="http://study.com/academy/lesson/the-3-branches-of-government-executive-legislative-judicial.html">http://study.com/academy/lesson/the-3-branches-of-government-executive-legislative-judicial.html</a></p> <p>3- Kabudi, P. J, The Doctrine of Separation of Power,  <a href="http://www.utumishi.go.tz/utuweek/SOP.pdf">http://www.utumishi.go.tz/utuweek/SOP.pdf</a></p> <p>4- Ville, MCJ, Constitutionalism and the Separation of Power, Indianapolis: Liberty Fund, 1967</p> <p>5- Posne, Eric A, Balance of Powers Arguments and the structural Constitution, Chiago: The University of Chicago, 2012</p>

<p>This unit solely about constitutional development. They will start with understanding ‘what’ about constitution followed by the process of making constitution focusing on the constitution making process of India and Nepal on the basis of the process they followed to make their constitution. Students will also learn about features of major constitutions of UK, China, India and Nepal.</p>	<p><b>UNIT 4. General Survey of Constitutional Development</b></p> <ol style="list-style-type: none"> <li>1. Defining Constitution</li> <li>2. The Process of Making Constitution – The Cases of India and Nepal.</li> <li>3. Main Features of Constitutions of Selected Countries: UK, China, India, Nepal (2015)</li> </ol> <p>(Total Periods: 15)</p>	<ol style="list-style-type: none"> <li>1- What is a Constitution? Principles and Concepts. <a href="http://www.constitutionnet.org/files/what-is-constitution-0.pdf">http://www.constitutionnet.org/files/what-is-constitution-0.pdf</a></li> <li>2- Vivien Hart, Democratic Constitution Making, <a href="http://unmis.unmission.org/Portals/UNMIS/constitution-making%20symposium/UN%20fact%20sheet.pdf">http://unmis.unmission.org/Portals/UNMIS/constitution-making%20symposium/UN%20fact%20sheet.pdf</a></li> <li>3- Constitution –making <a href="http://unmis.unmission.org/Portals/UNMIS/constitution-making%20symposium/UN%20fact%20sheet.pdf">http://unmis.unmission.org/Portals/UNMIS/constitution-making%20symposium/UN%20fact%20sheet.pdf</a></li> <li>4- Ghai, Yash, Constitution-building Process and Democratization: Lesson Learned, <a href="http://www.idea.int/publication/dchs/upload/dchs-vol2-sec6-2.pdf">http://www.idea.int/publication/dchs/upload/dchs-vol2-sec6-2.pdf</a></li> <li>5- The Basic Structure of Indian Constitution, <a href="http://www.humanrightsinitiative.org/publications/const/the-basic-structure-of-the-indian-constitution.pdf">http://www.humanrightsinitiative.org/publications/const/the-basic-structure-of-the-indian-constitution.pdf</a></li> <li>6- Nepal’s Constitutional Process, International Crisis Group, Asia Report No 128-26 February 2007, <a href="http://www.crisisgroup.org/~media/Files/asia/south-asia/nepal/128-nepal-s-constitutional-process.pdf">http://www.crisisgroup.org/~media/Files/asia/south-asia/nepal/128-nepal-s-constitutional-process.pdf</a></li> <li>7- Joshi, Dwijen D., Dr. Ambedkar and Drafting of Indian Constitution: A ‘See Through’ in to the Making of Masterpiece from the Eyes of its Architect, Journal of Law, Policy and Globalization Vol. 13, 2013, <a href="file:///C:/Users/ST/Downloads/05.pdf">file:///C:/Users/ST/Downloads/05.pdf</a></li> </ol>
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