



# SIKKIM UNIVERSITY

*(A Central University Established by an Act of Parliament of India, 2007)*

## AND NAMGYAL INSTITUTE OF TIBETOLOGY, SIKKIM

**LEARNING OUTCOME - BASED  
CURRICULUM**

**M.A. BUDDHIST AND TIBETAN STUDIES**

**Two-Year Programme**

**(With effect from Academic Session 2023-24)**

**DEPARTMENT OF BUDDHIST AND TIBETAN STUDIES**

**SIKKIM UNIVERSITY**

**6<sup>TH</sup> MILE, TADONG - 737102**

**GANGTOK, SIKKIM, INDIA**





## VICE-CHANCELLOR'S MESSAGE

Sikkim University stands at the forefront of embracing the transformative National Education Policy (NEP) 2020. In alignment with NEP 2020's vision and the guidelines of the Learning Outcomes-based Curriculum Framework (LOCF) mandated by the UGC, we have undertaken a comprehensive revision of our curriculum across all departments. This initiative ensures a holistic educational experience that transcends traditional knowledge delivery, emphasizing the practical application of knowledge in real-world scenarios. The shift towards LOCF marks a pivotal change from teacher-centric to learner-centric education, fostering a more active and participatory approach to learning. Our updated curriculum clearly defines Graduate Attributes, Programme Learning Outcomes (PLOs), and Course Learning Outcomes (CLOs), setting clear objectives for our students to achieve. This revision is designed to enable a teaching-learning environment that supports the attainment of these outcomes, with integrated assessment methods to monitor and encourage student progress comprehensively.

A key innovation in our curriculum is the mandatory integration of Massive Open Online Courses (MOOCs) through the SWAYAM platform, enhancing accessibility and the breadth of learning opportunities for students. Our approach encourages multidisciplinary studies through the curriculum while allowing for specialization. The curriculum embodies the policy's core principle of flexibility by enabling mobility for students, thereby allowing the exit and entry of students in the program.

I extend my heartfelt gratitude to our faculty, the Head of the Department, the Curriculum Development Committee members, the NEP coordinators, and the dedicated NEP Committee of Sikkim University for their relentless dedication to updating our curriculum. I appreciate Prof. Yodida Bhutia, the Chairperson, and all dedicated NEP Committee members for their thorough review and integration of LOCF and NEP components into our curriculum.

To our students, I convey my best wishes as we embark on this journey with our updated and inclusive curriculum, aiming not only to enrich their academic knowledge but also to nurture their personal growth, critical thinking, and ability to adapt and innovate in an ever-changing world.

Best wishes,



Prof. Avinash Khare  
Vice Chancellor  
Sikkim University



## PREAMBLE

The two-year M.A. in Buddhist and Tibetan studies has been designed to provide learners with a comprehensive and interdisciplinary journey into the heart of Buddhist and Tibetan thought, fostering a deep engagement with their historical, philosophical, and cultural aspects. Guided by the principles of holistic education, the program's foundation rests upon eight attributes, each resonating with distinct facets of intellectual and personal growth. These attributes encompass disciplinary knowledge and understanding, critical thinking, philosophical inquiry, value inculcation, communication skills, lifelong learning, multicultural competence and research prowess. The post graduates of this course are expected to emerge not only as custodians of these traditions but also as catalysts for their continued evolution in a dynamic global context.

## POST GRADUATE ATTRIBUTES

Post graduate attribute includes disciplinary knowledge and understanding in Buddhist and Tibetan studies and generic skills that students should acquire and demonstrate. Some of the attributes a post graduate student in this programme should demonstrate are as follows:

- **PGA1: Disciplinary Knowledge and Understanding:** Comprehensive knowledge and coherent understanding of Buddhist and Tibetan studies, delving into the multifaceted historical, cultural, and philosophical dimensions of these traditions. They will exhibit an astute comprehension of the symbiosis between Buddhism and Tibetan culture, manifesting a grasp of canonical texts, doctrinal intricacies, and ritualistic practices that underpin these traditions.
- **PGA2: Critical Thinking:** Capacity to evaluate intricate philosophical tenets within the Buddhist and Tibetan contexts. They will demonstrate a capability to discern nuances, challenge assumptions, and engage in debates, thereby contributing to the evolution of the discipline.
- **PGA3: Philosophical Inquiry:** Application of critical thinking for the exploration of philosophical questions and problems in life fostering intellectual rigor and insight. Ability to analyse the past, question historical accounts and examine multiple sources to understand, explain historical events, developments and patterns in Buddhist and Tibetan studies.
- **PGA4: Research Skills:** Proficiency in employing rigorous methodologies to investigate and contribute to the expanding body of knowledge in Buddhist and Tibetan studies.
- **PGA5: Value Inculcation:** ability to imbibe ethical and moral values inherent in Buddhist and Tibetan teachings. They will exhibit a deep-rooted commitment to compassion, altruism, and the welfare of all beings, fostering a sense of responsibility towards the broader global community.
- **PGA6: Communication Skills:** exhibit proficient communication skills in Tibetan language enabling them to effectively convey ideas and concepts using both oral and written forms.

- **PGA7: Lifelong Learning:** passion for continuous learning to independently explore and expand their understanding of Buddhist and Tibetan studies throughout their lives.
- **PGA8: Multicultural Competence:** capacity to engage respectfully and insightfully with various cultural perspectives, integrating their understanding of these traditions into broader global discourses.

## PROGRAMME LEARNING OUTCOMES

The programme Learning Outcomes for post graduate programme in Buddhist and Tibetan studies are as follows:

**PLO1:** Demonstrate a comprehensive understanding of the historical, cultural, and philosophical dimensions of Buddhist and Tibetan studies, showing an intricate understanding of their symbiotic relationship.

**PLO2:** Analyze and critically evaluate primary Buddhist scriptures, texts and commentaries, showcasing an in-depth comprehension of their content, context and interpretations.

**PLO3:** Apply critical thinking skills to assess and dissect intricate philosophical concepts within the context of Buddhist and Tibetan studies.

**PLO4:** Utilize critical thinking approaches to explore philosophical questions and historical problems, demonstrating intellectual rigor and analytical insight.

**PLO5:** Apply rigorous research methodologies to investigate and contribute to the body of knowledge in Buddhist and Tibetan studies.

**PLO6:** Exhibit responsible citizenship through contributions to societal welfare, informed by the values instilled by Buddhist and Tibetan philosophies.

**PLO7:** ability to articulate thoughts, engage in scholarly discourse, and foster cross-cultural understanding using both oral and written forms of communication in Tibetan

**PLO8:** Cultivate a passion for lifelong learning, engaging in independent exploration to enhance and expand personal knowledge.

**PLO9:** Foster an inclusive and culturally sensitive approach to interactions, contributing to a harmonious global community by promoting cross-cultural understanding and collaboration

**PLO10:** Embrace a growth mindset exhibiting adaptability and resilience in the face of evolving personal, social, academic and professional challenges

**TWO-YEAR M.A. BUDDHIST AND TIBETAN STUDIES**  
**SEMESTER-WISE COURSE STRUCTURE**

SEMESTER-I					
Course	Title of the Course	Credit	IA	EA	Total
BTS-C-501	Madhyamakavatara by Chandrakirti- Part I	4	50	50	100
BTS-C-502	Abhidharmakosa by Vasubandhu- Part I	4	50	50	100
BTS-C-503	Buddhist Pramana	4	50	50	100
BTS-C-504	Life and times of Shakyamuni Buddha	4	50	50	100
BTS-C-505	Tibetan Language- Part I	4	50	50	100
	<b>SEMESTER TOTAL</b>	<b>20</b>	<b>250</b>	<b>250</b>	<b>500</b>
SEMESTER-II					
BTS-C-551	Madhyamakavatara by Chandrakirti- Part II	4	50	50	100
BTS-C-552	Abhidharmakosa by Vasubandhu- Part II	4	50	50	100
BTS-C-553	Pramanavartika by Dharmakirti	4	50	50	100
BTS-C-554	Tibetan Language- Part II	4	50	50	100
<b>Select any one elective course from the following list 555 to 556</b>					
BTS-E-555	Mahayana Buddhist Traditions	4	50	50	100
BTS-E-556	Theravada Buddhist Traditions				
	<b>SEMESTER TOTAL</b>	<b>20</b>	<b>250</b>	<b>250</b>	<b>500</b>
SEMESTER-III					
BTS-C-601	Research Methodology	4	50	50	100
BTS-C-602	Bodhicharyavatara and Prajnaparamitahridaya Sutra	4	50	50	100
<b>Select any two elective courses from the following list 603 to 607</b>					
BTS-E-603	History of Buddhism in Sri Lanka, Myanmar, Thailand, Japan, Korea and China	8	100	100	200
BTS -E-604	History of Buddhist Art				
BTS -E-605	Abhidharmakosa by Vasubandhu				
BTS-E-606	History of Buddhism and Culture of Sikkim				
BTS-E-607	Tibetan Language Part-III				
BTS-V-608	Indian Knowledge System	4	50	50	100

BTS-R-609	Dissertation (Preparation and presentation of research proposal)	-	50*	-	-
	<b>SEMESTER TOTAL</b>	<b>20</b>	<b>250</b>	<b>250</b>	<b>500</b>
<b>SEMESTER-IV</b>					
BTS-C-651	Sutralankara and Uttaratantra	4	50	50	100
BTS-C-652	History of Buddhism in India	4	50	50	100
	<b>Select any one elective course from the following list</b>				
BTS-E-653	Mulamadhyamakarikā by Nagarjuna	4	50	50	100
BTS-E-654	Socially Engaged Buddhism				
BTS-E-655	History of Buddhism in Tibet				
BTS-E-656	Abhidharmakosa by Vasubandhu				
BTS-E-657	Tibetan Language Part-IV				
BTS-R-658	Dissertation	8	100	100	200
	<b>SEMESTER TOTAL</b>	<b>20</b>	<b>250</b>	<b>250</b>	<b>500</b>
	<b>AGGREGATE TOTAL</b>	<b>80</b>	<b>1000</b>	<b>1000</b>	<b>2000</b>

**C:** Core; **V:** Value Added Courses; **E:** Elective **R:** Research

### SWAYAM

Students may earn up to 40 percent of the total credits of the programme from SWAYAM (Study Webs of Active–Learning for Young Aspiring Minds). The selection of the course(s) from SWAYAM is subject to the availability and the 75 percent content similarity with the existing courses in the department. The credits and the grade earned by the students in the particular course will be transferred and added in their mark statement.



**SEMESTER-I****BTS-C-501****MADHYAMAKAVATARA BY CHANDRAKIRTI PART 1****Semester: First Semester****Course Level: 500****Total Marks: 100****L+T+P: 3+1+0 = 4 Credits****Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs****COURSE LEARNING OUTCOMES:**

On completing the course, the students will be able to:

- CLO1** learn the etymology and meaning of Madhyamaka school of Buddhist metaphysics.
- CLO2** analyze and explore the Madhyamaka tenets in reliance of the major Madhyamaka treatises.
- CLO3** learn an overview of vast Madhyamaka literature and its prominent thinkers.
- CLO4** analyse and compare the two Madhyamaka schools: Prasangika Madhyamaka and Svatantrika Madhyamaka
- CLO5** apply the practice of six paramita or perfection i.e., generosity, ethical discipline, patience, enthusiasm, meditation, and wisdom in daily life for better judgement and decision making.
- CLO6** know and explore the nature of reality through rational analysis of the discrepancy between appearance and existence.
- CLO7** Learn and compare the exposition of ultimate reality in Samkya, Jaina, Carvaka and Buddhist philosophical traditions.
- CLO8** learn the rational efficacy of gaining insight into Emptiness for ridding oneself from all anxieties and fears of life.

**Unit-1. Introduction to Madhyamaka Philosophy**

- Etymology and Meaning of Madhyamaka
- Madhyamaka Literature and Overview of Madhyamaka tenets
- Madhyamaka schools: Prasangika Madhyamaka and Svatantrika Madhyamaka
- Proponents of Madhyamaka Philosophy

**Unit 2: Madhyamaka treatise: *Madhyamakavatara***

- Introduction to *Madhyamakavatara* by Acharya Chandrakirti
- Life and Works of Acharya Chandrakirti
- Mahayana Five Paths
- Ten Bodhisattva Bhumis and Ten Paramitas (Ten Perfections)

**Unit 3: Mahayana Philosophy and Practice in *Madhyamakavatara***

- Perfection of Generosity and (Chap 1)

- Perfection of Ethical Discipline (Chapter 2)
- Perfection of Patience and its types (Chap 3)
- Perfection of Enthusiasm and its types (Chap 4)

#### Unit 4: Madhyamaka View: *Madhyamakavatara*, Chapter 6

- Perfection of Meditative Concentration or Samadhi (Chap 5)
- Wisdom (Verses 1-22)
- Refuting Production from others, Chapter 6, Stabza 23-44
- Production from others, specifically Cittamatra's view, Chapter 6, Stanza 45-71

#### SUGGESTED TEACHING-LEARNING STRATEGIES

Lecture-cum discussion, Guided readings and discussions of classical texts, Library readings, Critical Discussion, Critical Analysis, Debates and discussions, Presentations, Guest speaker, Expert talk and Initiation of the dialogue by the More Knowledgeable Other (MKO).

#### ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
<b>Formative Marks: 50</b>	Test, Assignment, Reports, Article Review and Journal Writing	Oral Test, Group Discussion and Seminar	Presentation, Seminars, and Field based Assignments
<b>Summative Marks: 50</b>	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the Course Learning Outcomes.

#### Text Book:

- Chandrakirti's *Madhyamakavatara*, In: Tsongkhapa. *Illuminating the Intent: An Exposition of Candrakirti's Entering the Middle Way*, trans. Thupten Jinpa, USA: Wisdom Publications, 2021.

#### Suggested Readings:

- Tsongkhapa. *Illuminating the Intent: An Exposition of Candrakirti's Entering the Middle Way*, trans. Thupten Jinpa, USA: Wisdom Publications, 2021.
- Geshe Rabten (translator, commentator) Stephen Batchelor (translator, editor) (1983). *Echoes of Voidness*, London : Wisdom Publications.
- Padmakara Translation Group (2002). *Introduction to the Middle Way* (Chandrakirti's *Madhyamakāvatāra* with Mipham Rinpoche's Commentary).
- The 14th Dalai Lama. *How to See Yourself as You Really Are*. translated and edited by Jeffrey Hopkins, Croydon: CPI Group, 2006.
- Sambhota Series. *Indo-Tibetan Madhyamika Studies*. Delhi: Tibet House and Sri Satguru Publications, 1996.
- Hopkins, Jeffrey. *Meditation on Emptiness*. London: Wisdom Publications, 1996.
- *Madhyamakavatara* by Chandrakirti's English Translation: Huntington, C. W. (1989). *The Emptiness of Emptiness*. University of Hawaii Press



- *Introduction to the Middle Way: Chandrakirti's Madhyamakavatara with commentary by Dzongsar Jamyang Khyentse Rinpoche*, edited by Alex Trisoglio, Khyentse Foundation, 2003

**BTS-C-502****ABHIDHARMAKOSA BY VASUBANDHU- PART-1****Semester: First Semester****Course Level: 500****Total Marks: 100****L+T+P: 3+1+0 = 4 Credits****Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs****COURSE LEARNING OUTCOMES:**

On completing the course, the students will be able to:

- CLO 1:** understand the Abhidharma philosophy of Buddhist metaphysics.
- CLO 2:** analyze the concept of elements, aggregates and sense sphere in Buddhist sutras and commentaries
- CLO 3:** explore and analyze the nature of mind and various mental factors
- CLO 4:** know the opinions and perspectives of different Buddhist traditions towards Abhidharma Philosophy.

**Unit 1. Introduction to Abhidharma Philosophy**

- Life story and works of Acharya Vasubandhu
- Historical background
- Abhidharma literature

**Unit 2: Chapter 1-Exposition of Elements (dhatu)**

- Twofold Classification of phenomena
- Threefold Classification of phenomena
- Five Aggregates
- Twelve sense-spheres

**Unit 3: Chapter 1-Exposition of Elements (dhatu)**

- Eighteen Elements
- Meaning of the Terms “aggregates”, “sense-sphere” and “element”
- Need for Giving the Threefold Instructions
- Twenty-two Doctrinal Perspectives on the Eighteen Elements

**Unit 4: Chapter 2- Exposition of Faculties (indriya)**

- Name and meaning of indriya
- Mind and Mental factors
- Various Classifications of Mind and Mental Factors

**Course Material:**

- Vasubandhu; Lodro Sangpo (2012). *Abhidharmakosa-Bhasya of Vasubandhu: The Treasury of the Abhidharma and its Commentary* (4 vols.), Motilal Banarsidass Publishers (Translated into English)

from the French Translation of Louis de La Valle Poussin, L'Abhidharmakosa de Vasubandhu, Institutbelge des hautes etudes chinoises, Bruxelles, 1971).

### SUGGESTED TEACHING-LEARNING STRATEGIES

- Lecture-cum discussion, Guided readings and discussions of classical texts, Library readings, Critical Discussion, Critical Analysis, Debates and discussions, Presentations, Guest speaker, Expert talk and Initiation of the dialogue by the More Knowledgeable Other (MKO).

### ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
<b>Formative Marks: 50</b>	Test, Assignment, Reports, Article Review and Journal Writing	Oral Test, Group Discussion and Seminar	Presentation, Seminars, and Field based Assignments
<b>Summative Marks: 50</b>	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the Course Learning Outcomes.

### Suggested Readings:

- Chim Jampaiyang, (2019), Ornament of Abhidharma: A Commentary on Vasubandhu's Abhidharmakosa, Library of Tibetan Classics, Wisdom Publications.
- Pruden, Leo M. (1991), Abhidharmakosabhasyam, translated from the French translation by Louis de La Valle Poussin, Asian Humanities Press, Berkeley 1990 (4 vols.).
- Geshe Sonam Rinchen: How Karma Works: The Twelve Links of Dependent-Arising, Translated and Edited by Ruth Sonam, Shambhala Pub. 2006
- Yasomitra (6<sup>th</sup> c. CE), sub-commentary on the Abhidharmakoshabhasya, the Sputarth-abhidharmakosa-vyakhya (Tibetan).
- The First Dalai, Gyalwa Gendun Drup's (1391-1474) commentary titled *Illumination of the Path to Freedom*. (Tibetan)

BTS-C-503

**BUDDHIST PRAMANA****Semester: First Semester****Course Level: 500****Total Marks: 100****L+T+P: 3+1+0 = 4 Credits****Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs****COURSE LEARNING OUTCOMES:**

On completing the course, the students will be able to:

- CLO 1:** explain the key concepts of pramana theory of Buddhism, particularly in relation to logic and epistemology.
- CLO 2:** analyze and evaluate the Buddhist perspective on valid cognition, knowledge, and its different types.
- CLO 3:** Analyze the meaning of reasoning and syllogism through exploring its various elements.
- CLO 4:** examine the role of pramanas in Mahayana epistemology and their application in explaining nature of ontological reality.
- CLO 5:** Investigate into the nature of correct reasoning and incorrect reasoning.
- CLO 6:** explain Generality and Specifics, Analysis of Relation and its Type, Contradiction and Principle of Exclusion (Apoha)
- CLO 7:** apply critical thinking skills to analyze logical fallacies and modes of reasoning within Mahayana Buddhist debates.

**Unit I: An Introduction of Pramana Theory**

- History of Buddhist Pramana
- Life and Works of Acharya Dignāga and Acharya Dharmakirti
- Brief Overview of Pramana in Buddhist and Non-Buddhist Traditions
- Significance of Rationality and Objectivity

**Unit II: Reason and Syllogisms**

- Elements of Reasoning: Subject, Predicate, Reason and Example
- Introduction to Three Modes
- Property of the Subject, Forward Pervasion, and Counter pervasion
- Probandum: Pointing the Way of Reasoning

**Unit III: Correct and False Reasoning**

- Investigation into Correct Reasoning and its Types
- Investigation into False Reasoning and its Types
- Various Types of Reasoning
- Correct signs

**Unit IV: Other Topics**

- Generality and Specifics
- Analysis of Relation and its Types

- Contradiction
- Principle of Exclusion (Apoha)

### SUGGESTED TEACHING-LEARNING STRATEGIES

Lecture-cum discussion, Guided readings and discussions of classical texts, Library readings, Critical Discussion, Critical Analysis, Debates and discussions, Presentations, Guest speaker, Expert talk and Initiation of the dialogue by the More Knowledgeable Other (MKO).

### ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
<b>Formative Marks: 50</b>	Test, Assignment, Reports, Article Review and Journal Writing	Oral Test, Group Discussion and Seminar	Presentation, Seminars, and Field based Assignments
<b>Summative Marks: 50</b>	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the Course Learning Outcomes.

#### Text Books:

- Dunne, John D; 2004, *Foundations of Dharmakirti's philosophy* (Studies in Indian and Tibetan Buddhism), Cambridge MA: Wisdom Publications.
- Katherine Manchester Rogers: *Tibetan Logic*, Boulder: Snow Lion, Shambhala Colorado Pub. 2009.

#### Suggested Readings:

- *The Pramanavarttika of Dharmakirti's*. Translated by Satkari mookerjee and Hojun Nagasaki Patna: Nava Nalanda Mahavihara. Pub. 1964
- Th.Sherbatsky: *Buddhist Logic*. Motilal Banarsidas. 1993.
- S.R Bhat, Anu Mehrota: *Buddhist Epistemology*: Motilal Banarsidas,; Ed 1. 2017.

## BTS-C-504

## LIFE AND TIMES OF SHAKYAMUNI BUDDHA

Semester: First

Course Level: 500

Total Marks: 100

L+T+P: 3+1+0 = 4 Credits

Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs

**COURSE LEARNING OUTCOMES:**

On completion of the course, the students will be able to:

**CLO1:** explain various sources related to Buddhism

**CLO2:** describe the early life of buddha from birth to Maha Parinirvana

**CLO3:** elaborate the biography of Buddha through different texts and legends

**CLO4:** explain the origin and functions of the Sangha and Buddhist councils

**Unit -I: Sources: Archaeological, literary and foreign**

- Overview of archaeological findings related to early Buddhism
- Literary Sources related to the origin of Buddhism
- Foreign sources and their contributions to the understanding of early Buddhism
- Cross-cultural influences on the spread of Buddhism in ancient times

**Unit-II: Early Life of Buddha**

- Buddha's family background and upbringing
- The great renunciation
- The path to enlightenment
- Maha Parinirvana

**Unit-III: Biography of Buddha**

- Lalita Vistara,
- Buddha Charita
- Nidanakatha
- Various legends pertaining to Buddha's biography

**Unit-IV: Origin of Sangha and Buddhist Council**

- Formation of the Sangha
- Structure and Organization of the Sangha
- Overview of Buddhist Councils
- Development of Buddhist Schools



**SUGGESTED TEACHING-LEARNING STRATEGIES**

- Lecture-cum discussion, Guided readings and discussions of classical texts, Library readings, Critical Discussion, Critical Analysis, Debates and discussions, Presentations, Guest speaker, Expert talk and Initiation of the dialogue by the More Knowledgeable Other (MKO).

**ASSESSMENT FRAMEWORK**

Assessment	Written Modes	Oral Modes	Integrated Modes
<b>Formative Marks: 50</b>	Test, Assignment, Reports, Article Review and Journal Writing	Oral Test, Group Discussion and Seminar	Presentation, Seminars, and Field based Assignments
<b>Summative Marks: 50</b>	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the Course Learning Outcomes.

**Suggested Readings:**

- Abhiniskramana sutra (English translation available)
- Nidanakatha (English translation available) These two sutras are on the life of Buddha
- Strong, John, S., *The Buddha: A Short Biography*, Oxford: One world, 2001.
- Nakamura, H., *Indian Buddhism: A Survey with Bibliographical Notes*, reprint, Delhi: Motilal Banarsidass, 1989.
- Sarao, K.T.S. and A.K. Singh (eds.), *A Text Book of the History of Theravāda Buddhism*, 2nd rev. ed., Department of Buddhist Studies, Delhi University: 2006.
- Sarao, K.T.S., *Origin and Nature of Ancient Indian Buddhism*, 4th revised edition, New Delhi Munshiram Manoharlal, 2009. *Prācīna Bhāratiya Baudha Dharma ki Utpatti, Svarūpa aur Patana* (in Hindi), Delhi University: Directorate of Hindi Medium Implementation, 2004.
- Sarao, K.T.S., and Long, J.D. (eds.), *Encyclopedia of Indian Religions: Buddhism and Jainism*, 2 vols., New York: Springer, 2017.
- Lamotte, É., *History of Indian Buddhism*, Louvain: Peters Pub, 1988.
- Warder, A.K., *Indian Buddhism*, 4th edition, Delhi: Motilal Banarsidass, 2017.
- Bapat, P.V. *2500 Years of Buddhism*, New Delhi: Government of India. *Baudha Dharma ke 2500 Varsha* (in Hindi), New Delhi: Government of India.
- Schopen, Gregory. *Bones, Stones, and Buddhist Monks: Collected Papers on the Archaeology, Epigraphy, and Texts of Monastic Buddhism in India*, Honolulu: Hawai'i University Press, 1997.

BTS-C-505

**TIBETAN LANGUAGE-PART I**

Semester: First Semester

Course Level: 500

Total Marks: 100

L+T+P: 2+1+1 = 4 Credits

Lecture: 30 Hrs + Tutorial: 15 Hrs + Practical: 30 Hrs

**COURSE LEARNING OUTCOMES:**

- CLO1:** correctly pronounce Tibetan alphabets and words.
- CLO2:** learn the fundamental structure of the language.
- CLO3:** learn how to make simple sentences, and so forth.
- CLO4:** read and write simple sentences in Tibetan language
- CLO5:** read a motivated story of Tibetan Language.
- CLO6:** read short stories in Tibetan Language.

**Unit 1. Introduction to Tibetan Language**

- Origin and Development of the Tibetan Scripts
- Introduction to Tibetan Alphabets, Consonants and Vowels
- Phonetic and Pronunciation
- Four skills of Language Learning

**Unit 2. Basic Tibetan Grammar**

- Explanation of Prefix and Suffix
- Explanation of Noun, Pronoun and Adjectives
- Explanation of Verbs
- Explanation of Affirmative and Interrogative sentence

**Unit 3: Orthography**

- ལེགས་བཤད་ཐོན་དབང་ནས་དབྱེ་དང་པོ་ནས་བརྒྱད་བར།
- ལེགས་བཤད་ཐོན་དབང་ཕྱད་གཞན་དབང་ཅན་དང་རང་དབང་ཅན།
- དག་ཡིག་ཀ་ཟེ་ནས་ཉ་ཟེ་བར།
- དག་ཡིག་ཏ་ཟེ་ནས་མ་ཟེ་བར།

**Unit 4: Reading**

- ས་སྐྱ་ལེགས་བཤད་རབ་བྱེད་གཉིས་པ་ཡ་རབས་བརྟགས་པ།
- ལྷག་མེད་སྐྱེས་རབས།
- རྟོགས་པོའི་བརྗེ་དྲང་།
- ཟིག་པགས་ཐོན་པའི་ཁོང་བྲ།

**SUGGESTED TEACHING-LEARNING STRATEGIES**

Lecture-cum discussion, Direct method, Grammar-translation method, Guided readings, Library readings, Drilling, Communicative approach, Task-based language learning, Presentations, Guest speaker, Expert talk and Initiation of the dialogue by the More Knowledgeable Other (MKO).

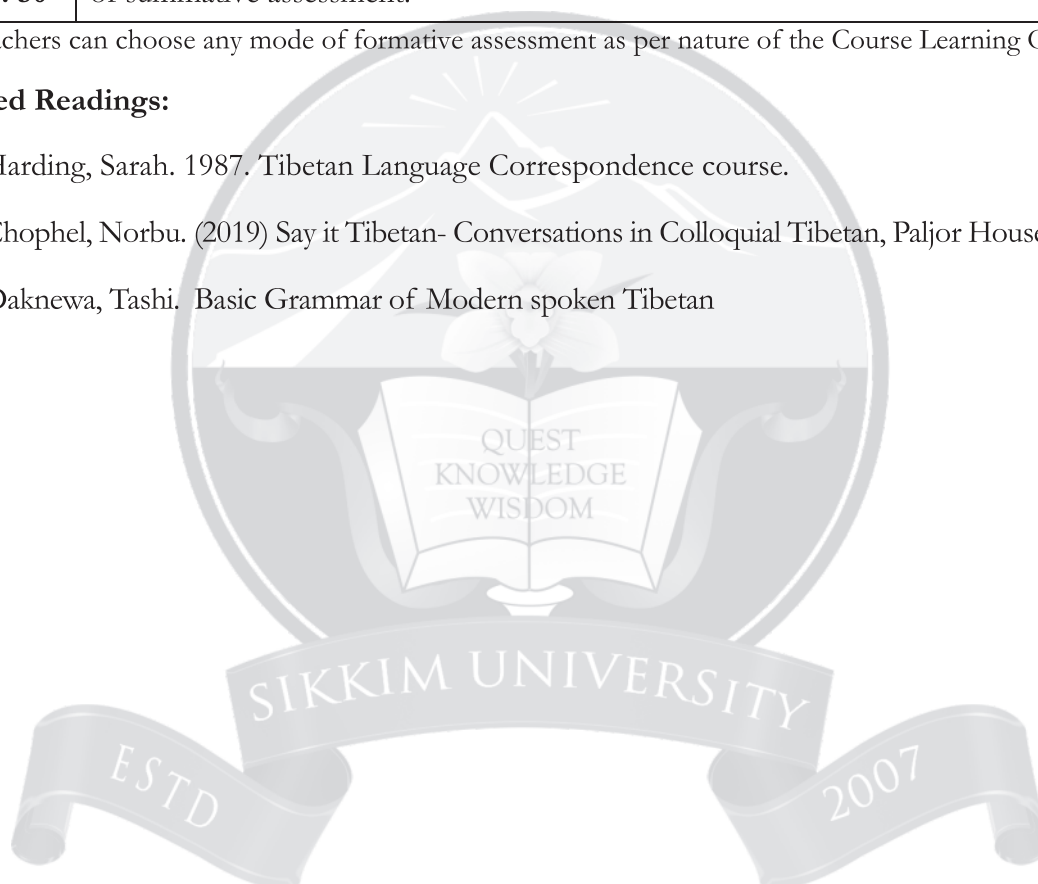
**ASSESSMENT FRAMEWORK**

Assessment	Written Modes	Oral Modes	Integrated Modes
<b>Formative Marks: 50</b>	Test, Assignment.	Oral Test, Group Discussion and Seminar.	Presentation and Seminars.
<b>Summative Marks: 50</b>	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the Course Learning Outcomes.

**Suggested Readings:**

- Harding, Sarah. 1987. Tibetan Language Correspondence course.
- Chopel, Norbu. (2019) Say it Tibetan- Conversations in Colloquial Tibetan, Paljor House
- Daknewa, Tashi. Basic Grammar of Modern spoken Tibetan





**SEMESTER-II****BTS-C-551****MADHYAMAKAVATARA BY CHANDRAKIRTI PART II****Semester: Second Semester****Course Level: 500****Total Marks: 100****L+T+P: 3+1+0 = 4 Credits****Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs****COURSE LEARNING OUTCOMES:****On completing the course, the students will be able to:**

- CLO1:** learn the etymology and meaning of Madhyamaka school of Buddhist metaphysics.
- CLO2:** analyze and explore the Madhyamaka tenets in reliance of the major Madhyamaka treatises.
- CLO3:** learn an overview of vast Madhyamaka literature and its prominent thinkers.
- CLO4:** analyse and compare the two Madhyamaka schools: Prasangika Madhyamaka and Svatantrika Madhyamaka
- CLO5:** apply the practice of six paramita or perfection i.e., generosity, ethical discipline, patience, enthusiasm, meditation, and wisdom in daily life for better judgement and decision making.
- CLO6:** know and explore the nature of reality through rational analysis of the discrepancy between appearance and existence.
- CLO7:** Learn and compare the exposition of ultimate reality in Samkya, Jaina, Carvaka and Buddhist philosophical traditions.
- CLO8:** learn the rational efficacy of gaining insight into Emptiness for ridding oneself from all anxieties and fears of life.

**Unit I: Refuting Production from others Chittamatra and Jaina view, Chapter 6****Stanza 72-119**

- Expressing their views according to their texts.
- Refuting the proposition.
- Explaining the need for the Chittamatra view to have been taught.
- Explaining other scriptures in which the Buddha spoke of Chittamatra being of provisional meaning.

**Unit II: Refuting Self as distinct from the aggregates: Chapter 6, Stanza 120-149**

- Explaining the selflessness of a person through reasoning.
- Explaining the selflessness of a person through scriptures.
- Negating aggregates as self, as postulated by some Buddhist schools.
- Refuting opponent's rejoinders.

**Unit III: Positing the self to be merely designated: Chapter 6, Stanza 150-164**

- Presentation of the person as dependently imputed.
- Applying the simile of the chariot.
- Analysis through sevenfold reasoning.
- Result of the analysis.

**Unit IV: Refuting the Selfhood of “Mine”: Chapter 6, Stanza 165-226**

- Using the sevenfold reasoning to expose all living things.
- Enumeration of Emptiness.
- Brief conclusion mentioning the scriptural source.
- The Final Grounds (in brief)

**SUGGESTED TEACHING-LEARNING STRATEGIES**

Lecture-cum discussion, Guided readings and discussions of classical texts, Library readings, Critical Discussion, Critical Analysis, Debates and discussions, Presentations, Guest speaker, Expert talk and Initiation of the dialogue by the More Knowledgeable Other (MKO).

**ASSESSMENT FRAMEWORK**

Assessment	Written Modes	Oral Modes	Integrated Modes
<b>Formative</b> <b>Marks: 50</b>	Test, Assignment, Reports, Article Review and Journal Writing	Oral Test, Group Discussion and Seminar	Presentation, Seminars, and Field based Assignments
<b>Summative</b> <b>Marks: 50</b>	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

*Note: Teachers can choose any mode of formative assessment as per nature of the Course Learning Outcomes.*

**Textbook:**

Chandrakirti's Madhyamakavatara, In: Tsongkhapa. *Illuminating the Intent: An Exposition of Chandrakirti's Entering the Middle Way*, trans. Thupten Jinpa, USA: Wisdom Publications, 2021.

**Suggested Readings:**

- Tsongkhapa. *Illuminating the Intent: An Exposition of Chandrakirti's Entering the Middle Way*, trans. Thupten Jinpa, USA: Wisdom Publications, 2021.
- Geshe Rabten (translator, commentator) Stephen Batchelor (translator, editor) (1983). *Echoes of Voidness*, London: Wisdom Publications.
- Padmakara Translation Group (2002). *Introduction to the Middle Way* (Chandrakirti's Madhyamakāvātāra with Mipham Rinpoche's Commentary).
- The 14th Dalai Lama. *How to See Yourself as You Really Are*. translated and edited by Jeffrey Hopkins, Croydon: CPI Group, 2006.

- Sambhota Series. *Indo-Tibetan Madhyamika Studies*. Delhi: Tibet House and Sri Satguru Publications, 1996.
- Hopkins, Jeffrey. *Meditation on Emptiness*. London: Wisdom Publications, 1996.
- Madhyamakavatara by Chandrakirti's English Translation: Huntington, C. W. (1989). The Emptiness of Emptiness. University of Hawaii Press
- *Introduction to the Middle Way: Chandrakirti's Madhyamakavatara with commentary by Dzongsar Jamyang Khyentse Rinpoche*, edited by Alex Trisoglio, Khyentse Foundation, 2003

BTS-C-552

**ABHIDHARMAKOSA BY VASUBANDHU-PART 2****Semester: Second Semester****Course Level: 500****Total Marks: 100****L+T+P: 3+1+0 = 4 Credits****Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs****COURSE LEARNING OUTCOMES:****On completing the course, the students will be able to:**

- CLO1:** understand the Abhidharma philosophy of Buddhist metaphysics.
- CLO2:** understand the functioning of the different world system from the Buddhist perspective.
- CLO3:** know the functioning and the mechanism of gross and subtle the law of karma in the Buddhist context.
- CLO4:** know the opinions and perspectives of different Buddhist traditions towards Abhidharma Philosophy.

**Unit 1. Chapter 3-Exposition of the World System (loka)**

- The Three Realms
- The Planes of Existence
- Modes of Birth
- Intermediate Beings

**Unit 2: Chapter 3-Exposition of the World System (Loka)**

- Process of Reincarnation
- Twelve Links of Dependent Origination
- The Receptacle World
- The four Stages of Dissolution, Nothingness, Creation and Duration

**Unit 3: Chapter 4-Exposition of the Law of Karma (karma)**

- Meaning and Theory of Karma

- Informative and Non-informative karma
- Physical and Verbal Informative Action
- Presentation of the Various Types of Action in Context of their Moral Quality

#### Unit 4: Chapter 4-Exposition of the Law of Karma (karma)

- Three Types of Non-Informative Action (restraint, non-restraint and neither restraint nor non-restraint)
- Classification of Action in Terms of its Effect and Cause
- Classification of Action in Terms of its Effect and Destruction
- Other Classifications of Karma and Methods of Karmic Purification

#### SUGGESTED TEACHING-LEARNING STRATEGIES

Lecture-cum discussion, Guided readings and discussions of classical texts, Library readings, Critical Discussion, Critical Analysis, Debates and discussions, Presentations, Guest speaker, Expert talk and Initiation of the dialogue by the More Knowledgeable Other (MKO).

#### ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
<b>Formative Marks: 50</b>	Test, Assignment, Reports, Article Review and Journal Writing	Oral Test, Group Discussion and Seminar	Presentation, Seminars, and Field based Assignments
<b>Summative Marks: 50</b>	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the Course Learning Outcomes.

#### Course Material:

Vasubandhu; Lodro Sangpo (2012). *Abhidharmakosa-Bhasya of Vasubandhu: The Treasury of the Abhidharma and its Commentary* (4 vols.), Motilal Banarsidass Publishers (Translated into English from the French Translation of Louis de La Valle Poussin, *L'Abhidharmakosa de Vasubandhu*, Institutbelge des hautes études chinoises, Bruxelles, 1971).

#### Suggested Readings:

- Chim Jampaiyang, (2019), *Ornament of Abhidharma: A Commentary on Vasubandhu's Abhidharmakosa*, Library of Tibetan Classics, Wisdom Publications.
- Pruden, Leo M. (1991), *Abhidharmakosabhasyam*, translated from the French translation by Louis de La Valle Poussin, Asian Humanities Press, Berkeley 1990 (4 vols.).
- Geshe Sonam Rinchen: *How Karma Works: The Twelve Links of Dependent-Arising*, Translated and Edited by Ruth Sonam, Shambhala Pub. 2006
- Yasomitra (6<sup>th</sup> c. CE), sub-commentary on the *Abhidharmakosabhasya*, the *Sputarth-abhidharmakosa-vyakhya* (Tibetan).

- The First Dalai, Gyalwa Gendun Drup's (1391-1474) commentary titled *Illumination of the Path to Freedom*. (Tibetan)

BTS-C-553

***PRAMANAVARTIKA BY DHARMAKIRTI*****Semester: Second Semester****Course Level: 500****Total Marks: 100****L+T+P: 3+1+0 = 4 Credits****Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs****COURSE LEARNING OUTCOMES:****On completing the course, the students will be able to:**

- CLO1:** explain the key characteristic of Isvara, particularly in the Brahmanism tradition.
- CLO2:** analysis and evaluate Buddhist prospective on Bhagavan meaning.
- CLO3:** the Carvaka school philosophy says that all outer and inner things merely appear in this world without any cause. discuss behind reasoning
- CLO4:** investigate the Carvaka philosophy rejected the creator of universal.
- CLO5:** apply critical thinking skill to analyze, why Carvaka rejected after death there no new life.
- CLO6:** Buddhist philosophy explained after death there is new life based on valid cognition.

**Unit I: Introduction of Pramana Varttika**

- The significance of paying homage and determination of before composing the logic text.
- Life and Acharya Dharmakirti
- History of Buddhist Parmana, How it spreads in Tibet?
- How important is the role of Parmana (Logic) rational thinking power.

**Unit II: Differences of Indian School View**

- The actual Characteristic of Bhagvan meaning
- The Characteristic of Isvara
- The position of Vaisesika School
- The Caravaka school philosophy introduction

**Unit III: Contradiction each School view**

- Creator is the permanent but he created impermanent things
- Buddhist point of view rejected permanent creator
- Buddhist rejected Caravaka view and try to prove after death there's life and Karma continuation.



- Buddhist believes karma force is universal truth.

#### Unit IV: Solution of Suffering:

- Truth of Suffering
- The cause of Suffering
- The cessation of Suffering
- The truth of Path.

#### SUGGESTED TEACHING-LEARNING STRATEGIES

Lecture-cum discussion, Guided readings and discussions of classical texts, Library readings, Critical Discussion, Critical Analysis, Debates and discussions, Presentations, Guest speaker, Expert talk and Initiation of the dialogue by the More Knowledgeable Other (MKO).

#### ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
<b>Formative Marks: 50</b>	Test, Assignment, Reports, Article Review and Journal Writing	Oral Test, Group Discussion and Seminar	Presentation, Seminars, and Field based Assignments
<b>Summative Marks: 50</b>	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the Course Learning Outcomes.

#### Essential Readings:

- Katherine Manchester Rogress: Tibetan Logic, Boulder: Snow lion, Shambhala Colorado Pub. 2009

#### Suggested Readings:

- *The Pramanavarttika of Dharmakirti's. Translated by Satkari mookerjee and Hojun Nagasaki* Patna: Nava Nalanda Mahavihara. Pub. 1964
- *Tb. Sherbatsky: Buddhist logic.* Motilal Banarsidas. 1993

BTS-C-554

**TIBETAN LANGUAGE-PART II**

Semester: Second Semester

Course Level: 500

Total Marks: 100

L+T+P: 2+1+1 = 4 Credits

Lecture: 30 Hrs + Tutorial: 15 Hrs + Practical: 30 Hrs

**COURSE LEARNING OUTCOMES:****On completing the course, the students will be able to:**

- CLO1:** frame sentence following basic grammar structure.
- CLO2:** learn the fundamental structure of particles.
- CLO3:** learn the types of particles in Tibetan language.
- CLO4:** learn the structure of depending particle in Tibetan language.
- CLO5:** learn how to make sentences to use depending particles.
- CLO6:** learn reading skills in Tibetan language.

**Unit I: Advance Tibetan Grammar: Part One**

- Explanation of eight cases, (ནཱ་དཔེ་བརྒྱུད)
- Explanation of completion particle, (སྐར་བཟུ)
- Explanation of ལ་དོན།
- Explanation of མི་ཐུན།

**Unit II: Advanced Tibetan Grammar part two.**

- Explanation of རྒྱུན་ཐུང་།
- Explanation of ལྟག་བཅས།
- Explanation of འབྱེད་ཐུང་།
- Explanation of འབྱུང་ཁུངས་དང་འབྱོར་ཐུང་།

**Unit III: Orthography**

- ལེགས་བཤད་ཐོན་དབང་ཚང་ལ།
- བོད་ཀྱི་བད་མེད་དག་གླེན་ཀྱི་ཕྱི་ཕྱི་ཚན་ནས་མ་ཡི་ཕྱི་ཚན་བར།
- དག་ཡིག་ཅ་ཕྱི་ནས་ཟ་ཕྱི་བར།
- དག་ཡིག་འ་ཕྱི་ནས་ཤ་ཕྱི་བར།

**Unit IV: Reading**

- ས་སྐྱ་ལེགས་བཤད་རབ་བྱེད་གསུམ་པ་རྒྱན་པོ་བརྟགས་པ།
- ལ་སྐྱེས་རྒྱལ་པོར་བསྐྱོས་པའི་སྤང་།
- ཡིད་དབང་འཕྲོག་པའི་ར་གཅིག་མ་སྤང་།
- སྐ་མ་བརྟག་ཚུལ་དང་བརྟེན་ཚུལ།

**SUGGESTED TEACHING-LEARNING STRATEGIES**

Lecture-cum discussion, Direct method, Grammar-translation method, Guided readings, Library readings, Drilling, Communicative approach, Task-based language learning, Presentations, Guest speaker, Expert talk and Initiation of the dialogue by the More Knowledgeable Other (MKO).

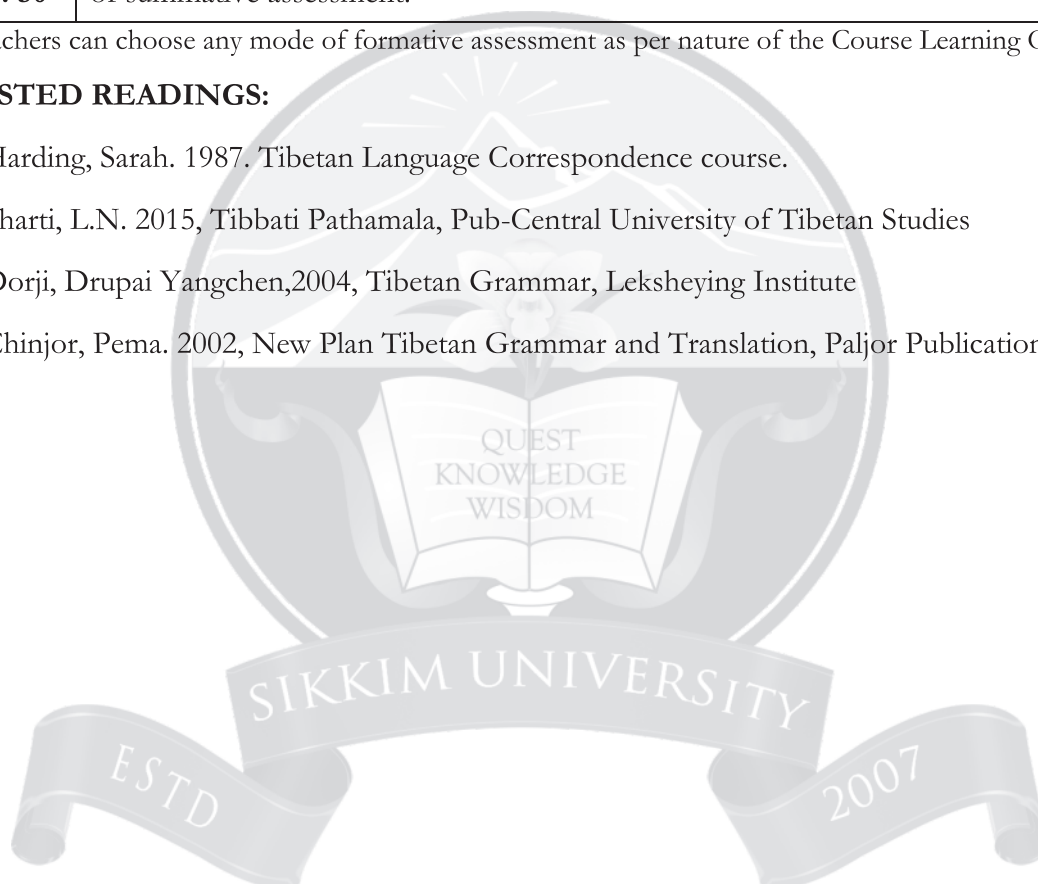
**ASSESSMENT FRAMEWORK**

Assessment	Written Modes	Oral Modes	Integrated Modes
<b>Formative Marks: 50</b>	Test, Assignment.	Oral Test, Group Discussion and Seminar.	Presentation and Seminars.
<b>Summative Marks: 50</b>	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the Course Learning Outcomes

**SUGGESTED READINGS:**

- Harding, Sarah. 1987. Tibetan Language Correspondence course.
- Sharti, L.N. 2015, Tibbati Pathamala, Pub-Central University of Tibetan Studies
- Dorji, Drupai Yangchen, 2004, Tibetan Grammar, Leksheyng Institute
- Chinjor, Pema. 2002, New Plan Tibetan Grammar and Translation, Paljor Publication





BTS-E-555

**MAHAYANA BUDDHIST TRADITIONS****Semester: Second Semester****Course Level: 500****Total Marks: 100****L+T+P: 3+1+0 = 4 Credits****Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs****COURSE LEARNING OUTCOMES:**

- CLO1:** explain the historical development and cultural contexts of Mahayana Buddhism.
- CLO2:** analyze the key philosophical schools and concepts within Mahayana Buddhism.
- CLO3:** examine the significance of Mahayana sutras and their impact on the tradition.
- CLO4:** explain the relationship between emptiness (shunyata), bodhisattva ideal, and skillful means (upaya) in Mahayana philosophy.
- CLO5:** analyze Mahayana meditation practices, including visualization and deity yoga.
- CLO6:** analyze the role of ritual and devotion in Mahayana Buddhism.
- CLO7:** discuss Mahayana Buddhist art forms, such as thangka painting and statues, and their symbolism.
- CLO8:** reflect on the impact of Mahayana Buddhism on society, culture, education, and social welfare.

**Unit-I: Introduction to Mahayana Buddhist Tradition**

- Origin and History of Mahayana Buddhism
- Origin and History of Buddhist Sanskrit Literature
- Difference between Theravada and Mahayana Buddhism
- Introduction to Canonical and Post-Canonical Mahayana Literature

**Unit II: Brief Overview of the Mahayana Sutras**

- General Introduction and Brief Subject Matter of Mahayana Sutra
- Parjnaparamita Sutra, Saddharmapundarika Sutra, Lalitavistara Sutra
- Lankavatara Sutra, Suvarnaprabhasa Sutra, Tathagata-Guhyaka Sutra,
- Gandavyuha Sutra, Samadhirajasutra, Dasabhumisutra.

**Unit III: Fundamental Mahayana Philosophy and Practice**

- Buddha nature (Tathagatagarba), Three Natures (Trisvabhava), Great Compassion
- Emptiness (Shunyata) and Dependent origination (Pratityasamutpada)
- Six Paramitas, Trikaya and Ten Bodhisattva Bhumis or Grounds
- Relationship between Wisdom (Pragya) and Compassion (Karuna) in Mahayana Thought

#### Unit-IV Brief Overview of Mahayana Philosophical Schools and Thinkers

- Key Concepts and Distinctive Approaches of Madhyamaka and Yogācāra School
- Proponents of Madhyamaka School: Arya Nāgārjuna, Āryadeva, Acharya Candrakīrti, Bodhisattva Śāntideva, Bodhisattva Shantarakshita
- Proponents of Yogācāra School: Arya Asaṅga, Acharya Vasubandhu
- Brief Introduction to Vajrayana/ Tantrayana

#### SUGGESTED TEACHING-LEARNING STRATEGIES

Lecture-cum discussion, Guided readings and discussions of classical texts, Library readings, Critical Discussion, Critical Analysis, Debates and discussions, Presentations, Guest speaker, Expert talk and Initiation of the dialogue by the More Knowledgeable Other (MKO).

#### ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
<b>Formative Marks: 50</b>	Test, Assignment, Reports, Article Review and Journal Writing	Oral Test, Group Discussion and Seminar	Presentation, Seminars, and Field based Assignments
<b>Summative Marks: 50</b>	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the Course Learning Outcomes.

#### SUGGESTED READINGS:

- D. T. Suzuki, *Outlines of Mahayana Buddhism* (1963); Open Court Publishing Company, 1908
- N. Dutt, *Mahayana Buddhism* (2003); Delhi: Motilala Banarsidass
- Dalai Lama XIV, *Transcendent Wisdom: A Commentary on the Ninth Chapter of Śāntideva's Guide to the Bodhisattva Way of Life*. Ithaca, NY: Snow Lion. 1988
- Ashok Kumar Chatterjee, *The Yogacara Idealism*, Delhi, 1987
- Dhammajoti, Medawachariye Thero, *The Concept of Emptiness in Pali Literature*, The Corporate Body of the Buddha Educational Foundation, Taiwan, 2007
- Fernando Tola, Carmen Dragonetti, *Being as Consciousness: Yogacara Philosophy of Buddhism*, Delhi: Motilal Banarsidass Publishers, 2004
- Guang Xing, *The Concept of the Buddha: It's Evolution from Early Buddhism to the Trikaya Theory*, 2004
- Edward Byles Cowell, Friedrich Max Müller, *Buddhist Mahayana Texts*, Atlantic Publishers & Distri, 1968
- Edward Conze *Buddhist Thought in India: Three Phases of Buddhist Philosophy* Routledge Publ., 1962
- Murti, T. R. V. *The Central Philosophy of Buddhism: A Study of Madhyamika System*. Delhi: Munshiram Manoharlal Publishers, 2006.

BTS-E-556

**THERAVADA BUDDHIST TRADITIONS****Semester: Second****Course Level: 500****Total Marks: 100****L+T+P: 3+1+0 = 4 Credits****Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs****COURSE LEARNING OUTCOMES:****CLO1:** explain the historical development and cultural context of Theravada Buddhism.**CLO2:** analyze the key teachings, concepts, and texts within Theravada Buddhism.**CLO3:** analyze the foundational principles of Theravada Buddhist philosophy, such as impermanence, suffering, and non-self.**CLO4:** explain the ethical framework of Theravada Buddhism, including the Noble Eightfold Path and its relevance to personal conduct.**CLO5:** analyze the practices of meditation and mindfulness within Theravada Buddhism.**CLO6:** analyze different meditation techniques, such as vipassana and metta meditation, and their role in spiritual development.**CLO7:** explain the role of Theravada Buddhist monasticism, rituals, and festivals within Theravada Buddhist culture.**CLO8:** reflect on the influence of Theravada Buddhism on art, literature, societal values, and the daily lives of its adherents.**Unit-I. Origin and Development of Theravada Traditions**

- History and Development of Theravada Buddhism
- Establishment of Sangha and its Growth
- Various Buddhist Council and their Significance
- Theravada Buddhist Rituals, Ceremonies and Festivals

**Unit II: Theravada Buddhist Philosophy and Practice**

- The Four Nobles Truths and their Various Aspects
- The Eight-fold Noble Path and its Relevance to Ethical Conduct and Spiritual Growth
- Three Natures: Impermanence (anicca), Suffering (dukkha) and Selflessness (anatta)
- The Practices of Meditation and Mindfulness

**Unit III: Spread of Theravada Traditions in India and abroad.**

- Theravada Traditions in Srilanka
- Theravada Traditions in Myanmar
- Theravada Traditions in Thailand

- Theravada Traditions in Laos and Cambodia

#### Unit IV: Pali Canon and Commentaries

- Dhammacakkapavattana Sutta, Anattalakhna Sutta, Mahaparnirvana Sutta
- Brief Introduction to Visuddhimagga by Master Buddhaghosa
- The Influence of Theravada Buddhism on Art, Literature and Societal Values
- Theravada Buddhist Education Institutions and their Social Contribution

#### SUGGESTED TEACHING-LEARNING STRATEGIES

Lecture-cum discussion, Guided readings and discussions of classical texts, Library readings, Critical Discussion, Critical Analysis, Debates and discussions, Presentations, Guest speaker, Expert talk and Initiation of the dialogue by the More Knowledgeable Other (MKO).

#### ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
<b>Formative Marks: 50</b>	Test, Assignment, Reports, Article Review and Journal Writing	Oral Test, Group Discussion and Seminar	Presentation, Seminars, and Field based Assignments
<b>Summative Marks: 50</b>	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the Course Learning Outcomes.

#### SUGGESTED READINGS:

- 2500 Years of Buddhism- P.V. Bapat
- The teachings of Buddha Part-2. Ministry of religious affairs Govt of Myanmar.
- Law. B.C. Sassanavansa- The history of Buddha's religion. London Oxford University, Press, 1952.
- Hitinaung, Folk elements in Burmese Buddhism, Oxford University Press- 1962.
- Bischoff, Rogers, Buddhism in Myanmar, A short history, Kandy: Wheel Publications -1996
- Jayatilake, K.N. and Smart Ninian, Massage of Buddha, London: Wisdom Books, 1963.
- A manual of Abhidharma Narada Mahathera, Kuala Lumpur; The Buddhist Missionary Society, 1979.
- Dighanikaya, Igatpuri, Vipasana Research Institute, 1993.
- Dev, Archarya Narendra, Bauddha dharma aur darshan. Patna: Bihar Rashtra bhasa Parishad, 1956.
- Conze, E, *Buddhist thought in India*, Delhi;1996.

- *The Path of Purity*, tr Pe Maung Tin, 1923–31, 3 volumes; reprinted in 1 volume, Pali Text Society, Oxford
- *The Path of Purification*, tr Nanamoli, Ananda Semage, Colombo, 1956; reprinted Buddhist Publication Society, Kandy, Sri Lanka.

**SEMESTER-III****BTS-C-601****RESEARCH METHODOLOGY****Semester: Third****Course Level: 600****Total Marks: 100****L+T+P: 3+1+0 = 4 Credits****Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs****COURSE LEARNING OUTCOMES:**

On completion of this course, the students will be able to:

- CLO1:** explain the concept types and approaches to research
- CLO2:** analyze the significance of social science research in contemporary society, identifying its role in addressing societal challenges and informing evidence-based policies.
- CLO3:** explain the unique characteristics and methodologies utilized in social science studies.
- CLO4:** analyze the philosophical underpinnings of social science research,
- CLO5:** explain narrative inquiry and storytelling as qualitative research methods
- CLO6:** analyze various qualitative research methods
- CLO7:** formulate research objectives and hypotheses with clarity and precision, ensuring alignment with the research problem and employing measurable and testable constructs.
- CLO8:** appraise different data collection methods and sampling techniques, justifying their choices based on the research design's objectives and the nature of the research questions.

**UNIT I: Introduction to Social Science Research**

- Importance of Social Science Research
- Research: Definitions, Characteristics, and Types
- The Research Process
- Theories and Philosophy in Social Science Research

**UNIT II: Understanding Research**

- Philosophical Contexts
- Narrative Enquiry and Story Telling
- Interdisciplinary and System Thinking
- Buddhist and Philosophical Perspectives



**UNIT III: Data, Types of Data, And Analysis**

- Research Approach and Methodology
- Qualitative and Quantitative Analysis
- Ethnographic, Historical, Phenomenal Research, and Grounded Theory
- Ethical Issues, Processing, and Presentation of Data

**UNIT IV: Preparing an Empirical Research Design**

- Research Design and Research Problem
- Formulation of Objectives, Hypotheses and Types of Hypotheses
- Data Collection Methods and Techniques, Sampling
- Proposal and Report Writing: Reference and Bibliography

**SUGGESTED TEACHING-LEARNING STRATEGIES**

Lecture-cum discussion, Guided readings and discussions of classical texts, Library readings, Critical Discussion, Critical Analysis, Debates and discussions, Presentations, Guest speaker, Expert talk and Initiation of the dialogue by the More Knowledgeable Other (MKO).

**ASSESSMENT FRAMEWORK**

Assessment	Written Modes	Oral Modes	Integrated Modes
<b>Formative Marks: 50</b>	Test, Assignment, Reports, Article Review and Journal Writing	Oral Test, Group Discussion and Seminar	Presentation, Seminars, and Field based Assignments
<b>Summative Marks: 50</b>	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the Course Learning Outcomes.

**Selected Readings:**

- Banks, Michael and Mitchell Christopher (eds.). A Handbook on the Analytical Problem-solving Approach, Institute for Conflict Analysis and Resolution, George Mason University, 1990.
- Blalock, H. N. An Introduction to Social Research, Englewood Cliffs NJ. Prentice Hall, 1970.
- Blalock, H.M. (eds.) Methodology in Social Research, New York, 1968.
- Bridget, Somekh and Cathy Lewin (2005), Research Methods in the Social Sciences, Sage Publication, 2005.
- Creswell, John W. Research Design: Qualitative, Quantitative, and Mixed Method Approaches, Sage Publication, 2003.
- De, D. A. Vaus. Surveys in Social Research, (2nd edn.), London, Unwin Hyman, 1991.

- Druckman, Daniel Doing Research: Methods of Inquiry for Conflict Analysis. New Delhi, Sage Publications, 2005.
- Galtung, Johan (1969). Violence, Peace and Peace Research', Journal of Peace Research, vol. 6. no. 3, pp. 167-191, 1969.
- Galtung, Johan (1978) Peace and Social Structure. Essays in Peace Research. vol. 111. Copenhagen, Ejlers.
- Holt, Rodert T. and John E. Turner (eds.). The Methodology of Comparative Research, New York, 1970. Kayrooz.
- Carole and Chris Trevitt, Research in Organizations & Communities: Tales from the Real World. Allen & Unwin. New South Wales. Australia 2006.



BTS-C-602

**BODHICHARYAVATARA AND PRAJNAPARAMITA HRIDAYA SUTRA****Semester: Third****Course Level: 600****Total Marks: 100****L+T+P: 3+1+0 = 4 Credits****Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs****COURSE LEARNING OUTCOMES:**

On completion of this course, the students will be able to:

**CLO1:** learn the benefits of an Awakened Mind or Bodhicitta

**CLO2:** learn about the Medium/ Path to the Madhyamaka view of Emptiness and Dependent Origination

**Unit 1 – 1 to 6 Chapters**

- Benefits of Bodhicitta
- How to cultivate Bodhicitta
- How to stabilise Bodhicitta
- How to practice the Six Perfections.

**Unit 2 – 7 & 8 Chapters**

- Exhortation to cultivate joyous effort
- Increasing the force of effort
- Reasons to cultivate tranquil abiding
- How to cultivate tranquil abiding

**Unit 3 – 9 & 10 Chapters**

- How to practice the Wisdom of Emptiness
- Presentation of the Two Truths
- Presentation of different schools
- Explanation of the dedication

**Unit 4 - Prajnaparamita Hridhay sutra**

- Various sources of Prajnaparamita hridaya sutra
- The correct view of Emptiness
- Thematic content of Heart Sutra
- Place and audience of Heart Sutra.



## SUGGESTED TEACHING-LEARNING STRATEGIES

Lecture-cum discussion, Guided readings and discussions of classical texts, Library readings, Critical Discussion, Critical Analysis, Debates and discussions, Presentations, Guest speaker, Expert talk and Initiation of the dialogue by the More Knowledgeable Other (MKO).

## ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
<b>Formative Marks: 50</b>	Test, Assignment, Reports, Article Review and Journal Writing	Oral Test, Group Discussion and Seminar	Presentation, Seminars, and Field based Assignments
<b>Summative Marks: 50</b>	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the Course Learning Outcomes.

### Textbooks:

- A Guide to the Bodhisattva's Way of Life by Acharya Shantideva; translated by Stephen Batchelor, The Dalai Lama Trust and Central University of Tibetan Studies Sarnath, Varanasi, 2013.
- Elaborations on Emptiness, translation of Indian Masters' Commentaries on Heart Sutra, translated by Donald S. Lopez Jr. Princeton University Press, 1998.

### Suggested Readings:

- Gyatso, Tenzin, The Fourteenth Dalai Lama (2002). Jinpa, Thupten, ed. Essence of the Heart Sutra: The Dalai Lama's Heart of Wisdom Teachings. English Translation by Geshe Thupten Jinpa. Boston: Wisdom Publications
- Dalai Lama, XIV; Padmakara Translation Group (1994). A Flash Lightning in the Dark of Night: Guide to the Bodhisattva's Way of Life (1<sup>st</sup> ed.), Shambala.
- Dalai Lama, XIV; Geshe Thupten Jinpa (trans & ed) (2004), Practicing Wisdom: The Perfection of Shantideva's Bodhisattva Way, Wisdom Publications, US.
- Khenchen Kunzang Pelden; Padmakara Translation Group (2008) The Nectar of Manjushri's Speech: A Detailed Commentary on Shantideva's Way of the Bodhisattva, Shambala.
- Williams, Paul (1997), Altruism and Reality: Studies in the Philosophy of the Bodhicharyavatara, Routledge Curzon Critical Studies in Buddhism, Routledge Curzon.
- Elaborations on Emptiness – Uses of the Heart Sutra by Donald S. Lopez.
- Nhat Hanh, Thich (1988). The Heart of Understanding. Berkeley, California: Parallax Press.
- Fox, Douglas (1985). The Heart of Buddhist Wisdom: A Translation of the Heart Sutra with Historical Introduction and Commentary. Lewiston/Queenston Lampeter: The Edwin Mellen Press.

BTS-E-603

**HISTORY OF BUDDHISM IN SRILANKA, MYANMAR, THAILAND, JAPAN, KOREA AND CHINA****Semester: Third****Course Level: 600****Total Marks: 100****L+T+P: 3+1+0 = 4 Credits****Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs****COURSE LEARNING OUTCOMES:**

On completion of this course, the students will be able to:

- CLO1:** know how Buddhism spread to south-east Asian countries
- CLO2:** explain the practices of monastic life in different Buddhist countries
- CLO3:** analyse the history and development of different Buddhist traditions in Japan and China
- CLO4:** learn about ancient Buddhist texts

**UNIT-I: HISTORY OF DIFFUSION OF BUDDHISM IN SOUTH-EAST ASIA.**

- History of diffusion of Buddhism in Srilanka.
- History of diffusion of Buddhism in Burma.
- History of diffusion of Buddhism in Thailand.
- History of diffusion of Buddhism in Laos and Cambodia.

**Unit-II: MONASTIC LIFE, PRACTICES AND STUDY CURRICULUM.**

- Monastic life, practices and study curriculum in Srilanka.
- Monastic life, practices and study curriculum in Myanmar.
- Monastic life, practices and study curriculum in Thailand.
- Compilation of Pali Tripitaka.

**Unit-III: HISTORY AND DEVELOPMENT OF DIFFERENT SECTS.**

- History and development of Japanese Buddhism.
- History and development of Chinese Buddhism.
- Practices and monastic life of different sects of Japanese Buddhism.
- Practices and monastic life of different sects of Chinese Buddhism.

**Unit-IV: TRANSLATION, COMPILATION AND PRINTING OF TRIPITAKAS.**

- Translation, compilation and printing of Chinese Tripitaka.
- Translation, compilation and printing of Japanese Tripitaka.
- Translation, compilation and printing of Korean Tripitakas.

- Compilation of Pali Tripitakas.

### SUGGESTED TEACHING-LEARNING STRATEGIES

Lecture-cum discussion, Guided readings and discussions of classical texts, Library readings, Critical Discussion, Critical Analysis, Debates and discussions, Presentations, Guest speaker, Expert talk and Initiation of the dialogue by the More Knowledgeable Other (MKO).

### ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
<b>Formative Marks: 50</b>	Test, Assignment, Reports, Article Review and Journal Writing	Oral Test, Group Discussion and Seminar	Presentation, Seminars, and Field based Assignments
<b>Summative Marks: 50</b>	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the Course Learning Outcomes.

### SUGGESTED READINGS:

- State of Buddhism in Ceylon. (Srilanka as depicted in the Pali Chronicles) Dr. Sandhya Bhattacharya, Pilgrims Publication.
- 2500 Years of Buddhism- P.V. Bapat
- The teachings of Buddha Part-2. Ministry of religious affairs Govt of Myanmar.
- Law. B.C. Sassanavansa- The history of Buddha's religion. London Oxford University, Press, 1952.
- Hitinaung, Folk elements in Burmese Buddhism, Oxford University Press- 1962.
- Bischoff, Rogers, Buddhism in Myanmar, A short history, Kandy: Wheel Publications -1996
- Jayatilake, K.N. and Smart Ninian, Massage of Buddha, London: Wisdom Books, 1963.
- A manual of Abhidharma Narada Mahathera, Kuala Lumpur; The Buddhist Missionary Society, 1979. •
- Dighanikaya, Igatpuri, Vipasana Research Institute, 1993. •
- Dev, Archarya Narendra, Bauddha dharma aur darshan. Patna: Bihar Rashtra bhasa Parishad, 1956.
- Conze, E, Buddhist thought in India, Delhi;1996.
- The Path of Purity, tr Pe Maung Tin, 1923–31, 3 volumes; reprinted in 1 volume, Pali Text Society, Oxford
- The Path of Purification, tr Nanamoli, Ananda Semage, Colombo, 1956; reprinted Buddhist Publication Society, Kandy, Sri Lanka
- Buddhism in Srilanka, Hazra Lal Kanai, Buddhist World Press.
- Buddhism in India and Srilanka, Haldhar SM, Om Publication, 2008.

BTS-E-604

**HISTORY OF BUDDHIST ART****Semester: Third****Course Level: 600****Total Marks: 100****L+T+P: 3+1+0 = 4 Credits****Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs****COURSE LEARNING OUTCOMES:**

On completion of this course, the students will be able to:

**CLO1:** learn the importance of art within Buddhist communities

**CLO2:** learn the value of impermanence, dependent origination, Buddhist ideals and practices.

**Unit 1 – Earliest Buddhist Art in India**

- Life of Buddha
- Early Mauryan Art (c. 400 B.C.)
- Ashoka (c. 250 B.C.)
- Building Art under the Sungas and Andhras (c. 185 B.C. to 150 A.D.)
- Buddhist Rock-Cut Architecture (2<sup>nd</sup> century B.C. to 2<sup>nd</sup> century A.D.)

**Unit 2 – Kushan - Mathura and Gandhara Schools (1<sup>st</sup> - 2<sup>nd</sup> century A.D.)**

- Anthropomorphic representations of the Buddha
- Mixing of Indian and Graeco-Roman styles

**Unit 3 – Gupta Period (350 A.D. to 650 A.D.)**

- Golden Age of Art
- High aesthetic sense and discipline
- Metal carvings
- Rock-cut viharas at Ajanta and Ellora

**Unit 4 – Pala, Rashtrakuta and Kashmir**

- Pala style of painting, sculptures and bronzes
- Palm leaf illustrations of the Buddhist manuscripts
- Kashmiri temple architecture (700-1200 A.D.)

**SUGGESTED TEACHING-LEARNING STRATEGIES**

Lecture-cum discussion, Guided readings and discussions of classical texts, Library readings, Critical Discussion, Critical Analysis, Debates and discussions, Presentations, Guest speaker, Expert talk and Initiation of the dialogue by the More Knowledgeable Other (MKO).

**ASSESSMENT FRAMEWORK**

Assessment	Written Modes	Oral Modes	Integrated Modes
<b>Formative Marks: 50</b>	Test, Assignment, Reports, Article Review and Journal Writing	Oral Test, Group Discussion and Seminar	Presentation, Seminars, and Field based Assignments
<b>Summative Marks: 50</b>	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

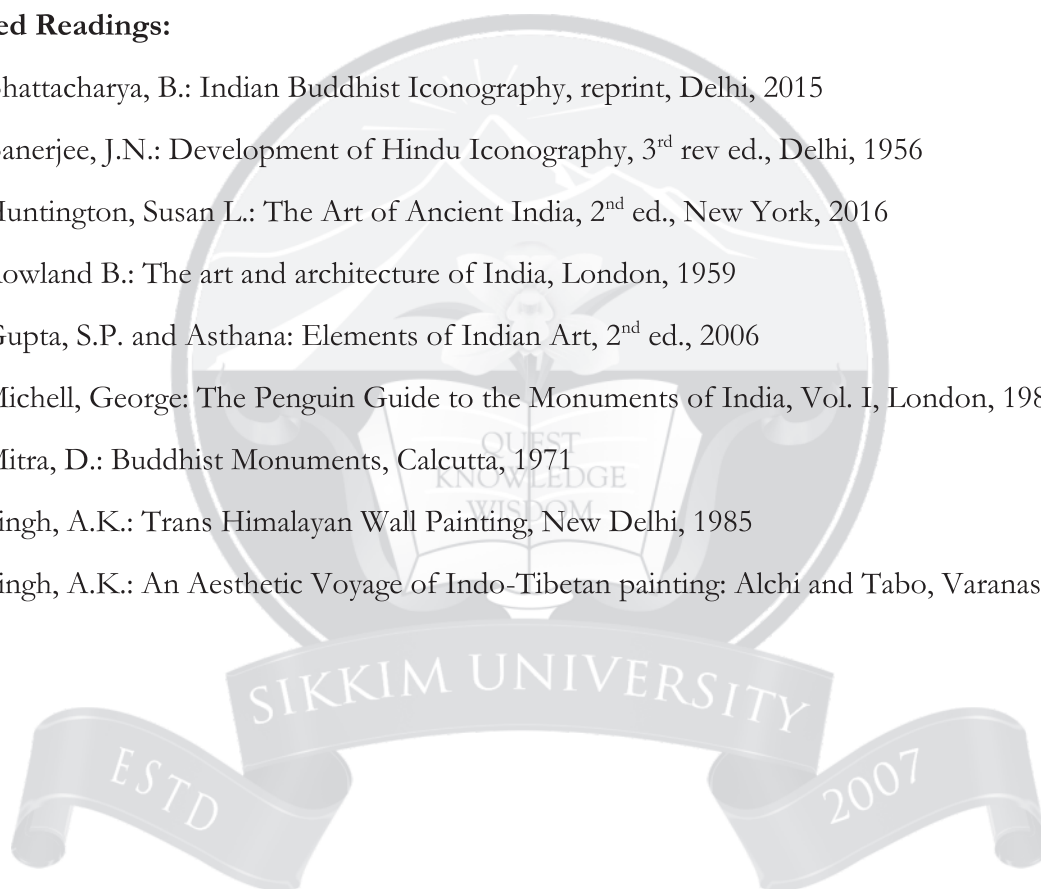
Note: Teachers can choose any mode of formative assessment as per nature of the Course Learning Outcomes.

**Textbook:**

- Brown, P.: Indian Architecture: Buddhist and Hindu (1956), Bombay.

**Suggested Readings:**

- Bhattacharya, B.: Indian Buddhist Iconography, reprint, Delhi, 2015
- Banerjee, J.N.: Development of Hindu Iconography, 3<sup>rd</sup> rev ed., Delhi, 1956
- Huntington, Susan L.: The Art of Ancient India, 2<sup>nd</sup> ed., New York, 2016
- Rowland B.: The art and architecture of India, London, 1959
- Gupta, S.P. and Asthana: Elements of Indian Art, 2<sup>nd</sup> ed., 2006
- Michell, George: The Penguin Guide to the Monuments of India, Vol. I, London, 1989
- Mitra, D.: Buddhist Monuments, Calcutta, 1971
- Singh, A.K.: Trans Himalayan Wall Painting, New Delhi, 1985
- Singh, A.K.: An Aesthetic Voyage of Indo-Tibetan painting: Alchi and Tabo, Varanasi, 2007.





BTS-E-605

## ABHIDHARMAKOSA BY VASUBANDHU

Semester: Third

Course Level: 600

Total Marks: 100

L+T+P: 3+1+0 = 4 Credits

Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs

**COURSE LEARNING OUTCOMES:**

On completion of this course, the students will be able to:

- CLO1:** clearly understand the concept of mental defilements, their nature and process of polluting the mind
- CLO2:** learn and compare the root and secondary afflictions and their classifications
- CLO3:** examine and analyze the meaning and various aspects of the four noble truths.
- CLO4:** know the opinions and perspectives of different Buddhist traditions towards Abhidharma philosophy.
- CLO5:** utilize the aspects of learning in the course of their further study and research

**Unit I. Chapter 5-Exposition of the Affliction (Anusaya)**

- Etymology and Definition of Affliction
- Classification of Six Afflictions
- Classification of Seven Afflictions
- Classification of Ten Afflictions

**Unit II: Chapter 5-Exposition of the Affliction (Anusaya)**

- Classification of the Varieties of Ninety-eight Proclivities in Accordance with their Nature, Mode of Expulsion and Realm of Existence
- Different ways of Categorizing the Afflictions for the Purpose Conversion by Instruction
- Abandoning of the Afflictions
- Effects of Abandoning the Afflictions

**Unit III: Chapter 6-Exposition of Path and the Persons (Marga-Pudgala)**

- Five Paths to Nirvana
- Explanation of the Path of Insight and the Path of Cultivation
- Explanation of the Four Noble Truths
- Exposition of the Two Truths

**Unit IV: Chapter 6-Exposition of Path and the Person (Marga-Pudgala)**

- Eightfold Classification of Arya Beings (Eight Sangha Members)



- Nobles Ones in Relation to the Path of Insight and to those in Training
- Nobles Ones in Relation to the Path of Cultivation and to those in Training
- Nobles Ones in Relation to the Path beyond Training and to those beyond Training

### SUGGESTED TEACHING-LEARNING STRATEGIES

Lecture-cum discussion, Guided readings and discussions of classical texts, Library readings, Critical Discussion, Critical Analysis, Debates and discussions, Presentations, Guest speaker, Expert talk and Initiation of the dialogue by the More Knowledgeable Other (MKO).

### ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
<b>Formative Marks: 50</b>	Test, Assignment, Reports, Article Review and Journal Writing	Oral Test, Group Discussion and Seminar	Presentation, Seminars, and Field based Assignments
<b>Summative Marks: 50</b>	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the Course Learning Outcomes.

### Course Material:

- Vasubandhu; Lodro Sangpo (2012). Abhidharmakosa-Bhasya of Vasubandhu: The Treasury of the Abhidharma and its Commentary (4 vols.), Motilal Banarsidass Publishers (Translated into English from the French Translation of Louis de La Valle Poussin, L'Abhidharmakosa de Vasubandhu, Institutbelge des hautes etudes chinoises, Bruxelles, 1971).

### Suggested Readings:

- Chim Jampaiyang, (2019), Ornament of Abhidharma: A Commentary on Vasubandhu's Abhidharmakosa, Library of Tibetan Classics, Wisdom Publications.
- Pruden, Leo M. (1991), Abhidharmakosabhasyam, translated from the French translation by Louis de La Valle Poussin, Asian Humanities Press, Berkeley 1990 (4 vols.).
- Geshe Sonam Rinchen: How Karma Works: The Twelve Links of Dependent-Arising, Translated and Edited by Ruth Sonam, Shambhala Pub. 2006
- Yasomitra (6<sup>th</sup> c. CE), sub-commentary on the Abhidharmakoshabhasya, the Sputarth-abhidharmakosa-vyakhya (Tibetan).
- The First Dalai, Gyalwa Gendun Drup's (1391-1474) commentary titled *Illumination of the Path to Freedom*. (Tibetan)

BTS-E-606

**HISTORY OF BUDDHISM AND CULTURE OF SIKKIM****Semester: Third****Course Level: 600****Total Marks: 100****L+T+P: 3+1+0 = 4 Credits****Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs****COURSE LEARNING OUTCOMES:**

On completion of this course, the students will be able to:

- CLO1:** explain the historical and cultural significance of Buddhism in Sikkim, tracing its origins and development in the region.
- CLO2:** analyze the influence of Tibetan Buddhism on Sikkim's religious practices.
- CLO3:** analyze the contributions of Guru Padmasambhava in spreading Buddhism in Sikkim and the wider Himalayan region.
- CLO4:** understanding Sikkimese history from the viewpoint of its neighboring states, particularly Tibet, Nepal and Bhutan.
- CLO5:** examine the cultural importance of Buddhist festivals and monasteries in Sikkim.
- CLO6:** examine the challenges faced by Buddhism in Sikkim.
- CLO7:** explain the Buddhist birth, marriage, and death rituals of Sikkim.
- CLO8:** role and functions of the Namgyal Institute of Tibetology in propagating Tibetan Buddhism and preserving Buddhist heritage in Sikkim.

**Unit I: History of Buddhism in Sikkim, Diffusion of Buddhism in the region**

- Examining the sources of history of Sikkim
- Roles played by Termas and Tertons.
- Examining the role of Naljor Chedzis in State Formation.
- The role played by different Chogyals in spreading Buddhism.

**Unit II: Monasteries- their history and religious practices**

- Early settlements and shrines.
- Six Major Monasteries.
- Lhade-Mede system.
- Influence of native faith on Buddhism.

**Unit III: Religious Festivals and Social customary ceremonies**

- Birth Ritual
- Marriage ritual
- Last rites

- Different Buddhist festivals of Sikkim.

#### Unit IV: Preserving Buddhist Heritage and Contemporary Challenges

- Challenges faced by Buddhism in Sikkim.
- Buddhist Monasticism and its role in preservation and dissemination of Buddhist teachings
- Strategies for maintaining cultural identity and promoting Buddhism in the region.
- Namgyal Institute of Tibetology: role and functions in propagating Tibetan Buddhism

#### SUGGESTED TEACHING-LEARNING STRATEGIES

Lecture-cum discussion, Guided readings and discussions of classical texts, Library readings, Critical Discussion, Critical Analysis, Debates and discussions, Presentations, Guest speaker, Expert talk and Initiation of the dialogue by the More Knowledgeable Other (MKO).

#### ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
<b>Formative Marks: 50</b>	Test, Assignment, Reports, Article Review and Journal Writing	Oral Test, Group Discussion and Seminar	Presentation, Seminars, and Field based Assignments
<b>Summative Marks: 50</b>	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the Course Learning Outcomes.

#### SUGGESTED READINGS:

- History of Sikkim (Denzong -gyal –rab) compiled by Their Highness Maharaja Thutob Namgyal and Maharani Yeshe Dolma: 1908
- The expansion and Institutionalisation of Nang Sok Gong sum tradition in Sikkim and the Fifth Dalai Lama's contribution to the Nyingma order by KhenpoLha Tsering, 2006 (in Tibetan)
- In the shadow of the Himalayas Tibet – Bhutan, Nepal, Sikkim. By John Claude White- 1883-1908.
- The Royal History of Sikkim, John A. Ardussi, Anna Balicki Denjongpa, Per K. Sorensen, 2021.
- Saul Mullard, Opening the Hidden Land: State Formation and the Construction of Sikkimese History, 2021
- Lamas, shamans and ancestors: village religion in Sikkim by Anna Balicki, 2008.

BTS-E-607

## TIBETAN LANGUAGE-PART III

Semester: Second Semester

Course Level: 600

Total Marks: 100

L+T+P: 2+1+1 = 4 Credits

Lecture: 30 Hrs + Tutorial: 15 Hrs + Practical: 30 Hrs

**COURSE LEARNING OUTCOMES:****On completing the course, the students will be able to:**

- CLO1:** frame sentence following basic grammar structure.
- CLO2:** learn the types of not depending particle in Tibetan language.
- CLO3:** learn the fundamental structure of the not depending particles.
- CLO4:** learn how to make sentences to used not depending particle.
- CLO5:** learn the reading skills in Tibetan language.

**UNIT I: Advanced Tibetan Grammar-Part Three**

- Detailed explanation of རྟེན་གྱི་
- Detailed explanation of དང་གྱི་
- Detailed explanation of དེ་གྱི་
- Detailed explanation of ལྟེན་གྱི་

**UNIT II: Advanced Tibetan Grammar part four**

- Detailed explanation of བདག་གྱི་
- Detailed explanation of དག་གྱི་
- Detailed explanation of རྟེན་གྱི་ imperative particle
- Detailed explanation of Adverb, Preposition and Introjections

**UNIT III: Orthography**

- དཀར་ཀ་ནད་གསལ་བའི་མེ་ལོང་།
- དག་ཡིག་ཏུ་མེ་དང་ཨ་མེ།
- བོད་ཀྱི་བའ་མེད་དག་གྱི་ཚེ་ཚན་ནས་ཨ་མེ་ཚན་བཟ།
- རྟེན་གྱི་འབྲུག་གི་ཚེ་བའ་ཚང་མ།

**UNIT IV: Reading**

- ས་སྐྱ་ལེགས་བཤད་རབ་བྱེད་བཞི་པ་མེས་མ་བརྟགས་བ།
- ཡབ་ལྷན་མཇུག་བའི་རྟོགས་བརྗོད་དབག་བསམ་འཁྱིལ་ཤིང་།
- རྟེན་གྱི་གཞིན་ནུ་དོན་གྱི་ཐུང་བཞུག་།
- མེད་དཔོན་ཐོན་མི་སུ་ཞོ་ཤི་རྣམ་ཐར་རགས་བསྟུས།

## SUGGESTED TEACHING-LEARNING STRATEGIES

Lecture-cum discussion, Direct method, Grammar-translation method, Guided readings, Library readings, Drilling, Communicative approach, Task-based language learning, Presentations, Guest speaker, Expert talk and Initiation of the dialogue by the More Knowledgeable Other (MKO).

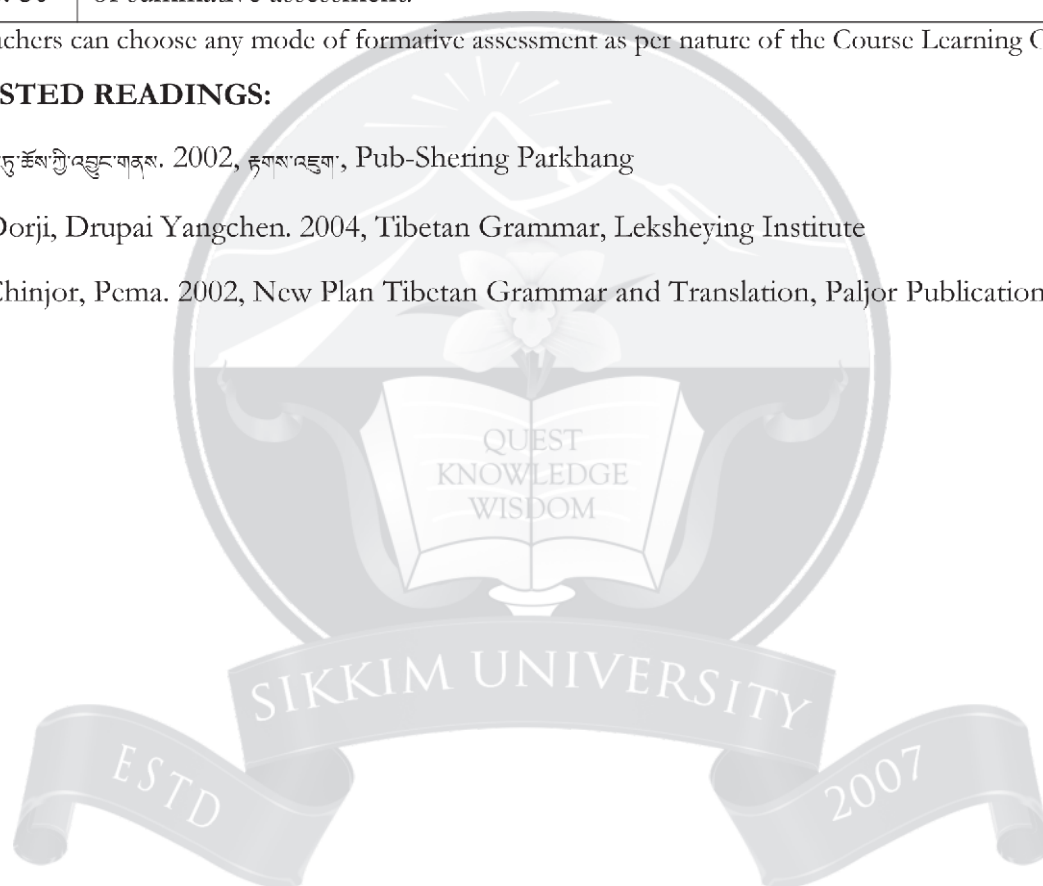
## ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
<b>Formative Marks: 50</b>	Test, Assignment.	Oral Test, Group Discussion and Seminar.	Presentation and Seminars.
<b>Summative Marks: 50</b>	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the Course Learning Outcomes

## SUGGESTED READINGS:

- སེ་རུ་ཚེས་ཀྱི་འབྲུང་གནས་. 2002, རྒྱལ་སྤྱི་པུ་ཤེ་རིང་པུ་མཆོག་, Pub-Shering Parkhang
- Dorji, Drupai Yangchen. 2004, Tibetan Grammar, Leksheying Institute
- Chinjor, Pcma. 2002, New Plan Tibetan Grammar and Translation, Paljor Publication



BTS-V-608

**INDIAN KNOWLEDGE SYSTEM****Semester: Third Semester****Course Level: 600****Total: 100 Marks****L+T+P: 3+1+0 =4 Credits****Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs****LEARNING OUTCOMES:**

On the completion of course, the student will be able to:

- CLO1:** explain the meaning and importance of Indian Knowledge system to recognize India's contribution to the vast field of knowledge
- CLO2:** discuss the concept Bharatavarsha, Bharat and India in the context of Indian knowledge system.
- CLO3:** imbibe the values enshrined in the constitution of India
- CLO4:** discuss the ethical values mentioned in Vedic, Buddhist, Jain, Islamic, Christian, Sikh philosophies
- CLO5:** compare orthodox and heterodox schools of Indian philosophy in written and spoken form.
- CLO6:** apply the yoga practices in daily routine for good mental and physical health
- CLO7:** analyze the three principles of Ayurveda to maintain good health.
- CLO8:** illustrate the multicultural nature of Indian society emphasizing the principle of unity in diversity
- CLO9:** discuss the cultural heritage of Sikkim.

**UNIT-I: INTRODUCTION TO INDIAN KNOWLEDGE SYSTEM (IKS)**

- Concept of Bharatavarsha, Bharat and India
- Indian Knowledge System: Meaning, nature, scope and importance.
- Brief outline on different schools of Indian Philosophy:
  - a) Orthodox Schools of Indian Philosophy (Samkhya, Yoga, Nyaya, Vaisheshika, Purva Mimamsa, Vedanta)
  - b) Heterodox Schools of Indian Philosophy (Carvaka, Buddhist Philosophy, Jain Philosophy).

**UNIT-II: MORAL, ETHICAL AND HEALTHY PRACTICES: ETHICS, YOGA AND AYURVEDA**

- Indian Ethics (Values): Vedic Ethics, Islamic Ethics, Christian Ethics, Sikh Ethics
- Ethics of Carvaka, Buddhist Ethics, Jain Ethics and Constitutional Values.



- Brief overview of Indian health and medical sciences: Yoga (Common Yoga Practices, Yoga for Health, Physical fitness and Concentration),
- Ayurveda (Vata, Pitta and Kapha); Foundational aspects of Ayurveda

### UNIT-III: INDIAN AND SIKKIM CULTURE, LITERATURE, ARTS, ARCHITECTURE AND FOLKLORE

- Indian culture: Meaning, nature and significance, Components of Indian culture, Continuity and change, multicultural and Unity in Diversity
- Indian Languages and literature, Arts, Architecture and folklore
- Sikkim culture: Traditions, customs and Festivals
- Sikkim languages and literature, Arts, Architecture and folklore

### UNIT-IV: TOURISM, FOOD, MUSIC AND DANCE WITH REFERENCE TO SIKKIM

- Tourism in Sikkim: Popular destinations, Heritage tourism, eco-tourism and economy.
- Sikkim drama, music, folk dances and folk tales
- Indigenous Knowledge and Practices in Sikkim; Tribes (Indigenous Communities); Religions of Sikkim
- Traditional agriculture Heritage Systems of Sikkim; Organic Agriculture and crops of Sikkim

### SUGGESTED TEACHING-LEARNING STRATEGIES

Lecture-cum discussion, Guided readings and discussions of classical texts, Library readings, Critical Discussion, Critical Analysis, Debates and discussions, Presentations, Guest speaker, Expert talk and Initiation of the dialogue by the More Knowledgeable Other (MKO).

### ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
<b>Formative Marks: 50</b>	Test, Assignment, Reports, Article Review and Journal Writing	Oral Test, Group Discussion and Seminar	Presentation, Seminars, and Field based Assignments
<b>Summative Marks: 50</b>	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the Course Learning Outcomes.

### SUGGESTED READINGS

- Bajaj, J. K., & Srinivas, M. D. (2001). *Timeless India Resurgent India*. Chennai: Centre for Policy Studies.
- Balasubramaniam, R. (2002). *Delhi Iron Pillar: New Insights*. Shimla: Indian Institute of Advanced Study & New Delhi: Aryan Books International.
- Balasubramaniam, R. (2008). *Marvels of Indian Iron through the Ages*. New Delhi: Rupa & Infinity Foundation.

- Basham, A. L. (1954). *The Wonder That Was India*. Sidgwick & Jackson.
- Bose, D. M., Sen, S. N., & Subbarayappa, B. V. (Eds.). (2010). *A Concise History of Science in India (2nd ed.)*. Hyderabad: Universities Press.
- Bunce, F. W. (2013). *The Iconography of Water: Well and Tank Forms of the Indian Subcontinent*. New Delhi: DK Print world.
- Datta, B. B., & Singh, A. N. (2004). *History of Hindu Mathematics* (Reprinted from 1935). Delhi: Bharatiya Kala Prakashan.
- Dharampal. (1983). *The Beautiful Tree: Indigenous India Education in the Eighteenth Century*. New Delhi: Biblia Impex. (Reprinted by Keerthi Publishing House Pvt Ltd., Coimbatore, 1995)
- Dharampal. (2021). *Indian Science and Technology in the Eighteenth Century: Some Contemporary European Accounts (Dharampal Classics Series)*. Bengaluru: Rashtrottana Sahitya.
- Dharampal. (2021). *The Beautiful Tree: Indian Indigenous Education in the Eighteenth Century (Dharampal Classics Series)*. Bengaluru: Rashtrottana Sahitya.
- Dharampal. (1971). *Indian Science and Technology in the Eighteenth Century*. Hyderabad: Academy of Gandhian Studies. [Reprinted: Goa: Other India Bookstore, 2000]
- Joseph, G. G. (2000). *The Crest of the Peacock*. London & New Delhi: Penguin Books.
- Jain, M., & Jain, S. (Eds.). (2022). *The India They Saw Series (foreigner visitors on India in history from 5CE to 17th century)*. Prabhat Prakashan.
- Kapoor, K., & Danino, M. (2016). *Knowledge Traditions and Practices of India*. CBSE, India.
- Kapoor, K., & Singh, A. K. (2005). *Indian Knowledge Systems: Vol I and II*. D.K. Print World Ltd.
- Kumar, A. (2014). *Sciences of the Ancient Hindus: Unlocking Nature in the Pursuit of Salvation*. CreateSpace Independent Publishing.
- Mahadevan, B., Bhat, V. R., & Nagendra Pavana, R. N. (2022). *An Introduction to Indian Knowledge Systems: Concepts and Applications*. Prentice Hall of India.
- Montelle, C. (2011). *Chasing Shadows: Mathematics, Astronomy and the Early History of Eclipse Reckoning*. Johns Hopkins University Press.
- Padmanabhan, T. (Ed.). (2010). *Astronomy in India: A Historical Perspective*. New Delhi: Indian National Science Academy & Springer.
- Pujari, R. M., Kolhe, P., & Kumar, N. R. (Year). *Pride of India: A Glimpse into India's Scientific Heritage*. Samskrita Bharati Publication.
- Srinivas, M. D. (2022). *The Methodology of Indian Sciences as expounded in the Disciplines of Nyāya, Vyākaraṇa, Ganita and Jyotiṣa*. In K. Gopinath & S. D. Sharma (Eds.), *The Computation Meme: Explorations in Indic Computational Thinking (in press)*. Bengaluru: Indian Institute of Science.

BTS-R-609

**DISSERTATION (PREPARATION AND PRESENTATION OF RESEARCH PROPOSAL)****Semester: Third Semester****Course Level: 600****Total: 50 Marks****COURSE LEARNING OUTCOMES**

On completion of the course, the students will be able to:

- CLO 1:** evaluate the existing research in the field of study to identify gaps in knowledge and potential areas for new research.
- CLO 2:** select an appropriate research problem for a dissertation, based on a critical review of the existing literature, gaps in current knowledge, and the researcher's own interests and expertise.
- CLO 3:** formulate suitable research questions and objectives for a selected research problem in Buddhist and Tibetan studies.
- CLO 4:** prepare a comprehensive and systematic review of the literature relevant to the chosen research problem
- CLO 5:** prepare a research proposal consisting of introduction, review of related literature, research methods and references

**ACTIVITY (SEMESTER- III)**

The students should select a research topic in consultation with the supervisor and submit a review of related literature on the problem selected. The student should prepare the detailed research proposal on the topic selected in the second semester. The research proposal should consist of introduction, review of related literature, research methods and references. The students should present the research proposal in the department for suggestions before proceeding to the field for data collection.

**ASSESSMENT SCHEME:** The assessment will be conducted internally by the department/college and the internal assessment marks awarded must be carried over to final semester under dissertation and shall be accounted there.

**SEMESTER-IV****BTS-C-651****SUTRALANKARA AND UTTARA TANTRA****Semester: Fourth Semester****Course Level: 600****Total Marks: 100****L+T+P: 3+1+0 =4 Credits****Lecture: 45hrs + Tutorials: 15hrs +Practical: 0 Hrs****Course learning outcomes:**

- explain the key concept of Buddha Nature mind
- explain “Treatise” is known as the Gyu Lama both Uttara and Lama means highest or unexcelled.
- analyze ordinary impure mind and absolute purity mind.

**Unit I: An Introduction of Uttara Tantra and Sutra Alankara**

- History of unbroken Uttara Tantra lineage till now.
- Life and works of Lord Maitriya Buddha and Arya Asanga
- Brief Introduction on nature of mind
- Investigate an important to develop the attitude of Boddhicita.

**Unit II: Buddha’s Definition**

- Introduction of Buddha’s meaning
- Uncreated Meaning
- Spontaneously Present
- Not realized through external causes

**Unit III: Dharma Definition**

- Brief overview of Dharma, it mainly means to change or remedy something.
- The Dharma of Statement
- The Dharma of Realization
- The truth of Cessation

**Unit IV: Meaning of Sangha**

- Deeper meaning of Sangha
- Sangha as the refuge of cause
- Sangha as the refuge of fruition
- The wisdom of knowing the nature as it is.

## SUGGESTED TEACHING-LEARNING STRATEGIES

Lecture-cum discussion, Guided readings and discussions of classical texts, Library readings, Critical Discussion, Critical Analysis, Debates and discussions, Presentations, Guest speaker, Expert talk and Initiation of the dialogue by the More Knowledgeable Other (MKO).

## ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
<b>Formative Marks: 50</b>	Test, Assignment, Reports, Article Review and Journal Writing	Oral Test, Group Discussion and Seminar	Presentation, Seminars, and Field based Assignments
<b>Summative Marks: 50</b>	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the Course Learning Outcomes.

## ESSENTIAL READINGS:

- Rinpoche, Thrangu; 1988, Buddha Nature, Kathmandu: Ranjung Yeshe Publication.

## SUGGESTED READINGS:

- The Uttara Tantra: A Treatise on Buddha Nature (A Commentary on The Uttara Tantra Sastra of Asanga)
- Thrangu Rinpoche. The Uttara Tantra: A Treatise on Buddha Nature; A Commentary on The Uttara Tantra āstra of Asa ga. Translated by Ken Holmes and Katia Holmes.
- Lodro Taye, Jamyang Kongtrul; 2018, Buddha Nature: The Mahayana Uttaratantra Shastra with Commentary, Snow Lion; Reprint edition



BTS-C-652

**HISTORY OF BUDDHISM IN INDIA****Semester: Fourth Semester****Course Level: 600****Total Marks: 100****L+T+P: 3+1+0 = 4 Credits****Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs****COURSE LEARNING OUTCOMES:**

On completing the course, the students will be able to

- CLO 1:** explain the cultural context of ancient India during the time of Buddha and the significance of iron in the growth and development of Buddhism.
- CLO 2:** analyze the life and teachings of Siddhartha Gautama (Buddha) and their impact on the spread of Buddhism in India and neighboring regions.
- CLO 3:** analyze the role of oral transmission and early monastic communities in preserving and disseminating Buddhist teachings.
- CLO 4:** explain the influence of Emperor Ashoka's royal patronage on the spread and promotion of Buddhism, including the establishment of monastic institutions and missionary activities.
- CLO 5:** explain the contributions of subsequent Indian dynasties, including the Sunga, Satvahana, Kushana, Gupta, and Harshavardhana, to the growth and development of Buddhism.
- CLO 6:** analyze the significance and outcomes of the First, Second, Third, and Fourth Buddhist Councils in preserving and developing the Dharma.
- CLO 7:** analyze the factors leading to the decline of Buddhism in India, including foreign invasions, political changes, cultural suppression, and socio-economic shifts.
- CLO 8:** reflect on the disputes and schisms in the monastic community after Buddha's passing and the revival of Buddhism during the Gupta and Pala periods in India.

**Unit 1: Introduction to Indian Buddhism**

- Overview of ancient India and its cultural context during the time of Buddha; The role of Iron in the growth and development of Buddhism.
- Life and teachings of Siddhartha Gautama (Buddha)
- Spread of Buddhism in India and neighboring regions
- Importance of oral transmission and early monastic communities

**Unit 2: Royal Patronage of Buddhism in Ancient India**

- The Mauryan Dynasty and Emperor Ashoka's conversion to Buddhism
- Ashoka's contributions to the spread and promotion of Buddhism; Establishment of monastic institutions and missionary activities under Ashoka.
- Buddhism under Sunga, Satvahana, Kushana, Gupta and Harshavardhana.



- Origin and growth of Sangha.

### Unit 3: Buddhist Councils: Preservation and Development of the Dharma

- The First Buddhist Council: Purpose, participants, and outcomes
- The Second Buddhist Council and its attempts to address controversies
- The Third Buddhist Council: Contributions of Emperor Ashoka and the reign of Emperor Kanishka.
- The Fourth Buddhist Council: Role in preserving the Tripitaka and consolidating Buddhist teachings

### Unit 4: Decline and Revival of Buddhism in India

- Factors leading to the decline of Buddhism in India: Impact of foreign invasions on Buddhist centers and institutions, political changes and dynastic shifts, cultural suppression, socio-economic changes.
- Disputes and Schisms in the monastic community after Buddha's passing.
- Revival of Buddhism in India during the Gupta and Pala periods.
- The legacy of Indian Buddhism and its relevance in the modern world.

### SUGGESTED TEACHING LEARNING STRATEGIES

- Lecture-cum discussion, library readings, critical discussions, Reflective Writing, Comparative Analysis, Organizing Historical debates and group discussions, Case Studies and projects, Guided readings and discussions of classical texts written by famous historians, Individual and group presentations by students on selected themes.

### ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
	Class Test, Open Book Test, Online Test, Article Writing, Objective Test, Class	Oral Test, Viva-Voce, Group Discussion, Fish Bowl Technique, Role Playing, Quiz,	Presentation, Seminars, Field Assignments, Poster
Formative Marks: 50	Assignment, Annotated Bibliographies, Reports, Portfolios, Dissertations, Book Review, Article Review, Journal Writing	Think-Pair-Share, Seminar	Presentations, Portfolios

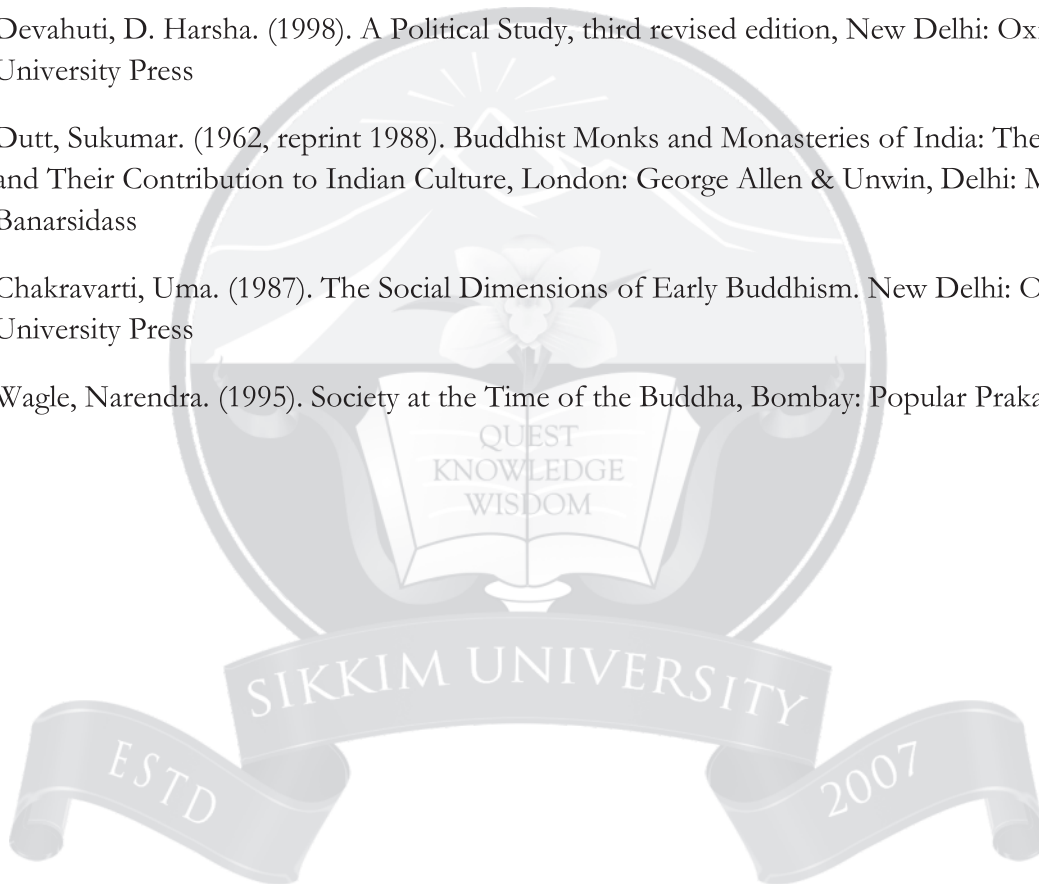
Summative Marks: 50 Semester-end examinations conducted by the university will be considered for the mode of summative assessment.

Note: Teachers can choose any mode of formative assessment as per nature of the CLO.

### SUGGESTED READINGS

- Dutt, N. (1943). Early Monastic Buddhism, 2 Vols., Calcutta

- Nakamura, H. (1989). Indian Buddhism: A Survey with Bibliographical Notes, reprint, Delhi
- Sarao, K.T.S. & A.K. Singh (eds.). (2006) A Text Book of the History of Theravada Buddhism, 2nd rev. ed., Delhi: Department of Buddhist Studies
- Sarao, K.T.S. (2009). Origin and Nature of Ancient Indian Buddhism, 4th revised edition, New Delhi: Munshiram Manoharlal
- Lamotte, E. (1988). History of Indian Buddhism, Louvain
- Warder, A.K. (1980). Indian Buddhism, 2nd edition, Delhi
- R. Thapar, Ashoka and the Decline of the Mauryas, Oxford India, Paperbacks, Delhi: OUP: 1998.
- Devahuti, D. Harsha. (1998). A Political Study, third revised edition, New Delhi: Oxford University Press
- Dutt, Sukumar. (1962, reprint 1988). Buddhist Monks and Monasteries of India: Their History and Their Contribution to Indian Culture, London: George Allen & Unwin, Delhi: Motilal Banarsidass
- Chakravarti, Uma. (1987). The Social Dimensions of Early Buddhism. New Delhi: Oxford University Press
- Wagle, Narendra. (1995). Society at the Time of the Buddha, Bombay: Popular Prakashan



## BTS-E-653

## MULAMADHYAMAKAKARIKA BY NAGARAJUNA

Semester: Fourth Semester

Course Level: 600

Total Marks: 100

L+T+P: 3+1+0 = 4 Credits

Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs

**COURSE LEARNING OUTCOMES:**

On completing the course, the students will be able to:

- CLO 1:** learn the profound Madhyamaka view of Emptiness and Dependent Origination in reliance on the Buddha's sutras on Perfection of Wisdom
- CLO 2:** analyse and compare the Madhyamaka tenets with other Buddhist schools i.e. Vaibhashika, Sautrantika and Chittamatra
- CLO 3:** analyse and understand the mechanism of rise and end of samsara/miseries through five-profundity of Arya Nagarjuna.
- CLO 4:** evaluate the Dialectical method of Arya Nagarjuna and its logical approach to establish the nature of reality.
- CLO 5:** critically examine the nature of reality on the basis on multi-fold profound reasoning explicated in Arya Nagarjuna's masterpiece *mulmadhyamakakarika*.
- CLO 6:** learn the prominent debates about the ontological reality of phenomena i.e. Emptiness in different Buddhist and Non-buddhist Traditions.
- CLO 7:** Explore and eliminate various misconceptions pertaining to correct view of Emptiness
- CLO 8:** understand the harmony of Emptiness, dependent origination and infallibility of the law of karma.
- CLO 9:** learn to analyse and reflect on the correct view of reality i.e. Emptiness and apply in daily life for fearlessness and ultimate happiness.

**Unit-1. Madhyamaka View**

- Three turnings of the wheel of Dharma.
- Four Seals.
- Why is it important to have a view.
- Wisdom and Method Aspect of Mahayana Path.

**Unit 2: Arya Nagarjuna and Madhyamaka Philosophy**

- Life and Works of Arya Nagarjuna.
- Arya Nagarajuna's Treatises on Madhyamaka View.
- Arya Nagarjuna's Dialectical Method and Tetrallemma (Catuskoti).

- Middle Way, Emptiness and Dependent Origination.

### Unit 3: Madhyamaka View in Arya Nagarjuna's *Mulamadhyamakakarika*

- Wisdom and Method Aspect of Mahayana Path.
- Purpose of Teaching the Wisdom of Emptiness.
- Chapter 1, Examination of Condition with commentary of Chandrakirti.
- Chapter 18, Examination of the self and phenomena.

### Unit 4: Arya Nagarjuna's *Mulamadhyamakakarika*

- Chapter 22, Examination of the Tathagata.
- Chapter 24, Examination of the Four Noble Truths.
- Chapter 26, Examination of the Twelve Links of Dependent Arising.
- Chapter 27, Examination of Views.

### SUGGESTED TEACHING-LEARNING STRATEGIES

Lecture-cum discussion, Guided readings and discussions of classical texts, Library readings, Critical Discussion, Critical Analysis, Debates and discussions, Presentations, Guest speaker, Expert talk and Initiation of the dialogue by the More Knowledgeable Other (MKO).

### ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
<b>Formative Marks: 50</b>	Test, Assignment, Reports, Article Review and Journal Writing	Oral Test, Group Discussion and Seminar	Presentation, Seminars, and Field based Assignments
<b>Summative Marks: 50</b>	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the Course Learning Outcomes.

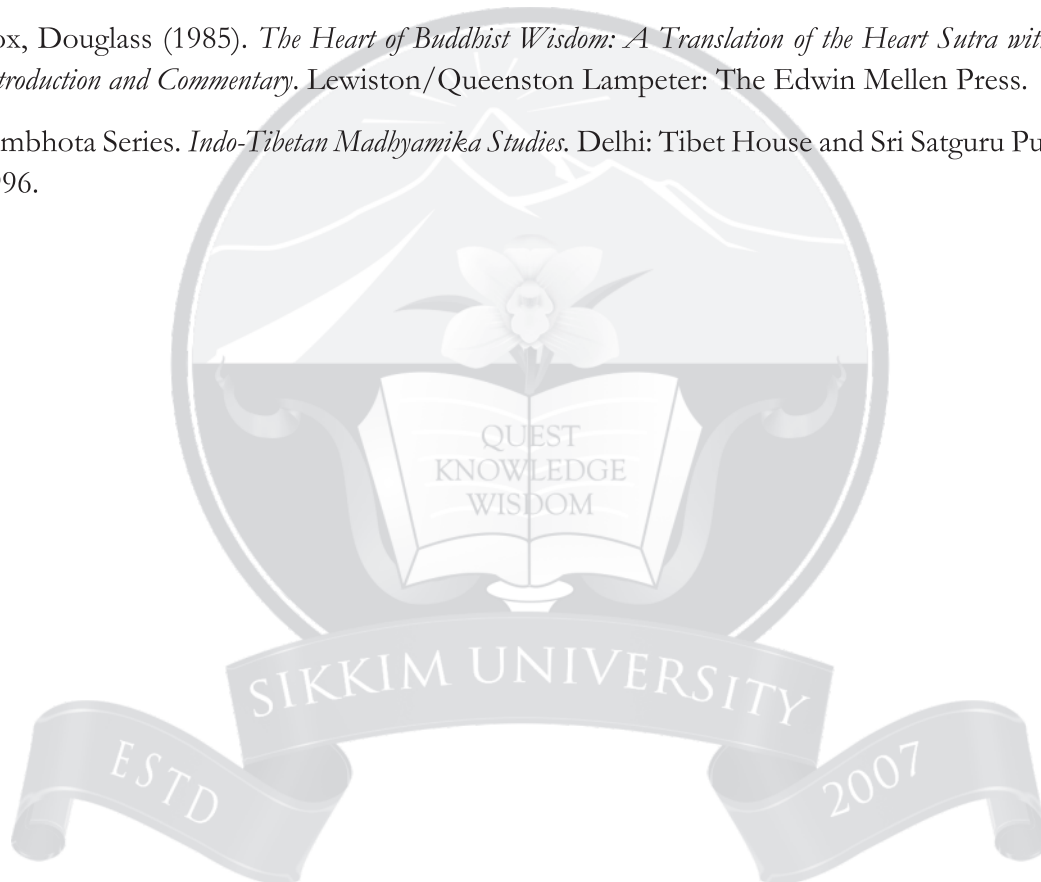
### Course material:

- *Mulamadhyamikakarika* by Nagarjuna - English Translation: Ocean of Reasoning by RjeTsong Khapa (Author), Jay L. Garfield (Translator), Geshe Ngawang Samten (Translator); Oxford University Press, 2006
- *Prajnaparamitahridaya Sutra* (The Heart Sutra), English translation: <https://read.84000.co/translation/toh21.html>
- *Vajracchedikasutra* (The Diamond Cutter Sutra), English translation.
- *Pratītyasamutpādasūtra* (The Sutra on Dependent Origination) English translation: <https://read.84000.co/translation/toh212.html>

### SUGGESTED READINGS:

- Garfield, Jay L. (1995), *The Fundamental Wisdom of the Middle Way*, Oxford: Oxford University Press

- Mulamadhyamakakarika of Nagarjuna, translated by Kalupahana, David J. (1991), Delhi: MotilalBanarsidass Publishers Private Limited.
- Elaborations on Emptiness, translation of Indian Masters' Commentaries on Heart Sutra, translated by Donald S Lopez, Jr, Princeton University Press, 1998
- Walleser, M.. *The life of Nāgārjuna from Tibetan and Chinese Sources*. Delhi: Nag publishers, 1979.
- Gyatso, Tenzin, *The [Fourteenth Dalai Lama](#) (2002). Jinpa, Thupten, ed. [Essence of the Heart Sutra: The Dalai Lama's Heart of Wisdom Teachings](#). English Translation by Geshe [Thupten Jinpa](#). Boston: Wisdom Publications*
- Elaborations on Emptiness - Uses of the Heart Sutra by Donald S Lopez
- [Nhat Hanh, Thich](#) (1988). *The Heart of Understanding*. Berkeley, California: Parallax Press.
- Fox, Douglass (1985). *The Heart of Buddhist Wisdom: A Translation of the Heart Sutra with Historical Introduction and Commentary*. Lewiston/Queenston Lampeter: The Edwin Mellen Press.
- Sambhota Series. *Indo-Tibetan Madhyamika Studies*. Delhi: Tibet House and Sri Satguru Publications, 1996.



BTS-E-654

**SOCIALLY ENGAGED BUDDHISM****Semester: Fourth Semester****Course Level: 600****Total Marks: 100****L+T+P: 3+1+0 =4 Credits****Lecture: 45hrs + Tutorials: 15hrs + Practical: 0 Hrs****Course learning outcomes**

- CLO1:** explain in general approaching secularism
- CLO2:** how apply secularism according to Indian Constitution?
- CLO3:** explain the two pillars for secular ethics
- CLO4:** analyze what is happiness and suffering
- CLO5:** explain four immeasurable minds
- CLO6:** apply critical thinking what is true love
- CLO7:** explain the meaning of Mudhita

**Unit I: An Introduction of Social Engage Buddhist Contemporary Issue**

- Life and works of writer H.H. THE Dalai Lama, Thich Nhat Hanh, Dr. Ambedkar
- Definition of Secularism
- Our Common Humanity
- The quest for happiness

**Unit II: Basic Happiness Source**

- Wealth
- Health
- Friendship
- Spirituality

**Unit III: Level of Satisfaction**

- Sensory level experience
- Mental state level Experience
- The foundation of Wellbeing (Compassion)

**Unit IV: Teachings on love**

- The four Immeasurable mind
- Self-love
- True love
- Life struggle of Dr. Ambedkar.



## SUGGESTED TEACHING-LEARNING STRATEGIES

Lecture-cum discussion, Guided readings and discussions of classical texts, Library readings, Critical Discussion, Critical Analysis, Debates and discussions, Presentations, Guest speaker, Expert talk and Initiation of the dialogue by the More Knowledgeable Other (MKO).

## ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
<b>Formative Marks: 50</b>	Test, Assignment, Reports, Article Review and Journal Writing	Oral Test, Group Discussion and Seminar	Presentation, Seminars, and Field based Assignments
<b>Summative Marks: 50</b>	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

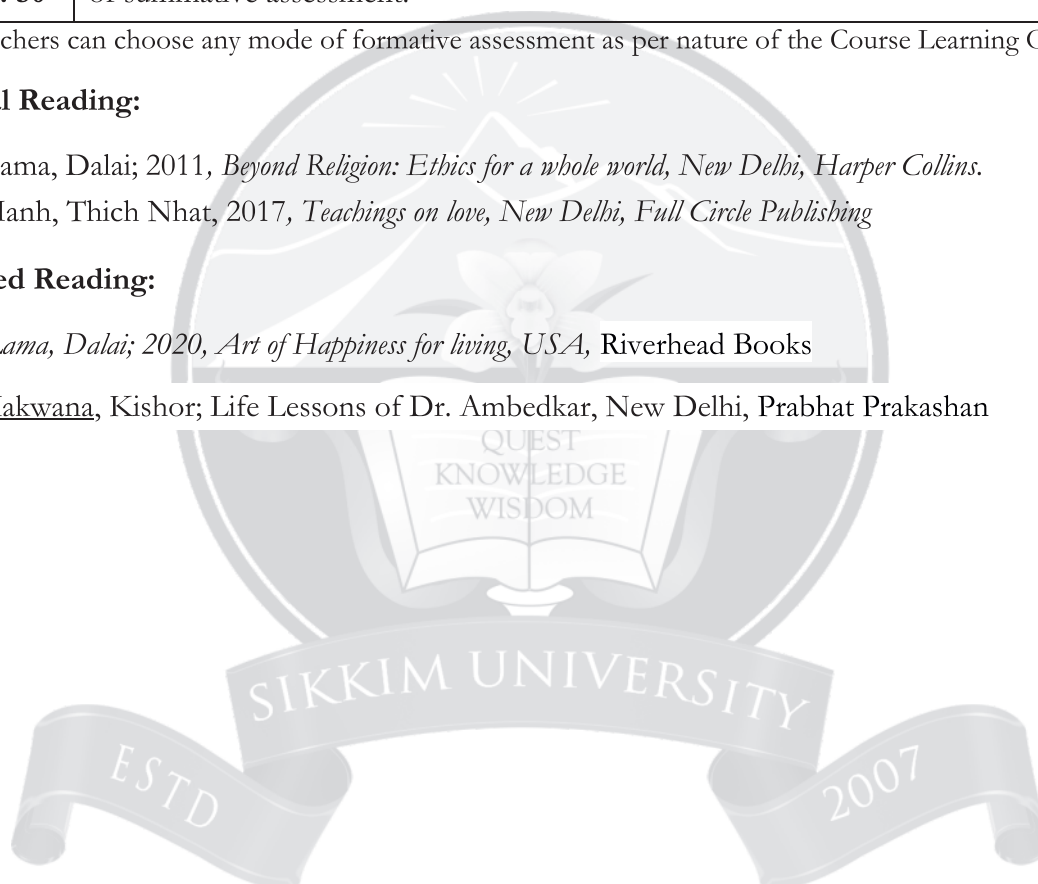
Note: Teachers can choose any mode of formative assessment as per nature of the Course Learning Outcomes.

### Essential Reading:

- Lama, Dalai; 2011, *Beyond Religion: Ethics for a whole world*, New Delhi, Harper Collins.
- Hanh, Thich Nhat, 2017, *Teachings on love*, New Delhi, Full Circle Publishing

### Suggested Reading:

- Lama, Dalai; 2020, *Art of Happiness for living*, USA, Riverhead Books
- Makwana, Kishor; Life Lessons of Dr. Ambedkar, New Delhi, Prabhat Prakashan



BTS-E-655

**HISTORY OF BUDDHISM IN TIBET****Semester: Fourth Semester****Course Level: 600****Total Marks: 100****L+T+P: 3+1+0 = 4 Credits****Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs****COURSE LEARNING OUTCOMES:**

- CLO 1:** explain the historical development and cultural context of Tibetan Buddhism.
- CLO 2:** analyze the major philosophical systems and schools within Tibetan Buddhism.
- CLO 3:** examine the key texts, commentaries, and figures within Tibetan Buddhist philosophy.
- CLO 4:** analyze the rituals and ceremonies within Tibetan Buddhist traditions and their symbolic significance.
- CLO 5:** analyze the practices of tantric Buddhism, including deity yoga and mantra recitation, within Tibetan Buddhism.
- CLO 6:** analyze the distinctive features and approaches of different Tibetan Buddhist schools (e.g., Nyingma, Kagyu, Gelug, Sakya).
- CLO 7:** analyze the role of Tibetan Buddhist art forms, such as thangka painting and mandalas, and their cultural and religious significance.
- CLO 8:** reflect on the monastic life, education, and cultural practices within Tibetan Buddhism

**Unit 1. Pre- Buddhist Tibet and Bon Religion and its impact on Buddhism in Tibet.**

- History and Diffusion of Buddhism in Tibet
- Brief History of the unification and the establishment of the Yarlung dynasty in Tibet.
- The first dissemination and the role of the three religious kings (7<sup>th</sup>-9<sup>th</sup> century)
- The second Disseminations of Buddhism in Tibet.
- Mongol Influence, Sakya Supremacy and the Gelukpa Ascend to Power.

**Unit 2. Tibetan Buddhist Texts and the Old ( Nyingma ) Tradition of Tibet**

- Introduction of Tibetan Buddhist Literature - Kangyur and Tanjur
- Origin and Historical Development of the Nyingma Tradition
- Philosophy and Distinctive Practices of Nyingma Tradition
- Monastic Institution, Order and Practices of Nyingma Tradition

**Unit 3: The New ( Kagyu, Sakya, Gelug) Traditions of Tibet**

- Development, Teachings and Practices of Kagyu Tradition
- Origin, Lineage, and Practices of Sakya Tradition
- History, Lineage and Distinctive Practices of Gelug Tradition

- Tibetan Buddhist monastic life, education, and cultural practices

#### Unit 4: Tibetan Buddhist Rituals and Practices

- The rituals and ceremonies in Tibetan Buddhist traditions
- The symbolism and meaning behind Tibetan Buddhist rituals
- Tantric practices and deity yoga within Tibetan Buddhism
- The role of mantra recitation, meditation, and visualization in Tibetan Buddhist practices

#### SUGGESTED TEACHING-LEARNING STRATEGIES

Lecture-cum discussion, Guided readings and discussions of classical texts, Library readings, Critical Discussion, Critical Analysis, Debates and discussions, Presentations, Guest speaker, Expert talk and Initiation of the dialogue by the More Knowledgeable Other (MKO).

#### ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
<b>Formative Marks: 50</b>	Test, Assignment, Reports, Article Review and Journal Writing	Oral Test, Group Discussion and Seminar	Presentation, Seminars, and Field based Assignments
<b>Summative Marks: 50</b>	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the Course Learning Outcomes.

#### Suggested Readings:

- Introduction to Tibetan Buddhism by John Power
- The Religion of Tibet by Giuseppe Tucci translated by Geoffery Samuel.
- The Blue Annals by "Gos lo tsabagzhon nu dpal translated by George N Roerich
- Alex McKay, History of Tibet, 3 vols, London: Routledge, 1996.
- Chattopadhyaya Alaka, Atisa and Tibet: Life and work of Dipamkara Srijana in relation to History and religion of Tibet, Delhi: Motilal Banarasi, 1981.
- Francke, A.H, Antiquities of India Tibet, 2 vols, New Delhi: S Chand, 1972.
- Khosla Sarla, History of Buddhism in Kashmir, New Delhi: Sagar, 1972.
- Norbu Namkhai, The Necklace of Gzi: A cultural History of Tibet, Dharamsala: Information office of HH The Dalai Lama, 1984.
- Shakabpa, W.D, Bod Kyi don rgyal rabs- An advance Political History of Tibet.
- Tanjur and Kanjur, Wadell, D. The Buddhism of Tibet, W. Heffer and Sons Ltd. Cambridge, 1985.

- Chattopadhyaya, Debiprasad. Taranath's History of Buddhism in India( Translated from Tibetan by Lama chinpa and Alaka Chattopadhyaya) MLBD, Delhi, 1997(Reprint)

BTS-E-656

**ABHIDHARMAKOSA BY VASUBANDHU****Semester: Fourth Semester****Course Level: 600****Total Marks: 100****L+T+P: 3+1+0 = 4 Credits****Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs****COURSE LEARNING OUTCOMES:**

On completing the course the students will be able to:

- CLO 1:** Understand the different forms of concentrations and absorptions with their subtleties and distinctive features
- CLO 2:** Learn the difference amongst the concentrations of Desire realm, Form real and Formless realm.
- CLO 3:** Know the opinions and perspectives of different Buddhism traditions towards Abhidharma Philosophy.
- CLO 4:** Utilize the aspects of learning in the course of their further study and research.

**Unit 1: Chapter 7-Exposition of the Cognition (jnana)**

- Ten Cognitions
- Two or Three types of Cognition and the Ten Cognitions
- Explanation of the Ten types of Cognition with their Objects
- Distinctions in the Relationship of the Ten Cognitions to One Another

**Unit 2: Chapter 7-Exposition of the Knowledge (jnana)**

- Seven Reasons why Impure and Pure Cognition is Differentiated into Ten Cognitions
- Distinctions of the Cognitions as Counter-agents to the Realms
- Distinctions of the Moral Quality, Stage, Basis or Person and the Ten Cognitions
- Possession of the Ten Cognitions

**Unit 3: Chapter 8-Exposition of the Meditative Attainment (samapatti)**

- Meditation as Bases of all Qualities
- Formless Meditative Attainments as Bases of the Qualities
- Nature and Classification of Absorptions

- Eighteen Members of Meditative Absorptions

#### Unit 4: Chapter 8-Exposition of the Meditative Attainment (samapatti)

- Three General Concentrations in Terms Of Stage
- Three Specific Concentrations in Terms Of Path
- Three two-fold Concentrations in Terms of the Mode of Engaging the Cognitive Object
- Classifying Concentration in Group of Four

#### SUGGESTED TEACHING-LEARNING STRATEGIES

Lecture-cum discussion, Guided readings and discussions of classical texts, Library readings, Critical Discussion, Critical Analysis, Debates and discussions, Presentations, Guest speaker, Expert talk and Initiation of the dialogue by the More Knowledgeable Other (MKO).

#### ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
<b>Formative Marks: 50</b>	Test, Assignment, Reports, Article Review and Journal Writing	Oral Test, Group Discussion and Seminar	Presentation, Seminars, and Field based Assignments
<b>Summative Marks: 50</b>	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the Course Learning Outcomes.

#### Course Material:

- Vasubandhu; Lodro Sangpo (2012). Abhidharmakosa-Bhasya of Vasubandhu: The Treasury of the Abhidharma and its Commentary (4 vols.), Motilal Banarsidass Publishers (Translated into English from the French Translation of Louis de La Valle Poussin, L'Abhidharmakosa de Vasubandhu, Institutbelge des hautes etudes chinoises, Bruxelles, 1971).

#### SUGGESTED READINGS:

- Chim Jampaiyang, (2019), Ornament of Abhidharma: A Commentary on Vasubandhu's Abhidharmakosa, Library of Tibetan Classics, Wisdom Publications.
- Pruden, Leo M. (1991), Abhidharmakosabhasyam, translated from the French translation by Louis de La Valle Poussin, Asian Humanities Press, Berkeley 1990 (4 vols.).
- Geshe Sonam Rinchen: How Karma Works: The Twelve Links of Dependent-Arising, Translated and Edited by Ruth Sonam, Shambhala Pub. 2006
- Yasomitra (6<sup>th</sup> c. CE), sub-commentary on the Abhidharmakosabhasya, the Sputarth-abhidharmakosa-vyakhya (Tibetan).



BTS-E-657

**TIBETAN LANGUAGE-PART IV**

Semester: Second Semester

Course Level: 600

Total Marks: 100

L+T+P: 2+1+1 = 4 Credits

Lecture: 30 Hrs + Tutorial: 15 Hrs + Practical: 30 Hrs

**COURSE LEARNING OUTCOMES:**

On completing the course, the students will be able to:

- CLO1:** learn the fundamental structure of tibetan tense.
- CLO2:** learn to classify gender in tibetan alphabet letters.
- CLO3:** learn how to make present tense sentences in tibetan
- CLO4:** learn how to make past tense sentences in tibetan
- CLO5:** learn how to make future tense sentences in tibetan
- CLO6:** learn basic translation skills.
- CLO7:** learn basic form of calligraphy of tibetan.
- CLO8:** improve the speed and clarity of tibetan script writing.

**UNIT I: Advanced Tibetan Grammar-Part Four**

- ཡི་གེ་མི་མོའི་དབྱེ་བ་བཤད་པ།
- རྒྱུ་འཇུག་གི་མི་མོའི་དབྱེ་བ་བཤད་པ།
- རྒྱུ་འཇུག་གི་མི་མོའི་དབྱེ་བ་བཤད་པ།
- རྒྱུ་འཇུག་གི་འཇུག་ཚུལ་བཤད་པ།

**UNIT II: Advanced Tibetan Grammar Part Five**

- དུས་མ་འོངས་པ་བཤད་པ།
- དུས་ད་ལྟ་བ་བཤད་པ།
- དུས་འདས་པ་བཤད་པ།
- བདག་གཞན་བཤད་པ།

**UNIT III: Translation**

- Introduction to Translation
- Translation skills
- Translation from Tibetan into other Language
- Buddhist term in Tibetan

**UNIT IV: Basic Tibetan Calligraphy**

- དབྱེ་མཉམ་ཡི་གེ་བྲི་ཚུལ།
- དབྱེ་མཉམ་ཡི་གེ་བྲི་ཚུལ།
- ལྷག་ཡི་གེ་བྲི་ཚུལ།



- Basic Romanized method

### SUGGESTED TEACHING-LEARNING STRATEGIES

Lecture-cum discussion, Direct method, Grammar-translation method, Guided readings, Library readings, Drilling, Communicative approach, Task-based language learning, Presentations, Guest speaker, Expert talk and Initiation of the dialogue by the More Knowledgeable Other (MKO).

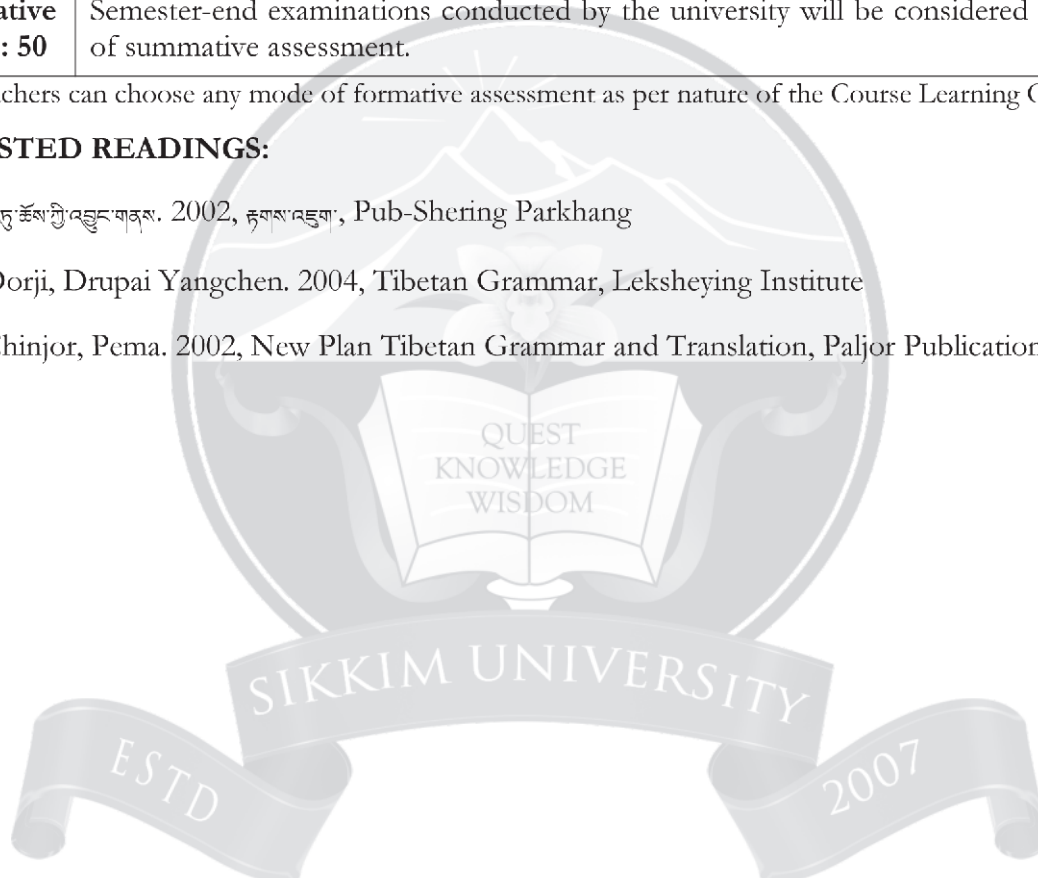
### ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
<b>Formative Marks: 50</b>	Test, Assignment.	Oral Test, Group Discussion and Seminar.	Presentation and Seminars.
<b>Summative Marks: 50</b>	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the Course Learning Outcomes

### SUGGESTED READINGS:

- བོད་ཆོས་ཀྱི་འབྲུང་གནས་. 2002, རྒྱལ་ལྷན་ཁག་, Pub-Shering Parkhang
- Dorji, Drupai Yangchen. 2004, Tibetan Grammar, Leksheying Institute
- Chinjor, Pema. 2002, New Plan Tibetan Grammar and Translation, Paljor Publication



BTS-R-658

**DISSERTATION****Semester: Fourth****Course Level: 600****Total: 200 Marks****L+T+P: 0+0+8 = 8 Credits Lecture: 0 Hrs + Tutorial: 0 Hrs + Practical: 240 Hrs****COURSE LEARNING OUTCOMES**

On completion of the course, the students will be able to:

- CLO1** select a research problem by conducting a thorough review of related literature on the broad area of research.
- CLO2** formulate suitable research questions, objectives and hypothesis for a selected research problem in education.
- CLO3** prepare a well-structured research proposal that includes clear research questions, literature review, research method, and ethical considerations with appropriate referencing style.
- CLO4** apply the principles of research ethics in the collection, analysis of data and reporting the research findings.
- CLO5** write a research report that clearly communicates the research questions, research design and methods, results, and conclusions, while adhering to the established conventions of academic writing, citation, and referencing.
- CLO6** defend the research report by justifying the choice of the research problem and research method also by clearly articulating the research findings and their significance in practical application.

**GUIDELINES**

The Dissertation shall be a compulsory paper for all the students. The students should submit a dissertation on the topic selected by them in the previous semester. The Dissertation will be evaluated by internal and external examiners and shall be based on the following Guidelines:

- The dissertation shall either be a record of original work or an ordered and critical exposition of existing data base with regard to selected research problem.
- The topic of the dissertation shall be approved by the authorized Committee where the student has to present the Synopsis describing Problem of the study, Review of Literatures, Methodology to be adopted including Hypothesis (if any), Significance of the Study and outcome of the study.
- Each candidate shall submit a dissertation on a problem under the guidance and supervision of member of faculty of Institute/ College. Three copies of the dissertation and duly certified by the supervisor shall be submitted one month before commencement of the examination.
- Candidate shall not be permitted to submit a dissertation on which a degree/diploma/certificate has already been conferred on him/her or anyone else by the university or any other university/institution.

- The dissertation shall be examined by the external examiner. External Examination of Dissertation includes the evaluation of the research report and viva-voce examination.

### **ASSESSMENT FRAMEWORK:**

The assessment of the dissertation will be based on overall cohesion and the logical organization of the research report. Assessment will include the clarity and relevance of research questions and objectives. Students' ability to critically analyze and synthesize relevant scholarly works, identify gaps in existing knowledge and presentation of theoretical framework of the research. The appropriateness of research methodology and alignments with research question and objectives will be assessed. The appropriateness of method of data collection and data analysis technique will be assessed. The analysis and interpretation of data must align with research question and objectives. Students must discuss implications and offer recommendation on the findings. They must adhere to the ethical practices throughout the entire research process and research report must be written in accordance to the academic conventions and style prescribed by the authorized body. In the viva-voce examination students' ability to effectively present and defend the research work will be assessed.

