

Choice Based Credit System (CBCS)

UNIVERSITY OF DELHI

DEPARTMENT OF BUDDHIST STUDIES

**UNDERGRADUATE PROGRAMME
(Courses effective from Academic Year 2015-16)**



SYLLABUS OF COURSES TO BE OFFERED Elective Course

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Undergraduate Programme Secretariat

Preamble

The University Grants Commission (UGC) has initiated several measures to bring equity, efficiency and excellence in the Higher Education System of country. The important measures taken to enhance academic standards and quality in higher education include innovation and improvements in curriculum, teaching-learning process, examination and evaluation systems, besides governance and other matters.

The UGC has formulated various regulations and guidelines from time to time to improve the higher education system and maintain minimum standards and quality across the Higher Educational Institutions (HEIs) in India. The academic reforms recommended by the UGC in the recent past have led to overall improvement in the higher education system. However, due to lot of diversity in the system of higher education, there are multiple approaches followed by universities towards examination, evaluation and grading system. While the HEIs must have the flexibility and freedom in designing the examination and evaluation methods that best fits the curriculum, syllabi and teaching-learning methods, there is a need to devise a sensible system for awarding the grades based on the performance of students. Presently the performance of the students is reported using the conventional system of marks secured in the examinations or grades or both. The conversion from marks to letter grades and the letter grades used vary widely across the HEIs in the country. This creates difficulty for the academia and the employers to understand and infer the performance of the students graduating from different universities and colleges based on grades.

The grading system is considered to be better than the conventional marks system and hence it has been followed in the top institutions in India and abroad. So it is desirable to introduce uniform grading system. This will facilitate student mobility across institutions within and across countries and also enable potential employers to assess the performance of students. To bring in the desired uniformity, in grading system and method for computing the cumulative grade point average (CGPA) based on the performance of students in the examinations, the UGC has formulated these guidelines.

CHOICE BASED CREDIT SYSTEM (CBCS):

The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Therefore, it is necessary to introduce uniform grading system in the entire higher education in India. This will benefit the students to move across institutions within India to begin with and across countries. The uniform grading system will also enable potential employers in assessing the performance of the candidates. In order to bring uniformity in evaluation system and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations, the UGC has formulated the guidelines to be followed.

Outline of Choice Based Credit System:

- 1. Core Course:** A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.
- 2. Elective Course:** Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.
 - 2.1 Discipline Specific Elective (DSE) Course:** Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).
 - 2.2 Dissertation/Project:** An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.
 - 2.3 Generic Elective (GE) Course:** An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.

P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.
- 3. Ability Enhancement Courses (AEC)/Competency Improvement Courses/Skill Development Courses/Foundation Course:** The Ability Enhancement (AE) Courses may be of two kinds: AE Compulsory Course (AECC) and AE Elective Course (AEEC). "AECC" courses are the courses based upon the content that leads to Knowledge enhancement. They ((i) Environmental Science, (ii) English/MIL Communication) are mandatory for all disciplines. AEEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.
 - 3.1 AE Compulsory Course (AECC):** Environmental Science, English Communication/MIL Communication.
 - 3.2 AE Elective Course (AEEC):** These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based instruction.

Project work/Dissertation is considered as a special course involving application of knowledge in solving / analyzing /exploring a real life situation / difficult problem. A Project/Dissertation work would be of 6 credits. A Project/Dissertation work may be given in lieu of a discipline specific elective paper.

Details of Courses Under Undergraduate Programme (B.A./ B.Com.)

Course	*Credits	
	Paper+ Practical	Paper + Tutorial
<u>I. Core Course</u> (12 Papers)	12X4= 48	12X5=60
Two papers – English		
Two papers – MIL		
Four papers – Discipline 1.		
Four papers – Discipline 2.		
Core Course Practical / Tutorial* (12 Practicals)	12X2=24	12X1=12
<u>II. Elective Course</u> (6 Papers)	6x4=24	6X5=30
Two papers- Discipline 1 specific		
Two papers- Discipline 2 specific		
Two papers- Inter disciplinary		
Two papers from each discipline of choice and two papers of interdisciplinary nature.		
Elective Course Practical / Tutorials* (6 Practical/ Tutorials*)	6 X 2=12	6X1=6
Two papers- Discipline 1 specific		
Two papers- Discipline 2 specific		
Two papers- Generic (Inter disciplinary)		
Two papers from each discipline of choice including papers of interdisciplinary nature.		
<ul style="list-style-type: none"> • Optional Dissertation or project work in place of one elective paper (6 credits) in 6th Semester 		
<u>III. Ability Enhancement Courses</u>		
1. Ability Enhancement Compulsory (2 Papers of 2 credits each)	2 X 2=4	2 X 2=4
Environmental Science		
English Communication/MIL		
2. Ability Enhancement Elective (Skill Based)	4 X 2=8	4 X 2=8
(4 Papers of 2 credits each)		
	<hr/> Total credit= 120	<hr/> Total = 120

Institute should evolve a system/policy about ECA/ General Interest/Hobby/Sports/NCC/NSS/related courses on its own.

***wherever there is a practical there will be no tutorial and vice-versa.**

(BS-CBCS-501) THERAVADA BUDDHISM: IT'S BEGINNING AND CONTINUITY

1. The Life of Buddha

Students will be introduced to Life of Buddha in brief, The Predictions of Buddha Dipankara, Attainment of Buddhahood.

Essential Readings

- Dutta. Sukumar, *Buddhist Monks & Monasteries*, Motilal and Banarsidass, 2008, pp. 45-92.
- Bapat, P.V., (ed.), 1964, 2500 Years of Buddhism, Publications Division, Ministry of Information and Broadcasting, Government of India, New Delhi, Ch. VI, pp. 86-108

Project: Write a 3-page description on the Life of Buddha.

2. The Buddhist Journey before Mahaparinibbāns

Essential Readings

- Bapat, P.V., (ed.), 1964, 2500 Years of Buddhism, Publications Division, Ministry of Information and Broadcasting, Government of India, New Delhi, Ch. VI, pp. 86-108
- Srivastava, Srinarayan, 1981, *Bhārata Mein Baudha Nikāyon kā Itihāsa*, Kishor Vidya Niketan, Varanasi, Ch-vii, pp. 139-192

Project: Make a timeline of the Buddhist Journey before Mahaparinibbana .

3. The Buddha's Mahaparinibbāna

Essential Readings

- Bapat, P.V., (ed.), 1964, 2500 Years of Buddhism, Publications Division, Ministry of Information and Broadcasting, Government of India, New Delhi, Ch. VI, pp. 86-108

Project: Make a timeline of the Buddha's Mahaparinibbana .

4. Three Buddhist Councils

Essential Readings

- Bapat, P.V., (ed.), 1964, 2500 Years of Buddhism, Publications Division, Ministry of Information and Broadcasting, Government of India, New Delhi, Ch. VI, pp. 86-108

Project: Write a 3-page description on the three Buddhist Councils.

5. Introduction to Pali Tipitaka

Essential Readings

- Bapat, P.V., (ed.), 1964, 2500 Years of Buddhism, Publications Division, Ministry of Information and Broadcasting, Government of India, New Delhi, Ch. VI, pp. 86-108

Project: Write a 3-page description on the Introduction of Pali Tipitaka.

6. Establishment of Buddhist Monastic Institution for monks and nuns

Students will be introduced to the facts of the establishment of Buddhist Monastic Institutions, their functions, the procedure of admission in the Sangha, the rights and duties of the members of the Buddhist monastic institutions etc. and Importance of Buddhist Councils

Essential Readings

- Dutta. Sukumar, *Buddhist Monks & Monasteries*, Motilal and Banarsidass, 2008, pp. 45-92.

Project: Write a 3-page description on the establishment of Buddhist Monastic Institutions, their functions, the procedure of admission in the Sangha, the rights and duties of the members of the Buddhist monastic institutions.

7. Formation and Development of Buddhist Schools

Students will be made known about the factors leading to the formation and development of Buddhist Schools.

Essential Readings

- Bapat, P.V., (ed.), 1964, 2500 Years of Buddhism, Publications Division, Ministry of Information and Broadcasting, Government of India, New Delhi, Ch. VI, pp. 86-108
- Srivastava, Srinarayan, 1981, *Bhārata Mein Baudha Nikāyon kā Itihāsa*, Kishor Vidya Niketan, Varanasi, Ch-vii, pp. 139-192
- Dutta, N., *Early Monastic Buddhism*, 2 Vols., Calcutta, 1943

Project: Write a 3-page description on the Formation and Development of Buddhist Schools .

DESIRABLE READINGS:

- Benerjee, A. C., *The Splendour of Buddhism*, MQML, Delhi, pp. 56-73
- Dutta, Nalinaksha, *Buddhist Sects*, Reprint, Firma KLM (Pvt.) Ltd., Calcutta, 1997
- Dutta, N., *Early Monastic Buddhism*, 2 Vols., Calcutta, 1943
- Dutta, Sukumar, *Buddhist Monks & Monasteries of Indian: Their History and Their*
- David, T.W. Rhys; *The History and Literature of Buddhism*, Susil Gupta (India) LTD, Calcutta, 1952
- Masuda, Jiryō; *Origin and Doctrines of Early Indian Buddhist School*
- Gombrich, F Richrd; *Theravada Buddhism*; Routledge & Kegam Pul Ltd. 1998
- Warder, A.K., *Introduction to Pāli*, London: 1974.
- Warder, A.K., *Pāli Metre*, London: 1967.
- Buddhadatta, A.P., *The Higher Pāli Course*, Colombo: 1951.
- Buddhadatta, A.P., *The New Pāli Course*, 2 parts, Colombo: 1946.
- Law, B.C., *History of Pāli Literature*, 2 volumes; Vacancies; 1970.
- Winternitz, M., *A History of Indian Literature*, 2 volumes, New Delhi; 1968
- *The Digha Nikāya*, ed. T.W.Rhys Davids & J.E. Carpenter, 3 Vols. PTS London, 1890-1911. Tr.T.W. &

C.A.F. Rhys Davids; *The Dialogues of the Buddha*; 3 vols. 1899, 1910 & 1957 respectively (reprints), London: PTS.

- *The Majjhima Nikāya*, ed. V. Trenckner & R. Chalmers, 3 vols. London: PTS, 1888-1896. Tr. I.B.Horner; *The Collection of Middle Length Sayings*, 3 vols. London: PTS, 1954-1959 (Reprints).
- *The Dhammapada*, ed. O. von Hinüber & K.R. Norman, Oxford: PTS, 1994; tr. K.R. Norman, *The Word of the Doctrine (Dhammapada)*, translated with introduction and notes, Oxford: PTS, 1997; tr. K.T.S. Sarao, *The Dhammapada: A Translator's Guide*, New Delhi: Munshiram Manoharlal: 2009; ed. & tr. Narada Thera, *The Dhammapada*, Taipei: Corporate Body of the Buddha Educational Society, 1993.
- *The Therīgāthā*, ed. K.R. Norman & L. Alsdorf; London: PTS, 1966. Tr. with an intro. & notes K.R. Norman; *Elders' Verses II*, London: PTS, 1971, Ed. And Tr., Dwarikadas Shastri, Varanasi, 2003, tr. Bharat Singh Upadhyaya, SastĀ Sahitya Mandala, Delhi, 1950.

(BS-CBCS-502) MAHAYANA BUDDHISM : CONTINUITY AND CHANGE

1. Background of the Origin of the Mahayana Buddhism

A General Introduction about the political, social, economic and religious aspect of India prior to the origin of Mahayana Buddhism.

Essential Readings

- Bapat, P.V. (Ed.) *Bauddha Dharma Ke 2500 Varṣa*, New Delhi, Government of India, Publication Division, Hindi Edition, Chapter-I & II
- Bapat, P.V., (ed.), 1964, *2500 Years of Buddhism*, Publications Division, Ministry of Information and Broadcasting, Government of India, New Delhi, Chapter – I & II, Pp. 117.

Project: Write a 3-page description on the political, social, economic and religious aspect of India during the origin of Mahayana Buddhism.

2. Biographical Account of Śākyamuni Buddha on the basis of Mahayan Texts

Students will be made known about the life of the Buddha on the basis of literary and archaeological sources.

Essential Readings

- Davids, T.W.Rhys, *History and Literature of Buddhism*, Munsiram Manoharlal Publisher Pvt. Ltd., 1999, pp. 46-62
- Pande, G.C., *Bauddha Dharma Ke Vikāsa Kā Itihāsa*, Hindi Samiti, U.P., pp. 1-131

Project: Write a 3-page description on the life of the Buddha on the basis of literary and archaeological sources.

3. Teachings of the Buddha on the Basis of Mahayana Literature

In order to make students acquainted with the foundation of Buddhism, a brief account of the basic teachings of the Buddha will be given.

Essential Readings

- Bapat, P.V. (Ed.) *Bauddha Dharma Ke 2500 Varṣa*, New Delhi, Government of India, Publication Division, New Delhi, Chapter-III
- Bapat, P.V., (ed.), 1964, *2500 Years of Buddhism*, Publications Division, Ministry of Information and Broadcasting, Government of India, New Delhi, Chapter – III, pp. 18-30

Project: Write a 3-page description on the life of the Buddha on the basis of literary and archaeological sources.

4. Compilation of Buddha's teachings: Buddhist Councils

Students will be introduced to the first four Buddhist councils that played a greater role in the preservation and dissemination of teachings of the Buddha.

Essential Readings

- Bapat, P.V. (Ed.) *Bauddha Dharma Ke 2500 Varṣa*, New Delhi, Government of India, Publication Division, Chapter-IV
- Bapat, P.V., (ed.), 1964, *2500 Years of Buddhism*, Publications Division, Ministry of Information and Broadcasting, Government of India, New Delhi, Chapter-IV, pp. 30-49

Project: Write a 4-page description on the first four Buddhist councils that played a greater role in the preservation and dissemination of teachings of the Buddha

DESIRABLE READINGS:

- Acharya Baldev Upadhyaya, *Bauddha Darśana Mimāṃsā*, Chaukhama Prakashan, Varanasi, 1999, pp.3-6, 15-31
- Acharya Narender Dev, *Bauddha Dharma Darśana*, Motilal Banarsidass, Delhi, 2001, pp 1-24
- Law, B. C., *Buddhist Studies*, Indological Book House, Delhi, 1983, Pages 26-72
- Dharmanand Koshambi, *Bhagawāna Buddha : Jīvana Aura Darśana*, Lokabharti Prakashan, Allahabad, pp 36-53
- Dutta, N., & K. D. Bajpai, *Development of Buddhism in Uttara Pradesh*, Publication Bureau, Lucknow, 1956
- E. H. Brewster, *The Life of Gotama, the Buddha*, Bhartiya Publishers Varanasi, Pages 09-44
- Pande, G.C., *Studies in the Origins of Buddhism*, Allahabad University, Allahabad, 1957
- Wagle, N. , *Society at the time of the Budhda*, Popular Prakashan, Bombay, 1966
- Journal of Department of Buddhist Studies, Nov. XXXV, pp. 181-186
- K.T.S. Sarao, *Origin and Nature of Ancient Indian Buddhism*, R & R Publications, Delhi, Ch-II, pp 7-14
- K.T.S. Sarao, *Prācīna Bhāratīya Bauddha Dharma : Udbhava, Swarup (!D Patana*, The Corporate Body of the Buddha Educational Foundation, Taipei, Taiwan, R.O.C, Ch1, pp. 1-94
- K.T.S. Sarao (ed.), *A Text Book of the Theravāda Buddhism*, Department of Buddhist Studies, 2007, Department of Buddhist Studies, University of Delhi, Delhi, Chapter I-IV, pp. 1-24

- Walpola Rahula, *What the Buddha Taught* (First Published in 1978), The Corporate Body of the Buddha Educational Foundation, Taipei, Taiwan, R.O.C, Chapter II-V, pp.16-50

(BS-CBCS-503) BUDDHIST PHILOSOPHY AND ETHICS

1. Introduction to Buddhist Philosophy: Concerns and Goal

Students will be made aware of the concerns and goal of the Buddhist Philosophy.

Essential Readings

- Santana, P.D., 1997, *The Tree of Enlightenment*, The Corporate Body of the Buddha Educational Foundation, Taipei, Taiwan, Ch. 31, p.276-283
- Walpola Rahula, *What the Buddha Taught* (First Published in 1978), The Corporate Body of the Buddha Educational Foundation, Taipei, Taiwan, R.O.C, Chapter I Pp.1-15

Project: Write a 4-page description on the concerns and goal of the Buddhist Philosophy.

2. Three Characteristics of the world *Anitya, Dukkha, Anātma*

Essential Readings

- Santana, P.D., 1997, *The Tree of Enlightenment*, The Corporate Body of the Buddha Educational Foundation, Taipei, Taiwan, Ch. XI, p. 105-111
- Thera, Narad, *The Buddha and His Teachings*, Jayco Prakashan, New Delhi, 1998, pp. 17-208

Project: Write a 4-page description on Three Characteristics of the world.

3. Four Noble Truths

Students will read first four noble truths and Law of Causation (*Paṭiccasamuppāda*), *Nirvāna*

Essential Readings

- Santana, P.D., 1997, *The Tree of Enlightenment*, The Corporate Body of the Buddha Educational Foundation, Taipei, Taiwan, Ch. IV, X p. 29-46, 96-104
- *The Dependent Nature of Phenomenal World*, Sue Hamilton, *Recent Researches in Buddhist Studies*, pp. 292-299

Project: Write a 6-page description on first four noble truths and Law of Causation (*Paṭiccasamuppāda*), *Nirvāna*

4. Four Buddhist Schools : Sautrāntika, Vaibhāṣika, Yogācāra & Mādhyamika

Students will know the Philosophy of the Four Buddhist Schools (Sautrāntika, Vaibhāṣika, Yogācāra & Mādhyamika)

Essential Readings

- Bapat, P.V., (ed.), 1964, *2500 Years of Buddhism*, Publications Division, Ministry of Information and Broadcasting, Government of India, New Delhi, Ch. VI, pp. 86-108
- Santina, P.D., 1997, *The Tree of Enlightenment*, The Corporate Body of the Buddha Educational Foundation, Taipei, Taiwan, Ch. 14, p.125-132

Project: Write a 6-page description on Four Buddhist Schools (Sautrāntika, Vaibhāṣika, Yogācāra & Mādhyamika).

DESIRABLE READINGS:

- Benerjee, A.C., *The Splendor of Buddhism*, MunshiramManoharlal, pp. 56-73
- Dutta, Nalinaksha, *Buddhist Sects*, Reprint, Firma KLM (Pvt.) Ltd., Calcutta, 1997
- Singh, I. N., (Ed.) *An Introduction to Abhidharmkośa Bhāṣyam*, Vidya Nidhi Prakashan, Delhi, pp. 1-123
- Dube, S.N., *Cross Currents in Early Buddhism*, Manohar Publication, New Delhi, 1989
- Narendra dev, Acharya, *Bauddhadherma-darshan*, Bihar Rastra Bhasa Parisad, Patna

(BS-CBCS-504) INTRODUCTION TO TIBETAN AND CHINESE BUDDHISM

1. **Introduction to Tibetan language and writing system.**
2. **Introduction of Buddhism and Buddhist Literature in Tibet**
3. **Composition in Tibetan on a Buddhist Theme (at least 250 words)**
4. **Ancient Land and Sea Routes to China**

Essential Readings :

Bagchi, P.C., India and China, Saraswati Library, Calcutta, 1981

5. **Introduction and State of Buddhism during the Han Dynasty**

Essential Readings :

Ch'en Kenneth K. S., Buddhism in China, Princeton University Press, Princeton, 1964.

Zurchen E, Buddhist Conquest of China, Leiden, 1959

6. **Buddhist Social interaction in China religious preaching, Buddhist Societies, Buddhist festivals, social welfare activities of the Buddhist Samgha.**

Essential Readings :

Ch'en Kenneth , K.S., The Chinese transformation of Buddhism, Princeton University Press, New Jersey, 1973.

Desirable Readings:

- Tulku Dondub, bod skad slob deb (Tibbati PÈ—hamÈIÈ), Sarnath: CIHTS, 1976.
- Csoma de Koros, A Grammar of the Tibetan Language, Calcutta: 1834.
- Jaschke, H.A., Tibetan Grammar, New York: 1974.
- Angrup, A., Sambhota Vyākaraṇa, Keylong: Bhot Sahitya Prakashan, 1964.
- Tharchin, G., The Tibetan Grammar, Part I, Kalimpong: 1960.
- Bell, C.A., Grammar of Colloquial Tibetan, Alipore: 1939.
- Tashi, A Basic Grammar of Modern Spoken Tibetan, Dharamshala: 1994.
- Wright A.F., Buddhism in Chinese History, Stanford University Press, Stanford California, 1959.
- Disaku Ikeda, Burton Watson (Tr.) Flower of Chinese Buddhism, Weather Hill, New York, Tokyo, 1986.
- Yoshinori Takeuchi (ed.), Buddhist Spirituality Vol I, Motilal Banaridass Publishers Pvt. Limited, Delhi 1990.
- Reichely, Kaul Ludvig, Truth and Tradition in Chinese Buddhism. The Commercial Press Ltd., Shanghai, China, 1928.
- Sullivan, Michael, The Arts of China, University of California Press, Berkley, L.A. London, 1977.
- Edkins Joseph, Chinese Buddhism. Kegan Paul Paragon Book Reprint Corp. 1958.

- Gernet Jacques, *Buddhism in Chinese Society*. Columbi University Press, New York, 1955.
- Buckley Patricia and Gregory Peter N. (Edited), *Religion and Society in Tang and Sing China*, University of Hawaii Press, Honolulu 1993.

(BS-CBCS-505) BUDDHIST CULTURAL HISTORY AND HERITAGE

1. A General Introduction of Buddhist Art and Architecture in India

Students will be introduced to the Buddhist Art and Architecture with special reference to Buddhist sculpture, iconography, monasteries, cave temples, caityas, and stupas.

Essential Readings

- Bapat, P.V., (ed.), 1964, *2500 Years of Buddhism*, Publications Division, Ministry of Information and Broadcasting, Government of India, New Delhi, Chapter – XI, pp. 244-269
- Mitra, Debla, *Buddhist Monuments*, Calcutta, 1971 pp. 21-52 Lal, R. B.; *Buddhist Monuments*. The Department of Public Relations, Government of Bihar, Patna

Project: Write a 6-page description on the Buddhist Art and Architecture with special reference to Buddhist sculpture, iconography, monasteries, cave temples, caityas, and stupas.

2. Royal Patrons and Emergence of Buddhist learning Centers.

Students will be made known about the prominent royal patrons of Buddhism such as Aśoka, Kaniṣka, Harṣa etc., and the emergence of Buddhist learning centers like Nālandā, Vikramaśilā etc.

Essential Readings

- Bapat, P.V., (ed.), 1964, *2500 Years of Buddhism*, Publications Division, Ministry of Information and Broadcasting, Government of India, New Delhi, Chapter – V, VIII & IX, pp. 50-85, 156-171 & 172-224
- K.T. S. Sarao, *A Text Book of the History of Theravāda Buddhism*, 2007, Department of Buddhist Studies, University of Delhi, Delhi, Chapter V, pp. 77-98

Project: Make a timeline of the most prominent royal patrons of Buddhism and the emergence of Buddhist learning centers.

3. Buddhist Heritage sites

Students will be introduced to the important Buddhist sites, such as Lumbini, BodhaGayā, Sārnātha, Rājagṛha, Vaiśālī, Kuśīnagar, Nalanda, Vikramsila, Patliputra etc.

Project: Identify the important Buddhist sites in India. Write 2-3 sentences on each.

Essential Readings

- Bapat, P.V., (ed.), 1964, *2500 Years of Buddhism*, Publications Division, Ministry of Information and Broadcasting, Government of India, New Delhi, Chapter – XII, pp. 270-296
- Mitra, Debla, *Buddhist Monuments*, Chapter –III, Calcutta, pp. 57-90

4. A General Survey of Buddhist Literature

- Bapat, P.V., (ed.), 1964, 2500 Years of Buddhism, Publications Division, Ministry of Information and Broadcasting, Government of India, New Delhi, Chapter–VII, pp.122-155.

Project: A General Survey of Buddhist Literature

DESIRABLE READINGS:

- Coomaraswamy, A.K. , *Elements of Buddhist Iconography*, p. 1-36 (1979)
- Basham,A.L. , *Adbhut Bhārata*, Agra 1993
- Chakrabarti, Dilip K., *The Archaeology of Ancient, Indian cites*, New Delhi, Oxford University Press, 1975.
- Ahir, D.C., *Buddhist Sites and Shrines In India*, Sri Satguru Publicatrions, Delhi, 2003
- Dutta, N., Evam K. D. Bajpai, *Uttar Pradesh Mein Bauddh Dharma KāVikāsa*, Lucknow, 1956, pp. 205
- Pande, Govind Chand, *Bauddha Dharma Ke Vikāsa ka Itihāsa*, Hindi Samiti,U.P,192-225
- Joshi, Lal Mani, *Studies in the Buddhistic Culture of India*, Motilal Banarasidass, 2002, Delhi, Ch-III, pp. 46-64.
- Bapat, P.V. (Ed.) *Bauddha Dharma Ke 2500 Varṣa*, New Delhi, Government of India, Publication Division, pp. 147-212, 228-234
- Rakesh, Ram Swaroop , *Aitihāsika Va Bhaugolika Prāchīna Bauddha Sthala*, Samyak Prakashan. 7-10, 35-39, 42-45, 110-116, 229-231
- Sharma, R. S., *Ancient India*, New Delhi 1993
- Sheilal,Weiner, *Ajantā: Its place in place Buddhist Art*, University of California Press, 1977, pp. 36-74.
- Singh, Madan Mohan, *Buddhakālīna Samāja or Dharma*, Hindi Madhyam Nideshalaya, University of Delhi,
- Upadhyaya,Vasudev, *Pracīna Bhartiya Stupa Guhā (!D Mandira 1-90 & 91-117*
- Winternitz, M., *A History of Indian Literature*, Vol. II, University of Calcutta, Calcutta, 1933
- Bhattacharya, H., *The Cultural History of India*, Vol. IV, Calcutta, 1956 Bhattacharya, Benoytosh : The Indian Buddhist Iconography, Firma K. L. Mukhopadhyay, Calcutta.
- Basham, A. L. , *A Cultural History of India*, Oxford University Press, New Delhi

Comment [d1]:

(BS-CBCS-506) SELECTED TEXTS RELATED TO BUDDHA'S BASIC TEACHINGS

A General Introduction to the Selected Pali Texts

1. Setting in Motion the Wheel of Truth: Dhammacakkappavattana-sutta

Students will be introduced to the first discourse of the Buddha, which deals with various aspects of human problems and their solutions.

Project: Write a 3-page description on the first discourse of the Buddha.

Essential Readings

- Walpola Rahula, *What the Buddha Taught* (First Published in 1978), The Corporate Body of the Buddha Educational Foundation, Taipei, Taiwan, R.O.C, Pp.92-94

2. Domestic and Social Relation: Sigālovāda-sutta

Student will be introduced to the discourse of the Buddha which describes the duties of Children towards their parents and purpose of saluting the ten directions.

Project: Write a 3-page description on Sigālovāda-sutta.

Essential Readings

- Walpola Rahula, *What the Buddha Taught* (First Published in 1978), The Corporate Body of the Buddha Educational Foundation, Taipei, Taiwan, R.O.C, Pp.119-125

3. The Foundation of Mindfulness: Satipaṭṭhānasutta

Simple and General Introduction to the Insight Meditation

Essential Readings

- Walpola Rahula, *What the Buddha Taught* (First Published in 1978), The Corporate Body of the Buddha Educational Foundation, Taipei, Taiwan, R.O.C, Pp.109-119

- **Project:** Write a 3-page description on **Satipaṭṭhānasutta**.

4. Maṅgalasutta

Students will be introduced to the Buddha's discourse dealing with the facts, which are auspicious for a human being.

Essential Readings

- Walpola Rahula, *What the Buddha Taught* (First Published in 1978), The Corporate Body of the Buddha Educational Foundation, Taipei, Taiwan, R.O.C, Pp.98-99

5. Parābhavasutta

Students will be introduced to the teachings of the Buddha, which deal with the downfall of a human being.

Essential Readings

- Dharmrakshit, Bhikkhu, Suttanipata, MotilalBanarasidass, Delhi, 1988, pp. 24-28

Project: Write a 3-page description on **Mañgalasutta**.

B. General Introduction to the Selected Sanskrit Texts

1. A General Introduction of Saddharmapu arikasūtra with special reference to Upāyakaūśalyaparivarta

Essential Readings

- Santina, P.D., 1997, *The Tree of Enlightenment*, The Corporate Body of the Buddha Educational Foundation, Taipei, Taiwan, Ch. 15, p.133-140
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Project: Write a 3-page description on **A General Introduction of Saddharmapu arikasūtra with special reference to Upāyakaūśalyaparivarta**.

2. A General Introduction of Śrigha ā cāryasaṅgraha

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Project: Write a 3-page description on **A General Introduction of Śrigha ā cāryasaṅgraha**

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* Project work/Documentation: Photography, Site and Museum visit (of Buddhist Interests) Report in every paper