



दिल्ली विश्वविद्यालय
University of Delhi

परिषद शाखा - II, कमरा नं: 211, नया प्रशासनिक ब्लॉक, दिल्ली विश्वविद्यालय, दिल्ली-110007, दूरभाष: 011-27001156/54
Council Branch - II, Room No. 211, New Administrative Block, University of Delhi, Delhi - 110007, Ph: 27001156/54

CNC-II/093/1/AC-1027/26/13

Dated: 07.08.2026

NOTIFICATION

Sub: Amendment to Ordinance V

(AC dated 24.07.2026)

Following addition be made to Annexure-II-A to the Ordinance V (2-A) of the Ordinances of the University;

Add the following:

The following syllabi of the Department of Buddhist Studies under the Faculty of Arts based on Postgraduate Curriculum Framework-2024 are notified herewith for the information of all concerned:

Department	Syllabi	Annexure
Buddhist Studies	Two-Year M.A. Buddhist Studies (Semester III/IV) and One-Year M.A. Buddhist Studies.	1


REGISTRAR



Based on Postgraduate Curriculum Framework 2024

University of Delhi

POST GRADUATE PROGRAMMES OF STUDY

STRUCTURE, COURSES, & SYLLABI OF SEMESTER- I & II

MASTER OF ARTS
in
BUDDHIST STUDIES



2025

विभागाध्यक्ष/Head

बौद्ध अध्ययन विभाग/Department of Buddhist Studies

दिल्ली विश्वविद्यालय/University of Delhi

दिल्ली-110 067/Delhi-110007

I. About the Department

The Department of Buddhist Studies was established in 1957 as follow up to the action initiated by the Government of India on the occasion of the celebration of 2500 years of Buddhism on 24 May 1956. This department, the first of its kind in India, was established with the primary objective of conducting research at the advanced level in various subjects related to Buddhist Studies. As part of this initiative, a Chair of Buddhist Studies was created. Professor P.V. Bapat, a scholar of international repute, was the first scholar to occupy this chair. Professor Bapat initially began his work of organizing the Department of Buddhist Studies under the overall supervision of the Department of Philosophy which was headed by Professor N.V. Banerjee at that time.

For the first few years, the Department had staff strength of one professor, two research fellows, one stenographer, and an office attendant. Under Professor Bapat, University Grants Commission was approached for initiating action to provide an independent identity to the Department with its own library and more academic as well as non-academic staff. As a result of these efforts, the University Grants Commission provided one reader, three lecturers, two part-time lecturers and, one research assistant were sanctioned. However, the Department continued to function as part of the Department of Philosophy till 1962 when it began to function independently as a full-fledge department of the University of Delhi.

The Department began to admit full-time research scholars from the year 1962 onwards for the degrees of Ph.D. M.Litt. Later, post-graduate Certificate and Diploma courses each of one-year duration in Pali language and Literature were introduced in the years 1967 and 1968 respectively. Likewise, post-graduate Certificate and Diploma courses in Tibetan Language and Literature each of one-year duration were introduced in 1968 and 1969 respectively. The Department began to bring out its own annual research Journal Buddhist Studies in 1974. The year 1979 was a landmark when a two-year full-time M.A course in Buddhist Studies was introduced. In the year 1981, M.Litt. course was replaced by M.Phil. course. The Department received the status of Department of Special Assistance (DSA) in 1989 from the University Grants Commission. Under this scheme, various facilities in the department were further expanded and now the department hopes to become Centre of Advanced Study at the end of third phase of the DSA Programme. Under the Assistance for Strengthening of Infrastructure for Humanities and Social Sciences (ASHSS) scheme of the University Grants Commission awarded in the year 2006, the Department has been able to


विभागाध्यक्ष/Head
श्री अश्वमेध विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007



acquire sufficient technical and infrastructural facilities to be able to function as a competitive academic institution striving for excellence.

Apart from within India, students of as many 37 different nationalities have studied and/or done research at the Department of Buddhist Studies. A large number of the alumni of this Department hold positions of eminence in different parts of the world. The Department takes pride in having internationally known academic staff.

A handwritten signature in blue ink, appearing to be 'J. K. Singh'.

विभागाध्यक्ष/Head

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दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007



MA BUDDHIST STUDIES

Semester I & II

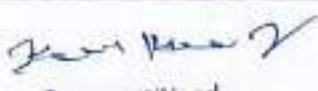
1st Year of PG curricular structure for 2 year PG Programmes (3+2)

Semester	DSC	DSE	2 Credit course	Dissertation/ Academic Project/ Entrepreneurship	Total Credits
Semester- I	DSC-1 DSC -2 DSC - 3 (12 credits)	DSE - 1 DSE – 2 OR DSE-1 & GE-1 (8 credits)	Skill-based course/ workshop/ Specialised laboratory/ Hands on Learning (2 credits)	Nil	22
Semester- II	DSC-4 DSC -5 DSC – 6 (12 credits)	DSE- 3 DSE – 4 OR DSE-3 & GE-2 (8 credits)	Skill-based course/ workshop/ Specialised laboratory/ Hands on Learning (2 credits)	Nil	22


विभागाध्यक्ष/Head
बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110 007/Delhi-110007



COURSES OFFERED IN SEMESTER I

SL. No.	Code		Subject Code	Subject
1.	DSC-1	(12 credits)	BSCC 101	Pāli Language and Literature
2.	DSC-2		BSCC 102	Buddhist Sanskrit Language and Literature
3.	DSC-3		BSCC 103	Indian Buddhist Philosophy
4.	DSE-1 (Choose any one)	(8 credits)	BSEC 101A	Chinese Language and Buddhism in China
			BSEC 101B	Tibetan Language and Buddhism in Tibet
5.	DSE-2 (Choose any one of the following in which they do not want specialization.)		BSEC 102A:	Introduction to Pāli Literature.
			BSEC 102B	Origin and Development of Mahāyāna Buddhism
			BSEC 102C	Royal patronage of Indian Buddhism
			BSEC 102D:	Philosophy of Early Indian Buddhist Sects
			BSEC 102E	Devotion in Chinese Buddhism.
			BSEC 102F	Introduction on Buddhism and Buddhist Art in Tibet.
6.	GE-1 COURSE (choose any one):		BSGE 101A	Introduction to Pāli Literature.
			BSGE 101B	Origin and Development of Mahāyāna Buddhism
			BSGE 101C	Buddhist Education and Educational Centres
			BSGE 101D	Buddhist Schools and Philosophical Thoughts
			BSGE 101E	Establishment of Buddhism in China
			BSGE 101F	Buddhist Tourism in Himalayan Region
7.	SBC	(2 credits)		Buddhist Iconography
8.	Dissertation/ Academic Project/ Entrepreneurship	N/A		 विभागध्यक्ष/Head वीह अकादमिक विभाग/Department of Buddhist Studies दिल्ली विश्वविद्यालय/University of Delhi दिल्ली-110007/Delhi-110007



COURSES OFFERED IN SEMESTER II

SL. No.	Code		Subject Code	Subject
1.	DSC-4	(12 credits)	BSCC 201	History of Indian Buddhism till the Beginning of Mauryan
2.	DSC-5		BSCC 202	Socially Engaged Buddhism
3.	DSC-6		BSCC 203	Buddhist Ethics
4.	DSE-3 (Choose any one course of your specialisation)	(8 credits)	BSEC 201A	Pāli Sutta Piṭaka
			BSEC 201B	Vaiśhāṣika and Sautrāntika Literature
			BSEC 201C	Early Historic Cities and Settlements: A Literary & Archaeological Study
			BSEC 201D	Theravāda Buddhist Philosophy
			BSEC 201E	Chinese Buddhist Literature
			BSEC 201F	Tibetan Buddhist Literature-I
5.	DSE-4 (Choose any one of your specialisation)		BSEC 202A	Pāli Vinaya Piṭaka
			BSEC 202B	Vijñānavāda (Yogācāra) Buddhist Literature
			BSEC 202C	Advent and Spread of Southern Buddhism
			BSEC 202D	Nāgārjuna and the Mādhyamika Philosophy
			BSEC 202E	Monastic Order in China
			BSEC 202F	Tibetan Prajñāpāramitā Literature
6.	GE-2 COURSE (choose any one):		BSGE 201A	Biographies and Short Stories in Pāli
			BSGE 201B	Buddhist Fundamental Concepts in Sanskrit Literature
			BSGE 201C	History of Indian Buddhism till the beginning of Mauryan period
			BSGE 201D	Philosophy of Early Indian Buddhist Sects
			BSGE 201E	Devotion in Chinese Buddhism
			BSGE 201F	Introduction on Buddhism and Buddhist Art in Tibet
7.	SBC	(2 credits)		Ancient Indian Epigraphy
8.	Dissertation/ Academic Project/ Entrepreneurship	N/A		

विभागाध्यक्ष/Head

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 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110 007/Delhi-110007



DEPARTMENT OF BUDDHIST STUDIES

UNIVERSITY OF DELHI

COURSES OFFERED BY DEPARTMENT OF BUDDHIST STUDIES

POST GRADUATE CURRICULUM FRAMEWORK- 2024

MA SEMESTER I

DSC 1: BSCC 101: Pāli Language and Literature						
Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial	Practical		
DSC 1: BSCC 101: Pāli Language and Literature	4	3	1	0	As per admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: # 10 Reduced Inequalities

Objectives: This course aims at providing students with a comprehensive treatment of t grammar, syntax, and usage of Pāli, in order to allow them, by the end of t year, to read independently simple Pāli texts, and to pursue more advanc studies in Pāli or Buddhist literature.

Course Learning Outcomes:

At the end of the course, a student should be able to:

- Demonstrate a clear understanding of basic Pāli grammar and syntax.
- Demonstrate knowledge and understanding of essential Pāli vocabulary and sentence formation.
- Understand simple passages from the Pāli canon, with the help of a dictionary.
- Demonstrate skills in the interpretation of primary textual sources, and in questioning scholarly interpretation of these sources.
- Locate Pāli texts within the broader framework of Theravādin Buddhist literature.

Contents: Questions shall be asked on grammar, composition, comprehension, and translation of textual passages in Pāli. Short questions shall also be asked on a given passage.

Unit-I: **Pāli Grammar:** Vibhatti-Kāraka, Kāla, Dhāturūpa and Saddarūpa, Sandhi, Samāsa, 10 Hours

Unit-II: **Pāli Literature: Introduction and History** 15 Hours

- A General Study of Tipiṭṭaka and Post Piṭaka Literature.
- Classifications and Preservation of the Buddhimvacana
- Aṭṭhakothā and Vamsa Literature.

विभागाध्यक्ष/Head

बौद्ध अध्ययन विभाग/Department of Buddhist Studies
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**Unit-III: Short Notes in Pāli:**

10 Hours

- Ratanattayaṃ: Buddhō, Dhammo, Sangho
- Cattāri Ariyasaccāni: Dukkhaṃ, Dukkha-Samudayaṃ, Dukkhanirodhaṃ, Ariyo Aṭṭhaṅgiko Maggo Majjhimāpaṭipadā.
- Tilakkhaṇaṃ: Anicca-Dukkha-Anattā,
- Mettā-Karuṇā-Upekkhā-Muditā,
- Pañcakkhandhā, Sila-Samādhi-Paṇṇā.

Unit-IV: Pāli Comprehension:

10 Hours

- The *Mahāvagga*: *Mahākkhandhaka*.
(Bodhikathā, Ajapālakathā, Mucalindakathā, Rājāyatanakathā, Brahmayācanakathā)
- Translation from Pāli to English/Hindi.

Suggested Readings

1. Tiwary, L.N., & B. Sharma (ed), *Kaccāyana-vyākaraṇa*, Varanasi: 1961.
2. Geiger, W., *Pāli Literature and Language*, Eng. Trans. C. Ghosh, reprint, Calcutta: 1968.
3. Jagdish, B.J., *Pāli Mahāvvyākaraṇa*, Sāranātha: 1968.
4. Warder, A.K., *Introduction to Pāli*, London: 1974.
5. Warder, A.K., *Pāli Metre*, London: 1967.
6. Buddhaddatta, A.P., *The Higher Pāli Course*, Colombo: 1951.
7. Buddhaddatta, A.P., *The New Pāli Course*, 2 parts, Colombo: 1946.
8. Law, B.C., *History of Pāli Literature*, 2 volumes; Kegan Paul Trubner & Co. Ltd., London: 1970.
9. Winternitz, M., *A History of Indian Literature*, 2 volumes, New Delhi: 1968.
10. Dalwis, James, *Introduction to Kachchāyan's Grammar of the Pāli Language*, Colombo: 1863.
11. Muller, E., *A Simplified Grammar of the Pāli Language*, Trübner & Co., London: 1884.
12. Shukla, H.S., *Pāli Nibandhāvali*, Tara Publication, Varanasi: 1993
13. Kumar, Bimalendra, *Gandhavaṃsa (History of Pali Literature)*, Eastern Book Linkers, Delhi, 1992.
14. Hazra, K. L., *Pali Language and Literature* (2 vols.), New Delhi: D.K. Printworld(P)Ltd. 1998
15. उपाध्याय, भरत सिंह, पालि साहित्य का इतिहास, हिंदी साहित्य सम्मेलन, प्रयाग: 2008।
16. सरल पालि व्याकरण, विपश्यना विशोधन विन्यास, धम्मगिरि, इगतपुरी, 2021।
17. पालि महाव्याकरण, भिक्षु जगदीश कश्यप, मोतीलाल बनारसीदास, दिल्ली, 1997।
18. पालि व्याकरण, भिक्षुधर्मरक्षित, ज्ञानमंडल लिमिटेड वाराणसी, 1957।

Tutorial Activities: Problem-solving exercises


 दिग्गोप/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110 007/Delhi-110007



DSC 2: BSCC 102: Buddhist Sanskrit Language and Literature

Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial	Practical		
DSC 2: BSCC 102: Buddhist Sanskrit Language and Literature	4	3	1	0	As per admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: #4 Quality Education

Objectives: This course aims at providing students with a comprehensive treatment of the grammar, syntax, and usage of Buddhist Sanskrit, in order to allow them, by the end of the year, to read independently simple Buddhist Sanskrit texts, and to pursue more advanced studies in Buddhist Sanskrit literature.

Course Learning Outcomes:

At the end of the course, a student should be able to:

- Demonstrate a clear understanding of basic grammar and syntax of Buddhist Sanskrit
- Demonstrate knowledge and understanding of essential vocabulary of Buddhist Sanskrit
- Understand simple passages from the Buddhist Sanskrit sūtras, with the help of a dictionary
- Demonstrate skills in the interpretation of primary textual sources, and in questioning scholarly interpretation of these sources
- Locate Buddhist Sanskrit texts within the broader framework of Buddhist Sanskrit literature.

Contents

Unit-I:	General Introduction to Buddhist Sanskrit Grammar:	10 Hours
	• Sandhi • Kāraka • Word-structure.	
Unit-II:	Characteristics of Buddhist Hybrid Sanskrit (BHS):	15 Hours
	• Meaning and Definition of Buddhist Hybrid Sanskrit (BHS). • Historical Origin and Development of BHS. • Relationship between Pāli and Classical Sanskrit. • Process of Sanskritization in Buddhist Literature.	
Unit-III:	Buddhist Sanskrit Literature:	10 Hours
	• Origin and Development of Buddhist Sanskrit Literature. • A brief survey of Buddhist Sanskrit Philosophical Literature. • Contemporary Relevance of Buddhist Sanskrit Literature.	



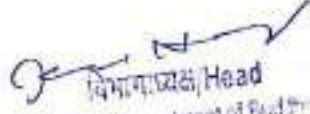
Unit-IV: Comprehension of selected Buddhist Sanskrit passage (to be compiled by the department)

10 Hours

Suggested Readings

1. Edgerton, F., *Buddhist Hybrid Sanskrit: Grammar and Dictionary*, 2 Volumes, reprint, Delhi: 1977.
2. Chatterji, S.K., *Introduction to Indo-Āryan*, Calcutta: 1953.
3. Garrouski, *Studies about the Sanskrit Buddhist Literature*, Delhi: 1967.
4. Sen, Sukumar, *A Comparative Grammar of Middle Indo-Āryan*, Poona, 1960.
5. Nariman, J. K., *A Literary History of Sanskrit Buddhism*, Delhi, 1994.
6. देव, नरेन्द्रा बौद्ध धर्म-दर्शन। वाराणसी: मोतीलाल बनारसीदास, 1999।
7. सांकृत्यायन, राहुला बौद्ध दर्शन। इलाहाबाद: किताब महल, 2008।
8. अश्वघोष। बुद्धचरित (हिंदी व्याख्या सहित)। वाराणसी: चौखम्बा विद्याभवन, 2012।
9. उपाध्याय, भरत सिंह। संस्कृत बौद्ध साहित्य का इतिहास प्रयागराज: हिंदी साहित्य सम्मेलन, 1968।
10. धर्मरक्षित, भिक्षु प्रज्ञापारमिता हृदयसूत्र: संस्कृत पाठ एवं हिंदी व्याख्या वाराणसी: चौखम्बा संस्कृत सीरीज, 2010।
11. उपाध्याय, भरत सिंह। बौद्ध दर्शन एवं अन्य भारतीय दर्शन वाराणसी: मोतीलाल बनारसीदास, 2017।
12. पाण्डेय, गोविन्द चन्द्र। प्रतीत्यसमुत्पाद। वाराणसी: सम्पूर्णानन्द संस्कृत विश्वविद्यालय, 1994।
13. उपाध्याय, बलदेव। बौद्ध दर्शन मीमांसा। वाराणसी: चौखम्बा विद्याभवन, 1990।
14. वसुजन्धु। अभिधर्मकोश (हिंदी अनुवाद सहित)। सारनाथ: केंद्रीय उच्च तिब्बती शिक्षा संस्थान, 2011।
15. त्रिपाठी, रामशंकर। बौद्ध दर्शन प्रस्थान। सारनाथ, वाराणसी: केंद्रीय तिब्बती उच्च अध्ययन संस्थान, 2015।
16. उपाध्याय, भरत सिंह, पालि साहित्य का इतिहास, हिंदी साहित्य सम्मेलन, प्रयाग: 2008।

Tutorial Activities: Problem-solving exercises


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110007/Delhi-110007



DSC 3: BSCC 103: Indian Buddhist Philosophy

Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial	Practical		
DSC 3: BSCC 103: Indian Buddhist Philosophy	4	3	1	0	As per admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: #4 Quality Education,
#16 Peace, Justice and Strong Institutions

Course Objectives: This course introduces the major philosophical foundations of Indian Buddhism with special emphasis on core doctrines, schools of thought, epistemology, logic, language theory, and Buddhist dialectics. It aims to develop a critical and comparative understanding of Buddhist philosophical traditions.

Course Learning Outcomes:

By the end of the course, students will be able to:

- Understand the foundational principles of Buddhist philosophy.
- Explain major Buddhist philosophical schools and their doctrines.
- Analyze Buddhist theories of knowledge, logic, and language.
- Evaluate the development of Buddhist philosophical debates in India.

Contents

Unit-I:	Foundations of Buddhist Philosophy	15 Hours
	• Four Noble Truths • Noble Eightfold Path • Three Characteristics of Existence (Trilakṣaṇa) • Pratītyasamutpāda (Dependent Origination) • Nirvāṇa and Momentariness (Kṣaṇikavāda) • Brahmavihāras • Karma and Rebirth in Early Buddhism	
Unit-II:	Major Schools of Indian Buddhism	10 Hours
	• Sarvāstivāda: Vaibhāṣika and Sautrāntika • Mādhyamaka Philosophy (Śūnyavāda) • Yogācāra / Vijñānavāda • Comparative study of Buddhist philosophical systems	
Unit-III:	Buddhist Epistemology and Logic	10 Hours
	• Introduction to Buddhist Epistemology (Pramāṇa) • Perception and Inference • Buddhist Logic and Debate Traditions • Buddhist Dialectics	

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विभागाध्यक्ष/Head

श्री कृष्ण विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
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- Theory of Knowledge in Buddhist Philosophy

Unit-IV: Advanced Trends in Buddhist Thought

10 Hours

- Buddhist Theory of Language (Apoha Theory)
- Introduction to Tantric Buddhist Philosophy
- Vajrayāna
- Mantrayāna
- Tantrayāna
- Philosophical developments in later Indian Buddhism
- Relevance of Buddhist Philosophy in contemporary thought

Suggested Readings:

1. Rahul Walpola, *What the Buddha Taught*, Reprint, London: 2007.
2. Conze, E., *Buddhist Thought in India*, Delhi: 1996.
3. Kalupahana, D.J., *The Principles of Buddhist Philosophy*, Delhi: 1992.
4. Murti, T.R.V., *The Central Philosophy of Buddhism*, London: 1975.
5. Chatterjee, A.K., *The Yogācāra Idealism*, Delhi: 1975.
6. Suzuki, D. T., *Outlines of Mahāyāna Buddhism*, New York: Schocken.
7. उपाध्याय, भरत सिंह, पालि साहित्य का इतिहास, हिंदी साहित्य सम्मेलन, प्रयाग; 2008।
8. पाण्डेय, गोविन्द चन्द्र। प्रतीत्यसमुत्पाद। वाराणसी: सम्पूर्णानन्द संस्कृत विश्वविद्यालय, 1994।
9. उपाध्याय, बलदेव। बौद्ध दर्शन मीमांसा। वाराणसी: चौखम्बा विद्याभवन, 1990।

Tutorial Activities: Problem-solving exercises


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110 007/Delhi-110007

**DSE 1: (Choose any one)**

BSEC101A: Chinese Language and Buddhism in China

BSEC101B: Tibetan Language and Buddhism in Tibet

DSE 1- BSEC101A: Chinese Language and Buddhism in China

Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 1: BSEC101A: Chinese Language and Buddhism in China	4	3	1		As per admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: #4 Quality Education, #16 Peace, Justice and Strong Institution

Objectives: This course aims at acquainting the students with the following aspects of Chinese and Chinese Buddhist learning:

- To understand the historical development of Chinese language and to have basic knowledge of its structure i.e. syntax and grammar.
- To provide the students insight about the rendering process adopted by the Buddhist missionary monks of Buddhist Sanskrit literature and terminology into Chinese. Selected portion of a Chinese Buddhist text is also taught to highlight the above stated point.
- To make students know about the pre-Buddhist Chinese society, culture, religious practice mainly about Confucianism and Taoism.
- To trace the initial contacts with China by exploring the ancient land and sea routes to China used for the purposes of trade, diplomacy, and religious activities.
- The nature and characteristics of early Buddhism in China

Course Learning Outcomes:

- By learning Confucianism and Taoism, the learners would know that the former was the source of socio-political system of imperial China, while the latter represents the metaphysical system of the Chinese.
- Provide knowledge about the ancient Indian and Chinese geography, contacts, and exchanges in trade, diplomacy and culture.
- After completion of this course the students can utilize the aspects of learning in the course of their further study, research, and as a means of enriching their general knowledge about India and China cultural relations.

विभागाध्यक्ष/Head

बीज अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
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Contents

Unit-I:	Origin and development of Chinese characters, basic knowledge of Modern Chinese.	10 Hours
Unit-II:	Chinese Buddhist Terms (50 terms)	15 Hours
Unit-III:	Pre-Buddhist China: Society, Religious Practices, thought (Confucian and Taoist)	10 Hours
Unit-IV:	Introduction of Buddhism to China: Routes, Literary and Archaeological Sources. Characteristics of Han Buddhism	10 Hours

Suggested Readings

1. Edkins, Joseph. *Chinese Buddhism: A Volume of Sketches, Historical, Descriptive and Critical*. London: Trubner and Co. Ludgate Hill, 1893. (Chapter VI onwards)
2. E. Zürcher, *The Buddhist Conquest of China*, Leiden: 1959.
3. Foreign Language Press, *Elementary Chinese Reader, Vol. 1*, Beijing: 1980.
4. Kenneth, K.S. Ch'en, *Buddhism in China: A Historical Survey*, New Jersey: Princeton University Press, 1964.
5. Lo Ch'ang P'ei, *Indian Influence on the Study of Chinese Phonology*, Sino-Indian Studies, 1, 3: 1944.
6. Mathews, R.H., *Chinese-English Dictionary*, Cambridge, Massachusetts, 1943.
8. Bagchi, P.C. *India and China*, Calcutta: 1981. Soothill & Hodous, *A Dictionary of Chinese Buddhist Terms*, Delhi: 1977.
9. Ray, H.P., *Trade and Trade Routes between India and China*, Kolkata: 2003.
10. W.T. de Berry, *Sources of Chinese Tradition*, New York: 1960.

Tutorial Activities: Problem-solving exercises


 विभागाध्यक्ष/Head
 संस्कृत अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110007/Delhi-110007

**DSE 1- BSEC101B: Tibetan Language and Buddhism in Tibet**

Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 1: BSEC101B: Tibetan Language and Buddhism in Tibet	4	3	1	0	As per admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: #16 Peace, Justice and Strong Institution

Course Objectives: The objective of this paper is to enable students to know about the Tibetan language, to write and read. Make students to understand Buddhism in Tibet and also enable them to pronounce the Tibetan words correctly. Main focus of this paper will be on elementary grammar, composition, and comprehension of passage and translation

Course Learning Outcomes:

Student will able to read, write and understand Tibetan text and its content well, so student can be able to explain it too.

Unit I	General Introduction of Tibetan Language and Grammar	15 Hours
	- Alphabets, Vowels - Suffix, Prefix, Additional Suffix - Compound Letters - Case, Formation of Sentences	
Unit II	Fifty Buddhist Conceptual Terms (Compiled by the Department)	10 Hours
Unit III	General Introduction of Buddhism and Buddhist Literature in Tibet:	10 Hours
	- Pre-Buddhist Religion (Bon) - Early and Later development of Buddhism in Tibet. - Buddhist Literature: Kanjur and Tenjur	
Unit IV	General introduction to four major Buddhist religious traditions in Tibet	10 Hours

[Signature]
 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110007/Delhi-110007



Suggested Readings

1. Tulku Dondub, *bod skad slob deb (Tibbati Pathmala)*, Sarnath: CIHTS, 1976.
2. Csoma de Koros, *A Grammar of the Tibetan Language*, Calcutta: 1834.
3. Jaschke, H.A., *Tibetan Grammar*, New York: 1974.
4. Anrup, A., *Sambhota Vyakarana*, Keylong: Bhot Sahitya Prakashan, 1964.
5. Tharchin, G., *The Tibetan Grammar*, Part I, Kalimpong: 1960.
6. Bell, C.A., *Grammar of Colloquial Tibetan*, Alipore: 1939.
7. Tashi, A Basic Grammar of Modern Spoken Tibetan, Dharamshala: 1994.
8. Waddell, D. *The Buddhism of Tibet*, W. Heffer & Sons Ltd. Cambridge, 1985

Tutorial Activities: Problem-solving exercises


विभागाध्यक्ष/Head

बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007



DSE 2: Choose any one of the following in which they do not want specialization.

BSEC102A: Introduction to Pāli Literature.

BSEC102B: Origin and Development of Mahāyāna Buddhism

BSEC102C: Royal patronage of Indian Buddhism

BSEC102D: Philosophy of Early Indian Buddhist Sects.

BSEC102E: Devotion in Chinese Buddhism.

BSEC102F: Introduction on Buddhism and Buddhist Art in Tibet.

DSE 2: BSEC102A: Introduction to Pāli Literature

Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 2: BSEC102A: Introduction to Pāli Literature.	4	3	1	0	As per admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: # SDG 4, Quality Education and #5 Gender Equality

Objectives: This course aims at providing students with a comprehensive introduction to Pāli Tipiṭaka, its commentaries, and sub-commentaries

Course Learning Outcomes:

At the end of the course, a student should be able to demonstrate a clear understanding of Pāli literature and be able to locate Pāli texts within the broader framework of Theravādin Buddhist literature

Contents

Unit-I:	Salient Features of Pāli Literature.	15 Hours
	- Linguistic Position of Pāli among Indo-Aryan Languages - Classification of Pāli Literature: Piṭaka, Navāṅga, rasa. - Dhammapada: Yamaka Vaggo - Therīgāthā: Introduction	
Unit-II:	Modes of the Preservation of Canonical Literature	10 Hours
	- The First and Second Council: Classification as Dhamma Vinaya - Threefold Classification (Tipiṭaka): The Third Council - Saṅgāyana in Sri Lanka: The Fourth Council - Saṅgāyana in Myanmar: The Fifth and Sixth council at Mandalay and Yangon.	

विभागाध्यक्ष/Head

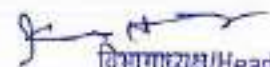


Unit-III:	Development of Commentarial Exposition	10 Hours
	• Buddhaghosa and his Commentaries • Dhammapāla and his commentaries • Buddhaddatta and his commentaries • Jātaka Aṭṭhakathā: Nakkhata Jātaka	
Unit-IV:	Biography of the Buddha on the basis of Pāli Literature	10 Hours
	• Nidānakathā: A General Introduction • Mahāparinibbāna Sutta • Ariyapariyesana Sutta (Majjhima Nikāya) • Vinaya Piṭaka: Mahāvagga- Brahmavagga Kathā and Pañcavaggiya Kathā	

Suggested Readings

1. Aung S.Z. & C.A.F. Rhys Davids, *Compendium of Abhidhamma Philosophy*, Pali Text Society, London, U.K. 1956
2. Bapat, P.V. ed., *2500 Years of Buddhism*, Publication Division, New Delhi, 1964.
3. Barua, Dipak Kumar, *An Analytical Study of Four Nikāyas*, Rabindra Bharati University, Calcutta, 1971.
4. Basu, R.N., *A Critical Study of the Milinda-Pañha*, Firma KLM, Calcutta, 1978.
5. Conze, Edward (ed.), *Buddhist Texts Through the Ages*, Munshiram Manoharlal Publishers Pvt. Ltd., New Delhi, 1992.
6. Conze, Edward, *Buddhist Thought in India: Three Phases of Buddhist Philosophy*, George Allen & Unwin Ltd., London, 1962.
7. Davids, C.A.S. Rhys, *The Sacred Book of the East (The Question of King Milinda)*, vols. 34 & 35, Motilal Banarsidass, Delhi, 1982.
8. Davids, T.W., *Indian Buddhism*, Motilal Banarsidass Publishers, Delhi, 1993.
9. Kern, H., *A Manual of Buddhism*, Karl J. Trübner, Strassburg, 1896.
10. Mahathera, Narada, *The Buddha and His Teachings*, Vajirama, Colombo, 1980.
11. Morgan Kenneth W., *The Path of the Buddha*, Ronald Press Company, New York, 1956.
12. Piyadassi, Thera, *Buddha's Ancient Path*, Buddhist Publication Society, Kandy, 1979.
13. Kumar, Prof. Bimalendra, *Gandhavamsa (History of Pali Literature)*, Eastern Book Linkers, Delhi, 1992.
14. Hazra, K. L., *Pali Language and Literature (2 Vol.)*, D.K. Printworld, New Delhi: 1998.
15. Singh, Siddhartha (ed. & trans.), *Jinacarita*, Pilgrims Publication, Varanasi: 2007.
16. उपाध्याय, भरत सिंह, पालि साहित्य का इतिहास, हिंदी साहित्य सम्मेलन, प्रयाग: 2008
17. जातक, भदन्त आनन्द कौसल्यायन, हिंदी साहित्य सम्मेलन, प्रयाग, 1985
18. निदानकथा, महेश तिवारी, चौखम्बा विद्याभवन, वाराणसी, 1970
19. सुत्त-सार, सत्येन्द्र नाथ टंडन, विपश्यना विशोधन विन्यास, इरातपुरी, 2001

Tutorial Activities: Problem-solving exercises


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110 007/Delhi-110007



DSE 2: BSEC102B: Origin and Development of Mahāyāna Buddhism

Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 2: BSEC102B: Origin and Development of Mahāyāna Buddhism	4	3	1	0	As per admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: # SDG 4, Quality Education, ##10 Reduced Inequalities,

Objectives: This course aims at providing students with a basic understanding of the origin and development of Mahāyāna Buddhism.

Course Learning Outcomes:

At the end of the course, a student should be able to demonstrate a clear understanding of the origin and development of Mahāyāna Buddhism.

Contents

Unit-I:	General Introduction to Mahāyāna Buddhism	10 Hours
	• Meaning and Nature of Mahāyāna • Rise of Mahāyāna Buddhism • Bodhisattva Ideal • Concept of Buddhahood • Śūnyatā and Bodhicitta • Trikāya Theory • Six Pāramitās • Major Mahāyāna Schools	
Unit-II:	Origin and Growth of Mahāyāna Buddhism in India	10 Hours
	• Causes for the Rise of Mahāyāna • Madhyamaka and Yogācāra Schools	
Unit-III:	Survey of Mahāyāna Buddhist Literature & Philosophy	15 Hours
	• Mahāyāna Sūtra Literature • Prajñāpāramitā Literature • Tathāgatagarbha Doctrine • Contribution of: 1. Nāgārjuna 2. Asaṅga 3. Vasubandhu	
Unit-IV:	Salient Features of Mahāyāna Buddhism in China, Japan, and Korea	10 Hours
	• Spread of Mahāyāna in East Asia • Chinese Buddhist Traditions	


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110007/Delhi-110007



- Zen Buddhism in Japan
- Korean Buddhist Traditions etc.

Suggested Readings

1. Hazime Nakamura, *Indian Buddhism*, M.L.B.D., Delhi, 1989.
2. Winternitz M., *History of Indian Literature*, 2 vols., Reprint – New Delhi 1968
3. Pandey, G.C., *Studies in the Origins of Buddhism*, Delhi: Motilal Banarsidas: 1974.
4. Nariman J.K., *A Literature History of Sanskrit Buddhism*, Reprint, Delhi-1974.
5. Mitra D.L., *A History of Nepalese Buddhist Sanskrit Literature*, Kolkata 1973.
6. Narendra Deva, *Bauddha Dharma and Darsana*, Bihar Rashtriya Bhasa Parisad, Patna, Second Edition 2000.
7. Garroriski, *Studies about the Sanskrit Buddhist Literature*, Delhi 1967.
8. Keith, A.B., *History of Sanskrit Literature*, O.U.P., 1953
9. Sankrityayan Rahula, *Sanskrit Kavyadhārā*, Kitab Mahal, Delhi 1959.
10. Kalhupahna David J., *A History of Buddhist Philosophy*, Delhi: Motilal Banarsidass, reprint, 2006.
11. Joshi L.M., *Studies in the Buddhist Culture of India*, M.L.B.D., Delhi: 1982.
12. देव, नरेन्द्र। बौद्ध धर्म-दर्शन। वाराणसी: मोतीलाल बनारसीदास, 1999।
13. सांकृत्यायन, राहुला। बौद्ध दर्शन। इलाहाबाद: किताब महल, 2008।
14. उपाध्याय, भरत सिंह। संस्कृत बौद्ध साहित्य का इतिहास। प्रयागराज: हिंदी साहित्य सम्मेलन, 1968।
15. उपाध्याय, भरत सिंह। बौद्ध दर्शन एवं अन्य भारतीय दर्शन। वाराणसी: मोतीलाल बनारसीदास, 2017।
16. पाण्डेय, गोविन्द चन्द्र। प्रतीत्यसमुत्पाद। वाराणसी: सम्पूर्णानन्द संस्कृत विश्वविद्यालय, 1994।
17. उपाध्याय, बलदेव। बौद्ध दर्शन मीमांसा। वाराणसी: चौखम्बा विद्याभवन, 1990।
18. त्रिपाठी, रामशंकर। बौद्ध दर्शन प्रस्थान। सारनाथ, वाराणसी: केंद्रीय तिब्बती उच्च अध्ययन संस्थान, 2015।
19. उपाध्याय, भरत सिंह, पालि साहित्य का इतिहास, हिंदी साहित्य सम्मेलन, प्रयाग: 2008।

Tutorial Activities: Problem-solving exercises


विभागाध्यक्ष/Head

बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110 0 07/Delhi-110007



DSE 2: BSEC102C: Royal Patronage of Indian Buddhism

Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 2: BSEC102C: Royal patronage of Indian Buddhism	4	3	1	0	As per admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: #4 Quality Education

Objectives: By the end of this course, students will:

- Understand the historical and cultural contexts of royal patronage in Indian Buddhism.
- Analyze the role of different dynasties and rulers in promoting Buddhist philosophy and institutions.
- Explore architectural, literary, and artistic developments due to royal support.
- Critically evaluate primary and secondary sources related to patronage.

Course Learning Outcomes:

By the end of this course, students will be able to:

- **Analyze Historical Contexts:** Evaluate the socio-political environments that shaped royal engagement with Buddhism across time.
- **Interpret Patronage as Strategy:** Assess how rulers used Buddhist patronage to legitimize rule, build cultural capital, and unify territories.
- **Compare Dynastic Contributions:** Contrast the role and impact of different dynasties—Mauryan, Kushana, Gupta, and regional powers—in shaping Buddhist institutions.
- **Critically Engage with Sources:** Interpret primary texts (e.g. inscriptions, edicts, archaeological evidence) and secondary literature to develop arguments about patronage.
- **Understand Art, Architecture & Education:** Examine how royal sponsorship influenced Buddhist architecture, visual art, and monastic education (e.g. Nalanda, Vikramashila).
- **Debate Decline and Transformation:** Articulate causes behind the decline of royal patronage and Buddhism's transformation in later periods, including revival movements.
- **Conduct Independent Research:** Demonstrate mastery by producing well-argued, original scholarship on themes of political theology, statecraft, and religious diplomacy in Buddhist contexts.


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110 007/Delhi-110007



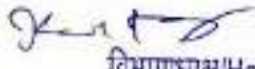
Contents

Unit-I:	Introduction to Buddhism in India	10 Hours
	• Survey of the source material: Indigenous (archaeological, and literary) and foreign. • Origins and teachings of Buddhism	
Unit-II:	Concept of Patronage in Indian Historical Traditions	10 Hours
	• Meaning of patronage • Concept of patronage • Religious, political, and cultural dimensions • Royal patronage in Pre-Mauryan period	
Unit-III:	Mauryan Dynasty	15 Hours
	• Ashoka's Dhamma • Third Buddhist Council • Expansion of Buddhism • Edicts and stupas: tools of patronage	
Unit-IV:	Kushana Dynasty	10 Hours
	• Kanishka's role in the spread of Mahayana Buddhism • The Fourth Buddhist Council • Gandhara art and its royal sponsorship	

Suggested readings

1. Hazra, K. I, Royal Patronage of Buddhism in Ancient India, Buddhist world press 2012
2. Nakamura, H, Indian Buddhism; A survey with Bibliographical notes, reprint, Delhi, 1989
3. Lamotte, E, History of Indian Buddhism, Louvain; Peters pub, 1988
4. Wadkar, A. K., Indian Buddhism, fourth edition, Delhi; Motilal Banarsidass, 2017
5. Bapat, P.V. 2500 years of Buddhism, New Delhi; Govt. of India.
6. Pandey G C, History of origin of Buddhism; Lucknow; 1976
7. Pandey, G.C Studies of origins of Buddhism, Delhi; Motilal Banarsidass, 1974
8. Mitra, D; Buddhist Monuments Calcutta; Orient book distributors, 1971
9. पाण्डेय, गोविन्द चन्द्र. बौद्ध धर्म के विकास का इतिहास, लखनऊ: हिन्दी समिति, 1976।
10. उपाध्याय, बलदेव. बौद्ध दर्शन-मीमांसा, वाराणसी: चौखम्बा विद्याभवन, 2002।

Tutorial Activities: Problem-solving exercises


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110007/Delhi-110007



DSE 2: BSEC102D: Philosophy of Early Indian Buddhist Sects

Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 2: BSEC102D: Philosophy of Early Indian Buddhist Sects	4	3	1	0	As per admission criteria	Nil

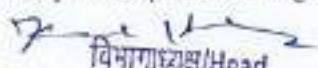
This paper is aligned with Sustainability Development Goals 2030: 16 Peace Justice and Strong Institution

- Course Objectives:**
- To understand the fundamental teachings of Buddhism
 - To examine the causes and historical circumstances that led to the emergence of various Buddhist sects and schools in India.
 - To analyze the philosophical doctrines and distinctive features of the major early Buddhist traditions, including Sthaviravāda, Mahāsāṃghika, and Sarvāstivāda.
 - To evaluate the origin and development and philosophy of Theravāda Buddhism, especially Vaibhāṣika and Sautrāntika
 - To evaluate the origin, development, and philosophical contributions of Mahāyāna Buddhism, particularly the Mādhyamika and Yogācāra traditions.
 - To develop a critical understanding of key Buddhist philosophical concepts such as the Bodhisattva ideal, Śūnyatā, and Vijñaptimātratā (Consciousness-only theory).

Course Learning Outcomes:

Upon successful completion of the course, students will be able to:

- Describe fundamental Buddhist teachings.
- Explain the historical development of early Buddhist sects and identify the factors responsible for their emergence.
- Compare and contrast the philosophical doctrines and distinctive characteristics of the Sthaviravāda, Mahāsāṃghika
- Analyze the philosophy of Theravāda Buddhism and critically examine the philosophical contributions of the Vaibhāṣika and Sautrāntika.
- Evaluate the origin and evolution of Mahāyāna Buddhism and critically examine the philosophical contributions of the Mādhyamika and Yogācāra schools.
- Interpret and apply key Mahāyāna concepts, including the Bodhisattva ideal, Śūnyatā, and Consciousness-only theory, in understanding Buddhist philosophical thought.


 विभागाध्यक्ष/Head
 वेद अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110007/Delhi-110007



Contents

Unit-I:	Foundation of Buddhist Philosophy	10 Hours
	• Fundamental Teachings of the Buddha	
Unit-II:	Early Buddhist sects and their Philosophy	10 Hours
	• Sthaviravāda	
	• Mahāsāṃghika	
Unit-III:	Theravāda Buddhist Philosophy:	15 Hours
	• Origin and Development of Theravāda Buddhism: Vaibhāṣika and Sautrāntika	
	• Key Concepts: Arhat, Four Noble Truth, Tilakkhaṇa	
Unit-IV:	Mahāyāna Philosophy	10 Hours
	• Origin and Development of Mahāyāna Buddhism: Mādhyamika and Yogācāra	
	• Key Concepts: Bodhisattva Ideal, Sunyata, Consciousness-only theory.	

Suggested Readings

1. K. Warder. *Indian Buddhism*. 3rd ed. Delhi: Motilal Banarsidass, 2004.
2. Nalinaksha Dutt. *Buddhist Sects in India*. New Delhi: Motilal Banarsidass, 1978.
3. Paul Williams. *Buddhist Thought: A Complete Introduction to the Indian Tradition*. 2nd ed. London: Routledge, 2012.
4. Paul Williams. *Mahayana Buddhism: The Doctrinal Foundations*. 2nd ed. London: Routledge, 2009.
5. Peter Harvey. *An Introduction to Buddhism: Teachings, History and Practices*. 2nd ed. Cambridge: Cambridge University Press, 2013.
6. Rupert Gethin. *The Foundations of Buddhism*. Oxford: Oxford University Press, 1998.
7. उपाध्याय, जगन्नाथ. *बौद्ध दर्शन की भूमिका*. वाराणसी: चौखम्बा भारती अकादमी. 2011.
8. देव, नरेन्द्र. *आचार्य. बौद्ध धर्म-दर्शन*. दिल्ली: मोतीलाल बनारसीदास. 2015.
9. द्विवेदी, जानकी प्रसाद. *बौद्ध तन्त्र वाङ्मय*. वाराणसी: केन्द्रीय उच्च तिब्बती शिक्षा संस्थान. 2005.
10. मिश्र, हरेन्द्र प्रसाद. *भारतीय दर्शन की रूपरेखा*. दिल्ली: मोतीलाल बनारसीदास. 2011.
11. सांकृत्यायन, राहुल. *बौद्ध दर्शन*. इलाहाबाद: किताब महल. 2014.
12. सिंह, बलदेव. *बौद्ध सिद्धान्त और दर्शन*. दिल्ली: ईस्टर्न बुक लिंक्स. 2009.

Tutorial Activities: Problem-solving exercises


दिभागाध्यक्ष/Head

बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110 007/Delhi-110007



DSE 2: BSEC102E: Devotion in Chinese Buddhism

Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 2: BSEC102E: Devotion in Chinese Buddhism	4	3	1	0	As per admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: SDG 16 Peace Justice and Strong Institution

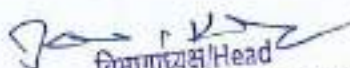
Objectives: This course introduces major religions of China through exploring myths and legends; rites, rituals, and festivals; and contemporary popular culture. Particular attention will be paid to the complexities and contingencies in shifting categories such as “religion” and “culture” in China. In sum, we will work with translated primary sources, scholarly surveys and analyses, and literary and artistic pieces. The goal is to provide close reading, critical thinking, and effective communication. There are no formal prerequisites, although some prior knowledge of Chinese history and / or religion will be helpful. No knowledge of the Chinese language is required.

Course Learning Outcomes:

- Identify, analyze, explain, and appraise the key doctrines of Chinese Buddhism.
- Discover the Buddhist perspective on the individual and the world.
- Through understanding the realities of life and living, develop a positive, activist and compassionate attitude towards oneself and one's dealings with the world.

Contents:

Unit-I:	Introduction and Development of Buddhism in China.	15 Hours
Unit-II:	Concept of Bodhisattva: Maitreya, Avalokiteśvara, Mañjuśrī, Samantabhadra, and Kṣitigarbha. Four great Bodhisattvas and the pilgrimage to their abodes	10 Hours
Unit-III:	Expression of Buddhist Devotion in Chinese Society: charitable activities, Buddhist festivals, Buddhist societies, vegetarian feasts.	10 Hours
Unit-IV:	Concept of Buddha: Śākyamuni, Amitābha, Mahāvairocana, and Bhaiṣajyaguru.	10 Hours


 विभागाध्यक्ष/Head
 संस्कृत अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110 007/Delhi-110007



Suggested Readings

1. Naquin, Susan; Yu, Chun-Fang (Ed.), *Pilgrims and sacred sites in China*, Berkeley, CA: University of California Press, 1992.
2. Taigen Dan Leighton, *Faces of Compassion. Classic Bodhisattva Archetypes and Their Modern Expression*, Boston: Wisdom Publications, 2003.
3. Van Oort, H. A. *The Iconography of Chinese Buddhism in traditional China*. Pt. 1. Iconography of Religions Series, XII-5. Kinderhook, NY: E. J. Brill U. S. A., Incorporated, 1986.
4. Welch, Holmes H. *Practice of Chinese Buddhism, 1900-1950*. Cambridge, MA: Harvard University Press, 1967.
5. Williams. Paul. *Mahayana Buddhism: The Doctrinal Foundations*, London and New York: Routledge, 1989.
6. Yhu, Chun-fang. *Kuan-Yin: The Chinese Transformation of Avalokiteśvara*. New York: Columbia University Press, 2000.
7. Yoshinori, Takeuchi. *Buddhist Spirituality, Vol. I*. Delhi: Motilal Banarsidass Publishers, 2003.
8. Śāntideva. *The Bodhicaryāvatāra of Śāntideva: Entering the Path of Enlightenment*. Translated by Marion L. Matics. Delhi: Motilal Banarsidass Publishers, 1970.

Tutorial Activities: Problem-solving exercises


विभागाध्यक्ष/Head
बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110 007/Delhi-110007

**DSE 2: BSEC102F: Introduction on Buddhism and Buddhist Art in Tibet.**

Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 2: BSEC102F: Introduction on Buddhism and Buddhist Art in Tibet.	4	3	1	0	As per admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: 4, Quality Education

Course Objectives: The objective of this paper is to provide students with elementary knowledge about origin and development of religious systems in Tibet, together with contribution of selected Indian Buddhist masters. It also shed light on the art and culture that is influenced by Buddhism in Tibet.

Course Outcomes

Student will have fair understanding about the Bon, Buddhist culture and Indian connectivity with Buddhist art and literature.

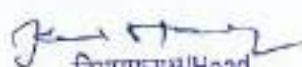
Contents

Unit-I:	Historical background and Introduction and Development of Buddhism in Tibet.	15 Hours
Unit-II:	Introduction to the Buddhist Literature (Kanjur and Tenjur) in Tibet.	10 Hours
Unit-III:	The Prominent Figure: Shantarakshita, Padmasambhava, Atisa Dipankara toward the development of Buddhism in Tibet.	10 Hours
Unit-IV:	Buddhists Art in Tibet. a. Stylistic trend of Tibetan art. b. Painting, Sculpture, Architecture and Stupa. c. Eight Auspicious Symbols, Mandala.	10 Hours

Suggested Readings

1. Pal, P. *The art of Tibet*, The Asia Society, New York, 1969
2. Pal, P. *Art of the Himalayas*, Hudson Hills Press, New York, 1996
3. Waddell, D. *The Buddhism of Tibet*, W. Heffer & Sons Ltd. Cambridge, 1985.

Tutorial Activities: Problem-solving exercises


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110 007/Delhi-110037



GE 1 COURSE (choose any one):

- BSGE 101A: Introduction to Pāli Literature
 BSGE 101B: Origin and Development of Mahāyāna Buddhism
 BSGE 101C: Buddhist Education and Educational Centres
 BSGE 101D: Buddhist Schools and Philosophical Thoughts
 BSGE 101E: Establishment of Buddhism in China
 BSGE 101F: Buddhist Tourism in Himalayan Region

DSE 2: BSEC102A: Introduction to Pali Literature						
Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 2: BSEC102A: Introduction to Pāli Literature.	4	3	1	0	As per admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: # SDG 4, Quality Education and #5 Gender Equality

Objectives: This course aims at providing students with a comprehensive introduction to Pāli Tipiṭaka, its commentaries, and sub-commentaries

Course Learning Outcomes:

At the end of the course, a student should be able to demonstrate a clear understanding of Pāli literature and be able to locate Pāli texts within the broader framework of Theravādin Buddhist literature

Contents

Unit-I:	Salient Features of Pāli Literature.	15 Hours
	- Linguistic Position of Pāli among Indo-Aryan Languages - Classification of Pāli Literature: Piṭaka, Navāṅga, rasa. - Dhammapada: Yamaka Vaggo - Therīgāthā: Introduction	
Unit-II:	Modes of the Preservation of Canonical Literature	10 Hours
	- The First and Second Council: Classification as Dhamma Vinaya - Threefold Classification (Tipiṭaka): The Third Council - Saṅgāyana in Sri Lanka: The Fourth Council - Saṅgāyana in Myanmar: The Fifth and Sixth council at Mandalay and Yangon.	

विभागाध्यक्ष/Head

बौद्ध अध्ययन विभाग/Department of Buddhist Studies
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Unit-III:	Development of Commentarial Exposition	10 Hours
	• Buddhaghosa and his Commentaries • Dhammapāla and his commentaries • Buddhaddatta and his commentaries • Jātaka Aṭṭhakathā: Nakkhata Jātaka	
Unit-IV:	Biography of the Buddha on the basis of Pāli Literature	10 Hours
	• Nidānakathā: A General Introduction • Mahāparinibbāna Sutta • Ariyapariyesana Sutta (Majjhima Nikāya) • Vinaya Piṭaka: Mahāvagga- Brahmajāla Sutta and Pañcavaggiya Kathā	

Suggested Readings

1. Aung S.Z. & C.A.F. Rhys Davids, *Compendium of Abhidhamma Philosophy*, Pali Text Society, London, U.K. 1956
2. Bapat, P.V. ed., *2500 Years of Buddhism*, Publication Division, New Delhi, 1964.
3. Barua, Dipak Kumar, *An Analytical Study of Four Nikāyas*, Rabindra Bharati University, Calcutta, 1971.
4. Basu, R.N., *A Critical Study of the Milinda-Pañha*, Firma KLM, Calcutta, 1978.
5. Conze, Edward (ed.), *Buddhist Texts Through the Ages*, Munshiram Manoharlal Publishers Pvt. Ltd., New Delhi, 1992.
6. Conze, Edward, *Buddhist Thought in India: Three Phases of Buddhist Philosophy*, George Allen & Unwin Ltd., London, 1962.
7. Davids, C.A.S. Rhys, *The Sacred Book of the East* (The Question of King Milinda), vols. 34 & 35, Motilal Banarsidass, Delhi, 1982.
8. Davids, T.W., *Indian Buddhism*, Motilal Banarsidass Publishers, Delhi, 1993.
9. Kern, H., *A Manual of Buddhism*, Karl J. Trübner, Strasburg, 1896.
10. Mahathera, Narada, *The Buddha and His Teachings*, Vajirama, Colombo, 1980.
11. Morgan Kenneth W., *The Path of the Buddha*, Ronald Press Company, New York, 1956.
12. Piyadassi, Thera, *Buddha's Ancient Path*, Buddhist Publication Society, Kandy, 1979.
13. Kumar, Prof. Bimalendra, *Gandhavamsa (History of Pali Literature)*, Eastern Book Linkers, Delhi, 1992.
14. Hazra, K. L., *Pali Language and Literature* (2 Vol.), D.K. Printworld, New Delhi: 1998.
15. Singh, Siddhartha (ed. & trans.), *Jinacarita*, Pilgrims Publication, Varanasi: 2007.
16. उपाध्याय, भरत सिंह, पालि साहित्य का इतिहास, हिंदी साहित्य सम्मेलन, प्रयाग: 2008
17. जातक, भदन्त आनन्द कौसल्याधन, हिंदी साहित्य सम्मेलन, प्रयाग, 1985
18. निदानकथा, महेश तिवारी, चौखम्बा विद्याभवन, वाराणसी, 1970
19. सुत्त-सार, सत्येन्द्र नाथ टंडन, विपश्यना विशोधन विन्यास, इरातपुरी, 2001

Tutorial Activities: Problem-solving exercises


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110 007/Delhi-110007

**GE 1: BSGE101B: Origin and Development of Mahāyāna Buddhism**

Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial	Practical		
GE 1: BSGE101B: Origin and Development of Mahāyāna Buddhism	4	3	1	0	As per admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: 10 Reduced Inequalities

Course Objectives: This course aims at providing students with a basic understanding of the origin and development of Mahāyāna Buddhism.

Course Learning Outcomes:

At the end of the course, a student should be able to demonstrate a clear understanding of the origin and development of Mahāyāna Buddhism.

Contents

Unit-I: General Introduction to Mahāyāna Buddhism	10 Hours
• Meaning and Definition of Mahāyāna • Historical Background of Mahāyāna • Basic Teachings of Mahāyāna Buddhism • Concept of Bodhisattva and Buddhahood	
Unit-II: Origin and Growth of Mahāyāna Buddhism in India	10 Hours
• Causes for the Rise of Mahāyāna • Early Mahāyāna Schools and Traditions • Contribution of Nāgārjuna, Asaṅga, and Vasubandhu • Spread of Mahāyāna in Different Regions of India	
Unit-III: Survey of Mahāyāna Buddhist Literature & Philosophy	10 Hours
• Introduction to Prajñāpāramitā Literature • Saddharmapuṇḍarīka Sūtra and Laṅkāvatāra Sūtra • Madhyamaka Philosophy • Yogācāra / Vijñānavāda Philosophy • Concept of Śūnyatā and Trikāya	
Unit-IV: Salient Features of Mahāyāna Buddhism in China, Japan, and Korea	15 Hours
• Introduction to Chinese Mahāyāna Traditions • Development of Zen/Chan Buddhism • Pure Land Tradition in East Asia • Mahāyāna Buddhism in Japan and Korea • Cultural and Social Impact of Mahāyāna Buddhism in East Asia	



Suggested Readings

1. Hazime Nakamura, *Indian Buddhism*, M.L.B.D., Delhi, 1989.
2. Winternitz M., *History of Indian Literature*, 2 vols., Reprint – New Delhi 1968
3. Pandey, G.C., *Studies in the Origins of Buddhism*, Delhi: Motilal Banarsidas: 1974.
4. Nariman J.K., *A Literature History of Sanskrit Buddhism*, Reprint, Delhi-1974.
5. Mitra D.L., *A History of Nepalese Buddhist Sanskrit Literature*, Kolkata 1973.
6. Narendra Deva, *Bauddha Dharma and Darsana*, Bihar Rashtriya Bhasa Parisad, Patna, Second Edition 2000.
7. Garroriski, *Studies about the Sanskrit Buddhist Literature*, Delhi 1967.
8. Keith, A.B., *History of Sanskrit Literature*, O.U.P., 1953
9. Sankrityayan Rahula, *Sanskrit Kavyadhārā*, Kitab Mahal, Delhi 1959.
10. Kalhupahna David J., *A History of Buddhist Philosophy*, Delhi: Motilal Banarsidass, reprint, 2006.
11. Joshi L.M., *Studies in the Buddhist Culture of India*, M.L.B.D., Delhi: 1982.
12. देव, नरेन्द्र. बौद्ध धर्म दर्शन. पटना: बिहार राष्ट्रभाषा परिषद्, 1984।
13. पाण्डेय, गोविन्द चन्द्र. बौद्ध धर्म के विकास का इतिहास. लखनऊ: हिन्दी समिति, 1976।
14. उपाध्याय, भरत सिंह. बौद्ध दर्शन तथा अन्य भारतीय दर्शन. वाराणसी: चौखम्बा विद्याभवन, 1996।
15. सांकृत्यायन, राहुल. महायान बौद्ध दर्शन. दिल्ली: मोतीलाल बनारसीदास, 1993।
16. सांकृत्यायन, राहुल. विज्ञानवाद. वाराणसी: सारनाथ प्रकाशन, 1994।
17. सांकृत्यायन, राहुल. माध्यमिक दर्शन. वाराणसी: सारनाथ प्रकाशन, 1995।
18. उपाध्याय, बलदेव. बौद्ध दर्शन-मीमांसा. वाराणसी: चौखम्बा विद्याभवन, 2002।

Tutorial Activities: Problem-solving exercises


विभागाध्यक्ष/Head
बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110 007/Delhi-110037



GE 1: BSGE 101C: Buddhist Education and Educational Centres

Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial	Practical		
GE 1: BSGE 101C: Buddhist Education and Educational Centres	4	3	1	0	As per admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: 4, Quality Education and 5 Gender Equality

- Objectives:**
- Understand the principles and pedagogical philosophies of Buddhist education.
 - Explore historical and contemporary Buddhist educational centres.
 - Analyze the impact of Buddhism on modern educational systems and ethical instruction.
 - Examine the relevance of Buddhist education in multicultural and secular contexts.

Course Learning Outcomes:

By the end of this course, students will be able to:

- Analyze the historical development of ancient Buddhist universities like Nalanda and Vikramashila.
- Assess techniques such as debate, memorization, meditation, and experiential learning in Buddhist education.
- Identify how Buddhist education is practiced in modern institutions and integrated into secular schools.
- Appraise current challenges and innovations in preserving Buddhist educational heritage.
- Evaluate the socio-cultural significance of key monastic and regional centres of learning in Asia.

Contents

Unit-I:	Historical Evolution of Buddhist Education	10 Hours
	• origin & development of Buddhist Education • Concept of Buddhist Education • Role of Vihar and Mahavihar as a Center of Buddhist Education	
Unit-II:	Conceptual Foundations of Buddhist Education	15 Hours
	• Education as cultivation of wisdom (Prajñā) and ethical conduct (Śīla) • Role of Uppajaya and Aceariya for the growth of Education. • Monastic Discipline or role of Vinay as the foundation of	



Buddhist Education

- Buddhist epistemology and its implications for teaching and learning
- Pedagogy of self-awareness, detachment, and compassion

Unit-III:	Buddhist teaching methodology	10 Hours
	• Teaching methods • Student life, and curriculum	
Unit-IV:	The Rise of Monastic Universities in Ancient India	10 Hours
	• Rise and historical development of Buddhist centers • Nalanda • Vikramashila • Odantapuri	

Suggested Readings

1. Rahula Walpola, *What the Buddha Taught* reprint Oxford London 2007
2. Dutta, S, Buddhist monks and Monestries of India, 3rd edition, Delhi, Motilal Banarsidass, 2015
3. Schopen, Gregory, Bone, Stone and Buddhist Monks; Collected papers on the Archaeology, Epigraphy and texts of monastic Buddhism in India, Honolulu, Hawai University press 1997
4. Shasri Hiranand, Nalanda and its epigraphy material, Swati Pub.1991
5. Ghosha A, A guide to Nalanda, Delhi; Manegar of Publications 1939
6. Altekar A S; Education in ancient India, second edition, Banaras educational publisher 1944
7. Herar.R.H, The royal patronage of Nalanda, Genral of Bihar and Orrisa, research society, part 1, vol XIV,1928
8. Hartmut Scharfe, Education in ancient India, publisher Leiden, Boston; brill,2002
9. Horner. I. B, The book of Discipline, Vol. 6, London PTS,1982-86
10. Thanissaro Bhikkhu, Buddhist Monastic Code, Vol 1 & 2, 2009

Tutorial Activities: Problem-solving exercises


विभागाध्यक्ष/Head

बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय, University of Delhi
दिल्ली-110007/Delhi-110007



GE 1: BSGE 101D: Buddhist Schools and Philosophical Thoughts

Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial	Practical		
GE 1: BSGE 101D: Buddhist Schools and Philosophical Thoughts	4	3	1	0	As per admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: SDG 10 Reduced Inequalities

Objectives

This course introduces students to the major schools and systems of Buddhist philosophy with special reference to their metaphysical and epistemological ideas. The course is designed for interdisciplinary learners at the postgraduate level.

Course Learning Outcomes

After completing this course, students will be able to:

- Identify major schools of Buddhist philosophy.
- Understand the philosophical foundations of Madhyamaka and Yogācāra.
- Explain basic concepts of Buddhist epistemology and logic.
- Develop analytical understanding of Buddhist philosophical traditions.

Contents

Unit-I: Early Buddhist Schools	10 Hours
- Sthaviravāda - Sarvāstivāda - Vaibhāṣika - Sautrāntika	
Unit-II: Madhyamaka Philosophy	10 Hours
- Nāgārjuna and Śūnyatā - Catuṣkoṭi - Two Truths Theory - Dependent Origination in Madhyamaka	
Unit-III: Yogācāra Philosophy	15 Hours
- Vijñaptimātratā - Ālayavijñāna - Trisvabhāva Theory - Yogācāra Idealism	
Unit-IV: Buddhist Epistemology and Logic	10 Hours
- Dignāga and Dharmakīrti - Pramāṇa Theory - Perception (Pratyakṣa) - Inference (Anumāna)	

[Signature]
विभागाध्यक्ष/Head

बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007

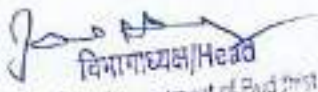


• Apoha Theory

Suggested Readings:

1. Murti, T. R. V. The Central Philosophy of Buddhism. London: George Allen & Unwin, 1955.
2. Chatterjee, Ashok Kumar. The Yogācāra Idealism. Delhi: Motilal Banarsidass, 1999.
3. Stcherbatsky, Th. Buddhist Logic. New York: Dover Publications, 1962.
4. Dasgupta, Surendranath. A History of Indian Philosophy, Vol. I. Cambridge: Cambridge University Press, 1922.
5. Kalupahana, David J. A History of Buddhist Philosophy. Delhi: Motilal Banarsidass, 1994.
6. सांख्यवाचस्पत्य, राहुता दर्शन-दिग्दर्शन। नई दिल्ली: किताब महल, 2007।
7. कश्यप, जगदीश। बौद्ध दर्शन की रूपरेखा। सारनाथ: केंद्रीय उच्च तत्वज्ञान शिक्षा संस्थान, 1972।
8. उपाध्याय, भरत सिंह। बौद्ध दर्शन तथा अन्य भारतीय दर्शन। वाराणसी: मोतीलाल बनारसीदास, 2017।
9. उपाध्याय, बलदेव। बौद्ध धर्म और दर्शन। वाराणसी: चौखम्बा विद्याभवन, 1978।

Tutorial Activities: Problem-solving exercises


विभागाध्यक्ष/Head
बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007



GE 1: BSGE 101E: Establishment of Buddhism in China

Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial	Practical		
GE 1: BSGE101E: Establishment of Buddhism in China	4	3	1	0	As per admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: SDG 10 Reduced Inequalities

Course Objectives

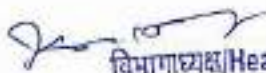
The course aims:

1. To introduce students to the historical background of the transmission of Buddhism from India to China.
2. To examine the role of the Fourth Buddhist Council in the expansion of Buddhism beyond India.
3. To understand the religious and philosophical traditions of pre-Buddhist China, particularly Confucianism and Taoism.
4. To analyse the various routes through which Buddhism spread to China.
5. To familiarize students with literary and archaeological sources related to Chinese Buddhism.
6. To develop an understanding of the cultural exchanges between India, Central Asia, and China.

Learning Outcomes

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

1. Explain the historical circumstances surrounding the introduction of Buddhism into China.
2. Discuss the significance of the Fourth Buddhist Council in the spread of Buddhism.
3. Evaluate the religious and philosophical conditions of China before the arrival of Buddhism.
4. Identify the major land and maritime routes used for Buddhist transmission.
5. Analyse literary and archaeological evidence relating to the establishment of Buddhism in China.
6. Demonstrate an understanding of the early interactions between Indian and Chinese civilizations.


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110007/Delhi-110007



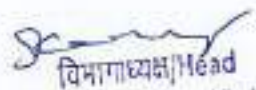
Content

Unit-I: Fourth Buddhist Council and Establishment of Buddhism in China	10 Hours
• Historical background of the Fourth Buddhist Council • Expansion of Buddhism beyond India • Early contacts between India and China • Introduction and establishment of Buddhism in China	
Unit-II: Pre-Buddhist Religious Conditions in China	10 Hours
• Confucianism: teachings and social philosophy • Taoism: origin, doctrines, and practices • Religious and intellectual environment before Buddhism	
Unit-III: Routes of Transmission	10 Hours
• Silk Route • Central Asian Land Routes • Maritime (Sea) Routes • Role of merchants, monks, and translators	
Unit-IV: Sources for the Study of Chinese Buddhism	15 Hours
• Literary sources • Chinese historical chronicles • Buddhist translations and travel accounts • Archaeological sources: caves, inscriptions, sculptures, and manuscripts	

Suggested Readings

1. Zürcher, Erik. *The Buddhist Conquest of China: The Spread and Adaptation of Buddhism in Early Medieval China*. Leiden: Brill.
2. Ch'en, Kenneth K. S. *Buddhism in China: A Historical Survey*. Princeton University Press.
3. Wright, Arthur F. *Buddhism in Chinese History*. Stanford University Press.
4. Puri, B. N. *Buddhism in Central Asia*. Motilal Banarsidass.
5. Sen, Tansen. *Buddhism, Diplomacy, and Trade: The Realignment of Sino-Indian Relations*.
6. Rahul Sankrityayan. *Madhya Asia ka Itihas*.
7. Govind Chandra Pande. *Bauddha Dharma ke Vikas ka Itihas*.
8. Bapat, P. V. (ed.). *2500 Years of Buddhism*. Government of India.

Tutorial Activities: Problem-solving exercises


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110 007/Delhi-110007



GE 1: BSGE 101F: Buddhist Tourism in Himalayan Region

Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial	Practical		
GE 1: BSGE101F: Buddhist Tourism in Himalayan Region	4	3	1	0	As per admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: SDG 10 Reduced Inequalities

Course Objectives

The course aims to:

1. Introduce students to the historical development and cultural significance of Buddhism in the Himalayan regions of India.
2. Familiarize students with major Buddhist monasteries, pilgrimage sites, and their tourism potential.
3. Develop an understanding of Buddhist art, architecture, and cultural traditions as tourism resources.
4. Examine the role of Buddhist tourism in heritage conservation, community development, and regional economies.
5. Analyze contemporary challenges and opportunities in promoting sustainable Buddhist tourism in the Himalayan region.

Course Learning Outcomes

Upon successful completion of the course, students will be able to:

1. Explain the historical evolution and regional characteristics of Himalayan Buddhism.
2. Identify major Buddhist heritage sites, monasteries, and pilgrimage destinations in the Himalayan region.
3. Assess the contribution of Buddhist culture, art, and traditions to tourism development.
4. Evaluate the impact of tourism on heritage conservation and local communities.
5. Apply concepts of sustainable tourism to the management and promotion of Buddhist destinations.

Content:

Unit-I: Himalayan Buddhism and Cultural Heritage 10 Hours

- Historical development and spread of Buddhism in the Himalayan region
- Major schools of Tibetan Buddhism and their influence
- Important monasteries and Buddhist sites in Ladakh, Himachal Pradesh, Sikkim, and Arunachal Pradesh
- Buddhist art, architecture, festivals, and cultural traditions

Unit-II: Buddhist Pilgrimage and Tourism Resources 10 Hours

- Concept and significance of Buddhist pilgrimage


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
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- Major pilgrimage circuits and sacred Buddhist landscapes
- Monasteries, stupas, and cultural attractions as tourism resources
- Visitor experiences and spiritual tourism in the Himalayas

Unit-III: Buddhist Tourism and Heritage Conservation

15 Hours

- Scope and importance of Buddhist tourism
- Economic and socio-cultural impacts on local communities
- Heritage conservation of monasteries and sacred sites
- Sustainable tourism practices and responsible tourism

Unit-IV: Contemporary Trends in Himalayan Buddhist Tourism

10 Hours

- Tourism development initiatives and Buddhist tourism circuits
- Role of government, monasteries, and local communities
- Challenges of accessibility, commercialization, and climate change
- Future prospects for Buddhist tourism in the Himalayan region

Suggested Readings:

1. Alex McKay, *History of Tibet*, 3 vols, London: Routledge, 1996.
2. Chattopadhyaya Alaka, *Atisa and Tibet: Life and Works of Dipamkara Srijnana in relation to the History and Religion of Tibet*, Delhi: Motilal Banarasi Das, 1981.
3. Francke, A.H., *Antiquities of Indian Tibet*, 2 vols., New Delhi: S. Chand, 1972.
4. Khosla Sarla, *History of Buddhism in Kashmir*, New Delhi: Sagar, 1972.
5. Norbu Namkhai, *The Necklace of gzi: A Cultural History of Tibet*, Dharamsala: Information Office of H.H., The Dalai Lama, 1984.
6. Rabbani, G.M., *Ancient Kashmir: A Historical Perspective*, Srinagar: Gulshan Publishers, 1981.
7. Sanskritayan Rahul, *History of Central Asia: Bronze age (2000 BC) to Chengiz Khan (1227 AD)*, New Delhi: New Age Publication, 1964.
8. San-s rgyas rgya mtsho, *Valdurya gser po - A history of dGe lugs pa monasteries in Tibet, with Tshan's glu gsar snan = The Annals of Kokonor/sum pa mkhan po ye ses dpal byor*, New Delhi: International Academy of Indian Culture, 1960.
9. Shakabpa, W.D., *Bod Kyi Srid don rgyal rabs - An Advanced Political History of Tibet*, 2 vols., Kalimpong: shakabpa House, 1976.
11. Thupstan Paldan, *Chags rabs gnand don kun tshan - An introduction to History, Monasteries Castles and Buddhism in Ladakh*, Leh Ladakh, 1976.
12. Tucci, Giuseppe, *Transhimalaya* tr. from French by James Hogarth, Delhi: Vikas Publishing, 1973.
13. Subba, J.R., *History Culture and Customs of Sikkim*, Eastern Book Corporation, Delhi, 2008.

Tutorial Activities: Problem-solving exercises

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 विभागाध्यक्ष/Head
 वेद अध्ययन विभाग/Department of Ved Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110 007/Delhi-110007



Skill-based course

Buddhist Iconography						
Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial	Practical		
Buddhist Iconography	2	1	1		As per admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: 11 Sustainable Cities and Communities

Objectives: This course offers a comprehensive study of Buddhist iconography from early aniconic phases to the highly developed symbolic, anthropomorphic and tantric forms across South, Central, and East Asia. Emphasis is placed on understanding iconographic conventions, symbolism, regional styles, and the doctrinal background behind images of the Buddha, Bodhisattvas, deities, mandalas, and ritual objects. Students will engage with visual sources, inscriptions, archaeological findings, and scholastic texts to interpret Buddhist art historically and philosophically.

Course Learning Outcomes

By the end of this course, students will be able to:

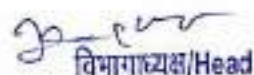
1. Explain the evolution of Buddhist iconography from aniconic to iconic phases.
2. Identify major Buddhist deities, their attributes, mudras, postures, and symbolism.
3. Analyse regional styles of Buddhist art (Gandhara, Mathura, Amaravati, Nepal-Tibet, China, Japan, Southeast Asia).
4. Interpret iconography in relation to Buddhist doctrines such as dharma, bodhicitta, compassion, and emptiness.

Contents:

Unit-I: Iconography of the Buddha

7 Hours

- Anthropomorphic forms of the Buddha
- Major mudras: Dharmachakra, Bhumi-parsha, Dhyana, Abhaya, Varada, Vitarka
- Iconography in Gandhara and Mathura traditions
- Depictions of major life events (Jataka, Eight Great Events)


विभागाध्यक्ष/Head

संस्कृत अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007



Unit-II: Bodhisattva Iconography

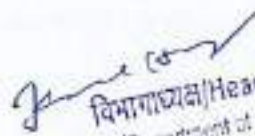
8 Hours

- (a) Concept of the Bodhisattva in Mahayana
- (b) Important Bodhisattvas: Avalokiteśvara, Maitreya, Mañjuśrī, Vajrapāṇi, Tara, Kṣitigarbha, Samantabhadra
- (c) Their symbols, postures, attributes, colours, and vehicles (vāhanas)

Suggested Readings

1. Ananda K. Coomaraswamy – *Elements of Buddhist Iconography*
2. Benoytosh Bhattacharya – *The Indian Buddhist Iconography*
3. D.C. Ahir – *Buddhist Iconography*
4. Lokesh Chandra – *Buddhist Iconography of Tibet*
5. Robert L. Brown – *The Dvaravati Wheels of the Law and the Indianization of South East Asia*
6. John Huntington & Susan Huntington – *Leaves from the Bodhi Tree*
7. Stella Kramrisch – *The Art of India*
8. Deborah Klimburg-Salter – *The Silk Route and the Diamond Path*
9. Adrian Snodgrass – *The Symbolism of the Stupa*
10. Donald Lopez (Ed.) – *Buddhist Hermeneutics*

Tutorial Activities: Problem-solving exercises


विभागाध्यक्ष/Head
संस्कृत अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110 007/Delhi-110007



DEPARTMENT OF BUDDHIST STUDIES

UNIVERSITY OF DELHI

COURSES OFFERED BY DEPARTMENT OF BUDDHIST STUDIES

POST GRADUATE CURRICULUM FRAMEWORK- 2024

MA SEMESTER II

DSC 4: BSCC 201: History of Indian Buddhism till the Beginning of Mauryan Period						
Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial	Practical		
DSC 4: BSCC 201: History of Indian Buddhism till the Beginning of Mauryan Period	4	3	1	0	As per admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: 4, Quality Education and Gender Equality

Objectives: The primary objective of this course is to advance students' critical awareness of the background to the origin and nature of Buddhism in India from its birth till the beginning of the Mauryan Period in the fourth century BCE.

Course Learning Outcomes: Upon the completion of this course, students should:

- have acquired a clear understanding of the background to the origin of Buddhism in India.
- have a sound knowledge during the first millennium of its existence
- have a sound knowledge of its perspective on women, ahimsā, and caste system.
- be equipped with the methodological capability to be able to conduct postgraduate or independent research on virtually any topic on the history of Indian Buddhism.
- have acquired a good understanding of the key doctrines of Theravāda.
- have gained good familiarity with consulting and analysing the source material for the study of the history of early Indian Buddhism.


विभागाध्यक्ष/Head

बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007



Contents:

Unit-I:	Survey of the source material: indigenous (archaeological and literary) and foreign	10 Hours
Unit-II:	India on the Eve of the Origin of Buddhism	10 Hours
Unit-III:	First and Second Buddhist Council and Origin and Development of Buddhist Sangha	10 Hours
Unit-IV:	Early Buddhist view on Non-Violence, Caste, and Women	15 Hours

Suggested Readings

1. Bapat, P.V. *2500 Years of Buddhism*, New Delhi: Government of India. *Baudha Dharma ke 2500 Varsha* (in Hindi), New Delhi: Government of India.
2. Lamotte, É., *History of Indian Buddhism*, Louvain: Peeters Pub, 1988.
3. Nakamura, H., *Indian Buddhism: A Survey with Bibliographical Notes*, reprint, Delhi: Motilal Banarsidass, 1989.
4. 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.
5. Strong, John, S., *The Buddha: A Short Biography*, Oxford: Oneworld, 2001.
6. Warder, A.K., *Indian Buddhism*, 4th edition, Delhi: Motilal Banarsidass, 2017.
7. उपाध्याय, बलदेव। *बौद्ध धर्म और दर्शन*। वाराणसी: चौखम्बा विद्याभवन, 1999।
8. उपाध्याय, भरत सिंह। *पालि साहित्य का इतिहास*। प्रयागराज: हिंदी साहित्य सम्मेलन, 1967।
9. द्विवेदी, हजारीप्रसाद। *बौद्ध धर्म के विकास का इतिहास*। वाराणसी: हिंदी ग्रंथ अकादमी, 1978।
10. पाण्डेय, गोविन्द चन्द्र। *बौद्ध धर्म के विकास का इतिहास*। वाराणसी: हिंदी समिति, 1994।
11. पाण्डेय, राजबली। *प्राचीन भारत*। वाराणसी: चौखम्बा विद्याभवन, 1997।
12. राहुल सांकृत्यायन। *बौद्ध दर्शन*। इलाहाबाद: किताब महल, 1998।
13. राहुल सांकृत्यायन। *बौद्ध संस्कृति*। इलाहाबाद: किताब महल, 2005।
14. राहुल सांकृत्यायन। *भारत में बौद्ध धर्म का उत्थान और पतन*। इलाहाबाद: किताब महल, 2003।
15. शर्मा, रामशरण। *प्राचीन भारत का इतिहास*। नई दिल्ली: राजकमल प्रकाशन, 2007।
16. शास्त्री, बलदेव उपाध्याय। *बौद्ध दर्शन मीमांसा*। वाराणसी: चौखम्बा विद्याभवन, 2001।

Tutorial Activities: Problem-solving exercises

विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110 007/Delhi-110007



DSC 5: BSCC202: Socially Engaged Buddhism

Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial	Practical		
DSC 5: BSCC202: Socially Engaged Buddhism	4	3	1	0	As per admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: #4, Quality Education, #13 Climate Action, #16 Peace Justice and Strong Institution

Objectives: The primary objective of this course is to advance students' awareness of the background to the definition and relevance of Socially Engaged Buddhism as well as the work being done socially engaged Buddhists in the present-day globalizing world.

Course Learning Outcomes: Upon the completion of this course, students should:

- have acquired a clear understanding of the meaning and relevance of Socially Engaged Buddhism.
- have a sound knowledge of the work done by different socially engaged Buddhists.

Unit I	Definition and Relevance of Socially Engaged Buddhism	10 Hours
Unit II	Prominent engaged Buddhists and their Contributions: • Thich Nhat Hahn • Dalai Lama • B.R. Ambedkar • A.T. Aryaratana • Sulak Sivaraksa	15 Hours
Unit III	Buddhist Perspectives on: • Sustainable Development • Pluralism and Inter-Faith Dialogue • Ecology	10 Hours
Unit IV	Buddhist Vision of: • Social Justice • Animal Rights • Human Rights	10 Hours

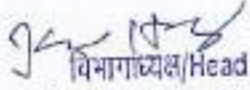

 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110 007/Delhi-110037



Suggested Readings

1. Jones, K. *The Social Face of Buddhism: an Approach to Political and Social Activism*, London: Wisdom Publications, 1989.
2. Macy, J. *Dharma and Development: Religion as Resource in the Sarvodaya Self-help Movement*, West Hartford, Connecticut: Kumarian Press, 1983.
3. L.P.N. Perera, *Buddhism and Human Rights*, Colombo, 1991.
4. Singer, P. *Animal Liberation*, Harper Perennial, 2001.
5. Batchler, M. & K. Brown (eds). *Buddhism and Ecology*, London: Cassell, 1992.
6. Kotler, Arnold. *Engaged Buddhist Reader*, Berkeley: Parallax Press, 1996.
7. Omvedt, Gail., *Dalits and the Democratic Revolution: Dr. Ambedkar and the Dalit Movement in Colonial India*, New Delhi: Sage Publications, 1994.
8. Jondhale, S & Johannes Beltz (eds), *Reconstructing the World: B. R. Ambedkar and Buddhism in India*, Oxford: Oxford University Press, 2004.
9. Kabat-Zinn, Jon. *Full Catastrophe Living: Using the Wisdom of Your Body and Mind to Face Stress, Pain, and Illness; The Program of the Stress Reduction Clinic at the University of Massachusetts Medical Center*, New York: Delta, 1990.
10. Zadek, S., "The Practice of Buddhist Economics? Another view," *The American Journal of Economics and Sociology*, 52 (4), 1994: 433-445.
11. Schumacher, F.E. *Small is Beautiful: Economics As if People Mattered*, Blond & Briggs, 1973.
12. Inada, Kenneth. "A Buddhist Response to the Nature of Human Rights," Claude E. Welch, Jr., and Virginia A. Leary (eds), *Asian Perspectives on Human Rights*, Boulder, Co.: Westview Press, 1990: 91-103.
13. Keown, D., *The Nature of Buddhist Ethics*, New York: 1992.
14. Schmithuasen, L., *Buddhism and Nature: Lecture Delivered on the Occasion of the EXPO 1990: An Enlarged Version with Notes*, Tokyo: The International Institute for Buddhist Studies, 1991.

Tutorial Activities: Problem-solving exercises


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय, University of Delhi
 दिल्ली-110 007/Delhi-110007



DSC 6: BSCC 203: Buddhist Ethics

Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite the course, if any
		Lecture	Tutorial	Practical		
DSC 6: BSCC 203: Buddhist Ethics	4	3	1	0	As per admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: #4 Quality Education, #16 Peace, Justice and Strong Institutions.

Course Objectives: This course examines the philosophical, social and applied dimensions of Buddhist ethics with special reference to moral discipline, compassion, non-violence, social justice and contemporary ethical concerns. It also explores the ethical ideals of Theravāda and Mahāyāna traditions in relation to modern global challenges.

Course Learning Outcomes:

By the end of the course, students will be able to:

- Critically interpret the philosophical basis of Buddhist ethics.
- Explain Buddhist views on morality, karma, compassion and social responsibility.
- Analyze contemporary ethical debates from Buddhist perspectives.
- Evaluate the Ethical ideals of Arhat and Bodhisattva traditions.
- Apply Buddhist ethical principles to present-day social and global issues.

Contents

Unit-I: Philosophical Foundations of Buddhist Ethics	10 Hours
• Ethics and morality in Indian Philosophical traditions • Ahimsā in Brāhmaṇical, Jaina and Buddhist thought • Gandhi's Ahimsā and Satyāgraha in comparison with Buddhist Ethics • Buddhist concepts of Karma, Śīla and Moral responsibility • Theory of Karma and Rebirth (Pratisandhi) • Ethical significance of intention (Cetanā) in Buddhism	
Unit-II: Buddhist Moral Cultivation and Ethical Ideals	15 Hours
• Śīla, Samādhi and Prajñā as the basis of ethical cultivation • Brahmavihāras: Maitrī, Karuṇā, Muditā and Upekṣā • Arhat Ideal and Bodhisattva Ideal • Buddhist Theory of Perfections (Pāramitās) • Compassion, Altruism and Universal welfare in Buddhism	
Unit-III: Buddhist Social and Applied Ethics	10 Hours
• Equality, Discrimination and Social justice • Buddhist perspectives on gender and human dignity • Suicide, Euthanasia, and Capital punishment • Violence, war, terrorism, and ethical dissent • Buddhist responses to suffering and social conflict	

विभागाध्यक्ष/Head

बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
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Unit-IV: Contemporary Dimensions of Buddhist Ethics

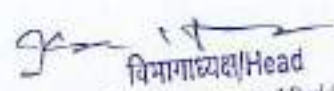
10 Hours

- Buddhist Ethics and modern secular society
- Environmental Ethics and Ecological consciousness
- Peace studies and Conflict resolution in Buddhism
- Human rights and engaged Buddhism
- Relevance of Buddhist Ethical teachings in contemporary global discourse

Suggested Readings

1. Frankena, W.K., *Ethics*, Englewood Cliffs, N.J.: Prentice-Hall, 1963.
2. Mackie, J.L., *Ethics: Inventing Right and Wrong*, Harmondsworth, Middlesex: Penguin Books, 1977.
3. Dayal, Har, *The Bodhisattva Doctrine in Buddhist Sanskrit Literature*, Reprint, Delhi: Motilal Banarsidass, 1999.
4. Nuttall, J., *Moral Questions: An Introduction to Ethics*, London: Macmillan, 1993.
5. Fishkin, J.S., *Justice, Equal Opportunity, and the Family*, New Haven: Yale University Press, 1983.
6. Duff, R.A., *Trials and Punishments*, Cambridge: Cambridge University Press, 1986.
7. Aiyer, Raghavan, *Moral and Political Thought of Mahatma Gandhi*, Madras: Oxford University Press, 1978.
8. Rahula, Walpola, *What the Buddha Taught*, Reprint, London: 2007.
9. Narada Thera, *A Manual of Buddhism*, Kandy: Buddhist Publication Society, 1992.
10. Misra, G.P.S., *Development of Buddhist Ethics*, Delhi: Murshiram Manoharlal, 1984.
11. Keown, D., *Morality in Visuddhimagga*, New York: 1983.
12. Keown, D., *The Nature of Buddhist Ethics*, New York: Palgrave Macmillan, 1992.
13. उपाध्याय, बलदेव, *बौद्ध दर्शन मीमांसा*, वाराणसी: चौखम्बा विद्याभवन, 1990.

Tutorial Activities: Problem-solving exercises


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110 007/Delhi-110007

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 बौद्ध अध्ययन विभाग



DSE 3: Choose any one of your specialisation

BSEC 201A: Pāli Sutta Piṭaka

BSEC 201B: Vaibhāṣika and Sautrāntika Literature

BSEC 201C: Early Historic Cities and Settlements: A Literary & Archaeological Study

BSEC 201D: Theravāda Buddhist Philosophy

BSEC 201E: Chinese Buddhist Literature

BSEC 201F: Tibetan Buddhist Literature-I

DSE 3: BSEC 201A: Pāli Sutta Piṭaka						
Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 3: BSEC 201A: Pāli Sutta Piṭaka	4	3	1	0	As per admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: SDG 10 Reduced Inequalities

Objectives: This course aims at providing students with a comprehensive treatment of the Pāli Sutta Piṭaka, in order to allow them, by the end of the year, to understand the Buddhavaṇṇa and read independently Pāli texts of the Sutta Piṭaka, and to pursue more advanced studies in Pāli or Buddhist literature.

Course Learning Outcomes:

At the end of the course, a student should be able to demonstrate a clear understanding of the Buddhavaṇṇa, ability to understand the original texts of the Sutta Piṭaka and translate them into Hindi/English.

Contents:

Unit-I:	The Dīgha Nikāya:	15 Hours
	• Sāmaññaphala Sutta • Kūṭadanta Sutta	
Unit-II:	The Majjhima Nikāya:	10 Hours
	• Sammaditthi Sutta • Mahāsīhanāda Sutta	
Unit-III:	The Dhammapadam:	10 Hours
	• Yamakavaggo • Appamādevaggo • Cīttavaggo • Pūpphāvaggo	
Unit-IV:	The Rīgāthā:	10 Hours
	• Sundarīnandī	

विभागाध्यक्ष/Head of Department

 बौद्ध विभाग/Department of Buddhist Studies

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- Paṭicārā
- Mahāpajāpati
- Ambapālī.

Suggested Readings

1. *The Dīgha 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.
2. *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).
3. *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
4. *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, Delhi, 1950.
5. *The Long Discourses of the Buddha (A translation of the Dīgha Nikāya)*, Maurice Walshe, Wisdom Publication, Boston: 1995.
6. *The Middle Length Discourses of the Buddha (A translation of the Majjhima Nikāya)*, Bhikkhu Ñāṇamoli & Bhikkhu Bodhi, Wisdom Publication, Boston: First Published in 1995. Buddhist Publication Society, Sri Lanka.
7. *Majjhima Nikāyo-I*, Mahesh Tiwari (ed.), Department of Buddhist Studies, University of Delhi, Delhi: 1983.
8. दीघनिकाय, राहुल सांकृत्यायन, सम्यक प्रकाशन, दिल्ली, 2009
9. मज्झिमनिकाय, राहुल सांकृत्यायन, सम्यक प्रकाशन, दिल्ली, 2009
10. धम्मपद, विपश्यना विशोधन विन्यास, इरातपुरी, 2001
11. थेरीगाथा, विमलकीर्ति, सम्यक प्रकाशन, दिल्ली, 2003
12. सुत्त-सार, सत्येन्द्र नाथ टंडन, विपश्यना विशोधन विन्यास, इरातपुरी, 2001

Tutorial Activities: Problem-solving exercises


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
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DSE 3: BSEC 201B Vaibhāṣika and Sautrāntika Literature

Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 3: BSEC 201B Vaibhāṣika and Sautrāntika Literature	4	3	1	0	As per admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: SDG 4 Quality Education

Objectives:

1. To introduce the literary and philosophical background of the Vaibhāṣika tradition.
2. To develop an understanding of the major texts of Vaibhāṣika Buddhism.
3. To explain the doctrinal foundations of the Sautrāntika school.
4. To study the philosophical contents of the *Abhidharmakośa* of Vasubandhu with special reference to Chapter I.

Course Learning Outcomes:

After completing this course, students will be able to:

1. Identify the important literary sources of Vaibhāṣika Buddhism.
2. Explain the major doctrines and texts of the Vaibhāṣika and Sautrāntika schools.
3. Analyze key Abhidharma concepts such as dharma, skandha, āyatana, and dhātu.
4. Critically evaluate the philosophical contribution of the *Abhidharmakośa* in Buddhist thought.

Contents:

Unit I	A General introduction of the literary sources • Origin and Development of Vaibhāṣika School • Canonical Sources of Vaibhāṣika Literature • Abhidharma Tradition in Sarvāstivāda Buddhism • Historical Background of Kashmiri Vaibhāṣikas	10 Hours
Unit II	Key Texts of Vaibhāṣika Literature • The Jñānaprasthāna and its Importance • Mahāvibhāṣā: Structure and Philosophy • The Seven Abhidharma Texts of the Sarvāstivāda School • Philosophical Themes in Vaibhāṣika Texts	10 Hours
Unit III	Doctrinal Foundation of Sautrāntika • Rise and Development of the Sautrāntika School • Theory of Momentariness (Kṣaṇikavāda) • Theory of Perception • Critique of Vaibhāṣika Doctrines	15 Hours


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110007/Delhi-110007



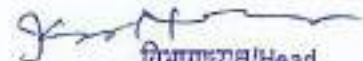
Unit IV **Textual study of the *Abhidharmakośa* of Vasubandhu, chapters I.** 10 Hours

- Life and Works of Vasubandhu
- Structure and Subject Matter of the *Abhidharmakośa*
- Classification of Dharmas in Chapter I
- Concept of Skandha, Āyatana, and Dhātu

Suggested Readings

1. Cox, C. (1995). *Disputed dharmas: Early Buddhist theories on existence*. Tokyo: The International Institute for Buddhist Studies.
2. Dhammajoti, K. L. (2007). *Sarvāstivāda Abhidharma*. Hong Kong: Centre of Buddhist Studies, The University of Hong Kong.
3. Hirakawa, A. (1990). *A history of Indian Buddhism: From Śākyamuni to early Mahāyāna*. Honolulu: University of Hawai'i Press.
4. Potter, K. H. (Ed.). (1996). *Encyclopedia of Indian philosophies: Vol. VII. Abhidharma Buddhism to 150 A.D.* Delhi: Motilal Banarsidass.
5. Pradhan, P. (Ed.). (1967). *Abhidharmakośabhāṣyam of Vasubandhu*. Patna: K. P. Jayaswal Research Institute.
6. Siderits, M. (2007). *Buddhism as philosophy: An introduction*. Aldershot: Ashgate Publishing.
7. Vasubandhu. (1988). *Abhidharmakośabhāṣyam* (L. de La Vallée Poussin, Trans.). Delhi: Motilal Banarsidass.
8. Willemen, C., Dessein, B., & Cox, C. (1998). *Sarvāstivāda Buddhist scholasticism*. Leiden: Brill.
9. त्रिपाठी, रामशंकर। बौद्ध दर्शन प्रस्थान। वाराणसी: केंद्रीय उच्च तिब्बती शिक्षा संस्थान, 2012।
10. उपाध्याय, भरत सिंह। बौद्ध दर्शन तथा अन्य भारतीय दर्शन। दिल्ली: मोतीलाल बनारसीदास, 2008।
11. पाण्डेय, गोविन्दचन्द्र। बौद्ध धर्म के विकास का इतिहास। वाराणसी: हिंदी समिति, 1994।
12. मिश्र, उमेश। भारतीय दर्शन। प्रयागराज: लोकभारती प्रकाशन, 2005।
13. शास्त्री, बलदेव उपाध्याय। बौद्ध दर्शन मीमांसा। वाराणसी: चौखम्बा विद्याभवन, 2001।
14. सांकृत्यायन, राहुल। बौद्ध दर्शन। इलाहाबाद: किताब महल, 1998।
15. द्विवेदी, कपिलदेव। भारतीय दर्शन का इतिहास। वाराणसी: विश्वविद्यालय प्रकाशन, 2010।
16. वसुबन्धु। अभिधर्मकोश (हिंदी अनुवाद)। वाराणसी: चौखम्बा संस्कृत संस्थान, 2004।

Tutorial Activities: Problem-solving exercises


विभागाध्यक्ष/Head

बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110 007/Delhi-110007



DSE 3: BSEC 201C Early Historic Cities and Settlements: A Literary & Archaeological Study

Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 3: BSEC 201C Early Historic Cities and Settlements: A Literary & Archaeological Study	4	3	1	0	As per admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: 11 Sustainable Cities and Communities

Objectives: The primary objective of this course is to advance students' critical awareness of the archaeological and literary background to development and growth of various urban settlements connected with Buddhism.

Course Learning Outcomes:

Upon the completion of this course, students should have acquired a clear understanding of the archaeological and literary material available on different urban centres connected with Buddhism.

Contents:

Unit-I:	Sixteen Mahājanapadas of ancient India	10 Hours
Unit-II:	Historical and archaeological studies of: • Bodhgaya, Sāranāth, Nālanda, Rājgaha, Vaisāli, Srāvasti, Kausāmbi	10 Hours
Unit-III:	Historical and archaeological studies of: • Bodhgaya and Mahabodhi temple • Kapilvastu, Lumbini and Kusinagar.	10 Hours
Unit-IV:	Historical and archaeological studies of • Sanchi • Amaravati • Nagarjunakonda	15 Hours

Suggested Readings

1. Bajpai, K.D., *The Geographical Encyclopaedia of Ancient and Medieval India*, Part I, Varanasi: 1967.
2. Mitra, D., *Buddhist Monuments*, Calcutta: 1971.
3. Patil, D.R., *Kusinagara*, Delhi: 1957.
4. Srivastava, K.M., *Discovery of Kapilavastu*, New Delhi: 1986.
5. Chakrabarti, Dilip K. *The Archaeology of Ancient Indian Cities*, New Delhi: Oxford University Press, 1995.
6. Singh, Upinder. *Ancient Delhi*. New Delhi: Oxford University Press, 2006.

Tutorial Activities: Problem-solving exercises

दिभागाध्यक्ष/Head

बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007



DSE 3: BSEC 201D: Theravāda Buddhist Philosophy

Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 3: BSEC 201D: Theravāda Buddhist Philosophy	4	3	1	0	As per admission criteria	Nil

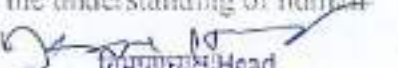
This paper is aligned with Sustainability Development Goals 2030: 4 Quality Education, 10 Reduced Inequalities

Objectives: Upon completion of this course, students will be able to:

1. Understand the origin, meaning, development, and significance of Abhidhamma within the Theravāda Buddhist tradition.
2. Examine the structure and role of the Abhidhamma Piṭaka in the Theravāda Canon (Tipiṭaka).
3. Analyze the fundamental categories of reality presented in the *Abhidhammatthasaṅgaho*, namely Citta, Caitasika, Rūpa, and Nibbāna.
4. Explore the philosophical and pedagogical significance of the *Milindapañho* and its method of resolving doctrinal questions.
5. Develop a comprehensive understanding of key Theravāda Buddhist concepts such as Tilakkhaṇa, Cattāri Ariyasaccāni, Brahmavihāra, and Anattā.
6. Apply Theravāda philosophical principles to the interpretation of Buddhist teachings and ethical practices.

Course Learning Outcomes: After successful completion of the course, students will be able to:

- Explain the origin, development, and philosophical foundations of Theravāda Abhidhamma and its place within the Tipiṭaka.
- Describe the role and significance of the Abhidhamma Piṭaka in preserving and systematizing Buddhist doctrine.
- Analyze the concepts of Citta, Caitasika, Rūpa, and Nibbāna as presented in the *Abhidhammatthasaṅgaho* and explain their interrelationships.
- Evaluate the philosophical discussions and dilemmatic questions found in the *Milindapañho* and assess their contribution to Buddhist thought.
- Interpret the doctrines of Tilakkhaṇa, Cattāri Ariyasaccāni, Brahmavihāra, and Anattā within the framework of Theravāda philosophy.
- Critically apply Theravāda philosophical concepts to the understanding of human experience, ethical conduct, and the path to liberation.


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110007/Delhi-110007



Contents:

Unit-I:	Basic Tenets of Theravāda Abhidhamma Philosophy:	15 Hours
	• Origin, Meaning and Development of Abhidhamma, • Role of Abhidhamma in the Theravāda Canon (Tipiṭaka)	
Unit-II:	Abhidhammatthasaṅgaho:	10 Hours
	• Citta • Cāitasika • Rūpa • Nibbāna.	
Unit-III:	Milindapañho:	10 Hours
	• Dilemmatic Questions.	
Unit-IV:	Important concepts:	10 Hours
	• Tilakkhaṇa • Cattāri Ariyasaccāni • Brahmavihāra • Anattā	

Suggested Readings

1. Narada, *Manual of Abhidhamma*, reprint, Singapore: 1993.
2. Kashyap, B.J., *Abhidhamma*, reprint, Delhi: Munshiram Manoharlal: 1993
3. Rhys Davids, T.W. (ed.), *The Milindapañha*, 2 vols., London: PTS: 1929-31.
4. Guenther, G.V., *Philosophy and Psychology in the Abhidharma*, Delhi: 1975.
5. Kalupahana, D.J., *The Principles of Buddhist Psychology*, Delhi: 1992.
6. Perez-Remón, Joaquin, *Self and Non-Self in Early Buddhism*, The Hague: 1980.
7. Bhagwat, N.K., *Buddhist Philosophy of the Theravāda as Embodied in Pāli Abhidhamma*, Patna: 1970.
8. Indra Narain Singh, *Philosophy of University Flux in Theravāda Buddhism*, Vidyanidhi Prakashan, 2002.
9. Rahul Walpola, *What the Buddha Taught?* reprint, Oxford, London. 2007.
10. *The Expositor (the Aṭṭhasālinī)* Tr. Pe Maung Tin, London: 1976.
11. उपाध्याय, बलदेव, बौद्ध दर्शन मीमांसा वाराणसी: चौखम्बा विद्याभवन, 1990.

Tutorial Activities: Problem-solving exercises


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय, नई दिल्ली
 दिल्ली विश्वविद्यालय, नई दिल्ली



DSE 3: BSEC 201E: Chinese Buddhist Literature

Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 3: BSEC 201E: Chinese Buddhist Literature	4	3	1	0	As per admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: 3 Good Health and Well Beings, #4, Quality Education

Objectives: The course introduces the literary Chinese of Buddhist texts from the Chinese Taisho Tripitaka. And also serves as an introduction to translation methods and linguistic problem-solving. Students read and translate text selections in a variety of genres, as well as reading secondary materials on textual analysis in order to gain familiarity with a range of styles of discourse that developed during the formative period of Buddhism in China.

Course Learning Outcomes:

- To develop and be able to read, understand and analyse, with the aid of a dictionary, samples of Chinese religious literature, with an awareness of the underlying cultural, social and historical contexts.
- To have acquired the basic linguistic and methodological skills to undertake independent research on Chinese religious texts, working on primary sources.
- A student can reach a good awareness of the textual study of Chinese religions as a field, and be familiar with the main relevant resources

Contents

Unit-I:	Miao fa lian hua jing (Chapter II) (Selected portion as decided by the teacher)	15 Hours
Unit-II:	Jin gang ban ruo bo lo mi jing (Selected portion as decided by the teacher)	10 Hours
Unit-III:	Wei shi san shi lun song (verses 1-15)	10 Hours
Unit-IV:	Introduction to the above mentioned texts	10 Hours

Suggested Readings

1. Conze, E., *Buddhist Wisdom: The Diamond Sūtra and the Heart Sūtra*, New York, 1958.
2. Ikeda, Daisaku. *The Flower of Chinese Buddhism*, Santa Monica: Santa Monica: Middleway Press, 2009.
3. Jin gang ban ruo bo lo mi jing, (tr.) Kumārajīva, Taisho, Vol. 8.


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110007/Delhi-110007



4. Linebarger, Graham Lock, Gary. *Chinese Buddhist Texts: An Introductory Reader* New York: Routledge.2018.
5. Miao fa lian hua jing, (tr.) Kumarajiva, Taisho, Vol. 9.
6. Wei shi san shi lun song (tr.) Xuan Zang, Taisho, Vol. 31.
7. Watson. B., *The Lotus Sūtra*, New York: Columbia University Press, 1994.
8. Williams. P., *Mahayana Buddhism: The Doctrinal Foundations*, London and New York: Routledge, 1989.

Tutorial Activities: Problem-solving exercises


विभागध्यक्ष/Head
बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007



DSE 3: BSEC 201F: Tibetan Buddhist Literature-I

Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 3: BSEC 201F: Tibetan Buddhist Literature-I	4	3	1	0	As per admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: 3 Good Health and Well Beings

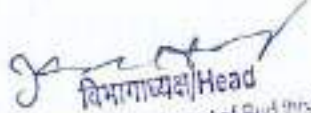
Objectives: Through this paper student will be informed about the development Buddhism in Tibet during eighth and eleventh century. These two books also played the major role on teaching and practice of the fundamentals of Buddhism in Tibet

Course Outcomes:

This paper enables students to have fair idea about the history of the early propagation of Buddhism in Tibet and salient features of Buddhist practices purely based on Indian scholastic tradition.

Contents

Unit-I:	<i>sGom rim dang po</i> of Kamalasila.	10 Hours
Unit-II:	<i>Byang chub lam gyi sgron ma</i> of Ātiśa Dipamkara	15 Hours
Unit-III:	General Introduction to Gom Rim Dang Po.	10 Hours
Unit-IV:	General Introduction to Bjanchp Lam Grdon.	10 Hours

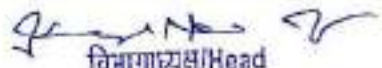

 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110 007/Delhi-110007



Suggested Readings

1. Acharya Gyaltsan Namdol, Tr. & resto., *The Bhawanakrama of Kamalashila*, Varanasi: 1997.
2. Goodman, Steven, D. & R.M. Davidson, (ed), *Tibetan Buddhism: Reason and Revelation*, New York: 1992.
3. Glenn, H. Mullin, *Bridging the Sūtras and the Tantras: A Collection of Ten Minor Works by Gyalwa Gendun Dug*, Dharamshala: 1981.
4. Sherburne, Richard, *A Lamp of the Path and Commentary by Atisha*, London: 1983.
5. Gomes Luis. O., 'In Early Chan in China and Tibet,' Whalen Lai & Lewis R. Lancaster (ed), *Berkeley Buddhist Studies Series*, vol. 5, 1983: 393-434.
6. Gregory Peter (ed), *Sudden and Gradual Approaches to Enlightenment in Chinese Thought*, Honolulu: 1987.
7. Park Sung Bae, *Buddhist Faith and Sudden Enlightenment*, Delhi: 1981.

Tutorial Activities: Problem-solving exercises


विभागाध्यक्ष/Head
बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007

**DSE 4: Choose any one of your specialisation**

BSEC 202A: Pāli Vinaya Piṭaka

BSEC 202B Vijñānavāda (Yogācāra) Buddhist Literature

BSEC 202C Advent and Spread of Southern Buddhism

BSEC 202D: Nāgārjuna and the Mādhyamika Philosophy

BSEC 202E: Monastic Order in China

BSEC 202F: Tibetan Prajñāpāramitā Literature

DSE 4: BSEC 202A: Pāli Vinaya Piṭaka						
Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 4: BSEC 202A: Pāli Vinaya Piṭaka	4	3	1	0	As per admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: 4 Quality Education

Objectives: This course aims at providing students with a comprehensive treatment of the Pāli Vinaya Piṭaka, in order to allow them, by the end of the year, to understand the Rules of Discipline and read the Vinaya independently and to pursue more advanced studies in Pāli or Buddhist literature.

Course Learning Outcomes:

At the end of the course, a student should be able to demonstrate a clear understanding of the Buddhavaṇṇa, ability to understand the original texts of the Vinaya Piṭaka and translate them into Hindi/English.

Contents:

Unit-I:	<i>The Mahāvagga:</i>	10 Hours
	• Uposathakkhandhako • Uposathakkhandhako	
Unit-II:	<i>The Cullavagga:</i>	10 Hours
	• Pañcasatikā Khandhaka • Sattasatikā Khandhaka	
Unit-III:	<i>The Pāṇimokkha:</i>	15 Hours
	• The Pārājikā • The Saṃghādisesa Dhammā	


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110 007/Delhi-110037



• The Sekhiyā Dhammā

Unit-IV: Introduction of Parivara

10 Hours

Suggested Readings

1. *The Vinaya Piṭakam*, ed. H. Oldenberg, 5 vols, London: PTS, 1964.
2. *Vinaya Piṭakam*, ed. Bhikkhu J. Kashyap, Nalanda: 1960.
3. Horner, I.B., *The Book of Discipline*, 6 vols, London: PTS, 1982-86.
4. *The Mahāvagga*, ed. & tr., Dvārikādās Shāstri, Varanasi, 1998.
5. *The Cullavagga*, ed. & tr., Dwarikadas Shāstri, Varanasi, 1998.
6. Thanissaro Bhikkhu, *Buddhist Monastic Code*, Vol I&2, 2009
7. Vinaya Texts, Part I, II&III, tr. Davids, T.W. Rhys & Oldenberg Hermann, The Clarendon Press, Oxford: 1881.
8. विनयपिटक, राहुल सांकृत्यायन, सम्यक प्रकाशन, दिल्ली, 2009

Tutorial Activities: Problem-solving exercises


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110 007/Delhi-110007

**DSE 4: BSEC 202B Vijñānavāda (Yogācāra) Buddhist Literature**

Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 4: BSEC 202B Vijñānavāda (Yogācāra) Buddhist Literature	4	3	1	0	As per admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: 4 Quality Education

Objectives: This course aims at providing students with a comprehensive understanding of the Vijñānavāda (Yogācāra) literature

Course Learning Outcomes:

At the end of the course, a student should be able to demonstrate a clear understanding of the Vijñānavāda (Yogācāra) literature.

Contents:

Unit-I:	Introduction to Yogācāra Philosophy	10 Hours
	• Origin and Development of Yogācāra School • Fundamental Doctrines of Yogācāra • Concept of Vijñaptimātratā (Cittamātra) • Theory of Ālayavijñāna and Eight Consciousnesses	
Unit-II:	Vasubandhu's Life and Works	10 Hours
	• Life and Intellectual Background of Vasubandhu • Major Works of Vasubandhu • Vasubandhu's Contribution to Yogācāra Philosophy • Influence of Vasubandhu on Buddhist Thought	
Unit-III:	Literary Sources of Vijñānavāda	10 Hours
	• Introduction to Vijñānavāda Literature • Laṅkāvatāra Sūtra and Saṃdhinirmocana Sūtra • Yogācārabhūmi Śāstra and Mahāyānasūtrālaṅkāra • Triṃśikā and Viṃśatikā as Literary Sources	
Unit-IV:	Commentaries on Triṃśikā	15 Hours
	• Introduction to the Triṃśikā of Vasubandhu • Sthiramati's Commentary on Triṃśikā • Dharmapāla's Interpretation of Triṃśikā • Philosophical Importance of Triṃśikā Commentaries	

Suggested Readings

1. Kochumuttom, *A Buddhist Doctrine of Experience*, Delhi: 1982.
2. Kalupahana, D.J., *The Principles of Buddhist Psychology*, Delhi: 1992.
3. Tripathi, R.S., *Vijñaptimātratāśiddhi* (Hindi), Varanasi: 1992.
4. Chatterjee, S.K., *Yogācāra Idealism*, Delhi: 1975.
5. Anacker, Stefan, *Seven Works of Vasubandhu: The Buddhist*



Psychological Doctor, Delhi: 1984.

6. Vaidya, P.L. (ed.), *Lankāvatārasūtra*, Mithila Institute, Darbhanga: 1976.
7. सांकृत्यायन, राहुल, *विज्ञानवाद*, वाराणसी: सारनाथ प्रकाशन, 1994।
8. देव, नरेन्द्र, *बौद्ध धर्म दर्शन*, पटना: बिहार राष्ट्रभाषा परिषद्, 1984।
9. उपाध्याय, भरत सिंह, *बौद्ध दर्शन तथा अन्य भारतीय दर्शन*, वाराणसी: चौखम्बा विद्याभवन, 1996।
10. उपाध्याय, बलदेव, *बौद्ध-दर्शन-मीमांसा*, वाराणसी: चौखम्बा विद्याभवन, 2002।
11. पाण्डेय, गोविन्द चन्द्र, *बौद्ध धर्म के विकास का इतिहास*, लखनऊ: हिन्दी समिति, 1976।
12. त्रिपाठी, रामशंकर, *बौद्ध दर्शन प्रस्थान*, वाराणसी: केंद्रीय उच्च तिब्बती शिक्षा संस्थान, 2001।
13. शास्त्री, हरिप्रसाद, *योगाचार दर्शन का इतिहास*, वाराणसी: चौखम्बा विद्याभवन, 1985।
14. नागराज, एस, *महायान बौद्ध दर्शन एवं योगाचार*, दिल्ली: भारतीय विद्या प्रकाशन, 2004।
15. मिश्र, उमेश, *भारतीय दर्शन*, प्रयागराज: हिन्दी साहित्य सम्मेलन, 1988।

Tutorial Activities: Problem-solving exercises


विभागाध्यक्ष/Head
बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110 007/Delhi-110007



DSE 4: BSEC 202C Advent and Spread of Southern Buddhism

Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 4: BSEC 202C Advent and Spread of Southern Buddhism	4	3	1	0	As per admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: 11 Sustainable Cities and Communities

Objectives: The primary objective of this course is to advance students' critical awareness of the advent and spread of Southern Buddhism in India and Southeast Asia.

Course Learning Outcomes:

Upon the completion of this course, students should have acquired a clear understanding of development and growth of Buddhism in India from the Mauryan Period till the end of the reign of Harshavardhana.

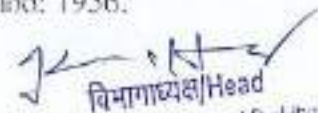
Contents:

Unit-I:	Third Buddhist Council and its Role in the advent and spread of Southern Buddhism	10 Hours
Unit-II:	Advent, development and spread of Buddhism in Sri Lanka.	15 Hours
Unit-III:	Advent, development and spread of Buddhism in Burma (Myanmar).	10 Hours
Unit-IV:	Advent, development and spread of Buddhism in Thailand, Laos, Cambodia and other parts of East Asia.	10 Hours

Suggested Readings

1. Adikaram, E.W., *Early History of Buddhism in Ceylon or "State of Buddhism in Ceylon as Revealed by the Pāli Commentaries of the 5th Century AD,"* Colombo: 1946.
2. Cady, J.F., *Thailand, Burma, Laos and Cambodia*, New Jersey: 1966.
3. Hazra, K.L., *History of Theravāda Buddhism in South-East Asia*, Delhi: 1982.
4. Singhal, D.P., *Buddhism in East Asia*, New Delhi: 1984.
5. Luce, G.H., *Old Burma--Early Pagān*, 3 Vols, New York: 1969.
6. Mendis, G.C., *The Early History of Ceylon*, 2nd edition, Calcutta: 1955.
7. Paranavitana, S. & C.W. Nicholas; *A Concise History of Ceylon*, Colombo: 1962.
8. Ray, N.R., *An Introduction to the Study of Theravāda Buddhism in Burma*, Calcutta: 1946.
9. Rahula, Walpola, *History of Buddhism in Ceylon*, Colombo: 1956.

Tutorial Activities: Problem-solving exercises


 विभागाध्यक्ष/Head
 संस्कृत विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110007/Delhi-110007



DSE 4: BSEC 202D: Nāgārjuna and the Mādhyamika Philosophy

Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 4: BSEC 202D: Nāgārjuna and the Mādhyamika Philosophy	4	3	1	0	As per admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: 10 Reduced Inequalities

Course Objective: This course aims to provide a comprehensive understanding of Nāgārjuna's philosophical thought and the development of the Madhyamika tradition within Mahāyāna Buddhism. It introduces students to the foundational doctrines of Madhyamika, including Śūnyatā, Pratītyasamutpāda, and the Theory of Two Truths, while familiarizing them with the major works attributed to Nāgārjuna. The course further seeks to cultivate critical and analytical engagement with Madhyamika philosophy and to explore its relevance for contemporary intellectual, ethical, and social concerns.

Course Learning Outcomes:

Upon successful completion of the course, students will be able to explain the historical and philosophical foundations of the Madhyamika school, critically analyze its central doctrines and arguments, and interpret the major texts of Nāgārjuna within their broader Buddhist context. They will also be able to evaluate the contemporary significance of Madhyamika philosophy and apply its insights to issues related to critical thinking, ethics, selfhood, and social engagement.

Contents:

Unit-I:	Foundations of Madhyamika Thought	15 Hours
	• Mahāyāna Background and the Rise of Madhyamika • Philosophical Sources of Madhyamika: Prajñāpāramitā and Dependent Origination • The Concept of the Middle Way (Madhyamā Pratipad) • Critique of Svabhāva and the Doctrine of Emptiness • Āryadeva and Early Madhyamika Tradition	
Unit-II:	Core Doctrines of Madhyamika Philosophy	10 Hours
	• Śūnyatā (Emptiness) and Niḥsvabhāvatā • Pratītyasamutpāda as the Basis of Emptiness • The Theory of Two Truths (Samvṛti Satya and Paramārtha Satya) • Catuskoṭi and Madhyamika Dialectics • Saṃsāra and Nirvāṇa in Madhyamika Perspective	
Unit-III:	Introduction to the Major Works of Nāgārjuna	10 Hours
	• Mūlamadhyamakakārikā • Vigrahavyāvartanī • Ratnāvalī • Suhṛllekha	

[Signature]
Coordinator

Faculty of Studies
University of Delhi
New Delhi 110007



Unit-IV: **Applied Dimensions of Madhyamika Philosophy**

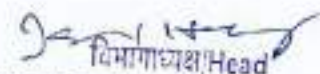
10 Hours

- Madhyamika and Critical Thinking
- Non-absolutism and Intercultural Dialogue
- Emptiness and Ethical Decision-Making
- Self, Identity and Human Relationships
- Relevance of Madhyamika Philosophy in Contemporary Society

Suggested Readings

1. Conze, Edward (Trans.). (1975). *The Perfection of Wisdom in Eight Thousand Lines and Its Verse Summary*. Bolinas, CA: Four Seasons Foundation.
2. Nāgārjuna. (1978). *Vigrahavyāvartanī*. Translated by Kamaleswar Bhattacharya. Delhi: Motilal Banarsidass.
3. Nāgārjuna. (1995). *Mūlamadhyamakakārikā (The Fundamental Wisdom of the Middle Way)*. Translated by Jay L. Garfield. New York: Oxford University Press.
4. Nāgārjuna. (1998). *The Precious Garland (Ratnāvalī)*. Translated by Jeffrey Hopkins and Lati Rinbochay. New York: Snow Lion Publications.
5. Nāgārjuna. (2006). *Letter to a Friend (Suhṛtlekha)*. Translated by Thupten Jinpa. Boston: Wisdom Publications.
6. Della Santina, Peter. (1986). *Madhyamaka Schools in India*. Delhi: Motilal Banarsidass.
7. Garfield, Jay L. (1995). *The Fundamental Wisdom of the Middle Way: Nāgārjuna's Mūlamadhyamakakārikā*. New York: Oxford University Press.
8. Garfield, Jay L., & Edelglass, William (Eds.). (2009). *Buddhist Philosophy: Essential Readings*. New York: Oxford University Press.
9. Huntington, C. W., Jr. (Ed.). (1989). *The Emptiness of Emptiness: An Introduction to Early Indian Madhyamika*. Honolulu: University of Hawai'i Press.
10. Kalupahana, David J. (1986). *Nāgārjuna: The Philosophy of the Middle Way*. Albany: State University of New York Press.
11. Murti, T. R. V. (1955). *The Central Philosophy of Buddhism: A Study of the Madhyamika System*. London: George Allen & Unwin.
12. Robinson, Richard H. (1967). *Early Madhyamika in India and China*. Madison: University of Wisconsin Press.
13. Ruegg, David Seyfort. (1981). *The Literature of the Madhyamaka School of Philosophy in India*. Wiesbaden: Otto Harrassowitz.
14. Siderits, Mark & Katsura, Shōryū. (2013). *Nāgārjuna's Middle Way: Mūlamadhyamakakārikā*. Boston: Wisdom Publications.
15. Walser, Joseph. (2005). *Nāgārjuna in Context: Mahāyāna Buddhism and Early Indian Culture*. New York: Columbia University Press.
16. Westerhoff, Jan. (2009). *Nāgārjuna's Madhyamaka: A Philosophical Introduction*. New York: Oxford University Press.
17. उपाध्याय, बलदेव. (1946). बौद्ध दर्शन मीमांसा. चौखम्बा विद्याभवन।
18. देव, नरेन्द्र (आचार्य). (1984). बौद्ध धर्म-दर्शन, बिहार राष्ट्रभाषा परिषद्।
19. भिक्षु धर्मरक्षित. (अनुवाद). अश्वघोष कृत बुद्धचरितम्, मोतीलाल बनारसीदास।
20. सांकृत्यायन, राहुल. (1944). बौद्ध दर्शन. किताब महल।

Tutorial Activities: Problem-solving exercises


विभागाध्यक्ष/Head

बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007



DSE 4: BSEC 202E: Monastic Order in China

Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 4: BSEC 202E: Monastic Order in China	4	3	1	0	As per admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: 4 Quality Education

Objectives: This course will provide students with a basic understanding of the history, teachings, and practices of the Buddhist tradition: The early teachings, the founding of the monastic order, and the development of Buddhist doctrinal systems. We will then turn to the rise of Mahāyāna Buddhism, and the transformation of Buddhism as it moved from India to China, and Japan.

Course Learning Outcomes:

- Identify, analyze, explain, and appraise the key doctrines of Chinese Buddhism.
- Use Early Buddhism as a comparative tool for distinguishing early Buddhist doctrines from other early Indian religions and philosophies as well as for understanding the distinctive doctrinal developments in various Buddhist traditions.
- Students can understand the concept of lifestyles of the monks and the how Chinese Buddhist monasteries influenced the spread of Asian civilizations.

Contents

Unit-I:	Establishment and Stages of the Development of Buddhist Sangha in China	10 Hours
Unit-II:	Composition and Categories of Sangha, Classification of temples, social origins of monks	10 Hours
Unit-III:	Sangha-state relations: Sangha officials and administration of the Sangha. Status of the Sangha in China	15 Hours
Unit-IV:	The Origin and development of Monastic codes in China	10 Hours

Suggested Readings

1. Hurvitz, *Render unto Caesar in Early Chinese Buddhism Sino-Indian Studies*, vol.5.
2. J. Takakusu, *Record of the Buddhist Religion as Practised in India and Malaya Archipelago*, Delhi: 1982.
3. Kenneth K.S. Ch'en, *Buddhism in China*, New Jersey: Princeton, 1964.
4. Kenneth K.S. Ch'en, *Chinese Transformation of Buddhism*, New Jersey: Princeton, 1973.

विभागाध्यक्ष/Head

बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007



5. Nanjio, B., *Catalogue of the Chinese Translation of the Buddhist Tripitaka*, Oxford: 1883.
6. Prebish, S. Charles. *Buddhist Monastic Discipline: The Sanskrit Pratimoksa Sutras of the Mahasanghikas and Mulasarvastivadins*. Delhi: Motilal Banarsidass, 2002.
7. Welter, Albert. *Monks, Rulers, and Literati: The Political Ascendancy of Chan Buddhism*. New York: Oxford University Press, 2006.
8. Yifa. *The Origins of Buddhist Monastic Codes in China*. Honolulu: University of Hawaii Press, 2002

Tutorial Activities: Problem-solving exercises



विभागाध्यक्ष/Head
श्रीद अजयन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007



DSE 4: BSEC 202F: Tibetan Prajñāpāramitā Literature

Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 4: BSEC 202F: Tibetan Prajñāpāramitā Literature	4	3	1	0	As per admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: 10 Reduced Inequalities

Objectives: This paper provide student with insight into the ultimate reality in both ontological and epistemological sphere of the Buddhist learning.

Course Outcomes

It will help student to have fair idea about Prajnaparamita literature and its contents in true perspective of emptiness.

Contents

Unit-I:	General Introduction to the content of rDo rje gcod pa shes rab kyi pha rol tu pyin pa.	15 Hours
Unit-II:	General Introduction of Prajñāpāramitā.	10 Hours
Unit-III:	Sher phyin snying po.	10 Hours
Unit-IV:	brGyad stong pa (9 th Chapter)	10 Hours

Suggested Readings

1. A.F. Price & Moulam Wang, *The Diamond Sutra and the Sutra of Huì Neng*, Boulder: 1969.
2. Conze Edward, tr, *Aṣṭasahasrikāprajñā Pāramitā, (The Perfection of Wisdom in Eight Thousand Verses)*, Calcutta: 1958-70.
3. Conze, Edward, *The Large Sutra and Perfect Wisdom*, Berkeley: 1975.
4. Conze, Edward, *The Vajracchedikāprajñāpāramitā*, Rome: 1957.
5. E. Obermiller, *Prajñā Pāramitā in Tibetan Buddhism*, Delhi: 1988.
6. Jaini Padmanabha, ed., *Saratamā: A Panjikā on the Aṣṭasahasrikaprajñāpāramitāsūtra*, Patna: Tibetan Sanskrit Works Series, vol. 18, Patna: 1979.
7. Jonathan, A. Silk, *The Heart Sutra in Tibetan: A Critical edition of the two recessions retained in the Kanjur*, Vienna: 1994.
8. Mitra, R., ed. *Aṣṭasahasrikāprajñā Pāramitā*, Calcutta: 1888; Also
9. Shastri, Shanti Bhikshu and Sanghasena Singh, ed, *The Vajracchedikāprajñāpāramitā*, Delhi: 1978.
10. U. Wogihara, ed. Tokyo: 1932-35; Also P.L. Vaidya, ed, Darbhanga: 1960.
11. William Gemmel, *The Diamond Sūtra*, London: 1912.

Tutorial Activities: Problem-solving exercises


 Department Head
 Department of Buddhist Studies
 University of Delhi
 दिल्ली-110007/Delhi-110007



GE 2:

- BSGE 201A: Biographies and Short Stories in Pāli
- BSGE 201B: Buddhist Fundamental Concepts in Sanskrit Literature
- BSGE 201C: History of Indian Buddhism till the Beginning of Mauryan Period
- BSGE 201D: Philosophy of Early Indian Buddhist Sects
- BSGE 201E: Devotion in Chinese Buddhism
- BSGE 201F: Introduction on Buddhism and Buddhist Art in Tibet

GE 2: BSGE 201A: Biographies and Short Stories in Pāli

Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial	Practical		
GE 2: BSGE 201 A Biographies and Short Stories in Pāli	4	3	1	0	As per admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: SDG 10 Reduced Inequalities

- Objectives:**
1. To introduce students to biographies in Pāli.
 2. To avail a varied and rich literary source preserved in Pāli.
 3. To promote students to discover various dimensions of feminine biographies through Therīgāthā.
 4. To provide an opportunity to students to discover the socio-cultural dynamics of ancient India through the Theragāthā.

Course Learning Outcomes:

1. Students appreciate the biographies and short stories in Pāli and recognise their distinct features.
2. Students discover and enjoy the literary creativity in Pāli biographies and short stories.
3. Students recognise the feminine voices in Pāli biographies and short stories and relate them to their modern counterparts.
4. Students appreciate cross-cultural and equal representation of various social statuses in the Pāli biographies and short stories and compare the same with modern ones.

Contents:

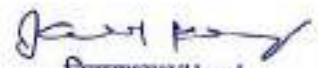
Unit-I:	The Nidānakathā: Biography of the Buddha	15 Hours
	• A General Introduction • Naraṣīha Gāthā: Poetic biography of the Buddha by Yashodhara • Renunciation of Nanda and Rahula • Anāthapindaka's Jetavana	
Unit-II:	The Therī Apadāna: Autobiographies of the Female Disciples of the Buddha	10 Hours



- A General Survey of the Therapadāna
 - Ambapālī: The most beautiful courtesan who becomes a nun.
 - Paṭācārā: A Series of tragedies turns into the bliss of nirvana.
 - Kīsa Gotami: From lamentation to an efficient preacher.
- Unit-III: **The Thera Apadāna: Autobiographies of the male disciples of the 10 Hours Buddha:**
- A General Survey of the Therapadāna and its commentary
 - Aṅgulimāla: From a Serial killer to a monk.
 - Sīhita: Virtue wins over Caste
 - Upālī: A barber becomes the foremost disciple of the Buddha
- Unit-IV: **Jātaka and Cariyāpiṭaka: Biographies of the Bodhisatvas** 10 Hours
- Mātanga Jātaka A Biography of Bodhisatva as Shudra
 - Sīlavīmamsa Jātaka: A Biography of Bodhisatva as a highly respected Brahmin priest
 - Suvannaśāma Cariyā: The Survival Thriller
 - Cullabodhi Cariyā: A love story of Prasannā and Cullabodhi

Suggested Readings:

1. E.B. Cowell, *The Jātaka or Stories of the Buddha's Former Births*, Pāli Text Society, London, 1990
2. Jonathan S. Walters, *Apadāna: Legends of the Buddhist Saints*, Jonathan S. Walters and Whitman College, 2018
3. K.R. Norman; *Elders' Verses II*, London: PTS, 1971, Ed. And Tr., Dwarikadas Shastri, Varanasi, 2003
4. Ken Kawasaki, Visakha Kawasaki, *Jataka Tales of the Buddha*, Pariyatti Press, New York, 2007
5. Sally M. Cutler, *The Pāli Apadāna Collection*, Journal of the Pāli Text Society, London, Vol. XX, 1994.
6. *The Therīgāthā*, ed. K.R. Norman & L. Alsdorf; London: PTS, 1966. Tr. with an intro. & notes
7. उपालि, विपश्यना विशोधन विन्यास, इरातपुरी, 2017
8. गोयंका सत्य नारायण, बुद्ध की महान शिक्षा विपश्यना : की उत्पत्ति और प्रसार, विपश्यना विशोधन विन्यास, इरातपुरी, 2009
9. जातक , भदन्त आनन्द कौसल्यायन, हिंदी साहित्य सम्मेलन, प्रयाग, 1985
10. थेरीगाथा, विमलकीर्ति, सम्यक प्रकाशन, दिल्ली, 2003
11. थेरीगाथा, विमलकीर्ति, सम्यक प्रकाशन, दिल्ली, 2003
12. थेरीगाथाए, उपाध्याय, भरत सिंह, सस्ता साहित्य मंडल, दिल्ली 1950.
13. निदानकथा, महेश तिवारी, चौखम्बा विद्याभवन, वाराणसी, 1970
14. षट्पाचार एवं भद्रा कापिलानी, विपश्यना विशोधन विन्यास, इरातपुरी, 2014
15. सुत्त-सार, सत्येन्द्र नाथ टंडन, विपश्यना विशोधन विन्यास, इरातपुरी, 2001


विनायाध्यक्ष/Head

बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007

Tutorial Activities: Problem-solving exercises



GE 2: BSGE 201B: Buddhist Fundamental Concepts in Sanskrit Literature

Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial	Practical		
GE 2: BSGE 201B: Buddhist Fundamental Concepts in Sanskrit Literature	4	3	1	0	As per admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: SDG 10 Reduced Inequalities

- Objectives:** The primary objective of this course is to familiarize with the students with:
- To introduce students to the foundational concepts of Buddhism preserved in Sanskrit literature.
 - To familiarize students with key Buddhist philosophers and their literary contributions.
 - To develop an understanding of Buddhist ethics, mindfulness, and worldviews.
 - To bridge classical language studies with contemporary values like peace and inclusivity.

Course Learning Outcomes

By the end of this course, students will be able to:

- Identify and explain core Sanskrit Buddhist terms and philosophical concepts.
- Analyze major Sanskrit Buddhist texts like *Buddhacharita* and *Lalitavistara*.
- Demonstrate an understanding of the evolution of Mahayana philosophy.
- Apply Buddhist ethical teachings to modern-day challenges.

Contents

Unit-I:	Introduction to Sanskrit Buddhist Literature	10 Hours
	Topics:	
	• Origin and development of Buddhist Hybrid Sanskrit. • Overview of the Sanskrit Buddhist Canon (Sutras, Avadanas, and Tantras). • Introduction to Mahayana Buddhism • Core Concepts: Dharma, Sangha, Bodhisattva ideal.	
Unit-II:	Biographical and Narrative Texts.	10 Hours
	Topics:	
	• Ashvaghoṣa's <i>Buddhacharita</i>: Selected verses on the birth and renunciation of Buddha. • <i>Lalitavistara Sutra</i>: The divine play and enlightenment narrative. • <i>Divyavandan</i>: Stories of moral values and karma.	

**Unit-III: Core Philosophical Concepts**

15 Hours

- Four Noble Truths (*Aryasatyas*) and the Eightfold Path.
- Dependent Origination (*Pratityasamutpada*).
- Core schools of Sanskrit Buddhism: Madhyamaka (Shunyata) and Yogacara (Vijnanavada).

Unit-IV: Applied Buddhist Ethics and Practices

10 Hours

- The Six Perfections (*Saddharmapundarika / Bodhicaryavatara* perspectives on Paramitas).
- Concept of Karuna (Compassion) and Metta (Loving-kindness).
- Relevance of Buddhist mindfulness (*Smriti*) in the contemporary world.

Suggested Readings

1. Conze, Edward. (1993). *Buddhist Thought in India: Three Phases of Buddhist Philosophy*. Rupa & Co.
2. Johnston, E. H. (Trans.). (1936). *The Buddhacarita: Or, Acts of the Buddha*. Motilal Banarsidass.
3. Nariman, J. K. (1919). *Literary History of Sanskrit Buddhism*. Indian Book Depot.
4. Williams, Paul. (2008). *Mahayana Buddhism: The Doctrinal Foundations*. Routledge.
5. उपाध्याय, बलदेव. (1946). *बौद्ध दर्शन मीमांसा*. चौखम्बा विद्याभवन।
6. देव, नरेन्द्र (आचार्य). (1984). *बौद्ध धर्म दर्शन*. बिहार राष्ट्रभाषा परिषद्।
7. भिक्षु धर्मरक्षित. (अनुवाद). *अश्वघोष कृत बुद्धचरितम्*. मोतीलाल बनारसीदास।
8. सांकृत्यायन, राहुल. (1944). *बौद्ध दर्शन*. किताब महल।

Tutorial Activities: Problem-solving exercises


बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110 007/Delhi-110007



GE 2: BSGE 201C: History of Indian Buddhism till the Beginning of Mauryan Period

Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial	Practical		
GE 2: BSGE 201C: History of Indian Buddhism till the Beginning of Mauryan Period	4	3	1	0	As per admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: 4, Quality Education and Gender Equality

Objectives: The primary objective of this course is to advance students' critical awareness of the background to the origin and nature of Buddhism in India from its birth till the beginning of the Mauryan Period in the fourth century BCE.

Course Learning Outcomes: Upon the completion of this course, students should:

- have acquired a clear understanding of the background to the origin of Buddhism in India.
- have a sound knowledge during the first millennium of its existence
- have a sound knowledge of its perspective on women, ahimsā, and caste system.
- be equipped with the methodological capability to be able to conduct postgraduate or independent research on virtually any topic on the history of Indian Buddhism.
- have acquired a good understanding of the key doctrines of Theravāda.
- have gained good familiarity with consulting and analysing the source material for the study of the history of early Indian Buddhism.

Contents:

Unit-I:	Survey of the source material: indigenous (archaeological and literary) and foreign	10 Hours
Unit-II:	India on the Eve of the Origin of Buddhism	10 Hours
Unit-III:	First and Second Buddhist Council and Origin and Development of Buddhist Sangha	10 Hours
Unit-IV:	Early Buddhist view on Non-Violence, Caste, and Women	15 Hours

Suggested Readings

1. Bapat, P.V. *2500 Years of Buddhism*, New Delhi: Government of India. *Baudha Dharma ke 2500 Varsa* (in Hindi), New Delhi: Government of India.
2. Lamotte, É., *History of Indian Buddhism*, Louvain: Peeters Pub, 1988.



3. Nakamura, H., *Indian Buddhism: A Survey with Bibliographical Notes*, reprint, Delhi: Motilal Banarsidass, 1989.
4. 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.
5. Strong, John, S., *The Buddha: A Short Biography*, Oxford: Oneworld, 2001.
6. Warder, A.K., *Indian Buddhism*, 4th edition, Delhi: Motilal Banarsidass, 2017.
7. पाण्डेय, गोविन्द चन्द्र। बौद्ध धर्म के विकास का इतिहास। वाराणसी: हिंदी समिति, 1994।
8. पाण्डेय, राजबली। प्राचीन भारत। वाराणसी: चौखम्बा विद्याभवन, 1997।
9. राहुल सांकृत्यायन। बौद्ध संस्कृति। इलाहाबाद: किताब महल, 2005।
10. राहुल सांकृत्यायन। बौद्ध दर्शन। इलाहाबाद: किताब महल, 1998।
11. राहुल सांकृत्यायन। भारत में बौद्ध धर्म का उत्थान और पतन। इलाहाबाद: किताब महल, 2003।
12. शर्मा, रामशरण। प्राचीन भारत का इतिहास। नई दिल्ली: राजकमल प्रकाशन, 2007।
13. शास्त्री, बलदेव उपाध्याय। बौद्ध दर्शन मीमांसा। वाराणसी: चौखम्बा विद्याभवन, 2001।
14. उपाध्याय, भरत सिंह। पालि साहित्य का इतिहास। प्रयागराज: हिंदी साहित्य सम्मेलन, 1967।
15. उपाध्याय, बलदेव। बौद्ध धर्म और दर्शन। वाराणसी: चौखम्बा विद्याभवन, 1999।
16. द्विवेदी, हजारीप्रसाद। बौद्ध धर्म के विकास का इतिहास। वाराणसी: हिंदी ग्रंथ अकादमी, 1978।

Tutorial Activities: Problem-solving exercises


विभागाध्यक्ष/Head

बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110 007/Delhi-110007



GE 2: BSCE201D: Philosophy of Early Indian Buddhist Sects

Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial	Practical		
GE 2: BSCE201D: Philosophy of Early Indian Buddhist Sects	4	3	1	0	As per admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: 16 Peace Justice and Strong Institution

- Course Objectives:**
- To understand the fundamental teachings of Buddhism
 - To examine the causes and historical circumstances that led to the emergence of various Buddhist sects and schools in India.
 - To analyze the philosophical doctrines and distinctive features of the major early Buddhist traditions, including Sthaviravāda, Mahāsāṃghika, and Sarvāstivāda.
 - To evaluate the origin and development and philosophy of Theravāda Buddhism, especially Vaibhāṣika and Sautrāntika
 - To evaluate the origin, development, and philosophical contributions of Mahāyāna Buddhism, particularly the Mādhyamika and Yogācāra traditions.
 - To develop a critical understanding of key Buddhist philosophical concepts such as the Bodhisattva ideal, Śūnyatā, and Vijñaptimātratā (Consciousness-only theory).

Course Learning Outcomes:

Upon successful completion of the course, students will be able to:

- Describe fundamental Buddhist teachings.
- Explain the historical development of early Buddhist sects and identify the factors responsible for their emergence.
- Compare and contrast the philosophical doctrines and distinctive characteristics of the Sthaviravāda, Mahāsāṃghika
- Analyze the philosophy of Theravāda Buddhism and critically examine the philosophical contributions of the Vaibhāṣika and Sautrāntika.
- Evaluate the origin and evolution of Mahāyāna Buddhism and critically examine the philosophical contributions of the Mādhyamika and Yogācāra schools.
- Interpret and apply key Mahāyāna concepts, including the Bodhisattva ideal, Śūnyatā, and Consciousness-only theory, in understanding Buddhist philosophical thought.

Contents



Unit-I:	Foundation of Buddhist Philosophy • Fundamental Teachings of the Buddha	10 Hours
Unit-II:	Early Buddhist sects and their Philosophy • Sthaviravāda • Mahāsāṃghika	10 Hours
Unit-III:	Theravāda Buddhist Philosophy: • Origin and Development of Theravāda Buddhism: Vaibhāṣika and Sautrāntika • Key Concepts: Arhat, Four Noble Truth, Tilakkhaṇa	15 Hours
Unit-IV:	Mahāyāna Philosophy • Origin and Development of Mahāyāna Buddhism: Mādhyamika and Yogācāra • Key Concepts: Bodhisattva Ideal, Sunyata, Consciousness-only theory.	10 Hours

Suggested Readings

1. Rupert Gethin. *The Foundations of Buddhism*. Oxford: Oxford University Press, 1998.
2. Peter Harvey. *An Introduction to Buddhism: Teachings, History and Practices*. 2nd ed. Cambridge: Cambridge University Press, 2013.
3. Paul Williams. *Buddhist Thought: A Complete Introduction to the Indian Tradition*. 2nd ed. London: Routledge, 2012.
4. Paul Williams. *Mahayana Buddhism: The Doctrinal Foundations*. 2nd ed. London: Routledge, 2009.
5. K. Warder. *Indian Buddhism*. 3rd ed. Delhi: Motilal Banarsidass, 2004.
6. Nalinaksha Dutt. *Buddhist Sects in India*. New Delhi: Motilal Banarsidass, 1978.
7. उपाध्याय, जगन्नाथ. *बौद्ध दर्शन की भूमिका*. वाराणसी: चौखम्बा भारती अकादमी, 2011.
8. सांकृत्यायन, राहुल. *बौद्ध दर्शन*. इलाहाबाद: किताब महल, 2014.
9. देव, नरेन्द्र. आचार्य. *बौद्ध धर्म-दर्शन*. दिल्ली: मोतीलाल बनारसीदास, 2015.
10. द्विवेदी, नानकी प्रसाद. *बौद्ध तन्त्र वाङ्मय*. वाराणसी: केन्द्रीय उच्च तिब्बती शिक्षा संस्थान, 2005.
11. मिश्र, हरेन्द्र प्रसाद. *भारतीय दर्शन की रूपरेखा*. दिल्ली: मोतीलाल बनारसीदास, 2011.
12. सिंह, बलदेव. *बौद्ध सिद्धान्त और दर्शन*. दिल्ली: ईस्टर्न बुक लिंकर्स, 2009.

Tutorial Activities: Problem-solving exercises


 दिनागोपास/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 हिन्दू विश्वविद्यालय/University of Delhi
 दिल्ली-110007/Delhi-110007



GE 2: BSGE 201E: Devotion in Chinese Buddhism

Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial	Practical		
GE 2: BSGE 201E: Devotion in Chinese Buddhism	4	3	1	0	As per admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: 16 Peace Justice and Strong Institution

Objectives: This course introduces major religions of China through exploring myths and legends; rites, rituals, and festivals; and contemporary popular culture. Particular attention will be paid to the complexities and contingencies in shifting categories such as “religion” and “culture” in China. In sum, we will work with translated primary sources, scholarly surveys and analyses, and literary and artistic pieces. The goal is to provide close reading, critical thinking, and effective communication. There are no formal prerequisites, although some prior knowledge of Chinese history and / or religion will be helpful. No knowledge of the Chinese language is required.

Course Learning Outcomes:

- Identify, analyze, explain, and appraise the key doctrines of Chinese Buddhism.
- Discover the Buddhist perspective on the individual and the world.
- Through understanding the realities of life and living, develop a positive, activist and compassionate attitude towards oneself and one's dealings with the world.

Contents:

Unit-I: Concept of Buddha: Śākyamuni, Amitābha, Mahāvairocana, and Bhaiṣajyaguru	10 Hours
Unit-II: Concept of Bodhisattva: Maitreya, Avalokiteśvara, Mañjuśrī, Samantabhadra, and Kṣitigarbha. Four great Bodhisattvas and the pilgrimage to their abodes	15 Hours
Unit-III: Expression of Buddhist Devotion in Chinese Society: charitable activities, Buddhist festivals, Buddhist societies, vegetarian feasts.	10 Hours
Unit-IV: Buddhist Art in Chinese Buddhism.	10 Hours

विभागाध्यक्ष/Head

बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007



Suggested Readings:

1. Naquin, Susan; Yu, Chun-Fang (Ed.), *Pilgrims and sacred sites in China*, Berkeley, CA: University of California Press, 1992.
2. Taigen Dan Leighton, *Faces of Compassion, Classic Bodhisattva Archetypes and Their Modern Expression*, Boston: Wisdom Publications, 2003.
3. Van Oort, H. A. *The Iconography of Chinese Buddhism in traditional China*. Pt. 1. Iconography of Religions Series, XII-5. Kinderhook, NY: E. J. Brill U. S. A., Incorporated, 1986.
4. Welch, Holmes H. *Practice of Chinese Buddhism, 1900-1950*. Cambridge, MA: Harvard University Press, 1967.
5. Williams, Paul. *Mahayana Buddhism: The Doctrinal Foundations*, London and New York: Routledge, 1989.
6. Yhu, Chun-fang. *Kuan-Yin: The Chinese Transformation of Avalokitesvara*. New York: Columbia University Press, 2000.
7. Yoshinori, Takeuchi, *Buddhist Spirituality, Vol. I*, Delhi: Motilal Banarsidass Publishers, 2003.

Tutorial Activities: Problem-solving exercises


बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007

**GE 2: BSGE 201F: Introduction on Buddhism and Buddhist Art in Tibet**

Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial	Practical		
GE 2: BSGE 201F: Introduction on Buddhism and Buddhist Art in Tibet	4	3	1	0	As per admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: 11 Sustainable Cities and Communities

Objectives: The objective of this paper is to provide students with elementary knowledge about origin and development of religious systems in Tibet, together with contribution of selected Indian Buddhist masters. Shed light on the art and culture that influenced by Buddhism in Tibet.

Course Outcomes

Student will have fair understanding about the Bon, Buddhist culture and Indian connectivity with Buddhist art and literature.

Contents

Unit-I:	Historical background and Introduction and Development of Buddhism in Tibet.	15 Hours
Unit-II:	Introduction to the Buddhist Literature (Kanjur and Tenjur) in Tibet.	10 Hours
Unit-III:	The Prominent Figures: Shantarakshita, Padmasambhava, Atisa Dipankara toward the development of Buddhism in Tibet.	10 Hours
Unit-IV:	Buddhists Art in Tibet.	10 Hours
	• Stylistic trend of Tibetan art. • Painting, Sculpture, Architecture and Stupa. • c. Eight Auspicious Symbols, Mandala.	

Suggested Reading

1. Pal, P. *Art of the Himalayas*, Hudson Hills Press, New York, 1996
2. Pal, P. *The art of Tibet*, The Asia Society, New York, 1969
3. Waddell, D. *The Buddhism of Tibet*, W. Heffer & Sons Ltd, Cambridge, 1985.

Tutorial Activities: Problem-solving exercises


विभागाध्यक्ष/Head

बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007



Skill Based Course

Ancient Indian Epigraphy						
Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial	Practical		
Ancient Indian Epigraphy	2	1	1	0	As per admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: 4 Quality Education

- Objectives:** The primary objective of this course is to familiarize with the students with:
- Brāhmī script of the Aśokan period
 - Transcription from Aśokan Brāhmī to Devanāgarī/Hindi and vice-versa
 - Training of students in translation from Prākṛta language to Hindi/English
 - Explanation of specific terms used in the inscriptions of Emperor Aśoka and their significance

Course Learning Outcomes

After having completed this course, students shall be able to read the Aśokan Brāhmī script, transcribe from it to Devanāgarī/Roman and vice-versa as well as basic knowledge of the grammar of Prākṛta language.

Contents

Unit-I	Origin and development of Brāhmī script	8 Hours
Unit-II	Transcription from Aśokan Brāhmī to Roman/Devanāgarī and vice-versa.	7 Hours

Suggested Readings

1. Allchin, F.R. & K.R. Norman, 'Guide to the Aśokan Inscription,' *South Asian Studies*, 1, 1985: 43-50.
2. Barua, B.M., *Aśoka and his Inscriptions*, 2 vols, Calcutta: 1967.
3. Basak, R.G., *Aśokan Inscriptions*, Delhi: Motilal Banarsidass, 1989.
4. Dani, A.H., *Indian Palaeography*, Oxford: Oxford University Press, 1963.
5. Filliozat, J., *Studies in Aśokan Inscriptions*, tr. R.K. Menon, Calcutta: 1967.
6. Hultzsch, E., *Corpus Inscriptionum Indicarum*, vol. 1 (inscriptions of Asoka), new edition, Delhi: Motilal Banarsidass, 1969.
7. Narayan, A.K. and M.S. Shukla, *Prācīna Bhāratīya Abhilekha-Sangraha*, 2 vols., Varanasi: BHU: 1969.
8. Ojha, G.H., *Bhāratīya Prācīna Lipimālā*, reprint, Delhi: Motilal Banarsidass, 1971.
9. Sirkar, D.C., *Indian Epigraphy*, Delhi: Motilal Banarsidass, 1965.

Tutorial Activities: Problem-solving exercises



Based on Postgraduate Curriculum Framework 2024

University of Delhi

POST GRADUATE PROGRAMMES OF STUDY

STRUCTURE, COURSES, & SYLLABI OF SEMESTER- III & IV, and
ONE YEAR PG PROGRAMME

**MASTER OF ARTS
in
BUDDHIST STUDIES**



2026


विभागाध्यक्ष/Head

होद, अध्यापन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय, दिल्ली
दिल्ली-110007, Delhi-110007

I. About the Department

The Department of Buddhist Studies was established in 1957 as follow up to the action initiated by the Government of India on the occasion of the celebration of 2500 years of Buddhism on 24 May 1956. This department, the first of its kind in India, was established with the primary objective of conducting research at the advanced level in various subjects related to Buddhist Studies. As part of this initiative, a Chair of Buddhist Studies was created. Professor P.V. Bapat, a scholar of international repute, was the first scholar to occupy this chair. Professor Bapat initially began his work of organizing the Department of Buddhist Studies under the overall supervision of the Department of Philosophy which was headed by Professor N.V. Banerjee at that time.

For the first few years, the Department had staff strength of one professor, two research fellows, one stenographer, and an office attendant. Under Professor Bapat, University Grants Commission was approached for initiating action to provide an independent identity to the Department with its own library and more academic as well as non-academic staff. As a result of these efforts, the University Grants Commission provided one reader, three lecturers, two part-time lecturers and, one research assistant were sanctioned. However, the Department continued to function as part of the Department of Philosophy till 1962 when it began to function independently as a full-fledge department of the University of Delhi.

The Department began to admit full-time research scholars from the year 1962 onwards for the degrees of Ph.D. M.Litt. Later, post-graduate Certificate and Diploma courses each of one-year duration in Pali language and Literature were introduced in the years 1967 and 1968 respectively. Likewise, post-graduate Certificate and Diploma courses in Tibetan Language and Literature each of one-year duration were introduced in 1968 and 1969 respectively. The Department began to bring out its own annual research Journal Buddhist Studies in 1974. The year 1979 was a landmark when a two-year full-time M.A course in Buddhist Studies was introduced. In the year 1981, M.Litt. course was replaced by M.Phil. course. The Department received the status of Department of Special Assistance (DSA) in 1989 from the University Grants Commission. Under this scheme, various facilities in the department were further expanded and now the department hopes to become Centre of Advanced Study at the end of third phase of the DSA Programme. Under the Assistance for Strengthening of Infrastructure for Humanities and Social Sciences (ASIHSS) scheme of the University Grants Commission awarded in the year 2006, the Department has been able to acquire sufficient technical and infrastructural facilities to be able to function as a competitive academic institution striving for excellence.

Apart from within India, students of as many 37 different nationalities have studied and/or done research at the Department of Buddhist Studies. A large number of the alumni of this Department hold positions of eminence in different parts of the world. The Department has an internationally known academic staff.


विभागाध्यक्ष/Head
बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007

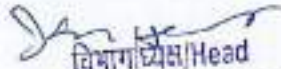


MA BUDDHIST STUDIES

Semester III AND SEM IV

2nd Year of PG curricular structure for 2 year PG Programmes (3+2)
Structure 1 (Level 6.5): PG Curricular Structure with only course work

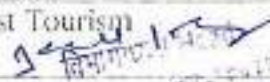
Semester	DSC	DSE	2 Credit course	Dissertation/ Academic Project/ Entrepreneurship	Total Credits
Semester- III	DSC-7 DSC -8 (8 credits)	DSE - 5 DSE – 6 DSE – 7 OR DSE-5 DSE- 6 & GE-3 (12 credits)	Skill-based course/ workshop/ Specialised laboratory/ Internship/ Apprenticeship/ Hands on Learning (2 credits)	Nil	22
Semester- IV	DSC-9 DSC -10 (8 credits)	DSE- 8 DSE – 9 DSE – 10 OR DSE-8 DSE-9 & GE-4 (12 credits)	Skill-based course/ workshop/ Specialised laboratory/ Internship/ Apprenticeship/ Hands on Learning (2 credits)	Nil	22


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110007/Delhi-110007



COURSES OFFERED IN SEMESTER III

SL. No.	Code	Subject Code	Subject
1.	DSC 7	BSCC 301	Pāli-Based Buddhist Concepts
2.	DSC 8	BSCC 302	History of Indian Buddhism from the Mauryan till Vardhan Dynasty
3.	DSE 5	BSEC 301 A	Abhidhamma Piṭaka
4.		BSEC 301 B	Contribution of Sanskrit Scholars to the Development of Buddhism
5.		BSEC 301 C	Advent and Spread of Northern Buddhism
6.		BSEC 301 D	Buddhist Yogācāra Idealism
7.		BSEC 301 E	History of Buddhism in China (907 CE onwards)
8.		BSEC 301 F	Tibetan Buddhist Literature-II
9.	DSE 6	BSEC 302 A	Post-Canonical Pāli Literature
10.		BSEC 302 B	Mādhyamika Buddhist Literature
11.		BSEC 302 C	Buddhist Education and Educational Centres in India
12.		BSEC 302 D	Later Mahāyāna and Vajrayāna Philosophy
13.		BSEC 302 E	Monastic Order in China
14.		BSEC 302 F	Tibetan Buddhist Literature-III
15.	DSE 7	BSEC 303 A	Pāli Poetical Literature
16.		BSEC 303 B	Buddhist Logic and Epistemology
17.		BSEC 303 C	Origin and Development of Buddhist Sects in India
18.		BSEC 303 D	Buddhist Philosophy of Language and Dialectics
19.		BSEC 303 E	The Influence of Buddhism on Chinese Culture
20.		BSEC 303 F	Advent and Spread of Buddhism in Himalayan Region
21.	GE 3	BSGE 301 A	Pāli Poetical Literature
22.		BSGE 301 B	Contribution of Sanskrit Scholars to the Development of Buddhism
23.		BSGE 301 C	History of Indian Buddhism from the Mauryan till Vardhan Dynasty
24.		BSGE 301 D	Yogācāra and Vijñānavāda Philosophy
25.		BSGE 301 E	The Influence of Buddhism on Chinese Culture
26.		BSGE 301 F	General Introduction of Tibetan Buddhist Healing System
27.	SKILL BASED COURSE		Buddhist Tourism


 श्री अरुण कुमार, Dean, Buddhist Studies
 शिक्षा विभाग, दिल्ली विश्वविद्यालय, दिल्ली-110 007/Delhi-110007



COURSES OFFERED IN SEMESTER IV

SL. No.	Code	Subject Code	Subject
28.	DSC 9	BSCC 401	Introduction to Buddhist Sanskrit Literature
29.	DSC 10	BSCC 402	Philosophical Foundations and Doctrinal Development in Mahāyāna Buddhism
30.	DSE 8	BSEC 402 A	Vaṃsa Literature
31.		BSEC 402 B	Sarvāstivāda and Sanskrit Gāthā Literature
32.		BSEC 402 C	Origin and Development of Buddhist Art and Architecture
33.		BSEC 402 D	Dignāga: Buddhist Logic and Epistemology
34.		BSEC 402 E	Buddhist Sects in China
35.		BSEC 402 F	Tibetan Buddhist Philosophy and Logic
36.	DSE 9	BSEC 403 A	Pāli-Based Buddhist Philosophy
37.		BSEC 403 B	Mahāyāna Buddhist Literature
38.		BSEC 403 C	Buddhism in Contemporary India
39.		BSEC 403 D	Sanskrit-Based Abhidharma Philosophy
40.		BSEC 403 E	Buddhist Art & Literature in China
41.		BSEC 403 F	Esoteric Buddhism in Tibet
42.	DSE 10	BSEC 404 A	Pariyatti and Paṭipatti in Contemporary World
43.		BSEC 404 B	"Navavaipulya Sutra: Philosophical, Literary and Contemporary Perspectives"
44.		BSEC 404 C	Ashokan Brāhmī: Script, Language and Inscriptions
45.		BSEC 404 D	Buddhist Perspective on Conflict Resolution
46.		BSEC 404 E	Contemporary Buddhism in China
47.		BSEC 404 F	General Introduction of Tibetan Buddhist Healing System
48.	GE 4	BSGE 401 A	Vipassanā: Theory and Practices
49.		BSGE 401 B	Major Traditions of Sanskrit Buddhism
50.		BSGE 401 C	Buddhist Tourism
51.		BSGE 401 D	Buddhist Perspective on Conflict Resolution
52.		BSGE 401 E	Royal Patronage of Buddhism in China
53.		BSGE 401 F	The Impact and Importance of Four Major Traditions of Buddhism in Tibet
54.	SKILL BASED COURSE		Buddhism and Mind Management

विभागीय अध्यक्ष/Head

संस्कृत विभाग (Department of Buddhist Studies)
दिल्ली विश्वविद्यालय, University of Delhi
दिल्ली-110 007, Delhi



SEMESTER III

DSC 7: BSCC 301: Pāli-Based Buddhist Concepts

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/Pre-requisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
DSC 7: BSCC 301 Pāli-Based Buddhist Concepts	4	3	1	0	As per Admission criteria	Nil

This Paper is aligned with Sustainability Development Goals 2030: #4 Quality Education

Course Objectives:

The basic objective of this course is to critically familiarize the students with the Pāli-based Buddhist concepts and their application in the different aspects of human life.

Course Learning Outcomes:

After having done this course the students shall become familiar with the Pāli-based Buddhist concepts.

Contents

Unit I	Basic Doctrines of Buddhism • Four Noble Truths (<i>Cattāri Ariyasaccāni</i>) • Eight Fold Path (<i>Aṭṭhaṅgiko Maggo</i>)	13 Hours
Unit II	Philosophical and Psychological Doctrine • Path of Purification (<i>Sīla, Samādhi, Paññā</i>) • Theory of Cause and Effect / Dependent Origination (<i>Paṭiccasamuppāda</i>) • Tilakkhaṇa (Three Characteristics of Existence): Anicca, Dukkha and Anattā	12 Hours
Unit III	Socio-Economic and Environmental Perspectives in Pāli Literature • Economic Issues • Environmental Issues • Social Issues	10 Hours
Unit IV	Human Development and Well-being in Pāli Literature • Women Empowerment • Mental Health and Buddhism	10 Hours

[Signature]
Head

Department of Buddhist Studies
University of Delhi
110 007/Delhi-110007



Suggested Readings:

1. Barua, Dipak Kumar: *An Analytical Study of four Nikāyas*, Delhi, Munshiram Manoharlal, 2003.
2. *Dharmapracaricaya (Aspects of Buddhist Studies)*, ed. Lalji Shrivastava & Charles Willemen, Buddhist World Press, Delhi: 2012.
3. Kalupahana, David: *Causality. The Central Philosophy of Buddhism*, Honolulu, University of Hawaii: 1975.
4. Keown, Damien: *Buddhism and Bioethics*, London, Macmillan, 1995.
5. Nāṇamoli, Bhikkhu, tr. *The Path of Purification (Visuddhimagga)*, Singapore, Buddhist Meditation Centre: 1997.
6. Pavagadhi, Dr. Shubra B., *Papers on Buddhism*, A. K. Publication, Delhi: 2016.
7. Ratnakul. Pinit: *Bioethics, An Introduction to the Ethics of Medicine and Life Sciences*, Bangkok, Mahidol University 1986.
8. Upadhyay, Baldeva, *Bauddha Dharma Mimāṃsā*, Chaukhambha, Varanasi, 1978.

Tutorial Activities: Problem-solving exercises


विभागाध्यक्ष/Head
बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007



DSC 8: BSCC 302: History of Indian Buddhism from the Mauryan till Vardhan Dynasty

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/Pre-requisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
DSC 8: BSCC 302 History of Indian Buddhism from the Mauryan till Vardhan Dynasty	4	3	1	0	As per Admission criteria	Nil

This Paper is aligned with Sustainability Development Goals 2030: #4 Quality Education

Course Objectives:

- To familiarize students with various sources of Buddhist history, including indigenous archaeological and literary materials as well as foreign accounts.
- To analyze the role of the Mauryan Empire in the growth and spread of Buddhism, with special reference to imperial patronage and policy.
- To examine the contributions of the Sunga and Kushana periods in shaping the institutional, artistic, and doctrinal development of Buddhism.
- To study the development and transformation of Buddhism during the Gupta and Vardhana periods, highlighting political, cultural, and religious dynamics.

Course Learning Outcomes: After completing this course, students will be able to:

1. Identify and evaluate different historical sources (archaeological, literary, and foreign accounts) for reconstructing the history of Buddhism in India.
2. Explain the impact of the Mauryan period on Buddhism, particularly in terms of state support, expansion, and organization.
3. Assess the contributions of the Sunga and Kushana dynasties to the growth of Buddhist institutions, art, and philosophy.
4. Analyze the status and evolution of Buddhism during the Gupta and Vardhana periods, including its interaction with other religious traditions.

Contents:

Unit I Survey of the source material:

- Indigenous (archaeological and literary)
- Foreign.

13 Hours

Studies
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Unit II	Contribution to the Mauryan Dynasty for development of Buddhism:	12 Hours
	• Asoka's Dhamma Policy • Buddhism as a Pan-Asian Religion • Third Buddhist council	
Unit III	Role of Sungas & Kushanas for the development of Buddhism	10 Hours
	• Śuṅgas: Evaluation of Puṣyamitra's attitude towards Buddhism. • Kuṣāṇas: Development of Buddhism, Fourth Buddhist Council. • Rise of Mahāyāna Buddhism.	
Unit IV	Rise of Buddhism in Gupta and Vardhana Period	10 Hours
	• Guptas • Harṣavardhana • Nālandā University • Faxian and Xuanzang	

Suggested Readings:

1. Devahuti, D. *Harsha: A Political Study*, third revised edition, New Delhi: Oxford University Press, 1998.
2. Dutt, Sukumar. *Buddhist Monks and Monasteries of India: Their History and Their Contribution to Indian Culture*, London: George Allen & Unwin, 1962, reprint, Delhi: Motilal Banarsidass, 1988.
3. Hazra, K. L. *Royal Patronage of Buddhism in Ancient India*, Buddhist World Press 2012.
4. Lamotte, E., English edition: *History of Indian Buddhism*, Louvain: 1988.
5. Nakamura, H., *Indian Buddhism: A Survey with Bibliographical Notes*, reprint, Delhi: 1989.
6. R. Thapar, *Aśoka and the Decline of the Mauryas*, Oxford India Paperbacks, Delhi: OUP: 1998.
7. Warder, A.K., *Indian Buddhism*, 2nd edition, Delhi: 1980.
8. उपाध्याय, भरत सिंह। पालि साहित्य का इतिहास। प्रयागराज: हिंदी साहित्य सम्मेलन, 2008।
9. उपाध्याय, भरत सिंह। संस्कृत बौद्ध साहित्य का इतिहास। प्रयागराज: हिंदी साहित्य सम्मेलन, 1968।
10. त्रिपाठी, रामशंकर। बौद्ध दर्शन प्रस्थाना सारनाथ, वाराणसी: केंद्रीय उच्च तिब्बती शिक्षा संस्थान, 2015।
11. देव, नरेन्द्र। बौद्ध धर्म-दर्शन। वाराणसी: मोतीलाल बनारसीदास, 1999।
12. द्विवेदी, कपिलदेव। भारतीय दर्शन का इतिहास। वाराणसी: विद्यविद्यालय प्रकाशन, 2010।
13. पाण्डेय, गोविन्द चन्द्र। बौद्ध धर्म के विकास का इतिहास। वाराणसी: हिंदी समिति, 1994।
14. शास्त्री, बलदेव उपाध्याय। बौद्ध दर्शन मीमांसा। वाराणसी: चौखम्बा विद्याभवन, 2001।

Tutorial Activities: Problem-solving exercises

विभागाध्यक्ष/Head
बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007



DSE 5: BSEC 301A: Abhidhamma Piṭaka

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/Pre-requisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 5: BSEC 301A Abhidhamma Piṭaka	4	3	1	0	As per Admission criteria	Nil

This Paper is aligned with Sustainability Development Goals 2030: 10 Reduced Inequalities

Course Objectives:

This course aims at providing students with a comprehensive treatment of the Pāli Abhidhamma Piṭaka, in order to allow them, by the end of the year, to understand the Abhidhamma and read independently Pāli texts of the Abhidhamma Piṭaka, and to pursue more advanced studies in Abhidhamma.

Course Learning Outcomes:

At the end of the course, a student should be able to demonstrate a clear understanding of the *Buddhavacana*, ability to understand the original texts of the Abhidhamma Piṭaka and the treatment of Buddhist psychology, ethics, and philosophy in the Abhidhamma Piṭaka.

Contents:

Unit I	The Dhammasaṅgaṇī: • <i>Mātikā</i>	13 Hours
Unit II	The Dhātukathā: • <i>Nikkheppakaṇḍa</i>	12 Hours
Unit III	The Puggalapaññatti: • <i>Mātikā</i>	10 Hours
Unit IV	The Kathāvatthu: • <i>Puggalakathā</i>	10 Hours

Suggested Readings:

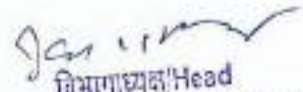
1. Aung S.Z. & C.A.F. Rhys Davids, *Compendium of Abhidhamma Philosophy*, Pali Text Society, London, U.K.: 1956.
2. B. C. Law, *Designation of Human Types*, London: PTS, 1992.
3. C.A.F. Rhys Davids, *A Buddhist Manual of Psychological Ethics*, London: PTS, 1993.
4. Karunadasa, Y., *The Buddhist Analysis of Matter*, Colombo, 1967.
5. Nanaponika, *Guide Through Abhidhamma Piṭaka*, Colombo: Heritage, 2000.
6. Narada, Thera, *A Manual of Abhidhamma*, Colombo, 1956.

बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110 007/Delhi-110007



7. Narada, Thera, Conditional Relations, vol. 1, London: PTS, 1992.
8. Points of Controversy Trans. of *Kathāvatthu* by Shwe Zan Aung & CAF Rhys Davids, Pali Text Society, London: 1915.
9. The *Aṭṭhasālinī*, ed. R.S. Tripathi, Varanasi: 1989.
10. The *Dhammasaṅgani*, ed. E. Muller, London: PTS: 1885.
11. The Expositor, tr. Pe Maung Tin, 2 vols, reprint, London: PTS: 1976.
12. The Puggala Paññatti, ed. & tr. O.P. Pathak & Veena Gaur, Delhi: EBL: 2000.

Tutorial Activities: Problem-solving exercises


विभागाध्यक्ष/Head
बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110 007/Delhi-110007



DSE 5: BSEC 301B: Contribution of Sanskrit Scholars to the Development of Buddhism

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/Pre-requisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 5: BSEC 301B Contribution of Sanskrit Scholars to the Development of Buddhism	4	3	1	0	As per Admission criteria	Nil

This Paper is aligned with Sustainability Development Goals 2030: 10 Reduced Inequalities

Course Objectives:

1. To understand the role of Sanskrit scholars in the development of Buddhist thought.
2. To study the philosophical and literary contributions of major Buddhist scholars.
3. To analyse the influence of Sanskrit Buddhist texts on Buddhist philosophy and intellectual traditions.

Course Learning Outcomes:

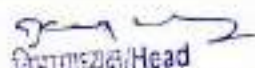
After completing the course, students will be able to:

1. Identify the major Sanskrit Buddhist scholars and their works.
2. Explain the philosophical contributions of these scholars.
3. Evaluate the role of Sanskrit literature in the development of Buddhism.

Contents

Contents:

Unit-I	Contribution of Āśvaghoṣa: • Life and works of Āśvaghoṣa • Literary contribution to Buddhist Sanskrit	10 Hours
Unit-II	Contribution of Nāgārjuna: • Life and philosophical background • Concept of Śūnyatā (Emptiness)	10 Hours
Unit-III	Contribution of Vasubandhu: • Life and intellectual background • Abhidharma and Yogācāra philosophy	10 Hours
Unit-IV	Contribution of Dharmakīrti: • Life and philosophical background • Buddhist logic and epistemology	15 Hours


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110 007/Delhi-110007



Suggested Readings:

1. A. K. Warder, *Indian Buddhism*. Delhi: Motilal Banarsidass Publishers: 2000.
2. David J. Kalupahana, *A History of Buddhist Philosophy: Continuities and Discontinuities*. Delhi: Motilal Banarsidass: 1992.
3. Edward Conze (2001). *Buddhist Thought in India: Three Phases of Buddhist Philosophy*. London: George Allen & Unwin.
4. Étienne Lamotte, *History of Indian Buddhism: From the Origins to the Śaka Era*. Louvain-la-Neuve: Institut Orientaliste: 1988.
5. Rahul Sankrityayan, *Bauddha Darshan*. Allahabad: Kitab Mahal: 1956.
6. Ram Shankar Tripathi, ed. *Saundarananda Mahākavya of Acārya Aśvaghoṣa* (With Tibetan and Hindi Translation), 1999.
7. Surendranath Dasgupta, *A History of Indian Philosophy*, Vol. I. Delhi: Motilal Banarsidass: 1975.
8. Tiwary, M. (ed.), *The Vijñaptimātratāsiddhi of Vasubandhu* (both *Vimśatikā* and *Triṃśikā*), Delhi: 1995.
9. Tripathi, R. S., *Bauddhadarśana Prasthāna*. Sarnath, Varanasi: Central Institute of Higher Tibetan Studies. 2015.
10. Tripathi, R.S., *Vijñaptimātratāsiddhi* (Hindi), Varanasi: 1992.
11. Upadhyaya, Baldev, *Baudha Darshan Mimāṃsā*, Varanasi: 1978.
12. उपाध्याय, बलदेव। बौद्ध धर्म और दर्शन। वाराणसी: चौखम्बा विद्याभवन, 1999।
13. उपाध्याय, भरत सिंह। बौद्ध दर्शन तथा अन्य भारतीय दर्शन। वाराणसी: मोतीलाल बनारसीदास, 2017।
14. त्रिपाठी, रामशंकर। बौद्ध दर्शन प्रस्थान। वाराणसी: केंद्रीय उच्च तिब्बती शिक्षा संस्थान, 2001।
15. शर्मा, चन्द्रधर। भारतीय दर्शन: आलोचन और अनुशीलन। दिल्ली: मोतीलाल बनारसीदास, 2004।
16. शास्त्री, द्वारिकादास। माध्यमिक दर्शन। वाराणसी: बौद्ध भारती, 1964।

Tutorial Activities: Problem-solving exercises


विभागाध्यक्ष/Head

बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007



DSE 5: BSEC 301C: Advent and Spread of Northern Buddhism

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/Pre-requisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 5: BSEC 301C Advent and Spread of Northern Buddhism	4	3	1	0	As per Admission criteria	Nil

This Paper is aligned with Sustainability Development Goals 2030: #4 Quality Education

Course Objectives:

1. To trace the origin and transmission of Northern Buddhism into East and Southeast Asia, with a focus on historical processes and cultural exchanges.
2. To study the introduction and development of Buddhism in China, including key phases, translators, and schools.
3. To examine the spread and adaptation of Buddhism in Korea and Japan, highlighting local influences and transformations.
4. To analyze the growth of Buddhism in Vietnam, with attention to its interaction with indigenous traditions and socio-political contexts.

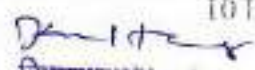
Course Learning Outcomes:

After completing this course, students will be able to:

1. Explain the historical processes involved in the spread of Northern Buddhism across Asian regions such as China, Korea, Japan, and Vietnam.
2. Identify major developments in Chinese Buddhism, including its philosophical schools and cultural integration.
3. Assess the transmission and transformation of Buddhism in Korea and Japan, recognizing regional variations and contributions.
4. Evaluate the establishment and evolution of Buddhism in Vietnam, and its relationship with local culture and society.

Contents

Unit-I	Advent and Spread of Buddhism in China	10 Hours
	• Pre religious social condition of China • Factors responsible for the development of the Buddhism in China • Establishment of Buddhism in Han Period	
Unit-II	Advent and spread of Buddhism in Korea	10 Hours
	• Pre religious social condition of Korea • Advent and development of Buddhism in Korean kingdom	


Head
 शिक्षा विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110 007/Delhi-110007



	• Unification of Shilla	
Unit-III	Advent and spread of Buddhism in Japan • Pre religious social condition of Japan • Role of Important kings for the establishment of Buddhism • Buddhist schools in Nara period	10 Hours
Unit-IV	Advent and Spread of Buddhism in Vietnam • Pre religious social condition of Vietnam • Role of Important Monks for the establishment of Buddhism • Socially engaged Buddhism	15 Hours

Suggested Readings:

1. Anesaki, M., *History of Japanese Religion*, Tokyo: 1963.
2. Bechert, H. & R. Gombrich (ed.), *The World of Buddhism*, London: 1984.
3. Clark, C.A., *Religions of Old Korea*, reprint, Seoul: 1982.
4. Guang-Lien, *A Short Introduction of Buddhism in Vietnam*, Saigon: 1968.
5. Hanayama, S., *A History of Japanese Buddhism*, Tokyo: 1966.
6. Kenneth K.S. Ch'en, *Buddhism in China*, Princeton: 1964.
7. Kitagawa, J.M., *Religion in Japanese History*, New York: 1966.
8. Saunders, E., *Buddhism in Japan*, Philadelphia: 1964.
9. Stenley, Winstein, *Buddhism under the Tang*, Cambridge 1984.
10. The Korean Buddhist Research Institute, *The History and Culture of Buddhism in Korea*, Seoul: 1983.
11. Wright, A.F., *Buddhism in China*, Stanford: 1958.

Tutorial Activities: Problem-solving exercises


विभागाध्यक्ष/Head
बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110 007/Delhi-110007



DSE 5: BSEC 301D: Buddhist Yogācāra Idealism

Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 5: BSEC 301D: Buddhist Yogācāra Idealism	4	3	1	0	As per admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: 10 Reduced Inequalities

Course Objectives: The objectives of this course is to:

- Aware students about the theory of idealism in Buddhism
- advance students' knowledge on the Vasubandhu's different views on reality
- develop critical understanding about the Yogācāra Idealism

Course Learning Outcomes:

Upon the completion of this course, students should have acquired a clear understanding of Vasubandhu and Yogācāra Idealism.

Contents:

Unit I	Introduction to Buddhist Idealism	10 Hours
	• Meaning of <i>Vijñaptimātratā</i> (consciousness-only) • Denial of Independent external reality • Emergence of Yogācāra in Mahāyāna • Core ideas: Non-duality, Dependent origination • Brief comparison: Madhyamaka, Advaita, Western Idealism • Critical evaluation	
Unit II	Life and Works of Asaṅga and Vasubandhu	10 Hours
	• Asaṅga: Life and Role in Yogācāra development • Vasubandhu: Shift from Sarvāstivāda to Yogācāra • Key texts: <i>Yogācārabhūmi</i>, <i>Mahāyānasūtrālaṅkāra</i>, <i>Tripiṭikā</i>	

Head
 Department of Buddhist Studies
 University of Delhi
 Delhi-110007/Delhi-110007

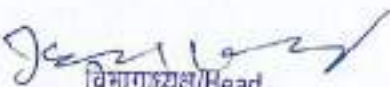


	Contributions: Vijñānavāda, Ālayavijñāna, Karma theory	
Unit III	Classification of Consciousness	10 Hours
	- Eight consciousnesses: Five sensory, <i>Manovijñāna</i>, <i>Kliṣṭa Manas</i>, <i>Ālayavijñāna</i> - Ālayavijñāna: Storehouse of Karmic seeds - Kliṣṭa Manas: Ego-consciousness - Cognition and Subject-object construction - Link with modern psychology	
Unit IV	Three Characteristics of Consciousness	15 Hours
	- Three natures: <i>Parikalpita</i> (imagined) <i>Paratantra</i> (dependent) <i>Pariniṣpanna</i> (perfected) - Illusion vs Dependent reality vs Ultimate truth - Path to liberation through transformation of consciousness - Comparative and Critical perspective	

Suggested Readings:

1. Anacker, Stefan, *Seven Works of Vasubandhu: The Buddhist Psychological Doctor*, Delhi: 1984.
2. Chatterjee, A.K. *Yogācāra Idealism*, Delhi: 1975.
3. Kalupahana, D.J., *The Principles of Buddhist Psychology*, Delhi: 1992.
4. Kochumuttom, T.A. *A Buddhist Doctrine of Experience*, Delhi: 1982.
5. Tiwary, M. (ed.), *The Vijñaptimātratāsiddhi of Vasubandhu (both Vimśatikā and Triṣikā)*, Delhi: 1995.
6. Tripathi, R.S., *Vijñaptimātratāsiddhi* (Hindi), Varanasi: 1992.
7. उपाध्याय, बलदेव। बौद्ध धर्म और दर्शन। वाराणसी: चौखम्बा विद्याभवन, 1999।
8. उपाध्याय, भरत सिंह। बौद्ध दर्शन तथा अन्य भारतीय दर्शन। वाराणसी: मोतीलाल बनारसीदास, 2017।
9. त्रिपाठी, रामशंकर। बौद्ध दर्शन प्रस्थान। वाराणसी: केंद्रीय उच्च तिब्बती शिक्षा संस्थान, 2001।
10. शर्मा, चन्द्रधर। भारतीय दर्शन: आलोचन और अनुशीलन। दिल्ली: मोतीलाल बनारसीदास, 2004।
11. शास्त्री, द्वारिकादास। माध्यमिक दर्शन। वाराणसी: बौद्ध भारती, 1964।

Tutorial Activities: Problem-solving exercises


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110 007/Delhi-110007



DSE 5: BSEC 301E: History of Buddhism in China (907 CE Onwards)

Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 5: BSEC 301E: History of Buddhism in China (907 CE onwards)	4	3	1	0	As per admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: 10 Reduced Inequalities

Course Objectives:

1. To study the historical development of Buddhism in China after 907 CE, beginning with the Five Dynasties and the Northern and Southern Song periods.
2. To examine the role of non-Han (alien) dynasties, including the Liao Dynasty, Jin Dynasty, and Yuan Dynasty, in shaping Buddhist institutions and practices.
3. To analyze the condition and transformation of Buddhism during the Ming Dynasty and Qing Dynasty periods, focusing on state policies, sectarian developments, and cultural influences.
4. To explore the evolution of Buddhism in modern China, including its challenges, reforms, and contemporary relevance.

Course Learning Outcomes:

After completing this course, students will be able to:

1. Explain the historical progression of Buddhism in China from the Five Dynasties through the Song period, identifying key developments and transitions.
2. Assess the impact of the Liao, Jin, and Yuan dynasties on the growth and transformation of Chinese Buddhism.
3. Evaluate the status and changes in Buddhism during the Ming and Qing dynasties, including institutional, doctrinal, and socio-political aspects.
4. Analyze the condition of Buddhism in modern China, with reference to reform movements, state interaction, and global significance.

Contents:

Unit-I	Buddhism under the Five Dynasties and Northern and Southern Song Dynasties • Institutional Developments and State Patronage • Doctrinal Trends and Monastic Culture	10 Hours
Unit-II	Buddhism under the Alien Dynasties: Liao, Jin and Yuan • Interaction between Buddhism and Non-Han Rulers	10 Hours



- Tibetan Influence and Transregional Buddhist Networks

Unit-III	Buddhism during the Ming and Qing Dynasties • Revival Movements and Syncretism with Confucianism and Daoism • Monastic Reforms and Popular Religious Practices	10 Hours
Unit-IV	Buddhism in the Modern Period • Impact of Colonialism and Modern Reforms • Buddhism in Contemporary Society and Global Context	15 Hours

Suggested Readings:

1. *Cambridge History of China.*
2. J.J.M. De Groot, *Sectarianism and Religious Persecution in China*, Taipei: 1970.
3. K. Reichelt, *Truth and Tradition in Chinese Buddhism*, Shanghai: 1927.
4. K.A. Wittfogel and Feng Chia sheng, *History of Chinese Society*, Philadelphia: 1949.
5. Kenneth K.S. Ch'en, *The Sale of monk certificates during the Sung Dynasty*, Harvard Theological Review, 49, 4: 1956.
6. Kiely, J. Jan & Jessup, Brooks (editor). *Recovering Buddhism in Modern China*. New York: Columbia University Press, 2016.
7. Pittman, Alvin, Don. *Toward a Modern Chinese Buddhism: Taixu's Reforms*. University of Hawaii Press: Honolulu, 2001.
8. Tan Sen, *Buddhism, Diplomacy and Trade*, Delhi: 2004.
9. Wing-tsit Chan, *Religious Trends in Modern China*, New York: 1953.

Tutorial Activities: Problem-solving exercises


विभागाध्यक्ष/Head
बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110 007/Delhi-110007



DSE 5: BSEC 301F: Tibetan Buddhist Literature- II

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/Pre-requisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 5: BSEC 301F Tibetan Buddhist Literature- II	4	3	1	0	As per Admission criteria	Nil

This Paper is aligned with Sustainability Development Goals 2030: 10 Reduced Inequalities

Course Objectives:

1. To provide a general introduction to the text *Byang chub sems dpa'i spyod par 'jug pa* (Bodhisattvacharyāvatāra) and its significance in Tibetan Buddhist literature.
2. To study the first chapter of the Bodhisattvacharyāvatāra by Śāntideva, focusing on the concept of Bodhicitta.
3. To examine selected verses (first 35) of *bshes pa'i spring yig* (Letter to a Friend) by Nāgārjuna, highlighting ethical and philosophical teachings.
4. To analyze *rGyal sras lag len so bdun ma* (Thirty-Seven Practices of a Bodhisattva) by Thogmed Zangpo, with emphasis on practical aspects of the Bodhisattva path.

Course Learning Outcomes:

After completing this course, students will be able to:

1. Explain the importance of key Tibetan Buddhist texts, particularly the Bodhisattvacharyāvatāra and related works.
2. Interpret the first chapter of Śāntideva's text, demonstrating an understanding of Bodhicitta and its role in Mahāyāna Buddhism.
3. Analyze the ethical teachings in Nāgārjuna's Letter to a Friend, and relate them to Buddhist moral philosophy.
4. Evaluate the practical teachings of the Thirty-Seven Practices of a Bodhisattva, and their relevance to spiritual development and daily life.

Contents:

Unit I	General Introduction of <i>Byang chub sems dpa'i spyod par 'jug pa</i> (Jangchub Sempe Chodpa la Jugpa)	11 Hours
Unit II	<i>Byang chub sems dpa'i spyod par 'jug pa</i> (Jangchub Sempe Chodpa la Jugpa) of Śāntideva (Chapters First only)	11 Hours
Unit III	<i>bshes pa'i spring yig</i> (Shepe Tingyeg) of Nāgārjuna (First 35 verses).	11 Hours
Unit IV	<i>rGyal sras lag len so bdun ma</i> (Gyalse Lagyen So Dunma) of Thogmed Zangpo	12 Hours

Suggested Readings:

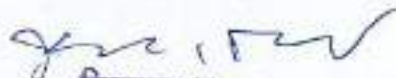
1. Geshe Ngawang Dhargyey et al, ed. & tr., *The Thirty-Seven Practices of a Bodhisattva*, Dharmashala: 1989.

Head of Department of Buddhist Studies
 University of Delhi
 Delhi-110007



2. Lobzang Jampal et Peter D. Santania, *Nagarjuna's letter to the king Gautamiputra*, Delhi: 1978.
3. Matics, Marian L., *Entering the Path of Enlightenment: The Bodhicariyavatara of the Buddhist Poet Santideva*, London: 1970.
4. Poussin, L.V., *Bodhicariyavataar with Panjika*, B.L., 1902-14.
5. Sempa Dorje, ed. & tr., *rGyal sras lag len so bdun ma*, Varanasi: 1993.
6. Sharma, Parmananda, tr. *Bodhicariyāvatāra*, 2vols, New Delhi: 1990.

Tutorial Activities: Problem-solving exercises


विभागाध्यक्ष/Head

बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007



DSE 6: BSEC 302A: Post-Canonical Pāli Literature

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/Pre-requisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 6: BSEC 302A Post-Canonical Pāli Literature	4	3	1	0	As per Admission criteria	Nil

This Paper is aligned with Sustainability Development Goals 2030: 10 Reduced Inequalities

Course Objectives:

To introduce students to post-canonical Pāli literature, with special reference to its historical development and doctrinal significance.

To study the *Milindapañha*, particularly the sections *Lakkhanapañho* and *Vimaticchedanapañho*, and understand its dialogical method of explaining Buddhist concepts.

To examine the structure and content of the *Abhidhammatthasaṅgaho*, focusing on the first and second chapters and their systematic presentation of Abhidhamma teachings.

To analyze the *Visuddhimagga* of Buddhaghosa, especially the *Sīlaniddesa* (first chapter), in relation to moral discipline and the path of purification.

Course Learning Outcomes:

After completing this course, students will be able to:

1. Explain the nature and importance of post-canonical Pāli texts in the development of Buddhist thought and scholastic tradition.
2. Interpret key discussions in the *Milindapañha*, demonstrating an understanding of its philosophical and analytical approach.
3. Analyze the foundational concepts presented in the *Abhidhammatthasaṅgaho*, particularly in its first two chapters.
4. Evaluate the ethical and practical teachings of the *Visuddhimagga*, especially in relation to moral discipline (Sīla) and spiritual development.

Contents:

Unit I The *Milindapañho*:

- *Lakkhanapañho*
- *Vimaticchedanapañho*


 दिनागच्छी Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय, उत्तरांचल, दिल्ली
 दिल्ली-110 007, Contact: 011-26190037

11 Hours

Unit II The *Abhidhammatthasaṅgaho*:

- *Cīna Paricchedo*,
- *Cetasika Paricchedo*.

11 Hours

Unit III The *Visuddhimaggo*:

11 Hours



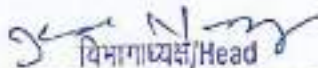
- Unit IV *Jāṭakattakathā:*
- *Sīlaniddeso*
 - *Santikenidāna- Narasīhagāthā.*
 - *Ekakanipāto-Nakkhatajāṭaka*

12 Hours

Suggested Readings:

1. Aung S.Z. & C.A.F. Rhys Davids, *Compendium of Abhidhamma Philosophy*, Pali Text Society, London, U.K. 1956.
2. Keown, D., *Morality in the Visuddhimagga*, New York, 1983.
3. *Milinda's Questions*, tr. I.B. Horner, 2 vols. London: PTS, 1963-64.
4. *Milindapañho*, tr. Shashtri Dwarikadasa, Varanasi: Baudha Bharati, 1989.
5. Ñāṇamoli, *The Path of Purification*, reprint, Kandy, 1991.
6. *Questions of King Milinda*, tr. Max Muller, reprint, Delhi: Motilal Banarsidass, 1932.
7. *The Milindapañho*, ed. V. Trenckner, London: PTS, 1980.
8. *The Piṭaka Discourse*, tr. Ñāṇamoli, London: PTS, 1964.
9. *The Visuddhimagga*, ed. C.A.F. Rhys Davids, London: PTS, 1920-21.

Tutorial Activities: Problem-solving exercises


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110007/Delhi-110007

बौद्ध विभागाध्यक्ष
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110007/Delhi-110007



DSE 6: BSEC 302B: Mādhyamika Buddhist Literature

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/Pre-requisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 6: BSEC 302B Mādhyamika Buddhist Literature	4	3	1	0	As per Admission criteria	Nil

This Paper is aligned with Sustainability Development Goals 2030: 10 Reduced Inequalities

Course Objectives

1. To introduce the Mādhyamika tradition, including its meaning, origin, and philosophical background within Mahāyāna Buddhism, along with the concept of the Middle Way (Madhyamā-Mārga).
2. To study the life and philosophical contributions of Nāgārjuna, the founder of the Mādhyamika school.
3. To analyze the central doctrine of Śūnyatā (Emptiness), including its critique of essentialism, the theory of Dependent Origination (Pratītyasamutpāda), and the Two Truths doctrine.
4. To examine important Mādhyamika texts and later developments, including the works of Āryadeva, Bhāviveka, and Candrakīrti, and the distinction between Svātantrika and Prāsaṅgika schools.

Learning Outcomes

After completing this course, students will be able to:

1. Explain the origin and key concepts of the Mādhyamika tradition, including the philosophical significance of the Middle Way.
2. Interpret the doctrine of Śūnyatā and related concepts, such as Dependent Origination and the Two Truths theory, in a critical and analytical manner.
3. Analyze major Mādhyamika texts, including the *Mūlamadhyamakakārikā* and *Catuhśataka*, with attention to their dialectical and logical methods.
4. Evaluate the development of Mādhyamika schools, distinguishing between Svātantrika and Prāsaṅgika approaches and assessing the contributions of major philosophers.

Contents

Unit I	Introduction to Mādhyamika Tradition
	• Meaning and origin of Mādhyamika • Life and contribution of Nāgārjuna • Concept of Middle Way (Madhyamā-Mārga) • Historical background of Mahāyāna Buddhism


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110 007/Delhi-110007

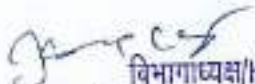


Unit II	Doctrine of Śūnyatā (Emptiness)	11 Hours
	• Meaning and interpretation of Śūnyatā • Critique of essentialism • Dependent Origination (Pratītyasamutpāda) in Mādhyamika • Two Truths Doctrine (Samvṛti & Paramārtha)	
Unit III	Important Mādhyamika Texts	11 Hours
	• Study of <i>Mūlamadhyamakakārikā</i> • Study of <i>Catuhśataka</i> by Āryadeva • Literary style and method of dialectics • Role of logical reasoning in Mādhyamika	
Unit IV	Development of Mādhyamika Schools	12 Hours
	• Svātantrika vs Prāsaṅgika distinction • Contributions of Bhāviveka • Contributions of Candrakīrti • Debate methods and philosophical differences	

Suggested Readings:

1. Bhattacharya, K., *The Dialectical Method of Nāgārjuna (Vigraha-vyāvartanī)*, Delhi: 1978.
2. Garfield, J. L., Oxford University Press: 1995.
3. Garfield, J. L., *The Fundamental Wisdom of the Middle Way*. Oxford University Press: 1995.
4. Huntington, C. W., *The Emptiness of Emptiness*. University of Hawaii Press: 1989.
5. Kalupahana, D.J., *The Mūlamadhyamakakārikā of Nāgārjuna: The Philosophy of Middle Way*, Delhi: 1991.
6. Lang, K., *Āryadeva's Catuhśataka*. Motilal Banarsidass: 1986.
7. *Mūlamadhyamakakārikā* (selected chapters)
8. Murti, T.R.V., *The Central Philosophy of Buddhism*, London: 1955.
9. Ratnāvali, tr. Jeffrey Hopkins & L. Rinpoche, *The Precious Garland*, Delhi: 1975.
10. Sprung, *Lucid Exposition of the Middle Way*, London: 1979.
11. Stecherbatsky, Th., *The Conception of Buddhist Nirvāṇa*, Delhi: 1935.
12. Tsongkhapa, *Ocean of Reasoning*. Oxford University Press: 2006.
13. Upadhyaya, Baldev, *Baudha Darshan Mimāṃsā*, Varanasi: 1978.
14. Venkataramanan, K., *Nāgārjuna's Philosophy*, Delhi: 1978.
15. Williams, P., *Mahayana Buddhism*. Routledge: 2009.
16. उपाध्याय, बलदेव। बौद्ध धर्म और दर्शन। वाराणसी: चौखम्बा विद्याभवन, 1999।
17. उपाध्याय, भरत सिंह। बौद्ध दर्शन तथा अन्य भारतीय दर्शन। वाराणसी: मोतीलाल बनारसीदास, 2017।
18. त्रिपाठी, रामशंकर। माध्यमिक एवं योगाचार दर्शन। सारनाथ: केंद्रीय उच्च तिब्बती शिक्षा संस्थान, 2003।
19. शर्मा, चन्द्रधर। भारतीय दर्शन: आलोचन और अनुशीलन। दिल्ली: मोतीलाल बनारसीदास, 2004।
20. शास्त्री, द्वारिकादास। माध्यमिक दर्शन। वाराणसी: बौद्ध भारती, 1964।
21. सांकृत्यायन, राहुल। बौद्ध दर्शन। इलाहाबाद: किताब महल, 1975।

Tutorial Activities: Problem-solving exercises


विभागाध्यक्ष/Head

बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110 007/Delhi-110007



DSE 6: BSEC 302C: Buddhist Education and Educational Centres in India

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/Pre-requisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 6: BSEC 302C Buddhist Education and Educational Centres in India	4	3	1	0	As per Admission criteria	Nil

This Paper is aligned with Sustainability Development Goals 2030: 10 Reduced Inequalities

Course Objectives:

1. Understand the principles and pedagogical philosophies of Buddhist education.
2. Explore historical and contemporary Buddhist educational centres.
3. Analyses the impact of Buddhism on modern educational systems and ethical instruction.
4. Examine the relevance of Buddhist education in multicultural and secular contexts.

Course Learning Outcomes:

1. Understand the development of Buddhist education from Gautama Buddha to organized institutions.
2. Explain key concepts like Four Noble Truths and Eightfold Path.
3. Identify major centers such as Nalanda University, Takshashila, and Vikramashila University.
4. Analyze the role of Acharyas like Nagarjuna and Atisha.
5. Evaluate the relevance of Buddhist education in modern times.

Contents:

Unit I	Historical Evolution of Buddhist Education • Concept of Buddhist Education • Development of Buddhist Education • Role of Vihar and Mahavihar as a Center of Buddhist Education	11 Hours
Unit II	Conceptual Foundations of Buddhist Education • Education as cultivation of wisdom (Prajñā) and ethical conduct (Śīla) • Role of Uppajaya and Accariya for the growth of Education. • Monastic Discipline or role of Vinay as the foundation of Buddhist Education	11 Hours
Unit III	The Rise of Monastic Universities in Ancient India • Nalanda, • Vikramashila • Taxila	11 Hours
Unit IV	Role of Acharyas for establishment of Buddhist Education	12 Hours



- Nagarjuna
- Vasubandhu
- Shantirakhita

Suggested Readings:

1. Altekar, A. S. *Education in Ancient India*. Varanasi: Nand Kishore & Bros., 1944.
2. Dutt, Sukumar. *Buddhist Monks and Monasteries of India: Their History and Contribution to Indian Culture*. London: George Allen & Unwin, 1962.
3. Hartmut Scharfe, *Education in ancient India*, publisher Leiden, Boston; Brill, 2002
4. Horner, I. B, *The book of Discipline*, vol 6, London PTS, 1982-86
5. Mookerji, Radhakumud. *Ancient Indian Education; Brahmanical and Buddhist*. Delhi: Motilal Banarsidass, 1947.
6. Narada, Mahathera. *The Buddha and His Teachings*. Colombo: Buddhist Missionary Society, 1964.
7. Radhakrishnan, S. *Indian Philosophy*. Vols. 1-2. London: George Allen & Unwin, 1962.
8. Rahula, Walpola. *What the Buddha Taught*. London: Gordon Fraser, 1959.
9. Sankrityayan, Rahul. *Bauddh Darshan*. Allahabad: Kitab Mahal, 1944.
10. Thanissaro Bhikkhu, *Buddhist Monastic Code*, Vol 1 & 2, 2009

Tutorial Activities: Problem-solving exercises


विभागाध्यक्ष/Head

बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110 0 97/Delhi-110037



DSE 6: BSEC 302D: Later Mahāyāna and Vajrayāna Philosophy

Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 6: BSEC 302D: Later Mahāyāna and Vajrayāna Philosophy	4	3	1	0	As per admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: 10 Reduced Inequalities

- Course Objectives:** The primary objective of this course is to
- advance students' knowledge to the later development in the Mahāyāna philosophy.
 - critically develop the understanding about the Vajrayāna philosophy

Course Learning Outcomes:

Upon the completion of this course, students should have acquired a clear understanding of later Mahāyāna and Vajrayāna philosophy.

Contents:

Unit I	General Introduction and philosophical foundation of Mahāyāna and Vajrayāna. • Origins and Historical Development: Emergence of Mahāyāna Buddhism, Transition to Vajrayāna traditions • Core Philosophical Foundations of Mahāyāna: Concept of <i>Śūnyatā</i> (emptiness), Theory of dependent origination (<i>pratītyasamutpāda</i>) • Major Schools of Mahāyāna: Madhyamaka of Nagarjuna, Yogācāra of Asanga and Vasubandhu • Philosophical Basis of Vajrayāna: Integration of tantra within Mahāyāna, Unity of wisdom (<i>prajñā</i>) and method (<i>upāya</i>)	15 Hours
Unit II	Concept of Buddhas and Bodhisattvas • Five <i>Dhyāni</i> Buddha • Bodhisattva Ideal: Meaning and stages (bhūmis), Path to Buddhahood	10 Hours

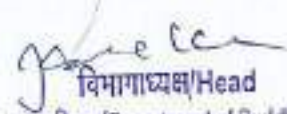


Unit III	• Important Bodhisattvas in Mahāyāna • Divine and Divinity in Tantra. • Concept of the Divine in Vajrayāna • Deity: Visualization of deities, Identification with enlightened forms • Male and Female Principles: Union of wisdom (prajñā) and method (upāya), Symbolism of yab-yum • Ritual and Sacred Power: Role of initiation (abhiṣeka), Use of mantras and rituals in realizing divinity	10 Hours
Unit IV	Key Concepts: Bodhicitta, Maṇḍalas, Mudras, Mantras, Prajñā, Upāya and Mahākaruṇā. • Bodhicitta (Awakened Mind) • Maṇḍalas and Sacred Space: Structure and symbolism, Use in meditation and ritual • Mudras and Mantras: Hand gestures and their meanings, Sound, vibration, and spiritual transformation • Prajñā, Upāya, and Mahākaruṇā: Prajñā (wisdom) and realization of emptiness, Upāya (skillful means) in teaching, Mahākaruṇā (great compassion) as ethical foundation	10 Hours

Suggested Readings:

1. Basu, Manoranjan, *Tantras: A General Study*, Calcutta: 1976.
2. Bhattacharyya, B., *An Introduction to Buddhist Esoterism*, first Indian reprint, Delhi: 1980.
3. Bhattacharyya, H., *The Cultural Heritage of India*, Vol. IV, Calcutta: 1956, Chapters 12, 13 & 14.
4. Blofeld, J., *The Way of Power*, London: 1970.
5. Govinda, Anagarika, *Foundations of Tibetan Mysticism*, London: 1975.
6. *The Guhyasamājatantra*, ed. Dwarka Dass Shastri, Varanasi: 1984 (I to X Paṭalas).
7. *The Hevajra-tantra*, ed. Snell Grove, London: (Chapter I only).
8. *The Saddharmālaṅkāvatāra Sūtra (Dhāraṇī Parivarta)*, ed. S. Bagchi, Darbhanga: Darbhanga Sanskrit Edition, 1996.
9. Wayman, Alex, *Buddhist Tantra*, London: 1981.
10. Woodroffe, Sir John, *Principles of Tantras*, 2 vols., Madras: 1969.

Tutorial Activities: Problem-solving exercises


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110 007/Delhi-110007



DSE 6: BSEC 302E: Monastic Order in China

Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 6: BSEC 302E: Monastic Order in China	4	3	1	0	As per admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: 10 Reduced Inequalities

Course Objectives: This course will provide students with a basic understanding of the history, teachings, and practices of the Buddhist tradition: The early teachings, the founding of the monastic order, and the development of Buddhist doctrinal systems. We will then turn to the rise of Mahāyāna Buddhism, and the transformation of Buddhism as it moved from India to China, and Japan.

Course Learning Outcomes:

1. Identify, analyze, explain, and appraise the key doctrines of Chinese Buddhism.
2. Use Early Buddhism as a comparative tool for distinguishing early Buddhist doctrines from other early Indian religions and philosophies as well as for understanding the distinctive doctrinal developments in various Buddhist traditions.
3. Students can understand the concept of lifestyles of the monks and the how Chinese Buddhist monasteries influenced the spread of Asian civilizations.

Contents:

Unit I	Establishment and Stages of the Development of Buddhist Sangha in China • Early Formation and Institutionalization of the Sangha • Phases of Expansion and Regional Adaptation	11 Hours
Unit II	Composition and Categories of Sangha, Classification of Temples, Social Origins of Monks • Structure and Hierarchical Categories within the Sangha • Temple Typologies and Socio-economic Background of Monastics	11 Hours
Unit III	Sangha-State Relations: Sangha Officials and Administration of the Sangha; Status of the Sangha in China • State Control, Bureaucracy, and Monastic Administration • Legal Status and Socio-political Role of the Sangha	11 Hours
Unit IV	The Origin and Development of Monastic Codes in China • Emergence of Vinaya Traditions in China • Evolution and Localization of Monastic Discipline	12 Hours

विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110007



Suggested Readings:

1. Hurvitz, *Render unto Caesar in Early Chinese Buddhism* Sino-Indian Studies, vol.5.
2. J. Takakusu, *Record of the Buddhist Religion as Practised in India and Malaya Archipelago*, Delhi: 1982.
3. Kenneth K.S. Ch'en, *Buddhism in China*, New Jersey: Princeton, 1964.
4. Kenneth K.S. Ch'en, *Chinese Transformation of Buddhism*, New Jersey: Princeton, 1973.
5. Nanjio, B., *Catalogue of the Chinese Translation of the Buddhist Tripitaka*, Oxford: 1883.
6. Prebish, S. Charles, *Buddhist Monastic Discipline: The Sanskrit Pratimoksa Sutras of the Mahasanghikas and Mulasarvastivadins*, Delhi: Motilal Banarsidass, 2002.
7. Welter, Albert. *Monks, Rulers, and Literati: The Political Ascendancy of Chan Buddhism*. New York: Oxford University Press, 2006.
8. Yifa. *The Origins of Buddhist Monastic Codes in China*. Honolulu: University of Hawaii Press, 2002.

Tutorial Activities: Problem-solving exercises

विभागाध्यक्ष/Head

बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007



DSE 6: BSEC 302F: Tibetan Buddhist Literature- III

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/Pre-requisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 6: BSEC 302F Tibetan Buddhist Literature- III	4	3	1	0	As per Admission criteria	Nil

This Paper is aligned with Sustainability Development Goals 2030: 10 Reduced Inequalities

Course Objectives: This paper will provide student with a fair idea about the overall understanding of dependent origination (*Pratītyasamutpāda*) and the life story of the Buddha previous life as the Bodhisattva and his activities.

Course Learning Outcomes:

Students will have a thorough understanding of the dependent origination (cause and conditions) as the foundation of Buddhist understanding and the other two papers provides a clear view on overall perception of the Buddha and Bodhisattva activities.

Contents:

Unit I	rTen 'brel rman dbye bstan pa'i mdo. (Tendrel Mandey Tenpe Do)	11 Hours
Unit II	mdZangs blun gyi mdo (Zanglun Ge Do) (2,3,4,5,6).	11 Hours
Unit III	Legas bShad blo gsar mig abjed ches bja wa bzhugas so (Legshe Losar Migje Ches Jawa Shugso)	11 Hours
Unit IV	General Introduction to <i>Avadāna</i> (rTog brjod dpag bsam khri shing 14th and 15th <i>Avadānas</i>).	12 Hours

Suggested Readings:

1. Cleary, Thomas, tr., *The Flower of Ornament Scripture: A Translation of the vatamsakasūtra*, 3 vols, London: 1984-87.
2. Das, S.C., (ed), *Avadānakalpalatā*, Calcutta: 1888-1918.
3. H.H 14th Dalai lama, *Lekshey Loksar Migchey*, sherig Parkhang Trust
4. H.H 14th Dalai Lama, tr., Donald S. Lopez, JR, *Opening The Eye of New Awareness*, Wisdom Publication: 1999
5. Jinpa Gyatsho, ed., *dPag bsam khri shing*, Dharamshala: 1984.
6. Johnston, E.H., ed & tr., *The Buddhacarita or Act of the Buddha*, Delhi: 1972.
7. Sempa Dorje (tr.) And R.S. Tripathi (ed.), *Damnikasūtra (Tales of the Wise and Fools)*, Lehi: 1987.
8. Shastri, N. Aiyaswami (ed), *Arya Salistambasūtra: Pratītyasamutpa dovibhanganirdeśasūtra and Pratītyasamutpadagāthasūtra*, Adyar: 1950.
9. Silk Jonathan, A., *The Heart Sūtra in Tibetan*, Wien: 1994.

Tutorial Activities: Problem-solving exercises



DSE 7: BSEC 303A: Pāli Poetical Literature

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/Pre-requisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 7: BSEC 303A Pāli Poetical Literature	4	3	1	0	As per Admissi on criteria	Nil

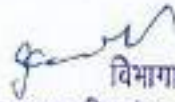
This Paper is aligned with Sustainability Development Goals 2030: 10 Reduced Inequalities

Course Objectives: This course aims at providing students with a comprehensive understanding of the Pāli poetical literature, in order to allow them, by the end of the year, to pursue more advanced studies in Pāli poetical literature.

Course Learning Outcomes: At the end of the course, a student should be able to demonstrate a clear understanding of the Pāli poetical literature.

Contents:

Unit I	Theragāthā: • <i>Upāli Theragāthā,</i> • <i>Aṅgulīmālalattheragāthā,</i> • <i>Ānandattheragāthā,</i> • <i>Mahākassaptheragāthā,</i> • <i>Mahākaccāyanattheragāthā</i>	13 Hours
Unit II	Udāna: • <i>Pāṭaligāmiyavagga.</i>	10 Hours
Unit III	Khuddakapaṭṭha: • <i>Maṅgala-sutta,</i> • <i>Metta-sutta,</i> • <i>Ratana-sutta</i>	10 Hours
Unit IV	Suttanipāta: • <i>Uraga-vagga - Dhanīya- sutta,</i> • <i>Khaggavisāna-sutta,</i> • <i>Kasī Bhāradvāja Sutta</i> • <i>Parāyana-vagga- Puṇṇakamāṇavakapucchā.</i>	12 Hours


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 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
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Suggested Readings:

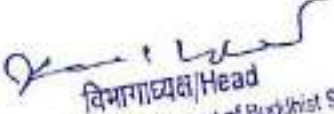
1. A.K. Warder, *Pāli Metre*, London: PTS, 1969.
2. *An Annotated Hindi Translation of Udāna Pāli* (only the 1st chapter). (May 2014).



Occasional Paper, University for Potential for Excellence II, Centre for Social Sciences and Humanities, University of Pune.

3. *Khuddakapāṭho*, Ed. Bhikshu J. Kashyapa, Nava Nalanda Mahavihara Edition.
4. *Songs of the Brothers*, P.T.S. London Series.
5. *Suttanipāṭa* - Ed. Bhikshu J. Kashyapa, Nava Nalanda Mahavihara Edition 1959.
6. *Suttanipāṭa* - P.T.S. London Series
7. *Theragāthā*, ed. Bhikkhu J. Kashyap, Nava Nalanda Mahavihara Edition 1959
8. *Theragāthāpāli evaṃ Therīgāthāpāli*, Ed.& tras. Pradeep Kumar Diwedi, Pali Adhyayana Kendra, Rastriya Sanskrit Sansthana, Lucknow
9. *Udāna*, Ed. Bhikkhu J. Kashyap, Nava Nalanda Mahavihara Edition-1959.

Tutorial Activities: Problem-solving exercises


विभागाध्यक्ष/Head
बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007



DSE 7: BSEC 303B: Buddhist Logic and Epistemology

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/Pre-requisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 7: BSEC 303B Buddhist Logic and Epistemology	4	3	1	0	As per Admission criteria	Nil

This Paper is aligned with Sustainability Development Goals 2030: 10 Reduced Inequalities

Course Objectives: This course aims at providing students with a comprehensive understanding of the Buddhist logic and epistemology, in order to allow them, by the end of the year, to pursue more advanced studies in Pāli-based Buddhism and its philosophy.

Course Learning Outcomes: At the end of the course, a student should be able to demonstrate a clear understanding of the Buddhist logic and epistemology.

Contents:

Unit I	General Introduction to Literary Sources of Buddhist Logic & Epistemology • Development of Buddhist Logic (Hetuvidyā) Tradition – From early Abhidhamma to systematic logic • Major Thinkers and Textual Sources – Contributions of Dignāga and Dharmakīrti • Concept of Pramāṇa (Means of Knowledge) – Perception (Pratyakṣa) and Inference (Anumāna)	13 Hours
Unit II	Nyāya-Praveśa of Dignāga • Structure and Purpose of Nyāya-Praveśa – Introductory manual of logic • Theory of Inference (Anumāna) – Hetu (reason), Pakṣa (subject), and Sādhya (probandum) • Fallacies (Hetvābhāsa) – Types of invalid reasoning	10 Hours
Unit III	Pramāṇavārtikā (Chapter I) of Dharmakīrti • Definition and Nature of Pramāṇa – Valid cognition and its characteristics • Theory of Perception (Pratyakṣa) – Nirvikalpaka (non-conceptual) perception • Proof of Momentariness (Kṣaṇikatva) – Logical arguments for impermanence	10 Hours

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Unit IV

Nyāyabindu-tīka (Chapter I) of Dharmottara

12 Hours

- Explanation of Pramāṇa Theory – Clarification of Dharmakīrti's ideas
- Analysis of Perception and Inference – Detailed commentary on epistemic tools
- Concept of Valid Knowledge (Pramāṇya) – Criteria of truth and error

Suggested Readings:

1. Hattori, M., (tr.), *Dignāga on Perception*, Harvard: 1969.
2. Hayes, R.P., *Dignāga on the Interpretation of Signs*, Dordrecht: 1986.
3. Matilal, B.K., *Buddhist Logic and Epistemology*, Dordrecht: 1986.
4. Mookerjee, S., *The Buddhist Philosophy of Universal Flux*, Delhi: 1996.
5. Peterson, P. (ed). The *Nyāyabindu-tīkā* of Dharmottara *Acārya* to which is added The *Nyāyabindu*. Asiatic Society of Bengal, Calcutta. (1929).
6. Sankrityayan, R. (ed.), *Pramāṇavārtikā*, K.P. Jaiswal Institute, Patna, 1955.
7. Stcherbatsky, Th., *Buddhist Logic*, vol. I, Tokyo: 1977.
8. उपाध्याय, भरत सिंह। बौद्ध दर्शन तथा अन्य भारतीय दर्शन। वाराणसी: मोतीलाल बनारसीदास, 2017।
9. त्रिपाठी, रामशंकर। बौद्ध न्याय एवं प्रमाणशास्त्र सारनाथ: केंद्रीय उच्च तिब्बती शिक्षा संस्थान, 2005।
10. दिङ्नाग। न्यायप्रवेश। अनुवादक रामशंकर त्रिपाठी। सारनाथ: केंद्रीय उच्च तिब्बती शिक्षा संस्थान, 2001।
11. धर्मकीर्ति। प्रमाणवार्तिक। अनुवादक राहुल सांकृत्यायन। पटना: बिहार राष्ट्रभाषा परिषद्, 1955।
12. राहुल सांकृत्यायन। प्रमाणवार्तिक भाष्य। वाराणसी: भारतीय विद्या प्रकाशन, 1968।
13. शर्मा, चन्द्रधर। भारतीय दर्शन: आलोचन और अनुशीलन। दिल्ली: मोतीलाल बनारसीदास, 2004।
14. शास्त्री, द्वारिकादास। दिङ्नाग और धर्मकीर्ति का प्रमाणशास्त्र। वाराणसी: चौखम्बा संस्कृत सीरीज, 1975।

Tutorial Activities: Problem-solving exercises


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
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DSE 7: BSEC 303C: Origin and Development of Buddhist Sects in India

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/Pre-requisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 7: BSEC 303C Origin and Development of Buddhist Sects in India	4	3	1	0	As per Admission criteria	Nil

This Paper is aligned with Sustainability Development Goals 2030: 10 Reduced Inequalities

Course Objectives:

1. To understand the origin and evolution of Buddhist sects in India.
2. To analyze doctrinal differences among early Buddhist schools.
3. To study the historical development of major Buddhist traditions such as Theravāda, Mahāyāna, and Vajrayāna.
4. To examine the philosophical and institutional changes within Buddhism.

Course Learning Outcomes:

Contents:

Unit I	Origin of Buddhist Sects	13 Hours
	• Concept of sect in Buddhism • Origin of the Saṅgha • First and Second Buddhist Councils and emergence of sects	
Unit II	Early Buddhist Schools	10 Hours
	• Development of the eighteen Buddhist schools • Doctrines and characteristics of Sthaviravāda, Mahāsāṅghika and its sub-sects • Sarvāstivāda, Dharmaguptaka, and other schools and their contribution	
Unit III	Emergence and Development of Mahāyāna	10 Hours
	• Historical background of Mahāyāna Buddhism • Bodhisattva ideal and Mahāyāna philosophy • Important Mahāyāna texts and doctrines	
Unit IV	Development of Vajrayāna and Later Buddhist Traditions	12 Hours
	• Rise of Vajrayāna Buddhism in India • Tantric traditions and practices • Major teachers and centers of Vajrayāna	

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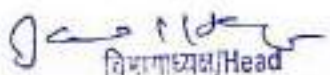
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Suggesting Readings:

1. A. K. Warder, *Indian Buddhism*, Delhi: Motilal Banarsidass Publishers, 2000 (Reprint).
2. Alexis Sanderson, "The Śaiva Age: The Rise and Dominance of Śaivism during the Early Medieval Period," in *Genesis and Development of Tantrism*, Tokyo: Institute of Oriental Culture, University of Tokyo, 2009.
3. Anagarika Dharmapala, *Return to Righteousness: A Collection of Speeches, Essays and Letters*, Colombo: Government Press, 1965.
4. B. N. S. Yadava, *Society and Culture in Northern India in the Twelfth Century*, Allahabad: Central Book Depot, 1973.
5. B. R. Ambedkar, *The Buddha and His Dhamma*, Nagpur: Siddharth College Publications, 1957.
6. Benoytosh Bhattacharyya, *The Indian Buddhist Iconography*, Calcutta: Firma KLM, 1958.
7. D. D. Kosambi, *An Introduction to the Study of Indian History*, Bombay: Popular Prakashan, 1956.
8. David L. Snellgrove, *Indo-Tibetan Buddhism*, London: Serindia Publications, 1987.
9. Donald S. Lopez Jr., *Modern Buddhism: Readings for the Unenlightened*, London: Penguin Books, 2002.
10. Etienne Lamotte, *History of Indian Buddhism: From the Origins to the Śaka Era*, Louvain: Université Catholique de Louvain, 1958 (English trans. 1988).
11. Gregory Schopen, *Bones, Stones, and Buddhist Monks*, Honolulu: University of Hawai'i Press, 1997.
12. Hajime Nakamura, *Indian Buddhism: A Survey with Bibliographical Notes*, Delhi: Motilal Banarsidass, 1987.
13. Heinz Bechert, *Buddhism in the Modern World*, London: Thames & Hudson, 1977.
14. R. C. Majumdar (ed.), *The History and Culture of the Indian People*, Bombay: Bharatiya Vidya Bhavan, 1951–1977.
15. Romila Thapar, *Early India: From the Origins to AD 1300*, Berkeley: University of California Press, 2002.
16. Sukumar Dutt, *Buddhist Monks and Monasteries of India: Their History and Contribution to Indian Culture*, London: George Allen & Unwin, 1962.
17. T. W. Rhys Davids, *Buddhist India*, London: T. Fisher Unwin, 1903.
18. Taranatha, *History of Buddhism in India*, Simla: Indian Institute of Advanced Study, 1970 (English trans.).

Tutorial Activities: Problem-solving exercises


 विद्याध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय, University of Delhi
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DSE 7: BSEC 402D: Buddhist Philosophy of Language and Dialectics

Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 8: BSEC 402D: Buddhist Philosophy of Language and Dialectics	4	3	1	0	As per admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: 10 Reduced Inequalities

Course Objectives:

The primary objective of this course is to

- to introduce about the theory of meaning
- to make students understand the different views on the existence of universals and particular
- familiarize the students with *apoha* theory of the Buddhist

Course Learning Outcomes:

After having done this course successfully, the students shall be able to have sufficient knowledge of Buddhist philosophy of language and dialectics.

Contents:

Unit I	Buddhist Theory of Meaning and Language	10 Hours
	• Śabda–Artha relation and Pramāṇa • Vikalpa, Saṅketa and basic idea of Apoha	
Unit II	Universals and Particulars in Buddhism	10 Hours
	• Critique of Universals (Nominalism – Dignaga) • Svalakṣaṇa and Momentariness (Dharmakīrti)	
Unit III	Buddhist Dialectics and Logic	15 Hours
	• Madhyamaka Dialectics (Nagarjuna, Prasaṅga method) • Buddhist Logic: Inference (Hetu, Liṅga)	
Unit IV	Limits of Language in Buddhism	10 Hours
	• Catuskoṭi and logical limits • Avyākṛta questions and ineffability	


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Suggested Readings:

1. Nāgārjuna's *Vigraha Vyāvartanī* with auto-commentary, tr. K. Bhattacharya, Dialectical Method of Nāgārjuna.
2. Ratnakīrti's *Apohasiddhi*, tr. Dharendra Sharma, Darbangha University publication, 1979.
3. S. Mukherjee, *The Buddhist Philosophy of Universal Flux*, Delhi: Motilal Banarsidass: 1975.
4. T.R.V. Murti, *The Central Philosophy of Buddhism*, London: George Unwin Ltd: 1960.
5. Th. Stecherbatsky, *Buddhist Logic*, vol. I.

Tutorial Activities: Problem-solving exercises


विभागाध्यक्ष/Head
श्रीद अध्येयन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
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DSE 7: BSEC 303E: The Influence of Buddhism on Chinese Culture

Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 7: BSEC 303E: The Influence of Buddhism on Chinese Culture	4	3	1	0	As per admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: #10 Reduced Inequalities

Course Objectives: This course introduces the diversity of Buddhist ideas and practices in China. It explores the Buddhist Teachings as a living tradition as well as it focuses on the impact and interpretation of Buddhism in historical and contemporary cultures. After developing a background in basic Buddhist philosophy we explore Buddhism's cultural impact in literature, art, ritual, ethics, economics, social interaction and politics.

Course Learning Outcomes:

- A Student can evaluate different perspectives on the problems, challenges, and potentials of the Chinese culture, social, educational, literary, religious, and economy, and familiarize students with the culture, social, educational, literary, religious, and economy environment of China
- To understand the traditional culture as well as the three systems of thought: Confucianism, Daoism and Buddhism.

Contents

Unit I: Influence of Buddhism on China

15 Hours

- Chinese Language
- Chinese literature
- Ethics in China
- Educational and Economic life.

Unit II: Buddhist social interaction:

10 Hours

- Buddhist festivals, Religious Societies
- Vegetarian feasts
- Charitable activities of the Sangha.

Unit III: Buddhist Interaction with Other Chinese Religions.

10 Hours

- Buddhist Interaction with Taoism
- Buddhist Interaction with Confucianism

Unit IV: Chinese Texts

- Selected paragraph from the *Da Tang Xiyi*
- Taisho, 51 (Second Chapter).


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
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 दिल्ली-110 007/Delhi-110007



Suggested Readings:

1. A. Waley, *Ballads and Stories from Tunhuang*, London: 1960.
2. A. Waley, *The life and times of Po Chu-i*, London: 1949.
3. Duyvendak, J.J.L., *The Buddhist festivals of the all souls in China and Japan*, Acta Orientalia, 5.1, 1926: 39-48.
4. Kenneth K.S. Ch'en, *Buddhism in China: A Historical Survey*, New Jersey: Princeton University Press, 1964.
5. Kenneth K.S. Ch'en, *Chinese Transformation of Buddhism*, New Jersey: Princeton, 1973.
6. Kenneth. Ch'en, *Economic Background of Hui Ch'ang Persecution HJAS*, 19, 1956: 67-105.
7. Rana, R.K. *Interactions Between Buddhism and Daoism during the Medieval China*. Buddhist Studies, The Journal of the Department of Buddhist Studies, University of Delhi, Volume XXXI, 2007. pp.45-58.
8. Reischauer, E.O., *Ennin's Travels in T'ang China*, New York: 1955.
9. Twitchett, D.W., *Monastic Estates in T'ang China*, Asia Major, N.S., 5, 1956.
10. Twitchett, D.W., *The Monasteries and China's economy in medieval times*. BSOAS, 19.3: 1957.
11. Yoshinori, Takeuchi. *Buddhist Spirituality, Vol. I*. Delhi: Motilal Banarsidass Publishers. 2003.

Tutorial Activities: Problem-solving exercises


दिभागाध्यक्ष/Head
श्री अजयन दिभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
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DSE 7: BSEC 303F Advent and Spread of Buddhism in Himalayan Region

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/Pre-requisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 7: BSEC 303F Advent and Spread of Buddhism in Himalayan Region	4	3	1	0	As per Admission criteria	Nil

This Paper is aligned with Sustainability Development Goals 2030: 10 Reduced Inequalities

Course Objectives: The objective of the course is to familiarise students about the Tibetan Buddhism which had spread around the Himalayan region of India, Tibet and Bhutan. The course gives a glimpse of the art and the culture of Tibet which came together with the Buddha's teaching. Furthermore, it is an attempt to familiarize student with contents on Himalayan Buddhism in Indian context.

Course Learning Outcomes: The student will have a clear vision on Himalayan Buddhism and its traditions. Being similar in outlook with Tibetan Buddhism is Himalayan art and culture is duly understood in Indian Cultural context.

Contents:

Religious-cultural study on the advent and spread of Buddhism in the following regions:

Unit-I	Tibet (Western)- - History of Ngari, Purang and Rutok region. - Renown monasteries and its founder.	10 Hours
Unit-II	Ladakh- - History of Buddhism in Ladakh. - Alchi, Thaksey and Hemis Monasteries.	10 Hours
Unit-III	Himachal Pradesh- - History of Buddhism in Himachal. - Key Monastery, Tabo Monastery and others.	10 Hours
Unit-IV	Sikkim, Bhutan and Arunachal Pradesh. - History of Buddhism in Sikkim, Bhutan and Arunachal Pradesh. - Tawang Monasteries, Pemayangtse, Rumtek, Tashiding, Parotaksang and Punakhadzong.	15 Hours

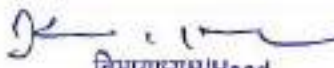

विभागाध्यक्ष/Head
 संस्कृत अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110 007/Delhi-110007



Suggested Readings:

1. Alex McKay, *History of Tibet*, 3 vols, London: Routledge, 1996.
2. Chattopadhyaya Alaka, *Atisa and Tibet: Life and Works of Dipamkara Srijana in relation to the History and Religion of Tibet*, Delhi: Motilal Banarasi Das, 1981.
3. Dorji, C.T., *History of Bhutan based on Buddhism*, Amazon, Delhi, 1994.
4. Francke, A.H., *Antiquities of Indian Tibet*, 2 vols., New Delhi: S. Chand, 1972.
5. Khosla Sarla, *History of Buddhism in Kashmir*, New Delhi: Sagar, 1972.
6. Norbu Namkhai, *The Necklace of gzi: A Cultural History of Tibet*, Dharamsala: Information Office of H.H., The Dalai Lama, 1984.
7. Rabbani, G.M., *Ancient Kashmir: A Historical Perspective*, Srinagar: Gulshan Publishers, 1981.
8. San-s rgyas rgya mtsho, *Vaidurya gser po - A history of dGe lugs pa monasteries in Tibet, with Tshan's glu gsar snan = The Annals of Kokonor/sum pa mkhan po ye ses dpal byor*, New Delhi: International Academy of Indian Culture, 1960.
9. Sanskritayan Rahul, *History of Central Asia: Bronze age (2000 BC) to Chengiz Khan (1227 AD)*, New Delhi: New Age Publication, 1964.
10. Shakabpa, W.D., *Bod Kyi Srid don rgyal rabs - An Advanced Political History of Tibet*, 2 vols., Kalimpong: shakabpa House, 1976.
11. Sinha, A.C., *Himalayan Kingdom of Bhutan*, Indus Publishing House, Delhi.
12. Subba, J.R., *History Culture and Customs of Sikkim*, Eastern Book Corporation, Delhi, 2008.
13. Thupstan Paldan, *Chags rabs gnand don kun tshan - An introduction to History, Monasteries Castles and Buddhism in Ladakh*, Leh Ladakh, 1976.
14. Tucci, Giuseppe, *Transhimalaya* tr. from French by James Hogarth, Delhi: Vikas Publishing, 1973.

Tutorial Activities: Problem-solving exercises


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
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GE 3: BSGE 303A: Pāli Poetical Literature

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/Pre-requisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
GE 3: BSGE 303A Pāli Poetical Literature	4	3	1	0	As per Admission criteria	Nil

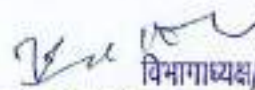
This Paper is aligned with Sustainability Development Goals 2030: 10 Reduced Inequalities

Course Objectives: This course aims at providing students with a comprehensive understanding of the Pāli poetical literature, in order to allow them, by the end of the year, to pursue more advanced studies in Pāli poetical literature.

Course Learning Outcomes: At the end of the course, a student should be able to demonstrate a clear understanding of the Pāli poetical literature.

Contents:

Unit I	Theragāthā: • <i>Upāli Theragāthā,</i> • <i>Āṅgulimālattheragāthā,</i> • <i>Ānandattheragāthā,</i> • <i>Mahākassappttheragāthā,</i> • <i>Mahākaccāyanattheragāthā</i>	13 Hours
Unit II	Udāna: • <i>Pāṭaligāmiyavagga,</i>	10 Hours
Unit III	Khuddakapaṭṭha: • <i>Maṅgala-sutta,</i> • <i>Metta-sutta,</i> • <i>Ratana-sutta</i>	10 Hours
Unit IV	Suttanipāta: • <i>Uraga-vagga - Dhaniya- sutta,</i> • <i>Khaggavisāna-sutta,</i> • <i>Kasī Bhāradvāja Sutta</i> • <i>Parāyana-vagga- Puṇṇakamāṇavakapucchā</i>	12 Hours


विभागाध्यक्ष/Head

बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110 007/Delhi-110007

Suggested Readings:

1. A.K. Warder, *Pāli Metre*, London: PTS, 1969.
2. *An Annotated Hindi Translation of Udāna Pāli* (only the 1st chapter). (May 2014). Occasional Paper, University for Potential for Excellence II, Centre for Social Sciences



- and Humanities, University of Pune.
3. *Khuddakapāṭho*, Ed. Bhikshu J. Kashyapa, Nava Nalanda Mahavihara Edition.
 4. *Songs of the Brothers*, P.T.S. London Series.
 5. *Suttanipāta* - Ed. Bhikshu J. Kashyapa, Nava Nalanda Mahavihara Edition 1959.
 6. *Suttanipāta* - P.T.S. London Series
 7. *Theragāthā*, ed. Bhikkhu J. Kashyap, Nava Nalanda Mahavihara Edition 1959
 8. *Theragāthāpāli* evaṃ *Therīgāthāpāli*, Ed.& tras. Pradeep Kumar Diwedi, Pali Adhyayana Kendra, Rastriya Sanskrit Sansthana, Lucknow
 9. *Udāna*, Ed. Bhikkhu J. kashyap, Nava Nalanda Mahavihara Edition-1959.

Tutorial Activities: Problem-solving exercises

विभागाध्यक्ष/Head

बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110 007/Delhi-110007

संस्कृत विभाग

संस्कृत विभाग, दिल्ली विश्वविद्यालय

संस्कृत विभाग, दिल्ली विश्वविद्यालय

दिल्ली-110 007/Delhi-110007



GE 3: BSGE 301 B: Contribution of Sanskrit Scholars to the Development of Buddhism

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/Pre-requisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
GE 3: BSGE 301B Contribution of Sanskrit Scholars to the Development of Buddhism	4	3	1	0	As per Admission criteria	Nil

This Paper is aligned with Sustainability Development Goals 2030: #4 Quality Education

Course Objectives:

1. To understand the role of Sanskrit scholars in the development of Buddhist thought.
2. To study the philosophical and literary contributions of major Buddhist scholars.
3. To analyse the influence of Sanskrit Buddhist texts on Buddhist philosophy and intellectual traditions.

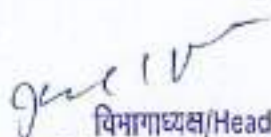
Course Learning Outcomes:

After completing the course, students will be able to:

1. Identify the major Sanskrit Buddhist scholars and their works.
2. Explain the philosophical contributions of these scholars.
3. Evaluate the role of Sanskrit literature in the development of Buddhism.

Contents:

Unit-I	Contribution of Āśvaghoṣa:	10 Hours
	• Life and works of Āśvaghoṣa • Literary contribution to Buddhist Sanskrit	
Unit-II	Contribution of Nāgārjuna:	10 Hours
	• Life and philosophical background • Concept of Śūnyatā (Emptiness)	
Unit-III	Contribution of Vasubandhu:	10 Hours
	• Life and intellectual background • Abhidharma and Yogācāra philosophy	
Unit-IV	Contribution of Dharmakīrti:	15 Hours
	• Life and philosophical background • Buddhist logic and epistemology	


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110007/Delhi-110007



Suggested Readings:

1. A. K. Warder, *Indian Buddhism*. Delhi: Motilal Banarsidass Publishers: 2000.
2. David J. Kalupahana, *A History of Buddhist Philosophy: Continuities and Discontinuities*. Delhi: Motilal Banarsidass: 1992.
3. Edward Conze (2001). *Buddhist Thought in India: Three Phases of Buddhist Philosophy*. London: George Allen & Unwin.
4. Étienne Lamotte, *History of Indian Buddhism: From the Origins to the Śaka Era*. Louvain-la-Neuve: Institut Orientaliste: 1988.
5. Rahul Sankrityayan, *Bauddha Darshan*. Allahabad: Kitab Mahal: 1956.
6. Ram Shankar Tripathi, ed. *Saundarananda Mahākavya of Acārya Āśvaghoṣa* (With Tibetan and Hindi Translation), 1999.
7. Surendranath Dasgupta, *A History of Indian Philosophy*, Vol. I. Delhi: Motilal Banarsidass: 1975.
8. Tiwary, M. (ed.), *The Vijñaptimātratāsiddhi of Vasubandhu* (both *Vimśatikā* and *Triṃśikā*), Delhi: 1995.
9. Tripathi, R. S., *Bauddhadarśana Prasthāna*. Sarnath, Varanasi: Central Institute of Higher Tibetan Studies. 2015.
10. Tripathi, R.S., *Vijñaptimātratāsiddhi* (Hindi), Varanasi: 1992.
11. Upadhyaya, Baldev, *Bauddha Darshan Mimāṃsā*, Varanasi: 1978.
12. उपाध्याय, बलदेव। बौद्ध धर्म और दर्शन। वाराणसी: चौखम्बा विद्याभवन, 1999।
13. उपाध्याय, भरत सिंह। बौद्ध दर्शन तथा अन्य भारतीय दर्शन। वाराणसी: मोतीलाल बनारसीदास, 2017।
14. त्रिपाठी, रामशंकर। बौद्ध दर्शन प्रस्थान। वाराणसी: केंद्रीय उच्च तिब्बती शिक्षा संस्थान, 2001।
15. शर्मा, चन्द्रधर। भारतीय दर्शन: आलोचन और अनुशीलन। दिल्ली: मोतीलाल बनारसीदास, 2004।
16. शास्त्री, द्वारिकादास। माध्यमिक दर्शन। वाराणसी: बौद्ध भारती, 1964।
17. सांकृत्यायन, राहुल। दर्शन-दिग्दर्शन। नई दिल्ली: किताब महल, 2007।

Tutorial Activities: Problem-solving exercises


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 हिन्दू विश्वविद्यालय/University of Delhi
 दिल्ली-110 007/Delhi-110007



GE 3: BSGE 301C: History of Indian Buddhism from the Mauryan till Vardhan Dynasty

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/Pre-requisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
GE 3: BSGE 301C History of Indian Buddhism from the Mauryan till Vardhan Dynasty	4	3	1	0	As per Admission criteria	Nil

This Paper is aligned with Sustainability Development Goals 2030: #4 Quality Education

Course Objectives:

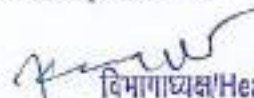
- To familiarize students with various sources of Buddhist history, including indigenous archaeological and literary materials as well as foreign accounts.
- To analyze the role of the Mauryan Empire in the growth and spread of Buddhism, with special reference to imperial patronage and policy.
- To examine the contributions of the Sunga and Kushana periods in shaping the institutional, artistic, and doctrinal development of Buddhism.
- To study the development and transformation of Buddhism during the Gupta and Vardhana periods, highlighting political, cultural, and religious dynamics.

Course Learning Outcomes: After completing this course, students will be able to:

5. Identify and evaluate different historical sources (archaeological, literary, and foreign accounts) for reconstructing the history of Buddhism in India.
6. Explain the impact of the Mauryan period on Buddhism, particularly in terms of state support, expansion, and organization.
7. Assess the contributions of the Sunga and Kushana dynasties to the growth of Buddhist institutions, art, and philosophy.
8. Analyze the status and evolution of Buddhism during the Gupta and Vardhana periods, including its interaction with other religious traditions.

Contents:

Unit I	Survey of the source material:	13 Hours
	• Indigenous (archaeological and literary) • Foreign.	
Unit II	Contribution to the Mauryan Dynasty for development of Buddhism:	12 Hours
	• Asoka's Dhamma Policy • Buddhism as a Pan-Asian Religion • Third Buddhist council	


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110007/Delhi-110007



Unit III	Role of Sungas & Kushanas for the development of Buddhism	10 Hours
	• Śuṅgas: Evaluation of Puṣyamitra's attitude towards Buddhism. • Kuṣāṇas: Development of Buddhism. Fourth Buddhist Council. • Rise of Mahāyāna Buddhism.	
Unit IV	Rise of Buddhism in Gupta and Vardhana Period	10 Hours
	• Guptas • Harṣavardhana • Nālandā University • Faxian and Xuanzang	

Suggested Readings:

1. Devahuti, D. *Harsha: A Political Study*, third revised edition, New Delhi: Oxford University Press, 1998.
2. Dutt, Sukumar. *Buddhist Monks and Monasteries of India: Their History and Their Contribution to Indian Culture*, London: George Allen & Unwin, 1962, reprint, Delhi: Motilal Banarsidass, 1988.
3. Hazra, K. L. *Royal Patronage of Buddhism in Ancient India*, Buddhist World Press 2012.
4. Lamotte, E., English edition: *History of Indian Buddhism*, Louvain: 1988.
5. Nakamura, H., *Indian Buddhism: A Survey with Bibliographical Notes*, reprint, Delhi: 1989.
6. R. Thapar, *Aśoka and the Decline of the Mauryas*, Oxford India Paperbacks, Delhi: OUP: 1998.
7. Warder, A.K., *Indian Buddhism*, 2nd edition, Delhi: 1980.
8. उपाध्याय, भरत सिंह। पालि साहित्य का इतिहास। प्रयागराज: हिंदी साहित्य सम्मेलन, 2008।
9. उपाध्याय, भरत सिंह। संस्कृत बौद्ध साहित्य का इतिहास। प्रयागराज: हिंदी साहित्य सम्मेलन, 1968।
10. त्रिपाठी, रामशंकर। बौद्ध दर्शन प्रस्थाना सारनाथ, वाराणसी: केंद्रीय उच्च तिब्बती शिक्षा संस्थान, 2015।
11. देव, नरेन्द्र। बौद्ध धर्म-दर्शन। वाराणसी: मोतीलाल बनारसीदास, 1999।
12. द्विवेदी, कपिलदेव। भारतीय दर्शन का इतिहास। वाराणसी: विश्वविद्यालय प्रकाशन, 2010।
13. पाण्डेय, गोविन्द चन्द्र। बौद्ध धर्म के विकास का इतिहास। वाराणसी: हिंदी समिति, 1994।
14. शास्त्री, बलदेव उपाध्याय। बौद्ध दर्शन मीमांसा। वाराणसी: चौखम्बा विद्याभवन, 2001।

Tutorial Activities: Problem-solving exercises

Signature
विभागाध्यक्ष/Head
बौद्ध अध्ययन विभाग/Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007



GE 3: BSGE 301 D: Yogācāra and Vijñānavāda Philosophy

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/Pre-requisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
GE 3: BSGE 301 C Yogācāra and Vijñānavāda Philosophy	4	3	1	0	As per Admission criteria	Nil

This Paper is aligned with Sustainability Development Goals 2030: #10 Reduced Inequalities

Course Objectives:

This course introduces students to the basic concepts and philosophical foundations of Yogācāra or Vijñānavāda Buddhism.

Course Learning Outcomes:

1. Understand the basic concepts of Yogācāra philosophy.
2. Explain the main doctrines of Vijñānavāda.
3. Analyze the philosophical ideas of Yogācāra thinkers like Asaṅga and Vasubandhu.
4. Examine the role of consciousness in Yogācāra philosophy.
5. Compare Yogācāra with other Indian philosophical systems.
6. Evaluate the significance of Yogācāra in Indian philosophy.

Contents

Unit I	Introduction to Yogācāra	10 Hours
	• Origin and development of Yogācāra • Asaṅga and Vasubandhu	
Unit II	Main Doctrines of Vijñānavāda	10 Hours
	• Vijñaptimātrata • Ālayavijñāna • Theory of Eight Consciousnesses	
Unit III	Yogācāra Philosophy	10 Hours
	• Trisvabhāva Theory • Subject-object relation • Yogācāra critique of realism	
Unit IV	Yogācāra in Indian Philosophy	15 Hours
	• Yogācāra and Madhyamaka • Comparison with Advaita Vedānta • Relevance of Yogācāra philosophy	

Suggested Readings:

1. Chatterjee, A. K. The Yogācāra Idealism. Delhi: MLBD, 1999.
2. Kochumuttom, T. A. A Buddhist Doctrine of Experience. Delhi: MLBD, 1982.
3. Murti, T. R. V. The Central Philosophy of Buddhism. London, 1955.
1. उपाध्याय, बलदेव बौद्ध धर्म और दर्शन। वाराणसी: चौखम्बा विद्याभवन, 1978।
2. उपाध्याय, भरत सिंह। बौद्ध दर्शन तथा अन्य भारतीय दर्शन। वाराणसी: मोतीलाल बनारसीदास, 1996।
3. सांकृत्यायन, सहूल। बौद्ध दर्शन। इलाहाबाद: किदाब महल, 2006।

Tutorial Activities: Problem-solving exercises

विभागाध्यक्ष/Head
बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110 007/Delhi-110007



GE 3: BSGE 301 E: The Influence of Buddhism on Chinese Culture

Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial	Practical		
GE 3: BSGE 301 E: The Influence of Buddhism on Chinese Culture	4	3	1	0	As per admission criteria	Nil

This Paper is aligned with Sustainability Development Goals 2030: #4 Quality Education

Course Objectives

The course aims:

1. To study the development of Buddhism in China during the Han period and subsequent centuries.
2. To examine the interaction between Buddhism, Confucianism, and Taoism.
3. To analyse the contribution of Buddhism to Chinese art and architecture.
4. To understand the impact of Buddhism on Chinese ethical values and educational institutions.
5. To evaluate the economic role of Buddhist monasteries and communities in Chinese society.
6. To assess the broader cultural influence of Buddhism on Chinese civilization.

Learning Outcomes

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

1. Describe the origin and development of Buddhism during the Han period.
2. Explain the philosophical and religious interactions between Buddhism, Taoism, and Confucianism.
3. Assess the influence of Buddhism on Chinese artistic and architectural traditions.
4. Analyse the contribution of Buddhism to ethical thought and social values in China.
5. Discuss the role of monasteries in education, translation, and economic activities.
6. Evaluate the long-term impact of Buddhism on Chinese culture and society.

Course Content

Unit I Origin and Development of Buddhism during the Han Period 13 Hours

- Introduction of Buddhism during the Han Dynasty
- Early Buddhist communities
- Translation activities
- Spread of Buddhist doctrines

Unit II Impact of Buddhism on Taoism and Confucianism 12 Hours

- Religious adaptation and syncretism
- Neo-Confucian responses to Buddhism
- Mutual influences among traditions

Unit III Impact of Buddhism on Chinese Art and Architecture 10 Hours

- Cave temples and Buddhist monuments
- Sculpture and painting
- Pagodas and monastic architecture

[Signature]
 विभागाध्यक्ष, Head
 बीएचएन विभाग, Department of Buddhist Studies
 दिल्ली विश्वविद्यालय, University of Delhi
 दिल्ली-110 007/Delhi-110007



Unit IV Impact of Buddhism on Ethical, Educational and Economic Life

10 Hours

- Buddhist ethical values and social conduct
- Monasteries as centres of learning
- Translation centres and educational institutions
- Economic role of monasteries and Buddhist communities

Suggested Readings

1. Ch'en, Kenneth K. S. *Buddhism in China: A Historical Survey*. Princeton University Press.
2. Wright, Arthur F. *Buddhism in Chinese History*. Stanford University Press.
3. Kieschnick, John. *The Impact of Buddhism on Chinese Material Culture*. Princeton University Press.
4. Gernet, Jacques. *Buddhism in Chinese Society: An Economic History from the Fifth to the Tenth Centuries*.
5. Williams, Paul. *Mahayana Buddhism: The Doctrinal Foundations*. Routledge.
6. Strong, John S. *The Experience of Buddhism*.
7. Lal Mani Joshi. *Studies in the Buddhistic Culture of India*. Motilal Banarsidass.
8. Narendra Nath Singh. *Buddhism in China*. D.K. Printworld.
9. Susan L. Huntington. *The Art of Ancient India*.
10. Govind Chandra Pande. *Bauddha Dharma ke Vikas ka Itihas*.

Tutorial Activities: Problem-solving exercises


विभागाध्यक्ष/Head
केंद्र अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110 007/Delhi-110007



GE 3: BSGE 301 F: General Introduction of Tibetan Buddhist Healing System

Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial	Practical		
GE 3: BSGE 301 F: General Introduction of Tibetan Buddhist Healing System	4	3	1	0	As per admission criteria	Nil

This Paper is aligned with Sustainability Development Goals 2030: #4 Quality Education

Course Learning Objectives:

The Objectives of the courses are to:

1. Introduce the conceptual (philosophical and ethical) foundations of Buddhist medicine.
2. Examine the historical evolution of healing traditions in Buddhism.
3. Analyze the relationship between suffering, ethics, and healing
4. Explore historical transmission across India and Tibet
5. Critically examine Tibetan medical theory and practice
6. Analyze Tibetan medicine (Sowa Rigpa) as a living tradition.
7. Evaluate the relevance of Buddhist healing systems in contemporary health discourse.

Course Learning Outcomes:

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

1. Explain the conceptual framework of Buddhist medicine in order to get awareness of key concepts such as *dukkha*, *avidya*, and the Four Noble Truths in medical context.
2. Critically analyze Buddhist ethical frameworks in healthcare practice.
3. Understand the historical transmission and development of medical traditions across Asia.
4. Evaluate Tibetan medicine, and its relevance in relation to modern healthcare systems.
5. Understand core principles of Tibetan medicine (*rlung*, *mkhris pa*, *bad kan*)

Courses Contents:

Unit I	Foundations of Buddhist Medicine (Concept & Origin)	13 Hours
	• The Buddha Sakyamuni/Gautama and his teaching on healing system • Early monastic healthcare system • Bhaisajya Khandak: An Introduction • Mind-body relationship in Buddhist medicine	

[Signature]
विभागाध्यक्ष/Head
बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110 007/Delhi-110007



Unit II Development and Transmission of Tibetan Buddhist Healing 12 Hours

- Emergence of Tibetan Buddhist healing system
- Translation and adaptation of medical knowledge
- Emergence of Sowa Rigpa
- Few important Technical Terms/Etymology of Tibetan Medicines

Unit III Medicine Buddha and Ethical Healing System 10 Hours

- Concept of Bhaishajyaguru
- Twelve vows of the Medicine Buddha
- Jivaka and medical ethics (revisited)
- Iconography of Healing Buddha

Unit IV Tibetan Medicine and its Modern Relevance 10 Hours

- Fundamentals of Sowa Rigpa: *gyud Zshe*
- Diagnostic methods: pulse, urine, observation
- Treatment: diet, lifestyle, medicines
- Psychosomatic health and healing

Suggested Readings:

1. *Bower Manuscript*
2. Dominik Wujastyk – Indian medical traditions
3. Fundamentals of Tibetan medicine by Men-Tsee-Khang. Dharamshala: Tibetan Medical and Astrological Institute
4. *Gyud-Zhi* (Four Tantras of Tibetan Medicine)
5. Health through balance: An introduction to Tibetan medicine by Dr. Yeshe Dhonden. Snow Lion Publications.
6. Lectures on Tibetan medicine by Lobsang Dolma Khangkar (K. Dhondup, Ed. & Trans.) Dharamshala: Library of Tibetan Works and Archives
7. Rahul Sankrityayan – Works on Buddhist history
8. Thubten Yeshe – Tibetan perspectives on healing
9. *Vinaya Pitaka*
10. लहास की संस्कृति एवं सांस्कृतिक विविधता द्वारा मायासम अभियांत्रिकी, चोखन प्रकाशन

Tutorial Activities: Problem-solving exercises


विभागाध्यक्ष/Head
 शैक्षिक अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110 007/Delhi-110007



SBC: Buddhist Tourism

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/Pre-requisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
SBC: Buddhist Tourism	2	1	1	0	As per Admission criteria	Nil

This Paper is aligned with Sustainability Development Goals 2030: #4 Quality Education

Course Objectives:

- Understand the historical and philosophical foundations of Buddhism.
- Explore major Buddhist sites in India and their cultural significance.
- Analyse tourism trends and challenges in Buddhist pilgrimage circuits.
- Promote sustainable and inclusive tourism practices centered around Buddhist heritage.

Course Learning Outcomes:

- Understand the principles and pedagogical philosophies of Buddhist education.
- Explore historical and contemporary Buddhist educational centres.
- Analyse the impact of Buddhism on modern educational systems and ethical instruction.
- Examine the relevance of Buddhist education in multicultural and secular contexts.

Contents:

Unit-I	Fundamentals of Tourism:	7 Hours
	• Meaning and scope of tourism • Definitions by World Tourism Organization (UNWTO) • Cultural, religious, eco-tourism • Role of tourism and government initiatives	
Unit-II	Buddhist Pilgrimage:	8 Hours
	• Concept and Meaning of Pilgrimage in Buddhism • Four major pilgrimage sites associated with Buddha's life • Historical and religious importance of buddhist sites • Challenges: conservation, commercialization, sustainability	


 विभागाध्यक्ष/Head
 पर्यटन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110007



Suggested Readings:

1. A. K. Bhatia, *Tourism Development: Principles and Practices*, New Delhi: Sterling Publishers, 2006.
2. Charles R. Goeldner and J. R. Brent Ritchie, *Tourism: Principles, Practices, Philosophies*, Hoboken: John Wiley & Sons, 2012.
3. D. C. Ahir, *Buddhist Shrines in India: History and Guide*, Delhi: B. R. Publishing Corporation, 1986.
4. David Weaver, *Sustainable Tourism: Theory and Practice*, Oxford: Elsevier, 2006.
5. Harold Goodwin, *Responsible Tourism: Using Tourism for Sustainable Development*, Oxford: Goodfellow Publishers, 2011.
6. John S. Strong, *Relics of the Buddha*, Princeton: Princeton University Press, 2004.
7. K. K. Kamra and Mohinder Chand, *Basics of Tourism: Theory, Operation and Practice*, New Delhi: Kanishka Publishers, 2006.
8. Nalin Shastri, *Buddhist Pilgrimage*, Varanasi: Bauddha Bharati, 1987.
9. S. K. Bansal, *Tourism in India*, New Delhi: APH Publishing Corporation, 2004.
10. UNESCO, *World Heritage and Sustainable Tourism Programme*, Paris: UNESCO Publishing, 2012.

Tutorial Activities: Problem-solving exercises


विभागाध्यक्ष/Head
बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110 007/Delhi-110007



SEMESTER IV

DSC 9: BSCC 401: Introduction to Buddhist Sanskrit Literature

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/Pre-requisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
DSC 9: BSCC 401 Introduction to Buddhist Sanskrit Literature	4	3	1	0	As per Admission criteria	Nil

This Paper is aligned with Sustainability Development Goals 2030: #4 Quality Education

Course Objectives:

1. To introduce Buddhist literature written in Sanskrit.
2. To understand major texts, authors, and traditions.
3. To develop basic knowledge of philosophical and literary aspects.

Course Learning Outcomes

After completing this course, students will be able to:

1. Identify major Buddhist Sanskrit texts.
2. Understand basic themes of Buddhist Sanskrit literature.
3. Explain contributions of important authors.

Contents:

Unit-I	Introduction to Buddhist Sanskrit Literature • Meaning and scope of Buddhist Sanskrit literature • Historical development of Sanskrit Buddhism	10 Hours
Unit-II	Mahāyāna Sūtras • Nature and features of Mahāyāna literature • Study of Saddharmapuṇḍarīka Sūtra • Study of Prajñāpāramitā Sūtras	10 Hours
Unit-III	Buddhist Sanskrit Poetry and Drama • Literary works of Aśvaghoṣa on Buddhacarit & Saundarnand Mahākāvya • Contribution of Aśvaghoṣa • Style, language, and poetic features	10 Hours
Unit-IV	Influence of Buddhist Sanskrit Literature • Influence on Indian literature and philosophy • Impact on Asian countries (China, Tibet, Japan) • Modern academic importance	15 Hours

विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110 007/Delhi-110007



Suggested Readings:

1. A. K. Warder, *Indian Buddhism*. Motilal Banarsidass: 2000.
2. Edgerton, F., *Buddhist Hybrid Sanskrit Grammar and Dictionary*. Yale University Press: 1953.
3. Étienne Lamotte, *History of Indian Buddhism*. Peeters Press: 1988.
4. Étienne Lamotte, *History of Indian Buddhism*. Peeters Press: 1988.
5. Garroriski, *Studies about the Sanskrit Buddhist Literature*, Delhi 1967.
6. Hazime Nakamura, *Indian Buddhism*, M.L.B.D., Delhi, 1989.
7. Johnston, E. H., *Āśvaghoṣa's Buddhacarita*. Delhi: Motilal Banarsidass: 1936.
8. Joshi L.M., *Studies in the Buddhistic Culture of India*, M.L.B.D., Delhi: 1982.
9. Kalhupahna David J., *A History of Buddhist Philosophy*, Delhi: Motilal Banarsidass, reprint, 2006.
10. Keith, A.B., *History of Sanskrit Literature*, O.U.P., 1953
11. Lamotte, É., *History of Indian Buddhism*. Louvain: Peeters Press: 1988.
12. Mitra D.L., *A History of Nepalese Buddhist Sanskrit Literature*, Kolkata 1973.
13. Narendra Deva, *Buddha Dharma and Darsana*, Bihar Rashtriya Bhasa Parisad, Patna, Second Edition 2000.
14. Nariman J.K., *A Literature History of Sanskrit Buddhism*, Reprint, Delhi-1974.
15. Pandey, G.C., *Studies in the Origins of Buddhism*, Delhi: Motilal Banarsidas: 1974.
16. Paul Williams, *Mahayana Buddhism*. Routledge: 2009.
17. Paul Williams, *Mahayana Buddhism*. Routledge: 2009.
18. Sankrityayan Rahula, *Sanskrit Kavyadhārā*, Kitab Mahal, Delhi 1959.
19. Warder, A. K., *Indian Buddhism*. Delhi: Motilal Banarsidass: 2000.
20. Williams, P., *Mahayana Buddhism: The Doctrinal Foundations*. London: Routledge: 2009.
21. Winternitz M., *History of Indian Literature*, 2 vols., Reprint – New Delhi 1968.
22. उपाध्याय, बलदेवा संस्कृत बौद्ध साहित्य वाराणसी: चौखम्बा विद्याभवन, 1981।
23. उपाध्याय, भरत सिंह। पालि साहित्य का इतिहास। प्रयागराज: हिंदी साहित्य सम्मेलन, 2008।
24. त्रिपाठी, रामशंकर। बौद्ध संस्कृत साहित्य एवं दर्शन सारनाथ: केंद्रीय उच्च तिब्बती शिक्षा संस्थान, 2004।
25. शर्मा, चन्द्रधरा भारतीय दर्शन: आलोचन और अनुशीलन। दिल्ली: मोतीलाल बनारसीदास, 2004।
26. शास्त्री, द्वारिकादास। बौद्ध संस्कृत ग्रंथों का परिचय वाराणसी: चौखम्बा संस्कृत सीरीज, 1976।

Tutorial Activities: Problem-solving exercises


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110 007/Delhi-110007



DSC 10: BSCC 402: Philosophical Foundations and Doctrinal Developments in Mahāyāna Buddhism

Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial	Practical		
DSC 10: BSCC 402: Philosophical Foundations and Doctrinal Developments in Mahāyāna Buddhism	4	3	1	0	As per admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: #4 Quality Education

Course Objectives: This course aims to critically familiarize the students with the Philosophical Foundations of Mahāyāna Buddhist Philosophy and understand the developments of the key doctrines in Mahāyāna thoughts.

Course Learning Outcomes:

At the end of the course, a student should be able to:

- Understand the foundations of Mahāyāna Buddhist Philosophy.
- Demonstrate a critical understanding of core Mahāyāna concepts.
- Analyse and compare different Philosophical traditions within Buddhism.
- Engage with contemporary debates on Buddhist Philosophy.

Contents

Unit-I: Philosophical Foundations of Mahāyāna Buddhism 15 Hours

- Emergence of Mahāyāna: Historical and Intellectual background
- Concept of *Bodhisattva* ideal
- Doctrine of *Śūnyatā* (Emptiness)
- Theory of *Pratītyasamutpāda* (Dependent Origination)
- Non-duality (*Advaya*)
- Critique of early Buddhist realism

Unit-II: Features and Doctrines of Mahāyāna Buddhism 10 Hours

- Universal compassion (*Karuṇā*) and wisdom (*Prajñā*)
- Six Pāramitās (Perfections)
- Buddha-nature (*Tathāgatagarbha*) doctrine
- Trikāya (Three bodies of Buddha)
- Role of faith, devotion, and upāya (skillful means)



- Important Mahāyāna Sūtras (Lotus, Heart, Diamond Sūtra)

Unit-III: Difference between Theravāda and Mahāyāna 10 Hours

- Ideal: Arhat vs Bodhisattva
- Philosophical differences (Realism vs Emptiness/Idealism)
- Scriptural differences (Pāli Canon vs Mahāyāna Sūtras)
- Concept of Buddha (historical vs transcendental)
- Path to liberation and soteriology
- Rituals and practices

Unit-IV: Later doctrinal developments in Mahāyāna Buddhism 10 Hours

- Development of Madhyamaka philosophy (Nāgārjuna)
- Development of Yogācāra (Asanga & Vasubandhu)
- Evolution of Tathāgatagarbha thought
- Rise of Buddhist logic (Dignāga, Dharmakīrti)
- Emergence of Vajrayāna elements
- Influence on East Asian traditions (Zen, Pure Land)

Suggested Readings:

1. Acharya Narendra Dev, *Bauddha Dharma Darpana*, MLBD, Delhi, 2006.
2. Dutta, N., *Mahāyāna Buddhism*, Firma KLM (Private) Ltd., Calcutta, 1976.
3. Kalupahana, David J., *A History of Buddhist Philosophy*, MLBD, Delhi, 1994.
4. Kalupahana, David J., *Causality: The Central Philosophy of Buddhism*, Honolulu: The University Press of Hawaii, 1976.
5. Kalupahana, David J., *Mūla Mādhyamakakārikā of Nāgārjuna: The Central Philosophy of Middle Way*, MLBD, Delhi, 1991.
6. Kimura, Ryun, *A Historical Study of the Terms Hīnayāna and Mahāyāna and the Origin of Mahāyāna Buddhism*, Indological Book Corporation, Rajendra Nagar, 1978.
7. Pandey, G. C., *Bauddha Dharma Ke Vikāsa kā Itihāsa*, Hindi Samiti, Lucknow, 1976.
8. Pandey, G. C., *Studies in the Origin of Buddhism*, MLBD, Delhi, 1974.
9. Suzuki, D. T., *Outlines of Mahāyāna Buddhism*, Newyork: Schocken, 1907.
10. Upadhyay, Baldeva, *Bauddha Darśana Mimāṃsā*, Chaukhambha, Varanasi, 1978.
11. William, Paul, *Mahāyāna Buddhism*, 2nd edn., Routledge, London, 2008.
12. उपाध्याय, बलदेव। *संस्कृत बौद्ध साहित्य* वाराणसी: चौखम्बा विद्याभवन, 1981।
13. उपाध्याय, भरत सिंह। *पालि साहित्य का इतिहास*। प्रयागराज: हिंदी साहित्य सम्मेलन, 2008।
14. निपाटी, रामशंकर। *बौद्ध संस्कृत साहित्य एवं दर्शन* सारनाथ: केंद्रीय उच्च तिलबती शिक्षा संस्थान, 2004।
15. शर्मा, चन्द्रधरा। *भारतीय दर्शन: अल्लोमैन और अनुशीलन*। दिल्ली: मोतीलाल बनारसीदास, 2004।
16. शास्त्री, द्वारिकादास। *बौद्ध संस्कृत ग्रंथों का परिचय* वाराणसी: चौखम्बा संस्कृत सीरीज, 1976।

Tutorial Activities: Problem-solving exercises


विभागाध्यक्ष/Head
बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007



DSE 8: BSEC 402A: Vamśa Literature

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/Pre-requisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 8: BSEC 402A Vamśa Literature	4	3	1	0	As per Admission criteria	Nil

This Paper is aligned with Sustainability Development Goals 2030: 10 Reduced Inequalities

Course Objectives: This course aims at providing students with a comprehensive understanding of the Pāli Vamśa literature, in order to allow them, by the end of the year, to pursue more advanced studies in Pāli poetical literature.

Course Learning Outcomes: At the end of the course, a student should be able to demonstrate a clear understanding of the Pāli Vamśa literature and its role in understanding the history of Buddhism.

Contents:

Unit I	The Dīpavamśa: • Chatṭha Paricchedo- Dhammasoko • Sattamo Paricchedo- Tatiya Saddhamma Saṅgaho	13 Hours
Unit II	The Mahāvamśa: • Paṭhana Paricchedo- Tathāgatābhigamanāṃ • Dutiya Paricchedo- Mahāsammatavamśo	12 Hours
Unit III	The Sāsnavamśa: • Navatṭānagatasāsnavamśakathāmaggo • Sīhaladīpikasāsnavamśakathāmaggo	10 Hours
Unit IV	The Mahābodhivamśa • Dumindāgamana-kathā	10 Hours


 विभागाध्यक्ष/Head
 ऋग्वेद विभाग/Department of Rigveda Studies
 दिल्ली विश्वविद्यालय, Vignana Bhavan, दिल्ली
 दिल्ली-110 007/Dehli-110 007



Suggested Readings:

1. *Dīpavaṃsa* (with Hindi translation), Balmiki Prasad, Samyaka Prakashana, New Delhi: 2014
2. *Dīpavaṃsa*, ed. and tr. Oldenberg, London: 1879.
3. E. Adikaram, *Early History of Buddhism in Ceylon: State of Buddhism in Ceylon as Revealed by Pāli Commentaries of the 5th Century AD.*
4. *Mahāvamsa* (With Hindi translation), Balmiki Prasad, Samyaka Prakashana, New Delhi: 2017.
5. *Mahāvamsa-I* (With English translation), Mahesh Tiwari, Department of Buddhist Studies, University of Delhi, Delhi: 1985.
6. *Saddhammasaṅgaha*, JPTS: 1890.
7. *Sāsanavaṃsa* (with hindi translation), Balmiki Prasad, Samyaka Prakashana, New Delhi: 2015
8. Siddhartha (ed and trans), *Saddhammasaṅgaho*, Motilal Banarasidasa, Delhi: 2006
9. The Maha Bodhi Vamsa, S Arthur Strong, Pali Text Society, London, 1891.
10. *The Mahāvamsa*, ed. W. Geiger, PTS, London: 1908.
11. *The Sāsanavaṃsa*, ed. S. Mookherjee & C.S. Upasak, Nalanda: Nava Nalanda Mahavihar: 1961.

Tutorial Activities: Problem-solving exercises


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110007/Delhi-110007



DSE 8: BSEC 402B: Sarvāstivāda and Sanskrit Gāthā Literature

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/Pre-requisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 8: BSEC 402B Sarvāstivāda and Sanskrit Gāthā Literature	4	3	1	0	As per Admission criteria	Nil

This Paper is aligned with Sustainability Development Goals 2030: #10 Reduced Inequalities

Course Objectives:

1. To understand the Sarvāstivāda Buddhist school and its doctrines.
2. To study Sanskrit Gāthā (verse) literature in Buddhism.
3. To analyze philosophical and literary aspects of Sarvāstivāda texts.

Learning Outcomes:

After completing this course, students will be able to:

1. Explain the philosophy of Sarvāstivāda.
2. Identify important Sanskrit Gāthā texts.
3. Analyze doctrinal and poetic elements in Buddhist literature.

Contents:

Unit I	Introduction to Sarvāstivāda	13 Hours
	• Meaning and origin of Sarvāstivāda • Historical background and development • Geographical spread (Kashmir, Gandhāra)	
Unit II	Doctrinal Foundations of Sarvāstivāda	12 Hours
	• Theory of "Sarvam asti" (everything exists) • Concept of dharmas and time (past, present, future) • Abhidharma philosophy	
Unit III	Introduction to Sanskrit Gāthā Literature	10 Hours
	• Meaning and nature of Gāthā • Role of verse in Buddhist teaching • Difference between prose and verse literature	
Unit IV	Early Sanskrit Gāthā Texts	10 Hours
	• Study of Udānavarga • Ethical and philosophical teachings in verses • Comparison with Pāli Dhammapada	

विभागाध्यक्ष/Head

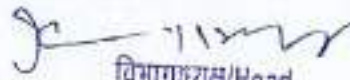
संस्कृत विभाग, संस्कृत विद्यापीठ, विभाग of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007



Suggested Readings:

1. A. K. Warder, *Indian Kāvya Literature*. Motilal Banarsidass: 1999.
2. Bernhard, F., *Udānavarga*. Vandenhoeck & Ruprecht: 1965.
3. Buddhist Mahayana Texts, Oxford, 1894.
4. Cox, C., *Disputed Dharmas*. Tokyo: International Institute for Buddhist Studies: 1995.
5. D. L. Mitra, *A History of Nepalese Buddhist Sanskrit Literature*, Calcutta, 1973.
6. E. H. Johnston, *The Buddhacarita or Acts of the Buddha*, Motilal Banarsidass, Reprint 1995.
7. Étienne Lamotte, *History of Indian Buddhism*. Peeters Press: 1988.
8. Garronski, *Studies About the Sanskrit Buddhist Literature*, Delhi, 1967.
9. J. K. Nariman, *Literary History of Sanskrit Buddhism*, Motilal Banarsidass, Reprint 1972.
10. Narendra Dev, *Bauddh-Dharma aur Darshan*, Patna, 1962.
11. P. L. Vaidya, ed. *Avadānaśataka*, Mithila Institute, Darbhanga, 1958.
12. Ram Shankar Tripathi, ed. *Saundarananda Mahakāvya* of Ācārya Aśvaghōṣa (With Tibetan and Hindi Translation), 1999.
13. Williams Paul, *Mahayana Buddhism: The Doctrinal Foundations*, London: Routledge, 2007.
14. Winternitz Maurice, *A History of Indian Literature*, vol. 2, Motilal Banarsidass, Delhi, 1988.
15. उपाध्याय, बलदेव। संस्कृत बौद्ध साहित्य वाराणसी: चौखम्बा विद्याभवन, 1981।
16. कश्यप, जगदीश। बौद्ध साहित्य की रूपरेखा। सारनाथ: केंद्रीय उच्च तिब्बती शिक्षा संस्थान, 2002।
17. त्रिपाठी, रामशंकर। सर्वास्तिवाद बौद्ध दर्शन एवं साहित्य। सारनाथ: केंद्रीय उच्च तिब्बती शिक्षा संस्थान, 2005।
18. शर्मा, चन्द्रधर। भारतीय दर्शन: आलोचन और अनुशीलन। दिल्ली: मोतीलाल बनारसीदास, 2004।
19. सांकृत्यायन, राहुल। बौद्ध संस्कृत साहित्य की रूपरेखा। पटना: बिहार राष्ट्रभाषा परिषद, 1965।

Tutorial Activities: Problem-solving exercises


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110 007/Delhi-110007



DSE 8: BSEC 402 C: Origin and Development of Buddhist Art and Architecture in India

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/Pre-requisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 8: BSEC 402 C Origin and Development of Buddhist Art and Architecture in India	4	3	1	0	As per Admission criteria	Nil

This Paper is aligned with Sustainability Development Goals 2030: #10 Reduced Inequalities

Course Objectives:

The primary objective of this course is to advance students' critical awareness of various schools of Buddhist art and architecture in India.

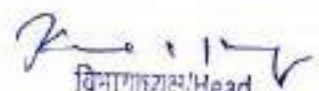
Course Learning Outcomes:

By the end of this course, students will be able to:

Upon the completion of this course, students should have acquired a clear understanding of the origin and development of the different Buddhist schools of art and their salient features.

Contents:

Unit I	Origin of Buddhist Art and Architecture.	10 Hours
Unit II	Origin and Development of: • Stūpa, • Cetiya-grhas • Buddhist Aaram • Buddhist Vihāras	12 Hours
Unit III	Origin and Development of the Buddha Image ▪ Gandhāra ▪ Mathurā ▪ Saranath ▪ Nalanda	13 Hours
Unit IV	Buddhist Paintings: • Ajanta, • Bagh, • Aichi, • Pāla.	10 Hours


 विनायचण्डसेखर/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय, University of Delhi
 दिल्ली-110007, Delhi-110007

Suggested Readings:

1. Banerjee, J.N., *Development of Hindu Iconography*, 3rd rev. edn, Delhi: Munshiram Manoharlal, 1956.



2. Bhattacharyya, B., *Indian Buddhist Iconography*, reprint, Delhi: Aryan Books International, 2008.
3. Brown, P., *Indian Architecture: Buddhist and Hindu*, vol. I, 2nd ed. edn., Kolkata: Read Books, 2010.
4. Dutt, S., *Buddhist Monks and Monasteries of India*, 3rd edn., Delhi: Motilal Banarsidass, 2015.
5. Goetz, Herman, *India: Five Thousand Years of Indian Art*, London: Puffin, 1959.
6. Mitra, D., *Buddhist Monuments*, Calcutta: Orient Book Distributors, 1971.
7. अग्रवाल पृथिवी कुमार प्राचीन भारतीय कला एवं वास्तु वि० वि० प्रकाशन वाराणसी 2002
8. उपाध्याय वासुदेव प्राचीन भारतीय स्तूप, गुहा एवं मंदिर बिहार ग्रंथ अकादमी, पटना .2008
9. वासुदेव शरण अग्रवाल: प्राचीन भारतीय कला और स्थापत्य वि० वि० प्रकाशन वाराणसी 2002
10. वासुदेव शरण अग्रवाल भारतीय :कला, पृथिवी प्रकाशन वाराणसी 2004

Tutorial Activities: Problem-solving exercises


विभागाध्यक्ष/Head

बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110 007/Delhi-110007



DSE 8: BSEC 303D: Dignāga: Buddhist Logic and Epistemology

Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 8: BSEC 303D: Dignāga: Buddhist Logic and Epistemology	4	3	1	0	As per admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: 10 Reduced Inequalities

- Course Objectives:**
- The objective of this course is to
 - to introduce students about the Buddhist theory of knowledge
 - to differentiate the various sources of knowledge
 - to locate the correct sources of knowledge
 - critically understand the process of getting knowledge

Course Learning Outcomes:

After having done this course successfully, the students shall be able to have sufficient knowledge of Buddhist Epistemology.

Contents:

Unit I	Critical Study of Philosophy of Knowledge.	12 Hours
	• What is knowledge? • True knowledge vs error • Six pramāṇas accepted in classical Indian philosophical system • Buddhist critique of pramāṇas	
Unit II	Definition of Perception according to Dignāga and Dharmakīrti	11 Hours
	• Perception as kalpanāpoḍham • types of perception- indriya pratyakṣa, manas pratyakṣa, yogi pratyakṣa, svasaṃvedanā • Dharmakīrti view of pratyakṣa • Non-conceptual vs conceptual perception	
Unit III	Theory of Inference	11 Hours
	• Definition and components of anumāna: pakṣa, hetu, sādhyā • Trairūpya theory of Buddhism • Types of anumāna: svārtha anumāna, parārtha anumāna • hetvābhāsa	

[Signature]
Head

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University of Delhi
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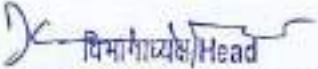
Unit IV Definition of Perception and Inference according to Dharmottara. 11 Hours

- nature of immediate perception
- refinement of inferential process

Suggested Readings:

1. Hattori, M., (tr.) Dignāga on Perception, Harvard: 1969.
2. Hayes, R.P., Dignāga on the Interpretation of Signs, Dordrecht: 1986.
3. Matilal, B.K., Buddhist Logic and Epistemology, Dordrecht: 1986.
4. Mookerjee, Satkari, The Buddhist Philosophy of Universal Flux, Delhi: 1996.
5. Stecherbatsky, Th., Buddhist Logic, vol. I, Tokyo: 1977.
6. The Nāyabinduṭīkā of Dharmottara.
7. The Pramāṣasamuccaya of Dignāga, Chapters I, II & V: *pratyakṣa, anumāna & apoha*.

Tutorial Activities: Problem-solving exercises


विभागाध्यक्ष/Head
बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110 007/Delhi-110007



DSE 8: BSEC 402E: Buddhist Sects in China

Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 8: BSEC 402E: Buddhist Sects in China	4	3	1	0	As per admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: 10 Reduced Inequalities

Course Objectives: In this course we will explore some of the main historical, doctrinal and sociological developments of Buddhism in Chinese contexts. It covers the following topics: the historical agents and events leading to the transmission of Buddhism to China; the formation and teachings of various Buddhist schools including their doctrinal differences and manifold socio-political spheres of influences.

Course Learning Outcomes:

- Students can get to familiarise the Indian Philosophical traditions, such as Mādhyamika and Yogācāra, in Chinese context.
- The course will provide insight into the developments done by the Chinese Buddhist masters to serve the Chinese inclination.
- Students would be able to differentiate different Chinese Buddhist systems.

Contents:

Unit I	Schools of Mahayana Buddhism transmitted from India to China: San-lun and Fa-xiang.	12 Hours
Unit II	Scholastic Schools of Chinese Buddhism: Tian-tai and Hua-yen.	13 Hours
Unit III	Schools of Popular Practice in China : Pure land and Chan.	10 Hours
Unit IV	Text: <i>Wei Shi San Shi Lun-song</i> , (verses no 16-30) Taisho: 31.	10 Hours

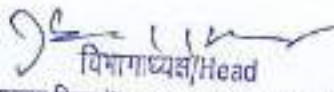
Suggested Readings:

1. Bhikṣu, Chengchien, *Sun-Face Buddha: The Teachings of Ma-tsu and the Hung-Chou School of Ch'an*. California: Asian Humanities Press, 1993.
2. Diana Y. Paul, *Philosophy of Mind in Sixth Century China*, Stanford: 1984.
3. Fung yu-lan, *History of Chinese Philosophy*, vol.2, Princeton: 1953.
4. H. Dumoulin, *A History of Zen Buddhism*, New York: 1973.



5. J. Takakusu, *Essentials of Buddhist Philosophy*, Honolulu: 1947.
6. K.C. Armstrong, 'The doctrine of Tendai school,' *Eastern Buddhist*, 1999: 3-12.
7. Leo Weiger, *A History of religious beliefs and philosophical opinions in China*, Peking: 1927.
8. Poceski, Mario. *Mazu yulu and the Creation of the Chan Records of Sayings*. Steven Heine and Dale S. Wright, eds. *The Zen Canon: Understanding the Classic Texts*. New York: Oxford University Press, 2004. pp.53-79.
9. W.T. Chan, *A Source book of Chinese Philosophy*, New Jersey: Princeton University Press: 1973.
10. W.T. de Berry, *Sources of Chinese Tradition*, Volume 1. Columbia University Press 1963.
11. Yoshinori, Takeuchi. *Buddhist Spirituality, Vol. I*. Delhi: Motilal Banarsidass Publishers. 2003.

Tutorial Activities: Problem-solving exercises


विभागाध्यक्ष/Head
बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110 007/Delhi-110007



DSE 8: BSEC 402 F: Tibetan Buddhist Philosophy and Logic

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/Pre-requisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 8: BSEC 402 F Tibetan Buddhist Philosophy and Logic	4	3	1	0	As per Admission criteria	Nil

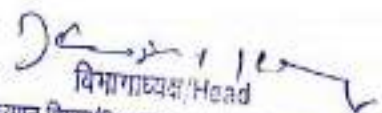
This Paper is aligned with Sustainability Development Goals 2030: 10 Reduced Inequalities

Course Objectives: The objective of the course is to acquaint student with the Buddhist contribution in the system of logic.

Course Learning Outcomes: Student would be able to analysis and understand the nature of reality from the Buddhist perspective. Students will be familiarise with the Buddhist logical process to arrive at the truth.

Contents:

Unit I	Dhu ma rtsa ba'i tshig le'ur byas pa (Uma Tsawa Sherab) of Nāgārjuna (1st chapter).	13 Hours
Unit II	Nyi shu pa rnam rig tsam (Nyishu Pa Namrig Tsam) of Vasubandhu.	12 Hours
Unit III	rTsoed ldog (Tsoi Dog) of Nāgārjuna. (Selected Verses)	10 Hours
Unit IV	Tshad ma'i btan bcos rig 'jug (Tsema Tenchoe Rigo) of Dignāga.	10 Hours


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110 007/Delhi-110007



Suggested Readings:

1. Anacker Stefan, *Seven Works of Vasubandhu*, reprint, Delhi: 1994.
2. Garfield, J.L., *The Fundamental Wisdom of the Middle Way*, Oxford: 1995.
3. Gedundub, *Tshad ma rnam 'grel legs bshad*, Varanasi: 1968.
4. Guenther Herbert, V. *Buddhist Philosophy in Theory and Practice*, Boulder: 1976.
5. Hattori Masaki, tr. *Dignaga on Perception*, Harvard Oriental Series, vol. 47, Cambridge MA: 1968.
6. Krishnamacharya Embar, ed, *Tattvasangraha of Santaraksita with Commentary of Kamalasila*, 2 vols, reprint, Broda: 1926.
7. Sempa Dorje, ed. & restored tr, *Stong nyid bdun cu pa: Sanyatasaptatih of Nagarjuna*, Varanasi: 1985.
8. Sepa Dorje, tr & ed., *Nyayapraveshisūtram with Nyayapraveshvrti of Haribhadra*, Varanasi: 1983.
9. Sharma, Dharendra, *The Negative Dialectics*, N. Delhi: 1986.
10. Shastri, H.P., ed., *Six Buddhist Nyaya Tracts in Sanskrit*, Calcutta: 1989.
11. Tripathi, R.S., ed., *Vijyaptimatratasiddhi: with Sanskrit, Tibetan and Hindi Translation*, Leh: 1984.
12. Tucci, G., *Pre-Dinnaga Buddhist text of Logic from Chinese Sources*, Broadia: 1921.

Tutorial Activities: Problem-solving exercises


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110 007/Delhi-110007



DSE 9: BSEC 403A: Pāli-Based Buddhist Philosophy

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/Pre-requisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 9: BSEC 403A Pāli-Based Buddhist Philosophy	4	3	1	0	As per Admission criteria	Nil

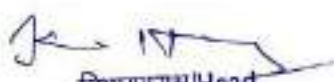
This Paper is aligned with Sustainability Development Goals 2030: 10 Reduced Inequalities

Course Objectives: This course aims at providing students with a comprehensive understanding of the Pāli-based Buddhist philosophy, in order to allow them, by the end of the year, to pursue more advanced studies in Pāli-based Buddhism and its philosophy.

Course Learning Outcomes: At the end of the course, a student should be able to demonstrate a clear understanding of the Pāli-based Buddhist philosophy.

Contents:

Unit I	Suttanta Bhājanīya and Abhidhamma Bhājanīya. • Rūpakkhando • Vedanākkhandho • Saññākkhandho • Saṅkhārakkhandho • Viññānakkhandho	13 Hours
Unit II	Abhidhamma Exposition of: • Niyama • Vipallāsa • Maññāṇā • Abhinivesa.	12 Hours
Unit III	Paṭṭhāna: • Tīkapaṭṭhānaṃ.	10 Hours
Unit IV	Paramatthadīpanī (Abhidhammatthasaṅgaho Tīkā): • Cīṭasāṅgahaparamatthadīpanī	10 Hours


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110 0 07/Delhi-110007

Suggested Readings:

1. *Conditional relations (Paṭṭhāna)*, Vol. I, Trans. U Nārada, Melupaṭṭhāna Saṅgha W, Pali Text Society, London, 1892.
2. *Dhātukathā with Commentary*, Ed. Gooneratne, Pali Text Society, London, 1892.
3. *Discourse On Elements (Dhātukathā)*, Trans. U Nārada, Text Society, London,



- 2007
4. *Ledi Sayadaw vīracitā Paramatthadīpanī: Ed. Dhammadeep ankhede, Aloka Publication, Nagpur, 2013.*
 5. *Paṭṭhāna: Ed. Gooneratne, Pali Text Society, London, 1892.*
 6. *Paṭṭhānuddesadīpanī: Ed. Bimalendra Kumar, Sampurnanand Sanskrit University, Varanasi. 2008*
 7. *The Manuals of Dhamma: Ledi Sayadaw, translated by Union Buddha Sasana Council, Myanmar, Published by Vipassana Research Institute, Igatpuri, 2011.*
 8. अनुसूद्धाचार्य। अभिधम्मत्थसंग्रहो। अनुवादक भिक्षु जगदीश काश्यप। वाराणसी: महाबोधि सभा, 2002।
 9. उपाध्याय, बलदेव। बौद्ध दर्शन मीमांसा। वाराणसी: चौखम्बा विद्याभवन, 2001।
 10. उपाध्याय, भरत सिंह। पालि साहित्य का इतिहास। प्रयागराज: हिंदी साहित्य सम्मेलन, 2008।
 11. काश्यप, भिक्षु जगदीश। अभिधम्म दर्शन। सारनाथ: केंद्रीय तिब्बती उच्च अध्ययन संस्थान, 1998।
 12. त्रिपाठी, रामशंकर। बौद्ध दर्शन प्रस्थान। सारनाथ, वाराणसी: केंद्रीय तिब्बती उच्च अध्ययन संस्थान, 2015।
 13. देव, नरेन्द्र। बौद्ध धर्म-दर्शन। वाराणसी: मोतीलाल बनारसीदास, 1999।
 14. पाण्डेय, गोविन्द चन्द्र। बौद्ध धर्म के विकास का इतिहास। वाराणसी: हिंदी समिति, 1994।
 15. भिक्षु धर्मरक्षिता। पालि अभिधम्म का परिचय। वाराणसी: चौखम्बा विद्या भवन, 2010।
 16. वसुबन्धु। अभिधर्मकोश (हिंदी अनुवाद सहित)। वाराणसी: चौखम्बा संस्कृत संस्थान, 2004।

Tutorial Activities: Problem-solving exercises


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110007/Delhi-110007



DSE 9: BSEC 403 B: Mahāyāna Buddhist Literature

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/Pre-requisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 9: BSEC 403 B Mahāyāna Buddhist Literature	4	3	1	0	As per Admission criteria	Nil

This Paper is aligned with Sustainability Development Goals 2030: 10 Reduced Inequalities

Course Objectives:

1. To understand meditation (Samādhi) as explained in the Samādhirājasūtra.
2. To study the Bodhisattva path and stages (Daśa-bhūmi) from the Daśabhūmikasūtra.
3. To learn the concept of Bodhicitta and compassion from the Bodhicaryāvatāra.
4. To introduce major Bodhisattvas like Mañjuśrī, Avalokiteśvara, Samantabhadra and Maitreya.

Course Learning Outcomes:

1. Students will be able to explain the concept of Samādhi and its importance.
2. Students will understand the stages of the Bodhisattva path.
3. Students will define Bodhicitta and explain compassion and altruism.
4. Students will identify major Bodhisattvas and describe their roles.

Contents:

Unit I	Meditative Ideals in the Samādhirājasūtra (First Chapter)	12 Hours
	• Meaning and importance of Samādhi (meditation) • Concept of “King of Samādhis” • Role of concentration in attaining wisdom	
Unit II	The Bodhisattva Path in the Daśabhūmikasūtra (Chapter Two)	13 Hours
	• Introduction to Daśa-bhūmi (Ten stages of Bodhisattva) • Description of second Bhūmi (Vimalā – purity) • Moral purity and discipline (Śīla)	
Unit III	Cultivation of Bodhicitta in the Bodhicaryāvatāra (Chapter Three)	10 Hours
	• Meaning of Bodhicitta (awakening mind) • Importance of taking Bodhisattva vow • Practice of compassion and altruism	
Unit IV	The Bodhisattva Path in the Daśabhūmikasūtra (Chapter Two)	10 Hours
	• Introduction to Daśa-bhūmi (Ten stages of Bodhisattva) • Description of second Bhūmi (Vimalā – purity) • Moral purity and discipline (Śīla)	

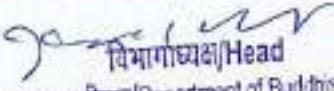
दिनाग.छाया/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110007/Delhi-110007



Suggested Readings:

1. D. L. Mitra, A History of Nepalese Buddhist Sanskrit Literature, Calcutta, 1973.
2. E. H. Johnston, The *Buddhacarita* or Acts of the Buddha, Motilal Banarasidass, Reprint 1995.
3. Garronski, Studies About the Sanskrit Buddhist Literature, Delhi, 1967.
4. J. K. Nariman, Literary History of Sanskrit Buddhism, Motilal Banarasidass, Reprint 1972.
5. Muller, Max, Buddhist Mahāyāna Texts, in *The Sacred Book of East*. Oxford, 1894.
6. Narendra Dev, *Bauddh-Dharma aur Darshan*, Patna, 1962.
7. P. L. Vaidya, ed. *Avadānaśataka*, Mithila Institute, Darbhanga, 1958.
8. Ram Shankar Tripathi, ed. *Saundarananda Mahākavya* of *Acārya Aśvaghoṣa* (With Tibetan and Hindi Translation), 1999.
9. Shrāvaka, Lalji, *Abhidharmasāṅgītiparyāyapādaśāstra*, Sarnath, Varanasi: Central Institute of Higher Tibetan Studies, 2014.
10. Shrāvaka, Lalji, *Acārya Dharmatrata dwara Pranit Mīśrakābhīdharmahydyasāstra*, Sarnath, Varanasi: Central Institute of Higher Tibetan Studies, 2006.
11. Tripathi, R. S., *Bauddhadarśana Prasthāna*. Sarnath, Varanasi: Central Institute of Higher Tibetan Studies, 2015.
12. Williams Paul, *Mahāyāna Buddhism: The Doctrinal Foundations*, London: Routledge, 2007.
13. Winternitz Maurice, A History of Indian Literature, vol. 2, Motilal Banarasidass, Delhi, 1988.
14. उपाध्याय, बलदेव। बौद्ध धर्म और दर्शन। वाराणसी: चौखम्बा विद्याभवन, 1999।
15. उपाध्याय, भरत सिंह। बौद्ध दर्शन तथा अन्य भारतीय दर्शन। वाराणसी: मोतीलाल बनारसीदास, 2017।
16. त्रिपाठी, रामशंकर। महायान बौद्ध दर्शन एवं साहित्य। सारनाथ: केंद्रीय उच्च तिब्बती शिक्षा संस्थान, 2004।
17. शर्मा, चन्द्रधर। भारतीय दर्शन: आलोचन और अनुशीलन। दिल्ली: मोतीलाल बनारसीदास, 2004।
18. शास्त्री, द्वारिकादास। माध्यमिक दर्शन। वाराणसी: बौद्ध भारती, 1964।
19. शास्त्री, द्वारिकादास। योगाचार बौद्ध दर्शन। वाराणसी: चौखम्बा संस्कृत सीरीज, 1972।

Tutorial Activities: Problem-solving exercises


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110 007/Delhi-110007



DSE 9: BSEC 403 C: Buddhism in Contemporary India

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/Pre-requisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 9: BSEC 403 C Buddhism in Contemporary India	4	3	1	0	As per Admission criteria	Nil

This Paper is aligned with Sustainability Development Goals 2030: 10 Reduced Inequalities

Course Objectives: To introduce the core tenets of Buddhism, analyse the factors behind its decline, and examine the various movements and intellectual contributions that led to its revival in modern India.

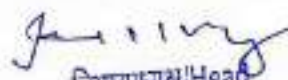
Course Learning Outcomes:

Upon completion of this course, students will be able to:

1. Analyses the historical factors leading to the decline and the emergence of "pockets" of Buddhist existence in India.
2. Evaluate the contributions of major figures and institutions in the revival process, including the Dalit Buddhist movement (Neo-Buddhism).
3. Understand the basic principles of Buddhism and their modern-day application to contemporary global challenges.

Contents:

Unit I	Buddhism during 20th -21st century	10 Hours
	• Pioneering Indian Scholars • Mahapandit Rahul Sankrityayan. • Bhisku Jagdish Kasyap • Anand Kaushalyayana	
Unit II	Modern Buddhist Learning Center	15 Hours
	• Nava Nalanda Mahavihara, • Central Institute of Higher Tibetan Studies • Buddhist research and education.	
Unit III	Buddhism and Culture	10 Hours
	• Global Vesak celebration • Bodhgaya mahotasav • Contemporary Buddhist art, architecture, and literature	
Unit IV	Applied Buddhism and contemporary relevance	10 Hours
	• Society, Ethics, and Moral Development, • Buddhist Economics • Nature, Ecology, and Sustainable Development • Conflict Resolution and Addressing Religious Intolerance	

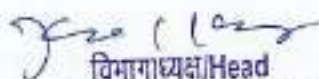

 विभागाध्यक्ष/Head
 बौद्ध अध्यापन विभाग/Department of Buddhist
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110007/Delhi-110007



Suggested Readings:

1. Ambedkar, B. R. *The Buddha and His Dhamma*. Mumbai: Siddharth College Publications, 1957.
2. Batchelor, Stephen. *The Awakening of the West: The Encounter of Buddhism and Western Culture*. Berkeley: Parallax Press, 1994.
3. Dharmapala, Anagarika. *Return to Righteousness: A Collection of Speeches, Essays, and Letters*. Colombo: Government of Sri Lanka, 1965.
4. Fisher, Robert E. *Buddhist Art and Architecture*. London: Thames & Hudson, 1993.
5. Gunaratana, Henepola. *Mindfulness in Plain English*. Boston: Wisdom Publications, 1994.
6. Gyatso, Tenzin (the 14th Dalai Lama). *Ethics for the New Millennium*. New York: Riverhead Books, 1999.
7. Hanh, Thich Nhat. *Peace Is Every Step: The Path of Mindfulness in Everyday Life*. New York: Bantam Books, 1991.
8. Hanh, Thich Nhat. *The Heart of the Buddha's Teaching*. New York: Broadway Books, 1998.
9. McMahan, David L. *The Making of Buddhist Modernism*. Oxford: Oxford University Press, 2008.
10. McMahan, David L., ed. *Buddhism in the Modern World*. London: Routledge, 2012.
11. Queen, Christopher S., ed. *Engaged Buddhism: Buddhist Liberation Movements in Asia*. Albany: State University of New York Press, 1996.
12. Sivaraksa, Sulak. *Seeds of Peace: A Buddhist Vision for Renewing Society*. Berkeley: Parallax Press, 1992.
13. Wright, Robert. *Why Buddhism Is True: The Science and Philosophy of Meditation and Enlightenment*. New York: Simon & Schuster, 2017.

Tutorial Activities: Problem-solving exercises


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110 007/Delhi-110007



DSE 9: BSEC 403D: Sanskrit-Based Abhidharma Philosophy

Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 9: BSEC 403D: Sanskrit-Based Abhidharma Philosophy	4	3	1	0	As per admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: 10 Reduced Inequalities

Course Objectives: The primary objective of this course is to advance students' critical awareness of Abhidharma Philosophy.

Course Learning Outcomes:

After having done this course successfully, the students shall be able to have sufficient knowledge of Sanskrit-based Abhidharma philosophy.

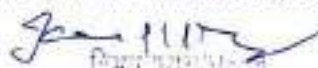
Contents:

Unit I	Introduction of Abhidharma Philosophy: Development and Significance.	10 Hours
Unit II	Vaibhāṣika and Sautrāntika: Basic Tenets of Sarvāstivāda Philosophy, Difference between Vaibhāṣika and Sautrāntika Philosophy	10 Hours
Unit III	Basic Concepts: <i>Samskṛita Dharma</i> , <i>Asamskṛita Dharma</i> , <i>Pratisaṅkhyā Nirodha</i> , <i>Apratisaṅkhyā Nirodha</i> and <i>Akaśa</i>	13 Hours
Unit IV	The Three Schemes: <i>Aṣṭādaśadhātu</i> , <i>Dvādaśāyatana</i> , and <i>Pañcaskandha</i>	12 Hours

Suggested Readings:

1. *Abhidharmakośa*, Part I, tr. Acarya Narendra Deva, Allahabad:1958.
2. Banerji, A.C., *Sarvāstivāda Literature*, Calcutta: 1957.
3. The *Abhidharmakośa*, ed. Louis de La Vallée Poussin, L'Abhidharmakośa De Vasubandhu, 5 Vols., Paris: 1923-1925.
4. उपाध्याय, बलदेव। बौद्ध धर्म और दर्शन। वाराणसी: चौखम्बा विद्याभवन, 1999।
5. उपाध्याय, भरत सिंह। बौद्ध दर्शन तथा अन्य भारतीय दर्शन। वाराणसी: मोतीलाल बनारसीदास, 2017।
6. त्रिपाठी, रामशंकर। महायान बौद्ध दर्शन एवं साहित्य सासनाथ; केंद्रीय उच्च तिब्बती शिक्षा संस्थान, 2004।
7. शर्मा, चन्द्रधर। भारतीय दर्शन: आलोचन और अनुशोचन। दिल्ली: मोतीलाल बनारसीदास, 2004।

Tutorial Activities: Problem-solving exercises


विभागाध्यक्ष



DSE 9: BSEC 403 E: Buddhist Art and Literature in China

Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 9: BSEC 403 E: Buddhist Art and Literature in China	4	3	1	0	As per admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: 10 Reduced Inequalities

Course Objectives: This course is designed for the art and architecture in China. It discusses the forms of art influenced by great philosophers, teachers, religious figures and even political leaders. This course focuses on the Cave temples. These caves are an architectural form commonly found throughout Asia. Excavated along mountain cliffs far away from urban centers, a cave complex typically consists of multiple units that combine sculptures, paintings, and other material objects together to facilitate religious worship and other purposes.

Course Learning Outcomes:

1. A student can interpret the meaning of Chinese Buddhist art, language, literature, sculpture, and iconography, the development of various schools, regional expressions, and stylistic evolution.
2. To view the development of Chinese Art through understanding of the role in the evolution of religious thought.
3. To develop and to understand political circumstances and the wave-like patterns of Chinese history, with periods of foreign conquest and national restoration, have instigated vast changes in belief and expression.
4. A student can understand a range of issues related to their initial creation and also survival in subsequent times, including the development of Buddhist monasticism and lay devotion as seen in changes of style and iconography; political and social dimensions of patronage; techniques and materials for artistic productions; and modes of restoration and conservation.

Contents:

Unit I	Stupa, <i>Cetiaghara</i> , Monastery architecture, Buddhist Iconography and Painting.	15 Hours
Unit II	Buddhist caves in China: Tun-huang, Yun kang, and Longmen.	10 Hours
Unit III	Translation of Buddhist texts and extent of Buddhist Literature in China.	10 Hours
Unit IV	Text: <i>Lo Yang Jia Lan Ji</i> by Yang Xuan Zhi. (Selected portion to be decided by the teacher)	10 Hours

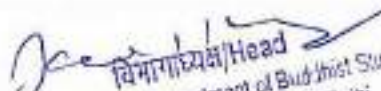

 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110 007/Delhi-110007



Suggested Readings:

1. Kenneth Ch'en, *Buddhism in China*, New Jersey: Princeton University Press, 1964: Chapter. 13.
2. Kenneth Ch'en, *Some problems in the translation of Chinese Buddhist Canon*, Tsinghua Journal of Chinese Studies, NS, 1960, 2:178-188.
3. Kieschnick. John. 2003. *The Impact of Buddhism on Chinese Material Culture*. New Jersey: Princeton University Press.
4. Lao Kan, 'The art of Tunhuang,' *China Culture*, 1, 2, 1957.
5. Michael, Sullivan, *The Arts of China*, London: 1997.
6. Peter C. Swann, *Chinese Monumental Art*, London: 1963.
7. R. Grousset, *In the Footsteps of Buddha*, London: 1932.
8. Rana, R.K. *Aspects of Buddhist Literature in China*. Buddhist Studies, The Journal of the Buddhist Studies, University of Delhi, Volume XXX, Delhi, 2006, pp.22-32.
9. Soper, *Literary evidence for early Buddhist art in China*, Switzerland:1959.
10. Stein, *The Thousand Buddha: Ancient paintings from the cave temples of Tunhuang*, London: 1921.
11. Waley, *A Record of paintings recovered from Tunhuang*, London:1931.
12. Welter, Albert. *Monks, Rulers, and Literati: The Political Ascendancy of Chan Buddhism*. New York: Oxford University Press, 2006.

Tutorial Activities: Problem-solving exercises


विभागाध्यक्ष/Head
बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007



DSE 9: BSEC 403 F: Esoteric Buddhism in Tibet

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/Pre-requisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 9: BSEC 403 F Esoteric Buddhism in Tibet	4	3	1	0	As per Admission criteria	Nil

This Paper is aligned with Sustainability Development Goals 2030: 10 Reduced Inequalities

Course Objectives: This paper will provide a fair insight into the salient features of Tantric and Vajrayana Buddhism that developed on the foundation of Yogācāra and Mādhyamika philosophical traditions. It will also help students to have a sound knowledge about tantric systems, its practice and vast range of divinities and their ritualistic *Sādhnā*.

Course Learning Outcomes: Student will have fair understand of yogic practice and have it helps in realization of the ultimate reality in Buddhist perspective.

Contents:

Unit I	A general introduction of Tantric Buddhism. • Mantra, Mandala, Mudra, Mahamudra and Mahasukha. • Five Dyani Buddha and its family. • Empowerment, Vows, Bodhisattva and stages of practising.	13 Hours
Unit II	rGyud sde spyi 'i rnam gzhag of mKhas grub rje. • Kriyatantra. • Charyatantra. • Yogatantra. • Anuttarayogatantra.	12 Hours
Unit III	Kye rdo rje'i rtsa rgyud (Selected portions as decided by the teacher).	10 Hours
Unit IV	gSang 'dus rtsa rgyud (Selected portions as decided by the teacher).	10 Hours

विभागाध्यक्ष/Head

श्रीद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110 007/Delhi-110007



Suggested Readings:

1. Alex Wayman, *Calming the Mind and Discerning the Rear from the Lam rim chen mo of Tsongkhapa*, New York: 1978.
2. Alex Wayman, *The Buddhist Tantras*, London: 1973.
3. Beyer, Stefan, *The Cult of Tara*, Berkeley: 1978.
4. Bharti Agehananda, *The Tantric Tradition*, London: 1965.
5. Bhattacharya, B., 'Notes on the *Guhyasamājatantra* in the age of the Tantras,' *IHQ*, vol.9: 1933: 1-10.
6. Bhattacharya, B., *An Introduction to Buddhist Esoterism*, London: 1932.
7. Bhattacharya, B., *Guhyasamājatantra*, Broada: 1931.
8. Dalai Lama 14 and Jeffrey Hopkins, *The Kalacakra Tantra: Rite of Initiation for the Stage of Generation*, London: 1985.
9. Dargay Eva, M., *The Rise of Esoteric Buddhism in Tibet*, Delhi: 1977-79.
10. Dasgupta, S.B., *An Introduction to Tantric Buddhism*, Calcutta: 1950.
11. F. Lassing & A. Wayman, tr., *mKhas grub je's Fundamentals of Buddhist Tantras*, The Hague: 1968.
12. Panchen Sonam Dragpa, tr., Martin J. Boord & Lobsang Norbu Tsonawa, *Overview of Buddhist Tantra*, Library of Tibetan Works and Archives, Dharamsala: 2014
13. Shastri, M.H., ed., *Advayavajrasaṅgraha*, Broada: 1927.
14. Snellgrove, D.L., *The Hevajratantra: A Critical Study*, 2 vols, London: 1959.
15. Trungpa Chogyam, *Born in Tibet*, Penguin: 1971.
16. Tucci, G., *Theory and Practice of the Mandala*, London: 1961.
17. Yoshito S. Hakeda, *Kukai: Major Works*, New York: 1972.

Tutorial Activities: Problem-solving exercises


विभागाध्यक्ष/Head

बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007



DSE 10 BSEC 404 A: Pariyatti and Paṭipatti in Contemporary World

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/Pre-requisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 10 BSEC 404 A Pariyatti and Paṭipatti in Contemporary World	4	3	1	0	As per Admission criteria	Nil

This Paper is aligned with Sustainability Development Goals 2030: #4 Quality Education

Course Objectives:

1. To enable the students to introspect deeply on the status of the teachings of Buddha in theory as well as in practice.
2. To enable students to understand the interdependence of the theory and practice of Buddha's teachings.
3. To enable students to employ the theory and utilise it in practice
4. To enable students to compare and comprehend the relevance of Meditation practices to have strong psycho-physics and be a productive individual in society.
5. To encourage students to take Vipassanā courses as taught by S.N. Goenka in the tradition of Sayagyi U Ba Khin.

Course Learning Outcome:

1. Students appreciate the attempts to protect and preserve the teachings of the Buddha in purity.
2. Students take a Vipassanā course and try to practice it in daily life.
3. Students use modern tools to preserve and spread Buddha's words in various relevant ways.
4. Students initiate the revival of ancient teachings of the Buddha in modern forms.
5. Students engage themselves with Vipassana practices in nearby Vipassana centres.

Contents:

Unit I

The Pariyatti in the Contemporary Age

13 Hours

- The Pañcama Saṅgāyana at Mandalay
- The Chaṭṭha Saṅgāyana at Yonon
- The Digitalisation of Tipitaka and Pāli Texts by Vipassana Research Institute
- Pāli Text Society, London

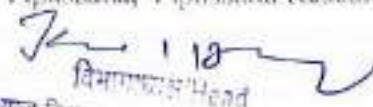

 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
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Unit II	The Paṭipatti in the Contemporary Age • Ven. Ledi Sayadaw and his Vision of Paṭipatti. • Chain of Vipassanā Teachers in Myanmar. • S.N. Goenka and Vipassanā in India • Vipassanā in Europe and America	12 Hours
Unit III	Buddhist Reforms and Popularisation • Anāgārika Dharmapāla and Mahābodhi Movement • Dr B.R. Ambedkar and Buddhist embracement. • Tiratna Bauddha Mahāsangha and Dr Sangharakshita • Buddhist Cultural Movements in North India.	10 Hours
Unit IV	Academic Studies and Literary and Audio-Visual Contributions: • Early Academic Studies in Pāli and Buddhist Studies • Buddhist Scholars and their works: Rhys Davids, Rahul Sankrityayana, Jagadish Kashyap and Anand Kausalyayana, Bhikkhu Bodhi • Publications: Buddhist Publication Society, Samyak and Gautam Publications, Pariyatti.com • Films and Audio-Visual Resources on the spread of Buddhism	10 Hours

Suggested Readings:

1. Aakash Singh Rathore and Ajay Verma, The Buddha and his Dhamma: A Critical Edition, Oxford University Press, 2011.
2. Alan Trevithick, The Revival of Buddhist Pilgrimage at Bodh Gaya 1811-1949, Motilal Banarasidass Publications, Delhi, 2001
3. Bhikkhu Bodhi, Facing the Future: Four Essays on the Social Relevance of Buddhism, Buddhist Publication Society Kandy, 2000
4. D. C. Ahir, Buddhism in Modern India, Sri Satguru Publications, 1991
5. G. P. Charles, The Sixth Great Buddhist Council: Chattha Sangayana, Burma Christian Council, 1954
6. Let Us Walk the Path of Dhamma, Vipassana Research Institute, Igatpuri
7. Mathew, Thomas, Ambedkar: Reform or Revolution, New Delhi: Segment Books, 1991.
8. Mendelson, E. Michael, Sangha and State in Burma: A Study of Monastic Sectarianism and Leadership, Cornell University Press, 1928
9. Moon, Vasant (ed), Babasaheb Ambedkar Writings and Speeches, Education Department, Bombay: Government of Maharashtra, different years.
10. Omvedt, Gail, Dalits and the Democratic Revolution: Dr Ambedkar and the Dalit Movement in Colonial India, Delhi: Sage, 1994.
11. Pariyatti, Paṭipatti and Pativedha (Theory, Praxis and Insight) Canadian Journal of Buddhist Studies, No. 1, 2005
12. Rhys Davids T.W. Buddhist India, T.Fisher Unwin, 1911
13. S. N. Goenka, Origin & Spread of Vipassana, Vipassana Research Institute, Igatpuri, 2011


 विभागाध्यक्ष/Head
 विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 New Delhi-110007

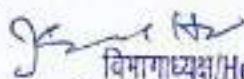


14. Sarath Amunugama, The Lion's Roar: Anagarika Dharmapala and the Making of Modern Buddhism, Oxford University Press, 2019
15. Satyanarayan Goenka, Vipassana - Inner Peace for World Peace, Vipassana Research Institute, Igatpuri, 2024
16. Sayagyi U Ba Khin Journal, Vipassana Research Institute, Igatpuri, 1991
17. The Light of the Dhamma, Union of Burma Buddha Sasana Council, Yangon, 1962
18. Vipassana—Its Relevance to the Present World, Vipassana Research Institute, Igatpuri, 1994
19. Zelliott, Eleanor, From Untouchable to Dalit: Essays on the Ambedkar Movement, Delhi: Manohar, 1996.
20. सत्यनारायण गोयन्का, तिपिटक में सम्यक सम्बुद्ध, विपश्यना विशोधन विन्यास , धम्मगिरि, इगतपुरी, 2008
21. सत्यनारायण गोयन्का, बुद्ध की महान शिक्षा : विपश्यना की उत्पत्ति और प्रसार, 2009

E-Resources:

1. https://www.accesstoinsight.org/ati/lib/thai/chah/the_teachings_of_ajahn_chah_web.pdf
2. <https://mudita.dhamma.org/about-vipassana/vipassana-in-prisons/#:~:text=To%20live%20an%20ethical%20and,key%20focus%20of%20this%20work.>
3. <https://plumvillage.org/about/thich-nhat-hanh/biography>
4. <https://www.lionsroar.com/the-life-of-thich-nhat-hanh/>

Tutorial Activities: Problem-solving exercises



विभागाध्यक्ष/Head

बौद्ध अध्ययन विभाग/Department of Buddhist Studies

दिल्ली विश्वविद्यालय/University of Delhi

दिल्ली-110 007/Delhi-110037



DSE-10: BSEC 404 B: Navavaipulya Sutra: Philosophical, Literary and Contemporary Perspectives

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/Pre-requisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
DSE-10: BSEC 404 B: Navavaipulya Sutra: Philosophical, Literary and Contemporary Perspectives	4	3	1	0	As per Admission criteria	Nil

This Paper is aligned with Sustainability Development Goals 2030: #4 Quality Education

Course Learning Objectives:

By the end of this course, students will be able to:

1. Understand the historical and textual background of the Navavaipulya Sutra.
2. Analyze key philosophical doctrines such as Śūnyatā, Karuṇā, and Prajñā.
3. Interpret literary elements like symbolism, allegory, and narrative techniques.
4. Critically evaluate the relevance of the Sutra in modern philosophical and ethical contexts.
5. Develop research skills and engage in independent academic inquiry.

Course Learning Outcomes:

After completing this course, students will be able to:

1. Demonstrate in-depth knowledge of Vaipulya literature within Mahayana Buddhism.
2. Apply philosophical concepts to contemporary social and ethical issues.
3. Perform critical textual and hermeneutical analysis of Buddhist scriptures.
4. Produce well-structured academic writing and research papers.
5. Engage in interdisciplinary discussions connecting religion, philosophy, and literature.

Contents:

Unit I	Historical and Textual Foundations	12 Hours
	• Origin and meaning of Navavaipulya Sutra • Vaipulya texts in Mahayana tradition • Historical and cultural background • Transmission and manuscript traditions	
Unit II	Philosophical Doctrines	13 Hours
	• Śūnyatā (Emptiness), Karuṇā (Compassion), Prajñā (Wisdom)	

विभागाध्यक्ष/Head
 हिंदू अकादमी, विभागाध्यक्ष
 हिंदू अकादमी, विभागाध्यक्ष
 दिल्ली-110 007/Delhi-110007



	• Bodhisattva ideal • Ethical teachings and value system • Comparative insights with other Mahayana Sutras	
Unit III	Literary and Interpretative Study	10 Hours
	• Language and stylistics • Symbolism, allegory, and metaphors • Hermeneutical approaches • Critical study of selected passages	
Unit IV	Contemporary Relevance and Research	10 Hours
	• Modern applicability and global ethics • Peace studies and sustainability perspectives • Interdisciplinary connections • Research methodology and dissertation writing	

Suggested Readings:

1. Buddhism: Critical Concepts in Religious Studies
Paul Williams (2005). *Buddhism: Critical Concepts in Religious Studies*. London: Routledge.
2. Buddhist Thought: A Complete Introduction to the Indian Tradition
Paul Williams (2000). *Buddhist Thought*. London: Routledge.
3. Indian Buddhism
A. K. Warder (2000). *Indian Buddhism*. Delhi: Motilal Banarsidass.
4. Mahayana Buddhism: The Doctrinal Foundations
Paul Williams (2009). *Mahayana Buddhism: The Doctrinal Foundations* (2nd ed.). London: Routledge.
5. Mahayana Sutras: Translations and Studies
Various authors and translators (relevant journal articles and edited volumes).
6. Nāgārjuna's Mūlamadhyamakakārikā
Nagarjuna; Garfield, Jay L. (Trans.). (1995). *The Fundamental Wisdom of the Middle Way*. New York: Oxford University Press.
7. Śāntideva's Bodhicaryāvatāra
Shantideva (1995). *The Bodhicaryāvatāra*. Oxford: Oxford University Press.
8. The Bodhisattva Doctrine in Buddhist Sanskrit Literature
Har Dayal (1999 reprint). *The Bodhisattva Doctrine in Buddhist Sanskrit Literature*. Delhi: Motilal Banarsidass.
9. The Large Sutra on Perfect Wisdom
Conze, Edward (Trans.). (1975). *The Large Sutra on Perfect Wisdom*. Berkeley: University of California Press.
10. The Lotus Sutra:
11. The Vimalakīrti Sutra:
Thurman, Robert A. F. (Trans.). (1976). *The Holy Teaching of Vimalakīrti*. University Park: Pennsylvania State University Press.
Watson, Burton (Trans.). (1993). *The Lotus Sutra*. New York: Columbia University Press.
12. उपाध्याय, बलदेव। बौद्ध धर्म और दर्शन। वाराणसी: चौखम्बा विद्याभवन, 1999।
13. उपाध्याय, बलदेव। संस्कृत बौद्ध साहित्य। वाराणसी: चौखम्बा विद्याभवन, 1981।

(Signature)
विभागाध्यक्ष/Head

बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007



14. त्रिपाठी, रामशंकर। महायान बौद्ध दर्शन एवं साहित्य। सारनाथ: केंद्रीय उच्च तिब्बती शिक्षा संस्थान, 2004।
15. नागार्जुन। मूलमाध्यमकारिका। अनुवादक रामशंकर त्रिपाठी। सारनाथ: केंद्रीय उच्च तिब्बती शिक्षा संस्थान, 2001।
16. शर्मा, चन्द्रधर। भारतीय दर्शन: आलोचन और अनुशीलन। दिल्ली: मोतीलाल बनारसीदास, 2004।
17. शास्त्री, द्वारिकादास। माध्यमिक दर्शन। वाराणसी: बौद्ध भारती, 1964।

Tutorial Activities: Problem-solving exercises


विभागाध्यक्ष/Head
बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110 007/Delhi-110007



DSE 10: BSEC 404 C: Ashokan Brāhmī: Script, Language and Inscriptions

Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 10: BSEC 404 C: Ashokan Brāhmī: Script, Language and Inscriptions	4	2	1	1	As per admission criteria	Nil

This Paper is aligned with Sustainability Development Goals 2030: #4 Quality Education

Course Objectives:

The primary objective of this course is to familiarize with the students with

1. Brāhmī script of the Aśokan period
2. Transcription from Aśokan Brāhmī to Devanāgarī/Hindi and vice-versa
3. Training of students in translation from Prākṛta language to Hindi/English
2. Explanation of specific terms used in the inscriptions of Emperor Aśoka and their significance

Course Learning Outcomes:

After having completed this course, students shall be able to read the Aśokan Brāhmī script, transcribe from it to Devanāgarī/Roman and vice-versa as well as basic knowledge of the grammar of Prakṛta language.

Contents:

Unit I	Origin and Development of Brāhmī Script	12 Hours
	• Antiquity and origin of Brāhmī • Indigenous vs foreign theories • Structure and features of the script • Evolution of Brāhmī in early India	
Unit II	Nature and Classification of Ashokan Inscriptions	13 Hours
	• Definition and purpose of inscriptions • Types of inscriptions: ○ Major Rock Edicts ○ Minor Rock Edicts ○ Major Pillar Edicts ○ Minor Pillar Edicts ○ Cave inscriptions • Languages and scripts: Prakrit, Greek, Aramaic; Brahmi and Kharoshthi	
Unit III	Transcription from Aśokan Brāhmī to Roman/ Devanāgarī and vice-versa	10 Hours


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
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- Selected edicts of Ashoka for transcription practice
- Line-by-line transcription exercises
- Comparative reading of inscriptional texts

Unit IV Inscriptions

10 Hours

1. Piprahwā Buddhist Vase Inscription (Bühler, *Journal of the Royal Asiatic Society*

(London) 1898: 387ff; Führer, *An. Prog. Rep. Arch. Surv., NWP & Oudh*, 1898: 3;

Péppe, *Journal of the Royal Asiatic Society (London)*, 1898: 576f; Smith-Davids-

Hoey, *Journal of the Royal Asiatic Society (London)*, 1898: 586ff; Bloch, *Journal of*

the Royal Asiatic Society (London), 1899: 42f; Davids, *Journal of the Royal Asiatic*

Society (London), 1901: 398; Pischel, *ZWMG.*, LVI: 157f; Sitz. *Preuss. Ak. Wiss.*,

1905: 526; Lévi, *Journal des Savants*, 1905: 540ff; Fleet, *Journal of the Royal Asiatic*

Society (London), 1905: 679ff; Fleet, *Journal of the Royal Asiatic Society (London)*,

1906: 149ff; Thomas, *Journal of the Royal Asiatic Society (London)*, 1906: 452f;

Senart, *Journal Asiatique*, X.vii: 132ff; Barth, *Journal des Savants*, 1906: 541ff; Fleet,

Journal of the Royal Asiatic Society (London): 1907: 105ff; Barth, *Indian Antiquary*, XXXVI: 117ff; Lüders, *List # 93 I.*)

2. Lumbini Pillar Inscription of Aśoka (Hultzsch, *Corpus Ins. Indicarum*. I; Barua;

Aśoka and His Inscriptions).

3. Bairāt Rock Edict of Aśoka (Senart, *Indian Antiquary*, XX: 165ff; Hultzsch, *Corpus Ins. Indicarum*. I: 172f; Barua;

Aśoka and His Inscriptions).

Suggested Readings:

1. Dani, A.H., *Indian Palaeography*, Oxford: Oxford University Press, 1963.
2. Ojha, G.H., *Bhāratīya Prācīna Lipimālā*, reprint, Delhi: Motilal Banarsidass, 1971.
3. Hultzsch, E., *Corpus Inscriptionum Indicarum*, vol. 1 (inscriptions of Aśoka), new edition, Delhi: Motilal Banarsidass, 1969.
4. Filiozat, J., *Studies in Aśokan Inscriptions*, tr. R.K. Menon, Calcutta: 1967.
5. Sirkar, D.C., *Indian Epigraphy*, Delhi: Motilal Banarsidass, 1965.

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विभागाध्यक्ष/Head

बौद्ध अध्ययन विभाग/Department of Buddhist Studies

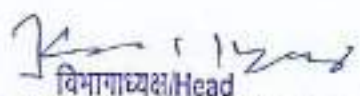
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6. Barua, B.M., *Aśoka and his Inscriptions*, 2 vols, Calcutta: 1967.
7. Basak, R.G., *Aśokan Inscriptions*, Delhi: Motilal Banarsidass, 1989.
8. Allchin, F.R. & K.R. Norman, 'Guide to the Aśokan Inscription,' *South Asian Studies*, I, 1985: 43-50.
9. Narayan, A.K. and M.S. Shukla, *Prācīna Bhāratīya Abhilekha-Sangraha*, 2 vols.,

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विभागाध्यक्ष/Head

बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007



DSE 10: BSEC 404 D: Buddhist Perspective on Conflict Resolution

Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 10: BSEC 404 D: Buddhist Perspective on Conflict Resolution	4	3	1	0	As per admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: #4 Quality Education

Course Objectives:

1. The objective of this course is to
2. To understand the nature and causes of conflict in Buddhist thought
3. To examine key Buddhist doctrines related to conflict transformation
4. To explore ethical and psychological tools for peacebuilding
5. To analyze contemporary conflicts through Buddhist perspectives
6. To develop critical and interdisciplinary understanding

Course Learning Outcomes:

After having done this course successfully, the students shall be able to explain conflict using Buddhist philosophical concepts and critically evaluate ethical approaches to conflict resolution applying mindfulness and compassion based frameworks to real world conflicts.

Contents:

Unit I	Understanding Conflict in Buddhism	12 Hours
	• Conflict as Dukkha: Craving (tanhā) and Ignorance (avidyā) • Four Noble Truths as a framework for Conflict Analysis • Middle Way and Balance	
Unit II	Ethical and Psychological Foundations	13 Hours
	• Mindfulness (satī) and Emotional Awareness • Compassion (karuṇā), loving-kindness (mettā) and Non-violence (ahiṃsā) • Noble Eightfold Path and ethical conduct	
Unit III	Doctrinal Insights and Resolutions	10 Hours
	• Non-self (anattā) and Identity-based conflicts • Dependent Origination (pratītyasamutpāda) • Emptiness (śūnyatā) and Plurality of Perspectives	

विभागाध्यक्ष/Head

बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110 007/Delhi-110007



Unit IV

Applied Conflict Transformation

10 Hours

- Dialogue and right speech (*sammā vācā*)
- Sangha and Vinaya traditions of dispute resolution
- Engaged Buddhism and Socio-political applications
- Case studies: Contemporary Conflicts and Peacebuilding

Suggested Readings:

1. David Loy. (2015). *A New Buddhist Path: Enlightenment, Evolution, and Ethics in the Modern World*. Boston: Wisdom Publications.
2. Dhammapada. (1985). *The Dhammapada* (Trans. Eknath Easwaran). Petaluma: Nilgiri Press.
3. Majjhima Nikaya. (1995). *The Middle Length Discourses of the Buddha* (Trans. Bhikkhu Nanamoli & Bhikkhu Bodhi). Boston: Wisdom Publications.
4. Peter Harvey. (2013). *An Introduction to Buddhism: Teachings, History and Practices* (2nd ed.). Cambridge: Cambridge University Press.
5. Samyutta Nikaya. (2000). *The Connected Discourses of the Buddha* (Trans. Bhikkhu Bodhi). Boston: Wisdom Publications.
6. The Dalai Lama. (1999). *Ethics for the New Millennium*. New York: Riverhead Books.
7. Thich Nhat Hanh. (1991). *Peace Is Every Step: The Path of Mindfulness in Everyday Life*. New York: Bantam Books.
8. Vinaya Pitaka. (1996). *The Book of the Discipline* (Trans. I.B. Horner). Oxford: Pali Text Society.
9. Walpola Rahula. (1974). *What the Buddha Taught*. New York: Grove Press.

Tutorial Activities: Problem-solving exercises


विभागाध्यक्ष/Head

बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007



DSE 10: BSEC 404 E: Contemporary Buddhism in China

Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 10: BSEC 404 E: Contemporary Buddhism in China	4	3	1	0	As per admission criteria	Nil

This Paper is aligned with Sustainability Development Goals 2030: #4 Quality Education

Course Objectives: This course examines the transformation of Buddhism in modern China, focusing on its suppression, revival, and contemporary relevance. It analyzes state policies, political movements, and post-Mao religious reforms, along with institutional reconstruction and evolving practices such as lay participation and Humanistic Buddhism. The course evaluates state-Sangha relations, cultural and social significance, and the global presence of Chinese Buddhism, while addressing contemporary challenges including regulation, commercialization, and modern social concerns.

Course Learning Outcomes:

1. Analyze the historical transformation of Buddhism in modern China, including phases of suppression, revival, and regrowth within changing political contexts.
2. Evaluate the relationship between the state and the Sangha, along with institutional developments, contemporary practices, and emerging challenges.
3. Assess the cultural, social, and global significance of Chinese Buddhism, including its role in modern identity, transnational exchange, and current issues.

Contents:

Unit I	Suppression of Buddhism in China	12 Hours
	• Historical Background and State Policies • Political Movements and Consequences	
Unit II	Revival of Buddhism in China:	13 Hours
	• Post-Mao Reforms and Institutional Reconstruction • State Role and Global Interactions	
Unit III	Regrowth of Buddhism in China	10 Hours
	• Expansion and New Forms of Practice • Education, Scholarship, and Challenges	


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110007/Delhi-110007



- Cultural Role and Identity Formation
- Global and Contemporary Relevance

Suggested Readings:

1. Ashiwa, Y., & Wank, D. L. (2005). The globalization of Chinese Buddhism: Clergy and devotee networks in the twentieth century. *International Journal of Asian Studies*, 2(2), 217–237.
2. Birnbaum, R. (2003). Buddhist China at the century's turn. *The China Quarterly*, 174, 428–450.
3. Brokaw, C. (1991). *The ledgers of merit and demerit: Social change and moral order in late imperial China*. Princeton University Press.
4. Clart, P. (2003). Chinese tradition and Taiwanese modernity: Morality books as social commentary and critique. In P. Clart & C. B. Jones (Eds.), *Religion in modern Taiwan: Tradition and innovation in a changing society* (pp. 84–97). University of Hawaii Press.
5. Lai, H. H. (2003). The religious revival in China. *Copenhagen Journal of Asian Studies*, 18, 40–64.
6. Naquin, S. (1985). The transmission of White Lotus sectarianism in late imperial China. In D. Johnson, A. J. Nathan, & E. S. Rawski (Eds.), *Popular culture in late imperial China* (pp. 255–291). University of California Press.
7. Welch, H. (1968). *The Buddhist revival in China*. Harvard University Press.
8. Welch, H. (1999). *Precious volumes: An introduction to Chinese sectarian scriptures from the sixteenth and seventeenth centuries*. Harvard University Press.
9. Yü, C. (1981). *The renewal of Buddhism in China: Chu-Hung and the late Ming synthesis*. Columbia University Press.
10. Zhao, P. (1988). Fojiao yu Zhongguo wenhua de guanxi [The relationship between Buddhism and Chinese culture]. In Wenshi Zhishi Bianjibu (Ed.), *Fojiao yu Zhongguo wenhua* (pp. 4–11). Zhonghua Shuju.

Tutorial Activities: Problem-solving exercises
विभागाध्यक्ष/Head

बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007



DSE 10: BSEC 404 F: General Introduction of Tibetan Buddhist Healing System

Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 10: BSEC 404 F: General Introduction of Tibetan Buddhist Healing System	4	3	1	0	As per admission criteria	Nil

This Paper is aligned with Sustainability Development Goals 2030: #4 Quality Education

Course Learning Objectives:

The Objectives of the courses are to:

8. Introduce the conceptual (philosophical and ethical) foundations of Buddhist medicine.
9. Examine the historical evolution of healing traditions in Buddhism.
10. Analyze the relationship between suffering, ethics, and healing
11. Explore historical transmission across India and Tibet
12. Critically examine Tibetan medical theory and practice
13. Analyze Tibetan medicine (Sowa Rigpa) as a living tradition.
14. Evaluate the relevance of Buddhist healing systems in contemporary health discourse.

Course Learning Outcomes:

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

6. Explain the conceptual framework of Buddhist medicine in order to get awareness of key concepts such as *dukkha*, *avidya*, and the Four Noble Truths in medical context.
7. Critically analyze Buddhist ethical frameworks in healthcare practice.
8. Understand the historical transmission and development of medical traditions across Asia.
9. Evaluate Tibetan medicine, and its relevance in relation to modern healthcare systems.
10. Understand core principles of Tibetan medicine (*rlung*, *mkhris pa*, *bad kan*)

Courses Contents:

Unit I	Foundations of Buddhist Medicine (Concept & Origin)	13 Hours
	• The Buddha Sakyamuni/Gautama and his teaching on healing system • Early monastic healthcare system • Bhaisajya Khandak: An Introduction	


 विभागाध्यक्ष/Head
 वेद अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110007/Delhi-110007



- Mind-body relationship in Buddhist medicine

Unit II Development and Transmission of Tibetan Buddhist Healing 12 Hours

- Emergence of Tibetan Buddhist healing system
- Translation and adaptation of medical knowledge
- Emergence of Sowa Rigpa
- Few important Technical Terms/Etymology of Tibetan Medicines

Unit III Medicine Buddha and Ethical Healing System 10 Hours

- Concept of Bhaishajyaguru
- Twelve vows of the Medicine Buddha
- Jivaka and medical ethics (revisited)
- Iconography of Healing Buddha

Unit IV Tibetan Medicine and its Modern Relevance 10 Hours

- Fundamentals of Sowa Rigpa: *gyud Zshe*
- Diagnostic methods: pulse, urine, observation
- Treatment: diet, lifestyle, medicines
- Psychosomatic health and healing

Suggested Readings:

1. *Vinaya Pitaka*
2. *Bower Manuscript*
3. *Gyud-Zhi* (Four Tantras of Tibetan Medicine)
4. Rahul Sankrityayan – Works on Buddhist history
5. Dominik Wujastyk – Indian medical traditions
6. Thubten Yeshe – Tibetan perspectives on healing
7. लद्दाख़ की संस्कृति एवं परंपरागत तिब्बती चिकित्सा द्वारा मायाराम उन्निपाल, चीखेंवा प्रकाशन
8. Fundamentals of Tibetan medicine by Men-Tsee-Khang. Dharamshala: Tibetan Medical and Astrological Institute
9. Lectures on Tibetan medicine by Lobsang Dolma Khangkar (K. Dhondup, Ed. & Trans.) Dharamshala: Library of Tibetan Works and Archives
10. Health through balance: An introduction to Tibetan medicine by Dr. Yeshe Dhonden. Snow Lion Publications.

Tutorial Activities: Problem-solving exercises


विभागाध्यक्ष/Head

बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय, University of Delhi
दिल्ली-110007/Delhi-110007



GE 4: BSGE 401A: Vipassanā: Theory and Practices

Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial	Practical		
GE 4: BSGE 401A: Vipassanā: Theory and Practices	4	3	1	0	As per admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: #4 Quality Education

Learning Objective:

1. To enable the students to introspect deeply into Vipassanā as taught by the Buddha
2. To enable students to understand the practice of Vipassanā.
3. To enable students to employ the Vipassanā practices in day to day life.
4. To enable students to compare and comprehend the relevance of Vipassanā to have strong psycho-physics and be a productive individual in society.
5. To encourage students to take Vipassana courses as taught by S.N. Goenka in the tradition of Sayagyi U Ba Khin.

Course Learning Outcome:

1. Students appreciate the Vipassanā as taught by the Buddha
2. Students take a Vipassanā course and try to practice it in daily life.
3. Students help in the propagation of Vipassanā and its various relevant ways.
4. Students show strong psychic health and contribute to a healthy and peaceful society.
5. Students engage themselves with Vipassana practices in nearby Vipassana centres.

Contents

Unit-I:	Vipassanā: the practical aspect of Buddha's Teachings	15 Hours
	• Sīla, Samādhi, Paññā: The Threefold Teachings of the Buddha and their relations. • Sīla and its relation with mind and matter • Samādhi: The practice of Anapanasati meditation • Paññā: The practice of Vipassana meditation	
Unit-II:	Vipassanā in Contemporary Age	10 Hours
	• Ven. Ledi Sayadaw and his Vision of Paṭipatti. • Chain of Vipassanā Teachers in Myanmar. • S.N. Goenka and Vipassanā in India	


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
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- Vipassanā in Europe and America

Unit-III: Vipassanā in Various Walks of Life

10 Hours

- Vipassanā in Education: MITRA Project
- Vipassanā in Governance
- Vipassanā in Sports
- Vipassanā in individual and family life

Unit-IV: Vipassanā for Various Age Groups

10 Hours

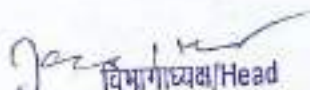
- Vipassanā for Adults: Ten-day and Long courses
- Vipassanā for Teen Aged: Seven days' Residential Courses
- Ānāpāna Courses for Children: One-day and Three-day courses
- Engagement in Voluntary Service to Vipassanā

Suggested Readings:

1. Bhikshu Sangharakshita, Know Your Mind: Psychological Dimension of Ethics in Buddhism, Windhorse Publications Ltd, 2012
2. Realising Change, Vipassanā in Action, Vipassana Research Institute, Igatpuri, 2003
3. Mahāsatiṭṭhāna Sutta, Vipassana Research Institute Dhamma Giri, Igatpuri, 1993
4. Satyanarayan Goenka, Vipassana - Inner Peace for World Peace, Vipassana Research Institute, Igatpuri, 2024
5. Vipassana—Its Relevance to the Present World, Vipassana Research Institute, Igatpuri, 1994
6. Sayagyi U Ba Khin Journal, Vipassana Research Institute, Igatpuri, 1991
7. Let Us Walk the Path Of Dhamma, Vipassana Research Institute, Igatpuri
8. P. L. Dhar, Value Inculcation Through Self-Observation, Vipassana Research Institute, Igatpuri, 2007
9. Dr. Kishore Chandiramani, Mr S. K. Verma and Prof. P. L. Dhar, Psychological Effects of Vipassana on Tihar Jail Inmates, Vipassana Research Institute, Igatpuri, 1995
10. S. N. Goenka, Origin & Spread of Vipassana, Vipassana Research Institute, Igatpuri, 2011
11. सत्यनारायण गोयन्का, बुद्ध की महान शिक्षा : विपश्यना की उत्पत्ति और प्रसार, 2009
12. सत्यनारायण गोयन्का, तिपिटक में सम्यक सम्युद्ध, विपश्यना विशोधन विन्यास , धम्मगिरि, इगतपुरी, 2008
13. सत्यनारायण गोयन्का, 'मंगल जगो गृही जीवन में' विपश्यना विशोधन विन्यास , धम्मगिरि, इगतपुरी, 2000

E Resources:

https://www.accesstoinsight.org/atī/lib/thai/chah/the_teachings_of_ajahn_chah_web.pdf


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110 007/Delhi-110007



<https://mudita.dhamma.org/about-vipassana/vipassana-in-prisons/#:~:text=To%20live%20an%20ethical%20and,key%20focus%20of%20this%20work>.

<https://plumvillage.org/about/thich-nhat-hanh/biography>

<https://www.lionsroar.com/the-life-of-thich-nhat-hanh/>

Tutorial Activities: Problem-solving exercises


विभागाध्यक्ष/Head
श्रीद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110 007/Delhi-110007



GE 4: BSGE 401B: Major Traditions of Sanskrit Buddhism

Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial	Practical		
GE 4: BSGE 401B: Major Traditions of Sanskrit Buddhism	4	3	1	0	As per admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: #4 Quality Education

Course Objectives

After completing this course, students will be able to:

1. Understand the historical development of major Sanskrit Buddhist philosophical traditions.
2. Analyze the doctrinal foundations of four important Buddhist philosophical schools.
3. Study important Sanskrit Buddhist philosophical texts and thinkers.
4. Develop comparative and analytical understanding of Buddhist metaphysics, epistemology, and ethics.
5. Evaluate the relevance of Buddhist philosophy in contemporary intellectual discourse.

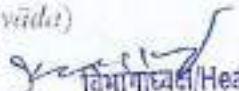
Course Learning Outcomes

Students will be able to:

1. Explain the origin and development of Sanskrit Buddhist philosophy.
 2. Interpret fundamental doctrines of Vaibhāṣika, Sautrāntika, Yogācāra, and Mādhyamika schools.
 3. Critically analyze Buddhist philosophical arguments and concepts.
 4. Compare various Buddhist schools with other Indian philosophical systems.
- Apply Buddhist philosophical insights to modern social, ethical, and psychological issues.

Contents

Unit-I:	Vaibhāṣika Sūtra	10 Hours
	• Origin and development of Sanskrit Buddhist philosophy • Origin and development of Vaibhāṣika school • Sarvāstivāda doctrine • Theory of dharmas • Mahāvibhāṣā and Jñānaprasaṅga	
Unit-II:	Sautrāntika Sūtra	10 Hours
	• Emergence of Sautrāntika school • Critique of Vaibhāṣika philosophy • Theory of momentariness (<i>Kṣāṇikavāda</i>) • Theory of perception and inference	


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110 007/Delhi-110007

**Unit-III: Yogācāra or Vijñānavāda Sūtra**

15 Hours

- Origin and development of Yogācāra
- Doctrine of Cittamātra
- Theory of Ālayavijñāna
- Trisvabhāva (Three Natures)
- Asaṅga and Vasubandhu

Unit-IV: Mādhyamika Sūtra

10 Hours

- Life and works of Nāgārjuna
- Doctrine of Śūnyatā
- Two Truths theory
- Pratītyasamutpāda in Mādhyamika
- Āryadeva and Candrakīrti

Suggested Readings:

1. A History of Indian Philosophy, Vol. I. Delhi: Motilal Banarsidass, 1975.
2. Abhidharmakośabhāṣya. Translated by Leo M. Pruden. Berkeley: Asian Humanities Press, 1988.
3. Buddhist Logic. New York: Dover Publications, 1962.
4. Buddhist Philosophy in India and Ceylon. Delhi: Motilal Banarsidass, 1993.
5. Buddhist Thought in India. London: George Allen & Unwin, 1962.
6. Indian Buddhism. Delhi: Motilal Banarsidass, 2000.
7. Indian Philosophy, Vol. I. Delhi: Oxford University Press, 1996.
8. Mūlamadhyamakakārikā. Translated by Jay Garfield. New York: Oxford University Press, 1995.
9. Outlines of Indian Philosophy. Delhi: Motilal Banarsidass, 1993.
10. Pramāṇasamuccaya. Studies by Masaaki Hattori. Cambridge: Harvard University Press, 1968.
11. The Central Philosophy of Buddhism. London: George Allen & Unwin, 1955.
12. The Foundations of Buddhism. Oxford: Oxford University Press, 1998.
13. The Yogācāra Idealism. Delhi: Motilal Banarsidass, 1975.
14. Thirty Verses. Translated by Stefan Anacker. Delhi: Motilal Banarsidass, 1984.
15. What the Buddha Taught. New York: Grove Press, 1974.
16. गोविन्द चन्द्र पाण्डेय। बौद्ध धर्म के विकास का इतिहास। लखनऊ: हिंदी समिति, 1976।
17. बलदेव उपाध्याय। बौद्ध धर्म और दर्शन। वाराणसी: चौखम्बा विद्याभवन, 1978।
18. बलदेव उपाध्याय। भारतीय दर्शन। वाराणसी: शारदा मंदिर, 1966।
19. भरत सिंह उपाध्याय। बौद्ध दर्शन तथा अन्य भारतीय दर्शन। वाराणसी: मोतीलाल बनारसीदास, 1996।

[Signature]
विभागाध्यक्ष/Head

बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110 007/Delhi-110007

भरत सिंह उपाध्याय। भारतीय दर्शन। वाराणसी: मोतीलाल बनारसीदास, 1991।



21. राहुल सांकृत्यायन। बौद्ध दर्शन। इलाहाबाद: किताब महल, 2006।

22. राहुल सांकृत्यायन। माध्यमिक दर्शन। पटना: बिहार राष्ट्रभाषा परिषद्, 1951।

Tutorial Activities: Problem-solving exercises

विभागाध्यक्ष/Head

बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007



GE 4: BSGE 401 C: Buddhist Tourism

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/Pre-requisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
GE 4: BSGE 401C Buddhist Tourism	4	3	1	0	As per Admission criteria	Nil

This Paper is aligned with Sustainability Development Goals 2030: #4 Quality Education

Course Objectives:

- Understand the historical and philosophical foundations of Buddhism.
- Explore major Buddhist sites in India and their cultural significance.
- Analyse tourism trends and challenges in Buddhist pilgrimage circuits.
- Promote sustainable and inclusive tourism practices centered around Buddhist heritage.

Course Learning Outcomes:

- Understand the principles and pedagogical philosophies of Buddhist education.
- Explore historical and contemporary Buddhist educational centres.
- Analyse the impact of Buddhism on modern educational systems and ethical instruction.
- Examine the relevance of Buddhist education in multicultural and secular contexts.

Contents:

Unit-I	Fundamentals of Tourism:	10
	• Meaning and scope of tourism • Definitions by World Tourism Organization (UNWTO) • Cultural, religious, eco-tourism • Role of tourism and government initiatives	Hours
Unit-II	Buddhist Pilgrimage:	10
	• Concept and Meaning of Pilgrimage in Buddhism • Four major pilgrimage sites associated with Buddha's life • Historical and religious importance of buddhist sites	Hours


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
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	Challenges: conservation, commercialization, sustainability	
Unit-III	Buddhist Circuits and Tourism Infrastructure	12
	- Concept of Buddhist Circuit - The Four Sacred Buddhist Sites - The Eight Great Places of Buddhist Pilgrimage - Government Initiatives for Development of Buddhist Tourism	Hours
Unit-IV	Contemporary Issues and Prospects of Buddhist Tourism	13
	- Role of Buddhist Tourism in Cultural Diplomacy - International Buddhist Tourism and Foreign Pilgrims - Sustainable Tourism and Heritage Conservation - Challenges and Opportunities in Buddhist Tourism	Hours

Suggested Readings:

1. A. K. Bhatia, *Tourism Development: Principles and Practices*, New Delhi: Sterling Publishers, 2006.
2. Charles R. Goeldner and J. R. Brent Ritchie, *Tourism: Principles, Practices, Philosophies*, Hoboken: John Wiley & Sons, 2012.
3. D. C. Ahir, *Buddhist Shrines in India: History and Guide*, Delhi: B. R. Publishing Corporation, 1986.
4. David Weaver, *Sustainable Tourism: Theory and Practice*, Oxford: Elsevier, 2006.
5. Harold Goodwin, *Responsible Tourism: Using Tourism for Sustainable Development*, Oxford: Goodfellow Publishers, 2011.
6. John S. Strong, *Relics of the Buddha*, Princeton: Princeton University Press, 2004.
7. K. K. Kamra and Mohinder Chand, *Basics of Tourism: Theory, Operation and Practice*, New Delhi: Kanishka Publishers, 2006.
8. Nalin Shastri, *Buddhist Pilgrimage*, Varanasi: Bauddha Bharati, 1987.
9. S. K. Bansal, *Tourism in India*, New Delhi: APH Publishing Corporation, 2004.
10. UNESCO, *World Heritage and Sustainable Tourism Programme*, Paris: UNESCO Publishing, 2012.

Tutorial Activities: Problem-solving exercises


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110007/Delhi-110007



GE 4: BSGE 401 D: Buddhist Perspective on Conflict Resolution

Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial	Practical		
GE 4: BSGE 401 D: Buddhist Perspective on Conflict Resolution	4	3	1	0	As per admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: #4 Quality Education

Course Objectives:

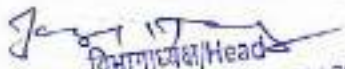
1. The objective of this course is to
2. To understand the nature and causes of conflict in Buddhist thought
3. To examine key Buddhist doctrines related to conflict transformation
4. To explore ethical and psychological tools for peacebuilding
5. To analyze contemporary conflicts through Buddhist perspectives
6. To develop critical and interdisciplinary understanding

Course Learning Outcomes:

After having done this course successfully, the students shall be able to explain conflict using Buddhist philosophical concepts and critically evaluate ethical approaches to conflict resolution applying mindfulness and compassion based frameworks to real world conflicts.

Contents:

Unit I	Understanding Conflict in Buddhism	12 Hours
	• Conflict as Dukkha: Craving (taṭhā) and Ignorance (avidyā) • Four Noble Truths as a framework for Conflict Analysis • Middle Way and Balance	
Unit II	Ethical and Psychological Foundations	13 Hours
	• Mindfulness (satī) and Emotional Awareness • Compassion (karuṇā), loving-kindness (mettā) and Non-violence (ahiṃsā) • Noble Eight fold Path and ethical conduct	


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110 007/Delhi-110007



Unit III	Doctrinal Insights and Resolutions	10 Hours
	• Non-self (anattā) and Identity-based conflicts • Dependent Origination (pratītyasamutpāda) • Emptiness (śūnyatā) and Plurality of Perspectives	
Unit IV	Applied Conflict Transformation	15 Hours
	• Dialogue and right speech (sammā vācā) • Sangha and Vinaya traditions of dispute resolution • Engaged Buddhism and Socio-political applications • Case studies: Contemporary Conflicts and Peacebuilding	

Suggested Readings:

1. David Loy. (2015). A New Buddhist Path: Enlightenment, Evolution, and Ethics in the Modern World. Boston: Wisdom Publications.
2. Dhammapada. (1985). The Dhammapada (Trans. Eknath Easwaran). Petaluma: Nilgiri Press.
3. Majjhima Nikaya. (1995). The Middle Length Discourses of the Buddha (Trans. Bhikkhu Nanamoli & Bhikkhu Bodhi). Boston: Wisdom Publications.
4. Peter Harvey. (2013). An Introduction to Buddhism: Teachings, History and Practices (2nd ed.). Cambridge: Cambridge University Press.
5. Samyutta Nikaya. (2000). The Connected Discourses of the Buddha (Trans. Bhikkhu Bodhi). Boston: Wisdom Publications.
6. The Dalai Lama. (1999). Ethics for the New Millennium. New York: Riverhead Books.
7. Thich Nhat Hanh. (1991). Peace Is Every Step: The Path of Mindfulness in Everyday Life. New York: Bantam Books.
8. Vinaya Pitaka. (1996). The Book of the Discipline (Trans. I.B. Horner). Oxford: Pali Text Society.
9. Walpola Rahula. (1974). What the Buddha Taught. New York: Grove Press.

Tutorial Activities: Problem-solving exercises


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110007/Delhi-110007



GE 4: BSGE 401E: Royal Patronage of Buddhism in China

Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial	Practical		
GE 4: BSGE 401E: Royal Patronage of Buddhism in China	4	3	1	0	As per admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: #4 Quality Education

Course Objectives: This course is an introduction to the history of Buddhism in China from Chin dynasties to T'ang dynasty. In the course of the History of Buddhism in China, rulers played a crucial role in shaping the nature and characteristics of Chinese Buddhism. The main objective of this paper is to highlight the royal patronage Buddhism received and the terms and conditions imposed by the state in return of favours. Through engagement with historical scholarship, primary sources in translation, and Chinese Buddhist arts, Temples, and caves etc. This course will explore the intellectual history and cultural impact of Buddhism in China. Some prior knowledge of Chinese history and / or religion will be helpful. No knowledge of the Chinese language is required.

Course Learning Outcomes:

1. Students will learn to discuss religious ideas with peers in a simultaneously respectful and critically reflective manner.
2. Students will gain an ability to critically investigate religious traditions from an analytical critical and interdisciplinary perspective.
3. Students will analyze how Buddhist narratives, symbols and rituals have been used to shape boundaries of community and social and political responses to changing historical circumstances.
4. Students can serve as a useful source of collateral readings for courses dealing with the history and culture of China.
5. Students get well acquainted with the Sangha-State relations with up and downs during the course of history of Buddhism in China.

Contents:

Unit-I:	Yao xing of later Qin and Kumārajiva's translation of Buddhist text.	15 Hours
Unit-II:	Royal patronage of Buddhism during the Northern Wei and Liang dynasty.	10 Hours


Vinayak Chandra Head

बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110 007/Delhi-110007

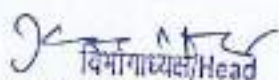


Unit-III:	Emperor Wen of Sui; Establishment of Buddhist monasteries and stūpas, Buddhism as the official ideology, restoration of Buddhist texts, images, and monuments.	10 Hours
Unit-IV:	Royal Patronage under the T'ang.	10 Hours

Suggested Readings:

1. Berger, Patricia Ann. *Empire of emptiness: Buddhist art and political authority in Qing China*. Honolulu: University of Hawaii Press, 2003.
2. Chan, Sin-wai. *Buddhism in late Ch'ing political thought*. Hong Kong: Chinese University Press, 1985
3. Chen, Jinhua. *Monks and monarchs, kinship and kingship: Tanqian in Sui Buddhism and politics* English and some Chinese. Kyoto: Scuola Italiana di Studi sull'Asia Orientale, 2003.
4. Gregory, Peter N., and Getz, Daniel A., Jr., eds. *Buddhism in the Sung*. Honolulu: Hawaii University Press, 1999.
5. Kenneth K.S. Ch'en, *Buddhism in China*, Princeton: Princeton University Press 1964.
6. Tan Sen, *Buddhism, Diplomacy and Trade*, Delhi: Manohar, 2004.
7. Weinstein, Stanley. *Buddhism under the T'ang*. New York: Cambridge University Press, 1987.
8. Welter, Albert. *Monks, Rulers, and Literati: The Political Ascendancy of Chan Buddhism*. Oxford; New York: Oxford University Press, 2006.
9. Zürcher, E. *The Buddhist conquest of China: the spread and adaptation of Buddhism in Early Medieval China*, NJ: Atlantic Highlands, 1973.

Tutorial Activities: Problem-solving exercises


दिर्गगाध्यक्ष/Head
बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110 007/Delhi-110007



GE4: BSGE 401 F: The Impact and Importance of Four Major Traditions of Buddhism in Tibet

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/Pre-requisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
GE 4: BSGE 401 F The Impact and Importance of Four Major Traditions of Buddhism in Tibet	4	3	1	0	As per Admission criteria	Nil

This Paper is aligned with Sustainability Development Goals 2030: #4 Quality Education

Course Objectives:

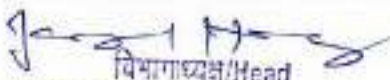
This paper is to familiarize students with the pre-Buddhist religion of Tibet and four major Buddhist religions traditions. It is also to show how Tibetan history and religion is influenced by Indian culture and tradition.

Course Learning Outcomes:

Student will have a good understanding of the four Tibetan Buddhist Schools and the pre-Buddhist school which is Bon not only that it gives an overview of the system of all four schools, how they are interrelated with prevailing Indian Buddhist traditions.

Contents

Unit-I:	Bon, the Pre-Buddhist Religion of Tibet.	10 Hours
	- The Life History of Tonpa Sherab. - The Sacred Places and the main Monasteries.	
Unit-II:	Historical account of rNying ma and Sakya tradition and its general teaching.	12 Hours
	- Life story of Guru Padmasambhava and Berupa. - Main Monasteries and their founders.	
Unit-III:	Salient features of bka' brgyud pa school and its prominent masters.	13 Hours
	- The life story of Tilopa, Naropa, Marpa and Milarepa. - Four Mager tradition and eight minor traditions.	
Unit-IV:	The dge lugs pa tradition and institute of Dalai Lama.	10 Hours
	- Life story of Tsongkhapa and his three disciples. - Institutions of Dalai Lama and Panchen Lama.	


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110007/Delhi-110007



Suggested Readings:

1. Bruce Newman, *A Beginner's Guide to Tibetan Buddhism*, Snow Lion Publication, 1996.
2. John Power (2007), *Introduction to Tibetan Buddhism*, Snow Lion Publication.
3. Thubten Chodron, *Buddhism for Beginners*, Snow Lion Publication, 1972.
4. Wallace, B. Alan (October 25, 1993). *Tibetan Buddhism from the Ground up: A Practical Approach for Modern Life*. Wisdom Publications.
5. Yeshe, Lama Thubten (2001). *The Essence of Tibetan Buddhism*, Lama Yeshe Wisdom Archive.

Tutorial Activities: Problem-solving exercises


विभागाध्यक्ष/Head
बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007



SBC: Buddhism and Mind Management

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/Pre-requisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
SBC: Buddhism and Mind Management	2	1	1	0	As per Admission criteria	Nil

This Paper is aligned with Sustainability Development Goals 2030: #4 Quality Education

Course Objectives:

1. To enable the students to introspect deeply into the concept of mind and matter as enshrined in Buddhist Literature
2. To enable students to understand the interdependence of mind with matter.
3. To enable students to employ the mind-matter theory and utilise the same in meditative practices
4. To enable students to compare and comprehend the relevance of Meditation practices to have strong psycho-physics and be a productive individual in society.
5. To encourage students to take Vipassana courses as taught by S.N. Goenka in the tradition of Sayagyi U Ba Khin.

Course Learning Outcomes:

1. Students appreciate the concept of mind and matter as enshrined in Buddhist Literature
2. Students take a meditation course and try to practice it in daily life.
3. Students help in the propagation of Mindfulness and its various relevant ways.
4. Students show strong psychic health and contribute to a healthy and peaceful society.
5. Students engage themselves with Vipassana practices in nearby Vipassana centres.

Contents:

Unit-I: Introduction to the Buddhist Concept of Five Aggregates 7 Hours

- Concept of Yoga and Vipassanā
- Pañcupādānakkhandā: the five aggregates as the essence of personality.
- Nāma and Rūpa: The Mind and the Matter
- The Dependent Origination and the five aggregates
- The role of Vedanā in mind-body alignment

Unit-II: Satipaṭṭhāna and the Mind-Matter Alignment 8 Hours

- The four Satipaṭṭhāna and their relations with Mind-Matter Alignment
- Vipassana: the practical aspect of Mind-Matter Alignment
- Mind Matter alignment in discourses of S.N. Goenka
- Mindfulness for children and adults for a healthy psyche.


 Head
 श्री १०८ श्री गुरुदेव महाराज
 दिल्ली विश्वविद्यालय
 दिल्ली-110007, India



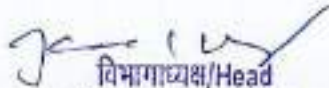
Suggested Readings:

1. Bhikshu Sangharakshita, Know Your Mind: Psychological Dimension of Ethics in Buddhism, Windhorse Publications Ltd, 2012
2. Dr. Kishore Chandiramani, Mr. S. K. Verma and Prof. P. L. Dhar, Psychological Effects of Vipassana On Tihar Jail Inmates, Vipassana Research Institute, Igatpuri, 1995
3. Let Us Walk the Path of Dhamma, Vipassana Research Institute, Igatpuri
4. Mahāsatiṭṭhāna Sutta, Vipassana Research Institute Dhamma Giri, Igatpuri, 1993
5. Prof. P. L. Dhar, Value Inculcation Through Self-Observation, Vipassana Research Institute, Igatpuri, 2007
6. Rhys Davids, T.W. (ed.), *The Milindapañha*, 2 vols., London: PTS: 1929-31.
7. S. N. Goenka, Origin & Spread of Vipassana, Vipassana Research Institute, Igatpuri, 2011
8. Satyanarayan Goenka, Vipassana - Inner Peace for World Peace, Vipassana Research Institute, Igatpuri, 2024
9. Sayagyi U Ba Khin Journal, Vipassana Research Institute, Igatpuri, 1991
10. Vipassana—Its Relevance to the Present World, Vipassana Research Institute, Igatpuri, 1994
11. सत्यनारायण गोयन्का, बुद्ध की महान शिक्षा: विपश्यना की उत्पत्ति और प्रसार, 2009
12. सत्यनारायण गोयन्का, तिपिटक में सम्यक् सम्बुद्ध, विपश्यना विशोधन विन्यास, धम्मगिरि, इगतपुरी, 2008

E Resources:

1. https://www.accesstoinsight.org/ati/lib/thai/chah/the_teachings_of_ajahn_chah_web.pdf
2. <https://mudita.dhamma.org/about-vipassana/vipassana-in-prisons/#:~:text=To%20live%20an%20ethical%20and,key%20focus%20of%20this%20work.>
3. <https://phumvillage.org/about/thich-nhat-hanh/biography>
4. <https://www.lionsroar.com/the-life-of-thich-nhat-hanh/>

Tutorial Activities: Problem-solving exercises


 विभागाध्यक्ष/Head
 संस्कृत अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110 007/Delhi-110007

Structure 2 (Level 6.5): PG Curricular Structure with Course work + Research

Semester	DSC	DSE	2 Credit course	Dissertation/ Academic Project/ Entrepreneurship	Total Credits
Semester- III	DSC-7 DSC -8 (8 credits)	DSE - 5 DSE – 6 OR DSE-3, & GE-3 (8 credits)	Nil	See detailed outcomes below (6 credits)	22
Semester- IV	DSC-9 DSC -10 (8 credits)	DSE- 7 DSE – 8 OR DSE-4, GE-4 (8 credits)	Nil	See detailed outcomes below (6 credits)	22

Note: The Dissertation/Academic Project/Entrepreneurship chosen should be an original work and not a repetition of work done in the 4th Year of the UG programme. It may be an extension though of the work done in the 4th Year of UG programme.*

A. Outcomes expected of Dissertation writing track in the 2nd Year of PG Programmes

Semester III

The following **four** outcomes must be achieved by the end of III Semester:

- Research Problem identification
- Review of literature
- Research design formulation
- Commencement of experimentation, fieldwork, or similar tasks


 विभागाध्यक्ष/Head
 संस्कृत अध्ययन विभाग/Department of Budhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110 007/Delhi-110007

Semester IV

The following three outcomes must be achieved by the end of IV Semester:

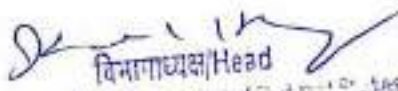
- i. Completion of experimentation/ fieldwork
- ii. Submission of dissertation
- iii. Research output in the form of **any one** of the following –
 - Prototype or product development/patent
 - Any other scholastic work as recommended by the BRS and approved by the Research Council Publication in a reputed Journals such as Scopus indexed journals or other similar quality journals
 - Book or Book Chapter in a publication by a reputed publisher

COURSES OFFERED IN SEMESTER III			
SL. No.	Code	Subject Code	Subject
1.	DSC 7	BSCC 301	Pāli-Based Buddhist Concepts
2.	DSC 8	BSCC 302	History of Indian Buddhism from the Mauryan till Vardhan Dynasty
3.	DSE 5	BSEC 301 A	Abhidhamma Piṭaka
4.		BSEC 301 B	Contribution of Sanskrit Scholars to the Development of Buddhism
5.		BSEC 301 C	Advent and Spread of Northern Buddhism
6.		BSEC 301 D	Buddhist Yogācāra Idealism
7.		BSEC 301 E	History of Buddhism in China (907 CE onwards)
8.		BSEC 301 F	Tibetan Buddhist Literature-II
9.	DSE 6	BSEC 302 A	Post-Canonical Pāli Literature
10.		BSEC 302 B	Mādhyamika Buddhist Literature
11.		BSEC 302 C	Buddhist Education and Educational Centres in India
12.		BSEC 302 D	Later Mahāyāna and Vajrayāna Philosophy
13.		BSEC 302 E	Monastic Order in China
14.		BSEC 302 F	Tibetan Buddhist Literature-III
15.	GE 3	BSGE 301 A	Pāli Poetical Literature
16.		BSGE 301 B	Contribution of Sanskrit Scholars to the Development of Buddhism
17.		BSGE 301 C	History of Indian Buddhism from the Mauryan till Vardhan Dynasty
18.		BSGE 301 D	Yogācāra and Vijñānavāda Philosophy
19.		BSGE 301 E	The Influence of Buddhism on Chinese Culture
20.		BSGE 301 F	General Introduction of Tibetan Buddhist Healing System
21.	SKILL BASED COURSE		Buddhist Tourism


विभागाध्यक्ष/Head

बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007

COURSES OFFERED IN SEMESTER IV			
SL. No.	Code	Subject Code	Subject
1.	DSC 9	BSCC 401	Introduction to Buddhist Sanskrit Literature
2.	DSC 10	BSCC 402	Philosophical Foundations and Doctrinal Development in Mahāyāna Buddhism
3.	DSE 7	BSEC 401 A	Pāli Poetical Literature
4.		BSEC 401 B	Buddhist Logic and Epistemology
5.		BSEC 401 C	Origin and Development of Buddhist Sects in India
6.		BSEC 401 D	Buddhist Philosophy of Language and Dialectics
7.		BSEC 401 E	The Influence of Buddhism on Chinese Culture
8.		BSEC 401 F	Advent and Spread of Buddhism in Himalayan Region
9.	DSE 8	BSEC 402 A	Vaṃsa Literature
10.		BSEC 402 B	Sarvāstivāda and Sanskrit Gāthā Literature
11.		BSEC 402 C	Origin and Development of Buddhist Art and Architecture
12.		BSEC 402 D	Dignāga: Buddhist Logic and Epistemology
13.		BSEC 402 E	Buddhist Sects in China
14.		BSEC 402 F	Tibetan Buddhist Philosophy and Logic
15.	GE 4	BSGE 401 A	Vipassanā: Theory and Practices
16.		BSGE 401 B	Major Traditions of Sanskrit Buddhism
17.		BSGE 401 C	Buddhist Tourism
18.		BSGE 401 D	Buddhist Perspective on Conflict Resolution
19.		BSGE 401 E	Royal Patronage of Buddhism in China
20.		BSGE 401 F	The Impact and Importance of Four Major Traditions of Buddhism in Tibet
21.	SKILL BASED COURSE		Buddhism and Mind Management


 विनायक/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110 007/Delhi-110007

SEMESTER III

DSC 7: BSCC 301: Pāli-Based Buddhist Concepts

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/Pre-requisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
DSC 7: BSCC 301 Pāli-Based Buddhist Concepts	4	3	1	0	As per Admission criteria	Nil

This Paper is aligned with Sustainability Development Goals 2030: #4 Quality Education

Course Objectives

The basic objective of this course is to critically familiarize the students with the Pāli-based Buddhist concepts and their application in the different aspects of human life.

Course Learning Outcomes:

After having done this course the students shall become familiar with the Pāli-based Buddhist concepts.

Contents

Unit I	Basic Doctrines of Buddhism • Four Noble Truths (<i>Cattāri Ariyasaccāni</i>) • Eight Fold Path (<i>Aṭṭhaṅgiko Maggo</i>)	13 Hours
Unit II	Philosophical and Psychological Doctrine • Path of Purification (<i>Sīla, Samādhi, Paññā</i>) • Theory of Cause and Effect / Dependent Origination (<i>Paṭiccasamuppāda</i>) • Tilakkhaṇa (Three Characteristics of Existence): Anicca, Dukkha and Anattā	12 Hours
Unit III	Socio-Economic and Environmental Perspectives in Pāli Literature • Economic Issues • Environmental Issues • Social Issues	10 Hours
Unit IV	Human Development and Well-being in Pāli Literature • Women Empowerment • Mental Health and Buddhism	10 Hours

Suggested Readings

- Barua, Dipak Kumar: *An Analytical Study of four Nikāyas*, Delhi, Munshiram Manoharlal, 2003.

2. *Dharmapracicaya (Aspects of Buddhist Studies)*, ed. Lalji Shrivak & Charles Willemen, Buddhist World Press, Delhi: 2012.
3. Kalupahana, David: *Causality. The Central Philosophy of Buddhism*, Honolulu, University of Hawaii: 1975.
4. Keown, Damien: *Buddhism and Bioethics*, London, Macmillan, 1995.
5. Nāṇamoli, Bhikkhu. tr. *The Path of Purification (Visuddhimagga)*, Singapore, Buddhist Meditation Centre: 1997.
6. Pavagadhi, Dr. Shubra B., *Papers on Buddhism*, A. K. Publication, Delhi: 2016.
7. Ratnakul. Pinit: *Bioethics, An Introduction to the Ethics of Medicine and Life Sciences*, Bangkok, Mahidol University 1986.
8. Upadhyay, Baldeva, *Bauddha Dharma Mimāṃsā*, Chaukhambha, Varanasi, 1978.

Tutorial Activities: Problem-solving exercises


 दिग्गजप्रमुख/Head
 श्री ३००० विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110007/Delhi-110007

DSC 8: BSCC 302: History of Indian Buddhism from the Mauryan till Vardhan Dynasty

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/Pre-requisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
DSC 8: BSCC 302 History of Indian Buddhism from the Mauryan till Vardhan Dynasty	4	3	1	0	As per Admission criteria	Nil

This Paper is aligned with Sustainability Development Goals 2030: #4 Quality Education

Course Objectives:

To familiarize students with various sources of Buddhist history, including indigenous archaeological and literary materials as well as foreign accounts.

To analyze the role of the Mauryan Empire in the growth and spread of Buddhism, with special reference to imperial patronage and policy.

To examine the contributions of the Sunga and Kushana periods in shaping the institutional, artistic, and doctrinal development of Buddhism.

To study the development and transformation of Buddhism during the Gupta and Vardhana periods, highlighting political, cultural, and religious dynamics.

Course Learning Outcomes: After completing this course, students will be able to:

1. Identify and evaluate different historical sources (archaeological, literary, and foreign accounts) for reconstructing the history of Buddhism in India.
2. Explain the impact of the Mauryan period on Buddhism, particularly in terms of state support, expansion, and organization.
3. Assess the contributions of the Sunga and Kushana dynasties to the growth of Buddhist institutions, art, and philosophy.
4. Analyze the status and evolution of Buddhism during the Gupta and Vardhana periods, including its interaction with other religious traditions.

Contents:

Unit I	Survey of the source material: • Indigenous (archaeological and literary) • Foreign.	13 Hours
Unit II	Contribution to the Mauryan Dynasty for development of Buddhism: • Asoka's Dhamma Policy • Buddhism as a Pan-Asian Religion • Third Buddhist council	12 Hours
Unit III	Role of Sungas & Kushanas for the development of Buddhism • Sungas: Evaluation of Pusyamitra's attitude towards Buddhism.	10 Hours

	• Kuṣāṇas: Development of Buddhism. Fourth Buddhist Council. • Rise of Mahāyāna Buddhism.	
Unit IV	Rise of Buddhism in Gupta and Vardhana Period	10 Hours
	• Guptas • Harṣavardhana • Nālandā University • Faxian and Xuanzang	

Suggested Reading:

1. Devahuti, D. *Harsha: A Political Study*, third revised edition, New Delhi: Oxford University Press, 1998.
2. Dutt, Sukumar. *Buddhist Monks and Monasteries of India: Their History and Their Contribution to Indian Culture*, London: George Allen & Unwin, 1962, reprint, Delhi: Motilal Banarsidass, 1988.
3. Hazra, K. L. *Royal Patronage of Buddhism in Ancient India*, Buddhist World Press 2012.
4. Lamotte, E., , English edition: *History of Indian Buddhism*, Louvain: 1988.
5. Nakamura, H., *Indian Buddhism: A Survey with Bibliographical Notes*, reprint, Delhi: 1989.
6. R. Thapar, *Aśoka and the Decline of the Mauryas*, Oxford India Paperbacks, Delhi: OUP: 1998.
7. Warder, A.K., *Indian Buddhism*, 2nd edition, Delhi: 1980.

Tutorial Activities: Problem-solving exercises


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110007/Delhi-110007

DSE 5: BSEC 301A: Abhidhamma Piṭaka

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/Pre-requisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 5: BSEC 301A Abhidhamma Piṭaka	4	3	1	0	As per Admission criteria	Nil

This Paper is aligned with Sustainability Development Goals 2030: 10 Reduced Inequalities

Course Objectives:

This course aims at providing students with a comprehensive treatment of the Pāli Abhidhamma Piṭaka, in order to allow them, by the end of the year, to understand the Abhidhamma and read independently Pāli texts of the Abhidhamma Piṭaka, and to pursue more advanced studies in Abhidhamma.

Course Learning Outcomes:

At the end of the course, a student should be able to demonstrate a clear understanding of the *Buddhavacana*, ability to understand the original texts of the Abhidhamma Piṭaka and the treatment of Buddhist psychology, ethics, and philosophy in the Abhidhamma Piṭaka.

Contents:

Unit I	The Dhammasaṅgaṇī: • <i>Mātikā</i>	13 Hours
Unit II	The Dhātukathā: • <i>Nikkheppakaṇḍa</i>	12 Hours
Unit III	The Puggalapaññatti: • <i>Mātikā</i>	10 Hours
Unit IV	The Kathāvatthu: • <i>Puggolakathā</i>	10 Hours

Suggested Readings:

1. Aung S.Z. & C.A.F. Rhys Davids, Compendium of *Abhidhamma* Philosophy, Pali Text Society, London, U.K.: 1956.
2. B. C. Law, Designation of Human Types, London: PTS, 1992.
3. C.A.F. Rhys Davids, A Buddhist Manual of Psychological Ethics, London: PTS, 1993.
4. Karunadasa, Y., The Buddhist Analysis of Matter, Colombo, 1967.
5. Ñāṇaponika, Guide Through *Abhidhamma Piṭaka*, Colombo: Heritage: 2000.
6. Narada, Thera, A Manual of *Abhidhamma*, Colombo, 1956.
7. Narada, Thera, Conditional Relations, vol. 1, London: PTS, 1992.
8. Points of Controversy Trans. of *Kathāvatthu* by Shwe Zan Aung & CAF Rhys Davids, Pali Text Society, London: 1915.
9. The *Aṭṭhasālinī*, ed. R.S. Tripathi, Varanasi: 1989.
10. The *Dhammasaṅgaṇī*, ed. E. Muller, London: PTS: 1885.
11. The Expositor, tr. Pe Maung Tin, 2 vols, reprint, London: PTS: 1976.
12. The Puggala Paññatti, ed. & tr. O.P. Pathak & Veena Gaur, Delhi: EBL: 2000.

Tutorial Activities: Problem-solving exercises

DSE 5: BSEC 301B: Contribution of Sanskrit Scholars to the Development of Buddhism

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/Pre-requisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 5: BSEC 301B Contribution of Sanskrit Scholars to the Development of Buddhism	4	3	1	0	As per Admission criteria	Nil

This Paper is aligned with Sustainability Development Goals 2030: 10 Reduced Inequalities

Course Objectives:

1. To understand the role of Sanskrit scholars in the development of Buddhist thought.
2. To study the philosophical and literary contributions of major Buddhist scholars.
3. To analyse the influence of Sanskrit Buddhist texts on Buddhist philosophy and intellectual traditions.

Course Learning Outcomes:

After completing the course, students will be able to:

1. Identify the major Sanskrit Buddhist scholars and their works.
2. Explain the philosophical contributions of these scholars.
3. Evaluate the role of Sanskrit literature in the development of Buddhism.

Contents

Contents:

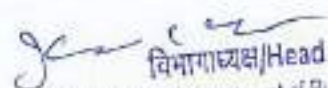
Unit-I	Contribution of Aśvaghoṣa: • Life and works of Aśvaghoṣa • Literary contribution to Buddhist Sanskrit	10 Hours
Unit-II	Contribution of Nāgārjuna: • Life and philosophical background • Concept of Śūnyatā (Emptiness)	10 Hours
Unit-III	Contribution of Vasubandhu: • Life and intellectual background • Abhidharma and Yogācāra philosophy	10 Hours
Unit-IV	Contribution of Dharmakīrti: • Life and philosophical background • Buddhist logic and epistemology	15 Hours

Suggested Readings:

1. A. K. Warder, *Indian Buddhism*, Delhi: Motilal Banarsidass Publishers: 2000.
2. David J. Kalupahana, *A History of Buddhist Philosophy: Continuities and Discontinuities*, Delhi: Motilal Banarsidass: 1992.

3. Edward Conze (2001). *Buddhist Thought in India: Three Phases of Buddhist Philosophy*. London: George Allen & Unwin.
4. Étienne Lamotte, *History of Indian Buddhism: From the Origins to the Śaka Era*. Louvain-la-Neuve: Institut Orientaliste: 1988.
5. Rahul Sankrityayan, *Bauddha Darshan*. Allahabad: Kitab Mahal: 1956.
6. Ram Shankar Tripathi, ed. *Saundarananda Mahākavya of Acārya Aśvaghoṣa* (With Tibetan and Hindi Translation), 1999.
7. Surendranath Dasgupta, *A History of Indian Philosophy*, Vol. I. Delhi: Motilal Banarsidass: 1975.
8. Tiwary, M. (ed.), *The Vijñaptimātratāsiddhi of Vasubandhu* (both *Vimśatikā* and *Trimśikā*), Delhi: 1995.
9. Tripathi, R. S., *Bauddhadarśana Prasthāna*. Sarnath, Varanasi: Central Institute of Higher Tibetan Studies. 2015.
10. Tripathi, R.S., *Vijñaptimātratāsiddhi* (Hindi), Varanasi: 1992.
11. Upadhyaya, Baldev, *Baudha Darshan Mimāṃsā*, Varanasi: 1978.
12. उपाध्याय, बलदेव। बौद्ध धर्म और दर्शन। वाराणसी: चौखम्बा विद्याभवन, 1999।
13. उपाध्याय, भरत सिंह। बौद्ध दर्शन तथा अन्य भारतीय दर्शन। वाराणसी: मोतीलाल बनारसीदास, 2017।
14. त्रिपाठी, रामशंकर। बौद्ध दर्शन ग्रंथान। वाराणसी: केंद्रीय उच्च तिब्बती शिक्षा संस्थान, 2001।
15. शर्मा, चन्द्रधर। भारतीय दर्शन: आलोचन और अनुशीलन। दिल्ली: मोतीलाल बनारसीदास, 2004।
16. शास्त्री, द्वारिकादास। माध्यमिक दर्शन। वाराणसी: बौद्ध भारती, 1964।

Tutorial Activities: Problem-solving exercises


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110007/Delhi-110007

DSE 5: BSEC 301C: Advent and Spread of Northern Buddhism

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/Pre-requisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 5: BSEC 301C Advent and Spread of Northern Buddhism	4	3	1	0	As per Admission criteria	Nil

This Paper is aligned with Sustainability Development Goals 2030: #4 Quality Education

Course Objectives:

1. To trace the origin and transmission of Northern Buddhism into East and Southeast Asia, with a focus on historical processes and cultural exchanges.
2. To study the introduction and development of Buddhism in China, including key phases, translators, and schools.
3. To examine the spread and adaptation of Buddhism in Korea and Japan, highlighting local influences and transformations.
4. To analyze the growth of Buddhism in Vietnam, with attention to its interaction with indigenous traditions and socio-political contexts.

Course Learning Outcomes:

After completing this course, students will be able to:

1. Explain the historical processes involved in the spread of Northern Buddhism across Asian regions such as China, Korea, Japan, and Vietnam.
2. Identify major developments in Chinese Buddhism, including its philosophical schools and cultural integration.
3. Assess the transmission and transformation of Buddhism in Korea and Japan, recognizing regional variations and contributions.
4. Evaluate the establishment and evolution of Buddhism in Vietnam, and its relationship with local culture and society.

Contents

Unit-I	Advent and Spread of Buddhism in China	10 Hours
	• Pre religious social condition of China • Factors responsible for the development of the Buddhism in China • Establishment of Buddhism in Han Period	
Unit-II	Advent and spread of Buddhism in Korea	10 Hours
	• Pre religious social condition of Korea • Advent and development of Buddhism in three kingdom • Unification of Shilla	
Unit-III	Advent and spread of Buddhism in Japan	10 Hours
	• Pre religious social condition of Japan	

- Role of Important kings for the establishment of Buddhism
 - Buddhist schools in Nara period
- Advent and Spread of Buddhism in Vietnam**
- Pre religious social condition of Vietnam
 - Role of Important Monks for the establishment of Buddhism
 - Socially engaged Buddhism

Suggested Readings:

1. Anesaki, M., *History of Japanese Religion*, Tokyo: 1963.
2. Bechert, H. & R. Gombrich (ed.), *The World of Buddhism*, London: 1984.
3. Clark, C.A., *Religions of Old Korea*, reprint, Seoul: 1982.
4. Guang-Lien, *A Short Introduction of Buddhism in Vietnam*, Saigon: 1968.
5. Hanayama, S., *A History of Japanese Buddhism*, Tokyo: 1966.
6. Kenneth K.S. Ch'en, *Buddhism in China*, Princeton: 1964.
7. Kitagawa, J.M., *Religion in Japanese History*, New York: 1966.
8. Saunders, E., *Buddhism in Japan*, Philadelphia: 1964.
9. Stenley, Winstein, *Buddhism under the Tang*, Cambridge 1984.
10. The Korean Buddhist Research Institute, *The History and Culture of Buddhism in Korea*, Seoul: 1983.
11. Wright, A.F., *Buddhism in China*, Stanford: 1958.

Tutorial Activities: Problem-solving exercises


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110 007/Delhi-110007

DSE 5: BSEC 301D: Buddhist Yogācāra Idealism

Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 5: BSEC 301D: Buddhist Yogācāra Idealism	4	3	1	0	As per admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: 10 Reduced Inequalities

Course Objectives: The objectives of this course is to:

- Aware students about the theory of idealism in Buddhism
- advance students' knowledge on the Vasubandhu's different views on reality
- develop critical understanding about the Yogācāra Idealism

Course Learning Outcomes:

Upon the completion of this course, students should have acquired a clear understanding of Vasubandhu and Yogācāra Idealism.

Contents:

Unit I	Introduction to Buddhist Idealism	10 Hours
	• Meaning of <i>Vijñaptimātratā</i> (consciousness-only) • Denial of Independent external reality • Emergence of Yogācāra in Mahāyāna • Core ideas: Non-duality, Dependent origination • Brief comparison: Madhyamaka, Advaita, Western Idealism • Critical evaluation	
Unit II	Life and Works of Asaṅga and Vasubandhu	10 Hours
	• Asaṅga: Life and Role in Yogācāra development • Vasubandhu: Shift from Sarvāstivāda to Yogācāra • Key texts: <i>Yogācārabhūmi</i>, <i>Mahāyānasūtrālaṅkāra</i>, <i>Viṃśatikā</i> and <i>Triṃśikā</i> • Contributions: <i>Vijñānavāda</i>, <i>Ālayavijñāna</i>, Karma theory	
Unit III	Classification of Consciousness	10 Hours


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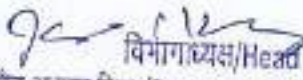
बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110 007/Delhi-110007

	• Eight consciousnesses: Five sensory, <i>Manovijñāna</i>, <i>Kliṣṭa Manas</i>, <i>Ālayavijñāna</i> • <i>Ālayavijñāna</i>: Storehouse of Karmic seeds • <i>Kliṣṭa Manas</i>: Ego-consciousness • Cognition and Subject-object construction • Link with modern psychology	
Unit IV	Three Characteristics of Consciousness	15 Hours
	• Three natures: • <i>Parikalpita</i> (imagined) • <i>Paratantra</i> (dependent) • <i>Pariniṣpanna</i> (perfected) • Illusion vs Dependent reality vs Ultimate truth • Path to liberation through transformation of consciousness • Comparative and Critical perspective	

Suggested Readings:

1. Anacker, Stefan, *Seven Works of Vasubandhu: The Buddhist Psychological Doctor*, Delhi: 1984.
2. Chatterjee, A.K. *Yogācāra Idealism*, Delhi: 1975.
3. Kalupahana, D.J., *The Principles of Buddhist Psychology*, Delhi: 1992.
4. Kochumuttom, T.A. *A Buddhist Doctrine of Experience*, Delhi: 1982.
5. Tiwary, M. (ed.), *The Vijñaptimātratāsiddhi of Vasubandhu* (both *Vimśatikā* and *Trimśikā*), Delhi: 1995.
6. Tripathi, R.S., *Vijñaptimātratāsiddhi* (Hindi), Varanasi: 1992.
7. उपाध्याय, बलदेव। बौद्ध धर्म और दर्शन। वाराणसी: चौखम्बा विद्याभवन, 1999।
8. उपाध्याय, भरत सिंह। बौद्ध दर्शन तथा अन्य भारतीय दर्शन। वाराणसी: मोतीलाल बनारसीदास, 2017।
9. त्रिपाठी, रामशंकर। बौद्ध दर्शन ग्रन्थान। वाराणसी: केंद्रीय उच्च तिब्बती शिक्षा संस्थान, 2001।
10. शर्मा, चन्द्रधर। भारतीय दर्शन: आलोचन और अनुशीलन। दिल्ली: मोतीलाल बनारसीदास, 2004।
11. शास्त्री, द्वारिकादास। माध्यमिक दर्शन। वाराणसी: बौद्ध भारती, 1964।

Tutorial Activities: Problem-solving exercises


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110 007/Delhi-110007

DSE 5: BSEC 301E: History of Buddhism in China (907 CE Onwards)

Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 5: BSEC 301E: History of Buddhism in China (907 CE onwards)	4	3	1	0	As per admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: 10 Reduced Inequalities

Course Objectives:

1. To study the historical development of Buddhism in China after 907 CE, beginning with the Five Dynasties and the Northern and Southern Song periods.
2. To examine the role of non-Han (alien) dynasties, including the Liao Dynasty, Jin Dynasty, and Yuan Dynasty, in shaping Buddhist institutions and practices.
3. To analyze the condition and transformation of Buddhism during the Ming Dynasty and Qing Dynasty periods, focusing on state policies, sectarian developments, and cultural influences.
4. To explore the evolution of Buddhism in modern China, including its challenges, reforms, and contemporary relevance.

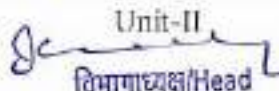
Course Learning Outcomes:

After completing this course, students will be able to:

1. Explain the historical progression of Buddhism in China from the Five Dynasties through the Song period, identifying key developments and transitions.
2. Assess the impact of the Liao, Jin, and Yuan dynasties on the growth and transformation of Chinese Buddhism.
3. Evaluate the status and changes in Buddhism during the Ming and Qing dynasties, including institutional, doctrinal, and socio-political aspects.
4. Analyze the condition of Buddhism in modern China, with reference to reform movements, state interaction, and global significance.

Contents:

Unit-I	Buddhism under the Five Dynasties and Northern and Southern Song Dynasties • Institutional Developments and State Patronage • Doctrinal Trends and Monastic Culture	10 Hours
Unit-II	Buddhism under the Alien Dynasties: Liao, Jin and Yuan • Interaction between Buddhism and Non-Han Rulers • Tibetan Influence and Transregional Buddhist Networks	10 Hours
Unit-III	Buddhism during the Ming and Qing Dynasties	10 Hours


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110007/Delhi-110007

- Revival Movements and Syncretism with Confucianism and Daoism
- Monastic Reforms and Popular Religious Practices

Unit-IV

Buddhism in the Modern Period

15 Hours

- Impact of Colonialism and Modern Reforms
- Buddhism in Contemporary Society and Global Context

Suggested Readings:

1. *Cambridge History of China*.
2. J.J.M. De Groot, *Sectarianism and Religious Persecution in China*, Taipei: 1970.
3. K. Reichelt, *Truth and Tradition in Chinese Buddhism*, Shanghai: 1927.
4. K.A. Wittfogel and Feng Chia sheng, *History of Chinese Society*, Philadelphia: 1949.
5. Kenneth K.S. Ch'en, *The Sale of monk certificates during the Sung Dynasty*, Harvard Theological Review, 49, 4: 1956.
6. Kiely, J. Jan & Jessup, Brooks (editor). *Recovering Buddhism in Modern China*. New York: Columbia University Press, 2016.
7. Pittman, Alvin, Don. *Toward a Modern Chinese Buddhism: Taixu's Reforms*. University of Hawaii Press: Honolulu, 2001.
8. Tan Sen, *Buddhism, Diplomacy and Trade*, Delhi: 2004.
9. Wing-tsit Chan, *Religious Trends in Modern China*, New York: 1953.

Tutorial Activities: Problem-solving exercises


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110007/Delhi-110007

DSE 5: BSEC 301F: Tibetan Buddhist Literature- II

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/Pre-requisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 5: BSEC 301F Tibetan Buddhist Literature- II	4	3	1	0	As per Admission criteria	Nil

This Paper is aligned with Sustainability Development Goals 2030: 10 Reduced Inequalities

Course Objectives:

1. To provide a general introduction to the text *Byang chub sems dpa'i spyod par 'jug pa* (Bodhisattvacharyāvatāra) and its significance in Tibetan Buddhist literature.
2. To study the first chapter of the Bodhisattvacharyāvatāra by Śāntideva, focusing on the concept of Bodhicitta.
3. To examine selected verses (first 35) of *bshes pa'i spring yig* (Letter to a Friend) by Nāgārjuna, highlighting ethical and philosophical teachings.
4. To analyze *rGyal sras lag len so bdun ma* (Thirty-Seven Practices of a Bodhisattva) by Thogmed Zangpo, with emphasis on practical aspects of the Bodhisattva path.

Course Learning Outcomes:

After completing this course, students will be able to:

1. Explain the importance of key Tibetan Buddhist texts, particularly the Bodhisattvacharyāvatāra and related works.
2. Interpret the first chapter of Śāntideva's text, demonstrating an understanding of Bodhicitta and its role in Mahāyāna Buddhism.
3. Analyze the ethical teachings in Nāgārjuna's Letter to a Friend, and relate them to Buddhist moral philosophy.
4. Evaluate the practical teachings of the Thirty-Seven Practices of a Bodhisattva, and their relevance to spiritual development and daily life.

Contents:

Unit I	General Introduction of <i>Byang chub sems dpa'i spyod par 'jug pa</i> (Jangchub Sempe Chodpa la Jugpa)	11 Hours
Unit II	<i>Byang chub sems dpa'i spyod par 'jug pa</i> (Jangchub Sempe Chodpa la Jugpa) of Santideva (Chapters First only)	11 Hours
Unit III	<i>bshes pa'i spring yig</i> (Shepe Tingyeg) of Nagarjuna (First 35 verses).	11 Hours
Unit IV	<i>rGyal sras lag len so bdun ma</i> (Gyalse Lagyen So Dunma) of Thog med Zangpo	12 Hours

Suggested Readings:

1. Geshe Ngawang Dhargyey et al, ed. & tr., *The Thirty-Seven Practices of all the Buddha's Son*, Dharamshala: 1989.
2. Lobzang Jamspal et Peter D. Santania, *Nagarjuna's letter to the king Gautamiputra*, Delhi: 1978.
3. Matics, Marian L., *Entering the Path of Enlightenment: The Bodhicariyavatara of the Buddhist Poet Santideva*, London: 1970.
4. Poussin, L.V., *Bodhicariyavatara with Panjika*, B.L., 1902-14.
5. Sempa Dorje, ed. & tr., *rGyal sras lag len so bdun ma*, Varanasi: 1993.
6. Sharma, Paramananda, tr. *Bodhicariyavatara*, 2 vols, New Delhi: 1978.

Tutorial Activities: Problem-solving exercises


 Head
 Department of Buddhist Studies
 University of Delhi
 Delhi-110 007

DSE 6: BSEC 302A: Post-Canonical Pāli Literature

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/Pre-requisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 6: BSEC 302A Post-Canonical Pāli Literature	4	3	1	0	As per Admission criteria	Nil

This Paper is aligned with Sustainability Development Goals 2030: 10 Reduced Inequalities

Course Objectives:

To introduce students to post-canonical Pāli literature, with special reference to its historical development and doctrinal significance.

To study the *Milindapañha*, particularly the sections *Lakkhanapañho* and *Vimaticchedanapañho*, and understand its dialogical method of explaining Buddhist concepts.

To examine the structure and content of the *Abhidhammatthasaṅgaho*, focusing on the first and second chapters and their systematic presentation of Abhidhamma teachings.

To analyze the *Visuddhimagga* of Buddhaghosa, especially the *Sīlaniddesa* (first chapter), in relation to moral discipline and the path of purification.

Course Learning Outcomes:

After completing this course, students will be able to:

1. Explain the nature and importance of post-canonical Pāli texts in the development of Buddhist thought and scholastic tradition.
2. Interpret key discussions in the *Milindapañha*, demonstrating an understanding of its philosophical and analytical approach.
3. Analyze the foundational concepts presented in the *Abhidhammatthasaṅgaho*, particularly in its first two chapters.
4. Evaluate the ethical and practical teachings of the *Visuddhimagga*, especially in relation to moral discipline (*Sīla*) and spiritual development.

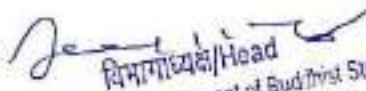
Contents:

Unit I	The <i>Milindapañho</i> : • <i>Lakkhanapañho</i> • <i>Vimaticchedanapañho</i>	11 Hours
Unit II	The <i>Abhidhammatthasaṅgaho</i> : • <i>Citta Paricchedo</i> , • <i>Cetasika Paricchedo</i>	11 Hours
Unit III	The <i>Visuddhimaggo</i> : • <i>Sīlaniddeso</i>	11 Hours
Unit IV	<i>Jāṭakottakathā</i> : • <i>Santikenidāna-Narasīhogāthā</i> , • <i>Ekakanipāto-Nakḍḍatājāṭaka</i>	12 Hours

Suggested Readings:

1. Aung S.Z. & C.A.F. Rhys Davids, *Compendium of Abhidhamma Philosophy*, Pali Text Society, London, U.K. 1956.
2. Keown, D., *Morality in the Visuddhimagga*, New York, 1983.
3. *Milinda's Questions*, tr. I.B. Horner, 2 vols. London: PTS, 1963-64.
4. *Milindapañho*, tr. Shashtri Dwarikadasa, Varanasi: Baudha Bharati, 1989.
5. Ñāṇamoli, *The Path of Purification*, reprint, Kandy, 1991.
6. *Questions of King Milinda*, tr. Max Muller, reprint, Delhi: Motilal Banarsidass, 1932.
7. *The Milindapañho*, ed. V. Trenckner, London: PTS, 1980.
8. *The Piṭaka Discourse*, tr. Ñāṇamoli, London: PTS, 1964.
9. *The Visuddhimagga*, ed. C.A.F. Rhys Davids, London: PTS, 1920-21.

Tutorial Activities: Problem-solving exercises


विभागाध्यक्ष/Head
बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007

DSE 6: BSEC 302B: Mādhyamika Buddhist Literature

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/Pre-requisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 6: BSEC 302B Mādhyamika Buddhist Literature	4	3	1	0	As per Admission criteria	Nil

This Paper is aligned with Sustainability Development Goals 2030: 10 Reduced Inequalities

Course Objectives

1. To introduce the Mādhyamika tradition, including its meaning, origin, and philosophical background within Mahāyāna Buddhism, along with the concept of the Middle Way (Madhyamā-Mārga).
2. To study the life and philosophical contributions of Nāgārjuna, the founder of the Mādhyamika school.
3. To analyze the central doctrine of Śūnyatā (Emptiness), including its critique of essentialism, the theory of Dependent Origination (Pratītyasamutpāda), and the Two Truths doctrine.
4. To examine important Mādhyamika texts and later developments, including the works of Āryadeva, Bhāviveka, and Candrakīrti, and the distinction between Svātantrika and Prāsaṅgika schools.

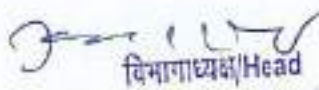
Learning Outcomes

After completing this course, students will be able to:

1. Explain the origin and key concepts of the Mādhyamika tradition, including the philosophical significance of the Middle Way.
2. Interpret the doctrine of Śūnyatā and related concepts, such as Dependent Origination and the Two Truths theory, in a critical and analytical manner.
3. Analyze major Mādhyamika texts, including the *Mūlomadhyamakakārikā* and *Catuhśataka*, with attention to their dialectical and logical methods.
4. Evaluate the development of Mādhyamika schools, distinguishing between Svātantrika and Prāsaṅgika approaches and assessing the contributions of major philosophers.

Contents

Unit I	Introduction to Mādhyamika Tradition	11 Hours
	• Meaning and origin of Mādhyamika • Life and contribution of Nāgārjuna • Concept of Middle Way (Madhyamā-Mārga) • Historical background of Mahāyāna Buddhism	


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
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Unit II	Doctrine of Śūnyatā (Emptiness) • Meaning and interpretation of Śūnyatā • Critique of essentialism • Dependent Origination (Pratītyasamutpāda) in Mādhyamika • Two Truths Doctrine (Saṃvṛti & Paramārtha)	11 Hours
Unit III	Important Mādhyamika Texts • Study of <i>Mūlamadhyamakakārikā</i> • Study of <i>Catuhśataka</i> by Āryadeva • Literary style and method of dialectics • Role of logical reasoning in Mādhyamika	11 Hours
Unit IV	Development of Mādhyamika Schools • Svātantrika vs Prāsaṅgika distinction • Contributions of Bhāviveka • Contributions of Candrakīrti • Debate methods and philosophical differences	12 Hours

Suggested Readings:

1. Bhattacharya, K., *The Dialectical Method of Nāgārjuna (Vigraha-vyāvartanī)*, Delhi: 1978.
2. Garfield, J. L., Oxford University Press: 1995.
3. Garfield, J. L., *The Fundamental Wisdom of the Middle Way*. Oxford University Press: 1995.
4. Huntington, C. W., *The Emptiness of Emptiness*. University of Hawaii Press: 1989.
5. Kalupahana, D.J., *The Mūlamadhyamakakārikā of Nāgārjuna: The Philosophy of Middle Way*, Delhi: 1991.
6. Lang, K., *Āryadeva's Catuhśataka*. Motilal Banarsidass: 1986.
7. *Mūlamadhyamakakārikā* (selected chapters)
8. Murti, T.R.V., *The Central Philosophy of Buddhism*, London: 1955.
9. Ratnāvali, tr. Jeffrey Hopkins & L. Rinpoche, *The Precious Garland*, Delhi: 1975.
10. Sprung, *Lucid Exposition of the Middle Way*, London: 1979.
11. Stecherbatsky, Th., *The Conception of Buddhist Nirvāṇa*, Delhi: 1935.
12. Tsongkhapa, *Ocean of Reasoning*. Oxford University Press: 2006.
13. Upadhyaya, Baldev, *Bauddha Darshan Mimāṃsā*, Varanasi: 1978.
14. Venkataramanan, K., *Nāgārjuna's Philosophy*, Delhi: 1978.
15. Williams, P., *Mahayana Buddhism*. Routledge: 2009.
16. उपाध्याय, बलदेव। बौद्ध धर्म और दर्शन। वाराणसी: चौखम्बा विद्याभवन, 1999।
17. उपाध्याय, भरत सिंह। बौद्ध दर्शन तथा अन्य भारतीय दर्शन। वाराणसी: मोतीलाल बनारसीदास, 2017।
18. त्रिपाठी, रामशंकर। माध्यमिक एवं योगाचार दर्शन। सारनाथ: केंद्रीय उच्च तिब्बती शिक्षा संस्थान, 2003।
19. शर्मा, चन्द्रधर। भारतीय दर्शन: आलोचन और अनुशीलन। दिल्ली: मोतीलाल बनारसीदास, 2004।
20. शास्त्री, द्वारिकादास। माध्यमिक दर्शन। वाराणसी: बौद्ध भारती, 1964।
21. सांकृत्यायन, राहुल। बौद्ध दर्शन। इलाहाबाद: किताब महल, 1975।

Tutorial Activities: Problem-solving exercises


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110007/Delhi-110007

DSE 6: BSEC 302C: Buddhist Education and Educational Centres in India

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/Pre-requisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 6: BSEC 302C Buddhist Education and Educational Centres in India	4	3	1	0	As per Admission criteria	Nil

This Paper is aligned with Sustainability Development Goals 2030: 10 Reduced Inequalities

Course Objectives:

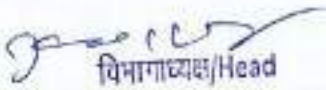
1. Understand the principles and pedagogical philosophies of Buddhist education.
2. Explore historical and contemporary Buddhist educational centres.
3. Analyses the impact of Buddhism on modern educational systems and ethical instruction.
4. Examine the relevance of Buddhist education in multicultural and secular contexts.

Course Learning Outcomes:

1. Understand the development of Buddhist education from Gautama Buddha to organized institutions.
2. Explain key concepts like Four Noble Truths and Eightfold Path.
3. Identify major centers such as Nalanda University, Takshashila, and Vikramashila University.
4. Analyze the role of Acharyas like Nagarjuna and Atisha.
5. Evaluate the relevance of Buddhist education in modern times.

Contents:

Unit I	Historical Evolution of Buddhist Education	11 Hours
	• Concept of Buddhist Education • Development of Buddhist Education • Role of Vihar and Mahavihar as a Center of Buddhist Education	
Unit II	Conceptual Foundations of Buddhist Education	11 Hours
	• Education as cultivation of wisdom (Prajñā) and ethical conduct (Śīla) • Role of Uppajaya and Accariya for the growth of Education. • Monastic Discipline or role of Vinay as the foundation of Buddhist Education	
Unit III	The Rise of Monastic Universities in Ancient India	11 Hours
	• Nalanda, • Vikramashila • Taxila	
Unit IV	Role of Acharyas for establishment of Buddhist Education	12 Hours
	• Nagarjuna • Vasubandhu • Shantirakhita	


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110007/Delhi-110007

Suggested Readings:

1. Altekar, A. S. *Education in Ancient India*. Varanasi: Nand Kishore & Bros., 1944.
2. Dutt, Sukumar. *Buddhist Monks and Monasteries of India: Their History and Contribution to Indian Culture*. London: George Allen & Unwin, 1962.
3. Hartmut Scharfe, *Education in ancient India*, publisher Leiden, Boston; brill, 2002
4. Horner, I. B, *The book of Discipline*, vol 6, London PTS, 1982-86
5. Mookerji, Radhakumud. *Ancient Indian Education: Brahmanical and Buddhist*. Delhi: Motilal Banarsidass, 1947.
6. Narada, Mahathera. *The Buddha and His Teachings*. Colombo: Buddhist Missionary Society, 1964.
7. Radhakrishnan, S. *Indian Philosophy*. Vols. 1-2. London: George Allen & Unwin, 1962.
8. Rahula, Walpola. *What the Buddha Taught*. London: Gordon Fraser, 1959.
9. Sankrityayan, Rahul. *Bauddh Darshan*. Allahabad: Kitab Mahal, 1944.
10. Thanissaro Bhikkhu, *Buddhist Monastic Code*, Vol 1 & 2, 2009

Tutorial Activities: Problem-solving exercises


विभागाध्यक्ष/Head
बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007

DSE 6: BSEC 302D: Later Mahāyāna and Vajrayāna Philosophy

Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 6: BSEC 302D: Later Mahāyāna and Vajrayāna Philosophy	4	3	1	0	As per admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: 10 Reduced Inequalities

- Course Objectives:** The primary objective of this course is to
- advance students' knowledge to the later development in the Mahāyāna philosophy.
 - critically develop the understanding about the Vajrayāna philosophy

Course Learning Outcomes:

Upon the completion of this course, students should have acquired a clear understanding of later Mahāyāna and Vajrayāna philosophy.

Contents:

Unit I	General Introduction and philosophical foundation of Mahāyāna and Vajrayāna. • Origins and Historical Development: Emergence of Mahāyāna Buddhism, Transition to Vajrayāna traditions • Core Philosophical Foundations of Mahāyāna: Concept of <i>Śūnyatā</i> (emptiness), Theory of dependent origination (<i>pratītyasamutpāda</i>) • Major Schools of Mahāyāna: Madhyamaka of Nagarjuna, Yogācāra of Asanga and Vasubandhu • Philosophical Basis of Vajrayāna: Integration of tantra within Mahāyāna, Unity of wisdom (<i>prajñā</i>) and method (<i>upāya</i>)	15 Hours
Unit II	Concept of Buddhas and Bodhisattvas • Five <i>Dhyāni</i> Buddha • Bodhisattva Ideal: Meaning and stages (<i>bhūmis</i>), Path to Buddhahood • Important Bodhisattvas in Mahāyāna	10 Hours
Unit III	Divine and Divinity in Tantra. • Concept of the Divine in Vajrayāna	10 Hours

- **Deity:** Visualization of deities, Identification with enlightened forms
- **Male and Female Principles:** Union of wisdom (prajñā) and method (upāya), Symbolism of yab-yum
- **Ritual and Sacred Power:** Role of initiation (abhiṣeka), Use of mantras and rituals in realizing divinity

Unit IV **Key Concepts: *Bodhicitta, Maṇḍalas, Mudras, Mantras, Prajñā, Upāya* and *Mahākaruṇā*.** 10 Hours

- **Bodhicitta (Awakened Mind)**
- **Maṇḍalas and Sacred Space:** Structure and symbolism, Use in meditation and ritual
- **Mudras and Mantras:** Hand gestures and their meanings, Sound, vibration, and spiritual transformation
- **Prajñā, Upāya, and Mahākaruṇā:** Prajñā (wisdom) and realization of emptiness, Upāya (skillful means) in teaching, Mahākaruṇā (great compassion) as ethical foundation

Suggested Readings:

1. Basu, Manoranjan, *Tantras: A General Study*, Calcutta: 1976.
2. Bhattacharyya, B., *An Introduction to Buddhist Esoterism*, first Indian reprint, Delhi: 1980.
3. Bhattacharyya, H., *The Cultural Heritage of India*, Vol. IV, Calcutta: 1956, Chapters 12, 13 & 14.
4. Blofeld, J., *The Way of Power*, London: 1970.
5. Govinda, Anagarika, *Foundations of Tibetan Mysticism*, London: 1975.
6. *The Guhyasamājatantra*, ed. Dwarka Dass Shastri, Varanasi: 1984 (I to X Paṭalas).
7. *The Hevajra-tantra*, ed. Snell Grove, London: (Chapter I only).
8. *The Saddharmālaṅkāvatāra Sūtra (Dhāraṇī Parivarta)*, ed. S. Bagchi, Darbhanga: Darbhanga Sanskrit Edition, 1996.
9. Wayman, Alex, *Buddhist Tantra*, London: 1981.
10. Woodroffe, Sir John, *Principles of Tantras*, 2 vols., Madras: 1969.

Tutorial Activities: Problem-solving exercises


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110007/Delhi-110007

DSE 6: BSEC 302E: Monastic Order in China

Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 6: BSEC 302E: Monastic Order in China	4	3	1	0	As per admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: 10 Reduced Inequalities

Course Objectives: This course will provide students with a basic understanding of the history, teachings, and practices of the Buddhist tradition: The early teachings, the founding of the monastic order, and the development of Buddhist doctrinal systems. We will then turn to the rise of Mahāyāna Buddhism, and the transformation of Buddhism as it moved from India to China, and Japan.

Course Learning Outcomes:

1. Identify, analyze, explain, and appraise the key doctrines of Chinese Buddhism.
2. Use Early Buddhism as a comparative tool for distinguishing early Buddhist doctrines from other early Indian religions and philosophies as well as for understanding the distinctive doctrinal developments in various Buddhist traditions.
3. Students can understand the concept of lifestyles of the monks and the how Chinese Buddhist monasteries influenced the spread of Asian civilizations.

Contents:

Unit I	Establishment and Stages of the Development of Buddhist Sangha in China	11 Hours
	• Early Formation and Institutionalization of the Sangha • Phases of Expansion and Regional Adaptation	
Unit II	Composition and Categories of Sangha, Classification of Temples, Social Origins of Monks	11 Hours
	• Structure and Hierarchical Categories within the Sangha • Temple Typologies and Socio-economic Background of Monastics	
Unit III	Sangha-State Relations: Sangha Officials and Administration of the Sangha; Status of the Sangha in China	11 Hours
	• State Control, Bureaucracy, and Monastic Administration • Legal Status and Socio-political Role of the Sangha	
Unit IV	The Origin and Development of Monastic Codes in China	12 Hours
	• Emergence of Vinaya Traditions in China • Evolution and Localization of Monastic Discipline	

Suggested Readings:

1. Hurvitz, *Render unto Caesar in Early Chinese Buddhism* Sino-Indian Studies, vol.5.
2. J. Takakura, *Record of the Buddhist Religion as Practised in India and Malaya Archipelago*, Delhi: 1982.
3. Kenneth K.S. Ch'en, *Buddhism in China*, New Jersey: Princeton, 1969.

4. Kenneth K.S. Ch'en, *Chinese Transformation of Buddhism*, New Jersey: Princeton, 1973.
5. Nanjio, B., *Catalogue of the Chinese Translation of the Buddhist Tripitaka*, Oxford: 1883.
6. Prebish, S. Charles. *Buddhist Monastic Discipline: The Sanskrit Pratimoksa Sutras of the Mahasanghikas and Mulasarvastivadins*. Delhi: Motilal Banarsidass, 2002.
7. Welter, Albert. *Monks, Rulers, and Literati: The Political Ascendancy of Chan Buddhism*. New York: Oxford University Press, 2006.
8. Yifa. *The Origins of Buddhist Monastic Codes in China*. Honolulu: University of Hawaii Press, 2002

Tutorial Activities: Problem-solving exercises


विभागाध्यक्ष/Head

बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110 007/Delhi-110007

DSE 6: BSEC 302F: Tibetan Buddhist Literature- III

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/Pre-requisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 6: BSEC 302F Tibetan Buddhist Literature- III	4	3	1	0	As per Admission criteria	Nil

This Paper is aligned with Sustainability Development Goals 2030: 10 Reduced Inequalities

Course Objectives: This paper will provide student with a fair idea about the overall understanding of dependent origination (*Pratityasamutpāda*) and the life story of the Buddha previous life as the Bodhisattva and his activities.

Course Learning Outcomes:

Students will have a thorough understanding of the dependent origination (cause and conditions) as the foundation of Buddhist understanding and the other two papers provides a clear view on overall perception of the Buddha and Bodhisattva activities.

Contents:

Unit I	rTen 'brel rman dbye bstan pa'i mdo. (Tendrel Mandey Tenpe Do)	11 Hours
Unit II	mdZangs blun gyi mdo (Zanglun Ge Do) (2,3,4,5,6).	11 Hours
Unit III	Legas bShad blo gsar mig abjed ches bja wa bzhugas so (Legshe Losar Migje Ches Jawa Shugso)	11 Hours
Unit IV	General Introduction to <i>Avadāna</i> (rTog brjod dpag bsam khri shing 14th and 15th <i>Avadānas</i>).	12 Hours

Suggested Readings:

1. Cleary, Thomas, tr., *The Flower of Ornament Scripture: A Translation of the vatamsakastūtra*, 3 vols, London: 1984-87.
2. Das, S.C., (ed), *Avadānakalpalatā*, Calcutta: 1888-1918.
3. H.H 14th Dalai lama, *Lekshey Laksar Mighegy*, sherig Parkhang Trust
4. H.H 14th Dalai Lama, tr., Donald S. Lopez, JR, *Opening The Eye of New Awareness*, Wisdom Publication: 1999

5. Jinpa Gyatsho, ed., *dPag bsam khri shing*, Dharamshala: 1984.
6. Johnston, E.H., ed & tr., *The Buddhacarita or Act of the Buddha*, Delhi: 1972.
7. Sempa Dorje (tr.) And R.S. Tripathi (ed.), *Dammukasūtra (Tales of the Wise and Fools)*, Leh: 1987.
8. Shastri, N. Aiyaswami (ed), *Arya Salistambasūtra: Pratityasamutpadavibhanganirdeśaśāstra and Pratityasamutpadagāthasūtra*, Adyar: 1950.
9. Silk Jonathan, A., *The Heart Sūtra in Tibetan*, Wien: 1994.

Tutorial Activities: Problem-solving exercises



बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110 007/Delhi-110007

GE 3: BSGE 303A: Pāli Poetical Literature

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/Pre-requisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
GE 3: BSGE 303A Pāli Poetical Literature	4	3	1	0	As per Admissi on criteria	Nil

This Paper is aligned with Sustainability Development Goals 2030: 10 Reduced Inequalities

Course Objectives: This course aims at providing students with a comprehensive understanding of the Pāli poetical literature, in order to allow them, by the end of the year, to pursue more advanced studies in Pāli poetical literature.

Course Learning Outcomes: At the end of the course, a student should be able to demonstrate a clear understanding of the Pāli poetical literature.

Contents:

Unit I	<i>Theragāthā:</i> • <i>Upāli Theragāthā,</i> • <i>Aṅgulimālattheragāthā,</i> • <i>Ānandattheragāthā,</i> • <i>Mahākassaptheragāthā,</i> • <i>Mahākaccāyanattheragāthā</i>	13 Hours
Unit II	<i>Udāna:</i> • <i>Pāṭaligāmiyavagga.</i>	10 Hours
Unit III	<i>Khuddakapaṭṭha:</i> • <i>Maṅgala-sutta,</i> • <i>Metta-sutta,</i> • <i>Ratana-sutta</i>	10 Hours
Unit IV	<i>Suttanipāta:</i> • <i>Uraga-vagga - Dhaniya- sutta,</i> • <i>Khaggavisāṇa-sutta,</i> • <i>Kaṣī Bhāradvāja Sutta</i> • <i>Parāyana-vagga- Puṇṇakamāṇavakapucchā</i>	12 Hours

Suggested Readings:

1. A.K. Warder, *Pāli Metre*, London: PTS, 1969.
2. *An Annotated Hindi Translation of Udāna Pāli* (only the 1st chapter), (May 2014). Occasional Paper, University for Potential for Excellence II, Centre for Social Sciences and Humanities, University of Pune.
3. *Khuddakapaṭṭha*: Ed. Bikkhu J. Kashyapa, Nava Nalanda Mahaviśvavidyalaya Edition.

4. *Songs of the Brothers*, P.T.S. London Series.
5. *Suttanipāta* - Ed. Bhikshu J. Kashyap, Nava Nalanda Mahavihara Edition 1959.
6. *Suttanipāta* - P.T.S. London Series
7. *Theragāthā*, ed. Bhikkhu J. Kashyap, Nava Nalanda Mahavihara Edition 1959
8. *Theragāthāpāli evaṃ Therīgāthāpāli*, Ed.& tras. Pradeep Kumar Diwedi, Pali Adhyayana Kendra, Rastriya Sanskrit Sansthana, Lucknow
9. *Udāna*, Ed. Bhikkhu J. Kashyap, Nava Nalanda Mahavihara Edition-1959.

Tutorial Activities: Problem-solving exercises


विभागाध्यक्ष/Head
बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110 007/Delhi-110007

GE 3: BSGE 301 B: Contribution of Sanskrit Scholars to the Development of Buddhism

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/Pre-requisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
GE 3: BSGE 301B Contribution of Sanskrit Scholars to the Development of Buddhism	4	3	1	0	As per Admission criteria	Nil

This Paper is aligned with Sustainability Development Goals 2030: #4 Quality Education

Course Objectives:

1. To understand the role of Sanskrit scholars in the development of Buddhist thought.
2. To study the philosophical and literary contributions of major Buddhist scholars.
3. To analyse the influence of Sanskrit Buddhist texts on Buddhist philosophy and intellectual traditions.

Course Learning Outcomes:

After completing the course, students will be able to:

1. Identify the major Sanskrit Buddhist scholars and their works.
2. Explain the philosophical contributions of these scholars.
3. Evaluate the role of Sanskrit literature in the development of Buddhism.

Contents:

Unit-I	Contribution of Aśvaghoṣa: • Life and works of Aśvaghoṣa • Literary contribution to Buddhist Sanskrit	10 Hours
Unit-II	Contribution of Nāgārjuna: • Life and philosophical background • Concept of Śūnyatā (Emptiness)	10 Hours
Unit-III	Contribution of Vasubandhu: • Life and intellectual background • Abhidharma and Yogācāra philosophy	10 Hours
Unit-IV	Contribution of Dharmakīrti: • Life and philosophical background • Buddhist logic and epistemology	15 Hours

Suggested Readings:

1. A. K. Warder, *Indian Buddhism*, Delhi: Motilal Banarsidass Publishers: 2000.
2. David J. Kalupahana, *A History of Buddhist Philosophy: Continuities and Discontinuities*, Delhi: Motilal Banarsidass: 1992.

3. Edward Conze (2001). *Buddhist Thought in India: Three Phases of Buddhist Philosophy*. London: George Allen & Unwin.
4. Étienne Lamotte, *History of Indian Buddhism: From the Origins to the Śāka Era*. Louvain-la-Neuve: Institut Orientaliste: 1988.
5. Rahul Sankrityayan, *Bauddha Darshan*. Allahabad: Kitab Mahal: 1956.
6. Ram Shankar Tripathi, ed. *Saundarananda Mahākavya of Acārya Āśvaghoṣa* (With Tibetan and Hindi Translation), 1999.
7. Surendranath Dasgupta, *A History of Indian Philosophy*, Vol. I. Delhi: Motilal Banarsidass: 1975.
8. Tiwary, M. (ed.), *The Vijñaptimātratāsiddhi of Vasubandhu* (both *Vimśatikā* and *Trīṃśikā*), Delhi: 1995.
9. Tripathi, R. S., *Bauddhadarśana Prasthāna*. Sarnath, Varanasi: Central Institute of Higher Tibetan Studies. 2015.
10. Tripathi, R.S., *Vijñaptimātratāsiddhi* (Hindi), Varanasi: 1992.
11. Upadhyaya, Baldev, *Baudha Darshan Mimāṃsā*, Varanasi: 1978.
12. उपाध्याय, बलदेव। बौद्ध धर्म और दर्शन। वाराणसी: चौखम्बा विद्याभवन, 1999।
13. उपाध्याय, भरत सिंह। बौद्ध दर्शन तथा अन्य भारतीय दर्शन। वाराणसी: मोतीलाल बनारसीदास, 2017।
14. त्रिपाठी, रामशंकर। बौद्ध दर्शन प्रस्थान। वाराणसी: केंद्रीय उच्च तिब्बती शिक्षा संस्थान, 2001।
15. शर्मा, चन्द्रधर। भारतीय दर्शन: आलोचन और अनुशीलन। दिल्ली: मोतीलाल बनारसीदास, 2004।
16. शास्त्री, द्वारिकादास। माध्यमिक दर्शन। वाराणसी: बौद्ध भारती, 1964।
17. सांकृत्यायन, राहुल। दर्शन-दिग्दर्शन। नई दिल्ली: किताब महल, 2007।

Tutorial Activities: Problem-solving exercises


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110007/Delhi-110007

GE 3: BSGE 301C: History of Indian Buddhism from the Mauryan till Vardhan Dynasty

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/Pre-requisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
GE 3: BSGE 301C History of Indian Buddhism from the Mauryan till Vardhan Dynasty	4	3	1	0	As per Admission criteria	Nil

This Paper is aligned with Sustainability Development Goals 2030: #4 Quality Education

Course Objectives:

- To familiarize students with various sources of Buddhist history, including indigenous archaeological and literary materials as well as foreign accounts.
- To analyze the role of the Mauryan Empire in the growth and spread of Buddhism, with special reference to imperial patronage and policy.
- To examine the contributions of the Sunga and Kushana periods in shaping the institutional, artistic, and doctrinal development of Buddhism.
- To study the development and transformation of Buddhism during the Gupta and Vardhana periods, highlighting political, cultural, and religious dynamics.

Course Learning Outcomes: After completing this course, students will be able to:

5. Identify and evaluate different historical sources (archaeological, literary, and foreign accounts) for reconstructing the history of Buddhism in India.
6. Explain the impact of the Mauryan period on Buddhism, particularly in terms of state support, expansion, and organization.
7. Assess the contributions of the Sunga and Kushana dynasties to the growth of Buddhist institutions, art, and philosophy.
8. Analyze the status and evolution of Buddhism during the Gupta and Vardhana periods, including its interaction with other religious traditions.

Contents:

Unit I	Survey of the source material: • Indigenous (archaeological and literary) • Foreign.	13 Hours
Unit II	Contribution to the Mauryan Dynasty for development of Buddhism: • Asoka's Dhamma Policy • Buddhism as a Pan-Asian Religion • Third Buddhist council	12 Hours
Unit III	Role of Sungas & Kushanas for the development of Buddhism • Sungas: Evaluation of Pusyamitra's attitude towards Buddhism.	10 Hours

	• Kuṣāṇas: Development of Buddhism. Fourth Buddhist Council. • Rise of Mahāyāna Buddhism.	
Unit IV	Rise of Buddhism in Gupta and Vardhana Period	10 Hours
	• Guptas • Harṣavardhana • Nālandā University • Faxian and Xuanzang	

Suggested Readings:

1. Devahuti, D. *Harsha: A Political Study*, third revised edition, New Delhi: Oxford University Press, 1998.
2. Dutt, Sukumar. *Buddhist Monks and Monasteries of India: Their History and Their Contribution to Indian Culture*, London: George Allen & Unwin, 1962, reprint, Delhi: Motilal Banarsidass, 1988.
3. Hazra, K. L. *Royal Patronage of Buddhism in Ancient India*, Buddhist World Press 2012.
4. Lamotte, E., English edition: *History of Indian Buddhism*, Louvain: 1988.
5. Nakamura, H., *Indian Buddhism: A Survey with Bibliographical Notes*, reprint, Delhi: 1989.
6. R. Thapar, *Aśoka and the Decline of the Mauryas*, Oxford India Paperbacks, Delhi: OUP: 1998.
7. Warder, A.K., *Indian Buddhism*, 2nd edition, Delhi: 1980.
8. उपाध्याय, भरत सिंह। पालि साहित्य का इतिहास। प्रयागराज: हिंदी साहित्य सम्मेलन, 2008।
9. उपाध्याय, भरत सिंह। संस्कृत बौद्ध साहित्य का इतिहास। प्रयागराज: हिंदी साहित्य सम्मेलन, 1968।
10. त्रिपाठी, रामशंकर। बौद्ध दर्शन प्रस्थान। सारनाथ, वाराणसी: केंद्रीय उच्च तिब्बती शिक्षा संस्थान, 2015।
11. देव, नरेन्द्र। बौद्ध धर्म-दर्शन। वाराणसी: मोतीलाल बनारसीदास, 1999।
12. द्विवेदी, कपिलदेव। भारतीय दर्शन का इतिहास। वाराणसी: विश्वविद्यालय प्रकाशन, 2010।
13. पाण्डेय, गोविन्द चन्द्र। बौद्ध धर्म के विकास का इतिहास। वाराणसी: हिंदी समिति, 1994।
14. शास्त्री, बलदेव उपाध्याय। बौद्ध दर्शन मीमांसा। वाराणसी: चौखम्बा विद्याभवन, 2001।

Tutorial Activities: Problem-solving exercises


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110 007/Delhi-110007

GE 3: BSGE 301 D: Yogācāra and Vijñānavāda Philosophy

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/Pre-requisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
GE 3: BSGE 301 D Yogācāra and Vijñānavāda Philosophy	4	3	1	0	As per Admission criteria	Nil

This Paper is aligned with Sustainability Development Goals 2030: #10 Reduced Inequalities

Course Objectives:

This course introduces students to the basic concepts and philosophical foundations of Yogācāra or Vijñānavāda Buddhism.

Course Learning Outcomes:

1. Understand the basic concepts of Yogācāra philosophy.
2. Explain the main doctrines of Vijñānavāda.
3. Analyze the philosophical ideas of Yogācāra thinkers like Asaṅga and Vasubandhu.
4. Examine the role of consciousness in Yogācāra philosophy.
5. Compare Yogācāra with other Indian philosophical systems.
6. Evaluate the significance of Yogācāra in Indian philosophy.

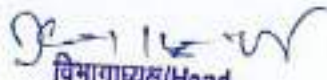
Contents

Unit I	Introduction to Yogācāra • Origin and development of Yogācāra • Asaṅga and Vasubandhu	10 Hours
Unit II	Main Doctrines of Vijñānavāda • Vijñaptimātratā • Ālayavijñāna • Theory of Eight Consciousnesses	10 Hours
Unit III	Yogācāra Philosophy • Trisvabhāva Theory • Subject-object relation • Yogācāra critique of realism	10 Hours
Unit IV	Yogācāra in Indian Philosophy • Yogācāra and Madhyamaka • Comparison with Advaita Vedānta • Relevance of Yogācāra philosophy	15 Hours

Suggested Readings:

1. Chatterjee, A. K. The Yogācāra Idealism. Delhi: MLBD, 1999.
2. Kochumuttom, T. A. A Buddhist Doctrine of Experience. Delhi: MLBD, 1982.
3. Murti, T. R. V. The Central Philosophy of Buddhism. London, 1955.
1. उपाध्याय, बलदेव। बौद्ध धर्म और दर्शन। वाराणसी: चौखम्बा विद्याभवन, 1978।
2. उपाध्याय, भरत सिंह। बौद्ध दर्शन तथा अन्य भारतीय दर्शन। वाराणसी: मोतीलाल बनारसीदास, 1996।
3. सांकृत्यायन, राहुल। बौद्ध दर्शन। इलाहाबाद: किताब महल, 2006।

Tutorial Activities: Problem-solving exercises


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110 007/Delhi-110007

GE 3: BSGE 301 E: The Influence of Buddhism on Chinese Culture

Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial	Practical		
GE 3: BSGE 301 F: The Influence of Buddhism on Chinese Culture	4	3	1	0	As per admission criteria	Nil

This Paper is aligned with Sustainability Development Goals 2030: #4 Quality Education

Course Objectives

The course aims:

1. To study the development of Buddhism in China during the Han period and subsequent centuries.
2. To examine the interaction between Buddhism, Confucianism, and Taoism.
3. To analyse the contribution of Buddhism to Chinese art and architecture.
4. To understand the impact of Buddhism on Chinese ethical values and educational institutions.
5. To evaluate the economic role of Buddhist monasteries and communities in Chinese society.
6. To assess the broader cultural influence of Buddhism on Chinese civilization.

Learning Outcomes

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

1. Describe the origin and development of Buddhism during the Han period.
2. Explain the philosophical and religious interactions between Buddhism, Taoism, and Confucianism.
3. Assess the influence of Buddhism on Chinese artistic and architectural traditions.
4. Analyse the contribution of Buddhism to ethical thought and social values in China.
5. Discuss the role of monasteries in education, translation, and economic activities.
6. Evaluate the long-term impact of Buddhism on Chinese culture and society.

Course Content

Unit I	Origin and Development of Buddhism during the Han Period	13 Hours
	• Introduction of Buddhism during the Han Dynasty • Early Buddhist communities • Translation activities • Spread of Buddhist doctrines	
Unit II	Impact of Buddhism on Taoism and Confucianism	12 Hours
	• Religious adaptation and syncretism • Neo-Confucian responses to Buddhism • Mutual influences among traditions	
Unit III	Impact of Buddhism on Chinese Art and Architecture	10 Hours
	• Cave temples and Buddhist monuments • Sculpture and painting • Pagodas and monastic architecture	
Unit IV	Impact of Buddhism on Ethical, Educational and Economic Life	10 Hours
	• Buddhist ethical values and social conduct • Monasteries as centres of learning	

bsgeH/bsgeH/bsgeH

संस्कृत विभाग, दिल्ली विश्वविद्यालय
संस्कृत विभाग, दिल्ली विश्वविद्यालय
संस्कृत विभाग, दिल्ली विश्वविद्यालय

- Translation centres and educational institutions
- Economic role of monasteries and Buddhist communities

Suggested Readings

1. Ch'en, Kenneth K. S. *Buddhism in China: A Historical Survey*. Princeton University Press.
2. Wright, Arthur F. *Buddhism in Chinese History*. Stanford University Press.
3. Kieschnick, John. *The Impact of Buddhism on Chinese Material Culture*. Princeton University Press.
4. Gernet, Jacques. *Buddhism in Chinese Society: An Economic History from the Fifth to the Tenth Centuries*.
5. Williams, Paul. *Mahayana Buddhism: The Doctrinal Foundations*. Routledge.
6. Strong, John S. *The Experience of Buddhism*.
7. Lal Mani Joshi. *Studies in the Buddhistic Culture of India*. Motilal Banarsidass.
8. Narendra Nath Singh. *Buddhism in China*. D.K. Printworld.
9. Susan L. Huntington. *The Art of Ancient India*.
10. Govind Chandra Pande. *Bauddha Dharma ke Vikas ka Itihas*.

Tutorial Activities: Problem-solving exercises


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110 007/Delhi-110007

GE 3: BSGE 301 F: General Introduction of Tibetan Buddhist Healing System

Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial	Practical		
GE 3: BSGE 301 F: General Introduction of Tibetan Buddhist Healing System	4	3	1	0	As per admission criteria	Nil

This Paper is aligned with Sustainability Development Goals 2030: #4 Quality Education

Course Learning Objectives:

The Objectives of the courses are to:

1. Introduce the conceptual (philosophical and ethical) foundations of Buddhist medicine.
2. Examine the historical evolution of healing traditions in Buddhism.
3. Analyze the relationship between suffering, ethics, and healing
4. Explore historical transmission across India and Tibet
5. Critically examine Tibetan medical theory and practice
6. Analyze Tibetan medicine (Sowa Rigpa) as a living tradition.
7. Evaluate the relevance of Buddhist healing systems in contemporary health discourse.

Course Learning Outcomes:

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

1. Explain the conceptual framework of Buddhist medicine in order to get awareness of key concepts such as *dukkha*, *avidya*, and the Four Noble Truths in medical context.
2. Critically analyze Buddhist ethical frameworks in healthcare practice.
3. Understand the historical transmission and development of medical traditions across Asia.
4. Evaluate Tibetan medicine, and its relevance in relation to modern healthcare systems.
5. Understand core principles of Tibetan medicine (*rlung*, *mkhris pa*, *bad kan*)

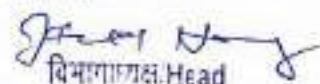
Courses Contents:

Unit I Foundations of Buddhist Medicine (Concept & Origin) 13 Hours

- The Buddha Sakyamuni/Gautama and his teaching on healing system
- Early monastic healthcare system
- Bhaishajya Khandak : An Introduction
- Mind-body relationship in Buddhist medicine

Unit II Development and Transmission of Tibetan Buddhist Healing 12 Hours

- Emergence of Tibetan Buddhist healing system
- Translation and adaptation of medical knowledge
- Emergence of Sowa Rigpa
- Few important Technical Terms/Etymology of Tibetan Medicines


दिभागाध्यक्ष, Head

Unit III Medicine Buddha and Ethical Healing System

10 Hours

- Concept of Bhaishajyaguru
- Twelve vows of the Medicine Buddha
- Jivaka and medical ethics (revisited)
- Iconography of Healing Buddha

Unit IV Tibetan Medicine and its Modern Relevance

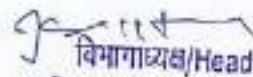
10 Hours

- Fundamentals of Sowa Rigpa: *gyud Zshe*
- Diagnostic methods: pulse, urine, observation
- Treatment: diet, lifestyle, medicines
- Psychosomatic health and healing

Suggested Readings:

1. *Bower Manuscript*
2. Dominik Wujastyk – Indian medical traditions
3. Fundamentals of Tibetan medicine by Men-Tsee-Khang. Dharamshala: Tibetan Medical and Astrological Institute
4. *Gyud-Zhi* (Four Tantras of Tibetan Medicine)
5. Health through balance: An introduction to Tibetan medicine by Dr. Yeshe Dhonden. Snow Lion Publications.
6. Lectures on Tibetan medicine by Lobsang Dolma Khangkar (K. Dhondup, Ed. & Trans.) Dharamshala: Library of Tibetan Works and Archives
7. Rahul Sankrityayan – Works on Buddhist history
8. Thubten Yeshe – Tibetan perspectives on healing
9. *Vinaya Pitaka*
10. लद्दाख की संस्कृति एवं परंपरागत तिब्बती चिकित्सा द्वारा मायाराम उन्निवाल, चीखेंगा प्रकाशन

Tutorial Activities: Problem-solving exercises


विभागाध्यक्ष/Head

संस्कृत अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110 007/Delhi-110007

SBC: Buddhist Tourism

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/Pre-requisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
SBC: Buddhist Tourism	2	1	1	0	As per Admission criteria	Nil

This Paper is aligned with Sustainability Development Goals 2030: #4 Quality Education

Course Objectives:

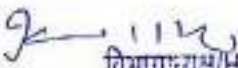
- Understand the historical and philosophical foundations of Buddhism.
- Explore major Buddhist sites in India and their cultural significance.
- Analyse tourism trends and challenges in Buddhist pilgrimage circuits.
- Promote sustainable and inclusive tourism practices centered around Buddhist heritage.

Course Learning Outcomes:

- Understand the principles and pedagogical philosophies of Buddhist education.
- Explore historical and contemporary Buddhist educational centres.
- Analyse the impact of Buddhism on modern educational systems and ethical instruction.
- Examine the relevance of Buddhist education in multicultural and secular contexts.

Contents:

Unit-I	Fundamentals of Tourism: • Meaning and scope of tourism • Definitions by World Tourism Organization (UNWTO) • Cultural, religious, eco-tourism • Role of tourism and government initiatives	8 Hours
Unit-II	Buddhist Pilgrimage: • Concept and Meaning of Pilgrimage in Buddhism • Four major pilgrimage sites associated with Buddha's life • Historical and religious importance of buddhist sites • Challenges: conservation, commercialization, sustainability	7 Hours

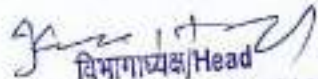

 विभागाध्यक्ष/Head

बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 िकल्प- 110 007/Delhi-110007

Suggested Reading:

1. A. K. Bhatia, *Tourism Development: Principles and Practices*, New Delhi: Sterling Publishers, 2006.
2. K. K. Kamra and Mohinder Chand, *Basics of Tourism: Theory, Operation and Practice*, New Delhi: Kanishka Publishers, 2006.
3. Charles R. Goeldner and J. R. Brent Ritchie, *Tourism: Principles, Practices, Philosophies*, Hoboken: John Wiley & Sons, 2012.
4. S. K. Bansal, *Tourism in India*, New Delhi: APH Publishing Corporation, 2004.
5. D. C. Ahir, *Buddhist Shrines in India: History and Guide*, Delhi: B. R. Publishing Corporation, 1986.
6. John S. Strong, *Relics of the Buddha*, Princeton: Princeton University Press, 2004.
7. Nalin Shastri, *Buddhist Pilgrimage*, Varanasi: Bauddha Bharati, 1987.
8. UNESCO, *World Heritage and Sustainable Tourism Programme*, Paris: UNESCO Publishing, 2012.
9. Harold Goodwin, *Responsible Tourism: Using Tourism for Sustainable Development*, Oxford: Goodfellow Publishers, 2011.
10. David Weaver, *Sustainable Tourism: Theory and Practice*, Oxford: Elsevier, 2006.

Tutorial Activities: Problem-solving exercises


विभागाध्यक्ष/Head
बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110 007/Delhi-110007

SEMESTER IV

DSC 9: BSCC 401: Introduction to Buddhist Sanskrit Literature

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/Pre-requisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
DSC 9: BSCC 401 Introduction to Buddhist Sanskrit Literature	4	3	1	0	As per Admission criteria	Nil

This Paper is aligned with Sustainability Development Goals 2030: #4 Quality Education

Course Objectives:

1. To introduce Buddhist literature written in Sanskrit.
2. To understand major texts, authors, and traditions.
3. To develop basic knowledge of philosophical and literary aspects.

Course Learning Outcomes:

After completing this course, students will be able to:

1. Identify major Buddhist Sanskrit texts.
2. Understand basic themes of Buddhist Sanskrit literature.
3. Explain contributions of important authors.

Contents:

Unit-I	Introduction to Buddhist Sanskrit Literature • Meaning and scope of Buddhist Sanskrit literature • Historical development of Sanskrit Buddhism	10 Hours
Unit-II	Mahāyāna Sūtras • Nature and features of Mahāyāna literature • Study of Saddharmapuṇḍarīka Sūtra • Study of Prajñāpāramitā Sūtras	10 Hours
Unit-III	Buddhist Sanskrit Poetry and Drama • Literary works of Aśvaghoṣa on Buddhacarit & Saundarnand Mahākāvya • Contribution of Aśvaghoṣa • Style, language, and poetic features	10 Hours
Unit-IV	Influence of Buddhist Sanskrit Literature • Influence on Indian literature and philosophy • Impact on Asian countries (China, Tibet, Japan) • Modern academic importance	15 Hours


विभागाध्यक्ष/Head

बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007

Suggested Readings:

1. A. K. Warder, *Indian Buddhism*. Motilal Banarsidass: 2000.
2. Edgerton, F., *Buddhist Hybrid Sanskrit Grammar and Dictionary*. Yale University Press: 1953.
3. Étienne Lamotte, *History of Indian Buddhism*. Peeters Press: 1988.
4. Étienne Lamotte, *History of Indian Buddhism*. Peeters Press: 1988.
5. Garoriski, *Studies about the Sanskrit Buddhist Literature*, Delhi 1967.
6. Hazime Nakamura, *Indian Buddhism*, M.L.B.D., Delhi, 1989.
7. Johnston, E. H., *Aśvaghosa's Buddhacarita*. Delhi: Motilal Banarsidass: 1936.
8. Joshi L.M., *Studies in the Buddhistic Culture of India*, M.L.B.D., Delhi: 1982.
9. Kalhupahna David J., *A History of Buddhist Philosophy*, Delhi: Motilal Banarsidass, reprint, 2006.
10. Keith, A.B., *History of Sanskrit Literature*, O.U.P., 1953
11. Lamotte, É., *History of Indian Buddhism*. Louvain: Peeters Press: 1988.
12. Mitra D.L., *A History of Nepalese Buddhist Sanskrit Literature*, Kolkata 1973.
13. Narendra Deva, *Buddha Dharma and Darsana*, Bihar Rashtriya Bhasa Parisad, Patna, Second Edition 2000.
14. Nariman J.K., *A Literature History of Sanskrit Buddhism*, Reprint, Delhi-1974.
15. Pandey, G.C., *Studies in the Origins of Buddhism*, Delhi: Motilal Banarsidas: 1974.
16. Paul Williams, *Mahayana Buddhism*. Routledge: 2009.
17. Paul Williams, *Mahayana Buddhism*. Routledge: 2009.
18. Sankrityayan Rahula, *Sanskrit Kavyadhārā*, Kitab Mahal, Delhi 1959.
19. Warder, A. K., *Indian Buddhism*. Delhi: Motilal Banarsidass: 2000.
20. Williams, P., *Mahayana Buddhism: The Doctrinal Foundations*. London: Routledge: 2009.
21. Winternitz M., *History of Indian Literature*, 2 vols., Reprint – New Delhi 1968.
22. उपाध्याय, बलदेव। संस्कृत बौद्ध साहित्य। वाराणसी: चौखम्बा विद्याभवन, 1981।
23. उपाध्याय, भरत सिंह। पालि साहित्य का इतिहास। प्रयागराज: हिंदी साहित्य सम्मेलन, 2008।
24. त्रिपाठी, रामशंकर। बौद्ध संस्कृत साहित्य एवं दर्शन सारनाथ: केंद्रीय उच्च तिब्बती शिक्षा संस्थान, 2004।
25. शर्मा, चन्द्रधर। भारतीय दर्शन: आलोचन और अनुशीलन। दिल्ली: मोतीलाल बनारसीदास, 2004।
26. शास्त्री, द्वारिकादास। बौद्ध संस्कृत ग्रंथों का परिचय। वाराणसी: चौखम्बा संस्कृत सीरीज, 1976।

Tutorial Activities: Problem-solving exercises


विभागाध्यक्ष/Head

बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007

DSC 10: BSCC 402: Philosophical Foundations and Doctrinal Developments in Mahāyāna Buddhism

Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial	Practical		
DSC 10: BSCC 402: Philosophical Foundations and Doctrinal Developments in Mahāyāna Buddhism	4	3	1	0	As per admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: #4 Quality Education

Course Objectives: This course aims to critically familiarize the students with the Philosophical Foundations of Mahāyāna Buddhist Philosophy and understand the developments of the key doctrines in Mahāyāna thoughts.

Course Learning Outcomes:

At the end of the course, a student should be able to:

- Understand the foundations of Mahāyāna Buddhist Philosophy.
- Demonstrate a critical understanding of core Mahāyāna concepts.
- Analyse and compare different Philosophical traditions within Buddhism.
- Engage with contemporary debates on Buddhist Philosophy.

Contents

Unit-I: Philosophical Foundations of Mahāyāna Buddhism 15 Hours

- Emergence of Mahāyāna: Historical and Intellectual background
- Concept of *Bodhisattva* ideal
- Doctrine of *Śūnyatā* (Emptiness)
- Theory of *Pratītyasamutpāda* (Dependent Origination)
- Non-duality (*Advaya*)
- Critique of early Buddhist realism

Unit-II: Features and Doctrines of Mahāyāna Buddhism 10 Hours

- Universal compassion (*Karūṇā*) and wisdom (*Prajñā*)
- Six Pāramitās (Perfections)
- Buddha-nature (*Tathāgatagarbha*) doctrine
- Trikāya (Three bodies of Buddha)
- Role of faith, devotion, and upāya (skillful means)
- Important Mahāyāna Sūtras (Lotus, Heart, Diamond Sūtra)


विभागाध्यक्ष/Head

बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110 007/Delhi-110007

Unit-III: Difference between Theravāda and Mahāyāna

10 Hours

- Ideal: Arhat vs Bodhisattva
- Philosophical differences (Realism and Emptiness/Idealism)
- Scriptural differences (Pāli Canon and Mahāyāna Sūtras)
- Concept of Buddha (historical and transcendental)
- Path to liberation and soteriology
- Rituals and practices

Unit-IV: Later doctrinal developments in Mahāyāna Buddhism

10 Hours

- Development of Madhyamaka philosophy (Nāgārjuna)
- Development of Yogācāra (Asanga & Vasubandhu)
- Evolution of concept of Tathāgatagarbha
- Rise of Buddhist logic (Dignāga, Dharmakīrti)
- Emergence of Vajrayāna elements
- Influence on East Asian traditions (Zen, Pure Land)

Suggested Readings:

1. Acharya Narendra Dev, *Bauddha Dharma Darśana*, MLBD, Delhi, 2006.
2. Dutta, N., *Mahāyāna Buddhism*, Firma KLM (Private) Ltd., Calcutta, 1976.
3. Kalupahana, David J., *A History of Buddhist Philosophy*, MLBD, Delhi, 1994
4. Kalupahana, David J., *Causality: The Central Philosophy of Buddhism*, Honolulu: The University Press of Hawaii, 1976.
5. Kalupahana, David J., *Mūla Mādhyamakakārikā of Nāgārjuna: The Central Philosophy of Middle Way*, MLBD, Delhi, 1991.
6. Kimura, Ryun, *A Historical Study of the Terms Hīnayāna and Mahāyāna and the Origin of Mahāyāna Buddhism*, Indological Book Corporation, Rajendra Nagar, 1978
7. Pandey, G. C., *Bauddha Dharma Ke Vikāsa kā Itihāsa*, Hindi Samiti, Lucknow, 1976.
8. Pandey, G. C., *Studies in the Origin of Buddhism*, MLBD, Delhi, 1974.
9. Suzuki, D. T., *Outlines of Mahāyāna Buddhism*, Newyork: Schocken, 1907.
10. Upadhyay, Baldeva, *Bauddha Darśana Mimāṃsā*, Chaukhambha, Varanasi, 1978.
11. William, Paul, *Mahāyāna Buddhism*, 2nd edn., Routledge, London, 2008.
12. उपाध्याय, बलदेव। *संस्कृत बौद्ध साहित्य*। वाराणसी: चौखम्बा विद्याभवन, 1981।
13. उपाध्याय, भरत सिंह। *पालि साहित्य का इतिहास*। प्रयागराज: हिंदी साहित्य सम्मेलन, 2008।
14. त्रिपाठी, रामशंकर। *बौद्ध संस्कृत साहित्य एवं दर्शन*। सारनाथ: केंद्रीय उच्च तिब्बती शिक्षा संस्थान, 2004।
15. शर्मा, चन्द्रधर। *भारतीय दर्शन: आलोचन और अनुशीलन*। दिल्ली: मोतीलाल बनारसीदास, 2004।
16. शास्त्री, द्वारिकादास। *नौद्ध संस्कृत ग्रंथों का परिचय*। वाराणसी: चौखम्बा संस्कृत सीरीज, 1976।

Tutorial Activities: Problem-solving exercises


विभागाध्यक्ष/Head
बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110 007/Delhi-110007

DSE 7: BSEC 401A: Pāli Poetical Literature

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/Pre-requisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 7: BSEC 401A Pāli Poetical Literature	4	3	1	0	As per Admissi on criteria	Nil

This Paper is aligned with Sustainability Development Goals 2030: 10 Reduced Inequalities

Course Objectives: This course aims at providing students with a comprehensive understanding of the Pāli poetical literature, in order to allow them, by the end of the year, to pursue more advanced studies in Pāli poetical literature.

Course Learning Outcomes: At the end of the course, a student should be able to demonstrate a clear understanding of the Pāli poetical literature.

Contents:

Unit I	<i>Theragāthā:</i> • <i>Upāli Theragāthā,</i> • <i>Aṅgulimālattheragāthā,</i> • <i>Ānandattheragāthā,</i> • <i>Mahākassappttheragāthā ,</i> • <i>Mahākaccāyanattheragāthā</i>	10 Hours
Unit II	<i>Udāna:</i> • <i>Pāṭaligāmiyavagga,</i>	10 Hours
Unit III	<i>Khuddakapaṭho:</i> • <i>Maṅgala-sutta,</i> • <i>Metta-sutta,</i> • <i>Ratana-sutta</i>	10 Hours
Unit IV	<i>Suttanipāta:</i> • <i>Uraga-vagga - Dhaniya- sutta,</i> • <i>Khaggavisāna-sutta,</i> • <i>Kasī Bhāradvāja Sutta</i> • <i>Parāyana-vagga- Ajitamānavapucchā</i> <i>Tissametteyyamānavapucchā Puṇṇakamānavapucchā</i> <i>Mettaḡamānavapucchā Dhotakamānavapucchā</i>	15 Hours


विभागाध्यक्ष/Head

बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007

Suggested Readings:

1. A.K. Warder, *Pāli Metre*, London: PTS, 1969.
2. *An Annotated Hindi Translation of Udāna Pāli* (only the 1st chapter). (May 2014). Occasional Paper, University for Potential for Excellence II, Centre for Social Sciences and Humanities, University of Pune.
3. *Khuddakapāṭho*, Ed. Bhikshu J. Kashyapa, Nava Nalanda Mahavihara Edition.
4. *Songs of the Brothers*, P.T.S. London Series.
5. *Suttanipāta* - Ed. Bhikshu J. Kashyapa, Nava Nalanda Mahavihara Edition 1959.
6. *Suttanipāta* - P.T.S. London Series
7. *Theragāthā*, ed. Bhikkhu J. Kashyap, Nava Nalanda Mahavihara Edition 1959
8. *Theragāthāpāli evaṃ Therīgāthāpāli*, Ed.& tras. Pradeep Kumar Diwedi, Pali Adhyayana Kendra, Rastriya Sanskrit Sansthana, Lucknow
9. *Udāna*, Ed. Bhikkhu J. Kashyap, Nava Nalanda Mahavihara Edition-1959.

Tutorial Activities: Problem-solving exercises


विभागाध्यक्ष/Head
बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110 007/Delhi-110007

DSE 7: BSEC 401B: Buddhist Logic and Epistemology

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/Pre-requisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 7: BSEC 401B Buddhist Logic and Epistemology	4	3	1	0	As per Admission criteria	Nil

This Paper is aligned with Sustainability Development Goals 2030: 10 Reduced Inequalities

Course Objectives: This course aims at providing students with a comprehensive understanding of the Buddhist logic and epistemology, in order to allow them, by the end of the year, to pursue more advanced studies in Pāli-based Buddhism and its philosophy.

Course Learning Outcomes: At the end of the course, a student should be able to demonstrate a clear understanding of the Buddhist logic and epistemology.

Contents:

Unit I	General Introduction to Literary Sources of Buddhist Logic & Epistemology - Development of Buddhist Logic (Hetuvidyā) Tradition – From early Abhidhamma to systematic logic - Major Thinkers and Textual Sources – Contributions of Dignāga and Dharmakīrti - Concept of Pramāṇa (Means of Knowledge) – Perception (Pratyakṣa) and Inference (Anumāna)	13 Hours
Unit II	Nyāya-Praveśa of Dignāga - Structure and Purpose of Nyāya-Praveśa – Introductory manual of logic - Theory of Inference (Anumāna) – Hetu (reason), Pakṣa (subject), and Sādhya (probandum) - Fallacies (Hetvābhāsa) – Types of invalid reasoning	10 Hours
Unit III	Pramāṇavārtikā (Chapter I) of Dharmakīrti - Definition and Nature of Pramāṇa – Valid cognition and its characteristics - Theory of Perception (Pratyakṣa) – Nirvikalpaka (non-conceptual) perception - Proof of Momentariness (Kṣaṇikatva) – Logical arguments for impermanence	10 Hours
Unit IV	Nyāyabindu-ṭīkā (Chapter I) of Dharmottara Explanation of Pramāṇa Theory	12 Hours

Clarification of
 विभागाध्यक्ष/Head of
 शोध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110007/Delhi-110007

- Analysis of Perception and Inference – Detailed commentary on epistemic tools
- Concept of Valid Knowledge (Prāmāṇya) – Criteria of truth and error

Suggested Readings:

1. Hattori, M., (tr.), *Dignāga on Perception*, Harvard: 1969.
2. Hayes, R.P., *Dignāga on the Interpretation of Signs*, Dordrecht: 1986.
3. Matilal, B.K., *Buddhist Logic and Epistemology*, Dordrecht: 1986.
4. Mookerjee, S., *The Buddhist Philosophy of Universal Flux*, Delhi: 1996.
5. Peterson, P. (ed). *The Nyāyabindu-tīkā of Dharmottara Acārya to which is added The Nyāyabindu*. Asiatic Society of Bengal, Calcutta. (1929).
6. Sankrityayan, R. (ed.), *Pramāṇavārtikā*, K.P. Jaiswal Institute, Patna, 1955.
7. Stcherbatsky, Th., *Buddhist Logic*, vol. I, Tokyo: 1977.
8. उपाध्याय, भरत सिंह। बौद्ध दर्शन तथा अन्य भारतीय दर्शन। वाराणसी: मोतीलाल बनारसीदास, 2017।
9. त्रिपाठी, रामशंकर। बौद्ध न्याय एवं प्रमाणशास्त्र सारनाथ: केंद्रीय उच्च तिब्बती शिक्षा संस्थान, 2005।
10. दिङ्नागा न्यायप्रवेश। अनुवादक रामशंकर त्रिपाठी। सारनाथ: केंद्रीय उच्च तिब्बती शिक्षा संस्थान, 2001।
11. धर्मकीर्ति प्रमाणवार्तिक। अनुवादक राहुल सांकृत्यायन। पटना: बिहार राष्ट्रभाषा परिषद्, 1955।
12. राहुल सांकृत्यायन। प्रमाणवार्तिक भाष्य। वाराणसी: भारतीय विद्या प्रकाशन, 1968।
13. शर्मा, चन्द्रधर। भारतीय दर्शन: आलोचन और अनुशीलन। दिल्ली: मोतीलाल बनारसीदास, 2004।
14. शास्त्री, द्वारिकादास। दिङ्नाग और धर्मकीर्ति का प्रमाणशास्त्र। वाराणसी: चौखम्बा संस्कृत सीरीज, 1975।

Tutorial Activities: Problem-solving exercises


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110 007/Delhi-110007

DSE 7: BSEC 303C: Origin and Development of Buddhist Sects in India

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/Pre-requisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 7: BSEC 303C Origin and Development of Buddhist Sects in India	4	3	1	0	As per Admission criteria	Nil

This Paper is aligned with Sustainability Development Goals 2030: 10 Reduced Inequalities

Course Objectives:

1. To understand the origin and evolution of Buddhist sects in India.
2. To analyze doctrinal differences among early Buddhist schools.
3. To study the historical development of major Buddhist traditions such as Theravāda, Mahāyāna, and Vajrayāna.
4. To examine the philosophical and institutional changes within Buddhism.

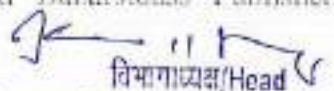
Course Learning Outcomes:

Contents:

Unit I	Origin of Buddhist Sects	13 Hours
	• Concept of sect in Buddhism • Origin of the Saṅgha • First and Second Buddhist Councils and emergence of sects	
Unit II	Early Buddhist Schools	10 Hours
	• Development of the eighteen Buddhist schools • Doctrines and characteristics of Sthaviravāda, Mahāsāṅghika and its sub-sects • Sarvāstivāda, Dharmaguptaka, and other schools and their contribution	
Unit III	Emergence and Development of Mahāyāna	10 Hours
	• Historical background of Mahāyāna Buddhism • Bodhisattva ideal and Mahāyāna philosophy • Important Mahāyāna texts and doctrines	
Unit IV	Development of Vajrayāna and Later Buddhist Traditions	12 Hours
	• Rise of Vajrayāna Buddhism in India • Tantric traditions and practices • Major teachers and centers of Vajrayāna	

Suggesting Readings:

1. A. K. Warder, *Indian Buddhism*, Delhi: Motilal Banarsidass Publishers, 2000 (Reprint).


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110 007/Delhi-110007

2. Alexis Sanderson, "The Śaiva Age: The Rise and Dominance of Śaivism during the Early Medieval Period," in *Genesis and Development of Tantrism*, Tokyo: Institute of Oriental Culture, University of Tokyo, 2009.
3. Anagarika Dharmapala, *Return to Righteousness: A Collection of Speeches, Essays and Letters*, Colombo: Government Press, 1965.
4. B. N. S. Yadava, *Society and Culture in Northern India in the Twelfth Century*, Allahabad: Central Book Depot, 1973.
5. B. R. Ambedkar, *The Buddha and His Dhamma*, Nagpur: Siddharth College Publications, 1957.
6. Benoytosh Bhattacharyya, *The Indian Buddhist Iconography*, Calcutta: Firma KLM, 1958.
7. D. D. Kosambi, *An Introduction to the Study of Indian History*, Bombay: Popular Prakashan, 1956.
8. David L. Snellgrove, *Indo-Tibetan Buddhism*, London: Serindia Publications, 1987.
9. Donald S. Lopez Jr., *Modern Buddhism: Readings for the Unenlightened*, London: Penguin Books, 2002.
10. Etienne Lamotte, *History of Indian Buddhism: From the Origins to the Śaka Era*, Louvain: Université Catholique de Louvain, 1958 (English trans. 1988).
11. Gregory Schopen, *Bones, Stones, and Buddhist Monks*, Honolulu: University of Hawai'i Press, 1997.
12. Hajime Nakamura, *Indian Buddhism: A Survey with Bibliographical Notes*, Delhi: Motilal Banarsidass, 1987.
13. Heinz Bechert, *Buddhism in the Modern World*, London: Thames & Hudson, 1977.
14. R. C. Majumdar (ed.), *The History and Culture of the Indian People*, Bombay: Bharatiya Vidya Bhavan, 1951-1977.
15. Romila Thapar, *Early India: From the Origins to AD 1300*, Berkeley: University of California Press, 2002.
16. Sukumar Dutt, *Buddhist Monks and Monasteries of India: Their History and Contribution to Indian Culture*, London: George Allen & Unwin, 1962.
17. T. W. Rhys Davids, *Buddhist India*, London: T. Fisher Unwin, 1903.
18. Taranatha, *History of Buddhism in India*, Simla: Indian Institute of Advanced Study, 1970 (English trans.).

Tutorial Activities: Problem-solving exercises


 दिमागाध्यक्ष/Head
 वेद अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110 007/Delhi-110007

DSE 7: BSEC 402D: Buddhist Philosophy of Language and Dialectics

Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 7: BSEC 402D: Buddhist Philosophy of Language and Dialectics	4	3	1	0	As per admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: 10 Reduced Inequalities

Course Objectives:

The primary objective of this course is to

- to introduce about the theory of meaning
- to make students understand the different views on the existence of universals and particular
- familiarize the students with *apoha* theory of the Buddhist

Course Learning Outcomes:

After having done this course successfully, the students shall be able to have sufficient knowledge of Buddhist philosophy of language and dialectics.

Contents:

Unit I	Buddhist Theory of Meaning and Language	10 Hours
	• Śabda–Artha relation and Pramāṇa • Vikalpa, Saṃketa and basic idea of Apoha	
Unit II	Universals and Particulars in Buddhism	10 Hours
	• Critique of Universals (Nominalism – Dignaga) • Svalakṣaṇa and Momentariness (Dharmakīrti)	
Unit III	Buddhist Dialectics and Logic	15 Hours
	• Madhyamaka Dialectics (Nagarjuna, Prasāṅga method) • Buddhist Logic: Inference (Hetu, Liṅga)	
Unit IV	Limits of Language in Buddhism	10 Hours
	• Catuskoṭi and logical limits • Avyākṛta questions and ineffability	



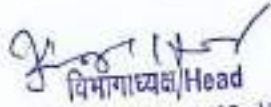
विभागाध्यक्ष/Head

बीड अकादमि विभाग, Department of Buddhist Studies
दिल्ली विश्वविद्यालय, University of Delhi
दिल्ली-110 007/Delhi-110007

Suggested Readings:

1. Nāgārjuna's *Vigraha Vyāvartani* with auto-commentary, tr. K. Bhattacharya, Dialectical Method of Nāgārjuna.
2. Ratnakīrti's *Apohasiddhi*, tr. Dharendra Sharma, Darbangha University publication, 1979.
3. S. Mukherjee, The Buddhist Philosophy of Universal Flux, Delhi: Motilal Banarsidass: 1975.
4. T.R.V. Murti, The Central Philosophy of Buddhism, London: George Unwin Ltd: 1960.
5. Th. Stecherbatsky, Buddhist Logic, vol. I.

Tutorial Activities: Problem-solving exercises


विभागाध्यक्ष/Head
बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110 007/Delhi-110007

DSE 7: BSEC 401E: The Influence of Buddhism on Chinese Culture

Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 7: BSEC 401E: The Influence of Buddhism on Chinese Culture	4	3	1	0	As per admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: #10 Reduced Inequalities

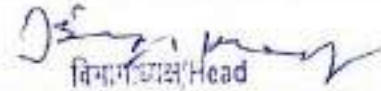
Course Objectives: This course introduces the diversity of Buddhist ideas and practices in China. It explores the Buddhist Teachings as a living tradition as well as it focuses on the impact and interpretation of Buddhism in historical and contemporary cultures. After developing a background in basic Buddhist philosophy we explore Buddhism's cultural impact in literature, art, ritual, ethics, economics, social interaction and politics.

Course Learning Outcomes:

- A Student can evaluate different perspectives on the problems, challenges, and potentials of the Chinese culture, social, educational, literary, religious, and economy, and familiarize students with the culture, social, educational, literary, religious, and economy environment of China
- To understand the traditional culture as well as the three systems of thought: Confucianism, Daoism and Buddhism.

Contents

Unit I: Influence of Buddhism on China	10 Hours
• Chinese Language • Chinese literature • Ethics in China • Educational and Economic life.	
Unit II: Buddhist social interaction:	10 Hours
• Buddhist festivals, Religious Societies • Vegetarian feasts • Charitable activities of the Sangha.	
Unit III: Buddhist Interaction with Other Chinese Religions.	10 Hours
• Buddhist Interaction with Taoism • Buddhist Interaction with Confucianism	
Unit IV: Chinese Texts	15 Hours
• Selected paragraph from the <i>Da Tang Xiyu</i>. • Taisho: 51 (Second Chapter).	


 विनायक दास/Head
 बीएड अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110 007/Delhi-110007

Suggested Readings:

1. A. Waley, *Ballads and Stories from Tunhuang*, London: 1960.
2. A. Waley, *The life and times of Po Chu-i*, London: 1949.
3. Duyvendak, J.J.L., *The Buddhist festivals of the all souls in China and Japan*, Acta Orientalia, 5.1, 1926: 39-48.
4. Kenneth K.S. Ch'en, *Buddhism in China: A Historical Survey*, New Jersey: Princeton University Press, 1964.
5. Kenneth K.S. Ch'en, *Chinese Transformation of Buddhism*, New Jersey: Princeton, 1973.
6. Kenneth. Ch'en, *Economic Background of Hui Ch'ang Persecution* HJAS, 19, 1956: 67-105.
7. Rana, R.K. *Interactions Between Buddhism and Daoism during the Medieval China*, Buddhist Studies, The Journal of the Department of Buddhist Studies, University of Delhi, Volume XXXI, 2007. pp.45-58.
8. Reischauer, E.O., *Ennin's Travels in T'ang China*, New York: 1955.
9. Twitchett, D.W., *Monastic Estates in T'ang China*, Asia Major, N.S., 5, 1956.
10. Twitchett, D.W., *The Monasteries and China's economy in medieval times*, BSOAS, 19.3: 1957.
11. Yoshinori, Takeuchi. *Buddhist Spirituality, Vol. I*. Delhi: Motilal Banarsidass Publishers. 2003.

Tutorial Activities: Problem-solving exercises


दिर्गमाध्यक्ष/Head
बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110 007/Delhi-110007

DSE 7: BSEC 401F Advent and Spread of Buddhism in Himalayan Region

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/Pre-requisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 7: BSEC 401F Advent and Spread of Buddhism in Himalayan Region	4	3	1	0	As per Admission criteria	Nil

This Paper is aligned with Sustainability Development Goals 2030: 10 Reduced Inequalities

Course Objectives: The objective of the course is to familiarise students about the Tibetan Buddhism which had spread around the Himalayan region of India, Tibet and Bhutan. The course gives a glimpse of the art and the culture of Tibet which came together with the Buddha's teaching. Furthermore, it is an attempt to familiarize student with contents on Himalayan Buddhism in Indian context.

Course Learning Outcomes: The student will have a clear vision on Himalayan Buddhism and its traditions. Being similar in outlook with Tibetan Buddhism is Himalayan art and culture is duly understood in Indian Cultural context.

Contents:

Religious-cultural study on the advent and spread of Buddhism in the following regions:

Unit-I	Tibet (Western)- - History of Ngari, Purang and Rutok region. - Renown monasteries and its founder.	10 Hours
Unit-II	Ladakh- - History of Buddhism in Ladakh. - Alchi, Thaksey and Hemis Monasteries.	10 Hours
Unit-III	Himachal Pradesh- - History of Buddhism in Himachal. - Key Monastery, Tabo Monastery and others.	10 Hours
Unit-IV	Sikkim, Bhutan and Arunachal Pradesh. - History of Buddhism in Sikkim, Bhutan and Arunachal Pradesh. - Tawang Monasteries, Pema Yangtse, Rumtek, Tashiding, Paroteksang and Punakhadzong.	15 Hours


 विभागाध्यक्ष/Head
 विभाग बौद्ध अध्ययन/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 14/05/2023/110 007/Delhi-110007

Suggested Readings:

1. Alex McKay, *History of Tibet*, 3 vols, London: Routledge, 1996.
2. Chattopadhyaya Alaka, *Atisa and Tibet: Life and Works of Dipamkara Srijnana in relation to the History and Religion of Tibet*, Delhi: Motilal Banarasi Das, 1981.
3. Dorji, C.T., *History of Bhutan based on Buddhism*, Amazon, Delhi, 1994.
4. Francke, A.H., *Antiquities of Indian Tibet*, 2 vols., New Delhi: S. Chand, 1972.
5. Khosla Sarla, *History of Buddhism in Kashmir*, New Delhi: Sagar, 1972.
6. Norbu Namkhai, *The Necklace of gzi: A Cultural History of Tibet*, Dharamsala: Information Office of H.H., The Dalai Lama, 1984.
7. Rabbani, G.M., *Ancient Kashmir: A Historical Perspective*, Srinagar: Gulshan Publishers, 1981.
8. San-s rgyas rgya mtsho, *Vaidurya gser po - A history of dGe lugs pa monasteries in Tibet, with Tshan's glu gsar snan = The Annals of Kokonor/sum pa mkhan po ye ses dpal byor*, New Delhi: International Academy of Indian Culture, 1960.
9. Sanskritayan Rahul, *History of Central Asia: Bronze age (2000 BC) to Chengiz Khan (1227 AD)*, New Delhi: New Age Publication, 1964.
10. Shakabpa, W.D., *Bod Kyi Srid don rgyal rabs - An Advanced Political History of Tibet*, 2 vols., Kalimpong: shakabpa House, 1976.
11. Sinha, A.C., *Himalayan Kingdom of Bhutan*, Indus Publishing House, Delhi.
12. Subba, J.R., *History Culture and Customs of Sikkim*, Eastern Book Corporation, Delhi, 2008.
13. Thupstan Paldan, *Chags rabs gnand don kun tshan - An introduction to History, Monasteries Castles and Buddhism in Ladakh*, Leh Ladakh, 1976.
14. Tucci, Giuseppe, *Transhimalaya* tr. from French by James Hogarth, Delhi: Vikas Publishing, 1973.

Tutorial Activities: Problem-solving exercises


विभागाध्यक्ष/Head

बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007

DSE 8: BSEC 402A: Vamsa Literature

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/Pre-requisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 8: BSEC 402A Vamsa Literature	4	3	1	0	As per Admission criteria	Nil

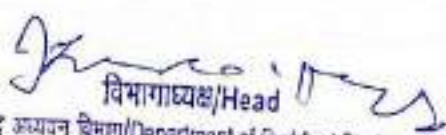
This Paper is aligned with Sustainability Development Goals 2030: 10 Reduced Inequalities

Course Objectives: This course aims at providing students with a comprehensive understanding of the Pāli Vamsa literature, in order to allow them, by the end of the year, to pursue more advanced studies in Pāli poetical literature.

Course Learning Outcomes: At the end of the course, a student should be able to demonstrate a clear understanding of the Pāli Vamsa literature and its role in understanding the history of Buddhism.

Contents:

Unit I	The <i>Dīpavamsa</i> : • <i>Chaṭṭha Paricchedo- Dhammasoko</i> • <i>Sattamo Paricchedo- Tatiya Saddhamma Saṅgaho</i>	13 Hours
Unit II	The <i>Mahāvamsa</i> : • <i>Paṭhana Paricchedo- Tathāgataḥigamanam</i> • <i>Dutiya Paricchedo- Mahāsammataṭavamsa</i>	12 Hours
Unit III	The <i>Sāsnavamsa</i> : • <i>Navattānagatasāsnavamsakathāmaggo</i> • <i>Sīhaleddīpikasāsnavamsakathāmaggo</i>	10 Hours
Unit IV	The <i>Mahābodhivamsa</i> • <i>Dumindāgamana-kathā</i>	10 Hours


 विभागाध्यक्ष/Head
 पद अख्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110 007/Delhi-110007

Suggested Readings:

1. *Dīpavaṃsa (with Hindi translation)*, Balmiki Prasad, Samyaka Prakashana, New Delhi: 2014
2. *Dīpavaṃsa*, ed. and tr. Oldenberg, London: 1879.
3. E. Adikaram, *Early History of Buddhism in Ceylon: State of Buddhism in Ceylon as Revealed by Pāli Commentaries of the 5th Century AD.*
4. *Mahāvamsa (With Hindi translation)*, Balmiki Prasad, Samyaka Prakashana, New Delhi: 2017.
5. *Mahāvamsa-I (With English translation)*, Mahesh Tiwari, Department of Buddhist Studies, University of Delhi, Delhi: 1985.
6. *Saddhammasaṅgaha*, JPTS: 1890.
7. *Sāsanavaṃsa (with hindi translation)*, Balmiki Prasad, Samyaka Prakashana, New Delhi: 2015
8. Siddhartha (ed and trans), *Saddhammasaṅgaho*, Motilal Banarasidasa, Delhi: 2006
9. *The Mahāvamsa*, ed. W. Geiger, PTS, London: 1908.
10. *The Sāsanavaṃsa*, ed. S. Mookherjee & C.S. Upasak, Nalanda: Nava Nalanda Mahavihar: 1961.
11. The Maha Bodhi Vamsa, S Arthur Strong, Pali Text Society, London, 1891.

Tutorial Activities: Problem-solving exercises


विभागाध्यक्ष/Head
बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007

DSE 8: BSEC 402B: Sarvāstivāda and Sanskrit Gāthā Literature

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/Pre-requisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 8: BSEC 402B Sarvāstivāda and Sanskrit Gāthā Literature	4	3	1	0	As per Admission criteria	Nil

This Paper is aligned with Sustainability Development Goals 2030: #10 Reduced Inequalities

Course Objectives:

1. To understand the Sarvāstivāda Buddhist school and its doctrines.
2. To study Sanskrit Gāthā (verse) literature in Buddhism.
3. To analyze philosophical and literary aspects of Sarvāstivāda texts.

Learning Outcomes

After completing this course, students will be able to:

1. Explain the philosophy of Sarvāstivāda.
2. Identify important Sanskrit Gāthā texts.
3. Analyze doctrinal and poetic elements in Buddhist literature.

Contents:

Unit I	Introduction to Sarvāstivāda	13 Hours
	• Meaning and origin of Sarvāstivāda • Historical background and development • Geographical spread (Kashmir, Gandhāra)	
Unit II	Doctrinal Foundations of Sarvāstivāda	12 Hours
	• Theory of "Sarvam asti" (everything exists) • Concept of dharma and time (past, present, future) • Abhidharma philosophy	
Unit III	Introduction to Sanskrit Gāthā Literature	10 Hours
	• Meaning and nature of Gāthā • Role of verse in Buddhist teaching • Difference between prose and verse literature	
Unit IV	Early Sanskrit Gāthā Texts	10 Hours
	• Study of Udānavarga • Ethical and philosophical teachings in verses • Comparison with Pāli Dhammapadam	


 विभागाध्यक्ष, Head
 वेद अध्ययन विभाग, Department of Buddhist Studies
 हिन्दू विश्वविद्यालय, University of Delhi
 दिल्ली-110007/Delhi-110007

Suggested Readings:

1. A. K. Warder, *Indian Kāvya Literature*. Motilal Banarsidass: 1999.
2. Bernhard, F., *Udānavarga*. Vandenhoeck & Ruprecht: 1965.
3. Buddhist Mahayana Texts, Oxford, 1894.
4. Cox, C., *Disputed Dharmas*. Tokyo: International Institute for Buddhist Studies: 1995.
5. D. L. Mitra, *A History of Nepalese Buddhist Sanskrit Literature*, Calcutta, 1973.
6. E. H. Johnston, *The Buddhacarita or Acts of the Buddha*, Motilal Banarsidass, Reprint 1995.
7. Étienne Lamotte, *History of Indian Buddhism*. Peeters Press: 1988.
8. Garronski, *Studies About the Sanskrit Buddhist Literature*, Delhi, 1967.
9. J. K. Nariman, *Literary History of Sanskrit Buddhism*, Motilal Banarsidass, Reprint 1972.
10. Narendra Dev, *Baudh-Dharma aur Darshan*, Patna, 1962.
11. P. L. Vaidya, ed. *Avadānaśataka*, Mithila Institute, Darbhanga, 1958.
12. Ram Shankar Tripathi, ed. *Saundarananda Mahakāvya* of Ācārya Aśvaghoṣa (With Tibetan and Hindi Translation), 1999.
13. Williams Paul, *Mahayana Buddhism: The Doctrinal Foundations*, London: Routledge, 2007.
14. Winternitz Maurice, *A History of Indian Literature*, vol. 2, Motilal Banarsidass, Delhi, 1988.
15. उपाध्याय, बलदेव। संस्कृत बौद्ध साहित्य। वाराणसी: चौखम्बा विद्याभवन, 1981।
16. कश्यप, जगदीश। बौद्ध साहित्य की रूपरेखा। सारनाथ: केंद्रीय उच्च तिब्बती शिक्षा संस्थान, 2002।
17. त्रिपाठी, रामशंकर। सर्वास्तिवाद बौद्ध दर्शन एवं साहित्य। सारनाथ: केंद्रीय उच्च तिब्बती शिक्षा संस्थान, 2005।
18. शर्मा, चन्द्रधर। भारतीय दर्शन: आलोचन और अनुशीलन। दिल्ली: मोतीलाल बनारसीदास, 2004।
19. सांकृत्यायन, राहुल। बौद्ध संस्कृत साहित्य की रूपरेखा। पटना: बिहार राष्ट्रभाषा परिषद, 1965।

Tutorial Activities: Problem-solving exercises


विभागाध्यक्ष/Head

बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007

DSE 8: BSEC 402 C: Origin and Development of Buddhist Art and Architecture in India

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/Pre-requisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 8: BSEC 402 C Origin and Development of Buddhist Art and Architecture in India	4	3	1	0	As per Admission criteria	Nil

This Paper is aligned with Sustainability Development Goals 2030: #10 Reduced Inequalities

Course Objectives:

The primary objective of this course is to advance students' critical awareness of various schools of Buddhist art and architecture in India.

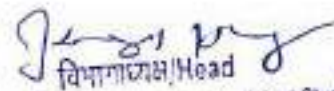
Course Learning Outcomes:

By the end of this course, students will be able to:

Upon the completion of this course, students should have acquired a clear understanding of the origin and development of the different Buddhist schools of art and their salient features.

Contents:

Unit I	Origin of Buddhist Art and Architecture.	10 Hours
Unit II	Origin and Development of: • Stūpa, • Cetiya-grhas • Buddhist Aaram • Buddhist Vihāras	12 Hours
Unit III	Origin and Development of the Buddha Image • Gandhāra • Mathurā • Saranath • Nalanda	13 Hours
Unit IV	Buddhist Paintings: • Ajanta, • Bagh, • Alchi, • Pāla.	10 Hours

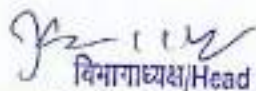

 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110007/Delhi-110007

Suggested Readings:

1. Banerjee, J.N., *Development of Hindu Iconography*, 3rd rev edn, Delhi: Munshiram Manoharlal, 1956.
2. Bhattacharyya, B., *Indian Buddhist Iconography*, reprint, Delhi: Aryan Books International, 2008.
3. Brown, P., *Indian Architecture: Buddhist and Hindu*, vol. 1, 2nd ed. edn., Kolkata: Read Books, 2010.

4. Dutt, S., *Buddhist Monks and Monasteries of India*, 3rd edn., Delhi: Motilal Banarsidass, 2015.
5. Goetz, Herman, *India: Five Thousand Years of Indian Art*, London: Puffin, 1959.
6. Mitra, D., *Buddhist Monuments*, Calcutta: Orient Book Distributors, 1971.
7. अग्रवाल पृथिवी कुमार प्राचीन भारतीय कला एवं वास्तु वि० वि० प्रकाशन वाराणसी 2002
8. उपाध्याय वासुदेव प्राचीन भारतीय स्तूप, गुहा एवं मंदिर बिहार ग्रंथ अकादमी, पटना 2008
9. वासुदेव शरण अग्रवाल: प्राचीन भारतीय कला और स्थापत्य वि० वि० प्रकाशन वाराणसी 2002
10. वासुदेव शरण अग्रवाल भारतीय कला, पृथिवी प्रकाशन वाराणसी 2004

Tutorial Activities: Problem-solving exercises


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110007/Delhi-110007

DSE 8: BSEC 401D: Dignāga: Buddhist Logic and Epistemology

Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 8: BSEC 401D: Dignāga: Buddhist Logic and Epistemology	4	3	1	0	As per admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: 10 Reduced Inequalities

Course Objectives:

- The objective of this course is to
- to introduce students about the Buddhist theory of knowledge
- to differentiate the various sources of knowledge
- to locate the correct sources of knowledge
- critically understand the process of getting knowledge

Course Learning Outcomes:

After having done this course successfully, the students shall be able to have sufficient knowledge of Buddhist Epistemology.

Contents:

Unit I	Critical Study of Philosophy of Knowledge.	12 Hours
	• What is knowledge? • True knowledge vs error • Six <i>pramāṇas</i> accepted in classical Indian philosophical system • Buddhist critique of <i>pramāṇas</i>	
Unit II	Definition of Perception according to Dignāga and Dharmakīrti	11 Hours
	• Perception as <i>kalpanāpoḍham</i> • types of perception- <i>indriya pratyakṣa</i>, <i>manas pratyakṣa</i>, <i>yogi pratyakṣa</i>, <i>svasaṃvedanā</i> • Dharmakīrti view of <i>pratyakṣa</i> • Non-conceptual vs conceptual perception	
Unit III	Theory of Inference	11 Hours
	• Definition and components of <i>anumāna</i>: <i>pakṣa</i>, <i>hetu</i>, <i>sādhya</i> • <i>Taishūkyō</i> theory of Buddhism • Types of <i>anumāna</i>: <i>svārtha anumāna</i>, <i>parārtha anumāna</i> • <i>hetvābhāsa</i>	
Unit IV	Definition of Perception and Inference according to Dharmasūtra.	11 Hours

- nature of immediate perception
- refinement of inferential process

Suggested Readings:

1. Hattori, M., (tr.) Dignāga on Perception, Harvard: 1969.
2. Hayes, R.P., Dignāga on the Interpretation of Signs, Dordrecht: 1986.
3. Matilal, B.K., Buddhist Logic and Epistemology, Dordrecht: 1986.
4. Mookerjee, Satkari, The Buddhist Philosophy of Universal Flux, Delhi: 1996.
5. Stecherbatsky, Th., Buddhist Logic, vol. I, Tokyo: 1977.
6. The Nāyabinduṭīkā of Dharmottara.
7. The Pramāṣasamuccaya of Dignāga, Chapters I, II & V: *pratyakṣa, anumāna & apoha*.

Tutorial Activities: Problem-solving exercises


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110 0 07/Delhi-110007

DSE 8: BSEC 402E: Buddhist Sects in China

Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 8: BSEC 402E: Buddhist Sects in China	4	3	1	0	As per admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: 10 Reduced Inequalities

Course Objectives: In this course we will explore some of the main historical, doctrinal and sociological developments of Buddhism in Chinese contexts. It covers the following topics: the historical agents and events leading to the transmission of Buddhism to China; the formation and teachings of various Buddhist schools including their doctrinal differences and manifold socio-political spheres of influences.

Course Learning Outcomes:

1. Students can get to familiarise the Indian Philosophical traditions, such as Mādhyamika and Yogācāra, in Chinese context.
2. The course will provide insight into the developments done by the Chinese Buddhist masters to serve the Chinese inclination.
3. Students would be able to differentiate different Chinese Buddhist systems.

Contents:

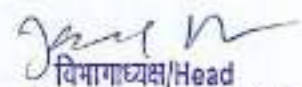
Unit I	Schools of Mahayana Buddhism transmitted from India to China: San-lun and Fa-xiang.	12 Hours
Unit II	Scholastic Schools of Chinese Buddhism: Tian-tai and Hua-yan.	13 Hours
Unit III	Schools of Popular Practice in China : Pure land and Chan.	10 Hours
Unit IV	Text: <i>Wei Shi San Shi Lun-song</i> , (verses no 16-30) Taisho: 31.	10 Hours

Suggested Readings:

1. Bhikṣu, Chengchien, *Sun-Face Buddha: The Teachings of Ma-tsu and the Hung-Chou School of Chan*, California: Asian Humanities Press, 1993.
2. Diana Y. Paul, *Philosophy of Mind in Sixth Century China*, Stanford: 1984.

3. Fung yu-lan, *History of Chinese Philosophy*, vol.2, Princeton: 1953.
4. H. Doumonlin, *A History of Zen Buddhism*, New York: 1973.
5. J. Takakusu, *Essentials of Buddhist Philosophy*, Honolulu: 1947.
6. K.C. Armstrong, 'The doctrine of Tendai school,' *Eastern Buddhist*, 1999: 3-12.
7. Leo Weiger, *A History of religious beliefs and philosophical opinions in China*, Peking: 1927.
8. Poceski, Mario. *Mazu yulu and the Creation of the Chan Records of Sayings*. Steven Heine and Dale S. Wright, eds. *The Zen Canon: Understanding the Classic Texts*. New York: Oxford University Press, 2004. pp.53-79.
9. W.T. Chan, *A Source book of Chinese Philosophy*, New Jersey: Princeton University Press: 1973.
10. W.T. de Berry, *Sources of Chinese Tradition*, Volume 1. Columbia University Press 1963.
11. Yoshinori, Takeuchi. *Buddhist Spirituality, Vol. I*. Delhi: Motilal Banarsidass Publishers. 2003.

Tutorial Activities: Problem-solving exercises


विभागाध्यक्ष/Head

श्रीलु अय्यवन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007

DSE 8: BSEC 402 F: Tibetan Buddhist Philosophy and Logic

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/Pre-requisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 8: BSEC 402 F Tibetan Buddhist Philosophy and Logic	4	3	1	0	As per Admission criteria	Nil

This Paper is aligned with Sustainability Development Goals 2030: 10 Reduced Inequalities

Course Objectives: The objective of the course is to acquaint student with the Buddhist contribution in the system of logic.

Course Learning Outcomes: Student would be able to analysis and understand the nature of reality from the Buddhist perspective. Students will be familiarise with the Buddhist logical process to arrive at the truth.

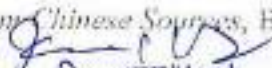
Contents:

Unit I	Dbu ma rtsa ba'i tshig le'ur byas pa (Uma Tsawa Sherab) of Nāgārjuna (1st chapter).	13 Hours
Unit II	Nyi shu pa rnam rig tsam (Nyishu Pa Namrig Tsam) of Vasubandhu.	12 Hours
Unit III	rTsoed ldog (Tsoi Dog) of Nāgārjuna. (Selected Verses)	10 Hours
Unit IV	Tshad ma'i btan bcos rig 'jug (Tsema Tenchoe Rigo) of Dignāga.	10 Hours

Suggested Readings:

1. Anacker Stefan, *Seven Works of Vasubandhu*, reprint, Delhi: 1994.
2. Garfield, J.L., *The Fundamental Wisdom of the Middle Way*, Oxford: 1995.
3. Gedundub, *Tshad ma rnam 'grel legs bshad*, Varanasi: 1968.
4. Guenther Herbert, V. *Buddhist Philosophy in Theory and Practice*, Boulder: 1976.
5. Hattori Masaki, tr. *Dignaga on Perception*, Harvard Oriental Series, vol. 47, Cambridge MA: 1968.
6. Krishnamacharya Embar, ed, *Tattvasangraha of Santaraksita with Commentary of Kamalasila*, 2 vols, reprint, Broda: 1926.
7. Sempa Dorje, ed. & restored tr, *Stong nyid bdun cu pa: Sanyatasaptatih of Nagarjuna*, Varanasi: 1985.
8. Sepa Dorje, tr & ed., *Nyayapraveshsūtram with Nyayapraveshvrti of Haribhadra*, Varanasi: 1983.
9. Sharma, Dharendra, *The Negative Dialectics*, N. Delhi: 1986.
10. Shastri, H.P., ed., *Six Buddhist Nyaya Tracts in Sanskrit*, Calcutta: 1989.
11. Tripathi, R.S., ed., *Vijyaptimatratastiddhi: with Sanskrit, Tibetan and Hindi Translation*, Lehi: 1984.
12. Tueci, G., *Pre-Dinnaga Buddhist text of Logic from Chinese Sources*, Broda: 1921.

Tutorial Activities; Problem-solving exercises


विभागाध्यक्ष/Head

संस्कृत अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007

GE 4: BSGE 401A: Vipassanā: Theory and Practices

Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial	Practical		
GE 4: BSGE 401A: Vipassanā: Theory and Practices	4	3	1	0	As per admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: #4 Quality Education

Learning Objective:

1. To enable the students to introspect deeply into Vipassanā as taught by the Buddha
2. To enable students to understand the practice of Vipassanā.
3. To enable students to employ the Vipassanā practices in day to day life.
4. To enable students to compare and comprehend the relevance of Vipassanā to have strong psycho-physics and be a productive individual in society.
5. To encourage students to take Vipassana courses as taught by S.N. Goenka in the tradition of Sayagyi U Ba Khin.

Course Learning Outcome:

1. Students appreciate the Vipassanā as taught by the Buddha
2. Students take a Vipassanā course and try to practice it in daily life.
3. Students help in the propagation of Vipassanā and its various relevant ways.
4. Students show strong psychic health and contribute to a healthy and peaceful society.
5. Students engage themselves with Vipassana practices in nearby Vipassana centres.

Contents

Unit-I:	Vipassanā: the practical aspect of Buddha's Teachings	15 Hours
	• Sīla, Samādhi, Paññā: The Threefold Teachings of the Buddha and their relations. • Sīla and its relation with mind and matter • Samādhi: The practice of Anapanasati meditation • Paññā: The practice of Vipassana meditation	
Unit-II:	Vipassanā in Contemporary Age	15 Hours
	• Ven. Ledi Sayadaw and his Vision of Paṭipatti. • Chain of Vipassanā Teachers in Myanmar. • S.N. Goenka and Vipassanā in India • Vipassanā in Europe and America	
Unit-III:	Vipassanā in Various Walks of Life	15 Hours
	• Vipassanā in Education: MITRA Project • Vipassanā in Governance • Vipassanā in Sports • Vipassanā in individual and family life	
Unit-IV:	Vipassanā for Various Age Groups	15 Hours
	• Vipassanā for Adults: Ten-day and Long courses	

- Vipassanā for Teen Agers: Seven days' Residential Courses
- Ānāpāna Courses for Children: One-day and Three-day courses
- Engagement in Voluntary Service to Vipassanā

Suggested Readings:

1. Bhikshu Sangharakshita, Know Your Mind: Psychological Dimension of Ethics in Buddhism, Windhorse Publications Ltd, 2012
2. Realising Change, Vipassanā in Action, Vipassana Research Institute, Igatpuri, 2003
3. Mahāsātipaṭṭhāna Sutta, Vipassana Research Institute Dhamma Giri, Igatpuri, 1993
4. Satyanarayan Goenka, Vipassana - Inner Peace for World Peace, Vipassana Research Institute, Igatpuri, 2024
5. Vipassana—Its Relevance to the Present World, Vipassana Research Institute, Igatpuri, 1994
6. Sayagyi U Ba Khin Journal, Vipassana Research Institute, Igatpuri, 1991
7. Let Us Walk the Path Of Dhamma, Vipassana Research Institute, Igatpuri
8. P. L. Dhar, Value Inculcation Through Self-Observation, Vipassana Research Institute, Igatpuri, 2007
9. Dr. Kishore Chandiramani, Mr S. K. Verma and Prof. P. L. Dhar, Psychological Effects of Vipassana on Tihar Jail Inmates, Vipassana Research Institute, Igatpuri, 1995
10. S. N. Goenka, Origin & Spread of Vipassana, Vipassana Research Institute, Igatpuri, 2011
11. सत्यनारायण गोयन्का, बुद्ध की महान शिक्षा : विषयना की उत्पत्ति और प्रसार, 2009
12. सत्यनारायण गोयन्का, तिपिटक में सम्यक सम्बुद्ध, विषयना विशोधन विन्यास , धम्मगिरि, इगतपुरी, 2008
13. सत्यनारायण गोयन्का, 'मंगल जगे मुही जीवन में' विषयना विशोधन विन्यास , धम्मगिरि, इगतपुरी, 2000

E Resources:

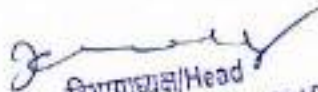
https://www.accesstoinsight.org/ati/lib/thai/chah/the_teachings_of_ajahn_chah_web.pdf

<https://mudita.dhamma.org/about-vipassana/vipassana-in-prisons/#:~:text=To%20live%20an%20ethical%20and,key%20focus%20of%20this%20work>

<https://plumvillage.org/about/thich-nhat-hanh/biography>

<https://www.lionsroar.com/the-life-of-thich-nhat-hanh/>

Tutorial Activities: Problem-solving exercises


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110007/Delhi-110007

GE 4: BSGE 401B: Major Traditions of Sanskrit Buddhism

Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial	Practical		
GE 4: BSGE 401B: Major Traditions of Sanskrit Buddhism	4	3	1	0	As per admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: #4 Quality Education

Course Objectives

After completing this course, students will be able to:

1. Understand the historical development of major Sanskrit Buddhist philosophical traditions.
2. Analyze the doctrinal foundations of four important Buddhist philosophical schools.
3. Study important Sanskrit Buddhist philosophical texts and thinkers.
4. Develop comparative and analytical understanding of Buddhist metaphysics, epistemology, and ethics.
5. Evaluate the relevance of Buddhist philosophy in contemporary intellectual discourse.

Course Learning Outcomes

Students will be able to:

1. Explain the origin and development of Sanskrit Buddhist philosophy.
 2. Interpret fundamental doctrines of Vaibhāṣika, Sautrāntika, Yogācāra, and Mādhyamika schools.
 3. Critically analyze Buddhist philosophical arguments and concepts.
 4. Compare various Buddhist schools with other Indian philosophical systems.
- Apply Buddhist philosophical insights to modern social, ethical, and psychological issues.

Contents

Unit-I: Vaibhāṣika Sūtra	15 Hours
• Origin and development of Sanskrit Buddhist philosophy • Origin and development of Vaibhāṣika school • Sarvāstivāda doctrine • Theory of dharmas • Mahāvibhāṣā and Jñānaprasthāna	
Unit-II: Sautrāntika Sūtra	15 Hours
• Emergence of Sautrāntika school • Critique of Vaibhāṣika philosophy • Theory of momentariness (<i>Kṣaṇikavāda</i>) • Theory of perception and inference	
Unit-III: Yogācāra or Vijñānavāda Sūtra	15 Hours
• Origin and development of Yogācāra • Doctrine of Cittamātra • Theory of Ālayavijñāna • Trisvabhāva (Three Natures) • Asaṅga and Vasubandhu	
Unit-IV: Mādhyamika Sūtra	15 Hours
• Life and works of Nāgārjuna	


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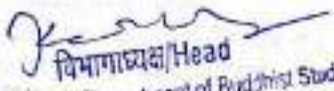
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दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110 007/Delhi-110007

- Doctrine of Śūnyatā
- Two Truths theory
- Pratītyasamutpāda in Mādhyamika
- Āryadeva and Candrakīrti

Suggested Readings:

1. A History of Indian Philosophy, Vol. I. Delhi: Motilal Banarsidass, 1975.
2. Abhidharmakośabhāṣya. Translated by Leo M. Pruden. Berkeley: Asian Humanities Press, 1988.
3. Buddhist Logic. New York: Dover Publications, 1962.
4. Buddhist Philosophy in India and Ceylon. Delhi: Motilal Banarsidass, 1993.
5. Buddhist Thought in India. London: George Allen & Unwin, 1962.
6. Indian Buddhism. Delhi: Motilal Banarsidass, 2000.
7. Indian Philosophy, Vol. I. Delhi: Oxford University Press, 1996.
8. Mūlamadhyamakakārikā. Translated by Jay Garfield. New York: Oxford University Press, 1995.
9. Outlines of Indian Philosophy. Delhi: Motilal Banarsidass, 1993.
10. Pramāṇasamuccaya. Studies by Masaaki Hattori. Cambridge: Harvard University Press, 1968.
11. The Central Philosophy of Buddhism. London: George Allen & Unwin, 1955.
12. The Foundations of Buddhism. Oxford: Oxford University Press, 1998.
13. The Yogācāra Idealism. Delhi: Motilal Banarsidass, 1975.
14. Thirty Verses. Translated by Stefan Anacker. Delhi: Motilal Banarsidass, 1984.
15. What the Buddha Taught. New York: Grove Press, 1974.
16. गोविन्द चन्द्र पाण्डेय। बौद्ध धर्म के विकास का इतिहास। लखनऊ: हिंदी समिति, 1976।
17. बलदेव उपाध्याय। बौद्ध धर्म और दर्शन। वाराणसी: चौखम्बा विद्याभवन, 1978।
18. बलदेव उपाध्याय। भारतीय दर्शन। वाराणसी: शारदा मंदिर, 1966।
19. भरत सिंह उपाध्याय। बौद्ध दर्शन तथा अन्य भारतीय दर्शन। वाराणसी: मोतीलाल बनारसीदास, 1996।
20. भरत सिंह उपाध्याय। भारतीय दर्शन। वाराणसी: मोतीलाल बनारसीदास, 1991।
21. राहुल सांकृत्यायन। बौद्ध दर्शन। इलाहाबाद: किताब महल, 2006।
22. राहुल सांकृत्यायन। माध्यमिक दर्शन। पटना: बिहार राष्ट्रभाषा परिषद्, 1951।

Tutorial Activities: Problem-solving exercises


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110007/Delhi-110007

GE 4: BSGE 401 C: Buddhist Tourism

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/Pre-requisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
GE 4: BSGE 401C Buddhist Tourism	4	3	1	0	As per Admission criteria	Nil

This Paper is aligned with Sustainability Development Goals 2030: #4 Quality Education

Course Objectives:

- Understand the historical and philosophical foundations of Buddhism.
- Explore major Buddhist sites in India and their cultural significance.
- Analyse tourism trends and challenges in Buddhist pilgrimage circuits.
- Promote sustainable and inclusive tourism practices centered around Buddhist heritage.

Course Learning Outcomes:

- Understand the principles and pedagogical philosophies of Buddhist education.
- Explore historical and contemporary Buddhist educational centres.
- Analyse the impact of Buddhism on modern educational systems and ethical instruction.
- Examine the relevance of Buddhist education in multicultural and secular contexts.

Contents:

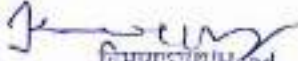
Unit-I	Fundamentals of Tourism:	10 Hours
	• Meaning and scope of tourism • Definitions by World Tourism Organization (UNWTO) • Cultural, religious, eco-tourism • Role of tourism and government initiatives	
Unit-II	Buddhist Pilgrimage:	10 Hours
	• Concept and Meaning of Pilgrimage in Buddhism • Four major pilgrimage sites associated with Buddha's life • Historical and religious importance of buddhist sites • Challenges: conservation, commercialization, sustainability	
Unit-III	Buddhist Circuits and Tourism Infrastructure	12 Hours
	• Concept of Buddhist Circuit • The Four Sacred Buddhist Sites • The Eight Great Places of Buddhist Pilgrimage • Government Initiatives for Development of Buddhist Tourism	
Unit-IV	Contemporary Issues and Prospects of Buddhist Tourism	13 Hours

- Role of Buddhist Tourism in Cultural Diplomacy
- International Buddhist Tourism and Foreign Pilgrims
- Sustainable Tourism and Heritage Conservation
- Challenges and Opportunities in Buddhist Tourism

Suggested Readings:

1. A. K. Bhatia, *Tourism Development: Principles and Practices*, New Delhi: Sterling Publishers, 2006.
2. Charles R. Goeldner and J. R. Brent Ritchie, *Tourism: Principles, Practices, Philosophies*, Hoboken: John Wiley & Sons, 2012.
3. D. C. Ahir, *Buddhist Shrines in India: History and Guide*, Delhi: B. R. Publishing Corporation, 1986.
4. David Weaver, *Sustainable Tourism: Theory and Practice*, Oxford: Elsevier, 2006.
5. Harold Goodwin, *Responsible Tourism: Using Tourism for Sustainable Development*, Oxford: Goodfellow Publishers, 2011.
6. John S. Strong, *Relics of the Buddha*, Princeton: Princeton University Press, 2004.
7. K. K. Kamra and Mohinder Chand, *Basics of Tourism: Theory, Operation and Practice*, New Delhi: Kanishka Publishers, 2006.
8. Nalin Shastri, *Buddhist Pilgrimage*, Varanasi: Bauddha Bharati, 1987.
9. S. K. Bansal, *Tourism in India*, New Delhi: APH Publishing Corporation, 2004.
10. UNESCO, *World Heritage and Sustainable Tourism Programme*, Paris: UNESCO Publishing, 2012.

Tutorial Activities: Problem-solving exercises


 विभागाध्यक्ष/Head
 श्री अख्यमन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय, University of Delhi
 दिल्ली-110047/Delhi-110037

GE 4: BSGE 401 D: Buddhist Perspective on Conflict Resolution

Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial	Practical		
GE 4: BSGE 401 D: Buddhist Perspective on Conflict Resolution	4	3	1	0	As per admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: #4 Quality Education

Course Objectives:

1. The objective of this course is to
2. To understand the nature and causes of conflict in Buddhist thought
3. To examine key Buddhist doctrines related to conflict transformation
4. To explore ethical and psychological tools for peacebuilding
5. To analyze contemporary conflicts through Buddhist perspectives
6. To develop critical and interdisciplinary understanding

Course Learning Outcomes:

After having done this course successfully, the students shall be able to explain conflict using Buddhist philosophical concepts and critically evaluate ethical approaches to conflict resolution applying mindfulness and compassion based frameworks to real world conflicts.

Contents:

Unit I	Understanding Conflict in Buddhism	12 Hours
	• Conflict as Dukkha: Craving (taṇhā) and Ignorance (avidyā) • Four Noble Truths as a framework for Conflict Analysis • Middle Way and Balance	
Unit II	Ethical and Psychological Foundations	13 Hours
	• Mindfulness (sati) and Emotional Awareness • Compassion (karuṇā), loving-kindness (mettā) and Non-violence (ahiṃsā) • Noble Eightfold Path and ethical conduct	
Unit III	Doctrinal Insights and Resolutions	10 Hours
	• Non-self (anattā) and Identity-based conflicts • Dependent Origination (pratītyasamutpāda) • Emptiness (śūnyatā) and Plurality of Perspectives	


 विभागाध्यक्ष/Head
 शैक्षिक अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110 007/Delhi-110007

- Dialogue and right speech (sammā vācā)
- Sangha and Vinaya traditions of dispute resolution
- Engaged Buddhism and Socio-political applications
- Case studies: Contemporary Conflicts and Peacebuilding

Suggested Readings:

1. David Loy. (2015). A New Buddhist Path: Enlightenment, Evolution, and Ethics in the Modern World. Boston: Wisdom Publications.
2. Dhammapada. (1985). The Dhammapada (Trans. Eknath Easwaran). Petaluma: Nilgiri Press.
3. Majjhima Nikaya. (1995). The Middle Length Discourses of the Buddha (Trans. Bhikkhu Nanamoli & Bhikkhu Bodhi). Boston: Wisdom Publications.
4. Peter Harvey. (2013). An Introduction to Buddhism: Teachings, History and Practices (2nd ed.). Cambridge: Cambridge University Press.
5. Samyutta Nikaya. (2000). The Connected Discourses of the Buddha (Trans. Bhikkhu Bodhi). Boston: Wisdom Publications.
6. The Dalai Lama. (1999). Ethics for the New Millennium. New York: Riverhead Books.
7. Thich Nhat Hanh. (1991). Peace Is Every Step: The Path of Mindfulness in Everyday Life. New York: Bantam Books.
8. Vinaya Pitaka. (1996). The Book of the Discipline (Trans. I.B. Horner). Oxford: Pali Text Society.
9. Walpola Rahula. (1974). What the Buddha Taught. New York: Grove Press.

Tutorial Activities: Problem-solving exercises


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110007/Delhi-110007

GE 4: BSGE 401E: Royal Patronage of Buddhism in China

Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial	Practical		
GE 4: BSGE 401E: Royal Patronage of Buddhism in China	4	3	1	0	As per admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: #4 Quality Education

Course Objectives: This course is an introduction to the history of Buddhism in China from Chin dynasties to T'ang dynasty. In the course of the History of Buddhism in China, rulers played a crucial role in shaping the nature and characteristics of Chinese Buddhism. The main objective of this paper is to highlight the royal patronage Buddhism received and the terms and conditions imposed by the state in return of favours. Through engagement with historical scholarship, primary sources in translation, and Chinese Buddhist arts, Temples, and caves etc. This course will explore the intellectual history and cultural impact of Buddhism in China. Some prior knowledge of Chinese history and / or religion will be helpful. No knowledge of the Chinese language is required.

Course Learning Outcomes:

1. Students will learn to discuss religious ideas with peers in a simultaneously respectful and critically reflective manner.
2. Students will gain an ability to critically investigate religious traditions from an analytical critical and interdisciplinary perspective.
3. Students will analyze how Buddhist narratives, symbols and rituals have been used to shape boundaries of community and social and political responses to changing historical circumstances.
4. Students can serve as a useful source of collateral readings for courses dealing with the history and culture of China.
5. Students get well acquainted with the Sangha-State relations with up and downs during the course of history of Buddhism in China.

Contents:

Unit-I:	Yao xing of later Qin and Kumārajīva's translation of Buddhist text.	15 Hours
Unit-II:	Royal patronage of Buddhism during the Northern Wei and Liang dynasty.	10 Hours
Unit-III:	Emperor Wen of Sui: Establishment of Buddhist monasteries and stūpas, Buddhism as the official ideology, restoration of Buddhist texts, images, and monuments.	10 Hours
Unit-IV:	Royal Patronage under the T'ang.	10 Hours

Suggested Readings:

1. Berger, Patricia Ann. *Empire of emptiness: Buddhist art and political authority in Qing China*. Honolulu: University of Hawaii Press, 2003.

2. Chan, Sin-wai. *Buddhism in late Ch'ing political thought*. Hong Kong: Chinese University Press, 1985.
3. Chen, Jinhua. *Monks and monarchs, kinship and kingship: Tanqian in Sui Buddhism and politics* English and some Chinese. Kyoto: Scuola Italiana di Studi sull'Asia Orientale, 2003.
4. Gregory, Peter N., and Getz, Daniel A., Jr., eds. *Buddhism in the Sung*. Honolulu: Hawaii University Press, 1999.
5. Kenneth K.S. Ch'en, *Buddhism in China*, Princeton: Princeton University Press 1964.
6. Tan Sen, *Buddhism, Diplomacy and Trade*, Delhi: Manohar, 2004.
7. Weinstein, Stanley. *Buddhism under the T'ang*. New York: Cambridge University Press, 1987.
8. Welter, Albert. *Monks, Rulers, and Literati: The Political Ascendancy of Chan Buddhism*. Oxford; New York: Oxford University Press, 2006.
9. Zürcher, E. *The Buddhist conquest of China: the spread and adaptation of Buddhism in Early Medieval China*, NJ: Atlantic Highlands, 1973.

Tutorial Activities: Problem-solving exercises


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110 007/Delhi-110037

GE4: BSGE 401 F: The Impact and Importance of Four Major Traditions of Buddhism in Tibet

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/Pre-requisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
GE 4: BSGE 401 F The Impact and Importance of Four Major Traditions of Buddhism in Tibet	4	3	1	0	As per Admission criteria	Nil

This Paper is aligned with Sustainability Development Goals 2030: #4 Quality Education

Course Objectives:

This paper is to familiarize students with the pre-Buddhist religion of Tibet and four major Buddhist religions traditions. It is also to show how Tibetan history and religion is influenced by Indian culture and tradition.

Course Learning Outcomes:

Student will have a good understanding of the four Tibetan Buddhist Schools and the pre-Buddhist school which is Bon not only that it gives an overview of the system of all four schools, how they are interrelated with prevailing Indian Buddhist traditions.

Contents

Unit-I:	Bon, the Pre-Buddhist Religion of Tibet.	10 Hours
	- The Life History of Tonpa Sherab. - The Sacred Places and the main Monasteries.	
Unit-II:	Historical account of rNying ma and Sakya tradition and its general teaching.	12 Hours
	- Life story of Guru Padmasambhava and Berupa. - Main Monasteries and their founders.	
Unit-III:	Salient features of bka' brgyud pa school and its prominent masters.	13 Hours
	- The life story of Tilopa, Naropa, Marpa and Milarepa. - Four Mager tradition and eight minor traditions.	
Unit-IV:	The dge lugs pa tradition and institute of Dalai Lama.	10 Hours
	- Life story of Tsongkhapa and his three disciples. - Institutions of Dalai Lama and Panchen Lama.	

Suggested Readings:

1. Bruce Newman, *A Beginner's Guide to Tibetan Buddhism*, Snow lion Publication, 1996.
2. John Power (2007), *Introduction to Tibetan Buddhism*, Snow Lion Publication.
3. Thubten Chodron, *Buddhism for Beginners*, Snow Lion Publication, 1972.
4. Wallace, B. Alan (October 25, 1993). *Tibetan Buddhism from the Ground up: A Practical Approach for Modern Life*. Wisdom Publications.
5. Yeshe, Lama Thubten (2001), *The Essence of Tibetan Buddhism*, Lama Yeshe Wisdom Archive.

Tutorial Activities: Problem-solving exercises

SBC: Buddhism and Mind Management

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/Pre-requisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
SBC: Buddhism and Mind Management	2	1	1	0	As per Admission criteria	Nil

This Paper is aligned with Sustainability Development Goals 2030: #4 Quality Education

Learning Objective:

1. To enable the students to introspect deeply into the concept of mind and matter as enshrined in Buddhist Literature
2. To enable students to understand the interdependence of mind with matter.
3. To enable students to employ the mind-matter theory and utilise the same in meditative practices
4. To enable students to compare and comprehend the relevance of Meditation practices to have strong psycho-physics and be a productive individual in society.
5. To encourage students to take Vipassana courses as taught by S.N. Goenka in the tradition of Sayagyi U Ba Khin.

Course Learning Outcome:

1. Students appreciate the concept of mind and matter as enshrined in Buddhist Literature
2. Students take a meditation course and try to practice it in daily life.
3. Students help in the propagation of Mindfulness and its various relevant ways.
4. Students show strong psychic health and contribute to a healthy and peaceful society.
5. Students engage themselves with Vipassana practices in nearby Vipassana centres.

Contents:

Unit-I:	Introduction to the Buddhist Concept of Five Aggregates	8 Hours
	• Concept of Yoga and Vipassanā • Pañcupādānakkhandā: the five aggregates as the essence of personality. • Nāma and Rūpa: The Mind and the Matter • The Dependent Origination and the five aggregates • The role of Vedanā in mind-body alignment	
Unit-II:	Satipaṭṭhāna and the Mind-Matter Alignment	7 Hours
	• The four Satipaṭṭhāna and their relations with Mind-Matter Alignment • Vipassana: the practical aspect of Mind-Matter Alignment • Mind Matter alignment in discourses of S.N. Goenka • Mindfulness for children and adults for a healthy psyche.	


 विभागाध्यक्ष/Head
 संस्कृत अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110 007/Delhi-110007

Suggested Readings:

1. Bhikshu Sangharakshita, Know Your Mind: Psychological Dimension of Ethics in Buddhism, Windhorse Publications Ltd, 2012
2. Rhys Davids, T.W. (ed.), *The Milindapañha*, 2 vols., London: PTS: 1929-31.
3. Mahāsatiṭṭhāna Sutta, Vipassana Research Institute Dhamma Giri, Igatpuri, 1993
4. Satyanarayan Goenka, Vipassana - Inner Peace For World Peace, Vipassana Research Institute, Igatpuri, 2024
5. Vipassana—Its Relevance to the Present World, Vipassana Research Institute, Igatpuri, 1994
6. Sayagyi U Ba Khin Journal, Vipassana Research Institute, Igatpuri, 1991
7. Let Us Walk The Path Of Dhamma, Vipassana Research Institute, Igatpuri
8. Prof. P. L. Dhar, Value Inculcation Through Self-Observation, Vipassana Research Institute, Igatpuri, 2007
9. Dr. Kishore Chandiramani, Mr. S. K. Verma and Prof. P. L. Dhar, Psychological Effects Of Vipassana On Tihar Jail Inmates, Vipassana Research Institute, Igatpuri, 1995
10. S. N. Goenka, Origin & Spread Of Vipassana , Vipassana Research Institute, Igatpuri, 2011
11. सत्यनारायण गोयन्का, बुद्ध की महान शिक्षा: विषयना की उत्पत्ति और प्रसार, 2009
12. सत्यनारायण गोयन्का, तिपिटक में सम्यक् सम्बुद्ध, विषयना विशोधन विन्यास , धम्मगिरि, इगतपुरी, 2008

E Resources:

1. https://www.accesstoinsight.org/ati/lib/thai/chah/the_teachings_of_ajahn_chah_web.pdf
2. <https://mudita.dhamma.org/about-vipassana/vipassana-in-prisons/#:~:text=To%20live%20an%20ethical%20and,kev%20focus%20of%20this%20work.>
3. <https://plumvillage.org/about/thich-nhat-hanh/biography>
4. <https://www.lionsroar.com/the-life-of-thich-nhat-hanh/>

Tutorial Activities: Problem-solving exercises

Structure 3 (Level 6.5): Research

Semester	DSC	DSE	Research Methods/ Tools/ Writing	Dissertation/ Academic Project/ Entrepreneurship	Total Credits
Semester- III	DSC	DSE	(a) Advanced Research Methodology of the core discipline + (b) Tools for Research	See detailed outcomes below (10 credits)	22
	(4 credits)	(4 credits)	(2x2 = 4 credits)		
Semester- IV	-	DSE-	Techniques of Research Writing	See detailed outcomes below (16 credits)	22
		(4 credits)	(2 credits)		

SEMESTER III

Learning outcomes of semester III of the PG Course Structure 3 focussed on “Research”

The following **four** outcomes must be achieved by the end of III Semester

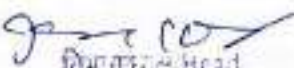
1. Research Problem identification
2. Review of literature
3. Research design formulation
4. **Phase I** of research (for e.g. Initial phase of research experimentation, completion of pilot project etc.

SEMESTER IV

Learning outcomes of Semester IV of the PG Course Structure 3 focussed on “Research”

The following **three** outcomes must be achieved by the end of IV Semester

1. **Phase II** of research - Final phase of experimentation/ fieldwork
2. Dissertation/ project report submission
3. Attain at least one of the following outcomes:
 - Developed a prototype or product which meets the Technology Readiness Level 3/4 (TRL-3 or TRL-4) as defined by CSIR
 - Publication in Scopus indexed journals #
 - Patent


विभागाध्यक्ष, Head

बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110 007/Delhi-110007

- Any other scholastic work as recommended by the DRC & BRS and approved by the Research Council
 - Publication of a book by a reputed publisher (National/International) as recommended by the DRC and BRS and approved by the Research Council.
4. # Publication must be in Scopus indexed journals and the authors have to be the student concerned and his/her supervisor(s). Addition of any author [other than the student and supervisor(s)] in the publication has to be with the permission of the Chairperson, Research Council. This permission must be mandatorily taken prior to commencement of Phase-II of the research.

COURSES OFFERED IN SEMESTER III			
SL. No.	Code	Subject Code	Subject
1.	DSC	BSCC 303	Sources and Methods in Buddhist Studies
2.	DSE	BSEC 301 A	Abhidhamma Piṭaka
3.		BSEC 301 B	Contribution of Sanskrit Scholars to the Development of Buddhism
4.		BSEC 301 C	Advent and Spread of Northern Buddhism
5.		BSEC 301 D	Buddhist Yogācāra Idealism
6.		BSEC 301 E	History of Buddhism in China (907 CE onwards)
7.		BSEC 301 F	Tibetan Buddhist Literature-II

COURSES OFFERED IN SEMESTER IV			
SL. No.	Code	Subject Code	Subject
8.	DSE	BSEC 402 A	Vaṃsa Literature
9.		BSEC 402 B	Sarvāstivāda and Sanskrit Gāthā Literature
10.		BSEC 402 C	Origin and Development of Buddhist Art and Architecture
11.		BSEC 402 D	Dignāga: Buddhist Logic and Epistemology
12.		BSEC 402 E	Buddhist Sects in China
13.		BSEC 402 F	Tibetan Buddhist Philosophy and Logic
14.	Research Methods		Advanced Research Methodology
15.			Research Tools
16.			Techniques of Research Writing


 विभागाध्यक्ष/Head
 हिन्दू अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110 007/Delhi-110007

SEMESTER III

DSC: Sources and Methods in Buddhist Studies

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/Pre-requisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
DSC: Sources and Methods in Buddhist Studies	4	3	1	0	As per Admission criteria	Nil

This Paper is aligned with Sustainability Development Goals 2030: #4 Quality Education

Course Objectives:

The course aims to:

1. To introduce students to the major textual, archaeological, and historical sources used in the study of Buddhism.
2. To familiarize students with the methods of textual and historical analysis applied in Buddhist Studies.
3. To develop critical understanding of the key concepts of different Buddhist philosophical schools
4. To prepare students for independent academic research through engagement with primary sources and scholarly debates.

Course Learning Outcomes:

After completing this course, students will be able to:

1. Identify and critically evaluate different sources for the study of Buddhism, including canonical texts, inscriptions, and archaeological materials.
2. Analyse Buddhist doctrines and philosophical arguments found in major philosophical traditions of Theravāda and Mahāyāna.
3. Understand the historical development and transmission of Buddhism in India and Asia through textual and material evidence.
4. Apply appropriate **research methods and analytical approaches** in the study of Buddhist texts, history, and philosophy.
5. Develop the ability to formulate **research questions and scholarly arguments** in Buddhist Studies.

Contents

Unit I	Textual Sources for the Study of Buddhism	12 Hours
	• Canonical sources: Pāli <i>Tiṇḡaka</i> and Sanskrit Buddhist literature • Chinese and Tibetan translations • Commentarial and post-canonical literature • Importance of textual traditions	
Unit II	Archaeological and Epigraphic Sources	13 Hours
	• Buddhist inscriptions and their historical significance • Monastic institutions and educational centres • Buddhist art, architecture, and material culture	

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 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110 007/Delhi-110007

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	• Contribution of royal patronage, particularly under rulers such as Asoka	
Unit III	Critical Enquiry of Key Buddhist Philosophical Concepts • Different views of Buddhist schools on Theory of Cognition and Consciousness- <i>Citta, Cetasika, Manas, Ālayavijñāna</i> • Different views of Buddhist schools on theory of causation, theory of <i>anatta, śūnyatā</i> • Different views of Buddhist schools on <i>Pratyakṣa, Anumāna</i>, and theory of language- <i>apoha</i>	10 Hours
Unit IV	Transmission and Transformation of Buddhism in Asia • Spread of Buddhism to China and Tibet • Translation movements and scholastic traditions • Role of translators and pilgrims such as Xuanzang	10 Hours

Suggested Readings:

1. Ambedkar, B. R. *The Buddha and His Dhamma*. Siddharth College Publication, 1956.
2. J. K. Nariman, *Literary History of Sanskrit Buddhism*, Motilal Banarasidass, Reprint 1972.
3. John W. Creswell. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Thousand Oaks: Sage Publications, 2014.
4. Kapil Kapoor, 2014. *Sanskrit Research Methodology*. New Delhi: D.K. Printworld.
5. Kenneth K.S.Ch'en, *Buddhism in China*, Princeton : Princeton University Press 1964.
6. Mookerjee, Satkari, *The Buddhist Philosophy of Universal Flux*, Delhi: 1996.
7. Nakamura, H., *Indian Buddhism: A Survey with Bibliographical Notes*, reprint, Delhi: 1989.
8. Upadhyay, Baldeva, *Bauddha Darśana Mimāṃsā*, Chaukhambha, Varanasi, 1978.
9. Upadhyay, Bharat S. *Pāli Sāhitya ka Itihāsa*, Hindi Sahitya Sammelan, Allahabad, 1994.
10. Warder, A. K., *Indian Buddhism*, MLBD, Delhi, 2000.
11. Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. *The Craft of Research*. Chicago: University of Chicago Press, 2016.
12. William, Paul, *Mahāyāna Buddhism*, 2nd edn., Routledge, London, 2008.

Tutorial Activities: Problem-solving exercises


विभागाध्यक्ष/Head

बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110 007/Delhi-110007

DSE 5: BSEC 301A: Abhidhamma Piṭaka

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/Pre-requisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 5: BSEC 301A Abhidhamma Piṭaka	4	3	1	0	As per Admission criteria	Nil

This Paper is aligned with Sustainability Development Goals 2030: 10 Reduced Inequalities

Course Objectives:

This course aims at providing students with a comprehensive treatment of the Pāli Abhidhamma Piṭaka, in order to allow them, by the end of the year, to understand the Abhidhamma and read independently Pāli texts of the Abhidhamma Piṭaka, and to pursue more advanced studies in Abhidhamma.

Course Learning Outcomes:

At the end of the course, a student should be able to demonstrate a clear understanding of the *Buddhavaṇṇa*, ability to understand the original texts of the Abhidhamma Piṭaka and the treatment of Buddhist psychology, ethics, and philosophy in the Abhidhamma Piṭaka.

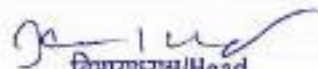
Contents:

Unit I	The <i>Dhammasaṅgaṇī</i>:	13 Hours
	• <i>Mātikā</i>	
Unit II	The <i>Dhātukathā</i>:	12 Hours
	• <i>Nikkheppakaṇḍa</i>	
Unit III	The <i>Puggalapaññatti</i>:	10 Hours
	• <i>Mātikā</i>	
Unit IV	The <i>Kathāvatthu</i>:	10 Hours
	• <i>Puggalakathā</i>	

Suggested Readings:

1. Aung S.Z. & C.A.F. Rhys Davids, Compendium of *Abhidhamma* Philosophy, Pali Text Society, London, U.K.: 1956.
2. B. C. Law, Designation of Human Types, London: PTS, 1992.
3. C.A.F. Rhys Davids, A Buddhist Manual of Psychological Ethics, London: PTS, 1993.
4. Karunadasa, Y., The Buddhist Analysis of Matter, Colombo, 1967.
5. Ñāṇaponika, Guide Through *Abhidhamma Piṭaka*, Colombo: Heritage: 2000.
6. Narada, Thera, A Manual of *Abhidhamma*, Colombo, 1956.
7. Narada, Thera, Conditional Relations, vol. I, London: PTS, 1992.
8. Points of Controversy Trans. of *Kathāvatthu* by Shwe Zan Aung & CAF Rhys Davids, Pali Text Society, London: 1915.
9. The *Aṭṭhasālinī*, ed. R.S. Tripathi, Varanasi: 1989.
10. The *Dhammasaṅgaṇī*, ed. E. Muller, London: PTS: 1885.
11. The Expositor, tr. Pe Maung Tin, 2 vols. reprint, London: PTS: 1976.
12. The *Puggala Paññatti*, ed. & tr. O.P. Pathak & Veena Gaur, Delhi: EBL: 2000.

Tutorial Activities: Problem-solving exercises


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली

DSE 5: BSEC 301B: Contribution of Sanskrit Scholars to the Development of Buddhism

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/Pre-requisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 5: BSEC 301B Contribution of Sanskrit Scholars to the Development of Buddhism	4	3	1	0	As per Admission criteria	Nil

This Paper is aligned with Sustainability Development Goals 2030: 10 Reduced Inequalities

Course Objectives:

1. To understand the role of Sanskrit scholars in the development of Buddhist thought.
2. To study the philosophical and literary contributions of major Buddhist scholars.
3. To analyse the influence of Sanskrit Buddhist texts on Buddhist philosophy and intellectual traditions.

Course Learning Outcomes:

After completing the course, students will be able to:

1. Identify the major Sanskrit Buddhist scholars and their works.
2. Explain the philosophical contributions of these scholars.
3. Evaluate the role of Sanskrit literature in the development of Buddhism.

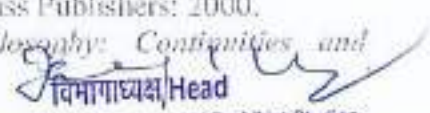
Contents

Contents:

Unit-I	Contribution of Āśvaghoṣa: • Life and works of Āśvaghoṣa • Literary contribution to Buddhist Sanskrit	10 Hours
Unit-II	Contribution of Nāgārjuna: • Life and philosophical background • Concept of Śūnyatā (Emptiness)	10 Hours
Unit-III	Contribution of Vasubandhu: • Life and intellectual background • Abhidharma and Yogācāra philosophy	10 Hours
Unit-IV	Contribution of Dharmakīrti: • Life and philosophical background • Buddhist logic and epistemology	15 Hours

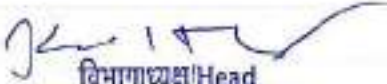
Suggested Readings:

1. A. K. Warder, *Indian Buddhism*. Delhi: Motilal Banarsidass Publishers: 2000.
2. David J. Kalupahana, *A History of Buddhist Philosophy: Continuities and Discontinuities*. Delhi: Motilal Banarsidass: 1992.


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110 007/Delhi-110007

3. Edward Conze (2001). *Buddhist Thought in India: Three Phases of Buddhist Philosophy*. London: George Allen & Unwin.
4. Étienne Lamotte, *History of Indian Buddhism: From the Origins to the Śaka Era*. Louvain-la-Neuve: Institut Orientaliste: 1988.
5. Rahul Sankrityayan, *Bauddha Darshan*. Allahabad: Kitab Mahal: 1956.
6. Ram Shankar Tripathi, ed. *Saundarananda Mahākavya of Acārya Āsvaghōṣa* (With Tibetan and Hindi Translation), 1999.
7. Surendranath Dasgupta, *A History of Indian Philosophy*, Vol. I. Delhi: Motilal Banarsidass: 1975.
8. Tiwary, M. (ed.), *The Vijñaptimātratāsiddhi of Vasubandhu* (both *Vimśatikā* and *Triṃśikā*), Delhi: 1995.
9. Tripathi, R. S., *Bauddhadarśana Prasthāna*. Sarnath, Varanasi: Central Institute of Higher Tibetan Studies. 2015.
10. Tripathi, R.S., *Vijñaptimātratāsiddhi* (Hindi), Varanasi: 1992.
11. Upadhyaya, Baldev, *Baudha Darshan Mimāṃsā*, Varanasi: 1978.
12. उपाध्याय, बलदेव। बौद्ध धर्म और दर्शन। वाराणसी: चौखम्बा विद्याभवन, 1999।
13. उपाध्याय, भरत सिंह। बौद्ध दर्शन तथा अन्य भारतीय दर्शन। वाराणसी: मोतीलाल बनारसीदास, 2017।
14. त्रिपाठी, रामशंकर। बौद्ध दर्शन प्रस्थाना। वाराणसी: केंद्रीय उच्च तिब्बती शिक्षा संस्थान, 2001।
15. शर्मा, चन्द्रधर। भारतीय दर्शन: आलोचन और अनुशीलन। दिल्ली: मोतीलाल बनारसीदास, 2004।
16. शास्त्री, द्वारिकादास। माध्यमिक दर्शन। वाराणसी: बौद्ध भारती, 1964।

Tutorial Activities: Problem-solving exercises


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110 007/Delhi-110007

DSE 5: BSEC 301C: Advent and Spread of Northern Buddhism

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/Pre-requisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 5: BSEC 301C Advent and Spread of Northern Buddhism	4	3	1	0	As per Admission criteria	Nil

This Paper is aligned with Sustainability Development Goals 2030: #4 Quality Education

Course Objectives:

1. To trace the origin and transmission of Northern Buddhism into East and Southeast Asia, with a focus on historical processes and cultural exchanges.
2. To study the introduction and development of Buddhism in China, including key phases, translators, and schools.
3. To examine the spread and adaptation of Buddhism in Korea and Japan, highlighting local influences and transformations.
4. To analyze the growth of Buddhism in Vietnam, with attention to its interaction with indigenous traditions and socio-political contexts.

Course Learning Outcomes:

After completing this course, students will be able to:

1. Explain the historical processes involved in the spread of Northern Buddhism across Asian regions such as China, Korea, Japan, and Vietnam.
2. Identify major developments in Chinese Buddhism, including its philosophical schools and cultural integration.
3. Assess the transmission and transformation of Buddhism in Korea and Japan, recognizing regional variations and contributions.
4. Evaluate the establishment and evolution of Buddhism in Vietnam, and its relationship with local culture and society.

Contents

Unit-I **Advent and Spread of Buddhism in China** 10 Hours

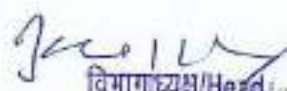
- Pre religious social condition of China
- Factors responsible for the development of the Buddhism in China
- Establishment of Buddhism in Han Period

Unit-II **Advent and spread of Buddhism in Korea** 10 Hours

- Pre religious social condition of Korea
- Advent and development of Buddhism in three kingdom
- Unification of Shilla

Unit-III **Advent and spread of Buddhism in Japan**

- Pre religious social condition of Japan


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
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Unit-IV

- Role of Important kings for the establishment of Buddhism
 - Buddhist schools in Nara period
- Advent and Spread of Buddhism in Vietnam**
- Pre religious social condition of Vietnam
 - Role of Important Monks for the establishment of Buddhism
 - Socially engaged Buddhism

15 Hours

Suggested Readings:

1. Anesaki, M., *History of Japanese Religion*, Tokyo: 1963.
2. Bechert, H. & R. Gombrich (ed.), *The World of Buddhism*, London: 1984.
3. Clark, C.A., *Religions of Old Korea*, reprint, Seoul: 1982.
4. Guang-Lien, *A Short Introduction of Buddhism in Vietnam*, Saigon: 1968.
5. Hanayama, S., *A History of Japanese Buddhism*, Tokyo: 1966.
6. Kenneth K.S. Ch'en, *Buddhism in China*, Princeton: 1964.
7. Kitagawa, J.M., *Religion in Japanese History*, New York: 1966.
8. Saunders, E., *Buddhism in Japan*, Philadelphia: 1964.
9. Stenley, Winstein, *Buddhism under the Tang*, Cambridge 1984.
10. The Korean Buddhist Research Institute, *The History and Culture of Buddhism in Korea*, Seoul: 1983.
11. Wright, A.F., *Buddhism in China*, Stanford: 1958.

Tutorial Activities: Problem-solving exercises



विभागाध्यक्ष/Head

बौद्ध अध्ययन विभाग/Department of Buddhist Studies

दिल्ली विश्वविद्यालय/University of Delhi

दिल्ली-110007/Delhi-110007

DSE 5: BSEC 301D: Buddhist Yogācāra Idealism

Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 5: BSEC 301D: Buddhist Yogācāra Idealism	4	3	1	0	As per admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: 10 Reduced Inequalities

Course Objectives: The objectives of this course is to:

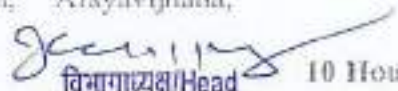
- Aware students about the theory of idealism in Buddhism
- advance students' knowledge on the Vasubandhu's different views on reality
- develop critical understanding about the Yogācāra Idealism

Course Learning Outcomes:

Upon the completion of this course, students should have acquired a clear understanding of Vasubandhu and Yogācāra Idealism.

Contents:

Unit I	Introduction to Buddhist Idealism	10 Hours
	• Meaning of <i>Vijñaptimātratā</i> (consciousness-only) • Denial of Independent external reality • Emergence of Yogācāra in Mahāyāna • Core ideas: Non-duality, Dependent origination • Brief comparison: Madhyamaka, Advaita, Western Idealism • Critical evaluation	
Unit II	Life and Works of Asaṅga and Vasubandhu	10 Hours
	• Asaṅga: Life and Role in Yogācāra development • Vasubandhu: Shift from Sarvāstivāda to Yogācāra • Key texts: <i>Yogācārabhūmi</i>, <i>Mahāyānasūtrālaṅkāra</i>, <i>Vipśatikā</i> and <i>Trīṃśikā</i> • Contributions: Vijñānavāda, Ālayavijñāna, Karma theory	
Unit III	Classification of Consciousness	10 Hours


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110007/Delhi-110007

	• Eight consciousnesses: Five sensory, <i>Manovijñāna</i>, <i>Kliṣṭa Manas</i>, <i>Ālayavijñāna</i> • <i>Ālayavijñāna</i>: Storehouse of Karmic seeds • <i>Kliṣṭa Manas</i>: Ego-consciousness • Cognition and Subject-object construction • Link with modern psychology	
Unit IV	Three Characteristics of Consciousness	15 Hours
	• Three natures: • <i>Parikalpita</i> (imagined) • <i>Paratantra</i> (dependent) • <i>Pariniṣpanna</i> (perfected) • Illusion vs Dependent reality vs Ultimate truth • Path to liberation through transformation of consciousness • Comparative and Critical perspective	

Suggested Readings:

1. Anacker, Stefan, *Seven Works of Vasubandhu: The Buddhist Psychological Doctor*, Delhi: 1984.
2. Chatterjee, A.K. *Yogācāra Idealism*, Delhi: 1975.
3. Kalupahana, D.J., *The Principles of Buddhist Psychology*, Delhi: 1992.
4. Kochumuttom, T.A. *A Buddhist Doctrine of Experience*, Delhi: 1982.
5. Tiwary, M. (ed.), *The Vijñaptimātratāsiddhi of Vasubandhu (both Viṃśatikā and Triṃśikā)*, Delhi: 1995.
6. Tripathi, R.S., *Vijñaptimātratāsiddhi* (Hindi), Varanasi: 1992.
7. उपाध्याय, बलदेव। बौद्ध धर्म और दर्शन। वाराणसी: चौखम्बा विद्याभवन, 1999।
8. उपाध्याय, भरत सिंह। बौद्ध दर्शन तथा अन्य भारतीय दर्शन। वाराणसी: मोतीलाल बनारसीदास, 2017।
9. त्रिपाठी, रामशंकर। बौद्ध दर्शन प्रस्थान। वाराणसी: केंद्रीय उच्च तिब्बती शिक्षा संस्थान, 2001।
10. शर्मा, चन्द्रधर। भारतीय दर्शन: आलोचन और अनुशीलन। दिल्ली: मोतीलाल बनारसीदास, 2004।
11. शास्त्री, द्वारिकादास। माध्यमिक दर्शन। वाराणसी: बौद्ध भारती, 1964।

Tutorial Activities: Problem-solving exercises


 दिभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110007/Delhi-110007

DSE 5: BSEC 301E: History of Buddhism in China (907 CE Onwards)

Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 5: BSEC 301E: History of Buddhism in China (907 CE onwards)	4	3	1	0	As per admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: 10 Reduced Inequalities

Course Objectives:

1. To study the historical development of Buddhism in China after 907 CE, beginning with the Five Dynasties and the Northern and Southern Song periods.
2. To examine the role of non-Han (alien) dynasties, including the Liao Dynasty, Jin Dynasty, and Yuan Dynasty, in shaping Buddhist institutions and practices.
3. To analyze the condition and transformation of Buddhism during the Ming Dynasty and Qing Dynasty periods, focusing on state policies, sectarian developments, and cultural influences.
4. To explore the evolution of Buddhism in modern China, including its challenges, reforms, and contemporary relevance.

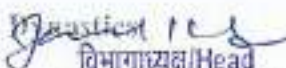
Course Learning Outcomes:

After completing this course, students will be able to:

1. Explain the historical progression of Buddhism in China from the Five Dynasties through the Song period, identifying key developments and transitions.
2. Assess the impact of the Liao, Jin, and Yuan dynasties on the growth and transformation of Chinese Buddhism.
3. Evaluate the status and changes in Buddhism during the Ming and Qing dynasties, including institutional, doctrinal, and socio-political aspects.
4. Analyze the condition of Buddhism in modern China, with reference to reform movements, state interaction, and global significance.

Contents:

Unit-I	Buddhism under the Five Dynasties and Northern and Southern Song Dynasties • Institutional Developments and State Patronage • Doctrinal Trends and Monastic Culture	10 Hours
Unit-II	Buddhism under the Alien Dynasties: Liao, Jin and Yuan • Interaction between Buddhism and Non-Han Rulers • Tibetan Influence and Transregional Buddhist Networks	10 Hours
Unit-III	Buddhism during the Ming and Qing	10 Hours


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
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- Revival Movements and Syncretism with Confucianism and Daoism
- Monastic Reforms and Popular Religious Practices

Unit-IV

Buddhism in the Modern Period

15 Hours

- Impact of Colonialism and Modern Reforms
- Buddhism in Contemporary Society and Global Context

Suggested Readings:

1. *Cambridge History of China*.
2. J.J.M. De Groot, *Sectarianism and Religious Persecution in China*, Taipei: 1970.
3. K. Reichelt, *Truth and Tradition in Chinese Buddhism*, Shanghai: 1927.
4. K.A. Wittfogel and Feng Chia sheng, *History of Chinese Society*, Philadelphia: 1949.
5. Kenneth K.S. Ch'en, *The Sale of monk certificates during the Sung Dynasty*, Harvard Theological Review, 49, 4: 1956.
6. Kiely, J. Jan & Jessup, Brooks (editor). *Recovering Buddhism in Modern China*. New York: Columbia University Press, 2016.
7. Pittman, Alvin, Don. *Toward a Modern Chinese Buddhism: Taixu's Reforms*. University of Hawaii Press: Honolulu, 2001.
8. Tan Sen, *Buddhism, Diplomacy and Trade*, Delhi: 2004.
9. Wing-tsit Chan, *Religious Trends in Modern China*, New York: 1953.

Tutorial Activities: Problem-solving exercises


 विभागाध्यक्ष, Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 हिन्दू विश्वविद्यालय, University of Delhi
 दिल्ली-110 007, Delhi-110007

DSE 5: BSEC 301F: Tibetan Buddhist Literature- II

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/Pre-requisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 5: BSEC 301F Tibetan Buddhist Literature- II	4	3	1	0	As per Admission criteria	Nil

This Paper is aligned with Sustainability Development Goals 2030; 10 Reduced Inequalities

Course Objectives:

1. To provide a general introduction to the text *Byang chub sems dpa'i spyod par 'jug pa* (Bodhisattvacharyāvatāra) and its significance in Tibetan Buddhist literature.
2. To study the first chapter of the Bodhisattvacharyāvatāra by Śāntideva, focusing on the concept of Bodhicitta.
3. To examine selected verses (first 35) of *bshes pa'i spring yig* (Letter to a Friend) by Nāgārjuna, highlighting ethical and philosophical teachings.
4. To analyze *rGyal sras lag len so bdun ma* (Thirty-Seven Practices of a Bodhisattva) by Thogmed Zangpo, with emphasis on practical aspects of the Bodhisattva path.

Course Learning Outcomes:

After completing this course, students will be able to:

1. Explain the importance of key Tibetan Buddhist texts, particularly the Bodhisattvacharyāvatāra and related works.
2. Interpret the first chapter of Śāntideva's text, demonstrating an understanding of Bodhicitta and its role in Mahāyāna Buddhism.
3. Analyze the ethical teachings in Nāgārjuna's Letter to a Friend, and relate them to Buddhist moral philosophy.
4. Evaluate the practical teachings of the Thirty-Seven Practices of a Bodhisattva, and their relevance to spiritual development and daily life.

Contents:

Unit I	General Introduction of <i>Byang chub sems dpa'i spyod par 'jug pa</i> (Jangchub Sempe Chodpa la Jugpa)	11 Hours
Unit II	<i>Byang chub sems dpa'i spyod par 'jug pa</i> (Jangchub Sempe Chodpa la Jugpa) of Santideva (Chapters First only)	11 Hours
Unit III	<i>bshes pa'i spring yig</i> (Shepe Tingyeg) of Nagarjuna (First 35 verses).	11 Hours
Unit IV	<i>rGyal sras lag len so bdun ma</i> (Gyalse Lagyen So Dunma) of Thog med Zangpo	12 Hours


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110007, Delhi-110007

Suggested Readings:

1. Geshe Ngawang Dhargyey et al, ed. & tr., *The Thirty-Seven Practices of all the Buddha's Son*, Dharamshala: 1989.
2. Lobzang Jamspal et Peter D. Santania, *Nagarjuna's letter to the king Gautamiputra*, Delhi: 1978.
3. Matics, Marian L., *Entering the Path of Enlightenment: The Bodhicariyavatara of the Buddhist Poet Santideva*, London: 1970.
4. Poussin, L.V., *Bodhicariyavataar with Panjika*, B.L., 1902-14.
5. Sempa Dorje, ed. & tr., *rGyal sras lag len so bdun ma*, Varanasi: 1993.
6. Sharma, Parmananda, tr. *Bodhicariyāvatāra*, 2vols, New Delhi: 1990.

Tutorial Activities: Problem-solving exercises


विभागाध्यक्ष/Head
बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110 007/Delhi-110007

SEMESTER- IV

DSE 8: BSEC 402A: Vamsa Literature

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/Pre-requisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 8: BSEC 402A Vamsa Literature	4	3	1	0	As per Admission criteria	Nil

This Paper is aligned with Sustainability Development Goals 2030: 10 Reduced Inequalities

Course Objectives: This course aims at providing students with a comprehensive understanding of the Pāli Vamsa literature, in order to allow them, by the end of the year, to pursue more advanced studies in Pāli poetical literature.

Course Learning Outcomes: At the end of the course, a student should be able to demonstrate a clear understanding of the Pāli Vamsa literature and its role in understanding the history of Buddhism.

Contents:

Unit I	The <i>Dīpavaṃsa</i> : • <i>Chatṭha Paricchedo- Dhammasoko</i> • <i>Sattamo Paricchedo- Tatiya Saddhamma Saṅgaho</i>	13 Hours
Unit II	The <i>Mahāvaṃsa</i> : • <i>Pañṇa Paricchedo- Tathāgatābhigamanam</i> • <i>Dutiya Paricchedo- Mahāsammatavaṃso</i>	12 Hours
Unit III	The <i>Sāsanaṃsa</i> : • <i>Navattānagatasāsanaṃsakathāmaggo</i> • <i>Sīhaladīpikasāsanaṃsakathāmaggo</i>	10 Hours
Unit IV	The <i>Mahābodhiṃsa</i> • <i>Dumindāgamana-kathā</i>	10 Hours

Suggested Readings:

1. *Dīpavaṃsa (with Hindi translation)*, Balmiki Prasad, Samyaka Prakashana, New Delhi: 2014
2. *Dīpavaṃsa*, ed. and tr. Oldenberg, London: 1879.
3. E. Adikaram, *Early History of Buddhism in Ceylon: State of Buddhism in Ceylon as Revealed by Pāli Commentaries of the 5th Century AD.*
4. *Mahāvaṃsa (With Hindi translation)*, Balmiki Prasad, Samyaka Prakashana, New Delhi: 2017.
5. *Mahāvaṃsa-i (With English translation)*, Mahesh Tiwari, Department of Buddhist Studies, University of Delhi, Delhi: 1985.


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110 007/Delhi-110007

6. *Saddhammasaṅgaha*, JPTS: 1890.
7. *Sāsanavaṃsa* (with hindi translation), Balmiki Prasad, Samyaka Prakashana, New Delhi: 2015
8. Siddhartha (ed and trans), *Saddhammasaṅgaho*, Motilal Banarasidasa, Delhi:2006
9. The Maha Bodhi Vamsa, S Arthur Strong, Pali Text Society, London, 1891.
10. *The Mahāvamsa*, ed. W. Geiger, PTS, London: 1908.
11. *The Sāsanavaṃsa*, ed. S. Mookherjee & C.S. Upasak, Nalanda: Nava Nalanda Mahavihar: 1961.

Tutorial Activities: Problem-solving exercises


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110007/Delhi-110007

DSE 8: BSEC 402B: Sarvāstivāda and Sanskrit Gāthā Literature

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/Pre-requisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 8: BSEC 402B Sarvāstivāda and Sanskrit Gāthā Literature	4	3	1	0	As per Admission criteria	Nil

This Paper is aligned with Sustainability Development Goals 2030: #10 Reduced Inequalities

Course Objectives:

1. To understand the Sarvāstivāda Buddhist school and its doctrines.
2. To study Sanskrit Gāthā (verse) literature in Buddhism.
3. To analyze philosophical and literary aspects of Sarvāstivāda texts.

Learning Outcomes:

After completing this course, students will be able to:

1. Explain the philosophy of Sarvāstivāda.
2. Identify important Sanskrit Gāthā texts.
3. Analyze doctrinal and poetic elements in Buddhist literature.

Contents:

Unit I	Introduction to Sarvāstivāda	13 Hours
	• Meaning and origin of Sarvāstivāda • Historical background and development • Geographical spread (Kashmir, Gandhāra)	
Unit II	Doctrinal Foundations of Sarvāstivāda	12 Hours
	• Theory of "Sarvam asti" (everything exists) • Concept of dharmas and time (past, present, future) • Abhidharma philosophy	
Unit III	Introduction to Sanskrit Gāthā Literature	10 Hours
	• Meaning and nature of Gāthā • Role of verse in Buddhist teaching • Difference between prose and verse literature	
Unit IV	Early Sanskrit Gāthā Texts	10 Hours
	• Study of Udānavarga • Ethical and philosophical teachings in verses • Comparison with Pāli Dhammapadam	

Suggested Readings:

1. A. K. Warder, *Indian Kāvya Literature*. Motilal Banarsidass: 1999.
2. Bernhard, F., *Udānavarga*. Vandenhoeck & Ruprecht: 1966.
3. Buddhist Mahayana Texts, Oxford, 1894.


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110 007/Delhi-110007

4. Cox, C., *Disputed Dharmas*. Tokyo: International Institute for Buddhist Studies: 1995.
5. D. L. Mitra, *A History of Nepalese Buddhist Sanskrit Literature*, Calcutta, 1973.
6. E. H. Johnston, *The Buddhacarita or Acts of the Buddha*, Motilal Banarasidass, Reprint 1995.
7. Étienne Lamotte, *History of Indian Buddhism*. Peeters Press: 1988.
8. Garronski, *Studies About the Sanskrit Buddhist Literature*, Delhi, 1967.
9. J. K. Nariman, *Literary History of Sanskrit Buddhism*, Motilal Banarasidass, Reprint 1972.
10. Narendra Dev, *Baudh-Dharma aur Darshan*, Patna, 1962.
11. P. L. Vaidya, ed. *Avadānaśataka*, Mithila Institute, Darbhanga, 1958.
12. Ram Shankar Tripathi, ed. *Saundarananda Mahakāvya* of Ācārya Aśvaghoṣa (With Tibetan and Hindi Translation), 1999.
13. Williams Paul, *Mahayana Buddhism: The Doctrinal Foundations*, London: Routledge, 2007.
14. Winternitz Maurice, *A History of Indian Literature*, vol. 2, Motilal Banarsidass, Delhi, 1988.
15. उपाध्याय, बलदेव। संस्कृत बौद्ध साहित्य। वाराणसी: चौखम्बा विद्याभवन, 1981।
16. कश्यप, जगदीश। बौद्ध साहित्य की रूपरेखा। सारनाथ: केंद्रीय उच्च तिब्बती शिक्षा संस्थान, 2002।
17. त्रिपाठी, रामशंकर। सर्वास्तिवाद बौद्ध दर्शन एवं साहित्य। सारनाथ: केंद्रीय उच्च तिब्बती शिक्षा संस्थान, 2005।
18. शर्मा, चन्द्रधर। भारतीय दर्शन: आलोचन और अनुशीलन। दिल्ली: मोतीलाल बनारसीदास, 2004।
19. सांकृत्यायन, राहुल। बौद्ध संस्कृत साहित्य की रूपरेखा। पटना: बिहार राष्ट्रभाषा परिषद्, 1965।

Tutorial Activities: Problem-solving exercises


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110007/Delhi-110007

DSE 8: BSEC 402 C: Origin and Development of Buddhist Art and Architecture in India

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/Pre-requisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 8: BSEC 402 C Origin and Development of Buddhist Art and Architecture in India	4	3	1	0	As per Admission criteria	Nil

This Paper is aligned with Sustainability Development Goals 2030: #10 Reduced Inequalities

Course Objectives:

The primary objective of this course is to advance students' critical awareness of various schools of Buddhist art and architecture in India.

Course Learning Outcomes:

By the end of this course, students will be able to:

Upon the completion of this course, students should have acquired a clear understanding of the origin and development of the different Buddhist schools of art and their salient features.

Contents:

Unit I	Origin of Buddhist Art and Architecture.	10 Hours
Unit II	Origin and Development of: • Stūpa, • Cetiya-grhas • Buddhist Aaram • Buddhist Vihāras	12 Hours
Unit III	Origin and Development of the Buddha Image • Gandhāra • Mathurā • Sarnath • Nalanda	15 Hours
Unit IV	Buddhist Paintings: • Ajanta, • Bagh, • Alchi, • Pāla.	15 Hours

Suggested Readings:

1. Banerjee, J.N., *Development of Hindu Iconography*, 3rd rev. edn, Delhi: Munshiram Manoharlal, 1956.
2. Bhattacharyya, B., *Indian Buddhist Iconography*, reprint, Delhi: Aryan Books International, 2008.
3. Brown, P., *Indian Architecture: Buddhist and Hindu*, vol. 1, 2nd ed. edn., Kolkata: Read Books, 2010.


विभागाध्यक्ष, Head

बीहड़ अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110 0 07/Delhi-1100 07

4. Dutt, S., *Buddhist Monks and Monasteries of India*, 3rd edn., Delhi: Motilal Banarsidass, 2015.
5. Goetz, Herman, *India: Five Thousand Years of Indian Art*, London: Puffin, 1959.
6. Mitra, D., *Buddhist Monuments*, Calcutta: Orient Book Distributors, 1971.
7. अग्रवाल पृथिवी कुमार प्राचीन भारतीय कला एवं वास्तु वि० वि० प्रकाशन वाराणसी 2002
8. उपाध्याय वासुदेव प्राचीन भारतीय स्तूप, गुहा एवं मंदिर बिहार ग्रंथ अकादमी, पटना .2008
9. वासुदेव शरण अग्रवाल: प्राचीन भारतीय कला और स्थापत्य वि० वि० प्रकाशन वाराणसी 2002
10. वासुदेव शरण अग्रवाल भारतीय :कला, पृथिवी प्रकाशन वाराणसी 2004

Tutorial Activities: Problem-solving exercises


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110007/Delhi-110007

DSE 8: BSEC 303D: Dignāga: Buddhist Logic and Epistemology

Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 8: BSEC 303D: Dignāga: Buddhist Logic and Epistemology	4	3	1	0	As per admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: 10 Reduced Inequalities

Course Objectives:

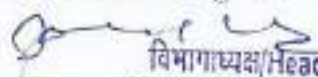
- The objective of this course is to
- to introduce students about the Buddhist theory of knowledge
- to differentiate the various sources of knowledge
- to locate the correct sources of knowledge
- critically understand the process of getting knowledge

Course Learning Outcomes:

After having done this course successfully, the students shall be able to have sufficient knowledge of Buddhist Epistemology.

Contents:

Unit I	Critical Study of Philosophy of Knowledge.	12 Hours
	• What is knowledge? • True knowledge vs error • Six <i>pramāṇas</i> accepted in classical Indian philosophical system • Buddhist critique of <i>pramāṇas</i>	
Unit II	Definition of Perception according to Dignāga and Dharmakīrti	11 Hours
	• Perception as <i>kalpanāpoḍham</i> • types of perception- <i>indriya pratyakṣa</i>, <i>manas pratyakṣa</i>, <i>yogi pratyakṣa</i>, <i>svasaṃvedanā</i> • Dharmakīrti view of <i>pratyakṣa</i> • Non-conceptual vs conceptual perception	
Unit III	Theory of Inference	11 Hours
	• Definition and components of <i>anumāna</i>: <i>pakṣa</i>, <i>hetu</i>, <i>sādhya</i> • <i>Tāirūpya</i> theory of Buddhism • Types of <i>anumāna</i>: <i>svārtha anumāna</i>, <i>parārtha anumāna</i> • <i>hetvābhāṣa</i>	
Unit IV	Definition of Perception and Inference according to Dharmottara.	11 Hours

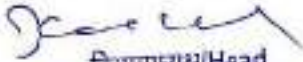

 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110 007/Delhi-110007

- nature of immediate perception
- refinement of inferential process

Suggested Readings:

1. Hattori, M., (tr.) Dignāga on Perception, Harvard: 1969.
2. Hayes, R.P., Dignāga on the Interpretation of Signs, Dordrecht: 1986.
3. Matilal, B.K., Buddhist Logic and Epistemology, Dordrecht: 1986.
4. Mookerjee, Satkari, The Buddhist Philosophy of Universal Flux, Delhi: 1996.
5. Stcherbatsky, Th., Buddhist Logic, vol. I, Tokyo: 1977.
6. The Nāyabinduṭṭkā of Dharmottara.
7. The Pramāasamuccaya of Dinnāga, Chapters I, II & V: *pratyakṣa, anumāna & apoha*.

Tutorial Activities: Problem-solving exercises


 विभागाध्यक्ष/Head
 चंद्र अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110 007/Delhi-110007

DSE 8: BSEC 402E: Buddhist Sects in China

Course Title & Code	Credits	Credits distribution of the course			Eligibility Criteria	Prerequisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 8: BSEC 402E: Buddhist Sects in China	4	3	1	0	As per admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: 10 Reduced Inequalities

Course Objectives: In this course we will explore some of the main historical, doctrinal and sociological developments of Buddhism in Chinese contexts. It covers the following topics: the historical agents and events leading to the transmission of Buddhism to China; the formation and teachings of various Buddhist schools including their doctrinal differences and manifold socio-political spheres of influences.

Course Learning Outcomes:

- Students can get to familiarise the Indian Philosophical traditions, such as Mādhyamika and Yogācāra, in Chinese context.
- The course will provide insight into the developments done by the Chinese Buddhist masters to serve the Chinese inclination.
- Students would be able to differentiate different Chinese Buddhist systems.

Contents:

Unit I	Schools of Mahayana Buddhism transmitted from India to China: San-lun and Fa-xiang.	12 Hours
Unit II	Scholastic Schools of Chinese Buddhism: Tian-tai and Hua-yen.	13 Hours
Unit III	Schools of Popular Practice in China : Pure land and Chan.	10 Hours
Unit IV	Text: <i>Wei Shi San Shi Lun-song</i> , (verses no 16-30) Taisho: 31.	10 Hours

Suggested Readings:

1. Bhikṣu, Chengchien, *Sun-Face Buddha: The Teachings of Ma-tsu and the Hung-Chou School of Ch'an*, California: Asian Humanities Press, 1993.
2. Diana Y. Paul, *Philosophy of Mind in Sixth Century China*, Stanford: 1984.
3. Fung yu-lan, *History of Chinese Philosophy*, vol.2, Princeton: 1953.
4. H. Dumoulin, *A History of Zen Buddhism*, New York: 1973.
5. J. Takakusu, *Essentials of Buddhist Philosophy*, Honolulu: 1947.

6. K.C. Armstrong, 'The doctrine of Tendai school,' *Eastern Buddhist*, 1999: 3-12.
7. Leo Weiger, *A History of religious beliefs and philosophical opinions in China*, Peking: 1927.
8. Poceski, Mario. *Mazu yulu and the Creation of the Chan Records of Sayings*. Steven Heine and Dale S. Wright, eds. *The Zen Canon: Understanding the Classic Texts*. New York: Oxford University Press, 2004. pp.53-79.
9. W.T. Chan, *A Source book of Chinese Philosophy*, New Jersey: Princeton University Press: 1973.
10. W.T. de Berry, *Sources of Chinese Tradition*, Volume 1. Columbia University Press 1963.
11. Yoshinori, Takeuchi. *Buddhist Spirituality, Vol. I*. Delhi: Motilal Banarsidass Publishers, 2003.

Tutorial Activities: Problem-solving exercises


 विभागाध्यक्ष/Head
 बौद्ध अध्ययन विभाग/Department of Buddhist Studies
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110 007/Delhi-110007

DSE 8: BSEC 402 F: Tibetan Buddhist Philosophy and Logic

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/Pre-requisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
DSE 8: BSEC 402 F Tibetan Buddhist Philosophy and Logic	4	3	1	0	As per Admission criteria	Nil

This Paper is aligned with Sustainability Development Goals 2030: 10 Reduced Inequalities

Course Objectives: The objective of the course is to acquaint student with the Buddhist contribution in the system of logic.

Course Learning Outcomes: Student would be able to analysis and understand the nature of reality from the Buddhist perspective. Students will be familiarise with the Buddhist logical process to arrive at the truth.

Contents:

Unit I	Dbu ma rtsa ba'i tshig le'ur byas pa (Uma Tsawa Sherab) of Nāgārjuna (1st chapter).	13 Hours
Unit II	Nyi shu pa rnam rig tsam (Nyishu Pa Namrig Tsam) of Vasubandhu.	12 Hours
Unit III	rTsoed ldog (Tsoi Dog) of Nāgārjuna. (Selected Verses)	10 Hours
Unit IV	Tshad ma'i btan bcos rig 'jug (Tsema Tenchoe Rigo) of Dignāga.	10 Hours

Suggested Readings:

1. Anacker Stefan, *Seven Works of Vasubandhu*, reprint, Delhi: 1994.
2. Garfield, J.L., *The Fundamental Wisdom of the Middle Way*, Oxford: 1995.
3. Gedundub, *Tshad ma rnam 'grel legs bshad*, Varanasi: 1968.
4. Guenther Herbert, V. *Buddhist Philosophy in Theory and Practice*, Boulder: 1976.
5. Hattori Masaki, tr. *Dignaga on Perception*, Harvard Oriental Series, vol. 47, Cambridge MA: 1968.
6. Krishnamacharya Embar, ed, *Tattvasangraha of Santaraksita with Commentary of Kamalasila*, 2 vols, reprint, Broda: 1926.
7. Sempa Dorje, ed. & restored tr, *Stong nyid bdun cu pa: Sanyatasaptatih of Nagarjuna*, Varanasi: 1985.
8. Sempa Dorje, tr & ed., *Nyayapraveshsūtram with Nyayapraveshvrti of Haribhadra*, Varanasi: 1983.
9. Sharma, Dharendra, *The Negative Dialectics*, N. Delhi: 1986.
10. Shastri, H.P., ed., *Six Buddhist Nyaya Tracts in Sanskrit*, Calcutta: 1989.
11. Tripathi, R.S., ed., *Vijyaptimatratasiddhi: with Sanskrit, Tibetan and Hindi Translation*, Lehi: 1984.
12. Tucci, G., *Pre-Dignaga Buddhist text of Logic from Chinese Sources*, Broda: 1921.

Tutorial Activities: Problem-solving exercises

Research Methods: Advanced Research Methodology

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/Pre-requisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
Research Methods: Advanced Research Methodology	4	3	1	0	As per Admission criteria	Nil

This Paper is aligned with Sustainability Development Goals 2030: #4 Quality Education

Course Objectives:

1. To develop understanding of advanced research methods in Buddhist Studies.
2. To train students in the use of primary and secondary Buddhist sources.
3. To develop skills in formulating research problems and conducting scholarly research.
4. To familiarize students with academic writing and research ethics.

Course Learning Outcomes:

Students will be able to:

1. Apply research methodologies relevant to Buddhist Studies.
2. Critically analyze Buddhist texts and scholarly literature.
3. Formulate research questions and conduct literature reviews.
4. Write research papers using proper academic standards and citation.

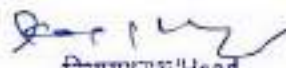
Contents

Unit I	Foundations of Research Meaning and types of research, research problem, research questions, hypothesis, research design, review of literature.	12 Hours
Unit II	Sources in Buddhist Studies Primary sources (Literary Source and Archaeological Sources), secondary sources	13 Hours
Unit III	Research Methods and Analysis Textual analysis, historical and comparative methods, qualitative research, field studies in Buddhist communities.	10 Hours
Unit IV	Academic Writing and Ethics Structure of research paper/thesis, citation styles, referencing, plagiarism, research ethics, and presentation of research.	10 Hours

Suggested Readings:

1. Basu Debabrata, Chakraborty Samarpani, Sinha Aditya (2022) Research and Publication Ethics: A Textbook, New Delhi Concept Publishing Company Pvt. Ltd.
2. Kothari, C.R (2004) Research Methodology: An Introduction, Delhi, New Age.

Tutorial Activities: Problem-solving exercises


दिभागाध्यक्ष/Head

बौद्ध अध्ययन विभाग/Department of Buddhist Studies
दिल्ली विश्वविद्यालय, University of Delhi
दिल्ली-110 007/Delhi-110007

Research Methods: Research Tools

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/Pre-requisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
Research Methods: Research Tools	4	3	1	0	As per Admission criteria	Nil

This Paper is aligned with Sustainability Development Goals 2030: #4 Quality Education

Course Objectives:

1. To introduce students to various research tools used in Buddhist Studies.
2. To develop skills in collecting, organizing, and documenting research data.
3. To train students in the use of libraries, archives, manuscripts, and digital resources for Buddhist research.
4. To familiarize students with bibliographic tools, citation methods, and academic documentation.

Course Learning Outcomes:

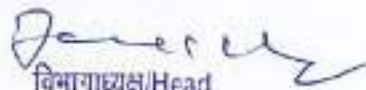
After completing the course, students will be able to:

1. Identify and use different research tools and resources relevant to Buddhist studies.
2. Collect and organize primary and secondary data for academic research.
3. Use library catalogues, digital databases, and bibliographic tools effectively.
4. Prepare proper citations, references, and research documentation in academic writing.

Contents:

Unit I	Introduction to Research Tools	12 Hours
	• Meaning and importance of research tools; types of research tools in humanities; data collection methods; note-taking and documentation techniques.	
Unit II	Library and Bibliographic Tools	13 Hours
	• Use of library catalogues, bibliographies, indexes, abstracts, encyclopedias, dictionaries, and research journals related to Buddhist studies.	
Unit III	Textual and Digital Research Tools	10 Hours
	• Use of manuscripts, inscriptions, and critical editions; digital databases, online libraries, and software tools for textual study in Buddhist research.	
Unit IV	Data Organization and Documentation	10 Hours
	• Classification and organization of research materials; citation styles; preparation of references, footnotes, and bibliographies; ethical use of sources.	

Tutorial Activities: Problem-solving exercises


 विभागाध्यक्ष/Head

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 दिल्ली विश्वविद्यालय/University of Delhi
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Research Methods: Techniques of Research Writing

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/Pre-requisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
Research Methods: Techniques of Research Writing	2	1	1	0	As per Admission criteria	Nil

This Paper is aligned with Sustainability Development Goals 2030: #4 Quality Education

Course Objectives:

The course aims to:

1. Develop students' understanding of the principles of effective academic writing.
2. Train students to plan, structure, and present research work clearly and concisely.
3. Enable students to write all sections of a research paper in accordance with scholarly conventions.
4. Cultivate skills in paraphrasing, citation, and maintaining academic integrity.
5. Prepare students to critically evaluate and communicate research findings effectively.

Course Learning Outcomes:

After completing this course, students will be able to:

1. Plan and organize research writing systematically.
2. Write clear, concise, and coherent sentences and paragraphs.
3. Apply appropriate academic tone, hedging, and critical evaluation in writing.
4. Produce all sections of a research paper: title, abstract, introduction, literature review, methods, results, discussion, and conclusions.
5. Avoid plagiarism through effective paraphrasing and referencing.
6. Conduct final proofreading and ensure coherence, clarity, and compliance with academic standards.

Contents:

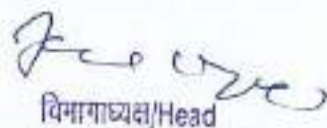
Unit I	Foundations of Writing and Planning	8 Hours
	• Planning and preparation of academic work • Structuring sentences and paragraphs • Word order, breaking up long sentences • Being concise, removing redundancy, and avoiding ambiguity • Clarifying meaning and highlighting key findings	
Unit II	Academic Style and Critical Writing and Sections of a Research Paper	7 Hours
	• Hedging and criticising arguments • Paraphrasing and avoiding plagiarism ensuring clarity on "who did what", Style, precision, and • Writing titles and abstracts	

- Introduction and literature review
- Methods and results sections
- Use of standard phrases for academic writing
- Discussion and conclusions
- Final checks, proofreading, and editing
- Integrating findings and maintaining coherence
- Ethical considerations and academic integrity

Suggested Readings:

1. Wallwork, A. (2011). English for writing research papers. Springer.
2. Wallwork, A. (2016). English for academic research: A guide for teachers (1st ed.). Springer.
3. Wallwork, A. (2016). English for writing research papers (2nd ed.). Springer.
4. Wallwork, A. (2016). English for presentations at international conferences (2nd ed.). Springer.
5. Wallwork, A. (2016). English for academic correspondence (2nd ed.). Springer.
6. Wallwork, A. (2014). CVs, resumes, and LinkedIn: A guide to professional English (1st ed.). Springer.
7. Wallwork, A. (2014). Presentations, demos, and training sessions (1st ed.). Springer.
8. Wallwork, A. (2014). User guides, manuals, and technical writing: A guide to professional English (1st ed.). Springer.

Tutorial Activities: Problem-solving exercises



विभागाध्यक्ष/Head

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