

University of Mumbai



No. AAMS_UGS/ICC/2024-25/ 121

CIRCULAR:-

Attention of the Principals of the Affiliated Colleges, Directors of the Recognized Institutions and the Head, University Departments is invited to this office Circular No. AAMS_UGS/ICC/2023-24/23 dated 08th September, 2023 relating to the NEP UG & PG Syllabus.

They are hereby informed that the recommendations made by the **Board of Studies in Sanskrit, Pali & Prakrit** at its meeting held on 9th July, 2024 and subsequently passed by the Board of Deans at its meeting held on 10th July, 2024 vide item No. 5.9 (N) have been accepted by the Academic Council at its meeting held on 12th July, 2024 vide item No. 5.9 (N) and that in accordance therewith **syllabus** for the **B.A./M.A.(Pali) (Five year integrated course) Sem -III & IV** is introduced as per appendix (NEP 2020) with effect from the academic year 2024-25.

(The Circular is available on the University's website www.mu.ac.in).

MUMBAI – 400 032
2nd September , 2024

(Dr. Prasad Karande)
REGISTRAR

To

The Principals of the Affiliated Colleges, Directors of the Recognized Institutions and the Head, University Departments.

A.C/5.9(N)12/07/2024

Copy forwarded with Compliments for information to:-

- 1) The Chairman, Board of Deans,
- 2) The Dean, Faculty of Humanities,
- 3) The Chairman, **Board of Studies in Sanskrit, Pali & Prakrit**
- 4) The Director, Board of Examinations and Evaluation,
- 5) The Director, Department of Students Development,
- 6) The Director, Department of Information & Communication Technology,
- 7) The Director, Centre for Distance and Online Education (CDOE) Vidyanagari,
- 8) The Deputy Registrar, Admission, Enrolment, Eligibility & Migration Department (AEM),

Copy forwarded for information and necessary action to :-	
1	The Deputy Registrar, (Admissions, Enrolment, Eligibility and Migration Dept)(AEM), dr@eligi.mu.ac.in
2	The Deputy Registrar, Result unit, Vidyanagari drresults@exam.mu.ac.in
3	The Deputy Registrar, Marks and Certificate Unit,. Vidyanagari dr.verification@mu.ac.in
4	The Deputy Registrar, Appointment Unit, Vidyanagari dr.appointment@exam.mu.ac.in
5	The Deputy Registrar, CAP Unit, Vidyanagari cap.exam@mu.ac.in
6	The Deputy Registrar, College Affiliations & Development Department (CAD), deputyregistrar.uni@gmail.com
7	The Deputy Registrar, PRO, Fort, (Publication Section), Pro@mu.ac.in
8	The Deputy Registrar, Executive Authorities Section (EA) eau120@fort.mu.ac.in He is requested to treat this as action taken report on the concerned resolution adopted by the Academic Council referred to the above circular.
9	The Deputy Registrar, Research Administration & Promotion Cell (RAPC), rapc@mu.ac.in
10	The Deputy Registrar, Academic Appointments & Quality Assurance (AAQA) dy.registrar.tau.fort.mu.ac.in ar.tau@fort.mu.ac.in
11	The Deputy Registrar, College Teachers Approval Unit (CTA), concolsection@gmail.com
12	The Deputy Registrars, Finance & Accounts Section, fort draccounts@fort.mu.ac.in
13	The Deputy Registrar, Election Section, Fort drelection@election.mu.ac.in
14	The Assistant Registrar, Administrative Sub-Campus Thane, thanesubcampus@mu.ac.in
15	The Assistant Registrar, School of Engg. & Applied Sciences, Kalyan, ar.seask@mu.ac.in
16	The Assistant Registrar, Ratnagiri Sub-centre, Ratnagiri, ratnagirisubcentre@gmail.com
17	The Director, Centre for Distance and Online Education (CDOE), Vidyanagari, director@idol.mu.ac.in
18	Director, Innovation, Incubation and Linkages, Dr. Sachin Laddha pinkumanno@gmail.com
19	Director, Department of Lifelong Learning and Extension (DLLE),

Copy for information :-	
1	P.A to Hon'ble Vice-Chancellor, vice-chancellor@mu.ac.in
2	P.A to Pro-Vice-Chancellor pvc@fort.mu.ac.in
3	P.A to Registrar, registrar@fort.mu.ac.in
4	P.A to all Deans of all Faculties
5	P.A to Finance & Account Officers, (F & A.O), camu@accounts.mu.ac.in

To,

1	The Chairman, Board of Deans pvc@fort.mu.ac.in
2	Faculty of Humanities, Dean 1. Prof.Anil Singh Dranilsingh129@gmail.com Associate Dean 2. Dr.Suchitra Naik Naiksuchitra27@gmail.com 3.Prof.Manisha Karne mkarne@economics.mu.ac.in Faculty of Commerce & Management, Dean 1. Dr.Kavita Laghate kavitalaghate@jbims.mu.ac.in Associate Dean 2. Dr.Ravikant Balkrishna Sangurde Ravikant.s.@somaiya.edu 3. Prin.Kishori Bhagat kishoribhagat@rediffmail.com

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3	Chairman, Board of Studies,
4	The Director, Board of Examinations and Evaluation, dboee@exam.mu.ac.in
5	The Director, Board of Students Development, dsd@mu.ac.in@gmail.com DSW directr@dsw.mu.ac.in
6	The Director, Department of Information & Communication Technology, director.dict@mu.ac.in

As Per NEP 2020

University of Mumbai



Title of the program

B.A/M.A (Pali) Five year integrated Course

Syllabus for

Semester – Sem.- III & IV

**Ref: GR dated 16th May, 2023 for Credit
Structure of PG**

(With effect from the academic year 2024-25)

University of Mumbai



(As per NEP 2020)

Sr. No.	Heading	Particulars
1	Title of program O: _____ B	B.A/M.A (Pali) Five year integrated Course
2	Scheme of Examination R: _____	NEP 50% Internal 50% External, Semester End Examination Individual Passing in Internal and External Examination
3	Standards of Passing R: _____	40%
4	Credit Structure R:HLUP –5A R:HLUP – 5B	Attached herewith
5	Semesters	Sem. III & IV
6	Program Academic Level	6.5
7	Pattern	Semester
8	Status	New
9	To be implemented from Academic Year	2024-25

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Preamble

1) Introduction:

Broad expectations from the student of the Department of Pali, University of Mumbai: What a student should know when he/she spends five important years of his/her life learning Pali at the Department of Pali, University of Mumbai.

When the student enrolls in the Department of Pali, for this particular course, it is with the intension to know the language and the prospects of Pali in the future. The student is inquisitive enough to undergo the training of mind and body as taught by the Buddha, as they have a confidence in the teachers and the teachings of the Buddha, which is completely fulfilled as can be seen from the increasing demand for the course.

This course is specifically designed to introduce the Pali Language at an early age and should be taught for a longer period, so that the impact can be measured clearly- as the changes in the personality and the attitude towards life and society and higher studies.

The students coming for this course, unfortunately, most of them have *micchaditthi* [wrong views] regarding many things about the Buddha- the teacher, his teachings -the Dhamma, the people who follow the dhamma- the Sangha and the language in which the Buddha taught the dhamma to the sangha- the Pali.

This is because the language Pali and its literature, though has its origin in India, was lost for almost 1000 years from the land of its birth and thus is forgotten today. Most of the students are ignorant that the Buddha and his teachings in Pali ruled India and spread to the different parts of the world and is the source of the study of ancient Indian culture and society.

This is because the Buddha is always portrayed nowadays as a religious figure rather than the greatest teacher of the mankind, the historical doctor who discovered the path to come out of suffering, the psychologist who showed the role of Mind in the daily life, the utmost manager and disciplinarian, law giver and the foremost social reformer who stressed on the ethical foundation and equality for all.

Thus we Indians are mostly ignorant about the Buddha, his teachings and the language Pali in which the teaching is given by the Buddha. Though the language Pali is known and is an international language in the academic world, most of the Indians still do not know that –Pali is the name of the language, as it is not a spoken today.

2) Aims and Objectives

Aim

To Study Pali Language and Literature and venture into International Research in Pali

Objectives

1	Knowledge [<i>Pariyatti, Patipatti and Pativedhana</i>] What is Pali? Why learn Pali language and literature today? Who is the Buddha, what is the dhamma and which is the sangha? What is the relation of Buddha dhamma, Sangha and Pali?
2	Critical thinking- Problem Analysis and Application in daily life: knowing oneself, questioning one's own existence, how the nature works, how the dhamma is applicable today in our daily life, is what the greatest teachers wants people to do. Be your own master- do not depend on others because you are the creator of your own existence- should be the approach towards life.
3	Modern Tool Usages like the history and knowledge of history, the status of Pali today in India, the connection with the ancient Indian culture. The loss and revival of Buddhism in India, with the help of art, architecture, archaeology and pilgrimage.
4	Buddhism and society: social interaction- ethics and morality the base of the Buddha's teaching is through the practice of ethics and morality in daily life. Not just the saying but the actual practice is emphasized for the wholesome life and thus wholesome society.
5	Environment and sustainability: <i>mettā</i> - what is loving kindness? I love myself and so I cannot harm myself, similarly if I do not want to get hurt myself I should not hurt others. I am not the only one living in this existence- the others too have the right to exist- so greediness and craving for more than required is the reason for environmental imbalance.

6	Effective Communication: the teachings of the Buddha are to be rightly communicated to the people at large. People have to know and understand that- whatever the Buddha has taught is universal and cannot be confined to the particular group of peoples or sects. It is universal and is not time bound- that is – it was applicable 2500 years ago; it is applicable today and will be applicable after 2500 years because laws of nature do not change.
7	Management and Finances: <i>sīla</i> and <i>dāna</i> - that is morality and letting go of things or donation are the assets which only the humans can have. Greed of the humans is the cause of suffering in this world; therefore, satisfaction and happiness should be calculated while managing life and money.
8	Self-directed life-long learning: Experiential learning is the best learning, which one does not forget throughout the life, and Buddha emphasizes on that only. The wisdom of our own and the understanding of the reason of our existence is the learning gained through the teachings of the Buddha through PALI.

3) Learning Outcomes: Department of Pali, taking into consideration the stakeholders and their unfamiliarity regarding the language Pali and its literature, has designed the syllabus and curriculum of 5 years for BA-MA Pali- which gradually introduces the language and the literature through the grammar, recitation and transliteration, giving the history and authenticity of Pali. The *Buddhavacana* from Pali Tipitaka literature directly from Vinaya, Sutta and Abhidhamma literature in the original form is made known, to remove the doubts and wrong views developed during the lifetime and develop a researcher in the field of Pali who can contribute substantially in the field of knowledge, in the future.

The historicity of the language and literature is specifically made to analyze to develop the research skill in the original source of history of ancient India with Pali historical chronicles and commentarial literature. The cultural and skill-based knowledge is the applied Pali learning with the ability to translate the Pali texts into the local Language Marathi and read the brahmi inscriptions in the original language Pali to produce Reports and Documents to build up the database for the further studies in the Pali Language and Literature.

Thus, through these years the student is gradually introduced to most of the practical aspects associated with Pali like the mental culture-psychology, religious understanding and social revival with the archaeological realities of Buddhism like the Buddhist art and architecture through the study tours, report writings and practical experience of meditation.

Thus, the SPECIFIC OUTCOMES from the students is to be judged by examining the following at the end of the five years of Pali learning in the Department of Pali in the precise procedural format. Even the syllabus thus is designed taking into consideration the total LEARNING OUTCOMES of the BA-MA Pali course, with the understanding that even if the specific texts in the syllabus undergo change the learning outcome of the course will not.

LEARNING OUTCOME FROM BA-MA (PALI)	
LO01	Understanding Pali Language as an independent source of history and culture and not just as religious language of Buddhists.
LO02	Understands the importance of Pali as an international language and its relevance in research in the world today.
LO03	Knowledge of reading, writing (two scripts) pronunciation (recitation) of original Pali text correctly.
LO04	Study of the origin, historical development and the authenticity of Pali language and Literature from 5 th BCE till date.
LO05	Introduction to the accurate translation of Pali Texts (English, Hindi and Marathi) and its importance as a student of Pali Language.
LO06	Interdisciplinary role of Pali language and literature as the original source of research on ancient India in the field of art, architecture, medicine, management, social sciences and other various fields.
LO07	Venturing into the Field of Research in original Pali text and translation, through the basic understanding of different areas in Pali language as the Sutta, Vinaya, Abhidhamma, Atthakatha literature, Vamsa Literature, Niti Literature and so on.

Specific (Expected) Outcomes from the BA-MA (PALI) Course

SO1	change of <i>ditthi</i> - the point of view to look at the world. There has to be a paradigm shift in the personality of the student and has to be experienced by oneself.
SO2	know thyself -should have the clarity about what is existence and the reason for our own existence according to the teachings of the Buddha in Pali.
SO3	eradication of <i>dukkha</i> - experiential knowledge of three characteristics of existence with the practice <i>dāna, sīla and bhāvanā</i> .
SO4	practice of <i>mettā</i> - loving-kindness- is one of the yardsticks through which one can gauge the change in performance in the society.
SO5	Behavioral alteration in the self is to be noticed by the student oneself with respect to anger, jealousy, cruelty and greed.
SO6	development of confidence in the teachings of Buddha, the increase in the overall energy level in life altogether and the acceptance of death in life alongwith its fear.
SO7	developing capability to see the reality as it is- and put efforts to change the situation with contributing in different ways with the actual practice of meditation as taught in the Pali literature.
SO8	Understand the nature and rudimentary of Pali language and literature through grammar and linguistics of Pali, for the better understanding of the <i>buddhavancana</i> without help of translations in any other language.
SO9	Analyse the relationship of the Pali language and the teachings of the Buddha, in the historical, economic, social, cultural and personal level for the better understanding, with other sources of historicity.
SO10	performance in the field of reading, writing, recitation, pronunciation and translation of Pali from the original text to the modern languages of English, Marathi, Hindi etc.
SO11	application in daily life is to be measured according to the changes seen in the personality of the student. If no changes in the life of the student then the Pali learning is not relevant.
SO12	life-long experiential learning which is never forgotten- not in this lifetime and also at the time of crisis and should be applied to come out of dukkha .

4) Baskets of Electives

SEM III & SEM-IV

- INTERMEDIATE PALI GRAMMAR I
- INTERMEDIATE PALI GRAMMAR II

5) Credit Structure of the Program (Sem III & IV)

R: HLUP – 5B

Post Graduate Programs in University

Parishishta - 1

Exit option: PG Diploma (44 Credits) after Three Year UG Degree

Level	Semester				Minor	OE	VSC, SEC, (VSEC)	AEC, VEC, IKS	OJT, FP, CEP, VAC/CC , RP	Cum. Cr/Sem.	Degree / Cum. Cr.
5.0	III	Mandatory		Electives							UG Diploma 80-88
		4 + 4 + 4		2	-	2	2	2	2	22	
		(DSC) Applied Pali Text and Translation -III	4	(DSE) Pali: Life of Buddha (Nidanakatha)		(OE) Intermediate Pali Grammar-I	(SEC) Transliteration / Scripts - III (Brahmi)	(IKS) Buddhist Architecture-Vihara	(VAC) Vinaya (Sikkhapaada) Cariya		
		(DSC) Prose : Canonical	4								
		(DSC) Poetry : Canonical	4								
	IV	4 + 4 + 4		2		2	2	2	2	22	
		(DSC) Applied Pali Text and Translation -IV	4	(DSE) Pali: Life of Bodhisattva (Nidanakatha)		(OE) Intermediate Pali Grammar-II	(SEC) Transliteration / Scripts - IV (Brahmi)	(IKS) Buddhist Architecture-Cetiayaghara	(VAC) Vinaya (Sikkhapaada) Cleanliness		

		(DSC) Prose : Non- Canoni cal	4								
		(DSC) Poetry : Non- Canoni cal	4								
	Cum Cr.	24 + 24 =48		4		12	8	8	8	88	
	Exit Option: Award of UG Diploma in Major With 80-88 Credits and an additional 4 credits core NSQF course / Internship or Continue with major and Minor										

Note: * The number of courses can vary for totaling 14 Credits for Major Mandatory Courses in a semester as illustrated.

Sem. - III

**SYLLABUS IN DETAIL:
BA-MA 5 YEAR INTEGRATED COURSE (PALI)
Semester- III**

To be implemented from the academic year 2024 – 2025.

MAJOR MANDATORY

Course Name – (DSC) : Applied Pali: Text and Translation – III

Course objective:

1	To teach the correct pronunciation of Pali. To develop the Indian pronunciation of Pali by Listening, reading aloud, and recitation.
2	To train the students to use the manual (hard copy) Pali Dictionary, Pali to English Dictionary, and Pali to Marathi Dictionary
3	To Translate Pali words and Pali Sentences using the Pali Dictionary

Syllabus: 60 hrs (3+1) Applied Pali: Text and Translation – III	Credits 4
Unit I – Text and Translation 1. Study of Selected Pali Text and Pali Idioms 2. Use of Pali English Dictionary 3. Translation of selected text using Pali Dictionary and Grammar Tables 4. Recitation of Suttas and Rapid Reading of Pali text	2
Unit II – Elementary Pali Grammar – I 1. Declension of first-person Pronouns and declension of ‘idam’, 2. Conjugation of Verbs and Identify Grammar from given words and sentences 3. Translation of sentences from Pali to English/Marathi 4. Active/Passive voice	2

Course Out-Come: Students will be able to,	
1	Recite Pali Suttas and gathas with the correct pronunciation
2	Use Pali Dictionary effectively
3	Translate Pali words and Pali Sentences using the Pali Dictionary

REFERENCE BOOKS

D’silva Lily, Pali Primer, Vipassana Research Institute, June 1999.

Dhammajoti. K L, Reading Buddhist Pali Texts, An Elementary Grammatical Guide, The Buddha-Dharma Centre of Hong Kong, 2018.

Geiger. Wilhelm, A Pali Grammar, Pali Text Society, Oxford, 2005.

Davids. Rhys & Stede. William, Pali-English Dictionary, Motilal Banarasidas Publications Pvt Ltd, 2015.

EVALUATION PATTERN

50% of continuous assessment as tutorial and 50% is the semester-end examination for theory as well as practical courses.

50% to continuous assessment as tutorial, which consists of

1. Presentation
2. Class Test
3. Assignment
4. Group Discussion.
5. Recitation

PAPER PATTERN

PAPER: (DSC): APPLIED PALI: TEXT AND TRANSLATION – III

[2 HOURS]

[50 MARKS]

NOTE: ALL QUESTIONS ARE COMPULSORY

Q.1 GENERAL QUESTION

[10 MARKS]

- A.
- B.

Q.2 COMMENT ON:

[10 MARKS]

- A.
- B.

Q.3 SHORT NOTES ON:

[10 MARKS]

- A.
- B.

Q.4 GENERAL QUESTION

[20 MARKS]

- A.
- B.
- C.

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MAJOR MANDATORY

Course Name: (DSC) – PROSE CANONICAL

Course objective:	
1	To introduce the original Pali Prose literature to the students.
2	To know the teachings of the Buddha through stories and similes from suttas
3	Introduction to the three pitakas through the contents of prose literature

Syllabus: 60 hrs (3+1) Theory + Tutorials PROSE CANONICAL	Credits 4
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Unit I: Selected Prose from Digha Nikaya, Majjhima Nikaya and Vinaya Pitaka		2
Digha Nikaya	Selected portion of Sigala Sutta-Cha disa	
Anguttara nikaya	Pancakanipata-Sumanavagga-Sinhasenapatisutta	
Majjhima Nikaya	Upari Pannasa 4-Bakula Sutta	
Vinaya Pitaka	Bhessajja Khandaka- Pancabhessajjakatha	
Vinaya Pitaka	Mahakhandako- Rahulavatt	
Unit II: Selected Prose from Samyutta Nikaya, Anguttara Nikaya, Abhidhamma Pitaka		2
Brahmana Samyutta	6 Arahanta vagga, Jata Sutta	
Anguttara Nikaya	Nivaranavaggo, 4 Samayasuttam	
Abhidhamma	Puggalapannati Valahakupamapuggala.	
Digha nikaya	Kutadantasutta-Mahavijitarajyagnakatha	
Udana	Pindapatikasutta	

Course Out-Come:	
1	Confidence to venture into original Pali, without the help of translations
2	Acquaintance with the three baskets of teachings of Buddha in general
3	Practical application of the teachings of the Buddha in daily life.

REFERENCE BOOKS

Samyutta Nikaya VRI Edition

Anguttara Nikaya VRI Edition

Digha Nikaya VRI Edition

Abhidhamma Pitaka VRI Edition

Udana VRI Edition

Bhikkhu Rahul Sankrityayan, Bhikkhu Jagdish Kashyap, Digha Nikaya, 1935.

Maurice Walshe, The Long Discourses of the Buddha, A translation of the Digha Nikaya.

Bhikkhu Bodhi, The connected Discourses of the Buddha, A translation of Samyutta Nikaya.

Swami Dwarikadas Shastri, Anguttara Nikaya, Baudhbharati, Varanasi, 2000.

EVALUATION PATTERN

50% to continuous assessment as tutorial and 50% semester end examination for theory as well as practical courses.

50% to continuous assessment as tutorial, which consist of

1. Class Test
2. Expose/group discussion
3. Assignment
4. Participation/attendance.

PAPER PATTERN

COURSE NAME: (DSC) – PROSE CANONICAL

[2 HOURS]

[50 MARKS]

NOTE: ALL QUESTIONS ARE COMPULSORY

Q.1 GENERAL QUESTION [ANY 2 OF 3]

[10 MARKS]

Q.2: GENERAL QUESTION [ANY 2 OF 3]

[10 MARKS]

Q.3 GENERAL QUESTION [ANY 2 OF 3]

[10 MARKS]

Q.4 GENERAL QUESTION [ANY 2 OF 3]

[20 MARKS]

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**COURSE NAME:
DSC – POETRY CANONICAL**

Course objective:	
1	To introduce the original Pali gathas to the students.
2	To know the teachings of the Buddha through stories and similes from poetry
3	Introduction to the three pitakas through the contents of poetry literature.

Syllabus: 60 hrs (3+1) Theory + Tutorials POETRY CANONICAL	Credits 4
Unit I: Selected Poetry from Dhammapada Citta vagga Cariya Siviraj cariya Therigatha Anoopamatheri Suttanipata Parabhava Sutta Visakha sutta 8 Visakha sutta Jataka 383 Kukkuta Jataka	2
Unit II: Selected Poetry from Theragatha Nadi Kassape Thera Suttanipata Dahara Sutta Vimanavatthu Uttara Vimanavatthu Petavatthu Migaluddaka Petavatthu Buddhavamsa Sumedhapathanakatha (Gatha1-20) Kuddakapatha Mangala Sutta	2

Course Out-Come:	
1	Confidence to venture into original Pali, without the help of translations
2	Acquaintance with the three baskets of teachings of Buddha in general
3	Practical application of the teachings of the Buddha in daily life.

REFERENCE BOOKS

Sutta Pitaka of VRI Edition

Abhidhamma Pitaka of VRI Edition

F. Max Muller, The Dhammapada : A Collection of Verses Being One of the Canonical Books of the Buddhists, 2015.

Bodhi Path Press, Theragatha and Therigatha: Verses of Elder Monks and Nuns.

Dr.VimalKirti, Tripitak Granthmala THERIGATHA (थेरीगाथा), 2018.

N.A Jayawickrama, Vimanavathua and petavatthu, Pali Text Society, 1977

Richard Morris, The Buddhavamsa And The Cariya Pitaka, 1882.

Material to be compiled and provided by the teacher

EVALUATION PATTERN

50% to continuous assessment as tutorial and 50% semester end examination for theory as well as practical courses.

50% to continuous assessment as tutorial, while consist of

1. Class Test
2. Expose/group discussion
3. Assignment
4. Participation/attendance.

PAPER PATTERN

PAPER: DSC – POETRY CANONICAL

[2 HOURS]

[50 MARKS]

NOTES: ALL QUESTIONS ARE COMPULSORY

Q.1 GENERAL QUESTION [ANY 2 OF 3]

[10 MARKS]

Q.2: GENERAL QUESTION [ANY 2 OF 3]

[10 MARKS]

Q.3 GENERAL QUESTION [ANY 2 OF 3]

[10 MARKS]

Q.4 GENERAL QUESTION [ANY 2 OF 3]

[20 MARKS]

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COURSE NAME: (DSE) – PALI: LIFE OF BUDDHA (NIDANAKATHA)

Course objective:	
1	Introduce the historical Buddha through Pali Literature
2	To analyse the life of Buddha through different incidents
3	To match the events of Buddhas life with archaeological findings

Syllabus: 45 hrs. (1 theory +1 workshop) PALI: LIFE OF BUDDHA (NIDANAKATHA) VRI Edition	Credits
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	2
Unit I: Bodhimanda aruhi to Brahma Sahampatidesana (Pg 112 – 125)	1
Unit II: Dhammacakkapavattana to Anathapindaka Jetavana dana (Pg 126 – 142)	1

Course Out-Come: Students will be able to	
1	Realize the difference between myths and historical facts
2	Clear understanding regarding the authenticity of Pali literature.
3	Inspire students to follow the path of Buddha.

REFERENCES

Nidanakatha [Mumbai University Publication]

Nidanakatha [VRI Edition]

Professor E. B. Cowell “The Jataka or Stories of the Buddha’s Former Births” - published in 1895.

T. W. Rhys Davids, “Buddhist Birth Stories; Jataka Tales” - The commentarial introduction entitled Nidanakatha, translated by and published in 18801.

Ellen C. Babbitt “Jataka Tales” - published in the early 20th century.

H. T. Francis and R. A. Neil, “The Jataka Tales” - the first volume published in 1897.

Ken and Visakha Kawasaki , “Jataka Tales of the Buddha: An Anthology” - published in 2011.

EVALUATION PATTERN

50% to continuous assessment and 50% semester end examination for theory as well as practical courses.

50% to continuous assessment as tutorial, while consist of

1. Class Test
2. Expose/group discussion
3. Assignment
4. Participation/attendance.

PAPER PATTERN

PAPER: PALI: LIFE OF BUDDHA (NIDANAKATHA)

[1 HOUR]

[25 MARKS]

NOTE: ALL QUESTIONS ARE COMPULSORY

Q.1 GENERAL QUESTION [ANY 2 OF 3]

[08 MARKS]

Q.2: GENERAL QUESTION [ANY 2 OF 3]

[08 MARKS]

Q.3 GENERAL QUESTION [ANY 2 OF 3]

[09 MARKS]

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COURSE NAME: (OE) – INTERMEDIATE PALI GRAMMAR-I

Course objective:	
1	Introduction to Pali as an independent language
2	How to use the Dictionary (PED)
3	Learning of nouns in three genders and use of verbs in three sentences.

Syllabus: 45 hrs. (1 theory +1 workshop) INTERMEDIATE PALI GRAMMAR-I	Credits
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	2
Unit I -: Declensions of Pronouns, conjugation of verbs [continued] Make Sentences in Pali, Identify the Grammar from given words and sentences	1
Unit II -: Translation from Pali to English/ Marathi Active/Passive voice	1

Course Out-Come: Students will be able to	
1	To read and write Pali language in Devanagari and Roman Script.
2	To Identify the subject, object, verbs, nouns, pronouns in Pali sentences.
3	To Frame simple sentences in Pali

REFERENCES

D'silva Lily, Pali Primer, Vipassana Research Institute, June 1999.
 Thera Narada, Elementary Pali Grammar, The Associated Newspapers Of Ceylon Limited, January 1953.
 Thera A. P Buddhadatta, The New Pali Course, Singapore Buddhist Meditation Centre, 1998.
 Dhammajoti. K L, Reading Buddhist Pali Texts, An Elementary Grammatical Guide, The Buddha-Dharma Centre of Hong Kong, 2018.
 Geiger. Wilhelm, A Pali Grammar, Pali Text Society, Oxford, 2005.
 Warder. A. K., Introduction to Pali, Pali Text Society, Oxford, 2001.
 P. Narayan Vasudev Tungar, Pali Bhasha Pravesh, Pune University, Printing Press, GaneshKhind Pune.

EVALUATION PATTERN

50% to continuous assessment and 50% semester end examination for theory as well as practical courses.

50% of continuous assessment as tutorial, while consist of

1. Presentation
2. Class Test
3. Assignment (From unit II)
4. Group Discussion.

PAPER PATTERN

PAPER: INTERMEDIATE PALI GRAMMAR-I

[1 HOURS]

[25 MARKS]

NOTE: ALL QUESTIONS ARE COMPULSORY

Q.1 GENERAL QUESTION [ANY 2 OF 3]

[08 MARKS]

Q.2: GENERAL QUESTION [ANY 2 OF 3]

[08 MARKS]

Q.3 GENERAL QUESTION [ANY 2 OF 3]

[09 MARKS]

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COURSE NAME: SEC – TRANSLITERATION/SCRIPTS-III (BRAHMI)

Course objective:	
1	To gain knowledge about Brahmi, Devanagari and Roman Script with Pali Language.
2	To Introduce Basic Pali, Vowels, Consonants, in Devanagari and Brahmi Scripts.
3	To know the historical relevance of Brahmi script in Indian history

<u>Syllabus: 30 hrs (1+1)</u>	Credits 2
TRANSLITERATION/SCRIPTS-III (BRAHMI)	
Transliteration of Brahmi Script into Devanagari and Roman Script Introduction to Brahmi inscriptions of emperor Asoka	2

Course Out-Come:	
1	Students will be able to Develop proficiency in reading Brahmi
2	Ability to transliterated texts accurately from Brahmi to both Devanagari and Roman scripts.
3	To read Brahmi inscriptions on archaeological sites

REFERENCE BOOKS

Purabhilekhavidya- by Prof. Shobhana Gokhale

Brahmi Lipi ka Udbhav aur Vikas- Dr. Shila Shivastva

Thakur Prasad Verma, “The Palaeography of Brahmi Script in North India” - published in 1971.

Richard Salomon, “Indian Epigraphy: A Guide to the Study of Inscriptions in Sanskrit, Prakrit, and the other Indo-Aryan Languages” - published in 1998.

D.C. Sircar, “Asokan Inscriptions: An Appraisal”.

EVALUATION PATTERN

50% of continuous assessment as tutorial and 50% is the semester-end examination for theory as well as practical courses.

50% of continuous assessment as tutorial, while consist of

1. Presentation
2. Class Test
3. Assignment (From unit II)
4. Group Discussion.

PAPER PATTERN

PAPER: SEC -TRANSLITERATION/SCRIPTS-III (BRAHMI)

[1 HOURS]

[25 MARKS]

NOTE: ALL QUESTIONS ARE COMPULSORY

Q.1 GENERAL QUESTION [ANY 2 OF 3]

[08 MARKS]

Q.2: GENERAL QUESTION [ANY 2 OF 3]

[08 MARKS]

Q.3 GENERAL QUESTION [ANY 2 OF 3]

[09 MARKS]

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COURSE NAME: IKS – BUDDHIST ARCHITECTURE-VIHARA

Course objective:	
1	To know the impact on culture, education, and architecture in ancient India
2	Understand the development of Monastic education and Buddhist Universities
3	Importance of vihara in the spread of Buddhism outside India.

Syllabus: 30 hrs (1+1) Theory + Tutorials BUDDHIST ARCHITECTURE-VIHARA	Credits 2
Introduction of Vihara architecture through Pali Literature	2
Development of Vihara architecture through centuries	

Course Out-Come:	
1	Know the origin and development of vihara and monastery from Pali Literature
2	Understand the development of Sangha through the Vihara architecture
3	Ability to identify the vihara and monastery at the archaeological sites

REFERENCE BOOKS

- James Fergusson , “**History of Indian and Eastern Architecture**” by, edited by James Burgess and Richard Phené Spiers, Cambridge University Press in **2013**.
- Dipak Kumar Barua, “Viharas in Ancient India: A Survey of Buddhist Monasteries”.
- D. C. Ahir, “Buddhist Sites and Shrines in India: History, Art, and Architecture” 2003.

EVALUATION PATTERN

50% to continuous assessment and 50% semester end examination for theory as well as practical courses.

1. Class Test
2. Assignment
3. Visit to archaeological site Vihara

PAPER PATTERN

PAPER: (IKS) BUDDHIST ARCHITECTURE-VIHARA

[1 HOURS]

[25 MARKS]

NOTE: ALL QUESTIONS ARE COMPULSORY

Q.1 GENERAL QUESTION [ANY 2 OF 3]

[08 MARKS]

Q.2: GENERAL QUESTION [ANY 2 OF 3]

[08 MARKS]

Q.3 GENERAL QUESTION [ANY 2 OF 3]

[09 MARKS]

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COURSE NAME: (VAC) VINAYA (SIKKHAPADA) CARIYA

Course objective:	
1	Understand the ‘self’ through our actions, speech and thoughts
2	Identify and improvise changes in the personality
3	Know the ancient knowledge of discipline through sikkhapada

Syllabus: 30 hrs (1+1) VINAYA (SIKKHAPADA) CARIYA	Credits 2
Introduction to six cariyas from Pali literature Practical aspects of cariya as <i>sikkhapada</i>	2

Course Out-Come:	
1	Identify our own cariya and implement changes in personality accordingly
2	Helps in determining our inclination towards proper object of meditation
3	Observe changes in the personality as a skill developed from ancient Indian culture.

REFERENCE BOOKS

Jotiya Dhirasekera, “**Buddhist Monastic Discipline**” - A comprehensive study of the Buddhist monastic code, its origin, and development in relation to the Sutta and Vinaya Pitakas, (1964).

Piyadassi Thera , “**The Book of Protection: Paritta**”.

T.W. Rhys Davids and Hermann Oldenberg , “**Vinaya Texts**” translated by as part of the Sacred Books of the East series.

EVALUATION PATTERN

50% to continuous assessment and 50% semester end examination for theory as well as practical courses.

50% to continuous assessment is tutorial and tutorial consists of

1. **Presentation on our own Cariya**
2. **Class Test**
3. **Assignment**

PAPER PATTERN

PAPER: (VAC) VINAYA (SIKKHAPADA) CARIYA

[1 HOURS]

[25 MARKS]

NOTE: ALL QUESTIONS ARE COMPULSORY

Q.1 GENERAL QUESTION [ANY 2 OF 3]

[08 MARKS]

Q.2: GENERAL QUESTION [ANY 2 OF 3]

[08 MARKS]

Q.3 GENERAL QUESTION [ANY 2 OF 3]

[09 MARKS]

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Sem. - IV

SYLLABUS IN DETAIL:

BA-MA 5 YEAR INTEGRATED COURSE (PALI)

Semester- IV

To be implemented from the academic year 2024 – 2025.

MAJOR MANDATORY

COURSE NAME – (DSC):

APPLIED PALI: TEXT AND TRANSLATION – IV

Course objective:	
1	To teach the correct pronunciation of Pali. To develop the Indian pronunciation of Pali by Listening, reading aloud, and recitation.

2	To train the students to use the manual (hard copy) Pali Dictionary, Pali to English Dictionary, and Pali to Marathi Dictionary
3	To Translate Pali words and Pali Sentences using the Pali Dictionary

Syllabus: 60 hrs (3+1) Applied Pali: Text and Translation – IV	Credits 4
Unit I – Text and Translation 1. Study of Selected Pali Text and Pali Idioms 2. Use of Pali English Dictionary 3. Translation of selected text using Pali Dictionary and Grammar Tables 4. Recitation of Suttas and Rapid Reading of Pali text	2
Unit II – Elementary Pali Grammar – I 1. Declension of second-person Pronouns 2. Adverbs and Qualitative Adjectives 3. Translation of sentences from Pali to English/Marathi 4. Enclitics	2

Course Out-Come: Students will be able to,	
1	Recite Pali Suttas and Gathas with the correct pronunciation
2	Use Pali Dictionary effectively
3	Translate Pali words and Pali Sentences using the Pali Dictionary

REFERENCE BOOKS

D'silva Lily, Pali Primer, Vipassana Research Institute, June 1999.

Dhammajoti. K L, Reading Buddhist Pali Texts, An Elementary Grammatical Guide, The Buddha-Dharma Centre of Hong Kong, 2018.

Geiger. Wilhelm, A Pali Grammar, Pali Text Society, Oxford, 2005.

Davids. Rhys & Stede. William, Pali-English Dictionary, Motilal Banarasidas Publications Pvt Ltd, 2015.

EVALUATION PATTERN

50% of continuous assessment as tutorial and 50% is the semester-end examination for theory as well as practical courses.

50% to continuous assessment as tutorial, which consists of

1. **Presentation**
2. **Class Test**
3. **Assignment**
4. **Group Discussion.**
5. **Recitation**

PAPER PATTERN

PAPER: (DSC): APPLIED PALI: TEXT AND TRANSLATION – III

[2 HOURS]

[50 MARKS]

NOTE: ALL QUESTIONS ARE COMPULSORY

Q.1 GENERAL QUESTION

[10 MARKS]

- A.
- B.

Q.2 COMMENT ON:

[10 MARKS]

- A
- B.

Q.3 SHORT NOTES ON:

[10 MARKS]

- A.
- B.

Q.4 GENERAL QUESTION

[20 MARKS]

- A.
- B.
- C.

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MAJOR MANDATORY **Course Name: (DSC) –** **PROSE NON-CANONICAL**

Course objective:	
1	Introduction to the non-canonical Pali texts through prose.
2	Study the changes and development of Pali through different text
3	Understanding dhamma through stories and narratives

Syllabus: 60 hrs (3+1) Theory + Tutorials		Credits
PROSE NON-CANONICAL		4
Unit I: Selected Suttas from Pali Commentarial Literature		2
Theirgatha Aṭṭhakatha	Somātherigāthāvaṇṇanā	
Dhammapada Aṭṭhakatha	Suddhodhan Vatthu	
Milindapanha	Rukkha acenatanabhavapanho	
Jataka Aṭṭhakatha	Abhinha Jatakavaṇṇanā	
Nidanakatha	Sujataya Payasan Danam	
Unit II: Selected Gathas from Pali Commentarial Literature		2
Thupavamsa	Dasathūpakathā	
Visuddhimagga	Kammathana	
Buddhaghosupati	Vipassanakammatthana	
Abhidhammathasangaho	Cariya	
Anguttaranikaya Aṭṭhakatha	Vangisatheravatthu	

Course Out-Come:	
1	Skill to differentiate between canonical and non-canonical texts
2	Observe the development of language through stories and jatakas
3	Venture into non-canonical texts without translations

REFERENCE BOOKS

Law Bimala Churn, History of Pali Literature, Abhishek Prakashan, January 2007.

Upadhyay Bharat Singh, Pali Sahitya ka Itihas, Hindi Sahitya Sammelan, Allahabad, 2013.

Warder. A. K., Introduction to Pali, Pali Text Society, Oxford, 2001.

EVALUATION PATTERN

50% to continuous assessment as tutorial and 50% semester end examination for theory as well as practical courses.

50% to continuous assessment as tutorial, which consist of

1. Class Test
2. Expose/group discussion
3. Assignment
4. Participation/attendance.

PAPER PATTERN

COURSE NAME: (DSC) – PROSE NON-CANONICAL

[2 HOURS]

[50 MARKS]

NOTE: ALL QUESTIONS ARE COMPULSORY

Q.1 GENERAL QUESTION [ANY 2 OF 3]

[10 MARKS]

Q.2: GENERAL QUESTION [ANY 2 OF 3]

[10 MARKS]

Q.3 GENERAL QUESTION [ANY 2 OF 3]

[10 MARKS]

Q.4 GENERAL QUESTION [ANY 2 OF 3]

[20 MARKS]

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COURSE NAME: DSC – POETRY NON-CANONICAL

Course objective:	
1	Introduction to the non-canonical Pali texts through poetry.
2	Study the changes and development of Pali through different poetic forms
3	Understanding dhamma through gathas and padas of later dated Pali

Syllabus: 60 hrs (3+1) Theory + Tutorials POETRY CANONICAL	Credits 4
Unit I: Selected Poetry From 1. Maranasanna 2. Narasinhagatha 3. Valukarasithupa 4. Puñña Phala Udessa Gatha 1. Telakatahagatha 2. Nidanakatha 3. Dathavamsa 4. Saddhamapāyana	2
Unit II: Selected Poetry From 5. Mittakaṇḍo (Gatha 79 -93) 6. Manussa Kandaṃ (Gatha 70-102) 7. Dhammaniti (Gatha 1-10) 8. Pathama Dhamma Sangiti 9. Gantharambhakatha 5. Lokaniti 6. Pañcagatidipanaṃ 7. Dhammaniti 8. Mahavaṃsa 9. Aṭṭhasalini	2

Course Out-Come:	
1	Skill to differentiate between canonical and non-canonical texts specially poetry
2	Observe the development of language through vamsa and niti literature
3	Venture into non-canonical texts without referring to translations

REFERENCE BOOKS

Kojima, T. (1992). "The Thought of the Telakatahagatha." *Journal of Indian and Buddhist Studies*, 41(1), 482–484.

T. W. Rhys Davids, *The Nidānakathā: Introduction to the Jātaka Stories*, Published in **1880** (Bhikkhu Ānandajoti ed.) by Trübner, London.

B.C. Law, *The Dathavamsa*, Motilal Banarsi Das

Dr. Brahmadev Narayan Sharma, *Saddhamapāyana*, Bauddha Akara Granthamala, Varanasi, 1993.

Ujjwal Kumar, *Lokaniti*, Devanagari Sanskaran, evam Hindi Anuvad, Aditya Prakashan, New Delhi

Unknown, *Pañcagatidipanaṃ*, The Journal of Pali Text Society, Srilanka, 1884.

Dhammaniti, The Pali text and Burmese translation were published in 1884

EVALUATION PATTERN

50% to continuous assessment as tutorial and 50% semester end examination for theory as well as practical courses.

50% to continuous assessment as tutorial, while consist of

1. Class Test
2. Expose/group discussion
3. Assignment
4. Participation/attendance.

PAPER PATTERN

PAPER: DSC – POETRY CANONICAL

[2 HOURS]

[50 MARKS]

NOTES: ALL QUESTIONS ARE COMPULSORY

Q.1 GENERAL QUESTION [ANY 2 OF 3]

[10 MARKS]

Q.2: GENERAL QUESTION [ANY 2 OF 3]

[10 MARKS]

Q.3 GENERAL QUESTION [ANY 2 OF 3]

[10 MARKS]

Q.4 GENERAL QUESTION [ANY 2 OF 3]

[20 MARKS]

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COURSE NAME: (DSE) – PALI: LIFE OF BODHISATTA (NIDANAKATHA)

Course objective:	
1	To study the life of Bodhisatta as seen in Jataka stories
2	For knowledge regarding why paramita and what are they
3	Understanding the role of paramita in the life of Bodhisatta

Syllabus: 45 hrs. (1 theory +1 workshop)	Credits
PALI: LIFE OF BODHISATTA (NIDANAKATHA)	2
Unit I: Selected portion from Nidanakatha on Paramitas	1
Unit II: Selected Jataka stories on each paramita from Jataka atthakatha	1

Course Out-Come: Students will be able to	
1	Knowledge of 10 Paramitas as taught in Pali Literature
2	Inspiration for art through Jataka stories
3	Knowledge of bodhisatta and relevance of enlightenment

REFERENCES

Nidanakatha [VRI EDITION]

Professor E. B. Cowell “**The Jataka or Stories of the Buddha’s Former Births**” - published in **1895**.

T. W. Rhys Davids, “**Buddhist Birth Stories; Jataka Tales**” - The commentarial introduction entitled Nidanakatha, translated by and published in **1880**.

Ellen C. Babbitt “Jataka Tales” - published in the early 20th century.

H. T. Francis and R. A. Neil, “The Jataka Tales” - the first volume published in 1897.

Ken and Visakha Kawasaki ,“**Jataka Tales of the Buddha: An Anthology**” - published in **2011**.

EVALUATION PATTERN

50% to continuous assessment and 50% semester end examination for theory as well as practical courses.

50% to continuous assessment as tutorial, while consist of

1. Class Test
2. Visit to museum
3. Assignment

PAPER PATTERN

PAPER: PALI: LIFE OF BODHISATTA (NIDANAKATHA)

[1 HOURS]

[25 MARKS]

NOTE: ALL QUESTIONS ARE COMPULSORY

Q.1 GENERAL QUESTION [ANY 2 OF 3]

[08 MARKS]

Q.2: GENERAL QUESTION [ANY 2 OF 3]

[08 MARKS]

Q.3 GENERAL QUESTION [ANY 2 OF 3]

[09 MARKS]

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COURSE NAME: (OE) – INTERMEDIATE PALI GRAMMAR-II

Course objective:	
1	To teach the correct pronunciation of Pali.
2	To develop the Indian pronunciation of Pali by Listening, reading aloud, and recitation.
3	To Translate Pali words and Pali Sentences using the Pali Dictionary

Syllabus: 45 hrs. (1 theory +1 workshop) INTERMEDIATE PALI GRAMMAR-I	Credits 2
Unit I –: 1. Study of Selected Pali Text and Pali Idioms 2. Use of Pali English Dictionary	1
Unit II –: 1. Declension of second-person Pronouns 2. Adverbs and Qualitative Adjectives	1

Course Out-Come: Students will be able to	
1	Recite Pali Suttas and Gathas with the correct pronunciation
2	Use Pali Dictionary effectively
3	Translate Pali words and Pali Sentences using the Pali Dictionary

REFERENCES

Wilhelm Geiger, A Pali Grammar, The Pali Text Society Oxford, 1994.

D'silva Lily, Pali Primer, Vipassana Research Institute, June 1999.

Dhammajoti. K L, Reading Buddhist Pali Texts, An Elementary Grammatical Guide, The Buddha-Dharma Centre of Hong Kong, 2018.

Davids. Rhys & Stede. William, Pali-English Dictionary, Motilal Banarasidas Publications Pvt Ltd, 2015.

EVALUATION PATTERN

50% to continuous assessment and 50% semester end examination for theory as well as practical courses.

PAPER PATTERN

PAPER: INTERMEDIATE PALI GRAMMAR-II

[1 HOUR]

[25 MARKS]

NOTE: ALL QUESTIONS ARE COMPULSORY

Q.1 GENERAL QUESTION [ANY 2 OF 3]

[08 MARKS]

Q.2: GENERAL QUESTION [ANY 2 OF 3]

[08 MARKS]

Q.3 GENERAL QUESTION [ANY 2 OF 3]

[09 MARKS]

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**COURSE NAME: SEC –
TRANSLITERATION/SCRIPTS-IV (BRAHMI)**

Course objective:	
1	Introduce the Asokan Brahmi directly through Inscriptions
2	To Introduce Basic Pali, Vowels, Consonants, in Devanagari and Roman Scripts.
3	To Transliterate Pali words and Pali Sentences in Roman and Devanagari Scripts.

<u>Syllabus: 30 hrs (1+1)</u>	Credits 2
TRANSLITERATION/SCRIPTS-III (BRAHMI)	
Unit I – Asokan Inscriptions- Rock Inscriptions	1
Unit II – Asokan Inscriptions-Pillar Inscriptions	1

Course Out-Come:	
1	Students will be able to Develop proficiency in reading Brahmi
2	Ability to transliterated texts accurately from Brahmi to both Devanagari and Roman scripts.
3	Deciphering inscriptions to interpret and understand historicity.

REFERENCE BOOKS

Digital Pali Reader- VRI Chatta Sangayana

Purabhilekhavidya- by Prof. Shobhana Gokhale

Brahmi Lipi ka Udbhav aur Vikas- Dr. Shila Shivastva

EVALUATION PATTERN

50% of continuous assessment as tutorial and 50% is the semester-end examination for theory as well as practical courses.

50% of continuous assessment as tutorial, while consist of

1. Presentation
2. Class Test
3. Assignment (From unit II)
4. Group Discussion.

PAPER PATTERN

PAPER: SEC -TRANSLITERATION/SCRIPTS-IV (BRAHMI)

[1 HOUR]

[25 MARKS]

NOTE: ALL QUESTIONS ARE COMPULSORY

Q.1 GENERAL QUESTION [ANY 2 OF 3]

[08 MARKS]

Q.2: GENERAL QUESTION [ANY 2 OF 3]

[08 MARKS]

Q.3 GENERAL QUESTION [ANY 2 OF 3]

[09 MARKS]

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**COURSE NAME: IKS –
BUDDHIST ARCHITECTURE-CETIYAGHARA**

Course objective:	
1	To know the origin and development of chetiyaghara in Indian Buddhist culture
2	Study the development of Chetiyas from Pali literature to chetiyagharas.
3	Relevance of the architectural feature and its relation to meditation.

Syllabus: 30 hrs (1+1) Theory + Tutorials	Credits
	2
Unit I: Introduction to Chetiya from Pali Literature Development of Chetiya from archaeology	1
Unit II: Study of Circular, apsidal and rectangular chetiya Chetiya and its relation to vipassana Meditation	1

Course Out-Come:	
1	Ability to know the difference between cheityaghara- and their implication in history.
2	Trace the development of Buddhist culture through chetiya architecture
3	Interrelation of Vipassana meditation and cheitya in ancient India

REFERENCE BOOKS

- James Fergusson , **“History of Indian and Eastern Architecture”** by, edited by James Burgess and Richard Phené Spiers, Cambridge University Press in **2013**.
- Dipak Kumar Barua, “Viharas in Ancient India: A Survey of Buddhist Monasteries”.
- D. C. Ahir, “Buddhist Sites and Shrines in India: History, Art, and Architecture” 2003.
- Kapila D. Silva and Dhammika P. Chandrasekara, “The Tāmpitaviharas of Sri Lanka” 2021.
- Tamanna Ahmed, “Vihara architecture: defining the existential foothold of VIII century Buddhist monastery ‘Somapura Mahavihara’ of ancient Bengal” - published in 2016.

EVALUATION PATTERN

50% to continuous assessment and 50% semester end examination for theory as well as practical courses.

1. Class Test
2. Expose/group discussion
3. Assignment
4. Participation/attendance.

PAPER PATTERN

PAPER: (IKS) BUDDHIST ARCHITECTURE-CETIYAGHARA

[1 HOURS]

[25 MARKS]

NOTE: ALL QUESTIONS ARE COMPULSORY

Q.1 GENERAL QUESTION [ANY 2 OF 3]

[08 MARKS]

Q.2: GENERAL QUESTION [ANY 2 OF 3]

[08 MARKS]

Q.3 GENERAL QUESTION [ANY 2 OF 3]

[09 MARKS]

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COURSE NAME: (VAC) VINAYA (SIKKHAPADA) CLEANLINESS

Course objective:	
1	Understand the physical and personal hygiene as taught by the Buddha
2	Know the rules and regulations regarding cleanliness of the monastery
3	Implication of physical and mental health

Syllabus: 30 hrs (1+1)	Credits 2
Unit I: – Selected Vinaya rules regarding physical hygiene from Vinaya Pitaka	1
Unit II: Selected suttas regarding physical hygiene from Sutta Pitaka	1

Course Out-Come:	
1	Relevance of cleanliness in Monastic and daily life
2	Understand the Vinaya to know the working of the sangha life
3	Scientific knowledge prevalent at the time of the Buddha regarding hygiene

REFERENCE BOOKS

Jotiya Dhirasekera, “Buddhist Monastic Discipline” - A comprehensive study of the Buddhist monastic code, its origin, and development in relation to the Sutta and Vinaya Pitakas, (1964).

Piyadassi Thera , “The Book of Protection: Paritta”.

T.W. Rhys Davids and Hermann Oldenberg , “Vinaya Texts

“The Patimokkha” -

EVALUATION PATTERN

50% to continuous assessment and 50% semester end examination for theory as well as practical courses.

50% to continuous assessment is tutorial and tutorial consists of

1. Presentation
2. Class Test
3. Assignment

PAPER PATTERN

PAPER: (VAC) VINAYA (SIKKHAPADA) CLEANLINESS

[1 HOUR]

[25 MARKS]

NOTE: ALL QUESTIONS ARE COMPULSORY

Q.1 GENERAL QUESTION [ANY 2 OF 3]

[08MARKS]

Q.2: GENERAL QUESTION [ANY 2 OF 3]

[08 MARKS]

Q.3 GENERAL QUESTION [ANY 2 OF 3]

[09 MARKS]

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Letter Grades and Grade Points:

Semester GPA/ Programme CGPA Semester/ Programme	% of Marks	Alpha-Sign/ Letter Grade Result
9.00 - 10.00	90.0 - 100	O (Outstanding)
8.00 - < 9.00	80.0 - < 90.0	A+ (Excellent)
7.00 - < 8.00	70.0 - < 80.0	A (Very Good)
6.00 - < 7.00	60.0 - < 70.0	B+ (Good)
5.50 - < 6.00	55.0 - < 60.0	B (Above Average)

5.00 - < 5.50	50.0 - < 55.0	C (Average)
4.00 - < 5.00	40.0 - < 50.0	P (Pass)
Below 4.00	Below 40.0	F (Fail)
Ab (Absent)	-	Absent

**Sign of the BOS
Chairman
Name of the
Chairman
BOS in**

**Sign of the
Offg. Associate Dean
Name of the
Associate Dean
Faculty of**

**Sign of the
Offg. Associate
Dean
Name of the
Associate Dean
Faculty of**

**Sign of the
Offg. Dean
Name of the Dean
Faculty of**