

SYLLABUS AND CURRICULUM

for

B.A. Honours, M.A. and M. Phil. Degree

**Department of Pali and Buddhist Studies
University of Dhaka, Dhaka - 1000
Bangladesh**

**Under the Semester System
Session : 2018-2019 to 2022-23**

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Department of Pali and Buddhist Studies
University of Dhaka, Dhaka 1000
Bangladesh

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Department of Pali and Buddhist Studies
University of Dhaka, Dhaka - 1000
Bangladesh

To the Students of the Department

SYLLABUS AND CURRICULUM

For
Four Years Integrated Honours Programme for the
Degree of Bachelor of
Arts (B. A. Honours) in Pali and Buddhist Studies

Department of Pali and Buddhist Studies
University of Dhaka, Dhaka - 1000
Bangladesh

Introduction

There are 8 semesters ($4 \times 2 = 8$), 28 full unit courses ($3+3+3+3+4+4+4+4=28$), 8 partial unit courses ($8 \times 1 = 8$) and 120 Credits ($28 \times 4 + 8 \times 1 = 120$) in 4 years B.A. Honours Course in Pali and Buddhist Studies. Each year has two semesters of 26 weeks (15 weeks for class teaching, 2 weeks break for final exams, 3 weeks for final exam, 3 weeks for evaluation of scripts and publication of result, and 3 weeks for vacation). Each full unit contains 4 credits and 100 marks and each partial unit contains 1 credit and 25 marks. So, 2800 marks (28×100) and 8 partial courses contain 200 (8×25) and thus total marks 3000. Each semester of 1st year has 3 full units and 1 partial unit of 13 credits ($3 \times 4 + 1$). Thus, there are 6 full units and 2 partial units of 26 credits in 1st year. Second year has the same pattern. Each semester of 3rd year has 4 full units and 1 partial unit of 17 credits ($4 \times 4 + 1$). Thus, there are 8 full units and 2 partial units of 34 credits in 3rd year. Fourth year also has the same pattern. Each course will be taught by two teachers of the Department; each course will have 4 classes per week of 60 minutes duration each; total classes in a semester for each course: 15 weeks; total contact hours in a semester for each course: 60 and 15 hours teaching is equivalent to 1 credit hour and will be treated as 1 credit.

A. Marks Distribution for each four Credit (1 unit)

Course: 100

Final exam: 60

Two Class Test or Mid-term test : 30 (15+15)

Class Attendance : 10

(Two class teachers share the same marks which will be treated as ratio)

Viva-Voce : 20

Presentation : 5

B. Grade Mark

Numerical grade	Letter grade	Grade point
80 and above	A+	4.00
75 to less than 80	A	3.75
70 to less than 75	A-	3.50
65 to less than 70	B+	3.20
60 to less than 65	B	3.00
55 to less than 60	B-	2.75
45 to less than 50	C	2.25
40 to less than 45	D	2.00
Less than 40	F	0.00
Incomplete	I	0.00
Withdrawn	W	0.00

C. Marking for class attendance

Attendance range	Marks
90% and above	5.0/10.0
85% to less than 90%	4.5/9.0
80% to less than 85%	4.0/8.0
75% to less than 80%	3.5/7.0
70% to less than 75%	3.0/6.0
65% to less than 70%	2.5/5.0
60% to less than 65%	2.0/4.0
55% to less than 60%	1.5/3.0
50% to less than 50%	1.0/2.0
45% to less than 50%	0.5/1.0
Less than 45%	0.0/0.0

D. Calculation of GPA and CGPA

$$\text{GPA} = \frac{\text{Course Credits} \times \text{GP} + \text{Course Credits} \times \text{GP} + \text{Course Credits} \times \text{GP}}{\text{Total Credits of the three Courses}}$$

$$\text{CGPA} = \frac{\text{GPA} \times 1^{\text{st}} \text{ Semester Credits} + \text{GPA} \times 2^{\text{nd}} \text{ Semester Credits}}{\text{Total Credits in } 1^{\text{st}} \text{ and } 2^{\text{nd}} \text{ Semester}}$$

Course Number and Title

First Year : First Semester

Course Code : PBS 101

Title of the Course : History of Pali Language

Course Code : PBS 102

Title of the Course : Pali Grammar and Translation

Course Code : 103

Course Name : বাংলা ভাষা ও সাহিত্য

First Year : Second Semester

Course Code : PBS 104

Title of the Course : History of Pali Literature

Course Code : PBS 105

Course Title : Life and Basic Teachings of Buddha

Course Code : PBS 106

Title of the Course : English Language

Second Year : Third Semester

Course Code : PBS 201

Title of the Course : Suttapitaka : Poetry

Course Code : PBS 202

Title of the Course : Comparative Philology

Course Code : PBS 203

Title of the Course : Project Management

Second Year : Fourth Semester

Course Code : PBS 204

Title of the Course : Sutta Pitaka : Prose

Course Code : PBS 205

Title of the Course : Pali Semi Canonical Texts

Course Code : PBS 206

Title of the Course : Computer Science

Third Year : Fifth Semester

Course Code : PBS 301

Title of the Course : Vinay Pitaka : Buddhist Principles

Course Code: PBS 302

Title of the Course : Buddhism in Bangladesh

Course Code : PBS 303

Title of the Course : Political and Religious History of
Buddhism in Ancient India

Course Code : PBS 304

Title of the Course : Bangladesh Studies

Third Year : Sixth Semester

Course Code : PBS 305

Title of the Course : Abhidhamma Pitaka : Theravada
Philosophy

Course Code : PBS 306

Title of the Course : Pali Chronicle Literature

Course Code : PBS 307

Title of the Course : Buddhist Jatakas, Apadana and Fables

Course Code : PBS 308

Title of the Course : Grammatical Analysis of Pali
Texts and Translation

Fourth Year : Seventh Semester

Course Code : PBS 401

Title of the Course : Buddhist Iconography

Course Code : PBS 402

Title of the Course : Geography & Topography of Early
Buddhism

Course Code : PBS 403

Title of the Course : Mahayana Buddhist Literature and
Philosophy

Course Code : PBS 404

Title of the Course : Applied Buddhism

Fourth Year : Eighth Semester

Course Code : PBS 405

Title of the Course : Buddhist House Holder's Disciplinary
Code

Course Code : PBS 406

Title of the Course : Pali Prosody and Rhetoric's

Course Code : PBS 407

Title of the Course : Buddhism and Bengali Literature

Course Code : PBS 408

Title of the Course : Research Methodology

Course Details

Title of the Course	: History of Pali Language
Course Code	: PBS 101
Total Credit	: 4
Number of Classes	: 35

Introduction to the Course description

The Course will focus the history of Pali Language. It mainly considers the Pali Alphabets : Vowel and Consonant; Phonological and Morphological characteristics of Pali language; Phonetic change in Pali : Anaptyxis, Insertion, Apoptosis, Amplification, Aphesis, Syncopation, Metathesis, Dissimilation, Assimilation, Prothesis, Epenthesis, Umlaut, Haplology, Analogy; Relation of Pali with Sanskrit, Prakrit and Bengali language, Roman Alphabet and Method of Translation and Transliteration : Bengali to Roman and Roman to Bengali.

Specific learning objectives of the course

- To provide the basic knowledge of Pali-Nomenclature along with the meaning and derivation of the word 'Pali', date and social and religious impact of Pali Language.
- To introduce the theories about the home or origin of Pali language, especially the Magadhi theory, Western Indian theory and South Indian theory.
- To equip with the analytical knowledge of the basic concepts of Alternative Theories of Magadhi Theory as to the home/origin of Pali language, such as : Rhys David's Theory, E. Windisck's Theory, G. A. Grierson's Theory and Max Walleser's Theory.
- To enrich the skill of reading, writing and speaking of Pali Language.
- To explore the Relation of Pali with Sanskrit, Prakrit and Bengali Language.
- To provide the comparative knowledge of Roman and Bengali Alphabet.

Course Contents

Part: A

History of Pali Language

- Pali-Nomenclature, meaning and derivation, date of Pali Language,
- Social and Religious impact of Pali Language.

Theories about the home of Pali language

- Magadhi Theory
- Western Indian Theory and
- South Indian Theory

Alternative Theories of Magadhi Theory

- Rhys David's Theory
- E. Windisch's Theory
- G. A. Grierson's Theory and
- Max Walleser's Theory

Pali Language

- Pali Alphabet: Vowel and Consonant
- Phonological and Morphological characteristics of Pali language

Phonetic change in Pali

- Anaptyxis, Insertion, Apoptosis, Amplification, Aphaesis, Syncope, Metathesis, Dissimilation, Assimilation, Prothesis, Epenthesis, Umlaut, Haplology, Analogy.
- Relation of Pali (with) Sanskrit Language
- Relation of Pali (with) Prakrit Language
- Relation of Pali (with) Bengali Language
- Roman Alphabet

Part: B

Transliteration

- Bengali to Roman
- Roman to Bengali

Unit-wise title and number of classes

Unit 1 : History of Pali Language and its importance

Number of classes: 2

Unit based learning outcome : Students will be able to discuss the History of Pali language and its significance.

Unit 2 : Pali nomenclature, meaning and derivation, Date of Pali Language, Social and Religious impact of Pali Language

Number of classes : 4

Unit based learning outcome : Students will be able to deliver the nomenclature, meaning, derivation of the word 'Pali', date of origin and categorization of Pali language, and its socio-religious effects.

Unit 3 : Theories about the Home of Pali Language

Number of classes : 4

Unit based learning outcome: Students will gather knowledge on three main theories about the home of Pali language, especially as to the Magadhi Theory, Western Indian Theory and South Indian Theory.

Unit 4 : Alternative Theories of Magadhi Theory

Number of classes : 5

Unit based learning outcome : Students will be able to explain the three alternative theories of Magadha theory, especially they will be able to learn the Rhys David's Theory, E. Windisch's Theory, G. A. Grierson's Theory and Max Walleser's Theory

Unit 5: Pali Language : Pali Alphabet

Number of classes: 4

Unit based learning outcome : Students will be able to earn knowledge on Pali alphabets, especially vowel and consonant, Short Vowel, Long Vowel, Variable length, (পরিবর্তনশীল) Phonological and Morphological characteristics of Pali Language.

Unit 6 : Phonetic Change in Pali

Number of classes : 5

Unit based learning outcome : Students will able to discuss the Phonetic change in Pali, especially, Anaptyxis, Insertion, Apo thesis, Amplification, Aphesis, Syncopation, Metathesis, Dissimilation, Assimilation, Prosthesis, Epenthesis, Umlaut, Haplology, Analogy.

Unit 7 : Relation of Pali with Sanskrit, Prakrit and Bengali Language

Number of classes : 4

Unit based learning outcome : Students will be able to determine the relation between Pali and Sanskrit Language, relation between Pali and Prakrit Language and relation between Pali and Bengali Language.

Unit 8 : Roman alphabet

Number of classes : 2

Unit based learning outcome : Students will learn the structural knowledge of Roman alphabet.

Unit 9 : Translation : Bengali to Roman and Roman to Bengali

Number of classes : 5

Unit based learning outcome : Students will be able to transliterate from Bengali to Roman and Roman to Bengali.

Instructional Strategies

Teaching method include lectures of the students on given topic, assignment, library work, exercise, question-answer.

Assessment

- ❖ Class attendance and Participation : (5+5) = 10
- ❖ Two Midterms : 15+15 = 30
- ❖ Semester Final : 60

Text and Reference Books :

1. A. B. Keith, *A History of Sanskrit Literature*, Motilal Banarsidass Publishers Pvt Ltd., Delhi 2001 (rep)
2. B. C. Law, *A History of Pali Literature*, Indica Books, Varanasi 2000 (3rd ed.)
3. D. P. Gune, *An Introduction to Comparative Philology*, Poona 1918
4. G. A. Grierson, *Linguistic Survey of India*, 1927
5. Indira Yaswant Junghare, *Topics in Pali Historical Phonology*, Motilal Banarsidass., New Delhi, 1979
6. J. Alwis, *Lecture on the Buddhist Scriptures and their Language*, Reprinted in Journal of the P.T.S. London 1983
7. K. R. Norman, *A History of Indian Literature*, Otto Harrassowitz, Wiesbaden 1983
8. Kanai Lal Hazra, *Pali Language and Literature*, D. K. Print World (P) Ltd., New Delhi 1994
9. M. Winternitz, *History of Indian Literature*, Munshiram Manoharlal Pvt. Ltd, New Delhi 1991
10. Oskar von Hinuber, *A Handbook of Pali Literature*, Walter de Gruy, Berlin. New York 1996
11. O. Frankfurter, *Handbook of Pali*, London 1883
12. Rev, R. Siddhartha, *Origin and Development of Pali Language with Special reference to Sanskrit, Buddhistic Studies*, Ch. XXIV, ed. by B. C. Law, *In Indological Studies*, Delhi & Varanasi, 1913/1983
13. S. Jayawardhana, *Handbook of Pali Literature*, Colombo 1994
14. Sukumari Bhattacharji, *Buddhist Hybrid Sanskrit Literature*, Asiatic Society, Calcutta 1992

15. Suniti Kumar Chatterji, *The Origin and Development of the Bengali Language*, Rupa & Co., Calcutta 1975
16. William Geiger, *Pali Literature and Language*, Munshiram Manoharlal Publishers Pvt. Ltd. 1996
17. অতীন্দ্র মজুমদার, *মধ্য ভারতীয়-আর্য ভাষা ও সাহিত্য*, নয়া প্রকাশ, কলিকাতা ১৩৮৮ বাংলা, অতীন্দ্র মজুমদার, *ভাষাতত্ত্ব*, জ্ঞানতীর্থ, ঢাকা
18. খন্দকার মোবারক আলী, *ভাষাতত্ত্ব*, মুহাম্মদ ব্রাদার্স, ঢাকা ১৯৯১
19. পরেশচন্দ্র মজুমদার, *সংস্কৃত ও প্রাকৃত ভাষার ক্রমবিকাশ*, দে'জ পাবলিশিং, কলিকাতা ২০০০
20. রবীন্দ্র বিজয় বড়ুয়া, *পালি সাহিত্যের ইতিহাস*, ১ম খণ্ড, বাংলা একাডেমী ১৯৮০
21. রবীন্দ্র বিজয় বড়ুয়া, *মধ্য ভারতীয় আর্যভাষা ও সাহিত্য*, অভয়তিষ্ঠা প্রকাশনী, চট্টগ্রাম ১৯৭০
22. দিলীপ কুমার বড়ুয়া, *পালি ভাষার ইতিবৃত্ত*, বাংলা একাডেমী, ঢাকা ২০১০
23. রামেশ্বর শ, *ভাষাবিজ্ঞান ও বাংলা ভাষা*, পুস্তক বিপণি, কলকাতা ১৯৯৬ (৩য় সংস্করণ)
24. সুকুমার সেন, *ভাষার ইতিবৃত্ত*, আনন্দ, কলিকাতা ২০০৪
25. সুকোমল বড়ুয়া ও সুমন কান্তি বড়ুয়া, *ত্রিপিটক পরিচিতি এবং অন্যান্য প্রসঙ্গ*, বাংলা একাডেমী, ঢাকা ২০০
26. সৌরভ সিকদার, *ভাষাবিজ্ঞানের ভূমিকা ও বাংলা ভাষা*, অনন্যা, ঢাকা ২০০২
27. শ্রীমুরারি মোহন সেন, *ভাষার ইতিহাস*, এস ব্যানার্জি এণ্ড কোং, বামা পুস্তকালয়, কলিকাতা ১৯৮৯ (৫ম সংস্করণ)

Title of the Course: Pali Grammar and Translation

Course Code	: PBS 102
Total Credit	: 4
Number of Classes	: 35

Introduction to the Course description

The Course contains the basic concepts of Pali Grammar. It is designed in a view to enrich the students with the knowledge of basic rules and norms of Pali grammar. It will mainly focus on Parts of Speech, Tense and Mode, Gender, Person, Voice, Suffix, Number, Numerical, Declension, Conjugation of Verb, Compound, Euphony, Case Ending, Comparison of Adjective, Causative Verb, Desiderative Verb, Transitive Verb, Intransitive Verb, Incomplete Verb,

Participle and Indeclinable etc. It will develop the logical, critical and analytical understanding of the student as to above mentioned topics. It will also demonstrate the basic concepts of Sanskrit and Bengali Grammar. Moreover, it will also help to examine the similarity and dissimilarity between Pali and Sanskrit grammar and Pali and Bengali grammar. Finally, it will provide knowledge on the technique of translation from Bengali to Pali and Pali to Bengali.

Specific Learning Objectives of the Course

- To provide the basic knowledge of Pali grammatical rules along with the background of historical development of Pali language.
- To introduce the basic concept of Pali Grammar, such as parts of speech, tense and mode, gender, person, voice, suffix, number, numerical, declension, verb, compound, euphony, case ending, comparison of adjective, participle and indeclinable etc.
- To equip with the analytical knowledge of basic concepts of Pali grammar.
- To enrich the skill of reading, writing and speaking of Pali language.
- To teach the technique of translation from Bengali to Pali and Pali to Bengali.
- To provide the comparative knowledge (similarity and dissimilarity) between Pali and Prakrit, Pali and Bengali, and Pali and Sanskrit.

Course Contents

Part A: Pali Grammar : 50 Marks

- Parts of Speech
- Tense and Mode
- Gender
- Person
- Voice
- Suffix
- Number

- Pali Numerical
- Declension (Sabdarupa)
- Conjugation of verb
- Compound (Samasa)
- Euphony (Sandhi)
- Case ending (Karaka)
- Comparison of adjective
- Causative verb
- Desiderative verb
- Transitive verb and Intransitive verb
- Incomplete verb
- Participle
- Indeclinable
- Pali Syntax

Part : B. Unseen Translation : 10 marks

Unit-wise title and number of classes : Part -A

Unite 1 : General Idea about Pali Language, Literature and Grammar

Number of classes : 1

Unit based learning outcome : Students will be able to know the basic knowledge of Pali language, its grammatical rules and about the literature written in Pali language.

Unite 2 : Parts of Speech

Number of classes : 1

Unit based learning outcome : Students will be able to acquire knowledge of Parts of Speech along with examples in Pali.

Unite 3 : Tense and Mood

Number of classes : 2

Unit based learning outcome : Students will be able to discuss the rules of Tense and Mood, and patterns of the sentence along with examples in Pali.

Unite 4 : Gender, Person, Voice, Suffix, Number, and Pali Numerical

Number of classes : 3

Unit based learning outcome : Students will be able to know the rules, pattern and basic concept of Gender, Person, Voice, Suffix, Number and Numerical in Pali.

Unite 5 : Declension (Sabdarupa)

Number of classes : 4

Unit based learning outcome : Students will be able to deliver the formulas and techniques of declension of the nouns or noun based words ending with `a-stem, ā stem, i-stem, ī-stem, u-stem, ū-stem, ant–stem.

Unite 6 : Conjugation of Verb (Dhaturupa)

Number of classes : 4

Unit based learning outcome : Students will be able to gather knowledge on the techniques and formulas of conjugation of various sorts of verbs.

Unite 7 : Compound (Samasa)

Number of classes : 2

Unit based learning outcome : Students will be able to demonstrate the knowledge of Compound and determine the Compound and differences of rules of compound between Pali and Bengali languages.

Unite 8 : Euphony (Sandhi)

Number of classes : 2

Unit based learning outcome : Students will be able to pursue the knowledge of Euphony, especially the classification of Euphony and rules of formation of them along with the definition and examples.

Unite 9 : Case Ending (Karaka)

Number of classes : 3

Unit based learning outcome : Students will be able to explain the definition and rules of Case Ending (Karaka) in Pali, and able to learn the differences of Case Ending between Pali and Bengali languages.

Unite 10 : Comparison of Adjective

Number of classes : 1

Unit based learning outcome : Students will be able to show the knowledge of Comparison of adjective in Pali along with grammatical rules.

Unite 11 : Causative Verb

Number of classes : 1

Unit based learning outcome : Students will be able to acquire the knowledge of formation of Causative verb in Pali and able to understand the similarity and dissimilarity of formation of Causative verb between Pali and Bengali.

Unite 12 : Desiderative Verb

Number of classes : 1

Unit based learning outcome: Students will be able to explain the definition and rules of formation of Desiderative Verb in Pali and able to focus on the similarity and dissimilarity of formation of Desiderative Verb between Pali and Bengali.

Unite 13 : Transitive verb and Intransitive Verb

Number of classes : 1

Unit based learning outcome : Students will be able to describe the definition and rules of formation of Transitive Verb and Intransitive Verb in Pali and able to present the similarity and dissimilarity of Transitive and Intransitive Verb between Pali and Bengali.

Unite 14 : Incomplete Verb

Number of classes : 1

Unit based learning outcome : Students will be able to show the definition and rules of formation of Incomplete Verb in Pali.

Unite 15 : Participle

Number of classes : 2

Unit based learning outcome : Students will be able to discuss the rules of formation of Present Participle, Past Participle and Future Participle in Pali and also be able to show the similarity and dissimilarity of participles between Pali and Bengali.

Unite 16 : Indeclinable

Number of classes : 1

Unit based learning outcome : Students will be able to write the rules of formation of Indeclinable and its use in Pali.

Unite 17 : Pali Syntax

Number of classes : 2

Unit based learning outcome : Students will be able to learn the rules of Pali Syntax and will be able to make sentences in Pali.

Unit-wise title and number of classes : Part –B

Unit 18 : Translation from Bengali to Pali

Classes : 3

Unit based learning outcome : Students will be able to learn the techniques of translation from Bengali to Pali and able to translate sentences into Pali from Bengali and English.

Unit 19 : Translation from Pali to Bengali or English

Classes : 3

Unit based learning outcome : Students will be able to deliver the techniques of translation from Pali to Bengali or

English and able to translate sentences into Bengali or English from Pali.

Instructional Strategies

Teaching method include lectures of the students on given topic, assignment, exercise, question-answer and comparative study.

Assessment

Class attendance and Participation	: 5+5=10
❖ Two Midterms	: 15+15 = 30
❖ Semester Fianl	: 60

Text and Reference Books :

1. A. A. Macdonell, *Vedic Grammar*, Meicho-Fukyu-Kai, Japn 1977
2. A. K. Warder, *Introduction to Pali*, P.T.S. London 1974 (2nd ed.)
3. A. P. Buddhadatta Thera, *The New Pali Course*, 5th ed., the Colombo Apothecaries Co. Ltd, Ceylon 1954
4. A. P. Buddhadatta Mahathera, *Aids to Pali Conversation and Translation*, the Colombo Apothecaries Co. Ltd, Ceylon
5. C. Dureiselle, *A Practical Grammar of the Pali Language*, Rangoon 1906
6. D. Andersen, *A Pali Reader with Notes and Glossary*, Luzac & Co., Leipzig, 1907
7. E. Muller, *A Simplified Grammar of the Pali Language*, London 1884
8. Francis Mason, *Kachchayano's Pali Grammar with Chrestomathy and Vocabulary*, Sri Satguru Publications, Delhi 1984 (2nd ed)
9. J. R. Joshi & D. G. Koparkar, *Introduction to Pali*, University of Poona, Pune 1985
10. Satis Chandra Vidyabhusana, *Kaccayana's Pali Grammar*, 1901
11. Thomas Oberlies, *Pali – A Grammar of the Language of the Theravada Tipitaka*, Walter de Gruyter, New York 2001

12. Rune E A Johansson, *Pali Buddhist Texts*, Scandinavian Institute of Asian Studies, Published in India by Oxford & IBH Publishing Co., New Delhi 1977
13. V. Perniola, *Pali Grammar*, P.T.S. Oxford, 1997
14. Venerable V. Ananda Maitreya Mahanayaka Thera, *Pali Made Easy*, AUM Puvlishing Co., Ltd., Japan 1993
15. William Geiger, *Pali Literature and Language*, Munshiram Manoharlal Publishers Pvt. Ltd., New Delhi 1996 (3rd Edition). T. S. London 1994
16. জ্ঞানীশ্বর মহাস্থবির (সংকলিত), *পালি প্রবেশ*, দীপক বড়ুয়া প্রকাশিত (২য় সংস্করণ), ১৯৯৪
17. তপন কুমার বড়ুয়া, *পালি ব্যাকরণ ও অনুবাদ শিক্ষা*, শ্রীমতি নমিতা চৌধুরী কর্তক প্রকাশিত, চট্টগ্রাম ১৯৯১
18. দিলীপ কুমার বড়ুয়া এবং শান্টু বড়ুয়া, *পালি ভাষার সহজ ব্যাকরণ*, জাতীয় সাহিত্য প্রকাশ, ঢাকা ২০১৯
19. দীপংকর শ্রীজ্ঞান বড়ুয়া, *পালি ব্যাকরণ ও অনুবাদ পরিচিতি*, বাংলাদেশ পালি সাহিত্য সমিতি. চট্টগ্রাম, ২০০৯
20. নীরদ রঞ্জন মুৎসুদ্দি ও ভূপেন্দ্রনাথ মুৎসুদ্দি, *পালি ব্যাকরণ ও অনুবাদ শিক্ষা*, চট্টোপাধ্যায় ব্রাদার্স, কলিকাতা ১৯৭৮
21. নূতন চন্দ্র বড়ুয়া, *পালি ব্যাকরণ ও সহজ অনুবাদ শিক্ষা*, পি. আর মল্লিক কর্তক প্রকাশিত, চট্টগ্রাম ১৯৫৯
22. প্রমোদ রঞ্জন বড়ুয়া, *পালি প্রকাশিকা*, বাংলা একাডেমী, ঢাকা ১৯৮৫
23. বংশদীপ মহাস্থবির, *কচ্চায়ন ব্যাকরণ*, শ্রীপ্রিয়দর্শী ভিক্ষু ও শ্রীশীলবংশ ভিক্ষু কর্তক প্রকাশিত, চট্টগ্রাম ১৩৪৭ বঙ্গাব্দ
24. বিধুশেখর ভট্টচার্য, *পালি প্রকাশ : প্রবেশক*, বিশ্বভারতী গ্রন্থালয়, কলিকাতা, ১৩৫৮ বঙ্গাব্দ
25. শান্তরক্ষিত মহাস্থবির, *প্রাথমিক পালিভাষা শিক্ষা*, প্রকৌশলী এস.পি. বড়ুয়া কর্তক প্রকাশিত, চট্টগ্রাম ১৯৬৬
26. বিমান চন্দ্র বড়ুয়া, *পালি মঞ্জুষা*, পালি এন্ড বুদ্ধি স্টাডিজ বিভাগ, ঢাকা বিশ্ববিদ্যালয়, ২০১০

কোর্স শিরোনাম	: বাংলা ভাষা ও সাহিত্য
কোর্স নম্বর	: PBS ১০৩
মোট ক্রেডিট	: ৪
ক্লাস সংখ্যা	: ৩৫

কোর্স বিবরণ

বাংলা আমাদের মাতৃভাষা। এদেশের সর্বস্তরে বাংলাভাষা প্রচলিত। সুতরাং এ ভাষা শুদ্ধরূপে লিখতে, পড়তে এবং বলতে পারা আবশ্যিক। এ ভাষার রয়েছে এক সমৃদ্ধ সাহিত্য ভাণ্ডার। সাহিত্য মানব মননকে পরিশীলিত, উদার, মানবিক এবং অনুভূতিপ্রবণ করে তোলে। বাংলা সাহিত্য বাঙালির শেকড়ের সন্ধান দিয়ে স্বজাতি ও স্বসমাজ সম্পর্কে নিবিড়ভাবে জানার সুযোগ দেয়। বাংলা সাহিত্যের আদি নিদর্শন ‘চর্যাপদ’ – বৌদ্ধ সহজিয়াদের সাধন সংগীত। এ দিক দিয়েও পালি এন্ড বুদ্ধিস্ট স্টাডিজ বিভাগের শিক্ষার্থীদের বাংলা সাহিত্য সম্পর্কিত কিছু পাঠ প্রয়োজন। এছাড়াও পালি ভাষার সাহিত্যের সঙ্গে বাংলা ভাষার সাহিত্যের তুলনামূলক আলোচনার জন্যও বাংলা সাহিত্য পাঠের প্রয়োজন রয়েছে। এ সমস্ত দিক পর্যালোচনায় এ কোর্সটি পালি এন্ড বুদ্ধিস্ট স্টাডিজ বিভাগের শিক্ষার্থীদের জন্য আবশ্যিক বলে বিবেচনার দাবি রাখে।

উদ্দেশ্য

১. বাংলা ভাষা শুদ্ধরূপে লিখতে ও বলতে পারা, যা পরবর্তী কর্মজীবনে সহায়ক হবে।
২. বাংলা সাহিত্য পাঠে বাঙালির পরিচয় অনুধাবন করা।
৩. প্রাচীন বাংলা সাহিত্যে বৌদ্ধ প্রভাব সম্পর্কে সচেতন হওয়া।
৪. পালি ভাষার সাহিত্যের সঙ্গে বাংলা সাহিত্যের একটি তুলনামূলক পাঠে সক্ষম হওয়া।

পর্ব : ১

বাংলা ব্যাকরণ : বাংলা ধ্বনি ও শব্দ

- বাংলা ধ্বনি
- বাগযন্ত্র
- উচ্চারণ-রীতি
- শব্দ গঠন
- বানান-রীতি
- পরিভাষা
- সমার্থক শব্দ

ক্লাস সংখ্যা : ৫

পর্ব : ২

বাংলা ব্যাকরণ : বাংলা বাক্য

- বাক্য গঠন
- বাগধারা
- এককথায় প্রকাশ
- শুদ্ধ-অশুদ্ধি
- প্রয়োগ-অপ্রয়োগ

ক্লাস সংখ্যা : ৫

পর্ব : ৩

- ভাবসম্প্রসারণ
- চিঠিপত্র ও দরখাস্ত

ক্লাস সংখ্যা : ৫

পর্ব : ৪

বাংলা সাহিত্য : কবিতা

- কাহুপা : কাআ তরবর পাধগবি ডাল
- ঈশ্বর গুপ্ত : ভাষা
- মাইকেল মধুসূদন দত্ত : বঙ্গভাষা

- রবীন্দ্রনাথ ঠাকুর : বাঁশি
 - কাজী নজরুল ইসলাম : মানুষ
 - জীবনানন্দ দাশ : বনলতা সেন
 - শামসুর রাহমান : স্বাধীনতা তুমি
- ক্লাস সংখ্যা : ১০

পর্ব : ৫

বাংলা সাহিত্য : গল্প

- রবীন্দ্রনাথ ঠাকুর : জীবিত ও মৃত
- সৈয়দ ওয়ালীউল্লাহ : একটি তুলসী গাছের কাহিনী

ক্লাস সংখ্যা : ৪

পর্ব : ৬

- বাংলা সাহিত্য : প্রবন্ধ
- হরপ্রসাদ শাস্ত্রী : তৈল
- প্রমথ চৌধুরী : বই পড়া

ক্লাস সংখ্যা : ৬

সহায়ক গ্রন্থাবলি :

১. আনোয়ার পাশা, *রবীন্দ্র ছোট গল্প সমীক্ষা*, বাংলা একাডেমী, ১৯৬৬
২. কাজী নজরুল ইসলাম, *নজরুল-রচনাবলী* (প্রথম খণ্ড), বাংলা একাডেমী, ১৯৯৬
৩. জীবনানন্দ দাশ, *জীবনানন্দ রচনাবলি* (প্রথম খণ্ড), ঐতিহ্য, ঢাকা, ২০১৭
৪. তপোব্রত ঘোষ, *রবীন্দ্র ছোট গল্পের শিল্পরূপ*, দে'জ পাবলিশিং, কলকাতা, ২০০১
৫. প্রমথ চৌধুরী, *প্রবন্ধ সংগ্রহ*, বিশ্বভারতী গ্রন্থন বিভাগ, কলকাতা ১৯৯৮
৬. রবীন্দ্রনাথ ঠাকুর, *গল্পগুচ্ছ*, প্রতীক প্রকাশনা সংস্থা, ঢাকা, ১৯৯৫
৭. রবীন্দ্রনাথ ঠাকুর, *রবীন্দ্র রচনাবলী* (অষ্টম খণ্ড), বিশ্বভারতী, কলকাতা, ১৪০২
৮. মুহম্মদ আব্দুল হাই, *ধ্বনিবিজ্ঞান ও বাংলা ধ্বনিতত্ত্ব*, মল্লিক ব্রাদার্স, ঢাকা, ১৯৯৮
৯. মুহম্মদ আব্দুল হাই ও আনোয়ার পাশা (সম্পাদিত), *ঈশ্বরগুপ্তের কবিতা সংগ্রহ*, মাওলা ব্রাদার্স, ঢাকা, ১৯৯৮
১০. মুহম্মদ শহীদুল্লাহ, *বাংলা ভাষার ইতিবৃত্ত*, মাওলা ব্রাদার্স, ঢাকা, ১৯৯৮
১১. মোহাম্মদ মনিরুজ্জামান (সম্পাদিত), *মধুসূদন : কাব্য সমগ্র*, বাংলা একাডেমী, ঢাকা, ১৯৯৫
১২. সুভাষ ভট্টাচার্য, *বাংলা প্রয়োগ অভিধান*, আনন্দ পাবলিশার্স প্রাইভেট লিঃ, কলকাতা, ২০০৩

১৩. হরপ্রসাদ শাস্ত্রী (সম্পাদিত), *হাজার বছরের পুরাণ বৌদ্ধগান ও দোহা*, বঙ্গীয় সাহিত্য পরিষদ, কলকাতা ১৪২২
১৪. হুমায়ূন আজাদ, *শামসুর রাহমান : নিঃসঙ্গ শেরপা*, আগামী প্রকাশনী, ঢাকা, ১৯৯৬
১৫. *কবিতা সংগ্রহ*, ঢাকা বিশ্ববিদ্যালয়, ঢাকা
১৬. *গল্প সংগ্রহ*, ঢাকা বিশ্ববিদ্যালয়, ঢাকা
১৭. *প্রবন্ধ সংগ্রহ*, ঢাকা বিশ্ববিদ্যালয়, ঢাকা
১৮. *প্রমিত বাংলা বানানের নিয়ম*, বাংলা একাডেমী, ঢাকা
১৯. *হরপ্রসাদ শাস্ত্রী রচনা সংগ্রহ*, পশ্চিম বঙ্গ রাজ্য পুস্তক পর্যদ, কলকাতা, ১৯৯১
২০. *গল্পগুচ্ছ*, প্রতীক প্রকাশনা সংস্থা, ঢাকা, ১৯৯৫

Title of the Course : History of Pāli Literature

Course Code : PBS 104

Total Credit : 4

Number of the Classes : 35

Introduction to the Course description

The main purpose of the course is to contribute to the knowledge of Pali literature. It mainly considers the origin and historical development of Pāli Literature, compilation of Tipitaka in Pali language, literary values of the Tipitaka, basis of the Tipitaka, Division of the Tipitaka, classification of Pali literature and language used by the Buddha during preachings. The course will also examine the role of Buddhist councils to the development of Pali literature. The course, in particular, aims to provide analytical knowledge to criticize the religious tenants.

Specified Learning objectives of the Course

- To introduce students with the concept of historical development of Pāli Literature.
- To introduce students with the knowledge of the process of compilation of Pāli Tipitaka.
- To make them understand the formation of Pāli Tipitaka and classification of Pāli Literature.

- To develop analytical knowledge as to Pali Literature.

Course Contents

- Origin and Development of Pali Literature
- Compilation of Tipitaka, Language of Tipitaka compiled in first council, Language used by the Buddha during preaching, Language used in Buddha's Visiting places,
- Navangasutthasasana.
- Basis of Pali Tipitaka
- Division of Tipitaka
- Classification of Pali Literature
- Role of Buddhist Councils : First Council, Second Council, Third Council, Fourth Council (held in Ceylon)
- Tipitaka : Historical, Literary, Cultural and Socio-religious Values
- Introduction of Pali Literature : Tipitaka, Semi Canonicals Texts, Atthakatha and Chronicles.

Unit wise title and number of classes

Unit 1 : Origin and Development of Pali Literature

Number of Class : 2

Unit base learning outcome : Students will be able to discuss the origin and development of Pali literature and its importance.

Unit 2: Compilation of Tipitaka, Language of Tipitaka compiled in first council, Language used by the Buddha during preaching, Language used in Buddha's visiting places.

Number of Class : 5

Unit base learning outcome : Students will be able to gather knowledge on Compilation of Tipitaka, Language of Tipitaka compiled in first council, Language used by the

Buddha during preachings and Language used in Buddha's visiting places.

Unit 3: Navangasutthasasana

Number of Class : 2

Unite base learning outcome : Students will be able to explain the nine kinds of formation of Buddha's gospel.

Unit 4 : Basis of Pali Tipitaka, Classification of Pali Literature and Division of Tipitaka

Number of Class: 7

Unite base learning outcome : Students will be capable to describe the basis of Pali Tipitaka, Classification of Pali Literature and the division of Tipitaka.

Unit 5 : Buddhist Councils

Number of Class : 6

Unite base learning outcome : Students will be able to gather basic knowledge on First Council, Second Council, Third Council, and Fourth Council. They will also learn their importance for the society to develop good coherence.

Unit 6 : Historical, Universal, Literary, Cultural and Socio-religious Values of Tipitaka

Number of Class : 6

Unite base learning outcome : Students will be able to describe the historical, literary, Cultural and socio-religious values of Pali Tipitaka.

Unit 7 : Introduuction of Pali Literature

Number of Class : 7

Unite base learning outcome : Students will be able to explain the subject matter and importance of Tripitaka, Pali Semi-Canonicles Texts, Atthakathas and Chronicles.

Instructional Strategies

Teaching method include lectures of the students on given topic, assignment, discussion, exercise and question-answer.

Assessment

- ❖ Class attendance and Participation : 5+5=10
- ❖ Two Midterms : 15+15 = 30
- ❖ Semester Final : 60

Text and reference Books :

1. B. C. Law, *A History of Pali Literature*, Indica Books, Varanasi 2000 (3rd ed.)
2. Edward K Thomas, *Early Buddhist Scriptures*, Aryan Books International, New Delhi 1996
3. E. Frauwallner, *The Earliest Vinaya and the Beginnings of Buddhist Literature*, Rome, Serie Orientale Roma VIII, 1956
4. E. W. Adhikaram, *Early History of Buddhism in Ceylon*, Colombo 1946
5. E. Lamotte, *History of Indian Buddhism Translated by S. Webb-Boin*, Louvain 1958/1988
6. G. C. Pande, *Studies in the Origins of Buddhism*, University of Allahabad 1957
7. G. P. Malalasekera, *The Pali Literature of Ceylon*, Colombo 1958
8. H. Kern, *Manual of Indian Buddhism*, Motilal Baranasiidass, Delhi 1974 (rep.)
9. K. R. Norman, *A History of Indian Literature*, Otto Harrassowitz, Wiesbaden 1983
10. Kanai Lal Hazra, *Pali Language and Literature*, D. K. Print World (P) Ltd., New Delhi 1994
11. M. Winternitz, *History of Indian Literature*, Munshiram Manoharlal Pvt. Ltd, New Delhi 1991 3rd ed
12. Oskar von Hinuber, *A Handbook of Pali Literature*, Walter de Gruy, Berlin. New York 1996.
13. S. Jayawardhana, *Handbook of Pali Literature*, Colombo 1994
14. Sumangal Barua, *Buddhist Councils and Development of Buddhism*, Atisa Memorial Publishing Society, Calcutta 1997
15. William Geiger, *Pali Literature and Language*, Munshiram Manoharlal Publishers Pvt. Ltd. 1996 (3rd ed.)

16. অতীন্দ্র মজুমদার, *মধ্য ভারতীয়-আর্য ভাষা ও সাহিত্য*, নয়া প্রকাশ, কলিকাতা ১৩৮৮ বাংলা; অতীন্দ্র মজুমদার, *ভাষাতত্ত্ব, জ্ঞানতীর্থ*, ঢাকা ১৩৭০
17. রবীন্দ্র বিজয় বড়ুয়া, *পালি সাহিত্যের ইতিহাস*, ১ম খণ্ড, বাংলা একাডেমী ১৯৮০
18. রবীন্দ্র বিজয় বড়ুয়া, *মধ্য ভারতীয় আর্যভাষা ও সাহিত্য*, অভয়তিষ্ঠা প্রকাশনী, চট্টগ্রাম ১৯৭০
19. দিলীপ কুমার বড়ুয়া, *পালি ভাষার ইতিবৃত্ত*, বাংলা একাডেমী, ঢাকা ২০১০
20. দিলীপ কুমার বড়ুয়া, *পালি অটর্কথার ইতিবৃত্ত*, অ্যাডর্ন প্রকাশনী, ঢাকা ২০১৩
21. বিশ্বনাথ বন্দোপাধ্যায়, *পালি ও প্রাকৃত সাহিত্যের ইতিহাস*, কলিকাতা, ১৯৬৬
22. সুকোমল বড়ুয়া ও সুমন কান্তি বড়ুয়া, *ত্রিপিটক পরিচিতি ও অন্যান্য প্রসঙ্গ*, বাংলা একাডেমী, ঢাকা ২০০০

Title of the Course	: Life and Basic Teachings of Buddha
Course Code	: PBS 105
Credit	: 4
Number of the classes	: 35

Introduction to the Course description

The course will provide the basic knowledge of Buddha's teachings. It will mainly focus the life history of Gautama Buddha, from birth to Mahaparinibbana. It will also consider the development and formation of Buddhist Sangha and basic teachings of the Buddha, such as : the four noble truths; eight fold paths, dependent origination; Ten Perfection and its nature; the sublime states; Bodhipakkhiya - Dhamma; the theory of Kamma, the doors of Kamma, theory of Soul, the doctrine of universal change and impermanence; Nibbāna etc.

Specific Learning Objectives of the Course

- To provide the knowledge about the life and activities of the Buddha, especially from birth to death (Mahaparinibbana).
- To demonstrate the basic knowledge on the tenants of Buddha, especially the four noble truths, eight fold paths, dependent origination, ten perfections and their nature, theory of kamma and nibbana etc.

- To enrich the concept of comparative study.
- To develop the analytical knowledge of the students regarding the doctrines of Buddha.

Course Contents

- Life History of Buddha : Siddhartha Gautam's Dynasty, Birth, Four Incidents (Nimittas), Renunciation, Enlightenment, Preaching of Doctrine (Dhammacakkapavattana Sutta), Mahaparinibbana
- Origin and development of Buddhist Sangha
- Four Noble Truths, Eight Noble Path
- Dependent Origination
- Ten Perfections (Dasa Parami)
- Brahmavihara, Bodhipakkhiya-Dhamma
- Kammavada (the theory of Kamma)
- Anatmavada (the Theory of Non-existence of the Soul) and
- The Doctrine of Universal Change and Impermanence, Nibbana.

Unit wise title and number of classes

Unit 1 : Life sketch of Buddha

Number of Class : 2

Unit base learning outcome : Students will be able to discuss the birth, naming ceremony, ploughing ceremony, education and marriage ceremony of Siddhartha Gautama.

Unit 2 : Four Incidents and Renunciation

Number of Class : 2

Unit base learning outcome : Students will be able to narrate the Four Incidents and Renunciation of Siddhartha Gautama.

**Unit 3 : Enlightenment and Preaching Dharma
(Dhammacakkapabatana Sutta)**

Number of Class : 2

Unite base learning outcome : Students will be able to discuss the procees of Enlightenment and First Preaching of Gautama Buddha.

Unit 4 : Mahaparinibbana

Number of Class : 2

Unite base learning outcome : Students will be able to explain the history and process of obtaining Mahaparinibbana of Buddha.

Unit 5 : Dynasty of Buddha

Number of Class : 3

Unite base learning outcome : Students will be able to gather knowledge about the dynasty of Buddha along with Koli, Vajji and Malla dynasties.

Unit 6 : Origin and development of Buddhist Sangha

Number of Class : 4

Unite base learning outcome : Students will be able to discuss the origin and development of Buddhist Sangha. They will also learn about the Conversion of Yasa and His Friends, Conversion of Three Kassapa brothers and Conversion of Sāriputta and Moggallāna, the two chief disciples.

Unit 7 : The Four Noble Truths

Number of Class : 2

Unite base learning outcome : Students will be able to deliver the essence of Four Noble Truths and its necessity to attain the nibbana.

Unit 8 : The Eight Noble Paths

Number of Class : 2

Unit base learning outcome : Students will be able to gather knowledge on the Eight Noble Paths and its importance.

Unit 9 : Dependent Origination

Number of Class: 2

Unit base learning outcome : Students will be able to relate the theory of Dependent Origination and its application to the cessation of sufferings.

Unit 10 : Ten Perfections (Dasa Parami)

Number of Class : 2

Unit base learning outcome : Students will be able to elaborate the Ten Perfections (Dasa Parami), its nature and necessity to establish peace and harmony in the society.

Unit 11 : Brahmavihara (The Sublime States)

Number of Class : 2

Unit base learning outcome: Students will be capable to discuss the importance of Brahma Vihara (The Sublime States) and the process of practice of it.

Unit 12 : Bodhipakkhiya- Dhamma (The 37 Things pertaining to Enlightenment)

Number of Class : 2

Unit base learning outcome : Students will be able to relate the Bodhipakkhiya - Dhamma (The 37 Things pertaining to Enlightenment) along with its necessity in religious life.

Unit 13 : Kammavada Theory

Number of Class : 2

Unit base learning outcome : Students will be able to describe the theory of Kamma (action) preached by the Buddha and its impact on human life.

Unit 14 : Anatmavada (the Theory of Non-existence of the Soul)

Number of Class : 2

Unite base learning outcome : Students will be able to gather knowledge on the theory of Non-existence, and able to develop analytical knowledge of non-soul theory.

Unit 15 : The Doctrine of Universal Change and Impermanence

Number of Class : 2

Unite base learning outcome : Students will be able to discuss the Doctrine of Universal Change and Impermanence theory and their influence on Indian Philosophy.

Unit 16 : Nibbana

Number of Class : 2

Unite base learning outcome : Students will be capable to discuss the nature of Buddhist Nibbana.

Instructional Strategies

Teaching methods include lectures of the students on given topic, assignment, and exercise, question-answer and group discussion.

Assessment

Class attendance and Participation	: 5+5=10
Two Midterms	: 15+15 =30
Semester Final	: 60

Text and Reference Books :

1. T. W. Rhys Davids (ed.), *Dīgha Nikāya*, P.T.S., London, 1958
2. Morris. R and hardy, E (ed.), *Majjhima Nikaya*, P.T.S. London, 1985-1900
3. B.C. Law, *A History of Pali Literature*, Indica Books, Varanasi 2000 (3rd ed.)

4. K. R. Norman, *A History of Indian Literature*, Otto Harrassowitz, Wiesbaden 1983
5. Narada Thero, *The Buddha and His Teachings*, Colombo, 1973
6. বরসম্বোধি ভিক্ষু, *ধম্মচক্র প্রবর্তন সূত্র*, চট্টগ্রাম, ২০০৭
7. ধর্মত্ন মহাস্থবির, *মহাপরিনির্বাণ সূত্র*, চট্টগ্রাম, ১৯৪১
8. রনধীর বড়ুয়া, *মহামানব বুদ্ধ*, আভাময়ী বড়ুয়া কৃতক প্রকাশিত, চট্টগ্রাম, ১৯৫৭
9. সুমঙ্গল বড়ুয়া ও বেলু রাণী বড়ুয়া, *বুদ্ধ বাণীর মূলতত্ত্ব*, ঢাকা বিশ্ববিদ্যালয়, ২০১০
10. সুকোমল চৌধুরী, *গৌতম বুদ্ধের ধর্ম - দর্শন*, কলিকাতা, ১৯৯৫
11. জিতেন্দ্র লাল বড়ুয়া, *বৌদ্ধ দর্শনের রূপরেখা*, ঢাকা, ২০১৪
12. জিনবোধি ভিক্ষু, *বৌদ্ধদর্শনে প্রজ্ঞা তত্ত্ব*, বাংলা একাডেমী, ঢাকা, ১৯৯৩
13. শান্তু বড়ুয়া, *বুদ্ধাস্তির ইতিবৃত্ত*, পালি এন্ড বুদ্ধিস্ট স্টাডিজ বিভাগ, ঢাকা বিশ্ববিদ্যালয়, ঢাকা, ২০১৮
14. রেবতপ্রিয় বড়ুয়া, *বিশুদ্ধিমার্গে বৌদ্ধতত্ত্ব*, বাংলা একাডেমী, ঢাকা, ১৯৯৩
15. মোঃ আশিকুজ্জামান খান কিরণ, *বৌদ্ধ দর্শনে নির্বাণ*, অনু প্রকাশনী, ঢাকা, ২০১৭

Title of the Course	: English Language
Course Code	: PBS 106
Total Credit	: 4
Number of the classes	: 35

Introduction to the Course description

The aim of this course is to make students practice English as a foreign language. English is an important foreign language for the students in higher studies. The study and practice of English vocabulary, structure and selected grammar items, included in the course, will be helpful to the students to develop four basic language skills : listening, speaking, reading and writing of English by which they can be able to use the language skills in their practical life as well as in the various purposes of higher studies. The course is also aimed to practice phonetics to make them able to develop pronunciation to understand and use Standard English intelligibly. Students will have opportunities to study some of the popular English literature to be acquainted with the different uses of English language in the different genre.

Specific Learning objectives of the Course

- To practice basic grammar and structure
- To build vocabulary
- To practice phonetics : IPA, stress and intonation, use of dictionary
- To practice listening skills and note taking
- To develop speaking skills
- To develop reading skills
- To develop writing skills

Course Contents

- Basic Grammar and structures
- Vocabulary building exercises
- Writing paragraphs and essays
- Developing reading skills
- Comprehension and summary
- Practice listening skills and note taking
- Phonetics and using dictionary

Unit wise title and number of classes

Unit 1: Practice basic grammar and structure

Number of classes : 7

Unit based learning outcome : by the end of this unit learners will be able to practice some selected basic grammar items in context : tense, preposition, subject-verb agreement, clauses, conditionals, word classes, transformation of sentences, Active- Passive sentences, Reported Speech.

Unit 2: Building Vocabulary

Number of classes : 2

Unit based learning outcome : by the end of this unit learners will be able to correct and precise diction, affixes, idiomatic expressions, level of appropriateness, colloquial and informal, standard and formal.

Unit 3 : Phonetics

Number of classes : 2

Unit based learning outcome : by the end of this unit learners will be able to Introduce with IPA, Transcribe words and sentences into phonetic symbols, Practice intonation and stress in English language, Use dictionary : English to Bangla, Bangla to English.

Unit 4 : Developing listening skills

Number of classes : 4

Unit based learning outcome : by the end of this unit learners will be able to practice listening skills : listening to recorded texts and classroom lectures, take useful notes based on listening.

Unit 5 : Developing speaking skills

Number of classes : 4

Unit based learning outcome : by the end of this unit learners will be able to practice speaking English : introducing myself and others, describing pictures, narrating events past and present, asking and answering questions, tag question, arguments, etc. Practice speaking in pairs and groups.

Unit 6 : Developing Reading skills

Number of Classes : 10

Unit based learning outcome : by the end of this unit learners will be able to introduce with the strategies of reading : skimming, scanning, predicting, inferring, analyzing and interpreting variety of texts and text types, Practice reading skills : comprehension and summary.

Unit 7 : Developing Writing skills

Number of classes : 6

Unit based learning outcome : by the end of this unit learners will be able to practice writing paragraphs and short essays, practice writing letters and applications, practice summary of the written texts.

Instructional Strategies

Teaching method include short lectures, pair and group works, question- answer, individual exercises, discussion, library works, and assignments.

Assessments

- ❖ Class attendance and Participation : 5+5= 10
- ❖ Two Midterms : 15+15= 30
- ❖ Semester Final : 60

Texts and Reference Books :

1. Raymond Murphy, *Grammar in Use*, 4th Ed. Cambridge University Press, 2012
2. J A Cuddon, *Dictionary of Literary Terms*, 5th Ed, Wiley-Blackwell, 2013
3. *History of English Literature*, PenguinEdition, 4th Ed. Penguin UK, 1999
4. William J Long, *English Literature*, Prabhat Prakashan
5. Ahsanul Huq, *Prose of Our Times*.
6. *Oxford Learners' Dictionary*, 9th Ed. Oxford University Press. 2014
7. William Shakespeare, *Shakespeare: Complete Works*. Editor. W. J. Craig. London: Magpie Books Ltd, 1992
8. *Tree or Three*, 2nd Ed. Cambridge University Press. 2006
9. *Ship or Sheep*, 3rd Ed. Cambridge University Press. 2006
10. *The Norton Anthology of Poetry*, 5th Ed. W.W. Norton & Company, Inc., 2005
11. John Langan, *College Writing Skills*, 8th Ed. McGraw-Hill Education. 2010

Title of the Course : Suttapitaka : Poetry

Course Code : PBS 201

Credit : 4

Number of the classes : 35

Introduction to the Course description

The purpose of the course is to contribute to the knowledge of Suttapitaka, especially the poetry portion. By the course students will be able to enrich their knowledge on the origin,

development, formation, essence and teachings of Suttapitaka along with the literary, moral & philosophical values of Suttapitaka (poetry). The course also covers the study of Dhammapada, Theragatha, Suttanipata, Thera gatha, Theri gatha, Samyutta Nikaya, Khuddakapatha, Cariyapitaka along with importance.

Specific Learning Objectives of the Course

- To introduce students with the essence and teachings of Suttapitaka.
- To explore the moral & philosophical values of Suttapitaka (Poetry).
- To make them understand literary value of Suttapitaka : poetry.
- To develop analytical knowledge of the students regarding the subject matter of Suttapitaka.

Course contents

- Origin, Development and Formation of Suttapitaka (Poetry)
- Literary, Moral and Philosophical Values of Sutta Pitaka (Poetry)
- Literary, Political, Ethical and Universal value of Dhammapada, Therigātha, Theragātha, Suttanipāta
- Topics from Dhammapada : Yamaka Vagga, Appamada Vagga, Citta Vagga, Brahmaṇa Vagga, Puppha Vagga, Danda Vagga,
- Therigāthā : Vaggisa, Ānanda, Upāli, Sariputta, Moggalāna,
- Therigāthā : Mahapajapati Gautami, Kisa Gotami, Punnikā, Patācarā, Isidāsī, Subha.
- Suttanipāta : Dhaniya Sutta, Vāsettha Sutta, Kalahavivāda Sutta,
- Samyutta Nikāya : Kutikā, Jatā, Accharā, Alavaka, Kasi Bharadhāja
- Khuddakapatha : Mangala Sutta, Nidhikunda Sutta, Karaniya Metta Sutta

- Cariyapitaka : Nemiraja Cariya, Siviraj Cariya, Vessanta cariya, Sasa Pandita cariya

Unit-wise title and number of classes

Unit 1 : Origin and Development of Suttapitaka (Poetry)

Number of classes : 1

Unit based learning outcome : Students will be capable to deliver the origin, development and formation of Sutta Pitaka (Poetry).

Unit 2 : Literary, Moral and Philosophical Values of Sutta Pitaka (Poetry)

Number of classes : 2

Unit based learning outcome : Students will be capable to discuss the Literary, Moral and Philosophical Values of Sutta Pitaka (Poetry).

Unit 3 : An overview of selected portions of Suttapitaka

Number of classes : 4

Unit based learning outcome : Students will be able to discuss the Literary, Political, Ethical and Universal values of Dhammapada, Therigātha, Theragātha and Suttanipāta.

Unit 4 : Selected topics from Dhammapada

Number of classes : 4

Unit based learning outcome : Students will be learnt the teachings of the following selected topics of Dhammapada : YamakaVagga, Appamada Vagga, Citta Vagga, Brahamana Vagga, Puppha Vagga, Danda Vagga.

Unit 5 : Selected topics Theragāthā

Number of classes : 4

Unit based learning outcome : Students will be able to explore the life history of the following persons along with

the teachings of their utterances : Vangisa Ānanda, Upāli, Sariputta and Moggalāna.

Unit 6 : Selected topics Therigāthā

Number of classes : 3

Unit based learning outcome : Students will be able to explain the life history and essence of the verses of : Mahapajapati Gautami, Kisa Gotami, Punnika, Patacara, Isidasi, Subha (Text : Therigatha).

Unit 7 : Selected topics Suttanipāta

Number of classes : 3

Unit based learning outcome : Students will be able to relate the essence and significance of following Suttas : Dhaniya Sutta, Vasettha Sutta, and Kalahavivada Sutta (Text : Suttanipata).

Unit 8: Selected topics Samyutta Nikāya

Number of classes : 3

Unit based learning outcome : Students will be capable to discuss the essence and teachings of following topics : Kutika, Jata, Acchara, Alavaka, and Kasi Bharadhāja (Text : Samyutta Nikaya).

Unit 9 : Selected topics from Suttanipāta and Samyutta Nikāya

Number of classes : 4

Unit based learning outcome : Students will be able to learn the essence and teachings/leassons of following selected topics : Dhaniya Sutta, Vāsettha Sutta, Kalahavivāda Sutta.

Unit 10 : Selected topics from Khuddakapatha and Cariyapitaka

Number of classes : 2

Unit based learning outcome : Students will be able to present the objectives, inner meaning and leassons of the following selected Suttas : Mangala Sutta, Nidhikunda Sutta,

Karaniya Metta Sutta (Text : Kuddakapatha), and Nimiraja Cariya, Siviraj Cariya, Vessanta cariya, Sasa Pandita Cariya (Text : Cariyapitaka).

Instructional Strategies

Teaching methods include lectures of the students on given topic, assignment, exercise, and question-answer.

Assessment

❖ Class attendance and Participation	: 5+5=10
❖ Two Midterms	: 15+15 = 30
❖ Semester Fianl	: 60

Text and Reference Books :

1. B. C. Law, *A History of Pali Literature*, Indica Books, Varanasi 2000 (3rd ed.)
2. William Geiger, *Pali Literature & Language*, Munshiram Manoharlal Publishers Pvt Ltd, 1996 (3rd ed.)
3. Anderson D and Smith H (ed), *Suttanipata*, P.T.S. London 1913
4. Narada, *The Dhammapada*, The corporate Body of the Buddha Educational Foundation, Taiwan
5. K. R. Norman, *A History of Indian Literature*, Otto Harrassowitz, Wiesbaden 1983
6. Kanai Lal Hazra, *Pali Language and Literature*, D. K. Print World (P) Ltd., New Delhi 1994
7. M. Winternitz, *History of Indian Literature*, Munshiram Manoharlal Pvt. Ltd, New Delhi 1991
8. রবীন্দ্র বিজয় বড়ুয়া, *পালি সাহিত্যের ইতিহাস*, ১ম খন্ড, বাংলা একাডেমী, ১৯৮০
9. শ্রী গিরিশ চন্দ্র বড়ুয়া, *ধম্মপদ*, বাংলা একাডেমী, ঢাকা
10. সাধনানন্দ মহাস্থবির, *সুত্তনিপাত*, রাঙ্গামাটি, ১৯৮৭ খ্রিষ্টাব্দ

11. সুকোমল বড়ুয়া ও সুমন কান্তি বড়ুয়া, *ত্রিপিটক পরিচিতি ও অন্যান্য প্রসঙ্গ*, বাংলা একাডেমী, ঢাকা, ২০০০
12. বানী চট্টোপাধ্যায়, *পালি সাহিত্যে নারী*, কলকাতা, ১৩৯৭ বঙ্গাব্দ
13. বিনয়েন্দ্রনাথ চৌধুরী, *বৌদ্ধ সাহিত্য*, কলকাতা, মহাবোধি বুক এজেন্সি, ১৯৯৫
14. সুকোমল বড়ুয়া ও রেবতপ্রিয় বড়ুয়া, *পালি সাহিত্যে ধম্মপদ*, বাংলা একাডেমী, ঢাকা, ১৯৯৭
15. সুমন কান্তি বড়ুয়া ও শান্তি বড়ুয়া, *জাতক সন্দর্শন*, অয়ার্ডন পাবলিকেশন, ঢাকা, ২০১১
16. সুমন কান্তি বড়ুয়া, *বৌদ্ধ দর্শনে পারমিতত্ত্ব*, পালি এন্ড বুদ্ধিস্ট স্টাডিজ বিভাগ, ঢাকা বিশ্ববিদ্যালয়, ঢাকা, ২০০৮

Title of the Course	: Comparative Philology
Course Code	: PBS 202
Total Credit	: 4
Number of the Classes	: 35

Introduction to the Course description

This course provides the students with general concept of Comparative Philology. Basically, through this course students will be able to learn the importance and classification of Philology; history of Indo-European language family; history of Middle Indo Aryan languages; phonological and morphological characteristics of Pali language, Classical Sanskrit and Prakrit and Vedic influence on Pali Language.

Specified Learning objectives of the Course

- To make understand the philological concept.
- To make them understand with the Phonological and Morphological characteristics
- To introduce the students with Indo-European Family
- To provide knowledge on Middle Indo- Aryan Family

- To teach the similarity - dissimilarity between Pali and Sanskrit, Pali and Bangla, Jacob Grimm's Law and Varner's Law.

Course Contents

- Importance of Philology.
- Classification of Language.
- History of Indo-European Language family.
- History of Middle Indo Aryan Languages; Phonological and Morphological Characteristics of Pali language; Classical Sanskrit and Prakrit; Vedic Influence on Pali Language.
- Similarity and dissimilarity between: Pali and Sanskrit, Pali and Prakrit, Pali and Bengali Languages.
- Comparative Philology : Pali and Prakrit Languages: General Characteristics of Prakrit Languages comparing with Pali Language, Characteristics of Magadhi, Ardha- Magadhi, Paisachi, Sauraseni and Maharastri Pakrit. Development of Linguistics : Grimm's Law, Verner's Law, Grassmann's Law, Jacob Grimm's Law.
- Phonetic Changes : Comparative Study between Pali and Bengali.

Unit wise title and number of classes

Unit 1: Importance of Philology

Number of Class : 2

Unit base learning outcome : Students will be able to discuss the Importance of Philology.

Unit 2 : Classification of language

Number of Class : 2

Unit base learning outcome : Students will be able to present the classification of language.

Unit 3 : History of Indo-European Language Family

Number of Class : 4

Unit base learning outcome : Students will be able to explain the history of Indo European Language Family and its importance.

Unit 4: History of of Middle Indo- Language Family

Number of Class: 4

Unit base learning outcome: Students will be able to write the history of middle Indo-Language Family and its importance.

Unit 5 : Phonological and Morphological Characteristics of Pali

Number of classes: 3

Unit base learning outcome: Students will be able to show the Phonological and Morphological Characteristics of Pali.

Unit 6: Classical Sanskrit and Prakrit

Number of Class: 2

Unit base learning outcome : Students will be able to make differences between Classical Sanskrit and Prakrit.

Unit 7: Vedic influence of Pali Language

Number of Class : 2

Unit base learning outcome : Students will be able to describe the influence of Vedic language on Pali Language.

Unit 8 : Similarity and Dissimilarity between Pali and Sanskrit Language, Pali and Prakrit Language, Pali and Bengali Language

Number of Class : 3

Unit base learning outcome : Students will be identified the Similarity and Dissimilarity between Pali and Sanskrit Language, Pali and Prakrit Language, Pali and Bengali Language.

Unit 9 : Comparative Philology

Number of classes : 3

Unite base learning outcome : Students will be able to obtain knowledge on comparative philology, especially the characteristics of Pali and Prakrit languages.

Unit 10 : Characteristics of Prakrit

Number of classes : 6

Unite base learning outcome : Students will be able to assess the general Characteristic of Prakrit, Magadhi Prakrit, Ardha-Magadh Prakrit, Paisachi Prakrit, Sauraseni Prakrit, Maharashtri Prakrit and Maharashtri Prakrit.

Unit 11 : Development of Linguistic Laws : Grimm's Law and Verner's Law Jacob Grimm's Law

Number of classes : 2

Unite base learning outcome : Students will be able to relate the development of linguistic law, especailly the Grimm's Law, Verner's Law and Jacobs Grim's Law.

Unit 12 : Development of Linguistic Laws : Jacob Grimm's Law and Grassmann's Law

Number of classes: 2

Unite base learning outcome : Students will be able to know the rules of Varner's Law and Grassmann's Law and their importance.

Unit 13 : Phonetic Changes : Comparative Study between Pali and Bengali.

Number of classes: 2

Unite base learning outcome : Students will be gathered knowledge on the origin, development and chracteristics of Pali and Bengali languages.

Instructional Strategies

Teaching method include lectures of the students on given topic, assignment, exercise, and question-answer.

Assessment

Class attendance and Participation	: 5+5=10
Two Midterms	: 15+15 =30
Semester Final	: 60

Text and Reference Books :

1. A. K. Warder, *Introduction to Pali*, P.T.S. London 1974 (2nd ed.)
2. J. R. Joshi & D. G. Koparkar, *Introduction to Pali*, University of Poona, Pune 1985
3. Satis Chandra Vidyabhusana, *Kaccayana's Pali Grammar*, 1901
4. V. Perniola, *Pali Grammar*, P.T.S. Oxford, 1997
5. Venerable V. Ananda maitreya Mahanayaka Thera, *Pali Made Easy*, AUM Puvlishing Co., Ltd., Japan 1993
6. William Geiger, *Pali Literature and Language*, Munshiram Manoharlal Publishers Pvt. Ltd., New Delhi 1996 (3rd Edition). T. S. London 1994
7. দিলীপ কুমার বড়ুয়া এবং শান্টু বড়ুয়া, *পালি ভাষার সহজ ব্যাকরণ*, জাতীয় সাহিত্য প্রকাশ, ঢাকা ২০১৯
8. দীপংকর শ্রীজ্ঞান বড়ুয়া, *পালি ব্যাকরণ ও অনুবাদ পরিচিতি*, বাংলাদেশ পালি সাহিত্য সমিতি. চট্টগ্রাম, ২০০৯
9. নীরদ রঞ্জন মুৎসুদ্দি ও ভূপেন্দ্রনাথ মুৎসুদ্দি, *পালি ব্যাকরণ ও অনুবাদ শিক্ষা*, চট্টোপাধ্যায় ব্রাদার্স, কলিকাতা ১৯৭৮
10. নূতন চন্দ্র বড়ুয়া, *পালি ব্যাকরণ ও সহজ অনুবাদ শিক্ষা*, পি. আর মল্লিক কর্তৃক প্রকাশিত, চট্টগ্রাম ১৯৫৯
11. প্রমোদ রঞ্জন বড়ুয়া, *পালি প্রকাশিকা*, বাংলা একাডেমী, ঢাকা ১৯৮৫
12. বিধু শেখর ভট্টচার্য, *পালি প্রকাশ : প্রবেশক*, বিশ্বভারতী গ্রন্থালয়, কলিকাতা, ১৩৫৮ বঙ্গাব্দ
13. বিমান চন্দ্র বড়ুয়া, *পালি মঞ্জুষা*, পালি এন্ড বুদ্ধিস্ট স্টাডিজবিভাগ, ঢাকা বিশ্ববিদ্যালয়, ২০১০।
14. অতীন্দ্র মজুমদার, *মধ্য ভারতীয়-আর্য ভাষা ও সাহিত্য*, নয়া প্রকাশ, কলিকাতা ১৩৮৮ বাংলা
15. অতীন্দ্র মজুমদার, *ভাষাতত্ত্ব*, জ্ঞানতীর্থ, ঢাকা ১৩৭০
16. খন্দকার মোবারক আলী, *ভাষাতত্ত্ব*, মুহাম্মদ ব্রাদার্স, ঢাকা ১৯৯১

17. দিলীপ কুমার বড়ুয়া, *পালি ভাষার ইতিবৃত্ত*, বাংলা এতকাডেমী, ঢাকা ২০১০
18. পরেশচন্দ্র মজুমদার, *সংস্কৃত ও প্রাকৃত ভাষার ক্রমবিকাশ*, দে'জ পাবলিশিং, কলিকাতা ২০০০
19. রববীন্দ্র বিজয় বড়ুয়া, *মধ্য ভারতীয় আর্যভাষা ও সাহিত্য*, অভয়তিষ্য প্রকাশনী, চট্টগ্রাম ১৯৭০
20. রামেশ্বর শ, *ভাষাবিজ্ঞান ও বাংলা ভাষা*, পুস্তক বিপণি, কলকাতা ১৯৯৬ (৩য় সংস্করণ)
21. সুকুমার সেন, *ভাষার ইতিবৃত্ত*, আনন্দ, কলিকাতা ২০০৪
22. সৌরভ সিকদার, *ভাষাবিজ্ঞানের ভূমিকা ও বাংলা ভাষা*, অনন্যা, ঢাকা ২০০২
23. শ্রীমুরারি মোহন সেন, *ভাষার ইতিহাস*, এস ব্যানার্জি এণ্ড কোং, বামা পুস্তকালয়, কলিকাতা ১৯৮৯ (৫ম সংস্করণ)

Title of the Course : Project Management

Course Code : PBS 203

Total Credit : 3

Number of Classes : 42

Introduction to the Course description

The course is primarily aimed at introducing the students to the world of 'projects' and 'project analysis' by acquainting them with the key concepts, debates, approaches, tools and strategies relating to the analyses and dynamics of project management. At the end of the course, the students are expected to develop a broad-based understanding of the key contexts, tools, and issues surrounding project design and analysis both globally and nationally. Being an undergraduate course, this module will require reasonably extensive reading, interactive and participatory classes. Students are expected to ask questions and clarifications and volunteer answers.

Course Contents

- Introducing Projects as 'Cutting Edge' of Development: Concept, Rationale, Categories, Features and Characteristics, Project Life Cycles, Basic Ideas of Project Analysis.

- Understanding the Project Management Perspectives : The Place of Economic and Financial Analysis in Project Evaluation, Points of Views in Project Analysis : Economic, Social, and Financial.
- Project Planning and Design: Project Planning and Designing Process, Why Plan? Typical Steps in Planning and Designing.
- Costs and Benefits in Project Analysis : Identifying the Costs and Benefits of Project with a Special Reference to a Developmental Project : Benefit – Cost Ratio.
- Discounted Cash Flow Measures and Application: Selected Popular Measures of Discounted Cash Flows, Net Present Worth, Internal Rate of Return, Payback Period.
- Selected Popular Tools of Project Analysis, Design, and Management : Social Impact, Assessment, Stakeholder Analysis, Logical Framework, SWOT Analysis and others.
- Understanding the Need and Challenge of Popular Participation in Project Management: ‘Participation’ defined; The rationale for engaging people in project management, Approaches to, and obstacles of Participatory Project Management.
- Project Monitoring and Evaluation : Project Monitoring, Project Evaluation, Practical Cases/Examples: GoB, UN, EU Format and Practices, Challenges of effective Monitoring and Evaluation.

Unit-wise Title and Number of Classes

Unit 1 : Introducing Projects as ‘Cutting Edge’ of Development

Number of Classes : 5

Unit-wise Learning Outcome: Students will understand the concept, features and characteristics of project and its life cycle.

Unit 2 : Understanding the Project Management Perspectives

Number of Classes : 6

Unit-wise Learning Outcome: Students will be able to locate the Place of economic and financial analysis in project evaluation in addition to understanding points of views in project analysis.

Unit 3 : Project Planning and Design

Number of Classes : 4

Unit-wise Learning Outcome: Students will be able to grasp project planning and designing process.

Unit 4 : Costs and Benefits in Project Analysis

Number of Classes : 5

Unit-wise Learning Outcome: Students will be able to identify the costs and benefits of project with a special reference to developmental project.

Unit 5: Discounted Cash Flow Measures and Application

Number of Classes : 5

Unit-wise Learning Outcome : Students will be able to develop clear understanding of the measures of discounted cash flows, net present value, and internal rate of return, payback period, and benefit-cost ratio.

Unit 6 : Selected Popular Tools of Project Analysis, Design, and Management

Number of Classes : 4

Unit-wise Learning Outcome: Students will discuss how to conduct social impact assessment, stakeholder Analysis, logical framework analysis, and SWOT analysis.

Unit 7 : Understanding the Need and Challenge of Popular Participation in Project Management

Number of Classes : 3

Unit-wise Learning Outcome: Students will comprehend the rationale for engaging people in project management, approaches to and obstacles of participatory project management.

Unit 8 : Project Monitoring and Evaluation

Number of Classes : 3

Unit-wise Learning Outcome : Students will deliver the concepts and measures of how to monitor and evaluate projects.

Instructional Strategies

- Class lecture
- In-class exercise
- Individual homework/assignment

Assessment

- ❖ Class attendance and Participation : 5+5=10
- ❖ Two Midterms : 15+15 = 30
- ❖ Semester Final : 60

Text and Reference Books :

1. Belli P., Anderson J.R., Barnum H.N., Dixon J.A., and Tan J. (2001), *Economic Analysis of Investment Operations*, Washington: The World Bank.

2. Booth W., Ebrahim R. and Morin R. (1998), ***Participatory Monitoring, Evaluation and Reporting***. South Africa: Pact.
3. Casley D. J. and Lury D.A. (1982), ***Monitoring and Evaluation of Agriculture and Rural Development Projects***. Baltimore and London: The Johns Hopkins University Press for the World Bank.
4. Chada S. (1989), ***Managing Projects in Bangladesh***. Dhaka: University Press Limited.
5. Chambers, Robert (1994), 'Participatory Rural Appraisal (PRA): Analysis of Experience', ***World Development***, 22(9): 1253-1268
6. Chambers, Robert (1994), 'The Origin and Practice of Participatory Rural Appraisal', ***World Development***, 22(7): 953-969
7. Choudhury S. (1993), ***Project Management***. New Delhi: Tata McGraw Hill Publishing Co.
8. Curry S. and Weiss J. (2000), ***Project Analysis in Developing Countries***. London: Macmillan Press Ltd.
9. D'Monte D.R. 2005. 'Water Management in Rajasthan, India', ***Velasquez J. et al. (eds.) Innovative Communities: People-centered Approaches to Environmental Management in the Asia Pacific Region***, United Nations University, Tokyo, 2005:292-308
10. EC (2002), ***Project Cycle Management Handbook***, European Commission, Europe Aid Cooperation Office.
11. Gasper Ges (2000), 'Evaluating the Logical Framework Approach : Towards Learning Oriented Development Evaluation', ***Public Administration and Development***, 20: 17-28.
12. Gittinger J.P. (1977), ***Economic Analysis of Agricultural Projects***. Baltimore and London: The Johns Hopkins University Press for the World Bank.
13. Gosling L. and Edwards M. (1995), ***Toolkits: A Practical Guide to Assessment, Monitoring, Review and Evaluation***. London: Save the Children.

14. Hobley M. '*From Active to Passive Participatory Forestry: Nepal*' [in] Oakley P. (ed.) *Projects with People: The Practice of Participation in Rural Development*, ILO, Geneva, 1991:107-118
15. ILO n.d. *Project Preparation Implementation Monitoring, Evaluation: User's Hand Book*. Dhaka: International Labor Organization.
16. Khan N. A. (1997), 'Logical Framework as a Tool for Participatory Development Planning: Revisiting the Debate', *Chittagong University Studies*, Vol. xvii & xviii, No.1, pp.117-127
17. Khan N.A. 'A Far Cry? Revisiting the Prospects of Community Cooperation in Rural South Asia', *Indian Journal of Social Work*, Vol.60, Issue 2, 1999:233-249
18. Khan N.A. 'Community Cooperation in a Voluntary Environment Project: Some Lessons from Swansea, Wales', *Community Development Journal*, Vol.34, No. 3, 1999:205-218
19. Khan N.A. 'Rural Development in Transition: An Institutional Perspective', [in] Chowdhury A.M. and Alam F. (eds.) Bangladesh on the Threshold of the Twenty-First Century, *Asiatic Society of Bangladesh*, Dhaka, 2002:382-410.
20. Majid M. A. (1995), *Prakalpa Byabasthapon* (in Bengali). Dhaka: Bangla Academy.
21. NORAD (1999), *The Logical Framework Approach*. Oslo: Norwegian Agency for Development Cooperation.
22. Oakley P. ed. *Projects with People: The Practice of Participation in Rural Development*, ILO, Geneva, 1991.
23. SIDA (1996), *Manual on Self-Evaluation Parts 1 and 2*. Switzerland: Swiss Agency for Development and Cooperation.

24. Squire L. and Tak H.G. (1975), *Economic Analysis of Projects*. Baltimore and London: The Johns Hopkins University Press for the World Bank.
25. Team Technologies Inc. n.d. *Teams and Project Design: Team UP Workbook*, Team Technologies Inc.
26. UNDP (1997), *Results-oriented Monitoring and Evaluation*, New York: UNDP.
27. Velasquez J. et al. (eds.) *Innovative Communities: People-centered Approaches to Environmental Management in the Asia Pacific Region*, United Nations University, Tokyo, 2005:1-45 (Chapter 1 and 2)
28. Young T. (2003), *The Project Management Manual*, New Delhi: Penguin Books.

Title of the Course	: Suttapitaka : Prose
Course Code	: PBS 204
Total Credit	: 4
Number of the classes	: 35

Introduction to the Course description

The main purpose of the course is to introduce students with Suttapitaka, especially Prose Part. The courses will also offer the students about the concept of the moral & philosophical values of Suttapitaka (prose). The course covers the study of the concept of Digha-Nikaya, Majjhima Nikaya, Samyutta Nikaya, Anguttara Nikaya, and Khuddaka Nikaya. The course, in particular, aims to provide both general and theoretical methods for analyzing religious tanets and to develop the student's capacity for logical, analytical & critical thinking about such issues.

Specified Learning objectives of the Course

- To introduce students with the concept, moral & philosophical values of Suttapitaka (Prose).
- To introduce students with the basic concept, religious, social, political & moral values of Buddhism.

- To develop critical thinking among students about the issues.
- To make them understand the literary value of Suttapitaka : prose, especially of Digha Nikaya, Mjjhima Nikaya, Samyutta Nikaya, Anguttra Nikaya & Khuddaka Nikaya.
- To make them equip with writing, textual analysis & oral discussion/debate skills.

Course Contents

- Introduction, Formation, Date of Compilation, Moral, Socio-Political and Literary Values of Suttapitak (Prose)
- Digha-Nikaya: a. Brahmajāla Sutta b. Samannaphala Sutta c. Tevijja-Sutta.
- Majjhima Nikāya : a. Dhammacetiya Sutta b. Ariyopariyosena Sutta, c. Sabbasaba Sutta, d. Angulimala Sutta e. Payasi Sutta.
- Samyutta Nikāya : Vaccagotta-Samyutta, Mara-Samyutta, Khanda-Samyutta, Bhojjango-Samyutta
- Angguttara Nikāya : Kammakarana Vagga, Samacitta Vagga, Pudgala Vagga, Dasadhamma Sutta
- Kuddaka Nikāya :
 - Literary and social values : Apaddana, Petavatthu, Vimanavatthu, Buddhavamsa.
 - Khuddaka Pātha : Dvattimsakāra, Kumāro Panha
 - Vimanavatthu : Chatta Manavaka Vimana, Kundali Vimana
 - Petavatthu : Tikudda Peta, Mattakundali Peta
 - Udana : Bodhi Sutta, Mucalinda Sutta, Raja Sutta, Ayu Sutta

Unit-wise title and number of classes

Unit 1: Basic concepts of Sutta Pitaka Prose

Number of classes : 4

Unit based learning outcome : Students will understand the Formation, Date of Compilation, Moral, Socio-Political and Literary Values of Suttapitaka (Prose).

Unit 2 : a. Brahmajāla Sutta b. Samannaphala Sutta c. Tevijja-Sutta from Digha-Nikaya

Number of classes : 4

Unit based learning outcome: Students will be able to describe the essence and teachings of Brahmajāla Sutta, Samannaphala Sutta, and Tevijja-Sutta of Digha-Nikaya.

Unit 3 : a. Dhammacetiya Sutta b. Ariyopariyosena Sutta, c. Sabbasaba Sutta from Majjhima Nikāya

Number of classes : 4

Unit based learning outcome : Students will be able to have intensive idea on highlighted Suttas and explain the role of the subject matter of the Suttas towards the society.

Unit 4 : Vaccagotta samyutta, Marasamyutta, Khanda samyutta, Bhojjango samyutta from Samyutta Nikāya

Number of classes : 4

Unit based learning outcome : Students will be able to realize the importance of the above mentioned Suttas of Samyutta Nikaya.

Unit 5: Angguttara Nikāya : Kammakarana Vagga, Samacitta Vagga, Pudgala Vagga, And Dasadhamma Sutta

Number of classes : 4

Unit based learning outcome : Students will be learnt the significance of the Suttas mentioned above.

Unit 6 : Literary and social values of Apaddna, Petavatthu, Vimanavatthu and Buddhavamsa

Number of classes : 6

Unit based learning outcome : Students will be gathered basic knowledge on literary and social values of Apaddana, Petavatthu, Vimanavatthu and Buddhavamsa.

Unit 7 : Khuddaka Pātha and Vimanavatthu

Number of classes : 6

Unit based learning outcome : Students will be able to have a clear idea on the Dvattimsakāra, Kumāro Panha Chatta Manavaka Vimana, and Kundali Vimana

Unit 8: Petavatthu and Udana

Number of classes: 3

Unit based learning outcome : Students will be able to know the substances of Petavatthu and Udana along with the teachings and significance of them.

Instructional Strategies

Teaching methods include lectures of the students on given topic, assignment, exercise, and question-answer.

Assessment

❖ Class attendance and Participation	: 5+5=10
❖ Two Midterms	: 15+15 = 30
❖ Semester Fianl	: 60

Text and Reference Books :

1. B. C. Law, *A History of Pali Literature*, Indica Books, Varanasi 2000 (3rd ed.)
2. Edward K Thomas, *Early Buddhist Scriptures*, Aryan Books International, New Delhi 1996

3. E. Frauwallner, *The Earliest Vinaya and the Beginnings of Buddhist Literature*, Rome, Serie Orientale Roma VIII, 1956
4. E. W. Adhikaram, *Early History of Buddhism in Ceylon*, Colombo 1946
5. E. Lamotte, *History of Indian Buddhism translated by S. Webb-Boin*, Louvain 1958/1988
6. G. C. Pande, *Studies in the Origins of Buddhism*, University of Allahabad 1957
7. G. P. Malalasekera, *The Pali Literature of Ceylon*, Colombo 1958
8. H. Kern, *Manual of Indian Buddhism*, Motilal Baranasicass, Delhi 1974 (rep.)
9. K. R. Norman, *A History of Indian Literature*, Otto Harrassowitz, Wiesbaden 1983
10. Kanai Lal Hazra, *Pali Language and Literature*, D. K. Print World (P) Ltd., New Delhi 1994
11. M. Winternitz, *History of Indian Literature*, Munshiram Manoharlal Pvt. Ltd, New Delhi 1991 3rd ed
12. Oskar von Hinuber, *A Handbook of Pali Literature*, Walter de Gruy, Berlin. New York 1996
13. S. Jayawardhana, *Handbook of Pali Literature*, Colombo 1994
14. Sumangal Barua, *Buddhist Councils and Development of Buddhism*, Atisa Memorial Publishing Society, Calcutta 1997
15. William Geiger, *Pali Literature and Language*, Munshiram Manoharlal Publishers Pvt. Ltd. 1996 (3rd ed.)
16. T. W. Rhys Davids (ed.), *DīghaNikāya*, P.T.S, London, 1958
17. Morris. R and hardy, E (ed.), *Majjhima Nikaya*, P.T.S. London, 1985-1900

18. রবীন্দ্র বিজয় বড়ুয়া, *পালি সাহিত্যের ইতিহাস*, ১ম খন্ড, বাংলা একাডেমী, ১৯৮০
19. ভিক্ষু শীলভদ্র, *দীর্ঘনিকায়*, ১ম-৩য় খন্ড, মহাবোধি সোসাইটি, কলকাতা ১৩৫৩-১৩৬১ বঙ্গাব্দ
20. সুকোমল বড়ুয়া, *কোসল ও মার সংযুক্ত*, বাংলা একাডেমী, ঢাকা, ১৯৯৮

Title of the Course	: Pali Semi Canonical Texts
Course Code	: PBS 205
Total Credit	: 4
Number of the Classes	: 35

Introduction to the Course description

The main purpose of the course is to provide with the knowledge of Pali Semi Canonical Texts, mainly the Milinda Pañha, Nettipakarana and Visuddhimagga. It will mainly focus the literary and doctrinal values of the texts, date of their compilation, their authors, nature of the subject matters, essence and teachings of the subject matters. It will also consider the socio-religious impact of the texts. Moreover, students will have opportunities to study some important Buddhist doctrines and logics of the texts. The course is also aimed to practice moral values intelligibly.

Specified Learning objectives of the Course :

- To introduce students with the Pali Semi Canonical Texts.
- To introduce students with the teachings of Pali Semi Canonical Texts.
- Students will be able to discuss the importance of Milinda Pañha.
- Students will be able to discuss subject matter of Nettipakarana and its importance.
- To explore the essence and teachings of Visuddhimagga.

Course Contents :

A. Milinda Pañha :

- Literary and Doctrinal Values
- Date of compilation,
- About Author, Bahira Nidana katha
- Sila
- Saddhā
- Viriya
- Sati
- Samadhi
- Panna
- Supina.

B. Nettipakarana :

- * Literary and Doctrinal Values
- * Uddesabara
- * Niddesabara
- * Sixteen Haras
- * Five Nayas .

C. Visuddhimagga :

- * Nomenclature
- * Literary Value
- * Date of Compilation
- * Life of Author
- * Sila Niddesa
- * Samadhi Niddesa
- * Panna Niddesa.

Unit-wise title and number of classes

Unit 1 : Introduction to Pali Semi Canonical texts

Number of class : 3

Unit based learning outcome : Students will be able to describe the subject-matter and importance of Pali Semi

Canonical Texts, especially they will learn the Concept of Pali Semi Canonical Texts, Classification of Pali Semi Canonical Texts and significance of Pali Semi Canonical Texts.

Unit 2 : Literary and Doctrinal Value of Milinda Pañha

Number of class : 3

Unit based learning outcome : Students will be able to demonstrate knowledge on Literary and Doctrinal values of Milinda Pañha.

Unit 3 : Author and Date of Compilation

Number of class : 3

Unit based learning outcome : Students will be able to discuss about the Author and Date of Compilation of Milinda Panha.

Unit 4: Bahira and Nidana Katha of Milinda Panha

Number of class: 4

Unit based learning outcome : Students will be able to illustrate the subject matter of preface or outer pages of Milinda Panha. Mainly they will learn the geography, topography and history of ancient India, particularly Sagal Nagara.

Unit 5 : Minlinda Panha: Sila, Saddha, Viriya, Sati, Samadhi, Panna, and Supina

Number of class: 4

Unit based learning outcome : Students will be able to gather knowledge on the Characteristics of Sila, Saddha, Viriya, Sati, Samadhi, Panna and Supina in the light of Milinda Panha. Besides, they will also learn the necessity of practice of above mentioned topics.

Unit 6 : Literary and Doctrinal values of Nettipakarana

Number of class : 3

Unit based learning outcome : Students will be able to explain the Literary and Doctrinal values of Nettipakaran.

Unit 7: Uddesabara and Niddessabara

Number of class : 3

Unit based learning outcome : Students will be able to realize the wholesome and unwholesome deeds, activities and psychological phenomenon.

Unit 8 : Sixteen Haras and Five Nayas

Number of class : 3

Unit based learning outcome : Students will be able to describe the subject matter and importance of the study Sixteen Haras and Five Nayas.

**Unit 9 : Nomenclature and literary value of
Vissuddimagga**

Number of class : 3

Unit based learning outcome : Students will be able to deliver the Nomenclature and literary value of Vissuddimagga.

**Unit 10 : Date of Compilation of Visuddhimagga and
Life of its Author**

Number of class : 3

Unit based learning outcome : Students will be able to elaborate the date of compilation of Visddhimagga and life history of its author.

Unit 11: Sila Niddesa, Samadhi Niddesa, Panna Niddesa

Number of class: 3

Unit based learning outcome : Students will be able to explain the essence of Sila, Samadhi and Panna and the method of practice of them.

Instructional Strategies : Teaching method includes lectures of the students on given topic, assignment, exercise, and question-answer.

Assessment

❖ Class attendance and Participation	: 5+5=10
❖ Two Midterms	: 15+15 = 30
❖ Semester Final	: 60

Text and Reference Books :

1. V. Trenckner, *Milindapanha*, P.T.S. London, 1880
2. H. C. Warren (ed.), *Visuddhimagga*, Cambridge/Mass, HOS, 1950
3. E. Hardy (ed.), *Nettipakarana*, P.T.S. London, 1902
4. Bhikkhu Nanamoli, *The Guide According to Kaccana Thera*, P.T.S. London, 1977
5. Bhikkhu Nanamoli, *The Path of Purification*, Colombo, 1951
6. B. C. Law, *History of Pali Literature*, Indica Books, Varanasi, 2000
7. Oskar von Hinuber, *A Handbook of Pali Literature*, Walter de Gruyter, Berlin, 1996
8. M. Winternitz, *History of Indian Literature*, Munshiram Manoharlal Publishers Pvt Ltd., New Delhi, 1991 (reprint)
9. রবীন্দ্র বিজয় বড়ুয়া, *পালি সাহিত্যের ইতিহাস*, প্রথম ও দ্বিতীয় খণ্ড, বাংলা একাডেমী, ঢাকা, ১৯৮০
10. রেবতপ্রিয় বড়ুয়া, *বিশুদ্ধিমার্গে বৌদ্ধ তত্ত্ব*, বাংলা একাডেমী, ঢাকা ১৯৯২
11. ধর্মাধার মহাস্থবির (অনু.), *মিলিন্দ প্রশ্ন*, ধর্মাধার বৌদ্ধ গ্রন্থ প্রকাশনী, কলকাতা, ১৯৯৫
12. জিনবোধি ভিক্ষু, *বৌদ্ধ দর্শনে বিমুক্তিমার্গ*, বাংলা একাডেমী, ঢাকা, ২০১০
13. শান্ত রক্ষিত মহাস্থবির, *নেত্তিপকরণ*, চট্টগ্রাম, ১৯৬৫
14. শীলানন্দ ব্রহ্মচারী, *বিশুদ্ধিমার্গ পরিক্রমা*, চট্টগ্রাম

Title of the Course : Computer Science

Course Code : PBS 206

Total Credit : 3

Number of Classes : 35

Introduction to the Course description

The main focus of this course is Computer Science. The aim of the course is to develop the students with the knowledge of computer science domain. Especially students will be enlightened as to the History of Computer, Parts of Computer, Types of Computer, Usage of Computer in Daily Life, Specific Usage in Health and Education, Types and Tasks of Computer Hardware and Software, Input Device Keyboard, Different Keys, Mouse and its activities. The students will also know the Number System such as Binary, Octal, Decimal, Hexadecimal, and user defined format, Number Addition, Subtraction, Multiplication, etc. Students will also be familiar to Logic Gates (Basic gates, truth table and De-Morgan's law), Network Type (LAN, PAN, MAN, WAN, WiFi), Network Topology (BUS, RING, STAR, Client Server), Network Devices (Router, hub, Switch) Internet, History Usage of Internet Browser, WWW, HTML, IP, ISP, DNS, and URL. Students will be known to Internet Security and Cyber Security, Threats, Malicious Software, Virus, Trojan Horse, Spyware, Malware, etc. and their Remedies, E-commerce, e-governance, email, etc. Students will understand the activities of Artificial Intelligent such as robot, virtual reality, machine learning, HCI, etc and Intellectual Property such as Copyright, Patent, Trade Mark, Trade Secret, Plagiarism, etc.

Specific Learning Objectives of the Course

- To provide the basic knowledge on computer & types of computer.
- To introduce the types and tasks of computer hardware and software
- To explore the usage of computer in daily life

- To teach the addition, subtraction, multiplication, transformation, etc of number system such as binary, octal, decimal, hexadecimal, and user defined format
- To enrich the knowledge of network type, network topology, network devices, internet.
- To provide knowledge on the internet security and cyber security, threats, malicious software, virus, trojan horse, spyware, malware, etc. and their remedies.
- To provide an overall knowledge on e-commerce, e-business, e-governance, e-mail.
- To provide knowledge on artificial intelligent and intellectual property

Course Contents:

Part-A : Computer with its history and usages

- History of Computer,
- Parts of Computer,
- Types of Computer,
- Usage of Computer in Daily Life

Part – B : Hardware, Software and Input Device

- Types and Tasks of Computer Hardware
- Types and Tasks of Computer Software
- Input Device such as Keyboard, Different Keys, Mouse and its activities.
- Output Device such as Monitor, Mobile, Smart Watch, VR Box

Part – C : Number System and Logic Gate

- Number System such as Binary, Octal, Decimal, Hexadecimal, and user defined format,
- Logic Gates (Basic gates, truth table and De-Mograns law).

Part – D : Network and Internet

- Network type,
- Network topology,
- Network devices,
- Internet Security and Cyber Security (virus, trojan horse, spyware, malware, and remedies)
- Usages of Internet (e-commerce, e-business, e-governance, e-mail)

Part – E : Advanced Computing and Intellectual Property

- Artificial intelligent
- Virtual reality, machine learning
- Human Computer Interaction (HCI)
- Intellectual property
- Plagiarism and reference

Unit-wise title and number of classes

Part - A

Unite 1: Computer with its history and usages

Number of classes : 5

Unit based learning outcome : Students will be able to discuss the computer, history of computer, types of computer, usage of computer.

Part - B

Unite 2 : Hardware, Software and Input Device

Number of classes : 6

Unit based learning outcome : Students will be able to deliver types and tasks of computer hardware and software, and Input Output Device.

Part - C

Unite 3 : Number System and Logic Gate

Number of classes : 8

Unit based learning outcome : Students will be able to show the numbers system and logic gate.

Part - D

Unite 4 : Network and Internet

Number of classes : 8

Unit based learning outcome : Students will be able to learn internet, IP address type, network topology, network devices, internet security and cyber security, e-commerce, e-business, e-governance, etc..

Part - E

Unite 4 : Advanced Computing and Intellectual Property

Number of classes : 8

Unit based learning outcome : Students will be able to describe Artificial intelligent, virtual reality, machine learning, Human Computer Interaction (HCI), Intellectual property, Plagiarism and reference.

Instructional Strategies

Teaching methods include lectures of the students on given topic, assignment, exercise, question-answer, group discussion.

Assessment

- ❖ Class attendance and Participation : $5+5=10$
- ❖ Two Midterms : $15+15 = 30$
- ❖ Semester Final : 60

Text and Reference Books :

1. Peter Norton, *Introduction to Computers*, 6th Edition
2. Rahman, M. Lutfar, M. Shamim Kaiser, M. Arifur Rahman, and M. Alamgir Hossain *Computer Fundamentals and ICT*, 1st Edition, DIU press
3. Peter Norton, *Introduction to Computers*, 6th Edition, Glencoe/McGraw-Hill, 2000
4. Pradeep K Sinha and Priti Sinha, *Computer fundamentals*, 1st Edition, BPB publications, 2010
5. Rahman, M. Lutfar, M. Shamim Kaiser, M. Arifur Rahman, and M. Alamgir Hossain, *Computer Fundamentals and ICT*, 1st Edition, DIU press Bangladesh, 2018
6. Anita Goel, *Computer fundamentals*, 1st Edition, Pearson Education India, 2010

Title of the Course	: Vinaya Pitaka: Buddhist Principles
Course Code	: PBS 301
Total Credit	: 4
Number of the Classes	: 35

Introduction to the Course description

The course contributes to the knowledge of Vinaya Pitaka or Buddhist Principles. It will mainly explore the Buddhist Principles that are mandatory for Buddhist Monks and Nuns. It will, in particular, discuss the meaning of the rules mentioned in the Vinaya Pitaka, ethical and judicial values, application of the rules in monastic life, way of life of the monks and nuns, violation of the rules and degree of punishment and accounts of first and second council. Finally, the course covers the study of Vinaya Pitaka.

Specified Learning objectives of the Course

- To introduce students with the rules of the Vinaya Pitaka
- To enrich the knowledge regarding monastic life and code of conduct.

- To introduce students with ethical values and judicial impacts of Patimokkha.
- To expose the socio-religious values of Mahavagga.
- To provide knowledge on Cullavagga.
- To explore clear idea about the subject matter of Parivara Patho.

Course Contents

Pātimokkha : Ethical values and judicial impacts

Topics

- Pārajikā, Sanghadisesa
- Aniyata, Nissaggiya
- Pacittiyā
- Patidesaniya Dhamma
- Sekiya
- Adhikarana Samatha
- Upasampadā

Mahāvagga : Socio-Religious values

Topics

- Mahākhanda
- Uposatha, Pavāra
- Vesajjakkhandhaka
- Kathinakkhandhaka
- Civarakkhandhaka

Cullavagga : Socio-Religious values

Topics

- Kammakkhandhaka
- Parivasikkhandhaka
- Samathakkhandhaka
- Senasanakkhandhaka
- Vattakkhandhaka
- Khuddanukhuddaka
- Sikkapadam

Parivāra Pātho : Religious values

Topics

- Bhikkhu Vibhanga and
- Bhikkuni Vibhanga

Unit wise title and number of classes

Unit 1 : Ethical values and judicial impacts of Pātimokkha

Number of Classes : 2

Unit based learning outcome : Students will be able to demonstrate knowledge on the meaning, importance, ethical values and judicial impacts of Pātimokkha.

Unit 2 : Pārajikā and Sanghadisesa

Number of Classes : 2

Unit based learning outcome : Students will be capable to discuss the nature of ecclestical punishment for the violation of Parajika and Sanghadises rules.

Unit 3 : Aniyata, Nissaggiya and Pacittiyā

Number of Classes : 3

Unit based learning outcome : Students will be able to obtain knowledge on ecclestical punishment for the violation of Aniyata, Nissaggiya and Pacittiya Rules.

Unit 4 : Patidesaniya Dharma and Sekiya

Number of Classes: 2

Unit based learning outcome : Students can be described the ecclestical punishment for the violation of Patidesaniya and Sekiya rules.

Unit 5: Adhikarana Samatha, Upasampadā

Number of Classes: 2

Unit based learning outcome : Students will be proficient to discuss the celestial punishment for the violation of

Adhikaranasamtha rules. They will also be able to describe the procedures of Upasampada Ceremony.

Unit 6 : Socio-Religious values of Mahāvagga

Number of Classes : 2

Unit based learning outcome : Students will be able to realize the socio-religious values of Mahavagga.

Unit : 7 Mahākhanda, Uposatha and Pavārana

Number of Classes : 3

Unit based learning outcome : Students will be susceptible to assess on Mahakhanda, Uposatha (Fasting) and Pravaraana in the light of Mahāvagga.

Unit : 8 Vesajjakkhandhaka

Number of Classes : 2

Unit based learning outcome : Students will be able to explain the objectives of taking medicine in the light of Buddhist view.

Unit : 9 Kathinakkhandhaka and Civarakkhandka

Number of Classes : 4

Unit based learning outcome : Students will be able to gather knowledge on the objectives of robe wearing. They will also be able to know the various rules regarding it.

Unit 10 : Socio-Religious values of Cullavagga

Number of Classes : 2

Unit based learning outcome : Students will be able to discuss the Socio-Religious values of Cullavagga.

Unit 11: Kammakkhandhaka, Parivasikkhandhaka, Samathakkhandhaka

Number of Classes : 4

Unit based learning outcome : Students will be able to elaborate the subject matter of Kammakkhandhaka,

Parivasikkhandhaka and Samathakkhanadhaka on the basis of Cullavagga.

Unit 12 : Senasanakkhandhaka and Vattakakkhandhaka

Number of Classes: 2

Unit based learning outcome : Students will be able to illustrate the significance of the subject matter of Senasanakkhandhaka and Vattakakkhandhaka on the basis of Cullavagga.

Unit 13 : Senasanakkhandhaka and Vattakakkhandhaka

Number of Classes : 3

Unit based learning outcome : Students will be able to learn the teachings of Senasanakkhandhaka and Vattakakkhandhaka.

Unit 14 : Khuddanukhuddaka Sikkapadam.

Number of Classes : 2

Unit based learning outcome : Students will be able to explain the essence of Khuddanukhuddaka Sikkapadam along with their importance.

Instructional Strategies

Teaching methods include lectures of the students on given topic, assignment, exercise, and question-answer.

Assessment

- ❖ Class attendance and Participation : 5+5=10
- ❖ Two Midterms : 15+15 = 30
- ❖ Semester Fianl : 60

Text and Reference Books :

1. Herman Oldenberg (ed.), *Vinaya Pitakam*, 5 vols., P.T.S. London, 1967-1982
2. N. Dutt, *Early Monastic Buddhism*, Calcutta Oriental Press Ltd., 1941

3. E. Frauwallner, *The Earliest Vinaya, and the Beginner of Buddhist Literature*, Oriental Roma, 1956
4. Sukumar Dutt, *Buddhist Monarchism*, Kegan Paul, Trench, Trubner & Co. Ltd., London 1924
5. Sukumar Dutt, *Buddhist Monks and Monasteries in India*, Motilal Banarsidass Publishers Pvt Ltd., Delhi, 2000 (rep.)
6. Sumangal Barua, *Buddhist Council and Development of Buddhism*, Atish Memorial Publishing Society, Calcutta, 1997
7. Rabindra Vijay Barua, *The Theravada Sangha*, The Asiatic Society of Bangladesh, Dhaka, 1978
8. A Pachow, *Comparative Study of the Pratimoksha*, Kegan Paul, Trench, Trubner & Co. Ltd., London 1988
9. A. C. Benerjee, *Patimokkha*, The World Press Private Ltd., Calcutta, 1973
10. ভদন্ত বুদ্ধবংশ ভিক্ষু (অনু.), *পারাজিকা*, প্রজ্ঞাবংশ সঙ্ঘর্ষ গ্রন্থ প্রকাশনী, চট্টগ্রাম, ২০০৭
11. ভদন্ত প্রজ্ঞাবংশ মহাথের (অনু), *বিনয় পিটকে পরিবার পাঠ*, ১ম ও ২য় খণ্ড, শ্রদ্ধাবান উপাসক উপাসিকা কৃতক প্রকাশিত, চট্টগ্রাম, ২০০৭
12. ভদন্ত করুণাবংশ ভিক্ষু (অনু), *বিনয় পিটকে পাচিত্তিয়*, শ্রদ্ধাবান উপাসক উপাসিকা কৃতক প্রকাশিত, চট্টগ্রাম, ২০০৭
13. ভিক্ষু জে. প্রজ্ঞাবংশ মহাথেরো (অনু), *মহাবর্গ পরিক্রমা*, বেনীমাধব বড়ুয়া ও মালতী প্রভা বড়ুয়া কৃতক প্রকাশিত, চট্টগ্রাম, ১৯৯৭

Title of the Course : Buddhism in Bangladesh

Course Code : PBS 302

Credit : 4

Number of the classes : 35

Introduction to the Course description

The main purpose of the course is to introduce students with the history of Buddhism in Bangladesh from Buddha's period to the 19th Century. It mainly considers the condition of Buddhism in Buddha's period, Ashokan period to early Christian era, Pala period, Post Pala period, 12th century to 21st Century. It also explores the Causes of Decline of Buddhism, Reformation of Theravada Buddhism and Teachings of Mahayana and Tantrism. Moreover, this Course will enrich the knowledge of students regarding the socio-religious rituals, ceremonies, festivals, heritages and culture of Bangladeshi Buddhists. Besides, it will furnish the information as to various ethnic groups of Buddhist Community.

Specified Learning objectives of the Course

- To introduce students with historical development of Buddhism.
- To introduce students with history of Buddhism in Bangladesh.
- To develop critical thinking about the issues.
- To make them understand culture, festivals, ceremonies, socio-religious rites and rituals of the Buddhists of Bangladesh.
- To enrich the knowledge of students regarding ethnic Buddhist groups in Bangladesh.
- To develop writing, textual analysis & oral discussion/debate skills.

Course Contents

a) History of Buddhism in Bangladesh : Buddha's Period to 19th Century

- History of Buddhism in Buddha's Period
- History of Buddhism in Ashokan Period
- History of Buddhism in Post Ashokan Period
- History of Buddhism : First Century to Gupta Period
- History of Buddhism : Pala and Post Pala Period
- History of Buddhism : Sen-Varman Period and Muslim Period
- Origin, Development and Essence of Mahayana and Tantric Buddhism
- Ramification and latter development of Tantric Buddhism : Mantrayana, Vajrayana, Kalacakrayana and Sahajayana
- Causes of Decline of Buddhism
- Reformation of Theravada Buddhism in Bangladesh

b. Culture : Contemporary Socio-Religious Rites and Rituals

- Religious Culture : Monastic Life, Religious Rites, Rituals and Festivals
- Social Culture : Social Events : Birth to Death

c. Buddhist Ethnic Groups

- Barua
- Chakma
- Marma
- Rakhain
- Mro
- Tancangya
- Kheyang
- Oraon.

Unit-wise title and number of classes

Unit 1 : History of Buddhism in Buddha's Period

Number of classes : 1

Unit based learning outcome : Students will be capable to narrate the probable date and route of inception of Buddhism in Bangladesh and condition of Buddhism in the period.

Unit 2 : History of Buddhism in Ashokan Period

Number of classes: 1

Unit based learning outcome : Students will be able to discuss the condition of Buddhism in Ashokan Period.

Unit 3 : History of Buddhism in Post Ashokan Period

Number of classes: 1

Unit based learning outcome: Students will be able to gather knowledge on Buddhist activities in Post-Ashokan Period.

Unit 4 : History of Buddhism : First Century to Gupta Period

Number of classes : 3

Unit based learning outcome : Students will be able to describe the condition of Buddhism in Bangladesh from First Century to Gupta Period. They will also learn the development of Buddhism in Gupta Period.

Unit 5 : History of Buddhism : Pala and Post Pala Period

Number of classes : 4

Unit based learning outcome: Students will be able to relate the development of Buddhism in Pala and Post-Pala Period. They will also be able to gather knowledge on Buddhist art and Sculpture of Pala Period.

Unit 6 : History of Buddhism : Sen-Varman and Muslim Period

Number of classes: 3

Unit based learning outcome : Students will be able to learn the attitude of non-Buddhist rulers towards Buddhism. They will also be able to know the condition of Buddhism in the period.

Unit 7 : Origin, Development and Essence of Mahayana and Tantric Buddhism

Number of classes: 3

Unit based learning outcome : Students will be capable to gather knowledge on the origin and development of Mahayana and Tantrism in Bangladesh along with their essences.

Unit 8 : Ramification and later development of Tantric Buddhism : Mantrayana, Vajrayana, Kalacakrayana and Sahajayana

Number of classes : 4

Unit based learning outcome : Students will be able to describe the ramification and later development of Tantric Buddhism, especially regarding the Mantrayana, Vajrayana, Kalacakrayana and Sahajayana along with their teachings.

Unit 9 : Causes of Decline of Buddhism

Number of classes : 2

Unit based learning outcome : Students will be able to identify the causes of decline of Buddhism in Indian Sub-continent.

Unit 10 : Reformation of Theravada Buddhism in Bangladesh

Number of classes : 2

Unit based learning outcome : Students will be describe the historical happenings in British Period and Process of reformation of Theravada Buddhism in Bangladesh.

Unit 11 : Contemporary Socio-Religious Rites and Rituals

Number of classes : 5

Unit based learning outcome : Students will be efficient to the knowledge of Contemporary Socio-Religious Rites and Rituals of the Buddhists of Bangaldesh.

Unit 12 : Buddhist Ethnic Groups

Number of classes : 4

Unit based learning outcome : Students will be able to discuss the origin and characteristics of Buddhist ethnic groups in Bangladesh. They will also understand their socio-religious rituals.

Instructional Strategies

Teaching methods include lectures of the students on given topic, assignment, exercise, Library works and question-answer.

Assessment

- ❖ Class attendance and Participation : 5+5=10
- ❖ Two Midterms : 15+15 = 30
- ❖ Semester Final : 60

Text and Reference Books :

1. R. C. Majumdar (ed.), *History of Bengal*, vol. 1., University of Dhaka, Dhaka, 1943

2. V. A. Smith, *Early History of India including Alexander's Campains*, Humphrey Milford Press, Oxford, 1924
3. Kani Lal Hazra, *The Rise and Decline of Buddhism in India*, Munshiram Manoharlal Publishers Pvt Ltd., Delhi, 1982
4. Kani Lal Hazra, *Buddhism in India as Described by the Chinese Pilgrims A.D. 399-689*, Munshiram Manoharlal Publishers Pvt Ltd., Delhi, 1983
5. R. C. Mitra, *Decline of Buddhism in India*, Visva Bharati, Shantiniketan, 1954
6. Dilip Kumar Barua & Mitsuru Ando, *Syncretism in Bangladeshi Buddhism*, Nagoya, 2002
7. H. Blochmann, *Contribution to the Geography and History of Bengal*, Asiatic Society, calcutta, 1968
8. Nani Kumar Chakma, *Chittagong Hiltracts and Buddhism*, Partbatya Bouddha Sangha, rangamati, 1983
৯. মাহবুব আলম, *চট্টগ্রামের ইতিহাস*, মায়ালোক প্রকাশনি, চট্টগ্রাম, ১৯৬৫
১০. আশা দাস, *বাংলা সাহিত্যে বৌদ্ধধর্ম ও সংস্কৃতি*, কলিকাতা বুক হাউজ, কলিকাতা ১৯৬৯
১১. দীনেশ চন্দ্র সেন, *বৃহৎ বঙ্গ*, দেজ পাবলিশিং, কলিকাতা ১৯৯৩
১২. নূতন চন্দ্র বড়ুয়া, *চট্টগ্রামের বৌদ্ধ জাতির ইতিহাস*, কসুম কুমার বড়ুয়া ও চম্পা বড়ুয়া কতুক প্রকাশিত, চট্টগ্রাম, ১৯৮৬
১৩. নীহাররঞ্জন রায়, *বাঙ্গালীর ইতিহাস : আদি পর্ব*, দেজ পাবলিশিং, কলিকাতা, ১৪০২ বঙ্গাব্দ
১৪. ভিক্ষু সুনীতা নন্দ, *বাংলাদেশের বৌদ্ধ বিহার ও ভিক্ষু জীবন*, বাংলা একাডেমী, ১৯৯৮
১৫. ভদন্ত প্রজ্ঞানন্দশ্রী স্থবির, *পশ্চিম বঙ্গের বৌদ্ধ ধর্ম ও সংস্কৃতি*, বোধেন্দু বড়ুয়া কর্তৃক প্রকাশিত, কলিকাতা, ১৯৮৭
১৬. আবদুল মাবুদ খান, *বান্দরবন জেলার মারমা সম্প্রদায়*, ঢাকা, ১৯৯৮
১৭. জিতেন্দ্র লাল বড়ুয়া, *বাংলাদেশে বৌদ্ধধর্ম ও বৌদ্ধ সম্প্রদায়*, জাতীয় সাহিত্য প্রকাশ, ঢাকা, ২০১৮
১৮. ড. সুকোমল বড়ুয়া, *বাংলাদেশের বৌদ্ধ সম্প্রদায় : ইতিহাস, ঐতিহ্য ও পূর্বাঙ্গ*, বাংলাদেশ বিশ্ববিদ্যালয় মঞ্জুরী কমিশন, ১৯১৭
১৯. সিমুল বড়ুয়া, *বাংলার বৌদ্ধ ইতিহাস, ঐতিহ্য ও সংস্কৃতি*, চট্টগ্রাম

Title of the Course : Political and Religious History of Buddhism in Ancient India

Course Code : PBS PBS 303

Total Credit : 4

Number of the Classes: 35

Introduction to the Course description

The main purpose of the course is to introduce the students with the Political and Religious History of Buddhism in Ancient India. Especially, it will consider the socio-religious condition of Pre-Buddhist period, Buddha's period, Pre-Ashokan period (Nanda dynasty), Ashokan period and Post Ashokan period (until 12th Century). It will also explore the political and religious activities of King Bimbisāra, Ajātasattu, Prasenjit, Udayān, and Kālāsoka, Kings of Nanda dynasty, Emperor Ashoka, Kaniska, Harsavardha, Palas and Sultans along with the political history of Sixteen Janapadas. Moreover, it will help the students to develop the logical and analytical faculties regarding the topics.

Specified Learning objectives of the Course

- To introduce students with the socio-religious conditions of India in pre-Buddhist period.
- To introduce political and religious history of Buddha's period, Pre-Ashokan period, Ashokan period, Post Ashokan period and Christian period to 12th Century.
- To make them understand about the political and religious history of sixteen Janapadas.
- To develop analytical methods.

Course Contents

- Pre Buddhist Period : Religious and Social Condition in India before preaching Buddhism.
- Buddha's Period : Bimbisara, Ajatasattu, Prasenjit, Udayan, Kalasoka.

- Pre-Ashokan Period : Nanda dynasty
- Asokan and Post Asokan Period.
- Early Chitian Era : Kaniska, Harsavardha,
- Pala and Post Pala Period
- Sultani Period
- Political History of Sixteen Janapadas.

Unite wise title and number of classes

Unit 1 : Pre Buddhist Period

Number of Class : 3

Unite base learning outcome : Students will be able to discuss the Religious and Social Condition in India before preaching Buddhism.

Unit 2 : Buddha's Period: King Bimbisara

Number of Class : 2

Unite base learning outcome : Students will be able to explain the contribution of Kings Bimbisara towards Buddhism.

Unit 3 : Buddha's Period : King Ajatasattu and King Prasenjit

Number of Class: 3

Unite base learning outcome: Students will be able to know the contribution of King Ajatasattu and King Prasenjit to spread Buddhism in India.

Unit 4 : Buddha's Period : King Udayana and Kalasoka

Number of Class : 4

Unite base learning outcome : Students will be gather knowledge on the soicio-religious and political activities of King Udayana and King Kalasoka.

Unit 5 : Pre-Ashokan Period : Nanda dynasty

Number of Class : 3

Unite base learning outcome : Students will be able to explain the socio-religious and political condition of Pre-Ashokan period, especially during the rule of Nanda dynasty.

Unit 6 : Asokan and Post Ashokan Period

Number of Class : 3

Unite base learning outcome : Students will be gathered knowledge on the Political and Religious condition of Ashokan and Post Ashokan period, especially the role of Emperor Ashoka towards the spread of Buddhism, and his administrative and welfare activities.

Unit 7: Early Christian Era

Number of Class : 3

Unite base learning outcome : Students will be able to discuss the Political history of Early Christian period along with the role of King Kaniska and Harshavardhana to the spread of Buddhism.

Unit 8 : Pala and Post Pala Period

Number of Class : 5

Unite base learning outcome : Students will be able to describe the Political history of Begal during Pala and post Pala period. They will also be able to know the role of the Pala Kings and the Kings of Post Pala period towards socio-religious activities.

Unit 9 : Sultani Period

Number of Class : 2

Unite base learning outcome: Students will be able to understand the political and religious condition of ancient India during Sultani period.

Unit 10: Political History of Sixteen Janapadas

Number of Class : 3

Unit base learning outcome : Students will be able to relate the Political History of Sixteen Janapadas analog with the socio-religious condition.

Instructional Strategies

Teaching method include lectures of the students on given topic, lecture, assignment, discussion, exercise, question-answer and library work.

Assessment

- ❖ Class attendance and Participation : 5+5=10
- ❖ Two Midterms : 15+15 = 30
- ❖ Semester Final : 60

Text and Reference Books :

1. T. W. Rhys David's, *Buddhist India*, Motilal Banarsidass, Bangalow Road, Jawaharnagar, Delhi 1988
2. V. A. Smith, *Early History of India*, John Wiley & Sons Ltd, Publication, 1999
3. E. Lamotte, *History of Indian Buddhism*, Publications de l'Institut Orientaliste de Louvain, 1988
4. Charles Eliot, *Hinduism and Buddhism*, Routledge & Kegan Paul, Vol. 2, London 1978
5. A. C. Banerjee, *Buddhism in Home and Abroad*, The world Press private Ltd, Calcutta, 1973
6. B. C. Law, *Geographical History of Ancient India*, MunsiramManoharlal Publishers, Delhi, 1984
7. A. K. Warder, *Indian Buddhism*, Motilal Banarsidass Publishers Pvt Ltd, (rep), 2000
8. Kanai Lal Hazra, *Royal Patronage of Buddhism in Ancient India*, Published by Buddhist World Press, 2012
9. Kanai Lal Hazra, *The Rise and Decline of Buddhism in India*, MunsiramManoharlal Publishers, Delhi, 1995
10. H. C. Roy, *Political History of Ancient India*, Calcutta, 1972
11. B.M.Barua, *Pre Buddhist Indian philosophy*, University of Calcutta, 1921

12. RadhaKumud Moekergee, *Asoka*, Motilal Banarsidass 1962
13. Krisna Dutta Bajipai, *Development of Buddhism in Uttar Prades*, Banaras, Samvat 1996
14. করুণানন্দ ভিক্ষু, *পালিসাহিত্যে নগরবিন্যাস ও নগরজীবন*, বাংলা একাডেমি, ঢাকা ১৯৯৪
15. মনিকুন্তলা হালদার (দে), *বৌদ্ধ ধর্মের ইতিহাস*, মহাবোধি বুক এজেন্সি, কলিকাতা, ১ম সংস্করণ, ১৯৯৬
16. সুনীল চট্টোপাধ্যায়, *প্রাচীন ভারতের ইতিহাস*, ১ম ও ২য় খণ্ড, পশ্চিম বঙ্গ রাজ্য পরিষদ, কলিকাতা, ১৯৮৩
17. অতুলু চন্দ্র রায়, *ভারতের ইতিহাস*, পশ্চিম বঙ্গ রাজ্যপুস্তক পরিষদ, কলিকাতা, ১ম খণ্ড, চতুর্থ মুদ্রণ, ১৯৯৫
18. অনুকুল চন্দ্র বন্দোপাধ্যায়, *বুদ্ধ ও বৌদ্ধধর্ম*, কোলকাতা : ফার্মা কেএলএম প্রাইভেট লিমিটেড, ১৯৮৯
19. সুকোমল বড়ুয়া, *বাংলাদেশের বৌদ্ধ ইতিহাস, ঐতিহ্য ও পূর্বাঙ্গ*, ঢাকা, ২০১৭
20. সুকোমল বড়ুয়া, *বাংলাদেশে পালি ও বৌদ্ধবিদ্যা চর্চা*, বাংলাদেশ বিশ্ববিদ্যালয় মঞ্জুরী কমিশন, ঢাকা, ২০১৬

Title of the Course : Bangladesh Studies

Course Code : PBS 304

Total Credit : 3

Number of Class : 435

Introduction to the Course description

The prime objective of the course is to broaden the knowledge and understanding of students about Bangladesh covering issues from social and political history to recent developments. At the same time, this course sheds light on the operation of government machinery, non-government organizations' involvement, poverty, and gender issues.

Specified Learning objectives of the Course :

- Have a clear idea about the basics of Bangladesh as a nation state including the political system and political parties in Bangladesh
- Comprehend government operations at various tiers

- Understand the issues of poverty, gender, NGOs, etc. in the development of Bangladesh.

Course Contents :

- Bangladesh at a Glance: Some basic features on Geography; Climate; People; Language; Culture; Festivals & Celebrations—Religious and Non-religious; Music, Dance, Drama; Lifestyle; Cuisine & Culinary Tradition; Sports; Etiquette; Marriage; Family.
- Constitution: Philosophy of Constitution, Fundamental Principles, Important Provisions, Constitutional Amendments.
- Politics in Bangladesh: Political Parties and their functions; Partisan Style; Types; Major Political Parties in Bangladesh; Electoral system, the role of the Parliament, the role of MPs in development.
- Foreign Policy: Foreign Policy of Bangladesh; Aims; Weaknesses and Limitations; Way Forward.
- Bangladesh Society and Social Structure: Group, Class, Status, Elite (social, economic and political), the role of elite in electoral and policy process, elite-politico-bureaucratic nexus organization
- Administration in Bangladesh: Administrative setup at National and Field Level; Administrative Reforms; Civil Service in Bangladesh; Personal Management and Development: Recruitment, Promotion, Transfer, Training, and Role of PSC.
- Local Government in Bangladesh: Local Government; Local Government in Bangladesh—Zila Parishad, Upazila Parishad, Union Parishad; Municipal Corporation; City Corporation. Functions—Compulsory and Optional.
- Gender Issues in Bangladesh: Women & Constitution of Bangladesh; Women in Family & Society; Women in Political Parties; Women in Parliament; Women in

Local Government Institutions; Women in Government.

- NGOs in Bangladesh: Meaning; History of NGOs in Bangladesh; Scope; Role of NGOs in Development; GO-NGO Collaboration; Role of NGOs in poverty alleviation
- Judiciary in Bangladesh: Legal law, Judicial System in Bangladesh; Administrative Tribunal; Judicial Accountability; Role of Judiciary in Institutionalizing Democracy.

Unit-wise Title and Number of Classes

Unit 1 : Bangladesh at a Glance

Number of Class : 3

Unit 2 : Constitution

Number of Class : 5

Unit 3 : Politics in Bangladesh

Number of Class : 3

Unit 4 : Foreign Policy

Number of Class : 4

Unit 5 : Bangladesh Society and Social Structure

Number of Class : 3

Unit 6 : Administration in Bangladesh

Number of Class: 5

Unit 7 : Local Government in Bangladesh

Number of Class : 3

Unit 8 : Gender Issues in Bangladesh

Number of Class : 3

Unit 9 : NGOs in Bangladesh

Number of Class : 3

Unit 10 : Judiciary in Bangladesh

Number of Class : 3

Instructional Strategies

- Class lecture
- In-class exercise
- Individual homework/assignment

Assessment

❖ Class attendance and Participation	: 5+5=10
❖ Two Midterms	: 15+15 = 30
❖ Semester Final	: 60

Text and Reference Books :

1. *The Constitution of People's Republic of Bangladesh* (as modified up to 2016) (2016), Dhaka: Ministry of Law, Justice and Parliamentary Affairs.
2. *Banglapedia*, Dhaka: Asiatic Society of Bangladesh, 2018
3. Jahan, Rounaq, *Political Parties in Bangladesh: Challenges of Democratization*, Dhaka: Prothoma Prokashan, 2015
4. Chowdhury, Mahfuzul H, *Democracy in Bangladesh: Essays in Memory of Professor RI Choudhury*, Dhaka: AH Development Publishing House, 2012
5. Khan, Mohammad Mohabbat, *Bureaucracy in Bangladesh: A Reformist Perspective*, Dhaka: BRAC University Press, 2013
6. Khan, Mohammad Mohabbat, *Administrative Reforms in Bangladesh*, Dhaka: University Press Limited, 2013
7. Hasan, Sadik *Women in Bangladesh Local Government: A Study of Gram Sarker*, Dhaka: A H Development Publishing House, 2007
8. Siddiqui, Kamal *Local Government in Bangladesh*, Academic Press and Publishers Library, 2016
9. Begum, Afroza, *Government-NGO Interface in Development Management: Experiences of Selected Collaboration Models in Bangladesh*, Dhaka: A H Development Publishing House, 2008
10. Rahman, Habibur. *Sociology*, Dhaka
11. শাহ আলম, এম, *বাংলাদেশের সাংবিধানিক ইতিহাস ও সংবিধানের সহজপাঠ*, ক্লিনিক্যাল এডুকেশন প্রোগ্রাম, আইন অনুষদ, চট্টগ্রাম বিশ্ববিদ্যালয়, ১৯৯৬
12. চৌধুরী, মোস্তফা ওবায়দুল্লাহ, ডালিয়া, হোসনেয়ারা, চৌধুরী সিরাজুল আরেফিন,, *বাংলাদেশ স্টাডিজ*, এ এইচ ডেভেলপমেন্টে পাবলিশিং হাইজ, ২০১৭
13. বেগম, শামীমা, *বাংলাদেশের লোক প্রশাসন*, মল্লিক ব্রাদার্স, ঢাকা, ২০০২

Title : Abhidhamma Piṭaka: Theravāda Philosophy

Course Code : PBS 305

Total Credit : 4

Number of the Classes : 35

Introduction to the Course description

This course will help the students to acquire knowledge on the Abhidhamma Piṭaka. Especially it will provide knowledge on the philosophical, psychological and ethical subject matter of Abhidhamma Pitaka and values of the following of seven treatises of Abhidhamma : Dhammasaṅgaṇi, Vibhaṅga, Dhātukathā, Puggalapaññatti, Kathāvatthu, Yamaka, Paṭṭhāna, which mainly deal with mind (Citta), mental factors (Cetasika), matter (rūpa) and Nibbāna. It will also develop the logical, critical and analytical understanding of the students. Finally, the course will cover the study of Theravāda philosophy mentioned in Abhidhamma Pitaka.

Specified Learning objectives of the Course

- Have clear idea on the origin, development and formation of Abhidhamma Pitaka.
- To Introduce the basic knowledge about the Subject matter and Importance of Seven books of Abhidhamma Pitaka .
- To Comprehend the philosophical aspects of Theravada Buddhism.
- To understand the similarity and dissimilarity between general philosophy and Theravāda Philosophy of Buddhism.
- To provide knowledge on moral values of Buddhist philosophy.
- To enrich critical and analytical faculties of the students.

Course Contents

- **A. General Philosophy**
 - a. Introduction to Philosophy
 - b. Nature and Subject-matter of Philosophy
 - c. Relation of Philosophy with Religion, Philosophy and Science.

- **B. Buddhist Philosophy**
 - Introduction of Abhidhamma Piṭaka : Origin and Development of Abhidhamma.
 - Doctrinal and Philosophical Values of Abhidhamma.
 - Description of the books of the Abhidhammapiṭaka: Dhammasaṅgaṇi, Vibhaṅga, Dhātukathā, Puggalapaññatti, Kathāvatthu, Yamaka, Paṭṭhāna.
 - Dhammasaṅgaṇi: Kāmavacara and Rupāvacara
 - Dhātukathā : Matikā, Saṅghassa Padaniddesa
 - Puggalapaññatti : Division of Puggala, Eka o Duka Niddesa
 - Kathāvatthu : Date and Author of Kathāvatthu, Division of Saṅgha (Nikaya)
 - Yamaka: MulaYamaka. Khandayamaka, Āyatanayamaka, Dhātuyamaka
 - Paṭṭhāna : Uttara Priccheda
 - Vibhaṅga : Abhidhammabhājanīya
 - Abhidhammattha Saṅghaho : Patamo, Dutīyo, Chatthoparicchedo

Unit-wise Title and Number of Classes

A. General Philosophy

Unit 1: Nature and Subject-matter of Philosophy

Number of Classes : 2

Unit based learning outcome : Students will be able to obtain basic knowledge on the nature and subject matter of general philosophy.

Unit 2 : Relation of Philosophy with Religion and Science.

Number of Classes : 3

Unit based learning outcome : Students will learn the relation of philosophy with religion and science along with the importance of philosophy.

B. Buddhist Philosophy

Unit 3 : Introduction to Abhidhammapiṭaka.

Number of Classes : 3

Unit based learning outcome : Students will learn the origin, development and formation of Abhidhamma Pitaka.

Unit 4 : Doctrinal and Philosophical Values of Abhidhamma.

Number of Classes : 2

Unit based learning outcome : Students will be able to describe the doctrinal and philosophical aspects and values of Abhidhamma.

Unit 5 : Description of the books of the Abhidhammapiṭaka.

Number of Classes : 7

Unit based learning outcome : Students will be able to write the subject matter and importance of following seven books

of Abhidhamma : Dhammasaṅgaṇi, Vibhaṅga, Dhātukathā, Puggalapaññatti, Kathāvatthu, Yamaka, Paṭṭhāna.

Unit 6 : Dhammasaṅgaṇi : Kāmacacara and Rupāvacara

Number of Classes : 2

Unit based learning outcome : Students will learn the essence of Dhammasangani, especially the Kamavacara and Rupavacara Matters.

Unit 7 : Dhātukathā : Matikā, Saṅghassapadaniddesa

Number of Classes : 2

Unit based learning outcome : Students will be capable to acquire knowledge on Matika and discourse of elements along with significance of them.

Unit 8 : Puggalapaññatti : Division of Puggala, Eka o Duka Niddesa

Number of Classes : 5

Unit based learning outcome : Students will be able to know the characteristics and types of Individuals (Puggala) and importance of Puggalapanatti along with the subject matter of Eka and Duka Niddesa.

Unit 9 : Kathāvatthu: Date and Author of Kathāvatthu, Division of Saṅgha (Nikaya)

Number of Classes 3

Unit based learning outcome: Students will be able to know the reason of the writings of Kathavatthu, date of compilation and author of it. They will also understand the philosophical and logical methods of augument, and essence and importance of the Kathāvatthu along with the history of the Division of Saṅgha.

Unit 10 : Yamaka : Mulayamaka, Khandayamaka, Āyatanayamaka, Dhātuyamaka

Number of Classes : 4

Unit based learning outcome: Students will be able to describe the importance of Yamaka, and essence of Mulayamaka, Khandayamaka, Āyatanayamaka, Dhātuyamaka.

Unit 11 : Paṭṭhāna : Uttara Priccheda

Number of Classes : 3

Unit based learning outcome : Students will be able to gather knowledge on the subject matter of Paṭṭhāna, relation between mind and matter, process of action of mind and matter on the basis of Uttara Pariccheda.

Unit 12 : Vibhaṅga : Abhidhammabhājanīya

Number of Classes : 3

Unit based learning outcome : Students will be able to explain the subject matter of Vibhanga along with the different categories, formulations and psychological phenomena.

Unit 13 : Abhidhammattha Saṅghaho : Patamo, Dutīyo and Chatthopariccheda

Number of Classes : 3

Unit based learning outcome : Students will understand the characteristics and subject-matter of Paṭṭhāmo, Dutīyo and Chatṭa Paricchedo of Abhidhammattha Saṅghaho along with the philosophical importance of it.

Instructional Strategies

Teaching method include lectures of the students on given topic, assignment, exercise, question and answer.

Assessment

Class attendance and Participation	: 5+5=10
Two Midterms	: 15+15 =30
Semester Final	: 60

Text and Reference Books :

1. A. P. Buddhadutta, *Abhidhammavavatara and Ruparupa Vibhanga*, P. T. S. London, 1915
2. E. Muller (ed.), *Dhammasangani*, P.T.S. London, 1985
3. C. A. F. Rhys Davids (ed.), *Vibhanga*, P.T.S. London, 1904
4. E. R. Gooneratne (ed.), *Dhatukatha*, P.T.S. London, 1892
5. R. Morris (ed.), *Puggalapannatti*, P.T.S. London, 183
6. A. C. Tylor (ed.), *Kathavatthu*, P.T.S. London, 1915
7. C. A. F. Rhys Davids (ed.), *Yamaka*, P.T.S. London, 1911
8. বীরেন্দ্র লাল মুৎসুদ্দি, *অভিধম্মার্থ সংগ্রহ*, চট্টগ্রাম
9. শীলানন্দ ব্রহ্মচারী, *অভিধর্ম দর্শন*, চট্টগ্রাম
10. সুকোমল চৌধুরী, *গৌতম বুদ্ধের ধর্ম ও দর্শন*, কলিকাতা, ১৯৯৮
11. জিনবোধি ভিন্সু, *বৌদ্ধ দর্শনে প্রজ্ঞাতত্ত্ব ও বিমুক্তি মার্গ*,
12. মো. আশিকুজ্জামান খান কিরন, *বৌদ্ধ দর্শনে নির্বাণ*, অনু প্রকাশনী, ঢাকা, ২০১৭
13. দিলীপ কুমার বড়ুয়া ও মো: আনিসুজ্জামান, *বাংলাদেশে বৌদ্ধ দর্শন*, জাতীয় সাহিত্য প্রকাশ, ঢাকা, ২০১৮

Title of the Course : Pali Chronicle Literature

Course Code : PBS 306

Credit hours : 4

Number of Classes : 35

Introduction to the Course description

This course will expose the importance of the Pali Chronicles. It mainly helps to gather knowledge on the origin and development of Pali Chronicles, its literary and historical value, classification of chronological Literature. The course will also rummage the influences of Pali Chronicles on general History and Literature. It will also help the student to demonstrate the knowledge about the Date and Authors of Pali Chronicles. It is designed in a view to enrich the student with the knowledge of Socio-religious, geographical, topographical, political, historical and cultural condition of ancient India, Sri Lanka, Myanmar, Thailand and Bangladesh.

Specific Learning objects of the Course

- Students will be able to enrich the knowledge of the socio-religious, geographical and political condition of ancient India, Sri Lanka and Myanmar through the Pali Chronicles.
- Students will be able to know the origin, development and literary value of Pali Chronicles.
- Students will be able to explore the various kinds of sources and classification of Pali Chronicles.
- Students will be able to congregate the knowledge of the influences of Pali Chronicles on general History and Literature.

Course Contents

Part : A

- Origin and Development, Literary Value, Historical Importance of Pali Chronicles and Classification of Chronicle Literature.
- Influences of Pali Chronicles on General History and Literature
- About Date and Authors of Pali Chronicles

Part : B

Selected Texts :

- Mahavamsa
- Dipavamsa
- Gandhavamsa
- Sasanavamsa
- Dathavamsa
- Thupavamsa
- Saddhamma-Sangaho
- Telakatahagatha

Unit-wise title and sub-title and number of classes per unit

Unit 1 : Origin and Development, Literary Value, Historical Importance of Pali Chronicles and Classification of Chronicle Literature.

Number of Classes : 6

Unit based learning outcome : Students will be able to demonstrate knowledge on the history of origin and development, literary value, historical importance, classification and characteristics of Pali Chronicle Literature.

Unit 2 : Influences of Pali Chronicles on General History and Literature

Number of Classes : 4

Unit based learning outcome : Students will be able to describe the influences of Pali Chronicles on general History and Literature.

Unit 3 : About Date and Authors of Pali Chronicles

Number of Classes : 3

Unit based learning outcome : Students will be able to learn the Date of compilation and Authors of Pali Chronicles along with the characteristics of formation of Pali Chronicles.

Unit 4 : Mahavamsa

Number of Classes: 4

Unit based learning outcome : Students will be able to show the knowledge of the socio-religious, geographical and political condition of ancient India and Sri Lanka in the light of Mahavamsa.

Unit 5 : Dipavamsa

Number of Classes : 3

Unit based learning outcome : Students will be able to elaborate the knowledge regarding the socio-religious,

geographical and political condition of ancient India and Sri Lanka through the information of Dipavamsa.

Unit 6 : Gandhavamsa

Number of Classes : 2

Unit based learning outcome : Students will be able to know the literary history of the books written in pali.

Unit 7 : Sasanavamsa

Number of Classes : 2

Unit based learning outcome : Students will be able to describe the propagation of Buddhism in Indo-Bangladesh Sub-continent along with that of Myanmar. Besides, they will be able to demonstrate knowledge on socio-religious, geographical and political condition of ancient India and Myanmar.

Unit 8 : Dathavamsa

Number of Classes : 2

Unit based learning outcome : Students will be able to relate the history of the Buddha's tooth relics.

Unit 9 : Thupavamsa

Number of Classes : 2

Unit based learning outcome : Students will be able to demonstrate knowledge on the origin and development of Buddhist Stupa along with its structural design and importance.

Unit 10 : Saddhamma-Sangaho

Number of Classes : 2

Unit based learning outcome : Students will be able to demonstrate knowledge of the history of Buddhism.

Unit 11 : Telakatahagatha

Number of Classes : 2

Unit based learning outcome : Students will be able to develop the knowledge regarding the philosophical aspects of Telakatahagatha.

Instructional Strategies

Teaching method include lectures of the students on given topic, assignment, exercise, question-answer, group discussion.

Assessment

- ❖ Class attendance and Participation : 5+5=10
- ❖ Two Midterms : 15+15 = 30
- ❖ Semester Final : 60

Text and Reference Books :

1. W. Geiger, *Mahavamsa*, P.T.S, London, 1980
2. H. Oldenberg, *Dipavamsa*, P.T.S, London, 1879
3. Mabel Bode, *Sasanavamsa*, P.T.S, London, 1966
4. B. C. Law, *A History of Pali Literature*, Indica Books, New Delhi, 2000 (rep.)
5. W. Geiger, *Pali Literature and Language*, Munshiram Manoharlal Publishers Pvt. Ltd. 1996 (3rd ed.)
6. Kanai Lal Hazra, *Pali Language and Literature*, D. K. Print World (P) Ltd., New Delhi 1994
7. ধর্মাধার মহাশ্চবির, *শাসনবংস*, বৌদ্ধ ধর্মাঙ্কুর বিহার, কলিকাতা, ১৯৬২
8. সুমঙ্গল বড়ুয়া ও বেলু রানী বড়ুয়া, *দীপবংস*, বাংলাদেশ রিসার্চ সেন্টার ফর বুডিস্ট স্টাডিজ, ঢাকা, ২০০৪
9. আশা দাশ, *দীপবংস*, করুণা প্রকাশনী, কলকাতা, ২০০৩
10. দিলীপ কুমার বড়ুয়া, *গন্ধবংস*, আজকাল প্রকাশনী, ঢাকা, ২০০৫
11. দিলীপ কুমার বড়ুয়া ও মৈত্রী তালুকদার, *মহাবংস*, এ্যাডর্ন প্রকাশনী, ঢাকা, ২০১১
12. রবীন্দ্র বিজয় বড়ুয়া, *পালি সাহিত্যের ইতিহাস*, ২য় খণ্ড, বাংলা একাডেমী, ঢাকা, ১৯৮৮
13. সাধনকমল চৌধুরী, *থূপবংস*, করুণা প্রকাশনী, কলকাতা, ২০০৫
14. বিমান চন্দ্র বড়ুয়া, *দাঠাবংস*, ঢাকা বিশ্ববিদ্যালয়, ঢাকা, ২০১১

15. মিসেস নীরু বড়ুয়া, *পালি কাব্যে তেলকটাহ গাথা*, ঢাকা, ২০০৮
16. শান্তু বড়ুয়া, *ঐতিহাসিক পালি বংস সাহিত্য সমীক্ষা*, আজকাল প্রকাশনী. ঢাকা, ২০০৯
17. শান্তু বড়ুয়া, *বুদ্ধাঙ্কুর ইতিবৃত্ত*, পালি এন্ড বুদ্ধিস্ট স্টাডিজ বিভাগ, ঢাকা বিশ্ববিদ্যালয়, ঢাকা, ২০১৮

Title of the Course : Buddhist Jatakas, Apadana & Fables

Course Code	: PBS 307
Total Credit	: 4
Number of the Classes	: 35

Introduction to the Course description

The aim of this course is to expose the moral values and moral sayings of the Jatakas. Buddhist Jataka literature is the part and parcel of the Buddhist history and culture. It also helps to know the history and geographical information of ancient India. On the other hand Buddhist Jataka Literature and the Fables are the most important source of ethical development. Study of this course will improve the ethical ideology, honesty, justice and integrity of students in their life. Students will be able to differentiate the right and wrong.

Specific Learning Objectives of the Course

- Students will be able to discuss the ethics, honesty, justice and integrity in their behaviorism.
- To make them understand about the good result of good deeds and bad result of bad deeds.
- To introduce the students the Buddhist theory of rebirth (doctrine of transmigration).
- Students will be able to develop the moral ideology, feelings of right and wrong.

Course Contents

- Meaning, origin, development, source, formation and numbers of Jataka.

- Importance of Jataka literature, Apadana and Buddhist Fables.
- Impact of Jataka and Buddhist Fables on World Literature.
- Jataka Texts : Vessantara Jataka, Khantivada Jataka, Mahakapi Jataka, Mahabodhi Jataka, Rukkadhamma Jataka, Bidhurapandita Jataka, Rajovada Jataka, Sihacamma Jataka, Sibi Jataka, Nigrodhamiga Jataka.
- Apadana : Nanda, Rahula, Kaludayi, Jheena and Sonakotikann Apadana.
- Dhammapada Atthakatha : Matthakundalivatthu, Kosambakavatthu, Dhammikaupasakavatthu.
- Rasavahini : Literary and social value, Dhammasandhikavagga, Nandirajavagga, Mehasenavagga.

Unit-wise title and number of classes

Unit 1 : Meaning, Origin, Development, Formation and Number of Jatakas

Number of classes : 4

Unit based learning outcome : Students will be able to know the primary information, such as meaning, origin, development, source, formation and numbers of Jataka.

Unit 2 : Importance of Jataka literature, Apadana and Buddhist Fables

Number of classes : 4

Unit based learning outcome : Students will be able to know the Importance of Jataka literature, Apadana and Buddhist Fables.

Unit 3 : Impact of Jataka and Buddhist Fables on World Literature.

Number of classes : 4

Unit based learning outcome : Students will be able to enrich the knowledge of the impact of Jataka and Buddhist Fables on World Literature.

Unit 4 : Jataka Texts : Vessantara Jataka, Khantivada Jataka, Mahakapi Jataka, Mahabodhi Jataka, Bidhurapandita Jataka, Rajovada Jataka, Rukkladhamma Jataka, Sibi Jataka and Nigrodhamiga Jataka.

Number of classes : 8

Unit based learning outcome : Students will be able to explain the essence and moral teachings of the above mentioned Jatakas.

Unit 5 : Impact Apadana : Nanda, Rahula, Kaludayi, Jheena and Sonakotikann Apadana.

Number of classes : 4

Unit based learning outcome : Students will be able to learn the origin and formation of Apadana Literature and its impact on modern literature. They will also be able to describe the subject matters and learnings of the above mentioned topics of Apadana.

Unit 6 : Dhammapada Atthakatha: Matthakundalivatthu, Kosambakavatthu and Dhammikaupasakavatthu.

Number of classes : 4

Unit based learning outcome : Students will be able to learn the significance of Dhammapada. They will also be able to describe the essence and teachings of the given topics.

Unit 7 : Rasavahini : Literary and social value, Dhammasandhikavagga, Nandirajavagga and Mehasenavagga.

Number of classes : 4

Unit based learning outcome : Students will be able to gather knowledge on the literary value of Rasavahini and its impact on social life. They will also be able to relate the subject matter and teachings of the Dhammasandhikavagga, Nandirajavagga and Mehasenavagga.

Instructional Strategies

Lecture and in some extent slide show through power point, assignment, exercise, question-answer etc. will be use as the component of teaching method.

Assessment

- ❖ Class attendance and participation : 5+5 = 10
- ❖ Two Mid- term Tests : 15+15= 30
- ❖ Final : 60

Texts and Reference Books :

1. V. Fausboll (ed.), *The Jataka*, vol. 1-6., P.T.S. London, 1877-1897
2. E.W. Burlingum, *Buddhist Legends*, Kegan Paul Pvt Ltd, London, 1978
3. Muller and Rogers, *Buddhagosa's Parables*, Kessinger Publishing, U.S.A
4. N. A. Jayawickrama, *The Story of Gotama Buddha (Jatakanidana)*, Oxford, 1990
5. L. Grey, *A Concordance of Buddhist Birth Stories*, Oxford, 1990
6. ঈশান চন্দ্র ঘোষ, *জাতক*, ১ম - ৬ষ্ঠ খণ্ড, করুণা প্রকাশনী, কলকাতা
৬. ধর্মপাল মহাথের (অনু), *জাতক নিদান কথা*, ধর্মাল্লুর বিহার, কলকাতা
৭. গিরিশ চন্দ্র বড়ুয়া, *জাতকের কথা*, বাংলা একাডেমী, ঢাকা

৮. সুমন কান্তি বড়ুয়া এবং শান্তি বড়ুয়া, *জাতক সন্দর্শন*, অ্যাডর্ন পাবলিকেশন, ঢাকা, ২০১১
৯. সুনন্দা বড়ুয়া, *বাংলা সাহিত্যে বৌদ্ধ উপাখ্যান*, বাংলা একাডেমী, ঢাকা
১০. দীপঙ্কর শ্রীজ্ঞান বড়ুয়া, *পালি সাহিত্যে বৌদ্ধ উপাখ্যান : রসবাহিনী এবং অন্যান্য*, বাংলা একাডেমী, ঢাকা

**Title of the Course : Grammatical Analysis of Pali
Texts and Translation**

Course Code : PBS 308

Total Credit : 4

Number of the Classes: 35

Introduction to the Course description

This course highlights the students about grammatical analysis of Pali Texts. It helps the students to know the formula of translation of Pali Texts. Actually this course gives a complete idea as to the application of Nominative, Accusative, Instrumental, Dative, Ablative, Genitive, Locative, Vocative; Verb derivation, Adjective, Adverb, Infinitive, gerund, absolute genitive, Causative, Demonstrative, Indeclination, Participles etc.

Specified Learning objectives of the Course

- To introduce with basic concepts of Pali grammar to the students.
- To provide knowledge on case and case-ending.
- To teach the derivation of verb.
- To understand the application of Participles in Pali.
- To teach the method of translating from Pali to Bangali or English.

Course Contents

Part: A

Case : Nominative, accusative, instrumental, Dative, genitive, Ablative, locative, vocative.

Verb : Verb derivation, adjective, adverb, Infinitive, gerund, absolute Genitive and Ablative, Causative, Demonstrative, indeclination, Present, Past and Future Participle.

Abstracts from the Texts :

- Digha Nikaya : Brahmajala Sutta
- Majjhima Nikaya : Angulimala Sutta
- Khuddaka Nikaya : Theragatha, Therigatha
- Dhammapada : Citta vagga,
- Jataka : Baka Jataka, Sihacamma Jataka, Jabasakuna Jataka,

Part: B

Unseen Translation

Pali to Bengali and Bengali to Pali

Unite wise title and number of classes

Unit 1 : Nominative and Accusative

Number of classes : 2

Unite base learning outcome: Students will be able to discuss the concept and application of Nominative - Accusative in Pali language.

Unit 2 : Instrumental and Dative

Number of classes : 2

Unite base learning outcome : Students will be able to determine the Instrumental and Dative in Pali Sentences.

Unit 3 : Genitive and Ablative

Number of classes : 2

Unite base learning outcome : Students will be able to deliver the usage of Genitive-Ablative in Pali language.

Unit 4 : Locative and Vocative

Number of classes : 2

Unite base learning outcome : Students will be able to show the rules of Locative-Vocative in Pali language.

Unit 5 : Verb derivation

Number of classes : 1

Unite base learning outcome : Students will be able to gather knowledge on the verb derivation.

Unit 6 : Adjective

Number of classes : 1

Unite base learning outcome : Students will be able to elaborate the analytical knowledge on Adjective in Pali language.

Unit 7 : Adverb

Number of classes : 1

Unite base learning outcome : Students will be able to expand the rules and application of Adverb in Pali language.

Unit 8 : Infinitive

Number of classes : 1

Unite base learning outcome : Students will be able to illustrate the rules and characteristics of Infinitive in Pali language.

Unit 9 : Gerund

Number of classes : 2

Unite base learning outcome : Students will be able to discuss the rules of Gerund and its application in Pali language.

Unit 10 : Genitive

Number of classes : 1

Unite base learning outcome : Students will be able to gather knowledge on Genitive and its application in Pali language.

Unit 11 : Absolute Genetive

Number of classes : 1

Unite base learning outcome : Students will be able to deliver the application of Absolute Genetive in Pali language.

Unit 12 : Absolute Ablative

Number of classes : 1

Unite base learning outcome : Students will be able to determine the Absolute Ablative in Pali language along with its application.

Unit 13 : Causative

Number of classes : 1

Unite base learning outcome : Students will be able to determine the Causative Verb during translation from Pali to Bengali. They will also be able to learn the method of use of it.

Unit 14 : Demonative

Number of classes : 1

Unite base learning outcome : Students will be able to know the rules and use of Demonative of Pali language.

Unit 15 : Indeclination

Number of classes : 1

Unite base learning outcome : Students will be able to learn the method of use of Indeclination and be able to point out the Indeclination in the sentences.

Unit 16 : Present Participle

Number of classes : 2

Unite base learning outcome : Students will be able to describe the rules of Present Participle and its application in Pali sentences.

Unit 17 : Past Participle

Number of classes : 2

Unite base learning outcome : Students will be able to relate the rules of Past Participle and its application in Pali sentences.

Unit 18 : Future Participle

Number of classes : 2

Unite base learning outcome : Students will be able to present the rules of Future Participle and its application in Pali sentences.

Unit 19 : Exercise from Texts

Number of classes : 5

Unite base learning outcome : Students will be able to translate the abstracts of following Texts into Bengali or English : Digha Nikāya : Brahmajāla Sutta ; Majjhima Nikāya: Angulimāla Sutta ;Khuddaka Nikaya: Theragāthā, Therīgāthā; Dhammapada: Citta vagga; Jataka : Baka Jataka, Sihacamma Jataka, Jabasakuna Jataka.

Unit 20 : Unseen Translation : Pali to Bengali and Bengali to Pali

Number of classes : 4

Unite base learning outcome : Students will be able to learn the techniques of translation from Pali to Bangali or Bangali to Pali.

Assessment

Class attendance and Participation	: 5+5=10
Two Midterms	: 15+15 =30
Semester Final	: 60

Text and Reference Books :

1. A. K. Warder, *Introduction to Pali*, P.T.S. London 1974 (2nd ed.)

2. A. P. Buddhadatta Thera, *The New Pali Course*, 5th ed., the Colombo Apothecaries Co. Ltd, Ceylon 1954
3. A. P. Buddhadatta Mahathera, *Aids to Pali Conversation and Translation*, the Colombo Apothecaries Co. Ltd, Ceylon
4. C. Dureiselle, *A Practical Grammar of the Pali Language*, Rangoon 1906
5. D. Andersen, *A Pali Reader with Notes and Glossary*, Luzac & Co., Leipzig, 1907
6. E. Muller, *A Simplified Grammar of the Pali Language*, London 1884
7. J. R. Joshi & D. G. Koparkar, *Introduction to Pali*, University of Poona, Pune 1985
8. Satis Chandra Vidyabhusana, *Kaccayana's Pali Grammar*, 1901
9. Rune E A Johansson, *Pali Buddhist Texts*, Scandinavian Institute of Asian Studies, Published in India by Oxford & IBH Publishing Co., New Delhi 1977
10. V. Perniola, *Pali Grammar*, P.T.S. Oxford, 1997
11. Venerable V. Ananda maitreya Mahanayaka Thera, *Pali Made Easy*, AUM Puvlishing Co., Ltd., Japan 1993
12. William Geiger, *Pali Literature and Language*, Munshiram Manoharlal Publishers Pvt. Ltd., New Delhi 1996 (3rd Edition). T. S. London 1994
13. জ্ঞানীশ্বর মহাশ্ববির (সংকলিত), *পালি প্রবেশ*, দীপক বড়ুয়া প্রকাশিত (২য় সংস্করণ), ১৯৯৪
14. তপন কুমার বড়ুয়া, *পালি ব্যাকরণ ও অনুবাদ শিক্ষা*, শ্রীমতি নমিতা চৌধুরী কর্তৃক প্রকাশিত, চট্টগ্রাম ১৯৯১
15. দিলীপ কুমার বড়ুয়া এবং শান্তু বড়ুয়া, *পালি ভাষার সহজ ব্যাকরণ*, জাতীয় সাহিত্য প্রকাশ, ঢাকা ২০১৯
16. দীপংকর শ্রীজ্ঞান বড়ুয়া, *পালি ব্যাকরণ ও অনুবাদ পরিচিতি*, বাংলাদেশ পালি সাহিত্য সমিতি. চট্টগ্রাম, ২০০৯
17. নীরদ রঞ্জন মুৎসুদ্দি ও ভূপেন্দ্রনাথ মুৎসুদ্দি, *পালি ব্যাকরণ ও অনুবাদ শিক্ষা*, চট্টোপাধ্যায় ব্রাদার্স, কলিকাতা ১৯৭৮
18. নূতন চন্দ্র বড়ুয়া, *পালি ব্যাকরণ ও সহজ অনুবাদ শিক্ষা*, পি. আর মল্লিক কর্তৃক প্রকাশিত, চট্টগ্রাম ১৯৫৯
19. প্রমোদ রঞ্জন বড়ুয়া, *পালি প্রকাশিকা*, বাংলা একাডেমী, ঢাকা ১৯৮৫
20. বংশদীপ মহাশ্ববির, *কচায়ন ব্যাকরণ*, শ্রীপ্রিয়দর্শী ভিক্ষু ও শ্রীশীলবংশ ভিক্ষু কর্তৃক প্রকাশিত, চট্টগ্রাম ১৩৪৭ বঙ্গাব্দ
21. বিধূশেখর ভট্টচার্য, *পালি প্রকাশ : প্রবেশক*, বিশ্বভারতী গ্রন্থালয়, কলিকাতা, ১৩৫৮ বঙ্গাব্দ

22. লোকেন্দ্র লাল বড়ুয়া, *পালি ব্যাকরণ*, লেখক কর্তৃক প্রকাশিত, চট্টগ্রাম, ১৯৬০
23. শান্তরক্ষিত মহাস্থবির, *প্রাথমিক পালিভাষা শিক্ষা*, প্রকৌশলী এস.পি. বড়ুয়া কর্তৃক প্রকাশিত, চট্টগ্রাম ১৯৬৬
24. বিমান চন্দ্র বড়ুয়া, *পালি মঞ্জুসা*, পালি এন্ড বুদ্ধিস্ট স্টাডিজবিভাগ, ঢাকা বিশ্ববিদ্যালয়, ২০১০

Title of the Course	: Buddhist Iconography
Course Code	: PBS 401
Total Credit	: 4
Number of the Classes	: 35

Introduction to the Course description

This course provides students with an analytical understanding of Buddhist Iconography. It will mainly focuses the origin and development of the statue of the Buddha, Iconographic characteristics of Five Buddha's, Bodhisattvas and various Buddhist gods and goddesses. It will also help the students to learn the influences of Mahayana and Tantric Buddhism towards the development of Buddhist Arts and Iconography. Moreover, this course covers the study of the Schools of Buddhist Sculpture and their contribution.

Specific Learning Objectives of the Course

- Students will be able to gather an analytical knowledge of Buddhist Iconography.
- Students will be able to learn the origin and development of Buddha Statue.
- Students will be able to explore the knowledge of the influence of Esoteric and Mahayana Buddhism to the development of Buddhist Iconography.
- Students will be able to know the iconographic characteristics of Buddhist sculptures.
- Students will also learn the characteristics and role of various Buddhist deities.

Contents

Basic Concept

- Mahayana and Esoteric (Tantrik) Buddhism
- Esoteric Buddhism and Iconography
- Origin and Development of Buddha Statue
- Origin and Development of Buddhist Iconography

Buddhist Iconography

- ✓ Sambhokaya Representation
 - Vajradhara
 - Vajrasattva
 - Virocana Buddha
 - Akshobya Buddha
 - Ratnasambhava Buddha
 - Amitabha Buddha
 - Amoghasiddhi Buddha

- ✓ Great Eight Bodhisattvas
 - Samantabhadra Bodhisattva
 - Ksitigarbha Bodhisattva
 - Akashgarbha Bodhisattva
 - Sarvanivarna Vishkambhim
 - Bodhisattva Vajrapani
 - Manjusri Bodhisattva
 - Maitreya Bodhisattva

- ✓ Form of Avalokitesvara, Manjusri and Tara
- ✓ Pannas Paggyas of Five Buddha
- ✓ Deities of Anuttara Yoga Tantras
- ✓ Five Protectress Duties: Pancaraksha Devi
- ✓ The Wrathful Deities
- ✓ Four Great Kings

Unit-wise title and sub-title and number of classes per unit

Unit 1 : Mahayana and Esoteric (Tantrik) Buddhism

Number of Classes : 5

Unit base learning outcome : Students will be able to demonstrate knowledge on the significance of Mahayana and Esoteric Buddhism.

Unit 2 : Esoteric Buddhism and Iconography

Number of Classes : 4

Unit base learning outcome : Students will be able to describe the role of esoteric Buddhism to the development of Buddhist Iconography.

Unit 3 : Origin and Development of Buddhist Iconography

Number of Classes : 2

Unit base learning outcome : Students will be able to demonstrate knowledge on the history of origin and development of Buddhist Iconography.

Unit 4 : Sambhokakaya Representation

Number of Classes: 5

Unit base learning outcome : Students will be able to discuss the characteristics and iconographic structure of the followings : Vajradhara, Vajrasattva, Virocana Buddha Akshobya Buddha, Ratnasambhava Buddha, Amitabha Buddha, and Amoghasiddhi Buddha

Unit 5 : Great Eight Bodhisattvas

Number of Classes : 4

Unit base learning outcome : Students will be able to explain the iconographic structure and role of the following eight great Bodhisattvas : Samantabhadra Bodhisattva, Ksitigarbha Bodhisattva, Akashgarbha Bodhisattva,

Sarvanivarna Vishkambhim, Bodhisattva Vajrapani,
Manjusri Bodhisattva, Maitreya Bodhisattva

Unit 6 : Form of Avalokitesvara, Manjusri and Tara

Number of Classes : 3

Unite base learning outcome : Students will be enlightened with the knowledge of the characteristics, sculptural structure and role of Avalokitesvara, Manjusri and Tara in Buddhism.

Unit 7 : Pannas of Five Buddha

Number of Classes : 2

Unite base learning outcome : Students will be able to discuss on sculptural formation of the Pannas of Five Buddhas and their role in Buddhism.

Unit 8 : Deities of Anuttara Yoga Tantras, Five Protectress Duties: Pancaraksha Devi and The Wrathful Deities

Number of Classes : 7

Unite base learning outcome : Students will be enlightened with the knowledge of the iconographic formation, objective of worship and role of the Anuttara Yoga deities, protector deities and wrathful deities.

Unit 9 : Four Great Kings

Number of Classes : 3

Unite base learning outcome : Students will be able to expose the sculptural structure, objective of worship of them and their role.

Text and Reference Books :

1. N. K. Bhattasali, *Iconography of Buddhist and Brahmanical Sculpture in Dacca Museum*, Bangladesh National Museum, Dhaka, 1929
2. Miranda Eberle Shaw, *Buddhist Goddesses of India*, Princeton University Press, 2006

3. A. K. M. Shamsul Alam, *Sculptural Art of Bangladesh*, Department of Archaeology and Museums, the University of Michigan, 1985
4. B. Bhattacharyya, *The Indian Buddhist Iconography*, Firma K. L. Mukhopadhyay, Calcutta, 1958
5. B. Bhattacharyya, *An Introduction to Buddhist Esoterism*, Chowkhamba Sanskrit Series Office, Varanasi, 1964
6. K. Ananda Coomaraswami, *The Origin of the Buddha Image*, Munshirm Manoharlal Pub Pvt Ltd; Facsimile edition (November 1, 2001)
7. K. Ananda Coomaraswami, *Elements of Buddhist Iconography*, Harvard University Press, Cambridge, Mass., 1935
8. Mukhlesur Rahman, *Sculpture in the Varendra Research Museum*, Bangladesh National Museum, Dhaka, , 1998.
9. আহমদ শরীফ, *বাঙালী ও বাঙলা সাহিত্য*, বাংলা একাডেমী, ঢাকা, ১৯৮৩
10. সাধনচন্দ্র সরকার, *বৌদ্ধ শিল্প ও স্থাপত্য*, মহাবোধি বুক এজেন্সী, করকাতা, ১৯৯৭
11. মো. মোশারফ হোসেন, *পুরাকীর্তি পুরাতত্ত্ব*, দিব্যপ্রকাশ, ঢাকা
12. মো. মোশারফ হোসেন, *হিন্দু জৈন বৌদ্ধ মূর্তিতাত্ত্বিক বিবরণ*, দিব্যপ্রকাশ, ঢাকা, ২০০৬
13. মো. মোশারফ হোসেন, *প্রত্নতত্ত্ব: উদ্ভব বিকাশ*, বাংলা একাডেমী, ঢাকা, ১৯৯৮
14. বিনয়তোষ ভট্টচার্য, *বৌদ্ধদের দেব-দেবী*, চিরায়ত প্রকাশন, কলকাতা, ২০০৫
15. ভিক্ষু সুনীখানন্দ, *বাংলাদেশে বৌদ্ধ ভাষ্কর্য*, এশিয়াটিক সোসাইটি অব বাংলাদেশ, ঢাকা, ১৯৯৯

Title of the Course : Geography and Topography of Early Buddhism

Course Code : PBS 402

Total Credit : 4

Number of the Classes : 35

Introduction to the Course description

The main purpose of the course is to introduce students the geographical location and topographical condition of Buddhist ancient India, especially about the history of sixteen Janapadas. The course will also introduce students the geographical location and importance of the Buddhist historical places along with their geo-topographical information. It will also help the students to develop the analytical knowledge on early Buddhism.

Specified Learning objectives of the Course

- To introduce the geographical identity and topographical information of ancient India, especially those of Sixteen Janapads.
- To introduce the geographical identity and topographical characteristics of the following Janapadas of ancient Bengal : Samatata, Pundravardhana, Tamralipti, Radha, Gauda, Varendra and Harikela.
- To provide the students with the geographical and topographical information of Suvarnabhumi, Karnasuvarna, Majjhimadesa and Saketa.
- To develop the knowledge on the the Buddhist heritages.

Course Contents

Part : A : Geography

Geographical history of Sixteen Janapads :

- Anga, Maghadha, Kasi, Kosala, Vajji, Malla, Ceti, Vamsa, Kuru, Pancala, Maccha, Surasen, Assaka, Avanti, Gandhara and Kamboja.

Geographical history of Japadas of ancient Bengal :

- Samatata, Pundravardhana, Tamralipti,
Suvarnabhumi, Karnasuvarna, Radha, Gauda,
Majjhimadesa, Varendra, Harikela

Part: B : Topography

Four great places :

- Kapilavatthu
- Buddhagaya
- Saranatha
- Kusinara

Buddhist Important Places :

- Lumbini
- Varanasi
- Kosambi
- Campa
- Samkassya
- Sravasti
- Saketa
- Anuradhapura
- Gandhara
- Taxila

Unite wise title and number of classes

Unit 1 : Geographical history of Sixteen Janapads

Number of Class : 8

Unite base learning outcome : Students will be able to deliver the Geographical history of following Sixteen Janapads : Anga, Magadha, Kasi, Kosala, Vajji, Malla, Ceti, Vamsa, Kuru, Pancala, Maccha, Surasen, Assaka, Avanti, Gandhara and Kamboja.

Unit 2 : Geographical history of Japadas of ancient Bengal.

Number of Class : 8

Unite base learning outcome : Students will be able to discuss the Geographical history of the following Janapadas of ancient Bengal : Samatata, Pundravardhana, Tamralipti, Suvarnabhumi, Karnasuvarna, Radha, Gauda, Majjhimadesa, Varendra, Harikela

Unit 3 : Tapography : Four great places

Number of Class : 4

Unite base learning outcome : Students will be able to describe the topographical condition of following four great places along with their historical importance : Kapilavatthu, Buddhagaya, Saranatha and Kusinara.

Unit 4 : Tapography : Lumbini and Varanasi,

Number of Class : 2

Unite base learning outcome : Students will be able to know the geographical, topographical and civilization of Lumbini and Varanasi.

Unit 5 : Tapography : Kosambi and Champa

Number of Class : 2

Unite base learning outcome : Students will learn the geographical and topographical condition of Kosambi and Champa City along with their religious activities.

Unit 6 : Tapography : Sankasya and Sravsasti

Number of Class : 2

Unite base learning outcome : Students will be able to describe the geographical identity and topographical condition of Sankasya and Sravasti with their historical and religious importance.

Unit 7 : Tapography : Saket and Anuradhapura

Number of Class : 2

Unit base learning outcome : Students will be able to present the geographical and topographical information of Saket and Anuradhapura along with the religious importance.

Unit 8 : Tapography : Gandhara and Taxila

Number of Class : 4

Unit base learning outcome : Students will be able to gather knowledge on the geographical identity, topographical and political condition of Gandhara and Taxila along with the religious, educational and cultural activities.

Instructional Strategies

Teaching method include lectures of the students on given topic, poster showing, lecture, assignment, discussion, exercise, question-answer.

Assessment

- ❖ Class attendance and Participation : 5+5=10
- ❖ Two Midterms : 15+15 = 30
- ❖ Semester Final : 60

Text and Reference Books :

1. *Archeological Survey of India*, Kolkata, West Bengal, 1920
2. Thomas Walters, *On Yaung Chuwang Travels of India*, , India, 2008
3. James Legee, *A Record of the Buddhist Kingdom*, Oxford, 1888
4. I-Tsing, *A Record of the Religion as Practiced in India and the Malaya Archipelago*, I-ching. Publication date: 1896
5. Narendra Nath Bhattacharya, *History of Researches on Indian Buddhism*, South Asia Books; 1st edition, February, 1981

6. B. C. Law, *Historical Geography of Ancient India*, Munsiram Manoharlal Publishers, Delhi, 1984
7. V. A. Smith, *Early History of India*, John Wiley & Sons Ltd, Publication, 1999
8. T. W. Rhys Davids, *Buddhist India*, Motilal Banarsidass, Delhi
9. R. C. Majumder, *History of Bengal*, D. U. Dhaka, 1943.
10. নীহার রঞ্জন রায়, *বাঙ্গালীর ইতিহাস*, আদি পর্ব, দেজ পাবলিশিং, কলিকাতা, ১৩৫৯
11. এ কে এম শামসুল আলম, *ময়নামতি*, প্রবৃত্ত প্রকাশন, ১৯৭৬
12. মো. আশিকুজ্জামান খান কিরন, *প্রাচীন বাংলার জনপদ ও বৌদ্ধ ঐতিহ্য*, পালি এন্ড বুকস্ট স্টাডিজ বিভাগ, ঢাকা বিশ্ববিদ্যালয়, ঢাকা ২০১৩
13. শামীমা নাছরিন, *বাংলাদেশের বৌদ্ধ প্রত্নতত্ত্ব : প্রাচীন বিহার*, অনু প্রকাশনী, ঢাকা ২০১৪

Title of the Course : Mahayana Buddhist Literature and Philosophy

Course Code : PBS 403

Total Credit : 4

Number of the Classes : 35

Introduction to the Course description

The course will provide knowledge on the history of Mahayana Buddhism and Philosophical doctrines of Mahayana Buddhism. Mainly, it will focus the various Buddhist Philosophical Schools and their doctrines. It will also explore the life and works of Buddhist philosophers. Besides, it will help the students to enrich their analytical knowledge on philosophical matters.

Specific Learning Objectives of the Course

- To introduce the origin and development of Mahayana Buddhism.
- To introduce the various doctrines of Mahayana Philosophy and its necessities in human life.

- To introduce the life and works of renown Mahayana Buddhist Philosophers.
- To develop the critical and analytical knowledge of the students.

Course Contents

Part: A

- Origin and Development of Mahayana Buddhism and its philosophy.
- Philosophy : a) Madhyamika School of Sunnavada, Yogacaravada and Vijjanvada (Yogacara School of Subjective Idealism) b) Sautrantika School of Representationism or Bahyanumeya –Vada and Vaibhashika / Bahya Pratyaksha-vada, the Ideal of Bodhisattva.

Part : B

Philosophical Texts

- Nyayabindu (1 &2 Chapter)
- Abhidharmakosa - 1st Chapter.
- Vigyapti-matratasiddhi (1 & 2 Chapter).
- Madhyamika Karika (1 & 2 Chapter).

Part : C

Life and Works of :

- Nagarjuna
- Asanga
- Vasubandhu
- Dignaga
- Dharmakirti.

Unit-wise title and number of classes

Unit 1 : Origin and Development of Mahayana Buddhism and its philosophy.

Number of classes : 4

Unite based learning outcome : Students will be able to learn the origin and development of Mahayana Buddhism along with the characteristics of its philosophical aspects.

Unit 2 : Madhymika School of Sunnavada, Yogacaravada and Vijjanvada (Yogacara School of Subjective Idealism)

Number of classes : 4

Unite based learning outcome : Students will be able to describe the essence of the Madyamika Sunyavada, Yogacaravada and Vijjanavada Philosophy.

Unit 3 : Sautrantika and Vaibhashika School.

Number of classes: 4

Unite based learning outcome : Students will be able to explain the origin and development of Sauntratika and Vaibhashika schools along with their philosophical aspects and impact.

Unit 4 : Nyayabindu (Chapte : 1 & 2)

Number of classes : 4

Unite based learning outcome : Students will be acquired knowledge on the subject matter of Nyayabindu, giving especial emphasis on Chapter 1 and 2. They will also be able to discuss the Buddhist logical system, philosophical values and life of the author of the book.

Unit 5 : Abhidharmakosa - 1st Chapter.

Number of classes: 3

Unite based learning outcome: Students will be gathered knowledge on the subject matter of Abhidharmakosa and and its Logic along with its impact in the field of epistemology.

Unit 6 : Vigyapti-matratasiddhi (1 & 2 Chapter).

Number of classes : 3

Unite based learning outcome : Students will be able to describe the essence of the Vigyapti-matratasiddhi and its philosophical and pshychological aspect.

Unit 7 : Madhymika Karika (1 & 2 Chapter).

Number of classes: 3

Unite based learning outcome : Students will be able to relate the philosophical aspects of Madyamika karika and its influences on modern pshychology and philosophy.

Unit 8 : Nagarjuna

Number of classes: 2

Unite based learning outcome : Students will be able to discuss the life and works of Nagarjuna, and characteristics of his philosophy.

Unit 9 : Asanga

Number of classes: 2

Unite based learning outcome : Students will be able to write the life and works of Asanga and various aspects of his philosophy.

Unit 10 : Vasubandu

Number of classes: 2

Unite based learning outcome : Students will be able to discuss the life and works of Vasubandu and specialy of his philosophy.

Unit 11 : Dingnag

Number of classes: 2

Unite based learning outcome : Students will be able to gather knowledge on the life and works of Dingnag and characteristics of his philosophy.

Unit 12 : Dharmakirti

Number of classes: 2

Unit based learning outcome : Students will be able to discuss the life and works of Dharmakirti and his doctrine.

Instructional Strategies

As the components of teaching method will be using Lecture and in some extent slide show through power point, assignment, exercise and question-answer etc.

Assessment

- ❖ 1. Class attendance and participation : 5+5 = 10
- ❖ 2. Two Mid- term Tests : 15+15= 30
- ❖ 3. Semester Final : 60

Texts and Reference Books :

1. Sukomal Chawdhury, *Analytical Study of the Abhidharmakosa*, Calcutta, 1976
2. A. K. Chatterjee, *Yogacara Idealism*, Motilal Banarsidass, Delhi, 2007
3. N. Dutta, *Buddhist Sect in India*, Motilal Banarsidass, Delhi, 2007
4. T. R. V. Murti, *Central Philosophy of Buddhism*, MLBD, 2010
5. Lata S. Bapat, *Buddhist Logic, Bharatiya Vidya Prakash*, Calcutta 1989
6. সকোমল চৌধুরী (অনু.), *বিজ্ঞপ্তিমাত্রতাসিদ্ধি*, ধর্মাধার বৌদ্ধ গ্রন্থ প্রকাশনী, কলকাতা, ১৩৯০ বঙ্গাব্দ
7. সুকোমল চৌধুরী, *গৌতম বুদ্ধের ধর্ম-দর্শন*, মহাবোধি বুক এজেন্সি, কলিকাতা, ১৯৯৭
8. সত্যজিত চক্রবর্তী, *আচার্য ধর্মরক্ষিতের ন্যায়বিদ্যু*, সাহিত্যশ্রী, কলকাতা ১৯৯৪
9. শীলাচার শান্তী, *মহাযান ধর্মদর্শন*, চট্টগ্রাম, ১৯৮৮
10. আচার্য্য বিশুদ্ধানন্দ মহাস্থবির, *বৌদ্ধ দর্শনে সত্য দর্শন*, ধর্মাধার বৌদ্ধ গ্রন্থ প্রকাশনী, কলিকাতা, ১৯৮৮
11. প্রমথ নাথ ঘোষ, *ভারতীয় দর্শন*, ঢাকা, ১৯৮৮
12. মতিউর রহমান, *বৌদ্ধ দর্শন*, জাতীয় সাহিত্য প্রকাশ, ঢাকা, ২০১৩
13. দিলীপ কুমার বড়ুয়া ও সুমন কান্তি বড়ুয়া, *কীর্তিমান বৌদ্ধ সাহিত্যিক ও দার্শনিক*, ঢাকা, ২০০৮

Title of the Course : Applied Buddhism

Course Code : PBS 404

Total Credit : 4

Number of the Classes : 35

Introduction to the Course description

The course contains the concepts of Applied Buddhism. Applied Buddhism is the application of Buddha's teachings in our daily life. Applied Buddhism is also regarded as Engaged Buddhism. Applied Buddhism can be applied in every circumstance in order to bring understanding and solutions to problems in our world. Applied Buddhism offers concrete ways to relieve suffering and bring peace and happiness in human life. Apart from the commonly discussed philosophical and psychological aspects, more emphasis is given here on the traditional culture and social aspects of Buddhism. Applied Buddhism also shares the valuable concepts of to modern society. The purpose of this course is teaching the application of Buddhism in modern society.

Specific learning objectives of the Course

- To introduce students with the concept of Applied Buddhism.
- To provide the students with the knowledge of the application of Applied Buddhism.
- To expose the knowledge of attitude of Buddhism towards modern issues.
- To explore the role of Buddhism in establishing peace and harmony.

Course Contents

Part: A. Buddhism and Society

20 Marks

- Application of Buddhist Suttas
- Mahamangala Sutta
- Karaniyametta Sutta

- Parabhava Sutta
- Agganna Sutta
- Kutadanta Sutta

Part: B. Buddhism and Modern Issues **20 Marks**

- Buddhism and Morality
- Buddhism and Human Rights
- Buddhism and World Peace
- Buddhism and Politics
- Buddhism and Economics
- Buddhism and Environment, Buddhism and Tolerance and
- Buddhism and Equity

Part : C. Attitude of Buddhism towards **20 Marks**

- Euthanasia,
- Suicide,
- Eve-teasing,
- Ecology,
- Sexuality, Abortion,
- Aids,
- Globalization,
- Women rights,
- Gender,
- Drugs,
- Races or Racial,
- Cloning, organ transplantation,
- Various Bio-medical issues,
- Buddhism and Good Governness,

Unit 1 : Buddhism and Society

Number of class: 2

Unite based learning outcome : Students will be able to discuss the relation between Buddhism and Society, definition and meaning of Applied Buddhism and necessity of applied Buddhism.

Unit 2 : Application of Buddhist Suttas

Number of class : 2

Unit based learning outcome : Students will be able to deliver the application of the teachings of Buddhist Suttas in socio-religious life.

Unit 3 : Mangala Sutta

Number of class : 1

Unit based learning outcome : Students will be able to describe the essence of Mangala Sutta and application of its teachings in socio-religious life.

Unit 4 : Karaniyametta Sutta

Number of class : 1

Unit based learning outcome : Students will be able to elaborate the lessons of Karaniyametta Sutta along with its significance.

Unit 5 : Parabhava Sutta

Number of class : 2

Unit based learning outcome : Students will be able to explain the reasons of defeat in human life and way of escape from defeat.

Unit 6 : Agganna Sutta

Number of class : 2

Unit based learning outcome : Students will be able to demonstrate the reasons of craving, anger, longing and the way of cessation of it.

Unit 7 : Kutadanta Sutta

Number of class : 2

Learning outcome : Students will be able to explain the way of worship without sacrificing animals.

Unit 8 : Buddhism and Modern Issues

Number of class : 2

Unit based learning outcome : Students will be able to illustrate the role of Buddhism to solve the problem of modern issues.

Unit 9 : Buddhism and Morality

Number of class : 2

Unit based learning outcome : Students will be able to discuss the importance of morality, the contribution of Buddhism to develop the morality and role of morality in the society.

Unit 10 : Buddhism and Human Rights

Number of class : 2

Unit based learning outcome : Students will be able to deliver the importance of human right and role of Buddhism to enhance the human rights in society.

Unit 11 : Buddhism and World Peace

Number of class : 2

Unit based learning outcome : Students will be able to describe the way of enhance the world peace in the light of Buddhism.

Unit 12 : Buddhism and Politics

Number of class : 2

Unit based learning outcome : Students will be able to relate the role of Buddhism to develop the responsibilities in the politics.

Unit 13 : Buddhism and Economics

Number of class : 2

Unit based learning outcome : Students will understand the policy of economic in the light of Buddhism.

Unit 14 : Buddhism and Environment

Number of class : 2

Unit based learning outcome : Students will be able to discuss the responsibilities of human beings to enhance the good and congenial environment in the world in the light of Buddhism.

Unit 15 : Buddhism and Tolerance

Number of class : 1

Unit based learning outcome : Students will elaborate the importance of Tolerance, the role of Buddhism to enhance the tolerance and application of tolerance in establishing peace and harmony.

Unit 16 : Attitude of Buddhism towards Euthanasia, Suicide, Eve-teasing, Ecology, Sexuality, Abortion

Number of class: 2

Unit based learning outcome : Students will be able to illustrate the attitude of Buddhism towards above mentioned issues.

Unit 17 : Attitude of Buddhism towards Aids, Globalization, and Women rights, Gender, Drugs, Races or Racial

Number of class : 5

Unit based learning outcome : Students will be able to describe the role of Buddhism to the prevention of Aids, merit and demerit of globalization, enhancing women right, removing gender discrimination, demerits of drug addiction, and pacification of racial discrimination.

Unit 18 : Attitude of Buddhism towards Cloning, organ transplantation, various Bio-medical issues, Other Religions

Number of class: 5

Unit based learning outcome : Students will be able to explain the attitude of Buddhism towards the problems of

Cloning, organ transplantation and various Bio-medical issues.

Unit 19 : Buddhism and Good Governance

Number of class : 2

Unit based learning outcome : Students can be discussed the role of Buddhism in establishing good governance in the society.

Instructional Strategies

Teaching methods include lectures of the students on given topic, assignment, exercise, and question-answer.

Assessment

- ❖ Class attendance and Participation : 5+5=10
- ❖ Two Midterms : 15+15 = 30
- ❖ Semester Final : 60

Text and Reference Books :

1. T. W. Rhys Davids, and J. Estlin Carpenter (ed.), *Dīgha Nikāya*, 3 vols., London, P. T. S. 1890-1911
2. V. Trenckner and R. Chalmers (ed.), *Majjhima Nikāya*, 3 vols., , London, P. T. S. 1888-1902
3. H. Smith (ed.), *Khuddakapatha*, P.T.S. London, 1915
4. V. Fausboll (ed.), *The Jataka*, P.T.S. London, 1877-1890
5. L. Grey, *A Concordance of Buddhist Birth Stories*, Oxford, 1990
6. Sri K Dhammananda, *Human Life and Problems*, Munshiram Manoharlal Publishers Pvt Ltd, Delhi, 1998
7. E. Melford Spiro, *Buddhism and Society*, University of California Press, London, 1982
8. Narada Thera, *The Life and Teachings of Buddha*, Colombo 1973
9. Quang T.T., *Buddhism and Globalization*, Bliss and Growth, Blag Biz, 2009
10. D. Loy, *A Buddhist View of Globalization*, Bunkyo University, Japan, 2007

11. P. A. Payutto, *Buddhis Economics, A Middle Way for the Market Place*, Bangkok, 1994
12. R. F. Sizemore, and D.K. Swearer (ed.), *Ethics, Wealth and Salvation : A Study in Buddhist Social Ethics*, Colombia, 1990
13. H. N. Hodge, *Buddhism in the Global Economy*, Berkeley, US : ISEC, 2009
14. R. Loy david, *The Religion of the Market in Vision of a New earth : Religious Perspective on Population, Consumption and Ecology*, Harold Coward and Dan Maguire, New York, 1999
15. Dipak Kumar Barua, *Applied Buddhism*, Createspace Independent Publishing Platform, 2015
16. S. Narayan, *Buddhism and World Peace*, Inter-India Publications; First Edition ed. 1994
17. Sri K Dhammananda, *Human Life and Problems*, Buddhist Missionary society, Kuala Lumpur, Malaysia, 1997
18. স্থবির ধর্মতিলক, *সদ্ধর্ম রত্নাকর*, বৌদ্ধ মিশন প্রেস, রেঙ্গুন, ১৯৩৬
19. জিনবোধি ভিক্ষু, *সদ্ধর্ম নীতি মঞ্জরী*, বুদ্ধিস্ট রিসার্চ এণ্ড পাবলিকেশন সেন্টার, চট্টগ্রাম, ২০০৪

**Title of the Course : Buddhist House Holder's
Disciplinary Code**

Course Code : PBS 405

Total Credit : 4

Number of the classes : 35

Introduction to the Course description

The main purpose of the course is to introduce students with the Buddhist Disciplinary Code of House Holders. It will mainly consider the meaning, classification and moral and social values of Buddhist disciplinary code. It will also explore the reciprocal relationship and duties between children and parents, teacher and pupil, husband and wife,

religious teacher and devotee, senior and junior. The course, in particular, will provide the knowledge of socio-religious responsibilities.

Specified Learning objectives of the Course

- To introduce students with the moral and socio-religious values of the Buddhist Disciplinary Code along with the classification of house holders.
- To introduce students with the Suttas that contained many disciplinary rules along with their essence, ethical values and social impact.
- To expose the various precepts and their socio-religious influences.
- To teach the reciprocal duties and responsibilities of lay Buddhists and members of the Sangha.

Course Contents

- Social and Moral values of Buddhist Disciplinary code.
- Introductory concept, Sources of Householder discipline, Definition of Householder (Grihi), Classification of House Holders.
- Digha Nikaya : Sigalovada Sutta, Vyagghapajja Sutta, Dhammika Sutta, Satta Aparihani Dhamma, Mahaparinibbana Sutta.
- Pancasila, Atthasila, Cullasila, Majjhimasila, Mahasila
- Ten admonition (Advices to Visaka)
- Reciprocal Duties : Husband and Wife, Children and Parents, Teacher and Pupil.

Unit wise title and number of classes

Unit 1 : Social and Moral values of Buddhist Disciplinary code

Number of Class : 4

Unit base learning outcome : Students will be capable to describe the Social and Moral values of Buddhist Disciplinary code. They also will be able to learn its application in the society.

Unit 2 : Introductory concept, Sources of Householder discipline, Definition of Householder (Grihi), Classification of House Holders

Number of Class : 3

Unit base learning outcome : Students will be able to gather knowledge on the Buddhist house holders and their responsibilities.

Unit 3 : Sigalovada Sutta

Number of Class : 3

Unit base learning outcome : Students will learn the subject matter of Sigalovada Sutta and its impact in the social life.

Unit 4 : Vyagghapajja Sutta

Number of Class : 3

Unit base learning outcome : Students will be able to deliver the teachings of Vyagghapajja Sutta and its role to establish peace and harmony in the society.

Unit 5 : Dhammika Sutta and Satta Aparihani Dhamma

Number of Class : 3

Unit base learning outcome : Students will be able to illustrate the teachings of Dhammika Sutta and Satta Aparihaniya Dhamma along with their role towards the good governance.

Unit 6 : Mahaparinibbana Sutta

Number of Class : 4

Unit base learning outcome : Students will learn the messages of Buddha's last preachings and socio-religious impact of the Buddha's last teachings.

Unit 7 : Pancasila

Number of Class : 3

Unit base learning outcome : Students will be able to learn the teachings and influence of five precepts.

Unit 8 : Atthasila

Number of Class : 3

Unit base learning outcome : Students will be able to know the eight precepts and its role towards the development of moral life.

Unit 9 : Ten admonitions (Advices to Visaka)

Number of Class: 3

Unit base learning outcome : Students will be capable to learn the inner meanings and social impacts of the ten admonitions along with contribution of Vishakha, a great devotee of Buddha's period, towards the Sangha.

Unit 10 : Reciprocal Duties

Number of Class : 6

Unit base learning outcome : Students will be able to elaborate the reciprocal duties and responsibilities between Husband and Wife, Children and Parents, Teacher and Pupil, religious teacher and devotees.

Instructional Strategies

Teaching method include lectures of the students on given topic, lecture, assignment, discussion, reading, exercise, question-answer, and library work.

Assessment

- ❖ Class attendance and Participation : 5+5=10
- ❖ Two Midterms : 15+15 = 30
- ❖ Semester Final : 60

Text and Reference Books :

1. *Khuddakapātho*, Ministry of Religious Affairs Yangon, Myanmar, First published in 2008
2. T. W. Rhys Davids (ed.), *Dīgha Nikāya*, P.T.S, London, 1958
3. V. Trecknersnd R. Chalmers, *MajjhimaNikāya*, P.T.S, London, 1887-1902
4. Dipak Kumar Barura, *Applied Buddhism*, Createspace Independent Publishing Platform, 2015
5. S. Narayan, *Buddhism and World Peace*, Inter-India Publications; First Edition ed. 1994
6. Sri K Dhammananda, *Human Life and Problems*, Buddhist Missionary society, Kuala Lumpur, Malaysia, 1997
7. NaradaThera, *The Life and Teaching of Buddha*, Taiwan, 1998
8. Sri K Dhammananda, *Human Life and Problems*, Munshiram Manoharlal Publishers Lvt Ltd, Delhi, 1998
9. E. Melford Spiro, *Buddhism and Society*, University of California Press, London, 1982
10. জিনবোধি ভিক্ষু, *সদ্ধর্ম নীতি মঞ্জুরী*, বুদ্ধিস্ট রিসার্চ এন্ড পাবলিকেশন সেন্টার, বাংলাদেশ, চট্টগ্রাম, ২০০৪

Title of the Course : Pali Prosody and Rhetoric

Course Code No : PBS 406

Credit : 4

Number of the classes : 35

Introduction to the Course description

This course provides the Students with the knowledge of Pali Prosody and Rhetoric. It develops the knowledge of determining the Pali Prosody, especially Mattāchanda, Vuttachanda or Akkhārachanda. It also helps the students to enrich the knowledge of Pali Rhetoric and its application. Besides, it will help the students to indentify the process of Pali Prosody and Rhetoric.

Specific Learning Objectives of the Course

- To develop the knowledge on Pali Prosody.
- To teach the method of determination of various Prosody in Pali.
- To provide knowledge on Pali Rhetoric.
- To develops the concept of Bhava (Condition) and concept of Rasa (flavor) in Pali Rhetoric.
- To develop the ability of indicating Pali Chandas.

Course Contents

A. Origin and Development of Pali Prosody

B. Pali Prosody

- Definition of the Pali Prosody.
- Introduction of Pali Prosody and its importance to the Pali Literature.
- Classification of Pali Prosody.
- Mattachandas : a. Origin of Mattachandas, b. Classification of Mattachandas, c. The Pāda of Mattachanda
- Vuttachandas : a. Origin of Vuttachandas, Classification of Vuttachandas, the Pāda

of Vuttachanda

- Indicate the Pali Prosody

C. Pali Rhetoric

- Origin and Development of Pali Rhetoric.
- Definition of Pali Rhetoric.
- Introduction of Pali Rhetoric and its importance to the Pali Literature
- Classification of Pali Rhetoric.
- Shavdalankara and its classification.
- Arthalankara and its Classification.
- Condition (Bhava) and its Classification.
- Rasa (flavor) and its classification
- Vuttadaya and Subodhalankara

Unite base title and number of classes

Unit 1 : Origin and Development of Pali Prosody

Number of Class : 2

Unite base learning outcome : Students will be able to explain the Origin and Development of Pali Prosody.

Unit 2 : Pali Prosody

Number of Class: 4

Unite base learning outcome : Students will be able to demonstrate the knowledge of Pali Prosody and its importance in Pali Literature.

Unit 3 : Mattachandas

Number of Class : 4

Unite base learning outcome : Students will be able to indicate the Pali Mattachandas and describe the nature of Mattachandas in Pali literature.

Unit 4 : Vuttachandas

Number of Class : 3

Unit base learning outcome : Students will be able to explain the Vuttachandas and its application in Pali literature.

Unit 5 : Exercise Pali Prosody

Number of Class : 4

Unit base learning outcome : Students will be able to know the technics of identifying Pali prosody.

Unit 6 : Origin and Development of Rhetoric

Number of Class : 2

Unit base learning outcome : Students will be able to describe the Origin and Development of Pali Rhetoric.

Unit 7 : Definition of the Pali Prosody, Introduction of Pali Prosody and its importance to the Pali Literature, Classification of Pali Prosody

Number of Class : 4

Unit base learning outcome : Students will be able to describe the nature and classification of Pali Prosody and its importance.

Unit 8 : Shavdalankara and its classification

Number of Class : 2

Unit base learning outcome : Students will be capable to discuss the essence of Shavdalankara and its classification in Pali.

Unit 9 : Arthalagkara and its Classification

Number of Class : 2

Unit base learning outcome : Students will be capable to deliver the nature of Arthalankara and its classification in Pali.

Unit 10 : Condition (Bhava) and its Classification

Number of Class : 2

Unite base learning outcome : Students will be able to discuss the Condition (Bhava) and its classification in Pali.

Unit 11 : Rasa (flavor) and its classification

Number of Class : 2

Unite base learning outcome: Students will be able to show the Rasa (flavor) and (Bhava) along with its classification and importance.

Unit 12 : Indicate the Pali Prosody

Number of Class : 4

Unite base learning outcome : Students will be able to identify the Pali Prosody.

Instructional Strategies

Teaching method include lectures of the students on given topic, assignment, exercise, question-answer, group discussion.

Assessment

Class attendance and Participation : 5+5=10

Two Midterms : 15+15 =30

Semester Final : 60

Text and Reference Books :

1. A.K.Warder, *Pali Meter*, P. T. S. London 1967
2. K.R.Norman, *Elder Verses*, (Introduction), vol. 1 & 2, P.T.S. London,
3. জ্ঞানীশ্বর মহাস্থবির (সংকলিত), *পালি প্রবেশ*, দীপক বড়ুয়া প্রকাশিত (২য় সংস্করণ), ১৯৯৪
4. বিশ্বনাথ কবিরাজ, *সাহিত্য দর্পণ* (১ম পরিচ্ছেদ), অধ্যাপক শ্রী সত্যরঞ্জন বন্দ্যোপাধ্যায় (সংশোধিত), সংস্কৃত পুস্তক ভাণ্ডার, কোলকাতা, ২০০২।
5. নরেন বিশ্বাস, *অলংকার অন্বেষণা*, ঢাকা, ২০০০

6. সুকোমল বড়ুয়া, *পালি ভাষা সাহিত্য ছন্দ ও অলংকার*, বাংলা একাডেমী, ১৯৯৯
7. গঙ্গা দাস, *ছন্দমঞ্জুরী*, কলিকাতা, ১৯৬৫
8. মাধবী চন্দ ও ময়না তালুকদার, *অলংকার দর্পন*, ঢাকা বিশ্ববিদ্যালয়, ২০০৮
9. মো. আব্দুল নইম, *বাংলা অলঙ্কার*, ঢাকা, ১৯৯৭
10. শ্রীমৎ আর্ঘবংশ ভিক্ষু, *সুবোধালঙ্কার*, চট্টগ্রাম, ১৯৩৭
11. বিমলাকান্ত মুখোপাধ্যায়, *সাহিত্যদর্পণঃ*, সংস্কৃত পুস্তক ভাণ্ডার, কলিকাতা, ১৩৮৬ বঙ্গাব্দ
12. যুধিষ্ঠির গোপ, *দণ্ডিকৃতঃ কাব্যাদর্শ (প্রথম পরিচ্ছেদঃ)*, শ্রীবলরাম প্রকাশনী, কোলকাতা, ২০০৪

Title of the Course : Buddhism and Bengali Literature

Course Code : PBS 407

Total Credit : 4

Number of the Classes: 35

Introduction to the Course description

The course will focus the life and teachings of Buddha, influences of Buddhism on Bengali Literature, such as Prose, Poetry, Drama, Nobel and Story. It will also expose the Buddha's teachings in the writings of Bengali writers.

নির্ধারিত শিক্ষামূলক ব্যাখ্যা পদ্ধতি

- গদ্য সাহিত্যে মূল-বিষয়ক বুদ্ধ ও বৌদ্ধধর্ম তথা ভক্তিবাদ ও কুশল ধর্মের তাৎপর্য সম্পর্কে জানবে।
- পদ্য সাহিত্যে সিদ্ধার্থের জন্মকথা ও লোকশিক্ষা সম্পর্কে মূল ধারণা জ্ঞাত হবে।
- রবীন্দ্রনাথ ঠাকুরের কবিতা ও অন্যান্য লেখকদের মূল বক্তব্য তুলে ধরার প্রয়োজনীয়তা যাচাই করবে।
- নাটক, উপন্যাসের তথ্য সম্পর্কে ধারণা লাভ করা ও বিষয় সংযুক্ত করা শিখবে।
- চর্যাপদের শিক্ষণীয় বিষয় অবগত হবে ও সমাজ-জীবন সম্পর্কে জ্ঞাত হবে।
- লুইপা ও কানুপাদের রাগ পটমঞ্জুরীর পাঠ্যবিষয় অবগত হবে।

Course Contents

Prose : গদ্য সাহিত্য

- রবীন্দ্রনাথ ঠাকুর, বুদ্ধ ও বৌদ্ধধর্ম
- রবীন্দ্রনাথ ঠাকুর, বৌদ্ধধর্মে ভক্তিবাদ
- শশিভূষণ তাশগুপ্ত, কুশলধর্মের তাৎপর্য

Poetry : পদ্য সাহিত্য

- নবীনচন্দ্র সেন, অমিতাভ : সিদ্ধার্থের জন্ম (প্রথম অধ্যায়)
- নবীনচন্দ্র সেন, লোকশিক্ষা (অষ্টাদশ অধ্যায়)
- রবীন্দ্রনাথ ঠাকুর, শ্রেষ্ঠ ভিক্ষা
- রবীন্দ্রনাথ ঠাকুর, পূজারিনী
- রবীন্দ্রনাথ ঠাকুর, সামান্য ক্ষতি
- রবীন্দ্রনাথ ঠাকুর, অভিসার
- স্বামী বিবেকানন্দ, নমো বুদ্ধায়ঃ
- শেখ সদরউদ্দিন, বুদ্ধ পূর্ণিমার আলোকে
- কাজী নজরুল ইসলাম, আত্মশক্তি
- জীবনানন্দ দাশ, বুদ্ধং সরণং
- বেগম সুফিয়া কামাল, সিদ্ধার্থ
- মোহিতলাল মজুমদার, বুদ্ধ

Drama : নাটক

- রবীন্দ্রনাথ ঠাকুর, নটীর পূজা
- রবীন্দ্রনাথ ঠাকুর, চণ্ডালিকা
- রবীন্দ্রনাথ ঠাকুর, বিসর্জন

Nobel: উপন্যাস

- হরপ্রসাদ শাস্ত্রী, কাঞ্চনমালা

Cariyapada : চর্যাপদ

- সাহিত্যিক গুরুত্ব ও দর্শন
- সমাজজীবন
- লুইপাদ-প্রথম পদ (রাগ পটমঞ্জরী)
- কানুপাদ-একাদশ পদ (রাগ পঠমঞ্জরী)

Unit wise title and number of classes

ইউনিট ১ : বুদ্ধ ও বৌদ্ধধর্ম, রবীন্দ্রনাথ ঠাকুর

ক্লাশ : ২টি

ফলাফল : বুদ্ধ সম্পর্কে জানবে, বৌদ্ধধর্ম সম্পর্কে জ্ঞান লাভ করবে,
রবীন্দ্রনাথ ঠাকুর ও তাঁর বৌদ্ধধর্ম চর্চা সম্পর্কে জানবে।

ইউনিট ২: বৌদ্ধধর্মে ভক্তিবাদ, রবীন্দ্রনাথ ঠাকুর

ক্লাশ : ২টি

ফলাফল : ইউনিট পাঠে ছাত্ররা বৌদ্ধধর্মে ভক্তিবাদের স্থান সম্পর্কে
জানবে

ইউনিট ৩ : কুশলধর্মের তাৎপর্য, শশি ভূষণ দাশগুপ্ত

ক্লাশ : ২টি

ফলাফল : ছাত্ররা কুশলকর্ম এবং অকুশল কর্ম সম্পর্কে জানবে, করণীয় ও বর্জনীয়
বিষয়ে উপলব্ধি করবে।

ইউনিট ৪ : নবীন চন্দ্র সেন, অমিতাভ : প্রথম অধ্যায় সিদ্ধার্থের জন্মকথা

ক্লাশ : ৩টি

ফলাফল : এই কবিতাটি পাঠ করে ছাত্ররা সিদ্ধার্থের পিতা-মাতা সম্পর্কে জানতে
পারবে। মহামায়ার স্বপ্ন সম্পর্কে জানতে পারবে, দৈবজ্ঞ ব্রাহ্মণের ভবিষ্যৎ বাণী
সম্পর্কে জানতে পারবে, সিদ্ধার্থের জন্মের স্থান সম্পর্কে জানতে পারবে।

ইউনিট ৫ : লোকশিক্ষা

ক্লাশ : ৩টি

ফলাফল : এ অধ্যায়ে সামাজিক ও ধর্মীয় জীবনে করণীয় ও অকরণীয় সম্পর্কে
শিক্ষা লাভ করবে, এই পাঠে লোকশিক্ষায় কৃষি ভারদ্বাজের জ্ঞানচক্ষু উন্মুক্ত, আলবি
দস্যুর সংজ্ঞান উৎপন্ন এবং বুদ্ধের দেশিত শান্তিময় নির্বাণের কথা জানতে পারবে।

ইউনিট ৬ : রবীন্দ্রনাথ ঠাকুর, শ্রেষ্ঠ শিক্ষা, পূজারিনী, সামান্য ক্ষতি, অভিসার

ক্লাশ : ৪টি

ফলাফল : ছাত্ররা পাঠ শেষে শ্রেষ্ঠ শিক্ষা কী জানতে পারবে, এক দরিদ্র মহিলার
ত্যাগ ও দানের মহত্ব জানবে, উপর তলায় আসীন ব্যক্তিদের সাধারণ মানুষের
জীবন নিয়ে যে নিষ্ঠুরতা তা জানবে, রাজ-অন্তপুরের এক দাসী কিভাবে নিজের
জীবন তুচ্ছ করে, শ্রদ্ধার সাথে বেদিতলে বুদ্ধের পূজা দিলেন তা জানতে পারবে,
সামান্য ক্ষতি কিভাবে অসামান্য ক্ষতিতে পরিণত হয় জানতে পারবে। অভিসার

কবিতায় বৌদ্ধ সন্ন্যাসী উপগুপ্তের, বাসবদত্তার কাহিনী এবং এতে বৌদ্ধধর্মের মূলতত্ত্বের গভীরতার প্রফিলন সম্পর্কে জানতে পারবে।

ইউনিট ৭ : নমো বুদ্ধায়ঃ, স্বামী বিবেকানন্দ

ক্লাশ : ২টি

ফলাফল : স্বামী বিবেকানন্দ বুদ্ধকে কিভাবে ভক্তি ও শ্রদ্ধা করতেন জানতে পারবে, বুদ্ধ যে সংস্কারক এবং বুদ্ধ প্রদর্শিত মানব প্রেমই বিশুদ্ধ প্রেম তা জানতে পারবে, অসাম্যের বিরুদ্ধে বুদ্ধের সংগ্রাম এবং স্বার্থ ত্যাগের মাধ্যমে দুঃখকে জয় করার বিষয় জানতে পারবে।

ইউনিট ৮ : বুদ্ধ পূর্ণিমার আলোকে, শেখ সদরউদ্দিন

ক্লাশ : ১টি

ফলাফল : জরা, ব্যাধি, মৃত্যু থেকে পরিত্রাণের কথা জানতে পারবে, সর্বজীবে দয়ার কথা এবং বুদ্ধের বুদ্ধত্ব লাভ ও বোধিজ্ঞান সম্পর্কে জানতে পারবে।

ইউনিট ৯ : আত্মশক্তি - কাজী নজরুল ইসলাম

ক্লাশ : ১

ফলাফল : আত্মশক্তির মাধ্যমে কিভাবে সকল বাধা বিঘ্ন জয় করতে পারবে তা জানবে। কাজী নজরুল ইসলাম বুদ্ধকে কেন বিদ্রোহী বলে আখ্যা দিয়েছেন তা জানতে পারবে।

ইউনিট ১০ : জীবনানন্দ দাশ, বুদ্ধং সরণং

ক্লাশ : ১

ফলাফল : বুদ্ধের শরণ কেন শ্রেষ্ঠ শরণ এবং বৌদ্ধ সংঘ কেন শান্তির প্রতীক তা জানতে পারবে।

ইউনিট ১১: বেগম সুফিয়া কামা, সিদ্ধার্থ

ক্লাশ : ১

ফলাফল : সিদ্ধার্থ জীবনাচার সম্পর্কে বিস্তারিত জানবে এবং নৈতিক জীবন গঠনে সিদ্ধার্থের জীবনাচারের ভূমিকা জানতে পারবে।

ইউনিট ১২ : মোহিতলাল মজুমদার, বুদ্ধ

ক্লাশ : ১

ফলাফল : বুদ্ধের প্রতি মানবের শ্রদ্ধা প্রদর্শনের কারণ সম্পর্কে জানবে।

ইউনিট ১৩ : নাটক : নটীর পূজা, রবীন্দ্রনাথ ঠাকুর

ক্লাশ : ২

ফলাফল : নটীর কাহিনীর উৎস সম্পর্কে জানবে, বুদ্ধের প্রতি নটীর শ্রদ্ধা ও পূজা প্রদানের কারণ সম্পর্কে জানবে।

ইউনিট ১৪ : চণ্ডালিকা, রবীন্দ্রনাথ ঠাকুর

ক্লাশ : ২

ফলাফল : ছাত্ররা এ নাটকটি পড়ে সকল শ্রেণীর পেশার মানুষের মর্যদা সম্পর্কে জানতে পারবে।

ইউনিট ১৫ : বিসর্জন, রবীন্দ্রনাথ ঠাকুর

ক্লাশ : ২

ফলাফল : এটি পাঠ করে আত্মত্যাগের মহিমা সম্পর্কে জানতে পারবে এবং বৌদ্ধ বিহারে কেন বলিদান নিষিদ্ধ তা জানতে পারবে।

ইউনিট ১৬ : উপন্যাস : কাঞ্চনমালা, হরপ্রসাদ শাস্ত্রী

ক্লাশ : ৩

ফলাফল : এটি পাঠ করে অনৈতিক আচার-অনুষ্ঠান বর্জন, কর্ম-কুশলতার মাধ্যমে সাফল্য অর্জনের কথা জানতে পারবে এবং তিম্ব্যরক্ষার কুচক্রের কাহিনী জানতে পারবে।

ইউনিট ১৭ : চর্যাপদ: সাহিত্যিক গুরুত্ব ও দর্শন

ক্লাশ : ১

ফলাফল : চর্যাপদের উৎপত্তি ও সিদ্ধাচার্যদের জীবনাচার সম্পর্কে জানতে পারবে

ইউনিট ১৮ : চর্যাপদে সমাজজীবন

ক্লাশ : ১

ফলাফল : চর্যাপদে বর্ণিত সামাজিক অবস্থা সম্পর্কে জানতে পারবে

ইউনিট ১৮ : লুইপা ও কানুপাদ

ক্লাশ : ১

ফলাফল : লুইপার ও কানুপার রচিত পদের মাধ্যমে প্রাচীন বাংলার ধর্মীয় ও সমাজ জীবন সম্পর্কে জানতে পারবে।

Assessment

❖ Class attendance and Participation	: (5+5) = 10
❖ Two Midterms	: 15+15= 30
❖ Semester Final	: 60

Text and Reference Books :

১. রবীন্দ্রনাথ ঠাকুর, *সঞ্চয়িতা*, বিশ্বভারতী গ্রন্থন বিভাগ, কলিকাতা, অষ্টম সংস্করণ, ১৩৭৯
২. রবীন্দ্রনাথ ঠাকুর, *বুদ্ধদেব*, বিশ্বভারতী গ্রন্থন বিভাগ, কলিকাতা, ১৩৯২
৩. রবীন্দ্রনাথ ঠাকুর, *গীতবিতান*, বিশ্বভারতী গ্রন্থন বিভাগ, কলিকাতা, ১৩৪৬
৪. রবীন্দ্রনাথ ঠাকুর, *কথা ও কাহিনী*, বিশ্বভারতী গ্রন্থন বিভাগ, কলিকাতা, ১৩৮৮
৫. কাজী নজরুল ইসলাম, *সঞ্চয়িতা*, নজরুল ইনস্টিটিউট, ঢাকা, ১৯২৫
৬. হেমেন্দু বিকাশ চৌধুরী (সম্পাদিত), *বুদ্ধ প্রণাম*, বৌদ্ধ ধর্মাক্ষর সভা, ১ম সংস্করণ, কলিকাতা, ১৯৯৩
৭. আশা দাশ, *বাংলা সাহিত্যে বৌদ্ধধর্ম ও সংস্কৃতি*, ক্যালকাটা বুক হাউজ, প্রথমসংস্করণ, কলিকাতা, ১৯৬৯
৮. মহামহাপাধ্যায় হরপ্রসাদ শাস্ত্রী, *হাজার বছরের পুরাণ বাঙ্গালা ভাষায় বৌদ্ধ গান ও দোঁহা*, বঙ্গীয় পরিষদ, কলকাতা, ১৯১৬
৯. শ্রী জ্যোতিপাল মহাথের (সম্পাদিত), *চর্যাপদ*, বিশ্ব শান্তি প্যাগোডা, চট্টগ্রাম, ১৩৯৭
১০. অলকা চট্টোপাধ্যায়, *চুরাশি সিদ্ধার কাহিনী*, প্যাপিরাস, কলিকাতা, ১৯৮৮
১১. সুকুমার সেন, *চর্যাপদ পদাবলী*, আনন্দ পাবলিশার্স, ভারত, সপ্তম সংস্করণ, ২০১৫
১২. রাধারমন জানা, *পালিভাষা, সাহিত্য, বৌদ্ধ দর্শন ও রবীন্দ্র নাথ*, পুস্তকবিপণি, কলিকাতা, ১ম প্রকাশ, ১৯৮৫
১৩. মোহিতলালমজুমদার, *স্বরগল*, ১৯৩৬।
১৪. বেলু রানী বড়ুয়া, *আধুনিক বাংলা কবিতায় বুদ্ধ প্রসঙ্গ*, ঢাকা বিশ্ববিদ্যালয় প্রকাশনা সংস্থা, ঢাকা বিশ্ববিদ্যালয়, ২০১৫

Title of the Course	: Research Methodology
Course Code	: PBS 408
Total Credit	: 4
Number of the Classes	: 35

Introduction to the Course description

Research methodology is the main subject matter of this course. The purpose of the course is to contribute to the

knowledge of various methods and techniques of research. The course mainly focuses on definition, nature, scope, techniques, steps of research, types of research methodology, logic of research methodology, adoption of research methodology, data collection, documentation, measurement, sampling, techniques of analysis and evolution of data, types of model, limitation of research, questionnaire, preparing bibliography, method of field work and interview, method of reporting research, role of induction and deduction, and method of writing of synopsis or research proposal. It will also explore the logical, critical and analytical understanding of the student.

Specific Learning Objectives of the Course:

- To provide the knowledge of various research methodology and techniques along with the definition of research.
- To explore the method of data collection and analysis, sampling, field work and interviews, making questionnaire, bibliography and documentation,.
- To enlighten with the knowledge of various types of research model and limitation of research.
- To teach the method of writing synopsis.
- To develop the logical, critical and analytical insight.
- Finally, to teach the method of preparing dissertation.

Course Contents

- Introduction to Research (Definition, nature and scope of research).
- Various types of Research methodologies
- Steps of Research
- Mode of Data Collection
- Sampling
- Research Design
- Data Presentation and Analysis
- Reporting Research

- Method of Synopsis Writing
- Preparing Dissertation
- Bibliography and Index

Unit-wise title and number of classes

Unite 1 : Introduction to Research (Definition, nature and scope of research)

Number of classes: 2

Unit based learning outcome : Students will be able to discuss the basic idea of Research, specially meaning and characteristics, approaches to knowledge and rationalism etc.

Unite 2: Various types of Research methodologies

Number of classes: 5

Unit based learning outcome : Students will be able to gather knowledge on various types of Research methodology, especially Content Analysis, Descriptive Method, Survey Method, Historical Method, the Case Study etc.

Unite 3 : Steps of Research

Number of classes: 2

Unit based learning outcome : Students will be able to explain the steps of Research. Basically, it will help the students to learn identification and formulation of the research problem; Choice of the Empirical Variables, Collection of data, Analysis and Interpretation, Reporting the research Findings etc.

Unite 4 : Mode of Data Collection

Number of classes: 2

Unit based learning outcome : Students will be able to show knowledge on Mode of data Collection. Mainly, it will focus the Survey of Document, Interview, Observation, Questionnaire, Schedule, data Collection through Agent etc.

Unite 5: Sampling

Number of classes: 3

Unit based learning outcome : Students will be able to know the Sampling Method. Especially, They will learn the Assumptions of Sampling, Utility of Sampling, Sample Size, Types of Sampling, Random sampling, Systematic sampling etc.

Unite 6 : Research Design

Number of classes: 5

Unit based learning outcome : Students will be able to develop the method of Research Design, especially, Meaning of Research Design, Research Question, Hypothesis, Operational Definition of Variable, Model Building, Theoretical Framework, Typical Format of a Research Proposal.

Unite 7 : Data Presentation and Analysis

Number of classes: 5

Unit based learning outcome : Students will be able to discuss the Data Presentation and Analysis. They will understand the method of Editing Data, Classification of Data, Measurement, Scales of Measurement, Data Analysis and Interpretation, Data preparation, Data Analysis, Construction of Tables, Qualitative and Quantitative method etc.

Unite 8 : Reporting Research

Number of classes: 2

Unit based learning outcome : Students will elaborate the Reporting Research. Especially they will learn Steps in Report Writing, General Format of a Research Report and Other Format.

Unite 9 : Method of Synopsis Writing

Number of classes: 4

Unit based learning outcome : Students will be able to discuss the method of writing synopsis or research proposal.

He will also enlighten with the knowledge of scope of research, problems of research, adoption of research methodology, formation of dissertation, primary and secondary sources and research plan etc.

Unite 10: Preparing Dissertation

Number of classes: 3

Unit based learning outcome : Students will be able to elaborate the process of preparing dissertation.

Unite 11: Bibliography and Index

Number of classes: 2

Unit based learning outcome : Students will be able to illustrate the method of preparing Bibliography and Index.

Instructional Strategies

Teaching method include lectures of the students on given topic, assignment, exercise, question-answer, group discussion.

Assessment

- ❖ Class attendance and Participation : 5+5=10
- ❖ Two Midterms : 15+15 = 30
- ❖ Semester Fianl : 60

Text and Reference Books :

1. Salahuddin M, Aminuzzaman, *Essentials of Social Research*, Osder Publication, Dhaka, 2011
2. Earl Babbie, *Survey ReserachMethods*, Belmont : wadsworth, 1973
3. C. H. Backstorm and G. D. Hursh, *Survey Reserach*, Evanston : North University Press, 1963
4. A. B. Blalock and Jr. H. M. Blalock, *Introduction to Social Reserach*, London : Prentice Hall, 1982
5. Jr. H. M. Blalock and A. B. Blalock, *Methodology in Social Reserach*, New York : McGraw-Hill, 1968

6. B. Berelson, *Content Analysis in Communication Reserach*, New York : Free Press, 1952
7. Alan Bryman, *Reserach Methods and Organization Study*, Boston : Unwin Hyman, 1989
8. W. G. Cochran, *Sampling Techniques*, New York : Wiley, 1963
9. W. E. Deming, *Some Theory of Sampling*, New York, Wiley, 1950
10. Paul C Cozby, *Sampling Design and Procedures*, New York : ADC, 1973
11. Paul C. Cozby, *Methods in Behavioral Reserach*, London : mayfield, 1977
12. Roth, *The Reserach Paper Form and Content*, Wadsworth Publishing Company, California, 1966
13. Russel Ackoff and L. Pritzer, *The Methodology of Survey Reserach*, IJOAR, 1951
14. সুরভি মুখোপাধ্যায়, *গবেষণা : প্রকরণ ও পদ্ধতি*, কলকাতা
15. শাহজাহান তপন, *থিসিস ও অ্যাসাইনমেন্ট লিখন পদ্ধতি ও কৌশল*, প্রতিভা, ঢাকা, ১৯৮৭
16. সৈয়দ শওকতুজ্জামান, *সামাজিক গবেষণা ও পরিসংখ্যান*, রোহেল পাবলিকেশন্স, ঢাকা, ২০০২

SYLLABUS AND CURRICULUM

For

**Master of Arts (M. A.) Degree
in
Pali and Buddhist Studies**

**Department of Pali and Buddhist Studies
University of Dhaka, Dhaka 1000
Bangladesh**

Session : 2018-2019 to 2022-2023

Introduction

To keep up with demands of the present day world and higher education of some developed countries we introduced in the Department of Pali and Buddhist Studies Semester system of education in place of the traditional annual system and letter grades in place of numerical grades for M.A. Programme in the academic year 2010/2011. There are 2 semesters ($2 \times 1 = 2$) and 8 full unit courses (4+4) in 1 Year M.A. Course. Each full unit contains 4 credits and 100 marks. Besides, two viva-voce each contains 25 marks. Thus, total marks 850 (400+400+25+25).

Course Number and Title
M. A. First Semester

Course Code : PBS 501
Title of the Course : Buddhist Sanskrit Literature

Course Code : PBS 502
Title of the Course : Pali Atthakatha Literature

Course Code : PBS 503
Title of the Course : Pali Creative Writings

Course Code : 504
Course Name : Buddhism in Asia

Viva-voce

M. A. Second Semester

Course Code : PBS 505
Title of the Course : Theravada Buddhist Psychology

Course Code : PBS 506
Title of the Course : Buddhism and Indian Philosophy

Course Code : PBS 507
Title of the Course : Buddhist Art and Archaeology

Course Code : PBS 508 (A)
Title of the Course : Comprehensive

Course Code : PBS 508 (B)
Title of the Course : Thesis

Viva-voce

Course Details

Title of the Course : Buddhist Sanskrit Literature
Course Code : PBS 501
Total Credit : 4
Number of the Classe : 35

Introduction to the Course description

The main purpose of the course is to introduce the essence, characteristics and teachings of the Buddhist Sanskrit literature and its philosophy. The course will also focus the origin and development of Buddhist Sanskrit Literature, its style, literary values and influences on modern literature. This course will also examine the life and works of the authors of Buddhist Sanskrit Literature along with the similarity and dissimilarity between Sanskrit and Buddhist Sanskrit Literature. Finally, it will help the students to learn the philosophical aspects of Buddhist Sanskrit Literature.

Specified Learning objectives of the Course

- To introduce with the origin and development of Buddhist Sanskrit Literature.
- To explore the essence and teachings of Buddhist Sanskrit Texts.
- To make students understand the literary and philosophical values of Buddhist Sanskrit Literature.
- To develop analytical knowledge.

Course Contents

- Origin and Development of Buddhist Sanskrit Literature
- Importance of Buddhist Sanskrit Literature

Buddhist Sanskrit Literature : Texts

- Literary value of Mahavastu, Chapter-1-3
- Mahavastu : Introduction and Literary value
- Divyavadana: Asokavadana, Khemavadana

- Lalitavastra, Chapter. 1-2
- Bodhicariyavatara, Chapter. 1-3, 9
- Buddhacarita, Chapter. 1-3
- Saundarananda, Chapter 1-3
- Life and Works of : Asvaghosa, Santideva,
Nagarjuna

Unite wise title and number of classes

Unit 1: Origin and Development of Sanskrit Literature

Number of Class : 2

Unite base learning outcome : Students will be able to know the origin and development of Buddhist Sanskrit Literature and its importance.

Unit 2: Buddhist Sanskrit Literature: Texts

Number of Class : 11

Unite base learning outcome : Students will be able to describe the essence and teachings of following Buddhist Sanskrit Texts : Saddharmapundurika, Lankavatāra Sūtra, Lalitavistara, Prajñāpāramitā Sūtra, Kārandavyuha, Samādhirāja Sūtra, Suvarna Prabhāsa, Dasabhūmika Sūtra, Gndavyuha sūtra, Buddhacarita, Mahāvastu, Abhidharma kosa, Mādhyamik kārikā, Sikkhāsamuccaya, Bodhicariyāvatāra

Unit 3 : Mahavastu : Introduction and Literary values

Number of Class : 3

Unite base learning outcome : Students will be capable to develop the knowledge on the essence and literary values of Mahavastu.

Unit 4 : Divyavadana: Asokavadana and Khemavadana

Number of Class : 4

Unite base learning outcome : Students will be capable to explain the subject matter and significance of the subject

matters of following Texts : Asokavadana, and Khemavadana from Divyavadana.

Unit 5 : Lalitavastra : Chapter 1, 2 and 3

Number of Class : 3

Unite base learning outcome : Students will be able to deliver the subject matter of following Chapters of Lalitavistara : Chapter 1, 2 and 3 along with the sources and importance of Lalitavistara. .

Unit 6 : Bodhicariyavatara, Chapter. 1-3, 9

Number of Class : 3

Unite base learning outcome : Students will be be bale to describe the subject matter of Bodhicaryavatara and also be able to show the way of the practice of Bodhicarya giving especial emphais on chapters 1-3 and 9 of Bodhicariyavatar.

Unit 7 : Buddhacarita, Chapter. 1-3

Number of Class : 3

Unite base learning outcome : Students will be able to gather knowledge on the subject matter of Buddhacarita, especially they will learn the baisc information of Buddha's life, preachings and activities of the Sangha. They will also be able to learn the characteristics of Mahakavya or great epic.

Unit 8 : Saundarananda kavya, Chapter 1-3

Number of Class : 3

Unite base learning outcome : Students will be able to describe the significance and literary value of Saudarananda Kavya. They will also laern the way of ordination of Nanda and teahings of the text. They will also be able to discuss the essence and morals of the subject matter of following chapters of the texts : Chapter : 1 to 3.

Unit 9 : Life and Works of : Asvaghosa, Santideva and Nagarjuna

Number of Class : 3

Unite base learning outcome : Students will be able to relate the life and works of Asvaghosa, Santideva and Nagarjuna along with their contribution. They will also be able to learn the literary values of their works.

Instructional Strategies

Teaching method include lectures of the students on given topic, lecture, assignment, discussion, exercise, question-answer, library work.

Assessment

❖ Class attendance and Participation	: 5+5=10
❖ Two Midterms	: 15+15 = 30
❖ Semester Final	: 60

Text and Reference Books :

1. Paul William, *Studies in the Philosophy of the Bodhicaryavatara*, (Richmond: Curzon Press, 1998)
2. E. H. Johnston, *Buddhacarita or Acts of the Buddha*, Motilal Banarsidass, Delhi, 1936
3. M. Krishnamachariar, *History of Classical Sanskrit Literature*, Motilal. Banarsidass, Delhi, 2004
4. Sarli Khosla, *Asvaghosa and His Times*, Sarli Khosla, Berkeley, 2002
5. G. K. Nariman, *Literary History of Sanskrit Buddhism*, The Bombay Works Printing Ltd. 1920
6. RajendraLal Mitra, *Buddhist Sanskrit Literature*, Calcutta (reprint) 1971.
7. K. Venkata Ramanan, *Nagarjuna's Philosophy*, Motilal Banarsidass Publishers Pvt. Ltd., Delhi 1983
8. M M. Winternitz, *History of Indian Literature*, Munshiram Manoharlal Publishers Pvt. Ltd., Vol. II, New Delhi 1991

9. Speyer, J.S. (ed.), *Avadanacataka*, vol. i&ii, Meicho-Fukyu-Kai, Japan, 1977
10. T. Suzuki (trans.), *Asvaghosa's Discourses on the Awakening of Faith*, Chicago, 1900
11. জ্যোতিপাল মহাথের (অনূদিত), *বোধিচর্যাবতার*, বাংলা একাডেমি, প্রথম প্রকাশ, ঢাকা, ১৯৭৭
12. প্রসূন বসু, *বুদ্ধচরিতম্, সংস্কৃত সাহিত্য সম্ভার*, ১ম খণ্ড, নবপত্র প্রকাশন, কলিকাতা, ১৯৭৮
13. প্রসূন বসু, *সৌন্দরনন্দম্, সংস্কৃত সাহিত্যসম্ভার*, ৯ম খণ্ড, নবপত্র প্রকাশন, কলিকাতা, ১৯৮০
14. প্রসূন বসু, *শারিপুত্রপ্রকরণ, সংস্কৃত সাহিত্যসম্ভার*, ১১তম খণ্ড, নবপত্র প্রকাশন, কলিকাতা, ১৯৮১
15. বিমলাচরণ লাহা (অনু), *সৌন্দরনন্দ কাব্য*, মহাবোধি বুক এজেন্সী, কোলকাতা, ২০০৩
16. শ্রী মুণিন্দ্র নাথচক্রবর্তী (অনু.), *বুদ্ধচরিত*, ধর্মাক্ষর বুক এজেন্সি, কলিকাতা
17. জয়দেব গঙ্গোপাধ্যায় শাস্ত্রী (অনু.), *ললিতবিস্তর*, সংস্কৃত পুস্তকভাণ্ডার, কলিকাতা, ১৯৯৯
18. ভিক্ষু শীলাচার শাস্ত্রী, *মহাযান বৌদ্ধ ধর্ম দর্শন*, জাতীয় সাহিত্য প্রকাশ, ২০১৯
19. বিনয়েন্দ্রনাথ চৌধুরী (সম্পাদনায়) সুকোমল চৌধুরী, *বৌদ্ধ সাহিত্য*, মহাবোধি বুক এজেন্সি, কলিকাতা, ১৯৯৬
20. সুমন কান্তি বড়ুয়া, *বৌদ্ধ পারমীতত্ত্ব*, পালি এন্ড বুদ্ধিস্ট স্টাডিজ, ঢাকা বিশ্ববিদ্যালয়, ২০০৮
21. দিলীপ কুমার বড়ুয়া, সুমন কান্তি বড়ুয়া, *কীর্তিমান বৌদ্ধ সাহিত্যিক ও দার্শনিক*, পালি এন্ড বুদ্ধিস্ট স্টাডিজ বিভাগ, ঢাকা বিশ্ববিদ্যালয়, ২০০৮
22. জগন্নাথ বড়ুয়া, *মহাকাব্য ও মহাকবি অশ্বঘোষের কাব্যাদর্শ*, শোভা প্রকাশ, ঢাকা, ২০০৯

Title of the Course : Pali Atthakatha Literature

Course code : PBS 502

Total Credit : 4

Number of the Classes: 35

Introduction to the Course description

The main focus of this course is Pali Atthakatha Literature. The aim of the course is to develop the students with the knowledge of Pali Atthakatha Literature. Especially students will be enlightened as to the historical background of Pali Literature, definition and meaning of Atthakatha, Origin

and development of Atthakatha Literature, importance of Pali Atthakatha Literature, Sources of Pali Atthakatha, Classification of Pali Atthakatha, Life and works of the authors of Pali Atthakatha and Subject matter of the Pali Atthakatha. Socio-religious, geographical, topographical, political, historical and cultural condition of ancient India and Sri Lanka will also be focused in the light of Pali Atthakatha Literature.

Specific Learning Objectives of the Course

- To provide the basic knowledge of the development of Pali Literature.
- To introduce the history of origin, development and literary value of Pali Atthakatha.
- To explore the knowledge of the various kinds of sources and classification of Pali Atthakatha.
- To teach the life and works of the authors of Pali Atthakatha.
- To enrich the knowledge of the socio-religious, geographical and political condition of ancient India and Sri Lanka through the light of Pali Atthakatha.
- To provide knowledge on the importance of Pali Atthakatha.
- To provide an overall knowledge on the content of Pali Athakatha.
- To develop the analytical skill regarding the religious tenets and philosophical matters.

Course Contents

Part-A : Origin and development of Atthakatha

- Meaning and Definition of Atthakatha
- Origin and Development of Atthakatha
- Sources of Pali Atthakatha
- Classification of Pali Atthakatha
- Importance of Pali Orthakatha

Part – B : Authors of Pali Athakatha

- Buddhaghosa : Life and Works of Buddhaghosa
- Historical Survey : Life – Birth Place, Date, Caste, Indian Life after Initiation, and general knowledge of Buddhaghosa
- Life in Ceylon and Post Ceylon : Historical Survey
- Works : Real Works and Chronicle Order of his work

Other Commentators

- Buddhadatta : Life and Works
- Dhammapala : Life and Works
- Upasena : Life and Works
- Mahanama : Life and Works

Part – C : Atthakatha Texts

- Literary and historical value of Pali Atthakatha, Visiddhimagga, Samanta pasadika, Sumangalavilasini, Papancasudani, Saratthapakasini, Manorathapurani, Jatakathakatha, Dhammapadatthakatha, Atthasalini, Paramatthajotika, Paramatthadipani, Pancapakarana-tthakatha

Texts

- Dhamapadatthakatha : Udanavatthu, Visakhavatthu
- Sumangalavilasini : Poranavajjidhamma, Ajatasatthu-Vajjissa Vivadakatha, Buddhassa Dhatunidanakatha
- Jatakathakatha : Ranna Pasendi Antimakalo, Sakiya Nidanakatha
- Samantapasadika : Dhammasokassa Abhiseko, Nigrodha Samanakatha, Sanghassa Vivadam, Mahinda-Sanghamitta. Devadhammakatha, Tissakumarakatha.

Unit-wise title and number of classes: Part –A

Origin and development of Atthakatha

Unite 1 : General Idea about Pali Atthakatha and Tipitaka.

Number of classes: 1

Unit based learning outcome : Students will be able to discuss the basic idea of Atthakatha and difference between Atthakatha and Tipitaka.

Unite 2 : Meaning and definition of Atthakatha and Origin and development of Pali Atthakatha

Number of classes: 1

Unit based learning outcome : Students will be able to deliver the meaning and definition of Atthakatha along with the origin and development of Pali Atthakatha.

Unite 3 : Sources of Pali Atthakatha

Number of classes : 1

Unit based learning outcome : Students will be able to demonstrate the knowledge of Sources of Pali Atthakatha and able to explain the main sources of Pali Atthakatha.

Unite 4 : Classification of Pali Atthakatha

Number of classes : 1

Unit based learning outcome : Students will be able to clarify the classification of Pali Atthakatha on the basis of the content.

Unite 5 : Importance of Pali Atthakatha

Number of classes : 3

Unit based learning outcome : Students will be able to explain the importance of Pali Atthakatha in regard to criticize the Pali literature, know the history of India and Sri Lanka.

Part –B : Authors of Pali Athakatha

Unite 6 : Buddhaghosa : Life and works of Buddhaghosa

Number of classes : 5

Unit based learning outcome : Students will be able to describe the life and works of Buddhaghosa. Especially, they will be able to learn about the real birth place and date of Buddhaghosa, his cast and creed, ordination, life after initiation into Buddhism, general knowledge, activities in Sri Lanka, his real works and chronicle order of his works.

Unite 7 : Buddhadatta : Life and Works

Number of classes : 2

Unit based learning outcome : Students will be able to expose the life and works of Buddhadatta. Especially, they will be able to learn about his birth story, life before the ordination into Buddhism, life after ordination, his poetic activities, his real works and subject matter of his works.

Unite 8 : Dhammapala : Life and Works

Number of classes : 2

Unit based learning outcome : Students will be able to demonstrate the life and works of Dhammapala. Especially, they will be able to know the birth story, life before the ordination into Buddhism, life after ordination, monastic activities and real works and subject matter of Dhammapala's works.

Unite 9 : Upasena : Life and Works

Number of classes : 1

Unit based learning outcome : Students will gather knowledge the life and works of Upasena. Especially, they will be able to learn about his birth story, life before the ordination into Buddhism, life after ordination, his monastic activities and his real works and subject matter of his works.

Unite 10 : Mahanama : Life and Works

Number of classes : 1

Unit based learning outcome : Students will be able to relate the life and works of Mahanama. Especially, they will able to learn about his birth story, life before the ordination into Buddhism, life after ordination, his monastic activities and his real works and subject matter of his works.

Part – B : Atthakatha Texts

Unite 11 : Literary and Historical Value

Number of classes : 5

Unit based learning outcome : Students will be able to demonstrate the knowledge of literary and historical value of Pali Atthakatha, Visuddhimagga, Samantapasadika, Sumangalavilasini, Papancaasudani, Saratthapakasini, Manorathapurani, Jatakathakatha, Dhammapadatthakatha, Atthasalini, Paramatthajotika, Paramatthadipani, Pancapakarana-tthakatha

Unite 12 : Dhammapadatthakatha : Udanavattu

Number of classes : 1

Unit based learning outcome : Students will be able to discuss the importance of the subject matter of Udanavattu and advices of Visakhavattu to establish peace and harmony in the family and conjugal life.

Unite 13 : Sumangalavilasini : Puranavajjidhamma, Ajatasatthukatha, Vajjivivadakatha, Buddhassa Dhatunidanakatha

Number of classes : 3

Unit based learning outcome : Students will be able to explain the administrative system of punishment of Vajji clan of ancient India; how Ajatasatthu ousted the King Bimbisara; the quarrel between Vajjis and Sakyas and how Buddha's relics were enshrined.

**Unite 14 : Jatakathakatha : Rañña Pasendi
Antimokalo, Sakiya Nidanakatha**

Number of classes : 3

Unit based learning outcome : Students will be able to relate the activities of last days of King Prasenjit and how the Sakya clans destroyed by Viruraba.

**Unite 15 : Samantapasadika : Dhammasokassa Abhiseko,
Nigrodha Samanakatha, Sanghassa Vivadakatha,
Mahinda Sanghamitta, Devadhammakatha, and
Tissakumarakatha**

Number of classes : 6

Unit based learning outcome : Students will be able to discuss the enthronement of Emperor Asoka, his patronization to the propagation of Buddhism; about the life history of Nigrodha Sramana and his initiation into Buddhism and relation with Emperor Asoka; about the anarchy in the Buddhist Sangha; role of Mahinda and Sanghamitta to the propagation of Buddhism in Sri Lanka; the Devadhamma and about the life history of Prince Tissa along with his contribution to the Propagation of Buddhism in Sri Lanka.

Instructional Strategies

Teaching method include lectures of the students on given topic, assignment, exercise, question-answer, group discussion.

Assessment

- ❖ Class attendance and Participation : 5+5=10
- ❖ Two Midterms : 15+15 = 30
- ❖ Semester Final : 60

Text and Reference Books :

1. B. C. Law, *A History of Pali Literature*, Indica Books, Varanasi 2000 (3rd ed.)

2. B. C. Law, *A Life and Works of Buddhaghosa*, INaga Publishers, Delhi, 1976
3. Edward K Thomas, *Early Buddhist Scriptures*, Aryan Books International, New Delhi 1996
4. G. P. Malalasekera, *The Pali Literature of Ceylon*, Colombo 1958
5. K. R. Norman, *A History of Indian Literature*, Otto Harrassowitz, Wiesbaden 1983
6. Kanai Lal Hazra, *Studies on Pali Commentaries*, BRPC (Indi) Ltd., New Delhi, 2000
7. Oskar von Hinuber, *A Handbook of Pali Literature*, Walter de Gruy, Berlin. New York 1996
8. S. Jayawardhana, *Handbook of Pali Literature*, Colombo 1994
9. রবীন্দ্র বিজয় বড়ুয়া, *পালি সাহিত্যের ইতিহাস*, ১ম ও ২য় খণ্ড, বাংলা একাডেমী, ঢাকা, ১৯৮০
10. দিলীপ কুমার বড়ুয়া, *পালি অট্ঠকথা সাহিত্যের ইতিবৃত্ত*, অ্যাডর্ন পাবলিকেশন, ঢাকা, ২০১৩
11. দিলীপ কুমার বড়ুয়া ও শিপ্রা বড়ুয়া, *বুদ্ধঘোসুঞ্জতি*, ঢাকা বিশ্ববিদ্যালয় প্রকাশনা সংস্থা, ঢাকা, ২০০৮
12. দিলীপ কুমার বড়ুয়া ও সুমন কান্তি বড়ুয়া, *বুদ্ধ-উত্তর বৌদ্ধ সাহিত্যিক ও দার্শনিক*, অ্যাডর্ন পাবলিকেশন, ঢাকা, ২০১৮
13. বেলু রানী বড়ুয়া, *পালি অট্ঠকথা সাহিত্য*, পালি এন্ড বুদ্ধিস্ট স্টাডিজ বিভাগ, ঢাকা বিশ্ববিদ্যালয়, ঢাকা, ২০১৩
14. রেবত প্রিয় বড়ুয়া, *বিশুদ্ধিমার্গে বৌদ্ধ তত্ত্ব*, বাংলা একাডেমী, ঢাকা, ১৯৯৩

Title of the Course	: Pali Creative Writings (Pali Uppadaka Likhano Vidhi)
Course Code	: PBS 503
Total Credit	: 4
Number of the Classes	: 35

Introduction to the Course description

The main purpose of the course is to develop the knowledge on Pali Creative Writings. It will help the students on the method of writing Essay, Letter, Paragraphs, Amplification and Substance in Pali. Moreover, it will enrich the Pali writing skills of the student.

Specific learning objectives of the course

- To provide the techniques of writing essay in Pali.
- To introduce the method of writing letter in Pali.
- To equip with the analytical knowledge on Paragraph writing.
- To enrich the skill of writing and verification of Amplification.
- To teach the basic knowledge of substance writing.

Course contents

Pali Creative writings (Pali Uppadaka Likhano Vidhi)

- Essay
- Letter
- Paragraphs
- Amplification
- Substance

Unit-wise title and number of classes

Unit 1: Importance of Pali creative writings (Pali uppaduka likhana vidhi)

Number of classes : 2

Unit based on learning outcome : Students will be able to learn the Importance of learning the Pali Creative writings.

Unit 2 : Essay writings

Number of classes : 10

Unit based learning outcome : Students will able to know the method of Essay writings in Pali.

Unit 3 : Letter (Pannalikhana)

Number of classes : 5

Unit based learning outcome : Students will learn the techniques of letter writing in Pali.

Unit 4 : Paragraph writing (Anucchedam)

Number of classes : 7

Unit based learning outcome : Students will be able to show the skills in Paragraph writing in Pali.

Unit 5 : Amplification (Bhavasampasarana)

Number of classes : 6

Unit based learning outcome : Students will be able to know the method of writing Amplification in Pali.

Unit 6 : Substance

Class : 5

Unit based learning outcome : Students will learn the method of Substance writing in Pali.

Instructional Strategies

Teaching method include lectures of the students on given topic, assignment, exercise.

Assessment

❖ Class attendance and Participation	: 5+5=10
❖ Two Midterms	: 15+15 = 30
❖ Semester Final	: 60

Text and Reference Books :

1. A. K. Warder, *Introduction to Pali*, P.T.S. London 1974 (2nd ed.)
2. A. P. Buddhadatta Thera, *The New Pali Course*, 5th ed., the Colombo Apothecaries Co. Ltd, Ceylon 1954
3. A. P. Buddhadatta Mahathera, *Aids to Pali Conversation and Translation*, the Colombo Apothecaries Co. Ltd, Ceylon
4. C. Dureiselle, *A Practical Grammar of the Pali Language*, Rangoon 1906
5. D. Andersen, *A Pali Reader with Notes and Glossary*, Luzac & Co., Leipzig, 1907
6. E. Muller, *A Simplified Grammar of the Pali Language*, London 1884

7. J. R. Joshi & D. G. Koparkar, *Introduction to Pali*, University of Poona, Pune 1985
8. Satis Chandra Vidyabhusana, *Kaccayana's Pali Grammar*, 1901
9. .V. Perniola, *Pali Grammar*, P.T.S. Oxford, 1997
10. Venerable V. Ananda maitreya Mahanayaka Thera, *Pali Made Easy*, AUM Puvlishing Co., Ltd., Japan 1993
11. William Geiger, *Pali Literature and Language*, Munshiram Manoharlal Publishers Pvt. Ltd., New Delhi 1996 (3rd Edition). T. S. London 1994
12. জ্ঞানীশ্বর মহাস্থবির (সংকলিত), *পালি প্রবেশ*, দীপক বড়ুয়া প্রকাশিত (২য় সংস্করণ), ১৯৯৪
13. সুমঙ্গল বড়ুয়া ও বেলু রানী বড়ুয়া, *পালি উল্লাদক লিখন বিধি*, বাংলাদেশ রিসার্চ সেন্টার ফর বুদ্ধিস্ট স্টাডিজ, ঢাকা, ২০১৩
14. তপন কুমার বড়ুয়া, *পালি ব্যাকরণ ও অনুবাদ শিক্ষা*, শ্রীমতি নমিতা চৌধুরী কর্তৃক প্রকাশিত, চট্টগ্রাম ১৯৯১
15. দিলীপ কুমার বড়ুয়া এবং শান্টু বড়ুয়া, *পালি ভাষার সহজ ব্যাকরণ*, জাতীয় সাহিত্য প্রকাশ, ঢাকা ২০১৯
16. দীপংকর শ্রীজ্ঞান বড়ুয়া, *পালি ব্যাকরণ ও অনুবাদ পরিচিতি*, বাংলাদেশ পালি সাহিত্য সমিতি. চট্টগ্রাম, ২০০৯
17. নীরদ রঞ্জন মুৎসুদ্দি ও ভূপেন্দ্রনাথ মুৎসুদ্দি, *পালি ব্যাকরণ ও অনুবাদ শিক্ষা*, চট্টোপাধ্যায় ব্রাদার্স, কলিকাতা ১৯৭৮
18. নূতন চন্দ্র বড়ুয়া, *পালি ব্যাকরণ ও সহজ অনুবাদ শিক্ষা*, পি. আর মল্লিক কর্তৃক প্রকাশিত, চট্টগ্রাম ১৯৫৯
19. প্রমোদ রঞ্জন বড়ুয়া, *পালি প্রকাশিকা*, বাংলা একাডেমী, ঢাকা ১৯৮৫
20. বংশদীপ মহাস্থবির, *কচায়ন ব্যাকরণ*, শ্রীপ্রিয়দর্শী ভিক্ষু ও শ্রীশীলবংশ ভিক্ষু কর্তৃক প্রকাশিত, চট্টগ্রাম ১৩৪৭ বঙ্গাব্দ
21. বিধুশেখর ভট্টচার্য, *পালি প্রকাশ : প্রবেশক*, বিশ্বভারতী গ্রন্থালয়, কলিকাতা, ১৩৫৮ বঙ্গাব্দ
22. লোকেন্দ্র লাল বড়ুয়া, *পালি ব্যাকরণ*, লেখক কর্তৃক প্রকাশিত, চট্টগ্রাম, ১৯৬০
23. শান্তরক্ষিত মহাস্থবির, *প্রাথমিক পালিভাষা শিক্ষা*, প্রকৌশলী এস.পি. বড়ুয়া কর্তৃক প্রকাশিত, চট্টগ্রাম ১৯৬৬
24. বিমান চন্দ্র বড়ুয়া, *পালি মঞ্জুষা*, পালি এন্ড বুদ্ধিস্ট স্টাডিজ বিভাগ, ঢাকা বিশ্ববিদ্যালয়, ২০১০

Title of the Course	: Buddhism in Asia
Course Code	: PBS 504
Credit	: 4
Number of the classes	: 35

Introduction to the Course description

The purpose of the course is to demonstrate the knowledge of Buddhism in Asia and significance of the study of them. It mainly focuses the history, rites and rituals of Buddhism in Myanmar, Sri-Lanka, China, Nepal, Tibet, Japan, and Bhutan. It also explores the role of Buddhism in above mentioned countries. It will also expose the similarity and dissimilarity of Buddhism between those countries.

Specific Learning Objectives of the Course

- To provide the knowledge of Buddhism in Asian countries.
- To teach the historical development of Buddhism in Asian countries.
- To enrich the anthropological knowledge of Asia.
- To teach the cultural diversity in Asian countries regarding Buddhism.

Course Contents

- Introduction and Development, History and Culture of Buddhism
- Buddhism in Sri Lanka
- Buddhism in Myanmar (Burma)
- Buddhism in China
- Buddhism in Nepal
- Buddhism in Tibet
- Buddhism in Japan
- Buddhism in Bhutan

Unite base title and number of classes

Unit 1: Introduction and Development, History and Culture of Buddhism

Number of Class : 3

Unite base learning outcome : Students will be able to explain the history of origin and development of Buddhism in Asia along with its culturale diversity.

Unit 2 : Buddhism in Sri Lanka

Number of Class : 5

Unite base learning outcome : Students will be capable to deliver the history, nature, rites and rituals and culture of Buddhism in Sri Lanka.

Unit 3 : Buddhism in Myanmar (Burma)

Number of Class : 5

Unite base learning outcome : Students will be able to describe the socio-religious Buddhist culture in Myanmar.

Unit 4 : Buddhism in China

Number of Class : 5

Unite base learning outcome : Students will be able to discuss the characteristics of Buddhism in China along with historical development.

Unit 5 : Buddhism in Nepal

Number of Class : 5

Unite base learning outcome : Students will be able to gather knowledge on the historical development of Nepalese Buddhism and its Culture.

Unit 6 : Buddhism in Tibet

Number of Class : 4

Unite base learning outcome : Students will be capable to write the characteristics of Buddhism in Tibet, relation between the Buddhism of Tibbet and Bangladesh and the

contribution of Atish Dipankar Srijnan to spread the Buddhism in Tibet.

Unit 7: Buddhism in Japan

Number of Class : 5

Unit base learning outcome : Students will be capable to explain the various Buddhist Sects and their doctrines along with socio-religious rituals of Japanese Buddhism.

Unit 8 : Buddhism in Bhutan

Number of Class : 3

Unit base learning outcome : Students will be able to prepare dissertation regarding the Buddhism in Bhutan.

Instructional Strategies

Teaching method include lectures of the students on given topic, assignment, exercise, question-answer, group discussion.

Assessment

Class attendance and Participation	: 5+5=10
Two Midterms	: 15+15 =30
Semester Final	: 60

Text and Reference Books :

1. Waters Thomas, *On Young Chawang's Travel in India*, Royal Asiatic Society, London, 1984
2. (ed.) Deviprasad Chattopayaya, *Tāranath's History of Buddhism in India*, K. P. Bagchi & Co., Calcutta 1990
3. Beal Samuel, *Buddhist Records of the Western World*, Low Price Publication, Delhi, 1995
4. Beal Samuel, *The Life of Hiuen Tsang*, Munshiram Manoharlal Publishers, Delhi, 1973
5. I tsing, *A Record of the Religion as Practiced in India and the Malay Archipelago*.

6. A. C. Benerjee, *Buddhism in Home and Abroad*, Calcutta, 1983
7. S. M. Halder, *Buddhism in Myanmar and Thailand*.
8. S. M. Halder, *Buddhism in China and Japan*.
9. Dr. Sukumar Sengupta, *Buddhism in South-East Asia*.
10. মনিকুম্ভলা হালদার (দে), *বৌদ্ধ ধর্মের ইতিহাস*, মহাবোধি বুক এজেন্সি, কলিকাতা, ১ম সংস্করণ, ১৯৯৬
11. ধর্মাধার মহাস্থবির, *শাসনবংস*, চট্টগ্রাম, ২০১১
12. দিলীপ কুমার বড়ুয়া ও মৈত্রী তালুকদার, *মহাবংস*, এয়ার্ডন প্রকাশনী, ঢাকা, ২০১১
13. সুমঙ্গল বড়ুয়া ও বেলু রাণী বড়ুয়া, *দীপবংস*, ঢাকা, ২০০৪
14. বিমান চন্দ্র বড়ুয়া, *দাঠাবংশ*, ঢাকা বিশ্ববিদ্যালয়, ২০১০

Title of the Course : Theravada Buddhist Psychology

Course Code : PBS 505

Total Credit : 4

Number of the Classes: 35

Introduction to the Course description

The purpose of this course is to introduce student with the essence of Buddhist Psychology. In this course students will know the nature of mind, classification of mind, basic action of mind, mentality, and relation between mind and body as mentioned in the Buddhist Psychology. This course will also help the students to learn the process of controlling mind and tranquility. It will also develop the analytical skill of the students.

Specific Learning Objectives of the Course

- To introduce the students about the basic concept of Buddhist Psychology.
- Students will be able to realize the activities of mind and body according to Buddhist Psychology.
- Students will be able to realize the state of mind and mentality and its influence on human life.

Course Contents

- Introduction to Psychology, Deference between Philosophy and Psychology, development and importance of Buddhist Psychology,
- Defination & nature of mind and mental properties (Citta – cetasika dhammas)
- Classification of mind (citta), Analysis of mental properties, function of consciousness, concept of Citta Vitti.
- Kamma and Rebirth: Defination, Classification of Kamma, their bad and good results, Causes of rebirth.
- Meditation and Salvation : meaning, object and forms of Meditation, Freedom of mind.
- Nibbana: Defination, nature and kinds of Nibbana.

Texts

- Dhammasangani : Kamavacara, Rupavacara, Arupavacara, Lokottara Citta (Ch. I-iii)
- Patthana: Kusalatthika, Vedanthika, Vipakatthika.
- Atthasalini: Dvarakatha, Brahma- vihara-katha.

Unite-wise title and number of classes

Unit 1 : Introduction to Psychology, Deference between Philosophy and Psychology, development and importance of Buddhist Psychology,

Number of classes : 5

Unite based learning outcome : Students will be able to know the basic concept of the Buddhist Psychology, origin and development of Buddhist Psychology, defference between Philosophy and Psychology, and importance of Buddhist Psychology.

Unit 2 : Defination & nature of mind and mental properties (Citta – cetasika dhammas)

Number of classes : 5

Unite based learning outcome : Students will be able to gather knowleedge on the nature of human mind, mental properties and variation of mind and its effect along with the definition.

Unit 3 : Classification of mind (citta), Analysis of mental properties, function of consciousness, concept of citta Vitti.

Number of classes : 5

Unite based learning outcome : Students will be acquired knowledge on the classification of mind and mental properties, function of consciousness and citta vitti, state of mind and its impact on human life.

Unit 4 : Definition of Kamma and Rebirth: Classification of Kamma and its bad and good results, Causes of rebirth.

Number of classes : 5

Unite based learning outcome : Students will be able to learn the Theory of Buddhist Kamma (deeds), classification of Kamma, result of kamma, and causes of rebirth due to the result of Kamma. They will also learn the various stories about the Kamma and its result.

Unit 5 : Meditation and Salvation: meaning, object and forms of Meditation, Freedom of mind.

Number of classes : 4

Unite based learning outcome : Students will be able to know the method of Meditation, object and forms of meditation, freedom of mind, way of release from sufferings and way of Salvation through meditation, and impact of meditation on human life.

Unit 7 : Nibbana : Defination, nature, and kinds of Nibbana

Number of classes : 4

Unite based learning outcome : Students will be able to learn the definition and meaning of the Nibbana, its nature and classification, way of attaining Ninbbana, and necessity of attaining Nibbana.

Instructional Strategies

As the components of teaching method will be using Lecture and in some extent slide show through power point, assignment, exercise and question-answer etc.

Assessment

- ❖ Class attendance and participation : 5+5 = 10
- ❖ 2. Two Mid- term Tests : 15+15= 30
- ❖ 3. Semester Final : 60

Text and Reference Books :

1. E. Muller (ed.), *Dhammasangani*, P.T.S. London, 1885
2. E. Muller (ed.), *Atthasalini, Buddhaghosa's Commentary of teh Dhammasangani*, P.T.S. London, 1897
3. P. Maung Tin, *The Expositor (Atthasalini)*, London, 1988
4. W. F. Jayasuriya, *The Psychology and Philosophy of Buddhism*, Y. M. B. A Press, Colombo, 1963
5. P.V. Bapat and R.D. vadekar (trans.), *A Buddhist Manual of Psychological Ethics*, London, 1923
6. C. A. F. Rhys Davids, *Buddhist Psychology*, P. T. S. London, 1924
7. H. V. Huenther, *Philosophy and Psychology in the Abhidhamma*, Buddha Vihar, Lucknow, 1957
8. P. V. Bapat and R.D. Vadekar (ed.), *Atthasalini, Poona*, 1942
9. Anuruddha, *Abhidhammattha Sangha*, P.T.S. London, 1984
10. C. D. Broad, *The Mind and its Place in Nature*, London, 1968

11. William James, *Principles of Psychology*, Hanry Holt & Co., New York, 1890
12. Sukomal Barua, *Buddhist Psychology*, University of Dhaka, Dhaka, 2018
13. বীরেন্দ্র লালমুৎসুদ্দি, *অভিধর্মার্থ সংগ্রহ*, চট্টগ্রাম
14. শীলানন্দ ব্রহ্মচারী, *অভিধর্ম দর্পন*, চট্টগ্রাম
15. সুকোমল চৌধুরী, *গৌতম বুদ্ধের ধর্ম ও দর্শন*, কলিকাতা, ১৯৯৮
16. জিনবোধি ভিক্ষু, *বৌদ্ধ দর্শনে প্রজ্ঞাতত্ত্ব ও বিমুক্তি মার্গ*, বাংলা একাডেমি, ঢাকা, ২০১০
17. মো. আশিকুজ্জামান খান কিরন, *বৌদ্ধ দর্শনে নির্বাণ*, অনু প্রকাশনী, ঢাকা, ২০১৭

Title of the Course : Buddhism and Indian Philosophy

Course Code : PBS-506

Total Credit : 4

Number of the Classes: 35

Introduction to the Course description

The main purpose of the course is to introduce students the nature and scope of Buddhism and Indian Philosophy. The course will also introduce students the origin and development of different schools of Indian philosophy (Jaina Philosophy, Sankhya Philosophy, Yoga Philosophy, Nyaya Philosophy, Vaisesika Philosophy, Mimamsa Philosophy, and Vedanta Philosophy). The course will examine the relationship among Buddhism, Indian and Western Philosophy and the nature and validity of philosophical experience. The course, in particular, aims to provide both general philosophical methods for analyzing philosophical belief and develop the student's capacity for logical, analytical and critical thinking about such issues.

Specified Learning objectives of the Course

- To introduce students with concept, historical development, theories, sources and subject of Indian philosophy.
- To introduce students with the doctrines of different system of Indian philosophy.
- To make them understand the essence of Buddhist, Jaina, Sankhya, Yoga, Nyana, Vaisesika, Mimansa and Vedananta philosophy.
- To develop the logical and critical thinking of the students.

Course Contents

- Introduction to different system of Indian philosophy
- Origin and development of different Indian philosophy
- Buddhist philosophy
- Jaina Philosophy
- Sankhya Philosophy
- Yoga Philosophy
- Nyaya Philosophy
- Vaisesika Philosophy
- Mimansa Philosophy
- Vedanta Philosophy
- Buddhism, Indian and Western Philosophy

Unite wise title and number of classes

Unit 1 : Introduction to different system of Indian philosophy

Number of Class : 2

Unite base learning outcome : Students will be able to learn the basic nature of different system of Indian philosophy along with its importance.

Unit 2 : Origin and development of different Indian Philosophy

Number of Class : 2

Unit base learning outcome : Students will be evaluate the origin and development of different Indian philosophy in various aspect.

Unit 3 : Buddhist Philosophy

Number of Class : 3

Unit base learning outcome : Students can be discussed the basic Philosophical tenets of Buddhism (the Four Noble Truths, the theory of dependent origination, the theory of karma and the theory of non-existence of the soul etc). They will also be able to know the doctrines of various schools of Buddhism.

Unit 4 : Jaina Philosophy

Number of Class : 3

Unit base learning outcome : Students will be explained the doctrines of Jaina philosophy and will be capable to understand the differences of doctrinal aspects of Buddhism and Jainism.

Unit 5 : Sankhya Philosophy

Number of Class : 3

Unit base learning outcome : Students will gather knowledge on Sankhya Philosophy, especially, the Sankhya metaphysics, Theory of causation, Prakriti and Gunas, Purusa or the self, the empirical self and the imperceptible self, Evolution of the world etc.

Unit 6 : Yoga Philosophy

Number of Class : 2

Unit base learning outcome : Students will be able to write the essence of Sankhya Philosophy, especially, the Three-fold pain of the yoga philosophy, the nature and forms of

yoga, the eight-fold of yoga, the place of God in the yoga philosophy and the nature of liberation etc.

Unit 7 : Nyaya Philosophy

Number of Class : 3

Unit base learning outcome : Students will be able to explain the basic doctrines of Sankhya Philosophy, such as the Nyaya theory of knowledge, the Nyaya theory of the physical world, the Nyaya theory of self and its liberation etc. They will also able to know the Nyaya theory regarding the God.

Unit 8 : Vaisesika Philosophy

Number of Class : 3

Unit based learning outcome : Students will be able to evaluate the doctrines of Vaisesika philosophy, especially the creation and destruction of the world, atomism, and concept of the God in Vaisesika Philosophy.

Unit 9 : Mimamsa Philosophy

Number of Class : 3

Unit based learning outcome : Students will be capable to illustrate the basic concepts and ethics of Mimamsa Philosophy.

Unit 10 : Vedanta Philosophy

Number of Class : 3

Unit based learning outcome : Students will be capable to deliver the origin and development of the Vedanta Philosophy along with its doctrines. They will also learn the Concepts of Sankara and Ramanuja regarding the world. They will also be able to get the clear idea on how the Vedanta developed through the Vedas and the Upanisadas.

Unit 11 : Buddhism, Indian and Western philosophy

Number of Class : 4

Unit based learning outcome : Students will be capable to gather basic knowledge of comparative study and clear concept of Buddhism, Indian and Western philosophy and its importance.

Instructional Strategies

Teaching method include lectures of the students on given topic, lecture, assignment, discussion, exercise, reading, library work and question-answer.

Assessment

- ❖ Class attendance and Participation : 5+5=10
- ❖ Two Midterms : 15+15 = 30
- ❖ Semester Final : 60

Text and Reference Books :

1. E. Frauwallner, *History of Indian Philosophy*, Motilal Banarsidass, Delhi, 1973
2. H. V. Guenther, *Buddhist Philosophy in Theory and Practice*, Maryland, 1972
3. A. B. Keith, *Buddhist Philosophy*, Chowkhanba Publications, Varanasi, 1963
4. Hajime Nakamura, *Indian Buddhism*, Motilal Banarsidas, Delhi, 1987.
5. N. Dutta, *Mahayan Buddhism*, Calcutta Oriental Series, London, 1930.
6. Pual Croner, *A History of Indian Buddhism*, UNIVERSITY OF HAWAII PRESS, 1990.
7. Charles Eliot, *Hinduism and Buddhism*, Create space Independent Publishing Platform, 2016.
8. T. W. Rhys Davids, *Buddhist India*, Motilal Banarsidass, Delhi
9. রাহুল সাংকৃত্যায়ন, *দর্শন দিগদর্শন*, চিরায়ত প্রকাশনী, কলকাতা
10. রাহুল সাংকৃত্যায়ন, *বৌদ্ধ দর্শন*, ধর্মাধার মহাস্থবির কর্তৃক অনূদিত, ধর্মাধার বৌদ্ধগ্রন্থ প্রকাশনী, কলিকাতা, ১৪০১
11. অর্জুনবিকাশ চৌধুরী, *ভারতীয় দর্শন*, মডার্ন বুক এজেন্সী প্রাইভেট লিমিটেড, ১৯৭১

12. প্রমোদবন্ধু সেনগুপ্ত, *ভারতীয় দর্শন*, ব্যানার্জী পাবলিশার্স, কলিকাতা, ১৯৮৬
13. সুকোমল চৌধুরী, *গৌতম বুদ্ধের ধর্ম ও দর্শন*, মহাবোধি বুক এজেন্সী, কলিকাতা, ১৯৯৭
14. জিনবোধি ভিক্ষু, *বৌদ্ধ দর্শনে প্রজ্ঞাতত্ত্ব ও বিমুক্তিমার্গ*, বাংলা একাডেমি, ঢাকা, ২০১০
15. দিলীপ কুমার বড়ুয়া ও আনিসুজ্জামান, *বাংলাদেশ বৌদ্ধ দর্শন*, জাতীয় সাহিত্য প্রকাশ, ২০১৮

Title of the Course	: Buddhist Arts and Archaeology
Course Code	: PBS 507
Total Credit	: 4
Numbers of the Classes	: 35

Introduction to the Course description

This course provides the knowledge on Buddhist Arts and Archaeology. Students will be able to learn the definition of archaeology, origin and development of archaeology; Method of Excavation, how to Define the date of Buddhist archaeology sites and findings; Tourism Value of Buddhist Archaeological Sites, and socio-religious and historical value of Paharpur, Sompur Vihara, Vasu Vihar, Nalanda, Vikrimsila Vihara etc.

Specified Learning objectives of the Course

- To provide knowledge on general concepts of archaeology.
- To enrich the knowledge of Buddhist Art, archaeology and paintings.
- To teach the methods of excavation.
- To expose the tourism values of Buddhist Archaeological sites.

Course Contents

Part : A

General Archaeology

- Origin, development and Importance of Archaeology
- Method of excavation, Define the date of archaeological sites and findings, Preservation of findings, Tourism value of Archaeological sites.

Part : B

Buddhist Art and Archaeology

Contents

- Origin, Development and importance of Buddhist Art and Archaeology
- Buddhist Art - Painting & Terracotta Plaques
- Buddhist Archaeology : Paharpur Vihar, Sompur Vihar, Vasu Vihar, Mahasthagarh, Mainamati, Nalanda, Vikrasila vihar, Taxila, Ajanta, Elora, Sanci, Nagarjunkonda, Orissa, Barhut, Udayagiri

Unit wise title and number of classes

Unit 1 : General Archaeology

Number of classes : 2

Unit base learning outcome : Students will be able to gather basic knowledge on General Archaeology.

Unit 2 : Origin and development of Archaeology

Number of classes : 2

Unit base learning outcome : Students will be able to discuss the origin and development of Archaeology.

Unit 3 : Importance of Archaeology

Number of classes : 2

Unit base learning outcome : Students will be able to explain the importance of Archaeology.

Unit 4 : Method of Excavation, findings and preservation of findings

Number of classes : 4

Unit base learning outcome : Students will be able to show proper knowledge on the method of Archaeological excavation, define the date and preservation of findings.

Unit 5 : Tourism value of Archaeology Sites

Number of classes : 4

Unit base learning outcome : Students will be able to assess the tourism value of Buddhist archaeological sites.

Unit 6 : Buddhist Arts and Archaeology

Number of classes : 2

Unit base learning outcome : Students will be able to develop the basic knowledge on Buddhist Arts and Archaeology.

Unit 7 : Origin, Development and Importance of Buddhist Arts and Archaeology

Number of classes: 2

Unit base learning outcome : Students will be able to gather knowledge of origin, Development and Importance of Buddhist Arts and Archaeology.

Unit 8 : Buddhist Arts-Painting & Terracotta

Number of classes : 3

Unit base learning outcome : Students will be able to explain the characteristics of Buddhist Arts-Painting & Terracotta along with its artistic value.

Unit 9 : Buddhist Archaeology in Bangladesh

Number of classes : 6

Unit base learning outcome : Students will be able to discuss the history and importance of Buddhist archaeological sites of Bangladesh, especially of Paharpur

Sompur Vihar, Vasu Vihar, Halud Vihar, Mahastangarh and Mainamati.

Unit 10 : Buddhist Archaeology in India

Number of classes : 6

Unit base learning outcome : Students will be able to illustrate the archaeological values of Buddhist Sites in India, especially of Nalanda, Vikramsila Vihar, Taxila, Ajanta, Elora, Sanci and Nagarjunkonda etc.

Unit 11 : Buddhist Archaeological Sites and World Civilization

Number of classes : 2

Unit base learning outcome : Students will be able to explain the importance of Buddhist Archeological Sites in Bangladesh, and their Contribution to the national culture and civilization of Bangladesh.

Instructional Strategies

Teaching method include lectures of the students on given topic, poster presentation, assignment, exercise, question-answer.

Assessment

Class attendance and Participation	: 5+5=10
Two Midterms	: 15+15 =30
Semester Final	: 60

Text and Reference Books :

1. *Bnagladesh Archeology*, 1979
2. Mitra, Debala, *Buddhist Monuments*. Calcutta: Sahitya Samsad, 1971

3. Dutt, Sukumar, *Buddhist Monks and Monasteries of India: Their History and Their Contribution to Indian Culture*. London: Allen & Unwin, 1962
4. Coningham, Robin, “The Archaeology of Buddhism.” In *Archaeology and World Religion*. Edited by Timothy Insoll, 61–95. London: Routledge, 2001
5. Brown, Percy, *Indian Architecture: Buddhist and Hindu Periods*. 3d ed. Bombay: D. B. Taraporevala Sons, 1956
6. Pia Brancaccio, Kurt A. Behrendt, *Gandhara Buddhism : Archeology, Art, Text*, UBC Press, 2006
7. A. K. M. Shamsul Alam, *Sculptural Art of Bangladesh*, Department of Archeology, Dhaka, 1985
8. A. K. M. Shamsul Alam, *Mainamati*, Department of Archeology, Dhaka, 1975
9. A. Foucher, Beginning of Buddhist Art,
10. Dipak Kumar Barua, *Vihars in Ancient India*, Indian Publications, Calcutta, 1969
11. J. Vogel, *Buddhist Art in India, Ceylon & Java*,
12. N. K. Bhattasali, *Iconography of Buddhist and Brahmanical Sculpture in Dacca Museum*, Bangladesh National Museum, Dhaka, 1929
13. Miranda Eberle Shaw, *Buddhist Goddesses of India*, Princeton University Press, 2006
14. B. Bhattacharyya, *The Indian Buddhist Iconography*, Firma K. L. Mukhopadhyay, Calcutta, 1958
15. K. Ananda Coomaraswami, *The Origin of the Buddha Image*, Munshirm Manoharlal Pub Pvt Ltd; Facsimile edition (November 1, 2001)

16. K. Ananda Coomaraswami, *Elements of Buddhist Iconography*, Harvard University Press, Cambridge, Mass., 1935
17. Mukhlesur Rahman, *Sculpture in the Varendra Research Museum*, Bangladesh National Museum, Dhaka, 1998
18. সাধনচন্দ্র সরকার, *বৌদ্ধ শিল্প ও স্থাপত্য*, মহাবোধি বুক এজেন্সী, করকাতা, ১৯৯৭
19. মো. মোশারফ হোসেন, *পুরাকীর্তি পুরাতত্ত্ব*, দিব্যপ্রকাশ, ঢাকা
20. মো. মোশারফ হোসেন, *হিন্দু জৈন বৌদ্ধ মূর্তিতাত্ত্বিক বিবরণ*, দিব্যপ্রকাশ, ঢাকা, ২০০৬
21. মো. মোশারফ হোসেন, *প্রত্নতত্ত্ব: উদ্ভব বিকাশ*, বাংলা একাডেমী, ঢাকা, ১৯৯৮
22. বিনয়তোষ ভট্টচার্য, *বৌদ্ধদের দেব-দেবী*, চিরায়ত প্রকাশন, কলকাতা, ২০০৫
23. ভিক্ষু সুনীথানন্দ, *বাংলাদেশে বৌদ্ধ ভাস্কর্য*, এশিয়াটিক সোসাইটি অব বাংলাদেশ, ঢাকা, ১৯৯৯
24. সুকোমল বড়ুয়া ও মহুয়া মুখার্জী, *গৌড়বঙ্গের সাহিত্য-সংস্কৃতিতে বৌদ্ধ যুগের প্রভাব*, ভারতীয় হাইকমিশন, ঢাকা, ২০১৭

Title of the Course	: Comprehensive
Course Code	: 508 (A)
Total Credit	: 4
Number of the Classes	: 35

Introduction to the Course description

The Course is designed in a view to enrich the logical, critical and analytical understanding of the students regarding the previous courses. It will cover the study of Pali Canonicle and Semi Canonicle Texts, Atthakatha Literature, Pali Chronicles, Buddhist Sanskrit Literature and Buddhist Art, Archeology and Iconography.

Specific Learning Objectives of the Course

- To provide the knowledge of historical development of Pali language and literature.
- To introduce the history of origin and development, literary value, importance and subject matter of Sanskrit Literature.
- To expose the students with the knowledge of origin and development, Historical Importance, Classification, Literary Value and Subject matter of Atthakatha and Pali Chronicles.
- To equip with the analytical knowledge of the history of ancient India and Bangladesh.
- To develop the analytical knowledge of the Students regarding Buddhist art, archaeology and iconography.

Course Contents

- Pali Language and Literature
- Buddhist Sanskrit Literature
- Atthakathā Literature
- Chronicles
- History of Buddhism: Ancient India and Bangladesh
- Buddhist Archaeology and Iconography

Unit-wise title and sub-title and number of classes per unit

Unit 1: Pali Language and Literature

Number of Classes : 6

Learning Outcome : Students will be able to demonstrate knowledge on the historical development of Pali language and literature along with subject matter.

Unit 2 : Buddhist Sanskrit Literature

Number of Classes : 5

Learning Outcome : Students will be able to learn the history of Buddhist Sanskrit Literature, its importance and essence.

Unit 3 : Atthakathā Literature

Number of Classes : 6

Learning Outcome : Students will be able to illustrate the origin and development, historical importance, classification, Literary Value and Subject matter of Atthakatha Literature.

Unit 4 : Chronicles

Number of Classes : 6

Learning Outcome : Students will be able to discuss the characteristics, historical validity of Pali Chronicles, They will also be able to enrich the knowledge of the socio-religious, geographical and political condition of ancient India, Sri Lanka and Myanmar through the light of the Chronicles literature.

Unit 5 : History of Buddhism : Ancient India and Bangladesh

Number of Classes : 6

Learning Outcome : Students will be enlightened with the knowledge of the history of Buddhism of ancient India and Bangladesh.

Unit 6 : Buddhist Archaeology and Iconography

Number of Classes : 6

Learning Outcome : Students will be able to discuss the Buddhist archaeology and iconography.

Instructional Strategies

Teaching method include lectures of the students on given topic, assignment, exercise, question-answer, group discussion.

Assessment

- ❖ Class attendance and Participation : 5+5=10
- ❖ Two Midterms : 15+15 = 30
- ❖ Semester Final : 60

Text and Reference Books :

- 1 W. Geiger, *Pali Literature and Language*, Munshiram Manoharlal Publishers Pvt. Ltd. 1996 (3rd ed.)
- 2 M. Winternitz, *History of Indian Literature*, Munshiram Manoharlal Publishers Pvt. Ltd. New Delhi, 1991 (rep.)
- 3 B. C. Law, *A History of Pali Literature*, Indica Books, New Delhi, 2000 (rep.)
- 4 A. K. Warder, *Introduction to Pali*, P.T.S. London 1974 (2nd ed.)
- 5 V. Perniola, *Pali Grammar*, P.T.S. Oxford 1997
- 6 Kanai Lal Hazra, *Pali Language and Literature*, D. K. Print World (P) Ltd., New Delhi 1994
- 7 K. R. Norman, *A History of Indian Literature*, Otto Harrassowitz, Wiesbaden 1983
- 8 Thomas Oberlies, *A grammar of Epic Sanskrit, Indian Philology and South Asian Studies*, 2003
- 9 J. K. Nariman, *History of Sanskrit Literature*,
- 10 B. Bhattacharyya, *The Indian Buddhist Iconography*, Firma K. L. Mukhopadhyay, Calcutta, 1958
- 11 B. Bhattacharyya, *An Introduction to Buddhist Esoterism*, Chowkhamba Sanskrit Series Office, Varanasi, 1964
- 12 K. Ananda Coomaraswami, *The Origin of the Buddha Image*, Munshirm Manoharlal Pub Pvt Ltd; Facsimile edition (November 1, 2001)
- 13 Mukhlesur Rahman, *Sculpture in the Varendra Research Museum*, Bangladesh National Museum, Dhaka, 1998
- 14 রবীন্দ্র বিজয় বড়ুয়া, *পালি সাহিত্যের ইতিহাস*, ১ম খণ্ড, বাংলা একাডেমী ১৯৮০
- 15 রবীন্দ্র বিজয় বড়ুয়া, *মধ্য ভারতীয় আৰ্যভাষা ও সাহিত্য*, অভয়তিষ্য প্রকাশনী, চট্টগ্রাম ১৯৭০
- 16 দিলীপ কুমার বড়ুয়া, *পালি ভাষার ইতিবৃত্ত*, বাংলা একাডেমী, ঢাকা ২০১০
- 17 দিলীপ কুমার বড়ুয়া, *পালি অর্টকথা সাহিত্যের ইতিবৃত্ত*, অ্যাডর্ন পাবলিকেশন, ঢাকা ২০১৩

- 18 রাধারমন জানা, *পালি ভাষা, সাহিত্য, বুদ্ধ দর্শন ও রবীন্দ্র নাথ*, পুস্তক বিপনি, কলকাতা প্রকাশ, ১৯৮৫
- 19 সুকোমল বড়ুয়া ও সুমন কান্তি বড়ুয়া, *ত্রিপিটক পরিচিতি এবং অন্যান্য প্রসঙ্গ*, বাংলা একাডেমী, ঢাকা ২০০০
- 20 শান্টু বড়ুয়া, *বুদ্ধাঙ্গির ইতিবৃত্ত*, পালি এন্ড বুদ্ধিস্ট স্টাডিজ বিভাগ, ঢাকা বিশ্ববিদ্যালয়, ঢাকা, ২০১৮
- 21 শান্টু বড়ুয়া, *ঐতিহাসিক পালি বংস সাহিত্য সমীক্ষা*, আজকাল প্রকাশনী. ঢাকা, ২০০৯
- 22 সাধনচন্দ্র সরকার, *বৌদ্ধ শিল্প ও স্থাপত্য*, মহাবোধি বুক এজেন্সী, করকাতা, ১৯৯৭
- 23 মো. মোশারফ হোসেন, *প্রত্নতত্ত্ব: উদ্ভব বিকাশ*, বাংলা একাডেমী, ঢাকা, ১৯৯৮
- 24 ভিক্ষু সুনীথানন্দ, *বাংলাদেশে বৌদ্ধ ভাস্কর্য*, এশিয়াটিক সোসাইটি অব বাংলাদেশ, ঢাকা, ১৯৯৯
- 25 মো. মোশারফ হোসেন, *পুরাকীর্তি পুরাতত্ত্ব*, দিব্যপ্রকাশ, ঢাকা
- 26 মো. মোশারফ হোসেন, *হিন্দু জৈন বৌদ্ধ মূর্তিতাত্ত্বিক বিবরণ*, দিব্যপ্রকাশ, ঢাকা, ২০০৬
- 27 সুকোমল বড়ুয়া, *পালি ও বৌদ্ধবিদ্যা চর্চা : একটি সমীক্ষা*, বাংলাদেশ বিশ্ববিদ্যালয় মঞ্জুরী কমিশন, ঢাকা, ২০১৬

Title of the Course : Thesis
Course Code : PBS 508 (B)
Total Credit : 4

Introduction to the Course description

The aim of this course is to introduce students with the reserach methodology and rules of thesis writings. It will also help the students to leran the method of Thesis writing, data collection and analysis, arrangement of the information, and demonastrate the reseach findings.

Specific Learning Objectives of the Course

- Research students will be able to write the proposed Thesis.
- Students will be understood how to accomplish thesis.
- Students will be able to demonstrate the out-come of the Thesis.

SYLLABUS AND CURRICULUM

For

M. Phil. Degree

in

Pali and Buddhist Studies

**Department of Pali and Buddhist Studies
University of Dhaka
Bangladesh**

Session: 2019-2020 to 2023-2024

Introduction

Qualifications and requirements for admission into degree of M. Phil. programme :

1. Four Years B.A. Honours Degree.
2. Three Years B. A. Honours Degree and One Year Master Degree.
3. Two Years B. A. Pass Degree and two Years Master Degree.
4. Candidates must have secured at least 50% marks or equivalent letter grade in all the experience.
5. Candidates having teaching experience University/ College or research experience at recognizrd research institute with at least second class or equivalent letter grade (but no third class in any examination) may be admitted into M.Phil. Programme.
6. Candidates in service shall have to take at least one year`s leave from relevant authorities
7. Candidates with requisite qualifications (mentioned above) may be admitted to M. Phil. programme on the recommendation of the Academic Committee of the Department and with the approval of the Board of Advanced Studies.
8. The duration of M.Phil. Programme is two academic years consisting of course works in the first year and thesis writing in the second year the programme may be extended upto four academic years.

In the first year of admission M.Phil. Students shall undertake a course work of 200 marks, divided into 2 courses of 100 marks each designed by the Department and a viva voce of 100 marks. The minmum pass marks is 50% or equivalent letter grade in each paper and viva voce separately. Students shall have to submit a thesis after completion of the second year.

Students who obtain less than 50% marks or equivalent letter grade in any one of the written papers/viva voce will be allowed to sit for the examination in the next academic year as an irregular student. Students who obtain less than 50% marks or equivalent letter grade only in the viva voce may be allowed by the department to sit for the examination within 3 to 6 months.

Exam Time : 4 hours

Each written paper will be examined by two examiners. Viva-voce will be held by a Viva Voce Board consisting of three Internal members.

The thesis will be submitted in triplicate on before the date prescribed by the Department. An Examination Committee Constituted by the Academic Council on the recommendation of the Faculty concerned consisting of three examiners of which two must be external, and degree will be conferred by the Academic Council on the recommendation of the examiners.

Title of the Course : Buddhist Literature

Course code : PBS 601

Total Credit : 4

Number of Classes : 35

Full Marks : 100

Introduction to the Course description

This course provides the researcher a higher level knowledge on Buddhist Literature. The Buddhist literature contains various components. Research Students will have ample opportunity for using their enthusiastic investigating idea through this course. Researcher will be able to know the various dimensions of Buddhist Literature including Tripitaka and Buddhist Sanskrit Literature. This course gives

the research student a fair idea which improves their thinking in new dimension. It will also help the reseracher to collect information on proposed reserach theme.

Specific Learning Objectives of the Course:

- To enrich the knowledge of Pali Literature.
- To develop the knowledge of Buddhist Sanskrit Literature.
- To develop the analytical knowledge of the students.
- To introduce the method of Thesis writing.

Course Contents

Part : A : Pali Literature :

50

- Origin, development, characteristics and home of Pali Language.
- Origin, development, sources and classification of Pali Literature.
- Pali Tripitaka : Date and way of Compilation, Formation, Importance and Subject Matter.
- Non-Canonical Pali Texts.
- Pali Chronicles.
- Pali Atthakatha.
- Pali lexicography.
- Buddhist Councils.

Part : B : Buddhist Sanskrit Literature

50

- Origin and development of Buddhist Sanskrit Literature.
- Selected Texts : Buddhacarita, Saundarananda Kavya, Bodhicariyavatara and Sikkahasamuccaya.
- Life and Works : Asvasghosa, Nagarjuna, Asanga, Vasubandu, Dingnaga, Dharmakirti.

Unite-wise title and number of classes

Unit 1 : Origin, development, characteristics and home of Pali Language.

Number of classes : 3

Unite based learning outcome : Students will be able to know the origin, development and home of Pali language along with its phonological and morphological characteristics.

Unit : 2 Origin, development, sources and classification of Pali Literature.

Number of classes : 3

Unite based learning outcome : Students will be able to learn the historical development of Pali literature along with its classification .

Unit : 3 Pali Tripitaka : Date and way of Compilation, Formation, Importance and Subject Matter.

Number of classes : 3

Unite based learning outcome : Students will be able to describe the date and way of compilation of Tipitaka, its formation, importance and essence of subject matter.

Unit : 4 Non-Canonical Pali Texts.

Number of classes : 4

Unite based learning outcome : Students will be able to narrate the characteristics, formation, taechings and importance of the subject matter of Non-Canonical Pali Texts.

Unit: 5 Pali Chronicles.

Number of classes: 3

Unite based learning outcome : Students will be able to demonstrate the socio-religious and politicale history of ancient India.

Unit 6 : Pali Atthakatha.

Number of classes : 3

Unit based learning outcome : Students will be able to discuss the essence and importance of Pali Atthakatha. They will also be able to learn the life and works of Pali commentators.

Unit 7 : Pali lexicography.

Number of classes : 3

Unit based learning outcome : Students will be able to gather knowledge on the subject matter, characteristics and importance of Pali lexicography.

Unit 8 : Buddhist Councils.

Number of classes : 3

Unit based learning outcome : Students will be able to learn the role of Buddhist Councils to the compilation of Tipitaka and spread of Buddhism.

Unit 9 : Origin and development of Buddhist Sanskrit Literature.

Number of classes : 3

Unit based learning outcome : Students will be able to describe the history of Buddhist Sanskrit Literature. They will also be able to discuss the subject matter of Buddhist Sanskrit Literature and its impact on human life.

Unit 10 : Selected Texts : Buddhacarita, Saundarananda Kavya, Bodhicariyavatara and Sikahasamuccaya.

Number of classes : 3

Unit based learning outcome : Students will be able to write the subject matter of above mentioned Texts along with the teachings, literary and socio-religious value and impact on human life.

Unit 11 : Life and Works : Asvasghosa, Nagarjuna, Asanga, Vasubandu, Dingnaga, Dharmakirti.

Number of classes : 3

Unite based learning outcome : Students will be able to earn knowledge on the life and works of above mentioned famous writers. They will also be able to relate the essence and objectives of their works.

Instructional Strategies

As the components of teaching method assignment writing, exercise, question-answer and free discussion etc. will be adopted.

Text and reference Books :

1. B.C. Law, *A History of Pali Literature*, Indica Books, Varanasi 2000 (3rd ed.)
2. Edward K Thomas, *Early Buddhist Scriptures*, Aryan Books International, New Delhi 1996
3. G. C. Pande, *Studies in the Origins of Buddhism*, University of Allahabad 1957
4. K. R. Norman, *A History of Indian Literature*, Otto Harrassowitz, Wiesbaden 1983
5. Kanai Lal Hazra, *Pali Language and Literature*, D. K. Print World (P) Ltd., New Delhi 1994
6. M. Winternitz, *History of Indian Literature*, Munshiram Manoharlal Pvt. Ltd, New Delhi 1991 3rd ed
7. Oskar von Hinuber, *A Handbook of Pali Literature*, Walter de Gruy, Berlin. New York 1996
8. S. Jayawardhana, *Handbook of Pali Literature*, Colombo 1994
9. Sumangal Barua, *Buddhist Councils and Development of Buddhism*, Atisa Memorial Publishing Society, Calcutta 1997
10. William Geiger, *Pali Literature and Language*, Munshiram Manoharlal Publishers Pvt. Ltd. 1996 (3rd ed.)
11. অতীন্দ্র মজুমদার, *মধ্য ভারতীয়-আর্য ভাষা ও সাহিত্য*, নয়া প্রকাশ, কলিকাতা ১৩৮৮ বাংলা অতীন্দ্র মজুমদার, *ভাষাতত্ত্ব, জ্ঞানতীর্থ*, ঢাকা ১৩৭০
12. রবীন্দ্র বিজয় বড়ুয়া, *পালি সাহিত্যের ইতিহাস*, ১ম খণ্ড, বাংলা একাডেমী ১৯৮০
13. রবীন্দ্র বিজয় বড়ুয়া, *মধ্য ভারতীয় আর্যভাষা ও সাহিত্য*, অভয়তিষ্য প্রকাশনী, চট্টগ্রাম ১৯৭০

14. দিলীপ কুমার বড়ুয়া, *পালি ভাষার ইতিবৃত্ত*, বাংলা একাডেমী, ঢাকা ২০১০
15. দিলীপ কুমার বড়ুয়া, *পালি অট্ঠকথার ইতিবৃত্ত*, অ্যাডর্ন প্রকাশনী, ঢাকা ২০১৩
16. বিশ্বনাথ বন্দোপাধ্যায়, *পালি ও প্রাকৃত সাহিত্যের ইতিহাস*, কলিকাতা, ১৯৬৬
17. সুকোমল বড়ুয়া ও সুমন কান্তি বড়ুয়া, *ত্রিপিটক পরিচিতি ও অন্যান্য প্রসঙ্গ*, বাংলা একাডেমী, ঢাকা ২০০০
18. জ্যোতিপাল মহাথের (অনূদিত), *বোধিচর্যাবতার*, বাংলা একাডেমি, প্রথমপ্রকাশ, ঢাকা, ১৯৭৭
19. প্রসূন বসু, *বুদ্ধচরিতম্, সংস্কৃত সাহিত্যসম্ভার*, ১ম খণ্ড, নবপত্র প্রকাশন, কলিকাতা, ১৯৭৮
20. প্রসূন বসু, *সৌন্দরনন্দম্, সংস্কৃত সাহিত্যসম্ভার*, ৯ম খণ্ড, নবপত্র প্রকাশন, কলিকাতা, ১৯৮০
21. প্রসূন বসু, *শারিপুত্রপ্রকরণ, সংস্কৃত সাহিত্যসম্ভার*, ১১তম খণ্ড, নবপত্র প্রকাশন, কলিকাতা, ১৯৮১
22. বিমলাচরণ লাহা (অনু), *সৌন্দরনন্দ কাব্য*, মহাবোধি বুক এজেন্সী, কোলকাতা, ২০০৩
23. শ্রীমুণ্ডিত নাথচক্রবর্তী (অনু.), *বুদ্ধচরিত*, ধর্মাক্ষর বুক এজেন্সি, কলিকাতা
24. জয়দেব গঙ্গোপাধ্যায় শাস্ত্রী (অনু.), *ললিতবিস্তর*, সংস্কৃত পুস্তকভাণ্ডার, কলিকাতা, ১৯৯৯
25. ভিক্ষু শীলাচার শাস্ত্রী, *মহাযান বৌদ্ধ ধর্ম দর্শন*, নন্দনকানন বৌদ্ধ বিহার, চট্টগ্রাম, ১৯৭৮
26. বিনয়েন্দ্রনাথ চৌধুরী (সম্পাদনায়) সুকোমল চৌধুরী, *বৌদ্ধ সাহিত্য*, মহাবোধি বুক এজেন্সি, কলিকাতা, ১৯৯৬
27. সুমন কান্তি বড়ুয়া, *বৌদ্ধ পারমীতত্ত্ব*, পালি এন্ড বুদ্ধিস্ট স্টাডিজ, ঢাকা বিশ্ববিদ্যালয়, ২০০৮
28. জগন্নাথ বড়ুয়া, *মহাকাব্য ও মহাকবি অশ্বঘোষের কাব্যদর্শ*, শোভা প্রকাশ, ঢাকা, ২০০৯

Title of the Course : Research Methodology and Buddhist Philosophy

Course Code : PBS 602

Total Credit : 4

Number of Classes : 35

Full marks : 100

Introduction to the Course description

This course contains the research methodology and Buddhist philosophy. The research methodology will focus the method of dissertation writing, data collection and analysis, and various sorts of research methodologies. The Buddhist philosophy will explore the tenets and doctrines of two main Buddhist schools : Theravada (Hinayana) and the Mahayana. This is a very thought provoking course on Philosophy of Buddhism. This course will inspire the researcher to figure-out the necessity and importance of Buddhist Philosophy in the modern age and various contexts. The Research Student will be inspired to review and develop their idea on various dimensions of Buddhist Philosophy and Literature. They will be enabled to discuss the subject-matter in a very effective way with authentic references.

Specific Learning Objectives of the Course:

- Research Students will be able to learn the meaning, definition, purposes and importance of research methodology.
- Researchers will also be able to learn the various research methodologies, method of data collection and analysis and dissertation writing.
- Research Students will be able to acquire a very perfect and profound higher knowledge of Buddhist philosophy.
- Research Student will be able to obtain the knowledge on Buddhist Philosophical doctrines.
- To make them understand about the good result of good deeds and bad result of bad deeds.
- To introduce the students the Buddhist theory of rebirth (doctrine of transmigration).
- Students will be able to develop their moral ideology, justice and logical values.

Course Contents :

Part : A : Research Methodology **Marks : 40**

- i. Meaning, definition, purposes and importance of research methodology
- ii. Steps of social research
- iii. Content Analysis Method
- iv. Sampling Method
- v. Case Study Method
- vi. Data Collection Method : Observation Method and Interview Method
- vii. Dissertation Writing

Part : B : Buddhist Philosophy **Marks : 60**

1. Theravada Philosophy

- i. The Theory of Dependent Origination
- ii. The Theory of Kamma and Kammavada.
- iii. The Doctrine of Universal Change and Impermanence
- iv. The Theory of Non-existence of Soul

2. Mahayana Buddhist Philosophy :

- i. The Madhyamika School of Sunnyavada
- ii. The Yogacara School of Subjective Idealism
- iii. The Sautrantika School
- iv. Bahya- Pratyaksavada of Vaibhasika

3. Buddhist Sects

- i. Hinayana or Theravada
- ii. Mahayana
- iii. Tantrism

Unite-wise title and number of classes

Unit 1: Meaning, definition, purposes and importance of research methodology

Number of classes : 2

Unit based learning outcome : Research Students will be able to learn the Meaning, definition, purposes and importance of research methodology.

Unit 2 : Steps of social research

Number of classes : 1

Unit based learning outcome : Research Students will be able to learn the steps of social research.

Unit 3 : Content Analysis Method

Number of classes : 1

Unit based learning outcome : Research Students will be able to discuss the content analysis methodology.

Unit 4 : Sampling Method

Number of classes : 1

Unit based learning outcome : Research Students will be able to explain the Sampling methodology.

Unit 5 : Case Study Method

Number of classes : 1

Unit based learning outcome : Research Students will be able to relate the Case Study Method.

Unit 6 : Data Collection Method

Number of classes : 1

Unite based learning outcome : Research Students will be able to write the Data Collection Method, especially the observation method and interview method.

Unit 7 : Dissertation Writing

Number of classes : 1

Unite based learning outcome : Research Students will be able to learn the method of dissertation writing.

Unit 8 : Theravada Philosophy

Number of classes : 3

Unite based learning outcome : Research Students will be able to discuss the nature and essence of Theravada Philosophy along with its sources.

Unit 9 : The Theory of Dependent Origination

Number of classes : 3

Unite based learning outcome : Research Students will be able to learn the Theory of Dependent Origination and its realation with human life.

Unit 10 : The Theory of Kamma and Kammavada.

Number of classes : 4

Unite based learning outcome : Research Students will be able to demonstrate the knowledge of Kamma in the light of Buddhist Philosophy and result of wholesome and unwholesome deeds.

Unit 11 : The Doctrine of Universal Change and Impermanence

Number of classes : 4

Unit based learning outcome : Research Students will be able to narrate the Buddhist Philosophical idea of Universal Change and Impermanence. They will also be able to show the similarity and dissimilarity between Buddhist and Vedanta idea regarding the Universal Change and Impermanence.

Unit 12 : The Theory of Non-existence of Soul

Number of classes : 3

Unit based learning outcome : Students will be able to describe the Non-existence of Soul theory of Buddhist Philosophy. They will also be able to relate the differences between Soul and non-existing soul theory.

Unit 13 : Mahayana Buddhist Philosophy:

Number of classes : 3

Unit based learning outcome : Students will be able to demonstrate the nature and classification of Mahayana Buddhist Philosophy along with its impact on human life.

Unit 14 : The Madhyamika School of Sunyavada

Number of classes : 3

Unit based learning outcome: Students can analyze the basic philosophy of Madhyamika School of Sunyavada. They will also be able to discuss the origin and development of the theory and its influence on Indian thought.

Unit : 15 The Yogacara School of Subjective Idealism

Number of classes : 3

Unit based learning outcome : Students will be able to write the origin, development and characteristics of Buddhist Yogacaravada School along with its philosophical ideas. They will also be able to show the differences between Yogacara School and other Indian schools.

Unit 16 : The Sautrantika School

Number of classes : 3

Unit based learning outcome : Students can be analyzed the basic concepts of the Saunrantika School along with its origin, development and influence on Indian thought.

Unit 17 : Bahya- Pratyaksavada of Vaibhasika

Number of classes : 3

Unit based learning outcome: Students can be learnt the origin and development of Vaibhasika philosophy and its philosophical aspects and doctrines. They will also be able to evaluate the importance and impact of Vaibhasika philosophy.

Unit 18 : Buddhist Sects

Number of classes : 3

Unit based learning outcome : Students will be able to write the history of Buddhist Sects, especially the origin and development, religious rites and rituals, philosophical thoughts and role in the society.

Unit 19 : Hinayana or Theravada

Number of classes : 2

Unit based learning outcome : Students will be able to analyze the doctrines of Theravada sect along with

philosophy. They will also be able to discuss the early history of Buddhism.

Unit 20 : Mahayana

Number of classes : 2

Unit based learning outcome : Students will be able to relate the origin and development of Mahayana Sect. They will also be able to describe the role of Mahayana Buddhism in Indian Philosophy.

Unit 21 : Tantrism

Number of classes : 2

Unit based learning outcome : Students will be able to know the history of Tantric Buddhism and its role in the society. They will also learn the influence of Tantrism in Indian religious sphere.

Instructional Strategies :

Assignment, exercise, question-answer and free discussion etc.

Text and Reference Books :

1. Salahuddin M, Aminuzzaman, *Essentials of Social Research*, Osder Publication, Dhaka, 2011
2. Earl Babbie, *Survey Research Methods*, Belmont : wadsworth, 1973
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“All Beings Be Happy”