

BA (Hons.) Syllabus for Three Departments



Sera Jey Monastic Institute



Syllabus for BA (Hons) Specialized Programs of Three Departments

Sera Jey Monastic Institute
BA (HONS.) 1st to 3rd YEARS



བྱམས་བརྗེའི་ལོ་སྤྱད་བཅའི།

CELEBRATING THE YEAR OF
COMPASSION



འ་སྤྱིའི་གོ་སྟོན་གྱི་བྱམས་བརྗེའི་ལོ་འདི་སེར་གྱིས་མཁའ་སྒྲུབ་སྒྲུབ་བྱ་ཚད་གིས་དགའ་དད་སྨོན་གསུམ་གྱིས་སྤྱད་བཅའི་ལུས།



THE DALAI LAMA

MESSAGE

I am very pleased to know that the University of Mysore has decided to grant recognition to Sera Jey Monastic Institute, Bylakuppe, Mysuru District, and to offer its undergraduate courses in Ancient Tibetan language, Ancient Philosophy and Ancient Psychology under its Specialized Program.

As I have stated repeatedly over the years, India is the land of *ahimsa* and *karuna*, principles that can contribute greatly to the flourishing of humanity. I take pride in stating that ancient India was the source of a profound comprehension of the workings of the mind and emotions – as well as traditional techniques of mental training. I believe it is therefore of utmost importance to incorporate the study of India's ancient knowledge into modern educational systems, purely from a secular and academic perspective. Studying the ancient Indian understanding of the mind and emotions can tell us about how to tackle our destructive emotions, and these can be of immense benefit to every human being, regardless of his or her background.

I therefore express my gratitude to the respective authorities of the University, and others concerned, for their support of Sera Jey as an institute of higher studies. On the auspicious occasion of Sera Jey's successful launch of undergraduate courses, particularly in relation to ancient Indian knowledge, I offer my congratulations to everyone involved in this great beginning.

With my prayers and good wishes,

12 October 2022

An Overview of Sera Jey Monastic Institute's Undergraduate Program

Since its founding in the 15th century by Kunkhyen Lodoe Rinchen Senge—a direct disciple of Je Rinpoche Lama Tsongkhapa—Sera Jey Monastery has been a renowned center of Buddhist learning, with its influence extending across the world. From its inception, an unbroken lineage of scholars and realized masters—deeply versed in the profound traditions of sutra and tantra—has flourished here. The monastery is especially known for its rigorous academic training, which centers on the study of the Five Great Classical Treatises and emphasizes deep understanding through reasoning and debate.

However, one significant challenge remains: traditional monastic institutes such as Sera Jey are not formally recognized by modern academic institutions. Following the advice of His Holiness the Dalai Lama, who emphasized the importance of obtaining such recognition, Sera Jey Monastic Institute has undertaken several initiatives to bridge this gap. As part of this effort, we have developed academic collaboration programs and partnerships with universities to gain recognition for those who have completed the monastery's advanced Buddhist studies. In particular, we have sought accredited academic pathways through collaboration with institutions such as the University of Mysore.

In 2022, the Sera Jey Monastic Institute Undergraduate Program (B.A.) was launched under the Specialized Programme Initiative of the University of Mysore. The curriculum is aligned with the university's academic framework and currently includes three-degree courses:

- B.A. in Ancient Philosophy
- B.A. in Ancient Psychology
- B.A. in Ancient Tibetan Language

The program spans three years, with each academic year divided into two semesters. Students must complete coursework for each semester and fulfill academic requirements including written assignments, oral presentations, and examinations.

All courses are taught in the Tibetan language, and all examinations are conducted at Sera Jey Monastery. The Philosophy and Psychology courses are based on the classical texts on Paramita and Pramana, which also form the core of the monastery's debate curriculum. Additional materials include works on Lojong (Mind Training) and The Way of the Bodhisattva (Bodhisattvacharyavatara). The Ancient Tibetan Language course includes study of grammar, orthography, synonymics, and poetry.

Upon successful completion of the three-year program, students are awarded a Bachelor's degree from the University of Mysore.

Enrollment Statistics

2022–2023: 44 students

2023–2024: 66 students

2024–2025: 36 students

To date, a total of 146 students has enrolled in the program.

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Ancient Tibetan Language



Department of Tibetan
Language

Sera Jey Monastic Institute
BA (HONS.) FIRST YEAR

1 SEMESTER I, 1ST YEAR

Credit Distribution: Sem. 1, 1st Year

Sr. No.	Type of Course	No. of Credits
1	Compulsory Core Course -1 (Major)	3
2	Compulsory Core Course – 2 (Major)	3
3	Compulsory Core Course -1 (Minor)	3
4	Compulsory Core Course -2 (Minor)	3
5	Open Elective - 1	3
6	Department Specific Elective - 1	-
7	AECC - 1	3
8	AECC - 2	3
9	SEC-1	2
10	SEC-2	2
	Total	25

Curriculum: Sem. 1, 1st Year (Minor in Ancient Psychology)

Sr. No.	Type of Course	Name of the Paper	Name of Dept. Offering the Course	No. of Credits
Major: Ancient Tibetan Language (Compulsory Courses)				
1	Core Course -1	Tibetan Grammar – Lekshey Jonwang (TL101)	Dept. of Tibetan Culture	3
2	Core Course - 2	Tibetan Orthography – Jipa Dhagyig (TL102)	Dept. of Tibetan Culture	3
Minor: Ancient Psychology				
3	Core Course -1	Mind and Mental Factors (PS101)	Dept. of Psychology	3
4	Core Course - 2	Stages on the Path to Omniscience – I (PS102)	Dept. of Psychology	3
Open Elective				
5	Open Elective -1	Please see sec. 1.11		3
Ability Enhancement Compulsory Courses				
6	AECC-1	Tibetan Language 1: Composition, Letter-Writing and Grammar (TL105)	Dept. of Tibetan Culture	3
7	AECC – 2	Tibetan Language 2: Poetry and Literature (TL106)	Dept. of Tibetan Culture	3
Skill Enhancement Courses				
8	SEC-1	The Nine Mental States in Cultivation of Shamatha (YG101)	Dept. of Yogic Training	2
9	SEC-2	Sports		2
		Total		25

1.1 Core Course – 1: Tibetan Grammar (TL101)

Objective

To introduce the student to the presentation of the Tibetan Grammar – its basic structures and this enables the student to have good comprehension of grammatical usage in oral and written language.

Credits: 3

Sr. No.	Description	No. of Hours (Lectures + Tutorials)
Unit 1	Introduction to <i>Lekshey Jonwang</i> , from Preliminary parts to <i>Ladhon</i> prepositions and their uses.	10
Unit 2	From <i>Eedhen</i> to <i>Jeydhud</i> prepositions with their usage and differences.	12
Unit 3	From <i>JungKhung</i> to <i>Dheda</i> prepositions with their usages.	12
Unit 4	From Prepositions of <i>Chida</i> to <i>Gagda</i> with their objects and uses	11

Texts and References

1. Yangchen Dubai Dorje. (*Lekshey Jonwang*) '*The Wishfulfilling Tree - An Eloquent Elucidation of the Sumchupa (Thirty Verses)*.'
2. Drati Geshe Rinchen Dhondup. '*(Kunsang Gonggyen) The Ornament of Samanta Bhadra - a commentary on the Sumchupa (Thirty Verses)*'.
3. Situ Panchen Choekyi Jungney. '*(Situ Drelchen) The Beautiful Rosary of Pearls - a commentary on the Sumchupa (Thirty Verses)*'.
4. Ngulchu Dharma Bhadra. '*(Situ Shallung) The Oral Instruction of Situ - a commentary on the Sumchupa (Thirty Verses)*'
5. Tsetan Shabdung. '*(Thonmi Shallung) The Oral Instruction of Thonmi - a commentary on the Sumchupa (Thirty Verses)*'
6. Bodgya Tsigzod Chenmo.
7. Gomdhe Tsigzod Chenmo.

1.2 Core Course – 2: Tibetan Orthography-I (TL102)

Objective

To introduce the student to Tibetan Orthography and essential compositions including diary writing. The course will also introduce the student to important structures of sentences and their various types.

Credits: 3

Sr. No.	Description	No. of Hours (Lectures + Tutorials)
Unit 1	From other prepositions like <i>ShingShe</i> etc. to the last part.	10
Unit 2	Orthography - <i>Jipa Dhagyig</i> Part I	10
Unit 3	Compositions of Diary and some others	10
Unit 4	Structures of Sentence and its types	15

Texts and References

1. Yangchen Dubai Dorje. (*Lekshey Jonwang*) '*The Wishfulfilling Tree - An Eloquent Elucidation of the Sumchupa (Thirty Verses)*'.
2. Sakya Pandita Kunga Gyaltsen. (*Jipa Dhagyig*) '*Children's Orthography or the Precious Ocean of Compositional Orthography*'.
3. Kyogton Ngawang Rinchen the Translator. *Dhagyig Lishigurkhang - Orthogarphy of Terminology on old & new vocabularies.*
4. Beri Geshe Jigmey Wanggyal. '*(Bodkyi Tsomrig Juggo) The Entrance Gate to Tibetan Literature*'.
5. Beri Geshe Jigmey Wanggyal. '*(Bodkyi Tsomrig Dhemig) The Key to Tibetan Literature*'.
6. Geshe Sonam Wangden. (*Bodkyi Debjor*) '*Hundred Rays of Speech on the Compositional Discipline of Tibetan Literature*'

1.3 Compulsory Course -1 (Minor-Psychology): Mind and Mental Factors (PS101)

Objective

To introduce the student to the presentation of the mind – its nature and its various types. An understanding of the nature of the mind and its various types is critical for any practitioner wishing to advance spiritually by training and purifying the mind.

Credits: 3

Sr. No.	Description	No. of Hours (Lectures + Tutorials + Debate)
Unit 1	Objects, Object Possessors and the Seven-Fold Classification of Mind	10
Unit 2	Direct Perceivers and Inferential Cognizers	15
Unit 3	Non-Valid Consciousnesses	10
Unit 4	Further Classifications of Awarenesses and Knowers and Presentation of Mental Factors	10

Texts and References

1. Yongzin Phurchog. *Presentation of the Theory of Objects and Object-possessors and a Presentation of Awarenesses and Knowers of the Advanced Path of Reasoning from the Text 'Magical Key to the Path of Reasoning - Presentation of Collected Topics' that Elaborates the Essence of Theory of Valid Cognition*
2. Acharya Dharmakirti. *Pramanavartika – A Commentary on Acharya Dignaga's Pramanasamuccaya (Compendium on Cognition)*
3. Gyaltsap Je. *'A Clear Elucidation of the Path of Liberation – Commentary on Pramnavartika by Acharya Dharmakirti'*
4. Khedrup Je. *'Freedom Through Correct Knowing – Interpretation of Dharmakirti's Seven Treatises on Valid Cognition'*

1.4 Compulsory Course -2 (Minor- Psychology): Stages on the Path to Omniscience – I (PS102)

Objective

To introduce the student to the various grounds and stages that a yogi ascends through on his way to attaining omniscience.

Credits: 3

Sr. No.	Description	No. of Hours (Lectures +Tutorials+ Debate)
Unit 1	Presentation of the Various Grounds according to the Three Vehicles	8
Unit 2	The Mode of Abandonment of the Objects of Abandonment	12
Unit 3	Thorough Pacification of Flaws and Realization of Excellence on the Various Grounds & Etymology of Ground	10
Unit 4	The Five Paths of the Three Vehicles	10
Unit 5	Realization of Antidotes	5

Texts and References

1. Jetsun Chokyi Gyaltzen. *'A Concise Presentation of the Grounds and Paths of the Three Vehicles'*
2. Arya Maitreya. *'Abhisamayalankara - Ornament of Clear Realizations.'*
3. Acharya Haribhadra. *'Abhisamayalankara-vritti – A Commentary on Ornament of Clear Realizations.'*
4. Khedrup Je. *'Freedom Through Correct Knowing – Interpretation of Dharmakirti's Seven Treatises on Valid Cognition'*
5. Jetsun Chokyi Gyaltzen. *'An Elaborate Presentation of the Grounds and Paths of the Three Vehicles'*

Common Syllabus for all

1.5 Open Elective Options: Signs and Reasonings (LE101)

Objective

This course introduces the reader to the presentation of the various types of signs and reasons that can be used to cultivate an inference. It will introduce the reader to the three modes of a valid sign.

Credits: 3 (45 hrs)

Sr. No.	Description	No. of Hours (Lectures + Tutorials + Debates)
Unit 1	Definition of a sign and its divisions	12
Unit 2	Definition and Divisions of Valid Effect Sign, Valid Essence Sign and Valid Non-Observed Sign	18
Unit 3	Presentation of Invalid Signs	15

Texts and References

1. Yongzin Phurchog. *Presentation of Signs and Reasonings from the Text 'Magical Key to the Path of Reasoning - Presentation of Collected Topics' that Elaborates the Essence of Theory of Valid Cognition*
2. Acharya Dharmakirti. *Pramanavartika – A Commentary on Acharya Dignaga's Pramasamuccaya (Compendium on Cognition)*
3. Gyaltsap Je. *'A Clear Elucidation of the Path of Liberation – Commentary on Pramanavartika by Acharya Dharmakirti'*

1.6 AECC – 1: Tibetan Language 1: Composition, Letter Writing and Grammar (TL105)

Objective

This course will improve the student's skills in Tibetan writing - composition, essays and letter-writing. The course will also further the student's understanding of Tibetan Grammar.

Credits: 3

Sr. No.	Description	No. of Hours (Lectures + Tutorials)
Unit 1	Composition and Essay Writing	13
Unit 2	Reading Comprehension	12
Unit 3	Letter-Writing	10
Unit 4	Grammar	10

Texts and References

1. Yangchen Dubai Dorje. *'The Mirror Illuminating the Important Problems- a Commentary on the Application of Signs'*.
2. Drati Geshe Rinchen Dhondup. *'(Drati Takjug) The Illuminating Commentary of the Application of Signs'*.
3. Situ Panchen Choekyi Jungney. *'(Situ Drelchen) The Beautiful Rosary of Pearls - a commentary on the Application of Signs'*.
4. Ngulchu Dharma Bhadra. *'(Situ Shallung) The Oral Instruction of Situ - a commentary on the Application of Signs'*.
5. Tsetan Shabdung. *'(Thonmi Shallung) The Oral Instruction of Thonmi - a commentary on the Application of Signs'*.
6. Tibetan Reader – CTA, Dept. of Education

1.7 AECC – 2: Tibetan Language 2: Poetry and Literature (TL106)

Objective

This course will introduce the student to the art of reading and writing poetry. It will also help the student develop reading comprehension skills and develop his conceptual understanding, decoding, analyzing, inferring, interpreting skills and enhance his vocabulary. Learning language through literature will build the student's skills in identifying the central theme and sub-theme of literary works and in understanding the writers' message.

Credits: 3

Sr. No.	Description	No. of Hours (Lectures + Tutorials)
Unit 1	How to compose verses	16
Unit 2	Learning language through Literature	14
Unit 3	Reading Autobiographical Works	15

Texts and References

- 1 Yangchen Dubai Dorje. *'The Mirror Illuminating the Important Problems- a Commentary on the Application of Signs'*.
- 2 Drati Geshe Rinchen Dhondup. *'(Drati Takjug) The Illuminating Commentary of the Application of Signs'*.
- 3 Situ Panchen Choekyi Jungney. *'(Situ Drelchen) The Beautiful Rosary of Pearls - a commentary on the Application of Signs'*.
- 4 Ngulchu Dharma Bhadra. *'(Situ Shallung) The Oral Instruction of Situ - a commentary on the Application of Signs'*.
- 5 Tsetan Shabdung. *'(Thonmi Shallung) The Oral Instruction of Thonmi - a commentary on the Application of Signs'*.
- 6 Tibetan Reader – CTA, Dept. of Education

1.8 SEC – 1: YG101: The Nine Mental States in Cultivation of *Shamatha*

Objective

This course introduces the student to the two types of Yogic trainings – Mental Quiescence (*Shamatha*) and Clear Insight (*Vipashyana*)

Credits: 2

Sr. No.	Description	No. of Hours (Lectures + Practical)
Unit 1	The Two types of Meditations – Placement and Analytical	6
Unit 2	The Nature of <i>Shamatha</i>	6
Unit 3	The Five Factors Impeding the Cultivation of <i>Shamatha</i>	8
Unit 4	The Nine Mental States in the Cultivation of <i>Shamatha</i>	10

Texts and References

- 1 Je Lama Tsongkhapa. '*The Great Treatise on the Stages of the Path to Enlightenment.*'
- 2 Acharya Dipankara Atisha. '*Bodhipatha Pradipa – A Lamp on the Path to Enlightenment.*'
- 3 Acharya Shantideva. '*Bodhicaryavatara – A Guide to the Bodhisattva's Way of Life.*'
- 4 Acharya Kamalaśīla. '*The Stages of Meditation (Bhāvanākrama)*'
- 5 Arya Maitreya. '*Discrimination of the Middle Way and the Extremes - Madhyānta vibhāga*'
- 6 Arya Maitreya. '*Ornament for the Mahayana sutras- Mahāyāna-sūtrālamkāra-kārikā.*'

2. Semester II

Credit Distribution: Sem. 2, 1st Year

Sr. No.	Type of Course	No. of Credits
1	Compulsory Core Course -1 (Major)	3
2	Compulsory Core Course – 2 (Major)	3
3	Compulsory Core Course -1 (Minor)	3
4	Compulsory Core Course -2 (Minor)	3
5	Open Elective - 1	3
6	Department Specific Elective - 1	-
7	AECC - 1	3
8	AECC - 2	3
9	SEC-1	2
10	SEC-2	2
	Total	25

Curriculum: Sem. 2, 1st Year (Minor in Ancient Psychology)

Sr. No.	Type of Course	Name of the Paper	Name of Dept. Offering the Course	No. of Credits
Major: Tibetan Language (Compulsory Courses)				
1	Core Course -1	'The Mirror Illuminating the Important Problems' (TL103)	Dept. of Tibetan Culture	3
2	Core Course - 2	Tibetan Orthography (<i>Jipa Dhagyig</i>) Part II (TL104)	Dept. of Tibetan Culture	3
Minor: Ancient Psychology				
3	Core Course -1	Refuge & The Altruistic Mind (PS103)	Dept. of Psychology	3
4	Core Course - 2	Clairvoyances & The Path of Preparation (PS104)	Dept. of Psychology	3
Open Elective				
5	Open Elective -1	Please see sec. 2.11		3
Ability Enhancement Compulsory Courses				
6	AECC-1	Tibetan Language 3: Composition, Letter-Writing and Grammar (TL107)	Dept. of Tibetan Culture	3
7	AECC – 2	Tibetan Language 4: Poetry and Literature (TL108)	Dept. of Tibetan Culture	3
Skill Enhancement Courses				
8	SEC-1	Antidotes to Laxity and Excitement in Cultivation of Shamatha (YG102)	Dept. of Yogic Training	2
9	SEC-2	Sports		2
		Total		25

2.1. Core Course – 1: 'The Illuminating Mirror ' (TL103)

Objective

To introduce the student to Tibetan Grammar - signs of Letters, signs of 5 Prefixes, signs of 10 Suffixes and applications.

Course Outcomes

This enables the student to have a good Tibetan accent and trains the student in the usages of Tenses and much more.

Credits: 3

Sr. No.	Description	No. of Hours (Lectures + Tutorials)
Unit 1	From Homage to the Importance of the Comprehension of 3 Tenses and the Self & Other Entities.	10
Unit 2	From the purpose of different types of Self & Other entities to Further studies on 3 Tenses and the Self & Other entity.	10
Unit 3	From the Types of Signs of 10 Suffixes to the Easy Expressions.	10
Unit 4	From the 8 Cases to the Fourth Application of 10 Suffixes, Conclusions.	15

Texts and References

1. Yangchen Dubai Dorje. 'The Mirror Illuminating the Important Problems- a Commentary on the Application of Signs'.
2. Drati Geshe Rinchen Dhondup. '(Drati Takjug) The Illuminating Commentary of the Application of Signs'.
3. Situ Panchen Choekyi Jungney. '(Situ Drelchen) The Beautiful Rosary of Pearls - a commentary on the Application of Signs'.
4. Ngulchu Dharma Bhadra. '(Situ Shallung) The Oral Instruction of Situ - a commentary on the Application of Signs'.
5. Tsetan Shabdung. '(Thonmi Shallung) The Oral Instruction of Thonmi - a commentary on the Application of Signs'.

2.2. Core Course – 2: Tibetan Orthography- II (TL104)

Objective

To introduce the student to Tibetan Orthography and Compositions of basic necessities including letter writing and some other requisites.

Credits: 3

Sr. No.	Description	No. of Hours (Lectures + Tutorials)
Unit 1	Further studies on 3 Tenses presented in <i>Kaney Salwai Melong</i> .	13
Unit 2	(Orthography) <i>Jipa Dhagyig</i> Part II	12
Unit 3	Letter Writing format, types of Letters, Styles of Letter Writing, Traditional formation of envelopes and so on.	10
Unit 4	Some other requisites	10

Texts and References

1. Yangchen Dubai Dorje. 'The Mirror Illuminating the Important Problems- a Commentary on the Application of Signs'.
2. Sakya Pandita Kunga Gyaltsen. (Jipa Dhagyig) 'Children's Orthography or the Precious Ocean of Compositional Orthography'.
3. Kyogton Ngawang Rinchen the Translator. Dhagyig Lishigurkhang - Orthogaphy of Terminology on old & new vocabularies.
4. Beri Geshe Jigmey Wanggyal. '(Bodkyi Tsomrig Juggo) The Entrance Gate to Tibetan Literature'.
5. Beri Geshe Jigmey Wanggyal. '(Bodkyi Tsomrig Dhemig) The Key to Tibetan Literature'.
6. Geshe Sonam Wangden. (Bodkyi Debjor) 'Hundred Rays of Speech on the Compositional Discipline of Tibetan Literature'

2.3. Compulsory Course -1: Refuge and the Altruistic Mind (PS103)

Objective

To introduce the student to the Altruistic Mind that aspires for omniscience for the sake of all sentient beings, its nature and its benefits. The course will also help the students understand the unsatisfactory nature of this world, understand one's own suffering and its causes and the source of refuge that protect oneself from this suffering.

Credits: 3

Sr. No.	Description	No. of Hours (Lectures +Tutorials+ Debate)
Unit 1	The Various Types of Altruistic Mind	6
Unit 2	The Entity of the Altruistic Mind	16
Unit 3	How to Cultivate the Altruistic Mind	10
Unit 4	Signs of having cultivated the Altruistic Mind of Enlightenment	4
Unit 5	The Three Sources of Refuge and their respective entities	9

Texts and References

1. Arya Maitreya. 'Abhisamayalankara – Ornament of Clear Realizations'
2. Acharya Haribhadra. 'Abhisamayalankaravrtti – Commentary on the Ornament of Clear Realizations.'
3. Acharya Shantideva. 'Bodhicaryavatara – A Guide to the Bodhisattva's Way of Life.'
4. Je Lama Tsongkhapa. 'Golden Garden of Eloquence.'
5. Gyaltsap Dharma Rinchen. '*Ornament of the Heart-Essence of Paramita*'
6. Jetsun Chokyi Gyaltzen. '*Clarifying the General Meaning of the First Chapter of the Ornament of Clear Realizations*'
7. Jetsun Chokyi Gyaltzen. '*A Decisive Analysis of the Essential Points of First Chapter of the Ornament of Clear Realizations*'

2.4. Compulsory Course – 2: Clairvoyances and the Path of Preparation (PS104)

Objective

To introduce the student to the meditations to be practised to cultivate the five different clairvoyances. The course would also help the student understand the attributes of the path of preparation, its four divisions and the objects of abandonment abandoned on this path.

Credits: 3

Sr. No.	Description	No. of Hours (Lectures +Tutorials+ Debate)
Unit 1	The Five Types of Clairvoyances, their domains and causes	4
Unit 2	The Entity of Each Clairvoyance and the bases on which they are cultivated	6
Unit 3	The Five Distinguishing Features of the Mahayana Path of Preparation	15
Unit 4	The Four Divisions of the Path of Preparation and their respective objects of observation and aspects	20

Texts and References

1. Arya Maitreya. 'Abhisamayalankara – Ornament of Clear Realizations'
2. Acharya Haribhadra. 'Abhisamayalankaravrtti – Commentary on the Ornament of Clear Realizations.'
3. Acharya Shantideva. 'Bodhicaryavatara – A Guide to the Bodhisattva's Way of Life.'
4. Je Lama Tsongkhapa. 'Golden Garden of Eloquence.'
5. Gyaltsap Dharma Rinchen. '*Ornament of the Heart-Essence of Paramita*'
6. Jetsun Chokyi Gyaltzen. '*Clarifying the General Meaning of the First Chapter of the Ornament of Clear Realizations*'
7. Jetsun Chokyi Gyaltzen. '*A Decisive Analysis of the Essential Points of First Chapter of the Ornament of Clear Realizations*'

Common For All Departments

2.5. Open Elective: Definition of Pramana & Valid Reason (Samyak-linga) (LE102)

Objective and Outcome:

This course begins with the explanation on Acharya Dharmakirti's Pramanavartika, which begins with defining the name of text Pramanavartika, and homage to Lord Buddha. In this course, it was also taught with refutation of five objections and establishment of one's own views about the Subject's Characteristic-Reason (phyogs chos), one of three modes of valid reason samyak-linga. This course also taught about the definition of valid reason and its three features and it was subsumed in three categories only.

Credits: 3 (45 hrs)

Sr. No.	Description	No. of Hours (Lectures + Tutorials + Debates)
Unit 1	Definition of <i>pramana text</i> .	15
Unit 2	Definition of Subject's Characteristic-Reason (<i>phyogs chos</i>)	15
Unit 3	Definition of valid reason <i>samyak-linga</i> .	15

Texts and References

1. Acharya Dharmakirti. '*Pramanavartika – A Commentary on Acharya Dignaga's Pramasamuccaya (Compendium on Cognition)*
2. Gyaltsap Je. '*A Clear Elucidation of the Path of Liberation – Commentary on Pramanavartika by Acharya Dharmakirti*'
3. Khedup Je. '*Extensive Commentary on Pramanavartika by Acharya Dharmakirti.*'
4. Jetsun Choekyi Gyaltzen. '*Analytical Commentary on Pramanavartika by Acharya Dharmakirti.*

2.6. AECC – 1: Tibetan Language 3: Composition, Letter Writing and Grammar (TL107)

Objective

This course will improve the student's skills in Tibetan writing - composition, essays and letter-writing. The course will also further the student's understanding of Tibetan Grammar.

Credits: 3

Sr. No.	Description	No. of Hours (Lectures + Tutorials)
Unit 1	Composition and Essay Writing (13-21)	10
Unit 2	Reading Comprehension (9)	12
Unit 3	Letter-Writing (10-12)	13
Unit 4	Grammar (1-8)	10

Texts and References

1. Yangchen Dubai Dorje. *'The Mirror Illuminating the Important Problems- a Commentary on the Application of Signs'*.
2. Drati Geshe Rinchen Dhondup. *'(Drati Takjug) The Illuminating Commentary of the Application of Signs'*.
3. Situ Panchen Choekyi Jungney. *'(Situ Drelchen) The Beautiful Rosary of Pearls - a commentary on the Application of Signs'*.
4. Ngulchu Dharma Bhadra. *'(Situ Shallung) The Oral Instruction of Situ - a commentary on the Application of Signs'*.
5. Tsetan Shabdung. *'(Thonmi Shallung) The Oral Instruction of Thonmi - a commentary on the Application of Signs'*.
6. Tibetan Reader – CTA, Dept. of Education

2.7. AECC – 2: Tibetan Language 4: Poetry and Literature (TL108)

Objective

This course will introduce the student to the art of reading and writing poetry. It will also help the student develop reading comprehension skills and develop his conceptual understanding, decoding, analyzing, inferring, interpreting skills and enhance his vocabulary. Learning language through literature will build the student's skills in identifying the central theme and sub-theme of literary works and in understanding the writers' message.

Credits: 3

Sr. No.	Description	No. of Hours (Lectures + Tutorials)
Unit 1	How to compose verses	16
Unit 2	Learning language through Literature	14
Unit 3	Reading Autobiographical Works	15

Texts and References

- 1 Yangchen Dubai Dorje. *'The Mirror Illuminating the Important Problems- a Commentary on the Application of Signs'*.
- 2 Drati Geshe Rinchen Dhondup. *'(Drati Takjug) The Illuminating Commentary of the Application of Signs'*.
- 3 Situ Panchen Choekyi Jungney. *'(Situ Drelchen) The Beautiful Rosary of Pearls - a commentary on the Application of Signs'*.
- 4 Ngulchu Dharma Bhadra. *'(Situ Shallung) The Oral Instruction of Situ - a commentary on the Application of Signs'*.
- 5 Tsetan Shabdung. *'(Thonmi Shallung) The Oral Instruction of Thonmi - a commentary on the Application of Signs'*.
- 6 Tibetan Reader – CTA, Dept. of Education

2.8. SEC -1: Antidotes to Laxity and Excitement in Cultivation of Shamatha (YG102)

Objective

This course introduces the student to the two factors that impede the cultivation of a one-pointed mind. These factors are called laxity and excitement. The course also introduces the antidotes to these two factors.

Credits: 2

Sr. No.	Description	No. of Hours (Lectures + Practicals)
Unit 1	The Entity of Laxity and Excitement	9
Unit 2	Coarse and Subtle Laxity and Excitement	12
Unit 3	The Remedies for Laxity and Excitement	9

Texts and References

- 1 Je Lama Tsongkhapa. *'The Great Treatise on the Stages of the Path to Enlightenment.'*
- 2 Acharya Dipankara Atisha. *'Bodhipatha Pradipa – A Lamp on the Path to Enlightenment.'*
- 3 Acharya Shantideva. *'Bodhicaryavatara – A Guide to the Bodhisattva's Way of Life.'*
- 4 Acharya Kamalaśīla. *'The Stages of Meditation (Bhāvanākrama)'*
- 5 Arya Maitreya. *'Discrimination of the Middle Way and the Extremes - Madhyānta vibhāga'*
- 6 Arya Maitreya. *'Ornament for the Mahayana sutras- Mahāyāna-sūtrālamkāra-kārikā.'*

Semester III, 2nd Year

Credit Distribution: BA (Hons.) – Ancient Tibetan Language, Semester 3, 2nd Year

Sr. No.	Type of Course	No. of Credits
1	Compulsory Core Course -1 (Major)	3
2	Compulsory Core Course – 2 (Major)	3
3	Compulsory Core Course -1 (Minor)	3
4	Compulsory Core Course -2 (Minor)	3
5	Open Elective – 1	3
6	Department Specific Elective – 1	-
7	AECC – 1	3
8	AECC – 2	3
9	SEC-1	2
10	SEC-2	2
	Total	25

Curriculum: Sem. 3, 2nd Year (Minor in Ancient Psychology)

Sr. No.	Type of Course	Name of the Paper	Name of Dept. Offering the Course	No. of Credits
Major: Ancient Philosophy (Compulsory Courses)				
1	Core Course – A5	Tibetan Grammar – Sumchupa I	Dept. of Ancient Tibetan Language	3
2	Core Course – A6	Tibetan Synonymics - Ngonjod Gyatso Chuthik I	Dept. of Ancient Tibetan Language	3
Minor: Ancient Psychology				
3	Core Course – B5	Higher Realm Absorptions	Dept. of Ancient Psychology	3
4	Core Course – B6	Unpacified Mind and its Causes	Dept. of Ancient Psychology	3
Open Elective				
5	Open Elective -3	Examination of the Validity of a Fourth Valid Evidence	Dept. of Ancient Philosophy	3
Ability Enhancement Compulsory Courses				
6	AECC-5	Tibetan Language 5: Composition, Letter-Writing and Grammar	Dept. of Ancient Tibetan Language	3
7	AECC –6	Tibetan Language 6: Poetry and Literature	Dept. of Ancient Tibetan Language	3
Skill Enhancement Courses				
8	SEC-5	Cultivating Vipashyana – Selflessness according to the Sautrantika-Svatantrika System	Dept. of Ancient Philosophy	2
9	SEC-6	Social, Emotional and Ethical Learning	Dept. of Ancient Philosophy	2
		Total		25

3.1 Core Course – A5: Tibetan Grammar – Sumchupa I

Objective and Outcomes:

To provide the platform for the interested learners to understand Tibetan Grammar and Tibetan Orthography more extensively, with based upon the root text called Thirty Verses (Sum Chu Pa) and Dagyig Lishi Gurkhang. In this semester, we will learn Thirty Verses text till Vocational Particle ('bod sgra verse 17c).

Credits: 3

(Contact Hours: 45)

Sr. No.	Description	No of Hours (Lecture + Debate)
Unit1		15
1	Preliminary.	
2	Presentation of the Use of Letters	
Unit 2	Application of Particles	15
Unit 3	Tibetan Orthography – Dagyig Lishi Gurkhang 1 st Part.	15

References:

1. Thonmi Sambodra. *Sumchu Pa (Thirty Verses)*.
2. Yangchen Dubai Dorje. *The Mirror Illuminating the Important Problems- a Commentary on the Application of Signs'*.
3. Drati Geshe Rinchen Dhondup. *'(Drati Takjug) The Illuminating Commentary of the Application of Signs'*.
4. Situ Panchen Choekyi Jungney. *'(Situ Drelchen) The Beautiful Rosary of Pearls - a commentary on the Application of Signs'*.
5. Ngulchu Dharma Bhadra. *'(Situ Shallung) The Oral Instruction of Situ - a commentary on the Application of Signs'*.
6. Tsetan Shabdung. *'(Thonmi Shallung) The Oral Instruction of Thonmi - a commentary on the Application of Signs'*.
7. Tibetan Orthography text Dagyig Lishi Gurkhang, authored by Lotsawa Ngawang Tashi

3.2 Core Course – A6: Tibetan Synonymics - Ngonjod Gyatso Chuthik I

Objective and Outcomes:

To impart education on the Tibetan Synonymics, with based upon Ngulchu Dharma Badra's text called Ngonjod Gyatso Chuthik. Although this text contains many parts, in this semester, we will learn two chapters. We will also learn about how to write various types of Applications Forms.

Credits: 3

(Contact Hours: 45)

Sr. No.	Description	No of Hours (Lecture + Debate)
Unit 1	1 st Chapter: Synonyms of Buddhas and Bodhisattvas.	15
Unit 2	2 nd Chapter: Synonyms of Gods and Directions.	15
Unit 3	How to compose Application Forms?	15

Text and References:

1. Ngulchu Dharma Badra: The text on Tibetan Synonyms called Ngonjod Gyatso Chuthik.
2. Rinjungpa Ngawang Jigdag: Ngonjod Khepa'l Nagyen.
3. Shalu Lotsawa Choekyong Sangpo: Ngonjod Legshe Sergyi Demig

3.3 Compulsory Course –B5: Higher Realm Absorptions

Course Description:

The course will cover the following topics:

- A detailed explanation of methods to cultivate *Absorptions of the Higher-realms namely the Form and the Formless Realms*
- It will cover the *Sutralamkara* and *Madhyanta-Vibhanga* presentations on the cultivation of Absorption states
- Sequence of meditations to cultivate these various *Samadhis* of the higher realms

Objective

This course will help the student to understand:

- The types of meditations that a yogi has to cultivate to realize rebirth in the higher god realm of Rupa Loka.
- How one cultivates the state of single pointed concentration and how on the basis of this one can then obtain the higher Samadhi states
- The practices to be cultivated to advance the Proximal Samadhi States that prepare a practitioner for the attainment of the actual samadhis of the Form Realm (Rupa-Loka) Dhyanas

Credits: 3

(Contact Hours: 45)

Sr. No.	Description	No. of Hours (Lectures + Debate)
Unit 1	How to cultivate the 1 st Dhyana leading to the state of the single-pointed meditative concentration	15
Unit 2	How to cultivate the 1 st Dhyana leading to the state of insight	15
Unit 3		
1	1 st Proximal <i>Dhyana</i>	9
2	1 st Actual <i>Dhyana</i>	6

Texts and References

- 1 Tsongkhapa's Golden Rosary of Good Explanation (Tib legs bshad gser phreng) Commentary on Haribhadra's text.
- 2 Gyaltsab Je's rnam bshad snying rgyan, Commentary on Maitreya's Abhisamayālaṅkāra
- 3 Maitreya's Ornament of the Sutras - Sutralamkara karika (Tib. mdo sde rgyan)
- 4 Maitreya's 'Discrimination of the Middle Way and the Extremes – Madhyanta Vibhanga'
- 5 Lama Tsong Khapa's 'The Great Treatise on the Stages of the Path to Enlightenment'
- 6 Science and Philosophy in the Indian Buddhist Classics – Vol 2
- 7 Acharya Vasubandhu's 'Abhidharmakosakarika – Chapter 5'
- 8 Acharya Asanga's 'Yogacara Sravakabhumi'
- 9 Jetsun Chokyi Gyaltzen's 'The General Essence of *Rupa-loka Dhyana* and *Arupa-loka Samadhis* and its Critical Analysis'

3.4 Compulsory Course –B6 : Unpacified Mind and its Causes

Course Description:

The course will cover the following topics:

- The need to subdue the mind and what keeps the mind un-pacified
- The different mental states that go along with the main mind and are in the nature of afflictions
- Primary and secondary afflictive minds and their causes

Objective

This course will help the student to understand:

- How to identify the different states of the mind that make it unsettled and disturbed
- How these mental states prevent tranquillity of the mind
- How to subdue these afflictive states and produce tranquillity
- How to cultivate virtuous states of mind like love, compassion etc.

Credits: 3

(Contact Hours: 45)

Sr. No.	Description	No. of Hours (Lectures + Debate)
Unit 1	The mental states that keep our mind un-pacified	15
Unit 2	The process through which these states prevent tranquillity	15
Unit 3		
1	Meditative absorptions that are afflicted	8
2	Primary and Secondary mental states that are afflictive	7

Texts and References

1. Tsongkhapa's *Golden Rosary of Good Explanation* (Tib *legs bshad gser phreng*) Commentary on Haribhadra's text.
2. *Gyaltsab Je's rnam bshad snying rgyan, Commentary on Maitreya's Abhisamayālaṅkāra*
3. Maitreya's Ornament of the Sutras - *Sutralamkara karika* (Tib. *mdo sde rgyan*)
4. Maitreya's '*Discrimination of the Middle Way and the Extremes – Madhyanta Vibhanga'*
5. Lama Tsong Khapa's 'The Great Treatise on the Stages of the Path to Enlightenment'
6. Science and Philosophy in the Indian Buddhist Classics – Vol 2
7. Acharya Vasubandhu's '*Abhidharmakosakarika* – Chapter 5'
8. Acharya Asanga's '*Yogacara Sravakabhumi'*
9. Jetsun Chokyi Gyaltsen's '*The General Essence of Rupa-loka Dhyana and Arupa-loka Samadhis* and its Critical Analysis

3.5 OE - 3: Examination of the Validity of a Fourth Valid Evidence

Objective

In this course, it mainly talks about why authentic logical evidence should be included into three categories only; and negates the other possibilities. Here, many debates and qualms cropped up regarding this subject, and refutation of those debates were clearly set forth in this course. The definition of Indefinite Reason Having Remainder (lhag ldan ma nges pa'i gtan tshigs) and its classifications are to be learned in detail.

Credits: 3

(Contact Hours: 45)

Sr. No.	Description	No. of Hours (Lectures + Debate)
Unit 1	Analysis on whether authentic logic is included into three categories or not.	15
Unit 2	Analysis on whether non-authentic logic can be authentic logic or not.	15
Unit 3	Indefinite Reason Having Remainder and its classifications.	15

Texts and References

1. Acharya Dharmakirti. *Pramanavartika – A Commentary on Acharya Dignaga's Pramasamuccaya (Compendium on Cognition)*
2. Gyaltsap Je. 'A Clear Elucidation of the Path of Liberation – Commentary on *Pramanavartika* by Acharya Dharmakirti'
3. Khedup Je's Extensive Commentary on *Pramanavartika* by Acharya Dharmakirti.
4. Jetsun Choekyi Gyaltsen's Analytical Commentary on *Pramanavartika* by Acharya Dharmakirti.

3.6 AECC – 5: Tibetan Language 5: Composition, Letter Writing and Grammar

Objective

This course will improve the student's skills in Tibetan writing - composition, essays and letter-writing. The course will also further the student's understanding of Tibetan Grammar.

Credits: 3

(Contact Hours: 45)

Sr. No.	Description	No. of Hours (Lectures + Tutorials)
Unit 1	Composition and Essay Writing	15
Unit 2	Reading Comprehension	15
Unit 3		15
1	Letter-Writing	
2	Grammar	

Texts and References

1. Yangchen Dubai Dorje. *The Mirror Illuminating the Important Problems- a Commentary on the Application of Signs*'.
2. Drati Geshe Rinchen Dhondup. *'(Drati Takjug) The Illuminating Commentary of the Application of Signs*'.
3. Situ Panchen Choekyi Jungney. *'(Situ Drelchen) The Beautiful Rosary of Pearls - a commentary on the Application of Signs*'.
4. Ngulchu Dharma Bhadra. *'(Situ Shallung) The Oral Instruction of Situ - a commentary on the Application of Signs*'.
5. Tsetan Shabdung. *'(Thonmi Shallung) The Oral Instruction of Thonmi - a commentary on the Application of Signs*'.
6. Tibetan Reader – CTA, Dept. of Education

3.7 AECC – 6: Tibetan Language 6: Poetry and Literature

Objective

This course will introduce the student to the art of reading and writing poetry. It will also help the student develop reading comprehension skills and develop his conceptual understanding, decoding, analyzing, inferring, interpreting skills and enhance his vocabulary. Learning language through literature will build the student's skills in identifying the central theme and sub-theme of literary works and in understanding the writers' message.

Credits: 3

(Contact Hours: 45)

Sr. No.	Description	No. of Hours (Lectures + Tutorials)
Unit 1	How to compose verses	15
Unit 2	Learning language through Literature/Drama	15
Unit 3		15
1	Poetry	
2	Reading Autobiographical Works	

Texts and References

- 1 Yangchen Dubai Dorje. *The Mirror Illuminating the Important Problems- a Commentary on the Application of Signs*'.
- 2 Drati Geshe Rinchen Dhondup. '(Drati Takjug) *The Illuminating Commentary of the Application of Signs*'.
- 3 Situ Panchen Choekyi Jungney. '(Situ Drelchen) *The Beautiful Rosary of Pearls - a commentary on the Application of Signs*'.
- 4 Ngulchu Dharma Bhadra. '(Situ Shallung) *The Oral Instruction of Situ - a commentary on the Application of Signs*'.
- 5 Tsetan Shabdung. '(Thonmi Shallung) *The Oral Instruction of Thonmi - a commentary on the Application of Signs*'.
- 6 Tibetan Reader – CTA, Dept. of Education

3.8 SEC – 5: Cultivating Vipashyana – Selflessness according to the Sautrantrika - Svatantrika System

Objective

This course introduces the student to techniques in cultivating the insight of Selflessness according to the Sautrantika-Svatantrika System propounded by Acharya Bhavaviveka.

Credits: 2

(Contact Hours: 30)

Sr. No.	Description	No. of Hours (Lectures + Practical)
Unit 1		15
1	<i>Acharya Bhavaviveka's view on Ultimate Presence or Absence of Intrinsic Nature in Persons and Phenomena</i>	
2	Conventional Existence or Nonexistence of External Phenomena	
Unit 2	The main reason for Negation of Ultimate Existence	15

Texts and References

1. Je Lama Tsongkhapa. *'The Great Treatise on the Stages of the Path to Enlightenment.'*
2. Je Lama Tsongkhapa. *'Essence of Eloquence.'*
3. Acharya Dipankara Atisha. *'Bodhipatha Pradipa – A Lamp on the Path to Enlightenment.'*
4. Jetsun Chokyi Gyaltsen: *'General Meaning on Tsongkhapa's Essence of Eloquence.'*
5. HH the 2nd Dalai Lama Gedun Gyatso: *'Commentary on the Difficult Points of Tsongkhapa's Essence of Eloquence.'*

3.9 SEC – 6: Social, Emotional and Ethical Learning

Objective

This course introduces the student to a learning framework which helps the cultivation of positive emotional regulation, self-compassion and interpersonal skills that have been observed to improve both academic growth and individual well-being outcomes.

Credits: 2

(Contact Hours: 30)

Sr. No.	Description	No. of Hours (Lectures + Practical)
Unit 1		15
1	Exploring the Personal Domain	
2	Exploring the Social Domain	
Unit 2	Exploring the Systems Domain	15

Texts and References

- 1 Center for Contemplative Science and Compassion-based Ethics, Emory University's, "The SEE Learning Companion"

Semester IV, 2nd Year

Credit Distribution: BA (Hons.) – Ancient Tibetan Language, Semester 4, 2nd Year

Sr. No.	Type of Course	No. of Credits
1	Compulsory Core Course -1 (Major)	3
2	Compulsory Core Course – 2 (Major)	3
3	Compulsory Core Course -1 (Minor)	3
4	Compulsory Core Course -2 (Minor)	3
5	Open Elective – 1	3
6	Department Specific Elective - 1	-
7	AECC – 1	3
8	AECC – 2	3
9	SEC-1	2
10	SEC-2	2
	Total	25

Curriculum: Sem. 4, 2nd Year (Minor in Ancient Psychology)

Sr. No.	Type of Course	Name of the Paper	Name of Dept. Offering the Course	No. of Credits
Major: Ancient Tibetan Language (Compulsory Courses)				
1	Core Course – A7	Tibetan Grammar – Sumchupa II	Dept. of Ancient Tibetan Language	3
2	Core Course – A8	Tibetan Synonymics – Ngonjod Gyatso Chuthik II	Dept. of Ancient Tibetan Language	3
Minor: Ancient Psychology				
3	Core Course – B7	The Auxiliaries of Dhyanas and Immeasurable Compassion	Dept. of Ancient Psychology	3
4	Core Course – B8	The Benefits of Being Heedful	Dept. of Ancient Psychology	3
Open Elective				
5	Open Elective -4	Relationship between Evidence and Predicate	Dept. of Ancient Philosophy	3
Ability Enhancement Compulsory Courses				
6	AECC-7	Tibetan Language 7: Composition, Letter-Writing and Grammar	Dept. of Ancient Tibetan Language	3
7	AECC –8	Tibetan Language 8: Poetry and Literature	Dept. of Ancient Tibetan Language	3
Skill Enhancement Courses				
8	SEC-7	Cultivating Vipashyana – Selflessness according to the Yogacara - Svatantrika System	Dept. of Ancient Philosophy	2
9	SEC-8	Vinaya: Code of Monastic Discipline	Dept. of Ancient Philosophy	2
		Total		25

4.1. Core Course – A7: Tibetan Grammar – Sumchupa II

Objective and Course Outcomes:

In this course, we will continue and complete the Tibetan Grammar text of Thirty Verses (Tib. Sumchupa) from the chapter called *Ni* Particle, which start from verse number 17c. We will also learn on Tibetan Orthography, with based on *Dagyig Lishi Gurkhang* text, authored by Lotsawa Ngawang Tashi.

Credits: 3

(Contact Hours: 45)

Sr. No.	Description	No of Hours (Lecture + Debate)
Unit 1	7 Particles Not Depending on Suffixes.	15
Unit 2	The Advantages of Knowing Grammar.	15
Unit 3	2 nd Part of Tibetan Orthography <i>Dagyig Lishi Gurkhang</i> .	15

Reference:

- 1 Thonmi Sambodra. *Sumchu Pa (Thirty Verses)*.
- 2 Yangchen Dubai Dorje. *The Mirror Illuminating the Important Problems- a Commentary on the Application of Signs*'.
- 3 DratiGesheRinchenDhondup. *'(DratiTakjug) The Illuminating Commentary of the Application of Signs*'.
- 4 Situ Panchen Choekyi Jungney. *'(Situ Drelchen) The Beautiful Rosary of Pearls - a commentary on the Application of Signs*'.
- 5 Ngulchu Dharma Bhadra. *'(Situ Shallung) The Oral Instruction of Situ - a commentary on the Application of Signs*'.
- 6 Tsetan Shabdung. *'(Thonmi Shallung)The Oral Instruction of Thonmi - a commentary on the Application of Signs*'.
- 7 Tibetan Orthography text *Dagyig Lishi Gurkhang*, authored by Lotsawa Ngawang Tashi

4.2. Core Course – A8: Tibetan Synonymics – Ngonjod Gyatso Chuthik II

Objectives and Outcomes:

In this Course, we will continue learning on the Tibetan Synonymic, with based upon Ngulchu Dharma Badra's text called Ngonjod Gyatso Chuthik. Although this text contains many parts, in this semester, we will learn two chapters. We will also learn about how to write various types of Memos, Drafts, and Journalism.

Credits: 3

(Contact Hours: 45)

Sr. No.	Description	No of Hours (Lecture + Debate)
Unit 1	3 rd Chapter: Synonyms of Days, Months, Year, and Universe.	15
Unit 2	4 th Chapter: Synonyms of Times, and Aeons.	15
Unit 3	How to write Memos, Drafts and Journalism.	15

Text and References:

1. Ngulchu Dharma Badra: The text on Tibetan Synonyms called Ngonjod Gyatso Chuthik.
2. Rinpungpa Ngawang Jigdag: Ngonjod Khepa'I Nagyen.
3. Shalu Lotsawa Choekyong Sangpo: Ngonjod Legshe Sergyi Demig
4. Bodkyi rtsom rig gzhung lugs, Works of Tibetan Literature.

4.3. Compulsory Course –B7 (Minor-Psychology): The Auxiliaries of Dhyanas and Immeasurable Compassion

Course Description:

The course will cover the following topics:

- The four Arupa Loka planes of Infinite Space, Infinite Consciousness, Nothingness and Neither Perception nor Non-perception
- The Dhyana states that lead to rebirth in these four planes
- The attitude of Immeasurable Compassion, Loving-Kindness, Equanimity and Joy

Objective

To introduce the student to the various limbs of the four Arupa-loka Dhyanas and the attitudes of immeasurable compassion, loving-kindness etc.

Credits: 3

(Contact Hours: 45)

Sr. No.	Description	No. of Hours (Lectures + Debate)
Unit 1	The Four Rupa-loka Dhyanas	15
Unit 2	The various limbs of these four Dhyana States	15
Unit 3		
1	Immeasurable Compassion and the other 3 immeasurable attitudes	8
2	The benefits of cultivating these four kinds of immeasurable attitudes	7

Texts and References

1. Tsongkhapa's *Golden Rosary of Good Explanation* (Tib *legs bshad gser phreng*) Commentary on Haribhadra's text.
2. *Gyaltsab Je's rnam bshad snying rgyan, Commentary on Maitreya's Abhisamayālaṅkāra*
3. Maitreya's Ornament of the Sutras - *Sutralamkara karika* (Tib. *mdo sde rgyan*)
4. Maitreya's '*Discrimination of the Middle Way and the Extremes – Madhyanta Vibhanga*'
5. Lama Tsong Khapa's 'The Great Treatise on the Stages of the Path to Enlightenment'
6. Science and Philosophy in the Indian Buddhist Classics – Vol 2
7. Acharya Vasubandhu's '*Abhidharmakosakarika* – Chapter 5'
8. Acharya Asanga's '*Yogacara Sravakabhumi*'
9. Jetsun Chokyi Gyaltsen's '*The General Essence of Rupa-loka Dhyana and Arupa-loka Samadhis and its Critical Analysis*'

4.4. Compulsory Course –B8 (Minor-Psychology): The Benefits of Being Heedful

Course Description:

The course will cover the following topics:

- The Essential Practices of a Bodhisattva
- Need to be diligent and persevering and their benefits
- Cultivation of an attitude of diligence

Objective

To introduce the student to the essential practices of a Bodhisattva and the cultivation of diligence and vigilance – attitudes that help in the cultivation of *Shamatha*.

Credits: 3

(Contact Hours: 45)

Sr. No.	Description	No. of Hours (Lectures + Debate)
Unit 1	How to exert oneself in the Bodhisattva's practices	7
Unit 2	Importance of diligence	8
Unit 3		
1	Need to be vigilant to protect the mind and its benefits	12
2	How to cultivate such vigilance and alertness	18

Texts and References

1. Tsongkhapa's *Golden Rosary of Good Explanation* (Tib *legs bshad gser phreng*) Commentary on Haribhadra's text.
2. *Gyaltsab Je's rnam bshad snying rgyan, Commentary on Maitreya's Abhisamayālaṅkāra*
3. Maitreya's Ornament of the Sutras – *Sutralamkara karika* (Tib. *Mdo sde rgyan*)
4. Maitreya's '*Discrimination of the Middle Way and the Extremes – Madhyanta Vibhanga*'
5. Lama Tsong Khapa's 'The Great Treatise on the Stages of the Path to Enlightenment'
6. Science and Philosophy in the Indian Buddhist Classics – Vol 2
7. Acharya Vasubandhu's '*Abhidharmakosakarika* – Chapter 5'
8. Acharya Asanga's '*Yogacara Sravakabhumi*'
9. Jetsun Chokyi Gyaltzen's '*The General Essence of Rupa-loka Dhyana and Arupa-loka Samadhis and its Critical Analysis*'

Common Syllabus for All

4.5. OE-4: Relationship between Evidence and Predicate

Objective

This course teaches that to establish Positive Pervasion (*anvayavyāpti*, *rjes khyab*) and Opposite Pervasion (*vyatirekavyāpti*, *ldog khyab*) of that authentic reason, one must first preceded by understanding the relationship between Reason and Predicate. This is the thought of Acharya Dignāga (5th Century), who have authored Compendium of Valid Cognition (*pramana-samuccaya*). To realize Positive Pervasion (*anvayavyāpti*, *rjes khyab*), one must need to possess the qualities of three Valid Cognitions.

Credits: 3

(Contact Hours: 45)

Sr. No.	Description	No. of Hours (Lectures + Debate)
Unit 1	To establish Opposite Pervasion (<i>vyatirekavyāpti</i> , <i>ldog khyab</i>), the relationship between Reason and Predicate need to be established.	14
Unit 2	The three valid cognitions necessary to prove Positive Pervasion.	16
Unit 3	Whether three modes of reasoning are one entity or not.	15

Texts and References

1. Acharya Dignāga (5th Century), - Compendium of Valid Cognition (*pramana-samuccaya*)
2. Acharya Dharmakirti. *Pramanavartika – A Commentary on Acharya Dignaga’s Pramasamuccaya (Compendium on Cognition)*
3. Gyaltsap Je. ‘*A Clear Elucidation of the Path of Liberation – Commentary on Pramanavartika by Acharya Dharmakirti*’
4. Khedup Je’s Extensive Commentary on *Pramanavartika by Acharya Dharmakirti*.
5. Jetsun Choekyi Gyaltsen’s Analytical Commentary on *Pramanavartika by Acharya Dharmakirti*.

4.6. AECC – 7: Tibetan Language 7: Composition, Letter Writing and Grammar

Objective

This course will improve the student's skills in Tibetan writing - composition, essays and letter-writing. The course will also further the student's understanding of Tibetan Grammar.

Credits: 3

(Contact Hours: 45)

Sr. No.	Description	No. of Hours (Lectures + Tutorials)
Unit 1	Composition and Essay Writing	15
Unit 2	Reading Comprehension	15
Unit 3		15
1	Letter-Writing	
2	Grammar	

Texts and References

1. Yangchen Dubai Dorje. *'The Mirror Illuminating the Important Problems- a Commentary on the Application of Signs'*.
2. Drati Geshe Rinchen Dhondup. *'(Drati Takjug) The Illuminating Commentary of the Application of Signs'*.
3. Situ Panchen Choekyi Jungney. *'(Situ Drelchen) The Beautiful Rosary of Pearls - a commentary on the Application of Signs'*.
4. Ngulchu Dharma Bhadra. *'(Situ Shallung) The Oral Instruction of Situ - a commentary on the Application of Signs'*.
5. Tsetan Shabdung. *'(Thonmi Shallung) The Oral Instruction of Thonmi - a commentary on the Application of Signs'*.
6. Tibetan Reader – CTA, Dept. of Education

4.7. AECC – 8: Tibetan Language 8: Poetry and Literature

Objective

This course will introduce the student to the art of reading and writing poetry. It will also help the student develop reading comprehension skills and develop his conceptual understanding, decoding, analyzing, inferring, interpreting skills and enhance his vocabulary. Learning language through literature will build the student's skills in identifying the central theme and sub-theme of literary works and in understanding the writers' message.

Credits: 3

(Contact Hours: 45)

Sr. No.	Description	No. of Hours (Lectures + Tutorials)
Unit 1	How to compose verses	15
Unit 2	Learning language through Literature/Drama	15
Unit 3		15
1	Poetry	
2	Reading Autobiographical Works	

Texts and References

- 1 Yangchen Dubai Dorje. *The Mirror Illuminating the Important Problems- a Commentary on the Application of Signs*'.
- 2 Drati Geshe Rinchen Dhondup. *(Drati Takjug) The Illuminating Commentary of the Application of Signs*'.
- 3 Situ Panchen Choekyi Jungney. *(Situ Drelchen) The Beautiful Rosary of Pearls - a commentary on the Application of Signs*'.
- 4 Ngulchu Dharma Bhadra. *(Situ Shallung) The Oral Instruction of Situ - a commentary on the Application of Signs*'.
- 5 Tsetan Shabdung. *(Thonmi Shallung) The Oral Instruction of Thonmi - a commentary on the Application of Signs*'.
- 6 Tibetan Reader – CTA, Dept. of Education

4.8. SEC -7: Cultivating Vipashyana – Selflessness according to the Yogacara - Svatantrika System

Objective

This course introduces the student to techniques in cultivating the insight of Selflessness according to the Yogacara-Svatantrika System propounded by Acharya Shantarakshita.

Credits: 2

(Contact Hours: 30)

Sr. No.	Description	No. of Hours (Lectures + Practical)
Unit 1		15
1	<i>Acharya Shantarakshita's view on Ultimate Presence or Absence of Intrinsic Nature in Persons and Phenomena.</i>	
2	Conventional Existence or Nonexistence of External Phenomena	
Unit 3	The main reason for Negation of Ultimate Existence	15

Texts and References

- 1 Je Lama Tsongkhapa. *'The Great Treatise on the Stages of the Path to Enlightenment.'*
- 2 Je Lama Tsongkhapa. 'Essence of Eloquence.'
- 3 Acharya Dipankara Atisha. *'Bodhipatha Pradipa – A Lamp on the Path to Enlightenment.'*
- 4 Jetsun Chokyi Gyaltzen: 'General Meaning on Tsongkhapa's Essence of Eloquence.'
- 5 HH the 2nd Dalai Lama Gedun Gyatso: 'Commentary on the Difficult Points of Tsongkhapa's Essence of Eloquence.'

4.9. SEC -8: Vinaya – Code of Monastic Discipline

Objectives and Outcomes:

In this text of Pratimokṣa Vinaya, you will learn about the lists of rules and procedures that govern the Buddhist monastics [Monks or Bhiksus and nuns or Bhiksunis]. Vinaya is one of the three divisions of Buddhist Canon called Tripitika.

Credits: 2

(Contact Hours: 30)

SI No.	Description	No of Hours (Lecture + Debate)
Unit 1		15
1	General Meaning of Pratimokṣa	
2	Division of Pratimokṣa.	
Unit 2		15
1	The causes of abandoning the Pratimokṣa.	
2	Benefits of commitment of Pratimokṣa.	

Reference:

1. Buddha Shakyamuni's, 'Pratimokṣa Sutra.'
2. Buddha Shakyamuni's, 'Mūlasarvāstivāda Vinaya.'
3. Ācārya Gunaprabha's, 'Root Sūtra of Vinaya.'
4. Kunkhyen Tshonawa's, 'Commentary on Root Sutra of Vinaya'
5. Lama Tsongkhapa's, 'The root text called *Essence of Extensive Vinaya* [‘dul ba rgya mtso snying po]’
6. Ngulchu Dharmabhadra's 'Commentary on *Essence of Extensive Vinaya*'

5. Semester V, 3rd Year

Credit Distribution: BA (Hons.) – Ancient Tibetan Language, Semester 5, 3rd Year

Sr. No.	Type of Course	No. of Credits
	DSC	
1	Compulsory Core Course – A9	4
2	Compulsory Core Course – A10	4
3	Compulsory Core Course – A11	4
4	Compulsory Core Course – A12	4
	DSE	
5	Discipline Specific Elective – 1	3
	SEC	
6	Vocational	3
7	SEC-9	2
	Total	24

Curriculum: Sem. 5, 3rd Year

Sr. No.	Type of Course	Name of the Paper	Name of Dept. Offering the Course	No. of Credits
<i>Major: Ancient Tibetan Language (DSC- Compulsory Courses)</i>				
1	Core Course – A9	Tagjug-I and Lishigurkhang-III	Dept. of Ancient Tibetan Language	4
2	Core Course – A10	Tagjug-II and Lishigurkhang-IV	Dept. of Ancient Tibetan Language	4
3	Core Course – A11	Ngonjod-III and Verses	Dept. of Ancient Tibetan Language	4
4	Core Course – A12	Ngonjod-IV and Prose	Dept. of Ancient Tibetan Language	4
<i>Discipline Specific Elective</i>				
5	DSE – 1	Source and Activators of Letters	Dept. of Ancient Tibetan Language	3
<i>Vocational and Skill Enhancement Courses</i>				
6	Vocational-1	Training in Mindfulness of Body		3
7	SEC – 9	Buddhist Cosmology		2
		Total		24

5.1 Core Course – 1: Tagjug-I and Lishigurkhang-III

Course Description:

The course will cover the following topics:

- Types of Signs of Letters, Four Applications of 5 Prefixes.
- Self and Other Entities, 3 Tenses with their Classifications.
- Precise exposition of the first 2 Applications of 10 Suffixes.
- Many knowledges of orthography

Objective

This course will help the student to understand:

- The various applications of all prefixes
- Important usage of self and other entities of Grammatical use
- Different Tenses with their usage and improve the spelling

Credits: 4

Contact Hours: 60 hrs

Sr. No.	Description	No. of Hours (Lectures + Debate)
Unit 1	(Grammar) Tagjug: Homeage - Four Applications of 5 Prefixes	18
Unit 2	Self and Other Entities - first 2 Applications of 10 Suffixes	18
Unit 3	(Orthography) Dhagyig Lishigurkhang (མདུན་པ་ནི་ཚོགས་པ། ཞེས་པ་ནས། ལྷམ་ཁྱེར་ནི་ཉམ་ཁྱེར། ཞེས་པའི་བར།)	12
Unit 4	(Orthography) Dhagyig Lishigurkhang (བརྟགས་པ་ནི་གྲུ་བའམ་ལྷེན་པ། ཞེས་པ་ནས། བོད་ཀྱི་བཟོར་མཛད་པ་དང། ཞེས་པའི་བར།)	12

Texts and References

1. Acharya Thonmi Sambhota: '*The Application of Signs*'
2. Yangchen Dubai Dorje: '*The Mirror Illuminating the Important Problems- a Commentary on the Application of Signs*'.
3. Drati Geshe Rinchen Dhondup: '*(Drati Takjug) The Illuminating Commentary of the Application of Signs*'.
4. Situ Panchen Choekyi Jungney: '*(Situ Drelchen) The Beautiful Rosary of Pearls - a commentary on the Application of Signs*'.
5. Ngulchu Dharma Bhadra: '*(Situ Shallung) The Oral Instruction of Situ - a commentary on the Application of Signs*'.
6. Tsetan Shabdung: '*(Thonmi Shallung) The Oral Instruction of Thonmi - a commentary on the Application of Signs*'.
7. Kyogton Lotsava Ngawang Rinchen: '*Dhagyig Lishigurkhang*'
8. Ngulchu Dharma Bhadra: '*Synonyms - Drop of Ocean*'
9. '*The Compositional Discipline of Tibetan Literature*'
10. The 6th Dalai Lama: '*The Poems*'
11. Gedun Choephel: '*Literary works*'

5.2 Core Course – 2: Tagjug-II and Lishigurkhang-IV

Course Description:

This course will cover the 3rd and 4th Applications of 10 Suffixes, 8 different types of Cases, and so many names and words with their definitions.

Objective

To introduce the student to these topics and make them eligible for using these different applications in their writings and to empower them with rich vocabularies and etymologies.

Credits: 4

Contact Hours: 60 hrs

Sr. No.	Description	No. of Hours (Lectures + Debate)
Unit 1	(Grammar) Tagjug: 3 rd and 4 th Applications of Suffixes	18
Unit 2	(Grammar) Tagjug: 8 Cases - Colophon	16
Unit 3	(Orthography) Dhagyig Lishigurkhang (ལྷན་ཁྲིམས་ཀྱི་ཁྲིམས་པ་དཔལ་མཛད་དེ། ཞེས་པ་ནས། རྗེ་མ་དག་གིས་བཀག་པ་སྟར་ལོ། ཞེས་པའི་བར།)	12
Unit 4	(Orthography) Dhagyig Lishigurkhang (ལ་ཅིག་ཏུ་རྒྱ་ནག་ ཞེས་པ་ནས། རེག་ཟེག་ཏུ་བཀོད་པའོ། ཞེས་པའི་བར།)	14

Texts and References

1. Acharya Thonmi Sambhota: *'The Application of Signs'*
2. Yangchen Dubai Dorje: *'The Mirror Illuminating the Important Problems- a Commentary on the Application of Signs'*.
3. Drati Geshe Rinchen Dhondup: *'(Drati Takjug) The Illuminating Commentary of the Application of Signs'*.
4. Situ Panchen Choekyi Jungney: *'(Situ Drelchen) The Beautiful Rosary of Pearls - a commentary on the Application of Signs'*.
5. Ngulchu Dharma Bhadra: *'(Situ Shallung) The Oral Instruction of Situ - a commentary on the Application of Signs'*.
6. Tsetan Shabdung: *'(Thonmi Shallung) The Oral Instruction of Thonmi - a commentary on the Application of Signs'*.
7. Kyogton Lotsava Ngawang Rinchen: *'Dhagyig Lishigurkhang'*
8. Ngulchu Dharma Bhadra: *'Synonyms - Drop of Ocean'*
9. *'The Compositional Discipline of Tibetan Literature'*
10. The 6th Dalai Lama: *'The Poems'*
11. Gedun Choephel: *'Literary works'*

5.3 Core Course – 3: Ngonjod-III and Verses

Course Description:

The course will cover the following topics:

- Vast knowledge of synonyms
- Types of composition of Verses

Objective

This course will help the student to understand:

- usage of different words and names
- Skilled in composition of Verses.

Credits: 4

Contact Hours: 60 hrs

Sr. No.	Description	No. of Hours (Lectures + Debate)
Unit 1	(Synonymics) Ngonjod Gyatsoi Chuthik Part III: Underneath of Earth Group	18
Unit 2	(Synonymics) Ngonjod Gyatsoi Chuthik Part III: Earth, Mountain, and Villages	16
Unit 3	(Literature) Composition of Verses	14
Unit 4	Classifications of Verses	12

Texts and References

1. Kyogton Lotsava Ngawang Rinchen: *'Dhagyig Lishigurkhang'*
2. Ngulchu Dharma Bhadra. *'Synonyms - Drop of Ocean'*
3. Sakya Pandit: *'Jipa Dhagyig – The Orthography of Child'*
4. Tendhar Lharampa: *'The Ornament of Expert Mouth- Exposition of Letter'*
5. *'The Compositional Discipline of Tibetan Literature'*
6. The 6th Dalai Lama: *'The Poems'*
7. Gedun Choephel: *'Literary works'*
8. Archarya Dandi: *'Mirror of Poetry'*
9. Bod Khepa: *'The Heart Ornament of Dandi'*
10. Khamtul Choekyi Nyima: *'The Commentary on Mirror of Poetry'*

5.4 Core Course – 4: Ngonjod-IV and Prose

Course Description:

The course covers a detailed presentation of the Synonyms and a disciplined system of the Construction of Prose in Tibetan Literature.

Objective

To introduce the student to the Synonyms and Composition of Prose is to make them comprehensive of multi names of things that are so popular to use in the Tibetan Literature and to gain a good understanding of composing the Prose and different types of Prose that are used in daily life.

Credits: 4

Contact Hours: 60 hrs

Sr. No.	Description	No. of Hours (Lectures + Debate)
Unit 1	(Synonymics) Ngonjod Gyatsoi Chuthik Part IV: On Forest and Medicine	14
Unit 2	(Synonymics) Ngonjod Gyatsoi Chuthik Part IV: On Wild Animals and Birds	14
Unit 3	(Literature) Composition of Prose	18
Unit 4	(Literature) Classifications of Prose	14

Texts and References

1. Kyogton Lotsava Ngawang Rinchen: '*Dhagyig Lishigurkhang*'
2. Ngulchu Dharma Bhadra. '*Synonyms - Drop of Ocean*'
3. Sakya Pandit: '*Jipa Dhagyig – The Orthography of Child*'
4. Tendhar Lharampa: '*The Ornament of Expert Mouth- Exposition of Letter*'
5. '*The Compositional Discipline of Tibetan Literature*'
6. The 6th Dalai Lama: '*The Poems*'
7. Gedun Choephel: '*Literary works*'
8. Archarya Dandi: '*Mirror of Poetry*'
9. Bod Khepa: '*The Heart Ornament of Dandi*'
10. Khamtul Choekyi Nyima: '*The Commentary on Mirror of Poetry*'