



**Curriculum of Bachelor of Arts  
in Mahayana Studies  
(International Program)**

**Revised 2018 Curriculum**

**Mahapanya College,  
affiliated Institute to  
Mahachulalongkornrajavidyalaya  
University**



ประกาศมหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย  
เรื่อง อนุมัติหลักสูตรและเปิดสอนหลักสูตรพุทธศาสตรบัณฑิต สาขาวิชามหาयานศึกษา  
(หลักสูตรนานาชาติ) หลักสูตรปรับปรุง พ.ศ. ๒๕๖๑ สำหรับบรรพชิตและคฤหัสถ์  
สถาบันสมทบ มหาปัญญาวิทยาลัย อำเภอบางบาล จังหวัดสงขลา

เพื่อให้การบริหารงานของมหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย ดำเนินไปด้วยความ  
เรียบร้อยมีประสิทธิภาพ บรรลุวัตถุประสงค์และนโยบายของมหาวิทยาลัย

อาศัยอำนาจตามความในมาตรา ๑๙ (๖) แห่งพระราชบัญญัติมหาวิทยาลัยมหาจุฬาลงกรณราช  
วิทยาลัย พ.ศ. ๒๕๔๐ และมติสภามหาวิทยาลัย ในคราวประชุม ครั้งที่ ๔/๒๕๖๑ วันพุธที่ ๒๕ เมษายน พ.ศ.  
๒๕๖๑ จึงออกประกาศไว้ ต่อไปนี้

“สภามหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย อนุมัติหลักสูตรและเปิดสอนหลักสูตรพุทธ  
ศาสตรบัณฑิต สาขาวิชามหาयานศึกษา (หลักสูตรนานาชาติ) หลักสูตรปรับปรุง พ.ศ. ๒๕๖๑ สำหรับ  
บรรพชิตและคฤหัสถ์ สถาบันสมทบ มหาปัญญาวิทยาลัย อำเภอบางบาล จังหวัดสงขลา ทั้งนี้ ตั้งแต  
วันที่ ๒๕ เมษายน พ.ศ. ๒๕๖๑ เป็นต้นไป”

ประกาศ ณ วันที่ ๒๕ พฤษภาคม พ.ศ. ๒๕๖๑

(พระธรรมปัญญาบดี)

นายกสภามหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย

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**Bachelor of Arts  
Program in Mahayana Studies  
(International Program)  
Revised Curriculum 2018**

Institution Name: Mahachulalongkornrajavidyalaya University

The Affiliate Institute: Faculty of Buddhism

The Affiliate Institute Mahapanya Vidyalai College, Hat Yai, Songkhla

**Section 1  
General Information**

**1. Curricular Code 2550185112094**

**Thai:**พุทธศาสตรบัณฑิต สาขาพุทธศาสนศึกษา (หลักสูตรนานาชาติ)

**English:** Bachelor of Arts Program in Mahayana Studies  
(International Program)

**2. Name of Degree and Section**

Full Title in Thai: พุทธศาสตรบัณฑิต (มหาดยาศึกษา)

Abbreviated Title in Thai: พธ.บ. (มหาดยาศึกษา)

Full Title in English: Bachelor of Arts (Mahayana Studies)

Abbreviated Title in English: B .A. (Mahayana Studies)

**3. Major Subjects or Curriculum Specifications**

The curriculum focuses on Studies of Mahayana Buddhism in Mahayana Studies

**4. Required Credits**

120Credits

**5. Curriculum Characteristics**

**5.1Curriculum Types**

4 – Year Bachelor’s degree program using English as the medium of instruction

**5.2 Types of Curriculum (Bachelor of Arts)**

5.3 Language of Instruction is English. Textbooks and learning materials are in English and Thai.

5.4 Recruitment

Thai and international monks having a good command of English

5.5 Cooperation with other universities: Affiliated of Mahachulalongkornrajavidyalaya University and collaborating with Buddhist College of Sinchue, Taiwan.

Mahapanya Vidyalayala would like to help students to be well-versed in Mahayanism of the East from the experts in this field, to help students about self training and mind training so that they determine to continue prosperity of Buddhism, and Mahayanist Monks of Taiwan too, determine to help and support social welfare activities. Mahapanya Vidyalaya expects its graduates become academics fruitful activities in order to continue Buddhism, participate in social development and promote academic activities of Mahapanya Vidyalaya.

5.6 Degree Awarded to the Graduates

The sole degree awarded is Bachelor of Arts in Mahayana Studies

## 6. Curriculum Status and Curriculum Approval

6.1 The 2018 Program revised from the 2013 Program, effective in the first semester of the academic year.

6.2 Approved by the Academic Council of Mahachulalongkornrajavidyalaya University in the Meeting.....

6.3 Approved by the University Council of Mahachulalongkornrajavidyalaya University in the meeting .....

## 7. Capability to Implement/Promote the Curriculum

The program will be effective according to the TQF: H.Ed. Degree program in Mahayana Studies in the academic year 2020.

## 8. Prospective Professions after Graduation

Graduates with Bachelor of Arts in Mahayana Studies are eligible for jobs qualified by the Office of The Civil Service Commission and those in private sectors required for the graduates in Humanities and Social sciences as listed below.

- (1) university lecturers
- (2) religious scholars
- (3) chaplains
- (4) penalty officers
- (5) mental health personnel
- (6) human resources training personnel
- (7) social and rehabilitation personnel
- (8) international organizations personnel
- (9) others

**9. Names, ID/Passport Number, Titles and Academic Qualifications of the Program Committee**

<b>Academic Title</b>	<b>Name, Title, Last name and ID/Passport No.</b>	<b>Academic qualification and specialization</b>	<b>Institution</b>	<b>Year of Graduation</b>
Lecturer	Rev. Khenpo Chonyi Rangdrol P. 016333	Ph. D. (Buddhist Philosophy)	NgayurNyingma Institute, India	2006
		M.A. (Buddhist Philosophy)	NgayurNyingma Institute, India	2004
		B.A. (Tibetan Buddhism)	NgayurNyingma Institute, India	1999
Lecturer	Rev. Khenpo Phuntsho Gyaltshen G008322	Ph. D. (Buddhist Philosophy)	NgayurNyingma Institute, India	2006
		M.A. (Buddhist Philosophy)	NgayurNyingma Institute, India	2004
		B.A. (Buddhist Studies)	NgayurNyingma Institute, India	1999
Lecturer	Dr. Fa Qing G43217567	Ph.D (Buddhist Philosophy)	Calgary University, Canada	1999
			Kelaniya University, Sri Lanka	1994
		M.A. (Buddhist Philosophy) B.A. (Philosophy)	Kelaniya University, Sri Lanka	1991
Lecturer	Mr. Natthawat Suprassert 38004-00766-041	Ph.D (Buddhist Studies )	Mahachulalongkong – rajavidyalaya University	2015
		M.A (Dhamma Communication)	Mahachulalongkong – rajavidyalaya University	2001
		B.A (Philosophy )	Mahachulalongkong – rajavidyalaya University	1998

<p><b>10. Study Location</b></p> <p>Machulalongkornrajavidyalaya University. Affiliate Institute: Mahapanya Vidyalai on 635/1 Thammanoon Vithi, Hat Yai District, Songkhla Province</p>
<p><b>11. External Factors to be Considered in Curriculum Planning</b></p> <p><b>11.1 Economic Situation/ Development</b></p> <p>The development of the program will be in accordance with the Twelfth National Economic and Social Development Plan B.E. 2560-2564 (2017-2021) which identify both internal and external paced environmental and social changes, together with the rapid globalization trend leading to economic and social changes, opportunities, and risks. Educational management, application of knowledge in Buddhism are, therefore, targeted by the Ministry of Education and the Twelfth National Economic and Social Development Plan focusing on social development in intellectual and sustainable happiness. The Curriculum also responds to the key missions of Mahapanya Vidyalai in producing Mahayana religious personnel knowledgeable in Buddhism and research methodology to propagate and conserve the culture, knowledge and faith in Buddhism.</p> <p><b>11.2 Social and Cultural Situation /Development</b></p> <p>To conform with current circumstance or social and cultural development, MPV, curriculum development staff revised the curriculum structure, organized the specific subjects in groups the total buddhism subject are 84 credits and divided in subject groups, especially Mahayana studies group are 30 credits. The new eight subjects emphasized on Mindfulness and concentration (I,II,III,IV,V,VI,VII,VIII) Mahapanya Vidyalai would like our students well minded practiced</p>
<p><b>12. Reasons for Curriculum Development</b></p> <p><b>12.1 Curriculum Development</b></p> <p>The current country's economic development and economic coalition of the ASEAN Community prompt the university education to adapt and develop to social changes when people from different cultures will be coming to the country and this might cause social problems. Therefore the graduates in Buddhism will have more responsibilities in mental development and rehabilitation due to rapid social changes.</p> <p>The Standard of Higher Education Curriculum B.E. 2548 (2005) AND Criteria for Standard of Higher Education Curriculum have assigned the reformation of the curriculum by revising indexes for standard and quality of education in every five- year period.</p> <p><b>12.2 Its Relevance to the Mission of the University/ Institute</b></p> <p>Every Dimension of social change which has impacts on the mission of Mahapanya Vidyalai in developing qualified graduates in Buddhism in Mahayana</p>

studies as good practitioners with good characteristics such as faithful practice, intellectual curiosity, spiritual and intellectual leadership, and capacity of developing one's own virtue and morality, enthusiasm to learn and sensibility, creativity, vision, adaptation to change, faith and sacrifice to extend Buddhism, morals and moral practices, public mindedness, skills in information technology and research in Buddhism, which are all qualifications contributing to their duties in propagating Buddhism.

The curriculum reform is done to improve the mission of Mahapanya Vidyalai by adding more subject matter in some courses and contemporary learning contents to enforce the student's knowledge in order to adapt to rapid social changes.



## Section 2

### Specific Information of Curriculum

<b>1. Philosophy, Justification and Objectives of the Curriculum</b>
<p><b>1.1 Curriculum Philosophy</b></p> <p>Mahapanya Vidyalai is an affiliate of Mahachulalongkornrajavidyalaya University which is an Ecclesiastical University founded by His Majesty King Chulalongkorn (Rama V) for the study of Tipitaka and higher Subjects for the monks, novices and the public.</p> <p>The aim of the university is to develop students' good characteristics Such as faithful practice, intellectual curiosity, spiritual and intellectual leadership, problem solving skills, being knowledge and adaptable to social change and having the awareness capacity of developing one's own virtues and morality.</p> <p>To accomplish these goals, the curriculum of Mahayana Buddhism in Mahayana Studies B.E.2560 will provide 30 credits of general education to equip the students with general knowledge to adapt well within the globalized world and the courses in Buddhism via activities, giving them insight and to help them to develop themselves according to the philosophy and objectives of the curriculum.</p>
<p><b>1.2 Justification of the Program</b></p> <p>The Bachelor of Arts Program in Mahayana Studies provides groups of specific subjects emphasizing all dimensions of Mahayana Buddhism adopted around the world such as Mahayana Buddhism in South Asia, North Asia such as in Tibet, and Bhutan, and in the Far East and South East Asia, and provides 12 Credits in Buddhism Subjects group with emphasis in concentration (8 Courses of practicum dharma.)</p> <p>The Bachelor of Arts Program in Mahayana Studies trains and educates graduates to adopt the philosophy of the curriculum and propagate Buddhism accordingly.</p>
<p><b>1.3 Objectives</b></p> <ul style="list-style-type: none"> <li>1.3.1 To manage higher education in Mahayana Studies for local and international monks and novices in both <b>Theravada</b> and Mahayana Buddhism, <b>using English as the medium of instruction</b></li> <li>1.3.2 To produce graduates with morals and virtues as spiritual and intellectual leaders</li> <li>1.3.3 To enable graduates to apply Buddhist Dharma in propagating Buddhism and to develop their lives and society.</li> </ul>

<b>2. Plan for Development and Improvement</b> The plan is expected to be completed by the end of the academic year		
<b>Developing / Changes</b>	<b>Strategies</b>	<b>Evidences/ Indexes</b>
1. Updating the curriculum to meet higher Education Commission requirement	1. Develop the Mahayana Studies curriculum as a unique learning program. 2. Evaluate the curriculum continuously	1. Curriculum development documents 2. Reports on curriculum evaluation
2. Improve the curriculum to comply with mission of the Faculty of Buddhism of Mahapanya Vidyalai and its graduate's identity	1. Promote knowledge of contents in Buddhism 2. Improve the monk student's qualifications in propagation of Buddhism, using information technology	1. The Buddhism promotion Project. 2. Promotion of the student monk activities
3. Develop the faculty and academic support personnel in doing academic work and academic services	1. Encourage and support higher studies 2. Encourage and support research and academic article writing for the advancement in academic qualification/ titles.	1. Rate of academic services per head of academic staff 2. Number of academic staff having academic titles
4. Encourage of faculty to pursue the college missions	1. Encourage and support research in Buddhism 2. Encourage and support social development activities and academic services of the faculty	1. Research projects 2. Activities in promoting Buddhism and culture
5. Conduct curriculum evaluation	1. Evaluate the curriculum 2. conduct curriculum quality assurance	1. Curriculum Evaluation Reports 2. Curriculum Quality Assurance Reports

### Section 3

#### Academic System, Procedure and Curriculum Structure

#### 1. Academic System

##### 1.1 System

The dual-semester system: one academic year consists of two semesters of no less than 15 weeks each. The summer semester is non-compulsory but if there is one, the learning hours must be equivalent to those of the regular semesters, in compliance with the regulations of Mahachulalongkornrajavidyalaya University

##### 1.2 Summer Semester Implementation

Based on the considerations of the curriculum committee of Mahapanya Vidyalai

#### 2. Curriculum Operation

##### Date-Time of the semesters

Semester 1: May-October

Semester 2: November-March

Summer Semester: April-May

#### 2.2 Types of Students

- Only full time students

#### 2.3 Requirements for Recruitment

##### 2.3.1 Requirements for monk and novice students

(1) Secondary school graduates or equivalent

(2) Meeting the requirements for the Bachelor's degree of Mahachulalongkornrajavidyalaya University B.E. 2542 (2000) (2<sup>nd</sup> version), B.E. 2550 (2007) (3<sup>rd</sup> version), and B.E. 2551 (2008) (revised version)

(3) Or having passed the admission requirements of the Office of the Higher Education Commission (in compliance with the regulations of Mahachulalongkornrajavidyalaya University B.E. 2542 (2000) (2<sup>nd</sup> version), B.E. 2550 (2007) (3<sup>rd</sup> version), and B.E. 2551 (2008) (revised version) for the Bachelor's degree.

##### 2.3.2 Requirements for non- monk students

(1) Secondary school graduates or equivalent

(2) Meeting the requirements for the Bachelor's degree of Mahachulalongkornrajavidyalaya University B.E. 2542 (2000) (2<sup>nd</sup> version), B.E. 2550 (2007) (3<sup>rd</sup> version), and B.E. 2551 (2008) (revised version)

(3) Or having passed the admission requirements of the Office of the Higher Education Commission (in compliance with the regulations of Mahachulalongkornrajavidyalaya University B.E. 2542 (2000) (2<sup>nd</sup> version), B.E. 2550 (2007) (3<sup>rd</sup> version), and B.E. 2551 (2008) (revised version) for the Bachelor's degree.

2.3.3 Recruitment Procedure in compliance with the requirements for the Bachelor's degree of Mahachulalongkornrajavidyalaya University B.E. 2542 (2000) (2<sup>nd</sup> version), B.E. 2550 (2007) (3<sup>rd</sup> version), and B.E. 2551 (2008) (revised version). Mahapanya Vidyalai College has appointed the dates for application, examination and English language tests according to the criteria set by the college.

<b>2.4 Problems New Students Encounter when starting the study program</b> Background knowledge in English and Buddhism is insufficient to reach the required standard
<b>2.5 Strategies to solve the problems of new students</b> Providing supplementary English language classes and counseling on all means of self-study

## 2.6 Plan for Recruitment and Graduation

Academic Year Students	2017 (2560)	2018 (2561)	2019 (2562)	2020 (2563)	2021 (2564)
First Year Students	15	15	15	15	15
Second Year Students	-	15	15	15	15
Third Year Students	-	-	15	15	15
Fourth Year Students	-	-	-	15	15
Total	15	30	45	60	60
Graduation Expectation	-	-	-	15	15

## 2.7 Budget Plan

Financial Plan/ Year	Required Budget					Remarks
	2017	2018	2019	2020	2021	
Wages/salaries	3,370,000	3,372,000	3,375,000	400,000	4,200,000	
Expenses	480,000	500,000	500,000	502,000	503,000	
Materials	60,000	65,000	66,000	67,000	68,000	
Other payment	30000	30000	32000	32000	35000	
Total Administration Budget	3,940,000	3,967,000	3,973,000	1,001,000	4,806,000	
Assets	-	-	-	-	-	
Land	-	-	-	-	-	
Building	60,000,000	-	-	-	-	
Total Costs	60,000,000					
Grand Total	63,940,000	3,967,000	3,973,000	1,001,000	4,806,000	

(Excluding current payments and public utilities)

## 2.8 Academic System

The classroom based learning system and out of class learning in some courses

## 2.9 Transfer of credits and courses and cross- university registration

Students from other universities, when being admitted to the Bachelor of Arts in Mahayana Studies program, can have their study Credits transferred to the new program in accordance with rules and regulations of credits transfer and study results transfer of Mahachulalongkornrajavidyalaya University B.E. 2547 (2004) and the transfer of Bachelor's degree programs B.E.2551 (2008) (2<sup>nd</sup> version).

## 3.The Curriculum and Lecturers

### 3.1 Curriculum

3.1.1 Total number of required credits 120 units.

3.1.2 Curriculum Structure

The structure of curriculum is divided into sections according to the Curriculum Benchmarks of the Ministry of Education as follows.

#### Single-Major Structure

##### General Education Section

1. General Subjects	30 credits
2. Specific Subjects	84 credits
2.1 Buddhism subjects	12 credits
2.2 Core Subjects	33 Credits
2.3 Specific Subjects	30 Credits
2.4 Mahayana Selective Subjects	9 Credits
3. Free Elective Subjects	6 Credits
Total	120 Credits

### 3.1.3 Single – Major Subjects

The general subjects are developed from the Bachelor's Degree Curriculum Benchmark B.E. 2548. The 4 subject groups are languages, social sciences, humanities and science and mathematics, which are composed of 18 required credits subjects and 12 elective subjects, making a total of 30 credits as listed hereafter.

General Education Subjects	30 credits
Required Subjects	18 credits
Selective Subjects	12 credits

### **1.1 The Compulsory Subjects : 18 Credits for all Students are required subjects**

112 101	Sciences and Art of Life	3(3-0-6)
112 102	Social Studies for Human Development	3(3-0-6)
112 103	Scientific Paradigm	3(3-0-6)
112 104	Fundamental of Philosophy	3(3-0-6)
112 105	Peace Studies	3(3-0-6)
112 106	Introduction to Statistics and Research	3(3-0-6)

### **1.2 Elective Subjects 12 Credits**

112 107	World Religion for Peace	3(3-0-6)
112 108	Environmental Studies and Deep Ecology	3(3-0-6)
112 109	World Politics and Administrations	3(3-0-6)
112 110	Principles of Management	3(3-0-6)
112 111	Principles of Economics	3(3-0-6)
112 112	Principles of Psychology	3(3-0-6)
112 113	Buddhist Arts	3(3-0-6)
112 114	Public Mind and Social Development	3(3-0-6)
112 115	Integrity and Good Governance	3(3-0-6)
112 116	Innovation and Information Technology	3(3-0-6)
112 117	Sufficient Economic Philosophy	3(3-0-6)
112 118	Introduction to Science	3(3-0-6)
112 119	Sustainable Development	3(3-0-6)
112 120	World Citizenship Studies	3(3-0-6)
112 121	Cross-cultural Languages and Communication	3(3-0-6)
112 222	Systematic and Critical Thinking	3(3-0-6)
112 223	Introduction to Computer Applications	3(3-0-6)
112 224	Introduction to Logics	3(3-0-6)
112 225	Academic English	3(3-0-6)
112 226	Basic English	3(3-0-6)
112 227	Advanced English	3(3-0-6)
112 228	Introduction to Sanskrit	3(3-0-6)
112 229	Advanced Sanskrit	3(3-0-6)
112 230	Introduction to Thai	3(3-0-6)
112 231	Advanced Thai	3(3-0-6)
112 232	Introduction to Chinese	3(3-0-6)
112 233	Advanced Chinese	3(3-0-6)
112 234	Basic Pali I	3(3-0-6)
112 235	Advanced Pali II	3(3-0-6)

<b>2. Specific Subjects 84 Credits</b>			
<b>2.1 Buddhism Subjects group 12 credits</b>			
112	136	Buddha's Life Studies	3(3-0-6)
112	137	Early Buddhism	3(3-0-6)
112	238	History of Buddhism	3(3-0-6)
112	239	Traditions and Rituals of Buddhist Schools	3(3-0-6)
<b>2.2 Core Subjects 33 Credits</b>			
210	301	Mahayana Tipitaka	3(3-0-6)
210	302	Principles of Mahayana Doctrine	3(3-0-6)
210	303	Lives and Works of Mahayana Scholars	3(3-0-6)
210	304	Mahayana Rituals	3(3-0-6)
210	305	Tian Tai Buddhism	3(3-0-6)
210	306	Pure Land Buddhism	3(3-0-6)
210	307	Vajarayana Buddhism	3(3-0-6)
210	308	Three Sastra Buddhism	3(3-0-6)
210	309	Zen Buddhism	3(3-0-6)
210	310	Avatamasaka Sutra	3(3-0-6)
210	311	Comparative Study of Theravada and Mahayana Philosophy	3(3-0-6)
<b>2.3 Specific Subjects 30 Credits</b>			
310	101	Mindfulness and Concentration I	3(3-0-6)
310	102	Mindfulness and Concentration II	3(3-0-6)
310	201	Mindfulness and Concentration III	3(3-0-6)
310	202	Mindfulness and Concentration IV	3(3-0-6)
310	301	Mindfulness and Concentration V	3(3-0-6)
310	302	Mindfulness and Concentration VI	3(3-0-6)
310	401	Mindfulness and Concentration VII	3(3-0-6)
310	402	Mindfulness and Concentration VIII	3(3-0-6)
310	411	Psychology in Mahayana	3(3-0-6)
310	412	Mahayana Philosophy	3(3-0-6)
310	413	The Concept of Bodhisattva in Mahayana	3(3-0-6)
<b>2.4 Mahayana and Specific Subjects 9 Credits</b>			
410	411	Theravada Philosophy	3(3-0-6)
410	412	Propagation of Mahayana Buddhism in Thailand	3(3-0-6)
410	413	Divyavadana Studies	3(3-0-6)
410	414	Jataka Mala Studies	3(3-0-6)
410	415	Field Work	3(3-0-6)
410	416	Mahayana Human Resources Management and Development	3(3-0-6)

<b>3</b>	<b>Free Elective subjects 6 Credits</b>		
410	417	Islamic Religion and Culture	3(3-0-6)
410	418	Buddhism and Social Works	3(3-0-6)
410	419	Southeast Asian Studies	3(3-0-6)
410	420	Situations Happening in Buddhism	3(3-0-6)

Mahayana Studies (International Program) Students are required to work on projects, with an emphasis on all aspects of knowledge of Buddhism, both in “Theravada or Mahayana Buddhist thoughts”. The project is expected to use a format, assigned by the advisor. The students should submit it to the advisor before the fourth year final exam.



### 31. Mahayana Study Program

#### First Year

First Semester		
Subject Code	Subject	Credits
	<b>General Subjects ( Required)</b>	
112 101	Science and Arts of life	3(3-0-6)
112 102	Social Studies for Human Development	3(3-0-6)
	<b>General Subject ( Elective )</b>	
112 108	Environmental Studies and Deep Ecology	3(3-0-6)
112 222	Systematic and Critical Thinking	3(3-0-6)
	<b>Buddhism Group</b>	
112 136	Buddha 's Life Studies	3(3-0-6)
	<b>Core Subjects in Buddhism</b>	
310 101	Mindfulness and Concentration I	3(3-0-6)
	<b>Total</b>	<b>18</b>

#### First Year

Second Semester		
Subject Code	Subject	Credits
	<b>General Subjects ( Required)</b>	
112 103	Scientific Paradigma	3(3-0-6)
112 104	Fundamental of Philosophy	3(3-0-6)
	<b>General Subject ( Elective )</b>	
112 107	World Religions for Peace	3(3-0-6)
	<b>Buddhism Group</b>	
112 137	Early Buddhism	3(3-0-6)
	<b>Core Subjects in Buddhism</b>	
210 301	Mahayana Tipitaka	3(3-0-6)
	<b>Specific Subject</b>	
310 102	Mindfulness and Concentration II	3(3-0-6)
	<b>Total</b>	<b>18</b>

### Second Year

<b>First Semester</b>		
<b>Subject Code</b>	<b>Subject</b>	<b>Credits</b>
	<b>General Subjects ( Required)</b>	
112 105	Peace Studies	3(3-0-6)
112 102	Social Studies for Human Development	3(3-0-6)
	<b>General Subject ( Elective )</b>	
112 110	Principles of Mangement	3(3-0-6)
112 116	Innovation and Information Tecnology	3(3-0-6)
	<b>Buddhism Subject</b>	
112 238	History of Buddhism	3(3-0-6)
	<b>Specific Subject</b>	
310 201	Mindfulness and Concentration III	3(3-0-6)
	<b>Total</b>	<b>18</b>

### Second Year

Second Semester		
Subject Code	Subject	Credits
	<b>General Subjects ( Required)</b>	
112 106	Introduction to Statistics and Research	3(3-0-6)
	<b>General Subject ( Elective )</b>	
112 111	Principles of Economics	3(3-0-6)
112 116	Innovation and Information Technology	3(3-0-6)
	<b>Buddhism Subject</b>	
112 239	Traditions and Rituals of Buddhist Schools	3(3-0-6)
	<b>Core Subjects in Buddhism</b>	
210 302	Principles of Mahayana Doctrine	3(3-0-6)
	<b>Specific subjects</b>	
310 202	Mindfulness and Concentration IV	3(3-0-6)
	<b>Total</b>	<b>18</b>

### Third Year

First Semester		
Subject Code	Subject	Credits
	<b>Core Subjects ( Required)</b>	
210 303	Lives and Works of Mahaynist Scholars	3(3-0-6)
210 304	Mahayana Rituals	3(3-0-6)
210 305	Tien Tai Buddhism	3(3-0-6)
210 306	Pure Land Buddhism	3(3-0-6)
	<b>Specific Subject</b>	
310 301	Mindfulness and Concentration V	3(3-0-6)
310 413	The Concept of Bodhisattva in Mahayan Buddhism	3(3-0-6)
	<b>Total</b>	<b>18</b>

### Third Year

Second Semester		
Subject Code	Subject	Credits
	<b>Core Subjects ( Required)</b>	
210 307	Vajarayana Buddhism	3(3-0-6)
210 308	Three Sastra Buddhism	3(3-0-6)
210 309	Zen Buddhism	3(3-0-6)
	<b>Specific Subject</b>	
310 302	Mindfulness and Concentration VI	3(3-0-6)
310 411	Psychhology in Mahayana	3(3-0-6)
310 412	Mahayana Philosophy	3(3-0-6)
	<b>Total</b>	<b>18</b>

### Fourth Year

<b>First Semester</b>		
<b>Subject Code</b>	<b>Subject</b>	<b>Credits</b>
	<b>Core Subject in Buddhism</b>	
210 310	Avatamasaka Sutra	3(3-0-6)
210 311	Comparative Study of Theravada and Mahayana Philosophy	3(3-0-6)
	<b>Specific Subject</b>	
310 401	Mindfulness and Concentration VII	3(3-0-6)
	<b>Mahayana Selective</b>	
410 411	Theravada Philosophy	3(3-0-6)
410 413	Divyavadana Studies	3(3-0-6)
410 414	Jataka Mala Studies	3(3-0-6)
	<b>Free Elective Subject</b>	
410 417	Islamic Religion and Culture	3(3-0-6)
	<b>Total</b>	<b>21</b>

### Fourth Year

<b>Second Semester</b>		
<b>Subject Code</b>	<b>Subject</b>	<b>Credits</b>
	<b>General Education</b>	
112 224	Introduction to Logics	3(3-0-6)
	<b>Specific Subject</b>	
310 402	Mindfulness and Concentration VII	3(3-0-6)
	<b>Mahayana Elective</b>	
410 412	Propagation of Mahayana Buddhism in Thailand	3(3-0-6)
410 416	Mahayana and Human Resource Management and Development	3(3-0-6)
	<b>General Elective</b>	
410 418	Buddhism and Social Works	3(3-0-6)
410 419	Southeast Asian Studies	3(3-0-6)
410 420	Situations Happening in Buddhism	3(3-0-6)
	<b>Total</b>	<b>21</b>

### 3.2 Names, ID/Passport Number, Titles and Academic Qualifications of the Program Committee

Academic Title	Name, Title, Last name and ID/ Passport No.	Academic qualification and specialization	Institution	Year of Graduation
Lecturer	Rev. Khenpo Chonyi Rangdrol P. 016333	Ph. D. (Buddhist Philosophy)	NgayurNyingma Institute, India	2006
		M.A. (Buddhist Philosophy)	NgayurNyingma Institute, India	2004
		B.A. (Tibetan Buddhism)	NgayurNyingma Institute, India	1999
Lecturer	Rev. Khenpo Phuntsho Gyaltsen G008322	Ph. D. (Buddhist Philosophy)	NgayurNyingma Institute, India	2006
		M.A. (Buddhist Philosophy)	NgayurNyingma Institute, India	2004
		B.A. (Tibetan Buddhism)	NgayurNyingma Institute, India	1999
Lecturer	Dr. Fa Quing G43217567	Ph.D (Buddhist Studies )	Calgary University	1999
		M.A (Dhamma Communication)	Canada Kelaniya University	1994
		B.A (Philosophy )	Sri lank	1991
Lecturer	Mr. Natthawat Suprasert 3800400766 041	Ph.D. (Buddhist Studies )	Mahachulalongkorn –rajavidyalaya University	2015
		MA. (Dhamma Communication )	Mahachulalongkorn –rajavidyalaya University	2001
		B.A (Philosophy )	Mahachulalongkorn –rajavidyalaya University	1998
Lecturer				

### 3.2.2 Guest lecturers

<b>Academic Title</b>	<b>Name, Title, Last name and ID/ Passport No.</b>	<b>Academic qualification and specialization</b>	<b>Institution</b>	<b>Year of Graduation</b>
Lecturer	Phra Pol TitaBo	M.A. (Public Administration) B.A. (Education Management)	Marathawada University, India MahachulalongkornrajavidyalayaUniversity	1995 1990
Lecturer	Mr. Chuan Buachan	M.A.(Rural Social Development) M.A. (Public Administration) B.A. (Buddhist Studies)	Reading University, England Bombay University India MahachulalongkornrajavidyalayaUniversity	1981 1975 1970
Assist.	Assist. Dr. Premin Karavee	Ph.D (Linguistics) M.A. (Linguistics) B.A. (French Lang)	Chulalongkorn University, Thailand Chulalongkorn University, Thailand Prince of Songkla University, Pattani	1996 1987 1979
Assist.	Assist. Prof. Banjong Vitayavirask	Ph. D.(Toxicology) M.Sc. (Pharmacology) B.Sc.(Pharmacology)	University of Georgia, USA University of Georgia, USA Chulalongkorn University, Thailand	1990 1987 1980
Lecturer	Dr.Saroj Gyawali	Ph. D.(Environment ) M.A. ( Philosophy) M.Sc.( Environment)	Prince of Songkla University Kathmandu University Nepal Tribhuvan University, Nepal	2013 2009 2007



Lecturer	Miss. Stefania Vignotto	M.A (Holistic Science) Advanced Diploma Counselling Psyches)  B.A. Nurse	Plymouth University, UK Northbrook College, UK	2001  1998  1998
Lecturer	Dr.Panalee Chevakidagarn	Ph. D.(Environmental Engineering) M.Sc. (Environmental Engineering)  B.A. (Civic Engineeing)	Rural University Bochum, Germany Asian Institute of Technology Bangkok Prince of Songkla University	2002  1996  1993
Lecturer	Dr.Chanissada Choosuk	Ph. D.( Urban EnvironmentManagemen t) M.Sc. (Development Studies) B.PA. (Public Administration)	Asian Institute of Technology Kasetsart University  Prince of Songkla University	2000  1995  1993
Lecturer	Ms. Chatkeo Kojasene	M.A. (Public Admin) M.A. Environmental Scina B.A.(Chemistry)	Nida Institution Kasetsart University Kasetsart University	2000 1993 1979
Lecturer	Ms.Preeya Keopimol	Ph. D.(Philosophy of Nursing)  M.A. (Nursing)  B.A. (Nursing)	Prince of Songkla University Chiangmai University Prince of Songkla University	2003  1996  1994

### 3.2.3 Visiting Lectures

Qualified lecturers who have academic positions are invited; all of them are from Prince of Songkhla University and from local universities in Songkhla Province and yala province.

#### 4. The component of the experience.

-None

#### 5. The requiring period for a research conduct.

The students are required to work on group projects, with an emphasis on all the aspect of the knowledge of Buddhism, both in "Theravada" Buddhist thought, and the study of Buddhist, "Mahayana", which are well known around the world, especially Mahayana in South Asia, Northern Asia, Far East, and South East Asia including Bhutan and Tibet.

Students work in a group of 2-3 Persons and the projects are expected to use a format that is assigned by the College and must submit them within the time limited.

#### 5.1 A brief description.

Interested students who are doing the projected can use the study of Mahayana structures describing the theory into the project.

Benefits are to be gained from completed the assignment within the specified period.

#### 5.2 The effect of learning standards.

Students can work as a team. Specializes in using the learning enquiry in the program to do work and work can become a master in the next development.

#### 5.3The programe offer.

The second semester of the fourth year

#### 5.4 The unit of the program.

3 credits.

#### 5.5. The preparation

There are a limited hour of assignment to be consulted There are also updated information's and news about the project on the college website and students have to access to those information's at all times.

**5.6 The assessment process.**

5.6. 1 Instructors and students assigned topics and use evaluation criteria according to term and format of standards of evaluation.

5.6.2 The competent learners evaluate their learning based on the standard form.

5.6.3 Instructors evaluate students' learning according to the standard form.

5.6.4 Instructor and learner evaluate the assignment together.

5.6.5 The participants presented their work of study and are evaluated by course instructors.

## Section 4

### Learning outcomes, Teaching Strategies and Evaluation Strategy

<b>1. Development of special Characteristics Students</b>	
<b>Special Characteristics</b>	<b>Strategies or activities of students</b>
1.1 Disciplined and respectful practice	<ul style="list-style-type: none"> <li>- Two Retreats every semester throughout the four-year program.</li> <li>- A Practical Dharma session throughout eight semesters of the curriculum.</li> </ul>
1.2 Leadership and Responsibility	<ul style="list-style-type: none"> <li>- Two student activities per week throughout eight semesters (16*2*8).</li> <li>- Building group leaders.</li> <li>- Student leaders.</li> <li>- Club leaders.</li> </ul>
1.3 Ethics and Social Development	<ul style="list-style-type: none"> <li>- Making personnel in Buddhism (both in Theravada and Mahayana) to culture merits and moral principles.</li> <li>- Building public mindedness by participating in cleaning Viharns and places in Mahapanya College and student residential areas.</li> <li>- Making a visit and giving a ritual at the elderly home.</li> <li>- Provide helps to the public in natural or public disasters such as floods and so on.</li> </ul>
<b>2. The Assessment Procedure for General Subjects and Core Courses of Buddhism</b>	
<b>2.1 Virtues and Morality</b>	
<b>2.1.1 Learning outcome in virtue and morality aspected</b> <ol style="list-style-type: none"> <li>1. Having moral principles, virtues and faithfulness.</li> <li>2. Having public mindedness, generous and disciplined.</li> <li>3. Recognition of human rights, uniqueness and other people's ideas.</li> <li>4. Appreciation of cultures, arts and local wisdom.</li> <li>5. Behaving as a good person in society according to cultural, national and religious norms.</li> </ol>	
<b>2.1.2 Teaching strategies for virtue and morality learning Development:</b> <ol style="list-style-type: none"> <li>1. Integrating virtues and morality in classes.</li> <li>2. Instructors being good models for the students.</li> <li>3. Learning and solving problems from case studies on the topics of social problems and immorality.</li> <li>4. Learning from real life situations outside the classroom and from classroom activities.</li> </ol>	

<p><b>2.1.3 Assessment strategies for learning outcomes in virtue and morality aspects.</b></p> <ol style="list-style-type: none"> <li>1. Assessed by the instructors and peer learners by observing the person's behavior.</li> <li>2. Assessed from the work or responsibilities of the students.</li> <li>3. Assessed by the employers of the graduates.</li> </ol>
<p><b>2.2 Knowledge</b></p> <p><b>2.2.1 Learning Outcome in Knowledge aspect</b></p> <ol style="list-style-type: none"> <li>1. Knowledge of theories and concepts.</li> <li>2. Ability in using the gained knowledge for sensible explanation of phenomena.</li> <li>3. Having basic life knowledge and applicability to use knowledge for good living.</li> <li>4. Knowledgeable in adaptation to changes in both Thailand and in the world.</li> <li>5. Understanding of current knowledge and research advancement.</li> </ol>
<p><b>2.2.2 Teaching strategies for knowledge learning development</b></p> <p>The teaching strategies focus on learner-centered approaches including lectures, discussions, seminars and knowledge exchange, researching, analyzing, case studies, study visits, learning from community and real places so that learners are knowledgeable in theories and applications in real situations to suit the learning characteristics and disciplines of each course.</p>
<p><b>2.2.3 Assessment strategies for learning outcome in knowledge aspects.</b></p> <ol style="list-style-type: none"> <li>1. Formative tests.</li> <li>2. Mid-semester and final semester summative tests.</li> <li>3. Assessment on reports or assignments.</li> <li>4. Assessment on work presentation.</li> </ol>
<p><b>2.3 Intellectual skills</b></p> <p><b>2.3.1 Learning result in Intellectual skill aspects</b></p> <ol style="list-style-type: none"> <li>1. Ability to search, comprehends, analyze and use information.</li> <li>2. Ability to think critically, systematically, reasonably and accountably.</li> <li>3. Ability to use knowledge practically and having problem solving skills.</li> <li>4. Enthusiasm and autonomy in learning and ability to combine gained knowledge with local wisdom.</li> <li>5. Ability to use and adapt practical learning outcomes for future use.</li> </ol>
<p><b>2.3.2 Teaching Strategy for learning development in intellectual skill aspect.</b></p> <ol style="list-style-type: none"> <li>1. Learning from case studies and participating in group discussions.</li> <li>2. Having sufficient practical training sessions to learn and adapt the skills for practical uses.</li> <li>3. Doing research, making reports and presentations.</li> <li>4. Paying a study visit to gain first-hand knowledge from authentic situations and environments.</li> </ol>

### **2.3.3 Strategies for Assessing Learning Outcomes of Intellectual Skills**

Assessed from results and practice resulting from learning procedure including using reason, searching, analyzing and discussion and presentation of the results such as in the learning activities of case studies, practical work, both individually and in groups, learning behaviors, exam results reflecting critical thinking based on theoretical and application of knowledge.

## **2.4 Interpersonal relationship skill and responsibilities.**

### **2.4.1 Learning outcome in interpersonal relationship skill and ability of responsibilities.**

1. Being responsible for oneself and the community.
2. Ability to adjust to work in a team as both leader and follower.
3. Good human relationships, good mental management and appreciation of individual differences.
4. Ability in management.

### **2.4.2 Teaching strategies for learning development in interpersonal relationship skill and Responsibility aspect.**

1. Assigning group work so that students can learn responsibility and how to be a good group member.
2. Building the instructor- learner and learner – learner relationship that contribute to learning.
3. Providing learning activities to adapt to situations, mental management and good human relationships.

### **2.4.3 Assessment strategies for learning outcome in Interpersonal relationship skill and responsibility aspect.**

1. Assessed from learning behaviors and performances in classes and when working with peers.
2. Assessed from the quality of assigned work performance.

## **2.5 Mathematics, Communication and Information Technology Skills**

### **2.5.1 Learning outcomes of Mathematics, Communication and Information Technology Skills.**

1. Having good communication skills in a foreign language.
2. Having good information technology skills in searching for and presenting information.
3. Having good mathematical application skills.

### **2.5.2 Teaching Strategies for Developing Mathematics, Communication and Information Technology Skills.**

1. Providing learning activities contributing to instructor-learner and learner-learner relationships in a variety of situations.
2. Providing learning activities contributing to uses of information technology and communication skills in a variety of situations.
3. Providing learning activities contributing to skills in data analysis and data presentation.

<p><b>2.5.3 Assessment Strategies for Developing Mathematics, Communication and Information Technology Skills</b></p> <ol style="list-style-type: none"> <li>1. Assessed from learners' performance in classroom presentations using information technology and mathematical skills.</li> <li>2. Assessed from learners' performance in communication, explanation and discussions based on a variety of case studies.</li> </ol> <p>Assessed from learners' performance in class assignments.</p>
<p><b>2.6 The Assessment Procedure for Mahayana courses</b></p>
<p><b>2.6 Specific Courses in Mahayanism</b></p>
<p>1. Moral and ethics</p>
<p><b>Results of virtues, and ethics learning</b></p> <ol style="list-style-type: none"> <li>1. Be kind to others, human and otherwise, and to themselves.</li> <li>2. Be helpful and generous.</li> <li>3. Right civil mindedness.</li> </ol>
<p><b>Strategy of teaching in developing virtues and ethics.</b></p> <ol style="list-style-type: none"> <li>1. Citation of principles of Mahayanism, in order to shows the consequence in the present and future.</li> <li>2. Quoting exemplar persons accepted in the society of the present, personal benefits and social benefits.</li> <li>3. Showing problems resulted from persons devoid of virtues and ethics, discussing of causes and effects of the past toward the present, modes of solving, in the light of Dhamma studies, virtues and ethics.</li> </ol>
<p><b>Strategy of discussing in learning modes of virtues.</b></p> <ol style="list-style-type: none"> <li>1. Teachers should observe behaviors of learners, in and outside the class.</li> <li>2. Assessing group participation, their responsibilities toward assignments.</li> <li>3. Rotating of responsibilities in various assignments, ritual ceremonies, and club activities.</li> </ol>
<p><b>Knowledge.</b></p> <p><b>Benefits of knowledge learning</b></p> <ol style="list-style-type: none"> <li>1. Well roundedness, understanding course contents, understanding of causes and effects of Mahayanism.</li> </ol>

<p>2. Well-roundedness in philosophy, Dhamma principles lurking in course contents.</p> <p>3. Capability of explaining principles of Dhamma to classmates and Buddhist believer questioned.</p>
<p><b>Strategy of teaching in order to develop learning of knowledge</b></p> <ol style="list-style-type: none"> <li>1. Use of various teaching methods, lecturing, discussing, small group seminar, private research, studies tour, field learning.</li> <li>2. Study present situations, thinking together, analyzing, in order to remedy in the light of Dhamma.</li> <li>3. Quote Bodhisatva, Ariyasangha and academics in order to understand the benefits of patience, determination to find knowledge, be knowledge lover determine to spread knowledge, to raise levels of intellect of disciples.</li> </ol>
<p><b>Strategy of assessing development of knowledge learning.</b></p> <ol style="list-style-type: none"> <li>1. Use various methods of assessment, observation behavior.</li> <li>2. Assessment of group participation, individual reports.</li> <li>3. Assessment of field experience presentation.</li> </ol>
<p><b>3. Intellect skills</b></p> <p><b>Benefits of learning in intellect skills</b></p> <ol style="list-style-type: none"> <li>1. Ability to search from various resources textbooks, the Tripitaka and electronic sources.</li> <li>2. Ability to analyze principles of Dhamma teachings recovered from different Medias, those from teachers until perfect understanding resulting learning intellect.</li> <li>3. Ability in concentration of Sati and Samadhi, teaching the understanding of Dhamma in order to control the mind to arrive at the learning intellect both worldly and otherwise.</li> </ol>
<p><b>Strategy of developing learning of intellect skills</b></p> <ol style="list-style-type: none"> <li>1. Personal research recovered from course contents.</li> <li>2. Presentation of personal research inviting guess from presenters and listeners, and furthers studies.</li> <li>3. Group report of questions in small group seminars to develop intellect and learning methods in seminar.</li> </ol>



**Strategy of assessing learning of intellect skills.**

1. Various methods of testing.
2. Questioning of problems of analysis and benefits of thinking.
3. Questioning by supposition of personnel in orders to remedy the problems raised.

**4. Skill dimension: relation between personnel and responsibility.**

**Benefits of skill dimension: relation between personnel and responsibility.**

1. Having speaking skills in orders to remedy misunderstandings to recover friendship.
2. Having good interrelationship with teaching faculty and outsiders, and be helpful.
3. Enjoying love from others, being trusted and having lot of friends.

**Strategy of teaching in developing learning skills in interpersonal relationship.**

1. Being assigned to be group leaders, leaders of various activities.
2. Being assigned to be leaders where there are a lot of participants.
3. Teachers demonstrate the fact that leaders on different levels have to develop personal potential in orders to become ones who are able of self-adjustment endowed with good human relationship.

**Strategy of learning assessment in interpersonal skills and responsibility.**

1. Teacher observers
2. Assign group participation, skillful ones have good relationship and participants.
3. Let students in class choose their own leaders of activities, and let students be leaders of trips outside.

## **2.5 Mathematics, Communication and Information Technology Skills**

### **2.5.1 Learning outcomes of Mathematics, Communication and Information Technology Skills.**

1. Expert in Mathematic.
2. Having good information technology skills in searching for and presenting information.
3. Having good mathematical application skills.

### **2.5.2 Teaching Strategies for Developing Mathematics, Communication and Information Technology Skills**

1. Providing learning activities contributing to instructor-learner and learner-learner relationships in a variety of situations.
2. Providing learning activities contributing to uses of information technology and communication skills in a variety of situations.
3. Providing learning activities contributing to skills in data analysis and data presentation.

### **2.5.3 Assessment strategies for developing mathematics, communication technology and mathematical skills.**

1. Assessed from learners' performance in classroom presentations using information technology and mathematical skills.
2. Assessed from learners' performance in communication, explanation and discussions based on variety of case studies.
3. Assessed from learners' performance in class assignments.

## Curriculum Mapping

● Main responsibility ○ Sub Responsibility

Code	Subject	1. Virtue and Morality					2. Knowledge					3.Intellect ual Skills			4.Interpersonal Skills and Responsibilities				5.Skills in numerical analysis, communic ations and informatio n technology utilization		
		1	2	3	4	5	1	2	3	4	5	1	2	3	1	2	3	4	1	2	3
1. General Subjects 30 Credit																					
A. Required 18 Credit																					
112 101	Sciences and Art of Life 3(3-0-6)	●	○	○	○	○	○	●	○	○	●	●	●	○	●	●	○	○	○	●	○
112 102	Social Studies for Human Development 3(3-0-6)	●	○	○	●	○	○	●	○	○	●	○	●	●	●	○	●	○	○	●	○
112 103	Scientific Paradigm 3(3-0-6)	○	○	●	○	●	○	●	○	○	○	●	●	○	○	●	○	○	●	○	○
112 104	Fundamental of Philosophy 3(3-0-6)	●	○	○	○	○	●	●	○	○	○	○	●	○	●	○	●	○	○	●	○
112 105	Peace Studies 3(3-0-6)	●	○	○	●	○	○	●	○	○	●	○	○	●	●	○	●	○	○	●	○
112 106	Introduction to Statistics and Research 3(3-0-6)	○	○	○	○	●	○	●	○	○	○	●	●	○	○	●	○	●	●	○	○
B.Elective subject 12 Credits																					
112 107	World Religions for Peace 3(3-0-6)	●	○	○	○	○	●	○	○	○	●	○	●	○	●	○	●	○	○	●	○
112 108	Environmental Studies and Deep Ecology 3(3-0-6)	●	○	○	○	○	●	○	●	○	○	●	○	○	●	●	○	○	●	○	○
112 109	World Politics and Administrations 3(3-0-6)	○	●	○	○	●	○	●	○	○	○	○	●	○	●	○	○	●	○	●	○
112 110	Principles of Management 3(3-0-6)	○	○	○	●	●	○	●	○	○	●	●	○	○	●	○	○	●	○	○	●
112 111	Principles of Economics 3(3-0-6)	●	○	○	○	○	○	○	○	○	●	○	○	●	●	○	○	●	○	○	●
112 112	Principles of Psychology 3(3-0-6)	●	○	○	●	○	○	○	○	○	●	○	●	○	●	○	○	○	○	●	○
112 113	Buddhist Arts 3(3-0-6)	●	○	○	○	●	○	●	○	○	●	○	○	●	○	●	●	○	○	●	○
112 114	Public Mind and Social Development 3(3-0-6)	●	○	○	○	●	○	○	●	○	●	○	○	●	●	○	○	●	○	●	○
112 115	Integrity and Good Governance 3(3-0-6)	●	○	○	○	●	○	●	○	○	●	●	○	○	●	○	○	●	○	●	○
112 116	Innovation and Information Technology 3(3-0-6)	●	○	○	○	●	○	○	○	○	●	○	●	○	○	●	○	●	○	○	●
112 117	Sufficient Economic Philosophy 3(3-0-6)	○	○	○	●	●	○	●	○	○	●	○	●	○	●	○	●	○	○	●	○



Code	Subject	1. Virtue and Morality					2. Knowledge					3.Intellect ual Skills			4.Interpersonal Skills and Responsibilities				5.Skills in numerical analysis, communic ations and informatio n technology utilization			
		1	2	3	4	5	1	2	3	4	5	1	2	3	1	2	3	4	1	2	3	
112 232	Introduction to Chinese 3(3-0-6)	○	●	○	○	○	○	○	○	○	○	●	●	○	○	○	●	●	○	○	●	○
112 233	Advanced Chinese 3(3-0-6)	○	●	○	○	○	○	○	○	○	○	●	●	○	○	○	●	●	○	○	●	○
112 234	Basic Pali 3(3-0-6)	○	●	○	○	○	○	○	○	○	○	●	●	○	○	○	●	●	○	○	●	○
112 235	Advanced Pali 3(3-0-6)	○	●	○	○	○	○	○	○	○	○	●	●	○	○	○	●	●	○	○	●	○
2.1 Subjects in Buddhism 12 credits																						
112 136	Buddha’s Life Studies 3(3-0-6)	●	○	○	●	○	○	●	○	●	○	●	○	○	○	○	●	○	○	○	○	●
112 137	Early Buddhism 3(3-0-6)	●	○	○	●	○	●	○	●	○	○	○	○	●	●	○	○	○	○	○	●	○
112 238	History of Buddhism 3(3-0-6)	●	○	○	●	○	○	●	○	●	○	○	○	●	●	○	●	●	○	○	○	●
112 239	Traditions and Rituals of Buddhist Schools 3(3-0-6)	●	○	○	●	○	○	●	●	○	○	●	○	●	○	○	●	●	○	○	●	○

## Curriculum Mapping

● Main responsibility ○ Sub responsibility

[illegible]



Code	Subject	1. Virtue and Morality					2. Knowledge					3.Intellect ual Skills			4.Interpersonal Skills and Responsibilities				5.Skills in numerical analysis, communica tions and information technology utilization			
		1	2	3	4	5	1	2	3	4	5	1	2	3	1	2	3	4	1	2	3	
410 414	Jataka Mala Studies	3(3-0-6)	●	●	○	○	○	●	●	○	○	○	●	●	○	●	○	○	○	●	●	○
410 415	Field Work	3(3-0-6)	○	○	○	●	●	●	●	○	○	○	●	●	○	●	○	○	○	●	●	○
410 416	Mahayana and Human Resource Management and Development	3(3-0-6)	●	●	○	○	○	●	●	○	○	○	●	●	○	●	○	○	○	●	●	●
Free Elective Subject 6 Credits																						
410 417	Islamic Religion and Culture	3(3-0-6)	●	●	○	○	○	●	●	○	○	○	●	○	○	●	○	○	○	○	○	●
410 418	Buddhism and Social Work	3(3-0-6)	●	●	○	○	○	●	●	○	○	○	●	●	○	●	○	○	○	○	○	●
410 419	Southeast Asian Studies	3(3-0-6)	●	●	○	○	○	●	●	○	○	○	●	●	○	○	○	○	○	○	●	○
410 420	Situations Happening in Buddhism	3(3-0-6)	●	●	○	○	○	●	●	○	○	○	●	●	○	○	○	●	●	○	○	○



## Section 5

### Academic Evaluation

#### **1. Academic Evaluation**

Rules and regulations in grading, assessment and graduation conform to the rules and regulations for graduation in bachelor's degree from Mahachulalongkornrajavidyalaya University.

#### **1. Measurement Procedure for Benchmarks of Students' Learning Achievement**

##### **1.1 Measurement Procedure of Students' Learning Achievements before graduation.**

1. Assigning the measurement procedure of students' learning achievements as one part of the internal quality control of the university and this procedure needs to be accepted and practiced throughout the university and can be reviewed by the external quality control committee.
2. The measurement procedure of students' learning achievements at a course level must include students' evaluation; examination papers must be examined by the internal committee to be in accordance with course objectives and learning plan and they can be examined by external evaluators.
3. The measurement procedure of the curriculum can be done by establishing the university internal quality control system and reports of the results.

##### **1.2 Measurement Procedure of Students' Learning Achievements after graduation**

The measurement procedure of students' learning achievements after graduation should be done by continuous researching in achievements in graduates getting permanent jobs. The results can be used for improvement of the courses, curriculum and in the quality control of the curriculum. The areas of research should include the following areas:

1. The rate of employment of the graduates each year, length of employment, opinions on graduates' knowledge and performance, and the graduates' confidence in work.
2. The employers' satisfaction and opinions toward the work of the graduates from interviews or questionnaires.
3. Assessment of the graduates' work positions and advancement in their field of study.
4. The assessment from the graduate studies.
5. The assessment done with the employed former graduates in terms of readiness for work, knowledge in the field of study and the knowledge designed in the curriculum for careers.
6. Opinions of external experts in the areas of study including curriculum evaluators or quest instructors toward readiness in learning of the students and other related factors to the study and development of the body of knowledge for the students.

7. The students learning performance that can be objectively measured such as:

- a. Students' project work that have been patented.
- b. Numbers of obtained social and career awards.
- c. Amount of charity done at local and national levels.
- d. Amount of volunteer work in organizations for social benefit.

## **2. Requirements for Graduation**

### **2.1 Requirements for graduation**

1. Pass the examination with the required credits for the curriculum in no more than double the required period of time by the curriculum with at least an accumulated GPA of 2.00

2. Having no debts to the university/college

## Section 6

### Lecturer's Enhancement

#### **1. Preparation for New lecturers**

1.1 Orientation for the new instructors, providing them with knowledge and Understanding of the college curriculum and policy.

1.2 Promotion of instructors' education and experience in taking examinations and doing research in Buddhism, such as opportunities for higher education, training, study and career visits in relevant organizations, national and international seminars, and study leave.

#### **2. Knowledge and Skill Development for Academic Staff.**

2.1 Development in skills in teaching management, testing and assessment.

(1) Promotion of instructors' education and experience in teaching and research in Buddhism, opportunity for higher education, training, academic and career study visits in relevant organizations, national and international seminars, and study leave.

(2) Development of skills in teaching and testing.

#### **3. Academic and Career Development for Academic Staff**

1. Participation in public activities in academic and virtue development for the community.
2. Encouragement in advancement of academic performance.
3. Promotion of research in teaching and specialization in the areas of teaching.
4. Allocation of research funds.
5. Encouragement for every instructor to join the research groups.
6. Assignment for instructors to join the academic administration activities of the college.

## Section 7

### Curriculum Quality Assurance

#### 1. Curriculum Administration

The curriculum is administered by the Curriculum Committee with the Department Head acting as the curriculum president and a committee with a membership of academic staff. The faculty dean supervises, recommends and directs the policies for the curriculum committee. The committee together with the faculty administrative staff and instructors are responsible for the teaching and learning plans and continuously follow up and collect information for curriculum reform and development.

Goal	Activity	Evaluation
1. Modernize the curriculum to be up-to-date and leading in the body of knowledge in the areas 2 Promote students' enthusiasm to learn and develop career skills 3. Improve and reform the curriculum up to the required standard 4. The evaluation of the curriculum	1. Make the standard curriculum meeting the benchmark set for the university and MCU benchmark 2. Reform the curriculum once every five years 3. Make sure the teaching procedure includes both theoretical and practical sessions. 4. Promote learning outcomes by inviting experts in the areas of study to give suggestions in certain area or contents 5. Specify qualifications of the instructors with teaching experience and academic qualification no lower than a master's degree 6. The curriculum must be evaluated by experts of the learning discipline	1. Comply with university education benchmark and MCU benchmark 2. Meet the evaluation standards of the Academic Committee 3. Invite qualified international instructors and /or famous instructors in the country as guest instructors for certain areas of the curriculum. Have a list of the curriculum committee and guest instructors of the curriculum 4. Conduct educational qualification and curriculum evaluations

## **2. Instructional Resource Management**

### **2.1 Budgeting**

The budget is provided by Sorapojanasunthorn the founder of Mahapanyana College, together with temple funds

2.2 The existing teaching and learning resources are sufficient for the learning needs of the students. These are facilities and instructional media such as computers in the library provided for Internet research. Students can access the services of Prince of Songkhla University, Hat Yai campus.

2.3 Provision of additional teaching and learning resources can be planned and asked for and will be allocated as needed.

2.4 Evaluation of sufficiency of the teaching and learning and supporting resources show that there are sufficient resources for the current situation. In the meantime all responsible parties are looking for donation teaching and learning resources from charity organizations.

Goal	Activity	Evaluation
Providing equipped classrooms	1.Classrooms with -computers and related equipment -overhead projectors -opaque projectors	1. Learning outcomes and satisfaction in instructional media 2. Number of users of the library and their suggestions

## **3. Faculty Management**

3.1 Recruiting New Faculty Members Inclusion of new instructors with a master's degree in Buddhism and General Education

### **3.2 Participation of faculty members in planning, following up and reviewing of the curriculum**

The curriculum committee and teaching staff work together on teaching and learning management, learning assessment and course evaluation. Information is collected for development of teaching and learning, curriculum management and administration so as to achieve the learning objectives/goals of the curriculum.

### **3.3 Appointment of guest lecturers**

Appointing guest instructors who have good experience in the field to transfer direct learning experience to the students and the guest instructors must hold the minimum of a master's degree.

## **4. Administration of Supporting Staff**

The required qualifications of the instructional support personnel are bachelor's degree related to the responsible jobs, knowledge in Buddhism and working ability of computers for work, and job responsibility.

### **4.1 Development of practical skills in work**

The support personnel must have a good understanding of the structure and nature of the curriculum and ability to facilitate and give some help and suggestions to instructors and guest instructors

<b>5. Student Support, Guidance and Counseling</b>				
<b>5.1 Academic guidance and general counseling services</b> Providing academic and other support to the students. An academic adviser (instructor) is assigned for every student so that they can consult about their study. The general academic advisors can help every student in general academic matters. There are also advisors for student activities or club activities because these are aspects of learning, too.				
<b>5.2 Students' rights to file complaints</b> Students can appeal about their examination results if they have questions on the assessment of any courses. They can ask to see the marked exam papers.				
<b>6. Labor market and/or employers' satisfaction on the graduates</b> The Bachelor of Arts Program in Mahayana Studies provides 30 credits of general education courses such as science, humanities, social studies, and mathematics. These general education courses provide the students with basic knowledge and skills for further studies for a master's degree and for seeking jobs locally or in international organizations. The courses in Buddhism provide the students with the knowledge and skills to disseminate and spread Buddhism to the public.				
<b>7. Key Performance Indicators</b> Working Procedure: Meet with the requirements of the institution of higher education standard, students are knowledgeable for a master's degree program and they can graduate with a bachelor's degree in the allocated time, they can get a relevant job in the dissemination of Buddhism in their home town or in an international organization.				
<b>Key Performance Indicators</b>	<b>1<sup>st</sup> year</b>	<b>2<sup>nd</sup> year</b>	<b>3<sup>rd</sup> year</b>	<b>4<sup>th</sup> year</b>
1. At least 80% of the full time lecturers of the curriculum participate in the meetings for planning, following up and reviewing of the curriculum.	/	/	/	/
2. There must be curriculum details in accordance with TQF2 or the standards of such degrees (if any).	/	/	/	/
3. There must be details of each subject and practicum (if any) in accordance with TQF3 and TQF4 before the semester starts.(there are no field study courses)	/	/	/	/
4. There must be a report on the outcome of each subject and practicum (if any) in accordance with TQF5 and TQF6 within 30 days after the last day of each semester.	/	/	/	/

5. There must be a report on the curriculum outcomes in accordance with TQF7 within 60 days after the last day of the academic year	/	/	/	/
6. There must be a review of student outcomes in accordance with TQF3 and TQF4 (if any) for at least 25% of the subjects.	/	/	/	/
7. There must be plans for development/improvement of teaching management, teaching strategies and evaluation of the learning outcomes reported in TQF7 of the previous year.		/	/	/
8. There must be an orientation for new faculty members (if any) on related topics such as curriculum, teaching management and all other related topics.	/	/	/	/
9. All full time lecturers must participate in academic or professional seminars, conferences, etc. at least once a year.	/	/	/	/
10. At least 50% of supporting staff must participate in academic or professional seminars, conferences, etc. per year	/	/	/	/
11. The curriculum must be rated at least 3.5 (out of 5.0) by the new graduates.			/	/
12. The new graduates must be rated at least 3.5 (out of 5.0) by their employers.				/

## Section 8

### Evaluation and Improvement of Curriculum Implementation

<b>1. Evaluation on teaching efficiency</b>
<p><b>1.1 Evaluation of Teaching Strategies</b></p> <p>The teaching strategies should be evaluated by the team of instructors or the department academic committee or experts in curriculum or teaching. After teaching there should be teaching evaluation by the students taking the courses. Results and problems and suggestions should be analyzed for improvement of the course</p>
<p><b>1.2 Evaluation on the instructors' skills in using teaching strategies</b></p> <p>Evaluation of the instructors' skills in using the teaching strategies which can be evaluated by:</p> <ul style="list-style-type: none"> <li>- Students of each course</li> <li>- The responsible personnel of the curriculum including the president of the curriculum or the teaching team observers</li> <li>- The new graduates evaluate the overall curriculum</li> </ul>
<p><b>2. Evaluation on the curriculum in general</b></p> <p>This can be done from the information from:</p> <ul style="list-style-type: none"> <li>- The final year students or new graduates</li> <li>- The graduates' employers</li> <li>- Rates of Admission to MA studies</li> <li>- Rates of employment and types of work/workplaces employing the graduates</li> </ul>
<p><b>4. Evaluation on the Curriculum implementation in accordance with the curriculum</b></p> <p>This must be done through the curriculum QC and the learning management according to the indicators of the standard requirements for the Bachelor's degree in Buddhism together with the internal evaluation of the curriculum.</p>
<p><b>4. Review of the evaluation and plan for improvement</b></p> <p>This must be done by gathering information, suggestions from the students' evaluation, graduates' employers and experts</p> <ul style="list-style-type: none"> <li>- The obtained information should be analyzed by the curriculum committee and curriculum president</li> <li>- The committee should propose an improved curriculum and its strategic plan (if any)</li> </ul>



## **APPENDIX A**

### **COURSE DESCRIPTION**

## **COURSE DESCRIPTIONS**

### **1. Required subjects 18 Credits**

#### **112 101 Science and Art of Life 3(3-0-6)**

A study of meaning and Understanding of the World Knowledge and art , way of using ideas and the concept of all knowledge including religion, philosophy, psychology, and sociology to create and apply that Knowledge, social life where people can be together harmoniously.

#### **112 102 Social Studies for Human Development 3(3-0-6)**

A study of basic principles and theories of social phenomena .Problems that affect the whole world today, including problems of social evolutions, economics, politics, and government administration. Students should use skills of critical thinking on social phenomena to bring into consciousness and look into problems through essential skills and values and applied the knowledge, Enquiry and the students should be able to identify and define problems.

#### **112 103 Scientific Paradigm 3(3-0-6)**

A study of the meaning of word patterns the origin of science,a theoretical framework and a general conception of the nature of scientific operation within which a particular scientific activity is undertaken. Major advances in science, for instance, the realization of the concept of quantum, the science concept of minds, or the significance in nature of science that affected thought and religious belief from ancient time to the period of industrial revolution.

#### **112-104 Fundamental of Philosophy 3(3-0-6)**

A study of basic fundamental issues in philosophy. Fundamental topics and concepts in the history of philosophy such as great philosophy, philosophy of ethics, feminist philosophy and adopting those philosophical aspects or methods of philosophy to apply to everyday life.

#### **112 105 Peace Studies 3(3-0-6)**

Concerning issues and various interdisciplinary approaches to the study of peace and the introduction to alternative paradigms for peace, from local and interpersonal peace to global peace. In order to thought and of conflict resolution by using variety of peace orientations, including environmental, cultural, and governmental approaches, including non-violence: theory, practice, and advocates; environmental peace, sustainability, and development; women peace makers their plight for equality; inner peace-building and contemplative practices.

**112 106 Introduction to Statistics and Research****3(3-0-6)**

A study to develop skills in data analysis, modeling, and decision making under uncertainty, in order to train students to use valid inferences from data and make informed decisions, including data visualization, data summaries, descriptive statistics, probability distributions, expectation, variance, statistical inference of data, statistical inference for data estimation Z, T and F, hypothesis testing, and regression analysis, with emphasis on the applications of statistical analytic techniques used in writing research thesis through lectures, case analysis.

**2. Elective Subjects 12 Credits****112 107 World Religions for Peace****3(3-0-6)**

A study of exploring a series of contemporary conflicts in different regions of the world, roles that religions play in human society and the world, together with a method for recognizing and analyzing how religious ideologies are embedded in all areas of human cultures and how religions function in contemporary world affairs, concerning popular World Religions such as Buddhism, Christianity, Hinduism, and Islam especially in the teaching of peace and collaboration among humans in society.

**112 108 Environmental Studies and Deep Ecology****3(3-0-6)**

A study to explore a wide range of environmental issues and various defining factors encompassing physical, economic, political, demographic, and ethical considerations, including the understanding of deep ecology and ecosystem, suburban sprawl, environmental justice, and the greening of spaces in communities

**112 109 World Politics and Administrations****3(3-0-6)**

A study of revolutionary of world politics and administration from the past to the present, including the nature of political authority and political rights, the relationship between power and values, variation in the role and quality of government, origins of political institutions, and dynamics of international politics. A study to introduce students to comparative political analysis and how political behavior, circumstances, institutions, and dynamic patterns of including nationalism, political culture, democratization, authoritarianism, and the nature of protracted conflict.

**112 110 Principles of Management****3(3-0-6)**

A study of significances of management, the basic concept of management system, the difference between managing and management including the important theory of managing projects. In order to explore managing operations of the organization and type of projects, including techniques for effective project management- techniques that can be immediately applied to marketing and consulting challenges.

**112 111 Principles of Economics****3(3-0-6)**

A study of applications of economic theory to problems confronting managers, including pricing under different market structures, cost and technology, strategic decision making, and theory of supply and demand, economic measure, fluctuation, growth, money and banking, stabilizing techniques, and national trade,

Besides foundations of economic behavior of enterprises and consumers in different market environments, such as open market, monopoly monetary. Together with the impact of government, fiscal, and trade policies on business decisions and on economic measures, employment, interest rates, and exchange rates.

**112 112 Principles of Psychology****3(3-0-6)**

A study of an overview of the scientific study of human behaviors. including history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant human behavior topics.

**112 113 Buddhist Arts****3(3-0-6)**

A study of the nature of Buddhist art through sculpture, architecture, and painting. In order to explore the Buddhist arts at different periods from ancient to the present which include the art of Mahayana, Vasharayan and Theravada.

**112 114 Public Mind and Social Development****3(3-0-6)**

A study of significances of public mind, the ideas and theory behind the concept of public minds.

**112 115 Integrity and Good Governance****3(3-0-6)**

An introductory study of values, virtues, and right of actions, Major concepts of ethical theory such as goodness, responsibility, freedom, respect for persons, and morals. In order to is clarify in a systematic fashion both moral concepts and moral actions.

### **112 116 Innovation and Information Technology 3(3-0-6)**

A study of significances and limitation of innovation in information technology including the type and process of information technology such as innovation, development, and complete innovation and applying those knowledge gained in the program to "real world" business situations, recognizing that information technology in all its forms is a critical and viable business tool that can be managed effectively in an interconnected world in this era of innovation.

### **112 117 Sufficient Economic Philosophy 3(3-0-6)**

A study of significances of the Sufficiency Economy and the important developmental approach, to which it emphasizes, and principles for appropriate conduct by accountability and empowers people and their communities. Its conditions of morality and knowledge can be applied to any level of the society- from an individual to a country. The philosophy of Sufficiency Economy conveys new theory in addressing current development challenges, which are issues of institutions, human capital, environmental sustainability and the role of government. The philosophy of Sufficiency Economy, as a new paradigm of development, aims at improving human well-being as a developmental goal.

### **112 118 Introduction to Science 3(3-0-6)**

A study of concepts regarding the definition of science, scientific thinking, methods of science as well as the entirety of scientific understanding, in order to explore science through different types of fields such as natural science, social science, physics, chemical biology, and the relationship between science and humans, including technology all around us, and their everyday implications that affects how we live.

### **112 119 Sustainable Development 3(3-0-6)**

A study of core concepts of sustainability theory and practice, In order to explore the ethical principles, social structures, technologies, and political and economic processes necessary for humans to live sustainably in community with each other, other species and natural environment.

### **112 120 World Citizenship Studies 3(3-0-6)**

A study of significances of citizenship in the global era, the viability of nationalism and cosmopolitanism, aiming to educate citizens who have global perspectives to think as genuine global citizens, emphasis on understanding various

societies and culture in the world and on developing ideas for realizing a society of multicultural coexistence, besides in order to values reflection, through which students learn to develop sense of personal, social, and corporate responsibility to the global community and taking an active role in their community with others to make the world more equal, and sustainable.

### **112 121 Cross-cultural Languages and Communication 3(3-0-6)**

A study to examine the ways in which humans create, exchange, and interpret meaning of language as a function of their national cultures. Communication is variable in intercultural contexts-culture and meaning, communication values in intercultural dialogue, culture as symbolic worldview, culture shock, and conflict resolution across cultures, in order to differentiate the relationships between languages communicated which vary across various cultures.

Background theory in international communication encourages an appreciation of communication similarities and across nations is applying the development of international and global communication competence.

### **112 222 Systematic and Critical Thinking 3(3-0-6)**

A study explore issues about the nature and techniques of critical thought, viewed as a way to establish a reliable basis for claims, beliefs, attitudes and about the world, in order to explore multiple perspectives, placing established facts, theories, and practices in tension alternatives to see how it could be otherwise. Views about observation and interpretation, reasoning and inference, valuing and judging, and the production of knowledge in its social context are considered, emphasis on translating what is learned into strategies, materials, and interventions for use in educational and professional settings such as the Tree Diagram, Fish Diagram, and Mind Mapping.

### **112 223 Introduction to Computer Applications 3(3-0-6)**

A study to identify the parts and the functions of personal computers, to varied topics such as use of an internet browser, how to establish and maintain an email account, how to navigate programs such as basic word processing and accessories programs, using established databases and search engines information on the internet, and being able to copy, save, and print documents from various sources. It also covers the history, hardware, software and operating concepts of personal computers. Students will receive hands on experience in Windows, Word, Excel, PowerPoint and other programs.

**112 224 Introduction to Logic****3(3-0-6)**

Logic is a study of reasoning, with introduction to the theory of deductive reasoning, including propositional logic and predicate logic. Students will learn how to clarify an argument by translating it into a symbolic language, and how to evaluate an argument for validity, in informal logic, logical fallacies, elementary symbolic logic, analysis of argument forms, and construction of proofs for validity.

**112 225 Academic English****3(3-0-6)**

A study to provide instruction in academic and professional English language skills, emphasis on development of integrated language skills for use in studying a particular content area such as English sentence structures, vocabulary, and the use of language for academic purpose student should be able to demonstrate improved language skills within the academic area.

**112 226 Basic English****3(3-0-6)**

A study of key theories and principles in English language usage in terms of the use of prefix, the structure of English grammar (tense), constructing sentence structures, preposition, and conjunction, basic skills in listening, speaking, reading and writing. Emphasis is placed on the skills of reading and reading comprehension.

**112 227 Advanced English****3(3-0-6)**

A study introduction to structures of English grammar and practicing skills in listening, speaking, reading and writing, with emphasis on writing and reading English.

**112 228 Introduction to Sanskrit****3(3-0-6)**

A study of introduction to structures of Sanskrit scripts, symbols, sounds, reading and writing phonetics, and grammar of Sanskrit Language. Students will be to begin to read Sanskrit texts and compositions.

**112 229 Advanced Sanskrit****3(3-0-6)**

A study to consolidate knowledge of Sanskrit grammar and to increase familiarity with Sanskrit literature of all kinds, including epic, literary, philosophical, and narrative genres of texts, besides introducing the study and reading of inscriptional materials.

**112 230 Introduction to Thai 3(3-0-6)**

A study of basic Thai grammar with equal emphasis on reading, writing, conversation, and comprehension, speaking and listening skills, training in reading and writing at introductory level.

**112 231 Advanced Thai 3(3-0-6)**

A study basic Thai grammar of more advanced topics, Broadening skills in conversation and composition; reading of selected texts.

**112 232 Introduction to Chinese 3(3-0-6)**

A study of Chinese language. In order to present essential vocabulary and grammar, and to develop the pronunciation, listening, reading, and writing skills necessary for basic communication and comprehension of Chinese Language.

**112 233 Advanced Chinese 3(3-0-6)**

A study to further develop students' overall language proficiency and cultural knowledge through more advanced reading, listening, speaking and writing exercises, grammatical concepts are reviewed and expanded, stress on reading, composition, grammatical complexities, and intense oral practice.

**112 234 Basic Pali I 3(3-0-6)**

A study writing and reading of Pali language including homage to the Sangha, Panja Indiya, pronunciation and use of declensions.

**112 235 Advanced Pali II 3(3-0-6)**

A study construction and translation of Pali language with the correct use of grammatical methods. In order to construct and translate special word sentences in Pali into Thai and Thai into Pali.



### **3.1 Specific Subjects 84 Credits**

#### **3.1 Buddhism Subjects group 12 Credits**

##### **112 136 Buddha's Life Studies 3(3-0-6)**

A study of Buddha's life, history of the Buddha from his birth, enlightenment and death, his leaving of the world in order to find the ultimate truth, his finding from the enlightenment, the spreading of the Dhamma, solving the problems within the brotherhood, daily living until the final release.

##### **112 137 Early Buddhism 3(3-0-6)**

A study the social system, together with traditions, customs, culture, primitive beliefs of Indians before the coming of Buddhism. The birth of Buddhism and its impact in different regions of India, Besides, students should study the spreading of the teachings of the Buddha and his disciples in various regions. The birth of the Four Buddhaparisad, the recensions and spreading of Buddhism outside India.

##### **112 238 History of Buddhism 3(3-0-6)**

A study of the history of Buddhism from the past to the present, vital points of Buddhism, the differentiation of various sects of Buddhism, infiltrations of Buddhism in different countries and its impacts of cultural behaviors of those countries, including movements and organization of Buddhism in the present and future.

##### **112 239 Traditions and Rituals of Buddhist Schools 3(3-0-6)**

A study of the festival activities and rituals of different sects, emphasis on significant values of those activities, in orders to enhance right practice.

### **3.2 Core Subjects 33 Credits**

##### **210 301 Mahayana Tipitaka 3(3-0-6)**

A study of the divisions of Mahayana Tipitaka Scriptures and contexts of those in brief, historical analysis of the development of Mahayana Tipitaka Scriptures, with historical exploration of the development of Tipitaka Scriptures in India, Tibet, China, Japan, Korea including values of Mahayana Tipitaka Scripture. Shatideva's work, "Bodhisattva's way of Life" shall provide the guidance for the study of this subject.

### **210 302 Principles of Mahayana Doctrine** **3(3-0-6)**

Principles of Mahyanism relating to conventional truth and relative truth, beliefs in Trikaya, Niramanakaya, Dhama Mahayana body, Sambhokaya body, practices of Bodhisattvas, how to arrive at Prana, Paramita and Sunyata.

### **210 303 Lives and Works of Mahayana Scholars** **3(3-0-6)**

Study of the lives and works of the Mahayanist scholars such as Asvaghosa, Nagarjuna, Asanga, Vasabandhu, Fahien, Hienjung, I-ching, Bodhidhamma and Huineng etc., who played the great roles in writing and translating the Buddhist texts. The biographies of the 80 Maha Siddhas of India must be read while pursuing this course.

### **210 304 Mahayana Rituals** **3(3-0-6)**

A study of the rituals of Mahayana Buddhism in general, like an Ordination Silamandala, mantras and dharanis, Emphasis is made on ritual practices in Thailand like Konteg, Hungry Ghost dedication, repentance sacrifice to Buddha, Bodhisattvas and gods.

### **210 305 Tian Tai Buddhism** **3(3-0-6)**

A study of history, main texts and doctrine of Tian Tai school of Mahayana Buddhism, with a special reference to the main concepts in Saddharmapundarika Sutra, origin and development of Tian Tai in India, China, Japan, and its influence on various countries up to the present.

### **210 306 Pure Land Buddhism** **3(3-0-6)**

A study of history of pure land or Sukhavati Buddhism, its eminent sutras which are the Amitabha, the Infinite Life, and the Amitayurdhyana Sutras. These sutras describe Amitabha and his Pure land of Bliss, called Sukhavati, philosophy, doctrine as well as its spread in various countries. The course facilitates the practice of chanting for the practitioner to aspire to be born in Sukhavati and meet the Amitabha Buddha in the next incarnation.

### **210 307 Vajrayana Buddhism** **3(3-0-6)**

An introductory study of the history, main texts and doctrine of Tibetan Vajrayana tradition, which includes the teachings of Bardos (intermediate states). The trilogy of Empowerment, Oral Transmission, and Explanation, and the significance of the role of the lineage must be studied comprehensively during this course.

**210 308 Three Sastra Buddhism****3(3-0-6)**

A study of history, main texts and main doctrines of the Three Sastra School:

Madhyamaka, Dvadashamukha, Shatika, Shastras. All three were translated by Kumarajiva, these Three Shastra constitute the bases for this doctrines. Originated in China and spread in Japan which eventually died out but generated ideas that were incorporated into Zen and Pure Land Buddhism.

**210 309 Zen Buddhism****3(3-0-6)**

A critical study of the main idea and techniques of Zen Buddhism, the influence of Taoism from China, spread of Zen to Vietnam, Korea and Japan, where it became known as Japanese Zen. The teachings of Zen include various sources of Mahayana thought, especially Yogachara, the Tathagatagarbha sutras and the Huayen School, with their emphasis on Buddha nature and the Bodhisattva-ideal. The Prajnaparamita sutra and, to a lesser extent, Madhyamaka have also been influential in the shaping of the "paradoxical language" of the Zen-tradition.

**210 310 Avatamasaka Sutra****3(3-0-6)**

The Avataṃsaka Sūtra is one of the most influential Mahayana sutras of East Asian Buddhism. The Avataṃsaka Sūtra describes a cosmos of infinite realms upon realms. Avataṃsaka Sūtra is also called the "Bodhisattva Piṇḍaka."

**210 311 Comparative Study of Theravada and Mahayana Philosophy 3(3-0-6)**

A comparative study of Buddhist Philosophy in Theravada and Mahayana since its inception to the present time. Emphasis is made to compare the concept of the Buddha, Bodhisattva, Arahanta, Yana, Nibbana as well as the way to Enlightenment, etc.

**3.3 Specific Subjects 32 Credits****310 101 Mindfulness and Concentration I****3(3-0-6)**

The significances of Sati and Samadhi in Mahyanism their basic techniques in mind control benefits of having Sati and Samadhi. (Seven days retreat on each 1<sup>st</sup> Semester until 4<sup>th</sup> year)

**310 102 Mindfulness and Concentration II****3(3-0-6)**

Stating the principles of Mahayanism that support the merits of having Sati and Samadhi together with the 10 principles of Anusati including various methods to develop them that fit their own mind. (Questioning, discussing and training. Friday and Saturday Mindfulness and Concentration training.)

**310 201 Mindfulness and Concentration III****3(3-0-6)**

Speaking of methods of developing Sati and Samadhi of the Ariya Sangha and Bodhisatavasa and the Buddha with Sampajanna 4, Samadhi 3, Bhawana 4 and Bala 5. Including developing Sati and Samadhi by praying and counting beads. (Friday and Saturday retreat.)

**310 202 Mindfulness and Concentration IV****3(3-0-6)**

The training of Developing Sati and Samadhi with the principles of Bhawana 4. Different methods of developing purposeful Bhawana, stating of the merits of Sati and Samadhi training in order to escape from the world according to Vimuti 2, (Friday and Saturday Mindfulness and Concentration training.)

**310 301 Mindfulness and Concentration V****3(3-0-6)**

Levels of Sati and Samadhi in the light of Samadhi 2. Samadhi 3. Advantages of Sati and Samadhi training, in the light of Bojhong 7. Including prayers, bead counting and bodily movements with sati and Samadhi. (Friday and Saturday Mindfulness and Concentration training.)

**310 302 Mindfulness and Concentration VI****3(3-0-6)**

Development of Sati and Samadhi according to Bhawana 4 distributing in different purposes in the light of principles of helpful Dhamma Natha dhamma 10, Anusati 10, in order to understand the significances of Sati. Practitioners should understand different principles of Dhamma, without neglecting Sati and Samadhi. (Friday and Saturday Mindfulness and Concentration training.)

**310 401 Mindfulness and Concentration VII****3(3-0-6)**

Concerning principles of helpful Dhamma 2, Nathadhama 10, Anusati 10 in the light of merits of Sati and Samadhi training. (Friday and Saturday Mindfulness and Concentration training.)

**310 402 Mindfulness and Concentration VIII****3(3-0-6)**

Concerning of merits of having Sati and Samadhi, in the individual community and society in general, mind training in order to arrive at Vimuti 2, Bhojhong 7, Sangyojana 10, Anusaya 7, until Visudhi 7, with methods used in Mahyanism, prayers, bead counting, and bodily movements with Sati and Samadhi. (Friday and Saturday Mindfulness and Concentration training.)

**310 411 Psychology in Mahayana 3(3-0-6)**

A study of psychological theory in general, with a reference to physiological, cognitive, social and personality factors. A study of mind and mental factors, the psycho-physical theory in Mahayana, in comparison with modern psychology.

**310 412 Mahayana Philosophy 3(3-0-6)**

A study of the origin and development of Mahayana philosophy in India starting from Vaibhashika, Sautrantika, Yogacara, and Madhyamika schools with special reference to the concepts of Naive Realism, representatives, Sunyata, store-Consciousness. The "Seventy Points of the Text of Manifest Wisdom" is highly advised to be read along with this subject.

**310 413 The Concept of Bodhisattva in Mahayana 3(3-0-6)**

A comparative study of the Bodhisattva concept in Theravada and Mahayana especially on their precepts of discipline, meditation and wisdom. Examples are given to some eminent Bodhisattvas such as: Manjushri, Vajrapani, Avalokitesva, Maitreya, Kshitigarbha, Sarvaniravanavishkambi, Akashagarbha and Samantabhadra

**3.4 Mahayana and Specific Subject 9 Credits****410 411 Theravada Philosophy 3(3-0-6)**

A study of the main concept; Five Aggregates, Dependent Origination, Three Characteristics, Karma in the frame of metaphysics, epistemology, ethics and aesthetics in Theravada philosophy by comparison with the thoughts of Six Teachers and other schools of philosophy during the time of the Buddha.

**410 412 Propagation of Mahayana Buddhism in Thailand 3(3-0-6)**

A study of the propagation of Mahayana in Thailand both historically and at the present time, emphasizing on the main methods of propagation and its impact on Thai Society.

**410 413 Divyavadana Studies 3(3-0-6)**

A study of the contents of selected Avadanas in the Divyavadana with an attention to the philosophical and religious development through literary evidence during the transition from Theravada to Mahayana.

**410 414 Jataka Mala Studies 3(3-0-6)**

A study of Jataka Mala on the lives of the Buddha and Bodhisattvas in reincarnation, in comparison with those of Theravada.

**410 415 Field Work 3(3-0-6)**

A report of field study on geographical and cultural factors relevant to distribution of faiths, their places, objects and practices of rituals.

**410 416 Mahayana Human Resources Management and Development 3(3-0-6)**

Administering and developing human resources according to Mahayana, in the light of 6 Paramitas, help, virtue, good behaviour, rationed determination, concentration and wisdom, devoting to study and self control, in the light of the teaching of Chinese wise men. Human administration has to rest upon social relativity in 5 levels, respecting traditions, customs and culture be grateful toward nature, benefactors and ancestors

**4. Free Elective Subjects 6 Credits**

**410 417 Islamic Religion and Cultural 3(3-0-6)**

A historical study of Islamism religion, principles of teaching, Islamist region, methods of teaching having influences toward believers, cultures and artistic expression.

**410 418 Buddhism and Social Works 3(3-0-6)**

A study of the principle of working society to maintain oneself, the principles pattern and method of working in Buddhism, emphasizing the way of the Buddha and the way of Buddhist monks in society from past to present, emphasizing on Mahayana Doctrines that profess the six types of perfections (paramitas).

**410 419 Southeast Asian Studies 3(3-0-6)**

A geographical study that has impacts on vocations, cultures, and various types of group organization.

**410 420 Situations Happening in Buddhism 3(3-0-6)**

A study of the problems in Buddhism the administration of Sangha and owing to the economical, social, political, cultural, scientific and technological changes taking place in Thailand and the world today such as consumerism, illegal ordination and blind faith.

## **APPENDIX B**

**The comparison of B.A in Mahayana Studies**

**Curriculum of B.E 2556 between B.E 2561**

## The comparison of B.A in Mahayana Studies

### Curriculum of B.E 2556 between B.E 2561

General Subject B.E 2556	General Subject B.E 2561
<p>1. Curriculum</p> <p>1. General Subjects 30 Credits</p> <p>    1.1 Required Subjects 18 Credits</p> <p>    1.2 Elective Subjects 12 Credits</p> <p>2. Specific Subjects 104 Credits :</p> <p>    2.1 Core Subjects in Buddhism 30 Credits</p> <p>    2.2 Major Subjects 74 Credits:</p> <p>        2.2.1 Applied Subjects 10 Credits</p> <p>        2.2.2 Major Subjects 64 Credits</p> <p>        A. Required Subjects 48 Credits</p> <p>        B. Elective Subjects 16 Credits</p> <p>3. Free Elective Subjects 6 Credits</p> <p>    Total 140 Credit</p>	<p>1. Curriculum</p> <p>1. General Subjects 30 Credits</p> <p>    1.1 Required Courses 18 Credits</p> <p>    1.2 Elective Courses 12 Credits</p> <p>2. Specific Subjects 84 Credits</p> <p>    2.1 Core Subjects in Buddhism 12 Credits</p> <p>    2.2 Core Subjects 33 Credits</p> <p>    2.3 Specific Subjects 30 Credits</p> <p>    2.4 Mahayana Elective Subjects 9 Credits</p> <p>3. Free Elective Subjects 6 Credits</p> <p>    Total 120 Credit</p>
General Subjects B.E 2556	General Subjects B.E 2561
<p><b>General Subjects 30 credits.</b></p> <p>All the students are required to take 30 credits.</p> <p>Required Subjects 18 credits</p> <p>000 101 Man and Society 2(2-0-4)</p> <p>000 102 General Law 2(2-0-4)</p> <p>000 107 Technique of Higher Learning 2(2-0-4)</p> <p>000 108 Introduction to Philosophy 2(2-0-4)</p> <p>000 109 Religions 2(2-0-4)</p> <p>000 114 Language and Communication 2(2-0-4)</p> <p>000 115 Introduction to Linguistics 2(2-0-4)</p> <p>000 138 Basic Statistics and Research 2(2-0-4)</p> <p>000 139 Basic Mathematics 2(2-0-4)</p> <p>000 210 Introduction to Logic 2(2-0-4)</p>	<p><b>General Subjects 30 credits</b></p> <p>All the students are required to take 30 credits.</p> <p>Required Subjects 18 credits</p> <p>112 101 Science and Art of Life 3(3-0-6)</p> <p>112 102 Social Studies for Human Development 3(3-0-6)</p> <p>112 103 Scientific Paradigm 3(3-0-6)</p> <p>112 104 Fundamental of Philosophy 3(3-0-6)</p> <p>112 105 Peace Studies 3(3-0-6)</p> <p>112 106 Introduction to Statistics and Research 3(3-0-6)</p>



<p><b>1.2 Elective Subjects 12 credits</b></p> <p>000 103 Thai Politics and Government 2(2-0-4)</p> <p>000 104 Economics in Daily Life 2(2-0-4)</p> <p>000105 Man and Environment 2(2-0-4)</p> <p>000 106 Current World-Affairs 2(2-0-4)</p> <p>000 211 Thai Culture 2(2-0-4)</p> <p>000 212 Man and Civilization 2(2-0-4)</p> <p>000 213 Life and Psychology 2(2-0-4)</p> <p>000 120 Basic Thai * 2(2-0-4)</p> <p>000 121 Advanced Thai * 2(2-0-4)</p> <p>000 116 Basic English 2(2-0-4)</p> <p>000 117 Advanced English (2-0-4)</p> <p>000 118 Basic Sanskrit 2(2-0-4)</p> <p>000 119 Advanced Sanskrit 2(2-0-4)</p> <p>000 124 Basic Malay 2(2-0-4)</p> <p>000 125 Advanced Malay 2(2-0-4)</p> <p>000 128 Basic Chinese 2(2-0-4)</p> <p>000 129 Advanced Chinese 2(2-0-4)</p> <p>000 130 Basic Japanese 2(2-0-4)</p> <p>000 131 Advanced Japanese 2(2-0-4)</p> <p>000 135 Basic Hindi 2(2-0-4)</p> <p>000 136 Advanced Hindi 2(2-0-4)</p>	<p><b>1.2 Elective Subjects 12 credits</b></p> <p>112 107 World Religion for Peace 3(3-0-6)</p> <p>112 108 Environmental Studies and Deep Ecology 3(3-0-6)</p> <p>112 109 World Politics and Administrations 3(3-0-6)</p> <p>112 110 Principles of Management 3(3-0-6)</p> <p>112 111 Principles of Economics 3(3-0-6)</p> <p>112 112 Principles of Psychology 3(3-0-6)</p> <p>112 113 Buddhist Arts 3(3-0-6)</p> <p>112 114 Public Mind and Social Development 3(3-0-6)</p> <p>112 115 Integrity and Good Governance 3(3-0-6)</p> <p>112 116 Innovation and Information Technology 3(3-0-6)</p> <p>112 117 Sufficient Economic Philosophy 3(3-0-6)</p> <p>112 118 Introduction to Science 3(3-0-6)</p> <p>112 119 Sustainable Development 3(3-0-6)</p> <p>112 120 world Citizenship studies 3(3-0-6)</p> <p>112 121 Cross-cultural Languages and Communication 3(3-0-6)</p> <p>112 222 Systematic and Critical Thinking 3(3-0-6)</p> <p>112 223 Introduction to Computer Applications 3(3-0-6)</p> <p>112 224 Introduction to Logic 3(3-0-6)</p> <p>112 225 Academic English 3(3-0-6)</p> <p>112 226 Basic English 3(3-0-6)</p> <p>112 227 Advanced English 3(3-0-6)</p> <p>112 228 Introduction to Sanskrit 3(3-0-6)</p>
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000 140 World and Environment 2(2-0-4)	112 229 Advaced Sanskrit 3(3-0-6)
000 241 Physical Science and Technology 2(2-0-4)	112 230 Introduction to Thai 3(3-0-6)
000 242 Introduction to Computer and Information Technology 2(2-0-4)	112 231 Advanced Thai 3(3-0-6)
	112 232 Introduction to Chinese 3(3-0-6)
	112 233 Advanced Chinese 3(3-0-6)
	112 234 Basic Pali I 3(3-0-6)
	112 235 Advanced Pali II 3(3-0-6)

<b>General subjects (modified 2556)</b>	<b>General subjects (modified 2561)</b>	<b>Remark</b>
<b>A. Required Subjects 18 Credits</b>	<b>A. Required Subjects 18 Credits</b>	
<b>000 101 Man and Society 2(2-0-4)</b> A study of social and Buddhist manhood, interrelation of human to Society. And organization, social and cultural institutions, factors, structures influencing the development of emotion, common sense, intelligence, reflection on the problems of society in general and Thai society, including Buddhist approaches to solve the problems.		<b>Delete</b>
<b>000 102 General Law 2(2-0-4)</b> A study of introduction to general law, background of law system, the general nature of the public law such as institutional law, criminal law, and administrative law, including law of private rights such as civil and commercial code which should be known of Thai Sangha.		<b>Delete</b>

<p><b>000 107 Technique of Higher Learning 2(2-0-4)</b></p> <p>A study of technique of higher education, emphasizing technique of self study, library use, knowledge seeking, learning in group, learning by academic activities, reports and dissertation writing.</p>		<p><b>Delete</b></p>
<p><b>000 108 Introduction to Philosophy 2(2-0-4)</b></p> <p>A study of history of philosophy, learning about differences between western and eastern philosophies, history of development of western and eastern philosophical traditions exploring the meanings of philosophy and the complex relationship between philosophy, religion and science, understanding the divisions of philosophy including the important points and the scope of philosophy in economic, social and political science.</p>		<p><b>Delete</b></p>
<p><b>000 109 Religions 2(2-0-4)</b></p> <p>The study of histories of the world Religions, their views, practices, and achievements, and how these different religion</p>		

<p>approach to address the status quo challenges of the world. Cultivation of religious tolerance, respect, and communal existence between diverse socio-religious groups and countries may be emphasized.</p>		<b>Delete</b>
<p><b>000 114 Language and Communication 2(2-0-4)</b>  A study of reading, writing, speaking and listening to Thai language for communication in daily life, focusing on various communications: reading such as prosy and verse reading, declaration, statement reading; writing such as letter writing composition, abstraction; speaking such as conversation, lecture, discussion, oratory, exercise of stories, with an attention to ethical responsibility of both speakers and listeners, the need for a critical posture by both speakers and listeners, including office files.</p>		<b>Delete</b>
<p><b>000 115 Introduction to Linguistics 2(2-0-4)</b>  A study of the meaning of language and linguistics, its branches general nature of language and linguistics, general idea of phonetics, phonemics,</p>		<b>Delete</b>

international and Thai phonetics system and critical study of Thai in terms of linguistics.		
<b>000 139 Basic Mathematics 2(2-0-4)</b> A study of mathematical basic theories such as definition, proposition, symbols for mentioning the rules, logical argumentation, justification of set-theory, as well as set algebra, including the numerical-system, characteristics of various kinds of number and solution of an algebraic equation and non-equation, the theory of metric and determinant, relation and function		<b>Delete</b>
<b>000 138 Basic Statistics and Research 2(2-0-4)</b> Meaning and definition of statics, Types and sources of data Measures of central tendency or average (Arithmetic mean, Median, mode, Geometric mean, Harmonic mean), Measures of dispersion (Range, Quartile Deviation, Standard Deviation), Skewness and Kurtosis, Correlation, Regression analysis, Sampling and testing of	<b>112 106 Introduction to Statistics and Research 3(3-0-6)</b> A study to develop skills in data analysis, modeling, and decision making under uncertainty, in order to train students to use valid inferences from data and make informed decisions, including data visualization, data summaries, descriptive statistics, probability distributions, expectation, variance, statistical inference of data, statistical inference for data estimation Z, T and F, hypothesis testing, and regression analysis, with emphasis on the applications of statistical analytic techniques used in writing research thesis through	<b>Course Description is modified, coded number is changed and one credit is added.</b>

hypothesis, Meaning and types of research, Limitations of research, Scientific research process, Academic Report Writing.	lectures, case analysis.	
<b>000 210 Introduction to Logic 2(2-0-4)</b> A study of logical theory with historical development with focusing on the tradition of signs, contradiction, definition and categories of propositions, classification of contradictions, observation and conversion of propositions and dispropositions and compound proposition, argumentation, syllogism and fallacy, along with a comparative study with traditional Buddhist logic; the Buddha's dialogue in Anattalakkhana and other Suttas, study and learn the theory of Independent Origination, learn about the method of systematic Attention (Yonisomanasikara), Sarvastivada's Epistemology, become familiar with Nagarjuna's	<b>112 224 Introduction to Logic 3(3-0-6)</b> A study of logical theory with historical development with focusing on the tradition of signs, contradiction, definition and categories of propositions, classification of contradictions, observation and conversion of propositions and dispropositions and compound proposition, argumentation, syllogism and fallacy, along with a comparative study with traditional Buddhist logic; learn the Buddha's dialogue in Anattalakkhana and other Suttas, study and learn the theory of Independent Origination, learn about the method of systematic Attention (Yonisomanasikara), Sarvastivada's Epistemology, become familiar with Nagarjuna's Dialectics. Paying attention to the "Signs of Valid Reasoning" professed by Buddhist Logic is of paramount importance.	<b>Course Description is modified, coded number is changed and one credit is added.</b>

Dialectics.		
	<p><b>112 101 Science and Art of Life 3(3-0-6)</b></p> <p>A study of meaning and Understanding of the world Knowledge, and art, way of using ideas and the concept of all knowledge including religion, philosophy, psychology, and sociology to create and apply that Knowledge social life where people can be together harmoniously.</p>	<b>New Subject</b>
	<p><b>112 102 Social Studies for Human Development 3(3-0-6)</b></p> <p>A study of basic principles and theories of social phenomena. Problems that affect the whole world today, including problems of social evolutions, economics, politics, and government administration. Students should use skills of critical thinking on social phenomena to bring into consciousness and look into problems through essential skills and values and applied the knowledge, Enquiry and the students should be able to identify and define problems.</p>	<b>New Subject</b>
	<p><b>112 103 Scientific Paradigm 3(3-0-6)</b></p> <p>A study of the meaning of word patterns the origin of science,a theoretical framework and a general conception of the nature of scientific operation within which a particular scientific activity is undertaken. Major advances in science, for instance, the realization of the</p>	<b>New Subject</b>



	concept of quantum, the science concept of minds, or the significance in nature of science that affected thought and religious belief from ancient time to the period of industrial revolution.	
	<b>112 104 Fundamental of Philosophy 3(3-0-6)</b> A study of basic fundamental issues in philosophy. Fundamental topics and concepts in the history of philosophy such as great philosophy, philosophy of ethics, feminist philosophy and adopting those philosophical aspects or methods of philosophy to apply to everyday life.	<b>New Subject</b>
	<b>112 105 Peace Studies 3(3-0-6)</b> Concerning issues and various interdisciplinary approaches to the study of peace and the introduction to alternative paradigms for peace, from local and interpersonal peace to global peace. In order to thought and of conflict resolution by using variety of peace orientations, including environmental, cultural, and governmental approaches, including non-violence: theory, practice, and advocates; environmental peace, sustainability, and development; women peace makers their plight for equality; inner peace-building and contemplative practice.	<b>New Subject</b>

4.2 Elective Subjects 12 Credits	4.2 Elective Subjects 12 Credits	Remark
	<p><b>112 108 Environmental Studies and Deep Ecology 3(3-0-6)</b></p> <p>A study to explore a wide range of environmental issues and various defining factors encompassing physical, economic, political, demographic, and ethical considerations, including the understanding of deep ecology and ecosystem, suburban sprawl, environmental justice, and the greening of spaces in communities.</p>	<p><b>New Subject</b></p>
	<p><b>112 109 World Politics and Administrations 3(3-0-6)</b></p> <p>A study of revolutionary of world politics and administration from the past to the present, including the nature of political authority and political rights, the relationship between power and values, variation in the role and quality of government, origins of political institutions, and dynamics of international politics. A study to introduce students to comparative political analysis and how political behavior, circumstances, institutions, and dynamic patterns of including nationalism, political culture, democratization, authoritarianism, and the nature of protracted conflict</p>	<p><b>New Subject</b></p>

	<p><b>112 114 Principles of Management 3(3-0-6)</b></p> <p>A study of significances of management, the basic concept of management system, the difference between managing and management including the important theory of managing projects. In order to explore managing operations of the organization and type of projects, including techniques for effective project management- techniques that can be immediately applied to marketing and consulting challenges.</p>	<b>New Subject</b>
	<p><b>112 111 Principles of Economics 3(3-0-6)</b></p> <p>A study of applications of economic theory to problems confronting managers, including pricing under different market structures, cost and technology, strategic decision making, and theory of supply and demand, economic measure, fluctuation, growth, money and banking, stabilizing techniques, and national trade,</p> <p>Besides foundations of economic behavior of enterprises and consumers in different market environments, such as open market, monopoly monetary. Together with the impact of government, fiscal, and trade policies on business decisions and on economic measures, employment, interest rates, and exchange rates.</p>	<b>New Subject</b>

	<p><b>112 112 Principles of Psychology 3(3-0-6)</b></p> <p>A study of an overview of the scientific study of human behaviors. including history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant human behavior topics.</p>	<b>New Subject</b>
	<p><b>112 113 Buddhist Arts 3(3-0-6)</b></p> <p>A study of the nature of Buddhist art through sculpture, architecture, and painting. In order to explore the Buddhist arts at different periods from ancient to the present which include the art of Mahayana, Vasharayan and Theravada.</p>	<b>New Subject</b>
	<p><b>112 114 Public Mind and Social Development 3(3-0-6)</b></p> <p>A study of significances of public mind, the ideas and theory behind the concept of public minds.</p>	<b>New Subject</b>
	<p><b>112 115 Integrity and Good Governance 3(3-0-6)</b></p> <p>An introductory study of values, virtues, and right of actions, Major concepts of ethical theory such as goodness, responsibility, freedom, respect for persons, and morals. In order to is clarify in a systematic fashion both moral concepts and moral actions.</p>	<b>New Subject</b>

	<p><b>112 116 Innovation and Information Technology 3(3-0-6)</b></p> <p>A study of significances and limitation of innovation in information technology including the type and process of information technology such as innovation, development, and complete innovation and applying those knowledge gained in the program to "real world" business situations, recognizing that information technology in all its forms is a critical and viable business tool that can be managed effectively in an interconnected world in this era of innovation.</p>	<b>New Subject</b>
	<p><b>0112 117 Sufficient Economic Philosophy 3(3-0-6)</b></p> <p>A study of significances of the Sufficiency Economy and the important developmental approach, to which it emphasizes, and principles for appropriate conduct by accountability and empowers people and their communities. Its conditions of morality and knowledge can be applied to any level of the society- from an individual to a country. The philosophy of Sufficiency Economy conveys new theory in addressing current development challenges, which are issues of institutions, human capital, environmental sustainability and the role of government. The philosophy of Sufficiency Economy, as a new paradigm of development, aims at improving human well-being as a developmental goal.</p>	<b>New Subject</b>

	<p><b>112 118 Introduction to Science 3(3-0-6)</b></p> <p>A study of concepts regarding the definition of science, scientific thinking, methods of science as well as the entirety of scientific understanding, in order to explore science through different types of fields such as natural science, social science, physics, chemical biology, and the relationship between science and humans, including technology all around us, and their everyday implications that affects how we live.</p>	<b>New Subject</b>
	<p><b>112 119 Sustainable Development 3(3-0-6)</b></p> <p>A study of core concepts of sustainability theory and practice, In order to explore the ethical principles, social structures, technologies, and political and economic processes necessary for humans to live sustainably in community with each other, other species and natural environment.</p>	<b>New Subject</b>
	<p><b>112 120 World Citizenship Studies 3(3-0-6)</b></p> <p>A study of significances of citizenship in the global era, the viability of nationalism and cosmopolitanism, aiming to educate citizens who have global perspectives to think as genuine global citizens, emphasis on understanding various societies and culture in the world and on developing ideas for realizing a society of multicultural coexistence, besides in order to</p>	<b>New Subject</b>

	values reflection, through which students learn to develop sense of personal, social, and corporate responsibility to the global community and taking an active role in their community with others to make the world more equal, and sustainable.	
	<p><b>112 121 Cross-cultural Languages and Communication 3(3-0-6)</b></p> <p>A study to examine the ways in which humans create, exchange, and interpret meaning of language as a function of their national cultures. Communication is variable in intercultural contexts-culture and meaning, communication values in intercultural dialogue, culture as symbolic worldview, culture shock, and conflict resolution across cultures, in order to differentiate the relationships between languages communicated which vary across various cultures.</p> <p>Background theory in international communication encourages an appreciation of communication similarities and differences across nations is applying the development of international and global communication competence.</p>	<b>New Subject</b>
	<p><b>112 222 Systematic and Critical Thinking 3(3-0-6)</b></p> <p>A study explore issues about the nature and techniques of critical thought, viewed as a way to establish a reliable basis for claims, beliefs, attitudes and about the world,in order to explore multiple</p>	<b>New Subject</b>

	<p>perspectives, placing established facts, theories, and practices in tension alternatives to see how it could be otherwise. Views about observation and interpretation, reasoning and inference, valuing and judging, and the production of knowledge in its social context are considered, emphasis on translating what is learned into strategies, materials, and interventions for use in educational and professional settings such as the Tree Diagram, Fish Diagram, and Mind Mapping.</p>	
	<p><b>112 107 World Religions for Peace 3(3-0-6)</b></p> <p>A study of exploring a series of contemporary conflicts in different regions of the world, roles that religions play in human society and the world, together with a method for recognizing and analyzing how religious ideologies are embedded in all areas of human cultures and how religions function in contemporary world affairs, concerning popular World Religions such as Buddhism, Christianity, Hinduism, and Islam especially in the teaching of peace and collaboration among humans in society.</p>	<p><b>New Subject</b></p>



<p><b>000 103 Thai Politics and Government 2(2-0-4)</b></p> <p>A study of general idea of politics and governments political institution political and government development of Thailand, political process, including pattern of Thai government.</p>		<p><b>Delete</b></p>
<p><b>000 104 Economic in Daily Life 2(2-0-4)</b></p> <p>A study of the basic principle of economics, economical phenomena in daily life, several forms of economic system, operation of marketing prices, the role of public and private sectors in economic system, currency and financial institution and emphasizing an analysis of current events concerned</p>		<p><b>Delete</b></p>
<p><b>000 105 Man and Environment 2(2-0-4)</b></p> <p>A study of human environment, methodology of environment management for human benefits, Solutions for environmental problems, main Buddhist Teaching</p>		<p><b>Delete</b></p>

on environment and the role of Buddhist monks on preserving natural resources and environment in Thailand.		
<b>000 106 Current World Affairs 2(2-0-4)</b>  A study of the important situations happening in the world in terms of economy, society, politics, collaboration and conflict, Thailand and Current World Affairs, collaboration among Buddhist in world arena, Buddhist contribution to solving the conflict problems in the current world.		<b>Delete</b>
<b>000 242 Introduction to Computer and Information Technology 2 (2-0-4)</b>  A study of computer technology, with an attention to numerical system, hardware and software, various programs of computer science, introduction to computer science ,management of files, including graphic program, as well as the	<b>112 223 Introductionto Computer Applications 3(3-0-6)</b>  Introduction to computer science, A study of computer technology, with an attention to numerical systems, hardware and software, various programs of computer science, management of files, including computer graphics, as well as the role of Technology Information in daily life.	<b>Course Description is modified, coded number is changed and one credit is added.</b>

role of Technology Information in daily life.		
<b>000 210 Introduction to Logic 2(2-0-4)</b>  <b>General education (compulsory)</b>	<b>112 224 Introduction to Logic 3(3-0-6)</b>  Logic is a study of reasoning, with introduction to the theory of deductive reasoning, including propositional logic and predicate logic. Students will learn how to clarify an argument by translating it into a symbolic language, and how to evaluate an argument for validity, in informal logic, logical fallacies, elementary symbolic logic, analysis of argument forms, and construction of proofs for validity.	<b>Course Description is modified, coded number is changed and one credit is added.</b>
	<b>112 227 Academic English 3(3-0-6)</b>  A study to provide instruction in academic and professional English language skills, emphasis on development of integrated language skills for use in studying a particular content area such as English sentence structures, vocabulary, and the use of language for academic purpose student should be able to demonstrate improved language skills within the academic area.	<b>New Subject</b>

<p><b>000 116 Basic English 2(2-0-4)</b></p> <p>A study of English grammar, English usage pertaining to article, tense, sentence, preposition, conjunction, practice in four skills, emphasizing reading and comprehension of English sentences.</p>	<p><b>112 226 Basic English 3(3-0-6)</b></p> <p>A study of key theories and principles in English language usage in terms of the use of prefix, the structure of English grammar (tense), constructing sentence structures, preposition, and conjunction, basic skills in listening, speaking, reading and writing. Emphasis is placed on skills of reading and reading comprehension.</p>	<p><b>Course Description is modified, coded number is changed and one credit is added.</b></p>
<p><b>000 117 Advanced English 2(2-0-4)</b></p> <p>A study of the structure of sentences according to grammar, practice in listening, speaking, reading and writing, emphasizing reading, writing and comprehension of the basic structure of English sentence.</p>	<p><b>112 227 Advanced English 3(3-0-6)</b></p> <p>A study introduction to structures of English grammar and practicing skills in listening, speaking, reading and writing, with emphasis on writing and reading English.</p>	<p><b>Course Description is modified, coded number is changed and one credit is added.</b></p>
<p><b>000 118 Basic Sanskrit 2(2-0-4)</b></p> <p>A study of the structure of Sanskrit pertaining to alphabet, morphology, phonetics and syntax sentence, practice in an introduction to writing, reading Sanskrit.</p>	<p><b>112 228 Introduction to Sanskrit 3(3-0-6)</b></p> <p>A study of introduction to structures of Sanskrit scripts, symbols, sounds, reading and writing phonetics and grammar of sanskrit language. Students will be able to begin to read Sanskrit texts and compositions.</p>	<p><b>Course Description is modified, coded number is changed and one credit is added.</b></p>

<p><b>000 119 Advanced Sanskrit 2(2-0-4)</b></p> <p>Practice in translation of the Sanskrit short stories and writing the simple Sanskrit sentences according to grammar as assigned</p>	<p><b>112 229 Advanced Sanskrit 3(3-0-6)</b></p> <p>A study to consolidate knowledge of Sanskrit grammar and to increase familiarity with Sanskrit literature of all kinds, including epic, literary, philosophical, and narrative genres of texts, besides introducing the study and reading of inscriptional materials.</p>	<p><b>Course Description is modified, coded number is changed and one credit is added.</b></p>
<p><b>000 120 Basic Thai 2(2-0-4)</b></p> <p>A study of the structure of Thai pertaining to alphabet, phonemics, phonemics, structural sentences, practices in an introduction to reading and writing Thai reading and comprehension of Thai sentences.</p>	<p><b>112 230 Introduction to Thai 3(3-0-6)</b></p> <p>A study of basic Thai grammar with equal emphasis on reading, writing, conversation, and comprehension, speaking and listening skills, training in reading and writing at introductory level.</p>	<p><b>Course Description is modified, coded number is changed and one credit is added.</b></p>
<p><b>000121-Advanced Thai 2(2-0-4)</b></p> <p>Practice in listening, speaking, reading and writing Thai, emphasizing conversation based on present use of language.</p>	<p><b>112 231 Advanced Thai 3(3-0-6)</b></p> <p>A study basic Thai grammar of more advanced topics, Broadening skills in conversation and composition; reading of selected texts.</p>	<p><b>Course Description is modified, coded number is changed and one credit is added.</b></p>

<p><b>000 124 Basic Malay</b> <b>2(2-0-4)</b></p> <p>A study of the structure of Malay language pertaining to phonemics, phonetics, structural sentences, practice in an introduction to reading and writing Malay.</p>		<p><b>Delete</b></p>
<p><b>000 125 Advanced Malay</b> <b>2(2-0-4)</b></p> <p>Practice in listening, speaking, reading and writing Malay language, emphasizing conversation based on current use of language</p>		<p><b>Delete</b></p>
<p><b>000 128 Basic Chinese</b> <b>2(2-0-4)</b></p> <p>A study of the structure of Chinese language pertaining to phonemics, phonetics, structure sentences, practice in an introduction to reading and writing Chinese characters.</p>	<p><b>112 232 Introduction to Chinese</b> <b>3(3-0-6)</b></p> <p>A study of Chinese language. In order to present essential vocabulary and grammar, and to develop the pronunciation, listening, reading, and writing skills necessary for basic communication and comprehension of Chinese language.</p>	<p><b>Course Description is modified, coded number is changed and one credit is added.</b></p>

<p><b>000 129 advanced Chinese 2(2-0-4)</b></p> <p>Practice in listening, speaking, reading and writing Chinese, emphasizing conversation based on present use of language.</p>	<p><b>112 233 Advanced Chinese 3(3-0-6)</b></p> <p>A study to further develop students' overall language proficiency and cultural knowledge through more advanced reading, listening, speaking and writing exercises, grammatical concepts are reviewed and expanded, stress on reading, composition, grammatical complexities, and intense oral practice.</p>	<p><b>Course Description is modified, coded number is changed and one credit is added.</b></p>
<p><b>000 130 Basic Japanese 2(2-0-4)</b></p> <p>A study of the structure of Japanese language pertaining to phonemics, phonetics, structural sentences, practice in an introduction to reading and writing Japanese.</p>		<p><b>Delete</b></p>
<p><b>000 131 Advanced Japanese 2(2-0-4)</b></p> <p>Practice in listening, speaking, reading and writing Japanese, emphasizing conversation based on present use of language.</p>		<p><b>Delete</b></p>

<p><b>000135 Basic Hindi</b> <b>2(2-0-4)</b></p> <p>A study of the structure of Hindi Pertaining to phonemics, practice in an introduction to reading and writing Hindi.</p>		<p><b>Delete</b></p>
<p><b>000136 Advanced Hindi</b> <b>2(2-0-4)</b></p> <p>Practice in listening, speaking, reading and writing Hindi, emphasizing Conversation Based on Current situations.</p>		<p><b>Delete</b></p>
<p><b>000 140 World and Environment 2(2-0-4)</b></p> <p>Meaning and definition of environmental science and environmental management, Relationship of man and environment, Environmental conservation and resource management, Environmental Hazards, Urban environmental problems, Evaluation and solution, Global climate change, Environmental ethics and land management, planning for carbon foot print and water foot print,</p>		<p><b>Delete</b></p>



Environmental toxicology and risk management, Environmental impact analysis, Sustainable development.		
<b>000 211 Thai Culture 2(2-0-4)</b>  A study of historical Survey of the origin and development of culture, focusing on the meaning, contexts and categories of cultures, a critical survey of Buddhism and culture, conservation, creation and publicization of Thai culture, exploration of culture and social development, including the impact resulting from the western culture on culture.		<b>Delete</b>
<b>000 212 Man and Civilization (2)(2-0-4)</b>  A study of historical survey of the origin and development well as meaning of the western and eastern civilization through ages, with attention to the relation of civilization to social, economical and political structure in the western and eastern countries,		<b>Delete</b>

resulting in the impact and creative thoughts on those, exploration of the interaction between western and eastern civilization, including influence on one another.		
<b>000 213 Life and Psychology 2(2-0-4)</b>  An analytical study of the development and factors of lives, with an attention to the relation of psychology to way of lives, mental adjuncts in various aspects, mental well-being influencing human behavior, living condition in society and environment.		<b>Delete</b>
<b>000 241 Physical Science and Applied Technology 2(2-0-4)</b>  A study of historical progress of scientific research and development in ancient ages, with focusing on the concepts of universe and solar system, agricultural industry and products, transportation and communication, audio-visual equipments, scientific and technological innovation.	<b>112 234 Basic Pali I 3(3-0-6)</b>  A study writing and reading of Pali language including homage to the Sangha, Panka Indiya, pronunciation and use of declensions.	<b>Course Description is modified, coded number is changed and one credit is added.</b>

	<p><b>112 235 Advanced Pali II 3(3-0-6)</b></p> <p>A study construction and translation of Pali language with the correct use of grammatical methods. In order to construct and translate special word sentences in Pali into Thai and Thai into Pali.</p>	<p><b>Course Description is modified, coded number is changed and one credit is added.</b></p>
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<p>Modern World 3(3-0-6)</p> <p>110 412 Seminar on Mahayana 3(3-0-6)</p> <p>110 413 Tian Tai Buddhism 3(3-0-6)</p> <p>110 414 Pure Land Buddhism 3(3-0-6)</p> <p>110 415 Vajrayana Buddhism 3(3-0-6)</p> <p>110 416 Mahayana Meditation 3(3-0-6)</p> <p>110 417 Xian Shou Buddhism 3(3-0-6)</p> <p>110 418 Three Sastra Buddhism 3(3-0-6)</p> <p>110 419 Dhamma Lakshana Buddhism 3(3-0-6)</p> <p><b>2.2.3 Elective Courses 16 credits</b></p> <p>101 319 Education in Tipitaka 2(2-0-4)</p> <p>101 320 Sociology in Tipitaka 2(2-0-4)</p> <p>110 421 Zen Buddhism 2(2-0-4)</p> <p>110 323 Theravada Philosophy 2(2-0-4)</p> <p>110 324 Current Problem in Buddhism 2(2-0-4)</p> <p>110 325 Mahayana Buddhist Arts 2(2-2-4)</p> <p>110 326 Propagation of Buddhism in Thailand 2(2-0-4)</p> <p>110 327 Psychology in Mahayana 2(2-0-4)</p> <p>110 328 Divyavadana Studies 2(2-0-4)</p> <p>101 410 Tipitaka Script 2(2-0-4)</p> <p>110 420 Jataka Mala Studies 2(2-0-4)</p> <p>110 429 Selected Mahayana</p>		
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<p>Works 2(2-0-4)</p> <p>110 430 The Concept of Bodhisattva in Mahayana 2(2-0-4)</p> <p>110 431 Mahayana Philosophy 2(2-0-4)</p> <p>110 432 The Discipline of Mahayana 2(2-0-4)</p> <p>110 433 Mahayana Philosophy in Pali Tipitaka 2(2-0-4)</p> <p>110 434 Historical Texts on Buddha's Life 2(2-0-4)</p> <p>110 435 Independent Study on Mahayana Studies 2(2-0-4)</p> <p>110 436 Field Work 2(2-0-4)</p> <p>110 437 Buddhism and Ecology 2(2-0-4)</p> <p>110 438 Human Resources Management and Development * 2(2-0-4)</p> <p>110 439 Buddhism and Economics 2(2-0-4)</p>		
<p><b>000 144 Pāli Literature 2(2-0-4)</b></p> <p>A study of the history, meaning, classification and development of Pāli Canonical and Non-canonical Texts, including its commentaries, and sub-commentaries.</p>		<b>Delete</b>
<p><b>000 145 Pāli Grammar 2(2-0-4)</b></p> <p>A study of basic elements of Pali grammar especially part of speech: Nouns, Cases, and Declension of nouns, Conjugation of verbs, Adjectives, Adverbs, Past Participles, Numbers,</p>		<b>Delete</b>

Euphonic Combination, and Compounds with reference to Pali grammatical scriptures		
<b>000 146 Pāli Composition and Translation 2(2-0-4)</b>  A study of Pali language, with an attention to the methods of composition and translation of Pali grammatically, picking up Pali passages from prescribed texts and translation Pali into English and vice versa, letter writing, composition and abstraction, with a practice reading, writing, listening and speaking Pali.		<b>Delete</b>
<b>2.1 Buddhist subjects 24 credits</b>	<b>2.1 Subjects in Buddhism 12 credits</b>	
<b>000147 Tipitaka Studies 2(2-0-4)</b> A study of origin, development and current versions of Tipitaka Scriptures and contexts of those in brief, historical survey of the development of Tipitaka Scriptures in Thailand, knowledge on online based information of Tipitaka Scriptures by way of BUDSIR IV CD-ROM, and other sources.		<b>Delete</b>
<b>000 148 Vinaya Pitaka 2(2-0-4)</b> A study structure, contexts and points of Vinaya focusing on (Bhikkhu vibhanga and Bhikkhuni		<b>Delete</b>



vibhangha), with an emphasis on the details of some disciplinary rules in Bhikkhuvi bhangha, as well as the corresponding commentaries and sub-commentaries		
<b>000 149 Suttanta Pitaka 2(2-0-4)</b> An analytical study of the structure, contexts and interesting points of the selected discourses in Suttanta Pitaka as well as the corresponding commentaries and sub-commentaries.		<b>Delete</b>
<b>000 150 Abhidhamma Pitaka 2(2-0-4)</b> A study of the structure, contexts and interesting points of Abhidhamma focusing on Dhammasangani, Vibhangha, Dhatukatha and Puggalapannatti Scriptures, with special attention to some parts, as well as the corresponding commentaries and sub-commentaries.		<b>Delete</b>
<b>000 151 Buddhist Meditation I (2)(1-2-4)</b> A study of the meaning, principle and method of Buddhist meditation, focusing both on concentration and insight meditation; subjects and objects, purposes and benefits of concentration and insight meditation.		<b>Delete</b>

<p><b>000 152 Buddhist Meditation II 1(1-2-4)</b> A study of selected discourses in Suttanta Pitaka on gaining a clear knowledge on early Buddhist meditation methods.</p>		<p><b>Delete</b></p>
<p><b>000 253 Buddhist Meditation III (2)(1-2-4)</b> A study of popular meditation techniques, biography of meditation masters in Theravada countries with special attention to Thailand.</p>		<p><b>Delete</b></p>
<p><b>000 254 Buddhist Meditation IV 1(1-2-4)</b> A study of meditation methods, techniques and benefits included in the Visuddhimagga (the Path of Purification) and comparing them with popular meditation methods in the present world.</p>		<p><b>Delete</b></p>
<p><b>000 355 Buddhist Meditation V (2)(1-2-4)</b> A study of history, characteristics, teachings, and organizational structure of Buddhist meditation movements in the present world and their influence on social, environmental, and political spheres.</p>		<p><b>Delete</b></p>

<p><b>000 356 Buddhist Meditation VI 1(1-2-4)</b> A study of meditation methods and techniques in Mahayana tradition and a brief introduction to literary sources on meditation of Mahayana</p>	<p><b>112 136 Buddha's Life Studies 3(3-0-6)</b> A study of Buddha's life, history of the Buddha from his birth, enlightenment and death, his leaving of the world in order to find the ultimate truth, his finding from the enlightenment, the spreading of the Dhamma, solving the problems within the brotherhood, daily living until the final release.</p>	<p><b>New Subject</b></p>
<p><b>000 457 Buddhist Meditation VII 1(1-2-4)</b> A study of world problems and contribution of Buddhist meditation to the world, meditation report.</p>	<p><b>112 137 Early Buddhism 3(3-0-6)</b> A study the social system, together with traditions, customs, culture, primitive beliefs of Indians before the coming of Buddhism. The birth of Buddhism and its impact in different regions of India, Besides, students should study the spreading of the teachings of the Buddha and his disciples in various regions. The birth of the Four Buddhaparisad, the recensions and spreading of Buddhism outside India.</p>	<p><b>New subject</b></p>

<p><b>000 158 History of Buddhism 2(2-0-4)</b> A study of the historical survey of the development of Buddhism after passing away of the Buddha up to present, focusing on the schools of Buddhism, the development of both Theravada and Mahayana Buddhism in various countries, including the Buddhist influence on tradition and culture of them.</p>	<p><b>112 238 History of Buddhism 3(3-0-6)</b> A Study of the history of Buddhism from the past to the present, vital points of Buddhism, the differentiation of various sects of Buddhism, infiltrations of Buddhism in different countries and its impacts of cultural behaviors of those countries, including movements and organization of Buddhism in the present and future.</p>	<p><b>Course Description is modified, coded number is changed and one credit is added.</b></p>
<p><b>000 159 Buddhist Festivals and Traditions 2(2-0-4)</b> A study of historical exploration of Buddhist festivals and traditions, with an attention to the meanings, values, as well as the importance of them for a Buddhist culture of a particular country.</p>	<p><b>112 239 Traditions and Rituals of Buddhist Schools 3(3-0-6)</b> A study of festival activities and rituals of different sects, emphasis on significant values of those activities, in orders to enhance right practice.</p>	<p><b>Course Description is modified, coded number is changed and one credit is added.</b></p>
<p><b>000 260 Thai Sangha Administration 2(2-0-4)</b> A study of historical development of Thai Sangha from Sukhothai period up to present, with a critical study of acts, regulations, orders and statements of Sangha.</p>		<p><b>Delete</b></p>
<p><b>000 261 Dhamma in English 2(2-0-4)</b> A study of English dictionary of Buddhism, focusing on the popular words, idioms, proverbs as well as selected books on Buddhism in English.</p>		<p><b>Delete</b></p>

<p><b>000 262 Dhamma Communication 2(2-0-4)</b>  A study of the principles and methods of the propagation of Buddhism, with an attention to write Dhamma-articles, mass-communication, personality development and the usage of various media in public-speaking, preaching (giving sermons), delivering Dhamma-lectures,conducting Dhamma discussions.</p>		<p><b>Delete</b></p>
<p><b>000 263 Research and Literary Works on Buddhism 2(2-0-4)</b>  A study of Buddhist research and literary works in Thailand from the past up to the present, with an analysis of the interesting works such as Tebhumikatha of King Lithai, Mangalatthadipani of Sirimangalacariya, Sangitiyavamsa of somdech Phravanaratana (Kaew, Wat Phrajetupon), Essence of Buddhism of Buddhadasa Bhikkhu, Kammadipani of Phra Depmuni(Vilas Nanavaro), Buddha-dhamma of Phra Promgunabhorn (P.A.Payutto)</p>		<p><b>Delete</b></p>

<b>2.2.3 Applied Buddhist Subjects 10 Credits</b>		
<b>101 301 Buddhism and Science 2(2-0-4)</b> A study and comparison of the truth of Buddhism and Science, the views of Buddhism and Science, Buddhism and theory of development and theory of relationship, Buddhism and Quantum theory of Physics, the view of scientist toward Buddhism and effect of science toward Buddhism, emphasizing on Mahayana Doctrines.		<p style="text-align: center;"><b>Delete</b></p>
<b>101 302 Buddhism and Social Works 2(2-0-4)</b> A study of the meaning of social works, the principle pattern and method of social works in Buddhism, emphasizing the way of Lord Buddha and the way of Buddhist monks in social works from past to present, emphasizing on Mahayana Doctrines.		<p style="text-align: center;"><b>Delete</b></p>
<b>101 403 Buddhism and World Religions 2(2-0-4)</b> An analytic study of Buddhism relevant to religions in the world, concerning principal doctrine as well as significant texts. Organization, monk's practitioners, devotees and their activities. Means to instill faith into notable characteristics instrumental in religions behavior.		<p style="text-align: center;"><b>Delete</b></p>

<b>101 404 Applied Dhamma 2(2-0-4)</b> A study of Buddhaddhamma in order to improve the quality of life and its application to solve individual and social problems.		<b>Delete</b>
<b>101 405 Buddhism in the ASEAN Community 2(2-0-4)</b> A study of Buddhism penetration into the Southeast Asia and its development from the past to the present. Golden age of Buddhism. Principal of the doctrine and its texts. Impacts of Buddhism on literature, artistic expressions. Politics and administration as well as values of the people in the Southeast Asian Community region.		<b>Delete</b>
<b>2.2 Main Subjects 64 Credits</b>	<b>2.2 Main Subjects 84 Credits</b>	
<b>Required Subjects 48 Credits</b>	<b>Required Subjects 33 Credits</b>	
<b>110 304 Mahayana Tipitaka 3(3-0-6)</b> A study of the commentator's division of Mahayana Tipitaka Scriptures and contexts of those in brief, historical survey of the development of Mahayana Tipitaka Scriptures, with historical exploration of the development of Tipitaka Scriptures in India, China, Korea, Japan and Tibet, how	<b>210 301 Mahayana Tipitaka 3(3-0-6)</b> A study of the divisions of Mahayana Tipitaka Scriptures and contexts of those in brief, historical analysis of the development of Mahayana Tipitaka Scriptures, with historical exploration of the development of Tipitaka Scriptures in India, Tibet, China, Japan, Korea including values of Mahayana Tipitaka Scripture. Shatideva's work,	<b>Course Description is modified, coded number is changed.</b>

to access to the information of Mahayana Tipitaka Scriptures by way of CD-ROM, including values of MahayanaTipitaka Scripture.	"Bodhisattva's way of Life" should provide the guidance for the study of this subject.	
	<b>210 302 Principles of Mahayana Doctrine 3(3-0-6)</b> Principles of Mahyanism relating to conventional truth and relative truth, beliefs in Trikaya, Niramanakaya, Dhama Mahayana body, Sambhokaya body, practices of Bodhisattvas, how to arrive at Prana, Paramita and Sunyata.	<b>New Subject</b>
<b>110 305 Comparative Study of Theravada and Mahayana Philosophy 3(3-0-6)</b> A comparative study of Buddhist Philosophy in Theravada and Mahayana since its beginning up to the present days. Emphasis is made to compare the concept of the Buddha, Bodhisattra,Arahanta, Yana, Nibbana as well as the way to Enlightenment.	<b>210 311 Comparative Study of Theravada and Mahayana Philosophy 3(3-0-6)</b> A comparative study of Buddhist Philosophy in Theravada and Mahayana since its inception to the present time. Emphasis is made to compare the concept of the Buddha, Bodhisattva, Arahanta, Yana, Nibbana as well as the way to Enlightenment.	<b>Course Description is modified, coded number is changed.</b>
<b>110 306 History of Mahayana Buddhism in Asia 3(3-0-6)</b> A study of history and Development of Mahayana Buddhism since its inception in India and its spread into South Asia, central Asia and North Asia. Emphasis is made to China and Japan.		<b>Delete</b>



<p><b>110 307 Lives and Works on Mahayana Scholars 3(3-0-6)</b> A study of the lives and works of the Mahayanist scholars such like Asvaghosa, Nagarajuna, Asanga, Vasabandhu, Fahien, Hienjung, I-ching, Bodhidhamma and Huineng etc. Who played the great roles in writing and translating the Buddhist texts.</p>	<p><b>210 303 Lives and Works on Mahayana Scholars 3(3-0-6)</b> A study of the lives and works of the Mahayanist scholars such as Asvaghosa, Nagarjuna, Asanga, Vasabandhu, Fahien, Hienjung, I-ching, Bodhidhamma and Huineng and an who played the great roles in writing and translating the Buddhist texts. The biographies of the 80 Maha Siddhas of India must be read while pursuing this course.</p>	<p><b>Course Description is modified, coded number is changed.</b></p>
<p><b>110 308 Mahayana Rituals 3(3-0-6)</b> A study of the rites and rituals of Mahayana Buddhism in general, like an Ordination Silamandala, mantras and dharanis, Emphasis is made on ritual practices in Thailand like Kon -teg, Hungry Ghost dedication, repentance sacrifice to Buddha, Bodhisattvas and gods.</p>	<p><b>210 304 Mahayana Rituals 3(3-0-6)</b> A study of the rituals of Mahayana Buddhism in general, like an Ordination Silamandala, mantras and dharanis, Emphasis is made on ritual practices in Thailand like Kon-teg, Hungry Ghost dedication, repentance sacrifice to Buddha, Bodhisattvas and gods.</p>	<p><b>Coded number is changed.</b></p>
<p><b>110 309 Mahayana Sutra Studies 3(3-0-6)</b> A study of philosophy and teaching in selected Sutras of importance, namely, Prajnaparamita Sutra, Mahayana Sraddhotapadshastra, Dasabhumika Sutra, Saddharmapundarika Sutra, and Sukhavati-vyuaha Sutra. They constitute four Sutras and one Shastra. These texts occupy a prominent place in Mahayana Thought. The teaching of each Text has to</p>		<p><b>Delete</b></p>

be examined and the place it occupies in the body of Mahayana Thought also has to be decided. For comprehensive understanding of these Texts, Prajna-nama-mula-madhyamaka-karika and Abhisamayalaokara texts may also be studied.		
<b>110 310 Essence of Buddhadharma 3(3-0-6)</b> A study of philosophy and teachings in selected important Sutras namely, Lanakavatara, Vimalakiratiniradesa, Sandhiniramocana sutras, Abhidharma-samuccaya and Abhidharma kosha and the place they occupy in the body of Mahayana Thought.		<b>Delete</b>
<b>110 311 Mahayana in the Modern World 3(3-0-6) 3(3-0-6)</b> A Study of the roles of Mahayana Buddhism in propagation, education and public welfare states the organizations of the new movement in various parts of the world at present.		<b>Delete</b>
<b>110 412 Seminar on Mahayana 3(3-0-6)</b> A seminar on Mahayana Buddhism on various topics in their various sects, philosophy, doctrines including their prominent sutras.		<b>Delete</b>

<p><b>110 413 Tian Tai Buddhism 3(3-0-6)</b> A study of history, main texts and doctrine of Tian Tai (T'ien T'ai) school of Mahayana Buddhism, with a special reference to the main concepts in Saddharmapundarika Sutra, origin and development of Tian Tai in India, China, Japan, and its influence on various countries up to the present</p>	<p><b>210 305 Tian Tai Buddhism 3(3-0-6)</b> A study of history, main texts and doctrine of Tian Tai school of Mahayana Buddhism, with a special reference to the main concepts in Saddharmapundarika Sutra, origin and development of Tian Tai in India, China, Japan, and its influence on various countries up to the present.</p>	<p><b>Change some words, coded number is changed.</b></p>
<p><b>110 414 Pure Land Buddhism 3(3-0-6)</b> A study of history of Pure Land or Sukhavati Buddhism, its eminent sutras, philosophy, doctrine as well as its spread in various countries. A critical survey of Pure Land in the name of Jodo, Jodo Shin, its important role in Europe, America and Africa.</p>	<p><b>210 306 Pure Land Buddhism 3(3-0-6)</b> A study of history of pure land or Sukhavati Buddhism, its eminent sutras which are the Amitabha, the Infinite Life, and the Amitayurdhyana Sutras. These sutras describe Amitabha and his pure land of Bliss, called Sukhavati, philosophy, doctrine as well as its spread in various countries. The course facilitates the practice of chanting for the practitioner to aspire to be born in Sukhavati and meet the Amitabha Buddha in the next incarnation.</p>	<p><b>Course Description is modified, coded number is changed.</b></p>
<p><b>110 415 Vajrayana Buddhism 3(3-0-6)</b> An introductory study of the history, main texts and doctrine of Tibetan vajrayana tradition, which includes the teachings of Bardos (Intermediate states).</p>	<p><b>210 307 Vajrayana Buddhism 3(3-0-6)</b> An introductory study of the history, main texts and doctrine of Tibetan Vajrayana tradition, which includes the teachings of Bardos (intermediate states). The trilogy of Empowerment, Oral Transmission, and Explanation, and the significance of the role of the lineage must be studied</p>	<p><b>Course Description is modified, coded number is changed.</b></p>

	comprehensively during this course.	
<b>110 416 Mahayana Meditation 3(3-0-6)</b> A study of the meaning, principles and method of Mahayana meditation, beginning with study of Mahayana meditation Sutras, meditation texts and theories from Tian Tai School and Zen. The practice of meditation methods from different Mahayana Traditions, focusing on Chinese, Japanese, Vietnames and Tibetan and examination of the main meditative techniques used in different tradition.		<b>Delete</b>
<b>110 417 Xian Shou Buddhism 3(3-0-6)</b> A study of history, important discourses, philosophy and main doctrines of Xian Shou Buddhist Sect, which is also called Huayen School, or Avatamsaka, and its role in propagation of Buddhism in various countries.		<b>Delete</b>
<b>110 418 Three Sastra Buddhism 3(3-0-6)</b> A study of history, main texts and main doctrines of the Three Sastra School(Ch.San Lun School) in China and Japan which eventually died out but generated ideas that were incorporated into Chan, Pure Land Buddhism.	<b>210 308 Three Sastra Buddhism 3(3-0-6)</b> A study of history, main texts and main doctrines of the Three Sastra school: Madhyamaka, Dvadashamukha, Shatika, Shastras. All three were translated by Kumarajiva, these Three Shastra constitute the bases for this doctrines. Originated in China and spread in Japan which eventually died	<b>Course Description is modified, coded number is changed.</b>

	out but generated ideas that were incorporated into Zen and Pure Land Buddhism.	
<b>110 421 Zen Buddhism 2 (2-0-4)</b>	<b>110 421 Zen Buddhism 2(2-0-4)</b> A critical study of the main idea and techniques of Zen Buddhism, the influence of Taoism from China, spread of Zen to Vietnam, Korea and Japan, where it became known as Japanese Zen. The teachings of Zen include various sources of Mahayana thought, especially Yogachara, the Tathagatagarbha sutras and the Huayen school, with their emphasis on Buddha nature and the Bodhisattva-ideal. The Prajnaparamita_sutra and, to a lesser extent, Madhyamaka have also been influential in the shaping of the "paradoxical language" of the Zen-tradition.	<b>Course Description is modified, coded number is changed.</b>
<b>110 419- Dhamma Lakshana Buddhism 2(2-0-4)</b> A study of history, important discourses, philosophy and main doctrines of Dhamma Lakshana Buddhism sect, which is also called Fa-Xiang school, or Wei Shi (Mere Consciousness) School in Chinese which is derived from the Indian Yogacara school. Yogachara, also called Vijñānavāda ("Doctrine of Consciousness"), an influential idealistic school of <u>Mahayana Buddhism</u> .		<b>Delete</b>

Yogachara rejects both the complete realism of <u>Theravada</u> Buddhism and the provisional practical realism of the Madhyamaka school of Mahayana Buddhism, and its role in propagation of Buddhism in various countries.		
	<b>210 310 Avatamasaka Sutra 3(3-0-6)</b> The Avatamsaka Sūtra is one of the most influential Mahayana sutras of East Asian Buddhism. The Avatamsaka Sūtra describes a cosmos of infinite realms. Avatamsaka Sūtra is also called the "Bodhisattva Pitaka.	<b>New subject</b>
	<b>30 Credits</b>	
	<b>310 101 Mindfulness and Concentration I 3(3-0-6)</b> The significances of Sati and Samadhi in Mahyanism their basic techniques in mind control benefits of having sati and Samadhi.	<b>New subject</b>
	<b>310 102 Mindfulness and Concentration II 3(3-0-6)</b> Stating the principles of Mahayanism that support the merits of having sati and samadhi together with the 10 principles of Anusati including various methods to develop them that fit their own mind. (Questioning, discussing and training)	<b>New subject</b>

	<p><b>310 201 Mindfulness and Concentration III 3(3-0-6)</b></p> <p>Speaking of methods of developing Sati and Samadhi of the Ariya sangha and Bodhisatavasa and the Buddha with Sampajanna 4, Samadhi 3, Bhawana 4 and Bala 5. Including developing Sati Samadhi by praying and counting beads.</p>	<b>New subject</b>
	<p><b>310 202 Mindfulness and Concentration IV 3(3-0-6)</b></p> <p>The training of Developing Sati and Samadhi with the principles of Bhawana 4. Different methods of developing purposeful Bhawana, Stating of the merits of Sati and Samadhi training in order to escape from the world according to Vimuti 2</p>	<b>New subject</b>
	<p><b>310 301 Mindfulness and Concentration V 3(3-0-6)</b></p> <p>Levels of Sati and Samadhi in the light of Samadhi 2. Samadhi 3. Advantages of Sati and Samadhi training, in the light of Bojhong 7. Including prayers, bead counting and bodily movements with sati and Samadhi</p>	<b>New subject</b>
	<p><b>310 302 Mindfulness and Concentration VI 3(3-0-6)</b></p> <p>Development of Sati and Samadhi according to Bhawana 4 distributing in different purposes in the light of principles of helpful Dhama Natha dhamma 10, Anusati 10, in order to understand the significances of Sati. Practitioners should understand different principles of</p>	<b>New subject</b>

	Dhamma, without neglecting Sati and Samadhi.	
	<b>310 401 Mindfulness and Concentration VII 3(3-0-6)</b> Concerning principles of helpful Dhamma 2, Nathadhama 10, Anusati 10 in the light of merits of Sati and Samadhi training.	<b>New subject</b>
	<b>310 402 Mindfulness and Concentration VIII 3(3-0-6)</b> Concerning of merits of having Sati and Samadhi, in the individual community and society in general, Mind training in order to arrive at Vimuti 2, Bhojhong 7, Sangyojana 10, Anusaya 7, until Visudhi 7, with methods used in Mahyanism, prayers, bead counting, and bodily movements with Sati and Samadhi.	<b>New subject</b>
	<b>310 411 Psychology in Mahayana 3(3-0-6)</b> A study of psychological theory in general, with a reference to physiological, cognitive, social and personality factors. A study of mind and mental factors, the psycho-physical theory in Mahayana, in comparison with modern psychology.	<b>Course Description is modified, coded number is changed.</b>
	<b>310 412 Mahayana Philosophy 3(3-0-6)</b> A study of the origin and development of Mahayana philosophy in India starting from Vaibhashika, Sautrantika, Yogacara, and Madhyamika schools with special reference	<b>Course Description is modified, coded number is changed.</b>



	to the concepts of Naive Realism, representatives, Sunyata, store-Consciousness. The "Seventy Points of the Text of Manifest Wisdom" is highly advised to be read along with this subject.	
	<b>310 413 The Concept of Bodhisattva in Mahayana 3(3-0-6)</b> A comparative study of the Bodhisattva concept in Theravada and Mahayana especially on their precepts of discipline, meditation and wisdom. Examples are given to some eminent Bodhisattvas such as: Manjushri, Vajrapani, Avalokitesva, Maitreya, Kshitigarbha, Sarvaniravanavishkambi, Akashagarbha and Samantabhadra	<b>Course Description is modified, coded number is changed.</b>
<b>2.2.2 Elective Subjects 16 Credits</b>	<b>Mahayana Selective subjects 9 Credits</b>	
<b>110 323 Theravada Philosophy 2(2-0-4)</b> A study of the main concept; Five Aggregates, Dependent Origination, Three Characteristics, Karma (Action) etc. in the frame of metaphysics, epistemology, ethics and aesthetics in Theravada philosophy by comparison with the thoughts of Six Teachers and other schools of philosophy during the time of the Buddha.	<b>410 411 Theravada Philosophy 3(3-0-6)</b> A study of the main concept; Five Aggregates, Dependent Origination, Three Characteristics, Karma in the frame of metaphysics, epistemology, ethics and aesthetics in Theravada philosophy by comparison with the thoughts of Six Teachers and other schools of philosophy during the time of the Buddha.	<b>Coded number is changed and one credit is added..</b>

<p><b>101 319 Education in Tipitaka 2(2-0-4)</b> A study of significance and scope of education in the Tipitaka, emphasizing the goal of education in the Threefold Training (Tri-sikkha); and the provision of Education based on Kalyanamitta (good friends) and Yonisomanasikara (systematic attention), the teaching method of the Buddha, the virtues of a good teacher together with moral codes.</p>		<b>Delete</b>
<p><b>101 320 Sociology in Tipitaka 2(2-0-4)</b> A study of meaning and scope of sociology, analyzing thought, theory and principle of sociology in Tipitaka, comparing values and the importance of Buddhist sociology with general sociology.</p>		<b>Delete</b>
<p><b>110 324 Current Problems in Buddhism 2(2-0-4)</b> A study of the problems in Buddhism and in the administration of Sangha owing to the economical, social, political, cultural, scientific and technological changes taking place in Thailand and the world today such as consumerism, illegal ordination and blind faith.</p>	<p><b>410 420 Situations Happening in Buddhism 3(3-0-6)</b> A study of the problems in Buddhism the administration of Sangha and owing to the economical, social, political, cultural, scientific and technological changes taking place in Thailand and the world today such as consumerism, illegal ordination and blind faith.</p>	<b>coded number is changed and one credit is added.</b>

<p><b>110 325 Economic in Tipitak 2(2-0-4)</b> A study of the meaning and scope of Economics, analysing thought, theory and the principle of economics in the Tipitaka, the morality of producers and consumers, comparing Buddhist economics and general economics</p>		<p><b>Delete</b></p>
<p><b>101 410 Tipitaka Script 2(2-0-4)</b> A study of various scripts used for the writing of the Tipitaka: Devanagiri script, Singhalish, Khom, Burmese, Mon, lanna- Isan scripts and Roman emphasizing reading and writing skills.</p>		<p><b>Delete</b></p>
<p><b>110 326 Propagation of Buddhism in Thailand 2(2-0-4)</b> A study of the propagation of Christianity, Islam, Hinduism, and Sikhism in Thailand both historically and at the present time, emphasizing the main methods of propagation and role of these groups in our society, with a comparison with those of Buddhism in Thailand.</p>	<p><b>410 416 Propagation of Buddhism in Thailand 3(3-0-6)</b> A study of the propagation of Mahayana in Thailand both historically and at the present time, emphasizing on the main methods of propagation and its impact on Thai Society.</p>	<p><b>Coded number is changed and one credit is added., it is classified as Mahyana Selective subject.</b></p>
<p><b>110 327 Psychology in Mahayana 2(2-0-4)</b></p>	<p><b>310 411 Psychology in Mahayana 3(3-0-6)</b>  A study of psychological theory in general, with a reference to physiological, cognitive, social and personality factors. A study of mind and mental factors, the</p>	<p><b>Course Description is modified, coded number is changed and one credit is added.</b></p>

	psycho-physical theory in Mahayana, in comparison with modern psychology.	
<b>110 328 Divyavadana Studies 2(2-0-4)</b> A studies of the contents of selected Avadanas in the Divyavadana with an attention to the philosophical and religious development through literary evidence during the transition from Theravada to Mahayana.	<b>410 413 Divyavadana Studies 3(3-0-6)</b> A studies of the contents of selected Avadanas in the Divyavadana with an attention to the philosophical and religious development through literary evidence during the transition from Theravada to Mahayana.	<b>Coded number is changed and one credit is added.</b>
<b>110 325 Mahayana Buddhist Arts 2(2-0-4)</b> A study of Mahayana Buddhist Arts in various countries on architectures, and culture, painting, etc. along with the evidences found in Thailand, their patterns and value.		<b>Delete</b>
<b>110 420 Jataka Mala Studies 2(2-0-4)</b> A study of Jataka mala on the lives of the Buddha and Bodhisattvas in the part incarnation in comparison with those of Theravada.	<b>410 414 Jataka Mala Studies 3(3-0-6)</b> A study of Jataka Mala on the lives of the Buddha and Bodhisattvas in reincarnation, in comparison with those of Theravada.	<b>Some contents are changed and coded number is changed and one credit is added.</b>
<b>110 421 Zen Buddhism 2(2-0-4)</b> A critical study of the main idea and techniques of Zen, philosophical interpretation of pictures, with a survey of Zen-influence in various countries.	<b>210 309 Zen Buddhism 3(3-0-6)</b>	<b>Move to specific subjects</b>
<b>110 429 Selected Mahayana Works 2(2-0-4)</b> A study of biography and works of contemporary Mahayana scholars such as D.T. Suzuki, Tich Naht		<b>Delete</b>

Hanh, etc.		
<b>110 430 The Concept of Bodhisattva in Mahayana 2(2-0-4)</b> A comparative study of the Bodhisattva concept in Theravada and Mahayana especially on their precepts of discipline, meditation and wisdom. Examples are given to some eminent Bodhisattvas such as: Manjushri, Vajrapani, Avalokitesva Maitreya, Kshitigarbha, Sarvaniravanavishkambi, Akashagarbha and Samantabhadra. The text: “practices of Bodhisattvas in Thirty-seven stanzas” by Ngulchu Thogmed Zangpo (1297-1371) may be studied for the fundamental understanding of the Bodhisattva Concept.		<b>Delete</b>
<b>110 431 Mahayana Philosophy 2(2-0-4)</b> A study of the origin and development of Mahayana philosophy in India starting from Sarvastivada, Sautrantika, Madhyamika and Yogacara schools with special reference to the concepts of Naïve Realism, representatives, Sunyata, Store-Consciousness.		<b>Delete</b>

<p><b>110 432 The Discipline of Mahayana 2(2-0-4)</b> A study of Mahayana Disciplines in comparison with Theravada ones points out on the similar and different items with special reference to a formal act (sanghakamma) as performed by Mahāyāna Sangha in Thailand.</p>		Delete
<p><b>110 433 Mahayana Philosophy in Pali Tipitaka 2(2-0-4)</b> An exploration of the original sources of Mahayana philosophy in Pali Tipitaka, with a study of the concepts of Five Aggregates, Dependent Origination, Consciousness, Emptiness and Selflessness which are found in Pali Tipitaka.</p>		Delete
<p><b>110 434 Historical Texts on Buddha's Life 2(2-0-4)</b> A study of the contents of Buddhist Sanskrit Texts and selected Sanskrit passages which contain the Buddha's life such as the Buddhacarita, the Saundarananda, the Lalitavistara, the Mahavastu, and the Vinaya Vastu of the Mulasarvastivada.</p>		Delete
<p><b>110 435 Independent Study on Mahayana Studies 2(2-0-4)</b> A well thought-out paper on a selected topic of Mahayana studies presented</p>		Delete

in a documentary mini research.		
<b>110 436 Field Work 2(2-0-4)</b> A report of field study on geographical and cultural factors relevant to distribution of faiths, their places, objects and practices of rituals.	<b>410 416 Field Work 3(3-0-6)</b> A report of field study on geographical and cultural factors relevant to distribution of faiths, their places, objects and practices of rituals.	<b>Coded number is changed and one credit is added.</b>
<b>110 437 Buddhism and Ecology 2(2-0-4)</b> A study of meaning and scope of ecology along with essence of teaching concerning ecological concepts as stated in the Tipitaka. Emphasis on relationship among nature, the environment and humankind. Measures towards conservation and solution to environmental problems.		<b>Delete</b>
<b>110 438 Human Resources Management and Development *2(2-0-4)</b> Studies the impact of human resource management upon the organization; human resource function and strategic business plans; the theoretical and practical applications of HRM and HRD; the performance appraisal systems, reward systems, training and development systems; current issues and future trends in HRM and HRD.		<b>Subject name is changed.</b>

<b>110 439 Buddhism and Economics 2(2-0-4)</b> A study of meaning, scope of thoughts and theories in economies, manufacturing consumer ethics from the perspective of Buddhism. Comparison of Buddhist economy and of others in general including sustainable economy.		<b>Delete</b>
	<b>410 416 Mahayana Human Resources Management and Development * 3(3-0-6)</b> Administrating and developing human resources according to Mahayana, in the light of 6 Paramitas, help, virtue, good behaviour, rationed determination, concentration and wisdom,devoting to study and self control, in the light of the teaching of Chinese wise men. Human administration has to rest upon social relativity in 5 levels, respecting traditions, customs and culture be grateful toward nature, benefactors and ancestors	<b>Course Description is modified, coded number is changed and one credit is added.</b>
<b>3.Free Elective Subjects 6 Credits</b> The students are required to study 6 Credits of free Elective Subjects recommended by the Academic Advisor.	<b>3.Free Elective Subjects 6 Credits</b> The students are required to study 6Credits of free Elective Subjects recommended by the Academic Advisor.	
<b>410 417 Islam and Islamic Culture 3(3-0-6)</b> <b>410 418 Buddhism and Social Work 3(3-0-6)</b> <b>410 419 Southeast Asian Studies 3(3-0-6)</b> <b>410 420 Situations Happening in Buddhism 3(3-0-6)</b>		



## **9. Regulation of Mahapanya Vidyalai on Bachelor Degree A.D 2017**

### **Section I**

#### **The Agrrangement and Methods of Education**

**No. 1** The Education system of Mahapanya Vidyalai (MPV) is a Semester Credit System, divided each academic year into 2 Semsters.

1.1 First Semester consisting of minimum of 16 Weeks

1.2 Second Semester consisting of minimum of 16 Weeks, Summer session following the second Semester, consists of minimum of 6 Weeks by addng credit hours equal to an usual semester hours. Summer session is not required.

**No.2** The minimum length of study of Bachelor degree is 8 Semester, following 2 Semester of university's apprenticeship regulation.

**No.3** Study the subjects in MPV Curriculum on Bachelor degree.

**No.4** "Credits" is the earned in each subject.

**No. 5** Determine a value of credit in each subject by:

5.1 The Subject that student attends lecture for 1 hour each week plus 2 hours of individual study each week throughout semester equals to 1 Credit.

5.2 The Subjects that student practices in discussion or seminar 2 -3 hours including 3 extra hours each week throughout a semester equal to 1 Credit.

**No. 6** Mahapanya Vidyalai set the curriculum and credits including core subjects in Buddhism and general knowledge in Curriculum

**No.7** the Academic Affairs is required to inform subjects to be taught in each semester to Registration and Evaluation Office before registration date.

After the date of registration, if the Academic Affairs opens another subject or cancels any subject, the approval must be done by the committee of MPV and the decision will be reported to the registration and Evaluation Office within 15 days after opening of the Academic year.

**No.8** Mahapanya Vidyalai determines the class level of student by credits registered and passed examination after the end of each semester.

**No.9** Classification of students:

9.1 Students on promotion – Students with cumulative grade average of 2.00 and above

9.2 Students on Probation- students with cumulative grade average below 2.00

Classification of students will be made at the end of each semester with exception of the first year students of classification that will be made after the end of the second year.

The Registration and Evaluation Office reports “On probation” condition to the student and the academic adviser as soon as possible.

**No.10** Leave of absence and return students may submit leave of absence to the Director in these cases:

10.1 getting drafted for military

10.2 receiving international scholarship or other scholarship approved by Mahapanya Vidyalai

10.3 having illness that needs long term medical treatment with doctor’s certificate to show to Mahapanya Vidyalai

10.4 other unexpected circumstances

In case the student asks for leave of absence before registration or opening of MPV. The student is required to submit the application to the Director, within 3 days after the opening of MPV and pay the tuition to keep the student’s status, failure to follow regulation causing dismissal from MPV.

In addition, if the student asks for leave of absence after registration or in the middle of the semester, the students are required to submit the application as soon as possible, attending class regularly before, In case he has got 20 percent short attendance in any subjects, he will get F therein and cumulative grade average will be done in those subjects as well.

**No.11** The Director or MPV Committee can approve leave of absence maximum of 2 semesters each, if the students wish for extension, the application will be submitted in the same procedure.

When student on leave of absence comes back to study, the application to study will be submitted to the Director or MPV committee before 15 days of opening semester. Failure to follow regulation will lose the right to register in that semester unless the committee of MPV approves the applications as a special case.

**No.12** MPV Committee is required to submit the list of student on leave of absence and the list of students for re-enrollment to the Registration and Evaluation Office as soon as possible.

## **Section II**

### **Enrollment, Registration, Adding and Withdrawing Subjects.**

#### **No.13** Enrollment

13.1 The student who wishes to enroll is required to submit documents required to the registration and Evaluation Office by himself, according to date and place stipulated, and pay the tuition fee required.

13.2 The student who cannot enroll on time is required to submit a report to the Registration and Evaluation Office within 7 days or losing his rights.

After reporting to Registration and Evaluation Office, the student is required to enroll by himself unless in emergency case, MPV allows the authorized person to enroll on his behalf within 7 days after opening the semester.

#### **No.14** Registration of subjects:

14.1 The student is required to register subjects according to the procedure of Registration and Evaluation Office

14.2 Every subject must be registered in each semester by the approval of an academic adviser with his signature in the registration card.

14.3 The student is required to register by himself on the date and place stipulated, paying the tuition fee and balance (if any) in order to be considered as complete registration and the student shall receive only the results of the subjects registered at the end of semester.

14.4 The student registered after the stipulated date is considered late, it is required to pay late fee required.

14.5 The student fails to register within 10 days of each semester or 7 days of summer session, unless the committee of the faculty or the college approves as a special case, after the period required and tuition fee is required to be paid as Article No.14.4 In such a special case, the student has right for examination even though the time is less than 80% of requirement but not less than 80% of the balance time.

14.6 The student fails to register in usual semester; he is automatically classified into a group of students of taking a leave of absence as Article No.10 failure to observe the regulation can cause dismissal from the college.

14.7 Within 2 years from the date of withdrawal from the list according to Article No.10, 14.6 MPV may approve the renewal of studentship to the student by considering it as leave of absence.

In such a case, the student is required to pay tuition fee and other fees (if, any) as if the student takes it as leave of absence.

**No. 15** Total credits the student must register:

15.1 The student on promotions registers minimum of 9 credits and maximum of 21 credits and registers maximum of 10 units in summer session

15.2 The student on probation registers minimum of 6 credits and maximum of 15 credits and registers maximum of 10 units in summer session

15.3 A special student approved as a special case registers subjects by the advice of an academic adviser.

**No. 16** The student intends to register subjects besides Article No.15 required to submit application to the Director or the Academic Affairs for a special case.

**No.17** Adding or withdrawing subjects:

17.1 Adding subjects is done within 15 days of semester or 7 days of summer session by the approval of an academic adviser.

17.2 Withdrawing subjects by the approval of a lecturer and an academic adviser under the following conditions.

17.2.1 If withdrawing within 15 days of semester or 7 days of summer session, the subjects will not appear in the transcript.

17.2.2 If withdrawing after 15 days but still within 45 days of semester, or after the first 7 days but still within 20 days of summer session, the result of that subject will appear with symbol “W”, together with 80% of class attendance.

17.2.3 Withdrawing after the date after according to Article No.17.2.2 is not permitted, unless the committee of MPV approves as a special case, in such a case the student will receive symbol “W” in that subject.

17.2.4 Withdrawing without approval from the committee of MPV according to Article No. 17.2.3 the student will receive “F”, in that subject and it will be taken for calculating grade average.

17.2.5 The student is not permitted to withdraw below 9 credits left in that semester, unless there is approval from the committee of MPV.

**No.18** MPV determines the fee including refund of the fees, which will be announced from time to time.

### **Section III**

#### **Testing and Evaluation**

**No.19** There shall be testing and evaluation in every subject registered in each semester.

**No.20** Testing can be done in various methods, by examination in every subject registered in that semester, if the examination is not required, the Director will announce before registration in that semester.

**No.21** The student is required to have 80% attendance in each subject to be qualified for examination except the case in Article No. 14.5

The students who has got short attendance in any subject and has not got the approval from the Director shall get “F” in that subject of which cumulative grade average is calculated as well.

#### **No.22 Evaluation**

The results of education in each subject shall be systematically evaluated in the forms of Grade and Grade – points as follows:

<b>Result</b>	<b>Grade</b>	<b>Grade – point</b>
<b>Excellent</b>	<b>A</b>	<b>4</b>
<b>Very good</b>	<b>B+</b>	<b>3.5</b>
<b>Good</b>	<b>B</b>	<b>3</b>
<b>Very fair</b>	<b>C+</b>	<b>2.5</b>
<b>Fair</b>	<b>C</b>	<b>2</b>
<b>Quite Fair</b>	<b>D+</b>	<b>1.5</b>
<b>Poor</b>	<b>D</b>	<b>1</b>
<b>Failed</b>	<b>F</b>	<b>0</b>

The lowerest passing grade is “D”

**No.23** Grade F shall be given in the following cases:

23.1 The student failed in examination

23.2 The student was absent from examination without approval from the Director or MPV committee

23.3 The student is not qualified for examination according to Article No. 21

23.4 The student withdraw subjects besides the case specified in Article No. 17.2.4

23.5 The student does not clear incomplete subjects (I) in time according to Article No. 26 in second paragraph.

23.6 The student violated the examination regulation and received judgment as failure.

**No.24** Beside testing as in No.22 transcript can be given in other symbols as follows:

<b>Symbol</b>	<b>Result</b>
<b>I</b>	<b>Incomplete</b>
<b>S</b>	<b>Satisfactory</b>
<b>U</b>	<b>Unsatisfactory</b>
<b>W</b>	<b>Withdrawn</b>
<b>AU</b>	<b>Audit</b>

**No.25** General subjects in the curriculum of the college may be evaluated without given “grade”, instead, symbols “S” and “U” may be used.

Any subjects that are similar to the general subjects of the college according to previous section will be on the college announcement

**No.26** The symbol “I” in any subjects can be given in any one of the following cases.

26.1 The student failed to do assignment or missed some testing in the semester.

26.2 The student was absent from the examination due to illness with doctor’s certificate.

26.3 The student was absent from examination with approval from the Director or MPV committee or certain circumstances caused incomplete assignment and final test of the student.

In the case of Articles No.26.1, 26.2, 26.3 the student should complete the obligation within 15 days after the registration of the next semester. Failure to observe word case “I” turning to “F” automatically.

The student conditional status would receive grade not higher than “C” unless it is

special case and “I” occurred by unexpected circumstances, the lecturer or adviser and committee of MPV can approve higher grade than “C”.

**No.27** Symbols “S” is given to the student in the subjects he passed and the curriculum specified those subjects are learnt and pass without grading.

**No.28** Symbols “U” is given for the subjects failed in examination and the curriculum specified that student are required to study and pass the examination, without grading, in this case the student must register again and pass the examination for that subject to receive symbol “S”.

**No. 29** Symbol “AU” is given for the subject registered and indicated to study without credits earned and without testing.

**No.30** Symbol “W” is given for the subject as the case specified in Articles No. 17.2.2 and 17.2.3

**No. 31** The symbol received not below “D” is considered passing that subject except the subject specified that the grade should be above “D”

If the student failed in core subjects, he must register the subject and pass the examination as mentioned in the previous paragraph.

If the student failed in elective subject, he may register in that subject or some other subjects instead.

**No.32** The student received grade above “D” has no right to register in that subject again, except audit subjects may be registered again.

**No.33** Counting cumulative credits must be done only in subjects the student passed according to Article No.27 and 31

33.1 In the case of registering the subject more than, the counting of the cumulative credits of the subject and be done only once.

33.2 In case of registering the subject “equivalent to,” the counting of the cumulative credits of any one of them can be done.

**No.34** Evaluation is done at the end of each semester to calculate “Grade Point Average” of subjects registered, the value is called “Semester Grade Point

Average=SGPA, and to find out grade point average of every subject in every semester must be done and called “Cumulative Grade Point Average=Cum GPA”

**No.35** Semester Grade Point Average (SGPA) is calculated by bringing the adding result of multiplication between grade point per credits of each subject in semester and divide by total credits registered in that semester.

**No.36** Cumulative Grade Point Average (Cum GPA) is calculated by bringing the total adding result of multiplication between grade point per credits of each subjects every semester, divide by total credits of the subjects registered, whether they are repeated or substituted.

**No.37** Grade point average of subjects with symbol I, S, W, AU will not be calculated according to Articles No.35 and 36

**No.38** Using 2 digits decimal point in grade point average.

**No.39** The College checks the result of student in each semester including summer session. Students must get Cumulative Grade Point Average not below 2.00, or receive warning (Warning 1 or 2) or be on probation in the beginning of next semester, or dismissed from the university.

**No.40** The first semester of student in the college, to receive grade average below 1.50, will receive “Warning” (special warning) from the college and it is not on the condition of Article No.32

**No.41** Student must receive Cumulative Grade Point Average not below 1.75 at the end of first two semesters, or otherwise their names will be withdrawn from student registration.

**No.42** Receiving 2 consecutive warning for 2 semesters and their Cumulative Grade Point Average is still below 2.00, students will be put on probation for next semester and its position will appear in transcript.

**No.43** If student still receive Cumulative Grade Point Average below 2.00 on probation in that semester, their name will be withdrawn out of the student registration.



**No.44** Student studied and completed all the subjects and credits in the curriculum with Cumulative Grade Average not below than 1.75 and not above 2.00, are allow to register more courses in order to upgrade their GPA, with approval of academic adviser.

**No.45** In Article No.44 students must earn Cumulative Grade Point Average 2.00 within the next 3 semester or not over twice (8 years) for usual semester from the date of their registration.

**No.46** Under Article No.45 changing major, transferring to another faculty and taking Leave of absence have no effect on warming and Probational condition.

## **Section V**

### **10. Termination and Disciplinary Action of students**

**No.47** Terminational status of student is:

- 47.1 graduated and received degree according to Article No.50
- 47.2 getting permitted to resign by the Director.
- 47.3 being dismissed from MPV. As the following cases:
  - 47.3.1 Failing to register in any semester as in Article No. 14.6
  - 47.3.2 Failing to pay MPV's fee for maintaining a student status after the semester.
  - 47.3.3 Failing to meet requirements or disqualify as candidate qualification in the Application Form
  - 47.3.4 Earning Cumulative Grade Point Average in the first semester of the first year (1<sup>st</sup> year or 3<sup>rd</sup> year) below 1.25 or earning CGPA of two semesters of first year below 1.75
  - 47.3.5 Earning CGPA below 1.50 from the third semester.
  - 47.3.6 Earning CGPA below 1.75 for two consecutive semester.
  - 47.3.7 Failing in probation condition
  - 47.3.8 Failing to fulfill subjects in the curriculum of MPV or earning CGPS below 2.00 within 2 times of the period the curriculum.
  - 47.3.9 Using unfair means in examination.
  - 47.3.10 Failing to choose major subjects (if any) within time requirement in the curriculum.

47.3.11 Having been suspended for more than 2 semesters.

47.3.12 Having serious misconduct and having been considered to leave student-hood.

47.3.13 deceased.

**No.48** The student violates rules, regulation, orders or other announcements of MPV are punishable by:

1. Probation
2. Suspension
3. Termination

**No.49** To punish the student using unfair in final means in final or sessional examinations, the committee of MPV with the committee of the examination will consider the case as dishonest or intended to cheat or other.

49.1 If considered dishonest, it is punishable by:

49.1.1 Giving “F” in that subject

49.1.2 The committee of MPV can give the order of suspension to the students for 1 semester or dismissals.

Suspension of the students is done the next semester and suspension time will be counted as the length of academic year.

49.2 If the violation is besides Article No.49.1 the committee of MPV may consider other forms of punishment but less severe than Article No.(49.1.1) The director punishes the student by the decision as mentioned above and reports to the Office of Registration and Evaluation at once.

## **Section VII**

### **11. Graduation**

**No.50** The qualifications of graduation are as the follows:

50.1 earning all cumulative credits required in the curriculum within double times of study (8 years) in the curriculum and having Cum GPA not below 2.00

50.2 Having passed practical training according to MPV’s regulation on meditation requirement.

50.3 Having no any obligations to the MPV.

**No.51** Qualifications for Distinguished Honor:

## 51.1 First Class Distinction

51.1.1 Having completed all credits required in the curriculum on time limited.

51.1.2 Having Cumulative Grade Point Average off all subjects not below 3.50

51.1.3 Having never got grade less than “C” or symbols “U” in any subjects

51.1.4 Having no bad behavior on record.

## 51.2 Second Class Honor

51.2.1 Having passed all credit required in the curriculum within time limited.

51.2.2 Having passed and earned Cumulative Grade Point Average not below 3.00

51.2.3 Having never got grade less than “D” or symbols “U” in any subjects.

51.2.4 Having no bad behavior on record.

**No.52** The student must apply for graduation to the Office of Registration and Evaluation in the last semester.

**No.53** The committee of MPV and the Director of the Registration and Evaluation Office consider student’s application before submitting it to MPV Academic Council in order to consider and submit to Mahachulalongkornrajavidyalaya University Council for degree with distinguished honor.

**No.54** Mahachulalongkornrajavidyalaya University Council approves degree minimum of once a year.

**No. 55** The University arranges the Convocation (Commencement) once a year, the date is announced year by year.

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