**Department of Indology and Far East studies**

Academic year 2021. / 2022.

# Studies

## University undergraduate double major studyIndology

**1. semester**

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| **Mandatory courses** |
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| --- | --- | --- | --- |
| 66727 | Elementary Hindi grammar 1 | 3 | 15/0/15 |
| 35951 | Elementary Sanskrit grammar 1 | 5 | 30/0/15 |
| 35949 | Fundations of Indian civilisation 1 | 2 | 30/0/0 |
| 66726 | Hindi language exercises 1 | 2 | 0/0/60 |
| 39622 | Physical Education 1 | 0 | 0/0/30 |

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|  **(1898)** |
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| --- | --- | --- | --- |
| 225414 | English for Academic Purposes 1 | 2 | 0/30/0 |
| 225418 | French for Academic Purposes 1 | 2 | 0/30/0 |
| 225422 | German for Academic Purposes 1 | 2 | 0/30/0 |
| 225434 | Italian for Academic Purposes 1 | 2 | 0/30/0 |
| 225426 | Russian for Academic Purposes 1 | 2 | 0/30/0 |
| 225430 | Spanish for Academic Purposes 1 | 2 | 0/30/0 |

 |
|  **(2002)** |
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| **Courses from this department** |
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| --- | --- | --- | --- |
| 215656 | Sport in Far Eastern and Indian Cultures | 4 | 30/0/0 |
| 215657 | Sport in Far Eastern and Indian Cultures | 5 | 30/0/30 |

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| **Courses from other departments** |
| Number of courses: 193 |

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**2. semester**

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| **Mandatory courses** |
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| --- | --- | --- | --- |
| 69715 | Elementary Hindi grammar 2 | 3 | 15/0/15 |
| 35953 | Elementary Sanskrit grammar 2 | 5 | 30/0/15 |
| 35950 | Fundations of Indian civilisation 1 | 2 | 30/0/0 |
| 69611 | Hindi language exercises 2 | 2 | 0/0/60 |
| 39624 | Physical Education 2 | 0 | 0/0/30 |

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|  **(1899)** |
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| --- | --- | --- | --- |
| 225415 | English for Academic Purposes 2 | 2 | 0/30/0 |
| 225419 | French for Academic Purposes 2 | 2 | 0/30/0 |
| 225423 | German for Academic Purposes 2 | 2 | 0/30/0 |
| 225435 | Italian for Academic Purposes 2 | 2 | 0/30/0 |
| 225427 | Russian for Academic Purposes 2 | 2 | 0/30/0 |
| 225431 | Spanish for Academic Purposes 2 | 2 | 0/30/0 |

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|  **(2003)** |
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| **Courses from this department** |
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| --- | --- | --- | --- |
| 184228 | Classical Chinese Philosophy | 4 | 30/0/0 |
| 215594 | Neo-Hindu movements | 3 | 30/0/0 |

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| **Courses from other departments** |
| Number of courses: 191 |

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**3. semester**

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| **Mandatory courses** |
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| --- | --- | --- | --- |
| 215673 | Hindi language exercises 3 | 2 | 0/0/60 |
| 66374 | Indian literature 1 | 3 | 30/0/0 |
| 215668 | Indian subcontinent in the historical perspective 1 | 2 | 30/0/0 |
| 215666 | Introductory Hindi seminar 1 | 2 | 0/30/0 |
| 50927 | Physical Education 3 | 0 | 0/0/30 |

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|  **(6056)** |
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| --- | --- | --- | --- |
| 215664 | Introductory Sanskrit seminar 1 | 2 | 0/30/0 |
| 69595 | Sanskrit seminar - classic literature 1 | 2 | 0/30/0 |
| 69596 | Sanskrit seminar - classic literature 2 | 2 | 0/30/0 |
| 69597 | Sanskrit seminar - classic literature 3 | 2 | 0/30/0 |
| 69598 | Sanskrit seminar - classic literature 4 | 2 | 0/30/0 |
| 69591 | Sanskrit seminar - epic 1 | 2 | 0/30/0 |
| 69592 | Sanskrit seminar - epic 2 | 2 | 0/30/0 |
| 69593 | Sanskrit seminar - epic 3 | 2 | 0/30/0 |
| 69594 | Sanskrit seminar - epic 4 | 2 | 0/30/0 |

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|  **(3883)** |
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| **Courses from this department** |
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| --- | --- | --- | --- |
| 104396 | Hindi conversation 1 | 2 | 30/0/0 |
| 124631 | Hindi conversation 3 | 2 | 0/30/0 |
| 215656 | Sport in Far Eastern and Indian Cultures | 4 | 30/0/0 |
| 215657 | Sport in Far Eastern and Indian Cultures | 5 | 30/0/30 |

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| **Courses from other departments** |
| Number of courses: 193 |

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**4. semester**

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| **Mandatory courses** |
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| --- | --- | --- | --- |
| 69613 | Hindi language exercises 4 | 2 | 0/0/60 |
| 64158 | Indian literature 2 | 3 | 30/0/0 |
| 215672 | Indian subcontinent in the historical perspective 2 | 2 | 30/0/0 |
| 52276 | Introductory Hindi seminar 2 | 2 | 0/30/0 |
| 50932 | Physical Education 4 | 0 | 0/0/30 |

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|  **(6056)** |
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| --- | --- | --- | --- |
| 215670 | Introductory Sanskrit seminar 2 | 2 | 0/30/0 |
| 69595 | Sanskrit seminar - classic literature 1 | 2 | 0/30/0 |
| 69596 | Sanskrit seminar - classic literature 2 | 2 | 0/30/0 |
| 69597 | Sanskrit seminar - classic literature 3 | 2 | 0/30/0 |
| 69598 | Sanskrit seminar - classic literature 4 | 2 | 0/30/0 |
| 69591 | Sanskrit seminar - epic 1 | 2 | 0/30/0 |
| 69592 | Sanskrit seminar - epic 2 | 2 | 0/30/0 |
| 69593 | Sanskrit seminar - epic 3 | 2 | 0/30/0 |
| 69594 | Sanskrit seminar - epic 4 | 2 | 0/30/0 |
| 69599 | Sanskrit seminar - technical and scientific literature 1 | 2 | 0/30/0 |
| 69600 | Sanskrit seminar - technical and scientific literature 2 | 2 | 0/30/0 |
| 69601 | Sanskrit seminar - technical and scientific literature 3 | 2 | 0/30/0 |
| 69602 | Sanskrit seminar - technical and scientific literature 4 | 2 | 0/30/0 |

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| **Courses from this department** |
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| --- | --- | --- | --- |
| 184228 | Classical Chinese Philosophy | 4 | 30/0/0 |
| 104398 | Hindi Conversation 2 | 2 | 30/0/0 |
| 124632 | Hindi conversation 4 | 2 | 0/30/0 |
| 215594 | Neo-Hindu movements | 3 | 30/0/0 |
| 215596 | Sanskrit conversation 2 | 3 | 0/0/30 |

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| **Courses from other departments** |
| Number of courses: 191 |

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**5. semester**

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| **Mandatory courses** |
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| --- | --- | --- | --- |
| 215667 | Advanced Hindi seminar 1 | 2 | 0/30/0 |
| 215675 | Hindi language exercises 5 | 2 | 0/0/60 |
| 66375 | Indian literature 3 | 3 | 30/0/0 |
| 36656 | Introduction to Indian philosophy | 3 | 30/0/0 |
| 69634 | Prakrit or Vedic seminar 1 | 2 | 0/30/0 |

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|  **(6056)** |
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| --- | --- | --- | --- |
| 215664 | Introductory Sanskrit seminar 1 | 2 | 0/30/0 |
| 69595 | Sanskrit seminar - classic literature 1 | 2 | 0/30/0 |
| 69596 | Sanskrit seminar - classic literature 2 | 2 | 0/30/0 |
| 69597 | Sanskrit seminar - classic literature 3 | 2 | 0/30/0 |
| 69598 | Sanskrit seminar - classic literature 4 | 2 | 0/30/0 |
| 69591 | Sanskrit seminar - epic 1 | 2 | 0/30/0 |
| 69592 | Sanskrit seminar - epic 2 | 2 | 0/30/0 |
| 69593 | Sanskrit seminar - epic 3 | 2 | 0/30/0 |
| 69594 | Sanskrit seminar - epic 4 | 2 | 0/30/0 |

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|  **(11802)** |
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| 148950 | Avestan or Old Persian Seminar 1 | 2 | 0/30/0 |

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**6. semester**

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| **Mandatory courses** |
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| 215671 | Advanced Hindi seminar 2 | 2 | 0/30/0 |
| 69614 | Hindi language exercises 6 | 2 | 0/0/60 |
| 69608 | Indian literature 4 | 3 | 30/0/0 |
| 36661 | Indian religions | 3 | 30/0/0 |
| 69635 | Prakrit or Vedic seminar 2 | 2 | 0/30/0 |

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|  **(6056)** |
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| 215670 | Introductory Sanskrit seminar 2 | 2 | 0/30/0 |
| 69595 | Sanskrit seminar - classic literature 1 | 2 | 0/30/0 |
| 69596 | Sanskrit seminar - classic literature 2 | 2 | 0/30/0 |
| 69597 | Sanskrit seminar - classic literature 3 | 2 | 0/30/0 |
| 69598 | Sanskrit seminar - classic literature 4 | 2 | 0/30/0 |
| 69591 | Sanskrit seminar - epic 1 | 2 | 0/30/0 |
| 69592 | Sanskrit seminar - epic 2 | 2 | 0/30/0 |
| 69593 | Sanskrit seminar - epic 3 | 2 | 0/30/0 |
| 69594 | Sanskrit seminar - epic 4 | 2 | 0/30/0 |
| 69599 | Sanskrit seminar - technical and scientific literature 1 | 2 | 0/30/0 |
| 69600 | Sanskrit seminar - technical and scientific literature 2 | 2 | 0/30/0 |
| 69601 | Sanskrit seminar - technical and scientific literature 3 | 2 | 0/30/0 |
| 69602 | Sanskrit seminar - technical and scientific literature 4 | 2 | 0/30/0 |

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|  **(11802)** |
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**7. semester**

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| **Mandatory courses** |
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| --- | --- | --- | --- |
| 215676 | Advanced Hindi seminar 3 | 2 | 0/30/0 |
| 215669 | Hindi language exercises 7 | 2 | 0/0/60 |
| 66365 | Indian literature 5 | 3 | 30/0/0 |
| 69636 | Prakrit or Vedic seminar 3 | 2 | 0/30/0 |

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|  **(6056)** |
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| --- | --- | --- | --- |
| 215664 | Introductory Sanskrit seminar 1 | 2 | 0/30/0 |
| 69595 | Sanskrit seminar - classic literature 1 | 2 | 0/30/0 |
| 69596 | Sanskrit seminar - classic literature 2 | 2 | 0/30/0 |
| 69597 | Sanskrit seminar - classic literature 3 | 2 | 0/30/0 |
| 69598 | Sanskrit seminar - classic literature 4 | 2 | 0/30/0 |
| 69591 | Sanskrit seminar - epic 1 | 2 | 0/30/0 |
| 69592 | Sanskrit seminar - epic 2 | 2 | 0/30/0 |
| 69593 | Sanskrit seminar - epic 3 | 2 | 0/30/0 |
| 69594 | Sanskrit seminar - epic 4 | 2 | 0/30/0 |

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|  **(11802)** |
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| 148950 | Avestan or Old Persian Seminar 1 | 2 | 0/30/0 |

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**8. semester**

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| **Mandatory courses** |
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| 215677 | Advanced Hindi seminar 4 | 2 | 0/30/0 |
| 81317 | Hindi language (with final written exam) | 2 | 0/0/0 |
| 69615 | Hindi language exercises 8 | 2 | 0/0/60 |
| 81318 | Hindi literature | 2 | 0/0/0 |
| 81320 | Indian history, culture and literatures | 4 | 0/0/0 |
| 66366 | Indian literature 6 | 3 | 30/0/0 |
| 69637 | Prakrit or Vedic seminar 4 | 2 | 0/30/0 |
| 81319 | Sanskrit and indoiranistics (with final written exam) | 4 | 0/0/0 |

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| 215670 | Introductory Sanskrit seminar 2 | 2 | 0/30/0 |
| 69595 | Sanskrit seminar - classic literature 1 | 2 | 0/30/0 |
| 69596 | Sanskrit seminar - classic literature 2 | 2 | 0/30/0 |
| 69597 | Sanskrit seminar - classic literature 3 | 2 | 0/30/0 |
| 69598 | Sanskrit seminar - classic literature 4 | 2 | 0/30/0 |
| 69591 | Sanskrit seminar - epic 1 | 2 | 0/30/0 |
| 69592 | Sanskrit seminar - epic 2 | 2 | 0/30/0 |
| 69593 | Sanskrit seminar - epic 3 | 2 | 0/30/0 |
| 69594 | Sanskrit seminar - epic 4 | 2 | 0/30/0 |
| 69599 | Sanskrit seminar - technical and scientific literature 1 | 2 | 0/30/0 |
| 69600 | Sanskrit seminar - technical and scientific literature 2 | 2 | 0/30/0 |
| 69601 | Sanskrit seminar - technical and scientific literature 3 | 2 | 0/30/0 |
| 69602 | Sanskrit seminar - technical and scientific literature 4 | 2 | 0/30/0 |

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| **Courses from this department** |
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| --- | --- | --- | --- |
| 184228 | Classical Chinese Philosophy | 4 | 30/0/0 |
| 70063 | Final written thesis at the study of indology | 4 | 0/0/0 |
| 104398 | Hindi Conversation 2 | 2 | 30/0/0 |

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| **Courses from other departments** |
| Number of courses: 191 |

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|  **(11802)** |
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## University graduate double major studyIndology

**1. semester**

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| **Mandatory courses** |
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| --- | --- | --- | --- |
| 117574 | Indology - methods, scope, instruments, tasks 1 | 2 | 30/0/0 |

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|  **(11067)** |
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| 99952 | Introduction to Literature and Culture of Roma 1 | 3 | 15/0/15 |
| 99954 | Introduction to Romani language 1 | 3 | 15/0/15 |
| 126264 | New Indian linguistics 1 | 3 | 30/0/0 |

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|  **(10669)** |
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| **Courses from this department** |
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| --- | --- | --- | --- |
| 104396 | Hindi conversation 1 | 2 | 30/0/0 |
| 124631 | Hindi conversation 3 | 2 | 0/30/0 |
| 126264 | New Indian linguistics 1 | 3 | 30/0/0 |
| 215656 | Sport in Far Eastern and Indian Cultures | 4 | 30/0/0 |
| 215657 | Sport in Far Eastern and Indian Cultures | 5 | 30/0/30 |

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| **Courses from other departments** |
| Number of courses: 203 |

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**2. semester**

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| **Mandatory courses** |
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| 124329 | Indology - methods, scope, instruments, tasks 2 | 2 | 30/0/0 |
| 124581 | Master thesis on the study of indology | 15 | 0/0/0 |

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|  **(11831)** |
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| 184228 | Classical Chinese Philosophy | 4 | 30/0/0 |
| 99953 | Introduction to Literature and Culture of Roma 2 | 3 | 15/0/15 |
| 99955 | Introduction to Romani language 2 | 3 | 15/0/15 |
| 126377 | New Indian linguistics 2 | 3 | 30/0/0 |

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|  **(11832)** |
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| **Courses from this department** |
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| 184228 | Classical Chinese Philosophy | 4 | 30/0/0 |
| 104398 | Hindi Conversation 2 | 2 | 30/0/0 |
| 124632 | Hindi conversation 4 | 2 | 0/30/0 |
| 215594 | Neo-Hindu movements | 3 | 30/0/0 |
| 126377 | New Indian linguistics 2 | 3 | 30/0/0 |
| 215596 | Sanskrit conversation 2 | 3 | 0/0/30 |

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| **Courses from other departments** |
| Number of courses: 174 |

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# Courses

## Advanced Hindi seminar 1

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| **Name** | Advanced Hindi seminar 1 |
| **Organizational unit** | Department of Indology and Far East studies |
| **ECTS credits** | 2 |
| **ID** | 215667 |
| **Semesters** | Winter |
| **Teachers** | Krešimir Krnic, M.Sc., Senior Lecturer (primary) |
| **Hours** |

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| Seminar | 30 |

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| **Prerequisites** | To enrol course it is necessary to pass course Introductory Hindi seminar 2 |
| **Goal** | Introduce students to important authors of Hindi literature from the period before independence and stylistic and thematic features of Hindi literature of the later colonial period. |
| **Teaching methods** | Reading the original text. Literal translation of the text. Stylistic translation of the text. Grammatical analysis. |
| **Assessment methods** | Test at the end of the semester. The test consists of a written translation of excerpts from a familiar text (a text read at a seminar) and an excerpt of previously not read text that students can translate with the help of a dictionary. |
| **Learning outcomes** |  |
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| 1. |  |
| 2. | The student will be able to independently read and interpret various genres from the early period of Hindi literature. |
| 3. | The student will be able to independently propose and shape their own translation of a Hindi literary or professional text in the appropriate Croatian idiom. |
| 4. | The student will be able to recognize different functional styles based on the language. |
| 5. | The student will adopt up to 500 words of the new basic vocabulary and the appropriate number of their derivatives. |

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| **Content** |  |
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| 1. | Introduction to the periods and themes of Hindi literature. |
| 2. | Introduction to basic information about the selected author from the period before Indian independence. |
| 3. | Reading and translating the selected text (short stories, excerpts from the novel). |
| 4. | Reading and translating the selected text (short stories, excerpts from the novel). |
| 5. | Reading and translating the selected text (short stories, excerpts from the novel). |
| 6. | Reading and translating the selected text (short stories, excerpts from the novel). |
| 7. | Reading and translating the selected text (short stories, excerpts from the novel). |
| 8. | Reading and translating the selected text (short stories, excerpts from the novel). |
| 9. | Reading and translating the selected text (short stories, excerpts from the novel). |
| 10. | Reading and translating the selected text (short stories, excerpts from the novel). |
| 11. | Reading and translating the selected text (short stories, excerpts from the novel). |
| 12. | Reading and translating the selected text (short stories, excerpts from the novel). |
| 13. | Reading and translating the selected text (short stories, excerpts from the novel). |
| 14. | Reading and translating the selected text (short stories, excerpts from the novel). |
| 15. | Summary of read texts and checking parts of stylistic translations. |

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## Advanced Hindi seminar 2

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| **Name** | Advanced Hindi seminar 2 |
| **Organizational unit** | Department of Indology and Far East studies |
| **ECTS credits** | 2 |
| **ID** | 215671 |
| **Semesters** | Summer |
| **Teachers** | Krešimir Krnic, M.Sc., Senior Lecturer (primary) |
| **Hours** |

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| Seminar | 30 |

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| **Prerequisites** | To enrol course it is necessary to enrol course Advanced Hindi seminar I |
| **Goal** | Introduce students to the literature of Prem Chand, as a paradigmatic writer for the period before independence and a prime example of the development of Hindi literature in the period before independence. |
| **Teaching methods** | Reading the original text. Literal translation of the text. Stylistic translation of the text. Grammatical analysis |
| **Assessment methods** | Test at the end of the semester. The test consists of a written translation of excerpts from a familiar text (a text read at a seminar) and an excerpt of previously not read text that students can translate with the help of a dictionary. |
| **Learning outcomes** |  |
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| 1. | The student will be able to name the most important works of Prem Chand. |
| 2. | The student will be able to independently read and interpret Prem Chand’s works. |
| 3. | The student will be able to independently propose and shape their own translation of a Hindi literary or professional text. |
| 4. | The student will be able to critically discuss the importance of Prem Chand for the development of Hindi literature. |
| 5. | The student will adopt up to 700 words of the new vocabulary and the corresponding number of their derivatives. |

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| **Content** |  |
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| 1. | Introduction to Prem Chand's biography and literary work. |
| 2. | Review of Prem Chand's most important literary works and reading selected passages (in translation) |
| 3. | Reading and translating the selected text (short stories, excerpts from the novel) |
| 4. | Reading and translating the selected text (short stories, excerpts from the novel) |
| 5. | Reading and translating the selected text (short stories, excerpts from the novel) |
| 6. | Discussion of the work read. |
| 7. | Reading and translating the selected text (short stories, excerpts from the novel) |
| 8. | Reading and translating the selected text (short stories, excerpts from the novel) |
| 9. | Reading and translating the selected text (short stories, excerpts from the novel) |
| 10. | Discussion of the work read. |
| 11. | Reading and translating the selected text (short stories, excerpts from the novel) |
| 12. | Reading and translating the selected text (short stories, excerpts from the novel) |
| 13. | Reading and translating the selected text (short stories, excerpts from the novel) |
| 14. | Discussion of the work read. |
| 15. | Summary of read texts and checking parts of stylistic translations |

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## Advanced Hindi seminar 3

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| **Name** | Advanced Hindi seminar 3 |
| **Organizational unit** | Department of Indology and Far East studies |
| **ECTS credits** | 2 |
| **ID** | 215676 |
| **Semesters** | Winter |
| **Teachers** | Krešimir Krnic, M.Sc., Senior Lecturer (primary) |
| **Hours** |

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| Seminar | 30 |

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| **Prerequisites** | To enrol course it is necessary to pass course Advanced Hindi seminar II |
| **Goal** | Introduce students to important authors of Hindi literature and their works from the period after independence using the examples of selected texts.Introduce students to the basic procedures of literary translation. Introduce students to the usual phraseology and difficulties in its translation. |
| **Teaching methods** | Reading the original text. Literal translation of the text. Stylistic translation of the text. Grammatical analysis. |
| **Assessment methods** | Test at the end of the semester. The test consists of a written translation of excerpts from a familiar text (a text read at a seminar) and an excerpt of previously not read text that students can translate with the help of a dictionary. |
| **Learning outcomes** |  |
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| 1. | The student will be able to name the most important authors of postcolonial Hindi literature. |
| 2. | The student will be able to independently read and interpret different genres of postcolonial Hindi literature. |
| 3. | The student will be able to independently propose and shape their own translation of a Hindi literary or professional text. |
| 4. | The student will be able to recognize phrases, idioms and grammatical inconsistencies in the original text. |
| 5. | Stutent will be able to analyze grammatically Hindi text fully. |
| 6. | The student will be able to grammatically explain each of their translation solutions. |
| 7. | The student will be able to recognize at least 1200 words of basic vocabulary and the appropriate number of derivatives. |

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| **Content** |  |
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| 1. | An overview of the basic thematic and genre specific features of postcolonial Hindi literature. |
| 2. | Introduction to basic information about the selected author from the postcolonial period. |
| 3. | Reading and translating the selected text (short stories, excerpts from the novel). |
| 4. | Reading and translating the selected text (short stories, excerpts from the novel). |
| 5. | Reading and translating the selected text (short stories, excerpts from the novel). |
| 6. | Introduction to basic information about the selected author (2) from the postcolonial period. |
| 7. | Reading and translating the selected text (short stories, excerpts from the novel). |
| 8. | Reading and translating the selected text (short stories, excerpts from the novel). |
| 9. | Reading and translating the selected text (short stories, excerpts from the novel). |
| 10. | Introduction to basic information about the selected author (3) from the postcolonial period. |
| 11. | Reading and translating the selected text (short stories, excerpts from the novel). |
| 12. | Reading and translating the selected text (short stories, excerpts from the novel). |
| 13. | Reading and translating the selected text (short stories, excerpts from the novel). |
| 14. | Discussion about mutual relationships of the given texts. |
| 15. | Summary of read texts and checking parts of stylistic translations. |

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## Advanced Hindi seminar 4

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| **Name** | Advanced Hindi seminar 4 |
| **Organizational unit** | Department of Indology and Far East studies |
| **ECTS credits** | 2 |
| **ID** | 215677 |
| **Semesters** | Summer |
| **Teachers** | Krešimir Krnic, M.Sc., Senior Lecturer (primary) |
| **Hours** |

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| Seminar | 30 |

 |
| **Prerequisites** | To enrol course it is necessary to enrol course Advanced Hindi seminar III |
| **Goal** | Introduce students to important authors of Hindi literature and their works on examples of selected texts of postcolonial Hindi literature. Introduce students to the basic procedures of literary translation. Introduce students to the usual phraseology and difficulties in its translation. Introduce students to auxiliary procedures and methods in literary translation. |
| **Teaching methods** | Reading the original text. Literal translation of the text. Stylistic translation of the text. Grammatical analysis. |
| **Assessment methods** | Test at the end of the semester. The test consists of a written translation of excerpts from a familiar text (a text read at a seminar) and an excerpt of previously not read text that students can translate with the help of a dictionary. |
| **Learning outcomes** |  |
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| 1. | The student will be able to independently solve difficult translation tasks with the help of secondary literature and online and other sources. |
| 2. | The student will be able to competently discuss Hindi literature and formulate their thoughts in a professional and scientific way. |
| 3. | The student will be able to recognize at least 1500 words of basic vocabulary and the appropriate number of derivatives. |
| 4. | The student will be able to name the most important authors in the history of Hindi literature. |
| 5. | The student will be able to independently read and interpret different genres of Hindi literature. |

 |
| **Content** |  |
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| --- | --- |
| 1. | Review of literary genres and description of the "Nayī kahānī" movement |
| 2. | Introduction to basic information about the selected author from the postcolonial period. |
| 3. | Reading and translating the selected text (short stories, excerpts from the novel). |
| 4. | Reading and translating the selected text (short stories, excerpts from the novel). |
| 5. | Reading and translating the selected text (short stories, excerpts from the novel). |
| 6. | Introduction to basic information about the selected author (2) from the postcolonial period. |
| 7. | Reading and translating the selected text (short stories, excerpts from the novel). |
| 8. | Reading and translating the selected text (short stories, excerpts from the novel). |
| 9. | Reading and translating the selected text (short stories, excerpts from the novel). |
| 10. | Introduction to basic information about the selected author (3) from the postcolonial period. |
| 11. | Reading and translating the selected text (short stories, excerpts from the novel). |
| 12. | Reading and translating the selected text (short stories, excerpts from the novel). |
| 13. | Reading and translating the selected text (short stories, excerpts from the novel). |
| 14. | Stylistic improvements of the given texts. |
| 15. | Stylistic improvements of the given texts. |

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## Avestan or Old Persian Seminar 1

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| --- | --- |
| **Name** | Avestan or Old Persian Seminar 1 |
| **Organizational unit** | Department of Indology and Far East studies |
| **ECTS credits** | 2 |
| **ID** | 148950 |
| **Semesters** | Winter |
| **Teachers** | Mislav Ježić, PhD, Full Professor (primary) |
| **Hours** |

|  |  |
| --- | --- |
| Seminar | 30 |

 |
| **Prerequisites** | To enrol course it is necessary to pass course Elementary Sanskrit grammar 2 |
| **Goal** | Deepening the knowledge of Old Indo-Aryan (Sanskrit) and the beginnings of literature on it using the Indo-Iranian framework, that is, connecting Sanskrit and Indo-European knowledge with Indo-Iranian knowledge. |
| **Teaching methods** | Lectures and seminars. |
| **Assessment methods** | Monitoring student presence, preparation for translation of texts and active participation, final colloquium in grammar and reading and interpretation of texts. |
| **Learning outcomes** |  |
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|  |  |
| --- | --- |
| 1. | Students will be able to recognize all grammatical forms and syntactic constructions in Old Persian text. |
| 2. | Students will be able to use Iranian knowledge to deepen their knowledge of Indo-Iranian knowledge. |
| 3. | Students will be able to explain contents and linguistic features of Old Persian Akhaimenid inscriptions. |
| 4. | Students will be able to describe and explain the relationship between the phonological and morphological structure of the Indo-European, Old Iranian and Old Indo-Aryan languages |

 |
| **Content** |  |
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|  |  |
| --- | --- |
| 1. | Introduction to Old Persian Grammar |
| 2. | Introduction to Old Persian Grammar |
| 3. | Introduction to Old Persian Grammar |
| 4. | Introduction to the historical context of the Achaimenid inscriptions |
| 5. | Introduction to the historical context of the Achaimenid inscriptions |
| 6. | Reading texts of ancient Persian inscriptions, especially the inscriptions of kings Darius and Xerx |
| 7. | Reading texts of ancient Persian inscriptions, especially the inscriptions of kings Darius and Xerx |
| 8. | Reading texts of ancient Persian inscriptions, especially the inscriptions of kings Darius and Xerx |
| 9. | Reading texts of ancient Persian inscriptions, especially the inscriptions of kings Darius and Xerx |
| 10. | Reading texts of ancient Persian inscriptions, especially the inscriptions of kings Darius and Xerx |
| 11. | Reading texts of ancient Persian inscriptions, especially the inscriptions of kings Darius and Xerx |
| 12. | Reading texts of ancient Persian inscriptions, especially the inscriptions of kings Darius and Xerx |
| 13. | Reading texts of ancient Persian inscriptions, especially the inscriptions of kings Darius and Xerx |
| 14. | Reading texts of ancient Persian inscriptions, especially the inscriptions of kings Darius and Xerx |
| 15. | Reading texts of ancient Persian inscriptions, especially the inscriptions of kings Darius and Xerx |

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## Classical Chinese Philosophy

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| --- | --- |
| **Name** | Classical Chinese Philosophy |
| **Organizational unit** | Department of Indology and Far East studies |
| **ECTS credits** | 4 |
| **ID** | 184228 |
| **Semesters** | Summer |
| **Teachers** | Ivana Buljan, PhD, Assistant Professor (primary) |
| **Hours** |

|  |  |
| --- | --- |
| Lectures | 30 |

 |
| **Prerequisites** | None |
| **Goal** | The Classical Chinese Philosophy course introduces students to basic topics, issues, and concepts from classical Chinese philosophy. The classical period of Chinese philosophy begins with the weakening of the state of Zhou and the entry into the period of Spring and Autumn,around 500 BC, and ends with the founding of the first Chinese Qin dynasty (221 BC). Works from this golden age of Chinese philosophy served as a model for later generations of writers, so classical Chinese thought is the foundation on which the ethical, political and social discourse of the next two thousand years was formed. In addition to Chinese culture, classical Chinese philosophy has had a great influence on other East Asian cultures.The course approaches classical Chinese philosophy through several aspects. First, we place Chinese philosophy in its historical-cultural context. Second, we consider the historical, cultural, and linguistic assumptions of its formation, shaping, and development. Third, we analyze the fundamental features of Chinese thought through the analysis of individual authors / texts of the classical Chinese tradition.The course combines teacher presentation with student engagement, with an emphasis on critical reading and discussion of selected chapters by different authors, with a focus on basic theses, argumentation, and philosophical concepts. |
| **Teaching methods** | Lectures |
| **Assessment methods** | Written and oral exam. |
| **Learning outcomes** |  |
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|  |  |
| --- | --- |
| 1. | The student will be able to enumerate the historical periods and describe a historical overview of classical Chinese philosophy |
| 2. | The student will be able to categorize and comment on basic theses and key concepts relevant to classical Chinese philosophy. |
| 3. | The student will be able to categorize and comment on basic theses and key concepts relevant to classical Chinese philosophy.The student will be able to single out and comment on the peculiarities of the classical Chinese tradition |
| 4. | The student will be able to place the ideas of classical Chinese thought in the general philosophical heritage. |
| 5. | The student will be able to categorize and comment on basic theses and key concepts relevant to classical Chinese philosophy.The student will be able to develop skills for dealing with ancient Chinese philosophical texts. |
| 6. | Students will be able to analyze the argumentative structure of classical Chinese philosophical text and identify the basic philosophical concepts in it. |

 |
| **Content** |  |
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| --- | --- |
| 1. | Introduction into Chinese philosophy. |
| 2. | Periodization of Chinese philosophy. |
| 3. | The problem with the term "Chinese philosophy." |
| 4. | Old Chinese as a medium of thought. |
| 5. | The relationship of Old Chineseand classical Chinese thought |
| 6. | Historical-cultural context of the emergence of Chinese philosophy |
| 7. | Confucius: introduction |
| 8. | Confucius: Discussions (Lunyu) |
| 9. | Mozi: the first Confucius oponent |
| 10. | Menciu: the idealist wing of Confucian teaching |
| 11. | Xunzi: the rationalist wing of Confucian teaching |
| 12. | Dao de jing |
| 13. | Zhuangzi |
| 14. | Han Feizi |
| 15. | Theories of body cultivation, Chinese logicians |

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## Elementary Hindi grammar 1

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| --- | --- |
| **Name** | Elementary Hindi grammar 1 |
| **Organizational unit** | Department of Indology and Far East studies |
| **ECTS credits** | 3 |
| **ID** | 66727 |
| **Semesters** | Winter |
| **Teachers** | Goran Kardaš, PhD, Associate Professor (primary) |
| **Hours** |

|  |  |
| --- | --- |
| Lectures | 15 |
| Practical foreign language exercises | 15 |

 |
| **Prerequisites** | None |
| **Goal** | The aim of the course is to master the Devanagari script, the phonetic system of the Hindi language, noun and partly verb morphology. |
| **Teaching methods** | Lecture and exercises |
| **Assessment methods** | regular class attendance, regular homework writing, taking oral and written exams at the end of the year. |
| **Learning outcomes** |  |
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|  |  |
| --- | --- |
| 1. | The student will be able to apply the acquired knowledge of morphology in the translation of simpler sentences from Hindi to Croatian and from Croatian to Hindi. |
| 2. | The student will be able to analyze the morphological structure of a simpler Hindi sentence. |
| 3. | The student will be able to recognize the place of the Hindi language in the Indo-European language family. |
| 4. | The student will be able to describe and explain noun and pronoun morphology and some elements of the verb morphology of the Hindi language. |
| 5. | The student will be able to use the Devanagari script. |

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| **Content** |  |
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| --- | --- |
| 1. | introduction to the Devanagari script and the phonetic system of the Hindi language, and general information is given on the number of speakers of that language, territorial distribution, its origin, etc. |
| 2. | masculine nouns |
| 3. | feminine nouns |
| 4. | formation of adjectives and their gradation (positive, comparative, superlative) |
| 5. | the formation of the present tense of the verb to be, and the composition of the first simple sentences |
| 6. | personal and demonstrative pronouns |
| 7. | other pronouns (interrogative, relative, indefinite) |
| 8. | briefly on Hindi adverbs and numbers, composing Hindi sentences with regard to the material covered so far. |
| 9. | introduction to the Hindi tenses, perfect, imperfect, continuous; agency construction, participles. |
| 10. | further practice of agentive construction. |
| 11. | practicing composing Hindi sentences with elements from previous material. |
| 12. | future tense, an introduction to Hindi ways |
| 13. | construction of presumptive mood |
| 14. | Practicing teaching material on sentences |
| 15. | translations from Croatian into Hindi, time recognition, transitive verbs, agentive construction |

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## Elementary Hindi grammar 2

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| --- | --- |
| **Name** | Elementary Hindi grammar 2 |
| **Organizational unit** | Department of Indology and Far East studies |
| **ECTS credits** | 3 |
| **ID** | 69715 |
| **Semesters** | Summer |
| **Teachers** | Goran Kardaš, PhD, Associate Professor (primary) |
| **Hours** |

|  |  |
| --- | --- |
| Lectures | 15 |
| Practical foreign language exercises | 15 |

 |
| **Prerequisites** | To enrol course it is necessary to enrol course Elementary Hindi grammar 1 |
| **Goal** | The aim of the course is to acquaint students with the morphological structure of the Hindi language and the basics of syntax so that they can translate simpler texts and compare the morphological and syntactical structure of Hindi with the genetically related Romani language. |
| **Teaching methods** | Lecture and exercises |
| **Assessment methods** | regular class attendance, regular homework writing, taking oral and written exams at the end of the year. |
| **Learning outcomes** |  |
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|  |  |
| --- | --- |
| 1. | The student will be able to describe and explain the morphological structure of the Hindi language as well as some elements of syntax. |
| 2. | The student will be able to recognize all grammatical forms in a Hindi sentence. |
| 3. | The student will be able to apply knowledge of morphology and syntax to the translation of Hindi text into Croatian with the help of a dictionary. |
| 4. | The student will be able to judge the type of Hindi dependent clauses |
| 5. | The student will be able to compose a simple text in Hindi. |

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| **Content** |  |
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| --- | --- |
| 1. | repetition of the agentive construction, checking the knowledge of the material from the previous semester, introduction to the past tense |
| 2. | past tenses |
| 3. | homework check, work on examples |
| 4. | homework check, future tense, presumptive mood |
| 5. | homework check, subjunctive, formation of irregular conjunctiva |
| 6. | imperative, passive and passive construction, causative verbs |
| 7. | 7-15.reading a Hindi text of the teacher's choice. Compound verbs and elements of Hindi syntax will be analyzed as these appear in the text, and students will be required to adopt them in full. Special attention will be paid to the semantics of compound verbs and their expressiveness, as well as to the construction of Hindi dependent clauses (temporal, conditional, object, causal, etc.). |
| 8. | reading a Hindi text |
| 9. | reading a Hindi text |
| 10. | reading a Hindi text |
| 11. | reading a Hindi text |
| 12. | reading a Hindi text |
| 13. | reading a Hindi text |
| 14. | reading a Hindi text |
| 15. | reading a Hindi text |

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## Elementary Sanskrit grammar 1

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| **Name** | Elementary Sanskrit grammar 1 |
| **Organizational unit** | Department of Indology and Far East studies |
| **ECTS credits** | 5 |
| **ID** | 35951 |
| **Semesters** | Winter |
| **Teachers** | Ivan Andrijanić, PhD, Associate Professor (primary) |
| **Hours** |

|  |  |
| --- | --- |
| Lectures | 30 |
| Practical foreign language exercises | 15 |

 |
| **Prerequisites** | None |
| **Goal** | Acquisition of language competencies for reading simpler Sanskrit texts and for comparative study of Sanskrit. |
| **Teaching methods** | Lectures, joint work with students in homework analysis in class and consultations, translation exercises. |
| **Assessment methods** | Systematic monitoring of students' work by monitoring attendance at classes and writing homework. Two short written knowledge tests will be held during the semester. The final grade includes regular class attendance, regular homework writing, success in knowledge tests and success in the semester written and oral exam. |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | The student will be able to recognize the place of Sanskrit in the Indo-European language family and the importance of the discovery of Sanskrit for the development of historical and comparative linguistics. |
| 2. | The student will be able to use the Devanagari script and recognize ligatures in the Devanagari script. |
| 3. | The student will be able to recognize voice changes in words and between words in a sentence. |
| 4. | The student will be able to describe and explain noun and pronoun morphology and some elements of Sanskrit verb morphology. |
| 5. | The student will be able to apply the acquired knowledge of morphology and phonology in the translation of simple nominal sentences. |
| 6. | The student will be able to analyze the morphological structure of simple Sanskrit sentences. |
| 7. | Within various traditional and modern grammatical approaches, the student will be able to describe and explain phonological, morphological and syntactic categories in Old Indo-Aryan (Vedic and Sanskrit) and Middle Indo-Aryan languages (Prakrti) and compare and connect them with the Croatian language system. |

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| **Content** |  |
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| --- | --- |
| 1. | Sanskrit in the context of the division of language families. Historical data on the arrival of the Aryans on the Indian subcontinent with regard to linguistic development. The study of Sanskrit in India, in Europe and at our University. |
| 2. | Generally about the use of writing in ancient India. The oldest written monuments. Media on which it was recorded. The origin and review of the Devanagari script. |
| 3. | Ways of writing consonants and vowels in different positions in a sentence. An overview of the voice system with articulatory-acoustic properties of sounds. |
| 4. | Inflectional steps and vowel changes of vowels. |
| 5. | External sandhi - changes at word boundaries. |
| 6. | Internal sandhi - voice changes in the formation of words. |
| 7. | Basics of declension - an overview of general case endings and division of declension paradigms. |
| 8. | Declension (nouns and adjectives) vowel stems 1. |
| 9. | Declension (nouns and adjectives) vowel stems 2. |
| 10. | Basics of conjugation - an introductory review of verb forms and stem formation. Overview of conjugation endings. |
| 11. | Present system - 10 ways of creating the present stem, tenses and moods that are formed from it. |
| 12. | Declension (nouns and adjectives) consonant stems 1. |
| 13. | Declension (nouns and adjectives) consonant stems 2. |
| 14. | Conjugation - perfect tense and future |
| 15. | Pronoun declension 1 (personal and demonstrative pronouns). |

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## Elementary Sanskrit grammar 2

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| **Name** | Elementary Sanskrit grammar 2 |
| **Organizational unit** | Department of Indology and Far East studies |
| **ECTS credits** | 5 |
| **ID** | 35953 |
| **Semesters** | Summer |
| **Teachers** | Ivan Andrijanić, PhD, Associate Professor (primary) |
| **Hours** |

|  |  |
| --- | --- |
| Lectures | 30 |
| Practical foreign language exercises | 15 |

 |
| **Prerequisites** | To enrol course it is necessary to enrol course Elementary Sanskrit grammar 1 |
| **Goal** | Acquisition of language competencies for reading simpler Sanskrit texts and for comparative study of Sanskrit. |
| **Teaching methods** | Lectures, joint work with students in homework analysis in class and consultations, translation exercises. |
| **Assessment methods** | Systematic monitoring of students' work by monitoring attendance at classes and writing homework. Two short written knowledge tests will be held during the semester. The final grade includes regular class attendance, regular homework writing, success in knowledge tests and success in the semester written and oral exam. |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | The student will be able to describe and explain all kinds of major noun and verb paradigms. |
| 2. | The student will be able to apply knowledge of Sanskrit phonology, morphology and syntax to the translation of a simpler Sanskrit text into Croatian. |
| 3. | The student will be able to recognize all grammatical forms and phonetic changes between words in a Sanskrit sentence. |
| 4. | The student will be able to analyze the grammatical forms and syntactic structure of a Sanskrit sentence. |
| 5. | The student will be able to compile and form their own translation of a simpler Sanskrit text into Croatian. |
| 6. | The student will be able to independently translate from Old Indian and Middle Indo-Indian languages into Croatian texts that do not require demanding specific knowledge with the help of a dictionary. |

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| **Content** |  |
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| --- | --- |
| 1. | A review of the material covered in the previous semester. Forms derived from pronoun stems (adjectives and adverbs). |
| 2. | Comparison of adjectives and numeral declension. |
| 3. | Conjugation - passive voice. |
| 4. | Conjugation - Aorist tense. |
| 5. | Conjugation - special tenses and modes: benedictive, conditional, passive aorist. First colloquium. |
| 6. | Formation and use of participles: present, future and perfect stems. |
| 7. | Formation and use of participles: Past Passive Participle and Gerundive. |
| 8. | Derived verb stems (Causatives, Desideratives, Intensives and Denominatives). |
| 9. | Formation, use and meaning of compounds (Dvandva and Tatpuruṣa). |
| 10. | Formation, use and meaning of compounds (Karmadhāraya and Bahuvrīhi). |
| 11. |  |
| 12. | Syntax practice. Translation and grammatical analysis of a selected Sanskrit text. Second colloquium. |
| 13. | Syntax practice. Translation and grammatical analysis of a selected Sanskrit text. |
| 14. | Syntax practice. Translation and grammatical analysis of a selected Sanskrit text. |
| 15. | Exam preparation. An overview of the grammar. |

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## Final written thesis at the study of indology

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| **Name** | Final written thesis at the study of indology |
| **Organizational unit** | Department of Indology and Far East studies |
| **ECTS credits** | 4 |
| **ID** | 70063 |
| **Semesters** | Summer |
| **Teachers** | Ivan Andrijanić, PhD, Associate Professor (primary)Krešimir Krnic, M.Sc., Senior Lecturer |
| **Hours** |

|  |  |
| --- | --- |
| Seminar | 0 |

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| **Prerequisites** | None |
| **Goal** | The aim of the final work in the undergraduate study of Indology is for students to learn to use literature, primary and secondary; to get acquainted with the structure of professional work, as well as with the research methodology in the philological profession. |
| **Teaching methods** | Consultations with supervisor. |
| **Assessment methods** | Oral thesis defence. |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | The student will be able to independently explore, categorize and comment on the elements of individual religions and cultures of the Indian subcontinent and compare them with each other. |
| 2. | The student will be able to apply philological and literary-critical apparatus and basic knowledge about literary-stylistic formations in the analysis and interpretation of literary works. |
| 3. | The student will be able to apply philological and literary-critical apparatus and basic knowledge about literary-stylistic formations in the analysis and interpretation of literary works. |
| 4. | The student will be able to assess his own interests and competencies and select appropriate areas for further education |

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| **Content** |  |
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| --- | --- |
| 1. | Consultations with supervisor. |
| 2. | Consultations with supervisor. |
| 3. | Consultations with supervisor. |
| 4. | Consultations with supervisor. |
| 5. | Consultations with supervisor. |
| 6. | Consultations with supervisor. |
| 7. | Consultations with supervisor. |
| 8. | Consultations with supervisor. |
| 9. | Consultations with supervisor. |
| 10. | Consultations with supervisor. |
| 11. | Consultations with supervisor. |
| 12. | Consultations with supervisor. |
| 13. | Consultations with supervisor. |
| 14. | Consultations with supervisor. |
| 15. | Consultations with supervisor. |

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## Fundations of Indian civilisation 1

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| --- | --- |
| **Name** | Fundations of Indian civilisation 1 |
| **Organizational unit** | Department of Indology and Far East studies |
| **ECTS credits** | 2 |
| **ID** | 35949 |
| **Semesters** | Winter |
| **Teachers** | Krešimir Krnic, M.Sc., Senior Lecturer (primary) |
| **Hours** |

|  |  |
| --- | --- |
| Lectures | 30 |

 |
| **Prerequisites** | None |
| **Goal** | To familiarize students with the material, spiritual and historical assumptions and foundations of Indian studies. To provide a real understanding of the content of the texts read in the seminars, as well as to follow the teaching of Indian history, Indian literatures, religions and philosophy. |
| **Teaching methods** | Lectures with presentations and occasionally displaying video material - short documentary films which fit into certain topics. |
| **Assessment methods** | Oral examination. The student is graded only with a descriptive grade (P and N) at the end of the semester. |
| **Learning outcomes** |  |
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|  |  |
| --- | --- |
| 1. | The student will be able to define the basic concepts of Vedic literature and culture. |
| 2. | The student will be able to group types of Vedic literature. |
| 3. | The student will be able to describe the spiritual and historical picture of the Indian subcontinent in pre-Aryan and Vedic times. |
| 4. | Student will be able to distinguish the spirituality and culture of the pre-Aryan age from the Vedic. |
| 5. | The student will be able to compare different types of Vedic literature and evaluate their role in the development of Indian culture. |
| 6. | The student will be able to assess the religious, cultural and social impact of Vedic culture in contemporary India. |
| 7. | The student will be able to describe the basic social structure of ancient India. |
| 8. | The student will be able to critically judge individual linguistic, literary, religious and cultural phenomena of the Indian subcontinent in relation to the socio-historical context. |

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| **Content** |  |
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| --- | --- |
| 1. | India - geographical and geopolitical characteristics |
| 2. | History of scientific interest in India |
| 3. | The first civilizations on the Indian subcontinent |
| 4. | Indus Valley Civilization - position, size and structure |
| 5. | Seals of the Indus Valley Civilization |
| 6. | Aryan invasion on the Indian subcontinent |
| 7. | The culture of the Vedic Aryans |
| 8. | Vedic literature - division and subject matter |
| 9. | An overview of the Vedic saṃhitās |
| 10. | Vedic religion and Vedic deities |
| 11. | Later Vedic literature - the Upaniṣads as the beginnings of Indian philosophy |
| 12. | Auxiliary scientific works - vedāṅgas |
| 13. | The organization of the state in ancient India |
| 14. | The structure of society in ancient India |
| 15. | Family organization in ancient India |

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## Fundations of Indian civilisation 1

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| --- | --- |
| **Name** | Fundations of Indian civilisation 1 |
| **Organizational unit** | Department of Indology and Far East studies |
| **ECTS credits** | 2 |
| **ID** | 35950 |
| **Semesters** | Summer |
| **Teachers** | Krešimir Krnic, M.Sc., Senior Lecturer (primary) |
| **Hours** |

|  |  |
| --- | --- |
| Lectures | 30 |

 |
| **Prerequisites** | To enrol course it is necessary to enrol course Fundations of Indian civilisation 1 |
| **Goal** | To familiarize students with the material, spiritual and historical assumptions and foundations of Indian studies. To provide a real understanding of the content of the texts read in the seminars, as well as to follow the teaching of Indian history, Indian literatures, religions and philosophy. |
| **Teaching methods** | Lectures with presentations and occasionally displaying video material - short documentary films which fit into certain topics. |
| **Assessment methods** | Oral examination of students at the end of the semester. The student is graded numerically. |
| **Learning outcomes** |  |
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|  |  |
| --- | --- |
| 1. | The student will be able to define the basic concepts of Buddhist culture and religion, and post-Vedic Brahmanical culture and religion. |
| 2. | The student will be able to describe the early historical development of Buddhism, Jinism and post-Vedic Brahmanism. |
| 3. | The student will be able to recognize and then explain the peculiarities of Hinayan, Mahayana and Tantric Buddhism. |
| 4. | The student will be able to judge what was the significance and importance of Buddhism, Jinism and Brahmanism for classical Indian culture. |
| 5. | The student will be able to assess the impact of Buddhism, Jinism and Brahmanism on the religious, cultural and social image of contemporary India. |
| 6. | The student will be able to describe the development and basic ideas of Hinduism |
| 7. | The student will be able to list the main Hindu deities and basic sacred texts |
| 8. | The student will be able to list all the religions that originated on the Indian subcontinent and those that exist on it but did not originate on it. |

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| **Content** |  |
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| --- | --- |
| 1. | The spiritual climate in India at the end of the Upanishad period |
| 2. | An overview of spiritual movements that deviate from the usual Vedic worldview |
| 3. | Buddha's biography |
| 4. | Basic Buddhist teaching |
| 5. | Creation and division of the Buddhist Pāli Canon |
| 6. | The schisms within Buddhism and the division into two main branches, hinayāna and mahāyāna |
| 7. | Basic characteristics of Mahayana Buddhism |
| 8. | Basic settings of Jainism |
| 9. | The origin of Hinduism and its relation to the Vedic tradition |
| 10. | Holy books of Hinduism |
| 11. | Hindu deities and their basic characteristics |
| 12. | Hindu deities and their basic characteristics |
| 13. | Division of life into life periods |
| 14. | Orthodox Hinduism - legal norms, rituals, life goals |
| 15. | An overview of other religions on the Indian subcontinent |

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## Hindi conversation 1

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| **Name** | Hindi conversation 1 |
| **Organizational unit** | Department of Indology and Far East studies |
| **ECTS credits** | 2 |
| **ID** | 104396 |
| **Semesters** | Winter |
| **Teachers** | Sudipti Singh, Lector (primary) |
| **Hours** |

|  |  |
| --- | --- |
| Lectures | 30 |

 |
| **Prerequisites** | To enrol course it is necessary to pass course Elementary Hindi grammar 2 |
| **Goal** | The aim of the course is to practice basic communication skills in Hindi. The course monitors and complements Hindi language exercises. |
| **Teaching methods** | Lectures, language exercises, conversational exercises. |
| **Assessment methods** | Oral exam. |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | The student will be able to read and write in Devanagari script. |
| 2. | The student will be able to use basic communication patterns in spoken communication. |
| 3. | The student will be able to apply the acquired knowledge of basic morphology and phonology in composing simple sentences. |
| 4. | Within a variety of traditional and modern grammatical approaches, the student will be able to describe and explain phonological, morphological and syntactic categories in the Hindi language and compare and connect them with the Croatian language system. |

 |
| **Content** |  |
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| --- | --- |
| 1. | Devanagari script, alphabet and sound system of the Hindi language. |
| 2. | Consonant compounds in Devanagari script. |
| 3. | Greetings, introduction. |
| 4. | Present of the verb "to be", personal and possessive pronouns, nouns. |
| 5. | States, nationalities. Simple postposition से, negation of a sentence with a noun predicate. |
| 6. | Fruits and vegetables, animals, numbers 1-20. Singular and plural nouns, adjective and noun concordance. |
| 7. | Clothes and footwear, colors. Adjective comparison. |
| 8. | In the house, furniture, rooms. Complex postpositions: के पास, के सामने, के नीचे, के अंदर, के पीछे. |
| 9. | Days of the week, parts of the day, time. Interrogative and indefinite pronouns. |
| 10. | Adjectives used to describe a person. Oblique case of personal pronouns. |
| 11. | My family. Verb "to have," postposition का. |
| 12. | Items in everyday use. Oblique case of personal pronouns with complex postpositions, postposition के पास, verb "to have". |
| 13. | Perfect tense of the verb "to be". |
| 14. | Oblique case of nouns with possessive, interrogative, indefinite pronouns and adjectives. |
| 15. | Body parts. postposition का. |

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## Hindi Conversation 2

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| --- | --- |
| **Name** | Hindi Conversation 2 |
| **Organizational unit** | Department of Indology and Far East studies |
| **ECTS credits** | 2 |
| **ID** | 104398 |
| **Semesters** | Summer |
| **Teachers** | Sudipti Singh, Lector (primary) |
| **Hours** |

|  |  |
| --- | --- |
| Lectures | 30 |

 |
| **Prerequisites** | To enrol course it is necessary to pass course Elementary Hindi grammar 2 |
| **Goal** | The aim of the course Hindi Conversation 2 is to improve language and communication competencies for more advanced students. |
| **Teaching methods** | Active teacher-student interaction, audio and video aids. |
| **Assessment methods** | Oral exam. |
| **Learning outcomes** |  |
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|  |  |
| --- | --- |
| 1. | The student will be able to describe and explain their preferences (likes) and needs in Hindi. |
| 2. | The student will be able to have a simple conversation on a familiar topic. |
| 3. | The student will be able to read and understand simple texts. |
| 4. | Within a variety of traditional and modern grammatical approaches, the student will be able to describe and explain phonological, morphological and syntactic categories in the Hindi language and compare and connect them with the Croatian language system. |

 |
| **Content** |  |
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|  |  |
| --- | --- |
| 1. | School subjects, languages, film, music. The verb "to like" पसंद होना, interrogative pronouns what / which कैसा, कौन सा |
| 2. | Items in everyday use, cutlery, in the restaurant. The verb “need” चाहिए with nouns. |
| 3. | Body sensations and ailments, moods. Dative construction. |
| 4. | City institutions. The verb "know" मालूम होना. |
| 5. | Verbs to express everyday actions. The verb “need” चाहिए with verbs. |
| 6. | Verbs to express everyday actions. The verb "must". |
| 7. | The verb "must" expressed with the noun ज़रूरत and the adjective ज़रूरी. |
| 8. | Verb as a noun and the purpose of movement, a verb noun with complex postpositions. |
| 9. | Getting around the city. Imperative, adverbs. |
| 10. | My day. Uncertain present and past tense. |
| 11. | Describing everyday actions. AbsoluteDescribing everyday actions. Absolutive. |
| 12. | Skills. Verb "to know". |
| 13. | In the store. The verb "to be, to exist" मिलना. |
| 14. | How to express possession. |
| 15. | Repetition of material covered during the semester, exam preparation, test exam. |

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## Hindi conversation 3

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| --- | --- |
| **Name** | Hindi conversation 3 |
| **Organizational unit** | Department of Indology and Far East studies |
| **ECTS credits** | 2 |
| **ID** | 124631 |
| **Semesters** | Winter |
| **Teachers** | Sudipti Singh, Lector (primary) |
| **Hours** |

|  |  |
| --- | --- |
| Seminar | 30 |

 |
| **Prerequisites** | To enrol course it is necessary to pass course Elementary Hindi grammar 2 |
| **Goal** | The aim of the course Hindi Conversation 3 is to improve language and communication competencies for more advanced students. |
| **Teaching methods** | Teacher-student interaction, audio and video aids, student presentations and essays. |
| **Assessment methods** | Oral exam. |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | The student will be able to categorize the functional parts of a Hindi sentence and illustrate the communicative effects of differently shaped sentences. |
| 2. | The student will be able to plan the structure of their own written text in Hindi and adapt it to the communication situation, taking into account ethical and social responsibility. |
| 3. | The student will be able to express their knowledge and skills using appropriate compound verbs, the polyvalent suffix -vālā, and the agentive construction. |
| 4. | The student will be able to distinguish predicate categories of sight, time and manner in Hindi. |

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| **Content** |  |
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| --- | --- |
| 1. | Occupation description. Suffix वाला |
| 2. | Indian traditional clothing and footwear. Adjectives used in describing clothing and fabrics. |
| 3. | Tastes and smells. The verb लगना |
| 4. | Public places सार्वजानिक स्थान. Denominatives 2 |
| 5. | Transitive and intransitive verbs. |
| 6. | Almost the present tense of intransitive and transitive verbs. Agentive. |
| 7. | Congratulations, wishes and greetings. Complex conjunctive. |
| 8. | Kitchen recipes, Indian spices |
| 9. | How people use to live? Uncompounded presumptive. |
| 10. | At the hotel. Sights. Infinitive as a verb noun and purpose of movement |
| 11. | Verb चुकना, verb पाना (to be able to) |
| 12. | Conjunctions 1 |
| 13. | Conjunctions 2 |
| 14. | Sentence with multiple subjects. |
| 15. | Repetition. Exam preparation. Trial exam |

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## Hindi conversation 4

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| **Name** | Hindi conversation 4 |
| **Organizational unit** | Department of Indology and Far East studies |
| **ECTS credits** | 2 |
| **ID** | 124632 |
| **Semesters** | Summer |
| **Teachers** | Sudipti Singh, Lector (primary) |
| **Hours** |

|  |  |
| --- | --- |
| Seminar | 30 |

 |
| **Prerequisites** | None |
| **Goal** | The aim of the course Hindi Conversation 4 is to improve the acquired lexical and grammatical knowledge with the aim of improving language and communicative competence. |
| **Teaching methods** | Oral presentation of teaching materials, audio and video presentations, use of power-point presentations, listening, speaking and writing exercises, use of various additional materials for the purpose of enriching vocabulary, interaction with students. |
| **Assessment methods** | Oral exam. |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | The student will be able to express their knowledge of Indian tradition and heritage using appropriate compound verbs, suffixes and prefixes, and participial constructions. |
| 2. | The student will be able to distinguish predicate categories of mood, tense and aspect in Hindi. |
| 3. | The student will be able to plan the structure of his/her own written text in Hindi and adapt it to the communication situation, taking into account ethical and social responsibility. |
| 4. | The student will be able to categorize the functional parts of a Hindi sentence and illustrate the communicative effects of differently shaped sentences. |

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| **Content** |  |
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| --- | --- |
| 1. | भारत की यात्रा, travel planning to India. Planned future - X की सोच रहा हूँ, प्रादेशिक हस्तशिल्प - traditional crafts, trades, handicrafts. |
| 2. | Compounded conjunctive 1 konjuktiv 1 - /किन / संभव है / हो सकता है कि, उचित है कि / x का कर्तव्य है कि / जैसे, मानों. |
| 3. | In indian appartment, Denominative 4. |
| 4. | Ecological problems in Dilli; progressive. |
| 5. | तारत और पाकिस्तान conflicts between India and Pakistan. Frequentative. |
| 6. | ताज महल - Taj Mahal, Indian heritage. Causative. |
| 7. | Proverbs and Sayings 2, Phrases. |
| 8. | दीवाली और होली, Indian holidays and celebrations. Passive. |
| 9. | Religion कुंभ मेला, caste system एक दलित की आत्मकथा. |
| 10. | Mahatma Gandhi and ahimsa. |
| 11. | Participal constructions 1. |
| 12. | Participal constructions 2. |
| 13. | Suffixes and prefixes 1. |
| 14. | Suffixes and prefixes 2. |
| 15. | Suffixes and prefixes 3. |

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## Hindi language (with final written exam)

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| --- | --- |
| **Name** | Hindi language (with final written exam) |
| **Organizational unit** | Department of Indology and Far East studies |
| **ECTS credits** | 2 |
| **ID** | 81317 |
| **Semesters** | Summer |
| **Teachers** | Višnja Grabovac, Senior Lector (primary) |
| **Hours** |

|  |  |
| --- | --- |
| Seminar | 0 |

 |
| **Prerequisites** | None |
| **Goal** | The aim of the final exam in Hindi is to check and synthesize the knowledge of Hindi that students have acquired during their studies. |
| **Teaching methods** | Consultations with a mentor. |
| **Assessment methods** | Translation of a selected part of a literary text in Hindi; an oral exam which checks the knowledge of the linguistic structure (morphology and syntax) of Hindi. |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | The student will be able to describe the grammatical (phonological and morphological) structure of the Hindi language. |
| 2. | Within a variety of traditional and modern grammatical approaches, the student will be able to describe and explain phonological, morphological and syntactic categories in the Hindi language and compare and connect them with the Croatian language system. |
| 3. | The student will be able to categorize the functional parts of a Hindi sentence and illustrate the communicative effects of differently shaped sentences. |
| 4. | The student will be able to summarize and interpret the meaning of texts in Hindi that belong to different types of discourse and functional styles. |

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| **Content** |  |
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| --- | --- |
| 1. | Consultations with a mentor. |
| 2. | Consultations with a mentor. |
| 3. | Consultations with a mentor. |
| 4. | Consultations with a mentor. |
| 5. | Consultations with a mentor. |
| 6. | Consultations with a mentor. |
| 7. | Consultations with a mentor. |
| 8. | Consultations with a mentor. |
| 9. | Consultations with a mentor. |
| 10. | Consultations with a mentor. |
| 11. | Consultations with a mentor. |
| 12. | Consultations with a mentor. |
| 13. | Consultations with a mentor. |
| 14. | Consultations with a mentor. |
| 15. | Consultations with a mentor. |

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## Hindi language exercises 1

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| **Name** | Hindi language exercises 1 |
| **Organizational unit** | Department of Indology and Far East studies |
| **ECTS credits** | 2 |
| **ID** | 66726 |
| **Semesters** | Winter |
| **Teachers** | Višnja Grabovac, Senior Lector (primary) |
| **Hours** |

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| --- | --- |
| Practical foreign language exercises | 60 |

 |
| **Prerequisites** | None |
| **Goal** | Introducing students to the Hindi phonological system and script. Acquisition of elementary communicative competence applicable in everyday situations through learning and acquisition of basic vocabulary, simple language structures, and application of grammatical material. |
| **Teaching methods** | Oral presentation, use of textbooks and other materials, power-point presentations, interaction with students. |
| **Assessment methods** | Colloquium, dictation, written and oral exam at the end of the semester. Assessment of the overall work and commitment of the student during the semester. |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | The student will be able to: recognize the structure of the Hindi case system, |
| 2. | use nouns in the correct grammatical form, |
| 3. | use adjectives, possessive and indefinite pronouns in concordance with nouns, |
| 4. | use the present and perfect tense of the verb "to be", |
| 5. | construct simple sentences in Hindi, |
| 6. | apply the material adopted in lectures on Hindi grammar to solve tasks that he/she will encounter during the first semester of spoken language exercises, |
| 7. | have a simple conversation about oneself, home and family, basic groceries, cities, and states. |

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| **Content** |  |
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| --- | --- |
| 1. | Devanagari script, Hindi voices, orthoepic and orthographic rules. |
| 2. | Greetings, introducing oneself. The present tense of the verb "to be", personal and possessive pronouns, nouns. |
| 3. | States, nationalities. Simple postposition से, the negation of a sentence with a noun predicate. |
| 4. | In the classroom. Simple postpositions पर, में. |
| 5. | Fruits and vegetables, animals, numbers 1-20. Singular and plural nouns, noun-adjective concordance. |
| 6. | Clothes and footwear, colors. Comparison of adjectives. |
| 7. | In the house, furniture, rooms. Compound postpositions के पास, के सामने, के नीचे, के अंदर, के पीछे. |
| 8. | Days of the week, parts of the day, what time it is. |
| 9. | Adjectives used in describing a person. Interrogative and indefinite pronouns. |
| 10. | My family. The verb "to have", the postposition का. |
| 11. | Items in everyday use. Personal pronouns with compound postpositions, postposition के पास, verb "to have". |
| 12. | Oblique case of nouns with possessive, interrogative, indefinite pronouns and adjectives. |
| 13. | Body parts. Postposition का. |
| 14. | The past tense of the verb "to be". |
| 15. | Review of learning units. |

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## Hindi language exercises 2

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| **Name** | Hindi language exercises 2 |
| **Organizational unit** | Department of Indology and Far East studies |
| **ECTS credits** | 2 |
| **ID** | 69611 |
| **Semesters** | Summer |
| **Teachers** | Višnja Grabovac, Senior Lector (primary) |
| **Hours** |

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| --- | --- |
| Practical foreign language exercises | 60 |

 |
| **Prerequisites** | To enrol course it is necessary to enrol course Hindi language exercises 1 |
| **Goal** | Developing language and communicative competence, practicing language structures, acquiring grammatical material. |
| **Teaching methods** | Oral presentation, use of audio and video presentations, use of power-point, interaction with students. |
| **Assessment methods** | The overall work and commitment of the student during the semester are assessed. Colloquium, dictation, written and oral exam at the end of the semester. |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | The student will be able to: use basic vocabulary to talk about common everyday situations, free time, work, |
| 2. | express their preferences and needs, |
| 3. | have a simple conversation on a familiar topic, |
| 4. | read and understand simple texts, |
| 5. | identify the material adopted during the previous semester and link it to the new material. |

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| **Content** |  |
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| --- | --- |
| 1. | Review of material from the previous semester. |
| 2. | School subjects, languages, film, music. The verb "to like" पसंद होना, interrogative pronouns कैसा, कौन सा, oblique case of personal pronouns. |
| 3. | Items in everyday use, cutlery, in the restaurant. The verb “to need” चाहिए. |
| 4. | Body sensations and ailments, moods. Dative construction. |
| 5. | City institutions. The verb "to know" मालूम होना. |
| 6. | Verbs to express everyday actions. The verb “to need” चाहिए with verbs. |
| 7. | Verbs to express everyday actions. Compulsion, obligations, necessity (verb होना). |
| 8. | The use of ज़रूरत and ज़रूरी for expressing necessity. |
| 9. | Verbal noun, a verbal noun with compound postpositions. |
| 10. | Getting around the city. Imperative, adverbs. |
| 11. | My day. Simple present and past tense. |
| 12. | Describing everyday actions. The conjunctive participle. |
| 13. | Skills. The verb "to know" (आना). |
| 14. | In the shop. The verb "to be, to exist" मिलना. |
| 15. | Review of units given during the semester, preparation for the exam. |

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## Hindi language exercises 3

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| **Name** | Hindi language exercises 3 |
| **Organizational unit** | Department of Indology and Far East studies |
| **ECTS credits** | 2 |
| **ID** | 215673 |
| **Semesters** | Winter |
| **Teachers** | Višnja Grabovac, Senior Lector (primary) |
| **Hours** |

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| --- | --- |
| Proofreading exercies | 60 |

 |
| **Prerequisites** | To enrol course it is necessary to pass course Hindi language exercises 2 |
| **Goal** | Developing language and communicative competence, practicing language structures, acquiring grammatical material. |
| **Teaching methods** | Oral presentation, use of audio and video presentations, use of power-point, interaction with students. |
| **Assessment methods** | The overall work and commitment of the student during the semester are assessed. Colloquium, dictation, written and oral exam at the end of the semester. |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | The students will be able to: describe their knowledge and skills, |
| 2. | express necessity, need, ability and desire, |
| 3. | use the verb लगना in its multiple meanings, |
| 4. | describe future events, |
| 5. | use acquired vocabulary and adopted grammar material to describe present, past and future everyday events. |

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| **Content** |  |
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| 1. | Review of the units given in the previous semester. |
| 2. | The verb "to know" (आना, जानना). |
| 3. | The verbs "to wish/want" and "need", in the post office, in the bank. |
| 4. | The verb "to have to, must" (verb पड़ना), daily obligations. |
| 5. | The verb लगना (to like, to seem), sensations, smells, taste. |
| 6. | Further uses of the verb लगना. |
| 7. | The verb "to be able to, can", verbs of motion. |
| 8. | Conjunctions and adverbs 1. |
| 9. | Present and past continuous tense, describing a picture, verbs दिखाई देना, सुनाई देना, नजर आना. |
| 10. | Reflexive pronouns अपना, अपने आप, खुद, स्वयम्. |
| 11. | Future tense. New Year´s resolutions. |
| 12. | The conjunctive participle (कर​ construction), retelling a short story, event, film. |
| 13. | Verbal nouns. |
| 14. | Conjunct verbs 1. |
| 15. | Review of the given units. preparation for the exam. |

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## Hindi language exercises 4

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| **Name** | Hindi language exercises 4 |
| **Organizational unit** | Department of Indology and Far East studies |
| **ECTS credits** | 2 |
| **ID** | 69613 |
| **Semesters** | Summer |
| **Teachers** | Višnja Grabovac, Senior Lector (primary) |
| **Hours** |

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| --- | --- |
| Practical foreign language exercises | 60 |

 |
| **Prerequisites** | To enrol course it is necessary to enrol course Hindi language exercises III |
| **Goal** | Developing language and communication competence, practicing language structures, acquiring grammatical material. |
| **Teaching methods** | Oral presentation, use of audio and video presentations, use of power-point, interaction with students. |
| **Assessment methods** | The overall work and commitment of the student during the semester is assessed. Colloquium, dictation, written and oral exam at the end of the semester. |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | The student will be able to: express their knowledge and skills using the appropriate verb "to know", |
| 2. | use the polyvalent suffix वाला to form nouns and adjectives, |
| 3. | describe the purpose of various institutions, and buildings, |
| 4. | describe events using the ergative construction, |
| 5. | express wishes and assumptions, |
| 6. | use vocabulary in issuing instructions and advice, |
| 7. | apply material in the analysis and interpretation of texts in the Hindi language, |
| 8. | distinguish predicate categories of tense and mood in the Hindi language, |
| 9. | distinguish predicate categories of tense and mood in the Hindi language, |
| 10. | Independently compose a medium-length text in Hindi on a given topic. |

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| **Content** |  |
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| --- | --- |
| 1. | Review of units learned during the previous semester. |
| 2. | Occupations. Suffix वाला. |
| 3. | Indian traditional clothing and footwear. Adjectives used in describing clothes and fabrics. |
| 4. | Tastes and smells. The verb लगना. |
| 5. | Public places सार्वजानिक स्थान. Conjunct verbs with करना 2 |
| 6. | Transitive and intransitive verbs. |
| 7. | The perfect tense of transitive verbs. Ergative construction. |
| 8. | Congratulations, wishes, and greetings. Simple subjunctive. |
| 9. | Kitchen recipes, Indian spices. |
| 10. | Simple presumptive. |
| 11. | At the hotel. Sights. Infinitive as a verbal noun, purpose of movement. |
| 12. | Verb चुकना, verb पाना (to be able to) |
| 13. | Conjunctions and adverbs 2. |
| 14. | A multi-subject sentence. |
| 15. | Review, an example of the assessment test. |

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## Hindi language exercises 5

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| **Name** | Hindi language exercises 5 |
| **Organizational unit** | Department of Indology and Far East studies |
| **ECTS credits** | 2 |
| **ID** | 215675 |
| **Semesters** | Winter |
| **Teachers** | Višnja Grabovac, Senior Lector (primary) |
| **Hours** |

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| --- | --- |
| Proofreading exercies | 60 |

 |
| **Prerequisites** | To enrol course it is necessary to pass course Hindi language exercises IV |
| **Goal** | Improving the use of previously known and new grammatical and syntactic constructions of the Hindi language in oral and written communication. |
| **Teaching methods** | Oral presentation of teaching materials, audio and video presentations, use of power-point presentations, listening, speaking and writing exercises, use of various additional materials for the purpose of enriching vocabulary, interaction with students. |
| **Assessment methods** | Dictation, colloquium, oral and written examination at the end of the semester. The final grade includes the teacher's assessment of commitment, regular work and active participation of students in the classroom during the semester. |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | The student will be able to: use the acquired vocabulary to talk about the most important holidays and celebrations, |
| 2. | use the acquired vocabulary to talk about a person's appearance, clothing, body position, |
| 3. | use the acquired vocabulary to discuss events in a film or short story, |
| 4. | use acquired vocabulary to discuss diet and food preparation, |
| 5. | apply and connect known grammatical and syntactic constructions in new units, |
| 6. | write a medium-length text about the life and achievements of an individual. |

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| **Content** |  |
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| 1. | Review of units given during the previous semester. |
| 2. | ईमानदारी का इनाम - lexical and grammatical analysis, thematic discussion. |
| 3. | Subjunctive. Recipes, spices, ingridients. |
| 4. | Presumptive. What the weather will be like tomorrow. |
| 5. | The formation of adverbs 1. |
| 6. | Synonyms and antonyms 1. |
| 7. | देश के त्यौहार - lexical and grammatical analysis, thematic discussion. |
| 8. | New vocabulary related to holidays and celebrations. Conjunct verbs 3. |
| 9. | Proverbs and idioms 1. |
| 10. | Writing a resume. |
| 11. | भारत की वेषभूषा - discussion about dressing and ornaments. |
| 12. | बाजार का वर्णन - description of the market, occupations, work. |
| 13. | Instructions, commands, advises - further use of the subjunctive. |
| 14. | अभिनेता से इंटेर्व्यू - listening with understanding, retelling events in a short story or film. |
| 15. | Review of units, example of the assessment test. |

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## Hindi language exercises 6

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| **Name** | Hindi language exercises 6 |
| **Organizational unit** | Department of Indology and Far East studies |
| **ECTS credits** | 2 |
| **ID** | 69614 |
| **Semesters** | Summer |
| **Teachers** | Višnja Grabovac, Senior Lector (primary) |
| **Hours** |

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| --- | --- |
| Practical foreign language exercises | 60 |

 |
| **Prerequisites** | To enrol course it is necessary to enrol course Hindi language exercises V |
| **Goal** | Mastering the lexical-grammatical knowledge with the aim of acquiring linguistic and communicative competence, acquiring new vocabulary by reading and listening.The goal is to expand students' vocabulary so that they can express their thoughts, attitudes both orally and in writing. |
| **Teaching methods** | Oral presentation, audio and video presentations, use of power-point presentations, listening, speaking, and writing exercises, use of various additional materials, interaction with students. |
| **Assessment methods** | Dictation, colloquium, oral and written examination at the end of the semester. The final grade includes the teacher's assessment of students´ commitment, regular work, and active participation in the classes. |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | The student will be able to: express their plans, |
| 2. | express probability, possibility and hypothetical assumption, |
| 3. | describe some of the Indian tourist attractions, |
| 4. | describe the main Indian holidays and compare them with the Croatian ones, |
| 5. | write different types of texts (abstract, composition, dialogue) on a familiar topic, |
| 6. | explain and apply the rules of verb tenses and moods in Hindi, |
| 7. | assess one's own progress in developing language competencies, |
| 8. | use dictionary and grammar in independent work. |

 |
| **Content** |  |
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| --- | --- |
| 1. | Review of previous units. |
| 2. | भारत की यात्रा - planning a trip to India. X की सोच रहा हूँ. |
| 3. | प्रादेशिक हस्तशिल्प - traditional crafts and handicrafts. |
| 4. | Further uses of the verb लगना. |
| 5. | Subjunctive - मुमकिन / संभव है / हो सकता है कि, उचित है कि / x का कर्तव्य है कि/ जैसे, मानों . |
| 6. | Presumptive. |
| 7. | मन्दिर में - in a temple. Conjunct verbs 4. |
| 8. | ताज महल - Taj Mahal, Indian heritage. Causative verbs. |
| 9. | The formation of adverbs 2. |
| 10. | Synonyms and antonyms 2. |
| 11. | Proverbs and idioms 2. |
| 12. | Imperfective and perfective participles as adjectives and adverbs. |
| 13. | अगर मैं प्रधानमंत्री होता. Conditional sentences. |
| 14. | दीवाली और होली. Passive voice. |
| 15. | Review of units. Preparation for the assessment test. |

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## Hindi language exercises 7

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| **Name** | Hindi language exercises 7 |
| **Organizational unit** | Department of Indology and Far East studies |
| **ECTS credits** | 2 |
| **ID** | 215669 |
| **Semesters** | Winter |
| **Teachers** | Višnja Grabovac, Senior Lector (primary) |
| **Hours** |

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| --- | --- |
| Proofreading exercies | 60 |

 |
| **Prerequisites** | None |
| **Goal** | Mastering the lexical-grammatical knowledge with the aim of acquiring linguistic and communicative competence, acquiring new vocabulary by reading selected texts, and listening to the audio material. The goal is to expand students' vocabulary so that they can express their thoughts, attitudes orally and in writing. |
| **Teaching methods** | Oral presentation, use of textbooks, power-point presentations and other materials, interaction with students. |
| **Assessment methods** | Colloquium, dictation, written and oral exam at the end of the semester. Assessment of the overall work and commitment of the student during the semester. |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | The student will be able to explain and apply the rules of use of verb moods and tenses in Hindi, |
| 2. | independently construct complex sentences, |
| 3. | notice and explain similarities and differences of the use of verb moods and tenses in Hindi and Croatian language, |
| 4. | analyze and then summarize more demanding texts, |
| 5. | independently translate texts that do not require specific knowledge from Hindi into Croatian and from Croatian into Hindi. |

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| **Content** |  |
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| 1. | Review of the units given in the previous semestar. |
| 2. | Conditional sentences. |
| 3. | Prohibitions and permissions. Permissive (The oblique infinitive + देना construction). |
| 4. | Expressing continuity with imperfective participle and verb रहना. |
| 5. | Participial constructions 1. |
| 6. | Translating a text from Hindi into Croatian. |
| 7. | The formation of nouns and adjectives 1. |
| 8. | Retelling a film. |
| 9. | Conjunct verbs 4. |
| 10. | Compound verbs. |
| 11. | Translation from Croatian into Hindi. |
| 12. | Participial constructions 2. |
| 13. | The formation of nouns and adjectives 2. |
| 14. | Onomatopoeic verbs, exclamations. |
| 15. | Review of units. Example of the assessment test. |

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## Hindi language exercises 8

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| **Name** | Hindi language exercises 8 |
| **Organizational unit** | Department of Indology and Far East studies |
| **ECTS credits** | 2 |
| **ID** | 69615 |
| **Semesters** | Summer |
| **Teachers** | Višnja Grabovac, Senior Lector (primary) |
| **Hours** |

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| --- | --- |
| Practical foreign language exercises | 60 |

 |
| **Prerequisites** | To enrol course it is necessary to enrol course Hindi language exercises VII |
| **Goal** | Mastering the lexical-grammatical knowledge with the aim of acquiring linguistic and communicative competence, acquiring new vocabulary by reading selected texts, and listening to diverse audio materials.The goal is to expand students’ vocabulary so that they can express their thoughts, desires, and attitudes in the correct oral and written form. |
| **Teaching methods** | Oral presentation of teaching materials, audio and video presentations, use of power-point presentations, listening, speaking, and writing exercises, use of various additional materials for the purpose of enriching vocabulary, interaction with students. |
| **Assessment methods** | Colloquium, dictation, oral and written examination at the end of the semester. The final grade includes the teacher's assessment of students’ commitment, regular work, and active participation in the classroom during the semester. |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | Students will be able to: apply knowledge from previous levels in expressing more complex structures, |
| 2. | interpret, summarize and comment on more demanding texts using dictionaries, |
| 3. | discuss a variety of topics that do not require specific knowledge, |
| 4. | independently translate shorter texts into Hindi, |
| 5. | recognize and understand elements of modern and traditional Indian society, |
| 6. | assess their own competencies and acquired knowledge and develop skills that will benefit them in the process of lifelong learning. |

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| **Content** |  |
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| --- | --- |
| 1. | Review of the units given in the previous semester. |
| 2. | दिल्ली में प्रदूशण - environmental problems in New Delhi. Progressive (imperfective participle + verb जाना) |
| 3. | भारत और पाकिस्तान - India and Pakistan. The iterative construction (perfective participle + verb करना). |
| 4. | Participial constructions 3. |
| 5. | Affixes. |
| 6. | Formation of nouns and adjectives 3. |
| 7. | Proverbs and idioms 3. |
| 8. | Review of complex postpositions and adverbs. |
| 9. | संयुक्त परिवार - vocabulary related to family and kinship relationships, written and oral presentation. |
| 10. | कुंभ मेला - vocabulary related to religious gatherings, written and oral presentation. |
| 11. | एक दलित की आत्मकथा - vocabulary related to the caste system, written and oral presentation. |
| 12. | रवींद्रनाथ ठाकुर / प्रेमचन्द - vocabulary related to literature, written and oral presentation. |
| 13. | महात्मा गांधी और अहिंसा - vocabulary related to Mahatma Gandhi and the principle of nonviolence, written and oral presentation. |
| 14. | State structure (India, Croatia), vocabulary, written and oral presentation. |
| 15. | Review of units. Example of the assessment test. |

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## Hindi literature

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| **Name** | Hindi literature |
| **Organizational unit** | Department of Indology and Far East studies |
| **ECTS credits** | 2 |
| **ID** | 81318 |
| **Semesters** | Summer |
| **Teachers** | Višnja Grabovac, Senior Lector (primary) |
| **Hours** |

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| --- | --- |
| Seminar | 0 |

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| **Prerequisites** | None |
| **Goal** | The aim of the final exam in Hindi literature is for students to identify and synthesize the material learned in Hindi literature courses during their studies. |
| **Teaching methods** | Consultations with mentor. |
| **Assessment methods** | Oral exam. |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | The student will be able to describe the historical development of Hindi literature from the earliest works in Old Hindi to contemporary literature. |
| 2. | The student will be able to summarize and interpret the main stylistic features of individual periods and their most important representatives. |
| 3. | The student will be able to explain and use the basic critical apparatus of Indian and Western literary criticism - the basic literary critical concepts necessary for the analysis of a literary work. |
| 4. | The student will be able to extract and analyze relevant patterns of literary-historical periods and individual literary works from the Indian subcontinent. |

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| **Content** |  |
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| 1. | Consultations with mentor. |
| 2. | Consultations with mentor. |
| 3. | Consultations with mentor. |
| 4. | Consultations with mentor. |
| 5. | Consultations with mentor. |
| 6. | Consultations with mentor. |
| 7. | Consultations with mentor. |
| 8. | Consultations with mentor. |
| 9. | Consultations with mentor. |
| 10. | Consultations with mentor. |
| 11. | Consultations with mentor. |
| 12. | Consultations with mentor. |
| 13. | Consultations with mentor. |
| 14. | Consultations with mentor. |
| 15. | Consultations with mentor. |

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## Indian history, culture and literatures

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| **Name** | Indian history, culture and literatures |
| **Organizational unit** | Department of Indology and Far East studies |
| **ECTS credits** | 4 |
| **ID** | 81320 |
| **Semesters** | Summer |
| **Teachers** | Ivan Andrijanić, PhD, Associate Professor (primary) |
| **Hours** |

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| --- | --- |
| Seminar | 0 |

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| **Prerequisites** | None |
| **Goal** | The aim of the final exam in Indian history, culture and literature is to check and synthesize the knowledge that students have acquired during their studies. |
| **Teaching methods** | Consultations with a mentor. |
| **Assessment methods** | Oral exam. |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | The student will be able to compare and comment on linguistic, cultural, religious, social and historical processes in the countries of the Indian subcontinent. |
| 2. | The student will be able to independently explore, categorize and comment on the elements of individual religions and cultures of the Indian subcontinent and compare them with each other. |
| 3. | The student will be able to critically judge individual linguistic, literary, religious and cultural phenomena of the Indian subcontinent in relation to the socio-historical context. |
| 4. | The student will be able to assess their own interests and competencies and select appropriate areas for further education. |

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| **Content** |  |
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| 1. | Consultations with a mentor. |
| 2. | Consultations with a mentor. |
| 3. | Consultations with a mentor. |
| 4. | Consultations with a mentor. |
| 5. | Consultations with a mentor. |
| 6. | Consultations with a mentor. |
| 7. | Consultations with a mentor. |
| 8. | Consultations with a mentor. |
| 9. | Consultations with a mentor. |
| 10. | Consultations with a mentor. |
| 11. | Consultations with a mentor. |
| 12. | Consultations with a mentor. |
| 13. | Consultations with a mentor. |
| 14. | Consultations with a mentor. |
| 15. | Consultations with a mentor. |

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## Indian literature 1

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| **Name** | Indian literature 1 |
| **Organizational unit** | Department of Indology and Far East studies |
| **ECTS credits** | 3 |
| **ID** | 66374 |
| **Semesters** | Winter |
| **Teachers** | Ivan Andrijanić, PhD, Associate Professor (primary)Krešimir Krnic, M.Sc., Senior Lecturer |
| **Hours** |

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| --- | --- |
| Lectures | 30 |

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| **Prerequisites** | None |
| **Goal** | Introducing students to Vedic literature, the oldest preserved literature that originated on the Indian subcontinent, but also the oldest literature preserved in an Indo-European language. Introduction to Sanskrit epic literature. |
| **Teaching methods** | Lectures, reading and analysis of selected fragments of literary text, audio-visual aids, student presentations. |
| **Assessment methods** | Oral exam. |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | The student will be able to recognize and name the main features of the poetics and aesthetics of Vedic and epic literature. |
| 2. | The student will be able to describe the specifics of individual literary periods and genders in relation to others, simultaneous and previous, within the socio-historical periods within the history of Indian literatures. |
| 3. | The student will be able to independently explore, categorize and comment on elements of the style of individual within Vedic and epic literature, and compare them with each other. |
| 4. | The student will be able to critically judge and evaluate stylistically and substantively Vedic and epic literary works in relation to the socio-historical and cultural context. |

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| **Content** |  |
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| 1. | Introduction - Vedic corpus in historical and linguistic perspective. |
| 2. | Vedic Corpus: Ṛk-saṃhitā (introduction) |
| 3. | Vedic Corpus: Ṛk-saṃhitā (reading and analysis of selected sūktas). |
| 4. | Vedic Corpus: Ṛk-saṃhitā (reading and analysis of selected sūktas, listening to Vedic recitation) |
| 5. | Vedic Corpus: Sāma-, Yajuḥ and Atharva-saṃhitā |
| 6. | Āraṇyakas and Brāhmaṇas (introduction) |
| 7. | Āraṇyakas and Brāhmaṇas (reading and analysis of selected passages) |
| 8. | Introduction to Upaniṣadic literature. |
| 9. | Introduction to Upaniṣadic literature: reading and analysis of selected passages. |
| 10. | Vedāngas or auxiliary Vedic disciplines. |
| 11. | Introduction to Sanskrit epic literature. |
| 12. | Features of the Epic literature. Epics in the narrow sense. Distinguishing between oral and written epics. Folk and authorial epics. The Homeric Question and Parry-Lord Theory. |
| 13. | Sanskrit epics - works that we include in Sanskrit epic literature. A special place of two great epics - Rāmāyaṇa and Mahābhārata. |
| 14. | The question of the authorship and dating of two great epics. Recensions and editions of Sanskrit epics. History of research. |
| 15. | Contents of Sanskrit epics. Oral vs. written in Sanskrit epics. Characteristics of orality in Sanskrit epics. Formulas, themes, repetitions, inconsistencies. Compositional differences of Rāmāyaṇa and Mahābhārata |

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## Indian literature 2

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| **Name** | Indian literature 2 |
| **Organizational unit** | Department of Indology and Far East studies |
| **ECTS credits** | 3 |
| **ID** | 64158 |
| **Semesters** | Summer |
| **Teachers** | Goran Kardaš, PhD, Associate Professor (primary)Krešimir Krnic, M.Sc., Senior LecturerVišnja Grabovac, Senior Lector |
| **Hours** |

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| --- | --- |
| Lectures | 30 |

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| **Prerequisites** | None |
| **Goal** | Introducing students to the main features of Sanskrit epic literature as well as Buddhist canonical literature. |
| **Teaching methods** | Lectures, reading and analysis of selected excerpts. |
| **Assessment methods** | Oral exam. |
| **Learning outcomes** |  |
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| 1. | The student will be able to recognize and name the main features of the poetics and aesthetics of Sanskrit epic literature, and Buddhist canonical literature on pāli. |
| 2. | The student will be able to describe the specifics of epic and Buddhist canonical literature in relation to others, simultaneous and previous, within socio-historical periods within the history of Indian literatures. |
| 3. | The student will be able to independently explore, categorize and comment on the elements of style of individual literary periods and genres, and compare them with each other. |
| 4. | The student will be able to critically judge and evaluate stylistically and substantively literary works of different periods and genders in relation to the socio-historical and cultural context. |

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| **Content** |  |
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| 1. | Alaṃkāras in Rāmāyaṇa. |
| 2. | Ethically questionable episodes from Vālmīki’s Rāmāyaṇa. |
| 3. | Ethically questionable episodes from Vālmīki’s Rāmāyaṇa and ancient Indian commentators. |
| 4. | Hanumān - between people and gods |
| 5. | Bhagavad-Gītā: position in Mahābhātara |
| 6. | Bhagavad-Gītā: review of content and teachings |
| 7. | Bhagavad-Gītā: the three yogas, the importance of text and the role in Hindu religiosity and philosophy. |
| 8. | An Introduction to Buddhist Literature in Pāli. |
| 9. | Tipiṭaka: structure, language and historical sources. |
| 10. | Vinayapiṭaka and monastic discipline. |
| 11. | Suttapiṭaka: The Buddha speaks. |
| 12. | Suttapiṭaka: Jātakas. |
| 13. | Abhidhammapitaka. |
| 14. | Stylistic and aesthetic features of the Pali canon |
| 15. | A final review of the Pali canon, its significance and historical significance. |

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## Indian literature 3

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| **Name** | Indian literature 3 |
| **Organizational unit** | Department of Indology and Far East studies |
| **ECTS credits** | 3 |
| **ID** | 66375 |
| **Semesters** | Winter |
| **Teachers** | Ivan Andrijanić, PhD, Associate Professor (primary)Krešimir Krnic, M.Sc., Senior Lecturer |
| **Hours** |

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| --- | --- |
| Lectures | 30 |

 |
| **Prerequisites** | To enrol course it is necessary to pass course Indian literature 2 |
| **Goal** | Introducing students to Buddhist non-canonical literature in the Middle and Old Indian languages, then to Jinist, Sanskrit narrative literature as well as to classical Indian literature - poetry. The approach is literary-historical within a particular genre. In order for students to get better acquainted with certain literary forms, teachers will prepare examples for reading (in translation) from certain literary periods that will be interpreted in class. |
| **Teaching methods** | Lectures, reading excerpts and analysis in class. |
| **Assessment methods** | Oral exam. |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | The student will be able to recognize and name the main features of the poetics and aesthetics of Buddhist extra-canonical literature, as well as classical Sasnkr poetry. |
| 2. | The student will be able to describe the specifics of Buddhist non-canonical literature, as well as classical Sasnkr poetry in relation to other, simultaneous and previous, within the socio-historical periods within the history of Indian literature. |
| 3. | The student will be able to independently explore, categorize and comment on elements of the style of Buddhist non-canonical literature, as well as classical Sanskrit poetry, and compare them with each other. |
| 4. | The student will be able to critically judge and evaluate stylistically and substantively literary works of different periods and genders in relation to the socio-historical and cultural context. |

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| **Content** |  |
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| 1. | Early post-canonical texts with special reference to Milindapañha. |
| 2. | Ceylon Chronicles (Dīpavaṁsa and Mahāvaṁsa); Buddhaghosa. |
| 3. | Buddhist literature in hybrid and classical Sanskrit (Mahāvastu, Lalitavistara, Buddhacarita) |
| 4. | Jaina literature. |
| 5. | Sanskrit Narrative Literature I: Pañcatantra. |
| 6. | Sanskrit Narrative Literature II: (Guṇāḍhya: Bṛhatkathā; Buddhasvāmin: Bṛhatkathāślokasaṃgraha; Kšemendra: Bṛhatkathāmāñjarī; Somadeva: Kathāsaritsāgara; anonymous narrative works: Vetālapaṭsaviṃ; |
| 7. | Introduction to kāvya - definition of classical Indian literature kāvya; essential features of kāvya; kavi poet; secular literature kāvya and its themes. |
| 8. | Classification - representations of Indian and modern classifications; an attempt to determine the chronology of kāvya. |
| 9. | Laghukāvya (poetry of small forms) - Muktaka (content-complete poem in one verse). |
| 10. | Hāla: Sattasaī. |
| 11. | Bhartṛhari: Śatakatraya; excerpts from Nītiśatake, Śṛṇgāraśatake i Vairāgyaśatake. |
| 12. | Amaru: Amaruśataka and other laghukāvya authors. |
| 13. | Ṛtusaṃhāra; Sandeśakāvya / Dūtakāvya: Kālidāsa's Meghadūta. |
| 14. | Mahākāvya: Kālidāsa (Kumārasambhava; Raghuvaṃśa). |
| 15. | Religious poetry: Jayadeva's Gītagovinda and other forms of laghukāvya. |

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## Indian literature 4

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| **Name** | Indian literature 4 |
| **Organizational unit** | Department of Indology and Far East studies |
| **ECTS credits** | 3 |
| **ID** | 69608 |
| **Semesters** | Summer |
| **Teachers** | Krešimir Krnic, M.Sc., Senior Lecturer (primary)Goran Kardaš, PhD, Associate ProfessorVišnja Grabovac, Senior Lector |
| **Hours** |

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| Lectures | 30 |

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| **Prerequisites** | To enrol course it is necessary to enrol course Indian literature 3 |
| **Goal** | Introducing students to classical Indian literature - drama and poetics. The approach is literary-historical within a particular genre. |
| **Teaching methods** | Lectures; in order for students to get better acquainted with certain literary forms, teachers will prepare examples for them to read (in translation) from certain literary periods that will be interpreted in class. |
| **Assessment methods** | Oral exam. |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | The student will be able to recognize and name the main features of the poetics and aesthetics of classical Indian drama. |
| 2. | The student will be able to describe the specifics of individual literary periods and genders in relation to others, simultaneous and previous, within the socio-historical periods within the history of Indian literatures. |
| 3. | The student will be able to independently explore, categorize and comment on elements of the style of classical Indian theater, and compare them with each other. |
| 4. | The student will be able to critically judge and evaluate stylistically and substantively literary works of different periods and genders in relation to the socio-historical and cultural context. |

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| **Content** |  |
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| 1. | Nāṭya: classical Indian theater, introductory remarks, stylistic features and social framework. |
| 2. | Nāṭyaśāstra and theatrology: an introduction. |
| 3. | Nāṭyaśāstra: an overview of the contents. |
| 4. | Theories of the beginning of drama in India. |
| 5. | Early drama: Aśvaghosa and Bhāsa |
| 6. | Early drama: Śūdraka |
| 7. | Kālidāsa: introductory remarks |
| 8. | Kālidāsa: an overview of the plot of three dramas. |
| 9. | Kālidāsa: stylistic and aesthetic features, historical importance. |
| 10. | Mature drama: Viśākhadatta and Harṣa. |
| 11. | Later drama: Nārāyaṇa. |
| 12. | Later drama: Bhavabhūti. |
| 13. | Poetics: ālaṃkāra śāstra. History, sources and main features. |
| 14. | Poetics: Theory of Rasa. |
| 15. | A final review of the history of Indian classical drama and poetics. |

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## Indian literature 5

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| **Name** | Indian literature 5 |
| **Organizational unit** | Department of Indology and Far East studies |
| **ECTS credits** | 3 |
| **ID** | 66365 |
| **Semesters** | Winter |
| **Teachers** | Ivan Andrijanić, PhD, Associate Professor (primary)Krešimir Krnic, M.Sc., Senior Lecturer |
| **Hours** |

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| Lectures | 30 |

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| **Prerequisites** | None |
| **Goal** | Introducing students to literature in New Indo-Aryan languages. Of the Neo-Indo-Aryan literatures, the emphasis is on the historical review of Hindi and Urdu literature; Bengali and Marathi literatures are presented in less detail, while others are described only with a brief overview of the main literary directions and authors. |
| **Teaching methods** | Lectures; in order for students to get better acquainted with certain literary forms, teachers will prepare examples for them to read (in translation) from certain literary periods that will be interpreted in class. |
| **Assessment methods** | Oral exam. |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | The student will be able to recognize and name the main features of the poetics and aesthetics of medieval and early modern Hindi literature. |
| 2. | The student will be able to describe the specifics of certain literary periods and genres of early Hindi literature in relation to others, simultaneous and previous, within the socio-historical periods within the history of Indian literature. |
| 3. | The student will be able to independently explore, categorize and comment on elements of the style of individual literary periods and genres of early Hindi literature, and compare them with each other. |
| 4. | The student will be able to critically review and evaluate stylistically and substantively literary works of different periods and genres of early Hindi literature in relation to the socio-historical and cultural context. |

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| **Content** |  |
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| 1. | Introduction to modern Indian literature, course presentation and work plan. |
| 2. | Hindi literature - language situation; periodization of Hindi literature. |
| 3. | Period 1200-1450; rāso literature 1 |
| 4. | Period 1200-1450; rāso literature 2 |
| 5. | Nāths i sufis. |
| 6. | Amīr Khusrau, Maulāna Daud. |
| 7. | Vidyāpati |
| 8. | Bhakti literature. |
| 9. | Sant poets, nirguṇ, Kabīr. |
| 10. | Sikhism, Guru Nānak. |
| 11. | A love adventure novel, Jāyasī. |
| 12. | Bhakti poetry: saguṇ bhakti, introductory remarks and main features. |
| 13. | Sūrdās: historical sources, stylistic features. |
| 14. | Mīrā Bāī, Kṣnaite Poetry |
| 15. | Rām-bhakti, Tulsīdās |

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## Indian literature 6

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| **Name** | Indian literature 6 |
| **Organizational unit** | Department of Indology and Far East studies |
| **ECTS credits** | 3 |
| **ID** | 66366 |
| **Semesters** | Summer |
| **Teachers** | Krešimir Krnic, M.Sc., Senior Lecturer (primary)Goran Kardaš, PhD, Associate ProfessorVišnja Grabovac, Senior Lector |
| **Hours** |

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| --- | --- |
| Lectures | 30 |

 |
| **Prerequisites** | To enrol course it is necessary to enrol course Indian literature 5 |
| **Goal** | Introducing students to modern and contemporary literature in new Indo-Aryan languages.The emphasis is on the historical review of Hindi literature; Bengali and Marathi literatures are presented in less detail, and Anglo-Indian and Indo-Anglian literatures are also mentioned. |
| **Teaching methods** | Lectures; in order for students to get better acquainted with certain literary forms, teachers will prepare examples for them to read (in translation) from certain literary periods that will be interpreted in class. |
| **Assessment methods** | Oral exam. |
| **Learning outcomes** |  |
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| 1. | The student will be able to recognize and name the main features of the poetics and aesthetics of different Indian literary periods and the genres of modern and contemporary Hindi literature. |
| 2. | The student will be able to describe the specifics of individual literary periods and genres of modern and contemporary Hindi literature in relation to other, simultaneous and previous, within the socio-historical periods within the history of Indian literatures. |
| 3. | The student will be able to independently explore, categorize and comment on elements of the style of individual literary periods and genres of modern and contemporary Hindi literature, and compare them with each other. |
| 4. | The student will be able to critically judge and evaluate stylistically and substantively literary works of different periods and genres of modern and contemporary Hindi literature in relation to the socio-historical and cultural context. |

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| **Content** |  |
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| 1. | Delhi Sultanate, Mughals, Court Poets of the 16th Century. |
| 2. | The Rīti period of the 17th - 19th centuries |
| 3. | The English in India; 19th century; Hindustāni, khaṛī bolī. |
| 4. | Development of Hindi prose. |
| 5. | Bharatendu Hariścandra. |
| 6. | 20th Century Writers: M. Dvivedi. |
| 7. | 20th Century Writers: Chāyāvād. |
| 8. | 20th Century Writers: Chayavad. |
| 9. | Characteristics of Hindi literature in the second half of the 20th century. |
| 10. | Hindi literature in 20th century. |
| 11. | Urdu literature. |
| 12. | Marathi Literature - Jñāndev, Nāmdev, Eknāth, Tukārām |
| 13. | Bengali literature from the 17th - 19th centuries; Rāmmohān Rāy, Madhusūdan Datta, Baṅkimcandra Caṭṭopādhyāy. |
| 14. | Rabīndranāth Tagore |
| 15. | Indo-English literature, Anglo-Indian literature. |

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## Indian religions

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| **Name** | Indian religions |
| **Organizational unit** | Department of Indology and Far East studies |
| **ECTS credits** | 3 |
| **ID** | 36661 |
| **Semesters** | Summer |
| **Teachers** | Mislav Ježić, PhD, Full Professor (primary) |
| **Hours** |

|  |  |
| --- | --- |
| Lectures | 30 |

 |
| **Prerequisites** | None |
| **Goal** | The aim of the course is to get acquainted with the religions that have significantly marked India. India has given several great religions to the world. Some, and most of them Buddhism, spread far beyond the borders of India. Religions are also a prerequisite for understanding many components of Indian literature and philosophy. |
| **Teaching methods** | Lectures, reading of selected passages in the teacher's translation, discussion, possible seminar papers and presentations. |
| **Assessment methods** | Oral exam. |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | The student will be able to define the main features of religions originated on the soil of the Indian subcontinent: Brahmanism, Buddhism, Jinism and Sikhism, among themselves and in relation to other major world religions. |
| 2. | The student will be able to recognize and explain in their own words the historical developmental stages, branches and religious schools of Brahmanical, Buddhist, Jinist and Sikhist. |
| 3. | The student will be able to independently categorize and comment on elements of individual religions, basic ideas, theological, cosmological and psychological concepts, rituals and rules of life, material expressions in architecture and iconography, and ethical, existential and eschatological views, and compare them. |
| 4. | The student will be able to compare and independently conclude about the similarities and mutual influences and permeations of Indian religions. |
| 5. | The student will be able to describe the specifics of individual religions or the specifics of individual philosophical schools or literary-historical periods, literary-stylistic formations and socio-historical periods in the development of culture of the Indian subcontinent |

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| **Content** |  |
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| 1. | Introduction: Indian religions, domestic and those who came to India from outside. Comparison of the common features of Indian religions, Brahmanism / Hinduism, Buddhism and Jinism on the one hand and Abrahamic religions, Judaism, Christianity and Islam on the other. The concept of dialogue between religions and historical forms of contact and dialogue. |
| 2. | Periodization of the history of Brahmanism / Hinduism, five periods. Periodization of the history of Buddhism, three periods. Continuity of Janism. Independence of Sikhism from Hinduism. The religion of Indian civilization (3rd-2nd millennium BC) and archaic religions. |
| 3. | Vedism. Dating of Vedic texts. The structure of the Vedas, the three Vedas and the fourth: the priestly services. Genres of texts. Examples. Cosmology, ethics, eschatology. Rituals in brāhmaṇas: public and domestic. Magical rites in Atharvaveda. The spirituality of the Upaniṣads: heaven and liberation, karman, ātman, the path of the soul, ritual and cognition. |
| 4. | The principle of arranging Ṛksaṃhita. The principle of arrangement of material in the Brāhmaṇas. Pantheon, three groups of deities, periods from which they originate: Indo-European, Indo-Iranian and Indo-Aryan. |
| 5. | Cosmology, ethics, eschatology. Rituals in Brāhmaṇas: public and domestic. Magical rites in Atharvaveda. The spirituality of the Upaniṣads: heaven and liberation, karman, ātman, the path of the soul, ritual and cognition. |
| 6. | Buddhism and Jinism. Space, time, dating problems. Social change and changes in spirituality. Buddha. Buddhist canon. The basic concepts of Buddhism: the four noble truths, the eightfold path, morality, cognition, immersion. |
| 7. | Buddhist acosmism: a chain of dependent origin. Adherence and awakening / liberation: nirvāṇa. Creating a religious community. Temple, stūpa and monastery. Monastic discipline and the path to perfection. |
| 8. | Jina. 24 tīrthaṃkaras, legends.Fundamental notions of Jinism. Cosmology. Middle World Periods. The religious community. Temple and rites. Karman, morality and liberation. Similarities and differences between Buddhism and Jinism. |
| 9. | Epic-Purāṇic-Śāstric Brahmanism. The inclusion of śūdra in the community. Vaiṣṇavism and Śivism. Temples and statues. Epic literature and mythological notions. Theological, cosmographic and chronological notions. Iconography. |
| 10. | Wives or Śakti of the gods. Viṣṇu's avatāras, Kṛṣṇa and Rāma. Śiva's five faces. New pantheon. Darśan and puja. New spirituality. Sāṃkhya and yoga. |
| 11. | Tantric Brahmanism: Vaiṣṇava, Śaiva and Śaktist sects and their tantric texts. Cosmogonic speculations. Tantric rites: paśu, vīra and divya. Pantheon, theology and iconography. Tantra, mantra and yantra. |
| 12. | Tantric spirituality: theologically upgraded sāṃkhya and tantric yoga: kuṇḍalinī-yoga. Tantrism as a medieval synthesis of Brahmanism with numerous popular and indigenous influences. |
| 13. | Mahāyana and Tantric Buddhism. Texts, cults, rituals, philosophy. Follows of older, Mahāyana and Tantric Buddhism. The spread of Buddhism throughout Asia. Indian origins of Buddhist sects in China, Japan and Tibet. |
| 14. | Afghan Muslims conquer India. The disappearance of Buddhism. The development of younger Brahmanism or Hinduism. Bhakti: literature in the Dravidian and Neo-Indo-Aryan languages that expresses a new devotion. Nirguṇa and saguṇa-bhakti. Confrontation with Islam, the emergence of Sikhism. |
| 15. | Neo-Hinduism. Indian religious reformers, teachers and leaders. Ram Mohan Roy, Svāmī Dayānanda Sarasvatī and their organizations. Confronting Christianity. Tagore and Gāndhī. Contemporary secular state and religious diversity in India. Caste and equality before the law. Islam and Christianity in Contemporary India. Islam and Pakistan. Buddhist Śrī Laṅka. “Communalism” and “inclusivism”, the question of identity and the question of tolerance, secularism and spirituality in contemporary India. |

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## Indian subcontinent in the historical perspective 1

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| **Name** | Indian subcontinent in the historical perspective 1 |
| **Organizational unit** | Department of Indology and Far East studies |
| **ECTS credits** | 2 |
| **ID** | 215668 |
| **Semesters** | Winter |
| **Teachers** | Ivan Andrijanić, PhD, Associate Professor (primary) |
| **Hours** |

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| --- | --- |
| Lectures | 30 |

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| **Prerequisites** | None |
| **Goal** | Introduce students to the rich history of the Indian subcontinent, from prehistory, through Indus civilization, the arrival of the Aryans, the emergence of the first states to the development of great empires (Mauryas, Guptas). |
| **Teaching methods** | Lectures, audio and visual aids in the form of powerpoint presentations and short films. |
| **Assessment methods** | Oral exam |
| **Learning outcomes** |  |
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| 1. | The student will be able to single out and then describe the specifics of individual socio-historical periods in the development of the culture of the Indian subcontinent. |
| 2. | The student will be able to compare and comment on social and historical processes in the countries of the Indian subcontinent in the period of the Old and Middle Ages. |
| 3. | The student will be able to analyze the significance of the historical and social context for development and change within the great cultural, literary, religious formations on the soil of the Indian subcontinent in its earlier developmental stage. |
| 4. | The student will be able to critically judge individual cultural phenomena of the Indian subcontinent in relation to the socio-historical and political context of the history of the Indian subcontinent in the Old and Middle Ages. |
| 5. | The student will be able to critically judge individual linguistic, literary, religious and cultural and phenomena of the Indian subcontinent in relation to the socio-historical context. |

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| **Content** |  |
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| --- | --- |
| 1. | Introduction to the study of Indian history and historical sources. |
| 2. | Prehistoric India |
| 3. | Indus civilization |
| 4. | Arrival of Indo-Aryans: from Sintashta culture to BMAC and Indian subcontinent. |
| 5. | The three phases of Vedic civilization. First monarchies and republics; "second urbanization". |
| 6. | Alexander the Great in India. |
| 7. | The rise of Magadha and Maurya. Megasthenes. |
| 8. | Aśoka. |
| 9. | Heirs of Maurya - Śuṅgas and Kāṇvas. |
| 10. | Between empires: Indo-Greek rulers, Kuṣāṇas, Indo-Scythians. Gandhara; ties with Rome. |
| 11. | The rise of the Middle Indian and South Indian dynasties. |
| 12. | Classical period - Guptas. |
| 13. | Guptas and Hunas. |
| 14. | Harṣa, Calukyas i Rāṣtrakūtas. |
| 15. | South Indian dynasties. |

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## Indian subcontinent in the historical perspective 2

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| **Name** | Indian subcontinent in the historical perspective 2 |
| **Organizational unit** | Department of Indology and Far East studies |
| **ECTS credits** | 2 |
| **ID** | 215672 |
| **Semesters** | Summer |
| **Teachers** | Ivan Andrijanić, PhD, Associate Professor (primary) |
| **Hours** |

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| --- | --- |
| Lectures | 30 |

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| **Prerequisites** | To enrol course it is necessary to enrol course Indian subcontinent in the historical perspective I |
| **Goal** | Introduce students to the rich history of the Indian subcontinent, from medieval Hindu kingdoms, through the incursions of Islamic invaders from Afghanistan and Central Asia all the way to British colonial rule, liberation and modern India. The aim of the course is also to enable students to understand the context in which they could understand the problem of contemporary India. |
| **Teaching methods** | Lectures, audio-visual aids, short films. |
| **Assessment methods** | Oral exam. |
| **Learning outcomes** |  |
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| 1. | The student will be able to single out and then describe the specifics of individual socio-historical periods in the later development of the culture of the Indian subcontinent. |
| 2. | The student will be able to critically judge individual cultural phenomena of the Indian subcontinent in relation to the socio-historical and political context of the history of the Indian subcontinent in the new age and modern times. |
| 3. | The student will be able to analyze the significance of the historical and social context for development and change within the great cultural, literary, religious formations on the soil of the Indian subcontinent in its later developmental stage. |
| 4. | The student will be able to compare and comment on social and historical processes in the countries of the Indian subcontinent in the period of modern times and modern times. |
| 5. | The student will be able to critically judge individual linguistic, literary, religious and cultural and phenomena of the Indian subcontinent in relation to the socio-historical context. |

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| **Content** |  |
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| 1. | "Gurjara"-Pratiharas on NW. In Bengal Palas and Senas. Calukyas and Yadavas on Deccan, Colas, and Hoysalas on the South. |
| 2. | The Influence of Indian Religions Outside India - Tibet and SE Asia. |
| 3. | Smaller kingdoms in North. Arabs in Sindh. |
| 4. | The incursions of Mahmud of Ghazni. Muhammad of Ghur. Strengthening of the Muslim power in northern India. |
| 5. | Delhi Sultanate. Vijayanagar. Deccan Sultanates. |
| 6. | Babur and the establishment of the Mughal Empire. |
| 7. | Mughals from Humayun to Aurangzeb. |
| 8. | Europeans in India. Strengthening the Marathas and weakening the power of the later Mughals. |
| 9. | British East India Company. The Battle of Plassey and the expansion of the power of the East India Company. |
| 10. | Indian Uprising 1857. British colonial rule. |
| 11. | National and religious reform movements; Bengal Renaissance. Indian National Congress. Muslim League. |
| 12. | Gandhi. Amritsar. Independence of India 1947. Partition of India and Pakistan. |
| 13. | India after independence: Nehru. Kashmir. Political parties, wars with Pakistan. |
| 14. | Assassination of Indira Gandhi. Political developments from 1984 to economic reforms in 1991. |
| 15. | India today. |

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## Indology - methods, scope, instruments, tasks 1

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| **Name** | Indology - methods, scope, instruments, tasks 1 |
| **Organizational unit** | Department of Indology and Far East studies |
| **ECTS credits** | 2 |
| **ID** | 117574 |
| **Semesters** | Winter |
| **Teachers** | Ivan Andrijanić, PhD, Associate Professor (primary)Krešimir Krnic, M.Sc., Senior Lecturer (primary) |
| **Hours** |

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| --- | --- |
| Lectures | 30 |

 |
| **Prerequisites** | None |
| **Goal** | Assistance to students in preparing a master's thesis, in mastering technical and professional tasks on it; in considering the whole profession and its special areas; in mastering aids and methods, in understanding current problems and tasks. |
| **Teaching methods** | Lectures, joint exercises with students in working with electronic aids. |
| **Assessment methods** | The student acquires the right to sign by actively participating in classes. |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | The student will be able to define the terms of philological criticism and list the basic philological professions. |
| 2. | The student will be able to use electronic resources to help him create a master's thesis. |
| 3. | The student will be able to organize different types of bibliographic databases. |
| 4. | The student will be able to describe a system of Indological disciplines. |
| 5. | The student will be able to explain the history of Indological research. |

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| **Content** |  |
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| 1. | Introduction to the concept of philology, its definition and an overview of the main research methods. |
| 2. | Introduction to certain philological areas: auxiliary, basic, essential and secondary ones. |
| 3. | Lower Philological Criticism or Text Criticism: Indian Manuscript Tradition. |
| 4. | Lachman and stemma codicum. |
| 5. | "Higher" philological criticism: emendatio. |
| 6. | "Higher" philological criticism: text history and authorship questions. |
| 7. | Philological core fields 1: grammar. |
| 8. | Philological core fields 2:poetics and historical linguistics. |
| 9. | Fundamental philological fields 1:literary history and political history. |
| 10. | Fundamental philological fields 2: geography, mythology and religion. |
| 11. | Auxiliary philological fields 1: archeology, epigraphy. |
| 12. | Auxiliary philological fields 1: chronology, history of Indology. |
| 13. | History of Indology: India in Greek and Roman Sources. |
| 14. | History of Indology: India in Medieval Sources. |
| 15. | History of Indology: missionaries from the 16th to the 18th century. |

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## Indology - methods, scope, instruments, tasks 2

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| **Name** | Indology - methods, scope, instruments, tasks 2 |
| **Organizational unit** | Department of Indology and Far East studies |
| **ECTS credits** | 2 |
| **ID** | 124329 |
| **Semesters** | Summer |
| **Teachers** | Ivan Andrijanić, PhD, Associate Professor (primary)Krešimir Krnic, M.Sc., Senior Lecturer (primary) |
| **Hours** |

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| --- | --- |
| Lectures | 30 |

 |
| **Prerequisites** | To enrol course it is necessary to enrol course Indology - methods, scope, instruments, tasks 1 |
| **Goal** | The aim of the course is to help students in the preparation of a master's thesis, in mastering the technical and professional tasks on it; in considering the whole profession and its special areas; in mastering aids and methods, in understanding current problems and tasks. |
| **Teaching methods** | Lectures, joint exercises with students in working with electronic aids, students present seminar papers and participate in discussions. |
| **Assessment methods** | The student acquires the right to 2 ECTS points by regularly attending classes and writing seminar papers. |
| **Learning outcomes** |  |
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| 1. | The student will be able to describe the history and methodology of ancient Indian interpretation of the text. |
| 2. | The student will be able to explain the features of modern philological methodology. |
| 3. | The student will be able to distinguish between the goals and methods of ancient and modern scientific approach to the text. |
| 4. | The student will be able to design the topic of the master's thesis and plan his/her own research. |
| 5. | The student will be able to use scientific secondary literature and electronic aids for the preparation of professional (or scientific) work. |

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| **Content** |  |
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| 1. | Filip Vesdin: life and works. |
| 2. | The British in Bengal in the 18th century and the beginnings of scientific Indology. |
| 3. | Indology in the first half of the 19th century: the beginnings of Sanskrit teaching and the first studies of Indology. |
| 4. | Indology in the middle of the 19th century. |
| 5. | Indology in the second half of the 19th century. |
| 6. | Development of special areas within Indology: New Indian philology, Dravidian philology, Vedic studies, epics, philosophy, literature, Tantrism, study of Jinism, Buddhology. |
| 7. | Indology in the 20th century |
| 8. | Indology in the 20th and 21st centuries. |
| 9. | Contemporary trends in Indological research: Indology at foreign universities, projects, Indological scientific and professional publications. |
| 10. | Introduction to the methodology of philological research. Bibliographic and electronic aids. |
| 11. | Methodology of philological research and writing a professional (or scientific) work: work with online databases of texts and data and with databases of electronic journals. |
| 12. | Professional and scientific work: citation methods, bibliography, auxiliary apparatus, plagiarism. |
| 13. | Text formatting in word 1: basic notes. |
| 14. | Text formatting in word 1: styles and formatting. |
| 15. | Concluding remarks and a brief synthesis of the material. |

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## Introduction to Indian philosophy

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| **Name** | Introduction to Indian philosophy |
| **Organizational unit** | Department of Indology and Far East studies |
| **ECTS credits** | 3 |
| **ID** | 36656 |
| **Semesters** | Winter |
| **Teachers** | Mislav Ježić, PhD, Full Professor (primary) |
| **Hours** |

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| --- | --- |
| Lectures | 30 |

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| **Prerequisites** | None |
| **Goal** | Introduction to Indian thought and philosophy as one of the richest and most developed philosophical traditions in the world. |
| **Teaching methods** | Lectures, reading of selected passages translated by the teacher, discussion, possible seminar papers. |
| **Assessment methods** | Oral exam. |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | The student will be able to compare and independently conclude about the similarities and mutual influences and permeations of Indian philosophical traditions. |
| 2. | The student will be able to describe the specifics of individual philosophical schools in relation to others, simultaneous and previous, within the socio-historical periods in the development of culture of the Indian subcontinent. |
| 3. | The student will be able to independently explore, categorize and comment on the elements of teachings of individual philosophical schools, epistemological, ontological, ethical and eschatological, and compare them with each other. |
| 4. | The student will be able to critically judge and evaluate the teachings of Indian philosophical schools in relation to the socio-historical context and in relation to general and fundamental philosophical issues. |

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| **Content** |  |
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| 1. | Introduction. The notion of philosophy in India. The nature of the source for the history of philosophy. |
| 2. | Periods of the History of Indian Philosophy. |
| 3. | Time, place of crystallization and structure of the Vedic corpus. The beginnings of Indian thought in the Vedic collections. Examples. |
| 4. | Upaniṣadi of the first three Vedas: Aitareya, Chāndogya, Bṛhadāraṇyaka. Great teachers: Uddālaka Āruṇi, Yājṅavalkya Vājasaneya. Sample texts. |
| 5. | Basic terms: prajāpati, ātman, brahman, sat, prāṇa, prajñā, bhūta, karman, etc. |
| 6. | Assumptions of Buddhist and Jinist philosophy. Place, time and historical circumstances. |
| 7. | The Buddha’s four noble truths, the eightfold path: ethics, cognition, and immersion; five "logs of adhesion", causality: chain of dependent formation; logic: four types of courts. Basic terms: saṃsāra, nirvāṇa, dharma, saṃskāra, vijñāna, prajñā, śīla, dhyāna, etc. Sample texts. |
| 8. | The Jinist categories of jīva and ajīva and their fivefold division, the notion of karma and liberation, cosmology, ethics, logic: seven kinds of judgments, eschatology. |
| 9. | Philosophy in Sanskrit epics, dharmaśāstras and purāṇas. Bhagavadgītā: jñāna, karmayoga and bhakti. Sample texts. |
| 10. | Philosophical schools of older Buddhism: theravāda and sarvastivāda: vaibhāṣika and sautrāntika. Different divisions of saṃskṛta-dharma and asaṃskṛtadharma. |
| 11. | Philosophical schools of younger Buddhism: madhyamaka and yogācāra. Samples of texts by philosophers Nāgarjuna and Vasubandhu. Levels of knowledge, original Buddhist thaught and innovation. Basic terms of madhyamaka: śūnya, dharma, prasaṅga, ucchedavāda and śāśvatavāda, upadāna and nirvāṇa, etc. Basic terms of yogacāra: division of dharmas, saṃskāra, eight cittas, ālayavijñāna, yoga. |
| 12. | Brahmanical philosophical schools: nyāya and vaiśeṣika, sāṃkhya and yoga. |
| 13. | Vedic Renaissance: pūrvamīmāṃsā and uttaramīmāṃsā or vedānta. Basic concepts of all schools. |
| 14. | The backbone of the system of individual darshans: gnoseology, ontology, logic, ethics, eschatology. Branches of Vedānta and great thinkers: Śaṃkara, Rāmānuja, Madhva. |
| 15. | A Look at Tantric Philosophy in Shaivism: Kashmiri Shaivism and Abhinavagupta, the Southern Shaiva Siddhanta. Neo-Hindu and contemporary Indian philosophy. Concluding remarks on the contributions and challenges of the Indian philosophical tradition. |

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## Introductory Hindi seminar 1

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| **Name** | Introductory Hindi seminar 1 |
| **Organizational unit** | Department of Indology and Far East studies |
| **ECTS credits** | 2 |
| **ID** | 215666 |
| **Semesters** | Winter |
| **Teachers** | Krešimir Krnic, M.Sc., Senior Lecturer (primary)Katarina Katavić, M.Sc., Assistant |
| **Hours** |

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| Seminar | 30 |

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| **Prerequisites** | To enrol course it is necessary to pass course Elementary Hindi grammar 2 |
| **Goal** | To acquaint students with the peculiarities of the Hindi sentence and the corresponding translation equivalents and to train students to independently translate texts of lower difficulty level. |
| **Teaching methods** | Lectures, joint reading of literary texts with grammatical analysis. |
| **Assessment methods** | The evaluation will include:1. attendance at the seminar2. active participation at the seminar3. final colloquium consisting of translation and written test. |
| **Learning outcomes** |  |
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| 1. | The student will be able to use printed and electronic dictionaries and grammar manuals. |
| 2. | The student will be able to independently translate simpler Hindi literary texts. |
| 3. | The student will be able to recognize the basic differences between Hindi and Croatian syntax.The student will be able to recognize the difference between literal and meaning-based translation. |
| 4. | The student will be able to recognize parts of a simple Hindi sentence and their interrelationship. |
| 5. | Within a variety of traditional and modern grammatical approaches, the student will be able to describe and explain phonological, morphological and syntactic categories in the Hindi language and compare and connect them with the Croatian language system. |

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| **Content** |  |
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| 1. | Introduction and basic information about the literary work that will be read at the seminar. Reading and translating of the selected Hindi story with syntactic and morphological analysis. |
| 2. | Reading and translating of the selected Hindi story with syntactic and morphological analysis. |
| 3. | Reading and translating of the selected Hindi story with syntactic and morphological analysis. |
| 4. | Introduction and basic information about the literary work that will be read at the seminar. Reading and translating of the selected Hindi story with syntactic and morphological analysis. |
| 5. | Reading and translating of the selected Hindi story with syntactic and morphological analysis. |
| 6. | Reading and translating of the selected Hindi story with syntactic and morphological analysis. |
| 7. | Introduction and basic information about the literary work that will be read at the seminar. Reading and translating of the selected Hindi story with syntactic and morphological analysis. |
| 8. | Reading and translating of the selected Hindi story with syntactic and morphological analysis. |
| 9. | Reading and translating of the selected Hindi story with syntactic and morphological analysis. |
| 10. | Introduction and basic information about the literary work that will be read at the seminar. Reading and translating of the selected Hindi story with syntactic and morphological analysis. |
| 11. | Reading and translating of the selected Hindi story with syntactic and morphological analysis. |
| 12. | Reading and translating of the selected Hindi story with syntactic and morphological analysis. |
| 13. | Introduction and basic information about the literary work that will be read at the seminar. Reading and translating of the selected Hindi story with syntactic and morphological analysis. |
| 14. | Reading and translating of the selected Hindi story with syntactic and morphological analysis. |
| 15. | Reading and translating of the selected Hindi story with syntactic and morphological analysis. |

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## Introductory Hindi seminar 2

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| **Name** | Introductory Hindi seminar 2 |
| **Organizational unit** | Department of Indology and Far East studies |
| **ECTS credits** | 2 |
| **ID** | 52276 |
| **Semesters** | Summer |
| **Teachers** | Krešimir Krnic, M.Sc., Senior Lecturer (primary)Katarina Katavić, M.Sc., Assistant |
| **Hours** |

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| --- | --- |
| Seminar | 30 |

 |
| **Prerequisites** | To enrol course it is necessary to enrol course Introductory Hindi seminar 1 |
| **Goal** | Introduce students to literary texts of medium difficulty and enable them to independently translate these texts into correct Croatian. |
| **Teaching methods** | Translation exercises with students. Students prepare a selected section of text for homework and read it in class with the teacher. |
| **Assessment methods** | The evaluation will include:1. attendance at the seminar2. active participation at the seminar3. final colloquium consisting of translation and written test. |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | The student will be able to independently translate literary texts of medium-difficulty. |
| 2. | The student will be able to connect the work and the author with the corresponding literary-historical period. |
| 3. | The student will be able to recognize simpler descriptions in a monolingual Hindi dictionary. |
| 4. | The student will be able to independently recognize words derived from familiar bases without the help of a dictionary. |
| 5. | The student will be able to recognize up to seven hundred words of basic vocabulary and the corresponding number of their derivatives. |
| 6. | Within various traditional and modern grammatical approaches, the student will be able to describe and explain phonological, morphological and syntactic categories in the Hindi language and compare and connect them with the Croatian language system. |

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| **Content** |  |
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| --- | --- |
| 1. | Introduction and basic information about the literary work that will be read at the seminar. Reading and translating of the selected Hindi story with syntactic and morphological analysis. |
| 2. | Reading and translating of the selected Hindi story with syntactic and morphological analysis. |
| 3. | Reading and translating of the selected Hindi story with syntactic and morphological analysis. |
| 4. | Introduction and basic information about the literary work that will be read at the seminar. Reading and translating of the selected Hindi story with syntactic and morphological analysis. |
| 5. | Reading and translating of the selected Hindi story with syntactic and morphological analysis. |
| 6. | Reading and translating of the selected Hindi story with syntactic and morphological analysis. |
| 7. | Introduction and basic information about the literary work that will be read at the seminar. Reading and translating of the selected Hindi story with syntactic and morphological analysis. |
| 8. | Reading and translating of the selected Hindi story with syntactic and morphological analysis. |
| 9. | Reading and translating of the selected Hindi story with syntactic and morphological analysis. |
| 10. | Introduction and basic information about the literary work that will be read at the seminar. Reading and translating of the selected Hindi story with syntactic and morphological analysis. |
| 11. | Reading and translating of the selected Hindi story with syntactic and morphological analysis. |
| 12. | Reading and translating of the selected Hindi story with syntactic and morphological analysis. |
| 13. | Introduction and basic information about the literary work that will be read at the seminar. Reading and translating of the selected Hindi story with syntactic and morphological analysis. |
| 14. | Reading and translating of the selected Hindi story with syntactic and morphological analysis. |
| 15. | Reading and translating of the selected Hindi story with syntactic and morphological analysis. |

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## Introductory Sanskrit seminar 1

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| **Name** | Introductory Sanskrit seminar 1 |
| **Organizational unit** | Department of Indology and Far East studies |
| **ECTS credits** | 2 |
| **ID** | 215664 |
| **Semesters** | Winter |
| **Teachers** | Krešimir Krnic, M.Sc., Senior Lecturer (primary) |
| **Hours** |

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| --- | --- |
| Seminar | 30 |

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| **Prerequisites** | To enrol course it is necessary to pass course Elementary Sanskrit grammar 2 |
| **Goal** | The aim of the seminar is to repeat Sanskrit grammar by reading specific texts that well illustrate individual grammatical units. To determine and learn to practically apply the knowledge that students have acquired in the course Basics of Sanskrit Grammar. |
| **Teaching methods** | Lecture with numerous examples. Reading and analysis of a text that illustrates a particular grammatical whole. |
| **Assessment methods** | Written exam at the end of the semester. The exam includes a written analysis and translation of part of the known text that was processed during the semester at the seminar, and part of the unknown text of appropriate weight for the expected knowledge of students. |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | The student will be able to independently recognize grammatical forms in a Sanskrit text. |
| 2. | The student will be able to independently understand and translate a text that includes grammatical units processed in the first and second stage of the seminar. |
| 3. | The student will be able to analyze and translate the texts he will receive as an assignment at any later Sanskrit seminar during his studies. |
| 4. | The student will be able to clearly interpret the grammatical categories mentioned during the seminar. |

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| **Content** |  |
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| 1. | Practicing text reading with recognizing and applying euphonic combinations (sandhi) |
| 2. | The structure of the Sanskrit sentence, -a declension; reading |
| 3. | - ā-declension (f.); cases review; demonstrative pronouns; reading |
| 4. | Nominal stems in -i and -u; interrogative and relative sentences and corresponding pronouns and pronominal adjectives; reading |
| 5. | Declension of the -ī stems; review of present verb classes; reading |
| 6. | Overview of verbal classes of present tense; reading |
| 7. | Overview of verbal classes (continuation); reading |
| 8. | Declension of -ṛ-stems; verbal adjectives (participles); finite participle; reading |
| 9. | Stems ending in -ant; -mant, vant; gerund; active finite participle; imperative mood; reading |
| 10. | Stems ending in -in; nominal compounds; reading |
| 11. | Infinitive; nominal compounds (continuation); reading |
| 12. | Nominal compounds (continuation); optative mood; reading |
| 13. | Review of the course topics and reading of text. |
| 14. | Review of the course topics and reading of text. |
| 15. | Review of the course topics and reading of text. |

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## Introductory Sanskrit seminar 2

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| **Name** | Introductory Sanskrit seminar 2 |
| **Organizational unit** | Department of Indology and Far East studies |
| **ECTS credits** | 2 |
| **ID** | 215670 |
| **Semesters** | Summer |
| **Teachers** | Krešimir Krnic, M.Sc., Senior Lecturer (primary) |
| **Hours** |

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| --- | --- |
| Seminar | 30 |

 |
| **Prerequisites** | To enrol course it is necessary to pass course Elementary Sanskrit grammar 2 |
| **Goal** | The aim of the seminar is to repeat Sanskrit grammar by reading specific texts that well illustrate individual grammatical units. To determine and learn to practically apply the knowledge that students have acquired in the course Basics of Sanskrit Grammar. |
| **Teaching methods** | Lecture with numerous examples. Reading and analysis of a text that illustrates a particular grammatical whole. |
| **Assessment methods** | Written exam at the end of the semester. The exam includes a written analysis and translation of part of the known text that was processed during the semester at the seminar, and part of the unknown text of appropriate weight for the expected knowledge of students. |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | The student will be able to independently recognize grammatical forms in a Sanskrit text. |
| 2. | The student will be able to independently understand and translate a text that includes grammatical units processed in the first and second stage of the seminar. |
| 3. | The student will be able to analyze and translate the texts he will receive as an assignment at any later Sanskrit seminar during his studies. |
| 4. | Student will be able to independently translate from Sanskrit into Croatian texts that do not require specific knowledge with the help of a dictionary. |

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| **Content** |  |
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| 1. | Present participles (active and medial); locativ absolute; test reading |
| 2. | Future system and future participle; text reading |
| 3. | Perfect tense and participles of the perfect; text reading |
| 4. | Secondary conjugations and their formation (intensives, causatives); text reading |
| 5. | Secondary conjugations and their formation (denominatives, desideratives); text reading |
| 6. | Additional pronouns; declension and use of numbers; aorist; test reading |
| 7. | Word formation – overview of the formative sufixes; text reading |
| 8. | Declension of nominal stems ending in consonant (addition) and in diphtonge; irregular declensions; formation of adverbs; text reading |
| 9. | Reading and analysis of Sanskrit text. |
| 10. | Reading and analysis of Sanskrit text. |
| 11. | Reading and analysis of Sanskrit text. |
| 12. | Reading and analysis of Sanskrit text. |
| 13. | Reading and analysis of Sanskrit text. |
| 14. | Reading and analysis of Sanskrit text. |
| 15. | Reading and analysis of Sanskrit text. |

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## Master thesis on the study of indology

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| **Name** | Master thesis on the study of indology |
| **Organizational unit** | Department of Indology and Far East studies |
| **ECTS credits** | 15 |
| **ID** | 124581 |
| **Semesters** | Summer |
| **Teachers** | Ivan Andrijanić, PhD, Associate Professor (primary) |
| **Hours** |

|  |  |
| --- | --- |
| Seminar | 0 |

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| **Prerequisites** | None |
| **Goal** | The aim of the MA thesis in the study of Indology is for students to learn to use literature, primary and secondary; to get acquainted with the structure of professional (and scientific) work, as well as with the research methodology in philological sciences. |
| **Teaching methods** | Consultations with MA thesis supervisor |
| **Assessment methods** | Oral examination in front of the thesis committee |
| **Learning outcomes** |  |
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| 1. | Based on the previously acquired knowledge, the student will independently design and shape a professional work from one of the Indological fields and present it to experts and lay people in their mother tongue or in one of the foreign languages of the profession. |
| 2. | The student will be able to clearly and unambiguously communicate his conclusions and arguments on professional and scientific issues in front of experts and lay people, and to actively participate in discussions, explaining his views. |
| 3. | The student will be able to assess his own interests and competencies and select appropriate areas for independent or formal continuing education in the course of lifelong learning. |
| 4. | The student will be able to responsibly and independently present content from the profession that contains high ethical values from Indian culture and heritage. |

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| **Content** |  |
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| 1. | Consultations with MA thesis supervisor |
| 2. | Consultations with MA thesis supervisor |
| 3. | Consultations with MA thesis supervisor |
| 4. | Consultations with MA thesis supervisor |
| 5. | Consultations with MA thesis supervisor |
| 6. | Consultations with MA thesis supervisor |
| 7. | Consultations with MA thesis supervisor |
| 8. | Consultations with MA thesis supervisor |
| 9. | Consultations with MA thesis supervisor |
| 10. | Consultations with MA thesis supervisor |
| 11. | Consultations with MA thesis supervisor |
| 12. | Consultations with MA thesis supervisor |
| 13. | Consultations with MA thesis supervisor |
| 14. | Consultations with MA thesis supervisor |
| 15. | Consultations with MA thesis supervisor |

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## Neo-Hindu movements

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| **Name** | Neo-Hindu movements |
| **Organizational unit** | Department of Indology and Far East studies |
| **ECTS credits** | 3 |
| **ID** | 215594 |
| **Semesters** | Summer |
| **Teachers** | Hrvoje Čargonja, PhD, Assistant Professor (primary) |
| **Hours** |

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| --- | --- |
| Lectures | 30 |

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| **Prerequisites** | None |
| **Goal** | The aim of the course is to give an overview of the history, characteristics and influence of neo-Hindu religious movements with special emphasis on Croatia. After a basic orientation within the field of research of new religious movements, the course will acquaint students with the main historical and cultural circumstances of the emergence of neo-Hindu religious movements such as: the Hindu Renaissance in the 19th century in Bengal, European romanticism and modernism, the new age movement, counterculture and globalization. Each of the most significant neo-Hindu movements will be presented separately, and special attention will be paid to those movements that operate or have operated in Croatia. In addition to the social position of certain minority neo-Hindu religious forms, the course will pay special attention to yoga and its commodifications in Western culture. |
| **Teaching methods** | Lectures, seminar paper |
| **Assessment methods** | Written exam. |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | The student will be able to list and describe the most significant neo-Hindu movements. |
| 2. | The student will be able to present and explain by examples the historical and social circumstances of the emergence of neo-Hindu religious movements in India and Western culture. |
| 3. | The student will be able to identify, explain, and discuss the position and role of neo-Hindu movements in Western society |
| 4. | The student will be able to list and describe the most significant neo-Hindu movements in Croatia. |
| 5. | The student will be able to discuss, comment and explain the role of neo-Hindu movements in the development of the rights of religious minorities in Croatia. |
| 6. | The student will be able to critically judge individual linguistic, literary, religious and cultural and phenomena of the Indian subcontinent in relation to the socio-historical context. |

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| **Content** |  |
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| 1. | Introduction: presentation of courses, review of content, obligations and literature. |
| 2. | New religious movements - historical and social determinants. Exploring new religious movements. Hinduism and neo-Hinduism in the context of new religious movements. |
| 3. | Hinduism in the British Raj. Historical and social circumstances of the encounter of Hinduism with the West in the context of colonialism and modernity. |
| 4. | Reform movements in Hinduism in the modern period (second half of the 19th century). Hindu Renaissance in Bengal: Ramakrishna, Ram Mohan Roy (Brahmo Samaj), Swamī Dayānanda (Arya Samaj) and neovedānta. |
| 5. | History of Hinduism in the West: First Contacts and Missionaries, Romanticism, American Transcendentalists, Theosophical Society, Krishnamurti, Aurobindo, Ramana Maharishi |
| 6. | Vivekānanda and Yogānanda |
| 7. | New age spirituality, counterculture and neo-Hindu movements. |
| 8. | Globalizacija i globalizacija neohinduističkih religijskih oblika: neohinduistički pokreti u Hrvatskoj i prava religijskih manjina. |
| 9. | Overview of Neo-Hindu Movements: Maharishi Mahesh Yogi (Transcendental Meditation), Bhagavan Rajneesh Osho. |
| 10. | Overview of neo-Hindu movements: Svāmī Muktānanda (Siddha Yoga), Svāmī Śivānanda, Ᾱnandamāyī, |
| 11. | Overview of neo-Hindu movements: Satya Sai Baba, ndananda Murti (Ᾱnanda Marga), Guru Maharaj Ji (Mission of Divine Light). |
| 12. | An Overview of Neo-Hindu Movements: Bhaktivedānta Svāmī Prabhupāda (International Krishna Consciousness Society, ISKCON) and Other Branches of Bengali Vaishnavism. |
| 13. | Overview of neo-Hindu movements: Ravi Shankar (Art of Living Foundation), Svāmī Viśvānanda (Bhakti Marga). |
| 14. | Yoga in Western Culture (Svāmī Maheśvarānanda and Yoga in Everyday Life). |
| 15. | The position of neo-Hindu movements in Western societies. Controversies, conflicts, and the relationship with Christianity. The role and influence of neo-Hindu movements on Western culture. |

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## New Indian linguistics 1

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| **Name** | New Indian linguistics 1 |
| **Organizational unit** | Department of Indology and Far East studies |
| **ECTS credits** | 3 |
| **ID** | 126264 |
| **Semesters** | Winter |
| **Teachers** | Krešimir Krnic, M.Sc., Senior Lecturer (primary)Katarina Katavić, M.Sc., Assistant |
| **Hours** |

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| --- | --- |
| Lectures | 30 |

 |
| **Prerequisites** | None |
| **Goal** | Strenghtening the knowledge of Hindi grammar, adopting new vocabulary, improving speaking, listening, reading and writing skills, being informed about current events in India. |
| **Teaching methods** | Reading Hindi texts (mainly newspaper articles), discussions, writing summaries and essays, watching Hindi movies and news, practicing the grammar. |
| **Assessment methods** | The evaluation will include regular class attendance, homework, active participation in classes and oral presentation at the end of the semester. |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | The student will be able to follow the Hindi news. |
| 2. | The student will be informed about current events in India. |
| 3. | The student will be able to discuss in Hindi on current topics. |
| 4. | The student will be able to write his opinions on current topics. |

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| **Content** |  |
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| --- | --- |
| 1. | Reading a selected newspaper article with syntactic and morphological analysis. |
| 2. | Dictation. Discussion on the article. Repetition of selected parts of grammar. |
| 3. | Dictation. Reading a selected newspaper article with syntactic and morphological analysis. |
| 4. | Dictation. Discussion on the article. Repetition of selected parts of grammar. |
| 5. | Dictation. Reading a selected newspaper article with syntactic and morphological analysis. |
| 6. | Dictation. Discussion on the article. Repetition of selected parts of grammar. |
| 7. | Dictation. Reading a selected newspaper article with syntactic and morphological analysis. |
| 8. | Dictation. Discussion on the article. Repetition of selected parts of grammar. |
| 9. | Dictation. Reading a selected newspaper article with syntactic and morphological analysis. |
| 10. | Dictation. Discussion on the article. Repetition of selected parts of grammar. |
| 11. | Dictation. Reading a selected newspaper article with syntactic and morphological analysis. |
| 12. | Dictation. Discussion on the article. Repetition of selected parts of grammar. |
| 13. | Dictation. Reading a selected newspaper article with syntactic and morphological analysis. |
| 14. | Dictation. Discussion on the article. Repetition of selected parts of grammar. |
| 15. | Exam preparation - discussion on articles read during the semester. |

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## New Indian linguistics 2

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| **Name** | New Indian linguistics 2 |
| **Organizational unit** | Department of Indology and Far East studies |
| **ECTS credits** | 3 |
| **ID** | 126377 |
| **Semesters** | Summer |
| **Teachers** | Krešimir Krnic, M.Sc., Senior Lecturer (primary)Katarina Katavić, M.Sc., Assistant |
| **Hours** |

|  |  |
| --- | --- |
| Lectures | 30 |

 |
| **Prerequisites** | None |
| **Goal** | Strenghtening the knowledge of Hindi grammar, adopting new vocabulary, improving speaking, listening, reading and writing skills, being informed about current events in India. |
| **Teaching methods** | Reading Hindi texts (mainly newspaper articles), discussions, writing summaries and essays, watching Hindi movies and news, practicing the grammar. |
| **Assessment methods** | The evaluation will include regular class attendance, homework, active participation in classes and oral presentation at the end of the semester. |
| **Learning outcomes** |  |
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|  |  |
| --- | --- |
| 1. | The student will be able to follow the Hindi news. |
| 2. | The student will be informed about current events in India. |
| 3. | The student will be able to discuss in Hindi on current topics. |
| 4. | The student will be able to write his opinions on current topics. |

 |
| **Content** |  |
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|  |  |
| --- | --- |
| 1. | Reading a selected newspaper article with syntactic and morphological analysis. |
| 2. | Dictation. Discussion on the article. Repetition of selected parts of grammar. |
| 3. | Dictation. Reading a selected newspaper article with syntactic and morphological analysis. |
| 4. | Dictation. Discussion on the article. Repetition of selected parts of grammar. |
| 5. | Dictation. Reading a selected newspaper article with syntactic and morphological analysis. |
| 6. | Dictation. Discussion on the article. Repetition of selected parts of grammar. |
| 7. | Dictation. Reading a selected newspaper article with syntactic and morphological analysis. |
| 8. | Dictation. Discussion on the article. Repetition of selected parts of grammar. |
| 9. | Dictation. Reading a selected newspaper article with syntactic and morphological analysis. |
| 10. | Dictation. Discussion on the article. Repetition of selected parts of grammar. |
| 11. | Dictation. Reading a selected newspaper article with syntactic and morphological analysis. |
| 12. | Dictation. Discussion on the article. Repetition of selected parts of grammar. |
| 13. | Dictation. Reading a selected newspaper article with syntactic and morphological analysis. |
| 14. | Dictation. Discussion on the article. Repetition of selected parts of grammar. |
| 15. | Exam preparation - discussion on articles read during the semester. |

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## Prakrit or Vedic seminar 1

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| --- | --- |
| **Name** | Prakrit or Vedic seminar 1 |
| **Organizational unit** | Department of Indology and Far East studies |
| **ECTS credits** | 2 |
| **ID** | 69634 |
| **Semesters** | Winter |
| **Teachers** | Mislav Ježić, PhD, Full Professor (primary) |
| **Hours** |

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| --- | --- |
| Seminar | 30 |

 |
| **Prerequisites** | To enrol course it is necessary to pass course Elementary Sanskrit grammar 2 |
| **Goal** | To acquaint students with the peculiarities of Vedic and Prakr grammar, and the style in which Vedic and Prakrt texts are composed, then to train students to work on Vedic and Prakrt texts. |
| **Teaching methods** | At the beginning of the semester lectures, followed by translation exercises with students. Students prepare a selected section of text for homework and read it in class with the teacher. |
| **Assessment methods** | If the student performed his / her obligations during the semester, he / she acquired the conditions for taking the colloquium where a descriptive grade is obtained. |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | Within a variety of traditional and modern grammatical approaches, the student will be able to describe and explain phonological, morphological and syntactic categories in the Vedic and Prakrit languages and compare and connect them with the Old Indo-Iranian, Indo-Iranian and Indo-European language stages and the Croatian language system to which they need to be taught to translate appropriately.. |
| 2. | The student will be able to identify and describe sound changes in Old Indian (Vedic) and Middle Indian (Prakrits) in relation to Indo-Iranian and Indo-European. |
| 3. | The student will be able to use the knowledge of sound changes to compare forms in the Vedic language system with the forms of the Indo-Iranian language system or in the Prakrit system with the forms of the Old Indo-Aryan language system. |
| 4. | The student will be able to summarize and interpret the meaning of texts in the Vedic language or in prakrti. |

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| **Content** |  |
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| --- | --- |
| 1. | Introduction to selected Vedic or Prakrit text. |
| 2. | Introduction to electronic resources, peculiarities of Vedic and Prakrt grammar, introduction to peculiarities of the functional style of Vedic and Prakrt literature. |
| 3. | Reading and translating a selected Vedic or Prakrit text. |
| 4. | Reading and translating a selected Vedic or Prakrit text. |
| 5. | Reading and translating a selected Vedic or Prakrit text. |
| 6. | Reading and translating a selected Vedic or Prakrit text. |
| 7. | Reading and translating a selected Vedic or Prakrit text. |
| 8. | Reading and translating a selected Vedic or Prakrit text. |
| 9. | Reading and translating a selected Vedic or Prakrit text. |
| 10. | Reading and translating a selected Vedic or Prakrit text. |
| 11. | Reading and translating a selected Vedic or Prakrit text. |
| 12. | Reading and translating a selected Vedic or Prakrit text. |
| 13. | Reading and translating a selected Vedic or Prakrit text. |
| 14. | Reading and translating a selected Vedic or Prakrit text. |
| 15. | Reading and translating a selected Vedic or Prakrit text. |

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## Prakrit or Vedic seminar 2

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| --- | --- |
| **Name** | Prakrit or Vedic seminar 2 |
| **Organizational unit** | Department of Indology and Far East studies |
| **ECTS credits** | 2 |
| **ID** | 69635 |
| **Semesters** | Summer |
| **Teachers** | Mislav Ježić, PhD, Full Professor (primary) |
| **Hours** |

|  |  |
| --- | --- |
| Seminar | 30 |

 |
| **Prerequisites** | To enrol course it is necessary to enrol course Prakrit or Vedic seminar 1 |
| **Goal** | To acquaint students with the peculiarities of Vedic and Prakr grammar, and the style in which Vedic and Prakrt texts are composed, then to train students to work on Vedic and Prakrt texts. |
| **Teaching methods** | At the beginning of the semester lectures, followed by translation exercises with students. Students prepare a selected section of text for homework and read it in class with the teacher. |
| **Assessment methods** | If the student performed his / her obligations during the semester, he / she acquired the conditions for taking the colloquium where a descriptive grade is obtained. |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | The student will be able to explain and apply basic critical and hermeneutic philological apparatus to the analysis of Vedic or Prakrt texts. |
| 2. | The student will be able to describe and use the basic linguistic apparatus at different levels of language study and apply it in the analysis of the phonology, morphology, syntax and semantics of the Vedic language or prakrta. |
| 3. | The student will be able to analyze the structure of a Vedic or Prakrit sentence and connect and compare it with the structure of an Indo-Iranian or Old Indo-Aryan sentence, as well as with the structure of Croatian syntax. |
| 4. | The student will be able to independently translate from Vedic or from Prakrt into Croatian texts that do not require demanding specific professional knowledge with the help of a dictionary. |

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| **Content** |  |
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| --- | --- |
| 1. | Reading and translating a selected Vedic or Prakrit text. |
| 2. | Reading and translating a selected Vedic or Prakrit text. |
| 3. | Reading and translating a selected Vedic or Prakrit text. |
| 4. | Reading and translating a selected Vedic or Prakrit text. |
| 5. | Reading and translating a selected Vedic or Prakrit text. |
| 6. | Reading and translating a selected Vedic or Prakrit text. |
| 7. | Reading and translating a selected Vedic or Prakrit text. |
| 8. | Reading and translating a selected Vedic or Prakrit text. |
| 9. | Reading and translating a selected Vedic or Prakrit text. |
| 10. | Reading and translating a selected Vedic or Prakrit text. |
| 11. | Reading and translating a selected Vedic or Prakrit text. |
| 12. | Reading and translating a selected Vedic or Prakrit text. |
| 13. | Reading and translating a selected Vedic or Prakrit text. |
| 14. | Reading and translating a selected Vedic or Prakrit text. |
| 15. | Reading and translating a selected Vedic or Prakrit text. |

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## Prakrit or Vedic seminar 3

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| **Name** | Prakrit or Vedic seminar 3 |
| **Organizational unit** | Department of Indology and Far East studies |
| **ECTS credits** | 2 |
| **ID** | 69636 |
| **Semesters** | Winter |
| **Teachers** | Mislav Ježić, PhD, Full Professor (primary) |
| **Hours** |

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| --- | --- |
| Seminar | 30 |

 |
| **Prerequisites** | To enrol course it is necessary to pass course Prakrit or Vedic seminar 2 |
| **Goal** | To acquaint students with the peculiarities of Vedic and Prakr grammar, and the style in which Vedic and Prakrt texts are composed, then to train students to work on Vedic and Prakrt texts. |
| **Teaching methods** | At the beginning of the semester lectures, followed by translation exercises with students. Students prepare a selected section of text for homework and read it in class with the teacher. |
| **Assessment methods** | If the student performed his / her obligations during the semester, he / she acquired the conditions for taking the colloquium where a descriptive grade is obtained. |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | Within a variety of traditional and modern grammatical approaches, the student will be able to describe and explain phonological, morphological and syntactic categories in Old Indo-Indian (Vedic and Sanskrit) and Middle Indian languages (Prakrits) and compare and connect them with the Croatian language system. |
| 2. | The student will be able to summarize and interpret the meaning of texts in Vedic and Prakti belonging to different periods, religions and functional styles. |
| 3. | The student will be able to independently translate from Vedic or from Prakrt into Croatian texts that do not require demanding specific professional knowledge with the help of a dictionary. |
| 4. | The student will be able to summarize and interpret the meaning of texts in the Vedic language or in Prakrits. |

 |
| **Content** |  |
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| --- | --- |
| 1. | Introduction to selected Vedic or Prakrit text. |
| 2. | Introduction to electronic resources, peculiarities of Vedic and Prakrt grammar, introduction to peculiarities of the functional style of Vedic and Prakrt literature. |
| 3. | Reading and translating a selected Vedic or Prakrit text. |
| 4. | Reading and translating a selected Vedic or Prakrit text. |
| 5. | Reading and translating a selected Vedic or Prakrit text. |
| 6. | Reading and translating a selected Vedic or Prakrit text. |
| 7. | Reading and translating a selected Vedic or Prakrit text. |
| 8. | Reading and translating a selected Vedic or Prakrit text. |
| 9. | Reading and translating a selected Vedic or Prakrit text. |
| 10. | Reading and translating a selected Vedic or Prakrit text. |
| 11. | Reading and translating a selected Vedic or Prakrit text. |
| 12. | Reading and translating a selected Vedic or Prakrit text. |
| 13. | Reading and translating a selected Vedic or Prakrit text. |
| 14. | Reading and translating a selected Vedic or Prakrit text. |
| 15. | Reading and translating a selected Vedic or Prakrit text. |

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## Prakrit or Vedic seminar 4

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| **Name** | Prakrit or Vedic seminar 4 |
| **Organizational unit** | Department of Indology and Far East studies |
| **ECTS credits** | 2 |
| **ID** | 69637 |
| **Semesters** | Summer |
| **Teachers** | Mislav Ježić, PhD, Full Professor (primary) |
| **Hours** |

|  |  |
| --- | --- |
| Seminar | 30 |

 |
| **Prerequisites** | To enrol course it is necessary to enrol course Prakrit or Vedic seminar 3 |
| **Goal** | To acquaint students with the peculiarities of Vedic and Prakr grammar, and the style in which Vedic and Prakrt texts are composed, then to train students to work on Vedic and Prakrt texts. |
| **Teaching methods** | At the beginning of the semester lectures, followed by translation exercises with students. Students prepare a selected section of text for homework and read it in class with the teacher. |
| **Assessment methods** | If the student performed his / her obligations during the semester, he / she acquired the conditions for taking the colloquium where a descriptive grade is obtained. |
| **Learning outcomes** |  |
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|  |  |
| --- | --- |
| 1. | Within a variety of traditional and modern grammatical approaches, the student will be able to describe and explain phonological, morphological and syntactic categories in Old Indo-Indian (Vedic and Sanskrit) and Middle Indian languages (Prakrits) and compare and connect them with the Croatian language system. |
| 2. | The student will be able to summarize and interpret the meaning of texts in Vedic and Prakti belonging to different periods, religions and functional styles. |
| 3. | The student will be able to independently translate from Vedic or from Prakrt into Croatian texts that do not require demanding specific professional knowledge with the help of a dictionary. |
| 4. | The student will be able to summarize and interpret the meaning of texts in the Vedic language or in Prakrits. |

 |
| **Content** |  |
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| --- | --- |
| 1. | Reading and translating a selected Vedic or Prakrit text. |
| 2. | Reading and translating a selected Vedic or Prakrit text. |
| 3. | Reading and translating a selected Vedic or Prakrit text. |
| 4. | Reading and translating a selected Vedic or Prakrit text. |
| 5. | Reading and translating a selected Vedic or Prakrit text. |
| 6. | Reading and translating a selected Vedic or Prakrit text. |
| 7. | Reading and translating a selected Vedic or Prakrit text. |
| 8. | Reading and translating a selected Vedic or Prakrit text. |
| 9. | Reading and translating a selected Vedic or Prakrit text. |
| 10. | Reading and translating a selected Vedic or Prakrit text. |
| 11. | Reading and translating a selected Vedic or Prakrit text. |
| 12. | Reading and translating a selected Vedic or Prakrit text. |
| 13. | Reading and translating a selected Vedic or Prakrit text. |
| 14. | Reading and translating a selected Vedic or Prakrit text. |
| 15. | Reading and translating a selected Vedic or Prakrit text. |

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## Religions of the East

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| **Name** | Religions of the East |
| **Organizational unit** | Department of Indology and Far East studies |
| **ECTS credits** | 3 |
| **ID** | 52270 |
| **Semesters** | Summer |
| **Teachers** | Mislav Ježić, PhD, Full Professor (primary) |
| **Hours** |

|  |  |
| --- | --- |
| Lectures | 30 |

 |
| **Prerequisites** | None |
| **Goal** | The aim of the course is to get acquainted with the religions that have significantly marked India. India has given several great religions to the world. Some, and most of them Buddhism, spread far beyond the borders of India. Religions are also a prerequisite for understanding many components of Indian literature and philosophy. |
| **Teaching methods** | Lectures, reading of selected passages in the teacher's translation, discussion, possible seminar papers and presentations. |
| **Assessment methods** | Oral exam. |
| **Learning outcomes** |  |
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| 1. | The student will be able to define the main features of religions originated on the soil of the Indian subcontinent: Brahmanism, Buddhism, Jinism and Sikhism, among themselves and in relation to other major world religions. |
| 2. | The student will be able to recognize and explain in their own words the historical developmental stages, branches and religious schools of Brahmanical, Buddhist, Jinist and Sikhist. |
| 3. | The student will be able to independently categorize and comment on elements of individual religions, basic ideas, theological, cosmological and psychological concepts, rituals and rules of life, material expressions in architecture and iconography, and ethical, existential and eschatological views, and compare them. |
| 4. | The student will be able to compare and independently conclude about the similarities and mutual influences and permeations of Indian religions. |

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| **Content** |  |
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| 1. | Introduction: Indian religions, domestic and those who came to India from outside. Comparison of the common features of Indian religions, Brahmanism / Hinduism, Buddhism and Jinism on the one hand and Abrahamic religions, Judaism, Christianity and Islam on the other. The concept of dialogue between religions and historical forms of contact and dialogue. |
| 2. | Periodization of the history of Brahmanism / Hinduism, five periods. Periodization of the history of Buddhism, three periods. Continuity of Janism. Independence of Sikhism from Hinduism. The religion of Indian civilization (3rd-2nd millennium BC) and archaic religions. |
| 3. | Vedism. Dating of Vedic texts. The structure of the Vedas, the three Vedas and the fourth: the priestly services. Genres of texts. Examples. Cosmology, ethics, eschatology. Rituals in brāhmaṇas: public and domestic. Magical rites in Atharvaveda. The spirituality of the Upaniṣads: heaven and liberation, karman, ātman, the path of the soul, ritual and cognition. |
| 4. | The principle of arranging Ṛksaṃhita. The principle of arrangement of material in the Brāhmaṇas. Pantheon, three groups of deities, periods from which they originate: Indo-European, Indo-Iranian and Indo-Aryan. |
| 5. | Cosmology, ethics, eschatology. Rituals in Brāhmaṇas: public and domestic. Magical rites in Atharvaveda. The spirituality of the Upaniṣads: heaven and liberation, karman, ātman, the path of the soul, ritual and cognition. |
| 6. | Buddhism and Jinism. Space, time, dating problems. Social change and changes in spirituality. Buddha. Buddhist canon. The basic concepts of Buddhism: the four noble truths, the eightfold path, morality, cognition, immersion. |
| 7. | Buddhist acosmism: a chain of dependent origin. Adherence and awakening / liberation: nirvāṇa. Creating a religious community. Temple, stūpa and monastery. Monastic discipline and the path to perfection. |
| 8. | Jina. 24 tīrthaṃkaras, legends.Fundamental notions of Jinism. Cosmology. Middle World Periods. The religious community. Temple and rites. Karman, morality and liberation. Similarities and differences between Buddhism and Jinism. |
| 9. | Epic-Purāṇic-Śāstric Brahmanism. The inclusion of śūdra in the community. Vaiṣṇavism and Śivism. Temples and statues. Epic literature and mythological notions. Theological, cosmographic and chronological notions. Iconography. |
| 10. | Wives or Śakti of the gods. Viṣṇu's avatāras, Kṛṣṇa and Rāma. Śiva's five faces. New pantheon. Darśan and puja. New spirituality. Sāṃkhya and yoga. |
| 11. | Tantric Brahmanism: Vaiṣṇava, Śaiva and Śaktist sects and their tantric texts. Cosmogonic speculations. Tantric rites: paśu, vīra and divya. Pantheon, theology and iconography. Tantra, mantra and yantra. |
| 12. | Tantric spirituality: theologically upgraded sāṃkhya and tantric yoga: kuṇḍalinī-yoga. Tantrism as a medieval synthesis of Brahmanism with numerous popular and indigenous influences. |
| 13. | Mahāyana and Tantric Buddhism. Texts, cults, rituals, philosophy. Follows of older, Mahāyana and Tantric Buddhism. The spread of Buddhism throughout Asia. Indian origins of Buddhist sects in China, Japan and Tibet. |
| 14. | Afghan Muslims conquer India. The disappearance of Buddhism. The development of younger Brahmanism or Hinduism. Bhakti: literature in the Dravidian and Neo-Indo-Aryan languages that expresses a new devotion. Nirguṇa and saguṇa-bhakti. Confrontation with Islam, the emergence of Sikhism. |
| 15. | Neo-Hinduism. Indian religious reformers, teachers and leaders. Ram Mohan Roy, Svāmī Dayānanda Sarasvatī and their organizations. Confronting Christianity. Tagore and Gāndhī. Contemporary secular state and religious diversity in India. Caste and equality before the law. Islam and Christianity in Contemporary India. Islam and Pakistan. Buddhist Śrī Laṅka. “Communalism” and “inclusivism”, the question of identity and the question of tolerance, secularism and spirituality in contemporary India. |

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## Sanskrit and indoiranistics (with final written exam)

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| **Name** | Sanskrit and indoiranistics (with final written exam) |
| **Organizational unit** | Department of Indology and Far East studies |
| **ECTS credits** | 4 |
| **ID** | 81319 |
| **Semesters** | Summer |
| **Teachers** | Mislav Ježić, PhD, Full Professor (primary) |
| **Hours** |

|  |  |
| --- | --- |
| Seminar | 0 |

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| **Prerequisites** | None |
| **Goal** | The aim of the final exam in the Old Indo-Aryan language is to check and synthesize the knowledge of the Vedic and Classical Sanskrit, and the Old Iranian language that the students acquired during their studies. |
| **Teaching methods** | Consultations with mentor. |
| **Assessment methods** | Translation of a selected part of a literary text in classical Sanskrit, an oral exam which checks the knowledge of the linguistic structure (phonology and morphology) of classical Sanskrit. |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | Within a variety of traditional and modern grammatical approaches, the student will be able to describe and explain phonological, morphological and syntactic categories in Old Indo-Aryan (Vedic and Sanskrit) and Middle Indian languages (Prakrits) and compare and connect them with the Croatian language system. |
| 2. | The student will be able to describe and explain the relationship between the phonological and morphological structure of the Indo-European, Old Iranian and Old Indo-Aryan languages |
| 3. | The student will be able to explain and use basic linguistic apparatus at different levels of language study and apply it in the analysis of phonology, morphology, syntax and semantics of Indo-Aryan languages. |
| 4. |  |
| 5. |  |

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| **Content** |  |
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| --- | --- |
| 1. | Consultations with mentor. |
| 2. | Consultations with mentor. |
| 3. | Consultations with mentor. |
| 4. | Consultations with mentor. |
| 5. | Consultations with mentor. |
| 6. | Consultations with mentor. |
| 7. | Consultations with mentor. |
| 8. | Consultations with mentor. |
| 9. | Consultations with mentor. |
| 10. | Consultations with mentor. |
| 11. | Consultations with mentor. |
| 12. | Consultations with mentor. |
| 13. | Consultations with mentor. |
| 14. | Consultations with mentor. |
| 15. | Consultations with mentor. |

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## Sanskrit conversation 1

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| **Name** | Sanskrit conversation 1 |
| **Organizational unit** | Department of Indology and Far East studies |
| **ECTS credits** | 3 |
| **ID** | 225469 |
| **Semesters** | Winter |
| **Teachers** | Chandra Bhushan Jha, PhD, (primary) |
| **Hours** |

|  |  |
| --- | --- |
| Proofreading exercies | 30 |

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| **Prerequisites** | None |
| **Goal** |  |
| **Teaching methods** |  |
| **Assessment methods** |  |
| **Learning outcomes** |  |
|  |  |
| **Content** |  |
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## Sanskrit conversation 2

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| **Name** | Sanskrit conversation 2 |
| **Organizational unit** | Department of Indology and Far East studies |
| **ECTS credits** | 3 |
| **ID** | 215596 |
| **Semesters** | Summer |
| **Teachers** | Chandra Bhushan Jha, PhD, (primary) |
| **Hours** |

|  |  |
| --- | --- |
| Practical foreign language exercises | 30 |

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| **Prerequisites** | None |
| **Goal** |  |
| **Teaching methods** |  |
| **Assessment methods** |  |
| **Learning outcomes** |  |
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|  |  |
| --- | --- |
| 1. | The student will be able to read and write in Devanagari script. |
| 2. | The student will be able to use basic communication patterns in spoken communication. |
| 3. | The student will be able to apply the acquired knowledge of morphology and phonology in composing simple sentences. |
| 4. | Within various traditional and modern grammatical approaches, the student will be able to describe and explain phonological, morphological and syntactic categories in Old Indo-Indian (Vedic and Sanskrit) and Middle Indian languages (Prakrti) and compare and connect them with the Croatian language system. |

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| **Content** |  |
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| --- | --- |
| 1. | Introduction to spoken Sanskrit, morphological and syntactic features of spoken Sanskrit. |
| 2. | Devanagari script: writing and reading signs. |
| 3. | Devanagari script: writing and reading compound signs (ligatures) |
| 4. | Greetings, introduction. |
| 5. | The present of the verb "to be," a simple sentence and word order. |
| 6. | Personal, interrogative and relative pronouns. |
| 7. | Days of the week, parts of the day, what time it is. Indefinite pronouns. |
| 8. | My family, an expression of possession. |
| 9. | Items in everyday use, body parts. |
| 10. | Imperfect of the verb "to be". |
| 11. | Items in everyday use, cutlery, in the restaurant. The verb "need." |
| 12. | Body sensations and ailments, moods. The verb "must" |
| 13. | Describing everyday actions. Absolutive. |
| 14. | Skills. The verb "to know." |
| 15. | Repetition of material covered during the semester, preparation for the exam. |

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## Sanskrit seminar - classic literature 1

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| **Name** | Sanskrit seminar - classic literature 1 |
| **Organizational unit** | Department of Indology and Far East studies |
| **ECTS credits** | 2 |
| **ID** | 69595 |
| **Semesters** | Winter, summer |
| **Teachers** | Mislav Ježić, PhD, Full Professor (primary) |
| **Hours** |

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| --- | --- |
| Seminar | 30 |

 |
| **Prerequisites** | To enrol course it is necessary to pass course Elementary Sanskrit grammar 2 |
| **Goal** | Introduction to Sanskrit classical literature and the peculiarities of the functional style of classical literature. Introduction to poetry, drama and poetics. |
| **Teaching methods** | At the beginning of the semester lectures, followed by translation exercises with students. Students prepare a selected section of text for homework and read it in class with the teacher. At seminars, a specific work or selected excerpts from various representative works are read. |
| **Assessment methods** | If the student performed his / her obligations during the semester, he / she acquired the conditions for taking the colloquium where a descriptive grade is obtained. |
| **Learning outcomes** |  |
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|  |  |
| --- | --- |
| 1. | The student will be able to recognize the features of the functional style of classical Sanskrit literature kāvya. |
| 2. | The student will be able to use auxiliary electronic resources to help translate a classic Saskrit literary text. |
| 3. | The student will be able to apply knowledge of classical Sanskrit grammar to recognize shapes in a literary text. |
| 4. | The student will be able to independently propose and formulate their own translation of a literary text into Croatian with the help of a dictionary. |

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| **Content** |  |
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|  |  |
| --- | --- |
| 1. | Introduction to Classical Kāvya Literature: an introduction to the literary genre to which the text read at the seminar belongs. |
| 2. | Peculiarities of the functional style of classical literature. |
| 3. | Introduction to the text read at the seminar: history, editions, translations. |
| 4. | Reading and translating selected classical text with students. |
| 5. | Reading and translating selected classical text with students. |
| 6. | Reading and translating selected classical text with students. |
| 7. | Reading and translating selected classical text with students. |
| 8. | Reading and translating selected classical text with students. |
| 9. | Reading and translating selected classical text with students. |
| 10. | Reading and translating selected classical text with students. |
| 11. | Reading and translating selected classical text with students. |
| 12. | Reading and translating selected classical text with students. |
| 13. | Reading and translating selected classical text with students. |
| 14. | Reading and translating selected classical text with students. |
| 15. | Reading and translating selected classical text with students. |

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## Sanskrit seminar - classic literature 2

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| **Name** | Sanskrit seminar - classic literature 2 |
| **Organizational unit** | Department of Indology and Far East studies |
| **ECTS credits** | 2 |
| **ID** | 69596 |
| **Semesters** | Winter, summer |
| **Teachers** | Mislav Ježić, PhD, Full Professor (primary) |
| **Hours** |

|  |  |
| --- | --- |
| Seminar | 30 |

 |
| **Prerequisites** | To enrol course it is necessary to pass course Elementary Sanskrit grammar 2 |
| **Goal** | Deeper acquaintance with Sanskrit classical literature, detailed acquaintance with the peculiarities of Sanskrit poetry, drama and poetics. |
| **Teaching methods** | At the beginning of the semester lectures, followed by translation exercises with students. Students prepare a selected section of text for homework and read it in class with the teacher. At seminars, a specific work or selected excerpts from various representative works are read. |
| **Assessment methods** | If the student performed his / her obligations during the semester, he / she acquired the conditions for taking the colloquium where a descriptive grade is obtained. |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | The student will be able to use auxiliary electronic resources to help translate a classic literary text into a syllabus. |
| 2. | The student will be able to independently propose and formulate his own translation of a literary text into Croatian with the help of a dictionary. |
| 3. | The student will be able to summarize and interpret the meaning of Sanskrit texts belonging to different periods, religions and functional styles. |
| 4. | The student will be able to explain and use basic linguistic apparatus at different levels of language study and apply it in the analysis of phonology, morphology, syntax and semantics of Indo-Aryan languages (Vedic, Sanskrit, Prakrt, Hindi). |
| 5. | The student will be able to apply philological and literary-critical apparatus and basic knowledge about literary-stylistic formations in the analysis and interpretation of literary works. |

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| **Content** |  |
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|  |  |
| --- | --- |
| 1. | Introduction to Classical Kāvya Literature: an introduction to the literary genre to which the text read at the seminar belongs. |
| 2. | Peculiarities of the functional style of fine literature. |
| 3. | Introduction to the text read at the seminar: history, editions, translations. |
| 4. | Reading and translating a selected literary text with students. |
| 5. | Reading and translating a selected literary text with students. |
| 6. | Reading and translating a selected literary text with students. |
| 7. | Reading and translating a selected literary text with students. |
| 8. | Reading and translating a selected literary text with students. |
| 9. | Reading and translating a selected literary text with students. |
| 10. | Reading and translating a selected literary text with students. |
| 11. | Reading and translating a selected literary text with students. |
| 12. | Reading and translating a selected literary text with students. |
| 13. | Reading and translating a selected literary text with students. |
| 14. | Reading and translating a selected literary text with students. |
| 15. | Reading and translating a selected literary text with students. |

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## Sanskrit seminar - classic literature 3

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| **Name** | Sanskrit seminar - classic literature 3 |
| **Organizational unit** | Department of Indology and Far East studies |
| **ECTS credits** | 2 |
| **ID** | 69597 |
| **Semesters** | Winter, summer |
| **Teachers** | Mislav Ježić, PhD, Full Professor (primary) |
| **Hours** |

|  |  |
| --- | --- |
| Seminar | 30 |

 |
| **Prerequisites** | To enrol course it is necessary to pass course Elementary Sanskrit grammar 2 |
| **Goal** | The aim of the course is to acquaint students more deeply with the peculiarities of the functional style of classical Sanskrit literature kāvya, with the morphosyntactic peculiarities of the use of complex compounds, and with the syntactic peculiarities of the language of classical poetry and prose; to train students to work on complex texts of classical literature. |
| **Teaching methods** | Students are expected to prepare a text at home, which is then analyzed in detail, grammatically, but also from the literary-aesthetic point of view. The teacher moderates the lesson, corrects and suggests guidelines for interpreting the text. |
| **Assessment methods** | Written and oral colloquium. |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | Within a variety of traditional and modern grammatical approaches, the student will be able to describe and explain phonological, morphological and syntactic categories in Old Indo-Aryan (Vedic and Sanskrit) and Middle Indian languages (Prakrti) and compare and connect them with the Croatian language system. |
| 2. | The student will be able to categorize the functional parts of a Sanskrit sentence and illustrate the communicative effects of differently shaped sentences. |
| 3. | The student will be able to categorize the functional parts of Sanskrit compounds, distinguish the types of compounds and illustrate their communicative effects. |
| 4. | The student will be able to independently translate from classical Sanskrit into Croatian texts that do not require demanding specific professional knowledge with the help of a dictionary. |

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| **Content** |  |
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| --- | --- |
| 1. | Introduction to the selected text, its editions and literary-stylistic period. Historical and social context. |
| 2. | Advanced Sanskrit grammar, peculiarities of the use of compounds, syntactic peculiarities of the classical style. |
| 3. | Sanskrit metrics and poetics. |
| 4. | Reading and translating selected classical text with students. |
| 5. | Reading and translating selected classical text with students. |
| 6. | Reading and translating selected classical text with students. |
| 7. | Reading and translating selected classical text with students. |
| 8. | Reading and translating selected classical text with students. |
| 9. | Reading and translating selected classical text with students. |
| 10. | Reading and translating selected classical text with students. |
| 11. | Reading and translating selected classical text with students. |
| 12. | Reading and translating selected classical text with students. |
| 13. | Reading and translating selected classical text with students. |
| 14. | Reading and translating selected classical text with students. |
| 15. | Reading and translating selected classical text with students. |

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## Sanskrit seminar - classic literature 4

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| **Name** | Sanskrit seminar - classic literature 4 |
| **Organizational unit** | Department of Indology and Far East studies |
| **ECTS credits** | 2 |
| **ID** | 69598 |
| **Semesters** | Winter, summer |
| **Teachers** | Mislav Ježić, PhD, Full Professor (primary) |
| **Hours** |

|  |  |
| --- | --- |
| Seminar | 30 |

 |
| **Prerequisites** | To enrol course it is necessary to pass course Elementary Sanskrit grammar 2 |
| **Goal** | The aim of the course is to further acquaint students with the peculiarities of the functional style of classical Sanskrit literature kāvya, with the morphosyntactic peculiarities of the use of complex compounds, and with the syntactic peculiarities of the language of classical poetry and prose; to train students to work on demanding texts of classical literature and to interpret them in accordance with the principles of modern literary criticism, as well as the principles of classical Indian poetics. |
| **Teaching methods** | At the beginning of the semester lectures, followed by translation exercises with students. Students are expected to prepare a selected section of text for homework and read it in class with the teacher. |
| **Assessment methods** | If the student performed his obligations during the semester, he acquired the conditions for taking the colloquium where a descriptive grade is obtained. |
| **Learning outcomes** |  |
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|  |  |
| --- | --- |
| 1. | The student will be able to explain and use the basic critical apparatus of Indian and Western literary criticism - the basic literary critical concepts necessary for the analysis of a literary work. |
| 2. | The student will be able to apply his previously acquired knowledge of grammar and poetics of the classical style to make his own translations of classical works using a dictionary and other aids. |
| 3. | The student will be able to present his own refined literary translation of a selected work of classical Sanskrit literature. |
| 4. | The student will be able to judge the value of works of classical ancient Indian literature using previously acquired knowledge. |

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| **Content** |  |
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| 1. | Additional notes on the functional style of classical Indian literature, on compound words, and on advanced syntax. |
| 2. | Principles and principles of classical Indian poetics, additional notes on metrics. |
| 3. | If a different text is read than at the Sanskrit seminar - literary 3, an introduction to the new text. Reading and translating selected classical text with students. |
| 4. | Reading and translating selected classical text with students. |
| 5. | Reading and translating selected classical text with students. |
| 6. | Reading and translating selected classical text with students. |
| 7. | Reading and translating selected classical text with students. |
| 8. | Reading and translating selected classical text with students. |
| 9. | Reading and translating selected classical text with students. |
| 10. | Reading and translating selected classical text with students. |
| 11. | Reading and translating selected classical text with students. |
| 12. | Reading and translating selected classical text with students. |
| 13. | Reading and translating selected classical text with students. |
| 14. | Reading and translating selected classical text with students. |
| 15. | Reading and translating selected classical text with students. |

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## Sanskrit seminar - epic 1

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| **Name** | Sanskrit seminar - epic 1 |
| **Organizational unit** | Department of Indology and Far East studies |
| **ECTS credits** | 2 |
| **ID** | 69591 |
| **Semesters** | Winter, summer |
| **Teachers** | Krešimir Krnic, M.Sc., Senior Lecturer (primary) |
| **Hours** |

|  |  |
| --- | --- |
| Seminar | 30 |

 |
| **Prerequisites** | To enrol course it is necessary to pass course Elementary Sanskrit grammar 2 |
| **Goal** | To acquaint students with the peculiarities of the functional style with which Sanskrit epics and purāṇas are composed and to train students to work on epic and purāṇ texts. |
| **Teaching methods** | At the beginning of the semester lectures, followed by translation exercises with students. Students prepare a selected section of text for homework and read it in class with the teacher. |
| **Assessment methods** | If the student performed his / her obligations during the semester, he / she acquired the conditions for taking the colloquium where a descriptive grade is obtained. |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | The student will be able to name and describe the peculiarities of epic Sanskrit. |
| 2. | The student will be able to recognize the differences of the epic functional style compared to classical Sanskrit. |
| 3. | The student will be able to apply knowledge of the grammar of epic Sanskrit to the translation of an epic or purāṇic text. |
| 4. | The student will be able to interpret an epic or purāṇic text. |
| 5. | The student will be able to independently form their own translation of an epic or Purāṇic text into Croatian with the help of a dictionary. |

 |
| **Content** |  |
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| --- | --- |
| 1. |  |
| 2. | Introduction to electronic auxiliary resources, peculiarities of epic Sanskrit grammar, introduction to peculiarities of epic functional style, peculiarities of epic Sanskrit grammar. |
| 3. | Reading and translating a selected epic text from Rāṃāyana or Mahābhārata or a selected Purāṇic text with students. |
| 4. | Reading and translating a selected epic text from Rāṃāyana or Mahābhārata or a selected Purāṇic text with students. |
| 5. | Reading and translating a selected epic text from Rāṃāyana or Mahābhārata or a selected Purāṇic text with students. |
| 6. | Reading and translating a selected epic text from Rāṃāyana or Mahābhārata or a selected Purāṇic text with students. |
| 7. | Reading and translating a selected epic text from Rāṃāyana or Mahābhārata or a selected Purāṇic text with students. |
| 8. | Reading and translating a selected epic text from Rāṃāyana or Mahābhārata or a selected Purāṇic text with students. |
| 9. | Reading and translating a selected epic text from Rāṃāyana or Mahābhārata or a selected Purāṇic text with students. |
| 10. | Reading and translating a selected epic text from Rāṃāyana or Mahābhārata or a selected Purāṇic text with students. |
| 11. | Reading and translating a selected epic text from Rāṃāyana or Mahābhārata or a selected Purāṇic text with students. |
| 12. | Reading and translating a selected epic text from Rāṃāyana or Mahābhārata or a selected Purāṇic text with students. |
| 13. | Reading and translating a selected epic text from Rāṃāyana or Mahābhārata or a selected Purāṇic text with students. |
| 14. | Reading and translating a selected epic text from Rāṃāyana or Mahābhārata or a selected Purāṇic text with students. |
| 15. | Reading and translating a selected epic text from Rāṃāyana or Mahābhārata or a selected Purāṇic text with students. |

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## Sanskrit seminar - epic 2

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| **Name** | Sanskrit seminar - epic 2 |
| **Organizational unit** | Department of Indology and Far East studies |
| **ECTS credits** | 2 |
| **ID** | 69592 |
| **Semesters** | Winter, summer |
| **Teachers** | Krešimir Krnic, M.Sc., Senior Lecturer (primary) |
| **Hours** |

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| --- | --- |
| Seminar | 30 |

 |
| **Prerequisites** | To enrol course it is necessary to pass course Elementary Sanskrit grammar 2 |
| **Goal** | To acquaint students with the peculiarities of the functional style with which Sanskrit epics and purāṇas are composed and to train students to work on epic and purāṇ texts. |
| **Teaching methods** | At the beginning of the semester lectures, followed by translation exercises with students. Students prepare a selected section of text for homework and read it in class with the teacher. |
| **Assessment methods** | If the student performed his / her obligations during the semester, he / she acquired the conditions for taking the colloquium where a descriptive grade is obtained. |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | The student will be able to use knowledge from the grammar of epic Sanskrit to translate an epic or purāṇic text. |
| 2. | The student will be able to analyze epic or purāṇic text. |
| 3. | The student will be able to independently form their own translation of an epic or Purāṇ text into Croatian with the help of a dictionary. |
| 4. | The student will be able to explain the differences of the epic functional style compared to classical Sanskrit. |
| 5. |  |

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| **Content** |  |
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| --- | --- |
| 1. | Introduction to selected Epic or Purāṇic text, history and form of critical editions of Mahābhārata and Rāmāyaṇa, work with the critical apparatus. |
| 2. | Introduction to electronic auxiliary resources, peculiarities of epic Sanskrit grammar, introduction to peculiarities of epic functional style, peculiarities of epic Sanskrit grammar. |
| 3. | Reading and translating a selected epic text from Rāṃāyana or Mahābhārata or a selected Purāṇic text with students. |
| 4. | Reading and translating a selected epic text from Rāṃāyana or Mahābhārata or a selected Purāṇic text with students. |
| 5. | Reading and translating a selected epic text from Rāṃāyana or Mahābhārata or a selected Purāṇic text with students. |
| 6. | Reading and translating a selected epic text from Rāṃāyana or Mahābhārata or a selected Purāṇic text with students. |
| 7. | Reading and translating a selected epic text from Rāṃāyana or Mahābhārata or a selected Purāṇic text with students. |
| 8. | Reading and translating a selected epic text from Rāṃāyana or Mahābhārata or a selected Purāṇic text with students. |
| 9. | Reading and translating a selected epic text from Rāṃāyana or Mahābhārata or a selected Purāṇic text with students. |
| 10. | Reading and translating a selected epic text from Rāṃāyana or Mahābhārata or a selected Purāṇic text with students. |
| 11. | Reading and translating a selected epic text from Rāṃāyana or Mahābhārata or a selected Purāṇic text with students. |
| 12. | Reading and translating a selected epic text from Rāṃāyana or Mahābhārata or a selected Purāṇic text with students. |
| 13. | Reading and translating a selected epic text from Rāṃāyana or Mahābhārata or a selected Purāṇic text with students. |
| 14. | Reading and translating a selected epic text from Rāṃāyana or Mahābhārata or a selected Purāṇic text with students. |
| 15. | Reading and translating a selected epic text from Rāṃāyana or Mahābhārata or a selected Purāṇic text with students. |

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## Sanskrit seminar - epic 3

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| **Name** | Sanskrit seminar - epic 3 |
| **Organizational unit** | Department of Indology and Far East studies |
| **ECTS credits** | 2 |
| **ID** | 69593 |
| **Semesters** | Winter, summer |
| **Teachers** | Krešimir Krnic, M.Sc., Senior Lecturer (primary) |
| **Hours** |

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| --- | --- |
| Seminar | 30 |

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| **Prerequisites** | To enrol course it is necessary to pass course Elementary Sanskrit grammar 2 |
| **Goal** | Introduce students to the history of epic research in general, and Sanskrit epic research in particular. Introduce students to the basic content of great Sanskrit epics and read with them 350-400 stanzas of the original selected epic text |
| **Teaching methods** | At the beginning of the semester lectures, followed by translation exercises with students. Students prepare a selected section of text for homework and read it in class with the teacher. |
| **Assessment methods** | If the student performed his / her obligations during the semester, he / she acquired the conditions for taking the colloquium where a descriptive grade is obtained. |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | The student will be able to place Sanskrit epic literature in the context of world epic literature |
| 2. | The student will be able to explain the history of research and development of Sanskrit epic literature |
| 3. | The student will be able to retell the main contents of great Sanskrit epics |
| 4. | The student will be able to independently read a Sanskrit epic text with the help of a dictionary. |
| 5. | The student will understand the role of epic poetry in Indian cultural circle and in the sphere of Indian cultural influence. |

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| **Content** |  |
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| --- | --- |
| 1. | Introduction to selected Epic or Purāṇic text, history and form of critical editions of Mahābhārata and Rāmāyaṇa, work with the critical apparatus. |
| 2. |  |
| 3. | Reading and translating a selected epic text from Rāṃāyana or Mahābhārata or a selected Purāṇic text with students. |
| 4. | Reading and translating a selected epic text from Rāṃāyana or Mahābhārata or a selected Purāṇic text with students. |
| 5. | Reading and translating a selected epic text from Rāṃāyana or Mahābhārata or a selected Purāṇic text with students. |
| 6. | Reading and translating a selected epic text from Rāṃāyana or Mahābhārata or a selected Purāṇic text with students. |
| 7. | Reading and translating a selected epic text from Rāṃāyana or Mahābhārata or a selected Purāṇic text with students. |
| 8. | Reading and translating a selected epic text from Rāṃāyana or Mahābhārata or a selected Purāṇic text with students. |
| 9. | Reading and translating a selected epic text from Rāṃāyana or Mahābhārata or a selected Purāṇic text with students. |
| 10. | Reading and translating a selected epic text from Rāṃāyana or Mahābhārata or a selected Purāṇic text with students. |
| 11. | Reading and translating a selected epic text from Rāṃāyana or Mahābhārata or a selected Purāṇic text with students. |
| 12. | Reading and translating a selected epic text from Rāṃāyana or Mahābhārata or a selected Purāṇic text with students. |
| 13. | Reading and translating a selected epic text from Rāṃāyana or Mahābhārata or a selected Purāṇic text with students. |
| 14. | Reading and translating a selected epic text from Rāṃāyana or Mahābhārata or a selected Purāṇic text with students. |
| 15. | Reading and translating a selected epic text from Rāṃāyana or Mahābhārata or a selected Purāṇic text with students. |

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## Sanskrit seminar - epic 4

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| **Name** | Sanskrit seminar - epic 4 |
| **Organizational unit** | Department of Indology and Far East studies |
| **ECTS credits** | 2 |
| **ID** | 69594 |
| **Semesters** | Winter, summer |
| **Teachers** | Krešimir Krnic, M.Sc., Senior Lecturer (primary) |
| **Hours** |

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| --- | --- |
| Seminar | 30 |

 |
| **Prerequisites** | To enrol course it is necessary to pass course Elementary Sanskrit grammar 2 |
| **Goal** | Introduce students to the theory of oral poetry and its reflection in Indian literary material. Read about 350 stanzas of the original Sanskrit text from one of the two great Sanskrit epics. |
| **Teaching methods** | At the beginning of the semester lectures, followed by translation exercises with students. Students prepare a selected section of text for homework and read it in class with the teacher. |
| **Assessment methods** | If the student performed his / her obligations during the semester, he / she acquired the conditions for taking the colloquium where a descriptive grade is obtained. |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | The student will be able to recognize the features of orality in Sanskrit epics. |
| 2. | The student will be able to recognize elements of classical literature in Sanskrit epics. |
| 3. | The student will be able to apply oral knowledge to the technique of translating into Croatian and selecting the appropriate literary idiom. |
| 4. | The student will be able to interpret an epic text and place it in a cultural-historical context. |
| 5. |  |
| 6. | The student will be able to name the main characters and motifs from Sanskrit epics. |

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| **Content** |  |
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| 1. | Introduction to selected Epic or Purāṇic text, history and form of critical editions of Mahābhārata and Rāmāyaṇa, work with the critical apparatus. |
| 2. | Reading and translating a selected epic text from Rāṃāyana or Mahābhārata or a selected Purāṇic text with students. |
| 3. | Reading and translating a selected epic text from Rāṃāyana or Mahābhārata or a selected Purāṇic text with students. |
| 4. | Reading and translating a selected epic text from Rāṃāyana or Mahābhārata or a selected Purāṇic text with students. |
| 5. | Reading and translating a selected epic text from Rāṃāyana or Mahābhārata or a selected Purāṇic text with students. |
| 6. | Reading and translating a selected epic text from Rāṃāyana or Mahābhārata or a selected Purāṇic text with students. |
| 7. | Reading and translating a selected epic text from Rāṃāyana or Mahābhārata or a selected Purāṇic text with students. |
| 8. | Reading and translating a selected epic text from Rāṃāyana or Mahābhārata or a selected Purāṇic text with students. |
| 9. | Reading and translating a selected epic text from Rāṃāyana or Mahābhārata or a selected Purāṇic text with students. |
| 10. | Reading and translating a selected epic text from Rāṃāyana or Mahābhārata or a selected Purāṇic text with students. |
| 11. | Reading and translating a selected epic text from Rāṃāyana or Mahābhārata or a selected Purāṇic text with students. |
| 12. | Reading and translating a selected epic text from Rāṃāyana or Mahābhārata or a selected Purāṇic text with students. |
| 13. | Reading and translating a selected epic text from Rāṃāyana or Mahābhārata or a selected Purāṇic text with students. |
| 14. | Reading and translating a selected epic text from Rāṃāyana or Mahābhārata or a selected Purāṇic text with students. |
| 15. | Reading and translating a selected epic text from Rāṃāyana or Mahābhārata or a selected Purāṇic text with students. |

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## Sanskrit seminar - technical and scientific literature 1

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| **Name** | Sanskrit seminar - technical and scientific literature 1 |
| **Organizational unit** | Department of Indology and Far East studies |
| **ECTS credits** | 2 |
| **ID** | 69599 |
| **Semesters** | Summer |
| **Teachers** | Goran Kardaš, PhD, Associate Professor (primary)Mislav Ježić, PhD, Full Professor |
| **Hours** |

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| Seminar | 30 |

 |
| **Prerequisites** | To enrol course it is necessary to pass course Elementary Sanskrit grammar 2 |
| **Goal** | Introduction to Sanskrit scientific literature and features of the functional style of scientific literature. Introduction to various professions such as philosophy, poetics, grammar and others. |
| **Teaching methods** | At the beginning of the semester lectures, followed by translation exercises with students. Students are expected to prepare a selected section of text for homework and read it in class with the teacher. |
| **Assessment methods** | If the student performed his obligations during the semester, he acquired the conditions for taking the colloquium where a descriptive grade is obtained. |
| **Learning outcomes** |  |
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|  |  |
| --- | --- |
| 1. | The student will be able to recognize the features of the functional style of scientific Sanskrit literature. |
| 2. | The student will be able to use electronic resources that help in the translation of professional text. |
| 3. | The student will be able to apply knowledge of classical Sanskrit grammar to recognize shapes in a professional text. |
| 4. | The student will be able to interpret a scientific text selected for reading at the seminar. |
| 5. | The student will be able to independently translate from Old Indian and Middle Indo-Aryan into Croatian texts that do not require demanding specific professional knowledge with the help of a dictionary |

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| **Content** |  |
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| --- | --- |
| 1. | Introduction to scientific literature: introduction to the science to which the text read at the seminar belongs. |
| 2. | Peculiarities of the functional style of scientific literature. |
| 3. | Introduction to the text read at the seminar: history, editions, translations. |
| 4. | Reading and translating a selected scientific text with students. |
| 5. | Reading and translating a selected scientific text with students. |
| 6. | Reading and translating a selected scientific text with students. |
| 7. | Reading and translating a selected scientific text with students. |
| 8. | Reading and translating a selected scientific text with students. |
| 9. | Reading and translating a selected scientific text with students. |
| 10. | Reading and translating a selected scientific text with students. |
| 11. | Reading and translating a selected scientific text with students. |
| 12. | Reading and translating a selected scientific text with students. |
| 13. | Reading and translating a selected scientific text with students. |
| 14. | Reading and translating a selected scientific text with students. |
| 15. | Reading and translating a selected scientific text with students. |

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## Sanskrit seminar - technical and scientific literature 2

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| **Name** | Sanskrit seminar - technical and scientific literature 2 |
| **Organizational unit** | Department of Indology and Far East studies |
| **ECTS credits** | 2 |
| **ID** | 69600 |
| **Semesters** | Summer |
| **Teachers** | Mislav Ježić, PhD, Full Professor (primary)Goran Kardaš, PhD, Associate Professor (primary) |
| **Hours** |

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| --- | --- |
| Seminar | 30 |

 |
| **Prerequisites** | To enrol course it is necessary to pass course Elementary Sanskrit grammar 2 |
| **Goal** | Introduction to Sanskrit scientific literature and features of the functional style of scientific literature. Introduction to various scientific fields such as philosophy, poetics, grammar and others. |
| **Teaching methods** | At the beginning of the semester lectures, followed by translation exercises with students. Students prepare a selected section of text for homework and read it in class with the teacher. |
| **Assessment methods** | If the student performed his / her obligations during the semester, he / she acquired the conditions for taking the colloquium where a descriptive grade is obtained. |
| **Learning outcomes** |  |
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|  |  |
| --- | --- |
| 1. | The student will be able to single out the peculiarities of the functional style of scientific Sanskrit literature. |
| 2. | The student will be able to compare the features of the scientific functional style with other functional Sanskrit styles. |
| 3. | The student will be able to analyze the scientific text. |
| 4. | The student will be able to independently propose and formulate their own translation of the scientific text into Croatian with the help of a dictionary. |

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| **Content** |  |
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|  |  |
| --- | --- |
| 1. | Introduction to scientific literature: introduction to the scientific field to which the reading text at the seminar belongs. |
| 2. | Peculiarities of the functional style of scientific literature. |
| 3. | Introduction to the text read at the seminar: history, editions, translations. Introduction to electronic aids: online dictionaries, electronic texts and more. |
| 4. |  |
| 5. | Reading and translating a selected scientific text with students. |
| 6. | Reading and translating a selected scientific text with students. |
| 7. | Reading and translating a selected scientific text with students. |
| 8. | Reading and translating a selected scientific text with students. |
| 9. | Reading and translating a selected scientific text with students. |
| 10. | Reading and translating a selected scientific text with students. |
| 11. | Reading and translating a selected scientific text with students. |
| 12. | Reading and translating a selected scientific text with students. |
| 13. | Reading and translating a selected scientific text with students. |
| 14. | Reading and translating a selected scientific text with students. |
| 15. | Reading and translating a selected scientific text with students. |

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## Sanskrit seminar - technical and scientific literature 3

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| **Name** | Sanskrit seminar - technical and scientific literature 3 |
| **Organizational unit** | Department of Indology and Far East studies |
| **ECTS credits** | 2 |
| **ID** | 69601 |
| **Semesters** | Summer |
| **Teachers** | Goran Kardaš, PhD, Associate Professor (primary)Mislav Ježić, PhD, Full Professor |
| **Hours** |

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| --- | --- |
| Seminar | 30 |

 |
| **Prerequisites** | To enrol course it is necessary to pass course Elementary Sanskrit grammar 2 |
| **Goal** | Introduction to Sanskrit scientific literature and features of the functional style of scientific literature. Introduction to various scientific fields such as philosophy, poetics, grammar and others. |
| **Teaching methods** | At the beginning of the semester lectures, followed by translation exercises with students. Students prepare a selected section of text for homework and read it in class with the teacher. |
| **Assessment methods** | If the student performed his / her obligations during the semester, he / she acquired the conditions for taking the colloquium where a descriptive grade is obtained. |
| **Learning outcomes** |  |
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|  |  |
| --- | --- |
| 1. | The student will be able to single out the peculiarities of the functional style of scientific Sanskrit literature. |
| 2. | The student will be able to compare the features of the scientific functional style with other functional Sanskrit styles. |
| 3. | The student will be able to analyze the scientific text. |
| 4. | The student will be able to independently propose and formulate their own translation of the scientific text into Croatian with the help of a dictionary. |

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| **Content** |  |
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| --- | --- |
| 1. | Introduction to scientific literature: introduction to the scientific field to which the reading text at the seminar belongs. |
| 2. | Peculiarities of the functional style of scientific literature. |
| 3. | Introduction to the text read at the seminar: history, editions, translations. Introduction to electronic aids: online dictionaries, electronic texts and more |
| 4. | Reading and translating a selected scientific text with students |
| 5. | Reading and translating a selected scientific text with students |
| 6. | Reading and translating a selected scientific text with students |
| 7. | Reading and translating a selected scientific text with students |
| 8. | Reading and translating a selected scientific text with students |
| 9. | Reading and translating a selected scientific text with students |
| 10. | Reading and translating a selected scientific text with students |
| 11. | Reading and translating a selected scientific text with students |
| 12. | Reading and translating a selected scientific text with students |
| 13. | Reading and translating a selected scientific text with students |
| 14. | Reading and translating a selected scientific text with students |
| 15. | Reading and translating a selected scientific text with students |

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## Sanskrit seminar - technical and scientific literature 4

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| **Name** | Sanskrit seminar - technical and scientific literature 4 |
| **Organizational unit** | Department of Indology and Far East studies |
| **ECTS credits** | 2 |
| **ID** | 69602 |
| **Semesters** | Summer |
| **Teachers** | Goran Kardaš, PhD, Associate Professor (primary)Mislav Ježić, PhD, Full Professor |
| **Hours** |

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| --- | --- |
| Seminar | 30 |

 |
| **Prerequisites** | To enrol course it is necessary to pass course Elementary Sanskrit grammar 2 |
| **Goal** | Introduction to Sanskrit scientific literature and features of the functional style of scientific literature. Introduction to various scientific fields such as philosophy, poetics, grammar and others. |
| **Teaching methods** | At the beginning of the semester lectures, followed by translation exercises with students. Students prepare a selected section of text for homework and read it in class with the teacher. |
| **Assessment methods** | If the student performed his / her obligations during the semester, he / she acquired the conditions for taking the colloquium where a descriptive grade is obtained. |
| **Learning outcomes** |  |
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|  |  |
| --- | --- |
| 1. | The student will be able to single out the peculiarities of the functional style of scientific Sanskrit literature. |
| 2. | The student will be able to compare the features of the scientific functional style with other functional Sanskrit styles. |
| 3. | The student will be able to analyze the scientific text. |
| 4. | The student will be able to independently propose and formulate their own translation of the scientific text into Croatian with the help of a dictionary. |

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| **Content** |  |
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| --- | --- |
| 1. | Introduction to scientific literature: introduction to the scientific field to which the reading text at the seminar belongs. |
| 2. | Peculiarities of the functional style of scientific literature. |
| 3. | Introduction to the text read at the seminar: history, editions, translations. Introduction to electronic aids: online dictionaries, electronic texts and more. |
| 4. | Reading and translating a selected scientific text with students. |
| 5. | Reading and translating a selected scientific text with students. |
| 6. | Reading and translating a selected scientific text with students. |
| 7. | Reading and translating a selected scientific text with students. |
| 8. | Reading and translating a selected scientific text with students. |
| 9. | Reading and translating a selected scientific text with students. |
| 10. | Reading and translating a selected scientific text with students. |
| 11. | Reading and translating a selected scientific text with students. |
| 12. | Reading and translating a selected scientific text with students. |
| 13. | Reading and translating a selected scientific text with students. |
| 14. | Reading and translating a selected scientific text with students. |
| 15. | Reading and translating a selected scientific text with students. |

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## Sport in Far Eastern and Indian Cultures

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| **Name** | Sport in Far Eastern and Indian Cultures |
| **Organizational unit** | Department of Indology and Far East studies |
| **ECTS credits** | 4 |
| **ID** | 215656 |
| **Semesters** | Winter |
| **Teachers** | Ivan Andrijanić, PhD, Associate Professor (primary) |
| **Hours** |

|  |  |
| --- | --- |
| Lectures | 30 |

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| **Prerequisites** | None |
| **Goal** | The aim of the course Sport in the culture of the FarEast and India is to introduce students to sports as a phenomenon,that is, with its role and importance in societies andcultures of the Far East and India. A variety of content fromdifferent areas will be of paramount importancean interdisciplinary approach to sport as a phenomenon as wellspecific regional sports practices. The emphasis willbe put on introducing students to the traditionalEastern concepts of martial arts systems (Chinese -Yong chun (Wing Tzun), Taiji (Taijiquan); Japanese -nanbudo, aikido, judo, jujutsu; Korean - taekwondo, etc.),as well as yoga as a typical Indian method. |
| **Teaching methods** | Regular class attendance; compliance with the prescribedobligations. |
| **Assessment methods** | Written exam. |
| **Learning outcomes** |  |
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| 1. | The student will be able to define the basic concepts of physical activities in the traditions of the Far Eastand India. |
| 2. | The student will be able to explain the transfer of Eastern kinesiological techniques, martial arts systems and skillsto Europe. |
| 3. | The student will be able to reason, compare and argue:- martial arts in an intercultural perspective,- martial arts within philosophical tradition and culture- martial arts in the context of kinesiology- historical development of eastern martial arts systems andskill- the role of the body in martial arts- the language of martial arts systems |
| 4. | The student will be able to recognize the existence of a connection between kinesiological activitiesand quality of life in diverse Eastern kinesiological disciplines. |

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| **Content** |  |
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| 1. | India: the term yoga and the earliest textual sources. |
| 2. | India: classical yoga and the development of haṭha yoga. |
| 3. | India: development of modern Yoga practice in the 19th and 20th Centuries and Yoga in the West. |
| 4. |  |
| 5. | Chinese martial arts from the perspective of Chinese culture:Go / Weiqi, Chinese Chess / Xiangqi. |
| 6. | Chinese martial arts from the perspective of Chinese culture:Wing tzun / Kung fu |
| 7. | Chinese martial arts from the perspective of Chinese culture:Taijiquan. |
| 8. | Daoist techniques of cultivation of the body |
| 9. | Historical development of Japanese martial arts. |
| 10. | Cultural features of Japanese martial arts:Nanbudo, Aikido, Judo, Jujutsu, Yukido Jujitsu, Japanesekickboxing, Karate and more |
| 11. | Martial arts in the context of Zen philosophy |
| 12. | Linguistic aspects of the Far Easternmartial arts nomenclature. |
| 13. | Korean martial arts from the perspective of Korean cultureI: taekwando. |
| 14. | Korean martial arts from the perspective of Korean cultureII. |
| 15. | Final review and synthesis of materials. |

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## Sport in Far Eastern and Indian Cultures

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| **Name** | Sport in Far Eastern and Indian Cultures |
| **Organizational unit** | Department of Indology and Far East studies |
| **ECTS credits** | 5 |
| **ID** | 215657 |
| **Semesters** | Winter |
| **Teachers** | Ivan Andrijanić, PhD, Associate Professor (primary) |
| **Hours** |

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| Lectures | 30 |
| Physical education exercises | 30 |

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| **Prerequisites** | None |
| **Goal** | The aim of the course Sport in the culture of the FarEast and India is to introduce students to sports as a phenomenon,that is, with its role and importance in societies andcultures of the Far East and India. A variety of content fromdifferent areas will be of paramount importancean interdisciplinary approach to sport as a phenomenon as wellspecific regional sports practices. The emphasis willbe put on introducing students to the traditionalEastern concepts of martial arts systems (Chinese -Yong chun (Wing Tzun), Taiji (Taijiquan); Japanese -nanbudo, aikido, judo, jujutsu; Korean - taekwondo, etc.),as well as yoga as a typical Indian method. |
| **Teaching methods** | Regular class attendance; compliance with the prescribedobligation; participation in kinesiologicalexercises |
| **Assessment methods** | Oral exam. |
| **Learning outcomes** |  |
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| 1. | The student will be able to define the basic concepts of physical activities in the traditions of the Far East |
| 2. | The student will be able to explain the transfer of Eastern kinesiological techniques, martial arts systems and skillsto Europe. |
| 3. | The student will be able to reason, compare and argue:- martial arts in an intercultural perspective,- martial arts within philosophical tradition and culture- martial arts in the context of kinesiology- historical development of eastern martial arts systems andskill- the role of the body in martial arts- the language of martial arts systems. |
| 4. | The student will be able to recognize the existence of a connection between kinesiological activities. |
| 5. | The student will be able to show the correct performance of the technical elements of eachkinesiological activities. |

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| **Content** |  |
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| 1. | India: the term yoga and the earliest textual sources. |
| 2. | India: classical yoga and the development of haṭha yoga. |
| 3. | India: development of modern Yoga practice in the 19th and 20th Centuries and Yoga in the West. |
| 4. | Sports in Chinese culture before and today. |
| 5. | Chinese martial arts from the perspective of Chinese culture:Go / Weiqi, Chinese Chess / Xiangqi. |
| 6. | Chinese martial arts from the perspective of Chinese culture:Wing tzun / Kung fu |
| 7. | Chinese martial arts from the perspective of Chinese culture:Taijiquan. |
| 8. | Daoist techniques of cultivation of the body |
| 9. | Historical development of Japanese martial arts. |
| 10. | Cultural features of Japanese martial arts:Nanbudo, Aikido, Judo, Jujutsu, Yukido Jujitsu, Japanesekickboxing, Karate and more |
| 11. | Martial arts in the context of Zen philosophy |
| 12. | Linguistic aspects of the Far Easternmartial arts nomenclature. |
| 13. | Korean martial arts from the perspective of Korean cultureI: taekwando. |
| 14. | Korean martial arts from the perspective of Korean cultureII. |
| 15. | Final review and synthesis of materials. |

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# Teachers

## Andrijanić, Ivan

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| --- | --- |
| **Academic degree** | doctor of philosophy |
| **Title** | associate professor |
| **Organizational unit** | Department of Indology and Far East studies |
| **CV** |  |
| Born in 1975 in Zagreb. He graduated in painting at the Academy of Fine Arts in Zagreb and in philosophy and indology at the Faculty of Philosophy, University of Zagreb. Since 2005 he has been employed as a research fellow on the project "Upaniṣads of White Yajurveda in the Vedic and Comparative Context" led by Prof. Mislav Ježić and as an assistant at the Department of Indology and Far Eastern Studies at the Faculty of Philosophy in Zagreb. He defended his doctoral dissertation entitled “Upaniṣads of the White Yajurveda in the Light of the Vedanta Commentary Tradition” in 2011, after which he moved to the associate title of senior assistant. In 2013, he moved to the position of assistant professor, in 2019 to the position of associate professor. He teaches Sanskrit Grammar, Sanskrit Seminars, Indian History. |
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## Buljan, Ivana

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| **Academic degree** | doctor of philosophy |
| **Title** | assistant professor |
| **Organizational unit** | Department of Indology and Far East studies |
| **CV** |  |
| Ivana Buljan graduated from two high schools: MIOC and High School of MusicVatroslav Lisinski in 1994. In 2001 she graduated in Philosophy (A) and Croatology (B) at the Croatian Studies as one of the ten best students. She published her thesis in the journal Filozofska istraživanja. In 2002 she enrolled in postgraduate studies in philosophy at the Faculty of Philosophy in Zagreb. As a scholarship holder of the People's Republic of China, she continues her two-year postgraduate studies in Chinese philosophy and language at Central China Normal University in Wuhan and Beijing University in Beijing. In 2006 he started teaching sinology courses at the Department of Sinology at the Faculty of Philosophy in Zagreb. In 2007 he obtained the certificate of the Free Study of Sinology. She was awarded a scholarship by the Flemish Foundation BOF for the preparation of a doctoral dissertation entitled "Elements of the syncretist tradition in the Chunqiu Fanlu's chapters on the theory of rulership". For the purpose of writing his doctoral dissertation, he spent 13 months at the University of Ghent. In 2013, he defended his philological and philosophical dissertation and obtained a double doctorate from the University of Ghent (Doctor of Oriental Languages ​​and Culture) and Zagreb (Doctor of Chinese Philosophy). (Mentors: academician Bart Dessein, prof. Jana Rošker, prof. Ann Heirmann, doc. Dr. Ankica Čakardić). 2015 She has been elected Head of the Department of Sinology since 2016, and since 2017 she has been the Deputy Head of the Department of Indology and Far Eastern Studies.She is one of the founders and a member of the board of the first European Association for Chinese Philosophy (EACP). She edited the A1 journal Asian Studies and the philosophical journal Synthesis Philosophica as a guest editor of topics in Chinese philosophy. Together with her colleague Marija Rebec, she is the author of an entry from the Chinese philosophy of the Philosophical Lexicon of the Miroslav Krleža Lexicographic Institute. He regularly presents at international sinological and philosophical conferences (Lund, Riga, Syros, Bern, Ljubljana). She has lectured at foreign universities (Ruhr-Universität Bochum Fakultät für Ostasienwissenschaften, SUIBE Shanghai, University of Prishtina, Faculty of Philosophy, University of Zenica, University of Warsaw, Sts.Cyril and Methodius University). She specialized in the field of early China at international philological workshops (Oxford, Leiden, Cambridge, Zurich, Prague).She has work experience as a Croatian language teacher, journalist (HRT, OTV) and in public relations (Visura Aperta Visual and Audio Media Festival, Momjan). During her study stay in the People's Republic of China, she published several reports on Asian topics in Večernji list. He volunteers at the Animal Welfare Association. |
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## Demir, Ljatif

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| **Academic degree** | doctor of philosophy |
| **Title** | postdoctoral researcher |
| **Organizational unit** | Department of Indology and Far East studies |
| **CV** |  |
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## Grabovac, Višnja

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| **Academic degree** |  |
| **Title** | senior lector |
| **Organizational unit** | Department of Indology and Far East studies |
| **CV** |  |
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## Ježić, Mislav

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| **Academic degree** | doctor of philosophy |
| **Title** | full professor |
| **Organizational unit** | Department of Indology and Far East studies |
| **CV** |  |
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## Kardaš, Goran

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| **Academic degree** | doctor of philosophy |
| **Title** | associate professor |
| **Organizational unit** | Department of Indology and Far East studies |
| **CV** |  |
| Born in Požega in 1970, where he finished primary and secondary school. 1991-1997. studied philosophy and Indology at the Faculty of Philosophy in Zagreb (graduated in 1997). In the same year he enrolled in the postgraduate master's study of literature. He received his master's degree in 2004 by defending the thesis "The Intertextuality of the Bhagavad Gita with Special Reference to the Middle Upanishads and the Mokshadharmaparvan of Mahabharata". He received his PhD in 2009 by defending his dissertation "Nagarjuna's Critique of the Philosophy of Abhidharma: Internal Buddhist Doctrinal Disputes at the Boundary of Dharmic Ontology (Abhidharma) and Specific Phenomenology of Experience (Buddhadharma)". Elected assistant professor (interdisciplinary field - philosophy and philology) in 2012. Since 2018 associate professorAt the Departments of Indology and Philosophy of the Faculty of Philosophy, he teaches the courses Basics of Hindi Grammar, Indian Philosophy and seminars in Indian Philosophy. |
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## Katavić, Katarina

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| **Academic degree** | master of science |
| **Title** | assistant |
| **Organizational unit** | Department of Indology and Far East studies |
| **CV** |  |
| Katarina Katavić was born in 1991 in Sarajevo. She attended primary school in Freiburg (Germany) and Fojnica (Bosnia and Herzegovina), and high school in Sesvete in Zagreb.She graduated in 2015 in German studies and Indology at the Faculty of Humanities and Social Sciences at Zagreb University with an interdisciplinary thesis entitled "Areas of research and educational focus of German Indology" ("Forschungsgebiete und Bildungsschwerpunkte der deutschen Indologie").Since 2012, she has been working on the first Hindi-Croatian dictionary together with the Indian lecturer dr. sc. Bharat Singh and mr. sc. Krešimir Krnic. Since 2016, she has been employed as a teaching assistant at the Department of Indology and Far Eastern Studies at Zagreb University, where she participates in teaching Sanskrit and Hindi seminars. |
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## Krnic, Krešimir

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| **Academic degree** | master of science |
| **Title** | senior lecturer |
| **Organizational unit** | Department of Indology and Far East studies |
| **CV** |  |
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## Ryu, Jaewon

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| **Academic degree** |  |
| **Title** | lector |
| **Organizational unit** | Department of Indology and Far East studies |
| **CV** |  |
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## Saje, Mitja

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| **Academic degree** | doctor of philosophy |
| **Title** | full professor |
| **Organizational unit** | Department of Indology and Far East studies |
| **CV** |  |
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