

Buddhist Psychology

(Revised Curriculum)

Department of Pāli and Buddhist Studies
Bachelor of Arts Honours Degree Programme

2021Onwards

PROGRAMMES SPECIFICATION

Key Features of the Programme	
Programme title:	Bachelor of Arts Honours in Buddhist Psychology
Final award: BA or BA (Hons), BSc. Hons)	B.A. (Hons) in Buddhist Psychology
(SLQF) Level	SLQF Level 6
Programme Code	BUPS
Awarding institution/body:	University of Kelaniya, Sri Lanka
Teaching institution:	University of Kelaniya, Sri Lanka
Faculty:	Faculty of Humanities
Language of study and assessment	Sinhala/English
Departmental web page address:	https://hu.kln.ac.lk/depts/pali/
Method of study (Fulltime/Part-time/Split/Other)	Full time
Mode of teaching/delivery	Direct classroom teaching /Online teaching/ distance/ blended
Total no of notional hours	6000 hours
Credit value of the programme	The B.A (Hons) in Buddhist Psychology has a total value of 120 SLQF credits (Each 1 credit is equivalent to 50 notional hours as defined by SLQF)
Maximum and minimum period of registration	From the effective date of registration: 4 years (minimum) - 6 years (maximum)

Criteria for admission to the programme (including SLQF level)	<p>Minimum entry requirement is completion of SLQF Level 3</p> <p>01. In the first year, “D” or better grades should be obtained for the course units of a minimum of 30 credits.</p> <p>02. A minimum of 2.30 GPA should be obtained for the relevant course units counted for the 30 credits.</p> <p>03. “C” or better grades and a minimum of 3.00 GPA should be obtained for 10 credits of the compulsory course units of the subject chosen for the Honours degree</p>
Length/duration of the programme	8 semesters (4 academic years)
Progression: Employment and further study opportunities	Completion of SLQF Level 6 meets the minimum entry requirement for SLQF Level 7, 8, 9, 10, 11 and 12.
Relevant Subject Benchmark Statement (SBS), if specified	Reference to the Subject Benchmark Statement for Theology and Religious Studies published by the Quality Assurance Agency for UoK Higher education
Board of Examiners:	Examiners are nominated by the Head of the Department and the Faculty Board of Faculty of Humanities and are appointed with the approval of the University Senate.

Brief Introduction of the Awarding Institution & Department

In the University of Kelaniya, Department of Pāli and Buddhist Studies, one of Departments of the Faculty of Humanities, is a pioneer seat of studying Buddhism in Sri Lanka which has originated with the foundation of the University in Vidyalankāra Pirivena premises, Peliyagoda founded in 1875. The Department has been functioning in the present premises from 1959 with the relocation of Kelaniya University in Dalugama Campus. From then on, the Department has contributed immensely for the promotion and expansion of Pāli and Buddhist studies, producing thousands of graduates and postgraduate academics from whom some have become world-recognized Buddhist scholars.

From the beginning, the Department of Pāli and Buddhist studies has been conducting General and Special Degree programmes in three subjects Pāli, Buddhist Philosophy and Buddhist Culture. Besides, there are nearly a hundred MA, Mphil and PhD students registered with FGS and working under the supervision of the

academic staff of the Department. The Department has also two years MA programmes in both Sinhala and English medium. Further, the Department has earned an international reputation because of its Diploma Course in Pāli and Buddhist Studies for foreign students. During the period of the last 23 years, this programme has also been able to produce a large sum of foreign income to Sri Lanka. The Department also conducts a Diploma in Buddhist studies (one year) course and a MA course in Buddhist studies (one year) in Malaysia with the collaboration of Malaysia Buddhist Academy in Kuala Lumpur. In 2014, the department signed an MoU with the Benhuan Academy, Shenzhen, China, to conduct a BA Honours Degree programme in Buddhist Studies, under which two batches of Chinese students have completed their degree programmes successfully. In 2017, the Department signed an another MoU with the Buddha-Dharma Centre of Hong Kong to conduct Diploma in Buddhist Studies Programme to Hong Kong community. In addition to above in 2018, the Mindfulness Research and Training Academy, Augusta, USA has come to an agreement with the Department to introduce a Diploma in Buddhist Studies programme to America.

As one of the oldest Departments of the University of Kelaniya, the Department of Pāli and Buddhist Studies of the Faculty of Humanities, has proposed a new Degree programme on Buddhist Psychology, in addition to its existing Degree Programmes of Pāli, Buddhist Philosophy and Buddhist Culture, so as to support its academic studies as a contribution to the national interest in par with its new strategic academic plan as included in the university corporate plan. In decades ahead of where higher education will play an especially important role in the globalized world, it is necessary to expose students to the new fields of education and train and equip them with specialized knowledge, skills and attitudes to face the new challenges and meet with new demands. The new vision of Sri Lankan education is to flourish as the hub of education in Asia as it is aware that the development and globalization of Sri Lanka is largely dependent on its new educational programmes and workforce prepared to meet the new challenges and demands.

Introduction of the Programme

In order to face these challenges, it is necessary to open new avenues for students to grow themselves equipped with multiple disciplines and comparative studies to have access to global job market and postgraduate studies. As there is a growing number of student population of wide interests and seeking new paths of education national and international, it is necessary to create a good educational atmosphere to cater to their needs and interest.

In recognizing the above challenges the Department of Pāli and Buddhist Studies have proposed this Degree Programme on Buddhist Psychology with a view to expose students to the new dimensions of higher education. It is hoped that the quality of knowledge, skills and attitudes of the students would improve in the process of their studies in Buddhist Psychology.

Graduates become professionals equipped with knowledge and skills, value human social norms and ethics, perform analytically, demonstrate leadership qualities, and work creatively and professionally with innovative ideas.

Overall Aims of the programme

1. to produce competitive graduates who can contribute significantly to national development,
2. to contribute to the existing and emerging aspects of educational development in the Sri Lankan university system,
3. to make students understand the use and application of Buddhist psychological theories and techniques to improve and create a new atmosphere of Buddhist psychology,
4. to provide an understanding and appreciation of Buddhist Psychology so that students can apply its principles and theories,
5. to contribute to the discourses surrounding the comparison between knowledge of psychology and counseling,
6. to create a research culture of comparative studies on Buddhist and Western psychology and to make students familiar with the scientific analysis of Buddhist teachings.

Programme Learning Outcomes (PLOs)

At the end of B.A. Honors Degree in Buddhist Psychology students will be able to

- PLO 1** Demonstrate an advanced knowledge, understanding and familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in Buddhist and Western psychology
- PLO 2** Demonstrate the awareness of the current developments in Buddhist and Western psychology including, for example, study design, data collection, and analysis, new findings, complicated issues, theories, approaches, techniques etc.
- PLO 3** Critically analyze data, make judgments and propose solutions to psychological issues
- PLO 4** Design, implement, and communicate basic research methods in Buddhist psychology, including research design, data analysis, and interpretations.
- PLO 5** Apply Buddhist psychological content and skills to professional work, exhibit self-regulation, use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to human behavior and mental processes.
- PLO 6** Use practical skills in research, communication, ethical behavior, complex cognitive processes, and professional development
- PLO 7** Assume personal responsibility, demonstrate accountability and develop life direction
- PLO 8** Recognize and articulate the importance of diversity (including cultural, ethnic, racial, gender, sexual, age, and religious) as it applies to each sub-discipline.
- PLO 9** Analyze and devise appropriate strategies for adopting to changing environments and value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society
- PLO 10** Exercise Buddhist psychological content and skills to career goals ,demonstrate effective teamwork skills and develop meaningful professional and social direction for life after graduation

Course Structure

Level	Course Code	Title of the Paper	Type	SLQF Credit	Notional Hours	
					Direct contact hours (teaching /Tutoring)	Self - learning conducting Assessment, preparation for assessment
Level 02	BUPS 21712	Buddhist Phenomenological Psychology II	Compulsory	2	30	70
	BUPS 21724	Buddhist Psychological Ethics	Compulsory	4	60	140
	BUPS 21734	Psychology of Religions I	Compulsory	4	60	140
	BUPS 21744	Gerontology in Buddhist Perspective	Compulsory	4	60	140
	BUPS 21751	Community Service Engagement	Optional	1	15	35
	BUPS 22764	Source Studies in Buddhist Psychology I	Compulsory	4	60	140
	BUPS 22774	Buddhist Cognitive Psychology	Compulsory	4	60	140
	BUPS 22784	Fundamentals of Modern Psychology	Compulsory	4	60	140
	BUPS 22794	Introduction to Applied Buddhist Psychology and Psychotherapy	Auxiliary	4	60	140
	BUPS 22804	Psychology of Religions II	Compulsory	4	60	140
Level 03	BUPS 31714	Principles and Theories of Buddhist Psychology	Compulsory	4	60	140
	BUPS 31724	Source Studies II	Compulsory	4	60	140
	BUPS 31734	Buddhist Analysis of	Compulsory	4	60	140

		Psychophysical Disorders				
	BUPS 31744	Buddhist Attitude to Aging and Adulthood	Auxiliary	4	60	140
	BUPS 31752	Traditional Healing Systems and Mental Health	Compulsory	2	30	70
	PSNH 31512	National Heritages and Civic Responsibility	Optional	2	30	70
	BUPS 32764	Psycho Analysis in <i>Vijñānavāda</i> Buddhist Thought	Compulsory	4	60	140
	BUPS 32774	Social Psychology in Buddhism	Compulsory	4	60	140
	BUPS 32784	Buddhist Environmental & Organizational Psychology	Compulsory	4	60	140
	BUPS 32792	Research Methodology and Critical Writing in Buddhist Psychology	Compulsory	2	30	70
	PSIT 32522	ICT Skills for Education and Professional - Part I	Compulsory	2	30	70
Level 04	BUPS 41714	Buddhist Counselling Psychology	Compulsory	4	60	140
	BUPS 41724	Buddhist Educational Psychology	Compulsory	4	60	140
	BUPS 41734	Buddhist Perspective in Child-Psychology	Compulsory	4	60	140
	BUPS 41743	Mindfulness Based Stress Management	Compulsory	3	30	70
	PSIT 41532	ICT Skills for Education and Professional - Part II	Compulsory	2	30	70
	BUPS 42753	Meditation for Development of Human Competencies	Compulsory	3	30	70

	BUPS 43766	Research Component	Compulsory	6	90	210
	BUPS 43774	Internship	Compulsory	4	60	140
Total no. of Credits			(1 st year) 10+90 = 100			
Total no of teaching hours			1500hrs			
Total no of notional hours			3500hrs			

Contribution of course units/modules to the compliance requirement

For each of the course unit/module in the study programme, indicate the learning outcomes that the students are expected to achieve in the following table.

Course Unit/Module: ²		
Categories of Learning Outcomes	SLQF Requirements ¹	Which learning outcomes are achieved ³
1. Subject / Theoretical Knowledge	demonstrate a substantive knowledge and understanding of the core aspects of the area of study	1,2
2. Practical Knowledge and Application	use practical skills and enquiry efficiently and effectively within the area of study;	3
3. Communication	communicate information, ideas, issues and solutions efficiently and effectively;	4
4. Teamwork and Leadership	exercise leadership in the professional environment/work place; and	7
5. Creativity and Problem Solving	critically analyze data, make judgments and propose solutions to problems;	5
6. Managerial and Entrepreneurship	exercise leadership in the professional environment/work place; and	7

7. Information Usage and Management	demonstrate awareness of the current developments in the area of study;	1
8. Networking and Social Skills	undertake further training and develop additional skills;	3
9. Adaptability and Flexibility	engage in independent learning using scholarly reviews and secondary sources of information;	6
10. Attitudes, Values and Professionalism	demonstrate positive attitudes and social responsibility.	8
11. Vision for Life	demonstrate positive attitudes and social responsibility	8
12. Updating Self / Lifelong learning	exercise initiative, personal responsibility and accountability;	8

**Course Structure of the Degree Programme and Compliance with SLQF Level Descriptors for a
8 Semester Study Programme**

		Categories of Learning Outcomes											
Programme Learning Outcomes ³		PLO1,2	PLO 3	PLO 4	PLO7	PLO5	PLO6,7	PLO 6	PLO 7	PLO 7	PLO 7,8	PLO 8	PLO 7,8
Semester	Course Unit	1 Subject / Theoretical Knowledge	2 Practical Knowledge and Application	3 Communication	4 Teamwork and Leadership	5 Creativity and Problem Solving	6 Managerial and Entrepreneurships	7 Information Usage and Management	8 Networking and Social Skills	9 Adaptability and Flexibility	10 Attitudes, Values and Professionalism	11 Vision for Life	12 Updating self / Lifelong Learning
3	BUPS 21712	L1	L4 L5	L7				L5 L6	L4	L2 L3	L2	L4	L7

	BUPS 21724	L1	L1	L3		L5		L2	L4 L3	L5	L4	L4	L5
	BUPS 21734	L1	L4	L3		L4		L2	L5	L2	L5	L3	
	BUPS 21744	L1	L1 L4	L2		L1 L4		L3	L1		L3 L4	L4	
4	BUPS 22764	L1 L3	L3			L2 L3				L4	L4	L3 L4 L5	
	BUPS 22774	L1 L2		L1					L3	L4			
	BUPS 22784	L1 L2 L3	L4	L1	L5	L1 L2 L5		L4	L2	L2 L4	L5	L5	L5
	BUPS 22804	L1	L1	L3 L4	L6	L6		L5	L6		L2 L4	L3 L6	L6
5	BUPS 31714	L1 L2	L3	L3		L3 L4		L2	L3	L2	L2 L3	L3 L4	L3 L4
	BUPS 31724	L1 L5	L1	L1		L1 L3		L4	L4		L2 L3	L2 L3	L2 L3
	BUPS 31534	L1	L1	L3		L3 L4		L4	L1	L3	L4 L5	L4 L5	L4 L5
	BUPS 31752	L1 L2	L2	L4		L2		L5	L2	L3 L4	L4 L5	L5	L5
6	BUPS 32764	L1	L3	L2		L3		L4		L1 L4	L3	L3	L3
	BUPS 32774	L1 L2	L1	L4		L3 L4	L3	L2	L1		L4	L4	L4
	BUPS 32784	L1 L5	L1	L3		L3 L5		L4	L1	L4	L5	L5	L5

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	BUPS 32792	L1 L3	L2 L4 L5	L2		L2 L3 L5		L5	L3 L6	L3	L5	L2 L5	L2 L5
	PSIT 32522	L1	L2 L3		L6 L7	L5	L7 L8	L4		L8		L9	L10
7	BUPS 41714	L1	L1	L3		L3 L4	L3	L4	L3 L4	L2	L3 L4	L3 L4	L3 L4
	BUPS 41724	L1 L4	L3 L4	L2		L3		L3	L3 L4	L2 L3	L3 L4	L3 L4	L3 L4
	BUPS 41734	L1 L3	L3	L3		L4	L2	L4	L2	L1	L4	L4	L4
	BUPS 41743	L1 L3	L1 L5	L4		L4	L2	L2	L4 L5	L3	L4 L5	L4 L5	L4 L5
	PSIT 41532	L1 L2	L3	L6	L5		L2	L7		L3			L6 L7
8	BUPS 42753	L1 L4	L5	L3		L6		L2	L3 L5	L2 L3	L5 L6	L5 L6	L5 L6
	BUPS 43766	L1 L2 L3 L4 L5	L1 L2 L3 L4 L5	L6		L7		L5	L1	L7 L8	L1 L7 L8	L1 L7 L8	L1 L7 L8
	BUPS 43774	L1		L2		L3	L1 L2	L2	L1	L3	L3	L2	L1 L2

COURSE SPECIFICATION

Field of Study : Buddhist Psychology						
1	Code of the Course Unit		BUPS 21712			
2	Title of the Course Unit		Buddhist Phenomenological Psychology II			
3	Number of Credits		2			
4	Type		C			
5	Coordinator of the Course Unit		Most senior lecturer of the relevant course unit			
6	Pre-requisites		Not applicable			
7	<p>Main objective of the course</p> <p>The objective of this course is to provide adequate knowledge of the foundation of Buddhist phenomenological psychology and give comprehensive understanding of the basic principles of the Buddhist approaches, foundation, methods, theories and techniques of Buddhist phenomenological psychology.</p>					
8	<p>Intended Learning Outcomes (ILOs)</p> <p>At the completion of this course unit the student will be able to</p> <ol style="list-style-type: none"> 1. Provide the theoretical knowledge of Buddhist Phenomenal Psychology. 2. Examine major ethical issues and standards in Buddhist Phenomenal Psychology. 3. Show the typical character of Buddhist Psychology. 4. Develop and interest in Buddhist Phenomenal Psychology. 5. Clarify the Buddhist contribution to Modern Psychology. 6. Make a clear distinction of the nature of Buddhist and Western psychology. 7. Becomes aware of the distinctive characteristics of Buddhist approach to mind, psycho-analysis, methods of de-conditioning and Buddhist insight into subjectivity and objectivity. 					
9	Contents			Mode of Delivery/ Way of Delivery (T/L Materials)	No of Hrs.	ILO No.
	Week	Main Themes	Sub Themes			

	1st	Introduction to the history of Buddhist Phenomenological Psychology	<ul style="list-style-type: none"> - Definition and nature of phenomenological psychology. - Historical evolution of Buddhist phenomenological psychology. - Significance of Buddhist phenomenological psychology. 	Direct Classroom teaching/ Online teaching /Blended	4	1
	2nd	The Western attitude to mind in contrast to Buddhist teachings	<ul style="list-style-type: none"> - Nature of western phenomenological psychology. - Its evolution. - Fundamentals. 		4	1, 6
	3rd	Buddhist psychology as a descriptive phenomenology of mind	<ul style="list-style-type: none"> - Buddhist hermeneutics and its relation to phenomenological psychology. - Buddhist phenomenological psychology as a science of experience; the direct experience, consciousness and awareness. - Nature of mind and subjectivity, bondage and human issues. 		4	3
	4th	Buddha's advice to explore the dynamics of subjectivity	<ul style="list-style-type: none"> - The core Buddhist insight that the mysteries of human condition can be explored in the subjectivity of the present moment. - Introduction to the Buddhist approaches to the exploration mind through meditation and other forms of contemplation. 		4	7

5 th	Difficulties in considering subjective phenomena	<ul style="list-style-type: none"> - Distortions of perception (<i>saññā-vipallāsa</i>) its impact on cognition. - Distortions of thought (<i>citta-vipallāsa</i>) its impact on cognition. - Distortions of view (<i>diṭṭhi-vipallāsa</i>) its impact on cognition. 		4	2
6 th	The subjectivity of individual as consisting of moments of awareness that appear as continuous	<ul style="list-style-type: none"> - Significance of attention within the present moment to understand the cognitive processes; - The culmination of mental phenomena and human experience. 		4	7
7 th	Human experience and its manifestation through six sense systems	<ul style="list-style-type: none"> - Human experience and its manifestation through six sense systems. - Mind as a sense organ, and cognitive events as sense objects. - Human experience as constructed; transformation or translation of the external phenomena into an internal language of consciousness. 		4	4, 8
8 th	Mid Semester Evaluation	Written Examination/ Assignment / Individual or Group Presentation / Practical Test		4	1, 6
9 th	The dynamic nature of the transformation of	<ul style="list-style-type: none"> - The difficulty in knowing the pre-constructed reality and human subjectivity. 		4	3

	raw sensory activation into sensory experience	<ul style="list-style-type: none"> - How 'reality' is limited by; the nature of individual, unique, subjective, constructed reality. - Buddhist phenomenological view of the quality or nature of a given experience. 			
10th	The study of reality as the study of the human construction of experience	<ul style="list-style-type: none"> - The irrelevance of such reality to transform delusion into wisdom. - Human experience as constantly changing- an incessant succession of events - Perception, sensation, cognition, image, memory, feeling; human survival, distortion-tendency and adaptation. 		4	8
11th	Three major forms of perceptual distortions	<ul style="list-style-type: none"> - Perceptions of permanence (perceptual-linguistic). - Perception of satisfaction (cognition). - Perception of Self (meta-cognition). 		4	5
12th	The modern scientific views of mind and behavior	<ul style="list-style-type: none"> - The reductionist explanation of mind. - The explanations of mind in terms of physical structures and brain processes. 		4	5 - 8
13th	Buddha's account of mind as a contribution to Western psychology	<ul style="list-style-type: none"> - Buddhist standpoint on mind. - Nature of mental phenomena. - Non-requirement of contributions of neuroscience to understand mind. 		4	6

	14th	Introduction to the Methods of the analysis of the phenomenological psychological issues	- Method of the analysis of relationship between the individual and the actual happenings. - Perceptions and feelings of each individual in the relationship and the actual happening.		4	2 – 4
	15th	Review and further instructions	- Review of student’s performances. - Further instructions and guidance.		4	1 - 4
10.	Number of Notional Hours: 100					
	1. Lecture Hours: 30		3. Self-study and Homework Preparation Hours: 30			
	2. Tutorial / Presentation Hours: 20		4. Recommended readings / Social Activities: 20			
11.	Evaluation and Assessment:					
	In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated <i>Expected soft skills to be evaluated through the continuous assessments:</i>					
	End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated Question Paper:					
12	Recommended Readings: 1. Galmangoda, Sumanapala., (1998). <i>Definitions of Phenomena and the Noumenon in the Exegetical Works of the Theravāda Abhidhamma</i> , (Journal Article), Recent Researches in Buddhist Studies: Essays in Honour of Professor Y. Karunadasa, Colombo, Sri Lanka. 2. Davids Rhys., Caroline A.F. (1936). <i>Birth of Indian Psychology and its Development in Buddhism</i> . London, Luzac & Co. 3. BhikkhuNānānanda, Katukurunde., (2012), <i>Concept and Reality in Early Buddhist Thought</i> , Dharma Grantha Mudrana Bhàraya, Sri Lanka. 4. Velmans Max.,(1984). <i>Investigating Phenominal Consciousness, New methodologies and</i>					

	<p><i>Maps</i>, Jone Benjamins Publication Company, USA</p> <p>5. Davids Rhys., Caroline A. F., (1914). <i>Buddhist Psychology: An Inquiry into the Analysis and Theory of Mind in Pali Literature</i>, London: Bell and sons.</p> <p>6. Locke John., (1689/1975). <i>Essay Concerning Human Understanding</i>, II, xxxii, 15. Oxford: Oxford University Press.</p> <p>7. Lowe, E.J., (2008). <i>Illusions and hallucinations as evidence for sense-data</i>, in <i>The Case for Qualia</i>, Edmond Wright (ed.), Cambridge MA: MIT Press</p> <p>8. Michael Tye., (1991) <i>The Imagery Debate</i>, Cambridge MA: MIT Press;</p> <p>9. Michael Tye., (1995). <i>Ten Problems of Consciousness: A Representational Theory of the Phenomenal Mind</i>, Cambridge MA: MIT Press.</p>
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Field of Study : Buddhist Psychology		
1	Code of the Course Unit	BUPS 21724
2	Title of the Course Unit	Buddhist Psychological Ethics
3	Number of Credits	4
4	Type	C
5	Coordinator of the Course Unit	Most senior lecturer of the relevant course unit
6	Pre-requisites	Not applicable
7	<p>Main objective of the course</p> <p>The objective of this course is to provide an adequate knowledge of the Buddhist Psychological Ethics. In order to achieve this aim, the students are exposed to the definitions, approaches, stages of moral developments, and moral criteria of Buddhist psychological ethics.</p>	
8	<p>Intended Learning Outcomes (ILOs)</p> <p>At the completion of this course unit the student will be able to</p> <ol style="list-style-type: none"> 1. Provide a theoretical and practical knowledge of the Buddhist psychological ethics as found in the early Buddhism. 2. Explain the nature and significance of Buddhist psycho-ethics. 	

	<p>3. Develop their views on Buddhist psychological ethics and defend them.</p> <p>4. Demonstrate an ability to apply and test them.</p> <p>5. Appreciate their significance for behavior modification</p>					
9	Contents			Mode of Delivery/ Way of Delivery (T/L Materials)	No of Hrs.	ILO No.
	Week	Main Themes	Sub Themes			
	1st	Definitions of the psychological terms	<ul style="list-style-type: none"> - <i>Puñña, Pāpa, Kusala, Akusala.</i> - <i>Sādhu, Asādhu, Sappurisa, Asappurisa.</i> - <i>Dhamma, Adhamma, Karaṇīya, Akaraṇīya.</i> 	Direct Class room teaching/ Online teaching/	4	1, 2
	2nd	Buddhist Moral Language	<ul style="list-style-type: none"> - Value-laden expression of an individual's own sentiments about a particular kind of human behavior reflected in early Buddhist discourses. - Value-free description of prevailing social norms reflected in early Buddhist discourses. - Value-free assessment of the suitability of specific ends to bringing about an individual's satisfaction reflected in early Buddhist discourses. - A value-laden assessment of the correct resolution of a dispute reflected in early Buddhist discourses. 	Blended	4	5
3rd	Introduction to	- Psycho-ethical foundation of		4	2 – 4	

		Buddhist discourses of ethical and moral significance	selected Buddhist discourses. - The different psychological approaches reflected there in.		
	4 th	Different approaches and foundations of Buddhist ethics	- Difference between morality and ethics. - Psychological foundation of morality and ethics. - Empirical and rational foundation of morality and ethics.		4 1 - 2
	5 th	Significance of ethics and ethical training	- Buddhist ethics and behavioral modification. - Buddhist ethics and behavioral change. - Buddhist ethics and accommodation.		4 3 - 5
	6 th	Different types of behaviors	- Self-destructive behavior. - Self-defeating. - Self-constructive behavior.		4 5
	7 th	Different stages of behavioral development	- Code of ethics applicable to children. - Code of ethics applicable to teenagers. - Code of ethics applicable to adults.		4 5
	8 th	Mid Semester Evaluation	Written Examination/ Assignment /Individual or Group Presentation / Practical Test		4 1
	9 th	Buddhist teachings on the influence of ethics on human life	- Cultural ethics and their influence. - Religious and their influence. - Social ethics and their influence.		4 1
	10 th	Psycho-ethical significance in the development of	- Significance of ethics and morality for family relationships.		4 2

	human relationships	<ul style="list-style-type: none"> - Set of values, moral principles, and stranded in work place. - Significance of ethics and morality in different professions. 		
11th	Buddhist moral criteria and its psychology	<ul style="list-style-type: none"> - Origin of moral standards and formation into criteria. - Multiple theories of Buddhist moral criteria. 	4	5
12th	<i>Bodhisatva</i> ideal and its psycho-ethical significance	<ul style="list-style-type: none"> - Stages of moral perfection. - Nature and characteristics of an ethically perfected person. 	4	2 - 5
13th	Buddhist attitude to moral foundations theory	<ul style="list-style-type: none"> - Stages of ethical development (pre-conventional conventional, post conventional) and Buddhist attitude. - Buddhist attitude to meta-ethics and normative ethics, - Buddhist attitude to applied ethics and descriptive ethics. 	4	4
14th	Ethical issues of psychological investigation and Buddhist critique	<ul style="list-style-type: none"> - Cardinal principles of bioethics such as autonomy, non-maleficence, beneficence, and justice and Buddhist view. - Ethical abuse in human research. - Buddhist view of principles of responsibility, competence, benevolence, moral standard, patient welfare, and confidentiality. 	4	2, 5

	15 th	Review and Further instructions	- Review of student's performances, - Further instructions and guidance.		4	1
10.	Number of Notional Hours: 200					
	1. Lecture Hours: 60		3. Self-study and Homework Preparation Hours: 60			
	2. Tutorial / Presentation Hours: 40		4. Recommended readings / Social Activities: 40			
11.	Evaluation and Assessment:					
	In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated					
	<i>Expected soft skills to be evaluated through the continuous assessments:</i>					
	End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated					
	Question Paper:					
12	Recommended Readings:					
	1. Caroline A. F., Davids Rhys., (1996). A Buddhist Manual of Psychological Ethics, Munsiram Manoharlal, Publishers Pvt. Ltd .First edition					
	2. Dharmasiri Gunapala., (1986). Fundamental Buddhist Ethics. Singapore.					
	3. Premasiri P.D., (1996). Encyclopedia of Buddhism and Ethics., The Department of Buddhist Affaires, Sri Lanka.					
	4. Chance, P., and Harris, T.G., (Eds.), (1990). The Best of Psychology Today. New York. McGraw-Hill Inc.					
	5. Sarachchandra E.R., (1994). Buddhist Psychology of Perception, Buddhist Cultural Center 2nd Edition.					
	6. Mrs. Davids, Rhys., (1978). The Birth of Indian Psychology and Its Development in Buddhism, Munshiram Manoharlal Publishers Pvt. Ltd, First Indian edition.					
	7. ඥාණීස්සර හිමි, පානේගම., (2006). බෞද්ධ මනෝවිද්‍යා ආකල්පය, එස්. ගොඩගේ සහ සහෝදරයෝ කොළඹ.					
Field of Study : Buddhist Psychology						
1	Code of the Course Unit		BUPS 21734			
2	Title of the Course Unit		Psychology of Religions I			
3	Number of Credits		4			

	Type	C				
4	Coordinator of the Course Unit	Most senior lecturer of the relevant course unit				
6	Pre-requisites	Not applicable				
7	Main objective of the course The objective of this course is to provide adequate knowledge of the various aspects of the psychology of religions such as approaches to the study of religion, psychogenesis, theories, and controversial views on religion					
8	Intended Learning Outcomes (ILOs) At the completion of this course unit the student will be able to <ol style="list-style-type: none"> 01) show the various foundations of religion. 02) examine the different views on the origin of religion. 03) discuss the psychological interpretations of religion and its affinity to psychology. 04) illustrate the issues related to the practice of religious teachings. 05) discuss the impact of religion on human mind and culture. 					
9	Contents			Mode of Delivery/ Way of Delivery (T/L Materials)	No of Hrs.	ILO No.
	Week	Main Themes	Sub Themes			
	1st	Definitions of religion and their various implications	- The evolution of the term "religion". - Sociological definitions of religion. - Psychological definitions of religion. - Buddhism as a religion, philosophy and psychology.			
2nd	origin of religion and its psychological foundation	- psychological elements involved in the development of religious thought. - Various implications of the historical development on the practice of religion. - The psychological	4	3		

			interpretation of religion.			
	3rd	Substantiality and functionalist views on religion	<ul style="list-style-type: none"> - Substantiality and religion. - Functionalism and religion. 		4	5
	4th	Different stages of the evolution of religion	<ul style="list-style-type: none"> - Origin of religion as a natural phenomenon. - Institutionalization and organization of religion. 		4	3
	5th	Theory of Soul and its psychological impact	<ul style="list-style-type: none"> - Its impact on human consciousness. - Behavior and society. - Difference between spirituality and religiosity. - Impact of religion on mental health. 		4	5
	6th	Introduction to transpersonal psychology	<ul style="list-style-type: none"> - Understanding and defining of transpersonal psychology. - Origin and historical evolution of transpersonal psychology. - Main contributors of transpersonal psychology. 		4	5
	7th	Karl Jung and transpersonal psychology	<ul style="list-style-type: none"> - Modern human condition and psychological issues. - Sick Soul and the sickness normality than in the asylum. 		4	5
	8th	Mid Semester Evaluation	Written Examination/ Assignment / Individual or Group Presentation / Practical Test		4	1, 3

9th	Abraham Maslow and Peak Experience;	<ul style="list-style-type: none"> - Introduction to hierarchy of needs. - Aspects of peak experience and daily rituals and mental training. 		4	4, 5
10th	Jorge Ferer and the transpersonal theory	<ul style="list-style-type: none"> - Spirituality and transpersonal theory. - Conceptual and practical limitations. 		4	5
11th	Introduction to subtle Cartesianism	<ul style="list-style-type: none"> - Spiritual narcissism, intra-subjective empiricism. - Reductionistic universalism and religion. 		4	5
12th	Theories of the psychogenesis of religion	<ul style="list-style-type: none"> - Ludwig Feuerbach: religion as the denial of dependence and the projection of a wish. - Religion as an objectification of human wishing about limitless existence. - Sigmund Freud: God, as a projection of our deep-seated anxieties. - The adoption of religion as a reversion to childish patterns of thought in response to feelings of helplessness and guilt. 		4	3
13th	Approach to transpersonal psychology by Willem James and Ken Wilber	<ul style="list-style-type: none"> - Willem James and "The Religion of Healthy-Mindedness" and "The Sick Soul". - Ken Wilber and his integral theory and spectrum of consciousness. 		4	4, 5

	14 th	The controversial views on religion	<ul style="list-style-type: none"> - Involvement of religion in avoiding dealings with stress, anxiety, depression etc. - Religious beliefs as a way to avoid reality and personal responsibility. - Religion and fundamentalism; religion-based conflicts and its impact on human society, peace, relationships, co-existence. 		4	4
	15 th	Review and further instructions	<ul style="list-style-type: none"> - Review of student's performances. - Further instructions and guidance. 		4	1 - 5
10.	Number of Notional Hours: 200					
	<p>1. Lecture Hours: 60 3. Self-study and Homework Preparation Hours: 60</p> <p>2. Tutorial / Practical / Presentation Hours: 40 4. Recommended readings / Social Activities: 40</p>					
11.	Evaluation and Assessment:					
	<p>In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated</p> <p><i>Expected soft skills to be evaluated through the continuous assessments:</i></p>					
	<p>End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated</p> <p>Question Paper:</p>					
12	<p>Recommended Readings:</p> <ol style="list-style-type: none"> 1. Galmangoda, Sumanapala., (1998). Definitions of Phenomena and the Noumenon in the Exegetical Works of the Theravada Abhidhamma, (Journal Article), Recent Researches in Buddhist Studies: Essays in Honour of Professor Y. Karunadasa, Colombo, Sri Lanka. 2. Alexander, V. K., (1979). Rural Psychotherapeutic Process. M. Kapur. V. N. Murthy, K. Sathyavathy and R. L. Kapur (Eds.) Psychotherapeutic Process. Nimhans, Bangalore. 3. Lovinger. R. J., (1984). Working with Religious in Psychotherapy. Jason Aronson: New 					

	<p>York</p> <p>4. Miller, W. K. and Martin, J. E. (1988). Behavior Therapy and Religion. Sage Publication: New Delhi</p> <p>5. Sigmund Freud, Peter Gay., (1989). The Future of an Illusion (The Standard Edition) (Complete Psychological Works of Sigmund Freud) W. W. Norton & Company</p> <p>6. Robet N. Mc Caulwy., (2011). Why Religion Is Natural and Science Is Not, Oxford University Press, USA.</p> <p>7. Boyer Pascal., (2002). Religion Explained: The Evolutionary Origins of Religious Thought, Basic Books; Reprint edition, London.</p> <p>8. Boyer Pascal., (2008). Religion Explained: The Human Instincts That Fashion Gods, Spirits and Ancestors, Vintage Books, London.</p> <p>9. Russell Bertrand., (1986). On God and Religion (Great Books in Philosophy) Prometheus Books, New York.</p>
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Field of Study : Buddhist Psychology		
1	Code of the Course Unit	BUPS 21744
2	Title of the Course Unit	Gerontology in Buddhist Perspective
3	Number of Credits	4
	Type	C
4	Coordinator of the Course Unit	Most senior lecturer of the relevant course unit
6	Pre-requisites	Not applicable
7	<p>Main objective of the course</p> <p>The objective of this course is to provide adequate knowledge to understand and develop attitudes toward and skills in Buddhist perspective of social, cultural, psychological, cognitive, and biological aspects of aging and the management of such issues in old age.</p>	
8	<p>Intended Learning Outcomes (ILOs)</p> <p>At the completion of this course unit the student will be able to</p> <ol style="list-style-type: none"> 1) make students acquaintance with death-related Psychological issues and possible solutions found in Buddhist teachings. 2) describe and analyze their experiences about bereavement& dying, beliefs and 	

	<p>practices of various cultures and religious groups.</p> <p>3) illustrate the major causes of death and demonstrate broad familiarity with several religious/cultural approaches to dying, funeral, and bereavement rituals.</p> <p>4) find possible solutions for death related psychological issues</p>					
9	Contents			Mode of Delivery/ Way of Delivery (T/L Materials)	No of Hrs.	CLO No.
	Week	Main Themes	Sub Themes			
	1 st	Definition and the contextual usages of the Buddhist terminologies	- <i>Jāti, Jarā, Vyādhi, Maraṇa, Kamma, Viññāṇa, Punabbhava.</i> - The psychological implication of such terminologies.			
	2 nd	Religion, Culture, and Death Anxiety	- Elders' attitudes about Life and Death elders. - Cultural and religious beliefs.			
	3 rd	Effects of various world religions on the development of "healthy" personalities in adults	- Mental and physical well-being of adults. - Social and spiritual well-being.			
	4 th	Buddhist standpoint on thanatology	- Scope of thanatology and its view of death. - Buddhist teachings on the quality of life of patients and their families facing the problems associated with life-threatening illness.			
	5 th	Buddhist standpoint on the concept of the death instincts	- Buddhist standpoint on death instincts and the theories of ill-will & attachment. - Buddhist interpretation of the goal of life and death.			
	6 th	Buddhist attitudes	- Old age and natural			

	about psychological distress and theoretical explanations	causes of death. - Sacrifice of life and Types of death.			
7 th	Coping with life-threatening illness, last stage of life and death	- Health care system reflected in the early Buddhist teachings for life-threatening illness. - Caring for a dying person as reflected in the early Buddhist discourses.		4	4
8 th	Mid Semester Evaluation	Written Examination/ Assignment / Individual or Group Presentation / Practical Test		4	1
9 th	Role of religion on suicide prevention	- Moral power and life goals. - Sources of hope and confidence of life. - Prevention of the opposite effects such as guilt, fear and related psychological issues.		4	3, 4
10 th	Buddhist teachings on signs of death and symptom management	- Physical signs of death. - Mental signs of death		4	3
11 th	Management of Grief and Lamentation	- Complexity of death-related distress and myths. - Psychological causes of grief, lamentation and bereavement (<i>dukkha, domanassa, soka, parideva</i>).		4	4
12 th	End of life decision making	- Last will and Organ donation. - Transference of merits its origin and physiological		4	4

			impact.			
	13th	Role of Buddhist clergy, laity and Buddhist psychotherapy	- Types of emotional, spiritual, and physical psychotherapy.		4	1
	14th	Next life , cross-cultural and religious attitudes	- Beliefs, and customs regarding death. - Afterlife and the psychological significance of Buddhist religious performances.		4	2
	15th	Review and further instructions	- Review of student's performances. - Further instructions and guidance.		4	1 – 4
10.	Number of Notional Hours: 200					
	1. Lecture Hours: 60 3. Self-study and Homework Preparation Hours: 60 2. Tutorial and Presentation Hours: 40 4. Recommended readings/ Social Activities: 40					
11.	Evaluation and Assessment:					
	In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated					
	<i>Expected soft skills to be evaluated through the continuous assessments:</i>					
	End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated					
	Question Paper:					
12	Recommended Readings:					
	1. Smith, Edward E., (1989). <i>Personality Development over Life Span.</i> , Oxford University press, New York. 2. Kirthisinghe Buddhadasa, P., (eds) (1984). <i>Buddhism & Science.</i> Motilal Banarsidass Publishers. Delhi. 3. (2000), <i>The Person, A Manual, of Buddhism</i> , Buddhist Cultural Center, Dehiwala. 4. Boorstein.S., Deatherege.G.O., (1982) <i>Buddhism in Psychotherapy</i> , Buddhist Publication Society. Kandy. 5. Bootzin R.R., Bower.G.H., Crocker J., Hall E., (1991). <i>Psychology Today An Introduction.</i> 7 th edition McGraw Hill. 6. Crowcroft Andrew., (1967). <i>The Psychotic Studies in Social Pathology</i> , Penguin					

	<p>Books, U.S.A.</p> <p>7. සුමනපාල ගල්මංගොඩ., (1994). <i>ආදී බෞද්ධ දර්ශනය</i>, අභය මුද්‍රණ ශිල්පියෝ සහ ප්‍රකාශකයෝ, මහර.</p> <p>8. නිශ්ශංක, එච්. එස්. එස්., (2005). <i>සහනය සඳහා උපදේශනය</i>, එස්. ගොඩගේ සහ සහෝදරයෝ, කොළඹ</p> <p>9. රත්නපාල නන්දසේන., (1999). <i>බුදුදහම සමාජ විද්‍යාව හා ජන ජීවිතය</i>, ආර්ය ප්‍රකාශකයෝ, වරකාපොල.</p> <p>10. සුමනරංසි හිමි, කැන්දගොල්ලේ., (1999). <i>විවාහය හා බුදුදහම</i>, සරස්වතී ප්‍රකාශන, දිවුලපිටිය.</p> <p>11. ගමාවිචි ලීලානන්ද., (2000). (පරි)., <i>ප්‍රායෝගික මනෝවිද්‍යාව - මනස පුහුණු කිරීම</i>, එස්. ගොඩගේ සහ සහෝදරයෝ, කොළඹ.</p>
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Field of Study: Professional Subject Stream				
1	Code of the Course Unit	BUPS 21751		
2	Title of the Course Unit	Community Service Engagement		
3	Number of Credits	1		
4	Type	O		
5	Pre-requisites	Not applicable		
6	<p>Main objective of the course</p> <p>The main objective of the course unit is to provide an opportunity for the students to identify the society and the responsibility and to serve the society.</p>			
7	<p>Intended Learning Outcomes (ILOs)</p> <p>At the completion of this course unit the student will be able to</p> <ol style="list-style-type: none"> 1. Nurturing community-oriented thinking pattern and emphasize cooperate social responsibility in day-to-day social life as a member of the society. 2. Conceptualize the characteristics and meaning of ‘Community’ while understanding community dynamics in their life course. 3. Improve students’ engagement with one of selected community or part of community among different communities in their local, regional, or at the national levels and develop the concept of volunteerism. 4. Enhance attitudes towards social harmony by engage with different social clusters, communities, ethnic groups, religious groups, marginalized communities, etc. 5. Develop community-oriented thinking pattern among various student groups within the faculties and the university, conceptualize, articulate and propose possible remedial actions to improve the targeted community livelihood or living standards. 6. Provide a substantial social platform to understand the cooperate social responsibility and volunteerism as a member of the society. 			
9	Contents	Mode of	No of	ILO No.

Week	Main Themes	Sub Themes	Delivery/ Way of Delivery (T/L Materials)	Hrs.	
1 st	An introduction to the nature of course unit, its ILOs and basic concepts		Direct classroom teaching/ online teaching/ blended	1	1, 2,
2 nd	Historical background of community service engagements			1	1,2
3 rd	community service engagements and volunteerism - part I			1	3,4
4 th	community service engagements and volunteerism – part II			1	3,4
5 th	community service engagements and volunteerism - part III			1	3,4
6 th	community service engagements and volunteerism - part IV			1	3,4
7 th	community service engagements and volunteerism - part V			1	3,4
8 th	Oral presentation on community service engaged in voluntarily			1	5
9 th	A series of guidance will be provided through LMS, mentoring, and supervision on preparation project work targeted community service engagement proposed by a group of students in each department who are following the degree program.			1	1,2
10 th	Community service engagement activity which is a practical approach should be implement targeting a particular community, society, association, institution, or socially excluded group in the mainstream society and the group of students needs to produce audio visual evidences at the end of the activity performed. This is in addition to the project proposal and they can upload such evidences into the university website, their Face Book walls, etc. However, such public domains should be used after consultation of the mentor in the respective			1	1,2

		departments.			
	11 th	All respective students' groups who are engaging in community services are expected to have a healthy dialogue between group members and fellow students and teachers as well as other interested members or groups in different platforms, especially in online platforms.		1	3,4,5
	12 th	Community Service Engagement		1	3,6
	13 th	Community Service Engagement		1	3,6
	14 th	Community Service Engagement		1	3,6
	15 th	Community Service Engagement		1	3,6
10.	Number of Notional Hours: 50				
	1. Lecture Hours: 15 2. Self-study and Homework Preparation Hours: 35 4. Hours for recommended reading:				
11.	Evaluation and Assessment:				
	In Course Evaluation (Mid Semester Evaluation) 100% from Total Marks Allocated <i>Expected soft skills to be evaluated through the Group proposal 40%</i> <i>Community Service Engagement /Online dialogues/interactions with Audio-visual evidence 60%</i> <i>confidential report on activity completed by external monitored organization or institution</i>				

Field of Study : Buddhist Psychology		
1	Code of the Course Unit	BUPS 22764
2	Title of the Course Unit	Source Studies in Buddhist Psychology I
3	Number of Credits	4
	Type	C
4	Coordinator of the Course Unit	Most senior lecturer of the relevant course unit

6	Pre-requisites	Not applicable				
7	Main objective of the course The main objective of this course is to provide an adequate knowledge to the source studies of Buddhist psychology and focus them in gaining a sufficient skill in analyzing the contents and thereby understand the various aspects, the psychological significance of the early Buddhist discourses.					
8	Intended Learning Outcomes (ILOs) At the completion of this course unit the student will be able to <ol style="list-style-type: none"> 1. provide a basic knowledge of the psychological significance of the Buddhist teachings in the early Buddhist discourses and scriptures. 2. describe the significance of psychological elements in the Buddhist sources. 3. find out the theoretical and practical importance of Buddhist psychology. 4. get acquaintance with original Pāli sources of psychological importance. 5. make a scientific analysis of the Buddhist teachings of psychological importance 					
9	Contents			Mode of Delivery/ Way of Delivery (T/L Materials)	No of Hrs.	ILO No.
	Week	Main Themes	Sub Themes			
	1st	Introduction to <i>Madhupiṇḍika Sutta</i>	<ul style="list-style-type: none"> - Definitions of psychological terminologies reflected in. - Psychological significance of the study of human perception and related issues. 	Direct classroom teaching/ online teaching/ Blended	4	1, 2
	2nd	<i>Mahānidāna Sutta</i>	<ul style="list-style-type: none"> - Definition of psychological terminologies reflected in. - Buddhist theory of psychological issues. 		4	3
3rd	<i>Indaka Sutta</i>	<ul style="list-style-type: none"> - Definition of Psychological terminologies reflected in with its commentary. - Stages of fetus 	4		5	

		development.			
4 th	<i>Mātāputta Sutta</i>	- Definition of psychological terminologies reflected in with its commentary. - Nature of intense attachment, its causality and its psychological impact.		4	3
5 th	<i>Brāhmanadhammika Sutta</i>	- Definition of psychological terminologies reflected in with its commentary, - Sexuality, sadism, Buddhist attitude to sexual ethics.		4	5
6 th	Introduction to the psychological significance of <i>Visuddhimagga</i>	- <i>Visuddhimagga</i> and its relation to <i>Ratha-vinīta Sutta</i> , - Introduction to psychological significance of the different sections of <i>Visuddhimagga</i> .		4	5
7 th	Selected Passages from <i>Sīlaniddesa</i> of <i>Visuddhimagga</i>	- Buddhist psychological ethics reflected in <i>Sīlaniddesa</i> , - Selected passages of <i>Sīlaniddesa</i>		4	5
8 th	Mid Semester Evaluation	Written Examination/ Assignment / Individual or Group Presentation / Practical Test		4	1, 3
9 th	Stages of purification reflected in <i>Visuddhimagga</i>	- Seven types of purification and their psychological significance, - Nature of psychotherapy reflected for mental health issues.		4	4, 5
10 th	Introduction to the	- Its structure and nature of		4	5

		psychological significance of <i>Dhammapadaṭṭhakat hā</i>	character analysis, - Basic drives & psychological issues reflected in the stories that motivate human behavior.			
	11 th	Selected stories of <i>Dhammapadaṭṭhakat hā</i>	- Stories related to various inner psychological drives, - Types of behavior and their impact on personality.		4	5
	12 th	Introduction to <i>Jātaka</i> Text	- Significance of <i>Jātaka</i> Text in Buddhist psychology, - Studies on <i>Jātaka</i> Text by Sri Lankan clinical psychologists.		4	3
	13 th	Selected stories from <i>Jātaka</i> Text I	- Hysteria Types of Reactions Described in the <i>Jātaka</i> Stories, - Psychogenic diseases and <i>Jātaka</i> Stories, - Psychogenic Non-epileptic Seizures, Psychogenic Itch and <i>Jātaka</i> Stories.		4	4, 5
	14 th	Jataka stories and introduction to various mental disorders	- Assaka <i>Jātaka</i> and pathological grief, - Sujātha <i>Jātaka</i> and meaning of death, - Daddara <i>Jātaka</i> and explosive disorder, - Thakari <i>Jātaka</i> and pathological gambling.		4	4
	15 th	Review and further instructions	- Review of student's performances. - Further instructions and guidance.		4	1 - 5
10.	Number of Notional Hours: 200					

	<p>1. Lecture Hours: 60 3. Self-study and Homework Preparation Hours: 60</p> <p>2. Tutorial / Practical / Presentation Hours: 40 4. Recommended readings / Social Activities: 40</p>
11.	<p>Evaluation and Assessment:</p> <p>In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated <i>Expected soft skills to be evaluated through the continuous assessments:</i></p> <p>End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated Question Paper:</p>
12	<p>Recommended Readings:</p> <ol style="list-style-type: none"> 1. <u>Bhikkhu Ñānamoli</u>, <u>Bhikkhu Bodhi.</u>, (2009). <i>The Middle Length Discourses</i>, Wisdom Publications, Boston. 2. Bhikkhu Bodhi., (2000) <i>The Connected Discourses of the Buddha</i>, Wisdom Publications. 3. Bhikkhu Nyanamoli, (trans.), (2011). <i>The Path of Purification, Visuddhimagga</i>, Buddhist Publication Society, Kandy. 4. Helmer Smith (Editor)., (2007). <i>The Commentary on the Dhammapada (Dhammapadaṭṭhakathā).</i>, New edition, Vol. I, Part I, Published by The Pāli Text Society. 5. Shaw, Sandra, (2006). <i>The Jātakas - Birth Stories of the Bodhisatta</i>, New Delhi: Penguin Books. 6. Daw Mya Tin., (1996). <i>The Dhammapada: Verses and Stories</i>, Editorial Committee, Burma Tipiṭaka Association Rangoon, Burma.

Field of Study : Buddhist Psychology		
1	Code of the Course Unit	BUPS 22774
2	Title of the Course Unit	Buddhist Cognitive Psychology
3	Number of Credits	4
4	Type	C
5	Coordinator of the Course Unit	Most senior lecturer of the relevant course unit
6	Pre-requisites	Not applicable
7	Main objective of the course	

	The main objective of this course is to provide student with a comprehensive knowledge on Buddhist Cognitive Psychology as a scientific study of the mental processes such as attention, language use, memory, perception, problem solving, creativity, and thinking.					
8	<p>Intended Learning Outcomes (ILOs)</p> <p>At the completion of this course unit the student will be able to</p> <ol style="list-style-type: none"> 1. provide a knowledge of the Buddhist cognitive psychology and its various implications. 2. enhance their ability to define the technical terms of Buddhist psychology. 3. show an ability to examine the different stages of cognitive process and its parallel development in the <i>Ābhidhammic</i> literature. 4. analyze and interpret fundamentals of cognitive psychology in early Buddhist and <i>Ābhidhammic</i> teachings. 					
9	Contents			Mode of Delivery/ Way of Delivery (T/L Materials)	No of Hrs.	ILO No.
	Week	Main Themes	Sub Themes			
	1 st	Introduction to Buddhist cognitive terminologies	<ul style="list-style-type: none"> - <i>Viññāṇa, Vedanā, Saññā, Vittakka, Manasikāra</i> and <i>Papañca</i>. - The contextual usages and various implications. 			
	2 nd	Scope of Buddhist cognitive psychology	<ul style="list-style-type: none"> - Early Buddhist concept of individual, - Subjective, objective world and acquisition s of sense-data. 			
	3 rd	Attention & process of perception and related issues	<ul style="list-style-type: none"> - <i>Saññā Vipallasa, Citta Vipallāsa, Diṭṭhi Vipallāsa</i> and fetters, - Process of sensory perception , types (<i>sanna. vinnana</i>) and stages, - Understanding the infodemic and misinformation. 			
4 th	Cognitive	<ul style="list-style-type: none"> - Cognitive process and acquisition of 				

		(<i>manodvāravīthi</i>) process and stages	knowledge, - Reasoning and inner sensory-data interpretation.		
5 th	Conceptual (<i>samkappa</i>) process	- Conceptual process and acquisition of knowledge, - Conceptual interpretation of sensory-data.		4	2
6 th	Analysis of concepts (<i>samkappa</i>) and formation of conceptual schemas	- Classification of conceptual schemas, - Inner transformation, assimilation and accommodation and distortion.		4	2
7 th	Short term and long term memory	- Buddhist terminologies related to memory and their commentarial interpretation - Classification of types of memory and memory structure.		4	3
8 th	Mid Semester Evaluation	Written Examination/ Assignment/Individual or Group Presentation / Practical Test		4	1
9 th	Types of imagery , Buddhist interpretation	- Images directly experience through faculties (<i>chakkhu and rūpa</i>).		4	3
10 th	Importance of using imagery, imagery in Buddhist literature	- Buddhist and Western interpretations of using imagery, - Imagery in Buddhist Literature.		4	1, 2
11 th	Different individuals and their cognitive	- Buddhist stratification of individual and their		4	1, 2

		differences	<ul style="list-style-type: none"> knowledge, - Ordinary human knowledge and different ways of gaining knowledge. 			
	12 th	Buddhist interpretation of the stages of cognitive development	<ul style="list-style-type: none"> - Dependent and self-dependent stage of cognitive development, - Social-dependent and independent stage of cognitive. Development 		4	4
	13 th	Buddhist method of problem solving	<ul style="list-style-type: none"> - Causes of problems and their nature, - Solutions, alternatives and problem-solving process. 		4	4
	14 th	Judgments and decision making reflected in Buddhist teachings	<ul style="list-style-type: none"> - Analysis of human judgments and decision-making process - Nature of positive and negative judgments and they psychological impact 		4	1, 4
	15 th	Review and further instructions	<ul style="list-style-type: none"> - Review of student's performances, - Further instructions and guidance. 		4	1 – 4
10.	Number of Notional Hours: 200					
	1. Lecture Hours: 60		3. Self-study and Homework Preparation Hours: 60			
	2. Tutorial /Presentation Hours: 40		4. Hours for Social Activities: 40			
11.	Evaluation and Assessment:					
	In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated					
	<i>Expected soft skills to be evaluated through the continuous assessments:</i>					
	End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated					
	Question Paper:					

12	<p>Recommended Readings:</p> <ol style="list-style-type: none"> 1. Michael W. Eysenck, Mark T. Keane, Sharif. R., (1996). <i>Cognitive Psychology: A Student's Handbook</i> Brooks, Cole Publishing Company. 2. Davids, Rhys., (1914), <i>Buddhist Psychology</i>. G.Bell and Sons. London. 3. Clark Andy, (1995), <i>Supersizing the Mind, Embodiment, Action, And Cognitive Extension</i> 4. De Silva Padmasiri., (1978). <i>Buddhist and Freudian Psychology</i>, Lake House Investment. 5. Katz. N.(Ed)., (1983). <i>Buddhist and Western Psychology</i>, Boulder, Colorado, Prajna Press. 6. Burns, D.M., (1994). <i>Buddhist Meditation and Depth Psychology</i> Buddhist, Publication Society. Kandy. 7. විමලරතන හිමි, බෙල්ලන්විල, (1994). <i>ජෝන් වෝලටර්ස්ගේ නොසැලෙන මනස, පරිවර්තනය</i>. 8. පද්මසිරි හිමි, රචවේ (පරිවර්තක)., (2007), <i>ගෙන් බුදුදහම සහ මනෝ විශ්ලේෂණවාදය, ඵරික්ප්‍රෝම්, එස්. ගොඩගේ සහ සහෝදරයෝ, කොළඹ</i>. 9. සුමනචෝති හිමි, වාරියපොල., (2003). <i>මානසික සුවය පිළිබඳ බෞද්ධ හා බටහිර මනෝවිද්‍යාත්මක ආකල්පය, කතෘ ප්‍රකාශනයකි</i>.
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Field of Study : Buddhist Psychology				
1	Code of the Course Unit	BUPS 22784		
2	Title of the Course Unit	Fundamentals of Modern Psychology		
3	Number of Credits	4		
4	Type	C		
5	Coordinator of the Course Unit	Most senior lecturer of the relevant course unit		
6	Pre-requisites	Not applicable		
7	Main objective of the course	The main objective of this course is to provide student with a comprehensive knowledge on the main schools of modern psychology, their origin, evolution, fundamentals, different theories and their sub disciplines.		
8	Intended Learning Outcomes (ILOs)	<p>At the completion of this course unit the student will be able to</p> <ol style="list-style-type: none"> 1. provide a knowledge of the modern psychology, the Unresolved problems and challengers in it. 2. develop the basic knowledge on Western Psychology. 3. examine principles in Modern Psychology. 4. develop and interest in the significance of Buddhist and Western Psychology. 5. demonstrate the challengers that the modern psychology is faced with 		
9	Contents	Mode of	No	ILO No.

Week	Main Themes	Sub Themes	Delivery/ Way of Delivery (T/L Materials)	of Hrs.	
1 st	Introduction to the history of modern psychology	<ul style="list-style-type: none"> - Its origin and evolution, - Modern developments. 	Direct classroom teaching/ online teaching/ Blended	4	1
2 nd	Structuralism	<ul style="list-style-type: none"> - Wilhelm Wundt , Edward Bradford Titchener. Main teachings and approaches, - Techniques of introspection, self-reports of sensations, views, feelings, emotions, - Criticisms. 		4	2
3 rd	Functionalism	<ul style="list-style-type: none"> - William James, John Dewey, James Rowland Angell, and Harvey Carr and their contributions, - Approaches to the functions of mind, actual life experience, - Criticisms. 		4	2 - 4
4 th	Behaviorism	<ul style="list-style-type: none"> - John B. Watson, Ivan Pavlov, and B. F. Skinner and main teachings on observable behavior, - classical conditioning and operant conditioning, - Criticisms. 		4	2- 4
5 th	Psychoanalysis	<ul style="list-style-type: none"> - Sigmund Freud and psychodynamic approach, - Psychoanalysis, - Criticisms. 		4	2 – 4
6 th	Humanistic Psychology	<ul style="list-style-type: none"> - Abraham Maslow and Carl Rogers and 		4	2 – 4

		individual free will, personal growth, and self-actualization, - Theory of human needs, - Criticisms.			
7th	Gestalt Psychology	- Whole of Human experience and their theory of perception, - Criticisms.		4	2 – 4
8th	Mid Semester Evaluation	Written Examination/ Assignment /Individual or Group Presentation / Practical Test		4	1
9th	Cognitive Psychology	- Jean Piaget and stages of cognitive development, - Cognitive issues and human behavior, - Criticisms.		4	2
10th	Introduction to Developmental Psychology	- Jean-Jacques Rousseau and John B. Watson and typical patterns of change in the process of development, - Psychosexual Development.		4	1
11th	Introduction to Social Psychology	- Methods of investigation in social psychology, - Relationship between Psychology and Sociology.		4	5
12th	Introduction to bio psychology	- Physiological bases of behavior, - Theories of the relationship between body and mind.		4	1, 2, 5
13th	Introduction to Para psychology	- telepathy, precognition, clairvoyance, psychokinesis, near- death experience, telekinesis, - Apparitional experiences		4	2

			and psychometry, reincarnation research and dream telepathy, - Difference between anomalistic psychology and parapsychology, - Criticisms.		
	14 th	Introduction to health psychology and environmental psychology	- Influence of biological, social and psychological factors influence health and illness, - Difference between natural environment and built environments and their impact on human life.	4	1, 2
	15 th	Review and further instructions	- Review of student's performances, - Further instructions and guidance.	4	1 - 5
10.	Number of Notional Hours: 200				
	1. Lecture Hours: 60 3. Self-study and Homework Preparation Hours: 60 2. Tutorial / Practical / Presentation Hours: 40 4. Hours for Social Activities: 40				
11.	Evaluation and Assessment:				
	In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated <i>Expected soft skills to be evaluated through the continuous assessments:</i>				
	End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated Question Paper:				

12	<p>Recommended Readings:</p> <ol style="list-style-type: none"> 1. Garrison, M., (1992). <i>Introduction to Psychology</i>, New York. 2. Schultz, D.P. and Schultz S.E. (2004). <i>A History of Modern Psychology</i>, Wadsworth. USA. 3. Grave, T.T.E.R. and Forzawo B.L.N., (2003). <i>Research Methods</i>, USA. 4. Carson, N.R., (2002). <i>Foundations of Psychological Psychology</i>, Boston: Allyn and Bacon. 5. Adler, A., (1964). <i>The Individual Psychology of Alfred Adler</i>, New York: Harper and Row. 6. Feldman, S. Robert., (1996). <i>Understanding Psychology</i>, Tata McGraw - Hill Publishing Company Limited, New Delhi. 7. Schultz D.P. and Schultz S.E. (2004). <i>A History of Modern Psychology</i>, Wadsworth, U.S.A 8. Dennis, Coon., (2005). <i>Psychology</i>, Wadsworth, USA. 9. Dennis, Coon (2005). <i>Essentials of Psychology</i>, Wadsworth, USA.
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(BUPS 22575 - Fundamentals of Modern Psychology) Selected themes in this course unit will be taught in English and all the assignments, evaluations will also be conducted in English.

Field of Study : Buddhist Psychology		
1	Code of the Course Unit	BUPS 22794
2	Title of the Course Unit	Introduction to Applied Buddhist Psychology and Psychotherapy
3	Number of Credits	4
4	Type	A
5	Coordinator of the Course Unit	Most senior lecturer of the relevant course unit
6	Pre-requisites	Not applicable
7	Main objective of the course	<p>The main objective of this course is to provide student with a comprehensive knowledge to get mastery over the <i>Applied Buddhist Psychology and Psychotherapy</i> in order to solve problems within human behavior such as health issues, workplace issues, and education issues.</p>

8	<p>Intended Learning Outcomes (ILOs)</p> <p>At the completion of this course unit the student will be able to</p> <ol style="list-style-type: none"> 1. make a critical observation of the significance of applied Buddhist psychology. 2. demonstrate familiarity with applied Buddhist psychology. 3. show and appreciate the therapeutic significance in the Buddhist applied psychology. 4. reveal their contribution to the field of psychology. 5. discuss the modern development in Buddhist psychology. 6. apply Buddhist criteria in understanding mental and physical disorders. 					
9	Contents			Mode of Delivery/ Way of Delivery (T/L Materials)	No of Hrs.	ILO No.
Week	Main Themes	Sub Themes				
1 st	Introduction to Fundamental teachings of Buddhist thought – I	<ul style="list-style-type: none"> - Four Noble Truths. - Significance of the understanding of causality of psychological and, physical, social, organizational and environmental issues 				
2 nd	Introduction to Fundamental teachings of Buddhist thought –II	<ul style="list-style-type: none"> - Process of analysis of a problem, - Types of solutions that can be provided. 				
3 rd	The therapeutic significance of Noble Eightfold Path	<ul style="list-style-type: none"> - Holistic approach reflected towards mental and physical ailments, - Behavior Modification. 				
4 th	Introduction to Buddhist doctrine of Kamma	<ul style="list-style-type: none"> - Buddhist theory of human issues and their causality, - Analysis of psycho-ethical human behavior. 				
5 th	Therapeutic significance of Buddhist teachings	<ul style="list-style-type: none"> - Stress, its symptoms and causality, - Mindfulness based stress reduction therapy. 				
6 th	Mindfulness-Based Cognitive Therapy	<ul style="list-style-type: none"> - Cognitive issues and human condition, 				

			- Mindfulness-Based Cognitive restructuring therapy.		
	7th	Mindfulness-Based behavioral modification therapy	- Behavioral issues and their impact on life, - Mindfulness Based behavioral modification therapy.		4 3
	8th	Mid Semester Evaluation	Written Examination/ Assignment /Individual or Group Presentation / Practical Test		4 1
	9th	Buddhist Psychodynamic Therapy	- Mindfulness- and acceptance-based approaches, - Non-judgmental awareness, acceptance of internal experiences, and commitment to one's values.		4 4
	10th	Buddhist Contemplative Psychotherapy	- Awakening of individual's sensations, emotions, perceptions, thoughts, - Creation of a dimension of consciousness free of fears, conflicts and suffering. - Therapeutic relationship, practice and exchange.		4 6

	11th	Buddhist Positive psychotherapy	<ul style="list-style-type: none"> - Strengthening and searching of resources around the clients for positive transformations and handling difficult situations and relationships - Its helpfulness to build positive emotions, encourage strengths, hope, and optimism, and increase meaning in life 		4	6
	12th	Dialectical Behavior Therapy in Buddhist teachings	<ul style="list-style-type: none"> - Emotional Instability Disorder and dialectical behavior therapy, - Acceptance and change, skills for emotional self-regulation, interpersonal variant, "assertiveness training", and mindfulness meditation. 		4	5
	13th	Interpersonal and Biblio-psychotherapy	<ul style="list-style-type: none"> - The symptoms, interpersonal problems, and symptomatic recovery, - Phases of therapy (initial, the middle and the termination), - Forgiveness and reconciliation in interpersonal conflicts, - Use of literature to help people cope with emotional problems, mental illness, or changes in their lives. 		4	3
	14th	The techniques and	- Classification of		4	3, 5

		strategies reflected in the Buddhist discourses for various therapies	techniques and strategies, - Methods of Application.		
	15 th	Review and further instructions	- Review of student' performances, - Further instructions and guidance.		4 1 - 6
10.	Number of Notional Hours: 200				
	1. Lecture Hours: 60 3. Self-study and Homework Preparation Hours: 60 2. Tutorial / Practical / Presentation Hours: 40 4. Hours for Social Activities: 40				
11.	Evaluation and Assessment:				
	In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated				
	<i>Expected soft skills to be evaluated through the continuous assessments:</i>				
	End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated				
	Question Paper:				
12	Recommended Readings:				
	1. Jack Kornfield, (2009). <i>The Wise Heart: A Guide to the Universal Teachings of Buddhist Psychology</i> , The Random House Publishing Group, New York. 2. Rick Hanson, (2009). <i>Buddha's Brain; The Practical Neuroscience of Happiness, Love, and Wisdom</i> , New Harbinger Publications, Inc. U.S.A. 3. Karuna Cayton., (2012). <i>The Misleading Mind</i> , New World Library, California. 4. Dennis Tirch, Laura R. Silberstein , Russell L. Kolts., (2015). <i>Buddhist Psychology and Cognitive-Behavioral Therapy</i> , A Clinician's Guide 1st Edition 5. De Silva, Padmasiri., (2014). <i>An Introduction to Buddhist Psychology and Counselling: Pathways of Mindfulness-Based Therapies</i> , Paigraive Macmillan, London. 6. Alex H Parker., (2011). <i>Buddhist Psychology in Counselling Psychotherapy: A Structure of Personality</i> , Alex H Parker and Plessey Castle, Northumberland. 7. Charles S. Prebish, Damien, Keown., (2006). <i>Buddhist Thought and Applied Psychological</i>				

Research, Oxford Centre for Buddhist Studies, London.

Field of Study : Buddhist Psychology						
1	Code of the Course Unit		BUPS 22804			
2	Title of the Course Unit		Psychology of Religions II			
3	Number of Credits		4			
4	Type		C			
5	Coordinator of the Course Unit		Most senior lecturer of the relevant course unit			
6	Pre-requisites		Not applicable			
7	<p>Main objective of the course</p> <p>The main objective of this course is to provide student with a comprehensive knowledge to reach a mastery over the various aspects of the psychology of religions such as the psychological significance of religion based ritualistic therapies and the new religious movements and their impact.</p>					
8	<p>Intended Learning Outcomes (ILOs)</p> <p>At the completion of this course unit the student will be able to</p> <ol style="list-style-type: none"> 1. provide a knowledge of the various aspects of psychology Religious. 2. describe the contribution of religion to human well-being. 3. examine the critical issues of religion. 4. discuss the significance of religion-based ritualistic therapies and their affinity to mental health. 5. show the difference between spirituality and religiosity. 6. point out the new religious movements and their impact. 					
9	Contents			Mode of Delivery/ Way of Delivery (T/L Materials)	No of Hrs.	ILO No.
	Week	Main Themes	Sub Themes			
	1 st	Religion and physical, social, mental and spiritual wellbeing	<ul style="list-style-type: none"> - Positive emotions such as well-being, happiness, hope, optimism, meaning and purpose, high self-esteem, and a sense of control over life. - Positive psychological traits such as altruism, 			

			being kind or compassionate, forgiving, and grateful.			
	2 nd	Religion as a value system, way of life	<ul style="list-style-type: none"> - Difference between religious values and social values, - Religion and its relation to social values such as self-direction, stimulation, hedonism, achievement, power, security, conformity, tradition, benevolence and universalism, - Creed : the Cognitive aspect of a religion, Code of behavior or ethics: the rules and customs of action, Cult: all the ritual activities that relate the follower to one aspect or other of the Transcendent, Community structure: the relationships among the followers. 		4	2, 5
	3 rd	Verities of religious means and ends	<ul style="list-style-type: none"> - Religious experiences and mysticism. - Religion and the unseen reality. 		4	3, 4
	4 th	Religion and psychotherapeutic concepts	<ul style="list-style-type: none"> - The ritualistic therapies, faith, healing beliefs and practices, - Their impact and effect on the uneducated persons and general society. 		4	4
	5 th	Religion and motivation	<ul style="list-style-type: none"> - Altruistic and egoistic motivation, - Method of building will power, acquiring self-defense and physical energy, 		4	6

			- Religious teachings on the improvement of willpower and self-defense.		
	6 th	Introduction to religious symbolism	- personification, psychological defensive belief created against fear and danger.		4 5
	7 th	Effect of religion on art as a source of inspiration	- Relationship between art and religion, - Religious beliefs, customs, values and iconography.		4 4
	8 th	Mid Semester Evaluation	Written Examination/ Assignment / Individual or Group Presentation / Practical Test		4 1, 3
	9 th	Recognition of one's misdeeds and doing penance voluntarily	- Self-defense mechanism in religion, - Offerings and prayer and Surrender to the Supreme in the time of distress.		4 2
	10 th	Arguments for agnosticism	- Difference between agnosticism and atheism, - Types of agnosticism, human reason and existence of God.		4 4
	11 th	Religion and problem of limited compassion and moral thinking	- Origin of morality and religious interpretations, - moral thinking and its limitations.		4 2
	12 th	Religious discrimination	- Treating a person or group differently because of the particular beliefs, - Religious discrimination and its relation to religious persecution.		4 3

	13th	Entheogen, hallucinogen, <u>psyc hedelic</u> and altered states of consciousness	<ul style="list-style-type: none"> - Alterations in perception, mood, consciousness, cognition or behavior, - Its relation to divination, meditation, yoga, sensory deprivation, asceticism, prayer, trance, rituals, chanting and hymns. 		4	5
	14th	Contemporary Religious Fundamentalist and Extremist Movements	<ul style="list-style-type: none"> - Fundamentalisms and extremisms in different religious traditions, - Fundamentalist and Extremist radicalization and social change, - social and political issues associated with fundamentalist and extremist movements. 		4	6
	15th	Review and further instructions	<ul style="list-style-type: none"> - Review of student's performances, - Further instructions and guidance. 		4	1 - 6
10.	Number of Notional Hours: 200					
	1. Lecture Hours: 60		3. Self-study and Homework Preparation Hours: 60			
	2. Tutorial / Practical / Presentation Hours: 40		4. Hours for Social Activities: 40			
11.	Evaluation and Assessment:					
	In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated					
	<i>Expected soft skills to be evaluated through the continuous assessments:</i>					
	End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated					
	Question Paper:					
12	Recommended Readings:					

	<ol style="list-style-type: none"> 1. Galmangoda, Sumanapala. , (1998). <i>Definitions of Phenomena and the Neumann in the Exegetical Works of the Theravāda Abhidhamma</i>, (Journal Article) Recent Researches in Buddhist Studies: Essays in Honour of Professor Y. Karunadasa, Colombo, Sri Lanka 2. Alexander, V. K., (1979). <i>Rural Psychotherapeutic Process</i>. Nimhans, Bangalore 3. Lovinger. R. J., (1984). <i>Working with Religious in Psychotherapy</i>. Jason Aronson. New York 4. Miller, W. K. and Martin, J. E., (1988). <i>Behavior Therapy and Religion</i>. Sage Publication: New Delhi. 5. Sigmund Freud, Peter Gay., (1989). <i>The Future of an Illusion (The Standard Edition) (Complete Psychological Works of Sigmund Freud)</i>, W. W. Norton & Company 6. Robert N. McCauley.,(2011). <i>Why Religion Is Natural and Science Is Not</i>, Oxford University Press, USA. 7. Pascal Boyer. (2002). <i>Religion Explained: The Evolutionary Origins of Religious Thought</i>, Basic Books, Reprint edition, London. 8. Pascal Boyer. (2008). <i>Religion Explained: The Human Instincts That Fashion Gods, Spirits and Ancestors</i>, Vintage Books, London. 9. Bertrand Russell., (1986). <i>On God and Religion (Great Books in Philosophy)</i>, Prometheus Books, New York.
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Field of Study : Buddhist Psychology		
1	Code of the Course Unit	BUPS 31714
2	Title of the Course Unit	Principles and Theories of Buddhist Psychology
3	Number of Credits	4
4	Type	C
5	Coordinator of the Course Unit	Most senior lecturer of the relevant course Unit
6	Pre-requisites	Not applicable
7	Main objective of the course	The objective of this course is to provide adequate knowledge and awareness of basic theories and principles of Buddhist Psychology are explained in various discourses in Buddhism.

8	<p>Intended Learning Outcomes (ILOs)</p> <p>At the completion of this course unit the student will be able to</p> <ol style="list-style-type: none"> 1. develop an awareness and knowledge of the theoretical Significance of Buddhist Psychology 2. demonstrate the principles on which Buddhist theories of psychology are based on. 3. develop an understanding of the major theoretical explanations of the Buddhist psychology demonstrated in the discourses. 4. discuss an ability to illustrate and develop them further. 					
9	Contents			Mode of Delivery/ Way of Delivery (T/L Materials)	No of Hrs.	ILO No.
Week	Main Themes	Sub Themes				
1st	Buddhist theory of mind – body relationship	<ul style="list-style-type: none"> - Introduction to the nature of material and mental phenomena, - Buddhist theory of mind-body relationships. 				
2nd	Theory of psycho-Physical analysis, synthesis and the types of consciousness,	<ul style="list-style-type: none"> - Buddhist method of analysis and its later development, - Buddhist methods of synthesis and its later development. 				
3rd	Mental states and the different planes of existence	<ul style="list-style-type: none"> - Introduction to different states of mind, - planes of existence and its parapsychological significance. 				
4th	Buddhist theory of bondage, cause of bondage and concept of unsatisfactoriness and its causality.	<ul style="list-style-type: none"> - Cause of bondage, - concept of unsatisfactoriness and its causality. 				
5th	Buddhist theory of process of perception and its various implications	<ul style="list-style-type: none"> - Perception, consciousness and world of objects, - Process of sense perception and cognition. 				

	6th	theory of social-stratification and mental levels	- Introduction Buddhist social-stratification, - Different individuals and stratification based on their psycho-attitudinal foundation		4	3
	7th	Behavioral development and concept of spirituality.	- Buddhist interpretation of human behavior, - Stages of spiritual development.		4	3
	8th	Mid Semester Evaluation	Written Examination/ Assignment / Individual or Group Presentation / Practical Test		4	1
	9th	Formation of personality, personality development	- Buddhist concept of personality, - Classification of personality.		4	1, 2
	10th	Personality development and concept	- Buddhist teachings on the development of personality, - Characteristics of elevated personality.		4	4
	11th	Buddhist theory of motivation	- Introduction to motivation and its various implications reflected in Buddhist discourses - Factors of Internal and external motivation and Buddhist theory		4	3, 4
	12th	Buddhist theory of the empirical world, rational thinking and concept of self-	- Psychological foundation of empirical and rational thinking reflected in Buddhist teachings, - Self-determination and its		4	1, 2

		determination.	impact on human behavior.		
	13 th	Buddhist theory of mental training, spiritual development and meditational practices.	- Theoretical foundation of mental training, - Stages of mental training, approaches, techniques	4	4
	14 th	Buddhist theory of <i>Sansāric</i> existence and concept of karmic influence	- Karmic influence on human behavior, - Karmic structure and destiny of human life	4	1, 2
	15 th	Review and further instructions	- Review of student's performances, - Further instructions and guidance.	4	1 - 4
10.	Number of Notional Hours: 200				
	1. Lecture Hours: 60 3. Self-study and Homework Preparation Hours: 60 2. Tutorial / Practical / Presentation Hours: 40 4. Social Activities: 40				
11.	Evaluation and Assessment:				
	In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated <i>Expected soft skills to be evaluated through the continuous assessments:</i>				
	End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated Question Paper:				
12	Recommended Readings: 1. Epstein, M., (1995). <i>Thought without A Thinker: Psychotherapy from a Buddhist Perspective</i> . New York: Basic Books. 2. Gnanarama, P., (2004). <i>Glimpses of Buddhist Wisdom</i> . Tisarāṇa Buddhist Association., Singapore. 3. Johanson, Rune E.A., (1965). <i>The Psychology of Nirvana</i> , London George Allen and Unwin.				

4.	Kariyawasam, Tilokasundari, (2003). <i>Buddhism and Psychology</i> . Godage International Publishers (Pvt.Ltd), Sri Lanka.
5.	De Silava, Padmasiri., (1992). <i>An Introduction to Buddhist Psychology</i> , Macmillan, London 2nd Edition.
6.	Piyadassi Thero., (1984). <i>The Psychological Aspect of Buddhism</i> , Buddhist Publication Society, The Wheel publication No; 179.
7.	මෙමත්‍රීච්චරිති හිමි, කරගොඩ උයන්ගොඩ., (2001), <i>මනස පිළිබඳ බෞද්ධ විග්‍රහය</i> , සමයචර්ධන, කොළඹ.
8.	ඤාණතිලක හිමි, තිස්සග, (1984). <i>මිනිස් ගැටළු පිළිබඳ බෞද්ධ විග්‍රහය</i> , එස්.ගොඩගේ සහ සහෝදරයෝ, කොළඹ.

Field of Study : Buddhist Psychology						
1	Code of the Course Unit		BUPS 31724			
2	Title of the Course Unit		Source Studies II			
3	Number of Credits		4			
4	Type		C			
5	Coordinator of the Course Unit		Most senior lecturer of the relevant course unit			
6	Pre-requisites		Not applicable			
7	<p>Main objective of the course</p> <p>The objective of this course is to provide adequate knowledge of the psychological elements reflected in the discourses and develop skills with Pāli language to observe Buddhist Psychological elements in early Buddhist Discourses.</p>					
8	<p>Intended Learning Outcomes (ILOs)</p> <p>At the completion of this course unit the student will be able to</p> <ol style="list-style-type: none"> 1. develop different techniques and methodologies for the Observation of Buddhist Psychological elements reflected in early Buddhist Discourses. 2. point out and appreciate the psychological elements reflected in the discourses. 3. illustrate their significance. 4. demonstrate far-reaching familiarity with Buddhist psychology. 5. discuss the significance of Pāli language in studying Buddhist psychology. 					
9	Contents			Mode of Delivery/ Way of Delivery (T/L Materials)	No of Hrs.	ILO No.
	Week	Main Themes	Sub Themes			

1st	<i>Mūlapariyāya Sutta</i> and the individual differences in perception.	<ul style="list-style-type: none"> - Psychological analysis of the discourse, - Individual differences and their attitude. 	Class room/online/ blended	4	1, 2, 5
2nd	<i>Sabbasava Sutta</i> and the methods for behavioral modification.	<ul style="list-style-type: none"> - Analysis of different mental states, - Its impact on human behavior and release 		4	1 – 5
3rd	<i>Chūlatanḥāsamkhaya</i> and <i>Mahātanḥasamkaya Suttas</i>	<ul style="list-style-type: none"> - Introduction to the psychological, significance of the discourses, - Human desire, its nature and unseen objects and their impact on human mind, - Human bondage to metaphysical issues and how they hinder human development. 		4	1, 2, 5
4th	<i>Chullavedalla</i> and <i>Mahāvedalla Suttas</i> and the Buddhist interpretation and analysis of psychological functions of human mind.	<ul style="list-style-type: none"> - The psychological interpretations of mental elements, - Mental elements and psychological fabrications and their release. 		4	1, 2, 5
5th	<i>Parābhava</i> and <i>Vasala Suttas</i> and the Buddhist theory of self-destructive and self-defeating personality.	<ul style="list-style-type: none"> - Nature of self-destructive and self-defeating behavior, - Characteristics of self-destructive and self-defeating behavior 		4	1, 4, 5
6th	<i>Dhammika</i> and	- Buddhist concept of		4	1 – 5

		<i>Sālleyyaka Suttās</i> and the Buddhist concept of psychological ethics.	psychological ethics, - Positive and negative behavior.		
	7 th	<i>Satipaṭṭhāna Sutta</i> and the different therapeutic approaches.	- Buddhist method of psychoanalysis, - Foundation of Buddhist therapies.	4	1, 4, 5
	8 th	Mid Semester Evaluation	Written Examination/ Assignment /Individual or Group Presentation / Practical Test	4	1, 5
	9 th	<i>Sigālovāda Sutta</i> and the psycho-ethical theory of human needs.	- Introduction to social influences of self-defeating and self-destructive behavior, - Buddhist theory of human expectations.	4	4
	10 th	<i>Brahmajāla sutta</i> and metaphysical speculations	- Seen reality and unseen reality, - Psychological isolations: physical and mental and related disorders.	4	2
	11 th	Madhura sutta and overcoming of psychological stigma	- Introduction to psychological stigma, - Buddhist instruction to the overcoming of psychological stigma.	4	1, 2, 5
	12 th	<i>Vatthūpama sutta</i> and the nature of mind	- Nature and characteristics of defiled mind and related behavior, - Nature and characteristics of pure mind and related behavior.	4	1, 3, 4

	13 th	<i>Mahadukkhakanda</i> and <i>chuladukkhakanda sutta</i> and psychological issues	- Difference between stress and distress, - Their impact on human mind and behavior.		4	1, 3, 4, 5
	14 th	<i>Vitakkasanthāṇa Sutta</i> and removal of directing thoughts	- Characteristics and nature of unskillful mental states, - Buddhist approaches and techniques of controlling mental states.		4	1, 5
	15 th	Review and further instructions	- Review of student's performances, - Further instructions and guidance.		4	1 – 5
10.	Number of Notional Hours: 200					
	1. Lecture Hours: 60 3. Self-study and Homework Preparation Hours: 60 2. Tutorial / Practical / Presentation Hours: 40 4. Social Activities: 40					
11.	Evaluation and Assessment:					
	In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated					
	<i>Expected soft skills to be evaluated through the continuous assessments:</i>					
	End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated Question Paper:					
12	Recommended Readings: 1. Bodhi, Bhikkhu., (1980). <i>Discourse on the Root of Existence</i> , Buddhist Publication Society, Kandy. 2. Davids, Rhys. (1881). <i>Buddhist Suttās Translated by Various Oriental Scholars</i> , edited by F. Max Müller Oxford, the Clarendon Press. 3. Ko Lay & Edited by Editorial Committee , (1986). <i>Guide to Tipiṭaka, Burma Piṭaka</i> Association. 4. Saddhatissa H., (2003). <i>The Sutta Nipāta</i> , Routledge Curzon, London.					

Field of Study : Buddhist Psychology						
1	Code of the Course Unit	BUPS 31734				
2	Title of the Course Unit	Buddhist Analysis of Psychophysical Disorders				
3	Number of Credits	4				
4	Type	C				
5	Coordinator of the Course Unit	Most senior lecturer of the relevant course unit				
6	Pre-requisites	Not applicable				
7	Main objective of the course	The objective of this course is to provide adequate knowledge of critical Buddhist analysis of Psychophysical Disorders and their causes, symptoms, characteristics etc.				
8	Intended Learning Outcomes (ILOs)	<p>At the completion of this course unit the student will be able to</p> <ol style="list-style-type: none"> 1. provide a basic understanding of the psychological significance of the Buddhist teachings on the classification and analysis of psychological disorders. 2. point out the different types of mental and physical disorders and abnormal behavior in Buddhist perspective. 3. survey the Buddhist literature and discuss their causes, symptoms, characteristics etc. 4. make a scientific analysis of disorders in Buddhist perspective. 5. discuss the causality behind the psychological disorders and abnormal behavior. 				
9	Contents			Mode of Delivery/ Way of Delivery (T/L Materials)	No of Hrs.	ILO No.
	Week	Main Themes	Sub Themes			
	1st	Buddhist definition of the Term “Disorder” and “Abnormality”	<ul style="list-style-type: none"> - The Study of contextual usages of the terms such as <i>Dukkha, Vipallāsa, Upāyāsa, Upādāna,</i> - <i>kilesa, Saṃyojana, Ogha, Māra, Anusaya, Papañca</i> etc. 			
2nd	Buddhist viewpoints	- Biological, psychodynamic,		4	1, 2, 5	

	of mental disorders and abnormal behaviors	learning disorders and abnormal behavior, - Humanistic and socio-cultural disorders and abnormal behavior.			
3 rd	Buddhist criteria for the classification and analysis of disorders	- Criteria for anxiety, mood, personality disorders, - Criteria for cognitive, behavioral, sexual disorders etc.		4	2
4 th	General characteristics, signs, symptoms, syndromes of disorders	- Buddhist definitions of signs, symptoms, syndromes etc., - Nature and characteristics of signs, symptoms, syndromes observable by others.		4	2, 5
5 th	<i>Dukkha</i> and mental suffering,	- Definition of <i>dukkha</i> and its various connotations, - <i>Parihānidhamma</i> , <i>Parābhava</i> , <i>Vasala</i> , etc. - Nature and characteristics of overt, covert, molecular behavior etc.		4	1, 2
6 th	Buddhist concept of <i>Māna</i> and salient behavior	- Definition and analysis of the Buddhist concept of <i>mana</i> , - Criteria, evaluation and types of behavior such as pessimistic, optimistic etc.		4	2, 5
7 th	Buddhist concept of <i>Vipallāsa</i> and illogical and irrational behavior etc.	- Nature and characteristics of illogical behavior, - Nature and characteristics of irrational behavior.		4	2

	8th	Mid Semester Evaluation	Written Examination/ Assignment/Individual or Group Presentation / Practical Test	4	3
	9th	Main types of psychiatric disorders, Buddhist classification	- Anxiety disorders such as phobia, - Personality disorders such as conduct disorder, antisocial personality etc.	4	1, 4
	10th	Behavioral disorders reflected in Jataka stories	- Alcoholism and addictions, - Eating disorders such as binge eating disorder, Bulimia Nervosa.	4	2, 5
	11th	The different types of disorders, behaviors as found in <i>Jātaka</i> stories	- Sexuality, sexual jealousy, sadism, sexual arousal, - Homosexuality and incest, paraphilia etc.	4	2, 3, 5
	12th	Personality disorders in <i>Jātaka</i> stories	- Psychopathic, narcissistic personality etc., - Causes and impact on personality.	4	2,3, 5
	13th	Psychotic and post traumatic disorders in <i>Jātaka</i> stories	- Insane behavior (<i>Umathu</i>), - Post-traumatic stress disorders.	4	1 – 3
	14th	Depressive & developmental disorders	- Pathological grief and disruptive mood disorders, - Developmental disorders, conduct disorders, sleep terror disorders etc.,	4	4
	15th	Review and further instructions	- Review of student's performances, - Further instructions and guidance.	4	1 - 5
10.	Number of Notional Hours: 200				
	1. Lecture Hours: 60		3. Self-study and Homework Preparation Hours: 60		

	2. Tutorial / Presentation Hours: 40	4. Social Activities: 40
11.	Evaluation and Assessment:	
	In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated <i>Expected soft skills to be evaluated through the continuous assessments:</i>	
	End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated Question Paper:	
12	Recommended Readings: <ol style="list-style-type: none"> 1. Mark Epstein., (2004). <i>Thoughts without a Thinker: Psychotherapy from Buddhist Perspective.</i> 2. Mark Epstein, (2008), <i>Psychotherapy without the Self: A Buddhist Perspective.</i> 3. Brazier David., (2002). <i>The Feeling Buddha: A Buddhist Psychology of Character, Adversity and Passion</i> Paperback. 4. Segall, Seth Robert., (2003). <i>Encountering Buddhism, Western Psychology and Buddhist Teachings.</i> 5. William J.M. (2007). Buddhist and Western Psychology. <i>Journal of Consciousness Studies.</i> 6. Segal Zindel V., J. Mark G William & Jhon D. Teasdale., (2002). <i>Mindfulness-Based. Cognitive Therapy for Depression</i>, N.Y, Guilfoxl. 	

Field of Study : Buddhist Psychology		
1	Code of the Course Unit	BUPS 31744
2	Title of the Course Unit	Buddhist Attitude to Aging and Adulthood
3	Number of Credits	4
4	Type	A
5	Coordinator of the Course Unit	Most senior lecturer of the relevant course unit
6	Pre-requisites	Not applicable
7	Main objective of the course	The objective of this course is to provide adequate knowledge of various mental and physical repercussions of aging and adulthood and find out causes and possible solutions for these issues by analysing Buddhist teachings.

8	<p>Intended Learning Outcomes (ILOs)</p> <p>At the completion of this course unit the student will be able to</p> <ol style="list-style-type: none"> 1. make students familiar with the psychological significance of Buddhist teachings on aging and adult hood. 2. point out the different types of physical and mental issues of aging and adulthood in Buddhist perspective 3. survey and discuss their causes 4. find out possible solutions for adulthood issues. 							
9	Contents			Mode of Delivery/ Way of Delivery (T/L Materials) Class room/online/blend	No of Hrs.	ILO No.		
Week	Main Themes	Sub Themes	1 st		The definitions of the terms <i>Vayoanuppattā</i> , <i>Uddhā</i> , <i>Mahallā</i> , <i>Pabbhāradasaka</i> and their contextual usage	- Definition of the terms such as <i>Vayoanuppattā</i> , <i>Uddhā</i> , <i>Mahallā</i> , <i>Pabbhāradasaka</i> , - Their contextual usage.	4	1
2 nd	Buddhist teachings on the different paces of life,.adulthood.and. aging	- Classification of the stages of life, - Issues related to different stages of life.	4		2			
3 rd	Concepts of age and demographics	- Introduction to the Buddhist concept of population aging and individual ageing.	4		2, 3			
4 th	Physical and cognitive changes in late years	- Loss of memory: cognitive aspects; cognitive impairment, - Stability of procedural memory (performances of particular types of action, level of conscious	4		4			

		awareness, habits).			
5 th	Loss of working memory	- Issues related to working memory, - Working memory deficits and diagnosis.		4	2 – 4
6 th	Semantic memory	- Issues related to semantic memory, - Diagnosis and solutions.		4	2 - 4
7 th	Buddhist attitude to socio-emotional changes in adulthood, religious, cultural and social impact on the elderly	- Socio-emotional changes in adulthood, - Cultural and social impact on the elderly.		4	2
8 th	Mid Semester Evaluation	Written Examination/ Assignment /Individual or Group Presentation / Practical Test		4	4
9 th	Buddhist attitude to the leisure, work, retirement relationship and family issues in late years.	- Leisure and retirement, - Family issues in late years and solutions.		4	4
10 th	Biological and physical changes in adulthood and the influence of <i>Kamma</i> .	- Biological issues and physical changes in adulthood, - Psychological issues and influence of kamma.		4	2, 3
11 th	Buddhist advice to physical health and the related issues	- The increasing risk of illness, such as high blood pressure, diabetics and other ailments, insomnia, - Sleep apnea, decrease in mobility, loss, death, dying and bereavement.		4	1, 4
12 th	Buddhist teachings on the personality	- Aging and deteriorating of personality,		4	1, 4

		adjustment	- Buddhist solutions.			
	13 th	Mental health and Buddhist solutions in general	- Mental health issues such as dementia, elder abuse etc. and wellbeing of older generation, - Reduced mobility, chronic pain, frailty or other health problems and Buddhist solutions such as care strategies.		4	2, 3
	14 th	The modern concept of adult caring and the development of various centers for the aged	- Modern concept of adult caring, - Adult caring centers and related issues of older generation.		4	2 – 4
	15 th	Review and further instructions	- Review of student’s performances, - Further instructions and guidance.		4	1 - 4
10	Number of Notional Hours: 200					
	<p>1. Lecture Hours: 60 3. Self-study and Homework Preparation Hours: 60</p> <p>2. Tutorial / Presentation Hours: 40 4. Social Activities:40</p>					
11	Evaluation and Assessment:					
	<p>In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated</p> <p><i>Expected soft skills to be evaluated through the continuous assessments:</i></p>					
	<p>End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated</p> <p>Question Paper:</p>					
12	Recommended Readings:					
	<p>1. John Cavanaugh, Fredda Blanchard-Fields., (2010). <i>Adult Development and Aging</i>, Nelson Education Ltd, Cengage Learning, USA.</p> <p>2. Thomas M. Hess, Fredda Blanchard-Fields., (1999). <i>Social Cognition and Aging</i>, Academic Press, Hrcourt Brace and Company, USA.</p> <p>3. Lewis Richmond (2012), <i>Aging as a Spiritual Practice: A Contemplative Guide to Growing</i></p>					

	<p><i>Older</i>, Penguin Books Ltd, New York, USA.</p> <p>4. Lewis Richmond., (2002). <i>Healing Lazarus: A Buddhist's Journey from Near Death to New Life</i>, Division of Simon & Schuster, Inc, New York.</p> <p>5. Lewis Richmond., (2000). <i>Work as a Spiritual Practice: A Practical Buddhist Approach to Inner Growth and Satisfaction on the Job</i>, Penguin Books Ltd, New York, USA.</p> <p>6. Toni Bernhard., (2010). <i>How to Be Sick: A Buddhist-Inspired Guide for the Chronically Ill and Their Caregivers</i>, Wisdom Publications, Boston.</p>
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Field of Study : Buddhist Psychology				
1	Code of the Course Unit	BUPS 31752		
2	Title of the Course Unit	Traditional Healing Systems and Mental Health		
3	Number of Credits	2		
4	Type	C		
5	Coordinator of the Course Unit	Most senior lecturer of the relevant course unit		
6	Pre-requisites	Not applicable		
7	Main objective of the course	The objective of this course is to provide adequate knowledge of social, aesthetic and psychological aspects and therapeutic value of Buddhist rites and rituals.		
8	Intended Learning Outcomes (ILOs)	<p>At the completion of this course unit the student will be able to</p> <ol style="list-style-type: none"> 1) provide a knowledge of the Buddhist influence on the traditional rites, rituals &and significance of their therapeutic value. 2) point out a critical knowledge on various therapeutic and counseling aspects of Buddhist rites and rituals. 3) discuss social and aesthetic psychological elements of Buddhist rites and rituals. 4) investigate in to their healing power and mental health. 5) make a scientific analysis of the traditional beliefs and practices. 		
9	Contents	Mode of	No	ILO

Week	Main Themes	Sub Themes	Delivery/ Way of Delivery (T/L Materials)	of Hrs.	No.
1 st	Introduction to mythology	- Polytheistic myths and their psychological value, - Beliefs in psyche or soul.	Direct Class room teaching/Online teaching/ Blended	4	1
2 nd	Mythology and ritual practices reflected in Indian religions in the time of the Buddha	- Occult art, - Esotericism, - Rituals.		4	5
3 rd	Origin and evolution of rites and rituals	- Psychological issues related to the origin and evolution of occult art reflected in Buddhist teachings, - Occultism and occult arts.		4	1
4 th	Early Buddhist view of rites and rituals	- Occult art reflected in the early Buddhist literature, their classification, - Causes that led to the origin of occult art.		4	1, 2, 5
5 th	Origin and evolution of rites and rituals in Tibetan Buddhist culture	- Introduction to Tibetan tantric practices, - Exorcising-Ghost day of Tibetan tradition, - Their therapeutic significance.		4	1
6 th	Introduction to petavatthu and vimānavatthu	- Departed spirits and the moral lessons depicted, doctrine of kamma. - Their grievances and happiness and moral lessons, doctrine of kamma.		4	1
7 th	Psychology of transference and accumulation of merits	- Transference of merits and its origin, - Mental wellbeing and transference of merit.		4	1, 3, 5
8 th	Mid Semester Evaluation	Written Examination/ Assignment /Individual or Group Presentation / Practical Test		4	1, 5
9 th	Natural illnesses (Svābhāvīkadosa),	- Natural illnesses (Svābhāvīkadosa)		4	2, 3

		nonhuman illnesses (Amanusyadosa), demonic attack (Yakshāvesha)	nonhuman illnesses (Amanusyadosa), - demonic attack (Yakshāvesha).		
	10 th	Exorcism (Tovil and Bali)	- Nature and characteristics of exorcism practiced in Sri Lanka and exorcised language, - The psycho-therapeutic significance of such practices.		4 5
	11 th	Introduction to Astrology and mental wellbeing	- Difference between astrology and astronomy, - Astrology and mental health		4 2, 5
	12 th	Basic counseling and psychotherapeutic principles on Theravāda rites and rituals.	- Introduction to rites and rituals and language, - psychotherapeutic principles and significance.		4 1 – 3
	13 th	Introduction to pseudoscientific beliefs	- The history of pseudoscience, - Pseudoscientific theories.		4 1, 5
	14 th	Metaphysical formulations and pseudoscientific formulations	- Assertion of scientific claims with little or no explanatory power and lack of openness, - Their impact on human society.		4 1, 2, 5
	15 th	Review and further instructions	- Review of student's performances, - Further instructions and guidance.		4 1 - 5
10.	Number of Notional Hours: 100				
	1. Lecture Hours: 30 3. Self-study and Homework Preparation Hours: 30 2. Tutorial / Presentation Hours: 20 4. Recommended readings / Social Activities: 20				
11.	Evaluation and Assessment:				
	In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated <i>Expected soft skills to be evaluated through the continuous assessments:</i>				

	End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated Question Paper:
12	Recommended Readings: <ol style="list-style-type: none"> 1. Tylor E.B., (1998). <i>Primitive Culture</i>, London. 2. Hiller E.T, (1933). <i>Principles of Sociology</i>, London. 3. D.J Kalupahana, (1991), <i>Buddhist Thought and Rituals</i>, 4. තොල්ස්තොයි., (2008). <i>කලාව යනු කුමක් ද?.</i>, එස්. ගොඩගේ සමාගම, කොළඹ. 5. කාරියවසම් තිස්ස., (1998). <i>ශාන්ති කර්ම හා සිංහල සමාජය.</i>, එස්. ගොඩගේ සමාගම. 6. උදිත හිමි, හිත්තැටියේ., (1998). <i>භාරතීය ධර්ම ශාස්ත්‍ර සහ සිංහල සිරිත් විරිත්.</i> එස්. ගොඩගේ සමාගම.

Field of Study : Buddhist Psychology					
1	Code of the Course Unit	PSNH 31512			
2	Title of the Course Unit	National Heritages and Civic Responsibility			
3	Number of Credits	2			
4	Type	O			
5	Coordinator of the Course Unit	Most senior lecturer of the relevant course unit			
6	Pre-requisites	Not applicable			
7	Main objective of the course	The objective of this course is to provide adequate knowledge of national heritages in Sri Lanka and develop attitudes toward civic responsibility, ethical behaviors, and educational practices to protect the national heritages.			
8	Intended Learning Outcomes (ILOs)	At the completion of this course unit the student will be able to <ol style="list-style-type: none"> 1. Critically discuss the concept of heritage 2. Discuss the characteristics of national heritages in Sri Lanka 3. Identify areas of civic responsibility, ethical behaviors, and educational practices 4. Discuss various heritages related to cultural production and expression 			
9	Contents		Mode of Delivery/ Way of Delivery (T/L Materials)	No of Hrs.	ILO No.
	Week	Main Themes			
	1st	Introduction		Class room	2

	2 nd	Critical introduction to the concept of heritage		teaching/online teaching/ blended	2	
	3 rd	Ancient civilizations and “nation-ness” in Sri Lanka			2	
	4 th	Ancient irrigation systems and other socio-economic structures			2	
	5 th	Local food cultures: Production, preservation, and distribution			2	
	6 th	Traditional Knowledges of body and mind			2	
	7 th	Ecology: knowledge, ethics, and heritages		2		
	8 th	Mid Semester Evaluation	Written Examination/ Assignment / Individual or Group Presentation / Practical Test		2	4
	9 th	Educational cultures, ancient and modern			2	
	10 th	Artistic traditions and cultural forms of expression across genres, eras, and regions			2	
	11 th	Ethics: traditionalism and morality—a critical approach			2	
	12 th	Productive Leisure			2	
	13 th	Productive Leisure			2	
	14 th	Productive Leisure			2	
	15 th	Productive Leisure			2	
10.	Number of Notional Hours: 100					
	1. Lecture Hours: 30		3. Self-study and Homework Preparation Hours: 30			
	2. Tutorial / Practical / Presentation Hours: 20		4. Hours for Field Surveys / Factory Visits / Social Activities: 20			
11.	Evaluation and Assessment:					
	In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated					

	Expected soft skills to be evaluated through the continuous assessments:
	End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated Question Paper:
12	Recommended Readings:

Field of Study : Buddhist Psychology						
1	Code of the Course Unit	BUPS 32764				
2	Title of the Course Unit	Psycho Analysis in <i>Vijñānavāda</i> Buddhist Thought				
3	Number of Credits	4				
4	Type	C				
5	Coordinator of the Course Unit	Most senior lecturer of the relevant course unit				
6	Pre-requisites	Not applicable				
7	Main objective of the course	The objective of this course is to provide adequate knowledge of <i>Vijñānavāda Buddhist Thought</i> to understand its great contribution to enhance the Buddhist Psychology.				
8	Intended Learning Outcomes (ILOs)	At the completion of this course unit the student will be able to <ol style="list-style-type: none"> 1. make a critical observation of the Psychological elements Reflected in <i>Vijñānavāda Buddhist Thought</i>. 2. show and appreciate the psychological elements reflected in the <i>Vijñānavāda Buddhist Thought</i>. 3. reveal their contribution to the field of psychology. 4. demonstrate far-reaching familiarity with psychology in Mahayana Buddhist thought. 				
9	Contents			Mode of Delivery/ Way of Delivery (T/L Materials)	No of Hrs.	ILO No.
	Week	Main Themes	Sub Themes			
	1st	Yogācāra view of	- Early Buddhist foundation of			
				4	1	

	mind and the conceptual foundation of the analysis of mind	Vijñānavāda Buddhist Thought, - Causes that led to the origin of Vijñānavāda phenomenological psychology	Direct Class room teaching/Online teaching /Blended		
2 nd	Concept of Cittamātratā and Vijñaptimātratā.	- The inner meanings of Cittamātratā, - Phenomenological psychology of Vijñaptimātratā.		4	2
3 rd	Yogācāra analysis of mental structure	- Ālayavijñāna, - Mananavijñāna and Pravttivijñāna.		4	4
4 th	Ālayavijñāna and the psychological states attached to it	- The psychological states of Ālayavijñāna, - The psychological issues related.		4	1, 3
5 th	Mananavijñāna and the psychological states attached to it	- The psychological states attached to it, - The psychological issues related.		4	1, 3
6 th	Pravttivijñāna and the psychological states attached to it.	- Pravttivijñāna and the psychological states, - The psychological issues related.		4	1, 3
7 th	The interdependence of three strata of human mind and their influence on human cognition and human behavior.	- Theory of interdependence, - Human cognition and human behavior.		4	3
8 th	Mid Semester Evaluation	Written Examination/ Assignment / Individual or Group Presentation / Practical Test		4	1, 4

	9 th	The process of human perception and the three natures of the phenomenal world	<ul style="list-style-type: none"> - Process of human perception in Vijñānavāda Buddhist Thought, - Three natures of the phenomenal world. 		4	1, 2
	10 th	The Yogācāra critique of self and their teachings on Yogic practices	<ul style="list-style-type: none"> - The Yogācāra critique of self, - Their teachings on yogic practices. 		4	4
	11 th	The therapeutic significance, cognitive modification, techniques and strategies	<ul style="list-style-type: none"> - The therapeutic significance of yoga and acara, - Cognitive modification, techniques and strategies. 		4	3, 4
	12 th	The phenomenological psychology of Lankāvatāra Sūtra	<ul style="list-style-type: none"> - Introduction to the content of the Lankāvatāra Sūtra, - Its phenomenological therapeutic significance. 		4	4
	13 th	Vijñāptimātratāsiddhi	<ul style="list-style-type: none"> - Introduction to the contents of the text, - Nature of psychoanalysis. 		4	3, 4
	14 th	Viṃśatikā and Triṃśatikā as, the earliest psychological texts in the world.	<ul style="list-style-type: none"> - Introduction to the Viṃśatikā and its psychological significance, - Introduction to the Triṃśatikā and its psychological significance. 		4	3, 4
	15 th	Review and further instructions	<ul style="list-style-type: none"> - Review of student's performances, - Further instructions and guidance. 		4	1 – 4
10.	Number of Notional Hours: 200					
	1. Lecture Hours: 60		3. Self-study and Homework Preparation Hours: 60			
	2. Tutorial / Presentation Hours: 40		4. Recommended readings / Social Activities:40			
11.	Evaluation and Assessment:					

	<p>In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated</p> <p><i>Expected soft skills to be evaluated through the continuous assessments:</i></p>
	<p>End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated</p> <p>Question Paper:</p>
12	<p>Recommended Readings:</p> <ol style="list-style-type: none"> 1. Lambert, Schmithausen., (2014). <i>Vijñānavāda: Responses and Reflections</i>, Charles Muller, Tokyo. 2. Hartmut, Buescher., (2008). <i>The Inception of Yogācāra-Vijñānavāda</i>, Austrian Academy of Sciences Press. 3. Yamabe, Nobuyoshi. (2004). <i>Consciousness, Theories of in Bus well, Jr., Robert E., and Macmillan Encyclopedia of Buddhism</i>, Macmillan Reference USA. 4. Zim, Robert., (1995). <i>Basic ideas of Yogācāra Buddhism</i>. San Francisco State University. 5. Kochumuttom, Thomas A., (1999). <i>A Buddhist Doctrine of Experience. A New Translation and Interpretation of the Works of Vasubandhu the Yogācārin</i>, Delhi, Motilal Banarsidass. 6. Paul, Diana., (1984). <i>Philosophy of Mind in Sixth-Century China: Paramārtha's Evolution of Consciousness</i>. 7. Tagawa, Shun'ei., (2009). <i>Charles Muller, ed. Living Yogācāra: An Introduction to Consciousness-Only Buddhism</i>. Wisdom Publications.

Field of Study : Buddhist Psychology		
1	Code of the Course Unit	BUPS 32774
2	Title of the Course Unit	Social Psychology in Buddhism
3	Number of Credits	4
	Type	C
4	Coordinator of the Course Unit	Most senior lecturer of the relevant course unit
6	Pre-requisites	Not applicable

7	<p>Main objective of the course The objective of this course is to provide adequate knowledge of scope and nature of Buddhist social psychological thought and develop various skills for solving social issues for social well-being.</p>					
8	<p>Intended Learning Outcomes (ILOs) At the completion of this course unit the student will be able to</p> <ol style="list-style-type: none"> 1) develop a knowledge of individual, his social interaction and Personality development for social well-being. 2) show the nature of Buddhist social psychological thought and its scope. 3) point out a critical knowledge of the basic principles in Buddhist social psychology. 4) appreciate its significance for solving social issues. 					
9	Contents			Mode of Delivery/ Way of Delivery (T/L Materials)	No of Hrs.	ILO No.
Week	Main Themes	Sub Themes				
1 st	Social psychology and sociology	<ul style="list-style-type: none"> - Nature and foundation of social psychology and sociology, - Link between two areas of study. 				
2 nd	Introduction to Buddhist social psychology	<ul style="list-style-type: none"> - Scope of Buddhist social psychology, - Relationship between mental state and social situation, Buddhist view. 				
3 rd	Social psychological issues in the contemporary Indian society	<ul style="list-style-type: none"> - Division of society into varying degrees of power and privilege, - Religious stratification, authoritative power and social status of individuals 				
4 th	Basic Principles in Buddhist Social Psychology	<ul style="list-style-type: none"> - Buddhist social perception and social cognition, - Social discrimination (<i>Vaṇṇa, Jāti, Gotta</i>), Buddhist view. 				
5 th	Gender and sex	<ul style="list-style-type: none"> - Definitions of the terms : <i>Itthitta, Itthibhāva, Purisatta, Purisabhāva</i> and Buddhist view of gender- 				

			<ul style="list-style-type: none"> - schematic, - Buddhist teachings on gender roles. 			
	6th	Relationship and attraction, sex (<i>Kāma</i>)	<ul style="list-style-type: none"> - Love (<i>Sneha, Pema, Taṇhā</i>), Buddhist view, - Sexuality and inner drives (<i>Kāma</i>), - Sex, gender, and sexual orientation and sexual identity. 		4	2,3
	7th	Altruism (<i>Karuṇā</i>), Poverty (<i>Dāliḍḍiya</i>)	<ul style="list-style-type: none"> - Buddhist teachings on altruism, - Poverty and psychosocial issues. 		4	2,3,4
	8th	Mid Semester Evaluation	Written Examination/ Assignment /Individual or Group Presentation / Practical Test		4	1
	9th	Religion, Conflict, Polity and Society	<ul style="list-style-type: none"> - Issues related to practice of religion in multicultural and multi religious societies, - Intrapersonal (<i>Antojatā</i>) and interpersonal conflict (<i>Bahijatā</i>), - Avoidance of social conflicts and Buddhist solution. 		4	4
	10th	Group behaviors, crimes, harassments	<ul style="list-style-type: none"> - Psychology of group and related social issues, - Effect of social factors on committing crimes, Buddhist view, - Avoidance of social crimes and harassments. 		4	4
	11th	Teenage and adult addictions and possible solutions	<ul style="list-style-type: none"> - Modern trends in substance addiction among teenagers and harmful 		4	1,4

			<ul style="list-style-type: none"> consequences, - Causes for drug addictions in adults - Health, family and social issues, - Possible practical Buddhist preventive masseurs. 			
	12 th	The psychological issues of cognitive dissonance	<ul style="list-style-type: none"> - Human cognition and beliefs, values, or attitudes, - Buddhist view of feeling of mental discomfort and its causes. 		4	4
	13 th	Expectations of life and the existential reality of the world	<ul style="list-style-type: none"> - Limited resources and limitless expectations, - The psychosocial issues of such mentality, Buddhist solutions. 		4	4
	14 th	Empirical and rational foundations of Buddhist social psychology	<ul style="list-style-type: none"> - Empirical investigation of thoughts, feelings, and behaviors of individuals, - Rational thoughts, feelings, and behaviors of individuals. 		4	3
	15 th	Review and further instructions	<ul style="list-style-type: none"> - Review of student's performances, - Further instructions and guidance. 		4	1-4
10.	Number of Notional Hours: 200					
	1. Lecture Hours: 60 3. Self-study and Homework Preparation Hours: 60 2. Tutorial / Practical / Presentation Hours: 40 4. Recommended readings / Social Activities: 40					
11.	Evaluation and Assessment:					
	In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated					
	<i>Expected soft skills to be evaluated through the continuous assessments:</i>					
	End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated					

	Question Paper:
12	<p>Recommended Readings:</p> <ol style="list-style-type: none"> 1. Story, Francis., (1985). Dimensions of Buddhist Thought, BPS, Kandy, Sri Lanka. 2. Ven Ganarama, P., (1998). Aspects of Early Buddhist Sociological Thought, Singapore. 3. Ven Ganarama, P., (2003). Blueprint of Free Injury and Personal Verification (Kālāma Sutta), Singapore. 4. Govindda, Anagārika., (1991). The Psychological Attitude of Early Buddhism, Motilal Banarasidass Publishers, Delhi. 5. Baron, R.A and Byrm, D.,(2002). Social Psychology, Boston, Allyn and Bacon. 6. Vaughan, G.M. and Hoog, M.A.,(2002). Introduction to Social Psychology, Sydney, Prentice Hall. 7. Sumanapala, G.D.,(2005). Buddhist Social Philosophy and Ethics, Singapore. 8. Dutt, R.C.,(1985). Buddhism and Buddhist Civilization in India, Delhi. 9. De Silva, Padmasiri., (1988). An Introduction to Buddhism, Buddhist Missionary, Society Malayasiya. 10. අරියවිමල හිමි, කොස්වත්තේ., (1998). බෞද්ධ ජීවන දර්ශනය, කතා ප්‍රකාශනයකි. 11. ආනන්ද හිමි, කෝස්ගස්තැන්නේ., (2006) බුදුදහම ජීවන දර්ශනයකි, කතා ප්‍රකාශනයකි. 12. හෙට්ටිආරච්චි, ධර්මසේන., (2005)., ශ්‍රද්ධාවෙන් ප්‍රඥාවට., සමීර ප්‍රකාශන.

Field of Study : Buddhist Psychology		
1	Code of the Course Unit	BUPS 32784
2	Title of the Course Unit	Buddhist Environmental & Organizational Psychology
3	Number of Credits	4
	Type	C
4	Coordinator of the Course Unit	Most senior lecturer of the relevant course unit
6	Pre-requisites	Not applicable
7	Main objective of the course	The objective of this course is to provide adequate knowledge of Buddhist principles and theories on environmental and organizational psychology and their application for possible solution.

8	<p>Intended Learning Outcomes (ILOs) At the completion of this course unit the student will be able to</p> <ol style="list-style-type: none"> 1. provide a basic knowledge in theory and practice of the Buddhist teachings on environmental and organizational psychology. 2. point out the significance of Buddhist environmental and organizational psychology 3. discuss their psychological importance. 4. appreciate the Buddhist contribution to environmental and organizational psychology. 5. apply the principles and theories of Buddhist environmental and organizational psychology for possible solutions. 					
9	Contents			Mode of Delivery/ Way of Delivery (T/L Materials)	No of Hrs.	ILO No.
Week	Main Themes	Sub Themes				
1 st	Introduction to Environmental and Organizational psychology	<ul style="list-style-type: none"> - Relationship between individuals and environment, - Natural environment, built environment. 				
2 nd	Relationship between people and physical environment, working environment	<ul style="list-style-type: none"> - People and physical environment, characteristics and individual interests, - Working environment and its psychological aspects. 				
3 rd	Introduction to Buddhist definitions and contextual usage of terms of environmental & organizes and psychology	<ul style="list-style-type: none"> - Bhūmirāmaṇeyyaka (beauty of environment) and Manussarāmaṇeyyaka (Beauty of human) etc., : and natural 				

			<p>environment,</p> <ul style="list-style-type: none"> - Loka, Yathābhuta, Dhammatā, Niyāma and natural environment, - Buddhist scientific approach to Environmental and Organizational psychology. 			
	4 th	Buddhist attitudes towards nature and the effects of physical environment on individual	<ul style="list-style-type: none"> - Effects of physical environment on individual's behavior and mental process, - The changes in environment (Paṭhavi, Āpo, Tejo, Vāyo, Ākasa) and environmental stimuli, - Individual's emotions, cognitive process, performance and social interactions, 		4	2
	5 th	Discourses of environmental & Organizational Psychological significance P-I	<ul style="list-style-type: none"> - Aggañña Sutta, natural environment and built environment, - Chakkavattisīhanāda Sutta, and psychological causes of environmental issues. 		4	2,3,4
	6 th	Discourses of environmental & Organizational	<ul style="list-style-type: none"> - Rāmaṇeyyaka Sutta and natural environment, 		4	2,3,4

	Psychological significance P-II	- Kasibhārdvāja Sutta for dealing with environmental issues.			
7 th	Environmental ethics in Jātakas stories	- Sañjivajātaka, Rājovādajātaka : environmental issues and practical solutions, - Ambajātaka, Vātamigajātaka : environmental issues and practical solutions.		4	4
8 th	Mid Semester Evaluation	Written Examination/ Assignment / Individual or Group Presentation / Practical Test			1,4
9 th	Psychology of the Buddhist concept of Niyāma Dhammas.	- The effect of social environment, crowding, environmental disasters etc., - Buddhist solutions		4	2-4
10 th	Buddhist teachings on the environmental pollution, formulation of Novel constructs and methods as solutions.	- Environmental pollution, formulation of Novel constructs, - Buddhist approach , methods and solutions.		4	4
11 th	Buddhist teachings on the relationship of individual and work environment	- Buddhist approach to increase of productivity and personnel selection, - Buddhist principles of leadership, training, criterion development,		4	1,2

			performance appraisal.			
	12 th	Stress management, personnel resource management	<ul style="list-style-type: none"> - Buddhist method of the identification of psychological issues related to working and management concepts. - Personnel resource management possible solutions. 		4	4
	13 th	Individual differences and psycho-diversity and bio-diversity	<ul style="list-style-type: none"> - Psycho-diversity and related issues, - Bio-diversity and related issues. 		4	1,4
	14 th	Buddhist theory of motivation, decision making and conflict resolution.	<ul style="list-style-type: none"> - Buddhist view of organizational culture, - Motivation and organizational success. 		4	1,2,3
	15 th	Review and further instructions	<ul style="list-style-type: none"> - Review of student's performances, - Further instructions and guidance. 		4	1-4
10.	Number of Notional Hours: 200					
	1. Lecture Hours: 60 3. Self-study and Homework Preparation Hours: 60 2. Tutorial and Presentation Hours: 40 4. Recommended readings/ Social Activities: 40					
11.	Evaluation and Assessment:					
	In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated					
	<i>Expected soft skills to be evaluated through the continuous assessments:</i>					
	End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated					
	Question Paper:					

12	<p>Recommended Readings:</p> <p>12. D. Stokols and L. Altman., (2002). Hand book of Environmental Psychology, John Wiley & Sons, Inc., New York.</p> <p>13. Schmithausen L., (2006). Understanding Buddhism-The Early Buddhist Tradition and Ecological Ethics, Dunedin Academic Press, Michigan.</p> <p>14. Schmithausen L., (2000). Buddhism and the Ethics of Nature-some Remarks, Dunedin Academic Press, Michigan.</p> <p>15. Yamamoto S., (1998). Contribution of Buddhism to Environmental Thoughts, The Journal of Oriental Studies, vol. 8. Institute of Oriental Philosophy, India.</p> <p>16. Sahni Pragati., (2008). Environmental Ethics in Buddhism: A Virtues Approach, Routledge, USA.</p>
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Field of Study : Buddhist Psychology		
1	Code of the Course Unit	BUPS 32792
2	Title of the Course Unit	Research Methodology and Critical Writing in Buddhist Psychology
3	Number of Credits	2
4	Type	C
5	Coordinator of the Course Unit	Most senior lecturer of the relevant course unit
6	Pre-requisites	Not applicable
7	<p>Main objective of the course</p> <p>The main objective of this course is to provide an adequate knowledge on writing a good academic research having understood the significance of techniques in Buddhist Psychology</p>	
8	<p>Intended Learning Outcomes (ILOs)</p> <p>At the completion of this course unit the student will be able to</p> <ol style="list-style-type: none"> 1. provide the necessary background for making a successful Research and develop writing skills in Buddhist psychology at the degree level. 2. develop the thinking in logically and objectively. 3. Enhance their knowledge in the principles of the scientific method, the designs and techniques used in Buddhist psychology. 4. point out their own errors in writing and write their findings in a coherent and concise manner. 5. critically analyze scientific claims. 	

	6. prepare for careers and postgraduate studies.					
9	Contents			Mode of Delivery/ Way of Delivery (T/L Materials)	No of Hrs.	ILO No.
	Week	Main Themes	Sub Themes			
	1st	Introduction to areas of Research in Buddhist Psychology and their Scientific Significance	- Significance of research in psychology, - The scientific significance.	Class room/online/bl ended	2	1
	2nd	How to apply the principles of the scientific method in Buddhist psychology	- How to make an observation that describes a problem, - Create a hypothesis, test the hypothesis, draw conclusions and refine the hypothesis.		2	3
3rd	Theory and measurement	- The kinds of things that can be measured, how different measures relate to each other, and the problem of error in the measurement process, - Theories of measurement such as operationalism, conventionalism, realism, information-theoretic accounts and model-based accounts.		2	4	

	4 th	Validity and Restriction,	<ul style="list-style-type: none"> - The quality of being logically or factually sound; soundness or cogency, - Observed sample data and their availability across the entire range of interest. 		2	2, 4
	5 th	Ethical Issues in Buddhist Psychological Research	<ul style="list-style-type: none"> - Informed Consent, debrief, protection of Participants, - Deception, confidentiality, withdrawal. 		2	1, 5
	6 th	Types of research I	<ul style="list-style-type: none"> - Observational (Observing subjects in their natural environment without intervening), Archival (manuscripts, documents, records, objects ,and other material), - Case-Study, Survey Research, (quantitative and qualitative method with two important characteristics. 		2	1 - 6
	7 th	Types of research II	<ul style="list-style-type: none"> - Non-Experimental research where <i>researchers</i> measure variables as they naturally occur without any further 		2	1 – 6

			manipulation and indicate possible causes, - Case-Study – which generate an in-depth, multi-faceted understanding of a complex issue in its real-life context.			
8th	Mid Semester Evaluation	Written Examination/ Assignment / Individual or Group Presentation / Practical Test		2	04	
9th	Types of research III	- Single-Subject Experimental Research that attempt to change the behavior of an individual or a small group of individuals and document that change, - Group Experimental Research (experimental group and controlled group), - Single-Factor Designs (random assignment of different subjects to each of the levels of the independent variable.		2	1 - 6	
10th	Reporting Research Results	- How to report the findings of a study based upon the methodology applied to gather		2	1 – 6	

			information, - How the findings of the research arranged in a logical sequence without bias or interpretation.		
	11th	Presentation and Writing,	- Structuring, beginning, summarizing etc., - Conclusions: bias and limitations.		2 1 – 6
	12th	Early Buddhist teachings for designing experiments	- Early Buddhist teachings on the concepts of <i>Kilesa</i> , <i>Samyojana</i> , <i>Mara</i> , and their significance for designing experiments, - Data collection, analysis and synthesis, summarizing information to aid understanding, drawing conclusions from the data found in the discourses, <i>Jātaka</i> stories. Estimating the present or predicting the future.		2 1, 2
	13th	Statistical significance	- The <i>Ābhidhammic</i> analysis of <i>Citta</i> , based on <i>Lobha</i> , <i>Dosa</i> and <i>Moha</i> . <i>Alobha</i> , <i>Adosa</i> and		2 1,2,5

			<p><i>Amoha</i>, their different functions,</p> <ul style="list-style-type: none"> - Types of human personality, behavior, - Analysis of <i>Cetasikas</i> and the characteristics of individual and his behavior, - Drawing evaluations, comparisons, and different criteria. 			
	14 th	Practice research methodologies based on selected discourses, <i>Jātaka</i> stories or based on students interest	<ul style="list-style-type: none"> - Analysis and synthesis, - Structure and composition. 		2	1, 2, 3
	15 th	Review, Further instructions and handing over the	<ul style="list-style-type: none"> - Review of student's performances, - Further instructions and guidance. 		2	1 – 6
10.	Number of Notional Hours: 100					
	<p>1. Lecture Hours: 30 3. Self-study and Homework Preparation Hours:30</p> <p>2. Tutorial / Practical / Presentation Hours: 20 4. Social Activities: 20</p>					
11.	Evaluation and Assessment:					
	<p>In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated</p> <p><i>Expected soft skills to be evaluated through the continuous assessments:</i></p>					
	<p>End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated</p> <p>Question Paper:</p>					
12	Recommended Readings:					
	<p>1. Jayasuriya.W.F.,(1988). <i>The Psychology & Philosophy of Buddhism an Introduction to The Abhidhamma</i>, Buddhist Missionary Society, Malayasia. 3rd print.</p> <p>2. Gnanarama.P., (1996). <i>An Approach to Buddhist Social Philosophy</i>. Tisarana Buddhist</p>					

	Association., Singapore.
3.	Chance, P., and Harris, T.G, (Eds.), (1990). <i>The Best of Psychology Today</i> . New York. McGraw-Hill Inc.
4.	Reisberg, D., (2010). <i>Cognition: Exploring the Science of the Mind</i> (4th media edition). New York, NY: W. W. Norton & Company, Inc.
5.	Nauriyal D.K., Michael S Drummond and Lal Y.b., (2006). <i>Buddhist Thought and Applied Psychological Research Method</i> , Routledge, London and New York.,
6.	American Psychological Association, (2015) <i>APA Dictionary of Psychology</i> , Second Edition, Washington.
7.	Sheldon Zedeck., (2014). <i>APA Dictionary of Statistics and Research Methods Washington</i> , American Psychological Association.
8.	Glynis M Breakwell, Sean Hammond, Chris Fife-Schaw, Jonathan A Smith., (2006). <i>Research Methods in Psychology</i> , Sage Publications, New Delhi.
9.	Matthisjs Cornelissen R.M., Girishwar Misra., Suneet Varma., (2011). <i>Foundations of Indian Psychology Theories and Concepts</i> . Delhi.
10.	ඥාණතිලක හිමි, තිස්ස., (1984). <i>මිනිස් ගැටළු පිළිබඳ බෞද්ධ විග්‍රහය</i> , ගොඩගේ සහ සහෝදරයෝ, කොළඹ.
11.	චන්ද්‍රසේකර, සරත්., (2008). <i>ප්‍රායෝගික බෞද්ධ මනෝවිද්‍යාව</i> , ගොඩගේ සහ සහෝදරයෝ, කොළඹ.

Field of Study: Professional Subject Stream		
1	Code of the Course Unit	PSIT 32522
2	Title of the Course Unit	ICT Skills for Education and Professional- Part I
3	Number of Credits	2
4	Type	Optional
5	Coordinator of the Course Unit	Most senior lecturer of the relevant course unit
6	Pre-requisites	None
7	Main objective of the course	<ul style="list-style-type: none"> I. To provide an advanced knowledge, skills, attitudes, mind-set and paradigm to students to be effectively performed in their particular field with ICT. II. To provide each student with an opportunity to become competent technology literate person in an effective and social manner. III. To strengthen national information industry for effective decision making, problem solving, and for serving relevant information to client. IV. To provide human capital for the employment market of the country. VI. To assist and promote new venture creation of the country.

8	<p>Intended Learning Outcomes (ILOs)</p> <p>At the completion of this course unit the student will be able to</p> <ol style="list-style-type: none"> 1. Identify the value and nature of information and how it is organized and use it effectively especially in an electronic environment 2. Use MS Office package for improving workplace performance 3. Create databases by using relevant software packages 4. Design required graphics for teaching and learning/workplace/day to day life 5. Use digital technology for research and innovation 6. Use digital teaching and learning tools to support e-learning 7. Create a simple educational game 8. Design an interactive web 9. Use smart technology for Digital living 10. Value ethically use of information technology 					
9	Contents			Mode of Delivery/ Way of Delivery (T/L Materials)	No of Hrs.	ILO No.
Week	Main Themes	Sub Themes				
1 st	Identify the value and nature of information and how it is organized and use it effectively especially in an electronic environment	Definition of information literacy including components and models, Basic information literacy skills including critical thinking, reading skills, and independent learning,				
2 nd	Identify the value and nature of information and how it is organized and use it effectively especially in an electronic environment	Formulating search strategies, Evaluating sources, Plagiarism, Copyright, Censorship, Methods of citation -in an online environment		2	1	

3rd	Use of Microsoft Office package for educational purposes and for the workplace	Types of ICT tools used at workplace, Introduction to Microsoft Office and practical – Word		2	2
4th	Use of Microsoft Office package for educational purposes and for the workplace	Types of ICT tools used at workplace, Introduction to Microsoft Office and practical – PowerPoint		2	2
5th	Create databases by using relevant software packages	Types of ICT tools used at workplace, Introduction to Microsoft Office and practical – Access		2	2,3
6th	Graphics for teaching and learning			2	4
7th	Digital technology for research and innovation	Practical on Prezi		2	5
8th	Digital technology for research and innovation	Practical on Zotero or Mendeley – Online Reference Management Tools		2	5
9th	Mid Semester Evaluation Written Examination/ Assignment / Individual or Group Presentation / Practical Test			2	
10th	Use digital teaching and learning tools to support e-learning	Practical on Blended learning tools – Mentimeter /Gosoapbox		2	6
11th	Create a simple educational game			2	7
12th	Design an interactive web			2	8

	13th	Use smart technology for Digital living	Impact of digital technology on quality of life, work and play and examine what it means to be an individual in the 21st century.		2	9
	14th	Use smart technology for Digital living	Smart use of smart phone, Facebook, Flickr, LinkedIn profile		2	9
	15th	Value ethically use of information technology	Ethical standards and practices of information		2	10
10.	Number of Notional Hours: 100					
	1. Lecture Hours: 30 3. Self-study and Homework Preparation Hours: 20 2. Tutorial Hours: 30 4. Hours for recommended reading: 20					
11.	Evaluation and Assessment:					
	In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated <i>Expected soft skills to be evaluated through the continuous assessments:</i>					
	End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated Question Paper:					
12	Recommended Readings: <ol style="list-style-type: none"> 1. Merkow, M. S., Breithaupt, J. (2015), Information Security: Principles and Practices, Wiley, New Jersey 2. Livingstone, S., Sefton-Green, J. (2016), The Class: Living and Learning in the Digital Age (Connected Youth and Digital Futures), New York University Press, New York 3. Munir, K. (2016), Security Management in Mobile Cloud Computing (Advances in Information Security, Privacy, and Ethics), 1st Edi. IGI global, Hershey, PA 					

Field of Study : Buddhist Psychology						
1	Code of the Course Unit		BUPS 41714			
2	Title of the Course Unit		Buddhist Counselling Psychology			
3	Number of Credits		4			
4	Type		C			
5	Coordinator of the Course Unit		Most senior lecturer of the relevant course unit			
6	Pre-requisites		Not applicable			
7	<p>Main objective of the course The main objective of this course is to provide an adequate knowledge on the Significance of counseling approach in Buddhism and identifying the techniques in Buddhist counseling Psychology in comparison to modern counseling techniques and approaches.</p>					
8	<p>Intended Learning Outcomes (ILOs) At the completion of this course unit the student will be able to</p> <ol style="list-style-type: none"> 1. develop theoretical and practical understanding about Buddhist Counseling, client's views, beliefs, ideas, goals, experience and commonly understood boundaries. 2. develop an interest in Buddhist Counseling. 3. apply Buddhist Psychological theories in Counseling. 4. demonstrate the salient and intrinsic element of Buddhist Counseling Psychology in comparison to modern counseling techniques and approaches. 					
9	Contents			Mode of Delivery/ Way of Delivery (T/L Materials)	No of Hrs.	ILO No.
	Week	Main Themes	Sub Themes			
	1 st	Nature of Buddhist counseling Psychology	<ul style="list-style-type: none"> - Buddhist approach to physical, emotional and mental health issues, - Buddhist methods prescribed to improve sense of well-being, - Buddhist techniques to alleviate feelings of distress and resolve crises. 	Direct classroom teaching/ online teaching/ blended	4	1,2

	2nd	Scope of Buddhist counseling Psychology and its origin and evolution	- Scope of Buddhist counselling psychology, - Its salient characteristics and foundation.		4 1,2
	3rd	Definition and contextual usages of the counseling psychological terminologies	- <i>Ovāda, Upadesa, Anusāsanā,</i> - The contextual usages of such terminologies.		4 1,2,3
	4th	Developmental (lifespan), environmental and cultural perspectives counseling psychology	- Buddhist developmental (lifespan), environmental perspective, - Cultural Perspective counseling psychology.		4 3,4
	5th	Buddhist theories and techniques of counseling	- Introduction to Buddhist theories of counseling psychology, - Cultural and religious perspectives.		4 2,3,4
	6th	Psychology of communication and the practical and personal skills	- Communication and the practical and personal skills involved in working with individuals in a counselling context reflected in Buddhist teachings, - Domains of intrapersonal, interpersonal and inter-subjective communication.		4 3,4

	7th	Code of ethics of a Buddhist counselor	<ul style="list-style-type: none"> - Ethical concerns of professional 'good practice' of counseling, - Elevated personality and counselling skills. 		4	1-4
	8th	Mid Semester Evaluation	Written Examination/ Assignment / Individual or Group Presentation / Practical Test		4	1,2,4
	9th	Buddhist educational counseling	<ul style="list-style-type: none"> - Nature, scope and benefits of Buddhist educational counseling, - Understanding of complex emotions of students, - Methods and techniques to channelize the thoughts of students in a direction to make a life-changing decision. 		4	1-4
	10th	Introduction to Buddhist Family counseling	<ul style="list-style-type: none"> - Buddhist theories of family counseling, - Buddhist approaches, techniques and theories for identification of relationship issues associated with the family unit. 		4	1-4
	11th	<i>Buddhist counselling for addiction</i>	<ul style="list-style-type: none"> - Understanding the types of addictions such as: Alcohol, Drugs, Exercise, Gambling, Shopping, Smoking, Sex, Work, - Buddhist approaches, techniques and theories to alleviate issues related and develop self-confidence and self- 		4	3

			control.			
	12 th	Buddhist counselling for children	<ul style="list-style-type: none"> - Identification of the issues such as exposed to neglect, abuse, trauma or various forms of insecure or disorganized attachment, sexual abuse etc., - Buddhist approaches, techniques and theories. 		4	3,4
	13 th	Buddhist counselling for Post-traumatic stress disorders	<ul style="list-style-type: none"> - Classification of post-traumatic disorders, - Buddhist approaches, techniques and theories for prevention of self-harm, impulse control disorders, experiencing/witnessing accidents, attacks, abuse, violence, wars, natural disasters etc. 		4	1-4
	14 th	Buddhist counselling for group, career, cognitive enhancement and psycho-modulation	<ul style="list-style-type: none"> - Buddhist approaches, techniques and theories of group, career counseling, - Buddhist method of cognitive enhancement and psycho-modulation. 		4	3,4
	15 th	Review, Further instructions and handing over the assignments (20%)	<ul style="list-style-type: none"> - Review of student's performances, - Further instructions and guidance. 		4	1-4
10.	Number of Notional Hours: 200					

	<p>1. Lecture Hours: 60 3. Self-study and Homework Preparation Hours: 60 2. Tutorial / Practical / Presentation Hours: 40 4. Hours for Social Activities: 40</p>
11.	<p>Evaluation and Assessment:</p> <p>In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated</p> <p><i>Expected soft skills to be evaluated through the continuous assessments:</i></p> <p>End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated</p> <p>Question Paper:</p>
12	<p>Recommended Readings:</p> <ol style="list-style-type: none"> 1. De Silva, Padmasiri., (1971). <i>Introduction to Buddhist Psychology</i>, London, Macmillan. 2. Kariyawasam, T., (2003). <i>Buddhism and Psychology</i>, Godage International Pvt. Ltd. 3. Jenny, Quek., (2007). <i>The Buddha's Technique and Practice of Counseling as Depicted in the Pāli Canon</i>, KP media International Pvt. Ltd, Singapore. 4. Davids, C.A.F., (1936). <i>The Birth of Indian Psychology and its Development in Buddhism</i>, London. 5. De Silva, Padmasiri., (1971). <i>Buddhist and Freudian Psychology</i>, Luke House Investments Ltd, Colombo. 6. Espstein, Mark., (1944). <i>Thoughts without a Thinker, Psychotherapy from Buddhist Perspective</i>, Basic Book. 7. Johanson, Rune, E.A., (1979). <i>The Dynamic Psychology of Early Buddhism</i>, Scandinavian Institute of Asian studies, Monograph Series, No. 37, Curzon Press, Oxford. 8. Jayasuriya, W.P.,(1963). <i>The Psychology and Philosophy of Buddhism</i>. YMBA Press, Colombo, Sri Lanka. 9. Harischandra D.V.J., (1998). <i>Psychiatric Aspects of Jātaka Stories</i>, Upali Printers, Galle. 10. Kalupahana, David J.,(1992). <i>The Principles of Buddhist Psychology</i>, Sri Satguru publications, A Division of Indian Book Centre, Delhi, India. 11. Nissanka, H.S.S., (2002). <i>Buddhist Psychotherapy</i>, Buddhist Cultural Centre, Sri Lanka. 12. සෝභිත හිමි, බලංගොඩ., (1991). බුදුදහමින් පිළිබිඹු වන පෞලඤ්චි න්‍යාය., චතුර මුද්‍රණාලය. 13. හෙට්ටිආරච්චි, ධර්මසේන., (2009). බෞද්ධ මනෝවිද්‍යා ප්‍රවේශය, දයාවංස සහ ජයකොඩි සමාගම. 14. ජේමරත්න හිමි, සුරක්කුලමේ., (2010). බෞද්ධ මනෝවිද්‍යාව, දයාවංස සහ ජයකොඩි සමාගම. 15. ඒ. එස් කලුආරච්චි., (2015). බෞද්ධ මනෝවිද්‍යාව., මාගධී ප්‍රකාශකයෝ.

Field of Study : Buddhist Psychology						
1	Code of the Course Unit		BUPS 41724			
2	Title of the Course Unit		Buddhist Educational Psychology			
3	Number of Credits		4			
4	Type		C			
5	Coordinator of the Course Unit		Most senior lecturer of the relevant course unit			
6	Pre-requisites		Not applicable			
7	<p>Main objective of the course The main objective of this course is to provide an adequate knowledge on the significance of Buddhist educational Psychology in understanding, predicting and controlling behavior in learning situations.</p>					
8	<p>Intended Learning Outcomes (ILOs) At the completion of this course student will be able to</p> <ol style="list-style-type: none"> 1. show the Buddhist educational psychological principals in early Buddhist teachings and in Buddhist commentarial literature. 2. point out of educational issues in the modern educational context 3. apply Buddhist educational psychological principals for resolving educational issues. 4. use Buddhist educational principles and theories in the classroom activities. 					
9	Contents			Mode of Delivery/ Way of Delivery (T/L Materials)	No of Hrs.	ILO No.
	Week	Main Themes	Sub Themes			
	1 st	Introduction to the history of educational psychology	- Origin and its Evolution, - Modern trends.			
	2 nd	Nature of Buddhist education	- The foundation and special characteristics of Buddhist education, - Its origin and historical development.			
3 rd	Buddhist attitude to formal, non-formal and informal education	- Formal , non formal education and Buddhist attitude, - Informal				

			education and Buddhist attitude.			
	4 th	Basic concepts of Buddhist education	<ul style="list-style-type: none"> - Definition and educational significance of the terminologies such as :<i>Sikkhā</i> (precepts), <i>Buddhi</i> (intelligent), <i>Bodhi</i> (enlightenment), <i>Paññā</i> (wisdom), - <i>Jñāna</i> (knowledge), <i>Jānāti</i> (to know), <i>Vijjā</i> (cognitive), <i>Carāṇa</i> (affective), <i>Kosalla</i> (conative). 		4	4
	5 th	Memory and its relationship to learning	<ul style="list-style-type: none"> - <i>Sutā</i> (listening), <i>Dhatā</i> (retention), <i>Paricitā</i> (practice), <i>Manasānupekkhitā</i> (reflection), <i>Suppatividithā</i> (comprehension), - Buddhist strategies for effective lesson planning. 		4	3,4
	6 th	Buddhist techniques in teaching	<ul style="list-style-type: none"> - Motivation, direction towards goals, - enhancement of cognitive process, behavior modification, and attitude formation & morality. 		4	1-4
	7 th	Buddhist perspectives in education and process of learning	<ul style="list-style-type: none"> - Behavioral and developmental perspective, - Cognitive and constructivist perspective. 		4	4

	8th	Mid Semester Evaluation	Written Examination/ Assignment / Individual or Group Presentation / Practical Test	4	2,3,4
	9th	Teacher pupil relationship	<ul style="list-style-type: none"> - Responsibilities, duties, punishment and reformation, - Application of educational technology. 	4	3,4
	10th	Development of the triad in education	<ul style="list-style-type: none"> - Cooperation among the teacher, student and the coordinator, their responsibilities, - Theories of instruction, strategies and problem solving. 	4	1-4
	11th	Observation and method of communication	<ul style="list-style-type: none"> - Understanding and answering questions of students, classroom management, - Continuous observation and method of instruction for improvement. 	4	3,4
	12th	Buddhist educational psychology for exceptional individuals	<ul style="list-style-type: none"> - Learning disabilities, mental retracted, disable, gifted individual, - Instructional design for such individual. 	4	3
	13th	Buddhist pedagogy for inner peace, comparison of Buddhist educational theories with modern theories in educational	<ul style="list-style-type: none"> - Buddhist education , inner peace and social harmony, - Comparison of Buddhist educational theories with modern theories. 	4	1-4

		psychology			
	14 th	Introduction to Buddhist monastic education	<ul style="list-style-type: none"> - Salient features of Buddhist monastic education, - Ancient Buddhist Universities and their contribution to Buddhist Education. 		4 1,2
	15 th	Review and further instructions	<ul style="list-style-type: none"> - Review of student's performances, - Further instructions and guidance. 		4 1-4
10.	Number of Notional Hours: 200				
	1. Lecture Hours: 60 3. Self-study and Homework Preparation Hours: 60 2. Tutorial / Practical / Presentation Hours: 40 4. Hours for Social Activities: 40				
11.	Evaluation and Assessment:				
	In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated				
	<i>Expected soft skills to be evaluated through the continuous assessments:</i>				
	End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated				
	Question Paper:				
12	Recommended Readings:				
	<ol style="list-style-type: none"> 1. Andrew crow croft.,(1967). <i>The psychotic Studies in Social Pathology</i>, Penguin Books, U.S.A., 2. Pandya, sunil k., (2005). <i>In Human Behavior. Delhi.</i> 3. චන්ද්‍රසේකර, සරත්.,(2008). <i>ප්‍රායෝගික බෞද්ධ මනෝවිද්‍යාව</i>, එස්. ගොඩගේසහ සහෝදරයෝ, කොළඹ 4. සුමනරතන හිමි, ගලහිටියාගම., (2005). <i>විවාහය සහ බුදුදහම</i>, එස්. ගොඩගේසහ සහෝදරයෝ, කොළඹ 5. සිල්වි සේනාධීර., (2010). <i>ලමා වර්ධනය හා සංවර්ධනය.</i>, එස්. ගොඩගේ සහ සහෝදරයෝ, (නව මුද්‍රණය) 				

(BUPS 41534 - Buddhist Perspective in Child-Psychology) Selected themes in this course unit will be taught in English and all the assignments, evaluations will also be conducted in English.

Field of Study : Buddhist Psychology						
1	Code of the Course Unit		BUPS 41734			
2	Title of the Course Unit		Buddhist Perspective in Child-Psychology			
3	Number of Credits		4			
4	Type		C			
5	Coordinator of the Course Unit		Most senior lecturer of the relevant course unit			
6	Pre-requisites		Not applicable			
7	<p>Main objective of the course The main objective of this course is to provide an adequate knowledge to assemble an objective knowledge base that can provide insight into both the nature of childhood generally as well as the distinctive characteristics of individual children in a Buddhist perspective.</p>					
8	<p>Intended Learning Outcomes (ILOs) At the completion of this course student will be able to</p> <ol style="list-style-type: none"> 1. study child-psychology in Buddhist perspective. 2. point out and appreciate the significance of child-psychology in Buddhist Perspective. 3. describe and discuss the conceptual foundation of Buddhist child psychology. 4. survey the Buddhist literature and discover the Buddhist teachings on child psychology. 					
9	Contents			Mode of Delivery/ Way of Delivery (T/L Materials)	No of Hrs.	ILO No.
	Week	Main Themes	Sub Themes			
	1st	Introduction to the Buddhist perspective in child psychology	- Place of child psychology in Buddhist teachings, - Buddhist discourses relevant to the study of child psychology.			
2nd	Definitions of the relevant terms and	- <i>Viññāṇa</i> , <i>Gandhabba</i> ,	4	1,2,3		

	their contextual usage	<i>Utunī/Anutunī, Sannisinnagabba, Apagatagabba, Paripuṇṇagabba, - Gabbasanni, Gabbaparihara, Gabbauṭṭhāna, Taṇhā, Kamma, Payamanapurisantara raga.</i>			
3rd	Buddhist concept of children and different approaches	- Buddhist concept of children and their place in human society, - Buddhist approaches to the child psychology.		4	3
4th	Buddhist classification of the different stages of child development	- Prenatal stage and Conception, - Embryonic development of a fetus and the formation of five aggregates.		4	3,4
5th	Fetal stage and four kinds of food	- Physical , mental nourishment, physical movements and thought process, - karmic and other external influences.		4	3,4
6th	Stage of Infancy	- Duties and responsibilities of parents, - Parental love & care, awareness and protection from danger, concern for their nourishment.		4	1-4
7th	Cognitive	- Duties and		4	1-4

	developmental stage of early childhood	responsibilities of parents such as affection attentiveness, responsiveness, mindfulness and protection from danger, - Concern for their sustenance and physical development.			
8th	Mid Semester Evaluation	Written Examination/ Assignment/Individual or Group Presentation / Practical Test	4	1,2	
9th	Stage of socio-emotional development of children	- Expression of emotions in childhood, - Buddhist methods and techniques for emotional balance in children.	4	2	
10th	Buddhist teachings on the middle and late stages of childhood	- Friendliness, openness, concern for their moral development, - Education and socialization, inculcation of positive qualities, and avoidance of self-destructive and self-defeating elements of life.	4	2,3	
11th	The psychological defects in children and Buddhist solution	- Different approaches prescribed for their behavioral change, - Buddhist techniques and method of instruction.	4	2-4	
12th	Buddhist teachings on environmental,	- The Environmental and genetic issues,	4	1,3,4	

		genetic, and cultural factors	- Cultural factors that affect a child's development.		
	13 th	Substance addicted parents and child developmental issues	- Buddhist solution for children of drug addicted parents for their growth, protection and wellbeing, - Buddhist strategies for healthy parent-child relationship and the role of the caregiver.		4 2,3
	14 th	Religion and children's wellbeing	- Involvement of religion as a set of organized, institutionalized beliefs and social function for the wellbeing of children, - Buddhist view.		4 4
	15 th	Review and further instructions	-Review of student's performances. - Further instructions and guidance.		4 1-4
10.	Number of Notional Hours: 200				
	1. Lecture Hours: 60 3. Self-study and Homework Preparation Hours: 60 2. Tutorial / Practical / Presentation Hours: 40 4. Hours for Social Activities: 40				
11.	Evaluation and Assessment:				
	In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated <i>Expected soft skills to be evaluated through the continuous assessments:</i>				
	End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated Question Paper:				

12	<p>Recommended Readings:</p> <ol style="list-style-type: none"> 1. Andrew crow croft.,(1967). <i>The psychotic Studies in Social Pathology</i>, Penguin Books, U.S.A., 2. Pandya, sunil k., (2005). <i>In Human Behavior. Delhi.</i> 3. වන්දුසේකර, සරත්.,(2008). <i>ප්‍රායෝගික බෞද්ධ මනෝවිද්‍යාව</i>, එස්. ගොඩගේසහ සහෝදරයෝ, කොළඹ 4. සුමනරත්න හිමි, ගලහිටියාගම., (2005). <i>විවාහය සහ බුදුදහම</i>, එස්. ගොඩගේසහ සහෝදරයෝ, කොළඹ 5. සිල්වි සේනාධීර., (2010). <i>ලමා වර්ධනය හා සංවර්ධනය.</i>, එස්. ගොඩගේ සහ සහෝදරයෝ, (නව මුද්‍රණය)
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(BUPS 41534 - Buddhist Perspective in Child-Psychology) Selected themes in this course unit will be taught in English and all the assignments, evaluations will also be conducted in English.

Field of Study : Buddhist Psychology		
1	Code of the Course Unit	BUPS 41743
2	Title of the Course Unit	Mindfulness Based Stress Management
3	Number of Credits	3
4	Type	C
5	Coordinator of the Course Unit	Most senior lecturer of the relevant course unit
6	Pre-requisites	Not applicable
7	<p>Main objective of the course The main objective of this course is to provide an adequate knowledge on Buddhist techniques such as meditational methods to address the unconscious thoughts, feelings, and behaviors thought to increase stress and undermine the health.</p>	
8	<p>Intended Learning Outcomes (ILOs) At the completion of this course unit the student will be able to</p> <ol style="list-style-type: none"> 1. provide knowledge and experience of the significance of meditation in theory and practice 2. describe the significance of Buddhist teachings to identify difference among stress, anxiety and depression 3. acquire a theoretical knowledge of strategies and techniques 4. analyze and apply the objects of mediations appropriately to reduce stresses, 	

	<p>anxiety and disorders</p> <p>5. improve the practice of empathy, loving kindness and compassion</p>					
9	Contents			Mode of Delivery/ Way of Delivery (T/L Materials)	No of Hrs.	ILO No.
	Week	Main Themes	Sub Themes			
	1 st	Introduction to the psychotherapies	<ul style="list-style-type: none"> - The aims and objectives of Buddhist psychotherapy, - The foundation and special characteristics of Buddhist psychotherapy. 			
	2 nd	Definitions and contextual usages of the Buddhist psychotherapeutic terminologies	<ul style="list-style-type: none"> - <i>Upāyāsa, Anupāyāsa, Upādāna, Dukkha, Uddhacca, Kukkucca, Vipallāsa, Saṃyojana, etc.,</i> - Their psychotherapeutic Types of stresses, anxiety and depressions. 			
	3 rd	Definition of stress and its various aspects	<ul style="list-style-type: none"> - Stress as a psychological, physiological and behavioral response demands of life, - Causal factors leading to stress and ill health, its various aspects reflected in Buddhist teachings. 			
4 th	Introduction to generalized anxiety	<ul style="list-style-type: none"> - Generalized anxiety disorder, its causes, various aspects, - Its symptoms, 				

			diagnosis, Buddhist view.			
	5 th	Depression , loss of interest and sadness	- Causal factors leading to depression reflected in Buddhist teachings, - Its symptoms, diagnosis, Buddhist view.		4	4
	6 th	Buddhist criteria for measurement and the different stages of stresses, anxieties and depressions	- Buddhist criteria for measurement and the different stages of stresses, anxieties, - Buddhist criteria for measurement of different stages of and depressions.		4	4,5
	7 th	Approaches and strategies found in the Buddhist discourses	- preparation, different methods, planning etc., - techniques found in the Buddhist discourses i.e., different ways of doing something, formula special knowledge, skill.		4	1,2
	8 th	Mid Semester Evaluation	Written Examination/ Assignment/Individual or Group Presentation / Practical Test		4	2-4
	9 th	Modern application of Buddhist meditation and the development of therapies	- Treatment intended to relieve or heal a disorder, - Mindfulness-based stress reduction therapy for <u>stress</u> reduction, relaxation, and improvements to quality of life.		4	1
	10 th	<u>Mindfulness-based cognitive therapy</u> for preventing the relapse of depression	- Development of awareness of all incoming thoughts and feelings and accepting them, but not attaching or reacting to them,		4	1,2,4

			- Instances of such in Buddhist literature and modern practices.		
	11th	Acceptance and commitment therapy as a behavior-change strategies	- Significance of acceptance and commitment therapy for the increase of psychological flexibility, - Instances of such in Buddhist literature and modern practices.		4, 5
	12th	<u>Dialectical behavior therapy</u> for treating people with <u>borderline personality disorders</u>	- Introduction to borderline disorders, - Techniques of observing, mindfulness, and avoidance of judgment.		2-5
	13th	Special Buddhist techniques for identifying different types of mental states that challenge work, day to life	- Analysis of mental states based on their different aspects, - Identifying negative mental states, challenging them and replacement of them with realistic thoughts.		1, 2
	14th	Qualities of a psychotherapist and training	- Art and science of human relationships, understanding human needs, - Skills for resolving or mitigating troublesome behaviors, beliefs, compulsions, thoughts, or emotions, and to improve relationships and social skills.		2
	15th	Review and further instructions	- Review of student's performances,		1-5

			- Further instructions and guidance.			
10.	Number of Notional Hours: 150					
	1. Lecture Hours: 45		3. Self-study and Homework Preparation Hours: 45			
	2. Tutorial / Practical / Presentation Hours: 30		4. Hours for Social Activities: 30			
11.	Evaluation and Assessment:					
	In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated					
	<i>Expected soft skills to be evaluated through the continuous assessments:</i>					
	End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated					
	Question Paper:					
12	Recommended Readings:					
	<ol style="list-style-type: none"> 1. Lewis Richmond., (2000). <i>Work as a Spiritual Practice: A Practical Buddhist Approach to Inner Growth and Satisfaction on the Job</i>, Penguin Books Ltd, New York, USA. 2. Burns. D.M., (1994). <i>Buddhist Meditation and Depth Psychology</i> Buddhist Publication Society. Kandy. 3. Goleman, D. (1976). <i>Meditation and Consciousness: An Asian Approach to Mental Health</i>, American Journal of Psychotherapy, Vol.30 (I) 4. Snelling, John., (1991). <i>The Buddhist Handbook</i>. Rochester, VT: Inner Traditions. 5. Rahula, Walpola., (1959). <i>What the Buddha Taught</i>. NY: Grove Press. 6. Gard, Richard., (1962). <i>Buddhism</i>. NY: George Braziller. 7. Goleman, D., (1976). <i>Meditation and Consciousness: An Asian Approach to Mental Health</i>, American Journal of Psychotherapy, Vol.30 (I). 8. Sumanapala Galmangoda.,(2002). <i>An Introduction to the Methods of Meditation in the Theravada Tradition</i>, Buddhist Research Society, Singapore. 					

Field of Study: Professional Subject Stream		
1	Code of the Course Unit	PSIT 41532

2	Title of the Course Unit	ICT Skills for Education and Professional- Part II		
3	Number of Credits	2		
4	Type	Optional		
5	Coordinator of the Course Unit	Most senior lecturer of the relevant course unit		
6	Pre-requisites	None		
7	Main objective of the course	<p>IV. To provide an advanced knowledge, skills, attitudes, mind-set and paradigm to students to be effectively performed in their particular field with ICT.</p> <p>V. To provide each student with an opportunity to become competent technology literate person in an effective and social manner.</p> <p>VI. To strengthen national information industry for effective decision making, problem solving, and for serving relevant information to client.</p> <p>IV. To provide human capital for the employment market of the country.</p> <p>VI. To assist and promote new venture creation of the country.</p> <p>VII. To provide opportunities for students to reflect on their own ICT practice</p> <p>VIII. Enhance students' skills to develop their learners' digital skills and literacy</p> <p>IX. To provide a technological toolkit for learners and improve the level of key competences and ICT skills</p> <p>X. To access a variety of on-line resources to promote good practice in education</p> <p>XI. Share best practices, ideas and materials in online/ICT enabled teaching and learning</p>		
8	Intended Learning Outcomes (ILOs)	<p>At the completion of this course unit the student will be able to</p> <p>11. Identify the value and nature of information and how it is organized and use it effectively especially in an electronic environment</p> <p>12. Use MS Office package (advance) for improving workplace performance</p> <p>13. Create databases by using relevant software packages</p> <p>14. Design required graphics for teaching and learning/workplace/day to day life</p> <p>15. Use digital technology for research and innovation</p> <p>16. Use digital teaching and learning tools to support e-learning</p> <p>17. Create a simple educational game</p> <p>18. Design an interactive web</p> <p>19. Use smart technology for Digital living</p> <p>20. Value ethically use of information technology</p> <p>21. Use best practices, ideas and materials in online/ICT enabled teaching and learning</p>		
9	Contents	Mode of	No of	ILO No.

Week	Main Themes	Sub Themes	Delivery/ Way of Delivery (T/L Materials)	Hrs.	
1 st	Identify the value and nature of information and how it is organized and use it effectively especially in an electronic environment	Advanced information literacy skills including critical thinking, reading skills, and independent learning,	Direct classroom teaching/ online teaching/ blended	2	1
2 nd	Identify the value and nature of information and how it is organized and use it effectively especially in an electronic environment	Academic integrity and avoiding Plagiarism		2	1
3 rd	Use of Microsoft Office package for educational purposes and for the workplace	Types of ICT tools used at workplace, Introduction to Microsoft Office and practical – Excel		2	2
4 th	Use of Microsoft Office package for educational purposes and for the workplace	Types of ICT tools used at workplace, Introduction to Microsoft Office and practical – PowerPoint (Advanced)		2	2
5 th	Create databases by using relevant software packages	Types of ICT tools used at workplace, Introduction to Microsoft Office and practical – Access (Advanced)		2	2,3
6 th	Graphics for teaching and learning			2	4
7 th	Digital technology for research and innovation	Use of ICT tools for research and development including database searching (advance)		2	5
8 th	Digital technology for research and innovation	Use of ICT tools for		2	5

			research and development			
	9 th	Mid Semester Evaluation Written Examination/ Assignment / Individual or Group Presentation / Practical Test			2	
	10 th	Use digital teaching and learning tools to support e-learning	Practical on Blended learning tools (advance)		2	6
	11 th	Create a simple educational game			2	7
	12 th	Design an interactive web			2	8
	13 th	Use smart technology for Digital living	Awareness, skills, and effectiveness in 'digital living', use of Zoom, Social Media, Khoot and other online tools		2	9
	14 th	Value ethically use of information technology	Information related to security principles and concepts, security policies, and ISO standards on security measures, implementation of security measures, importance of employee awareness in protecting information, highlighting making aware of individual's responsibility towards IS.		2	10
	15 th	Use best practices, ideas and materials in online/ICT enabled teaching and learning	Best practices, ideas and materials in online/ICT enabled teaching and learning – national and international		2	11
10.	Number of Notional Hours: 100					

	<p>1. Lecture Hours: 30 3. Self-study and Homework Preparation Hours: 20 2. Tutorial Hours: 30 4. Hours for recommended reading: 20</p>
11.	<p>Evaluation and Assessment:</p> <p>In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated</p> <p><i>Expected soft skills to be evaluated through the continuous assessments:</i></p>
	<p>End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated</p> <p>Question Paper:</p>
12	<p>Recommended Readings:</p> <p>4. Merkow, M. S., Breithaupt, J. (2015), Information Security: Principles and Practices, Wiley, New Jersey</p> <p>5. Livingstone, S., Sefton-Green, J. (2016), The Class: Living and Learning in the Digital Age (Connected Youth and Digital Futures), New York University Press, New York</p> <p>6. Munir, K. (2016), Security Management in Mobile Cloud Computing (Advances in Information Security, Privacy, and Ethics), 1st Edi. IGI global, Hershey, PA</p>

Field of Study : Buddhist Psychology		
1	Code of the Course Unit	BUPS 42753
2	Title of the Course Unit	Meditation for Development of Human Competencies
3	Number of Credits	3
4	Type	C
5	Coordinator of the Course Unit	Most senior lecturer of the relevant course unit
6	Pre-requisites	Not applicable
7	Main objective of the course	<p>The main objective of this course unit is to provide an adequate knowledge on the significance of Buddhist meditation and aimed at enhancing social and emotional learning are associated with reductions in behavioral and emotional difficulties and enhanced academic achievement among students.</p>

8	<p>Intended Learning Outcomes (ILOs)</p> <p>At the completion of this course unit the student will be able to</p> <ol style="list-style-type: none"> 1. provide knowledge of the development human competencies through the practice of meditation. 2. discuss the spiritual significance of Buddhist meditation. 3. point out the psycho-diversity of human beings. 4. acquire theoretical knowledge of Buddhist meditation. 5. develop the practice of Four Sublime States of Mind. 6. apply principles of Buddhist meditation for development of skillfulness, creative and positive thinking. 					
9	Contents			Mode of Delivery/ Way of Delivery (T/L Materials)	No of Hrs.	ILO No.
	Week	Main Themes	Sub Themes			
	1 st	Introduction to the history of meditations	- Oldest documents of meditation and Indian religious background, - Its modern dissemination in the West.			
	2 nd	Definition of the Buddhist term <i>Bhāvanā</i> and Latin term: <i>meditatum</i> and its significance for positive thinking	- Two types of Meditation (<i>Samatha</i> and <i>Vipassanā</i>), - Meditative experience of individuals reflected in the early Buddhist literature.			
	3 rd	Various types, subjects of Buddhist Mind Culture (<i>Kammaṭṭhāna</i>)	- Commentarial exposition and classification of <i>Kammaṭṭhāna</i> , - The selection of <i>Kammaṭṭhāna</i> and criteria for suitable meditation objects and temperaments,			
4 th	Four foundation of mindfulness	- Introduction to the <i>Cattārosatipaṭṭhānā</i> ,				

		(<i>Cattārosatipaṭṭhānā</i>) - Types of analysis and techniques.		
5 th	Meditation on the qualities of the Buddha (<i>Buddhānussati</i>).	- Definition of the terminology <i>anussati</i> and its various implications, - The practice of <i>anussati</i> and stages of moral development.	4	6
6 th	Mindfulness on in and out breathing (<i>Ānāpānasati</i>)	- Buddhist concept of material world and spiritual world, - <i>Ānāpānasati Sutta</i> ; special techniques reflected and achievements.	4	4,6
7 th	<i>Vedanā-saññā</i> and analysis of feeling	- Control of emotions, subjective and objective approaches in Buddhist Meditation, identification of defilements, - Significance of Buddhist emotion focused therapy,	4	5
8 th	Mid Semester Evaluation	Written Examination/ Assignment / Individual or Group Presentation / Practical Test	4	1-3
9 th	Concepts of <i>Kilesa</i> , <i>Māra</i> , <i>Ogha</i> , <i>Māna</i> , <i>Parilāha</i> , <i>Āsava</i> , <i>Samyojana</i>	- Analysis of negative mental states, - Their impact on short term and long-term human activities.	4	1-5
10 th	Transcendental aspects in Buddhist Meditation,	- <i>Kāyagatāsati Sutta</i> and benefits of meditations, - <i>Upajjhatthana Sutta</i> and rationale for contemplating.	4	1,4,6

	11 th	Application of Buddhist Meditation to enhance memory power, change of attitudes and attitude formation	- Meditation as positive thinking, - Mediation and development of power of , one-pointedness, grasping and understanding.		4	1,2,5
	12 th	Skill development, human resource development, problem solving ability	- Mediation and problem solving ability such as “make inquiries” investigatory role, - Impartiality, non-judgmental awareness and realization of causal factors.		4	1,4,6
	13 th	Social interaction, spirituality in medical practice	- spirituality on controlling pain and distress (<i>Anātapīṇḍikovāda Sutta</i> , - <i>Girimānanda Sutta</i> , techniques for physical, mental and spiritual wellbeing.		4	1-4
	14 th	Meditation and narcissistic disorder	- Narcissistic issues related to mediation, - Development of depression and psychotic issues and prevention, - Qualities of a mediation and spiritual teacher.		4	2-6
	15 th	Review, Further instructions and handing over the assignments	- Review of student’s performances, - Further instructions and guidance.		4	1-6
10.	Number of Notional Hours: 150					
	1. Lecture Hours: 45		3. Self-study and Homework Preparation Hours: 45			

	<p>2. Tutorial / Practical / Presentation Hours: 40 4. Social Activities: 20</p>
11.	<p>Evaluation and Assessment:</p> <p>In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated</p> <p><i>Expected soft skills to be evaluated through the continuous assessments:</i></p> <p>End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated</p> <p>Question Paper:</p>
12	<p>Recommended Readings:</p> <ol style="list-style-type: none"> 1. Sumanapala Galmangoda., (2002). <i>An Introduction to the Methods of Meditation in the Theravada Tradition</i>, Buddhist Research Society, Singapore. 2. Goleman, D., (1976). <i>Meditation and Consciousness: An Asian Approach to Mental Health</i>, American Journal of Psychotherapy, Vol.30 (I) 3. Burns.D.M., (1994), <i>Buddhist Meditation and Depth Psychology</i> Buddhist Publication Society. Kandy. 4. Ven. Sujiva., (1995). <i>Loving-Kindness Meditation</i>, Buddha Dharma Association Inc. 5. Dr. Thynn Thynn., (1995). <i>Living Meditation: Living Insight</i>, Buddha Dharma Association. 6. Garden Translation Group., (1994). <i>A Three in a Forest</i>, A collection of Ajahn Chan’s Similes, Dhamma, Buddha Dharma Association Inc. 7. Rachel J Rofe., (2012). <i>Meditation: How to Reduce Stress, Get Healthy, and Find Your Happiness in Just 15 Minutes a Day</i>, U.S.A. 8. Bhante Gunaratana, Henepola., (2001). <i>Eight Mindful Steps to Happiness: Walking the Buddha’s</i>, Wisdom Publications, U.S.A. 9. Dalai Lama (Author), Jeffrey Hopkins (Editor, Translator).,(2003). <i>How to Practice: The Way to a Meaningful Life</i>, Simon & Schuster, Inc U.S.A. 10. Thich Nhat Hanh., (1999). <i>The Miracle of Mindfulness: An Introduction to the Practice of Meditation</i> , Beacon Press, Boston 11. Thich Nhat Hanh., (2004). <i>Taming the Tiger Within</i>, Riverhead Books, 12. Edward Conze., (2002). (trans.) <i>Buddhist Meditation</i>, NB: Partial translation.

Field of Study : Buddhist Psychology						
1	Code of the Course Unit	BUPS 43766				
2	Title of the Course Unit	Research Component				
3	Number of Credits	6				
4	Type	C				
5	Coordinator of the Course Unit	Most senior lecturer of the relevant course unit				
6	Pre-requisites	Not applicable				
7	Main objective of the course The main objective of this course unit is to provide an adequate knowledge on identifying the research components such as the instruments, materials, activities, participants, methods and techniques involved a research.					
8	Intended Learning Outcomes (ILOs) At the completion of this course unit the student will be able to <ol style="list-style-type: none"> 1. enhance the research skills of the students. 2. identify a suitable research problem for a dissertation, 3. develop a hypothesis, 4. study the method of research, 5. form a research methodology, 6. collect the necessary data, and interpret them. 7. arrange necessary facts by analysing and synthesizing. 8. compose a dissertation approved by the Department. 					
9	Contents			Mode of Delivery/ Way of Delivery (T/L Materials)	No of Hrs.	ILO No.
	Week	Main Themes	Sub Themes			
	1 st	contact with supervisor for research proposal	- title/topic - introduction and background		2	
2 nd	contact with supervisor for research proposal	- statement of research problem - purpose of study - significance of study - theoretical framework and		2		

			review of literature - hypotheses and issues		
	3 rd	contact with supervisor	- methodology (design, methods, procedures) - limitation reference		2
	4 th	contact with supervisor	discussion for chapters		2
	5 th	contact with supervisor	discussion for chapters		2
	6 th	contact with supervisor	discussion for chapters		2
	7 th	contact with supervisor	discussion for chapters		2
	8 th	Mid Semester Evaluation	Written Examination/ Assignment / Individual or Group Presentation / Practical Test		2
	9 th	contact with supervisor	discussion for chapters		2
	10 th	contact with supervisor	discussion for chapters		2
	11 th	contact with supervisor	discussion for chapters		2
	12 th	contact with supervisor	discussion for findings, results and conciliation		2
	13 th	contact with supervisor	discussion for findings, results and conciliation		2
	14 th	contact with supervisor	discussion for the bibliography and further review		2
	15 th	contact with supervisor	binding and complete the dissertation		2
10.	Number of Notional Hours: 300				
	1. Lecture Hours: 90 3. Self-study and Homework Preparation Hours: 90 2. Tutorial / Practical / Presentation Hours: 60 4. Hours for Field Surveys / Factory Visits / Social Activities:60				
11.	Evaluation and Assessment:				
	In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated				
	<i>Expected soft skills to be evaluated through the continuous assessments:</i>				

	End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated Question Paper:
12	Recommended Readings: <ol style="list-style-type: none"> 1. Kumar, Ranjit., (2005). <i>Research Methodology: A Step-by-Step Guide for Beginners</i>, California. 2. Kothari, C.R., (2004). <i>Research Methodology: Methods and Techniques</i>, Oxford. 3. Singh, Kumar., (2007). <i>Research Methodology</i>, New Delhi. 4. Nauriyal, D.K., Drummond, Michael, Lal, Y.B., (2006). <i>Buddhist Thought and Applied Psychological Research: Transcending the Boundaries</i>, Canada. 5. Panneerselvam, R., (2004). <i>Research Methodology</i>, New Delhi.

Field of Study: Professional Subject Stream		
1	Code of the Course Unit	BUPS 43774
2	Title of the Course Unit	Internship
3	Number of Credits	4
4	Type	Optional/Compulsory
5	Pre-requisites	None
6	Main objective of the course The main objective of the course unit is to develop network in the industry for the student's career development.	
7	Intended Learning Outcomes (ILOs) At the completion of this course unit the student will be able to <ol style="list-style-type: none"> 1. Apply the academic knowledge to carry out work related activities and get to know new trends in dynamic working environments. 2. Develop professional skills to practice their subject knowledge within a given context as a value adding person 3. Develop network with the stakeholders of relevant industries and communities for career development opportunities. 	
8	Content <ol style="list-style-type: none"> 1. From this course unit, it is essential to establish links by the Internship Coordinating Unit in order to provide internship opportunities for the final year undergraduates. The internship period 1 academic year covering 400 working hours. It should be completed the compulsory workshop series conducted by Internship and Skills Development Unit in the previous semester for getting basic knowledge and occupational experience for the internship. 	

	<p>2. Under this course unit students are required to work minimum 2 days a week at the assigned institution. On the other days, students should attend lectures/ tutorials in the University.</p> <p>3. All the relevant criteria of internship program is depended on the Internship Policy Framework of the Internship and Skills Development Unit.</p> <p>4. The following points should be completed from the internship program.</p> <ul style="list-style-type: none"> • Self-preparation for selecting suitable organization and fulfilling initial requirement for getting acceptance to suitable organization for internship. • Developing professional soft skills related to different industrial organizations. • Developing skills and attitudes to get adapted to different organization cultures. • Relate academic knowledge into real life application with the supervision of supervisors in the relevant organizations. • Applying skills to enhance the professional network and public relations with the different types of stakeholders relevant to respective organizations and industry. • Improve skills for the relevant carrier development opportunities required knowledge. 						
9.	Number of Notional Hours: 200						
10.	<p>Evaluation and Assessment:</p> <p>Assessment Strategy:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding-left: 40px;">Supervisor Evaluation</td> <td style="text-align: right; padding-left: 20px;">50%</td> </tr> <tr> <td style="padding-left: 40px;">Institutional Training Report</td> <td style="text-align: right; padding-left: 20px;">30%</td> </tr> <tr> <td style="padding-left: 40px;">Viva-voce Examination</td> <td style="text-align: right; padding-left: 20px;">20%</td> </tr> </table>	Supervisor Evaluation	50%	Institutional Training Report	30%	Viva-voce Examination	20%
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