Buddhist Culture

(Revised Curriculum)

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

2021 Onwards

PROGRAMME SPECIFICATION

Key Features	of the Programme
Programme title:	Bachelor of Arts Honours in Buddhist Culture
Final award: BA or BA	B.A. (Hons) in Buddhist Culture
(Hons), BSc. Hons)	
(SLQF) Level	SLQF Level 6
Exit Award/Fall-back Award	No
Programme Code	BUCU
Cohort(s) programme/s to which this programme specification is applicable:	None
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/distance etc.)	Direct classroom teaching /Online teaching/blended
Total no of notional hours	6000 hours
Credit value of the programme	BA (Hones) in Buddhist Culture has a total value of 120 SLQF credits(Each 1 credit is equivalent to 50 notional hours as defined by SLQF)
Maximum and minimum	From the effective date of registration: 4 years
period of registration	(minimum) 6 years (maximum)
Placement and/or study Abroad	Not Applicable

Criteria for admission to the	Minimum entry requirement is completion of		
programme (including SLQF level)	SLQF Level 3		
	1. In the first year, "D" or better grades should be obtained for the course units of a minimum of 30 credits.		
	2. A minimum of 2.30 GPA should be obtained for the relevant course units counted for the 30 credits.		
	3. "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		
Length/duration of the programme	8 semesters (4 academic years)		
Progression: Employment and further	Completion of SLQF Level 6 meets the minimum		
study opportunities	entry requirement for SLQF Level 7, 8, 9, 10, 11		
	and 12.		
Relevant Subject Benchmark	Reference to the Subject Benchmark Statement for		
Statement (SBS), if specified	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.		
Professional body of accreditation	Not Applicable		
(if applicable):			

Brief Introduction of the Awarding Institution & Department

The Department of Pāli and Buddhist Studies is one of the Departments of the Faculty of Humanities in the University of Kelaniya, 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 Pali and Buddhist studies has been conducting General and Special Degree programmes in three subjects Pali, 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 Pali 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 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

Through the study of Buddhist Culture (Honors) Degree program students pursue Buddhism and the culture, which have developed around Buddhism, have influenced and continue to influence human culture and existence. Indian background of Buddhism, fundamentals of Buddhist culture, Buddhist art and antiquities of Asia, Buddhist social thought, major Buddhist traditions in the modern world, Buddhist rituals, study of primary sources, Buddhist cultures in Asian countries, and comparative study of religion are mainly studied under this program. In addition, in order to understand the Buddhist application and outlooks of current human needs new courses are included in the programm such as Buddhist counselling and spiritual care, management, social work, and meditation. Also the curriculum has been designed to produce graduates with knowledge and skills necessary to achieve their educational, professional, personal, and spiritual goals and to perpetuate these values as the cornerstones in creating a better world.

Overall Aims of the programme

The overall aims of this study programme is to provide students a deep understanding of principles of Buddhism, its religious practices, ideas, outlooks, and concerns that have influenced and continue to influence human culture and existence. In addition, this curriculum aims to develop: practical skills of crafting and presenting coherent, well-organized, and well-documented written and oral assignments; leadership and teamwork through the lens of Buddhist models and principles; appreciation of ancient Asian Buddhist cultures and worldviews; judgments of students' mastery of factual and conceptual frameworks within the field of Buddhist culture.

Programme Learning Outcomes (PLOs)

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

- **PLO 1** demonstrate a sound knowledge and understanding of history, principles, beliefs, practices, and values of Buddhist culture;
- **PLO 2** exhibit a sound knowledge and appreciation of Buddhist traditions within their historical, doctrinal, and cultural contexts;
- PLO 3 exhibit appreciation of ancient Asian Buddhist cultures and worldviews;
- **PLO 4** use practical skills of crafting and presenting coherent, well- organized, and well documented written and oral assignments;
- **PLO 5** undertake and further develop core humanities skills of critical thinking, textual analysis, expository of primary and secondary sources;
- **PLO 6** utilize scholarly methods to understand how Buddhist thought addresses concrete issues such as environment, gender, violence, democracy, and human rights;
- **PLO 7** make judgments by their mastery of factual and conceptual frameworks within the field of Buddhist culture; and

PLO 8 exercise leadership and teamwork through the lens of Buddhist models and principles.

Course Structure

					Notion	al Hours
Level	Course Code	Title of the Paper	Туре	SLQF Credit	Direct contact hours (teaching/ Tutoring)	Self -learning conducting Assessment, preparation for assessment
	BUCU 21714	Buddhist Monastic Institutions	Compulsory	4	60	140
	BUCU 21724	Buddhist Art and Antiquities of Asia	Compulsory	4	60	140
	BUCU 21734	Buddhist Social Thought	Compulsory	4	60	140
	BUCU 21744	An Introduction to Buddhist Concept of Management	Auxiliary	4	60	140
	BUCU 21751	Community Service Engagement	Optional	1	15	35
Level 02	BUCU 22754	Buddhist Art and Antiquities in Sri Lanka	Compulsory	4	60	140
02	BUCU 22764	Buddhist Concept of Management	Compulsory	4	60	140
	BUCU 22776	Study of Primary Sources	Compulsory	6	90	210
	BUCU 22784	Theravāda Tradition - A Historical and Literary Study	Compulsory	4	60	140
	BUCU 22794	Buddhist Art and Antiquities in Sri Lanka -Introduction	Auxiliary	4	60	140
	BUCU 23806	An Introduction to Theravāda and Mahāyāna - A Comparative Study	Auxiliary	6	90	210
	BUCU 31714	Buddhist Culture in Sri Lanka - Early Period	Compulsory	4	60	140
Level 03	BUCU 31724	Buddhist Culture in South and South East Asia	Compulsory	4	60	140
	BUCU 31736	English through Buddhist	Compulsory	6	90	210

		Culture				
	BUCU 31744	Mahāyāna Buddhist Thought	Compulsory	4	60	140
	BUCU 31754	An Introduction to Buddhism and Social Work	Auxiliary	4	60	140
	PSNH 31712	National Heritages and Civic Responsibility	Optional	2	30	70
	BUCU 32764	Buddhist Rituals	Compulsory	4	60	140
	BUCU 32774	Buddhist Culture in Central and East Asia	Compulsory	4	60	140
	BUCU 32784	Comparative Study of Religion	Compulsory	4	60	140
	BUCU 32794	An Introduction to Buddhist Rituals	Auxiliary	4	60	140
	BUCU 32802	Research Methodology	Compulsory	2	30	70
	PSIT 32722	SIT 32722 ICT Skills for Education and Professional Part I		2	30	70
		ICT 91-111 for Education and				
	PSIT 41712	ICT Skills for Education and Professional - Part II	Optional	2	30	70
	BUCU 41714	Buddhist Culture in Sri Lanka - Modern Period	Compulsory	4	60	140
	BUCU 41724	Buddhism and Social Work	Compulsory	4	60	140
	BUCU 41734	Buddhist Meditation- Theory and Practicum	Compulsory	4	60	140
Level	BUCU 41744	Internship	Compulsory	4	60	140
04	BUCU 41754	An Introduction to Buddhist Meditation	Auxiliary	4	60	140
	BUCU 42764	Vajrayāna Buddhism	Compulsory	4	60	140
	BUCU 42774	Expansion of Buddhism in the West	Compulsory	4	60	140
	BUCU 43786	Dissertation	Compulsory	6	180	420
	o. of Credits		1^{st} year $10+90 = 100$			
Total n	ior of creates					

Total no of notional hours	3500hrs

Contribution of Course Units / Modiuls 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:		
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	6

	secondary sources of information;	
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

				Cat	egories	of Lea	rning	Outcom	es				
Pro	gramme	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PL O	PLO	PLO	PLO	PLO
Le	earning tcomes ³	1,2	6	4	8,5	7	8	6	5	3	3	3	7
Semester	Course Unit	Subject / Theoretical Knowledge	Practical Knowledge and Application	Communication	Teamwork and Leadership	Creativity and Problem Solving	Managerial and Entrepreneurship	Information Usage and Management	Networking and Social Skills	Adaptability and Flexibility	Attitudes, Values and Professionalism	Vision for Life	Updating self / Lifelong Learning
	DUGU	1	5	3	4	2	6	7	8	6	10	11	12
	BUCU 21714	L1	L2 L3								L4		
	BUCU 21724	L1 L4	L1 L4						L2		L3		
3	BUCU 21734	L1 L4	L1 L4			L3					L2		
	BUCU 21744	L1	L1						L2				
	BUCU 21751												
	BUCU 22754	L2	L2						L3		L1		
	BUCU 22764	L1	L1						L2				
	BUCU 22776	L2 L4	L2, L4						L1		L3	L3	
4	BUCU 22784	L2	L2								L1, L3		
	BUCU 22794	L1	L1						L2		L3		
	BUCU 23806	L1 L2 L3	L1 L2 L3										

Structure of the Degree Programme and Compliance with SLQF Level Descriptors for an 8 – Semesters Study Programme

BUCU 31714	L1	L1						L2		L3		
										23		
BUCU 31724	L1	L1						L2				
BUCU	L2	L2						L1 L3				
BUCU	L1	L1						L3		L2		
31744 BUCU	L1	L1								12		
31754	L2	L2								L3		
PSNH 31712	L1				L4, L7		L2, L5, L6, L8, L9	L3, L8				L10
BUCU 32764	L1 L2	L1 L2								L3		
BUCU	L1									L2 L3		
BUCU	L1 L2									L3		
BUCU	L1 L2	L1 L2								L3		
BUCU	L1							L3				
PSIT	L1							L2				
32122												
BUCU 41714	L1 L2									L3	L3	
BUCU	L1 L2	L1 L2								L3		
BUCU	L1	L1			L3			L2	L3	L3	L3	
BUCU												
BUCU												
BUCU	L1	L1			L3			L2	L3	L3	L3	
PSIT												
BUCU	L1	L1						L2		L3		
BUCU	L1							L2		L3	L3	
BUCU 43786	L1		L2 L3		L2 L3			L2 L3				
	31744 BUCU 31754 PSNH 31712 BUCU 32764 BUCU 32764 BUCU 32774 BUCU 32774 BUCU 32774 BUCU 32774 BUCU 32774 BUCU 32794 BUCU 32802 PSIT 32722 BUCU 41714 BUCU 41724 BUCU 41734 BUCU 41747 BUCU 41747 BUCU 41744 BUCU 41754 PSIT 41712 BUCU 41754 PSIT 41712 BUCU 42764 BUCU 42774	BUCU L1 31744 L1 31744 L1 31754 L2 PSNH L1 31712 L1 BUCU L1 31712 L1 BUCU L1 31712 L2 PSNH L1 31712 L1 BUCU L1 32764 L2 BUCU L1 32774 L2 BUCU L1 32784 L2 BUCU L1 32794 L2 BUCU L1 32802 L2 PSIT L1 32722 L1 BUCU L1 41714 L2 BUCU L1 41724 L2 BUCU L1 41747 L1 BUCU L1 41747 L1 BUCU L1 41747 L1 BUCU L1 41	BUCU L1 L1 31744 L1 L1 BUCU L1 L1 31754 L2 L2 PSNH L1 L1 31712 L2 L2 PSNH L1 L1 31712 L1 L1 31712 L2 L2 PSNH L1 L1 32764 L2 L2 BUCU L1 L1 32774 L1 L1 BUCU L1 L1 32784 L2 L2 BUCU L1 L1 32794 L2 L2 BUCU L1 L1 32802 L2 L2 PSIT L1 L1 32722 L2 L2 BUCU L1 L1 41714 L2 L2 BUCU L1 L1 41734 L1 L1 BUCU L1 L1 41747 L1 L1 <	BUCU L1 L1 L1 31744 L1 L1 BUCU L1 L1 31754 L2 L2 PSNH L1 L1 31754 L2 L2 PSNH L1 L1 31712 L1 L1 BUCU L1 L1 32764 L2 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L3 S2794 L2 L2 L2 BUCU L1 L1 L3 S2802 L2 L2 L3 PSIT L1 L1 L3 BUCU L1 L1 L3 BUCU L1 L1 L3 BUCU L1 L1 L3 BUCU L1 L1 L3	BUCU L1 L1 L1 L1 L1 BUCU L1 L1 L2 L2 L2 PSNH L1 L1 L2 L2 L2 L2 PSNH L1 L1 L1 L2 L3 L2 L5 L6 L8 L9 L9 L4 L7 L2 L5 L6 L8 L9 L9 L1 L1 L1 L1 L1 L1 L1 L1 L2 L3 L2 L2 L2 L2 L2 <td>BUCU L1 L1 L1 L1 L3 BUCU L1 L1 L1 L3 BUCU L1 L1 L1 L3 BUCU L1 L1 L1 L3 S1754 L2 L2 L2 L3 PSNH L1 L1 L4, L2, L5, L3, BUCU L1 L1 L7 L6, L8, L8 BUCU L1 L1 L2 L2 L3 BUCU L1 L1 L3 L2 L3 S2764 L2 L2 L2 L3 L3 S2774 L2 L2 L3 L3 S2802 L2 L3 S2802 L2 L2 L3 L2 L3 S2802 L2 L2 L3 S2802 L2 L2 L2 L2 L2 L2 L2 BUCU L1 L1 L3 L2 L2 L2 L2 BUCU L1 L1 L3 L2<!--</td--><td>BUCU L1 L1 L1 L1 L3 BUCU L1 L1 L1 L3 L3 BUCU L1 L1 L1 L1 L3 L3 BUCU L1 L1 L1 L1 L1 L3 L3 ST54 L2 L2 L2 L3 L3 L3 ST54 L2 L2 L2 L3 L3 L3 ST74 L1 L1 L4, L7 L2, L5, L5, L6, L8, L8 L8 BUCU L1 L1 L2 L2 L3 L3 ST74 L1 L1 L2 L3 L3 L3 BUCU L1 L1 L1 L3 L2 L3 Strong L2 L2 L2 L2 L2 L3 Strong L2 L2 L2 L2 L2 L2 Strong L1 L1 L3 L2 L3 L2 Strong L1 L1 L3 L2 L3 <t< 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		Fi	elds of Study :	: Buddh	ist Culture				
1.	Code o	of the Course Uni	it	BUCU 21714					
2.	Title of	f the Course Uni	t	Buddhi	st Monastic Institutions				
3.	Numb	er of Credits		4					
4.	Туре			С					
5.	Coord	inator of the Cou	ırse Unit	Most se	nior lecturer of the relevant cou	rse unit			
6.	Pre-ree	quisites		Not app	licable				
7	Main (Objective of the C	ourse						
	of mon	ks and nuns; thei features of the	r fundamental	disciplin	ge of the origin and evolution ary rules; the governing struc mmunity with reference to	cture an	d the		
8.	At the (1) (2) i 3) 1	sangha; identify its basic r	course unit the of internal org ules and regula erence between	e student ganization utions; umonastic	will be able to; n and social responsibility of t c life and household life; and	he Budo	dhist		
9.		Conte	ents		Mode of Delivery / Way of	No of	CLOs		
	Week	Main Themes	Sub The	mes	Delivery (T/L Materials)	Hrs.	No.		
	1 st	Origin and evolution of the order of Buddhist monks	 An introducti course Aims and obj of Buddhist ordination Brahmacariy Sīla 	jectives	Direct classroom teaching / Online teaching / Blended	4	1		
	2 nd	The early form of Buddhist monks	- The early Bud ideal of mont - <i>Ovāda pātim</i>	KS	Direct classroom teaching / Online teaching / Blended	4	1,4		
	3 rd	Higher ordination	- Definition - Aims and obj of higher ord - Methods of h	jectives ination	Direct classroom teaching / Online teaching / Blended	4	1,2		

		ordination			
4 th	Origin and evolution of the order of Buddhist nuns	- Challengers towards evolution of the order of nuns - <i>Ațțha-garudhamma</i>	Direct classroom teaching / Online teaching / Blended	4	1
5 th	Aims and nature of Buddhist disciplinary rules	- Definitions of vinaya - Relationship between Dhamma and vinaya	Direct classroom teaching / Online teaching / Blended	4	1,2
6 th	Uposathakamma and other saṅghakamma	 Definitions of uposathakamma and saṅghakamma Origin and evolution of uposthakamma Kinds of saṅghakammas Role of saṅghakamma towards the longevity of the order 	Direct classroom teaching / Online teaching / Blended	4	1,2
7 th	Settling conflicts (adhikaranasa matha)	 Definitions of adhikaranasamatha Aims of adhikaranasamatha Kinds of adhikaranasamatha Applicability of adhikaranasamatha 	Direct classroom teaching / Online teaching / Blended	4	1,2
8 th	Mid Semester Evaluation		n / Assignment / Individual Itation / Practical Test	4	1-4
9 th	Duties (vat) related to the life of the Buddhist monastics	- Definitions of <i>vat</i> - Utility of <i>vat</i> - Varieties of <i>vat</i>	Direct classroom teaching / Online teaching / Blended	4	1,2
10 th	Teacher-pupil relationships	- Aims of the teacher - pupil relationships - Role of the teacher	Direct classroom teaching / Online teaching / Blended	4	1,3

			-Role of the pupil			
			- Utility of teacher- pupil relationship for longevity of the order			
	11 th	The system of common (sāṅghika) property	 Definitions Aims of the system of common (sānghika) property The ritual of pātimokkha 	Direct classroom teaching / Online teaching / Blended	4	1,2
	12 th	Biographies of famous monks and nuns	Utility of teacher- pupil relationship for longevity of the orderDirect classroom teachin Online teaching / Blender Online teaching / Blender Online teaching / BlenderDefinitions Aims of the system of common (sānghika) property The ritual of pātimokkhaDirect classroom teachin Online teaching / Blender Online teaching / Blender Direct classroom teachin Online teaching / Blender Online teaching / Blender Online teaching / Blender Direct classroom teachin Online teaching / BlenderScholarly monks TextsDirect classroom teachin Online teaching / Blender Direct classroom teachin Online teaching / BlenderAims of the relationship between monastery and societyDirect classroom teachin 	Direct classroom teaching / Online teaching / Blended	4	4
	13 th	The two modes of monastic life <i>vanavāsī</i> and <i>gāmavāsī</i>	 Definitions of vanavāsī and gāmavāsī Literary services Their influence for the progress of the order 	Direct classroom teaching / Online teaching / Blended	4	1
	14 th	The services of monastic scholarly traditions	- Scholarly monks - Institutions - Texts	Direct classroom teaching / Online teaching / Blended	4	1,4
	15 th	Relationship between monastery and society	 Aims of the relationship between monastery and society Nature of the relationship Utility of the relationship between monastery and society 	Direct classroom teaching / Online teaching / Blended	4	1,3
10.	Numb	er of Notional Ho	urs: 200	1	<u> </u>]
	1. Lectur	e Hours: 60	3. Self-stud	ly and Homework Preparation Hours:	60	
	2. Tutori	al / Practical / Presenta	tion Hours: 20 4. Hours fo	r Field Surveys / Factory Visits / Socia	al Activiti	ies: 60

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:							
	assignments%, term papers%, presentations%, reading%, discussions%, group works%, quizzes %, field studies%, other%							
	End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated Question Paper:							
	Recommended Readings:							
12.	1. Benn, J., Meeks, L., and Robson, J., (2010), Buddhist Monasticism in East Asia, Routledge,							
	London.							
	2. Dhirasekara, J., (1982), Buddhist Monastic Discipline, Ministry of Higher Education, Colombo.							
	3. Dutt, N., (984), Early Buddhist Monarchism, Munshiram Manoharlal Publishers, New Delhi.							
	4. Dutt, S., (1984), Early Buddhist Monachism 600 B.C100 B.C., Motilal Banarsidass, Delhi.							
	5. Dutt, S., (1988), Buddhist Monks and Monasteries of India: Their History and Their							
	Contribution to Indian Culture, Motilal Banarsidass.							
	6. Gunawardana, RALH, (1979), Robe and Plough (Monasticism and Economic Interest in Early							
	Mediaeval Sri Lanka, Asona University, Chicago.							
	7. Jansen, B., (2018), The Monastery Rules: Buddhist Monastic Organization in Pre-Modern							
	Tibet , University of California Press, Oakland.							
	8. Olivelle, Patrick., (1974), The Origin and The Early Development of Buddhist Monarchism,							
	M.D. Gunasena and Co. LTD, Colombo.							
	9. Panabokke, G., (1994), History of Buddhist Sangha in India and Sri Lanka , Colombo.							
	10. Ranasinghe, Lalith, (1994), Philosophy of Law as reflected in Early Buddhism, S. Godage &							
	Brothers, Maradana. 11. Roth, Gustav, (1970), Bhikshuni Vinaya , Kashi Prasad Jayaswal Research Institute, Patna.							
	12. Silk, J., (2008), Managing Monks , Oxford University Press, Oxford.							
	13. Wijayaratna, Mohan, (2001), Buddhist Nuns: The Birth and Development of a Women's							
	Monastic Oder, Wisdom Publication, Colombo.							
	14. අබේනායක, ඔලිවර්, (2009), බෞද්ධ අධායන විමර්ශන , ඇම්.ඩී. ගුණසේන මුදුණාලය, කොළඹ.							
	15. අබේනායක, ඔලිවර්, (1983), විනය පිටකය, ආගමික කටයුතු හා සදාචාර වර්ධන අමාතහාංශය, කොළඹ.							
	16. චන්දවිමල හිමි, රේරුකානේ, (1960), ශාසනාවතරණය ල පුකාශක, පේමසිරි සුගතදාස, කොළඹ.							
	13. ධම්මපරායන හිමි, බුජ්ජම්පොල, (1971), පුාතිමෝකෂ විවරණය ල රත්න පුකාශකයෝග කොළඹ.							
	18. ධම්මසිරි හිමි, මිරිස්සේ, (1952), සංඝාධිකරණ ජෝතිකා , සිරිසර මුදුණාලය, රත්මලාන.							
	19. ධර්මකීර්ති හිමි, නිවන්දම, (1977), බුද්ධකාලීන සංඝ සමාජය , බෞද්ධ සංස්කෘතික මධාංස්ථානය, නැදිමාල.							
	20. ධීරානන්ද හිමි, හඟරන්කෙත, (2005), පුරාතන ශී ලාංකේය සංඝ සංවිධානය සහ එහි වයුහාත්මක පදනම , ආරිය පුකාශකයෝ, වරකාපොල.							
	දාවය මුණ්ඩයාවයි, විවිධාරවේදී 21. නන්ද හිමි, බලන්ගොඩ, (1992), බෞද්ධ ආරාමික සංවිධානය , ඇස්. ගොඩගේ පුකාශකයෝ, මරදාන.							
	22. මහාවග්ගපාළි							
	23. මේධානන්ද හිමි, දේවාලේගම, (1990), භික්ෂු සමාජය ල ආරිය පුකාශකයෝ, වරකාපොල.							
	24. දත්, සුකුමාර්, (1984), බුද්ධකාලීන පැවිදි දිවිය හා විනය , (පරි.) ආනන්ද හේරත්, සමයවර්ධන, කොළඹ.							
	25. යසස්සි හිමි, පනහඩුවේ, (2011), බෞද්ධ සමාජ සංස්ථා අධායනය , ශී සද්ධර්මාරාමය, පිළියන්දල.							
	26. රණසිංහ, ලලිත්, (1994), ආදි බුදුදහමෙහි පැනෙන නීති දර්ශනය , ඇස්. ගොඩගේ සහ සහෝදරයෝ, මරදාන.							
	27. රාහුල හිමි, කොටපිටියේ, (2006), බෞද්ධ විනය අධායන, කෝට්ටේ ශී කලාාණි සාමගී ධර්ම මහා සංඝ සභාව, කෝට්ටේ.							
	28. විමලඥාන හිමි, නාඔටුන්නේ, (2018), යුී ලාංකේය හික්ෂුණි සමාජය , ගොඩගේ සහ සහෝදරයෝ, කොළඹ.							
	29. සෝමරංසි හිමි, උඩගලදෙණියේ, (1999), බෞද්ධ දර්ශනය හා සමාජ දර්ශනය , සමයවර්ධන පොත් පුකාශකයෝ, කොළඹ.							

		Fields	of Study	Buddhist	Culture		
1.	Code o	of the Course Un	nit	BUCU 21	724		
2.	Title of the Course Unit			Buddhist 4	Art and Antiquities of Asia		
3.	Numb	er of Credits		4			
4.	Туре			С			
5.	Coord	inator of the Co	urse Unit	Most senio	or lecturer of the relevant course	e unit	
6.	Pre-ree	quisites		Not applic	able		
7.		- Objective of the (Course	11			
		ke the student acc ing in Asia exept	-		dge of the Buddhist art and an	tiquities	
8.	Expect	ed/Intended Lea	rning Out	comes (CLO	Os)		
	At the	completion of thi	s course ur	nit the stude	ent will be able to;		
	1) i	identify the signif	ficance of l	Buddhist ar	t;		
	2) (employ Buddhist	art to expr	ess religiou	s views;		
	3)	value and protect	art and an	tiquities; an	d		
	4) 1	recognize the sign	nificance o	f art and an	tiquities.		
9.		Conte	nts	Mode of Delivery / Way of			CLO s
	Week	Main Themes	Sub T	hemes	Delivery (T/L Materials)	Hrs.	No.
	1 st	Buddhist analysis of art	- An introd course		Direct classroom teaching / Online teaching / Blended	4	1,4
		and aesthetics	- What Bud - Aims and of Buddh - Varieties Buddhist	of art definitions			
	2 nd	Buddhist art architecture influence		l cetiya a	Direct classroom teaching / Online teaching / Blended	4	1
	3 rd	Abodes of monks	-Senāsana	<i>kkhandhak</i> ullavagga	Direct classroom teaching / Online teaching / Blended	4	4

	(Sanghārāma)	-Indian Buddhist			
	(Sangharanna)	abodes of the			
		monks			
		-Cave temples in			
		west India			
eth		-Definition of the	Direct closers or too ching /	4	4
4 th	Pagoda		Direct classroom teaching /	4	4
	(stūpa)	word stūpa	Online teaching / Blended		
		-The concept of the			
		stūpa			
		-Evolution of the			
		pagoda			
		-The structure of the			
		Indian pagoda			
5 th	Buddha	-The non-personal	Direct classroom teaching /	4	4
	statues	symbols of the	Online teaching / Blended		
		Buddha			
		-Origin of the			
		Buddha image			
		-Traditions of			
		Buddha images			
6 th	Bodhisattva	-Origin of	Direct classroom teaching /	4	1
	statues	Bodhisattva statues	Online teaching / Blended		
		-Evolution of Indian			
		Bodhisattva statues			
		-Gestures of			
		Bodhisattva statues			
		-Artistic value of			
		Bodhisattva statues			
7 th	Buddhist	- Origin of Buddhist	Direct classroom teaching /	4	2
	iconography	iconography	Online teaching / Blended		
		- Evolution of			
		Buddhist			
		iconography in			
		India			
		- Asian expansion of			
		Buddhist			
		iconography			
8 th	Mid Semester		on / Assignment / Individual	4	1-4
	Evaluation	or Group Prese	ntation / Practical Test		
9 th	Buddhist	- Entrances to the	Direct classroom teaching /	4	3
	sculpture	sacred Buildings	Online teaching / Blended		
		- Carvings			
10 th	Seats	- Definitions of seats	Direct classroom teaching /	4	4

		(āsana)and	and gestures	Online teaching / Blended					
		Gestures	- Varieties of seats	Online teaching / Biended					
	4 4 th	(mudrā)	- Varieties of gestures - Definitions of	Direct also and the shine (4	1			
	11 th	maṇḍala		Direct classroom teaching /	4	1			
			maṇḍala	Online teaching / Blended					
			- Aims of maṇḍala						
	-		- Kinds of maṇḍala						
	12 th	Symbols	- Aims of Buddhist	Direct classroom teaching /	4	4			
			Symbols	Online teaching / Blended					
			- Kinds of Symbols						
	13 th	Paintings	- Early Buddhist	Direct classroom teaching /	4	3			
			attitude on	Online teaching / Blended					
			paintings						
			- Themes of						
			paintings						
			- Styles of paintings						
	14 th	Music and	- Themes of music	Direct classroom teaching /	4	2			
		dances	and dances	Online teaching / Blended					
			- Buddhist musical						
			instruments						
	15 th	Archaeologica	- Buddhist	Direct classroom teaching /	4	3			
		l works	archeolocal sites	Online teaching / Blended					
		related to	- The concept of						
		Buddhist	museum						
		monuments	- Reconstructions						
		and Museums	- Methods of						
			conservation						
10									
10.	Number of Notional Hours: 200								
	1. Lectur	e Hours: 60	3. Self-stu	dy and Homework Preparation Hours	s: 60				
	2. Tutori	al / Practical / Present	tation Hours: 20 4. Hours f	for Field Surveys / Factory Visits / Soc	cial Activ	ities: 60			
11.	Evalı	uation and Asses	sment:						
	In Co	ourse Evaluation	n (Mid Semester Eva	luation) 40% from Total M	arks				
	Alloc	cated							
	Expe	ected soft skill	s to be evaluated	through the continuous	assessi	nents:			
	assig	nments%, term	papers%, presentat	tions%, reading%, discussi	ons%,	group			
	work	s%, quizzes %, f	ield studies%, other%						
		f Course Evaluat ion Paper:	ion (End Semester Ex	valuation) 60% from Total M	arks Al	located			
12.		nended Readings:							
			. Early Buddhist Art in I	ndia, Suneep Swghal, New Delhi.					
		•	-	in and Indonesian Art, Dover, New	v York.				
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 22. විමලරතන හිමි, බෛල්ලන්විල, (1991), බුදුපිළිමය, ආසන හා මුදා, ශී දේවී ප්‍රින්ටර්ස්, දෙහිවල. 23. විමලරතන හිමි, බෛල්ලන්විල,(1995), බුද්ධ ප්‍රතිමා කලාව හා බුදුපිළිමයේ විකාශය, ශී දේවි ප්‍රින්ටර්ස්, දෙහිවල. 24. විමලරතන හිමි, බෛල්ලන්විල, (2010), බුදු පිළිමයට පෙර බුදුහාමුදුරුවෝ, සරසවි ප්‍රකාශකයෝ, නුගේගොඩ. 25. වීරසේන, කේ.ඒ., (2016), බෞද්ධ කලා ශිල්ප හා සාරධර්ම සන්නිවේදනය, එස්. ගොඩගේ සන 	20. විකුමගමගේ, චන්දුා, (1990), ස්තූප, ශීු ලංකා සංස්කෘතිය ශාස්තුායතනය, නුගේගොඩ.
 23. විමලරතන හිමි, බෙල්ලන්විල,(1995), බුද්ධ පුතිමා කලාව හා බුදුපිළිමයේ විකාශය, ශ්‍රී දේවි ප්‍රින්ටර්ස්, දෙහිවල. 24. විමලරතන හිමි, බෙල්ලන්විල, (2010), බුදු පිළිමයට පෙර බුදුහාමුදුරුවෝ, සරසවි පුකාශකයෝ, නුගේගොඩ. 25. වීරසේන, කේ.ඒ., (2016), බෞද්ධ කලා ශිල්ප හා සාරධර්ම සන්නිවේදනය, එස්. ගොඩගේ සහ 	21. විකුමගමගේ, චන්දුා, (1962), පුතිමා පුමාණ මූලධර්ම , කපිල මුදුණ ශිල්පියෝ, නුගේගොඩ.
දෙහිවල. 24. විමලරතන හිමි, බෙල්ලන්විල, (2010), බුදු පිළිමයට පෙර බුදුහාමුදුරුවෝ, සරසවි පුකාශකයෝ, නුගේගොඩ. 25. වීරසේන, කේ.ඒ., (2016), බෞද්ධ කලා ශිල්ප හා සාරධර්ම සන්නිවේදනය, එස්. ගොඩගේ සහ	22. විමලරතන හිමි, බෙල්ලන්විල, (1991), බුදුපිළිමය, ආසන හා මුදා, ශී දේවී පින්ටර්ස්, දෙහිවල.
24. විමලරතන හිමි, බෙල්ලන්විල, (2010), බුදු පිළිමයට පෙර බුදුහාමුදුරුවෝ, සරසවි පුකාශකයෝ, නුගේගොඩ. 25. වීරසේන, කේ.ඒ., (2016), බෞද්ධ කලා ශිල්ප හා සාරධර්ම සන්නිවේදනය, එස්. ගොඩගේ සහ	
නුගේගොඩ. 25. වීරසේන, කේ.ඒ., (2016), බෞද්ධ කලා ශිල්ප හා සාරධර්ම සන්නිවේදනය, එස්. ගොඩගේ සහ	

		Fields	of Study :	Buddhist	Culture		
1.	Code o	of the Course Un	it	BUCU 21	734		
2.	Title o	f the Course Uni	it	Buddhist	Social Thought		
3.	Numb	er of Credits		4			
4.	Туре			С			
5.	Coord	inator of the Co	urse Unit	Most senie	or lecturer of the relevant course	unit	
6.	Pre-ree	quisites		Not applic	cable		
7.	Main Objective of the Course To make the student acquire a descriptive knowledge of the teachings of society, their organization and progress.						
	 Expected/Intended Learning Outcomes (CLOs) At the completion of this course unit the student will be able to; evaluate social thought and appreciate the value of co-existence; accept responsibility for his conduct; display ability to identify and resolve conflicts; and recognize the social stratification of Buddhism. 						
9.		Conte	nts		Mode of Delivery / Way of	No of	CLO _s
	Week	Main Themes	Sub T	hemes	Delivery (T/L Materials)	Hrs.	No.
	1 st	Nature and parameters of the Buddhist social thought	-An introd course -Definition society -Principles Buddhist thought	ns of s of	Direct classroom teaching / Online teaching / Blended	4	4
	2 nd	Origin and evolution of society	-Vedic ide origin of s -Buddhist of the Ve of the ori society -Buddhist of the ori society	society critique dic ideas gin of concept	Direct classroom teaching / Online teaching / Blended	4	4

	- 1	[
	3 rd	The	-Definitions of the	Direct classroom teaching /	4	2
		supremacy	human supremacy	Online teaching / Blended		
		and the	and potentiality			
		potentiality of	-Vedic ideas of			
		human beings	the human			
			supremacy and			
			potentiality			
			-Concept of the			
			Buddha and human			
			supremacy			
			-Buddhist principles			
			of the human			
			supremacy and			
			potentiality			
	4 th	Buddhist	-Buddhist view of	Direct classroom teaching /	4	4
		teachings on	wealth	Online teaching / Blended		
		economy	-Employment			
			-Earnings,			
			investment and			
			consumption			
			-Economic security			
			and resource			
-			management			
	5 th	Polity	-Origin of kingship	Direct classroom teaching /	4	4
			-Governing	Online teaching / Blended		
			principles of			
			Buddhism			
			-Buddhist teachings			
	cth.		of democracy			
	6 th	Law, justice	-Definitions	Direct classroom teaching /	4	2
		and	-Nature of Buddhist	Online teaching / Blended		
		punishment	law and			
			punishment			
			-Sanghakamma			
			-Adhikaraṇasamath			
	7 th	TT 1.			4	1
	7 ^{un}	Human rights	-Definitions	Direct classroom teaching /	4	1
			-The Universal	Online teaching / Blended		
			Declaration of			
			Human Rights			
			-Five Precepts			
	8 th	Mid Semester	(pañcasīla) Writton Exominatio	on / Assignment / Individual	4	1-4
	0	Evaluation		entation / Practical Test	4	1-4
	9 th	Health	-Mental health	Direct classroom teaching /	4	4
	,		-Physical health	Online teaching / Blended		4
			-Varieties of	Omme waening / Dichaed		
			diseases			
-	10 th	Environment	-Definitions	Direct classroom teaching /	4	4
	10		-Environmental	Online teaching / Blended	-+	+
				Chinic waching / Dichucu	1	

		conservation -Buddhist			
		environmental ethics -Buddhist			
		environmentalism			
11 th	Education	-Purpose and objectives of Buddhist Education	Direct classroom teaching / Online teaching / Blended	4	2
		-Buddhist education and relationship			
		between the teacher and student -Buddhist methods of education			
12 th	Communication	-Definitions -The Buddha and communication -Buddhist communication methods -Buddhist communication	Direct classroom teaching / Online teaching / Blended	4	2
		ethics			
13 th	Aesthetics	-Definitions -The Buddha, disciples and aesthetics -Buddhist principles of aesthetics	Direct classroom teaching / Online teaching / Blended	4	2
14 th	House-hold life and interpersonal relationships	-Definitions -The relationship between parent and children -The relationship between husband and wife	Direct classroom teaching / Online teaching / Blended	4	
15 th	Conflict and conflict resolutions	-Definitions -Kinds of conflicts -Causes of the conflicts -Buddhist principles of conflict resolution	Direct classroom teaching / Online teaching / Blended	4	

Expected soft skills to be evaluated through the continuous assessments:	ctivities: 60							
11. Evaluation and Assessment: In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks A Expected soft skills to be evaluated through the continuous assessments: assignments%, term papers%, presentations%, reading%, discussions%, group quizzes %, field studies%, other% End of Course Evaluation (End Semester Evaluation) 60% from Total Marks A	ctivities: 60							
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	Allocated							
	Allocated							
Recommended Readings:								
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6. Jayatilake, K. N., (2006), Dhamma, Man and Law, Buddhist Cultural Centre, Dehiwala.								
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9. Rathnapala, N., (2005), Crime and Punishment in the Buddhist Tradition, Vishva Lekha	•							
10. Saddhatissa, H., (1987), Buddhist Ethics, Wisdom Publication, London.								
11. Tachibana, S., (1943), Ethics of Buddhism, Buddhist Literary Society, Colombo.								
12. Wagle, N., (1966), Society at the Time of the Buddha, Bombay, Wagele, Narendra.								
13. Weerarathna, W.G., (2009), Individual and Society in Buddhism. B.C.C. Dehiwala.								
14. ආරියරත්න ඉරෝමි, (2016), බෞද්ධ පාරිසරික දර්ශනය හා සදාචාරය , සමයවර්ධන කොළඹ.	පොත්හල,							
15. ආරියරත්න, ඉරෝමි, (2017), බෞද්ධ සුබ සංකල්පය සහ ආචාරධර්ම , ඇස් ගොඩගේ සහ සංක කොළඹ.	ත්දරයෝ,							
16. කරුණාරත්න, ඩබ්ලිව්., (2014), බෞද්ධ දර්ශනය සහ චරණය , බෞද්ධ සංස්කෘතික මධාාස්ථානය, 2	තැදිමාල.							
17. ගල්මන්ගොඩල සුමනපාල, (1994), ආදි බෞද්ධ දර්ශනය ල අභය මුදුණ ශිල්පියෝල කඩවත.								
18. ජයතිලක කේ.එන්, මලලසේකර ජී.පි., (1960) බුදුදහම හා ජාති පුශ්නය ල රාජා භාෂා දෙපාර්තය කොළඹ.	මේන්තව,							
19. තිලකරත්න, අසංග, (2008), මිනිස් ගැටළු පිළිබඳ බෞද්ධ විගුහය , කුරුළු පොත්, රාජගිරිය.								
20. ධම්මානන්ද හිමි, හෝමාගම, (2004), බෞද්ධ හා කාන්ටියානු සදාචාර දර්ශනය , එස්. ගොඩ සහෝදරයෝ, කොළඹ.								
21. ධම්මජෝති හිමිල බෙලිගල්ලේ, (1993), බෞද්ධ ආර්ථික දර්ශනය ල එස්.ගොඩගේ සහෝදරයෝ, ම	-							
22. ධර්මසිරි, ගුණපාල, (1988), බෞද්ධ සදාචාරයේ මූලධර්ම , බෞද්ධ සංස්කෘතික මධාාස්ථානය, දෙහිව	.D.C.							
23. පේමසිරි, පී. ඩී., (1992), බෞද්ධ ආචාර ධර්ම , බෞද්ධ කටයුතු දෙපාර්තමේන්තුව, කොළඹ.								
24. පුනාන්දු, දයා එස්ග, (1984) බු දුසමයේ දේශපාලන චින්තනය ල එස්.ගොඩගේ සහෝදරයෝ, මරදාන).							
25. මහින්ද හිමි, දීගල්ලේ ,(1986), නිර්වාණය හා සදාචාරය , ජාතික පුස්තකාල සේවා මණ්ඩලය.	_							
26. මහින්ද සංඝරක්ඛිත හිමි, කොල්ලුපිටියේ, (1997), ගිහිවිනය, සිස්ටමැටික් පිුන්ට් පුයිවට් ලිමිටඩ්, දෙෂි	පිවල.							
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29. සෝමරංසි හිමි, උඩගලදෙණිය, (1999), බෞද්ධ දර්ශනය හා සමාජ දර්ශනය , සමයවර්ධන පොත්හ	C.							
30. හෙට්ටිආරච්චි, ධර්මසේන., (2006), බෞද්ධ සදාචාරය , කර්තෘ පුකාශන, දිවුලපිටිය.								

		Fields	of Study :	Buddhist	Culture		
1.	Code o	of the Course Uni	t	BUCU 2	1744		
2.	Title of the Course Unit			An Intro	duction to Buddhist Concept of	Manag	ement
3.	Number of Credits			4			
4.	Туре			А			
5.	Coord	inator of the Cou	rse Unit	Most sen	ior lecturer of the relevant cour	rse unit	
6.	Pre-ree	quisites		Not appli	cable		
7.	Main (Objective of the C	ourse				
	reflected with the concept	ed in Buddhist lit	erary sourd	ces related oncepts in	udents with an acquaintance in I to the management and to co- management, and also to imp institutional administration	ompare olement	those those
8.	Expect	ed/Intended Lear	ning Outc	omes (CL	Os)		
	At the	completion of this	course un	it the stude	ent will be able to;		
	2. te	•	-	-	nting to management; and management using both physica	al and m	ental
9.		Conten	nts		Mode of Delivery / Way of	No of	CLO s
	Week	Main Themes	Sub T	hemes	Delivery (T/L Materials)	Hrs.	No.
	1 st	Definitions and terminologies of management	-An introd course -Dictionar definition word 'managen -Definition managem thinkers -Definition scholars -Basic terr managem -Common terms in r ent	y ns of the ment' ns of nent ns of ms in nent	Direct classroom teaching / Online teaching / Blended	4	1
	2 nd	Scope of management	-Definition -Subjects i managem (planning	related to nent	Direct classroom teaching / Online teaching / Blended	4	1

			organizing,			
			directing, coordinating and			
			controlling etc)			
			-Functional areas of			
			management			
			(management of			
			financial, and			
			personal etc)			
	3 rd	Historical	-Introduction	Direct classroom teaching /	4	1
		background of	-Emergence of	Online teaching / Blended		
		Buddhist	Buddhism in India			
		concepts	-Principles of			
		relating to	Buddhism			
		management	-Aims and			
			objectives of			
			Buddhist teachings			
			-Origin of Buddhist monastic			
			organization			
-	4 th	Modern theory	-Definitions	Direct classroom teaching /	4	1
	•	of management	-Scientific	Online teaching / Blended		1
		and Buddhist	management	8		
		attitude	-Administrative			
		towards it	management			
			-Buddhist			
			principles of the			
			human supremacy			
-	=th		and potentiality	D ¹	4	1
	5 th	The variety of	-Definitions of	Direct classroom teaching /	4	1
		Buddhist principles that	public	Online teaching / Blended		
		can be adapted	-Governing			
		in public	principles of			
		management	Buddhism			
		8	-Dasa rāja			
			-dharma (the ten			
			principles of			
			Buddhist			
			governance)			
			-Aparihāni dharma			
			-Buddhist concept			
-	6 th	Economic	of altruism -Definitions	Direct closers are too ching (4	2
	0		-Buddhist view of	Direct classroom teaching / Online teaching / Blended	4	Z
		management	earnings,	Omme teaching / Dichted		
			investment and			
			consumption			
			-Economic security			
			-The Kūtadanta			

		sutta			
7 th	Resources	-Definitions	Direct classroom teaching /	4	2
	management	-Principles of the	Online teaching / Blended		
		Kūtadanta sutta	C		
		-Principles of the			
		Sigāla sutta			
		-The system of			
		common			
		(sāṅghika)			
		property			
8 th	Mid Semester		ion / Assignment / Individual	4	1-2
_	Evaluation		ntation / Practical Test		
9 th	Institutional	-Definitions	Direct classroom teaching /	4	2
	administration	-The ritual of the	Online teaching / Blended		
		pātimokkha			
		-Sanghakamma			
		-Settling conflicts			
1.04b		(adhikaraṇasamatha)			-
10 th	Spiritual	-Definitions	Direct classroom teaching /	4	2
	management	-Meditation and its	Online teaching / Blended		
		mental health			
		benefits			
		-Buddhist ways of			
		developing			
		spirituality based on threefold			
11 th	Monastic	training (<i>sikkhā</i>) -Definitions	Direct classroom teaching /	4	2
11	administration	-Buddhist	Online teaching / Blended	4	2
	and	principles of	Shine teaching / Dichaed		
	management	monastic			
	management	management			
		-Buddhist examples			
		of monastic			
		administration (in			
		ancient India)			
		-Buddhist examples			
		of monastic			
		administration (in			
		ancient Sri Lanka)			
12 th	Designations	-Definitions	Direct classroom teaching /	4	1
	in the order of	-Varities of	Online teaching / Blended		
	Saṅgha	Buddhist			
		designations			
		-Purpose of			
		awarding			
		designations to			
		Buddhist monks			
		-Buddhist view on			
		eligibility for			

13 th Leadership -Leadership quality of the Buddha -Buddhist principles of leadership Direct classroom teaching / Online teaching / Blended 4 14 th Personality development -Definitions -Analysis of five aggregate -Buddhist principles of personality development Direct classroom teaching / Online teaching / Blended 4 15 th Life management -Definitions -Definitions Direct classroom teaching / Online teaching / Blended 4 15 th Life management -Definitions -Aims and objective of human life -Buddhist path of practice for the laity (<i>sāmīcipatipadā</i>) Direct classroom teaching / Online teaching / Blended 4 10. Number of Notional Hours: 200 3. Self-study and Homework Preparation Hours: 60 2. Tutorial / Practical / Presentation Hours: 20 4. Hours for Field Surveys / Factory Visits / Social Activi	2							
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management -Aims and objective of human life -Buddhist path of practice for the laity (<i>sāmīcipatipadā</i>) Online teaching / Blended 10. Number of Notional Hours: 200 11. Lecture Hours: 60 2. Tutorial / Practical / Presentation Hours: 20								
10. Number of Notional Hours: 200 11. Lecture Hours: 60 2. Tutorial / Practical / Presentation Hours: 20	2							
human life -Buddhist path of -Buddhist path of practice for the laity (sāmīcipatipadā) 10. Number of Notional Hours: 200 1. Lecture Hours: 60 2. Tutorial / Practical / Presentation Hours: 20 4. Hours for Field Surveys / Factory Visits / Social Activities								
Image: Buddhist path of practice for the laity (sāmīcipatipadā) -Buddhist path of practice for the laity (sāmīcipatipadā) Image: Ima								
Image: constraint of the laity (sāmīcipatipadā)								
10. Number of Notional Hours: 200 11. Lecture Hours: 60 2. Tutorial / Practical / Presentation Hours: 20 4. Hours for Field Surveys / Factory Visits / Social Activity								
10. (sāmīcipatipadā) 10. Number of Notional Hours: 200 1. Lecture Hours: 60 3. Self-study and Homework Preparation Hours: 60 2. Tutorial / Practical / Presentation Hours: 20 4. Hours for Field Surveys / Factory Visits / Social Activity								
10. Number of Notional Hours: 200 1. Lecture Hours: 60 3. Self-study and Homework Preparation Hours: 60 2. Tutorial / Practical / Presentation Hours: 20 4. Hours for Field Surveys / Factory Visits / Social Activity								
1. Lecture Hours: 603. Self-study and Homework Preparation Hours: 602. Tutorial / Practical / Presentation Hours: 204. Hours for Field Surveys / Factory Visits / Social Activity								
2. Tutorial / Practical / Presentation Hours: 20 4. Hours for Field Surveys / Factory Visits / Social Activity								
2. Tutorial / Practical / Presentation Hours: 20 4. Hours for Field Surveys / Factory Visits / Social Activity								
11	vities: 60							
	aatad							
	In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated							
Expected soft skills to be evaluated through the continuous assessments:	.							
assignments%, term papers%, presentations%, reading%, discussions%, group wor	rks%,							
quizzes %, field studies%, other%								
End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allo Question Paper:	ocated							
Recommended Readings:								
12.	T							
1. Cole, G.A., (1965), Management, Theory and Practice , Harper and Rowe Publishers, N York.	lew							
 Druker, P.F., (1954), The Practice of Management, New York and Eraston. 								
 Brukel, F.H., (1954), The Fractice of Management, New York and Eraston. Gopalakrishna, D., (2006), Buddhism and Contemporary Management, Buddhist Cultural 	Centre.							
Dehiwala.	,							
4. Hettiarachchi, Dharmasena, (2001), Buddhist economic philosophy as reflected in ea								

5.	Silva, De Padmasiri, (1975), The Search of Buddhist Economics, Buddhist Publication Society
	Kandy.
6.	ගල්මංගොඩල සුමනපාල (2007)ල බෞද්ධ සංස්කෘතික මූලධර්ම හා සමාජානුයෝජනය ල සරස්ව පුකාශනල දිවුලපිටිය
7.	ධම්මජෝති හිමි, බෙලිගල්ලේ, (1993), බෞද්ධ ආර්ථික දර්ශනය , ශීු දේවි පුන්ටර්ස් (පුයිවට්) ලිමිට දෙහිවල.
8.	ධීරානන්ද හිමි, හඟුරන්කෙත, (2005), පුරාතන ශීු ලාංකේය සංඝ සංවිධානය සහ එහි වාුහාත්මක ප ආරිය පුකාශකයෝ, වරකාපොල.
9.	නන්ද හිමි, බලන්ගොඩ, (1992), බෞද්ධ ආරාම සංවිධානය , එස් ගොඩගේ සහ සහෝදරයෝ, කොළඹ.
10.	නිවන්මග සඟරාව, (2000), 31 වන කලාපය, බෞද්ධ ආර්ථික චින්තනය , රජයේ මුදුණාලයීය බෞද් සංගමය, බොරුල්ල.
11.	නිවන් මග සඟරාව, (2002), 33 වන කලාපය, බෞද්ධ කළමනාකරණය, රජයේ මුදුණාලයීය බෞද් සංගමය, බොරුල්ල.
12.	පද්මසිරි හිමි, රළුවේ, (2007), නව සමාජ පුවණතා සහ බෞද්ධ පවුල් සංස්ථාව , සමන්ති පොත් පුකාශක ජා-ඇල.
13.	පෙරේරා ඉන්දුාණි, (2006), කළමනාකරණ සංකල්ප - බෞද්ධ පුවේශයක් , කතෘ පුකාශනයකි.
14.	පුනාන්දු දයා, (1984), බුදුසමයේ දේශපාලන චින්තනය , ගොඩගේ සහෝදරයෝල කොළඹ.
	පේමසිරි, පී.ඩී (1961), බෞද්ධ සමාජ ධර්මය , බෞද්ධ ගුන්ථ පුකාශන, මහනුවර.
	මේධානන්ද හිමි, දේවාලේගම, (2006) බුදුදහම[්]හා එහි සංස්කෘතික මුහුණුවර , සරස්වතී පුකාශන දිවුලපිටිය.
17.	 මේධානන්ද හිමි, දේවාලේගම. (2009) භික්ෂු සමාජය , ආරිය පුකාශකයෝ, වාරියපොල.
	විජිතනන්ද හිමි, දෙහිපාගොඩ, යසස්සි හිමි, පනහඩුවේ, (2011), බෞද්ධ කළමනාකරණ මූලධර්ම , පුකාශන, පුවක්පිටිය.
19.	ංගට්ටිආරච්චි. ධර්මසේන, (1994), මුල් බුදුසමයේ හෙළිවන බෞද්ධ ආර්ථික දර්ශනය , අධානපැ පුකාශන දෙපාර්තමේන්තුව.

		Field of Study	: Professional Subj	ject Stream					
1	Code o	f the Course Unit	BUCU 21751						
2	Title of	the Course Unit	Community Service Eng	agement					
3	Numbe	er of Credits	2						
4	Туре		Optional						
5	Pre-req	uisites	None						
6	Main objective of the course 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.								
7	Intend	ed Learning Outcomes (ILC	Ds)						
	At the	completion of this course un	it the student will be ab	ble to					
	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								
	со	community dynamics in their life course.							
	3. Im	3. Improve students' engagement with one of selected community or part of community							
	an	nong different communities	in their local, regional,	or at the national l	evels and	f			
	de	develop the concept of volunteerism.							
	4. Er	4. Enhance attitudes towards social harmony by engage with different social clusters,							
	communities, ethnic groups, religious groups, marginalized communities, etc.								
	5. De	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 natu ILOs and basic concepts	re of course unit, its	Direct classroom	1	1, 2,			

2 nd	Historical background of community service	teaching/ online teaching/	1	1,2
	engagements	blended		
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	l 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 departments.		1	1,2
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.	Numbe	r of Notional Hours: 50				
	1. Lecture Hours: 15 2. Self-study and Homework Preparation Hours: 35					
11.	Evaluation and Assessment:					
	In Course Evaluation (Mid Semester Evaluation) 100% from Total Marks Allocated Expected soft skills to be evaluated through the Group proposal 40% Community Service engagement /Online dialogues/interactions with Audio-visual evidence 60% confidential report on activity completed by external monitored organization or insttution					

		Fields	s of Study :	Buddhis	t Culture			
1.	Code o	of the Course Ur	nit	BUCU 2	2754			
2.	Title o	f the Course Un	it	Buddhist Art and Antiquities in Sri Lanka				
3.	Number of Credits			4				
4.	Туре			С				
5.	Coordinator of the Course Unit			Most seni	ior lecturer of the relevant cour	se unit		
6.	Pre-requisites				Not applicable			
7.			2	Not appli				
/.		Objective of the (
		te the student acc ing in Sri Lanka.	-	al underst	anding of the Buddhist art and	1 antiqui	ties	
8.		0						
0.	-	ed/Intended Lea	C					
	At the	completion of thi	is course uni	it the stude	ent will be able to;			
	1. s	shows desire for	paintings, so	culpture an	nd crafts;			
	2. identifies the significance of Art and Antiquities; and							
	3. (develops the skill	ls of evaluat	ing them.				
9.		Conte			Mode of Delivery / Way of		CLO _s	
	Week Main Themes Sub T			Delivery (T/L Materials)	Hrs.	No.		
	1 st	Abodes of monks	-An introdu course	iction to	Direct classroom teaching / Online teaching / Blended	4	1,2	
		(Saṅghārāma)	-Origin of a	bodes in	Shine teaching / Dichaed			
			Sri Lanka					
			-Kinds of a	bodes in				
			Sri Lanka -Architectu	ral value				
	2 nd	Uposathaghar	-Definitions		Direct classroom teaching /	4	1,2	
		a	-Origin and	l	Online teaching / Blended		,	
			developme	ent				
			-Utility of	1				
	Uposathag -Architectu							
			-Definitions		Direct classroom teaching /	4	2	
	_	1	-Origin and	ļ	Online teaching / Blended			
			developme	ent of Sri				
			Lankan St	-				
			-Varieties of	-				
			-Types of S -Architectu					
			of Stūpa					
	4 th	Buddha statue	-Origin and	l	Direct classroom teaching /		3	
			developme		Online teaching / Blended			

			Buddha statue		4	
			-Varieties of Buddha			
			statue			
			-Traditions of Sri			
			Lankan Buddha			
			statue			
			-Identities			
			-unique			
			characteristics and			
			artistic value of Sri			
			Lankan Buddha			
			images			
	5 th	Bodhisattva	-Origin of	Direct classroom teaching /	4	2
		statue	Bodhisattva statues	Online teaching / Blended		
			-Evolution of Sri	6		
			Lankan			
			Bodhisattva statues			
			-Gestures of			
			Bodhisattva statues			
			-Artistic value of			
			Bodhisattva statues			
	6 th	Seats (Āsana)	-Definitions	Direct classroom teaching /	4	3
	Ū		-Origin and	Online teaching / Blended	•	5
			development	S		
			-Kinds of seats			
			-Utility of seats			
	7 th	Gestures	-Definitions	Direct classroom teaching /	4	2
		(Mudrā)	-Varieties of	Online teaching / Blended		
		()	gestures	6		
			-Gesture of samādhi			
			~			
			-Gesture of abhaya			
1	8 th	Mid Semester	-Gesture of abhaya Written Examination	on / Assignment / Individual	4	1-3
	Ū	Mid Semester Evaluation	Written Examination	on / Assignment / Individual ntation / Practical Test	4	1-3
	8 th 9 th		Written Examination	8	4	1-3 2
	Ū	Evaluation	Written Examination or Group Preser	ntation / Practical Test		
	Ū	Evaluation Bodhi and	Written Examination or Group Presen -Definitions	ntation / Practical Test Direct classroom teaching /		
	Ū	Evaluation Bodhi and	Written Examination or Group Presen -Definitions -Origin and development	ntation / Practical Test Direct classroom teaching /		
	Ū	Evaluation Bodhi and	Written Examination or Group Present -Definitions -Origin and	ntation / Practical Test Direct classroom teaching /		
	Ū	Evaluation Bodhi and	Written Examination or Group Present -Definitions -Origin and development -Utility of stūpa and	ntation / Practical Test Direct classroom teaching /		
	Ū	Evaluation Bodhi and	Written Examination or Group Present -Definitions -Origin and development -Utility of stūpa and Bodhi shrines -Artistic value of	ntation / Practical Test Direct classroom teaching /		
	Ū	Evaluation Bodhi and	Written Examination or Group Present -Definitions -Origin and development -Utility of stūpa and Bodhi shrines	ntation / Practical Test Direct classroom teaching /		
	Ū	Evaluation Bodhi and	Written Examination or Group Present -Definitions -Origin and development -Utility of stūpa and Bodhi shrines -Artistic value of Stūpa and Bodhi shrines	ntation / Practical Test Direct classroom teaching /		
	Ū	Evaluation Bodhi and	Written Examination or Group Present -Definitions -Origin and development -Utility of stūpa and Bodhi shrines -Artistic value of Stūpa and Bodhi	ntation / Practical Test Direct classroom teaching /		
	9 th	Evaluation Bodhi and	Written Examination or Group Present -Definitions -Origin and development -Utility of stūpa and Bodhi shrines -Artistic value of Stūpa and Bodhi shrines -Religious value of	ntation / Practical Test Direct classroom teaching /		
	Ū	Evaluation Bodhi and	Written Examination or Group Present -Definitions -Origin and development -Utility of stūpa and Bodhi shrines -Artistic value of Stūpa and Bodhi shrines -Religious value of Stūpa and Bodhi	ntation / Practical Test Direct classroom teaching /		
	9 th	Evaluation Bodhi and Stūpa shrines	Written Examination or Group Present -Definitions -Origin and development -Utility of stūpa and Bodhi shrines -Artistic value of Stūpa and Bodhi shrines -Religious value of Stūpa and Bodhi shrines -Definitions -Carvings	ntation / Practical Test Direct classroom teaching / Online teaching / Blended	4	2
	9 th	Evaluation Bodhi and Stūpa shrines	Written Examination or Group Present -Definitions -Origin and development -Utility of stūpa and Bodhi shrines -Artistic value of Stūpa and Bodhi shrines -Religious value of Stūpa and Bodhi shrines -Definitions -Carvings -Entrances to sacred	Itation / Practical Test Direct classroom teaching / Online teaching / Blended Direct classroom teaching /	4	2
	9 th	Evaluation Bodhi and Stūpa shrines	Written Examination or Group Present -Definitions -Origin and development -Utility of stūpa and Bodhi shrines -Artistic value of Stūpa and Bodhi shrines -Religious value of Stūpa and Bodhi shrines -Definitions -Carvings -Entrances to sacred buildings	Itation / Practical Test Direct classroom teaching / Online teaching / Blended Direct classroom teaching /	4	2
	9 th	Evaluation Bodhi and Stūpa shrines	Written Examination or Group Present -Definitions -Origin and development -Utility of stūpa and Bodhi shrines -Artistic value of Stūpa and Bodhi shrines -Religious value of Stūpa and Bodhi shrines -Definitions -Carvings -Entrances to sacred	Itation / Practical Test Direct classroom teaching / Online teaching / Blended Direct classroom teaching /	4	2

			Dalaata 1			
			-Balustrade -Steps			
			-Door frames and			
			doors			
	11 th	Iconography	-Definitions	Direct classroom teaching /	4	1,2
	11	reonography	-Origin and	Online teaching / Blended	т	1,2
			development of	Shine teaching / Dichaed		
			Buddhist			
			iconography in Sri			
			Lanka			
			-Traditions of			
			iconography			
			-Measurements			
			-Texts of Buddhist			
	4		iconography			
	12 th	Paintings	-Origin and	Direct classroom teaching /	4	3
			development	Online teaching / Blended		
			-Varieties of			
			paintings in Sri Lanka			
			-Themes of paintings			
			-Styles of paintings			
	13 th	Music and	-Origin and	Direct classroom teaching /	4	1
	-	dances	development	Online teaching / Blended		
			-Themes of music			
			and dances			
			-Buddhist musical			
			instruments			
	14 th	Fundamentals	-Origin and	Direct classroom teaching /	4	3
	14	of	development	Direct classroom teaching / Online teaching / Blended	4	3
		archaeology	*	Olimie teaching / Biended		
		and methods	-Buddhist			
		of	archeolocal sites			
		preservation	-Reconstructions			
		of Buddhist	-Methods of			
		art	conservation			
	15 th	The concept	-Definitions	Direct classroom teaching /	4	2
		of museums	-Origin and	Online teaching / Blended		
		in Sri Lanka	development	-		
			-Sri Lankan museums			
			-Contribution of			
			museums for			
			preservation of			
			Buddhist art			
10.	Numbo	er of Notional Ho				
		e Hours: 60		dy and Hamawork Propagation Harry		
		e Hours: 60 al / Practical / Present		dy and Homework Preparation Hours for Field Surveys / Factory Visits / So		ities: 60
11.						
L						

	In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated
	Expected soft skills to be evaluated through the continuous assessments:
	assignments%, term papers%, presentations%, reading%, discussions%, group works%,
	quizzes %, field studies%, other%
	End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated
	Question Paper:
	Recommended Readings:
12.	1. Coomaraswamy, A.K., (1956), Medieval Sinhalese Art, Pantheon Books, New York.
	 Chauley, G.C., (1998), Early Buddhist Art in India, Suneep Swghal, New Delhi.
	 Devendra, D.T., (2013), The Buddha Image in Ceylon, S. Godage & Brothers, Colombo.
	4. Krishan, Y., (1996), The Buddha Image Its Origin and Development, Munshiram Manoharlal
	Publishers, New Delhi.
	5. Smith, V.A., (1969), A History of Fine Arts in India and Ceylon , D.B. Toroporcvala Sons, Mumbai.
	 Vogel, S.P.H., (1999), Buddhist Art in India, Ceylon and Java, Asian Educational Services, New Delhi.
	 Wikramagamage, Chandhra, Kayoko, Kusumoto, (2008), Tantric Buddhism and Art of Galvihara, Academy of Sri Lankan, Mattegoda.
	8. අබේවිකුම රංපිත් එල්., (1998), වාහල්කඩද ධාතු ගෘහය ද ස්තුප පුරාණය , සංඛ මුදුණ ශිල්පියෝ, කොළඹ.
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	11.ආතන්ද හිමි, අම්පාරේ, (2013), බෞද්ධ චිතු කලාව (ඉතිහාසය හා සුවිශේෂතා) , කතෘ පුකාශන.
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	13.කුමාරස්වාමි, කේ. ආනන්ද, (1993), ඉන්දියාවේ හා ශී ලංකාවේ කලා ශිල්ප, රජයේ මුදුණාලය, කොළඹ.
	14. ගොඩකුඹුරේ, චාල්ස්, (1987), තිවංක පිළිමගෙය බිතුසිතුවම්. කොළඹ, පුරාවිදහා දෙපාර්තමේන්තුව.
	15.චාර්ල්ස්, ඇස්.පී., (2003) පොළොන්නරුවේ විහාර බිතු සිතුවම් . කොළඹ, එස් ගොඩගේ සහ සහෝදරයෝ 10.
	16.දේවෙන්දු, (1967), බුද්ධ පුකිමාව හා ලංකාව , ගුණසේන සහ සමාගම, කොළඹ.
	17.මල්ලවාරච්චි, සෝමපාල, (2019), දෙගල්දෝරුව රජමහ විහාරය සහ එහි බිතුසිතුවම් , එස් ගොඩගේ සහ සහෝදරයෝ, කොළඹ.
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	19.වනරතන හිමි කඹුරුපිටියේ, (1985), ලක්දිව බුදුපිළිමය, මාතර වෙළෙන්දෝ, මාතර.
	20.විකුමගමගේ, චන්දුා, (1990), ස්තුපය, තරංජි පින්ටර්ස්, මහරගම.
	21.විකුමගමගේ, චන්දුා, (2006), ශී ලංකාවේ බෞද්ධ පුතිමා කලාව , එස්.ගොඩගේ සහ සහෝදරයෝ, කොළඹ. 22 බන්නේකර, කත්තෝව (1002) කරනි සිංකල පතිමා පි ත්සය.
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	කයාපාපුලල. 24.විමලරතන හිමි, බෙල්ලන්විල, (1995), බුද්ධ පුතිමා කලාව බුදු පිළිමයේ විකාශය, ශීු දේවි පිුන්ටර්ස්, නැදිමාල.
	25.විමලරතන හිමි, බෙල්ලන්විල, (1991), බුදු පිළිමය මුදුා සහ ආසන, ශීු දේව් පිුන්ටර්ස්, නැදිමාල
	26.විමලරතන හිමි, බෙල්ලන්විල (2010, බුදු පිළිමයට පෙර බුදුහාමුදුරුවෝ, සරසවි පුකාශකයෝ, නුගේගොඩ.
	27.වීරසේන, කේ.ඒ., (2016), බෞද්ධ කලා ශිල්ප හා සාරධර්ම සන්නිවේදනය, එස්. ගොඩගේ සහ සහෝදරයෝ, කොළඹ.
	28.වීරසේන, කේ.ඒ., (2016), බෞද්ධ සන්නිචේදනය හා කලා ශිල්ප, එස්. ගොඩගේ සහ සහෝදරයෝ, කොළඹ. 29.සුරවීර ඒ. වී., ලියෝ තෝල්ස්තෝයි, (1995), කලාව යනු කුමක් ද ? සීමාසහිත දීපානි මුදුණ, නුගේගොඩ. 30.සේනාධීර, ගුණපාල, (1999), මංගල සංකේත හා සඳකඩ පහණ , රාජාා මුදුණ නීතිගත සංස්ථාව,
	පිටකෝට්ටේ.

		Fields	of Study :	Buddhist Culture				
1.	Code o	of the Course Uni	it	BUCU 22764				
2.	Title of	f the Course Unit	t	Buddhist Concept of Management				
3.	Numb	er of Credits		4				
4.	Туре			С				
5.	• -	inator of the Cou	rse Unit	Most senior lecture	r of the relevant cour	se unit		
6.		quisites		Not applicable				
7.		Dbjective of the C	ourse	Not applicable				
	reflected with the concep	ed in Buddhist lit ne modern princip	erary sour- oles and co	provide students wit ces related to the m oncepts in managem histration, institutio	anagement and to c ent, and also to imp	ompare plement	those those	
8.	Expect	ed/Intended Lear	ning Outc	omes (CLO _s)				
	At the	completion of this	course un	it the student will be	able to;			
		1		inciples related to the				
		-	-	ive theory of manage	-	sical an	d	
		mental resources.	•					
9.		С	ontents		Mode of Delivery/		CLO _s	
	Week	Main Themes	S	ub Themes	Way of Delivery (T/L Materials)	Hrs.	No.	
	1 st	Definitions and terminologies of management	-Dictionar -Definition thinkers -Definition		Direct classroom teaching / Online teaching / Blended	4	1	
	2 nd	Scope of management	organizin coordinat etc) -Functiona managem	related to ent (planning, g, directing, iong and controlling	Direct classroom teaching / Online teaching / Blended	4	1	
	3 rd	Historical background of Buddhist	-Introducti		Direct classroom teaching / Online teaching / Blended	4	1	

	I	1			
	concepts	-Principles of Buddhism			
	related to the	-Aims and objectives of			
	management	Buddhist teachings			
		-Origin of Buddhist monastic			
		ordanization			
4 th	Modern theory	-Definitions	Direct classroom	4	1
	of management	-Scientific management	teaching / Online		
	and Buddhist	-Administrative management	teaching / Blended		
	attitude	-Buddhist principles of the			
	towards it	human supremacy and			
-41		potentiality			
5 th	A variety of	-Definitions public	Direct classroom	4	1
	Buddhist	management	teaching / Online		
	principles that	-Governing principles of	teaching / Blended		
	can be adapted	Buddhism			
	in public	-Dasa rāja			
	management	-dharma (the ten principles of			
		Buddhist governance)			
		-Aparihāni dharma			
6 th	<u>г</u> '	-Buddhist concept of altruism	D' (1	4	2
6 ^m	Economic	-Definitions	Direct classroom	4	2
	management	-Buddhist view of earnings,	teaching / Online		
		investment and consumption	teaching / Blended		
		-Economic security - <i>Kūtadanta sutta</i>			
7 th	Resource	-Definitions	Direct classroom	4	2
,	management	-Principles of the <i>Kūtadanta</i>	teaching / Online	-	2
	management	sutta	teaching / Blended		
		-Principles of the Sigāla sutta	touching / Bronaca		
		-The system of common			
		- The system of common			
8 th		(sāņahika) property			
	Mid Somostor	<i>(sānghika)</i> property Written Examination / Assig	mment / Individual	1	1_2
-	Mid Semester Evaluation	Written Examination / Assig		4	1-2
	Evaluation	Written Examination / Assig or Group Presentation /	Practical Test		
	Evaluation Institutional	Written Examination / Assig or Group Presentation / -Definitions	Practical Test Direct classroom	4	1-2 2
	Evaluation Institutional administration	Written Examination / Assig or Group Presentation / -Definitions -The ritual of the pātimokkha	Practical Test Direct classroom teaching / Online		
9 th	Evaluation Institutional administration and	Written Examination / Assig or Group Presentation / -Definitions -The ritual of the pātimokkha -Saṅghakamma	Practical Test Direct classroom		
	Evaluation Institutional administration	Written Examination / Assig or Group Presentation / -Definitions -The ritual of the pātimokkha -Saṅghakamma -Settling conflicts	Practical Test Direct classroom teaching / Online		
9 th	Evaluation Institutional administration and management	Written Examination / Assig or Group Presentation / -Definitions -The ritual of the pātimokkha -Sanghakamma -Settling conflicts (adhikaranasamatha)	Practical Test Direct classroom teaching / Online teaching / Blended	4	2
9 th	Evaluation Institutional administration and	Written Examination / Assig or Group Presentation / -Definitions -The ritual of the pātimokkha -Saṅghakamma -Settling conflicts	Practical Test Direct classroom teaching / Online		
9 th	Evaluation Institutional administration and management	Written Examination / Assig or Group Presentation / -Definitions -The ritual of the pātimokkha -Sanghakamma -Settling conflicts (adhikaranasamatha)	Practical Test Direct classroom teaching / Online teaching / Blended	4	2
9 th	EvaluationInstitutionaladministrationandmanagementSpiritual	Written Examination / Assig or Group Presentation / -Definitions -The ritual of the pātimokkha -Saṅghakamma -Settling conflicts (adhikaraṇasamatha) -Difinitons	Practical Test Direct classroom teaching / Online teaching / Blended Direct classroom	4	2
9 th	EvaluationInstitutionaladministrationandmanagementSpiritual	Written Examination / Assig or Group Presentation / -Definitions -The ritual of the pātimokkha -Sanghakamma -Settling conflicts (adhikaraṇasamatha) -Difinitons -Meditation and its menta health benefits	Practical Test Direct classroom teaching / Online teaching / Blended Direct classroom teaching / Online	4	2
9 th	EvaluationInstitutionaladministrationandmanagementSpiritual	Written Examination / Assig or Group Presentation / -Definitions -The ritual of the pātimokkha -Saṅghakamma -Settling conflicts (adhikaraṇasamatha) -Difinitons -Meditation and its menta health benefits -Buddhsit ways of developing	Practical Test Direct classroom teaching / Online teaching / Blended Direct classroom teaching / Online	4	2
9 th	EvaluationInstitutionaladministrationandmanagementSpiritual	Written Examination / Assig or Group Presentation / -Definitions -The ritual of the pātimokkha -Sanghakamma -Settling conflicts (adhikaraṇasamatha) -Difinitons -Meditation and its menta health benefits -Buddhsit ways of developing spirituality based on threefold	Practical Test Direct classroom teaching / Online teaching / Blended Direct classroom teaching / Online	4	2
9 th	Evaluation Institutional administration and management Spiritual management	Written Examination / Assig or Group Presentation / -Definitions -The ritual of the pātimokkha -Saṅghakamma -Settling conflicts (adhikaraṇasamatha) -Difinitons -Meditation and its menta health benefits -Buddhsit ways of developing spirituality based on threefold training (sikkhā)	Practical Test Direct classroom teaching / Online teaching / Blended Direct classroom teaching / Online teaching / Online teaching / Blended	4	2 2 2
9 th	EvaluationInstitutionaladministrationandmanagementSpiritualmanagementMonastic	Written Examination / Assig or Group Presentation / -Definitions -The ritual of the pātimokkha -Saṅghakamma -Settling conflicts (adhikaraṇasamatha) -Difinitons -Meditation and its menta health benefits -Buddhsit ways of developing spirituality based on threefold training (sikkhā) -Definitions	Practical Test Direct classroom teaching / Online teaching / Blended Direct classroom teaching / Online teaching / Blended Direct classroom	4	2
	Evaluation Institutional administration and management Spiritual management	Written Examination / Assig or Group Presentation / -Definitions -The ritual of the pātimokkha -Saṅghakamma -Settling conflicts (adhikaraṇasamatha) -Difinitons -Meditation and its menta health benefits -Buddhsit ways of developing spirituality based on threefold training (sikkhā)	Practical Test Direct classroom teaching / Online teaching / Blended Direct classroom teaching / Online teaching / Online teaching / Blended	4	2 2 2

		management	-Buddhist examples of			
		C	monastic administration (in			
			ancient India)			
			-Buddhist examples of			
			monastic administration (in			
			ancient Sri Lanka)			
	12 th	Designations	-Definitions	Direct classroom	4	2
		in Sangha	-Varites of Buddhist	teaching / Online		
		society	designations	teaching / Blended		
			-Purpose of awarding			
			designations to Buddhist			
			monks			
			-Buddhis view on eligibility			
			for awarding designations			
	13 th	Personality	-Definitions	Direct	4	2
		Development	-Analysis of five aggregate	classroom		
			-Buddhist principles of	teaching /		
			personality development	Online teaching /		
			-Buddhist morality and	Blended		
			personality development			
	14 th	Leadership	-Leadrship quality of the	Direct classroom	4	2
			Buddha	teaching / Online		
			-Buddhist principles of	teaching / Blended		
			leadership			
			-Prominenet biographies of			
			monks			
			-Prominenet biographies of			
-	1 =th	T : C	nuns			
	15 th	Life	-Definitions	Direct classroom	4	2
		management	-Aims and objective of huam	teaching / Online		
			life	teaching / Blended		
			-Buddhist path of practice for the latter $(a\bar{a}m\bar{a})$			
10.			the laity (<i>sāmīcipatipadā</i>)			
10.	Numbe	er of Notional Ho	ours: 200			
		e Hours: 60	•	nework Preparation Hours:		
11.		al / Practical / Present		veys / Factory Visits / Soci	al Activi	ties: 60
-				100/ f	I A 11 -	4 . J
			n (Mid Semester Evaluation) 4 o be evaluated through the co			ocated
	-		apers%, presentations%, reading			rks%.
	-	es %, field studie		5.5, <u></u> 54551611570, BI		,
-						
	End of	f Course Evaluat	ion (End Semester Evaluation)	60% from Total Ma	rks Al	located

12.	Recommended Readings:
	1. Cole, G.A., (1965), Management, Theory and Practice, Harper and Rowe Publishers, New York.
	2. Druker, P.F., (1954), The Practice of Management, New York and Eraston.
	3. Gopalakrishna, D., (2006), Buddhism and Contemporary Management, Buddhist Cultural Centre,
	Dehiwala.
	4. Hettiarachchi, Dharmasena, (2001), Buddhist economic philosophy as reflected in early
	Buddhism, Educational Publication Department.
	5. Silva, De Padmasiri, (1975), The Search of Buddhist Economics, Buddhist Publication Society,
	Kandy.
	6. ගල්මංගොඩ, සුමනපාල, (2007), බෞද්ධ සංස්කෘතික මූලධර්ම හා සමාජානුයෝජනය , සරස්වතී පුකාශන, දිවුලපිටිය.
	7. දයානන්ද, සෝමසුන්දර, (2011), ආර්ථික හා සමාජ විවරණ (සංස්. රත්තොට උපනන්ද හිමි), ඇස්.ගොඩගේ සහ සහෝදරයෝ, කොළඹ 10.
	8. ධම්මජෝති හිමි, බෙලිගල්ලේ, (1993), බෞද්ධ ආර්ථික දර්ශනය , ශීු දේවි පිුන්ටර්ස් (පුයිවට්) ලිමිටඩ්, දෙහිවල.
	9. ධීරානන්ද හිමි, හඟුරන්කෙත, (2005), පුරාතන ශී ලාංකේය සංඝ සංවිධානය සහ එහි වහුහාත්මක පදනම , ආරිය පුකාශකයෝ, වරකාපොල.
	10.නන්ද හිමි, බලන්ගොඩ, (1992), බෞද්ධ ආරාම සංවිධානය , එස් ගොඩගේ සහ සහෝදරයෝ, කොළඹ.
	11.නිවන්මග සඟරාව, (2000), 31 වන කලාපය, බෞද්ධ ආර්ථික චින්තනය , රජයේ මුදුණාලය.
	12.නිවන්මග සඟරාව, (2002), 33 වන කලාපය, බෞද්ධ කළමනාකරණය, රජයේ මදුණාලයීය බෞද්ධ සංගමය, බොරුල්.
	13.පද්මසිරි හිමි, රළුවේ, (2007), නව සමාජ පුවණතා සහ බෞද්ධ පවුල් සංස්ථාව , සමන්ති පොත් පුකාශකයෝ, ජා-ඇල.
	14. පෙරේරා, ඉන්දාණි, (2006), කළමනාකරණ සංකල්ප, බෞද්ධ පුවේශය , කතෘ පුකාශනයකි.
	15.පුනාන්දු, දයා, (1984), බුදුසමයේ දේශපාලන චින්තනය , ගොඩගේ සහෝදරයෝ, කොළඹ.
	16. පේමසිරි, පීගඩී, (1961), බෞද්ධ සමාජ ධර්මය , බෞද්ධ ගුන්ථ පුකාශන, මහනුවර.
	17. මේධානන්ද හිමිල දේවාලේගම, (2006), බුදුදහම හා එහි සංස්කෘතික මුහුණුවර , සරස්වතී පුකාශන, දිවුලපිටිය.
	19.විජිතනන්ද හිමි, දෙහිපාගොඩ, යසස්සි හිමි, පනහඩුවේ, (2011), බෞද්ධ කළමනාකරණ මූලධර්ම , මාගධී පුකාශන, පුවක්පිටිය.
	ු 20.විජේසේකර, හේමචන්දු, (1961), බෞද්ධ සමාජ ධර්ම , බෞද්ධ ගුන්ථ පුකාශන, මහනුවර.
	21. හෙට්ටිආරච්චි, ධර්මසේන, (1994), මුල් බුදුසමයේ හෙළිවන බෞද්ධ ආර්ථික දර්ශනය , අධාහපන පුකාශන.

		Fields	of Study :	Buddhist	Culture				
1	Code o	of the Course Uni	t	BUCU 22776					
2	Title of	Title of the Course Unit			Study of Primary Sources				
3	Numb	Number of Credits							
4	Туре			С					
5	Coord	inator of the Cou	rse Unit	Most senio	or lecturer of the relevant cours	e unit			
6	Pre-ree	quisites		Not applic	able				
8	Main (Objective of the C	ourse						
	paid t	To make the student acquire a detailed understanding of primary sources and attention is paid to the various concepts in the primary sources that form the basis of Buddhist culture.							
9	Expect	ed/Intended Lear	ning Outco	omes (CLO	s)				
	 At the completion of this course unit the student will be able to; 1. show an ability to translate them; 2. describe basic teachings therein; 3. show an interest to use primary sources; and 4. understand the contents of primary sources. 								
10	Contents				Mode of Delivery / Way of	No of	CLO _s		
	Week	Main Themes	Sub T	hemes	Delivery (T/L Materials)	Hrs.	No.		
	1 st	Dīghanikāya Sāmaññaphala - sutta	-An introd course -Reading -Translatic -Analysis -Identifyin linguistic	on of contents g their	Direct classroom teaching / Online teaching / Blended	6	1,2 3,4		
	2 nd	Dīghanikāya	-Reading		Direct classroom teaching /	6	1,2		
		Sāmaññaphala - sutta	-Translatic -Analysis contents -Identifyin linguistic	of the	Online teaching / Blended		3,4		
	3 rd	Dīghanikāya Sāmaññaphala - sutta	-idem		Direct classroom teaching / Online teaching / Blended	6	1,2 3,4		
	4 th	Dīghanikāya Cakkavattisīha nāda - sutta	-idem		Direct classroom teaching / Online teaching / Blended	6	1,2 3,4		
	5 th	Dīghanikāya Cakkavattisīha	-idem		Direct classroom teaching / Online teaching / Blended	6	1,2		

		nāda-sutta				3,4
-	6 th	Dīghanikāya Cakkavattisīha nāda-sutta	-idem	Direct classroom teaching / Online teaching / Blended	6	1,2 3,4
-	7 th	Saṃyuttanikāya Kosalasaṃyutta	-idem	Direct classroom teaching / Online teaching / Blended	б	1,2
-	8 th	Mid Semester	Written Examinati	on / Assignment / Individual	6	3,4 1-4
		Evaluation	or Group Prese	entation / Practical Test		
-	9 th	Saṃyuttanikāya Kosalasaṃyutta	-idem	Direct classroom teaching / Online teaching / Blended	6	1,2
-	10 th	Saṃyuttanikāya Kogalagarmutta	-idem	Direct classroom teaching /	6	3,4 1,2
		Kosalasaṃyutta		Online teaching / Blended		3,4
-	11 th	Saddharmapuņ darīkasūtra,	-idem	Direct classroom teaching / Online teaching / Blended	6	3,4 1,2
		adhimuktipariv arta				3,4
-	12 th	Saddharmapuņ darīkasūtra,	-idem	Direct classroom teaching / Online teaching / Blended	6	1,2
		adhimuktipariv arta				3,4
	13 th	Saddharmapun darīkasūtra, adhimuktipariv	-idem	Direct classroom teaching / Online teaching / Blended	6	1,2 3,4
-	14 th	arta Saddharmapu <u>n</u>	-idem	Direct classroom teaching /	6	1,2
		darīkasūtra, adhimuktipariv		Online teaching / Blended	-	3,4
-	15 th	<i>arta</i> An introduction	-Varieties of	Direct classroom teaching /	6	2,3
	15	to Chinese and Tibetan primary sources	Chinese primary sources -Varieties of Tibetan primary sources -Contents of Chinese primary sources	Online teaching / Blended	0	2,3
			- Contents of Tibetan primary sources			
11.	Numbe	er of Notional Hou	irs: 300			
-		re Hours: 90 al / Practical / Presenta		ly and Homework Preparation Hours: 9 or Field Surveys / Factory Visits / Socia		ties: 90

12.	In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated									
	Expected soft skills to be evaluated through the continuous assessments:									
	assignments%, term papers%, presentations%, reading%, discussions%, group works%,									
	quizzes %, field studies%, other%									
	End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated Question Paper:									
10	Recommended Readings:									
13	01. David J.Kalupahana, (1992), A History of Buddhist Philosophy Continuities and Discontinuities Delhi.									
	02. Kern, H., (1984), English Translation of the Sutra, Sacred Books of the East, Series, Delhi.									
	03. Rajendralala Mitra, (1981), The Sanskrit Buddhist Literature of Nepal , Cosmo Publications, New									
	04. Saddharma-pundarika-sutra, (1960), Mahayana Sutra Series, P. L. Vaidya, Darbhanga.									
	05. Darmasiri, Gunapala, (2013), Saddhamma Pundarikaya.									
	06. Mular, Max, (1984), Saddhamma Pundarikaya, Clarendon, Oxford.									
	07. Vaidya, PL (Ed;), (1960), Saddharmapundarika Sutta, The Motilal Banarsidas, Delhi.									
	08. පඤ්ඤකිත්ති හිමි, හිරිපිටියේ, (1992), සුබාවතී වනුහ සූතුය , සමයවර්ධන පොත් පුකාශකයෝ, කොළඹ.									
	09. රතනසාර හිමි, මාරඹ, (1961), ලලිත විස්තරය , විදහාලංකාර විශ්වවිදහාලයීය පර්යේෂණ ආයතනය, කැලණීය.									
	10. සුමනපාල ගල්මන්ගොඩ, (2000), සද්ධර්මපුණ්ඩරීක සුතුය , කැලණිය විශ්වවිදාහලය.									

		Field	ls of Study	: Buddhis	st Culture			
1.	Code o	of the Course Un	nit	BUCU	22784			
2.	Title of	f the Course Un	it	Theravāda Tradition-A Historical and Literary Study				
3.	Numb	er of Credits		4				
4.	Туре	Туре						
5.		inator of the Co	urse Unit	Most sei	nior lecturer of the relevant cours	e unit		
6.	Pre-ree	quisites		Not app	licable			
7.		Dbjective of the (Course	rr				
	To ma	·	equire a deta		wledge of the origin, developme	ent and		
8.	Expect	ed/Intended Lea	rning Outco	omes (CL	.Os)			
	1. a 2. d	absorb Thēravāda	a religious v arities and d	alues; issimilari	lent will be able to; ties between Thēravāda and oth ion.	er Budc	lhist	
9.	Contents							
	Week	Main Themes	Sub Th	emes	Mode of Delivery / Way of Delivery (T/L Materials)	No of Hrs.	CLOs No.	
	1 st	Origin and development of the Thēravāda tradition	-An introdu to course -Definitions word 'Thē -Early Saṅg -Buddhist s -Early The sects -Buddhist c -Theravāda fraternities Lanka -Definitions	s of the gravāda' gha schism ravāda councils s in Sri	Direct classroom teaching / Online teaching / Blended	4	1,2	
		literature I	-Bhāṇakas -Canonical -Post canon texts	texts	Online teaching / Blended	ſ	1,2	
	3 rd	Thēravāda literature II	-Commenta -Sub comm -Chronicles	entaries	Direct classroom teaching / Online teaching / Blended	4	1,3	
	4 th	Thēravāda Languages	-Prākit lang -Māgadhab -Pāli	-	Direct classroom teaching / Online teaching / Blended	4	2	

		-Traditional views -Scholarly views			
5 th	Thēravāda Councils I (Indian)	-Definitions -Main councils -Aims of councils -Result of councils	Direct classroom teaching / Online teaching / Blended	4	1,3
6 th	Thēravāda Councils II (Sri Lankan)	-Background of the fourth Buddhist council -Aims of the council -Result of the council	Direct classroom teaching / Online teaching / Blended	4	1,3
7 th	Thēravāda Councils III (Burmese)	-Background of the fifth and sixth Buddhist councils -Aims of councils -Result of councils	Direct classroom teaching / Online teaching / Blended	4	1,3
8 th	Mid Semester Evaluation		ion / Assignment / Individual entation / Practical Test	4	1-3
9 th	Thēravāda Schism	-Definitions -Causes for schism -Early Thēravāda Schism in India -Thēravāda schism in Sri Lanka	Direct classroom teaching / Online teaching / Blended	4	1,3
10 th	Thēravāda schools	-Definitions -Early Thēravāda schools in India -Thēravāda fraternities in Sri Lanka -Doctrinal interpretations of Thēravāda schools	Direct classroom teaching / Online teaching / Blended	4	1,3
11 th	Salient features of the Thēravādin interpretations of the early Buddhist teachings	-Definitions -The theory of <i>Vibhajjavāda</i> -The <i>Kathāvatthu</i> -The <i>Milinda</i> <i>Pañha</i>	Direct classroom teaching / Online teaching / Blended	4	1
12 th	Leading Thēravāda masters	 Indian masters Sri Lankan masters Burmese masters Thailand masters 	Direct classroom teaching / Online teaching / Blended	4	2
13 th	Leading Thēravāda institutions	- Thēravāda Buddhist universities in	Direct classroom teaching / Online teaching / Blended	4	2

			India - Mahāvihāra				
			- Abhayagiri - Jetavana				
	14 th	Geographical expansion of Thēravāda	 Early expansion of Thēravāda in India South East Asia Central and East Asia 	Direct classroom teaching / Online teaching / Blended	4	2	
			- Western expansion				
	15 th	The contribution made by Sri Lankans in developing and preserving the Thēravāda tradition	 Contribution of the Mahāvihāra tradition Sri Lankan bhāņakas The Aluvihāra council Developement of canonical texts Compilation of Pāli commentaries 	Direct classroom teaching / Online teaching / Blended	4	3	
10.	Numbe	er of Notional Ho					
		e Hours: 60 al / Practical / Present		tudy and Homework Preparation Hours s for Field Surveys / Factory Visits / So		ties: 60	
11.		tion and Assessn		, for Frend Surveys, Factory (Tisks, 50		105.00	
				uation) 40% from Total Mar	ks Alloc	ated	
	assignm quizzes End of	nents%, term pap 5 %, field studies	pers%, presentations% %, other%	th the continuous assessments 6, reading%, discussions%, gro Evaluation) 60% from Total M	oup work		
12.	-	mended Reading	zs:				
	 Conze Edward, (1962), Buddhist Thought in India, Pub. John Murray, London. Tilakaratne, A., & Jr., R. H., (2012), Theravada Buddhism: The View of the Elders (Dimensions of Asian Spirituality). University of Hawaii Press. Bareau, A., Skilton, A., & Boin-Webb, S., (2013), The Buddhist Schools of the Small Vehicle (Illustrated ed.). University of Hawaii Press. Gunawardana, R. A. L. H., (1979), Robe and plough: Monasticism and economic interest in early medieval Sri Lanka (Monographs of the Association for Asian Studies; no. 35) (Ed.). Published for the Association for Asian Studies by University of Arizona Press. Harvey, P., (2012), An Introduction to Buddhism, Second Edition: Teachings, History and Practices (Introduction to Religion) (2nd Ed.). Cambridge University Press Adikaram, E. W., (1949), Early History of Buddhism in Ceylon: Buddhist Cultural Centre, Nedimala Rahula Thero, W., (2009), History of Buddhism in Ceylon, M.D Gunsenan, Colombo. Solonion emotope, (1976), cotopica, congit acongia, otec gramoca. monicamanot expand, (2003), gragg mode fiel organoma cmatching, gravity, field, equilation, equilation, equilation, equilation, equilation, equilation, gravity, gravi						

		Fields of	f Study :	Buddhist C	ulture			
1	Code o	of the Course Uni	it	BUCU 22794				
2	Title of	f the Course Uni	t	Buddhist Art and Antiquities in Sri Lanka - Introduction				
3	Numbe	er of Credits		4				
4	Туре			А				
5	Coordi	inator of the Cou	rse Unit	Most senior	r lecturer of the relevant course u	ınit		
6	Pre-rec	quisites		Not applica	ble			
8	To mak	Dbjective of the C te the student acquing in Sri Lanka.		tical understa	anding of the Buddhist art and	antiquit	ies	
9	Expect	ed/Intended Lear	ning Ou	tcomes (CLO	Os)			
	At the o	completion of this	s course i	unit the Stude	ent will be able to;			
		dentifies the signi						
		Ũ			•			
	2. 0	levelops the skills	s of evalu	iating them; a	and			
	3.	value and protect	art and a	intiquities.				
10		Conter	nts		Mode of Delivery / Way of	No of	CLOs	
	Week	Main Themes	Sub	Themes	Delivery (T/L Materials)	Hrs.	No.	
	1 st	Abodes of monks (Saṅghārāma)	course -Origin o Sri Lan -Kinds o Sri Lan	of abodes in	Direct classroom teaching / Online teaching / Blended	4	1,3	
	2 nd	Uposathaghara	-Definiti -Origin a develop -Utility o uposath	ons and oment	Direct classroom teaching / Online teaching / Blended	4	1,3	
	3rd	Stūpa	-Definiti -Origin a develop Lankan -Varietie -Types o	ons and oment of Sri Stūpa es of Stūpa of Stūpa ctural value	Direct classroom teaching / Online teaching / Blended	4	1,3	
	4 th	Buddha statue	-Origin a develop	and	Direct classroom teaching / Online teaching / Blended	4	1,3	

			-Varieties of			
			Buddha statue			
			-Traditions of Sri			
			Lankan Buddha			
			statues			
			-Identities			
			-Unique			
			characteristics and			
			artistic value of Sri			
			Lankan Buddha			
	5 th	Bodhisattva	images Origin of	Direct classroom tooching /	4	1,2
	5		-Origin of Bodhisattva	Direct classroom teaching /	4	$^{1, \angle}$
		statue		Online teaching / Blended		
			statues			
			-Evolution of Sri			
			Lankan			
			Bodhisattva			
			statues			
			-Gestures of			
			Bodhisattva			
			statues			
			-Artistic value of			
			Bodhisattva			
	54 h		statues			1.2
	6 th	Seats (Āsana)	-Definitons	Direct classroom teaching /	4	1,3
			-Origin and	Online teaching / Blended		
			development			
			-Kinds of seats			
			-Utility of seats			
	7 th	Gestures	-Definitions	Direct classroom teaching /	4	1,3
		(Mudrā)	-Varieties of	Online teaching / Blended		
			gestures			
			-Gesture of			
			samādhi			
			-Gesture of abhaya			
	8 th	Mid Semester		on / Assignment / Individual	4	1-3
		Evaluation	or Group Prese	entation / Practical Test		
	9 th	Bodhi and	-Definitions	Direct classroom teaching /	4	1,3
		Stūpa shrines	-Origin and	Online teaching / Blended		
			development			
			-Utility of Stūpa			
			and bodhi shrines			
			-Artistic value of			
			Stūpa and Bodhi			
			shrines			
			-Religious value of			
			Stūpa and bodhi			
			shrines			
	10 th	Buddhist	-Definitions	Direct classroom teaching /	4	1
		sculpture	-Carvings	Online teaching / Blended		
·	· · · · · · · · · · · · · · · · · · ·	• •		. v		

		-Entrances to sacred buildings -Saňdakadapahana -Guard stone -Balustrade -Steps -Door frames and doors			
11 th	Iconography	-Definitions -Origin and development of Buddhist iconography in Sri Lanka -Traditions of iconography -Measurements -Texts of Buddhist iconography	Direct classroom teaching / Online teaching / Blended	4	2
12 th	Paintings	-Origin and development -Varieties of paintings in Sri Lanka -Themes of paintings -Styles of paintings	Direct classroom teaching / Online teaching / Blended	4	2
13 th	Music and dance	-Origin and development -Themes of music and dances -Buddhist musical instruments	Direct classroom teaching / Online teaching / Blended	4	2
14 th	Fundamentals of archaeology and methods of preservation of Buddhist art	-Origin and development -Buddhist archeolocal sites -Reconstructions -Methods of conservation	Direct classroom teaching / Online teaching / Blended	4	2
15 th	The concept of museums in Sri Lanka	-Definitions -Origin and development -Sri Lankan museums -Contribution of museums for preservation of Buddhist art	Direct classroom teaching / Online teaching / Blended	4	1

11.	Number of Notional Hours: 200
	1. Lecture Hours: 60 3. Self-study and Homework Preparation Hours: 60
	2. Tutorial / Practical / Presentation Hours: 20 4. Hours for Field Surveys / Factory Visits / Social Activities: 60
12.	Evaluation and Assessment:
	In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated
	Expected soft skills to be evaluated through the continuous assessments:
	assignments%, term papers%, presentations%, reading%, discussions%, group works%,
	quizzes %, field studies%, other%
	End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated
	Question Paper:
	Recommended Reading:
13	1. Coomaraswamy, A.K., (1956), Medieval Sinhalese Art, Pantheon Books, New York.
	2. Chauley, G.C., (1998), Early Buddhist Art in India, Suneep Swghal, New Delhi.
	3. Devendra, D.T., (2013), The Buddha Image in Ceylon , S. Godage & Brothers, Colombo.
	4. Krishan, Y., (1996), The Buddha Image Its Origin and Development, Munshiram Manoharlal
	Publishers, New Delhi.
	5. Smith, V.A., (1969), A History of Fine Arts in India and Ceylon, D.B. Toroporcvala Sons,
	Mumbai.
	 Vogel, S.P.H., (1999), Buddhist Art in India, Ceylon and Java, Asian Educational Services, New Delhi.
	7. Wikramagamage, Chandhra, Kayoko, Kusumoto, (2008), Tantric Buddhism and Art of
	Galvihara, Academy of Sri Lankan, Mattegoda.
	8. අබෙිවිකුම රංපිත් එල්., (1998), වාහල්කඩද ධාතූ ගෘහය ද ස්තුප පුරාණය , සංඛ මුදුණ ශිල්පියෝ, කොළඹ.
	9. අමරසිංහ, මාලිංග, (2010), ලක්දිව බුද්ධ පුතිමා , දයාවංශ ජයකොඩි සහ සමාගම, කොළඹ.
	10. අමරසේකර, ඒ.ඒ.ඞී., (2015), සඳකඩ පහණ , බෞද්ධ සංස්කෘතික මධාාස්ථානය, දෙහිවල.
	11. අරියදේව හිමි, විලේගොඩ, (2009), බුද්ධ පුතිමාවේ විවිධාලංකාර , බෞද්ධ සංස්කෘතික මධාාස්ථානය, දෙහිවල.
	12. ආනන්ද හිමි, අම්පාරේ, (2013), බෞද්ධ චිතු කලාව (ඉතිහාසය හා සුවිශේෂතා) , කතෘ පුකාශන.
	13. කුමාරස්වාමි, කේ. ආනන්ද, (1962), මධාකාලීන සිංහල කලා, (පරි.) එච්.ඇම්. සෝමරත්න, සංස්කෘතික දෙපාර්තමේන්තුව, කොළඹ.
	දෙපාරාශ්ෂෝතුව, කොළඹ. 14. කුමාරස්වාමි, කේ. ආනන්ද, (1993), ඉන්දියාවේ හා ශී ලංකාවේ කලා ශිල්ප, රජයේ මුදුණාලය, කොළඹ.
	1
	16. චාර්ල්ස්, ඇස්.පී., (2003) පොළොන්නරුවේ විහාර බිතු සිතුවම් . කොළඹ, එස් ගොඩගේ සහ සහෝදරයෝ
	10.
	17. තිලකරත්න, මහානාම, (2016), බුදු දහමේ සහ පුරාවිදාාවේ සබැදියාව , සමයවර්ධන පොත්හල, කොළඹ 10.
	18. ධම්මරතන හිමි, උතුරාවල, (2002) ,ලක්දිව බෞද්ධ ස්තූපයේ ආරම්භය, වාාප්තිය හා සංකේතාර්ථ, දහම්අමා ශාස්තීය සංගුහය, රාජා මුදුණය, කොළඹ.
	19. දේවේන්දු, ඩී.ටී., (1967), බුද්ධ පුතිමාව හා ලංකාව , සී/ස ඇම් ඩී ගුණසේන සහ සමාගම, කොළඹ.
	20. පරණවිතාන සෙනරත්, (1964), සිංහල සඳකඩ පහණෙහි අරුත, කලා සගරාව, ලංකා කලා මණ්ඩලය, 16
	කලාපය, කොළඹ.
	21. පුඥාවංශ හිමි, බලංගොඩ, (2005), භාරතීය බෞද්ධ කලා ගවේෂණය සහ සිංහල කලාවේ සජීවී ලක්ෂණ , එස්. ගොඩගේ සහ සහෝදරයෝ, කොළඹ.
	22. ලගමුව, ඒ., (1999), ශී ලංකාවේ බෞද්ධ පුතිමා ලක්ෂණ, මධාාම සංස්කෘතික අරමුදල, කොළඹ.
	23. වනරතන හිමි කඹුරුපිටියේ, (1985), ලක්දිව බුදුපිළිමය, මාතර වෙළෙන්දෝ, මාතර.
	24. විකුමගමගේ, චන්දුා, (1990), ස්තුපය, තරංජී පුන් ට ර්ස්, මහරගම.
	25. විකුමගමගේ, චන්දුා, (2006), ශී ලංකාවේ බෞද්ධ පුතිමා කලාව , එස්.ගොඩගේ සහ සහෝදරයෝ, කොළඹ.
	26. විජේසේකර , නන්දදේව, (1992), පැරණි සිංහල පුතිමා ශිල්පය,

27. විජේසේකර, නන්දදේව, (2015), පැරණි සිංහල බිතු සිතුවම් , අධාාපන පුකාශන දෙපාර්තමේන්තුව,
බත්තරමුල්ල.
28. විමලරතන හිමි, බෙල්ලන්විල, (1995), බුද්ධ පුතිමා කලාව බුදු පිළිමයේ විකාශය, ශීු දේවි පුන්ටර්ස්, නැදිමාල.
29. විමලරතන හිමි, බෙල්ලන්විල, (1991), බුදු පිළිමය මුදා සහ ආසන, ශීු දේවි පිුන්ටර්ස්, නැදිමාල
30. විමලරතන හිමි, බෙල්ලන්විල (2010, බුදු පිළිමයට පෙර බුදුහාමුදුරුවෝ, සරසවි පුකාශකයෝ, නුගේගොඩ.
31. වීරසේන, කේ.ඒ., (2016), බෞද්ධ කලා ශිල්ප හා සාරධර්ම සන්නිවේදනය, එස්. ගොඩගේ සහ සහෝදරයෝ, කොළඹ.
32. වීරසේන, කේ.ඒ., (2016), බෞද්ධ සන්නිවේදනය හා කලා ශිල්ප, එස්. ගොඩගේ සහ සහෝදරයෝ, කොළඹ.
33. සුරවීර ඒ. වී., ලියෝ තෝල්ස්තෝයි, (1995), කලාව යනු කුමක් ද ? සීමාසහිත දීපානි මුදුණ, නුගේගොඩ.
34. සේනාධීර, ගුණපාල, (1999), මංගල සංකේත හා සඳකඩ පහණ , රාජා මුදුණ නීතිගත සංස්ථාව, පිටකෝට්ටේ.

		Field	s of Study : Buddhist	Culture				
1.	Code o Unit	f the Course	BUCU 23806					
2.	Title of Unit	f the Course	An Introduction to T Study	heravāda and Mahāyāna - A C	ompara	tive		
3.	Numb	er of Credits	edits 6					
4.	Туре		А					
5.	Coord Course	inator of the e Unit	Most senior lecturer of the relevant course unit					
6.	Pre-ree	quisites	Not applicable					
7.	Main (Objective of the	Course					
			1	nowledge of the fundamental d dissimilarities of the two trac		ngs of		
9	Expect	ed/Intended Le	arning Outcomes (CL	Os)				
	At the	completion of th	is course unit the stude	ent will be able to;				
	1. id	lentify the differ	ences between Therav	āda and Mahāyāna;				
	 point out they have a common source; and 							
	3. di	stinguish both h	ave equal significance	·.				
10		Cont		Mode of Delivery / Way of				
	Week	Main Themes	Sub Themes	Delivery (T/L Materials)	No of Hrs.	CLOs No.		
	1 st	Meaning and application of the two terms Theravāda and Mahāyāna	 An Introduction to course Definitions of two terms: Theravāda and Mahāyāna 	Direct classroom teaching / Online teaching / Blended	6	1		
	2 nd	Origin and development of Theravāda	 Early Sangha Buddhist schism Early Theravāda sects Buddhist councils Theravāda fraternities in Sri Lanka 	Direct classroom teaching / Online teaching / Blended		2		
	3rd	Theravāda sources and masters	-Bhāṇakas -Canonical texts -Post-canonical texts -Commentaries -Sub commentaries -Chronicles	Direct classroom teaching / Online teaching / Blended	6	2		

		-Indian masters -Sri Lankan masters			
4 th	Specific teachings and salient features of the Theravādin interpretation s of the early Buddhist teachings	 Definitions The theory of <i>Vibhajjavāda</i> The <i>Kathāvatthu</i> The <i>Milinda</i> Pañha 	Direct classroom teaching / Online teaching / Blended	6	2
5 th	Origin and development of Mahāyāna	 Traditional views of the origin Scholarly views of the origin Mahāyāna sects 	Direct classroom teaching / Online teaching / Blended	6	1
6 th	Mahāyāna sources	 Definitions Āgamas Buddhist Sanskrit literature 	Direct classroom teaching / Online teaching / Blended	6	2
7 th	Mahāyāna masters	 Indian masters Central Asian masters Chinese masters 	Direct classroom teaching / Online teaching / Blended	6	3
8 th	Mid Semester Evaluation		on / Assignment/ Individual ntation / Practical Test	6	1-3
8 th 9 th				6	2
	SemesterEvaluationMahāyānaconcept ofthe	 or Group Present Sources of the Bodhisattva ideal Definitions of the word 'Bodhisattva' Plurality of the concept of the Bodhisattva The Bodhisattva 	ntation / Practical Test Direct classroom teaching /		

1			pāramitās			
			- Differences			
			between			
			Theravāda and			
			Mahāyāna			
	1.04		pāramitā			
	12 th	Daśabhūmi	-Sources of ten	Direct classroom teaching /	6	1
			bhumis	Online teaching / Blended		
			-Definitions of the			
			word 'bhumi'			
			-Utility of bhumi			
	13 th	The	-Masters	Direct classroom teaching /	6	1
		Mādhyamika	-Texts	Online teaching / Blended		
		school	-Principles			
	14 th	The	-Masters	Direct classroom teaching /	6	1
		Yogācāra	-Texts	Online teaching / Blended		
		school	-Principles			
	15 th	The Basic	-In terms of	Direct classroom teaching /	6	1
	10	similarities	Fundamental	Online teaching / Blended	0	-
		and	teachings	Shine teaching / Biendea		
		dissimilaritie	-The concept of the			
		s between	Bodhisattva			
		Theravāda				
			-The concept of the			
		and	Buddha			
11		Mahāyāna.				
11.	Numb	er of Notional H	lours: 600			
	1. Lectur	re Hours: 180	3. Self-s	study and Homework Preparation Hours	s: 180	
	2. Tutori	al / Practical / Prese	ntation Hours: 60 4. Hours	s for Field Surveys / Factory Visits / So	cial Activ	ities: 180
12.	Fyalua					
1	Lyaiua	ation and Assess	ment:			
<u> </u>				uation) 40% from Total Marl	ks Alloo	ated
	In Cou	rse Evaluation	(Mid Semester Eval	uation) 40% from Total Marl		ated
	In Cou Expect	rse Evaluation ted soft skills to	(Mid Semester Eval be evaluated throug	h the continuous assessments	•	
	In Cou Expect assignr	urse Evaluation ted soft skills to ments%, term pa	(Mid Semester Eval be evaluated throug pers%, presentations%		•	
	In Cou Expect assignr	rse Evaluation ted soft skills to	(Mid Semester Eval be evaluated throug pers%, presentations%	h the continuous assessments	•	
	In Cou Expect assignr quizzes End of	ted soft skills to nents%, term pa s %, field studies	(Mid Semester Eval be evaluated throug apers%, presentations% s%, other%	h the continuous assessments	: up worł	ζς%,
	In Cou Expect assignr quizzes End of Quest	ted soft skills to nents%, term pa s%, field studies Course Evalua ion Paper:	(Mid Semester Eval be evaluated throug apers%, presentations% s%, other% tion (End Semester E	the continuous assessments 6, reading%, discussions%, gro	: up worł	ζs%,
12.	In Cou Expect assignr quizzes End of Quest	ted soft skills to nents%, term pa s %, field studies	(Mid Semester Eval be evaluated throug apers%, presentations% s%, other% tion (End Semester E	the continuous assessments 6, reading%, discussions%, gro	: up worł	ζς%,
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කොළඹ 10.

		Fiel	ds of Study	: Buddhi	ist Culture			
1.	Code of	of the Course Un	nit	BUCU 31714				
2.	Title o	Title of the Course Unit			ist Culture in Sri Lanka - Early	Period		
3.	Numb	er of Credits		4				
4.	Туре			С				
5.	Coord	inator of the Co	urse Unit	Most se	enior lecturer of the relevant co	urse unit		
6.	Pre-re	quisites		Not ap	olicable			
7.	The ol	Main Objective of the Course The objective of this course is to provide students with detailed knowledge of the Buddhist Culture in Sri Lanka from its inception to the year 1500 CE.						
8.	Intend	ed Learning Out	comes (CLC) s)				
	At the	completion of thi	s course unit	the stuc	lent will be able to;			
	1. identify the Buddhist culture as a nation				nal heritage;			
	2. c	ontinue to play n	ational, relig	ious and	cultural role in the society; an	ıd		
	3. a	ct as a disciplined	d and a respo	onsible ci	itizen.			
9.	Contents				Mode of Delivery / Way of	No of	CLO _s	
	Week	Main Themes	Sub The	emes	Delivery (T/L Materials)	Hrs.	No.	
	1 st	Pre-Buddhist religious background in Sri Lanka	-An introduc course -The Brāhm tradition -Niganthas -The worshi yakśas and	aņa	Direct classroom teaching / Online teaching / Blended	4	1	

2 nd	Historical records relating to the visits of the Buddha to Sri Lanka	-Records of chronicles -Evidence of Pāli literature -Scholarly views	Direct classroom teaching / Online teaching / Blended	4	1
3rd	Evidence for the existence of Buddhism prior to the arrival of Arahant Mahinda	-Literary Evidence -Archeological evidence -Scholarly views	Direct classroom teaching / Online teaching / Blended	4	2
4 th	The arrival of Arahant Mahinda and the establishment of Buddhism in Sri Lanka	 -Literary Evidence -Archeological evidence -The first ordination ceremony in Sri Lanka -TheThūpārāma vinaya council -Arrival of venerable Saṅghamitta -Bringing of a sapling of the Bodhi tree -Scholarly views 	Direct classroom teaching / Online teaching / Blended	4	1,2
5 th	Buddhist contribution towards the cultural advancement of the nation	Buddhist influence on polity -Buddhist influence on economy -Education -Art and architecture -Social norms	Direct classroom teaching / Online teaching / Blended	4	2
6 th	The Mahāvihāra sect	-Definition -Origin and development - The Aluvihāra council -Developemnt of canonical texts -Compilation of Pāli commentaries	Direct classroom teaching / Online teaching / Blended	4	1
7 th	The Abhayagiri sect	-Definitions -Beginning of the Abhayagiri -Development of Abhayagiri	Direct classroom teaching / Online teaching / Blended	4	1,2

 -Doctrinal
interpretations of
the Abhayagiri
sect
-Differences
between the
Abhyagiri sect
and other sects in
Sri Lanka

8 th	Mid Semester		on / Assignment / Individual	4	1-3
	Evaluation	or Group Pres	entation / Practical Test		
9 th	The Jetavana sect	 Introduction Origin of the Jetavana sect Development of Jetavana Relationship with the Abhayagiri sect The Stūpa of Jetavana Doctrinal interpretations 	Direct classroom teaching / Online teaching / Blended	4	1,2
10 th	The order of Buddhist nuns in Sri Lanka	-Introduction of the order of nuns -Development of the order of nuns -Expansion -Services of nuns -Decline	Direct classroom teaching / Online teaching / Blended	4	3
11 th	The relationship between Buddhism and the state in ancient Sri Lanka	-Definition -The nature of the relationship between state and Buddhism -As a state religion -The Bodhisattva concept and kingship -Pere-sirit (former customs) -Royal patronage	Direct classroom teaching / Online teaching / Blended	4	2
12 th	The extent of Mahāyāna and Hindu influences on Sri Lankan Buddhist	-Arrival of Mahāyāna -Varieties of Mahāyāna sects -Mahāyāna influence on	Direct classroom teaching / Online teaching / Blended	4	1,2

		culture	Theravāda rituals			
			-Mahāyāna			
			influence on Sri			
			Lankan Buddhist			
			art			
			-Hindu influences			
			on Sri Lankan			
			Buddhist rituals			
			-Hindu influences			
			on Sri Lankan			
	13 th	The acts of	Buddhist art -Definition	Direct closers are too ching (4	2
	13	reformation of	-Katikāvata	Direct classroom teaching /	4	2 3
		the order		Online teaching / Blended		3
		the order	pertaining to sāsana			
			-Katikāvata			
			pertaining to			
			vihāra			
			-Polonnaru			
			Katikāvata			
			-Dambadeni			
			Katikāvata			
			-Unity of the sects			
	14 th	Ubhayavāsa;	-Definition	Direct classroom teaching /	4	1
		astamūlāyata-	-Origin of	Online teaching / Blended		
		nas, pirivenas	Ubhayavāsa			
		and	-Development of			
		ecclesiastical	Ubhayavāsa			
		positions	-Educational			
			services of			
			astamūlāyatanas			
			-Literary services			
			of			
	a s th		astamūlāyatanas	D		
	15 th	Eminent	-Designations of	Direct classroom teaching /	4	3
		Buddhist	the order	Online teaching / Blended		
		scholars and	-Scholarly monks			
		their contributions	-Lay scholars			
		contributions	-literary services of scholars			
10.	Numbe	er of Notional Ho	ours: 200		1	
	1. Lectur	e Hours: 60	3. Self-st	tudy and Homework Preparation Hou	rs: 60	
	2. Tutori	al / Practical / Present		s for Field Surveys / Factory Visits / S		ities: 60
11.	Evalua	tion and Assessn	nent:			
	In Cou	rse Evaluation	(Mid Semester Eval	uation) 40% from Total M	arks All	ocated
				the continuous assessmen		
	-			s%, reading%, discussions%,		orks%.
L		· , · · · · · · ·	1 /1	, , , , , , , , , , , , , , , , , , , ,		- 7

	d of Course Evaluation (End Semester Evaluation) 60% - from Total Marks Allocated estion Paper:
	commended Reading:
1.	Adikaram E.W., (1964), Early History of Buddhism in Ceylon, Gunasena Publication, Colombo.
2.	Codringlon, H.W., (1939), A Short History of Ceylon, rev.ed – Macmillan, London.
3.	Gunawardana, R.A.L.H., (1979), Robe and Plough, Monasticism and Economic Interest in Earl
	Medieval Sri Lanka, University of Arizona Press, Arizona.
4.	Malalasekara, G.P., (1994), The Pali Literature of Ceylon, Buddhist Publication Society, Kandy.
5.	Mendis, G.C., (1940), The Early History of Ceylon and its Relations with India and other Foreig
	Countries, Asian Educational, Services, New Delhi.
6.	Parker, Henry, (1909), Ancient Ceylon, Asian Educational Services, New Delhi.
7.	Panabokke, Gunarathna, (1993), History of Buddhist Sangha in India and Sri Lanka, University of
	Kelaniya, Kelaniya.
8.	අදිකාරම් ඊගඩබ්., (2003)ල පැරණි ලක්දිව බෞද්ධ ඉතිහාසයල ගොඩගේ පුකාශකයෝල කොළඹ.
9.	ආන්නද හිමි. කෝන්ගස්තැන්නේ. (2016). නිකාය සංගුහය. සමයවර්ධන පොත්හල. කොළඹ.
10. 11.	කාටර්, ජෝත් රෝස් (1985), ශී ලංකාවේ ආගමිකභාවය (සංස්) මාර්ග ආයතනය, කොළඹ. කාරියවසම් තිස්ස, (1976)ල ශාන්තිකර්ම හා සිංහල සමාජය (පහතරට තොවිල් නැටුම් ගැන විගුහයක්)ල පුදීද
	පුකාශකයෝ කොළඹ
12.	කුසලධම්ම හිමි, වැලිමඩගම, (2005)ල ථෙරීය බෞද්ධ සම්පුදාය හා මහා විහාරය ල කර්තෘ පුකාශනල කොළඹ.
13.	කුසලධම්ම හිමි, වැලිමඩගම, (2007), බෞද්ධ සංස්කෘතිය අධායනය, ලංකා බෞද්ධ සංස්කෘතිය වාාප්තිය අ
	කලා ශිල්ප කරුණු කිහිපයක් , කර්තෘ පුකාශනයකි, කැලණිය
14.	ගුණවර්ධනල රණවීරල (1993)ල සිවුර හා නඟුලල සමාජ විදාහඥයින්ගේ සංගමයල කොළඹ 05ග
15.	ධම්මරක්බිත හිමිල වැලිමිටියාවේ, (1994)ල ශිු මහා බෝධීන් වහන්සේ ඉතිහාසය හා තදනුබද්ධ සංස්කෘතිය බුද්ධ ශාසන අරමුදලල කොළඹ
	බස්නායක, එච්. ටී. (1995), ශුී ලංකාවේ ශිෂ්ටාචාරය , ඇම්. ඩී. ගුණසේන සහ සමාගම, කොළඹ. බුද්ධදත්ත ස්ථවිර, පොල්වත්තේ, සංස්: (1959) පාලි මහාවංශය , ගුණසේන සහ සමාගම කොළඹ
18.	රාහුල හිමි, වල්පොල, (1989) ලක්දිව බුදුසමයෙහි ඉතිහාසය ගුණසේන සහ සමාගම කොළඹ.
19.	වජිර හිමි, කුඹුරුගමුවේ, (1983) දළදා ඉතිහාසය හා සංස්කෘතිය උසස් අධාාපන අමාතාාංශයේ පර්යේෂ∢
	ගුන්ථ පුකාශන මණ්ඩලයල කොළඹ
21.	විමලවංශ හිමි, බද්දේගම (1964), අපේ සංස්කෘතිය , සමයවර්ධන පුකාශකයෝ, කොළඹ 10. සෙනෙවිරත්න, අනුරාධ (2002), පුරාණ අනුරාධපුරය , ඇස්. ගොඩගේ සහ සහෝදරයෝ, කොළඹ 10. සුරවීර, ඒ. වී. :1960)ල අනුරාධපුර සමාජය , සොමිසද පුින්ටර්ස් දෙමටගොඩ
23.	සුරවීර, ඒ. වී. (1971), සිංහල කතිකාවත් හා භික්ෂු සමාජය, ඇම්. ඩී. ගුණසේන සහ සමාගම, කොළඹ.
24.	සෝභිත හිමි, පදින්නෝරුවේ, සංස්: (2008) මහාබෝධිවංසය ල ගොඩගේ පුකාශන කොළඹ
25.	හෙට්ටිආරච්චි, (1963) සිංහල විශ්වකෝෂය , සංස්කෘතික කටයුතු දෙපාර්තමේන්තුව, කොළඹ

	1		Fields of Study :	: Buddhist Culture			
1	Code o	of the Course Un	nit	BUCU 31724			
2	Title of	f the Course Un	it	Buddhist Culture in South and So	outh East	Asia	
3	Numb	er of Credits		4			
4	Coord	inator of the Co	urse Unit	Most senior lecturer of the staff			
5	Туре			С			
6	Pre-ree	quisites		Not applicable			
7	Main (Objective of the (Course				
	The	objective of this	course is to provi	ide students with adequate know thist culture in South and South A	-	the	
8	Expect	ed/Intended Lea	rning Outcomes (CLO _s)			
	At th	ne completion of	this course unit the	e student will be able to;			
	1	. understand the	historical and cult	ural background of the peaceful e	expansion	n of	
			the lands of other		I		
	2	2. develop skills t	o admire other for	ms of culture as a true Buddhist;	and		
	3	3. act for the well differences of i	-	ty irrespective of national, creed,	class or	caste	
9		Conte	nts	Mode of Delivery / Way of	No of	CLO _s	
	Week	Main Themes	Sub Themes	Delivery (T/L Materials)	Hrs.	No.	
	1 st	Origin and rapid expansion of Buddhism in ancient India	 An introduction to course The Vedic tradition Vedic literature The Brahmin tradition Emergence of the Shramana tradition Unique characteristics of the Shramana tradition 		4	1,3	
	2 nd	The extent of expansion of	-Indian geographical	Direct classroom teaching / Online teaching / Blended	4	1	

	Buddhist culture in the 6 th century BCE. and factors that led to it	zones where Buddhism expanded -Missionary service of the Buddha -Unique characteristics of Buddhism -Contribution of the Saṅgha -Contribution of lay followers -Royal patronage			
3rd	Influence of the Buddhist councils and schisms of the Saṅgha for the expansion of the order	 The first Buddhist council The early Sangha Sects related to the Theravāda tradition Sects related to the Mahāsanghika tradition 	Direct classroom teaching / Online teaching / Blended	4	1
4 th	Expansion of Buddhist sects in India	-Definitions -The origin and development of Buddhist sects -Indian expansion of Buddhis sects	Direct classroom teaching / Online teaching / Blended	4	3
5 th	Expansion of Buddhism within and outside India during the reign of emperor Aśoka	-Introduction -The third Buddhist Council -Indian expansion of Buddhism -Expansion of Buddhism out of India	Direct classroom teaching / Online teaching / Blended	4	1,3
6 th	The Buddhist culture in India in the post-Aśoka era	-The fourth Buddhist council -Expansion of Buddhism in India -Expansion of Buddhism out of India under the patronage of king Kanishka	Direct classroom teaching / Online teaching / Blended	4	3
7 th	Ancient Buddhist universities in India	-Nalanda -Walabhi -Jagaddhala -Odanthapuri	Direct classroom teaching / Online teaching / Blended	4	1

8 th					1-3
	Evaluation		entation / Practical Test		
9 th	South Indian Buddhist centers and their relationship with the neighboring countries	 Kanchipuram Kaveripattinam and Uraiyur Nagapattinam Relationship with Sri Lanka Buddhist masters 	Direct classroom teaching / Online teaching / Blended	4	3
10 th	The factors that led to the decline of Buddhism in India	-Lack of state sponsorship -The rise of Hinduism -Islamic invations	Direct classroom teaching / Online teaching / Blended	4	1
11 th	Buddhism in Myanmar	 -Pre- Buddhist religious status in Myanmar -Introduction and development of Buddhism in Myanmar -The impact of Buddhism on the life of Myanmar -Religious relationship between Sri Lanka and Myanmar 	Direct classroom teaching / Online teaching / Blended	4	1,2
12 th	Buddhism in Thailand	 -Introduction and development of Buddhism in Thailand -The state contribution -Religious relationship between Sri Lanka and Thailand -Unique Buddhist cultural features of Thailand Buddhism 	Direct classroom teaching / Online teaching / Blended	4	1,2
13 th	Buddhism in Cambodia	-Introduction and development of Buddhism in Cambodia -State patronage of	Direct classroom teaching / Online teaching / Blended	4	1,2

			Buddhism						
			-Establishment of						
			Buddhism						
	14 th	Buddhism in	-Pre-Buddhist	Direct classroom teaching /	4	1,2			
		Indonesia and	beliefs and creeds	Online teaching / Blended					
		other south	in Indonesia						
		east Asian	-Introduction of						
		countries	Buddhism						
			-Development and						
			establishment of						
			Buddhism						
			-Buddhist influence						
			on Indonesian						
	15 th	Buddhism in	culture -Introduction of	Diment allocations to a shine /	4	1.0			
	15	Laos	-Introduction of Buddhism	Direct classroom teaching /	4	1,2			
		Laos	-Establishment of	Online teaching / Blended					
			Buddhism						
			-Religious						
			relationship						
			between Sri						
			Lanka and Laos						
			-Buddhist						
			influence on Laos						
			culture						
10.	Numbe	er of Notional Ho	ours: 200						
		e Hours: 60		tudy and Homework Preparation Hour					
	2. Tutori	al / Practical / Present	tation Hours: 20 4. Hours	s for Field Surveys / Factory Visits / S	ocial Activi	ties: 60			
11.		uation and Asses		aluation) 40% from Total N	lonka				
			ii (iviiu Semester Lva	aluation) 40 /8 moni notai w	141 85				
	Allocated								
	Expected soft skills to be evaluated through the continuous assessments:								
	assignments%, term papers%, presentations%, reading%, discussions%, group works%,								
	quizzes %, field studies%, other%								
		f Course Evaluat ion Paper:	ion (End Semester E	Evaluation) 60% from Total N	Iarks All	ocated			
12		mended Readin	g:						
	1. A	ssavavirulhakarn, P.	, (2010). The Ascendanc	y of Theravada Buddhism in Sout	heast Asia	(First			
	Edition). Silkworm Books.								
		•		d abroad, World Press, Calcutta.					
			500 Years of Buddhism,	Ministry of Information and Broadc	asting, Nev	N			
		elhi.	Duddha and five after	Contuniog Munchinger Marsha	lol Dahli-1	ora			
		ew Delhi.	e Duuuna anu nye arte	er Centuries, Munshiram Manoha	iai Pudiisi	1018,			
), Buddhist Monks and	Monasteries of India, Their history	and their				
			Culture Allen and Unwir						
	6. H	azra, K.L., (2002). H	History of Theravada Bud	dhism in South-East Asia (2 nd ed.).	Munshirm				

Manoharlal Pvt Ltd.
7. Hazra, K.L., (1986), History of Theravada Buddhism in South - East Asia, Munshiram
Manoharlal Publishers Pvt Ltd, New Delhi.
8. Holt, J. C., (2017). Theravada Traditions: Buddhist Ritual Cultures in Contemporary Southeast Asia
and Sri Lanka (Unabridged ed.). University of Hawaii Press.
9. Laster Robert, 1(973), Theravada Buddhism in South East Asia, University Press of Michigan.
10.Lowenstein, T., (2012). The Civilization of Ancient India and Southeast Asia. Van Haren
Publishing.
11. Nalinaksha, Dutt, (1987), Buddhist Sects in India, Motilal Banarsidas Publishers, Delhi.
12. Ray, H. P., (2017). Archaeology and Buddhism in South Asia (1st ed.). Routledge India.
13. Swearer, D. K., (1995). The Buddhist World of Southeast Asia. Amsterdam University Press.
14. Williams, P., (2005). Buddhism: Buddhism in South and Southeast Asia. Routledge.
15.ආනන්ද හිමි, වැල්ලවත්තේ (1963), සංක්ෂිප්ත ලෝක බෞද්ධ සංස්කෘතිය , බෞද්ධ පුචාරක මුදුණ, කොළඹ.
16.ඉලංගසිංහ, මංගල, (1997), ආසියාවේ බෞද්ධ ඉතිහාසය , කර්තෘ පුකාශන, කැලණිය.
17.එලියට්, චාල්ස්, (1967), හින්දු සමය හා බුදුසමය , අධාාපන පුකාශන දෙපාර්තමේන්තුව, කොළඹ.
18.කුසලධම්ම හිමි, වැලිමඩගම, (2006), බුරුම බෞද්ධ සංස්කෘතිය , සරස්වතී පුකාශන, දිවුලපිටිය.
19.ඩේවිඩ්ස්, රීස්, (1956), බෞද්ධ භාරතය , මංගල ටේඩර්ස්, කොළඹ.
20.පුසැං ලුවී, ද වෙලා, (1989), බෞද්ධ ධර්ම සංගායනා , ගොඩගේ පුකාශකයෝ, කොළඹ.
21.පේමරතන හිමි, වැලිවිටියේ, (1945), සමන්තපාසාදිකා , හේවාවිතාරණ මුදුණය, මරදාන.
22.බෂාම්, ඒ.එල් (1962), අසිරිමක් ඉන්දියාව , රාජා භාෂා දෙපාර්තමේන්තුවේ පුකාශන අංශය, කොළඹ.
23.මේධානන්ද හිමි, හිස්සැල්ලේ, (1965), බෞද්ධ සංස්කෘතියේ විකාශය , ගුණසේන සහ සමාගම, කොළඹ.
24. මොරටුවගම, එච්.එම්, විජය බණ්ඩාර, චන්දිමල (1990), බෞද්ධ ශිෂ්ටාචාරයේ මුලධර්ම හා වංශ කතාවල
ලේක්හවුස් පුකාශන, කොළඹ.
25.යසස්සි හිමි, පනහඩුවේ, වීරසේන, කේ.ඒ, (සංස්) (2014), ආසියාවේ බෞද්ධ සංස්කෘතිය , ශී දම්රජ පිරිවෙණ, ගොඩකවෙල.
26.ලීමේ, රෙජිනෝල්ඩ්, (1971), අග්නිදිග ආසියාවේ සංස්කෘතිය , අධාාපන පුකාශන දෙපාර්තමේන්තුව.
27.විමලසිරි හිමි, බෝයගම, (1970), තායිලන්තයේ බෞද්ධ සංස්කෘතිය , ඇස්. ගොඩගේ සහ සහෝදරයෝ කොළඹ.
28.විජේබණ්ඩාර, චන්දිම, මොරටුවගම, එච්.එම්., (1979), බෞද්ධ ශිෂ්ටාචාරයේ ඉතිහාසය , රත්න පොත්
පතාශකයෝ, කොළඹ.
පුයාහයකරීමා, කොළඹ. 29.සිරි සීවලී හිමි, බඹරැන්දේ, (1973), බෞද්ධ ලෝකය , එම්.ඩී. ගුණසේන සහ සමාගම, කොළඹ.
30.සුමංගල හිමිල උඩුගමල විමලබුද්ධි, යටියන, (1996)ල බෞද්ධ ශිෂ්ටාචාරයේ වහාප්තිය ල ගොතටුව.

		Fields	of Study	: Buddhis	t Culture			
1	Code o	of the Course Uni	t	BUCU 31736				
2	Title of	f the Course Unit	t	English	through Buddhist Culture			
3	Numb	Number of Credits						
4	Туре			С				
5	Coord	inator of the Cou	rse Unit	Most ser	nior lecturer of the relevant cour	se unit		
6	Pre-ree	Pre-requisites			licable			
7	Main (Objective of the C	ourse					
	The objective of this course is to develop students' English langua various activities related to Buddhist thought and culture.					through		
8	Expect	Expected/Intended Learning Outcomes (CLOs)						
	 At the completion of this course unit the student will be able to; 1. shows an ability to translate into English and into Sinhala; 2. understand the contents of primary sources in English in terms of Buddhist culture; and 3. develop English language skills. 					ture;		
9		Conten	ts		Mada of Dolivory / Way of	No of	CLO	
	Week	Main Themes	Sub Th	nemes	Mode of Delivery / Way of Delivery (T/L Materials)	Hrs.	s No.	
	1 st	Translations I	-An introduction to course -Translations of selected paragraphs from Buddhist texts into Sinhala and into English		Direct classroom teaching / Online teaching / Blended	6	1-3	
	2 nd	Translations II	-idem		Direct classroom teaching / Online teaching / Blended	6	1-3	
	3 rd	Reading selected primary and secondary sources I	-Selected sources -Selected secondar		Direct classroom teaching / Online teaching / Blended	6	1-3	

	4 th	Reading selected primary and secondary sources II	-idem	Direct classroom teaching / Online teaching / Blended	6	1-3
	5 th	Studying basic Buddhist cultural technical vocabulary I	-Fundamentals of Buddhist culture -Buddhist social thought	Direct classroom teaching / Online teaching / Blended	6	3
	6 th	Comprehension questions I	-Selected lessions from English through Buddhism	Direct classroom teaching / Online teaching / Blended	6	2
	7 th	Grammar review I	-Selected lessions from English through Buddhism	Direct classroom teaching / Online teaching / Blended	6	3
	8 th	Mid Semester Evaluation	Written Examinat	ion / Assignment / Individual sentation / Practical Test	6	1-3
	9 th	Listening I	-Selected Buddhist academic lectures	Direct classroom teaching / Online teaching / Blended	6	3
	10 th	Presentation skills I	-Individual presentation -Group presentation	Direct classroom teaching / Online teaching / Blended	6	3
	11 th	Studying basic Buddhist cultural technical vocabulary II	-Buddhist art and -Architecture -Buddhist Rituals	Direct classroom teaching / Online teaching / Blended	6	3
	12 th	Comprehensio n questions II	-Selected lessions from English through Buddhism	Direct classroom teaching / Online teaching / Blended	6	2
	13 th	Grammar review II	-Selected lessions from English through Buddhism	Direct classroom teaching / Online teaching / Blended	6	3
	14 th	Listening II	-Selected Buddhist academic lectures	Direct classroom teaching / Online teaching / Blended	6	3
	15 th	Presentation skills II	-Individual presentation -Group presentation	Direct classroom teaching / Online teaching / Blended	6	3
		er of Notional Hou				
		e Hours: 90 al / Practical / Presenta		tudy and Homework Preparation Hours s for Field Surveys / Factory Visits / Soc		ities ON
1.		ation and Assess		5 TOT FIELD SULVEYS / FACTORY VISIUS / SOC	iai Acuv	11155. 90

	In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated Expected soft skills to be evaluated through the continuous assessments: assignments%, term papers%, presentations%, reading%, discussions%, grou pworks%, quizzes %, field studies%, other%
	End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated Question Paper:
12.	Recommended Reading:
	 Buddhadatta Thero, P., (2014), The New PAli Course, Buddhist Cultural Society, Nedimala. Childers, R.C., (2003), A Dictionary of the Pali Language, Asian Education Center, Delhi. Davids. Rhys, T., W., and Stede, William, (1995), Pali – English Dictionary, The Pali and Text Society, UK.
	4. Dhammajoti Thero, K., (2018) Reading Buddhist ali Texts: An Elementary Grammatical Guide, The Buddha-Dharma Center, Hong-Kong.
	 5. English through Buddhism, Post Gradutate Institute of Buddhist Studies, University of Kelaniya, Kelaniya.
	6. Nyanatiloka, (1997), Buddhist Dictionary: Manual of Buddhist Terms and Doctrine, Buddhist Publication Society, Kandy.
	7. Ven. Dhammasiri, K., (2004) Dictionary of Numberical Terms in Buddhism, Singapore

Fields of Study : Buddhist Culture								
1.	1. Code of the Course Unit			BUCU 31744				
2.	Title o	f the Course Uni	it	Mahāyāna E	Buddhist Thought			
3.	Numb	er of Credits		4				
4.	Туре			С				
5.	5. Coordinator of the Course Unit			Most senior	lecturer of the relevant course	unit		
6.	Pre-requisites			Not applicab	le			
7.	Main (Objective of the C	Course	I				
		jective of this cou ist thought and its		provide stude	nts with adequate knowledge	e of Maha	āyāna	
9.	At the completion of this course unit the student will be able to; 1. acquire theoretical knowledge of Mahāyāna tradition; 2. absorb and appreciate Mahāyāna religious values; and 3. pioneer the preservation of all the Buddhist traditions without any sectarian bias. O. Contents Mode of Delivery/ Way of No of					pias.		
	Week	Main Themes	Sub	Themes	Mode of Delivery/ Way of Delivery (T/L Materials)	No of Hrs.	No.	
	1 st	Origin and development of Mahāyāna	 -An introduction to course -Definitions of the word 'Mahāyāna' -Traditional views of the origin -Scholarly views of the origin 		Direct classroom teaching / Online teaching / Blended	4	1,2	
	2 nd	sources -Āgama		s st Sanskrit	Direct classroom teaching / Online teaching / Blended	4	1,3	
	3 rd	The path of the of Bodhisattva	of the H -Definiti	s of the path Bodhisattva ons of the Bodhisattva'	Direct classroom teaching / Online teaching / Blended	4	1,2	

4 th	Six pāramitās	-Sources of	Direct classroom teaching /	4	1,2		
		pāramitās -Definitions of the	Online teaching / Blended				
		word ' <i>pāramitās</i> '					
		-Differences					
		between					
		Theravāda and					
		Mahāyāna					
5 th	Ten bhūmis	<i>pāramitās</i> - Sources of ten	Direct classroom teaching /	4	1,3		
5		<i>bhūmis</i>	Online teaching / Blended	-	1,5		
		-Definitions of the	Online teaching / Diended				
		word ' <i>bhūmi</i> '					
6 th	The	- Mahāyāna sources	Direct classroom teaching /		1,2		
	Mahāyāna	of <i>karunā</i> and	Online teaching / Blended		,		
	interpretation	prajñā					
	and the use of	-Definitions of					
	karunā and	words karunā and					
	prajñā	prajñā					
7 th	The plurality of	- Sources of the	Direct classroom teaching /	4	1		
	Buddhas and	plurality of	Online teaching / Blended				
	the realms of	Buddhas and the					
	Buddhas	realms of Buddhas					
	(buddhaksetra)	(buddhaksetra)					
		-Definitions of the					
		word					
oth		'Buddhaksetra'		4	1-3		
8 th	MidS emesterWritten Examination / Assignment / IndividualEvaluationor Group Presentation / Practical Test						
9 th		-Definitions of the		4	2		
,	The concept of Trikāya	word 'trikāya'	Direct classroom teaching /	-	2		
	01 IIIkaya	-The <i>dharmakāya</i>	Online teaching / Blended				
10 th	The	-Masters	Direct classroom teaching /	4	1,3		
	Mādhyamika	-Texts	Online teaching / Blended		-,-		
	school	-Principles	Simile teaching / Dichaed				
11 th	The Yogācāra	idem	Direct classroom teaching /	4	1,3		
	school		Online teaching / Blended				
			-				
12 th	Tathāgata-	idem	Direct classroom teaching /	4	1,2		
	garbha		Online teaching / Blended				
1.2th	thought				1.0		
13 th	The Huayan	idem	Direct classroom teaching /	4	1,2		
	School		Online teaching / Blended				
14 th	The Zen	idem	Direct classroom teaching /	4	1,3		
	tradition		Online teaching / Blended		,-		
		-The early Sangha	Direct classroom teaching /	4	1		
15 th	Rhikou						
15 th	Bhikşu- Bhikşuni	• •	_				
15 th	Bhikșu- Bhikșuni institutions	-The Mahāsāṃghika sect	Online teaching / Blended	·			

	monasticism in East Asian countries -Patterns and types of ordinations
10.	Number of Notional Hours: 200
	1. Lecture Hours: 603. Self-study and Homework Preparation Hours: 602. Tutorial / Practical / Presentation Hours: 204. Hours for Field Surveys / Factory Visits / Social Activities: 60
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:
	assignments%, term papers%, presentations%, reading%, discussions%, grou pworks%,
	quizzes %, field studies%, other%
	End of Course Evaluation (End Semester Evaluation) 60% - from Total Marks Allocated
	Question Paper:
12.	Recommended Reading:
	 Conze, E., (1967), Buddhist Thought in India: Three Phases of Buddhist Philosophy, (Ann Arbor Paperbacks) ed.). University of Michigan Press.
	2. Dutt, N., (2003), Mahāyāna Buddhism, Bharatiya Kala Prakashan.
	3. Dutt, N., (2007), Buddhist Sects in India , Motilal Banarsidass.
	4. Dutt, Nalinaksha, (1930), Aspects of Mahayana Buddhism and its relation to Hinayana, Luzac and Co. London.
	 Dutt, Nalinaksha, (2008), Mahayana Buddhism, Bharatiya Kala Prakashan, New Delhi.
	6. Govern W.M., (1972), Introduction to Mahayana Buddhism, Indological Book House, Varanasi.
	7. Harvey, P., (2012), An Introduction to Buddhism, Second Edition: Teachings, History and Practices (Introduction to Religion) (2nd ed.). Cambridge University Press
	8. Mudiyanse, Nandasena, (2018), Mahayana Monuments in Ceylon, S.Godage and Brothers (pvt) Ltd, Colombo.
	9. Nariman, J.K., (1972), Literary History of Sanskrit Buddhism, Motilal Banarsidass, Delhi.
	10. Pye.Michael, (2003), Skilful Means: A concept in Mahayana Buddhism , Routledge, London.
	11. Sebastian, C.D., (2005), Metaphysics and Mysticism in Mahayana Buddhism, Sri Satguru Publication, India.
	 Suzuki, D. T., (2016). Outlines of Mahayana Buddhism. CreateSpace Independent Publishing Platform.
	13. Tachikawa, Musashi, (1997), An Introduction to the Philosophy of Nagarjuna, Motilal Banarsidass, Delhi.
	14. Tilakaratne, A., & Jr., R. H., (2012). Theravada Buddhism: The View of the Elders (Dimensions of Asian Spirituality). University of Hawaii Press.
	15. Wijebandara, C., (2016), Development of Buddhist though: a Historical Survey , Buddhist Cultural Center, Dehiwala.
	16. Williams, Paul, Mahayana Buddhism: The Doctrinal Foundation, Routledge, USA.
	17. Bhattacharya, Benoytosh, (1980), An Introduction to Buddhist Esoterism, Motilal Bandarasidass, Delhi.
	18. Warder, A.K., (2000), Indian Buddhism , Motilal Banarasidass Publishers, Delhi.
	19. Williams, P., (1989), Mahayana Buddhism , Doctrinal Foundations, London
	20. උදින හිමි, හිත්තැටියේ, (1981), භාරතීය ධර්ම ශාස්තු සහ සිංහල සිරිත් විරිත්, ගුණසේන සහ සමාගම, කොළඹ.
	21. කාරියවසම්, තිලක්, (2008), බෞද්ධ දර්ශනය හා සංස්කෘතිය , ගොඩගේ පුකාශකයෝ, කොළඹ.
	22. ගුණසේකර, පද්මා (පරි), (2014), ඉන්දියාවේ බෞද්ධ නිකායයන්, සුනෙර පුකාශකයෝ, නුගේගොඩ.
	23. ඤාණසීහ හිමි, හේන්පිටගෙදර 2008, ශ්‍රතාතා දර්ශනය හා මහරහතන් වහන්සේ, සමයවර්ධන මුදුණ ශිල්පියෝ (පුද්.) සමාගම, කොළඹ.

24.	ධම්මජෝති හිමි, මැදවච්චියේ 2011, මහායාන මූලික සංකල්ප, විජේසූරිය ගුන්ථ කේන්දුය, මුල්ලේරියාව.
25.	නානායක්කාර, සනත්, (2003), මුල් බුදු දහමේ සිට වජුයානය දක්වා සරල හැදින්වීමක් , බෞද්ධ සංස්කෘතික මධාස්ථානය, නැදිමාල.
26.	නිවන් මග (මහායාන වාදය), 2000, විසිහය වන කලාපය, රජයේ මුදුණාලය, කොළඹ.
27.	පඤ්ඤාකිත්ති හිමි, කොට්හේනේ, (1950), ආගම සහ සමාජය , ලංකා සාහිතා මණ්ඩලය, කැලණීය.
28.	පඤ්ඤාකිත්ති හිමි, හිරිපිටියේ, (1996), බෞද්ධ දර්ශනය (බලදේව උපාධාහය), ඇස්.ගොඩගේ සහ සහෝදරයෝ, කොළඹ.
29.	මහින්දසංඝරක්ඛිත හිමි කොල්ලුපිටියේ, (2009), බෞද්ධ මහාදාර්ශනිකයෝ , ගොඩගේ පුකාශකයෝ, මරදාන.
30.	මේධානත්ද හිමි, දේවාලේගම, (1988), චතුර්විධ බෞද්ධ දර්ශන සම්පුදාය ල ආරිය පුකාශකයෝ, ගම්පහ.
31.	යසස්සි හිමි පනහඩුවේ (2019), බෞද්ධ නිකාය විකාශය , කර්තෘ පුකාශන, මහරගම.
32.	රාහුල හිමි. අත්තුඩාවේ., මහනාම හිමි. බඹරැන්දේ, (2015), මහායානය, බෞද්ධ සංස්කෘතික මධාාස්ථානය, දෙහිවල.
33.	ලොකු බණ්ඩාර, අබේකෝන් ඒ.එම්., (2002), ථෙරවාද බුදුසමය හා මහායාන බුදුසමය , ආර්ය පින්ටර්ස් (පුද්) සමාගම, මහනුවර.
34.	විකුමගමගේ, චන්දුා, (1986), ශී ලංකාවේ බෝධිසත්ව සංකල්පය , තරංජි පින්ටර්ස්, මහරගම
35.	විජේසේකර, ජේ නන්ද (පරි), 2005, මහායානය (එහි දර්ශනය හා පරිචය), හොන්මොන් බුත්සුර්යු ෂු, ජපානය.
36.	විමලවංශ හිමි, බද්දේගම, (2000), අපේ සංස්කෘතිය , සමයවර්ධන පුකාශකයෝ, කොළඹ.
37.	වීරරත්න ඩබ්.ජී., (1977), බුදුදහම හා එහි ආගමික පසුබිම , පුදීපා පුකාශකයෝ, කොළඹ.
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	කොළඹ.

		Fiel	ds of Study	: Buddhi	ist Culture				
1. Code of the Course Unit				BUCU 31754					
2.	Title of the Course Unit			An Inti	roduction to Buddhism and Soc	ial Worl	k		
3.	Number of Credits			4					
4.	Туре	Туре							
5.	Coord	inator of the Cou	ırse Unit	Most se	enior lecturer of the relevant cou	rse unit			
6.	Pre-ree	quisites		Not app	plicable				
7.	Main (Objective of the C	ourse						
		bjective of this co work and its sco	-	ovide the	student a basic knowledge of l	Buddhist	t		
8.	Expect	ed/Intended Lear	rning Outcon	nes (CL	Os)				
	At the	At the completion of this course unit the student will be able to;							
	1. acquire a basic knowledge of Buddhist theories of social work;								
	2. recognize the unique characteristics of Buddhist social work; and								
	3. (develop sensitive	attitudes tow	ards the	whole universe.				
9.		Contents							
				Mode of Delivery / Way of Delivery (T/L Materials)	No of Hrs.	CLOs No.			
	Week	Main Themes	Sub The		•				
	1 st	Definitions, scope and	-An Introduc	ction to	Direct classroom teaching / Online teaching / Blended	4	1		
		theories of	-Philosophy	of	Shine teaching / Dichaca				
		social work	Social Wor						
			-WW II and						
			organization						
			methods						
			-Social Wor						
	2 nd	D 1111	social scien	ces			1		
	214	Buddhist concept of	-Definition -Origin of th	P	Direct classroom teaching / Online teaching / Blended	4	1		
		origin,	society		Omme teaching / Dichaed				
		development	-Idea of the						
		and	kingship (M	lahā					
		sustainability	sammata)						
		of society	-Social stratification	ns					
	3 rd	Buddhist	-Definitions		Direct classroom teaching /	4	1		
		theories of	words <i>puññ</i>		Online teaching / Blended				
	social work: - <i>puñña</i> and <i>ki</i>								

4 th	the concept of <i>puñña-pāpa</i> The ten perfections (<i>pāramitā</i>)	 -pāpa and akusla -The social applicability of the concept of <i>puñña-pāpa</i> -Definition of <i>pāramitā</i> -The concept of the Bodhisattva and <i>pāramitā</i> -The utility and role of <i>pāramitā</i> in the 	Direct classroom teaching / Online teaching / Blended	4	1
5 th	The ten bases for effecting karmically fruitful actions	field of Buddhist social work -Definitions -Commentarial interpretations of <i>puñña-kiriya-</i>	Direct classroom teaching / Online teaching / Blended	4	1
	(puñña-kiriya- vatthus)	 vatthus Relationship between puñña- kiriya-vatthus and social work Practice of puñña-kiriya- vatthus as Buddhist Social Work 			
6 th	The four sublime attitudes (<i>brahmavihāra</i>)	-Definitions -Relationship between code of ethics of social work and <i>brahmavihāra</i> -Applicability of <i>brahmavihāra</i> in the field of social work practice	Direct classroom teaching / Online teaching / Blended	4	1
7 th	The four-fold benevolence (<i>saṅgaha-</i> <i>vatthu</i>)	-Definitions -Unique characteristics of the four-fold benevolence -Relationship between code of ethics of social work with sangaha vatthu -Utility of the four- fold benevolence	Direct classroom teaching / Online teaching / Blended	4	1

		in Buddhist Social Work			
8 th	Mid Semester Evaluation	Written Examination / Assignment / Individual or Group Presentation / Practical Test		4	1-3
9 th	The practice of giving (<i>dāna</i>) and generosity (<i>cāga</i>)	 Definitions Early Buddhist teaching of <i>dāna</i> and <i>cāga</i> Classification of <i>dāna</i> Core-relation of final bliss (<i>nibbāna</i>) and <i>dāna</i> <i>Dāna</i> and <i>cāga</i> as practices in the field of social welfare administration 	Direct classroom teaching / Online teaching / Blended	4	1
10 th	The ethics of altruism	-Definitions -Philosophy of altruism -Buddhist principles of altruism -Altruism and social work	Direct classroom teaching / Online teaching / Blended	4	3
11 th	kindness and compassion	-Definitions -Buddhist teaching on kindness and compassion -Compassionate work places and their impacts on society -Kindness and compassion as core value in Buddhist social work practice	Direct classroom teaching / Online teaching / Blended	4	3
12 th	Buddha and Bodhisattva ideals	-Definitions -The Bodhisattva as a core pioneer of Buddhist Social work -Unique characteristic of the Bodhisattva ideal in terms of society -Social services of	Direct classroom teaching / Online teaching / Blended	4	2

			the Bodhisattva			
			-Biography of the			
			Buddha and social work			
	13 th	Buddhist	-Definitions	Direct aloggroom togehing /	4	2
	13			Direct classroom teaching /	4	Z
		teachings on	-History of human	Online teaching / Blended		
		human rights	rights -Buddhist			
			principles of			
			human rights			
			-Five precepts -Core relations of			
			human rights in terms of Buddhist			
			social work			
	14 th	Conflict and	-Definitions	Direct classroom tooching /	4	2
	14	conflict	-Psychological	Direct classroom teaching / Online teaching / Blended	4	2
		resolutions	roots of conflict	Online teaching / Biended		
		resolutions	-Buddhist			
			principles of			
			conflict			
			resolutions			
	15 th	Unique	-Definitions	Direct classroom teaching /	4	2
		Buddhist social	-Ideal lay and	Online teaching / Blended	-	_
		organizations	monastic Buddhist			
		and workers in	social workers			
		the modern	-Unique features of			
		world.	Buddhist social			
			organizations in			
			the modern world			
			-Practice of			
			Buddhist social			
			work as a			
10			profession			
10.	Numbe	er of Notional Hou	irs: 200			
	1. Lectur	re Hours: 60	3. Self-stu	dy and Homework Preparation Hours:	60	
	2. Tutori	al / Practical / Presenta	tion Hours: 20 4. Hours	for Field Surveys / Factory Visits / Soc	cial Activiti	es: 60
11.	Evalu	ation and Assess	ment:			
	In Co	ourse Evaluation	(Mid Semester Eva	luation) 40% from Total Ma	rks Allo	cated
	Expe	ected soft skills to	be evaluated throu	gh the continuous assessment	ts:	
	assig	nments%, term pa	pers%, presentations	%, reading%, discussions%, gi	rou pwor	ks%,
	quizz	es %, field studies	s%, other%			
		f Course Evaluati ion Paper:	on (End Semester Ev	valuation) 60% from Total Ma	arks Allo	cated
12.		mended Reading	:			
			-	sychiatry, Buddhist Cultural Center,	Dehiwala	
				on, Buddhist Publication Society, Ka		
		, , , , , , , , , , , , , , , , , , , ,		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		

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Publication, Warakapola.
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Institute for International Social Work, Japan.
7. Tatsuru Akimoto, (2020), Buddhist Social Work in Cambodia, Asian Research Institute for
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8. Tatsuru Akimoto, (2020), Buddhist Social Work in Laos, Asian Research Institute for
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9. Tatsuru Akimoto, (2020), Buddhist Social Work in Sri Lanka: Past and Present, Asian
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Work, Asian Research Institute for International Social Work, Japan.
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සමයවර්ධන පුකාශකයෝ, කොළඹ.
තැදීමාල.
15.ගල්මන්ගොඩල සුමනපාල, (1994), ආදි බෞද්ධ දර්ශනය , අභය මුදුණ ශිල්පියෝල කඩවත.
16.ජයතිලක කේ එන්, මලලසේකර ජී.පි., (1960), බුදුදහම හා ජාති පුශ්නය , රාජාෳ භාෂා දෙපාර්තමේන්තව,
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18.ධම්මානන්ද හිමි, හෝමාගම, (2004), බෞද්ධ හා කාන්ටියානු සදාචාර දර්ශනය , එස්. ගොඩගේ සහ
සහෝදරයෝ, කොළඹ.
19.ධම්මජෝති හිමිල බෙලිගල්ලේ, (1993), බෞද්ධ ආර්ථික දර්ශනය , එස්.ගොඩගේ සහෝදරයෝ, මරදාන.
20.ධම්මතිලක හිමි, පැලැන්වත්තේ, (2007), ගෞතම බුදු සිරිත, එස්. ගොඩගේ සහ සහෝදරයෝ, කොළඹ.
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25.මහින්ද සංඝරක්බිත හිමි, කොල්ලුපිටියේ 1999, බුදුන් වදාළ බුද්ධ චරිතය, සමීර පුකාශන, බත්තරමුල්ල.
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27.වජිරඥාණ හිමි. බිබිලේ. ශී ලංකාවේ ගැටුම් නිරාකරණය සහ සාමය ගොඩ නැංවීම. රත්න පොත්
පුකාශකයෝ. කොළඹ.
28.සෝමරංසි හිමි, උඩගලදෙණිය, (1987), බෞද්ධ දර්ශනය හා සමාජ දර්ශනය , සමයවර්ධන පොත්හල, නොසම
කොළඹ. 29.විජේසේකර, හේමචන්දු, (1961), බෞද්ධ සමාජ ධර්ම , බෞද්ධ පුකාශන, මහනුවර.
30.ශී ධර්මකීර්ති. නිවන්දම. (2012) දස පුණාතියා . බෞද්ධ සංස්කෘතික මධාස්ථානය, දෙහිවල. 31 සෝඛර සී තිබ් දෙවලලද දිය. (1000) ලබාද්ධ දර්ශනය හා සමාජ දර්ශනය සමයවර්ධන පොත්තල
31.සෝමරංසි හිමි, උඩගලදෙණිය, (1999), බෞද්ධ දර්ශනය හා සමාජ දර්ශනය , සමයවර්ධන පොත්හල. 32 නොට්ටිකාරව්ඩි, ටර්මනේක, (2006), බෞද්ධ සහභාරය, ක ර්තා සනාගත, දිවලසිටිය.
32.හෙට්ටිආරච්චි, ධර්මසේන., (2006), බෞද්ධ සදාචාරය , කර්තෘ පුකාශන, දිවුලපිටිය.

		Field of Study:	Professional Subje	ect Stream			
1	Code o	f the Course Unit	PSNH 31712				
2	Title of	the Course Unit	National Heritages and Civic Responsibility				
3	Numbe	er of Credits	2				
4	Туре		Optional				
5	Pre-req	uisites	None				
6	The ob	bjective of the course jective of the course unit is t nd norms of Sri Lankan cultur		nowledge on natic	onal heri	tages and	
7	Intende	ed Learning Outcomes (ILOs)					
	At the	completion of this course un	it the student will be a	ble to			
		1. Critically discuss the cor	ncept of heritage				
		2. Discuss the characterist	ics of national heritages in	n Sri Lanka			
		3. Identify areas of civic re	sponsibility, ethical behav	viors, and educatior	nal practi	ces	
		4. Discuss various heritage	s related to cultural prod	uction and expressi	on		
8		Contents		Mode of	No of	ILO No.	
	Week	Main Themes		Delivery/ Way of Delivery (T/L Materials)	Hrs.		
	1 st	Critical introduction to the co	oncept of heritage	Direct	2	1, 2,	
	2 nd	Ancient civilizations and "nat	ion-ness" in Sri Lanka	classroom teaching/ online	2		
	3 rd	Ancient irrigation systems an structures	d other socio-economic	teaching/ blended	2		
	4 th	Local food cultures: Production	on, preservation, and		2		
	5 th	Traditional Knowledges of bo	·		2		
	6 th Ecology: knowledge, ethics, a		and heritages		2		
	7 th	Ecology: knowledge, ethics, a	nd heritages		2		
	8 th	Mid Semester Evaluation Written Examination/ Assig Individual or Group Preser			2		

	9 th	Artistic traditions and cultural forms of expression		
		across genres, eras, and regions		
			2	
	10 th	Ethics: traditionalism and morality—a critical		
		approach	2	
	11 th	Productive Leisure		
			2	
	12 th	Productive Leisure		
			2	
	13 th	Educational cultures, ancient and modern		
	14 th	Educational cultures, ancient and modern	2	
	14	Educational cultures, ancient and modern	2	
	15 th	Review, Further instructions		
		- Review of student's performances,		
		- Further instructions and guidance.		
			2	
9.	Numbe	er of Notional Hours: 100		
	1. Lect	ure Hours: 30 2. Self-study and Homework Pr	eparation Hours: 50	
	3. Hou	rs for recommended reading: 20		
10.	Evalu	ation and Assessment:		
		ourse Evaluation (Mid Semester Evaluation) 50% fro	m Total Marks Allocated	
		esentation on Sri Lankan culture and National herita		
	Orai pr	esentation on Sh Lankan culture and National herita	Res hair i	
	End of	Course Evaluation (End Semester Evaluation) 50% fro	om Total Marks Allocated	
	Oral Pr	esentation on Sri Lankan culture and National heritag	es Part II and activity	
			- 	

		Fie	elds of Study :	Buddl	nist Culture		
1	Code of the Course Unit			BUCU 32764			
2	Title of the Course Unit			Buddh	ist Rituals		
3	Numb	er of Credits		4			
4	Туре			С			
5	Coord	inator of the Cou	ırse Unit	Most s	enior lecturer of the relevant	course u	nit
6	Pre-ree	quisites		Not ap	plicable		
7	Main (Objective of the C	Course				
		0	-		lents with a historical, compared and raise an awareness of the		
8.	Expect	ed/Intended Lea	rning Outcome	es (CLC	s)		
	At the	completion of thi	s course unit th	e studer	nt will be able to;		
	1)	identify the me	eaning and ro	le of v	well-known Buddhist rites,	rituals	and
		ceremonies;					
	2)	recognize the v	alue of peacef	ful harn	nonious cultural practices b	ased on	the
		principles of the	Dhamma; and				
	3)	develop and pror	note peace and	harmoi	ny with other communities an	d culture	es.
9.		Conte	ents		Mode of Delivery/ Way of	No of	CLOs
	Week	Main Themes	Sub Then	nes	Delivery (T/L Materials)	Hrs.	No.
	1 st	Definitions and theories of rituals	-An introducticourse -Anthropologicourse views of ritual -Psychological of rituals -Sociological v of rituals	cal ls views	Direct classroom teaching / Online teaching / Blended	4	1
	2 nd	Early Buddhist	•		Direct classroom teaching /	4	1
		attitude towards religious rituals	•	sm and	Online teaching / Blended		2
	3 rd	Origin and development of Buddhist	-Rituals at the of the Buddha -The concept of	a	Direct classroom teaching / Online teaching / Blended	4	2

	rituals in	three-fold cetiya			
44b	ancient India				
4 th	Development	-Development of	Direct classroom teaching /	4	1
	of various	rituals in canonical	Online teaching / Blended		
	rituals in	literature			
	Theravāda Buddhist	-Post-canonical			
	history	development of rituals			
	mstory	-Commentarial			
		developments of			
		rituals			
5 th	Emergence of	-Development of	Direct classroom teaching /	4	1
-	the Mahāyāna	devotional literature	Online teaching / Blended		-
	tradition and	-Development of	Online teaching / Dichded		
	its influence in	concepts of the			
	developing a	Buddha and			
	systematic	Bodhisattva			
	ritual system	-Dhāraṇi			
6 th	Vajrayāna	-Mantra	Direct classroom teaching /	4	1
	Buddhism and	V.	Online teaching / Blended		
	development	-Yantra			
	of Buddhist	-Maṅḍala			
	rituals				
7 th	Hindu and	-Aspects of the	Direct classroom teaching /	4	1
	other religious	divine	Online teaching / Blended		
	influence on	-Aspects of the	C .		
	Buddhist	chanting			
<u>o4</u>	rituals				
8 th	Mid Semester		on / Assignment / Individual	4	1-3
<u>o</u> #	Evaluation	or Group Presentati			
9 th	The concept	-Stūpa worship	Direct classroom teaching /	4	2
	of the three-	-Worship of the	Online teaching / Blended		
	fold cetiya,	Bodhi-tree			
	myths,	-Image worship			
	symbols and	- Worship of the			
	Buddhist	wheel, bowl, robe			
	rituals	and footprints			
10 th	rituals Paritta	and footprints -Kinds of <i>paritta</i>	Direct classroom teaching /	4	1
10 th	Paritta	-Kinds of <i>paritta</i>	Direct classroom teaching / Online teaching / Blended	4	1
10 th		-Kinds of <i>paritta</i> -Contents of the book	Direct classroom teaching / Online teaching / Blended	4	1
10 th	Paritta	-Kinds of <i>paritta</i> -Contents of the book of protection	Ũ	4	1
10 th	Paritta	-Kinds of <i>paritta</i> -Contents of the book of protection -Psychological basis	Ũ	4	1
	Paritta chanting	-Kinds of <i>paritta</i> -Contents of the book of protection -Psychological basis of <i>paritta</i>	Online teaching / Blended		1
10 th	Paritta	-Kinds of <i>paritta</i> -Contents of the book of protection -Psychological basis	Ũ	4	
	Paritta chanting	-Kinds of <i>paritta</i> -Contents of the book of protection -Psychological basis of <i>paritta</i>	Online teaching / Blended		1
	Paritta chanting Perahera and	-Kinds of <i>paritta</i> -Contents of the book of protection -Psychological basis of <i>paritta</i> -Symbolical value of	Online teaching / Blended Direct classroom teaching /		
	Paritta chanting Perahera and	 -Kinds of <i>paritta</i> -Contents of the book of protection -Psychological basis of <i>paritta</i> -Symbolical value of relic worship 	Online teaching / Blended Direct classroom teaching /		

	1 Ath	D . 11. :		Direct also and the shine (4	1			
	12 th	Bodhipūja	-Origin and	Direct classroom teaching /	4	1			
			development of	Online teaching / Blended					
			Bodhipūja						
			-Symbolical value of						
			Bodhipūja						
			- Ethical basis of						
			Bodhipūja						
	13 th	Death rituals,	-Pre Buddhist death	Direct classroom teaching /	4	3			
		transferring	rituals	Online teaching / Blended					
		and rejoicing	-Origin and						
		in others'	development of						
		merit	Buddhist death rituals						
			-Varieties of Buddhist						
			death rituals						
	14 th	Buddhist	-Pre Buddhist	Direct classroom teaching /	4	1			
		influence on	Sri Lankan rituals	Online teaching / Blended					
		rituals such as	-Varieties of bali and						
		bali and tovil	tovil						
			-Psychological basis						
			of bali and tovil						
	15 th	Psychological,	-The path of nibbāna	Direct classroom teaching /	4	3			
		ethical and	and rituals	Online teaching / Blended					
		sociological	-Buddhist ritual and						
		basis of	psychiatry						
		Buddhist	-Buddhist rituals and						
		rituals	socialization						
10.	Number of Notional Hours: 200								
	1. Lectur	re Hours: 60	3. Self-stud	y and Homework Preparation Hours	: 60				
	2. Tutori	al / Practical / Present	ation Hours: 20 4. Hours fo	or Field Surveys / Factory Visits / Soc	cial Activit	ies: 60			
11.	Evalu	uation and Assess	sment:						
	In C	ourse Evaluation	n (Mid Semester Evalu	uation) 40% from Total Ma	rks Allo	cated			
	Expe	ected soft skill	s to be evaluated	through the continuous	assess	ments:			
	assig	nments%, term p	papers%, presentations	%, reading%, discussions%,	group w	orks%,			
	quizz	quizzes %, field studies%, other%							
	End of	[°] Course Evaluati	on (End Semester Eva	luation) 60% from Total Ma	rks Allo	cated			
	Questi	on Paper:							
12.	Recom	mended Readin	g:						
	1. в	ell, C, (1997), Ritua	l: Perspective and Dimens	stion, Oxford University Press.					
	2. в	ell, C. (1992). Ritua	l Theory, Ritual Practice.	Oxford University Press.					
	3. D	outt, Sukumar, (196	2), Buddhist Monks: Mo	onasteries of India, George Alle	en & Unv	win,			

London.

- 4. Gombrich, Richard, Obeysekere, Gananath, (1998, Buddhism Transformed Religions Change in Sri Lanka, Princeton University Press.
- 5. Grimm, George, (1958), **The Doctrine of the Buddha**, the Religion of Reason and Meditation, Berlin.
- 6. Guruge, Ananda, (1984), **Buddhism the Religion and its Culture**, World Fellowship of Buddhists, Dharmaduta, Colombo.
- 7. Holt, J. C. (2017). Theravada Traditions: Buddhist Ritual Cultures in Contemporary Southeast Asia and Sri Lanka (Unabridged ed.). University of Hawaii Press.
- 8. Kalupahana, Devid, (1991), Buddhist thought and rituals, Motilals Banarsidass Publications
- 9. Kariyawasam, A.G.S., (1995), Buddhist Ceremonies and Rituals of Sri Lanka Kandy, Buddhist Publication Society, Kandy.
- 10. Ronald, L., Grimes, (1995), **Reading in Rituals Studies**, Prentice Hall.
- 11. Saibaba, V. V. S., (2005), Theravada Buddhist Devotionalism in Ceylon Burma and Thailand, DK Print World (p) Ltd.
- 12. අදිකාරම්, ඊ.ඩබ්. (2003), **පැරණි ලක්දිව බෞද්ධ ඉතිහාසය,** ගොඩගේ පුකාශන, කොළඹ.
- 13. අපේ සංස්කෘතික උරුමය. පුථම කාණ්ඩය. (1995). මධාම සංස්කෘතික අරමුදලේ ප්‍රකාශනයකි. දීපානී මුදණ, නුගේගොඩ.
- 14. අමරසේකර, දයා, (2007), **පත්තිනි දෙවියෝ, යාතු කර්ම සහ පුද පූජා,** ආරිය පුකාශකයෝ, වරකාපොළ.
- 15. අමරසේකර, දයා, (2001), **නවීකරණය සහ පන්සල,** ආරිය පුකාශකයෝ, වරකාපොළ.
- 16. අරියධම්ම හිමි, ලේල්වල, (2019) මහසමයසූතුය හා සමයාන්තර දේව සංකල්පය, එස් ගොඩගේ සහ සහෝදරයෝ, කොළඹ.
- 17. ඉලංගසිංහ, මංගල, (2005), **මධාකාලීන ලංකාවේ ආගම**, එස්. ගොඩගේ සහ සහෝදරයෝ, කොළඹ.
- 18. උදිත හිමි, හිත්තැටියේල (1960)ල **භාරතීය ධර්ම ශාස්තු සහ සිංහල සිරිත් විරිත්**, කොළඹ.
- 19. ගමගේ, ගැමුණුසිරි, (2003), **පිරිතෙහි පරිනාමය**, සුසර ඇඩ්වටයිසින්, අතුරුගිරිය.
- 20. කරුණාරත්න, ඩබ්.ඇස්., (1987), බෞද්ධ දර්ශනය හා චරණය, ගොඩගේ පුකාශනල කොළඹ.
- 21. තිලකසිරි, ජේ, (1988)ල **වෛදික සාහිතාය**, එක්සත් පුවෘත්ති පතු සමාගම, කොළඹ.
- 22. දිසානායක, ජේ.බී, (1991), **සිංහල බුදුසමය**, රජයේ මුදුණ නීතිගත සංස්ථාව, කොළඹ.
- 23. ධම්මකීර්ති හිමි, නිවන්දම, (1992), බුදුසමය හා දෙවියෝ, අධානපන ප්‍රකාශන දෙපාර්තමේන්තුව, කොළඹ.
- 24. ධම්මපරායන හිමිල බුජ්ජම්පොල , (1971)ල **පාතිමෝක්ෂ විවරණය**, රත්න පොත් පුකාශකයෝ, කොළඹ.
- 25. ධම්මපාල හිමි, ගතාරේ, (2005), ලක්දිව සිංහල බුද්ධාගම, පියසිරි පින්ටින් සිස්ටම්ස්, නුගේගොඩ.
- 26. ධම්මරක්බිත හිමි වැලමිටියාවේ, (1994)ල ශී මහා බෝධීන් වහන්සේගේ ඉතිහාසය හා තදනුබද්ධ සංස්කෘතිය, බුද්ධ ශාසන අරමුදල, කොළඹ.
- 27. ධර්මදාස, කේ.එන.්ඕ, තුන්දෙනිය, එච්.එම්.එස්., (1994), **සිංහල දේවපුරාණය,** රජයේ මුදුණ නීතිගත සංස්ථාව, කොළඹ.
- 28. පඤ්ඤාලෝක හිමි, මීගොඩ, (2004), **බුදුදහම හා දේශීය සමාජ සංකල්ප**, සදීපා පුකාශකයෝ, කොළඹ.
- 29. පල්ලියගුරු, චන්දුසිරි, (2006), සිංහල බුදුසමයෙහි නාටා ලකෂණ, එස්. ගොඩගේ සහ සහෝදරයෝ,

කොළඹ.
30. පුනාන්දු, සෝමපාල , එච්., (2003), පරිතුාණ දේශනා , රජයේ මුදුණාලය, බෞද්ධ සංගමය.
31. මේධානන්ද හිමි, දේවාලේගම, ධම්මරතන හිමි, තැරැලේ විජයසිංහ ගාමිණි (2011)ල බෞද්ධ සමාජ
පුදසිරිත් හා උත්සව , කැළණිය.
32. මේධානන්ද හිමි, හිස්සැල්ලේ, (1965)ල බෞද්ධ සංස්කෘතියේ විකාශය , ගුණසේන සහ සමාගම, කොළඹ.
33. මොරටුවගම. එච්.එම්, විජේබණ්ඩාර. චන්දිම, (1990), බෞද්ධ ශිෂ්ටාචාරයේ මූලධර්ම හා වංශකථාව ,
ලේක්හවුස් ඉන්වෙස්ට්මන්ට්ස්, කොළඹ.
34. රාහුල හිමි, අත්තුඩාවේ, (2002), පිරුවානා පොත්වහන්සේ ,සමයවර්ධන පුකාශනය, කොළඹ,
35. රාහුල හිමි කොටපිටියේ, (1996), බෞද්ධ පූජා චාරිතු, බුද්ධ ශාසන අමාතායංශය, කොළඹ.
36. රාහුල හිමිල වල්පො, (1962), ලක්දිව බුදුසමයෙහි ඉතිහාසය , ගුණසේන සහ සමාගම, කොළඹ.
37. වජිර හිමි, කුඹුරුගමුවේ, (1983), දළදා ඉතිහාසය හා සංස්කෘතිය , අධාාපන අමාතාාංශයේ ගුන්ථ
පුකාශන මණ්ඩලය, කොළඹ.
38. විජේබණ්ඩාර, චන්දිම (1979), බෞද්ධ ශිෂ්ටාචාරයේ ඉතිහාසය , පුදීප පුකාශකයෝ, කොළඹ.
39. සන්නස්ගල , පුංචි බණ්ඩාර, (1961) සිංහල සාහිතා වංශය , ලේක්හවුස් මුදුණාලය, කොළඹ.
40. සිල්වා, ලීන් ද, (1980), ලක්දිව පාරිහාරික බුද්ධාගම , කර්තෘ පුකාශන.
41. සේනානායක, විකුම, (2018) බුදු සමය තුල දේව සංකල්පය හා බුදු සිරිතේ විමර්ශනීය තැන්, එස්
ගොඩගේ සහ සහෝදරයෝ, කොළඹ.
42. හෙට්ටි ආරච්චි, ඩී.ඊ, (1963) සිංහල විශ්වකෝෂය , සංස්කෘතික කටයුතු දෙපාර්තමේන්තුව, කොළඹ.
43. හේවාමානගේ, විමල්, (2006), බෞද්ධ පූජා චාරිතු සාහිතා, එස්. ගොඩගේ සහ සහෝදරයෝ, කොළඹ.

		Field	ds of Study	: Buddhist	Culture			
1.	Code o	of the Course Uni	t	BUCU 32774				
2.	Title of	Title of the Course Unit			Culture in Central and East	Asia		
3.	Number of Credits			4				
4.	Туре			С				
5.	Coordinator of the Course Unit			Most sen	ior lecturer of the relevant co	urse unit		
6.	Pre-ree	quisites		Not appli	cable			
7.	The m	Main Objective of the Course The main objective of this course is to provide students with an adequate knowledge of the geographical expansion of Buddhist culture in Central Asia and East Asia.						
8.	At the (1) (2)							
9.		Conte	nts		Mode of Delivery/ Way of	No of	CLOs No.	
	Week	Main Themes	Sub Them	es	Delivery (T/L Materials)	Hrs.	110.	
	1 st	The state of Buddhism during the periods of Indo Greek and Kuṣaṇas	 An introd course Religious of king M Religious of king K The fourt Buddhist Expansion Buddhisn India 	policy lilindu policy anishka h council n of	Direct classroom teaching / Online teaching / Blended	4	1	
	2 nd	Buddhism in Afghanistan and in the oasis cities around the Tarim	 Introduct Buddhisr Developr Buddhisr 	n nent of	Direct classroom teaching / Online teaching / Blended	4	1	

	Duddhishi in	Buddhishi			
7 th	The salient features of Buddhism in	DefinitionForms of Buddhism	Direct classroom teaching / Online teaching / Blended	4	1
	Development of the schools of Buddhist thought in China	 An introduction to Buddhist schools The Chan school The Sukhāvativyūha school The Tientai school 	Direct classroom teaching / Online teaching / Blended	4	2
5 th	The influence of Tao and Confucius teachings	 An Introduction to Chinese indigenous religions Tao influence on Chinese Buddhism Confucius influence on Chinese Buddhism 	Direct classroom teaching / Online teaching / Blended	4	2
4 th	The services of Central Asian and Chinese teachers towards establishment of Chinese Buddhism	 Introduction Translation of Buddhist texts Interpretation of Buddhist texts Kumārajīva Paramārtha Yuan Chwang 	Direct classroom teaching / Online teaching / Blended	4	3
3rd	Aksu, Kucha, Karashar, Turfan, Hami, Khotan, Keriya, Niya, Charklik and <u>Tunhuang</u> The expansion of Buddhism in China	 influence on cultural features Archeological sites Introduction of Buddhism into China Development of Chinese Buddhism The services of Indian monks Bodhidharma 	Direct classroom teaching / Online teaching / Blended	4	1

	Buddhism into Korea	Buddhism in the kingdom of Koguryo - Buddhism in the kingdom of Silla - The expansion of Buddhism in the kingdom of Paekche	Online teaching / Blended		
10 th	Famous Korean Buddhist teachers and their contributions	 Introduction Translations Interpretations Yuan Tso Yuan Hiao andYi Siang Yi Tien Pu Chao 	Direct classroom teaching / Online teaching / Blended	4	3
11 th	The salient features of Buddhist culture in Korea	 Definition The religious syncretism Life stly Ceremonial, ritual and temple foods 	Direct classroom teaching / Online teaching / Blended	4	1
12 th	Buddhist art and architecture in Korea	 Paintings Crafts Gardens Music 	Direct classroom teaching / Online teaching / Blended	4	2
13 th	Introduction of Buddhism into Japan and development	 Pre- Buddhist religious and cultural background in Japan The arrival of Buddhism in Japan Buddhist teachers Buddhist schools 	Direct classroom teaching / Online teaching / Blended	4	1
14 th	Unique features of Japanese Buddhist culture based on Tendai, Shingon, Jodo and Zen schools	 Definition The religious syncretism Life style Obon Tea ceremony Buddhist deities Iconography 	Direct classroom teaching / Online teaching / Blended	4	1
15 th	Introduction of Buddhism into Tibet and development	 Buddhism over the indigenous <i>Bon</i> religion The services of Indian monks 	Direct classroom teaching / Online teaching / Blended	4	1 2

	- Songtsän Gampo
	- Śāntaraksita
	- Chinese
	influences
	- The salient
	features of
	Tibetan Buddhist
10	Number of Notional Hours: 200
10.	Number of Notional Hours: 200
	1. Lecture Hours: 60 3. Self-study and Homework Preparation Hours: 60
	2. Tutorial / Practical / Presentation Hours: 20 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
	Expected soft skills to be evaluated through the continuous assessments:
	assignments%, term papers%, presentations%, reading%, discussions%, group works%,
	quizzes %, field studies%, other%
	1
	End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated
	Question Paper:
12	Recommended Reading:
	1. Bagchi, P.C., (1955), India and Central Asia, National Council of Education, Bengal, Calcutta.
	2. Bagchi, Prabodh Chandra, (1944), India and China, a Thousand Years of sino Indian Cultural
	Contact, China Press, Calcutta.
	3. Banerjee A.C., (1977), Studies in Chinese Buddhism, Calcutta.
	4. Banerjee, A.C., (1984), Aspects of Buddhist Culture from Tibetan Sources, Calcutta.
	5. Beal, Samuel, (1906), Buddhist recorda of the Western World, Vol, 1 and 11, London.
	6. Charles, Eliot (1959), Japanese Buddhism, Routledge and Kegan Paul, London.
	7. Chattopadhyaya A., (1967), Asia and Tibet, Calcutta.
	8. Dabbo, J.A., (1963), History of the Discovery and Exploration of Chinese Turkestan, The
	Hague.
	9. Gaulier, S., (1976), Buddhism in Afghanistan and Central Asia, Leiden.
	10. Hazra, K.L., (1982), History of Theravada, Munshiram Manoharlal Publishers, New Delhi.
	11. History and Culture of the peoples of East Asia, Indian Council for Cultural Relations, New
	Delhi.
	12. Puri" B.N., (1987), Buddhism in Central Asia, New Delhi.
	13. Puri, B.N., (1950), India under the Kushanas, Bombay.
	14. Sankarnarayan, Koioakam, Iortomi, Motohiro (ed:), (1996), Buddhism in India and Abroad,
	Somaiya Publication, New Delhi.
	15. Singhal, D.P., (1984), Buddhism in East Asia, Books and Books Publishers, New Delhi.
	16. Suzuki, D., (1996), Zen Buddhism, Aryan Books International, New Delhi.
	17. Takakusu, Junjiro, (1956), The Essentials of Buddhist Philosophy, 3rd ed-Chan, Wing
	Tsit(ed.): Moore, C.A.(ed) office Appliance Co., Honolulu.
	18. ආනන්ද හිමි වැල්ලවත්තේ, (1963), සංක්ෂිප්ත ලෝක බෞද්ධ සංස්කෘතිය , බෞද්ධ පුචාරක මුදුණය,
	කොළඹ.
	19. ඉලංගසිංහ, මංගල, (1997), ආසියාවේ බෞද්ධ ඉතිහාසය , කතෘ පුකාශන, කැලණිය.
	20. එදිරිසිංහ, දයා, (1997), කොරියාවේ බුදුදහම , වත්මා පුකාශන, දෙහිවල.
	21. ධම්මදස්සි හිමි, නායිම්බල, (2010), ටිබෙට් බුදුසමය , මාගධී පුකාශන, පුවක්පිටිය.

22.	ධම්මජෝති හිමි, මැදවච්චියේ, (2017), ජපන් බෞද්ධ ඉතිහාසය හා සම්පුදාය , සරසවි පුකාශන, දෙහිවල.
23.	ධම්මජෝති හිමි, මැදවච්චියේ, (2012), චීන බෞද්ධ ඉතිහාසය හා සම්පුදාය , විතික පුකාශන, කළුගමුව.
24.	නානායක්කාර, සනත්, (1969), ජපන් බුදුදහම , එම්.ඩී. ගුණසේන සහ සමාගම, කොළඹ.
25.	පූස _ී ං ලුවී, ද වෙලා, (1989), බෞද්ධ ධර්ම සංගායනා , ගොඩගේ පුකාශකයෝ, කොළඹ.
26.	පේමරතන හිමි, වැලිවිටියේ, (1945), සමන්තපාසාදිකා , හේවාවිතාරණ මුදුණය, මරදාන.
27.	මේධානන්ද හිමි, හිස්සැල්ලේ, (1965), බෞද්ධ සංස්කෘතියේ විකාසය, ගුණසේන සහ සමාගම, කොළඹ.
28.	මොරටුගම, එච්. එම්., විජය බණ්ඩාර, චන්දිම, (1990), බෞද්ධ ශිෂ්ටාචාරයේ මූලධර්ම හා වංශකථාව , ලේක්හවුස් පුකාශන, කොළඹ.
29.	මොරටුවගම, එච්.එම්., විජය බණ්ඩාර, චන්දිම, (1990), බෞද්ධ ශිෂ්ටාචාරයේ ඉතිහාසය , පුදීපා පුකාශකයෝ, කොළඹ.
30.	යසස්සි හිමි, පනහඩුවේ, වීරසේන, කේ.ඒ., (2014), ආසියාවේ බෞද්ධ සංස්කෘතිය , කර්තෘ පුකාශන, දෙහිවල.
31.	රේවත හිමි, දොඩංගොඩ, (2006), ජපන් බුදුසමයේ ඉතිහාසය , සදීපා පුකාශන, බොරැල්ල.
32.	විමලඥාන හිමි, වල්පොල, (1993), ජපන් බුදුදහම හා සංස්කෘතිය, එස්. ගොඩගේ සහ සහෝදරයෝ, කොළඹ.
33.	සිරි සීවලී හිමි, බඹරැන්දේ, (1948), බෞද්ධ ලෝකය , එම්.ඞී. ගුණසේන සහ සමාගම, කොළඹ.
34.	සිරි සීවලී හිමි, බඹරැන්දේ, (2016), බෞද්ධ ලෝකය , එස්. ගොඩගේ සහ සහෝදරයෝ, කොළඹ.
35.	සුමනසිරි හිමි, ගල්ලෑල්ලේ, (1999), චීන බුදුසමය පිළිබඳ ඓතිහාසික අධායනයක්, කර්තෘ පුකාශන.
36.	සුමංගල, උඩුගම, විමලබුද්ධි, යටියන, (1996)ල බෞද්ධ ශිෂ්ටාචාරයේ වාාාප්තිය , ගොතටුව.
37.	ශාන්ත හිමි, කිරින්දේ, සහ ජයතිලකල පණ්ඩිතරත්න, (1967), මධා ආසියාවේ බෞද්ධ සංස්කෘතිය ,
	රත්නාවලී පුකාශකයෝ, කොළඹ.

		Fie	lds of Study	: Buddhis	st Culture					
1.	Code o	of the Course Ur	nit	BUCU 32784						
2	Title o	f the Course Un	it	Compar	ative Study of Religion					
3.	Numb	er of Credits		4						
4.	Туре			С						
5.	Coord	inator of the Co	urse Unit	Most se	nior lecturer of the relevant co	ourse uni	t			
6.	Pre-ree	quisites		Not app	licable					
7.	Main (Objective of the (Course							
	The ob	pjective of this c	course is to p	provide st	tudents with a comparative	and crit	ical			
	knowle	edge on the bas	sic tenets of	Hindu,	Islam and Catholic-Christia	n religi	ous			
	traditio	ons and to realize	the salient fea	atures and	d identity of the Buddhist cul	ture.				
8.	Expect	Expected/Intended Learning Outcomes (CLOs)								
	At the completion of this course unit the student will be able to;									
	1)	1) understand the basic teachings of main world religions;								
	2) realize the similarities, differences and identity of each religious tradition in									
	anthropological context; and									
	3)	develop skills o	f leading a fi	ruitful an	d harmonious life in a mult	i-religiou	is and			
		multi-cultural so	ociety.							
9.		Conte	ents		Mode of Delivery/ Way of	No of	CLO _s			
	Week	Main Themes	Sub The		Delivery (T/L Materials)	Hrs.	No.			
	1 st	Theories of religion and Buddhist response to them I	-An introduct course -Dictionary Definitions of word 'religio -Psychologic views of rel	of the on' cal	Direct classroom teaching / Online teaching / Blended	4	1			
	2 nd	Theories of religion and Buddhist response to them II	-Anthropolog views of rel -Sociologica of religion -Buddhism a philosophy	gical igion l views	Direct classroom teaching / Online teaching / Blended	4	1			
	3 rd	Philosophical and religious	-Fundamenta teachings of		Direct classroom teaching / Online teaching / Blended	4	1			

	aspects of	Buddhism			
446	Buddhism	-Buddhist rituals	D		
4 th	Main literary	-Definitions	Direct classroom teaching /	4	1
	sources of	-Śruti	Online teaching / Blended		
	Hinduism	-Smriti			
		-Veda			
		-Upanishads			
5 th	Fundamental	-Dharma	Direct classroom teaching /	4	1
	teachings of	-Artha	Online teaching / Blended		
	Hinduism	-Kāma			
		-Moksha			
		-Karma and saṃsāra			
		-Aspects of divine			
6 th	Hindu	-Rites related to the	Direct classroom teaching /	4	1
	religious rites	aspects of divine	Online teaching / Blended		
	and	-Deepavali	_		
	ceremonies	-Taipongal			
		-Kumbh mela			
7 th	Buddhist	-Buddhist view on	Direct classroom teaching /	4	2
	attitude	Hindu belief in God	Online teaching / Blended		3
	towards the	-Buddhist view of	6		
	teachings of	Hindu rituals			
	Hinduism	-Buddhism and			
	Timaaisiii	religious tolerance			
		-Relationship			
		between Buddhism			
		and Hinduism			
8 th	Mid Semester		on / Assignment / Individual	4	1-3
U	Evaluation	or Group Presentati			1.5
9 th	Catholic-	-Judis culture and	Direct classroom teaching /	4	1
-	Christian	Christianity	Online teaching / Blended		-
	religious	-Origination of	Shine teaching / Brended		
	tradition and	Christianity			
	its evolution	-Evolution of			
		Christianity			
		-The Bible			
10 th	Fundamental	-God's objective	Direct classroom teaching /	4	1
10	teachings of	existence	Online teaching / Blended	-	1
	Catholic-	-God's interest in	Online teaching / Dichded		
		individual human			
	Christian tradition and				
	tradition and	beings			
		beings -The Trinity			
	tradition and	beings -The Trinity -Roman Catholicism			
	tradition and	beings -The Trinity -Roman Catholicism -Eastern Orthodoxy			
1 4 fh	tradition and various sects	beings -The Trinity -Roman Catholicism -Eastern Orthodoxy -Protestantism			
11 th	tradition and various sects Buddhism and	beings -The Trinity -Roman Catholicism -Eastern Orthodoxy -Protestantism -Buddhist view on	Direct classroom teaching /	4	2
11 th	tradition and various sects Buddhism and Catholic	beings -The Trinity -Roman Catholicism -Eastern Orthodoxy -Protestantism -Buddhist view on Catholic-Christian	Direct classroom teaching / Online teaching / Blended	4	23
11 th	tradition and various sects Buddhism and Catholic Christian	beings -The Trinity -Roman Catholicism -Eastern Orthodoxy -Protestantism -Buddhist view on Catholic-Christian belief in God	-	4	
11 th	tradition and various sects Buddhism and Catholic	beings -The Trinity -Roman Catholicism -Eastern Orthodoxy -Protestantism -Buddhist view on Catholic-Christian	-	4	

			Cette die Classicaties			
			Catholic Christian			
			tradition			
			-Dissimilarities			
			between Buddhism			
			and Catholic			
	12 th	Televe ite	-Christian tradition	Diverse all some size to a shine /	4	1
	12.	Islam, its	-Origin of Islam	Direct classroom teaching /	4	1
		origin and evolution	-Evolution of Islam	Online teaching / Blended		
		evolution	-Various sects in Islam			
	13 th	Litanomy	-Definitions	Direct closers on teaching /	4	1
	15	Literary		Direct classroom teaching /	4	1
		sources of	-The Holy Quran	Online teaching / Blended		
	14 th	Islam Basic	-Hadiz Texts and etc -Profession of	Direct closers on too ching (4	1
	14			Direct classroom teaching /	4	1
		teachings, rites and	Faith (shahada)	Online teaching / Blended		
		rituals of	-Prayer (salat) -Alms (zakat)			
		Islam				
		Islam	-Fasting (sawm) -Pilgrimage (hajji)			
	15 th	Buddhism and	-Buddhist view on	Direct classroom tooching /	4	2
	15	Islam	Islam monotheism	Direct classroom teaching / Online teaching / Blended	4	2 3
		1514111	-Similarities between	Online teaching / Biended		5
			Buddhism and Islam			
			-Dissimilarities			
			between Buddhism			
			and Islam			
10.	Numbe	er of Notional Ho		I		
		re Hours: 60		ly and Homework Preparation Hours	. 60	
		al / Practical / Present		or Field Surveys / Factory Visits / So		ties: 60
11.	Evalı	uation and Asses		· · ·		
				uation) 40% from Total Ma	rks Allo	ocated
			•	the continuous assessmen		jeuteu
	-					1 0/
	Ũ	· 1	1 1	%, reading%, discussions%, g	roup wo	rks%,
	quizz	es %, field studie	es%, other%			
	End of	f Course Evaluat	ion (End Semester Eva	aluation) 60% from Total M	arks All	ocated
	-	ion Paper:				
12	Recom	mended Readin	g:			
			W., & Warne, R. R. (2004)), New Approaches to the Study	of Religio	n. De
		ruyter.		L 4. 4L. C(4. 1 P.D. 11		1
		• •		h to the Study of Religion: Aims	, Method	s and
			, Introduction and Antho Ruddhist and Cristian's (R	logy, New York. Rutledge Critical Studies in Budd	hiam) Du	tladga
		edition.	ruumsi anu Utistian 8 (N	autuge Critical Studies III Duuu		ucuge
). Islamic and Comparativ	ve Religious Studies: Selected Wi	itings (A	shgate
			rs on Religion: Collected W	0		
			•	ion: A New Method for Compara	ative Stud	y (1st
		d.). Oxford Universit	-	•		
	6. G	uruge, Ananda, (201	17), Buddhism the Religio	on and its Culture, S. Godage and	d Brothers	s (pvt)
	-					

Ltd, Colombo.
7. Hume, David, (1956), The Natural History of Religion, Root, Adam and Charles Black, London.
8. Jayathillake K. N. (1991), The Buddhist Attitude to other religions, Buddhist Publication Society,
Kandy.
9. Kalu, H. (2011), Essays on World Religious Thoughts: A Comparative Study. iUniverse.
10.Lynn A De Silva, (1968), Reincarnation in Buddhist and Christian thought Cristian Literature
society of Ceylon.
11. Masih, Y. (2013), Comparative Study of Religions (7th ed.). Motilal Banarsidass.
12. Moore, G.F., (1931), History of Religion, Vol I, T. and T Clark, Edinburgh.
13. Paden, W. E. (2015), Religious Worlds: The Comparative Study of Religion. Beacon Press.
14. Tiwari, K. N. (2020), Comparative Religion. Motilal Banarsidass.
15. Durkheim, E., (1984), Elementary Forms of the New Religious Life, Routledge and Keganpaul,
London.
16. Guruge, Ananda W.P., (1984), Buddhism The Religion and It's Culture, The World Fellowship of
Buddhists Dharma duta Activities Committee, Colombo.
17.Ling, Trevor., (1996), Buddha, Marx and god, Macmillan, London.
18.Smart, Ninian, (1992), The World Religions, Old and Modern Transformation, Cambridge.
19.ඉලංගකෝන්, සමන්ත., (2007), ලොව පැරණි ආගම්, සමන්ති පුකාශන, ජා - ඇල.
20.කරුණාරත්න, ඩබ්.එස්, (1987), බෞද්ධ දර්ශනය හා චරණය , ගොඩගේ පුකාශන, කොළඹ.
21.ධම්මදස්සි හිමි, නායිම්බල, (2004), දේවධර්මවාදී ආගම්, එස් ඇන්ඩ් එස් පිුන්ටර්ස්, කොළඹ.
22.නානායක්කාර, සනත්, (1998), ශී ලංකාවේ බුදුසමය හා වෙනත් ආගම්, බෞද්ධ සංස්කෘතික මධාපස්ථානය, දෙහිවල.
23.පඤ්ඤාකිත්ති හිමි, කේ. (1957), ආගම හා සමාජය , ලංකා සාහිතා මණ්ඩලය, කැලණීය.
24.පුනාන්දු ඇන්ටනී, (2013), නූතන ලෝකයේ විවිධ ආගම් , අන්තර් සංස්කෘතික පොත් පුචාරකයෝ, කඩවත
25.මෙත්තාරාම හිමි, මුංහේනේ, (1972), ආගමේ සම්භවය හා විකාසය පිළිබඳ විමසීමක් , ලස්සන පුකාශකයෝ කොළඹ.
26.මෛනීුමුර්ති, (1972), ආගම හා මියගිය ලෝකය ලේක්හවුස් පුකාශන. කොළඹ.
27.සාරානන්ද හිමි, දුනුකේඋල්ලේ, (2006), සමයාන්තර ආගම් තුලනය , සමන්ති පොත් පුකාශකයෝ, ජාඇල.
28. සිංහල විශ්වකෝෂය (1967)ල සංස්කෘතික දෙපාර්තමේන්තුවේ පුකාශනයකි, කොළඹ.

		l	Fields of Study :	Bu	ddhist Culture		
1	Code o	of the Course Uni	t	BUCU 32794			
2	Title o	f the Course Unit	t	An Introduction to Buddhist Rituals			
3	Numb	er of Credits		4			
4	Туре			А			
5	Coord	inator of the Cou	rse Unit	Mo	st senior lecturer of the releva	ant cours	e unit
6	Pre-ree	quisites		Not	applicable		
7	Main (Objective of the C	ourse				
	The o	bjective of this co	ourse is to provide	e stu	dents with a historical, compa	arative a	nd a
	critical knowledge of various Buddhist rituals and raise an awareness of their practice.					ice.	
8.	Expect	ed/Intended Lear	ning Outcomes (CLC	D _s)		
	1) 2)	ceremonies; recognize the va principles of the 1	aning and role llue of peaceful Dhamma; and	of v harr	well-known Buddhist rites, nonious cultural practices b ny with other communities an	ased on	the
9.		Conter	nts		Mode of Delivery/ Way of	No of	CLO s
	Week	Main Themes	Sub Themes	5	Delivery (T/L Materials)	Hrs.	No.
	1 st	Definitions and theories of rituals	-An introduction course -Anthropological views of religion -Psychological views of religion -Sociological views of religion	1	Direct classroom teaching / Online teaching / Blended	4	1
	2 nd	Early Buddhist	-Early Buddhism		Direct classroom teaching /	4	1
		attitude towards	-Early Buddhism		Online teaching / Blended		2
		religious rituals	and rituals				
	3rd	Origin and development of Buddhist rituals in ancient India	-Rituals at the tir of the Buddha -The concept of t three-fold cetiya	the	Direct classroom teaching / Online teaching / Blended	4	2
	4 th	Development of various	-Development of ritual in canonica		Direct classroom teaching / Online teaching / Blended	4	1

	rituals in	literature			
	Theravāda	-Post-canonical			
	Buddhist	development of			
	history	rituals			
		-Commentarial			
		developments of			
		rituals			
5 th	Emergence of	-Development of	Direct classroom teaching /	4	1
	the Mahāyāna	devotional	Online teaching / Blended		
	tradition and	literature			
	its influence in	-Concepts of the			
	developing a	Buddha and the			
	systematic	Bodhisattva			
	ritual system	-Dhāraņi			
6 th	Tantric	-Mantra	Direct classroom teaching /	4	1
	Buddhism and		Online teaching / Blended		
	development	-Yantra	C C		
	of Buddhist				
	rituals	-Maṅḍala			
7 th	Hindu and	-Aspects of the	Direct classroom teaching /	4	1
	other religious	divine	Online teaching / Blended		
	influence on	-Aspects of the	Shine teaching / Dichaca		
	Buddhist	chanting			
	rituals	0			
8 th	Mid Comoston	Waitten Engeningtin			1.0
0	Mid Semester	written Examinatio	on / Assignment / Individual	4	1-3
-	Evaluation		on / Assignment / Individual ntation / Practical Test	4	1-3
-			_	4	1-3 2
-	Evaluation	or Group Preser	ntation / Practical Test		_
-	EvaluationThe concept ofthe three-fold	or Group Preser -Stūpa worship	ntation / Practical Test Direct classroom teaching /		_
-	EvaluationThe concept ofthe three-foldcetiya, myths,	or Group Preser -Stūpa worship -Worship of the Bodhi-tree	ntation / Practical Test Direct classroom teaching /		_
-	EvaluationThe concept ofthe three-foldcetiya, myths,symbols and	or Group Preser -Stūpa worship -Worship of the Bodhi-tree -Image worship	ntation / Practical Test Direct classroom teaching /		_
-	EvaluationThe concept ofthe three-foldcetiya, myths,symbols andBuddhist	or Group Preser -Stūpa worship -Worship of the Bodhi-tree -Image worship -Worship of the	ntation / Practical Test Direct classroom teaching /		_
-	EvaluationThe concept ofthe three-foldcetiya, myths,symbols and	or Group Preser -Stūpa worship -Worship of the Bodhi-tree -Image worship -Worship of the wheel, bowl, robe	ntation / Practical Test Direct classroom teaching /		_
9 th	Evaluation The concept of the three-fold cetiya, myths, symbols and Buddhist rituals	or Group Preser -Stūpa worship -Worship of the Bodhi-tree -Image worship -Worship of the wheel, bowl, robe and footprints	ntation / Practical Test Direct classroom teaching / Online teaching / Blended	4	_
9 th	EvaluationThe concept ofthe three-foldcetiya, myths,symbols andBuddhist	or Group Preser -Stūpa worship -Worship of the Bodhi-tree -Image worship -Worship of the wheel, bowl, robe	ntation / Practical Test Direct classroom teaching /		_
9 th	Evaluation The concept of the three-fold cetiya, myths, symbols and Buddhist rituals	or Group Preser -Stūpa worship -Worship of the Bodhi-tree -Image worship -Worship of the wheel, bowl, robe and footprints	ntation / Practical Test Direct classroom teaching / Online teaching / Blended	4	2
9 th	Evaluation The concept of the three-fold cetiya, myths, symbols and Buddhist rituals	or Group Preser -Stūpa worship -Worship of the Bodhi-tree -Image worship -Worship of the wheel, bowl, robe and footprints -Kinds of <i>paritta</i> -Contents of the	Intation / Practical Test Direct classroom teaching / Online teaching / Blended Direct classroom teaching / Direct classroom teaching /	4	2
9 th	Evaluation The concept of the three-fold cetiya, myths, symbols and Buddhist rituals	or Group Present-Stūpa worship-Worship of theBodhi-tree-Image worship-Worship of thewheel, bowl, robeand footprints-Kinds of paritta-Contents of thebook of protection	Intation / Practical Test Direct classroom teaching / Online teaching / Blended Direct classroom teaching / Direct classroom teaching /	4	2
9 th	Evaluation The concept of the three-fold cetiya, myths, symbols and Buddhist rituals	or Group Preser -Stūpa worship -Worship of the Bodhi-tree -Image worship -Worship of the wheel, bowl, robe and footprints -Kinds of <i>paritta</i> -Contents of the book of protection -Psychological basis	Intation / Practical Test Direct classroom teaching / Online teaching / Blended Direct classroom teaching / Direct classroom teaching /	4	2
9 th	EvaluationThe concept ofthe three-foldcetiya, myths,symbols andBuddhistrituals	or Group Present-Stūpa worship-Worship of theBodhi-tree-Image worship-Worship of thewheel, bowl, robeand footprints-Kinds of paritta-Contents of thebook of protection-Psychological basisof paritta	ntation / Practical Test Direct classroom teaching / Online teaching / Blended Direct classroom teaching / Online teaching / Blended	4	2
9 th	EvaluationThe concept ofthe three-foldcetiya, myths,symbols andBuddhistritualsParitta chantingPerahera and	or Group Present-Stūpa worship-Worship of theBodhi-tree-Image worship-Worship of thewheel, bowl, robeand footprints-Kinds of paritta-Contents of thebook of protection-Psychological basisof paritta-Symbolical value of	ntation / Practical Test Direct classroom teaching / Online teaching / Blended Direct classroom teaching / Online teaching / Blended Direct classroom teaching / Online teaching / Blended	4	2
9 th	EvaluationThe concept ofthe three-foldcetiya, myths,symbols andBuddhistrituals	or Group Present-Stūpa worship-Worship of theBodhi-tree-Image worship-Worship of thewheel, bowl, robeand footprints-Kinds of paritta-Contents of thebook of protection-Psychological basisof paritta-Symbolical value ofrelic worship	ntation / Practical Test Direct classroom teaching / Online teaching / Blended Direct classroom teaching / Online teaching / Blended	4	2
9 th	EvaluationThe concept ofthe three-foldcetiya, myths,symbols andBuddhistritualsParitta chantingPerahera and	or Group Present-Stūpa worship-Worship of theBodhi-tree-Image worship-Worship of thewheel, bowl, robeand footprints-Kinds of paritta-Contents of thebook of protection-Psychological basisof paritta-Symbolical value of	ntation / Practical Test Direct classroom teaching / Online teaching / Blended Direct classroom teaching / Online teaching / Blended Direct classroom teaching / Online teaching / Blended	4	2
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9 th 10 th	EvaluationThe concept of the three-fold cetiya, myths, symbols and Buddhist ritualsParitta chantingParitta chantingPerahera and dhātupūjā	or Group Preser-Stūpa worship-Worship of theBodhi-tree-Image worship-Worship of thewheel, bowl, robeand footprints-Kinds of paritta-Contents of thebook of protection-Psychological basisof paritta-Symbolical value ofrelic worship-Varieties of relics-Varieties ofperahera	ntation / Practical Test Direct classroom teaching / Online teaching / Blended	4	2

			Cymholiael C			
			-Symbolical value of			
			bodhipūja			
			- Ethical basis of			
	1.0th		<i>bodhipūja</i>			
	13 th	Death rituals,	-Pre Buddhist death	Direct classroom teaching /	4	3
		transferring	rituals	Online teaching / Blended		
		and rejoicing	-Origin and			
		in others' merit	development of			
			Buddhist death			
			rituals			
			-Varieties of			
			Buddhist death			
			rituals			
	14 th	Buddhist	-Pre Buddhist Sri	Direct classroom teaching /	4	1
		influence on	Lankan rituals	Online teaching / Blended		
		rituals such as	-Varieties of bali			
		bali and tovil	and tovil			
			-Psychological basis			
			of bali and tovil			
	15 th	Psychological,	-The path of	Direct classroom teaching /	4	3
		ethical and	<i>nibbāna</i> and rituals	Online teaching / Blended	-	-
		sociological	-Buddhist rituals and	Sume teaching / Dienere		
		basis of	psychiatry			
		Buddhist	-Buddhist rituals			
		rituals.	and socialization			
10.	Numbe	er of Notional Ho	urs: 200			
	1. Lectur	re Hours: 60	3. Self-stud	ly and Homework Preparation Hours	: 60	
	2. Tutori	al / Practical / Presenta	tion Hours: 20 4. Hours for	or Field Surveys / Factory Visits / So	cial Activi	ties: 60
11.	Evalu	uation and Assess	ment:			
	In Co	ourse Evaluation	(Mid Semester Eval	uation) 40% from Total Ma	rks Allo	ocated
	Expe	ected soft skills	to be evaluated	through the continuous	assess	sments:
	assig	nments%, term pa	apers%, presentations	%, reading%, discussions%,	group w	orks%,
	quizz	es %, field studie	s%, other%			
	End of	Course Evaluation	on (End Semester Eva	luation) 60% from Total Ma	arks Allo	ocated
	Questi	on Paper:				
	Recom	mended Reading				
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	3. D	utt, Sukumar, (1962), Buddhist Monks: Mo	onasteries of India, George Alle	en & Unv	win,
	1					

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14.අමරසේකර, දයා, (2007), පත්තිනි දෙවියෝ, යාතු කර්ම සහ පුද පූජා, ආරිය පුකාශකයෝ, වරකාපොළ.

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පුදසිරිත් හා උත්සව , කැළණිය.
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37.වජිර හිමි, කුඹුරුගමුවේ, (1983), දළදා ඉතිහාසය හා සංස්කෘතිය , අධාාපන අමාතාාංශයේ ගුන්ථ
පුකාශන මණ්ඩලය, කොළඹ.
38.විජේබණ්ඩාර, චන්දිම, (1979), බෞද්ධ ශිෂ්ටාචාරයේ ඉතිහාසය , පුදීප පුකාශකයෝ, කොළඹ.
39.සන්නස්ගල , පුංචි බණ්ඩාර, (1961), සිංහල සාහිතා වංශය , ලේක්හවුස් මුදුණාලය, කොළඹ.
40.සිල්වා, ලීන් ද, (1980), ලක්දිව පාරිහාරික බුද්ධාගම , කර්තෘ පුකාශන.
41.සේනානායක, විකුම, (2018), බුදු සමය තුල දේව සංකල්පය හා බුදු සිරිතේ විමර්ශනීය කැන්, එස්
ගොඩගේ සහ සහෝදරයෝ, කොළඹ.
42.හෙට්ටි ආරච්චි, ඩී.ඊ, (1963), සිංහල විශ්වකෝෂය , සංස්කෘතික කටයුතු දෙපාර්තමේන්තුව, කොළඹ
43. හේවාමානගේ, විමල්, (2006), බෞද්ධ පූජා චාරිතු සාහිතා, එස්. ගොඩගේ සහ සහෝදරයෝ, කොළඹ.

		Fields	of Study	: Buddhist	Culture		
1.	Code	of the Course Un	it	BUCU 3	2802		
2.	Title o	f the Course Uni	t	Research Methodology			
3.	Numb	er of Credits		2			
4.	Туре			С			
5.	Coord	inator of the Co	urse Unit	Most sen	ior lecturer of the relevant cours	e unit	
6.	Pre-re	quisites		Not appli	cable		
7.	Main (Objective of the C	Course				
	The main objective of this course process and to develop skills of en			-		-	research
8.	Expect	Expected/Intended Learning Outcomes (CLOs)					
	At the	At the completion of this course unit the student will be able to;					
	1. d	1. define what research is;					
	2. acquire a theoretical knowledge of research wor; and						
	3. develop skills of engaging research in the field of Buddhist studies.						
9.	Contents				Mode of Delivery / Way of No of CI Delivery (T/L Materials) Hrs. No		
	Week 1 st	Main Themes	Sub T		• • •		
	I	An introduction to research	-An introd to course -Definitio -Objective outcome research -Significa research	e ons es and s of unce of	Direct classroom teaching / Online teaching / Blended	2	1,2
	2 nd	Writing a research proposal	-Research question -Literatur -Methodo	s e review	Direct classroom teaching / Online teaching / Blended	2	2,3
	3 rd	Finding and engaging sources	-Kinds of -Recordin -Taking n systemat -Interview -Observa -Participa	sources ng totes tically ws tion	Direct classroom teaching / Online teaching / Blended	2	2,3
	4 th	Data collection and analysis	-Primary -Secondar -Claims	of data	Direct classroom teaching / Online teaching / Blended	2	2,3

5 th	Planning writing	-Elements of an argument -Evidence	Direct classroom teaching / Online teaching / Blended	2	2
6 th	Research ethics		Direct classroom teaching / Online teaching / Blended	2	2,3
7 th	Sources citation	-Bibliography style -Author-date style -Others	Direct classroom teaching / Online teaching / Blended	2	3,1
8 th	Mid semester evaluation	Written Examinat	ion / Assignment / Individual sentation / Practical Test	4	1-3
9 th	Bibliography styles	-Harvard - Chicago - MLA -Others	Direct classroom teaching / Online teaching / Blended	2	2,3
10 th	Abstract writing		Direct classroom teaching / Online teaching / Blended	2	2
11 th	Buddhist approaches to research	-Definitions -Buddhist commentarial methods - Traditional methods	Direct classroom teaching / Online teaching / Blended	2	2
12 th	Buddhist textual analysis	-Editing	Direct classroom teaching / Online teaching / Blended	2	2,3
13 th	Key theories, principles, and skills to read and assess Buddhist texts	-Buddhist hermeneutics -Critically -Academically -Scientifically	Direct classroom teaching / Online teaching / Blended	2	2,3
14 th	Distinguished scholarly works in the field of Buddhist Studies	-Scholars -Publications -Associations	Direct classroom teaching / Online teaching / Blended	2	1,2
15 th	Current trends in the field of Buddhist research	-Introduction -Scholar - practitioners -Theology and Buddhalogy	Direct classroom teaching / Online teaching / Blended	2	1,2

10.	Number of Notional Hours: 100						
	1. Lecture Hours: 30	3. Self-study and Homework Preparation Hours: 30					
	2. Tutorial / Practical / Presentation Hours: 10	4. Hours for Field Surveys / Factory Visits / Social Activities: 30					
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:						
	assignments%, term papers%, presentations%, reading%, discussions%, group works%,						
	quizzes %, field studies%, other%						
	End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated						
	Question Paper:						
12.	Recommended Reading:						
	01. Booth, W. C., Colomb, G. G., Williams, J. M., Bizup, J., & FitzGerald, W. T., (2016). The Craft of						
	Research, Fourth Edition. Amsterdam University Press.						
	02. Turabian, K. L., Booth, W. C., Colomb, G. G., Williams, J. M., Bizup, J., FitzGerald, W. T., & The						
	University of Chicago Press Editorial Staff., (2018). A Manual for Writers of Research Papers,						
		ition: Chicago Style for Students and Researchers (Chicago					
	Guides to Writing, Editing, and Publi	shing) (Ninth ed.). University of Chicago Press.					
		rch Proposals in the Sosial Sciences and Humanities. Social					
	Scientists' Association.						

		Field of Study:	Professional Subje	ect Stream				
1	Code o	f the Course Unit	PSIT 32722					
2	Title of	the Course Unit	ICT Skills for Education and	d Professional- Part I				
3	Numbe	er of Credits	2					
4	Туре		Compulsory					
5	Coordi	nator of the Course Unit	Most Senior Lecturer of the Relevant Course Unit					
6	Pre-rec		None					
7	I. II. III. IV.	bjective of the course To provide an advanced kno to be effectively performed i To provide each student wit person in an effective and so To strengthen national info solving, and for serving relev To provide human capital for To assist and promote new ve	n their particular field w h an opportunity to be ocial manner. formation industry for o ant information to clien the employment marke	rith ICT. come competent to effective decision t. et of the country.	echnolog	y literate		
8	Intende	Intended Learning Outcomes (ILOs)						
	At the	completion of this course un	it the student will be a	ble to				
	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 imp	proving workplace perfor	mance				
	3.	Create databases by using rele	evant software packages					
	4.	Design required graphics for to	eaching and learning/wor	rkplace/day to day l	ife			
	5.	5. Use digital technology for research and innovation						
	6.	Use digital teaching and learni	ing tools to support e-lea	rning				
	7.	Create a simple educational ga	ame					
	8.	Design an interactive web						
	9. Use smart technology for Digital living							
	10	. Value ethically use of informa	ation technology					
9		Contents	1	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	Definition of information literacy including components and models, Basic	Direct classroom teaching/ online	2	1		

		information literacy skills including critical thinking, reading skills, and independent learning,	teaching/ blended		
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
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		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		2	2,3
6 th	Graphics for teaching and learning			2	4
7 th	Digital technology for research and innovation	Practical on Prezi			5
8 th	Digital technology for research and innovation	Practical on Zotero or Mendeley – Online Reference Management Tools		2 2	5
9 th	Mid Semester Evaluation Written Examination/ Assig	gnment /		2	1-8

		Individual or Group Presen	tation / Practical Test			
	10 th	Use digital teaching and learning tools to support e- learning	Practical on Blended learning tools – Mentimeter /Gosoapbox		2	6
	11 th	Create a simple educational game				7
	12 th	Design an interactive web			2	8
					2	
	13 th	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
	14 th	Use smart technology for Digital living	Smart use of smart phone, Facebook, Flicker, LinkedIn profile		2	9
	15 th	Value ethically use of information technology	Ethical standards and practices of information		2	10
10.	Numbe	er of Notional Hours: 100				
			udy and Homework Pre for recommended read	-	20	
11.	Evalu	ation and Assessment:				
		ourse Evaluation (Mid Semes cted soft skills to be evaluat				
		Course Evaluation (End Semon Semon Semon Semon Semon Second Secon	ester Evaluation) 60% fr	rom Total Marks	Allocated	

12	Recom	nmended Readings:
12	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:	Professional Subje	ect Stream			
1	Code o	f the Course Unit	PSIT 41712				
2	Title of	the Course Unit	ICT Skills for Education and	d Professional- Part II			
3	Numbe	er of Credits	2				
4	Туре		Optional				
5	Coordi	nator of the Course Unit	Most Senior Lecturer	of the Relevant Co	ourse Un	it	
6	Pre-req		None				
7	I. Tr b II. Tr III. Tr SC IV. Tr	bjective of the course o provide an advanced know e effectively performed in the o provide each student with erson in an effective and soci o strengthen national infor olving, and for serving relevar o provide human capital for t o assist and promote new ver	eir particular field with K an opportunity to bec al manner. mation industry for e nt information to client. he employment market	CT. ome competent to ffective decision of the country.	echnolog	y literate	
8		 ed Learning Outcomes (ILOs) completion of this course un 1. Identify the value and nat especially in an electronic 2. Use MS Office package for 3. Create databases by using 4. Design required graphics for 5. Use digital technology for 6. Use digital teaching and leg 7. Create a simple education 8. Design an interactive web 9. Use smart technology for 	nit the student will be a ure of information and he environment r improving workplace pe g relevant software packa for teaching and learning, research and innovation earning tools to support e hal game	ow it is organized ar rformance ges /workplace/day to c		effectively	
		10. Value ethically use of info	rmation technology				
9	Week	Contents Main Themes	Sub Themes	Mode of Delivery/ Way of Delivery (T/L Materials)	No of Hrs.	ILO No.	
	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	Direct classroom teaching/ online	2	1	

		information literacy skills including critical thinking, reading skills, and independent learning,	teaching/ blended		
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
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 – Word		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		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		2	2,3
6 th	Graphics for teaching and learning			2	4
7 th	Digital technology for research and innovation	Practical on Prezi			5
8 th	Digital technology for research and innovation	Practical on Zotero or Mendeley – Online Reference Management Tools		2	5
9 th	Mid Semester Evaluation Written Examination/ Assig	gnment /		2	1-8

		Individual or Group Presen	tation / Practical Test			
	10 th	Use digital teaching and learning tools to support e- learning	Practical on Blended learning tools – Mentimeter /Gosoapbox		2	6
	11 th	Create a simple educational game				7
	12 th	Design an interactive web		-	2	8
						C
	13 th	Use smart technology for Digital living	Impact of digital technology on quality of life, work		2	9
			and play and examine what it means to be an individual in the 21st century.		2	
	14 th	Use smart technology for Digital living	Smart use of smart phone, Facebook, Flicker, LinkedIn profile		2	9
	15 th	Value ethically use of information technology	Ethical standards and practices of information		2	10
.0.	Numbe	er of Notional Hours: 100				
			tudy and Homework Pre recommended reading:		0	
1.	Evalu	ation and Assessment:				
		urse Evaluation (Mid Semes				

		f Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated ion Paper:
12	Recom	imended Readings:
12	4.	Merkow, M. S., Breithaupt, J. (2015), Information Security: Principles and Practices, Wiley, New Jersey
	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
	6.	Munir, K. (2016), Security Management in Mobile Cloud Computing (Advances in Information Security, Privacy, and Ethics), 1st Edi. IGI global, Hershey, PA

		Field	s of Study	: Buddhist	Culture			
1. Code of the Course Unit				BUCU 4	BUCU 41714			
2.	Title of	f the Course Uni	t	Buddhist Culture in Sri Lanka - Modern Period				
3.	Number of Credits			4				
4.	Туре			С				
5.	Coord	inator of the Cou	rse Unit	Most sen	ior lecturer of the relevant course	e unit		
6.	Pre-ree	quisites		Not appli	cable			
7.		- Dbjective of the C	ourse	11				
	The ob	jective of this cou	rse is to pro	ovide stud	ents with adequate knowledge	of Buddl	hist	
		-	-		ents from 1500 CE. to modern p			
8.				-				
0.	-	ed/Intended Lear						
		completion of this						
		-		•	advent of colonial powers and	their infl	uence	
	0	n the local, social	and cultura	l life;				
	2. re	ecognize the value	es and signi	ficance of	the native Buddhist culture in	comparis	son to	
	0	ther cultures; and						
	3. understand the validity of preserving Sri Lankan values.							
1			any or pres		Lankan values.			
9.					Mode of Delivery / Way of	No of	CLOs	
9.	Week			-		No of Hrs.	CLOs No.	
9.		Conter Main Themes Foreign	nts Sub Ti -An introdu	hemes	Mode of Delivery / Way of Delivery (T/L Materials) Direct classroom teaching /			
9.	Week	Conter Main Themes Foreign invasions of	nts Sub TI -An introducourse	hemes uction to	Mode of Delivery / Way of Delivery (T/L Materials)	Hrs.	No.	
9.	Week	Conter Main Themes Foreign	nts Sub Ti -An introdu	hemes uction to	Mode of Delivery / Way of Delivery (T/L Materials) Direct classroom teaching /	Hrs.	No.	
9.	Week 1 st	Contex Main Themes Foreign invasions of Sri Lanka	nts Sub Tl -An introducourse -Portugues - Dutch -English	hemes uction to e	Mode of Delivery / Way of Delivery (T/L Materials) Direct classroom teaching / Online teaching / Blended	Hrs. 4	No.	
9.	Week	Conter Main Themes Foreign invasions of	nts Sub Tl -An introducourse -Portugues - Dutch	hemes uction to e	Mode of Delivery / Way of Delivery (T/L Materials) Direct classroom teaching / Online teaching / Blended Direct classroom teaching /	Hrs.	No.	
9.	Week 1 st	Contex Main Themes Foreign invasions of Sri Lanka The changes in local culture during the	nts Sub Tl -An introducourse -Portugues - Dutch -English -Change of traditional education	hemes uction to e the system	Mode of Delivery / Way of Delivery (T/L Materials) Direct classroom teaching / Online teaching / Blended	Hrs. 4	No.	
9.	Week 1 st	Conter Main Themes Foreign invasions of Sri Lanka The changes in local culture	nts Sub Tl -An introducourse -Portugues - Dutch -English -Change of traditional education -Colonial in	hemes uction to e the system nfluence	Mode of Delivery / Way of Delivery (T/L Materials) Direct classroom teaching / Online teaching / Blended Direct classroom teaching /	Hrs. 4	No.	
9.	Week 1 st	Contex Main Themes Foreign invasions of Sri Lanka The changes in local culture during the	nts Sub Tl -An introducourse -Portugues - Dutch -English -Change of traditional education	hemes uction to e the system afluence st rites,	Mode of Delivery / Way of Delivery (T/L Materials) Direct classroom teaching / Online teaching / Blended Direct classroom teaching /	Hrs. 4	No.	
9.	Week 1 st	Contex Main Themes Foreign invasions of Sri Lanka The changes in local culture during the	nts Sub TI -An introducourse -Portugues - Dutch -English -Change of traditional education -Colonial in on Buddhi language, etc.	hemes uction to e the system afluence st rites,	Mode of Delivery / Way of Delivery (T/L Materials) Direct classroom teaching / Online teaching / Blended Direct classroom teaching /	Hrs. 4	No.	
9.	Week 1 st	Contex Main Themes Foreign invasions of Sri Lanka The changes in local culture during the	nts Sub Tl -An introducourse -Portugues - Dutch -English -Change of traditional education -Colonial in on Buddhi language, etc. -Religious	hemes uction to e the system afluence ast rites, clothing	Mode of Delivery / Way of Delivery (T/L Materials) Direct classroom teaching / Online teaching / Blended Direct classroom teaching /	Hrs. 4	No.	
9.	Week 1 st	Contex Main Themes Foreign invasions of Sri Lanka The changes in local culture during the	nts Sub TI -An introducourse -Portugues - Dutch -English -Change of traditional education -Colonial in on Buddhi language, etc.	hemes uction to e The system afluence ist rites, clothing	Mode of Delivery / Way of Delivery (T/L Materials) Direct classroom teaching / Online teaching / Blended Direct classroom teaching /	Hrs. 4	No.	
9.	Week 1 st 2 nd	Conter Main Themes Foreign invasions of Sri Lanka The changes in local culture during the colonial era The nature of relationship	nts Sub TI -An introducourse -Portugues - Dutch -English -Change of traditional education -Colonial in on Buddhi language, etc. -Religious Conversio -The attitue	hemes uction to e the system afluence ast rites, clothing <u>ns</u> des of s of	Mode of Delivery / Way of Delivery (T/L Materials) Direct classroom teaching / Online teaching / Blended Direct classroom teaching / Online teaching / Blended	Hrs. 4 4	No. 1 2	
9.	Week 1 st 2 nd	Conter Main Themes Foreign invasions of Sri Lanka The changes in local culture during the colonial era The nature of relationship between state	nts Sub TI -An introducourse -Portugues - Dutch -English -Change of traditional education -Colonial in on Buddhi language, etc. -Religious Conversio -The attitud Europeans Buddhism	hemes uction to e The system afluence ast rites, clothing ns des of s of	Mode of Delivery / Way of Delivery (T/L Materials) Direct classroom teaching / Online teaching / Blended Direct classroom teaching / Online teaching / Blended Direct classroom teaching / Online teaching / Blended Direct classroom teaching / Direct classroom teaching / Direct classroom teaching / Blended	Hrs. 4 4	No. 1 2	
9.	Week 1 st 2 nd	Conter Main Themes Foreign invasions of Sri Lanka The changes in local culture during the colonial era The nature of relationship	nts Sub TI -An introducourse -Portugues - Dutch -English -Change of traditional education -Colonial in on Buddhi language, etc. -Religious Conversio -The attitue	hemes uction to e the system afluence ast rites, clothing ns des of s of a d of	Mode of Delivery / Way of Delivery (T/L Materials) Direct classroom teaching / Online teaching / Blended Direct classroom teaching / Online teaching / Blended Direct classroom teaching / Online teaching / Blended Direct classroom teaching / Direct classroom teaching / Direct classroom teaching / Blended	Hrs. 4 4	No. 1 2	
9.	Week 1 st 2 nd	Conter Main Themes Foreign invasions of Sri Lanka The changes in local culture during the colonial era The nature of relationship between state and religion in	nts Sub TI -An introducourse -Portugues - Dutch -English -Change of traditional education -Colonial in on Buddhi language, etc. -Religious Conversio -The attitud Europeans Buddhism -The spread	hemes uction to e the system afluence ast rites, clothing <u>ns</u> des of s of a d of sm	Mode of Delivery / Way of Delivery (T/L Materials) Direct classroom teaching / Online teaching / Blended Direct classroom teaching / Online teaching / Blended Direct classroom teaching / Online teaching / Blended Direct classroom teaching / Direct classroom teaching / Direct classroom teaching / Blended	Hrs. 4 4	No. 1 2	

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			the colori-1			
			the colonial era			
			-The religious policy			
			of the British in Sri			
			Lanka after 1815			
			-Buddhism and Sri			
			Lankan			
-	4 th	D 1' ' 1	constitutions		4	2
	4 ^{ui}	Religious and	-Introduction	Direct classroom teaching /	4	2
		cultural	-The Religious	Online teaching / Blended		
		relationships	relationship			
		between Sri	between Sri Lanka			
		Lanka and	and South East			
		other Buddhist	Asian Countries			
		states in colonial era	-Re-establishment			
		and, changes and new trends	of <i>upasampadā</i>			
	5 th	caused by them Welivita Siri	-Restoration of	Direct classroom teaching /	4	2
	5	Saranamkara	traditional	Online teaching / Blended	-	2
		Sangharāja thera		Online waening / Diendeu		
		Sangharaja thera	-Re-establishment			
			of upasampadā			
			-Restoration of Pali			
			and classical			
			Sinhala Literature			
-	6 th	Establishment	-Introduction	Direct classroom teaching /	4	2
	-	of Buddhist	-Siam sect	Online teaching / Blended	-	
		sects	-Amarapura sect			
			-Rāmañña sect			
	7 th	Kandyan	-Introduction	Direct classroom teaching /	4	1
		convention and	-Change of the	Online teaching / Blended		
		attitude of the	traditional			
		British colonial	Buddhist rites,			
		rule towards	attitudes etc.			
		Buddhism	-Change of the state			
			patronage			
	8 th	Mid Semester		on / Assignment / Individual	4	1-3
_		Evaluation		entation / Practical Test		
	9 th	Religious	-Five great	Direct classroom teaching /	4	1
		debates	controversies	Online teaching / Blended		
			against missionary			
			movements			
			-Baddegama debate			
			- 1865			
			-Waragoda – 1865			
			-Udanwita- 1866			
			-Gampola- 1871			
1 I			-Panadura – 1873			

10	h Religious	-Introduction	Direct classroom teaching /	4	2
	literature and Buddhist newspapers	-The beginning of journalism - Lakmini pahana -Sarasavi Sandaresa	Direct classroom teaching / Online teaching / Blended		
	h National and religious revival and its pioneers	-Initiation of reforms in Sri Lanka -Roles of Anagarikam Dharmapala, Hikkaduwe Sri Sumangala thera, Henri Steel Olcott, Migettuwaththe Gunananda thera etc. -Buddhist organizations formed in 19 th and 20 th centuries in Sri Lanka	Direct classroom teaching / Online teaching / Blended	4	2
12'	^h Buddhist education revival	 -Establishment of Buddhist schools in Sri Lanka -Revival of oriental education -Origin of Vidyālaṅkāra and Vidyodaya pirivenas - Emergence of universities from Vidyālaṅkāra and Vidyodaya pirivenas 	Direct classroom teaching / Online teaching / Blended	4	1
13	social milieu in Sri Lanka after independence and influence of Buddhism on the constitutions	-Introduction -Sri Lankan present constitution and Buddhism -New Buddhist organizations and moments	Direct classroom teaching / Online teaching / Blended	4	2
14'	^h Buddhist clergy and politics	-Introduction -Definitions of politics -Buddhist monks	Direct classroom teaching / Online teaching / Blended	4	3

	15 th	Contemporary challenges and new trends	and politics in the history of Sri Lanka -The role of Buddhist monks in the present Sri Lankan politics -Definitions -New moments in the Sri Lankan Monastics organization -Religious conversion and Buddhism	Direct classroom teaching / Online teaching / Blended	4	3
10.	Numbe	er of Notional Ho	urs: 200			
	1. Lectur	re Hours: 60	3. Self-stu	dy and Homework Preparation Hours:	60	
	2. Tutori	al / Practical / Presenta	tion Hours: 20 4. Hours	for Field Surveys / Factory Visits / Soc	ial Activitie	es: 60
11.	Evalu	uation and Assess	ment:			
	assig quizz End o t	nments%, term pa zes %, field studie	pers%, presentations s%, other%	gh the continuous assessment %, reading%, discussions%, gr valuation) 60% from Total Ma	oup worł	
12.		mended Reading	g:			
	 2. Bo 3. De 4. Dh 5. Ila 6. Ka 7. Kn 8. Ma 9. Pei 10. Ra 	nd, D. George, (1992 waraj, L. S. (1972),, 7 ammavihari Thera, (2 ngasinha, H. B. M., (1 riyawasam, Tissa, (20 highton, William, (199 alalgoda, K., (1976), I ris, P.E., (1983), Cey l hula Himi, Walpola, (199), The Buddhist Revival The Kandyan Kingdom 2003), Buddhism in Sri I 1992), Buddhism in Med 2009), Religious Activities 203), The History of Ceyle Buddhism in Sinhalese S Ion: the Portuguese Era (2003), The Heritage of	an Educational Servicers, New Delhi in Sri Lanka, Motilal Banarsidas, D of Sri Lanka, Lake House Investmen Lanka, Buddhist Cultural Centre, Del lieval Sri Lanka, Buddhist Cultural G s and the Development of a new Pol on, Sri Satguru Publications, Delhi.L' Society, Berkeley University of Califo , Vol 2 – 2nd, Tisara Prakasakayo, D the Bhikkhu, S. Godage & Brothers, ritish Occupation, Colombo Apothe	elhi. nts LTD, hiwala. Centre, itical. TD, Colom ornia Press ehiwala. Colombo.	
	12. Tr 13. Vii an Co 14. ຊີລິ 15. ຊີອ	adition in Sinhalese malananda, T., (1963 d religious Policy of lombo. ාහාපන සියවස, (1969), බසිංහ, ටිකිරි බණ්ඩාර,	1852-1906, Godage Inter i), Buddhism in Ceylon the British Goverment අධාහපන හා සංස්කෘතික අ හේරත්, (1966), පරංශී කො	national Publications, Colombo. under the Christian Powers and in Ceylon, (1797 – 1832), Tennakoo	the educa on, Vimala	
	17. අභ 18. අභ සම	ායසිංහ, ටිකිරි, (1969), t ායසිංහ, ටිකිරි, දේවරාජ ාගම, කොළඹ.	ාංතුගීසීන් හා ලංකාව , ස්ටැ , ශීමතී, සෝමරත්න, ජී. පී.	- ඉපපෙසපෙපාප සංකාල, පකාලය. ව්ෆර්ඩ් ලේක් සමාගම, පන්නිපිටිය. වී., (1977), උඩරට රාජධානිය , ලේක්හවු ආරිය පුකාශකයෝ, වරකාපොළ.	ස් ඉන්වෙස	්ට්මන්ට්

20.	ආනන්ද හිමි, අම්පාරේ, (2013), ලංකා බෞද්ධ සංස්කෘතියේ නූතන යුගය, කතෘ පුකාශන.
21.	ආනන්ද හිමි, අම්පාරේ, (2011), ශී ලංකාවේ යටත්විජිත අධාාපන පුතිපත්ති හා දේශීය අධාාපනය , කර්තෘ පුකාශන.
22.	ඉලංගසිංහ, මංගල,(2005), මධාාකාලීන ලංකාවේ ආගම , එස් ගොඩගේ සහ සහෝදරයෝ කොළඹ.
23.	ඉලංගසිංහ, මංගල , (1988), රජය, ආගම හා අධාාපනය , එස් ගොඩගේ සහ සහෝදරයෝ, කොළඹ.
24.	කුමාරසිරි, ජයන්ත 2001, ශී ලංකාවේ භික්ෂුව , පිුන්ට් හවුස්, ගාල්ල.
25.	ගුරුගේ, ආනන්ද ඩබ්. පී., (1991), ධර්මපාල පුතිරාවය , අධාහපන පුකාශන දෙපාර්තමේන්තුව, කොළඹ.
26.	ධර්මකීර්ති හිමි, නිවන්දම, (1996), ශී ලංකාවේ 2500 වසරක සංක්ෂිප්ත ශාසනික ඉතිහාසය , බෞද්ධ සංස්කෘතික මධාස්ථානය, දෙහිවල <i>.</i>
27.	ධර්මබන්දු, ටී. ඇස්., (1992), පංචමහාවාද, ඇම්.ඩී. ගුණසේන සමාගම, කොළඹ.
28.	පමුණුව, චතුර, (2011), බොදු අභියෝග, සාහිත පොත් පියස, මහරගම.
29.	පියනන්ද හිමි, හේන්පිටගෙදර, (1969), සංස්. සංඝරාජ චරිතය , රත්න පොත් පුකාශකයෝ, කොළඹ.
	බෞද්ධ තොරතුරු පරීක්ෂක සභාවේ වාර්තාව , (1956), ධර්ම විජය මුදුණාලය, බලංගොඩ.
	රතනසාර හිමි, හැවැන්පොල, (1970), බුතානා පුතිපත්ති, බුදුසමය හා පිරිවෙන් අධාාපනය , කර්තෘ පුකාශන.
32.	රණවක, ඇඬ්වින්, (1959), ලංකාවේ අපරදිග පාලන යුගය, කිු .ව 1500 සිට වර්තමාන කාලය දක්වා, ගුණසේන සහ සමාගම, කොළඹ.
33.	රාහුල හිමි, වල්පොළ, (1992), භිඤුවගේ උරුමය , එස්. ගොඩගේ සහ සහෝදරයෝ, කොළඹ.
34.	ලංකාවේ අධාාපන , (1969), අධාහපන හා සංස්කෘතික අමාතාහංශය, ශී ලංකාව.
	වාචිස්සර හිමි, කොටගම, (2003), සරණංකර සංඝරාජ සමය , විසිදුණු පුකාශකයෝ, බොරලැස්ගමුව. විමලරතන හිමි, අලුත්ගම 2017, යටත්විජිතවාදය හා බෞද්ධ සංස්කෘතියේ නව පුවණතා, මාගධධි, පුවක්පිටිය.
37	. විමලරත්න, කේ. ඩී. ජී., (2014), ලක්දිව ලන්දේසි පුයත්නය , සරසවි පුකාශකයෝ, නුගේගොඩ.
38	. වෙත්තමුණි, විජයසිරි, (2002), මහාවංසය නූතන භාගය (සරල සිංහල මහාවංසය) , කතෘ පුකාශන.
39	. සරණංකර හිමි, ගණේගම, (1999), ජාතියේ පියා , ඇම්.ඩී. ගුණසේන සමාගම, කොළඹ.
40	. සිල්වා, ඒ. වී., (2005), (පරි. දිසානායක, සුජීව), ලංකාවේ ලන්දේසි , සූරිය පුකාශකයෝ, කොළඹ.
41	. සෝමරංසි හිමි, උඩගලදෙනියේ, (1996), බෞද්ධ භික්ෂුවගේ ආගමික හා සාමාජික කාර්යභාරය , සමයවර්ධන පුකාශකයෝ, කොළඹ.

		Fiel	ds of Study :	Buddhis	t Culture			
1.	Code o	of the Course Un	nit	BUCU	41724			
2.	Title of	f the Course Un	it	Buddhism and Social Work				
3.	Number of Credits			4				
4.	Туре			С				
5.	Coordinator of the Course Unit			Most ser	Most senior lecturer of the relevant course unit			
6.	Pre-requisites			Not app	licable			
7.	Main (Objective of the (Course	I				
		bjective of this co and its scope.	ourse is to pro	ovide the s	student a basic knowledge of I	Buddhist	social	
8.	Expect	ed/Intended Lea	rning Outcon	nes (CLO	s)			
	At the	completion of thi	s course unit	the stude	nt will be able to;			
	1.	acquire a basic k	nowledge of I	Buddhist	theories of social work;			
	2.	recognize the un	ique character	ristics of	Buddhist social work; and			
	3.	develop sensitiv	e attitudes tow	vards the	whole universe.			
9.		Conte			Mode of Delivery / Way of	No of	CLO _s	
	Week	Main Themes	Sub Theme		Delivery (T/L Materials)	Hrs. 4	No.	
			charity	Direct classroom teaching / Online teaching / Blended		1,2		
			Work -Socila Sork 1 -Social Work	methods and				
	2 nd	Buddhist concept of origin, development and sustainability of society	Work -Socila Sork 1	methods and es e society ingship <i>nata)</i>	Direct classroom teaching / Online teaching / Blended	4	1,2	
	2 nd 3 rd	concept of origin, development and	Work -Social Sork I -Social Work social scienc -Origin of the -Idea of the ki (Mahā samn	methods and es society ingship <i>nata)</i> fications of words <i>susala</i> <i>susala</i> <i>v</i> of the <i>puñña-</i>	e	4	1,2	

	perfections (<i>pāramitās</i>)	<i>pāramitā</i> -The concept of the Bodhisattva and <i>pāramitās</i> -The utility and role of <i>pāramitā</i> in the field of Buddhist Social Work	Online teaching / Blended		
5 th	for effecting karmically fruitful actions (<i>puñña-kiriya-</i> <i>vatthus</i>)	-Definitions -Commentarial interpretations of <i>puñña-kiriya-vatthus</i> -Relationship between <i>puñña- kiriya-vatthus</i> and social work -Practice of <i>puñña- kiriya-vatthus</i> as Buddhist social work	Direct classroom teaching / Online teaching / Blended	4	1,2
6 th	The four sublime attitudes (<i>brahmavihāra</i>)	-Definitions -Relationship between code of ethics of social work and <i>brahmavihāra</i> -Applicability of <i>brahmavihāra</i> in the field of social work practice	Direct classroom teaching / Online teaching / Blended	4	1,3
7 th	The four-fold benevolence (saṅgaha- vatthu)	-Definitions -Unique characteristics the of four-fold benevolence -Relationship between code of ethics of Socil Work and sangaha vatthu -Utility of the four- fold benevolence in Buddhist Social Work	Direct classroom teaching / Online teaching / Blended	4	1
8 th	Mid emester Evaluation		on / Assignment / Individual ntation / Practical Test	4	1-3
9 th	The practice of giving $(d\bar{a}na)$ and generosity $(c\bar{a}ga)$	-Definitions -Early Buddhist teaching of <i>dāna</i> and <i>cāga</i> -Classification of <i>dāna</i>	Direct classroom teaching / Online teaching / Blended	4	1,3

	1			I	
		-Core relation of final bliss			
		(<i>nibbāna</i>) and <i>dāna</i>			
		- <i>Dāna</i> and <i>cāga</i> as			
		practices in the			
		field of social			
		welfare			
		administration			
10 th	The ethics of	-Definitions	Direct classroom teaching /	4	3
	altruism	-Philosophy of	Online teaching / Blended		
		altruism	6		
		-Buddhist principles of			
		altruism			
		-Altruism and ocial			
		work			
11 th	kindness and	-Definitions	Direct classroom teaching /	4	3
	compassion	-Buddhist teaching	Online teaching / Blended		
		on kindness and			
		compassion			
		-Compassionate			
		work places and			
		their impacts on			
		society			
		-Kindness and			
		compassion as core			
		value in Buddhist			
12 th	Buddha and	social work practice	Direct closers on tooching /	4	2,3
12	Bodhisattva	-The Bodhisattva as	Direct classroom teaching / Online teaching / Blended	4	2,3
	ideals	a core pioneer of	Online teaching / Dichded		
	lacuis	Buddhist social			
		work			
		-Unique			
		characteristic of the			
		Bodhisattva ideal in			
		terms of society			
		-Social services of			
		the Bodhisattva			
		-Biography of the			
		Buddha and social			
		work			
13 th	Buddhist	-Definitions	Direct classroom teaching /	4	2
	teachings on	-History of human	Online teaching / Blended		
	human rights	rights			
		-Buddhist principles			
		of human rights			
		-Five precepts			
		-Core relations of			
		human rights in terms of Buddhist			
		terms of Buddhist			

			social work										
	14 th	Conflict and conflict resolutions	-Definitions -Psychological roots of conflict	Direct classroom teaching / Online teaching / Blended	4	2,3							
			-Buddhist principles of conflict resolutions										
	15 th	Unique Buddhist social organizations and workers in the modern world.	-Definitions -Ideal lay and monastic Buddhist Social Workers -Unique features of Buddhist social organizations in the modern world -Practice of Buddhist Social Work as a profession	Direct classroom teaching / Online teaching / Blended	4	2							
10.	Numb	er of Notional Ho											
		re Hours: 60		dy and Homework Preparation Hours:	60								
				for Field Surveys / Factory Visits / Soci		s: 60							
11.													
				Evaluation and Assessment:									
	In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated												
			•	,		ated							
	Expe	ected soft skills t	to be evaluated throug	gh the continuous assessment	s:								
	Expe	ected soft skills t	to be evaluated throug	,	s:								
	Expe assig	ected soft skills t	to be evaluated throug papers%, presentations?	gh the continuous assessment	s:								
	Expe assig quizz End o	ected soft skills t nments%, term p zes %, field studi f Course Evalua	to be evaluated throug papers%, presentations? es%, other%	gh the continuous assessment	s: oup work	cs%,							
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62.ශී ධර්මකීර්ති. නිවන්දම. (2012) දස පුණාාකිුයා . බෞද්ධ සංස්කෘතික මධාාස්ථානය, දෙහිවල.
63.සෝමරංසි හිමි, උඩගලදෙණිය, (1999), බෞද්ධ දර්ශනය හා සමාජ දර්ශනය , සමයවර්ධන පොත්හල.
64.හෙට්ටිආරච්චි, ධර්මසේන., (2006), බෞද්ධ සදාචාරය , කර්තෘ පුකාශන, දිවුලපිටිය.

		Fields	of Study :	: Buddhist Cı	ılture		
1	Code o	f the Course Un	it	BUCU 417.	34		
2	Title of	f the Course Uni	t	Buddhist Meditation- Theory and Practicum			
3	Number of Credits			4			
4	Туре			С			
5	Coordinator of the Course Unit			Most senior	lecturer of the relevant course	unit	
6	Pre-requisites			Not applical	ble		
8	Main (Dbjective of the C	Course				
		nain objective of tation theories and		-	students a sound knowledge	of Buddl	nist
9	Expect	ed/Intended Lea	rning Outo	comes (CLOs	s)		
10	1. ga 2. de	1 1	ge of Budd neditation s ersonality	lhist meditati skills; and		y.	CLO _s
10		Cont	ents		of Delivery (T/L	Hrs.	No.
	Week	Main Themes	Sub 7	Themes	Materials)		
	1 st	What meditation is	of Buddh meditatio -Varieties meditatio	ns Buddhist n objectives ist n of n	Direct classroom teaching / Online teaching / Blended	4	1
	2 nd	Samatha meditation	-Worldly t samatha r	samatha on amatha n ues of neditation penefits of neditation meditation	Direct classroom teaching / Online teaching / Blended	4	1
	3 rd	Vipassanā meditation	-Definition -Scope of meditatio -Aims of v	vipassanā m	Direct classroom teaching / Online teaching / Blended	4	1

		meditation			
		- Techniques of			
		vipassanā meditation			
		-Worldly benefits of			
		vipassanā meditation			
		- Vipassanā			
		meditation and			
		nibbāna			
4 th	Techniques of	-Definitions	Direct classroom teaching /	4	1
	meditative	-Varieties of Buddhist	Online teaching / Blended		
	training of the	meditative techniques	6		
	mind	-Meditation			
		techniques in early			
		Buddhism			
		-Theravāda			
		development of			
		meditative			
		techniques			
		-Development of			
		Mahāyana,			
		-Zen, and Vajrayāna			
		meditation			
		techniques			
5 th	Buddhist	-Definitions	Direct classroom teaching /	4	1
C	meditation and		Online teaching / Blended	•	-
	analysis of	temperaments in	Simile teaching / Dichaea		
	temperaments	Theravāda texts			
	temperaments	-The relationship			
		between analysis of			
		temperaments and			
		Buddhist meditation			
		-Kinds of			
		temperaments			
		-Meditation			
		techniques and			
		temperaments			
6 th	Mundane	-Definitions of	Direct classroom teaching /	4	1
U	benefits of	mundane life	Online teaching / Blended	т	1
	Buddhist	-Physical health	Online teaching / Dichaed		
	meditation	benefits			
	meditation	-Psychological			
		benefits			
		-Building up of			
		balance personality			
		-Achievement of			
7 th	Supro	higher knowledge -Definitions	Direct classroom toaching /	4	1
1	Supra- mundane	-Varieties of benefits	Direct classroom teaching /	4	1
			Online teaching / Blended		
	benefits of	-Spiritual benefits			
	Buddhist	-The six-fold higher			

	meditation	knowledge -Achievement of			4
		nibbana			
8 th	Mid Semester Evaluation	Written Examination	n / Assignment / Individual tation / Practical Test	4	1-3
9 th	Human needs and daily meditation	-Definitions of human needs -How accomplished human needs through mediation -Wellness of human and practicing meditation	Direct classroom teaching / Online teaching / Blended	4	1
10 th	Sociological benefits of Buddhist meditation	 Definitions Developing positive attitudes towards others Managing the sociological role of the individual Finding perpetual solutions for human problems 	Direct classroom teaching / Online teaching / Blended	4	1
11 th	Ethical basis of Buddhist meditation	-Definitions -The relationship between Meditation and morality -Management of distracting thought and meditation	Direct classroom teaching / Online teaching / Blended	4	1
12 th	Psychological benefits of Buddhist meditation	-Spiritual development -Development of positive thinking - Personality development -Relationship between Buddhist meditation and psychology -Enhancing of self- awareness -Promoting emotional health	Direct classroom teaching / Online teaching / Blended	4	3
13 th	Buddhist meditation and psychiatry	-Meditation techniques and psychiatry -Stress reduction -Controlling anxiety -Enduring regular mental hardships	Direct classroom teaching / Online teaching / Blended	4	3

	14 th	Meditation	Samatha		Direct classroom teaching /	4	2		
		practice I	Samana		Online teaching / Blended				
	15 th	Meditation	Vinaganā		Direct classroom teaching /	4	2		
	practice II v	Vipassanā		Online teaching / Blended					
11.	Numb	er of Notional Ho	ours: 200						
	1. Lectur	re Hours: 60		3. Self-study	and Homework Preparation Hours:	60			
	2. Tutori	al / Practical / Present	ation Hours: 20	4. Hours for	r Field Surveys / Factory Visits / Soci	ial Activitie	s: 60		
12.	Eval	uation and Asses	sment:						
	In C	ourse Evaluation	n (Mid Seme	ster Evalu	ation) 40% from Total Mar	rks Alloc	ated		
	Expe	ected soft skills t	o be evaluate	ed through	n the continuous assessment	s:			
	assig	nments%, term p	apers%, pres	entations%	, reading%, discussions%, gr	oup work	s%,		
	assignments%, term papers%, presentations%, reading%, discussions%, group works%, quizzes %, field studies%, other%								
	-			e agtan Erra	hatten) (00/ from Total Ma		atad		
		ion Paper:	ion (End Sen	liester Eva	luation) 60% from Total Ma	rks Anoc	aleu		
	~	mended Reading	:						
13	1. Gi	raldi, T. (2019), Psy	chotherapy, M	lindfulness a	and Buddhist Meditation (1st ed.	2019 Ed.)	. Palgrave		
	Ma	acmillan.					-		
		yota, M., & Jones, 1 otilal Banarsidass.	E. W. (2009), N	Mahayana B	Buddhist Meditation: Theory and	Practice	(New Ed).		
). Buddhist wa	v of Relievir	g Stress, Buddhist Cultural center,	Dehiwala.			
					Buddhist Cultural center, Dehiwala.				
					Mediation, Buddhist Cultural cent	er, Dehiwa	la.		
		loup J.Y., (2009), Co							
					නා වාායාම, ශික්ෂා මන්දිර, බොරැල්(2			
					මුදුණ ශිල්පියෝ, කතෘ පුකාශන		•••		
					හා මනෝ චිකිත්සාව, සරස්වතී පුකාශ				
		වනජෝත් හිම, චාරිය බාශනයකි.	පොල, (2003),	මානසක සුව	ය පිළිබඳ හා බටහිර මනෝවිදාහත්	මක ආකල	ප, කාර්තෘ		

		Field of Study:	Professional Subject Stream
1	Code	of the Course Unit	BUCU 41744
2	Title of	of the Course Unit	Internship
3	Numb	per of Credits	4
4	Type		Compulsory
5	Pre-re	equisites	None
6	Main	objective of the course	
		ain objective of the course unit	t is to develop network in the industry for the student's career
7	Intend	led Learning Outcomes (ILC	Ds)
	At the	completion of this course un	it the student will be able to
	1.	Apply the academic knowledg in dynamic working environm	e to carry out work related activities and get to know new trends ents.
	2.	Develop professional skills to value adding person	practice their subject knowledge within a given context as a
	3.	Develop network with the stak development opportunities.	cholders of relevant industries and communities for career
8	Conte	nt	
	1.	order to provide internship opp period 1 academic year coverin workshop series conducted by	ential to establish links by the Internship Coordinating Unit in portunities for the final year undergraduates. The internship ng 400 working hours. It should be completed the compulsory Internship and Skills Development Unit in the previous wledge and occupational experience for the internship.
	2.		s are required to work minimum 2 days a week at the assigned students should attend lectures/ tutorials in the University.
	3.	All the relevant criteria of inter Framework of the Internship a	rnship program is depended on the Internship Policy nd Skills Development Unit.
	4.	The following points should be	e completed from the internship program.
		 for getting acceptance Developing profession Devloping skills and a Relate academic know supervisors in the relevisors in the relevisor skills to enh. 	electing suitable organization and fulfilling initial requirement to suitable organization for internship. nal soft skills related to different industrial organizations. ttitudes to get adapted to different organization cultures. eledge into real life application with the supervision of vant organizations. ance the professional network and public relations with the eholders relevant to respective organizations and industry.

	• Improve skills for the relevant carrier development opportunities required knowledge	
9.	Number of Notional Hours: 400	
10.	Evaluation and Assessment:	
	Assessment Strategy:	
	Supervisor Evaluation 50%	
	Institutional Training Report 30%	
	Viva-voce Examination 20%	

		Fields	of Study :	Buddhist Cu	ılture			
1	Code o	f the Course Un	it	BUCU 417	/54			
2	Title of	f the Course Uni	it	An Introdu	An Introduction to Buddhist Meditation			
3	Numb	er of Credits		4				
				А				
5		nator of the Co	urse Unit	Most senior	r lecturer of the relevant course	unit		
6	Pre-requisites			Not applica	ble			
8)bjective of the (Course	11				
		ain objective of ation theories and		is to provide	students a sound knowledge of	of Buddh	iist	
9	Expect	ed/Intended Lea	rning Outc	omes (CLOs	.)			
	At the	completion of thi	s course un	it the studen	t will be able to;			
	1.	gain basic know	ledge of Bu	ddhist medit	tation theories;			
		develop Buddhis						
	3.	build up balance	d personalit	ty based on I	Buddhist teachings on spiritua	lity.		
10		Cont	ents		Mode of Delivery / Way of	No of	CLO _s	
	Week	Main Themes	Sub T	Themes	Delivery (T/L Materials)	Hrs.	No.	
	1 st	What meditation is	-An introduce course -Definition -Scope of E meditation -Aims and of Buddhis meditation -Varieties co meditation	s 3uddhist 1 objectives st 1 of	Direct classroom teaching / Online teaching / Blended	4	1	
	2 nd	Samatha meditation	 Definition Scope of s meditation Aims of sa meditation Techniqu samatha m Worldly be samatha m Samatha m and nibbān 	samatha n amatha n es of neditation enefits of neditation meditation	Direct classroom teaching / Online teaching / Blended	4	1	

	3rd	Vipassanā	-Definitions	Direct classroom teaching /	4	1
	5	meditation	-Scope of vipassanā	Online teaching / Blended	4	1
		meunation	meditation	Onnine teaching / Blended		
			-Aims of vipassanā meditation			
			- Techniques of			
			vipassanā meditation			
			-Worldly benefits of			
			vipassanā meditation			
			- Vipassanā			
			meditation and			
	- 41		nibbāna			
	4 th	Techniques of	-Definitions	Direct classroom teaching /	4	1
		meditative	-Varieties of Buddhist	Online teaching / Blended		
		training of the	meditative techniques			
		mind	-Meditation			
			techniques in early			
			Buddhism			
			-Theravāda			
			development of			
			meditative			
			techniques			
			-Development of			
			Mahāyana,			
			-Zen, and Vajrayāna			
			meditation			
-			techniques			
	5 th	Buddhist	-Definitions	Direct classroom teaching /	4	1
		meditation and		Online teaching / Blended		
		analysis of	temperaments in			
		temperaments	Theravāda texts			
			-The relationship			
			between analysis of			
			temperaments and			
			Buddhist meditation			
			-Kinds of			
			temperaments			
			-Meditation			
			techniques and			
			temperaments			
	6 th	Mundane	-Definitions of	Direct classroom teaching /	4	1
		benefits of	mundane life	Online teaching / Blended		
		Buddhist	-Physical health			
		meditation	benefits			
			-Psychological			
			benefits			
			-Building up of			
			balance personality			
			-Achievement of			
			higher knowledge			

7 th	Supra-	-Definitions	Direct classroom teaching /	4	1
	mundane	-Varieties of benefits	Online teaching / Blended		
	benefits of	-Spiritual benefits			
	Buddhist	-The six-fold higher			
	meditation	-knowledge			
		-Achievement of			
		nibbāna			
8 th	Mid Semester	Written Examination	n / Assignment / Individual	4	1-3
	Evaluation	or Group Presen	tation / Practical Test		
9 th	Human needs	-Definitions of human	Direct classroom teaching /	4	1
	and daily	needs	Online teaching / Blended		
	meditation	-How accomplished			
		human needs through			
		mediation			
		-Wellness of human			
		and practicing			
		meditation			
10 th	Sociological	-Definitions	Direct classroom teaching /	4	1
	benefits of	-Developing positive	Online teaching / Blended		
	Buddhist	attitudes towards	_		
	meditation	others			
		-Managing the			
		sociological role of			
		the individual			
		-Finding perpetual			
		solutions for human			
		problems			
11 th	Ethical basis	-Definitions	Direct classroom teaching /	4	1
	of Buddhist	-The relationship	Online teaching / Blended		
	meditation	between Meditation	_		
		and morality			
		-Management of			
		distracting thought			
		and meditation			
12 th	Psychological	-Spiritual	Direct classroom teaching /	4	3
	benefits of	development	Online teaching / Blended		
	Buddhist	-Development of			
	meditation	positive thinking			
		- Personality			
		development			
		-Relationship between			
		-Relationship between Buddhist meditation			
		Buddhist meditation and psychology			
		Buddhist meditation			
		Buddhist meditation and psychology -Enhancing of self- awareness			
		Buddhist meditation and psychology -Enhancing of self- awareness -Promoting emotional			
13 th	Buddhist	Buddhist meditation and psychology -Enhancing of self- awareness -Promoting emotional health	Direct classroom teaching /	4	3
13 th	Buddhist meditation	Buddhist meditation and psychology -Enhancing of self- awareness -Promoting emotional	Direct classroom teaching / Online teaching / Blended	4	3

	14 th	Meditation practice I Meditation	-Stress reduction -Controlling anxiety -Enduring regular mental hardships Samatha Vipassanā	Direct classroom teaching / Online teaching / Blended Direct classroom teaching /	4	2
11.		practice II	1	Online teaching / Blended		
11.	Numbe	er of Notional Ho	ours: 200			
	1. Lectur	re Hours: 60	3. Self-study	and Homework Preparation Hours:	60	
	2. Tutori	al / Practical / Present	ation Hours: 20 4. Hours for	r Field Surveys / Factory Visits / Socia	al Activitie	s: 60
12.	Evalu	uation and Asses	sment:			
	In Co	ourse Evaluation	n (Mid Semester Evalu	ation) 40% from Total Mar	ks Alloc	ated
	Expe	ected soft skills t	o be evaluated throug	n the continuous assessments	5:	
	-		e	, reading%, discussions%, gro		s%.
	-	xes %, field studie			1	,
			ion (End Semester Eva	luation) 60% from Total Ma	rks Alloc	ated
	-	ion Paper:				
13	Recom	mended Reading	•			
15			chotherapy, Mindfulness	and Buddhist Meditation (1st ed.	2019 Ed.)	. Palgrave
		acmillan. vota M & Iones	F. W. (2009) Mahavana H	Buddhist Meditation: Theory and	Practice	(New Ed)
	Mo	otilal Banarsidass.		-		
				g Stress , Buddhist Cultural center,	Dehiwala.	
				Buddhist Cultural center, Dehiwala. Mediation, Buddhist Cultural center	er. Dehiwa	la.
	16.Le	loup J.Y., (2009), Co	ompassition and meditation	Inner Traditions	,	
				මුදණ ශිල්පියෝ, කතෘ පුකාශන හා මංශේ බිසින්නාව, හරුද්බයී කොහැ		
	19.සුම			හා මනෝ චිකිත්සාව, සරස්වතී පුකාශැ ය පිළිබඳ හා බටහිර මනෝවිදාහත්		

		Field	ds of Study	: Buddhist	Culture				
1.	Code o	of the Course Un	it	BUCU 42	2764				
2.	Title of the Course Unit			Vajrayāna	a Buddhism				
3.	Number of Credits			4					
4.	Туре			С					
5.	Coord	inator of the Co	urse Unit	Most senie	or lecturer of the relevant cours	se unit			
6.	Pre-ree	quisites		Not applic	cable				
7.	Main (Objective of the (Course						
		0		-	students with adequate know yāna Buddhism and culture.	ledge on	the		
8.	Expect	Expected/Intended Learning Outcomes (CLOs)							
	At the completion of this course unit the student will be able to;								
	1. recognize the later development of Buddhism and its characteristics;								
	2. b	ecome aware of r	new techniqu	es of realiz	ation of truth in this very life	; and			
	3. d	iscern the signific	cance of mys	stic powers	in the materialization of obje	ctives.			
9.		Contents			Mode of Delivery / Way of Delivery (T/L	No of Hrs.	CLOs No.		
	Week	Main Themes	Sub T		Materials)				
	1 st	Origin and development of Vajrayāna Buddhism	-An introduc course -Definitions word 'Vajr -Traditional the origin of Vajrayāna ³ -Sholarly vie origin of V	of the rayāna' views of of ews of the	Direct classroom teaching / Online teaching / Blended	4	1		
	2 nd	The relationship between Vajrayāna Buddhism and early Mahāyāna schools	-Mādhyami -Yogācāra	ka	Direct classroom teaching / Online teaching / Blended	4	1		
	3 rd	Vajrayāna literature	-The main s the develop Vajrayāna	oment of	Direct classroom teaching / Online teaching / Blended	4	1		

		-Kinds of texts -Ancient Indian Buddhist niversities and literature			
4 th	The lineage of Vajrayāna masters	-Early Mahāyāna masters -Siddhācariyas	Direct classroom teaching / Online teaching / Blended	4	1
5 th	Geographical expansion of Vajrayāna Buddhism	-South Asia -East Asia -Western expansion	Direct classroom teaching / Online teaching / Blended	4	1
6 th	The religious and philosophical basis of Vajrayāna Buddhism	-Emptiness -Thought-only (<i>citta- mātra</i>) - <i>Upāya</i>	Direct classroom teaching / Online teaching / Blended	4	3
7 th	The mode of application of <i>mudrā</i> , <i>saṃketa</i> , <i>abhisek</i>	-Definitions of words <i>mudrā, saņketa,</i> <i>abhisek</i> -Religious value -Ethical value	Direct classroom teaching / Online teaching / Blended	4	3
8 th	Mid Semester Evaluation		n / Assignment / Individual ntation / Practical Test	4	1-3
9 th	Mantra, Yantra, and Dhāraņi,	- Definitions - Religious value - Ethical value	Direct classroom teaching / Online teaching / Blended	4	3
10 th	<i>Devatā,</i> <i>Dākini,</i> and <i>Sādhana</i>	- Definitions of words - Religious value - Ethical value	Direct classroom teaching / Online teaching / Blended	4	3
11 th	Mandala	- Definition of the word ' <i>Manḍala'</i> - Religious value - Ethical value	Direct classroom teaching / Online teaching / Blended	4	3
12 th	The Religious path of Vajrayāna I	- <i>Kriyā</i> (Action) - <i>Caryā</i> (Performance)	Direct classroom teaching / Online teaching / Blended	4	1
13 th	The Religious path of Vajrayāna II	- Yoga - Anuttarayoga	Direct classroom teaching / Online teaching / Blended	4	1
14 th	Religious and cultural value of Vajrayāna art and architecture	- Paintings - Images - Carvings	Direct classroom teaching / Online teaching / Blended	4	2
15 th	Bon rituals and ancestral worship	- Beliefs of Bon - Differences Between Buddhism and Bon - Cham dances	Direct classroom teaching / Online teaching / Blended	4	1

11.	Number of Notional Hours: 200					
	1. Lecture Hours: 60 3. Self-study and Homework Preparation Hours: 60					
	2. Tutorial / Practical / Presentation Hours: 20 4. Hours for Field Surveys / Factory Visits / Social Activities: 60					
12.	Evaluation and Assessment:					
	In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated					
	Expected soft skills to be evaluated through the continuous assessments:					
	assignments%, term papers%, presentations%, reading%, discussions%, group works%,					
	quizzes %, field studies%, other%					
	End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated Question Paper:					
2	Recommended Reading:					
3	1. Chogyam, N., (2003), Spectrum of Ecstasy: Embracing the Five Wisdom Emotions of Vajrayana Buddhism (1st Ed.). Shambhala.					
	2. Crowley, M., & Shulgin, A. (2019), Secret Drugs of Buddhism: Psychedelic Sacraments and the Origins of the Vajrayana (2nd Ed.). Synergetic Press.					
	 Dutt N., (1978), Mahayana Buddhism, Motial Banarsidass, Delhi. Dutt, N., (2007). Buddhist Sects in India (2007th ed.). Motilal Banarsidass. 					
	 5. Gyatso, G. K., (2017), Tantric Grounds and Paths: How to Enter, Progress on, and Complete the 					
	Vajrayana Path (2nd Ed.). Tharpa Publications.					
	6. Jadusingh, L. B., (2017), The Perfection of Desire as the Path: Three Early Indian Vajrayana					
	 Treatises (1st ed.). CreateSpace Independent Publishing Platform. 7. Khyentse, D., Committee, N. T., & Palmo, A. J. (2016), Pure Appearance: Development and 					
	Completion Stages in Vajrayana Practice. Shambhala.					
	8. Me, Govern W.M., (1972), Introduction to Mahayana Buddhism, Indological Book House, Varanasi.					
	9. Platform. Dutt, N. (2003), Mahāyāna Buddhism , Bharatiya Kala Prakashan.					
	 10. Pye. Michael, (2003), Skilful Means: A concept in Mahayana Buddhism, Routledge, London 11. Ray, R. A. (2002), Secret of the Vajra World: The Tantric Buddhism of Tibet (World of Tibetan Buddhism, Vol. 2) (1st Ed). Shambhala. 					
	12. Rinpoche, K. (2002), Secret Buddhism: Vajrayana Practices (1st Edition). Clearpoint Pr.					
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	18.නානායක්කාර සනත්,(2003), මුල්බුදු සමයේ සිට චජුයානය දක්වා, ශීු දේවි පුන්ටර්ස්, දෙහිවල.					
	19.මහින්ද, සංඝරක්ඛිත හිමි, කොල්ලුපිටියේ, (2007), මාධාමික දර්ශනයට පෙරවදනක්, ශීු දේවී පුින්ටර්ස්.					
	20. රාහුල හිමි. අත්තුඩාවේ., මහනාම හිමි. බඹරැන්දේ, (2015), මහායානය, බෞද්ධ සංස්කෘතික මධාස්ථානය, දෙහිවල.					
	21. රාහුල හිමි, රත්නපුර,, (2015), බුදු සමයේ උදාව , බෞද්ධ සංස්කෘතික මධාපස්ථානය, නැදිමාල.					

1 Code of the Course Unit BUCU 42774 2 Title of the Course Unit Expansion of Buddhism in the West 3 Number of Credits 4 4 Type C 5 Coordinator of the Course Unit Most senior lecturer of the relevant co 6 Pre-requisites Not applicable 8 Main Objective of the Course is to provide the student basic knowledge Buddhism in the West and its impact on Western culture. 9 Expected/Intended Learning Outcomes (CLOs) At the completion of this course unit the student will be able to; 1. acquire a basic knowledge of Buddhism in the West;	ourse unit	ion of						
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2. be acquainted with both Eastern and Western cultures; and								
	3. appreciate the services rendered by the laity and the monastics in order to expand							
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10 Contents Mode of Delivery / V	Vav							
Week Main Themes Sub Themes Materials)		CLOs No.						
1st Early -Military of Alexander Direct classroom teachi expansion of the great Online teaching / Blend Buddhism in -Colonial encounters and transferring the idea of Buddhism into the west -Theosophical society and world Religion Parliament -Contribution of Asian immigrants immigrants		3						
2ndThe role played by Western-Buddhist scholars in the USA, UK, Germany etcDirect classroom teachi Online teaching / BlendBuddhist scholars in promoting Buddhism in the West-Famous Buddhist 	-	3						
3rd Asian -Chinese immigrants Direct classroom teachi immigrants and pure land Online teaching / Blend	-	3						

		who brought forms of Buddhism to the West	buddhim -Contribution of Sōryū Kagahi and Jodo-shin tradition			
			-Tibeten and other Asian Buddhist sects in the West			
	4 th	Contribution of Asian monastics for the expansion and development of Buddhism in the West	-Sri Lankan, Thailand, Burmese, Chinese, Vietnamese, Tibetan monastics etc -Activities of Asian monastics such as Preaching and writing	Direct classroom teaching / Online teaching / Blended	4	3
	5 th	Contribution of Western Buddhist monastics for the expansion and development of Buddhism in the West	 British, German, American, French monastics etc Activities of Western monastics such as preaching and writing 	Direct classroom teaching / Online teaching / Blended	4	3
	6 th	Contribution of Asian and Western lay Buddhists for the development of Buddhism in the West	- Anagarika Dharmapala -T.D Suzuki -Sir Edwin Arnold	Direct classroom teaching / Online teaching / Blended	4	3
	7 th	Major Buddhist monasteries and centers in the West	-Major Buddhist traditions in the West -Monasteries and centers in the USA, UK, Germany, Australia etc	Direct classroom teaching / Online teaching / Blended	4	1
	8 th	Mid Semester Evaluation	Written Examination	4	1-3	
	9 th	Major Buddhist societies in the West	-Definitions -Role of the major Buddhist societies -Pāli Text Society -German Dharmadutha society -Buddhist Church of	tation / Practical Test Direct classroom teaching / Online teaching / Blended	4	1

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services in America
14thSpecific-DefinitionsDirect classroom teaching /4
Buddhist -Freedom of thought Online teaching / Blended
teachings in Buddhism
appreciated by -Fundamental
Westerners teachings of
Buddhism
- Buddhist meditation
-Religious tolerance
in Buddhism
15th Buddhist -Definitions Direct classroom teaching / 4
impact on the -Social actions Online teaching / Blended
Western -Spiritual development

	culture -Impact of Buddhism in Arts -Environmentalism -Psychotherapy						
11.	Number of Notional Hours: 200						
	1. Lecture Hours: 603. Self-study and Homework Preparation Hours: 602. Tutorial / Practical / Presentation Hours: 204. Hours for Field Surveys / Factory Visits / Social Activities: 60						
12.	Evaluation and Assessment:						
	In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated Expected soft skills to be evaluated through the continuous assessments: assignments%, term papers%, presentations%, reading%, discussions%, group works%, quizzes %, field studies%, other%						
	End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated						
	Question Paper:						
13	Recommended Reading:						
	 O1. Abenayake, O., & Asanga Thilakaratne. (2012), 2600 Years of Sambuddhatva. In Global Journey of Awakening. Colombo: Ministry of Buddhasasana and Religious Affairs. O2. Akhila Thero, S., (2019), Western Contribution to Buddhism, Nedimala, Buddhist Cultural Center. 						
	 03. Bapat, P., (1987), 2500 Years of Buddhism. New Delhi: Division Publishing. 04. Batcheor, S., (1994), The awakening of the west. Califonia: Berkeley. 05. Bluck, (2006), British Buddhism: Teachings, Practice and Development, Routledge, London and New York. 06. Devids, Rhys, E.B., (1996), International Enclyclopaedia of Buddhism. New Delhi: Anmol ublication PVT LTD. 						
	07. Eller J.D., (2007), Introducing anthropology of religion culture to the ultimate . Routtledge, J. York.						
	08. Goldberg E., (1999), The Re-Orientation of Buddhism in North America. Sourced in.						
	09. Prebish C.S., (1999), Luminous Passage: the practice and study Buddhism in America,						
	 University of California Press, Berkeley. 10. Prebish, C.S., and Baumann, M., ed., (2002), Westward Dhamma: Buddhism beyond Asia University of California Press. Berkeley. 11. Pebrish, C., & Burman, M., (2002). Westward Dharma: Buddhism Beyond Asia. Berkeley University of California Press. 12. Pebiris, W., (1973), The Western Contribution to Buddhism. Delhi: Motilal Banarsidass. 						
	13. Peiris.W., (2018) Buddhism in Germany , Buddhist Culural Center, Nedimala.						
	 Peiris.W., (2018) The Western Contibution to Buddhism, Buddhist Culural Center, Nedimala. Seager, R.H., (1999), Buddhism in America, Columbia University Press. New York. 						
	 Scager, R.H., (1999), Buddhish in America, Columbia Oniversity (1988). New York. Walshe, M.O'C; Ed by Nagendra Kr Singh, (1996), International Encyclopedia of Buddhism; Anmol Publications PVT. LTD, New Delhi. 						
	 Whalen-Bridge, J., (2014), Buddhism in American Cinema. New York: New York Publication. 						
	 18. Nyanaponika Thera, (2008), German Buddhist Writers, Buddhist Publication Society, KandyVEn. Thich Nhat Tu, (2019), Buddhism around the World, Religion Bublisher, Vietnam 						
	19. Dasa, M., (1888). The Buddhist Ray, Volume 1.						
	20. ලීලාරත්න. එස් (2012) උතුරු ඇමරිකාවේ ථේරවාද බුදු දහමේ ඉතිහාසය සහ සිංහල විහාර වංශය, සී/ස ඇස්. ගොඩගේ සහ සහෝදරයෝ (පුද්.) සමාගම, කොළඹ 10						
	21. සේනානායක, කොලට්., සහ කරුණාතිලක, නාරද, (2008), ඇමරිකාවේ මහාද්වීපයේ කතාන්දරය හෙවත් භිඤුව සහ බිස්කුව, එස් ගොඩගේ පුකාශකයෝ, කොළඹ.						

Fields of Study : Buddhist Culture							
1	Code of the Course Unit			UCU 43786			
2	Title of the Course Unit			Dissertation			
3	Number of Credits		6				
4	Type Coordinator of the Course Unit		С				
5			rse Unit M	Most senior lecturer of the relevant course unit			
6	Pre-requisites		N	ot applicable			
8	Main Objective of the Course						
	The objective of this course is to provide students with adequate training of composing a dissertation on a selected topic related to the field of Buddhist Culture.					g a	
9	Expect	ted/Intended Lear	ning Outcom	es (CLOs)			
	 acquaint themselves with up-to-date research methodologies of the academic of humanities; develop analytical, comparative, historical and critical skills of scrutinizing re research data related to in-depth studies of humanities; and apply modern scientific research principles and methodologies in their aca pursuits. 					evant	
10	Contents			Mode of Delivery / Way of	No of	CLO _s	
	Week	Main Them	ies	Delivery (T/L Materials)	Hrs.	No.	
	1 st	Proposal defense	e	Direct classroom teaching / Online teaching / Blended	6	1	
	2 nd	Dissertation writing		Direct classroom teaching / Online teaching / Blended	6	2	
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				Direct classroom teaching / Online teaching / Blended	6	2	
				Direct classroom teaching / Online teaching / Blended	6	3	
				Direct classroom teaching / Online teaching / Blended	6	2	
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	13 th	idem	Direct classroom teaching / Online teaching / Blended	6	3		
	14 th	idem	Direct classroom teaching / Online teaching / Blended	6	2		
	15 th	Dissertation defense	Direct classroom teaching / Online teaching / Blended	6	2 3		
11. Number of Notional Hours: 600					<u>.</u>		
	1. Lecture Hours: 180 3. Self-study and Homework Preparation Hours: 180						
	 2. Tutorial / Practical / Presentation Hours: 60 4. Hours for Field Surveys / Factory Visits / Social Activities: 180 2. Evaluation and Assessment: In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated Expected soft skills to be evaluated through the continuous assessments: assignments%, term papers%, presentations%, reading%, discussions%, group works%, quizzes %, field studies%, other% End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated Question Paper: Recommended Reading: 1 Denscombe, Martyn, (2010), The Good Research Guide: for Small-Scale Social 						
12.							
13							
	Research Projects, 4 th Ed, Open University press, Maidenhead.						
	 Glasman-Deal, Hilary, (2010), Science Research Writing for Non-Native Speakers of English, Imerial College Press, London. Kothari, C.R., Research Methodology: Methods and Techniques, Oxford. Kumar, Ranjit, 2005, Research Methodology: A Step-by-Step Guide for Beginners California. Michael, A., (2008), A Research Primaer for Technical Communication: Methods, Examples, and Analyses, Hughes & George F., Hayhoe. 						
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	7 Panneerselvam, R., 2004, Research Methodology , New Delhi.						
1	8 Singh, Kumar, 2007, Research Methodology, New Delhi						

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