

**Buddhist Culture**  
**(Revised Curriculum)**

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

**2021 Onwards**

## PROGRAMME SPECIFICATION

<b>Key Features of the Programme</b>	
<b>Programme title:</b>	Bachelor of Arts Honours in Buddhist Culture
<b>Final award: BA or BA (Hons), BSc. Hons)</b>	B.A. (Hons) in Buddhist Culture
<b>(SLQF) Level</b>	SLQF Level 6
<b>Exit Award/Fall-back Award</b>	No
<b>Programme Code</b>	BUCU
<b>Cohort(s) programme/s to which this programme specification is applicable:</b>	None
<b>Awarding institution/body:</b>	University of Kelaniya, Sri Lanka
<b>Teaching institution:</b>	University of Kelaniya, Sri Lanka
<b>Faculty:</b>	Faculty of Humanities
<b>Language of study and assessment</b>	Sinhala/English
<b>Departmental web page address:</b>	<a href="https://hu.kln.ac.lk/depts/pali/">https://hu.kln.ac.lk/depts/pali/</a>
<b>Method of study (Fulltime/Part-time/Split/Other)</b>	Full time
<b>Mode of teaching/delivery (Direct classroom teaching/online/distance etc.)</b>	Direct classroom teaching /Online teaching/blended
<b>Total no of notional hours</b>	6000 hours
<b>Credit value of the programme</b>	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)
<b>Maximum and minimum period of registration</b>	From the effective date of registration: 4 years (minimum) 6 years (maximum)
<b>Placement and/or study Abroad</b>	Not Applicable

<b>Criteria for admission to the programme (including SLQF level)</b>	<p>Minimum entry requirement is completion of SLQF Level 3</p> <ol style="list-style-type: none"> <li>1. In the first year, “D” or better grades should be obtained for the course units of a minimum of 30 credits.</li> <li>2. A minimum of 2.30 GPA should be obtained for the relevant course units counted for the 30 credits.</li> <li>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</li> </ol>
<b>Length/duration of the programme</b>	<p>8 semesters (4 academic years)</p>
<b>Progression: Employment and further study opportunities</b>	<p>Completion of SLQF Level 6 meets the minimum entry requirement for SLQF Level 7, 8, 9, 10, 11 and 12.</p>
<b>Relevant Subject Benchmark Statement (SBS), if specified</b>	<p>Reference to the Subject Benchmark Statement for Theology and Religious Studies published by the Quality Assurance Agency for UOK Higher education.</p>
<b>Board of Examiners:</b>	<p>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.</p>
<b>Professional body of accreditation</b> (if applicable):	<p>Not Applicable</p>

## **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 Pāli and Buddhist studies has been conducting General and Special Degree programmes in three subjects Pāli, Buddhist Philosophy and Buddhist Culture. Besides, there are nearly a hundred MA, MPhil and PhD students registered with FGS and working under the supervision of the academic staff of the Department. The Department has also two years MA programmes in both Sinhala and English medium. Further, the Department has earned an international reputation because of its Diploma Course in Pāli and Buddhist Studies for foreign students. During the period of the last 23 years, this programme has also been able to produce a large sum of foreign income to Sri Lanka. The Department also conducts a Diploma in Buddhist studies (one year) course and a MA course in Buddhist studies (one year) in Malaysia with the collaboration of Malaysia Buddhist Academy in Kuala Lumpur. In 2014, the department signed an MoU with the Benhuan Academy, Shenzhen, China, to conduct a BA Honours Degree programme in Buddhist Studies, under which two batches of Chinese students have completed their degree programmes successfully. In 2017, the Department signed 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 programme 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

Level	Course Code	Title of the Paper	Type	SLQF Credit	Notional Hours	
					Direct contact hours (teaching/ Tutoring)	Self -learning conducting Assessment, preparation for assessment
Level 02	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
	BUCU 22754	Buddhist Art and Antiquities in Sri Lanka	Compulsory	4	60	140
	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
Level 03	BUCU 31714	Buddhist Culture in Sri Lanka - Early Period	Compulsory	4	60	140
	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	ICT Skills for Education and Professional Part I	Compulsory	2	30	70
<b>Level 04</b>	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
	BUCU 41744	Internship	Compulsory	4	60	140
	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
Total no. of Credits			1 <sup>st</sup> year 10+90 = 100			
Total no of teaching hours			1500hrs			



Total no of notional hours	3500hrs
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### **Contribution of Course Units / Moduls 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.

<b>Course Unit/Module:</b>		
<b>Categories of Learning Outcomes</b>	<b>SLQF Requirements<sup>1</sup></b>	<b>Which learning outcomes are achieved<sup>3</sup></b>
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

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

Categories of Learning Outcomes													
Programme Learning Outcomes <sup>3</sup>	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PL O	PLO	PLO	PLO	PLO	
	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
		1	2	3	4	5	6	7	8	9	10	11	12
3	BUCU 21714	L1	L2 L3								L4		
	BUCU 21724	L1 L4	L1 L4						L2		L3		
	BUCU 21734	L1 L4	L1 L4			L3					L2		
	BUCU 21744	L1	L1						L2				
	BUCU 21751												
4	BUCU 22754	L2	L2						L3		L1		
	BUCU 22764	L1	L1						L2				
	BUCU 22776	L2 L4	L2, L4						L1		L3	L3	
	BUCU 22784	L2	L2								L1, L3		
	BUCU 22794	L1	L1						L2		L3		
	BUCU 23806	L1 L2 L3	L1 L2 L3										

5	BUCU 31714	L1	L1						L2		L3		
	BUCU 31724	L1	L1						L2				
	BUCU 31734	L2	L2						L1 L3				
	BUCU 31744	L1	L1						L3		L2		
	BUCU 31754	L1 L2	L1 L2								L3		
	PSNH 31712	L1				L4, L7		L2, L5, L6, L8, L9	L3, L8				
6	BUCU 32764	L1 L2	L1 L2								L3		
	BUCU 32774	L1									L2 L3		
	BUCU 32784	L1 L2									L3		
	BUCU 32794	L1 L2	L1 L2								L3		
	BUCU 32802	L1 L2							L3				
	PSIT 32722	L1							L2				
7	BUCU 41714	L1 L2									L3	L3	
	BUCU 41724	L1 L2	L1 L2								L3		
	BUCU 41734	L1	L1			L3			L2	L3	L3	L3	
	BUCU 41747												
	BUCU 41744												
	BUCU 41754	L1	L1			L3			L2	L3	L3	L3	
	PSIT 41712												
8	BUCU 42764	L1	L1						L2		L3		
	BUCU 42774	L1							L2		L3	L3	
	BUCU 43786	L1		L2 L3		L2 L3			L2 L3				

Fields of Study : Buddhist Culture						
1.	<b>Code of the Course Unit</b>		BUCU 21714			
2.	<b>Title of the Course Unit</b>		Buddhist Monastic Institutions			
3.	<b>Number of Credits</b>		4			
4.	<b>Type</b>		C			
5.	<b>Coordinator of the Course Unit</b>		Most senior lecturer of the relevant course unit			
6.	<b>Pre-requisites</b>		Not applicable			
7.	<p><b>Main Objective of the Course</b></p> <p>To make the student acquire a detailed knowledge of the origin and evolution of the order of monks and nuns; their fundamental disciplinary rules; the governing structure and the salient features of the Buddhist monastic community with reference to the primary sources.</p>					
8.	<p><b>Expected/Intended Learning Outcomes (CLOs)</b></p> <p>At the completion of this course unit the student will be able to;</p> <ol style="list-style-type: none"> <li>1) explain the history of internal organization and social responsibility of the Buddhist saṅgha;</li> <li>2) identify its basic rules and regulations;</li> <li>3) recognize the difference between monastic life and household life; and</li> <li>4) become sensitive towards monastic practices.</li> </ol>					
9.	<b>Contents</b>			<b>Mode of Delivery / Way of Delivery (T/L Materials)</b>	<b>No of Hrs.</b>	<b>CLOs No.</b>
	<b>Week</b>	<b>Main Themes</b>	<b>Sub Themes</b>			
	1 <sup>st</sup>	Origin and evolution of the order of Buddhist monks	<ul style="list-style-type: none"> <li>- An introduction to course</li> <li>- Aims and objectives of Buddhist ordination</li> <li>- <i>Brahmacariya</i></li> <li>- <i>Sīla</i></li> </ul>	Direct classroom teaching / Online teaching / Blended	4	1
	2 <sup>nd</sup>	The early form of Buddhist monks	<ul style="list-style-type: none"> <li>- The early Buddhist ideal of monks</li> <li>- <i>Ovāda pātimokkha</i></li> </ul>	Direct classroom teaching / Online teaching / Blended	4	1,4
3 <sup>rd</sup>	Higher ordination	<ul style="list-style-type: none"> <li>- Definition</li> <li>- Aims and objectives of higher ordination</li> <li>- Methods of higher</li> </ul>	Direct classroom teaching / Online teaching / Blended	4	1,2	

		ordination			
4 <sup>th</sup>	Origin and evolution of the order of Buddhist nuns	-Challengers towards evolution of the order of nuns - <i>Aṭṭha-garudhamma</i>	Direct classroom teaching / Online teaching / Blended	4	1
5 <sup>th</sup>	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 <sup>th</sup>	<i>Uposathakamma</i> and other <i>saṅghakamma</i>	-Definitions of <i>uposathakamma</i> and <i>saṅghakamma</i> -Origin and evolution of <i>uposathakamma</i> -Kinds of <i>saṅghakammā</i> Role of <i>saṅghakamma</i> towards the longevity of the order	Direct classroom teaching / Online teaching / Blended	4	1,2
7 <sup>th</sup>	Settling conflicts ( <i>adhikaraṇasa matha</i> )	-Definitions of <i>adhikaraṇasamatha</i> -Aims of <i>adhikaraṇasamatha</i> -Kinds of <i>adhikaraṇasamatha</i> -Applicability of <i>adhikaraṇasamatha</i>	Direct classroom teaching / Online teaching / Blended	4	1,2
8 <sup>th</sup>	<b>Mid Semester Evaluation</b>	<b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b>		4	1- 4
9 <sup>th</sup>	Duties ( <i>vat</i> ) 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 <sup>th</sup>	Teacher-pupil relationships	-Aims of the teacher - pupil relationships -Role of the teacher	Direct classroom teaching / Online teaching / Blended	4	1,3

			<ul style="list-style-type: none"> <li>- Role of the pupil</li> <li>- Utility of teacher-pupil relationship for longevity of the order</li> </ul>			
	11 <sup>th</sup>	The system of common ( <i>sāṅghika</i> ) property	<ul style="list-style-type: none"> <li>- Definitions</li> <li>- Aims of the system of common (<i>sāṅghika</i>) property</li> <li>- The ritual of <i>pātimokkha</i></li> </ul>	Direct classroom teaching / Online teaching / Blended	4	1,2
	12 <sup>th</sup>	Biographies of famous monks and nuns	<ul style="list-style-type: none"> <li>- Prominent biographies of monks</li> <li>- Prominent biographies of nuns</li> </ul>	Direct classroom teaching / Online teaching / Blended	4	4
	13 <sup>th</sup>	The two modes of monastic life <i>vanavāsī</i> and <i>gā mavāsī</i>	<ul style="list-style-type: none"> <li>- Definitions of <i>vanavāsī</i> and <i>gā mavāsī</i></li> <li>- Literary services</li> <li>- Their influence for the progress of the order</li> </ul>	Direct classroom teaching / Online teaching / Blended	4	1
	14 <sup>th</sup>	The services of monastic scholarly traditions	<ul style="list-style-type: none"> <li>- Scholarly monks</li> <li>- Institutions</li> <li>- Texts</li> </ul>	Direct classroom teaching / Online teaching / Blended	4	1,4
	15 <sup>th</sup>	Relationship between monastery and society	<ul style="list-style-type: none"> <li>- Aims of the relationship between monastery and society</li> <li>- Nature of the relationship</li> <li>- Utility of the relationship between monastery and society</li> </ul>	Direct classroom teaching / Online teaching / Blended	4	1,3
10.	<b>Number of Notional Hours: 200</b>					
	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.	<p><b>Evaluation and Assessment:</b></p> <p><b>In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated</b></p> <p><b>Expected soft skills to be evaluated through the continuous assessments:</b></p> <p>assignments%, term papers%, presentations%, reading%, discussions%, group works%, quizzes %, field studies%, other%</p> <p><b>End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated</b></p> <p><b>Question Paper:</b></p>
12.	<p><b>Recommended Readings:</b></p> <ol style="list-style-type: none"> <li>1. Benn, J., Meeks, L., and Robson, J., (2010), <b>Buddhist Monasticism in East Asia</b>, Routledge, London.</li> <li>2. Dhirasekara, J., (1982), <b>Buddhist Monastic Discipline</b>, Ministry of Higher Education, Colombo.</li> <li>3. Dutt, N., (1984), <b>Early Buddhist Monarchism</b>, Munshiram Manoharlal Publishers, New Delhi.</li> <li>4. Dutt, S., (1984), <b>Early Buddhist Monachism 600 B.C. -100 B.C.</b>, Motilal Banarsidass, Delhi.</li> <li>5. Dutt, S., (1988), <b>Buddhist Monks and Monasteries of India: Their History and Their Contribution to Indian Culture</b>, Motilal Banarsidass.</li> <li>6. Gunawardana, RALH, (1979), <b>Robe and Plough (Monasticism and Economic Interest in Early Mediaeval Sri Lanka</b>, Asona University, Chicago.</li> <li>7. Jansen, B., (2018), <b>The Monastery Rules: Buddhist Monastic Organization in Pre-Modern Tibet</b>, University of California Press, Oakland.</li> <li>8. Olivelle, Patrick., (1974), <b>The Origin and The Early Development of Buddhist Monarchism</b>, M.D. Gunasena and Co. LTD, Colombo.</li> <li>9. Panabokke, G., (1994), <b>History of Buddhist Sangha in India and Sri Lanka</b>, Colombo.</li> <li>10. Ranasinghe, Lalith, (1994), <b>Philosophy of Law as reflected in Early Buddhism</b>, S. Godage &amp; Brothers, Maradana.</li> <li>11. Roth, Gustav, (1970), <b>Bhikshuni Vinaya</b>, Kashi Prasad Jayaswal Research Institute, Patna.</li> <li>12. Silk, J., (2008), <b>Managing Monks</b>, Oxford University Press, Oxford.</li> <li>13. Wijayaratna, Mohan, (2001), <b>Buddhist Nuns: The Birth and Development of a Women's Monastic Order</b>, Wisdom Publication, Colombo.</li> <li>14. අබේනායක, ඔලිවර්, (2009), <b>බෞද්ධ අධ්‍යයන විමර්ශන</b>, ඇම්.ඩී. ගුණසේන මුද්‍රණාලය, කොළඹ.</li> <li>15. අබේනායක, ඔලිවර්, (1983), <b>විනය පිටකය</b>, ආගමික කටයුතු හා සදාචාර වර්ධන අමාත්‍යාංශය, කොළඹ.</li> <li>16. චන්ද්‍රවිමල හිමි, රේරුකානේ, (1960), <b>ශාසනාවතරණයල ප්‍රකාශක</b>, ප්‍රේමසිරි සුගතදාස, කොළඹ.</li> <li>17. ධම්මපරායන හිමි, බුද්ධචාර්ය, (1971), <b>ප්‍රාතිමෝක්ෂ විවරණයල රත්න ප්‍රකාශකයෝග</b> කොළඹ.</li> <li>18. ධම්මසිරි හිමි, මිරිස්සේ, (1952), <b>සංඝාධිකරණ ජෝතිකා</b>, සිරිසර මුද්‍රණාලය, රත්මලාන.</li> <li>19. ධර්මකීර්ති හිමි, නිවන්දම, (1977), <b>බුද්ධකාලීන සංඝ සමාජය</b>, බෞද්ධ සංස්කෘතික මධ්‍යස්ථානය, නැදීමාල.</li> <li>20. ධීරානන්ද හිමි, හඟුරන්කෙත, (2005), <b>පුරාතන ශ්‍රී ලාංකේය සංඝ සංවිධානය සහ එහි ව්‍යුහාත්මක පදනම</b>, ආර්ය ප්‍රකාශකයෝ, වරකාපොල.</li> <li>21. නන්ද හිමි, බලන්ගොඩ, (1992), <b>බෞද්ධ ආරාමික සංවිධානය</b>, ඇස්. ගොඩගේ ප්‍රකාශකයෝ, මරදාන.</li> <li>22. මහාවග්ගපාළි</li> <li>23. මේධානන්ද හිමි, දේවාලේගම, (1990), <b>හික්ෂු සමාජයල ආර්ය ප්‍රකාශකයෝ</b>, වරකාපොල.</li> <li>24. දත්, සුකුමාර, (1984), <b>බුද්ධකාලීන පැවිදි දිවිය හා විනය</b>, (පරි.) ආනන්ද හේරත්, සමයවර්ධන, කොළඹ.</li> <li>25. යසස්සි හිමි, පනහඩුවේ, (2011), <b>බෞද්ධ සමාජ සංස්ථා අධ්‍යයනය</b>, ශ්‍රී සද්ධර්මාරාමය, පිළියන්දල.</li> <li>26. රණසිංහ, ලලිත්, (1994), <b>ආදි බුද්ධභවමෙහි පැනෙන නීති දර්ශනය</b>, ඇස්. ගොඩගේ සහ සහෝදරයෝ, මරදාන.</li> <li>27. රාහුල හිමි, කොටපිටියේ, (2006), <b>බෞද්ධ විනය අධ්‍යයන</b>, කෝට්ටේ ශ්‍රී කලාණී සාමග්‍රී ධර්ම මහා සංඝ සභාව, කෝට්ටේ.</li> <li>28. විමලඥාන හිමි, නාමුටුන්තේ, (2018), <b>ශ්‍රී ලාංකේය හික්ෂුණි සමාජය</b>, ගොඩගේ සහ සහෝදරයෝ, කොළඹ.</li> <li>29. සෝමරංසි හිමි, උඩගලදෙණියේ, (1999), <b>බෞද්ධ දර්ශනය හා සමාජ දර්ශනය</b>, සමයවර්ධන පොත් ප්‍රකාශකයෝ, කොළඹ.</li> </ol>



Fields of Study : Buddhist Culture						
1.	<b>Code of the Course Unit</b>		BUCU 21724			
2.	<b>Title of the Course Unit</b>		Buddhist Art and Antiquities of Asia			
3.	<b>Number of Credits</b>		4			
4.	<b>Type</b>		C			
5.	<b>Coordinator of the Course Unit</b>		Most senior lecturer of the relevant course unit			
6.	<b>Pre-requisites</b>		Not applicable			
7.	<b>Main Objective of the Course</b> To make the student acquire a critical knowledge of the Buddhist art and antiquities remaining in Asia except Sri Lanka.					
8.	<b>Expected/Intended Learning Outcomes (CLOs)</b> At the completion of this course unit the student will be able to; <ol style="list-style-type: none"> <li>1) identify the significance of Buddhist art;</li> <li>2) employ Buddhist art to express religious views;</li> <li>3) value and protect art and antiquities; and</li> <li>4) recognize the significance of art and antiquities.</li> </ol>					
9.	<b>Contents</b>			<b>Mode of Delivery / Way of Delivery (T/L Materials)</b>	<b>No of Hrs.</b>	<b>CLOs No.</b>
	<b>Week</b>	<b>Main Themes</b>	<b>Sub Themes</b>			
	1 <sup>st</sup>	Buddhist analysis of art and aesthetics	- An introduction to course - What Buddhist art is - Aims and objectives of Buddhist art - Varieties of Buddhist art - Buddhist definitions on aesthetics	Direct classroom teaching / Online teaching / Blended	4	1,4
	2 <sup>nd</sup>	Beginning of Buddhist art and architecture	- The concept of the three-fold cetiya - Mahāyāna influences - Hindu influences	Direct classroom teaching / Online teaching / Blended	4	1
3 <sup>rd</sup>	Abodes of monks	- <i>Senāsanakkhandhak</i> a of the Cullavagga	Direct classroom teaching / Online teaching / Blended	4	4	

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



	<p>3. Coomaraswamy, A.K., (2010), <b>Art and Carfts of India and Ceylon</b>, Nabu Press.</p> <p>4. Dutt, Sukumar, (1962), <b>Buddhist Monks and Monasteries of India</b>, Motilal Banarsidass, Delhi.</p> <p>5. Fergusson, James, (1880), <b>The Cave Temples of India</b>, Oriental Books, Delhi.</p> <p>6. Grunwedel, A., (1965), <b>Buddhist Art in India</b>, London.</p> <p>7. Havell, E.B., (1911), <b>The Ideals of Indian Art</b>, London.</p> <p>8. Marshall J. &amp; Foucher A., (1940), <b>The Monuments of Sanchi</b>, Calcutta.</p> <p>9. Mitra, (1968), <b>Ajanta</b>, Motilal Banasidass, Delhi.</p> <p>10. Rowland Benjamin, (1953), <b>The Art and Architure of India</b>, London.</p> <p>11. Zimmer. (1961), <b>The Art of Indian Asia</b>, New York.</p> <p>12. කුමාරස්වාමි, කේ ආනන්ද, (1993), <b>ඉන්දියාවේ හා ශ්‍රී ලංකාවේ කලා ශිල්ප</b>, රජයේ මුද්‍රණාලය, කොළඹ.</p> <p>13. ගුරුගේ, ආනන්ද, (1962), <b>දඹදිව බෞද්ධ කලා</b>, සමන් මුද්‍රණ ශිල්පියෝ, මහරගම.</p> <p>14. <b>චූල්ලවග්ගපාළි</b> (සේනාසනක්ඛන්ධකය)</p> <p>15. ප්‍රඥාවංශ හිමි, බලංගොඩ 2005, <b>භාරතීය බෞද්ධ කලා ගවේෂණය සහ සිංහල කලාවේ සජීවී ලක්ෂණ</b>, එස්.ගොඩගේ සහ සහෝදරයෝ, කොළඹ.</p> <p>16. බස්නායක එච්.ටී., (1992), <b>පුරාවිද්‍යා ප්‍රවේශය</b>, ප්‍රජා සංවර්ධන මුද්‍රණාලය, බෙල්ලන්විල.</p> <p><b>17. මහාවග්ගපාළි (මහක්ඛන්ධකය)</b></p> <p>18. මහලේකම්, සෙනෙවිරත්න 2006, <b>අජන්තා බෞද්ධ ලෙන් විහාර</b>, බෞද්ධ සංස්කෘතික මධ්‍යස්ථානය, දෙහිවල.</p> <p>19. රතනසාර හිමි, නිරානගම, (1985), <b>ආසියාවේ බෞද්ධ කලා</b>, මුද්‍රණාලය, කොළඹ.</p> <p>20. වික්‍රමගමගේ, වන්දා, (1990), <b>ස්තූප</b>, ශ්‍රී ලංකා සංස්කෘතිය ශාස්ත්‍රායතනය, නුගේගොඩ.</p> <p>21. වික්‍රමගමගේ, වන්දා, (1962), <b>ප්‍රතිමා ප්‍රමාණ මූලධර්ම</b>, කපිල මුද්‍රණ ශිල්පියෝ, නුගේගොඩ.</p> <p><b>22. විමලරතන හිමි, බෙල්ලන්විල, (1991), බුදුපිළිමය, ආසන හා මුද්‍රා, ශ්‍රී දේවී ප්‍රින්ටර්ස්, දෙහිවල.</b></p> <p>23. විමලරතන හිමි, බෙල්ලන්විල,(1995), <b>බුද්ධ ප්‍රතිමා කලාව හා බුදුපිළිමයේ විකාශය</b>, ශ්‍රී දේවී ප්‍රින්ටර්ස්, දෙහිවල.</p> <p>24. විමලරතන හිමි, බෙල්ලන්විල, (2010), <b>බුදු පිළිමයට පෙර බුදුහාමුදුරුවෝ</b>, සරසවි ප්‍රකාශකයෝ, නුගේගොඩ.</p> <p>25. චීරසේන, කේ.ඒ., (2016), <b>බෞද්ධ කලා ශිල්ප හා සාරධර්ම සන්නිවේදනය</b>, එස්. ගොඩගේ සහ සහෝදරයෝ, කොළඹ.</p>
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Fields of Study : Buddhist Culture						
1.	<b>Code of the Course Unit</b>		BUCU 21734			
2.	<b>Title of the Course Unit</b>		Buddhist Social Thought			
3.	<b>Number of Credits</b>		4			
4.	<b>Type</b>		C			
5.	<b>Coordinator of the Course Unit</b>		Most senior lecturer of the relevant course unit			
6.	<b>Pre-requisites</b>		Not applicable			
7.	<b>Main Objective of the Course</b> To make the student acquire a descriptive knowledge of the teachings of society, their organization and progress.					
8.	<b>Expected/Intended Learning Outcomes (CLOs)</b> At the completion of this course unit the student will be able to; <ol style="list-style-type: none"> <li>1. evaluate social thought and appreciate the value of co-existence;</li> <li>2. accept responsibility for his conduct;</li> <li>3. display ability to identify and resolve conflicts; and</li> <li>4. recognize the social stratification of Buddhism.</li> </ol>					
9.	<b>Contents</b>			<b>Mode of Delivery / Way of Delivery (T/L Materials)</b>	<b>No of Hrs.</b>	<b>CLOs No.</b>
	<b>Week</b>	<b>Main Themes</b>	<b>Sub Themes</b>			
	1 <sup>st</sup>	Nature and parameters of the Buddhist social thought	-An introduction to course -Definitions of society -Principles of Buddhist social thought	Direct classroom teaching / Online teaching / Blended	4	4
2 <sup>nd</sup>	Origin and evolution of society	-Vedic ideas of the origin of society -Buddhist critique of the Vedic ideas of the origin of society -Buddhist concept of the origin of society	Direct classroom teaching / Online teaching / Blended	4	4	

3 <sup>rd</sup>	The supremacy and the potentiality of human beings	-Definitions of the human supremacy and potentiality -Vedic ideas of the human supremacy and potentiality -Concept of the Buddha and human supremacy -Buddhist principles of the human supremacy and potentiality	Direct classroom teaching / Online teaching / Blended	4	2
4 <sup>th</sup>	Buddhist teachings on economy	-Buddhist view of wealth -Employment -Earnings, investment and consumption -Economic security and resource management	Direct classroom teaching / Online teaching / Blended	4	4
5 <sup>th</sup>	Polity	-Origin of kingship -Governing principles of Buddhism -Buddhist teachings of democracy	Direct classroom teaching / Online teaching / Blended	4	4
6 <sup>th</sup>	Law, justice and punishment	-Definitions -Nature of Buddhist law and punishment - <i>Saṅghakamma</i> - <i>Adhikaraṇasamathā</i>	Direct classroom teaching / Online teaching / Blended	4	2
7 <sup>th</sup>	Human rights	-Definitions -The Universal Declaration of Human Rights -Five Precepts ( <i>pañcasīla</i> )	Direct classroom teaching / Online teaching / Blended	4	1
8 <sup>th</sup>	<b>Mid Semester Evaluation</b>	<b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b>		4	1-4
9 <sup>th</sup>	Health	-Mental health -Physical health -Varieties of diseases	Direct classroom teaching / Online teaching / Blended	4	4
10 <sup>th</sup>	Environment	-Definitions -Environmental	Direct classroom teaching / Online teaching / Blended	4	4

			conservation -Buddhist environmental ethics -Buddhist environmentalism			
	<b>11<sup>th</sup></b>	Education	-Purpose and objectives of Buddhist Education -Buddhist education and relationship between the teacher and student -Buddhist methods of education	Direct classroom teaching / Online teaching / Blended	4	4
	<b>12<sup>th</sup></b>	Communication	-Definitions -The Buddha and communication -Buddhist communication methods -Buddhist communication ethics	Direct classroom teaching / Online teaching / Blended	4	4
	<b>13<sup>th</sup></b>	Aesthetics	-Definitions -The Buddha, disciples and aesthetics -Buddhist principles of aesthetics	Direct classroom teaching / Online teaching / Blended	4	4
	<b>14<sup>th</sup></b>	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	1
	<b>15<sup>th</sup></b>	Conflict and conflict resolutions	-Definitions -Kinds of conflicts -Causes of the conflicts -Buddhist principles of conflict resolution	Direct classroom teaching / Online teaching / Blended	4	3
<b>10.</b>	<b>Number of Notional Hours: 200</b>					





<b>Fields of Study : Buddhist Culture</b>						
1.	<b>Code of the Course Unit</b>	BUCU 21744				
2.	<b>Title of the Course Unit</b>	An Introduction to Buddhist Concept of Management				
3.	<b>Number of Credits</b>	4				
4.	<b>Type</b>	A				
5.	<b>Coordinator of the Course Unit</b>	Most senior lecturer of the relevant course unit				
6.	<b>Pre-requisites</b>	Not applicable				
7.	<b>Main Objective of the Course</b>					
	The objective of this course is to provide students with an acquaintance in accounts as reflected in Buddhist literary sources related to the management and to compare those with the modern principles and concepts in management, and also to implement those concepts in the public administration, institutional administration and office administration.					
8.	<b>Expected/Intended Learning Outcomes (CLOs)</b>					
	At the completion of this course unit the student will be able to;					
	<ol style="list-style-type: none"> <li>1. identify various Buddhist principles relating to management; and</li> <li>2. tend to build up a productive theory of management using both physical and mental resources.</li> </ol>					
9.	<b>Contents</b>			<b>Mode of Delivery / Way of Delivery (T/L Materials)</b>	<b>No of Hrs.</b>	<b>CLOs No.</b>
	<b>Week</b>	<b>Main Themes</b>	<b>Sub Themes</b>			
	<b>1<sup>st</sup></b>	Definitions and terminologies of management	-An introduction to course -Dictionary definitions of the word 'management' -Definitions of management thinkers -Definitions of scholars -Basic terms in management -Common terms in management	Direct classroom teaching / Online teaching / Blended	4	1
	<b>2<sup>nd</sup></b>	Scope of management	-Definitions -Subjects related to management (planning,	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 <sup>rd</sup>	Historical background of Buddhist concepts relating to management	-Introduction -Emergence of Buddhism in India -Principles of Buddhism -Aims and objectives of Buddhist teachings -Origin of Buddhist monastic organization	Direct classroom teaching / Online teaching / Blended	4	1
4 <sup>th</sup>	Modern theory of management and Buddhist attitude towards it	-Definitions -Scientific management -Administrative management -Buddhist principles of the human supremacy and potentiality	Direct classroom teaching / Online teaching / Blended	4	1
5 <sup>th</sup>	The variety of Buddhist principles that can be adapted in public management	-Definitions of public management -Governing principles of Buddhism -Dasa rāja-dharma (the ten principles of Buddhist governance) -Aparihāni dharma -Buddhist concept of altruism	Direct classroom teaching / Online teaching / Blended	4	1
6 <sup>th</sup>	Economic management	-Definitions -Buddhist view of earnings, investment and consumption -Economic security -The <i>Kūtadanta</i>	Direct classroom teaching / Online teaching / Blended	4	2

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

		awarding designations			
13 <sup>th</sup>	Leadership	-Leadership quality of the Buddha -Buddhist principles of leadership -Prominent biographies of monks -Prominent biographies of nuns	Direct classroom teaching / Online teaching / Blended	4	2
14 <sup>th</sup>	Personality development	-Definitions -Analysis of five aggregate -Buddhist principles of personality development -Buddhist morality and personality development	Direct classroom teaching / Online teaching / Blended	4	2
15 <sup>th</sup>	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	2
10.	<b>Number of Notional Hours: 200</b>				
	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.	<b>Evaluation and Assessment:</b>				
	<b>In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated</b>				
	<b>Expected soft skills to be evaluated through the continuous assessments:</b> assignments%, term papers%, presentations%, reading%, discussions%, group works%, quizzes %, field studies%, other%				
	<b>End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated</b>				
	<b>Question Paper:</b>				
12.	<b>Recommended Readings:</b>				
	1. Cole, G.A., (1965), <b>Management, Theory and Practice</b> , Harper and Rowe Publishers, New York.				
	2. Druker, P.F., (1954), <b>The Practice of Management</b> , New York and Eraston.				
	3. Gopalakrishna, D., (2006), <b>Buddhism and Contemporary Management</b> , Buddhist Cultural Centre, Dehiwala.				
	4. Hettiarachchi, Dharmasena, (2001), <b>Buddhist economic philosophy as reflected in early</b>				

**Buddhism, Educational Publication Department.**

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 සරස්වතී ප්‍රකාශනල දිවුලපිටිය
7. ධම්මචේතී හිමි, බෙලිගල්ලේ, (1993), **බෞද්ධ ආර්ථික දර්ශනය**, ශ්‍රී දේවි පින්ටර්ස් (ප්‍රයිවට්) ලිමිටඩ්, දෙහිවල.
8. ධීරානන්ද හිමි, හඟුරන්කොන, (2005), **පුරාතන ශ්‍රී ලාංකේය සංඝ සංවිධානය සහ එහි ව්‍යුහාත්මක පදනම**, ආර්ය ප්‍රකාශකයෝ, වරකාපොල.
9. නන්ද හිමි, බලන්ගොඩ, (1992), **බෞද්ධ ආරාම සංවිධානය**, එස් ගොඩගේ සහ සහෝදරයෝ, කොළඹ.
10. නිවන්මග සඟරාව, (2000), 31 වන කලාපය, **බෞද්ධ ආර්ථික වින්තනය**, රජයේ මුද්‍රණාලයීය බෞද්ධ සංගමය, බොරැල්ල.
11. නිවන් මග සඟරාව, (2002), 33 වන කලාපය, **බෞද්ධ කළමනාකරණය**, රජයේ මුද්‍රණාලයීය බෞද්ධ සංගමය, බොරැල්ල.
12. පද්මසිරි හිමි, රඵවේ, (2007), **නව සමාජ ප්‍රවණතා සහ බෞද්ධ පවුල් සංස්ථාව**, සමන්ති පොත් ප්‍රකාශකයෝ, ජා-ඇල.
13. පෙරේරා ඉන්ද්‍රාණී, (2006), **කළමනාකරණ සංකල්ප - බෞද්ධ ප්‍රවේශයක්**, කතෘ ප්‍රකාශනයකි.
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<b>Field of Study : Professional Subject Stream</b>						
1	<b>Code of the Course Unit</b>		BUCU 21751			
2	<b>Title of the Course Unit</b>		Community Service Engagement			
3	<b>Number of Credits</b>		2			
4	<b>Type</b>		Optional			
5	<b>Pre-requisites</b>		None			
6	<b>Main objective of the course</b> 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	<b>Intended Learning Outcomes (ILOs)</b> At the completion of this course unit the student will be able to <ol style="list-style-type: none"> <li>1. Nurturing community-oriented thinking pattern and emphasize cooperate social responsibility in day-to-day social life as a member of the society.</li> <li>2. Conceptualize the characteristics and meaning of ‘Community’ while understanding community dynamics in their life course.</li> <li>3. Improve students’ engagement with one of selected community or part of community among different communities in their local, regional, or at the national levels and develop the concept of volunteerism.</li> <li>4. Enhance attitudes towards social harmony by engage with different social clusters, communities, ethnic groups, religious groups, marginalized communities, etc.</li> <li>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.</li> <li>6. Provide a substantial social platform to understand the cooperate social responsibility and volunteerism as a member of the society.</li> </ol>					
9	<b>Contents</b>			<b>Mode of Delivery/ Way of Delivery (T/L Materials)</b>	<b>No of Hrs.</b>	<b>ILO No.</b>
	<b>Week</b>	<b>Main Themes</b>	<b>Sub Themes</b>			
	<b>1<sup>st</sup></b>	An introduction to the nature of course unit, its ILOs and basic concepts		Direct classroom	1	1, 2,

<b>2<sup>nd</sup></b>	Historical background of community service engagements	teaching/ online teaching/ blended	1	1,2
<b>3<sup>rd</sup></b>	community service engagements and volunteerism -part I		1	3,4
<b>4<sup>th</sup></b>	community service engagements and volunteerism – part II		1	3,4
<b>5<sup>th</sup></b>	community service engagements and volunteerism - part III		1	3,4
<b>6<sup>th</sup></b>	community service engagements and volunteerism - part IV		1	3,4
<b>7<sup>th</sup></b>	community service engagements and volunteerism - part V		1	3,4
<b>8<sup>th</sup></b>	Oral presentation on community service engaged in voluntarily		1	5
<b>9<sup>th</sup></b>	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
<b>10<sup>th</sup></b>	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
<b>11<sup>th</sup></b>	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
<b>12<sup>th</sup></b>	Community Service Engagement		1	3,6
<b>13<sup>th</sup></b>	Community Service Engagement		1	3,6

	<b>14<sup>th</sup></b>	Community Service Engagement		1	3,6
	<b>15<sup>th</sup></b>	Community Service Engagement		1	3,6
10.	<b>Number of Notional Hours: 50</b>				
	1. Lecture Hours: 15		2. Self-study and Homework Preparation Hours: 35		
11.	<b>Evaluation and Assessment:</b>				
	In Course Evaluation (Mid Semester Evaluation) 100% from Total Marks Allocated <i>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 institution</i>				



Fields of Study : Buddhist Culture						
1.	<b>Code of the Course Unit</b>	BUCU 22754				
2.	<b>Title of the Course Unit</b>	Buddhist Art and Antiquities in Sri Lanka				
3.	<b>Number of Credits</b>	4				
4.	<b>Type</b>	C				
5.	<b>Coordinator of the Course Unit</b>	Most senior lecturer of the relevant course unit				
6.	<b>Pre-requisites</b>	Not applicable				
7.	<b>Main Objective of the Course</b> To make the student acquire a critical understanding of the Buddhist art and antiquities remaining in Sri Lanka.					
8.	<b>Expected/Intended Learning Outcomes (CLOs)</b> At the completion of this course unit the student will be able to; 1. shows desire for paintings, sculpture and crafts; 2. identifies the significance of Art and Antiquities; and 3. develops the skills of evaluating them.					
9.	<b>Contents</b>			<b>Mode of Delivery / Way of Delivery (T/L Materials)</b>	<b>No of Hrs.</b>	<b>CLOs No.</b>
	<b>Week</b>	<b>Main Themes</b>	<b>Sub Themes</b>			
	1 <sup>st</sup>	Abodes of monks (Saṅghārāma)	-An introduction to course -Origin of abodes in Sri Lanka -Kinds of abodes in Sri Lanka -Architectural value	Direct classroom teaching / Online teaching / Blended	4	1,2
	2 <sup>nd</sup>	Uposathaghar a	-Definitions -Origin and development -Utility of Uposathaghara -Architectural value	Direct classroom teaching / Online teaching / Blended	4	1,2
	3 <sup>rd</sup>	Stūpa	-Definitions -Origin and development of Sri Lankan Stūpa -Varieties of Stūpa -Types of Stūpa -Architectural value of Stūpa	Direct classroom teaching / Online teaching / Blended	4	2
4 <sup>th</sup>	Buddha statue	-Origin and development of	Direct classroom teaching / Online teaching / Blended		3	

			<ul style="list-style-type: none"> <li>Buddha statue</li> <li>-Varieties of Buddha statue</li> <li>-Traditions of Sri Lankan Buddha statue</li> <li>-Identities</li> <li>-unique characteristics and artistic value of Sri Lankan Buddha images</li> </ul>		4	
5 <sup>th</sup>	Bodhisattva statue	<ul style="list-style-type: none"> <li>-Origin of Bodhisattva statues</li> <li>-Evolution of Sri Lankan Bodhisattva statues</li> <li>-Gestures of Bodhisattva statues</li> <li>-Artistic value of Bodhisattva statues</li> </ul>	Direct classroom teaching / Online teaching / Blended	4	2	
6 <sup>th</sup>	Seats (Āsana)	<ul style="list-style-type: none"> <li>-Definitions</li> <li>-Origin and development</li> <li>-Kinds of seats</li> <li>-Utility of seats</li> </ul>	Direct classroom teaching / Online teaching / Blended	4	3	
7 <sup>th</sup>	Gestures (Mudrā)	<ul style="list-style-type: none"> <li>-Definitions</li> <li>-Varieties of gestures</li> <li>-Gesture of samādhi</li> <li>-Gesture of abhaya</li> </ul>	Direct classroom teaching / Online teaching / Blended	4	2	
8 <sup>th</sup>	<b>Mid Semester Evaluation</b>	<b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b>		4	1-3	
9 <sup>th</sup>	Bodhi and Stūpa shrines	<ul style="list-style-type: none"> <li>-Definitions</li> <li>-Origin and development</li> <li>-Utility of stūpa and Bodhi shrines</li> <li>-Artistic value of Stūpa and Bodhi shrines</li> <li>-Religious value of Stūpa and Bodhi shrines</li> </ul>	Direct classroom teaching / Online teaching / Blended	4	2	
10 <sup>th</sup>	Buddhist sculpture	<ul style="list-style-type: none"> <li>-Definitions</li> <li>-Carvings</li> <li>-Entrances to sacred buildings</li> <li>-Saṅdakaḍapahaṇa</li> <li>-Guard stone</li> </ul>	Direct classroom teaching / Online teaching / Blended	4	2	



	<p><b>In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated</b>  <b>Expected soft skills to be evaluated through the continuous assessments:</b>          assignments%, term papers%, presentations%, reading%, discussions%, group works%, quizzes %, field studies%, other%</p> <p><b>End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated</b>  <b>Question Paper:</b></p>
12.	<p><b>Recommended Readings:</b></p> <ol style="list-style-type: none"> <li>1. Coomaraswamy, A.K., (1956), <b>Medieval Sinhalese Art</b>, Pantheon Books, New York.</li> <li>2. Chauley, G.C., (1998), <b>Early Buddhist Art in India</b>, Suneeep Swghal, New Delhi.</li> <li>3. Devendra, D.T., (2013), <b>The Buddha Image in Ceylon</b>, S. Godage &amp; Brothers, Colombo.</li> <li>4. Krishan, Y., (1996), <b>The Buddha Image Its Origin and Development</b>, Munshiram Manoharlal Publishers, New Delhi.</li> <li>5. Smith, V.A., (1969), <b>A History of Fine Arts in India and Ceylon</b>, D.B. Toroporvala Sons, Mumbai.</li> <li>6. Vogel, S.P.H., (1999), <b>Buddhist Art in India, Ceylon and Java</b>, Asian Educational Services, New Delhi.</li> <li>7. Wikramagamage, Chandhra, Kayoko, Kusumoto, (2008), <b>Tantric Buddhism and Art of Galvihara</b>, Academy of Sri Lankan, Mattegoda.</li> <li>8. අබේවික්‍රම රංජිත් එල්., (1998), <b>වාහල්කඩද ධාතු ගෘහය ද ස්තූප පුරාණය</b>, සංඛ මුද්‍රණ ශිල්පියෝ, කොළඹ.</li> <li>9. අමරසේකර, ඒ.ඒ.ඩී., (2015), <b>සඳකඩ පහණ, බෞද්ධ සංස්කෘතික මධ්‍යස්ථානය</b>, දෙහිවල.</li> <li>10. අරියදේව හිමි, විල්ගොඩ, (2009), <b>බුද්ධ ප්‍රතිමාවේ විවිධාලංකාර</b>, බෞද්ධ සංස්කෘතික මධ්‍යස්ථානය, දෙහිවල.</li> <li>11. ආනන්ද හිමි, අම්පාරේ, (2013), <b>බෞද්ධ චිත්‍ර කලාව (ඉතිහාසය හා සුවිශේෂතා)</b>, කතා ප්‍රකාශන.</li> <li>12. කුමාරස්වාමි, කේ. ආනන්ද, (1962), <b>මධ්‍යකාලීන සිංහල කලා</b>, (පරි.) එච්.ඇම්. සෝමරත්න, සංස්කෘතික දෙපාර්තමේන්තුව, කොළඹ.</li> <li>13. කුමාරස්වාමි, කේ. ආනන්ද, (1993), <b>ඉන්දියාවේ හා ශ්‍රී ලංකාවේ කලා ශිල්ප</b>, රජයේ මුද්‍රණාලය, කොළඹ.</li> <li>14. ගොඩකුඹුරේ, චාල්ස්, (1987), <b>තිවංක පිළිමගෙය බිතුසිතුවම්</b>. කොළඹ, පුරාවිද්‍යා දෙපාර්තමේන්තුව.</li> <li>15. චාර්ල්ස්, ඇස්.පී., (2003) <b>පොළොන්නරුවේ විහාර බිතු සිතුවම්</b>. කොළඹ, එස් ගොඩගේ සහ සහෝදරයෝ 10.</li> <li>16. දේවෙන්ද්‍ර, (1967), <b>බුද්ධ ප්‍රතිමාව හා ලංකාව</b>, ගුණසේන සහ සමාගම, කොළඹ.</li> <li>17. මල්ලවාරච්චි, සෝමපාල, (2019), <b>දෙගල්දෝරුව රජමහ විහාරය සහ එහි බිතුසිතුවම්</b>, එස් ගොඩගේ සහ සහෝදරයෝ, කොළඹ.</li> <li>18. ලගුමුව, ඒ., (1999), <b>ශ්‍රී ලංකාවේ බෞද්ධ ප්‍රතිමා ලක්ෂණ</b>, මධ්‍යම සංස්කෘතික අරමුදල, කොළඹ.</li> <li>19. වනරතන හිමි කඹුරුපිටියේ, (1985), <b>ලක්දිව බුදුපිළිමය</b>, මාතර වෙළෙන්දෝ, මාතර.</li> <li>20. වික්‍රමගමගේ, වන්ද්‍රා, (1990), <b>ස්තූපය</b>, තරංජි ප්‍රින්ටර්ස්, මහරගම.</li> <li>21. වික්‍රමගමගේ, වන්ද්‍රා, (2006), <b>ශ්‍රී ලංකාවේ බෞද්ධ ප්‍රතිමා කලාව</b>, එස්.ගොඩගේ සහ සහෝදරයෝ, කොළඹ.</li> <li>22. විජේසේකර, නන්දදේව, (1992), <b>පැරණි සිංහල ප්‍රතිමා ශිල්පය</b>,</li> <li>23. විජේසේකර, නන්දදේව, (2015), <b>පැරණි සිංහල බිතු සිතුවම්</b>, අධ්‍යාපන ප්‍රකාශන දෙපාර්තමේන්තුව, බත්තරමුල්ල.</li> <li>24. විමලරතන හිමි, බෙල්ලන්විල, (1995), <b>බුද්ධ ප්‍රතිමා කලාව බුදු පිළිමයේ විකාශය</b>, ශ්‍රී දේවි ප්‍රින්ටර්ස්, නැදිමාල.</li> <li>25. විමලරතන හිමි, බෙල්ලන්විල, (1991), <b>බුදු පිළිමය මුද්‍රා සහ ආසන</b>, ශ්‍රී දේවි ප්‍රින්ටර්ස්, නැදිමාල.</li> <li>26. විමලරතන හිමි, බෙල්ලන්විල (2010), <b>බුදු පිළිමයට පෙර බුදුහාමුදුරුවෝ</b>, සරසවි ප්‍රකාශකයෝ, නුගේගොඩ.</li> <li>27. විරසේන, කේ.ඒ., (2016), <b>බෞද්ධ කලා ශිල්ප හා සාරධර්ම සන්නිවේදනය</b>, එස්. ගොඩගේ සහ සහෝදරයෝ, කොළඹ.</li> <li>28. විරසේන, කේ.ඒ., (2016), <b>බෞද්ධ සන්නිවේදනය හා කලා ශිල්ප</b>, එස්. ගොඩගේ සහ සහෝදරයෝ, කොළඹ.</li> <li>29. සුරවීර ඒ. ඩී., ලියෝ තෝල්ස්තෝයි, (1995), <b>කලාව යනු කුමක් ද? සීමාසහිත දිපාති මුද්‍රණ</b>, නුගේගොඩ.</li> <li>30. සේනාධීර, ගුණපාල, (1999), <b>මංගල සංකේත හා සඳකඩ පහණ</b>, රාජ්‍ය මුද්‍රණ නීතිගත සංස්ථාව, පිටකෝට්ටේ.</li> </ol>

Fields of Study : Buddhist Culture						
1.	<b>Code of the Course Unit</b>		BUCU 22764			
2.	<b>Title of the Course Unit</b>		Buddhist Concept of Management			
3.	<b>Number of Credits</b>		4			
4.	<b>Type</b>		C			
5.	<b>Coordinator of the Course Unit</b>		Most senior lecturer of the relevant course unit			
6.	<b>Pre-requisites</b>		Not applicable			
7.	<b>Main Objective of the Course</b> The objective of this course is to provide students with an acquaintance in accounts as reflected in Buddhist literary sources related to the management and to compare those with the modern principles and concepts in management, and also to implement those concepts in the public administration, institutional administration and office administration.					
8.	<b>Expected/Intended Learning Outcomes (CLOs)</b> At the completion of this course unit the student will be able to; <ol style="list-style-type: none"> <li>1. identify various Buddhist principles related to the management; and</li> <li>2. intend to build up a productive theory of management using both physical and mental resources.</li> </ol>					
9.	<b>Contents</b>			<b>Mode of Delivery/ Way of Delivery (T/L Materials)</b>	<b>No of Hrs.</b>	<b>CLOs No.</b>
	<b>Week</b>	<b>Main Themes</b>	<b>Sub Themes</b>			
	1 <sup>st</sup>	Definitions and terminologies of management	-An introduction to course -Dictionary definitions -Definitions of Management thinkers -Definitions of Scholars -Basic terms in management -Common terms in management	Direct classroom teaching / Online teaching / Blended	4	1
	2 <sup>nd</sup>	Scope of management	-Definitions -Subjects related to management (planning, organizing, directing, coordination and controlling etc...) -Functional areas of management (management of financial, and personal etc...)	Direct classroom teaching / Online teaching / Blended	4	1
	3 <sup>rd</sup>	Historical background of Buddhist	-Introduction -Emergence of Buddhism in India	Direct classroom teaching / Online teaching / Blended	4	1

	concepts related to the management	-Principles of Buddhism -Aims and objectives of Buddhist teachings -Origin of Buddhist monastic organization			
4 <sup>th</sup>	Modern theory of management and Buddhist attitude towards it	-Definitions -Scientific management -Administrative management -Buddhist principles of the human supremacy and potentiality	Direct classroom teaching / Online teaching / Blended	4	1
5 <sup>th</sup>	A variety of Buddhist principles that can be adapted in public management	-Definitions public management -Governing principles of Buddhism -Dasa rāja -dharma (the ten principles of Buddhist governance) -Aparihāni dharma -Buddhist concept of altruism	Direct classroom teaching / Online teaching / Blended	4	1
6 <sup>th</sup>	Economic management	-Definitions -Buddhist view of earnings, investment and consumption -Economic security - <i>Kūṭadanta sutta</i>	Direct classroom teaching / Online teaching / Blended	4	2
7 <sup>th</sup>	Resource management	-Definitions -Principles of the <i>Kūṭadanta sutta</i> -Principles of the <i>Sigāla sutta</i> -The system of common ( <i>sāṅghika</i> ) property	Direct classroom teaching / Online teaching / Blended	4	2
8 <sup>th</sup>	<b>Mid Semester Evaluation</b>	<b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b>		4	1-2
9 <sup>th</sup>	Institutional administration and management	-Definitions -The ritual of the <i>pātimokkha</i> - <i>Saṅghakamma</i> -Settling conflicts ( <i>adhikaraṇasamatha</i> )	Direct classroom teaching / Online teaching / Blended	4	2
10 <sup>th</sup>	Spiritual management	-Definitions -Meditation and its mental health benefits -Buddhist ways of developing spirituality based on threefold training ( <i>sikkhā</i> )	Direct classroom teaching / Online teaching / Blended	4	2
11 <sup>th</sup>	Monastic administration and	-Definitions -Buddhist principles of monastic management	Direct classroom teaching / Online teaching / Blended	4	1

		management	-Buddhist examples of monastic administration (in ancient India) -Buddhist examples of monastic administration (in ancient Sri Lanka)			
	12 <sup>th</sup>	Designations in Sangha society	-Definitions -Varities of Buddhist designations -Purpose of awarding designations to Buddhist monks -Buddhis view on eligibility for awarding designations	Direct classroom teaching / Online teaching / Blended	4	2
	13 <sup>th</sup>	Personality Development	-Definitions -Analysis of five aggregate -Buddhist principles of personality development -Buddhist morality and personality development	Direct classroom teaching / Online teaching / Blended	4	2
	14 <sup>th</sup>	Leadership	-Leadrship quality of the Buddha -Buddhist principles of leadership -Prominenet biographies of monks -Prominenet biographies of nuns	Direct classroom teaching / Online teaching / Blended	4	2
	15 <sup>th</sup>	Life management	-Definitions -Aims and objective of huam life -Buddhist path of practice for the laity ( <i>sāmīcipatipadā</i> )	Direct classroom teaching / Online teaching / Blended	4	2
10.	<b>Number of Notional Hours: 200</b>					
	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.	<b>Evaluation and Assessment:</b>					
	<b>In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated</b> <b>Expected soft skills to be evaluated through the continuous assessments:</b> assignments%, term papers%, presentations%, reading%, discussions%, group works%, quizzes %, field studies%, other%					
	<b>End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated</b> <b>Question Paper:</b>					

12.	<p><b>Recommended Readings:</b></p> <ol style="list-style-type: none"> <li>1. Cole, G.A., (1965), <b>Management, Theory and Practice</b>, Harper and Rowe Publishers, New York.</li> <li>2. Druker, P.F., (1954), <b>The Practice of Management</b>, New York and Eraston.</li> <li>3. Gopalakrishna, D., (2006), <b>Buddhism and Contemporary Management</b>, Buddhist Cultural Centre, Dehiwala.</li> <li>4. Hettiarachchi, Dharmasena, (2001), <b>Buddhist economic philosophy as reflected in early Buddhism</b>, Educational Publication Department.</li> <li>5. Silva, De Padmasiri, (1975), <b>The Search of Buddhist Economics</b>, Buddhist Publication Society, Kandy.</li> <li>6. ගල්මංගොඩ, සුමනපාල, (2007), <b>බෞද්ධ සංස්කෘතික මූලධර්ම හා සමාජානුයෝජනය</b>, සරස්වතී ප්‍රකාශන, දිවුලපිටිය.</li> <li>7. දයානන්ද, සෝමසුන්දර, (2011), <b>ආර්ථික හා සමාජ විවරණ</b> (සංස්. රත්නොට උපනන්ද හිමි), ඇස්.ගොඩගේ සහ සහෝදරයෝ, කොළඹ 10.</li> <li>8. ධම්මචෝති හිමි, බෙලිගල්ලේ, (1993), <b>බෞද්ධ ආර්ථික දර්ශනය</b>, ශ්‍රී දේවි ප්‍රින්ටර්ස් (ප්‍රයිවට්) ලිමිටඩ්, දෙහිවල.</li> <li>9. ධීරානන්ද හිමි, හඟුරන්කෙත, (2005), <b>පුරාතන ශ්‍රී ලාංකේය සංඝ සංවිධානය සහ එහි ව්‍යුහාත්මක පදනම</b>, ආර්ය ප්‍රකාශකයෝ, වරකාපොල.</li> <li>10. නන්ද හිමි, බලන්ගොඩ, (1992), <b>බෞද්ධ ආරාම සංවිධානය</b>, එස් ගොඩගේ සහ සහෝදරයෝ, කොළඹ.</li> <li>11. නිවන්මග සඟරාව, (2000), 31 වන කලාපය, <b>බෞද්ධ ආර්ථික චින්තනය</b>, රජයේ මුද්‍රණාලය.</li> <li>12. නිවන්මග සඟරාව, (2002), 33 වන කලාපය, <b>බෞද්ධ කළමනාකරණය</b>, රජයේ මුද්‍රණාලය බෞද්ධ සංගමය, බොරැල්ල.</li> <li>13. පද්මසිරි හිමි, රචවේ, (2007), <b>නව සමාජ ප්‍රවණතා සහ බෞද්ධ පවුල් සංස්ථාව</b>, සමන්ති පොත් ප්‍රකාශකයෝ, ජා-ඇල.</li> <li>14. පෙරේරා, ඉන්ද්‍රාණී, (2006), <b>කළමනාකරණ සංකල්ප, බෞද්ධ ප්‍රවේශය</b>, කතෘ ප්‍රකාශනයකි.</li> <li>15. ප්‍රනාන්දු, දයා, (1984), <b>බුදුසමයේ දේශපාලන චින්තනය</b>, ගොඩගේ සහෝදරයෝ, කොළඹ.</li> <li>16. ප්‍රේමසිරි, පීගඩී, (1961), <b>බෞද්ධ සමාජ ධර්මය</b>, බෞද්ධ ග්‍රන්ථ ප්‍රකාශන, මහනුවර.</li> <li>17. මේධානන්ද හිමිල දේවාලේගම, (2006), <b>බුදුදහම හා එහි සංස්කෘතික මුහුණුවර</b>, සරස්වතී ප්‍රකාශන, දිවුලපිටිය.</li> <li>18. මේධානන්ද හිමි, දේවාලේගම, (2009), <b>හික්ෂු සමාජය</b>, ආර්ය ප්‍රකාශකයෝ, වාරියපොල.</li> <li>19. විජිතනන්ද හිමි, දෙහිපාගොඩ, යසස්සි හිමි, පනහඩුවේ, (2011), <b>බෞද්ධ කළමනාකරණ මූලධර්ම</b>, මාගධී ප්‍රකාශන, පුවක්පිටිය.</li> <li>20. විජේසේකර, හේමචන්ද්‍ර, (1961), <b>බෞද්ධ සමාජ ධර්ම</b>, බෞද්ධ ග්‍රන්ථ ප්‍රකාශන, මහනුවර.</li> <li>21. හෙට්ටිආරච්චි, ධර්මසේන, (1994), <b>මුල් බුදුසමයේ හෙළිවන බෞද්ධ ආර්ථික දර්ශනය</b>, අධ්‍යාපන ප්‍රකාශන.</li> </ol>
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Fields of Study : Buddhist Culture						
1	<b>Code of the Course Unit</b>	BUCU 22776				
2	<b>Title of the Course Unit</b>	Study of Primary Sources				
3	<b>Number of Credits</b>	6				
4	<b>Type</b>	C				
5	<b>Coordinator of the Course Unit</b>	Most senior lecturer of the relevant course unit				
6	<b>Pre-requisites</b>	Not applicable				
8	<b>Main Objective of the Course</b>					
	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	<b>Expected/Intended Learning Outcomes (CLOs)</b>					
	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	<b>Contents</b>			<b>Mode of Delivery / Way of Delivery (T/L Materials)</b>	<b>No of Hrs.</b>	<b>CLOs No.</b>
	<b>Week</b>	<b>Main Themes</b>	<b>Sub Themes</b>			
	1 <sup>st</sup>	<i>Dīghanikāya Sāmaññaphala - sutta</i>	-An introduction to course -Reading -Translation -Analysis of contents -Identifying their linguistic features	Direct classroom teaching / Online teaching / Blended	6	1,2 3,4
	2 <sup>nd</sup>	<i>Dīghanikāya Sāmaññaphala - sutta</i>	-Reading -Translation -Analysis of the contents -Identifying their linguistic	Direct classroom teaching / Online teaching / Blended	6	1,2 3,4
	3 <sup>rd</sup>	<i>Dīghanikāya Sāmaññaphala - sutta</i>	-idem	Direct classroom teaching / Online teaching / Blended	6	1,2 3,4
	4 <sup>th</sup>	<i>Dīghanikāya Cakkavattisīhanāda - sutta</i>	-idem	Direct classroom teaching / Online teaching / Blended	6	1,2 3,4
	5 <sup>th</sup>	<i>Dīghanikāya Cakkavattisīha</i>	-idem	Direct classroom teaching / Online teaching / Blended	6	1,2

		<i>nāda-sutta</i>				3,4
	6 <sup>th</sup>	<i>Dīghanikāya Cakkavattisīha nāda-sutta</i>	-idem	Direct classroom teaching / Online teaching / Blended	6	1,2 3,4
	7 <sup>th</sup>	<i>Samyuttanikāya Kosalasamyutta</i>	-idem	Direct classroom teaching / Online teaching / Blended	6	1,2 3,4
	8 <sup>th</sup>	<b>Mid Semester Evaluation</b>	<b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b>		6	1-4
	9 <sup>th</sup>	<i>Samyuttanikāya Kosalasamyutta</i>	-idem	Direct classroom teaching / Online teaching / Blended	6	1,2 3,4
	10 <sup>th</sup>	<i>Samyuttanikāya Kosalasamyutta</i>	-idem	Direct classroom teaching / Online teaching / Blended	6	1,2 3,4
	11 <sup>th</sup>	<i>Saddharmapuṇ ḍarīkasūtra, adhimukti-pariv arta</i>	-idem	Direct classroom teaching / Online teaching / Blended	6	1,2 3,4
	12 <sup>th</sup>	<i>Saddharmapuṇ ḍarīkasūtra, adhimukti-pariv arta</i>	-idem	Direct classroom teaching / Online teaching / Blended	6	1,2 3,4
	13 <sup>th</sup>	<i>Saddharmapuṇ ḍarīkasūtra, adhimukti-pariv arta</i>	-idem	Direct classroom teaching / Online teaching / Blended	6	1,2 3,4
	14 <sup>th</sup>	<i>Saddharmapuṇ ḍarīkasūtra, adhimukti-pariv arta</i>	-idem	Direct classroom teaching / Online teaching / Blended	6	1,2 3,4
	15 <sup>th</sup>	An introduction to Chinese and Tibetan primary sources	-Varieties of Chinese primary sources -Varieties of Tibetan primary sources -Contents of Chinese primary sources - Contents of Tibetan primary sources	Direct classroom teaching / Online teaching / Blended	6	2,3
11.	<b>Number of Notional Hours: 300</b>					
	1. Lecture Hours: 90		3. Self-study and Homework Preparation Hours: 90			
	2. Tutorial / Practical / Presentation Hours: 30		4. Hours for Field Surveys / Factory Visits / Social Activities: 90			

12.	<p><b>In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated</b></p> <p><b>Expected soft skills to be evaluated through the continuous assessments:</b>  assignments%, term papers%, presentations%, reading%, discussions%, group works%, quizzes %, field studies%, other%</p> <p><b>End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated</b>  <b>Question Paper:</b></p>
13	<p><b>Recommended Readings:</b></p> <ol style="list-style-type: none"> <li>01. David J.Kalupahana, (1992), <b>A History of Buddhist Philosophy Continuities and Discontinuities</b> Delhi.</li> <li>02. Kern, H., (1984), <b>English Translation of the Sutra</b>, Sacred Books of the East, Series, Delhi.</li> <li>03. Rajendralala Mitra, (1981), <b>The Sanskrit Buddhist Literature of Nepal</b>, Cosmo Publications, New</li> <li>04. <b>Saddharma-pundarika-sutra</b>, (1960), Mahayana Sutra Series, P. L. Vaidya, Darbhanga.</li> <li>05. Darmasiri, Gunapala, (2013), <b>Saddhamma Pundarikaya</b>.</li> <li>06. Mular, Max, (1984), <b>Saddhamma Pundarikaya</b>, Clarendon, Oxford.</li> <li>07. Vaidya, PL (Ed:), (1960), <b>Saddharmapundarika Sutta</b>, The Motilal Banarsidas, Delhi.</li> <li>08. පඤ්ඤාකිත්ති හිමි, හිරිපිටියේ, (1992), <b>සුඛාවතී ව්‍යුහ සූත්‍රය</b>, සමයවර්ධන පොත් ප්‍රකාශකයෝ, කොළඹ.</li> <li>09. රතනසාර හිමි, මාරඹ, (1961), <b>ලලිත විස්තරය</b>, විද්‍යාලංකාර විශ්වවිද්‍යාලයීය පර්යේෂණ ආයතනය, කැලණිය.</li> <li>10. සුමනපාල ගල්මන්ගොඩ, (2000), <b>සද්ධර්මපුණ්ඩරික සූත්‍රය</b>, කැලණිය විශ්වවිද්‍යාලය.</li> </ol>

Fields of Study : Buddhist Culture						
1.	<b>Code of the Course Unit</b>		BUCU 22784			
2.	<b>Title of the Course Unit</b>		Theravāda Tradition-A Historical and Literary Study			
3.	<b>Number of Credits</b>		4			
4.	<b>Type</b>		C			
5.	<b>Coordinator of the Course Unit</b>		Most senior lecturer of the relevant course unit			
6.	<b>Pre-requisites</b>		Not applicable			
7.	<b>Main Objective of the Course</b> To make the student acquire a detailed knowledge of the origin, development and literature of the Theravāda tradition.					
8.	<b>Expected/Intended Learning Outcomes (CLOs)</b> At the completion of this course unit the student will be able to; 1. absorb Thēravāda religious values; 2. explain the similarities and dissimilarities between Thēravāda and other Buddhist traditions; and 3. become pioneers to preserve the tradition.					
9.	<b>Contents</b>			<b>Mode of Delivery / Way of Delivery (T/L Materials)</b>	<b>No of Hrs.</b>	<b>CLOs No.</b>
	<b>Week</b>	<b>Main Themes</b>	<b>Sub Themes</b>			
	1 <sup>st</sup>	Origin and development of the Thēravāda tradition	-An introduction to course -Definitions of the word 'Thēravāda' -Early Saṅgha -Buddhist schism -Early Theravāda sects -Buddhist councils -Theravāda fraternities in Sri Lanka	Direct classroom teaching / Online teaching / Blended	4	1,2
	2 <sup>nd</sup>	Thēravāda literature I	-Definitions -Bhāṅakas -Canonical texts -Post canonical texts	Direct classroom teaching / Online teaching / Blended	4	1,2
	3 <sup>rd</sup>	Thēravāda literature II	-Commentaries -Sub commentaries -Chronicles	Direct classroom teaching / Online teaching / Blended	4	1,3
4 <sup>th</sup>	Thēravāda Languages	-Prākit languages -Māgadhabhāsā -Pāli	Direct classroom teaching / Online teaching / Blended	4	2	

		-Traditional views -Scholarly views			
5 <sup>th</sup>	Thēravāda Councils I (Indian)	-Definitions -Main councils -Aims of councils -Result of councils	Direct classroom teaching / Online teaching / Blended	4	1,3
6 <sup>th</sup>	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 <sup>th</sup>	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 <sup>th</sup>	<b>Mid Semester Evaluation</b>	<b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b>		4	1-3
9 <sup>th</sup>	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 <sup>th</sup>	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 <sup>th</sup>	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 Pañha</i>	Direct classroom teaching / Online teaching / Blended	4	1
12 <sup>th</sup>	Leading Thēravāda masters	-Indian masters -Sri Lankan masters -Burmese masters -Thailand masters	Direct classroom teaching / Online teaching / Blended	4	2
13 <sup>th</sup>	Leading Thēravāda institutions	-Thēravāda Buddhist universities in	Direct classroom teaching / Online teaching / Blended	4	2



Fields of Study : Buddhist Culture						
1	<b>Code of the Course Unit</b>		BUCU 22794			
2	<b>Title of the Course Unit</b>		Buddhist Art and Antiquities in Sri Lanka - Introduction			
3	<b>Number of Credits</b>		4			
4	<b>Type</b>		A			
5	<b>Coordinator of the Course Unit</b>		Most senior lecturer of the relevant course unit			
6	<b>Pre-requisites</b>		Not applicable			
8	<b>Main Objective of the Course</b> To make the student acquire a critical understanding of the Buddhist art and antiquities remaining in Sri Lanka.					
9	<b>Expected/Intended Learning Outcomes (CLOs)</b> At the completion of this course unit the Student will be able to; <ol style="list-style-type: none"> <li>1. identifies the significance of Art and Antiquities;</li> <li>2. develops the skills of evaluating them; and</li> <li>3. value and protect art and antiquities.</li> </ol>					
10	<b>Contents</b>			<b>Mode of Delivery / Way of Delivery (T/L Materials)</b>	<b>No of Hrs.</b>	<b>CLOs No.</b>
	<b>Week</b>	<b>Main Themes</b>	<b>Sub Themes</b>			
	1 <sup>st</sup>	Abodes of monks (Saṅghārāma)	-An introduction to course -Origin of abodes in Sri Lanka -Kinds of abodes in Sri Lanka -Architectural value	Direct classroom teaching / Online teaching / Blended	4	1,3
	2 <sup>nd</sup>	Uposathaghara	-Definitions -Origin and development -Utility of uposathaghara -Architectural value	Direct classroom teaching / Online teaching / Blended	4	1,3
	3 <sup>rd</sup>	Stūpa	-Definitions -Origin and development of Sri Lankan Stūpa -Varieties of Stūpa -Types of Stūpa -Architectural value of Stūpa	Direct classroom teaching / Online teaching / Blended	4	1,3
4 <sup>th</sup>	Buddha statue	-Origin and development	Direct classroom teaching / Online teaching / Blended	4	1,3	

			<ul style="list-style-type: none"> <li>-Varieties of Buddha statue</li> <li>-Traditions of Sri Lankan Buddha statues</li> <li>-Identities</li> <li>-Unique characteristics and artistic value of Sri Lankan Buddha images</li> </ul>		
5 <sup>th</sup>	Bodhisattva statue	<ul style="list-style-type: none"> <li>-Origin of Bodhisattva statues</li> <li>-Evolution of Sri Lankan Bodhisattva statues</li> <li>-Gestures of Bodhisattva statues</li> <li>-Artistic value of Bodhisattva statues</li> </ul>	Direct classroom teaching / Online teaching / Blended	4	1,2
6 <sup>th</sup>	Seats (Āsana)	<ul style="list-style-type: none"> <li>-Definitions</li> <li>-Origin and development</li> <li>-Kinds of seats</li> <li>-Utility of seats</li> </ul>	Direct classroom teaching / Online teaching / Blended	4	1,3
7 <sup>th</sup>	Gestures (Mudrā)	<ul style="list-style-type: none"> <li>-Definitions</li> <li>-Varieties of gestures</li> <li>-Gesture of samādhi</li> <li>-Gesture of abhaya</li> </ul>	Direct classroom teaching / Online teaching / Blended	4	1,3
8 <sup>th</sup>	<b>Mid Semester Evaluation</b>	<b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b>		4	1-3
9 <sup>th</sup>	Bodhi and Stūpa shrines	<ul style="list-style-type: none"> <li>-Definitions</li> <li>-Origin and development</li> <li>-Utility of Stūpa and bodhi shrines</li> <li>-Artistic value of Stūpa and Bodhi shrines</li> <li>-Religious value of Stūpa and bodhi shrines</li> </ul>	Direct classroom teaching / Online teaching / Blended	4	1,3
10 <sup>th</sup>	Buddhist sculpture	<ul style="list-style-type: none"> <li>-Definitions</li> <li>-Carvings</li> </ul>	Direct classroom teaching / Online teaching / Blended	4	1



			<ul style="list-style-type: none"> <li>-Entrances to sacred buildings</li> <li>-Saṅdakaḍapahaṇa</li> <li>-Guard stone</li> <li>-Balustrade</li> <li>-Steps</li> <li>-Door frames and doors</li> </ul>		
<b>11<sup>th</sup></b>	Iconography	<ul style="list-style-type: none"> <li>-Definitions</li> <li>-Origin and development of Buddhist iconography in Sri Lanka</li> <li>-Traditions of iconography</li> <li>-Measurements</li> <li>-Texts of Buddhist iconography</li> </ul>	Direct classroom teaching / Online teaching / Blended	4	2
<b>12<sup>th</sup></b>	Paintings	<ul style="list-style-type: none"> <li>-Origin and development</li> <li>-Varieties of paintings in Sri Lanka</li> <li>-Themes of paintings</li> <li>-Styles of paintings</li> </ul>	Direct classroom teaching / Online teaching / Blended	4	2
<b>13<sup>th</sup></b>	Music and dance	<ul style="list-style-type: none"> <li>-Origin and development</li> <li>-Themes of music and dances</li> <li>-Buddhist musical instruments</li> </ul>	Direct classroom teaching / Online teaching / Blended	4	2
<b>14<sup>th</sup></b>	Fundamentals of archaeology and methods of preservation of Buddhist art	<ul style="list-style-type: none"> <li>-Origin and development</li> <li>-Buddhist archeological sites</li> <li>-Reconstructions</li> <li>-Methods of conservation</li> </ul>	Direct classroom teaching / Online teaching / Blended	4	2
<b>15<sup>th</sup></b>	The concept of museums in Sri Lanka	<ul style="list-style-type: none"> <li>-Definitions</li> <li>-Origin and development</li> <li>-Sri Lankan museums</li> <li>-Contribution of museums for preservation of Buddhist art</li> </ul>	Direct classroom teaching / Online teaching / Blended	4	1



	<p>27. විජේසේකර, නන්දදේව, (2015), පැරණි සිංහල බිතු සිතුවම්, අධ්‍යාපන ප්‍රකාශන දෙපාර්තමේන්තුව, බත්තරමුල්ල.</p> <p>28. විමලරත්න හිමි, බෙල්ලන්විල, (1995), බුද්ධ ප්‍රතිමා කලාව බුදු පිළිමයේ විකාශය, ශ්‍රී දේවි පින්ටර්ස්, නැගිමාල.</p> <p>29. විමලරත්න හිමි, බෙල්ලන්විල, (1991), බුදු පිළිමය මුද්‍රා සහ ආසන, ශ්‍රී දේවි පින්ටර්ස්, නැගිමාල</p> <p>30. විමලරත්න හිමි, බෙල්ලන්විල (2010, බුදු පිළිමයට පෙර බුදුහාමුදුරුවෝ, සරසවි ප්‍රකාශකයෝ, නුගේගොඩ.</p> <p>31. විරසේන, කේ.ඒ., (2016), බෞද්ධ කලා ශිල්ප හා සාරධර්ම සන්නිවේදනය, එස්. ගොඩගේ සහ සහෝදරයෝ, කොළඹ.</p> <p>32. විරසේන, කේ.ඒ., (2016), බෞද්ධ සන්නිවේදනය හා කලා ශිල්ප, එස්. ගොඩගේ සහ සහෝදරයෝ, කොළඹ.</p> <p>33. සුරවීර ඒ. ඩී., ලියෝ තෝල්ස්තෝයි, (1995), කලාව යනු කුමක් ද? සීමාසහිත දීපානි මුද්‍රණ, නුගේගොඩ.</p> <p>34. සේනාධීර, ගුණපාල, (1999), මංගල සංකේත හා සඳකඩ පහණ, රාජ්‍ය මුද්‍රණ නීතිගත සංස්ථාව, පිටකෝට්ටේ.</p>
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Fields of Study : Buddhist Culture						
1.	<b>Code of the Course Unit</b>	BUCU 23806				
2.	<b>Title of the Course Unit</b>	An Introduction to Theravāda and Mahāyāna - A Comparative Study				
3.	<b>Number of Credits</b>	6				
4.	<b>Type</b>	A				
5.	<b>Coordinator of the Course Unit</b>	Most senior lecturer of the relevant course unit				
6.	<b>Pre-requisites</b>	Not applicable				
7.	<b>Main Objective of the Course</b>	To make the student acquire a detailed knowledge of the fundamental teachings of Theravāda and Mahāyāna; the similarities and dissimilarities of the two traditions.				
9	<b>Expected/Intended Learning Outcomes (CLOs)</b>	<p>At the completion of this course unit the student will be able to;</p> <ol style="list-style-type: none"> <li>1. identify the differences between Theravāda and Mahāyāna;</li> <li>2. point out they have a common source; and</li> <li>3. distinguish both have equal significance.</li> </ol>				
10	<b>Contents</b>			<b>Mode of Delivery / Way of Delivery (T/L Materials)</b>	<b>No of Hrs.</b>	<b>CLOs No.</b>
	<b>Week</b>	<b>Main Themes</b>	<b>Sub Themes</b>			
	<b>1<sup>st</sup></b>	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
	<b>2<sup>nd</sup></b>	Origin and development of Theravāda	-Early Saṅgha -Buddhist schism -Early Theravāda sects -Buddhist councils -Theravāda fraternities in Sri Lanka	Direct classroom teaching / Online teaching / Blended		2
<b>3<sup>rd</sup></b>	Theravāda sources and masters	-Bhāṅakas -Canonical texts -Post-canonical texts -Commentaries -Sub commentaries -Chronicles	Direct classroom teaching / Online teaching / Blended	6	2	

			- Indian masters - Sri Lankan masters			
4 <sup>th</sup>	Specific teachings and salient features of the Theravādin interpretations of the early Buddhist teachings	- Definitions - The theory of <i>Vibhajjavāda</i> - The <i>Kathāvatthu</i> - The <i>Milinda Pañha</i>	Direct classroom teaching / Online teaching / Blended	6	2	
5 <sup>th</sup>	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 <sup>th</sup>	Mahāyāna sources	- Definitions - Āgamas - Buddhist Sanskrit literature	Direct classroom teaching / Online teaching / Blended	6	2	
7 <sup>th</sup>	Mahāyāna masters	- Indian masters - Central Asian masters - Chinese masters	Direct classroom teaching / Online teaching / Blended	6	3	
8 <sup>th</sup>	<b>Mid Semester Evaluation</b>	<b>Written Examination / Assignment/ Individual or Group Presentation / Practical Test</b>		6	1-3	
9 <sup>th</sup>	Mahāyāna concept of the Bodhisattva	- Sources of the Bodhisattva ideal - Definitions of the word 'Bodhisattva' - Plurality of the concept of the Bodhisattva - The Bodhisattva ideal	Direct classroom teaching / Online teaching / Blended	6	2	
10 <sup>th</sup>	Bodhicitta	- Definitions of bodhicitta - Mahāyāna sources of <i>karunā</i> and <i>prajñā</i> - Definitions of words <i>karunā</i> and <i>prajñā</i> - Utility of <i>karunā</i> and <i>prajñā</i>	Direct classroom teaching / Online teaching / Blended	6	3	
11 <sup>th</sup>	Six pāramitās	- Definitions of the word 'pāramitās' - Sources of	Direct classroom teaching / Online teaching / Blended	6	3	



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38. රාහුල හිමි, රත්නපුර., (2015), **බුදු සමයේ උදාව**, බෞද්ධ සංස්කෘතික මධ්‍යස්ථානය, නැදීමාල.
39. ලොකු බණ්ඩාර, අබේකෝන් ඒ.එම්., (2002), **ථෙරවාද බුදුසමය හා මහායාන බුදුසමය**, ආර්ය ප්‍රින්ටර්ස් (පුද්) සමාගම, මහනුවර.
40. විජේසේකර, ජේ නන්ද (පරි), 2005, **මහායානය** (එහි දර්ශනය හා පරිචය), හොන්මොන් බුක්සුර්ස් ශ්‍රී ජපානය.
41. ශාසනාරතන හිමි මොරටුවේ, (1956). **ලක්දිව මහායාන අදහස්**, ගුණසේන සහ සමාගම, කොළඹ.
42. සුමනසාර හිමි. ඇත්කඳුරේ. (2016). **මහායාන මතවාද විමර්ශන**. සමයවර්ධන පොත්හල.

	කොළඹ 10.
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<b>Fields of Study : Buddhist Culture</b>						
1.	<b>Code of the Course Unit</b>	BUCU 31714				
2.	<b>Title of the Course Unit</b>	Buddhist Culture in Sri Lanka - Early Period				
3.	<b>Number of Credits</b>	4				
4.	<b>Type</b>	C				
5.	<b>Coordinator of the Course Unit</b>	Most senior lecturer of the relevant course unit				
6.	<b>Pre-requisites</b>	Not applicable				
7.	<b>Main Objective of the Course</b>	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.	<b>Intended Learning Outcomes (CLOs)</b>	<p>At the completion of this course unit the student will be able to;</p> <ol style="list-style-type: none"> <li>1. identify the Buddhist culture as a national heritage;</li> <li>2. continue to play national, religious and cultural role in the society; and</li> <li>3. act as a disciplined and a responsible citizen.</li> </ol>				
9.	<b>Contents</b>			<b>Mode of Delivery / Way of Delivery (T/L Materials)</b>	<b>No of Hrs.</b>	<b>CLOs No.</b>
	<b>Week</b>	<b>Main Themes</b>	<b>Sub Themes</b>			
	1 <sup>st</sup>	Pre-Buddhist religious background in Sri Lanka	-An introduction to course -The Brāhmaṇa tradition -Nigaṇthas -The worship of yakásas and yakásanis -The worship of Nāgās -The ancestor worship -The worship of deities -The worship of trees	Direct classroom teaching / Online teaching / Blended	4	1



2 <sup>nd</sup>	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
3 <sup>rd</sup>	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 <sup>th</sup>	The arrival of Arahant Mahinda and the establishment of Buddhism in Sri Lanka	-Literary Evidence -Archeological evidence -The first ordination ceremony in Sri Lanka -The Thūpārāma 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 <sup>th</sup>	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 <sup>th</sup>	The Mahāvihāra sect	-Definition -Origin and development -The Aluvihāra council -Development of canonical texts -Compilation of Pāli commentaries	Direct classroom teaching / Online teaching / Blended	4	1
7 <sup>th</sup>	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		
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8 <sup>th</sup>	Mid Semester Evaluation	Written Examination / Assignment / Individual or Group Presentation / Practical Test	4	1-3	
9 <sup>th</sup>	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 <sup>th</sup>	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 <sup>th</sup>	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 <sup>th</sup>	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



	quizzes %, field studies%, other%
	<b>End of Course Evaluation (End Semester Evaluation) 60% - from Total Marks Allocated Question Paper:</b>
12.	<p><b>Recommended Reading:</b></p> <ol style="list-style-type: none"> <li>1. Adikaram E.W., (1964), <b>Early History of Buddhism in Ceylon</b>, Gunasena Publication, Colombo.</li> <li>2. Codrington, H.W., (1939), <b>A Short History of Ceylon</b>, rev.ed – Macmillan, London.</li> <li>3. Gunawardana, R.A.L.H., (1979), <b>Robe and Plough</b>, Monasticism and Economic Interest in Early Medieval Sri Lanka, University of Arizona Press, Arizona.</li> <li>4. Malalasekara, G.P., (1994), <b>The Pali Literature of Ceylon</b>, Buddhist Publication Society, Kandy.</li> <li>5. Mendis, G.C., (1940), <b>The Early History of Ceylon and its Relations with India and other Foreign Countries</b>, Asian Educational, Services, New Delhi.</li> <li>6. Parker, Henry, (1909), <b>Ancient Ceylon</b>, Asian Educational Services, New Delhi.</li> <li>7. Panabokke, Gunarathna, (1993), <b>History of Buddhist Sangha in India and Sri Lanka</b>, University of Kelaniya, Kelaniya.</li> <li>8. අදිකාරම් ඊගඩබ්., (2003)ල පැරණි ලක්දිව බෞද්ධ ඉතිහාසයල ගොඩගේ ප්‍රකාශකයෝල කොළඹ.</li> <li>9. ආන්තද හිමි. කෝන්ගස්තැන්නේ. (2016). <b>නිකාය සංග්‍රහය</b>. සමයවර්ධන පොත්හල. කොළඹ.</li> <li>10. කාටර්, ජෝන් රෝස් (1985), <b>ශ්‍රී ලංකාවේ ආගමිකභාවය (සංස්) මාර්ග ආයතනය</b>, කොළඹ.</li> <li>11. කාරියවසම් තිස්ස, (1976)ල <b>ශාන්තිකර්ම හා සිංහල සමාජය</b> (පහතරට තොවිල් නැටුම් ගැන විග්‍රහයක්)ල ප්‍රදීපා ප්‍රකාශකයෝ කොළඹ</li> <li>12. කුසලධම්ම හිමි, වැලිමඩගම, (2005)ල <b>ථෙරීය බෞද්ධ සම්ප්‍රදාය හා මහා විහාරයල කර්තෘ ප්‍රකාශනල කොළඹ.</b></li> <li>13. කුසලධම්ම හිමි, වැලිමඩගම, (2007), <b>බෞද්ධ සංස්කෘතිය අධ්‍යයනය, ලංකා බෞද්ධ සංස්කෘතිය ව්‍යාප්තිය හා කලා ශිල්ප කරුණු කිහිපයක්</b>, කර්තෘ ප්‍රකාශනයකි, කැලණිය</li> <li>14. ගුණවර්ධනල රණවිරල (1993)ල <b>සිවුර හා නඟුලල සමාජ විද්‍යාඥයින්ගේ සංගමයල කොළඹ 05ග</b></li> <li>15. ධම්මරක්ඛිත හිමිල වැලිමිටියාවේ, (1994)ල <b>ශ්‍රී මහා බෝධීන් වහන්සේ ඉතිහාසය හා තදනුබද්ධ සංස්කෘතියල බුද්ධ ශාසන අරමුදලල කොළඹ</b></li> <li>16. බස්නායක, එච්. ටී. (1995), <b>ශ්‍රී ලංකාවේ ශිෂ්ටාචාරය</b>, ඇම්. ඩී. ගුණසේන සහ සමාගම, කොළඹ.</li> <li>17. බුද්ධදත්ත ස්ථවිර, පොල්වත්තේ, සංස්: (1959) <b>පාලි මහාවංශය</b>, ගුණසේන සහ සමාගම කොළඹ</li> <li>18. රාහුල හිමි, වල්පොල, (1989) <b>ලක්දිව බුදුසමයෙහි ඉතිහාසය</b> ගුණසේන සහ සමාගම කොළඹ.</li> <li>19. වජිර හිමි, කුඹුරුගමුවේ, (1983) <b>දළදා ඉතිහාසය හා සංස්කෘතිය</b> උසස් අධ්‍යාපන අමාත්‍යාංශයේ පර්යේෂණ ග්‍රන්ථ ප්‍රකාශන මණ්ඩලයල කොළඹ</li> <li>20. විමලවංශ හිමි, බද්දේගම (1964), <b>අපේ සංස්කෘතිය</b>, සමයවර්ධන ප්‍රකාශකයෝ, කොළඹ 10.</li> <li>21. සෙනෙවිරත්න, අනුරාධ (2002), <b>පුරාණ අනුරාධපුරය</b>, ඇස්. ගොඩගේ සහ සහෝදරයෝ, කොළඹ 10.</li> <li>22. සුරවීර, ඒ. ටී. :1960)ල <b>අනුරාධපුර සමාජය</b>, සොම්සද ප්‍රින්ටර්ස් දෙමටගොඩ</li> <li>23. සුරවීර, ඒ. ටී. (1971), <b>සිංහල කතිකාවත් හා හික්ෂු සමාජය</b>, ඇම්. ඩී. ගුණසේන සහ සමාගම, කොළඹ.</li> <li>24. සෝහිත හිමි, පදින්නෝරුවේ, සංස්: (2008) <b>මහාබෝධිවංසයල</b> ගොඩගේ ප්‍රකාශන කොළඹ</li> <li>25. හෙට්ටිආරච්චි, (1963) <b>සිංහල විශ්වකෝෂය</b>, සංස්කෘතික කටයුතු දෙපාර්තමේන්තුව, කොළඹ</li> </ol>

Fields of Study : Buddhist Culture						
1	<b>Code of the Course Unit</b>		BUCU 31724			
2	<b>Title of the Course Unit</b>		Buddhist Culture in South and South East Asia			
3	<b>Number of Credits</b>		4			
4	<b>Coordinator of the Course Unit</b>		Most senior lecturer of the staff			
5	<b>Type</b>		C			
6	<b>Pre-requisites</b>		Not applicable			
7	<b>Main Objective of the Course</b> The objective of this course is to provide students with adequate knowledge on the development and the expansion of Buddhist culture in South and South Asia.					
8	<b>Expected/Intended Learning Outcomes (CLOs)</b> At the completion of this course unit the student will be able to; <ol style="list-style-type: none"> <li>1. understand the historical and cultural background of the peaceful expansion of Buddhism into the lands of other cultures;</li> <li>2. develop skills to admire other forms of culture as a true Buddhist; and</li> <li>3. act for the well-being of the society irrespective of national, creed, class or caste differences of its members.</li> </ol>					
9	<b>Contents</b>			<b>Mode of Delivery / Way of Delivery (T/L Materials)</b>	<b>No of Hrs.</b>	<b>CLOs No.</b>
	<b>Week</b>	<b>Main Themes</b>	<b>Sub Themes</b>			
	1 <sup>st</sup>	Origin and rapid expansion of Buddhism in ancient India	-An introduction to course -The Vedic tradition -Vedic literature -The Brahmin tradition -Emergence of the Śramana tradition -Unique characteristics of the Śramana tradition	Direct classroom teaching / Online teaching / Blended	4	1,3
2 <sup>nd</sup>	The extent of expansion of	-Indian geographical	Direct classroom teaching / Online teaching / Blended	4	1	

	Buddhist culture in the 6 <sup>th</sup> century BCE. and factors that led to it	<ul style="list-style-type: none"> <li>zones where Buddhism expanded</li> <li>-Missionary service of the Buddha</li> <li>-Unique characteristics of Buddhism</li> <li>-Contribution of the Saṅgha</li> <li>-Contribution of lay followers</li> <li>-Royal patronage</li> </ul>			
3 <sup>rd</sup>	Influence of the Buddhist councils and schisms of the Saṅgha for the expansion of the order	<ul style="list-style-type: none"> <li>-The first Buddhist council</li> <li>-The early Saṅgha</li> <li>-Sects related to the Theravāda tradition</li> <li>-Sects related to the Mahāsaṅghika tradition</li> </ul>	Direct classroom teaching / Online teaching / Blended	4	1
4 <sup>th</sup>	Expansion of Buddhist sects in India	<ul style="list-style-type: none"> <li>-Definitions</li> <li>-The origin and development of Buddhist sects</li> <li>-Indian expansion of Buddhist sects</li> </ul>	Direct classroom teaching / Online teaching / Blended	4	3
5 <sup>th</sup>	Expansion of Buddhism within and outside India during the reign of emperor Aśoka	<ul style="list-style-type: none"> <li>-Introduction</li> <li>-The third Buddhist Council</li> <li>-Indian expansion of Buddhism</li> <li>-Expansion of Buddhism out of India</li> </ul>	Direct classroom teaching / Online teaching / Blended	4	1,3
6 <sup>th</sup>	The Buddhist culture in India in the post-Aśoka era	<ul style="list-style-type: none"> <li>-The fourth Buddhist council</li> <li>-Expansion of Buddhism in India</li> <li>-Expansion of Buddhism out of India under the patronage of king Kanishka</li> </ul>	Direct classroom teaching / Online teaching / Blended	4	3
7 <sup>th</sup>	Ancient Buddhist universities in India	<ul style="list-style-type: none"> <li>-Nalanda</li> <li>-Walabhi</li> <li>-Jagaddhala</li> <li>-Odanthapuri</li> </ul>	Direct classroom teaching / Online teaching / Blended	4	1

<b>8<sup>th</sup></b>	<b>Mid Semester Evaluation</b>	<b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b>		<b>4</b>	<b>1-3</b>
<b>9<sup>th</sup></b>	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
<b>10<sup>th</sup></b>	The factors that led to the decline of Buddhism in India	-Lack of state sponsorship -The rise of Hinduism -Islamic invasions	Direct classroom teaching / Online teaching / Blended	4	1
<b>11<sup>th</sup></b>	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
<b>12<sup>th</sup></b>	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
<b>13<sup>th</sup></b>	Buddhism in Cambodia	-Introduction and development of Buddhism in Cambodia -State patronage of	Direct classroom teaching / Online teaching / Blended	4	1,2





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17. එලියට්, වාල්ස්, (1967), **හින්දු සමය හා බුදුසමය**, අධ්‍යාපන ප්‍රකාශන දෙපාර්තමේන්තුව, කොළඹ.
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25. යසස්සි හිමි, පනහඩුවේ, වීරසේන, කේ.ඒ, (සංස්) (2014), **ආසියාවේ බෞද්ධ සංස්කෘතිය**, ශ්‍රී දම් රජ පිරිවෙණ, ගොඩකවෙල.
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27. විමලසිරි හිමි, බෝයගම, (1970), **තායිලන්තයේ බෞද්ධ සංස්කෘතිය**, ඇස්. ගොඩගේ සහ සහෝදරයෝ කොළඹ.
28. විජේබණ්ඩාර, වන්දිම, මොරටුවගම, එච්.එම්., (1979), **බෞද්ධ ශිෂ්ටාචාරයේ ඉතිහාසය**, රත්න පොත් ප්‍රකාශකයෝ, කොළඹ.
29. සිරි සිවලි හිමි, බඹරැන්දේ, (1973), **බෞද්ධ ලෝකය**, එම්.ඩී. ගුණසේන සහ සමාගම, කොළඹ.
30. සුමංගල හිමිල උඩුගමල විමලබුද්ධි, යටියන, (1996) **ල බෞද්ධ ශිෂ්ටාචාරයේ ව්‍යාප්තියල** ගොතවුව.

Fields of Study : Buddhist Culture						
1	<b>Code of the Course Unit</b>	BUCU 31736				
2	<b>Title of the Course Unit</b>	English through Buddhist Culture				
3	<b>Number of Credits</b>	6				
4	<b>Type</b>	C				
5	<b>Coordinator of the Course Unit</b>	Most senior lecturer of the relevant course unit				
6	<b>Pre-requisites</b>	Not applicable				
7	<b>Main Objective of the Course</b> The objective of this course is to develop students' English language skills through various activities related to Buddhist thought and culture.					
8	<b>Expected/Intended Learning Outcomes (CLOs)</b> 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.					
9	<b>Contents</b>			<b>Mode of Delivery / Way of Delivery (T/L Materials)</b>	<b>No of Hrs.</b>	<b>CLOs No.</b>
	<b>Week</b>	<b>Main Themes</b>	<b>Sub Themes</b>			
	1 <sup>st</sup>	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 <sup>nd</sup>	Translations II	-idem	Direct classroom teaching / Online teaching / Blended	6	1-3
3 <sup>rd</sup>	Reading selected primary and secondary sources I	-Selected primary sources -Selected secondary sources	Direct classroom teaching / Online teaching / Blended	6	1-3	

	4 <sup>th</sup>	Reading selected primary and secondary sources II	-idem	Direct classroom teaching / Online teaching / Blended	6	1-3
	5 <sup>th</sup>	Studying basic Buddhist cultural technical vocabulary I	-Fundamentals of Buddhist culture -Buddhist social thought	Direct classroom teaching / Online teaching / Blended	6	3
	6 <sup>th</sup>	Comprehension questions I	-Selected lessons from English through Buddhism	Direct classroom teaching / Online teaching / Blended	6	2
	7 <sup>th</sup>	Grammar review I	-Selected lessons from English through Buddhism	Direct classroom teaching / Online teaching / Blended	6	3
	8 <sup>th</sup>	<b>Mid Semester Evaluation</b>	<b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b>		6	1-3
	9 <sup>th</sup>	Listening I	-Selected Buddhist academic lectures	Direct classroom teaching / Online teaching / Blended	6	3
	10 <sup>th</sup>	Presentation skills I	-Individual presentation -Group presentation	Direct classroom teaching / Online teaching / Blended	6	3
	11 <sup>th</sup>	Studying basic Buddhist cultural technical vocabulary II	-Buddhist art and -Architecture -Buddhist Rituals	Direct classroom teaching / Online teaching / Blended	6	3
	12 <sup>th</sup>	Comprehension questions II	-Selected lessons from English through Buddhism	Direct classroom teaching / Online teaching / Blended	6	2
	13 <sup>th</sup>	Grammar review II	-Selected lessons from English through Buddhism	Direct classroom teaching / Online teaching / Blended	6	3
	14 <sup>th</sup>	Listening II	-Selected Buddhist academic lectures	Direct classroom teaching / Online teaching / Blended	6	3
	15 <sup>th</sup>	Presentation skills II	-Individual presentation -Group presentation	Direct classroom teaching / Online teaching / Blended	6	3
10.	<b>Number of Notional Hours: 300</b>					
	1. Lecture Hours: 90		3. Self-study and Homework Preparation Hours: 90			
	2. Tutorial / Practical / Presentation Hours: 30		4. Hours for Field Surveys / Factory Visits / Social Activities: 90			
11.	<b>Evaluation and Assessment:</b>					

	<p><b>In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated</b></p> <p><b>Expected soft skills to be evaluated through the continuous assessments:</b></p> <p>assignments%, term papers%, presentations%, reading%, discussions%, group works%, quizzes %, field studies%, other%</p>
	<p><b>End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated</b></p> <p><b>Question Paper:</b></p>
12.	<p><b>Recommended Reading:</b></p> <ol style="list-style-type: none"> <li>1. Buddhadatta Thero, P., (2014), <b>The New Pali Course</b>, Buddhist Cultural Society, Nedimala.</li> <li>2. Childers, R.C., (2003), <b>A Dictionary of the Pali Language</b>, Asian Education Center, Delhi.</li> <li>3. Davids. Rhys, T., W., and Stede, William, (1995), <b>Pali – English Dictionary</b>, The Pali and Text Society, UK.</li> <li>4. Dhammajoti Thero, K., (2018) <b>Reading Buddhist Pali Texts: An Elementary Grammatical Guide</b>, The Buddha-Dharma Center, Hong-Kong.</li> <li>5. <b>English through Buddhism</b>, Post Graduate Institute of Buddhist Studies, University of Kelaniya, Kelaniya.</li> <li>6. Nyanatiloka, (1997), <b>Buddhist Dictionary: Manual of Buddhist Terms and Doctrine</b>, Buddhist Publication Society, Kandy.</li> <li>7. Ven. Dhammasiri, K., (2004) <b>Dictionary of Numerical Terms in Buddhism</b>, Singapore</li> </ol>

Fields of Study : Buddhist Culture						
1.	<b>Code of the Course Unit</b>	BUCU 31744				
2.	<b>Title of the Course Unit</b>	Mahāyāna Buddhist Thought				
3.	<b>Number of Credits</b>	4				
4.	<b>Type</b>	C				
5.	<b>Coordinator of the Course Unit</b>	Most senior lecturer of the relevant course unit				
6.	<b>Pre-requisites</b>	Not applicable				
7.	<b>Main Objective of the Course</b>	The objective of this course is to provide students with adequate knowledge of Mahāyāna Buddhist thought and its culture.				
8.	<b>Intended Learning Outcomes (ILO<sub>s</sub>)</b>	<p>At the completion of this course unit the student will be able to;</p> <ol style="list-style-type: none"> <li>1. acquire theoretical knowledge of Mahāyāna tradition;</li> <li>2. absorb and appreciate Mahāyāna religious values; and</li> <li>3. pioneer the preservation of all the Buddhist traditions without any sectarian bias.</li> </ol>				
9.	<b>Contents</b>			<b>Mode of Delivery/ Way of Delivery (T/L Materials)</b>	<b>No of Hrs.</b>	<b>ILO<sub>s</sub> No.</b>
	<b>Week</b>	<b>Main Themes</b>	<b>Sub Themes</b>			
	1 <sup>st</sup>	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 <sup>nd</sup>	Mahāyāna sources	-Definitions -Āgamas -Buddhist Sanskrit literature	Direct classroom teaching / Online teaching / Blended	4	1,3
3 <sup>rd</sup>	The path of the of Bodhisattva	-Sources of the path of the Bodhisattva -Definitions of the word 'Bodhisattva' -Bodhicitta	Direct classroom teaching / Online teaching / Blended	4	1,2	

4 <sup>th</sup>	Six pāramitās	-Sources of pāramitās -Definitions of the word 'pāramitās' -Differences between Theravāda and Mahāyāna pāramitās	Direct classroom teaching / Online teaching / Blended	4	1,2
5 <sup>th</sup>	Ten bhūmis	- Sources of ten bhūmis -Definitions of the word 'bhūmi'	Direct classroom teaching / Online teaching / Blended	4	1,3
6 <sup>th</sup>	The Mahāyāna interpretation and the use of karunā and prajñā	- Mahāyāna sources of karunā and prajñā -Definitions of words karunā and prajñā	Direct classroom teaching / Online teaching / Blended		1,2
7 <sup>th</sup>	The plurality of Buddhas and the realms of Buddhas (buddhakṣetra)	- Sources of the plurality of Buddhas and the realms of Buddhas (buddhakṣetra) -Definitions of the word 'Buddhakṣetra'	Direct classroom teaching / Online teaching / Blended	4	1
8 <sup>th</sup>	<b>MidS emester Evaluation</b>	<b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b>		4	1-3
9 <sup>th</sup>	The concept of Trikāya	-Definitions of the word 'trikāya' -The dharmakāya	Direct classroom teaching / Online teaching / Blended	4	2
10 <sup>th</sup>	The Mādhyamika school	-Masters -Texts -Principles	Direct classroom teaching / Online teaching / Blended	4	1,3
11 <sup>th</sup>	The Yogācāra school	idem	Direct classroom teaching / Online teaching / Blended	4	1,3
12 <sup>th</sup>	Tathāgata-garbha thought	idem	Direct classroom teaching / Online teaching / Blended	4	1,2
13 <sup>th</sup>	The Huayan School	idem	Direct classroom teaching / Online teaching / Blended	4	1,2
14 <sup>th</sup>	The Zen tradition	idem	Direct classroom teaching / Online teaching / Blended	4	1,3
15 <sup>th</sup>	Bhikṣu-Bhikṣuni institutions	-The early Saṅgha -The Mahāsāṃghika sect -The role of	Direct classroom teaching / Online teaching / Blended	4	1

			monasticism in East Asian countries -Patterns and types of ordinations			
10.	<b>Number of Notional Hours: 200</b>					
	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.	<b>Evaluation and Assessment:</b>					
	<b>In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated</b>					
	<b>Expected soft skills to be evaluated through the continuous assessments:</b>					
	assignments%, term papers%, presentations%, reading%, discussions%, group works%, quizzes %, field studies%, other%					
	<b>End of Course Evaluation (End Semester Evaluation) 60% - from Total Marks Allocated</b>					
	<b>Question Paper:</b>					
12.	<b>Recommended Reading:</b>					
	<ol style="list-style-type: none"> <li>1. Conze, E., (1967), <b>Buddhist Thought in India: Three Phases of Buddhist Philosophy</b>, (Ann Arbor Paperbacks) ed.). University of Michigan Press.</li> <li>2. Dutt, N., (2003), <b>Mahāyāna Buddhism</b>, Bharatiya Kala Prakashan.</li> <li>3. Dutt, N., (2007), <b>Buddhist Sects in India</b>, Motilal Banarsidass.</li> <li>4. Dutt, Nalinaksha, (1930), <b>Aspects of Mahayana Buddhism and its relation to Hinayana</b>, Luzac and Co. London.</li> <li>5. Dutt, Nalinaksha, (2008), <b>Mahayana Buddhism</b>, Bharatiya Kala Prakashan, New Delhi.</li> <li>6. Govern W.M., (1972), <b>Introduction to Mahayana Buddhism</b>, Indological Book House, Varanasi.</li> <li>7. Harvey, P., (2012), <b>An Introduction to Buddhism</b>, Second Edition: Teachings, History and Practices (Introduction to Religion) (2nd ed.). Cambridge University Press</li> <li>8. Mudiyanse, Nandasena, (2018), <b>Mahayana Monuments in Ceylon</b>, S.Godage and Brothers (pvt) Ltd, Colombo.</li> <li>9. Nariman, J.K., (1972), <b>Literary History of Sanskrit Buddhism</b>, Motilal Banarsidass, Delhi.</li> <li>10. Pye.Michael, (2003), <b>Skilful Means: A concept in Mahayana Buddhism</b>, Routledge, London.</li> <li>11. Sebastian, C.D., (2005), <b>Metaphysics and Mysticism in Mahayana Buddhism</b>, Sri Satguru Publication, India.</li> <li>12. Suzuki, D. T., (2016). <b>Outlines of Mahayana Buddhism</b>. CreateSpace Independent Publishing Platform.</li> <li>13. Tachikawa, Musashi, (1997), <b>An Introduction to the Philosophy of Nagarjuna</b>, Motilal Banarsidass, Delhi.</li> <li>14. Tilakaratne, A., &amp; Jr., R. H., (2012). <b>Theravada Buddhism: The View of the Elders</b> (Dimensions of Asian Spirituality). University of Hawaii Press.</li> <li>15. Wijebandara, C., (2016), <b>Development of Buddhist thought: a Historical Survey</b>, Buddhist Cultural Center, Dehiwala.</li> <li>16. Williams, Paul, <b>Mahayana Buddhism: The Doctrinal Foundation</b>, Routledge, USA.</li> <li>17. Bhattacharya, Benoytosh, (1980), <b>An Introduction to Buddhist Esoterism</b>, Motilal Bandarasidass, Delhi.</li> <li>18. Warder, A.K., (2000), <b>Indian Buddhism</b>, Motilal Banarasidass Publishers, Delhi.</li> <li>19. Williams, P., (1989), <b>Mahayana Buddhism</b>, Doctrinal Foundations, London</li> <li>20. උදීන හිමි, හින්තූටියේ, ( 1981), <b>භාරතීය ධර්ම ශාස්ත්‍ර සහ සිංහල සිරිත් විරිත්</b>, ගුණසේන සහ සමාගම, කොළඹ.</li> <li>21. කාරියවසම්, තිලක්, (2008), <b>බෞද්ධ දර්ශනය හා සංස්කෘතිය</b>, ගොඩගේ ප්‍රකාශකයෝ, කොළඹ.</li> <li>22. ගුණසේකර, පද්මා (පරි), (2014), <b>ඉන්දියාවේ බෞද්ධ නිකායයන්</b>, සුනෙර ප්‍රකාශකයෝ, නුගේගොඩ.</li> <li>23. ඤාණසීහ හිමි, හේන්ටිටගෙදර 2008, <b>ශුන්‍යතා දර්ශනය හා මහරහතන් වහන්සේ</b>, සමයවර්ධන මුද්‍රණ ශිල්පියෝ (පුද්.) සමාගම, කොළඹ.</li> </ol>					

	<p>24. ධම්මජෝති හිමි, මැදවච්චියේ 2011, මහායාන මූලික සංකල්ප, විජේසූරිය ග්‍රන්ථ කේන්ද්‍රය, මුල්ලේරියාව.</p> <p>25. නානායක්කාර, සනත්, (2003), මුල් බුදු දහමේ සිට ව්‍යුහානුය දක්වා සරල හැදින්වීමක්, බෞද්ධ සංස්කෘතික මධ්‍යස්ථානය, නැඳීමාල.</p> <p>26. නිවන් මග (මහායාන වාදය), 2000, විසිහය වන කලාපය, රජයේ මුද්‍රණාලය, කොළඹ.</p> <p>27. පඤ්ඤාකිත්ති හිමි, කොටහේනේ, (1950), ආගම සහ සමාජය, ලංකා සාහිත්‍ය මණ්ඩලය, කැලණිය.</p> <p>28. පඤ්ඤාකිත්ති හිමි, හිරිපිටියේ, (1996), බෞද්ධ දර්ශනය (බලදේව උපාධ්‍යාය), ඇස්.ගොඩගේ සහ සහෝදරයෝ, කොළඹ.</p> <p>29. මහින්දසංසරකබ්බි හිමි කොල්ලුපිටියේ, (2009), බෞද්ධ මහාදාර්ශනිකයෝ, ගොඩගේ ප්‍රකාශකයෝ, මරදාන.</p> <p>30. මේධානන්ද හිමි, දේවාලේගම, (1988), චතුර්විධ බෞද්ධ දර්ශන සම්ප්‍රදායල ආර්ය ප්‍රකාශකයෝ, ගම්පහ.</p> <p>31. යසස්සි හිමි පනහඩුවේ (2019), බෞද්ධ නිකාය විකාශය, කර්තෘ ප්‍රකාශන, මහරගම.</p> <p>32. රාහුල හිමි. අත්තුඩාවේ., මහනාම හිමි. බඹරැන්දේ, (2015), මහායානය, බෞද්ධ සංස්කෘතික මධ්‍යස්ථානය, දෙහිවල.</p> <p>33. ලොකු බණ්ඩාර, අබේකෝන් ඒ.එම්., (2002), ථෙරවාද බුදුසමය හා මහායාන බුදුසමය, ආර්ය ප්‍රින්ටර්ස් (පුද්) සමාගම, මහනුවර.</p> <p>34. වික්‍රමගමගේ, වන්ද්‍රා, (1986), ශ්‍රී ලංකාවේ බෝධිසත්ව සංකල්පය, තරංජි ප්‍රින්ටර්ස්, මහරගම</p> <p>35. විජේසේකර, ජේ නන්ද (පරි), 2005, මහායානය (එහි දර්ශනය හා පරිචය), හොන්මොන් බුක්සුරියු ෂු, ජපානය.</p> <p>36. විමලවංශ හිමි, බද්දේගම, (2000), අපේ සංස්කෘතිය, සමයවර්ධන ප්‍රකාශකයෝ, කොළඹ.</p> <p>37. චිරන්ත ඩබ්.ජී., (1977), බුදුදහම හා එහි ආගමික පසුබිම, ප්‍රදීපා ප්‍රකාශකයෝ, කොළඹ.</p> <p>38. ශාසනරතන හිමි මොරටුවේ, (1962), ලක්දිව මහායාන අදහස්, ඇම්.ඩී.ගුණසේන සහ සමාගම, කොළඹ.</p> <p>39. සෝමරංසි හිමි, උඩගලදෙනියේ, (1987), බෞද්ධ දර්ශනය හා සමාජ දර්ශනය, සමයවර්ධන ප්‍රකාශනය, කොළඹ.</p>
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Fields of Study : Buddhist Culture						
1.	<b>Code of the Course Unit</b>		BUCU 31754			
2.	<b>Title of the Course Unit</b>		An Introduction to Buddhism and Social Work			
3.	<b>Number of Credits</b>		4			
4.	<b>Type</b>		A			
5.	<b>Coordinator of the Course Unit</b>		Most senior lecturer of the relevant course unit			
6.	<b>Pre-requisites</b>		Not applicable			
7.	<b>Main Objective of the Course</b> The objective of this course is to provide the student a basic knowledge of Buddhist social work and its scope.					
8.	<b>Expected/Intended Learning Outcomes (CLOs)</b> At the completion of this course unit the student will be able to; <ol style="list-style-type: none"> <li>1. acquire a basic knowledge of Buddhist theories of social work;</li> <li>2. recognize the unique characteristics of Buddhist social work; and</li> <li>3. develop sensitive attitudes towards the whole universe.</li> </ol>					
9.	<b>Contents</b>			<b>Mode of Delivery / Way of Delivery (T/L Materials)</b>	<b>No of Hrs.</b>	<b>CLOs No.</b>
	<b>Week</b>	<b>Main Themes</b>	<b>Sub Themes</b>			
	1 <sup>st</sup>	Definitions, scope and theories of social work	-An Introduction to course -Philosophy of Social Work -WW II and charity organization -social work methods -Social Work and social sciences	Direct classroom teaching / Online teaching / Blended	4	1
	2 <sup>nd</sup>	Buddhist concept of origin, development and sustainability of society	-Definition -Origin of the society -Idea of the kingship ( <i>Mahā sammata</i> ) -Social stratifications	Direct classroom teaching / Online teaching / Blended	4	1
	3 <sup>rd</sup>	Buddhist theories of social work:	-Definitions of words <i>puñña-pāp</i> - <i>puñña</i> and <i>kusala</i>	Direct classroom teaching / Online teaching / Blended	4	1

	the concept of <i>puñña-pāpa</i>	- <i>pāpa</i> and <i>akusla</i> -The social applicability of the concept of <i>puñña-pāpa</i>			
4 <sup>th</sup>	The ten perfections ( <i>pāramitā</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 field of Buddhist social work	Direct classroom teaching / Online teaching / Blended	4	1
5 <sup>th</sup>	The ten bases for effecting karmically fruitful actions ( <i>puñña-kiriya-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
6 <sup>th</sup>	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 <sup>th</sup>	The four-fold benevolence ( <i>saṅgaha-vatthu</i> )	-Definitions -Unique characteristics of the four-fold benevolence -Relationship between code of ethics of social work with <i>saṅgaha vatthu</i> -Utility of the four-fold benevolence	Direct classroom teaching / Online teaching / Blended	4	1

			in Buddhist Social Work		
<b>8<sup>th</sup></b>	<b>Mid Semester Evaluation</b>	<b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b>		4	1-3
<b>9<sup>th</sup></b>	The practice of giving ( <i>dāna</i> ) and generosity ( <i>cāga</i> )	<ul style="list-style-type: none"> <li>- Definitions</li> <li>- Early Buddhist teaching of <i>dāna</i> and <i>cāga</i></li> <li>- Classification of <i>dāna</i></li> <li>- Core-relation of final bliss (<i>nibbāna</i>) and <i>dāna</i></li> <li>- <i>Dāna</i> and <i>cāga</i> as practices in the field of social welfare administration</li> </ul>	Direct classroom teaching / Online teaching / Blended	4	1
<b>10<sup>th</sup></b>	The ethics of altruism	<ul style="list-style-type: none"> <li>- Definitions</li> <li>- Philosophy of altruism</li> <li>- Buddhist principles of altruism</li> <li>- Altruism and social work</li> </ul>	Direct classroom teaching / Online teaching / Blended	4	3
<b>11<sup>th</sup></b>	kindness and compassion	<ul style="list-style-type: none"> <li>- Definitions</li> <li>- Buddhist teaching on kindness and compassion</li> <li>- Compassionate work places and their impacts on society</li> <li>- Kindness and compassion as core value in Buddhist social work practice</li> </ul>	Direct classroom teaching / Online teaching / Blended	4	3
<b>12<sup>th</sup></b>	Buddha and Bodhisattva ideals	<ul style="list-style-type: none"> <li>- Definitions</li> <li>- The Bodhisattva as a core pioneer of Buddhist Social work</li> <li>- Unique characteristic of the Bodhisattva ideal in terms of society</li> <li>- Social services of</li> </ul>	Direct classroom teaching / Online teaching / Blended	4	2

			the Bodhisattva -Biography of the Buddha and social work			
	13 <sup>th</sup>	Buddhist teachings on human rights	-Definitions -History of human rights -Buddhist principles of human rights -Five precepts -Core relations of human rights in terms of Buddhist social work	Direct classroom teaching / Online teaching / Blended	4	2
	14 <sup>th</sup>	Conflict and conflict resolutions	-Definitions -Psychological roots of conflict -Buddhist principles of conflict resolutions	Direct classroom teaching / Online teaching / Blended	4	2
	15 <sup>th</sup>	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.	<b>Number of Notional Hours: 200</b>					
	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.	<b>Evaluation and Assessment:</b>					
	<b>In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated</b> <b>Expected soft skills to be evaluated through the continuous assessments:</b> assignments%, term papers%, presentations%, reading%, discussions%, group works%, quizzes %, field studies%, other%					
	<b>End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated</b> <b>Question Paper:</b>					
12.	<b>Recommended Reading:</b>					
	1. Dhammasami, Naw Kham., (2016) <b>Buddhist Psychiatry</b> , Buddhist Cultural Center, Dehiwala. 2. Jones, Ken, (1981), <b>Buddhism and Social Action</b> , Buddhist Publication Society, Kandy.					

3. Kumarasena, A., (2016), **Buddhist way of Relieving Stress**, Buddhist Cultural center, Dehiwala.
4. Somananda, O., (2019), **Socail Work in Practice – A Sri Lankan Experience**, Ariya Publication, Warakapola.
5. Tatsuru Akimoto, (2013), **The Roles of Buddhism in Social Work**, Asian Research Institute for International Social Work, Shukutoku University of Japan.
6. Tatsuru Akimoto, (2019), **The Next Action Based on the Working Definition of Buddhist Social Work and Beyond: Theory, Research, Education, and Practice**, Asian Research Institute for International Social Work, Japan.
7. Tatsuru Akimoto, (2020), **Buddhist Social Work in Cambodia**, Asian Research Institute for International Social Work, Shukutoku University of Japan.
8. Tatsuru Akimoto, (2020), **Buddhist Social Work in Laos**, Asian Research Institute for International Social Work, Shukutoku University of Japan.
9. Tatsuru Akimoto, (2020), **Buddhist Social Work in Sri Lanka: Past and Present**, Asian Research Institute for International Social Work, Japan.
10. Tatsuru Akimoto, (2020), **Buddhist Social Work in Vietnam**, Asian Research Institute for International Social Work, Shukutoku University of Japan.
11. Tatsuru Akimoto, (2020), **Working Definition and Current Curricula of Buddhist Social Work**, Asian Research Institute for International Social Work, Japan.
12. Wimalajothi. K., (2016) **The Ten Perfection**, Buddhist Cultural Center, Dehiwala.
13. ආනන්ද මෙමනෙය නාහිමි, බලංගොඩ, (1986), **සිද්ධාර්ථ ගෞතම බුද්ධ චරිතය හෙවත් ශාක්‍යාසිංහාවදානය**, සමයවර්ධන ප්‍රකාශකයෝ, කොළඹ.
14. කරුණාරත්න, ඩබ්ලිව්., (2014), **බෞද්ධ දර්ශනය සහ චරණය**, බෞද්ධ සංස්කෘතික මධ්‍යස්ථානය, නැදීමාල.
15. ගල්මන්ගොඩල සුමනපාල, (1994), **ආදි බෞද්ධ දර්ශනය**, අභය මුද්‍රණ ශිල්පියෝල කඩවත.
16. ජයතිලක කේ එන්, මලලසේකර ජී.පී., (1960), **බුදුදහම හා ජාති ප්‍රශ්නය**, රාජ්‍ය භාෂා දෙපාර්තමේන්තුව, කොළඹ.
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18. ධම්මානන්ද හිමි, හෝමාගම, (2004), **බෞද්ධ හා කාන්ටියානු සදාචාර දර්ශනය**, එස්. ගොඩගේ සහ සහෝදරයෝ, කොළඹ.
19. ධම්මපේති 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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22. පියනන්ද හිමි, ඉගුරුවත්තේ, (1998), **හික්‍ෂුච සමාජ සේවය හා නිවන**, විපස්සනා භාවනා සමිතිය, රත්නපුර.
23. ප්‍රනාන්දු, දයා, එස්., (1984), **බුදුසමයේ දේශපාලන වින්තනය**, එස්.ගොඩගේ සහෝදරයෝ, මරදාන.
24. මහින්ද සංසරක්ඛිත හිමි, කොල්ලුපිටියේ, (1997), **හිභිතිය**, සිස්ටමැටික් ප්‍රින්ට් ප්‍රියවිලි ලිමිටඩ්, දෙහිවල.
25. මහින්ද සංසරක්ඛිත හිමි, කොල්ලුපිටියේ 1999, **බුදුන් වදාළ බුද්ධ චරිතය**, සමීර ප්‍රකාශන, බත්තරමුල්ල.
26. සරණංකර හිමි, ගනේගම 1982, **බුදුභාමුදුරුවෝ**, එම්. ඩී. ගුණසේන සහ සමාගම, කොළඹ.
27. වජිරඥාණ හිමි. බිබිලේ. **ශ්‍රී ලංකාවේ ගැටුම් නිරාකරණය සහ සාමය ගොඩ නැංවීම**. රත්න පොත් ප්‍රකාශකයෝ. කොළඹ.
28. සෝමරංසි හිමි, උඩගලදෙණිය, (1987), **බෞද්ධ දර්ශනය හා සමාජ දර්ශනය**, සමයවර්ධන පොත්හල, කොළඹ.
29. විජේසේකර, හේමවන්ද, (1961), **බෞද්ධ සමාජ ධර්ම**, බෞද්ධ ප්‍රකාශන, මහනුවර.
30. ශ්‍රී ධර්මකීර්ති. නිවන්දම. (2012) **දස පුණ්‍යක්‍රියා** . බෞද්ධ සංස්කෘතික මධ්‍යස්ථානය, දෙහිවල.
31. සෝමරංසි හිමි, උඩගලදෙණිය, (1999), **බෞද්ධ දර්ශනය හා සමාජ දර්ශනය**, සමයවර්ධන පොත්හල.
32. හෙට්ටිආරච්චි, ධර්මසේන., (2006), **බෞද්ධ සදාචාරය**, කර්තෘ ප්‍රකාශන, දිවුලපිටිය.

<b>Field of Study: Professional Subject Stream</b>					
1	<b>Code of the Course Unit</b>	PSNH 31712			
2	<b>Title of the Course Unit</b>	National Heritages and Civic Responsibility			
3	<b>Number of Credits</b>	2			
4	<b>Type</b>	Optional			
5	<b>Pre-requisites</b>	None			
6	<b>Main objective of the course</b> The objective of the course unit is to provide a thorough knowledge on national heritages and ethics and norms of Sri Lankan culture.				
7	<b>Intended Learning Outcomes (ILOs)</b> At the completion of this course unit the student will be able to <ol style="list-style-type: none"> <li>1. Critically discuss the concept of heritage</li> <li>2. Discuss the characteristics of national heritages in Sri Lanka</li> <li>3. Identify areas of civic responsibility, ethical behaviors, and educational practices</li> <li>4. Discuss various heritages related to cultural production and expression</li> </ol>				
8	<b>Contents</b>		<b>Mode of Delivery/ Way of Delivery (T/L Materials)</b>	<b>No of Hrs.</b>	<b>ILO No.</b>
	<b>Week</b>	<b>Main Themes</b>			
	1 <sup>st</sup>	Critical introduction to the concept of heritage			
	2 <sup>nd</sup>	Ancient civilizations and “nation-ness” in Sri Lanka			
	3 <sup>rd</sup>	Ancient irrigation systems and other socio-economic structures			
	4 <sup>th</sup>	Local food cultures: Production, preservation, and distribution			
	5 <sup>th</sup>	Traditional Knowledges of body and mind			
	6 <sup>th</sup>	Ecology: knowledge, ethics, and heritages			
	7 <sup>th</sup>	Ecology: knowledge, ethics, and heritages			
8 <sup>th</sup>	Mid Semester Evaluation Written Examination/ Assignment / Individual or Group Presentation / Practical Test		2		

	<b>9<sup>th</sup></b>	Artistic traditions and cultural forms of expression across genres, eras, and regions		2
	<b>10<sup>th</sup></b>	Ethics: traditionalism and morality—a critical approach		2
	<b>11<sup>th</sup></b>	Productive Leisure		2
	<b>12<sup>th</sup></b>	Productive Leisure		2
	<b>13<sup>th</sup></b>	Educational cultures, ancient and modern		2
	<b>14<sup>th</sup></b>	Educational cultures, ancient and modern		2
	<b>15<sup>th</sup></b>	Review, Further instructions - Review of student’s performances, - Further instructions and guidance.		2
9.	<b>Number of Notional Hours: 100</b>			
	1. Lecture Hours: 30      2. Self-study and Homework Preparation Hours: 50 3. Hours for recommended reading: 20			
10.	<b>Evaluation and Assessment:</b>			
	In Course Evaluation (Mid Semester Evaluation) 50% from Total Marks Allocated Oral presentation on Sri Lankan culture and National heritages part I			
	End of Course Evaluation (End Semester Evaluation) 50% from Total Marks Allocated Oral Presentation on Sri Lankan culture and National heritages Part II and activity			

<b>Fields of Study : Buddhist Culture</b>						
1	<b>Code of the Course Unit</b>		BUCU 32764			
2	<b>Title of the Course Unit</b>		Buddhist Rituals			
3	<b>Number of Credits</b>		4			
4	<b>Type</b>		C			
5	<b>Coordinator of the Course Unit</b>		Most senior lecturer of the relevant course unit			
6	<b>Pre-requisites</b>		Not applicable			
7	<b>Main Objective of the Course</b> The objective of this course is to provide students with a historical, comparative and a critical knowledge of various Buddhist rituals and raise an awareness of their practice.					
8.	<b>Expected/Intended Learning Outcomes (CLOs)</b> At the completion of this course unit the student will be able to; <ol style="list-style-type: none"> <li>1) identify the meaning and role of well-known Buddhist rites, rituals and ceremonies;</li> <li>2) recognize the value of peaceful harmonious cultural practices based on the principles of the Dhamma; and</li> <li>3) develop and promote peace and harmony with other communities and cultures.</li> </ol>					
9.	<b>Contents</b>			<b>Mode of Delivery/ Way of Delivery (T/L Materials)</b>	<b>No of Hrs.</b>	<b>CLOs No.</b>
	<b>Week</b>	<b>Main Themes</b>	<b>Sub Themes</b>			
	<b>1<sup>st</sup></b>	Definitions and theories of rituals	-An introduction to course -Anthropological views of rituals -Psychological views of rituals -Sociological views of rituals	Direct classroom teaching / Online teaching / Blended	4	1
	<b>2<sup>nd</sup></b>	Early Buddhist attitude towards religious rituals	-Early Buddhism -Early Buddhism and rituals	Direct classroom teaching / Online teaching / Blended	4	1 2
<b>3<sup>rd</sup></b>	Origin and development of Buddhist	-Rituals at the time of the Buddha -The concept of the	Direct classroom teaching / Online teaching / Blended	4	2	



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

	12 <sup>th</sup>	<i>Bodhipūja</i>	-Origin and development of <i>Bodhipūja</i> -Symbolical value of <i>Bodhipūja</i> - Ethical basis of <i>Bodhipūja</i>	Direct classroom teaching / Online teaching / Blended	4	1
	13 <sup>th</sup>	Death rituals, transferring and rejoicing in others' merit	-Pre Buddhist death rituals -Origin and development of Buddhist death rituals -Varieties of Buddhist death rituals	Direct classroom teaching / Online teaching / Blended	4	3
	14 <sup>th</sup>	Buddhist influence on rituals such as bali and tovil	-Pre Buddhist Sri Lankan rituals -Varieties of bali and tovil -Psychological basis of bali and tovil	Direct classroom teaching / Online teaching / Blended	4	1
	15 <sup>th</sup>	Psychological, ethical and sociological basis of Buddhist rituals	-The path of nibbāna and rituals -Buddhist ritual and psychiatry -Buddhist rituals and socialization	Direct classroom teaching / Online teaching / Blended	4	3
10.	<b>Number of Notional Hours: 200</b>					
	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.	<b>Evaluation and Assessment:</b>					
	<b>In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated</b>					
	<b>Expected soft skills to be evaluated through the continuous assessments:</b> assignments%, term papers%, presentations%, reading%, discussions%, group works%, quizzes %, field studies%, other%					
	<b>End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated</b>					
	<b>Question Paper:</b>					
12.	<b>Recommended Reading:</b>					
	1. Bell, C, (1997), <b>Ritual: Perspective and Dimension</b> , Oxford University Press.					
	2. Bell, C. (1992). <b>Ritual Theory, Ritual Practice</b> . Oxford University Press.					
	3. Dutt, Sukumar, (1962), <b>Buddhist Monks: Monasteries of India</b> , George Allen & Unwin,					

London.

4. Gombrich, Richard, Obeyesekere, 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 ප්‍රකාශන, කොළඹ.
13. **අපේ සංස්කෘතික උරුමය**. ප්‍රථම කාණ්ඩය. (1995). මධ්‍යම සංස්කෘතික අරමුදලේ ප්‍රකාශනයකි. දිපානි මුද්‍රණ, නුගේගොඩ.
14. අමරසේකර, දයා, (2007), **පත්තිනි දෙවියෝ, යාතු කර්ම සහ පුද පූජා**, ආර්ය ප්‍රකාශකයෝ, වරකාපොළ.
15. අමරසේකර, දයා, (2001), **නවීකරණය සහ පන්සල**, ආර්ය ප්‍රකාශකයෝ, වරකාපොළ.
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Fields of Study : Buddhist Culture						
1.	<b>Code of the Course Unit</b>		BUCU 32774			
2.	<b>Title of the Course Unit</b>		Buddhist Culture in Central and East Asia			
3.	<b>Number of Credits</b>		4			
4.	<b>Type</b>		C			
5.	<b>Coordinator of the Course Unit</b>		Most senior lecturer of the relevant course unit			
6.	<b>Pre-requisites</b>		Not applicable			
7.	<b>Main Objective of the Course</b> <p>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.</p>					
8.	<b>Expected Intended Learning Outcomes (CLOs)</b> <p>At the completion of this course unit the student will be able to;</p> <ol style="list-style-type: none"> <li>1) recognize the extent of the geographical expansion of Buddhist culture;</li> <li>2) develop skills of living in peace and harmony in a multi-cultural society; and</li> <li>3) follow the footsteps of ancient Buddhist missionaries that devoted their lives for the development and expansion of Buddhism.</li> </ol>					
9.	<b>Contents</b>			<b>Mode of Delivery/ Way of Delivery (T/L Materials)</b>	<b>No of Hrs.</b>	<b>CLOs No.</b>
	<b>Week</b>	<b>Main Themes</b>	<b>Sub Themes</b>			
	1 <sup>st</sup>	The state of Buddhism during the periods of Indo Greek and Kuṣaṇas	<ul style="list-style-type: none"> <li>- An introduction to course</li> <li>- Religious policy of king Milindu</li> <li>- Religious policy of king Kanishka</li> <li>- The fourth Buddhist council</li> <li>- Expansion of Buddhism out of India</li> </ul>	Direct classroom teaching / Online teaching / Blended	4	1
2 <sup>nd</sup>	Buddhism in Afghanistan and in the oasis cities around the Tarim	<ul style="list-style-type: none"> <li>- Introduction of Buddhism</li> <li>- Development of Buddhism</li> </ul>	Direct classroom teaching / Online teaching / Blended	4	1	

	basin: Kashgar Aksu, Kucha, Karashar, Turfan, Hami, Khotan, Keriya, Niya, Charklik and Tunhuang	<ul style="list-style-type: none"> <li>- Buddhist influence on cultural features</li> <li>- Archeological sites</li> </ul>			
3 <sup>rd</sup>	The expansion of Buddhism in China	<ul style="list-style-type: none"> <li>- Introduction of Buddhism into China</li> <li>- Development of Chinese Buddhism</li> <li>- The services of Indian monks</li> <li>- Bodhidharma</li> </ul>	Direct classroom teaching / Online teaching / Blended	4	1
4 <sup>th</sup>	The services of Central Asian and Chinese teachers towards establishment of Chinese Buddhism	<ul style="list-style-type: none"> <li>- Introduction</li> <li>- Translation of Buddhist texts</li> <li>- Interpretation of Buddhist texts</li> <li>- Kumārajīva</li> <li>- Paramārtha</li> <li>- Yuan Chwang</li> </ul>	Direct classroom teaching / Online teaching / Blended	4	3
5 <sup>th</sup>	The influence of Tao and Confucius teachings	<ul style="list-style-type: none"> <li>- An Introduction to Chinese indigenous religions</li> <li>- Tao influence on Chinese Buddhism</li> <li>- Confucius influence on Chinese Buddhism</li> </ul>	Direct classroom teaching / Online teaching / Blended	4	2
6 <sup>th</sup>	Development of the schools of Buddhist thought in China	<ul style="list-style-type: none"> <li>- An introduction to Buddhist schools</li> <li>- The Chan school</li> <li>- The Sukhāvativyūha school</li> <li>- The Tientai school</li> </ul>	Direct classroom teaching / Online teaching / Blended	4	2
7 <sup>th</sup>	The salient features of Buddhism in China	<ul style="list-style-type: none"> <li>- Definition</li> <li>- Forms of Buddhism</li> <li>- The religious Syncretism in China</li> </ul>	Direct classroom teaching / Online teaching / Blended	4	1
8 <sup>th</sup>	<b>Mid Semester Evaluation</b>	<b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b>		4	1-3
9 <sup>th</sup>	Introduction of	<ul style="list-style-type: none"> <li>- The spread of</li> </ul>	Direct classroom teaching /	4	1

	Buddhism into Korea	<ul style="list-style-type: none"> <li>Buddhism in the kingdom of Koguryo</li> <li>- Buddhism in the kingdom of Silla</li> <li>- The expansion of Buddhism in the kingdom of Paekche</li> </ul>	Online teaching / Blended		
10 <sup>th</sup>	Famous Korean Buddhist teachers and their contributions	<ul style="list-style-type: none"> <li>- Introduction</li> <li>- Translations</li> <li>- Interpretations</li> <li>- Yuan Tso</li> <li>- Yuan Hiao and Yi Siang</li> <li>- Yi Tien</li> <li>- Pu Chao</li> </ul>	Direct classroom teaching / Online teaching / Blended	4	3
11 <sup>th</sup>	The salient features of Buddhist culture in Korea	<ul style="list-style-type: none"> <li>- Definition</li> <li>- The religious syncretism</li> <li>- Life stly</li> <li>- Ceremonial, ritual and temple foods</li> </ul>	Direct classroom teaching / Online teaching / Blended	4	1
12 <sup>th</sup>	Buddhist art and architecture in Korea	<ul style="list-style-type: none"> <li>- Paintings</li> <li>- Crafts</li> <li>- Gardens</li> <li>- Music</li> </ul>	Direct classroom teaching / Online teaching / Blended	4	2
13 <sup>th</sup>	Introduction of Buddhism into Japan and development	<ul style="list-style-type: none"> <li>- Pre- Buddhist religious and cultural background in Japan</li> <li>- The arrival of Buddhism in Japan</li> <li>- Buddhist teachers</li> <li>- Buddhist schools</li> </ul>	Direct classroom teaching / Online teaching / Blended	4	1
14 <sup>th</sup>	Unique features of Japanese Buddhist culture based on Tendai, Shingon, Jodo and Zen schools	<ul style="list-style-type: none"> <li>- Definition</li> <li>- The religious syncretism</li> <li>- Life style</li> <li>- Obon</li> <li>- Tea ceremony</li> <li>- Buddhist deities</li> <li>- Iconography</li> </ul>	Direct classroom teaching / Online teaching / Blended	4	1
15 <sup>th</sup>	Introduction of Buddhism into Tibet and development	<ul style="list-style-type: none"> <li>- Buddhism over the indigenous <i>Bon</i> religion</li> <li>- The services of Indian monks</li> </ul>	Direct classroom teaching / Online teaching / Blended	4	1 2

			<ul style="list-style-type: none"> <li>- Songtsän Gampo</li> <li>- Śāntarakṣita</li> <li>- Chinese influences</li> <li>- The salient features of Tibetan Buddhist culture</li> </ul>			
10.	<b>Number of Notional Hours: 200</b>					
	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.	<b>Evaluation and Assessment:</b>					
	<b>In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated</b>					
	<b>Expected soft skills to be evaluated through the continuous assessments:</b>					
	assignments%, term papers%, presentations%, reading%, discussions%, group works%, quizzes %, field studies%, other%					
	<b>End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated</b>					
	<b>Question Paper:</b>					
12	<b>Recommended Reading:</b>					
	<ol style="list-style-type: none"> <li>1. Bagchi, P.C., (1955), <b>India and Central Asia</b>, National Council of Education, Bengal, Calcutta.</li> <li>2. Bagchi, Prabodh Chandra, (1944), <b>India and China</b>, a Thousand Years of sino Indian Cultural Contact, China Press, Calcutta.</li> <li>3. Banerjee A.C., (1977), <b>Studies in Chinese Buddhism</b>, Calcutta.</li> <li>4. Banerjee, A.C., (1984), <b>Aspects of Buddhist Culture from Tibetan Sources</b>, Calcutta.</li> <li>5. Beal, Samuel, (1906), <b>Buddhist records of the Western World</b>, Vol, 1 and 11, London.</li> <li>6. Charles, Eliot (1959), <b>Japanese Buddhism</b>, Routledge and Kegan Paul, London.</li> <li>7. Chattopadhyaya A., (1967), <b>Asia and Tibet</b>, Calcutta.</li> <li>8. Dabbo, J.A., (1963), <b>History of the Discovery and Exploration of Chinese Turkestan</b>, The Hague.</li> <li>9. Gaulier, S., (1976), <b>Buddhism in Afghanistan and Central Asia</b>, Leiden.</li> <li>10. Hazra, K.L., (1982), <b>History of Theravada</b>, Munshiram Manoharlal Publishers, New Delhi.</li> <li>11. History and Culture of the peoples of East Asia, Indian Council for Cultural Relations, New Delhi.</li> <li>12. Puri" B.N., (1987), <b>Buddhism in Central Asia</b>, New Delhi.</li> <li>13. Puri, B.N., (1950), <b>India under the Kushanas</b>, Bombay.</li> <li>14. Sankarnarayan, Koioakam, Iortomi, Motohiro (ed:), (1996), <b>Buddhism in India and Abroad</b>, Somaiya Publication, New Delhi.</li> <li>15. Singhal, D.P., (1984), <b>Buddhism in East Asia</b>, Books and Books Publishers, New Delhi.</li> <li>16. Suzuki, D., (1996), <b>Zen Buddhism</b>, Aryan Books International, New Delhi.</li> <li>17. Takakusu, Junjiro, (1956), <b>The Essentials of Buddhist Philosophy</b>, 3rd ed-Chan, Wing Tsit(ed.): Moore, C.A.(ed) office Appliance Co., Honolulu.</li> <li>18. ආනන්ද හිමි වැල්ලවත්තේ, (1963), <b>සංක්ෂිප්ත ලෝක බෞද්ධ සංස්කෘතිය</b>, බෞද්ධ ප්‍රචාරක මුද්‍රණය, කොළඹ.</li> <li>19. ඉලංගසිංහ, මංගල, (1997), <b>ආසියාවේ බෞද්ධ ඉතිහාසය</b>, කතෘ ප්‍රකාශන, කැලණිය.</li> <li>20. එදිරිසිංහ, දයා, (1997), <b>කොරියාවේ බුදුදහම</b>, වත්මා ප්‍රකාශන, දෙහිවල.</li> <li>21. ධම්මදස්සි හිමි, නායිම්බල, (2010), <b>විබෙච්ච බුදුසමය</b>, මාගධී ප්‍රකාශන, පුවත්පිටිය.</li> </ol>					



22. ධම්මජෝති හිමි, මැදවව්වියේ, (2017), ජපන් බෞද්ධ ඉතිහාසය හා සම්ප්‍රදාය, සරසවි ප්‍රකාශන, දෙහිවල.
23. ධම්මජෝති හිමි, මැදවව්වියේ, (2012), චීන බෞද්ධ ඉතිහාසය හා සම්ප්‍රදාය, විනික ප්‍රකාශන, කළුගමුව.
24. නානායක්කාර, සනත්, (1969), ජපන් බුදුදහම, එම්.ඩී. ගුණසේන සහ සමාගම, කොළඹ.
25. පූසෑං ලුචි, ද වෙලා, (1989), බෞද්ධ ධර්ම සංගායනා, ගොඩගේ ප්‍රකාශකයෝ, කොළඹ.
26. ශ්‍රේමරතන හිමි, වැලිවිටියේ, (1945), සමන්තපාසාදිකා, හේවාචිතාරණ මුද්‍රණය, මරදාන.
27. මේධානන්ද හිමි, හිස්සැල්ලේ, (1965), බෞද්ධ සංස්කෘතියේ විකාසය, ගුණසේන සහ සමාගම, කොළඹ.
28. මොරටුවගම, එච්. එම්., විජය බණ්ඩාර, චන්දිම, (1990), බෞද්ධ ශිෂ්ටාචාරයේ මූලධර්ම හා වංශකථාව, ලේක්හවුස් ප්‍රකාශන, කොළඹ.
29. මොරටුවගම, එච්.එම්., විජය බණ්ඩාර, චන්දිම, (1990), බෞද්ධ ශිෂ්ටාචාරයේ ඉතිහාසය, ප්‍රදීපා ප්‍රකාශකයෝ, කොළඹ.
30. යසස්සි හිමි, පනහඩුවේ, වීරසේන, කේ.ඒ., (2014), ආසියාවේ බෞද්ධ සංස්කෘතිය, කර්තෘ ප්‍රකාශන, දෙහිවල.
31. රේවත හිමි, දොඩංගොඩ, (2006), ජපන් බුදුසමයේ ඉතිහාසය, ස්දීපා ප්‍රකාශන, බොරැල්ල.
32. විමලඥාන හිමි, වල්පොල, (1993), ජපන් බුදුදහම හා සංස්කෘතිය, එස්. ගොඩගේ සහ සහෝදරයෝ, කොළඹ.
33. සිරි සීවලී හිමි, බඹරැන්දේ, (1948), බෞද්ධ ලෝකය, එම්.ඩී. 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 අධ්‍යයනයක්, කර්තෘ ප්‍රකාශන.
36. සුමංගල, උඩුගම, විමලබුද්ධි, යටියන, (1996) බෞද්ධ ශිෂ්ටාචාරයේ ව්‍යාප්තිය, ගොතටුව.
37. ශාන්ත හිමි, කිරින්දේ, සහ ජයතිලකල පණ්ඩිතරත්න, (1967), මධ්‍ය ආසියාවේ බෞද්ධ සංස්කෘතිය, රත්නාවලී ප්‍රකාශකයෝ, කොළඹ.

Fields of Study : Buddhist Culture						
1.	<b>Code of the Course Unit</b>	BUCU 32784				
2.	<b>Title of the Course Unit</b>	Comparative Study of Religion				
3.	<b>Number of Credits</b>	4				
4.	<b>Type</b>	C				
5.	<b>Coordinator of the Course Unit</b>	Most senior lecturer of the relevant course unit				
6.	<b>Pre-requisites</b>	Not applicable				
7.	<b>Main Objective of the Course</b> The objective of this course is to provide students with a comparative and critical knowledge on the basic tenets of Hindu, Islam and Catholic-Christian religious traditions and to realize the salient features and identity of the Buddhist culture.					
8.	<b>Expected/Intended Learning Outcomes (CLOs)</b> At the completion of this course unit the student will be able to; 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 of leading a fruitful and harmonious life in a multi-religious and multi-cultural society.					
9.	<b>Contents</b>			<b>Mode of Delivery/ Way of Delivery (T/L Materials)</b>	<b>No of Hrs.</b>	<b>CLOs No.</b>
	<b>Week</b>	<b>Main Themes</b>	<b>Sub Themes</b>			
	1 <sup>st</sup>	Theories of religion and Buddhist response to them I	-An introduction to course -Dictionary Definitions of the word 'religion' -Psychological views of religion	Direct classroom teaching / Online teaching / Blended	4	1
	2 <sup>nd</sup>	Theories of religion and Buddhist response to them II	-Anthropological views of religion -Sociological views of religion -Buddhism as a philosophy	Direct classroom teaching / Online teaching / Blended	4	1
	3 <sup>rd</sup>	Philosophical and religious	-Fundamental teachings of	Direct classroom teaching / Online teaching / Blended	4	1

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



Ltd, Colombo.

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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.
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20. කරුණාරත්න, ඩබ්.එස්, (1987), **බෞද්ධ දර්ශනය හා චරණය**, ගොඩගේ ප්‍රකාශන, කොළඹ.
21. ධම්මදස්සි හිමි, නායිමිබල, (2004), **දේවධර්මවාදී ආගම්**, එස් ඇන්ඩ් එස් ප්‍රින්ටර්ස්, කොළඹ.
22. නානායක්කාර, සනත්, (1998), **ශ්‍රී ලංකාවේ බුදුසමය හා වෙනත් ආගම්**, බෞද්ධ සංස්කෘතික මධ්‍යස්ථානය, දෙහිවල.
23. පඤ්ඤාකිත්ති හිමි, කේ. ( 1957), **ආගම හා සමාජය**, ලංකා සාහිත්‍ය මණ්ඩලය, කැලණිය.
24. ප්‍රනාන්දු ඇන්ටනි, (2013), **නූතන ලෝකයේ විවිධ ආගම්** , අන්තර් සංස්කෘතික පොත් ප්‍රචාරකයෝ, කඩවත
25. මෙන්තාරාම හිමි, මුංචේනේ, (1972), **ආගමේ සම්භවය හා විකාසය පිළිබඳ විමසීමක්**, ලස්සන ප්‍රකාශකයෝ කොළඹ.
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27. සාරානන්ද හිමි, දුනුකේඋල්ලේ, (2006), **සමයාන්තර ආගම් කුලනය**, සමන්ති පොත් ප්‍රකාශකයෝ, ජාඇල.
28. සිංහල විශ්වකෝෂය (1967)ල සංස්කෘතික දෙපාර්තමේන්තුවේ ප්‍රකාශනයකි, කොළඹ.

<b>Fields of Study : Buddhist Culture</b>						
1	<b>Code of the Course Unit</b>		BUCU 32794			
2	<b>Title of the Course Unit</b>		An Introduction to Buddhist Rituals			
3	<b>Number of Credits</b>		4			
4	<b>Type</b>		A			
5	<b>Coordinator of the Course Unit</b>		Most senior lecturer of the relevant course unit			
6	<b>Pre-requisites</b>		Not applicable			
7	<b>Main Objective of the Course</b> The objective of this course is to provide students with a historical, comparative and a critical knowledge of various Buddhist rituals and raise an awareness of their practice.					
8.	<b>Expected/Intended Learning Outcomes (CLOs)</b> At the completion of this course unit the student will be able to; <ol style="list-style-type: none"> <li>1) identify the meaning and role of well-known Buddhist rites, rituals and ceremonies;</li> <li>2) recognize the value of peaceful harmonious cultural practices based on the principles of the Dhamma; and</li> <li>3) develop and promote peace and harmony with other communities and cultures.</li> </ol>					
9.	<b>Contents</b>			<b>Mode of Delivery/ Way of Delivery (T/L Materials)</b>	<b>No of Hrs.</b>	<b>CLOs No.</b>
	<b>Week</b>	<b>Main Themes</b>	<b>Sub Themes</b>			
	<b>1<sup>st</sup></b>	Definitions and theories of rituals	-An introduction to course -Anthropological views of religion -Psychological views of religion -Sociological views of religion	Direct classroom teaching / Online teaching / Blended	4	1
	<b>2<sup>nd</sup></b>	Early Buddhist attitude towards religious rituals	-Early Buddhism -Early Buddhism and rituals	Direct classroom teaching / Online teaching / Blended	4	1 2
	<b>3<sup>rd</sup></b>	Origin and development of Buddhist rituals in ancient India	-Rituals at the time of the Buddha -The concept of the three-fold cetiya	Direct classroom teaching / Online teaching / Blended	4	2
<b>4<sup>th</sup></b>	Development of various	-Development of ritual in canonical	Direct classroom teaching / Online teaching / Blended	4	1	

	rituals in Theravāda Buddhist history	literature -Post-canonical development of rituals -Commentarial developments of rituals			
5 <sup>th</sup>	Emergence of the Mahāyāna tradition and its influence in developing a systematic ritual system	-Development of devotional literature -Concepts of the Buddha and the Bodhisattva - <i>Dhāraṇī</i>	Direct classroom teaching / Online teaching / Blended	4	1
6 <sup>th</sup>	Tantric Buddhism and development of Buddhist rituals	- <i>Mantra</i> - <i>Yantra</i> - <i>Maṇḍala</i>	Direct classroom teaching / Online teaching / Blended	4	1
7 <sup>th</sup>	Hindu and other religious influence on Buddhist rituals	-Aspects of the divine -Aspects of the chanting	Direct classroom teaching / Online teaching / Blended	4	1
8 <sup>th</sup>	<b>Mid Semester Evaluation</b>	<b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b>		4	1-3
9 <sup>th</sup>	The concept of the three-fold cetiya, myths, symbols and Buddhist rituals	-Stūpa worship -Worship of the Bodhi-tree -Image worship -Worship of the wheel, bowl, robe and footprints	Direct classroom teaching / Online teaching / Blended	4	2
10 <sup>th</sup>	Paritta chanting	-Kinds of <i>paritta</i> -Contents of the book of protection -Psychological basis of <i>paritta</i>	Direct classroom teaching / Online teaching / Blended	4	1
11 <sup>th</sup>	Perahera and <i>dhātupūjā</i>	-Symbolical value of relic worship -Varieties of relics -Varieties of perahera	Direct classroom teaching / Online teaching / Blended	4	1
12 <sup>th</sup>	<i>Bodhipūja</i>	-Origin and development -of <i>bodhipūja</i>	Direct classroom teaching / Online teaching / Blended	4	1

			-Symbolical value of <i>bodhipūja</i> - Ethical basis of <i>bodhipūja</i>			
	13 <sup>th</sup>	Death rituals, transferring and rejoicing in others' merit	-Pre Buddhist death rituals -Origin and development of Buddhist death rituals -Varieties of Buddhist death rituals	Direct classroom teaching / Online teaching / Blended	4	3
	14 <sup>th</sup>	Buddhist influence on rituals such as bali and tovil	-Pre Buddhist Sri Lankan rituals -Varieties of bali and tovil -Psychological basis of bali and tovil	Direct classroom teaching / Online teaching / Blended	4	1
	15 <sup>th</sup>	Psychological, ethical and sociological basis of Buddhist rituals.	-The path of <i>nibbāna</i> and rituals -Buddhist rituals and psychiatry -Buddhist rituals and socialization	Direct classroom teaching / Online teaching / Blended	4	3
10.	<b>Number of Notional Hours: 200</b>					
	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.	<b>Evaluation and Assessment:</b>					
	<b>In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated</b>					
	<i>Expected soft skills to be evaluated through the continuous assessments:</i> assignments%, term papers%, presentations%, reading%, discussions%, group works%, quizzes %, field studies%, other%					
	<b>End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated</b>					
	<b>Question Paper:</b>					
12.	<b>Recommended Reading:</b>					
	1. Bell, C, (1997), <b>Ritual: Perspective and Dimension</b> , Oxford University Press.					
	2. Bell, C. (1992). <b>Ritual Theory, Ritual Practice</b> . Oxford University Press.					
	3. Dutt, Sukumar, (1962), <b>Buddhist Monks: Monasteries of India</b> , George Allen & Unwin,					



London.

4. Gombrich, Richard, Obeyesekere, 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.ල (2003), **භැරණි ලක්දිව බෞද්ධ ඉතිහාසය**, ගොඩගේ ප්‍රකාශන, කොළඹ.
13. අපේ සංස්කෘතික උරුමය. ප්‍රථම කාණ්ඩය. (1995). මධ්‍යම සංස්කෘතික අරමුදලේ ප්‍රකාශනයකි. දිපානි මුද්‍රණ, නුගේගොඩ.
14. අමරසේකර, දයා, (2007), **පත්තිනි දෙවියෝ, යාතු කර්ම සහ පුද පූජා**, ආර්ය ප්‍රකාශකයෝ, වරකාපොළ.
15. අමරසේකර, දයා, (2001), **නවීකරණය සහ පන්සල**, ආර්ය ප්‍රකාශකයෝ, වරකාපොළ.
16. අරියධම්ම හිමි, ලේල්වල, (2019) **මහසමයසූත්‍රය හා සමයාන්තර දේව සංකල්පය**, එස් ගොඩගේ සහ සහෝදරයෝ, කොළඹ.
17. ඉලංගසිංහ, මංගල, (2005), **මධ්‍යකාලීන ලංකාවේ ආගම**, එස්. ගොඩගේ සහ සහෝදරයෝ, කොළඹ.
18. උදිත හිමි, හින්තැටියේ (1960) **භාරතීය ධර්ම ශාස්ත්‍ර සහ සිංහල සිරිත් විරිත්**, කොළඹ.
19. ගමගේ, ගුමුණුසිරි, (2003), **පිරිනෙහි පරිනාමය**, සුසර ඇඩ්වටයිසින්, අතුරුගිරිය.
20. මොරටුවගම. එච්.එම්, විජේබණ්ඩාර. වන්දිම, (1990), **බෞද්ධ ශිෂ්ටාචාරයේ මූලධර්ම හා වංශකථාව**, ලේක්හවුස් ඉන්වෙස්ට්මන්ට්ස්, කොළඹ.
21. කරුණාරත්න, ඩබ්.ආර්., (1987), **බෞද්ධ දර්ශනය හා චරණය**, ගොඩගේ ප්‍රකාශන, කොළඹ.
22. තිලකසිරි, ජේ, (1988), **වෛදික සාහිත්‍යය**, එක්සත් ප්‍රවෘත්ති පත්‍ර සමාගම, කොළඹ.
23. දිසානායක, ජේ.බී, (1991), **සිංහල බුදුසමය**, රජයේ මුද්‍රණ නීතිගත සංස්ථාව, කොළඹ.
24. ධම්මකීර්ති හිමි, නිවන්දම, (1992), **බුදුසමය හා දෙවියෝ**, අධ්‍යාපන ප්‍රකාශන දෙපාර්තමේන්තුව, කොළඹ.
25. ධම්මපරායන හිමි බුජ්ජම්පොල , (1971), **ප්‍රාතිමෝක්ෂ විචරණය**, රත්න පොත් ප්‍රකාශකයෝ, කොළඹ.
26. ධම්මපාල හිමි, ගතාරේ, (2005), **ලක්දිව සිංහල බුද්ධාගම**, පියසිරි ප්‍රින්ටින් සිස්ටම්ස්, නුගේගොඩ.
27. ධම්මරක්කිත හිමි, වැලමිටියාවේ, (1994) **ශ්‍රී මහා බෝධීන් වහන්සේගේ ඉතිහාසය හා තදනුබද්ධ සංස්කෘතිය**, බුද්ධ ශාසන අරමුදල , කොළඹ.
28. ධර්මදාස, කේ.එන්.ඕ, තුන්දෙනිය, එච්.එම්.එස්., (1994), **සිංහල දේවපුරාණය**, රජයේ මුද්‍රණ නීතිගත සංස්ථාව, කොළඹ.
29. පඤ්ඤාලෝක හිමි, මීගොඩ, (2004), **බුදුදහම හා දේශීය සමාජ සංකල්ප**, සදීපා ප්‍රකාශකයෝ, කොළඹ.
30. පල්ලියගුරු, වන්දසිරි, (2006), **සිංහල බුදුසමයෙහි නාට්‍ය ලක්ෂණ**, එස්. ගොඩගේ සහ සහෝදරයෝ, කොළඹ.
31. ප්‍රනාන්දු, සෝමපාල , එච්., (2003), **පරිත්‍රාණ දේශනා**, රජයේ මුද්‍රණාලය, බෞද්ධ සංගමය.

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33. මේධානන්ද හිමි, හිස්සැල්ලේ, (1965), **බෞද්ධ සංස්කෘතියේ විකාශය**, ගුණසේන සහ සමාගම, කොළඹ.

34. රාහුල හිමි, අන්තුඩාවේ, (2002), **පිරුවානා පොත්වහන්සේ. සමයවර්ධන ප්‍රකාශනය**, කොළඹ.

35. රාහුල කොටපිටියේ, (1996), **බෞද්ධ පුද පූජා වාරිත්‍ර**, බුද්ධ ශාසන අමාත්‍යාංශය, කොළඹ.

36. රාහුල හිමි, වල්පොල, (1962), **ලක්දිව බුදුසමයෙහි ඉතිහාසය**, ගුණසේන සහ සමාගම, කොළඹ.

37. වජිර හිමි, කුඹුරුගමුවේ, (1983), **දළදා ඉතිහාසය හා සංස්කෘතිය**, අධ්‍යාපන අමාත්‍යාංශයේ ග්‍රන්ථ ප්‍රකාශන මණ්ඩලය, කොළඹ.

38. විජේබණ්ඩාර, වන්දිම, (1979), **බෞද්ධ ශිෂ්ටාචාරයේ ඉතිහාසය**, ප්‍රදීප ප්‍රකාශකයෝ, කොළඹ.

39. සන්නස්ගල, පුංචි බණ්ඩාර, (1961), **සිංහල සාහිත්‍ය වංශය**, ලේක්හවුස් මුද්‍රණාලය, කොළඹ.

40. සිල්වා, ලීන් ද, (1980), **ලක්දිව පාරිභාෂික බුද්ධාගම**, කර්තෘ ප්‍රකාශන.

41. සේනානායක, වික්‍රම, (2018), **බුදු සමය තුළ 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 වාරිත්‍ර සාහිත්‍ය**, එස්. ගොඩගේ සහ සහෝදරයෝ, කොළඹ.

Fields of Study : Buddhist Culture						
1.	<b>Code of the Course Unit</b>	BUCU 32802				
2.	<b>Title of the Course Unit</b>	Research Methodology				
3.	<b>Number of Credits</b>	2				
4.	<b>Type</b>	C				
5.	<b>Coordinator of the Course Unit</b>	Most senior lecturer of the relevant course unit				
6.	<b>Pre-requisites</b>	Not applicable				
7.	<b>Main Objective of the Course</b> The main objective of this course is to provide students a theoretical knowledge of research process and to develop skills of engaging in research in the field of Buddhist Studies.					
8.	<b>Expected/Intended Learning Outcomes (CLOs)</b> At the completion of this course unit the student will be able to; 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.	<b>Contents</b>			<b>Mode of Delivery / Way of Delivery (T/L Materials)</b>	<b>No of Hrs.</b>	<b>CLOs No.</b>
	<b>Week</b>	<b>Main Themes</b>	<b>Sub Themes</b>			
	1 <sup>st</sup>	An introduction to research	-An introduction to course -Definitions -Objectives and outcomes of research -Significance of research	Direct classroom teaching / Online teaching / Blended	2	1,2
	2 <sup>nd</sup>	Writing a research proposal	-Research questions -Literature review -Methodology	Direct classroom teaching / Online teaching / Blended	2	2,3
	3 <sup>rd</sup>	Finding and engaging sources	-Kinds of sources -Recording -Taking notes systematically -Interviews -Observation -Participation	Direct classroom teaching / Online teaching / Blended	2	2,3
4 <sup>th</sup>	Data collection and analysis	-Primary of data -Secondary data -Claims	Direct classroom teaching / Online teaching / Blended	2	2,3	

5 <sup>th</sup>	Planning writing	-Elements of an argument -Evidence	Direct classroom teaching / Online teaching / Blended	2	2
6 <sup>th</sup>	Research ethics	-Definitions -Plagiarism -Honesty -Objectivity	Direct classroom teaching / Online teaching / Blended	2	2,3
7 <sup>th</sup>	Sources citation	-Bibliography style -Author-date style -Others	Direct classroom teaching / Online teaching / Blended	2	3,1
8 <sup>th</sup>	<b>Mid semester evaluation</b>	<b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b>		4	1-3
9 <sup>th</sup>	Bibliography styles	-Harvard -Chicago -MLA -Others	Direct classroom teaching / Online teaching / Blended	2	2,3
10 <sup>th</sup>	Abstract writing	-Abstract -Extended abstract	Direct classroom teaching / Online teaching / Blended	2	2
11 <sup>th</sup>	Buddhist approaches to research	-Definitions -Buddhist commentarial methods -Traditional methods	Direct classroom teaching / Online teaching / Blended	2	2
12 <sup>th</sup>	Buddhist textual analysis	-Editing -Translating	Direct classroom teaching / Online teaching / Blended	2	2,3
13 <sup>th</sup>	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 <sup>th</sup>	Distinguished scholarly works in the field of Buddhist Studies	-Scholars -Publications -Associations	Direct classroom teaching / Online teaching / Blended	2	1,2
15 <sup>th</sup>	Current trends in the field of Buddhist research	-Introduction -Scholar - practitioners -Theology and Buddhology	Direct classroom teaching / Online teaching / Blended	2	1,2



<b>Field of Study: Professional Subject Stream</b>						
1	<b>Code of the Course Unit</b>	PSIT 32722				
2	<b>Title of the Course Unit</b>	ICT Skills for Education and Professional- Part I				
3	<b>Number of Credits</b>	2				
4	<b>Type</b>	Compulsory				
5	<b>Coordinator of the Course Unit</b>	Most Senior Lecturer of the Relevant Course Unit				
6	<b>Pre-requisites</b>	None				
7	<b>Main objective of the course</b> <ol style="list-style-type: none"> <li>I. To provide an advanced knowledge, skills, attitudes, mind-set and paradigm to students to be effectively performed in their particular field with ICT.</li> <li>II. To provide each student with an opportunity to become competent technology literate person in an effective and social manner.</li> <li>III. To strengthen national information industry for effective decision making, problem solving, and for serving relevant information to client.</li> <li>IV. To provide human capital for the employment market of the country.</li> <li>VI. To assist and promote new venture creation of the country.</li> </ol>					
8	<b>Intended Learning Outcomes (ILOs)</b> At the completion of this course unit the student will be able to <ol style="list-style-type: none"> <li>1. Identify the value and nature of information and how it is organized and use it effectively especially in an electronic environment</li> <li>2. Use MS Office package for improving workplace performance</li> <li>3. Create databases by using relevant software packages</li> <li>4. Design required graphics for teaching and learning/workplace/day to day life</li> <li>5. Use digital technology for research and innovation</li> <li>6. Use digital teaching and learning tools to support e-learning</li> <li>7. Create a simple educational game</li> <li>8. Design an interactive web</li> <li>9. Use smart technology for Digital living</li> <li>10. Value ethically use of information technology</li> </ol>					
9	<b>Contents</b>			<b>Mode of Delivery/ Way of Delivery (T/L Materials)</b>	<b>No of Hrs.</b>	<b>ILO No.</b>
	<b>Week</b>	<b>Main Themes</b>	<b>Sub Themes</b>			
	1 <sup>st</sup>	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	<b>Direct classroom teaching/ online</b>	2	1

		information literacy skills including critical thinking, reading skills, and independent learning,	<b>teaching/ blended</b>		
<b>2<sup>nd</sup></b>	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
<b>3<sup>rd</sup></b>	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
<b>4<sup>th</sup></b>	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
<b>5<sup>th</sup></b>	Create databases by using relevant software packages	Types of ICT tools used at workplace, Introduction to Microsoft Office and practical – Access		2	2,3
<b>6<sup>th</sup></b>	Graphics for teaching and learning			2	4
<b>7<sup>th</sup></b>	Digital technology for research and innovation	Practical on Prezi		2	5
<b>8<sup>th</sup></b>	Digital technology for research and innovation	Practical on Zotero or Mendeley – Online Reference Management Tools		2	5
<b>9<sup>th</sup></b>	Mid Semester Evaluation Written Examination/ Assignment /			2	1-8

		<b>Individual or Group Presentation / Practical Test</b>			
	<b>10<sup>th</sup></b>	Use digital teaching and learning tools to support e-learning	Practical on Blended learning tools – Mentimeter /Gosoapbox	2	6
	<b>11<sup>th</sup></b>	Create a simple educational game		2	7
	<b>12<sup>th</sup></b>	Design an interactive web		2	8
	<b>13<sup>th</sup></b>	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
	<b>14<sup>th</sup></b>	Use smart technology for Digital living	Smart use of smart phone, Facebook, Flickr, LinkedIn profile	2	9
	<b>15<sup>th</sup></b>	Value ethically use of information technology	Ethical standards and practices of information	2	10
10.	<b>Number of Notional Hours: 100</b>				
	<b>1. Lecture Hours: 30                      3. Self-study and Homework Preparation Hours: 20</b> <b>2. Tutorial Hours: 30                    4. Hours for recommended reading: 20</b>				
11.	<b>Evaluation and Assessment:</b>				
	<b>In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated</b>				
	<b><i>Expected soft skills to be evaluated through the continuous assessments:</i></b>				
	<b>End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated</b>				
	<b>Question Paper:</b>				



12

**Recommended Readings:**

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

<b>Field of Study: Professional Subject Stream</b>						
1	<b>Code of the Course Unit</b>	PSIT 41712				
2	<b>Title of the Course Unit</b>	ICT Skills for Education and Professional- Part II				
3	<b>Number of Credits</b>	2				
4	<b>Type</b>	Optional				
5	<b>Coordinator of the Course Unit</b>	Most Senior Lecturer of the Relevant Course Unit				
6	<b>Pre-requisites</b>	None				
7	<b>Main objective of the course</b> <ol style="list-style-type: none"> <li>I. To provide an advanced knowledge, skills, attitudes, mind-set and paradigm to students to be effectively performed in their particular field with ICT.</li> <li>II. To provide each student with an opportunity to become competent technology literate person in an effective and social manner.</li> <li>III. To strengthen national information industry for effective decision making, problem solving, and for serving relevant information to client.</li> <li>IV. To provide human capital for the employment market of the country.</li> <li>V. To assist and promote new venture creation of the country.</li> </ol>					
8	<b>Intended Learning Outcomes (ILOs)</b> At the completion of this course unit the student will be able to <ol style="list-style-type: none"> <li>1. Identify the value and nature of information and how it is organized and use it effectively especially in an electronic environment</li> <li>2. Use MS Office package for improving workplace performance</li> <li>3. Create databases by using relevant software packages</li> <li>4. Design required graphics for teaching and learning/workplace/day to day life</li> <li>5. Use digital technology for research and innovation</li> <li>6. Use digital teaching and learning tools to support e-learning</li> <li>7. Create a simple educational game</li> <li>8. Design an interactive web</li> <li>9. Use smart technology for Digital living</li> <li>10. Value ethically use of information technology</li> </ol>					
9	<b>Contents</b>			<b>Mode of Delivery/ Way of Delivery (T/L Materials)</b>	<b>No of Hrs.</b>	<b>ILO No.</b>
	<b>Week</b>	<b>Main Themes</b>	<b>Sub Themes</b>			
	1 <sup>st</sup>	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	<b>Direct classroom teaching/ online</b>	2	1

		information literacy skills including critical thinking, reading skills, and independent learning,	<b>teaching/ blended</b>		
<b>2<sup>nd</sup></b>	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
<b>3<sup>rd</sup></b>	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
<b>4<sup>th</sup></b>	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
<b>5<sup>th</sup></b>	Create databases by using relevant software packages	Types of ICT tools used at workplace, Introduction to Microsoft Office and practical – Access		2	2,3
<b>6<sup>th</sup></b>	Graphics for teaching and learning			2	4
<b>7<sup>th</sup></b>	Digital technology for research and innovation	Practical on Prezi		2	5
<b>8<sup>th</sup></b>	Digital technology for research and innovation	Practical on Zotero or Mendeley – Online Reference Management Tools		2	5
<b>9<sup>th</sup></b>	Mid Semester Evaluation Written Examination/ Assignment /			2	1-8

		Individual or Group Presentation / Practical Test			
	<b>10<sup>th</sup></b>	Use digital teaching and learning tools to support e-learning	Practical on Blended learning tools – Mentimeter /Gosoapbox	2	6
	<b>11<sup>th</sup></b>	Create a simple educational game		2	7
	<b>12<sup>th</sup></b>	Design an interactive web		2	8
	<b>13<sup>th</sup></b>	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
	<b>14<sup>th</sup></b>	Use smart technology for Digital living	Smart use of smart phone, Facebook, Flickr, LinkedIn profile	2	9
	<b>15<sup>th</sup></b>	Value ethically use of information technology	Ethical standards and practices of information	2	10
10.	<b>Number of Notional Hours: 100</b>				
	<b>1. Lecture Hours: 30            3. Self-study and Homework Preparation Hours: 20</b> <b>2. Tutorial Hours: 30    4. Hours for recommended reading: 20</b>				
11.	<b>Evaluation and Assessment:</b>				
	<b>In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated</b> <b><i>Expected soft skills to be evaluated through the continuous assessments:</i></b>				

	<p><b>End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated Question Paper:</b></p>
12	<p><b>Recommended Readings:</b></p> <ol style="list-style-type: none"> <li>4. Merkow, M. S., Breithaupt, J. (2015), <b>Information Security: Principles and Practices</b>, Wiley, New Jersey</li> <li>5. Livingstone, S., Sefton-Green, J. (2016), <b>The Class: Living and Learning in the Digital Age (Connected Youth and Digital Futures)</b>, New York University Press, New York</li> <li>6. Munir, K. (2016), <b>Security Management in Mobile Cloud Computing (Advances in Information Security, Privacy, and Ethics)</b>, 1st Edi. IGI global, Hershey, PA</li> </ol>

Fields of Study : Buddhist Culture						
1.	<b>Code of the Course Unit</b>		BUCU 41714			
2.	<b>Title of the Course Unit</b>		Buddhist Culture in Sri Lanka - Modern Period			
3.	<b>Number of Credits</b>		4			
4.	<b>Type</b>		C			
5.	<b>Coordinator of the Course Unit</b>		Most senior lecturer of the relevant course unit			
6.	<b>Pre-requisites</b>		Not applicable			
7.	<b>Main Objective of the Course</b> The objective of this course is to provide students with adequate knowledge of Buddhist culture in Sri Lanka and its various developments from 1500 CE. to modern period.					
8.	<b>Expected/Intended Learning Outcomes (CLOs)</b> At the completion of this course unit the student will be able to; <ol style="list-style-type: none"> <li>1. obtain an adequate understanding of the advent of colonial powers and their influence on the local, social and cultural life;</li> <li>2. recognize the values and significance of the native Buddhist culture in comparison to other cultures; and</li> <li>3. understand the validity of preserving Sri Lankan values.</li> </ol>					
9.	<b>Contents</b>			<b>Mode of Delivery / Way of Delivery (T/L Materials)</b>	<b>No of Hrs.</b>	<b>CLOs No.</b>
	<b>Week</b>	<b>Main Themes</b>	<b>Sub Themes</b>			
	1 <sup>st</sup>	Foreign invasions of Sri Lanka	-An introduction to course -Portuguese - Dutch -English	Direct classroom teaching / Online teaching / Blended	4	1
	2 <sup>nd</sup>	The changes in local culture during the colonial era	-Change of the traditional education system -Colonial influence on Buddhist rites, language, clothing etc. -Religious Conversions	Direct classroom teaching / Online teaching / Blended	4	2
3 <sup>rd</sup>	The nature of relationship between state and religion in and after the colonial rule	-The attitudes of Europeans of Buddhism -The spread of Catholicism -The religious policy of the Dutch during	Direct classroom teaching / Online teaching / Blended	4	1	

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

<b>10<sup>th</sup></b>	Religious literature and Buddhist newspapers	-Introduction -The beginning of journalism -Lakmini pahana -Sarasavi Sandaresa	Direct classroom teaching / Online teaching / Blended	4	2
<b>11<sup>th</sup></b>	National and religious revival and its pioneers	-Initiation of reforms in Sri Lanka -Roles of Anagarikam Dharmapala, Hikkaduwe Sri Sumaṅgala thera, Henri Steel Olcott, Migettuwaththe Gunananda thera etc. -Buddhist organizations formed in 19 <sup>th</sup> and 20 <sup>th</sup> centuries in Sri Lanka	Direct classroom teaching / Online teaching / Blended	4	2
<b>12<sup>th</sup></b>	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
<b>13<sup>th</sup></b>	Religious and 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
<b>14<sup>th</sup></b>	Buddhist clergy and politics	-Introduction -Definitions of politics -Buddhist monks	Direct classroom teaching / Online teaching / Blended	4	3



			and politics in the history of Sri Lanka -The role of Buddhist monks in the present Sri Lankan politics		
	15 <sup>th</sup>	Contemporary challenges and new trends	-Definitions -New moments in the Sri Lankan Monastics organization -Religious conversion and Buddhism	Direct classroom teaching / Online teaching / Blended	4 3
10.	<b>Number of Notional Hours: 200</b>				
	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.	<b>Evaluation and Assessment:</b>				
	<b>In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated</b>				
	<b>Expected soft skills to be evaluated through the continuous assessments:</b> assignments%, term papers%, presentations%, reading%, discussions%, group works%, quizzes %, field studies%, other%				
	<b>End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated</b>				
	<b>Question Paper:</b>				
12.	<b>Recommended Reading:</b>				
	<ol style="list-style-type: none"> <li>1. Blaze, L. E., (2009), <b>The History of Ceylon</b>, Asian Educational Serviccers, New Delhi.</li> <li>2. Bond, D. George, (1992), <b>The Buddhist Revival in Sri Lanka</b>, Motilal Banarsidas, Delhi.</li> <li>3. Dewaraj, L. S. (1972), <b>The Kandyan Kingdom of Sri Lanka</b>, Lake House Investments LTD,</li> <li>4. Dhammavihari Thera, (2003), <b>Buddhism in Sri Lanka</b>, Buddhist Cultural Centre, Dehiwala.</li> <li>5. Ilangasinha, H. B. M., (1992), <b>Buddhism in Medieval Sri Lanka</b>, Buddhist Cultural Centre,</li> <li>6. Kariyawasam, Tissa, (2009), <b>Religious Activities and the Development of a new Political.</b></li> <li>7. Knighton, William, (1993), <b>The History of Ceylon</b>, Sri Satguru Publications, Delhi.LTD, Colombo.</li> <li>8. Malalgoda, K., (1976), <b>Buddhism in Sinhalese Society</b>, Berkeley University of California Press.</li> <li>9. Peris, P.E., (1983), <b>Ceylon: the Portuguese Era</b>, Vol 2 – 2nd , Tisara Prakasakayo, Dehiwala.</li> <li>10. Rahula Himi, Walpola, (2003), <b>The Heritage of the Bhikkhu</b>, S. Godage &amp; Brothers, Colombo.</li> <li>11. Silva, Colvin R. de., (1942), <b>Ceylon under the British Occupation</b>, Colombo Apothecaries Co.</li> <li>12. <b>Tradition in Sinhalese 1852-1906</b>, Godage International Publications, Colombo.</li> <li>13. Vimalananda, T., (1963), <b>Buddhism in Ceylon under the Christian Powers and the educational and religious Policy of the British Government in Ceylon, (1797 – 1832)</b>, Tennakoon, Vimalananda, Colombo.</li> <li>14. <b>අධ්‍යාපන සියවස</b>, (1969), අධ්‍යාපන හා සංස්කෘතික අමාත්‍යාංශය, ශ්‍රී ලංකාව.</li> <li>15. අබේසිංහ, ටිකිරි බණ්ඩාර, චේරන්, (1966), <b>පරංගි කෝට්ටේ</b>, (1594-1612), ලේක්හවුස් ප්‍රකාශන, කොළඹ.</li> <li>16. අභයසිංහ, ටිකිරි, (1966), <b>පරංගි කෝට්ටේ</b>, ලේක්හවුස් ඉන්වෙස්ට්මන්ට් සමාගම, කොළඹ.</li> <li>17. අභයසිංහ, ටිකිරි, (1969), <b>පෘතුගීසීන් හා ලංකාව</b>, ස්ටැට්මන්ට් ලේක් සමාගම, පන්නිපිටිය.</li> <li>18. අභයසිංහ, ටිකිරි, දේවරාජ, ශ්‍රීමති, සෝමරත්න, ජී. පී. වී., (1977), <b>උඩරට රාජධානිය</b>, ලේක්හවුස් ඉන්වෙස්ට්මන්ට් සමාගම, කොළඹ.</li> <li>19. අමරසේකර, දයා, (2005), <b>නවීකරණය සහ පන්සල</b>, ආර්ය ප්‍රකාශකයෝ, වරකාපොළ.</li> </ol>				

	<p>20. ආනන්ද හිමි, අම්පාරේ, (2013), <b>ලංකා බෞද්ධ සංස්කෘතියේ නූතන යුගය</b>, කතෘ ප්‍රකාශන.</p> <p>21. ආනන්ද හිමි, අම්පාරේ, (2011), <b>ශ්‍රී ලංකාවේ යටත්විජිත අධ්‍යාපන ප්‍රතිපත්ති හා දේශීය අධ්‍යාපනය</b>, කර්තෘ ප්‍රකාශන.</p> <p>22. ඉලංගසිංහ, මංගල, (2005), <b>මධ්‍යකාලීන ලංකාවේ ආගම</b>, එස් ගොඩගේ සහ සහෝදරයෝ කොළඹ.</p> <p>23. ඉලංගසිංහ, මංගල, (1988), <b>රජය, ආගම හා අධ්‍යාපනය</b>, එස් ගොඩගේ සහ සහෝදරයෝ, කොළඹ.</p> <p>24. කුමාරසිරි, ජයන්ත 2001, <b>ශ්‍රී ලංකාවේ හින්දුව</b>, ප්‍රින්ට් හවුස්, ගාල්ල.</p> <p>25. ගුරුගේ, ආනන්ද ඩබ්. පී., (1991), <b>ධර්මපාල ප්‍රතිරාවය</b>, අධ්‍යාපන ප්‍රකාශන දෙපාර්තමේන්තුව, කොළඹ.</p> <p>26. ධර්මකීර්ති හිමි, නිවන්දම, (1996), <b>ශ්‍රී ලංකාවේ 2500 වසරක සංක්ෂිප්ත ශාසනික ඉතිහාසය</b>, බෞද්ධ සංස්කෘතික මධ්‍යස්ථානය, දෙහිවල.</p> <p>27. ධර්මබන්දු, ටී. ඇස්., (1992), <b>පංචමහාවාද</b>, ඇම්.ඩී. ගුණසේන සමාගම, කොළඹ.</p> <p>28. පමුණුව, චතුර, (2011), <b>බෞද්ධ අභියෝග</b>, සාහිත්‍ය පොත් පියස, මහරගම.</p> <p>29. පියනන්ද හිමි, හේන්පිටගෙදර, (1969), සංස්. <b>සංඝරාජ වර්තය</b>, රත්න පොත් ප්‍රකාශකයෝ, කොළඹ.</p> <p>30. <b>බෞද්ධ තොරතුරු පරීක්ෂක සභාවේ වාර්තාව</b>, (1956), ධර්ම විජය මුද්‍රණාලය, බලංගොඩ.</p> <p>31. රතනසාර හිමි, හැවැත්පොල, (1970), <b>ත්‍රිකාන්ත ප්‍රතිපත්ති, බුදුසමය හා පිරිවෙන් අධ්‍යාපනය</b>, කර්තෘ ප්‍රකාශන.</p> <p>32. රණවක, ඇඩ්වින්, (1959), <b>ලංකාවේ අපරදිග පාලන යුගය</b>, ක්‍රි .ව 1500 සිට වර්තමාන කාලය දක්වා, ගුණසේන සහ සමාගම, කොළඹ.</p> <p>33. රාහුල හිමි, වල්පොළ, (1992), <b>හින්දුවගේ උරුමය</b>, එස්. ගොඩගේ සහ සහෝදරයෝ, කොළඹ.</p> <p>34. <b>ලංකාවේ අධ්‍යාපන</b>, (1969), අධ්‍යාපන හා සංස්කෘතික අමාත්‍යාංශය, ශ්‍රී ලංකාව.</p> <p>35. වාචිස්සර හිමි, කොටගම, (2003), <b>සරණංකර සංඝරාජ සමය</b>, විසිදුණු ප්‍රකාශකයෝ, බොරැස්ගමුව.</p> <p>36. විමලරත්න හිමි, අලුත්ගම 2017, <b>යටත්විජිතවාදය හා බෞද්ධ සංස්කෘතියේ නව ප්‍රවණතා</b>, මාගධධී, පුවත්පිටිය.</p> <p>37. විමලරත්න, කේ. ඩී. ජී., (2014), <b>ලක්දිව ලන්දේසි ප්‍රයත්නය</b>, සරසවි ප්‍රකාශකයෝ, නුගේගොඩ.</p> <p>38. චේත්නමුණි, විජයසිරි, (2002), <b>මහාවංසය නූතන භාගය (සරල සිංහල මහාවංසය)</b>, කතෘ ප්‍රකාශන.</p> <p>39. සරණංකර හිමි, ගණේගම, (1999), <b>ජාතියේ පියා</b>, ඇම්.ඩී. ගුණසේන සමාගම, කොළඹ.</p> <p>40. සිල්වා, ඒ. ඩී., (2005), (පරි. දිසානායක, සුජීව), <b>ලංකාවේ ලන්දේසි</b>, සූරිය ප්‍රකාශකයෝ, කොළඹ.</p> <p>41. සෝමරංසි හිමි, උඩගලදෙනියේ, (1996), <b>බෞද්ධ හින්දුවගේ ආගමික හා සාමාජික කාර්යභාරය</b>, සමයවර්ධන ප්‍රකාශකයෝ, කොළඹ.</p>
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Fields of Study : Buddhist Culture						
1.	<b>Code of the Course Unit</b>		BUCU 41724			
2.	<b>Title of the Course Unit</b>		Buddhism and Social Work			
3.	<b>Number of Credits</b>		4			
4.	<b>Type</b>		C			
5.	<b>Coordinator of the Course Unit</b>		Most senior lecturer of the relevant course unit			
6.	<b>Pre-requisites</b>		Not applicable			
7.	<b>Main Objective of the Course</b> The objective of this course is to provide the student a basic knowledge of Buddhist social work and its scope.					
8.	<b>Expected/Intended Learning Outcomes (CLOs)</b> 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 towards the whole universe.					
9.	<b>Contents</b>			<b>Mode of Delivery / Way of Delivery (T/L Materials)</b>	<b>No of Hrs.</b>	<b>CLOs No.</b>
	<b>Week</b>	<b>Main Themes</b>	<b>Sub Themes</b>			
	1 <sup>st</sup>	Definition, scope and theories of Social Work	-An Introduction to course -WW II and charity organization -Philosophy of Social Work -Social Work methods -Social Work and social sciences	Direct classroom teaching / Online teaching / Blended	4	1,2
	2 <sup>nd</sup>	Buddhist concept of origin, development and sustainability of society	-Origin of the society -Idea of the kingship ( <i>Mahā sammata</i> ) -Social stratifications	Direct classroom teaching / Online teaching / Blended	4	1,2
	3 <sup>rd</sup>	Buddhist theories of social work: the concept of <i>puñña-pāpa</i>	-Definitions of words <i>puñña-pāpa</i> - <i>puñña</i> and <i>kusala</i> - <i>pāpa</i> and <i>akusla</i> -The social applicability of the concept of <i>puñña-pāpa</i>	Direct classroom teaching / Online teaching / Blended	4	1,3
4 <sup>th</sup>	The ten	-Definition of	Direct classroom teaching /	4	1.3	

	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 <sup>th</sup>	The ten bases for effecting karmically fruitful actions ( <i>puñña-kiriya-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 <sup>th</sup>	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 <sup>th</sup>	The four-fold benevolence ( <i>saṅgaha-vatthu</i> )	-Definitions -Unique characteristics the of four-fold benevolence -Relationship between code of ethics of Socil Work and <i>saṅgaha vatthu</i> -Utility of the four-fold benevolence in Buddhist Social Work	Direct classroom teaching / Online teaching / Blended	4	1
8 <sup>th</sup>	<b>Mid emester Evaluation</b>	<b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b>		4	1-3
9 <sup>th</sup>	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>	Direct classroom teaching / Online teaching / Blended	4	1,3

		<ul style="list-style-type: none"> <li>-Core relation of final bliss (<i>nibbāna</i>) and <i>dāna</i></li> <li>-<i>Dāna</i> and <i>cāga</i> as practices in the field of social welfare administration</li> </ul>			
<b>10<sup>th</sup></b>	The ethics of altruism	<ul style="list-style-type: none"> <li>-Definitions</li> <li>-Philosophy of altruism</li> <li>-Buddhist principles of altruism</li> <li>-Altruism and social work</li> </ul>	Direct classroom teaching / Online teaching / Blended	4	3
<b>11<sup>th</sup></b>	kindness and compassion	<ul style="list-style-type: none"> <li>-Definitions</li> <li>-Buddhist teaching on kindness and compassion</li> <li>-Compassionate work places and their impacts on society</li> <li>-Kindness and compassion as core value in Buddhist social work practice</li> </ul>	Direct classroom teaching / Online teaching / Blended	4	3
<b>12<sup>th</sup></b>	Buddha and Bodhisattva ideals	<ul style="list-style-type: none"> <li>-Definitions</li> <li>-The Bodhisattva as a core pioneer of Buddhist social work</li> <li>-Unique characteristic of the Bodhisattva ideal in terms of society</li> <li>-Social services of the Bodhisattva</li> <li>-Biography of the Buddha and social work</li> </ul>	Direct classroom teaching / Online teaching / Blended	4	2,3
<b>13<sup>th</sup></b>	Buddhist teachings on human rights	<ul style="list-style-type: none"> <li>-Definitions</li> <li>-History of human rights</li> <li>-Buddhist principles of human rights</li> <li>-Five precepts</li> <li>-Core relations of human rights in terms of Buddhist</li> </ul>	Direct classroom teaching / Online teaching / Blended	4	2

			social work			
	14 <sup>th</sup>	Conflict and conflict resolutions	-Definitions -Psychological roots of conflict -Buddhist principles of conflict resolutions	Direct classroom teaching / Online teaching / Blended	4	2,3
	15 <sup>th</sup>	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.	<b>Number of Notional Hours: 200</b>					
	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.	<b>Evaluation and Assessment:</b>					
	<b>In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated</b>					
	<b>Expected soft skills to be evaluated through the continuous assessments:</b> assignments%, term papers%, presentations%, reading%, discussions%, group works%, quizzes %, field studies%, other%					
	<b>End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated</b>					
	<b>Question Paper:</b>					
12.	<b>Recommended Reading:</b>					
	33. Dhammasami, Naw Kham., (2016) <b>Buddhist Psychiatry</b> , Buddhist Cultural Center, Dehiwala.					
	34. Jones, Ken, (1981), <b>Buddhism and Social Action</b> , Buddhist Publication Society, Kandy.					
	35. Kumarasena, A., (2016), <b>Buddhist way of Relieving Stress</b> , Buddhist Cultural center, Dehiwala.					
	36. Somananda, O., (2019), <b>Social Work in Practice – A Sri Lankan Experience</b> , Ariya Publication, Warakapola.					
	37. Tatsuru Akimoto, (2013), <b>The Roles of Buddhism in Social Work</b> , Asian Research Institute for International Social Work, Shukutoku University of Japan.					
	38. Tatsuru Akimoto, (2019), <b>The Next Action Based on the Working Definition of Buddhist Social Work and Beyond: Theory, Research, Education, and Practice</b> , Asian Research Institute for International Social Work, Japan.					
	39. Tatsuru Akimoto, (2020), <b>Buddhist Social Work in Cambodia</b> , Asian Research Institute for International Social Work, Shukutoku University of Japan.					
	40. Tatsuru Akimoto, (2020), <b>Buddhist Social Work in Laos</b> , Asian Research Institute for International Social Work, Shukutoku University of Japan.					
	41. Tatsuru Akimoto, (2020), <b>Buddhist Social Work in Sri Lanka: Past and Present</b> , Asian Research Institute for International Social Work, Japan.					
	42. Tatsuru Akimoto, (2020), <b>Buddhist Social Work in Vietnam</b> , Asian Research Institute for International Social Work, Shukutoku University of Japan.					

43. Tatsuru Akimoto, (2020), **Working Definition and Current Curricula of Buddhist Social Work**, Asian Research Institute for International Social Work, Japan.
44. Wimalajothi. K., (2016) **The Ten Perfection**, Buddhist Cultural Center, Dehiwala.
45. ආනන්ද මෙමනුය නාහිමි, බලංගොඩ, (1986), **සිද්ධාර්ථ ගෞතම බුද්ධ චරිතය හෙවත් ශාක්‍යාසිංහාවදානය**, සමයවර්ධන ප්‍රකාශකයෝ, කොළඹ.
46. කරුණාරත්න, ඩබ්ලිව්., (2014), **බෞද්ධ දර්ශනය සහ වරණය**, බෞද්ධ සංස්කෘතික මධ්‍යස්ථානය, නැදීමාල.
47. ගල්මන්ගොඩල සුමනපාල, (1994), **ආදි බෞද්ධ දර්ශනය**, අභය මුද්‍රණ ශිල්පියෝල කඩවත.
48. ජයතිලක කේ එන්, මලලසේකර ජී.පී., (1960), **බුදුදහම හා ජාති ප්‍රශ්නය**, රාජ්‍ය භාෂා දෙපාර්තමේන්තුව, කොළඹ.
49. තිලකරත්න, අසංග, (2008), **මිනිස් ගැටළු පිළිබඳ බෞද්ධ විග්‍රහය**, කුරුළු පොත්, රාජගිරිය.
50. ධම්මානන්ද හිමි, හෝමාගම, (2004), **බෞද්ධ හා කාන්ටියානු සදාචාර දර්ශනය**, එස්. ගොඩගේ සහ සහෝදරයෝ, කොළඹ.
51. ධම්මජෝති හිමිල බෙලිගල්ලේ, (1993), **බෞද්ධ ආර්ථික දර්ශනය**, එස්.ගොඩගේ සහෝදරයෝ, මරදාන.
52. ධම්මතිලක හිමි, පැලැන්වත්තේ, (2007), **ගෞතම බුදු සිරිත**, එස්. ගොඩගේ සහ සහෝදරයෝ, කොළඹ.
53. ධම්මතිලක හිමි, පැලැන්වත්තේ, (2008), **බෝධිසත්ව සංකල්පය**, එස්. ගොඩගේ සහ සහෝදරයෝ, කොළඹ.
54. පියනන්ද හිමි, ඉඟුරුවත්තේ, (1998), **හික්කුළු සමාජ සේවය හා නිවන**, විපස්සනා භාවනා සමිතිය, රත්නපුර.
55. ප්‍රනාන්දු, දයා, එස්., (1984), **බුදුසමයේ දේශපාලන චින්තනය**, එස්.ගොඩගේ සහෝදරයෝ, මරදාන.
56. මහින්ද සංසරක්ඛිත හිමි, කොල්ලුපිටියේ, (1997), **හිභිචනය**, සිස්ටමැටික් ප්‍රින්ට් ප්‍රයිවට් ලිමිටඩ්, දෙහිවල.
57. මහින්ද සංසරක්ඛිත හිමි, කොල්ලුපිටියේ 1999, **බුදුන් වදාළ බුද්ධ චරිතය**, සමීර ප්‍රකාශන, බත්තරමුල්ල.
58. සරණංකර හිමි, ගනේගම 1982, **බුදුභාමුදුරුවෝ**, එම්. ඩී. ගුණසේන සහ සමාගම, කොළඹ.
59. වජිරඥාණ හිමි. බිබිලේ. **ශ්‍රී ලංකාවේ ගැටුම් නිරාකරණය සහ සාමය ගොඩ නැංවීම**. රත්න පොත් ප්‍රකාශකයෝ. කොළඹ.
60. සෝමරංසි හිමි, උඩගලදෙණිය, (1987), **බෞද්ධ දර්ශනය හා සමාජ දර්ශනය**, සමයවර්ධන පොත්හල, කොළඹ.
61. විජේසේකර, හේමවන්ද, (1961), **බෞද්ධ සමාජ ධර්ම**, බෞද්ධ ප්‍රකාශන, මහනුවර.
62. ශ්‍රී ධර්මකීර්ති. නිවන්දම. (2012) **දස පුණ්‍යක්‍රියා** . බෞද්ධ සංස්කෘතික මධ්‍යස්ථානය, දෙහිවල.
63. සෝමරංසි හිමි, උඩගලදෙණිය, (1999), **බෞද්ධ දර්ශනය හා සමාජ දර්ශනය**, සමයවර්ධන පොත්හල.
64. හෙට්ටිආරච්චි, ධර්මසේන., (2006), **බෞද්ධ සදාචාරය**, කර්තෘ ප්‍රකාශන, දිවුලපිටිය.

Fields of Study : Buddhist Culture						
1	<b>Code of the Course Unit</b>		BUCU 41734			
2	<b>Title of the Course Unit</b>		Buddhist Meditation- Theory and Practicum			
3	<b>Number of Credits</b>		4			
4	<b>Type</b>		C			
5	<b>Coordinator of the Course Unit</b>		Most senior lecturer of the relevant course unit			
6	<b>Pre-requisites</b>		Not applicable			
8	<b>Main Objective of the Course</b> The main objective of this course is to provide students a sound knowledge of Buddhist meditation theories and practices.					
9	<b>Expected/Intended Learning Outcomes (CLOs)</b> At the completion of this course unit the student will be able to; 1. gain basic knowledge of Buddhist meditation theories; 2. develop Buddhist meditation skills; and 3. build up balanced personality based on Buddhist teachings on spirituality.					
10	<b>Contents</b>			<b>Mode of Delivery / Way of Delivery (T/L Materials)</b>	<b>No of Hrs.</b>	<b>CLOs No.</b>
	<b>Week</b>	<b>Main Themes</b>	<b>Sub Themes</b>			
	1 <sup>st</sup>	What meditation is	-An introduction to course -Definitions -Scope of Buddhist meditation -Aims and objectives of Buddhist meditation -Varieties of meditation	Direct classroom teaching / Online teaching / Blended	4	1
	2 <sup>nd</sup>	Samatha meditation	- Definitions - Scope of samatha meditation -Aims of samatha meditation - Techniques of samatha meditation -Worldly benefits of samatha meditation - Samatha meditation and nibbāna	Direct classroom teaching / Online teaching / Blended	4	1
3 <sup>rd</sup>	Vipassanā meditation	-Definitions -Scope of vipassanā meditation -Aims of vipassanā	Direct classroom teaching / Online teaching / Blended	4	1	



		<ul style="list-style-type: none"> <li>meditation</li> <li>- Techniques of vipassanā meditation</li> <li>-Worldly benefits of vipassanā meditation</li> <li>- Vipassanā meditation and nibbāna</li> </ul>			
4 <sup>th</sup>	Techniques of meditative training of the mind	<ul style="list-style-type: none"> <li>-Definitions</li> <li>-Varieties of Buddhist meditative techniques</li> <li>-Meditation techniques in early Buddhism</li> <li>-Theravāda development of meditative techniques</li> <li>-Development of Mahāyana, Zen, and Vajrayāna meditation techniques</li> </ul>	Direct classroom teaching / Online teaching / Blended	4	1
5 <sup>th</sup>	Buddhist meditation and analysis of temperaments	<ul style="list-style-type: none"> <li>-Definitions</li> <li>-Analysis of temperaments in Theravāda texts</li> <li>-The relationship between analysis of temperaments and Buddhist meditation</li> <li>-Kinds of temperaments</li> <li>-Meditation techniques and temperaments</li> </ul>	Direct classroom teaching / Online teaching / Blended	4	1
6 <sup>th</sup>	Mundane benefits of Buddhist meditation	<ul style="list-style-type: none"> <li>-Definitions of mundane life</li> <li>-Physical health benefits</li> <li>-Psychological benefits</li> <li>-Building up of balance personality</li> <li>-Achievement of higher knowledge</li> </ul>	Direct classroom teaching / Online teaching / Blended	4	1
7 <sup>th</sup>	Supra-mundane benefits of Buddhist	<ul style="list-style-type: none"> <li>-Definitions</li> <li>-Varieties of benefits</li> <li>-Spiritual benefits</li> <li>-The six-fold higher</li> </ul>	Direct classroom teaching / Online teaching / Blended	4	1

	meditation	knowledge -Achievement of nibbana			4
<b>8<sup>th</sup></b>	<b>Mid Semester Evaluation</b>	<b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b>		4	1-3
<b>9<sup>th</sup></b>	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
<b>10<sup>th</sup></b>	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
<b>11<sup>th</sup></b>	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
<b>12<sup>th</sup></b>	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
<b>13<sup>th</sup></b>	Buddhist meditation and psychiatry	-Meditation techniques and psychiatry -Stress reduction -Controlling anxiety -Enduring regular mental hardships	Direct classroom teaching / Online teaching / Blended	4	3

	<b>14<sup>th</sup></b>	Meditation practice I	Samatha	Direct classroom teaching / Online teaching / Blended	4	2
	<b>15<sup>th</sup></b>	Meditation practice II	Vipassanā	Direct classroom teaching / Online teaching / Blended	4	2
11.	<b>Number of Notional Hours: 200</b>					
	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.	<b>Evaluation and Assessment:</b>					
	<b>In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated</b>					
	<b>Expected soft skills to be evaluated through the continuous assessments:</b>					
	assignments%, term papers%, presentations%, reading%, discussions%, group works%, quizzes %, field studies%, other%					
	<b>End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated</b>					
	<b>Question Paper:</b>					
13	Recommended Reading:					
	<ol style="list-style-type: none"> <li>1. Giraldi, T. (2019), <b>Psychotherapy, Mindfulness and Buddhist Meditation</b> (1st ed. 2019 Ed.). Palgrave Macmillan.</li> <li>2. Kiyota, M., &amp; Jones, E. W. (2009), <b>Mahayana Buddhist Meditation: Theory and Practice</b> (New Ed). Motilal Banarsidass.</li> <li>3. Kumarasena, A., (2016), <b>Buddhist way of Relieving Stress</b>, Buddhist Cultural center, Dehiwala.</li> <li>4. Kumarasena, A., (2016), <b>Medication in Practice</b>, Buddhist Cultural center, Dehiwala.</li> <li>5. McConnell, J., (2016), <b>Healing Anxiety: Through Meditation</b>, Buddhist Cultural center, Dehiwala.</li> <li>6. Leloup J.Y., (2009), <b>Compassion and meditation Inner Traditions</b></li> <li>7. අනුකෝරල, (2014), <b>මානසික සුවතාව සඳහා සරල භාවනා ව්‍යායාම, ශික්ෂා මන්දිර, බොරැල්ල</b></li> <li>8. ගල්මංගොඩ සුමනපාල, <b>භාවනා ක්‍රම, (1994), අභය මුද්‍රණ ශිල්පියෝ, කතෘ ප්‍රකාශන</b></li> <li>9. ගල්මංගොඩ සුමනපාල, (2006), <b>බෞද්ධ භාවනා ක්‍රම හා මනෝ විකිත්සාව, සරස්වතී ප්‍රකාශකයෝ, දිවුලපිටිය.</b></li> <li>10. සුමනජෝති හිමි, වාරියපොල, (2003), <b>මානසික සුවය පිළිබඳ හා බටහිර මනෝවිද්‍යාත්මක ආකල්ප, කාර්තෘ ප්‍රකාශනයකි.</b></li> </ol>					

<b>Field of Study: Professional Subject Stream</b>		
1	<b>Code of the Course Unit</b>	BUCU 41744
2	<b>Title of the Course Unit</b>	Internship
3	<b>Number of Credits</b>	4
4	<b>Type</b>	Compulsory
5	<b>Pre-requisites</b>	None
6	<b>Main objective of the course</b>	
	The main objective of the course unit is to develop network in the industry for the student's career development.	
7	<b>Intended Learning Outcomes (ILOs)</b>	
	At the completion of this course unit the student will be able to	
	<ol style="list-style-type: none"> <li>1. Apply the academic knowledge to carry out work related activities and get to know new trends in dynamic working environments.</li> <li>2. Develop professional skills to practice their subject knowledge within a given context as a value adding person</li> <li>3. Develop network with the stakeholders of relevant industries and communities for career development opportunities.</li> </ol>	
8	<b>Content</b>	
	<ol style="list-style-type: none"> <li>1. From this course unit, it is essential to establish links by the Internship Coordinating Unit in order to provide internship opportunities for the final year undergraduates. The internship period 1 academic year covering 400 working hours. It should be completed the compulsory workshop series conducted by Internship and Skills Development Unit in the previous semester for getting basic knowledge and occupational experience for the internship.</li> <li>2. Under this course unit students are required to work minimum 2 days a week at the assigned institution. On the other days, students should attend lectures/ tutorials in the University.</li> <li>3. All the relevant criteria of internship program is depended on the Internship Policy Framework of the Internship and Skills Development Unit.</li> <li>4. The following points should be completed from the internship program. <ul style="list-style-type: none"> <li>• Self-preparation for selecting suitable organization and fulfilling initial requirement for getting acceptance to suitable organization for internship.</li> <li>• Developing professional soft skills related to different industrial organizations.</li> <li>• Developing skills and attitudes to get adapted to different organization cultures.</li> <li>• Relate academic knowledge into real life application with the supervision of supervisors in the relevant organizations.</li> <li>• Applying skills to enhance the professional network and public relations with the different types of stakeholders relevant to respective organizations and industry.</li> </ul> </li> </ol>	

	<ul style="list-style-type: none"> <li>• Improve skills for the relevant carrier development opportunities required knowledge.</li> </ul>
9.	<b>Number of Notional Hours:</b> 400
10.	<b>Evaluation and Assessment:</b> <b>Assessment Strategy:</b> Supervisor Evaluation      50% Institutional Training Report 30% Viva-voce Examination      20%

Fields of Study : Buddhist Culture						
1	<b>Code of the Course Unit</b>	BUCU 41754				
2	<b>Title of the Course Unit</b>	An Introduction to Buddhist Meditation				
3	<b>Number of Credits</b>	4				
4	<b>Type</b>	A				
5	<b>Coordinator of the Course Unit</b>	Most senior lecturer of the relevant course unit				
6	<b>Pre-requisites</b>	Not applicable				
8	<b>Main Objective of the Course</b>					
	The main objective of this course is to provide students a sound knowledge of Buddhist meditation theories and practices.					
9	<b>Expected/Intended Learning Outcomes (CLOs)</b>					
	At the completion of this course unit the student will be able to;					
	<ol style="list-style-type: none"> <li>1. gain basic knowledge of Buddhist meditation theories;</li> <li>2. develop Buddhist meditation skills; and</li> <li>3. build up balanced personality based on Buddhist teachings on spirituality.</li> </ol>					
10	<b>Contents</b>			<b>Mode of Delivery / Way of Delivery (T/L Materials)</b>	<b>No of Hrs.</b>	<b>CLOs No.</b>
	<b>Week</b>	<b>Main Themes</b>	<b>Sub Themes</b>			
	1 <sup>st</sup>	What meditation is	<ul style="list-style-type: none"> <li>-An introduction to course</li> <li>-Definitions</li> <li>-Scope of Buddhist meditation</li> <li>-Aims and objectives of Buddhist meditation</li> <li>-Varieties of meditation</li> </ul>	Direct classroom teaching / Online teaching / Blended	4	1
	2 <sup>nd</sup>	Samatha meditation	<ul style="list-style-type: none"> <li>- Definitions</li> <li>- Scope of samatha meditation</li> <li>-Aims of samatha meditation</li> <li>- Techniques of samatha meditation</li> <li>-Worldly benefits of samatha meditation</li> <li>- Samatha meditation and nibbāna</li> </ul>	Direct classroom teaching / Online teaching / Blended	4	1

<b>3<sup>rd</sup></b>	Vipassanā meditation	<ul style="list-style-type: none"> <li>-Definitions</li> <li>-Scope of vipassanā meditation</li> <li>-Aims of vipassanā meditation</li> <li>- Techniques of vipassanā meditation</li> <li>-Worldly benefits of vipassanā meditation</li> <li>- Vipassanā meditation and nibbāna</li> </ul>	Direct classroom teaching / Online teaching / Blended	4	1
<b>4<sup>th</sup></b>	Techniques of meditative training of the mind	<ul style="list-style-type: none"> <li>-Definitions</li> <li>-Varieties of Buddhist meditative techniques</li> <li>-Meditation techniques in early Buddhism</li> <li>-Theravāda development of meditative techniques</li> <li>-Development of Mahāyana, Zen, and Vajrayāna meditation techniques</li> </ul>	Direct classroom teaching / Online teaching / Blended	4	1
<b>5<sup>th</sup></b>	Buddhist meditation and analysis of temperaments	<ul style="list-style-type: none"> <li>-Definitions</li> <li>-Analysis of temperaments in Theravāda texts</li> <li>-The relationship between analysis of temperaments and Buddhist meditation</li> <li>-Kinds of temperaments</li> <li>-Meditation techniques and temperaments</li> </ul>	Direct classroom teaching / Online teaching / Blended	4	1
<b>6<sup>th</sup></b>	Mundane benefits of Buddhist meditation	<ul style="list-style-type: none"> <li>-Definitions of mundane life</li> <li>-Physical health benefits</li> <li>-Psychological benefits</li> <li>-Building up of balance personality</li> <li>-Achievement of higher knowledge</li> </ul>	Direct classroom teaching / Online teaching / Blended	4	1

7 <sup>th</sup>	Supra-mundane benefits of Buddhist meditation	-Definitions -Varieties of benefits -Spiritual benefits -The six-fold higher knowledge -Achievement of nibbāna	Direct classroom teaching / Online teaching / Blended	4	1
8 <sup>th</sup>	<b>Mid Semester Evaluation</b>	<b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b>		4	1-3
9 <sup>th</sup>	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 <sup>th</sup>	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 <sup>th</sup>	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 <sup>th</sup>	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 <sup>th</sup>	Buddhist meditation and psychiatry	-Meditation techniques and psychiatry	Direct classroom teaching / Online teaching / Blended	4	3



			-Stress reduction -Controlling anxiety -Enduring regular mental hardships			
	14 <sup>th</sup>	Meditation practice I	Samatha	Direct classroom teaching / Online teaching / Blended	4	2
	15 <sup>th</sup>	Meditation practice II	Vipassanā	Direct classroom teaching / Online teaching / Blended	4	2
11.	<b>Number of Notional Hours: 200</b>					
	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.	<b>Evaluation and Assessment:</b>					
	<b>In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated</b>					
	<b>Expected soft skills to be evaluated through the continuous assessments:</b> assignments%, term papers%, presentations%, reading%, discussions%, group works%, quizzes %, field studies%, other%					
	<b>End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated</b>					
	<b>Question Paper:</b>					
13	Recommended Reading:					
	11. Giraldi, T. (2019), <b>Psychotherapy, Mindfulness and Buddhist Meditation</b> (1st ed. 2019 Ed.). Palgrave Macmillan.					
	12. Kiyota, M., & Jones, E. W. (2009), <b>Mahayana Buddhist Meditation: Theory and Practice</b> (New Ed). Motilal Banarsidass.					
	13. Kumarasena, A., (2016), <b>Buddhist way of Relieving Stress</b> , Buddhist Cultural center, Dehiwala.					
	14. Kumarasena, A., (2016), <b>Medication in Practice</b> , Buddhist Cultural center, Dehiwala.					
	15. McConnell, J., (2016), <b>Healing Anxiety: Through Mediation</b> , Buddhist Cultural center, Dehiwala.					
	16. Leloup J.Y., (2009), <b>Compassion and meditation Inner Traditions</b>					
	17. ගල්මංගොඩ සුමනපාල, භාවනා ක්‍රම, (1994), අභය මුද්‍රණ ශිල්පියෝ, කතෘ ප්‍රකාශන					
	18. ගල්මංගොඩ සුමනපාල, (2006), බෞද්ධ භාවනා ක්‍රම හා මනෝ විකිත්සාව, සරස්වතී ප්‍රකාශකයෝ, දිවුලපිටිය.					
	19. සුමනචෝති හිමි, වාරියපොල, (2003), මානසික සුවය පිළිබඳ හා බටහිර මනෝවිද්‍යාත්මක ආකල්ප, කාර්තෘ ප්‍රකාශනයකි.					

Fields of Study : Buddhist Culture						
1.	<b>Code of the Course Unit</b>		BUCU 42764			
2.	<b>Title of the Course Unit</b>		Vajrayāna Buddhism			
3.	<b>Number of Credits</b>		4			
4.	<b>Type</b>		C			
5.	<b>Coordinator of the Course Unit</b>		Most senior lecturer of the relevant course unit			
6.	<b>Pre-requisites</b>		Not applicable			
7.	<b>Main Objective of the Course</b> <p>The main objective of this course is to provide students with adequate knowledge on the origin, development, and basic tenets of Vajrayāna Buddhism and culture.</p>					
8.	<b>Expected/Intended Learning Outcomes (CLOs)</b> <p>At the completion of this course unit the student will be able to;</p> <ol style="list-style-type: none"> <li>1. recognize the later development of Buddhism and its characteristics;</li> <li>2. become aware of new techniques of realization of truth in this very life; and</li> <li>3. discern the significance of mystic powers in the materialization of objectives.</li> </ol>					
9.	<b>Contents</b>			<b>Mode of Delivery / Way of Delivery (T/L Materials)</b>	<b>No of Hrs.</b>	<b>CLOs No.</b>
	<b>Week</b>	<b>Main Themes</b>	<b>Sub Themes</b>			
	1 <sup>st</sup>	Origin and development of Vajrayāna Buddhism	-An introduction to course -Definitions of the word 'Vajrayāna' -Traditional views of the origin of Vajrayāna' -Sholarly views of the origin of Vajrana	Direct classroom teaching / Online teaching / Blended	4	1
	2 <sup>nd</sup>	The relationship between Vajrayāna Buddhism and early Mahāyāna schools	-Mādhyamika -Yogācāra	Direct classroom teaching / Online teaching / Blended	4	1
3 <sup>rd</sup>	Vajrayāna literature	-The main stages of the development of Vajrayāna texts	Direct classroom teaching / Online teaching / Blended	4	1	

		-Kinds of texts -Ancient Indian Buddhist universities and literature			
4 <sup>th</sup>	The lineage of Vajrayāna masters	-Early Mahāyāna masters -Siddhācariyas	Direct classroom teaching / Online teaching / Blended	4	1
5 <sup>th</sup>	Geographical expansion of Vajrayāna Buddhism	-South Asia -East Asia -Western expansion	Direct classroom teaching / Online teaching / Blended	4	1
6 <sup>th</sup>	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 <sup>th</sup>	The mode of application of <i>mudrā</i> , <i>saṃketa</i> , <i>abhiṣek</i>	-Definitions of words <i>mudrā</i> , <i>saṃketa</i> , <i>abhiṣek</i> -Religious value -Ethical value	Direct classroom teaching / Online teaching / Blended	4	3
8 <sup>th</sup>	<b>Mid Semester Evaluation</b>	<b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b>		4	1-3
9 <sup>th</sup>	<i>Mantra</i> , <i>Yantra</i> , and <i>Dhāraṇi</i> ,	-Definitions -Religious value -Ethical value	Direct classroom teaching / Online teaching / Blended	4	3
10 <sup>th</sup>	<i>Devatā</i> , <i>Dākinī</i> , and <i>Sādhana</i>	-Definitions of words -Religious value -Ethical value	Direct classroom teaching / Online teaching / Blended	4	3
11 <sup>th</sup>	<i>Maṇḍala</i>	-Definition of the word ' <i>Maṇḍala</i> ' -Religious value -Ethical value	Direct classroom teaching / Online teaching / Blended	4	3
12 <sup>th</sup>	The Religious path of Vajrayāna I	- <i>Kriyā</i> (Action) - <i>Caryā</i> (Performance)	Direct classroom teaching / Online teaching / Blended	4	1
13 <sup>th</sup>	The Religious path of Vajrayāna II	-Yoga -Anuttarayoga	Direct classroom teaching / Online teaching / Blended	4	1
14 <sup>th</sup>	Religious and cultural value of Vajrayāna art and architecture	-Paintings -Images -Carvings	Direct classroom teaching / Online teaching / Blended	4	2
15 <sup>th</sup>	Bon rituals and ancestral worship	-Beliefs of Bon -Differences Between Buddhism and Bon -Cham dances	Direct classroom teaching / Online teaching / Blended	4	1

11.	<b>Number of Notional Hours: 200</b>
	<b>1. Lecture Hours: 60</b> <b>3. Self-study and Homework Preparation Hours: 60</b> <b>2. Tutorial / Practical / Presentation Hours: 20</b> <b>4. Hours for Field Surveys / Factory Visits / Social Activities: 60</b>
12.	<b>Evaluation and Assessment:</b> <b>In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated</b> <b>Expected soft skills to be evaluated through the continuous assessments:</b> assignments%, term papers%, presentations%, reading%, discussions%, group works%, quizzes %, field studies%, other% <b>End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated</b> <b>Question Paper:</b>
13	<b>Recommended Reading:</b> <ol style="list-style-type: none"> <li>1. Chogyam, N., (2003), <b>Spectrum of Ecstasy: Embracing the Five Wisdom Emotions of Vajrayana Buddhism</b> (1st Ed.). Shambhala.</li> <li>2. Crowley, M., &amp; Shulgin, A. (2019), <b>Secret Drugs of Buddhism: Psychedelic Sacraments and the Origins of the Vajrayana</b> (2nd Ed.). Synergetic Press.</li> <li>3. Dutt N., (1978), <b>Mahayana Buddhism</b>, Motial Banarsidass, Delhi.</li> <li>4. Dutt, N., (2007). <b>Buddhist Sects in India</b> (2007th ed.). Motilal Banarsidass.</li> <li>5. Gyatso, G. K., (2017), <b>Tantric Grounds and Paths: How to Enter, Progress on, and Complete the Vajrayana Path</b> (2nd Ed.). Tharpa Publications.</li> <li>6. Jadusingh, L. B., (2017), <b>The Perfection of Desire as the Path: Three Early Indian Vajrayana Treatises</b> (1st ed.). CreateSpace Independent Publishing Platform.</li> <li>7. Khyentse, D., Committee, N. T., &amp; Palmo, A. J. (2016), <b>Pure Appearance: Development and Completion Stages in Vajrayana Practice</b>. Shambhala.</li> <li>8. Me, Govern W.M., (1972), <b>Introduction to Mahayana Buddhism</b>, Indological Book House, Varanasi.</li> <li>9. Platform. Dutt, N. (2003), <b>Mahāyāna Buddhism</b>, Bharatiya Kala Prakashan.</li> <li>10. Pye. Michael, (2003), <b>Skilful Means: A concept in Mahayana Buddhism</b>, Routledge, London</li> <li>11. Ray, R. A. (2002), <b>Secret of the Vajra World: The Tantric Buddhism of Tibet</b> (World of Tibetan Buddhism, Vol. 2) (1st Ed). Shambhala.</li> <li>12. Rinpoche, K. (2002), <b>Secret Buddhism: Vajrayana Practices</b> (1st Edition). Clearpoint Pr.</li> <li>13. Suzuki, D. T. (2016). <b>Outlines of Mahayana Buddhism</b>. CreateSpace Independent Publishing.</li> <li>14. Trungpa, C., &amp; Lief, J. L. (2013), <b>The Tantric Path of Indestructible Wakefulness: The Profound Treasury of the Ocean of Dharma</b>, Volume Three. Shambhala.</li> <li>15. Williams, Paul, <b>Mahayana Buddhism: The Doctrinal Foundation</b>, Routledge, USA</li> <li>16. පක්ඛානිති නිමි, හිරිපිටියේ, (1997), <b>බෞද්ධ දර්ශනය</b> (බලදේව උපාධ්‍යාය)ල ඇස් ගොඩගේ සහෝදරයෝ.</li> <li>17. නිවන්මග, (1978), <b>මහායාන වාදය</b>, බෞද්ධ සංගමය, රජයේ මුද්‍රණාලය.</li> <li>18. නානායක්කාර සනත්,(2003), <b>මුල්බුදු සමයේ සිට වජ්‍රයානය දක්වා</b>, ශ්‍රී දේවී ප්‍රින්ටර්ස්, දෙහිවල.</li> <li>19. මහින්ද, සංසරක්ඛිත නිමි, කොල්ලුපිටියේ, (2007), <b>මාධ්‍යමික දර්ශනයට පෙරවදනක්</b>, ශ්‍රී දේවී ප්‍රින්ටර්ස්.</li> <li>20. රාහුල නිමි. අත්තුඩාවේ., මහනාම නිමි. බඹරැන්දේ, (2015), <b>මහායානය, බෞද්ධ සංස්කෘතික මධ්‍යස්ථානය</b>, දෙහිවල.</li> <li>21. රාහුල නිමි, රත්නපුර., (2015), <b>බුදු සමයේ උදාව</b>, බෞද්ධ සංස්කෘතික මධ්‍යස්ථානය, නැදිමාල.</li> </ol>

Fields of Study : Buddhist Culture						
1	<b>Code of the Course Unit</b>	BUCU 42774				
2	<b>Title of the Course Unit</b>	Expansion of Buddhism in the West				
3	<b>Number of Credits</b>	4				
4	<b>Type</b>	C				
5	<b>Coordinator of the Course Unit</b>	Most senior lecturer of the relevant course unit				
6	<b>Pre-requisites</b>	Not applicable				
8	<b>Main Objective of the Course</b>					
	The objective of this course is to provide the student basic knowledge of the expansion of Buddhism in the West and its impact on Western culture.					
9	<b>Expected/Intended Learning Outcomes (CLOs)</b>					
	At the completion of this course unit the student will be able to;					
	1. acquire a basic knowledge of Buddhism in the West;					
	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 Buddhism in the West.					
10	<b>Contents</b>			<b>Mode of Delivery / Way of Delivery (T/L Materials)</b>	<b>No of Hrs.</b>	<b>CLOs No.</b>
	<b>Week</b>	<b>Main Themes</b>	<b>Sub Themes</b>			
	1 <sup>st</sup>	Early expansion of Buddhism in the West	-Military of Alexander the great -Colonial encounters and transferring the idea of Buddhism into the west -Theosophical society and world Religion Parliament -Contribution of Asian immigrants	Direct classroom teaching / Online teaching / Blended	4	3
	2 <sup>nd</sup>	The role played by Western Buddhist scholars in promoting Buddhism in the West	-Buddhist scholars in the USA, UK, Germany etc.... -Famous Buddhist works in the west (writings, translations and poems) -Establishment of Pali Text Society	Direct classroom teaching / Online teaching / Blended	4	3
	3 <sup>rd</sup>	Asian immigrants	-Chinese immigrants and pure land	Direct classroom teaching / Online teaching / Blended	4	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 <sup>th</sup>	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 <sup>th</sup>	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 <sup>th</sup>	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 <sup>th</sup>	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 <sup>th</sup>	<b>Mid Semester Evaluation</b>	<b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b>		4	1-3
9 <sup>th</sup>	Major Buddhist societies in the West	-Definitions -Role of the major Buddhist societies -Pāli Text Society -German Dharmadutha society -Buddhist Church of	Direct classroom teaching / Online teaching / Blended	4	1

		America -Sakyadhita International Association of Buddhist women etc...			
<b>10<sup>th</sup></b>	Educational institutions	-Definitions -Varieties of educational institutions -Educational institutions in the USA, UK etc...	Direct classroom teaching / Online teaching / Blended	4	1
<b>11<sup>th</sup></b>	Contemporary distinguished Western Buddhist scholars	-Famous Scholarly monastics in the West -Lay scholars: Friedrich Max Muller, Louis de la valle Poussin, Emile Senart, Hermann Oldenberg, T.W Rhys Davids etc.	Direct classroom teaching / Online teaching / Blended	4	1
<b>12<sup>th</sup></b>	Buddhism in the United Kingdom	-Introduction of Buddhism into England -Buddhist traditions in England -Famous Buddhist monastics and their services in England	Direct classroom teaching / Online teaching / Blended	4	1
<b>13<sup>th</sup></b>	Buddhism in the United States	-Introduction of Buddhism into America -Buddhist traditions in America -Famous Buddhist monastics and their services in America	Direct classroom teaching / Online teaching / Blended	4	1
<b>14<sup>th</sup></b>	Specific Buddhist teachings appreciated by Westerners	-Definitions -Freedom of thought in Buddhism -Fundamental teachings of Buddhism - Buddhist meditation -Religious tolerance in Buddhism	Direct classroom teaching / Online teaching / Blended	4	2
<b>15<sup>th</sup></b>	Buddhist impact on the Western	-Definitions -Social actions -Spiritual development	Direct classroom teaching / Online teaching / Blended	4	2





Fields of Study : Buddhist Culture					
1	<b>Code of the Course Unit</b>		BUCU 43786		
2	<b>Title of the Course Unit</b>		Dissertation		
3	<b>Number of Credits</b>		6		
4	<b>Type</b>		C		
5	<b>Coordinator of the Course Unit</b>		Most senior lecturer of the relevant course unit		
6	<b>Pre-requisites</b>		Not applicable		
8	<b>Main Objective of the Course</b>				
	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.				
9	<b>Expected/Intended Learning Outcomes (CLOs)</b>				
	At the completion of this course unit the student will be able to;				
	1. acquaint themselves with up-to-date research methodologies of the academic study of humanities;				
	2. develop analytical, comparative, historical and critical skills of scrutinizing relevant research data related to in-depth studies of humanities; and				
	3. apply modern scientific research principles and methodologies in their academic pursuits.				
10	<b>Contents</b>		<b>Mode of Delivery / Way of Delivery (T/L Materials)</b>	<b>No of Hrs.</b>	<b>CLOs No.</b>
	<b>Week</b>	<b>Main Themes</b>			
	1 <sup>st</sup>	Proposal defense	Direct classroom teaching / Online teaching / Blended	6	1
	2 <sup>nd</sup>	Dissertation writing	Direct classroom teaching / Online teaching / Blended	6	2
	3 <sup>rd</sup>	idem	Direct classroom teaching / Online teaching / Blended	6	2
	4 <sup>th</sup>	idem	Direct classroom teaching / Online teaching / Blended	6	3
	5 <sup>th</sup>	idem	Direct classroom teaching / Online teaching / Blended	6	2
	6 <sup>th</sup>	idem	Direct classroom teaching / Online teaching / Blended	6	3
	7 <sup>th</sup>	idem	Direct classroom teaching / Online teaching / Blended	6	2
	8 <sup>th</sup>	Mid Semester Evaluation	<b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b>	6	1-3
	9 <sup>th</sup>	idem	Direct classroom teaching / Online teaching / Blended	6	2
	10 <sup>th</sup>	idem	Direct classroom teaching / Online teaching / Blended	6	2

