

Pāli

(Revised Curriculum)

Department of Pali and Buddhist Studies
Bachelor of Arts Honours Degree programme

2021 Onwards

Department of Pali and Buddhist Studies
Faculty of Humanities
University of Kelaniya
Sri Lanka

PROGRAMME SPECIFICATION

Key Features of the Programme	
Programme title:	Bachelor of Arts Honours in Pāli
Final award: BA or BA (Hons), BSc. Hons)	B.A. (Hons) in Pāli
(SLQF) Level	SLQF Level 6
Exit Award/Fall-back Award	No
Programme Code	PALI
Cohort(s) programme/s to which this programme specification is applicable:	None
Awarding institution/body:	University of Kelaniya, Sri Lanka
Teaching institution:	University of Kelaniya, Sri Lanka
Faculty:	Faculty of Humanities
Language of study and assessment	Sinhala / English
Departmental web page address:	https://hu.kln.ac.lk/depts/pali/index/php
Method of study (Fulltime/Part-time/Split/Other)	Full time
Mode of teaching/delivery (Direct classroomteaching/online/distance)	Blended Learning (Direct classroom teaching / Online teaching)

Total no of notional hours	6000 hours
Credit value of the programme	The BA (Hons) in Pāli has a total value of 120 SLQF credits (Each 1 credit is equivalent to 50 notional hours as defined by SLQF)

Maximum and minimum period of registration	From the effective date of registration: 4 years (minimum) - 6 years (maximum)
Placement and/or study Abroad	Not Applicable
Criteria for admission to the programme (including SLQF level)	Minimum entry requirement is completion of SLQF Level 3 01. In the first year, “D” or better grades should be obtained for the course units of a minimum of 30 credits. 02. A minimum of 2.30 GPA should be obtained for the relevant course units counted for the 30 credits. 03. “C” or better grades and a minimum of 3.00 GPA should be obtained for 10 credits of the compulsory course units of the subject chosen for the Honours degree
Length/duration of the programme	8 semesters (4 Academic years)
Progression: Employment and further study opportunities	Completion of SLQF Level 6 meets the minimum entry requirement for SLQF Level 7, 8, 9, 10, 11 and 12.
Relevant Subject Benchmark Statement (SBS), if specified	Reference to the Subject Benchmark Statement for theology and religious studies published by the Quality Assurance Agency for UoK Higher education.

Board of Examiners:	Examiners are nominated by the Head of the Department and the Faculty Board of Faculty of Humanities and are appointed with the approval of the University Senate.
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Professional body of accreditation (if applicable):	Not Applicable
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Brief Introduction of the Awarding Institution & Department (approx. 500 words)

In the University of Kelaniya, the Department of Pāli and Buddhist Studies, in the Faculty of Humanities is a pioneer seat of studying Buddhism in Sri Lanka which has originated with the foundation of the University in Vidyalkāra Pirivena premises, Peliyagoda in 1875. The Department has been functioning in the present premises from 1959 in the new name University of Kelaniya. 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. At present, 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 Malaysian 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

Pāli is the original language of the most authentic Buddhist Canonical scriptures which was also the vernacular of northeastern part of India where the Buddha spent most of his lifetime in the 6th century BC. The Buddha's teachings that were introduced to Sri Lanka in the 3rd century BC was recorded in Pāli in the 1st century AD. Since then, Pāli has been vastly used in the Theravada Buddhist countries to compose Commentaries, sub commentaries and many other compendiums on Buddhism and Buddhism related subjects. Today, though there are three main Buddhist traditions in the world as Theravada, Mahayana and Vajrayāna, the canonical texts of the Theravada tradition written in Pāli have been unanimously accepted as the most reliable and authentic records of the Buddha's teachings. Therefore, after these texts were translated into English by western scholars in the nineteenth century, the interest in Buddhism written in Pāli started to increase overwhelmingly. Since a few decades, the interest in Buddhism has been significantly rising particularly in Europe and America. In addition to the philosophy of Buddhism, the Buddhist teachings on meditation, mindfulness and psychology have gained greater popularity and attraction even among many non-Buddhist communities. As a result, we witness a growing interest in learning Pāli to understand the original words of the Buddha. Some decades before, Pāli was considered a dying language. However, during the last few years alone, not only Buddhist institutions but also world-recognized non-Buddhist universities have introduced Pāli academic programmes leading to Diplomas, graduate as well as postgraduate Degrees. From the Anuradhapura period, Sri Lanka has been identified and honoured by the world as the best seat of Pāli and Theravada Buddhist studies. Therefore, this Honours Degree programme in Pāli is designed to fulfil not only the requirement of local students but also the foreign students who wish to master in Pāli and Buddhist studies.

<p>Overall Aims of the programme</p> <p>The overall aim of the Honours Degree programme in Pāli is to produce emerging scholars of Pāli studies well conversant with the knowledge of tradition and its primary and secondary sources, to provide promising young learners the opportunity to enrich their reading and research skills with modern and updated knowledge and experience of the academic studies of Buddhology and Indology. It is also aimed to enrich the student with necessary traditional and modern linguistic skills to engage in research to widen the horizons of Pāli and Buddhist studies, to empower the student with knowledge, skills and experience of the use of modern scientific and technical knowhow to be beneficial in providing the society with constructive knowledge communicating the true philosophy of the Buddha and to enlighten the student to disseminate the knowledge embedded in Buddhist sources in Pāli for national development and at a wider cross cultural context for the betterment of humanity.</p>
<p>Programme Learning Outcomes (PLOs)</p> <p>At the end of B.A. Honors Degree in Pāli, the students will be able to</p> <p>PLO 1 outline the entire scope of the Pāli studies including its origin, evolution, content, and various trends as depicted in the available Pāli sources,</p> <p>PLO 2 define basics of Pāli grammar, philology, literature, aesthetic components, logical and philosophical terms, and phrases,</p> <p>PLO 3 describe the linguistic, religious, philosophical, spiritual and, socio-political background of Pāli and Buddhist studies that was conducive to form the existing literature of Pāli,</p> <p>PLO 4 translate the literature of Pāli into the medium of study, compose prose and verse compositions in Pāli, express philosophical ideas in Pāli and communicate in Pāli,</p> <p>PLO 5 evaluate and appreciate the philosophical, spiritual, aesthetic, logical, linguistic, and historical value of Pāli literature for the advancement of human values,</p> <p>PLO 6 employ the ethics found in the Pāli literature as <i>sīla</i> and <i>vinaya</i> for the organization and promotion of individual and social conducts to achieve success here and hereafter,</p> <p>PLO 7 apply Buddhist psychological methods like meditation and mindfulness to enhance critical thinking, human thoughts, efficiency, and psychophysical wellbeing of humanity,</p> <p>PLO 8 promote the culture of inter-disciplinary studies in social sciences such as history, economics, politics, archaeology, Sanskrit, linguistics, sociology, and management using Pāli and Buddhist studies,</p> <p>PLO 9 demonstrate advanced teaching, preaching, counselling, chanting, communication, and presentation skills to enhance the quality of individual and social life of the</p>

humanity,
PLO 10 establish social harmony based on Buddha's teachings to encourage co-practitioners and ethnic communities to live peacefully in a multicultural society respecting to each other's beliefs, practices, and rights,
PLO 11 generate leadership skills of young monks and lay students enhancing their personality, behaviour, skill of organization, prudence, tolerance and working amidst of social unrest as prescribed in the Pāli Canon,
PLO 12 develop environment friendly attitude of people highlighting Canonical teachings and traditional practices such as <i>Bodhi-pūjā</i> , <i>Paritta</i> -chanting,
PLO 13 improve research interest of students in line with Buddhist teachings found in Canonical and commentarial literature which itself is an outcome of a great spiritual research,
PLO 14 analyze academic and social problems in accordance with Buddhist teachings, to find best possible solutions and minimize the disadvantages and
PLO 15 design and use modern technological tools and mechanisms to propagate Buddhist teachings and traditional knowledge to local and foreign communities as well as different age groups.

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	PALI 21715	Pāli Tipiṭaka Studies	Compulsory	5	75	175
	PALI 21724	Pāli Aṭṭhakathā Studies	Compulsory	4	60	140
	PALI 21734	English for Advanced Pāli Studies	Compulsory	4	60	140
	PALI 21744	Prose Composition and Translation methods	Compulsory	4	60	140
	PALI 22754	Post Commentarial Pāli Texts	Compulsory	4	60	140
	PALI 22764	Pāli Grammar and Verse Composition	Compulsory	4	60	140
	PALI 22774	Dhamma Communication Skills	Compulsory	4	60	140
	PALI 22784	History of Pāli Literature	Compulsory	4	60	140
	PALI 22794	Pāli for Inter-disciplinary Studies I	Optional	4	60	140
	PALI 22801	Community Service Engagement	Optional	1	15	35
Level 03	PALI 31714	Text-Critical Methods	Compulsory	4	60	140
	PALI 31724	English for Advance Pāli Studies II	Compulsory	4	60	140
	PALI 31734	Theories of Pāli Literary Criticism	Compulsory	4	60	140
	PALI 31744	Pāli Historical Linguistics	Compulsory	4	60	140
	PALI 31754	Pāli for Inter-disciplinary Studies II	Optional	4	60	140
	PSNH 31512	National Heritages and Civic Responsibility	Optional	2	30	70
	PALI 32764	Ethics in the Vinayaṭiṭaka	Compulsory	4	60	140
	PALI 32774	Mindfulness and Mental	Compulsory	4	60	140

		Culture in the Pāli Canon				
	PALI 32784	Buddhist Thought in Pāli Nikāyas	Compulsory	4	60	140
	PALI 32793	Research Methodology	Compulsory	3	45	105
	PSIT 32512	ICT Skills for Education and Professional- Part I	Optional	2	30	70
Level 04	PALI 41714	Teaching Skills	Compulsory	4	60	140
	PALI 41724	Abhidhamma Studies	Compulsory	4	60	140
	PALI 41734	Prescribed Sanskrit and Prākṛit Texts	Compulsory	4	60	140
	PSIT 41532	ICT Skills for Education and Professional- Part II	Optional	2	30	70
	PALI 43744	Internship	Optional	4	400	
	PALI 42754	Buddhism in Schools of Thought	Compulsory	4	60	140
	PALI 42764	Buddhist Method of Logic	Compulsory	4	60	140
	PALI 43776	Dissertation	Compulsory	6	90	210
	PALI 42784	Pāli Canon - Problems of Interpretation	Optional	4	60	140
Total no. of Credits			1 st year 10+90 = 100			
Total no of teaching hours			1500hrs			
Total no of notional hours			3500hrs			

Contribution of course units/modules to the compliance requirement

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

Course Unit/Module:		
Categories of Learning Outcomes	SLQF Requirements¹	Which learning outcomes are achieved³
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;	4
3. Communication	communicate information, ideas, issues and solutions efficiently and effectively;	3
4. Teamwork and Leadership	exercise leadership in the professional environment/work place; and	6, 8, 9, 10
5. Creativity and Problem Solving	critically analyze data, make judgments and propose solutions to problems;	6, 7, 11, 12
6. Managerial and Entrepreneurship	exercise leadership in the professional environment/work place; and	11, 12
7. Information Usage and	demonstrate awareness of the current	15

Management	developments in the area of study;	
8. Networking and Social Skills	undertake further training and develop additional skills;	10
9. Adaptability and Flexibility	engage in independent learning using scholarly reviews and secondary sources of information;	9, 10
10. Attitudes, Values and Professionalism	demonstrate positive attitudes and social responsibility.	5, 13, 14
11. Vision for Life	demonstrate positive attitudes and social responsibility	11
12. Updating Self / Lifelong Learning	exercise initiative, personal responsibility and accountability;	9, 11

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

		Categories of Learning Outcomes											
Programme Learning Outcomes ³		PLO 1, 2	PLO 4	PLO 3	PLO 6, 8, 9, 11	PLO 6, 7, 11, 12	PL O 11, 12	PLO 15	PLO 10	PLO 9, 10	PLO 5, 13, 14	PLO 11	PLO 9, 11
1	2	4											
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
1	PALI 11312												
	PALI 11322												
2	PALI 12332												
	PALI 12342												
3	PALI 21715	L 1	L 6	L 7		L 6					L 7	L 4, 6	
	PALI 21724	L 1, 2	L 7			L 2, 3							
	PALI 21734	L 1, 5	L 8	L 7		L 10					L 8, 9	L 10	L 8
	PALI 21744	L 1	L 8, 9								L 5		
4	PALI 22754	L 1	L 5			L 3					L 2		

	PALI 22764	L 10	L 8, 9									
	PALI 22774	L 1, 2	L 10, 11	L 6, 7, 8		L 10				L 4, 5	L 11	L 8
	PALI 22784	L 6, 7	L 7							L 10	L 10	
	PALI 22794	L 4, 8	L 10	L 5		L 10				L 3		
5	PALI 31714	L 1, 2	L 3			L 4						L 2
	PALI 31724	L 2, 3	L 9	L 9		L 8, 9		L 8		L 5	L 9	
	PALI 31734	L 4	L 1	L 7		L 6				L 3	L 7	
	PALI 31744	L 6, 7	L 14			L 12				L 11		
	PALI 31754	L 2	L 11, 12									
6	PALI 32764	L 2, 3	L 10, 11			L 8				L 11		
	PALI 32774	L 2, 3	L 6			L 3				L 7	L 6, 7	L 6, 7
	PALI 32784	L 2, 5	L 5, 6			L 5				L 5		
	PALI 32793	L 3, 4	L 4			L 1, 4						
7	PALI 41714	L 2, 4, 6	L 9, 10, 14	L 17	L 3, 8, 13	L 14		L 6, 13	L 11, 12	L 10, 14	L 13	
	PALI 41724	L 1, 5	L 6			L 6						
	PALI 41734	L 2, 3	L 11, 12							L 10	L 10	
8	PALI 42754	L 2, 4	L 7							L 7, 8	L 8	
	PALI 42764	L 4, 8	L 12									
	PALI 43776	L 5, 6	L 7, 8			L 8						
	PALI 42784	L 1, 2	L 10, 12	L 11						L 10	L 12	

COURSE SPECIFICATION

Fields of Study: Pāli		
1.	Code of the Course Unit	PALI 21715
2.	Title of the Course Unit	Pāli Tipiṭaka Studies
3.	Number of Credits	5
4.	Type	C
5.	Coordinator of the Course Unit	Most senior lecturer of the relevant course unit
6.	Pre-requisites	Not applicable
7.	Main objective of the course: The objective of this course is to provide students with a comprehensive knowledge of the Theravāda canon.	
8.	Intended Learning Outcomes (ILOs) At the completion of this course, the student will be able to 1) read prescribed Pāli texts and give their meanings correctly in English/Sinhala, 2) analyze the key-terms appearing in the text, 3) explain the grammar of prescribed Pāli excerpts, 4) evaluate critically religious milieu in India at the time of the Buddha, 5) elucidate on basic philosophical principles of early Buddhism, 6) show the validity of Buddhist ethics in the light of prescribed Vinaya texts, and 7) present the Buddhist views in light of scholastic tenets developed within the Theriya branch of Buddhism.	

9.	Contents		Mode of Delivery / Way of Delivery (T/L Materials)	No. of Hrs	ILO No.
	Week	Main themes			
1 st	Dīghanikāya <i>Mahāsamayasutta</i>	<ul style="list-style-type: none"> - Introduction - Prose and verse sections of the discourse - Verses in various metrical forms 	Direct classroom teaching/Online teaching / Blended	5	1—7
2 nd	Dīghanikāya <i>Mahāsamayasutta</i>	<ul style="list-style-type: none"> - Special features of verse sections - Doctrinal significance - Deities found in the discourse and their identity - Discussion of the existing translations 	Direct classroom teaching/Online teaching / Blended	5	1—7
3 rd	Dīghanikāya <i>Mahāsamayasutta</i>	<ul style="list-style-type: none"> - Nature of the exegeses on the deities - <i>Mahāsamayasutta</i> and pericopes - Mahāvihāra perspective of the discourse 	Direct classroom teaching/Online teaching / Blended	5	1—7
4 th	Majjhimanikāya <i>Brahmāyusutta</i>	<ul style="list-style-type: none"> - Significance of the discourse - Buddha and etiquettes - Discussion of the existing translations and related scholarly works 	Direct classroom teaching/Online teaching / Blended	5	1—7
5 th	Majjhimanikāya <i>Brahmāyusutta</i>	<ul style="list-style-type: none"> - Verses and their language in the discourse 	Direct classroom	5	1—7

			- Commentarial glosses	teaching/Online teaching / Blended		
6 th	Majjhimanikāya <i>Brahmāyusutta</i>		- Physical appearance of the Buddha - Doctrinal admonitions - <i>Brahmāyusutta</i> and related discourses	Direct classroom teaching/Online teaching / Blended	5	1—7
7 th	Suttanipāta <i>Uragavagga</i>		- Introduction - Reading the <i>Uragasutta</i> - Study of the archaic terms found in the discourse	Direct classroom teaching/Online teaching / Blended	05	1—7
8 th	Mid Semester Evaluation		Written Examination / Assignment / Individual or Group Presentation / Practical Test		5	1—7
9 th	Suttanipāta <i>Uragavagga</i>		- Study of <i>Dhaniyasutta</i> - <i>Dhaniyasutta</i> and editorial stiches - Study of <i>Khaggavisāṇasutta</i>	Direct classroom teaching / Online teaching / Blended	5	1—7
10 th	Pārājikapāḷi <i>Tatīyapārājika</i>		- Introduction to the section - Study of <i>padabhājanīya</i> - Discussion of special terms found in the section	Direct classroom teaching / Online teaching / Blended	5	1—7
11 th	Pārājikapāḷi <i>Tatīyapārājika</i>		- Study of various methods of killing - Study of <i>padabhājanīya</i> - Differences of the language in <i>padabhājanīya</i>	Direct classroom teaching / Online teaching / Blended	5	1—7
12 th	Pārājikapāḷi <i>Tatīyapārājika</i>		- Exegetical works on the Vinaya - Philosophy related to the	Direct classroom teaching /	5	1—7

			monastic law code - Discussion of the cases found in the particular section	Online teaching / Blended		
13 th	Kathāvatthupparāṇa <i>antarābhavakathā</i>		- Introduction - Reading the chapter with special reference to the existing translations - Study of the arguments produced by both proponent and opponent	Direct classroom teaching / Online teaching / Blended	5	1—7
14 th	Kathāvatthupparāṇa <i>Antarābhavakathā</i>		- Sources of the proponent - Structure of the arguments - Study of related clues found in the first four Nikāyas	Direct classroom teaching / Online teaching / Blended	5	1—7
15 th	Kathāvatthupparāṇa <i>Antarābhavakathā</i>		- Commentator's view - Nature of the strategies followed by the exegetes - Study of Mahāvihāra perspective on <i>antarābhava</i>	Direct classroom teaching / Online teaching / Blended	5	1—7
10.	Number of Notional Hours: 250					
	1. Lecture Hours – 75		3. Self-study and Homework Preparation Hours – 100			
	2. Tutorial / Practical / Presentation Hours – 50		4. Hours for Field Surveys / Factory Visits / Social Activities – 25			
11.	Evaluation and Assessment:					
	In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated <i>Expected soft skills to be evaluated through the continuous assessments:</i>					
	End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated Question Paper:					

12.	<p>Recommended Readings:</p> <ol style="list-style-type: none"> 1. Allon, Mark (1997): <i>Style and function: A study of the dominant stylistic features of the prose portions of Pali canonical sutta texts and their mnemonic function</i>, The International Institute for Buddhist Studies, Tokyo. 2. Bodhi, Rev, (2017): <i>The Suttanipāta: An ancient collection of the Buddha's discourses</i>, by Wisdom, Somerville. 3. Honer, I. B. (transl.), (1957): <i>The Collection of the Middle Length Sayings (Majjhima Nikāya) vol.II</i>, Pāli Text Society, London. 4. Jayatilleke, K. N. (1975): <i>The Message of the Buddha</i>, BPS, Kandy. 5. Kalupahana, D. J. (1976): <i>Buddhist Philosophy: A Historical Analysis</i>, University Press of Hawaii, USA. 6. Pande, G. C. (1995): <i>Studies in the Origin of Buddhism</i>, Motilal Banarsidass, Delhi. 7. Rahula, Walpola (1958): <i>What the Buddha Taught</i>, Gordon Fraser, Paris. 8. Walshe, Maurice (transl.), (1987): <i>The Long Discourses of the Buddha</i>, Boston, Wisdom. 9. Warder, A. K. (1961): <i>Pāli Canon and Its Commentaries</i>, London. 10. Warder, A. K. (1980): <i>Indian Buddhism</i>, Motilal Banarsidass, Delhi. 11. අරියධම්ම නිමි ලේඛවල, (2018): <i>මහාසමයසූත්‍රය හා සමයාන්තර දේව සංකල්පය</i>, ඇස්. ගොඩගේ සහ සහෝදරයෝ, කොළඹ. 12. කථාවන්ථුප්පකරණ II, (2006): බුද්ධජයන්ති ත්‍රිපිටක ග්‍රන්ථමාලා, බෞද්ධ සංස්කෘතික මධ්‍යස්ථානය, දෙහිවල. 13. දීපනිකාය II, (2006): බුද්ධජයන්ති ත්‍රිපිටක ග්‍රන්ථමාලා, බෞද්ධ සංස්කෘතික මධ්‍යස්ථානය, දෙහිවල. 14. භාරාජකපාළි, (2006): බුද්ධජයන්ති ත්‍රිපිටක ග්‍රන්ථමාලා, බෞද්ධ සංස්කෘතික මධ්‍යස්ථානය, දෙහිවල. 15. බුද්ධදත්ත ස්ථවිර, පොල්වත්තේ (1960, 1961): <i>බෞද්ධ දර්ශනය, (කාණ්ඩ 1, 11)</i>, කොළඹ. 16. මජ්ඣිමනිකාය II, (2006): බුද්ධජයන්ති ත්‍රිපිටක ග්‍රන්ථමාලා, බෞද්ධ සංස්කෘතික මධ්‍යස්ථානය, දෙහිවල. 17. සුන්නනිපාන, (2006): බුද්ධජයන්ති ත්‍රිපිටක ග්‍රන්ථමාලා, බෞද්ධ සංස්කෘතික මධ්‍යස්ථානය, දෙහිවල.

Fields of Study: Pāli						
1.	Code of the Course Unit		PALI 21724			
2.	Title of the Course Unit		Pāli Aṭṭhakathā Studies			
3.	Number of Credits		4			
4.	Type		Most senior lecturer of the relevant course unit			
5.	Coordinator of the Course Unit		C			
6.	Pre-requisites		Not applicable			
7.	Main objective of the course: The objective of this course is to provide students with an advanced knowledge of Theravāda exegetical literature.					
8.	Intended Learning Outcomes (ILOs) At the completion of this course, the student will be able to <ol style="list-style-type: none"> 1) introduce Sīhalaṭṭhakathās on which Pāli commentaries are relied, 2) identify traditional expectations maintained within the Mahāvihāra School, 3) explain the objectives of the compilation of Pāli commentaries, 4) describe divergent methods of exposition, 5) analyze the content of prescribed Pāli commentaries, 6) explain the connection between the Canon and the Commentaries and 7) recognize the doctrinal developments appearing in the Commentaries in light of Pāli Canon. 					
9.	Contents			Mode of Delivery / Way of Delivery (T/L Materials)	No. of Hrs	CLO No.
	Week	Main themes	Subthemes			
	1 st	Visuddhimagga: <i>Paṭhavikasiṇaniddesa</i>	- Introduction to the basic instructions in the chapter - Reading of the first	Direct classroom teaching /Online teaching/Blended	4	1—6

			<p>paragraph of the chapter</p> <ul style="list-style-type: none"> - Discussion of the nature of exegeses found in the particular section 			
2 nd	Visuddhimagga: <i>Paṭhavikasiṇaniddesa</i>		<ul style="list-style-type: none"> - Introduction to the section titled <i>ananurūpavihāra</i> - Reading of the second paragraph of the chapter - Discussion of new doctrinal orientations found in the particular section 	Direct classroom teaching /Online teaching/ Blended	4	1—7
3 rd	Visuddhimagga: <i>Paṭhavikasiṇaniddesa</i>		<ul style="list-style-type: none"> - Further discussion of new doctrinal orientations found in the particular section - Examination of the detailed exegeses on <i>ananurūpavihāra</i> 	Direct classroom teaching /Online teaching/ Blended	4	1—7
4 th	Samantapāsādikā: <i>Paṭhamapārājikavaṇṇanā</i>		<ul style="list-style-type: none"> - Introduction to the chapter - Examination of how the author deals with canonical catchwords - Discussion of the commentarial practice of the author 	Direct classroom teaching /Online teaching/ Blended	4	1—7
5 th	Samantapāsādikā: <i>Paṭhamapārājikavaṇṇanā</i>		<ul style="list-style-type: none"> - Further discussion of the commentarial practice of the author - Close study on the relationship between the catchwords and their glosses 	Direct classroom teaching /Online teaching/ Blended	4	1—7
6 th	Samantapāsādikā: <i>Paṭhamapārājikavaṇṇanā</i>		<ul style="list-style-type: none"> - Introduction to the two leading masters of the Vinaya: Mahāsumma and 	Direct classroom teaching /Online teaching/	4	1—7

			Mahāpaduma - Discussion of the difference between <i>samsaggarāga</i> and <i>methunarāga</i>	Blended		
7 th	Sumaṅgalavilāsinī: <i>Satipaṭṭhānasuttavaṅṅanā</i>		- Brief introduction to the commentary on the discourse - Discussion of the style and the sources of the author	Direct classroom teaching /Online teaching/ Blended	4	1—7
8 th	Mid Semester Evaluation		Written Examination / Assignment / Individual or Group Presentation / Practical Test		4	1—7
9 th	Sumaṅgalavilāsinī: <i>Satipaṭṭhānasuttavaṅṅanā</i>		- Examination of key-terms and their divergent interpretations - Study of how the commentator legitimizes his arguments	Direct classroom teaching /Online teaching/ Blended	4	1—7
10 th	Sumaṅgalavilāsinī: <i>Satipaṭṭhānasuttavaṅṅanā</i>		- Introduction to the exegeses on <i>anupassanās</i> - Examination of special exegetical strategies adopted by the commentator - Discussion of doctrinal orientations found in this section	Direct classroom teaching /Online teaching/ Blended	4	1—7
11 th	Sāratthappakāsinī: <i>Devaputtasamyuttavaṅṅanā</i> (pp. 103-128, PTS)		- Brief introduction to the chapter - Reading the exegesis on the key <i>suttas</i> - Discussion of the commentarial practice of the author	Direct classroom teaching /Online teaching/ Blended	4	1—7
12 th	Sāratthappakāsinī: <i>Devaputtasamyuttavaṅṅanā</i>		- Introduction to the commentary to the	Direct classroom teaching /Online	4	1—7

	(pp. 103-128, PTS)	<i>Anāthapiṇḍikavagga</i> - Evaluation of the doctrinal significance of the section - Discussion of philological aspects of the section	teaching/ Blended		
13th	Sāratthapakāsinī: <i>Devaputtasamyuttavaṇṇanā</i> (pp. 103-128, PTS)	- Introduction to the exegesis on the <i>Susīmasutta</i> - Discussion of how the author classifies the people with divergent degrees of wisdom	Direct classroom teaching /Online teaching/ Blended	4	1—7
14th	Sammohavinodanī: <i>Abhidhammabhājanīya-vaṇṇanā</i> (pp. 51-54, PTS)	- Examination of the exegesis on the phrase <i>asankhatadhātu</i> - Study of how the commentator records the opponent's view - Mahāvihāra perspective on <i>nibbāna</i>	Direct classroom teaching /Online teaching/ Blended	4	1—7
15th	Sammohavinodanī: <i>Abhidhammabhājanīya-vaṇṇanā</i> (pp. 51-54, PTS)	- New doctrinal tenets relating to <i>nibbāna</i> - <i>Nibbāna</i> through the lens of the opponent and - <i>Nibbāna</i> , canon and Mahāvihāra perspective	Direct classroom teaching /Online teaching/ Blended	4	1—7
10.	Number of Notional Hours: 200				
	1. Lecture Hours – 60		3. Self-study and Homework Preparation Hours – 80		
	2. Tutorial / Practical / Presentation Hours – 40		4. Hours for Field Surveys / Factory Visits / Social Activities – 20		
11.	Evaluation and Assessment:				
	In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated				

	<p>Expected soft skills to be evaluated through the continuous assessments:</p> <p>End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated</p> <p>Question Paper:</p>
12.	<p>Recommended Readings:</p> <ol style="list-style-type: none"> 1. Caroline, A. F; Davids, Rhys (transl. & edi.) (1921): <i>Visuddhimagga</i>, Pāli text Society, London, 2. Endo, Thochiichi (2013): <i>Studies in Pāli Commentarial Literature: Sources, Controversies and Insights</i>, Centre of Buddhist Studies, The University of Hong Kong, Hong Kong. 3. Goonesekere, L. R. (2008): <i>Buddhist Commentarial Literature</i>, Buddhist Publication Society, Kandy, Sri Lanka. 4. Takakusu, <i>Samantapasadika Vol. I</i>, (1924): Pāli text Society, 5. <i>The Sumangalavilasini II</i>, (1931): Pāli text Society, 6. Tin, Pe Maung (transl.); Davids, Rhys (edi.), (1958): <i>The expositor (atthasālinī)</i>, Pāli text Society, 7. <i>Visuddhimagga of Buddhaghosacariya</i>, (1950): Harvard Oriental Series Vol.41. 8. Woodward, F. L. (1977): <i>Sāratthappakāsinī Vol I</i>, Pāli Text Society, London. 9. අත්පාලිනී නාම ධම්මසඛිතණිප්පකරණවිධිකථා, (2006): හේවාචිතාරණ මුද්‍රණය, ත්‍රිපිටක මුද්‍රණාලය, කොළඹ 10. 10. අබේනායක, ඔලිවර් (2009): <i>බෞද්ධ අධ්‍යයන විමර්ශන</i>, විජේසූරිය ග්‍රන්ථ කේන්ද්‍රය, බොරැල්ල. 11. ගමගේ, අරුණ කේ. (2013): <i>ඵලවාදී බෞද්ධ දර්ශනය: ධර්මවාද පරීක්ෂා</i>, ඇස්. ගොඩගේ සහ සහෝදරයෝ, කොළඹ. 12. ගමගේ, අරුණ කේ. (2014): <i>ඵලවාදී අර්ථකථන සිද්ධාන්ත</i>, ඇස්. ගොඩගේ සහ සහෝදරයෝ, කොළඹ. 13. තිලකරත්න, අසංග (1999): <i>අභිධර්ම අධ්‍යයන</i>, කරුණාරත්න සහ පුත්‍රයෝ, කොළඹ. 14. ධර්මවංශ, මාතර ශ්‍රී (පරි.), (1957): <i>සිංහල විඤ්ඤාධර්මය</i>, මාතර. 15. නිවන් මග, (2008): <i>බුදුන් වහන්සේගේ දේශනා හා අටුවා</i>, රජයේ මුද්‍රණාලය, බොරැල්ල. 16. පියතිස්ස හිමි, විදුරුපොල (සංස්.), (1924): <i>සංයුත්තනිකායවිධිකථා I</i>, හේවාචිතාරණ මුද්‍රණය, කොළඹ. 17. පියරත්න හිමි, වැගම (1990): <i>පාලි අවිධිකථාවන්හි පිළිබිඹු වන ව්‍යාකරණ සම්ප්‍රදාය</i>, සංඛ මුද්‍රණ ශිල්පියෝ, මරදාන. 18. බුද්ධදත්ත හිමි, පමුණුවේ (සංස්.), (2006): <i>විඤ්ඤාධර්මය</i>, තෙවන මුද්‍රණය, හේවාචිතාරණ මුද්‍රණය, ත්‍රිපිටක මුද්‍රණාලය, කොළඹ. 19. <i>සමන්තපාසාදිකා නාම විනයවිධිකථා I</i>, (2014): හේවාචිතාරණ මුද්‍රණය, එස් ඇන්ඩ් එස් ප්‍රින්ටර්ස්, කොළඹ 10. 20. <i>සාරත්ප්පකාසිනී නාම සංයුත්තනිකායවිධිකථා I, II, III</i> (2007, 2008, 2008): හේවාචිතාරණ මුද්‍රණය, ත්‍රිපිටක මුද්‍රණාලය, කොළඹ 10. 21. සිරි රේවත හිමි, බෝරැගමුවේ (සංස්.), (1925): <i>සුමංගලවිලාසිනී II</i>, හේවාචිතාරණ මුද්‍රණය, ත්‍රිපිටක මුද්‍රණාලය,

	කොළඹ.
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Fields of Study: Pāli		
1.	Code of the Course Unit	PALI 21734
2.	Title of the Course Unit	English for Advanced Pāli Studies
3.	Number of Credits	4
4.	Type	C
5.	Coordinator of the Course Unit	Most senior lecturer of the course unit
6.	Pre-requisites	Not applicable
7.	Main objective of the course:	The main objective of this course is to provide an adequate knowledge of English necessary for advanced Pāli studies and empower the student with enhanced skills of cross-cultural communication.
8.	Intended Learning Outcomes (ILOs)	<p>At the completion of this course the students will be able to</p> <ol style="list-style-type: none"> 1) explain basic components of Pāli grammar in English, 2) show the use of the English technical terms related to Pāli and Buddhist Studies, 3) translate complex Pāli sentences into English and vice versa, 4) read and evaluate passages of English translations of the Pāli classics, 5) clarify in English, the fundamental Buddhist concepts recorded in primary Pāli sources, 6) discuss the controversial points reflected in the English translations of Pāli classics, 7) communicate Buddhist teachings in English, 8) conduct Buddhist sermons in English, 9) demonstrate how to utilize modern technological knowhow for Buddhist studies and communication and 10) create effective and productive tool for Dhamma communication.

9.	Contents		Mode of Delivery / Way of Delivery (T/L Materials)	No. of Hrs	ILO No.
	Week	Main themes			
1 st	Introduction and scope of study	<ul style="list-style-type: none"> - Introduction - Purpose of study - Scope of study - Recommended readings and sources 	Direct classroom teaching / Online teaching / blended	4	1—3
2 nd	Pāli grammatical terminology with English equivalents	<ul style="list-style-type: none"> - Pāli grammatical terminology with English equivalents - Part I - Pāli grammatical terminology with English equivalents- Part II 	Direct classroom teaching / online teaching / blended	4	1—3
3 rd	Pāli (Buddhist) technical terms and lexicons	<ul style="list-style-type: none"> - Pāli (Buddhist) technical terms and their English equivalents - Pāli lexicons: classical, old and new 	Direct classroom teaching / online teaching / blended	4	1—3
4 th	Basic components of Pāli grammar	<ul style="list-style-type: none"> - Introduction to Pāli Grammar in English I - Introduction to Pāli Grammar in English II 	Direct classroom teaching / online teaching / blended	4	1—3
5 th	Study of Pāli classics with English translation - 1	<ul style="list-style-type: none"> - Analytical reading of selected paragraphs of Pāli classics with English translations - Selected paragraph I - Selected paragraph II 	Direct classroom teaching / online teaching / blended	4	4—6
6 th	Study of Pāli classics with	<ul style="list-style-type: none"> - Selected paragraph III 	Direct classroom	4	5,6

	English translation – 2	- Selected paragraph IV	teaching / online teaching / blended		
7 th	Controversial points in the English translations	- Pāli <i>sutta</i> translations - Pāli (Buddhist) technical terms etc.	Direct classroom teaching / online teaching / blended	4	4—6
8 th	Mid Semester Evaluation	Written Examination / Assignment / Individual or Group Presentation / Practical Test		4	1—10
9 th	Comprehension of academic works in English - 1	- Study of selected passage I and discussion - Study of selected passage II and discussion	Direct classroom teaching / online teaching / blended	4	4—6
10 th	Comprehension of academic works in English - 2	- Study of selected passage III and discussion - Study of selected passage IV and discussion	Direct classroom teaching / online teaching / blended	4	4—6
11 th	Comprehension of academic works in English - 3	- Study of selected passage VI and discussion - Study of selected passage VII and discussion	Direct classroom teaching / online teaching / blended	4	4—6
12 th	Communicate Buddhist teachings in English	- Oral presentations on Buddhist themes - Practice of writing on Buddhist themes	Direct classroom teaching / online teaching / blended	4	7, 8
13 th	Buddhist sermons in English - 1	- Training Buddhist sermons in English I - Training Buddhist sermons in English II	Direct classroom teaching / online teaching / blended	4	7, 8
14 th	Buddhist sermons in English - 2	- Training Buddhist sermons in English III - Training Buddhist sermons in	Direct classroom teaching / online teaching /	4	7, 8

			English IV	blended		
	15 th	e-sources for advanced Pāli and Buddhist studies	- Modern knowhow and technology for Buddhist studies - e-sources for advanced Buddhist studies	Direct classroom teaching / online teaching / blended	4	9, 10
10.	Number of Notional Hours: 200					
	1. Lecture Hours – 60		3. Self-study and Homework Preparation Hours – 60			
	2. Tutorial / Practical / Presentation Hours – 40		4. Hours for Field Surveys / Factory Visits / Social Activities – 40			
11.	Evaluation and Assessment:					
	In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated <i>Expected soft skills to be evaluated through the continuous assessments:</i>					
	End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated Question Paper:					
12.	Recommended Readings:					
	<ol style="list-style-type: none"> 1. Anurddha thero, Kakkapalliye (2004): <i>A Dictionary of Pāli idioms</i>, Chi Lin Nunnery, Taiwan. 2. Bodhi, Bhikkhu (ed.) (1986): <i>The Vision of Dhamma</i>: Buddhist writings of Nyanaponika Thero, Buddhist Publication society Kandy. 3. Buddhadatta, A. P. (...): <i>Aids to Pāli Conversation and Translation</i>, The Colombo Apothecaries, Co., LTD. 4. Buddhadatta, A. P. (1997-2014): <i>The New Pāli Course - Parts I, II & III</i>, Buddhist Cultural Centre, Dehiwala. 5. Dhammananda Thero, Kirinde, (1993): <i>What Buddhists Believe</i>, The Corporate body of the Buddha Educational Foundation, Taiwan. 6. Gnanarama, Pategama (2000): <i>Essentials of Buddhism</i>, Singapore. 7. Gunaratana, H. (1991): <i>Mindfulness in Plain English</i>, Wisdom Publication, California. 8. Jayatilleke, K. N. (1975): <i>The Message of the Buddha</i>, BPS, Kandy. 9. Karunadasa, Y. (2015): <i>The Middle Position in Theory and Practise</i>, Buddhist Publication Society, Kandy. 10. Nanayakkara, Sanath, (2013): <i>Theravda Buddhism</i>, Sarasavi Publishers, Nugegoda. 11. Nyanaponika Thero (1975): <i>Kamma and its Fruit</i>, selected essays, Buddhist Publication Society, Kandy. 12. Nyanatusita, Bhikkhu (2013): <i>The Bodhisatta Ideal</i>, Buddhist Publication Society, Kandy. 13. Piyadassi Thero (1974): <i>The Buddha's ancient Path</i>, The Corporate body of the Buddha Educational Foundation, Taiwan. 14. Rahula, Walpola (1958): <i>What the Buddha Taught</i>, Gordon Fraser, Paris. 					

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Fields of Study: Pāli		
1.	Code of the Course Unit	PALI 21744
2.	Title of the Course Unit	Prose Composition and Translation methods
3.	Number of Credits	4
4.	Type	Most senior lecturer of the relevant course unit
5.	Coordinator of the Course Unit	C
6.	Pre-requisites	Not applicable
7.	Main objective of the course:	
	The objective of this course is to provide a comprehensive knowledge of translating unspecified passages and stanzas representing different stages and sections of Pāli literature which depict multiplicity in subject matter and language style and; to write compositions in Pāli on given themes.	
8.	Intended Learning Outcomes (ILOs)	
	At the completion of this course unit students will be able to	
	<ol style="list-style-type: none"> 1) analyze the grammar of selected Pāli texts, 2) write Pāli compositions on given themes, 3) show different stages of Pāli literature and their literary styles, 4) identify the language patterns and syntax of wide-ranging unspecified texts of Pāli literature, 5) elucidate on idiomatic expressions reflected in Pāli classics, 6) explain the methods of translation, 7) identify the issues related to translation, 8) evaluate critically the content of translated passages, 9) translate given Pāli excerpts into English/Sinhala and 10) summarize the meaning of Pāli passages in English/Sinhala. 	

9.	Contents		Mode of Delivery / Way of Delivery (T/L Materials)	No. of Hrs	ILO No.
	Week	Main themes			
1 st	Sentence patterns and syntax of wide ranging Pāli texts	<ul style="list-style-type: none"> - Sentence patterns - Syntax - Grammar - Translation of prose passage 	Direct classroom teaching / Online teaching / Blended	4	4,8,9
2 nd	Literary styles of Pāli literature	<ul style="list-style-type: none"> - Different types of Pāli writings - Translation of prose passage 	Direct classroom teaching / Online teaching / Blended	4	3,8,9
3 rd	Pāli idiomatic expressions	<ul style="list-style-type: none"> - Introduction to idioms - Special characteristics of Pāli idioms - Translation of prose passage 	Direct classroom teaching / Online teaching / Blended	4	5,8,9
4 th	Introduction to translation methods	<ul style="list-style-type: none"> - Types of translations - Various methods of translations - Translation of prose passage 	Direct classroom teaching / Online teaching / Blended	4	6,8,9
5 th	Issues related to translations	<ul style="list-style-type: none"> - Issues related to translations of Pāli excerpts into English / Sinhala 	Direct classroom teaching / Online teaching / Blended	4	7,8,9

			<ul style="list-style-type: none"> - Issues related to translations of English / Sinhala passages into Pāli - Translation of verse passage 		
6 th	Practice of grammatical translation of Pāli verses or prose passages into English / Sinhala	<ul style="list-style-type: none"> - Translating selected excerpts grammatically - Content and Literary value of selected Pāli excerpts - Analyze the grammar of the excerpt 	Direct classroom teaching / Online teaching / Blended	4	1,8,9
7 th	Practice of grammatical translation of Pāli verses or prose passages into English / Sinhala	<ul style="list-style-type: none"> - Translating selected excerpts grammatically - Content and Literary value of selected Pāli excerpt - Analyze the grammar of the excerpt 	Direct classroom teaching / Online teaching / Blended	4	1,8,9
8 th	Mid Semester Evaluation	Written Examination / Assignment / Individual or Group Presentation / Practical Test		4	1—10
9 th	Practice of grammatical translation of Pāli verses or prose passages into English / Sinhala	<ul style="list-style-type: none"> - Translating selected excerpts grammatically - Content and Literary value of selected Pāli excerpts - Analyze the grammar of the excerpts 	Direct classroom teaching / Online teaching / Blended	4	1,8,9
10 th	Pāli compositions with emphasis on grammar	<ul style="list-style-type: none"> - Introduction to Composition - How to write Pāli compositions grammatically 	Direct classroom teaching / Online teaching / Blended	4	2

			<ul style="list-style-type: none"> - Writing a Pāli composition - review and discussion 			
	11th	Pāli compositions with emphasis on idioms	<ul style="list-style-type: none"> - write a composition in Pāli on given theme with idioms - review and discussion 	Direct classroom teaching / Online teaching / Blended	4	2
	12th	Pāli compositions with emphasis on poetic expressions	<ul style="list-style-type: none"> - write a composition in Pāli on given theme with poetic expressions - review and discussion 	Direct classroom teaching / Online teaching / Blended	4	2
	13th	Pāli compositions with complex sentences	<ul style="list-style-type: none"> - write a composition in Pāli on given theme with complex sentences - review and discussion 	Direct classroom teaching / Online teaching / Blended	4	2
	14th	Pāli compositions with emphasis on summarization	<ul style="list-style-type: none"> - Introduction to summarization - Methods of summarizing - write a composition in Pāli on given theme - review and discussion 	Direct classroom teaching / Online teaching / Blended	4	2, 10
	15th	Pāli compositions employing canonical phrases	<ul style="list-style-type: none"> - write a composition employing canonical phrases - review and discussion 	Direct classroom teaching / Online teaching / Blended	4	2
10.	Number of Notional Hours: 200					
	1. Lecture Hours – 60		3. Self-study and Homework Preparation Hours – 80			
	2. Tutorial / Practical / Presentation Hours – 40		4. Hours for Field Surveys / Factory Visits / Social Activities – 20			

11.	<p>Evaluation and Assessment:</p> <hr/> <p>In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated <i>Expected soft skills to be evaluated through the continuous assessments:</i></p> <hr/> <p>End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated Question Paper:</p>
12.	<p>Recommended Readings:</p> <ol style="list-style-type: none"> 1. Ananda Maitreya Thero, B. (1992): <i>Pāli Made Easy</i>, Shizuoka, Japan. 2. Buddhadatta Thero, A. P. (1985): <i>New Pāli Course I, II, III</i>, Buddhist Cultural Centre, Colombo. 3. Geiger, W. (1968): <i>Pāli Literature & Language</i>, Motilal Banarsidass, Delhi. 4. Warder, A. K. (1963): <i>Introduction to Pāli</i>, PTS, London. 5. බුද්ධදත්ත භිමි, පොල්වත්තේ (1962): <i>පාලි ගද්‍ය රචනය</i>, කොළඹ. 6. වික්‍රමසේකර, ඩබ්. එස්. (1965): <i>පාලි පාඨසකිතනො</i>, ඇම්. ඩී. ගුණසේන සහ සමාගම, කොළඹ. 7. සිරි සම්බෝධි ස්ථවිර, පැණිහෙල (1967): <i>පාලි භාෂාව හා රචනය</i>, සමයවර්ධන, කොළඹ.

Fields of Study: Pāli						
1.	Code of the Course Unit		PALI 22754			
2.	Title of the Course Unit		Post-commentarial Pāli Texts			
3.	Number of Credits		4			
4.	Type		Most senior lecturer of the relevant course unit			
5.	Coordinator of the Course Unit		C			
6.	Pre-requisites		Not applicable			
7.	Main objective of the course: The objective of this course is to provide a comprehensive knowledge of Post-commentarial Pāli Texts.					
8.	Intended Learning Outcomes (ILOs) At the completion of this course unit the students will be able to 1) introduce the post-commentarial Pāli texts, 2) describe the historical background of texts composed after commentaries, 3) read prescribed post-commentarial Pāli texts and give their meanings correctly in English/Sinhala, 4) analyze the content of post-commentarial Pāli texts and 5) illustrate the literary, social, cultural and historical values of post-commentarial Pāli texts.					
9.	Contents			Mode of Delivery / Way of Delivery (T/L Materials)	No. of Hrs	ILO No.
	Week	Main themes	Subthemes			
	1 st	Introduction to post-commentarial Pāli texts	- Historical background of texts - Authors and purpose of	Direct classroom teaching / Online teaching /	4	1,3

		<ul style="list-style-type: none"> compilation - Significance of post-commentarial Pāli texts 	Blended		
2 nd	Hatthavanaga-llavihāravamsa	<ul style="list-style-type: none"> - Introduction - Reading - I - Analysis of the content - Divergent values 	Direct classroom teaching / Online teaching / Blended	4	3—5
3 rd	Hatthavanaga-llavihāravamsa	<ul style="list-style-type: none"> - Reading - II - Analysis of the content - Divergent values 	Direct classroom teaching / Online teaching / Blended	4	3—5
4 th	Hatthavanaga-llavihāravamsa	<ul style="list-style-type: none"> - Reading - III - Analysis of the content - Divergent values 	Direct classroom teaching / Online teaching / Blended	4	3—5
5 th	Mahā-Kassapa-caritaṃ	<ul style="list-style-type: none"> - Introduction - Reading - I - Analysis of the content - Divergent values 	Direct classroom teaching / Online teaching / Blended	4	3—5
6 th	Mahā-Kassapa-caritaṃ	<ul style="list-style-type: none"> - Reading - II - Analysis of the content - Divergent values 	Direct classroom teaching / Online teaching / Blended	4	3—5
7 th	Mahā-Kassapa-caritaṃ	<ul style="list-style-type: none"> - Reading - III 	Direct classroom teaching / Online	4	3—5

		<ul style="list-style-type: none"> - Analysis of the content - Divergent values 	teaching / Blended		
8th	Mid Semester Evaluation	Written Examination / Assignment / Individual or Group Presentation / Practical Test		4	1—5
9th	Mahākassapa-caritaṃ	<ul style="list-style-type: none"> - Reading - IV - Analysis of the content - Divergent values 	Direct classroom teaching / Online teaching / Blended	4	3—5
10th	Bhesajjamañjūsā	<ul style="list-style-type: none"> - Introduction - Reading - I - Analysis of the content - Utility as a treatise on medicine 	Direct classroom teaching / Online teaching / Blended	4	3—5
11th	Bhesajjamañjūsā	<ul style="list-style-type: none"> - Reading - II - Analysis of the content - Analysis of technical terms on medicine - Magic medicine and rituals connected with medical practice 	Direct classroom teaching / Online teaching / Blended	4	3—5
12th	Bhesajjamañjūsā	<ul style="list-style-type: none"> - Reading - III - Analysis of the content - Study of omens 	Direct classroom teaching / Online teaching / Blended	4	3—5
13th	Pajjamadhū	<ul style="list-style-type: none"> - Introduction 	Direct classroom teaching / Online	4	3—5

			<ul style="list-style-type: none"> - Reading - I - Analysis of the content - Metrical forms and literary devices 	teaching / Blended		
	14 th	Pajjamadhū	<ul style="list-style-type: none"> - Reading - II - Analysis of the content - Metrical forms and literary devices - Importance as a poem of eulogy 	Direct classroom teaching / Online teaching / Blended	4	3—5
	15 th	Pajjamadhū	<ul style="list-style-type: none"> - Reading - III - Analysis of the content - Syntactic analysis 	Direct classroom teaching / Online teaching / Blended	4	3—5
10.	Number of Notional Hours: 200					
	1. Lecture Hours – 60		3. Self-study and Homework Preparation Hours – 60			
	2. Tutorial / Practical / Presentation Hours – 40		4. Hours for Field Surveys / Factory Visits / Social Activities – 40			
11.	Evaluation and Assessment:					
	In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated <i>Expected soft skills to be evaluated through the continuous assessments:</i>					
	End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated Question Paper:					
12.	Recommended Readings:					
	1. Akira, Hirakava (1993): <i>History of Indian Buddhism</i> , Motilal Banarsidass, Delhi.					

	<ol style="list-style-type: none"> 2. Gangadhar Koparkar, Dattatreya (1953): <i>Pajjamadhu</i>, Ahmednagar college publication, Delhi. 3. Liyanaratne, Jinadasa (1996): <i>Bhesajjamañjūsā</i>, Pāli Text Society, Oxford. 4. Liyanaratne, Jinadasa (2009): <i>Bhesajjamañjūsā Vol.II</i>, Pāli Text Society, Oxford. 5. Malalasekera, G. P. (1994): <i>The Pāli Literature of Ceylon</i>, BPS, Kandy. 6. Piyatissa thero, Vidurupola (1934): <i>Mahākassapacaritaṃ</i>, Chandana offset printers, Galagedara. 7. අබේනායක, ඔලිවර් (2009): <i>පාලි අධ්‍යයන විමර්ශන</i>, විජේසූරිය ග්‍රන්ථ කේන්ද්‍රය, බොරැල්ල. 8. කුලතිලක, කේ. ඩී. (1962): <i>හෙසජ්ජමාඤ්ඤසා</i>, මොඩර්න්, නුගේගොඩ. 9. ධම්මරතන හිමි, උතුරාවල (1982): <i>හස්වනගල්ලවිහාරවංසො</i>, සමයවර්ධන. 10. බුද්ධදත්ත හිමි, පොල්වත්තේ (2002): <i>පාලි සාහිත්‍යය</i>, රත්න පොත් ප්‍රකාශකයෝ, කොළඹ. 11. පියතිස්ස හිමි, විදුරුපොල (1924): <i>මහාකස්සපචරිතං</i>, වන්දන මුද්‍රණාලය, ගලගෙදර. 12. සිරි සංඝතිස්ස හිමි, හක්මන (1941): <i>පජ්ජමධු</i>, මහාජන මතය මුද්‍රණාලය, මාරාවිල.
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Fields of Study: Pāli		
1.	Code of the Course Unit	PALI 22764
2.	Title of the Course Unit	Pāli Grammar and Verse Composition
3.	Number of Credits	4
4.	Type	C
5.	Coordinator of the Course Unit	Most senior lecturer of the course unit
6.	Pre-requisites	Not applicable
7.	Main objective of the course:	The objective of this course is to provide adequate knowledge of Pāli grammar in order to improve the comprehension and writing skills of students, thereby enabling them to compose Pāli verses.
8.	Intended Learning Outcomes (ILOs)	<p>At the completion of this course the students will be able to</p> <ol style="list-style-type: none"> 1) show the schools of Pāli grammar and their distinctive teachings, 2) identify the various classifications on categories of Pāli grammar, 3) describe Pāli grammar in the light of traditional grammars and modern studies, 4) explain basic components of Pāli grammar with examples, 5) clarify the influence of Pāli Tipiṭaka on Pāli grammar, 6) elaborate the Sanskrit influence on Pāli grammar, 7) explain metre and prosody of Pāli verses, 8) evaluate ideas and concepts in classical Pāli verses, 9) comment on different styles of verses in Pāli and 10) compose Pāli verses on given themes following the principles of prosody.

9.	Contents		Mode of Delivery / Way of Delivery (T/L Materials)	No. of Hrs	ILO No.
	Week	Main themes			
1 st	Schools of Pāli grammar and their distinctive features	<ul style="list-style-type: none"> - Nature of grammar in commentarial period - Historical background of grammar traditions - Divisions of grammar traditions 	Direct classroom teaching / online teaching / blended	4	1—5
2 nd	Various classifications on components of Pāli grammar	<ul style="list-style-type: none"> - Traditional differences 	Direct classroom teaching / online teaching / blended	4	3, 4
3 rd	Nouns	<ul style="list-style-type: none"> - What is a noun - Classifications - Declining 	Direct classroom teaching / online teaching / blended	4	2—4
4 th	Verbs	<ul style="list-style-type: none"> - Introduction - Verbal cases - Conjugation 	Direct classroom teaching / online teaching / blended	4	2—4
5 th	Euphonic combinations	<ul style="list-style-type: none"> - Introduction - Types of combinations - Benefits 	Direct classroom teaching / online teaching / blended	4	2—6
6 th	Compounds	<ul style="list-style-type: none"> - Introduction - Classification of compounds - Usage - Benefits 	Direct classroom teaching / online teaching / blended	4	2—6
7 th	Cases	<ul style="list-style-type: none"> - Introduction - Divisions 	Direct classroom teaching / online teaching / blended	4	2—6

		- Usage			
8th	Mid Semester Evaluation	Written Examination / Assignment / Individual or Group Presentation / Practical Test	4	1—10	
9th	Secondary derivatives	- Introduction - Classifications - Benefits	Direct classroom teaching / online teaching / blended	4	2—6
10th	Primary derivatives	- Introduction - Classifications - Benefits	Direct classroom teaching / online teaching / blended	4	2—6
11th	Syntax and indeclinable particles	- Introduction - Classifications - <i>Upasagga</i> - <i>Nipāta</i>	Direct classroom teaching / online teaching / blended	4	2—6
12th	Different interpretations of Pāli scholars in the recent past	- Alphabet - Combinations - Nouns - Indeclinable particles - Compounds - Syntax - Secondary derivatives - Primary derivatives - Verbs	Direct classroom teaching / online teaching / blended	4	1—6
13th	Diverse sentence patterns	- Identification of sentence patterns - Influence of Sanskrit	Direct classroom teaching / online teaching / blended	4	3—6

			- Influence of the <i>Tipiṭaka</i> - Regional differences			
	14th	Basic principles of Pāli versification and poetic embellishments	- Prosody - Symbolic features - Eight groups - Metres - Adornments	Direct classroom teaching / online teaching / blended	4	7— 10
	15	Composition of Pāli verses	- Composition of Pāli verses on given themes	Direct classroom teaching / online teaching / blended	4	10
10.	Number of Notional Hours: 200					
	1. Lecture Hours – 60		3. Self-study and Homework Preparation Hours – 60			
	2. Tutorial / Practical / Presentation Hours – 40		4. Hours for Field Surveys / Factory Visits / Social Activities – 40			
11.	Evaluation and Assessment:					
	In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated <i>Expected soft skills to be evaluated through the continuous assessments:</i>					
	End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated Question Paper:					
12.	Recommended Readings:					
	<ol style="list-style-type: none"> 1. Bodhiprasiddhinand, Pathompong (2016): <i>Word Order in Early Pāli Prose Texts</i>, Nāṇasaṃvara Centre for Buddhist Studies, Nakhornpathom, Thailand. 2. Bomhard, Allan R. (2012): <i>An Introductory Grammar of the Pāli Language</i>, Charleston, South Carolina, USA. 3. Cloguh, Benjamin (1824): <i>Compendious Pāli Grammar, with a Copious Vocabulary</i>, Wesleyan Mission Press, Colombo. 4. Geiger, W. (1968): <i>Pāli Literature & Language</i>, Delhi. 					

	<ol style="list-style-type: none"> 5. Johansson, Rune E. A. (1981): <i>Pāli Buddhist Texts: An Introductory Reader and Grammar</i>, Cruzon Press, London and Malmö. 6. Tible, H. H. (1899): <i>Pāli Grammar</i>, American Baptist Mission Press, Rangoon. 7. Warder, A. K. (1963): <i>Introduction to Pāli</i>, PTS, London. 8. Wijesekera de A, O. H. (1993): <i>Syntax in the Cases of the Pāli Nikayas</i>, The Postgraduate Institute of Pāli and Buddhist Studies, Sri Lanka. 9. ධම්මානන්ද හිමි, මකුරුප්පේ (2016): <i>විමර්ශනාත්මක පාලි ව්‍යාකරණය I, II</i>, ත්‍රිපිටක අධ්‍යයන ආයතනය, දළුගම. 10. බුද්ධදත්ත හිමි, පොල්වත්තේ (1962): <i>පාලි ගද්‍ය පද්‍ය රචනා</i>, අනුල මුද්‍රණාලය, කොළඹ 10. 11. සිරිනිවාස හිමි, මයිලෑවේ (1966): <i>පාලි ව්‍යාකරණ විවරණය</i>, අනුල මුද්‍රණාලය, කොළඹ 10. 12. සිරි සම්බෝධි හිමි, පැණිහෙල (1999): <i>පාලි භාෂාව හා රචනය</i>, සමයවර්ධන මුද්‍රණාලය, කොළඹ.
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Fields of Study: Pāli		
1.	Code of the Course Unit	PALI 22774
2.	Title of the Course Unit	Dhamma Communication Skills
3.	Number of Credits	4
4.	Type	C
5.	Coordinator of the Course Unit	Most senior lecturer of the course unit
6.	Pre-requisites	Not applicable
7.	Main objective of the course:	
	The main objective of this course is to prepare students to preach/present/disseminate the teachings of the Buddha successfully using different canonical, traditional, and modern methods of communication.	
8.	Intended Learning Outcomes (ILOs)	
	At the completion of this course the student will be able to	
	<ol style="list-style-type: none"> 1) introduce with reference to the canonical scriptures the preaching methods of the Buddha and the disciples, 2) explain with reference the Pāli commentators' descriptions on canonical methods of disseminating Dhamma, 3) discuss the development of Sri Lankan traditional methods of preaching, 4) elucidate the Buddhist preaching/presentation methods outside Sri Lanka, 5) clarify the importance of ethics and language in the Dhamma communication, 6) describe distinctive ways of preaching of outstanding speakers, 7) select themes and contents matching to multi-events, 8) practice Dhamma communication methods using printed media, 9) demonstrate how to use audio and video systems to communicate Dhamma effectively, 10) create innovative ideas employable for effective Dhamma communication and 11) show how to make a presentation to a multi-lingual and multi-cultural society. 	

9.	Contents		Mode of Delivery / Way of Delivery (T/L Materials)	No. of Hrs	ILO No.
	Week	Main themes			
1 st	Mass communication, its past and present	<ul style="list-style-type: none"> - Introduction to mass communication, - Past and present of mass communication. 	Direct classroom teaching /Online teaching / Blended	4	1, 3
2 nd	Canonical preaching methods of the Buddha and his contemporary disciples	<ul style="list-style-type: none"> - Gradual sayings, - Sixfold Buddha's preaching methods such as <i>desanā</i>, <i>paññapanā</i>... - Fourfold ways of commencing sermons such as <i>attajjhāsaya</i>... - Employment of stories and similes in preaching 	Direct classroom teaching /Online teaching / Blended	4	1, 2
3 rd	Pāli commentators' descriptions on canonical methods of disseminating Dhamma	<ul style="list-style-type: none"> - Sources study I <ul style="list-style-type: none"> a) <i>Saccavibhaṅgasutta</i> (MN) b) <i>Brahmajālasutta</i> (DN) c) <i>Rahulovādasutta</i> (MN) - Sources for reference II <ul style="list-style-type: none"> a) <i>Sussūsasutta</i> (AN) b) <i>Dhammakathikasutta</i> (AN) c) <i>Abhayarājasutta</i> (MN) 	Direct classroom teaching /Online teaching / Blended	4	2
4 th	Origin of Sri Lankan tradition of preaching	<ul style="list-style-type: none"> - Arahath Mahinda's preaching methods in Sri Lanka - Views of the Mahāvihāra and Abhayagiri fraternities on preaching - Preaching in the medieval period and thenceforth 	Direct classroom teaching /Online teaching / Blended	4	3, 4
5 th	Buddhist preaching and presentation methods outside Sri	<ul style="list-style-type: none"> - Preaching in Mahayana tradition 	Direct classroom teaching /Online teaching /	4	4

	lanka	<ul style="list-style-type: none"> - Preaching in Western countries - Preaching in the Middle-East And how to present Buddhism to non- Buddhist communities 	Blended		
6 th	The significance of language or the medium of presentation in the Dhamma communication	<ul style="list-style-type: none"> - Buddha's language policy - Quality of the Buddha's words - <i>Sāttam sabyañjanaṃ</i> 	Direct classroom teaching /Online teaching / Blended	4	5
7 th	Preaching skills of renowned Buddhist priests I	<ul style="list-style-type: none"> - Life of the Buddhist priests with outstanding preaching skills - Distinctive features of the sermons of renowned priests 	Direct classroom teaching /Online teaching / Blended	4	6, 7
8 th	Mid Semester Evaluation	Written Examination / Assignment / Individual or Group Presentation / Practical Test		4	1—11
9 th	Preaching skills of renowned Buddhist priests II	<ul style="list-style-type: none"> - Life of the Buddhist priests with outstanding preaching skills - Distinctive features of the sermons of renowned priests 	Direct classroom teaching /Online teaching / Blended	4	6, 7
10 th	Printed media as a method for communication of Dhamma	<ul style="list-style-type: none"> - Identification of printed media as a powerful way of communication - Employment of appropriate type, size, and language - Advantages and disadvantages of printed media as a method of Dhamma communication 	Direct classroom teaching /Online teaching / Blended	4	8
11 th	Dhamma communication through audio and video modes	<ul style="list-style-type: none"> - Understanding effectiveness of audio and video modes of communication - Technics of presenting a 	Direct classroom teaching /Online teaching / Blended	4	9

			sermon through audio and video modes			
	12th	Use of visuals for convincing Dhamma by the Buddha	<ul style="list-style-type: none"> - Examine evidence to show the Buddha's use of visuals - Effectiveness of visuals in the Dhamma communication 	Direct classroom teaching /Online teaching / Blended	4	8, 9
	13th	Use of modern technology for effective communication of Dhamma	<ul style="list-style-type: none"> - Identification of workable tools and apps - Designing different types of messages fitting to targeted audiences 	Direct classroom teaching /Online teaching / Blended	4	8, 9
	14th	Ethics related to Dhamma communication	<ul style="list-style-type: none"> - Behavioral ethics - Communication ethics 	Direct classroom teaching /Online teaching / Blended	4	5
	15th	Practical session of Dhamma Communication	<ul style="list-style-type: none"> - Oral preaching - Recording audio preaching - Recording video preaching - Writing Dhamma message 	Direct classroom teaching /Online teaching / Blended	4	6
10.	Number of Notional Hours: 200					
	1. Lecture Hours – 60		3. Self-study and Homework Preparation Hours – 40			
	2. Tutorial / Practical / Presentation Hours – 80		4. Hours for Field Surveys / Factory Visits / Social Activities – 20			
11.	Evaluation and Assessment:					
	In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated <i>Expected soft skills to be evaluated through the continuous assessments:</i>					
	End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated Question Paper:					

12.	<p>Recommended Readings:</p> <ol style="list-style-type: none"> 1. Rahula Walpola, (1972) <i>What the Buddha Taught</i>, Gordon Fraser, Surrey, 2. Dhammananda K. Sri, (1993) <i>What Buddhist Believe</i>, Buddha Education Foundation, Taiwan. 3. Gnanarama Pategama, (2000) <i>Essentials of Buddhism</i>, Author publication, Singapore. 4. Buddhist Missionary Society, (1996) <i>Gems of Buddhist Wisdom</i>, Buddhist Missionary Society, Malaysia. 5. වැරැද්දක හිමි, පරවාහැර (2009): <i>අතිගරු බලංගොඩ ආනන්ද මෙහෙය මහනාහිමි පැරිසියේ දී පැවැත්වූ විවිද්ධ දේශනා</i>, බෞද්ධ සංස්කෘතික මධ්‍යස්ථානය, නැදීමාල. 6. ධම්මකසල හිමි, අම්බලන්ගොඩ (1987): <i>සද්ධර්ම සාගර නම් වූ ධර්මපදවර්ණනාව</i>, සමයවර්ධන, කොළඹ. 7. බුද්ධදත්ත මහාස්ථවිර, පොල්වත්තේ (2006): <i>මගේ බණ පොත</i>, බෞද්ධ සංස්කෘතික මධ්‍යස්ථානය, දෙහිවල. 8. මහින්ද හිමි, කන්තලේ (1995): <i>බණ කියන හැටි හෙවත් සවිස්තර ධර්මදේශනා</i>, ආර්ය ප්‍රකාශකයෝ, කොළඹ. 9. මේධානන්ද හිමි, දේවාලේගම (2003): <i>බුදු බණ</i>, දයාවංශ ජයකොඩි සහ සමාගම, කොළඹ. 10. සරණංකර හිමි, ගණේගම (1974): <i>බුදුහාමුදුරුවෝ</i>, ඇම්. ඩී. ගුණසේන සහ සමාගම, කොළඹ. 11. සිරි රාහුල මහනාහිමි, අත්තුඩාවේ (1999): <i>පෝදා වන සහ පොහෝ දා ධර්මදේශනා</i>, සමයවර්ධන මුද්‍රණය, කොළඹ. 12. සිරි පියරත්න නාහිමි, මකුළුගොඩ (1989): <i>ගුවන් විදුලි දම් දෙසුම්</i>, සීමාසහිත ප්‍රබුද්ධ ප්‍රකාශකයෝ, බොරැස්ගමුව.
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Fields of Study: Pāli		
1.	Code of the Course Unit	PALI 22784
2.	Title of the Course Unit	History of Pāli Literature
3.	Number of Credits	4
4.	Type	Most senior lecturer of the relevant course unit
5.	Coordinator of the Course Unit	C
6.	Pre-requisites	Not applicable
7.	Main objective of the course: The objective of this course is to provide a comprehensive knowledge of the history of Pāli literature.	
8.	Intended Learning Outcomes (ILOs) At the completion of this course unit the students will be able to <ol style="list-style-type: none"> 1) introduce the origin of Pāli literature, 2) elucidate the contribution of Buddhist councils for the development of Pāli canon, 3) explain the steps taken to preserve Pāli literature, 4) clarify the different stages of the development of Pāli literature, 5) describe the development of Pāli literature in the relevant countries under study, 6) explicate the origin and development of Pāli commentaries and sub-commentaries, 7) bring out the special features of post-canonical pre- commentarial texts, compendiums, chronicles, grammars, lexicons, handbooks, texts on poetics and prosody, medicine, cosmology and law; and bibliographical works in Pāli, 8) evaluate the contributions of outstanding Pāli scholars, 9) illustrate the influence of Pāli literature on socio-cultural establishment of countries under study and 10) analyze the content of Suttapiṭaka. 	

9.	Contents		Mode of Delivery / Way of Delivery (T/L Materials)	No. of Hrs	ILO No.
	Week	Main themes			
1 st	Introduction to Pāli literature	<ul style="list-style-type: none"> - Origin of Pāli literature - Categories of Pāli literature 	Direct classroom teaching / Online teaching / Blended	4	1
2 nd	Buddhist councils and establishment of Pāli canon	<ul style="list-style-type: none"> - Introduction to Buddhist councils - Canonization 	Direct classroom teaching / Online teaching / Blended	4	2, 3
3 rd	Analytical and historical study of the Suttapiṭaka	<ul style="list-style-type: none"> - <i>Dīghanikāya</i> - <i>Majjhimanikāya</i> - <i>Samyuttanikāya</i> - <i>Aṅguttaranikāya</i> - <i>Khuddakanikāya</i> 	Direct classroom teaching / Online teaching / Blended	4	10
4 th	Development of Pāli Literature	<ul style="list-style-type: none"> - Different stages of evolution - Periodical literary introductions - Leading scholars and their contributions 	Direct classroom teaching / Online teaching / Blended	4	4
5 th	Post-canonical pre-commentarial texts	<ul style="list-style-type: none"> - Nettippakaraṇa - Peṭakopadesa - Milindapañha - Suttasaṃgaha 	Direct classroom teaching / Online teaching / Blended	4	7
6 th	Pāli commentaries and sub-commentaries	<ul style="list-style-type: none"> - Origin and development - Commentators - Value of commentaries and sub- 	Direct classroom teaching / Online teaching /	4	6

		commentaries	Blended		
7 th	Pāli chronicles	<ul style="list-style-type: none"> - Origin and development - Credibility - Historical and literary - Value of Pāli chronicles 	Direct classroom teaching / Online teaching / Blended	4	7
8 th	Mid Semester Evaluation	Written Examination / Assignment / Individual or Group Presentation / Practical Test		4	1—10
9 th	Pāli poetics, prosody and rhetoric	<ul style="list-style-type: none"> - Introduction to Pāli poetics - Development of Pāli poetic literature - Pāli prosody and rhetoric 	Direct classroom teaching / Online teaching / Blended	4	7
10 th	Pāli compendiums	<ul style="list-style-type: none"> - Introduction to compendiums - Development of compendiums 	Direct classroom teaching / Online teaching / Blended	4	7
11 th	Cosmological and bibliographical works	<ul style="list-style-type: none"> - Pāli cosmological texts - Pāli bibliographical texts 	Direct classroom teaching / Online teaching / Blended	4	7
12 th	Contribution of Sri Lanka for the development of Pāli literature	<ul style="list-style-type: none"> - Advent of Pāli literature in Sri Lanka - Changes occurred in Pāli canon in Sri Lanka - Writing down of Pāli canon - Pāli texts written in Sri Lanka - Outstanding Pāli scholars and their contributions 	Direct classroom teaching / Online teaching / Blended	4	3,5,8,
13 th	Pāli literature of Thailand and	<ul style="list-style-type: none"> - Dawn of Pāli literature 	Direct classroom teaching / Online	4	5,8,9

	Cambodia	<ul style="list-style-type: none"> - Pāli orthography - Pāli texts - Pāli scholars and their contributions - Influence of Pāli literature on socio-cultural establishment 	teaching / Blended		
14th	Pāli Literature of Myanmar	<ul style="list-style-type: none"> - Evolution of Pāli literature in Myanmar - Pāli texts - Pāli scholars in Myanmar and their contributions - Influence of Pāli literature on socio-cultural establishment of Myanmar 	Direct classroom teaching / Online teaching / Blended	4	5,8,9
15th	Pāli poetics, prosody and rhetoric	<ul style="list-style-type: none"> - Introduction to Pāli poetics - Development of Pāli - Poetic literature - Pāli prosody and rhetoric 	Direct classroom teaching / Online teaching / Blended	4	7
10.	Number of Notional Hours: 200				
	1. Lecture Hours – 60		3. Self-study and Homework Preparation Hours – 60		
	2. Tutorial / Practical / Presentation Hours – 40		4. Hours for Field Surveys / Factory Visits / Social Activities – 40		
11.	Evaluation and Assessment:				
	In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated <i>Expected soft skills to be evaluated through the continuous assessments:</i>				
	End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated Question Paper:				

12. Recommended Readings:

1. Akira, Hirakava (1993): *History of Indian Buddhism*, Delhi.
2. Bode, Mabel Haynes (1909): *The Pāli Literature of Burma*, Royal Asiatic Society.
3. Goonasekere, L. R. (1967): *Buddhist Commentarial Literature*, Buddhist Publication Society, Kandy.
4. Norman, K. R. (1992): *Pāli Literature*, Otto Harrassowitz, London,
5. Saddatissa thero, Hammalawa (2004): *Pāli Literature of South-East Asia*, Buddhist Culture Centre, Nedimala.
6. අදිකාරම්, ඊ. ඩබ්. (1965): *පැරණි ලන්දේව බෞද්ධ ඉතිහාසය*, කොළඹ.
7. උදිත හිමි, හිත්තට්ටියේ (1956): *ත්‍රිපිටක පරීක්ෂණය*, මාතර.
8. ධම්මානන්ද හිමි, මකුරුප්පේ (සංස්.), (2011): *පාලි සෞඛ්‍යසකථා*, ඇස්. ගොඩගේ සහ සහෝදරයෝ, කොළඹ.
9. බුද්ධදත්ත හිමි, පොල්වත්තේ (2002): *පාලි සාහිත්‍යය*, රත්න පොත් ප්‍රකාශකයෝ, කොළඹ.
10. මලලසේකර, ගුණපාල (1965): *ලංකා පාලි සාහිත්‍යය*, කොළඹ.

Fields of Study: Pāli		
1.	Code of the Course Unit	PALI 22794
2.	Title of the Course Unit	Pāli for Inter-disciplinary Studies I
3.	Number of Credits	4
4.	Type	O
5.	Coordinator of the Course Unit	Most senior lecturer of the course unit
6.	Pre-requisites	Not applicable
7.	Main objective of the course:	
	The main objective of this course is to provide a sound acquaintance of Pāli language and its literary sources to facilitate the students engaged in academic studies of other disciplines.	
8.	Intended Learning Outcomes (ILOs)	
	At the completion of this course the students will be able to	
	<ol style="list-style-type: none"> 1) introduce the significance of Pāli language for inter-disciplinary studies, 2) demonstrate the employment of Pāli in sources other than the Buddhist literature, 3) read and transcribe Pāli manuscripts written on palm leaves, 4) point out the basic components of grammar of in Pāli excerpts, 5) compose simple, advanced and complex sentences in Pāli, 6) analyze syntax of Pāli passages, 7) explain the relationship of Pāli, Sanskrit and Sinhala, 8) show Pāli synonyms, antonyms and ambiguous terms, 9) write and interpret numbers in Pāli and 10) explain the extension and diversity of Pāli Literature. 	

9.	Contents		Mode of Delivery / Way of Delivery (T/L Materials)	No. of Hrs	ILO No.
	Week	Main themes			
1 st	Pāli as a source language Pāli Language and basic Pāli grammar	<ul style="list-style-type: none"> - Pāli Language - an introduction - Cross-disciplinary sources in Pāli - Pāli grammars - Basic components of Pāli grammar 	Direct classroom teaching / Online teaching / Blended	4	1—7
2 nd	Composition of Pāli sentences	<ul style="list-style-type: none"> - Composition of simple Pāli sentences (discussion & practice) - Composition of extended Pāli sentences I (discussion & practice) - Composition of extended Pāli sentences II (discussion & practice) 	Direct classroom teaching / Online teaching / Blended	4	1—7
3 rd	Composition of complex sentences	<ul style="list-style-type: none"> - Composition of complex Pāli sentences I (introduction) - Composition of complex Pāli sentences II (group work) - Composition of complex Pāli sentences III (group work) 	Direct classroom teaching / Online teaching / Blended	4	1—7
4 th	Translation of Pāli sentences into English/Sinhala -1	<ul style="list-style-type: none"> - Translation of selected passages - Translation practice I - Translation practice II 	Direct classroom teaching / Online teaching / Blended	4	1—7
5 th	Translation of Pāli sentences into	<ul style="list-style-type: none"> - Translation practice III 	Direct classroom teaching / Online	4	1—7

	English/Sinhala -2	<ul style="list-style-type: none"> - Translation Practice IV - Translation Practice V 	teaching / Blended		
6 th	Pāli reading and comprehension excerpts - 1	<ul style="list-style-type: none"> - Read and study a selected passage I - Read and study a selected passage II - Read and study a selected passage III - Read and study a selected passage IV 	Direct classroom teaching / Online teaching / Blended	4	1—7
7 th	Pāli reading and comprehension - 2	<ul style="list-style-type: none"> - Read and study a selected passage V - Read and study a selected passage VI - Read and study a selected passage VII - Read and study a selected passage VIII 	Direct classroom teaching / Online teaching / Blended	4	1—7
8 th	Mid Semester Evaluation	Written Examination / Assignment / Individual or Group Presentation / Practical Test		4	1—7
9 th	Reading and comprehension Pāli excerpts - 3	<ul style="list-style-type: none"> - Read and study a selected passage IX - Read and study a selected passage X - Review 	Direct classroom teaching / Online teaching / Blended	4	1—7
10 th	Inter-relationship of Pāli, Sanskrit and Sinhala terms - 1	<ul style="list-style-type: none"> - Read and study a selected passage - Comprehension practice and discussion - Review 	Direct classroom teaching / Online teaching / Blended	4	1—7
11 th	Inter-relationship of Pāli, Sanskrit and Sinhala	<ul style="list-style-type: none"> - Read and study a selected 	Direct classroom teaching / Online	4	1—7

	terms - 2	<ul style="list-style-type: none"> passage - Comprehension practice and discussion - Review 	teaching / Blended		
12 th	Pāli synonyms, antonyms, ambiguous terms and numerals -1	<ul style="list-style-type: none"> - Read and study a selected passage - Comprehension practice and discussion - Review 	Direct classroom teaching / Online teaching / Blended	4	1—7
13 th	Pāli synonyms, antonyms, ambiguous terms and numerals -2	<ul style="list-style-type: none"> - Pāli synonyms - Pāli antonyms - Ambiguous terms and numerals in Pāli 	Direct classroom teaching / Online teaching / Blended	4	1—7
14 th	Extent and diversity of Pāli Literature	<ul style="list-style-type: none"> - Pāli Canon - Post canonical Pāli literature 	Direct classroom teaching / Online teaching / Blended	4	1—7
15 th	Inter-disciplinary significance of Pāli language	<ul style="list-style-type: none"> - Pāli as a source language I - Pāli as a source language II 	Direct classroom teaching / Online teaching / Blended	4	1—7
10.	Number of Notional Hours: 200				
	1. Lecture Hours – 60		3. Self-study and Homework Preparation Hours – 60		
	2. Tutorial / Practical / Presentation Hours – 40		4. Hours for Field Surveys / Factory Visits / Social Activities – 40		
11.	Evaluation and Assessment:				
	In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated <i>Expected soft skills to be evaluated through the continuous assessments:</i>				
	End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated Question Paper:				

12. Recommended Readings:

1. Ananda Maitriya, B. (1993): *Pāli Made Easy*, Shizuoka, Japan.
2. Anuruddha Thera, Kakkapalliye (2010): *A Guide to the Study of Pāli: The Language of Theravada Buddhism*, Center for Buddhist Studies, The Hong Kong university, Hong Kong.
3. Buddhadatta Thera, A. P. (1937, 1938): *New Pāli Course*, Part I, II & III, The Buddhist Cultural Centre, Nedimala.
4. Dhammajothi, K. L. (2018): *Reading Pāli Texts: An Elementary Grammatical Guide*, The Buddha Dharma Centre of Hong Kong, Hong Kong.
5. Silva, Lily De (2008): *Pāli Primer*, Vipassana Research Institute, Igatpuri, India.
6. Warder, A. K. (1963): *Introduction to Pāli*, The Pāli Text Society, London.
7. බුද්ධදත්ත හිමි, පොල්වත්තේ (1963): *පාලි භාෂාවතරණය, (1, 2, 3 කාණ්ඩ)*, වෙස්ලි මුද්‍රණාලය, වැල්ලවත්ත.
8. ශ්‍රීනිවාස හිමි, මයිලෑවේ (1966): *පාලි ව්‍යාකරණ විවරණය*, අනුලා මුද්‍රණාලය, කොළඹ 10.
9. සිරිසම්බෝධි හිමි, පැණහෙල (1999): *පාලි භාෂාව හා රචනය*, සමයවර්ධන මුද්‍රණාලය, කොළඹ 10.
10. සොරන නාහිමි, වැලිවිටියේ (2017): *පාලි පදාවතාර නම් වූ පාලි ව්‍යාකරණය*, පුස්පැල්ලාවේ ඤාණරතන හිමි (සංස්.), ඇස්. ගොඩගේ සහ සහෝදරයෝ, කොළඹ.

1	Code of the Course Unit	PALI 22801			
2	Title of the Course Unit	Community Service Engagement			
3	Number of Credits	1			
4	Type	Optional			
5	Pre-requisites	None			
6	Main objective of the course	The main objective of the course unit is to provide an opportunity for the students to identify the society and the responsibility and to serve the society.			
7	Intended Learning Outcomes (ILOs)	<p>At the completion of this course unit the student will be able to</p> <p>1: Nurturing community-oriented thinking pattern and emphasize cooperate social responsibility in day-to-day social life as a member of the society.</p> <p>2: Conceptualize the characteristics and meaning of ‘Community’ while understanding community dynamics in their life course.</p> <p>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.</p> <p>4: Enhance attitudes towards social harmony by engage with different social clusters, communities, ethnic groups, religious groups, marginalized communities, etc.</p> <p>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.</p> <p>6: Provide a substantial social platform to understand the cooperate social responsibility and volunteerism as a member of the society.</p>			
9	Contents		Mode of Delivery/ Way of Delivery (T/L Materials)	No of Hrs.	ILO No.
	Week	Main Themes			
	1st	An introduction to the nature of course unit, its ILOs and basic concepts		Direct classroom teaching/ online teaching/	1
2nd	Historical background of community service			1	1,2

	engagements	blended		
3rd	community service engagements and volunteerism -part I		1	3,4
4th	community service engagements and volunteerism – part II		1	3,4
5th	community service engagements and volunteerism - part III		1	3,4
6th	community service engagements and volunteerism - part IV		1	3,4
7th	community service engagements and volunteerism - part V		1	3,4
8th	Oral presentation on community service engaged in voluntarily		1	5
9th	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
10th	Community service engagement activity which is a practical approach should be implement targeting a particular community, society, association, institution, or socially excluded group in the mainstream society and the group of students needs to produce audio visual evidences at the end of the activity performed. This is in addition to the project proposal and they can upload such evidences into the university website, their Face Book walls, etc. However, such public domains should be used after consultation of the mentor in the respective		1	1,2

		departments.		
	11th	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
	12th	Community Service Engagement		1 3,6
	13th	Community Service Engagement		1 3,6
	14th	Community Service Engagement		1 3,6
	15th	Community Service Engagement		1 3,6
10.	Number of Notional Hours: 50			
	1. Lecture Hours: 15 2. Self-study and Homework Preparation Hours: 35			
11.	Evaluation and Assessment:			
	In Course Evaluation (Mid Semester Evaluation) 100% from Total Marks Allocated <i>Expected soft skills to be evaluated through the Group proposal 40%</i> <i>Community Service Engagement /Online dialogues/interactions with Audio-visual evidence 60%</i> <i>confidential report on activity completed by external monitored organization or institution</i>			

Fields of Study: Pāli						
1.	Code of the Course Unit	PALI 31714				
2.	Title of the Course Unit	Text-Critical Methods				
3.	Number of Credits	4				
4.	Type	C				
5.	Coordinator of the Course Unit	Most senior lecturer of the course unit				
6.	Pre-requisites	Not applicable				
7.	Main objective of the course: The objective of this course is to provide students with basic knowledge of text-critical methods.					
8.	Intended Learning Outcomes (ILOs) At the completion of this course, the student will be able to 1) determine more authentic and accurate wording of a text and identify how it might have been purposely or unintentionally altered by later scribes, 2) understand how the compilers of Theriya texts did not invent them but creatively reworked material handed down to them by their predecessors, 3) recognize conventional patterns of speech and distinctive literary forms, such as proverbs and parables, employed in a text and 4) perceive the ways in which final redactors adopted and adapted their materials so as to create a coherent text.					
9.	Contents			Mode of Delivery / Way of Delivery (T/L Materials)	No. of Hrs	ILO No.
	Week	Main themes	Subthemes			
	1st	Text-genealogical method	- Introduction to text-Critical methods - Archetype - Discussion about various archetypes	Direct classroom teaching /Online teaching/Blended	4	1
2nd	Text-genealogical	- Introduction of stemma codicum	Direct classroom teaching /Online	4	2	

	method	- Discussion of advantages and drawbacks	teaching/ Blended		
3 rd	Conflation and contamination	- Echoes of different sources within a single text - Idiosyncrasies - Various textual traditions - Discussion of more archaic or trustworthy text	Direct classroom teaching /Online teaching/ Blended	4	1
4 th	Dittography	- Brief introduction of dittography Aural confusion - Discussion of existing examples	Direct classroom teaching /Online teaching/ Blended	4	1, 2
5 th	Haplography	- Brief introduction of haplography - Graphical confusion - Discussion of existing examples	Direct classroom teaching /Online teaching/ Blended	4	1, 2
6 th	Ur-text	- Process of oral transmission - Plurality of canon - Discussion of proto-text	Direct classroom teaching /Online teaching/ Blended	4	1
7 th	Layers of language	- Stylistic analysis - Interpolation - Discussion of existing examples	Direct classroom teaching /Online teaching/ Blended	4	3
8 th	Mid Semester Evaluation	Written Examination / Assignment / Individual or Group Presentation / Practical Test		4	1—4
9 th	Editorial seams	- Intervention of redactor/s - Figuring out redactor's activity - Discussion with particular attention to the Vimānavatthu-commentary	Direct classroom teaching /Online teaching/ Blended	4	2, 4
10 th	Peripheral texts	- Brief introduction	Direct classroom	4	2

			<ul style="list-style-type: none"> - Extra-canonical literature - Discussion of the relevant Pāli sources 	teaching /Online teaching/ Blended		
	11th	Textual fluidity	<ul style="list-style-type: none"> - Fluid text - Simplification and systematization - Variant readings 	Direct classroom teaching /Online teaching/ Blended	4	4
	12th	Original wording	<ul style="list-style-type: none"> - Further discussions of variant readings - Paraphrasing - Discussion with examples 	Direct classroom teaching /Online teaching/ Blended	4	1
	13th	Literary forms	<ul style="list-style-type: none"> - Brief introduction - Parables and proverbs - Discussion of literary devices 	Direct classroom teaching /Online teaching/ Blended	4	3
	14th	Intentional alterations	<ul style="list-style-type: none"> - Intervention of scribes - Intervention of copyists/editors - Discussion of the examples 	Direct classroom teaching /Online teaching/ Blended	4	1, 4
	15th	Catchwords and explanation	<ul style="list-style-type: none"> - Gloss and Lemma - Discussion of the existing examples 	Direct classroom teaching /Online teaching/ Blended	4	1
10.	Number of Notional Hours: 200					
	1. Lecture Hours – 60		3. Self-study and Homework Preparation Hours – 80			
	2. Tutorial / Practical / Presentation Hours – 40		4. Hours for Field Surveys / Factory Visits / Social Activities – 20			
11.	Evaluation and Assessment:					
	In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated <i>Expected soft skills to be evaluated through the continuous assessments:</i>					

	<p>End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated Question Paper:</p>
12.	<p>Recommended Readings:</p> <ol style="list-style-type: none"> 1. Hanneder, Jürgen and Philipp A. Maas. (2010): <i>Text Genealogy, Textual Criticism and Editorial Technique</i>, Wien: Österreichische Akademie der Wissenschaften. 2. Katre, S. M. (1941): <i>Introduction to Indian Textual Criticism</i>, Karnatak Publishing House, Bombay. 3. Law, David. R. (2012): <i>The Historical-Critical Method: A Guide for the Perplexed</i>, T&T Clark International, London. 4. Tarrant, Richard (2016): <i>Text, Editors and Readers: Methods and problems in Latin textual criticism</i>, Cambridge University Press, Cambridge. 5. West, M. L. (1973): <i>Textual Criticism and Editorial Technique: Applicable to Greek and Latin Texts</i>, B. G. Teubner, Stuttgart. 6. සිල්වා, ලිලි ද (1999): "විකා සාහිත්‍ය පිළිබඳ හැඳින්වීමක්" සම්භාෂා, 10වන කලාපය, අධ්‍යාපන අමාත්‍යාංශය, පිරිවෙන් ඒකකය, ඉසුරුපාය.

Fields of Study: Pāli						
1.	Code of the Course Unit	PALI 31724				
2.	Title of the Course Unit	English for Advanced Pāli Studies II				
3.	Number of Credits	4				
4.	Type	C				
5.	Coordinator of the Course Unit	Most senior lecturer of the course unit				
6.	Pre-requisites	Not applicable				
7.	Main objective of the course:					
	The main objective of this course is to provide an advance knowledge of English necessary for academic Pāli studies and empower the student with enhanced skills of cross-cultural communication.					
8.	Intended Learning Outcomes (ILOs)					
	At the completion of this course, the student will be able to					
	<ol style="list-style-type: none"> 1) introduce components of Pāli grammar in English, 2) translate Pāli passages into English and vice versa, 3) examine critically passages of English translations of the Pāli classics, 4) clarify in English Buddhist concepts of Pāli sources, 5) comment on controversial points reflected in the English translations of Pāli classics, 6) explain Buddhist teachings in English, 7) conduct Buddhist sermons in English, 8) demonstrate how to utilize modern technological knowhow for advanced Buddhist studies and communication and 9) create effective and productive sources for Dhamma communication. 					
9.	Contents			Mode of Delivery / Way of Delivery (T/L Materials)	No. of Hrs	ILO No.
	Week	Main themes	Subthemes			
	1 st	Study English translations of Pāli classics 1	<ul style="list-style-type: none"> - Selected passage -I - Selected passage -II 	Direct classroom teaching / online teaching / blended	4	1, 2

2 nd	Study English translations of Pāli classics 2	- Selected passage -III - Selected passage -IV	Direct classroom teaching / online teaching / blended	4	3, 4
3 rd	Study English translations of Pāli classics 3	- Selected passage -V - Selected passage -VI	Direct classroom teaching / online teaching / blended	4	3, 4
4 th	Study English translations of Pāli classics 4	- Selected passage -VII Selected passage -VIII	Direct classroom teaching / online teaching / blended	4	3, 4
5 th	Analytical study of academic works on Pāli studies 1	- Selected passage on Pāli language I - Selected passage on Pāli language II	Direct classroom teaching / online teaching / blended	4	4, 5
6 th	Analytical study of academic works on Pāli studies 2	- Selected passage on Pāli literature III - Selected passage on Pāli literature IV	Direct classroom teaching / online teaching / blended	4	4, 5
7 th	Analytical study of academic works on Pāli studies 3	- Selected passage on Pāli exegesis V - Selected passage on Pāli exegesis VI	Direct classroom teaching / online teaching / blended	4	4, 5
8 th	Mid Semester Evaluation	Written Examination / Assignment / Individual or Group Presentation / Practical Test		4	1—9
9 th	Critical study of academic works on Pāli studies 1	- Selected passage I - Selected passage II	Direct classroom teaching / online teaching / blended	4	3, 5
10 th	Critical study of academic works on Pāli studies 2	- Selected passage III - Selected passage IV	Direct classroom teaching / online teaching / blended	4	3, 5

	11th	Critical study of academic works on Buddhist studies 1	- Selected passage I - Selected passage II	Direct classroom teaching / online teaching / blended		3, 5
	12th	Critical study of academic works on Buddhist studies 2	- Selected passage III - Selected passage IV	Direct classroom teaching / online teaching / blended		3, 5
	13th	Sermons 1	- Practice session I - Practice session II	Direct classroom teaching / online teaching / blended		6, 7
	14th	Sermons 2	- Practice session III - Practice session IV	Direct classroom teaching / online teaching / blended		6, 7
	15th	e-sources for advanced Pāli and Buddhist studies	- Modern knowhow and technology for Buddhist studies - e-sources for advanced Buddhist studies	Direct classroom teaching / online teaching / blended		8, 9
10.	Number of Notional Hours: 200					
	1. Lecture Hours – 60		3. Self-study and Homework Preparation Hours – 60			
	2. Tutorial / Practical / Presentation Hours – 40		4. Hours for Field Surveys / Factory Visits / Social Activities – 40			
11.	Evaluation and Assessment:					
	In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated <i>Expected soft skills to be evaluated through the continuous assessments:</i>					
	End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated Question Paper:					

12. Recommended Readings:

1. Ananda Maitriya, B. (1993): *Pāli Made Easy*, Shizuoka, Japan.
2. Anuruddha Thera, Kakkapalliye (2010): *A Guide to the Study of Pāli: The Language of Theravada Buddhism*, Center for Buddhist Studies, The Hong Kong university, Hong Kong.
3. Buddhadatta Thera, A. P. (1937, 1938): *New Pāli Course*, Part I & II, The Buddhist Cultural Centre, Nedimala.
4. Dhammajothi, K. L. (2018): *Reading Pāli Texts: An Elementary Grammatical Guide*, The Buddha Dharma Centre of Hong Kong, Hong Kong.
5. Silva, Lily De (2008): *Pāli Primer*, VRI, Igatpuri, India.
6. Warder, A. K, (1963): *Introduction to Pāli*, The Pāli Text Socceity, London.
7. බුද්ධදත්ත හිමි, පොල්වත්තේ (1963): *පාලි භාෂාවන්තරණය, (1, 2, 3 කාණ්ඩ)*, වෙස්ලි මුද්‍රණාලය, වැල්ලවත්ත.
8. ශ්‍රීනිවාස හිමි, මයිලෑවේ (1966): *පාලි ව්‍යාකරණ විවරණය, අනුලා මුද්‍රණාලය, කොළඹ 10.*
9. සිරිසම්බෝධි හිමි, පැණහෙල (1999): *පාලි භාෂාව හා රචනය, සමයවර්ධන මුද්‍රණාලය, කොළඹ 10.*
10. සොරන නාහිමි, වැලිවිටියේ (2017): *පාලි පදාවතාර නම් වූ පාලි ව්‍යාකරණය, පුස්පැල්ලාවේ ඤාණරතන හිමි (සංස්.), ඇස්. ගොඩගේ සහ සහෝදරයෝ, කොළඹ.*

Fields of Study: Pāli						
1.	Code of the Course Unit		PALI 31734			
2.	Title of the Course Unit		Theories of Pāli Literary Criticism			
3.	Number of Credits		4			
4.	Type		C			
5.	Coordinator of the Course Unit		Most senior lecturer of the relevant course unit			
6.	Pre-requisites		Not applicable			
7.	<p>Main objective of the course:</p> <p>The objective of this course is to provide students with knowledge on theories of literary criticism in order to enhance their critical thinking, evaluation skills, poetic taste, and esthetic views and sentiments.</p>					
8.	<p>Intended Learning Outcomes (ILOs)</p> <p>At the completion of this course, the student will be able to</p> <ol style="list-style-type: none"> 1) identify the poetic expressions in Buddhist discourses, 2) explain Indian and Western theories of literary criticism, 3) evaluate Buddhist standpoint on the concept of beauty, 4) describe basic theories of Pāli poetry, 5) elucidate the fundamentals of Buddhist literary criticism, 6) analyze elegant expressions in Pāli literature and 7) critically assess Pāli literary works. 					
9.	Contents			Mode of Delivery / Way of Delivery (T/L Materials)	No. of Hrs	ILO No.
	Week	Main themes	Subthemes			
	1 st	What is literary criticism	<ul style="list-style-type: none"> - Literature - Literary criticism - Views of Scholars 	Direct classroom teaching / Online teaching / Blended	4	2—5

			<ul style="list-style-type: none"> - Methods of literary criticism - Buddhist literary criticism 			
2 nd	Indian theories of literary criticism	<ul style="list-style-type: none"> - Historical evolution - Critique and the texts on literary criticism - Fundamental theories 	Direct classroom teaching / Online teaching / Blended	4	2	
3 rd	Western theories of literary criticism	<ul style="list-style-type: none"> - Beginning and evolution - Definitions - Theories 	Direct classroom teaching / Online teaching / Blended	4	2, 4	
4 th	Poetic expressions in early Buddhist discourses	<ul style="list-style-type: none"> - Poetic expressions - Poetic devices - Evaluation methods - Significance 	Direct classroom teaching / Online teaching / Blended	4	1, 3 5—7	
5 th	Buddhist view on aesthetics	<ul style="list-style-type: none"> - Definitions - Textual examples - Identity - Appreciative expressions - Buddhist approach to aesthetics 	Direct classroom teaching / Online teaching / Blended	4	3	
6 th	Basic Theories of Pāli Poetry	<ul style="list-style-type: none"> - Prosody - Symbolic features - Eight groups - Metres - Adornments - <i>Bhūtasamkhyā</i> theory 	Direct classroom teaching / Online teaching / Blended	4	4	

7 th	Language and truth	<ul style="list-style-type: none"> - Instrumental value - Function of language - Limits of language - Moods of truth - Buddhist critique 	Direct classroom teaching / Online teaching / Blended	4	5, 6
8 th	Mid Semester Evaluation	Written Examination / Assignment / Individual or Group Presentation / Practical Test		4	1—7
9 th	Fundamentals of Buddhist literary criticism	<ul style="list-style-type: none"> - Applicable theories of Eastern and Western criticisms - Theories reflected in Buddhist Sources 	Direct classroom teaching / Online teaching / Blended	4	5
10 th	Basic theories of Pāli poetry with reference to the Vuttodaya	<ul style="list-style-type: none"> - Syllabic rules - Basic components of prosodic art - Various prosodies - Metres - <i>Naṣṭapratya & uddiṣṭapratya</i> 	Direct classroom teaching / Online teaching / Blended	4	4
11 th	Basic theories of Pāli poetry with reference to Subodhālaṅkāra	<ul style="list-style-type: none"> - Divisions of poetry - <i>Mahākāvya</i> features - Poetic defects (<i>doṣa</i>) and qualities (<i>guṇa</i>) - Adornments (<i>alaṅkāra</i>) - Flavors and emotions - Diversity of composition of verses 	Direct classroom teaching / Online teaching / Blended	4	4—6
12 th	Elegant expressions in Pāli literature	<ul style="list-style-type: none"> - Literary expressions in Canon - Literary technics 	Direct classroom teaching / Online teaching /	4	5, 6

			<ul style="list-style-type: none"> - Adornments - Symbolic expressions - Sense based theory - Literary value 	Blended		
	13 th	Poetical works in Pāli	<ul style="list-style-type: none"> - Narrative discourses of the Suttapiṭaka - The earliest Pāli narrative verses 	Direct classroom teaching / Online teaching / Blended	4	7
	14 th	Modern critique on Buddhist aesthetic	<ul style="list-style-type: none"> - Modern critique - Views of scholars - Evaluation 	Direct classroom teaching / Online teaching / Blended	4	1—7
	15 th	How to assess Pāli literary works	<ul style="list-style-type: none"> - Historical context - Usage of language - Literary usages - Words and sense - Techniques - Aims and objectives 	Direct classroom teaching / Online teaching / Blended	4	1—7
10.	Number of Notional Hours: 200					
	1. Lecture Hours – 60		3. Self-study and Homework Preparation Hours – 60			
	2. Tutorial / Practical / Presentation Hours – 40		4. Hours for Field Surveys / Factory Visits / Social Activities – 40			
11.	Evaluation and Assessment:					
	In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated <i>Expected soft skills to be evaluated through the continuous assessments:</i>					
	End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated Question Paper:					

12. Recommended Readings:

1. Bodhi, Bhikkhu (2001): *Good, the Beautiful and the True*, Buddhist Publication Society, Kandy.
2. De. S. K. (1988): *History of Sanskrit Poetics*, Firma K.L.M. (Pvt) Ltd., Calcutta.
3. Raghavan, V. (1975): *The Number of Rasa-s*, The Adyar Library and Research Centre, India
4. Warder, A. K. (1967): *Pāli Metre*, London.
5. Warder, A. K. (1972): *Indian Kavya Literature*, Vol. ii, Motilal Banarsidass Publishers, Delhi,
6. පියරතන හිමි, වෑගම (2006): *සෞන්දර්යය පිළිබඳ බෞද්ධ ආකල්පය*, සරස්වතී ප්‍රකාශන, දිවුලපිටිය.
7. බුලත්සිංහල, චන්ද්‍රිකා (සංස්.), (2001): *නිවන් මග, බුදුදහම හා සෞන්දර්යය*, රජයේ මුද්‍රණාලය.
8. ලඬිකානඤ්ඤ නාහිමි, ලබුගම (සංස්.), (1946): *චුන්නොදය*, විද්‍යාශේඛර, හොරණ.
9. ලඬිකානඤ්ඤ නාහිමි, ලබුගම (සංස්.), (1937): *සුඛොධාලඬිකාරය*, විද්‍යාශේඛර, හොරණ.

Fields of Study: Pāli		
1.	Code of the Course Unit	PALI 31744
2.	Title of the Course Unit	Pāli Historical Linguistics
3.	Number of Credits	4
4.	Type	C
5.	Coordinator of the Course Unit	Most senior lecturer of the course unit
6.	Pre-requisites	Not applicable
7.	Main objective of the course:	
	The main objective of the course is to provide the students with an adequate knowledge of Pāli historical linguistics and Prākṛit languages to study and analyze religious, secular and historical records.	
8.	Intended Learning Outcomes (ILOs)	
	At the completion of this course, the students will be able to	
	<ol style="list-style-type: none"> 1) introduce the background of historical linguistics, 2) show the evolution of Indo Aryan languages, 3) identify the salient features of Old Indo Aryan languages, 4) demonstrate the characteristics of the Middle Indo-Aryan languages (Prākṛit), 5) describe sub-divisions of the MIA period and evolution of languages, 6) elucidate the place occupied by Pāli among MIA languages, 7) define the words in Pāli excerpts, 8) explain the political and social history of ancient India through Aśoka inscriptions, 9) point out archaic features in the earliest Pāli literature, 10) illustrate the meaning of complex words in the Pāli Canon, 11) clarify the relationship of Pāli, Sanskrit and Sinhala, 12) analyze grammatical components in Prākṛitapṛakāśa, 13) comment on the different views of scholars on the history of Pāli and Prākṛit and 14) identify words, phrases and grammatical components for further research. 	

9.	Contents		Mode of Delivery / Way of Delivery (T/L Materials)	No. of Hrs	ILO No.
	Week	Main themes			
1 st	Scope of historical linguistics	<ul style="list-style-type: none"> - Importance of linguistics - Linguistics for Pāli studies 	Direct classroom teaching /Online teaching / Blended	4	1—4
2 nd	Indo-European languages	<ul style="list-style-type: none"> - History of world languages - Background of Indo-Aryan languages 	Direct classroom teaching /Online teaching / Blended	4	1, 2
3 rd	Indo-Aryan languages	<ul style="list-style-type: none"> - Old Indo-Aryan languages - Middle Indo-Aryan languages - New-Indo Aryan languages 	Direct classroom teaching /Online teaching / Blended	4	3—5
4 th	Vedic, Sanskrit, and Prākṛit	<ul style="list-style-type: none"> - Vedic and Prākṛit - Sanskrit and Prākṛit - Prākṛit and Pāli 	Direct classroom teaching /Online teaching / Blended	4	3—5
5 th	Middle Indo-Aryan languages	<ul style="list-style-type: none"> - 1st stage of MIA - 2nd stage of MIA - 3rd stage of MIA 	Direct classroom teaching /Online teaching / Blended	4	5—6
6 th	Phonological characteristics of the MIA period	<ul style="list-style-type: none"> - Vowels - Consonants - Combined consonants 	Direct classroom teaching /Online teaching / Blended	4	4, 5, 12
7 th	Morphological characteristics of MIA period I	<ul style="list-style-type: none"> - Noun-declension - Verbal system 	Direct classroom teaching /Online teaching / Blended	4	3, 6, 11, 12

8 th	Mid Semester Evaluation	Written Examination / Assignment / Individual or Group Presentation / Practical Test		4	1—14
9 th	Morphological characteristics of MIA period II	- Causative - Infinitives - Absolutes	Direct classroom teaching / Online teaching / Blended	4	8—12
10 th	Māgadhī / Pāli	- Origin of Pāli - Language of the Theravāda canon	Direct classroom teaching / Online teaching / Blended	4	7—10
11 th	Geographical expansion of Pāli	- Within India - Outside India	Direct classroom teaching / Online teaching / Blended	4	7—10, 13
12 th	Prākṛit grammar	- History of Prākṛit grammar - Prākṛitaparakāśa	Direct classroom teaching / Online teaching / Blended	4	12
13 th	Māgadhī and Ardha-Māgadhī	- Old Māgadhī in the Pāli Tipiṭaka - Ardha-Māgadhī of the Jain Canon.	Direct classroom teaching / Online teaching / Blended	4	4, 13
14 th	Reading archaic Pāli passages	- Pāli prose passages - Pāli verse passages	Direct classroom teaching / Online teaching / Blended	4	14
15 th	Pāli and Aśoka Prākṛit	- Aśoka inscriptions - Language of Aśoka inscriptions	Direct classroom teaching / Online teaching / Blended	4	8, 9, 13
10.	Number of Notional Hours: 200				
	1. Lecture Hours – 60		3. Self-study and Homework Preparation Hours – 80		
	2. Tutorial / Practical / Presentation Hours – 40		4. Hours for Field Surveys / Factory Visits / Social Activities – 20		

11.	<p>Evaluation and Assessment:</p> <p>In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated <i>Expected soft skills to be evaluated through the continuous assessments:</i></p> <p>End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated Question Paper:</p>
12.	<p>Recommended Readings:</p> <ol style="list-style-type: none"> 1. Geiger, W. (1968): <i>Pāli Literature & Language</i>, Delhi. 2. Gnanaratana thero, Nabiritthankadawara (2020): <i>Māgadhī & Ardha-Māgadhī Prakrit</i>, Dept. of Pāli & Buddhist Studies, University of Kelaniya. 3. Mishra, Madhusudan (1986): <i>A Comparative and Historical Pāli Grammar</i>, Aroma Pub. House, New Delhi. 4. Norman, K. R. (1997): <i>A Philological Approach to Buddhism</i>, Hobbs the Printers, United Kingdom. 5. Oberlies, Thomas (2001): <i>A Grammar of the Language of the Theravāda Tipitaka</i>, Berlin, New York. 6. Sen, Sukumar (1960): <i>A Comparative Grammar of Middle Indo - Aryan</i>, Poona. 7. Warder, A. K. (1963): <i>Introduction to Pāli</i>, Pāli Text Society, London. 8. ධම්මකිත්ති හිමි, බ්‍රාහ්මණවත්තේ (1945): <i>ප්‍රාකෘතප්‍රකාශය</i>, ලක්ෂ්මන් යන්ත්‍රාලය, කොළඹ. 9. ජයසේකර, ආනන්ද; ජයසේකර, විත්‍රා (1970): <i>තුලනාන්මක වාග්විද්‍යාව</i>, ඇම්. ඩී. ගුණසේන සහ සමාගම, කොළඹ. 10. පඤ්ඤානන්ද හිමි, ගලගෙදර (1965): <i>පාලි භාෂාව හා වාග්විද්‍යාව</i>, කොළඹ. 11. පියරතන හිමි, වෑගම (1990): <i>පාලි අවිකල්‍යවත්ති පිළිබිඹු වන ව්‍යාකරණ සම්ප්‍රදාය</i>, සංඛ මුද්‍රණ ශිල්පියෝ, මරදාන. 12. සුමංගල හිමි, කන්තිමහර (1964): <i>පාලි භාෂා විමර්ශනය</i>, කොළඹ. 13. විල්හෙල්ම්, ගෛගර් (1989): <i>පාලි ව්‍යාකරණය (අනුවාදය)</i>, චන්‍ද්‍රාවික්‍රම ගමගේ, ශ්‍රී ලංකා සංස්කෘතික ශාස්ත්‍රායතනය, නුගේගොඩ.

Fields of Study: Pāli				
1.	Code of the Course Unit	PALI 31754		
2.	Title of the Course Unit	Pāli for Inter-disciplinary Studies II		
3.	Number of Credits	4		
4.	Type	O		
5.	Coordinator of the Course Unit	Most senior lecturer of the relevant course unit		
6.	Pre-requisites	Not applicable		
7.	Main objective of the course:	The main objective of this course is to provide an adequate knowledge in Pāli for cross-disciplinary studies.		
8.	Intended Learning Outcomes (ILOs)	<p>At the completion of this course, the student will be able to,</p> <ol style="list-style-type: none"> 1) introduce the relevance of Pāli in studying in the other disciplines, 2) show the academic significance of Pāli sources, 3) discuss historical evolution of Pāli, 4) point out historical movement and geographical expansion of Pāli, 5) identify main classifications of Pāli grammar, 6) clarify the linguistic basis of Pāli Language, 7) elucidate origin and evolution of Pāli literature, 8) illustrate records written in Pāli, 9) translate the Pāli records written on secular disciplines, 10) analyze the socio-cultural importance of secular Pāli records, 11) examine quality of Pāli employed for writing non-Buddhist records and 12) study the historical and archeological sources of Pāli Literature. 		
9.	Contents		Mode of Delivery / Way	No. of ILO No.
	Week	Main themes	Subthemes	

			of Delivery (T/L Materials)	Hrs	
1st	Relevance of Pāli in studying other disciplines	<ul style="list-style-type: none"> - Introduction to Pāli - Scope of Pāli literature - Pāli as a medium of expressions 	Direct classroom teaching / Online teaching / Blended	4	1
2nd	Academic significance of Pāli sources	<ul style="list-style-type: none"> - Pāli the language of the Buddha - Pāli canonical literature - Post-canonical literature - Pāli variants 	Direct classroom teaching / Online teaching / Blended	4	2
3rd	Inscriptional Pāli	<ul style="list-style-type: none"> - Aśoka inscriptions - Sri Lankan inscriptions 	Direct classroom teaching / Online teaching / Blended	4	8, 9, 12
4th	Geographical expansion of Pāli	<ul style="list-style-type: none"> - Pāli as an international language - Countries that employ Pāli for communication 	Direct classroom teaching / Online teaching / Blended	4	3
5th	Main classifications of Pāli grammar	<ul style="list-style-type: none"> - Components of Pāli grammar 	Direct classroom teaching / Online teaching / Blended	4	5
6th	Linguistic aspects of Pāli grammar	<ul style="list-style-type: none"> - Linguistics - Linguistic basis of Pāli grammar - Archaic forms of Pāli 	Direct classroom teaching / Online teaching / Blended	4	6
7th	Non-Buddhist Pāli literature	<ul style="list-style-type: none"> - Religious - Secular 	Direct classroom teaching / Online teaching / Blended	4	11

8th	Mid Semester Evaluation	Written Examination / Assignment / Individual or Group Presentation / Practical Test		4	1—12
9th	Inter-disciplinary information contained in Pāli sources	- Economics - Political - Geographical - Social	Direct classroom teaching / Online teaching / Blended	4	1, 10
10th	Selected readings 1	- Kalyāṇī inscriptions	Direct classroom teaching / Online teaching / Blended	4	8—12
11th	Selected readings 2	- Pāli epistles	Direct classroom teaching / Online teaching / Blended	4	8—12
12th	Selected readings 3	- Pāli chronicles	Direct classroom teaching / Online teaching / Blended	4	8—12
13th	Selected readings 4	- Colloquial Pāli	Direct classroom teaching / Online teaching / Blended	4	8—12
14th	Pāli sources for historical and archeological studies 1	- Credibility of Pāli historical sources - Historical significance of Pāli commentaries	Direct classroom teaching / Online teaching / Blended	4	12
15th	Pāli sources for historical and archeological studies 2	- Chronicles - Pāli for archeological studies	Direct classroom teaching / Online teaching / Blended	4	12
10.	Number of Notional Hours: 200				

	1. Lecture Hours – 60	3. Self-study and Homework Preparation Hours – 60
	2. Tutorial / Practical / Presentation Hours – 40	4. Hours for Field Surveys / Factory Visits / Social Activities – 40
11.	Evaluation and Assessment:	
	In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated <i>Expected soft skills to be evaluated through the continuous assessments:</i>	
	End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated Question Paper:	
12.	Recommended Readings:	
	<ol style="list-style-type: none"> 1. Anuruddha Thera, Kakkapalliye (2010): <i>A Guide to the Study of Pāli: The Language of Theravada Buddhism</i>, Center for Buddhist Studies, The Hong Kong University, Hong Kong. 2. Harischandra, D. V. J. (1998): <i>Psychiatric Aspects of Jathaka Stories</i>, Upali Priners, Galle. 3. Kalupahana, D. J. (1976): <i>Buddhist Philosophy and Historical Analysis</i>, Honolulu. 4. Kalupahana, D. J. (1999): <i>The Buddha's philosophy of Language</i>, Sarvodaya, Rathmalana. 5. Piyadassi thera, (1984): <i>Psychological Aspects of Buddhism</i>, Buddhist Publication Society, Kandy. 6. අදිකාරම්, ඊ. ඩබ්ලිව්. (1963): <i>පැරණි ලන්දේව බෞද්ධ ඉතිහාසය</i>, ජයවර්ධන සහ සමාගම, කොළඹ. 7. වැරුණ නිමි, ලබුහේන්ගොඩ (1968): <i>පාලි අවිකල්ප සාහිත්‍යය</i>, මරදාන. 8. බුද්ධදත්ත නිමි, පොල්වත්තේ (2002): <i>පාලි සාහිත්‍යය</i>, රත්න පොත් ප්‍රකාශකයෝ, කොළඹ. 9. මලලසේකර, ගුණපාල (1965): <i>ලංකා පාලි සාහිත්‍යය</i>, ඇම්. ඩී. ගුණසේන සහ සමාගම, කොළඹ. 10. රාහුල නිමි, වල්පොල (1962): <i>ලන්දේව බුදුසමයේ ඉතිහාසය</i>, ඇම්. ඩී. ගුණසේන සහ සමාගම, කොළඹ. 	

1	Code of the Course Unit	PSNH 31512			
2	Title of the Course Unit	National Heritages and Civic Responsibility			
3	Number of Credits	2			
4	Type	Optional			
5	Pre-requisites	None			
6	Main objective of the course	The objective of the course unit is to provide a thorough knowledge on national heritages and ethics and norms of Sri Lankan culture.			
7	Intended Learning Outcomes (ILOs)	<p>At the completion of this course unit the student will be able to</p> <ol style="list-style-type: none"> 1. Critically discuss the concept of heritage 2. Discuss the characteristics of national heritages in Sri Lanka 3. Identify areas of civic responsibility, ethical behaviors, and educational practices 4. Discuss various heritages related to cultural production and expression 			
8	Contents		Mode of Delivery/ Way of Delivery (T/L Materials)	No of Hrs.	ILO No.
	Week	Main Themes			
	1 st	Critical introduction to the concept of heritage	Direct classroom teaching/ online teaching/ blended	2	1, 2,
	2 nd	Ancient civilizations and “nation-ness” in Sri Lanka		2	
	3 rd	Ancient irrigation systems and other socio-economic structures		2	
	4 th	Local food cultures: Production, preservation, and distribution		2	
	5 th	Traditional Knowledges of body and mind		2	
	6 th	Ecology: knowledge, ethics, and heritages		2	
	7 th	Ecology: knowledge, ethics, and heritages		2	

	8th	Mid Semester Evaluation Written Examination/ Assignment / Individual or Group Presentation / Practical Test	2	
	9th	Artistic traditions and cultural forms of expression across genres, eras, and regions	2	
	10th	Ethics: traditionalism and morality—a critical approach	2	
	11th	Productive Leisure	2	
	12th	Productive Leisure	2	
	13th	Educational cultures, ancient and modern	2	
	14th	Educational cultures, ancient and modern	2	
	15th	Review, Further instructions - Review of student’s performances, - Further instructions and guidance.	2	
9.	Number of Notional Hours: 100			
	1. Lecture Hours: 30 2. Self-study and Homework Preparation Hours: 50 3. Hours for recommended reading: 20			
10.	Evaluation and Assessment:			
	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			
11.	Recommended Readings:			
	1.			

Fields of Study: Pāli		
1.	Code of the Course Unit	PALI 32764
2.	Title of the Course Unit	Ethics in the Vinayapiṭaka
3.	Number of Credits	4
4.	Type	C
5.	Coordinator of the Course Unit	Most senior lecturer of the relevant course unit
6.	Pre-requisites	Not applicable
7.	Main objective of the course: The objective of this course is to provide an adequate knowledge of the principles and; historical, religious and social context of monastic ethics in Buddhism as seen in the Vinayapiṭaka.	
8.	Intended Learning Outcomes (ILOs) At the completion of this course unit the students will be able to 1) introduce the origin of Buddhist <i>vinaya</i> , 2) clarify the different stages of the development of Buddhist <i>vinaya</i> , 3) illustrate the origin and evolution of Buddhist order of monks and nuns, 4) examine the differences of <i>sīla</i> and <i>vinaya</i> , 5) explain the nature of conduct in the early period of the dispensation, 6) bring out the basis and background of the <i>vinaya</i> rules, 7) classify the categories of <i>vinaya</i> rules, 8) assess the gravity of <i>vinaya</i> rules, 9) analyze the duties of <i>ācariya-upajjhāya</i> and <i>saddhivihārika-antevāsika</i> in the <i>khandhakas</i> , 10) show the impact of <i>vinaya</i> rules on personal and social lives of community members and 11) describe the proceedings of <i>vinayakammas</i>.	

9.	Contents			Mode of Delivery / Way of Delivery (T/L Materials)	No. of Hrs	ILO No.
	Week	Main themes	Subthemes			
1 st	Introduction to the Vinayapiṭaka	<ul style="list-style-type: none"> - Definitions of the term <i>vinaya</i> - Introduction to <i>sīla</i> and <i>vinaya</i> - Comparison of <i>sīla</i> and <i>vinaya</i> - Divisions of the <i>vinayapiṭaka</i> - <i>Vinaya</i> of other Buddhist schools 	Direct classroom teaching / Online teaching / Blended	4	1,4	
2 nd	Nature of monastic conduct in the early period of the Buddhist dispensation	<ul style="list-style-type: none"> - Introduction to the early period before promulgating <i>vinaya</i> rules - Conduct of the community of monks and nuns in the early period 	Direct classroom teaching / Online teaching / Blended	4	5	
3 rd	Background of promulgation of <i>vinaya</i> rules	<ul style="list-style-type: none"> - Conditions of the community of monks before promulgating <i>vinaya</i> - Conditions of declining (<i>āsavaṭṭhānīyadhammas</i>) 	Direct classroom teaching / Online teaching / Blended	4	6	
4 th	Development of the Vinayapiṭaka	<ul style="list-style-type: none"> - Chronological study of texts in the <i>vinayapitaka</i> - Different stages of the development of the Vinayapiṭaka 	Direct classroom teaching / Online teaching / Blended	4	2	
5 th	Origin and evolution of Buddhist nuns	<ul style="list-style-type: none"> - Background of the establishment of <i>bhikkhunī</i> order 	Direct classroom teaching / Online teaching /	4	3	

		<ul style="list-style-type: none"> - Composition of the eight points - Content of the <i>bhikkhuṇī pātimokkha</i> 	Blended		
6 th	Study of defeats (<i>pārājika</i>)	<ul style="list-style-type: none"> - Imposition of defeats - Gravity of defeats - Impact of defeats on the Order - Development of defeats 	Direct classroom teaching / Online teaching / Blended	4	7, 8
7 th	Study of <i>saṅghādisesa</i> and <i>aniyata</i>	<ul style="list-style-type: none"> - Definitions of the term <i>saṅghādisesa</i> - Composition of <i>saṅghādisesas</i> - Gravity of <i>saṅghādisesas</i> - Purpose of the promulgation of <i>aniyata</i> 	Direct classroom teaching / Online teaching / Blended	4	7, 8
8 th	Mid Semester Evaluation	Written Examination / Assignment / Individual or Group Presentation / Practical Test		4	1—11
9 th	Study of <i>nissaggiya pācittiyas</i> and <i>paṭidesanīyas</i>	<ul style="list-style-type: none"> - Introduction to <i>nissaggiya pācittiyas</i> - Content of the <i>nissaggiya pācittiyas</i> - Introduction to <i>paṭidesanīyas</i> - Composition of the <i>paṭidesanīyas</i> 	Direct classroom teaching / Online teaching / Blended	4	7,6
10 th	Study of <i>pācittiyas</i>	<ul style="list-style-type: none"> - Introduction to <i>pācittiya</i> - Composition of the <i>pācittiyas</i> 	Direct classroom teaching / Online teaching / Blended	4	7,6
11 th	Study of <i>sekhiyās</i>	<ul style="list-style-type: none"> - Importance of <i>sekhiyās</i> as minor rules - Socio-ethical value of <i>sekhiyās</i> 	Direct classroom teaching / Online teaching / Blended	4	7,6

			- Identity of Buddhist monks and <i>sekhiyās</i>			
	12th	Study of <i>adhikaraṇasamathas</i>	- Definitions of the term <i>adhikaraṇasamatha</i> - Objective of the introduction of <i>adhikaraṇasamathas</i> - Seven <i>adhikaraṇasamathas</i>	Direct classroom teaching / Online teaching / Blended	4	7,6
	13th	Rights and duties of <i>ācariya-upajjhāya</i> and <i>saddhivihārika-antevāsika</i>	- Conducts of <i>ācariya-antevāsika</i> - Conducts of <i>upajjhāya-saddhivihārika</i>	Direct classroom teaching / Online teaching / Blended	4	9
	14th	Impact of <i>vinaya</i> rules on personal and social lives of community members	- Impact on individuals - Institutional impact of <i>vinaya</i> rules - Social impact of <i>vinaya</i> rules	Direct classroom teaching / Online teaching / Blended	4	10
	15th	Introduction to <i>vinayakamma</i>	- <i>Upasampadā</i> - <i>Uposatha</i> - <i>Pabbājanīyakamma</i> - <i>Ukkhepanīyakamma</i> etc.	Direct classroom teaching / Online teaching / Blended	4	11
10.	Number of Notional Hours: 200					
	1. Lecture Hours – 60		3. Self-study and Homework Preparation Hours – 60			
	2. Tutorial / Practical / Presentation Hours – 40		4. Hours for Field Surveys / Factory Visits / Social Activities – 40			
11.	Evaluation and Assessment:					
	In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated <i>Expected soft skills to be evaluated through the continuous assessments:</i>					

	<p>End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated</p> <p>Question Paper:</p>
12.	<p>Recommended Readings:</p> <ol style="list-style-type: none"> 1. Dhirasekara, J. (1981): <i>Buddhist monastic Discipline</i>, Colombo. 2. Frauwallner, E. (1956): <i>The Earliest Vinaya and the Beginning of Buddhist Literature</i>, Stampato, Italia. 3. Harvey, Peter (2000): <i>An Introduction to Buddhist Ethics</i>, Cambridge University Press, United Kingdom. 4. Hinüber, Oskar Von (1995): <i>Buddhist Law According to the Theravāda-Vinaya: A survey of Theory and Practice</i>, Journal of the International Association of Buddhist Studies, Vol. 18. 5. Horner, I. B. (1949): <i>The book of the Discipline</i>, Vol I-II, London. 6. Oldenberg, H. (1969): <i>Vinaya Pitaka</i>, Vol 1, London. 7. Sujato, Bhikkhu (2012): <i>Bhikkhuni Vinaya Studies</i>, Lulu.com. 8. අබේනායක, ඔලිවර් (2009): <i>බෞද්ධ අධ්‍යයන විමර්ශන</i>, විජේසූරිය ග්‍රන්ථ කේන්ද්‍රය, බොරැල්ල. 9. අරියවිමල හිමි, කොස්වත්තේ (2009): <i>විවරණ, මහමිතව පඤ්ඤාරතන හිමි; රත්මැල්වැටියේ සමිත හිමි (සංස්.)</i>. 10. වජ්‍රවිමල හිමි, රේරැකානේ (1959): <i>ශාසනාවනරණය</i>, කොළඹ. 11. ධර්මසිරි, ගුණපාල (1988): <i>බෞද්ධ සදාචාරයේ මූලධර්ම</i>, කොළඹ.

Fields of Study: Pāli				
1.	Code of the Course Unit	PALI 32774		
2.	Title of the Course Unit	Mindfulness and Mental Culture in the Pāli Canon		
3.	Number of Credits	4		
4.	Type	C		
5.	Coordinator of the Course Unit	Most senior lecturer of the course unit		
6.	Pre-requisites	Not applicable		
7.	Main objective of the course:	<p>The main objective of this course is to provide the student with a general knowledge of the theory and the practice of mental cultivation and purification leading to positive mental health and spiritual serenity as taught by the Sakyamuni Buddha.</p>		
8.	Intended Learning Outcomes (ILOs)	<p>At the completion of this course the students will be able to</p> <ol style="list-style-type: none"> 1) define key Pāli terms related to mind and its functions; strengths, ailments, cultivation and purification of mind, 2) introduce focal Pāli discourses that contain Buddhist teachings on the real nature of mind, mental cultivation and purification, 3) clarify the aspects of theory and practices of mindfulness and mental purification as taught in early Buddhism, 4) explain concentration and insight methods of meditation in detail, 5) discuss issues related to mental culture and purification in light of teachings in discourses in Canon, 6) practice Buddhist teachings helpful in healing mental disorders and ailments and guide those who are in such need; and 7) interpret early Buddhist techniques of mindfulness and mental cultivation in the modern social context leading to productive mental health and spiritual serenity. 		
9.	Contents		Mode of Delivery / Way	No. of ILO No.
	Week	Main themes	Subthemes	

			of Delivery (T/L Materials)	Hrs	
1st	Notion of the cultivation of mind in Indian context	<ul style="list-style-type: none"> - Mind and body - Cultivation and purification of mind - Samādhi in Hinduism - Yoga and <i>prāṇayāma</i> - <i>Samādhi</i> in Jainism 	Direct classroom teaching / Online teaching / Blended	4	1
2nd	Analytical and comparative survey of technical terms	<ul style="list-style-type: none"> - Buddhist psycho-analysis - Purity of mind - Mental disorders ailments 	Direct classroom teaching / Online teaching / Blended	4	3
3rd	Mental health and purity of mind - theoretical background	<ul style="list-style-type: none"> - Discourses of Buddha on mental health (<i>mettasutta, sabbāsavasutta, cetokhilasutta</i>) - Discourses of Buddha on purity of mind (<i>satipaṭṭhānasuttas, indriyabhāvanāsutta</i>) 	Direct classroom teaching / Online teaching / Blended	4	2
4th	Developments of concentration	<ul style="list-style-type: none"> - Concentration - a path for a healthy mind - <i>Sati, samatha, samādhi, samāpatti</i> - Uniqueness of early Buddhist teachings of pure concentration 	Direct classroom teaching / Online teaching / Blended	4	3, 4
5th	Mental hindrances	<ul style="list-style-type: none"> - Nature of deficiencies of mind - Hindrances: sensual desire, ill-will, sloth and torpor; restlessness and remorse and skeptical doubt - Path of freedom from hindrances 	Direct classroom teaching / Online teaching / Blended	4	3, 4

6 th	Happiness through mindfulness and purity of mind	<ul style="list-style-type: none"> - True happiness in early Buddhism - Cultivation of healthy mind: loving kindness, compassion, altruistic joy and equanimity - Serenity of freedom from defilements 	Direct classroom teaching / Online teaching/ Blended	4	6, 7
7 th	Higher levels of concentration	<ul style="list-style-type: none"> - <i>Jhānas</i> - Limbs of trances - Path leading to <i>jhānas</i> - Imperfections of <i>jhānas</i> 	Direct classroom teaching / Online teaching / Blended	4	3, 4
8 th	Mid Semester Evaluation	Written Examination / Assignment / Individual or Group Presentation / Practical Test		4	1—7
9 th	Purification of mind (<i>cittapārisuddhi</i>) 1	<ul style="list-style-type: none"> - Cultivation of insight (<i>vipassanābhāvanā</i>) - Establishment of mindfulness (<i>satipaṭṭhāna</i>) - Mindful breathing (<i>ānāpānasati</i>) 	Direct classroom teaching / Online teaching / Blended	4	3—5
10 th	Purification of mind (<i>cittapārisuddhi</i>) 2	<ul style="list-style-type: none"> - Contemplation on body (<i>kāyānupassanā</i>) - Contemplation on feeling (<i>vedanānupassanā</i>) - Contemplation on mind (<i>cittānupassanā</i>) - Contemplation on reality (<i>dhammānupassanā</i>) 	Direct classroom teaching / Online teaching / Blended	4	3—5
11 th	Healing mental disorders	<ul style="list-style-type: none"> - Mental disorders - Dementia, depression 	Direct classroom teaching / Online teaching	4	6

			<ul style="list-style-type: none"> - Psychoses, stress - Healing in Buddhist way 	/ Blended		
	12th	Healing mental ailments	<ul style="list-style-type: none"> - Mental ailments - Autism, delirium, insomnia, phobia - Healing in Buddhist way 	Direct classroom teaching / Online teaching / Blended	4	5, 6
	13th	Serenity and physical health	<ul style="list-style-type: none"> - <i>Prāṇayāma</i> and <i>ānāpānasati</i> - Balanced way of life (<i>mattaññutā</i>) - Four Nutriments - Reflections (<i>paccavekkhā</i>) - Correct perception of nutriments (<i>āhārepaṭikkūlasaññā</i>) - Balance in maintaining vital elements (<i>catudhātuvavatthāna</i>) 	Direct classroom teaching / Online teaching / Blended	4	5, 7
	14th	Serenity and mental health	<ul style="list-style-type: none"> - Illimitables (<i>appamaññā</i>) - Factors of Enlightenment (<i>bodhipakkhiya-dhammā</i>) 	Direct classroom teaching / Online teaching / Blended	4	5—7
	15th	Attaining emancipation through mental purity	<ul style="list-style-type: none"> - Wisdom (<i>paññā</i>) - Trances (<i>jhāna</i>) - Attainments (<i>samāpatti</i>) - Noble path and fruits (<i>ariyamaggaphala</i>) 	Direct classroom teaching / Online teaching / Blended	4	5—7
10.	Number of Notional Hours: 200					

	1. Lecture Hours – 60	3. Self-study and Homework Preparation Hours – 60
	2. Tutorial / Practical / Presentation Hours – 40	4. Hours for Field Surveys / Factory Visits / Social Activities – 40
11.	Evaluation and Assessment:	
	In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated <i>Expected soft skills to be evaluated through the continuous assessments:</i>	
	End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated Question Paper:	
12.	Recommended Readings:	
	<ol style="list-style-type: none"> 1. Bodhi, Rev Somerville (2017): <i>The Suttanipāta</i>: An ancient collection of the Buddha's discourses, by Wisdom. 2. Bodhi Bhikkhu [ed.] (1994): <i>The Vision of Dhamma - Buddhist Writings of Nyanaponika Thera</i>, BPS, Kandy. 3. Gunaratana Ven., H (1985): <i>The Path of Serenity and Insight</i>, Motilal Banarsidass, Delhi. 4. Gunaratana Ven., H (1988): <i>The Jhanas in Theravada Meditation</i>, BPS, Kandy. 5. Gunaratana Ven., H (1992): <i>Mindfulness in Plain English</i>, Wisdom publications, California. 6. Gunaratana Ven., H (2001): <i>Eight Mindful Steps to happiness</i>, Wisdom publications, California. 7. Gunaratana Ven., H (2009): <i>Beyond Mindfulness in Plain English</i>, Wisdom publications, California. 8. Gunaratana Ven., H (2012): <i>Four Foundations of Mindfulness in Plain English</i>, Wisdom publications, California. 9. Gunaratana Ven., H (2014): <i>Meditation on Perception: Ten Healing Practices to Cultivate Mindfulness</i>, Wisdom publications, California. 10. Gunaratana Ven., H (2017): <i>Loving Kindness in Plain English</i>, Wisdom publications, California. 11. Honer, I. B. (transl.), (1957): <i>The Collection of the Middle Length Sayings (Majjhima Nikāya) vol.II</i>, Pāli Text Society, London. 12. Jayatilleke, K. N. (1975): <i>The Message of the Buddha</i>, BPS, Kandy. 13. Kalupahana, D. J. (1976): <i>Buddhist Philosophy: A Historical Analysis</i>, University Press of Hawaii, USA. 14. Pande, G. C. (1995): <i>Studies in the Origin of Buddhism</i>, Motilal Banarsidass, Delhi. 15. Rahula, Walpola (1958): <i>What the Buddha Taught</i>, Gordon Fraser, Paris. 16. Walshe, Maurice (transl.), (1987): <i>The Long Discourses of the Buddha</i>, Boston, Wisdom. 17. කථාවන්දුප්පකරණ II, (2006): බුද්ධජයන්ති ත්‍රිපිටක ග්‍රන්ථමාලා, බෞද්ධ සංස්කෘතික මධ්‍යස්ථානය, දෙහිවල. 18. දීපනිකාය II, (2006): බුද්ධජයන්ති ත්‍රිපිටක ග්‍රන්ථමාලා, බෞද්ධ සංස්කෘතික මධ්‍යස්ථානය, දෙහිවල. 19. මජ්ඣිමනිකාය II, (2006): බුද්ධජයන්ති ත්‍රිපිටක ග්‍රන්ථමාලා, බෞද්ධ සංස්කෘතික මධ්‍යස්ථානය, දෙහිවල. 	

20. සුන්හනිහන, (2006): බුද්ධජයන්ති ත්‍රිපිටක ග්‍රන්ථමාලා, බෞද්ධ සංස්කෘතික මධ්‍යස්ථානය, දෙහිවල.
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Fields of Study: Pāli						
1.	Code of the Course Unit		PALI 32784			
2.	Title of the Course Unit		Buddhist Thought in Pāli Nikāyas			
3.	Number of Credits		4			
4.	Type		C			
5.	Coordinator of the Course Unit		Most senior lecturer of the relevant course unit			
6.	Pre-requisites		Not applicable			
7.	<p>Main objective of the course:</p> <p>The main objective of this course is to provide an adequate knowledge of original teachings of the Buddha with reference to the Pāli Nikāyās.</p>					
8.	<p>Intended Learning Outcomes (ILOs)</p> <p>At the completion of this course, the student will be able to</p> <ol style="list-style-type: none"> 1) introduce the main concepts of the Buddhist thoughts as found in the Pāli Nikāyas, 2) elucidate basic meanings of such concepts, 3) describe Buddhist philosophical concepts critically and comparatively, 4) clarify the universal applicability of early Buddhist teachings, 5) employ the Buddhist knowledge to solve problems of the modern world and 6) identify the social impact of Buddhist ethics. 					
9.	Contents			Mode of Delivery / Way of Delivery (T/L Materials)	No. of Hrs	ILO No.
	Week	Main themes	Subthemes			
	1 st	Three characteristics (<i>tilakkhaṇa</i>)	- Etymological & doctrinal meaning of the terms <i>anicca</i> , <i>dukkha</i> and <i>anatta</i>	Direct classroom teaching/Online	4	1—3

			<ul style="list-style-type: none"> - The concept of three characteristics in Early Buddhist teaching - Philosophical and practical value of the concept of three characteristics - Buddhist critique of the theory of Soul 	teaching / Blended		
2 nd	Aggregates (<i>khandhas</i>)	<ul style="list-style-type: none"> - The definitions of the term <i>khandha</i> and <i>pañcakkhandha</i> - Early Buddhist exposition of <i>khandha-s</i> - Interpretations of <i>khandha</i> and <i>upādānakkhandha</i> - Early Buddhist theory of reality 	Direct classroom teaching/Online teaching / Blended	4	1—3	
3 rd	Faculties (<i>āyatana</i>) Elements (<i>dhātu</i>)	<ul style="list-style-type: none"> - The definitions of the term <i>āyatana</i> - Six internal and external faculties - Explanation of eighteen <i>dhātus</i> 	Direct classroom teaching/Online teaching / Blended	4	1—3	
4 th	Dependent origination (<i>paṭiccasamuppāda</i>)	<ul style="list-style-type: none"> - Contemporary theories of causality - Occurrence of the dependent origination in the <i>suttās</i> - Dependent origination as the central doctrine of Buddhism 	Direct classroom teaching/Online teaching / Blended	4	1—5	
5 th	Four noble truths (<i>catu-ariyasacca</i>)	<ul style="list-style-type: none"> - Canonical explanations of the four noble truths - The noble eightfold path - Different applications of the four noble truths 	Direct classroom teaching/Online teaching / Blended	4	1—5	
6 th	Karma (<i>kamma</i>)	<ul style="list-style-type: none"> - The concept of <i>kamma</i> in early 	Direct	4	1—5	

	Re-becoming (<i>punabbhava</i>)	<p>Buddhism</p> <ul style="list-style-type: none"> - Classifications of <i>kamma</i> - Psychological and sociological aspects of <i>kamma</i> - Theories of <i>kamma</i> - Re-becoming - Re-becoming and intermediate existence (<i>antarābhava</i>) 	classroom teaching/Online teaching / Blended		
7 th	Cycle of existence (<i>saṃsāra</i>)	<ul style="list-style-type: none"> - Process of re-becoming and the cycle of existence (<i>saṃsāra</i>) - Realms of re-becoming - Discontinuation of cycle of existence 	Direct classroom teaching/Online teaching / Blended	4	1—4
8 th	Mid Semester Evaluation	Written Examination / Assignment / Individual or Group Presentation / Practical Test		4	1—6
9 th	Analysis of mind	<ul style="list-style-type: none"> - Defining the terms <i>citta</i>, <i>mano</i>, <i>viññāṇa</i> - Functions of the mind - Mind and matter (<i>nāma-rūpa</i>) 	Direct classroom teaching/Online teaching / Blended	4	1—5
10 th	Mental cultivation (<i>bhāvanā</i>)	<ul style="list-style-type: none"> - Introduction to Samatha-Vipassanā - Mindfulness (<i>satipaṭṭhāna</i>) - Trances (<i>jhāna</i>) - Applied aspects of Buddhist meditation 	Direct classroom teaching/Online teaching / Blended	4	1—5
11 th	Emancipation (<i>nibbāna</i>)	<ul style="list-style-type: none"> - Ultimate goal of Buddhism 	Direct classroom	4	6

		<ul style="list-style-type: none"> - Two kinds of <i>nibbāna</i> - <i>Nibbāna</i> as living experience - Inexplicability of <i>nibbāna</i> - Path of purification 	teaching/Online teaching / Blended		
12th	Buddhist principles of good governance (<i>rājadhama</i>)	<ul style="list-style-type: none"> - Evolution of kingship - Buddhist teaching on evolution of society - Duties of a king according to Buddhism 	Direct classroom teaching/Online teaching / Blended	4	6
13th	Buddhist criticism of views (<i>diṭṭhivibhāga</i>)	<ul style="list-style-type: none"> - Externalism - Nihilism - Determinism - Materialism - Skepticism - Teachings of the <i>Brahmajālasutta</i> and the Suttanipāta 	Direct classroom teaching/Online teaching / Blended	4	3—5
14th	Buddhist epistemology	<ul style="list-style-type: none"> - Buddhist view on epistemology - Means of knowledge with reference to Buddhism - Pragmatism - The extremes of dogmatism and skepticism - <i>Ñāṇa, abhiññā, paññā</i> - Early Buddhist concept of Logic 	Direct classroom teaching/Online teaching / Blended	4	1—5

	15 th	Metaphysics	- Metaphysics in Indian context - Buddhist metaphysics - Concept of God/god	Direct classroom teaching/Online teaching / Blended	4	1—5
10.	Number of Notional Hours: 200					
	1. Lecture Hours – 60		3. Self-study and Homework Preparation Hours – 60			
	2. Tutorial / Practical / Presentation Hours – 40		4. Hours for Field Surveys / Factory Visits / Social Activities – 40			
11.	Evaluation and Assessment:					
	In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated					
	<i>Expected soft skills to be evaluated through the continuous assessments:</i>					
	End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated					
	Question Paper:					
12.	Recommended Readings:					
	<ol style="list-style-type: none"> 1. Abenayake, O. (1984): <i>A Textual and Historical Analysis of the Khuddhaka Nikaya</i>, Colombo. 2. Akanuma, (1929): <i>The Comparative Catalogue of Chinese Agamas and Pāli Nikayas</i>, Calcutta. 3. Conze, E. (1982): <i>Buddhist Thought in India</i>, London. 4. Giger, W. (1943): <i>Pāli Language and Literature</i>, Ghosh, B. (transl.), Calcutta. 5. Kalupahana, D. J. (1975): <i>Causality; The Central philosophy of Buddhism</i>, Honolulu. 6. Kalupahana, D. J. (1976): <i>Buddhist Philosophy & Historical Analysis</i>, Honolulu. 7. Karunaratna, W. S. (1988): <i>Theory of Causality in Early Buddhism</i>, Colombo. 8. Law, B. C. (1933): <i>A History of Pāli Literature</i>, Vol. I, London. 9. Nanjio, (1882): <i>A Catalogue of the Buddhist Tripitaka</i>, Oxford. 10. Pande, G. C. (1957): <i>Studies in the Formation of the Original Buddhist texts</i>, Tokyo. 11. Pande, G. C. (1957): <i>Studies in the Origin of Buddhism</i>, Alahabad. 12. Vinternitz, M. (1927): <i>A History of Indian Literature Vol.I</i>, Calcutta. 13. අබේනායක, ඔලිවර් (2009): <i>බෞද්ධ අධ්‍යයන විමර්ශන</i>, විජේසූරිය ග්‍රන්ථ කේන්ද්‍රය, බොරැල්ල. 14. අරියවිමල හිමි, කොස්වත්තේ (2009): <i>විවරණ</i>, මහමිනව පඤ්ඤාරතන හිමි, රත්මැල්වැටියේ සමිත හිමි. (සංස්.). 15. විජේබණ්ඩාර, චන්දිම (1988): <i>ආදි බෞද්ධ චින්තනය</i>, කොළඹ. 16. සෝමරංසි හිමි, උඩගලදෙනියේ (1974): <i>බෞද්ධ දර්ශනය හා සමාජ දර්ශනය</i>, කොළඹ. 					

Fields of Study: Pāli						
1.	Code of the Course Unit	PALI 32793				
2.	Title of the Course Unit	Research Methodology				
3.	Number of Credits	3				
4.	Type	C				
5.	Coordinator of the Course Unit	Most senior lecturer of the course unit				
6.	Pre-requisites	Not applicable				
7.	Main objective of the course:					
	The main objective of this course is to provide students with adequate knowledge on different research methodologies and to encourage them to engage in research activities.					
8.	Intended Learning Outcomes (ILOs)					
	At the completion of this course, the student will be able to					
	<ol style="list-style-type: none"> 1) introduce what research is, 2) describe the significance of research, 3) distinguish different research methods, 4) show the traditional and Buddhist methods of research, 5) explain modern research technics, 6) design research proposals looking from different aspects, 7) compose literature review, 8) show how to collect and analyze the data, 9) describe the ways of textual analysis and editing of texts, 10) organize bibliography, 11) describe plagiarism and characteristics of unethical research, 12) introduce recognized referencing systems, 13) classify research journals and 14) show how to write abstracts and conclusions. 					
9.	Contents			Mode of Delivery / Way of Delivery (T/L Materials)	No. of Hrs	ILO No.
	Week	Main themes	Subthemes			

1st	An introduction to research	<ul style="list-style-type: none"> - What is research? - Objectives and outcomes of research - Significance of research 	Direct classroom teaching /Online teaching / Blended	3	1
2nd	Traditional research methods	<ul style="list-style-type: none"> - Buddhist commentarial methods, - Traditional research methods 	Direct classroom teaching /Online teaching / Blended	3	2—4
3rd	Modern research methods	<ul style="list-style-type: none"> - Research methods and methodology, - Deductive and inductive - Quantitative and qualitative - Other methods 	Direct classroom teaching /Online teaching / Blended	3	2—4
4th	Research proposals and synopsis	<ul style="list-style-type: none"> - Research topic - Introduction - Research problem - Aim and objective - Chapters - Other sections 	Direct classroom teaching /Online teaching / Blended	3	5,6
5th	Data collection and analysis	<ul style="list-style-type: none"> - Interviews - Surveys - Experiments - Case studies - Observational studies - Textual studies - Online data collection - Data analysis 	Direct classroom teaching /Online teaching / Blended	3	5,6,8
6th	Literature review	<ul style="list-style-type: none"> - Introduction - Methods of review - Length - Content 	Direct classroom teaching /Online teaching / Blended	3	7
7th	Textual analysis and	<ul style="list-style-type: none"> - Introduction 	Direct classroom	3	9

	editing of texts	<ul style="list-style-type: none"> - Tools - Criticism - Redaction and editing of texts - Methods of editing texts 	teaching /Online teaching / Blended		
8th	Mid Semester Evaluation	Written Examination / Assignment / Individual or Group Presentation / Practical Test		3	1—14
9th	Referencing	<ul style="list-style-type: none"> - Harvard - Chicago - MLA - Other 	Direct classroom teaching /Online teaching / Blended	3	12
10th	Criticisms, apologetics and polemics	<ul style="list-style-type: none"> - Introduction - Reading samples - Criticisms 	Direct classroom teaching /Online teaching / Blended	3	3
11th	Plagiarism and research ethics	<ul style="list-style-type: none"> - What is plagiarism? - Research ethics - How to identify plagiarisms and frauds 	Direct classroom teaching /Online teaching / Blended	3	11
12th	Bibliography	<ul style="list-style-type: none"> - Classification of sources - Primary and secondary sources - Journals and other materials, 	Direct classroom teaching /Online teaching	3	10
13th	Abstracts and conclusions	<ul style="list-style-type: none"> - Abstracts - Conclusions - Keywords 	Direct classroom teaching /Online teaching / Blended	3	14
14th	Research journals and research publications	<ul style="list-style-type: none"> - Research journals - Research publications - Presentation methods 	Direct classroom teaching /Online teaching / Blended	3	13
15th	Practical session	<ul style="list-style-type: none"> - Synopsis - Abstracts - Conclusions 	Direct classroom teaching /Online teaching / Blended	3	6,14

10.	Number of Notional Hours: 150
	1. Lecture Hours – 45
	2. Tutorial / Practical / Presentation Hours – 30
	3. Self-study and Homework Preparation Hours – 45 4. Hours for Field Surveys / Factory Visits / Social Activities – 30
11.	Evaluation and Assessment:
	In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated <i>Expected soft skills to be evaluated through the continuous assessments:</i>
	End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated Question Paper:
12.	Recommended Readings:
	<ol style="list-style-type: none"> 1. Dawson, Catherine (2002): <i>Practical Research Methods: A user-friendly Guide to mastering research techniques and projects</i>, How to Content, Oxford. 2. Dawson, Catherine (2009): <i>Introduction to Research Methods: A practical guide for anyone undertaking a research project</i>, How to Content, Oxford. 3. Harman, Eleanor et al (2013): <i>The Thesis and the Book: A Guide for First-time Academic Authors</i>, University of Toronto Press, Toronto. 4. ගිනිගේ, අයි. එල්. (සංස්.), (1996): <i>පර්යේෂණ පිරිසැලසුම්කරණය</i>, අධ්‍යාපන ප්‍රකාශන දෙපාර්තමේන්තුව. 5. සේනාධීර, සිල්වි; වනසිංහ, ශාමින්ද (2004): <i>පර්යේෂණ ක්‍රමවේදයාව</i>, ඇස්. ගොඩගේ සහ සහෝදරයෝ, කොළඹ.

1	Code of the Course Unit		PSIT 32512			
2	Title of the Course Unit		ICT Skills for Education and Professional- Part I			
3	Number of Credits		2			
4	Type		Optional			
5	Coordinator of the Course Unit		Most Senior Lecturer of the Relevant Course Unit			
6	Pre-requisites		None			
7	<p>Main objective of the course</p> <p>I. To provide an advanced knowledge, skills, attitudes, mind-set and paradigm to students to be effectively performed in their particular field with ICT.</p> <p>II. To provide each student with an opportunity to become competent technology literate person in an effective and social manner.</p> <p>III. To strengthen national information industry for effective decision making, problem solving, and for serving relevant information to client.</p> <p>IV. To provide human capital for the employment market of the country.</p> <p>VI. To assist and promote new venture creation of the country.</p>					
8	<p>Intended Learning Outcomes (ILOs)</p> <p>At the completion of this course unit the student will be able to</p> <p>5. Identify the value and nature of information and how it is organized and use it effectively especially in an electronic environment</p> <p>6. Use MS Office package for improving workplace performance</p> <p>7. Create databases by using relevant software packages</p> <p>8. Design required graphics for teaching and learning/workplace/day to day life</p> <p>9. Use digital technology for research and innovation</p> <p>10. Use digital teaching and learning tools to support e-learning</p> <p>11. Create a simple educational game</p> <p>12. Design an interactive web</p> <p>13. Use smart technology for Digital living</p> <p>14. Value ethically use of information technology</p>					
9	Contents			Mode of Delivery/ Way of Delivery (T/L	No of Hrs.	ILO No.
	Week	Main Themes	Sub Themes			

				Materials)		
1st	Identify the value and nature of information and how it is organized and use it effectively especially in an electronic environment	Definition of information literacy including components and models, Basic information literacy skills including critical thinking, reading skills, and independent learning,		Direct classroom teaching/ online teaching/ blended	2	1
2nd	Identify the value and nature of information and how it is organized and use it effectively especially in an electronic environment	Formulating search strategies, Evaluating sources, Plagiarism, Copyright, Censorship, Methods of citation -in an online environment			2	1
3rd	Use of Microsoft Office package for educational purposes and for the workplace	Types of ICT tools used at workplace, Introduction to Microsoft Office and practical – Word			2	2
4th	Use of Microsoft Office package for educational purposes and for the workplace	Types of ICT tools used at workplace, Introduction to Microsoft Office and practical – PowerPoint			2	2
5th	Create databases by using	Types of ICT tools			2	2,3

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

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

Fields of Study: Pāli		
1.	Code of the Course Unit	PALI 41714
2.	Title of the Course Unit	Teaching Skills
3.	Number of Credits	4
4.	Type	C
5.	Coordinator of the Course Unit	Most senior lecturer of the course unit
6.	Pre-requisites	Not applicable
7.	Main objective of the course: The main objective of this course is to provide students with an adequate knowledge on traditional and modern principles of pedagogy and empower them to embark on teaching carrier successfully.	
8.	Intended Learning Outcomes (ILOs) At the completion of this course the students will be able to <ol style="list-style-type: none"> 1) introduce the role of teacher, 2) describe teaching methods found in the Pāli Canon, 3) review fundamentals of education, 4) elucidate the traditional monastic teaching systems in Sri Lanka, 5) explain modern teaching and learning principles, 6) draft a lesson plan for teaching, 7) distinguish between traditional and modern principles of teaching, 8) deliver a teaching session practically, 9) show how to use different teaching materials and instruments, 10) set sample question papers with marking schemes, 11) describe how to help students with learning difficulties, 12) evaluate individual student's progress and achievements, 13) demonstrate practically the teaching methods such as classroom/online/blended, 14) justify the benefits of reading and using of library and 15) use relevant methodology and ethics in research activities. 	

9.	Contents		Mode of Delivery / Way of Delivery (T/L Materials)	No. of Hrs	ILO No.
	Week	Main themes			
1 st	Role of teacher	<ul style="list-style-type: none"> - Canonical interpretations - Traditional interpretations - Modern interpretations 	Direct classroom teaching /Online teaching / Blended	4	
2 nd	<i>Ācariya</i> and <i>upajjhāya</i> positions.	<ul style="list-style-type: none"> - Buddha as a teacher - Duties of <i>ācariyas</i> and <i>upajjhāyas</i>. as guides - Duties of <i>saddhivihārikas</i> and <i>antevāsikas</i> as trainees 	Direct classroom teaching /Online teaching / Blended	4	
3 rd	Fundamentals of education	<ul style="list-style-type: none"> - Prior knowledge - Presenting new material - Setting challenging tasks - Feedback and improvement - Repetition and consolidation 	Direct classroom teaching /Online teaching / Blended	4	
4 th	Monastic education in ancient Sri Lanka	<ul style="list-style-type: none"> - Monastic education centers - Curriculum - Teaching and training methods 	Direct classroom teaching /Online teaching / Blended	4	
5 th	Modern teaching principles	<ul style="list-style-type: none"> - Checking for recall and understanding - Preciseness - Modeling multiple examples - Specifying the outputs and timescales - Making time for practice 	Direct classroom teaching /Online teaching / Blended	4	
6 th	Lesson planning for teaching	<ul style="list-style-type: none"> - Primary level 	Direct classroom teaching /Online teaching /	4	

		- Secondary level	Blended		
7 th	Comparison of traditional and modern purpose of education	- Objectives - Curriculums - Activities - Teaching and learning environment	Direct classroom teaching /Online teaching / Blended	4	
8 th	Mid Semester Evaluation	Written Examination / Assignment / Individual or Group Presentation / Practical Test		4	1—15
9 th	Practical teaching session	- Preparation - Delivering - Evaluation	Direct classroom teaching /Online teaching / Blended	4	
10 th	Use of teaching materials and tools	- Traditional - Modern	Direct classroom teaching /Online teaching / Blended	4	
11 th	Assessment methods	- Setting different types of question papers - Methods of assessing and drafting marking schemes	Direct classroom teaching /Online teaching / Blended	4	
12 th	Identifying students' skills and weaknesses	- Ways and means of identifying levels of students - Dealing with students with learning difficulties	Direct classroom teaching /Online teaching / Blended	4	
13 th	Practical session of teaching	- Classroom - Online - Blended - Other	Direct classroom teaching /Online teaching / Blended	4	
14 th	Research and finding information	- Guiding for research - Use of library	Direct classroom teaching /Online teaching /	4	

			- Use of internet	Blended		
	15 th	Teaching and learning ethics	- Ethics for teachers - Ethics for students - Ethics for facilitators	Direct classroom teaching /Online teaching / Blended	4	
10.	Number of Notional Hours: 200					
	1. Lecture Hours – 60		3. Self-study and Homework Preparation Hours – 40			
	2. Tutorial / Practical / Presentation Hours – 80		4. Hours for Field Surveys / Factory Visits / Social Activities – 20			
11.	Evaluation and Assessment:					
	In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated <i>Expected soft skills to be evaluated through the continuous assessments:</i>					
	End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated Question Paper:					
12.	Recommended Readings:					
	<ol style="list-style-type: none"> 1. Bush T. and Glover, D. (2002): <i>Managing Teaching and Learning</i>, Johannesburg. 2. <i>Envisioning Education for Human Development</i>, (2003): National Education Commission, Colombo. 3. Flemming, C. M. (1969): <i>Teaching a Psychological Analysis</i>, Methuen and Co. London. 4. <i>Handbook on Principles of Education</i>, (1996): Ministry of Education and Higher Education, Colombo. 5. අතුකෝරාල, එච්; අතුකෝරාල, ඩී. (1991): <i>ආර්යභාෂාව ඉගැන්වීමේ නවකූම</i>, පීකොක් ප්‍රින්ටර්ස්, කොළඹ. 6. අදිකාරි, අභයරත්න (2002): <i>ශ්‍රී ලංකාවේ සම්භාව්‍ය අධ්‍යාපනය හා මහසගන</i>, තිමිර ප්‍රකාශන, නුගේගොඩ. 7. ජයවර්ධන, ආනන්ද (2012): <i>ලංකාවේ පැරණි දේශීය අධ්‍යාපනය</i>, ආර්ය ප්‍රකාශකයෝ, වරකාපොල. 8. විරසිංහ, හෙන්රි (2003): <i>අධ්‍යාපන මූලධර්ම</i>, සරසවි ප්‍රකාශකයෝ, නුගේගොඩ. 9. සේනාධීර, සිල්වා; හේවාපතිරණ, වික්‍රාංගනී (2002): <i>ඉගෙනුම් ඉගැන්වීම් ක්‍රියාවලියේ සාර්ථකත්වය සඳහා ගුරු නිපුණතා</i>, ඇස්. ගොඩගේ සහ සහෝදරයෝ, කොළඹ. 10. හෙට්ටිආරච්චි, ධර්මසේන; මහනන්ද්‍රිගේ, ගුණසේන (2003): <i>බුදුදහම ඉගැන්වීම</i>, තිමිර ප්‍රකාශන, නුගේගොඩ. 					

Fields of Study: Pāli						
1.	Code of the Course Unit	PALI 41724				
2.	Title of the Course Unit	Abhidhamma Studies				
3.	Number of Credits	4				
4.	Type	C				
5.	Coordinator of the Course Unit	Most senior lecturer of the relevant course unit				
6.	Pre-requisites	Not applicable				
7.	Main objective of the course:	The main objective of this course is to provide a critical and comparative knowledge of Theravāda Abhidhamma.				
8.	Intended Learning Outcomes (ILOs)	<p>At the completion of this course unit the student will be able to</p> <ol style="list-style-type: none"> 1) introduce Theravāda Abhidhamma texts, 2) figure out the inter-relationship between the Suttapiṭaka and Abhidhamma, 3) describe commentarial exegeses on the authenticity of Abhidhamma, 4) clarify the difference between Dhamma, Abhidhamma/Abhidharma, 5) recall the classifications of mind and matter, and 6) explain the methods of analysis found in the Abhidhammatthasaṅgaha. 				
9.	Contents			Mode of Delivery / Way of Delivery (T/L Materials)	No. of Hrs	ILO No.
	Week	Main themes	Subthemes			
	1 st	<i>Dhamma, Abhidhamma/Abhidharma</i>	<ul style="list-style-type: none"> - Difference between <i>Dhamma, Abhidhamma/Abhidharma</i> - Abhidhamma Literature 	Direct classroom teaching/Online teaching / Blended	4	4
	2 nd	Historical background of	- Origin of Abhidhamma	Direct	4	2

	Theravāda Abhidhamma	- Evolution of Theravāda Abhidhamma	classroom teaching/Online teaching / Blended		
3 rd	The nature of Abhidhamma philosophy	- Main teachings of Abhidhamma philosophy - The methods of analysis and synthesis - Refutation of eternalism and nihilism - Theravāda and Vibhajjavāda	Direct classroom teaching/Online teaching / Blended	4	2
4 th	Real existents	- Definitions of <i>dhamma</i> - The <i>dhammas</i> as real existents - Early version of the <i>dhamma</i> theory	Direct classroom teaching/Online teaching / Blended	4	5, 6
5 th	The nominal and the conceptual	- <i>Paññattis</i> as the nominal and conceptual - Difference between <i>dhamma</i> and <i>paññatti</i> - Conceptual constructs and the problem of reification	Direct classroom teaching/Online teaching / Blended	4	5, 6
6 th	The two truths	- Early teachings and two truths - The conventional truth and the ultimate truth	Direct classroom teaching/Online teaching / Blended	4	5, 6
7 th	The analysis of mind	- Early Buddhist teaching on the nature of mind - Abhidhamma analysis of consciousness and mental factors - Relative position of <i>citta</i> and <i>cetasika</i>	Direct classroom teaching/Online teaching / Blended	4	5, 6
8 th	Mid Semester Evaluation	Written Examination / Assignment / Individual or Group Presentation / Practical Test		4	1—6
9 th	Mental factors	- The ethically variable mental	Direct	4	5, 6

			<ul style="list-style-type: none"> factors - The unwholesome mental factors - The beautiful mental factors 	classroom teaching/Online teaching / Blended		
10th	Cittavīti		<ul style="list-style-type: none"> - Definitions of <i>cittavīti</i> - Process of <i>cittavīti</i> - <i>Cuticitta</i> and <i>paṭisandhicitta</i> 	Direct classroom teaching/Online teaching / Blended	4	5, 6
11th	The analysis of matter		<ul style="list-style-type: none"> - Definition of matter - The great elements of matter - The real and the nominal material <i>dhammas</i> - The material Clusters 	Direct classroom teaching/Online teaching / Blended	4	5, 6
12th	Abhidhamma analysis of causal relation		<ul style="list-style-type: none"> - Theory of causality - Causal relations 	Direct classroom teaching/Online teaching / Blended	4	5, 6
13th	Bhavaṅga and re-becoming		<ul style="list-style-type: none"> - An introduction to <i>bhavaṅga</i> - Intermediate existence - Process of re-becoming 	Direct classroom teaching/Online teaching / Blended	4	5, 6
14th	Methods of meditation		<ul style="list-style-type: none"> - Samatha-Vipassanā - <i>Sattavisuddhi</i> - <i>Nīvaraṇa</i> - <i>Jhāna</i> - <i>Nibbāna</i> 	Direct classroom teaching/Online teaching / Blended	4	5, 6
15th	Abhidharma traditions and parallel philosophical developments		<ul style="list-style-type: none"> - Sarvāstivāda and Sautrāntika - Dharmavāda - Pudgalavāda - Paramāṇuvāda - Kṣṇavāda - Cittaviprayuktasaṃskāradharma 	Direct classroom teaching/Online teaching / Blended	4	5, 6
10.	Number of Notional Hours: 200					

	<p>1. Lecture Hours – 60 2. Tutorial / Practical / Presentation Hours – 40</p>	<p>3. Self-study and Homework Preparation Hours – 60 4. Hours for Field Surveys / Factory Visits / Social Activities – 40</p>
11.	<p>Evaluation and Assessment:</p>	
	<p>In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated <i>Expected soft skills to be evaluated through the continuous assessments:</i></p>	
	<p>End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated Question Paper:</p>	
12.	<p>Recommended Readings:</p> <ol style="list-style-type: none"> 1. Guenther, H. (1957): <i>Philosophy and Psychology in the Abhidhamma</i>, Lucknow. 2. Karunadasa, Y. (1989): <i>Buddhist Analysis of Matter</i>, The Buddhist Research Society, Singapore. 3. Karunadasa, Y. (2015): <i>The Theravāda Abhidhamma</i>, Buddhist Publication Society, Kandy. 4. Karunaratne, W. S. (1961): <i>et al, 'Abhidhamma', Encyclopaedia of Buddhism</i>, Vol. I, Fascile I, Colombo. 5. Kasyap, Ven. J. (1943): <i>The Abhidhamma Philosophy, Vols, I & II</i>, Benares. 6. Nyanaponika, Ven. (1949): <i>Abhidhamma Studies, Researches in Buddhist Psychology</i>, Colombo. 7. Nyanatiloka, Ven. (1949): <i>Guide Thorough the Abhidhamma Pitaka</i>, Colombo. 8. Sumanapala, G. D. (1988): <i>Theravada Abhidharma</i>, Buddhist Research Society, Singapore. 9. Wader, A. K. (1961): <i>'Mātikā' (Introductory Essay), Mohavicchedini</i>, Pāli Text Society, London. (pp. XIX-XXX). 10. Watanabe, F. (1983): <i>Philosophy and its Development in the Nikayas and Abhidhamma</i>, Delhi. 11. වැදෑරීමේ හිමි, ජේෂ්වරත්න (1987): <i>අනිධර්ම මාර්ගය</i>, පුබුද්ධ ප්‍රකාශනයේ, බොරැස්මුව. 12. තිලකරත්න, අසංග (1996): <i>අනිධර්ම අධ්‍යයන</i>, කරුණාරත්න සහ පුත්‍රයෝ, කොළඹ. 13. ශාසනරත්න හිමි, මොරටුවේ (1976): <i>අනිධර්ම කෝෂය</i>, පානදුර. 14. ශ්‍රී ධර්මවංශ හිමි, මාතර (1982): <i>අනිධර්මවැදෑරීම</i>, කොළඹ තරුණ බෞද්ධ සංගමය. 	

Fields of Study: Pāli						
1.	Code of the Course Unit	PALI 41734				
2.	Title of the Course Unit	Prescribed Sanskrit and Prākṛit Texts				
3.	Number of Credits	4				
4.	Type	C				
5.	Coordinator of the Course Unit	Most senior lecturer of the course unit				
6.	Pre-requisites	Not applicable				
7.	Main objective of the course:	The objective of this course is to provide students with an adequate knowledge to read, understand and analyze the language, culture and philosophy of the prescribed texts.				
8.	Intended Learning Outcomes (ILOs)	<p>At the completion of this course the students will be able to</p> <ol style="list-style-type: none"> 1) Introduce linguistic background of India, 2) explain the connection of religions and languages in India, 3) show the difference of the Māgadhī and the Ardha-Māgadhī, 4) describe the Jain and the Buddhist literature, 5) locate geographical expansion of Buddhism in and outside India, 6) identify Mahayana as a development of Buddhism, 7) discuss comparatively the teachings of Theravāda and Mahayana, 8) read and understand the records written in Buddhist Hybrid Sanskrit and Prākṛit, 9) analyze the content of relevant texts, 10) define socio-philosophical issues comparatively, 11) clarify the relationships among Pāli, Buddhist Hybrid Sanskrit and Prākṛit and 12) assess the language, content, and socio-political and cultural value of Aśoka edicts. 				
9.	Contents			Mode of Delivery / Way of Delivery (T/L Materials)	No. of Hrs	ILO No.
	Week	Main themes	Subthemes			
	1 st	Socio-religious background of ancient	- Movements of Aryans and non-Aryans	Direct classroom teaching /Online	4	1, 2

	India	- Socio-religious identity	teaching / Blended		
2 nd	Religion and language	- Social classes - Language policy of Brahmins - Language of <i>śramaṇa</i> movements	Direct classroom teaching /Online teaching / Blended	4	2
3 rd	Māgadhī and Ardha-Māgadhī	- Characteristics of Māgadhī/Pāli - Characteristics of Ardha-Māgadhī	Direct classroom teaching /Online teaching / Blended	4	3
4 th	Religious literature of Buddhism and Jainism	- Buddhist literature - Jain literature	Direct classroom teaching /Online teaching / Blended	4	4
5 th	Geographical expansion of religions and cultures	- Buddhism - Jainism - Mahayana Buddhism - Aśoka's decree	Direct classroom teaching /Online teaching / Blended	4	5
6 th	Buddhist Hybrid Sanskrit	- Origin and expansion - Characteristics	Direct classroom teaching /Online teaching / Blended	4	5—8
7 th	Prajñāpāramitā (selected chapters) Sukhāvatīvyūha (selected chapters) Uttarādhyayana (selected chapters)	- Reading - Translation - Analysis	Direct classroom teaching /Online teaching / Blended	4	8—12
8 th	Mid Semester Evaluation	Written Examination / Assignment / Individual or Group Presentation / Practical Test		4	1—12
9 th	Prajñāpāramitā (selected	- Reading	Direct classroom teaching /Online	4	8—

	chapters) Sukhāvātīvyūha (selected chapters) Uttarādhyayana (selected chapters)	- Translation - Analysis	teaching / Blended		12
10th	Prajñāpāramitā (selected chapters) Sukhāvātīvyūha (selected chapters) Uttarādhyayana (selected chapters)	- Reading - Translation - Analysis	Direct classroom teaching /Online teaching / Blended	4	8— 12
11th	Asoka inscriptions (selected edicts) Saddharmapuṇḍarīkasūtra: (selected chapters)	- Reading - Translation - Analysis	Direct classroom teaching /Online teaching / Blended	4	8— 12
12th	Asoka inscriptions (selected edicts) Saddharmapuṇḍarīkasūtra (selected chapters)	- Reading, - Translation - Analysis	Direct classroom teaching /Online teaching / Blended	4	8— 12
13th	Aśoka inscriptions (selected edicts) Saddharmapuṇḍarīkasūtra (selected chapters)	- Reading - Translation - Analysis	Direct classroom teaching /Online teaching / Blended	4	8— 12
14th	Analysis of Aśoka inscriptions	- Language - Principles	Direct classroom teaching /Online teaching / Blended	4	12
15th	Mahayana as a development of Buddhism	- Mahayana literature - Mahayana concepts	Direct classroom teaching /Online teaching / Blended	4	6, 7
10.	Number of Notional Hours: 200				

	<p>1. Lecture Hours – 60</p> <p>2. Tutorial / Practical / Presentation Hours – 40</p>	<p>3. Self-study and Homework Preparation Hours – 60</p> <p>4. Hours for Field Surveys / Factory Visits / Social Activities – 40</p>
11.	Evaluation and Assessment:	
	In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated <i>Expected soft skills to be evaluated through the continuous assessments:</i>	
	End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated Question Paper:	
12.	Recommended Readings:	
	<ol style="list-style-type: none"> 1. Brough, J. (1962): <i>Gandhāri Dhammapada</i>, London. 2. Conze, E. (1960): <i>The Prajñāpāramitā Literature</i>, Gravenhage, Mouton. 3. Edgerton, F. (1998): <i>Buddhist Hybrid Sanskrit Grammar</i>, Motilal Banarsidass, Delhi. 4. Jacobi, Hermann, (2003): <i>Uttaradhyayanasūtra</i>, Satguru, Delhi. 5. Mitra, R. (1982): <i>The Sanskrit Buddhist Literature of Tripitaka</i>, Nepal. 6. Vaidya, P. L. (ed.), (1960): <i>Saddharmapūṇḍarikasūtra</i>, Mithilal Institute, Darbhanga. 7. ඥාණරතන හිමි, නාඛිරිත්තත්තචචර (2019): <i>උත්තරාධ්‍යයන සූත්‍රය</i>, සමයවර්ධන මුද්‍රණාලය, කොළඹ. 8. ඥාණවිමල නාහිමි, බෙල්ලන (1988): <i>අශෝක ශිලා ලේඛන</i>, කොළඹ. 9. ඩබ්. පී. ගුරුගේ, ආනන්ද (1994): <i>ධර්මාශෝක සුනියවින ජීවන චරිතය</i>, ඇස්. ගොඩගේ සහ සහෝදරයෝ, කොළඹ. 10. තෝමස්, ඊ. ජේ. (1966): <i>බෞද්ධ චින්තාවේ ඉතිහාසය</i>, (පරි: කරුණා සේනානායක), ඇම්. ඩී. ගුණසේන සහ සමාගම, කොළඹ. 11. ධම්මකිත්ති හිමි, බ්‍රාහ්මණවත්තේ (1945): <i>ප්‍රාකෘතප්‍රකාශය</i>, ලක්ෂ්මන් යන්ත්‍රාලය, කොළඹ. 12. පඤ්ඤාකිත්ති හිමි, හිරිපිටියේ (1992): <i>සුඛාවභිවූහ සූත්‍රය</i>, සමයවර්ධන මුද්‍රණාලය, කොළඹ. 13. රාධාක්‍රිෂ්ණන්, එස්. (1990): <i>ඉන්ද්‍රිය දර්ශනය</i>, අධ්‍යාපන ප්‍රකාශන, කොළඹ. 14. සරණංකර හිමි, ගණේගම (1963): <i>බෞද්ධ මහාධරාජ අශෝක හා සෙල්ලිපි</i>, මංගල මුද්‍රණාලය, මරදාන. 15. සාසනරතන හිමි, මොරටුවේ (1962): <i>ලක්දිව මහායාන අදහස්</i>, කොළඹ. 16. සේනාධීර, ගුණපාල (1969): <i>අශෝක සිරිත</i>, ඇම්. ඩී. ගුණසේන සහ සමාගම. 	

Field of Study: Professional Subject Stream		
1	Code of the Course Unit	PSIT 41532
2	Title of the Course Unit	ICT Skills for Education and Professional- Part II
3	Number of Credits	2
4	Type	Optional
5	Coordinator of the Course Unit	Most Senior Lecturer of the Relevant Course Unit
6	Pre-requisites	None
7	Main objective of the course <ol style="list-style-type: none"> I. To provide an advanced knowledge, skills, attitudes, mind-set and paradigm to students to be effectively performed in their particular field with ICT. II. To provide each student with an opportunity to become competent technology literate person in an effective and social manner. III. To strengthen national information industry for effective decision making, problem solving, and for serving relevant information to client. IV. To provide human capital for the employment market of the country. VI. To assist and promote new venture creation of the country. VII. To provide opportunities for students to reflect on their own ICT practice VIII. Enhance students' skills to develop their learners' digital skills and literacy IX. To provide a technological toolkit for learners and improve the level of key competences and ICT skills X. To access a variety of on-line resources to promote good practice in education XI. Share best practices, ideas and materials in online/ICT enabled teaching and learning 	
8	Intended Learning Outcomes (ILOs) At the completion of this course unit the student will be able to <ol style="list-style-type: none"> 1. Identify the value and nature of information and how it is organized and use it effectively especially in an electronic environment 2. Use MS Office package (advance) for improving workplace performance 3. Create databases by using relevant software packages 4. Design required graphics for teaching and learning/workplace/day to day life 5. Use digital technology for research and innovation 6. Use digital teaching and learning tools to support e-learning 7. Create a simple educational game 8. Design an interactive web 9. Use smart technology for Digital living 10. Value ethically use of information technology 	

	11. Use best practices, ideas and materials in online/ICT enabled teaching and learning					
9	Contents			Mode of Delivery/ Way of Delivery (T/L Materials)	No of Hrs.	ILO No.
	Week	Main Themes	Sub Themes			
	1st	Identify the value and nature of information and how it is organized and use it effectively especially in an electronic environment	Advanced information literacy skills including critical thinking, reading skills, and independent learning,			
	2nd	Identify the value and nature of information and how it is organized and use it effectively especially in an electronic environment	Academic integrity and avoiding Plagiarism			
	3rd	Use of Microsoft Office package for educational purposes and for the workplace	Types of ICT tools used at workplace, Introduction to Microsoft Office and practical – Excel			
	4th	Use of Microsoft Office package for educational purposes and for the workplace	Types of ICT tools used at workplace, Introduction to Microsoft Office and practical – PowerPoint (Advanced)			
5th	Create databases by using relevant software packages	Types of ICT tools used at workplace, Introduction to Microsoft Office and practical – Access				

		(Advanced)		
6th	Graphics for teaching and learning			4
			2	
7th	Digital technology for research and innovation	Use of ICT tools for research and development including database searching (advance)	2	5
8th	Digital technology for research and innovation	Use of ICT tools for research and development	2	5
9th	Mid Semester Evaluation Written Examination/ Assignment / Individual or Group Presentation / Practical Test			
10th	Use digital teaching and learning tools to support e-learning	Practical on Blended learning tools (advance)		6
			2	
11th	Create a simple educational game			7
			2	
12th	Design an interactive web			8
			2	
13th	Use smart technology for Digital living	Awareness, skills, and effectiveness in 'digital living', use of Zoom, Social Media, Khoot and other		9
			2	

			online tools			
	14th	Value ethically use of information technology	Information related to security principles and concepts, security policies, and ISO standards on security measures, implementation of security measures, importance of employee awareness in protecting information, highlighting making aware of individual's responsibility towards IS.		2	10
	15th	Use best practices, ideas and materials in online/ICT enabled teaching and learning	Best practices, ideas and materials in online/ICT enabled teaching and learning – national and international		2	11
10.	Number of Notional Hours: 100					
	1. Lecture Hours: 30 3. Self-study and Homework Preparation Hours: 20 2. Tutorial Hours: 30 4. Hours for recommended reading: 20					
11.	Evaluation and Assessment:					
	In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated <i>Expected soft skills to be evaluated through the continuous assessments:</i>					
	End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated Question Paper:					

12	<p>Recommended Readings:</p> <ol style="list-style-type: none"><li data-bbox="305 296 1268 363">1. Merkow, M. S., Breithaupt, J. (2015), Information Security: Principles and Practices, Wiley, New Jersey<li data-bbox="305 369 1390 468">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<li data-bbox="305 474 1377 541">3. Munir, K. (2016), Security Management in Mobile Cloud Computing (Advances in Information Security, Privacy, and Ethics), 1st Edi. IGI global, Hershey, PA

1	Code of the Course Unit	PALI 43744
2	Title of the Course Unit	Internship
3	Number of Credits	4
4	Type	Optional
5	Pre-requisites	None
6	Main objective of the course	The main objective of the course unit is to develop network in the industry for the student's career development.
7	Intended Learning Outcomes (ILOs)	<p>At the completion of this course unit the student will be able to</p> <ol style="list-style-type: none"> 12. Apply the academic knowledge to carry out work related activities and get to know new trends in dynamic working environments. 13. Develop professional skills to practice their subject knowledge within a given context as a value adding person 14. Develop network with the stakeholders of relevant industries and communities for career development opportunities.
8	Content	<ol style="list-style-type: none"> 1. From this course unit, it is essential to establish links by the Internship Coordinating Unit in order to provide internship opportunities for the final year undergraduates. The internship period 1 academic year covering 400 working hours. It should be completed the compulsory workshop series conducted by Internship and Skills Development Unit in the previous semester for getting basic knowledge and occupational experience for the internship. 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. 3. All the relevant criteria of internship program is depended on the Internship Policy Framework of the Internship and Skills Development Unit. 4. The following points should be completed from the internship program. <ul style="list-style-type: none"> • Self-preparation for selecting suitable organization and fulfilling initial requirement for getting acceptance to suitable organization for internship. • Developing professional soft skills related to different industrial organizations. • Developing skills and attitudes to get adapted to different organization cultures.

	<ul style="list-style-type: none"> • Relate academic knowledge into real life application with the supervision of supervisors in the relevant organizations. • Applying skills to enhance the professional network and public relations with the different types of stakeholders relevant to respective organizations and industry. • Improve skills for the relevant carrier development opportunities required knowledge.
9.	Number of Notional Hours: 400
10.	Evaluation and Assessment: Assessment Strategy: Supervisor Evaluation 50% Institutional Training Report 30% Viva-voce Examination 20%

Fields of Study: Pāli		
1.	Code of the Course Unit	PALI 42754
2.	Title of the Course Unit	Buddhism in Schools of Thought
3.	Number of Credits	4
4.	Type	C
5.	Coordinator of the Course Unit	Most senior lecturer of the relevant course unit
6.	Pre-requisites	Not applicable
7.	Main objective of the course:	The main objective of this course is to provide an adequate knowledge of Buddhism in schools of Thought.
8.	Intended Learning Outcomes (ILOs)	At the completion of this course, the student will be able to

	<ol style="list-style-type: none"> 1) define key terms of the unique developments of Buddhist Thought, 2) introduce historical personalities that contributed for the development of new philosophical trends in early and medieval periods of the history of Buddhist Thought, 3) explain the origin and development of Buddhist literature in Buddhist Hybrid Sanskrit, classical Chinese and Tibetan, 4) discuss doctrinal and social background of the emergence of Buddhist Schools, 5) clarify the philosophical and religious significance of Abhidharma, <i>Navadharmā sūtras</i>, <i>Prajñāpāramitā sūtras</i> and <i>Avatānsaka sūtras</i>, 6) describe core teachings of Sarvāstivāda, Sautrāntika, Madhyamaka and Yogācāra schools 7) comment on <i>Dharmavāda</i>, <i>Cittaviprayukta-saṅskāradharma</i>, <i>Bījasantāna</i>, <i>Paramāuvṇḍa</i>, <i>Kṣṇavāda</i>; <i>Pudgalavāda</i> and 8) compare and contrast main philosophical concepts of major Buddhist schools. 					
9.	Contents			Mode of Delivery / Way of Delivery (T/L Materials)	No. of Hrs	CLO No.
	Week	Main themes	Subthemes			
	1 st	Historical and social background of the emergence of Buddhist schools	<ul style="list-style-type: none"> - Origin of Buddhist schools - Evolution of Buddhist Schools - Pioneers of <i>Abhidharma</i> schools 	Direct classroom teaching/Online teaching / Blended	4	1, 2
	2 nd	Classical Buddhist literature	<ul style="list-style-type: none"> - Buddhist Hybrid Sanskrit Literature - Chinese Buddhist Literature - Tibetan Buddhist Literature 	Direct classroom teaching/Online teaching / Blended	4	3
3 rd	Abhidharma schools	<ul style="list-style-type: none"> - Sarvāstivāda literature - Sarvāstivāda teachings 	Direct classroom teaching/Online teaching /	4	5	

		- Sautrāntika	Blended		
4 th	<i>Navadharmasūtras - I</i>	- <i>Prajñāpāramitā (Aṣṭasāhasrikā)</i> - <i>Gaṇḍavyūha</i> - <i>Daśabhūmika</i> - <i>Samādhirāja</i>	Direct classroom teaching/Online teaching / Blended	4	5
5 th	<i>Navadharmasūtras - II</i>	- <i>Laṅkāvatāra</i> - <i>Saddharmapuṇḍarikā</i> - <i>Lalitavistara</i> - <i>Suvarṇaprabhāsa</i> - <i>Tathāgataguhyā</i>	Direct classroom teaching/Online teaching / Blended	4	5
6 th	<i>Prajñāpāramitā-sūtras</i>	- Origin and development of the <i>Prajñāpāramitā</i> Literature - <i>Prajñāpāramitā</i> philosophy	Direct classroom teaching/Online teaching / Blended	4	5
7 th	<i>Avataṅsaka-sūtras</i>	- <i>Mahāvaiṣṭya Sūtra</i> - Philosophical trends in the <i>Avataṅsaka-sūtras</i>	Direct classroom teaching/Online teaching / Blended	4	5
8 th	Mid Semester Evaluation	Written Examination / Assignment / Individual or Group Presentation / Practical Test		4	1—8
9 th	Madhyamaka tradition	- Mūlamadhyamakakārikā - Philosophy of emptiness	Direct classroom teaching/Online teaching / Blended	4	6—8
10 th	Yogācāra tradition	- Viññaptimātratāsiddhi - Consciousness only theory	Direct classroom teaching/Online teaching /	4	6—8

				Blended		
11 th	Abhidharma controversies	<ul style="list-style-type: none"> - <i>Dharmavāda</i> - <i>Cittaviprayukta-saṅskāradharma</i> - <i>kṣāṇavāda</i> 	Direct classroom teaching/Online teaching / Blended	4	6—8	
12 th	Pudgalavāda	<ul style="list-style-type: none"> - An introduction to Pudgalavāda - Literary background of Pudgalavāda - Critique of the Pudgalavāda 	Direct classroom teaching/Online teaching / Blended	4	6—8	
13 th	Theory of atom in Buddhist schools	<ul style="list-style-type: none"> - <i>Paramñuvāda</i> in the Sthaviravāda abhidhamma - <i>Paramñuvāda</i> in Mahāyāna tradition 	Direct classroom teaching/Online teaching / Blended	4	6—8	
14 th	Philosophical development of Madyamaka tradition	<ul style="list-style-type: none"> - Two traditions of <i>Śūnyatāvāda</i> - Early Buddhism and Nāgārjuna 	Direct classroom teaching/Online teaching / Blended	4	6—8	
15 th	Philosophical development of the Yogācāra tradition	<ul style="list-style-type: none"> - <i>Bījasantāna</i> - <i>Bāhyānumeyārthavāda</i> 	Direct classroom teaching/Online teaching / Blended	4	6—8	
10.	Number of Notional Hours: 200					
	1. Lecture Hours – 60		3. Self-study and Homework Preparation Hours – 60			
	2. Tutorial / Practical / Presentation Hours – 40		4. Hours for Field Surveys / Factory Visits / Social Activities – 40			
11.	Evaluation and Assessment:					
	In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated <i>Expected soft skills to be evaluated through the continuous assessments:</i>					
	End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated					

	Question Paper:
12.	<p>Recommended Readings:</p> <ol style="list-style-type: none"> 1. Conze, E. (1982): <i>Buddhist Thought in India</i>, London. 2. Das Gupta, S. (1963): <i>A History of Indian Philosophy</i>, Vol I, Cambridge. 3. De Silva, Padmasiri (1979): <i>An Introduction to Buddhist Psychology</i>, Macmillan, London. 4. Jayatilake, K. N. (1963): <i>Early Buddhist Theory of Knowledge</i>, Allen & Unwin, London. 5. Jayatilake, K. N. (1972): <i>Ethics in Buddhist Perspective</i>, Kandy. 6. Kalupahana, D. J. (1975): <i>Causality; The Central Philosophy of Buddhism</i>, Honolulu. 7. Kalupahana, D. J. (1976): <i>Buddhist Philosophy, A Historical Analysis</i>, Honolulu. 8. Karunaratna, W. S. (1988): <i>The Theory of Causality in Early Buddhism</i>, Colombo. 9. Keith, A. B. (1932): <i>Buddhist Philosophy in India and Ceylon</i>, Oxford. 10. Nissanka, H. S. S. (2001): <i>Buddhist Psychotherapy</i>, Gunasena, Colombo. 11. Sumanapala, G. D. (1988): <i>Theravada Abhidharma</i>, Buddhist Research Society, Singapore. 12. Thomas, E. J. (1933): <i>History of Buddhist Thought</i>, London. 13. Wader, A. K. (1980): <i>Indian Buddhism</i>, Delhi. 14. කරුණාරත්න, ඩබ්. එස්. (1987): <i>බෞද්ධ දර්ශනය හා චරණය</i>, ඇස්. ගොඩගේ සහ සහෝදරයෝ, කොළඹ. 15. ගල්මංගොඩ, සුමනපාල (1994): <i>ආදී බෞද්ධ දර්ශනය (මූලධර්ම විග්‍රහයක්)</i>, අහය මුද්‍රණාලය, කඩවත.

Fields of Study: Pāli		
1.	Code of the Course Unit	PALI 42764
2.	Title of the Course Unit	Buddhist Methods of Logic
3.	Number of Credits	4
4.	Type	C
5.	Coordinator of the Course Unit	Most senior lecturer of the relevant course unit
6.	Pre-requisites	Not applicable
7.	Main objective of the course:	The objective of this course is to provide students with critical knowledge of the Buddhist concept of logic and Buddhist logical teachings in canonical and post canonical literature.

8.	<p>Intended Learning Outcomes (ILOs)</p> <p>At the completion of this course, the student will be able to</p> <ol style="list-style-type: none"> 1) define logic in a border context, 2) introduce concept of logic in Indian context, 3) show the relationship of logic to epistemology, 4) identify logical uses in early Buddhist texts, 5) explain the basis of logic in Buddhism, 6) clarify the logical theories used to interpret metaphysical concepts in early Buddhism, 7) describe Buddha's view on logic, 8) elucidate Theravada trends on logical theories in Post Canonical texts, 9) explain the connection between logic and language, 10) examine the relevance of logic and epistemology to establish Buddhist teachings, 11) discuss comparatively inter-sectarian trends on <i>tarka</i> and <i>nyāya</i> and 12) Evaluate the contributions of leading Buddhist logicians and their theories. 					
9.	Contents			Mode of Delivery / Way of Delivery (T/L Materials)	No. of Hrs	ILO No.
Week	Main themes	Subthemes				
1 st	Meaning of the terms related to logic (<i>takka</i>)	<ul style="list-style-type: none"> - Terminology of logic - Lexicographical definitions - Logic (<i>takka</i>) and theory (<i>nyāya</i>) - Traditional movements of logic 	Direct classroom teaching / Online teaching / Blended	4	1	
2 nd	Concept of logic in Indian context	<ul style="list-style-type: none"> - Historical evolution - Logical uses in Vedic and post-Vedic literature - Nyāya tradition in Hinduism - Ancient logicians 	Direct classroom teaching / Online teaching / Blended	4	2	

3 rd	Relationship between logic and epistemology	<ul style="list-style-type: none"> - What is epistemology? - Importance of logic in epistemology - Epistemological trends in early Buddhism 	Direct classroom teaching / Online teaching / Blended	4	3
4 th	Logical uses in Buddhist canonical texts	<ul style="list-style-type: none"> - Logical statements of the Buddha and early disciples - Contextual connotations 	Direct classroom teaching / Online teaching / Blended	4	4, 5
5 th	Logical basis of Buddhist teachings	<ul style="list-style-type: none"> - Logicians encountered the Buddha and early disciples - Logical theories contemporary to the Buddha (<i>catuskoṭi</i>, <i>pañcanaya</i>, <i>saptabhaṅgīnaya</i>) - Contextual expositions 	Direct classroom teaching / Online teaching / Blended	4	4, 5
6 th	Logical theories on metaphysical issues in early Buddhism	<ul style="list-style-type: none"> - Metaphysical propositions in early Buddhist discourses - Use of logic to establish fundamental Buddhist teachings - Buddhist standpoint on metaphysical issues 	Direct classroom teaching / Online teaching / Blended	4	6, 7
7 th	Buddha's view on logic	<ul style="list-style-type: none"> - Buddha as a logician - Buddha's language and logic - Logical theories of the Buddha - Buddhist standpoint on logic 	Direct classroom teaching / Online teaching / Blended	4	7
8 th	Mid Semester Evaluation	Written Examination / Assignment / Individual or Group Presentation / Practical Test		4	1—12
9 th	The logic and the Kathāvattuppakarāṇa	<ul style="list-style-type: none"> - Historical background of the schism - Buddhist sects contemporary to 	Direct classroom teaching / Online teaching /	4	5, 6

		<p>the Kathāvatthupparakaraṇa</p> <ul style="list-style-type: none"> - Philosophical background of the Kathāvatthupparakaraṇa - Logical theories in the Kathāvatthupparakaraṇa 	Blended		
10th	Selected readings of the Kathāvatthupparakaraṇa	<ul style="list-style-type: none"> - Reading - Translation - Discussion 	Direct classroom teaching / Online teaching / Blended	4	5, 6
11th	Theravada logical theories in post-canonical texts	<ul style="list-style-type: none"> - The Nettippakaraṇa - The Peṭakopadesa - <i>Soḷasāhāra</i> - <i>Pañcanaya</i> 	Direct classroom teaching / Online teaching / Blended	4	8
12th	The Milindapañha	<ul style="list-style-type: none"> - Logical methods - Principles of a debate - Language and its specialties - Analysis of selected arguments 	Direct classroom teaching / Online teaching / Blended	4	8
13th	Logic and language	<ul style="list-style-type: none"> - Language and its functions - Logical language - Technical terms - Limits of language 	Direct classroom teaching / Online teaching / Blended	4	9
14th	Inter-sectarian trends on <i>Tarka</i> and <i>Nyāya</i>	<ul style="list-style-type: none"> - History - Buddhist logical fraternities - Leading Buddhist logicians - Logical treatises 	Direct classroom teaching / Online teaching / Blended	4	10, 11
15th	Principles of Buddhist	<ul style="list-style-type: none"> - <i>Samyagñāna</i> 	Direct classroom teaching / Online	4	11,

	Nyāya tradition	- <i>Pratyakṣa</i> - <i>Anumāna</i> etc.	teaching / Blended		12
10.	Number of Notional Hours: 200				
	1. Lecture Hours – 60		3. Self-study and Homework Preparation Hours – 60		
	2. Tutorial / Practical / Presentation Hours – 40		4. Hours for Field Surveys / Factory Visits / Social Activities – 40		
11.	Evaluation and Assessment:				
	In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated <i>Expected soft skills to be evaluated through the continuous assessments:</i>				
	End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated Question Paper:				
12.	Recommended Readings:				
	<ol style="list-style-type: none"> 1. Ayer, A. J. (1958): <i>The Problem of Knowledge</i>, London. 2. Gunarathne, R. D. (1989): <i>The Logic Form of Catuskoti</i>, Colombo. 3. Hariprasad, Shastri (1910): <i>Six Buddhist Nyaya Tracts</i>, Calcutta. 4. Jayathilaka, K. N. (1998): <i>Early Buddhist Theory of Knowledge</i>, Motilal Banarsidass Publishers (Pvt.) Limited, Delhi. 5. Stcherbatsky, TH. (1962): <i>The Buddhist Logic</i>, Vol. I, II, New York. 6. Vidya-bhusana, S. C. A. (1921): <i>A History of Indian Logic</i>, Calcutta. 7. අභයසිංහ, නරායාචාර්ය (1965): <i>භාරත නර්ක ශාස්ත්‍රය</i>, එම්. එම්. ප්‍රකාශන, කොළඹ. 8. තිලකරත්න, හේ. මු. (1978): <i>නර්ක ශාස්ත්‍රයේ මූලධර්ම</i>, ඇම්. ඩී. ගුණසේන සහ සමාගම, කොළඹ. 9. දිසානායක, ජේ. ඩී. (2005): <i>මානව භාෂා ප්‍රවේශය</i>, සුමති ප්‍රකාශකයෝ, කළුබෝවිල. 10. ධම්මරතන, නාරාචිල; පඤ්ඤාලොක, හැඩ්පන්තල (1950): <i>භාරතීය දර්ශන</i>, ඇම්. ඩී. ගුණසේන සහ සමාගම, කොළඹ. 11. විමලවංස, බද්දේගම (1955): <i>දර්ශනවාද සංග්‍රහය</i>, අනුල මුද්‍රණාලය, කොළඹ. 12. විරසිංහ, එස්. ජී. එම්. (1973): <i>භාරතීය නර්ක ප්‍රවේශය</i>, විද්‍යාලංකාර මණ්ඩලය, කැලණිය. 				

Fields of Study: Pāli		
1.	Code of the Course Unit	PALI 43776
2.	Title of the Course Unit	Dissertation
3.	Number of Credits	6

4.	Type	C				
5.	Coordinator of the Course Unit	Most senior lecturer of the relevant course unit				
6.	Pre-requisites	Not applicable				
7.	Main objective of the course:	The objective of this course is to provide students with ability to forward a dissertation on an approved topic in the field of Pāli.				
8.	Intended Learning Outcomes (ILOs)	<p>At the completion of this course, the student will be able to</p> <ol style="list-style-type: none"> 1) enhance the research skills of the students, 2) identify errors in their composition, 3) develop a new idea, concepts, theories, 4) study the techniques of problem solving, 5) make their own questions and answers and rectify grammar issues, 6) collect the necessary data, information and interpret them, 7) arrange necessary facts, plan, draft, revise and edit their writing and 8) use strategies for problem solving and summarising. 				
9.	Contents			Mode of Delivery / Way of Delivery (T/L Materials)	No. of Hrs	ILO No.
	Week	Main themes	Subthemes			
	1 st	Make students aware of the nature and purpose of their research, goals, objectives, strategies	<ul style="list-style-type: none"> - Setting goals & objectives, activating relevant knowledge - Judging what is important, evaluating understanding and identifying difficulties in research 	Discussion/Online instruction	6	1—8
2 nd	Make students aware of the nature and	- Selection of a research theme	Discussion/Online	6	1—8	

	purpose of their research, goals, objectives, strategies	<ul style="list-style-type: none"> - Its foundation, scope, limitation and significance 	instruction		
3 rd	Involve students in activities designed to sharpen their inquiry skills about the research	<ul style="list-style-type: none"> - Create more opportunities and multifaceted activity to explore - Help students gain research skills, practices in research 	Discussion/Online instruction	6	1—8
4 th	Ask questions, formulate problems and challenges	<ul style="list-style-type: none"> - Help them think deeply and be flexible in research findings - Methods and techniques to draw conclusions and apply them in their research 	Discussion/Online instruction	6	1—8
5 th	Special questions related to their research designed to challenge students' ways of reasoning and thereby develop a set of reasoning skills	<ul style="list-style-type: none"> - Group tasks where students practice ways of collaborating in discussion to develop reasoning and problem-solving ability - Help students to make questions and find answers 	Discussion/Online instruction	6	1—8
6 th	Use activities that help students gather and organize ideas prior to writing	<ul style="list-style-type: none"> - Make decisions simultaneously about content and language - Help students generate new ideas, organize them 	Discussion/Online instruction	6	1—8
7 th	Information Literacy	<ul style="list-style-type: none"> - Help them identify what information is needed in their research - Understand how the information is organized, identify the best sources of information for a given need, locate those sources, evaluate the sources critically 	Discussion/Online instruction	6	1—8
8 th	Mid Semester	Written Examination / Assignment / Individual or			Discussion

	Evaluation	Group Presentation / Practical Test			
9th	Direct instruction of grammar	<ul style="list-style-type: none"> - Teaching ambiguities in sentences, punctuation and issues related to vocabulary - How to avoid errors in quotations, source languages 	Discussion/Online instruction	6	1—8
10th	Heuristic process or method.	<ul style="list-style-type: none"> - Help them make targeted comments on their own - Provide and jointly analyze good models of writing 	Discussion/Online instruction	6	1—8
11th	Planning what to do next and evaluating the progress	<ul style="list-style-type: none"> - Knowledge about realizing the degree to which they understand and self-regulating strategies - Effective group interactions to encourage students to think about their understanding 	Discussion/Online instruction	6	1—8
12th	Make students collaborate to plan, draft, revise and edit their writing	<ul style="list-style-type: none"> - Planning and drafting - Revision and editing their writing 	Discussion/Online instruction	6	1—8
13th	Problem solving strategies	<ul style="list-style-type: none"> - Making connections when reading or self-verbalizing: guessing and checking - Drawing tables, diagrams 	Discussion/Online instruction	6	1—8
14th	Strategies and procedures for summarizing material	<ul style="list-style-type: none"> - Main idea and supporting points that should include in summary - Identifying key vocabulary, general idea, theories, concepts etc. 	Discussion/Online instruction	6	1—8
15th	Feedback, further	<ul style="list-style-type: none"> - Feedback 	Discussion/Online	6	1—8

	instructions	- Further instructions	instruction		
10.	Number of Notional Hours: 90				
	1. Lecture Hours –		3. Self-study and Homework Preparation Hours –		
	2. Tutorial / Practical / Presentation Hours –		4. Hours for Field Surveys / Factory Visits / Social Activities –		
11.	Evaluation and Assessment:				
	In Course Evaluation (Mid Semester Evaluation) from Total Marks Allocated <i>Expected soft skills to be evaluated through the continuous assessments:</i>				
	End of Course Evaluation (End Semester Evaluation) from Total Marks Allocated Question Paper:				
12.	Recommended Readings:				
	<ol style="list-style-type: none"> 1. Kumar, Ranjit., (2005): <i>Research Methodology: A Step-by-Step Guide for Beginners</i>, California. 2. Kothari, C.R., (2004): <i>Research Methodology: Methods and Techniques</i>, Oxford. 3. Singh, Kumar., (2007): <i>Research Methodology</i>, New Delhi. 4. Nauriyal, D.K., Drummond, Michael, Lal, Y.B., (2006): <i>Buddhist Thought and Applied Psychological Research: Transcending the Boundaries</i>, Canada. 5. Panneerselvam, R., (2004): <i>Research Methodology</i>, New Delhi. 6. Uyangoda, Jayadewa, (2010): <i>Writing Research Proposals; In the Social Sciences and Humanities: A Theoretical and Practical Guide</i>, Social Scientists Association, No. 12, Sulaiman Terrace, Colombo 05. 				

Fields of Study: Pāli		
1.	Code of the Course Unit	PALI 42784
2.	Title of the Course Unit	Pāli Canon - Problems of Interpretation
3.	Number of Credits	4
4.	Type	O

5.	Coordinator of the Course Unit		Most senior lecturer of the relevant course unit			
6.	Pre-requisites		Not applicable			
7.	Main objective of the course: The main objective of this course is to provide students a critical knowledge on various interpretations of the Pāli canon.					
8.	Intended Learning Outcomes (ILOs) At the completion of this course, the student will be able to 1) define the technical terms representing different trends of philosophical thoughts, 2) interpret original Buddhist teachings in their proper linguistic, historical and philosophical context, 3) describe the purpose of life in the light of early Buddhist teachings, 4) elucidate the non-extremist middle position of early Buddhist teachings of the Pāli canon, 5) clarify the Buddhist teachings on the oneness of mankind and the significance of life, 6) explain the Buddhist attitude towards beauty and aesthetic appreciation, 7) elucidate on the Buddhist attitude towards language and its use, 8) refute misinterpretations of pseudo preachers, 9) point out and wrong interpretations of Buddhism in academic works, 10) response to the criticisms against Buddhism from Buddhist academic basis, 11) discuss modern social and global issues in the light of Buddhist teachings, and 12) interpret early Buddhist teachings for a better life on earth for all forms of life.					
9.	Contents			Mode of Delivery / Way of Delivery (T/L Materials)	No. of Hrs	ILO No.
	Week	Main themes	Subthemes			
	1 st	Buddhism, philosophy and religion	- Buddhism as a philosophy - Buddhism as a religion - Buddhism as a way of life	Direct classroom teaching / Online teaching / Blended	4	2, 3,5

2 nd	Nature of Buddhist philosophy in the Pāli canon	<ul style="list-style-type: none"> - Philosophical trends: optimism, pessimism, and realism - Is Buddhism optimistic or pessimistic? - Buddhism as a realism 	Direct classroom teaching / Online teaching / Blended	4	2, 3
3 rd	Purpose of life as taught by the Buddhism	<ul style="list-style-type: none"> - Is life without a purpose- Schopenhauer view - Purpose of life in Buddhism 	Direct classroom teaching / Online teaching / Blended	4	2
4 th	Eternalism and nihilism; and middle position of Buddhism	<ul style="list-style-type: none"> - Eternalism - Nihilism - Middle position of Buddhism in its theory and practice 	Direct classroom teaching / Online teaching / Blended	4	2, 3
5 th	Buddhism and oneness of mankind	<ul style="list-style-type: none"> - Buddhist teachings on the oneness of mankind - Buddhist criticism of social stratification - Is Buddhism nationalistic? 	Direct classroom teaching / Online teaching / Blended	4	4
6 th	Buddhism on gender equality	<ul style="list-style-type: none"> - Gender equality in Buddhist perspective - Gender issues and Buddhist culture - Order of Buddhist nuns 	Direct classroom teaching / Online teaching / Blended	4	12
7 th	Beauty and aesthetic appreciation in Buddhism	<ul style="list-style-type: none"> - Buddhist aesthetics-theoretical background. - Aesthetics in Buddhist way of life. - Is Buddhism against beauty and 	Direct classroom teaching / Online teaching / Blended	4	5, 11, 12

			aesthetic appreciation?			
8th	Mid Semester Evaluation	Written Examination / Assignment / Individual or Group Presentation / Practical Test		4		
9th	Buddhist teachings of the proper use of language	<ul style="list-style-type: none"> - Buddhist concept of language. - Buddhist guidance to the proper use of language - Buddhism and discrimination against language 	Direct classroom teaching / Online teaching / Blended	4	6	
10th	Buddhism and human rights	<ul style="list-style-type: none"> - Human rights - Human rights in Buddhism - Buddhism and rights of all living things 	Direct classroom teaching / Online teaching / Blended	4	7, 8	
11th	Buddhism and modern social problems	<ul style="list-style-type: none"> - Is Buddhism applicable to modern life? - Buddhism and modern social problems: human trafficking, drug menace, war, gender issues, cyber-crimes, mercy killing (euthanasia), suicide - Buddhism and common mental ailments at present 	Direct classroom teaching / Online teaching / Blended	4	7, 8	
12th	Buddhism and environmental issues	<ul style="list-style-type: none"> - Environmental pollution: global heat, - Deforestation, cruelty on animals - Buddhist awareness of the environment - Loving kindness and compassion towards all living 	Direct classroom teaching / Online teaching / Blended	4	7, 8	

			things in Buddhism			
	13 th	Problems of misinterpretations of the words of the Buddha and Buddhist practice	<ul style="list-style-type: none"> - Perusal of misinterpretations: <i>aggañña</i> as genesis, <i>anatta</i> as a nihilism, <i>dukkha</i> as pessimistic, <i>deva</i> and atheism, <i>gandhabba</i> as a soul-like entity etc., - Misinterpretations due to the lack of the proper study of authentic sources - Significance of traditional interpretations 	Direct classroom teaching / Online teaching / Blended	4	9, 10
	14 th	Misinterpretations of Pāli Buddhist technical terms	<ul style="list-style-type: none"> - Pseudo preachers - Misinterpretations due to the lack of the proper and systematic study of Pāli - Significance of the study of Pāli and reading Buddhism from its original sources 	Direct classroom teaching / Online teaching / Blended	4	9, 10
	15 th	Misinterpretations of Buddhist history	<ul style="list-style-type: none"> - Birth and living places of the historical Buddha - Abhidhamma and its historicity - Historical contributions of commentators 	Direct classroom teaching / Online teaching / Blended	4	9, 10
10.	Number of Notional Hours: 200					
	1. Lecture Hours – 60		3. Self-study and Homework Preparation Hours – 60			
	2. Tutorial / Practical / Presentation Hours – 40		4. Hours for Field Surveys / Factory Visits / Social Activities – 40			
11.	Evaluation and Assessment:					
	In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated					

	<p>Expected soft skills to be evaluated through the continuous assessments:</p>
	<p>End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated Question Paper:</p>
12.	<p>Recommended Readings:</p> <ol style="list-style-type: none"> 1. Bodhi, Bhikkhu (2001): <i>The Good, the Beautiful and the True</i>, Buddhist Publication Society, Kandy 2. Jayatilleke, K.N. (1975): <i>The Message of the Buddha</i>, BPS, Kandy. 3. Kalupahana, D. J. (1976): <i>Buddhist Philosophy: A Historical Analysis</i>, University Press of Hawaii, USA. 4. Pande, G.C. (1995). <i>Studies in the Origin of Buddhism</i>, Motilal Banarsidass, Delhi. 5. Rahula, Walpola (1958). <i>What the Buddha Taught</i>, Gordon Fraser, Paris. 6. Warder, A. K. (1967): <i>Pāli Metre</i>, London. 7. Warder, A.K. (1961): <i>Pāli Canon and Its Commentaries</i>, London. 8. Warder, A.K. (1980): <i>Indian Buddhism</i>, Motilal Banarsidass, Delhi. 9. අබේනායක, ඔලිවර් (2009): <i>බෞද්ධ අධ්‍යයන විමර්ශන</i>, විජේසූරිය ග්‍රන්ථ කේන්ද්‍රය, බොරැල්ල. 10. ගමගේ, අරුණ කේ. (2013): <i>ඵරවාදී බෞද්ධ දර්ශනය: ධර්මවාද පරීක්ෂා</i>, එස්. ගොඩගේ සහ සහෝදරයෝ, කොළඹ. 11. ගමගේ, අරුණ කේ. (2014): <i>ඵරවාදී අර්ථකථන සිද්ධාන්ත</i>, එස්. ගොඩගේ සහ සහෝදරයෝ, කොළඹ. 12. පියරත්න හිමි, වෑගම (2006): <i>සෞන්දර්යය පිළිබඳ බෞද්ධ ආකල්පය</i>, සරස්වතී ප්‍රකාශන, දිවුලපිටිය. 13. බුලත්සිංහල, චන්ද්‍රතිලක (සංස්.), (2001): <i>නිවන් මග, බුදුදහම හා සෞන්දර්යය</i>, රජයේ මුද්‍රණාලය. 14. සිංහල විශ්වකෝෂය: "කලාව", (1978): සවැනි කාණ්ඩය, රජයේ මුද්‍රණ, කොළඹ, (428-448 පිටු)