

Revised Curriculum
Bachelor of Arts Degree Programme
Center for Distance and Continuing Education, 2021

Subject: BUDDHIST CULTURE

Year Study	Semester	Course Code	Course Title	Compulsory /Optional	Credits
1	1 & 2	BUCU 18214	Indian Background and Fundamentals of Buddhist Culture	Compulsory	4
		BUCU 18224	Study of Primary Sources and Buddhist Literary Criticism	Compulsory	4
2	3 & 4	BUCU 28214	Buddhist Monastic Organization, Art, and Antiquities	Compulsory	4
		BUCU 28224	Buddhist Social Thought, Counselling and Rituals	Compulsory	4
3	5 & 6	BUCU 38214	Development of Buddhist Culture in Sri Lanka and Its Asian Expansion	Compulsory	4
		BUCU 38224	Comparative Study of Religions and Buddhist Traditions	Compulsory	4

Course Code:	BUCU 18214
Compulsory/ Optional:	Compulsory
Course Name:	Indian Background and Fundamentals of Buddhist Culture
Intended Learning Outcomes:	<p>On completion of this course unit the student will be able to;</p> <ul style="list-style-type: none"> ➤ identifies the nature of Indian cultural background; ➤ describe the interrelationship of various religious and cultural practices and their mutual interactions; ➤ makes necessary background for further studies; ➤ identifies the fundamentals of Buddhist culture; ➤ points out how Buddhist teachings differ from traditional Indian culture in theory and practice; ➤ describes foundation of Buddhist culture is based on its fundamentals and ➤ adjusts one's way of life according to fundamentals of Buddhism.
Course Content	<p>Details of the religious beliefs in pre-Vedic era, <i>Jaganmātā</i> worship, evidences for the existence of yogic practices, Vedic period, polytheism spread in India after the advent of the Āryans; its nature, unique characteristics and development towards a monotheism and the factors influenced it, Brahmin era, authority of Veda, religious organization, institution of the clergy, theory of creation, theory of soul, <i>yāga</i>, union with the <i>Brahma</i>, theory of the social classes (<i>varṇadharmā</i>), organization of life (<i>āśramadharmā</i>), theory of duties (<i>svadharmā</i>), <i>āpaddharmā</i>, transition began with the dawn of <i>Āraṇyaka</i> period, quest for the truth, gradual change towards <i>jñānamārga</i>, <i>Upaniṣad</i> era, concepts of <i>ātman</i> and <i>brahman</i> and their union, ascetic (<i>Śramaṇa</i>) tradition, its unique characteristics, lineage of teachers and practices, early teachers, theory of non-action (<i>akiriyavāda</i>), theory of determination, scepticism, theory of soul and liberation.</p> <p>Understanding the life with the knowledge of internal and social</p>

	unsatisfactoriness (with reference to the Four Noble Truth), understanding the universal reality of all phenomena (with reference to the three characteristics), cause-effect relationship of the suffering and happiness and advancement and downfall (with reference to the dependent co-origination), practical value of the Buddhist teachings on <i>saddhā</i> , morality, good and bad deeds; validity of such teachings on personal and social life, Buddhist path of practice for the laity (<i>sāmīcipaṭipadā</i>) and Buddhist practice of noble-life, Buddhist attitude towards creation theory and soul theory, Buddhist teachings on social stratification and oneness of mankind, the Vedic-Brahmin and Buddhist attitude towards women and their role, Buddhist teachings on the freedom of thought and inquiry.
Teaching /Learning Activities:	Lectures, Discussions, Assignments, Workshop All should be presented by using LMS (As PowerPoint presentation), Using web search and self-studies methods.
Assessment Strategy:	Written exam (100 marks) or written exam (80 marks) + assignments (20marks) at end of the academic year.
Recommended Reading:	<ul style="list-style-type: none"> • Barua, B.M., (1921), A History of Pre-Buddhist Indian Philosophy, Motilal Barnasidass, Delhi. • Kalupahana, David, J.,(1976), Buddhist Philosophy, A Historical Analysis, The University of Honalulu, Honalulu. • ගල්මංගොඩ, සුමනපාල, (1994), ආදි බෞද්ධ දර්ශනය, අභය මුද්‍රණ ශිල්පියෝ, කඩවත. • රාහුල හිමි, රත්නපුරේ, (1988), බුදුසමයේ උදාව, ප්‍රගති ප්‍රකාශකයෝ, බාදුරාගොඩ. • මේධානන්ද හිමි, දේවාලේගම, (2007), බෞද්ධ අධ්‍යයන ප්‍රවේශය, දයාවංශ ජයකොඩි සමාගම, මරදාන. • රාහුල හිමි, වල්පොල, (1964), බුදුන් වදාල ධර්මය, ගුණසේන සහ සමාගම, කොළඹ. • සෝමරංසි හිමි, උඩගලදෙනියේ, (1970), බෞද්ධ දර්ශනය හා සමාජ දර්ශනය, කතෘ ප්‍රකාශන, තලාව

Course Code:	BUCU 18224
Compulsory/ Optional:	Compulsory
Course Name:	Study of Primary Sources and Literature Criticism
Intended Learning Outcomes:	<p>At the completion of this course the student will be able to;</p> <ul style="list-style-type: none"> ➤ recognize the structure, contents and technical terms of relevant sources; ➤ point out their significance for the study Buddhist culture; ➤ become interested in the appreciation of literary works;

	<ul style="list-style-type: none"> ➤ compose new literary works in prose and verse and ➤ express religious views interestingly with a discipline.
<p>Course Content</p>	<p>The <i>Sigālovādasutta</i> and ethics of Buddhist lay life. The <i>Mahāparinibbānasutta</i>; the life of the Buddha and the kingship. The <i>Sakkapañhasutta</i> and the Buddhist attitude towards aesthetics. The <i>Mahākkhandhaka</i> of the <i>Mahāvaggapāli</i> and the life of the Buddhist monk. <i>Bhikkupātimokkha</i>, <i>sekhiyā</i> and Buddhist monastic ethics.</p> <p>Buddhism and literature, literary aspects in the discourses of the Buddha: stories, verses, similes and specialties in the use of the language, narrations and passages of praise related to the life of the Buddha: classics such as the <i>Butsaraṇa</i> of Vidyācakravarti, Jātaka literature: its psychological value, social criticism, humor and literary value, Buddhist classics with a Sri Lankan touch like <i>Saddharmaratnāvalī</i>: their counseling and literary value, Buddhist epics, Buddhist advisory (<i>upadeśa</i>) literature, Jātakas in verses and Buddhist drama works.</p>
<p>Teaching /Learning Activities:</p>	<p>Lectures, Discussions, Assignments, Workshop All should be presented by using LMS (As PowerPoint presentation), Using web search and self-studies methods.</p>
<p>Assessment Strategy:</p>	<p>Written exam (100 marks) or written exam (80 marks) + assignments (20marks) at end of the academic year.</p>
<p>Recommended Reading:</p>	<ul style="list-style-type: none"> • ගල්මංගොඩ, සුමනපාල, (1994), ආදි බෞද්ධ දර්ශනය, අභය මුද්‍රණ ශිල්පියෝ, කඩවත. • ධර්මසිරි. ගුණපාල. (1977), බෞද්ධ සදාචාරයේ මූල ධර්ම, සමයවර්ධන මුද්‍රණාලය, කොළඹ. • වික්‍රමසිංහ, මාර්ටින්, (1956), බණ්කලා සාහිත්‍යය, සමන් ප්‍රින්ටර්ස්, කොළඹ. • වික්‍රමසිංහ, මාර්ටින්, (1966), සිංහල සාහිත්‍යයේ නැගීම, තිසර ප්‍රකාශකයෝ, දෙහිවල. • සද්ධර්ම රත්නාවලිය, (1985), ද්විතීය භාගය, ප්‍රාචීන භාෂෝපකාර සමාගමේ ප්‍රකාශය, කොළඹ, • සුමනසාර හිමි, කරහම්පිටිගොඩ, (1972), ථෙර ථෙරීභාෂා පාලි, බු. ජ. ත්‍රි. ග්‍රන්ථ මාලා 28, ලංකාණ්ඩුව. • සෝරන හිමි සංස්. (1966), විද්‍යාවක්‍රවර්තීන් විසින් කළ අමෘතාවහ නම් බුද්ධ චරිතය, බුක්සරණ, සමයවර්ධන, කොළඹ.

Course Code:	BUCU 28214
Compulsory/ Optional:	Compulsory
Course Name:	Buddhist Monastic Organisation, Art and Antiquities
Intended Learning Outcomes:	<p>On completion of this Course Unit the successful students will be able to.</p> <ul style="list-style-type: none"> ➤ identify the Buddhist Saṅgha community as a social institution equipped with specific objectives and policies. ➤ consider the structure of the Saṅgha community and its activities an exemplary model. ➤ acquire an aesthetic taste and sensibility. ➤ develop interest in Buddhist creative skills as a consequence of gaining awareness in ancient Buddhist artistic works and ➤ become a pioneer to preserve the Antiques and National Heritages
Course Content	<p>Origin and development of the order of monks and nuns, aims and objectives of ordination and higher ordination, aims and objectives of vinaya, <i>ādibrachmachariyaka</i> and <i>ābhisamācārika</i>, disciplines of monks and nuns, aims and duties of <i>saṅghakamma</i>, biographies of the famous monks and nuns contemporary with the Buddha, religious background of the maintenance and management of monasteries.</p> <p>Origin and development of Buddhist architecture, background and development of Stūpa, background of creation of the Buddha-image and its traditions, Mudrā, Āsana and symbols etc. related to the images of Buddha and Bodhisattvas, ancient Buddhist gateways and sculptures and carvings related to them, Patimāghara, Āsanaghara, Bodhighara, Cetiyaighara and Buddhist paintings</p>
Teaching /Learning Activities:	<p>Lectures, Discussions, Assignments, Workshop</p> <p>All should be presented by using LMS (As PowerPoint presentation), Using web search and self-studies methods.</p>
Assessment Strategy:	<p>Written exam (100 marks) or written exam (80 marks) + assignments (20marks) at end of the academic year.</p>

<p>Recommended Reading:</p>	<ul style="list-style-type: none"> • Dhirasekara, J., (1982), Buddhist Monastic Discipline, Ministry of Higher Education, Colombo. • Seneviratne, Anuradha, (1992), Buddhist Monastic Architecture, Delhi. • වන්දවිමල හිමි, ඊරාකානේ, (1960), ශාසනාවතරණය, ඒ.ඩී. ප්‍රේමසිරි සුගතදාස, කොළඹ • ධම්මදස්සි හිමි, දොඩම්කුඹුරේ, (2008), ශ්‍රී ලාංකේය බුද්ධ ප්‍රතිමාවේ ආරම්භය හා සංවර්ධනය දයාවංශ ජයකොඩි සහ සමාගම, කොළඹ. • මේධානන්ද හිමි, දේවාලේගම, (1990), හික්කු සමාජය, ආර්ය ප්‍රකාශකයෝ, වරකාපොල. • වන්තල, සරත්, (1963), භාරතීය බෞද්ධ කලා ශිල්ප, එක්සත් ප්‍රවෘත්ති පත්‍ර සමාගම, කොළඹ. • වික්‍රමගමගේ, වන්දු, (1990), ස්තූප හා ශ්‍රී ලංකා සංස්කෘතිය, ශ්‍රී ලංකා සංස්කෘතික ශාස්ත්‍රායතනය, නුගේගොඩ.
------------------------------------	--

<p>Course Code:</p>	<p>BUCU 28224</p>
<p>Compulsory/ Optional:</p>	<p>Compulsory</p>
<p>Course Name:</p>	<p>Buddhist Social Thoughts, Counselling and Rituals</p>
<p>Intended Learning Outcomes:</p>	<p>At the completion of this course the students will be able to;</p> <ul style="list-style-type: none"> ➤ explain the basic principles related to the Buddhist social thought; ➤ become conscious of the unity of humankind; ➤ urge for social enrichment; ➤ contribute to social harmony; ➤ become lawful person with abstinence from criminal behavior; ➤ be familiar with virtuous livelihood; ➤ explain the Buddhist view on human spirituality and its care;

	<ul style="list-style-type: none"> ➤ develop positive attitudes towards one’s own life and the lives of others; ➤ build up the personality based on Buddhist teachings on spirituality; ➤ apply the theories of balancing and finding perpetual solutions for human problems; ➤ acquire a critical knowledge on Buddhist rites and ceremonies; ➤ tends to spend the leisure time in virtuous cheerfulness and ➤ be inclined to live in harmony and peace.
<p>Course Content</p>	<p>Nature scope and objectives of social thought, origin and evolution of society, ethnic divisions and inequality, nature of man, unity of mankind, sovereignty of man, individual and social interaction, interpersonal relationship, social problems based on complexity of society, progress and decline of society, wealth and its utility, the philosophy and path of bodhisattva, origin of the state, social agreement, concept of universal government, attitude of law, crime and punishment (with reference to Buddhist Vinaya), Buddhist attitude to other religious teachings, relevance of Buddhist teachings to solve current social problems, relationship between the monks and lay society.</p> <p>Importance of spirituality in human psychology, Buddhist analysis of human personality and problems, Buddhist theory of mind and its operation, Buddhist ways of developing spirituality based on the threefold training (<i>sikkhā</i>), meditation and its mental health benefits, psychological roots of interpersonal conflict and Buddhist resolutions. The structural patterns of various Buddhist cultural rituals and their capability to balance the spirituality, positive thinking and self-initiative, controlling emotions, Buddhist view on happiness, the role of Buddhist chaplain,</p>

	<p>Buddhist cognitive behavioral therapy, client-centered therapy, personal recovery-oriented approaches, and Buddhist-derived treatments.</p> <p>Early Buddhist attitude to rites and rituals and related religious beliefs, origin and evolution of rites and rituals in the Theravāda Buddhist Culture, the contribution to it from Pali commentarial sources and later works of Theravāda tradition. Ancient Buddhist beliefs and ceremonies recorded in Theravāda Buddhist history, concept of threefold caityas and related religious ritual and observances and Bodhipūja, Dhātupūja, Caityapūja, and various festivals, religious processions (Perahara), royal patronage for Buddhist religious activities; Transference of merit and its religious basis; Paritta chanting, its history and aims. Impact of Buddhism on indigenous, rituals of Bali, Tovil, Śantikarma etc.</p>
<p>Teaching /Learning Activities:</p>	<p>Lectures, Discussions, Assignments, Workshop</p> <p>All should be presented by using LMS (As PowerPoint presentation), Using web search and self-studies methods.</p>
<p>Assessment Strategy:</p>	<p>Written exam (100 marks) or written exam (80 marks) + assignments (20marks) at end of the academic year.</p>
<p>Recommended Reading:</p>	<ul style="list-style-type: none"> ● De Silva, Padmasiri., (2014). An Introduction to Buddhist Psychology and Counselling, Palgrave Macmillan, London. ● Nissanka. H.S.S., (2001). Buddhist Psychotherapy, Gunasena, Colombo. ● බෞද්ධ සමාජ දර්ශනය, (1995), බුද්ධ ශාසන අමාත්‍යාංශය, බෞද්ධ විශ්වකෝෂ ග්‍රන්ථමාලා අංක 03. ● මේධානන්ද හිමි, දේවාලේගම, ධම්මරතන හිමි, තැරැලේ, විජයසිංහ, ගාමිණී, ඩබ්.ඒ., (2010), බෞද්ධ සංස්කෘතිය, සමාජ චින්තනය, පුද්ගලික හා උත්සව, කොළඹ. ● සෝමරංසි හිමි, උඩගලදෙනියේ, (1970), බෞද්ධ දර්ශනය හා සමාජ දර්ශනය, පී.ජී. අබේකෝන් බණ්ඩාර, තලාව. ● ගල්මංගොඩ, සුමනපාල., (2006). බෞද්ධ භාවනාව හා මනෝවිකිත්සාව, සරසවි, දිවුලපිටිය. <ul style="list-style-type: none"> ● ඥාණතිලක හිමි, තිස්ස, (1979), මිනිස් ගැටලු පිළිබඳ බෞද්ධ විග්‍රහය, ඩී.කේ.කරුණාරත්න, මොරටුව.

Course Code:	BUCU 38214
Compulsory/ Optional:	Compulsory
Course Name:	Development of Buddhist Culture in Sri Lanka and Its Asian Expansion
Intended Learning Outcomes:	<p>At the completion of this course students will be able to;</p> <ul style="list-style-type: none"> ➤ pioneer to preserve the Sri Lankan identity having realized the regressive influence of western invaders that came from 16th Century, on the culture of the island; ➤ take as a model the activities of Buddhist forefathers who gave a tremendous dedication for the national, social and religious uplift; ➤ investigate the dissemination of Buddhist culture beyond the range of India to the other countries; ➤ urge the spread of Buddhist culture and ➤ take as a model the activities of various sects and people who dedicated their lives for the dissemination of Buddhism.
Course Content	<p>Origin of Buddhist culture in Sri Lanka, and its historical background, royal patronage and the development of the Order, savants dedicated to Buddhism and literary activities, purification of the Order and the conventions (<i>katikavat</i>), European invaders' influence on Buddhist Culture, national and religious contribution of Buddhist monks.</p> <p>Geographical expansion of Buddhism in the time of the Buddha, and the reasons influencing it, schism in the order, historical data of the expansion of Buddhist culture during the period of Asoka, Buddhist universities and the literary and missionary activities of monks, salient features of the Buddhist culture in Thailand, Myanmar, Cambodia and Indonesia, the importance of Indo-Greek and Kushana periods of rule in India in the expansion of Buddhist culture, state of Buddhism in Afghanistan and Central Asian oases, legendary and historical facts related to the spread of Buddhism in China and Tibet, historical data related to the expansion of Buddhism in Korea and Japan.</p>
Teaching /Learning Activities:	<p>Lectures, Discussions, Assignments, Workshop</p> <p>All should be presented by using LMS (As PowerPoint</p>

	presentation), Using web search and self-studies methods.
Assessment Strategy:	Written exam (100 marks) or written exam (80 marks) + assignments (20marks) at end of the academic year.
Recommended Reading:	<ul style="list-style-type: none"> • Hazar, K.L., (1982), History of Theravada Buddhism in Southeast Asia, Munshiram Manoharlal, Delhi. • Puri, B.N., (1987), Buddhism in Central Asia, Motilal Banarsidas, New Delhi. • ආනන්ද හිමි, වැල්ලවත්තේ, සහ කාන්තනආරච්චි ටී.බී., (1963), සංක්ෂිප්ත ලෝක බෞද්ධ සංස්කෘතිය. • පරණවිතාන, එස්., සහ වෙනත් අය (1964 හා 1971), ලංකා ඉතිහාසය, 1 හා 2, භාග, විද්‍යාලංකාර විශ්වවිද්‍යාලයේ පර්යේෂණ අංශය. • රාහුල හිමි, වල්පොල, (1962), ලක්දිව බුදුසමයෙහි ඉතිහාසය, ගුණසේන සහ සමාගම, කොළඹ. • වාචිස්සර හිමි, කොටගම, (1960), සරණංකර සඟරාජ සමය, වයි දොන් ඇඩ්වින් සහ සමාගම, කොළඹ. • ශාන්ත හිමි, කිරින්දේ, (1962), මධ්‍ය ආසියාවේ බෞද්ධ සංස්කෘතිය, රත්නාවලී ප්‍රකාශකයෝ, කොළඹ.

Course Code:	BUCU 38224
Compulsory/ Optional:	Compulsory
Course Name:	Comparative Study of Religions and Buddhist Traditions
Intended Learning Outcomes:	<p>At the completion of this course students will be able to;</p> <ul style="list-style-type: none"> ➤ respect the religious freedom of other people; ➤ compare Buddhist teachings with those of others; ➤ adjust themselves to live in harmony with various religious backgrounds having identified the similarities and differences among them; ➤ create a harmonious environment; ➤ explain the similarities and dissimilarities between Theravāda and Mahāyāna Buddhist principles;

	<ul style="list-style-type: none"> ➤ absorb Theravāda and Mahāyāna religious values; and ➤ become pioneers to preserve all the Buddhist traditions without any bias
Course Content	<p>Sociological and anthropological standpoint on religion and Buddhist critique of it, the introduction of Buddhism as a religion or a philosophy and the issues resulting from it. Hinduism, its emergence and evolution, its sacred texts, basic teachings, rites, and ceremonies, the Buddhist viewpoint of Hindu rites and rituals, Christianity its origin and evolution, Biblical texts and teachings, the Buddhist viewpoint of Christian rites and rituals, Islam its origin and evolution, its sacred texts and teachings, rites and rituals, Islamic teachings and Buddhism.</p> <p>The term Theravāda and its definition and connotations, the origin of Theravāda tradition, source materials of that tradition, specific teachings in Theravāda tradition, leading Theravāda masters, councils, schism, the term Mahāyāna its definition and connotation, the origin of Mahāyāna tradition, source materials of that tradition, specific teachings in Mahāyāna tradition, leading Mahāyāna masters, basic Mahāyāna concepts, similarities and differences between Mahāyāna and Theravāda.</p>
Teaching /Learning Activities:	Lectures, Discussions, Assignments, Workshop All should be presented by using LMS (As PowerPoint presentation), Using web search and self-studies methods.
Assessment Strategy:	Written exam (100 marks) or written exam (80 marks) + assignments (20marks) at end of the academic year.
Recommended Reading:	<ul style="list-style-type: none"> • ධම්මදස්සි හිමි, නායිමිබල, (2004), දේවධර්මවාදී ආගම්, එස් ඇන්ඩ් එස් ප්‍රින්ටර්ස්, කොළඹ. • නානායක්කාර සනත්, (2003), මුල්බුදු සමයේ සිට වජ්‍රයානය දක්වා, ශ්‍රී දේවි ප්‍රින්ටර්ස්, දෙහිවල' • ප්‍රනාන්දු ඇන්ටනි, (2013), නූතන ලෝකයේ විවිධ ආගම් , අන්තර් සංස්කෘතික

	<p>පොත් පුවරකයෝ, කඩවත</p> <ul style="list-style-type: none">• රාහුල හිමි, අත්තුඩාවේ, මහානාම හිමි, බඹරැන්දේ, (1970), මහායානය, දීපානි, නුගේගොඩ.• සාසනරතන හිමි, මොරටුවේ, (1956), ලක්දිව මහායාන අදහස්, කොළඹ.• An Encyclopedia of American World Religions.• Tilakaratne, A., & Jr., R. H., (2012). Theravada Buddhism: The View of the Elders (Dimensions of Asian Spirituality). University of Hawaii Press.
--	---