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HANDBOOK FOR RESEARCHERS

VOLUME - 1



COLLECTED BY VEN. DR. UTTAMA

PREFACE

This book has been compiled and edited from PowerPoint lesson files on various research topics presented by senior students during the online *Research Training Course*. This course has been conducted annually during the *Vassa* (rainy retreat) period since 2021 by the Committee of the Myanmar Researchers Association in Sri Lanka (MRAS), in accordance with the guidance of the chief monks of Makutarāma Myanmar Temple, Sri Lanka. The collected materials are now published as a volume entitled '*Handbook for Researchers*'.

This handbook consists of a total of thirteen chapters. Owing to its length, it has been published in two separate volumes. **Volume One**, which is presented here, contains five chapters:

1. Introduction to Research
2. Research Problem
3. Research Proposal
4. Academic Writing
5. Reference Style

Volume Two contains eight chapters:

1. Literature Review
2. Data Collection
3. Research Ethics
4. Academic Reading
5. Research Aims and Objectives
6. Research Translation
7. Practical Work
8. Presentation Skills

It is my sincere hope that this handbook will serve as a valuable guide for present and future generations of researchers. Any errors or omissions that may remain in this work are entirely my own responsibility.

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Chapter 1. Introduction to Research

1. Introduction to Research By. Prof Dr. Ven. Vaṅṅasāri

What Research is not

1. Research isn't scholarship.
2. Research isn't teaching.
3. Research isn't just data-gathering.
4. Research is not rearranging of known facts.
5. Research is not repetition previous knowledge.
6. Research is not a mere documentation.

What is Research?

According to Grinnell (1993:4) 'research is a structured inquiry that utilizes acceptable scientific methodology to solve problem and creates new knowledge that is generally applicable.

(Research is) systematic investigation towards increasing the sum of knowledge.
(Chambers 20th Century Dictionary)

Research is creating new knowledge. (Nell Armstrong)

Research is a careful and systematized effort of gaining a new knowledge. (Redman and Morry)

What is Research?

What to do - Data or Fact - To investigate

How to do - Method – To use systematic methods

Why to do - Purpose - To create new knowledge.

Research is a detailed investigation by using methods systematically to create new knowledge or to solve a problem.

Characteristics of Good Research

1. Originates with a question or problem.

2. Requires clear articulation of a goal.
3. Follows a specific plan or procedure.
4. Often divides main problem into sub problems.
5. Guided by specific problem, question, or hypothesis.
6. Accepts certain critical assumptions.
7. Requires collection and interpretation of data.

Weak Research

- Self inventing research:
 - The problem does not exist
 - Solution is, therefore, not needed
- Reinvention
 - Repeating existing work
- Argumentation
 - Add minor change to existing state-of-art
- Disconnected from local needs
 - Research not related to local environment

Nature of Research

To see what everybody else has seen, and to think what nobody else has thought. (Albert Szent –Gyorgyi)

If we knew what we were doing, it would not be called research, would it? (Albert Einstein)

Research is to see, with new vision, old fact or existing knowledge. (Dr. Thet Naing)

Purpose of Research –

1. To create new knowledge.
2. To prove the existing theory.

3. To fill the gap.
4. To exclude the superfluous idea.
5. To rectify the unacceptable existing idea.

Relationship between Supervisor and Candidate

Targeted Audience

2. Academic Concepts: Theory and Practical Integration Across Disciplines by Dr. Ven. Ariyavaṃsa

Contents

1. Introduction
2. Understanding Academic
3. Understanding Academic Research (A, B)
4. Two Foundations of Academic Research
5. Key Aspects of Academic Research (A)
6. Concept and Theory in Academic Research (A)
7. Framework in Academic Research (A, B, C)
8. Outline and Process
9. Essential Foundations for Writing Process (A, B, C)
10. Integrated Expository Framework in Academic Writing (1, 2, 3)
11. Strategies for Writing Process (each paragraph, each chapter)
12. Using Quotation Mark (Single & Double, Note)
13. Common Writing Errors To Avoid in Your Thesis (A, B)
14. Essential Elements for Coherent and Engaging Writing Flow
15. Conclusion
16. Additional Resources

Introduction

This presentation invites you to explore the intricate interweaving of academic concepts, theoretical and practical applications. Delving into the juncture of abstract knowledge and real-world functions across various fields, we uncover a symbiotic relationship that enhances understanding and fuels innovative problem-solving. Hence,

our Academic journey traverses the landscape of seamlessly integrated academic concepts, transcending the boundaries of disciplines.

Understanding “Academic”

“Academic” refers to activities, disciplines, or environments that are associated with formal education, learning, and scholarly pursuits.

Formal Education: “Academic” refers to educational elements within organized learning systems, including institutions, programs, and subjects. It encompasses structured teaching, learning techniques, evaluation, and degree/certificate attainment.

Scholarly Diligence: “Academic” underscores thorough learning and research, involving critical thinking, analysis, and dedicated exploration of *ideas* and *concepts* at a profound level.

Understanding “Academic Research”

“Academic research” refers to a systematic and thorough investigation conducted in formal education and scholarship. It involves methodically exploring specific *subjects* or *questions* using established scholarly methods and approaches.

In-Depth Examination: Academic research involves thorough exploration of a subject. Researchers meticulously analyze existing literature, theories, and data to offer new perspectives, enrich understanding, or challenge assumptions.

Methodological Precision: Academic research is a comprehensive investigation into a subject, analyzing existing literature, theories, and data. Researchers aim to provide new insights, enhance understanding, or question assumptions, contributing significantly to the field through a deep exploration.

7 types of Research:

A. Disciplines or Academic Fields or Areas of Research:

1. **Natural Sciences**
2. **Social Sciences**
3. **Humanities**
 - History
 - Philosophy
 - Literature

- Linguistics
 - Religious Studies
 - Art History
4. Mathematics and Statistics
 5. Engineering and Technology
 6. Health Sciences
 7. Education
 8. Business and Management
 9. Environmental Studies
 10. Agriculture and Food Sciences
 11. Communication Studies
 12. Law and Legal Studies
 13. Performing Arts
 14. Visual Arts
 15. Interdisciplinary Studies

B. Humanity: Buddhist Studies and its Areas of Research:

1. Buddhist Philosophy
2. Buddhist Psychotherapy
3. Buddhist Scriptures and Textual Studies
4. Buddhist History and Archaeology
5. Buddhist Art and Iconography
6. Buddhist Ethics
7. Buddhist Meditation and Mindfulness
8. Buddhist Monasticism and Institutions
9. Buddhist Studies and Western Thought
10. Buddhist Practices and Rituals
11. Buddhism and Society

Two Foundations of Academic Research:

Objectivity: Academic research is driven by objectivity. Researchers aim to minimize **personal biases** and **emotions**, **focusing on data, evidence, and logical reasoning**. The goal is to arrive at **conclusions** that are grounded in ***facts rather than opinions***.

Knowledge Expansion: Academic research builds upon the foundation of existing knowledge. Researchers ***review relevant literature***, **identify gaps or areas of interest**, and ***design*** their research to expand upon or challenge what is already known. This continuous building of knowledge contributes to the advancement of a field.

Key Aspects of Academic Research:

1. **Focused Inquiry:** Academic research entails **purposeful** and **methodical exploration** of a designated topic or question. It goes beyond casual curiosity, aiming to enrich the domain's knowledge.
2. **Methodical Approach:** Academic research adheres to a structured method, encompassing the formulation of research queries, the choice of suitable **research techniques, research design, research methods, data collection, data analysis etc** using established methods, and evidence-based conclusion drawing.
3. **Thorough Review:** Academic research undergoes **meticulous peer review** by field experts who rigorously assess its quality and validity prior to publication.
4. **Evidence Integration:** Academic research incorporates **citations** and **references** to recognize prior work and establish a basis for new investigations. These references link research to a wider academic dialogue, fostering the expansion of existing knowledge.
5. **Academic Writing Style:** Academic research employs a **formal** and precise **writing style** characterized by **coherency, consistency, logically, and redundancy English** for clarity and objectivity, and a focus on conveying information effectively to fellow scholars and readers.
6. **Contributions to Knowledge:** Academic research aims to contribute **new insights, perspectives, or solutions** to existing **questions or problems**. It

seeks to advance understanding within a field and may have implications for theory, practice, or policy.

7. **Peer-Reviewed Publications:** Research outcomes are often published in peer-reviewed journals or academic publications. This ensures that the research has been rigorously assessed by experts in the field before being disseminated to the wider academic community.

A. Research Methodology Concept:

When we refer to “methodology” in the context of academic research or any systematic investigation, we are typically referring to the **systematic and organized set of principles, procedures, and rules** that guide the research process. Methodology encompasses the following elements:

1. **Research Design:** The **overall plan or strategy** for conducting the research, including the choice of **research methods, data collection techniques, and data analysis procedures**.
2. **Research Methods:** The specific techniques or approaches used to gather and analyze data. This can include **qualitative methods** (interviews, observations, content analysis), **quantitative methods** (surveys, experiments, statistical analysis), or a combination of both.
3. **Data Collection:** The process of collecting **relevant information or data** related to the research topic or question. This includes designing surveys, conducting interviews, gathering documents, or any other means of obtaining data.
4. **Data Analysis:** The **systematic examination and interpretation of collected data** to draw conclusions or uncover patterns, trends, or relationships. This can involve statistical analysis, content analysis, thematic coding, or other analytical techniques.
5. **Ethical Considerations:** Guidelines and principles that ensure the research is conducted **ethically** and with respect for the **rights and well-being of participants**. This may involve obtaining informed consent, protecting **confidentiality**, and **avoiding harm**.

6. **Validity and Reliability:** Assessments of the **quality and trustworthiness of research findings**. Validity refers to the **accuracy and relevance** of research measurements, while reliability refers to the consistency of research results over time or across different researchers.
7. **Hypotheses or Research Questions:** **Clear statements or questions** that guide the research and provide a focus for investigation.
8. **Data Presentation and Reporting:** The **format and style** in which **research findings** are presented and reported, which typically includes written reports, academic papers, presentations, or visual representations of data.

Concept and Theory in Academic Research

- **Concepts** are general ideas representing **categories or characteristics**, used to simplify complex information and aid communication, such as “Democracy,” “Freedom,” “Equality,” “*kamma*,” “*nirvana*,” “Compassion (*karuna*),” “Impermanence (*anicca*)”
- **Theories** are systematic explanations aiming to clarify why things happen and how they work, connecting **multiple concepts** to offer insights into phenomena, often grounded in hypotheses and evidence, like the “Evolutionary Theory,” “Relativity Theory,” “Four Noble Truths,” “Dependent Origination (*paṭicasamuppāda*),” “No-Self (*anatta*),” “Middle Way (*mjjimapaṭipadā*),”

A. Concept and Theory Example:

Concept of Suffering (*Dukkha*): The concept of suffering (*dukkha*) refers to the **basic idea** within a specific field of study, like Buddhist Psychotherapy. It revolves around understanding **what suffering means, its various forms, and how it’s interpreted in different contexts**. In this context, suffering refers to the **sense of dissatisfaction in life**. Researchers explore this concept to uncover its **meanings and cultural interpretations**.

Theory of Suffering (*Dukkha*): The Theory of Suffering (*dukkha*) is a **comprehensive framework** in Buddhism that **goes beyond understanding the concept of suffering**. It provides insights into **why suffering exists, its underlying causes, and how it can be relieved**. This theory forms the **core of Buddhist philosophy**, underpinning the **Four Noble Truths** and the **Eightfold Path**, and it encompasses **relationships, principles, and mechanisms** that offer a **holistic understanding of suffering**.

Framework in Academic Research

A **framework**, on the other hand, is a **structured outline or structure** that provides a **basis for organizing and understanding complex information or ideas**. It's like a scaffold that helps you build and arrange **concepts, theories, or methodologies** in a coherent manner. Frameworks often lay out the **relationships** between **different concepts** and provide a systematic approach to analyzing or approaching a subject. For example, in the field of philosophy, a **moral framework** might outline **principles, values, and ethical considerations** that guide decision-making.

1. **Conceptual Framework:** This type of framework provides a structure for organizing and understanding **key concepts and their relationships related to the context**. It helps to define the scope and boundaries of a study or analysis.
2. **Theoretical Framework:** This framework outlines the **theories, concepts, and principles** that guide research and analysis within a particular field or **broader philosophical and doctrinal context of the context**.
3. **Methodological Framework:** This framework outlines the methods, techniques, and approaches used to conduct research or analysis. It provides a systematic guide for collecting and analyzing data.
4. **Analytical Framework:** This type of framework helps to analyze complex issues by breaking them down into manageable components. It provides a structured way to examine relationships and interactions within a system.

A. Building the Conceptual Framework of *Nirvana*

- **Key Concepts:**

Nirvana: The ultimate goal of Buddhist practice, representing liberation from suffering and the cycle of rebirth.

Samsara: The cycle of birth, death, and rebirth that all beings are trapped in.

Enlightenment: The state of awakened understanding that leads to Nirvana.

Four Noble Truths: The foundational teachings of Buddhism, addressing the nature of suffering, its causes, its cessation, and the path to its cessation.

Eightfold Path: The path of ethical and mental development leading to Nirvana.

Related Concepts: **Nirvana** is the cessation of suffering (*dukkha*) and the ultimate goal of practicing the **Eightfold Path**.

The understanding of the **Four Noble Truths** guides the journey towards Nirvana.

B. Building the Theoretical Framework of *kamma*

Law of Cause and Effect: Explore the **fundamental principle of karma** as the law of **cause and effect**, where intentional actions have corresponding consequences.

Discuss how karma is influenced by intentions, actions, and mental states.

Threefold Division of *Karma*: Examine the classification of *karma* into three categories: **wholesome (*kusala*)**, **unwholesome (*akusala*)**, and **indeterminate (*avyakata*)**.

Discuss the ethical implications and outcomes of each category.

***Karma* and Rebirth:** Investigate how *karma* influences the **cycle of birth, death, and rebirth (*samsara*)**.

Discuss the role of *karma* in determining the circumstances of future lives.

Karmic Fruit: Analyze the concept of *karmic* fruit, where actions result in corresponding experiences.

Examine how **positive *karma*** leads to favorable circumstances and **negative *karma*** leads to suffering.

Ethical Guidelines: Explore the ethical guidelines outlined in Buddhist teachings to help practitioners create **positive *karma***.

Discuss the **Five Precepts** and **other moral principles** that guide conduct.

Intention and Mental States: Examine the importance of intention and mental states in determining the **ethical quality of actions**.

Discuss how cultivating **wholesome intentions** contributes to **positive *karma***.

Purification of Karma: Investigate practices such as mindfulness, meditation, and acts of generosity as ways to purify negative karma.

Discuss how ethical conduct and mental cultivation can transform one's karmic patterns.

Karma and Free Will: Reflect on the **relationship** between *karma* and free will within Buddhist philosophy.

Discuss how the understanding of *karma* navigates the **balance** between **personal agency** and **conditioned responses**.

C. Conceptual Framework of *Paṭiccasamuppāda*:

Key Concepts:

1. **Ignorance (*Avijjā*):** Ignorance is the **starting point** of Dependent Origination. It refers to the **fundamental misunderstanding** of the true nature of reality and the self. Ignorance leads to the **misperception** of the impermanent and interconnected nature of existence.
2. **Craving (*Taṇhā*):** Craving arises as a **result of ignorance**. It's the **strong attachment** and **desire** for **sensory pleasures**, **material possessions**, and the **pursuit of gratification**. Craving perpetuates the cycle of suffering by binding individuals to the impermanent and ultimately unsatisfactory aspects of life.

Related Concepts:

1. **Ignorance → Craving:** Ignorance **gives rise to** craving. Due to misunderstanding reality, individuals develop **attachment** and **desire** for things they believe **will bring lasting happiness**. This craving is rooted in the ignorance of the impermanent nature of these desires.
2. **Craving → Clinging:** Craving **leads to** clinging or attachment (*Upadana*). Once individuals **crave** something, they become **emotionally attached to it, seeking to possess and control it**. Clinging is **driven by the intense desire** to fulfill cravings.

D. Theoretical Framework:

Step 1: Understand Dependent Origination, Step 2: Identify Key Components, Step 3: Define Relationships, Step 4: Visual Representation, Step 5: Detailed

Descriptions, Step 6: Historical Context, Step 7: Comparative Analysis, Step 8: References and Citations etc.

Outline and Process

An Outline or a structure provides a **basis for organizing** and **understanding concepts, ideas, or activities**, offering a **framework** that improves clarity and coherence in both thinking and effectively conveying messages.

A process refers to a **series of steps or actions** taken to achieve a specific outcome or goal. It involves the systematic and organized execution of tasks in a particular order. Processes are used to transform inputs into desired outputs.

Examples: ***The outline of writing the whole thesis:*** Title Page, The Declaration of the two Pages, Acknowledgments, Abstract, Table of Contents, Abbreviations, Chapter Analysis: Chapter I (Introduction, Relevance of the Study, Literature Review, Aims and Objectives, Limitation, Problem, Methodology, Conceptual Framework, The expected Benefits from the Study,) Conclusion, Further research directions, Bibliography, Appendices. List of Figures and Tables.

Examples: ***The Process of writing the whole thesis:*** Research Proposal Process, Data Collection Process, Data Analysis Process, **Writing Process**, Revision and Editing Process, Defense Process, Submission Process, and Publication Process.

Essential Foundations for Writing Process:

- ❖ Technical Proficiency
 - Computer
 - Internet
 - Multi-Media
- ❖ Linguistic Mastery
 - Pāli
 - English
 - Sanskrit
- ❖ Academic Clarity
 - Concept

- Theory
- Strategies or Methods
- Framework

A. Types of Academic Writing:

1. Research Papers
 2. Essays
 3. Dissertations and **Thesis**
 4. Literature Reviews
 5. Academic Articles
 6. Reports
 7. Academic Books
 8. Proposals
 9. Academic Blogs and Opinion Pieces
 10. Academic Presentations and Speeches

B. Academic Reading Process:

1. **Skimming:** *Quickly* scanning through a text to get a **general idea** of the content and main points.
2. **Scanning:** Looking for **specific information or keywords** in a text.
3. **In-Depth Reading:** Reading a text **thoroughly** and **critically** to understand its **key arguments** and **evidence**.
4. **Annotating:** *Taking notes, highlighting, and marking up* a text to aid comprehension and later reference.
5. **Critical Reading:** **Analyzing** and **evaluating** the *strengths* and *weaknesses* of a text's arguments and evidence.
6. **Comparative Reading:** Reading *multiple texts* on the same topic to *compare* and *contrast* different viewpoints.

C. Well-Structured Paragraph in Academic Writing:

1. A clear **topic sentence** that introduces the **main idea** of the paragraph.

2. **Supporting sentences** that provide **evidence, examples, or elaboration** on the main idea.
3. **Transitional sentences** that help **connect** the current paragraph to the previous one or **set up** the next one, ensuring **smooth flow** and **logical progression** in your writing.
4. A **concluding sentence** that **summarizes** the main point or **provides** a transition to the next paragraph.

Note: However, in some cases, you may have shorter or longer paragraphs based on **the complexity of the idea you are discussing**. It's essential to maintain a **balance** between **paragraph length** and **clarity**. Avoid **overly long paragraphs** that may **confuse readers**, and refrain from **creating very short paragraphs** that disrupt the flow of your writing.

Integrated Expository Framework in Academic Writing: Here are the **academic orders** for presenting the **flow of ideas** using the **three methods** you mentioned in academic writing:

1. **Presenting Original Texts (Direct Pali Canon)**
2. **Presenting Commentaries, Sub-commentaries, and Scholars' texts**
3. **Discussing with Suggestions (Own Ideas)**

1. **Presenting Original Texts (Direct Pali Canon):**

- a) **Introduction:** Provide an overview of the topic and the significance of the original Pali Canon text.
- b) **Background:** Provide relevant historical and cultural context for understanding the Pali Canon text.
- c) **Textual Analysis:** Present a thorough analysis of the original Pali Canon text, examining its key concepts, teachings, and interpretations.
- d) **Translation and Interpretation:** Provide *a* translated version of the Pali Canon text and offer interpretations based on linguistic and contextual analysis.
- e) **Critical Evaluation:** Evaluate the strengths and limitations of the Pali Canon text, discussing its relevance and applicability in contemporary contexts.

- f) **Conclusion:** Summarize the key findings from the analysis of the original Pali Canon text and highlight any implications for further research or study.

Presenting Commentaries, Sub-commentaries, and Scholars' texts:

- a) **Introduction:** Introduce the commentary and sub-commentary texts including scholar's texts being discussed and their relevance to the topic.
- b) **Overview of Commentaries:** Provide an overview of the commentaries and sub-commentaries, including their authors, historical background, and significance.
- c) **Textual Analysis:** Analyze the commentaries and sub-commentaries, focusing on how they interpret and expand upon the original Pali Canon text.
- d) **Comparison and Synthesis:** Compare and contrast different commentaries and sub-commentaries, highlighting their varying perspectives and interpretations.
- e) **Critical Evaluation:** Evaluate the strengths and weaknesses of the commentaries and sub-commentaries, considering their scholarly value and contribution to understanding the original Pali Canon text.
- f) **Conclusion:** Summarize the main insights gained from analyzing the commentaries and sub-commentaries, and discuss their implications for understanding the Pali Canon and its teachings.

Discussing with Suggestions (Own Ideas):

- a) **Introduction:** Introduce the topic and provide a rationale for discussing it with suggestions and ideas.
- b) **Review of Existing Literature:** Summarize the existing research and scholarship related to the topic, highlighting *any gaps* or limitations in the current understanding.
- c) **Presentation of Suggestions and Ideas:** Present your own suggestions and ideas, supported by relevant evidence, arguments, or theories.
- d) **Discussion and Analysis:** Engage in a critical discussion of your suggestions and ideas, considering their implications, potential strengths, and weaknesses.
- e) **Comparison with Original Texts and Commentaries:** Compare your suggestions and ideas with the original Pali Canon text and relevant commentaries, highlighting any similarities, differences, or areas of convergence.

f) **Conclusion:** Summarize your suggestions and ideas, emphasizing their potential contributions to the field and areas for further exploration or research.

Remember to provide **clear transitions** and **logical connections** between the different sections and ideas within your academic writing **to ensure a smooth and coherent flow of information**

Strategies for Writing Process (each paragraph, each chapter):

1. Outlining:

Create an outline before you start writing. An outline serves as a **roadmap** for your document, helping you organize your ideas logically and plan the flow of your sentences and paragraphs.

2. Start with the Main Idea:

Begin each paragraph with a clear and concise topic sentence that conveys the main idea of the paragraph. This sentence sets the **tone** and **direction** for the rest of the paragraph.

3. Use the “5 Ws and H” Approach:

Address the “**who**,” “**what**,” “**when**,” “**where**,” “**why**,” and “**how**” questions to provide essential information in your sentences and paragraphs.

4. Provide Evidence and Support:

Back up your claims and arguments with evidence, examples, or **data in the form of facts, statistics, or quotations**. This adds credibility to your writing.

5. Use Transition Words:

Employ transitional words and phrases (e.g., “**furthermore**,” “**in addition**,” “**however**”) to create **smooth connections** between sentences and paragraphs, enhancing the coherence of your writing.

6. Be Clear and Concise:

Write in a straightforward and concise manner. Avoid **unnecessary jargon** or **overly complex sentences** that may confuse your readers.

7. Write Freely and Edit Later:

Allow yourself to **write freely in the initial draft** without worrying too much about perfection. You can revise and edit later to improve the clarity and quality of your writing.

8. Write in Chunks:

Break down the writing process into manageable chunks. Focus on completing one section or paragraph at a time, and then move on to the next.

9. Use Active Voice:

Whenever possible, use the **active voice** in your sentences to make them **more direct and engaging**.

10. Revise and Polish:

Once you have completed the **first draft**, **take the time to revise and polish your writing**. Check for **grammar, punctuation, and spelling errors**, and **make sure your sentences and paragraphs flow logically**.

Using Quotation Mark (Single):

1. Indicating Specialized Terms:

Original Sentence: The concept of *'dukkha'* forms a foundational idea in Buddhist philosophy, referring to the inherent suffering and unsatisfactoriness in life.

Explanation: The single quotes around *'dukkha'* highlight that it's a specialized term with a specific meaning in the context of Buddhist philosophy.

2. Quotations within Quotations:

Original Sentence: In his discourse, the monk discussed the *'anatta'* doctrine, emphasizing the concept of *'anicca,'* or impermanence.

Explanation: The single quotes around *'anatta'* and *'anicca'* within the double-quoted sentence indicate inner quotations.

Original Sentence: She said, 'In his essay, he described 'metanoia' as a transformative change of heart.

3. Titles of Specific Texts:

Original Sentence: We explored the Pali text *'Dhammapada'* to gain insights into Buddhist teachings.

Explanation: The single quotes around *'Dhammapada'* denote that it's the title of a specific Pali text.

4. Highlighting Translations:

Original Sentence: In meditation, one might focus on cultivating *'mettā,'* or loving-kindness, towards all beings.

Explanation: The single quotes around *'mettā'* emphasize that it's the Pali word being referred to.

5. **Emphasizing Unconventional Usage:**

Original Sentence: His *'vipassanā'* practice primarily involved checking his smartphone mindfully.

Explanation: The single quotes around *'vipassana'* suggest a degree of irony about the true nature of his practice.

6. **Introducing Unfamiliar Concepts:**

Original Sentence: One of the Four Noble Truths, *'anicca'* or 'impermanence,' highlights the transient nature of all things.

Explanation: Double quotation marks introduce the term *'anicca'* and its translation for readers who might not be familiar with the concept.

Using Quotation Mark (Double):

1. **Quoting Direct Speech or Dialogue:** When a character's exact words are being presented in a narrative, you enclose the spoken words within double quotation marks. **Example: She said, "I'll be there by 3 PM."**
2. **Quoting Someone Else's Words:** When you're citing or referencing someone else's words or text, you enclose those words within double quotation marks. **Example: The article mentioned, "The study concluded that there was a significant correlation."**
3. **Quoting Short Works:** When referring to the title of a shorter work, such as a chapter in a book, an article, a short story, or a poem, you enclose the title within double quotation marks. **Example: I just read "The Tell-Tale Heart" by Edgar Allan Poe.**
4. **Quoting Definitions or Special Terms:** When introducing or defining a specific term or concept, you can enclose it within double quotation marks. **Example: In chemistry, "oxidation" refers to the process of losing electrons.**
5. **Quoting Titles of Episodes or Song Titles:** When referencing the title of an individual episode of a TV show or the title of a song, you enclose the title within double quotation marks. **Example: The "Game of Thrones" episode titled "The Rains of Castamere" is particularly memorable.**

6. **Quoting Unfamiliar Words:** When introducing or using a word that might be unfamiliar to the reader, you can enclose it within double quotation marks to signal its special usage. **Example: The term “biohacking” refers to the practice of using technology to enhance one’s body and mind.**

Remember that **punctuation rules** can vary slightly based on the style guide you are following (such as **APA, MLA, Chicago**, etc.), so it’s a good idea to check the specific guidelines of the style you're using for any variations in how double quotation marks are used.

Common Writing Errors To Avoid in Your Thesis:

1. Subject-Verb Agreement Errors:

These errors occur when there is a mismatch between the subject and the verb in a sentence, leading to incorrect verb forms. For example, using a singular verb with a plural subject or vice versa.

2. Sentence Structure Errors:

These errors involve issues with the arrangement of words and phrases within a sentence. They can include sentence fragments, run-on sentences, and awkward sentence constructions.

3. Punctuation Errors:

Punctuation errors encompass misuses or omissions of punctuation marks such as commas, semicolons, colons, periods, and quotation marks. Incorrect punctuation can affect the clarity and flow of your writing.

4. Word Usage Errors:

These errors occur when words are used incorrectly or inappropriately. For instance, confusing similar-sounding words (e.g., affect vs. effect) or using a word that doesn't fit the context including using the formal, informal words.

5. Spelling Errors:

Spelling errors involve misspelled words. They can be simple typos or incorrect spellings of words, which can affect the credibility of your writing.

6. Verb Tense Errors:

Verb tense errors occur when there is inconsistency in the use of verb tenses within a sentence or paragraph. Proper tense usage ensures clarity and accuracy in conveying information.

7. Parallelism Errors:

Parallelism errors occur when elements in a sentence, such as lists or phrases, are not parallel in structure. Parallelism ensures a balanced and coherent sentence structure.

8. Misplaced and Dangling Modifiers:

Misplaced modifiers are words or phrases that are positioned in a way that creates confusion about what they are modifying. Dangling modifiers are those that don't have a clear word to modify.

9. Capitalization Errors:

Capitalization errors involve incorrect use of capital letters, such as capitalizing common nouns, over-capitalizing words, or neglecting to capitalize proper nouns.

10. Redundancy Errors:

Redundancy errors occur when unnecessary words or phrases are used, repeating information already conveyed in the sentence.

11. Incomplete Sentences:

Incomplete sentences lack the necessary components to form a grammatically complete thought. They can result from sentence fragments or missing elements.

12. Article Errors:

Article errors refer to mistakes in using articles (a, an, the) correctly before nouns. Incorrect or missing articles can affect the clarity of your writing.

13. Pronoun-antecedent Errors:

These errors include errors in pronoun-antecedent agreement, where pronouns don't match their antecedents in number or gender.

14. Apostrophe Errors:

Apostrophe errors involve incorrect use of apostrophes in contractions, possessives, and plural forms.

15. Run-On Sentences:

Run-on sentences occur when two or more independent clauses are joined without proper punctuation or conjunctions.

16. Comma Splices:

Comma splices happen when two independent clauses are incorrectly joined with just a comma, lacking a coordinating conjunction.

17. Quotation Errors:

Quotation errors involve issues with the use of quotation marks, such as incorrect placement or improper punctuations within quotes.

18. Ellipsis Errors:

Ellipsis errors occur when the ellipsis (...) is misused, leading to ambiguity or improper omission of text.

19. Hyphenation Errors:

Hyphenation errors involve improper use or omission of hyphens in compound words, numbers, and phrases.

20. Consistency Errors:

Consistency errors involve inconsistencies in writing style, formatting, or punctuation usage throughout the thesis.

21. Citation Errors:

While not strictly grammatical, citation errors involve incorrect or inconsistent use of citations and references, impacting the accuracy and credibility of the thesis.

22. Confusing Sentence Structure:

These errors involve complex and convoluted sentence structures that confuse the reader, hindering the effective communication of ideas.

23. Improper Use of Passive Voice:

Overuse of passive voice can result in awkward or unclear sentences, affecting the flow of the writing.

24. Overly Complex Language:

Using overly complex vocabulary or sentence structures can lead to confusion and hinder the reader's understanding.

25. Sentence Fragments:

Sentence fragments are incomplete sentences that lack a subject, verb, or complete thought.

26. Diacritical Mark:

It is also known as diacritics, are symbols added to letters to modify their pronunciation, emphasize certain sounds, or distinguish between similar letters.

27. Typo Errors are mistakes that occur during the process of typing or writing. They involve the unintentional insertion, omission, or substitution of letters, numbers, punctuation, or words in a text.

A. Pronoun-antecedent Errors:

Pronoun-antecedent agreement errors, are grammatical mistakes that occur when the pronouns used in a sentence do not properly match their antecedents in terms of number or gender.

Antecedent: The antecedent is the **word or phrase** to which a pronoun refers. In a sentence, the antecedent is the noun or noun phrase that the pronoun replaces.

Incorrect: "**The team lost their game.**" (The antecedent "team" is singular, but the pronoun "their" is plural.) – **Number**

Correct: "**The team lost its game.**" (The pronoun "its" matches the singular antecedent "team.")

Incorrect: "**The manager, who is a woman, is known for his leadership skills.**" (The antecedent "manager" is female, but the pronoun "his" is male.) – **Gender**

Correct: "**The manager, who is a woman, is known for her leadership skills.**" (The pronoun "her" matches the female antecedent "manager.")

Run-on Sentences Errors:

Run-on sentences are grammatical errors that occur when two or more **independent clauses** are combined in a single sentence **without the appropriate punctuation** or **conjunctions** to separate them properly.

A run-on sentence typically occurs in one of two ways:

Comma Splice: This happens when two independent clauses are joined by a comma without a conjunction. For example:

Run-on (comma splice): "**She went to the store, she bought some groceries.**"

Corrected: "**She went to the store, and she bought some groceries.**" (separate action)

Fused Sentence (No Punctuation): This occurs when two independent clauses are combined without any punctuation or conjunction. For example:

Run-on (fused sentence): "**She went to the store she bought some groceries.**"

Corrected: “She went to the store. She bought some groceries.” (independent action)

“She went to the store; she bought some groceries.” (connected action)

B. Formal & Informal in Academic Writing:

Formal Words	Informal Words
Obtain	Get
Acquire	Obtain
Commence	Start
Convey	Tell
Assist	Help
Subsequently	Later
Consequently	So
Conversely	On the other hand
Additionally	Also
Nevertheless	However
Furthermore	Moreover
Pertaining to	About
Regarding	About
Regarding	Concerning
Reside	Live
Request	Ask
Enquire	Ask
Employ	Hire
Terminate	End
Utilize	Use
Approximately	About
Facilitate	Help
Implement	Carry out
Constitute	Make up
Endeavor	Try
Determine	Find out

Evaluate

Assess

Accomplish

Achieve

Final Key Elements to Achieve a Clear and Engaging Writing Flow:

1. **Logical Organization:** Arrange your **ideas** coherently, following a structured sequence that guides readers through your content.
2. **Coherence:** Ensure **every** sentence and paragraph contributes to the **central theme**, maintaining consistency and purpose.
3. **Consistency:** Maintain uniformity in **tone, style, and voice** for a cohesive reading experience.
4. **Smooth Transitions:** Utilize **transition words** to seamlessly connect ideas, maintaining a natural and effortless progression.
5. **Varied Sentence Structure:** Incorporate **diverse sentence lengths and structures** to establish **rhythm, engage readers, and prevent monotony**.
6. **Redundancy:** Remove **unnecessary repetition** to assign each piece of information a distinct purpose.

Writing flow: bad and good

Poor Writing Flow Example:

The topic of **climate change** is a pressing issue in today's world. Many scientists agree that human activities are contributing to global warming. This is a problem that affects not only the environment but also economies and societies. There are various consequences of climate change, such as rising sea levels and extreme weather events. Governments around the world are trying to address this issue through policies and regulations. In order to combat climate change, individuals must also make changes in their daily lives. Overall, it's important to take action to mitigate the effects of climate change and protect our planet.

Good Writing Flow Example:

Climate change poses a pressing concern in contemporary society due to its wide-ranging impacts. The consensus among scientists is that human activities are

significantly contributing to the phenomenon of global warming. This environmental challenge, however, transcends ecological boundaries, reverberating through economies and societies alike. The consequences are multifaceted, encompassing rising sea levels and a surge in extreme weather events. Recognizing the urgency, governments worldwide are implementing policies and regulations to combat climate change. Nevertheless, the onus of responsibility isn't solely on governments; individuals must also enact changes in their daily lives. In summation, taking comprehensive action to mitigate climate change's effects is paramount to safeguarding our planet's future.

Notes: In the “Poor Writing Flow” example, the paragraph **feels disjointed** and **lacks a smooth transition** between ideas, making it challenging for the reader to follow the argument. On the other hand, the “Good Writing Flow” example employs **transitional phrases** and **sentences** to connect ideas coherently, creating a **seamless** and **logical progression of thought**.

Writing flow: bad and good

Poor Writing Flow Example (Buddhist Study):

The concept of impermanence is a core teaching in Buddhism. Impermanence means that all things change over time. This idea is central to understanding suffering. The Four Noble Truths are foundational in Buddhism. They provide insight into the nature of suffering and how to end it. The Eightfold Path is the path to achieving enlightenment. It consists of eight steps that guide practitioners toward right understanding, right intention, right speech, right action, right livelihood, right effort, right mindfulness, and right concentration.

Good Writing Flow Example (Buddhist Study):

At the core of Buddhist philosophy resides **the profound concept of impermanence**. This principle maintains that all phenomena continually evolve as time advances. This understanding, in turn, becomes a cornerstone for comprehending the essence of suffering. Within this foundational framework, the Four Noble Truths emerge, shedding light on both the nature of suffering and the path to transcend it. Guiding

seekers through this transformative expedition is the Eightfold Path—a comprehensive guide to enlightenment. Comprising eight progressive principles, including right understanding, intention, speech, action, livelihood, effort, mindfulness, and concentration, this path encapsulates facets of virtuous living.

Note: In the “Poor Writing Flow” example, the paragraph **lacks fluidity** between ideas, resulting in a **fragmented presentation** of the Buddhist concepts. The “Good Writing Flow” example demonstrates a **smoother flow, incorporating transitional phrases** and **organized structure** to enhance the readability and comprehension of the topic.

Conclusion

Academic Concept and Framework Matter: Understanding the foundational concepts and frameworks in academic research and writing is crucial.

A Clear and Logical Structure is crucial in academic research and writing.

Attention to detail is essential in academic writing, including correct usage of quotation marks, avoidance of common writing errors, and the maintenance of a coherent and engaging writing style.

Additional Resources

1. *“They Say / I Say: The Moves That Matter in Academic Writing”* by Gerald Graff and Cathy Birkenstein - This book provides practical templates and strategies to help students engage in academic conversations and present their ideas effectively.

2. *“Writing Your Dissertation in Fifteen Minutes a Day: A Guide to Starting, Revising, and Finishing Your Doctoral Thesis”* by Joan Bolker - A helpful guide for graduate students on how to approach and manage the dissertation writing process.

3. *“How to Read a Book: The Classic Guide to Intelligent Reading”* by Mortimer J. Adler and Charles Van Doren - A timeless guide that offers techniques for active and analytical reading.

4. *“The Craft of Research”* by Wayne C. Booth, Gregory G. Colombo, and Joseph M. Williams - An essential resource for mastering the art of research, from formulating questions to presenting results.

5. “*Academic Writing for Graduate Students: Essential Tasks and Skills*” by John M. Swales and Christine B. Feak - Specifically tailored for graduate students, this book covers various academic writing tasks and language skills needed in academia.

6. Webster, Gretchen. “*The Chicago Manual of Style*”, University of Chicago Press, Chicago, IL, 1176 pp, \$70.00 (Hardcover Cloth), ISBN: 978-0-226-28705-8.” *Publishing Research Quarterly* 33, no. 4 (2017): 495-496.

3.The Basic Principles of Research by Prof Dr. Ven. Uttamānanda

Introduction

What is Literature Review?

Discussion I: Literature Review – History of Buddhism in Ceylon

Discussion II: Research Problem

Conclusion

Introduction

What is a Literature Review?

A literature review is a survey of scholarly sources on a specific topic. It provides an overview of current knowledge, allowing you to identify relevant theories, methods, and gaps in the existing research.

There are five key steps to writing a literature review:

Search for relevant literature

Evaluate Sources

Identify themes, debates and gaps

Outline the structure

Write your literature review

A good literature review doesn't just summarise sources – it analyses, synthesises, and critically evaluates to give a clear picture of the state of knowledge on the subject.

Discussion I: Literature Review

The eminent position Sri Lanka occupies among the Buddhist countries in the world enhances the need of a comprehensive history of Buddhism in Ceylon. But the whole period from the beginning to the present day is too wide a field for one volume.

Even the early period of Buddhism in Ceylon has not yet been critically examined or sufficiently studied. Dr. E. W. Adikaram's work on the "State of Buddhism in Ceylon as Revealed by the Pali Commentaries of the 5th Century A.D." is perhaps the only scholarly attempt so far in this field. But this is the attitude, as revealed in his book, of a devotee lamenting over the "degeneration" and "corruption" of the Faith. The attitude and approach to the subject here are somewhat different.

Dr. Adikaram's book covers the period up to the 5th century A.C. only, and he depends for his information on the Pali Commentaries. The present work covers a wider period and draws material from almost all available sources.

(Rahula. W.: History of Buddhism in Ceylon. 1993. P xi).

Literature review

မမ္မဂုတ် ။ ။ ကျွန်းကုန်းမှာ ချမ်းချမ်းသာသာနေတုန်း မြောင်းမြဆရာ့ ဆီတော့ မရောက်ဘူးလား။

တပည့်တော် ။ ကျွန်းကုန်းဘုန်းတော်ကြီးနဲ့ အတူ ရောက်ပါတယ်။ ဆရာ့ဆီ ရောက်တော့လဲ တပည့်တော်က သင်္ဂြိုဟ်ဘာသာဋီကာ ရေးနေတာပါ။ ဆရာက “ဘာရေးတာတုန်း” လို့ မေးပါတယ်။ သင်္ဂြိုဟ်အဖွင့် ရေးနေပါ တယ်လို့ လျှောက်တော့ “နင့်ဟာ—ဟုတ်မှာလားဟာ” တဲ့။ ဆရာဆိုတာ တပည့်ကို အထင်ကြီးလေ မရှိပါဘူး။ နဂိုရ် ထင်ရှားနေတဲ့ အဖွင့်ကျမ်း များကို ညွှန်ပြပြီး “အဲဒီလောက်ကောင်းအောင် ရေးနိုင်မှာလား” လို့ မေးပါတယ်။ တပည့်တော်ကလဲ “အဲဒီလောက်သာ ကောင်းမှာဖြစ်ယင် ဘယ်ရေးမှာလဲဘုရား” လို့ လျှောက်လိုက်ပါတယ်။

မမ္မဂုတ် ။ နောက်တော့ ဘယ်လိုစီစဉ်သလဲ။

တပည့်တော် ။ အဲဒီ အချိန်မှာ သက္ကတဆိုင်ရာလဲ အတော်ဖတ်ပြီးပါပြီ။ အင်္ဂလိပ်စာလဲ နဲ့နဲ့ဖတ်ပြီးပါပြီ။ ပါဠိအဋ္ဌကထာရေးပုံ-ဋီကာများရေးပုံနဲ့ ထိုသက္ကတအင်္ဂလိပ်တို့ရဲ့ ရေးပုံကို စဉ်းစားကြည့်တဲ့အခါ ရေးသားပုံချင်း အတော်တူပါတယ်။ သို့သော် အင်္ဂလိပ်-သက္ကတစာအုပ်များက ပုံနှိပ်ရာ၌ အဖြတ်အတောက် အလွန်ကောင်းပါတယ်။ လွယ်တာသန့်သန့် လေးနက် တာ သန့်သန့် ခွဲခြား စီစဉ်လေ့ရှိပါတယ်။ အဲဒီ စာအုပ်များ ရေးသားပုံ ရိုက်နှိပ်ပုံ အားလုံးကိုခွဲပြီး စဉ်းစားတဲ့အခါ တပည့်တော်ရဲ့ ကျမ်းစာ အတွက် ဉာဏ်အလင်းရောင် ရလာပါတယ်။ ဒါ့ကြောင့် သင်္ဂြိုဟ်ဘာသာ ဋီကာ အကျယ်ကြီးထဲမှ နိဿယနှင့် လွယ်ကူသော အဓိပ္ပာယ်သရုပ်ခွဲတို့ကို သီးခြားခွဲထုတ်၍ “အခြေပြုသင်္ဂြိုဟ်” ဆိုတဲ့ နာမည်နဲ့ စာအုပ်လုပ်လိုက်

မမ္မဂုတ် ။ နောက်တော့ ဘယ်လိုစီစဉ်သလဲ။

တပည့်တော် ။ အဲဒီ အချိန်မှာ သက္ကတဆိုင်ရာလဲ အတော်ဖတ်ပြီးပါပြီ။ အင်္ဂလိပ်စာလဲ နဲ့နဲ့ဖတ်ပြီးပါပြီ။ ပါဠိအဋ္ဌကထာရေးပုံ-ဋီကာများရေးပုံနဲ့ ထိုသက္ကတအင်္ဂလိပ်တို့ရဲ့ ရေးပုံကို စဉ်းစားကြည့်တဲ့အခါ ရေးသားပုံချင်း အတော်တူပါတယ်။ သို့သော် အင်္ဂလိပ်-သက္ကတစာအုပ်များက ပုံနှိပ်ရာ၌ အဖြတ်အတောက် အလွန်ကောင်းပါတယ်။ လွယ်တာသန့်သန့် လေးနက် တာ သန့်သန့် ခွဲခြား စီစဉ်လေ့ရှိပါတယ်။ အဲဒီ စာအုပ်များ ရေးသားပုံ ရိုက်နှိပ်ပုံ အားလုံးကိုခွဲပြီး စဉ်းစားတဲ့အခါ တပည့်တော်ရဲ့ ကျမ်းစာ အတွက် ဉာဏ်အလင်းရောင် ရလာပါတယ်။ ဒါ့ကြောင့် သင်္ဂြိုဟ်ဘာသာ ဋီကာ အကျယ်ကြီးထဲမှ နိဿယနှင့် လွယ်ကူသော အဓိပ္ပာယ်သရုပ်ခွဲတို့ကို သီးခြားခွဲထုတ်၍ “အခြေပြုသင်္ဂြိုဟ်” ဆိုတဲ့ နာမည်နဲ့ စာအုပ်လုပ်လိုက်

ပါတယ်။ ထို့နောက် ဝီထိနှင့် ဥချက်စု အဓိပ္ပါယ်များကိုလဲ ခွဲထုတ်၍ စာတအုပ်လုပ်ပါတယ်။ ထိုသို့ စာအုပ်ခွဲထုတ်လိုက်တဲ့အခါမှာ သင်္ဂြိုဟ် တာသာဒီကာအတွက် လေးနက်သော အဓိပ္ပါယ်များချည်း ကျန်သော ကြောင့် တအုပ်ထည်းဖြင့် ပြီးနိုင်လောက်အောင် အဆင်သင့်ဖြစ်လာပါတယ်။

မဗ္ဗဂုတ်။ ။ ကိုယ်တော်အလုပ်က ကံရော-ဉာဏ်ရော-ဝီရိယရော အတော်စုံလို့ အထမြောက်တာတဲနော်။ သက္ကတတို့ အင်္ဂလိပ်တို့ မဖတ်ဘူးယင် ဒီအကြံ မျိုး ရမှာမဟုတ်ဘူး။ ခုတော့ ကံကောင်းတဲ့အတွက် သက္ကတကိုလေလာ ခွင့် ကြိုရ-အင်္ဂလိပ်ကိုလဲ ဆားခြီးသလို ပြီးခွင့်ကြိုရတာ။ အဲဒီကံကိုက ကိုယ်တော်အတွက် အဖိုးတန်ပါတယ်။ အဲဒီကံကိုအရင်းခံပြီး ဉာဏ် ဝီရိယ စိုက်လိုက်တော့ စိတ်ပျက်စရာကောင်းလောက်အောင် ကျယ်ဝန်းနေတဲ့ စာအုပ်ကြီးဟာ စိတ်ကျေနပ်စရာ ဖြစ်လာတာတဲနော်။

ကပည့်တော်။ ။ မှန်ပါတယ်ဘုရား နဂိုရ်အတိုင်းသာ အလွယ်ရော- အခက်ပါ စုပေါင်းပြီး စာအုပ်ရိုက်မယ်ဆိုယင် အခြေမရသေးသူများလဲ အခက်တွေ့ အကြားမှာ မိမိတို့နဲ့ ဆိုင်တဲ့ နိဿယအဓိပ္ပါယ်ကို ရွေးချယ်နိုင်ဘို့ မလွယ် ပါဘူး။ အခြေရပြီးသူများအတွက်ကို နိဿယနဲ့ သရုပ်အဓိပ္ပါယ်များလဲ အဆိုတဲဖြစ်ပါတယ်။ ဒါကြောင့် စာအုပ်ကြီး ၂ အုပ်စာလောက် များပြား နေတဲ့အတွက် အလွယ်နဲ့ အခက်ကိုခွဲသို့ အကြံကောင်းရတာကိုက ဆရာ ကောင်းများအထံမှ နည်းခံခဲ့ရတဲ့ ကျေးဇူးကြီးကြောင်းဖြစ်ပါတယ်။

မဗ္ဗဂုတ်။ ။ ကိုယ်တော်ရဲ့ ၃၀ ကျော်၊ ၄၀ အတွင်းမှာ အလုပ်အတော် များများ ပြီးစီးသားဘဲ၊ ကိုယ်တိုင်က စိတ်မကျေနပ်သော်လဲ ကျေနပ် စရာ တော်တော်များများ ပြနိုင်ပါတယ်။ နောက်၌ အများသိစရာတွေ အတော်များအုံးမှာမို့ ၄၀ အတွင်း အလုပ်များကို နိဂုံးချုပ်ကြပါစို့။

နိဂုံး။ ။ အနှစ်လေးဆယ်၊ သက်အရွယ်ကား လူ့ဝယ်ထက်အောက်၊ တဝက် ရောက်ပေါ့။ ခုလောက်မှာပင် အလုပ်ခွင်၌၊ စိတ်လျင် မပြတ်၊ ကိုယ်ပါ ကပ်၍၊ ပြတ်ပြတ်သားသား လုပ်ပါငြားလည်း၊ အများနဲ့ သော်၊ ကျိုး မပေါ်ခဲ့၊ အဖော် မမိုး၊ တကိုယ်တည်းကား၊ ပြီးစီးသည်သာ၊ များသည့် တာကြောင့်၊ နေရာတိုင်းမှာ၊ ဖော် မရှာဘဲ၊ ဘာသာကိုယ့်ဉာဏ်၊ ကိုယ်တည်း ကြံလျှင်၊ ခံနိုင်ရိုးလား....အကျိုးများ။

[၈] နိဒါန်း အချိ

ရှေးဦးကာများ။ ။ ထိုသို့ အလွန်ရှေးကျ၍ ထက်မြက်သော ပုဂ္ဂိုလ်တစ်ပါး စီရင် ထားအပ်သော အဘိဓမ္မတ္ထသင်္ဂဟ အဋ္ဌကထာကို ပါဠိဘာသာဒီကာ အစောင်စောင်တို့ သင့်တင့်အောင် ဖွင့်ပြီးဖြစ်သော်လည်း ပါဠိအဋ္ဌကထာကို ပိုင်နိုင်စွာ မလေ့လာရသေး သော မြန်မာတိုင်းရင်းဖွားတို့အတွက်မှာ ထို မာဂဇဇိကာတို့၌ အနက်ထင်ဖို့ရာ လွန်စွာ ဂရုစိုက်နေကြရသဖြင့် သဘာဝအဓိပ္ပာယ် လည်ပတ်ဖို့အရေး၌ နှောင့်နှေး ကြန့်ကြာလျက် ရှိကြလေသည်။ မြန်မာဘာသာဖြင့် စီစဉ်အပ်သော အဓိပ္ပာယ်အကောက် ကျမ်းများလည်း ရှိကြပါပေသည်။ ထိုကျမ်းတို့ကား ကျမ်းရင်းစာသားများကို အစဉ်အတိုင်း မဖွင့်ပြဘဲ စပ်စိစပ်ရာ ဗဟုသုတမှတ်စုများကိုသာ လေးလေးစားစား ရေးထားသဖြင့် ကျမ်းရင်း စာသားများကို လက်ကိုင်ပြု၍ ကြည့်ရှုပို့ချလေ့လာကြရသော ပုဂ္ဂိုလ်များအတွက်မှာမူ “ဆေးအတွက် ဝန်တက်” သလို ဖြစ်တော့သည်။

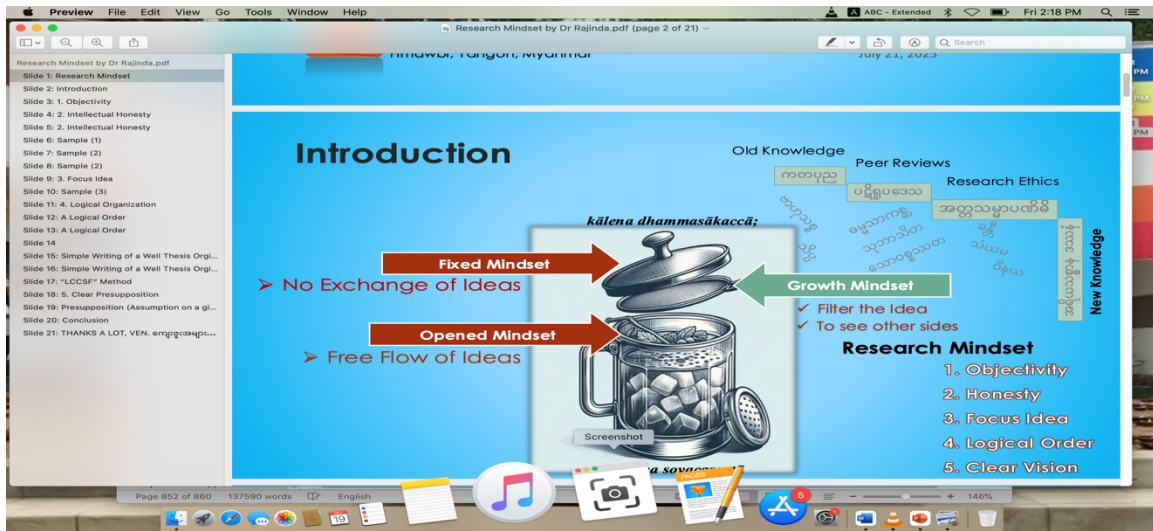
ရှေးစနစ်နှင့် ခေတ်သစ်။ ။ထို့ပြင်- မြန်မာအဓိပ္ပာယ်ရေး အကောက်တို့၌ ခက်ဆစ်အဓိပ္ပာယ်နှင့် သရုပ်အကောက်များကို တစ်ကျမ်းတည်း ရောနှောထားသဖြင့် ရှေးခေတ်ကို ရှေးစနစ်အတိုင်း ဆိုသော် “စုံပါပေသည်” ဟု ချီးမွမ်းဖွယ်ဖြစ်သော်လည်း ယခုခေတ်သစ်မှာ အဆင့်အတန်းခွဲ၍ သင်ပြမှု စည်းကမ်းကျသည်ဟု အယူရှိကြသော ခေတ်ဖြစ်ရကား ထိုရှေးစနစ်အတိုင်းစီစဉ်အပ်သော ကျမ်းစာများ၌ မူလ အခြေပြုသူတို့နှင့် သာ သင့်တော်သော သရုပ်ခွဲတို့က အခြေရပြီး ပုဂ္ဂိုလ်တို့ကို ရှောင်လွှဲစေပြီးလျှင် ခက်ဆစ်အဓိပ္ပာယ်များက အခြေမရသေးသူတို့ ဉာဏ်ကို တွန်းကန်ဖိနှိပ်ထားသကဲ့သို့ ရှိသောကြောင့် ရှေးစနစ်အရ စီစဉ်ထားအပ်သော ကျမ်းစာများကို ရှုစားလေ့လာသူတို့ မှာ လေယာဉ်ပျံ မိုတိုကားအကြား၌ လှည်းကြမ်းကြီးကို စီးသွားသူများကဲ့သို့ များစွာ နှောင့်နှေးကြတော့မည်ဟု ထင်မြင်မိပေသည်။

ဘာသာဋီကာ။ ။ထိုကဲ့သို့ ထင်မိသည့်အားလျော်စွာ အခြေပြုသူတို့နှင့် လျော် ကန်အောင် စီမံအပ်ပြီးသော အခြေပြုသင်္ဂြိုဟ်ကို လေ့လာကြပြီးနောက် တစ်ဆင့်တက်၍ ခက်ဆစ်အဓိပ္ပာယ်ကို သီးခြားရှုစားကြဖို့ရာ မာဂဓဋီကာများ ဖွင့်သကဲ့သို့ တိုင်းရင်းသား ဘာသာဖြင့် ဖွင့်ပြရာ “သင်္ဂြိုဟ် ဘာသာဋီကာ” ဟူသော အမည်ဖြင့် မြန်မာဘာသာ ဋီကာသစ်တစ်ကျမ်းကို ကြိုးပမ်းရပါသည်။ ဤဋီကာသစ်ကို စီစဉ်ရာဝယ် မာဂဓဋီကာ တို့မှ မြန်မာဘာသာ ကူးပြောင်းခြင်းမျှဖြစ်သော ပြီးစလွယ် စီစဉ်ခြင်းမျိုး မဟုတ်ဘဲ အထူးအားထုတ်၍ စီစဉ်ထားကြောင်းမှာ ထိုထို အခဏ်းလာ အဓိပ္ပာယ်များဖြင့် ထင်ရှားပါလိမ့်မည်။

Discussion II: Research Problem

A Critical/ An Analytical Study of Paññā from the Perspective of Theravadā Buddhism:
 With Special Reference to Sulasājātaka (Ja III 413^{ff})

4. Research Mindset by Dr. Ven. Rajinda



1. Objectivity

- A Researcher – able to detached himself from his preferences and convictions.
- Objectivity demands **to look also at the other side**
- Objectivity requires

to consider negative evidence

to analyze ideas that are different

to look at arguments that might upset

- It demands putting pet ideas on hold while examining all the evidence.
- It insists on developing wisdom to consider every fact of a topic.
- The scientific method of research is ‘total objectivity’.

2. Intellectual Honesty

- Personal Academic Reputation
- Trustworthiness of Knowledge

- **Commitment to truthfulness** in all aspects of intellectual work — *thinking, reasoning, writing, and presenting ideas* –
- Putting our names to a paper which is taken from others, To repeat the words of the others – shows – how much one respects their wisdom
- Borrowing from others’ works is one of the ways to thesis writing: Paraphrasing, Summarizing, Synthesizing, Quotation and Citation
- **Intellectual Honesty** requires us to admit honestly.

2. Intellectual Honesty

Intellectual Honesty requires us:

To report the negative findings **truthfully**.

To resist the temptation to inconvenient results.

To discuss possible explanations and limitations **transparently**. • Not to take the part what we like and not to omit we dislike

This integrity maintains the **reliability** of the research record.

- Honesty & Dishonesty – are defined differently in people in
- Intellectual Honesty & Dishonesty – are defined differently in character
- Sample (1)
- **Accepting robe (or alms) from the hand of a nun** – *Thanissaro statement*: It is due to the hardness of nuns to obtain robes (or alms) by citing the phrase “*kicchalābho mātugāmo*” (Ṭhānissaro Bhikkhu, 2013, 178).

My Argument:

- It was not only for a single reason of difficulty to gain materials. The allowance of sharing the materials between monks and nuns vice versa is seen in the *Cūlavagga (anujānāmi, bhikkhave, bhikkhunīnaṃ sannidhiṃ bhikkhūhi bhikkhunīhi paṭiggāhāpetvā paribhuñjitu* Vin. ii, 270)

Discussion:

- **Social Perspective**, “*aññātikā*” is plausible that there is no offence if the bhikkhunī is relative (Vin. iii, 210) “*sahatthā*” is considerable that there is no offence if the bhikkhu accept indirect way (Vin. iv, 176) **Publish criticism** – the reasons of Vinaya promulgating (*apasannānaṃ pasādāya, pasannānaṃ bhiyyobavāya* Vin. iii, 22)
- **Ethical Perspective**, Growth of sensual and sexual desires (*Ven. Udāyin & Uppalavaṇṇā* Vin. iii, 209) (*Mātāputta Sutta*, AN. ii, 67) Wasting time to practice *brahmacariya* (*riñcanti uddessaṃ paripuccham adhisīlam adhicittam adhipaññanti* Vin. iii, 235)

Conclusion

- The reason why the Buddha set forth several Bhikkhu Vinaya rules is not just a single reason of hardness of nuns, but because of several negative impacts of interrelation between monks and nuns in social-ethical aspects.

Sample (2)

- **Bhikkhu Anālayo** elucidates the contrast between the existence of a Bhikkhunī Order and the prediction of the declination of the *Sāsanā* (Vin. ii, 256). He argues the statement of *Cūlavagga Pāḷi* that this prediction of decline not quite come true pointing out two aspects:
 - (i) not only the *bhikkhunī* order itself outlasted the prediction,
 - (ii) but also the true Dharma itself outlasted longer than five hundred years (*Bhikkhu Anālayo, 2013, 116*)
- Here, the fact that Ven. Analayo did not pay attention is the interval phrase “*brahmacariyaṃ ciraṭhitikaṃ bhavissati*”. Similarly, I. B. Horner also missed to translate this phrase precisely (BD. V, 356). He emphasizes the physical matter of the Order, but the ethical and spiritual development.

Sample (2)

Ethical perspective,

- “**Brahmacariya**” is identified with the sense of moral life, the way to end suffering by living in the monastic life (*Ehi bhikkhu, svākkhāto dhammo, cara brahmacariyaṃ sammādukkhassa antikiriyaṃ*, Vin. i, 12)
- Sexual life, “**Abrahmacariya**” is the characteristic of lay life (*hīno dhammo potujjaniko*, Vin. i, 10)
- When a monk is getting indulges in sensual and sexual pleasure, he will fail the duties of a monk, *ganthadhūra* and *vippassanādhūra* (or) the practice of *Pariyatti* and *Paṭipatti* (*Methunamanuyutassa, mussate vāpi sāsaṇaṃ* Sn.160)

Social perspective,

- Having being close relationship between monks and nuns, the practice of “**Abrahmacariya**” would increase and the practice of “**Brahmacariya**” would decrease within the members of the Order.
- Therefore, the argument to Bhikkhu Anālayo is, “**Female Ordination and Sāsana Declination**” here intends the declination of **Brahmacariya** practice and spiritual progress in the monastic life, not physical order.
- **3. Focus Idea**

Keep focus on your goal!

- The signal idea is clear and understandable. “Say it well, say it once” is good advice.

Focus on the problem and its solution “Research Thinking” must **fly straight** (as an arrow) without deviating from the goal.

You should not turn aside to the right or to the left.

You should not bring researching until you have determined

Problem and purpose (what you need to fix & how you are going to do)

Sample (3)

- The concept of ‘*viññūpuriso*’ represents an ideal figure who embodies the qualities to the fullest extent. In this concern, some modern scholars have touched by their aspects. Of them, we have to see one interpretation gap of the prominent scholars: KN. Jayatillake accepted that ‘*viññūpuriso*’ represented the Buddha and his disciples for they sometimes introduce the ‘*viññūpuriso*’ or the hypothetical rational critic when it seems necessary to make an impartial and intelligent assessment; On one hand, Prof. Asanga Tilakaratne assumed that there was no exact objective criterion to determine who *viññūpuriso* is in modern age. It is necessary to observe who would be considered as a ‘*viññūpuriso*’ in the justification of Buddhist ethics. (What you need to fix)
- Accordingly, this study attempts to the consideration of the concept of ‘*viññūpuriso*’ in the conceptual framework of the justification of Buddhist ethics, **especially in *loka-vajja*** (wrong by the nature) and ***paññatti-vajja*** (wrong by the establishment of the Buddha), from the standpoint of Dhamma-Vinaya. (How you are going to do)

4. Logical Organization

- “Order is the Heaven’s First Law”. (Alexander Pope)
- The order make sense.
- Allowing the readers to immediately guess the senses, logical organization places ideas, phrases, and words in a logical order:
 - From small – to – large
 - From deep – to – shallow
 - From old – to – new
- Number of Logical Sequences × (*in History*): Chronologically
- (*in Buddhist Studies*): Pali - Aṭṭhakathā - Ṭīkā - modern scholars - the author order should prevail in the Research Thinking & Writing.

Sample (4.1): A Logical Order

- **An Analysis of *Viññūpuriso* in the Justification of Buddhist Ethics**

1. Introduction 2. Justification of Buddhist Ethics: *Loka-vajja* and *Paññati-vajja* 3. The Role of *Viññūpuriso* in the Justification of Buddhist Ethics 4. A Critical Analysis of *Viññū* in Dhamma-Vinaya Aspect 5. Conclusion/Comment

Sample (4.2): A Logical Order

Concepts of Kamma in Early Buddhism

Introduction Chapter 1: Chapter 2: Chapter 3: Chapter 4: Conclusion *Kamma* in the *Vinaya* and the *Sutta Piṭaka* *Kamma* in the *Abhidhamma Piṭaka* *Kamma* in the *Abhidharmakośa* *Kamma* in the *Milindapañhā*

Sample (4.3): Simple Writing of a Well Thesis Organization

Between Idealism and Pragmatism: A Study of Monastic Education in Burma and Thailand from the Seventeenth Century to the Present

The thesis consists of six chapters. **Chapter One introduces** monastic education, its current problems and the conflict between idealists and pragmatists within the Sangha. **Chapter Two explores** monastic education under two strong Burmese monarchs, Thalun (1629-1648) and Bodawpaya (1782-1819), who introduced formal examinations and used them for political purposes. **Chapter Three examines** the impact of the colonial threat on the Sangha and on the improved relationship between the Sangha and King Mindon (1853-1878) with regard to monastic education. **Chapter Four** looks at the impact of the instability under King Narai (1656-1688) at Ayutthaya on monastic education. **Chapter Five investigates** the process of standardization of monastic education under Chulalongkorn (1868-1910). **Chapter Six focuses** on the current state of monastic education in both countries and analyses the Sangha's lack of proactive vision and its failure to reach a consensus on the aims of education.

Sample (4.4): Simple Writing of a Well Thesis Organization

- To complete the aims of the study, this research has been organized into six chapters including introduction. Chapter one gave an introduction with brief explanation of the *Suttavibhaṅga* and its significance, research problems, aims and objects of the study.
- Chapter two has analyzed Bhikkhu-Vinaya-Rules laid down by the Buddha himself for his disciples, especially monks, with regards to lay female (*mātugāma*). It is an interesting part that shows how the Buddha set forth rules and regulations systematically. In this chapter, Vinaya rules impacted by lay female were categorized and analyzed textually, including their historical background stories respectively. Then, it critically analyzed how the lay female were conducive in the promulgations of relevant rules. It has also survived the instruction of the Buddha how a monk should behave on female society according to Vinaya.
- Chapter three has exclusively emphasized the analysis of Bhikkhu-Vinaya regarding the interrelationship between monks and ordained female (*bhikkhunīs*). This chapter mainly argued for the statement of Ṭhānissaro Bhikkhu, that the promulgation of the rule about an accepting of alms or robes from nuns is due to the hardness of nuns to obtain robes. This chapter, therefore, examined Bhikkhu-Vinaya rules which were impacted by ordained female and why they were laid down by the Buddha, as depicted in the *Suttavibhaṅga*.
- The fourth chapter has solved the contradiction of the issue which are found between the observation in the preceding two chapters and the statement of *Aniyata* rules which indicates that a woman can be a witness for the monk committing offence. It also revealed the qualities of a lay female follower (*upāsikā*) how they had influenced on the promulgation of the Bhikkhu-Vinaya, signifying *Visākhā Upāsikā*. This chapter has emphasized the effective behaviors of lay female followers and their virtuous effects in the promulgation of Bhikkhu-Vinaya from the positive perspective.

- The fifth chapter has attempted to examine the reason why the Buddha set forth several Bhikkhu-Vinaya rules concerning female and the attitude of the Buddha towards them from various perspectives: Psychological, Biological, Religious and Socio-Ethical perspectives. Additionally, the hesitation of the Buddha to admit female ordination and the agreements to be an ordained female (*bhikkhunī*), and the benefits of Vinaya promulgation were also explored. The analysis of female ordination and *brahmacariya* declination has encompassed in this chapter from the perspective of Theravada Vinaya.
- The last chapter, as a reflective remark, has demonstrated the impacts of females how they were involved in the promulgation of Bhikkhu- Vinaya, by simplifying their logical illustrations. It showed some females make divert the purity of monks in a negative perspective, and some make assistance to attain the inner progress of a monk, positive perspective. Mostly, it is depicted with the comparative illustration of Ven. *Sudinna*'s mother and Ven. *Aṅgulimāla*'s mother how they played an important role in the spiritual progress of a monk and promulgation of the **“LCCSF” Method**
- LogicalPattern
- Coherence
- Cover
- Solving
- Flow

5. Clear Presupposition

- A presupposition is a basic understanding (that undergirds one's thinking on a given topic.)
- Presuppositions are neither good nor bad – they should be simply. presupposition – sometimes called –**assumption**
- because simple presuppositions deal with assuming that readers are familiar with the topic.
- If the authors do not state the presuppositions, the readers have to spend unnecessary energy wondering.

- The readers have a right to know which ones are guiding an author’s research and writing.

Sample (5) Presupposition (Assumption on a given topic)

- The article explores the **critical role of “*viññūpuriso*”** in the justification of Buddhist ethics, analyzing its term in both Dhamma and Vinaya aspects. **Buddhist ethics** emphasizes on the cultivation of moral virtue and the pursuit of wisdom as essential components of ethical development. An action which is right or wrong should be **justified** from the aspect of virtue and wisdom, and the one who is virtuous and learned should also be considered as *viññūpuriso*.

Conclusion

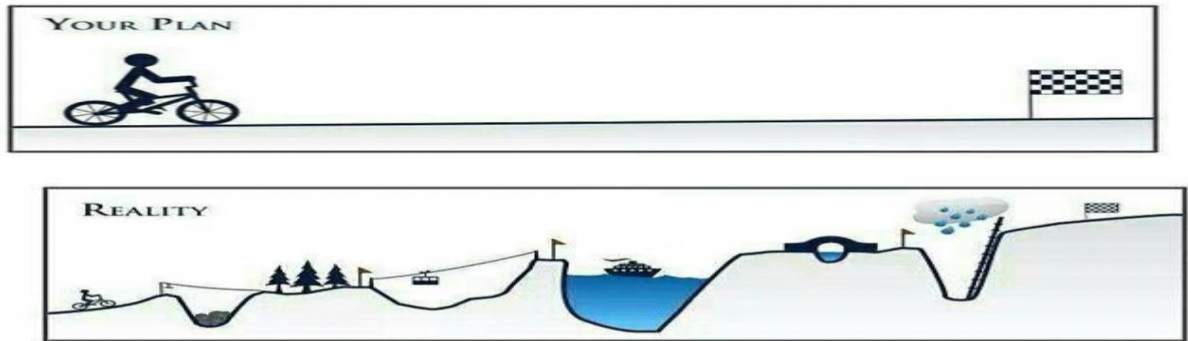
Research Mindset is something like a **can**. If it is closed, nothing comes in or goes out. If it is opened on one end, ideas free flow. If the strainer is used as a filter, the ideas coming in or out can be evaluated objectively. Research Mindset – a mind like the can with a strainer lid.

READ, THINK and WRITE- You will become more and more comfortable in way of thinking and writing objectively

5. Research Challenges by Bhikkhu Sīlācāra (M.Phil)



Is a PhD easy?



Challenge 01: Research Topic

No Topic for my research - Everything already done by others ! Excessively broad, Excessively specific, Unmanageable Worth doing? Terrific topic !! Yes, just the topic, rather the TITLE

Looking for Research Gap

Challenge 01: What to do

Do Start Brainstorming

Look for a niche where you can make a difference

Make sure the topic will hold your consistent interest

Do a feasibility study

Find a theoretical basis to support your topic

Weigh it against similar researches

NEVER expect to change the WORLD with it !!

Challenge 02: Preparation

Own knowledge and skills not enough “Too-early-to-start” syndrome

Preparation is not focused “Others-are-more-prepared” prejudice

Challenge 02: What to do

Leverage your existing skills Be prepared to learn new skills Preparation can be simultaneous with research ! NEVER compare yourself with others - DO compare with yourself in the past DO NOT postpone preparation

Challenge 03: Methodology

What to choose? No methodology for my research !! Not sure how to use it for own research

Why did you choose Ph.D? I don't want peace, I want problems always.

Challenge 03: What to do

Let it come from your research question itself.

Quantitative/ Qualitative/ Mixed etc.

Do not be confined to any fixed methodology

Be prepared to make changes as your research rolls on

Challenge 04: Resources/ Data

Not available as expected

Not enough/ of substandard quality Too complicated/ overly dense and inconsistent

Leading you nowhere

Too broad/ general or too specific



Challenge 04: What to do

Think of lateral approaches to look into your data

Pinpoint where complications lie

Reconsider their relevance to your research

Talk to your supervisor

Challenge 04: What to do cont.

Discuss the issue with fellow researchers

Revise your methodology, tentative chapter plan, and focus of research

Challenge 05: Language

Lack of proficiency in tool languages, medium of research and communication of it

Terminologies and jargons insufficient



Challenge 05: What to do

Be courageous ! Start learning a new language/ a new terminology

Start writing in your new language and teaching it to another

Join others learning your new language(s)

Look for a helping hand

Challenge 06: Stuck After Proposal

don't know where to begin writing Delay for weeks or months

Fear of mistakes & perfectionism

Lose momentum and interest in research

Motivation before Proposal

Motivation after Proposal

Challenge 06: what to do

Start with the familiar (Intro or Literature Review)

Break into small sections – one part at a time

Write notes first, polish later

Set routine & milestones (daily/weekly goals) Stay connected – supervisor & peers

Accept imperfection progress before perfection

Challenge 07: Time

Insufficient !!

Challenge 07: What to do

Know in advance examination regulations

Make a detailed timetable and DO stick to it

Start writing ! Never too early

Take alternative avenues - talk to your supervisor and institution soon

Persevere -(Data can be lost) We cannot stop time flying !

**Things to NOT ask a Ph.D Student**

When wil you graduate? Are you writing your thesis? How is your research going? How many chapters did you finish?

Challenge 08: Technology

Technical Issues inPlanning, Conducting, Writing and Communicating your research

AI tools**Challenge 08: What to do**

Recognize in advance the technical skills you would need Be prepared to learn the basics

Think of a helping hand in need Keep an alternative plan for any likely technology failures

Challenge 09: Funding

Lack of funding to start a research Funding unexpectedly dried up halfway
 Funding conditional upon the success of research Pressure from funding bodies to meet
 their standards

Challenge 09: What to do

Start saving !

Survey possible funding bodies and contact them

Be aware of alternative ways and means Make a budget and spend accordingly DO Invest
 in your research project - rewards are certain!

Make your research attractive enough for crowdfunding

Challenge 10: Health

Prolonged health issues, both physical and mental, may paralyse your research !
 Health issues of other parties affecting you

Challenge 10: What to do

Learn the way of obtaining medical leave beforehand Seek medical advice as necessary
 Talk to your supervisors and institution

Do not hesitate to go for counselling

Challenge 11: Motivation

Feeling dejected, scared, bored, sleepy...

Pressure from supervisor(s), institution, funding body... Unclear goals

Underestimation of yourself Motivated for everything else but, sadly, research

Challenge 11: What to do

Stay motivated - ups and downs are natural ! Reward yourself at any bit of success
Monitor your progress

Set objectives rather than aims

Talk to others about your research, Let them become interested in it Writer's block CAN be defeated !

Challenge 12: Other Parties Involved

Other parties related to your research study participants, institutions, research team, supervisors/ advisors/ mentors, funding bodies, family

How to get them to support/ not to meddle with your research

Challenge 12: What to do

Make them aware of what you are doing

Do not avoid or underestimate - Get them involved

Make no enemies but friends



Challenge 13: External Factors

Institutional policies changing Political volatility

Extreme weather conditions Family issues out of your control

Challenge 13: What to do

Keep Calm and Stay Strong

Keep Calm and Stay Positive

Keep Calm and Stay Focused

Make yourself progress in Silence

Tsunami : The 'T' is silent

Honest: The 'H' is silent

Island: The 'S' is silent

Queue: The 'UEUE' is silent

PhD: The "Suffering" is silent

PhD

Permanent Head Damage

People Have Doubts

Panic Happens Daily

Permanently Hungry for Discovery

People having Dreams

Progress Happens Daily

6. How to Choose a Specific Topic for a Research Project (From an Interesting Area to a Specific Topic) by Dr. Ven. Vaṇṇasīri

Outline of the presentation

1. Finding an Interesting Area
2. From an interesting Area to a Wide topic
3. From a Wide Topic to a Specific Topic
4. Conclusion
5. QuestionandAnswer

How to Choose a Specific Topic for a Research Project (From an Interesting Area to a Specific topic)

Targeted Audience – Beginners in Research Purpose - To be able to Choose a Research Topic

How to start –Literature Search

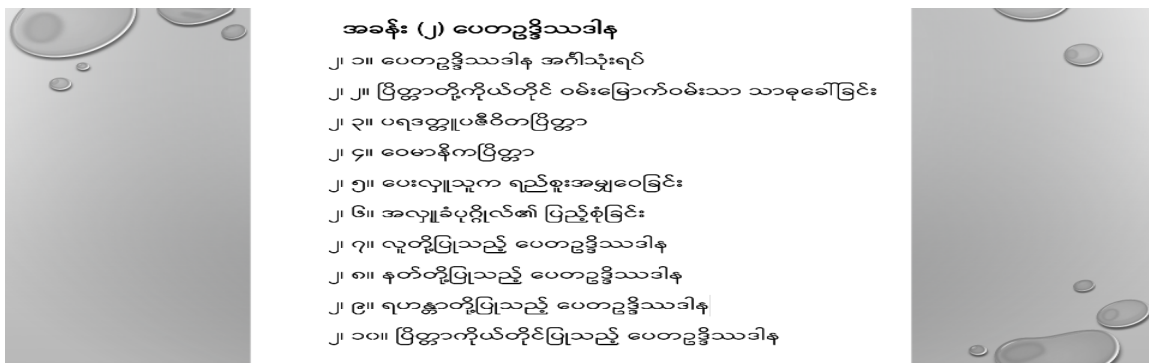
Discuss with Experienced Seniors - Approach Proffers But decide by yourself

Finding an Interesting Area

1. Vinaya
2. Suattanta
3. Abhidhamma
4. Pāli Literature
5. History
6. Textual
7. CultureandTradition

Reading to Identify an Area

Survey - Speed-reading, scanning and skimming the text. What is the subject? **(To catch the general idea of a text)**



အခန်း (၂) ပေတဠဒ္ဒိဿဒါန
 ၂၊ ၁။ ပေတဠဒ္ဒိဿဒါန အင်္ဂါသုံးရပ်
 ၂၊ ၂။ ဗြိတ္တာတို့ကိုယ်တိုင် ဝမ်းမြောက်ဝမ်းသာ သာဓုခေါ်ခြင်း
 ၂၊ ၃။ ပရဒတ္တပုဇိတဗြိတ္တာ
 ၂၊ ၄။ ဝေမာနိကဗြိတ္တာ
 ၂၊ ၅။ ပေးလှူသူက ရည်စူးအမျှဝေခြင်း
 ၂၊ ၆။ အလှူခံပုဂ္ဂိုလ်၏ ပြည့်စုံခြင်း
 ၂၊ ၇။ လူတို့ပြုသည့် ပေတဠဒ္ဒိဿဒါန
 ၂၊ ၈။ နတ်တို့ပြုသည့် ပေတဠဒ္ဒိဿဒါန
 ၂၊ ၉။ ရဟန္တာတို့ပြုသည့် ပေတဠဒ္ဒိဿဒါန
 ၂၊ ၁၀။ ဗြိတ္တာကိုယ်တိုင်ပြုသည့် ပေတဠဒ္ဒိဿဒါန

Reading to Find a Widw topic

Question – To know what you are reading this for? To learn and retain certain information.

- What have I already known or what not known about this subject?
- What and how does this text relate to the research question?
- How can I relate what I read to my own experiences?

Choosing a Wide Topic

What am I going to study?

I am going to study (subject matter).

Interesting Area - Pāli Literature A Wide Topic- Vinaya-aṭṭhakathā (Sp)

Choosing a Wide Topic

What am I going to study? I am going to study... (subject matter).

Interesting Area – Suttanta A Wide Topic - Vegetarianism

From a Wide Topic to a Specific Topic A wide Topic

Why do you want to study? Or What do you want to study for ?

Questioning a Wide Topic

Interesting Area - Pāli Literature A Wide Topic- Vinaya-aṭṭhakathā (Sp)

Why do you want to study? Or What do you want to study for?

I want to study *Vinayaatthakatha* because I want to find out who its real author is.

Questioning a Wide Topic

Interesting Area – Suttanta A Wide Topic- Vegetarianism

Why do you want to study? Or What do you want to study for?

I want to study vegetarianism because I want to find out whether it is a meritorious practice or not.

Read (1) - Reading the text critically and actively To find the author's main ideas, different views/recommendations)

What kinds of statements tend to be made about subjects? What key concepts does the reader need to be familiar with? How are other scholars cited?

Read (2) - Reading the text critically and actively

- What evidence is valued in this field?
- How much reasoning is logically presented?
- How much description and narration is normally used? ▪ How much interpretation and evaluation?
- How are quotations cited?

- What are the counter arguments?

To understand in details: evidence, reasoning, citation method, interpretation

All texts relevant to your research

Narrow it down and find a specific topic

Law/ Linguistic Doctrinal/Conceptual Philosophical Psychological Sociological Educational / Cultural Comparative

Process of Choosing a Specific Topic

- . 1.Finding an Interesting Area 2. Questioning the Area 3. Selecting a Wide Topic
- . 4. Questioning a Wide Topic 5. Narrow Down 6. Selecting a Specific Topic

7. The Value of Research by Sayādaw Ven. Kelāsa (USA)

သုတေသနဟူသည်

- Systematic inquiry or investigation into a subject in order to discover the true facts စာပေသုတေသန။ အကြောင်းအရာ တစ်ခုကို ခိုင်လုံသည့် အကိုးအကားပြု၍ ဖြစ်စေ၊ အဆိုများကို နှိုင်းယှဉ်၍ ဖြစ်စေ အဖြေမှန်နှင့် အနီးစပ်ဆုံး ဖြစ်အောင် လေ့လာခြင်း။

- ဝေဖန်ဆန်းစစ်သည့် အတွေးအမြင်ဖြင့် သုံးသပ်ခြင်း (Critical Thinking)။ ပါဠိတော် အဋ္ဌကထာ ကျမ်း များ၏ အဆိုကို ယုံကြည်မှု အခြေခံမျှဖြင့် မဟုတ်ဘဲ သမိုင်းအမြင်၊ လူမှုရေးရှုထောင့်နှင့် ကြောင်းကျိုး ဆီလျော်မှု ရှိမရှိဟူသော ယုတ္တိနည်းများဖြင့် လေ့လာဆန်းစစ်ခြင်း။ ယင်းမှတစ်ဆင့် အမှန်တရား အတွက် အများလက်ခံနိုင်သည့် အနီးစပ်ဆုံး အဖြေတစ်ရပ်ကို ရရှိနိုင်။

သုတေသနလိုအပ်ချက်

နမူနာ ၁

ပေထက် အက္ခရာတင်ချိန် (ဝါ) စတုတ္ထသင်္ဂါယနာတင်ချိန်၌ နာဂါထေရီမ ကြီးမှူးသော ဘိက္ခုနီများ ရှိနိုင် ကြသေးသောကြောင့် သာသနာတော်နှစ် ၄၅၀-တွင် သီဟိုဠ်ကျွန်း၌ ဘိက္ခုနီများ ရှိဦးမည်ဟု ယူဆနိုင်သော် လည်း သာသနာတော်နှစ် ၅၀၀-၏ ဤမှာဘက်၌မူကား

ဘိက္ခုနီ အဆက်အနွယ် လုံးဝမရှိတော့သည်မှာ ထင်ရှားသိသာလေသည် (ဘိက္ခုနီဝိနိစ္ဆယစာတမ်း၊ စာ-၄၉)။

ဘိက္ခုနီသံဃာ-သည် အေဒီ ၁၀-ရာစု အစောပိုင်းထိ ရှိခဲ့။ မဟာဝံသ ၄၆:၂၇ အရ သီဟိုဠ်ဘုရင် ပဉ္စမ ကဿပမင်း လက်ထက် (အေဒီ ၉၁၃-၉၂၃)ထိ ရှိသေး၏ (HBC, p. 151, သီသမိုင်း၊ စာ-၂၈၁)။

နမူနာ ၂

မြန်မာနိုင်ငံ ကုန်းဘောင်ခေတ်၊ အင်္ဂလိပ်ခေတ်တွေမှာ ပါဠိပထမပြန် စာမေးပွဲတွေ ပေါ်လာပြီး ပါဠိဘာသာ ကျမ်းစာတွေကို လေ့လာရန် စာသင်သား ရဟန်းများ အခက်ကြုံပါတယ်။ ဒီတော့ ဆရာတော် ဦးဗုဓ်က ဒွေမာတိကာနိဿယ၊ ရူပသိဒ္ဓိနိဿယစတဲ့ မြန်မာနိဿယကျမ်းစာကို သမိုင်းသစ်စတင် ရေးသားလိုက် တော့ မြန်မာနိုင်ငံရဲ့ ပထမဦးဆုံး မြန်မာပြန် အဋ္ဌကထာဆရာအဖြစ် မှတ်တမ်း ဝင်သွားတယ်။ ဒီနောက် ပြည်ဆရာတော် မအူဆရာတော် နေရင်းဆရာတော် ပခုက္ကူဂဏဝါစက-စသည့် ကျမ်းပြုဆရာတော်များက ပါဠိတော်နိဿယ၊ ကျမ်းရင်းသုံးကျမ်း အဋ္ဌကထာတွေကို နိဿယပြန်ဆိုပြီး ခက်ဆစ်အဓိပ္ပာယ် ရေးခဲ့ကြ တယ်။ ဒီလို နိဿယမြန်မာပြန်ဆိုကြတဲ့ ဆရာတော်ကြီးတွေ အားလုံးလည်း မြန်မာပြန် အဋ္ဌကထာ ဆရာ များပင် ဖြစ်ပါသည် (အွန်လိုင်း ရေးသားချက် မူရင်း၊ ပုဂ္ဂိုလ်မဖော်လို)။

ပေါင်လောင် ကဿပ

ထိုရေးသားချက် မမှန်၊ နိဿယကျမ်းများ ပုဂံခေတ်ကပင် ရှိခဲ့သည်။ မြန်မာနှစ် ၅၃၆-မှာ နန်းတက်တဲ့ နရပတိစည်သူမင်း နန်းစံ ၃-နှစ်မှာ ပေါင်လောင်ရွာဇာတိ အရှင်ကဿပဟာ မဟာဗောဓိဝင်ဋီကာကို ရေးပြီး ယင်းကျမ်းကို သိဗီရိယ မင်းသားက မြန်မာ ၅၆၅-မှာ ပေတင်တယ် (ပဉ္စဝဿသတေ ယာတေ၊ ပဉ္စဆဋ္ဌိမ ဟာယနေ။ ပေမူ၊ ယင်းနိဂုံးရှု)။ အဲဒါ သာသနာနှစ်-၁၇၄၇။ ခုဒ္ဒသိက္ခာနိဿယဟောင်းကိုပါ ဒီအရှင် ရေးတယ် (ပိဋကတ်တော်သမိုင်း၊ ပိုဒ်-၇၆၀။ ‘ခုဒ္ဒသိက္ခာနိဿယေ ဝုတ္တံ (ဝိနယာလင်္ကာရ-ဋီ ၁၊ ၂၇)’လို့ တောင်ဖီလာဆရာတော် ညွှန်းခဲ့တာဟာ ပေါင်လောင် အရှင်ကဿပရဲ့ ခုဒ္ဒသိက္ခာနိဿယ ဖြစ်နိုင် တယ်။ ဤမှတ်တမ်းအရ ပေါင်လောင် ကဿပသာ သမိုင်းသစ် စတင်သူ ဖြစ်နိုင်။

သီရိလင်္ကာဗုဒ္ဓဘာသာသမိုင်း၊ အနုရာပေရခေတ် (ဘီစီ ၃ ရာစု - အေဒီ ၁၀ ရာစု)

History of Buddhism in Ceylon, the Anuradhapura Period (3rd Century BC – 10th Century AC) သမားရိုးကျအမြင်မှ ခွဲထွက်ပြီး ခေတ်မီဆန်းသစ်သော အတွေးအမြင်ဖြင့် သီရိလင်္ကာနှင့် ဗုဒ္ဓဝါဒဆိုင်ရာ သမိုင်းဖြစ်စဉ်အပေါ် ချဉ်းကပ်။

ပါဠိမုတ္တကဝိနိစ္ဆယ (ပါဠိတော်၌ မပါသည့် အဆုံးအဖြတ်များ) ဖြစ်ပေါ်လာခြင်း၏ အကြောင်းရင်းမှာ အေဒီ ငါးရာစုနှင့် ယင်းမတိုင်မီ အချိန်က နိုင်ငံရေး၊ လူမှုရေးနှင့် ရဟန်းတော်များ၏ နေ့စဉ်ဘဝ ပြောင်းလဲ လာမှုအရ မြတ်ဗုဒ္ဓ ပညတ်ထားသည့် ဝိနယသိက္ခာပုဒ်အချို့ကို ဘောင်အတွင်းမှ လိမ္မာပါးနပ်စွာ ပြုပြင် ပြောင်းလဲလိုခြင်းကြောင့် ဖြစ်ကြောင်း သုံးသပ် (HBC, p. 157, သီသမိုင်း၊ စာ-၂၉၂)။

ပရိယတ္တိ၊ ပဋိပတ္တိ၊ ပဋိဝေဓဟူသော သာသနာသုံးရပ်တွင် ပရိယတ္တိသည် သာသာနာတော်၏ မူလရင်းမြစ် ဖြစ်၏ဟူသော ဓမ္မကထိက မထေရ်တို့၏ အဆိုသည် ဗုဒ္ဓရှင်တော်မြတ်၏ မူရင်းအဘော်နှင့် ကိုက်ညီခြင်း မရှိ။ ယင်းသည် နေ့စဉ်လူမှုဘဝ လိုအပ်ချက်ကြောင့် တိုးတက် ပြောင်းလဲသွားသည့် အယူအဆ (HBC, P. 158, သီသမိုင်း၊ စာ-၂၉၃)။

ရဟန္တာပုဂ္ဂိုလ်၏ အရည်အချင်း သတ်မှတ်ခြင်းများမှာ မူလအဓိပ္ပာယ်မှ ပြောင်းလဲခြင်း၊ ကွဲလွဲခြင်းများ ရှိ သည် (HBC, p. 218, သီသမိုင်း၊ စာ-၃၈၇) ။

ထိုခေတ် ရဟန္တာအချို့မှာ ဘာသာရေးနှင့် အမျိုးသားရေး အယူသည်းမှုများပင် ရှိကြောင်း မဟာဝံသလာ ရဟန္တာရှစ်ပါး အကြောင်းကို ကိုးကားပြီးဆို။ ဤဖော်ပြချက်မှာ မူရင်းပါဠိတော် အဋ္ဌကထာ ဋီကာကျမ်း တို့၌ ဖော်ပြသည့် ရဟန္တာ အရှင်မြတ်များနှင့် လုံးဝ ခြားနား (HBC, p. 228, သီသမိုင်း၊ စာ-၄၀၁)။

စကြဝတေးမင်း၌လည်း ဗုဒ္ဓဖြစ်လာမည့် ပုဂ္ဂိုလ်ကဲ့သို့ လက္ခဏာ ၃၂-ပါး ပါရှိကြောင်း၊ ဗုဒ္ဓကိုရော စကြဝတေးမင်းကိုပါ စေတီတည်ထိုက်ကြောင်း၊ ထို့ပြင် “အနုဇာနာမိ ဘိက္ခဝေ ရာဇဇနံ အနုဝတ္တိတံ = ဘုရင် မင်းတို့၏ အလိုသို့ လိုက်စိမ့်သောငှာ ခွင့်ပြု၏’ဟု ဟောကြား။ ထို့ကြောင့် ဗုဒ္ဓရှင်တော်မြတ်သည် ဘုရင် မင်းတို့ကို ဦးစားပေးခဲ့သည် (ယင်းကျမ်းအဆို)။

(အဋ္ဌကထာ၌ “မင်းတို့၏ အလိုသို့ လိုက်စိမ့်သောငှာ ခွင့်ပြု၏ဟူသည် နောက်သို့(တစ်လ)ဆုတ်ပြီး ဝါဆို ဝါကပ် ရာ၌ ရဟန်းတော်များမှာ မည်သည့် အကျိုးဆုတ်ယုတ်မှု မရှိနိုင်သောကြောင့် မင်းအလိုသို့လိုက်ရန် ခွင့်ပြုခြင်း ဖြစ်၏။ သို့ဖြစ်၍ ဓမ္မနှင့် ညီသော ကိစ္စမျိုး၌ မင်းအလိုသို့ လိုက်ရမည်။ အဓမ္မကိစ္စမျိုး ဖြစ်လျှင်ကား (ဘုရင်မင်းများ အပါအဝင်) မည်သူ၏ အလိုသို့မျှ လိုက်ဖွယ် မလိုချေ (အဓမ္မိကေ ပန န ကဿစိ အနုဝတ္တိတမ္ပိ၊ ဝိ-ဋ္ဌ ၃၊ ၁၅၀)’ ဟု အတိအကျ ဖွင့်ဆိုချက်ရှိသည် (ဘာသာပြန်သူ၏ သဘောထား)။

သုတေသနစာစု
အဦးဆုံး မြန်မာဖြစ် ပါဠိဗုဒ္ဓဝင်
ပိဋကတ်သမိုင်း

မိုင်းခိုင်းမြို့စား ပိဋကတ်တော်အုပ် မင်းကြီး မဟာသီရိဇေယသူ ရေးတဲ့ ပိဋကတ်တော်သမိုင်းကျမ်းမှာ '(စာပိုဒ်) ၃၄၇။ တထာဂတုပ္ပတ္တိ-မှာ ဇမ္ဗူဒိပ်ကျွန်း တမ္ပဒီပတိုင်း

အရိမဒ္ဒနာ မည်သော ပုဂံမြို့ ရှင်ဉာဏ ဂမ္ဘီ ပြုသည်။ (စာပိုဒ်) ၈၇၈။ တထာဂတုပ္ပတ္တိ-မှာ နိဿယ မရှိ'လို့ မှတ်တမ်းတင်တယ်။ ဒါကြောင့် ဂတုပ္ပတ္တိ-ကျမ်းကို ပုဂံခေတ် မြန်မာနိုင်ငံမှာ ပါဠိဘာသာနဲ့ ရေးတာလို့ နားလည်ရတယ်။ 'တထာဂတ = ဗုဒ္ဓရဲ့၊ ဥပ္ပတ္တိ = အကြောင်းအရာ = ဗုဒ္ဓဝင်'ပါပဲ။

ပေမူနှစ်ခု

သထုံမြို့ ဦးဘိုးသီးပိဋကတ်တိုက်မှာ 'တထာဂတုပ္ပတ္တိပါဠိ' ခေါင်းစဉ်နဲ့ ပေမူတစ်ခု (ပေထုပ်အမှတ်-၅၃၈)၊ ရန်ကုန်မြို့ တက္ကသိုလ်များ ဗဟိုစာကြည့်တိုက်မှာ 'တထာဂတုပ္ပတ္တိနိဒါနဝဏ္ဏနာပါဠိနိဿယ' ခေါင်းစဉ်နဲ့ တစ်မူ (ပေထုပ်အမှတ်-၆၆၂၃)လို့ ပေနှစ်မူ တွေ့တယ်။ ဦးဘိုးသီးမူက တထာဂတုပ္ပတ္တိပါဠိ ပါဠိသက်သက် ဖြစ်ပြီး တက္ကသိုလ်မူ ပေထုပ်မှာတော့ တထာဂတုပ္ပတ္တိပါဠိ (ပါဠိ)ကိုရော ရေးသူအမည် မပါတဲ့ ယင်းရဲ့ နိဿယကိုပါ တွေ့တယ်။ နှစ်မူလုံးမှာ ပါဠိသတ်ပုံ မှားနေတာတွေ အများကြီး တွေ့တယ်။

ကျမ်းပြီးနှစ်

ဦးဘိုးသီးပေမူရဲ့ နိဂုံးမှာ ကျမ်းပြီးနှစ်ကို 'လောကနာထဿ နိဗ္ဗာနဝဿာနဉ္စ ပမာဏတော သဟဿမိံ ဝ "စ ဧတ္ထ" သတေ အဋ္ဌဝိသာမိကေ ဉာဏဂမ္ဘီရောတိ ဂရူဟိ ဒိန္နနာမေနိဒံ ကတံ ထေရေန တထာဂတုပ္ပတ္တိနိဒါနန္တိ'လို့ တွေ့ရပြီး တက္ကသိုလ်များ ဗဟိုစာကြည့်တိုက်မှာတော့ 'စ ဧတ္ထ' နေရာမှာ 'ပတ္တေ'လို့ တွေ့တယ်။ နိဿယဆရာလည်း 'ပတ္တေ'ကိုပဲ အတည်ယူပြီး မြန်မာပြန် အနက်ပေးတဲ့ အတွက် တထာဂတုပ္ပတ္တိကျမ်းကို သာသနာနှစ် ၁၁၂၈-မှာ ရေးပြီးတယ် ဆိုရ မလိုပါဘဲ။ ဒါပေမယ့် .

ကျမ်းပြုသူ

မြန်မာနှစ် ၄၂၆ (သာသနာ-၁၆၀၈)မှာ နန်းတက်တဲ့ သိရိတြိ ဘုဝနာဒိစ္စမင်း(ကျန်စစ်သားမင်း) လှူဒါန်းတဲ့ နန္ဒာကျောင်းတိုက်မှာ သီတင်းသုံးသူ အရှင်ဓမ္မသေနာပတိ မထေရ်က ကာရိကာ သဒ္ဓါငယ်ကျမ်းကို ရေး သားကြောင်း စာကိုယ်ရဲ့ နိဂုံးနဲ့ ယင်းဋီကာရဲ့ ပဏာမအဖွင့်တွေမှာ ဆိုတယ် (သဒ္ဓါငယ်ဋီကာ ၃-စောင် တွဲ)။ ဂန္ဓဝံသကျမ်း (စာ-၇၃)မှာ ကာရိကာကျမ်းကို ရေးဖို့ တောင်းပန်သူဟာ အရှင်ဉာဏဂမ္ဘီရလို့ ဆိုပေ မယ့် သူ့ရဲ့နေရပ်ကိုတော့ မဖော်ပြဘူး။ ဂန္ဓဝံသအဆိုကို လက်ခံနိုင်ရင် အရှင်ဉာဏဂမ္ဘီရဟာ ပိဋကတ်တော်သမိုင်း(ပိုဒ်-၃၄၇)မှာ ဖော်ပြတဲ့ တထာ ဂတုပ္ပတ္တိ ကျမ်းကိုရေးသူ ဖြစ်နိုင်ကြောင်း M. H. Bode က ဆိုတယ် (Pali Literature of Burma, p. 16)။ တထာဂတုပ္ပတ္တိ ကျမ်းပြီးနှစ် (သာ-၁၁၂၈)ကိုတော့ ပြန်စဉ်းစားရမှာပေါ့။

ဓမ္မသတ်

ဟံသာဝတီရောက်မင်း လက်ထက် မြန်မာ-၁၀၉၅ (သာသနာ-၂၂၇၇)မှာ ပဌမကျော်အောင်စံထား ဆရာ တော်ရဲ့ တပည့် ပုပ္ပါးအနီး မဲထီးရွာဇာတိ အရှင်ခေမာစာရ ရေးစီရင်တဲ့ ဝိနိစ္ဆယရာသီဓမ္မသတ် (မြန်မာ- ၁၁၂၉ ကျမ်းပြီး)မှာလည်း 'ထို့ကြောင့် "အညမညဗ္ဗိ ဃာဋေတိ၊ ပဂေဝ ဣတရာ ပဇာ"ဟူ၍ တထာ ဂတုပ္ပတ္တိ-၌ ဆိုသတည်း' (ဓမ္မသတ် ၃၄-စောင်တွဲ၊ အိမ်မှုခန်း။ စာ-၄၉၀)လို့ ပါဠိဘာသာ တထာဂတုပ္ပတ္တိ ကျမ်းကို ညွှန်းထားတာ တွေ့ရတယ်။

ကျောက်စာ

မြန်မာနှစ် ၈၀၀ (သာသနာ-၁၉၈၂)မှာ ရေးထိုးတဲ့ တက်နွယ်ကျောင်းကျောက်စာ၊ ကြောင်းရေ ၇-မှာ တထာဂတုပ္ပတ္တိ-ကို တွေ့တယ် (ဦးငြိမ်းမောင်၊ ရှေးဟောင်းမြန်မာကျောက်စာများ ၅၊ စာ-၃၀)။ ပုဂံ ဇေယျ သိင်္ခီ (နားတောင်းများ)မင်း လက်ထက် မြန်မာနှစ် ၅၈၅ (သာသနာ-၁၇၆၇)မှာ ရေးတဲ့ သိင်္ခီဝိရသုဇ္ဇဗိုလ် ကျောက်စာ၊ ကြောင်းရေ ၁၃-မှာလည်း တထာဂတုပ္ပတ္တိ-ကို တွေ့တယ် (သန်းထွန်း၊ နှောင်းတွေ့ ကျောက်စာများ၊ စာ-၂၂)။

ဒီအချိန်မှာ ပိဋကတ်တော်မဓမ္မနန္ဒပုဂ္ဂိုလ်ရေးတဲ့ မြန်မာဘာသာ 'တထာဂတုပ္ပတ္တိ' (သာသနာ-၂၂၂၈ ရေးပြီး) မရှိသေးလို့ ကျောက်စာ နှစ်ခုလုံး ပါဠိ 'တထာဂတုပ္ပတ္တိပါဠိ'ကိုပဲ ညွှန်းတာ ဖြစ်နိုင်တယ်။

ယုတ္တိစစ်ရင်

ဂန္ထဝံသကျမ်းအဆိုနဲ့ ပညာရှင် M. H. Bode ရဲ့ ခန့်မှန်းချက်ကို လက်ခံနိုင်ရင် အရှင်ဉာဏဂမ္ဘီရဟာ သိင်္ခီ ဝိရသုဇ္ဇဗိုလ် ကျောက်စာကို ရေးထိုးတဲ့ မြန်မာနှစ် ၅၈၅ (သာသနာ-၁၇၆၇)ထက် စောရမယ်။ ဒါပေမယ့် ပုဂံသား ရေးတာဖြစ်လို့ ဖော်ပြပါ နိဂုံးစာသားအတိုင်း တထာဂတုပ္ပတ္တိကျမ်း-ကို သာသနာ-၁၁၂၈ မှာ ရေးပြီးတယ်ဆိုတာလည်း မဖြစ်နိုင်။ သာသနာနှစ်-၁၆၀၀ နောက်ပိုင်းကျမှ ပုဂံမှာ သာသနာ ထွန်းကား တာ မဟုတ်လား။

ပါဠိပျက်ပုံရ

တက္ကသိုလ်မူနဲ့ နိဿယအလို 'စ ဧတ္ထ'ကို 'ပတ္ထေ'လို့ ယူတာဟာ ပြတ်သိပ်နေတဲ့ ပေလက်ရေးမူရဲ့ အနေ အထားအရ ဖြစ်နိုင်ပေမယ့် ပိဋကတ်တော်သမိုင်း၊ ဂန္ထဝံသကျမ်းနဲ့ M. H. Bode တို့ အဆိုတွေနဲ့ ညှိမရလို့ ယုတ္တိ မရှိဘူး။ ဦးဘိုးသီးမူမှာ တွေ့ရတဲ့ 'စ ဧတ္ထ'ဆိုတာ 'စ သတ္တ' ဖြစ်မလားလို့ ဘုန်းကြီး ယူဆတယ်။ 'သဟဿမိ ဝဿ စ သတ္တသတေ'ဆိုရင် ယုတ္တိနဲ့ မဝေးတန်ရာဘူး။

..

ဒီလို ပြင်နိုင်ခဲ့ရင် တထာဂတုပ္ပတ္တိ ကျမ်းပြီးနှစ် သာသနာ-၁၇၂၈ ဖြစ်လို့ အရှင်ဓမ္မသေနာပတိနဲ့ အလွန် မကွာနိုင်ဘဲ ကာရိကာကို ရေးဖို့ တောင်းပန်တာလည်း ဖြစ်နိုင်တယ်။

ဆရာ၊ ကျောင်းတိုက်

ကျမ်းပြုသူ အရှင်ဉာဏဏန္ဒိရဟာ ကျမ်းနိဂုံးမှာ မိမိ သီတင်း သုံးတဲ့ ကျောင်းနဲ့ ဆရာရဲ့ ဘွဲ့အမည်ကိုပါ ဖော်ပြခဲ့တယ် ..

'အတ္တနော အာစရိယဘူတေန ဓမ္မရာဇဿ ဂရုနာ ဝဇီရဗုဒ္ဓိနာမကေန မဟာထေရေန သဒ္ဓိ ဉာဏ- ဂန္တိရောတိ ဂရုကာနံ ဂဟိတနာမေန ဂူဟနိက္ခန္တ ဝိဟာရဝါသိနာ ထေရေန ကတာ တထာဂတုပ္ပတ္တိ နိဒါနဝဏ္ဏနာတိ'။

ဒီစာအရ သူ့ဆရာဟာ မင်းဆရာ (ဓမ္မရာဇဿ ဂရု) ဖြစ်ပြီး ဘွဲ့အမည်က အရှင်ဝဇီရဗုဒ္ဓိ မဟာထေရ်၊ သူနေတဲ့ ကျောင်းက ဂူဟနိက္ခန္တ ကျောင်း သို့မဟုတ် ဂူထွက်ကျောင်း ဖြစ်ကြောင်း သိရပါတယ်။

ရှေးအကျဆုံး

ဘုန်းကြီး လေ့လာမိသမျှ ပုဂံခေတ် ကျမ်းစာအချို့ကို သက္ကရာဇ်စဉ်ရင် .. ကာရိကာပါဠိ (ကျမ်းပြီးနှစ် မဖော်ပြ)။ တထာဂတုပ္ပတ္တိပါဠိ (သာသနာ-၁၇၂၈)။ မဟာဗောဓိဝင်ဋီကာ (သာသနာ-၁၇၄၇)။ သဒ္ဓနီတိ (သာသနာ-၁၇၉၈-၁၈၃၅ အ တွင်း)။ သဒ္ဓသာရတ္ထဇာလိနီ (သာသနာ-၁၉၂၃)။ သင်္ခေပဝဏ္ဏနာ (သာသနာ- ၁၉၉၀) .. စသည်။

ဒါကြောင့် ကာရိကာ-ဟာ ရှေးအကျဆုံး မြန်မာရေး ပါဠိသဒ္ဓါကျမ်း ဖြစ်နိုင်သလို 'တထာဂတုပ္ပတ္တိပါဠိ' လည်း အဦးဆုံး မြန်မာဖြစ် ပါဠိဗုဒ္ဓဝင်ကျမ်း ဖြစ်လေမလား။

သုတေသနစာစု ၂

သဒ္ဓသာရတ္ထဇာလိနီပဋ် ကျမ်းပြုပုဂ္ဂိုလ် အရှင်နာဂိတ (ဆူးတွင်းပစ် ဆရာတော်)။ သဒ္ဓနီတိကျမ်းပြု ပုဂ္ဂိုလ် အရှင်အဂ္ဂပဏ္ဍိတ

သုတေသနပြုရန် လိုသေးသည်

- လောကုပ္ပတ္တိပကာသနီပါဠိ ကျမ်းပြုပုဂ္ဂိုလ်
- သဒ္ဓတ္ထဘေဒစိန္တာပါဠိ ကျမ်းပြုပုဂ္ဂိုလ်
- မြန်မာနိုင်ငံသား အခြားပါဠိဘာသာ ကျမ်းပြုပုဂ္ဂိုလ်များ
- မြန်မာဂဏ္ဍိကျမ်းပြုဆရာတော်များ
- ပါဠိတော် နိဿယကျမ်းပြုဆရာတော်များ

8. The Value of Research by Dr. Ven. Jatila

Research paper presented in a conference

Research Article

Published in journal etc.

Research for Degree

Dip, B.A, M.A, Mphil, Ph.D

Keep in a library Or publised for leaders

Conducting a research for Degree-B.A, M.A, Mphil or Ph.D

- Money investment
- Time investment
- Depression & appreciation
- Researcher &
- Research Topic for Degree
- Recognized by the University
- Communication with Supervisors,
- Experienced researcher
- Seeking sources in library/Internet
- Presentation your thesis
- Thesis-Internal examiner, External examiner
- University Authorities

What is Research?

- ❖ Research is a systematic investigation to get solution to the problem.
- ❖ It is a detailed study of a subject in different studies, field:
- ✓ To discover new knowledge,

- ✓ To expand existing knowledge,
- ✓ To solve practical problems and
- ✓ To develop new products & services.

Motivation in Research

- ✓ Desire to get a research degree along with its consequential benefits.
- ✓ Desire to face the challenge in solving the unsolved problems

i.e., concern over practical problems initiates research.

- ✓ Desire to get intellectual joy of doing some creative work.
- ✓ Desire to be of service to society.
- ✓ Desire to get respectability.

C.R.Kothari. *Research Methodology Methods and Techniques* (Second revised and Edition), India New Delhi: New Age International (P) Limited, Publishers, 2004, p. 2.

The Significance of Research

- ❖ To those students who are to write a master's or Ph.D. thesis, research may mean a careerism or a way to attain a high position in the social structure.
- ❖ To professionals in research methodology, research may mean a source of livelihood.
- ❖ To philosophers and thinkers, research may mean the outlet for new ideas and insights.
- ❖ To literary men and women, research may mean the development of new styles and creative work.
- ❖ To analysts and intellectuals, research may mean the generalizations of new theories.

C.R.Kothari. *Research Methodology Methods and Techniques* (Second revised and Edition), India New Delhi: New Age International (P) Limited, Publishers, 2004, p. 5-7.

Why research is important to students?

- Enhances knowledge.
- Clarifies confusion.
- To have a proper understanding of the subject.
- To learn about the methods and issues.
- Understand the published work.
- Learn to create a balance between collaborative and individual work.
- To know the interest.
- To know the original study originated.
- Understanding the rationale.

Research is important in academic Studies.

Strengthens critical thinking skills and analytical skills 	Increases Confidence 
Boosts Resume & Career Preparation 	Relationships with faculty mentors and peer researchers 
Being part of a on-campus scholarly network 	Opportunity to publish 
On-track to graduation 	Increases the probability of getting accepted in a graduate program 

The impact of research to researcher and readers

Research enhances your competence

- Knowledge, Skills, Attitude

Understanding and awareness of what to do and what should not do

The impact of research to individual and community

Research enhances you to discern SWOTSE

- Strengths
- weakness
- opportunity
- threat
- Strengths critical skills and analytical skills.
- Education, seeking economy, social welfare, health care, culture, religious affair etc.
- **The Value of research**



Qualified research

- ✓ Recognize among scholars, researchers & the University.
- ✓ Promote the value & dignity of the researcher.
- ✓ Promote the value & dignity of the University
- ✓ Produce much knowledge and wisdom for readers.
- ✓ Generate good benefit to individual and society.

To obtain **the value of research**,

In my opinion & suggestion in the field of education, the University should:

- ❖ Have a department of Research Unit.
- ❖ Have thesis guidelines and format.
- ❖ Train their undergraduate, graduate and researchers to be qualified students and researchers.

- ❖ Have good library with enough diversity's books.
- ❖ Should arrange and organize International Buddhist conference which creates good opportunity their students and international students, researchers and scholars.
- ❖ Publish research papers & qualified thesis conducted by their researcher students from the University.
- ❖ The value and dignity of the University can be promoted through the publication of their qualified researches.
- ❖ The University will be recognized by having qualified students, qualified teachers and qualified researchers.
- ❖ Publication of the research is a way of the paropagation and promotion of the Buddha-sāsana just as BCC, BPS in Sri lanka; Chatṭhasaṅgāyanā CD Room.

9. Foundations of Research Methodology by Prof. Dr. Ven. Uttamānanda

Types of Research

Pure or Basic Research

Applied Research

Problem Orientated Research

Quantitative Research

Qualitative Research and so on.

Survey Research (QN)/ Evidence Based Research (QL) and so forth.

Methods of Research 1. Pure Research or Basic Research

2. Applied Research

(N ir v ā na) Quantitative Research

Qualitative Research

♣ Deductive Method

♣ Inductive Method

♣ Scientific Method

Deductive Method

Buddhānañhi catusaccavinimuttā kathā nāma natthi (Sv I 312).

Sabbampi buddhavacanaṃ catusaccavinimuttaṃ natthi (Ps-ṭ III 41).

Deductive Reasoning

1. General Principal
2. Inferred Knowledge or Theoretical Knowledge
3. Knowledge from learning

Inductive Reasoning

1. Practical Knowledge or Empirical Knowledge
2. Experienced or Saṃvega the Religious Emotion

Scientific Method

1) Choosing a Subject

2) Forming a Statement of the Problem

3) Forming a Hypothesis

10.Starting a Research Project by Dr. Ven. Vaṇṇasīri

Prelemanary tip for a candidate for a research project

SMART qualities - Brilliance (highly intelligent) - Quick-thinking

Do we need to be SMART?

“I've met a few spectacularly brilliant Ph.D. students and plenty of others who were just smart enough. This didn't really make a difference in the quality of their Ph.D.s”

“People of less than first-class intelligence make it across the finish line and leave, Ph.D. in hand.”(Hritwick Banerjee)

“Students that have made it through so far on brilliance and quick-thinking alone wash out of Ph.D. programs with nagging predictability.” (Matthew Might)

How to Start a Research Project?

State of unknowing

State of knowing

Starting a research Project is moving from unknowing state to knowing state

Some attributes of a Ph. D candidate

❖Curiosity ❖Dedication ❖Perseverance ❖Tenacity ❖Resilience ❖ Self-discipline

Some qualities of a Ph.D candidate

➤Proficiency ➤Criticalthinking ➤Cogency ➤Resourcefulness ➤Time management

Planning Your Research Project

Choosing an Area Identifying a specific subject Finding a general topic
 Formulating a focused topic Questioning a focused topic Creating a
 Researchable problem Drawing a Research Design Collecting Data
 Analyzing and Interpreting Data

Academic Reading

Common Reading Strategy: SQ3R strategy

1. Survey - Speed-reading, scanning and skimming the text.
2. Question - Changing reading from a passive to an active pursuit by questioning.
3. Read- Reading the text critically and actively
4. Recall- Recalling what you have just read (or noted down)
5. Review - Reviewing the material that you have recalled in your notes.

Survey - Speed-reading, scanning and skimming the text. To Identify an Area (To catch the general idea of a text)



အခန်း (၂) ပေတဠဒ္ဒိဿဒါန
 ၂၊ ၁။ ပေတဠဒ္ဒိဿဒါန အင်္ဂါသုံးရပ်
 ၂၊ ၂။ ဗြိတ္တာကိုယ်တိုင် ဝမ်းမြောက်ဝမ်းသာ သာဓုခေါ်ခြင်း
 ၂၊ ၃။ ပရဒတ္တုပဇီဝိတဗြိတ္တာ
 ၂၊ ၄။ ဝေမာနိကဗြိတ္တာ
 ၂၊ ၅။ ပေးလှူသူက ရည်စူးအမျှဝေခြင်း
 ၂၊ ၆။ အလှူခံပုဂ္ဂိုလ်၏ ပြည့်စုံခြင်း
 ၂၊ ၇။ လူတို့ပြုသည့် ပေတဠဒ္ဒိဿဒါန
 ၂၊ ၈။ နတ်တို့ပြုသည့် ပေတဠဒ္ဒိဿဒါန
 ၂၊ ၉။ ရဟန္တာတို့ပြုသည့် ပေတဠဒ္ဒိဿဒါန
 ၂၊ ၁၀။ ဗြိတ္တာကိုယ်တိုင်ပြုသည့် ပေတဠဒ္ဒိဿဒါန



Sample (2)

ဝိနည်းအဋ္ဌကထာကျမ်းပြုသူကို စိစစ်လေ့လာခြင်းစာတမ်း

စာတမ်းအနှစ်ချုပ်

ဤစာတမ်းသည် ဝိနည်းအဋ္ဌကထာကျမ်းပြုသူ အစစ်အမှန်ကို ဖော်ထုတ်ပြထားသဖြင့် ၎င်းဝိနည်းအဋ္ဌကထာ၏ စာပေတန်ဖိုးနှင့် သမိုင်းတန်ဖိုးအတွက် အရေးပါသော စာတမ်းဖြစ်သည်။ သီရိပါလမင်းလက်ထက်တွင် ဝိနည်းအဋ္ဌကထာကို ပြုစုခဲ့ကြောင်းသိရ၏ (ဝိ၊ဋ္ဌ၊၄၊၂၆၄)။ ယင်းကျမ်းကို ပြုစုသူမှာ ဗုဒ္ဓယောသထေရ်ဖြစ်ကြောင်း အစဉ်အလာ ပညာရှင်များက အခိုင်အမာ ယုံကြည်ထားကြ၏။ ထို့ပြင် Malalasekera ကဲ့သို့သော ခေတ်ဗုဒ္ဓစာပေ ပညာရှင်များကလည်း အစဉ်အလာယုံကြည်ချက်ကို လက်ခံကြ၏။ သို့သော် Von Hinuber နှင့် Finot ကဲ့သို့သော အချို့ခေတ်ပါဠိပညာရှင်များက ဗုဒ္ဓယောသထေရ်ကို ဝိနည်းအဋ္ဌကထာ ကျမ်းပြုသူအဖြစ် လက်ခံလိုဟန် မရှိကြပေ။ သို့ဖြစ်၍ ဝိနည်းအဋ္ဌကထာကျမ်းပြုသူနှင့်စပ်၍ အငြင်းပွားဖွယ် ပြဿနာတစ်ရပ်ဖြစ်လာသည်။ ဤစာတမ်းသည် ဝိနည်းအဋ္ဌကထာကျမ်းပြုသူ အစစ်အမှန်ကို ဖော်ထုတ်၍ ၎င်းအဋ္ဌကထာ၏ စာပေတန်ဖိုးနှင့် စာပေသမိုင်းကြောင်းအမှန်ကို တင်ပြထားပါသည်။ အထက်ပါ ပြဿနာကို ဖြေရှင်းရာတွင် ဗုဒ္ဓယောသထေရ်၏ အဋ္ဌကထာများကို ပဓာနအထောက်အထားအဖြစ်အသုံးပြု၍ ၎င်းနောက်ရေးသားသော အဋ္ဌကထာ၊ ဋီကာများနှင့် ပညာရှင်များ၏ သုတေသနပြုချက်များကို တစ်ဆင့်ခံအထောက်အထားများအဖြစ် အသုံးပြုထားပါသည်။ ဤစာတမ်းတွင် အထက်ပါ အဋ္ဌကထာများမှ ကျမ်းပြုသူများ၏ အမှာစကားများ၊ ကိုယ်ပိုင်ကောက်ချက်များ၊ အဋ္ဌကထာတစ်ကျမ်းနှင့် တစ်ကျမ်း အပြန်အလှန်ရည်ညွှန်းချက်(Cross-reference) များနှင့် ၎င်းအဋ္ဌကထာများတွင်တွေ့ရသော အလားတူပါကျများ၊ စာပိုဒ်များကို နှိုင်းယှဉ်လေ့လာ၍ တင်ပြထားပါသည်။ ယင်းသို့လေ့လာချက်အရ ဗုဒ္ဓယောသထေရ်ပြုစုသည်ဟု ပညာရှင်များ လက်ခံထားသော ဝိသုဒ္ဓိမဂ်နှင့် ဤဝိနည်းအဋ္ဌကထာတို့သည် ကျမ်းပြုသူတစ်ဦးတည်းဖြစ်ကြောင်း တွေ့ရသဖြင့် ဝိနည်းအဋ္ဌကထာသည်လည်း ဗုဒ္ဓယောသထေရ်၏လက်ရာ အစစ်အမှန်ဖြစ်ကြောင်း ဖော်ထုတ်ပြထားသည်။ ဤစာတမ်းသည် ခေတ်ပါဠိပညာရှင်အချို့၏ သံသယကို ပယ်ဖျောက်ပေးသည့်အပြင် ဝိနည်းအဋ္ဌကထာ၏ စာပေသမိုင်းတန်ဖိုးကို မြှင့်တင်ပေးထားသည်။

Question – To know what you are reading this for? To learn and retain certain information.

- What do I already know about this subject?
- How does this chapter relate to the research question?
- How can I relate what I read to my own experiences?
- Read - Reading the text critically and actively To find the author’s main ideas (Different views/ Recommendations/gaps/Evidence)
- Review - Reviewing the material that you have recalled in your notes. Do not take for granted that you have recalled everything you need correctly, review the text again to make sure and clarify.
- Did you understand the main principles of the argument? Did you identify all the main points? Are there any gaps?

Possible Questions

- a. What is the subject?
- b. What kinds of statements tend to be made about subjects in this field?
- c. What key concepts does the reader need to be familiar with?
- d. What evidence is valued in this field?
- e. How are statistics presented?
- f. How is field research presented?
- g. How much description and narration is normally used?
How much interpretation and evaluation?
- h. How are quotations cited?
- i. How are other scholars cited?
- j. How is the author identified in the writing?
- k. Where was it originally published?
- l. Which genres are most commonly used in a particular field?

Sample (3)

အသီးအရွက်တို့၌ အသက်ရှိသဖြင့် ၎င်းအသီးအရွက်များကိုစားလျှင်လည်း သက်သတ်လွတ်မဖြစ်ဟု အချို့က ယူဆကြသည်။ ဤအယူအဆသည် လွှဲမှားသော အယူအဆတစ်ခုသာဖြစ်ကြောင်းတွေ့ရသည်။ ဤအချက်နှင့် ပတ်သက်၍ အသီးအရွက်တို့၌ အသက်ရှိ၊ မရှိကို ပထမဦးစွာ စိစစ်ရန်လိုအပ်သည်။ အသီးအရွက်တို့တွင် အသက် မရှိဟု ဆိုရမည်။ အသက်ကို လောကအသုံးဖြင့် သတ္တဝါဟုခေါ်ဆိုနိုင်သော်လည်း ပရမတ္ထအမြင်အားဖြင့် အသက် ဟူသည် ဇီဝိတိဖြစ်သောဖြစ်ပါသည်။ ဝိနည်းအဋ္ဌကထာ၌ “အသက်ဟူသည် ဝေါဟာရအားဖြင့် သတ္တဝါတည်း။ ပရမတ္ထအားဖြင့် ဇီဝိတိဖြစ်တည်း”^၁ ဟုဖွင့်ဆိုထားသည်။ ပဋိသန္ဓိခါမဂ္ဂ အဋ္ဌကထာတွင်လည်း “အသက်ဟူသည် ရုပ်ဇီဝိတိဖြစ်၊ နာမ်ဇီဝိတိဖြစ်”^၂ ဖြစ်ကြောင်း ဖွင့်ဆိုထားသည်။ ဤချက်သည် ရုပ်သက်၊ နာမ်သက်ဟု အသက် နှစ်မျိုးရှိကြောင်း အထင်အရှားပြသနေသည်။ ထို့ပြင် အဘိဓမ္မတ္ထသင်္ဂဟ၌ “သုဒ္ဓန္တကကလာပ်နှင့် သဒ္ဓနဝက ကလာပ်ဟူသော ဥတုသမုဋ္ဌာနကလာပ် နှစ်ပါးတို့သည် အမြင်မှလည်းရနိုင် ကုန်၏။ အခြားရုပ်ကလာပ်အားလုံး တို့သည်ကား အတွင်းသန္တာန်၌သာ ရနိုင်ကုန်၏”^၃ ဟု ပြတော်မူထားသည်။ ဤစကားသည် ဗဟိဒ္ဓဖြစ်သော အသီး အရွက် အပင်တို့၌ ဝဏ္ဏ၊ ဂန္ဓ၊ ရသ၊ ဩဇာနှင့် ဘူတရုပ် လေးပါးဟူသော အဋ္ဌကလာပ်ရုပ် ရှစ်မျိုးသာ ရနိုင်သည်။ အတွင်းသန္တာန်၌သာ ဖြစ်နိုင်သော ဇီဝိတိကလာပ်ရုပ်ကို မရနိုင်ဟု ရှင်းရှင်းလင်းလင်း ဖော်ညွှန်းနေသည်။ အထက်ပါတွေ့ရှိချက်များကို ထောက်ဆ၍ အသီးအရွက်တို့တွင် အတွင်းသန္တာန်၌ဖြစ်သော ဇီဝိတိကလာပ် ရုပ်မရှိခြင်း၊ ဇီဝိတိဖြစ် မရှိခြင်းတို့ကြောင့် အသီးအရွက်တို့တွင် အသက်မရှိဟု မှတ်ယူရမည်။ ၎င်း အသီးအရွက်တို့ကို စားလျှင် သက်သတ်လွတ်မဖြစ်ဟူသော အယူအဆသည် ယုတ္တိမရှိ၊ မခိုင်မာသော အယူအဆသာဖြစ်ပါသည်။

၁။ ပါဏောတိ ဝေါဟာရတော သတ္တော ပရမတ္ထတော ဇီဝိတိဋ္ဌိယံ။ ဝိ၊ ၄၊ ၂။ ၃၆။
 ၂။ အာယုတိ ရူပဇီဝိတိဋ္ဌိယံ အရူပဇီဝိတိဋ္ဌိယံ။ ပဋိ၊ ၁။ ၈၀။
 ၃။ တာတ္ထ သုဒ္ဓန္တက၊ သဒ္ဓနဝကဗျေတိ ဌေ သမုဋ္ဌာနကလာပါ ဗဟိဒ္ဓါဝိ လက္ခန္ဓိ။ အဝသေသာ ပန သဗ္ဗေဝိ အဗ္ဗုတ္တိကမေဝါတိ။ အဘိ၊ သင်္ဂဟ။ ၁၇၂။

Reading Strategies

- 1. Annotating
- 2. Contextualizing
- 3. Reflecting on challenges to your beliefs and values
- 4. Paraphrasing
- 5. Outlining
- 6. Summarizing
- 7. Exploring the figurative language
- 8. Looking for patterns of opposition
- 9. Evaluating the logic of an argument
- 10. Recognizing emotional manipulation
- 11. Judging the writer’s credibility
- 12. Analyzing the writing in other disciplines

Sample (5)

ပေတဥဒ္ဓိဿဒါနကို လေ့လာခြင်း

လူပုဂ္ဂိုလ်များက မဟုတ်ဘဲ ဖြောင့်မျော့ကိုယ်တိုင် ၎င်းပေတ ဥဒ္ဓိဿဒါနကို ပြုလုပ်နိုင်၊ မပြုလုပ်နိုင် ဟူသောအချက်သည် အလွန်စိတ်ဝင်စားဖွယ်ကောင်း၏။ ဤအခန်းသည် ပေတဥဒ္ဓိဿဒါနနှင့်စပ်လျဉ်း၍ စာမတ်သူများ ရှင်းရှင်းလင်းလင်းသိနိုင်စေရန် ဖြောင့်မျော့ကိုယ်တိုင် ၎င်းပေတဥဒ္ဓိဿဒါနကို ပြုလုပ်နိုင်မှု ရှိ၊ မရှိ လေ့လာဆန်းစစ်၍ တင်ပြထားပါသည်။ ယင်းအချက် နှင့်ပတ်သက်၍ ဖြောင့်မျော့ကိုယ်တိုင် အလှူရှင်ပြုလုပ်ပြီး မိမိကိုယ်ကို ရည်စူးလျက် ပေတဥဒ္ဓိဿဒါန ပြုလုပ်နိုင်သည်ဟု ယူဆပါသည်။ အဘယ့်ကြောင့်ဆိုသော် ပေတ ဥဒ္ဓိဿဒါန၏ အကျိုးပေးမှုသည် လိုအပ်သည့် အင်္ဂါရပ်များနှင့် ပြည့်စုံမှုအပေါ် အဓိက မူတည်သည်။ အလှူပေး သူ၊ ခံယူသူနှင့် ရည်စူးခံ ဖြောင့်မျော့၏ ပြည့်စုံမှုသည် အချက်များနှင့် ပြည့်စုံလျှင် အကျိုးပေးမှု ဆိုင်းမနေဘဲ ချက်ချင်း လက်ငင်း အကျိုးပေးနိုင်သည်။ ပေတဥဒ္ဓိဿဒါန ပြုလုပ်ရာတွင် “ဖြောင့်မျော့ကိုယ်တိုင် ဝမ်းမြောက် ဝမ်းသာ သာဓုခေါ်ခြင်း၊ ပေးလှူသူတို့က ရည်စူးအမျှပေးဝေခြင်း၊ အလှူခံပုဂ္ဂိုလ်၏ ပြည့်စုံခြင်း၊ ဤအင်္ဂါရပ်များ နှင့် ပြည့်စုံသော [ရည်စူး]အလှူသည် ထိုခဏ၌ပင် အကျိုးကို ပြီးစေတတ်၏”^{၁၁} ဟု ပေတဝတ္ထုအဋ္ဌကထာ၌ ဖော်ပြထားပါသည်။

အထက်ပါ အင်္ဂါရပ်များအနက် ‘ပေးလှူသူတို့က ရည်စူးအမျှပေးဝေခြင်း’ ဟူသော စကားတွင် ‘ပေးလှူ သူ’ ဟု သာမန်မျှ ဆိုထားသဖြင့် ‘လူသားများကသာ’ ပေးလှူ၍ အမျှဝေရမည်ဟု မဆိုလိုဘဲ အလှူပြုလုပ်နိုင်သူ အားလုံးကို ဆိုလိုကြောင်း ယူဆနိုင်ပါသည်။ ထို့ပြင် ရည်စူးလှူခြင်းသည်သာ ပဓာနဖြစ်ပြီး အလှူရှင် မည်သူ မည်ဝါ ဖြစ်ရမည်မှာ ပဓာနမဟုတ်ဟု ရည်ညွှန်းနေသည်။ ထို့ကြောင့် လူသားများသာမက နတ်များ၊ ဖြောင့်မျော့ ကိုယ်တိုင်လည်း ပေးလှူသူဖြစ်နိုင်ကြောင်း ကောက်ချက်ချနိုင်ပါသည်။ ဆန့်ကျင်ဘက်အဖြစ်အားဖြင့်ဆိုသော် အင်္ဂါသုံးရပ်တွင် ‘ဖြောင့်မျော့ကိုယ်တိုင် ဝမ်းမြောက် ဝမ်းသာ သာဓုခေါ်ခြင်း’ ဟု ရည်စူးခံပုဂ္ဂိုလ်နေရာတွင် ဖြောင့်မျော့ ကိုယ်တိုင်ဆိုထားသဖြင့် ‘ပေးလှူသူ’ နေရာတွင် ဖြောင့်မျော့ တစ်ပါး အခြားသော လူ၊ နတ် များကိုသာ ဆိုလိုသည် ဟု ယူဆနိုင်ပါသည်။ သို့သော် ပေတဝတ္ထုအဋ္ဌကထာ၌ ဖြောင့်မျော့ကိုယ်တိုင် မိမိကိုယ်ကို ရည်စူး၍ ပေးလှူသဖြင့် အကျိုးခံစားရသော သာဓကများကို တွေ့ရသည်။ ဖြောင့်မျော့တစ်ဦးသည် ကြံလှူခဲ့ဖူးသော ကုသိုလ်ကြောင့် ကြံခင်းကြီး ဝိုင်ဆိုင်ခွင့်ရသော်လည်း ခေါ်သစ်တ်ဖြင့် မရှိမသေ နောက်ပြန် ပေးခဲ့သည့် စေတနာဆိုးကြောင့် မိမိ ဝိုင်ဆိုင်သော ကြံများကို သုံးဆောင်ခွင့်မရဘဲ ကြံခင်းအနီးသို့ ချဉ်းကပ် တိုင်း ကြံပင်တို့၏ နှိပ်စက်ခြင်းကို ခံနေ

၁၁။ ပေတနုဋိ အတ္ထနော အနုမောဒနေန၊ ဒါယကာနံ ဥဒ္ဓိဿနေန၊ ဒဂန္တိဏေယျသမ္ပတ္တိယာစာ’တိ တိပိတိ အနိပိတိ ဒဂန္တိဏာ၊ တနိဏေဒေဝ ဖလနိဗ္ဗတ္တိကာ ဟောတိ။ ပေတ၊ ၅။ ၂၅။

Sample (5)

ရသည်။ အရှင်မောဂ္ဂလာန်မထေရ်၏ လမ်းညွှန်မှုအတိုင်း ဘုရားအမှူး ရှိသော သံဃာအား ကြံများ လှူဒါန်း လိုက်မှသာ ကြံများကို အလိုရှိတိုင်း သုံးဆောင်နိုင်သည့်အပြင် သေလွန် သောအခါ တာဝတိံသာနတ်ပြည်သို့ ရောက်ရသည်။^{၁၂} ထို့ပြင် သမုဒ္ဒရာအတွင်း ဆံပင်ကောင်းမိမာန်ရှင်ဖြစ်သည့် ဝေမာနိကဖြောင့်မျော့သည်လည်း ကုန်သည်များမှ တစ်ဆင့် ဘုရားရှင်အား နတ်ဝတ်စုံလှူဒါန်းမှုကြောင့် ငရဲသို့ ကျရောက်ရမည့် ဘေးမှ လွတ် မြောက်၍ တာဝတိံသာနတ်ပြည်၌ ဖြစ်ရသည်။^{၁၃}

ပေတဥဒ္ဓိဿဒါနပြုလုပ်ရာတွင် အင်္ဂါသုံးရပ်နှင့် ပြည့်စုံမှုက ပဓာနဖြစ်သည်။ ၎င်းအင်္ဂါသုံးရပ်တွင် ‘ပေးလှူသူ’ ဟူသည် လူများ၊ နတ်များသာမက ဖြောင့်မျော့လည်း ဖြစ်နိုင်ပါသည်။ သို့ဖြစ်၍ ဖြောင့်မျော့ ကိုယ်တိုင် လည်း မိမိကိုယ်ကို ရည်စူးလျက် ပေတဥဒ္ဓိဿဒါန ပြုလုပ်နိုင်ပြီး စေတနာဆိုး အကျိုးခံစားရနိုင်ပါသည်။

၁၂။ ပေတ၊ ၅။ ၂၄။
၁၃။ ပေတ၊ ၅။ ၄၉။

11.Note of Research by Dr. Ven. Kaccāyana

Four Structures

- We do research whenever we gather information to answer a question that solves a problem.
- ၁။ ပြဿနာ
၂။ အဖြေရှာမည့် မေးခွန်း
၃။ သက်သေသာဓက (sources)
၄။ အဖြေ

1. Research problem

၁။ Practical problem
 ၂။ Research problems(conceptual problem)

- ပြဿနာတိုင်း ကြုံတွေ့ရ တတ်သော အခြေအနေတစ်ခု (condition) ရှိတတ်၍ ယင်းအခြေအနေက သင့်ကို စိတ်မချမ်းမြေ့ဖွယ် (unhappy) သာ ဖြစ်စေလျှင် ယင်းပြဿနာသည် Practical problem
- မသိခြင်း (not knowing) နားမလည်ခြင်း (not understanding something) စဉ်းစားစရာ အမြင်တစ်ခု ဖြစ်စေလျှင် ယင်းပြဿနာသည် Research problems(conceptual problem) ဖြစ်လေသည်။

- (G) Finding a topic in a general writing course စာကြည့်တိုက်၊ အင်တာနက် စသည်ကနေ သင်စိတ်ဝင်စားတာမှန်သမျှ ဖတ်ရှု ရှာဖွေစာရင်းပြုစုပါ။
- (P) Finding a topic for a first research project in a particular field သင် စိတ်ဝင်စားဆုံးအကြောင်း အရာအပေါ် ခေါင်းစဉ်တစ်ခု သို့မဟုတ် နှစ်ခု စတင် ရွေးချယ်စာရင်းတင်ပါ။
- (A) Finding a topic for an advanced project ရွေးချယ်ထားသောခေါင်းစဉ်များအပေါ် အခြားသူများ၏ လေ့လာ သုံးသတ်ချက်အနက် ရှာဖွေပါ။ အပြီးသတ် ခေါင်းစဉ်တစ်ခု မရွေးချယ်ခင် ယင်းခေါင်းစဉ်နှင့် ပတ်သက်သော ကျမ်းစာအချို့ သင့်ကိုယ်ပိုင် ရှိစေရန် ရှာဖွေထားရမည်။
- (F) From a broad topic to a focused one သင်ရဲ့ အကြီးဆုံးအန္တရာယ်တွေ နိုင်တဲ့အခြေအနေတစ်ခုက စာကြည့်တိုက်ရဲ့ ကပ်တလောက်တစ်ခုစာ လောက်ထိ ကျယ်ပြန့်နေတဲ့ ခေါင်းစဉ်အမည်ပေးမိနေခြင်း ဖြစ်၏။

3

2. Research Question

၁။ Ask about the history of your topic သမိုင်းကြောင်း တက်မှ မေးပါ။

- Larger developmental context? ကမ္ဘာ့သမိုင်းဘက်မှ မေးပါ။
- Its own internal history? ပြည်တွင်းသမိုင်းဘက်မှ မေးပါ။

၂။ Ask about its structure and composition ဖွဲ့စည်းတည်ဆောက်ပုံဘက်မှ မေးပါ။

- A larger system? ကျယ်ဝန်းတဲ့ပုံစံတစ်ခုဘက်က မေးပါ။
- A system? ပုံစံတစ်ခုဘက်ကဘဲ မေးပါ။

၃။ Ask how your topic is categorized (classify) အမျိုးအစားခြားနားခြင်းဘက်မှ မေးပါ။

- Group into kinds? တယ်အုပ်စုထဲ ပါသလဲလို့မေးပါ။
- Compare to and contrast with other? ကွာခြားချက်ကို မေးပါ။
- ၄။ Turn positive questions into negative ones အဆိုးမှ အကောင်းဘက်လှည့်ဖို့ မေးပါ။
- ၅။ Ask what if ? and other speculative (suspect) questions ဖြစ်ခဲ့ရင်း ဘာဖြစ်မလဲလို့ မေးပါ။
- ၆။ Ask questions suggested by your sources ရှာဖွေတွေ့ရှိထားသောသဘာဝကဖြင့် မေးပါ။
- Build on agreement သဘောတူမှုဘက်မှ မေးပါ။
- Reflect disagreement သဘောမတူမှုဘက်မှ မေးပါ။
- ၇။ Evaluate your questions in a new way အတွေ့အကြုံပေါ်အရ တွေ့ရှိလာသောမေးခွန်းများဖြင့် မေးပါ။

4

3. Gather information (sources)

- Primary Sources
 The raw data that you use first to test your working hypothesis and evidence to support your claim
 သင် အဓိက ဖြေရှင်းဖို့ ရည်ရွယ်ထားသော ရှင်းလင်းချက် (hypothesis) ၊ သင်၏ အယူအဆကို ထောက်ခံမည့် ခိုင်မာသော သက်သေသာဓကများ
- Secondary Sources
 Research reports that use primary data to solve research problems, written for scholar and professional audiences
 ပညာရှင်နှင့် ကျွမ်းကျင်သူအများအတွက် ရေးသားထားပြီး ကျမ်းရင်းများအသုံးပြုပြီး ပြဿနာများ ဖြေရှင်းသော သုတေသနမှတ်တမ်း နှင့် စာအုပ်များ
- Tertiary Sources
 Books and articles that synthesize and report on secondary sources for general readers
 သာမန် စာဖတ်သူများအတွက် ရည်ရွယ်ထားပြီး secondary sources ပေါ် ရေးသားထားသောစာပေ

5

2 .Note

3. Exact **quotation** for these purposes:

- The quoted words are evidence that backs up your reasons.
- The words are from an authority who backs up your views.
- The words are original quotation that can frame the rest of your discussion.
- They state a view that you disagree with, and to be fair you want to state that view exactly.

1. **Summarize** when you need only the point of a passage, section, or even the whole article or book. It is useful for context or views that are related. But it is never serves as good evidence.
2. **Paraphrase** when you are represent what a source says more clearly and pointedly than it does. You must replace most of the words and phrasing of the original by with your won. But it is never serves as good evidence.

6

4. Research Answer**Planning of Answer (3)**

- i. Introduction
- ii. The Body of Your Report
- iii. Conclusion

Three elements of Introduction

- Context
- Problem
- Response

Three elements of Conclusion

- Start with your main point
- Add a new significance or application
- Call for more research

7

The Body of Your Report

Plan the Body of Your Report

Each major section

Find a suitable Order Two options
First two

- Party by part- break your topic into its parts
- Chronological – earlier to later or
- cause to effect

next six

1. Short to long , simple to complex
2. More familiar to less familiar
3. Less contestable to more contestable
4. More important to less important
5. Earlier understanding to prepare for late understanding
6. General analysis followed by specific applications

8

A. Introduction

1. Context
 - ✓ opening directly with a problem
 - ✓ Introducing it with the Unproblematic context of prior research
 - ✓ Common ground can describe a misunderstanding
 - ✓ It can point to a misunderstanding about the Problem itself
 - ✓ skimp on common ground
2. Problem (two parts)
 - A condition of incomplete understanding
 - State the condition directly

- imply the condition in an indirectly question
 - The consequences of that condition, a more significant gap in understanding
 - state consequence as a direct cost
 - transform the cost into a benefit
3. Response
 - your main point or solution
 - promise of Launching point
- Note-
- If the problem is well known, omit the common ground.
 - If the consequences of the problem are well known, omit them
 - if you want readers to follow your thinking before they know your answer, offer a launching point

9

Major Section

- -ခေါင်းစဉ်
write the point that the rest of that section supports, develops, or explains.
- define ,
- နိဒါန်း/ ရှေ့နောက်စကားစဉ်
✓ Begin with each major section with words that signal how that section relates to the one before it.
- ✓ spell out your problem or review research in more detail,
- ✓ set limits on your projects, locate your problem in a larger historical and social context, and so on.
- ✓ Keep it shop.

- Main point

In the eleventh century, the Roman Catholic Church initiated several Crusades to recapture the Holy Land. In a letter to King Henry IV in the year 1074, Gregory VII urged a Crusade but failed to carry it out. In 1095 his successor, Pope Urban II, gave a speech at the Council of Clermont in which he also called for a Crusade, and in the next year, in 1096, he initiated the First Crusade. (Introduction) In this paper (Put an extra space) I will discuss the reasons for the Crusades (Main point).- Conclusion

As these documents show, Popes Urban II and Gregory VII did urge the Crusades to restore the Holy Land to Christian rule. (Introduction) But their efforts were also shrewd political moves to unify the Roman and Greek churches and to prevent the breakup of the empire from internal forces threatening to tear it apart. (Main point) Conclusion In so doing, (Put an extra space) they...

10

Major Section - Section - Sub section (Paraphrase)

- Sub section (Paraphrase)
1. Claim (Answer)
 2. reason ,
 3. evidence,
- acknowledgments and responses,
 - Warrants
4. Summaries
- Avoid very long paragraphs (more than a page)
 - Avoid long strings of short ones (fewer than five lines)
- အကျဉ်းချုပ်
End each major section by summarizing the progress of your argument if long, fact heavy with names, events, or numbers.

- launching Point

.....Introduction. As these documents show, Popes Urban II and Gregory VII did urge the Crusades to restore the Holy Land to Christian rule. But their efforts were also shrewd political moves to unify the Roman and Greek churches and to prevent the breakup of the empire from internal forces threatening to tear it apart. Conclusion

- Section
- ✓ ခေါင်းစဉ်
Circle a point in the sentence that uniquely distinguish this section from all the others and how it contributes to the whole ,
 - ✓ နိဒါန်း
Each section need introduction,
 - ✓ အကျဉ်းချုပ်
if a section is longer than four or five pages, summarize it at the end

11

Three elements



- ✓ Reason the first kind of support
- A statement that gives your readers causes to accept your claim.
- We often join a reason to a claim with because.
- We think up reasons by the action of our mind.
- ✓ Evidence (the second kind of support)

12

Acknowledgments and Responses



- No argument is complete that fails to acknowledge and respond to other points of view.

13

Warrant (Logic) A general circumstance (condition) +A general consequence



- Use a warrant to show that a reason is relevant to the claim it is supposed to support.
- If you think readers will see its relevance, you don't need a warrant

14

12. An Introduction to Academic Approach to Buddhist Studies by Ven. Sunanda (Ph.D.)

The Contents of Presentation

1. What is academic Study of Buddhism?
2. How Buddhist teachings are studied in Academic Field?
3. Different Approaches to Buddhist Studies

What is Academic Study of Buddhism?

Academic study of Buddhism is different from traditional Buddhist studies which focus on traditional teaching methods: memorizing the texts, looking at the texts as one-sided view, studying Dhamma as insider view, studying the texts as spiritual dimension. It is the kind of study of Buddhist teachings academically and scholarly, often including critical, analytical, comparative teaching methods and research study.

How Buddhist teachings are studied in Academic Field?

In academic fields, Buddhist teachings are studied in a way that deduct thematic and progressive framework from the texts. It is to understand a comprehensive picture of the Buddha's teachings scattered from the texts as an organized structure.

In the Buddha's Words: An Anthology of Discourses from the Pāli Canon

Summary Content List

Chapter 1 : I. The Human Condition

Chapter 2 : II. The Bringer of Light

Chapter 3 : III. Approaching the Dhamma

Chapter 4 : IV. The Happiness Visible in This Present Life

Chapter 5 : V. The Way to a Fortunate Rebirth

Chapter 6 : VI. Deepening One's Perspective on the World

Chapter 7 : VII. The Path to Liberation Chapter 8 : VIII. Mastering the Mind Chapter 9 : IX. Shining the Light of Wisdom Chapter 10 : X. The Planes of Realization

Human condition

Existential Dimension	Psychological Dimension	Social Dimension	Cosmic Dimension (Samsāra)
<p>1. Old Age, Illness, and Death</p> <p>(1) Aging and Death (SN 3:3) (2) The Simile of the Mountain (SN 3:25)</p> <p>(3) The Divine Messengers (from AN 3:35)</p>	<p>2. The Tribulations of Unreflective Living</p> <p>(1) The Dart of Painful Feeling (SN 36:6)</p> <p>(2) The Vicissitudes of Life (AN 8:6)</p> <p>(3) Anxiety Due to Change (SN 22:7)</p>	<p>3. A World in Turmoil</p> <p>(1) The Origin of Conflict (AN 2: iv, 6, abridged)</p> <p>(2) Why Do Beings Live in Hate? (from DN 21)</p> <p>(3) The Dark Chain of Causation (from DN 15)</p> <p>(4) The Roots of Violence and Oppression (from AN 3:69)</p>	<p>4. Without Discoverable Beginning</p> <p>(1) Grass and Sticks (SN 15:1) (2) Balls of Clay (SN 15:2) (3) The Mountain (SN 15:5) (4) The River Ganges (SN 15:8) (5) Dog on a Leash (SN 22:99)</p>

The Human Condition

1. Old Age, Illness and Death

3. World in Turmoil

The Tribulations of Unreflective Living

The Buddha's Teachings on Social and Communal Harmony

I- Right Understanding II- Personal Training III- Dealing with Anger IV- Proper Speech

V- Good Friendship VI- One's Own Good and the Good of Others VII- International Community VIII- Disputes IX Settling Disputes V- Establishing an Equitable Society

B.A Programme (Bachelor of Arts)

Primary subjects

➤ **Buddhist Philosophy**

➤ **Buddhist Psychology and Counseling**

➤ **Buddhist Culture**

➤ **Community Leadership**

➤ **Religious Studies and Comparative Philosophy,**

➤ **Pāli Buddhist Philosophy :**

➤ Philosophical Background in India. ➤ Buddhist Philosophy : Fundamental Teachings.

➤ Theravāda Traditions. ➤ Schools of Buddhist Philosophy.

➤ Buddhist Social Philosophy. ➤ Mahāyāna Buddhism. ➤ Buddhist Moral Philosophy.

➤ Theravāda Abhidhamma Study. ➤ Religion and Contemporary Issues. ➤ Sociology of religion.

Buddhist Psychology and Counseling:

Introduction to Buddhist Psychology, Principles of Buddhist Psychology, Western Counselling Theories and Techniques, Buddhist Meditation and Therapeutic Usage, Buddhist Personality Analysis, Buddhist Analysis of Mental Disorders, Child Psychology, Buddhist Ayurvedic Counselling, Study of Buddhist sources for counselling,

➤ Life Skills Management and Relaxation Training,

Buddhist Culture:

➤ Historical Background of Buddhist Culture, ➤ Fundamentals of Buddhist Culture, ➤ Sri Lankan Buddhist Tradition, ➤ Buddhist Social Institutions, ➤ Expansion of Theravāda Buddhist Culture, ➤ Buddhist Aesthetics and Art, ➤ Expansion of Mahayāna Buddhist Culture, ➤ Buddhist Economic and Political Philosophy, ➤ Social Issues and Buddhism, ➤ Buddhist Communication.

Community Leadership:

Introduction to Buddhist Social Work , Buddhist Social Work Approaches, Understanding Contemporary Social Issues, Understanding Human Behaviour Through Buddhist Perspectives, Buddhism and Social Case work and Social Group Work, Intervention Skills- Practice Lab, Social Work Research, Role of Monk in the Multicultural Social Context, Buddhism and school social work, Buddhism and Community Organization

Religious Studies & Comparative Philosophy :

➤ Introduction to Religious Studies,

➤ Introduction to Philosophy,

➤ Eastern Religions,

- New Religions and Alternative Religions,
- Religion and Modern World,
- Prescribed Eastern Religions Texts

Pāli:

- Pāli Writing and Communicative Tradition,
- Content of Pāli Literature ,
- Study of Pāli Sources 1 - Philosophical Concepts,
- Religious Usage of Pāli Language,
- Pāli Exegesis and Critical Methods,
- History of Pali Literature,
- Study of Pāli Sources II - Methods of Buddhist Meditation,
- Creative Pāli Compositions and Chandolaṃkāra (Metre and Prosody),
- Study of Pāli Sources III - Performance of Disciplinary Rules (Vinaya Karma) and Practical Aspects,
- Study of Prakrit and Inscriptions.

Postgraduate Buddhist Studies Master of Arts Degree Programme:

1. Master of Arts in Pāli Studies
2. Master of Arts in Buddhist Studies

3. Master of Arts in Buddhist Counselling

Master of Arts in Pāli Studies Course Unit:

- ✓ Prescribed Texts I: Pāli Canonical Literature
- ✓ Prescribed Texts II: Post-Canonical and Commentarial Literature
- ✓ Historical Pāli Grammar and Composition
- ✓ History of Pāli Literature (Elective)
- ✓ Pāli Poetry and Prosody
- ✓ Research Methodology and Extended Essay
- ✓ Pāli Textual Criticism (Elective)
- ✓ Theravāda Tradition: A Historical and Doctrinal Study.

Master of Arts in Buddhist Studies

(Course Units)

13. Buddhist Doctrines of the Pāli Nikāyas:
14. Analysis and Interpretation (Compulsory)
15. Theravāda Abhidhamma: Origins and Development
16. Doctrinal Controversies of the Abhidhamma
17. Tradition Buddhological Developments: A Study based on pre-Mahayana
18. Buddhist Literature
19. Origins of Mahayāna and the Earliest Mahayana Sutras
20. Nāgārjuna's Philosophy as Reflected in His Mūlamadhyamakakārikā
21. Buddhist Vinaya and the Monastic Organization
22. Buddhist Art and Architecture - I (Indian Sub-continent)

23. Buddhist Art and Architecture - II (Sri Lanka)
24. Buddhist Psychotherapy
25. The Chinese Buddhist Tripiṭaka: A Historical and Analytical Study
26. Buddhist Aesthetic Concepts: Analysis and Evaluation
27. Buddhist Social Dimension
28. Buddhist Economic Philosophy
29. Theravāda Tradition: A Historical and Doctrinal Study
30. Basic Pāli, Research Methodology and Logical Reasoning
31. Buddhist Philosophy of Education and Communication
32. History of Indian Buddhism: From its Origins to the Emergence of Mahayana
33. Mahayāna Buddhism: A Doctrinal Survey
34. The Pāli Commentarial Literature
35. The Buddha-concept and Bodhisatta Ideal in Theravāda Buddhism
36. Sarvastivāda Abhidhamma: Doctrines and Controversies
37. Methods of Spiritual Praxis in the Sarvāstivāda Tradition
38. The Doctrine of Śūnyatā (Emptiness): Prajñāpāramitā Scriptures and Early Madhyamaka
39. Doctrines of Early Indian Yogācāra
40. History of Chinese Buddhism
41. Buddhist Ethics: Concepts and Philosophical Interpretations
42. Research Methodology and Extended Essay (Compulsory)
43. Introduction to Pāli Language
44. Chinese Buddhism: A Doctrinal Study
45. Buddhist Meditative Traditions
46. Fundamental Principles of Buddhist Psychology in Pāli Tradition
47. Japanese Buddhism: History and Doctrines
48. Tibetan Buddhism: History and Doctrines
49. Readings in Pāli Suttas
50. Readings in Buddhist Sanskrit Texts
51. Readings in Buddhist Tibetan Texts

52. Buddhist Doctrine: Modern

Philosophical Perspectives Master of Arts in Buddhist Counselling

(Course Units)

1. Psycho-analysis of Buddhism
2. Buddhist Personality Analysis
3. Buddhist Psychotherapy
4. Buddhist Sources for Counselling
5. Buddhist Sources for Psychosomatic Wellbeing
6. Buddhist Meditation ii (Therapeutic Application)
7. Research Methodology and Extended Essay
8. Aesthetics and Counselling: Buddhist Analysis and Interpretations
9. Humanistic Psychology, Buddhism and Wellbeing
10. Buddhist Counselling Methods of Psycho and Somatic Issues

3. Different Approaches to Buddhist Studies

4.1. Conceptual/Doctrinal)Studies, 4.2. Linguistic /Philological Studies 4.3. Textual Studies, 4.4. Historical Studies, 4.5. Comparative Studies, 4.6. Sociological/ Anthropological Studies, 4.7. Philosophical Studies

4.1. Conceptual/Doctrinal Studies

✓This study is undertaken by exploring and clarifying the fundamental concept and principle of Dhamma.

✓In this study context, studying the ✓concept of Dhamma may involves exploring the meaning of the Dhamma, its implication, its application, its relation to other concepts, its relevance to ultimate goal.

✓ This study may be done by analyzing various instances of doctrinal concept in Buddhist canonical literature, commentaries, sub-commentaries, sub-sub commentaries.

The Buddhist Path to Awakening (R.M.L. GETHIN)

The three basic facts as specific starting point consists in the study. First, details of the seven sets individually are scattered throughout the Nikāyas, but without any firm indication that the seven are associated. Secondly, in a number of Nikāya and Abhidhamma contexts the seven sets are found brought together in a bare sequence, yet without any definite statement as to why. Finally, in the post-canonical literature the seven sets receive the collective appellation 'thirty-seven dhammas that contribute to awakening' and are in some sense explicitly identified with the path.

4.2. Linguistic /Philological Studies

Linguistic Studies are the study of etymological terms by analyzing their roots and their evolution to understand their philosophical concept.

Kamma, Citta, Atta, saṅkhāra, Upekkhā, abhijjhā can be studied from linguistic perspective.

In Buddhism, there are many sources languages such as Pāli, Sanskrit, variety of Prakrits, Gāndhārī, classical Chinese, Tibetan. It is possible to study these texts through historical and comparative approach.

A Philological Approach to Buddhism (K.R. Norman)

In this book, the author spoke about the political, economic, social and religious background to the Buddha's teaching. He commented briefly upon the date of the Buddha, and said something about his kṣatriya background. He described the evolution of his teaching from the śramaṇa religious movement which had arisen in opposition to the brāhmaṇa caste, and he discussed the relationship between Buddhism, Jainism and brahmanical Hinduism, and pointed to some of the vocabulary which they held in common, although frequently with changed meanings.

4.3. Textual Studies

Editing, translating, constructing texts come under textual studies. Since merely editing and translating texts are not considered to be good textual research, critical edition and critical translation are usually done together with general introduction, critical introduction, critical study.

Samples of Textual researches

Example: “A Critical Edition and Annotated Translation of Paritta *Ṭīkā* together with General Introduction” by Dr. Nandāsāra, University of Peradeniya, Sri Lanka.

Example: “An Annotated Translation of the Paṭhamapārājika of the Samanta-pāsādikā together with a General Introduction” by Dr. Vaṅṅsīri, University of Kelaniya, Sri Lanka.

4.4. Historical Studies

✓ Historical research is the process of investigating and exploring and exploring the past events, using a variety of sources and methods.

✓ This kind of study aims to **reconstruct** and **interpret** the past based on the available evidence.

✓ History of institutions, organizations, schools, sects, texts, countries and their origin, evolution, development are studied under this category.

The Phases of Buddhist Tradition: A Historical Perspective

This work covers the historical evolution of Buddhist traditions. It focus on special attention to the significant events in the history of Buddhism from the Buddha’s period up to the Anuradhapura period in Sri Lanka. The main characteristics of historical research are the study of historical events by discovering their **origin**, their evolution and their development.

The structures of the book:

1. historical and philosophical background.
2. influence of First buddhist council.
3. The Origin of buddhist traditions.
4. The expansion of buddhist traditions.
5. Anuradhapura Mahāvihāraya Theravāda tradition

4.5. Comparative Studies

✓Comparative studies are done by evaluating two or more items, identifying their similarities and differences.

✓Comparative study requires some shared grounds between subjects that are going to be studied.

✓In comparative study, historical events, religions and their doctrinal concept, philosophies or texts can be studied comparatively.

Vimuttimagga and Visuddhimagga: A Comparative Study

The Vimuttimagga is considered as the predecessor of the The Vimuttimagga. Writing style of both manuals are similar to Abhidhammic writing style. But the Vimuttimagga is more practical and concise whereas the Visuddhimagga is more scholarly and elaborate. Comparative study between the two texts by P.V. Bapat is one of the well-known of his works.

Similarity and Dissimilarity between the two books

Similarity Dissimilarity

✓ Correspondences between the chapters of Vimuttimagga and Visuddhimagga.

✓ Dissimilarity in doctrinal points:

1. Kammattānas, 2. Kasiṇa-maṇḍala, 3. Extension of the Brahmavihāra-nimitta, 4. Cariyās, 5. Rūpās, 6. Jhānangas, 7. Indriyas, 8. Anulomañāṇa, 8. Nevasaññā-nāsaññāyatana- samādhī, 9. Asaññī-samādhī.

✓ Dis-similarity in treatment:

Interpretation of words and expressions, 2. different treatment in whole sections. 3. one goes into more details where the other does not go, 4. Venerable Upatissa introduces altogether new matter, which is not found in Venerable Buddhaghosa.

✓ Pāli Texts, Pubbācariyās, porana, atthakathā, Peṭaka, A verse ascribed to Sāriputta by both the authors, and Some unidentified sources.

✓ Similes, metaphors, illustrations.

4.6. Sociological/ Anthropological Studies

Sociological studies are the systematic study of human behaviour or culture, social groups, and institutions. In this modern study context, Sociological Studies are considered as empirical research. Therefore, the researchers usually go to societies by investigating what actually exist or happen in the societies rather than looking at the texts. However, the texts can also be used to understand theoretical practice described in them.

Buddhism and Contemporary Society

The book “Buddhism and Contemporary Society” is one of the best examples of sociological study of Buddhism. The main themes that the author discuss are Buddhist social ethics, engaged buddhism, politics, violence, economics, human rights, animals, ecology, sex and gender, and gender, abortion, euthanasia, science, and transhumanism.

4.7. Philosophical Studies

The general characteristics of philosophy are questioning , examining), investigating and analyzing, looking for consistency, coherence , and logicity.

Metaphysics or ontology, epistemology, logic, ethics, the Philosophy of X are the areas of philosophy.

Understanding fundamental theory of philosophy is helpful to study Buddhism from philosophical point of view.

Areas of Philosophy

1. Metaphysics (Ontology)
2. Epistemology
3. Logic
4. Ethics
5. ThePhilosophyofX

Metaphysics (Ontology)

✓ Metaphysics is the study of **the nature of ultimate reality** (theory of reality). It begins with questioning about **reality of the word**. For example:

✓ What is origin of universe? (material world)

✓ What is the nature of God?

✓ Does God really exist?

✓ Is there freedom of the will?

✓ What is the nature of man? (mind and matter)

Epistemology (Theory of Knowledge)

✓ Epistemology is the study of **the nature of knowledge, the means for acquiring knowledge** and how it can be differentiated between truth and falsehood.

- ✓ It generally involves a debate between **rationalism** and **empiricism**.
- ✓ Rationalists believe that knowledge is acquired through the use of reason, while empiricists assert that knowledge is gained through experiences.

Logic

Logic is in part the study of the rules that allow to draw inference and conclude that these inferences are valid or invalid. In this context, inductive reasoning and deductive reasoning are used as tools to draw inference.

Buddhist Logic and Epistemology Edited by Bimal Krishna Matilal Robert D. Evans

This volume contains scholarly essays, presented at a seminar, that make an in-depth study of Buddhist logical theory in the background of Buddhist epistemology. Scholars from different parts of the world combine historical and philological scholarship with philosophical acumen and linguistic insight to examine the issues relating to problems of inductive logic and the problem of meaning and the universals. They also address the crucial question regarding the relevance of logical theory to Buddhism, especially to the philosophical soteriology such as Madhyamika. Using both Tibetan and Sanskrit texts to delve deep into the logical issues and philosophical questions, they focus attention on two crucial philosophical concepts.

Ethics

- ✓ Ethics or moral philosophy is study of the nature of human conduct or good and bad and right and wrong behaviors. Criteria that decide ethical norm is good or bad and right or wrong.
- ✓ Every religion contains teachings and practices good and bad behavior. In Buddhism, basically, sīla covers this aspect. However, in the teaching of the Buddha what is good goes beyond sīla.

✓ Philosophers usually divide ethical theory into three general subject areas: Meta-ethics, normative ethics, and applied ethics.

The Philosophy of X

✓“X” stands for Art, Theology, Religion, Science, History, Education and so on. Each of their disciplines are studied from philosophical point of view.

✓Philosophy of Art, Philosophy of Theology, Philosophy of Science, Philosophy of Religion, Philosophy of Language, Philosophy of History, Philosophy of Psychology, Philosophy of Education, Philosophy of Politics, Philosophy of Economics.

13. Research Thinking by Dr. Ven. Rājinda

Contents

Introduction

1. A Specific Mindset
 2. Thinking Process
 3. Asking Questions
- Conclusion

Cited to

Nancy Jean Vyhmeister, *Quality Research Papers For Students of Religion and Theology*, 2nd ed. (USA: Zondervan, 2008) <https://www.amazon.com/Quality-Research-Papers-Students-Religion-ebook/dp/B00DL18FMA>

Introduction (Research) Research is not simply rewriting other people's words and ideas. It is not a simple collection of quotations.

- Research is not the presentation of one's own opinions.

- A scientific process of investigation or experimentation that involves the systematic collection, analysis and interpretation of data to answer a certain question or to solve a research problem. (SFUx)

(ခိုင်လုံတဲ့)အချက်အလက်တွေကို စိစစ်ခြင်း၊ အဓိပ္ပါယ်ဖွင့်ဆိုခြင်း၊ သိပ္ပံနည်းကျသော (ယုတ္တိတန်သော) စူးစမ်းလေ့လာခြင်း လုပ်ငန်းစဉ် တစ်ရပ်ပါပဲ။ စနစ်တကျ စုဆောင်းခြင်း၊ အကဲဖြတ်ခြင်းတွေ ပါဝင်တဲ့

Research is a scholarly activities which is done in order to prove, support, establish a point. In other word, in doing research we argue something to support a point. Therefore, an argument is very important in academic writing. (Prof. Asanga's Lecture on Academic Writing)

Introduction (Research Thinking)

- Research is built on a particular way of thinking.
- Research has a special way of thinking.
- Research is a process of **curiosity**.
- inquiry, is “a planned, purposeful, and systematic process for collecting information, making decisions, and taking action as a means of contributing to knowledge.”

Sharon Rallis and Gretchen Rossman, *The Research Journey: Introduction to Inquiry* (New York: Guilford, 2012), Pp. 9, 45.

It should be included

1. A Specific Mindset

2. A Certain Thinking

3. Asking Questions

Research Mindset

- A Researcher should start his work from the **premise** (That knowledge is attainable & that finding truth is possible)
- The **quest** may be long and difficult, but the **results** are assured. Without this optimistic mindset, this research would be unqualified. Optimistic research mindset is characterized by
 - **1.1.Objectivity**
 - **1.2.Focus**
 - **1.3. Clear Presupposition**
 - **1.4. Logical Organization** **1.5. Intellectual Honesty**

Objectivity

- The scientific method of research is **total objectivity**.
- Objectivity demands that we look also at the other side of the coin.
- Objectivity requires us
 - to consider negative evidence
 - to analyze ideas that are different
 - to look at arguments that might upset
- A Researcher should be able to detached himself from his **preferences** and **convictions**.

Focus

- Keep focus on your **goal!** The signal is clear and understandable.
- A researcher must say “**One thing I do**” and Focus on the problem and its solution.
- “Research Thinking” must **fly straight** as an arrow without deviating from the goal.
- You should not turn aside to the right or to the left.
- You should not bring researching until you have determined problem and purpose (What you need to fix & How you are going to do)

- Clear Presupposition
- A presupposition is sometimes called ASSUMPTION. Simple presuppositions deal with assuming that researchers are familiar with the topic. It is a basis understanding (that undergirds one's thinking on a given topic.) If the authors do not state the presuppositions, the researchers spend unnecessary energy wondering.
- presuppositions are neither good nor bad – they simply are. The readers have a right to know which ones are guiding an author's research and writing.

Logical Organization

Organized Thinking places ideas, phrases, and words in a logical order

From small – to – large

From deep – to – shallow

From important – to – inconsequential From old – to – new

“Order is the Heaven's First Law”. (The Order make sense.) (Alexander Pope, 1.49)

E.g. In messy room, put everything in its place order should prevail in the Research Thinking & Writing.

Intellectual Honesty

Honesty & Dishonesty – are defined differently in people Intellectual Honesty & Dishonesty – are defined differently in character

To repeat the words of the masters – shows – how much one respects their wisdom
Borrowing from their writings is the only way to write.

quotations or footnotes- to that reverence Putting own names to a paper which is taken from others, it is equal dishonest **plagiarism policy**.

Intellectual Honesty requires us to admit honestly

Thinking Process

Knowing and Thinking take place at different levels. Knowing is your just literature knowledge, while thinking shows your creative ability.

knowing is the simplest, thinking is complex. (Benjamin S. Bloom, Taxonomy of Educational Objectives (Boston: Allyn & Bacon, 1984).

2.1. Analysis and Synthesis

2.2. Application and Evaluation

2.3. Inductive and Deductive Reasoning

Analysis & Synthesis

Analysis

- requires – description and classification of each aspect of a topic.
- demands – considering what each piece is, what it does, how it fits
- appears in the body of the paper. (chapters)

Analysis is examining the evidence piece by piece.

Eg. An alarm clock to find out what makes it tick

Synthesis

After studying how each one work, Put parts of the old together to form a new one appears at the end of the paper (conclusion)

Synthesis begins with two or more ideas or systems.

Eg. Parts of three clocks together to make one functioning alarm piece

Both are indispensable to good research.

Application & Evaluation

Application

Uses information

Applies exegetical principles to derive a coherent meaning from texts

Requires thought and insight 'What? / How can this be used? / What can I do with this information?

Evaluation

Does not use information

Decides whether something is of value ' Requires setting up criteria by which to measure

"How good is this?" + "How do I know this is good?"

They are not light weight activities, but they are at the deepest level.

Inductive & Deductive Reasoning

Inductive Reasoning

Thinking- aims at developing a theory

Approach- begins with a set of empirical observations, seeking patterns in those observations, and theorizing about those patterns.

Deductive Reasoning

Thinking- aims at testing an existing theory

Approach- begins with a theory, developing hypotheses from that theory, and collecting and analyzing data to test those hypotheses.

to make specific observations and draw a **general conclusion**

bottom-up approach (particular to general) observation

Analysis Theory

to make a **special conclusion** following a general theory

Top-down approach (general to particular) idea

Observation Conclusion

Inductive & Deductive Reasoning

2.3.1. **inductive reasoning-** Making a conclusion based on a set of experiences or data to make specific observations and draw a general conclusion

Observation- analysis-theory

- ' Whatsoever appears as the distinct image of the moon can be given the name of the moon. (Observation)
- The "hare-marked" object appears as the distinct image of the moon. (Analysis)
- Therefore, it can be given the name of moon. (Theory) (Asanga, I, P.160; Jayathillake, P.333; Stcherbatsky, II, P.164)

Use specific examples to make a general conclusion

- My Math teacher in the last year is awesome.
- My Math teacher of this year is awesome.
- Therefore, all Math teachers are awesome.

Inductive & Deductive Reasoning

2.3.2. **Deductive reasoning-** Drawing conclusions from previous known facts and definitions to make a special conclusion following a general theory

Idea observation- conclusion All men are mortal (Idea) Socrates is a man (Observation) Socrates is mortal (Conclusion)

Idea observation- conclusion

- All Buddhist Teachings lines in the Four Noble Truths. (*Idea: statement/proposition*)
- If we understand the Four Noble Truths, we can get a fairly good and accurate account of the essential teachings of the Buddha. (*observation: approvement/argument*)
- Therefore, The Four Noble Truths are the heart of the Buddha's Teachings. (*Conclusion: Comment/Evaluation*)

Inductive & Deductive Reasoning

Inductive Reasoning

to make specific observations and draw a **general conclusion**

Special to General observation-analysis-theory

- I break out when I eat peanuts (Observation)
- This is a symptom of being allergic (Analysis)
- Peanut is allergic to all human beings (Theory)

Deductive Reasoning

to make a **special conclusion** following a general theory

General to Special Idea- observation-conclusion

All human beings are mortal (Idea) Socrates is a human being (Observation)

Therefore, Socrates is mortal (Conclusion)

Remember that both inductive and deductive approaches are at risk for research biases, particularly confirmation bias and cognitive bias, so it's important to be aware while you conduct your research.

Asking Question

Doubt is a basic to research, therefore, Question is acceptable. * not just passively accepting what you hear or read, * actively questioning and assessing ...What is the key idea of the book you read?

Does the argument of the author develop logically, step by step?

Is this argument similar to anything else I have read?

Are the examples given helpful?

Would other examples be better?

Does the author have any bias?

Does the evidence presented seem reliable?

Do I agree or disagree with the writer's views?

Stephen Bailey, *Academic Writing: A Handbook for International Students*. 3rd ed., (London and New York: Routledge, 2011), P. 27.

Asking Question

Doubt is a basic to research, therefore, Question is acceptable.

About the Source of Information

Who writes this?

Is he an expert in his field?

Is he a recognized scholar?

About the Content and Meaning of that Source

What exactly is the author saying?

What presuppositions should I ask?

What is his intention?

Is it the same thing comparing to what I have read?

How does this compare with other items?

Is the book from a credible publisher?

What research techniques the author used?

Conclusion

Research is built up with a special way of thinking. *In the way of thinking*, focus one thing, clear assumption, objectivity & Honesty like a **can**

- If it is closed, nothing comes in or goes out.
- If it is open on one end, ideas come in and go out.
- If the lid is used as a strainer, the ideas coming in or out can be evaluated, straining out the bad and leaving in the good.
- **A research thinking demands a researcher's mind like the can with a strainer lid.**

As you **READ**, **THINK** and **WRITE** You will become more and more comfortable in this way of thinking

14.A Systematic Approach to Time Management & Stress Reduction on Field of Research by Dr. Ven. Ratthasāra

Contents

- A Survey of Research Components and Features
- M.Phil. & Ph.D. Journey & Time Period
- Student Engagements
- Stress & Resilience in Research
- Action Plans (Strategies) Motivation

What is Research? How do we understand about Research?

Research Components & Features

- Research is an exercise in the production of knowledge. It also an organized, formalized and institutionalized practice of higher learning. Research also done professionalized and specialists. **(see p.18)**
- Research is also meant by investigating which includes formalization, scientific method, systematically approached by answering questions or solving problems through Research. **(see. P. 14)**
- Research is a systematic learning and careful study to discover finding new knowledge/ finding, research Gaps and generates the knowledge and understandings. **(See p. 9.10.) Research categorises into two Re-and Search, which means Rediscover what already has.**
- Research is often started a question and creation problem by itself and provide the solution reasonability what researchers already has created. **(see conclusion)**

Types of Researches

- Quantitative Research
- Qualitative Research
- Mix Research

- Documentary research

A Brief Explanation of Research

- **Quantitative Research** is a methodical process of gathering, analyzing, and interpreting numerical data to uncover patterns, calculate averages, test causal relationships, make predictions, and generalize findings to larger populations.
- **Qualitative Research** is a method of inquiry that focuses on understanding the meaning behind human behavior and experiences by collecting and analyzing non-numerical data, such as words, images, or observations, rather than numbers. It seeks to explore the “**why**” and “**how**” of phenomena, gaining in-depth, contextual insights into attitudes, and subjective realities in natural settings.
- **Mixed Methods Research** is a methodology that involves the collection and analysis of both qualitative data (non-numerical, like interviews and stories) and quantitative data (numerical, like statistics and surveys) within a single study to achieve a more comprehensive understanding of a research problem than either method could alone.
- **Documentary Research**, is a method that involves the systematic analysis of existing documents—physical or digital—to gain a specific event, phenomenon, or topic.

Multiple Research in Buddhist Studies

- Textual, Analytical, Philosophy, Psychology, Concept, Sociology, Translation

Buddhist Study in Research (B.S.R)

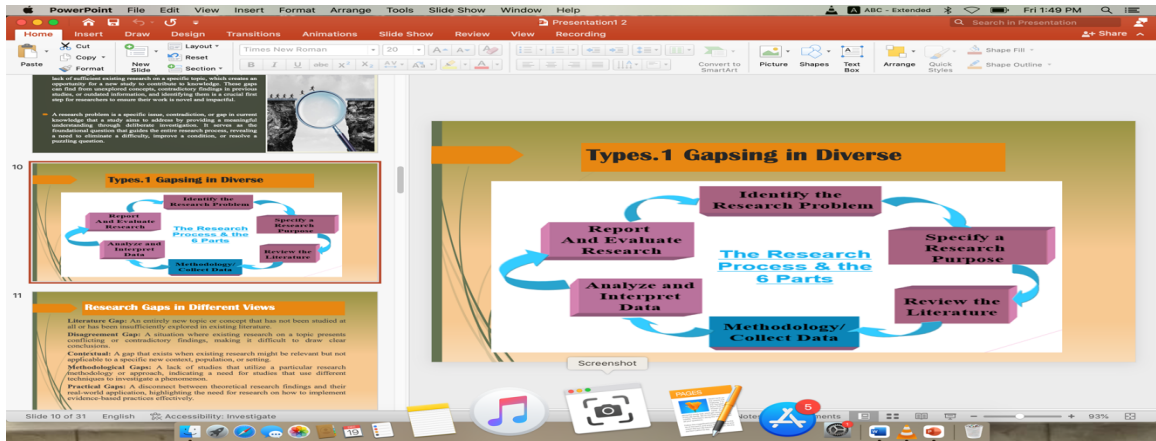
- **Textual Study** is relating a consisting of a **written text**, such as a book, article, or other printed material. It can also refer to something that involves writing in contrast to an image or be used to describe the way something has been written.
- **An analytical Study** defines the relationship or association between variables, such as an exposure and an outcome, to answer "why" and "how" questions and

test hypotheses. Unlike descriptive studies that merely describe "what," "who," "where," and "when," analytical studies aim to establish cause-and-effect relationships by analyzing observed data from a sample or population.

- **Philosophy Study** is the systematic study of fundamental and often broad questions about existence, knowledge, reality, values, reason, mind, and language, using critical thinking and rigorous arguments to seek fundamental truths and a comprehensive understanding of the world.
- **Psychology Study** is the scientific study of the **mind and human behavior**, exploring human thought processes, emotions, motivations, and actions.
- **Conceptual Study** involves abstract thinking and the analysis of existing information rather than practical experiments to develop new theories or interpret existing ones.
- **Sociology Study** is the scientific study of human society, covering social life, social change, and the social causes and consequences of human behavior.
- **Translation Studies** is the academic field that explores the **theory, practice, and application of translation**, examining it as a complex process of **inter-lingual and intercultural communication** rather than just a linguistic one

Why identifying Research Gaps is crucial?

- A research gap is an unanswered question, unresolved problem, or a lack of sufficient existing research on a specific topic, which creates an opportunity for a new study to contribute to knowledge. These gaps can find from unexplored concepts, contradictory findings in previous studies, or outdated information, and identifying them is a crucial first step for researchers to ensure their work is novel and impactful.
- A research problem is a specific issue, contradiction, or gap in current knowledge that a study aims to address by providing a meaningful understanding through deliberate investigation. It serves as the foundational question that guides the entire research process, revealing a need to eliminate a difficulty, improve a condition, or resolve a puzzling question.



Research Gaps in Different Views

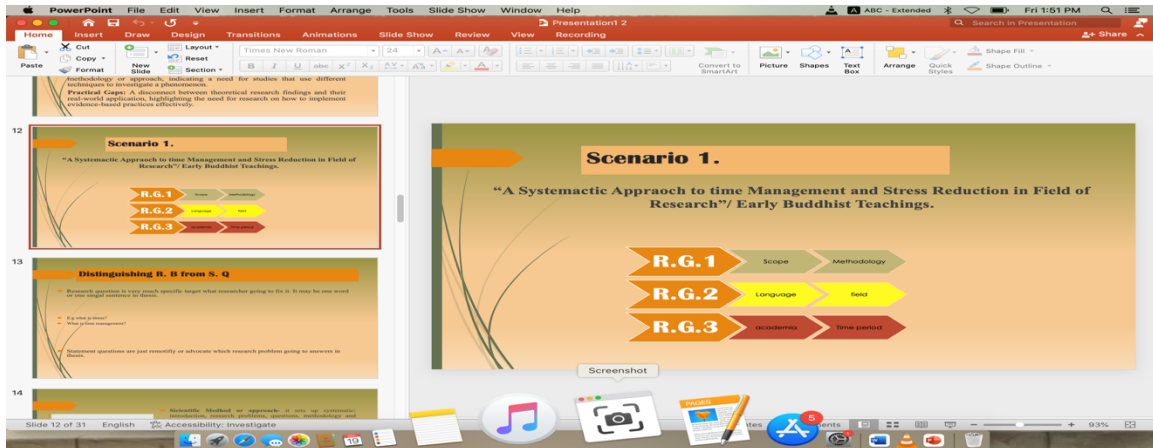
Literature Gap: An entirely new topic or concept that has not been studied at all or has been insufficiently explored in existing literature.

Disagreement Gap: A situation where existing research on a topic presents conflicting or contradictory findings, making it difficult to draw clear conclusions.

Contextual: A gap that exists when existing research might be relevant but not applicable to a specific new context, population, or setting.

Methodological Gaps: A lack of studies that utilize a particular research methodology or approach, indicating a need for studies that use different techniques to investigate a phenomenon.

Practical Gaps: A disconnect between theoretical research findings and their real-world application, highlighting the need for research on how to implement evidence-based practices effectively.



Distinguishing R. B from S. Q

- Research question is very much specific target what researcher going to fix it. It may be one word or one single sentence in thesis.
- E.g what is stress?
- What is time management?
- Statement questions are just reformatify or advocate which research problem going to answers in thesis.

Finding R. G. & Solving R.B

- **Scientific Method or approach-** it sets up systematic: introduction, research problems, questions, methodology and hypothesis etc.
- **Validation-** it often analyzes the topic whether it is reasonable or proper answers for academic research field.
- **Logical Connection-** it should consistent with applicable
- **Avoiding (controversy)-** researchers should consider for the fact that make you more difficult for solution. (eg. Whether Bhikkhuni Ordination allowing Current Position or is abhidhamma is the Buddha teachings as well as indentifying Dhammacakkhapavathana sutta is the first sermon in early Buddhism?)
- **Academic Framework-** researchers should more engage in institutionalized and more scholaristic on research.

- **Specific Goal or clear direction** - it should direct point or target the destination or the points what do you want to study.

Is Chosing the Title is Logical or attractive?

- The title should clearer academic
- It should more comprehensible
- It should be given general information to the readers
- It is like a menu: It has been given all the list of foods you know the order of the foods it is deleasuiou or not but you never know how to do it.
- The researchers should emphasize as using Critical and Analytical etc. (It depends Institution)

Data Collection

- **Define Your Research field of topic**
- Clarify what you want to find out.
- This helps you decide **what data** is needed (numbers, opinions, documents, etc.).
- **Choose the Type of Data**
- **Primary Data** (collected firsthand): surveys, interviews, experiments, observations.
- **Secondary Data** (already existing): published articles, databases, government reports, institutional records.
- **Define Your Sampling Strategy**
- Who will provide the data? (students, researchers, organizations).
- Sampling methods:
- Organizing group or friendship
- Liberian at University.

M.phil. & Ph.D Time Period & Students Acitivity

- For M.phil. It requires to prepare **6 month starting from Registration**. Researcher can arrange for submitting research paper or apply for first presentation.
- Upgrade Presentation **M.phil to PhD- researcher should have completed 50% of thesis** and having completing can requires updgrade presentation **within 18 months according academic cleander**. (this can be different).
- Final Presentation- researcher should completed all thesis and request for final presentation. **(Completed the whole book)**.
- Viva Voice- **(not Presentation)** researcher should take take oral texts with examiners and faculty of research committees and supervisors.

First Presentation

- It requires on the research proposal (within six months from the registration

- Researchers need to prepare and discuss with supervisors if it is agreed with research request letter to office.
- Prepare for presentation, researchers have can arrange PowerPoints and handout.

Upgrade Presentation

- A candidate who has been registered for the Master of Philosophy Degree and demonstrates a distinct progress of his/her research work may request upgrading his/her study to the Doctor of Philosophy Degree. However, such a request could be made **only during the period between 12 months and 18 months from the date of registration and by that time over 50%** of the research work should have been completed. (when you registrater PhD. One year encounter earlier)

Doctor of Philosophy

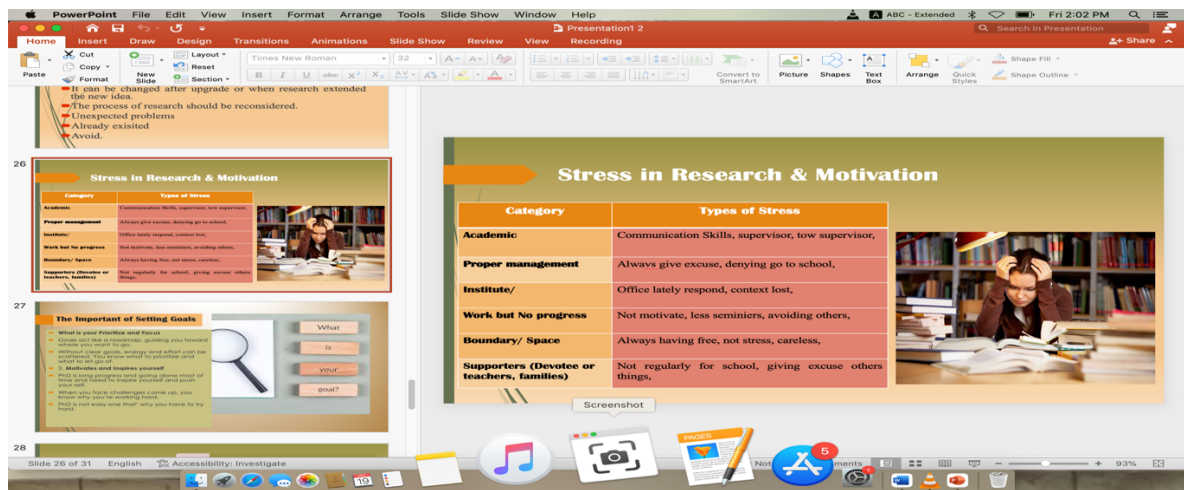
- This study programme consists of the following items:
- A thesis on a topic approved by the Institute
- Presentations made by the candidate as referred to in page 168
- A viva-voce: This viva-voce is conducted by a committee consisting of the members referred to at number iv above.
- https://inst.kln.ac.lk/media/attachments/2024/01/29/pgipbs_prospectus_english-2023-2024-web-pdf.pdf

Words Limitation

- The thesis for the Master of Philosophy Degree should consist of 50,000 -75,000 words (exclusive of the bibliography).
- and the thesis for the Doctor of Philosophy Degree should consist of 65,000 to 80,000 words (exclusive of the bibliography).
- This requirement of the limits of words does not apply in case of a candidate who submits an edition of a text or texts.

Approved The title, It can be changeable

- Research title can change but usage and grammatical points, not main concept.
- Researcher should be very good reasonable or the points why?
- It can be changed after upgrade or when research extended the new idea.
- The process of research should be reconsidered.
- Unexpected problems
- Already existed
- Avoid.



What is your goal?

The Important of Setting Goals

- **What is your Prioritize and Focus**
- Goals act like a roadmap, guiding you toward where you want to go.
- Without clear goals, energy and effort can be scattered. You know what to prioritize and what to let go of.
- **2. Motivates and Inspires yourself**
- PhD is long progress and going alone most of time and need to inspire yourself and push your self.
- When you face challenges come up, you know *why* you're working hard.
- PhD is not easy one that' why you have to try hard.

- **Specific**-Make your goal specific and narrow for more effective **planning (Chapter progress)**
- **Measurable**-Make sure your goal and progress are **measurable (Work out)**
- **Achievable**-Make sure you can reasonably **accomplish (provide it)**
- **Relevant**-Your goal should align with your values (Serious Issue)
- **Time based**-Set a realistic but ambitious end date to clarify (know Limitation or doing time)

Plans. 2

- **3. Improves Decision-Making**
- When faced with challenges, goals help you decide what is your bigger vision.
- This prevents wasted time and energy on distractions.
- **4. Measures Progress and Success**
- Small wins along the way build confidence and resilience.
- Whenever you accomplish small or big just enjoy your victory.

Plan 3.

- ☐ **Encourages Growth and Learning**
- Push yourself outside don't often live comfort zone and discover new skills and strengths.
- The "right" goals try to growth with your learning and share with others.
- Reduces feelings of aimlessness and increases fulfilment.
- ☐ **Enhances Well-Being in Mindful Practice**
- Meaningful goals align with personal values and give life a sense of purpose.
- Always remember PhD is not the last destination, know yourself you can get when are engaged.

15. Common Research Methodologies in Buddhist Studies by Prof Dr. Ven. Uttamānanda

Contacts

Textual Studies, History, Philosophy, Sociology, Psychology, Anthropology

Field of Research

Types of Research

Basic Research/ Applied Research/ Problem Orientated Research/ Quantitative Research
QR/ Qualitative Research –QR and so on. Survey Research (QR)/ Evidence Based
Research (QR) and so forth.

Pure or Basic Research

Applied Research

Presentation (Oral/Documentation)

Scientific Method

Deductive Reasoning, Inductive Reasoning, Choosing a Subject, Forming a Research
Problem, Constructing a Hypothesis, Data Collection or Organization, Evidence

(AI e.g., ChatGPT etc.,

Drawing Conclusion

- Textual Analysis (Hermeneutics)/ Textual Studies

- Comparative Studies

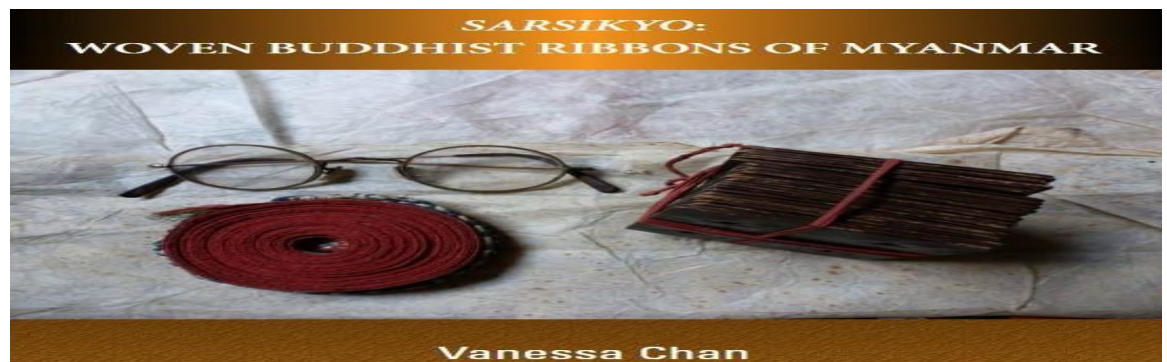
Ethnographic and Fieldwork

Research

- Historical and Archival Research
- Phenomenological Approach
- Psychological and Neuroscientific Approaches
- Sociological and Anthropological Approaches
- Philosophical Analysis

Digital Humanities and Computational Methods , Critical Theory-Combining Methods

- Textual Analysis (Hermeneutics)/ Textual Studies
- (Interpretation)
- - Comparative Studies
- Trinity/Trimurti, Triple Gem/
- (Metaphysics) | (Mysticism)
- Ethnographic and Fieldwork Research
- (Traditional Living Buddhism)
- Historical and Archival Research



-

Vanessa Chan

Ms Vanessa Elizabeth Chan Yuen Ying was accredited as Ambassador Extraordinary and Plenipotentiary of the Republic of Singapore to the Republic of the Union of Myanmar in 2017. She was the Director-General of the International Organisations Directorate in the Ministry of Foreign Affairs from January 2012 to June 2017. Ms Chan graduated with a Bachelor of Arts in Law (Honours) from the University of Cambridge in 1988. She was a Visiting Research Fellow at NSC, ISEAS - Yusof Ishak Institute in 2011.

The ISEAS - Yusof Ishak Institute (ISEAS, formerly the Institute of Southeast Asian Studies) is an autonomous organization established in 1968. It is a regional centre dedicated to the study of socio-political, security, and economic trends and developments in Southeast Asia and its wider geostrategic and economic environment. The Institute's research programmes are grouped under Regional Economic Studies (RES), Regional Strategic and Political Studies (RSPS), and Regional Social and Cultural Studies (RSCS). The Institute is also home to the ASEAN Studies Centre (ASC), the **Nalanda-Sriwijaya Centre (NSC)**, and the Singapore APEC Study Centre.

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Cover Image: Daw Aye Khin's spectacles, tablets, and *sarsikyo*. Taken by the author.

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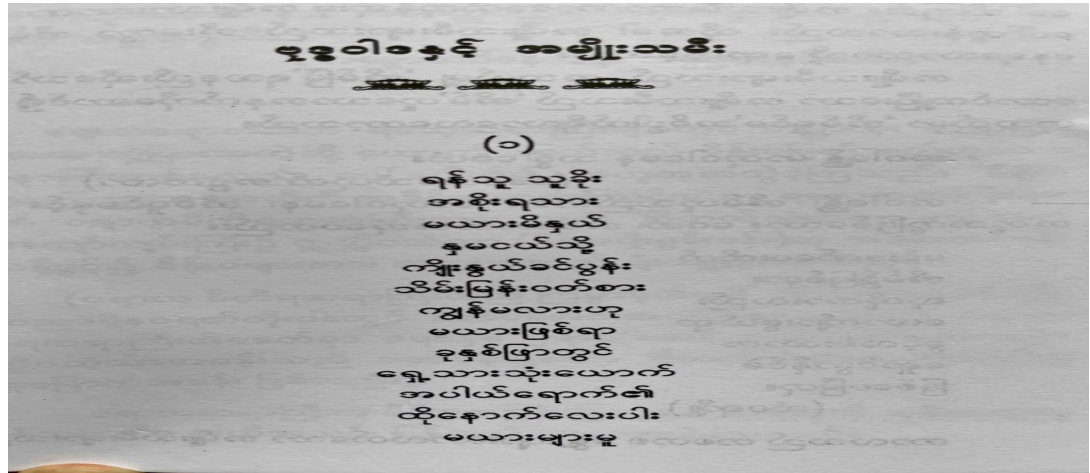
-
- Phenomenological Approach
- Psychological and Neuroscientific Approaches
- Sociological and Anthropological Approaches

သာသနာ စိရဝါသေန၊ ဧဝံ နိဗ္ဗေါသကာ ဣတိ။
တုဝံ ပဋိစ္စ မညန္တ၊ သာသနာ သပ္ပယောဇနံ။ (စတုရာရက္ခဒိပနီ)

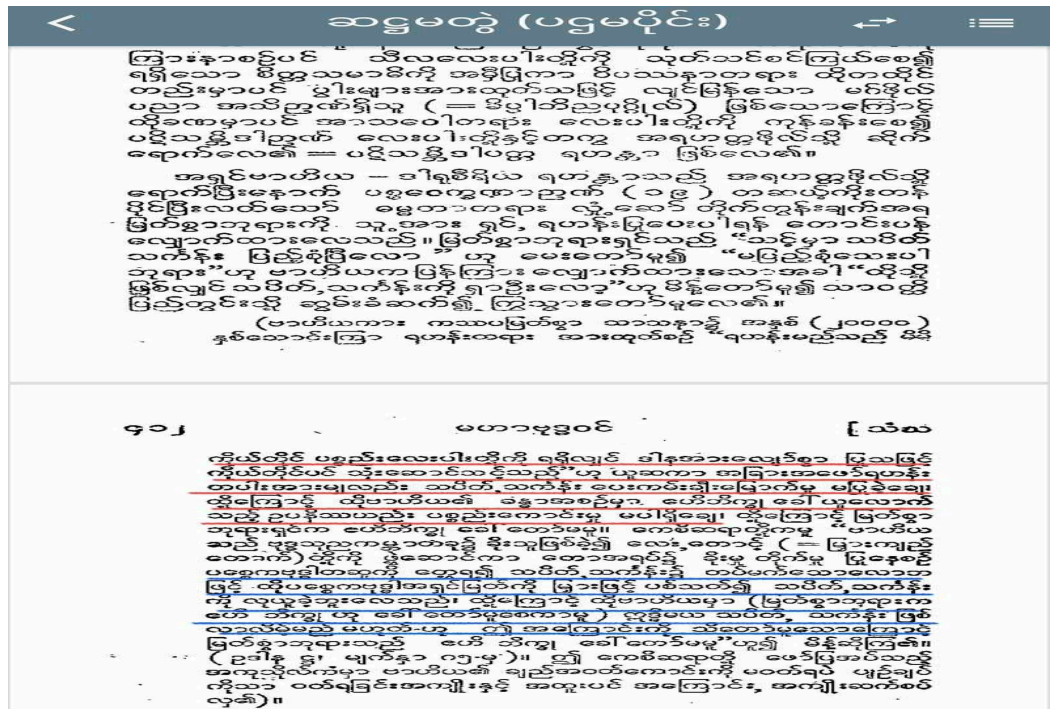
သာသနာတော်မြတ်ကြီးကို
ကြာမြင့်စွာ စိုစိုနေကြသည့်အတွက်ကြောင့်
ဤသူ(လူ၊ရှင်၊ရဟန်း)တို့သည်
ဝါတို့ထက် လောဘ၊ ဒေါသ၊ မောဟ တရားတွေ နည်းကုန်ကြ၏ဟု
သင်တို့ကိုအကြောင်းပြု၍ သာသနာတော်မြတ်ကြီးကို
ကြည်ညိုသွားပါစေ။

၉၄ ◉ အရှင်ဥတ္တမာနန္ဒ

သာသနာ စိရ ဝါသာဝိ၊ မာဒိသာဝ ဣမေ ဣတိ။
တမာဂဗ္ဗ နမညန္တ၊ သာသနာ နိပ္ပယောဇနံ။ (စတုရာရက္ခဒိပနီ)
သာသနာတော်မြတ်ကြီးတွင်
ကြာမြင့်စွာ စိုတင်းနေထိုင်ကြသော်လည်း
ဤသူ(လူ၊ရှင်၊ရဟန်း)တို့သည် ဝါတို့ထက်ပင်
လောဘ၊ ဒေါသ၊ မောဟတရားတွေ များကုန်ကြ၏ဟု
သင်တို့ကို အကြောင်းပြု၍ သာသနာတော်မြတ်ကြီးအား
အကြည်ညိုခွဲသည်၏အဖြစ်သို့ မရောက်ပါစေလင့်။



- Philosophical Analysis
- No -self? Not-self?
- Digital Humanities and Computational Methods
- Critical Theory
- Combining/Mixed Methods
- Fact-checking or Subject-matter to be considered!
- Whatever or However Much/ Although/ Even if/



ရတနာ] ပုတ္တုသတ်မင်းကြီးအကြောင်း ၅၉၇

(အရှင်ပုတ္တုသတ်) တုန်းတော်ကြီးသော မြတ်စွာ တုရား ... အရွှေနိုင်သည် မြတ်စွာတုရား အထံတော်၌ ရဟန်းအဖြစ်ကို ရပါရစေ။

(ဗုဒ္ဓ) ရဟန်း...သင်၏ (ကိုယ်ပိုင်) သပိတ် သင်္ကန်း မြည့်စုံပြီလော။

(အရှင်ပုတ္တုသတ်) တုန်းတော်ကြီးသော မြတ်စွာ တုရား ... တပည့်တော်၏ (ကိုယ်ပိုင်) သပိတ် သင်္ကန်း မြည့်စုံသေးပါ။

(ဗုဒ္ဓ) ရဟန်း...မြတ်စွာတုရား၏သည် သပိတ်သင်္ကန်း မမြည့်စုံသောသူကို ရဟန်းပြု မပေးကြကုန်။

ထို့နောက် အရှင်ပုတ္တုသတ်သည် မြတ်စွာတုရား၏ တရား တော်ကို အလှူနှစ်သက်ဝမ်းမြောက်ကာ (သာဓုအနုမောဓနာ ပြုပြီးလျှင်) နေရာမှထလျက် မြတ်စွာတုရားကို ရှိခိုး၊ အရိအသေ ပြုပြီးလျှင် သပိတ်သင်္ကန်းရှာဖွေရန် ဗညားလေ၏။

(ဤ၌ အထူးမှတ်ရန်မှာ—“ပုတ္တုသတ် အမျိုးကောင်းသားအဖို့ ဇေတီတို့အရဟန်းများ ရရှိသည့် လှူမယသပိတ်သင်္ကန်းကို အတယ့် ကြောင့် မရသနည်း”ဟု မေးဖွယ်ရှိ၏။ အဖြေကား—ရှေးက ပရိတ်ရာ ရှစ်ပါးမလှူဘူးသောကြောင့်ဟု ဖြေဆိုကြ၏။ (ထိုအဖြေကို အဋ္ဌကထာ ထရာ လက်ခံတော်မမူ)။ မှန်၏—ပုတ္တုသတ် အမျိုးကောင်းသားသည် အလှူပုဒ် ပေးခဲ့ဘူးသူ အဘိဗ္ဗာရတော်တော်နှင့် ပြည့်စုံသူဖြစ်ရကား “ပရိတ်ရာရှစ်ပါး မလှူဘူးသောကြောင့်” ဟု မဆိုသင့်။ စင်စစ်သော် ကား လှူမယသပိတ်သင်္ကန်းသည် ပစ္စိမယသပိတ်များအားသာ ဖြစ်၏။ ဤပုတ္တုသတ် အမျိုးကောင်းသားကား တဖန် ပဋိသန္ဓေ တည်နေရဦးမည့်သူ ဖြစ်ချေသည်။ ထို့ကြောင့် လှူမယသပိတ်သင်္ကန်း များ မဖြစ်ချေ။ (ဤကား အဖြေတည်း)။

“ထိုသို့ဖြစ်လျှင် မြတ်စွာတုရားသည် ကိုယ်တော်တိုင် သပိတ်သင်္ကန်း ကို ရှာတော်မူ၍ အတယ့်ကြောင့် ရဟန်းပြု မပေးသနည်း”ဟု မေးဖွယ် ရှိ၏။ အဖြေကား—ရဟန်းပြုပေးရန် အခါအခွင့်ပင် မရှိတော့သော ကြောင့် ရဟန်းပြု မပေး။ မှန်၏—ထိုအချိန်မှာ ပုတ္တုသတ် အမျိုး

၅၉၀ မဟာဗုဒ္ဓဝင် [ဗုဒ္ဓ

ကောင်းသား၏ အသက်=အာယုသင်္ခါရကား ကုန်နေလေပြီ။ သုဋ္ဌါ- ဝါသတို့သား မြဟူကြီးတယောက် ခိုးထိန်းသည်တို့ကို ခေတ္တအလှာ ရောက်နေထိုင်သကဲ့သို့ ရှိလေသည်။ ထို့ကြောင့် မြတ်စွာတုရားသည် ကိုယ်တော်တိုင် သပိတ် သင်္ကန်းကို ရှာတော်မမူချေ။ (ဤကား အဖြေတည်း)။

သောတာပန်နှင့် ယထာဘူတ * ၁၃

သူ့အလုပ်ကို သူ မလုပ်သောကြောင့် ဖြစ်၏။ သူ့အလုပ်ကား ဝပ်ကျင်း၌ ဝပ်၍ဝပ်၍ မိခင်၏ အပူငွေဓာတ် ပေးရမည်ဖြစ်၏။ ဤအလုပ်ကို မလုပ်လေဘဲ ပါးစပ်အားကိုးဖြင့် ဆုအမျိုးမျိုးတောင်းနေမိသည့်အတွက် သားသမီးကြက်ကလေး တွေ ဆုံးရှုံးရမှုမျိုးနှင့် ရင်ကျိုးမတတ်ကြပါရလေ၏။

ယနေ့ခေတ်ထွင် ပဋိပတ္တိသာသနာ ထွန်းကားလာသည်မှာ များစွာ ဝမ်းမြောက်ဖွယ်၊ အားတက်ဖွယ်၊ ကြည်ညိုဖွယ် ကောင်းလှ၏။ သောတာပန်မှအစ အရဟတ္တဖိုလ် ဆိုက်သည်အထိ အာသိသ ထားကြသည်မှာ ကောင်းသောအလုပ်၊ ဗွန်မြတ်သောအလုပ် ဖြစ်ပေ၏။ သို့သော် အလုပ်မပါလေဘဲ ပါးစပ်အားကိုးနှင့်သာ ဆိုချေက ကြက်မကြီး ကြက်ငှက်ပုတ်ကုန် သည့် ကိန်းမျိုးနှင့် တိုးမိနေမည်ကိုကား အလူးသတိချင် သင့်လှ၏။

ယခု “သောတာပန်” ကျမ်းကို မြန်မာ့ သောတာပန်အကြောင်း ပါရှိသည့် ပါဠိ၊ အဋ္ဌကထာ၊ ဋီကာစသော ကျမ်းများကို တတ်နိုင်သမျှ အချိန်ယူ၍ လေ့လာ ကြည့်ရှုပြီးမှ မြန်မာ့အလင်းဖြင့် သောတာပန် ဖြစ်ဖြစ်သွားသူများသည် အများအားဖြင့် (သုတ်စွဲအဆုံး) ကကြီး ခေတ္တ လောက်မျှကိုပင် မတတ်သူက ဖို၍များနေ၏။

“သူတို့သာအလုပ်လုပ်၍ သောတာပန်ဖြစ်သနည်း” ဟု မေးဖွယ်ရှိ၏။ မေးထိုက်၏။ အဖြေကား— နားကြောင့်။ သူတို့မှာ နားပါကြသည်။ နားရှိကြသည်။ ပုဒ္ဓတစ်ကြိမ်တရားဟောလိုက်လျှင် “ကကြီး ခေတ္တ မတတ်ငြားသော်လည်း” တရား ၏ အနှစ်သာရကို သူတို့က နားပါးပါးနှင့် နှစ်ယူကြရာမှ အချို့မှာ တရားဥပဒါးခင်၊ အချို့မှာ တရားဥပဒါးလျှင် ပြီးချင်း သောတာပန်ကြီးတွေ မရေထွက်နိုင်အောင် ဖြစ်ကုန်ကြောင်းကို ကျမ်းဂန်ကြီးတို့မှာ အပိုင်အမာ ပြဆိုထားချက်များကို တွေ့ရပေ၏။

အချုပ်ကား အလျာဏန္ဒယ်ဝင်သူတော်စင် သောတာပန်လောင်းလျာဠိ အားတက်ဖွယ် “စတုသစ္စ ဒီပနီကျမ်း” နိဂုံးမချုပ်မီကလေးတွင် ကျေးဇူးရှင် လယ်တီဆရာတော်တုရားကြီး၏ တို့ကံထွန်းချက်ကို လက်ဆင့်ကမ်းလိုပါကြောင်း။ လယ်တီဆရာတော်တုရားကြီး၏ တို့ကံထွန်းခြင်း ဥပယျာဇဉ်

ထို့ကြောင့် ယခုအခါ ဒိဋ္ဌိဒုစရိုက် အမှိုက်တောကြီးဖြစ်သော လောကီဘုံသူ လောကီဘုံသား သံသရာဝဋ်သမား အဖြစ်မှ ကျယ်လှယ်၍ ဝိသာခါ၊ အနာထဝိဇာန် တို့ကဲ့သို့ သဥပါဒိသေသနိဗ္ဗာန် ကည်းပူသော လောကုတ္တရာ ဘုံကြီး အထွင်းသို့ ဆိုက်ရောက်၍ လောကုတ္တရာဘုံကြီး

သူ့အလုပ်ကို သူ မလုပ်သောကြောင့် ဖြစ်၏။ သူ့အလုပ်ကား ဝပ်ကျင်း၌ ဝပ်၍ဝပ်၍ မိခင်၏ အပူငွေဓာတ် ပေးရမည်ဖြစ်၏။ ဤအလုပ်ကို မလုပ်လေဘဲ ပါးစပ်အားကိုးဖြင့် ဆုအမျိုးမျိုးတောင်းနေမိသည့်အတွက် သားသမီးကြက်ကလေး ထွေ ဆုံးရှုံးရမှုမျိုးနှင့် ရင်ကျိုးမတတ်ကြံ့ရလေ၏။

ယနေ့ခေတ်ထွင် ပဋိပတ္တိသာသနာ ထွန်းကားလာသည်မှာ များစွာ ဝမ်းမြောက်ဖွယ်၊ အားတက်ဖွယ်၊ ကြည်ညိုဖွယ် ကောင်းလှ၏။ သောတာပန်မှအစ အရဟတ္တဖိုလ် ဆိုက်သည်အထိ အာသီသ ထားကြသည်မှာ ကောင်းသောအလုပ်၊ ဗွန်မြတ်သောအလုပ် ဖြစ်ပေ၏။ သို့သော် အလုပ်မပါလေဘဲ ပါးစပ်အားကိုးနှင့်သာ ဆိုချေက ကြက်မကြီး ကြက်ဥထွေ ပုပ်ကုန် သည့် ကိန်းမျိုးနှင့် တိုးမိနေမည်ကိုကား အထူးသတိချင် သင့်လှ၏။

ယခု “သောတာပန်” ကျမ်းကို မြန်မာပြည် သောတာပန်အကြောင်း ပါရှိသည့် ပါဠိ၊ အဋ္ဌကထာ၊ ဋီကာစသော ကျမ်းများကို တတ်နိုင်သမျှ အချိန်ယူ၍ လေ့လာ ကြည့်ရှုပြီးမှ မြန်မာပြည်ဖြစ်ရာ သောတာပန် ဖြစ်ဖြစ်သွားသူများသည် အများအားဖြင့် (ယုတ်စွအဆုံး) ကကြီး ခဏ္ဍေး လောက်မျှကိုပင် မတတ်သူက ဝို၍များနေ၏။

“သူတို့ဘာအလုပ်လုပ်၍ သောတာပန်ဖြစ်သနည်း” ဟု မေးဖွယ်ရှိ၏။ မေးထိုက်၏။ အဖြေကား - နားကြောင့်။ သူတို့မှာ နားပါကြသည်။ နားရှိကြသည်။ ပုဒ္ဓတစ်ကြိမ်တရားဟောလိုက်လျှင် “ကကြီး ခဏ္ဍေး မတတ်ငြားသော်လည်း” တရား၏ အနှစ်သာရကို သူတို့က နားပါးပါးနှင့် ခံယူကြရာမှ အချို့မှာ တရားပွဲမပြီးခင်၊ အချို့မှာ တရားပွဲပြီးလျှင် ငြီးချင်း သောတာပန်ကြီးတွေ မရေတွက်နိုင်အောင် ဖြစ်ကုန်ကြောင်းကို ကျမ်းဂန်ကြီးတို့မှာ အခိုင်အမာ ပြဆိုထားချက်များကို တွေ့ရပေ၏။

အချုပ်ကား အလျာဏန္ဒယဝင်သူတော်စင် သောတာပန်လောင်းလျှာတို့ အားတတ်ဖွယ် “စတုသစ္စ ဒီပနီကျမ်း” နိဂုံးမချုပ်စီကလေးထွင် ကျေးဇူးရှင် လယ်တီဆရာတော်ဘုရားကြီး၏ တိုက်ထွန်းချက်ကို လက်ဆင့်ကမ်းလိုပါကြောင်း။ လယ်တီဆရာတော်ဘုရားကြီး၏ တိုက်ထွန်းခြင်း ဥပယျာဇဉ်

ထို့ကြောင့် ယခုအခါ ဒိဋ္ဌိဒုစရိုက် အခိုက်တောကြီးဖြစ်သော လောကီဘုံသူ လောကီဘုံသား သံသရာဝဋ်သမား အဖြစ်မှ ကျွတ်လွတ်၍ ဒိသာခါ၊ အနာထဝိဇာန် တို့ကဲ့သို့ သဥပါဒိသေသနိဗ္ဗာန် တည်းဟူသော လောကုတ္တရာ ဘုံကြီး အတွင်းသို့ ဆိုက်ရောက်၍ လောကုတ္တရာဘုံကြီး

၁၀ * ဒဂုန်ဦးစန်းငွေ

သောတာပန်ဆိုသည်မှာ နိဗ္ဗာန်သို့သွားရာ ရေစီးကြောင်း၊ နိဗ္ဗာန်သွားရာ နိဗ္ဗာန်လမ်းမကြီးပေါ်သို့ ရောက်ရှိသွားပြီးဖြစ်သူ၊ ထိုသို့ နိဗ္ဗာန် ရေစီးကြောင်း ကြီးထဲသို့ ရောက်ရှိသွားပြီးဖြစ်သဖြင့် အပါယ်လေးပါး တံခါးပိတ်၍ နိဗ္ဗာန် ရောက်ဖို့အတွက် စိတ်ချရသူ ဖြစ်သတည်း။

တစ်နည်းအားဖြင့် သောတာပန်ဆိုသည်မှာ နားဟူသော အနက်ကိုလည်း ဟော၏။ မြန်မာမှုအရဆိုသော် နား၏အလုပ်ကား အသိကိုခံယူခြင်း၊ အသိကို နားထောင်ခြင်းဖြစ်၏။ လူတို့ ဆိုပြောသမျှ စကားကိုလည်းကောင်း၊ ဥတုကြောင့် ဖြစ်သော လေတိုက်သံ၊ မိုးချုန်းသံများကိုလည်းကောင်း ခံယူ နားထောင်ခြင်းသည် နား၏ အလုပ်ဖြစ်သည်။ အသံဟူသမျှကို နားကခံယူ၏။ နားထောင်၏။

ဤသောတာပန်ဟူသော စကားမှ သောတာပန် အဘယ်သို့သော အသံမျိုး ကိုခံယူ၍ အဘယ်သို့သောအသံမျိုးကို နားထောင်လေသနည်း။

ယင်းမေးခွန်း၏အဖြေကား ပညတ်နှင့် ပရမတ်ကို ခွဲခြားလျက် ကွဲကွဲပြားပြား ဟောအပ်သော တရားစကား၊ တရားသံကို အသားကျကျ ခံယူသည်။ နားထောင် သည်။ တရားသားကို အသားကျကျ ခံယူသော နားဟု ဆိုလိုသည်။ ထိုကဲ့သို့သော နားရှိသူမျိုးကို “တရားပေါက်သူ” သောတာပန်ဟု ဆိုသတည်း။

သူ့အလုပ်ကို သူ မလုပ်သောကြောင့် ဖြစ်၏။ သူ့အလုပ်ကား ဝပ်ကျင်း၌ ဝပ်၍ဝပ်၍ မိခင်၏ အပူငွေဓာတ် ပေးရမည်ဖြစ်၏။ ဤအလုပ်ကို မလုပ်လေဘဲ ပါးစပ်အားကိုးဖြင့် ဆုအမျိုးမျိုးတောင်းနေမိသည့်အတွက် သားသမီးကြက်ကလေး ထွေ ဆုံးရှုံးရမှုမျိုးနှင့် ရင်ကျိုးမတတ်ကြံ့ရလေ၏။

ယနေ့ခေတ်ထွင် ပဋိပတ္တိသာသနာ ထွန်းကားလာသည်မှာ များစွာ ဝမ်းမြောက်ဖွယ်၊ အားတက်ဖွယ်၊ ကြည်ညိုဖွယ် ကောင်းလှ၏။ သောတာပန်မှအစ အရဟတ္တဖိုလ် ဆိုက်သည်အထိ အာသီသ ထားကြသည်မှာ ကောင်းသောအလုပ်၊ ဗွန်မြတ်သောအလုပ် ဖြစ်ပေ၏။ သို့သော် အလုပ်မပါလေဘဲ ပါးစပ်အားကိုးနှင့်သာ ဆိုချေက ကြက်မကြီး ကြက်ဥထွေ ပုပ်ကုန် သည့် ကိန်းမျိုးနှင့် တိုးမိနေမည်ကိုကား အထူးသတိချင် သင့်လှ၏။

ယခု “သောတာပန်” ကျမ်းကို မြန်မာပြည် သောတာပန်အကြောင်း ပါရှိသည့် ပါဠိ၊ အဋ္ဌကထာ၊ ဋီကာစသော ကျမ်းများကို တတ်နိုင်သမျှ အချိန်ယူ၍ လေ့လာ ကြည့်ရှုပြီးမှ မြန်မာပြည်ဖြစ်ရာ သောတာပန် ဖြစ်ဖြစ်သွားသူများသည် အများအားဖြင့် (ယုတ်စွအဆုံး) ကကြီး ခဏ္ဍေး လောက်မျှကိုပင် မတတ်သူက ဝို၍များနေ၏။

“သူတို့ဘာအလုပ်လုပ်၍ သောတာပန်ဖြစ်သနည်း” ဟု မေးဖွယ်ရှိ၏။ မေးထိုက်၏။ အဖြေကား - နားကြောင့်။ သူတို့မှာ နားပါကြသည်။ နားရှိကြသည်။ ပုဒ္ဓတစ်ကြိမ်တရားဟောလိုက်လျှင် “ကကြီး ခဏ္ဍေး မတတ်ငြားသော်လည်း” တရား၏ အနှစ်သာရကို သူတို့က နားပါးပါးနှင့် ခံယူကြရာမှ အချို့မှာ တရားပွဲမပြီးခင်၊ အချို့မှာ တရားပွဲပြီးလျှင် ငြီးချင်း သောတာပန်ကြီးတွေ မရေတွက်နိုင်အောင် ဖြစ်ကုန်ကြောင်းကို ကျမ်းဂန်ကြီးတို့မှာ အခိုင်အမာ ပြဆိုထားချက်များကို တွေ့ရပေ၏။

အချုပ်ကား အလျာဏန္ဒယဝင်သူတော်စင် သောတာပန်လောင်းလျှာတို့ အားတတ်ဖွယ် “စတုသစ္စ ဒီပနီကျမ်း” နိဂုံးမချုပ်စီကလေးထွင် ကျေးဇူးရှင် လယ်တီဆရာတော်ဘုရားကြီး၏ တိုက်ထွန်းချက်ကို လက်ဆင့်ကမ်းလိုပါကြောင်း။ လယ်တီဆရာတော်ဘုရားကြီး၏ တိုက်ထွန်းခြင်း ဥပယျာဇဉ်

ထို့ကြောင့် ယခုအခါ ဒိဋ္ဌိဒုစရိုက် အခိုက်တောကြီးဖြစ်သော လောကီဘုံသူ လောကီဘုံသား သံသရာဝဋ်သမား အဖြစ်မှ ကျွတ်လွတ်၍ ဒိသာခါ၊ အနာထဝိဇာန် တို့ကဲ့သို့ သဥပါဒိသေသနိဗ္ဗာန် တည်းဟူသော လောကုတ္တရာ ဘုံကြီး အတွင်းသို့ ဆိုက်ရောက်၍ လောကုတ္တရာဘုံကြီး

“စိတ်ကို မတုန်လှုပ်စေနိုင်ခြင်းနှင့် စပ်၍” သီလဝံတ သူတ်တရားတော် (နာ-၄၄၂)သည်မှာ ဖော်ပြထား ပါသည်။ အဲဒီ အဋ္ဌကထာအဖွင့်အရ အနာဂါမ်မှာ ဝိဝေကနိန္ဒစသောစိတ် ပြည့်စုံနေသောကြောင့် လည်းကောင်း၊ ကာမရာဂကင်းနေသောကြောင့် လည်းကောင်း အနာဂါမ်လူမထွက်ကြောင်း အလွန်ပင် ထင်ရှားပါသည်။ ထို့ကြောင့် အရိယာမဂ်ပွားစေသော အနာဂါမ်ရှင်ရဟန်းသည်လည်းကောင်း၊ ဝိပဿနာ မဂ်ကို ပွားစေလျက် ဝိဝေကနိန္ဒစသောစိတ် ကြာမြင့်စွာဖြစ်နေသော ပုထုဇဉ်၊ သောတာပန်၊ သကဒါဂါမ် ရှင်ရဟန်းတို့သည် လည်းကောင်း မည်သည့်အကြောင်းကြောင့်မျှ သိက္ခာစွန့်၍ လူထွက်ခြင်းမရှိဟု ဤသို့ယူလျှင် သင့်လျော်ပါ လိမ့်မည်။

ဝိဝေကနိန္ဒ စသော စိတ်အားမကောင်းသေးသည့် သာမန်သောတာပန် ရှင်ရဟန်းကတော့ နောက်တဝ၌ လူဖြစ်လျှင်သော်လည်းကောင်း၊ နတ်ဖြစ်လျှင်သော် လည်းကောင်း အိမ်ထောင်ဆိုင်ရာ ကာမဂုဏ်ကိုလည်း ခံစားဖွယ်ရှိနေသောကြောင့် အကြောင်းအားလျော်စွာ မျက်မှောက်တဝ၌လည်း လူထွက်ခြင်း ဖြစ်နိုင် သည်ဟူ၍လည်းကောင်း၊ အထူးအားဖြင့် ရက်၊လ အကန့်အသတ်နှင့်တကွ ဒုလ္လဘရှင်ရဟန်းပြုဆဲမှာ ဝိပဿနာရှု၍ သောတာပတ္တိမဂ်ဖိုလ်သို့ ရောက်ပြီးဖြစ် သော်လည်း မူလက ရည်ရွယ်ထားသည့် အချိန် ကုန်သောအခါ လူထွက်ခြင်းဖြစ်နိုင်သည်ဟူ၍ လည်းကောင်း၊ မိမိ (မဟာစည်ဆရာတော်)က သဘောကျလျက် မှတ်ယူထားပါသည်။

မဟာစည်ဝိပဿနာနိဂရတုဘဝိဒ်အမှတ်

**သိပ်ခွန်ရွာပိဋကကျောင်းဆရာတော်၏
သောတာပန်ရဟန်း
လူထွက်/မထွက် ပြဿနာ**

■ ဆရာပုဂ္ဂိုလ် (ပိဋကကျောင်း)

မဟာစည်ဆရာတော်
အဂ္ဂမဟာပဏ္ဍိတ
သာသနာရိပ်သာ
၁၆ဟာမိတ်တစ်လမ်း၊ ရန်ကုန်မြို့။

နေ့စွဲ- တော်သလင်းလဆန်း-၃၊ ၄၁-ခု
ဦးသူနွဲ့ရထံ (ပိဋကကျောင်းဆိပ်ခွန်)မှစာကို ဝါခေါင်လကွယ်နေ့က ရရှိခဲ့ပါသည်။ အခြားကိစ္စ လေးများရှိနေသောကြောင့် ဒီကနေ့မှ မြေကြားစာကို ရေးရပါသည်။ ဦးသူနွဲ့ရ၏စာတွင် တွေ့ရသည်မှာ အတိုချုပ်အားဖြင့် အောက်ပါအတိုင်း ဖြစ်ပါသည်။

လူထွက် မထွက်မေးခွန်း

မဟာဝဂ္ဂသံယုတ် ၅၁-၄၉ နှစ်သုတ်၌ သေယျထာဝိ သိက္ခာဝေ ဂင်္ဂါနဒီ ပါဠိနိဗ္ဗာန် စသည် ဖြင့် အရှောက်သို့ စီးနေသော ဂင်္ဂါမြစ်ကို နောက် တက်ပြန်စီးအောင် မတတ်နိုင်သလိုပင် အင်္ဂါရှစ်ပါးရှိ သော အရိယမဂ်ကို (ဘာဝေန္တံ) ဖြစ်ပွားစေဆဲ ရဟန်းကို မင်းစသည်တို့က လူထွက်စေရန် သွေးမဆောင်နိုင်ကြောင်း၊ ဟိုသို့ ချီးမြှောက်၍ သွေးဆောင်သော်လည်း အဋ္ဌကိစ္စ အရိယာမဂ်ကို ဖြစ်ပွားစေသော ရဟန်းသည် သိက္ခာချ၍ လူထွက်ခြင်းမရှိကြောင်းများ ပြဆိုထားသည်ကို တွေ့ပါသည်ဟူ၍လည်းကောင်း၊

သမထဝိပဿနာမေးခွန်း

သတိပဋ္ဌာန်ပါဠိတော်တွင် ကာယာနုပဿနာ အာနာပါနုပဋ္ဌာန် သစ္စကာယပဋိညာဏီ ပဿသိသာသီတိ သိက္ခာတိ-စသည်အရ ဝင်လေထွက်လေ၏ အစ၊ အလယ်၊အဆုံး သုံးပါးလုံးကို ထင်ရှားအောင် မှတ်ရမည်ဟု ဟောပါသည်။ ပဋိသန္ဓိဒါမဂ်ပါဠိ ဥပဂ္ဂန္တိလေသဉာဏနိဒ္ဒေသ-၌ အဿသဒ္ဓိမဇ္ဈ ပရိယောသာနံ သတိယာ အနုဂစ္ဆတော အစ္ဆတ္တပိက္ခေ ပဂတံ စိတ္တံ သမာဓိဿ ပရိပစ္ဆော စသည်ဖြင့် ဝင်လေထွက်လေ၏ အစ၊အလယ်၊အဆုံးတို့သို့ သတိဖြင့်လိုက်၍ ရှုမှတ်သူအား သမာဓိဖျက်ကြောင်း ဥပဂ္ဂန္တိလေသ-ဟု ဟောထားပြန်ပါသည်။ ဟိုပါဠိတော်နှစ်ပါးတို့၏ အဓိပ္ပာယ်သည် သမထ ဝိပဿနာတို့ဖြင့် ခြားနားခြင်း ရှိ/မရှိ မိန့်ကြားရန် လျှောက်ပါသည်-ဟူ၍လည်းကောင်း မေးခွန်းအနေ ဖြင့် ပြထားသည်ကိုတွေ့ရပါသည်။

ထိုမေးခွန်း ၂-ခုတို့တွင် ဒုတိယမေးခွန်းကို တိုက်နှင့် ဖြေနိုင်သောကြောင့် ယင်းမေးခွန်းကို ရှေးဦးစွာ မြေကြားပါသည်။

ဒုတိယမေးခွန်းအဖြေ

သစ္စ ကာယပဋိ သံဝေဒီ-စသောပါဠိနှင့် သကလဿ အသာသကာယဿ ပဿာသ

ကာယဿ အာဒိမဇ္ဈပရိယောသာနံ ဝိဒိတံ ကရောန္တော-စသော အဋ္ဌကထာအရအားဖြင့် အစ၊အလယ်အဆုံး သိအောင်ရှုပုံမှာ ဝိသုဒ္ဓိမဂ် ပထမ နှာ-၂၇၂-၌ အဝိ စ ခေါ် ဖုသနာဝသေန စ ဌာပနာဝသေန စ မနသိကာတာဠ-ဟု ပြထားသည့် အတိုင်း နှာသီးဝ တိုက်ထိရာ၌သာ ဝင်လေ ထွက်လေ၏ အစအဆုံးကို သိအောင် ရှုခြင်းမျှသာ ဖြစ်ပါသည်။ ထိုသို့ တစ်နေရာတည်း၌ ရှုနေမှသာ သမထသမာဓိက ဖြစ်နိုင်ပါသည်။ ထို့ကြောင့် သမထသမာဓိဖြစ်အောင်ရှုသူမှာ နှာသီးဝဌာနမှ အတွင်းဘက်သို့ လည်းကောင်း၊ အပြင်ဘက်သို့ လည်းကောင်း လိုက်၍ မရှုသင့်ကြောင်း၊ ထိုသို့ရှုပါက အတွင်း၌ ပျံ့လွင့်ခြင်း၊ အပြင်၌ ပျံ့လွင့်ခြင်းများ ဖြစ်ကြောင်းကို ပဋိသန္ဓိခါမဂ်ပါရှိ၍ အသာသာဒိမဇ္ဈ ပရိယောသာနံ သတိယာ အနုဂစ္ဆတော-စသည်ဖြင့် ပြထားပါသည်။ ထိုစကားရပ်ဖြင့် သမထသမာဓိ ဖြစ်အောင် ရှုပုံကို သာပြခြင်းဖြစ်ပါသည်။ ဝိပဿနာဉာဏ်ဖြစ်အောင် ရှုရာ၌မူကား သဗ္ဗ အဘိညေဗျ-စသည်ဖြင့် မည်သည့်ဌာနက ရုပ်မဆို ထင်ရှားပေလိသာသမျှကို ရှုသိအပ်ကြောင်း ဟောပြထားပါသည်။

ပထမမေးခွန်းအဖြေ

သောတာပန်ရဟန်း၊ သာမဏေ လူမထွက် ကြောင်းကို ပဲခူးမြို့၊ ရွှေဂျော့င်း အရှင်ဉာဏာ လင်္ကာရ အမှူးရှိသော ဝိနယသာကန္တာအဖွဲ့က ၁၃၂၆-ခုနှစ်၌ ဆုံးဖြတ်ပြီးလျှင် ယင်းဆုံးဖြတ်ချက်ကို ပုံနှိပ်ထုတ်ဝေခဲ့ပါသည်။ ဦးသုန္ဒရဟာ ယင်းအဆုံး အဖြတ်ကို တွေ့ရသည့်အတွက် သောတာပန်ရှင်ရဟန်း တို့ လူမထွက်ကြောင်းသိစေရန် မဟာဝဂ္ဂသံယုတ်မှ နဒီသုတ်ပါဠိကို ဖော်ပြလိုက်လေသလားဟု တွေးထင် မိပါသည်။

၄၀၄

မဂ်ကိုရပြီးပုဂ္ဂိုလ်ဟု မယူနိုင်ပါ။ မဂ်ကိုပွားစေဆဲပုဂ္ဂိုလ် ဟူ၍သာလျှင် ယူနိုင်ပါသည်။ ထို့ကြောင့် ထိုပါဠိအရ ဖြင့် သောတာပန်ဟု အတိအကျယူရန် မဖြစ်နိုင်ပါ။ ဤအချက်ကို အထူးသတိပြုသင့်ပါသည်။

ထို့ပြင် ထိုပါဠိ၌ လူမထွက်ခြင်း၏ အကြောင်းကို ဖော်ပြရာမှာ အရိယမဂ်ရပြီးဖြစ်သောကြောင့်ဟု မပြဘဲ စိတ္တံ ဒီဃရတ္တံ ဝိဝေကနိန္ဒံ စသည်ဖြင့် ပြထား သောကြောင့် ဝိဝေကနိန္ဒံစသောစိတ် ကြာမြင့်စွာ ဖြစ်မဲ ခြင်းကိုသာ လူမထွက်နိုင်ခြင်း၏ အကြောင်းဟုယူရန် ထင်ရှားပါသည်။ သောတာ ပန်ဖြစ်ခြင်းမျှကို ယူရန်ကား မထင်ရှားပါ။ ဘာကြောင့်လဲဆိုလျှင် လူဝတ်ကြောင့် သောတာပန်များမှာ ဝိဝေကနိန္ဒံစသော စိတ်အားမကြီး သောကြောင့် အိမ်ထောင်ပြုလျက် ကာမဂုဏ်ချမ်းသာကို ခံစားနေ ကြသောကြောင့် လည်းကောင်း၊ မဟာဝဂ္ဂသံယုတ် နှာ(၁၉၁-၁၉၂)၌ သောတာပန် ဖြစ်ပြီးသော ၉၅၁၁၀၀၀၀ သည် ပုဏ္ဏားဟာ ရထားသည့်ဈာန် မလျော့မပျက်သေးမီ သေပါက ကာမဘုံသို့ ပြန်မ ရောက်ကြောင်း ဟောထားသည့် စကားတော်အရဖြင့် သောတာပန်မှာ ရထားပြီး ဈာန်လည်း လျော့နိုင်ပျက် နိုင်သေးကြောင်း ထင်ရှားသောကြောင့်လည်းကောင်း သောတာပန် ဖြစ်ရုံမျှဖြင့် ဝိဝေကနိန္ဒံစသည် အားကောင်းနေပြီဟု မှတ်ယူရန် မသေချာပါ။ ထိုသို့ ဝိဝေကနိန္ဒံစသည် အားမကောင်းလျှင် လူမထွက်ခြင်း၏အကြောင်း ပြည့်စုံနိုင်ပြီဟု မဆိုနိုင်ပါ။

ထို့ကြောင့် နိဒါနဝဂ္ဂသံယုတ်ပါဠိ (နှာ-၂၈၃) ကဋကရသုတ်၌ မောဠိယဗေဒုဂ္ဂလူထွက်တာဟာ အသာသာကံ အရသေးသောကြောင့် ဟူ၍ အရှင်သာရိပုတ္တရာက ပြောကြားသည့် စကားတော်မှာ အသာသာအရက် အနာဂါမိမဂ်အထိ မဂ်သုံးပါးဟု အဋ္ဌကထာ၌ ဖွင့်ပြထားသည်။ အဲဒီအကြောင်းကို

ယင်းသုတ်ပါဠိ၌ သော ဝတ ဘိက္ခဝေ ဘိက္ခု အရိယံ အဋ္ဌဂိကံ မဂ္ဂံ ဘာဝေန္တော အရိယံ အဋ္ဌဂိကံ မဂ္ဂံ ဗဟုလိကရောန္တော သိက္ခံ ပစ္စက္ခာယ ဟိနာယာဝတ္ထိဿတိတိ နေတံ ဌာနံ ဝိဇ္ဇတိ။ တံ ကိဿ ဟေတု၊ ယံ ဟိ တံ ဘိက္ခဝေ စိတ္တံ ဒီဃရတ္တံ ဝိဝေကနိန္ဒံ ဝိဝေကပေါဏံ ဝိဝေကပစ္ဆာရံ၊ တံ ဝတ ဟိနာယာဝတ္ထိဿတိတိ နေတံ ဌာနံ ဝိဇ္ဇတိ-စကားရပ်ကို သေသေချာချာ စိစစ်ကြည့်လျှင် ထိုအဖွဲ့၏ အဆုံးအဖြတ်ကို တိကျမှန်ကန်သည်ဟု မှတ်ယူရန် မနိုင်လှပါ။

မဆိုလှပုံကတော့ အရိယံ အဋ္ဌဂိကံ မဂ္ဂံ ဘာဝေန္တော - ဟူသော ပါဠိဖြင့် လောကုတ္တရာမဂ် ပွားစေဆဲကို ယူလိုပါသလား၊ ဝိပဿနာမဂ်ပွားစေဆဲ ကို ယူလိုပါသလား၊ အကယ်၍ လောကုတ္တရာမဂ် ပွားစေဆဲကို ယူပါက မဂ်ရောက်ဆဲ ထိုရဟန်း သာမဏေအား မင်းစသည်တို့က လူထွက်ရန် ဖိတ်ခေါ် သွေးဆောင်ပို့ မဖြစ်နိုင်ပါ။ ထိုမဂ်ရောက် နေဆဲစေ၍ လူထွက်ရန်လည်း မဖြစ်နိုင်ကြောင်း ထင်ရှားနေပါသည်။ ထို့ကြောင့် အရိယံ မဂ္ဂံ ဘာဝေန္တော အရ အရိယမဂ် ပွားစေဆဲဟု ယူရန် မဖြစ်သင့်ပါ။

သို့မဟုတ် အရိယမဂ်ရအောင် ဝိပဿနာမဂ်ကို ပွားစေဆဲ ဝိပဿနာရှုနေဆဲကို ယူပါကလည်း သောတာပတ္တိမဂ် မရောက်သေးခင် ဝိပဿနာရှုဆဲ ပုထုဇဉ်လည်း လူမထွက်ဟု ယူရပါလိမ့်မည်။ ဘာကြောင့်လဲဆိုလျှင် ယင်းဝိပဿနာရှုနေဆဲ ပုထုဇဉ်လည်း သီလကိုမှီ၍ ဝိပဿနာမဂ္ဂင်ကို ဖြစ်ပွားစေဆဲ ဖြစ်သောကြောင့်ပင်။ ထို့ပြင် အရိယမဂ် ရောက်အောင်လည်း အားထုတ်နေဆဲဖြစ်သော ကြောင့်ပင်။ ဤအရာ၌ အထူးသတိပြုစရာကတော့ မဂ္ဂံ ဘာဝေန္တော-ဟူသောပါဠိဖြင့် မဂ်ကိုပွားစေပြီးပုဂ္ဂိုလ်

ရှင်ရဟန်းအဖြစ်မှ လူထွက်သူတို့ကို ပုထုဇဉ်ဟု ရွတ်ချေပြောဆိုပါက ပဋိပတ္တိသာသနာတော်ကို အာမပေးရာရောက်သည်ဖြင့် အာရိယာဖြစ်နေသူကို ပုထုဇဉ်ဟု ရွတ်ချေပြောဆိုခြင်းလည်း ဖြစ်နိုင်သောကြောင့် အကုသိုလ်အပြစ်လည်း အကြီးအကျယ်ဖြစ်ဖွယ်ရှိပါသည်။

“စိတ်ကို မတုန်လှုပ်စေနိုင်ခြင်းနှင့် စပ်၍” သီလဝန္တ သုတ်တရားတော် (နှာ-၄၄၂)စသည်မှာ ဖော်ပြထား ပါသည်။ အဲဒီ အဋ္ဌကထာအဖွင့်အရ အနာဂါမိမှာ ဝိဝေကနိန္ဒံစသောစိတ် ပြည့်စုံနေသောကြောင့် လည်းကောင်း၊ ကာမရာဂကင်းနေသောကြောင့် လည်းကောင်း အနာဂါမိလူမထွက်ကြောင်း အလွန်ပင် ထင်ရှားပါသည်။ ထို့ကြောင့် အရိယမဂ်ပွားစေသော အနာဂါမိရှင်ရဟန်းသည်လည်းကောင်း၊ ဝိပဿနာ မဂ်ကို ပွားစေလျက် ဝိဝေကနိန္ဒံစသောစိတ် ကြာမြင့်စွာဖြစ်နေသော ပုထုဇဉ်၊ သောတာပန်၊ သကာဒါဂါမိ ရှင်ရဟန်းတို့သည် လည်းကောင်း မည်သည့်အကြောင်းကြောင့်မျှ သိက္ခာဇွန်၍ လူထွက်ခြင်းမရှိဟု ဤသို့ယူလျှင် သင့်လျော်ပါ လိမ့်မည်။

၄၀၅

ဝိဝေကနိစ္စ စသော စိတ်အားမကောင်းသေးသည့် သာမန်သောတာပန် ရှင်ရဟန်းကတော့ နောက်ဘဝ၌ လူဖြစ်လျှင်သော်လည်းကောင်း၊ နတ်ဖြစ်လျှင်သော်လည်းကောင်း အိမ်ထောင်ဆိုင်ရာ ကာမဂုဏ်ကိုလည်း ခံစားဖွယ်ရှိနေသောကြောင့် အကြောင်းအားလျော်စွာ မျက်မှောက်ဘဝ၌လည်း လူထွက်ခြင်း ဖြစ်နိုင် သည်ဟူ၍လည်းကောင်း၊ အထူးအားဖြင့် ရက်၊လ အကန့်အသတ်နှင့်တကွ ဒုလ္လဘရှင်ရဟန်းပြုဆဲမှာ ဝိပဿနာရှု၍ သောတာပတ္တိမဂ်ဖိုလ်သို့ ရောက်ပြီးဖြစ် သော်လည်း မူလက ရည်ရွယ်ထားသည့် အမျိုး ကုန်သောအခါ လူထွက်ခြင်းဖြစ်နိုင်သည်ဟူ၍ လည်းကောင်း၊ မိမိ (မဟာစည်ဆရာတော်)က သဘောကျလျက် မှတ်ယူထားပါသည်။

ထိုသို့မှတ်ယူခြင်းဖြင့် ဒုလ္လဘရဟန်းပြုလျက် မဂ်ရောက်ဖိုလ်ရောက် တရားအားထုတ်ရေးအတွက် တိုက်တွန်းညွှန်ကြားရန် အဆင်ပြေပါသည်။ ထိုသို့မဟုတ်ဘဲ ရှင်ရဟန်းအဖြစ်မှ လူထွက်သူ တိုင်းကို ပုထုဇဉ်ဟု ရွတ်ချပြောဆိုပါက ပဋိပတ္တိ သာသနာတော်ကို အားမပေးရာရောက်သည့်ပြင် အရိယာဖြစ်နေသူကို ပုထုဇဉ်ဟု ရွတ်ချပြောဆိုခြင်း လည်း ဖြစ်နိုင်သောကြောင့် အကုသိုလ်အဖြစ်လည်း အကြီးအကျယ်ဖြစ်ဖွယ်ရှိပါသည်။

ပဲခူးမြို့ ဝိနယသာကန္တာအဖွဲ့၏ ဆုံးဖြတ်ချက် ထံ၌ မောဂ္ဂလိပုထုဇဉ်သဘော သောတာပန်ဖြစ် ပြီးသည့်အခါ သူ့ဆရာ သံဂုဏ်ထေရ်က အဘိ သာမဏေကို လူမထွက်တော့ဘူးလို့ ယူဆပြီးတော့ တရားကျမ်းဂန် သင်ယူရန် စဉ္စာဝဏ္ဏီထေရ်ထံ စေလွှတ်လိုက်ကြောင်းပြထားသည့် အဋ္ဌကထာ စကားကို ခိုပြီးတော့လည်း သောတာပန်ဖြစ်လျှင် လူမထွက်ကြောင်း ပြဆိုထားသည်။ သို့သော် ထိုသို့ဝဂ္ဂမထေရ်၏ ယူဆချက်ထံ၌ မောဂ္ဂလိပုထု

သာမဏေဟာ သောတာပန်ဖြစ်ကြောင်း၊ သာသနာ တော်မှ ဆုတ်နုတ်ရန် မထိုက်တော့ကြောင်း၊ ဆက်ပြီး တရားအားထုတ်လျှင် ရဟန္တာဖြစ်သွားမည် အကြောင်းကို လည်း ပြထားပါသေးသည်။ အဲဒါတွေကို ဆင်ခြင်ကြည့်လျှင် သောတာပန်ဖြစ်ရုံမျှ သာမဟုတ်၊ ရဟန္တာဖြစ်နိုင်သည်အထိ အရည်အချင်း ကောင်းစွာ ပြည့်စုံလျက် ရှိနေကြောင်း သိရသဖြင့် ဝိဝေကနိစ္စသောစိတ်လည်း ပြည့်စုံနေကြောင်း ထင်ရှားပါသည်။ ထို့ကြောင့် ထိုသာမဏေ လူမထွက် ဘဲ တည်မြဲခြင်း၏အကြောင်းမှာ ဘုရားစကားတော်၌ ပြထားသည့်အတိုင်း ဝိဝေကနိစ္စသောစိတ် ပြည့်စုံနေ သောကြောင့်ဟု ယူလျှင် သင့်မည်သာဖြစ်ပါသည်။

ထို့ကြောင့် နိဒါနဝဂ္ဂသံယုတ်မှ ကဋ္ဌာရသုတ်ပါဠိ နှင့်အဋ္ဌကထာအရ အနာဂါမိမဂ်မရသေး၍ ဝိဝေကနိစ္စ စသည်လည်း မပြည့်စုံသေးလျှင် ရှင်ရဟန်းအဖြစ်မှ အကြောင်းအားလျော်စွာ လူထွက်ခြင်းဖြစ်နိုင်သေး သည်ဟူ၍လည်းကောင်း၊ အနာဂါမိဖြစ်နေစဉ်တော့ ဝိဝေကနိစ္စစသည်လည်း ပြည့်စုံနေမည်သာ ဖြစ်သောကြောင့် လူထွက်ခြင်းမဖြစ်နိုင် ဟူ၍ လည်းကောင်း၊ မဟာဝဂ္ဂသံယုတ် နဒီသုတ်ပါဠိအရ ဝိပဿနာရှုလျက် ဝိဝေကနိစ္စသောစိတ် ကြာမြင့်စွာ ပြည့်စုံနေလျှင် ပုထုဇဉ်မှာသော်လည်း ရှင်ရဟန်းအဖြစ် မှ လူထွက်ခြင်းမဖြစ်နိုင်ဟူ၍ လည်းကောင်း မှတ်ယူသင့်ပါသည်။

အရှင်သောတာန
အဂ္ဂမဟာပဏ္ဍိတ
မဟာစည်ဆရာတော်
သာသနာရိပ်သာ၊ရန်ကုန်မြို့။

မိတ္တူကို-
ဆရာတော် ဦးတိဿ
ပဲခူးသာသနာဓဏ္ဍိုင်ဆရာတော်များ
ထံသို့လည်းပေးလိုက်ပါသည်။

သောတာပန်သုံးမျိုး။ ၊ ဤ၌ ရှစ်ခုမြောက်ဘဝကို မယူဆိုသည်မှာ သောတာပန်တို့တွင် အညံ့ဆုံး သတ္တကုတ္တုပရမ သောတာပန်ကို ရည်သည်။ သောတာပန်ဖြစ်ပြီးနောက် အထက်မဂ်ရ မြန်၊ မမြန်မှာ သဒ္ဓါ ပညာ စသော ဣန္ဒြေများ ထက် မထက်ကို အစွဲပြု၍ ဖြစ်၏။ ထက်မြက်သော ဣန္ဒြေရှိသော သောတာပန်မှာ တတဝသာ ပဋိသန္ဓေနေ၍ ရဟန္တာဖြစ်၏။ ၎င်းကို ကေဝိဇီ (=တခုသော ပဋိသန္ဓေ မျိုးစေ့ ရှိသော သောတာပန်) ဟု ဆို၏။ နှစ်ဘဝမှ မြောက်ဘဝအထိ ပဋိသန္ဓေနေသော သောတာပန်ကား အလတ်စား ဣန္ဒြေရှိသူဖြစ်၏။ ၎င်းကို ကောလိ ကောလ (=အမျိုးကောင်းတခုမှ အမျိုးကောင်းတခုသို့ ချောက်တတ်သော သောတာပန်ဟု ဆို၏။ ခုနစ်ဘဝ ပဋိသန္ဓေနေသော သောတာပန်ကား နို့သော ဣန္ဒြေရှိသူတည်း။ ၎င်းကို သတ္တကုတ္တုပရမ (=ခုနစ်ကြိမ်အလွန် ပဋိသန္ဓေရှိသူ) သောတာပန်ဟု ခေါ်ရသည်။ ဤသောတာပန်တို့၏ ဘဝအရေအတွက် ကန့်သတ်ချက်မှာ ကာမဘုံ အတွက်သာ ဖြစ်၍ ဂူပ အဂ္ဂပဘုံများက သောတာပန်များမှာမူ ပဋိသန္ဓေ အကြိမ်များစွာ ယူနိုင်ကြောင်းကို ပဋိသမ္ဘိဒါမဂ္ဂဋကထာ (၃-၆၇)၌ ဆိုသည်။

16.Strature of Section by Dr. Ven. Kaccāyana

Sections of writing

Introduction

- 1.Context
- 2.Question (Problem)
- 3.Consequences of question
- 4. Main points Body or Subsection (paragraph)

Working Introduction

Warrants (if needed)- Claim- Reason- Evidence- Acknowledgements- and Responses (if needed) Summaries

Conclusion

start with your main point , Add a new significance or application , Call for more research

Research report a, b, and c suggest that firstborn middle-class native Caucasian males earn more, stay longer, and report more job satisfaction. (context -summary of key sources follows) But those reports tell us nothing about recent immigrants from southeast asia. (question or problem) until we see how these patterns occur in other cultures, we can't know whether the influence of birth order is cross-cultural. (consequence of question) The predicted influence seems to cut across groups, though it partly depends on how long a family has been in the united states and their economic level before they arrived. (your main point)

In light of recent Supreme Court decisions rejecting mandatory capital punishment, the mandatory death penalty for treason is apparently unconstitutional and must therefore be revised by Congress.(start with your main point) More significantly, though, if the Uniform Code of Military Justice is changed, it will challenge the fundamental value of military culture that ultimate betrayal requires the ultimate penalty.(Add a new significance or application).Congress will then have to deal with the military's sense of what is just .(call for more research)

Sections, tutorial, Subsection , Introduction , Subsection , Conclusion, assignment, Section

1. Working Introduction 2. Subsections 3. Summarize

Thesis Major section: Heading, Background and define terms (Identify Key concepts), Each Section Summarizing

Chapter 2. Research Problem

1. Introduction to Problem & Research Problem by Prof. Dr. Ven. Uttamānanda

Accidental Finding or Coincidence

Investigation Idea

Search or Research

Development & Dawn-fall

Reasoning Or Track to Development

Informal Reasoning

Systematic Reasoning

Informal Reasoning

Requirement or Question

Research Problem

Necessary Problem or Research Problem

Hypothesis

Data Collection or Evidence

Conclusion Or Outcome of Research

Systematic Reasoning

Question

Research Problem

Hypothesis

Data Collection

Conclusion or Outcome

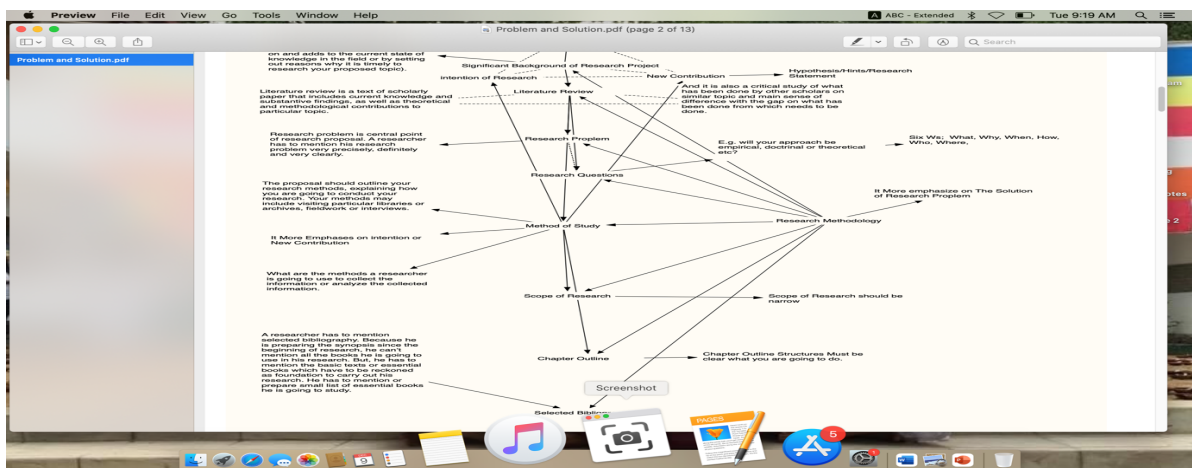
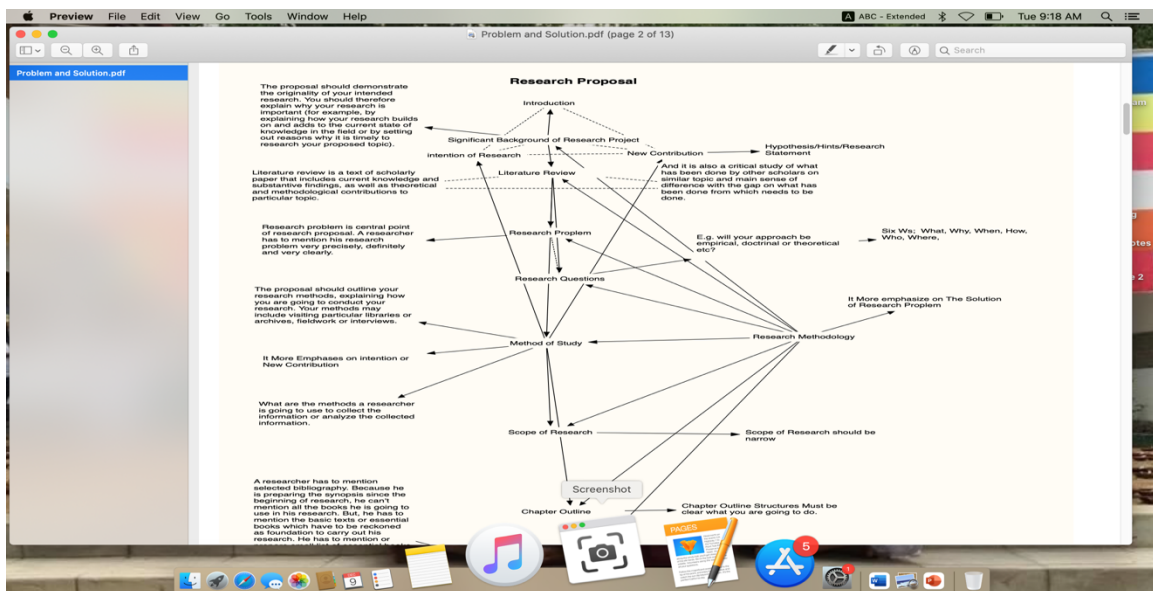
Research Or Contribution

Abstract

Title Question Hypothesis or Tentative Solution Problem

How many hindrances have we? One, two, three, five, six, seven hindrances? And these are not all, there are more hindrances but they are not named “hindrances” in the scriptures. Some of them are thoughts, “wandering thoughts.” When your mind wanders, you do not have concentration. These wandering thoughts are really do not belong to the category of hindrances, but they are also hindrances that obstruct the achievement of concentration. (The Four foundations of Mindfulness, 105)

2. Problem & Solution: Theory and Applicability by Dr. Ven. Varanāna



Research Problem

- A research problem is a specific issue, difficulty, contradiction, or gap in knowledge that you will aim to address in your research. You might look for practical problems aimed at contributing to change, or theoretical problems aimed at expanding knowledge.
- Bear in mind that some research will do both of these things, but usually the research problem focuses on one or the other. The type of research problem you

choose depends on your broad topic of interest and the type of research you want to do.

The Importance of Research Problem

- Research Problem is a main part of a research. If there is no a clear research problem, no qualified researches will be conducted.
- Your topic may be interesting and you have lots to say about it, but this isn't a strong enough basis for academic research. Without a well-defined research problem, you are likely to end up with an unfocused and unmanageable project.
- You might end up repeating what other people have already said, trying to say too much, or doing research without a clear purpose and justification. You need a problem in order to do research that contributes new and relevant insights.
- Whether you're planning your thesis, starting a research paper or writing a research proposal, the research problem is the first step towards knowing exactly what you'll do and why.
- Academic stuck,

Research Problem

- Must be clear for the readers.
- Statement should be short term.
- Statement should cover the entire theme of research.
- The trend should be clear: It should be indicated what researcher is going to do.

Research Problem Theoretical Aspect

- Theoretical research focuses on expanding knowledge and understanding rather than directly contributing to change. You can identify a research problem by reading recent research, theory and debates on your topic to find a gap in what is currently known about it. You might look for:

- A phenomenon or context that has not been closely studied
- A contradiction between two or more perspectives
- A situation or relationship that is not well understood
- A troubling question that has yet to be resolved
- Theoretical problems often have practical consequences, but they are not focused on solving an immediate issue in a specific place (though you might take a case study approach to the research).

Some Examples: Finding Problems:

- A Critical Study of the Concept of Motivation in Jātaka Stories, Rev Vara Nyana)
- Mission Challenge: The Strategy and Method of Evangelism Among Buddhist People in Myanmar, Van Hei Lian
- A Study of Sukkhavipassaka in Pali Buddhism, Tzungkuen Wen

Research Problem A Practical Aspect

• If you are doing practical research, you can identify a problem by reading reports, following up on previous research, and talking to people who work in the relevant field or organization. You might look for:

- Issues with performance or efficiency in an organization
- Processes that could be improved in an institution
- Areas of concern among practitioners in a field
- Difficulties faced by specific groups of people in society
- If your research is connected to a job or internship, you will need to find a research problem that has practical relevance for the organization.

Some Examples: Questioning

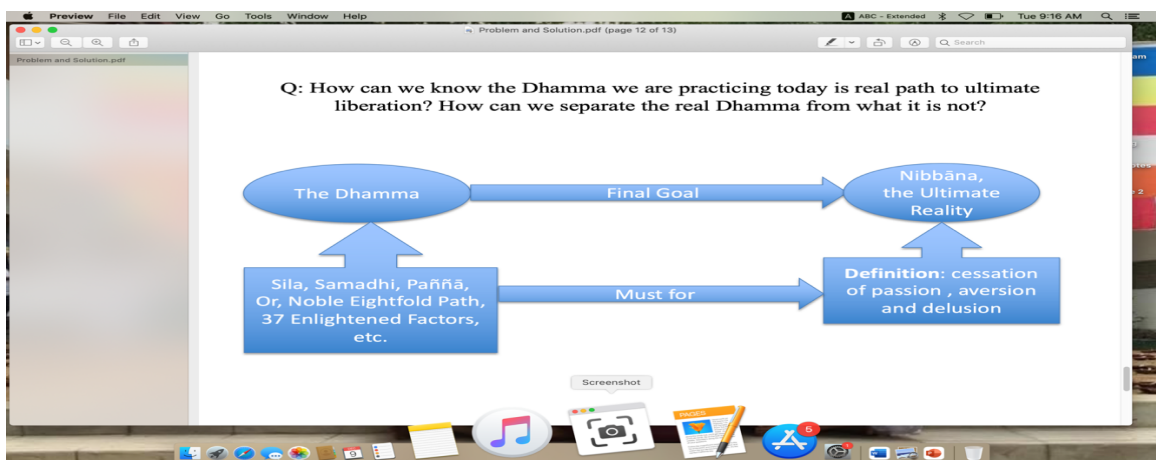
- Question is more important than the answer, because the answer can be many different ways to solution.
- In complicated situation, the way must be based on precise and actual evidences.

Finding Problems; Questioning

- Questioning can be based on Six 'Ws' – Who? – Where? – Why? – What? – When? – How?

Building Arguments, Finding Gaps and Evaluating a Range of Solutions

- The Buddha's Dhamma is a real Path to freedom. (How can we identify?)
- Don't associate with fool. (What) who are the fools? What is the definition of "associate"?
- Five Aggregates: Vedana and Saññā are taught separately though they are specific mental factors. (Why) textual evidence base-
- Like a mother's love who has only son, loving-kindness towards every being (How). Is Mother's love pure? What are differences and similarities between mother's love and loving-kindness?
- Two consciousnesses do not arise together at the same time (Ekacaram). (How and when wholesome consciousness eradicates unwholesome one.)
- Using flower, perfume and other smalls are prohibited for the monks and nuns. (Why)
- Mobile is something harmful to learning process.
- Social medias are harmful to human Mind-
- Particular Topic:



3. Research Problem and Question by Dr.Ven. Siri Sumaṅgalasāmi

Difference between Research Problem and Research Question

A Research problem and research question are two important aspects of a research study. Although some people assume that they are the same, they are not.

Research Problem

- A research problem is a broader and more general issue or topic that requires investigation or exploration.
- It is a statement that identifies an area of concern, a gap in knowledge, or an issue that needs to be addressed through research.
- A research problem typically highlights an existing situation, challenge, or question in a particular field or context.
- It serves as the starting point for the research process, helping researchers focus their efforts on a specific area of inquiry.

Research Question

- A research question is a more specific and focused inquiry that stems from the broader research problem.
- It represents a clear and concise query/question that the researcher seeks to answer through investigation and analysis.
- Research questions are formulated to address specific aspects of the research problem and guide the research process by providing a clear direction for data collection, analysis, and interpretation.

Important Point to be considered

In some social science disciplines, the research problem is typically posed in the form of a question.

Research Problem: Let's Define it again

A research problem is a specific issue, difficulty, contradiction, or gap in knowledge that you will aim to address in your research. You might look for practical problems aimed at contributing to change, or theoretical problems aimed at expanding knowledge.

- A research problem introduces the significance of the topic that is being addressed in the research study.
- It gives a clue about the direction of the research.
- At the same time, research problems help to identify the key concepts and terms of research.
- It also gives a framework to report results.
- In addition, it indicates the need to conduct the research
- When forming the research problem, a broad research area should be identified first.

Steps to formulate a research problem

Here are the five basic steps to formulate a research problem:

1. Identify the broad research area
2. Divide the broad area into sub-areas
3. Choose a sub-area
4. Formulate research questions
5. Set research objectives

1. Identify the broad research area

- Begin your research by identifying a broad research area based on your interest, specialty, profession, expertise, and knowledge.

- This area must possess some kind of significance regarding your knowledge, interest, and specialty.
- For example, a researcher studying sports education can select areas like football, soccer, hockey, and baseball.
- These are the broader areas that can be further subdivided into various research topics.

2. Divide the broad area into sub-areas

After you choose a broad area to study, drill down to a specific topic that is manageable and researchable. To do this, break down the broad area into sub-areas and choose a specific research topic.

For example, if your broad area is soccer, it can be further divided into the following subcategories:

Profile of soccer players

Profile of soccer clubs

Level of soccer clubs

Impact of the club on the city

Revenue generating areas

Sponsors of the soccer clubs

If your broad area is Buddhist Response to Social Problem, it can be further divided into the following subcategories:

Suicide, Euthanasia, Abortion, Gender Discrimination, Multiculturalism, Environmental Protection

LGBTQIA+

Inter-religious Harmony , Human Rights, Women Rights

3. Choose a sub-area

- It is not possible to study all the sub-areas due to time and money constraints.
- Thus, choose one sub-area of interest and one that is manageable and feasible for you.
- The area you select must have some research significance and must be significant to your research knowledge.

4. Formulate research questions

- After you choose a specific sub-area, think about the areas you must explore and research.
- Start noting down important questions that you deem important for the research study.
- Many questions may arise but narrow down and choose the most important and impactful one.
- The length of the research depends on the number of questions you formulate.
- Choose the research question, depending on the expected length of your research.

5. Set research objectives

- You must draw a plan about the objectives of the research that you need to explore.
- The smart objectives of the research study help to identify the research question.
- There is a difference between the research question and the research objective. The difference is the way they are written.
- Research questions generally consist of an interrogative tone. On the other hand, the research objectives are aim-oriented.
- They include terms like examining, investigating, exploring, and finding out.

Research Question: Let's Define it again

A research question refers to a specific inquiry the research study expects to provide answers.

A research question in a research study shows the path of the research process.

Basically, a research question of the research determines the methodology and hypothesis. Furthermore, the research question guides the stages like analyzing and reporting data in research.

- If the researcher is able to formulate an exact research question, the researcher will be able to gather all the important information needed for the research.
- There are two main types of research questions. They are qualitative research questions and quantitative research questions.
- If a specific research study focuses on collecting quantifiable data, the research question should be a quantitative research question.
- If the research focuses on collecting qualitative data, the research question should be a qualitative research question.
- The aim of a quantitative research question is to gather statistical information, while the aim of a qualitative research question is to gather non- statistical information.

Important point to be considered

Furthermore, although a research question is formed based on the qualitative and quantitative forms, a research problem is not formulated considering qualitative and quantitative categories. Besides, the research questions help to determine the methodology and hypothesis of the research, while a research problem cannot determine the methodology.

Example of Research Problem and Research Question

The teachers at school X do not have the skills to recognize or properly guide gifted children in the classroom. **(Problem)**

What practical techniques can teachers at school X use to better identify and guide gifted children? **(Question)**

Example 2

Young people increasingly engage in the ‘gig economy’ rather than traditional full-time employment. However, it is unclear why they choose to do so. **(Problem)**

What are the main factors influencing young people’s decisions to engage in the gig economy? **(Question)**

Relationship Between Research Questions and Research Objectives:

Research questions and research objectives are closely interconnected.

Research questions drive the formulation of research objectives, as each research objective corresponds to a specific aspect of the research question.

Research objectives provide a practical way to achieve the goals set by the research questions.

Relationship Between Research Questions and Hypothesis:

- Research questions and hypotheses are interconnected, and hypotheses often emerge from research questions.
- A research question might lead to the formulation of one or more hypotheses that provide a more specific and testable focus.
- A hypothesis attempts to answer a research question by proposing a specific outcome or relationship between variables that can be tested through research methods.

Problem, Question, Objective and Hypothesis

1. Younger people between 16 and 20 commit suicide in 2022. **(Problem)**

2. Why do they commit suicide? Are they depressed? What are the factors behind it? **(Question)**
3. To investigate the causes of committing suicide among the younger people. **(Aim and Objective)**
4. Younger people commit suicide because of relationship issue. **(Hypothesis)**

Problem, Question, Objective and Hypothesis

1. . (Problem) 2. ? ? ? 2. (Question) 3. (Aim and Objective) 4. . (Hypothesis)

Researchable problem and Non-researchable problem

- A researchable problem is a topic or issue that can be investigated through systematic research methods, while a non- researchable problem is a topic that cannot be effectively studied due to various constraints or limitations.
- The distinction between researchable and non-researchable problems lies in the feasibility, practicality, and ethical considerations surrounding the research process.

Researchable problems are typically characterized by the following attributes:
 Feasibility: Adequate resources, including time, funding, and access to necessary data or participants, are available to conduct the research. Measurability: The problem can be measured, observed, or analyzed using objective methods to produce meaningful results. Research Design: Suitable research methods and methodologies exist to address the problem effectively. Ethical Considerations: The research can be conducted in an ethical and responsible manner, respecting the rights and well- being of participants and stakeholders.

A non-researchable problem is a topic or issue that cannot be properly studied due to practical, ethical, or theoretical limitations.

- These limitations may include a lack of available data, ethical concerns that cannot be resolved, or the problem being too vague or hypothetical to investigate systematically.
- Non-researchable problems often lack the necessary attributes for meaningful research, such as feasibility, measurability, or appropriate research methods.

A Strategy of finding Problem by reading

Look for indicative sentences, phrases, and words or tell-tale concepts

Not much is known about...

More research is needed in order to...

What we can say so far is...

The general belief/ idea/ impression is that...

Perhaps.../ Arguably.../ Doubtfully.../ Questionably...

Some people think that...

Summary

Research Problem

A research problem is a statement about an area of concern, condition to be improved, difficult to be eliminated, or a troubling question that exists in scholarly literature, in theory, or in practice that points to the need for meaningful understanding and deliberate investigation.

Research Question

whereas a research question is a statement that is in the form of a question aiming to study, learn, examine, and explore more about the research topic.

4. Research Problem by Prof Dr. Ven. Uttamānanda

The matter will be dealt with in open discussion! You are hence cordially invited to partake in:

Introduction

Problem Vs. Research Problem

Problems in Routine Life

Research Problems

Dos and Don'ts!

Rules about actions and activities that people should or should not perform or take part in

Rules about how people should and should not behave (Ref: Cambridge Dict.)

Routine Problem & Research Problem

Problems in Daily Life

ပုစ္ဆာနှင့် ဝိသဇ္ဇနာကိုလည်း ကြည့်ရ၏။ ယနေ့ဘုန်းတော်ကြီးကျောင်း ပါဠိပညာရေးစနစ်တွင် ဝါကျများဖြင့် ဖော်ပြထားသော အကြောင်းအရာတစ်ရပ် ပြောင်းတိုင်း ကျမ်းတက်အနေဖြင့် ဤနည်းကို ကျင့်သုံးဆဲ ဖြစ်၏။ အမှန်အားဖြင့် ဤနည်းသည် ရှေးခေတ် မဇ္ဈိမဒေသ စာပေသင်ကြားနည်း ဖြစ်၏။ သက္ကတ ဘာသာဖြင့် ရေးသားဖော်ပြထားသော ဒဿနအဖွင့်ကျမ်းများ၌ ဤနည်းသည် မသုံးမဖြစ် အနေဖြင့် သုံးရသော နည်းပင် ဖြစ်၏။ အခြား အဖွင့်စာပေများ၌လည်း ဤနည်းကို သုံးသည်ပင် ဖြစ်၏။ ဤနည်းတွင် အင်္ဂါငါးပါး ရှိသည်။ ယင်းတို့မှာ (၁)တင်ပြလိုသော အကြောင်းအရာ “ဝိသယ”၊ (၂)ယင်း၌ ယုံမှားဖွယ်များ “သံသယ”၊ (၃) တစ်ဖက်သား၏ တင်ပြချက်များ “ပုဗ္ဗပက္ခ”၊ (၄)ကျမ်းဆရာက ပြန်လည်ရှင်းလင်းချက် “ဥတ္တရပက္ခ”၊ (၅)အပြီးသတ် ဆုံးဖြတ်ချက် “နိဏ္ဏယ”တို့ ဖြစ်ကြ၏။

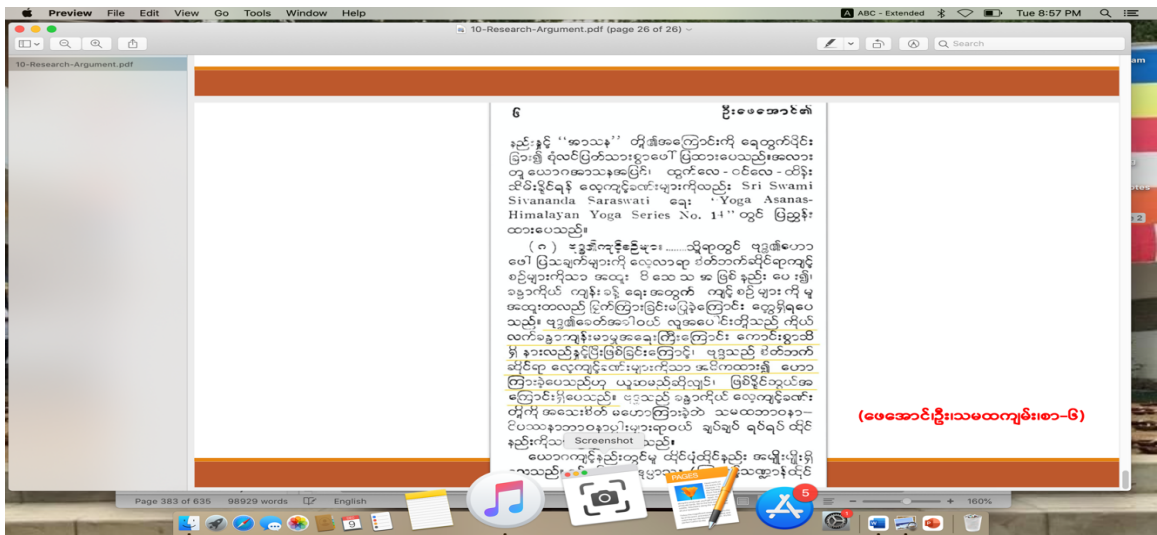
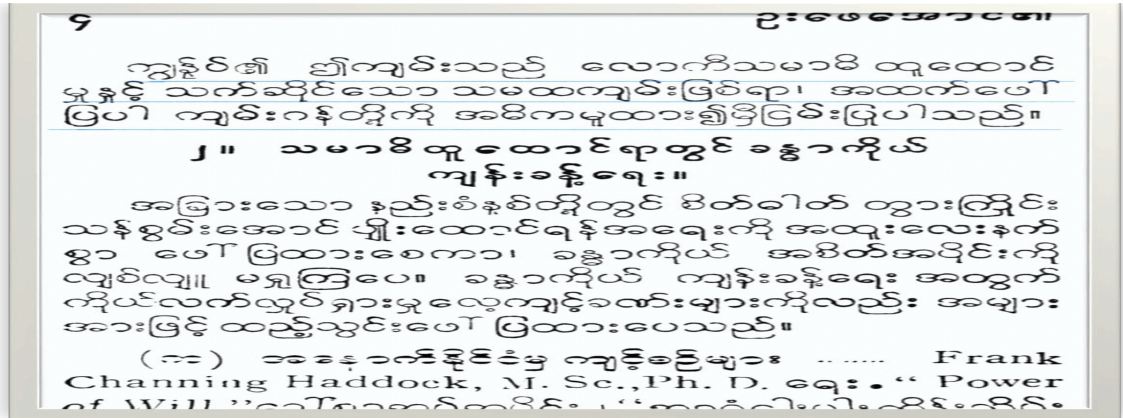
ကျမ်းတက်နည်းတွင် မူရင်းအကြောင်းအရာ ပါ၏။ ယင်းကို “ဝိသယ” ဟူ၍ ခေါ်၏။ ယုံမှားစရာလည်း ပါ၏။ ယင်းကို “သံသယ” ဟူ၍ ခေါ်၏။ သမယန္တရ၏ အဆိုအမိန့်လည်း ပါ၏။ ယင်းကို “ပုဗ္ဗပက္ခ” ဟူ၍ ခေါ်၏။ သကသမယ၏ အဆိုအမိန့်လည်း ပါ၏။ ယင်းကို “ဥတ္တရပက္ခ” ဟူ၍ ခေါ်၏။ နောက်ဆုံး လိုအပ်သော ဆုံးဖြတ်ချက် ပါ၏။ ယင်းကို “နိဇ္ဈယ” ဟူ၍ ခေါ်၏။ ထို့ကြောင့် အကြောင်းအရာ တစ်ခုကို ဖတ်သောအခါ စပါးလုံးနှင့် ဆန်စေ့ကို ရွေးသလို ဖော်ပြပါ အချက်ငါးခုကို တစ်ခုချင်းအလိုက် ရွေးရ၏။ ထို့နောက်မှ ပယ်သင့်သည်ကို ပယ်၍ ယူသင့်သည်ကို ယူရ၏။ ဤသို့ ရွေးတတ်ရန် ကျမ်းတက်နည်းကို အသုံးပြုရ၏။ ဤသည်မှာ ကျမ်းတက်နည်း၏ အနှစ်သာရ ဖြစ်၏။ အနှစ်သာရကို သိလျှင် နှစ်လိုဖွယ်ကို တွေ့ရ၏။ အနှစ်သာရကို မသိလျှင် စက်ဆုပ်ဖွယ်ကို တွေ့ရ၏။ အကုသိုလ်သည်လည်း သင်္ခါရပင် ဖြစ်၏။ ထို့ကြောင့် ဖြစ်ပျက်ကို ရှု၍ ရ၏။ ဤလောက၌ အသုံးမကျခြင်း ဟူသည် မရှိ၊ အသုံးမချတတ်ခြင်းသာ ရှိ၏။

Making Good Argument

In a research argument, you make a claim, back it with reasons supported by evidence, acknowledge and respond to other views, and sometimes explain your principles of reasoning. There’s nothing arcane about these things: you do them in every conversation that inquires thoughtfully into an unsettle issue.

Opinion/ Statement/ Claim/ Reason/ Evidence/Acknowledge & Response/ Principle/ Warrant

ဗုဒ္ဓ၏ မြေကွဲနွဲ့တို့တွင် ဝိတ်သဘာဝ၏ တိုးတက်ထွားကြွင်းမှုနှင့် သမာဓိ ထူထောင်မှုတို့အတွက် ကျင့်စဉ်ပဋိပတ် အရပ်ရပ်ကို ဗုဒ္ဓ၏ ဒေသနာတော်များတွင် တွေ့ရှိနိုင်ပေသည်။ သို့ရာတွင်- သျှင်ဗုဒ္ဓဃောသသည်၊ မိမိစိရင်အပ်သော ဝိသုဒ္ဓိမဂ်ဝယ်၊ ထိုကျင့်စဉ်အရပ်ရပ်ကို သိရှိပြည့်စုံစွာ ရေးသားထားပေသည်။ ၎င်းမြင်လည်း အသျှင်အနုရုဒ္ဓါ စိရင်အပ်သော အဘိဓမ္မက္ခယသင်္ဂဟကျမ်း၊ ကမ္မဋ္ဌာန်း ဝိုင်းတွင် သမာဓိထူထောင်ရေးအတွက် နည်းနာအဝဝတို့ကို အထူးပေ၍ ဖြေထားပေသည်။



Discussion and Conclusion (A)

- Poson (also known as Poson Poya) Festival
- Tāta, pabbajjā nāma atidukkarā, sītena atthe sati uṇhaṃ labhati, uṇhena atthe sati sītaṃ labhati, tasmā tāta, mā pabbajāhi”’ti (Ja VI 85).
- Sace pañcamam pārajikam paññapetum sakkā abhaviṣṣa, apaccavekkhitāhāraparibhogo pañcamam pārajikam katvā paññapetabbo bhaveyya (Spk II 95).

Discussion and Conclusion (B)

Tattha paṭivedho ca paṭipatti ca hotipi na hotipi. Ekasmiñhi kāle paṭivedhadharā bhikkhū bahū honti, eso bhikkhu puthujjanoti aṅgulim pasāretvā dassetabbo hoti. Imasmiṃyeva dīpe ekavāre puthujjanabhikkhu nāma nāhosi (Ps IV 80).

5. Formulating Research Problem by Dr. Ven. Dr Ketumālā

The Important of Research problem

- ❑ The research is generated by research problem or question. Without problem, we cannot do research. In order to find out the problems, a researcher must have a great observation.
- ❑ It is like the identification of a destination before undertaking a journey.

Research Problem

- ▶ A research problem is a broader and more general issue or topic that requires investigation or exploration.
- ▶ It is a statement as the starting point for the research process that identifies an area of concern, a gap in knowledge that needs to be addressed through research.
- ▶ A research problem typically highlights an existing situation, challenge, or question in a particular field or context.
- ▶ You might look for practical problems aimed at contributing to change, or theoretical problems aimed at expanding knowledge.
- ▶ At the same time, research problems help to identify the key concepts and terms of research.
- ▶ It also gives a framework to report results.

Gaps for the Research problem

- ▶ Addresses a considerable research gap (empirical gaps, theoretical gaps, knowledge gaps, methodological gaps and practical gaps)
- ▶ Rationalized using relevant and most recent articles and other evidences

- ▶ Explained sufficient detail with a persuasive argument

Six Characteristics of Problem

to be a successful research problem

1. The problem should be significant.
2. The research problem is that the researcher should be able to state the problem clearly and concisely.
3. It should be great interest.
4. It should be able to obtain the information
5. The research problem found by researcher should be delineated and
6. It should be able to draw conclusion.

Steps to formulate a research problem

Here are the five basic steps to formulate a research problem:

1. Identify the broad research area
2. Divide the broad area into sub-areas
3. Choose a sub-area
4. Formulate research questions
5. Set research objectives

Identify the broad research area

- ▶ Begin your research by identifying a broad research area based on your interest, specialty, profession, expertise, and knowledge.
- ▶ For example, a researcher studying sports education can select areas like football, soccer, hockey, and baseball.

- ▶ These are the broader areas that can be further subdivided into various research topics.

Divide the broad area into sub-areas

- ▶ After you choose a broad area to study, drill down to a specific topic that is manageable and researchable. To do this, break down the broad area into sub-areas and choose a specific research topic.

For example, if your broad area is soccer, it can be further divided into the following subcategories:

- ▶ Profile of soccer players
- ▶ Profile of soccer clubs
- ▶ Level of soccer clubs
- ▶ Impact of the club on the city
- ▶ Revenue generating areas
- ▶ Sponsors of the soccer clubs

Choose a sub-area

- ▶ It is not possible to study all the sub-areas due to time and money constraints.
- ▶ Thus, choose one sub-area of interest and one that is manageable and feasible for you.
- ▶ The area you select must have some research significance and must be significant to your research knowledge

After choosing subarea, you have to formulate problem which must be research-able

- ▶ Therefore, the researcher should state the nature of the problem, how to identify it and why it become the problem.

Basic factor of research Problem

The nature of research problem has two important facts.

- ▶ Situation
- ▶ undesirable consequences caused by that condition, costs that you (or, better, your readers) don't want to pay or impact of situation (side- effect)

We have to understand clearly a situation. If we do not know it, we will get many sides effect of it.

- ▶ How does Myanmar Buddhism change over 60 years?

This is noted that we have to ask or make a question based on your topic or sub- area to formulate research problem or question.

Formulation Research Problem

- ▶ Where in them do you see contradictions, inconsistencies, incomplete explanations? Tentatively assume that other readers would or should feel the same. You can also find a research problem in this way.
- ▶ But before you set out to correct a gap or misunderstanding, be sure it's real, not your own misreading.

Example; you think you've found a real puzzle or error, do more than just point to it. If a source says X and you think Y, you may have a research problem, but only if you can show that those who misunderstand X misunderstand some larger issue, as well.

Difference between Research Problem and Research Question

- ▶ A Research problem and research question are two important aspects for the research study. Although some people assume that they are the same, they are not.

Research Question

- ▶ A research question is a more specific and focused inquiry that stems from the broader research problem.

- ▶ It represents a clear and concise question that the researcher seeks to answer through investigation and analysis.
- ▶ Research questions are formulated to address specific aspects of the research problem and guide the research process by providing a clear direction for data collection, analysis, and interpretation.
- ▶ A research question refers to a specific inquiry the research study and expects to provide answers.
- ▶ A research question in a research study shows the path of the research process.
- ▶ Basically, a research question of the research determines the methodology and hypothesis.
- ▶ Furthermore, the research question guides the stages like analyzing and reporting data in research.

Formulate research questions

- ▶ After you choose a specific sub-area as mentioned earlier, think about the areas you must explore and research.
- ▶ Start noting down the important questions that you deem important for the research study.
- ▶ Many questions may arise but narrow down and choose the most important and impactful one.
- ▶ The length of the research depends on the number of questions you formulate.
- ▶ Choose the research question, depending on the expected length of your research.
- ▶ Research question: we have to use these words; wh question: What? How? Why

Example of Research Problem and Research Question

Example (1)

- ▶ The teachers at school X do not have the skills to recognize or properly guide gifted children in the classroom. (Problem)

- ▶ What practical techniques can teachers at school X use to better identify and guide gifted children? (Question)

Example (2)

- ▶ Young people increasingly engage in the ‘gig economy’ rather than traditional full-time employment. However, it is unclear why they choose to do so. (Problem)
- ▶ What are the main factors influencing young people’s decisions to engage in the gig economy? (Question)

Example Practice gap,

- ▶ Anālayo explains that Satipṭṭāna practice is for the attainment of Nibbāna.
- ▶ However, in the daily life, we need to practice the Satipṭṭāna to reduce stress. It is also research problem because it is practice gap.

To solve this problem, what kinds of Satipṭṭāna will be used for daily practice? (choose sub-divided topic area such as kāyānupassanā)

- ▶ How do we practice it in order to reduce stress in daily life? (Daily life)
- ▶ What is the benefit of it?

What practice do you apply for daily life?

Example Daily life problem,

- The car breaks down on the road. It is also called problem because people need to solve this problem. To solve problem,
- ▶ What are the settings of the car? (Choose sub-divided area)
- ▶ what kinds of setting is break down in the car? (Engine, body oil, etc)
- ▶ How do we check the car?
- ▶ Who do you make breaking down of it?

From the Gaps

- ▶ No detailed study in relation to the concept of the disappearance of the Buddhasasana in the context of the Theravada tradition has been found other than some dissertation attempts to fulfil the gaps and inadequacies of the previous studies.
- ▶ In this thesis, the following research questions mainly addressed. (Sri Sumangalasami)

Research Problem and Research Question

Problem: Regarding this *Upasatha*, many scholars have different views on it. And also there are many *Vinayakamma* related to *Upasatha* to study more. They show the interrelationship of the *Upasathakamma* and *Vinayakamma* which should be explained clearly. Therefore, this research is based on the following questions;

- ▶ Question: What is the general concept of *Upasatha* depicted in *Pali* Literature? Many scholars hold that the *Upasatha* custom is adopted by the Buddha from the other contemporary sects. It is controversial point to discuss based on the *Pali* Literature. Furthermore, the *Upasatha* was laid down by the Buddha for monks on his twentieth *vassa*.
- ▶ Background of Problem: it is observed that several numbers of *Bhikkhu-Vinaya* were promulgated by the Buddha with reference to female society.
- ▶ Problem: and Question: In this regard, it is an issue to investigate “*What are the impacts of female behaviors on the promulgation of Bhikkhu Vinaya?*”
- ▶ There have been various contributions by several scholars to Buddhism regarding Buddhist psychology, as well as *jataka* stories. Though there are a number of works about *jataka*, most of them are traditional and cultural base, and some of them are ethical approach. As a matter of fact, no scholarly research has been conducted before on this matter, the matter of studying combination of those two categories; motivation and Buddhist *jataka* stories. Moreover, there is a arguable fact that the concept of fear is the basic idea of the buddhis motivation. This idea

will be importantly analyzed in this present research proving what the Buddhist motivation really is, based on different manifestation of jataka stories.

- ▶ Basically, the research problem is ‘ What are the key aspects of motivation found in jataka stories’

Research Question

- ▶ What are the concepts of motivation in Buddhism
- ▶ What are the motivation impacts of jataka stories on the Buddhist society
- ▶ Are all aspects of the motive of jataka morally positive
- ▶ What is the motivational role of fear bhaya in Buddhist missionary in relation to jataka
- ▶ What is the ultimate purpose of the motivational teaching in jataka stories

6. Planning Research Argument Dr. Ven. Ketumālā

Research Argument

သုတေသနဆိုင်ရာ စောဒကတက်ခြင်းနှင့် ဖြေဆိုခြင်း

Argument ၏ ဆိုလိုရင်းမှာ “အငြင်းအခုံ”၊ “အကျိုးသင့် အကြောင်းသင့် ဆွေးနွေးခြင်း” ကို ဆိုလိုပါသည်။ Research Argument ၏ သဘောမှာမူ စကားများ ငြင်းခုံခြင်း “ငါ့စကား နွားရ’ ပြောချင်းမျိုး မဟုတ်ပါ။ သုတေသီကိုယ်တိုင် တခြားလူနေရာကနေ မိမိတင်ပြထားသော အယူအဆကို စောဒကတက်ပြီး မေးခွန်းပြန်ထုတ်ခြင်းနှင့် ကိုယ်တိုင် ဖြေဆိုခြင်း ဖြစ်ပါသည်။

Research Argument

- အချက်လက်များကို ရှာဖွေစုဆောင်းပြီးလျှင် လုပ်ငန်းစဉ်အရ သုတေသနတင်ပြမှုကို ဆက်လက်လုပ်ဆောင်ရ၏.

- ယခုအဆင့်တွင် မိမိဖြေရှင်းရမည့် ပြဿနာနှင့် ယာယီအဖြေတို့ကို ရှင်းလင်းစွာ နားလည်ရပါမည်။
- ၎င်းပြဿနာတို့ကို ဖြေဆိုသော အဖြေကို ခိုင်လုံစေသော အကြောင်းပြချက်များ၊ အကြောင်းပြချက်အပေါ် သာဓကပေးမည့် အထောက်အထားများကို ရှာဖွေရရှိပြီးနောက် အဖြေနှင့် အခြားဆန့်ကျင်ဘက်အယူအဆများကိုပါ ပြင်ဆင်ရပါမည်။

သုတေသန တင်ပြချက်တိုင်းက အရေးပါမှု (၃)ခု

- ▶ သုတေသန၏ ကိုယ်ပိုင် အယူအဆ (Claim)
- ▶ ကိုယ်ပိုင် အယူအဆကို အထောက်အထားပြုစေသော အကြောင်းပြချက် (reason)
- ▶ အကြောင်းပြချက်ကို ခိုင်လုံစေသော အထောက်အထား (evident)

With reasons and evidence, we have the core of a research argument:

Claim+ because of reason +based on evident

Evaluating your claim

- ▶ Vague claims lead to vague arguments. The more specific your claim, the more it helps you plan your argument.
- ▶ As you draft your working claim, try elaborating its logic in two ways: Introduce it with a qualifying clause beginning with although or even though. Conclude it with a reason clause beginning with because.
- ▶ For example: Although violent crime is actually decreasing, regular TV viewers overestimate their neighborhood crime rate by 150 percent and therefore misjudge personal danger to themselves and their families, because local TV evening news regularly opens with graphic reports of

mayhem and murder in familiar locations, making many believe that crime happens nightly outside their front door.

- ▶ While that claim may be overblown, it foreshadows three of the five elements that you need in a full argument: (1) Although I acknowledge X, (2) I claim Y, (3) because of reason Z.
- ▶ You can use an introductory although clause to acknowledge three kinds of alternative view

Two kinds of support the Claim: Reasons and evidence

Base Claims on Reasons

- ▶ The first kind of support, a reason, is a statement that gives your readers cause to accept your claim. We often join a reason to a claim with because:

Example: TV violence can have harmful psychological effects on children(claim) because their constant exposure to violent images makes them think that violence is natural. (reason)

Planning for Reason

- ▶ အကြောင်းပြချက်ကို အထောက်အထား ရှာသကဲ့သို့ အထူးရှာစရာ မလိုပေ။ အချက်လက် အထောက်အထားကို အဓိပ္ပါယ်ဖွင့်ဆိုရမည်ဟု အထက်တွင် ပြောခဲ့ပါသည်။ ယင်းအဓိပ္ပါယ် ဖွင့်ဆိုချက်သည်ပင် အကြောင်းပြချက် ဖြစ်လာ၏။
- ▶ အကြောင်းပြချက်ဟူသည် အထောက်အထားကို အဓိပ္ပါယ်ဖွင့်ဆိုခြင်း ဖြစ်၏။ ယင်းအထောက်အထားသည် အကြောင်းပြချက်ကို သာဓကပြုပေး၏။ တစ်ဖန် ၎င်းအကြောင်းပြချက်သည် အယူအဆကို ထောက်ပံ့ပေး၏။ သို့သော် အကြောင်းပြချက်သည် ခိုင်လုံတိကျသော အထောက်အထားပေါ်တွင် အခြေပြုရပါမည်။

Base Reasons on Evidence

- ▶ The second kind of support is the evidence on which you base your reasons. Now the distinction between reasons and evidence can seem just a matter of semantics, and in some contexts the words do seem interchangeable:

Making Good Argument

- ▶ In a research argument, you make a claim, back it with reasons supported by evidence, acknowledge and respond to other views, and sometimes explain your principles of reasoning. There’s nothing arcane about these things: you do them in every conversation that inquires thoughtfully into an unsettled issue

Five factors of Argument

- ▶ ၁. ကိုယ်ပိုင် အယူအဆ (Opinion/Statement/ Claim)
- ▶ ၂. အကြောင်းပြချက် (Reason)
- ▶ ၃. အထောက်အထား (Evidence)
- ▶ ၄. အသိအမှတ်ပြု တုံ့ပြန်ခြင်း (Acknowledge & Response)
- ▶ ၅. အမှန်ယူဆချက်သဘော/ ခိုင်လုံသော အကြောင်းပြချက် (Principle/Warrant)

ဥပမာ ငြိမ်းမယ်လို့ ယုံကြည်ပါတယ်။ (ကိုယ်ပိုင်အယူအဆ)

- ▶ ဘာကြောင့်လဲ

အစွမ်းကုန်ကြိုးစားနေလို့ ဖြစ်ပါတယ်။ (အကြောင်းပြချက်)

- ▶ ဘယ်လိုကြိုးစားတာလဲ

တနေ့တာ သတ်မှတ်ချက်ပြီးအောင် ပုံမှန်ရေးတယ်။ လိုအပ်သော အချက်လက်လည်း နေ့စဉ်ရှာဖွေတယ်။ စာကြည့်တိုက် သွားတယ်၊ လိုအပ်ရင် အင်တာနက်ကနေလည်း

ရှာဖွေတယ်။ ဆရာတွေရဲ့ အကြံဉာဏ်များကိုလည်း ရယူတယ်။ ဆိုင်ရာနယ်ပယ်က ပညာရှင်များနဲ့ ဆွေးနွေးတိုင်တယ်။ သုတေသနနှင့် ပတ်သက်လို့ လိုသမျှ ပြည့်စုံအောင် ကြိုးစားလုပ်တယ်။ (အထောက်အထား)

- ▶ အခုလို ကြိုးစားရုံနှင့် ကျမ်းပြီးနိုင်လား၊ မပြီးနိုင်တဲ့သူတွေလည်း ရှိနေတာပဲ။ (ဆန့်ကျင်ဘက် အမြင်)

ဟုတ်ပါတယ်၊ မှန်ပါတယ်၊ ဒါပေမယ့် အခုက ကိုယ်တိုင် လုပ်အား၊ ဆရာတွေရဲ့ ထောက်ခံမှု၊ သိသာတဲ့ ရလဒ်တွေအရ အခုလို သေချာပြောနိုင်တာပါ (အသိမှတ်ပြု တုန့်ပြန်ခြင်း)

- ▶ ဒီလောက်နဲ့ ပြီးနိုင်ပြီလို့ ပြောလို့ ရမလား။
- ▶ “သုတေသနလုပ်ငန်းမှစ၍ အဆိုပြုလွှာ တင်နိုင်ရင်ကို ကျမ်းတစ်ဝက်ပြီးပြီ” လို့ အဆိုရှိထားတယ်။ အခု ၇၅ ရာခိုင်နှုန်းကျော် ပြီးနေပြီ။ ဒါအပြင် “ကြိုးစားရင် ဘုရားတောင် ဖြစ်နိုင်သေးတာပဲ” မဟုတ်လား။ တကယ်ကြိုးစားရင် မဖြစ်နိုင်တာ မရှိပါဘူး။ (အမှန်ယူဆချက်)

For example...

- ▶ TV violence can have harmful psychological effects on children (claim 1) because those exposed to lots of it tend to adopt the values of what they see. (Reason 1 supporting claim 1 / claim 2). Their constant exposure to violent images makes them unable to distinguish fantasy from reality. (Reason 2 supporting reason 1 and claim 2) Smith (1997) found that children ages 5–7 who watched more than three hours of violent television a day were 25 percent more likely to say that most of what they saw on television was “really happening.” (Evidence supporting reason 2)

Of course, some children who watch more violent entertainment might already be attracted to violence. (acknowledgment). But Jones (1999) found that children with no predisposition to violence were as attracted to violent images as those with a violent history. (respon)

Argument သဘော သဘာဝ

- ▶ ကိုယ်ပိုင် အယူအဆသည် သုတေသီ၏ ကိုယ်ပိုင်ကောက်ချက်နှင့် ပြဿနာ၏ အဖြေ ဖြစ်ပါသည်။
- ▶ အကြောင်းပြချက်သည် အယူအဆကို အကြောင်းပြချက် ပေးခြင်း ဖြစ်ပါသည်။
- ▶ အထောက်အထားသည် အကြောင်းပြချက်ကို ခိုင်လုံစေသော အကိုးအကား ဖြစ်ပါသည်။
- ▶ အသိအမှတ်ပြု တုံ့ပြန်ခြင်းသည် ဆန့်ကျင်ဘက်အမြင် (သို့) မတူညီသော အယူအဆကို အသိအမှတ်ပြု၍ ပြန်လည်ချေပခြင်း ဖြစ်ပါသည်။
- ▶ အမှန်ယူဆချက်သဘော/ ခိုင်လုံသော အကြောင်းပြချက်သည် ကိုယ်ပိုင်အယူအဆနှင့် အကြောင်းပြချက်တို့ ဆက်နွယ်မှုကို အထောက်အကူပြုသည့် သဘောဖြစ်ပါသည်။
- ▶ ကိုယ်ပိုင် အယူအဆဟူသည် သုတေသီ၏ ကိုယ်ပိုင်ကောက်ချက်ဖြစ်၏။

၎င်းသည် ပြဿနာ၏ အဖြေလည်း ဖြစ်သည်။

- ▶ အကြောင်းပြချက်ဟူသည် ၎င်းအယူအဆကို အကြောင်းပြသော (ကာရဏ (သို့) ဟေတု) ဝါကျတည်း။

- ▶ အထောက်အထားဟူသည် အကြောင်းပြစကားကို ခိုင်လုံစေသော အကိုးသာဓကပြ (အာဂမဒဠီကာရဏ) ဝါကျ ဖြစ်၏။
- ▶ အသိအမှတ်ပြု၍ တုံ့ပြန်ခြင်းဟူသည် မတူညီသည့် အမြင် (သို့) ဆန့်ကျင်ဘက်အမြင်ကို အသိအမှတ်ပြု ပြန်လည် ချေပသော (ဗျတိရေက စောဒနာအဖြေမျိုး) ဖြစ်ပါသည်။
- ▶ အမှန်ယူဆချက် သဘောသည် ကိုယ်ပိုင်အယူအဆနှင့် အကြောင်းပြချက်တို့ကြား ဆက်နွယ်မှုကို အားဖြည့်ပေးစေသော အကြောင်းသဘောတရား တရပ် ဖြစ်ပါသည်။

7. Approaches in the Academic Field: Methods for Effective Learning and Research by Dr. Ven. Ariyavamsa

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19. Ethnographic Research
20. Psychological Approach
21. Socio-cultural Analysis
22. Gender Studies
23. Ecological Perspectives
24. Interdisciplinary Approaches.
25. Analytical Approach
26. Critical Approach
27. Empirical Research Approach
28. Theoretical Approach
29. Qualitative Research Approach
30. Quantitative Research Approach
31. Experimental Approach
32. Comparative Approach
33. Conclusion
34. Resources

Introduction

In exploring '*Approaches in the Academic Field: Methods for Effective Learning and Research*,' this study aims to provide a comprehensive overview of **various methods and approaches** essential for academic inquiry. By examining these methods and approaches, the analysis will highlight how these **diverse methods and approaches** contribute to effective learning and research practices. The goal is to elucidate how each method and approach can be strategically employed to address **research questions, enhance academic understanding, and improve research outcomes.**

Method = Specific Technique (data)

Approach = Overall Strategy (topic)

Research Method

Research methods are specific procedures for **collecting** and **analyzing data**. Developing your research methods is an integral part of your research design. When planning your methods, there are two key decisions you will make.

First, decide how you will **collect data**. Your methods depend on what type of data you need to answer your research question and second, decide how you will **analyze the data**.

Methods for Collecting Data

Data is the information that you collect for the purposes of answering your research question. The type of data you need depends on the aims of your research. (Data > Data Type > Information)

Methods for Analyzing Data

Your data analysis methods will depend on the type of data you collect and how you prepare it for analysis. (After Data Collection, then Analyze Data)

Data can often be analyzed both **quantitatively** and **qualitatively**. For example, survey responses could be analyzed **qualitatively** by studying the meanings of responses or **quantitatively** by studying the frequencies of responses.

Aspect

Purpose

Nature of Data

Data Collection Methods

Analysis Methods

Examples

Qualitatively

Understand meanings, experiences, and concepts

Non-numerical (text, audio, video)

Interviews, observations, open-ended surveys

Thematic analysis, content analysis, narrative analysis

Interview transcripts, open-ended survey responses, field notes, textual documents

Quantitatively

Quantify variables, identify relationships, test hypotheses

Numerical (numbers, statistics)

Closed-ended surveys, experiments, structured observations

Descriptive statistics, inferential statistics, correlation analysis, experimental analysis

Survey data, test scores, sales figures, demographic data

Example Methods

- Survey Method
- Compilation Method
- Comparative Method
- Qualitative Method
- Quantitative Method
- Mixed Method
- Descriptive Method
- Analytical Method
- Critical Method
- Experimental Method

Survey Method

The survey method is a research technique that involves asking a group of people questions to gather information about specific topics. This group of people, called **respondents**, is selected based on **certain criteria** to ensure they represent the larger population being studied.

“Perceptions and Practices of Compassion in Contemporary Buddhist Communities: A Survey Study”

Data Collections: Survey Questionnaires from practitioners

Data Analysis: Quantitative Analysis and Qualitative Analysis

Compilation Method

This method involves gathering and combining existing data or information from various sources to create a comprehensive overview or summary on a particular topic. It typically includes reviewing and synthesizing published research, reports, and other relevant materials to draw conclusions or present a cohesive analysis without conducting new primary research.

“An Overview of Buddhist Ethical Principles in Modern Interpretations and Teachings”

Data Collections: Literature Review, Document Analysis

Data Analysis: Content Analysis, Comparative Analysis

Comparative Method

This method involves systematically comparing different cases, texts, or phenomena to identify similarities and differences. It is used to understand variations and commonalities, and to draw conclusions about their relationships and underlying patterns.

“Comparative Analysis of Ethical Teachings in Theravāda and Mahāyāna Buddhism”

Data Collections: Textual Analysis, Case Studies

Data Analysis: Comparative Analysis, Thematic Analysis

Qualitative Method

Focuses on exploring and understanding complex phenomena through detailed, contextual, and often subjective data, such as **interviews** and **observations**.

“Exploring the Role of Mindfulness in Daily Life: A Qualitative Study of Tibetan Monks' Practices”

- i. **Data Collection:** In-depth interviews and observations of Tibetan monks.
- ii. **Data Analysis:** How Tibetan monks practice mindfulness, providing insights into their daily routines, perceived benefits, and challenges.

Quantitative Method

Emphasizes collecting and analyzing numerical data to identify **patterns**, **test hypotheses**, and make **generalizable conclusions** using statistical methods.

“The Impact of Mindfulness Meditation on Stress Levels Among College Students ”

Data Collections: Surveys, Experiments, and Statistical records

Data Analysis: Detect patterns in stress reduction related to the frequency of mindfulness practice, demographic variables (e.g., age, gender), and other lifestyle factors.

Mixed-Method

Combines qualitative and quantitative techniques to provide a comprehensive view by integrating both numerical data and in-depth insights.

“The Impact of Mindfulness Meditation on Academic Performance and Well-Being in College Students: A Mixed-Methods Study”

Data Collection: Interviews and Observations of the College Students

Data Analysis: How to impact on Mindfulness Meditation among the Students

Experimental Method:

Involves manipulating **variables** and controlling conditions to establish cause-and-effect relationships through experiments.

“The Effects of Mindfulness Meditation on Anxiety Levels in College Students: An Experimental Study”

Data Collection: Experimental Group, Control Group, Baseline Measurement

Data Analysis: Compare Baselines, Pre-Post Comparison, Effect Size

“Investigating how different amounts of sleep affect students' test performance: Experimental Study”

1. **Independent Variable:** *The amount of sleep* (e.g., 4 hours, 6 hours, 8 hours) because this is what you change to see how it impacts test performance.
2. **Dependent Variable:** *Test performance* (e.g., test scores) because this is what you measure to determine the effect of different amounts of sleep.

Analytical Method:

The Analytical Method involves breaking down a complex problem or system into smaller, more manageable parts to understand its structure and function. This

approach emphasizes logical reasoning, critical thinking, and detailed examination of the components and their relationships.

“An Analytical Study of the Factors Influencing Student Performance in Higher Education”

Data Collection: Scriptures and Texts, Observational Data

Data Analysis: Textual Analysis, Thematic Analysis

Critical Method

The Critical Method involves analyzing texts, beliefs, or practices with an emphasis on questioning assumptions, evaluating arguments, and uncovering deeper meanings. This method seeks to identify biases, contradictions, and underlying ideologies.

“A Critical Analysis of the Concept of Anatta (Non-Self) in Early Buddhist Teachings”

Data Collection: Scriptures and Texts, Observational Data

Data Analysis: Source Criticism, Contextual Criticism

Methodological Approach:

Methodological Approaches refer to the broad strategies and underlying philosophies that shape research. They provide a **framework** for selecting **methods** or **techniques**, guiding how researchers frame questions, gather and analyze data, and interpret findings.

Analysis on a Thesis title:

1. Research Topic
2. Specific Aspect
3. Scope or Focus
4. Methods
5. Methodological Approach

Research Topic:

“A Critical Study of *Yonisomanasikāra* (Proper Reflection) With Reference to Pali Buddhism”

1. **Specific Aspect:** *Yonisomanasikāra* (Proper Reflection)

2. . **Scope or Focus:** With reference to Pali Buddhism
3. **Methods:** Critical Analysis
4. **Methodological Approach:** Textual Analysis within Pali Canon

Reference of Books:

1. Singh, Yogesh Kumar. *Fundamental of Research Methodology and Statistics*. New Age International, 2006.
2. Cohen, Louis, Lawrence Manion, and Keith Morrison. *Research Methods in Education*. routledge, 2002.
3. Creswell, John W. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. pearson, 2015.

Online Resources:

1. Scribbr - Research Methods Guide
2. SpringerLink - Constructivist Learning Theory and Creating Effective Learning Environments
3. SpringerLink – ResearchGate

Chapter 3. Research Proposal

1. Introduction to Research Proposal and How to Write Introduction (in Buddhist Studies) by Dr. Ven. Jatila

Contents of A Research Proposal or Synopsis for MPhil & PhD

1. Proposed research topic
2. Introduction
3. Research problems
4. Scope and Objective
5. Methodology /Methods
6. Literature reviews
7. Chapter outline
8. Hypothesis or possible outcome
9. Bibliography

Contents of A Research Proposal or Synopsis for MPhil & Ph.D

Proposed Research Degree and Proposed Research Topic

Introduction , Purpose of the Study , Literature Review , Research problems , Research Method/ Methods , Research Limitations Chapter outline (tentative) , Possible Outcomes , Working Bibliography

How to write a research proposal properly or more effectively as systematic academic research?

Choosing a specific research topic

Understanding key words included in your research topic

In a research topic, there are three key words: Approaching method+ Principal subjects +Scope

Specific Research Topic

Approaching method

Principal subjects

Scope

Sample research topics

1. A Critical Study of Indriyabhāvanā Sutta with special reference Its Meditation Techniques (Ven. Dr. Jatila (Namhsan))
2. The Concept of the Disappearance of Buddha-Sasana as Reflected in Theravāda Literature: An Analytical Study (Ven. Dr. Sumingala)

1. A Critical Study of (Ven. Dr. Javana) Analytical study of the Concept of Nutriment (āhāra) in Theravāda Buddhist Literature (Ven. Dr. Jatila (Namhsan) v
What is your research topic? Have you written your research proposal? How long have you done this research?

2. Introduction

**Introduction of synopsis Introduction included in each of the main chapters
Final revising introduction when the thesis is completely finished.**

After selecting a specific research topic, before writing a research proposal, the selected research topic must be systematically divided at least four or five main chapters, in which connect with each other. Conduct the lists of possible subtitles under the main particular of chapters. Review your selected topic whether you have enough sources or not to write it as Mphil or PhD thesis.

Make sure and clear main chapters of the thesis

How to write an introduction of the synopsis properly?

Describing key words and brief background of the selected topic
 Clarifying the important facts that will expose in the chapters
 Applying data collections and data analysis from the primary sources and secondary sources

Providing obvious statement, clear and meaningful sentences, solidarity sentences with documentary sources, coherent passages to the next passages and reasonable argument
 Your introduction of research proposal should cover with your research topic, its principal concept and contribution. Write your thesis with your own word and sentences with documentary sources rather than applying direct quotation too much.

3. Research problem

Research problem is the heart of the research project. The first challengeable task in any research project is to identify an area required to investigate a specific research problem. It is to discover solution for unresolved problems or some controversial facts.

Research question is research problem. Research question: What? How? Why
Conceptual question: Not telling to do, but helping to understand some issue

Practical question: What should we do?

Applied question: What must we understand before we know what to do?
 (Kate L. Turabian, *A manual for Writers of Research Papers, Theses and Dissertations:* 2007: 8-9)

4. Scope and objectives

Scope

Depending on your research topic field: Buddhist ethic, psychology, meditation, history etc., the scope of the research is limited/ confined in accordance with *Theravāda pāli* cannon: *Vinaya piṭaka*, *Suttanta piṭaka*, *Abhidhamma piṭaka*, or *visudhimmaga*. If necessary, it will also be applied...../ Myanmar, Thailand, Sri Lanka, etc. Historical research: era, B.C or AD century/contemporary decades.

Objectives

The main objective of this study is to explore the concept and practice of.....with reference to Theravāda Buddhism. This work will provide the essential fulfilment of the gap..... in the field of Buddhist studies.

The general objective of the research can be highlighted based on the main chapters title of your research.

5. Methodology/ methods

The research methodology is the philosophy or general principle which guides the research. Research methods are the tools while you use to gather your data. Analytical study, Critical approach, Comparative study, Historical study, meditative approach etc.

Data collections: primary sources and secondary sources Primary sources gathered from the Theravāda Pāli texts and its Commentaries and Sub-commentaries. v Secondary sources collected from the research works, books, article etc., composed by scholars. Interviews / Questionnaires/ Self-observation. The collected data are exposed in the analytical, critical, or comparative way. This observation is approached to conceptual and practical way, or Buddhist meditation.

Qualitative research explores attitudes, behaviour and experiences. This is a non-statistical research method.

Quantitative research generates statistics through the use of large-scale survey research, or a structured way of collecting data and analyzing it to draw conclusions.

Inductive method involves observation> generalization> theory. v Deductive method deals with theory>predictions> experiment.

6. Literature reviews

Secondary source: The theme of literature reviews is to discover what other researchers have done to keep up with current research.

Pointing out particular area or idea of topic and present how many scholars have done. Presenting scholars book names and express what they have done in the research. Learning others points of view and distinguishing both what are weakness and strengths of the books or other's works. Identifying the observation of the Author contributes to comprehend the basis concept and practice of....and also conducive to further extended research as academic work. Pointing out that in spite of existing research, it is inadequate and insufficient yet, hence to fulfill the gap of this mater, it is still required to investigate thoroughly as an academic research work.

Formulating what problem will be solved in your research.

7. Chapter outline

At least, the research work should be divided into three chapters or four- or five-chapters excluding conclusion.

**Chapter I Introduction ChapterII ChapterIIIChapter IV Chapter V Chapter VI
Conclusion:**

Highlight your contribution and concept of your thesis and recommendation or suggestion for further research field.

8. Hypotheis or Possible Outcome

Hypothesis is a statement of what the researcher belives will be the outcome of his/her research, experimemt/ study. Hypothesis has direct connection with the topic.

Bibliography/References styles

1.Primarysources

Secondary sources

* Bibliography can be used by any of (1) Chicago, (2)MLA, (3) Harvard, etc.

Sample a Research Proposal *An Analytical Study of the Concept of Āhāra in Theravāda Buddhist Literature* (MA-Essay) Or *The Significance of Āhāra for Physical and Spiritual Development in Buddhism* (research paper) (Ven.Dr.Jatila (Namhsan))

Introduction

The purpose of this study entitled “**Analysis of the Concept of Āhāra in Theravāda Buddhist Literature**” is to analyze the concept and practice of *āhāra* (food, nutriment) in Buddhism for the cultivation of physical and mental development. All living beings subsist on nutriment (*sabbe sattā āhāraṭṭhitikā*). Beings without nourishment food are unable to live alive. Hence *āhāra* is necessary for every animate being.

In Buddhist attitude towards *āhāra*, the *Sammādiṭṭhi Sutta* (M I 48) identifies four types of *āhāra* which are maintenances and subsistence for living beings. They are eligible food which is gross or subtle (*kabalīkara-āhāra*), the nutriment of contact (*phassa-āhāra*), the nutriment of mental volition (*manosañcetanā-āhāra*) and the nutriment of consciousness (*viññāṇa-āhāra*). Among the four *āhāras*, the first edible nutriment is for physical development, whereas the rest nutriments of contact, volition and consciousness are for mental development.

Further, this fourfold *āhāra* also deals with nutriment condition (*āhārapaccaya*) one of twenty-four conditions (*paṭṭhāna*) of the *Abhidhamma piṭaka*. The nutriment condition can be classified as twofold: material nutriment and mental nutriment. The *Paṭṭhāna* provides that edible food is related to this body by nutriment condition. The immaterial nutriments are related to their associated states, and the matter produced thereby, by nutriment condition (Paṭṭh I 5). The *āhārapaccaya* sustains material nutriment and immaterial nutriment like parents support their children.

Next, the arising and ceasing of *āhāra* should be observed as the causes and effects of existences. The *Upādānaparivatta sutta* (S III 59) also signifies that with the arising of

nutriment (*āhārasamudayā*), there is the arising of body (*rūpasamudayo*). In contrast, with the cessation of nutriment (*āhānirodhā*), there is the cessation of body (*rūpanirodho*). This identifies the factual appearance and disappearance of *āhāra* as causal process.

Furthermore, the four types of *āhāras* are relevant to the Four Noble Truths as recorded in the *Sammādiṭṭhi Sutta* (M I 48). A noble disciple (*ariyasāvaka*) discerns nutriment (*āhāra*), the origin of nutriment (*āhārasamudaya*), the cessation of nutriment (*āhāranirodha*) and the way leading to the cessation of nutriment (*āhāranirodhagāminīpaṭipadā*).

To this point, the four *āhāras* stand for *dukkha*. Craving for *āhāras* is the *dukkhasamudaya*. The cessation of *āhāra* is *dukkhanirodha*. The *āhāranirodhagāminīpaṭipadā* or *dukkhanirodhagāminīpaṭipadā* is the Noble Eightfold Path. Hence the *āhāras* are interrelated to the Four Noble Truths.

To be healthy, you should consume appropriate food (*bhojanasappāya*) and in spite of proper *āhāra*, know its moderation in eating meals (*bhojane mattannūtā*) (M I 355) so that you can live long life with good health. In the *Theragāthā* verses 983, Sāriputta Thera suggests thus: *Cattāro panca ālope abhunjitwā udakaṃ pive. alaṃ phāsuvihārāya pahitattassa bhikkhuno*. Leaving four or five mouthfuls of food yet uneaten for drinking water contributes to be healthy and happy. For Buddhist monastic life, The Buddha in the *Bhaddāli Sutta* (M I 437-8) declares thus: Bhikkhus, I eat *āhāra* at single session a day (*ekāsanabhōjanam bhunjāmi*). By doing so, I am free from illness and affliction, and I enjoy lightness, strength, and a comfortable abiding. The Buddha also encouraged His disciples to consume *āhāra* a single session a day as He did to be healthy. Thus, reducing eating *āhāra* is helpful to be good digestion and physical healthy.

In Buddhist monastic life, accepting and consuming meals in accordance with the *sekhiyas* rules pave the way how to cultivate polite physical culture by morality (*sīla*) (Vin III 190-9).

To develop detachment on nutriment, you should contemplate on the perception of loathsome on food (*āhāre-paṭikūla-saññā*) (Vism 342) in *samathabhāvanā*. In *satipaṭṭhāna* practice, the contemplation of nutriment involves clear comprehension (*sampajañña*) in a part of the contemplation on the body (*kāyānupassanā*) (M I 57). When a *vipassanā* meditator observes it with clear comprehension, the clear comprehension of non-delusion will take place. Accordingly, Buddhist attitude towards *āhāra* plays significant role in the cultivation of *sīla*, *sammādi* and *paññā* leading to spiritual development and liberation.

Research problem

Over-eating and consuming unsuitable meals generate to get diseases such as indigestion, physical discomfort etc. The suffering in seeking *āhāra* and craving are also taken into consideration the research problem in this study. To solve this problem, what are the concept and practice of *āhāra* in Theravāda Buddhist literature?

The scope and Objectives

This study approaches to the utilization of *āhāra* to cultivate physical health and mental development, examined within Theravāda Pāli canon including *Visuddhimagga*. This research aims at analyzing the concept of *āhāra* and its utilization for physical and mental development.

Methodology

The exposition of *āhāra* is approached to textual and analytical study. Data collections were gathered from Buddhist literature, especially in the discourses. The collective dates regarding *āhāra* are exposed in the cultivation of physical and mental development by means of meditation.

Literature Review

Nyanaponika Thera in his article entitled “*The Four Nutriments of Life*” has analyzed the four concepts of *āhāra*, namely *kabalīṅkārāhāra*, *phassāhāra*, *manosañcetanāhāra*

and *viññāhāra* and also provides a full translation of the *Puttamamsūpama sutta* (S II 98). His observation neglects to investigate the *āhāra* as causality and *āhāra* meditation. This remaining fact is required to investigate thoroughly. Our observation will examine the remaining fact regarding *āhāra* to fulfill the gap of the existing knowledge.

Chapter outline

This study will comprise four chapters and then conclusion.

Chapter I Chapter II Chapter III Chapter IV

Introduction

The Concept of *Āhāra* in Theravāda Buddhist Literature The Significance of *Āhāra* in Physical Development *Āhāra* Meditation towards Spiritual Liberation

The first chapter is introduction which covers the concept of *āhāra*, research problem, scope and objective, methodology, brief literature review and chapters outline, which are necessary to go research.

The second chapter analyzes concept of *āhāra* in Buddhist literature. This analysis consists of the four classifications of *āhāra*, *āhārapaccaya*, the *āhāras* relating to the Four Noble Truths and so forth.

The third chapter exposes significance of *āhāra* in Physical Development. This observation exposes edible nutriment in physical development, consuming proper food (*bhojanasappāya*) and knowing moderation in eating meals (*bhojane mattannūtā*) such as King Pasenadī of Kosala.

The fourth chapter elaborates on *āhāra* meditation towards spiritual liberation. This elaboration involves, the ways how to reflect on *āhāre-paṭikūla-saññā* in *samathabhāvanā* and to contemplate on *āhāra* with *sampajañña* in a part of the contemplation on the body (*kāyanupassanā*).

The possible outcome is understanding how to consume appropriate *āhāra* and discern its moderation, and also the way how to contemplate on *āhāra* by meditation. Consuming proper *āhāra* and knowing its moderation should be followed for physical and spiritual development. Reflection on the perception of loathsome on food brings to enhance detachment on *āhāra*, whereas contemplating on nutriment with clear comprehension leads to develop wisdom for spiritual liberation.

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āhāra for both physical and mental development

āhāra utilizing in Buddhism obtaining benefit

Understanding the arising and ceasing of āhāra

Reduction of consuming āhāra

Knowing āhāra as causality

Āhārasappāya/ Bhojanasappāya: consuming proper āhāra

Sustaining good health physically and mentally

Bhojanemataññūtā: knowing moderated eating

Developing mettābhāvanā to donors of āhāra

Accepting and consuming āhāra according to Sekhiya rules

Observing sīla: good morality, polite behavior & blamelessness

Following piṇḍapātikhutaṅga & sapadānacārikadhutaṅga

Āhārepaṭikūlasaññā: perception of loathsome on āhāra

Sampajañña: clear comprehension of āhāra

Detachment on āhāra Cultivating samādhi

Developing paññā

2. How to Manage a Research Proposal by Dr. Ven. Rathasāra

<ol style="list-style-type: none"> 1. Chosen Title 2. Literature Reviews 3. Research Questions 4. Methodology 5. Structure of Chapter Outlines 	<p>A brief structure of introduction to research in Buddhist studies.</p>
<p>The study of scientific research is an exercise in the production of knowledge. It is also organized, formalized and institutionalized as a practice embedded in the higher</p>	<p>The structure of the words can be changed after the second</p>

<p>knowledge. Formalization and institutionalization of research also mean the existence of certain structures of consensus among scholars to define methods and procedures for the production as well as validation of research based on knowledge. Choosing title of a surveying, as result, step is the first probably one of the most important in the field of research. It can generally overview of the whole project title under the follow:</p> <ol style="list-style-type: none"> (1) The researcher should overview and analyze the type of research, (title) such as sociology study, philosophy, history and psychology in Buddhist studies. In addition, limitations, objective and the quality of research, which can formulate a project goal. (2) The title should give a general understanding to the readers. (3) To get suggest the ideas from other seminars or supervisors or anyone else. The management of research progress through master planning in short-term can be identified effectively. (4) Look at the structure of chapterization and manage how many chapters will be included in the research project. (5) Formulate the questions and how many questions can be extracted from research? i.e <u>“a critical study of ethics in early Buddhist perspective”</u> (6) Make network with some others friends or let them know about the title. Those kinds of cooperation can be provided for our research goals. 	<p>presentation and viva</p> <p>Multiple research: Sociology, conceptual, philosophy history and psychology of Buddhist studies.</p>
<p>6. Research Questions & Conclusion</p>	
<p>A formulating research problem is the key and the</p>	

<p>understanding of the progress of research. A problem in the sense of scientific research is not merely a question in the everyday sense of the term, not even a statement of research intention, but a conceptual query that warrants scholarly investigations. A research problem is a ‘problem’ the exploration, or the investigation of which can potentially contribute to the production of some of new knowledge. More specifically, the following research questions need to be formulated:</p> <ol style="list-style-type: none"> 1. What are the typical questions in the research projects? 2. How to classify these questions for easier identification and modeling? 3. General statement question (<u><i>A critical study of ethics in early Buddhism</i></u>) 4. Critical questions 5. It should be not too short and not long but should be logical and philosophical and reasonable. 6. Formulating research problems should have the answer which should be relevant on contribution or the last conclusion. 	
<ol style="list-style-type: none"> 1. Preliminary Literature Review 	
<p>Literature review is a key component of a research proposal. What is meant by a literature is a critical assessment by the researcher of the existing body of knowledge on theme or problems under the investigation.</p> <p>⇒ Firstly, a literature review enables to the researcher to be able to identify gaps in the existing body knowledge.</p> <p>⇒ Secondly, a literature review enables the researcher to</p>	

<p>make sure that the proposed research is a fresh contribution to knowledge.</p> <p>⇒ Thirdly, the researcher can demonstrate that he or she is familiar with the most up to date scholarly literature relevant to the theme of the research project.</p> <p>⇒ Fourthly, the researcher can refine his/or her own research problem, research question and method etc.</p>	
2. Methodology	
<p>As noted earlier, there are two kinds of approach in the research work: Method and methodology.</p> <p>(a) Methods are methods of data gathering and interpretation.</p> <p>(b) Methodology is concerning with the theoretical and philosophical assumptions about methods.</p> <p>(c) Sociology, conceptual, textual, philosophical, and psychological etc.</p>	<p>Is it really necessary to make problem in every research?</p>
<p>Structure of chapter outlines</p> <p>Chapter I</p> <p>Chapter II</p> <p>Chapter III</p>	<p>Option:</p> <p>Chapters can be changed</p>
<p>Time management and language proficiency</p>	<p>Each chapter (40-45) words minimize 20000</p>
<p>Self-motivate</p>	

Thesis Format in Microsoft Word

Requirement in University of Kelaniya

- Margins Format – left 4 cm (1.5”), top, right and bottom 2.5 cm (1”).(A4)
- Font Format – Time New Roman.
- Line Space Format – For the main thesis point 1.5, for the foot notes - point 1.
- Font Size Format – In Body 12, Foot notes 10, in Chapter Heading – 14 and Sub Heading - 12 with bold. For *Pāli* Words with diacritical marks and italic, not need to write with capital letter in every word, just write in the beginning of sentence.
- Citations Format – There are two citations - for the short citations and for the long citations. “For short citations with inverted commas, font size 12.” For the long citations with indent, font size 11 in second line;
- Heading Format
- Table of Contents Format
- *Pāli* Writing Format

For MPhil Only 50,000 to 75,000 words

For PhD Only 80,000 to 100,000 words.

3. The Conceptual Knowledge of Paper Preparation for (first, upgrade, final) presentation based on experience. by Ven. Ariyavaṅsa (PhD)

- i. **Conceptual Knowledge or Framework**
- ii. **Formatting Paper based on Framework**
- iii. **Guidance of the Supervisor**

Conceptual Knowledge or Framework

Kinds of Framework:

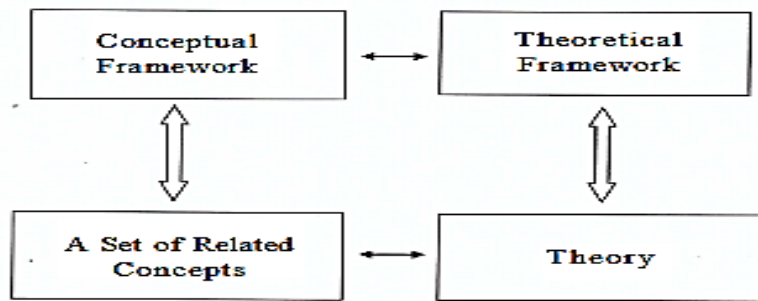


Fig. 1. Derivation of conceptual and theoretical frameworks

Conceptual Framework

A conceptual framework may be defined as an end result of bringing together a number of related concepts to explain or predict a given event, or give a broader understanding of the phenomenon or of a research problem.

Theoretical Framework

A theoretical framework is the application of a theory, or a set of concepts drawn from one and the same theory, to offer an explanation of an event, phenomenon or research problem; such as Newton's laws of motion, gas laws, that could be applied to a given research problem, deductively.

Link: https://academicguides.waldenu.edu/ld.php?content_id=41503706

https://academicguides.waldenu.edu/ld.php?content_id=41503706

II. Formatting Paper based on Framework

1. Full Proposal Paper (to read & answer)
2. Presentation Handout (summary of Proposal)
3. Power Point Slide (very short)
4. Completed Chapters (to show)

Full Proposal Paper

First Presentation:

- Proposal Research Degree & Proposal Research Topic (1 page)
- Introduction (1 page)

- Purpose of the Study (Aims and Objectives of Research) (4 or 5 lines)
- **Literature Review (5 books for 2 pages)**
- **Research Problem (Research Argument) (4 or 5 lines)**
- Research Method (Methodology) (4 sentences)
- Research Limitations (Limitations of Research) (4 lines)
- Chapter Outline (Tentative Chapter of Outline) (5 or 6 lines)
- Possible Outcomes (4 or 5 lines)
- Working Bibliography (Bibliography) (1 page)

Upgrade Presentation:

1. Topic Title (1 page)
2. Brief Introduction (7 lines)
3. What you have done it (Previous Structure of the Study) (5 lines)
4. Why you want to do it (**The Reason for Upgrade**) (1 page)
5. What you will have to do it more (Restructure of the Study) (5 lines)

Proposal Paper & Time Management

First Presentation:

1. Research Topic & Introduction – (1mins)
2. Purpose of the Study (1 min)
3. Literature Review (2 mins)
4. Research Problem (1 mn)
5. Research Method (1 min)
6. Research Limitations (1 min)
7. Chapter Outline (1 min)
8. Possible Outcomes (1 min)
9. Working Bibliography (1 min)

Upgrade Presentation:

1. Brief Introduction (2 mins)
2. Previous Structure of the Study (2 mins)

3. The Reason for Upgrade (3 mins)
4. Restructure of the Study (2 mins)

Notes: Allowed time: ***Only 10 mins*** for all Presentations

Proposal Items for all Presentations

First

- Title Page
- Introduction
- Literature Review
- Research Problem
- Aim & objective
- Limitation of Research
- Methodology
- Tentative Chapter
- Possible Outcomes

Bibliography

Upgrade

1. Brief Introduction
2. Research Argument
3. Aim & Objective of Research
4. Previous Structure of Chapter Outline
5. Reason for Upgrade
6. Restructure of Chapter Outline

Final

1. Brief Introduction
2. Objective of Research
3. Research Outline
4. Research Outline in detail
5. Contribution

Presentation Handout (Summary)

1. Background of the Study
2. Using Technical Terms
3. Using Etymology
4. Using Translations
5. Using Interpretations
6. Using Bullets & Left Tabs
7. Summary of the whole Proposal

Using Academic Term or Word, Translation & Interpretation

No.	Pali Words or Terms
1.	Yonisomanasikara
2.	Nibbana
3.	37 Bodhipakkhiya Dhamma
4.	Loki
5.	Lokuttara
6.	Magga
7.	Phala
Translations	Interpreation
Proper Reflection	Systematic thinking
Liberation	Buddhist soteriology
Thirty -Seven Factors of Enlightenment	Thirty-Seven Requisites of Enlightenment
Mundane	

Supra-Mundane	
Super-Mundane Path	
Super-Mundane Fruition or Sainthood	

Using Powerful Words or Academic Terms

Utilized (Use) , Transforms (Move), Not proposed (Not write), Implication (Meaning), Explore (Study), Essential factors (Important factors), Loosely understood (Less understanding), Buddhist practice (Buddhist teaching), Soteriological phenomena (Nature of liberation), Spiritual part and liberation (magga & phala), integrate with (join), Fully cultivated (fully done it), Realize (know), Wholesome (Good action), Unwholesome (Bad action), Eligible (suitable), Evaluate (check out), conclude (remark, end)...etc.

Agreement of All Items

1. **Logicity**
2. **Consistency**
3. **Coherence**

Giving strong References or Evidence

Giving 'Hint' or Analyzing Paper for question

Presentation Slide

1. How many slides should it be (9 slides or 10 slides)
2. Agreement of Handout & Slide

(They both must have all the same concept and agreement)

2. Time for slide showing

(10 minutes must be fixed without confusing and delay)

Guidance of the Supervisor

Research Proposal and the First Presentation

After the research proposal is approved by the Faculty Board the candidate should carry out his/her studies by research, under the guidance and instructions of the

supervisor/s *appointed by the Faculty Board*. The student should fulfill the following *Requirements* in this regard:

- i. *Making a presentation* based on the reasearch proposal within **Six Months** from the date of resgistration.
 - ii. Submitting *Progress Reports* through the supervisor/s on the research **ONE in Every Six Months** to the Director of the Institue.
 - iii. - *Meeting and consulting the supervisor/s in person* **At LEAST ONCE IN A MONTH**. (Even if you are out of the country, make a contact with Telephone, E-mail, Viber, Facebok.)
 - *Record book* to the supervisor at the time of meeting.
- Other *relevant Communications* and *Recommendations* should mention in the Six Month Progress Report.
- i. *Obtaining the guidance and instructions of the supervisor/s* for written or practical activities involved with the research.
 - ii. *Making a presentation demonstrating* the orginal contribution to be rendered through the research in the areas of subjects concerned by Master of Philosophy condidates *after a lapse of 18 months* and by Doctor of Philosophy candidates *after lapse of 24 months* from the date of registration. The presentations should be made prior to submitting the thesis to the Senior Assistant Resistrar.
 - iii. *Requesting for an extension* of the period of study from the Director of the Institute throught the Senior Assistant Registrar in the event of *failing to complete the study* by research within the stipulated period of time.

Presentation for Upgrading

A candidate resgistered in Master of Philosophy Degree programme is eligible to apply for upgrading his/her registration to the Doctor of Philosophy Degree programme *after 12 months* and *before 18 months*, from the date of registration provided the following conditons are fulfilled:

- i. *Supervisor's recommendation* on:

- ii. *Fifty Percent of the research is completed.*
- iii. The field of the study covered by the topic and the research skills of the candidate are *appropriate and adequate* to a study for the Doctor of Philosophy Degree.

Completed Chapters

1. **Chr.I (first) for Proposal**
2. **50% of Chrs I & II: (Second) for Upgrade**
3. **100% of Chrs All: (Third) for Final**

4. A Reseach Process and Upgrading the Research by Dr. Ven. Sucitta

RESEARCH PROCESS

- THINK, Read, Find, Plan In Which Area one wants to do the research
- READ the Books, Magazines, Articles, Journals Etc., concerning with one's idea and research area,
- SELECT a Research title relating to the field of Pali and Buddhist Studies or Research concern,
- APPLY with a Research Topic with a brief introduction no less than 200 words,
- PROPOSAL within 06 months from the date of Registration,
- PRESENTATION
- RESEARCH AND WRITING
- UPGRADE-WITH ARGUMENT OR ENOUGH REASONS
- RESEARCH AND WRITING

OFFFICE PROCESS

- Application Anytime of the year
- Fill the application, Take the approve and SUBMIT it
- Registration
- Pay Tuition fee

- Get The Student ID and Registration into Library,
- Meet the Supervisors at least once a Month,
- Keep in touch with supervisor by Telephone, E-email, Viber, Facebook and so on,
- Submit the Progressive report every six months,
- Keep Doing Research
- One Hard copy
- A soft copy of the Thesis in MS and PDF in a compact Disk. (Within one month)
- Resubmit Three Hard copy

Titles/Items consisted in the Research proposal within six months from the date of approval of the research topic

- Proposed Research Degree and Professed Research Topic
- Introduction
- Purpose of the Study
- Literature Review
- Research Problem
- Research Methodology/ Methods
- Research Limitations
- Chapter Outline (Tentative)
- Possible Outcomes
- Working Bibliography

PRESENTATIONS

MPhil:

- On the research proposal (with in 06 months from the registration)
- Explaining the original contribution and outcomes of the research (18 to 24 months after the registration)

- If requesting an upgrading from the Master of Philosophy to Doctor of Philosophy, the justification for such upgrading. (12 to 18 months after the registration).

PhD:

- On the research proposal (withing o6 months from the registration)
- Explaining the original contribution and outcomes of the research (24 to 36 months after the registration)

UPGRADING INTO PhD LEVEL

Requirements:

- 12 to 18 months from the date of registration
- Over 50% of the Research
- Recommendation of the supervisor and the Head of the department concerned
- Presentation justifying the request for upgrading and explaining the intended additional academic contribution

Reasoning to Upgrade the research

- Reasoning
- Argument
- Adding more chapter

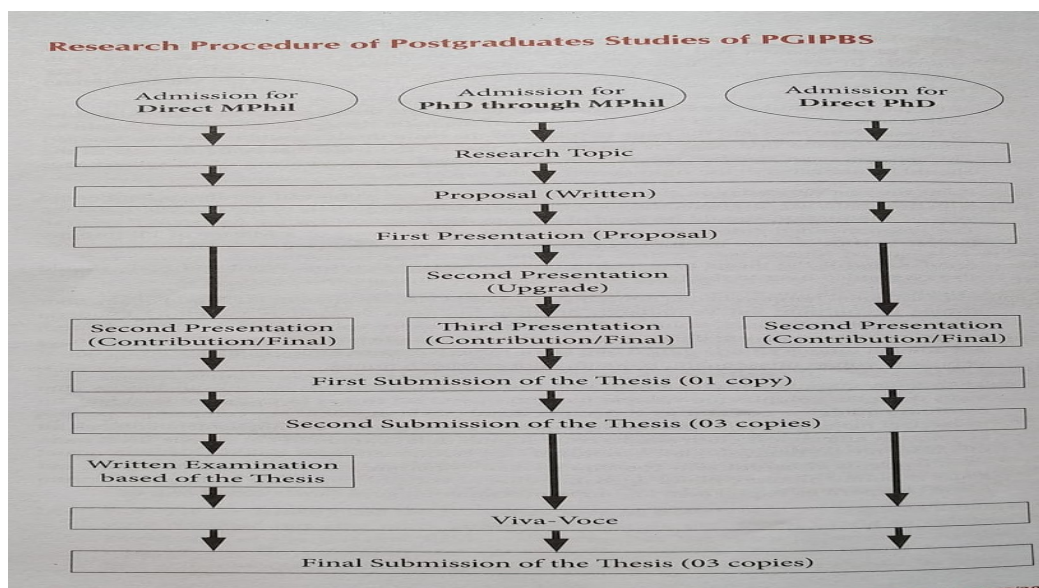
PREPARTION OF THE THESIS OR RESEARCH

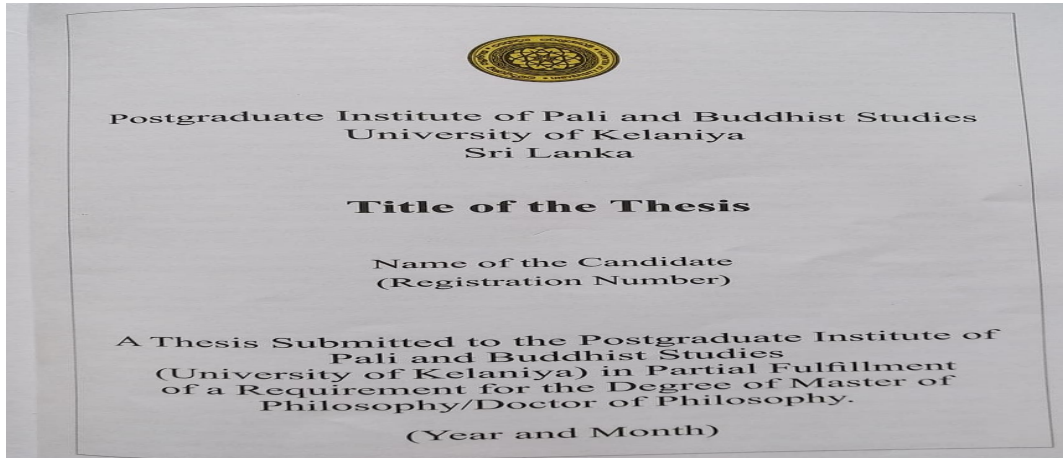
- Paper Size-A4 Thickness of GSM80.One side only. (stands for Grams per Square Meter.)
- Font Type-Time News Roman
- Font Size- Chapter Heading-14 bold, Sub-heading-12 bold, Thesis-12, Long Citations-11, Foot Note-10, Double space between two notes,
- Line Spacing-1.5 for the main thesis
- Margins-4cm on the left and 2,5 on the top, bottom and right,
- Referencing Style- Any style, (Harvard), but only one referencing style in the entire thesis),

- Page Number- At the right corner of the top of the page,
- Numbers of **words-50000 to 75000** for MPhil, **65000 to 100000** for Ph.D.
Foot Note and End Note are not counted,

Items consisted in the thesis

- The title page-(Font Size-Title 22 bold, 16 in Name and Registration Number and 18 the name of the Institute and the details of the thesis)
- Declaration of the candidate certifying that the thesis is his own independent work
- Recommendation of the supervisor/s
- Acknowledgements (If necessary)
- Abstract-(300 words)
- Content page
- Abbreviation
- The main thesis
- Bibliography- Primary, Secondary in alphabetical order systematically





Some links

Gautam Buddha University Processes

<http://www.gbu.ac.in/> Acharya Nagarjuna University Processes

<https://www.nagarjunauniversity.ac.in/> Swami Vivekanand Subharti University Processes

<https://www.subharti.org/> University of Peradeniya

<https://www.pdn.ac.lk/academics/academics.php> Buddhist and Pali University

<http://www.bpu.ac.lk/> Postgraduate Institute of Pali & Buddhist Studies, University of Kelaniya <http://pgipbs.kln.ac.lk/>

Duration of the Research Degree Program

- MPhil- Full time 2 years to 4 years
Part time- 3 years to 6 years
- Ph.D.- Full time 3 years to 6 years
Part time-4 years to 8 years

5. Research Proposal by Ven. Paññānanda (Ammanadī)

Contents

1. Introduction (What is a Research Proposal)

2. Preparation and Requirements of the Research Proposal
3. Highline the Research Proposals from other Universities
4. Guidelines for the Research Proposal
5. Question and Answer
6. Conclusion

Introduction

What is Research Proposal?

- Describes what you will investigate,
- Why it's important, and How you will conduct your research.

Preparation of the Research Proposal

- Reading Students Handbook
- Discussion with senior students

Requirements of the Research Proposal

1. Inclusion of an outline of the research interests.
2. Explanation of researcher's initial thoughts about a topic.
3. Significance of the research to the particular field selected.
4. Giving references to previous work.
5. Discussion of the methodology and general approach the researcher wishes to take.
6. Indication of how the research will make an original contribution to knowledge.

Highline the Research Proposals from other Universities

1. University of Colombo
2. University of Peradeniya
3. University of Jayewardenepura

Format of Research Proposal from the University of Colombo, Sri Lanka

- Detailed research proposal should not exceed 3000 words.
- Detailed research proposal should be typed in Times New Roman, font size 12, 1.5 line spacing with 1 inch margin on all sides of A4 paper printed on single side.

Contents

1. Title
2. Introduction and Background
3. Brief literature review (theories and empirical studies)
4. Research Problem/Problem statement
5. Research Questions/Hypothesis (as applicable)
6. Research Objectives (Main/general objective and specific objectives)
7. Proposed conceptual framework
8. Description of research field and sample (must include sample size calculation and sample selection technique)
9. Research methods and techniques
10. Research tools (Questionnaires, Interview guides/schedules, check lists, data extraction forms etc.)
11. Proposed approach for data analysis
12. Ethical considerations
13. Anticipated problems in data collection
14. Limitations of study

List of references

Format of Research Proposal from the University of Peradeniya, Sri Lanka

Students are required to prepare the Research Proposal in the following format: Title Page, Table of Contents, Summary

Sectional Arrangement: Background of Research, Literature Survey, Statement of Research Problem/s, Research Objective/s, Hypotheses of Research, Research Methodology, Outline of the Thesis, Timeline of research and thesis writing, Budget and Resource Requirement, Referencing and the List References

Contents

1. Introduction
2. Literature Review
3. Statement of Problem
4. Research Objectives
5. Hypothesis
6. Research methodology
7. Tentative outline of Thesis
8. Time Line of Research and Thesis Writing
9. Bibliography

Format of Research Proposal from the University of Jayewardenepura, Sri Lanka

(1) Introduction-

1. Justification of the Research Issue
2. Problem Statement
3. Research Questions
4. Research Objective
5. Significance of the Study
6. Scope of the Study

(2) Literature Review-

1. Introduction
2. Importance of Financial Performance
3. Measurements of Financial Performance
4. Effect of Capital Structure on Financial Performance

(3) Methodology

1. Overview
2. Research Approach
3. Population and Study Sample
4. Conceptual Diagram
5. Hypotheses
6. Operationalization
7. Sample Size and Selection of Sample
8. Sources and Collection of Data
9. Data Analysis Strategies

(4) Findings and Discussions

(5) Conclusion

Table of Contents

1. Introduction
2. Research Problem and Research Questions
3. General Objective and Specific Objectives (in point form)

4. Literature Reviews (Briefly Indicating the Most Significant Ones)
5. Research Methodology
6. Scope of the Study
7. Chapter Outline
8. Expected Outcome
9. References

Format of Research Proposal from the University of Kelaniya (PGIPBS), Sri Lanka

1. Higher Degree by Research (p 143)
2. General Guidelines for MPhil and PhD Research Candidates (p 173)
3. Guidelines for Preparation of Thesis (p 178)
4. Proposed Research Degree and Proposed Research Topic
5. Introduction
6. Objectives/Purpose of the Study
7. The Scope of Research/ Limitation
8. Research problem
9. Research Questions
10. Research Methodology
11. Literature Review
12. Chapter Outline
13. Conclusion/Possible Outcomes and
14. Bibliography/Reference

Guidelines for the Research Proposal

The basic components of the Research Proposal

1. Introduction
2. Objectives/Purpose of the Study
3. The Scope of Research/ Limitation
4. Research problem
5. Research Questions

6. Research Methodology
7. Literature Review
8. Chapter Outline
9. Conclusion/Possible Outcomes and
10. Bibliography/Reference

Introduction

1. An overview of the main area under study
2. A historical perspective (development, growth, etc) relevant to the study area
3. Philosophical or ideological issues relating to the topic
4. The main issues, problems, and advances in the subject area under study
5. Important theoretical and practical issues relating to the central problem under study
6. The main findings relating to the core issue or issues

Objectives of the Study

1. The main objective indicates the central thrust of your study, whereas the sub-objectives identify the specific issues you propose to examine.
2. The objectives of the study should be clearly stated and specific in nature. Each sub-objective should explain only one issue. Use action-oriented verbs such as “to determine”, “to find out”, and “to ascertain” in formulating sub-objectives, which should be numerically listed.

The Scope of Research/ Limitation

The practical or theoretical shortcoming of a study that are often outside of the researcher’s control.

Research Problem

1. Identification of the issues that are the basis of the study
2. Specification of the various aspects and perspectives of these issues

3. Identification of the main gaps in the existing body of knowledge
4. Raising some of the main research questions to be answered through the study
5. Identification of what knowledge is available concerning the questions
6. Specifying the differences of opinion in the literature regarding these questions, if differences exist

Research Questions

1. **Clarity:** A good research question is easily understandable and avoids ambiguity.
2. **Focus:** it should narrow down the topic to a specific area of inquiry.
3. **Answerability:** it should be possible to investigate and find an answer to the question through research.
4. **Relevance:** the question should address a meaningful issue or problem.

Research Methodology

1. Explaining how the researcher is going to conduct the research
2. Visiting particular libraries or archives, field work, or interviews
3. Being library-based
4. Explaining where the key resources (e.g., primary and secondary sources, journals, etc.)
5. Explaining how the researcher is going to analyze the research findings or describe how to analyze data

Literature Review

1. Finding the most relevant and most recent literature on the subject to help the Research Proposal
2. Discussing what other people have written about the topic or a similar one
3. By providing a brief summary of such relevant literature
4. Finding something that they are missing

Bibliography/ Reference

1. Including a short bibliography identifying the most relevant works for your topic.
2. Comprising primary sources, secondary sources, journals, articles, etc.

Structure of the Research Proposal

- Title Page
- Acknowledgment (if necessary)
- Content Page
- Contents (Introduction to the Study, Research Problem, Objectives of the Study (Purpose of the Study), Literature Review, Research Methodology, Chapter Outline, Conclusion
- Bibliography/ Reference

Title Page

1. Logo
2. Name of the Institute (PGIPBS)
3. Title of the Proposed Research
4. Name of the Candidate
5. Registration or Student Number
6. Details of the Course Unit (MABS 72)
7. Year and month

Content Page

1. Put main Heading -1 and sub-Heading 2
2. Change Times New Roman and font size 14 for chapter headings and 12 for sub-headings (bold)
3. Add English numbers (1,2,3...)
4. Place Line space 1.5

Fix Content Page

Research Procedure of Postgraduates Studies of PDIPBS

```
graph TD; A1[Admission for Direct MPhil] --> B[Research Topic]; A2[Admission for PhD through MPhil] --> B; A3[Admission for Direct PhD] --> B; B --> C[Proposal (Written)]; C --> D[First Presentation (Proposal)]; D --> E1[Second Presentation (Contribution/Final)]; D --> E2[Second Presentation (Upgrade)]; D --> E3[Second Presentation (Contribution/Final)]; E1 --> F[First Submission of the Thesis (01 copy)]; E2 --> F; E3 --> F; F --> G[Second Submission of the Thesis (03 copies)]; G --> H[Written Examination based on the Thesis]; H --> I[Viva-Voce]; I --> J[Final Submission of the Thesis (03 copies with CD)];
```

The screenshot shows a PowerPoint slide with a flowchart detailing the research procedure. The slide is titled "Research Procedure of Postgraduates Studies of PDIPBS". The process starts with three admission paths: "Admission for Direct MPhil", "Admission for PhD through MPhil", and "Admission for Direct PhD". All paths lead to "Research Topic", followed by "Proposal (Written)", "First Presentation (Proposal)", and "Second Presentation (Contribution/Final)". From the "Second Presentation (Contribution/Final)" step, there are three parallel paths: "Second Presentation (Contribution/Final)", "Second Presentation (Upgrade)", and "Second Presentation (Contribution/Final)". These paths converge at "First Submission of the Thesis (01 copy)", followed by "Second Submission of the Thesis (03 copies)", "Written Examination based on the Thesis", "Viva-Voce", and finally "Final Submission of the Thesis (03 copies with CD)". The slide is part of a presentation in Microsoft PowerPoint, with a sidebar showing slide thumbnails and a taskbar at the bottom.

Chapter 4. Academic Writing

1. Academic Writing What is Academic Writing? by Dr. Ven. Sīri Sumaṅgalasāmi

Contents

What is academic writing?

Define your purpose and reader

Structure your work

How to incorporate evidence

Use clear and concise language

Convey your opinion

Choose the correct tense and voice

Build your argument

Academic writing is clear, concise, focussed, structured and backed up by evidence. Its purpose is to aid the reader's understanding. It has a formal tone and style, but it is not complex and does not require the use of long sentences and complicated vocabulary. Each subject discipline will have certain writing conventions, vocabulary and types of discourse that you will become familiar with over the course of your degree. However, there are some general characteristics of academic writing that are relevant across all disciplines.

Characteristics of academic writing

Academic writing is:

Planned and focused: answers the question and demonstrates an understanding of the subject.

Structured: is coherent, written in a logical order, and brings together related points and material.

Evidenced: demonstrates knowledge of the subject area, supports opinions and arguments with evidence, and is referenced accurately.

Formal in tone and style: uses appropriate language and tenses, and is clear, concise and balanced.

The following pages will look at all these characteristics in detail.

Define your purpose and reader

The first step to writing academically is to clearly define the purpose of the writing and the audience.

Most formal academic writing at university is set by, and written for, an academic tutor or assessor, and there should be clear criteria against which they will mark your work.

You will need to spend some time interpreting your question and deciding how to tackle your assignment.

If you are writing for yourself – for example making notes to record or make sense of something – then you can set your own criteria such as clarity, brevity, and relevance.

See our [Note making pages](#) for further help.

Structure your work

Once you have a clear idea of what is required for your assignment, you can start planning your research and gathering evidence. See our [Planning your assignment pages](#) for advice on breaking down the different steps in this process.

Create the overall structure

Some academic writing, such as lab or business reports, will have a fairly rigid structure, with headings and content for each section. For more details see our [Report writing pages](#).

In other formats, writing usually follows the same overall structure: introduction, main body and conclusion. The introduction outlines the main direction the writing will take, and gives any necessary background information and context. In the main body each point is presented, explored and developed. These points must be set out in a logical order, to make it easier for the reader to follow and understand. The conclusion brings together the main points, and will highlight the key message or argument you want the reader to take away. It may also identify any gaps or weaknesses in the arguments or ideas presented, and recommend further research or investigation where appropriate.

Arrange your points in a logical order

When you start writing you should have a clear idea of what you want to say. Create a list of your main points and think about what the reader needs to know and in what order they will need to know it. To select the main points you want to include, ask yourself whether each point you have considered really contributes to answering the question. Is the point relevant to your overall argument?

Select appropriate evidence that you will use to support each main point. Think carefully about which evidence to use, you must evaluate that information as not everything you find will be of high quality. See our searching for information page for advice on how to find high quality, academic information. Grouping your points may help you create a logical order. These groups will broadly fit into an overall pattern, such as for and against, thematic, chronological or by different schools of thought or approach.

You can then put these groups into a sequence that the reader can follow and use to make sense of the topic or argument. It may be helpful to talk through your argument with someone. It may be helpful to arrange ideas initially in the form of a mind-map, which allows you to develop key points with supporting information branching off. MindView software (available on most university computers) allows you to create an essay structure where you can add in pictures, files and attachments – perfect for organising evidence to support your point.

Write in structured paragraphs

Use paragraphs to build and structure your argument, and separate each of your points into a different paragraph. Make your point clear in the first or second sentence of the paragraph to help the reader to follow the line of reasoning. The rest of the paragraph should explain the point in greater detail, and provide relevant evidence and examples where necessary or useful. Your interpretation of this evidence will help to substantiate your thinking and can lend weight to your argument. At the end of the paragraph, you

should show how the point you have made is significant to the overall argument or link to the next paragraph. See [constructing focused paragraphs](#) for an example.

Use signalling words when writing

Using signalling words will help the reader to understand the structure of your work and where you might be taking your argument. Use signalling words to:

- add more information eg furthermore, moreover, additionally
- compare two similar points eg similarly, in comparison
- show contrasting viewpoints eg however, in contrast, yet
- show effect or conclusion eg therefore, consequently, as a result
- emphasise eg significantly, particularly
- reflect sequence eg first, second, finally.

(Adapted from Signal words from Clark College, Vancouver)

The [Manchester Academic Phrasebank](#) at has more examples of signalling words to use in your work. Words like this help make the structure of your writing more effective and can clarify the flow and logic of your argument. Here are some examples in practice:

“Using a laboratory method was beneficial as a causal relationship could be established between cognitive load and generating attributes. **However**, this method creates an artificial setting which reduces the study's ecological validity.”

In this example the use of the word however at the beginning of the second sentence indicates that a contrasting point of view is about to be made. It also suggests that the writer may have more sympathy with the second opinion.

“**Firstly**, the concepts and person centred care will be defined.... Next, communication will be discussed... **Finally**, the relationship between loss and communication will be examined.” [Taken from a Healthcare essay]

In this example the writer has used signalling words to demonstrate the sequence of their argument by using Firstly, next, finally making the structure of the essay very clear.

“Employee satisfaction is justifiable to employees because it causes an improvement on their well being (Grandley, 2003). **Moreover**, employees that are in a good mood at work are less likely to act because their true feelings are in accordance with the needed display of emotions (Grandley, 2003).” [Taken from a Business School essay]

The use of the word moreover tells the reader that the next sentence will provide further evidence or information to support the statement made in the first sentence. It also suggest that the writer strongly agrees with the first statement.

Revise, edit and proofread your work

Most writing will require several drafts and revisions in order to improve the clarity and structure. It is rare that a writer will make the very best decisions in the first draft. See [our editing and proofreading pages](#) for more details.

How to incorporate evidence

Academic writing must be supported by evidence such as data, facts, quotations, arguments, statistics, research, and theories. This evidence will:

- add substance to your own ideas
- allow the reader to see what has informed your thinking and how your ideas fit in with, and differ from, others' in your field
- demonstrate your understanding of the general concepts and theories on the topic
- show you have researched widely, and know about specialist/niche areas of interest.

There are several methods that you can use to incorporate other people's work into your own written work. These are:

- paraphrasing
- summarising
- synthesising
- quoting.

You are likely to use a combination of these throughout your writing, depending on the purpose that you are trying to achieve. The main characteristics of the different methods you can use to incorporate others' work into your own writing are shown in our comparison table (PDF). Be aware that your writing should not just be a patchwork of other people's ideas made up of quotes, paraphrases and summaries of other people's work. You need to show how the information you found has helped you to develop your own arguments, ideas and opinions. See Critical thinking pages for advice about writing critically. Organising your evidence can be an overwhelming task – especially when you need to manage many different sources. As well as EndNote, you may find online tools such as Citavi and Zotero particularly helpful to save data sources, highlight key quotes, and cite them in your work.

How to paraphrase others' work

Paraphrasing is using your own words to express someone else's ideas. When paraphrasing, make sure that you:

- identify a relevant theme or point, depending on your purpose
- write the point in your own words
- focus on the meaning of an idea or argument
- include a reference to the original author.

Common pitfalls include:

- describing an author's idea/argument but not explaining the significance to your own argument, or the point that you are trying to make
- using too many of the original author's words, this includes using the same structure

- not distinguishing between the author's point and your own viewpoint
- providing too much detail.

For further advice and examples of paraphrasing, see this tutorial from RMIT university.

See more examples of successful and unsuccessful paraphrases.

How to summarise others' work

Summarising is providing a condensed version of someone else's key points. When summarising other people's work, make sure that you:

- identify the relevant points of the idea or argument, depending on your purpose
- write a shortened version, in your own words, to show your understanding
- include an in-text citation and reference to the original author.

Common pitfalls include:

- describing an author's idea/argument but not explaining the significance to your own argument or point you are trying to make
- providing too much detail such as examples, anecdotes, unnecessary background information rather than being selective and applying the information to the question you are trying to answer.

For further advice and examples of summarising, see this tutorial from RMIT university.

How to synthesise others' work

Synthesising involves combining different information and ideas to develop your own argument. When synthesising others' work, make sure that you:

- Group sources into relevant categories, for example, authors with similar viewpoints or research that reveals the same results
- Write about these in your own words. Do not discuss each author separately; you must identify the overall points you want to make

- Include references to all the original authors.

Common pitfalls include:

- Not distinguishing clearly which viewpoint/s belong to which author/s
- Listing authors separately or one by one, thus not grouping relevant authors or points together
- Giving too much detail about different perspectives rather than being selective of the key features relevant to your line of argument
- Describing the idea/argument but not explaining the significance to your own argument or point you are trying to make.

For further advice and examples of synthesis, see this tutorial on synthesising from RMIT University. View our advice about referencing.

How to quote from others' work

Quoting is where you copy an author's text word for word, place quotation marks around the words and add a citation at the end of the quote. When quoting others' work, make sure that you:

- copy the quote exactly from the original, as the author has written it, taking care to include quotation marks
- show where you have made any changes to the text (see citing quotations using Harvard and citing quotations using Numeric for more guidance on this)
- include an in-text citation and reference to the original author.

Common pitfalls include:

- Using too many quotes throughout your work
- Incorporating a quote without explaining the significance to your own argument or point you are trying to make.

Use clear and concise language

Academic writing is concise, clear, formal and active. It does not need to be complex or use long sentences and obscure vocabulary.

Be concise

In formal academic writing it is important to be concise. This helps your reader to understand the points you are making. Here are some tips to help you:

6. Only include one main idea per sentence.
7. Keep your sentences to a reasonable length (generally not more than 25 words). Long sentences can be difficult to follow and this may distract from your point.
8. Avoid repetition.

Avoid using redundant words. For example:

- Use “because” instead of “due to the fact that”.
- Use “alternatives” instead of “alternative choices”.
- Use “fundamentals” and not “basic fundamentals”.
- Use “concisely” instead of “in as few words as possible”.

Reading your work aloud may help you to identify any repetition or redundant words.

Use formal language

In academic writing you are expected to use formal language.: Avoid using colloquialisms or slang terms such as 'sort of' or 'basically'. Instead, you could use 'somewhat' or 'fundamentally'. Write words out in full rather than shortening them. For example, instead of writing “don't” or “isn't” you would be expected to write “do not” or “is not” The use of clichés is not appropriate in academic writing. These are phrases such as “at the end of the day” or “in the nick of time.” Instead of this you might write finally or at the critical moment.

Use a blend of active and passive verbs

Most verbs can be used in either an active or passive form. It is usually appropriate to use a mixture of passive and active forms within academic writing. Always check with your department to see what form of writing would be most appropriate for your subject area.

The **active voice** places the subject of the sentence in charge of the action.

For example: “The research assistant designed the survey.” Here the research assistant (the subject) designed (the verb) the survey (the object). It is usually more direct and easier to read than the passive voice. However, sometimes you may want to emphasise what is happening rather than who is doing it. To do this you can use the passive voice.

The **passive voice** places the subject at the end, or may leave it out completely.

For example: “The survey was designed by the research assistant.” Here the survey (the object) was designed (the verb) by the research assistant (the subject). The passive voice is more formal than the active voice. It is often used in academic writing as it is seen as more impersonal and therefore more objective. However, it is not always easy to read and it may add unnecessary words.

Adapted from Writing with Style by Stott and Avery, 2001, p.54.

Convey your opinion

There is rarely one answer to a question or assignment. Research, ideas and arguments should always be open to being challenged, so it is important that the language you use acknowledges this. In your academic work, you should not present something as a fact that might not be. In academic writing, you can use language to show how confident you are about an argument or claim you are discussing. The common ways to do this are often referred to as hedges or boosters. You can also use different reporting verbs to convey your feelings or attitude towards a topic

Hedges

When writing, be careful of using words such as "definitely" or "proves". Ask yourself whether your statement is a fact or whether there may be some doubt either now or in the future. Some useful hedging words and phrases to use in your work are:

- “This suggests...”
- “It is possible that...”
- “A possible explanation...”
- “Usually...”
- “Sometimes...”
- “Somewhat...”

Read the following two sentences:

1. “Research proves that drinking a large volume of fizzy drinks containing sugar leads to the development of type II diabetes.”
2. “Research suggests that high consumption of fizzy drinks containing sugar may contribute to the development of type II diabetes.”

In sentence 1, the statement is presented as proven fact: that a high volume of sugary fizzy drinks will definitely lead to type II diabetes. This leaves no room for doubt or criticism or the fact that some people may drink large volumes of fizzy drinks and never develop type II diabetes.

In sentence 2, the writer has used 'hedging language' – 'suggests' and 'may contribute' – to show that while there is evidence to link sugary drinks and type II diabetes, this may not be true for every person and may be proven to be incorrect in the future. Other examples of hedging phrases are:

In what appears to be the first formalised study on caregiver burden...

If students experience a positive, helpful attitude from the librarians they encounter, **it may help** them to adopt a positive perception of academic librarians in general.

He claims that luck is a major factor in whether people are successful in all aspects of their lives.

Boosters

You might want to express a measure of certainty or conviction in your writing and this is when “booster” language can help. Some useful booster words and phrases to use in your work are:

- “Clearly” (only use if you are certain, it is clear)
- “There is a strong correlation...”
- “Results indicate...”

Take the same sentence as used in the previous section:

1. “Research suggests that high consumption of fizzy drinks containing sugar may contribute to the development of type II diabetes.”
2. “Research indicates a clear link between the high consumption of a large volume of fizzy drinks containing sugar and the development of type II diabetes.”

In sentence 1, the writer has used the hedging language 'suggested' and 'may contribute', to show that while there is evidence to link sugary drinks and type II diabetes this may not be true for every person and may be proven to be incorrect in the future.

In sentence 2, the writer still uses language to allow for doubt and argument but it is clear that this writer is more convinced by the research.

The Manchester Academic Phrasebank provides many more examples that you can use in your written work.

Reporting verbs

Reporting verbs can be grouped into the three main categories of strong, neutral and tentative:

- Strong verbs convey a degree of certainty about an issue.
- Neutral verbs do not indicate any value judgements on the part of the author. They are rather descriptive in tone.
- Tentative verbs show that the writer tends to feel a certain way about an issue but is not wholly sure.

It is important to use the correct tense and voice in your written work. You will probably need to use different tenses throughout depending upon the context.

Only use first person voice in reflective writing

Academic arguments are not usually presented in the first person (using I), but use more objective language, logic and reasoning to persuade (rather than emotional or personal perspectives).

This may not apply, however, if you are asked to write a reflective report based on your own thoughts and experiences.

Use past tense to speak about your method

If you are writing about an experiment, you carried out or a method you used then use the past tense. For example: "Our experiment showed wide variations in results where the variable was altered even slightly."

Use present tense to conclude or discuss established knowledge

If you are writing about established knowledge then use the present tense. For example: "Diabetes is a condition where the amount of glucose in the blood is too high because the body cannot use it properly." (Diabetes UK, 2015)

When you are reporting on the findings or research of others then you should use the present tense. For example, you might write: "Smith's research from 2012 finds that regular exercise may contribute to good cardiovascular health."

When you are writing about your conclusions or what you have found then use the present tense. For example: "In this case there is not a large difference between the two diameter values (from Feret's diameter and calculated equation), which again is probably due to the fact that the average circularity ratio is on the high end of the scale, 0.88, and therefore infers near circular pores." If you are writing about figures that you have presented in a table or chart then use the present tense. For example: "These figures show that the number of birds visiting the hide increase every year in May..."

Build your argument

The most important voice to get across in your writing is your own; it is how you can show the reader (usually your tutor) what you are thinking, what your views are and how you have engaged critically with the topic being discussed. You can do this by building an effective and persuasive argument for your reader.

Make an argument

Your argument is how you express your viewpoint and answer the question you have been set, using evidence. Your argument can help you plan the structure of your work and guide you to find the evidence you need to support it. Make sure that your argument runs throughout your writing and that everything you include is relevant to it. Try to sum up your argument in a few words before you start writing and keep checking that it remains the focus as you research and write your work.

Structure your argument

Guide your reader through your argument in a logical way. Think about what questions your reader might have. If you can answer these questions through your argument, it will

seem more convincing. Present both sides of the debate, along with your thoughts, linking together the different elements. You can then work towards a conclusion by weighing the evidence and showing how certain ideas are accepted and others are rejected. Your conclusion should make clear where you stand.

Develop your argument

Develop your argument by considering the evidence and drawing your own conclusion. If you are considering a range of opinions, try to group them together under different headings. Look at the strengths and weaknesses of the different sets of evidence and present these clearly and in a critical way. This will help to show you understand what you have read. Take the evidence into account in developing your own argument and make clear what your viewpoint is. Perhaps your argument has strengths and weaknesses as well – it is fine to acknowledge these.

Include your own voice in your writing

Your voice will emerge through your discussion, interpretation, and evaluation of the sources. Here are some ways you can establish your voice in your writing:

1. Make your unattributed (not referenced) assertion at the start of paragraphs followed by evidence, findings, arguments from your sources.

Example:

“To date there is no well-established tool to measure divided attention in children. Current methods used to assess divided attention usually involve a variation of the CPT with an additional task included e.g. counting or listening to auditory stimuli (Salthouse, 2003).”

2. Explicitly tell your reader what the connections are between sources.

Example:

“Smith (2009), however takes a different approach...”

3. Explicitly tell your reader what the connections are between those sources and your main assertion.

Example:

“Netzer's argument challenges the term 'renaissance', as it displays repeatedly the use of classical imagery during the medieval period, therefore illustrating that canonising a chronological period can be disadvantageous as characteristics of the term.”

4. Use language to show your strong agreement/disagreement/cautious agreement with sources.

Example:

“Smith's (2009) findings show a clear...A serious weakness with this argument is...The research suggests...”

5. Include “so what” summary sentences (evaluative sentences) at the end of paragraphs.

Example:

“This shows that it is detrimental to strictly categorise chronological periods with artistic genres, as many art historians suggest different movements were taking place in separate geographical locations at the same time.” Using different verbs in your writing will show your understanding of the sources, for example:

- “Stevenson (2015) explains that...”
- “Stevenson (2015) argues...”
- “Stevenson (2015) describes how...”

You can also use verbs to show your agreement or disagreement with other author's arguments. For example:

“Stevenson (2015) correctly identifies...”

“Stevenson (2015) fails to consider...”

“Stevenson (2015) reveals... “

The Manchester Academic Phrasebank provides many more examples that you can use in your written work.

2. Academic Writing by Ven. Janaka (Ph.D)

Content

- ▶ Definition of Academic Writing
- ▶ Features or Characteristics of Academic Writing
- ▶ Prewriting Phases
- ▶ Writing Paragraphs
- ▶ Paragraph Unity and Coherence
- ▶ Punctuation Rules
- ▶ Transition Signals
- ▶ Dos and Don'ts in Academic Writing

What is Academic Writing?

- ▶ **Definition:** Academic writing is writing which communicates ideas, information and research to the wider academic community. It focuses on evidence-based arguments and logical reasoning to guide a reader's understanding of a subject.
- ▶ **Its purpose:** The most common purpose in academic writing is to *explain* some idea or research finding and to *persuade* readers that your explanation or theory is the correct one.
- **Applied fields of Academic Writing:** Essay, Research paper, Research proposal, Thesis and dissertation, Lab report, Literature review, Annotated bibliography, Books and Research Journals.
- ▶ **Features of Academic Writing:** Formal, Objective, Clear and Concise, Unbiased, Structured and Evidenced (FOCUSE)

- ▶ **Formal:** Use formal vocabularies, verbs and usages. Avoid contractions and colloquial or informal words **of common in spoken English**.

Objective: **Objective** is a word to describe something that is purely factual and not influenced by personal feelings. (**Avoid first Pronouns I & We. I think, we think, I believe, we believe**).

The writer remains neutral, and the information shared is free of **bias**.

- **Eg. Subjective:** Mr. Aung is the most outstanding student in the academic writing class.
- **Objective:** Mr. Aung got average score of 95% on the academic writing exam; while the average score for the other students was 80%.

Writing Objectively

- Using passive: The experiment was conducted.
- Focusing on the evidence (*The findings show...*);

Referring to sources (*Early Buddhist Teachings (2010) shows...*);

- Using impersonal constructions with *It* and *There*;
- Using hedges and boosters to show strength of feeling, rather

than emotive language;

- Personifying the writing (*This report shows...*).

Clear & Concise

- ▶ Choosing words deliberately, construct sentences carefully, and use grammar properly.
- ▶ Avoid vague words such as about, things, several, many etc..)
- ▶ Eg. There are several reasons for this. Instead: There are three reasons for this.
- ▶ Use Technical Vocabularies

Unbiased

- ▶ Be free from stereotypes or exclusive terminology regarding gender, race, age, disability, class or sexual orientation.

Avoid Use

- ▶ Fireman/policeman/chairman
- ▶ Firefighter/police officer/chairperson
- ▶ Disabled person, the disabled Person with a disability, People with disability
- ▶ The aged, the old
- ▶ Seniors, older adults, mature

Biased Writings

- Heavily opinionated or one-sided
- Relies on unsupported or unsubstantiated claims
- Presents highly selected facts that lean to a certain outcome
- Pretends to present facts, but offers only opinion
- Uses extreme or inappropriate language
- Tries to persuade you to think a certain way with no regard for factual evidence
- The author is unidentifiable, lacks expertise, or writes on unrelated topics.
- ▶ **Structured**

Overall Structure

Always include an introduction and a conclusion.

- Divide longer texts into chapters or sections with clear headings.
- . Make sure information is presented in a logical order.

Sentence Structure

- Start a new paragraph when you move onto a new idea.
- Use a topic sentence at the start of each paragraph to indicate what it's about, and make clear transitions between paragraphs.
- Make sure every paragraph is relevant to your argument or question

Paragraph Structure

- Use transition words to express the connections between different ideas within and between sentences.
- Use appropriate punctuation to avoid sentence fragments or run-on sentences

Evidenced

- ▶ Opinions and arguments in academic writing should be supported by evidence.
- ▶ Use In-text citation, references properly
- ▶ Use paraphrased material or direct quotations from sources to support your research and strengthen your academic argument.

Prewriting Phases

- ▶ Brainstorming
- ▶ Mind-mapping or Clustering
- ▶ Free writing
- ▶ Asking questions
- ▶ Creating an outline

Writing Paragraphs

- ▶ Three Parts of a Paragraph
- ▶ Topic sentence, supporting sentence, and concluding sentence.
- ▶ Topic Sentence states the main idea of the paragraph, and it contains both a topic and controlling area.
- ▶ It is a complete sentence containing at least one subject and verb.
- ▶ Location: usually the first sentence (but there is exception).
- ▶ Supporting Sentence: It develops, explains or prove topic sentence by giving more information.
- ▶ 1. Use Examples, Tell a story illustrating the idea 3. Compare and Contrast 4. Give data (such as facts, statistics, etc.)
- ▶ Concluding Sentence signals the end of paragraph.

Paragraph Unity and Coherence

- ▶ Every paragraph has a topic sentence, a few supporting sentences, and a concluding sentence.
- ▶ Entire paragraph should focus on one single idea. The supporting details should explain the main idea. The concluding sentence should end the paragraph with the same idea.

Coherence means establishing a relationship between the ideas presented in a paragraph.

Paragraph Unity and Coherence

- ▶ Cohesion vs. coherence
- ▶ **Cohesion:** Glue paragraphs together
- ▶ Coherence: Ideas flow from one sentence to smoothly.
- ▶ Reference words: This, These, that, those, they, them, it, he, she, which.
- ▶ Repeated words: synonyms or changing forms of the words
- ▶ Transition signal: Because, as, for, as a result, similarly,
- ▶ Substitutions: One, by doing so
- ▶ Ellipsis: shell nouns (facts, features, idea, things, place, situation, condition, etc.)

A paragraph has three main parts. The first part is the topic sentence. It is called the topic sentence because it tells the topic or main idea of the paragraph. The second main part of the paragraph is the supporting sentences. The supporting sentences develop the topic. That means they explain or prove the topic sentence. Some paragraphs also have a concluding sentence. The concluding sentence summarizes the paragraph and may add a final comment or idea from the writer. An English paragraph is like a sandwich. The topic and concluding sentences are the pieces of bread on the top and bottom, and the supporting sentences are the meat and cheese in the middle of the sandwich.

When you write a paragraph, you use the topic sentence to tell your reader what you are going to say. Then you use the supporting sentences to say what you want to say. Finally, you use the concluding sentence to repeat your main idea and give a short summary of what you said in the paragraph. You may also add a final comment to the readers if you want. Every paragraph in English academic writing uses this 3-part structure. Good academic writing in English requires this kind of structure

Punctuation Marks

1. Use a comma to **create a pause**, to separate ideas in that sentence.
2. Use a semi-colon **to create a break**, but recognizes connection of ideas
3. Use a colon **to connect two sentences** thematically
4. Use a full stop **to create the end** of that sentence.

5. Use an apostrophe to indicate ownership or missing letters/numbers.

Punctuation			
.	Full Stop	End a sentence	Mary rode her bike to the playground.
,	Comma	Separate items in a list Show a break in a sentence	I like reading books, listening to music, and studying English. As the day came to an end, the fire fighters put out the last spark.
?	Question Mark	Ask a question	Where are you from?
!	Exclamation Mark	Emphasis a strong feeling	Wow! Today has been awesome!
;	Semi-Colon	Link elements of a sentence	My daughter is a teacher; my son is a doctor.
:	Colon	Introduce a list	You have two choices: finish the work today or lose the contract.
" "	Quotation Marks	Show what is said	"I work in Italy" said Jimmy.
'	Apostrophe	Show ownership or missing letters	Sean's performance at school has greatly improved. They're going to the movies tonight.
-	Hyphen	Join words together	My eight-year-old boy loves reading.
()	Brackets	Set off less important details	The two brothers (Richard and Sean) were learning how to play guitar.
...	Ellipsis	Show that parts of sentences are left out	To be continues...

- ▶ Comma
- ▶ To separate words in a list: Mango, orange, apple, and grape are expensive in SL.
- ▶ To separate parts of a sentence: I like reading, writing, planting trees and travelling.
- ▶ Introducer Words: Therefore, I don't go out.; Seriously, I was thinking of my life.
- ▶ Introducer Phrase: As a result, I felt tired.
- ▶ Coordinator Conjunctions: F A N B O Y S (For, And, Nor, Because, Or, Yet, So).
- ▶ Independent Clause: After eating chicken curry, I was very satisfied.
- ▶ Insert Comma: My friend, however, refused to quit smoking; Myanmar, on the other hand, is in turmoil.

Semicolon & Colon

Semicolon

- ▶ Between two sentences that are closely connected in idea: My friend does want to stay in SL; he wants to go to Europe.

- ▶ Before conjunctive adverbs: However, therefore, nevertheless, moreover, and furthermore.
- ▶ *Eg.* Studying in SL is challenging; nevertheless, many Myanmar monks seem to be enjoying there.
- ▶ Between items in a series: (*eg.*)I cannot decide which country I like most: SL, with its beautiful nature and kind people; India, where the Buddha appeared; Myanmar, where I grew up and lived there for many years. (AN I 36; DN II 31; SN III 71).

Colon

- ▶ To introduce a list= *eg.* I need the following groceries: milk, eggs, coffee, bread and cake.
- ▶ Before long quotations- Pro. P.D. Premasiri in his work states:
- ▶ Time and Day- He arrived at 1:30 p.m.
- ▶ Do not use a colon to introduce a list after *verb to be* without *the following* or *as follow*
- ▶ *eg. his qualities are: (his qualities are as follow: patience, kindness, loyalty and honesty.)*

Quotation Mark

- ▶ Separate a quoted sentence from a reporting phrase with a comma- *eg.* The girl said, "The move is hear touching."
- ▶ Periods and commas go inside the second quotation mark of a pair. *Eg.* "I thought he was responsible," he said, " but he isn't."
- ▶ Colons and semicolons go outside quotation marks. *Eg.* "Give me liberty or give me death": these are famous words.
- ▶ Exclamation points (!) and question marks (?) go inside quotation marks if they are a part of the quotation; otherwise, they go outside. "Is it eight o'clock? " she asked. Did she say, "It is eight o'clock"?"
- ▶ Begin each quoted sentence with a capital letter. When a quoted sentence is divided into two parts, the second part begins with a lowercase letter unless it is a new sentence. *Eg.* "I think he is responsible," he said. " look at his fine work."

- ▶ As John F. Kennedy reminded us, "We should never forget the words of Martin Luther King, Jr., who said, 'I have a dream.'"
- ▶ Unusual word, titles of articles from periodical journals, magazines, and newspapers; chapters of books; short stories; poems; and songs.
- ▶ Prof. Dr. K who recently published an article entitled "The Buddha's Knowledge" came to my place.

Transition Signals

- ▶ <https://www.eapfoundation.com/writing/cohesion/transitions/>.

Dos and Don'ts

- ▶ See Microsoft File

Academic Writing Skills

Academic Writing Criteria

- Task Response
- Coherence and Cohesion
- Lexical Resource
- Grammatical Range and Accuracy

Types of writing

- Problem – solution
- 2. Advantages – disadvantages
- 3. Argument (discussion) – agree/disagree
- 4. Opinion
- 5. Cause and effect

Structure of Essay

Introduction

- **General statements/Background Statement**

Thesis statement (Your opinion)

Body Paragraph 1

- ❖ Topic sentence

- ❖ First point or Your Rebuttal (Response)
- ❖ Supported sentences (examples/explanation)
- ❖ Link back to the question

Body Paragraph 2

- Topic sentence
- Second point (another your Rebuttal)
- Supported sentences (examples/explanation)
- Link back to the question

Conclusion

- Restatement or summary of the main points and your opinion
- Final comment

Statement or Question

- **Buddhism is a pessimistic religion that teaches everything is suffering**

Make a plan

Read the question carefully and underline the main point of the essay question.

2. Decide whether you can or can not agree with the statement. If there are two sides to the argument, decide if you agree with one side or have a specific opinion. You can't agree with both sides, but you can disagree with both and express your alternative opinion.

3. Brainstorm several ideas (points).

4. Plan supporting points.

Introduction

- 1. General Statement/Background Statement (A sentence that introduces the topic)
- 2. Thesis Statement (A sentence that gives a short, general response to the question or instruction)

Paraphrasing the statement or question

- 1. General Statement/Background Statement (A sentence that introduces the topic)

~ Paraphrasing the question is a general/background statement

~ How to Paraphrase?

Techniques for Paraphrasing

How to Paraphrase?

- (i) Changing synonyms
- (ii) Use different word forms (changing grammar structure)

Noun to Verb/ V to N/Adj to N/ N to Adj

- (i) Active to Passive
- (ii) Changing the order of the words
- (iii) Using all four techniques above

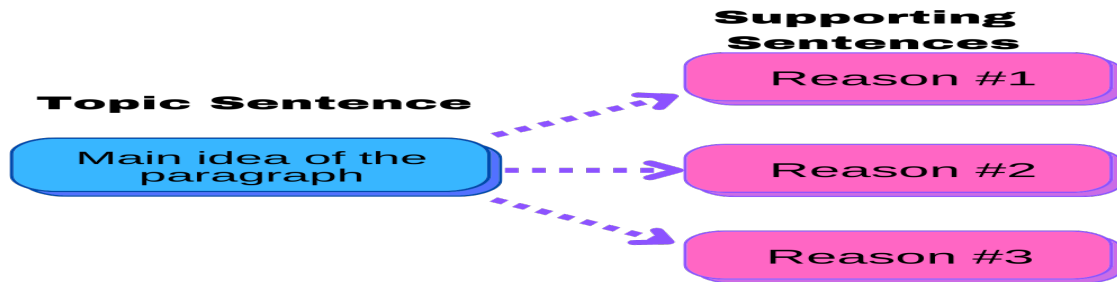
General or Background Statement

- Buddhism is a pessimistic religion that teaches everything is suffering.
- Some believe that Buddha's teachings mainly focus on life as misery or distress, considering the Buddha's Dhamma a cynical faith. (General Statement/Background Statement).

Thesis Statement

- Many people believe that Buddha's teachings are mainly focused on the life of suffering, and therefore, some consider it a pessimistic religion. (General Statement/Background Statement).
- I cannot entirely agree with this statement because they overlook the other teachings of the Buddha that can promote the life of laypeople rather than focusing on suffering, impermanence, and no-self. Therefore, this essay will discuss the opposite perspectives of people's view of Buddhism as pessimistic teachings. (Thesis Statements (your opinion or decision))

Body Paragraph 1 Topic Sentence



Body Paragraph 1 Topic Sentence

- One prominent misconception by some about the Buddha's teachings is that everything is about the truth of suffering, no self, and impermanence. (Topic sentence or problem)

Body Paragraph 1

- One prominent misconception by some about the Buddha's teachings is that everything is about the truth of suffering, no self, and impermanence. (Topic sentence or problem). However, in reality, they misunderstand Buddhism as pessimism because of mistranslation and misinterpretation of Buddhist scriptures. (First point/Your rebuttal). Indeed, most scholars have commonly rendered the First Noble Truth (Dukkha Ariya Sacca) as 'The Noble Truth of Suffering', interpreting 'life is nothing but misery and discomfort', both of which are exceedingly displeasing and deceptive. (Supported sentence). This rendering of the term does not bring out its full implications. (supported sentence). What Buddhism means by 'Dukkha' is any conditioned experience or an experience dependent on impermanent conditions. (supported sentence). Then, it is to be known that the Buddha also expounds on happiness or joyfulness (Sukha). Therefore, suffering in life is emphasised to be able to explicit its hardly unavoidable problems and the solutions that lead to the end of it, in other words, final emancipation – Nibbāna. (link back to the question)

Body Paragraph 2

- The second misapprehension by some about the teachings of the Buddha is that a luxurious life should be abandoned because it also involves suffering. (**Topic**

sentence) On the contrary, the Buddha does not reject people's convenience or luxurious lives characterised by abundant comforts and pleasures linked to wealth and indulgence. (Your opinion or argument). The Buddha also expounds many discourses (Dhamma) compatible and relevant to laypersons who can live extravagantly without abandoning worldly sumptuousness. (supported sentence). **The Dhammika Sutta** and **Singalovada Sutta**, in particular, are examples of many discourses, and the results of their undoubted validities in modern society cannot be denied or disputed. (supported sentence). That being the case, as to Dhammika Sutta, One can live a very lavish lifestyle, following the lesser disciplines – five precepts (Pañca Sīla) or eight precepts (Aṭṭaṅga Sīla). (supported sentence). It clearly exemplifies that the Buddha gives two options – being a monk with many Vinaya rules without enjoying the life of sensual pleasure and being a householder observing lesser moralities (Sīla) while enjoying sensual pleasure. (supported sentence). Of the two options, the former must renounce all his wealth to become a monkhood, which is considered the faster path to reaching Nibbāna, and the latter can live with worldly luxury, but it is regarded as the slower path to Nibbāna. (link back to the question)

Conclusion

- In conclusion, Buddhism is misunderstood by numerous people, especially Westerners, who believe that the Buddha's teachings are that 'life is nothing but suffering and discomfort'. (Restatement) I think those people misunderstood the Buddha's teachings or did not know enough about it. The above-mentioned brief responses can solve this argument to a lesser extent. (Final comment)

Topic Sentence (Introducing)

Introduction

BUDDHISM HAS OFTEN BEEN SAID to complicate the attempts of scholars of religious traditions to find common defining characteristics of 'religion'. One of the difficulties is that unlike all the other major religious traditions Buddhism does not accept the existence of a creator God. Nor, as is frequently pointed out, does it accept the existence of an individual self or soul. Because Buddhism is sometimes described more in terms of a way of life, some have even asked whether it is simply a philosophy or an ideology. It is, however, defined as a religion because its central concern is to offer to human beings salvation from the cycle of earthly existences (*samsāra*), which is characterised by suffering (*dukkha*). The non-acceptance of a creator God in a system which offers salvation to human beings is not too problematic: it can readily be accepted that salvation is achieved through one's own efforts. The apparent denial of the existence of an individual self or soul has, however, been found less easy to reconcile with such a notion of salvation. If there is no self, what is it that is saved?

The apparent denial of the existence of an individual self or soul is contained in what is known as the doctrine of *anattā* (Sanskrit: *anātman*), a teaching which appears, if in somewhat different guises, in all forms of Buddhism (save perhaps for a few modern hybrid forms). The focus of this book is a collection of texts known as the Pali canon, the textual basis of Theravāda Buddhism, the only surviving school of the early forms of Buddhism. The importance and traditional meaning of the doctrine of *anattā* for this school is indicated by Malalasekera, a distinguished modern Theravāda Buddhist, as follows:

This is the one doctrine which separates Buddhism from all other religions, creeds, and systems of philosophy and which makes it unique in the world's history. All its other teachings ... are found, more or less in similar forms, in one or other of the schools of thought or religions which have attempted to guide men through life and explain to them the unsatisfactoriness of the world. But in its denial of any real permanent Soul or Self, Buddhism stands alone. This teaching presents the utmost difficulty to many people and often provokes even violent antagonism towards the whole religion. Yet this doctrine of No-soul or *Anattā* is the bedrock of Buddhism and all the other Teachings of the Buddha are intimately connected with it ... Now, what is this 'Soul' the existence of which the Buddha denies? Briefly stated, the soul

Chapter Introduction Topic Sentence

CHAPTER I

The Rūpakkhandha

Introduction

IN THIS CHAPTER, MY CONCERN is with the body of the human being, referred to as the *rūpakkhandha*. Having selected the earliest part of the Pali canon, the four main *Nikāyas* of the *Sutta Piṭaka*, as my source material for this study of the *khandhas*, however, an immediate problem presents itself which needs to be dealt with at the outset. In this early stratum of the texts there is a notable lacuna in the information we are given about the human being, a lacuna that at first sight appears to lie in the descriptions of the *rūpakkhandha*. From the two types of definitions of the *rūpakkhandha* that we are given one can draw out an overall view of how the *khandha* is meant to be understood. Though relatively brief, this overall view is in some crucial respects very informative, as we shall see. But as one proceeds to reading canonical descriptions of the four *arūpakkhandhas* (*arūpa* refers to the four that are not *rūpa*) one sees with hindsight that an important and frequently mentioned feature of the human being has not anywhere been explained. This feature is the senses. All the *arūpakkhandhas* are subdivided according to the senses, thus stressing their important role, but they are neither considered actually to be part of the *arūpakkhandhas* nor are they mentioned at all in descriptions of the *rūpakkhandha*. When later Theravāda Buddhists realised the importance of the senses, and attempted to redress the lacuna in the descriptions of the *khandhas*, they included the senses in the *rūpakkhandha*. In view of this, it seems appropriate to discuss the senses in this chapter, and where necessary I have drawn quite extensively on commentarial texts and parts of the *Abhidhamma*, notably the *Dhammasaṅgāṇī* and its commentary the *Aṭṭhasālinī*, and the *Vibhaṅga*. In so doing, I have been guided (perhaps limited) by a desire not to arrive at a definitive view of the *rūpakkhandha* as understood by the (later) *Abhidhamma* tradition, but to suggest an overall picture of how the *rūpakkhandha* and the senses might be understood that is compatible both with the brief definitions found in the *Sutta Piṭaka* and with other aspects of the human being described in later chapters.

Topic Sentence & Connectors

associated mental states to accomplish their functions. For example, the *Paṭṭhāna* discusses the *kamma* condition (*kamma-paccaya*), which is one of the 24 conditions (*paccayas*) (see 4.3.1. and Table 4.5.), in terms of volition. It indicates that volition can be a conditioning state for the simultaneous arising of its associated states, namely the associated consciousness and mental factors, matter which arises due to the mind (*cittajarūpa*), and matter that arises due to *kamma* (*kammajarūpa*). Therefore, it is stated in Pāli as follows:

*Cetanā sampayuttakānaṃ dhammānaṃ taṃsamuṭṭhānānaṃ rūpānaṃ kammapaccayena paccayo.*¹⁰⁵

Volition is a condition, by means of being a *kamma*-type condition, for both the *dhammas* connected with it and the matter that arises from them.

“The implication is that the mental states and the material *dhammas* [i.e. matter originated in mind, and matter originated in *kamma*] in question are determined, fashioned and impelled by the force of volition (*cetanā*)”.¹⁰⁶ The example, therefore, illustrates that there are multiple mental and material results for oneself due to one’s own volition. It also shows the cognitive quality of *cetanā* in that it impels a person to do bodily or verbal or mental actions.

In addition to such direct effects of one’s own *kamma*, his/her volition can be the main cause of a wider impact on others, as mentioned above. For example, a person may have the volition (*cetanā*) to do giving (*dāna*) for monks and lay people in his/her community.¹⁰⁷ Such volition prompts him/her to undertake the organisation and coordination necessary for the event. In this case, the associated states of his/her volition (*cetanā*) will be skilful consciousnesses (*kusala-cittas*) and their associated mental factors (*cetasikas*), and matter that originates from these mental states (*cittajarūpa*), including the physical action of giving. As for the recipients, both monks

¹⁰⁵ *Paṭṭh. 1.7.*

¹⁰⁶ Karunadasa 2010: 272.

¹⁰⁷ I select *dāna* as an example because of its centrality to Buddhist notions of virtuous conduct.

3. Characteristics of Academic Writing by Dr. Ven. Vaṇṇasīri (Amm)

Contents

- * Complexity
- * Formality
- * Precision/accuracy
- * Logical
- * Responsibility

This is one of the reasons why academic writing is demanding – both the ideas and the sentence structures can be complex.

Complexity

Explicitness, Longer, Complex Words, Complex Phrases, Lexical Variation, Lexical Density, Participles, Passive Verbs, Lexical Complexity,

- -You can control the trains this way and if you do that you can be quite sure that they'll be able to run more safely and more quickly than they would otherwise, no matter how bad the weather gets.
- ✓ The cities in Switzerland had once been peaceful, but they changed when people became violent.
- The use of this method of control unquestionably leads to safer and faster train running in the most adverse weather conditions.
- ✓ Violence changed the face of once peaceful Swiss cities.

Formality

1. **Long Complex Sentences** clause, phrase
2. **One-word Verbs** to conduct
3. **Sophisticated Linking Words and Phrases** in addition to, alternatively, as a result, however, etc.
4. **Formal Punctuation** including semi- colons
5. **Full Forms** does not, it is, etc.
6. **Passive Voice** it is said
7. **Impersonal Tone** the writer's point, this research
8. **Rephrasing of Vocabulary Items** use of synonyms / antonyms
9. **Clear Referencing** this phenomenon, one of the reasons

Avoidable Factors

1. **Colloquial Words** -stuff, a lot of, thing, sort of, kids, boss, gonna, stuff,
2. **Contractions** - can't, doesn't, shouldn't it's
3. **Phrasal Verbs** put off, bring up, to carry out, get up, look up, go up
4. **Numbering And Bullet-points**
5. **Asking Questions.**
6. **Informal Punctuation:** !, ?,
7. **Active Voice** - people say

Simple Linking Words - and, so, but

Short, Simple Sentences-

Personal Tone – 1st and 2nd persons I, we, in my opinion, you

Vague Language - And so on, etc..may, Oh, by the way,

Repetition - Constant repeating same words

Basic Language -Like, Thing, Lots, amount, Little/big, Get, Hard, God/ bad, Amazing/wonderful,

Logical

9. Tittle
10. Declaration
11. Recommendations
12. Acknowledgements
13. Abstract, Contents
14. Abbreviations
15. Introduction
16. Chapters
17. Paragraph
18. Sentence
19. Words
20. Idea
21. Conclusion

Responsibility

1. In academic writing you are responsible for demonstrating an understanding of the source text.
2. This is done by *paraphrasing* and *summarizing* what you read and *acknowledging* the source of this information or ideas by a system of *citation*.

4. Academic Writing Style by Dr. Ven. Ketumālā

Free Writing

No particular planning, argument, or evidence

No choosing the best words

No proving, questioning, or analyzing anything

No intended for any particular audience

Why Academic writing are important for postgraduate research students.

Postgraduate research students are assessed through the production of written assignments (essays (short/long) /project reports/ research papers/ thesis/ dissertations.

What is Academic Writing?

- Academic writing is using specific rule and form for the purpose of making point and of argument to promote the human intellect.
- Academic Writing is (1) logical organization of evidence based on arguments. (2) Precise academic diction (3) Impersonal tone (4) for a pre-recognized audience.

Four Types of Academic Writing

1. Descriptive 2. Analytical 3. Persuasive 4. Critical

Five Main Stages

1. Planning
2. Researching
3. Writing
4. Editing
5. Presenting

Good Habits

- Be honest
- Read, read and read actively and critically
- Know your subject insight

- Reference your sources
- Avoid legalese and Lating
- Use a corpus
- Acknowledge earlier drafts and influential work
- Keep on writing etc

Five Important Matters

- Language
- Writing style
- Logical Structure
- Research Ethics
- Layout of the research

Three Parts of Paragraph

- General Statement
- Evident or Supporting Sentences
- Conclusion

What is a Paragraph?

- A paragraph is a group of Sentences about one idea.
- A Paragraph has about 5 sentences.
 - One Paragraph One Main Idea
 - General Statement
 - Evident or Supporting Sentences
 - Develop arguments / counter arguments
 - Conclusion (expressing own idea or opinion)

General Statement

1. Not too narrow

Exam, Canada shares a border with the United States

2. not too broad

Exam, Studying is difficult.

3. Do not announce your general statement

Exam, I would like to discuss in this paragraph the growing concern about air pollution in my city.

A good General Statement

- Clearly introduces the general statement
- Making a point One Main Idea
- Making a statement which is neither too narrow nor too broad

A good General Statement

1. Canadian culture has been heavily influenced by its relationship with the United State.
2. Studying two languages at one can be very challenging.
3. Air pollution is a growing concern in my country.

Conclusion Sentence

- Reminding of the general sentence
- Repeating the main idea in the general sentence, but in different words
- Not giving new details and ideal
- Expression own idea

“A monk is one excellent”. He is intelligent and responsible....

“As a result of his hard work, the monk is one of the best monk in the monastery”.

Heading

- A clear definition for the concept of hedging
- Helps avoiding generalization and overstating

Verbs: Indicate, propose, assume, estimate, suggest, appear, tend to, argue, seem,

Exam, it tends to be

Modal Verbs: must, will, would, should, may, can, could, might

Exam, only if we work together can we solve the nation's problems.

- To avoid impolite and absolute statements
- Helps avoiding generalization and overstating

Adverbs: Often, almost, occasionally, sometimes. Perhaps, quiet, usually, certainly, somewhat

Adject Probable, possible, apparent,

Cohesion and Coherence

- Cohesion means ideas and linking word from sentence to sentence and from paragraph to paragraph
- Cohesion devices: linking word; conjunction, subordinating and adverbs, synonyms, pronouns.
- Ex. I had along day. as a result, I was tired. Therefore, I went to bed. However, I could not sleep. In addition, I was suddenly hungry.
- Coherence means logical understandable writing
- All supporting sentence must relate to the main idea
- Smart Live Class Youtube

Introduction စာပေသည် အမျိုးအစားအားဖြင့် သဒ္ဒါပြဋ္ဌာန်းသော သဒ္ဒါပဓာနစာပေ၊ အနက်ပြဋ္ဌာန်းသော အတ္ထုပဓာနစာပေ၊ သဒ္ဒါ-အနက် နှစ်ပါးစုံပြဋ္ဌာန်းသော သဒ္ဒါပဓာနစာပေ ဟူ၍ သုံးမျိုးရှိသည်။

Topic Sentence သဒ္ဒါပြဋ္ဌာန်းသော သဒ္ဒါပဓာနစာပေ ဟူသည်မှာ အနက်တူ အခြားဝေါဟာရများဖြင့် လဲလှယ်၍ မရကောင်းသော စာပေမျိုးဖြစ်သည်။ ယင်းစာပေမျိုးတွင် ပါဠိ ပိဋကတ်တော်လာ ကမ္မဝါစာများ ပါဝင်သည်။

Clarification ကမ္မဝါစာများကို ရှိရင်း ပါဠိ ဝေါဟာရ အတိုင်း ရွတ်ဖတ်ရသည်။ အခြားအနက်တူ ဝေါဟာရများဖြင့် အလဲအလှယ်ပြုလုပ်၍ မဖတ်ရ။ အခြားဘာသာတစ်မျိုးမျိုးသို့ ပြန်ဆို၍လည်း မဖတ်ရ။ မူလရှိရင်း ပါဠိ ဝေါဟာရအတိုင်း မဖတ်ဘဲ အခြား တစ်နည်းနည်းဖြင့် ပြောင်းလဲ၍ ဖတ်လျှင် ကမ္မဝါစာ ပျက်၍ ကံမမြောက်ပေ။ ကမ္မဝါစာ၏ ရည်ရွယ်ချက်မှာ ကံမြောက်ရေးပင် ဖြစ်သည်။ ဗျဉ္ဇနဗုဒ္ဓိခေါ် ရွတ်ဖတ်နည်း မှန်ကန်စွာ အသံထွက်၍ ရွတ်ဖတ်မှသာ ကံမြောက်မည် ဖြစ်၏။ ထို့ကြောင့် ကမ္မဝါစာကို သဒ္ဒါပြဋ္ဌာန်းသော စာပေအမျိုးအစား၌ ထည့်သွင်း ရေတွက်ခြင်း ဖြစ်သည်။

Concluding Sentence

ဗျဉ္ဇနစာအုပ်တိုက်

before offering material things in order to get rid of their attachment to these things to be offered (*dānavatthu*). However, although they teach so, they never say that keeping precepts has to be done after offering. They, as a traditional point of view, believe that morality is a fundamental foundation of the Buddhist path of liberation; hence, they usually instruct the practitioners (*yogis*) to keep precepts before taking meditation. In this case, almost all of the meditation teachers train the practitioners to keep precepts as a prerequisite before practicing mindfulness meditation. It is proper training because only a morally pure practitioner can undertake meditation successfully; a morally impure person cannot cultivate concentration and cannot see *dhammas* as they really are.⁴⁷ Hence, morality play as a fundamental role in practicing mindfulness meditation.

Conclusion Sentence

3.5 Analysis of *Bhāvanā* and Its Practice

In Buddhist meditation, tranquility meditation (*samathabhāvanā*), insight meditation (*vipassanābhāvanā*) and four foundation of mindfulness (*satipaṭṭhāna*) are well known in the development of concentration and wisdom for spiritual liberation. The term *bhāvanā* applied in Buddhist meditative techniques is a derivative of the root *bhū*, 'to be,' and *bhāvanā* means meditation, cultivation, development, mental culture. The term *bhāvanā* has a wider connotation than meditation and signifies all aspects of personality development or cultivation. The development or cultivation envisaged is not confined to the development of the mind or the intellect, but to all aspects of personality including speech and bodily action.¹⁷⁴ B. Horner remarks in the descriptive footnote of the *Indriyabhāvanā Sutta*: "*Bhāvanā* is mental cultivation or mental development in the sense, it is necessary for the attainment of highest goal."¹⁷⁵

The development of *samatha* and *vipassanā* is to develop the threefold training, namely morality (*sīla*), concentration (*samādhi*) and wisdom (*paññā*). This threefold training supports and encourages one to another to increase the spiritual

development.¹⁷⁶ It is said in the *Soṇadaṇḍa Sutta* that *sīla* purifies *paññā* and *paññā* purifies *sīla*. A man with *sīla* has *paññā* and the man with *paññā* possesses *sīla* just as the hands mutually wash each other.¹⁷⁷ The restraint of *sīla* supports *samādhi* and *paññā* to strengthen. The contemplation of *samādhi* strengthens *sīla* and *paññā* to develop. The practice of *indriyabhāvanā* also encourages to develop threefold training: *sīla*, *samādhi*, and *paññā* for mental balance. The restraint of senses faculties is training to purify morality (*sīla*) pertaining to sense faculties with mindfulness, then to control the mind by *samādhi* and thereby enhance *paññā* by insight knowledge (*vipassanāñāṇa*). The development of the faculty is the development of mind, that is not allowing lust, hatred or delusion to arise in mind. This practice establishes insight in the natural state in order to dwell in equanimity towards mindfulness with clear comprehension. The Buddha in the *Mahāparinibbāna Sutta* expounds that the development of *sīla*, *samādhi*, and *paññā* leads to great fruit and profit thus:

ဇောဇွာ်သုတ္တံ

Introduction

သံသာရေ သံသာရေနှင့် သန္တရက ဝိနာသဇော။ သတ္တ ခဗ္ဗေ ဝ ဇောဇွာ်သုတ္တံ။ ဇောဇွာ်သုတ္တံပဗ္ဗဇော။
ဇောဇွာ်သုတ္တံ ယော ဝိဗေ သတ္တံ ဝိဘဝါ ဗုဒ္ဓကတ္တံဇော။ အဇောဝိ ခဗ္ဗေဇောဝိ။ အဗော ဝိဗေ သတ္တံ
ဇောဇွာ်သုတ္တံ ဝိဗေ သတ္တံ။ အဇောကတ္တံဇောဝိ။ သြသဇော ကုဗ် ဗန္ဓိ ဇောဇွာ်သုတ္တံ ဝိဗေ သတ္တံ။

Explanation (definition)

ဇောဇွာ်သုတ္တံ သုတ္တံသင်္ဂါတော ဇောဇွာ်သုတ္တံ ဝိဗေ သတ္တံ ဝိဘဝါ ဝိဗေ သတ္တံ။ ဇောဇွာ်သုတ္တံ ဝိဗေ သတ္တံ
သမာဓိပေတော ဇောဇွာ်သုတ္တံ။ သတ္တံ ဝိဗေ သတ္တံသင်္ဂါ။ ဝိဗေ သတ္တံသင်္ဂါ။ ဝိဗေ သတ္တံသင်္ဂါ။
သုတ္တံသင်္ဂါ ဝိဗေ သတ္တံသင်္ဂါ။ ဝိဗေ သတ္တံသင်္ဂါ။ ဝိဗေ သတ္တံသင်္ဂါ။

Evidences (approvements)

ဇောဇွာ်သုတ္တံ သမာဓိပေတော။ ဇောဇွာ်သုတ္တံ ကတ္တံ။ ဝိဗေ သတ္တံ သုတ္တံသင်္ဂါ။ ဇောဇွာ်သုတ္တံ သတ္တံ
ဝိဗေ သတ္တံ သုတ္တံသင်္ဂါ။ ဝိဗေ သတ္တံ သုတ္တံသင်္ဂါ။ ဝိဗေ သတ္တံ သုတ္တံသင်္ဂါ။
ဇောဇွာ်သုတ္တံ သမာဓိပေတော။ ဇောဇွာ်သုတ္တံ သုတ္တံသင်္ဂါ။ ဝိဗေ သတ္တံ သုတ္တံသင်္ဂါ။

Conclusion

ဇောဇွာ်သုတ္တံ ဝိဗေ သတ္တံ သုတ္တံသင်္ဂါ။ ဝိဗေ သတ္တံ သုတ္တံသင်္ဂါ။ ဝိဗေ သတ္တံ သုတ္တံသင်္ဂါ။
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ဇောဇွာ်သုတ္တံ ဝိဗေ သတ္တံ။

Summarising

- Summarising aims to reduce information to a suitable length
- Summarising aims to allowing the writer to condense length source into a concise form.
- To avoid the risk of plagiarism

Stages of summarizing

- Read the original text carefully and check any new of difficult vocabulary.
- Mark the key points by underlining or highlighting.
- Make notes of the key points, paraphrasing where possible.
- Write the summary from your notes, reorganizing the structure if needed.
- Check the summary to ensure it is accurate and nothing important has been changed or lost.

Paraphrasing

- Paraphrasing means changing the wording of a text so that it is significantly different from the original source, without changing the meaning.
- To avoid the risk of plagiarism.
- Paraphrasing attempts to restate the relevant information.

Paraphrasing

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- Paraphrasing attempts to restate the relevant information.

What is Paraphrasing?

- Has a different structure to the original
- Has mainly different vocabulary
- Retains the same meaning
- Keeps some phrases from the original that are in common use (e.g. 'Industrial Revolution' or eighteenth century')
- Example...
- There has been much debate about the reasons for the Industrial Revolution happening in eighteenth- century Britain, rather than in France or Germany.
- Why the Industrial Revolution occurred in Britain in the eighteen centuries, instead of on the continent, has been the subject of considerable discussion.

Techniques for paraphrasing

Changing vocabulary by using synonyms

argues>claims/eighteenth century>1700s/ wages> labour costs/ economise> saving

Changing word class

Explanation (n)> explain(v)/ mechanical (adj)> mechanise (v)/ profitable (adj)> profitability (n)

Changing word order

...the best explanation for the British location of the Industrial Revolution is found by studying demand factors.

> A focus on demand may help explain the Uk origin of the Industrial Revolution.

Citation style

Discuss with supervisor

Harvard Citation style

Chicago citation style

APA (American Psychological Association) style

MLA (Modern Language Association) style

5. Characteristics of Academic Writing by Dr. Ven. Sīri Sumaṅgalasāmi

Important components of an essay Assignment/ a thesis/ dissertation Introduction
Body/discussion/ Conclusion

A checklist of academic writing features

- **Linear:** It has one central point or theme with every part contributing to the main line of argument, without digressions or repetitions.
- **Informative:** The aim is to provide information not entertainment.
- **Complex:** Written using more complex grammar, vocabulary and structures. avoid the use of long sentences and complicated vocabulary.
- **Formal in tone and style:** Not a personal tone so avoid using colloquial words and expressions. Use appropriate language and tenses, and is clear, concise and balanced.
- **Precise:** Facts and figures used must be correct.
- **Objective:** Emphasis on information and arguments not on you (the writer). Academic writing focuses on nouns (and adjectives), rather than verbs (and adverbs).
- **Structured:** is coherent, written in a logical order, and brings together related points and material.
- **Evidenced:** demonstrates knowledge of the subject area, supports opinions and arguments with evidence, and is referenced accurately.
- **Explicit:** Show the reader how the different parts of the text are related by the using signalling or transition words.

- **Accurate:** Know the meanings of words, particularly subject specific words and use them accurately.
- **Qualification/ Hedging:** Use hedging statements or tentative language such as *'may be, might be, can be, a few, 'it is possible that', 'appears to'* to qualify statements. This avoids absolute statements, which may be in error.
- **Responsibility:** You are responsible for proving what you say with evidence and for a complete understanding of the sources you use.

A more detailed guideline

- **Use clear and concise language:** Academic writing is concise, clear and formal. It does not need to be complex or use long sentences and obscure vocabulary.
- **Keep to the point** (Do not make your reader to wait pages)
- **Avoid repetition** (do not repeat the same information over and over again) • **Avoid using redundant words.** For example:
 - Use “because” instead of “due to the fact that”.
 - Use “alternatives” instead of “alternative choices”.
 - Use “fundamentals” and not “basic fundamentals”.
 - Use “concisely” instead of “in as few words as possible”.
- **Use formal language**
 - **Avoid using colloquialisms or slang terms** such as 'sort of' or 'basically'. Instead use 'somewhat' or 'fundamentally'.
 - **Avoid clichés.** These are phrases such as “at the end of the day” or “in the nick of time.” Instead of this you might write finally or at the critical moment.

- **Avoid using contractions—shortening Forms:** “don’t” or “isn’t”. Instead use “do not” or “is not”
 - **Use formal verbs and avoid two-word verbs.** For example, use ‘*establish*’ instead of ‘*set up*’, and ‘*decrease*’ instead of ‘*go down*’.
 - **Use Impersonal language:** the third person (“it”, “he” and “she”) For example, ‘*there is*’ or ‘*it is likely that*’ rather than ‘*I think*’ or ‘*I feel*’.
- **Use acronyms and INITIALISMS correctly**
- The general rule is to write the name in full first time with the acronym in brackets immediately after.
 - For the rest of the essay, use the acronym.
 - Be consistent—once you have written the acronym, use it all of the time.
 - **Do not** use full stops between the abbreviated letters (e.g. UTS).
 - If you need to make an acronym into a plural, then add a lower case 's' **without** using an apostrophe (e.g. UTSs).
 - If an abbreviation is commonly used as a word, you can use it in the abbreviated form without writing it in full first (e.g. NSW, FAQs).
- **Avoid using common abbreviations (such as e.g., i.e., viz., etc.)** It is BEST to write the full term in the text of your writing. For example: (use compare instead) e.g. (use for example instead) etc. (use and so forth instead) i.e. (use that is instead) viz. (use namely instead) üvs. (use versus instead) & (use and instead)
- **Avoid Rhetorical Questions.** Rhetorical question is a question for which no answer is expected.

Informal (includes rhetorical question)	Formal
Industrial sites cause vast amounts of environmental pollution, so why do we still use them?	The question surrounding the continued use of industrial sites, given their vast pollution production, still remains.
What is a team? A team can be one person but will usually end up including many more.	A team can include one person but usually involves many more.
The question is, however, does the "Design School Model" provide a practical solution to the problem of how to formulate strategy?	It is questionable whether the "Design School Model" provides a practical solution to the problem of strategy formulation.

Informal Speaking Vocabulary	Academic Writing Vocabulary	What is the difference?
a lot of good/bad go up/go down/stay the same Retirement is something most of us must face sooner or later.	a considerable amount; beneficial/favourable; increase/decrease/stabilize Retirement is inevitable.	More formal, doesn't use colloquial language
Illness Food Gadgets	Respiratory infection Traditional Italian cuisine Portable electronic devices	More specific
can't doesn't won't	cannot does not will not	Use full forms rather than contractions
Researchers looked at the way strain builds up around a geological fault.	Researchers examined the way strain intensifies around a geological fault.	Avoids phrasal verbs
It caused a really big reaction	It caused a significant reaction. (Or considerable/dramatic/explosive)	Avoids adverbs such as 'really', 'very', 'just'.
Everybody needs his own copy.	Everybody needs his or her own copy or Everybody needs their own copy	Gender inclusive

Informal Speaking Style	Academic Writing Style	What is the difference?
There is no way that the design concept can be implemented within the budget	It seems unlikely that the design concept can be implemented within the budget	Use a more cautious tone . How cautious depends on the level of certainty provided by your evidence.
Everybody knows that we have had a good year. You can see from the graph that sales have gone up significantly over the quarter.	It is generally accepted that this year has been favourable with respect to profit margins. As can be seen from the graph, sales have increased significantly over the quarter.	Academic writing is impersonal, so avoid using personal pronouns .
It is my belief that ... I am sure that ..	It can be concluded that ... In light of the evidence, ... It can be argued that ... It is evident from the data that ...	Use 3rd person or 'it' constructions or refer to the evidence.

- Use a blend of active and passive verbs

Use a mixture of long and short sentences: Many short sentences are monotonous

- Choose the correct tense and voice

First Person	Becomes third person
I argue that...	This essay argues that...
We researched the issue of...	The group researched the issue...
I used semi structured interviews as my methodology	The chosen methodology was semi structured interviews...*
After this I will analyse topic x	Subsequently, topic x will be analysed...*
I found that...	It was found that...*
We thought the results were...	The results appeared to be...
Second person ...	becomes third person ...
You can read further about this in Further discussion of this topic is found the work of Smith and Jones (2010).	Further discussion of this topic is found in the work of Smith and Jones (2010).
You may find it difficult to replicate this experiment	Replication of this experiment may be difficult
Your reading will be more effective if you have a study plan.	Use of a study plan will improve the effectiveness of one's reading.

*A combination of 3rd person and passive sentence structure are key features of academic writing.

- **Arrange your points in a logical order:** explain the points step by step. Do not move from one fact to another randomly
 - **Write in structured paragraphs.**
 - **Only include one main idea per paragraph:**
 - **Avoid too long and too short paragraph** (Around one page is sufficient for a paragraph / (200 words)
 - **Avoid a one-sentence paragraph**
 - **Keep your sentences to a reasonable length** (generally not more than 25 words).
 - **Use references and evidences.** Support your statements with evidence, and ensure you reference these clearly.
 - **Be precise.** Provide concise, clear, and accurate statements, avoid vague or ambiguous statements. Use data wherever possible. For example, use “*The Coalition was formed in 1923, some 24 years ago, and have a conservative ideology*” rather than “*The Coalition has been destroying the country for about a century*”
 - **Insert graphs, tables and charts if necessary**
- Convey your opinion Hedges:** “This suggests...”, “It is possible that...”, “A possible explanation...”, “Usually...”, “Sometimes...”, “Somewhat...”

- **Boosters:** “Clearly” (only use if you are certain it is clear), “There is a strong correlation...”, “Results indicate...”
- **Reporting verbs:** Reporting verbs can be grouped into the three main categories of strong, neutral and tentative:

This table compares the three types of reporting verb: strong, neutral and tentative, by listing examples of each.		
Strong	Neutral	Tentative
Argue/ assert/ challenge contend/ counter the view that deny/ emphasise/ maintain negate/ theorize/ refute reject/ strongly believe that support the view that	Assume/ demonstrate/ describe/ examine illustrate/ indicate/ mention note/ observe/ point out report/ reveal/ show state/ study	Claim/ hypothesise/ imply intimate/ moot/ posit the view that postulate/ propose/ question the view that recommend/ speculate/ suggest

- **Use signalling/transitional words when writing:** for example
 - add more information eg furthermore, moreover, additionally compare two similar points eg similarly, in comparison show contrasting viewpoints eg however, in contrast, yet show effect or conclusion eg therefore, consequently, as a result
 - emphasise eg significantly, particularly reflect sequence eg first, second, finally. **Use diacritical marks precisely and perfectly.**
- *Sāsanatṭhitiyā pana pariyatti pamānaṃ, pariyattiyāṭhitāya sāsanaṃ ṭhitaṃ hoti*, D.A.III 899.
- **Incorporate evidence:** Academic writing must be supported by evidence such as data, facts, quotations, arguments, statistics, research, and theories.
- paraphrasing • summarizing

- synthesizing • quoting

• **Paraphrasing:** Paraphrasing is using your own words to express someone else's ideas. (Similar length to original text)

Dos

- identify a relevant theme or point, depending on your purpose
- write the point in your own words
- focus on the meaning of an idea or argument
- include a reference to the original author.

Don'ts

- using too many of the original author's words, this includes using the same structure not distinguishing between the author's point and your own viewpoint providing too much detail.
- **Summarizing:** Summarizing is providing a condensed version of someone else's key points with your own words. (It is different to a paraphrase.)

Dos

- identify the relevant points of the idea or argument, depending on your purpose
- write a shortened version, in your own words, to show your understanding
- include an in-text citation and reference to the original author.

Don'ts

- providing too much detail such as examples, anecdotes, unnecessary background information rather than being selective and applying the information to the question you are trying to answer.
- **Synthesizing:** A synthesis draws on two or more sources. A synthesis is a combination, usually a shortened version, of several texts made into one. It contains the important points in the text and is written in your own words.

Dos

- Group sources into relevant categories, for example, authors with similar viewpoints or research that reveals the same results
- Write about these in your own words. Do not discuss each author separately; you must identify the overall points you want to make
- Include references to all the original authors.

Don'ts

- Listing authors separately or one by one, thus not grouping relevant authors or points together
- Giving too much detail about different perspectives rather than being selective of the key features relevant to your line of argument
- Describing the idea/argument but not explaining the significance to your own argument or point you are trying to make.

• **Quoting:** Quoting is where you copy an author's text word for word, place quotation marks around the words and add a citation at the end of the quote.

Dos

- copy the quote exactly from the original, as the author has written it, taking care to include quotation marks
- If the quote is short (under 30 words), you include it into the text of the paragraph between quotation marks. “”
- If the quote is longer, then put it into an indented paragraph.

Don'ts

- Using too many quotes throughout your work
- Incorporating a quote without explaining the significance to your own argument or point you are trying to make.

•Paraphrasing Tool Pali Script Converter

Paragraph Structure • A paragraph has three parts:

1. Topic Sentence
2. Supporting Sentences including Sentence

A paragraph is like the thesis or essay or assignment which consists of introduction, body and conclusion.

Topic sentence

1. The main idea of the entire paragraph
2. The first sentence or the second sentence of paragraph
3. If you want to talk about a different thing, well it must be in a different paragraph
4. Only one main ideapporting Sentences

Facts, details, reasons, examples, comparison Information from the reading or class discussion Paraphrases or short quotations Statistics, polls, percentages, data from research students Personal experiences, stories describe the main idea one more time but use different words

Examples of an academic paragraph

Corporate Social Responsibility (CSR) can generate a positive reputation for a company leading to possibly more sales and growth. According to Jones et al (2019), a corporation that invests in the environmental and ethical approaches of CSR will demonstrate to the public and the media that they are a responsible company. Watson (2018) states that this improves consumer sales as customers tend to support ethical green business practice thus improving profitability and encouraging growth. For example, a yoghurt company called Yeo Valley has been investing in making its products organic, creating fully

recyclable packaging and reducing its CO₂ output. As a result, profits have doubled within the last two years providing the company with a range of opportunities to expand (Peterson, 2019). Overall, the evidence seems to suggest that investing in CSR can improve brand image and productivity.

Examples of an academic paragraph

A number of problems associated with the traditional routines of handover practices has been identified. Baldwin and McGinnis (1994, pp. 61-64) find that many handovers are unnecessarily lengthy which means that there is an unacceptable period of time during each shift when nurses are not available in the ward or unit. Another area that has received attention is the content and presentation of handover information. Wills (1994, p. 36) observes that “an unprofessional approach has been noted among some nurses, with derogatory comments about patients or their families”. Lastly, there is the issue of what information nurses actually pass on during the handover. It appears that: Nurses frequently report on their own activities over the shift rather than providing patient centred information. Information obtained from discussions with relatives is rarely relayed onto other nursing staff, and of the patient information reported, most is described from a medical perspective rather than focusing on the discussion of nursing related information. (Professional Nurse, 1997, p. 637) Thus, many serious problems have been identified in traditional handover practices, which may reflect on the professional standing of nurses in this profession.

Statement, Elaboration, Documentation, Illustratio, Comparison, Criticism, Conclusion

Some useful transitions

To show addition: again, and, also, besides, equally important, first (second, etc.), further, furthermore, in addition, in the first place, moreover, next, too

To give examples: for example, for instance, in fact, specifically, that is, to illustrate

To compare: also, in the same manner, likewise, similarly, consistent with, as well, too

To contrast: although, and yet, at the same time, but, despite, even though, however, in contrast, in spite of, nevertheless, on the contrary, on the other hand, still, though, yet, rather than, conversely, differ

To summarize or conclude: all in all, in conclusion, thus, in other words, in short, in summary, on the whole, that is, therefore, to sum up, as you can see, that's why, in brief, in summary

To show time: after, afterward, as, as long as, as soon as, at last, before, during, earlier, finally, formerly, immediately, later, meanwhile, next, since, shortly, subsequently, then, thereafter, until, when, while

To show place or direction: above, below, beyond, close, elsewhere, farther on, here, nearby, opposite, to the left (north, etc.)

To indicate logical relationship: accordingly, as a result, because, consequently, for this reason, hence, if otherwise, since, so, then, therefore, thus

some useful phrases for academic writing

Introducing a Topic

- This study is about [subject]. In particular it will investigate / examine / discuss / consider / cover / include / contain ...
- Most importantly / specifically / particularly it will ...
- There are [number] issues / areas / facts / topics /

parts in this

- study/ thesis/ essay/ report about [subject]. They are ...
- In this report on [subject], the following issues / areas / topics /
- facts will be discussed/ examined/ investigated ...

Introducing a Topic

- This essay discusses [subject] from the perspective of
- [Subject/ Issue] is [extensively/ briefly/ succinctly/ in detail/ at length] explored/ defined/ outlined/ explained/ identified/ justified/ demonstrated/ in
- The definition of [subject] is given in ...
- In this essay [subject] has been investigated/ explored/ ... with the intention of ...
- The key aspect/s discussed here is/are ...
- Emphasised in the present study are ...

Stating the purpose of research

- The major objective of this study was to investigate
- The aim of this study was to clarify several aspects of
- The aim of this study is to investigate the differences between X and Y.
- The aim of this research project has therefore been to try and establish what
- The main aim of this investigation is to assess the doses and risks associated with
- The aim of this study is to shine new light on these debates through an examination of
- The objectives of this research are to determine whether
- The main purpose of this study is to develop an understanding of This paper investigates the usefulness of
- This thesis intends to determine the extent to which and whether
- This thesis will examine the way in which the
- This research examines the emerging role of X in the context of
- This case study seeks to examine the changing nature of
- This dissertation seeks to explain the development of
- This dissertation aims to unravel some of the mysteries surrounding
- This study systematically reviews the data for....., aiming to provide

Highlighting inadequacies of previous studies

- Researchers have not treated X in much detail.
- Previous studies of X have not dealt with
- Half of the studies evaluated failed to specify whether
- Most studies in the field of X have only focused on
- Most studies in X have only been carried out in a small number of areas.
- The generalisability of much published research on this issue is problematic.
- The experimental data are rather controversial, and there is no general agreement about

Highlighting inadequacies of previous studies

- Such expositions are unsatisfactory because they
- The research to date has tended to focus on X rather than Y.
- Research on the subject has been mostly restricted to limited comparisons of
- The existing accounts fail to resolve the contradiction between X and Y
- However, few writers have been able to draw on any systematic research into
- However, much of the research up to now has been descriptive in nature
- However, these results were based upon data from over 30 years ago and it is unclear if

Concluding a Topic

- This study/ research has shown that
- These findings suggest that ...
- One of the more significant findings to emerge from this study is that
- It was also shown/ demonstrated/ substantiated that....
- This study has found that generally
- The following conclusions can be drawn from the present study.
- The relevance of [subject] is clearly supported by the current findings.
- The second/ third/ fourth major finding was that ...
- Important conclusions drawn from this work include ...

- The current findings add [substantially to our understanding of/ a growing body of literature on] ...
- The present study makes several noteworthy contributions to

6. Academic Writing by Dr. Ven. Aggañāṇī

Contents

- What is Academic Writing?
- The Purpose of Academic Writing
- Why Should Students Learn Academic Writing?
- Common Types of Academic Writing
- Different Academic Writing Styles
- Features of Academic Writing
- From Research to Writing: Essential Skills for Academic Writers
- Critical Thinking
- Simple and Complex Sentences
- Academic Writing is... vs. Academic Writing is not...
- Constructing Paragraphs
- Effective Note-making
- Verb Tenses in Academic Writing
- Academic Writing: How to Start Sentences
- List of References

What is Academic Writing?

- Academic writing is arguably the most important skill in academic contexts, since writing is the main method of academic communication.
- It is also the most difficult skill for most students to master.
- Simply put, academic writing is teaching students how to write essays in academic contexts.
- That sounds pretty simple, but there is a lot more to it than that.
- Essay writing is the process of sharing complex ideas, thoughts, or opinions.

- Writers learn to construct a rather complicated argument or explanation by combining sentences into paragraphs and paragraphs into an essay.
- Academic writing demands writers become clear in their explanations and reasoning, direct in their communication, and most importantly, able to make readers understand their topic and thesis.

The Purpose of Academic Writing

- Writers should be clear why they are writing. The most common reasons for writing include:
to report on a piece of research the writer has conducted,
to answer a question the writer has been given or chosen,
to discuss a subject of common interest and give the writer's view and
to synthesize research done by others on a topic.

Why Should Students Learn Academic Writing?

- Students should learn academic writing because writing is thinking.
- Learning how to write strong essays is important because at its most fundamental level, it is about taking your own thoughts and then arranging them.
- They are logical and make sense, first to yourself, and then to your readers.
- This happens because you are pulling these thoughts from your mind and crystalizing them on paper or a screen.
- They are in a place where not only you have to see them for what they are, but so can other people.

Why Should Students Learn Academic Writing?

- If your ideas are convincing and powerful, these thoughts can become the thoughts of others. This is the crux of communication.
- Good thoughts = good writing.
- If your thoughts are unclear or not solid or lack structure, they will be poor writing and others will not understand nor agree.

- Most writers start at a place where their writing is not particularly good, but by practicing writing skills, they learn how to become better writers, which means they become better thinkers.
- Practicing writing is like sharpening your thinking process – the more you do it and the better you become at it, the more others will listen to you.

Common Types of Academic Writing

Definition

Essay

- A fairly short, self-contained argument, often using sources from a class in response to a question provided by an instructor.

Research paper

- A more in-depth investigation based on independent research, often in response to a question chosen by the student.

Thesis/ dissertation

- The large final research project undertaken at the end of a degree, usually on a dissertation topic of the student's choice.

Research proposal

An outline of a potential topic and plan for a future dissertation or research project.

Literature review

A critical synthesis of existing research on a topic, usually written in order to inform the approach of a new piece of research.

Lab report

A write-up of the aims, methods, results, and conclusions of a lab experiment.

Annotated bibliography

A list of source references with a short description or evaluation of each source.

Different Academic Writing Styles

- Good academic writing can be challenging as it requires the right mix of descriptive, analytical, persuasive, and critical writing skills.
- Each of the four academic writing styles has its own unique characteristics and applications.

Descriptive Writing

- It is often used in academic writing to help give readers a clear understanding of the research topic.
- This academic writing style is used to describe and explain different concepts, events, phenomenon, experiments, developments, people, and places, or to simply provide more information or facts about the research.
- Descriptive writing is often seen in the introductory sections of articles or in literature reviews, which summarize and synthesis existing knowledge on a research topic.

Analytical Writing

- Aims to break down complex concepts, events, or phenomenon into its constituent parts and analyze these in detail to identify patterns, relationships, and connections within the topic.
- The methodology and discussion sections are examples of academic writing where the analytical style is most common; authors must detail the methods used, interpret results in relation to existing knowledge, and corroborate whether the results complement or contradict the research topic.

Different Academic Writing Styles

- Persuasive Writing
- Aims to convince the reader of the validity of the author's argument or point of view.
- It is similar to analytical writing in that it tried to persuade readers to accept the researcher's stand or argument by emphasizing the evidence and analysis conducted.

- This academic writing style is often used in the introduction and discussion sections, where authors need to highlight the significance of the research and its contribution to the field.
- Persuasive writing is also crucial in research proposals.

Critical Writing

- Involves the evaluation and analysis of the strengths and weaknesses of an argument or idea; it may result in more than one viewpoint or conclusion based on validated sources.
- Critical writing helps researchers defend their stand, by identifying biases, assumptions, and logical fallacies in the argument or idea.
- The most common examples of academic writing that use this style are the literature review and discussion/conclusion sections of a research paper, where authors critically assess existing content and then position their work effectively within the field of study.

FEATURES OF ACADEMIC WRITING

Academic writing is writing which communicates ideas, information and research to the wider academic community. It can be divided into two types: student academic writing, which is used as a form of assessment at university, as well as at schools as preparation for university study; and expert academic writing, which is writing that is intended for publication in an academic journal or book. Both types of academic writing (student and expert) are expected to adhere to the same standards. Academic writing has the following features...

	1	STRUCTURED Academic writing should have a clear structure, which often derives from the genre, e.g. Introduction, Method, Results and Discussion for a report; Introduction (with thesis), body paragraphs (with topic sentences), and conclusion for an essay. Careful planning is essential.
	2	EVIDENCED Opinions and arguments should be supported by evidence. This may include information from experts in the field, for which paraphrasing, summarising and referencing skills will all be important.
	3	CRITICAL An academic writer should not accept everything as fact. Information should be analysed and evaluated before it is used. Critical writing requires a great deal of research to develop a deep understanding of the topic.
	4	BALANCED Academic writing should give consideration to all sides of the issue and avoid bias. It is important for the academic writer to show how strong their claims are, e.g. by using hedges such as 'the evidence suggests...' or boosters e.g. 'clearly'.
	5	PRECISE Academic writing should use clear and precise language to ensure the reader understands the meaning. This includes the use of technical (i.e. subject-specific) vocabulary.
	6	OBJECTIVE In academic writing, emphasis is placed on the arguments and information, rather than on the writer. It tends to use nouns/noun phrases more than verbs/adverbs, as well as passive structures.
	7	FORMAL Academic writing uses more formal language than everyday writing. It tends to use longer words and more complex sentences, while avoiding contractions and colloquial or informal words or expressions.

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From Research to Writing: Essential Skills for Academic Writers

- Academic writing is a unique form of writing that requires a set of skills and abilities that not every writer possesses.

- 1. Intellectual Curiosity and Research Skills: The Foundation of Academic Writing
- Intellectual curiosity drives an academic writer to explore, question and seek answers to complex problems. It is the foundation of academic writing.
- Research skills are equally crucial in academic writing. They enable an academic writer to gather and analyze information from various sources, making the writing comprehensive and evidence-based.
- 2. Critical Thinking and Analytical Skills: Evaluating and Judging Based on Evidence
- Academic writing requires an in-depth analysis of complex problems and ideas.
- Critical thinking is necessary to evaluate and make judgements based on evidence.
- Analytical skills also play a critical role in academic writing. They enable an academic writer to break down complex information into smaller parts, making it easier to understand and evaluate.

From Research to Writing: Essential Skills for Academic Writers contd

- 3. Writing and Communication Skills: Expressing Ideas and Arguments Clearly

Academic writing requires a specific style and tone, which must be engaging and informative.

An excellent academic writer must be able to express ideas and arguments concisely and clearly.

Communication skills are equally crucial in academic writing. They enable an academic writer to articulate ideas and arguments to a broad audience.

- 4. Time Management and Organization Skills: Ensuring Efficiency and Productivity

Academic writing requires a significant amount of time and effort.

Time management is essential to ensure that deadlines are met, and the writing process is efficient and productive.

Organization skills are also necessary to keep track of research, notes, and drafts, making the writing process more manageable.

Techniques such as creating a writing schedule and prioritizing tasks can help an academic writer manage time and stay organized.

From Research to Writing: Essential Skills for Academic Writers contd.

- 5. Subject Matter Expertise: Knowing the Topic Inside and Out

Subject matter expertise is essential to have a deep understanding of the topic being written about to produce quality academic work.

An excellent academic writer must be well-read and up-to-date on the latest developments in his field.

Techniques such as attending conferences, reading academic journals, and collaborating with colleagues can help an academic writer develop and enhance his subject matter expertise.

- 6. Editing: The Importance of Reviewing and Polishing Academic Writing

Editing academic work involves reviewing and polishing the writing to ensure that it is clear, concise, and error-free.

It is an essential step in the writing process that helps an academic writer produce quality work.

Techniques such as taking a break between writing and editing, reading the writing out loud, and seeking feedback from colleagues can help an academic writer effectively edit his work.

Critical Thinking

- This approach is important for all academic work (i.e. reading, listening, discussing and writing).
- Critical thinking means not just passively accepting what you hear or read, but instead actively questioning and assessing it.
- As you read, you should ask yourself the following questions:

- (a) What are the key ideas in this?
- (b) Does the argument of the writer develop logically, step by step?
- (c) Are the examples given helpful? Would other examples be better?
- (d) Does the author have any bias?

- (e) Does the evidence presented seem reliable, in my experience and using common sense?
- (f) Is this argument similar to anything else I have read?
- (g) Do I agree with the writer's views?

Simple and complex sentences

Simple sentences

- Easier to write and read.
- Make clarity a priority.

The evidence from this study intimated that not only *vitakka* juxtaposes with *vicāra* in the Buddhist literature but also that both of them in some forms of consciousness are inseparable. On this first question, the current research elaborated the diversity of thoughts comprising unwholesome and wholesome thoughts from the Buddhist ethical framework and the psychological standpoint.

Complex sentences

- Needed in academic writing.
- Avoid writing very complex sentences until you feel confident in writing them.
- Contain **conjunctions, relative pronouns** or **punctuation**, which link the clauses:

Ashin Nandamālābhivaṃsa states that mind (*citta*) differs from initial thought (*vitakka*); the majority of people assume that mind is identical to *vitakka* whereas in fact one should know separately these two categories: one is *citta* which is conscious of object and the other one is mental states (*cetasika*) that depend on *citta* from the *Abhidhamma* point of view; no religion would accept a mind devoid of *vitakka*. Overall, there seems to be some evidence to indicate that some contents of this available literature on *vitakka* are very similar **but** the suggested discussions and the approach to it are different.

Academic Writing is...

- Formal and unbiased
- Clear and precise

- Focused and well structured
- Well sourced
- Correct and consistent

Academic Writing is not...

- Personal
- Long-winded
- Emotive and grandiose

Academic Writing is ...

- Formal and Unbiased
- Academic writing aims to convey information in an impartial way.
- The goal is to base arguments on the evidence under consideration, not the author's preconceptions.
- All claims should be supported with relevant evidence, not just asserted.
- To avoid bias, it is important to represent the work of other researchers and the results of your own research fairly and accurately. This means clearly outlining your methodology and being honest about the limitations of your research.
- The formal style used in academic writing ensures that research is presented consistently across different texts, so that studies can be objectively assessed and compared with other research.
- It's important to strike the right tone with your language choices.
- Avoid informal language, including slang, contractions, clichés, and conversational phrases:

Also, a lot of the findings are **a little** unreliable.

Moreover, many of the findings are **somewhat** unreliable.

Clear and Precise

- It's important to use clear and precise language to ensure that your reader knows exactly what you mean.
- This means being as specific as possible and avoiding vague language:

✗ **People** have been interested in this **thing** for a **long time**.

✓ **Researchers** have been interested in this **phenomenon** for **at least 10 years**.

- Avoid hedging your claims with words like “perhaps,” as this can give the impression that you lack confidence in your arguments.
- Reflect on your word choice to ensure it accurately and directly conveys your meaning:

✗ This **could perhaps suggest** that...

✓ This **suggests** that...

- Specialist language or jargon is common and often necessary in academic writing, which generally targets an audience of other academics in related fields.
- Jargon should be used to make your writing more concise and accurate, not to make it more complicated. A specialist term should be used when:

It conveys information more precisely than a comparable non-specialist term.

Your reader is likely to be familiar with the term.

The term is commonly used by other researchers in your field.

The best way to familiarize yourself with the kind of jargon used in your field is to read papers by other researchers and pay attention to their language.

Focused and well structured

- An academic text is not just a collection of ideas about a topic—it needs to have a clear purpose.
- Start with a relevant research question or thesis statement, and use it to develop a focused argument.
- Only include information that is relevant to your overall purpose.
- A coherent structure is crucial to organize your ideas.
- Pay attention to structure at three levels.

Overall structure

Always include an introduction and a conclusion.

Divide longer texts into chapters or sections with clear headings.

Make sure information is presented in a logical order.

Paragraph structure

Start a new paragraph when you move onto a new idea.

Use a topic sentence at the start of each paragraph to indicate what it's about, and make clear transitions between paragraphs.

Make sure every paragraph is relevant to your argument or question.

Sentence structure:

Use transition words to express the connections between sentences.

Use appropriate punctuation to avoid sentence fragments or run-on sentences.

Use a variety of sentence lengths and structures.

Well sourced

- Academic writing uses sources to support its claims.
- Sources are other texts (or media objects like photographs or films) that the author analyzes or uses as evidence.
- Many of your sources will be written by other academics; academic writing is collaborative and builds on previous research.
- It's important to consider which sources are credible and appropriate to use in academic writing.

For example, citing Wikipedia is typically discouraged. Don't rely on websites for information; instead, use academic databases and your university library to find credible sources.

- You must always cite your sources in academic writing. This means acknowledging whenever you quote or paraphrase someone else's work by including a citation in the text and a reference list at the end.
- There are many different citation styles with different rules.
- The most common styles are APA, MLA, and Chicago.
- Make sure to consistently follow whatever style your institution requires.
- If you don't cite correctly, you may get into trouble for plagiarism.

Well sourced

- APA citation example
- In-text citation Elsewhere, it has been argued that the method is “the best currently available” (Smith, 2019, p. 25).
- Reference list Smith, J. (2019). *Statistical analysis methods* (2nd ed.). New York, NY: Norton.

Correct and Consistent

- As well as following the rules of grammar, punctuation, and citation, it’s important to consistently apply stylistic conventions regarding:
 - how to write numbers,
 - introducing abbreviations,
 - using verb tenses in different sections,
 - capitalization of terms and headings, and
 - spelling and punctuation differences between UK and US English.
- The most important thing is to apply the same rules consistently and to carefully proofread your text before submitting.

Academic Writing is not Personal.

- Academic writing generally tries to avoid being too personal.
- Information about the author may come in at some points—for example in the acknowledgements or in a personal reflection—but for the most part the text should focus on the research itself.
- Always avoid addressing the reader directly with the second-person pronoun “you.”
- Use the impersonal pronoun “one” or an alternate phrasing instead for generalizations:

✗ As a teacher, **you** must treat **your** students fairly.

✓ As a teacher, **one** must treat **one’s** students fairly.

✓ Teachers must treat their students fairly.

- The use of the first-person pronoun “I” used to be similarly discouraged in academic writing, but it is increasingly accepted in many fields.
- If you’re unsure whether to use the first person, pay attention to conventions in your field or ask your instructor.
- When you refer to yourself, it should be for good reason.
- Avoid arbitrarily inserting your personal thoughts and feelings:

✗ In my opinion... ✗ I think that... ✗ I like/dislike...

✓ I conducted interviews with... ✓ I argue that... ✓ I hope to achieve...

Long-winded

- Many students think their writing isn’t academic unless it’s over-complicated and long-winded.
- This isn’t a good approach—instead, aim to be as concise and direct as possible.
- If a term can be cut or replaced with a more straightforward one without affecting your meaning, it should be done.
- Avoid redundant phrasings in your text, and try replacing phrasal verbs with their one-word equivalents where possible:

✗ Interest in this phenomenon **carried on** in **the year 2018**.

✓ Interest in this phenomenon **continued** in **2018**.

- Repetition is a part of academic writing—

for example, summarizing earlier information in the conclusion—but it’s important to avoid unnecessary repetition.

- Make sure that none of your sentences are repeating a point you’ve already made in different words.

Emotive and Grandiose

- An academic text is not the same thing as a literary, journalistic, or marketing text.
- Though you’re still trying to be persuasive, a lot of techniques from these styles are not appropriate in an academic context.

- Specifically, you should avoid appeals to emotion and inflated claims.
- Though you may be writing about a topic that's sensitive or important to you, the point of academic writing is to clearly communicate ideas, information, and arguments, not to inspire an emotional response.
- Avoid using emotive or subjective language:

✗ This horrible tragedy was obviously one of the worst catastrophes in construction history.

✓ The injury and mortality rates of this accident were among the highest in construction history.

- Students are sometimes tempted to make the case for their topic with exaggerated, unsupported claims and flowery language.
- Stick to specific, grounded arguments that you can support with evidence, and don't overstate your point:

✗ Charles Dickens is the greatest writer of the Victorian period, and his influence on all subsequent literature is enormous.

✓ Charles Dickens is one of the best-known writers of the Victorian period and has had a significant influence on the development of the English novel.

Constructing Paragraphs

- Unity
- A paragraph should discuss only one idea. i.e. do not discuss advantages and disadvantages of a theory – split these parts of the argument into two separate paragraphs.

The opening sentence of paragraph should outline the main idea (topic sentence).

Every supporting sentence should directly explain, refer back to, or build on the main idea.

Use the final sentence to refer back to the topic sentence and/or lead into the following paragraph.

Colour-coded Paragraphs

Follow the structural paragraph format detailed below to construct your paragraph.

Use highlighter pens of different colours, highlight each line of your paragraph to indicate Topic sentence, Explanation/definition, Evidence and Comment, Concluding sentence.

- Have you constructed a 'unity' paragraph?



A basic Paragraph - 4 key parts

AE Academic English UK

1	Topic sentence – key topic in this paragraph.
2	Development – the main idea / topic discussed in more detail.
3	Example – support / evidence / data / statistics that show your development is valid / credible.
4	Summary – overall main point summarised / evaluated.

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Paragraph structure

AE Academic English UK

Corporate Social Responsibility (CSR) can generate a positive reputation for a company leading to possibly more sales and growth. According to Jones et al (2019), a corporation that invests in the environmental and ethical approaches of CSR will demonstrate to the public and the media that they are a responsible company. Watson (2018) provides evidence that this improves consumer sales as customers tend to support ethical green business practice thus improving profitability and encouraging growth. For example, a yoghurt company called Yeo Valley has been investing in making its products organic, creating fully recyclable packaging and reducing its CO2 output. As a result, profits have doubled within the last two years providing the company with a range of opportunities to expand (Peterson, 2019). Overall, the evidence seems to suggest that investing in CSR can improve brand image and productivity.

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<p>ARGUE</p> <p>A paragraph can be used to argue for or against a point of view. Each paragraph should focus on developing one main point for or against the position.</p> <p>Useful transitional words and phrases For giving reasons: first, second, third, another, next, last, finally, because, since, for For counter-argument: but, however, of course, nevertheless, although, despite For concluding: therefore, as a result, in conclusion, thus</p>	<p>Topic Sentence - introduce the argument and position for or against</p> <p>Supporting Sentences - develop the reasons for your position and presents facts and examples to support this; address any counter-arguments</p> <p>Conclusion - restate position</p>
<p>CLASSIFY</p> <p>This paragraph structure can be used to organise information, items, or ideas into categories. The organisation of information will depend on your purpose and subject area.</p> <p>Useful transitional words and phrases Can be divided, can be classified, can be categorised the first/second/third</p>	<p>Topic Sentence - Introduce the items being classified and/or the categories for classification</p> <p>Supporting Sentences - provide more information about the items, and how their characteristics fit into a particular category</p> <p>Conclusion - repeat what classification the item or category belongs to</p>
<p>COMPARE or CONTRAST</p> <p>Use this paragraph structure if you need to examine similarities and differences. This paragraph structure is useful for literature reviews and reports.</p> <p>Useful transitional words and phrases For comparison: similar to, similarly, in the same way, like, equally, again, also, too For contrast: in contrast, on the other hand, different from, whereas, while, unlike, but, although, however, conversely, yet, unlike</p>	<p>Topic Sentence - introduce the items to be compared or contrasted, noting similarity or difference</p> <p>Supporting Sentences - identify, describe, and discuss any similarities or differences</p> <p>Conclusion - summarise and interpret the similarities and differences discussed</p>
<p>DEFINE</p> <p>Use this paragraph structure when you need to define a concept, and demonstrate an understanding of how it relates to a particular context or discipline.</p> <p>Useful transitional words and phrases for example, for instance, an illustration of this, another example, firstly, the first step, secondly, the second step, finally, the final step</p>	<p>Topic Sentence - provide a simple definition of a concept</p> <p>Supporting Sentences - provide more information through description, explanation, and examples; makes links between the concept and how it applies to a particular context or field</p> <p>Conclusion - not necessary; can transition to the next paragraph if related to the concept</p>
<p>DESCRIBE</p> <p>Use this paragraph structure if you are asked to provide information about something.</p> <p>Useful transitional words and phrases In the foreground, in the middle distance, in the background, in the far distance, next to, near, up, down, between, beneath, above, below, on top of, beneath, left/right, centre, front, back, middle, in the interior, on the exterior, on the inside, on the outside, surrounding</p>	<p>Topic Sentence - introduce the item to be described</p> <p>Supporting Sentences - provide specific and detailed information about the item's characteristics and functions</p> <p>Conclusion - not necessary; can transition to the next paragraph if related to the item described</p>
<p>EXPLAIN</p> <p>Use this paragraph structure if you need to explain how something works or the steps in a process.</p> <p>Useful transitional words and phrases At first, initially, the first step, while, at the same time, the second/third/next step, after, next, finally, eventually, the final/last step.</p>	<p>Topic Sentence - introduce what will be explained</p> <p>Supporting Sentences - explain each of the steps involved in the process, in the order that the steps are to be performed. Includes information about how something happens and why</p> <p>Conclusion - provide a brief summary of the process</p>
<p>ILLUSTRATE</p> <p>Use this paragraph structure when you need to clarify a particular idea by offering specific examples and showing how they relate to your main</p> <p>Useful transitional words and phrases For example, for instance, an illustration of this, another example</p>	<p>Topic Sentence - state a general idea</p> <p>Supporting Sentences - introduce examples to support the idea</p> <p>Conclusion - make a link between the examples and the general idea</p>

Example Paragraph (Argue)

- Regarding mind (*citta*) and thoughts (*vitakka*), many persons believe that *citta* is indistinguishable from *vitakka*. Ashin Nandamālābhivamsa postulates that thought or mind is different from initial thought. Nevertheless, it should be clearly affirmed that *citta* is awareness of the object (*ārammaṇa*) and mental states (*cetasitka*) that arise and perish together with *citta*, depend on *citta* as specially shown in the *Abhidhamma*. In this case, *vitakka* is termed *pakiṇṇaka cetasika* which associates both *sobhana and asobhanacittas*, but not with all of them, as we saw earlier. It is apparently obvious that mind differs from initial thought.

Ashin Nandamālābhivamsa (PhD). *Thoughts of the Mind (Saiteiatwaymya)*. (Yangon: Aung Zambu Offset Press, 2010) 1.

Example Paragraph (Classify)

- Six roots play an important role regarding initial thought: three unwholesome roots and three wholesome roots. Padmasiri De Silva discusses that in terms of these six roots of *vitakka*, the basic springs of psychological motivation are analyzed. Greed generates the positive ‘approach desires’, anger generates the ‘avoidance desires’ in the form of hatred and resentment and delusion creates confusion in the mind and is also associated with wrong intellectual views. The opposites of them are generosity, compassionate love and wisdom which lead to inner happiness at the individual level and harmony at the interpersonal level. Human behavior is analyzed as good and bad according to context. It must be stated that greed, hatred and delusion are roots of morally harmful behavior while the roots in non-greed/generosity, non-hatred/compassion and non-delusion/wisdom have morally appreciative behavior. This point indicates that both the psychological and ethical are interwoven. The analysis of six-fold *vitakkas* is connected with the psychological roots of motivation, moral psychology and the relationship between ethics and psychology in Buddhism.

(Padmasiri de Silva, *An Introduction to Buddhist Psychology and Counselling—Pathways of Mindfulness-Based Therapies*. (England: Macmillan Publishers Limited, 2014) 20, 32).

Example Paragraph (Compare or Contrast)

- Evil unwholesome thoughts mentioned in the *Vitakkasutta* refers to as thoughts representing *vitakka*. Again, an evil unwholesome consciousness stated in the *Cintasutta* refers to as thought or reflection representing *citta*. The *Cintīsutta* of the *Aṅguttaranikāya* elucidates the fact that how the term *cintī* differentiates between the fool and the wise. In terms of characteristic, marks and manifestation, a person who thinks badly, speaks badly and acts badly is a fool or a bad person. This fellow is a fool or a bad person because the fool thinks badly (*duccintitacintī*), speaks badly and act badly. The wise has these following three characteristics, marks and manifestations of a wise person. A person who thinks well, speaks well and acts well is termed wise. This fellow is a wise or a good person because the wise person thinks well (*sucintitacintī*), speaks well and acts well. When one thinks badly, verbal misconduct and bodily misconduct will follow. Simultaneously, when one thinks well, verbal good conduct and bodily good conduct will follow. Henceforth, thinking (*citta*) which has a similar meaning of *vitakka* discriminates between the foolish and the wise. (A. I. 102-103; NDB. 202)

Example Paragraph (Define)

- *Ūhana* is one of the synonymous terms of *vitakka*. In the *Pāḷi-English Dictionary*, the literal translation of *ūhana* representing *vitakka* is reasoning, consideration and examination. *Ūhana*-hitting upon is possibly connected with the meaning of *ūhananti*-to cut off, discharge, emit, defecate, lift up, take away. The *Atthasālinī* specifies a better definition of *ūhana* as earlier explained in the etymological study of *vitakka* and it shows how it is equivalent in meaning with *vitakka*. The word *ūhana* is used to represent the word *manasikāra* in the *Milindapañha* along these lines: the statement pronounces that “examination is the distinguishing mark of attention and cutting off is the distinguishing mark of wisdom.” With regard to this, having taken hold of the mind with attention, one who is devoted to mental training

cuts off the defilements with wisdom. What *ūhana* definitely represents the term *vitakka* is reasoning or consideration or examination.

T.W. Rhys Davids and William Stede. *Pāli-English Dictionary*. (Delhi: Motilal Banarsidass Publishers, 1921-1925) 180.

Mil. 33; Q.K.M. 34.

Example Paragraph (Explain)

- *Vitakka* as a speculative personality trait is one of the six-fold temperaments. In the work of *Ācariya Buddhaghosa*, the *Buddha* emphasizes the speculative personality of a monk who works with meditative objects. Similarly, it is understood that his emphasis on personality covers the nature of speculative personality of lay persons. On the other hand, in his work on the Facets of Buddhism and Moral Psychology, Padmasiri de Silva, the Sri Lanka Scholar, states that human behavior is evaluated as good and bad, on the basis of the roots of morally harmful behavior and morally appreciative behavior. It is said that a bad action bears the worst result; a good action bears the best result and both of them have their repeated tendency respectively. Accordingly, the personal behavior of *vitakkacarita* can be morally harmful or appreciative. It is a fact that indicates character-building is very crucial and both the psychological and the ethical are interwoven. He remarks that there is a symmetric point between the roots of motivation, personality types and the distinction between negative and positive emotions (on moral and psychological grounds). (Padmasiri de Silva. 20-32) He, additionally, endorses that material for the study of both traits and types of personality is included in the Psychology of Buddhism. On the contrary, both of them are rooted in a basic ethical and spiritual concern about man together with the framework of Buddhist psychological analysis. The foregoing discussion implies that *vitakka* as the personal trait concerns the root of motivation, of a basic ethical and spiritual concern about man. (Padmasiri de Silva. 81)

Padmasiri de Silva, *An Introduction to Buddhist Psychology and Counselling—Pathways of Mindfulness-Based Therapies*. (England: Macmillan Publishers Limited, 2014) 20, 32.

Padmasiri de Silva, *An Introduction to Buddhist Psychology*. (London: The Macmillan Press Ltd, 1979) 81.

Example Paragraph (Illustrate)

- The intrinsic nature of *vitakka* is a going-about the object. The *Vammikasutta* has tried to explain the nature of the unwholesome thoughts. The Blessed One expounded that the ant-hill fumes by night and flames by day. One thinks and ponders by night based upon one's actions during the day. It is called the 'fuming by night'. After thinking and pondering by night, one undertakes the actions by body, speech and mind during the day. It is called the 'flaming by day'. (M. I. 144; MLDB. 238) According to this discourse, unwholesome thoughts are like the fume, that is, planning activity of the mind at night produces one's action during the day. On the basis of the evidence currently available, it seems fair to suggest that thinking unwholesome thoughts by night constructs his or her actions by body, speech and mind during the day. Then, the Commentary to the *Vammikasutta* expands the term *dhūma* which has the sense of anger, craving, initial thought, five sensual pleasures, *dhamma* discussion and the natural form of smoke itself. (Ps. II. 130) As proposed by the commentarial explanation of the above *Sutta*, smoke represents unwholesome thoughts and wholesome thoughts.

Effective Note-making

Notes are for your personal use so you should create your own style.

- (a) You must use your own words and not copy phrases from the original to avoid the risk of plagiarism. The quantity of notes you make depends on your task: you may only need a few points, or a lot of detail.
- (b) Always record the source of your notes, to save time when you have to write the list of references.
- (c) Notes are written quickly, so keep them simple. Do not write sentences. Leave out articles (a/ the) and prepositions (of/ to).
- (d) If you write lists, it is important to have clear headings (underlined) and numbering systems (a, b, c, or 1, 2, 3,) to organise the information. Do not crowd your notes.

- (e) Use symbols (+, >, =) to save time.
- (f) Use abbreviations (e.g. = for example). You need to make up your own abbreviations for your subject area. But do not abbreviate too much, or you may find your notes hard to understand in the future!

Verb Tenses in Academic Writing

- In academic writing, the most commonly used tenses are the present simple, the past simple and the present perfect.

When to use the present simple

When to use the past simple

When to use the present perfect

When to use other tenses

When to Use the Present Simple

- The present simple is the most commonly used tense in academic writing. There are two main situations where you always need to use the present tense.

When to Use the Present Simple contd.

- 1. Describing Facts, Generalizations, and Explanations
 - Facts that are always true do not need to be located in a specific time, so they are stated in the present simple.
 - State these types of facts when giving background information in your introduction.

An explanatory discussion of the available literature on *vitakka* is the highlight and usefulness of this work.

The thought-person relationship is apparent in the Early Buddhist Canonical Text as thoughts of a great person and thoughts of the *Buddha*.

- Similarly, theories and generalizations based on facts are expressed in the present simple.
- Explanations of terms, theories, and ideas should also be written in the present simple.
- 2. Describing the Content of a Text

- Things that happen within the space of a text should be treated similarly to facts and generalizations.
- This applies to fictional narratives in books, films, plays, etc.
- Use the present simple to describe the events or actions that are your main focus; other tenses can be used to mark different times within the text itself.

When to Use the Present Simple contd.

- The events in the first part of the sentence are the writer's main focus, so they are described in the present tense. The second part uses the past tense to add extra information about something that happened prior to those events within the book.
- When discussing and analyzing nonfiction, similarly, use the present simple to describe what the author does within the pages of the text (*argues, explains, demonstrates, etc.*).
- When summarizing the research in your abstract, describing your objectives, or giving an overview of the dissertation structure in your introduction, the present simple is the best choice of tense.

✓ This research **aims** to synthesize the two theories.

✓ Chapter 3 **explains** the methodology and **discusses** ethical issues.

✓ The paper **concludes** with recommendations for further research.

When to Use the Past Simple

- The past simple should be used to describe completed actions and events, including steps in the research process and historical background information.
- Reporting Research Steps
- Whether you are referring to your own research or someone else's, use the past simple to report specific steps in the research process that have been completed.
- The past simple is also the most appropriate choice for reporting the results of your research.
- Describing Historical Events
- Background information about events that took place in the past should also be described in the past simple tense.

When to Use the Present Perfect

- The present perfect is used mainly to describe past research that took place over an unspecified time period. You can also use it to create a connection between the findings of past research and your own work.
- Summarizing Previous Work
- When summarizing a whole body of research or describing the history of an ongoing debate, use the present perfect.

✓ Researchers have not treated *vitakka* in much detail.

✓ Previous studies have not dealt with the relationship between out of 121, 55 types of *cittas* associated with *vitakka* and personality-types; and the function of *vitakka*, a conditioning state, in the *jhāna* condition and the *magga* condition.

- Similarly, when mentioning research that took place over an unspecified time period in the past (as opposed to a specific step or outcome of that research), use the present perfect instead of the past tense.

When to Use the Present Perfect contd.

- Emphasizing the Present Relevance of Previous Work
- When describing the outcomes of past research with verbs like *find*, *discover* or *demonstrate*, you can use either the past simple or the present perfect.
- The present perfect is a good choice to emphasize the continuing relevance of a piece of research and its consequences for your own work. It implies that the current research will build on, follow from, or respond to what previous researchers have done.
- Note, however, that the facts and generalizations that emerge from past research are reported in the present simple.

When to Use Other Tenses

- While the above are the most commonly used tenses in academic writing, there are many cases where you'll use other tenses to make distinctions between times.
- Future Simple

- The future simple is used for making predictions or stating intentions. You can use it in a research proposal to describe what you intend to do.
- It is also sometimes used for making predictions and stating hypotheses.
- Similarly, when discussing the future implications of your research, rather than making statements with *will*, try to use other verbs or modal verbs that imply possibility (*can, could, may, might*).

✗ These findings **will influence** future approaches to the topic.

✓ These findings **could influence** future approaches to the topic.

When to Use Other Tenses contd.

- Present, Past, and Future Continuous
- The continuous aspect is not commonly used in academic writing. It tends to convey an informal tone, and in most cases, the present simple or present perfect is a better choice.
- However, in certain types of academic writing, such as literary and historical studies, the continuous aspect might be used in narrative descriptions or accounts of past events.

✓ While Harry **is traveling** to Hogwarts for the first time, he meets many of the characters who will become central to the narrative.

✓ The country **was still recovering** from the recession when Donald Trump was elected.

- Past Perfect
- Similarly, the past perfect is not commonly used, except in disciplines that require making fine distinctions between different points in the past or different points in a narrative's plot.

Academic Writing: How to Start Sentences

- Introducing A Topic
- This study is about [subject]. In particular it will investigate / examine / discuss / consider / cover / include / contain ... most importantly / specifically / particularly it will ...
- There are [number] issues / areas / facts / topics / parts in this study/ thesis/ essay/ report about [subject]. They are ...
- In this report on [subject], the following issues / areas / topics /

facts will be discussed/ examined/ investigated ...

- This essay discusses [subject] from the perspective of
- [Subject/ Issue] is [extensively/ briefly/ succinctly/ in detail/ at length] explored/ defined/ outlined/ explained/ identified/ justified/ demonstrated/ in
- The definition of [subject] is given in ...

Introducing A Topic contd.

- In this essay [subject] has been investigated/ explored/ ... with the intention of
- The key aspect/s discussed here is/are ...
- Emphasised in the present study are ...
- This paper contests/challenges/ questions the claim that
- This thesis will review the research conducted so far on [subject].
- This study will focus on/ examine/ give an account of [subject].
- This paper seeks to contribute to remedy the problem of [subject] by analysing the literature on
- This research examines the significance of [subject] in the context of
- The major focus of this study/ research/ thesis/ dissertation/ essay is to examine/ review/ investigate/ analyse [subject].

Concluding a Topic

In summary/ summation, ... To review/ summarise/ To conclude/ sum up, ... In conclusion, ... In brief/ short, ... All in all, ... Taking everything into account/ Considering, ... Thus/ Hence/ Therefore, ... It has been shown that ...On a final note, ...As a final point, ... As a concluding remark, we may state that ...

Concluding a Topic contd.

- This study/ research has shown that
- These findings suggest that ...
- One of the more significant findings to emerge from this study is that
- It was also shown/ demonstrated/ substantiated that....
- This study has found that generally
- The following conclusions can be drawn from the present study.
- The relevance of [subject] is clearly supported by the current findings.
- The second/ third/ fourth major finding was that ...

- Important conclusions drawn from this work include ...
- The current findings add [substantially to our understanding of/ a growing body of literature on] ...
- The present study makes several noteworthy contributions to

Pointing to Knowledge Gap

- However, to the best of author's knowledge, no thorough study has been found so far on [subject] from the viewpoint of
- Literature reviews have indicated that there were no
- So far, however, there has been little discussion about
- However, far too little attention has been paid to
- Most studies in/ on [subject] have only been carried out in a small number of areas.
- The research to date has tended to focus on [subject-1] rather than [subject-2].
- In addition, no research has been found that surveyed/ specifically examined/ delved into/ explored ...

Pointing to Knowledge Gap contd.

- So far this theory/ doctrine/ view has only been applied to
- However, there have been no controlled studies which compare differences in
- The experimental data are rather controversial, and there is no general agreement about
- However, there is no reliable evidence that
- As shown above, most studies examined
- On the other hand, no study has examined ...
- Yet, very few studies have examined ...
- There are a quite few research studies on [subject].
- However, studies on [subject] are rare to find in literature.

Comparing and Contrasting

Similarly / Likewise, ... In the same way ... In comparison ... Complementary to this, ...
Then again, ... However, ... Whereas ... In spite of ... In contrast, / in contrast to ... And

yet ...Nevertheless, ...Conversely, ... On the contrary, ...On the other hand,
 ...Notwithstanding/ Despite ...

Claiming

- In this paper/ study/ thesis, I put forward/ present/ postulate/ submit the claim that ...
- [X] develops the claim that ...
- There is ample / growing support for the claim that ...
- [X]'s findings lend support to the claim that ...
- Taking a middle-ground position, [X] claims that ...
- Examined in detail here is the claim posited by [X] that ...

[X] = Author under discussion

Presenting Data

- The data gathered in the [pilot study] suggest that ...
- The data appear to suggest that ...
- The data yielded by this study/ research provide strong / convincing evidence that
- A closer look at the data indicates that ...
- The data generated by [X] are reported in [table 1].
- The aim of this section/ chapter is to generalize beyond the data and ...

Debating

- [X] has encouraged debate on ...
- There has been an inconclusive debate about whether ...
- The question of whether ... has caused much debate in [subject scope/ genre/ discipline] over the years.
- (Much of) the current debate revolves around ...
- Debated much in [subject scope/ genre/ discipline] is whether ...
- What has caused many scholars to debate whether is
- The works by [X], [Y], and [Z] have notably contributed to trigger a debate on

Discussion

- In this section / chapter, the discussion will point to ...

- The foregoing discussion implies that ...
- For the sake of discussion, I would like to argue that ...
- In this study/ thesis/ paper/ essay/ work, the question under discussion is ...
- In this paper, the discussion centers on ...
- [Issue] lies at the heart of the discussion on ...
- My intention here is to discuss/ bring into discussion in detail/ at length/ briefly/ succinctly ...
- Among the plausible explanations for these findings is that ...
- The most striking result to emerge from the data is that ...
- Interestingly, this correlation is related to ...
- The correlation between the views of [X] and [Y] is interesting/ worth examining/ worth highlighting because ...
- The more surprising correlation is with the ...
- The single most striking observation to emerge from the data comparison was

Evidence

- The available evidence seems to suggest that ... / point to ...
- On the basis of the evidence currently available, it seems fair to suggest that ...
- There is overwhelming evidence for the notion that ...
- Further evidence supporting / against [X] may lie in the findings of [Y], who
- These results provide confirmatory evidence that ...

Stating the Ground(s)

- I will now summarize the ground covered in this chapter by ...
- On logical grounds, there is no compelling reason to argue that ...
- [X] takes a middle-ground position on [issue] and argues that ...
- On these grounds, we can [safely/ unreservedly] argue that ...
- [X]'s views are grounded on the assumption that ...
- On the basis that ..., we are forced to determine that ...
- Based on the ground that ..., we may confirm/ refute [X]'s view that ...

Literature

- Researchers have studied the effect of ...
- Previous studies have primarily concentrated on ...

- There have been several studies in the literature reporting
- A considerable amount of literature has been published on [subject]. These studies
- There is a large volume of published studies describing
- The first serious discussions and analyses of [subject/ issue] emerged during the [time period] with
- During the past [number] years much more information has become available on
- In recent years, there has been an increasing amount of literature on
- A large and growing body of literature has investigated

Literature contd.

- In recent years, several studies have focused on [subject]^[P]_[SEP] with special emphasis on ...
- Many researchers have argued that
- There is a consensus among [type of scholars] that ...
- Numerous studies have attempted to explain
- Recent evidence as provided by [X], [Y], and [Z] suggests that
- Several attempts have been made to
- Several studies have revealed that
- It has conclusively been shown that
- Previous research has shown that.....
- What studies have found is that
- More recent studies have confirmed that

Premise

- The main theoretical premise behind [X] is that ...
- [X] and [Y] share an important premise: ...
- [X] is premised on the assumption that ...
- The basic premises of [X]'s theory / argument are ...
- The arguments against [X]'s premise rest on [number] assumptions: ... [X]
[Y] Author under discussion

Referring to Research

- This study draws on research conducted by [X, Y, and Z].
- Although there has been relatively little research on / into [subject], ...
- In the last [number] years, [subject/ discipline] research has provided ample support for the assertion that ...
- Current research appears / seems to validate the view that ...
- Research on / into [subject] does not support the view that ...
- Further research in this area may include ... and ...
- Evidence for [subject] is borne out by research that shows ...
- There is insufficient research on / into [subject] to draw any firm conclusions about / on ...
- Among the multidisciplinary research that attempted to address this issue for decades, the following can be recognized to be significant.

Presenting a View

- The consensus view seems to be that ...
- [X] propounds/ advocates/ establishes/ confirms the view that ...
- Current research (does not) appear(s) to validate/ lend support to/ conforms to/ match/ fit the view that ...
- There have been dissenters to the view that ...
- The basis of [issue] has been recognized to be the view that ...
- The difference between [issue-1] and [issue-2] is not as clear-cut as popular views might suggest.
- The view that ... is in line with [X]'s detailed study titled ...
- I am not alone in my view that ...
- [X] puts forward/ states/ offers the view that ...
- [X]'s views rest on the assumption that ...
- The view of [X] appears to negate/ refute/ disaffirm/ invalidate [Y]'s view, which is ...
- The view of [Y] appears to support/ sustain/ affirm/ verify [Y]'s view, which is ...

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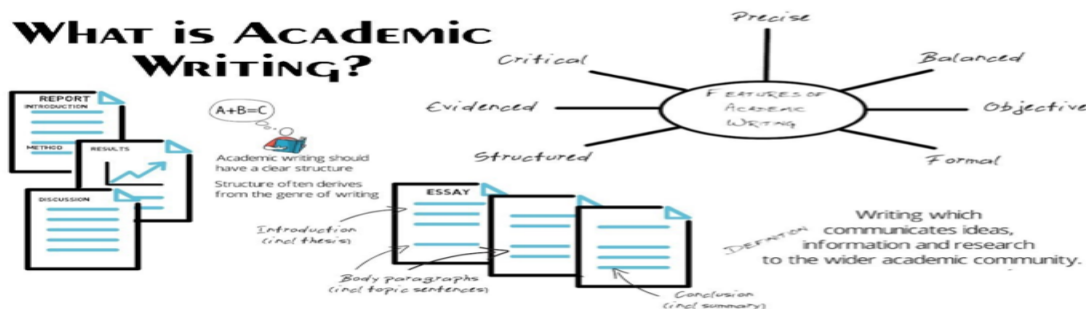
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Recommended Books for Academic Writing

- More Sentence Structures in John Morley's Academic Phrasebank
- Academic Vocabulary in Use by Michael McCarthy Felicity O'Dell.
- Writing in Academic Style by UTS LIBRARY

7. Academic Writing Skills by Dr. Ven. Siri Sumanālasāmi



Hallmarks of Academic Writing (AW) • Informative: The aim is to provide information not entertainment.

- **Critical:** AW does not simply describe. Information should be analyzed and evaluated, make judgements.
- **Evidenced:** demonstrates knowledge of the subject area, supports opinions and arguments with evidence, and is referenced accurately.
- **Structured:** is coherent, written in a logical order, and brings together related points and material.
- **Precise:** Facts and figures used must be correct.
- **Balanced:** should give consideration to all sides of the issue and avoid bias
- **Objective:** Emphasis on information and arguments not on you (the writer)
- **Formal:** tends to use more complex sentences and avoid contractions and colloquial words and expressions. Use appropriate language and tenses

Detailed Guideline

•Formal

• Avoid using contractions—shortening Forms:

• “don't” or “isn't” or “won't”. Instead use “do not” or “is not” or “will not”

• **Avoid using colloquialisms or slang terms:** • 'sort of' or 'basically' . Instead use 'somewhat' or 'fundamentally'

• Avoid clichés:

• “at the end of the day” or “in the nick of time.” Instead use ‘finally’ or ‘at the critical moment’

- **Use formal verbs and avoid two-word verbs:** • For example, ‘*establish*’ instead of ‘*set up*’, ‘*decrease*’ instead of ‘*go down*’.
- **Use a mixture of long and short sentences:** Many short sentences are monotonous
- **Use acronyms and INITIALISMS correctly**
 - The general rule is to write the name in full first time with the acronym in brackets immediately after.
 - For the rest of the essay, use the acronym.
 - Be consistent—once you have written the acronym, use it all of the time.
 - **Do not** use full stops between the abbreviated letters (e.g. UTS).
 - If you need to make an acronym into a plural, then add a lower case 's' **without** using an apostrophe (e.g. UTSs).
 - If an abbreviation is commonly used as a word, you can use it in the abbreviated form without writing it in full first (e.g. NSW, FAQs).
- **Avoid using common abbreviations (such as e.g., i.e., viz., etc.)**
- It is BEST to write the full term in the text of your writing. For example: (use compare instead) e.g. (use for example instead) etc. (use and so forth instead) i.e. (use that is instead) viz. (use namely instead) vs. (use versus instead) & (use and instead)
- **Objective:** Use Impersonal language
- the third person (“it”, “he” and “she”) For example,
 - ‘**there is**’ or ‘**it is likely that**’ rather than ‘**I think**’ or ‘**I feel**’.
 - ‘**Everybody knows**’. Instead use ‘**It is generally accepted**’
 - ‘**You can see**’. Instead use ‘**As can be seen**’
 - ‘**I am sure that**’. Instead use ‘**It can be argued that**’ or ‘**It is evident from the date that**’
 - ‘**It is my belief that**’. Instead use ‘**It can be concluded that**’ or ‘**in light of the evidence**’

- ‘Everybody needs his own copy’. Instead use ‘Everybody need his or her own copy’ or ‘Everybody needs their own copy’
- ‘I heated the water’. Instead use ‘the water was heated’

First Person	Becomes third person
I argue that...	This essay argues that...
We researched the issue of...	The group researched the issue...
I used semi structured interviews as my methodology	The chosen methodology was semi structured interviews...*
After this I will analyse topic x	Subsequently, topic x will be analysed...*
I found that...	It was found that...*
We thought the results were...	The results appeared to be...
Second person ...	becomes third person ...
You can read further about this in Further discussion of this topic is found the work of Smith and Jones (2010).	Further discussion of this topic is found in the work of Smith and Jones (2010).
You may find it difficult to replicate this experiment	Replication of this experiment may be difficult
Your reading will be more effective if you have a study plan.	Use of a study plan will improve the effectiveness of one's reading.

*A combination of 3rd person and passive sentence structure are key features of academic writing.

• **Structured: Coherence and Cohesion** Arrange your points in a logical order: explain the points step by step. Do not move from one fact to another randomly.

• **Keep to the point** (Do not make your reader to wait pages) • **Avoid repetition** (do not repeat the same information over and over again) • **Avoid using redundant words**. For example:

- Use “because” instead of “due to the fact that”.
- Use “alternatives” instead of “alternative choices”.
- Use “fundamentals” and not “basic fundamentals”.
- Use “concisely” instead of “in as few words as possible”.

• **Write in structured paragraphs:**

- **Only include one main idea per paragraph:**
- **Avoid too long and too short paragraph** (Around one page is sufficient for a paragraph / (200 words))
- **Avoid a one-sentence paragraph**

- **Keep your sentences to a reasonable length**

(generally not more than 25 words).

<p style="text-align: center;">ADDING</p> <p style="text-align: center;">and as well as moreover furthermore in addition too on top of that another point is</p>	<p style="text-align: center;">SEQUENCING</p> <p style="text-align: center;">first, firstly, first of all second, secondly.. third next meanwhile now subsequently</p>	<p style="text-align: center;">ILLUSTRATING</p> <p style="text-align: center;">for example such as for instance in the case of as shown by illustrated by take... one example is..</p>
<p style="text-align: center;">COMPARING</p> <p style="text-align: center;">similarly likewise as with like equally in the same way</p>	<p style="text-align: center;">QUALIFYING</p> <p style="text-align: center;">but however although unless except apart from as long as if</p>	<p style="text-align: center;">CONTRASTING</p> <p style="text-align: center;">whereas alternatively unlike on the other hand conversely having said that nevertheless however</p>

- **Cohesion:** Cohesive Devices; Discourse Markers; Transitional words: Signaling words

- **Be Precise:**

- Avoid using obscure vocabulary
- Facts and figures used must be clear and concise.
- Provide concise, clear, and accurate statements, avoid vague or ambiguous statements.
- “*The Coalition was formed in 1923, some 24 years ago, and have a conservative ideology*” rather than “*The Coalition has been destroying the country for about a century*”

• **Insert graphs, tables and charts if necessary** • **Use diacritical marks precisely and perfectly.**

• *Dāḷiddiyaṃ, bhikkhave, dukkhaṃ lokasmiṃ kāmabhogino. Ināḍānampi, bhikkhave, dukkhaṃ lokasmiṃ kāmabhogino. (A.II 309.)*

- **Balanced:** Convey your opinion

Hedges: “This suggests...”, “It is possible that...”, “A possible explanation...”, “Usually...”, “Sometimes...”, “Somewhat...”

- **Boosters:** “Clearly” (only use if you are certain it is clear), “There is a strong correlation...”, “Results indicate...”

- **Reporting verbs:** Reporting verbs can be grouped into the three main categories of strong, neutral and tentative:

Hedges	Boosters
suggest	show that
may	always
seem	demonstrate
appear	substantially
could	fact that
might	obviously show
assume	clear/clearly
likely	definite/definitely
possible/possibly	certain/certainly
speculate	
believe	
indicate	
probable/probably	

Reporting verbs

This table compares the three types of reporting verb: strong, neutral and tentative, by listing examples of each.

Strong	Neutral	Tentative
Argue/ assert/ challenge	Assume/ demonstrate/ describe/ examine	Claim/ hypothesise/ imply
contend/ counter the view that	illustrate/ indicate/ mention	intimate/ moot/ posit the view that
deny/ emphasise/ maintain	note/ observe/ point out	postulate/ propose/ question the view that recommend/ speculate/ suggest
negate/ theorize/	report/ reveal/ show state/ study	

<p>refute</p> <p>reject/ strongly believe that support the view that</p>		
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- **Evidenced:** AW must be supported by evidence such as data, facts, quotations, arguments, statistics, research, and theories.

- paraphrasing • summarizing • synthesizing • quoting Patchwork

- **Paraphrasing:** is using your own words to express someone else's ideas. (Similar length to original text)

Dos • write the point in your own words include a reference to the original author.

Don'ts using too many of the original author's words, this includes using the same structure not distinguishing between the author's point and your own viewpoint providing too much detail.

Summarizing: is providing a condensed version of someone else's key points with your own words. (It is different to a paraphrase.)

Dos • write a shortened version, in your own words, to show your understanding

- include a reference to the original author.

Don'ts • providing too much detail such as examples, anecdotes, unnecessary background information

Synthesizing: draws on two or more sources. is a combination, usually a shortened version, of several texts made into one. is written in your own words.

Dos: Group sources into relevant categories, for example, authors with similar viewpoints

Write in your own words. Do not discuss each author separately;

Include references to all the original authors.

Don'ts Listing authors separately or one by one, thus not grouping relevant authors or points together

Giving too much detail about different perspectives

Quoting: Quoting is where you copy an author's text word for word, place quotation marks around the words and add a citation at the end of the quote.

Dos copy the quote exactly from the original, as the author has written it, taking care to include quotation marks

If the quote is short (under 30 words), you include it into the text of the paragraph between quotation marks.

If the quote is longer, then put it into an indented paragraph.

Don'ts Using too many quotes throughout your work

Example of an Academic Paragraph

A number of problems associated with the traditional routines of handover practices have been identified. □ Baldwin and McGinnis (1994, pp. 61-64) find that many handovers are unnecessarily lengthy which means that there is an unacceptable period of time during each shift when nurses are not available in the ward or unit. Another area that has received attention is the content and presentation of handover information. Wills (1994, p. 36) observes that “an unprofessional approach has been noted among some nurses, with derogatory comments about patients or their families”. Lastly, there is the issue of what information nurses actually pass on during the handover. It appears that:

Nurses frequently report on their own activities over the shift rather than providing patient centred information. Information obtained from discussions with relatives is

rarely relayed onto other nursing staff, and of the patient information reported, most is described from a medical perspective rather than focusing on the discussion of nursing related information." (Professional Nurse, 1997, p. 637) Thus, many serious problems have been identified in traditional handover practices, which may reflect on the professional standing of nurses in this profession.

Example of an Synthesis

Supporting the contention that English is the dominant world language, Watson (2019) and Lui (2018) point out its importance as the medium of international communication in business, technology and other global forums. However, others argue that despite its apparent dominance, English is not the global language when the number of native speakers of other languages, for example Chinese, are considered (Dowd 2019; Hannan 2017).

Supporting ideas of Watson and Lui

Reference citations

Synthesis of contradictory arguments

Four parts in a paragraph

Topic Sentence , Development Sentences , Example Sentences , Concluding Sentence

Statement, Elaboration, Documentation, Illustration, Comparison, Criticism, Conclusion

Paragraph Structure

reporting Sentences
Facts, details, reasons, examples, comparison

Information from the reading or class discussion

Paraphrases or short quotations

Statistics, polls, percentages, data from research students

Personal experiences, stories and describe the main idea one more time but use different words

Examples of an Academic Paragraph

Canada is one of the best countries in the world to live in. First, Canada has an excellent health care system. All Canadians have access to medical services at a reasonable price. Second, Canada has a high standard of education. Students are taught by well-trained teachers and are encouraged to continue studying at university. Finally, Canada's cities are clean and efficiently managed. Canadian cities have many parks and lots of space for people to live. As a result, Canada is a desirable place to live.

Examples of an Academic Paragraph

Corporate Social Responsibility (CSR) can generate a positive reputation for a company leading to possibly more sales and growth. According to Jones et al (2019), a corporation that invests in the environmental and ethical approaches of CSR will demonstrate to the public and the media that they are a responsible company. Watson (2018) states that this improves consumer sales as customers tend to support ethical green business practice thus improving profitability and encouraging growth. For example, a yoghurt company called Yeo Valley has been investing in making its products organic, creating fully recyclable packaging and reducing its CO2 output. As a result, profits have doubled within the last two years providing the company with a range of opportunities to expand (Peterson, 2019). Overall, the evidence seems to suggest that investing in CSR can improve brand image and productivity.

ပစ္စည်းဥစ္စာဆင်းရဲခြင်းဟာ ဗုဒ္ဓဘာသာဝင်တစ်ယောက်အတွက် အလွန်ရှက်စရာကောင်းတဲ့ အပြစ်တစ်ခုပဲ ဖြစ်ပါတယ်။ မြတ်ဗုဒ္ဓဟာ ဆင်းရဲမွဲတေခြင်းကို ဘယ်တုန်းကမှ အားမပေးခဲ့ပါဘူး။ ဗုဒ္ဓစာပေတွေရဲ့ မည်သည့်နေရာမှာမှလည်း ဆင်းရဲမွဲတေခြင်းကို ချီးမွမ်းထားတာ မတွေ့ရပါဘူး။ လူ့ဇာတိသားများအတွက် မြတ်ဗုဒ္ဓက 'လောကမှာ ပစ္စည်းဥစ္စာ ဆင်းရဲမွဲတေတဲ့ လောကီလူသားများအတွက် ဒုက္ခကြီးပါပဲ (ဒါလိဒ္ဓိယံ, ဘိက္ခဝေ, ဒုက္ခံ လောကသိန္ဒိကာမဘောဂိနော)'လို့ ပစ္စည်းဥစ္စာ ဆင်းရဲမွဲတေခြင်းနှင့် စပ်လျဉ်းပြီး မကောင်းဘူးဆိုတာကို မိန့်ကြားထားသလို ၎င်းသူတို့မှာပဲ 'ကြွေးယူရခြင်း (အကြွေးရှိခြင်း)ဟာလည်း ဒုက္ခကြီးပဲ (ဣဏာဒါနဋ္ဌိ, ဘိက္ခဝေ, ဒုက္ခံ လောကသိန္ဒိကာမဘောဂိနော)'လို့ (ဆက္ကနိပါတ်၊ အံ၊ ၂၊ ၃၀၉။) ပစ္စည်းဥစ္စာဆင်းရဲလို့ သူတစ်ပါးထံက ချေးငှားရတဲ့ ဆင်းရဲသားငမ္ဘာအတွက် မကောင်းတဲ့အကြောင်းကို မိန့်ကြားထားပြန်ပါသေးတယ်။ ပစ္စည်းဥစ္စာ ဆင်းရဲမွဲတေခြင်းနဲ့ ပတ်သက်လို့ ပြောရလျှင် မြတ်ဗုဒ္ဓဟာ ရဟန်းသံဃာတွေကို အလိုနည်းအောင်၊ ရှိတာလေးနဲ့ ရောင့်ရဲနိုင်အောင် ဆိုဆုံးမထားပေမဲ့ သူတပည့်သားတွေ 'ပစ္စည်းလေးပါး' ရှားပါးနေတာကိုတော့ မမြင်ချင်ခဲ့ပါဘူး။ ခါကြောင့်ပဲ တပည့်သံဃာတွေနဲ့ တွေ့တဲ့အခါ 'ဆွမ်း၊ ကွမ်း'ပြည့်နဲ့မှ ရှိရဲ့လားဆိုတာကို အရင်မေးလေ့ရှိပါတယ်။ (ဝိ၊ ၁၊ ၁၁၄။) ဗုဒ္ဓစာပေမှာလာတဲ့ အထောက်အထားတွေအရ မြတ်ဗုဒ္ဓဟာ ပစ္စည်းဥစ္စာချမ်းသာခြင်းကို၊ သို့မဟုတ် လာဘ်လာဘပေါများခြင်းကို ဂုဏ်တစ်ခုအနေနဲ့ လူသိရှင်ကြား ချီးမွမ်းလေ့ရှိပါတယ်။ မြတ်ဗုဒ္ဓ ချီးမွမ်းတဲ့အထဲ ရဟန်းသံဃာတွေလည်း ပါဝင်ပါတယ်။ ရှင်သီဝလိဆိုလျှင် ကမ္ဘာ့ဗုဒ္ဓဘာသာ အသိုင်းအဝန်းရော၊ မြန်မာဗုဒ္ဓဘာသာ အသိုင်းအဝန်းရော မသိတဲ့သူ ရှားပါလိမ့်မယ်။ ရှင်သီဝလိကို ဘုန်းကံကြီးတဲ့၊ လာဘ်လာဘပေါများတဲ့ ရဟန်းတစ်ပါးအဖြစ်နဲ့ သိကြပါတယ်။ မြတ်ဗုဒ္ဓကလည်း ရှင်သီဝလိကို အခြားသော ဧတဝေရတဲ့ရဟန်းတော်တွေလို 'လာဘ်လာဘကြီးတဲ့နေရာမှာ အမြင်ဆုံး၊ အမြတ်ဆုံး' ရဟန်းတစ်ပါးအဖြစ်နဲ့ လူသိရှင်ကြား ချီးမွမ်းထားပါတယ်။ (အံ၊ ၁၊ ၂၄။) ရှင်သီဝလိရဲ့ ဖြစ်ရပ်ကို ကြည့်လျှင် မြတ်ဗုဒ္ဓဟာ ပစ္စည်းဥစ္စာမမ္ဘာတား ပစ္စည်းဥစ္စာ ပေါကြွယ်တာကို ချီးမွမ်းတယ်ဆိုတာ သိသာပါတယ်။ ရဟန်းသံဃာတွေကိုတောင် မဆင်းရဲစေချင်တဲ့ မြတ်ဗုဒ္ဓဟာ လောကီလူဘောင်မှာ နေနေကြတဲ့ လူပုဂ္ဂိုလ်တွေကိုဆိုလျှင် ဘယ်လောက်လောက်အထိ ချမ်းသာစေချင်လို့ကံမလဲ စဉ်းစားကြည့်စရာတောင် မလိုပါဘူး။ ခါကြောင့် ဗုဒ္ဓဘာသာဝင်တစ်ယောက်အနေနဲ့ ဆင်းရဲမွဲတေမှုကို ရှက်စရာ တစ်ခုအနေနဲ့ ရှုမြင်ပြီး ဗုဒ္ဓအလိုကျ ချမ်းသာအောင် ကြိုးစားရပါမယ်။

8. Writing An Abstract and A Conclusion by Dr. Ven. Siri Sumaṅgalasāmi

Abstract

An abstract is a concise and accurate summary of a longer piece of writing, such as a research paper, article, or thesis. The purpose of an abstract is to provide a brief overview of the main points and findings of the document, allowing readers to quickly understand the content and essence of the study and decide if they want to read the full text.

Here's a step-by-step guide on how to write an abstract:

1. Understand the requirements:

Check the guidelines or requirements provided by the publication or institution you're writing for. Different fields and journals may have specific formatting or word count restrictions for abstracts.

2. Read the full document:

Before writing the abstract, make sure you have a clear understanding of the entire paper or article. Identify the main objectives, methods, results, and conclusions of your work.

3. Determine the type of abstract:

There are different types of abstracts, including descriptive, informative, and structured. Descriptive abstracts summarize the main points of the work, it does incorporate key words found in the text and may include the purpose, methods, and scope of the research. Informative abstracts also include results and conclusions, while structured abstracts have specific sections for different aspects of the work, such as background, methods, results, and conclusions.

5. Write a clear and concise summary:

- Start by writing a concise sentence or two for each key component identified in the previous step.
- Focus on providing the most important information and avoid unnecessary details, technical jargon, or abbreviations.
- Use clear and straightforward language.

6. Use an organized structure:

- Depending on the type of abstract, you may need to structure your summary in a specific way.
- For example, if you're writing a structured abstract, divide it into sections, such as "Background," "Methods," "Results," and "Conclusions."
- Ensure that each section is clearly labeled and addresses the relevant aspect of the work.

7. Revise and edit:

- After writing the initial draft, review your abstract to ensure it accurately represents the main points of your work.
- Check for clarity, coherence, and brevity.
- Remove any unnecessary words or information that doesn't contribute to the overall understanding.
- Make sure the abstract flows smoothly and provides a logical overview of your document.

8. Check the word count:

- Verify if there are any word count restrictions for your abstract. (100-120 for Descriptive; 250-300 for Informative)
- Most abstracts are limited to a specific number of words or characters.
- Trim down your abstract if necessary, while ensuring that you still convey the main points effectively.

09. An abstract of the thesis not exceeding than 300 words should be included before the content page. In a case of the thesis is compiled in Sinhala medium, an English translation of the abstract should be included after the Sinhala abstract.
10. The thesis should consist of adequate number of chapters and the first chapter may be considered an introduction. Among the other matters that should be included in the Introductory Chapter, the Literature Review, Research Problem, an Introduction to the Methods applied for the present research and the system of study i.e. stating in brief the points discussed in each chapter in order to arrive at a conclusion are significant. At the end of the chapters, the conclusion should be included and it should not be regarded as a chapter.
11. Short citations may be included in inverted commas. Long citations should be indented and should be printed them as single space lines using size 11 fonts.
12. Names of the books should be indicated in italics or underlined. Italics should be used in indicating the quotations from sources written in classical languages like Pali, Sanskrit, Greek, Roman and Latin.

(iv) Abstract Page

The abstract page should consist of the title of the thesis, abstract of the thesis, 10-12 keywords, name of student, registration number, degree programme and the year of the submission of the thesis for examination. The abstract should briefly provide research problem/s, objectives, methodology used, findings, conclusions and policy implications. It should not be arranged under sub-titles and should be in the range of 500-600 words. If the thesis is written in a language other than English, an English translation of the abstract should also be included in the thesis.



PGHIS Research Congress-2023

15th December 2023, Postgraduate Institute of Humanities and Social Sciences, University of Peradeniya

GUIDELINES FOR ABSTRACT PREPARATION

PGHIS-RC-2023 welcomes original research work from postgraduate students, academics, and researchers that have not been published or under concurrent consideration for presentation elsewhere.

The abstract should ideally fall under one of the nine themes. However, the Editorial Board of Congress reserves the right to change the theme of the abstract if deemed necessary. Please follow the specified guidelines given below to prepare Abstracts.

GUIDELINES FOR ABSTRACTS

Word Limit: 350 to 400-word abstracts should be submitted using **Times New Roman** (font size 12)

Body of the Abstract: Abstract must be written **ONLY in English**; figures, tables, and references are not allowed. *If required, the source of funding of the research may be acknowledged by a single sentence.*

Content of the Abstract: Abstract should have a short introduction, objectives, methodology, results, and conclusion(s) written as a single paragraph. It should not contain any sub-headings, figures, tables, and references.

Keywords: A maximum of 5 (five) words should be included.

Please use the "Abstract Template" and prepare your abstract without changing the formatting.

9. Proof read:

- Finally, carefully proofread your abstract for grammar, spelling, and punctuation errors.

- Ensure that the information is accurate and that there are no inconsistencies between the abstract and the full document.
- Remember that abstracts vary depending on the specific requirements and guidelines of the publication or institution.
- It's always a good idea to consult the specific guidelines and examples in your field to ensure you are following the appropriate conventions.
- While abstracts are typically written in a clear and concise manner, they should still convey the essential information and key insights of the original work.

Key components typically included in an abstract are: Background or Introduction:

A brief description of the context.

Objectives: The specific goals or research questions addressed in the work.

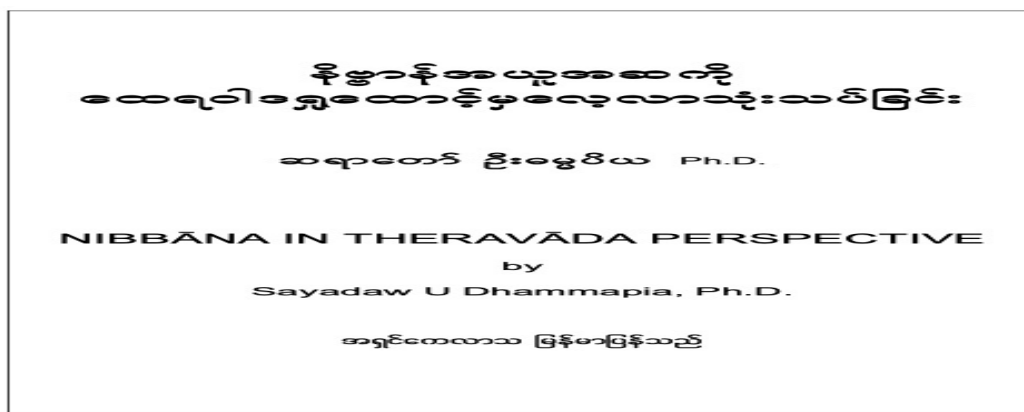
Methods: A concise summary of the research design, methodology, and data collection/analysis techniques employed.

Results: Summary of the main findings or outcomes of the study.

Conclusion: The main conclusions or implications derived from the study.

Abstract

Conclusion, Background or Intro, Results, Objective



စာအုပ်ပြုစုစာ

ဤကဲ့သို့လူကုမ်းစာသည် ပါဠိတော်ကျမ်းဂန်များမှ နိဗ္ဗာန်ယူဆချက်ကို ခွဲခြမ်းစိတ်ဖြာ၍ ဝေဖန်ဆန်းစစ်သော လေ့လာမှု ဖြစ်သည်။ ပါဠိတော်လာနည်းလမ်းများနှင့် နည်းမှန်ကျ ထေရဝါဒဗုဒ္ဓဘာသာ ကမ္မဋ္ဌာန်းရှုမှတ်မှုမှတစ်ဆင့် ရရှိလာသည့် ကမ္မဋ္ဌာန်းအတွေ့အကြုံ တိုးတက်မှုဖြစ်စဉ်တို့ကို ဖွဲ့စည်းထားသည်။ ဤကုမ်း၏ အဓိကရည်ရွယ်ချက်မှာ ဗုဒ္ဓဝါဒနှင့် ဗုဒ္ဓဝါဒမဟုတ်သူ ပညာရှင်များ ဖော်ပြဆန်းစစ်ခဲ့သော နိဗ္ဗာန်အဓိပ္ပာယ်နှင့်ဆိုင်သူများကို ရှင်းပြရန်နှင့် လွတ်မြောက်မှု (ဝိမုတ္တိ) လမ်းစဉ်အပေါ် ၎င်းတို့၏ရှုမြင်ပုံများကို သုံးသပ်ရန်ဖြစ်သည်။ ပါဠိတော်ကျမ်းဂန်များ၌ မကြာခဏ တွေ့ရသည့် စနစ်တကျ နိဗ္ဗာန်အဓိပ္ပာယ် ကောက်ယူမှုများ ရှိလင့်ကစား နိဗ္ဗာန်၏ တိကျ (လက်တွေ့ဖော်ပြနိုင်)သော အဓိပ္ပာယ်ကို ဗုဒ္ဓဝါဒ၌ ဖော်ပြထားခြင်း မရှိချေ။

ဤကုမ်းစာအတွက် ကိုးကားဖော်ပြမည့် ရင်းမြစ်ကုမ်းများမှာ ထေရဝါဒ ပိဋကတ်သုံးပုံ၊ ယင်း၏အဖွင့် အဋ္ဌကထာ နှင့် ဋီကာကုမ်းများနှင့် အဓိကသက်ဆိုင်သည်။ နိဗ္ဗာန်အဓိပ္ပာယ်ကို ရှင်းပြရန် ဤလေ့လာမှု၌ ပါဠိတော်ကျမ်းဂန်ဆိုင်ရာ အဓိပ္ပာယ်ကောက်ယူမှုများ၊ ကမ္မဋ္ဌာန်းရှုမှတ်မှု နည်းလမ်းများ၊ ဗုဒ္ဓဝါဒဆိုင်ရာ ကမ္မဋ္ဌာန်းအာရုံမှတစ်ဆင့် တွေ့ကြုံသိရှိမှု များ၊ ဒဿနနည်းလမ်းများနှင့် စိတ်ပညာဆိုင်ရာ ခွဲခြမ်းစိတ်ဖြာမှုများ လိုအပ်သည်။ နိဗ္ဗာန်ကိုရှာဖွေခြင်း၌ တွေးခေါ် အဆိုပြုမှုဆိုင်ရာနိဗ္ဗာန်နှင့် လက်တွေ့နိဗ္ဗာန်ဟု ပင်မရှုထောင့်နှစ်ရပ် ပါရှိမည်ဖြစ်သည်။ အဆိုပြုနိဗ္ဗာန်သည် ရှင်းလင်း ဖော်ပြမှုအခြေခံမှ ဆင်းသက်ပြီး လက်တွေ့နိဗ္ဗာန်ကို တွေ့ကြုံထိုးထွင်းသိမြင်မှုဖြင့် ဆုံးဖြတ်သည်။ ဤကုမ်း၌ ကမ္မဋ္ဌာန်း ရှုမှတ်ပုံနည်းလမ်းနှင့် ဝိပဿနာပညာ စနစ်တကျတိုးတက်မှုတို့ကို ဖော်ပြထားသည်။ ကုမ်းပြုသူသည် လက်တွေ့ ကမ္မဋ္ဌာန်း ရှုမှတ်သည့်နည်းလမ်းများကို အသုံးပြုခြင်းမှာ ဝိပဿနာပညာနှင့် လောကုတ္တရာမဂ်အားဖြင့် ပိုမိုထက်မြက်သည့် ထိုးထွင်း သိမြင်မှုအဆင့်ကို ရရှိနိုင်ကြောင်း ပြဆိုသည်။ တစ်ဖန်လည်း ကုမ်းပြုသူသည် အဆိုပြုမှု (သီတိဝီရိယ) များကိုသာ လေ့လာ ခြင်းမှာ နိဗ္ဗာန်ကို လုံးဝထိုးထွင်းသိမြင်ရန် မလုံလောက်ကြောင်း တိုက်တွန်းထားသည်။ သတိပဋ္ဌာန်ကမ္မဋ္ဌာန်း လက်တွေ့ အားထုတ်မှုမှာ နိဗ္ဗာန်ကို ထိုးထွင်းသိမြင်ရန် မပါမပြီး လိုအပ်သည်။

This dissertation provides an analytical and critical study of the concept of *Nibbāna* through canonical texts; it explores canonical methods and the meditative developmental process through the systematic methods of Theravāda Buddhist meditation. The primary purpose of this dissertation is to explain the interpretations of *Nibbāna* described and standardized by Buddhist and non-Buddhist scholars and to analyze their perspectives of the way to liberation. Despite the appearance of scholarly interpretations of *Nibbāna* that have frequently occurred in the canonical texts, the exact meaning of *Nibbāna* has not been settled in Buddhism.

The source material for this dissertation mainly deals with the Theravāda Pāli canonical texts in the *Ti-pitaka* (Three Baskets), its commentaries, and its sub-commentaries. To clarify the meaning of *Nibbāna*, canonical interpretations, meditative methods, experience with Buddhist meditation objects, philosophical methods, and psychological analysis are required in this study. The exploration of *Nibbāna* covers two major aspects: Theoretical *Nibbāna* and practical *Nibbāna*. The former is derived through explanatory principles and the latter is determined through experiential realization. This dissertation also covers the methods of meditation and the systematic progress of insight wisdom. The author claims that to apply the methods of Buddhist meditation in practice is to obtain the higher level of realization through insight wisdom (*ñāna*) and the supramundane path (*lokkuttara-magga*). In addition, the author suggests that the study of theories alone is not sufficient to thoroughly comprehend "Nibbāna". The practice of mindfulness meditation is necessary in order to realize "Nibbāna".

Between Idealism and Pragmatism
A Study of Monastic Education in Burma and Thailand
from the Seventeenth Century to the Present

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 Thesis submitted for D.Phil
 Trinity term 2004

Abstract

There has been in recent decades an increased academic interest in the *Sangha*, the community of monks, in Burma and Thailand. However, monastic education is still often misunderstood there, particularly in the context of the relationship between the *Sangha* and the monarchy. The introduction by the king of monastic formal examinations has simply been assumed to be evidence of royal devotion towards the Order, which was perceived to be in decline and was therefore in need of royal intervention. This thesis attempts to reveal the complex relationship between the *Sangha* and the kings on the question of monastic education, arguing that the need for a monarch to control his people during war led him to interfere in monastic education. It also examines the *Sangha's* inability to define the objectives of its education systems. A large part of the thesis is devoted to reconstructing the historical process by looking at the impact of geopolitical developments on teaching methods.

The thesis consists of six chapters. Chapter One introduces monastic education, its current problems and the conflict between idealists and pragmatists within the *Sangha*. Chapter Two explores monastic education under two strong Burmese monarchs, Thalun (1629-1648) and Bodawpaya (1782-1819), who introduced formal examinations and used them for political purposes. Chapter Three examines the impact of the colonial threat on the *Sangha* and on the improved relationship between the *Sangha* and King Mindon (1853-1878) with regard to monastic education. Chapter Four looks at the impact of the instability under King Narai (1656-1688) at Ayuthaya on monastic education. Chapter Five investigates the process of standardisation of monastic education under Chulalongkorn (1868-1910). Chapter Six focuses on the current state of monastic education in both countries and analyses the *Sangha's* lack of proactive vision and its failure to reach a consensus on the aims of education.

Writing A Conclusion

- Writing a conclusion for a thesis involves summarizing the main points and findings of your research, highlighting their significance, and offering final thoughts or recommendations.
- Here's a step-by-step guide on how to write a conclusion for a thesis:
- **1. Restate the thesis statement:**
- Begin your conclusion by restating your thesis statement or research question.
- However, do not simply copy and paste the exact wording used in the introduction.
- Paraphrase it to provide closure and remind readers of the main focus of your work.

2. Summarize key points:

- Provide a concise summary of the main points and findings of your research.
- Highlight the key arguments, methodologies used, and significant results.
- However, avoid introducing new information or discussing details that have already been covered in earlier sections.

3. Emphasize the significance of the research:

- Explain the importance and relevance of your findings in a broader context.
- Discuss how your research contributes to the existing knowledge in your field, addresses the research gap, or provides new insights.
- Emphasize the value of your work and its implications for future research or practical applications.

4. Reflect on limitations:

- Acknowledge the limitations or constraints of your research.
- Every study has its limitations, such as sample size, data collection methods, or potential biases. Briefly mention these limitations and discuss their potential impact on the validity or generalizability of your findings.
- This demonstrates a critical awareness of your research and adds credibility to your conclusions.

5. Offer final thoughts or recommendations:

- Provide some final thoughts or recommendations based on your research findings.
- This could include suggestions for further research, practical implications, or recommendations for policymakers or practitioners.
- Offer insights into how your work can be built upon or how it contributes to the broader field.

6. Be concise and clear:

- Keep your conclusion concise and to the point.
- Avoid introducing new arguments or going into unnecessary detail.
- Aim for clarity and make sure your conclusions align with the objectives and scope of your research.

7. Consider the overall structure:

- Ensure that your conclusion fits well within the overall structure of your thesis.

- It should be a logical and coherent ending that effectively wraps up your research and leaves a lasting impression on the reader.

8. Revise and edit:

- After writing your conclusion, review it carefully for clarity, coherence, and accuracy.
- Ensure that your points are well-supported by the evidence presented in your thesis.
- Edit for grammar, spelling, punctuation, and overall readability.
-
- Remember, the conclusion is your final opportunity to leave a strong impression on your readers.
- It should effectively summarize your research and provide a sense of closure, leaving the reader with a clear understanding of the significance and implications of your work.
- **Key Elements in the Conclusion**
- Restate your statement or purpose of your study (to open your conclusion)

Summarize the main points Recommend or suggest for the further study

9. How to Write a Thesis Conclusion by Dr. Ven. Varabuddhi

A. Structure

- Introduction
- Several Elements in Conclusion
- Reminding
- Example of a Conclusion

B. Introduction

- The conclusion should provide a clear answer to any question as in the little, as well as summary the main point.

- The following are generally acceptable in conclusion.
- But, remember: student's papers should generally have a final section that summaries the arguments and makes it clear to the reader that original question has been answered.

C. Several Elements in Conclusion

- State your research title
- Mention some keep points in the title
- A short review of the main points of your study: showing how your thesis structures have been organized
- Method you adopt to answer the research question: How & What
- Some new information on the topic not mentioned before: A brief summary, just a few paragraphs, of your keep findings, related back to what you expected to see (essential)
- Try to explain to your reader what could be done?
- What do you think are the next steps to take?
- Some suggestions for further researcher: Recommendations for future research (strongly recommended)
- Limitations of your study (Scope of your studies)
- Recommendations for practitioners (strongly recommended, some other areas, so check with supervisors whether this will be expected)
- Why your research is important for researcher and practitioners (essential)
- You should not present any new arguments in your conclusion
- A final paragraph rounding off your thesis

D. Reminding

- Your conclusion does not need to be very long:
- Remember: the conclusion is the last part of the thesis that your reader will see, so you have to spend some time in writing the conclusions so that you can end on a high note.

- No more than three, five pages are usually sufficient, although recommendations for practice may require more space.

E. Example of a Conclusion

- For Example: “*A Study of Theravada Teachings on Kāyānupassanā and its Application*”,
- There were two key concepts were discussed: one is *kāyānupassanā* and the other is its application.
- Less of the scholarly work has done this particular kind of research in academic study.
- The structure of this study is organized under six chapters except for conclusion.
- The first chapter highlighted the research problem, scope of study, research methodology and literature review.
- The second chapter is devoted to defining the concepts of *kāyānupassanā* and *anupassanā*.
- The third chapter investigates *Theravāda* teachings on *kāyānupassanā*. The fourth chapter deals with the role of *sati* in *kāyānupassanā* meditation.
- The fifth chapter studies the application of *kāyānupassanā* in *samatha* and *vipassanā* techniques.
- In chapter sixth, positive outcomes of *kāyānupassanā* for personal and social well-being are examined.
- *Kāyānupassanā* meditation practice is elucidated in the pāli canon and its commentaries of *Theravāda* tradition in fourteen different ways such as
 - (1) mindfulness of breathing (*ānāpānasati*);
 - (2) mindfulness of bodily postures (*iriyāpatha*);
 - (3) clear comprehension (*sampajāna*) in regard to bodily activities and daily routines;
 - (4) attention to the repulsiveness of the body (*paṭikūlamanasikāra*) by analyzing the body into its anatomical parts;
 - (5) attention to the elements (*dhātumanasikāra*); and

- (6–14) the nine cemetery contemplations (*navasivatika*) that remind of the different stages of a corpse's decomposition.
- These fourteen different categories of mediation can be summarized six themes such as contemplation on breathing, mindfulness of postures, clear comprehension, reflection on the repulsiveness parts of the body, analysis of four elements and contemplation on the dead body.
- In order to practice *ānāpānasati*, one has to go to a secluded place, sitting cross-legged and focusing *sati* on one's inhalation and exhalations.
- For the practice of *iriyāpatha*, it is to focus on posture, clearly perceiving the present mode of disposition of the body, whether standing, walking, sitting or lying down.
- For the *sampajañña*, that is maintaining a clear comprehension of every kind of action and movement.
 - Practicing *paṭikkūlamānasikāra*, it has to be contemplating one's body, from the top of the head to the soles of the feet, as a repository of a large number of unattractive constituents.
 - *Dhātumānasikāra* is to contemplating on one's body by considering it separated into its four constituent elements.
 - *Navasīvathika* is looking at corpses in nine different stages of decay, from one newly dead to one reduced to crumbling bones, and, in each case, applying what is seen to oneself, reflecting that one's own body must meet a similar fate.
- Together with *kāyānupassanā* meditation practice, people can reduce greed, hatred, and delusion and reach a positive mental state. As a positive consequence that is to say the mind can clean out and push away defilements polluted by greed, anger, ignorance, pride, envy, jealousy, and so on. In a broader sense, the level of one's spiritual development shapes the nature of his or her personality. And lead to the peacefulness of society. As has been discussed, the conical texts provide learners and meditators the understanding of what is *kāyānupassanā* and proper

techniques. Since instructions of *kāyānupassanā* prescribe on the texts, methods clarify the significance of such kind of meditations; meditators come to know that *kāyānupassanā* meditation that is to purify one's own mind. One may understand for oneself what *kāyānupassanā* is to study throughout the texts and to practice mediation in accordance with the texts and finally to attain *Nibbana*.

Understanding the text alone is incomplete.

To completely understand and realize what *kāyānupassanā* is, one has to practice in accordance with the texts. Again, one can distinguish the difference between textual studying, understanding, and practical realization through practice only. Without properly and deeply practicing *kāyānupassanā* mediation, one will not be capable to purify one's mind. *Kāyānupassanā* is a tool to purify and to obtain liberation from fetters and defilements. In fact, without having peacefulness and happiness, stillness on the body, the result of mental peacefulness and happiness will not occur in the mind. In this concern, unless having bodily detachment, there is no way to become mental detachment and finally, there is no way for ultimate peacefulness of the upadhivivaka or nibbāna. In this research, two key concepts are investigated that one is *Theravāda* teachings on *kāyānupassanā* and the other is application. For the contributions of this research are:

(1) Studying comprehensively over the all chapters contribute theoretical methods based on an analytical perspective of Theravāda Buddhist texts, scholars' interpretation and mediation masters' instructions of *kāyānupassanā* mediation. However, studying and understanding of the theoretical method alone is incomplete to purify one's mind and to eradicate defilements. Thus, to completely understand and to purify one's mind and to eradicate the defilements, one has to practice *kāyānupassanā* in accordance with proper guidance.

(2) Since the application is the significance of mediation, with the help of proper and deeper in practicing meditation, one will be able to purify the mind and to eradicate the defilements. To practice meditation, it can be assumed that *kāyānupassanā* is the key to the other three *anupassanās*. Contemplation on *kāyānupassanā* can be considered as the primary of all four foundations of mindfulness. By contemplating on the body, the other

three contemplations also can easily be experienced, because feeling, mind, and dhamma are incorporated with the body.

It is hoped that this research will assist other academic researchers in Buddhist studies. Since it provides some benefits of meditation for those who have an interested in Buddhist meditation, they may come to understand at least some aspects of *kāyānupassanā*. However, it does not claim that this research is the only one that is completed studies. On the other hand, since there is a large number of canonical texts and other sources of Buddhist literature, this study has not completely covered the entirety of canonical texts, commentaries, and sub-commentaries.

10. Academic Writing by Dr. Ven. Pematana

- Doing research is a service to others
- It is a dedication of our time and resources to help others to enhance their understand of a topic or a field.
- Research is a contribution to existing knowledge/ scholarship
- Research is not done in isolation. It is done in conversation with other studies.
- When our research is connected to other studies, it helps the field of knowledge to expand.

Our research can contribute to field of knowledge in three different ways.

1. We can provide more evidence to others' discovery from different area.
 2. We can slightly change others' discovery showing a different set of evidence.
 3. We can challenge others' discovery by giving counter-evidence.
- Researches in humanities are exploration of human culture and human experiences
 - They aim to find new information/facts or to **reinterpret and analyze** existing information/facts
 - Research in the humanities often involves
 - posing questions about common assumptions

- uncovering new meanings in historical events, figures or monuments
- finding new ways to understand cultural interactions
- exploring existential problems and challenges

Types of researches in Humanities

- Conceptual/Doctrinal studies
- Textual studies (discourse analysis & close reading)
- Historical studies
- Social /Anthropological Studies

Steps of Writing Dissertation

1. Choosing a Research Topic
2. Turning a Topic to a Researchable Question
 - Finding a Research Gap (Knowing what is lacking in the current field of knowledge)
3. Writing a Prospectus/ Abstract with a Hypothesis
4. Deciding on methodology
5. Sketching an outline of chapters (Preliminary chapters and Key Chapters)
6. Writing a Literature Review
7. Writing the first draft of Introduction
8. Writing Chapters
9. Revising Introduction
10. Conclusion

1. Choosing a Research Topic

- Topic is the subject matter you want to study and write
1. The topic or title should be concisely formulated and should make sense.
 2. It should be focused and narrowed down to what the student could handle effectively within the limited space of time

3. It should not be a new and different from previous studies.
 4. It should be significant to the field of study.
- Topic should be clear, relatively new, researchable and significant or relevant
 - The intended audience and the limits of the resources

2. Turning a Topic to a Researchable Question

- Topic itself is not interesting or useful.
- When a thesis is written as a way of answering an important question, it becomes very useful to many scholars and students.
- Every topic should have an underlying research question.
- Having a research question helps the researcher to stay focused.
- Research question is a guide to do our research more systematically.
- It narrows our search to only those data we need to analyze.
- Finding an important question is the biggest challenge in a research
- A question can be found when we notice a gap of knowledge or discrepancy in other academic works.
- We should pay attention to what other scholars have written on the same area.
- Find out what is missing or which aspects are understudied.
- What are the misinterpretation of other scholars?
- What are the gaps of knowledge that my research can fill?
- Standard academic questions: who, what, when, how and why
- Topic: **Revival of Buddhism during Colonial period**
 - **Who** played key roles in reviving Buddhism in Colonial period
 - **What** were the methods used by Buddhist leaders to revive Buddhism in Colonial period?
 - **When** did the Buddhist revival started and when it was more active?
 - **How** did Buddhist leaders deal with Colonial rulers?
 - **How** did Buddhist leaders bring Buddhism closer to common people
 - **Why** did Buddhist leaders decide to protest against Colonial power?

- **Why** did Buddhist leaders promote meditation among lay people as a way to revive Buddhism?

Standard academic questions: who, what, when, how and why

- Topic: The Process of Sensory Perception in Abhidhamma Texts
 - **Who** wrote commentaries and compendium on sensory perception following Abhidhamma style?
 - **What** are special terminologies used in Abhidhamma texts to explain the sensory process
 - **How** is Abhidhamma analysis similar to and different from Sutta analysis of sensory perception
 - **Why** was a more detailed analysis of sensory process introduced in Abhidhamma?
- Every good research has an underlying question that is interesting to many, relevant to many and significant to the field
- “How the Vipassana meditation practice became a dominant and popular practice in modern Buddhism?”
- Ledi Sayadaw started to promote Abhidhamma studies and simplified Vipassana meditation among lay Buddhists as a way to protect Buddha sasana during colonial period.
- This promotion of strictly Vipassana meditation led to the rise of many other meditation teachers who focused on Vipassana meditation and popularized it in other Buddhist countries and Western world.
- What were the Theravada Buddhist beliefs on the nature and structure of the cosmos in the nineteenth century?
- To what extent is mindfulness an originally Buddhist concept?
 - How does mindfulness relate to memory and to the practice of recollection?
 - What are the different benefits associated with mindfulness in the early discourses?

- How does mindfulness relate to other aspects of the early Buddhist path of practice?

Start with a Question not with a Conclusion

- Begin your dissertation with a question (what, when, why, how)
- Finding an important question is the biggest challenge in a research
- If you we already have a conclusion in mind before writing dissertation, it is not a research (There is nothing new to discover)
- When we already have a conclusion, our research is biased.
- It is also very difficult to find evidence for our conclusion.

3. Writing a Prospectus with a Hypothesis

- Hypothesis is a provisional statement of what a researcher believes he or she would find from the research.
- It could be seen as a tentative answer to a research question
- Hypothesis could also be the thesis statement.
- The thesis statement is the central argument of the research.
- This is not conclusive
- Based on evidence we find, we can adjust the hypothesis

4. Deciding on a Methodology

- Qualitative vs Quantitative

Humanities Research Methods

- enable researchers to gain a better understanding of complex concepts, social interactions or cultural phenomena.
- Historical Analysis
- Textual Analysis
- Comparative Analysis
- Ethnography

- Phenomenological method

Historical Analysis:

- Involves finding out facts or records of the past and interpreting them to understand past and present events and make meaning of them.
- **Archival Research:** Reading texts, reports, newspapers and examining contents and context to gain insight into historical contexts and human expression.

Textual Analysis:

Content Analysis (Close Reading) Explores certain words, themes, or concepts within a text or texts to identify content patterns. Reads a text or texts to discover subtle meanings or to examine literary elements like narratives and similes.

Discourse Analysis: Focuses on the context of the text, use of language, word frequency, and how a story is constructed to reveal patterns and trends related to social meaning and power. Aims to reveal underlying assumptions and biases (political, gender etc.)

Comparative Analysis Focuses on comparing and contrasting two concepts, techniques and practices in two different contexts, traditions or historical periods. This is done in order to reveal unknown connections or to suggest a new understanding of a phenomena.

Ethnography Focused on a contemporary group of people to understand their beliefs, culture and adaptations. It is done through participant observation, in-depth interviews and surveys. These are case studies to understand the nature of human behavior in general.

Phenomenological method

- Focuses on the lived experiences of individuals by describing and interpreting the meaning of phenomena through their consciousness and language, not by imposing prior theories.

- Gather data through participant observation, in-depth interviews and personal texts and then analyze common themes to reveal the essence of the experience from the participants' perspective.

5. Sketching a Table of Contents or Outline

- Organizing the material/data to support the central argument of the thesis.
- Each headings and subheadings of the outline should contribute in a unique way to supporting your overall argument.

6. Writing a Literature Review

- What other scholars have done in the relevant field
- Summarizing and synthesizing the arguments and ideas of others
- Goal is to bring the reader up to date with current literature on a topic
- Explains the gaps in knowledge to form the basis for one's own research

7. Writing the First Draft of Introduction

- Discusses the background and context of the research,
- the purpose of the research,
- the research question(s) to be addressed,
- the methodology,
- the significance of the research problem
- and limitations of the research.

8. Writing Chapters:

- Chapters are typically organized thematically or chronologically to guide the reader through a logical progression of ideas
- Each chapter explains, proves, and or supports your research argument or thesis statement
- Chapters should be organized around a central theme or sub-argument that contributes to the main thesis.

- Each chapter should focus on one main point that clearly relates back to your central thesis.

Revising Introduction

- Based on further research and discoveries made along the way, first draft of the introduction can be revised.

10. Conclusion

- The evaluation of findings, summary, significance and suggestions for future research.

Further Readings

- Booth, Wayne C et al., *The Craft of Research*, Chicago: The University of Chicago Press, 2003.
- John Swales & Christine Feak, *Academic Writing for Graduate Students: Essential Tasks and Skills*, Ann Arbor: University of Michigan Press, 2004.
- Silvia, Paul J. *How to Write A Lot: A Practical Guide to Productive Academic Writing*. Washington, DC : American Psychological Association, 2007

11. How to Write an Introduction, a Conclusion and an Abstract in Thesis by Dr. Ven. Varabuddhi

Layout of a Dissertation/Thesis

Title Page

Declaration of the candidate

Recommendation/s of the supervisor/s

Acknowledgements

Abstract

Content Page

Abbreviations

Main thesis (Body)

Bibliography

Postgraduate Institute of Pali and Buddhist Studies

University of Kelaniya

Sri Lanka

Title of the Thesis

Name of the Candidate

(Registration number)

A Thesis Submitted to the Postgraduate Institute of Pali and Buddhist Studies (University of Kelaniya) in Partial Fulfillment of a requirement for the Degree of Master of Philosophy/Doctor of Philosophy.

(Year and Month)

Declaration of the Candidate

I hereby certify that the thesis titled (topic of the thesis) is a study by research carried out by me independently, and the sources used in this connection have been indicated in the work itself methodically and the present thesis or its content has not been submitted before to any University or any other educational Institute by me or any other person in any manner.

Signature of the Candidate and the Date

Recommendation/s of the supervisor/s

I Recommend the thesis (topic of the Thesis) is an independent study by research made under my supervision by rev./Mr./ Ms. (Name of the candidate) registered in Master of Philosophy Degree Programme under Registration number (registered No.) in Postgraduate Institute of Pali and Buddhist Studies (University of Kelaniya) and it is

suitable for considering to award the degree of Master of Philosophy/Doctor of Philosophy.

Signature of the supervisor/s and the Date.

Acknowledgements

A statement expressing thanks to the people who have helped

Abstract

A brief summary of the thesis not exceeding 300 words used to help the reader quickly ascertain the purpose and the findings of the thesis

Content Page

Abbreviations

Main thesis (Body)

Introduction

Chapters

Conclusion

Writing Dissertation/ Thesis

Introduction, Conclusion and Abstract

Introduction

1. Background and Significance of the Problems
2. Objectives of the Research
3. Statement of the Problems Desired to Know
4. Scope / Limitation of the Research

- 5. Definition of the Terms Used in the Research
- 6. Review of Related Literature and Research Works
- 7. Research Methodology
- 8. Structure of Study

Background and Significance of the Problems

.....
.....

Objectives of the Research

- 2.1.....
- 2.2.....
- 2.3.....

3 Statement of the Problems Desired to Know

- 3.1.....
- 3.2.....
- 3.3.....

4 Scope/ Limitation of the Research

4.1 Scope of Sources of Data

.....

4.2 Scope of Content

.....

4.3 Scope of Population (if any)

.....

4.4 Scope of Timing (if any)

.....

4.5 Scope of Area (if any)

.....

5 Definition of the Terms Used in the Research

5.1.....

5.2.....

5.3.....

6 Review of Related Literature and Research Works

6.1.....

6.2.....

6.3.....

7 Research Methodology

7.1.....

7.2.....

7.3.....

8 Structure of Study

Chapters 1, Chapter 2, Chapter 3, Chapter 4, Chapter 5, Conclusion

Writing a Thesis Conclusion

- Conclusion
- Several Elements in Conclusion
- Reminding

Conclusion

- The conclusion should provide a clear answer to any question as in the little, as well as summary the main point.
- The following are generally acceptable in conclusion.

- But, remember: student's papers should generally have a final section that summarizes the arguments and makes it clear to the reader that original question has been answered.

Several Elements in Conclusion

- State your research title
- Mention some key points in the title
- A short review of the main points of your study:

showing how your thesis structures have been organized

- Method you adopt to answer the research question:

How & What

- Some new information on the topic not mentioned before:

A brief summary, just a few paragraphs, of your key findings, related back to what you expected to see (essential)

- Try to explain to your reader what could be done?
- What do you think are the next steps to take?
- Some suggestions for further researcher: Recommendations for future research (strongly recommended)
- Limitations of your study (Scope of your studies)
- Recommendations for practitioners (strongly recommended, some other areas, so check with supervisors whether this will be expected)
- Why your research is important for researcher and practitioners (essential)
- You should not present any new arguments in your conclusion
- A final paragraph rounding off your thesis

Reminding

- Your conclusion does not need to be very long:
- Remember: the conclusion is the last part of the thesis that your reader will see, so you have to spend some time in writing the conclusions so that you can end on a high note.

- No more than three, five pages are usually sufficient, although recommendations for practice may require more space.

Writing an Abstract for a Thesis

- What is a thesis or Dissertation Abstract?
- The Cambridge English Dictionary defines an abstract in academic writing as being “a few sentences that give the main ideas in an article or a scientific paper” and the Collins English Dictionary says “an abstract of an article, document, or speech is a short piece of writing that gives the main points of it”.
- Whether you’re writing up your Master’s dissertation or PhD thesis, the abstract will be a key element of this document that you’ll want to make sure you give proper attention to.

What is the Purpose of an Abstract?

- The aim of a thesis abstract is to give the reader a broad overview of what your research project was about and what you found that was novel, before he or she decides to read the entire thesis.
- Source: <https://www.discoverphds.com/advice/doing/abstract-for-a-dissertation-or-thesis>

How Long Should an Abstract Be?

- If you’re a PhD student, having written your 100,000-word thesis, the abstract will be the 300-word summary included at the start of the thesis that succinctly explains the motivation for your study (i.e. why this research was needed), the main work you did (i.e. the focus of each chapter), what you found (the results) and concluding with how your research study contributed to new knowledge within your field.
- Woodrow Wilson, the 28th President of the United States of America, once famously said: “If I am to speak ten minutes, I need a week for preparation;

if fifteen minutes, three days; if half an hour, two days; if an hour, I am ready now.”

- Source: <https://www.discoverphds.com/advice/doing/abstract-for-a-dissertation-or-thesis>

What Makes a Good PhD Thesis Abstract?

- A good abstract is one that can clearly explain to the reader in 300 words:
- What your research field actually is,
- What the gap in knowledge was in your field,
- The overarching aim and objectives of your PhD in response to these gaps,
- What methods you employed to achieve these,
- Your key results and findings,
- How your work has added to further knowledge in your field of study.
- Another way to think of this structure is:
- 1.Introduction,
- 2.Aims and objectives,
- 3.Methods,
- 4.Results,
- 5.Discussion,
- 6.Conclusion.

How Do You Write a Good PhD Thesis Abstract?

- The biggest challenge you’ll have is getting all the 6 points mentioned above across in your abstract within the limit of 300 words.

Keep It Concise

- Every word in the abstract is important so make sure you focus on only the key elements of your research and the main outcomes and significance of your project that you want the reader to know about. You may have come across incidental findings during your research which could be interesting to discuss but this should not happen in the abstract as you simply don’t have

enough words. Furthermore, make sure everything you talk about in your thesis is actually described in the main thesis.

- Source: <https://www.discoverphds.com/advice/doing/abstract-for-a-dissertation-or-thesis>

Make a Unique Point Each Sentence

- Keep the sentences short and to the point. Each sentence should give the reader new, useful information about your research so there's no need to write out your project title again. **Give yourself one or two sentences to introduce your subject area and set the context for your project.** Then another sentence or two to explain the gap in the knowledge; there's no need or expectation for you to include references in the abstract.
- Source: <https://www.discoverphds.com/advice/doing/abstract-for-a-dissertation-or-thesis>

Write, Edit and Then Rewrite

- Spend suitable time editing your text, and if necessary, completely re-writing it.
- Show the abstract to others and ask them to explain what they understand about your research – are they able to explain back to you each of the 6 structure points, including why your project was needed, the research questions and results, and the impact it had on your research field? (See Slide NO 29)
- It's important that you're able to convey what new knowledge you contributed to your field but be mindful when writing your abstract that you don't inadvertently overstate the conclusions, impact and significance of your work.
- Source: <https://www.discoverphds.com/advice/doing/abstract-for-a-dissertation-or-thesis>

Summary of Writing an Abstract, an Introduction and a Conclusion in Thesis

Abstract	<p>The thesis has been conducted to study(topic)</p> <p>The objective of this research are:</p> <p>1.To study---. 2. to investigate... 3. to analyze ...</p>
Introduction	<p>The objectives of research are:</p> <p>1. To study..2. to investigate...3.to analyze</p>
Conclusion	<p>This research has been conducted to study....</p> <p>The first objective of this research was to study</p> <p>The second objective of this research was to investigate</p> <p>The third objective of this research was to analyze</p>

12.Your Research in a Nutshell: Abstract in Scholarly Writing by Dr. Ven. Indāsariya

Contents

1. What is an Abstract in Research?
2. The Significance of Abstracts in Academic Writing
3. The Purpose of Writing an Abstract in a Research
4. Types of Abstracts
5. Key Components of an Effective Abstract
6. Why Keywords are included in Abstract?
7. Key Differences Between Abstracts in a Thesis and a Journal Article
8. Tips for an Effective Abstract Writing
9. Examining Illustrative Examples of Abstracts

Aims of the study

The study aims to:

- Comprehend the function and purpose of writing an abstract.
- Identify key elements of an effective abstract.

- Provide guidelines for constructing an abstract for thesis, journal article and conference paper.
- Examine a few examples of abstracts into their component parts.

Expected Outcomes

By the end of the study, participants will be able to:

- Understand the function and purpose of an abstract.
- Identify what makes an abstract clear and effective.
- Write an abstract for papers, thesis, or conferences.

What is an abstract in research?

Definitions:

The word abstract comes from the Latin abstractum, which means a condensed form of a longer piece of writing. A short form of a speech, article, book, etc., giving only the most important facts or ideas. (**Cambridge Dictionary**) A few sentences that give the main ideas in an article or a scientific paper.

(Cambridge Dictionary)

- A concise summary of a larger work, such as a research paper, dissertation.
- It is placed before the body of your writing and write it after all completion of the work, but write it in research paper first.
- **Research in a nutshell but, in systematic ways**

The significance of abstracts in academic writing

- Help the readers to get a quick overview.
- Help the readers decide whether it is relevant to their own research before they dive in to read the paper or thesis.
- Communicates your key findings for those who have time limits in reading your paper

- And helps rank the papers on search engines based on the keywords on academic databases.

The purpose of writing an abstract in research

Abstracts are required for; Submission of articles to journals Submission for conference papers. Application for research grants Completion and submission of MA/ PhD thesis

A proposal for a book chapter

A book proposal

Types of abstracts

1. Critical Abstract
2. Descriptive Abstract (or Indicative)
3. Highlight Abstract
4. Informative Abstract
5. Descriptive (or Indicative) - informative hybrids abstract
6. Structured abstract
7. Slanted abstract
8. Statistical abstract

Cont'd

Major types of abstract

1. Critical Abstract
2. Descriptive Abstract
3. Highlight Abstract 4. Informative Abstract

1. Critical Abstract

- A critical abstract is a condensed summary of a research paper or scholarly article.

- Provides a concise synopsis of the research question, methods, findings, and conclusions in addition to evaluating the study's content, methodology, and significance.
- Includes the author's judgement of the work's reliability and validity.
- Pointing forth its strengths and weaknesses and offering commentary on the overall quality and significance of the study.
- The typical length of a critical abstract is 400–500 words.
- Provide a critique of the study along with a comparison of its findings with those of related works.
- Compared to informative abstracts, this kind of abstract is less common.

2. Descriptive Abstract

Describes the work being summarised; it indicates the kind of information contained in the work. Provide the purposes, methods, and scope, but omit any results or conclusions. Rather of being a summary, other scholars consider it as an outline of the work. Typically, it is 100 words or less in length.

3. Highlight Abstract

- Written specifically to draw the reader's attention to the research.
- The writer is not claiming that the abstract gives a full and balanced view of the entire paper.
- It may utilise to create curiosity and encourage the reader to continue reading.
- Highlight abstracts are rarely used in academic writing since they are not true abstracts because they cannot stand independent of its associated work.

4. Informative Abstract

The most popular type of abstract is informational, which is most commonly used. They do not critique or evaluate a work but, they do more than describe it (**Descriptive** and **Critical**)

A good informative abstract serves as an agent for the thesis/paper itself. It presents and explains all the main arguments and the significant results and evidence in the paper. Includes the author's recommendations, research findings and conclusions, methodologies, and purpose. Although the length varies by discipline, an informative abstract is rarely longer than 300 words.

Key components of an effective abstract (informative abstract)

1. Background (Introduction)
2. Aims and Objectives
3. Methods
4. Results(Findings)
5. Conclusion

Cont'd

The Key Components in a structured abstract in a thesis/paper In a thesis

Background (Introduction)

Aims and Objectives

Methods Results (Findings)

Conclusions and recommendation

In a Journal Article and Paper

Usually follows the IMRaD structure Introduction, Methods, Results, and Discussion.

(Cont'd)

Key components of an effective abstract

1. Background (Introduction) What to include: (1-3 sentences or more)

- Brief context or background of the topic.
- The research question and problem.
- The significance of the study or Research problem or gap – Explain what problem exists and why it matters.

2. Aims and Objectives

What to include: (1-2 sentences)

- A broad statement describing the main purpose of the research.
- Specific Objectives: Clearly stated, measurable goals that indicate how the aim will be achieved.
- Connection to Research Problem: Ensure the objectives directly address the research question or hypothesis.

(Cont'd)

3. Methods What to include: (1-3 sentences) Research design (qualitative, quantitative, mixed). Data collection (interviews, texts, surveys). Participants or sources.

4. Results (Findings) What to include:(1-3 sentences or more)

- Directly present the findings without interpretation or explanation
- Answer the research questions in a clear and logical order.
- Key data or themes discovered. (**if quantitative** - report numerical results such as percentages, averages, etc. (**if qualitative** - report major themes, patterns, or categories that emerged from interviews, observations, or text analysis.

5. Conclusion What to include:(1-3 sentences)

- Explain the importance or impact of the findings.
- Recommendation - with suggestion on gaps or for future research, unanswered questions from your research.

(Cont'd)

Consider main themes when writing an abstract;

1. A brief introduction to the topic that you are investigating.
2. Explanation of the topic important in your field.
3. Statement about the literature gap in the research.
4. Your research question/aim.
5. An indication of your research methods and approach.
6. A summary of your key findings.
7. An explanation of your findings and key message contribute to the field and further Recommendations.

To think based on the following questions after your complete research a good abstract tells the reader: **What?** What did you do in your research? What was your thesis or paper about? **Why?** Why is it important? What were the reasons for doing the research? What questions were you trying to answer? **How?** How did you go about finding out the answers? What methods did you use? **What?** What did you find out? What were the key results? **Why?** Why are these results important? What is their significance?

Why key words are included in abstract?

- Used for indexing in databases and help readers find your paper during their literature searches. (Google Scholar, ResearchGate, etc.)
- Includes at least 3-5 keywords, which should be most relevant to your research.
- Mostly, Journal article or conference paper use it. But, including keywords in an abstract of thesis/dissertation depends on institutes's guidelines. (**Example handbook**)

Different functions Between Abstracts in a Thesis and a Journal Article

	To summarize the entire research project for examiners and future researchers.	To provide a quick, clear summary of findings for potential readers and peer reviewers.
	Longer (usually 250–500 words), depending on Institute	Shorter (usually 150–350 words depending on journal requirements).
	Covers broader context, methodology, and implications.	Focuses more sharply on objectives, methods, results, and key conclusions.
	Includes background, aim, methods, findings, implications.	Usually follows the IMRaD structure (Introduction, Methods, Results, and Discussion).
	Academic examiners, supervisors, university repository readers.	A broader academic community—researchers, practitioners, or journal readers.
	Slightly more descriptive and formal.	Concise, focused, and attention-grabbing.

Examining illustrative examples of abstracts with the following principles

1. Five Principles

Background (Introduction) , Aims and objectives, Methods, Results (Findings) Conclusion.

1. Grammatical use

Use of Tenses

Use of Active and Passive voice

Grammatical uses in writing an abstract

This part of the abstract can be written in the present or past simple tense as the research is already complete. **Tense:** Usually **present tense** for general facts and **past tense** for previous research.

1. Introduction / Object (Present or Past Simple, Not Future)

(This study “**will examine**” refers to the future – not acceptable for completed research.)

- This study examines the effect of mindfulness meditation on stress levels among Myanmar Buddhist monks. (Present simple)
- This study examined... (Past simple)

2. Methods (Past Simple for Completed Actions)

Structured interviews were conducted with 25 Theravāda monks in Myanmar. And Participants practiced mindfulness meditation for eight weeks, and their stress levels were measured using the Perceived Stress Scale.

3. Results (Present or Past Simple)

17. Our analysis shows a significant reduction in stress levels after the meditation program. (Present simple).
18. Our analysis has shown ---- (Present perfect).
19. Our analysis showed----(Past simple).

4. Conclusions (Usually Present Simple)

- We conclude that an eight-week mindfulness program effectively reduces stress among Myanmar Buddhist monks. (Present simple)
- We concluded that---(Past simple – acceptable, but less common)

Example:

Active (with first person): I gathered data from inscriptions on Buddhist stupas in Sri Lanka.

Passive to avoid “I”: Data was gathered from inscriptions on Buddhist stupas in Sri Lanka.

We conclude that an eight-week mindfulness program effectively reduces stress among Buddhist monks. ü The study concludes that---

Example: It is believed that the Buddha taught the Four Noble Truths. (**Who/what believes this? (passive voice, unclear)**)

Early Buddhist texts state that the Buddha taught the Four Noble Truths. (**active, clear**)

Tips for an effective abstract writing

1. Be concise in summary
2. Include five key elements
3. Use active voice over passive
4. Do not use Future tense
5. Does not contain any sort of, figure, or table, or references to them
6. Do not use first-person “I” statements
7. Do not refer to any outside body of work
8. Do not present new information that is not found within the paper or thesis
9. Do not use acronyms or jargon
10. Respect words limits
11. Add keywords
12. Title
13. Affiliation (11, 12, 13, depends on, but for journal or paper)

Examples of Abstracts in Thesis and Article

Examples in Thesis: Examples in Article:

References

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13. The Concept of Generalization and Conclusion in Academic Writing by Dr. Ven. Dhammānanda (Dawei)

Contents

- generalizations in academic writing
- generalizations in academic research
- generalizations in academic writing

What is Generalisation? Meaning of Generalisations

Generalization is:

1. Often used to introduce a topic,

2. A powerful statement in a topic because of the simple and easy to understand generally, and
3. A meaningful initial indication with the care of accurate sentences.
4. But you must avoid from being inaccurate or too simplistic.
5. Thus, generalization means the main explanation in the first paragraph of a topic clearly and effectively.

(A) Generalization Sentence

Generalizations are often used to give a simple introduction to a topic. Although some of the sentences in the generalization are accurate, these must be easy to understand. Compare the followings:

1. The majority of smokers in Britain are women. (accurate)

1. Of all UK smokers, 56.2 percent are women, and 43.8 percent are men. (more accurate)

Although the second sentence is more accurate, the first is easier to understand and remember. The writer must decide when accuracy is necessary and when a generalization will be acceptable.

(B) Avoiding the sentence of the weak evidence

You must avoid using generalizations that cannot be supported by evidence or research. E.g. *Students tend to be lazy.* (by Stephen Bailey)

Decide which of the following are valid	Reason
Generalizations (Example)	
a. Cats are more intelligent than dogs.	a. This may be true in some cases, but is too general to be valid.

b. Earthquakes are difficult to predict.	b. A widely accepted fact, supported by evidence.
c. There is a link between poverty and disease.	c. Similar to (be), this is a well-researched link.
d. Women work harder than men.	d. Similar to (a).
e. Travel by air is faster than train travel.	e. Clearly true in some cases, but not valid for every situation (e. g: Paris-London). (by Stephen Bailey)

(C) Using Singular and Plural in Generalization

Generalizations can be made in two ways:

1. Most commonly using the plural:

e.g. Computers have transformed the way we live.

2. Using the singular + definite article (more formal): E.g. *The computer has transformed the way we live.*

(D) Avoid absolute phrases in Generalizations

1. Young children learn second languages easily.
2. Smoking causes lung cancer.

Such statements are dangerous because there may well be exceptions. Instead, it is better to use cautious phrases such as:

1. Young children tend to learn second languages easily.
2. Smoking can cause lung cancer. (by Stephen Bailey) **Possible Sentence**

1. fresh fruit/health

Eating fresh fruit is **important** for health.

2. Regular rainfall/ good crop yields

Regular rainfall is **necessary** for good crop yields.

3. Honest judges/ respect for the law

Honest judges are **needed to ensure** respect for the law.

4. Adequate sleep/ academic success

Adequate sleep is **vital for** academic success.

5. Industrial growth/ pollution

Industrial growth **tends to cause** pollution.

6. Cold weather/ demand for gas

Cold weather is **likely to increase** demand for gas.

7. Job satisfaction/interesting work (by Stephen Bailey)

Job satisfaction **depends on having** interesting work.

Example Topic for generalizations

What Women Want

What we look for in choosing a mate seems to vary from place to place. A recent study (Jones and DeBruine, 2010) explores the idea that female preferences in a mate might vary according to the society in which she lives. In their research, nearly 5,000 women in 30 countries were shown the same pictures of male faces and asked to state which they

found more attractive. In countries, where the disease is common, women chose men with more masculine features, while in countries such as America with more advanced health care and lower levels of disease, mere effeminate-looking men were preferred. The researchers conclude that in healthier societies women are more interested in men who may form long-term relationships and help with child-rearing, while in places where child mortality rates are high they choose strongly featured men who seem more likely to produce healthy children. (Stephen Bailey, 119)

When the above topic is observed, the generalizations can be divided into two: introductory and concluding generalizations.

- The **function** of introductory generalization is **to introduce the topic generally**.
- The **basic** of the concluding generalizations is **to compare the preference of women in a range of countries**.
- The **purpose** of the concluding generalization is **to summarize the findings of the research**.

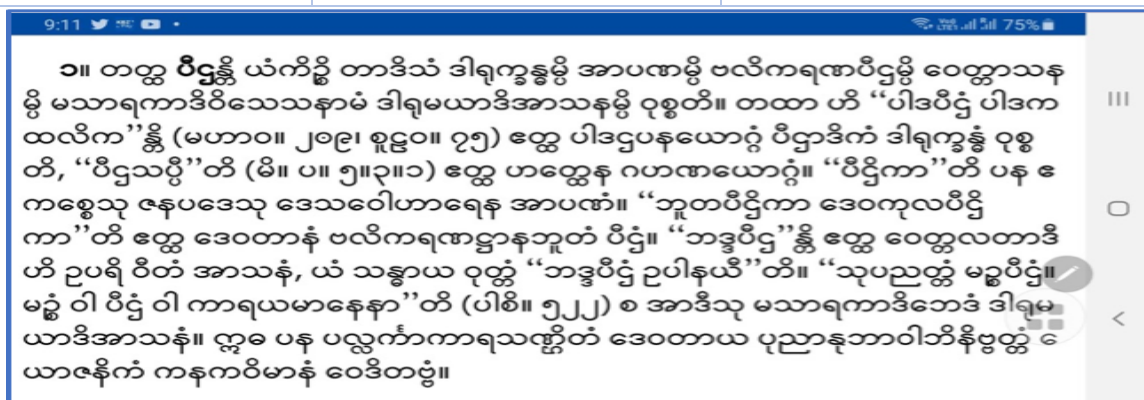
(E) Sentence to Support a Generalization

Since a generalization needs to be developed and justified, the majority of essays progress from the general assumption to the specific conclusion. The following title could be created in this manner. (example)

‘The impact of globalization on the Chinese economy’

eralization	Support	Development- Specific
International trade has grown significantly since the middle of the 20th century.	This is due to a combination of global agreements like the GATT, better transportation, and improved communications.	With its international trade increasing by 16 times in just 20 years and a GDP growth of almost 10% annually, China has played a significant role in this process.

		<p>*General Agreement on Tariffs and Trade (GATT)</p> <p>*Gross domestic product (GDP)</p>
--	--	--



Analysing the passage of *Vimānavatthu Aṭṭhakathā* (p. 8)

1. Starting general sentence/ topic sentence
2. Discussing with References; direct quotation
3. Decision making the necessary as the generalization and conclusion (F.1.) purpose of a topic sentence

The purpose of a topic sentence is:

1. To substantiate or support an essay's thesis statement.
2. To unify the conten of a paragraph and establish a general sence of organization.
3. To present to the subject to the audience to be discussed and how the paragraph will treat that subject.

(F) Avoiding Poor Style and Motivating Academic Style

1. There is no correct style of academic writing, but it should attempt to be accurate, dispassionate, and objective (S. Bailey, 138).

2. To be a precise generalization, the researcher should improve his writing and vocabulary and avoid unreasonable propositions to be accepted by the readers of academic society.
3. For instance, idioms and personal pronouns, like "I" are used less frequently than in other types of writing.
4. Studying the academic writing style in their subject area will help students to develop their own voice and skills.
5. Imprecise vocabulary, vague description, too personal and informal words, proverbs, rhetorical questions, and contraction verbs should be avoided in academic topics.
6. Writing in **poor style** should be avoided in academic study and it should be changed to a more suitable style.

Examples of poor style (1)

No	Poor Writing	Analysis
	A lot of people think . . .	Imprecise – how many is ‘a lot’?
	. . . the weather . . .	Imprecise – ‘weather’ is short term
	. . . getting worse . . .	Informal
	They say . . .	Use of pronoun informal
	. . . going on . . .	Informal phrasal verb
	. . . quite a long time.	Imprecise – how long is this?
	I think . . .	Informal, personal phrase
	Research . . .	Vague – whose research?
	. . . we now get . . .	Informal
	. . . storms etc . . .	Vague
	. . . all the time.	Over generalized

“A lot of people think that the weather is getting worse. They say that this has been going on for quite a long time. I think that they are quite right. Research has shown that we now get storms etc all the time.” (Stephen Bailey, 2nd. ed)

Example of poor style (2)

How to make people work harder is a topic that **lots of people** have written about in **the last few years**. There are **lots of different** theories **etc** and I think some of them are ok. When we think about this we should remember the old Chinese proverb, that you can lead a horse to water but you can't make it drink. So how do we increase production? **It's quite a** complex subject but **I'll just talk about a couple** of ideas. (S. Bailey, 138. 4th ed)

Poor Style	Reason
How to make people work harder...	Imprecise vocabulary. Use 'motivation'
...lots of people	Vague. Give names
...the last few years	Vague. Give dates
lots of different ...	Avoid 'lots of'
...etc...	Avoid using 'etc..' and 'so on'
...I think...	Too personal
...are ok.	Too informal
When we think about this ...	Too personal
...the old Chinese proverb...	Do not quote proverbs or similar expressions
So how do we increase production?	Avoid rhetorical questions
It's quite a ...	Avoid contractions
...I'll just talk about a couple ...	Too personal and informal

Example of Poor Style (3) (in Pali) (Critical Writing)

1. although it is suitable for simple sentence, it in academic writing is too informal starting. vague, imprecise. Give exact period. too simple; use exact verb.
2. imprecise and weak references. lack of things to deny for research problem. weak of methodology. too personal.

(G) Characteristics of good topic sentences

It signals the topic and more focused ideas within the paragraph.

It presents an idea or ideas that are clear and easy to understand.

It provides unity to the paragraph (clarifies how all supporting ideas relate). It links to the purpose or thesis of your paper. It omits supporting details. (wiki)

(H) Definition of Generalization and Interpretation

Generalization is a statement that seem to be true in most situations or for most people, but that may not be completely true in all cases. Interpretation is a communication process, designed to reveal meanings and relationships of our cultural and natural heritage, through involvement with objects, artifacts, landscapes and sites.

(I) Consideration for Generalization of Results

Sampling procedure is essential in order to arrive at a valid and reliable generalization. Generalization of research results are based from the samples of study. If a sample bias exit, we cannot abtain a valid and acceptable generalization. Generalization of findings should be based only on the population of interest.

(J) Summarization and Generalization

Summarization. Meaningful information is extracted from large sets of multidimensional data. This process can be time-consuming because big datasets often contain many different types of data.

Generalization. The summarized datasets are mined for only the data that's relevant to a specific task.

A **summary** is a short retelling of a longer written passage, containing the author's most important ideas. Summarizing helps improve both your reading and writing skills. To summarize, you must read a passage closely, finding the main ideas and supporting ideas.

(wiki) (<https://medium.com/@anthony.figueroa/from-summarization-to-generalization-and-prediction-a9bc95268504>)

(K) Paraphrasing and Summarizing

- **Paraphrasing** is usually shorter than the original passage, taking a somewhat broader segment of the source and condensing it slightly.
- **Summarizing** involves putting the main ideas into your own words, including only the main points. (wiki)

(L) Abstraction and generalization

Abstraction and **generalization** are the processes of facilitating a specific problem to help designers solve problems efficiently. Abstraction and generalization reduce complexity and increase creativity. Both abstraction and generalization guide designers to focus on the key factors of a problem towards producing a broader solution perspective.

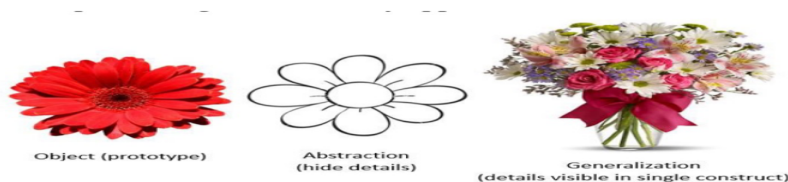


Fig. 3: The differences between the understanding of the actual object, abstraction and generalization (inspired by [24])

Abstraction and Generalization

file:///Users/macbook/Downloads/1-s2.0-S2212827116000536-main.pdf

(M) Abstraction and introduction

- An **abstract** is similar to a summary except that it is more concise and direct.
- The **introduction** section of your paper is more detailed. It states why you conducted your study, what you wanted to accomplish, and what is your hypothesis.

Top Three Tips for Writing a Good Introduction:

1. Set the Context and Explain the Need for Your Work
2. Use the Right Tone and Tense
3. Be Organized

<https://www.enago.com/academy/top-three-tips-for-writing-a-good-introduction/>

(N) Generalization and Conclusion

• **A generalization is a specific kind of conclusion.** All generalizations are conclusions, but not all conclusions are generalizations. A generalization is a broad statement that applies to many examples. A generalization is formed from several examples or facts and what they have in common.

Generalizations created by an author are recognized and evaluated by readers. After reading a selection, readers draw their own conclusions and provide evidence for them. Key terms to help in generalization education include all, none, most, many, always, everyone, never, occasionally, some, typically, seldom, few, generally, in general, and overall.

<https://journeynorth.org/tm/ReadStrat12.html>

What should be included in the conclusion chapter

1. Summarise the new findings of the study.
2. Answer clear response to the research's questions and solve the research goals.
3. Inform the reader of the study's main contributions.
4. Discuss any limitations or weaknesses of the study.
5. Make suggestions for next studies.

(A) the characteristics of a good researcher

The characteristics of a good researcher

When we generalize the principle of a successful researcher,

- He must have an open mind as well as a critical mindset,
- A logical and reasonable mind,
- The capacity for equanimity,
- Intelligence,
- Curiosity
- Quick thinker,
- Commitment,
- Outstanding verbal and written communication abilities, and
- Sympathetic
- **Patience for any discussion (avoiding sensitivity)**

(B) Some of important aims to become a researcher

When generalizing the needs of beginning of trying to research, some of experience can be found as follows:

- I. Approaching to the senior students who have long experience of academic research stream, taking their ideas they suggested, and keeping some of them in mind what you want to do.
- II. Being humble and open to discuss the research area you want select critically, Building a social network to communicate and to get basic information and data belonging to your area, and working hard and smart to move forward with clear goal.
- III. Organizing the related data received from any person and places, having a good research plan, leaving from the comfort zone to maintain long-term of research journey, and improving good academic writing skills.
- IV. Finally, you must decide to choose **the title of your research** area that can be finish within limited duration determined by the University.

(c) the structure and nature of following areas should be studied roughly by a researcher

Assignment Essay, Topic Article

Proposal BA, MA, thesis M.Phil thesis

1. Introduction 2. Main Body 3. Conclusion hesis

(Example) Article

The Buddha and the Māgadha-Vajji War (Ven. Pandita. Burma)

1. **Abstract**

2. **Introduction**

3. **Main body:**(about three titles of research problem)

4. **Couclusion**

5. **Works Cited:** (Primary and secondary sources)

Conference Paper (In Pali)

Vajjīnaṃ Raṭṭhapālanaupadesassa Vīmaṃsanaṃ

(Keyword: Vajjīraṭṭhasaṃvidhāna, Aṭṭhakulikā, Māgadha- Vajjīyuddhakāraṇaṃ)

Pamukhadāni:

Uddeso: (Introduction)

Pariyesana, (Aim of research)

Ārammanaṃ: (Research problem)

Pariyesanapañho: (Methodology)

Ganthanayupadeso: (Discussion)

Sākacchā: (Conclusion)

Nigamaṇaṃ: (Bibliography)

Nissitabbaganthapanthi: (About three Pages. Font 12)

Keywords: The prosperity of Vesālī, first trip to Vesālī, and invitation to the Buddha.

The Buddha's Social Trip to the Vesālī of Ancient India During the 6th century BCE Ven. Dhammānanda (Myanmar). University of Kelaniya

Abstract

Introduction

Main Body: (Two titles: The Prosperity of the Vesālian civilisation and Journey of the Buddha and The invitation of the Licchavī kings to the Buddha to Vesālī)

Conclusion

Bibliography (Nine Pages. Font 12)

Structure of thesis

Data collection

(title of thesis) vajjian polity: a study based on pali literature

Reading sources

Primary: pali canon, commentaries, sub commentaries, and secondary: related article, journal, books

Analysis

The main body of thesis

Chapter II chapter introduction/body/ summary

Chapter III intro/ body/ sum

Chapter IV intro/body/ sum

Chapter V intro/body/sum

Introduction

(c) three approaching to research

active Research

Vajjian Polity: A Study Based on PaliLiterature (Geographical, Historical, Social, Political, Religious) (Geography: lists of city....)

• Quantitative 30% • Qualitative 70%

The fact of logical and reasonable arguments should be pointed out while the researchers attempt to a research, having thought over what is precise and imprecise or correct and incorrect words for generalizations, having applied to uncomplicated, acceptable and comprehensible words in generalizations, having exhibited the proper evidence and data from any sources to be a good generalization, and having undertaken generalized the main ideas of respective research . Just as the captain of ship strives to overcome the great ocean by ship, may all of researchers who are swimming the ocean of academic field, overcome the difficulties of study having solved all of doubts of research problems.

(*Esako*- the researcher; *lekhane*- while writing in academic style; *tathātathaṃ* (*tatha-atatha*)- precise and imprecise; *vicintevā*- analyzing and criticizing; *yuttim*- the fact with the logical and reasonable arguments; *dīpeyya*- should point out. *Aviruddhe*- uncomplicated and acceptable; *suviññeyye*- easy to understand; *pade*- the words of academic writing; *payojaye*- manage and apply for the academic paper.)

Chapter 5. Reference Style

1. Referencing Styles by Dr. Ven. Revata

♣Referencing style, why used? ♣How to use the sources? ♣Styles, how many? ♣How many parts are included? ♣How to apply

Why are references used?

Referencing means an acknowledgment for the sources you have used in your writing, which belong to other authors. Including references helps you support your academic arguments and to make a constructive criticism on invalid arguments.

To show your acknowledgement honestly, and highlight knowledge informed by appropriate academic reading

To support or strengthen your academic arguments and to make a constructive criticism on invalid arguments.

To allow the readers to find the sources in more detail

To avoid plagiarism

When do we want to cite?

Paraphrasing

- Summarizing
- Direct quotation (Short quotation and long quotation)

Needless to show reference in.. Common knowledge or general accepted facts

- Your own idea based on reading several sources

Paraphrase & Summary

Paraphrase Example

- **The original passage:** “Students frequently overuse direct quotation in taking notes, and as a result they overuse quotations in the final [research] paper. Probably only about 10% of your final manuscript should appear as directly quoted matter. Therefore, you should strive to limit the amount of exact transcribing of source materials while taking notes.” Lester, James D. *Writing Research Papers*. 2nd ed. (1976): 46-47.
 - **A legitimate paraphrase:** *In doing research papers, students often quote too excessively, failing to keep quoted material down to a desirable level of about 10% of the paper. Since the problem usually originates during note taking, it is good to minimize the amount recorded word for word from the source when you are gathering your notes (Lester 46-47).*
-

Summary Example

- **The original passage:** “Students frequently overuse direct quotation in taking notes, and as a result they overuse quotations in the final [research] paper. Probably only about 10% of your final manuscript should appear as directly quoted matter. Therefore, you should strive to limit the amount of exact transcribing of source materials while taking notes.” Lester, James D. *Writing Research Papers*. 2nd ed. (1976): 46-47.
- **An acceptable summary:** *Students should take just a few notes in direct quotation from sources to help minimize the amount of quoted material in the final research paper (Lester 46-47).*

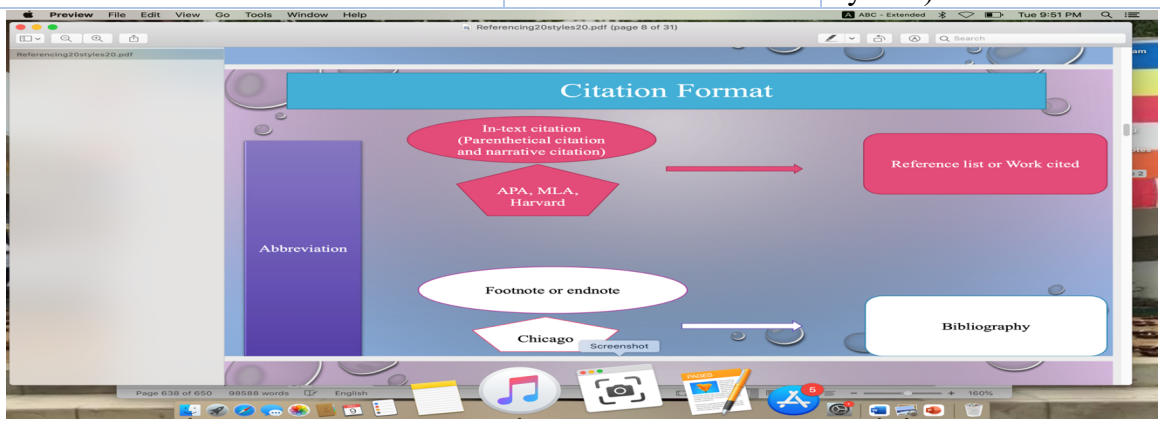
Direction quotation short and long

Short quotation: Analayo demonstrates, “in actual practice the two overlap to a considerable degree, so that sense-restraint can be considered part of *satipaṭṭhāna* practice, particularly at those stages when desires and discontent have not yet been completely removed.”¹ The mental qualities to be abandoned are covetousness (*abhijjhā*) and displeasure (*domanassa*) as the direction in the initial stages of *satipaṭṭhāna* practice. (use comma, normal font size)

- Long quotation: Karunadasa makes the following pertinent observation regarding the second definition:

- This additional definition states that a *dhamma* is not that which bears its own nature, but that which is borne by its own conditions (*paccaheyyi dhāriyantī ti dhammā*). Whereas the earlier definition is agent-denotation (*kattu-sādhana*) because it attributes an active role to the *dhamma*, elevating it to the position of an agent, the new definition is object-denotation (*kamma-sādhana*) because it attributes a passive role To the *dhamma* and thereby downgrades it to the position of an object.² (Long quotation) (without comma, 11 fond size)

<p>How many referencing styles?</p> <p>There are many referencing styles: APA, MLA, Harvard, Chicago, Turabian , Vancouber, LEEE, ACS, AMA, CSE, ACS and so forth.</p>		
<p>APA (American Psychological Association) (7th edition)</p>	<p>Psychology, social science, education, etc.</p>	<p>In-text citation and reference list</p>
<p>MLA (Modern Languages Association)</p>	<p>Linguistics, Humanities, literatures, etc.</p>	<p>In-text citation and work cited</p>
<p>Harvard style</p>	<p>Humanities, social sciences, Business, etc.</p>	<p>In-text citation and reference list</p>
<p>Chicago manual of style (17th)</p>	<p>philosophy, fine art, history, religion, humanities, etc.</p>	<p>Footnote or endnote and bibliography, or in-text citation (author date system)</p>



What is the difference between a reference list and bibliography?

In the reference list only those sources are included which have been mentioned in your in-text citation while in bibliography you are allowed to mention the sources which you have used to gather the background information but are not mentioned in your document as in-text citation.

ABBREVIATIONS

- Abhs Aṅguttara-nikāya Abhidhammatthasaṅgaha
- Abh-vi-ṭ Abhidhammatthavibhāviniṭkā
- Dha Dhammapada
- Dhp-a Dhammapada-aṭṭhakathā
- Dhs-Dhammasaṅgaṇī
- Dhs-a Dhammasaṅgaṇī-aṭṭhakathā
- D-Dīgha-nikāya
- M Majjhima-nikāya
- S Saṃyutta-nikāya
- Spk Sāratthapakāsinī (samyuttanikāya aṭṭhakathā)
- Sn-a Suttanipāta-aṭṭhakathā
- Sp Samantapāsādika-aṭṭhakathā (vinaya)
- Sv Sumaṅgalavilāsinī (dīghanikāya aṭṭhakathā)
- Maṇi-ṭ Maṇisāramaṅjūsāṭṭikā (burmese vol I)
- PED Pali-english dictionary

APA in-text citation styles

The following table shows the basic in-text citation styles:

Author type	Parenthetical citation	Narrative citation
One author	(Luna, 2020)	Luna (2020)
Two authors	(Salas & D'Agostino, 2020)	Salas and D'Agostino (2020)
Three or more authors	(Martin et al., 2020)	Martin et al. (2020)
Group author with abbreviation		
First citation ^a	(National Institute of Mental Health [NIMH], 2020)	National Institute of Mental Health (NIMH, 2020)
Subsequent citations	(NIMH, 2020)	NIMH (2020)
Group author without abbreviation	(Stanford University, 2020)	Stanford University (2020)

APA (7th edition) Citation

Parenthetical citation: author's last name, year of publication and page
 • Eg. The content of these different methods of preaching is however self-consistent as far as the nikayas are concerned (Jayatilleke, 1963, p.406).

• Narrative citation: Author (year of publication)

Eg. According to Maclean (2007), the example of the former soviet union shows that, when workers are not paid well, their productivity decreases (p.220).

APA citation (two authors and three and more)

This is a narrative in-text citation. The author's name is in the text of the sentence. The page number (p. 42) is at the end of the sentence.

Stein (2018) studied whether the early onset of Alzheimer's disease affected individuals younger than 30. His findings revealed that individuals as young as 20 were affected by the disease (p. 42). Another study found similar data, showing that individuals as young as 18 displayed symptoms of the disease (Tang & Pierce, 2014, p. 231). Even though both studies involved individuals in different hemispheres, the results were similar.

This is a parenthetical citation. In parentheses are the last names of the authors, year published, and page number.

CAN MEDICATION CURE OBESITY IN CHILDREN?

8

Short-term studies of orlistat have shown slightly more dramatic results. Researchers at the National Institute of Child Health and Human Development tested 20 adolescents, aged 12-16, over a three-month period and found that orlistat, combined with behavioral therapy, produced an average weight loss of 4.4 kg, or 9.7 pounds (McDuffie et al., 2002, p. 646). The study was not controlled against a placebo group; therefore, the relative effectiveness of orlistat in this case remains unclear.

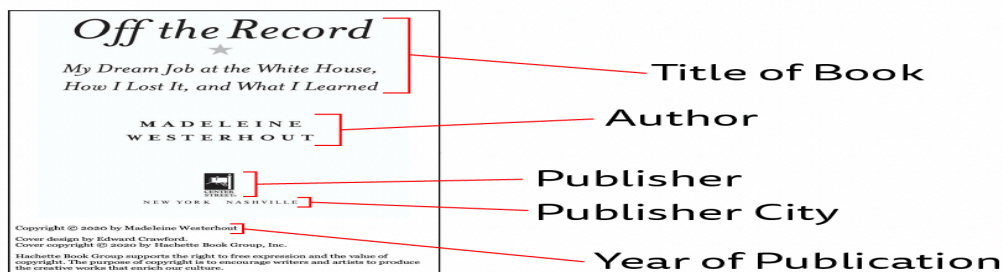
Is Medication Safe for Children?

While modest weight loss has been documented for both medications, each carries risks of certain side effects. Sibutramine has been observed to increase blood pressure and pulse rate. In 2002, a consumer group claimed that the medication was related to the deaths of 19 people and filed a petition with the Department of Health and Human Services to ban the medication (Hilts, 2002). The sibutramine study by Berkowitz et al. (2003) noted elevated blood pressure as a side effect, and dosages had to be reduced or the medication discontinued in 19 of the 43 subjects in the first six months (p. 1809).

and make sense of or interpret a phenomenon that people bring to the meanings of such (Denzin & Lincoln, 2011); this stresses the socially “constructed nature of reality, the intimate relationship between the researcher and what is studied, and the situational constraints that shape inquiry” (Denzin & Lincoln, 2011, p. 8). In this study, the researcher sought to make sense of adjunct English faculty and their engagement in scholarship, and the interviews allowed for a deep, rich perspective. The field of education is a discipline that has an extensive history of the use and meaning of the

Authors' last names

Where to Find Book Citation Information in APA

**Format:**

Author, A. A. (Publication Year). *Book title*. Publisher.

Citation for this book:

Westerhout, M. (2020). *Off the record: My dream job at the white house, how I lost it, and what I learned*. Center Street.

- Author's Last name, First initial of first name. (Year). *Title of book*. Place of publication: publisher Kalupahana, D.J. (1976). *Buddhist philosophy: historical analysis*. Hawaii: University of Hawaii press.

In-text Citations
You use only a few basic details

The researcher describes a virtuous person as one "who acts and feels as he or she should, for the right reason considering the circumstances" (Alvaro, 2017, p.770).

Reference List
You use ALL of the details

Alvaro, C. (2017). Ethical veganism, virtue and greatness of the soul. *Journal of Agricultural and Environmental Ethics*, 30(6), 765-781. <https://doi.org/10.1007/s10806-017-9698-z>

APA Book Citation

Author last name, First initial. Middle initial if available. Book title. Publication Year. Publisher.

Salinger, J. D. (1951). *The catcher in the rye*. Back Bay Books.

Bibliography.com
 TEACHER APPROVED. STUDENT LOVED.

WORDVICE: Citation Style: APA

Main Consideration:	Date
Name of Reference List:	References
Order of Sources:	Alphabetical by Last Name
Author Format:	Last Name + Initials (Kim A)
"and" vs "&":	&
In-text Citation:	(Author, Year, Page) (Kim, 2019, p. 15)

WORDVICE.COM

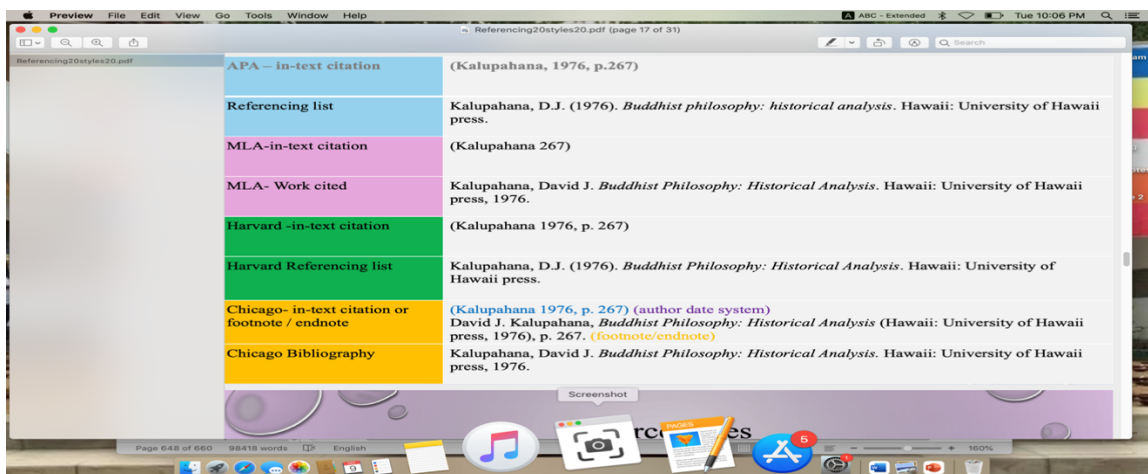
WORDVICE: Citation Style: MLA

Main Consideration:	Author
Name of Reference List:	Works Cited
Order of Sources:	Alphabetical by Last Name
Author Format:	Full First & Last Names
"and" vs "&":	"and"
In-text Citation:	(Author Page) (Kim 15)

WORDVICE.COM

WORDVICE: Citation Style: Chicago

Main Consideration:	Author 
Name of Reference List:	Bibliography 
Order of Sources:	Alphabetical by Last Name 
Author Format:	Full First & Last Names
"and" vs "&":	"and"
In-text Citation:	Superscript + Footnote word ¹⁵ [1] 



Source types

- Books including Pali texts)
- Articles
- Online sources

Chicago style 17th edition in-text citation

In notes and bibliography style, you use footnotes or endnotes to cite sources.

• In author-date style (mostly used in the sciences), you use brief parenthetical references to cite sources in the text. • Author-date style: Author last name year, page number- (Kalupahana 1976, p.267)

• Reference list: Kalupahana, David J. 1976. *Buddhist Philosophy: Historical Analysis*. Hawaii: University of Hawaii press.

CHICAGO (AD) FORMAT

In-text citation
 Method 1:
 Nonrestrictive relative clauses are used to be parenthetic and introduced by conjunctions to indicate place or time (**Strunk and White 2000**).
 OR
 Method 2:
Strunk and White's (2000) study indicates "Nonrestrictive relative clauses are parenthetic, as are similar clauses introduced by conjunctions indicating time or place."
 Labels: Author, Publication year

In reference list
 Author, Publication year, Title, Edition
Strunk, William, Jr., and E.B. White. 2000. *The Elements of Style*, 4th ed. New York: Allyn and Bacon.
 Labels: Author, Publication year, Title, Edition, Publication place, Publisher

The screenshot shows a presentation slide with two examples of Chicago-style citations. The first example is a footnote: "1 David J. Kalupahana, *Buddhist Philosophy: Historical Analysis* (Hawaii: University of Hawaii press, 1976), p. 267." Labels point to the footnote number, author's first name and last name, title of book (italics), place of publication, publisher name, and page number. The second example is a bibliography entry: "Kalupahana, David J. *Buddhist Philosophy: Historical Analysis*. Hawaii: University of Hawaii press, 1976." Labels point to the author's last name and first name, title of book (italics), place of publication, publisher name, and year.

Chicago Style-Book- Note and Bibliography	
	Author first name and last name, Title of book (Place of publication: publisher, year of publish), Page number
Pali literature	M. I 2: <i>bhūte bhūtato sañjānāti</i> ; S. I 4.
	Ibid., p 4.
Bibliography	<i>Majjima Nikāya</i> . Edited by V. Trenkner and R. Chalmers. 3 Vols. London: PTS, 1948. (No author)
Book- Full note	David J. Kalupahana, <i>Buddhist Philosophy: Historical Analysis</i> (Hawaii: University of Hawaii press, 1976), p. 267.
Short note	<i>Kalupahana, Buddhist Philosophy: Historical Analysis</i> , p. 267.
Bibliography format	Author last name, first name. Title of book. Place of publication: publisher, year.
Example	Kalupahana, David J. <i>Buddhist Philosophy: Historical Analysis</i> . Hawaii: University of Hawaii press,

Chicago bibliography	Author last name, first name. <i>Book Title: Subtitle</i> . Edition. Place of publication: Publisher, Year. Donaldson, Bruce. <i>Dutch: A Comprehensive Grammar</i> . 3rd ed. Abingdon-on-Thames: Routledge, 2017.
Full note	Author first name last name, <i>Book Title: Subtitle</i> , edition. (Place of publication: Publisher, Year), Page number(s). 1. Bruce Donaldson, <i>Dutch: A Comprehensive Grammar</i> , 3rd ed. (Abingdon-on-Thames: Routledge, 2017), 35.
Short note	Author last name, <i>Shortened Book Title</i> , Page number(s). 2. Donaldson, <i>Dutch</i> , 76.

Edition Book

Chicago bibliography	Author last name, first name. <i>Book Title: Subtitle</i> . Edition. Place of publication: Publisher, Year. Donaldson, Bruce. <i>Dutch: A Comprehensive Grammar</i> . 3rd ed. Abingdon-on-Thames: Routledge, 2017.
Full note	Author first name last name, <i>Book Title: Subtitle</i> , edition. (Place of publication: Publisher, Year), Page number(s). 1. Bruce Donaldson, <i>Dutch: A Comprehensive Grammar</i> , 3rd ed. (Abingdon-on-Thames: Routledge, 2017), 35.
Short note	Author last name, <i>Shortened Book Title</i> , Page number(s). 2. Donaldson, <i>Dutch</i> , 76.

Chicago bibliography	Author last name, first name. <i>Book Title: Subtitle</i> . Translated by Translator first name last name. Place of publication: Publisher, Year. Mann, Thomas. <i>The Magic Mountain</i> . Translated by H. T. Lowe-Porter. London: Vintage, 1999.
Full note	Author first name last name, <i>Book Title: Subtitle</i> , trans. Translator first name last name (Place of publication: Publisher, Year), Page number(s). 1. Thomas Mann, <i>The Magic Mountain</i> , trans. H. T. Lowe-Porter (London: Vintage, 1999), 450.
Short note	Author last name, <i>Shortened Book Title</i> , Page number(s). 2. Mann, <i>Magic Mountain</i> , 312.

Translated Book

Chicago bibliography	Author last name, first name. <i>Book Title: Subtitle</i> . Translated by Translator first name last name. Place of publication: Publisher, Year. Mann, Thomas. <i>The Magic Mountain</i> . Translated by H. T. Lowe-Porter. London: Vintage, 1999.
Full note	Author first name last name, <i>Book Title: Subtitle</i> , trans. Translator first name last name (Place of publication: Publisher, Year), Page number(s). 1. Thomas Mann, <i>The Magic Mountain</i> , trans. H. T. Lowe-Porter (London: Vintage, 1999), 450.
Short note	Author last name, <i>Shortened Book Title</i> , Page number(s). 2. Mann, <i>Magic Mountain</i> , 312.

Chapter or Article in an Edited Book

Footnote	L. S. Cousins, "Samatha yana and Vipassana yana" in <i>Buddhist Studies of in Honour of Hammalava Saddāhtissa</i> , ed. Gatara Dhammapla, Richard Gombrich and K. R. Norma (Nugegoda: Buddhist Research Library Trust, 1984), 58.
Short note	Cousins, "Samatha yana and Vipassana yana," 58.
Bibliography	L. S. Cousins. "Samatha yana and Vipassana yana." in <i>Buddhist Studies of in Honour of Hammalava Saddāhtissa</i> , ed. Gatara Dhammapla, Richard Gombrich and K. R. Norma. Nugegoda: Buddhist Research Library Trust, 1984.

Journal Article

2 Ven. Pandita, "Pali Adjectives: When Progress Hurts," *Anvesanā: Journal of the Postgraduate Institute of Pali and Buddhist Studies University of Kelaniya*, Vol. 7, (2016): p 289.

Footnote no: 2, Title of article: Ven. Pandita, "Pali Adjectives: When Progress Hurts," Journal title: *Anvesanā: Journal of the Postgraduate Institute of Pali and Buddhist Studies University of Kelaniya*, Vol no: Vol. 7, Publication date: (2016), Page no: p 289.

Footnote format
 Full note: Author first name and last name, "Title of Article," *Name of journal*, volume, no. issue, (month and year): page number. DOI (if applicable)
 Ven. Pandita, "Pali Adjectives: When Progress Hurts," *Anvesanā: Journal of the Postgraduate Institute of Pali and Buddhist Studies University of Kelaniya*, Vol. 7, (2016): p.289.
 Short: Panita, "Pali Adjectives: When Progress Hurts," 289.
 Bibliography: Pandita, Ven. "Pali Adjectives: When Progress Hurts." *Anvesanā: Journal of the Postgraduate Institute of Pali and Buddhist Studies University of Kelaniya*, Vol. 7, (2016): 289-299.

Internet sources (article)

Footnote	Bhikkhu Analayo, "The Buddha and Omniscience," <i>The Indian International Journal of Buddhist Studies</i> Vol. 7, (2006): 5. https://www.academia.edu/14909259/The_Buddha_and_Omniscience
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	(accessed on September 27, 2023).
Short note	Analayo, “ The Buddha and Omniscience,” 5.
Bibliography	Analayo, Bhikkhu. “ The Buddha and Omniscience.” <i>The Indian International Journal of Buddhist Studies</i> Vol. 7, (2006): 1-17. https://www.academia.edu/14909259/The_Buddha_and_Omniscience (accessed on September 27, 2023). (accessed on September 27, 2023).

	Web-page citation
Footnote	Jack Caulfield , How to do Thematic Analysis,“ Scribbr, September 26, 2023, https://www.scribbr.com/category/chicago-style/ .
Shortnote	Caulfield, Thematic Analysis.

Bibliography

Primary sources

Primary sources translated into modern languages

Secondarysources Dictionaries Others

Note

Abbreviations, • Footnote- font 10, special-hanging: 1 cm. Spacing: before 0pt, after 6pt;
Line spacing-single •Chapter (Break chapter) • Bibliography Referencing Style by Dr.
Ven.Tejavanta

- Why do we need to make references?
- How many parts are mainly included in making references?
- How many referencing styles are there?
- How to create abbreviation?
- How to make quotations?
- How to create footnotes or endnotes?
- How to create a bibliography?

Why do we need to make references?

- References are needed to give credit to the original sources of information, ideas, or data used in your work. They also allow readers to verify your sources and provide credibility to your writing.
- To support your academic argument
- To allow the readers to find the sources in more detail
- To avoid plagiarism (ethical aspect)
- To give credit to the author
- To show the original sources
- To demonstrate your knowledge
- To identify the sources that are not your own.

How many part are mainly included in making references?

- Abbreviation, Quotation, Footnote/endnote

Bibliography

ABBREVIATIONS

A	<i>Āṅguttara-nikāya</i>
Abhs	<i>Abhidhammatthasaṅgaha</i>
Abh-vi-ṭ	<i>Abhidhammatthavibhāviniṭkā</i>
Dha	<i>Dhammapada</i>
Dhp-a	<i>Dhammapada-aṭṭhakathā</i>

Dictionary:

PED	Pali-English dictionary (PTS)
BD	Buddhist Dictionary

Others:

Ed edition

Ibid Ibidem (the same)

ff the following pages

Use PTS Version for Tipitaka (Pali and commentaries)

Np. No place of publication

BMC Buddhist Monastic Codes

Pr. *Parājika*

EBT Early Buddhist Teaching

Quotation

- ▀ Direct quotation
- ▀ Paraphrasing

Summarizing

Direction Quotation: short quotation and long quotation

Short Quotation:

Direction Quotation involves taking the exact words from a source and placing them in your into your own writing. It refers to a short quotation. Quote text must be enclosed in quotation marks.

Original Texts: They have nothing to do with Reality, Truth, Nirvana. This form of meditation existed before the Buddha.

Direct quotation: Walpola Rahula said, “They have nothing to do with Reality, Truth, Nirvana. This form of meditation existed before the Buddha.”¹

1. Walpola Rahula, *What the Buddha Taught* (Taipei: The Corporate Body of the Buddha Educational Foundation, 2007), 68.

Long Quotation

- Long Quotation should be used if there are more than three lines (typically 40 words).
- It must be placed in a separate block.
- There is no need to use quotation marks.
- Long quotations are formatted as a block of text that is indented from the left margin. This block is often indented by 0.5 inches from the left margin and by 0.3 inches from the right margin.

Walpola Rahula states the concept of concentration as follows: They have nothing to do with Reality, Truth, Nirvana. This form of meditation existed before the Buddha. Hence it is not purely Buddhist, but it is not essential for the realization of Nirvana. The Buddha himself, before his Enlightenment, studied these yogic practices under different teachers and attained to the highest mystic states.² 2. Walpola Rahula, *What the Buddha Taught*, 68.

Sarachchandra referring to the above discussed view contained in the *Aṭṭhakathā* states that it “was the same as the Nyāya and Vaiśeṣika views, namely, that the sense-organs were, all of them, *prāpyakāri* or *sampattagocara*.”¹⁰⁷ Sinha discussing this point states that:

The Nyāya-Vaiśeṣika, the Mīmāṃsaka, the Sāṃkhya, and the Vedāntist hold that all the sense-organs are *prāpyakāri*; they apprehend their objects when they come in direct contact with them. This doctrine is called the doctrine of *prāpyakāri*.¹⁰⁸

According to Sinha, the above mentioned non-Buddhist schools commonly accept that five sense-organs directly come into contact with their sense-objects. However, some of them have deviated from each other. The Nyāya-Vaiśeṣika school has accepted that:

... the visual organ is not the eyeball or the pupil of the eye; it is the seat (*golaka* or *adhiṣṭhāna*) of the visual organ which is of the nature of the light (*tejas*); and this ray of light goes out of the pupil to the object at a distance and comes in direct contact with it.¹⁰⁹

Paraphrasing

- ▶ Paraphrasing is when you restate information from a source in your own words while maintaining the original meaning.
- ▶ Read the original text thoroughly to fully understand its meaning.
- ▶ Rewrite the original text entirely in your own words, changing both the words and the sentence structure, without adding your interpretation or opinion.

Original text: This form of meditation existed before the Buddha. Hence it is not purely Buddhist, but it is not essential for the realization of Nirvana.

- ▶ Paraphrasing example: This meditation practice was in existence prior to the Buddha, meaning it is not solely associated with Buddhism. Nonetheless, it is not a requirement for attaining Nirvana.

Summarising

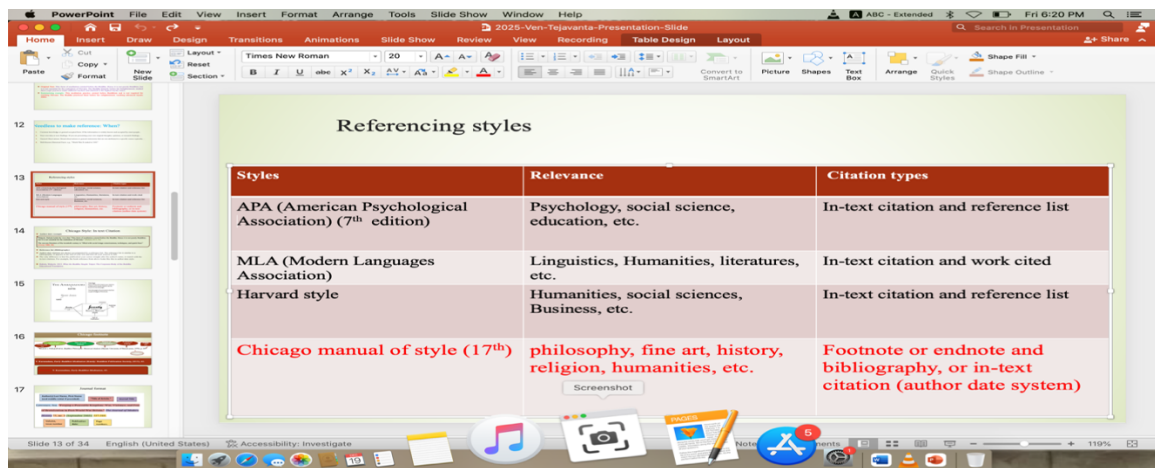
- ▶ Summarising involves condensing the main ideas of a larger text into a shorter version in your own words.
- ▶ Focus only on the most critical points.
- ▶ Original Text: This form of meditation existed before the Buddha. Hence it is not purely Buddhist, but it is not essential for the realization of Nirvana. The Buddha himself, before his Enlightenment, studied these yogic practices under different teachers and attained to the highest mystic states.
- ▶ Summarising example: This meditation practice existed before Buddhism and is not required for reaching Nirvana. The Buddha practiced them before his enlightenment, reaching advanced mystic states.

Needless to make reference: When?

1. Common knowledge or general accepted facts: If the information is widely known and accepted by most people.

2. Your own idea or new findings: If you are presenting your own original thoughts, opinions, or research findings...
3. General Observations: Broad observations or general statements that are not attributed to a specific source typically...
4. Well-Known Historical Facts: e.g., "World War II ended in 1945"

Referencing styles



Styles	Relevance	Citation types
APA (American Psychological Association) (7 th edition)	Psychology, social science, education, etc.	In-text citation and reference list
MLA (Modern Languages Association) Harvard style	Linguistics, Humanities, literatures, etc. Humanities, social sciences, Business, etc.	In-text citation and work cited In-text citation and reference list
Chicago manual of style (17 th)	philosophy, fine art, history, religion, humanities, etc.	Footnote or endnote and bibliography, or in-text citation (author date system)

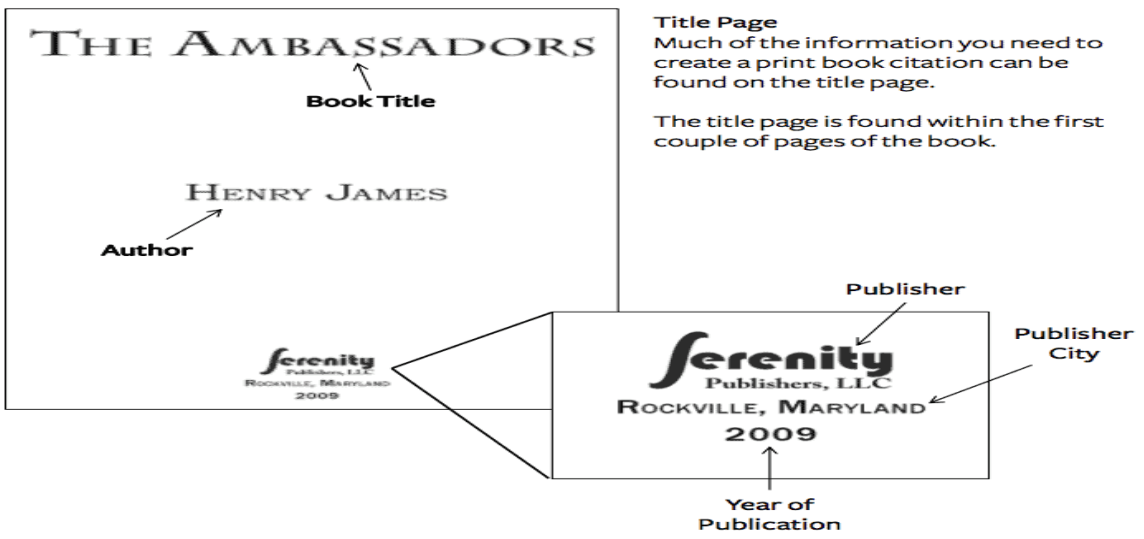
Chicago Style: In text Citation

Author-date example

Wapulla rahula holds the view that “This form of meditation existed before the Buddha. Hence it is not purely Buddhist, but it is not essential for the realization of Nirvana.” (Rahula 2015, 64) The success literature of the twentieth century is “filled with social image consciousness, techniques, and quick fixes” (Covey 1989, 18).

- **Reference list (Bibliography)**
- Author-date citations are always accompanied by a reference list. The reference list is similar to a bibliography: It appears at the end of your text and lists all your sources in full.

- ▶ The only difference is that the publication year comes straight after the author's name, to match with the in-text citations. For example, the book reference from above looks like this in author-date style.
- ▶ Rahula, Walpola. 2015. *What the Buddha Taught*. Taipei: The Corporate Body of the Buddha Educational Foundation.

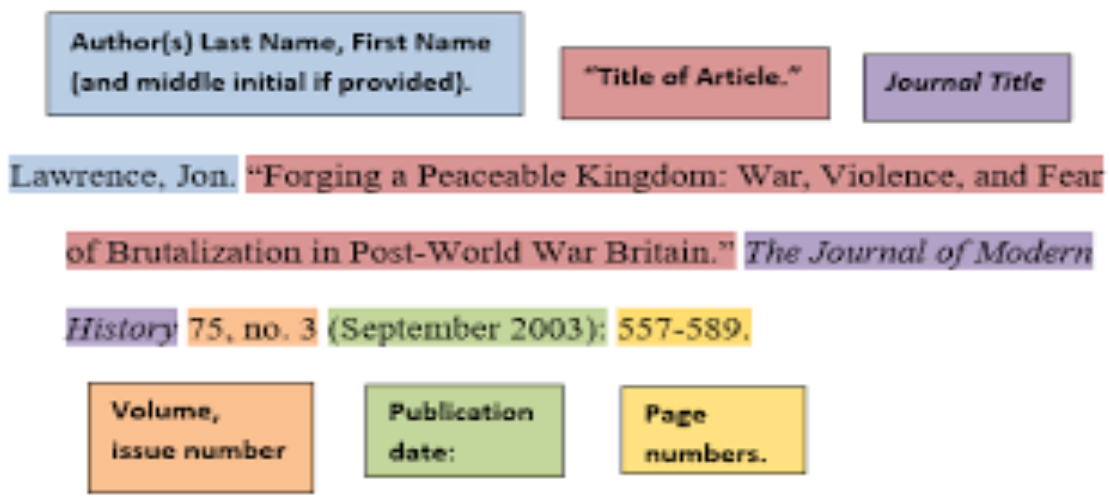


Title Page
Much of the information you need to create a print book citation can be found on the title page.
The title page is found within the first couple of pages of the book.

The screenshot shows a PowerPoint slide titled "Chicago footnote". It displays three examples of citations with labels pointing to their components:

- Example 1: "David J. Kalupahana, *Buddhist Philosophy: Historical Analysis* (Hawaii: University of Hawaii press, 1976), p. 267." Labels include "Footnote no", "Author first name and last name", "Title of book (italics)", "Place of publication", "Publisher name", "Page no", and "Year".
- Example 2: "Y. Karunadasa, *Early Buddhist Meditation* (Kandy: Buddhist Publication Society, 2015), 45."
- Example 3: "Short name: Y. Karunadasa, *Early Buddhist Meditation*, 45."

Journal format



Journal

Author first name and last name | Title of article | Journal title (italic)

2 Toshiichi Endo, "Buddhaghosa's Method of Work: Faithful Translation or Critical Edition," *JCBSSL*, Vol. VI (2016): 143-174.

Footnote no | Vol no | Publication date | Page no

Footnote format	Author first name and last name, "Title of Article," Name of journal, volume. no (month and year): page number. DOI (if applicable)
Full note	Toshiichi Endo, "Buddhaghosa's Method of Work: Faithful Translation or Critical Edition," <i>JCBSSL</i> , Vol. VI (2008): 143-174.
Short note	Toshiichi Endo, "Buddhaghosa's Method of Work: Faithful Translation or Critical Edition," 143-174.
Bibliography	Endo, Toshiichi. "Buddhaghosa's Method of Work: Faithful Translation or Critical Edition," <i>JCBSSL</i> , Vol. VI (2008): 143-174.

Internet sources (article)

Full note (footnote)

Bhikkhu Analayo, "The Buddha and Omniscience," *The Indian International Journal of Buddhist Studies*, Vol. 7 (2006): 5.
[https://www.academia.edu/14909259/The Buddha and Omniscience](https://www.academia.edu/14909259/The_Buddha_and_Omniscience) (accessed on September 27, 2023).

Short note (footnote)

Analayo "The Buddha and Omniscience," 5.

Bibliography

Analayo Bhikkhu. “ The Buddha and Omniscience.” *The Indian International Journal of Buddhist Studies*, Vol. 7 (2006): 1-17. https://www.academia.edu/14909259/The_Buddha_and_Omniscience (accessed on September 27, 2023).

No Place of Publication, No Publisher, No date How to mention in footnote?

- No place: Y. Karunadasa, *Early Buddhist Meditation* (n.p.: Buddhist Publication Society, 2015), 45.
- No Publisher: Y. Karunadasa, *Early Buddhist Meditation* (Kandy: n.p. 2015), 45.
- No date: Y. Karunadasa, *Early Buddhist Meditation* (Kandy: Buddhist Publication Society, n.d.),45.
- No place, no publisher, no date.
- Y. Karunadasa, *Early Buddhist Meditation* (n.p.: n.p., n.d.), 45.

Types of Sources

- Edited Book
- Translated Book
- Chapter or Article in an Edited Book
- Encyclopedia of Buddhism
- Unpublished Ph.D. Dissertation
- Journal
- Internet sources (Article)
- Web-page citation

Footnote and Endnote

Footnotes are located at the foot of the page	Endnotes are at the end of a chapter, volume, or entire work
It is easy to gain information from the footnotes since they are easy to find	The readers have to move back and forth between the main text and the endnotes
Affect the layout of the page	Do not affect the layout of the page

Pediaa.com

Footnote examples

support of this classification. It explains how he learnt eighty-four thousand units of the *Dhamma*.³²⁴ According to the commentarial explanation of this verse, he learnt eighty-two thousand units from the Buddha³²⁵ and two thousand units from Elder Sāriputta and others.³²⁶ Thus, the total number of units he learnt amounts to eighty-four thousand. Abhidhamma being the word of the Buddha consists of several thousand units.³²⁷

3.4.8 The Khuddaka-nikāya and the Abhidhamma-piṭaka

³²⁰ A. III 107: *abhidhammakathaṃ vedallakathaṃ kathentā ...*

³²¹ G.P. Malalasekera, ed., *Encyclopaedia of Buddhism*, Vol. I (Sri Lanka: The Department of Buddhist Affairs, Ministry of Buddhasasana, 1997), s.v. "Aṅga (2)," by David J. Kalupahana.

³²² KL. Dhammajoti, "Abhidharma and Upadeśa," *JCBSSL*, Vol. III (2005), 112.

³²³ *Ibid.*, 112-122.

³²⁴ Theg. 92:
*dvāsītīṃ buddhato gaṇhi, dve sahasāni bhikkhuto:
caturāsītī sahasāni ye'me dhammā pavattino.*

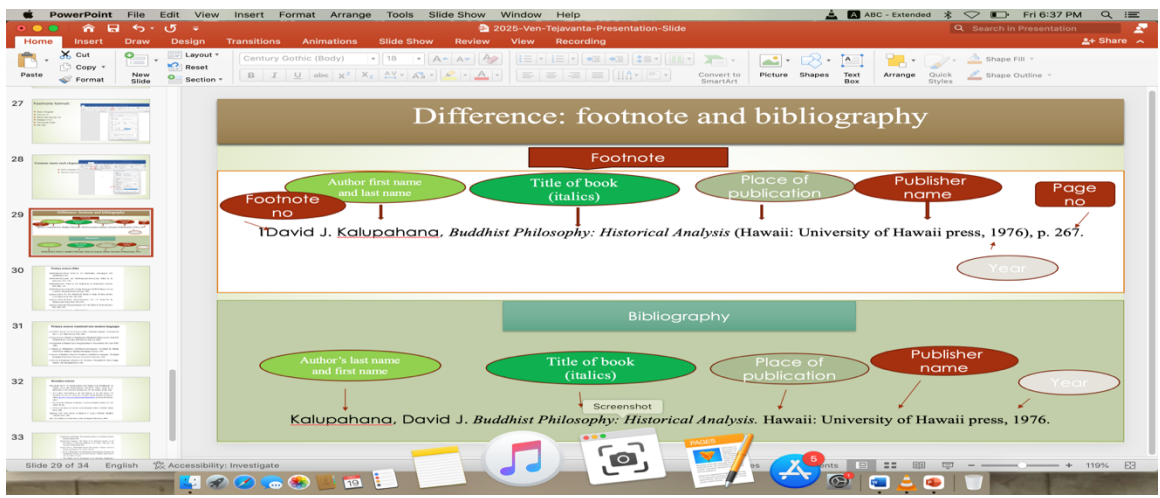
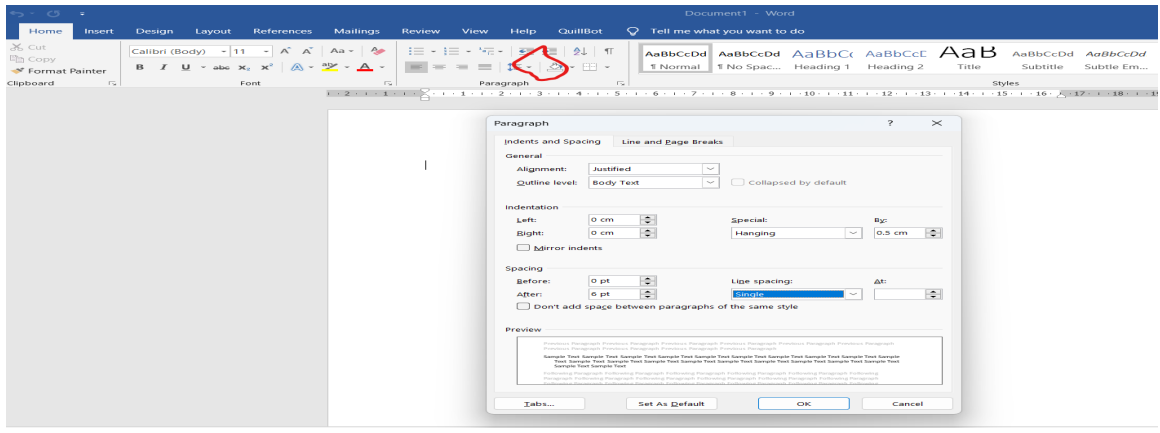
³²⁵ ThegA. 117: *buddhato gaṇhin ti sammāsambuddhato uggaṇhiṃ. dvisahasādhikāni asīti-dhamma-kkhandha-sahasāni satthu santikā adhigaṇhin ti attho.*

³²⁶ ThegA. 17: *dve-sahasāni bhikkhuto ti, dve dhamma-kkhandha-sahasāni bhikkhuto gaṇhiṃ dhammasenāpati-ādinaṃ bhikkhūnaṃ santikā adhigaṇhiṃ.*

³²⁷ DhsA. 28: *dhammakkhandhato katipayāni dhammakkhandhasahasāni honti; The Expositor*, 35: constitutes two or three thousand units of text by the classification of textual units.

Footnote format:

- Home> Paragraph, Font size: 10, Before-After Spacing: 6 pt, Hanging: 0.5 cm, Line spacing: Single, Pali: Italic



2. Referencing and Citation by Dr. Ven. Visuta

Working Bibliography (ကျမ်းညွှန်းစာရင်းများ)

Research Reading (သုတေသနစာဖတ်ခြင်း)

Selected annotated bibliography (မှတ်စုပါသော လက်ရွေးစင် ကျမ်းညွှန်းစာရင်းများ)

Reference and Citation

Reference , Abbreviation , Bibliography

Referencing: Why Important?

- Provide all of the information so that readers can find the book or article cited

- Build your credibility and shows that your ideas are shared by other scholars studying in the same field
- Avoid plagiarism
- Standard acceptable method for reference or citation
- Formatting in research papers

Reference Style: Chicago (Turabian)

- Used since 1906
- By University of Chicago Press
- Areas: historical journals, geography, sociology, anthropology and social sciences
- Uses Foot/end/ notes- or Use in-Text Citation
- Author Date
- Author. Year. *Title: Subtitle*. Edition. Place of publication: Name of Publisher.

Reference Style: APA

- Origin: 1929
- Create by American Psychological Association
- Subject Areas: Social sciences: Business, Criminal justice, economics, law, Nursing and psychology
- Use only In Text Citation
- Only the initials of first and middle
- Reduce bias in writing about gender, race and other areas where discrimination is possible
- Author and Date (Example: (Smith & Bruce, 2018, pp. 25-26))

Reference Style: MLA

- Origin: in 1985
- Created by Modern Language Association of America
- Areas: Humanities and literature
- Used: References and In-Text Citation

REF: Author Name. Title. Place of Publication. Publisher, Year of publication.

ICT: (Author Last name page) (Smith 145) (Page no) (145)

Where these Referencing styles go? And how different?

- Places: Footnote or Endnote and In-Text Citation
- Different Style:
- **Chicago**: Author Last and first. Year. *Title: Subtitle*. Edition. Place of publication: Name of Publisher. Example: Karunadas. Y. 2015. *Early Buddhist Teaching: The middle Position in Theory and Practice*. Kandy. Buddhist Publication Society.
- **APA**: Author. Year. *Title. Edition*. Place of publication. Name of Publisher. Example: Karunadas. Y. (2015). *Early Buddhist Teaching: The middle Position in Theory and Practice*. Kandy. Buddhist Publication Society.
- **MLA**: Author. Title. Edition. Place of Publication. Publisher. Year of publication. Example: Karunadas. Y. *Early Buddhist Teaching: The middle Position in Theory and Practice*. Kandy. Buddhist Publication Society, 2015

Abbreviation

- A. Aṅguttara-nikāya
- Ads. Abhidhammatṭhasaṅgaha
- AA. Aṅguttara-nikāya-aṭṭhakathā
- AṬ. Aṅguttara-nikāya-aṭṭhakathā-ṭīkā

Bibliography

- Primary sources
- Primary sources translated into modern languages
- Secondary sources
- Reference Works

3. Referencing Styles by Dr. Ven. Jatila

Contents

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Text, footnotes and Bibliography/Referencing lists

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How to prepare Bibliography or Referencing lists?

Paragraph Structure and Referencing

Samples: Form of a Paragraph with Reference

Defending your Thesis

Further reading books related to Referencing styles

What is Referencing

Citing and referencing source material are a crucial aspect of academic writing. In academic work such as writing research paper, article, MA, Mphil, Ph.D Thesis, you need to reference to demonstrate that you have undertaken research for your academic work as systematically. to avoid accusations of **plagiarism**. to acknowledge that you have used the ideas and material belonging to other authors in your own work. vIn academic work, there are two levels of referencing: in-text citation and references lists, or footnote/endnote and bibliography. Referencing accurately and consistently is an important part to ensure the distinction between your words and the words and ideas of others in your thesis. Using of words, ideas or work of others as if they were your own is a violation of research ethics, form of academic misconduct, you could be accused of **plagiarism**.

Why is referencing important?

Referencing is important because it: Helps show that you have been thorough and careful in your academic work. Indicates what material is the work of another person or is from another source. Identifies what material is your original work since you have provided a citation for work that is not your own. lets readers know whose ideas the writer is using. Enables your leaders to check the material you have mentioned in your work. Gives recognition to the original author of the text, opinion, idea, fact, image, etc.

Why is referencing important?

Your references should be relevant and integral to your argument, discussion or criticism in your work. Sources confirm the completeness of the research. Quotations and references lend authority to the argument, view, etc. The source lists can be consulted by the reader to verify information in the text. Accurate referencing is a key component of academic work and enhances the presentation of your work. vYou will ensure that anyone reading your work can trace the sources you have used in the development of your work, and give you credit for your research efforts and quality. Referencing has become a necessary element of academic writing. Referencing is used to locate the original work so that everyone may access the material and understand it in his

/ her own way. If you do not acknowledge another person's work or ideas, you could be accused of plagiarism.

Plagiarism

Directly copy someone else's ideas and pretend it as if they were your own. Paraphrases other sources without referencing claim sole authorship of work which is indeed the result of collaboration.

Paraphrases other sources without referencing

Claim sole authorship of work which is indeed the result of collaboration

Plagiarism is the use of another author's idea and words, either intentionally or unintentionally, without acknowledging the source of the information. It is an academic offence and will be treated seriously by the University. Plagiarism is almost always seen as a shameful act, academic dishonesty and violation of research ethic. Plagiarists are usually regarded with pity and scorn because of expression their inability, dishonesty, willingness to deceive others for personal gain. Plagiarists harm themselves, waste their tuition and lose an important opportunity to learn how to write a research paper, Thesis. Plagiarism thesis found by the research examiners can be rejected or unrecognized by Educational Board Faculty.

Plagiarism

Common Types of Plagiarism

<p>✓ Complete plagiarism: Submit another authors work in your name</p>	<p>✓ Paraphrasing plagiarism: Make minor changes and use others' writing</p>
<p>✓ Source-based plagiarism: Reference an incorrect or non-existent source</p>	<p>✓ Mosaic plagiarism: Interlay someone else's phrases or text within your work.</p>
<p>✓ Direct plagiarism: Copy text from another document word-to-word</p>	<p>✓ Accidental plagiarism: Unintentional paraphrasing or copying due to neglect</p>
<p>✓ Self or auto plagiarism: Reuse a major part of your own work without attribution</p>	<p>✓ Inaccurate authorship: Authorship instead of acknowledgment to contributors and vice versa</p>

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How to avoid plagiarism

You can avoid plagiarism by Referencing:in-textcitationorfootnote/endnotecorrectly
Preparing a Bibliography/ referencing lists systematically Making
acknowledgement Provide a reference to all material that you **quote, paraphrase, and summarise**. Give a reference to any ideas you are using in your work that originate with someone else, Data or other information that is not common knowledge, is controversial. Identify the sources of your summarizing, paraphrasing of others' material and exact wording you copy, and scholarship with your ideas on the subject. In-text citation is included in the body of your text to directly show the reader where an idea, information, and quotation are from.

Referencing styles

Referencing Styles

- There are various standard methods used for citing the source of work.
- These methods are called as referencing styles or citation styles.
- Some common and widely used citation styles are:
 - Harvard
 - Vancouver
 - APA (American Psychological Association) Referencing Style
 - MLA ((Modern Language Association) Referencing Style
 - Chicago/ Turabian Referencing Style
- There are other styles that are not that common but are still required at some places:
 - ACS (American Chemical Society)
 - AGLC (Australian Guide to Legal Citation)
 - AMA (American Medical Association)
 - CSE/ CBE (Council of Science Editors/ Council of Biology Editors)
 - IEEE (Institute of Electrical and Electronics Engineers)
- Various referencing styles differ in terms of formatting, use of punctuation and the order of information; such differences occur at both the levels of referencing i.e. in-text citation, and reference list.
- Which citation style is to use in your document often depends on the discipline you are writing for.
- Moreover, the publishers or the academic institutions decide their citing styles.
- The system used by various types of referencing styles can broadly be categorized into two types: **documentary-note system, and parenthetical system.**

What sources do I need to references?

Book from a library database

E-book freely available online

Edited book / Edition than first

Chapter or article in an edited book

Online document from a website

Book series with more than one volume

Journal Article

Dictionaries and Encyclopedias

Unpublished thesis or dissertation

Interview

Web page—no author/with author, etc.

Citing an image

Illustration

Table

Diagram

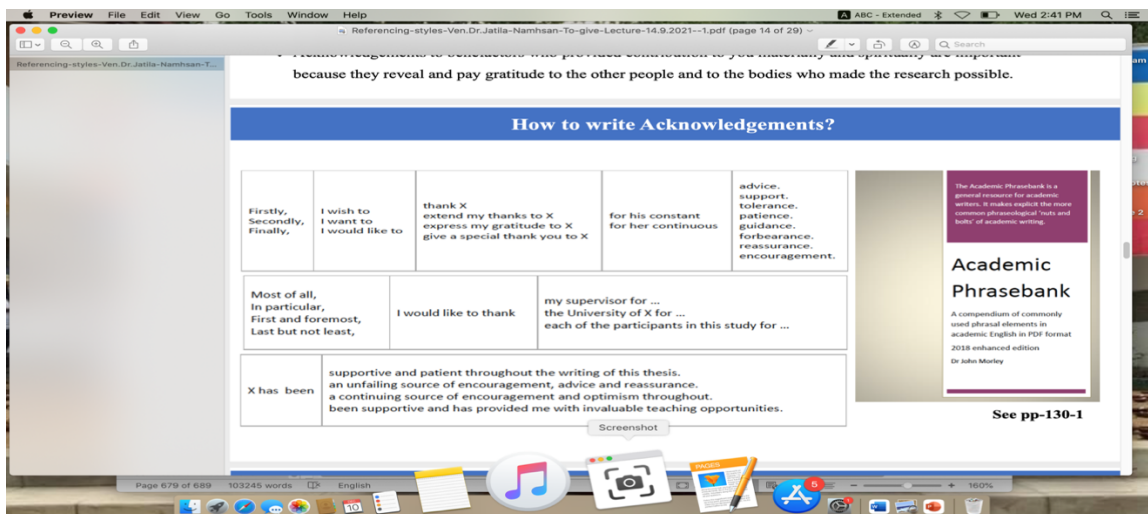
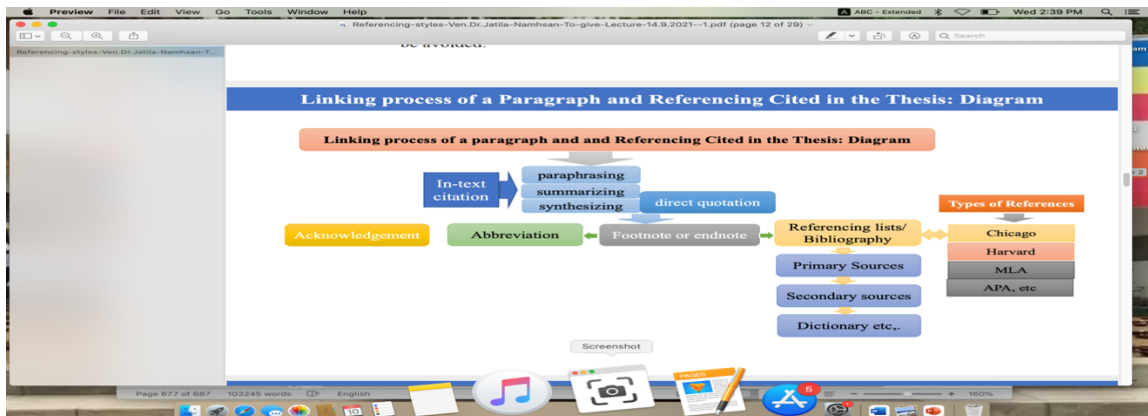
Photograph ü Figure

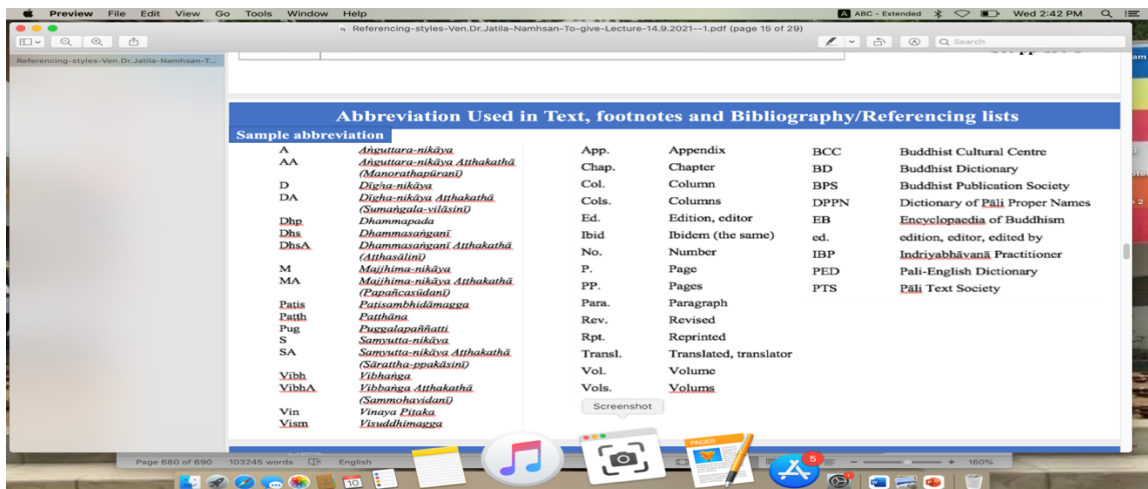
Referencing guided by PGIPBS

For referencing either styles with foot/end notes or the (Harvard) style without foot/end notes can be selected according to the choice of the candidate. However, the candidate should be careful to follow only one style of referencing throughout the entire thesis. If a reference style with foot notes/end notes is used, consecutive numbers of the references should be used for each chapter separately, and the notes should be printed in single space lines with fonts point 10. Double space should be left between two notes.

Not only the primary and the secondary sources from which the required information were obtained but also other books and journals etc. found useful to cultivate the knowledge of the relevant field in carrying out the research must be included in bibliography. In preparing the bibliography primary sources should be indicated first and subsequently secondary sources and other documents should be mentioned

systematically in alphabetical order. Author of the text, Name of the text, Publisher, Place of publication and the Year of publication should be indicated convenient to the style of referencing followed. The bibliography is not numbered. However, any attempt to show acquaintance with literature that the researcher has not touched should be avoided.





Why do I need to mention footnotes or in-text referencing?

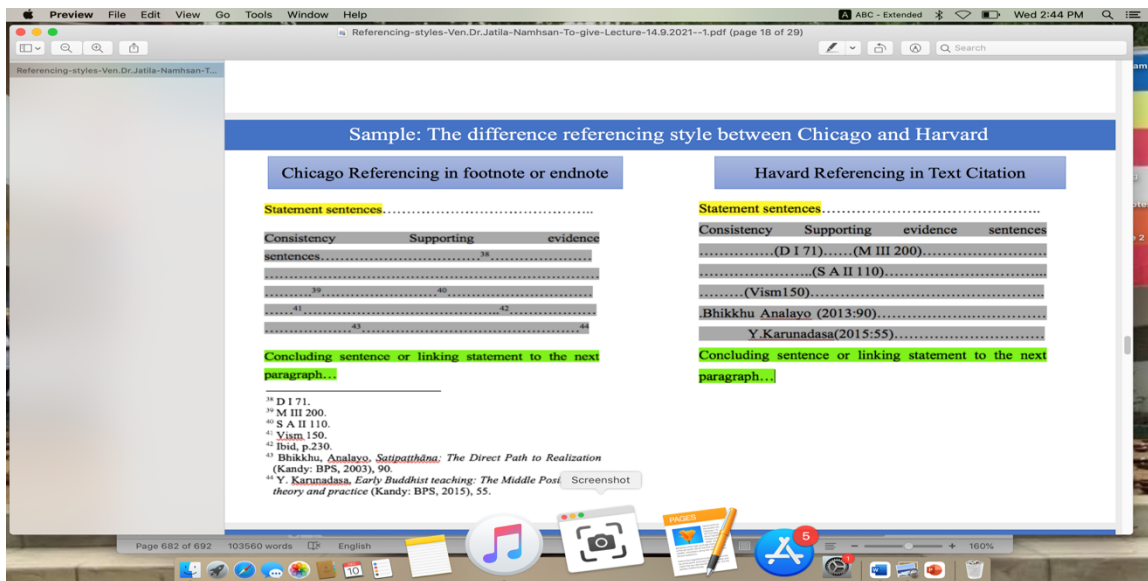
In expressing footnotes or in-text referencing, readers can quickly check the source for a particular reference without disturbance their reading. Academic works require that whenever you quote words, tables, graphic, or data from a source, you must clearly indicate what you borrowed and from where, using the appropriate citation style. By referencing correctly, you acknowledge the work of others showing how their ideas have contributed to your own work. **Footnotes** appear at the bottom of each page. **Footnotes** must be listed in the order in which the superscript numbers appear in the text. **Each footnote** must begin on the same page on which the source is cited.

If you are submitting an article for publication or a thesis for acceptance, footnotes typically should be double spaced. Each note is single spaced, but there is a double space between notes. Footnotes are not limited to citations of sources, they may also include commentary and explanation. **Endnotes**, instead of appearing at the bottom of each page, are listed at the end of the paper.

Pages number of version texts: PTS, CST4 Myanmar version used in-text citation and footnote must be the same version of the texts when they appear in the Bibliography or referencing lists.

How to add and justify footnote systematically by using Microsoft word?

Put cursor where you want to mention footnote, References > click insert footnote or endnote, then Number appears at the bottom of page. Give your reference. To justify notes included in footnote, select footnote, chose Time New Roman, font size-10 . Paragraph box occurs, chose To keep footnote in separate chapter, firstly divide chapters, To divide chapters, put cursor in front of main chapter, then your chapters are separated. Footnote box appear, select , then click apply.



How to prepare bibliography or referencing lists systematically?

When collecting data, you should systematically note source of texts with footnote and referencing list / Bibliography. v In the entire of your thesis, you should follow one referencing style either Chicago or Harvard, etc. **you can also prepare referencing style by using method included in Microsoft word.**

Reference-chose type of referencing either Chicago or Harvard etc., click insert citation and fill the box of bibliography. In whatever sources you had applied in text citation and mentioned in footnote, detailed references must be appeared in referencing lists/ Bibliography. Any book or other sources that you did not touch should not be mentioned in referencing list/ Bibliography. **Bibliographies** show readers the extent of your research and its relationship to prior work. **Bibliographies** also help readers to use your sources in their own research. Begin the bibliography on a separate page at the end

of the paper, thesis. List primary source first and afterward secondary source, other sources follows, etc. Titles of books, journals and videos are indicated as *Italics*. Article and chapter titles are put in single quotation marks, but are not italicised. **Arrange author's last name alphabetically. To do this, select bibliography. Home- click sort: AZ, then select paragraph and ascending of text. Chose no header row, the ok.**

Referencing-styles-Ven.Dr.Jatila-Namhsan-To-give-Lecture-14.9.2021--1.pdf (page 20 of 29)

Arrange author's last name alphabetically. To do this, select bibliography. Home > click sort: AZ, then select paragraph and Ascending of Text. chose No header row, the ok.

Sample: How to mention Bibliography (Chicago Referencing styles)

Primary Sources

All Pāli, Aṭṭhakathā, Tīkā are mentioned as primary sources

Secondary Sources

Book-one author → Analayo, Bhikkhu. *Satipaṭṭhāna: The Direct Path to Realization*. Kandy: BPS, 2003.

Journal article in print → Backhouse, Constance B. "Married Women's Property Law in Nineteenth-Century Canada." *Law and History Review* 6, no. 2 (Fall 1988): 211-57.

E-book feely available online → Grey Owl. *The Men of the Last Frontier*. Reprint of the 1932 New York edition, Project Gutenberg, 2011. <http://www.gutenberg.ca/ebooks/greyowl-menofthelastfrontier/greyowl-menofthelastfrontier-00-e.html>.

Unpublished thesis → Lutz, John S. "Losing Steam: Structural Change in the Manufacturing Economy of British Columbia, 1860-1915." Master's thesis, University of Victoria, 1988.

Reprint addition → Westerby, Herbert. *His oforte Music*. 1924.Reprint, New York: Da Capo Press, 1971.

Page 684 of 694 103790 words English (United States) 100%

Referencing-styles-Ven.Dr.Jatila-Namhsan-To-give-Lecture-14.9.2021--1.pdf (page 21 of 29)

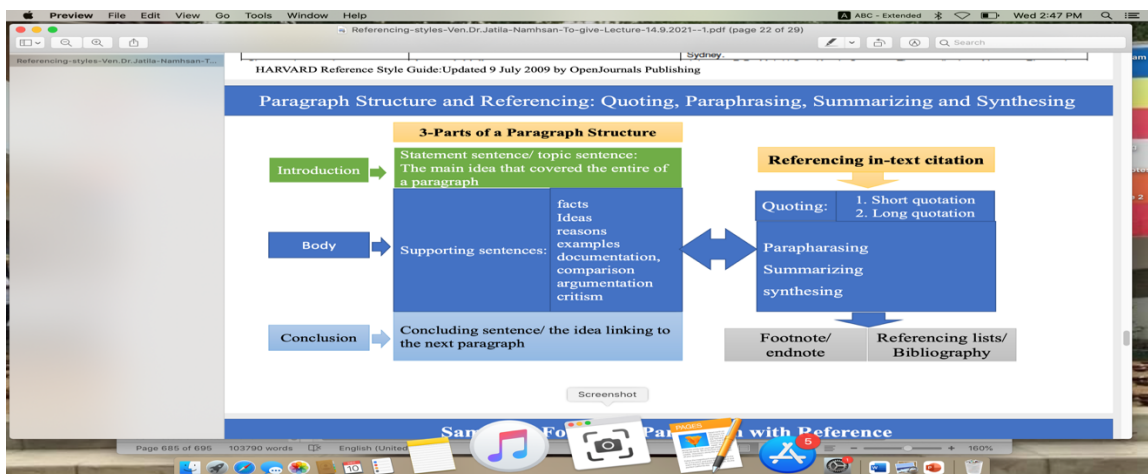
Sample: How to mention Bibliography (Harvard Referencing styles)

Books	In-text Example	Reference List Example
Single Author	(Doss 2003)	Doss, G., 2003, <i>IS project management handbook</i> , Aspen Publishers, New York.
Two Author	(Laudon & Laudon 2003)	Karskens, G., 1997, <i>The rocks: Life in early Sydney</i> , Melbourne University Press, Carlton.
Three authors	In-text: initially (Coveney, Ganster & King 2003)	Laudon, K.C. & Laudon, J.P., 2003, <i>Essentials of management information systems: Managing the digital firm</i> , Prentice Hall, Upper Saddle River, N.J.
Corporate author	In-text: thereafter (Coveney et al 2003)	Coveney, M., Ganster, S. & King, D., 2003, <i>The strategy gap: Leveraging technology to execute winning strategies</i> , Wiley, Hoboken, N.J.
	In-text: initially (Department of Foreign Affairs and Trade 2002)	Department of Foreign Affairs and Trade, 2002, <i>Connecting with Asia's tech future: ICT export opportunities</i> , Economic Analytical Unit, Commonwealth Government, Canberra.
	In-text: thereafter (DFAT 2002)	
Book Editor	(ed. Shaw 2003)	Shaw, M.J. (ed.), 2003, <i>E-business management: Integration of Web technologies with business models</i> , Kluwer Academic, London.
	Shaw (ed. 2003:87) indicates that ...	Schuman, N.A., 2001, Psalm 91: Tekst, context, en een diversiteit aan herlezingen, in P. Post, G. Rouwhorst, T. Sheer, R. Steensma, & L. Tongeren (eds.), <i>Jaarboek voor liturgieonderzoek deel</i> , vol. 17, pp. 237-256, Groningen, Instituut voor Liturgiewetenschap.
	Current essays edited by Shaw (2003) suggest ...	Spieckermann, H., 2003, <i>Hymnen im Pealter – ihre Funktion undn ihre Verfasser</i> , in Zenger, E. (Hrsg.), <i>Ritual und poesie</i> , pp. 90-136, Freiburg, Herder.
Book collection/ One volume of multi-volumn work	(eds. Hudson & Bolton 1997)	Hudson, W. & Bolton, G. (eds.), 1997, <i>Creating Australia: Changing Australian history</i> , Allen & Unwin, Sydney.
Chapter: single author	Hudson and Bolton (eds. 1997:32) stated that ... (Howard 1996)	Howard, S., 1996, 'Verbal Protocol Analysis', in B. Henderson-Sellers, A. Simons & H. Younessi (eds.), <i>The open process specification</i> , pp. 272-274, Addison Wesley, Sydney.

HARVARD Reference Style Guide: Updated 9 July 2009 by OJ Publishing

Paragraph Structure and ... ing, Summarizing and Synthesing

Page 685 of 695 103790 words English (United States) 100%



Sample 1: form of a paragraph with reference

The Threefold Training

The examination of the relationship between the components of the threefold training reveals that all of them are significant for mental development and for both *samatha* and *vipassanā*. Referring to the relation of the threefold training; the Buddha appears to have constructed gradations of the relative progress in the threefold training in the *Mahāparinibbāna sutta*.

Concentration, when fully developed by virtue, brings great fruit and profit. Wisdom, when fully developed by concentration, brings great fruit and profit.³⁹

This passage illustrates a strong connection among *sīla*, *samādhi* and *paññā* and the stepwise progression from *sīla* to *samādhi* and from *samādhi* to *paññā*. *Kheminda* agrees with this particular order of the threefold training: “Virtue is the necessary condition for concentration....concentration is the necessary condition for wisdom”.⁴⁰ *Piyadassi* also points to their collaboration: “virtue, concentration and wisdom are not isolated qualities but integral parts of the noble eightfold path.”⁴¹ This opinion is justifiable. Even though *paññā* is the most significant factor for Buddhist liberation, it requires the prerequisite of physical, verbal and mental purification, which arises from virtue and concentration.

³⁹ D II 84.

⁴⁰ *Kheminda* Thera, *The Way of Buddhist Meditation*, op.cit., p.11.

⁴¹ *Piyadassi*, *The Spectrum of Buddhism: Writings of Piyadassi* (Staten Island, N. Y.: J. de Silva, 1991), p.206.

Phramonchai Saitanaporn, *Buddhist Deliverance: A Re-evaluation of The Relationship Between Samatha and Vipassanā*, 2008, p.229 (Phd-thesis)

Sample 2: form of a paragraph with reference

1.4.2 Is Pariyatti (learning) alone of Paramount Importance

It is quite evident that the views presented in the commentaries and in some modern scholars' works are distinct from the original idea described in the *Dhammapada*, which says "Though he recites much the Sacred Texts (Tipitaka), but is negligent and does not practice according to the *Dhamma*, like a cowherd who counts the cattle of others, he has no share in the benefits of the life of a bhikkhu.' Though he recites only a little of the Sacred Texts, but practices according to the *Dhamma*, eradicating passion, ill will and ignorance, clearly comprehending the *Dhamma*, with his mind free from moral defilements and no longer clinging to this world or to the next, he shares the benefits of the life of a bhikkhu."³⁶ However, as mentioned above, if Vipassanā monk have little knowledge of the teachings (pariyatti), even though they practice diligently, their meditation practice is useless and the penetration of the noble paths cannot be guaranteed through practice without guideline.³⁷ In any case, it can be concluded that Pariyatti (learning) and Patipatti (practice) are equally important, and with the existence of both, it is possible for the one to achieve the supramundane states (pativedha). Therefore, all these aspects of the Sāsana are interdependent to each other.³⁸

³⁶ Bahumpi ce sahita bhāsamāno, no takkaro hoti naro pamatto, gopo va gāvo ganayam paresam, na bhāgavā samaññassa hoti. Appampi ce sahita bhāsamāno, dhammassa hoti anudhammacārī, rāgañca dosañca pahāya moham, sammappajāno suvimuttacitto, anupādiyāyo idha vā haram vā, sa bhāgavā samaññassa hoti. Dh verses 19-20. Translation is directly adopted from Bhikkhu Bodhi.

³⁷ The practice here should not be restricted to only meditation. Indeed, observing the disciplinary rules (vinaya) also include in the practice.

³⁸ A detailed discussion in this regard is explored in the fifth chapter.

Rev. Sririsumangalasami, *The Concept of the Disappearance of Buddha Sāsana as Reflected in Theravāda Literature: An Analytical Study*, 2020, p.11. (Ph.D Thesis)

Sample 3: form of a paragraph with reference (Chicago and Harvard)

Indriyabhāvanā practice paves the ways how to develop equanimity of insight (*vipassanupekkhā*) and equanimity towards formations (*sañkhārupekkhā*) which occur in the progress of insight knowledge (*vipassanāñāna*). According to the *Visuddhimagga*, *vipassanupekkhā* and *sañkhārupekkhā* can be established as the same time. It is delivered that when *vipassanupekkhā* is established, *sañkhārupekkhā* is also established, but their name is different in accordance with their functions, and neutral investigation and catching hold.³⁶ Gunaratana accepts that *sañkhārupekkhā* and *vipassanupekkhā* are modes of wisdom (*paññā*), the wisdom that looks at things with detached indifference.³⁷ Through the contemplation of *indriyabhāvanā*, these two equanimities can be experienced by IBP in the processes of insight knowledge.

Indriyabhāvanā practice paves the ways how to develop equanimity of insight (*vipassanupekkhā*) and equanimity towards formations (*sañkhārupekkhā*) which occur in the progress of insight knowledge (*vipassanāñāna*). According to the *Visuddhimagga*, *vipassanupekkhā* and *sañkhārupekkhā* can be established as the same time. It is delivered that when *vipassanupekkhā* is established, *sañkhārupekkhā* is also established, but their name is different in accordance with their functions, and neutral investigation and catching hold (DhsA 173 & Vism 162). Gunaratana (2016: 89) accepts that *sañkhārupekkhā* and *vipassanupekkhā* are modes of wisdom (*paññā*), the wisdom that looks at things with detached indifference. Through the contemplation of *indriyabhāvanā*, these two equanimities can be experienced by IBP in the processes of insight knowledge.

³⁶ DhsA 173 & Vism 162: *Iti vipassanupekkhāya siddhāya sañkharupekkhāpi siddhāya hoti.*

³⁷ Henepola Gunaratana, *The Path of Serenity and Insight*, 6th reprint (Delhi: Motilal Banarsidass Publishers Private Limited, 2016), 89.

Ven. Jatila, *A Critical Study of Indriyabhāvanā Sutta with special reference to its Meditation Technues*, 2019, p. 218 (Ph.D Thesis)

Sample 4: form of a paragraph with reference (Chicago and Harvard)

The reflection on the repulsiveness of the body (*paṭikūlasaññā*) is also a part of the contemplation on the body (*kāyanupassanā*) in *satipaṭṭhāna* practice. The Buddha in the *Satipaṭṭhāna Sutta* delivers, “A monk contemplates on this body, upward from the soles of the feet and downward from the top of the hair, enclosed by the skin and full of many kinds of impurity. In this body, there are head-hairs, body-hairs, nails, teeth, skin and so forth”.²²²The contemplation on the repulsiveness of the parts of the body leads one to discern how the repulsive they actually are. Consequently, any attachment or clinging to these body parts will not be appeared. Gunaratana suggests thus: Perception of impurity teaches us to perceive the body realistically, exactly as it is, without distortion and without the emotional reactions of attachment and aversion that we normally feel. The key to perceiving the body and its parts correctly is mindfulness. The body and its parts are impermanent, unsatisfactory and selfless.²²³ The *Papañcasūdanī-ṭīkā*²²⁴ also exposes that this body is only materiality and immateriality, impermanent and conditioned. Thereby, the impermanence itself is suffering and subject to change (*viparināmadhamma*). By reflecting in this way and keeping it in mind, one dwells perceiving the repulsive in the unrepulsive beings or things.

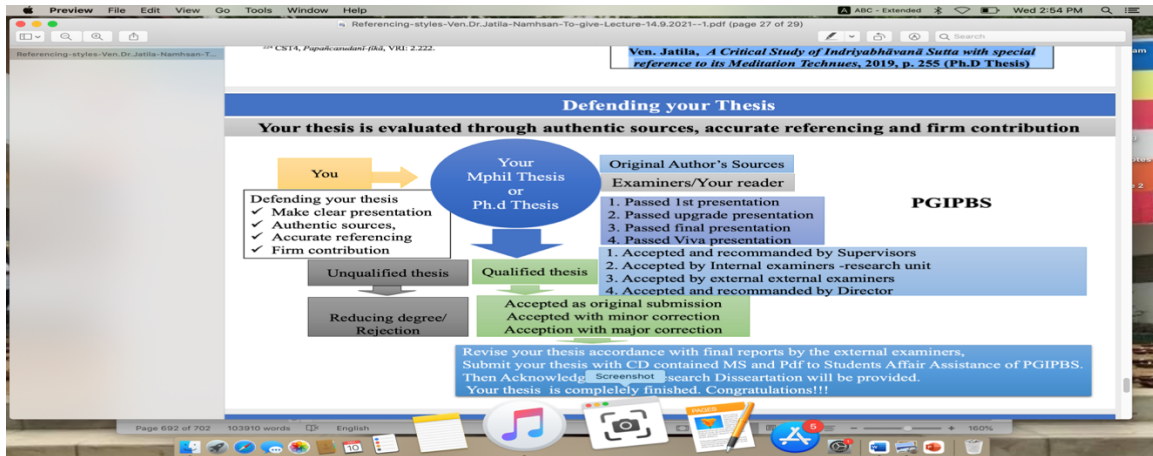
The reflection on the repulsiveness of the body (*paṭikūlasaññā*) is also a part of the contemplation on the body (*kāyanupassanā*) in *satipaṭṭhāna* practice. The Buddha in the *Satipaṭṭhāna Sutta* delivers, “A monk contemplates on this body, upward from the soles of the feet and downward from the top of the hair, enclosed by the skin and full of many kinds of impurity. In this body, there are head-hairs, body-hairs, nails, teeth, skin and so forth” (D II 293 & M I 57). The contemplation on the repulsiveness of the parts of the body leads one to discern how the repulsive they actually are. Consequently, any attachment or clinging to these body parts will not be appeared. Gunaratana (2014: 59) suggests thus: Perception of impurity teaches us to perceive the body realistically, exactly as it is, without distortion and without the emotional reactions of attachment and aversion that we normally feel. The key to perceiving the body and its parts correctly is mindfulness. The body and its parts are impermanent, unsatisfactory and selfless. The *Papañcasūdanī-ṭīkā* (CST4, VRI: 2.222) also exposes that this body is only materiality and immateriality, impermanent and conditioned. Thereby, the impermanence itself is suffering and subject to change (*viparināmadhamma*). By reflecting in this way and keeping it in mind, one dwells perceiving the repulsive in the unrepulsive beings or things.

²²² D II 293 & M I 57.

²²³ Bhante Gunaratana, *Meditation on Perception* (USA: Wisdom Publication, 2014), 59.

²²⁴ CST4, *Papañcasūdanī-ṭīkā*, VRI: 2.222.

Ven. Jatila, *A Critical Study of Indriyabhāvanā Sutta with special reference to its Meditation Techniques*, 2019, p. 255 (Ph.D Thesis)



4. Making Reference: Footnote/Endnote and Bibliography by Dr. Ven. Revata

- Why do we need to make references?
- How many parts are mainly included in making references?
- How many referencing styles are there?
- How to create abbreviation?
- How to make quotations?
- How to create footnotes or endnotes?
- How to create a bibliography?

Why do we need to make references?

- References are needed to give credit to the original sources of information, ideas, or data used in your work. They also allow readers to verify your sources and provide credibility to your writing.
- To support your academic argument
- To allow the readers to find the sources in more detail
- To avoid plagiarism (ethical aspect)
- To give credit to the author
- To show the original sources
- To demonstrate your knowledge
- To identify the sources that are not your own.

How many part are mainly included in making references?

Abbreviation, Quotation, Footnote/endnote, Bibliography

ABBREVIATIONS

A *Āṅguttara-nikāya*

Abhs *Abhidhammatthasaṅgaha*

Abh-vi-ṭ *Abhidhammatthavibhāviniṭṭikā*

Dha *Dhammapada*

Dhp-a *Dhammapada-aṭṭhakathā*

Dictionary:

PED Pali-English dictionary (PTS)

BD Buddhist Dictionary

Others:

Ed edition

Ibid Ibidem (the same)

ff the following pages

Use PTS Version for Tipitaka (Pali and commentaries)

Np. No place of publication

BMC Buddhist Monastic Codes

Pr. *Parājika*

EBT Early Buddhist Teaching

Quotation

Direct quotation, Paraphrasing , Summarizing

Direction Quotation: short quotation and long quotation

Short Quotation:

Direct Quotation involves taking the exact words from a source and placing them in your own writing. It refers to a short quotation. Quote text must be enclosed in quotation marks.

Original Texts: They have nothing to do with Reality, Truth, Nirvana. This form of meditation existed before the Buddha.

Direct quotation: Walpola Rahula said, “They have nothing to do with Reality, Truth, Nirvana. This form of meditation existed before the Buddha.”

Walpola Rahula, *What the Buddha Taught* (Taipei: The Corporate Body of the Buddha Educational Foundation, 2007), 68.

Long Quotation

- Long Quotation should be used if there are more than three lines (typically 40 words).
- It must be placed in a separate block.
- There is no need to use quotation marks.
- Long quotations are formatted as a block of text that is indented from the left margin. This block is often indented by 0.5 inches from the left margin and by 0.3 inches from the right margin.

Walpola Rahula states the concept of concentration as follows:

They have nothing to do with Reality, Truth, Nirvana. This form of meditation existed before the Buddha. Hence it is not purely Buddhist, but it is not essential for the realization of Nirvana. The Buddha himself, before his Enlightenment, studied these yogic practices under different teachers and attained to the highest mystic state

Walpola Rahula, *What the Buddha Taught*, 68.

Sarachchandra referring to the above discussed view contained in the *Aṭṭhakathā* states that it “was the same as the Nyāya and Vaiśeṣika views, namely, that the sense-organs were, all of them, *prāpyakāri* or *sampattagocara*.”¹⁰⁷ Sinha discussing this point states that:

The Nyāya-Vaiśeṣika, the Mīmāṃsaka, the Sāṃkhya, and the Vedāntist hold that all the sense-organs are *prāpyakāri*; they apprehend their objects when they come in direct contact with them. This doctrine is called the doctrine of *prāpyakāri*.¹⁰⁸

According to Sinha, the above mentioned non-Buddhist schools commonly accept that five sense-organs directly come into contact with their sense-objects. However, some of them have deviated from each other. The Nyāya-Vaiśeṣika school has accepted that:

... the visual organ is not the eyeball or the pupil of the eye; it is the seat (*golaka* or *adhiṣṭhāna*) of the visual organ which is of the nature of the light (*tejas*); and this ray of light goes out of the pupil to the object at a distance and comes in direct contact with it.¹⁰⁹

Paraphrasing

- Paraphrasing is when you restate information from a source in your own words while maintaining the original meaning.
- Read the original text thoroughly to fully understand its meaning.
- Rewrite the original text entirely in your own words, changing both the words and the sentence structure, without adding your interpretation or opinion.

Original text: This form of meditation existed before the Buddha. Hence it is not purely Buddhist, but it is not essential for the realization of Nirvana.

- Paraphrasing example: This meditation practice was in existence prior to the Buddha, meaning it is not solely associated with Buddhism. Nonetheless, it is not a requirement for attaining Nirvana.

Summarising

- Summarising involves condensing the main ideas of a larger text into a shorter version in your own words.
- Focus only on the most critical points.
- Original Text: This form of meditation existed before the Buddha. Hence it is not purely Buddhist, but it is not essential for the realization of Nirvana. The Buddha himself, before his Enlightenment, studied these yogic practices under different teachers and attained to the highest mystic states.

- Summarising example: This meditation practice existed before Buddhism and is not required for reaching Nirvana. The Buddha practiced them before his enlightenment, reaching advanced mystic states.

Needless to make reference: When?

1. Common knowledge or general accepted facts: If the information is widely known and accepted by most people..
2. Your own idea or new findings: If you are presenting your own original thoughts, opinions, or research findings...
3. General Observations: Broad observations or general statements that are not attributed to a specific source typically...
4. Well-Known Historical Facts: e.g., "World War II ended in 1945"

Chicago Style: In text Citation

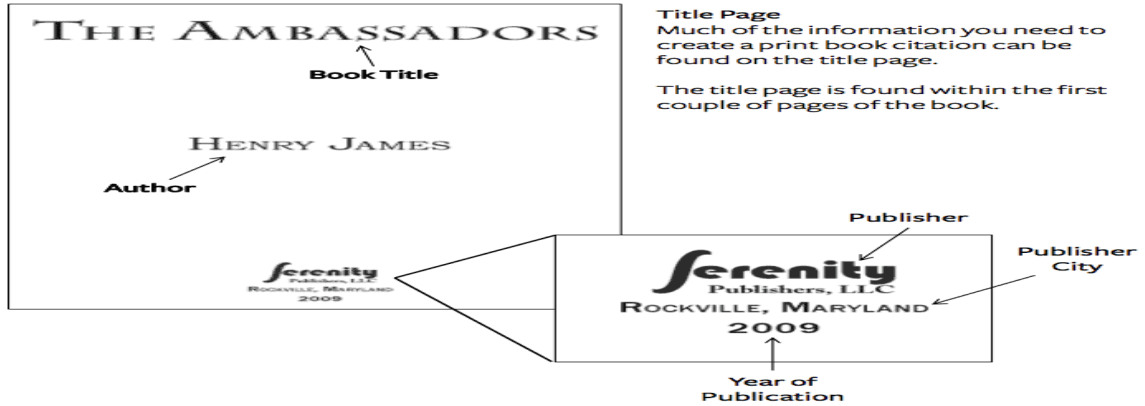
Author-date example

Walpola Rahula holds the view that “This form of meditation existed before the Buddha. Hence it is not purely Buddhist, but it is not essential for the realization of Nirvana.” (Rahula 2015, 64)

The success literature of the twentieth century is “filled with social image consciousness, techniques, and quick fixes” (Covey 1989, 18).

Reference list (Bibliography)

- Author-date citations are always accompanied by a reference list. The reference list is similar to a bibliography: It appears at the end of your text and lists all your sources in full.
- The only difference is that the publication year comes straight after the author's name, to match with the in-text citations. For example, the book reference from above looks like this in author-date style.
- Rahula, Walpola. 2015. *What the Buddha Taught*. Taipei: The Corporate Body of the Buddha Educational Foundation.



No Place of Publication, No Publisher, No date How to mention in footnote?

- No place: Y. Karunadasa, *Early Buddhist Meditation* (n.p.: Buddhist Publication Society, 2015), 45.
- No Publisher: Y. Karunadasa, *Early Buddhist Meditation* (Kandy: n.p. 2015), 45.
- No date: Y. Karunadasa, *Early Buddhist Meditation* (Kandy: Buddhist Publication Society, n.d.),45.
- No place, no publisher, no date.
- Y. Karunadasa, *Early Buddhist Meditation* (n.p.: n.p., n.d.), 45.

Types of Sources

- Edited Book
- Translated Book
- Chapter or Article in an Edited Book
- Encyclopedia of Buddhism
- Unpublished Ph.D. Dissertation
- Journal
- Internet sources (Article)
- Web-page citation

Footnote and Endnote

Footnotes are located at the foot of the page	Endnotes are at the end of a chapter, volume, or entire work
It is easy to gain information from the footnotes since they are easy to find	The readers have to move back and forth between the main text and the endnotes
Affect the layout of the page	Do not affect the layout of the page

Pediaa.com

Foot note example

support of this classification. It explains how he learnt eighty-four thousand units of the *Dhamma*.³²⁴ According to the commentarial explanation of this verse, he learnt eighty-two thousand units from the Buddha³²⁵ and two thousand units from Elder Sāriputta and others.³²⁶ Thus, the total number of units he learnt amounts to eighty-four thousand. Abhidhamma being the word of the Buddha consists of several thousand units.³²⁷

3.4.8 The Khuddaka-nikāya and the Abhidhamma-piṭaka

³²⁰ A. III 107: *abhidhammakathaṃ vedallakathaṃ kathentā ...*

³²¹ G.P. Malalasekera, ed., *Encyclopaedia of Buddhism*, Vol. I (Sri Lanka: The Department of Buddhist Affairs, Ministry of Buddhasasana, 1997), s.v. “Aṅga (2),” by David J. Kalupahana.

³²² KL. Dhammajoti, “Abhidharma and Upadeśa,” *JCBSSL*, Vol. III (2005), 112.

³²³ *Ibid.*, 112-122.

³²⁴ Theg. 92:
*dvāsītiṃ buddhato gaṇhi, dve sahasāni bhikkhuto:
caturāsīti sahasāni ye’me dhammā pavattino.*

³²⁵ ThegA. 117: *buddhato gaṇhin ti sammāsambuddhato uggaṇhiṃ. dvisahasādhikāni asīti-dhamma-kkhandha-sahasāni satthu santikā adhigaṇhin ti attho.*

³²⁶ ThegA. 17: *dve-sahasāni bhikkhuto ti, dve dhamma-kkhandha-sahasāni bhikkhuto gaṇhiṃ dhammasenāpati-ādīnaṃ bhikkhūnaṃ santikā adhigaṇhiṃ.*

³²⁷ DhsA. 28: *dhammakkhandhato katipayāni dhammakkhandhasahasāni honti; The Expositor*, 35: constitutes two or three thousand units of text by the classification of textual units.

- ²⁸⁸ KvA. 168: *mahāpuññavādīsāṅkhātānaṃ vetullakānaṃ* but see note 3: *suññatāvāda ...* or *mahāsuñña ...*
- ²⁸⁹ Nik. 11: *vaitulyavādīhu vaitulyapiṭakaya kaḷaha*.
- ²⁹⁰ S. Paranavitana, "Mahayanism in Ceylon," *Ceylon Journal of Science, Section G: Archeology, Ethnology Etc.*, Vol. II (1928): 35-71.
- ²⁹¹ Nik. 19-21.
- ²⁹² Clv. Part I, 55.
- ²⁹³ Jotiya Dhirasekera and W.G. Weeraratne, ed., *Encyclopaedia of Buddhism*, Vol. IV (Sri Lanka: The Department of Buddhist Affairs, Ministry of Buddhasasana, 2000), s.v. "Dharmadhātu, (2)" by Chandra Wickremagama.
- ²⁹⁴ *Pañcaviṃsatisāhasrikā Parjñāpāramitā* from Anurādhapura. http://fiindolo.sub.uni-goettingen.de/gretil/1_sanskr/4_rellit/buddh/pvspl_u.htm (accessed on 13 June, 2011).
- ²⁹⁵ L. Prematilleke and R. Silva. "A Buddhist Monastery Type of Ancient Ceylon Showing Mahāyānist Influence." *Artibus Asiae*, Vol. 3, No. 1 (1968): 62-63. <http://www.jstor.org/stable/pdfplus/3250443.pdf?acceptTC=true> (accessed 16 August, 2011).
- ²⁹⁶ See Nandasena Mudiyanse, *Mahayana Monuments in Ceylon* (Colombo: M.D. Gunasena, 1967).
- ²⁹⁷ Warder, *Indian Buddhism*, 340.

- ²⁹⁹ DA. I 16: *yaṃ pana parinibbāna-kāle abhāsi, 'handa dāni bhikkhave āmantayāmi vo 'vayadhammā saṅkhārā, appamādena sampādetthāti,' idam pacchima-buddha-vacanaṃ; DhsA. 18: yamakasālānam antare nipannena parinibbānasamaye: handa dāni bhikkhave āmantayāmi vo 'vayadhammā saṅkhārā, appamādena sampādetthā'ti vuttavacanaṃ pacchimabuddhavacanaṃ nāma; See also VinA. I 17.*
- ³⁰⁰ DA. I 16: *piṭaka-vasena ti-vidham; See also VinA. I 17.*
- ³⁰¹ DA. I 16-17: *sabbam pi c'etaṃ vinaya-piṭakaṃ suttanta-piṭakaṃ abhidhamma-piṭakan ti ti-ppabhedam eva hoti; See also VinA. I 17.*
- ³⁰² *The Path of Freedom (Vimuttimaggā)* By the Arahant Upatissa, trans. from the Chinese, N.R.M Ehara, Soma Thera and Kheminda Thera (Kandy: BPS, 1977), 1.
- ³⁰³ S. IV 191, V 53: *mahājanakāyo āgaccheyya kuddālapīṭakaṃ ādāya ...*
- ³⁰⁴ A. I 189: *mā piṭakasampadānena ...*
- ³⁰⁵ *Corpus Inscription Indicarum*, Vol. II, part II, Bharhut Inscriptions, ed. H. Lüders, revised by E. Waldschmidt and M. A. Mehendale (Ootangamund: Government Epigraphist for India, 1963), 37: *aya-jatasa petakino suchi danam* [The rail-bar (is) the gift of the venerable (arya) Jata, who knows the Pitakas].
- ³⁰⁶ *Corpus Inscription Indicarum*, Vol. II, part II, Bharhut Inscriptions, 71. See Lamotte, *History of Indian Buddhism*, 150.
- ³⁰⁷ Jayawickrama, "Buddhaghosa and the Traditional Classifications of the Pali Canon," 5.

absorption concentration. He, with reference the *Visuddhimagga-mahāṭīkā* which says that

¹⁰⁴ Ibid.

¹⁰⁵ Kheminda Thera, "Momentary Concentration Reply to Rejoinder II-IV," 108-109.

¹⁰⁶ The *Visuddhimagga* states that purification of mind consists of the eight attainments together with assess. [*cittavisuddhi nāma saupacārā aṭṭha samāpattīyo* (Vism Be II 222).]

¹⁰⁷ The *Paramatthamañjūsā*¹⁰⁷ explains that without being established the purification of mind it is not possible to accomplish the higher purification. [*na hi kevalena jānanamattena cittavisuddhiyaṃ patitthito nāma hoti, na ca tattha apatitthīya uparivissuddhiṃ sampādetuṃ saṅgāti* (Vism-a II 350).]

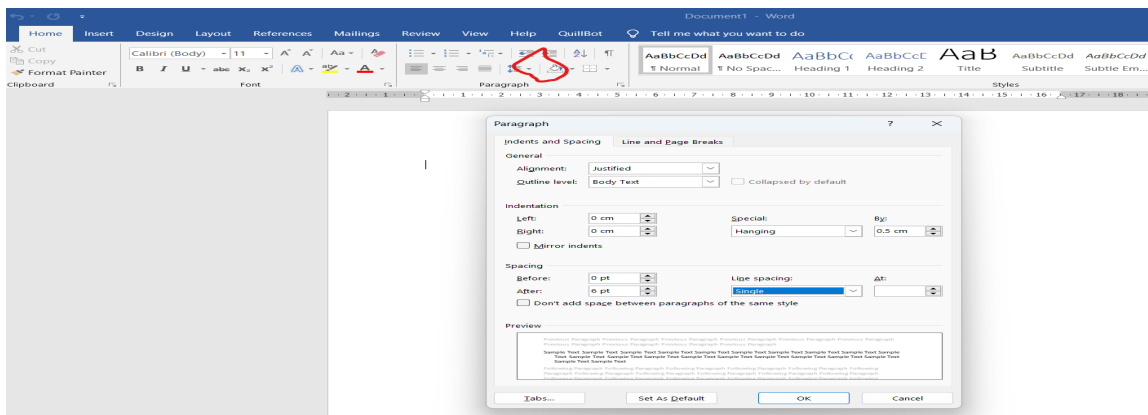
¹⁰⁸ Kheminda Thera, "Momentary Concentration Reply to Rejoinder II-IV," 103, 104.

¹⁰⁹ These *suttas* highlights that one can develop fourfold establishing of mindfulness only after cultivate morality without practicing tranquility (*samatha*).

¹¹⁰ Sayadaw U Nyanattara, "Momentary Concentration Rebuttal of Reply to Rejoinder I-I," *Satipatthāna Vipassanā Meditation: Criticisms and Replies* (Yangon: Buddha Sasana Nuggaha Organization Thathana Yeiktha, 1979), 129 ff.

Footnote format:

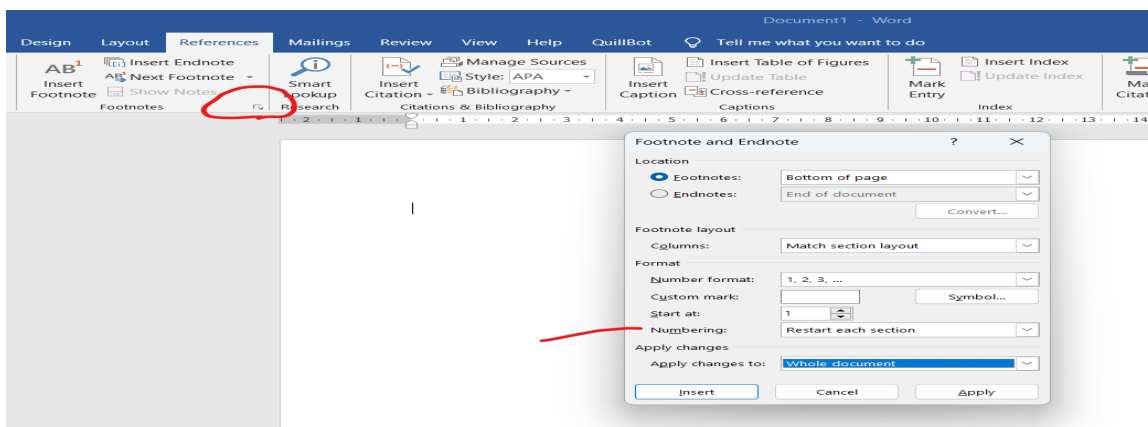
Home> Paragraph, Font size: 10, Before-After Spacing: 6 pt, Hanging: 0.5 cm, Line spacing: Single, Pali: Italic



Footnote starts each chapter

- Each chapter: Do break

Restart each section



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- Abhidhammatthasaṅgaha* and *Abhidhammatthavibhāvinī-ṭīkā*. Edited by H. Saddhatissa. PTS, 1989.
- Abhidhammāvatāra*. Edited by A.P. Buddhadatta. In *Buddhadatta's Manuals*, PTS, 1980: 1-63.
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- Āṅguttara-nikāya*, Vol. I-V. Edited by R. Morris, E. Hardy, M. Hunt and Mrs. C.A.F. Rhys Davids. PTS, 1885-1995.
- Āṅguttara-nikāya-aṭṭhakathā (Manorathapūraṇī)*, Vol. I-V. Edited by M. Walleiser and H. Kopp. PTS, 1924-1979.
- Āṅguttara-nikāya-ṭīkā (Sāratthamañjūsā)*, Vol. I-III. Edited by Primoz Pecenko. PTS, 1996-1999.
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- A Buddhist Manual of Psychological Ethics (Dhamma-saṅgaṇī)*. Translated by Mrs. C. A.F. Rhys Davids. PTS, 1993.
- A Comprehensive Manual of Abhidhamma (Abhidhammatthasaṅgaha)*. Edited by Bhikkhu Bodhi. Onalaska: BPS Pariyatti Editions, 2000.
- A Designation of Human Types (Puggalapaññatti)*. Translated by B.C. Law. PTS, 1992.
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5. Academic Footnote and Endnote of the Thesis Using MLA & Chicago Method by Dr. Ven. Ariyavaṃsa

Contents

1. Introduction
2. Reference, Bibliography, Citation, Notes
3. Three Types of Notes
4. Note of Categories
5. Important facts of Note
6. Types of Citation
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11. MLA & Chicago (Format, Examples and Exercises)
12. Conclusion

Introduction

Why is the Reference important in Thesis?

1. Shows the breath of your research and your understanding of a topic
2. Identifies published evidence to support ideas or arguments presented
3. Allows the readers to trace the information sources
4. Acknowledgements intellectual property of the work of others and **avoids the issue of plagiarism**
5. We need to explore the differences between: **footnote, endnote, citation, in-text-citation, work cited, reference, bibliography.**

Citation and Referencing

Citation	Appears in the text of your essay, wherever you use a quote or incorporate an idea you have picked up from another source (in-text citation)
Reference	Appears at the end of your essay or chapter, or sometimes at the bottom of each page, and gives full details of the source of your information
Reference list	A list at the end of a chapter or essay giving full details of sources cited within the essay
Bibliography	A list at the end of your essay which gives the full details of all sources which you have read even if they are not referred to within the text

FOOTNOTE VERSUS ENDNOTE

Footnotes are located at the foot of the page	Endnotes are at the end of a chapter, volume, or entire work
It is easy to gain information from the footnotes since they are easy to find	The readers have to move back and forth between the main text and the endnotes
Affect the layout of the page	Do not affect the layout of the page
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CITATION VERSUS FOOTNOTE

Citation refers to a reference to a book, paper, or author, given in the body of the text itself	Footnote refers to a piece of information printed at the bottom of a page
Contains bibliographical information	Contain bibliographical information, author's comment or additional information
Allowed in all style guides	Not allowed in APA style
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CITATION VERSUS REFERENCE

<p>A specific source that is mentioned in the body of the work</p>	<p>A list of sources mentioned at the end of the work</p>
<p>Includes the name of the author and publication date or page number</p>	<p>Includes more information like author, the title of the book, publication date or page number</p>
<p>Found in the body of the work</p>	<p>Found at the end of the work</p>

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BIBLIOGRAPHY	REFERENCES
<p>A bibliography is a list of references you have cited in a scholarly work and background readings or other material that you have read but not actually cited</p>	<p>A reference list is a list of references you have cited in your work</p>
<p>Consists of all the sources that you have used for your paper in addition to the sources cited in the paper</p>	<p>Only contains sources you have directly cited in your paper</p>
<p>Chicago citations and Oxford citations are two popular citation styles</p>	<p>APA citations, MLA citations and AMA citations are common citation styles</p>

BIBLIOGRAPHY VERSUS WORKS CITED

BIBLIOGRAPHY	WORKS CITED
<p>List of the external sources or materials referred to in a scholarly work, typically printed as an appendix</p>	<p>A list of only the sources or literature referenced in the body of an academic article</p>
<p>Necessarily includes all the consulted or referred literature sources in the book or academic article</p>	<p>Only includes the sources the student have cited in writing</p>
<p>Usually used in works with a higher academic purpose such as a published book or an academic paper</p>	<p>Used in works with a comparatively lower academic purpose such as a student essays, or academic research papers of undergraduates</p>
<p>At the end of the academic paper, or published book</p>	<p>At a separate page at the end of the writing</p>
<p>Written either in the MLA, APA, Chicago or Turabian style depending on the style of writing followed</p>	<p>Written in the MLA style</p>

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Advantages of Using Footnotes

- Readers interested in identifying the source or note can quickly glance down the page to find what they are looking for.
- It allows the reader to immediately link the footnote to the subject of the text without having to take the time to find the note at the back of the paper.
- Footnotes are automatically included when printing off specific pages.

Disadvantages of Using Footnotes

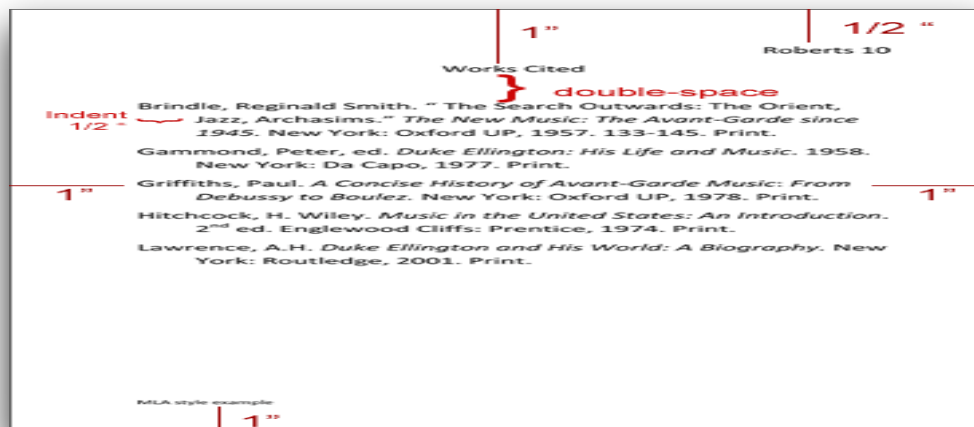
- Footnotes can clutter up the page and, thus, negatively impact the overall look of the page.
- If there are multiple columns, charts, or tables below only a small segment of text that includes a footnote, then you must decide where the footnotes should appear.
- If the footnotes are lengthy, there's a risk they could dominate the page, although this issue is considered acceptable in legal scholarship.

Advantages of Using Endnotes

- Endnotes are less distracting to the reader and allows the narrative to flow better.
- Endnotes don't clutter up the page.
- As a separate section of a research paper, endnotes allow the reader to read and contemplate all the notes at once.

Disadvantages of Using Endnotes

- If you want to look at the text of a particular endnote, you have to flip to the end of the research paper to find the information.
- Depending on how they are created [i.e., continuous numbering or numbers that start over for each chapter], you may have to remember the chapter number as well as the endnote number in order to find the correct one.
- Endnotes may carry a negative connotation much like hidden disclaimers in advertising. A reader may believe you are trying to hide something.



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12point Times New Roman.
Not bold or italicized.

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Works Cited

No extra spacing under title.

No extra spacing between entries.

Domonoske, Camila. "Students Have 'Dismaying' Inability To Tell Fake News From Real, Study Finds." *The Two-Way*, National Public Radio, 23 Nov. 2016. <http://www.npr.org/sections/thetwo-way/2016/11/23/503129818/study-finds-students-have-dismaying-inability-to-tell-fake-news-from-real>

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Kantz, Margaret. "Helping Students Use Textual Sources Persuasively." *College English*, volume 52, number 1, 1990, pp. 74-91. *Academic Search Elite*.

Basic format for any web page.

Basic format for any book.

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Last name page number in the right header

Title at top-center should be--Works Cited

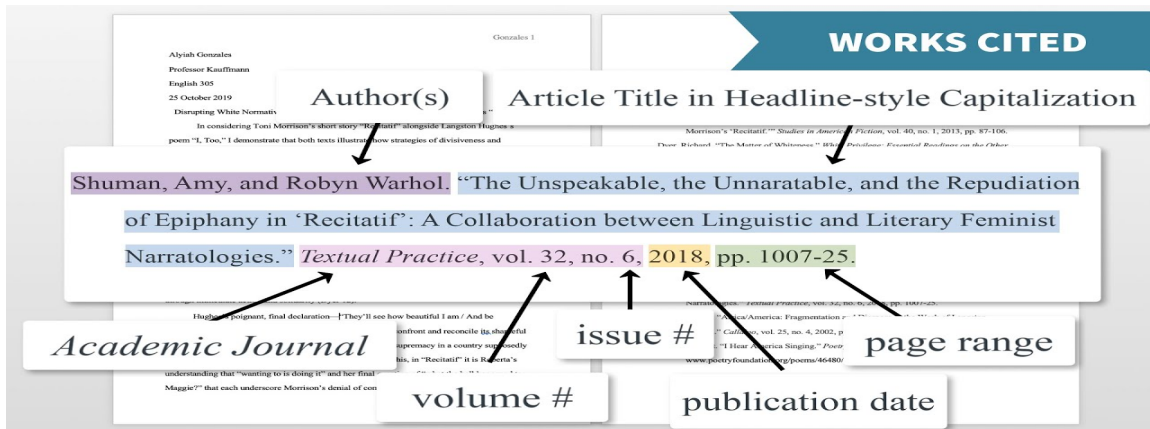
Alphabetical order by first word in citation

Times New Roman, 12-point font

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Citation itself

One space between entries



Works Cited

↓
alphabetical

Book → Almond, Steve. *Candyfreak: Confessions of a Chocoholic*. London: William Heinemann, 2006. Print.

Poem in a textbook → Cheever, Mary. "The Need for Chocolate." *Candy Poems*. 2nd ed. New York: Hyperion, 2010. 32-33. Print.

YouTube Video → Helge, Jan. "How to Make a Chocolate Cake." *YouTube*. YouTube, 2 June 2012. Web. 17 Feb. 2014.

Article in Magazine → Moscovitz, Clara. "Getting Drunk on Chocolate." *Discover* (2008): 37-38. Print.

Website → Sanchez, Kris. "Chocolate Cake For Breakfast Helps You Lose Weight!" *UberFacts*. UberFacts, 2012. Web. 21 Jan. 2013.

Three Types of Notes

1. Footnote
2. Endnote
3. Content note

(မိမိရေးသားထားသော စာသားအတွင်းမှ မရှင်းမလင်းသော စာသားကို ပြန်လည် ရှင်းပြ)

i. Parenthetical note (ရှင်းပြချင်တဲ့ အချက်လက် အကိုးအကားစာသားကို လက်သည်းကွင်းဖြင့် ဖော်ပြ)

ii. Supplementary note (အကိုးအကားကို သေချာမှုရှိစေရန် ထပ် ဖြည့်ကိုးကားခြင်း)

4. Pali-Text Notes (ပါဠိတော် အဋ္ဌကထာ ဋီကာ အကိုးအကား)
5. Complete note (ပြည့်ပြည့်စုံစုံ ရေးသွင်းပေးရသောပုံစံ)
6. Abbreviated note (အတိုချုံးပြီး ရေးသွင်းပေးရသောပုံစံ)
7. Bibliographic note (သတ်မှတ်ထားသော စည်းမျဉ်းစည်းကမ်းအတိုင်း ရေးသွင်းပေးရသော ပုံစံ)

Comparison of three notes

Complete note:

David M. Guion, *The Trombone: Its History and Music, 1697-1811* (New York: Gordon And Breach, 1988), 23. (Chicago)

Abbreviated note: Guion, *The Trombone*, p.78.

Bibliographic note:

Guion, David M. *The Trombone: Its History and Music, 1697-1811*. New York: Gordon and Breach, 1988. (MLA)

Notes Categories:

Pali Text, Book, Journal article, Website, Play, Poem, Short story, Movie, TV show, YouTube video, Newspaper article, Dictionary entry, Interview, Lecture, PowerPoint, Image, Song, Podcast, TED Talk, PDF, Bible, Shakespeare, Constitution

The Important facts in Notes

1. Authors
2. Titles/ sub-title
3. Publisher

4. Publisher date
5. Translated by translator
6. Edited by editor
7. Revised by revisor
8. Dates
9. Pager number

Footnote¹

¹ Footnote: "(say 'footnoht) noun

1. a note or comment at the foot of a page, referring to a specific part of the text on the page.
2. an added comment, of less importance than the main text. –verb (t) (footnoted, footnoting)
3. to add footnotes to (a text)."

Endnotes

- [1 Addison, T., and A. Heshmati. 2003. "The new global determinants of FDI flows to developing countries – The importance of ICT and Democratization." Discussion paper no. 2003/45. UNU/WIDER, Helsinki.]
- [2 Akaike, H. 1974. "A new look at the statistical model identification." IEEE. Transactions on Automatic Control AC-19: 716-723.]
- [3 Bahmani-Oskooe, M., S. and Alse. 1993. "Export Growth and Economic Growth: An application of co-integration and error correction modeling." Journal of Developing Areas 27: 535-542.]
- [4 Blomström, M., S. Gliberman, and A. Kokko. 2000. "The determinants of host country spillovers from foreign direct investment." CEPR Discussion Paper No. 2350.]
- [5 Brynjolfsson E., and S. Yang. 1996. "Information technology and productivity: A review of the literature." Advances in Computers 43: 179-214.]
- [6 Dickey, D.A., and W.A. Fuller. 1979. "Distribution of the estimations for autoregressive time series with a unit root." Journal of the American Statistical Association 74: 427-431.]
- [7 Dewan S., and K. Kraemer. 1998. "International dimension of the productivity paradox." Communication of the ACM 41(8): 56-62.]
- [8 Dewan S., and K. Kraemer 2000. "Information Technology and Productivity: Evidence from country-level Data." Center for Research on Information Technology, University of California, Irvine.]
- [9 International Telecommunication Union (ITU). 2003. World Telecommunication Indicators Database, 7th edition. Geneva.]
- [10 WIDER, Helsinki.]
- [11 There is a relationship between FDI and IT in India. IT is an important sector and the growth engine.]

Pāli Text -Notes (my supervisor)**Pāli Nikāya**

Aṅguttara Nikāya

Aṅguttara Nikāya Aṭṭhakathā

Aṅguttara Nikāya Ṭīkā

Dīgha Nikāya

Dīgha Nikāya Aṭṭhakathā

Dīgha Nikāya Ṭīkā

Majjima Nikāya

Majjima Nikāya Aṭṭhakathā

Majjima Nikāya Ṭīkā

Saṃyutta Nikāya

Saṃyutta Nikāya Aṭṭhakathā

Saṃyutta Nikāya Ṭīkā

Khuddaka Nikāya

Khuddaka Nikāya Aṭṭhakathā

Notes

A , AN (A i 10) or (A.I.10) or (AN i 10), (AN.I.10)

AA, ANA

Aṭ , AṬ or ANṭ, ANṬ

D, DN (D i 10) or (D.I.10) or (DN i 10), (DN.I.10)

DA, DNA

Dṭ, DṬ or DNṭ, DNṬ

M, MN (M i 10) or (M.I.10) or (MN i 10), (DN.I.10)

MA, MNA

Mṭ, MṬ or MNṭ, MNṬ

S, SN (D i 10) or (D.I.10) or (DN i 10), (DN.I.10)

SA, SNA

Sṭ, SṬ or SNṭ, SNṬ

K, KN (K i 10) or (K.I.10) or (KN i 10), (KN.I.10)

KA, KNA

Examples

A.I., p.10; A.I., pp.10-13; A.I, pp.10,13, 15.

A.IV., p.111: *Kesi Sutta*.

AṬ., p.79; MūlaṬ., p.149.

D.II., p.236; M.I., p.72; M.III., pp.285-286.

DA.I., p.43; MA.I., p.67.

Dhs., pp.3-8; See also DhsA., p.4.

M.I., p.10: *Mahāsatipaṭṭhāna Sutta*.

M.III., pp.285-286: “*dukkhāpajānāti*”.

MṬ.I., p.381: “*tattha yoniso....*”.

S.I., p.218: *Dhajagga Sutta*.

SA.III., p.5: “*manoti bhavanga cittam*”.

ST.II., p.286: “*sahavajjanaka javanti*”.

K.VII., p.136.

Vism.I., p.132; PeA., p.63.

Abbriated Notes (My Supervisor)

No Books

- The Dhamma Theory
- Motivation on the Breath: Mindfulness and focus on Attention
- In the Buddha’s Words

No Articles

- The Buddhist Critique of Sassatavada and Ucchedavada: The Key to a Proper - Understanding of the Origin and Doctrine of Early Buddhism
- Four Noble Truths of Buddhism related to Behavior Therapy
- The Four Ariya-saccas as 'True Realities for the Spiritually Ennoble

No Websites

- The Faith (Saddha) in Theravada Buddhism
- Paññā or Wisdom as the Final State
- Sati (Mindfulness)

Examples

-Karunadasa, *The Dhamma Theory*, p.36.

-Analyo, *Motivation on the Breath: Mindfulness and focus on Attention*, pp.7-9.

Bodhi, *In the Buddha's Words*, pp.26,33,39.

Examples

-Analyo, *The Middle Way: Journal of the Buddhist Society* 74.2 (1999), pp.69-79.

-Mikulas , *The Psychological Record* 28.1 (1978), pp.59-67.

-Peter Harvey, *The Four Ariya-saccas as 'True Realities for the Spiritually Ennobled*, p.203.

Examples

-Dr. Ari Ubeysekara, *The Faith (saddha) in Theravada Buddhism*.
<https://drarisworld.wordpress.com/2016/08/17/faith-saddha-in-theravada-buddhism>

-Mahavihari, *Paññā or Wisdom as the Final State*. [http://kusala online-dhamma.net](http://kusalaonline-dhamma.net)>IBRIC Website 2/

-Analyo, *Sati (Mindfulness)(pdf)*, <https://buddhistuniversity.net> > excerpts > sati_analyo/

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Note အနေနဲ့ ထည့်အသုံးပြုရာတွင် abbreviated ပုံစံဖြင့်သာ အသုံးပြုသင့်သည်။
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Work Cited Categories:

Pali Text, Book, Journal article, Website, Play, Poem, Short story, Movie, TV show,
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The Important facts in Work Cited

1. Authors
2. Titles/ sub-title
3. Publisher
4. Publisher date
5. Translated by translator
6. Edited by editor
7. Revised by revisor
8. Dates
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Website/Web page:	(Author's last name)	(Ackerman)
Book:	(Author's last name Page #)	(Ackerman 8)
Journal article:	(Author's last name Page #)	(Ackerman 8)
2 authors:	(1 st Author's last name and 2 nd Author's last name Page #)	(Garcia and Stohl 15)
3+ authors:	(1 st Author's last name et al. Page #)	(Hougaard et al. 33)
No author:	(Title Page #)	(<i>The Genius of Birds</i> 8)

MLA Citations Overview	
IN-TEXT CITATION	
A short reference to a source that is found within the text of a paper. It often includes the author or title of the work, and the page number(s) the information is found on.	
There are 2 types: Citation in prose and parenthetical.	
Citation in prose example:	Parenthetical example:
When it comes to technology, King states that we "need to be comfortable enough with technology tools and services that we can help point our patrons in the right direction, even if we aren't intimately familiar with how the device works" (11).	When it comes to technology, we "need to be comfortable enough with technology tools and services that we can help point our patrons in the right direction, even if we aren't intimately familiar with how the device works" (King 11).

Text Citations:

Text citations must agree exactly with entries in your **bibliography**.

Include the **last name(s)** of the author(s) and the **date of publication** with **no comma** in between.

If you are citing a **specific page**, put the **page number** after the date, separated by a **comma**.

Put the text citation before a **mark of punctuation**.

For more than **three authors**, use the first author with **et al**.

For Examples:

Star Trek "adapts its stories to incorporate familiar mythical paradigms" (Geraghty 2005, 191).

Recent literature has examined long-run price drifts following initial public offerings (Ritter 1991; Loughran and Ritter 1995), stock splits (Ikenberry, Rankine, and Stice 1996), seasoned equity offerings (Loughran and Ritter 1995), and equity repurchases (Ikenberry, Lakonishok, and Vermaelen 1995). [ex. from *Chicago Manual of Style*, 622]

Nanoparticulate formations "may ... ultimately reduce health-care costs" (Tartau et al. 2009).

dialogue, yet the man is unable to pick up on her queues. When she looks across at the hills, she utters, "They're lovely hills... they don't really look like white elephants. I just meant the coloring of their skin through the trees" (Hemmingway 689). There is much debate over Hemmingway's choice of words here. However, Jig could be referencing to the hills as pregnant abdomens; describing their skin through the trees looking like protruding bellies. As the conversation continues, Jig's speech becomes short. Her subtle hints to her lover are

Author's last name
in the essay

Chicago Citation Examples

	Chicago Structure	Chicago Example
Website/Web page:	(Author's last name Year)	(Ackerman 2016)
Book:	(Author's last name Year, Page #)	(Ackerman 2016, 8)
Journal article:	(Author's last name Year, Page #)	(Ackerman 2016, 8)
2 authors:	(First author's last name and second author's last name Year, Page #)	(Garcia and Stohl 2009, 22)
3+ authors:	(First author's last name, Second author's last name, and Third author's last name Year, Page #)	(Hougaard, Carter, and Coutts 2016, 33)
No author:	(First author's last name et al. Year, Page #)	(Kessler et al. 1997, 1405)
Website/Web page:	(Title Year, Page #)	(<i>The Genius of Birds</i> 2016, 8)

Four Styles of Work Cited

Styles Examples

MLA Findly, Ellison Banks. *Ananda's Hindrance: Faith (Saddhā) in Early Buddhism*. *Journal of Indian Philosophy* (1992):253-273.

APA Findly, E.B. (1992). *Ananda's Hindrance: Faith (Saddhā) in Early Buddhism*. *Journal of Indian Philosophy*, 253-273.

Chicago Ellison, Findly Banks. *Ananda's Hindrance: Faith (Saddhā) in Early Buddhism* (*Journal of Indian Philosophy*, 1992), 253-273.

Harvard Findly, E.B., 1992. "Ananda's Hindrance: Faith (Saddhā) in Early Buddhism." *Journal of Indian Philosophy*, pp.253-273.

Vancouver Findly EB. *Ananda's Hindrance: Faith (Saddhā) in Early Buddhism*. *Journal of Indian Philosophy*. 1992 Sep 1: 253-273.

Introduction to MLA Style:

MLA Style was established in **1951** by the **Modern Language Association in University of North Alabama**; the first MLA handbook was established in 1977. This style is used primarily for publication in Liberal Arts & Humanities, especially Language and Literature journals. The information in this guide was taken from the MLA Handbook for Writers of Research Papers: **Seventh Edition**.

Components of an MLA Paper Title page Do not make a title page unless specifically requested by the instructor. Body pages All text should be double spaced. Standard font is 12-point Times New Roman. The first body page should provide the author's name, instructor's name, course, and date in the upper left-hand corner. All pages should include your last name and the page number in the upper right-hand corner unless otherwise specified by your professor. The body text of the paper should always be left aligned. Works Cited page "Works Cited" centered at the top of the page. Uses hanging indent to separate individual references. This page should answer all the basic MLA questions.

Introduction to Chicago Style:

Chicago style was created by the **University of Chicago in 1906**. It is a set of rules for publications, including research papers. In Chicago style, you must cite sources that you have paraphrased, quoted or otherwise used to write your research paper. Cite your sources in two places: In the body of your paper where you add a **footnote** (which appears in the footer at the bottom of the page) and In the **bibliography** at the end of your paper.

Chicago Style 17th ed. Notes and Bibliography Sample Paper (Purdue OWL)

The information in this article is largely drawn from Turabian style a version of Chicago style aimed at students and researchers. When writing a paper in Chicago style, these are the guidelines to follow; for the sake of simplicity, the term "Chicago" is used here.

To apply Chicago format:

Use a standard font like 12 pt. Times New Roman.

Double-space the text.

Use 1 inch margins or larger.

Indent new paragraphs by ½ inch.

Place page numbers in the top right or bottom center.

MLA and Chicago styles

What are they different?

MLA and Chicago styles are basically the same. The only difference is that Chicago style uses brackets () around the publisher and year. (BPS, 2015)



Format and Examples in MLA Style:

Author's Last Name, First Name. *Title of Book*. Edition ed., Publisher, Year of Publication.

Smith, Thomas. *The Citation Manual for Students: A Quick Guide*. 2nd ed., Wiley, 2020.

Author's Last Name, First Name. "Title of Chapter or Work". *Book title*, Edited by the Editor's name, Publisher, Year, Pp.

Smith, Ali. "The Universal Story". *The Penguin Book of the Contemporary British Short Story*, edited by Philip Henshaw, Penguin Books, 2018, pp. 99–107.

Author last name, First name. *Book Title*. Original publication year. Revised ed., Publisher, Edition publication year.

Brontë, Emily. *Wuthering Heights*. 1847. Revised 2nd ed., Penguin Classics, 2002.

Author last name, First name. *Book Title*. Edition ed., vol. Volume no. or Version no., Publisher, Year.

Ram Persad, Arnold. *The Life of Langston Hughes*. 2nd ed., vol. 2, Oxford UP, 2002.

Author last name, First name. *Book Title*. Publisher, Year. Website URL.

Shona, McCumbers, *How to cite a Book in MLA: Format & Examples*. Published on June 28, 2019. URL: <https://libguides.utep.edu/Chicago/>

Author Last name, First name. Title of Book. Translated by Translator's name, Publisher, Year.

Latour, Bruno. *Politics of Nature: How to Bring the Sciences into Democracy*. Translated by Catherine Porter, Harvard UP, 2004.

Format and Examples in Chicago Style: Book

Author's First Name Last Name. *Title of Book*. Edition ed., Publisher, Year of Publication.

Smith, Thomas. *The Citation Manual for Students: A Quick Guide*. 2nd ed., (Wiley, 2020).

Author's Last Name, First Name. "Title of Chapter or Work". *Book title*, Edited by the Editor's name, Publisher, Year, Pp.

Smith, Ali. "The Universal Story". *The Penguin Book of the Contemporary British Short Story*, edited by Philip Henshaw, (Penguin Books, 2018), pp. 99–107.

Author last name, First name. *Book Title*. Original publication year. Edition ed., Publisher, Edition publication year.

Brontë, Emily. *Wuthering Heights*. 1847. Revised ed., (Penguin Classics, 2002).

Author last name, First name. *Book Title*. Edition ed., vol. Volume number, Publisher, Year.

Rampersad, Arnold. *The Life of Langston Hughes*. 2nd ed., vol. 2, (Oxford UP, 2002).

Author last name, First name. Book Title. Publisher, Year. Website URL.

AuthorBrown, Wendy. *States of Injury: Power and Freedom in Late Modernity*. (Princeton UP, 1995). *ACLS Humanities E-Book*, hdl.handle.net/2027/heh.32981.

Last name, First name. Title of Book. Translated by Translator's name, Publisher, Year.

Latour, Bruno. *Politics of Nature: How to Bring the Sciences into Democracy*. Translated by Catherine Porter, (Harvard UP, 2004).

Example of Annotated Bibliography in MLA Format

The diagram shows an annotated bibliography entry with the following components and annotations:

- Citation:** Austen, Jane. *Pride and Prejudice*. Ignatius Press, 2008.
- Annotation:** In *Pride and Prejudice*, the author Jane Austen examines the class differences found in society, along with the disparage between men and women. She uses rhetorical devices and humor to cover up the....
- Annotations:**
 - Centered:** Points to the citation text.
 - 1 inch margin:** Points to the top and bottom margins of the citation.
 - 1/2 inch:** Points to the indentation of the first line of the annotation.
 - 1 inch margin:** Points to the right margin of the annotation.
 - Last name, page number, right aligned:** Points to the citation text.
 - Annotation:** Points to the annotation text.

Tips:

- Clear font like Times New Roman, 12 pt., double spaced
- 1 inch margins throughout
- Last name and page number 1/2 inch down, right aligned
- First line of annotation indented 1/2 inch

Bibliography.com
TEACHER APPROVED. STUDENT LOVED.

The diagram shows a references list with the following components and annotations:

- References:**
 - Fleishman, L. J., Ogas, B., Steinberg, D., & Leal, M. [FunctionalEcology]. (2015, June 24). *Why do Anolis dewlaps glow? An analysis of a translucent visual signal* [Video]. YouTube. <https://www.youtube.com/watch?v=errevFcr01k>
 - McDaniel, D. (n.d.). *Anolis cristatellus*. Animal Diversity Web. https://animaldiversity.org/accounts/Anolis_cristatellus/
 - Vanhooydonck, B., Herrel, A., Van Damme, R., Meyers, J., & Irschick, D. J. (2005). The relationship between dewlap size and performance changes with age and sex in a Green Anole (*Anolis carolinensis*) lizard population. *Behavioral Ecology and Sociobiology* 59(1), 157-165. <https://doi.org/10.1007/s00265-005-0022-y>
- Annotations:**
 - Bold:** Points to the word "References".
 - Indented second line:** Points to the second line of the first reference entry.
 - Everything is double spaced:** Points to the entire list.
 - Page number:** Points to the number "5" at the bottom right.

Dīgha-Nikāya-Aṭṭhakathā or *Sumaṅgalavilāsinī* (Vol. I- III) was edited by T.W. Rhys David, J.E. Carpenter and W. Steed. (PTS: 1968-1971)

Author's Last name, First name. *Title of the Book*, Vol-no. Edited by the Editor's name, Publisher, Year of Publication. (Format)

..... (Exercise)

Visuddhimagga (The Path of Purification) which was translated by Bhikkhu Ñāṇamoli published in Kandy, 2010.

Author's Last name, First name. *Title of the Book*, translated by translator, Publisher, Year of Publication. (Format)

.....(Exercise)

The Manuals of Buddhism was edited by Ledi Sayadaw in Yangon, Myanmar: Mother Ayawaddy Publishing House, 2014.

Author's Last Name, First Name. *Title of Book*. Edition ed., Publisher, Year of Publication. (Format)

.....(Exercise)

Exercise for Chicago Style

Aṅguttara-Nikāya-Aṭṭhakathā or Monorathapūranī (Vol. I-V) which was edited by M. Walser and H. Kopp, vol. 5 and published by PTS, 1924-1979.

Author's first name, Last name. *Title of the Book*. Edition end., Vol no., Publisher, Year of Publication. (Format)

.....(Exercise)

Majjhima Nikāya (The Middle-Length Discourses of the Buddha) was translated by Bhikkhu Bodhi in Boston, PBS, 1982.

Author's first name, Last name. Title of the Book. Translated by translator's name. Publisher, Year of Publication. (Format)

.....(Exercise)

A Manual of Abhidhamma or Abhidhammatṭha Saṅgha) was edited by Nārada Mahā Thera and published by Buddhist Missionary Society in Malaysia, 1979.

Author's first name, last name. Title of the Book. Edition ed., Publisher, Year of Publication.

.....(Exercise)

How should we use different styles?

MLA uses a **works cited** that lists the sources used in the paper.

APA uses a **reference list** that lists only sources used in the paper.

Chicago/Turabian can use a **bibliography**. It'll list all the sources used to create the paper.

Harvard uses a **reference list** or a **bibliography**.

Oxford uses a **reference list**.

Footnotes and endnotes are formulated in exactly the same way -- the only difference is that footnotes appear on the bottom of the page on which a work is cited, whereas endnotes appear at the end of a manuscript. **Citations in a bibliography are formulated in a *similar* way to a footnote or endnote, but do have slight variations from the way a footnote or endnote is formulated.** Bibliographies are optional in the *Chicago Manual of Style*, but be sure to ask your professor for their requirements

Introduction to Notes

- Footnotes appear at the bottom of the relevant page, while endnotes appear at the end of the paper, just before the Works Cited list.

- In footnotes, information is separated by commas, while in the bibliography, it is separated by periods.
- In footnotes, the author's first name is listed first, while in the bibliography, the author's last name is listed first.
- The titles of books and journals are put in italics.
- The titles of articles are put in quotation marks.
- All key words in titles are capitalized.

The difference between footnote, endnote and bibliography notes

1. Footnotes appear at the bottom of the relevant page, while endnotes appear at the end of the paper, just before the Works Cited list.
2. In footnotes, information is separated by commas, while in the bibliography, it is separated by periods.
3. In footnotes, the author's first name is listed first, while in the bibliography, the author's last name is listed first.
4. The titles of books and journals are put in italics.
5. The titles of articles are put in quotation marks.
6. All key words in titles are capitalized.

How is a Footnote different from an Endnote?

A superscript number refers to a footnote or endnote which contains all of the publishing information and the page number for the information referenced.

Footnotes appear on the bottom of the page that contains the sentence to which it refers.

Endnotes are listed at the end of the paper on separate pages. On the top of the first page, the title "Notes" is centered one inch from the top of the page. Endnote pages are placed before the bibliography.

PH.D

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PROGRESS HAPPENS DAILY

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