

ANNUAL RESEARCH SEMINAR  
CONDUCTED BY MAKUTARAMA MYANMAR SANGHA 2021-2025



# HANDBOOK FOR RESEARCHERS

VOLUME - 2



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 7. Literature Review

### 1. Traditional Concepts in the Pāli Literature by Dr. Ven. Tejañāṇālaṅkāra

#### Two Important Decisions

Research means **the systematic investigation in order to get solution to the problem.** It is a detailed study of a subject, especially, in order to discover new information or reach a new understanding. The research process is similar to undertaking a journey. For a research journey, there are two important decisions to make-

**(1) What you want to find out about**

or what research questions (problems) you want to find answers to;

**(2). How to go about finding their answers.**

**Any question** that you want answered and **any assumption** that you want to investigate can become a **research problem** or **research topic** for your study. However, it is important to remember that not all questions can be transformed into research problems.

#### Question and Assumption

❖ ဝိပဿနာဉာဏ်၏ အရှုခံအာရုံတို့တွင် လောကုတ္တရာစိတ်များ ပါ/ မပါ။

လောကုတ္တရာတရားကို ဝိပဿနာရှုကဖြစ်နိုင်သော်လည်း အကောင်းတရားများဖြစ်၍ နိဗ္ဗိန္ဒဉာဏ် ဖြစ်ပေါ် လာမည်မဟုတ်ပေ။ ထို့ကြောင့် လောကီရုပ်နာမ်ခန္ဓာတို့ကိုသာ ရှုရသည်။  
လောကုတ္တရာစိတ်တို့ကား မရသေး သည့်အတွက်ကြောင့် သုဒ္ဓဝိပဿနာယာနိကပုဂ္ဂိုလ်သည်လည်း မသိမ်းဆည်းနိုင်၊ သမထယာနိက ပုဂ္ဂိုလ်သည် လည်းမသိမ်းဆည်းနိုင်ပေ။ (ဝိသုဒ္ဓိမဂ်၊၂၂၂၃) အရိယာတို့သည် မိမိတို့ရသောဖိုလ်ကို

ဝိပဿနာရှု၍ ရနိုင်သော်လည်း ကိလေသာကိုပယ်ခြင်းဟူသော အကျိုးမရှိသောကြောင့် လောကုတ္တရာတရားကို မရှုမှတ်ရပေ။ (ဒီ၊ ဌ၊ ၂။ ၃၆၆-၃၉၁) ကိုယ်မရဘဲနဲ့ တွေးရှုလို့ ဖြစ်တာမှ မဟုတ်ပဲ၊ မရှိတာကို အရှိလုပ် ရှုရင် အတွေးပဲ ဖြစ်မှာပေါ့။ အတွေးအထင်တွေက ဝိပဿနာတွေရဲ့ အာရုံမဟုတ်ဘူး။ (မဟာသတိပဋ္ဌာန် အနှစ်ချုပ်-နာ။၁၁၀-၁၁၁။ ပါချုပ်ဆရာတော်ကြီး)။ သဗ္ဗေ ဓမ္မာ အနတ္တတိ။ သဗ္ဗေ ဓမ္မာတိ ပဉ္စက္ခန္ဓာ ဧဝ အဓိပ္ပေတာ။ ဓမ္မပဒ၊ ဌ၊ ၂။ ၂၅၆။ နိဗ္ဗာန်သည် အနတ္တ၊ ဝိပဿနာကို ရည်ရွယ်ပြီး ပဉ္စက္ခန္ဓာ ဧဝ အဓိပ္ပေတာ ဟု ဖွင့်သည်။ ဆရာတော်ဦးနာရဒက သဗ္ဗေ ဓမ္မာ အနတ္တအရ နိဗ္ဗာန်သည် အနတ္တမို့ နိဗ္ဗာန်ပါရမည်ဟု ဆိုလေသည်။ (Narada, Ven. *The Dhammapada*. 2000. p.225)

**Question and Assumption**

- ❖ သဗ္ဗညုတဉာဏ်တော်သည် လောကီဖြစ်သလား/ လောကုတ္တရာ ဖြစ်ပါသလား?
- ❖ ယာယီအဖြေ - လောကီဖြစ်ပါသည်။ (မ၊ဋ္ဌ၊၁။ ၃၃၇။ အဘိ၊ဋ္ဌ၊၂။ ၄၄၆။ ဒီ၊ဋ္ဌ၊၁။၉၃။ ပဋိသံ၊ဋ္ဌ၊၂။ ၂၃၅)
- ❖ ယံတံ လောကုတ္တရံ ဉာဏံ၊ သဗ္ဗညု ယေန ဝုစ္စတိ။ န တဿ ပရိဟာနတ္ထိ၊ သဗ္ဗကာလေ ပဝတ္တတိ။ (နေတ္ထိ၊ပါဠိ၊၁၄၃)
- ❖ ယံတံ လောကုတ္တရံ ဉာဏန္တိ သဗ္ဗံ လောကံ ဥတ္တရိတ္တာ အဘိဘဝိတ္တာ ဌိတတ္တာ ဝုတ္တံ။ န ပန လောကုတ္တရဘူမိကတ္တာ။ သဗ္ဗကာလေ ပဝတ္တတီတိ အာဝဇ္ဇနပဋိဗဒ္ဓဝုတ္တိတ္တာ ဝုတ္တံ၊ န သတတံ သမိတံ ပဝတ္တတီတိ။ န ဟိ သဗ္ဗညုတဉာဏံ ဘဂဝတော သဗ္ဗသ္မိယေဝ ကာလေ ဥပ္ပဇ္ဇတီတိ သက္ကာ ဝတ္တန္တိ။ (နေတ္ထိ၊ ဋ္ဌ၊ ၂၅)

❖ မဟာကြိယာ ဉာဏသမ္ပယုတ်စိတ် ၄-ပါးတို့၌ ရှိသော ပညာစေတသိက်သည် သဗ္ဗညုတဉာဏ်တော်ပင် ဖြစ်သည်။

❖ တံ ဟိ စတူသု ဉာဏသမ္ပယုတ္တမဟာကြိယစိတ္တေသု လဗ္ဘတိ။( ဒီ၊ ဋ္ဌ၊ ၁။ ၉၃။ )

**Five Main Stages in Academic Writing**

1. **Planning-** Planning starts with critical reading.

(Choosing a **specific research topic**= approaching method, main subject, scope)

A Critical Study of the Influence of Buddhist Teachings on Childhood in Myanmar

2. **Researching-** Collecting information, analyzing the data, arguments and citation are included in the stage of researching.

3. **Writing-** Descriptive approach and argumentative approach.

4. **Editing-** Editing is a process that involves revising the content, organization, grammar, and presentation of a piece of writing. The purpose of editing is to ensure that your ideas are presented to your reader as clearly as possible.

5. **Presenting-**

**အဋ္ဌကထာကျမ်း၏ အင်္ဂါလက္ခဏာ**

အတ္ထော ကထိယတိ တောယာတိ အဋ္ဌကထာ” ဟူသော ဝစနတ္ထအရ အနက်ကိုဖွင့်ပြကြောင်းစကားကို သဒ္ဒတ္ထအားဖြင့် အဋ္ဌကထာဟု ဆိုလေသည်။ အဓိပ္ပါယ်ထွက်အားဖြင့် “ပါဠိတော်၏ အနက်အဓိပ္ပါယ်တို့ကို ဖွင့်ပြသော စကားအစဉ်” ကို အဋ္ဌကထာဟု ဆိုလေသည်။ သီလက္ခန်ဋီကာသစ်နှင့် သဒ္ဒနိတိကျမ်းပြုဆရာတော်

အရှင်အဂ္ဂဝံသတို့၏ အလိုအားဖြင့် အဋ္ဌကထာဟူသည်မှာ ပါဠိ ပုဒ်တို့၏ သဒ္ဒါအနက်နှင့် ပုဒ်သို့အစဉ်လိုက်သော ဝတ္ထုနိဒါန်းတို့နှင့် စပ်ဆိုင်သည့် အဓိပ္ပါယ်အနက်သဘောကို ဖွင့်ဆိုသောကျမ်းမျိုး ဖြစ်လေသည်။ အဋ္ဌကထာကျမ်း၏ အင်္ဂါလက္ခဏာတို့သည် ပါဠိတော်တို့၏

၁။ သဒ္ဒါကို ဖွင့်ပြခြင်း (ဝိဂြိုဟ်အားဖြင့် အနက်ဖွင့်ပြခြင်း၊ ဗောဓေတတိ ဗုဒ္ဓေါ)

၂။ အနက်ကို ဖွင့်ပြခြင်း (ပုဒ်တစ်ခု၏ ရသင့်သော အနက်အားလုံးကို ပြခြင်း၊ ဧဝံသဒ္ဓေါ

တာဝ

ဥပမူပဒေသသမ္ပဟံသနဂရဟဏဝစနသမ္ပဋိဂ္ဂဟာကာရနိဒဿနာဝဓာရဏာဒိအနေကတ္ထပူဘော ဒေါ)

၃။ ပုဒ်ကို ဖွင့်ပြခြင်း (နာမ်ပုဒ် နိပါတ်ပုဒ်အားဖြင့် ပိုင်းခြားပြခြင်း၊ ဧဝန္တိ နိပါတပဒံ၊ မေတိအာဒီနိ နာမပဒါနိ)

၄။ နိဒါန်းကို ဖွင့်ပြခြင်း (ဒေသနာဖြစ်ပေါ်လာပုံသမိုင်း)

၅။ ဝတ္ထုကို ဖွင့်ပြခြင်း (ဒေသနာနှင့်စပ်သည့် အတ္ထုပ္ပတ္တိအကြောင်းအရာ) တို့ ဖြစ်လေသည်။

ထိုအဋ္ဌကထာသည် မြတ်စွာဘုရားလက်ထက်တော်ကပင် ထင်းရှူးရှိ၏။ ထို့ကြောင့် မြတ်စွာဘုရားလျှင် အရင်းခံ အမွန်အစ ရှိသည်ဟု သိအပ်လေသည်။

**“Traditional Concepts in the Pāli Literature”**

၅။ ကုရုန္တိအဋ္ဌကထာ ၆။ အန္ဓကအဋ္ဌကထာ ၇။ သခေပ် အဋ္ဌကထာ ၈။ အရိယ အဋ္ဌကထာ

ဝါဒကွဲကို ပြဆိုထားသည့်နေရာများတွင် ကုရုန္ဒီအဋ္ဌကထာ၊ မဟာပစ္စရိအဋ္ဌကထာ၊ မဟာအဋ္ဌကထာ စသော အဋ္ဌကထာဝါဒကိုဖြစ်စေ၊ ဥပတိဿမထေရ်၊ ဖုဿဒေဝမထေရ် မဟာပဒုမမထေရ်၊ စသော ထေရဝါဒကိုဖြစ်စေ၊ ကျမ်းဆရာ နောက်ဆုံးထား၍ ပြဆိုသည့်ဝါဒကို လိုရင်းပမာဏအားဖြင့် မှတ်ရပါမည်။ (ပါရာဇိကဏ်အဋ္ဌကထာ ၁။၂၆၀။)

၁။ ကိရ- အဆင့်ဆင့်ပြောလာသည့် စကားဟုဆိုလိုသည်။ (ကူ-၁၃၄) တံ ကိရ မုဒုစေဝ သိနိဒ္ဓန္တ ဟောတိ ။

ကျမ်းများတွင် ‘ကိရ’ ဟုပြခဲ့လျှင် “ဤစကားရပ်သည် ခိုင်မှာသည့်ကျမ်းလာမဟုတ်၊ ခိုင်မာသည့်ပညာရှင်က ပြောသည်လည်း မဟုတ်၊ ပုံပြင်များကဲ့သို့ အဆင့်ဆင့်ပြောလာသည့်စကား” ဟု ဆိုလိုသည်။

၂။ ဒဋ္ဌဗ္ဗ- ကြိယာတွင် ‘ဒဋ္ဌဗ္ဗ’ ဟု ပြခဲ့လျှင် “ဤစကားကို အသေအချာမှတ်ပါ” ဟု ဆိုလိုသည်။ သန္တိဋ္ဌာန်ကျ (ဧကန်ဧက) မှတ်သားရမည်ဟုဆိုလိုသည်။ ဣဓ ပနာယံ သုခဝေဒနာယမေဝ ဒဋ္ဌဗ္ဗော- ဣ၊ ဋ္ဌ၊ ၈၃။

၃။ ဝေဒိတဗ္ဗ- သံသယရှိသည်ဟုဆိုလိုသည်။ (ဓမ္မာ-၃၉၆) ‘ဝေဒိတဗ္ဗ’ ဟုပြခဲ့လျှင် “ဤစကားရပ်သည် သံသယရှိ၏။ သည်ထက်ခိုင်မာသော အထောက်အထားကို မရခင်မှာ မှတ်သားထားပြီး၊ ခိုင်မာသော အထောက်အထားကိုရလျှင်ကား ပယ်လိုက်ပါ” ဟု ဆိုလိုသည်။

၄။ ဝဒန္တိ- ‘ဝဒန္တိ’ ဟု ပြခဲ့လျှင် ‘ဝဒန္တိသဒ္ဓါ၊ ရှိတုံပါ၊ ဆရာမနှစ်သက်’ ဟု ယူဆကြသည်။ ဤစကားရပ်ကို အများက ယုံကြည်စွာ ဟောပြောနေကြ၍သာ ဖော်ပြရသည်၊ ကျမ်းဆရာကတော့ ထိုအယူအဆကို မကြိုက်ဟု ဆိုလိုသည်။ (တည်တောဆရာတော်-၁-၁၂၇)

ကေစိ၊ အပရေ၊ အညေသဒ္ဒါများမပါဘဲ “ဝဒန္တိ”ဟု သာဆိုလျှင် အခြားသော အခြင်းအရာ အားဖြင့်ယူထိုက်သော အနက်ကိုမဆိုသောကြောင့် အနှစ်သာရအားဖြင့် ယူရမည်ဟုဆိုလိုသည်။ (သီလက္ခန္ဓ အဘိဓမ္မာ ဋီကာ ၂။ ၉၇။)

❖ အဋ္ဌကထာသုပန အနာဂတတ္တာ ဝိမံသိတ္တာ ဂဟေတဗ္ဗာ။ ဇာ၊ ၁၄၂။

ဝိမံသိတ္တာ ဂဟေတဗ္ဗာ။ အတ္တနောမတိ၏ သုတ္တ၊ သုတ္တာနုလောမ၊ အာစရိယဝါဒတို့အောက် အားနည်းသောကြောင့်

အတ္တက္ကံသနကို ပယ်လို၍ ဆိုသည်။ (သီ၊ဋီ၊သစ်။ ၁။ ၃၃၇။)

၅။ အလုံးစုံတူညီ- အလုံးစုံတူညီရာ၌- ဧသေ နယော၊ တစ်စိတ်မတူ တစ်စိတ်တူရာ၌ ဧသ နယောကို ထားရ၏။ (ကု-၁၀၆) အဒေါသာမောဟေသုပိ ဧသေ နယော (ဇာ၊ ၄၊ ၁၇၀)။ အဒေါသ၊ အမောတို့ကိုလည်း အလောဘကဲ့သို့ ကရဏ ကတ္တု ဘာဝသုံးမျိုးပြုရမည်။ အဓိပ္ပါယ်ကိုလည်း အလောဘကဲ့သို့ နည်းမှီ ယူဆရမည်ဟု ဆိုလိုသည်။ ပရမတ္ထသဒ္ဓါ၊ ဝိဂြိုဟ်ပြုလတ်ရကား၊ ကရဏ ကတ္တု ဘာဝပြု။ အာဓာရပုဒ် ရှေ့မှာ ရှိပါက ဧသေ နယောဟု ထားရသည်။ အာဓာရပုဒ်နောက်မှာ ရှိပါက ဧသ နယောဟု သုံးရသည် (ဧသ နယော သဗ္ဗတ္ထ)။

❖ **ဧကေ အညေ ဆရာပေ၊ အပရေမူ ကိုယ်ရည်တူ၊ ကေစိမှာမူ ကိုယ့်အောက်လူ။**

ဗုဒ္ဓဝင်၊ ပတွဲ၊ ဒုအုပ်။ နှာ၊ ၂၄၅။

ဧကေ အညေ= ဆရာအရာ၌ တင်ထားလောက်သည့်အရည်အချင်းရှိသောဆရာတို့၏ ဝါဒဟု ဆိုလိုသည်။

အဋ္ဌကထာ၊ လပနာ၊ စစ္စာ ဆုံးတစ်ပုဒ်။ ပါဠိဖြစ်က၊ ပုဒ်တစ်မှ၊ ပြစ်ချနေ အာလုပ်။  
(ပါ။မအူ၊ သျှ၊ ၁။ ၁၁၅။)

အဋ္ဌကထာ၌ အာလုပ်ပုဒ်သည် ဝါကျ၏ အစဉ်၎င်း၊ အဆုံး၌၎င်း၊ တစ်ခုသောပုဒ်၏ နောက်၌၎င်း ရှိတတ်၏။ ပါဠိတော်၌ကား တစ်ခုသောပုဒ်၏ နောက်၌ ရှိတတ်၏။

❖ စေတနာစ၊ စုဏ္ဏိယမှာ၊ ရှိလေရာ၊ ရှေ့ မှာ စေတ၊ နောက်မှာ စ၊ ဂါထာဟူက မမြဲကြ။  
(ဘုရားကြီး၊ ၁၁၇)

တံ ကိရ မုဒုစေဝ သိနိဒ္ဓဉ္စ ဟောတိ။

စကားဆန့်ကျင်ရာ၌ ယူဆပုံ =

**ဝဿသဟဿန္တိ** စေတံ ပဋိသမ္ဘိဒါပဘောဒပ္ပတ္တဒီဏာသဝ ဝသေနေဝ ဝုတ္တံ။ တတော ပန ဥတ္တရိမ္ပိ သုက္ခဝိပဿက ဒီဏာသဝဝသေန ဝဿသဟဿံ၊ အနာဂါမိဝသေန ဝဿသဟဿံ၊ သကဒါဂါမိဝသေန ဝဿသဟဿံ၊ သောတာပန္နဝသေန ဝဿသဟဿန္တိ ဧဝံ ပဉ္စဝဿသဟဿာနိ ပဋိဝေဓသဒ္ဓမ္မော ဌဿတိ။ ပရိယတ္တိဓမ္မောပိ တာနိယေဝ။ န ဟိ ပရိယတ္တိယာ အသတိ ပဋိဝေဓော အတ္တိ။ နာပိ ပရိယတ္တိယာ သတိ ပဋိဝေဓော န ဟောတိ။ လိင်္ဂံ ပန ပရိယတ္တိယာ အန္တရဟိတာယပိ စိရံ ပဝတ္တိဿတိတိ။ (စူဠဝဂ္ဂအဋ္ဌကထာ။ ၁၂၇)

**ဒီဃနိကာယဋ္ဌကထာယံ** ပန ဧဝံ ဝုတ္တံ - “ပဋိသမ္ဘိဒါပတ္တေဟိ ဝဿသဟဿံ အဋ္ဌာသိ၊ ဆဠာဘိညေဟိ ဝဿသဟဿံ၊ တေဝိဇ္ဇေဟိ ဝဿသဟဿံ၊ သုက္ခဝိပဿကေဟိ ဝဿသဟဿံ၊ ပါတိမောက္ခေန ဝဿသဟဿံ အဋ္ဌာသိ”တိ။ (သာရတ္ထဒီပနီဋီကာ ၃။ ၄၄၀) ထို့အတူ အင်္ဂုတ္တိရ်အဋ္ဌကထာ၊ သံယုတ်အဋ္ဌကထာတို့မှာလည်း တစ်မျိုးစီ ဖွင့်ပြထားလေသည်။ (သံယုတ်အဋ္ဌကထာ၊ ၂။ ၁၈၇။ အံ၊ ဋ္ဌ၊ ၁။ ၆၇။) ထိုကဲ့သို့ အဋ္ဌကထာတစ်အုပ်များတွင်

မတူညီရသည်မှာ ရှေးအခါက ရဟန်းသံဃာတော်များသည် ယခုခေတ်ကဲ့သို့ စာအုပ်များမရှိသေးသည့်အတွက် မိမိတို့စွမ်းနိုင်ရာနိကာယ်အလိုက် တစ်မျိုးမျိုးကိုသာ ဆောင်ထားကြ လေသည်။ ပထမသင်္ဂါယနာတင်စဉ်အခါက ဝိနည်းကို သင်္ဂါယနာတင်ပြီးသည့် အခါ

စကားဆန့်ကျင်ရာ၌ ယူဆပုံ

အရှင်ဥပါလိမထေရ်ကို “အာဂုသော၊ ဣမံ တုယံ နိဿိတကေ ဝါစေဟိ= ဤဝိနည်းပိဋကတ်ကို သင့်တပည့်များကို ပို့ချပါ”ဟု အပ်နှင်းတော်မူကြလေသည်။ ထို့အတူ ဒီဃနိကာယ်ကို အရှင်အာနန္ဒာ မထေရ်၊ မဇ္ဈိမနိကာယ်ကို အရှင်သာရိပုတ္တရာ၏ တပည့်များ၊ သံယုတ္တနိကာယ်ကို အရှင်မဟာကဿပ၊ အင်္ဂုတ္တရနိကာယ်ကို အရှင်အနုရုဒ္ဓါမထေရ်တို့ကို တပည့်စဉ်ဆက် ပို့ချကြဖို့ အသီးသီးအပ်နှင်းတော်မူကြလေသည်။ အဋ္ဌကထာဆရာ အရှင်မဟာ ဗုဒ္ဓဃောသသည် ထိုထိုဆိုင်ရာ အဋ္ဌကထာများကို ဖွင့်ဆိုသည့်အခါတွင် ထိုထိုဘာဏက ဆရာတော်များ ဆရာစဉ်ဆက် ဆောင်ရွက် မှတ်သားခဲ့သည့်အတိုင်း ဆိုင်ရာဆိုင်ရာ အဋ္ဌကထာ များတွင် ဖွင့်ဆိုတော်မူခဲ့လေသည်။ ထို့အတွက်ကြောင့် တစ်နေရာနှင့် တစ်နေရာတွင် အနည်းငယ် ကွဲလွဲမှုရှိနေလေ၏။ ထိုသို့ ကွဲလွဲမှုရှိနေသည်ကို “ဤသို့ဆိုအပ်သမျှ အလုံးစုံသည် အချင်းချင်း ဆန့်ကျင်နေသောကြောင့် ထိုထိုဘာဏကတို့၏အလိုကိုပင် အဋ္ဌကထာဆရာသည် ထိုထိုနေရာ၌ ထိုထို အဋ္ဌကထာ၌ ပြအပ်၏ဟု ယူရပါမည်။ ဤသို့မယူလျှင် အဋ္ဌကထာဆရာ အရှင်မဟာဗုဒ္ဓဃောသ၏ပင် ရှေ့နောက်ဆန့်ကျင်မှု၌ ငြိကပ်မှုဖြစ်ရာပါသည်”ဟု သာရတ္ထဒီပနီဋီကာဆရာက ရေးသားသတိပေးတော်မူခဲ့ပါသည်။ (သာရတ္ထ ဒီပနီဋီကာ ၃။၄၄၀။)

စကားဆန့်ကျင်ရာ၌ ယူဆပုံ

အချင်းချင်း ဆန့်ကျင်သော်လည်း ဒီဃနိကာယ်ဆောင်သော မထေရ်အစရှိသည်တို့၏ အလိုအားဖြင့် ရေးအပ်သော သီဟိုဠ်အဋ္ဌကထာတို့၌ လာသောနည်းကိုသာယူပြီး အဋ္ဌကထာဆရာသည် ရေးအပ်၏။ အဘယ့်ကြောင့်နည်း။ ဤသို့သဘောရှိသော စကားဆန့်ကျင်ရာ၌ သာသနာဆုတ်ယုတ်ခြင်း၏ မရှိခြင်းကြောင့်၎င်း၊ သုတ်သင်ရန် အကြောင်းမရှိသောကြောင့်၎င်းတည်း။ မြတ်သော အနက်သဘော၏ ဆန့်ကျင်ခြင်းကိုသာ သုတ်စသောနည်းဖြင့် သုတ်သင်အပ်၏။ စကားအစဉ်၏ ဆန့်ကျင်ခြင်းကို မသုတ်သင်အပ်။ (ဝိမတိဋီကာ၊ ၂၊ ၂၆၄။ )

၁။ ဝိနည်း= တရားဟောဖို့ သုံးကြိမ်တောင်းပန်။

မူလပဏ္ဏာသ-ပါသရာသိသုတ်= တရားဟောဖို့ တစ်ကြိမ်တောင်းပန်။

တိပိဆရာတော်ယူဆပုံ= ဓမ္မ ဂါရဝဖြစ်အောင် သုံးကြိမ် တောင်းပန်သည်ဟု ယူဆကြမယ်။

၂။ ကထာဝတ္ထု အဋ္ဌကထာ- နိရောဓသမာပတ်ကို လောကုတ္တရာဟုဆို။

အခြားသောအဋ္ဌကထာ-လောကီလည်းမဟုတ်-လောကုတ်လည်းမဟုတ်။

ဘာဋီ ဆရာတော်ယူဆပုံ= အနာဂါမ်-ရဟန္တာတို့ သန္တာန်၌ ဖြစ်သောကြောင့် လောကုတ္တရာဟု

ဆိုဟန်တူသည်။

**Types of Research Evidence “အထောက်အထားအမျိုးစားများ”**

၁။ ပဓာနအထောက်အထား ၂။ ဆင့်ပွားအထောက်အထား ၃။ ထပ်ဆင့်ပွားအထောက်အထား

❖ **အထောက်အထားကို စိစစ်ခြင်း**= ကိုးကားထိုက်သော အထောက်အထား ဖြစ်ရမည်။

(က) ထုတ်ဝေသူ၏ အနေအထားကို စိစစ်သင့်သည်။ ထုတ်ဝေသော စာအုပ်တိုက်သည် ယုံကြည်လေးစား ထိုက်သော ဂုဏ်သိက္ခာရှိ၊ မရှိ ကြည့်သင့်၏။ (ဗုဒ္ဓစာပေနှင့်ပတ်သက်၍ PTS, BCC, BPS, Royal Asiatic Society, စသော နာမည်ကျော်စာအုပ်တိုက်များ၊ သာသနာရေးဦးစီးစသော ဘာသာရေးဌာနများ၊ မြန်မာနိုင်ငံစာပေနှင့် စာနယ်ဇင်းအဖွဲ့၊ မြန်မာစာအဖွဲ့၊ စာပေဗိမာန် စသည်)

(ခ) စာအုပ်တိုက်သည် စာအုပ်များကို ဆိုင်ရာနယ်ပယ်တွင် ကျွမ်းကျင်သည့် ပညာရှင်တစ်ဦးဦး၏ စစ်ဆေးအတည်ပြုချက်ရယူလေ့ ရှိ၊ မရှိကို စိစစ်သင့်သည်။

(ဂ) စာရေးဆရာ၏ အနေအထားကို စိစစ်သင့်သည်။ (ဆိုင်ရာနယ်ပယ်တွင် အမှန်တကယ်ကျွမ်းကျင်သည့် ပညာရှင် ဟုတ်/မဟုတ်)

(ဃ) အထောက်အထား ခေတ်မီ၊ မမီ စစ်ရမည်။ (ကွန်ပျူတာသိပ္ပံအတွက်= ၂လ၃လအတွင်းထုတ်ဝေသော ဆောင်းပါးများ၊ ဒဿနိက, သမိုင်း, ဘာသာရေး, စာပေဆိုင်ရာအတွက် နှစ်ရာချီ၍၎င်း ခေတ်မီနေ၏။

**The Research Evidence**

**အထောက်အထားရှာခြင်း**= အထောက်အထားများကို စာအုပ် စာတမ်းများမှ ရနိုင်၏။ တစ်ခါတစ်ရံတွင် ဓာတ်ပုံ, ရုပ်ရှင်၊ ဗီဒီယို၊ အသံမှတ်တမ်း၊ အင်တာဗျူးနှင့် အင်တာနက်များမှလည်း ရယူနိုင်သည်။

□ ရှေ့နောက်ထောက်ဆ၍၎င်း၊ ပုဒ်တစ်ခုခုကို ထောက်ဆ၍၎င်း၊ ပါဠိတော်မှပင် အထောက်အထားကို ရနိုင်သည်။

၁။ ကောယနော အယံ ဘိက္ခဝေ မဂ္ဂေါ- တိပိစ္ဆေသုမမထေရ်= မဂ္ဂအရ **မိဿကမဂ် (လောကီ- လောကုတ္တရာ ရောသောမဂ်)** တိပိစ္ဆေနာဂ မထေရ်- မဂ္ဂအရ **ပုဗ္ဗဘာဂမဂ် (လောကီမဂ်)**။

ယော ဟိ ကောစိ ဘိက္ခဝေ----သတ္တဝဿာနိ။ **သတ္တဝဿာနိ**ကို ထောက်၍ ပုဗ္ဗဘာဂမဂ် (လောကီမဂ်)ကို ယူရ၏။

၂။ နိရောဓာ ဝုဠဟန္တဿ နေဝသညာနာသညာယတနကုသလံ ဖလသမာပတ္တိယာ အနန္တရပစ္စယေန ပစ္စယော။ **နေဝသညာနာသညာယတနကုသလံ**ကို ထောက်၍ အနာဂါမ်ပုဂ္ဂိုလ် နိရောဓသမာပတ်ဝင်စားနိုင်ကြောင်းကို သိရ၏။ ရဟန္တာသန္တာန်၌ ကုသိုလ်မဖြစ်။ ကြိယာစိတ်သာ ဖြစ်သည်။

၃။ သတ္တာ ဝုဠဝသော ပဝါရေတွာ။ ဓမ္မပဒ၊ ဋ္ဌ၊ ၂။ ၁၄၆။

ဆင်ခြေရာမြင်ရုံဖြင့် ဆင်ကောင်ကြီးကို ခန့်မှန်း၍ မရပါ။ သက်သေခိုင်လုံမှသာ အမှန်ဟု ယူဆရမည်။ *Culahatthipadopama sutta* (MN, 1. 232)

**Reading methods for Research Evidence**

- Read title and sub-title carefully
- Survey text features (e.g. abstract, contents, index)
- Skim text for gist- is it relevant?
- Scan text for information you need
- Read extensively when useful sections are found
- Read intensively to make notes on key points

## 2. Reviewing Literature by Dr. Ven. Jatila

1. **Short Literature review** involves in a part of introduction.

2. **Long Literature review** is referred to to write as a Chapter.

Finding research gap in the literature

Formulating argument, contribution How your contribution will fulfill the research gap.

Sources for literature review

- Scholar's book, research article, research paper,
- books related to your research topic
- Secondarysources.

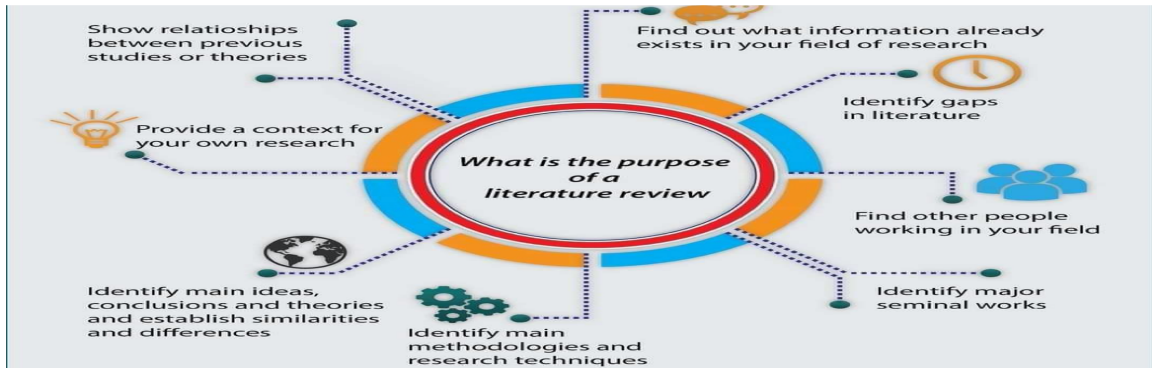
**Non literature review**

- Primary sources-pāli, Aṭṭhakathā & Ṭīkā should not be done as literature review.

**Literature review**

Literature review is a part of research proposal or a chapter to be included in your thesis.

- Is a critical component of the dissertation and involves a comprehensive review of existing literature related to the research topic.
- Helps the researcher to identify research gaps, research questions, and research methodologies that have been used in previous studies.
- to discover what other researchers have done to keep up with current research.



## What is research review?

To discover what other researchers have done to keep up with current research.

To analyze and synthesize information about key themes or research problem.

To determine what is known and not known about a particular topic related to your study.

To critically evaluate previous works scholars that are related to their researches.

To learn others' points of view and distinguish their weakness and strengths.

To point out that although there is the existing research, it is inadequate, insufficient yet.

To identify the existing knowledge gap, resolve contradiction and unanswered questions.

To fulfill the gap of this matter, it is still required to investigate thoroughly & academically. § To formulate what problem will be solved in your research.

## Who and where to seek sources books for literature review

Supervisors Experienced researchers

Knowledgeable friends librarians

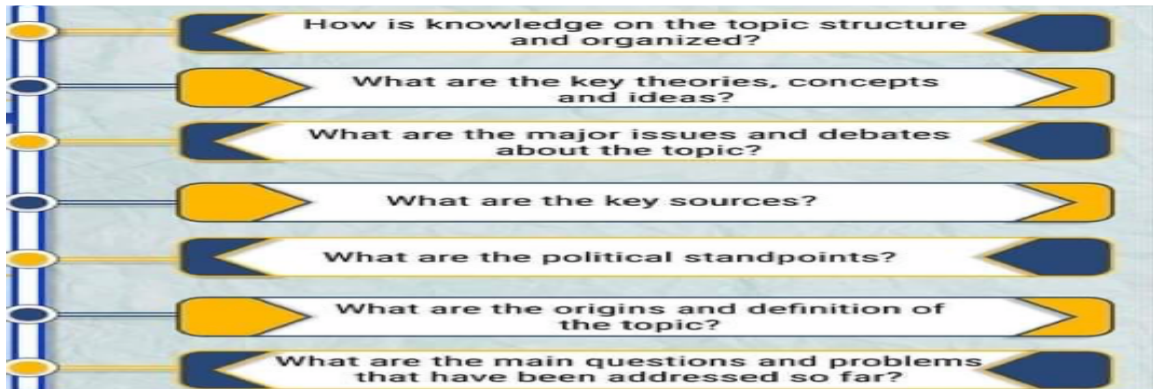
Internet Websites library

Books

Research articles Research papers

Establishing good communication with your supervisors and other people who can guide you to get resource books related to your research study.

### Literature search and review on your topic



#### Literature Review is...

- Not a descriptive list of the material available;
- Not a set of an annotated bibliographies;
- Not a collection of quotes and paraphrasing from other sources.

#### Why conduct a literature review?

- To identify other people working in the same fields
- To carry on from where others have already completed their research
- To identify gaps in the research area and put your work into wider perspective

#### A literature review must

- Synthesize results into a summary of what is and is not known
- Identify areas of controversy in the literature
- Formulate questions for further research

#### Components of literature review

- **Introduction:** the subject of the literature review
- **Body:** discussion of sources, organized chronologically, thematically, methodologically
- **Conclusion:** discuss what you have drawn from reviewing literature so far
- Optional sections: **Current situation** and **Questions for further research**

### Systematic steps that should be included in your literature review at least

Select 3-5 books related to your research areas study for literature review.

mentioning Author' name, book's name, Country, Publisher, Year.

Analysis information what author had done in the relevance of your topic.

Identify the strengths & weakness, disputes, insufficiency, problem.

Formulate your contribution what problem will be solved, fulfilment in the existing knowledge gap & research gap.

### **Type of literature review**

**Augumentive review** Analysis the previous work to support or return on already established arguments.

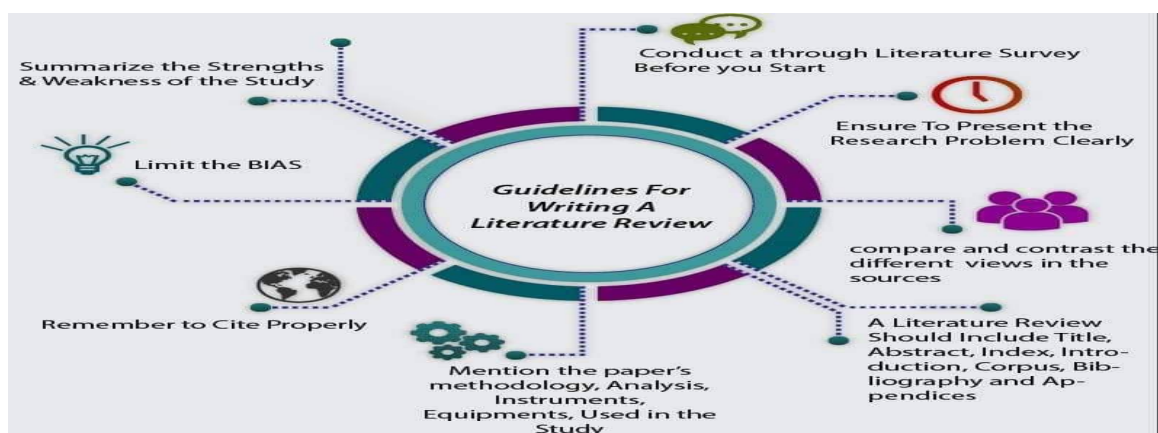
**Integrative review** Synthesize the second piece of information which is helpful for your thesis.

**Historical review** The researcher investigate about the evaluation of the matter while going to the historical context.

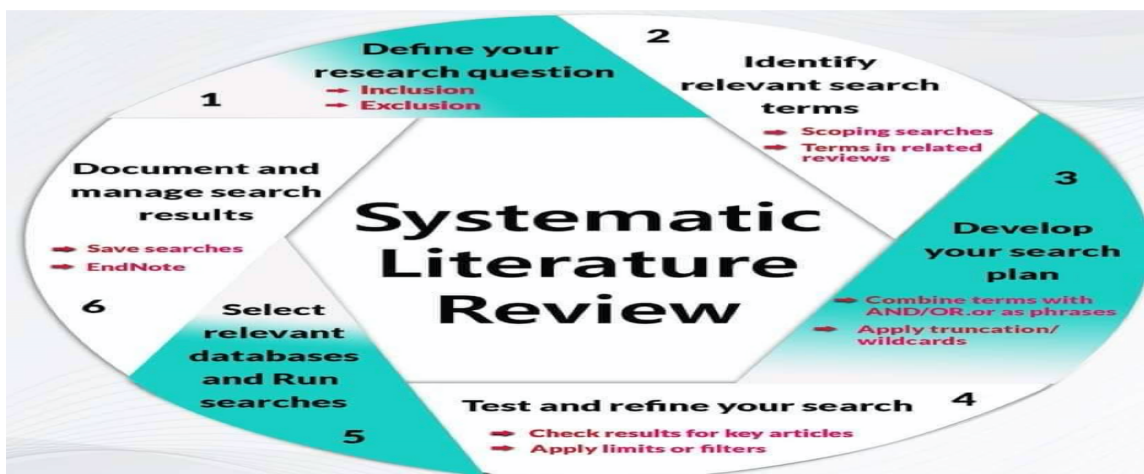
**Metadological review** Is a type of systematic secondary research (i.e., research synthesis) which focuses on summarising the state of the art methodological practices of research in a substantive field or topic (chong et al, 2021)

**Systemtical review** Better organized review format that others, it is two types meta-analysis and meta- synthesis.

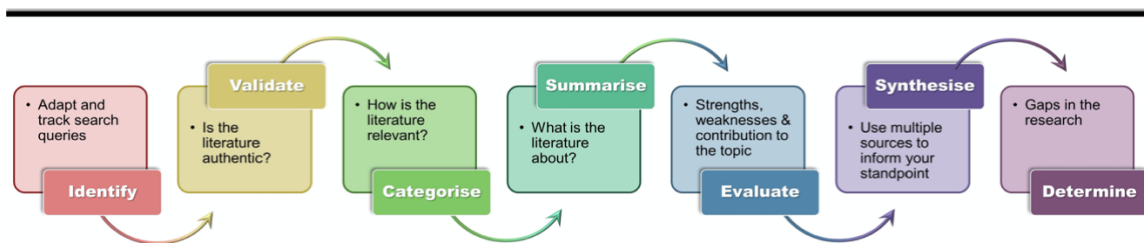
**Theorotical review** Helps in evaluating established theories to give an insight to the research work.

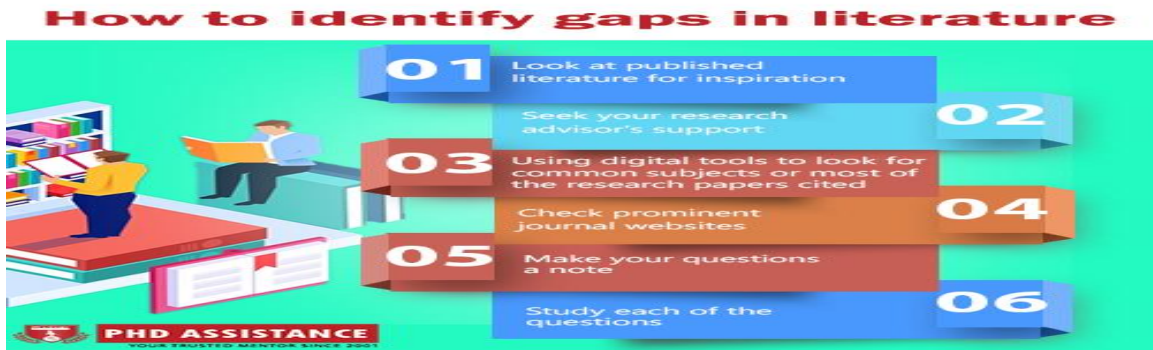


### **Systemtical lititure review**

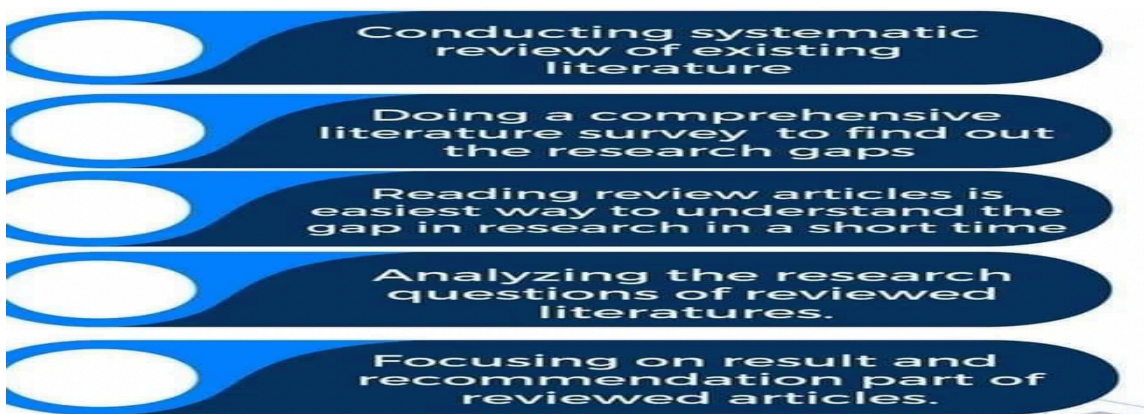


**The purpose of the literature review**





### Simple way to fine out research gaps



Authors signal that there is a gap using words such as:

- has not been clarified, studied, reported, or elucidated.
- further research is required or needed.
- is not well reported.
- suggestions for further research.
- key question is or remains.
- it is important to address.
- poorly understood or known.
- lack of studies.

### Unveiling the secrets of finding research gaps!

**Immerse yourself in the field:** Read extensively, explore relevant journals. Attend conferences, and engage with experts in the domain.

**Conduct a comprehensive literature review.** Thoroughly review the existing literature to identify areas where the research is limited, conflicting, or incomplete.

### **Engage in discussions & collaborations**

Engage in scholarly conversations, attend seminars, join research groups, & collaborate with peers who share similar interests.

**Look for practical relevance:** Reflect on real-world challenges, societal needs, policy gaps, or technological advancements that require further investigation

### **Analyze methodological limitations**

Critically assess the methodologies & approaches commonly employed in your field.

### **Explore cross-disciplinary connections**

Collaborating with researchers from other disciplines can lead to transformative discoveries & unique contributions.

### **Consider emerging trends and technologies:**

## **RESEARCH GAP**

**Research gap refers to the area or topic that has not yet been sufficiently explored or studied in the existing research literature. It is a research question or problem that remains unanswered, unresolved, or inadequately addressed by previous research studies.**

### **How to Identify Research Gap**

Here are some steps to follow when identifying a research gap:

#### **Conduct a literature review**

**Start by conducting a comprehensive review of the existing literature in your field of interest. Look for articles, books, and other resources that address the research question or topic you want to study.**

#### **Analyze the literature**

**As you review the literature, analyze the research methods, findings, and conclusions of each study. Look for inconsistencies, limitations, or gaps in the research.**

### Identify a research question

Based on your analysis of the literature, identify a research question that has not yet been answered, inadequately addressed, or unresolved in the existing literature.

### Define the research gap

Once you have identified a research question, define the research gap by explaining why the existing literature is insufficient in addressing the research question or problem you have identified.

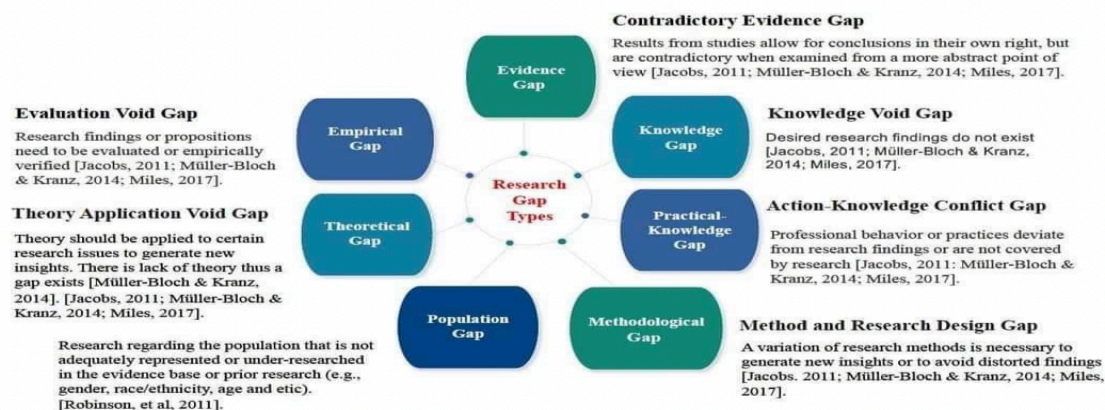
### Develop research objectives

Develop research objectives that are designed to fill the research gap you have identified. Your research objectives should be specific, measurable, achievable, relevant, and time-bound.

Read from:

<https://researchmethod.net/research-gap/>

## How to identify research gap?



### Sample: Literature review

Nyanaponika Thera. *The vision of Dhamma*. Kandy-Sri Lanka: BPS, 2006. Nyanaponika Thera in his article entitled “*The Four Nutriments of Life*” included in a part of *The Vision of Dhamma* has analyzed the four concept of *āhāra*, namely *kabalīṅkārahāra*, *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 and to utilize the *āhāra* in the development of physical health and mental health.

**Ledi Sayādaw. *The Manuals of Buddhism*. Yangon: Mother Ayeyarwaddy Publishing House, 2004.**

Ledi Sayādaw proposed a *Manual of Right View (sammādiṭṭhidipañī)* included in a part of the “*Manuals of Buddhism*” In this section, Ledi Sayādaw systematically elaborates on five classifications of *sammādiṭṭhi*, namely (1) *kammassakatā-sammādiṭṭhi*, (2) *nāma-rūpa-pariggaha-sammādiṭṭhi*, (3) *hetu-paccaya-pariggaha-sammādiṭṭhi*, (4) *vipassanā-ñāṇa-sammādiṭṭhi* and (5) *lokuttara-magga-phala-sammādiṭṭhi*.

His exposition related to *sammādiṭṭhi* is coherency and consistency from *Theravāda* Buddhist literatures. In the contemplation of insight meditation, following the way of his observation leads to increase the progresses of insight knowledge (*vipassanāñāṇā*) which strongly supports to the attainment of the supramundane paths and fruits. His observation regarding *sammādiṭṭhi* is helpful to understand the concept of *sammādiṭṭhi* towards a further extended of my present work.

My observation will also examine the concept of *sammādiṭṭhi* in the cultivation of psychological development from early Buddhism for the fulfilment of the gap of existing work and the requirement of individual and society.

**Ven. Pategama Gnanarama, *Aspects of Early Buddhist Sociological Thought*, Singapore: Ti- Sarana Buddhist Association, 1998, pp-40-83.**

Ven. Pategama Gnanarama, wrote a book named “*Aspects of Early Buddhist Sociological Thought*”. Among the chapters of his studies, there is a subtitle ‘*Dhamma medicine*’ in which clarifies to comprehend about the Dhamma medicine and sociology with regard to the treatment of physical disease and mental disease of patients.

His observation based on *Theravāda* Buddhism is conducive to understand the fundamental concept of attending patient. However, Buddhist attitude towards attending patient is required to examine thoroughly for the utilization individually and socially.

In my observation, the remaining fact, insufficiency and shortcoming will be examined comprehensively as academic work in order to fulfill the existing knowledge gap and to fulfill the requirement of individual health care and social health care from the pāli Buddhist literature.

Piya Tan, *Indriya Bhāvanā Sutta: How to master the sense and awaken*, 2006.

“*Indriya Bhāvanā Sutta: How to master the sense and awaken*” is translated and annotated by Piya Tan. His initial observation provides an introduction to background of Pārāsariya and Uttara, analysis of three aspects of *indriyabhāvanā* with its relevance to other *Suttas* such as *Cakkhu sutta*, *Tikaṇḍakī Sutta*, and provides the complete translation of the *Indriyabhāvanā Sutta* with remarkable footnote. The work of author regarding *indriyabhāvanā* is briefly a kind of article research, but his observation is helpful for further extended *indriyabhāvanā* as a research work.

In terms of *bhāvanā*, the author also neglects the way how to contemplate on insight meditation and the contemplation of equanimity which plays significant role in the mode of *indriyabhāvanā*. The observations of the authors on the mode of *indriyabhāvanā* are inadequate and insufficient yet, hence it is still required to investigate thoroughly as an academic research work. Hence, my observation emphasizes on the facts neglected by the author in detail for the bringing a comprehensive *indriyabhāvanā*.

### **Summary remark**

Mentioning Author’ name, book’s name, Country, Publisher, Year.

Analysis information what author had done in the relevance of your topic.

Identify the strengths & weakness, disputes, insufficiency & problem.

Formulate your contribution what problem will be solved, fulfilment the existing knowledge gap.

### **Summary remark**

## Literature review

- Short literature review is included in a part of research proposal.
- Long literature review is required to write as a chapter of Thesis.
- Research gap in the literature
- Finding research gap, knowledge gap in the literature review
- Weakness, controversy point, insufficient fact, problem
- your contribution in the literature reviews
- Formulating how your contribution in this research will fulfill the research gap, knowledge gap, etc., in this existing knowledge related to your research area.
- Pointing out how your contribution will focus on different perspective and approach to solve your research problem.

### **3. Basic Requirements for the Scientific Literature Review by Dr. Ven. Sīri Sumaṅgalasāmi**

#### Literature Review: Why Important?

Someone's else Contribution

Your Contribution

#### • **LR will assist You to**

Narrow Down Research Topic

Determine Research Question

Refine Your Focus and Recognize Your Resources

Situate Your Research Within What has Already Done

Detect Knowledge Gaps

Pinpoint Changes in Knowledge Over Time

Tell the World Who You Are

General Thesis Format

Chapter 1: Introduction Chapter 2: Literature Review/ Literature Survey • Chapter 3: Method/Methodology Chapter 4: Results/Findings Chapter 5: Discussion

### **Thesis Format**

Chapter 1: Introduction Chapter 2: Analytical/critical chapter • Chapter 3: Analytical/critical chapter • Chapter 4: Analytical/critical chapter • Chapter 5: Analytical/critical chapter • Chapter 6: Conclusion

### **Thesis Format of PGIHS University of Peradeniya**

(Monograph Style Thesis)

Chapter 1: Introduction Chapter 2: Literature Survey Chapter 3: Analytical chapter  
Chapter 4: Analytical chapter Chapter 5: Analytical chapter Chapter 6: Concluding Remarks

### **Thesis Format of PGIHS University of Peradeniya**

(Critical Edition with a Historical Introduction)

Chapter 1: Historical Introduction Chapter 2: Literature Survey Chapter 3: Critical edition  
Chapter 4: Critical edition Chapter 5: Translation with Annotations  
Chapter 6: Concluding Remarks/ Summary

### **Thesis Format of PGIHS University of Peradeniya**

(Collection of Connected Essays/Articles)

Chapter 1: Introduction Chapter 2: Essay One Chapter 3: Essay Two Chapter 3: Essay Three Chapter 6: Concluding Remarks

### **Literature Review: Hallmarks**

simply a summary of what existing scholarship knows about a particular topic.

always based on secondary sources not concerned about discovering new knowledge or information clearly Recognizes Research Gaps

### **Literature Review: Hallmarks**

Priority to Up-to-date Materials Reliable, Dependable, Credible Sources should focus only on the relevant academic literature

To focus on the essential

To disregard the irrelevant

Resources Compared, Contrasted, Evaluated, and Classified

### **Searching for Literature to Review**

Bibliography Works Cited/ References Indices Footnotes/ Endnotes Book Reviews Literature Reviews of Others' Theses/ Dissertations üChapter Summaries of Books Abstracts of Journal Articles Ask an Expert (who is not necessarily your supervisor)!

### **Searching for Literature to Review**

**USE Search Operators** Google Search Operators/ Google Books® and Google Scholar® /Worldcat® Boolean operators/ connectors (AND | OR | NOT) for Advanced Searches at Many Databases **USE Keywords** Try English Equivalents and their Synonyms Try Alternative Spellings

### **Searching for Literature to Review: Online**

Z-Library

### **Searching for Literature to Review: Online**

Dharma Records

Sutta Central Buddhnet Journal of the Pali Text Society Internet Archive  
 DASH : Digital Access to Scholarship at Harvard HATHI TRUST Digital Library More  
 links to Resources Online Burma/Myanmar Library

### **Searching for Literature to Review: Online**

Pali Canon Online Tipitaka: The Pali Canon More Links A Glossary of Pali and Buddhist  
 Terms Buddhist Dictionary Pali Grammatical Terms Pali Dictionary : From Pali into  
 many Asian Languages

### **Searching for Literature to Review: Online Open Access Theses and Dissertations**

<https://stars.library.ucf.edu/etd/Chulalongkorn> University Intellectual Repository

### **ONCE YOU HAVE GOT THE RESOURCE WITH YOU**

Preview it Skim it Read the contents page Look at the blurb Scan Selected Chapters Read  
 the Introduction Read Chapter Summaries Read randomly footnotes IF IT LOOKS  
 WORTH READING, read it fully

### **Important Points to consider**

Be Curious: Explore the existing scholarship as much as you can Ask for Help: Have  
 somebody translate what you do not understand Never Forget: Unless your research is to  
 innovate something unprecedented, earth-sha<sup>^</sup>ering, and matchless, it is ALWAYS based  
 on previous works

### **Things to remember**

Read cautiously and inquisitively Reread and Peruse important paragraphs/ sections/ chapters Look at the keywords used Understand the author's arguments, not only the meanings of his sentences - Read between the lines üCarefully discern crucial words such as NO, NOT, HARDLY, BARELY, NEVER etc.

## Ethics

- Be honest. DO NOT distort what others say in order to support or validate your own study
- Address weaknesses of the other studies, but MAKE SURE you are knowledgeable enough to do so.
- Criticism should be focused on the content, be related to the present researcher's project, be neutral, and scholarly. Sources should be accurately documented

## Write up your review

### How Some Students do

Strength , Weakness , Fulfilment of gap

Words-200-300/ 400-500



## Annotated Bibliography

- Kanni Saradaw, *Yogi Pāragū* (Yangon: Kusalavati Publication, 1963).

This is one of the most remarkable books written in Myanmar about nimitta, jhāna and vipassanā process. According to the biography of author printed in this book, it is known that the methods of samatha and vipassanā meditation systems instructed in this book are exposed by a Tibetan monk, Ven. Shīlatissa Thero who came to Myanmar from Sri Lanka. It is said that Ven. Shīlatissa Thero learnt this samatha and vipassanā meditation systems under Venerable Sri Lanka monks who lived in Cittala mountain of Sri Lanka.

In this book, the starting, developing and controlling systems of nimitta leading to jhāna, magga and phala are indicated very clearly in conformity with Theravāda Buddhist Pali texts, commentaries, sub commentaries and sub-sub commentaries. But this book did not give a message of nimitta of other meditation subjects except the nimitta of breathing meditation subject. Therefore, this research will introduce all kinds of nimitta of all meditation subjects. Anyway, almost all data given by this book will be very convenient for my present research work.

- Paravahera Vajiranāna Mahāthera, *Buddhist Meditation In Theory and Practice* (Malaysia: Publication of the Buddhist Missionary Society, 1975).

This is a valuable general exposition of Buddhist meditation in theory and practice. This book explains all kinds of Buddhist samatha and vipassanā meditation, appeared in Pali canon and Visuddhimagga of Buddhaghosa Thera, up to jhāna, magga, phala, abhinnā, samāpai and nibbāna step by step. In this book, the author discussed about nimitta briefly since the book has to be written about all kinds of meditation subjects. Therefore, the research is still needed about nimitta in detail.

### **Alternative way to write LR**

Thematically üChronologically

### **Write Up Your Review**

GIVE a solid introduction PRESENT your resources one by one

STATE BRIEFLY why they are important or not

GIVE evidence for your statements

BUILD UP a logical flow - Do not jump into a conclusion(s) LINK one review with another üPARAPHRASE and SUMMARIZE - Do not quote exceedingly.

ARGUE WELL - Do not simply pile up book reviews üDO NOT OVERGENERALIZE or OVERSTATE your evidence HIGHLIGHT your say – Strengthen it with supportive

resources but DO NOT let yourself disappear behind them FOLLOW a standard referencing style (APA, MLA, Chicago, Harvard etc.) - Ask your supervisor what to follow. REVISE > Reread > Revise ...

### **Three part in LR**

Introduction Body/discussion Conclusion

#### **Introduction**

Define the topic, issue, or area of concern you are researching.

Point out the major trends, theories, or ideas in the published research.

(Point out the major conflicts or gaps in the major theories, methodologies, or evidences.)

State your purpose for wri5ng a literature review.

#### **Body**

Summarize the key findings of each source.

Theoretical analysis

Make connec5ons between the sources you found.

Support it with references and evidences üComparison with previous studies

### **Conclusion**

Restate the purpose or goal

Summarize the main conclusions you have discussed

(Point out the major conflicts or gaps in the major theories, methodologies, or evidences.)

Provide your main conclusion.

### **Points to consider**

No Lower or Upper Limits for the Number of Works You Review

Be Smart to Filter: Discard the Trivial, Retain the Significant

Be Brave to Criticize, Evaluate, and Summarize

Be Genuine: Do not discard anything just because you do not understand,

Do not retain either for the same reason Be OPEN: Leave room for adding and removing resources at a later stage of your research

## **4. Working With Literature and Some Important Aspects of Literature Review by Dr. Ven. Javana (Maubin)**

- Working With Literature

### **Find it!**

- Knowing the literature types
- Using available resources
- Honing your search skills

### **Manage it!**

- Reading efficiently
- Keeping track of references
- Writing relevant annotations

#### **Use it!**

- Choosing your research topic
- Developing your question
- Arguing your rationale
- Informing your study with theory
- Designing method

#### **Review it!**

- Understanding the fit review's purpose
- Ensuring adequate coverage
- Writing purposefully
- Working on style and tone

#### **Finding Literature**

- ❖ Types of Literature: Literature will be used to inform all stages of the research process, including background and context, theoretical and methodological directions, and writing-up.
- Types of Literature
- Primary Literature
- Secondary Literature
- Tertiary Literature

#### **Using Your Resources and Honing your search skills**

- Resources Books
- Supervisors
- Other Researchers/ Practitioners
- Friend

#### **Managing the Literature**

- Efficient and Selective Reading
- Keeping Track of References
- Annotating Your Reference

- ❖ Once you find your literature, you will quickly realize that you need to develop a system for managing it.

### **Using the Literature**

- Found it, perused it, culled it, referenced it, and annotated it. .... What exactly do you do with it? ..... Research requires engagement with the literature at each and every stage of the process.

### **Citation (Harvard Reference)**

O’Leary, Z. (2001) ‘Conversations in the Kitchen’, in A. Bartlett and G. Mercer (eds), *Postgraduate Research Supervision: Transforming (R) elations*. New York: Peter Lang.

#### Author/Audience

The author is a senior lecturer at the University of Western Sydney who has written a chapter in a book targeting postgraduate research students and supervisors.

#### Summary

This is basically an anecdote that discusses, and attempts to normalize, the emotional and intellectual hardships many research students can go through when trying to juggle family obligations and study.

#### Critical Comment

The anecdote is quite short and written in a warm and personal style that makes it very easy to relate to. It is not, however, a research study backed up by any data/rigor and therefore does not allow one to assess the extent of the issues raised to whether the concerns she raises are widespread. That said, it does seem to relate well to the more rigorous research studies conducted by Field and Howard (2002) and Dreicker (2003) on similar issues.

#### Relevance

This relates quite well to my chapter on ‘coping mechanisms and strategies for managing roles and workloads’ and may be good for a quote or two, especially if I feel my text is too dry.

Choosing and exploring your research topic: Students can choose so many topic areas. A genuine interest in a topic or curiosity about a particular issue drives most research, and students usually enjoy delving into readings that develop their topical knowledge and expertise.

### Exploring A Topic

What do I know about this topic? How can I find out more?

### Developing A Research Question

What should I read in order to develop an appropriate question?

### Articulating a Rationale

How do I develop a convincing rationale for this study?

### Information Your Study with Theory

What theory or theories will inform my study?

### Designing Method

What do I need to read in order to design/ apply suitable method?

### Writing a Literature Review

What research has already been conducted in this area that will inform my review?

### Aspects of Literature Review and Formal Literature Review

#### The Purpose of a Literature Review

- 1) Provide foundation of knowledge on topic
- 2) Identify inconsistencies: gaps in research, conflicts in previous studies, open questions left from other research
- 3) Identify need for additional research (justifying your research)
- 4) Identify the relationship of works in context of its contribution to the topic and to other works
- 5) Place your own research within the context of existing literature making a case for why further study is needed.

- Types of Literature Reviews
- Argumentative Review
- Integrative Review
- Historical Review
- Methodological Review
- Systematic Review
- Theoretical Review

### Writing a Literature Review

- Writing a literature review involves finding relevant publications (such as books and journal articles), and explaining what you found. There are five key steps:
  - 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 summarize sources—it analyzes, synthesizes, and critically evaluates to give a clear picture of the state of knowledge on the subject.

Example – 1 from Literature Reviews

**Than Htut, U. The History of Monastic Education in Myanmar. Yangon: Thein Min Hling Press, 1980.**

This book was published in Myanmar by Thein Min Hling press, Yangon in 1980, and it reveals the history of monastic school education system (BK), which generally covers from the introduction of Buddhism onto the land of Myanmar sometimes before the present period, until Revolutionary Council age.

The purpose of this book states to criticize the history of monastic school education from the educational aspect, and this book also paves the way throughout the history of Myanmar that was parallel with Buddhism and Politic; Buddhism and Patriotism; Buddhism and National Solidarity; Buddhism and Independence; Buddhism and Arts; Buddhism and Development of Education, etc. in this book.

However, this did not state or give a message of the influence of Buddhist teachings on childhood development. That is why this research will introduce and reveal the influence of the teachings of Buddha on childhood development. Anyway, some data given by this book will be convenient for my present research work.

Example – 2 from Literature Reviews

**Nyo Me Aung, Dr. The Role of Pariyatti in The Development of Buddhism, Myanmar: University of Yangon, April-2007.**

This book mentions the important of the role of *Pariyatti* education called the monastic education especially for novices, monks and nuns in Myanmar. This book plays the

important role in a part of this research and explains how the development of *Pariyatti Sāsana* in Myanmar in detail. It is also the essential foundation of the Buddhist people in Myanmar.

However, the author did not incline the monastic education called the monastic school education (BK-Bonedawkyithin Pannayay Kyanung) especially for lay students and novices as well as about the influence of Buddhist teachings on the children.

This present research will go into detail the influence of Buddhist teachings on childhood development in Myanmar. Anyhow, this book really gives strong evidences to go my research.

### **Bibliography**

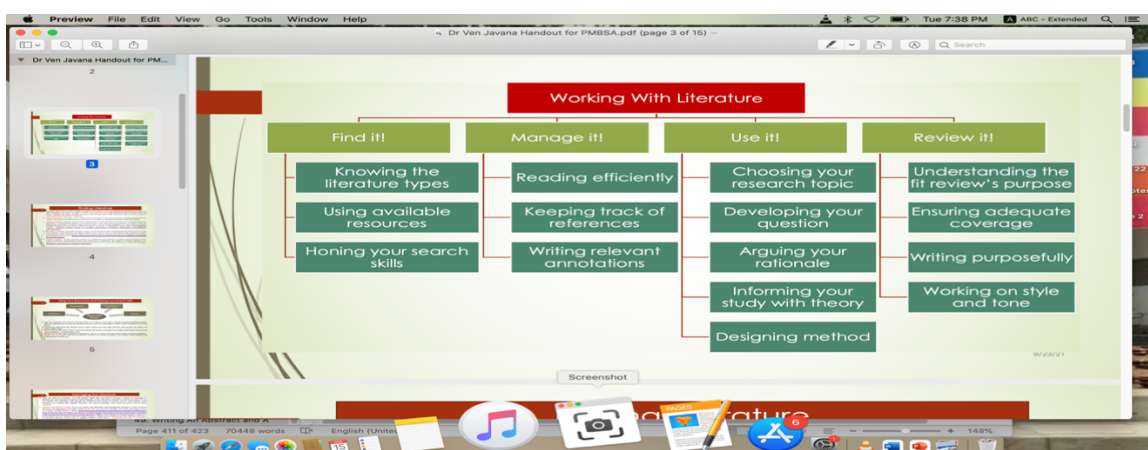
- Oliver, Paul. *Writing Your Thesis*. New Delhi: Vistaar Publications, 2005. (P.106-139)
- O’Leary, Zina. *The Essential Guide to Doing Research*. New Delhi: Vistaar Publications, 2006. (p. 66-84)
- Javana, Dr. *A Critical Study of the Influence of Buddhist Teachings on Childhood Development in Myanmar*. Sri Lanka: University of Kelaniya, 2019.
- Kennedy, Mary M. "Defining a Literature." *Educational Researcher* 36 (April 2007): 139-147.
- Georgia State University Web Site. 8 August 2021, <<https://research.library.gsu.edu/c.php?g=115595&p=1940435>>/
- USC Libraries Web Site, <<https://libguides.usc.edu/writingguide/literaturereview>>/
- Scribbr Web Site. 10 August 2021, <<https://www.scribbr.com/dissertation/literature-review>>/

### The Importance of Working with Literature

- Research may be done alone — but it is never done in isolation. The production of new knowledge is fundamentally dependent on past knowledge. Knowledge builds, and it is virtually impossible for researchers to add to a body of literature, if they are not conversant with it. Put simply, working with literature is an

essential part of the research process. It inspires, informs, educates, and enlightens. It generates ideas, helps form significant questions, and is instrumental in the process of research design. It is also central to the process of writing-up; a clear rationale supported by literature is essential, while a well-constructed literature review is an important criterion in establishing researcher credibility.

- Unfortunately, working with literature is often seen as an onerous task. The multiple purposes, the volume and variety, the difficulty in finding it and managing it, dealing with the inconsistencies within it the need to formally review it; and perhaps underpinning all of this, your own lack of knowledge, experience, and proficiency can make dealing with the literature quite daunting.



## Finding literature

you don't have to be a rocket scientist to realize that in order to work with appropriate literature you need to be able to identify it and find it. In order to do this, you need to have an understanding of various literature types; be able to identify and utilize available resources; and develop search skills that allow you to locate a range of sources relevant to your topic or question

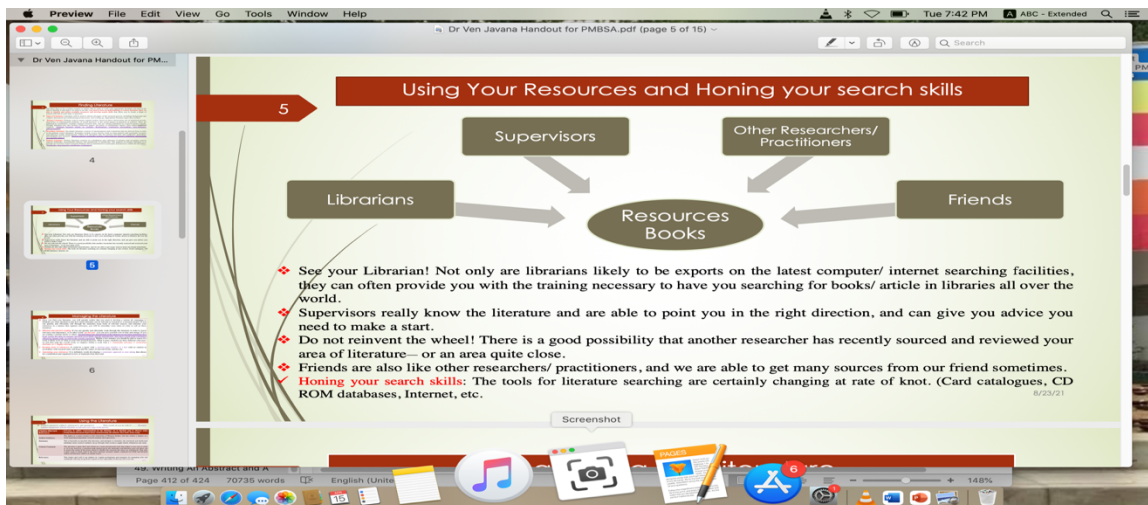
Types of Literature: Literature will be used to inform all stages of the research process, including background and context, theoretical and methodological directions, and writing-up. Appropriate literature types thus include:

- **Primary Literature:** Primary sources means original studies, based on direct observation, use of statistical records, interviews, or experimental methods, of actual practices or the actual impact of practices or policies. They are authored by researchers, contains original research data, and are usually published in a peer-reviewed journal. Primary literature may also include conference papers, pre-prints, or preliminary reports. Also called **empirical** research. (Original research results in journals, dissertations, conference proceedings, grey-literature, correspondence)
- **Secondary Literature:** Secondary literature consists of interpretations and evaluations that are derived from or refer to the primary source literature. Examples include review articles (such as meta-analysis and systematic reviews) and reference works. Professionals within each discipline take the primary literature and synthesize, generalize, and integrate new research. (Review articles, systematic reviews, meta-analysis, practice guidelines, monographs on a specific subject)
- **Tertiary Literature:** Tertiary literature consists of a distillation and collection of primary and secondary sources

such as textbooks, encyclopedia articles, and guidebooks or handbooks. The purpose of tertiary literature is to

provide an overview of key research findings and an introduction to principles and practices within the discipline.

(Textbooks, encyclopedias, handbooks, newspapers)



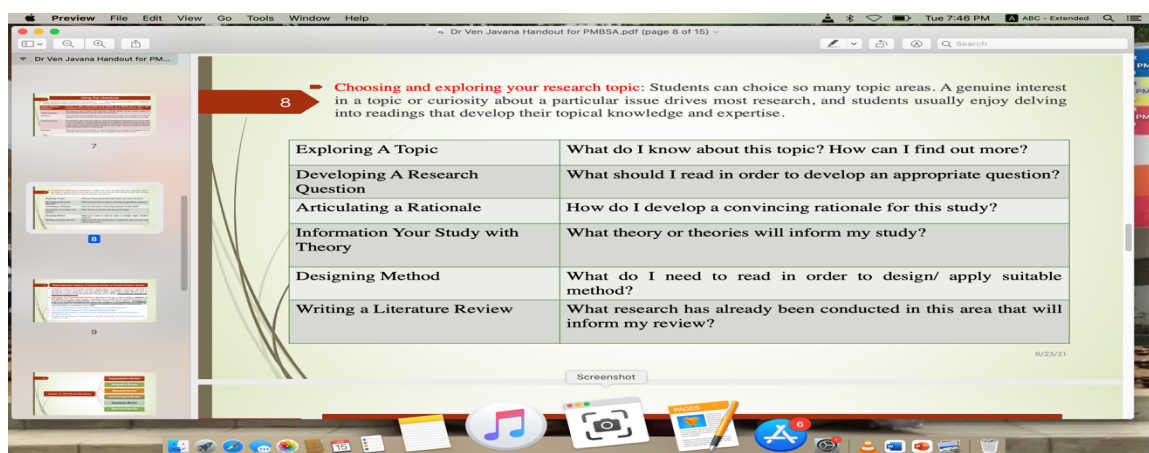
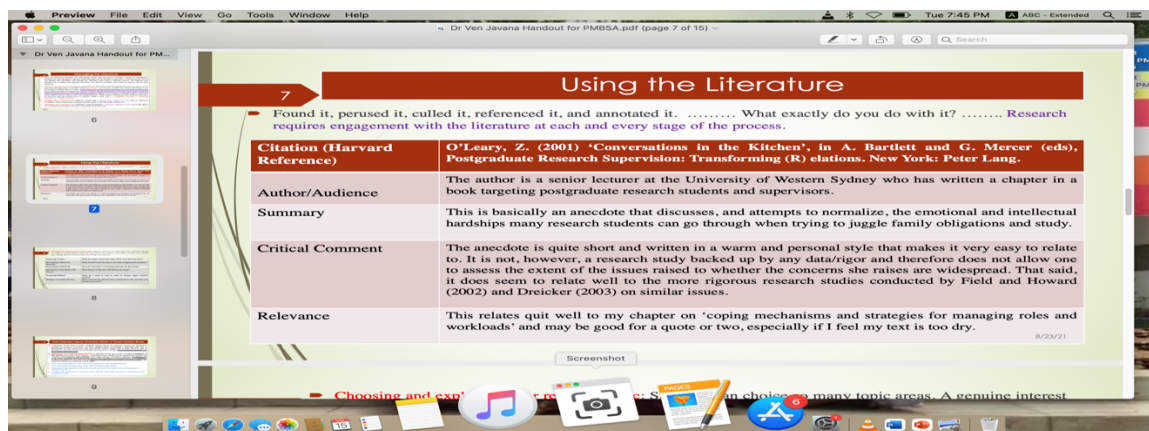
## Managing the literature

Once you find your literature, you will quickly realize that you need to develop a system for managing it. Students are often shocked at just how much literature can be relevant to research to a research project. If you can quickly and efficiently cull through the materials, keep track of relevant sources, and annotate your references in a manner that captures relevance, you will be smoothly/ soon when it's time to call on these resources.

Efficient and selective reading: If you can quickly and efficiently wade through this literature in order to assess relevance and importance, or in other words 'get the gist', you can save yourself a lot of time and energy. If you are reading a journal article or others, the first thing you should look at the abstract or executive summary. In a book, peruse the table of contents, the back cover blurb, and the introduction. Also have a look at the conclusion offered at chapter ends, as well as the overall conclusion. Within a few minutes you should be able to assess if a work is likely to be of value to your own research process. What is more, students use three different color post-its and then rank the overall work, or chapters within a work with a 1. (minimally relevant), 2. (somewhat relevant), or 3. (highly relevant).

Keeping track of references: It could be a quote with a missing page number, or a fact with no citation in accordance with research style, and keep and file copies of relevant books, articles, etc.

Annotating your references: It is definitely worth developing a systematic approach to note taking that allows for a methodical and organized review of materials from first read.



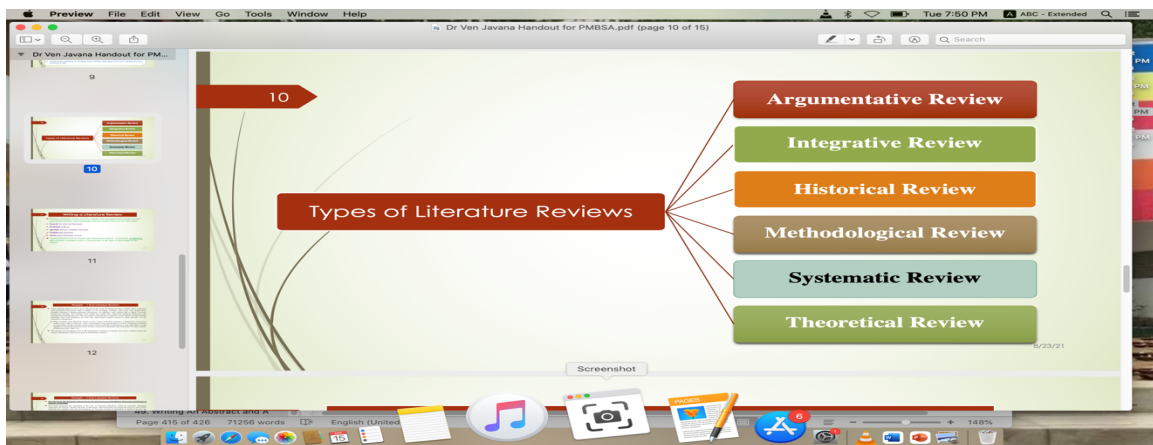
### Some important aspects of literature review or formal literature review

A literature review surveys books, scholarly articles and so on. Literature reviews are designed to provide an overview of sources you have explored while researching a particular topic and to demonstrate to your readers how your research fits within a larger field of study. What is more. It provides an overview of current knowledge, allowing you to identify relevant theories, methods, and gaps in the existing research.

**Importance of a Good Literature Review:** A literature review may consist of simply a summary of key sources, but in the social sciences, a literature review usually has an

organizational pattern and combines both **summary and synthesis**, often within specific conceptual categories. A summary is a recap of the important information of the source, but a synthesis is a re-organization, or a reshuffling, of that information in a way that informs how you are planning to investigate a research problem. The analytical features of a literature review might:

1. Give a new interpretation of old material or combine new with old interpretations,
2. Trace the intellectual progression of the field, including major debates,
3. Depending on the situation, evaluate the sources and advise the reader on the most pertinent or relevant research, or
4. Usually in the conclusion of a literature review, identify where gaps exist in how a problem has been researched to date.



## Writing a literature review

Writing a literature review involves finding relevant publications (such as books and journal articles), and explaining what you found. There are five key steps:

- **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 summarize sources—it analyzes, synthesizes, and critically evaluates to give a clear picture of the state of knowledge on the subject.

### **Example- 1 from literature reviews**

These findings appear to have been reflected in the study by Smith and Jones (2003). They conducted semi-structured interviews with a sample of 85 sociology students, who were each taught three modules through a distance-learning mechanism. In addition, each student had a single, one-hour tutorial per module. The students were asked how much they valued the different elements in the teaching and learning process. The researchers reported that a majority of the student felt the learning materials were well designed, but that they particularly looked forward to their tutorials. As the researcher commented:

When students were deprived of face-to-face contact with their teachers, it appeared to focus their minds on the value of tutorials. They commented on the opportunity to receive immediate feedback on their ideas; on the amount of discussion which could be conducted in a very short time; on the supportive comments received from resulted in greater enthusiasm and motivation for their studies. (Smith and Jones, 2003: 57)

The student did not appear to be at all antagonistic to distance learning, but to have reflected upon the relative advantages of person-to-person and distance tuition.

### **Example-2 from literature reviews**

**Nyo Me Aung, Dr. The Role of Pariyatti in The Development of Buddhism, Myanmar: University of Yangon, April-2007.**

This book mentions the important of the role of *Pariyatti* education called the monastic education especially for novices, monks and nuns in Myanmar. This book plays the important role in a part of this research and explains how the development of *Pariyatti Sāsana* in Myanmar in detail. It is also the essential foundation of the Buddhist people in Myanmar.

However, the author did not incline the monastic education called the monastic school education (BK- Bodedawkyithin Pannayay Kyanung) especially for lay students and novices as well as about the influence of Buddhist teachings on the children.

This present research will go into detail the influence of Buddhist teachings on childhood development in Myanmar. Anyhow, this book really gives strong evidences to go my research.

### **bibliography**

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- USCLibraries Web Site, <<https://libguides.usc.edu/writingguide/literaturereview>>/  
Scribbr Web Site. 10 August 2021, <<https://www.scribbr.com/dissertation/literature-review>>/

## **5. Introduction to Exegetical Methods in Tikā Literature by Dr. Ven. Candāvarāṅkārā**

### **Contents**

**Exegesis** - A detailed explanation on some obscure terms and critical concepts in the canonical and non- canonical commentaries omme& (Sub-sub-commentary)

### ***Tikā* Literature**

### **Exegetical Methods**

## The sixfold methods

Literature survey (Mabel Haynes Bode)

2. **Theravada Buddhism in Burma (1946)** (Niharranjan Ray)

3. **Handbook of Pāli Literature (1994)** (Jayawadhana Somapala)

4. **A Handbook of Pāli Literature (1997)** (Hinuber, Oskar von)

5. **Myanmar Naing Gan Pāli Hnint Pitakat Sape Thamine Thit (2003)** (Mg Mg Nyunt)

6. **A Reference Table of Pali Literature (2011)** (Bhikkhu Nyanatusita )

7. **The Buddhism and Pāli literature of Myanmar (2015 )** (Kanai Lal Hazra)

5 Bibliographies 8 – Chronicles 10 - Printed books 4 - Catalogues 7 - Theses 10 - Articles

## The pali literature of Burma (1909)

### Post canonical texts

The *Nettipakaraṇa* and the *Peṭakopadesa* of the *Kuddakanikāya* ascribed to *Mahākaccāya*, are exegetical and methodological in nature. They are not commentaries but the guides of commentaries for an interpretation of the canon.

(Oskar von Hinüber, *A handbook of Pāli literature*, pp.77-82, Lily De Silva, *Dighanikaya-ṭīkā*, 1970: Ixxiv)

All exegetical methods can be covered with the *Netti* methods known as 16 *Hāras* and five *Nayas* because of no Buddha's teaching can be illustrated by the *Netti* methods.

*Nettinayena hi suttassa saṃvaṇṇanāvisesā, sabbe te nettiupadesayattā (Nettipakaraṇa atthakathā: 37)*

All methods in exegesis thus, are including into modes of the *Nettipakarāṇa*.

- *Nettinayena hi sumvaṇṇitum asakkuṇeyyaṃ nāma natthi*. Ibid: 12

## Commentaries

*Ayaṃ tāva ettha padavaṇṇanā* (Vinaya atthakathā II: 201)

*Atthavaṇṇanāyametassa parihāro vuttoyeva*. *Majjhimanikāya atthakathā*, Vol-Iv: 100

**Exegesis** - a detailed explanation on some obscure terms and critical concepts in the canonical and non-canonical commentaries b

**Table: Old and new severn ṭīkās on the Khuddakanikāya:**

No.	Commentary	Old ṭīkās	New ṭīkās of UM
1	<i>Khuddakapāṭha</i>		<i>Khuddakapāṭha-ṭīkā</i>
2	<i>Dhammapada</i>		<i>Dhammapadamahāṭṭīkā</i>
3	<i>Udāna</i>		
4	<i>Itivuttaka</i>		
5	<i>Vimāna</i>		
6	<i>Suttanipāta</i>		
7	<i>Theragāthā</i>		
8	<i>Therīgāthā</i>		
9	<i>Petavatthu</i>		
10	<i>Apadāna</i>		
11	<i>Buddhavaṃsa</i>		
12	<i>Cariyāpitaka</i>		
13	<i>Jātaka</i>	<i>Jātaka-purāṇaṭṭīkā</i>	<i>Jātaka-ṭīkā</i>
14	<i>Niddesa</i>		
15	<i>Paṭisambhidāmagga</i>		
16	<i>Milindapañhā</i>	<i>Milindapañhā-ṭīkā</i>	
17	<i>Nettipakarāṇa</i>	<i>Netti-purāṇaṭṭīkā</i>	<i>Netti-Abhinavaṭṭīkā</i>
18	<i>Petakoppadesa</i>		

The meaning of the commentary ought to be known by this text, so, it is called as *ṭīkā*.’(*Saddanīti-dhātumālā* p.326)(12<sup>th</sup> century A.D.)

The meaning of the commentary ought to be known by this, in other words, it, as light destroys darkness, that of confusion, thus it is called *ṭīkā*. (*Maṇisāramañjūsā-ṭīkā*, p.437)

(15<sup>th</sup> century A.D.)

It derives from a root  $\sqrt{tīka}$ , cerebral  $t$ , ‘to know, to do and to be’. It is derived from dental  $\sqrt{tīkā}$  ‘to cut’. It derives from a root  $\sqrt{dā}$  ‘to give’. It derives from the root  $\sqrt{dhā}$  ‘to bring’. It derives from a root  $\sqrt{dhu}$  ‘to cut’ and It derives from  $tīkā$ , which derives from *tnṇa-pūraṇa*.

1. (*Dhammapada-mahāṭikā*, pp. 3-4) (1866 A.D.)

### Ṭikā Literature

A long and continuous tradition

11<sup>th</sup> -18<sup>th</sup> A.D, 6<sup>th</sup> -11<sup>th</sup> A.D, 12<sup>th</sup> – 15<sup>th</sup> A.D

Sri Lanka, Myanmar, Thailand

A major role in preserving and supplementing *tīkā* composition South India Sri Lanka

Period	Location	Ṭikā	
The Early Age (the 6 <sup>th</sup> -11 <sup>th</sup> A.D)	South India	12	
	Sri Lanka (Anuradhapura)		
The Golden Age (the 12 <sup>th</sup> -15 <sup>th</sup> A.D)	Sri Lanka (Polonnaruva)	32+	
	Upper Myanmar (11-15)	9	29+
The Later Age (the 16 <sup>th</sup> -18 <sup>th</sup> A.D)	Upper Myanmar (16-18)	20	
	Lower Myanmar (15-17)	5+	
	Thailand (14- 17)	6+ 83+	

### The Six-fold method

- An outline of interpretative methods in Pali literature

- The six-fold method in Pali *ṭīkā*s: **A confined method in later *Ṭīkā*s**

### **Criteria to identify a typical *ṭīkā***

**Early Age > GoldenAge > Later Age >**

*Vajīrabuddhi-ṭīkā, Dīghanikāya-ṭīkā Rūpasiddhi-ṭīkā, Nyāsappadīpikā-ṭīkā*  
*Milindapañhā-ṭīkā, Mahābodhivaṃsa-ṭīkā Sankhepavaṇṇanā-ṭīkā,*  
*Kaccāyanasuttaniddesa Niruttisāramañjūsā-ṭīkā , Silakkhandhavagga-abhinavaṭīkā*

*Nayamukhudīpanī*, pp.97-105 *Samvaṇṇanāyadīpanī* pp. 107-114

<Jaṃbudhaja, an erudite Burmese monk in 1817 A.D

*Sambandho ca padañceva, padattho padaviggaho*

*Codanā parihāro ca, chabbhidhā suttavaṇṇanā.*

‘The method of the sub-commentary is six-fold: connection, word, the word meaning, word-analysis, objections, and refutation of the objections.’

**The six-fold method (major interpretative devices):** words,ences,discourses,

**2. Pada** - Classification of words,**hāra-** Refutationctions

They are called as ‘**ṭīkā method**’ as all later *ṭīkā*s employ the six-fold method.

**3. Padattha** - Meaning of the word, **daviggaha** - Word-analysis,

**Sambandha-** Relationship between words, sentences, paragraphs or discourses

Commented unit

*Vaṇṇayissaṃ samāsenā abhidhammatthasaṅgahaṃ. Abhidhammatthavibhānī ṭīkā: 69*

Commented unit

*Abhidhammatthasaṅgahaṃ vaṇṇayissanti sambandho. Manisāramañjūsā ṭīkā I: 8*

***Pada*** - Classification of words

***Padattha*** - Meaning of the word

It ends up with sentences such as ‘*Iti yojanā*’, ‘*Ayaṃ panettha adhippāyo*’ ‘*iti attho*’ and so forth. This ending sentence generates a phrase of literary works, as called *Yojanā*. Unlike *ṭīkā*s, *Yojanā* texts entirely apply this *attha* method. It therefore, is entitled *Atthayojanā* in *Pāli*.

***Padaviggaha*** - Word-analysis

*Anuyoga* is to create a question or to discuss critically with **an open question**.

*Parihāra* is to give the answer to the questions. By the later time, young *ṭīkā*s read it as *Codanā* meaning as ‘criticism’.

## **Conclusion**

Hermeneutic culture of Pali *ṭīkā*s. Pali *ṭīkā*s classify variant ways such as three-fold, five-fold, six-fold, and eight-fold. As confined one to all methods, the only six-fold method becomes popular as a key tool of later Pali *ṭīkā*s by which Pali compositions could be identified as a typical *ṭīkā* or not.

*Chattha-Saṅgāyana* CD-ROM, Version 4.0, Vipassana Research Institute, Dhmmagiri, Igatpuri, 422 403 District Nashik, Maharashtra, India, 1999.

Silva, Lily De. ed. *Dighnikāya-Atthakathāṭīkā, Linattavannana*. vol-1, 1970: lxvi-lxxii

Supaphan Ma Bangchang, ‘Introduction’ in *A critical edition of the Mulapariyaya Vagga of the Majjhimanikāya-Atthakatha Tika with an introduction on the Evolution of the Methods of Exegesis*, Vol-II, (unpublished PhD dissertation), University of Peradeniya, Sri Lanka, 1979: cxxviii-cxlv. Madihe Sugathasiri, ‘An Introduction’ in the *Pālimuttakavinayavinicchayaṅgaha*, pp.18-24

Candamukha, *An Analytical study of Vinayālaṅkāra-ṭīkā*, (unpublished PhD dissertation) ITBM University, Yangon, Myanmar, 2014: 140-147

S. Vijitha Kumara, *A Study of the Unique Exegetical Methods in the Sub- commentary of the Majjhimanikaya*: Sri Lanka International Journal of Buddhist Studies (SIJBS) Volume VI, 2020, Sri Lanka: 44-58

## **6. Reviewing Literature by Ven. Ariyavamsa (PhD)**

### **Literature review**

Literature review is a systematic, explicit and reproducible method for identifying, evaluating and synthesizing. It is the existing body of completed and recorded work produced by other researchers, scholars and practitioners.

by Arlene Fink – Conducting Research Literature Review. (2010)

Literature survey is the documentation of a comprehensive review of the published and unpublished work from secondary sources of data in the area of specialist interest to the researcher. Sekarn (2000)

### **Literature Review**

In this section the researcher needs to find the most relevant and most recent literature on the subject to help the Research Proposal. In the Literature Review, the researcher discusses what other people have written about the topic (or a similar one). The familiarity with the most relevant and most recent texts and their central concepts relevant to the study should be demonstrated by providing a brief summary of such relevant literature.

Besides, literature Review is an integral part of the research process and makes a valuable contribution to almost every operational step. There is a paradox (in the literature review): you cannot undertake an effective literature review unless you have formulated a

research problem, but your literature search plays an extremely important role in helping you to formulate research problem.

In brief, the literature review is the evaluation and critical knowledge of previous research. What is meant by a literature review is a critical assessment by the research of the existing body of the knowledge on the theme or problem under investigation. It is a key component of a research proposal.

Regarding Buddhist psychological context, the concept of memory can be seen a few numbers in the previous studies, and the followings books and articles are related to my research:

1. (1) The book entitled — *Early Buddhist Theory of Knowledge* composed by K. N. Jayakumar, contributes the solution of a number of problems particularly pertaining to the earliest developments of Indian philosophy. It discusses in nine chapters the early Buddhist theory of knowledge. Among them, in the last chapter, the means and limits of knowledge are mainly related to my research areas. Regarding perception, the author believes that many of the doctrines of Buddhism are claimed to be inductive inferences based on the data of extrasensory perception. In this respect, extrasensory perception is treated at the same level as normal perception and it is considered possible to make both valid and erroneous inferences on this data.
2. (2) The other book *Buddhist Psychology of Perception* by E. Sarachandra (2009) is one of the excellent works concerning with Buddhist psychology of perception in the present time. In this book, the author has studied the theory of perception with the reference to the Nikāyas and Abhidhamma. This book is worth studying by those who are familiar with western philosophy, the Buddhist view of mind is expressed in Pali literature focusing on the perception and Bhavaṅga.

### **Purpose of Literature Review based on Previous Research**

The purpose of literature review is to discover what other researchers have been done on same area, what they have not done and what is needed to be done continuously to keep up with current research. It will help you focus your study on areas where there are gaps in the existing body of knowledge. All these will help you gain a greater insight into your own research questions and provide you with clarity and focus which are central to a relevant and valid study.

In this section, you as the researcher should find something that other researchers are missing and therefore try to fill that gap with the research that you are proposing. In other words, you (the researcher) are to show how your study will contribute to filling the gap identified in the introduction.

(1) The book titled *The Five Aggregates Understanding Theravada Psychology and Soteriology* compiled by Mathieu Boisvert, states a detail analysis of five aggregates (*pañcakkhandhā*). In this book, there are seven chapters. Of them, in the chapter two to six, the author clarifies the nature of the individual aggregates and he points out that the aggregate is central to the transmigraton process since it links desire or craving (*taṇhā*) to sensation. The final emancipation (*nibbāna*) requires that recognition be replaced by understanding (*paññā*). Nevertheless, this book does not focus much on the memory is related to five aggregates. My research is meant for revealing in detail any significant relevance of memory and five aggregates.

The articles on “*Once Again on Mindfulness and Memory in Early Buddhism*” by Bhikkhu His postdoctoral research has been mainly regarding ethics, in general,

Anālayo, explains the aspects of the relationship between mindfulness and memory. In and Buddhist ethics, in particular. his work, he suggests that without the memory component, the notion of mindfulness cannot be properly understood or applied, as mindfulness requires memory for its effectiveness. However, he also does not focus much on the memory is related to five aggregates of perception. My research focuses comprehensively on the memory related to five aggregates of perception.

- *The Nature of Medicine* is an extremely rich book in content. It provides us with a mine of information on various aspects of modern Western medicine, both as an institution and an ideology.
- The book has 14 chapters, and a useful bibliography of selected works with an index.

### **The significant of literature review**

A comprehensive literature review is significant because it provides an up to date understanding of the subject; it identifies the methods used in previous research on selected topic and it also helps to work out how to answer the questions and what questions need to be asked. On account of it, a researcher is able to formulate the research problem for his research project.

By working literature review, the research proposal will be very easy to write because everything in research proposal is derived from literature review. And also, a researcher can critically study how to distinguish between the current knowledge and the previous views, and can investigate the strong-point and weak-point in other works. Explanation of reasons in research problem is a good quality of good literature review.

The literature review is one of the important factors in the research proposal because it cannot be said that is complete proposal without literature review.

### **The Criteria of Literature Reviews**

**Cite:** keep the primary focus on the literature pertinent to your research problem.

**Compare:** the various arguments, theories, methodologies, and findings expressed in the literature: what do the authors agree on? Who applies similar approaches to analyzing the research problem?

**Contrast:** the various arguments, themes, methodologies, approaches and controversies expressed in the literature: what are the major areas of disagreement, controversy, or debate? **Critique:** the literature: Which arguments are more persuasive, and why? Which approaches, findings, methodologies seem most reliable, valid, or appropriate, and why?

**Connect:** the literature to your own area of research and investigation: how does your own work draw upon, depart from, or synthesize what has been said in the literature?

### **How to review the literature**

When a researcher is working on the literature review, it is very important to avoid from bias and not to argue by taking what he likes and by omitting what he dislikes.

**Reviewing the literature**, what aspects of your subject area have been examined by others, what they have found out about these aspects, what gaps they have identified and what suggestions they have made for further research.

### **In the writing of literature review, the following factors are needed to be explained:**

Mention the names of books and scholars, How much the other scholars have done, Which parts are signified in it, Which parts are need to be done, and Which problems will be defined

### **Two ways to write literature review**

Literature Review similar to book review without critique Previous Research (Reviewing on Previous Researches)

6. Academic Writing

7. II. Critical Thinking (not just look at the contents)

1) To tell the researcher's main contribution and main concept 2) Specify your gap

Guide to write restructure review

#### **1. Publication Data**

(describe name of the author, and book, volume number and edition, place of publication, print house, publication year)

1) Main concept 2) Main contribution

#### **4. Research Gap (or) Your Aim**

#### **2. Strength of the Author**

#### **3. Weakness of the Author**

#### **Two kinds of Book Reviews**

1) Descriptive Review=

2) Critical Review=

#### **Two types of descriptive reviews**

Book Literature

Just report, summarize and compile

Summary

Theoretical Analysis

Comparison with Previous Studies

#### **Literature review six kind of views**

(1) Argumentative Review

(2) Integrative Review

(3) Historical Review

(4) Methodological Review

(5) Systematic Review

(6) Theoretical Review

When you write literature

(1) Introduction

(2) Body

Critical Analysis

Research Questions and Objective

(3) Conclusion

Research gaps

(1) Thematically

(2) Chronologically

Arguments

### **Different types of rules in any university on literature**

#### **Monograph Style Thesis**

(1) Chapter 1: Introduction, Chapter 2: Literature Survey, Chapter 3,4,5: Analytical Chapter, Chapter 6: Concluding Remarks'

#### **Critical edition with a historical introduction**

(2) Chapter 1: Historical Introduction, Chapter 2: Literature Survey, Chapter 3,4: Critical edition Chapter 5: Translation with Annotations, Chapter 6: Concluding Remarks/ Summary

#### **Collection of connected essays/articles**

(3) Chapter 1: Introduction, Chapter 2: essay one, Chapter 3: essay two, Chapter 4: essay three, Chapter 5: Concluding Remarks'

### **European and other countries' universities format styles**

(4) Chapter 1: Introduction, Chapter 2: Literature Review, Chapter 3: Methods and Materials, Chapter 4: Results, Chapter 5: Discussion

### **Some other format style**

(5) Chapter 1: Introduction, Chapter 2: Literature Review, Chapter 3: Research Methods, Chapter 4: Research Findings, Chapter 5: Discussion

### **A Practical Session**

How to find sources in English Su4a translations from celebrated websites / internet sources E.g.

1. Access to Insight Tipiṭaka Access to Insight, June 4, 2009, <http://www.accesstoinight.org/6pitaka/index.html> (Offline Edition 2010.01.26.22).
2. English Translations of DN/MA/SN/AN published by Boston Publications USA
3. English Translations of the Piṭaka by the Pali Text

## **7. Literature Review by. Ven. Ñāṇavara (PhD)**

Structured, critical survey of scholarly work related to a specific topic.

- (1) What has already been studied,
- (2) What has not been studied (identifies gaps in old knowledge)
- (3) justifies your research. (contribution)

- I. Short LR - Part of the Introduction

## II. Long LR - Chapter

### **from Old Knowledge/Previous Research to New Knowledge/Contribution**

**The Pali Canon, Aṭṭhakathā, and Ṭīka should not be used as LR. Secondary Sources are used as LR. ResearchGap**

Duplicate or redundant research

Non-significant research

Failure to address past weaknesses o Too broad or unfocused direction

### **Focus on Narrow, Deep, Specific**

Successful research begins with identifying a gap.

Literature review is the tool to find that gap.

Always verify gaps with credible sources.

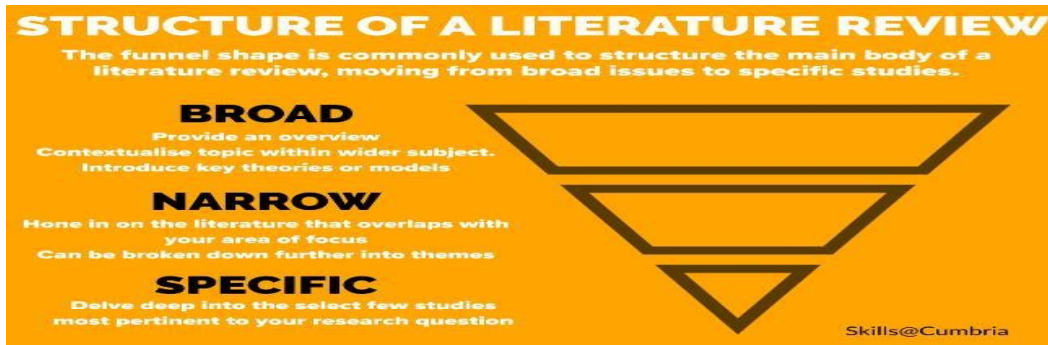
### **What is a ResearchGap?**

A problem not yet solved

A contradiction in previous findings

An underexplored area (a lack of research on a new trend)

A Methodological/Scope/Limit Issue



## Contradictions

1. Honey is suitable for diabetes.
2. Honey is not suitable for diabetes.

## Two Types of Gap (1) Misunderstanding (Contradictions) (2) Limitation

### Aim

(1) To respond (solve) to the misunderstanding (2) To explore (extend) the specific  
Method, limitation, Scope

## Two Types of Contributions (1) To respond to the misunderstanding

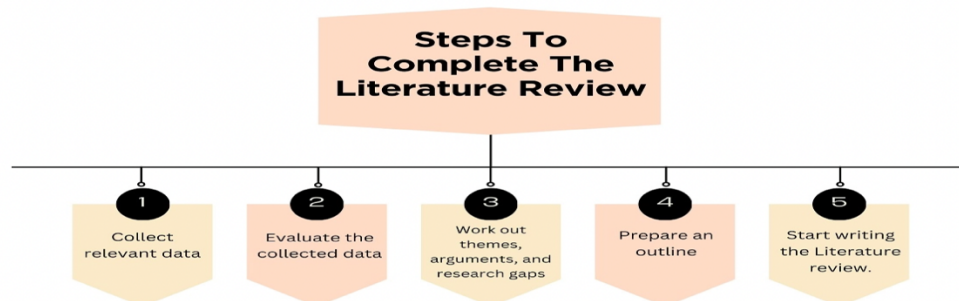
(Misunderstanding/Misinterpretation/Incomplete/Debates)

- Evaluate the strengths and weaknesses of previous research.
- Compare and contrast views, and highlight what seems to be missing.
- Respond, Explain

## (2) To explore the specific limitation

(Limitations, Aspects, Methods, Trends)

Extend—deeper, wider, in detail Explore—New area



**Literature Review** = systematic study of existing research (or) previous research.  
**Beyond Surface-Level Analysis**

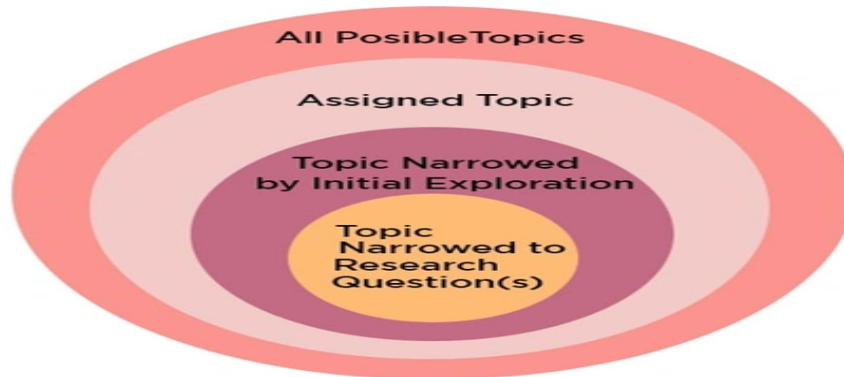
### Analyse and Evaluate (Critical Reading)

Are there debates or disagreements among scholars? (Conflicts) What are the main arguments or findings in these works? What are the strengths and weaknesses? What are the areas lacking recent investigation?

Are their conclusions outdated? Is a certain population, age, size, region, or method underexplored?

Highlight research gaps that your study will address.

- What has been done? What hasn't?
- What is missing?
- What is the limitation?
- How does your study address the gap?
- How will your research contribute?



- Choose a broad area first (e.g., Buddhist Education)
- Narrow it down (e.g., use of Jataka stories in modern classrooms)

### *Satipaṭṭhāna- kāyānupassā Ānāpāna* Advice

- Start your literature review early and revise as you progress.
- Read with a critical and comparative lens
- Think about how your research fills a gap

### How does your research build on or challenge existing work? **How to Find a Research Gap (Overview)**

- Step 1: Identify your interest/topic area.
- Step 2: Conduct a structured **literature review**.
- Step 3: Analyze existing studies for gaps.

### **Example**

- Topic: **Mindfulness in education**
- Literature shows many studies on adults but few on children.
- Gap: Lack of mindfulness intervention studies for primary school students

### **Tips**

- A gap is not just a topic—it's a specific *problem* within the topic.
- Use research questions to clarify the gap.

- Literature review (LR) is the tool to find that gap.

Example

“While (Topic) is discussed in the (Primary Sources) as -----, (Scholar A) emphasizes its -----aspect. (Scholar B) interprets it within the context of ----- however, few scholars explore its ----- aspect in modern contexts. Therefore, this research aims to address -----.

- ✓ Summarizes previous research
- ✓ Highlights a gap
- ✓ Connects to own research

ယင်းသို့ လေ့လာရာ၌ စူးစမ်းဖွယ်ပြဿနာအချို့ကို တွေ့ရပေရာ တစ်ခုမှာ မွေပဒအဋ္ဌကထာကျမ်းပြုဆရာကား မည်သူနည်း ဟူသော ပြဿနာပင် ဖြစ်သည်။ အစဉ်အလာအားဖြင့် မွေပဒအဋ္ဌကထာဆရာသည် ရှင်ဗုဒ္ဓယောသပင် ဖြစ်သည်။ ဤအစဉ်အလာအဆိုကို အိန္ဒိယပညာရှင် ဘီစီလောနှင့် သီဟိုဠ်ပညာရှင် မာလာလာဆေကေရတို့က လက်ခံကြသည်။

သို့သော် အနောက်တိုင်းသား ပညာရှင်များဖြစ်ကြသည့် တီဒဝလျူရီ(စ်)ဒေးဗစ်၊ ဘာလင်ဂမ် စသည်တို့ကမူ ဤကျမ်းသည် ရှင်ဗုဒ္ဓယောသ၏ လက်ရာမဟုတ်ဟု ဆိုကြသည်။

[vi]

မွေပဒအဋ္ဌကထာနှင့် ရှင်ဗုဒ္ဓယောသ

Gap

ယင်းသို့ အဆိုကွဲပြားနေခြင်းကို အကြောင်းပြု၍ မွေပဒအဋ္ဌကထာသည် ရှင်ဗုဒ္ဓယောသ၏ လက်ရာ ဟုတ်သည် မဟုတ်သည်ကို စိစစ်လေ့လာရန် ထိုအချိန်က ပါဠိပါမောက္ခဖြစ်သော ဆရာဦးအောင်သန်းက ဤစာတမ်းရေးသူအား အကြံပေးပါသည်။ ယင်းအကြံပေးချက်ကို ခံယူ၍ မဟာဝိဇ္ဇာဘွဲ့အတွက် ဤစာတမ်းငယ်ကို ရေးသားပြုစုခြင်း ဖြစ်ပါသည်။

မွေပဒအဋ္ဌကထာနှင့် ရှင်ဗုဒ္ဓယောသ

Literature Review  
Previous Research

ထိုစာရင်းတွင် ပါရှိပါသည်။ ထိုစာရင်းတွင် ပါရှိသည့်အတိုင်း မွေပဒအဋ္ဌကထာသည် ရှင်ဗုဒ္ဓယောသ ပြုစုရေးသားသော ကျမ်းဖြစ်သည်-ဟု ဘီစီလောနှင့် မာလာလာဆေကေရ-တို့က ထောက်ခံအတည်ပြု၍ ဘာလင်ဂမ်၊ တီဒဝလျူရီဒေးဗစ်၊ ဝင်တာနစ်၊ ဂိုင်းဂါ စသော အနောက်တိုင်းပညာရှင်တို့က ရှင်ဗုဒ္ဓယောသ၏ လက်ရာမဟုတ်-ဟု ဆိုကြသည်။ ထိုသို့အုပ်စု နှစ်ခုကွဲပြားလျက်ရှိရာ လက်မခံသော ပညာရှင်များ၏ အဆိုကို ပထမ ဖော်ပြပါမည်။

Research Problem  
Gap

ကျမ်းနှင့် အတူတူလိုပင် ဖြစ်သည်။ အကယ်၍ အဋ္ဌကထာသုံးကျမ်းလုံးသည် ရှင်ဗုဒ္ဓယောသတစ်ပါးတည်း၏ လက်ရာဖြစ်ပါက ထိုသုံးကျမ်းလုံး၌ တစ်မျိုးတည်းသော်၎င်း၊ နှစ်မျိုးလုံးသော်၎င်း၊ ဖွင့်ဆိုရေးသားခဲ့ရာသည်၊ သို့ရာတွင် ထိုအဋ္ဌကထာနှစ်ကျမ်း တစ်မျိုးတည်းရှိ၍ ဓမ္မပဒအဋ္ဌကထာ၌ နှစ်မျိုးဖွင့်ဆိုထားသည်မှာ ထိုအဋ္ဌကထာသုံးကျမ်းတို့သည် ဆရာတစ်ဦးတည်း၏ လက်ရာ မဖြစ်နိုင်သည်မှာ သိသာပါသည်။

၅။ အနိက္ကသာဝေါ- အစချီသော ဂါထာနှစ်ခုနှင့် ပတ်သက်၍ ရှင်ဗုဒ္ဓယောသ၏ လက်ရာအစစ်ဖြစ်သော အဋ္ဌကထာများ၌ မတွေ့ရဘဲ ဇာတကဋ္ဌကထာနှင့် ထေရဂါထာအဋ္ဌကထာတို့၌သာ တွေ့ရပါသည်။ ယင်းတို့

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ဦးကျော်ရှိန်

တွင်လည်း ထေရဂါထာအဋ္ဌကထာလာ အဖွင့်သည် ဓမ္မပဒအဋ္ဌကထာ၏ အဖွင့်နှင့်တူညီ၍ ဇာတကဋ္ဌကထာ၏အဖွင့်မှာ တသီးတခြား ဖြစ်သည်။

*Method, Scope*

ဤသို့ (ဂါထာ(၆)ခု၏ အဖွင့်အဆိုများကို နှိုင်းယှဉ်လေ့လာခြင်း

ဖြင့် ဓမ္မပဒအဋ္ဌကထာသည် ရှင်ဗုဒ္ဓယောသ၏ လက်ရာ အမှန်ဖြစ်သော ဝိနယပိဋကအဋ္ဌကထာ၊ မဇ္ဈိမနိကာယအဋ္ဌကထာ၊ ဝိသုဒ္ဓိမဂ္ဂအဋ္ဌကထာများနှင့် အဖွင့်အဆိုအားဖြင့်၎င်း၊ အနက်အဓိပ္ပါယ်အယူအဆအားဖြင့်၎င်း၊ ကွဲပြားခြားနားသည်မှာ ထင်ရှားပါသည်။ ယင်းသို့ အဖွင့်အဆိုအယူအဆ ကွဲပြားခြားနားသည်ကို ထောက်ဆ၍ ဓမ္မပဒအဋ္ဌကထာသည် ရှင်ဗုဒ္ဓယောသ၏ လက်ရာ မဟုတ်နိုင်-ဟု ဤစာတမ်းရေးသူက ယူဆပါသတည်း။

*Contribution*

Sentences and paragraphs commonly used in literature reviews

1. Early

early studies, such as those by (Scholars), explored (Topic) primarily through textual analysis. These works emphasized the canonical basis in the Pāli Nikāyas.

(Another scholar) later provided a more integrated view, -----

## 2. Contemporary

Recent academic interest has focused on ----- . (*Scholars*) also assert that ----- (*Scholar A*) and (*Scholar B*) expanded ----- . Additionally, research by (*Scholar C*) emphasized ----- .

## 3. Comparing Views

“**While** (A) highlights the devotional function of this meditation, (B) presents it as a psychological support in daily practice.” “Some scholars, like -----, focus on its textual origins, **while** others explore its practical value for modern meditators.”

## 4. Critical Evaluation, Critical Observation

**while many studies** have thoroughly examined the doctrinal roots of -----, few have systematically analyzed its ----- aspects. **Furthermore**, there is **limited** research ----- Most literature remains textual and interpretative.

Example - “Most scholars agree on the importance of *Buddhānussati* in early Buddhism, **but they differ on** how it is interpreted across traditions.” “Some studies **rely heavily on commentarial texts** without analyzing the sutta sources directly.”

## 5. Research Gaps and Contribution

Despite some scholarly works, gaps remain regarding:

- -----
- -----.

The present study seeks to address these gaps by -----

Example – **dispite many studies** that look at the doctrinal background of *Buddhānussati*, **few studies** look at how it is practised today to reduce mental defilements.

**Not much research has been done on** the impact of on *Buddhānussati* emotional resilience”

“There is **limited research on** -----.

Example - This research is **an extension of the research of (A) and (B)**, but **seeks to understand** how *Buddhānussati* can be used to facilitate the moral development in the contemporary world, **although previous research** has explored the doctrinal aspect, **this thesis will examine** the lived experience of practitioners through interviews.

### **Example of a Simple Literature Review Paragraph**

*Buddhānussati* is mentioned in several places in the Pāli Canon, especially in the Aṅguttara Nikāya. The Visuddhimagga describes it as a way to develop joy, confidence, and concentration. (Scholar A) underlines that not only does this practice strengthen faith, but also causes calmness of the mind. (Scholar B) also associates *Buddhānussati* with mindfulness and observes its effect in the regulation of emotions. **However**, most of the literature available is doctrinal. **What seems to be lacking are** empirical studies, that discuss the use of this practice by modern day Buddhists in their everyday lives. **This paper aims to address that gap by discussing** how *Buddhānussati* is applied in modern meditation contexts.

### **Previuous Literature**

Not Research Book Insufficient Compact Brief Misunderstanding Neglect, Lack to examine, However, Nevertheless, But, Academic Paraphrase Bank (ref-n-write)

### **My observation**

Research work In detail Deeper Wider, further extend Response

further examine to fill the RG. Therefore, Hence,

<https://t.me/BuddhismAcademicEbooksNyanna/155>

Academic Paraphrase Bank (Extended-Full)

<https://t.me/BuddhismAcademicEbooksNyanna/159>

**Literature Review (Zoom Record)**

<https://t.me/BuddhismAcademicEbooksNyanna/185>

<https://t.me/MakutaResearchMethodology/411>

## Chapter 8. Data Collection

### 1. Research Methodology Collecting Data by Dr. Ven. Revata

2. Constructing an instrument of data collection
3. Collecting data
4. Processing and displaying data

Plan for the tonight

1. Method of data collection
2. The Ethics
3. Stakeholders in the research
4. Ethical issues for research participants
5. Ethical issues for the researcher
6. Ethical issues for the sponsoring organization
7. Ethical issues in collecting data from secondary sources

1. Methods of data collection

1. Quantitative method

2. Qualitative method

3. Mixed method

- Quantitative: Standardization of question, Predetermined, validity, reliability and extraction in numerical or categorical form
- Qualitative: No Standardization, no predetermined, flexibility, freedom and extraction from descriptive and narrative information.

**Qualitative Method VS Quantitative method**

**Qualitative Method**

To develop human behavior, think etc.

Feelings, attitudes, opinion, thought of human beings

Verbal or narrative data

To examine a phenomena as it is

Inductive

Use small samples

How, Why

Interview, focus group

### **Nature Quantitative Method**

Meaning: To generate measurable data

Deal with : Statistical data draws connection between factors

Data collected: Numerical data

Purpose: To study relationship, cause and effect

Approach: Deductive

Sample Use: large samples

Question: How many, who

Instrument: Survey, observation

### **. The Ethics**

- ❖ Ethics means “moral principles that control or influence a person’s behavior or in accordance with principles of conduct that are considered correct.
- ❖ What is ethical is made on the basis of the code of conduct prevalent at that point in time. And each profession has its own code of ethics.
- ❖ Honesty, objectivity, openness, confidentiality
- ❖ To promote trust, accountability, and mutual respect
- ❖ To promote social responsibility
  - ❖ In research, any dilemma stemming from a moral quandary is a basis of unethical such as causing harm to an individual, breaching confidentiality, using information improperly, and introducing bias.

Stakeholders in the research

The Participants (social science, marketing, education, health, etc.)

The Researcher

The Funding body (organizations, companies.)

**Collecting data methods: Qualitative method and Quantitative method**

Primary Data: Interview, Questionnaire, Observation

Secondary data: documents, records, and so forth

**4. Ethical issues for research participants**

-Collecting information: ဒေတာမကောက်မီ မိမိလုပ်နေတဲ့သုတေသနရဲ့ အသုံးဝင်မှု၊ ဆက်စပ်မှုတို့ကို နားလည်သဘောပေါက် သိမြင်ထားနိုင်ရမယ်။ (ဥပမာ- ကျမ်းခေါင်းစဉ် မဆွေးနွေးမီ အကြမ်းအားဖြင့်ရှိသင့်ရှိထိုက်တဲ့ ဗဟုသုတ)

-Seeking informed consent: ပါဝင်ဖြေကြားပေးမဲ့သူဆီက ခွင့်ပြုချက်ယူဖို့ရန် မိမိရဲ့ သုတေသနနဲ့ပတ်သက်သမျှအကြောင်းအရာ၊ ဖြေကြားမဲ့သူနဲ့ ပတ်သက်မှု၊ စသည်တို့ကို ကြိုတင်၍ အသိပေးထားရမယ်။ ဟန်ဆောင်၍ သတင်းယူခြင်းမျိုး မအပ်။ (ခွင့်ပြုချက်မရှိသော၊ အသိညာဏ်နည်းသော၊ ဖြေလိုတဲ့ ဆန္ဒမပါသော သူတို့ဆီက မကောက်သင့်)

-Providing incentives: ဒေတာမယူမီ လက်ဆောင်ပစ္စည်းစသည်ပေးခြင်း။

-Seeking sensitive information: ထိလွယ်ရှလွယ်သော၊ စိတ်သောကဖြစ်စေသော မေးခွန်းမျိုး ရှောင်ရမယ်။ (အိမ်ထောင်ရေး၊ လူမှုရေးစသည်)

-Causing harm to participants: ဖြေဆိုမဲ့သူကို ဘေးဒုက္ခဖြစ်စေနိုင်တယ်ဆိုလျှင် မေးခွန်းကို ပြန် သုံးသပ်ရမယ်။ (ဥပမာ စက်ရုံအလုပ်သမားတွေကို သုတေသန ပြုရာတွင် )

-Maintaining confidentiality: ဒေတာပေးသူက အမည်မဖော်ပြလိုလျှင်၊ လျှို့ဝှက်ဖို့လိုတဲ့ ဒေတာတွေပါလာလျှင် ထိန်းသိမ်းထားရမယ်။

**5. Ethical issues for the researcher**

Avoiding bias: အမြင်မတူတာသည် ဘက်လိုက်တာမဟုတ် (not subjectivity) ၊  
တွေ့ရှိချက်တွေကို ရည်ရွယ်ချက်ရှိရှိ ဖုံးကွယ်တာ၊ တည်ရှိနေတဲ့အမှန်တရားကို  
အချိုးအစားမျှမျှ မဖော်ပြတာမျိုး ဖြစ်သည်။ (ကျမ်းနှင့်ဆိုင်သော်လည်း ဖယ်ထားခြင်း)

Using inappropriate research methodology: ဘက်လိုက်မှုရှိတဲ့ စာရင်းကောက်မှုကို  
ရွေးချယ်ခြင်း၊ တရားမဝင်တဲ့တိုင်းတာမှုကြိယာတို့ကို အသုံးပြုခြင်း၊ မှားယွင်သော  
ကောက်ချက်ချမှုကို ဒီဇိုင်းဆွဲခြင်း၊

Incorrect reporting: ကိုယ့်အကျိုး သို့ တစ်ယောက်ယောက်အကျိုးအတွက် ရရှိတဲ့ ဒေတာ ကို  
ပြောင်းလဲရေးသားမှုမျိုး၊ (မှန်ကန်ရမယ်၊ ဘက်လိုက်မှုကင်းတဲ့ သတင်းကို သာ ရေးရမယ်။

Inappropriate use of information: မေးခွန်းဖြေကြားသူကို ဆိုးရွားစွာထိခိုက်စေနိုင်တဲ့  
သတင်းအသုံးမှုမျိုးကို ရှောင်ကြဉ်ရမယ်။ (ဒေတာ သည် အဖွဲ့အစည်းကောင်းဖို့အတွက်  
ဖြစ်တယ်ဆိုသည်ပင် အဖွဲ့ထဲက တစ်ဦးဦးကို ထိခိုက်တယ်ဆိုလျှင်)

**Ethical issues for the sponsoring organization**

Restrictions imposed by the sponsoring organization: social science research,  
အဖွဲ့အစည်းက ထိန်းချုပ်မှုကို လက်ခံခြင်း၊ အဖွဲ့အစည်းက တင်းကျပ်သော စည်းမျဉ်းတွေ  
ချမှတ်ခြင်း၊ ထုတ်ဝေသူရှာဖွေမှုကို တားမြစ်ခြင်း စသည်တို့သည် ကျင့်ဝတ်နှင့်မညီပေ။

The misuse of information: အဖွဲ့အစည်းက သူတို့ရဲ့ အဖွဲ့အစည်းမြှင့်တင်ဖို့အတွက်  
ကိုယ့်ရဲ့တွေ့ရှိချက်တွေကို အသုံးပြုခြင်း။ (သုတေသနက ကျမ်းပြုသူအတွက်မဟုတ်ဘဲ  
အဖွဲ့အတွက် ဖြစ်သွားခြင်း။

7.Ethical issues in collecting data from secondary sources

Plagiarism: အခြားသူတို့၏ အယူအဆ၊ အလုပ် စသည်တို့ကို မိမိ၏ အယူအဆအနေနဲ့ တင်ပြခြင်း၊ ခွင့်ပြုချက်မယူဘဲ တင်ပြခြင်း၊

-Plagiarism ရှောင်ကြဉ်ရန် Acknowledgement, Reference and Bibliography တို့ကို အသုံးပြုရမည်။

-In our institute, Reference Chicago Style အသုံးများသည်။

Walpola Rahula, *History of Buddhism in Ceylon* (Dehiwala: Buddhist Cultural Centre, 2014), 23. (footnote)

Rahula, Walpola. *History of Buddhism in Ceylon*. Dehiwala: Buddhist Cultural Centre, 2014. (Bibliography)

### **Harvard Style:**

In-text Example: (Rahula, 2014, p. 23)

Bibliography: Rahula, Walpola. (2014). *History of Buddhism in Ceylon*. Dehiwala: Buddhist Cultural Center.

Summarizing, Paraphrasing and Direct quotation

**To paraphrase** is to rewrite something using different words without changing the original meaning.

1. Read carefully and Rewrite sentences. Simplify the sentence structure and the vocabulary without changing the meaning.
2. Put your text out of sight and write your paraphrase from memory.
3. Revise your paraphrase and compare it to the original.

For example:

She angered me with her inappropriate comments, rumor-spreading, and disrespect at the formal dinner table. (original)

Her impoliteness, gossiping, and general lack of respect at dinner infuriated me. (Paraphrase)

### **Summarizing**

Write notes in point form using keywords and ideas.

Put your text away and write your summary from your notes.

The meaning is the same.

There is a much shorter version of the original writing.

### **Direct Quotation**

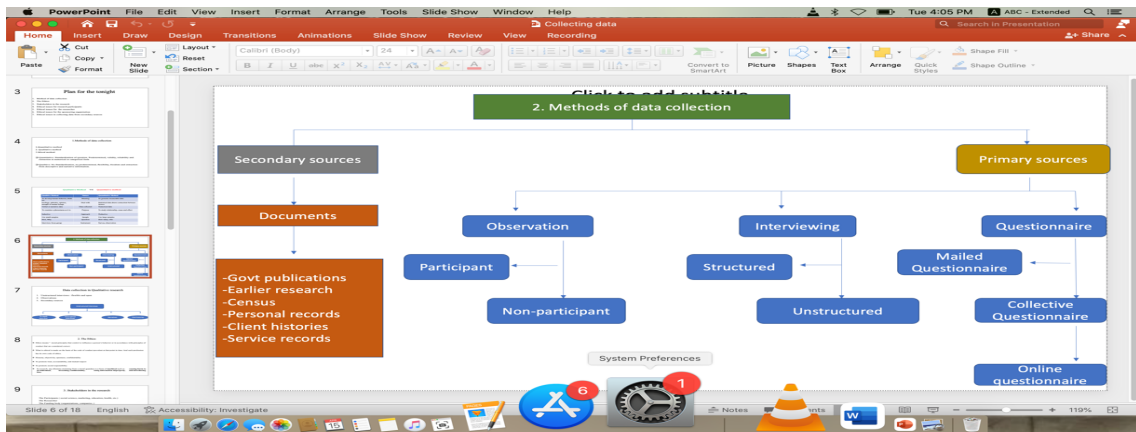
#### **Using comma**

Eg, “Soma Thera is of the opinion that “... by taking into consideration its many villages and market-towns, it was commonly referred to by the use of the plural form ‘Kurus’.”

Mis presentation of data, idea: ( ဘာသာပြန်မှားခြင်း၊ လိုသလို ကောက်ချက်ဆွဲခြင်း)

3. format, context or content စသည်တို့ကို ပြောင်းလဲခြင်း၊ မူရင်းအချက်အလက်ကို ပြောင်းလဲ ဖွင့်ဆိုခြင်း၊

Interview, questionnaire and observation တို့ကို အသုံးပြု ဒေတာကောက်၍ Buddhist textual filed မှာ သုတေသန ပြုလုပ်လျှင် လွယ်ကူနိုင်သလား?



## 2. Data Collections and the Analysis of the Data by Dr. Ven. Saokhao Acchariya Vamsi

**The Data Data Collections , Data Analysis , The Types of Data, Dissertation Data**

**Qualitative Primary Data , Primary Qualitative Data**

**Quantitative Primary Quantitative Data**

Evaluate your sample feasibility , Known your target, Do not limit yourself to conventional option

**Secondary Data** Secondary Quantitative Data , Secondary Qualitative Data

**Data Collections** Data collection is a systematic process of gathering observations or measurements.

The aim of the research

The type of data

The methods and procedures

Define the aim of your research

Quantitative data Qualitative data Choose your data collection method

Experimental Ethnography surveys Plan your data collection procedures

Operationalization Sampling Standardizing procedure Creating a data management plan

Collect the data Record all relevant information

Double-check manual data entry 1 Assess the reliability and validity

### **Data Analysis**

What is data analysis? The purpose of data Analysis is to extract useful information from data and taking the decision based upon the data analysis.

Data Analysis is also an easy way to evaluate the students regarding their understanding of the research material in general.

It gives the readers an insight in to what the researcher has derived out of the entire data.

### **Why do you need data analysis?**

Data analysis turns your thousands of data points into meaningful insights that can highlight areas for improvement.

Data analysis is the breaking down of the complex research material into its fundamental and simplified state. üThis helps to provide proof and better understanding of the research.

**Why is data analysis important?** Your data is the mainstay of your research. It is the base on which the entire study will rely upon.

### **Types of Data Analysis**

Types of Data Analysis: Techniques and Methods

1. Text Analysis 2. Statistical Analysis 3. Diagnostic Analysis 4. Predictive Analysis 5. Prescriptive Analysis

### **The Data Analysis Process**

You need to know it is the right data for answering your question

You need to draw accurate conclusions from that data

You need data that informs your decision-making process

### **5 steps to better decision making**

Define your questions , Set clear measurement priorities , Collect data, Analyse data, Interpret results

## **3. Types of Source and Data Collection by Dr. Ven. Ketumālā**

### **What is source?**

A person, book or document that provides information, especially for study. (Oxford Dictionary)

### **Three Types of Sources**

- ❖ Primary Source
- ❖ Secondary Source
- ❖ Tertiary Source (Mary Woodley, CSUN Oviatt Library)

### **What is Primary source?**

- A primary source is an original material source of information of a body or a system of knowledge.
- ❖ (e.g. original written works– poems, diaries, court records, interviews, surveys, original fieldwork, and research published in scholarly/academic journals)
- ❖ For Buddhist studies > Pāli, Commentaries, Sub-commentaries, (original translation)

### **Traditions of Canon in Buddhist Studies**

- ❖ Three kinds of Traditions
  - Pāli tradition
  - Chinese tradition
  - Tibetan tradition

### **Pāli tradition**

- Known as Theravada tradition
- Sutta, Vinaya and Abhidhamma
- Faithful and reliable
- A complete version of three baskets
- The preservation in original version

### **Pāli Tradition or Theravada Tradition**

- ❖ According to the Chaṭṭhasaṅgāyanā Tīpaṭaka Version
  - Pāli canon > 40
  - *Aṭṭhakathā* > 51
  - *Ṭīkā* > 26

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117 books

### **Vinaya Piṭaka**

**Vinaya Piṭaka Pāli (5) Vols:**

- (1) Mahāvagga Pāli (Vin. I)
- (2) Cūlavagga Pāli (Vin. II)
- (3) Suttavibhaṅga first part Pāli (Vin. III)
- (4) Suttavibhaṅga second part Pāli (Vin. IV)
- (5) Parivāra Pāli (Vin. V)

**Dīgha Nikāya****Dīgha Nikāya (3) Vols:**

- (1) Sīlakkhandhavagga Pāli (D. I)
- (2) Mahāvagga Pāli (D. II)
- (3) Pāṭhikavagga Pāli (D. III)

**Majjhima-nikāya Pāli****Majjhima Nikāya Pāli (3) Vols:**

- (1) Mūlapaṇṇāsa, Majjhimapañṇāsa Pāli (M. I)
- (2) Majjhimapañṇāsa, Uparipaṇṇāsa Pāli (M. II)
- (3) Uparipaṇṇāsa, Pāli (M. III)

**Saṃyutta-nikāya Pāli****Saṃyutta Nikāya Pāli (5) Vols:**

- (1) Sagāthāvagga Pāli (S. I)
- (2) Nidānavagga Pāli (S. II)
- (3) Khandhavagga Pāli (S. III)
- (4) Saḷāyatanavagga Pāli (S. IV)
- (5) Mahāvagga Pāli (S. V)

**Aṅguttara-nikāya pāli**

**Aṅguttara Nikāya Pāli (5)Vols:**

- (1) Ekakanipāta Pāli, Duka, Tika (A. I)
- (2) Catukkanipāta Pāli (A. II)
- (3) Pañcaka, Chakka Pāli (A. III)
- (4) Sattaka, Aṭṭhaka, Navaka Pāli (A. IV)
- (5) Dasaka, Ekādasaka Pāli (A.V)

**Kuddaka-nikāya Pāli**

**(ကျန်စုဒ္ဒကနိကာယ)**

- (က) စုဒ္ဒကပါဠိပါဠိ စု-၁
- (ခ) ဓမ္မဝဒပါဠိ
- (ဂ) ဥဒါနပါဠိ
- (ဃ) ဣတိဝုတ္တကပါဠိ
- (င) သုတ္တနိပါတပါဠိ
- (က) ဝိဇာနဝတ္ထုပါဠိ စု-၂
- (ခ) ပေတဝတ္ထုပါဠိ
- (ဂ) ထေရဂါထာပါဠိ
- (ဃ) ထေရီဂါထာပါဠိ

**Khuddaka Nikāya Pāli (19)Vols**

- (1) Apadāna Pāli (Ap)
- (2) Itivuttaka Pāli (It)
- (3) Udāna Pāli (Ud)
- (4) Khuddakapāṭha Pāli (Khp)
- (5) Cariyapitaka Pāli (Cp)
- (6) Jātaka Pāli (J)
- (7) Theragāthā Pāli (Thg/ Th)
- (8) Therīgāthā Pāli (Thig, Thi)
- (9) Dhammapada Pāli (Dhp)

**Kuddaka-nikāya Pāli**

- အပဒါနပါဠိ(၁) စု-၃
- (က) အပဒါနပါဠိ(၃) စု-၄
- (ခ) ဗုဒ္ဓဝံသပါဠိ
- (ဂ) ဓရိယာဝိဇ္ဇကပါဠိ
- ဓာတကပါဠိ(၁) စု-၅
- ဓာတကပါဠိ(၃) စု-၆
- ဟောနိဒ္ဒေသပါဠိ စု-၇
- ဗုဒ္ဓနိဒ္ဒေသပါဠိ စု-၈
- ဝဠသန္တိဒါဓဇပါဠိ စု-၉
- (က) နေတ္ထိပါဠိ စု-၁၀
- (ခ) ပေဋကောပဒေသပါဠိ စု-၁၁
- ဝိလိနုပဉ္စာပါဠိ စု-၁၂

(9)	Dhammapada Pāli (Dhp)
(10)	Nettipakarana Pāli (Nett)
(11)	Paṭisambhidāmagga Pāli (Paṭis / Ps, 2-Vols)
(12)	Petakopadesa Pāli (Pet)
(13)	Petavatthu Pāli (Pv)
(14)	Buddhavamsa Pāli (Bv)
(15)	Mahāniddeśa Pāli (Nidd. I)
(16)	Cūlaniddeśa Pāli (Nidd. II)
(17)	Milindapañhā Pāli (Mil)
(18)	Vimānavatthu Pāli (Vv)
(19)	Suttanipāta Pāli (Sn)

### Abhidhammā Pāli

(အဘိဓမ္မာပိဋက)	
ဓမ္မသင်္ဂဏီပိဋ	အဘိဓမ္မာ - ၁
နိကာယပိဋ	အဘိဓမ္မာ - ၂
(က) ဓာတုကထာပိဋ	အဘိဓမ္မာ - ၃
(ခ) ဗုဒ္ဓလပညတ္တပိဋ	---
ကထာဝတ္ထုပိဋ	အဘိဓမ္မာ - ၄
ယမကပိဋ (၁)	အဘိဓမ္မာ - ၅
ယမကပိဋ (၂)	အဘိဓမ္မာ - ၆
ယမကပိဋ (၃)	အဘိဓမ္မာ - ၇
ပဋ္ဌာနပိဋ (၁)	အဘိဓမ္မာ - ၈
ပဋ္ဌာနပိဋ (၂)	အဘိဓမ္မာ - ၉
ပဋ္ဌာနပိဋ (၃)	အဘိဓမ္မာ - ၁၀
ပဋ္ဌာနပိဋ (၄)	အဘိဓမ္မာ - ၁၁
ပဋ္ဌာနပိဋ (၅)	အဘိဓမ္မာ - ၁၂
ပဋ္ဌာနပိဋ (၆)	အဘိဓမ္မာ - ၁၃
ပဋ္ဌာနပိဋ (၇)	အဘိဓမ္မာ - ၁၄

### Abhidhamma Piṭaka Pāli

- (1) Dhammasaṅgani Pāli (Dhs)
- (2) Vibhaṅga Pāli (Vbh)
- (3) Dhātukatha Pāli (Dhātuk)
- (4) Puggalapaññatti Pāli (Pp / Pug)
- (5) Kathāvatthu Pāli (Kvu)
- (6) Yamaka Pāli (Yam. I, II)
- (7) Paṭṭhāna Pāli (Tikap-I, Dukap-I)

### Different Divisions of Kuddaka Nikāya

- According to Burmese Tradition > 18 books
- According to Sri Lanka Tradition > 15 books (Not include the *Petako-padesa*, *Nettipakāraṇa* and *Milindapañhā*)
- Canonical Texts > Five Nikāyas except the *Petakopadesa*, *Nettipakāraṇa* and *Milindapañhā*
- Post-canonical Texts > the *Petakopadesa*, *Nittipakāraṇa* and *Milindapañhā*

- Later exegetical works > *Aṭṭhakathā* and *Ṭīkā*

Two divisions of Tipiṭka Texts

- **Early Nikāyas** > First Four Nikāyas + (*Suttanipāta*, *Dhammapada*, *Therātherīgāthā*)
- **Later Works** > Remaining Texts

### What is secondary source?

- Secondary source is a piece of material of scholarly writing with personal interpretations and perspectives by someone through analyzing primary source
- ❖ (e.g. a book, an articles that interprets, reviews, or synthesizes original material, images, table)

### What is Tertiary source?

- Tertiary source is that used to organize and locate secondary and primary sources.
- The source which does not provide firsthand experience/ evidence or direct knowledge of the subject of study in the form of a systematic study in writing.
- ❖ (e.g. index, abstract, online database, catalogues and Bibliographies)
  - 1. editor's/ translator's critical notes
  - 2. Forward/ Preface of a book
  - 3. Dictionaries (Dealing with a particular area of study like the dictionaries that have entries of concepts and terminology of a particular discipline)
  - ❖ Buddhist Dictionary (written by venerable Nyanatiloka)
  - ❖ Dictionary of Pali Proper Names (Written by G.P. Malalasekera)
  - ❖ Oxford Dictionary of Psychology
  - 4. Cross References to an academic writing
  - ❖ Cross Reference is a reference to another text to elaborate on a point mostly found in Footnotes or Endnotes of a scholarly writings.
  - 5. Foot Notes/ End Notes
  - 6. Encyclopedias (Which does not have scholarly but summaries of knowledge)

## 7. Fact books

- ❖ A book/ booklet of General Science Question and Answers
- ❖ A book or booklet of a line of kings of a particular historical dynasty or a period.

## 8. Bibliographies

## 9. Directories

- ❖ Telephone directories
- ❖ Directories of University

## 10. Guidebooks (such as tour guidebooks)

## 11. Manuals (such as operating manuals)

## 12. Handbooks (Such as a booklet on Cookery)

## 13. Textbooks (used in any level of teaching and learning)

## 14. Indexes

## 15. Abstracts of Scholarly Symposiums (These abstracts are collected in the books names such as Conference Proceedings, Abstracts)

## 16. Wikipedia (Wikipedia is not a reliable source as is freely editable. However, it can be regarded useful as a Tertiary source)

### **Data Collecting**

- ❖ Having formulated a research problem, developed a study design, constructed a research instrument and selected a sample, you then collect the data from which you will draw inferences and conclusions for your study.
- ❖ Collecting data or Information gathered using the first approach is said to be collected from **primary sources**, whereas the sources used in the second approach are called **secondary sources**.

### **Collecting data from primary sources**

- ❖ Several methods can be used to collect primary data. The choice of a method depends upon the purpose of the study, the resources available and the skills of the researcher
- ❖ Whatever method of data collection is used, make sure that respondents clearly understand the purpose and relevance of the study.
- ❖ Each method of data collection is discussed from the point of view of its applicability and suitability to a situation, and the problems and limitations associated with it.

### **Understanding Sources**

- After finding the sources related to our research, it should be read carefully
- To develop a sufficient understanding, we need to read it twice at least. If necessary, it should be read until understand.
- **The first reading** should be to find out the facts and argument the source is making. In this time, we need to focus on the following facts: What is the author saying, the purpose of author & the argument of author? Which kind of evidence does he or she uses to support the argument?
- **The second reading** is to understand how argument is made. In this time, We need to determine whether we agree and disagree with this argument. If the author's purpose and argument is aggregable and supports our opinion, we should keep such kind of sources to incorporate into our writing as supporting fact. If we disagree with the purpose or argument of author (who are credible), we also should take such sources for counterarguments in our thesis.
- Source: Lectures provided by Dr. Vilāsa

### **Collecting Data from Secondary sources**

- Both qualitative and quantitative research studies use secondary sources as a method of data collection. In qualitative research you usually extract descriptive (historical and current) and narrative information and in quantitative research the information extracted is categorical or numerical.
- Secondary data means data that are already available i.e., they refer to the data which have already been collected and analysed by someone else.

Cont....

- **1. Reliability of data:** The reliability can be tested by finding out such things about the said data: (a) Who collected the data? (b) What were the sources of data? (c) Were they collected by using proper methods (d) At what time were they collected? (e) Was there any bias of the compiler? (t) What level of accuracy was desired? Was it achieved?
- **2. Suitability of data:** The data that are suitable for one enquiry may not necessarily be found suitable in another enquiry. Hence, if the available data are found to be unsuitable, they should not be used by the researcher.
- **3. Adequacy of data:** If the level of accuracy achieved in data is found inadequate for the purpose of the present enquiry, they will be considered as inadequate and should not be used by the researcher.

Cont....

- (a) various publications of the central, state and local governments;
- (b) various publications of foreign governments or of international bodies and their subsidiary organisations;
- (c) technical and trade journals;
- (d) books, magazines and newspapers;
- (e) reports and publications of various associations connected with business and industry, banks, stock exchanges, etc.;
- (f) reports prepared by research scholars, universities, economists, etc. in different fields; and
- (g) public records and statistics, historical documents, and other sources of published information.

### **Method of Data collection**

- Method means to collect and to write the data through the way or method: critical, comparative, survey, and experimental way or method
- Many methods could be used to gather the required information.
- For example, depending upon your plans, you might commence interviews, mail out a questionnaire, conduct nominal/focus group discussions or make

observations. Collecting data through any one of the methods may involve some ethical issues, which are discussed

### **Many Methods**

- Differences in methods of data collection in quantitative and qualitative research
- Major approaches to information gathering
- Observation (participant and non-participant)
- The interview (structured and unstructured)
- The questionnaire
- Case Study method
- Using Search engines
- Qualitative data refers to gather data dealing with attitudes, behaviour, experiences and nonstatistical research method.
- Quantitative data refers to collect data statistics through the use of large-scale survey research, or a structured way of collecting data and analyzing it to draw conclusions.
- Mixed-method indicates a combination of quantitative and qualitative data.

### **Using Technology in Source Studies**

- Software
- <https://chattha-sangayana-tipitaka.software.informer.com/download/> (CST4)
- <https://www.palemoon.org/download.shtml> (Pāli Digital Reader)
- <https://tipitaka.app/> (Chaṭṭha Saṅgāyanā Tipiṭaka)

### **Online Libraries**

- <http://www.purna.lk/pgipbs/opac/index.php> (Online Public Access Catalog, Kelaniya University Library)
- <https://scholar.google.com/> (Google Scholar)
- [academia.edu](http://academia.edu) (Academia.edu)
- <https://www.jstor.org> (Jstor)
- <http://gen.lib.rus.ec/> (Library Genesis)
- <https://archive.org/index.php> (Archive)

- <https://b-ok.org/?signAll=1> (Zlibrary)
- <http://tipitaka.sutta.org> (Pāli Tipiṭaka)
- <https://suttacentral.net/dn> (Sutta Central)

### Online Libraries

- <https://www.accesstoinsight.org/index.html> (Access to Insight)
  - [https://www.scribd.com/search?content\\_type=tops&page=1&query=the%20foundation%20of%20the%20mindfulness](https://www.scribd.com/search?content_type=tops&page=1&query=the%20foundation%20of%20the%20mindfulness) (Scribd)
  - <http://shodhganga.inflibnet.ac.in/> (Shodhganga)
  - <https://viet.net/anson/ebud/ebidx.htm> (Buddha Sāsana)
  - <http://www.kelasa.org/> (Ashin Kelāsa Sayādaw)
  - <http://www.kbri.gov.mm/catalog/index/> (Kabhāye)
  - <http://www.dhammadownload.com/eBook-Myanmar.htm> (Dhamma Download)
- ❖ Note- If you use online sources such as unpublished journal, article, and other data, you need to express the accessed date at the bibliography.

## 4. Source Studies by Dr. Ven. Vilāsa

### Definitions of Source

- A thing, place, activity etc. that you get something from (Longman Dictionary)
- Someone or something that supplies information. (Cambridge Dictionary)
- A person, book or document that provides information, especially for study, a piece of written work or news. (Oxford Dictionary)

### Types of Sources in Academic Studies

There are three types of sources in academic studies:

- Primary Source
- Secondary Source
- Tertiary Source

### **What is Primary Source?**

Primary source is an original material on which other research is based.

e.g. original written works— poems, diaries, court records, interviews, surveys, original research/fieldwork, and research published in scholarly/academic journals (conducted by the author of the paper). For Buddhist studies: Pāli, Commentaries, Sub-commentaries, (original translation).

### **What is Secondary Source?**

Secondary source is a material that describes or analyzes primary source e.g.

- reference materials – dictionaries, encyclopedias, textbooks, and
- a book or an articles that interprets, reviews, or synthesizes original material/field work.

### **What is Tertiary Source?**

Tertiary source is a distillation and collection of primary and secondary sources, or × that used to organize and locate secondary and primary sources. e.g.

- Indexes - provide citations that fully identify a work with information such as author, titles of a book, article, and/or journal, publisher and publication date, volume and issue number and page numbers,
- Abstracts - summarize the primary or secondary sources,
- Databases - are online indexes that usually include abstracts for each primary or secondary resource, and may also include a digital copy of the resource.

### **Buddhist Canon Tradition: Primary Sources**

Three kinds of Buddhist Canon Traditions

- Pāli tradition

Chinese tradition

Tibetan tradition

### **Pāli Tradition**

- Known as Theravada tradition
- Sutta, Vinaya and Abhidhamma
- Faithful and reliable
- A complete version of three baskets
- The preservation in original version

### **According to the Chaṭṭhasaṅgāyanā Tipaṭaka Version**

- Pāli canon
- *Aṭṭhakathā*
- *Ṭīkā*

40 vols (53 Texts) – 51 - 26 (30) 117 (121)Vols

(Mary Woodley, CSUN Oviatt Library)

### **Chinese Tradition**

- Arrived in China from India by the Emerged as Texts between 6-8 Century AD
- Tripitaka texts One of the oldest texts is called “Āgama Text”
- Do not have *Khuddaka-āgama*. Chinese Āgamas belong to *Sarvastivada* (Mahāyāna) tradition ▪ More complete than others but not preserved in original form.

### **Tibetan Tradition**

- Emerged a final compilation in the 14th century AD.
- All texts presumably have a Sanskrit original

- Divided texts into two broad categories:
  - Kangyur (The words of the Buddha)
  - Tenhyur (commentaries/ 3626 texts in 224 Volumes)
- Much easier than Chinese canonical texts to understand

Tripitaka – Wikipedia

### Finding Sources

- Using reliable sources in our research makes our argument strong; hence the sources should be reliable.
- To guess whether it is reliable or not:
- Scrutinize the author and publisher of books, articles, journals, etc. (they have to be credible)
- Check the date of publication.
- For historical, philosophical, religious researches etc., both the older primary sources and recent secondary sources can be used.
- For public-health theories, economical, scientific, researches etc., modern scholarly sources must be used.

When, we use the online sources, we need to consider who is behind websites, whether the source is scholarly work or not.

### Understanding Sources

After finding the sources related to our research, it should be read carefully. To develop a sufficient understanding, we need to read it twice at least. If necessary, it should be read until understood. **The first reading** should be to find out the facts and argument the source is making. In this time, we need to focus on the following facts:

- What is the author saying ?

- What is the purpose of author?
- What is the argument of author?
- Which kind of evidence does he or she uses to support the argument?

**The second reading** is to understand how argument is made. In this time,

- we need to determine whether we agree or disagree with this argument.
- If the author's purpose and argument is aggregable and supports our opinion, we should keep such kind of sources to incorporate into our writing as supporting fact.
- If we disagree with the purpose or argument of author (who are credible), we also should take such sources for counterarguments in our thesis.

## **5. A Search for Relevant Sources Collected by Dr. Ven. Visārada (Rammavati)**

**Relevant sources are those that pertain to your research question.**

### **Five Questions for Good Research**

- What is the problem to be solved? Every good research project solves some particular problem. ...
- Who cares about this problem and why? ...
- What have others done? ...
- What is your solution to the problem? ...
- How can you demonstrate that your solution is a good one?

### **Primary sources and Secondary sources**

- **Primary sources** can be described as those sources that are closest to the origin of the information. They contain raw information and thus, must be interpreted by researchers.
- **Secondary sources** are closely related to primary sources and often interpret them.

### **A search for relevant sources**

1. Start With Wikipedia.
2. Use the Library.
3. Use Search Engines.
4. Discuss with Your Supervisors and Friends.
5. Check the Bibliography of Your Sources.

သုစိပုဘာ ဝိလိသိဓာ  
 အက္ခရာစွဲသုံး ဤရှစ်လုံးကို  
 သိကိုးပန်းသွင် နေ့တိုင်းဆင်လော့။  
 (ရှင်မဟာရဋ္ဌသာရ)

=====

၁။ သု = သုဏေယျ ကြားနာရာ၏။  
 ၂။ စိ = စိန္တေယျ ကြံရာ၏။  
 ၃။ ပု = ပုစ္ဆေရ မေးရာ၏။  
 ၄။ ဘာ = ဘာသေယျ ပြောဆိုရာ၏။  
 ၅။ ဝိ = ဝိစာရ စူးစမ်းဆင်ခြင်ရာ၏။  
 ၆။ လိ = လိခေယျ ရေးမှတ်ရာ၏။  
 ၇။ သိ = သိက္ခေယျ လေ့ကျင့်ရာ၏။  
 ၈။ ဓာ = ဓာရေယျ နှုတ်တက်ဆောင်ရာ၏။

As an example: **The Birth of Buddhism**

Why did the Buddha suggest not to practice the two extremes?

What are the causes or views of the two extreme practices?

Then, what is the cause or view of middle practice?

(**Y Karunadasa** tried to answer the above questions as a critical response in his work, **Early Buddhist Teaching.**)

As an example: **Sharing Merit**

- where does the words “Amhya Amhya Amhya” derive from?
- The differentiation of the sharing merits between Myanmar and Sri Lanka.
- If spirits are in the position of sharing merits then, there is any benefit of sharing merits between human being?
- If Non Buddhists reborn as spirit, are they in the position of sharing merits?
- How to make to be powerful good deeds?

- How does the impact of good/ bad deed follow?

Research Questions that to Search for Relevant Sources

## 6. Data Collection Strategies: Textual and Empirical by Dr. Ven. Vicitta

ဒေတာစုစည်းခြင်း

- ❖ ဒေတာစုစည်းကို စနစ်တကျလုပ်ဆောင်ဖို့
- ❖ စာဖတ်နိုင်ရမယ်။
- ❖ အချိန်လည်း ပေးနိုင်ရမယ်။
- ❖ တွေးလည်းတွေးနိုင်ရမယ်။
- ❖ ရေးလည်းရေးနိုင်ရမယ်။
- ❖ နည်းစနစ်ကို သိရမယ်။ ဒါမှသာ ကောင်းမွန်မှန်ကန်စွာ ဒေတာစုစည်းနိုင်ပါလိမ့်မယ်။

### The Research Process: An Eight-Step Model

**A: Deciding What to Research** Step I: Formulating a Research Problem

**B: Planning a Research Study** Step II: Conceptualising a Research Design Step III: Constructing an Instrument for Data Collection Step IV: Selecting a Sample Step V: Writing a Research Proposal

**C: Conducting a Research Study** Step VI: Collecting Data Step VII: Processing and Displaying Data Step VIII: Writing a Research Report

### Considering ethical issues in data collection (1).

- Ethics: the concept
- Stakeholders in research

- I. Ethical issues to consider concerning research participants (1)
- II. Collecting information
- III. Seeking consent
- IV. Providing incentives
- V. Seeking sensitive information
- VI. The possibility of causing harm to participants
- VII. Maintaining confidentiality

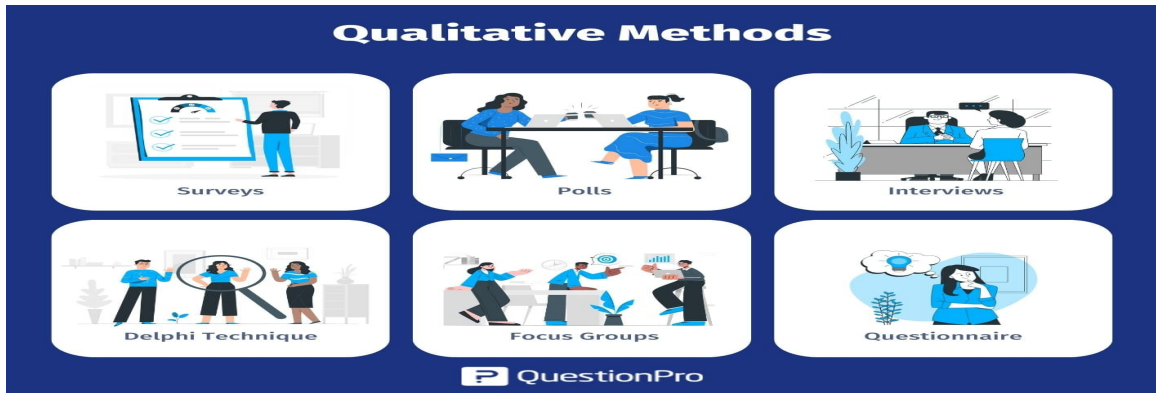
**Cont...**

- I. Ethical issues to consider relating to the researcher (2)
- II. Avoiding bias
- III. Provision or deprivation of a treatment
- IV. Using inappropriate research methodology
- V. Incorrect reporting
- VI. Inappropriate use of the information
- VII. Ethical issues regarding the sponsoring organisation (3)
- VIII. Restrictions imposed by the sponsoring organisation
- IX. The misuse of information

### **Constructing an instrument for Data collection (1)**

- (1) Selecting a method of data collection
- Differences in the methods of data collection in quantitative, qualitative, and mixed research





### Major approaches to information gathering

- I. Collecting data using primary sources
- II. Observation
- III. The interview
- IV. The questionnaire
- V. Constructing a research instrument in quantitative research
- VI. Asking personal and sensitive questions
- VII. The order of questions
- VIII. Pre-testing a research instrument
- IX. Prerequisites for data collection

### Methods of data collection in qualitative research

- I. Constructing a research instrument in qualitative research

### Collecting data using secondary sources

Problems with using data from secondary sources



## Constructing an instrument for Data collection (2)

### ❖ Collecting data using attitudinal scales

- 1) Measurement of attitudes in quantitative and qualitative research
- 2) Attitudinal scales in quantitative research
- 3) Functions of attitudinal scales
- 4) Difficulties in developing an attitudinal scale
- 5) Types of attitudinal scale
  - 1) The summated rating or Likert scale
  - 2) The equal-appearing interval or Thurstone scale
  - 3) The cumulative or Guttman scale
- 6) Attitudinal scales and measurement scales
- 7) Attitudes and qualitative research

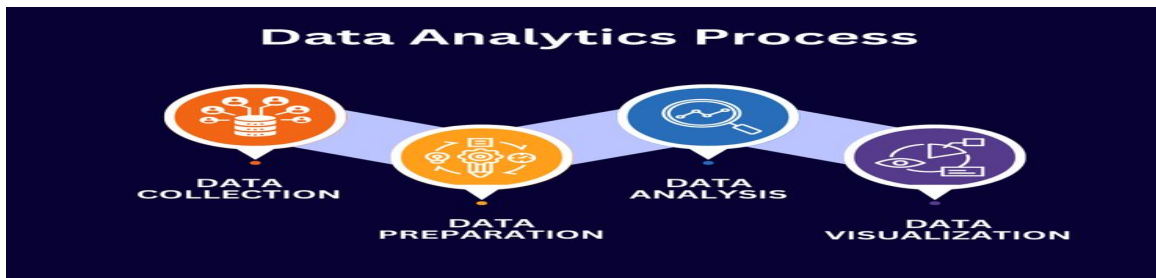
## Processing and Displaying data

### Processing data

- ▀ Part one: Data processing in quantitative studies
  - ▀ Editing
  - ▀ Coding

- ▶ Part two: Data processing in qualitative studies
  - ▶ Content analysis in qualitative research – an example

The role of statistics in research



## Displaying data

- ▶ Methods of communicating and displaying analysed data

Text, Tables, Graphs

## 7. Data Collection and Data Analysis by Dr. Ven. Tejanānalankāra

### Five Main Stages in Academic Writing

1. Planning 2. Researching 3. Writing 4. Editing 5. Presenting

### Data Collection

The process of gathering information from all the relevant sources to find answers to the research problem.

### Data Analysis

The process of inspecting and evaluating data to discover useful information.

### Reading Technique

- ❖ Skimming
- ❖ Scanning
- ❖ Reading to understand

- ❖ Word by word reading
- ❖ Reading for pleasure

### **Skimming and Scanning**

**Skimming** is reading a text quickly to find out the general theme, topic or meaning. It is useful for pre-reading texts that do not need a lot of detailed attention. There is no need to read every word.

**Scanning** is reading a text quickly in order to find specific information. It is useful for answering exam type question which ask for true/ false or to discover facts etc.

### **Note Card / Source Card**

**Note Card**

**No...1**

**Source Card**

**No...1**

**Five Important Matters in Compiling a Thesis:** 1. Language 2. Writing style 3. Logical structure 4. Research ethics 5. Layout of the research

### **Punctuation**

## **8. Research Limitation and Scope by. Ven. Punnavamsa (PhD)**

### **Title of Research Proposal or Synopsis**

- (1) Textual (Documentary/ Word-Base/ Literal and Recorded)
- (2) Philosophical (logical/Ethical/Metaphysical/Theoretical/ Technical and Scientific)
- (3) Historical (Ancient/ Chronological and Modern)
- (4) Sociological
- (5) Anthropological
- (6) Academic and Linguistic
- (7) Any Title of your dissertation etc..

### **Facts of Research Limitation**

- (1) To be striving to minimize the range of scope of limitations throughout the research process

- (2) Need to provide the acknowledgement of your research limitations in conclusions chapter honestly
- (3) Always better to identify
- (4) Acknowledge shortcomings of your work, rather than to leave them pointed out to you by your dissertation assessor
- (5) Discussing your research limitations, don't just provide the list
- (6) Description of shortcomings of your work
- (7) Important for you to explain how these limitations have impacted your finding

### **Research Limitation in typical dissertation**

- (1) Formulation of research aims and objectives
- (2) Implementation of data collection method
- (3) Sample size for a specific topic or title to be aware of possible limitations in several parts of research process
- (4) Lack of previous studies in the research area
- (5) Scope of discussion but not narrow the scope of study

## Chapter 9. Research Ethics

### 1. Avoiding Plagiarism in Academic Research by Ven. Kusala (Ph.D)

#### Content:

What is Plagiarism?

What are common types of plagiarism?

Why do writers plagiarize?

What is the result of plagiarism?

How to avoid plagiarism?

Citation, Quotation, Paraphrasing, Summarising

#### Key terms

Attribute, Bibliography, Citation, Intellectual property, Paraphrasing,

Plagiarism, Quotation, Reference list, Referencing, Summarising

#### What is Plagiarism?

Academic authors demonstrate their scholarship by writing and publishing in their own fields. They have the moral right to claim such work as their own property (sometimes referred to as ‘intellectual property’). Hence, the academic community requires that academic authors, whether undergraduate, postgraduate or researcher, attribute the ownership of ideas, text and other forms of work to the original writers.

#### Common definitions

- 1) Reproducing (copying) the exact words of a source text (without using quotation marks) and not attributing a source. This is called word-for-word plagiarism.

- 2) Reproducing the exact words of a source text (without using quotation marks) and attributing a source. Also called word-for word plagiarism.
- 3) Rephrasing a source text and not attributing a source. This is called paraphrasing plagiarism.
- 4) Using ideas from a text cited in another text and not attributing a source. This is called plagiarism of secondary sources
- 5) Using ideas cited from a text and not attributing a source. This is called plagiarism of ideas.
- 6) Claiming someone else's work as one's own (ghostwriting). This is called plagiarism of authorship. For example, getting someone else to write your essay. (Martin, 1994)

### **Common forms of plagiarism**

- Submitting someone's work as their own.
- Taking passages from their own previous work without adding citations (self-plagiarism).
- Re-writing someone's work without properly citing sources.
- Using quotations but not citing the source.
- Interweaving various sources together in the work without citing.
- Citing some, but not all, passages that should be cited.
- Melding together cited and uncited sections of the piece.
- Providing proper citations, but failing to change the structure and wording of the borrowed ideas enough (close paraphrasing).
- Inaccurately citing a source.
- Relying too heavily on other people's work, failing to bring original thought into the text.

[https://en.wikipedia.org/wiki/Plagiarism#Forms\\_of\\_academic\\_plagiarism](https://en.wikipedia.org/wiki/Plagiarism#Forms_of_academic_plagiarism)

### **Reasons for plagiarism**

- 1) Unfamiliarity with academic texts
- 2) Stress
- 3) Fear of failure

- 4) Speed
- 5) Culture difference
- 6) Weak research skills
- 7) Ease of access to cyber-provider
- 8) Ease of access to plagiarism detection software on the wider web
- 9) Difficulty in expressing ideas in writing
- 10) Apparently dishonest

**We stick to the source words when:**

- 1) The text is technically difficult, and we have limited options for finding our own words.
- 2) The source is so well written that we feel inadequate using our own words.
- 3) We don't really understand the source, so it is difficult to summarize or paraphrase.
- 4) We have difficulty with language and there are gaps in our vocabulary, so it is hard to find words of our own.

**Plagiarism as an aspect of academic dishonesty – common misconceptions**

- creating a patchwork of quotations from original text; or
- substituting one or two words with synonyms; or
- re-arranging the wording of the original text; or
- re-ordering the order of sentences; or
- mixing any of the above strategies.
- ❖ Although patchwriting is considered plagiarism, it is also a way of coming to know how to write in a discipline.

**Why is avoiding plagiarism important?**

- the need to maintain your academic integrity, that is, your honesty, by giving correct attribution to sources; and
- the need to demonstrate your critical thinking skills, namely, your ability to analyze complex information.

**Otherwise, plagiarism of intentional or unintentional, both have consequences.**

- ✓ Receiving zero on the assignment
- ✓ Failing the course
- ✓ Suspension
- ✓ Expulsion

**How can we avoid Plagiarism?**

- 1) Understand the role of citations in academic writing
- 2) Use the techniques for overcoming plagiarism (quoting, paraphrasing, summarizing)
- 3) Think about how we write paragraphs

### **1. What is citation?**

- by direct quotation, that is, writing down what they wrote word for word; or
- by paraphrasing, the idea in words that are different from those of the original author.

The rationale for this is:

- to protect the ‘intellectual property’ of the original author; and
- to provide readers with specific bibliographical information.

Citations

Two types of evidence in academic writing:

1) Primary 2) Secondary

- Citations are evidence for your argument.

All academic writing – essentially arguments.

Five styles of citation and referencing

- American Psychological Association (APA) Style
- Chicago Style
- Harvard Style
- Modern Languages Association (MLA) Style

- Vancouver Style

### **Citation styles**

- Citations are an abbreviated form noting a source within a text. The full citation is then provided at the end of text.
- A source could be a book, journal article, chapter in a book, government document, newspaper, etc.
- Most systems subscribe to an in-text/after text format.
- There are, however, many different styles.
- What citation style do you use?
- These styles have developed historically (Harvard, MLA, APA etc) and have become a language of their own with particular attention being paid to punctuation, capitalization, etc.
- Disciplines (Education – APA) often subscribe to a particular style as do journals.

### Example APA 7<sup>th</sup> edition

- ❖ In text:
  - “The world consists not only of mountains and rivers, trees and stones, but also of men and animals with behavioral patterns (Kalupahana, D. J *et al.*, 1976).
- ❖ End of text:
  - “For the Buddha, what is called the world (loka) is not a set of mere objects found in space and time, related or unrelated. It includes also feelings and disposition, likes and dislikes” (Kalupahana, D. J. 1976 p. 63).

### **What do citations do?**

- Citations are a way of overcoming plagiarism and acknowledging intellectual property rights – a matters of ethics.
- Citations acknowledge the history of thinking in the area.
- Citations help a reader to find and locate relevant readings.
- Citations recognize relevant contributors to a debate.

- Citations have a rhetorical function – we use them as authority to sway an argument.
- Citations demonstrate that an author belongs to a particular discourse/disciplinary community.
- Citations create a research space for new research, in other words, what has and has not been done before.
- Citations identify what the author sees as relevant or significant research (Feak & Swales, 2009)

### **Citations in Buddhist Studies**

- To introduce the reader to the field:
- To introduce the reader to a key term/concept:
- To establish a problem for the research or paper:
- To set up a knowledge-gap:

### **How to use citations in a text- surface level**

- Citations can refer to the whole article or book (Bhikkhu Bodhi, 2010) book is about...)
- Or it can refer to a detail in the article or book (In his book, Bhikkhu Bodhi (2010) makes one point...).
- The citation (Bhikkhu Bodhi, 2010) refers to the sentence you have written where you are referring to Bhikkhu Bodhi, 2010.
- If you cite Bhikkhu Bodhi, then the reader assumes you have stated/are writing about what Bhikkhu Bodhi wrote.

### **Two ways to cite in a text**

- ❖ Information-prominent citations; (Kathleen Mcmillan & Jonathan Weyers, 2013)
- ✓ Researcher is less visible – stated as fact rather than argument.
- ✓ For example: “Providing enough copies of essential texts is a problem for university librarians and this can be a factor in students using the internet as their first research choice” (Monaghan, 2012).
- ✓ The research is foregrounded and the author is moved to the background.

- ❖ Author prominent citations: (Kathleen Mcmillan & Jonathan Weyers, 2013)
- ✓ author is upfront and prominent – active
- ✓ For example: “Bhikkhu Analayo argues...”
- ✓ Words most often used: States, suggests, show...
- ✓ Tends to describe research in narrow terms around individual authors.

### **Types of citations**

- ✓ Single study citation – for example, (Yakarunadasa, 2015)
- ✓ Group of studies citation – for example, (Johansson, 1969, Harvey, 1995)
- Grouping citation implies that the citations all make the same idea or point.

### **Language tips**

- Framing citations:
- Analayo writes...
- According to Bhikkhu Bodhi...
- Analayo makes this point when he says...
- Analayo complicates the matter further when he says...
- Making sense of citations:
- The essence of Analayo’s argument is...
- In other words, Analayo believe...
- See: University of Toronto – Verbs for referring to sources:
- <https://advice.writing.utoronto.ca/english-language/referring-to-sources>

## **HOW TO USE CITATIONS IN A TEXT – DEPER LEVEL**

### **Citations shows:**

- ✓ How much you have read
- ✓ How you have evaluated source texts and decided which ones were important
- ✓ How well you understand the content and issues in the source texts
- ✓ Where you stand in relation to the source texts
- ✓ How well you can read your discipline and respond to the discourse/discipline community?

## **2. What is a Quotation?**

- ✓ A quote is a word, sentence, or sentences that a writer copies exactly from a source.
- ✓ A quote is enclosed in quotation marks (for quotes up to 39 words).
- ✓ For quotes of 40 or more words, it stands alone without quotation marks and is indented five (5) spaces from the left margin.

### **Sample of a short quotation**

- In the South, at least among the Theravadins, dhamma retains its older meaning of a less reified, more experiential kind. It is a fact of experience as an aspect of the saving truth taught by the Buddha, but not a separately existing reality ‘somewhere else’.
- Short Direct Quotation:
- Therefore, Lance Cousins says that ‘it is a fact of experience as an aspect of the saving truth taught by the Buddha, but not a separately existing reality ‘somewhere else’. (Cousins. 1983-4, p. 109)
- Cousins, L. S. (1996). Good or Skilful? Kusala in Canon and Commentary. *Journal of Buddhist Ethics*, Vol. 3, 136–164. Retrieved from: <https://www.academia.edu/1417364>

### **Sample of a long quotation**

The exercise of mindfulness of breathing, which is one of the simplest and easiest practice, is meant to develop concentration leading up to very high mystic attainments (dhyāna). Besides the power of concentration is essential for any kind of deep understanding, penetration, insight into the nature of things including the realization of Nirvāṇa.

### **Long direct Quotation (40 words or more):**

The exercise of mindfulness of breathing, which is one of the simplest and easiest practice, is meant to develop concentration leading up to very high mystic attainments (dhyāna). Besides the power of concentration is essential for any kind of deep understanding, penetration, insight into the nature of things including the realization of Nirvāṇa. (Rahula, Walpola. *What the Buddha Taught*. 1967. p.70-1)

**Language Tips Quotation formula:**

- ✓ Say something about the quote that is to come (frame it), then quote, then make sense of the quote for your reader.

**When quoting**

- ✓ Keep the person's name near the quote in your notes, and in your paper
- ✓ Select those direct quotes that make the most impact in your paper -- too many direct quotes may lessen your credibility and interfere with your style.
- ✓ Mention the person's name either at the beginning of the quote, in the middle, or at the end.
- ✓ Put quotation marks around the text that you are quoting
- ✓ Indicate added phrases in brackets ([ ]) and omitted text with ellipses (...)
- ✓ Ensure you note exact page numbers in the reference

**3. Methods of Paraphrasing**

Paraphrasing (usually at the sentence or paragraph level)

Paraphrasing means restating the original in your own words. However:

- 1) You must change some of the words.
  - 2) You must change some of the sentence structure (word and phrase order).
  - 3) You must reference the original source.
- While looking at the source, first change the structure, then the words

<https://www.ualberta.ca/centre-for-teaching-and-learning/grants/tlef/tlef-deliverables/academic-integrity>

- ✓ Look away from the source; then write.
- ✓ Read the text you want to paraphrase several times --- until you feel that you feel that you understand it and can use your own words to restate it to someone else. Then, look away from the original and rewrite the text in your own words.
- ✓ Take notes
- ✓ Take abbreviated (short) notes; set the notes aside; then paraphrase from the notes a day or so later, or when you draft

### Paraphrasing example

- ✓ Original: consciousness is not an entity that exists but an event that occurs, an occurrence due to the appropriate conditions. (Karunadasa, Y. 2015, p.53)
- ✓ **Example 1:** consciousness is a mental process without enduring entity called soul (atta), and a phenomenon caused by the suitable circumstances. (Karunadasa, Y. 2015)
- ✓ **Example 2:** Because of applicable conditions meet together, consciousness arise as a mental event, but not a substance that exists as soul (atta). (Karunadasa, Y. 2015)

#### 4. What is a summary?

- ✓ A summary is a shortened version of someone else's writing or thoughts. A summary must:
- ✓ Be shorter than the original source (article, book, passage) approximately one third the length of the original source; 1) most of the words are changed and 2) all of the sentence structure is changed.
- ✓ Include the main idea of the original source in your own words;
- ✓ Include major details (also known as supporting idea) in your own words;
- ✓ Should not include your knowledge, ideas or opinion.
- ✓ Give credit! When you summarize an article, a chapter, or a book, you must give reference to the original author of the ideas.

Now you will ask: But what is Nirvaṇa? Volumes have been written in reply to this quite natural and simple question; they have, more and more, only confused the issue rather than clarified it. The only reasonable reply to give to the question is that it can never be answered completely and satisfactorily in words, because human language is too poor to express the real nature of the Absolute Truth or Ultimate Reality which is Nirvana. Language is created and used by masses of human beings to express things and ideas experienced by their sense organs and their mind. A supramundane experience like that of the Absolute Truth is not of such a category. Therefore, there cannot be words to express that experience, just as the fish had no words in his vocabulary to express the nature of the solid land. The tortoise told his friend the fish that he (the tortoise) just returned to the

lake after a walk on the land. 'Of course,' the fish said, 'You mean swimming.' The tortoise tried to explain that one couldn't swim on the land, that it was solid, and that one walked on it. But the fish insisted that there could be nothing like it, that it must be liquid like his lake, with waves, and that one must be able to dive and swim there.

### **Summarizing example**

- Although many texts explain the nature of Nivarna which is the supramundane experience, the Ultimate Truth Reality, it gets more confused to the readers for the reason that the language is the problem in order to understand it. Language is created by the groups of humans to share the thoughts and ideas through the mundane experience. However, language cannot convey to understand the transcendental experience called Lokuttara dhamma. It is similar to the case that a tortoise cannot communicate with the fish to his experience walking on the earth. (Rahula, Walpola. What the Buddha Taught. 1967. p.35)

### **PARAGRAPH STRUCTURE**

- 1) Make a point
- 2) Explain a bit more
- 3) Add examples
- 4) Make sense of the point (message) for the reader

A few tips: Good Scholarly Practice

- ✓ Avoid copying when you take notes; use your own words/ideas
- ✓ When taking notes, make sure you write down the full reference of the source, INCLUDING PAGE NUMBERS
- ✓ Keep track of citations, full references, page numbers quotations
- ✓ Write first drafts without notes
- ✓ When in doubt CITE!
- ✓ Take advice

### **Critical thinking**

- Some students do not grasp the concept of critical thinking – in general terms, it is the ability to evaluate opinion and evidence systematically, clearly and with purpose. In the context of citation, it is part of the process where students examine a range of the existing literature which they then evaluate for accuracy, logic and relevance. This provides the evidence for the writer’s own analysis or exploration of a topic or issue. Thus, the notion that, to be critical, thinking expressed in academic text must be entirely the author’s own work is a mistaken one, but it is one of the reasons that students do not acknowledge the source of text or ideas. People often interpret the words ‘critical’ and ‘criticism’ to mean being negative about an issue. For university level work, the alternative meaning of ‘making a careful judgement after balanced consideration of all aspects of a topic’ is the one you should adopt.

### **What is referencing?**

- There are two usages in the context of academic writing:
  - ✓ providing information in the text about authorship of the original source material; and
  - ✓ providing the publication details in some kind of footnote, reference list or bibliography in accordance with the citation and referencing style being followed

### Moving towards successful citation and referencing – Knowing the process

- knowing why you wish to cite one source over another
- recognising that citing sources can be done for different purposes, such as to critique a point as well as support a point;
- being aware that some of the recognized formats for citing require

particular use of language and voice in order to quote, summarise or paraphrase.

### Some examples of text matching software

- <http://submit.ac.uk> (turnitin uk)
- <http://www.grammarly.com>
- <http://safeassign.com>

## Definitions

**Bibliography** Dependent on discipline, this can mean either (1) all the literature read on a subject but not necessarily cited in the text or (2) only the literature cited in the text.

**Citation** The publication detail given in the text that identifies the original source of the information being given as well as the content included by integrating quotation or paraphrased texts.

**Quotation** The use of words taken directly from the text produced by another author and identified by using the punctuation conventions of quotation marks or indentation where a quotation is more than 30 words drawn from the original text.

**Paraphrasing** Restating the key ideas of a text, giving sense, idea or meaning in other words, but in more detail than in summarising.

**Reference list** The list of all sources cited in the text providing all necessary bibliographical information that would enable the reader to source the original document.

**Referencing style** For the purposes of this book, the term ‘style’ is used to identify the different formats that are used for the purposes of citation and referencing. You may also see these called ‘methods’ or ‘guides’ in other publications.

**Summarising** Creating a broad overview of an original piece of text, briefly stating the main idea but using your own words, giving less detail than in paraphrasing.

University of Alberta

- ✓ Excellent resources (videos) on plagiarism from the University of Alberta:  
<https://www.ualberta.ca/centre-for-teaching-and-learning/grants/tlef/tlef-deliverables/academic-intergrity>
- ✓ Thanks to Cecile Bandenhorst See her videos on Thesis Writing.  
<https://www.youtube.com/channel/UCDXIZhpn7iJcw9BdgzUXWbA/videos>
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<https://advice.writing.utoronto.ca/english-language/referring-to-sources/>

<https://www.virtualsalt.com/antiplag.htm>

## **2. Methods and Ethics for Collecting Data by Dr. Ven. Revata**

Collecting data: When? Data: How many Types?

Data: HowmanyMethods Collecting data: by using Tools

Ethics for Data Collection

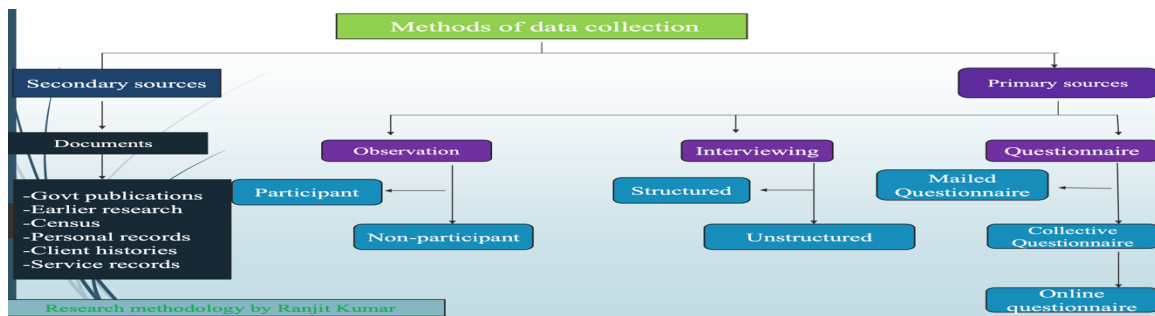
1. Collecting Data: When?

- Choosing an Area
- Identifying a specific Subject
- Finding a general Topic
- Formulating a focused Topic
- Questioning a focused Topic
- Creating a Researchable Problem
- Collecting Data (What is my evidence, and what sources I am going to use to answer?)
- Analyzing and Interpreting Data
- Writing drafts
- Revising and editing (Ven.Dr. Vaṅṅasiri)

Data: How many types?

Primary Sources: first-hand information. Primary data has not been published yet and is more reliable, and authentic.

Secondary Sources: second-hand information.



**Data: How many Methods**

1. Quantitative method
2. Qualitative method
3. Mixed method

## Qualitative and Quantitative

Qualitative Method	Nature	Quantitative Method
<b>To develop human behavior, think etc.</b>	Meaning	To generate measurable data
<b>Feelings, attitudes, opinion, thought of human beings</b>	Deal with	Statistical data draws connection between factors
<b>Verbal or narrative data</b>	Data collected	Numerical data
<b>To examine a phenomena as it is</b>	Purpose	To study relationship, cause and effect
<b>Use small samples</b>	Sample	Use large samples
<b>How, Why</b>	Question	How many, who

Collection Data: Tools or Instruments

Data collection in Qualitative research

Unstructured interview- open-end question

Observation

Documents (secondary sources)

structured interview and unstructured interview

Predetermined question are prepared by the researcher in advance.

The questions to be asked to the respondents are not set in advance.

Quantitative , Qualitative

Closed-end question , Open-end question

Same procedure for all interviewees

No specific questions

Unstructured interview , In-depth interview

Focus group

Narratives

Oral histories interviews

An interview is the best data collection method when you are dealing with a relatively small size of respondents. Also, these are recommended when the topics are complicated.

### **Observation**

Participant observation: The researcher joins a group and observes their activities, while at the same time taking care to observe what is going on.

Non-participant observation: the researcher simply observes the activities, but doesn't take part in them.

In this process, you do not need to ask any questions or prompt the respondents to act in a certain way.

To observe the natural behavior of individuals without any pressure or restriction.

### **Data collection in Quantitative research**

Structured interview- closed-end question

Questionnaire- telephone, mail, live in a public area,

Observation

Documents (secondary sources)

Questionnaire

## Data collection from documents

Information , Photographs , Illustrations , Maps ,Glossary Idea, Criticism Bibliography: title, author, publisher, date, etc , Tools, Summaries,, Paraphrasing, Direct quotation

### In a paragraph

Statement – Elaboration – Documentation – Illustration – Comparison- Criticism – Conclusion-

Others have discovered many things before us. Our research should contribute to what has been discovered so far.

1. We can provide more evidence to others' discoveries from different areas.
2. We can slightly change others' discoveries by showing a different set of evidence.
3. We can challenge others' discoveries by giving counter- evidence.

Ven. Dr. Pematana (USA)

❖ How to make a note- e.g: to use Microsoft word

### . Ethics for Data Collection

Honesty, objectivity, openness, confidentiality

To promote trust, accountability, and mutual respect

To promote social responsibility

In research, any dilemma stemming from a moral quandary is a basis of **unethical** such as **causing harm to an individual, breaching confidentiality, using information improperly, and introducing bias.**

### Stakeholders in the research

3. The Participants ( social science, marketing, education, health, etc.)
4. The Researcher
5. The Funding body (organizations, companies..)

### **Ethical issues for research participants**

- Collecting information:
- Seeking informed consent
- Providing incentives
- Seeking sensitive information
- Causing harm to participants
- Maintaining confidentiality

### **Ethical issues for the researcher**

Avoiding bias

not subjectivity

Using inappropriate research methodology

Inappropriate use of information

- Ethical issues for the sponsoring organization
- Restrictions imposed by the sponsoring organization: social science research,
- The misuse of information:
- Ethical issues in collecting data from secondary sources
- Plagiarism
- Mis presentation of data, idea:

- format,
- Plagiarism
- Acknowledgement, Reference and Bibliography
- Reference: Chicago Style
- Walpola Rahula, *History of Buddhism in Ceylon* (Dehiwala: Buddhist Cultural Centre, 2014), 23. (footnote)
- Rahula, Walpola. *History of Buddhism in Ceylon*. Dehiwala: Buddhist Cultural Centre, 2014. (Bibliography)
- Harvard Style:
- In-text Example: (Rahula, 2014, p. 23) Bibliography: Rahula, Walpola. (2014). *History of Buddhism in Ceylon*. Dehiwala: Buddhist Cultural Center.
- Paraphrasing
- **To paraphrase** is to rewrite something using different words without changing the original meaning.
- 1. Read carefully and rewrite sentences. Simplify the sentence structure and the vocabulary without changing the meaning.
- 2. Put your text out of sight and write your paraphrase from memory. 3. Revise your paraphrase and compare it to the original.
- For example:
- She angered me with her inappropriate comments, rumor-spreading, and disrespect at the formal dinner table. (original)
- *Her impoliteness, gossiping, and general lack of respect at dinner infuriated me.* (Paraphrase)

### Summarizing

- Write notes in point form using keywords and ideas.
- Put your text away and write your summary from your notes.
- The meaning is the same.  There is a much shorter version of the original writing.

❑ Original paragraph

✓ Skipping breakfast might seem like an easy way for dieters to cut calories. However, a new researcher finds that the majority of people who are successful at losing weight and keeping it off eat breakfast every day.

❑ Summarizing: ✓ Research shows that people who wish to lose weight do not skip breakfast.

### **Direct Quotation**

Using comma Eg, “Soma Thera is of the opinion that “... by taking into consideration its many villages and market-towns, it was commonly referred to by the use of the plural form ‘Kurus’.”

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4. <https://www.analyticsfordecisions.com/methods-of-collecting-data/>

## **3. What is Ethics in Research & Why is it Important? by Dr. Ven.Visuta**

### **What is Research Ethics?**

Abiding by “Dos” လုပ်သင့်တာကို လိုက်နာတာ

Avoiding “Don’ts” မလုပ်သင့်တာကို ရှောင်ရှား

### **What are the dos? And don’ts?**

Competence/ Incompetence (ကျွမ်းကျင်လိမ့်မာမှု၊ အရည်အချင်း)

Good Relationship/ Bad Relationship (ဆက်ဆံရေးကောင်း)

Objectivity/ Subjectivity (ခမ်မိဌာန်ကျကျ)

Openness/ Closeness (ဖွင့်ထားရမယ်၊ သဘောထားကြီးရမယ်)

Carefulness/ Careful lessness (အသေးစိတ်လေးတွေကို အလေးအနက်ထားရမယ်)

Legality/ Illegality (ဥပဒေကို လိုက်နာရမယ်)

Respect/ Disrespect (လေးစားရမည်)

Non-Discrimination/ Discrimination (မခွဲခြားရ)

### **What is Ethics in Research & Why is it Important?**

#### **Competence/ Incompetence**

- Maintain and improve your own professional competence and
- Take steps to promote competence in your research fields

#### **Language Matter and Subject Matter**

#### **Good Relationship/ Bad Relationship**

Strive to find all possible channels to build a good relationship:

- With non-academic staff members,
- Academic faculties and
- Your own supervisor.

Example, taking extra courses related or relevant to your theme by academic staffs and a must to take courses taken by your supervisor, Working as academic assistant for your supervisor, and creating room to discuss any academic matters with any academic Staffs.

What is Ethics in Research & Why is it Important?

#### **Attitude**

Try to show your good attitudes on Academic matters to your supervisor and academic faculties as well such as;

- Burning desire and willingness to study something new
- Always show your readiness to try to study something new to follow instructions given by your supervisor.

### **Participation**

Your Participating in any academic matters in your institute such as:

- Attending Research workshop
- Taking Class often
- Going to Library

### **What is Ethics in Research & Why is it Important?**

#### **Objectivity/ Subjectivity**

Strive to avoid bias in data analysis, data interpretation, peer review, personnel decisions, and other aspects of research where objectivity is expected or required. Avoid or minimize bias or self-deception.

#### **Openness/ Closeness**

Share data, results, ideas, tools, resources. Be open to criticism and new ideas.

### **What is Ethics in Research & Why is it Important?**

#### **Carefulness/ Careful lessness**

Avoid careless errors and negligence; carefully and critically examine your own work and the work of your peers. Keep good records of research activities, such as data collection, research design.

#### **Legality/ Illegality**

Know and obey relevant laws and institutional and governmental policies.

### **What is Ethics in Research & Why is it Important?**

#### **Respect**

Respect for colleagues and copy right and intellectual properties

Respect your colleagues and treat them fairly

### **Non-Discrimination/ discrimination**

Avoid discrimination against colleagues or students on the basis of sex, race, ethnicity

### **What is Ethics in Research & Why is it Important?**

- ▶ Responsibility (တာဝန်ယူမှု)
- ▶ Accountability (တာဝန်ခံမှု)
- ▶ Transparency (ပွင့်လင်းမြင်သာမှု)

### **Why is it Important?**

- To promote **the aim of research** such as knowledge, truth, and avoidance of error.
- To promote the **values that are essential to collaborative work**
- To **avoid the delay** of your thesis complement
- To **flowerly run successful and effective communication with** your own supervisor and academic faculties and non-academic stuffs

Finally, to **successfully finish** our thesis writing in time

## **4. Importance of Research Ethics by Dr. Ven. Tejavanta**

### **What is the Research Ethics?**

Research ethics are very significant to promote the objects of research such as the quality of knowledge and avoidance error.

- ❖ Fundamental moral principles
- ❖ Ethical guidelines
- ❖ Ethical rules
- ❖ Research ethic standards
- ❖ Norms

### **Why is the Research Ethic vital importance in Academic field?**

#### **Good interrelationship**

- ✓ Trust

- ✓ Validity
- ✓ Honesty
- ✓ Mutual respect
- ✓ Outcomes of study

All are dependent on the principles of research ethics.

### **Ethical behaviors of a Researcher**

- ❖ Participation in any academic work
- ❖ Good Relationship
- ❖ Respect to All
- ❖ Professional Skills
- ❖ Carefulness
- ❖ Objectivity

### **Participation in any academic work**

- Participating academic Research workshop
- Taking Class
- Going to Library - study in your field and borrow related books
- Group discussion - Senior Students or Colleagues - openly debate about your Topic and find research questions as possible
- Discussion with Previous Researchers - write note, record key point

### **Good Relationship**

The relationship between supervisor and student is an important one, and it is important for your final success, that this relationship should function well. It is arguably a more personal relationship than that normally between a student and their lecturer.

### **Working well with your supervisor**

- Appointment,
- Discussion,
- Progress report

### **Respect to All**

- Supervisor and lecturers
- Relevant laws of your university

- Colleagues and treat them friendly
- Academic faculties and non-academic staff member and fairly treat

### **Make an effort to all possible avenues for developing a positive relationship**

#### Professional Skills

- ▶ Enhance and polish your professional skills on a regular basis, and actively contribute to the advancement of competency in your research fields;
- ▶ **Language Matter** - Especially, direct quotation, paraphrasing, summarizing and reference style,
- ▶ **Subject Matter** - Definition, theory, idea, approach and data analysis
- ▶ **Your own Thesis** - how to approach and show new idea or research in professional way

#### Carefulness

- ☐ To prevent inadvertent mistakes and oversights; carefully and critically examine your own work.

### **Ex - Grammar mistake, Diacritical marks (Pali-words), Italic,**

Ex - Punctuation - Capital letters (We, New Year), full stops (.) question marks (?) exclamation marks (!) commas (,) colons (:) semi-colons (;), single quotation marks ('.....') double (".....") dash (-) and round brackets ( ).

- Check again and again - Rewrite correct words
- Maintain accurate documentation of research endeavors, including data acquisition and research methodology or design

#### Objectivity

- ▶ When conducting **data analysis, interpreting data, engaging** in peer review, making **personnel choices**, and other research-related **tasks** that require objectivity, make **a conscious effort to avoid prejudice.**
- ▶ **Work on reducing or eliminating bias and avoiding self-deception as religion, tradition and culture etc.**

### **The Skills that should be cultivated by a Researcher**

As research, it is important to understand many skills and qualities required to be academic research. To become a successful researcher, the necessary skills should be cultivated.

**The researcher has to,**

- ❖ Cultivated critical analysis and independent of thought to develop questioning mind,
- ❖ Develop the ability to have individual judgment and select the suitable method,
- ❖ Cultivate the ability of perfect communication with mentors and language skills,
- ❖ Cultivate the strong sense of research ethic.

An analysis and Independent of thought

The mind of researcher should is clear and should have the free thinking.

The Buddha encouraged us to have critical analysis on both his all teachings and his personal characters. (*Kamala sutta*).

It means free thinking and the ability of ethical analysis.

*Be open to fresh ideas and criticism*

An Individual judgment and select the suitable Method

The purpose of a research is to develop the existing knowledge. We need to make fair judgment on our knowledge. Based on this knowledge, we have to collect the information and make hypothesis. There are many methods of research, it is important to select the suitable method for research.

**Perfect communication with Mentors and Language skills**

Communication is a set of skills necessary to develop and maintain a good relationship between a researcher and his/her supervisor. Faculty mentors are the most valuable link between the student and the new and unfamiliar world of research. On the other hand, writing skill is needed to write an effective research and verbal skill to make presentation academically.

### **The strong sense of research ethic**

A researcher should follow research ethics strictly. It shows good behaviors and connected with morality. Research ethics are vary significance to promote a qualified research and avoidance of error. He should know “dos and don’ts” in writing research related with research ethics.

### **Plagiarism and Research Ethic**

- ❖ Plagiarism is defined as borrowing ideas or words from another source without giving credit (acknowledgement) to the author, the researcher shows as his own idea and own writing.
- ❖ It is regarded as a form of theft and is considered to be an academic crime.

### **Plagiarism and how it can be avoided**

- ✓ Direct quotation
- ✓ Paraphrasing
- ✓ Summarizing

A Researcher should avoid some things as plagiarism, paraphrasing and follow standards research ethic which are mentioned above. If a researcher respect and care of research ethics, he can undertake qualified research successfully.

Avoiding Plagiarism by making reference

**Reference** (Chicago style, British style, Harvard style etc.)

### **Referencing can;**

- make the research to save the time than writing of other’s ideas with changing into own writing,
- show how honest the researcher is,
- make the sure of the information,
- avoid the plagiarism
- is a kind of obedience to the research ethic.

**Referencing is very important activities in any academic field.**

The Reasons why students must avoid Plagiarism is that;

- Copied work will not help you develop your own understanding.

- To show that you fully understand the academic community's rules,
- Teachers and computer software can quickly detect plagiarism.

### **A Good Researcher**

- ❖ Responsibility (တာဝန်ယူမှု)
- ❖ Accountability (တာဝန်ခံမှု)
- ❖ Transparency (ပွင့်လင်းမြင်သာမှု)

This important opinion is expressed by Dr. Visuta (Sītagū) in the first academic seminar.

### **Outcome of Research Ethic**

- ▶ To get attention from your supervisor
- ▶ To show honesty to your supervisor and academic faculties.
- ▶ To promote the values necessary for collaborative research-work.
- ▶ To prevent having your thesis supplement postponed,
- ▶ To communicate effectively and successfully with your supervisor, academic faculties, and non-academic stuffs.
- ▶ Finally, to be successful your thesis on time

## **5. Ethical Consideration in Buddhist Research by Dr. Ven. Revata**

### **What is the research ethics?**

- **Research ethics** is a framework of moral principles, guidelines, and standards that govern the entire research process. It ensures that research is conducted in a responsible, respectful, and morally defensible manner, safeguarding the rights and welfare of all involved and upholding the integrity of the research itself.
- Research ethics are **moral principles** that guide researchers to conduct and report research without deception or intention to harm the participants of the study or members of the society as a whole, whether knowingly or unknowingly.

### **Significance of Research Ethics**

To promote the objectives of research such as the quality of knowledge and avoidance of error.

To promote the good interrelationship those are essential to collaborate work, such as trust, accountability and mutual respect.

### **Objectives of research ethics**

- ❖ Respect for Sources and Traditions
- ❖ Ethical considerations in collecting data (for participants)
- ❖ Ensure Honesty and Integrity (for researcher)

### **Respect for Sources and Traditions**

Treat texts and practices with reverence

Avoid misrepresentation or selective quoting

Acknowledge living traditions

Maintain fairness and accuracy

### **Ethical considerations in collecting data**

#### ➤ Informed Consent & Respect

- ✓ Participants must understand research purpose
- ✓ Voluntary participation without pressure
- ✓ Right to withdraw at any time
- ✓ Safeguard participants' dignity, privacy, and safety.

Participants must be informed about the purpose of the research, how their contributions will be used, and whether anonymity will be maintained. This is especially important when interviewing monks, nuns, or lay practitioners about personal spiritual experiences, as these are often deeply private.

- If you can not justify the relevance of the research you are conducting, you are wasting your respondents' time, which is unethical.
  - The consent should be voluntary and without pressure of any kind.
  - Collecting information, seeking consent, providing incentives, seeking sensitive information, the possibility of causing harm to participants, (Ranjit Kumar)
  - Giving gifts in collecting data is unethical.

### **Non-Discrimination**

Researcher should avoid discrimination against anyone on the basis of sex, race, ethnicity, or other factors that are not related to their competence and integrity in his work. (Dr. Ironmi)

### **Legality**

Researcher should know and obey relevant laws and institutional and governmental policies. (Dr. Ironmi)

### **Confidentiality**

Researcher should protect confidential communications, personnel records, trade or military secrets, and patient records etc. (Dr. Ironmi)

### **Academic integrity**

- Honesty in research and writing
- Respect to all
- Avoid bias, plagiarism and fabrication

- Proper referencing and acknowledgment
- The foundation of all research ethics is integrity. In Buddhist research, this includes accurate translation of Pāli, Sanskrit, or Tibetan texts, avoiding plagiarism, and giving due credit to previous scholars. A common issue in Buddhist studies is selective quotation—choosing only those passages that support one’s thesis while ignoring contradictory evidence. This practice is academically dishonest and undermines the credibility of research.

### **Honesty**

Researcher should honestly report data, results, methods and procedures, and publication status. Avoid inaccurate reporting, and the inappropriate use of information. (Ranjit Kumar)

Researcher should not fabricate, falsify, or misrepresent data he/she collected. (Dr. Ironmi)

- A researcher must present evidence even if it challenges their own argument. Suppressing inconvenient evidence is unethical.
- For example, if a sutta contradicts your thesis claim, you must still acknowledge it and explain your interpretation, rather than hiding it.

### **Respect to all**

➤Supervisor and lecturers ➤Relevant laws of your university ➤Colleagues and treat them friendly

➤Academic faculties and non-academic staff member and fairly treat **Make an effort to all possible avenues for developing a positive relationship**

### **Avoiding bias**

- Bias is a deliberate attempt either to hide what you have found in your study, or to highlight something disproportionately to its true existence.
- When conducting **data analysis, interpreting data, engaging** in peer review, making **personnel choices**, and other research-related **tasks** that require objectivity, make **a conscious effort to avoid prejudice**.

### **Avoiding plagiarism**

- Plagiarism is the use of someone else's work, claiming it to be your. It is absolutely unethical as well as illegal in research to plagiarise. It could also have severe academic consequence. All borrowed ideas and citations should be properly acknowledged and cited. (Rajit Kumar)
  - Changing its format, content or context to suit your purpose – is unethical.
- The need to maintain your academic integrity, that is, your honesty, by giving correct attribution to sources.

1. Reproducing (copying) the exact words of a source text (without using quotation marks) and not attributing a source. This is called word-for word plagiarism.
2. Reproducing the exact words of a source text (without using quotation marks) and attributing a source. Also called word-for word plagiarism.
3. Rephrasing a source text and not attributing a source. This is called paraphrasing plagiarism.
4. Using ideas from a text cited in another text and not attributing a source. This is called plagiarism of secondary sources
5. Using ideas cited from a text and not attributing a source. This is called plagiarism of ideas.
6. Claiming someone else's work as one's own (ghostwriting). This is called plagiarism of authorship. For example, getting someone else to write your essay. (Martin, 1994)

## Common definitions

- Submitting someone's work as their own.
- Taking passages from their own previous work without adding citations (self-plagiarism).
- Re-writing someone's work without properly citing sources.
- Using quotations but not citing the source.
- Citing some, but not all, passages that should be cited.
- Melding together cited and uncited sections of the piece.
- Inaccurately citing a source.
- Relying too heavily on other people's work, failing to bring original thought into the text.

[https://en.wikipedia.org/wiki/Plagiarism#Forms\\_of\\_academic\\_plagiarism](https://en.wikipedia.org/wiki/Plagiarism#Forms_of_academic_plagiarism)

## Common forms of Plagiarism

### How can we avoid plagiarism?

- The role of citations (Citations are evidence for your argument) • Directing quoting, paraphrasing, summarizing.

### How shall we ethically use AI?

- Submitting AI-generated text as your own original writing is plagiarism.
  - AI is a thought partner, not an author. It can help you overcome blocks, but the final synthesis, argument, and knowledge creation must come from you.

- Do not trust AI for citations.
  - AI is for Brainstorming
  - • AI is only polishing or re-structuring your own ideas and text.
- 
- Consult your supervisor
  
  - Check your university policy
  
  - Be clear about how you used the tool
  
  - You are the author, Ai is only a assistant for tasks.

## Chapter 10. Academic Reading

### 1. Academic Reading by Dr. Ven. Dhammānanda

1. Introduction to Academic Reading
2. Theoretical Principles of Academic Reading
3. Practical Principles of Academic Reading

#### 1- introduction to academic reading

##### What is academic reading?

‘**Academic reading**’ means the process of (1) **critically reading**, (2) **scholarly observing**, (3) **logically thinking**, and (4) **analytically collecting** academic materials and ideas.

**Objective of academic reading** is to find out the points of **weaknesses** and **strengths** of authors, and to give the **citation** and **quotation** systematically in a research paper.

**As a result**, through reading and comprehending academic research paper, the readers became familiar with articles, journals, theories, and procedures of the field of the academic study, and can gain an adequate foundation of knowledge for the role of their academic study.

**Academic Reading**, therefore, is the most important step to guide the remaining steps of academic writing, discussion, and logical thinking. For that, the researchers must conduct the process of the academic reading as a part of their **MPhil** and **PhD** program in order to develop the knowledge of their academic study.

#### 2- theoretical principles of academic reading

Theoretical principles of **academic reading** encompass highlighting critical **ideas** and **concepts** that can guide how scholars and researchers engage with written texts in an

academic context. These principles are based on pedagogical and cognitive theories about reading and comprehension.

## **Academic reading**

Whenever and whatever you read books and articles, you must have the following abilities:

### **1. Critical Reading**

**Make questions continuously** on the author's arguments, evidence, and assumptions, when you read. **Care about contextualization** on the author's background, publication date, and any biases that may exist.

**Analyze actively the text** by highlighting key points, taking notes, and asking questions. **Compare the current material** with other sources to identify contradictions, agreements, gaps in your field of study. **Assess the quality** of the evidence presented in the material.

### **2. Scholarly Observing**

**Observing the texts** in detail regarding methodology, data, conclusions within academic materials you are reading.

**Recognizing patterns** to identify themes, trends, and theories across multiple sources.

**Evaluating sources** to assess the credibility and authority of the sources and authors.

**Analysing the references and citations** used in the material to locate additional sources.

### **3. Logical Thinking**

**1. Examining logical structure** of the author's argument, the use of premises, evidence, and conclusions.

**2. Identifying** logical fallacies and errors in reasoning within the material.

**3. Formulating** hypotheses and research questions based on the information presented in the material.

**4. Constructing counterarguments** and perspectives to strengthen your understanding of the topic.

#### **4. Analytically Collecting Academic Materials**

**Searching systematically** for academic sources using databases, libraries, and scholarly journals.

**Selecting the sources** that are relevant and reliable for your research. **Organized notes**, summaries, and citations of the materials you collect. **Keeping track** of sources and citations.

**critically, scholarly, logically, analytically readings**

**“Academic Reading”**

**(Critically reading), 2. (Scholarly observing), 3. (Logically thinking), 4. (Analytically collecting data)-**

**(Think logically what you listen and read)**

**Research Problem**

**Argue reasonably on what you see**

**Research question**

**Discuss critically**

**Critical discussion**

**Examine and solve consistently final decision**

**Writing systematically-Academic writing**

**Learn to improve**

**Academic reading skill**

**Memorize if necessary**

**Sustainability of your project**

(1) Common Reading (general reading)

(2) Academic Reading

**Tradition modern-Pali literature**

1. Be beneficial in the beginning of your writing.
2. Be beneficial in the middle.
3. Be beneficial in the end.
4. Attempt to get meaningful presentation.
5. Write paper grammatically and systematically.

**Modern Academic**

1. Start to write an introductory statement of your topic in the beginning to obtain good quality.
2. Demonstrate the evidences of your academic discussion the middle to avoid plagiarism.
3. Contribute to your assumptions as your new contributions in the end to show your academic ability.

### **Six contexts of Pali Learning**

1. Contextual study
2. Philological study
3. Etymological study
4. Analytical study on words
5. Critical and logical study
6. Critical and philosophical study

**Contextual, conceptual, philological, etymological, analytical, critical, philosophical studies**

**Traditional study to modern study**

### **Role of Modern Universities**

**Education:** Universities are institutions that are dedicated to education.

**Facilitation of Research:** Universities are hubs of research and innovation.

**Creation of Academic Communities:** Universities foster communities of researchers.

**Knowledge Production:** Universities are consumers of knowledge and producers.

**Credentialing:** Universities confer degrees and credentials upon students.

### **University and academic reading**

- Academic reading and university education are closely intertwined, with each playing a significant role in the overall academic and intellectual development of individuals.

Academic reading supports University education.

University education facilitates effective academic reading.

Academic reading provides reciprocal relationship.

- It is beneficial for Preparation of postgraduate studies and research.

- In essence, academic reading and university education are mutually reinforcing. Academic reading provides the intellectual foundation for university coursework, while university education provides students with the skills needed to engage effectively with academic materials.
- This symbiotic relationship is crucial for fostering critical thinking, knowledge acquisition, and the development of well-rounded, educated individuals.

### **Significance of libraries**

- **Access to Resources:** Libraries are repositories of knowledge, housing a vast collection of books, journals, manuscripts, and digital resources. They provide access to a wealth of academic materials, facilitating research and learning.
- **Research Support:** University libraries often offer research assistance, including access to specialized databases, research guides, and expert librarians who can help students and researchers locate relevant sources.
- **Quiet Study Spaces:** Libraries provide quiet and conducive environments for academic reading and studying. They offer spaces for focused research and concentration, which can be essential for academic success.
- **Preservation of Knowledge:** Libraries play a crucial role in preserving cultural and scholarly heritage. They archive and protect rare and historical materials for future generations.

### **Significance of academic reading**

Academic reading, libraries, and universities play interconnected and pivotal roles in the education and intellectual development of individuals and the advancement of knowledge.

- **Knowledge acquisition:** obtaining theories, research findings, and perspectives. **Critical thinking:** evaluating the validity and reliability of information. **Intellectual growth:** broadening experience, new ideas, concepts, and debates.

- **Foundation of research:** building new research, and meaningful contributions to a field.



### 3- practical principles of academic reading

- Practical principles of academic reading are actionable strategies and techniques that can help you effectively engage with scholarly texts.
- Most practical principles are grounded in the theoretical foundations.
- Therefore, these practical principles aim to provide practical guidance for improving your reading skills.

### Two sorts of academic reading

1. General reading
2. Academic reading

**A. General reading** is a kind of reading for general knowledge, and it does not focus on the controversial points of authors.

**B. Academic reading** is a kind of scholarly reading, and it focuses on the author's trend, objectives, structure of the paper, arguments, discussion, method of solution, logical thinking, and critical decision on the problematic aspect.

### **Area of general reading**

**General reading** covers a wide range of topics and genres, and it typically includes materials that are not specialized or highly technical. The goal of general reading is to promote broad knowledge, comprehension, and engagement with various subjects.

**Fiction**– novels/ short stories/ all kinds of literature

**Non-Fiction** - history science/ biography/ philosoph

**Biographies:** - personal accounts/ experiences/ achievements

**History:** - historical events/ periods/ figures

**Science:**-scientific concepts/ discoveries/ advancements

**Travel Writing:**- travel experiences/ exploration/ adventures

**Self-Help:** - offering advice/ strategies/ guidance on personal growth

**Essays:** – essays/ articles/ societal issues

**Popular Psychology** -human behavior/ psychology/ relationships for general audience

**Current Politics** - current events/ political issues/ government policies

**Philosophy** - fundamental questions about life/ ethics/ morality/ the nature of existence

**Religion and Spirituality** - different religions/ spiritual practices/ religious philosophy

**Art and Culture** - art history, art appreciation/ cultural studies/ the creative arts

**Nature and Environment** - natural of the world/ conservation/ environmental issues

**Technology** - technological advancements/ their impact on society

**Education and Learning** - educational theories/ teaching methods/ lifelong learning/ learning English

**Family** - Resources for parents on child-rearing/ family dynamics/ parenting techniques

**Motivational and Inspirational** - Books that aim to motivate readers to achieve their goal **Humor** (- humorous writing/ including satire/ comedy/ comedic memoirs etc...

#### **Area of academic reading**

- If you choose the Buddhist studies, you must mainly select the following areas as primary and secondary
- sources.
- (1) Pali literature
- (2) Non-Pali literature
- (3) Scholarly books

#### **(4) Non-scholarly books**

**1. Pali literature** consists of two primary sources: **original Pali texts** and their translation books. (A) **Primary sources:** original Pali canon, commentaries, sub-commentaries, *Anuṭṭikā*, *Gaṇṭhi*, *Aṭṭhayanās* that are converted into different versions: Roman type of PTS, Burmese, Sinhala, Thailand, Cambodia, Chinses, and Tibetan versions. (B) **Primary sources: Translated into modern language** involves various translation texts that are translated from original Pali into English and Burmese.

**2. Non-Pali literature** consists of Sanskrit Buddhist Texts, Tibetan Buddhist Literature, Chinese Buddhist Texts, Japanese Buddhist Scriptures, and Translation Studies in Buddhism that are not directly translated from original Pali texts.

**3. Scholarly books** include the books written by scholars with critical assumptions. **4. Non-scholarly books** means the books written for general knowledge.

### **Read and construct the order of bibliography**

#### **Primary sources: (Pali literature) Primary sources**

- *Āṅguttara-nikāya*, Vol. I-IV. Edited by R. Morris, E. Hardy, M. Hunt and Mrs. C. A. F. Rhys Davids. PTS, 1885-1976.
- *Āṅguttara-nikāya-aṭṭhakathā (Manorathapūraṇī)*, Vol. I-V. Edited by M. Walleser and H. Koop. PTS, 1924-1979. *Āṅguttara-nikāya-ṭīkā (Sāratthamañjūsā)*, Chaṭṭha saṅgāyanā ed. Yangon, Myanmar: Ministry of Religious Affairs, 1962.
- **Primary sources: Translation into Modern Language Translation into Modern Language**
- *Sut Mahāvā Aṭṭhakathā Bhāsāṭīkā*, (A Burmese Translation of the *Dīgha-nikāya Mahāvagga-aṭṭhakathā*). Vol. II. Translated by Ashin Janakābhivaṃsa. Yangon, Myanmar: Ministry of Affairs, 1980.
- *The Long Discourses of the Buddha: A Translation of Dīghanikāya*. Translated by Maurice Walshe. Boston: Wisdom Publications, 1987.

#### **Secondary sources**

- Abeynayake, Oliver. *The Social and Economic Dimensions of Early Buddhism*. The Buddha-Dharma Centre of Hong Kong, 2016. Adikaram, E. W. *Early History of Buddhism in Ceylon*. Dehiwala: Buddhist Cultural Centre, 2018. Pandita, Ven (Burma). “The Buddha and the Māgadha-Vajjī War.” *Journal of Buddhist Ethics*; Volume 18, (2011), 125-141.

**Dictionaries:**

Rhys Davids, T. W.; William Sgtsede, eds. *The Pāli Text Society's Pāli English Dictionary*. Bristol: Pali Text Society, 2015. Sajjana, Ven. *A Comprehensive Manual of Pali Grammar: Masoeyin Pali Saddā*. Yangon, Myanmar, 2012.

**Purpose of academic reading**

1. To highlight the most important fact
2. To note valuable data
3. To get connection of our thesis and scholar's points
4. To ask critical question on the materials we are reading
5. To point out weak points of scholar's assumptions
6. To contribute our new assumption
7. To avoid from plagiarism
8. To give scholarly references: quotation and citations honestly
9. To link critical knowledge with your and other's view
10. To evaluate your thesis

**Result of academic reading**

The reader can understand and obtain different ideas from new sources. Being familiar with various scholarly sources.

Articles, Journal, Academic papers, Modern works, Law and Legal texts, Interviews, and Information that can be beneficial for your research.

**Skim reading**

Choose the most important and relevant to sub-headings. Read the summaries, headings, and sub-headings. Do not read every word.

1. Read first sentence of paragraph to understand what they say.
2. Take care of what you need within your reading.
3. Create possible arguments on your readings.

4. Decide what is most argumentative and controversial points.

### Note while reading

#### Q: How to note while reading an academic paper?

Taking effective notes while reading an academic text is essential for understanding and retaining information. Here are some strategies to help you note effectively.

Read actively.	Keep Reading papers. Used headers.
Underline key words.	Capture key quotes. Define key terms.
Use Sticky Notes.	Ask questions. Use technology. Use visual aids.
Summarize at the End.	
Use a noting system.	
Review and Revise.	
Summarize paragraphs.	
Organize Your Notes	
Create an outline.	

**Thesis Title: “Vajjian Polity: A Study Based on Pali Literature”** 1. **Underline Main**

**Key word:** Vajjī/ Vajjian/ Polity/

2. **Formulate related key concept:** Licchavī/ Vesālī/ Vajjian political system/ history, and social culture...

**3. Define key terms:** Definition of Vajjī, Licchavī, Vesālī, polity, and short-histories from Pali dictionaries: (a) Dictionary of Pali Proper Names and other Pali dictionaries, (b) Encyclopaedia of Buddhism. Oliver Abeynayake, *Fundamentals of Buddhist Polity* (Colombo: Buddhist Cultural Centre, 2018).

It deals with the political philosophy in early Buddhism and consists of five chapters: (1) the Buddhist theory of the origin of the state, (2) the Buddha and monarchical system, (3) the normative king and the ideal society reflected in Buddhism, (4) the Buddhist attitude towards wealth and economic management, and (5) the Buddha on war and peace.

**5.** Capture key quotation and ask questions regarding ‘the Buddha and monarchical system’ that you read.

### **Reading Thought**

1. Read the facts objectively.
2. Read them deeply and interestingly.
3. Try to understand them clearly.
4. Find carefully the objectives of modern scholars.
5. Formulate the gaps of the modern scholars objectively.
6. Try to examine these gaps and solve them logically.

### **Building Academic Reading Style**

1. Read intentionally the sources which relate to your proposal, MPhil, and PhDstudy.
2. Set clear goals determining your specific objectives for reading text.
3. Preview the text skim through it briefly before diving into text.
4. Identify key information formulating the points, and key terms as you preview.
5. Take notes while previewing initial thoughts, questions, predictions as you preview.
6. Read the text actively rather than passively scanning through it.

7. Annotate it using highlighting, underlining, digital annotation tools to mark important passages, key terms, and notable quotes.
8. Chunk theText breaking th etext into smaller, manageable sections or paragraphs.
9. Summarize the text after reading each section,

### **Building academic reading style**

1. Take a moment time to summarize the main points or arguments in your own words.
2. Pay attention to the structure of the text.
3. Ask Critical Questions developing a habit of asking critical questions about the text.
4. Take Breaks due to reading academic material can be mentally taxing.
5. Discuss and collaborate with partners and groups who are reading the same material.
6. Practice Speed Reading with reading techniques without sacrificing comprehension.
7. Read widely expanding your academic reading across various disciplines and genres.
8. Reflect how the text fits into your broader academic goals after completing the reading.
9. Seek Guidance while struggling with a particularly challenging text.

How to start academic reading to obtain the title of topic?

**\* Before Confirming Research Title\***

- If the researcher is familiar with Pali literature, he should first look for interesting material, sub-headings, suttas, areas, problematic points reflected in canon, commentaries, and sub-commentaries. Then, he should investigate modern sources for a hint relating to the title of the research project.

- If he is proficient in the English language and modern works, he can firstly begin reading modern sources. Then he might examine the sources of Pali literature to choose the research's provisional title. Before confirming the research title, he must thoroughly check whether area of his research title has been conducted by anyone or not.

### **The way of textual reading**

1. Read interestingly original Pali Canon that is related to your topic.
2. Note the most relevant key terms from that canon.
3. Analyze its commentarial and sub-commentarial explanations and compare it with Pali canon.
4. Note summary of commentarial and sub-commentarial discussion.
5. Read Bhāsāṭīkā, Nissaya, their s anotations, and Gaṇṭhi.
6. Note summary of their opinion.
7. Creat a summary of your hypothetical assumption commparing with above three notes.
8. Try to read modern works to obtain the related secondary sources.

### **Research proposal**

#### **1. Introduction**

(1) Definition of key terms/relevant background (2) Purpose of topic

(3) Outline of topic that you will conduct

#### **2. Literature Review**

(2) (3) (4)

#### **3. Research Problem (1)**

#### **4. Research Question (1) (2) (3)**

**5. Aims of Research (1)****6. Scope (1)****7. Methodology (1) (2)****8. Tentative Chapter Outline**

Chapter I. Chapter II. Chapter III. Chapter IV. Chapter V. Conclusion

Introduction

The-- The-- The-- The--

**9. Working Bibliography (1) (2) (3) (4)****Key aspects of academic reading**

- **Literature Review:** A PhD dissertation must include a thorough literature review. It entails summarizing prior research that is pertinent to your research subject.
- **Height and Width:** Academic reading at the PhD level must be both broad and deep.
- **Critical evaluation:** A researcher must assess the value of the literature you read.
- **Identifying Gaps and Trends:** You can spot controversies, trends, and gaps in the literature by reading academically.
- **Establishing a Theoretical Framework:** A theoretical framework for your topic is frequently developed as part of a PhD project.
- **Citation and Reference:** It is important to correctly cite and reference the sources you have read.
- **Organization and taking notes:** To manage the enormous amount of material you'll encounter when reading for school, you'll need effective note-taking techniques.

- **Changing and Adapting:** PhD research is an active process. Your research direction, your research questions, or your theoretical framework may need to be adjusted as you learn more and move forward with your study.

### **Proof Reading for Mphil and PhD**

**After finishing your thesis in draft, proof-read it and discuss with proof-readers.**

1. Correct all mistakes of grammar, foot-note, quotation, citation, bibliography, and thesis formats.
2. Correct spelling mistakes of English, Sinhales, Burmese, and Sanskrit names.
3. Be careful on the Diacritical marks in the Pali words.
4. Keep all English words and numbers in Times New Roman.
5. Pepair some Pali words that some separated Pali words should be separated, and some combined Pali words should be combined.
6. Keep the names of all Pali and Sanskrit books in italics.
7. Use the abbreviation of “ Ibid..” after the same foot-note.
8. Re-correct the bibliography in alphabetical order.
9. Inden long citations.
10. Keep double space between two foot-notes.
11. Follow the prospectus (PGIPBS) Pp 150-154.
12. Do not bold sub-topic in the table of content.

## **2. Reading Strategy in Academic Studies by Dr. Ven. Rājinda**

### **Introduction**

This topic is aiming at how to initiate **academic reading** in our studies. “Academic Reading” is sometimes called **critical reading**. This type of reading actively critiques the idea and arguments in the text. More than “agree” or “don’t agree”, it **needs your evaluation**. In Academic reading, you need to **think about your response** to it.

- **Read Subject Create Arguments**
- **Weight Evidences**
- **Make Conclusion**

### **Presentation contents**

- 1. Reading Methods
  - 1.1. Purposeful Reading
  - 1.2. Efficient Reading
  - 1.3. Interactive Reading
  - 1.4. Critical Reading
- 2. Reading Strategy
  - 2.1. Reading Skills
  - 2.2. Reading Process
    - 2.2. Using Strategy
- 3. Taking Notes
  - 3.1. Objectives of Taking Notes
  - 3.2. Benefits of Taking Notes
  - 3.3. How to Take Notes
- 4. Practice and Discussion
- Andy Gilett, Angela Hammond & Mary Martala, *Successful Academic Writing*, (England: Pearson Education Limited, 2009), 59-86.

### **Reading methods**

#### **1.1. Purposeful reading**

- Always think about why we are reading a text before we start reading. **We should know**
- What we are reading this text - what we want to get from it
- **We should find** - what relevant section is
- **What particular point** deals with **We should read carefully**
- when we have found what we want

## 1.2. Efficient reading

**don't waste time on** texts that are not relevant to our purpose.

**You cannot read every book** on our reading list. Read selectively.

**We should know**

Which books are relevant to our topic area? Do we need to read it all?

Will it help us?

**We shouldn't read** every book on our list, and

every part in the book. **We need to use our brain effectively**

To sometimes

To somethings

## 1.3. Interactive reading

**don't wait** until you feel like reading, Make yourself a **shedule** and stick to it. (*QRP*, 68)

Not to be a **passive** student, Need to be active all the time by Learning & Questioning

**Before we start to read,**

- what I have known about the topic

- what I need to know about the topic

- which parts are relevant or not relevant to our project

**After reading our selected parts,**

- focus what is **understood/ misunderstood**- crystallize what you don't understand

- open the way to **dialogue** with others

## 1.4. Critical reading

Critical reading requires us **to evaluate** the argument in the text. We should not end in “what I agree” and “what I disagree”.

**We need to Distinguish** See from various points Weight Make /conclusion

**keep questioning whatever you read** Is the text giving us different points of view?

What evidence is used to support statement/argument? What conclusions are drawn? Are they justified?

### 1.4.1. Critical thinking

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:

What is the **key idea** of the book you read?

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

Are the **examples** given helpful? Would other examples be better?

Does the author have any bias?

Does the **evidence** presented seem reliable, and using common sense? Is this argument **similar to** anything else I have read?

Do I **agree or disagree** with the writer’s views?

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

## 2. Reading strategy

*English Philosopher & Writer says* - Some books should be **tasted** Some books should be **swallowed** Only a few might be **chewed** and **digested** (Francis Bacon, 1909)

Nancy Jean Vyhmeister, *Quality Research Papers: For Students of Religion and Theology*, 2<sup>nd</sup> ed. (USA: Zondervan, 2008), 67.

### 1.1. Reading skills

(1) **Skimming** (vitakka) § Not finding exact answer

Finding the general location Understanding general meaning of the text

(2) **Scanning** (vicāra) Finding exact location where the answer is § Understanding exact word or paragraph

(3) **Close Reading/ Intensive Reading** (ekkgatā)

- Reading with full concentration
- Focusing what the word or paragraph is relevant to our work directly
- Developing critical thinking on that word or paragraph
- Evaluating the idea



1.2. Reading process

**Active Reading Practice 1**

- 01 **Pick something you want to read.**  
Something you enjoy reading, or something related to Task 2 common topics.
- 02 **Quickly skim to understand the general meaning of each paragraph.**  
Write down a title for each paragraph.
- 03 **Scan for any unknown vocabulary.**  
Underline it.  
Guess meaning from context.
- 04 **Close read the entire passage and decide on meaning of the new words/phrases.**
- 05 **Note new words down in vocabulary notebook.**

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### 2.3. using strategy

#### 1) Using the title (based on your topic)

- Read the Title to make decision on your topic and to hope the answer question
- Is this **text relevant to** our needs?
- Is it **related to the subject** we are studying?
- What do we expect to learn from the text?

#### 2) Skimming a text to get an overall impression

- Read the **title, table of contents, and subtitle** (to understand various sections of the text)
- Read the **first sentences** of each paragraph (to trace the direction and to get overall idea)
- Read the **abstract** (to consider the summary of the text)
- Read the **introduction and conclusion** (to know the reason and purpose of the author, and His thoughts and opinion)
- 3) **Scanning to specific required facts and information**
- Search the **definition** for each of them
- Find **keywords & facts and opinion** Weight **agreement and disagreement**
- 4) **Emphasizing the word or paragraph focus one point & read carefully**  
Think **critically** about it & **create questions**
- **Evaluate & note review** the notes



## 2. Taking notes

### 2.1. Objectives of taking notes

- To understand the text
- To make essence of the text
- To decide what is important and not important
- To know what else you need to find out

### 2.2. Benefits of taking notes

- Taking Notes help you - to identify the important parts
- to remember those points
- to maintain a record what you have read
- to get easily the facts what you want in a single place - to concentrate and understand on what you read

### 2.3. How to take notes

- Highlight concerning parts (*searching*) Identify the important points (*identifying*)  
Note the main idea and state the problem (*noting*) Use the graphics (arrows, table, map) to link ideas (*creating*)

**Key point** Meaning of Dukkha

**Main idea** Both translation and interpretation are highly unsatisfactory and misleading.

**Problematic idea** Why does the author mention the interpretation of the word “dukkha” leads to wrong idea, Buddhism as Pessimism?

**Author of book** Rahula, Wapola

**Title of book** What the Buddha Taught

**Publication data** London: The Gordon Fraser Gallery Ltd., 1959.

**Pages** 16

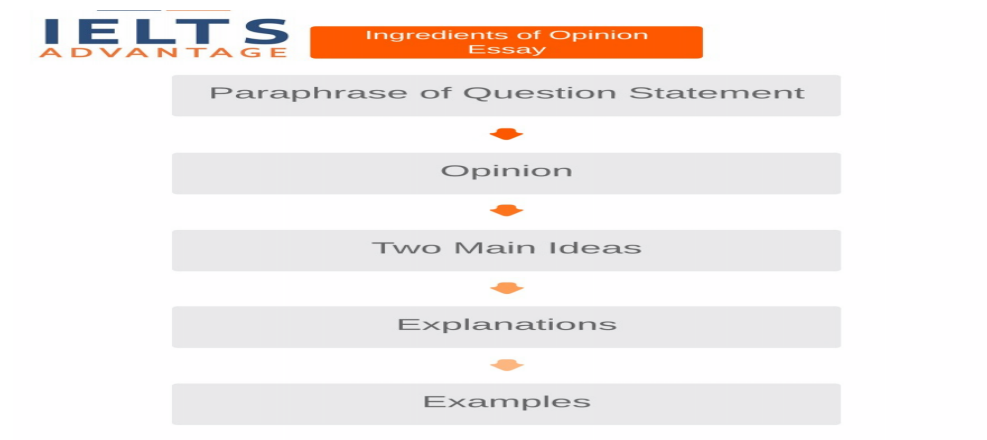
**Key poin** Bhabbak ulaputta

**Main idea** *Etadahosī'ti pubbe katapuññatāya codiyamānassa bhabbakulaputta ssa etaṃ ahosi.*

**Problematic idea** Why did he occur the danger of higher attainment though he was a bhabbakulaputta?

**Title of book** Vin.A. I./ Spt.

Pages168/202



Acariya Buddhagosa states that Ven. *Sudinna* is a person who is endowed with potentiality for salvation (*bhabbakulaputta*). If he is endowed with such potentiality, he would be realize the higher attainment.

Why did he occur the danger of his attainments even though he is a *bhabbakulaputta*?

What is the reason?

The reason is that it occurred to him the danger of higher attainment, for it was by means of his remorse on bad action done in the former.

Like Ajātasattu

### Conclution

6. Select Topic
7. Read Subject
8. See Facts and Opinions
9. Weight Evidences
10. Create Questions/Arguments
11. Make Evaluation
12. Take Notes
13. Start Writing

### 3. Academic Reading by Dr. Ven. Jatila

Reading and academic reading

Academic and academic reading

Reading and note-taking

#### **Sometimes called Critical Reading**

When you read an academic text, you need to think about your response to it.

- This is more than an “I agree” or “I don’t agree” response.
- Read the arguments
- measure the evidence
- make conclusions.
  
- very different from reading for pleasure.
- an active process that goes beyond merely reading.
- need to interact with the text by taking notes.
- making connections between the text and what you: already known or have experienced.
- and asking critical questions about the material you are reading.

#### **Why is reading important in academic context?**

- To gather information.
  
- To gain a better understanding of your subject/topic. • To develop idea.
  
- On reading insufficiently, no clear idea.
  
- No clear idea, no clear writing.
  
- To be able to present your idea clearly, read much
  
- No clear writing, others can assist you.

- No clear idea, no one can help you.
- To contribute something in the existing scholarship.

To read efficiently and effectively is of vital importance in the academic context.

### **During reading**

- Take notes
- Mark up the text so you can find important information later.
- Take notes including page numbers.
- Ask questions as you read.

### **After reading**

- Write a short (2 sentence) summary of the text.
- Go through your notes and look up any supplemental information that you need:

\* Look up vocabulary words.

\* Look into any questions the text left unanswered.

### **Before reading**

- Think about why you are reading this text.
- If you are doing research on your own, look for keywords.

Choose which sections to focus on.

Carnegie Mellon University, Student Academic Success Center Communication and Language Support.

Academic Reading strategies

Skimming Scanning In depth reading reading reading

### **Skimming reading**

Skimming is reading quickly to gain a general idea.

Read title, introduction, any headings and subheadings, and conclusion.

Read first sentence of each paragraph (topic sentence).

Read the concluding sentence of each paragraph.

Read the words highlighted in bold or italic

Look at illustrations (pictures, diagrams, tables).

### **Scanning reading**

In-depth reading

Use questions to stimulate interest: especially next to headings.

Use connecting questions: connect with your previous knowledge.

Ask yourself: am I understanding this? How does it relate to last week?

Read difficult sections out loud Underline key ideas (only in books that you own)

Make summaries

Write in margins (only in books that you own)

**Scanning** is reading quickly to search for a particular information.

Know your question, key words or phrases.

Use your hands or pen Use your periphery vision.

Continuously keep the key words/phrases mind.

in your piece of purpose,

### **What is scanning?**

**Scanning** is reading a text quickly to find specific information e.g. figures or names.

It is useful for answering exam type questions which ask for true/false or to discover facts etc. The objective is to search out relevant words, collocations etc. The focus is more on lexis than general meaning and to ignore irrelevant information.

### **What is skimming?**

**Skimming** is reading a text quickly to find out the general theme, topic or meaning. It's useful for pre-reading tasks or texts that don't need a lot of detailed attention.

There is no need to read every word.

The focus is on improving speed of reading.

### **Academic Reading strategies**

Purposeful reading

Efficient reading

Interactive reading Critical reading

Reading and note-taking

To help you read critically, you need to ask:

- Is there a clear distinction between fact and opinion?
- Is the text giving me different points of view or simply giving me one-sided information?
- What evidence is used to support arguments?
- What conclusions are drawn?

- Are they justified?
- Are alternatives considered?

### **Critical reading**

### **Purposeful reading**

Before reading ask yourself:

What do I know about the topic?

What do I want to know from this text?

What is the source of the text and how do such sources present information?

What do I know about texts in my field?

What language is used in such texts?

### **Interactive reading**

### **Efficient reading**

before you read. Ask yourself: • Do I need to read this?

- Will it help me?
- Do I need to read all of it?
- Which parts can I leave out?

Always ask yourself;

- Why am I reading this text/
- What do I want to get from this text?
- How can this text help me with my work?

- Where in the text might I find what I am looking for?
- know why you are reading.

#### Top tips for effective reading

- Confine your scope and know your purpose.
- Find relevant reading materials and be selective.
- Read critically.
- Use an effective reading strategy.
- Make notes.
- Take regular breaks.
- Read in a positive environment.

#### Confine Your Scope and Know Your Purpose

- What is your research focus?
- What is the topic?
- What is your purpose of reading?
- What type of information do you seek?

What questions are you looking for the answers to?

#### Survey

- Bibliography
- Works Cited/ References
- Index/indices

- Key Words
- Footnotes/ Endnotes
- Book Reviews
- Literature Reviews of Others' Theses/ Dissertations
- Chapter Summaries of Books
- Table of contents
- Chapter headings
- Abstracts
- Ask to those who expert knowledge & wisdom.

#### Use Keywords

- Try English Equivalents and their Synonyms
- Try Alternative Spellings.

#### **Find Relevant Reading Materials and Be Selective**

SuttaCentral—navigation (Sutta Central) Find Relevant Reading Materials and Be Selective

#### **Online Libraries**

<http://www.purna.lk/pgipbs/opac/index.php> (Online Public Acc Library)

<https://scholar.google.com/> (Google Scholar) [academia.edu](https://academia.edu) (Academia.edu)

<https://www.jstor.org> (Jstor)

<http://gen.lib.rus.ec/> (Library Genesis) <https://archive.org/index.php> (Archive) <https://b-ok.org/?signAll=1> (Zlibrary)

[https://www.scribd.com/search?content\\_type=tops&page=1&query=the%20mindfulness](https://www.scribd.com/search?content_type=tops&page=1&query=the%20mindfulness) (Scribd)

<http://shodhganga.inflibnet.ac.in/> (Shodhganga) <https://viet.net/anson/ebud/ebidx.htm>  
(Buddha Sāsana) <http://www.kelasa.org/> (Ashin Kelāsa Sayādaw)

<http://www.kbrl.gov.mm/catalog/index/> (Kabhāaye)

<http://www.dhammadownload.com/eBook-Myanmar.htm> (Dham

### **Using Technology in Source Studies**

Catalog, Kelaniya University

CST4 Desktop Software (informer.com) (CST4)

[https://www.digitalpalireader.online/\\_dprhtml/index.html](https://www.digitalpalireader.online/_dprhtml/index.html) (Pāli Digital Reader)

<https://www.youtube.com/watch?v=qP2i7xY2sRI> (How to use PDR)

<https://tipitaka.app/> (Chatṭha Saṅgāyanā Tipiṭaka)

<http://tipitaka.sutta.org> (Pāli Tipiṭaka) <https://www.accesstoinsight.org/index.html>  
(Access to Insight) SuttaCentral—navigation (Sutta Central)  
ery=the%20foundation%20of%2

### **Online Libraries**

<http://www.purna.lk/pgipbs/opac/index.php> (Online Public Access Catalog, Ke Library)

<https://scholar.google.com/> (Google Scholar)

[academia.edu](http://academia.edu) (Academia.edu) [www.jstor.org](http://www.jstor.org) (Jstor)

<http://gen.lib.rus.ec/> (Library Genesis)

<http://www.archive.org/> (Archive)

Important points to consider

### Once You Have Got Resources with You

- Preview it
- Skim it
- Read the contents page
- Look at the blurb
- Scan Selected Chapters
- Read the Introduction
- Read Chapter Summaries
- Read randomly footnotes
- Read the first and last sentences of each Paragraph.
- If it looks worth reading, read it fully.

### Important Points to Consider

- Who is this text written for – academic, general?

Is it appropriate?

- How is it relevant?
- Check publication details – who wrote it? Where is it published? When?

### **Ven.Dr. Sumangalāsāmi. Online Lecture from PMBSA. 2022**

Read Critically or Actively – ask questions

Reading critically is a precursor of writing critically.

(1) Read the text carefully, asking questions.

(2) Compare with other sources writing on the same topic & check the facts referred to in the text.

- How is the material presented?

- Is a particular bias present?
- What is the argument/ conclusion/ message/ opinion of the author?
- What is the evidence? Is it up to date? Is the methodology appropriate?

Does the evidence support the argument? Is the text logical? • Is there anything missing/omitted?

- Something else that should have been considered?

Is the author biased, does s/he have an agenda?

- Is the language emotive or logical?
- Do you agree or disagree with the author? Why?
- How does this text compare with others you have read on the topic? • How can you use this information?

Read critically or actively-ask questions

To read critically you must:

1. Identify the author's arguments and the conclusions drawn in the text.
2. Evaluate the strength of the evidence that the author provides as support for his or her arguments and conclusions, asking a series of questions:
  - is the evidence sufficient and relevant?
  - are the authorities cited reliable?
  - are the data and the interpretation of the data adequate to support the line of reasoning and the conclusions drawn in the text?
  - if statistics are used as evidence, where do they come from and why have they been used? How are they relevant to the argument? Are the statistical tests appropriate and how have the statistics been interpreted?

1. Identify the implicit assumptions which underpin the text and decide on how these assumptions affect the arguments and conclusions that are presented, i.e. What political, moral and value judgements does an author seem to hold?  
**Diana Ridley, The literature Review. London: Sage Publication Asia-pacific pte ltd, 2012, p.142**

### **Read Critically or Actively – ask questions**

Understand the author's arguments, not only the meanings of his sentences - Read between the lines.

Carefully discern crucial words such as NO, NOT, HARDLY, BARELY, NEVER etc.

Relate any new ideas to what you already known. Be active – engage, question, dispute what you are reading.

### **Last Tips on Critical Reading**

You can become a better critical thinker by keeping these points in mind:

- Be honest with yourself
- Resist manipulation

Get involved in the academic debate • Ask questions and challenge ideas

- Base judgments on evidence
- Be intellectually independent.

Use an Effective Reading Strategy: Use SQ3R strategy

### **Survey**

- Skim through the text to get the general idea. Question

- Does it give you any useful information?
- What is the main issue under discussion?
- What is the relevance of this text to my study topic, assignment, or exam?
- What are the main points covered and what conclusions are reached?

Read a more careful, active and detailed reading.

- make notes of any key points.

Recall

- try to explain it, out loud, in your own words. • jot down a paragraph or two.

Review

- Do you need to read the text again?
- Do you understand what you have read?
- Re-read the text to check your understanding. • Clarify any points you were uncertain about.

**Survey**

Question • Read, Recite, Record, Review, Reflect

SQ5R strategy

- Details of references or bibliography
- Use your own words to ensure your understanding of each point.

Double check each notes you write.

Direct quotation use quotation marks & acknowledge Author

To select

- Summarise in your words
- Copy technical terms or data to ensure accuracy
- If you are quoting an authors word, add your own comments
- Highlight key information within the text to help you focus
- Highlight central words that convey the key meaning of the text
- Only highlight your own copies of text – never on borrowed books.

To Understand

- Select keywords to represent crucial facts.
- Text your recall by using the trigger of memorized keywords.
- Practice the method and start to use throughout your revision.

To remember

Noting taking for research and revision information?

Reading & Note-taking

(Making note is much better than highlighting)

- Record the full reference before starting to take notes from the material.
- Note the main ideas and stages of the argument.
- Use graphics to link ideas – tables, arrows, mind maps, whatever works for you.

Question the relevancy of your note

- Will this point help support your argument? • Is it relevant to your topic?
- Is this quote or paraphrase similar to another quote or paraphrase you've already noted down from a different text?
- Do you really need this information?

- Will you really use it?
- What questions do you want to answer with this

Reading and note-taking strategies

Reading contributes to the research process and helps you to:

- find out more about the field in which you are working and identify a topic for the research.
- develop your own understanding of the field.
- find out what other research has been done in the area.
- keep up to date with developments in the field.
- place your own research in a context.
- identify theoretical perspectives that you might wish to draw on.
- find support for your views and arguments.
- explore possible research methods to use for your own research;
- pursue your enjoyment of reading around the subject;
- explore different perspectives in the field and position yourself among them and make observations.

**Diana Ridley, *The Literature Review*. London: SAGE, Publication Ltd, 2012, p-623.**

The Easiest Reading Method

Paragraph Structure

Introduction (Topic Sentence)

Main idea

Body (Supporting Sentences) Evidences, reasons, facts, examples, justification, explanations, quotations Conclusion (Concluding Sentence) restate the main idea.

**Reading 3-Parts of a Paragraph Structure**

Statement sentence/ topic sentence: The main idea that covered the entire of a paragraph

Main idea

Body (Supporting Sentences) Evidences, reasons, facts, examples, justification, explanations, quotations

Introduction , Body , Conclusion

Analytical reading

- Differently understanding

Understanding Old knowledge

- Original sources exist in texts • Knowledge has been known.

Understanding New knowledge

- Original sources has not been known knowledge
- Author's new finding & contribution

Reading Sutta to understand Aṭṭhakathā & Tīkā

- Structure of sutta
- Mainly focus on subjects
- Its relevant to other suttas
- Reading a part of Samvaṇṇa included in Aṭṭhakathā & Tīkā
- Finding the different interpretation from it
- Supportive argument & criticize argument
- Your contribution to fulfill the existing knowledge & gap.

Reading article, book, thesis

**Finding key words and technical term related to your research**

<b>Sample – The Significance of Āhāra in Buddhist pāli literature</b>		
<b>No</b>	<b>Utilizing āhāra</b>	<b>Obtaining benefit</b>
<b>1</b>	Types of Āhāra: Rūpa-āhāra & Nāma-āhāra Āhārapaccayā, Understanding the arising and ceasing of āhāra	Knowing āhāra as causality
<b>2</b>	Āhārasappāya/ Bhojanasappāya: consuming proper āhāra	Sustaining good health physically and mentally
<b>3</b>	Reduction of consuming āhāra	
<b>4</b>	Bhojanemataññūtā: knowing moderated eating	
	Developing mettābhāvanā to donors of āhāra	
<b>5</b>	Accepting and consuming āhāra according to Sekhiya rules	Observing sīla: good morality, polite behavior & blamelessness
<b>6</b>	Following piṇḍapātikadhutaṅga & sapadānacārikadhutaṅga	
<b>7</b>	Āhārepaṭikūlasaññā: perception of loathsome on āhāra	Detachment on āhāra Cultivating samādhi
<b>8</b>	satisampajañña: mindful and clear comprehension of āhāra	Developing paññā

Academic reading

Apply academic writing

Analysis data- primary sources

Gather data

with reference systematically

Critical analysis data – secondary sources

Add your argument, opinion

Read relevance sources your research

Save important data by email, memory stick

Manage and save your data under the main chapters and sub-titles Link your data with consistency and coherency

### **Reading & Note taking or Data Analysis**

#### **Gather data**

- Reading Authentic sources
- Gatherdata related to your research

#### **Data analysis**

- Remove unnecessary data
- Save necessary data systematically

#### **Applied data**

- academicwriting
- Research paper, Article & Thesis

#### **Summary overview**

#### **From Academic reading to academic writing Applied for**

Conferenc paper , Research article , Assignment , Diploma , B.A Thesis , M.A Thesis , M.Phil Thesis , Ph.D Thesis

Skimming reading , Scanning Reading , In dept reading , Purposeful reading , Efficient reading , Interact reading , Critical reading , Note taking Or Gather data

Enhance comprehension skills & competency on the Topic that you are reading. utilize your knowledge, attitude & skills to write a qualified paper, article & Thesis

## Reading

Reflection on or Thinking what you have read , Critical thinking, Readers, Teacher leaders, Researchers' authors

## Chapter 11. Research Aim and Objective

### 1. Selecting a Research Topic and Its Objective Dr. Ven. Jatila

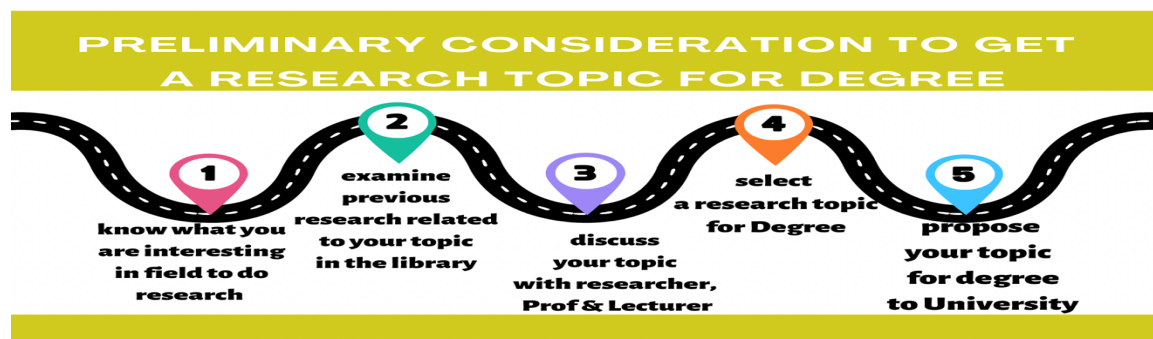
Research Topic

Research Article Topic

Research Topic for Degree

Conference paper topic

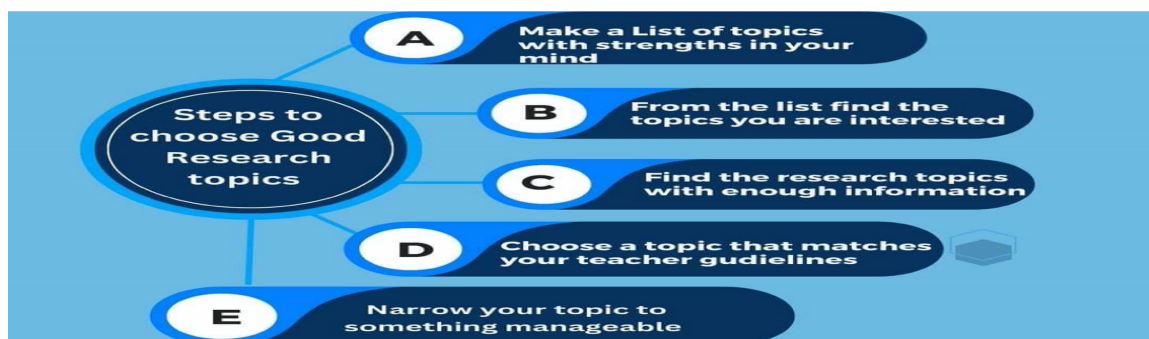
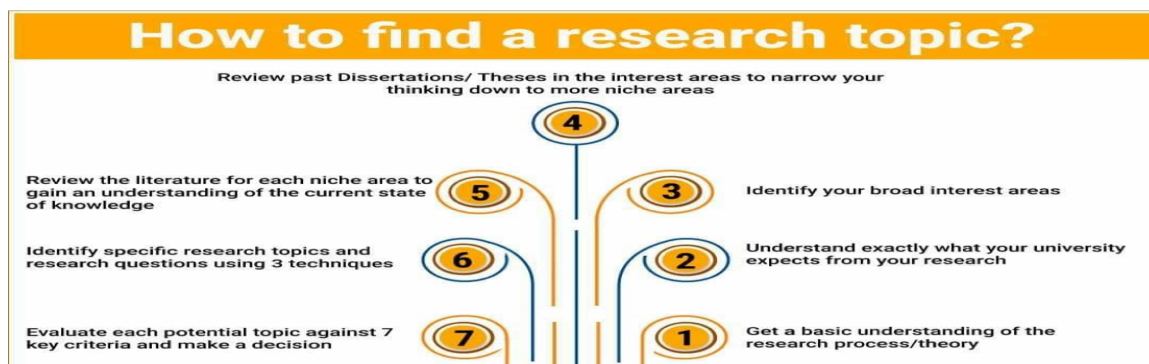
Dip B.A M.A Mphil Ph.D



**Preliminary consideration to get a specific research topic for degree**

If you intend to do a research project M.A, Mphil, Ph.D for Degree, you should:

- Select a specific research topic in which you can implement for M.A, Mphil or PhD Degree.
- Read primary sources and scholarly work: books, article etc., related to your topic.
- Reflect your knowledge what you have known, and what knowledge require to know dealing with your topic.
- Inquire to any experienced researcher whether your selected topic can be done for M.A, Mphil or PhD or not.
- Examine a different research gap and unsolved problem if your topic area had been researched by other scholar.
- Estimate whether there is enough authentic sources or not for your selected topic to do M.A, Mphil or PhD.
- Discuss with any lecturer from University or experienced researcher to get good idea about your topic.
- Submit your research topic recommended by any prof or lecturer from University.
- Your submitted topic can be approached or amended or rejected by the Board Faculty.





Understanding Key word in your 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

Principal subjects ↔ Scope ↔ Approaching method

Sample: Specific Res... by Academic board from University

Sample: Specific Research Topics recognized by Academic board from University

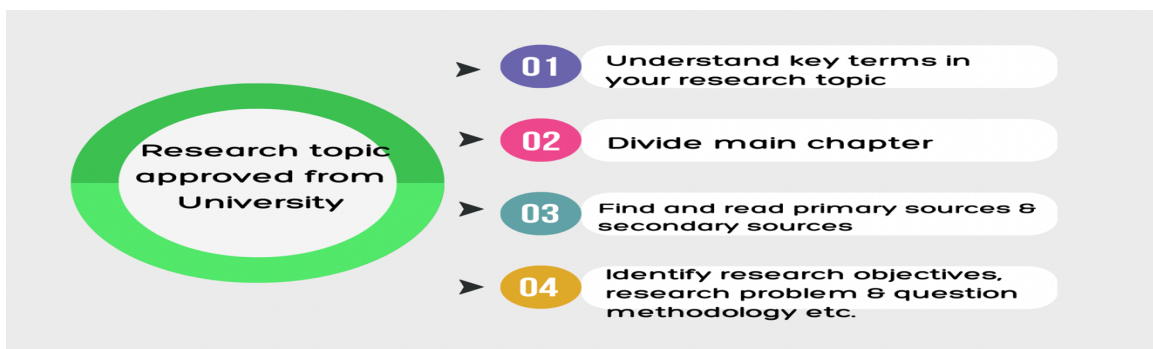
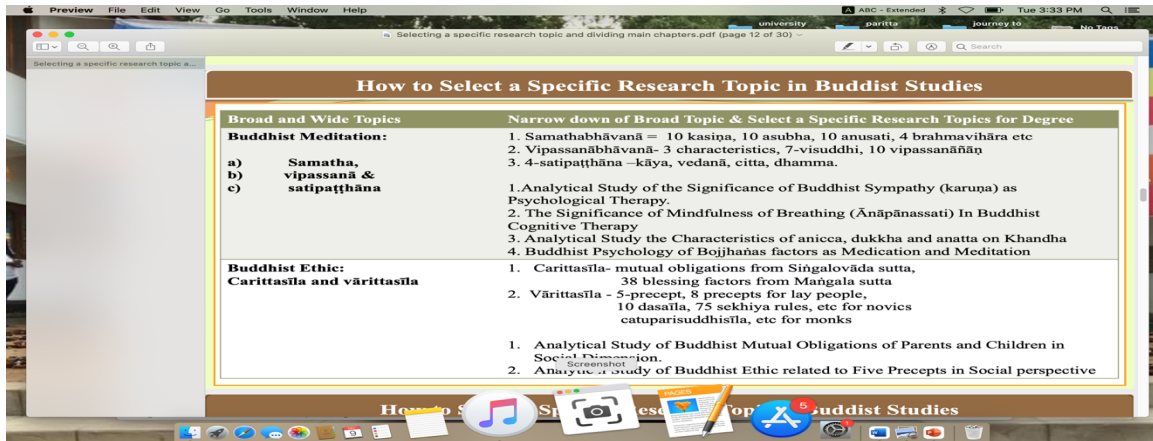
1. **A Critical Study of Indriyabhavana Sutta** with special reference Its Meditation Techniques (Ph.D) (Ven. Dr. Jatila (Namhsan))
2. **The Concept of the Disappearance of Buddha-Sasana** as Reflected in Theravāda Literature: An Analytical Study (Ph.D). (Ven. Dr. Sumingalasāmi)
3. **A Critical Study of the Influence of Buddhist Teachings on Childhood** in Myanmar (Ph.D) (Ven. Dr. Javana)

The field of research study must be reflected clearly and thoroughly

Broader topic → Be narrow → Chose a specific research topic so that you can implement for Degree within research period.

Narrow topic → Be broader

- ✓ Be narrow your topic if the field of study is broad.
- ✓ Be broader your topic, if the area of the study of narrow.



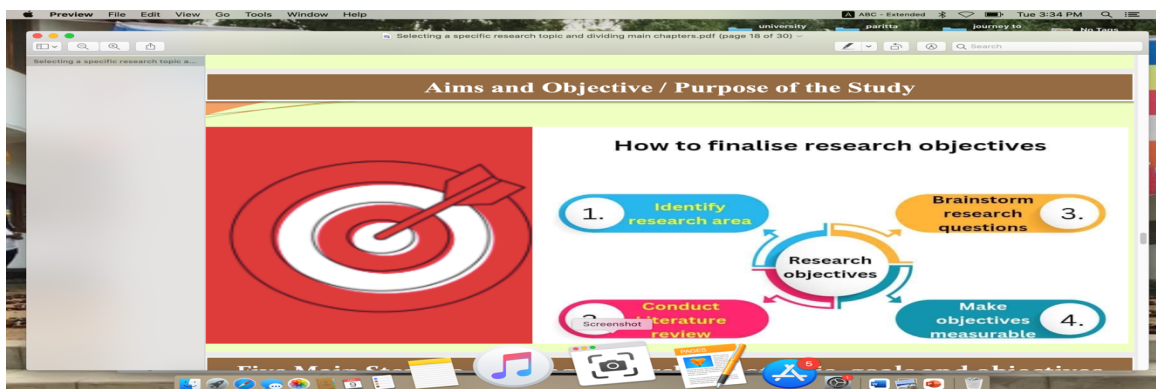
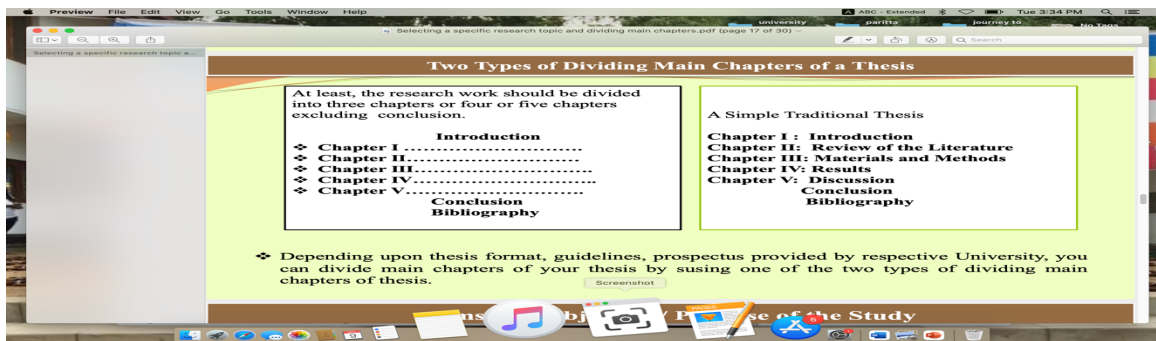
### Systematically dividing main chapters after selecting a specific topic for M.A

Think about what you have known and unknown in your topic area. Data collection: Gather information-primary source and secondary source related to your topic. Data analysis: Analyze the data from primary sources into categories-separate group which can be considered as main chapters of your research. Critical analysis of data from the secondary sources; to identify research problem, to fulfill the existing research gap and to provide new contribution in your research.

### Systematically dividing main chapters after selecting specific topic for M.A, Mphil or PhD

- With Supervisor, your M.A, Mphil or PhD topic has been approved and recognized by University.
- Have you written your research proposal? How long have you developed this research?

- Before writing your research proposal, you should read other researcher's proposals related to or similar your topic.
- Make sure and divide main chapters of your thesis at least 4 or 5 chapters.
- Main chapters of your thesis must be connected with each other precisely and systematically.
- make lists of possible subtitle under the main chapters of your thesis.
- Find out research question, objective, methodology, etc., based on your main chapters and subtitle of your thesis.
- Analysis of primary source and secondary source related to your topic.
- Understand new contribution and research gap among the existing knowledge.
- Consider possible outcome of your research topic what readers expect to know.





## Formulating research objectives

**Main objective** | **Subobjectives**



## Main objective and subobjectives

It is important to distinguish between main objectives and subobjectives. The way of the main objectives and subobjectives are worded to determine how your research is classified. The main objective relates to the overall thrust of your study. It is also concerned with the main associations and relationships that you seek to discover or establish. The subobjectives are the specific aspects of the topic that you want to investigate within the main framework of your study. Make sure that each subobjective

contains only one aspect of the study. Subobjectives should be listed numerically. **Rankit Kumar- Research Methodology**

### **Main objective and subobjectives**

It is important to distinguish between main objectives and subobjectives. The way of the main objectives and subobjectives are worded to determine how your research is classified. The main objective relates to the overall thrust of your study. It is also concerned with the main associations and relationships that you seek to discover or establish. The subobjectives are the specific aspects of the topic that you want to investigate within the main framework of your study. Make sure that each subobjective contains only one aspect of the study. Subobjectives should be listed numerically.

### **Aims and objective/ purpose of the study**

- 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.
- Objective provides a roadmap of your project. Start with objective directly: This study analyzes.
- Briefly, the main objective of your research study directly deals with your research topic and the subobjectives are relevant to the main chapters of your research study.
- The subobjective of the research can be highlighted based on the main chapters title of your research.

### **Objectives of research**

- The purpose of research is to discover answers to questions through the application of scientific procedures.

- The main aim of research is to find out the truth which is hidden and which has not been discovered as yet.
- Research objective can be taken into consideration as follows-

1. To gain familiarity with a phenomenon or to achieve new insights into it.
2. To describe accurately the characteristics of a particular individual, situation or a group.
3. To determine the frequency with which something occurs or with which it is associated.
4. To test a hypothesis of a causal relationship between variables.
  - C.R.Kothari. Research Methodology Methods and Techniques (Second revised and Edition), India New Delhi: New Age International (P) Limited, Publishers, 2004, p. 2.

### **Why are research objective important?**

- A good research objective: defines the scope of the study. gives direction to the research. helps maintain focus and avoid diversions from the topic. •minimizes wastage of resources like time, money, and energy.
- <https://researcher.life/blog/article/what-are-research-objectives-how-to-write-them-with-examples/>
- **If you select a research topic: Analytical study of Buddhist Attitude towards Āhāra for Health in Buddhism**
- **Main Objective:**
- The theme objective of this study is to examine the concept and utilization of āhāra for healthy body and healthy mind in Buddhism.
- **Subobjective/ General Objective**
- To examine the concept of *āhāra* in Buddhism

- To identify the significance of *āhāra* in physical development ü To expose *āhāra* meditation towards spiritual improvement.

### Research problem, question, Objective and hypothesis are interconnected.

- Most of people in this age are unhealthy, having much diseases and short life (**Problem**).
- Why are they unhealthy, having much diseases and short life? (**Question**).
- To investigate the cause of beings having much diseases and short life. To examine how to consume *āhāra* for health according to Buddhism (**Objective**).
- Most of people are unhealthy, having much diseases and short life on account of beings over-eating, consuming improper *āhāra* with their health and immoderate eating *āhāra*. (Hypothesis).

#### 1.3 Scope and Objective of the Study

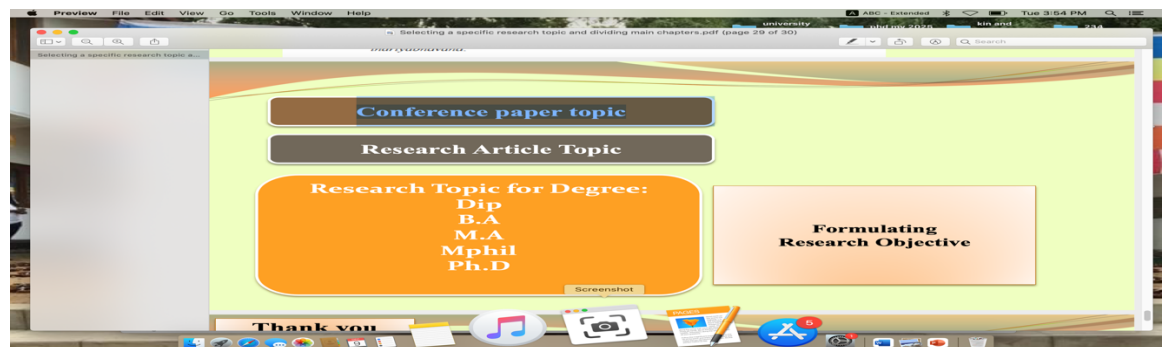
Since the *Indriyabhāvanā Sutta* is relevant to Buddhist meditation, this research emphasizes on the development of *indriyabhāvanā* and its relevance to the contemplation of *samathabhāvanā*, *vipassanābhāvanā* and *satipaṭṭhāna* practice. The present work intends to discover *indriyabhāvanā* meditative techniques from the fundamental principle to the final state of discerning *indriyabhāvanā* practice. The scope of this study will be confined to the Theravāda pāli canon and its Commentaries, Sub-commentaries, the *Visuddhimagga* and Buddhist scholars' work, in which are related to the mode of *indriyabhāvanā*. The following facts are general objectives of this research to discover.

To expose analysis and interpretation of three parts of *indriyabhāvanā*: (1) the supreme development of the faculty (*anuttarā indriyabhāvanā*) (2) the learner on the path (*sekha-paṭipadā*) and (3) the noble one with developed faculties (*ariya-bhāvitindriya*) from the *Suttantas Piṭaka* and *Abhidhamma Piṭaka*.

To analyze the concept and practice of *indriya* and *bhāvanā* in compound of *indriyabhāvanā* and its related terms such as *indriyasamvara*, *samathabhāvanā*, *vipassanābhāvanā* and *satipaṭṭhāna* practice from the discourses and *Abhidhamma* literatures.

To identify the characteristic and spiritual development of IBP: *puthujjana*, *sekha* and *asekha*.

To elaborate on the development of *indriyabhāvanā* towards equanimity in the three states of *samathabhāvanā*, *satipaṭṭhāna* practice, *vipassanābhāvanā* and *indriyabhāvanā*.



## **2. A Multiple Choice on Research Titles & Manage on the Structure of Study: Its Objective by Dr. Ven. Ratthasāra**

### **The Aim of Discussion**

The intention of this discussion has provided to two parts, the first one is focused on new researchers/ students who are planning to apply for M.phil, Or Ph.D and as well as M.A students. This will understand candidates a way of approach and investigation on multiple researches. We will learn the significance of choosing of research titles, the important of preparations, and management of the structure of research formulations. This presentation, furthermore, will also share the opportunities to students who are looking for study in the current days. Especially, this discussion will support new students the scope on the field of academic work.

The second part of this discussion also supports and advises the students who are already studying M.phil or Ph.D that may have been struggling for their progress like the structure of chapter outlines and extension of the progresses etc. For those, this may help to students for some solutions, and how to deal with those problems.

### **Context of Discussion**

1. What needs to be prepared for M.phil or Ph.D?
2. How do we understand about research and their formulations?
3. The significance of the structure of study: Its multiple choices.
4. To distinguish aim of research & objective.
5. What are the opportunities for new Students?
6. The title can be changeable after submitted?.
7. Conclusion and Suggestion.

### **What need to be prepared for M.Phil. And PhD?**

- Investigate the field of subjects where you interested in different way of approaches and make sure that the topics have already studied in somewhere else. (Institute or University).

- Choose subject on which you interested. (see slight No. 7)
- Discuss with other seminars and rearchers or someone else.
- Make sure your language proficiency/ others requirements.
- Researcher should have plan A. B (two kinds of researchers).
- Select different university and different places.
- Choosing supervisors and different departments.
- Draw generally the first draft of your proposal.
- The process of application at institute or school.

### A Brief Introduction of Research

**Research** is generally "creative and systematic work undertaken to increase the productive of the knowledge". It involves the collection, organization, and analysis of evidence to increase understanding of a topic, characterized by a particular subject. In other words, research is scientific study which is systematically concerned with field of university, institution or school etc. the types of research are under the follows:



### Formulation of research

- The formulation of Research:

Aim of research

Identifying the research problems

Formulating research questions

Selecting research method

The limitation of research

Literature reviews

Objective of study

M.A is based on documentary and Ph.D is literally based on arguments etc.

Field of Research in Buddhist Studies

Philosophy Study

It is a way of thinking about certain subjects such as ethics, thought and existence etc.

It is scientific study of human society that focuses on human society, behaviour and the pattern of relationship etc.

It is a study of translating, grammatical approach relevant on discourses, etc.

It is scientific study of human mind and behaviour etc.

Choosing Multiple Titles and the Significant of Research

Observe the title, the way you look in different ways and make sure that the title should be academic or scientific study. ( It should be noticed that choosing the research title should be really like a menu)

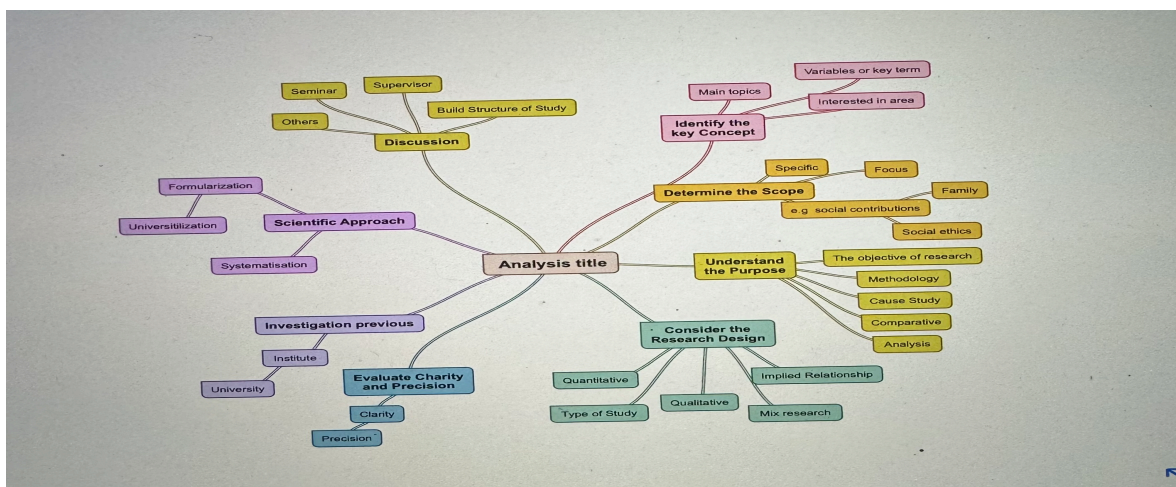
Make sure; the title should be more reasonable and reliable in field of research.

It should be academic or scientific study

The title should be given some information to the readers.

The title should be what you interested filed of research and type of research. (need to take time for spending)

## Structure of the Study



### **Build Structure of Study**

- Understand the key concept of the topic/
- Determine the scope of study
- Understand the purpose of research
- Consider research design
- Make clear the research questions
- Make specific objective of research
- Coheren the writing
- Try to understand type of research
- The outcome of research

### **What is Research Aim & Objectives**

- ❖ Research aim is to understand the whole of the thesis which can be one sentence or one paragraph. For instance, the purpose of this discussion is to understand to the way of approach.
- ❖ The objective of the most important part of researcher fields of research and it is clearly should have it.
- ❖ The objective of research basically contains the two general statement or specific area of research. (see in the title)
- ❖ The objective can be relevant on the main idea of the topic.
- ❖ The researcher need to take time to make specific. (the supervisors often)
- ❖ The objective of reserchers can change the title by making agreement in the last conclusion.

Respond whatever you design the objective of research and answers

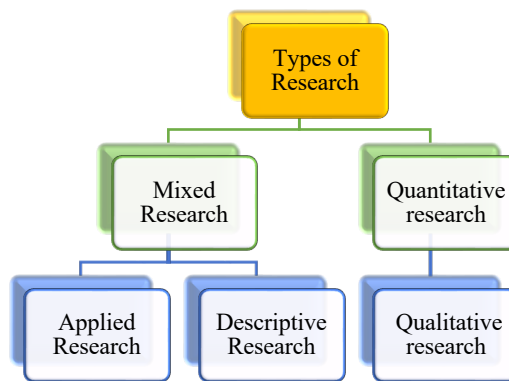
A Study of Multiple Choise on Research Titles & Management on the Structure of Study:  
Its Objective

A Buddhist Critique and Reconstruction of the concept sustainable development

- Understanding types of Title
  - Comparative study

- Analytical study
- Cases Study

### The Key Concept of Topics



### The Determination of Research Area

- Social Welfare/ Contribution Organization /
- Social Organizations
- Community
- Family
- Friends

### Chapters Management

#### A Study of Multiple Choise on Research

- Completing general tentative chapter which can clearly show up the goal of research.
- Chapter does not properly limit but it depends on your title and supervisors.
- At least every single chapter should be relevant on the main idea of the topic
- Chapter can be changeable when you develop your research idea.

### Titles & Management

#### Chapter Management (2) on the Structure

Chapter-3	Chapter-4
Literature	Main idea
Text 3	Text 4

Chapter-5	Chapter-6
Main idea	Conclusion Coutcome
Text 5	Text 6

The title can be changed, after completed? & Suggestions Study

- ▶ also, possible but usage and grammatical point, not main concept.
- ▶ The students should be very good reasonable
- ▶ It can be changed after upgrade or when research extended the new idea.
- ▶ The process of research should be reconsidered.
- ▶ Unexpected problems
- ▶ Already exist the thesis
- ▶ Avoid.
- ▶ We can show different views. For instance, if the title is the same methodology can be different approached.
- ▶ Try to improve the idea what we have and compare with others.

: Its Objective

The opportunity for students

- ▶ Student can apply the application form from their places.
- ▶ Making agreement with Supervisors
- ▶ The student can be studied from their places
- ▶ The students can change their supervisors
- ▶ Researcher can be extended more supervisors
- ▶ Make sure the title which has already done
- ▶ Overall, doing research is a kind of work which is systematic approached and provided our skills.

### **3. Formulating a Research Topic and its Objectives by Dr. Ven. Rājinda**

#### **1. A Research Topic**

2. Research Aim and Objective
3. Developing A Research Topic based on a General Idea
4. Formulating A Research Topic

Kumar, Ranjit. *Research Methodology: A Step-by-Step Guide for Beginners*. 3<sup>rd</sup> ed. London: SAGE Publications Ltd., 2019.

Nancy Jean Vyhmeister and Terry Robertson. *Quality Research Papers: For Students Religion and Theology*. 3<sup>rd</sup> ed. USA: Zondervan, 2014.

## 1. A RESEARCH TOPIC

- Good, better and best,

Simple and complex, Shallow and deep, Boring and interesting,

- Impossible and rewarding

### 1.1. CONSIDERATIONS IN SELECTING A RESEARCH TOPIC

**Interest** • Interest should be the most important consideration in selecting a research topic.

**Magnitude** • You should have sufficient knowledge about the research process to be able to visualize the work involved in completing the proposed study. **Measurement of**

- If you are using a concept in your study (in quantitative studies), make sure you are clear about its indicators and their measurement

**Level of Expertise** • Make sure you have an adequate level of expertise for the task you are proposing.

**Relevance** • Select a topic that is of relevance to you as a professional. This will help you to sustain interest in the study.

**Availability of Data** • If your topic entails collection of information from secondary sources, make sure that this data is available and

in the format you want before finalizing your topic.

**Ethical issues** • How ethical issues can affect the study and how ethical problems can be overcome should be thoroughly examined at the beginning stage of formulating topic.

## 1.2. “FINER” CRITERIA FOR SELECTING A RESEARCH TOPIC

- **F – Feasible**
  - A good research topic is feasible, which means that the topic is well within the researcher’s ability to investigate.
- **I – Interesting**
  - The ideal research topic is interesting not only to the researcher but also to their peers and community.
- **N–Novel**
  - Your research topic should be developed to bring new insights to the field of study you are investigating.
- **E – Ethical**
  - Your research topic and your subsequent aim must be something that review boards and the appropriate authorities will approve.
- **R – Relevant**
  - Aside from being Interesting and Novel, the research title should be relevant to the scientific community and people involved in your area of study. If possible, your research title should also be relevant to the public’s interest.

## 2. RESEARCH AIM AND OBJECTIVE

**Aim** The main objective (aim) is an overall statement of the thrust of your study.

**Objective** Sub-objectives (objectives) are the goals you set out to attain in your study.

### 1. FORMULATION OF RESEARCH AIMS & OBJECTIVES

## **Aim**

It is also a statement of the main associations and relationships that you seek to discover. The aims of the research should be decided by a researcher according to the resources and time available to him. He has to limit the topic according to *resources, time* and *facilities* available to him.

## **Objectives**

The subobjectives are the specific aspects of the topic that you want to investigate within the main framework of your study.

Objectives of research are also connected to New Contribution of a Researcher to particular project.

- Since these objectives inform a reader of what you want to achieve through the study, it is extremely important to word them clearly, completely and specifically. They should be worded clearly and unambiguously.
- ‘to find out’, ‘to discover’, ‘to examine’, to investigate’, to observe’, ‘to explore’, ‘to determine’, ‘to measure’, etc.
- The way, the research aim and sub objectives are worded, determine show your research is classified(e.g. descriptive, inductive, experimental, comparative etc.).

### **3. developing a research topic based on a general idea**

- Have an Idea
- Write a Paper
- Do Research (clear understanding
- Clear Understanding
- Clear Thinking
- Clear Writing
- **3.1. Steps in formulating a research topic**

- The process of formulating a research topic consists of a number of steps. If you do not know what specific research topic, questions or issue you want to research, first go through the following steps:
- **Step 1** – Identify a broad field or subject area of interest to you
- **Step 2** – Dissect the broad-area into sub-areas
- **Step 3** – Select what is of most interest to you
- **Step 4** – Raise research questions
- **Step 5** – Formulate objectives
- **Step 6** – Assess your objectives
- **Step 7** – Double-check

**Example 1:** Suppose you want to conduct a study in the area of alcoholism. In formulating your research problem take the following steps.

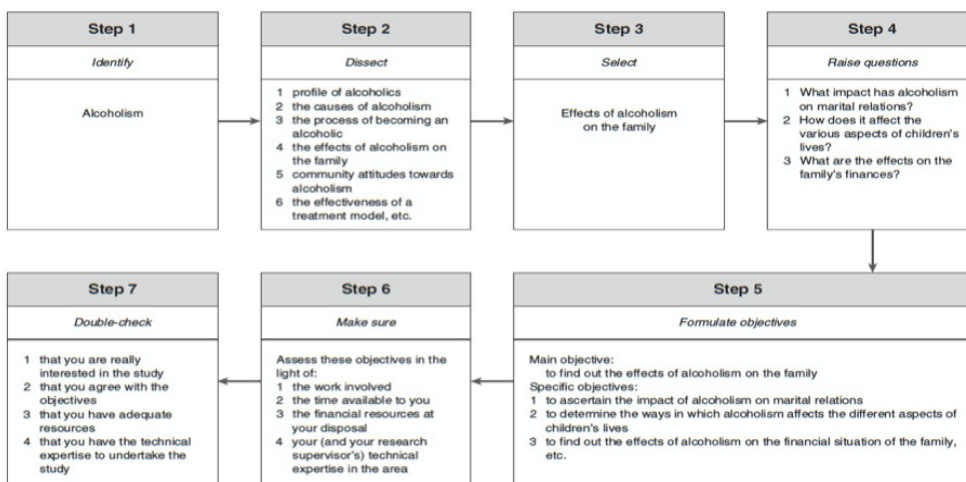


FIGURE 4.2 Steps in formulating a research problem – alcoholism

• morality, Present Life , Next Life , Ethics , Politic , Social development

**RP.>** How effective is practicing morality for the modern society in Myanmar today?

**Sub-Q:**

- What are immoral issues in contemporary Myanmar?
- Why is morality necessary to apply in Modern Society?
- How does apply morality effect on Modern Society?
- **Aim:** to evaluate the effects of practicing morality on the Modern Society, especially contemporary issues in Myanmar

**Sub-Objectives:**

- (i) to study the immoral issues in contemporary Myanmar
- (ii) to investigate the causes of increasing immoral practices
- (iii) to discover the effects of practicing morality on the modern society

**Effects of Apply in modern Study based on Society : A Cases in Myanmar anger (dosa) impacts of Dosa on society**

- Suttanta Analysis
- Abhidhamma Analysis
- Commentaries Analysis
- Early Teachings Analysis
- Psychological Analysis
- Anger Management
- Social Analysis

**RP.>** How does an angry man affect on his social environment in detrimental? **Sub-Q:**

- What is dosa?
- What are the characteristic of an angry man?
- How does an angry man destroy the environment?
- What are the impacts of dosa on society?

• **Aim:** to examine how an angry man affects on his social environment

- **The of Dosa on : An Study from Social**
- Introduction
- Ch (I): Dosa: Its Definition and Classifications
- Ch (II): The Characteristics of an Angry Man
- Ch (III): The Impacts of Dosa on Social Environment
- Conclusion

• The Impact of *dosa* on Society •

**Objectives:**

To explore the meaning of dosa To investigate the characteristic of an angry man To discover the impacts of dosa on society

Economic Management? Economic Philosophy

**A Study of Way to**

- The Buddhist Way to
- Buddhist View on Poverty
- Buddhist View on Wealth
- Buddhist Ethics in Economy
- The Buddhist Way to Trading
- Economic Management in Buddhism •

•economic management in Buddhism **RP.**> How can the Buddhist teachings apply to

• What are the Buddhist way to earnings? **in Sutta**

- What are the Buddhist way to protecting?
- What are the Buddhist way to saving?
- How can a good accompany play and important role in economy by means of Buddhist Philosophy?

• **Aim:** to highlight the application of Buddhist teachings in economic management

•Introduction

• Ch (I): The Buddhist Way to Earnings

**Objectives:**

• Ch (II): The Buddhist Way to Protecting

• Ch (III): The Buddhist Way to Saving

- Ch (IV): The Role of a Good Friend in Economic System

- Conclusion

To study the Buddhist way to earnings

To study the Buddhist way to protecting

To study the Buddhist way to saving money

To examine the role of a good friend in economic system

- The Buddhist Way to
- Buddhist View on Poverty
- Buddhist View on Wealth
- Buddhist Ethics in Economy
- The Buddhist Way to Trading
- Economic Management in Buddhism •

•economic management in Buddhism **RP.**> How can the Buddhist teachings apply to

- What are the Buddhist way to earnings? **in Sutta**

Introduction

- Ch (I): The Buddhist Way to Earnings

**Objectives:**

- Ch (II): The Buddhist Way to Protecting

- Ch (III): The Buddhist Way to Saving

- Ch (IV): The Role of a Good Friend in Economic System

- Conclusion

#### 4. Formulating a research topic

important steps in choosing a topic are-

1. reading,
2. asking questions, and
3. narrowing the scope.

These steps feed on each other. Reading raises questions; questions take you back to reading. Even when the topic is assigned, following these steps can result in better topic.

#### Literature Review

Ṭhānissaro Bhikkhu, “*The Buddhist Monastic Code*”, Vol. I, 3<sup>rd</sup> ed., (USA: Valley Center, 2013).

Ṭhānissaro Bhikkhu said that the promulgation of the bhikkhu training rule about the accepting of alms and robes from nuns is due to the hardness of nuns to obtain materials, by citing the phrase “*kicchalābho mātugāmo*”. (Ṭhānissaro Bhikkhu, 2013, p. 178).

#### Connect

Why did the Buddha set forth several Bhikkhu-Vinaya rules with reference to ordained females (bhikkhuni)?

Female are negatively impacted on bhikkhu society.

Ordained females were involved in the promulgations of Bhikkhu- Vinaya negatively from a social-ethical aspect.

due to the hardness of nuns to obtain robes by citing the phrase “*kicchalābho mātugāmo*”. (Ṭhānissaro Bhikkhu, 2013, p. 178).

- That evaluation shows just textual analysis on particular area. It could be assumed that he did not consider the complex elements between the two societies of monks and nuns behind the promulgation of the rule, such as social and ethical aspects.
- Accordingly, this research will investigate the reasons, rather than the hardness of nuns to obtain robes, why they were laid down by the Buddha and illustrate the impacts of nuns on the bhikkhu society from the perspectives of social-ethical analysis.

### **Research problem**

Why did the Buddha laid down several number of Bhikkhu Vinaya rules with reference to ordained female (*bhikkhunī*)?

### **CONCEPT**

Ordained female are negatively impacted on bhikkhu society.

### **HYPOTHESIS**

Ordained females were involved in the promulgations of Bhikkhu Vinaya negatively from a social-ethical aspect.

How were ordained females conducive in the promulgation of Bhikkhu Vinaya?

**Aim** To discover analytically the impacts of ordained female on the promulgation of Bhikkhu Vinaya

### **Choosing a topic**

- The Impact of Ordained Female (*bhikkhunī*)
- The Impacts of Ordained Female (*bhikkhunī*) on Bhikkhu Community
- The Impacts of Ordained Female (*bhikkhunī*) on Bhikkhu Vinaya
- The Impacts of Ordained Female (*bhikkhunī*) on Bhikkhu Vinaya: An Analytical Study

- The Impacts of Ordained Female (*bhikkhunī*) on Bhikkhu Vinaya: An Analytical Study with The Impacts of Ordained Female (*bhikkhunī*) on Bhikkhu Vinaya: An Analytical Study with Reference to the *Suttavibhaṅga*
- The Impacts of Female on Bhikkhu Vinaya: An Analytical Study with Special Reference to the *Suttavibhaṅga*

The impacts of female behavior on Bhikkhu Vinaya: an analytical study with special reference to the *suttavibhaṅga*.

## Chapter 12. Research Translation

### 1. Introduction to Pali into English Translation in the Academic Studies by Dr. Ven. Tejobhāsa

#### Contents

1. Previous translations of Pali canon and its commentary
2. How to chose a topic in translation study
3. Annotated translation with critical study
  - 3.1 A critical study part
  - 3.2 An annotated translation part

#### What does means Translation?

- Translation is an activity that aims at conveying meaning or meanings of a given linguistic discourse from one language to another.

E.g. Pali to Myanmar,

- Pali to Sinhala
- Pali to English, etc...

#### Why Do We Translate Pali into English?

- Some translate because they are interested in Pali as a language.

- Some translate because they wish other, not capable of reading the original Pali texts, to have a chance of knowing something about them and their meanings.
- Others translate because they have read translations of Pali texts and are not satisfied with what they have read, but believe that they think they can do better than their predecessors.

### **The Founder of Pali Text Society**

T.W. Rhys Davids 1842-1922

### **The PTS Translations of Pali Canon**

- **Vinaya-piṭaka** Vinaya-piṭaka (The Book of the Discipline) by I.B. Horner
- **Sutta-piṭaka** Dīgha-nikāya, Majjhima-nikāya, Saṃyutta-nikāya, Aṅguttara-nikāya and Khuddaka-nikāya
- **Abhidhamma-piṭaka** Dhammasaṅgaṇī, Vibhaṅga, Dhātukathā, Puggalapaññatti, Kathāvatthu, Yamaka, Paṭṭhāna

### **Kuddaka-nikāya Pali**

- Khuddakapāṭha,
- Dhammapada
- Udāna,
- Itivuttaka
- Suttanipāta
- Vimānavatthu, Petavatthu
- Theragāthā, Therīgāthā
- Jātaka,
- Buddhavaṃsa
- Nettipakāraṇa, Peṭakopadesa
- Cariyāpiṭaka, Milinda
- Niddesa, apādāna

### **THE PAI COMMENTARIES (AṬṬHAKATHĀ)**

#### **Vinaya-piṭaka**

- Bāhiranidāna-vaṇṇanā
- Paṭhamapārājikā -vaṇṇanā

➤ **Sutta-piṭaka**

- Brahmajāla-sutta-aṭṭhakathā
- Samaññaphala-sutta-aṭṭhakathā
- Mahanidan-sutta-aṭṭhakathā
- Mahāparinibbāna-sutta-aṭṭhakathā
- Sampasādaniya-sutta-aṭṭhakathā
- Mulapariyaya-sutta-aṭṭhakathā
- Bhayaḅherava-sutta-aṭṭhakathā
- Sammādiṭṭhi-sutta-aṭṭhakathā
- Satipatthāna-sutta-aṭṭhakathā
- Vitakkasanthana-sutta-aṭṭhakathā
- Mahāgopālaka-sutta-aṭṭhakathā
- Sangarava-sutta-aṭṭhakathā
- Ānāpānassati-sutta-aṭṭhakathā
- Mahāsuññata-sutta-aṭṭhakathā

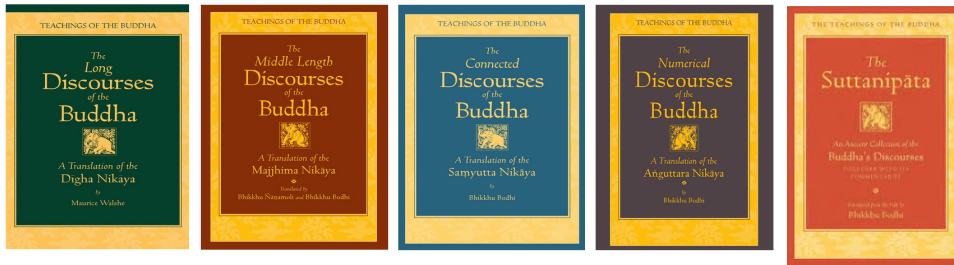
**Abhidhammā-piṭaka**

- Atthasālinī
- Vibhaṅga -aṭṭhakathā Kathāvatthu -aṭṭhakathā

**Kuddaka-nikāya-aṭṭhakathā**

- Khuddakapāṭha-aṭṭhakathā
- Dhammapada-aṭṭhakathā
- Udāna-aṭṭhakathā
- Itivuttaka-aṭṭhakathā
- Suttanipāta-aṭṭhakathā
- Vimānavatthu-aṭṭhakathā
- Petavatthu-aṭṭhakathā
- Therīgāthā-aṭṭhakathā
- Jātaka-aṭṭhakathā
- Buddhavaṃsa-aṭṭhakathā
- Theragāthā, Niddesa, apadana and Cariyāpiṭaka -aṭṭhakathā

**Bhikkhu Bodhi and other scholars' New Translations**



## General Consideration in Pali Translation

Translation from one language into another basically depends upon five factors:

- Read good Pali dictionaries and grammars
- Select a Pali text which he/she wishes to translate
- Understand the meaning of the text
- Follow the grammar if you make translation
- Make a good interpretation

## Two Kinds of Pali Texts

### Canonical texts

E.g. Pali canons, its commentaries and sub-commentaries

- **Non-canonical texts**

E.g. *Dīpavaṃsa*, *Mahāvāṃsa*, etc.

### How to Chose a Topic in Translation

- Topic area should be between 70 and 90 pages and interesting to do a translation and a critical study.

E.g. *Mahāsatipaṭṭhāna Sutta*, *Paṭhamapārājika*, etc.

- If the topic has narrow area, you can do your research with other relevant areas.

E.g. *Singālovāda Sutta*, *Dighajāṇu Sutta* and *Dhammika Sutta*

- You can also choose section of *Vinaya* or *Sutta*.

*Saṅghādisesakaṇḍ*, *Pācittiyakaṇḍa* or *Ekakanipāta Vaṇṇanā*

### Textual Research

- Translating Buddhist canons and exegetical works can be ‘**Textual Research**’ in the Buddhist studies.
- Mere translating texts cannot be research.
- To be a good Textual research, translation should be together with general introduction or critical study and annotation.
  - Some dissertations consist of two parts:
    - ✓ Part I: General Introduction or Critical Study,
    - ✓ Part II: Annotated Translation.
- “An Annotated Translation of the *Paṭhamapārājika* of the *Samantapāsādikā* together with a General Introduction” by Dr. Vaṅṅsīri, University of Kelaniya, Sri Lanka.
- “Buddhology in the *Mahāparinibbāna Sutta* and its Commentary with an Annotated Translation of Buddhaghosa’s Commentary” by An Yan-Gyu, University of Oxford.
- “An Annotated Translation of Commentary on *Ekaka Nipāta Vaṅṅanā* of Mp from *Rūpa Vagga Vaṅṅanā* to *Ekapuggala Vagga Vaṅṅanā* together with a Critical Introduction” by Dr. Kevala, University of Kelaniya, Sri Lanka.
- “A Critical Edition and Annotated Translation of *Paritta Ṭīkā* together with General Introduction” by Dr. Nandāsāra, University of Peradeniy, Sri Lanka.
- “*Sampasādanīyasuttavaṅṅanā: An Annotated Translation and A Critical Study*” by Dr. Jnan Nanda, The University of Hong Kong.
- “The *Bhayabheravasuttavaṅṅanā* of the *Majjhima-nikāya: An annotated translation and study*” by Dr. Sree Dharma Rakkhit Sraman, The University of Hong Kong.
- “Commentary on the *Mahāsatipaṭṭhāna Sutta* of the *Dīgha-Nikāya: An Annotated Translation with a Critical Study*” by Dr. Vilāsa (Wilartha), University of Kelaniya, Sri Lanka.

### General Introduction (Critical Study) Part

**General Introduction must consist of the basic items of research:**

- literature review,
- research problem,
- aim of research,
- scope of research,
- research methodology
- critical study of some controversial issues pertaining to the text which is translated.

**Critical Study Part: An annotated translation of the *Paṭhama Pārājikakaṇḍa* of the *samantapāsādikā* together with a general introduction**

- 1. Introduction
- 2. Controversy on the Real Penalty of the *Pārājika* offence
- 3. Some Problematic Theories on the *Pārājika*
- 4. On the *Samantapāsādikā* as a Whole

**Commentary on the *Mahāsatipaṭṭhāna sutta* of the *Dīgha-nikāya*: an annotated translation with a critical study**

- 1. Introduction
- 2. The *Sumaṅgalavilāsinī*
- 3. Analysis of the *Mahāsatipaṭṭhāna-suttta Vaṇṇanā* and Divergent Interpretation
- 4. The controversial issues related to Mindfulness Meditation

**An annotated translation of the *Tatiya Pārājikakaṇḍa* of the *samantapāsādikā* together with a critical introduction**

- 1. Introduction
- 2. Analysis of the *Tatiyapārājika Vaṇṇanā*
- 3. The Act of Suicide in third *Pārājika* and its Commentary
- 4. The Act of Euthanasia in third *Pārājika* and its Commentary

**Annotated Translation Part**

For Annotated Translation, the researcher has to translate the text, (comparing the different editions which are available at the present such as **PTS edition, Burmese edition, Sinhala edition**, Thai and Devānāgarī edition), giving annotations:

- Word by word translation

- Myanmar translations (Bhāsāṭīkā, Ma Ū etc.,.)
  - Sense of particles, e.g., *hi, ca, pana*.
- ✓ textual criticism
- ✓ emendations of the words
- ✓ grammatical explanations
- ✓ contextual explanations
- ✓ sub-commentarial explanations at the footnote or endnote.

### Translation Section

- ***Samvaro sīlanti ettha pañcavidhena samvaro veditabbo patimokkhasamvaro, satisamvaro, ñāṇasamvaro, khantisamvaro, vīriyasamvaroti.*** (VismA. I 7)
- *Virtue as restraint* should be understood here as restraint in five ways: restraint by the rules of the community (*patimokkha*), restraint by mindfulness, restraint by knowledge, restraint by patience, and restraint by energy. (*The Path of Purification* by Bhikkhu Ñānamoli, 11)

### Our translation styles

- ***dulladdhaṃ vata meti kussalānubhāvena laddhampi idaṃ manussatthṃ dulladdhaṃ vata me.*** (VinA. II 399)
- ***dulladdhaṃ vata me*** [I have surely ill-gained] means that although I have received the state of men on account of good action, indeed, I have surely ill-gained.

### Textual Criticism in the Footnote

- **Therein (*tattha*)** indicates the phrase ‘*jhāna citta*’
- **Add *pana*** after *putthujjanānaṃ* (Sp II 397) with other editions.
- **Omit *vā*** after *vajjīnaṃ* (Sp I 207)
- ***yena vggumudānadīti vaggumatā lokassa puññasammatānadī. Sopi kira “taṃ papaṃ ttha pavāhessāmi”ti saññāya gato, nadiyā ānubhāvena appamattakampi pāpaṃ pahīnaṃ nāma natthi.*** (Sp II400)
- This sentence ‘*nadiyā ānubhāvena appamattakampi pāpaṃ pahīnaṃ nāma natthi*’ should be before the ***ahudeva kukkucanti*** (Sp II 399-400) with Be II 6. Because the commentator’s exposition of *Vaggumudā* river has not

finished yet. Hence, this sentence should be the exposition of *yena vggumudānadīti*.

#### Emendation of the word *ālulati* and to *āluleti*

- Emend *ālulati* (Sv III 745) to *āluleti* with Sv Be II 337. Although both can be found in the Pali, the verb *ālulati* is formed with the prefix *ā* + the root  $\sqrt{lu}$  (to be confused) + suffix *a* and the ending 3<sup>rd</sup> per, sg. *ti*, and *āluleti* is formed with the prefix *ā* + the root  $\sqrt{lu}$  (to be confused) + the causal suffix *ne* and the ending 3<sup>rd</sup> per, sg. *ti* [PED 98; DPL 27; PED IV-I 390-391]. In this context the causative verb *āluleti* is proper because the elder was confused by the question of ‘whether the way of *satipaṭṭhāna* is the preliminary path or supramundane path.

#### Emendation of the word *naṭako/naṭagano*

For *naṭako* (Sv I I I 742) and *naṭagano* (Ce I 206). Herein, the term *naṭka* is a primary derivative of the root  $\sqrt{naṭ}$  (to dance or sing) + Nom., sg. In the sense of a dance [PED 312, PMD XI 367]; on the other hand, *naṭagaṇa* is a combination of *naṭ* (*naṭ* + *a*) ‘so’ (he or that group), and verbs ‘*vicarate*’ (wanders) and ‘*gato*’ (departed), both ‘*naṭako*’ and *naṭagano* are suitable as the subject of this context

#### Contextual explanations of the word *ekāyana*

- *Ekāyano ayaṃ bhikkhave maggoti ettha ekamaggo ayaṃ bhikkhave maggo na dvedhāpathabhūtoti evamattho.*
- The commentator interprets the word *ekāyano* as *ekamaggo*. Hence, in this context, we have to understand that the word *ekāyano* is a numeral compound (*digu-samāsa*) or a special type of adjectival compound (*kammadhāraya-samāsa*) of *eka* + *ayayana*: in this compound, the term *ayana* is not in the sense of ‘going’, but indeed it is a name of ‘the path’ (*magga*) or *ayana* and *magga* are synonyms.

#### Sub-commentary explanation

- *so ca nesaṃ asubhāsucipaṭikkūlabhāvo vaṇṇatopi saṅghānatopi....*
- Sp-ṭ says that *vaṇṇato* means ‘for on seeing the colour of a head hair in a bowl of cooked rice, people are disgusted and say, “This has got hairs in it take it away.’ So, they are distasteful in colour (Sp-ṭ II 173).

### Glossary of the term “yojanā”

- The term *yojanā*: Bhikkhu Ñāṇmoli and Bodhi translate *yojanā* as a league (Trs. Ñāṇamoli Khp-a 174; Trs. Bodh M 703). If the word ‘*yojana*’ was put into equivalent term ‘a league’ in English, the distance of a *yojana* would be considered as about 4000 metres (about 3 miles) according to the Oxford Advanced Learner’s Dictionary. Its distance textually understood by scholars is equal to 4 *gāvutas*. One *gāvuta* is a little less than 2 miles in accordance with the definition in PTS Pali-English Dictionary.

### Remark:

- The researcher must not change any words parting to the original text without giving any notes.

### Further Reading to Do Translation

- *The Path of Purification* by Bhikkhu Ñāṇamoli
- *The Suttanipāta: Buddha’s Discourses together with its Commentaries* by Bhikkhu Bodhi
- *An Annotated Translation of the Paṭamaṃpārājīkakaṇḍa of the Samantapāsādikā Together with a General Introduction* by Ven. Vaṇṇasiri
- *Commentary on the Mahāsatipaṭṭhāna sutta of the Dīgha-nikāya: an annotated translation with a critical study* by Dr. Vilāsa (Wilartha)

## 2. Interpretation and Report Writing by Dr. Ven. Tejobhāsa

### Contents

1. Types of Interpretation
2. Meaning of Interpretation
3. Why Interpretation?
4. Qualitative and Quantitative Data Interpretation
5. Technique of Interpretation

### Five Types of Interpretation

1. Consecutive Interpreting: speakers will talk for up to five minutes or longer before taking a break to allow interpretation to occur. (legal proceedings and business meetings)
2. Simultaneous Interpreting: interpreters takes a delay of 30 seconds or less to translate into the target language (The United Nations)
3. Whisper Interpreting: the interpreter will whisper in their preferred language to facilitate communication across language barriers. (business or diplomatic meetings)
4. Escort/Travel Interpreting: escort/travel interpretation can provide custom, personal interpreting services in any location. (a business or diplomatic trip)
5. Over-the-phone interpreting: clients can receive either consecutive or simultaneous interpretation. (the medical and legal fields)

### **Translation vs Interpretation**

▪**Translation** focuses on **written content**. It requires a high level of accuracy and can take time to produce.

▪**Interpretation** deals with **the spoken word** and is delivered immediately. It prioritizes understanding and communication over perfection.

### **Meaning of Interpretation**

▪Interpretation refers to the task of drawing inferences from the collected facts after an analytical and/or experimental study.

### **Two Major Aspects of Interpretation**

**The collected data**

**Data analysis**

### **Qualitative and Quantitative Data Interpretation**

	<b>Quantitative</b>	<b>Qualitative</b>
<b>Definition</b>	Data that can be <b>numerically</b> analyzed and Quantified in hard facts.	<b>Nun-numerical data</b> that describes human qualities, opinions or feelings, narrative.
<b>Collection Methods</b>	Online, in-person, and structured interviews or <b>surveys with closed-ended questions</b> , and more	<b>Open-ended survey questions</b> , unstructured interviews, focus groups, observation, and more
<b>Question Example</b>	Did you buy ice cream today? 1. (yes) 2. (No) (how many, who)	Why did you buy ice cream today? (How, Why)

**Table. 1** Frequency distribution of the respondents' gender/sex

<b>Sex</b>	<b>Frequency (N=109)</b>	<b>Percentage</b>
Male	27	24.77%
Female	82	75.23%
Total	109	100.00%

**Table. 1** shows the frequency distribution of the respondents' gender. **It illustrates that** there are more female respondents which are 82 or 75.23% than male which are 27 or 24.77%

Note: the interpretation of the data should always be written below the table with the same label as the table title. The interpretation and the table should not be written on a separate sheet.

**Freedom from *Dukkha*** Anuradha, in the past and even now I teach only *dukkha* ['suffering'] and its cessation (S IV, 384: M I, 140).

These words of the Buddha to one of his disciples may be taken as **the summary of his entire teaching**. (Asananga Tilakaratne. *Buddhist Philosophy*, 18).

**Acela Kassapa sutta** Suffering is done by oneself.

Suffering is done by another. Suffering is done by both oneself and another. Suffering occurs for no reason and is accidental. Suffering does not exist. (SN 12.17)

According to the explanation given subsequently, the first view amounts to **eternalism**; the second to **annihilationism**; the third is a combination of these **two wrong views** and the fourth is a **denial of causation characterised**, according to the Buddhist understanding, by **conditionality (paticcasamuppada)**. (Asananga Tilakaratne. *Buddhist Philosophy*, 34).

**Different Interpretation of the term *Saddhā*** The traditional interpretation of **saddhā: The belief in the Buddha, Dhamma and the Sangha or kamma and its results.**

**K N Jayatillake:** That *saddhā* or faith in the Buddhist religious practice is not **groundless faith** (*amūlikā saddhā*) but a **rational faith** (*ākāravatī saddhā*). That once the practitioner becomes enlightened **his *saddhā* will be completely replaced by *paññā* (wisdom).**

**Asanga Tilakaratne:** *Saddhā* as a condition necessary for **religious action** which ultimately leads to **religious knowledge**. *Saddhā* as **not confined to religious action alone** but as a **characteristic common to all human actions.**

### **Third *Pārājika***

Whatever monk should intentionally take a **human being's life** or **should look for something to take away a human being's life-breath**, he, too, is one who is **defeated** and not in communion. Thus, the Blessed One prescribed this training rule for monks.

It is important to note that in this statement, the Buddha's promulgation includes only acts of **intentionally killing a human being** (*sañcicca manussaviggahaṃ jīvitaṃ voropeyya*) and **should look for something to take away a human being's life-breath** (*satthahāraṃ vāssa pariyeseyya*) in the primary ruling, he does not explicitly state anything about **taking one's own life** and **Migalaṇḍika's action.**

***Satthahāraṃ vāssa pariyeseyyāti***

(1) Whatsoever Bhikkhu ... shall seek out **an assassin** against a human being (F. Max Muller). (2) Whatever monk ... should look about so as to be **his knife bringer** (I.B Horner). (3) They sought for **an assailant** (Bhikkhu Bodhi). (4) should any bhikkhu ... search for **an assassin** for him (Ṭhānissaro Bhikkhu). (5) If any bhikkhu ... should seek **an assassin** for him (Bhikkhu Ñāṇatusita). (6) They sought for **a weapon** to slay themselves (Rhys Davids and Woodward). (7) Should any ... provide him with **a (knife) taking life** (Chatsumarn Kabilsingh).

What we can see from the above interpretations that some scholars such as Rhys Davids and Woodward interpret the words '*sattha-hāraṇa*' as '**a weapon,**' but F. Max Muller, I.B Horner have given it the unlikely meaning of "bring" as '**a person**' who is being looked for. Indeed, *sattha-hāraṇa* refers to a (**a weapon**) taking life.

### **Mis-interpretation**

Damien Keown: The monks, in this case, wished to die because they had apparently made the **judgement** that their lives were 'not worth living and that they would be 'better off dead. Their decision might be thought **justifiable on grounds of liberty or autonomy.**

In his discussion, Keown's opinion seems to be that monks in the third *Pārājika* are competent adults who have a free choice consequent upon their evaluation of their quality of life; so, their request to Magalaṇḍika for killing them **must be justifiable or reasonable.** (Damien Keown, in his book named *Buddhism and Bioethics* 170).

### **Keywords used in interpreting data**

Table 1 presents the... The simile indicates that... The statement clearly shows that... In explaining the result, it can be stated that...

### **SPSE in the Dhammaccapavattana-sutta**

**1) Situation:** Background and context for the problem

**2) Problem:** What is the problem and its effects

**3) Solution:** Two or more potential solutions

**4) Evaluation:** How effective are the solutions

## **Writing a Report**

### **Contents**

1. Definition of Report
2. Types of Reports
3. Step in Report Writing
4. Format of Research Report
5. Precaution for writing research report

### **Definition the Term Research Report**

Research report is defined as “Systematic, articulate and orderly presentation of research work in a written form.”

Research report is a research document that contains basis and important aspects of a research project.

### **Step in Writing Report**

(a) logical analysis of the subject-matter

(b) preparation of the final outline

(c) preparation of the rough draft:

(d) rewriting and polishing:

**(c) preparation of the final bibliography**

### **Format of Research Report**

(A) preliminary pages

(B) the main text

**1. Introduction**

methodology

**2. Statement of findings and recommendations**

3. Results

4. Implications of the results

5. Summary

(C) The end matter

**Table 1: Divisions and Sections of a Research Report**

**(1) Preliminary material**

Title of Report

Table of Contents (**not always required**)

Abstract/Synopsis

**(2) Body of report**

Introduction , Literature Review (sometimes included in the Introduction) , Methodology  
Results , Discussion , Conclusion

Recommendations (sometimes included in the Conclusion)

**(3) Supplementary material**

References or Bibliography , Appendices

## **Ind Table 2: Content of individual sections**

Title of Report

Table of Contents (**not always required**)

Abstract/Synopsis , Introduction , Literature Review (sometimes included in the Introduction) , Methodology , Results , Discussion , Conclusion , Recommendations (sometimes included in the Conclusion) , References or Bibliography , Appendices

### **Content of individual sections**

Concise heading indicating what the report is about

List of major sections and headings with page numbers

Concise summary of main findings

What you researched and why

Other relevant research in this area

What you did and how you did it

What you found

Relevance of your results, how it fits with other research in the area

Summary of results/findings. (**not include any new material**)

What needs to be done as a result of your findings

All references used in your report or referred to for background information

Any additional material which will add to your report

### **General Contents of Research Progress Reports in PGIPBS**

## Precaution for Writing Research Report

### 3. Pali Translation by Dr. Ven. Visārada

#### Explanation of Term

The word *Samādhi*, best rendered by ‘concentration,’ is the most important of these technical terms. Moreover, it is one of the original terms used by the Buddha himself; for it occurs in His first sermon. It is used in the sense of “*Sammā-Samādhi*,” Right Concentration.

*Samādhi* from the root “*Sam-ā-dhā*,” “to put together”, “to concentrate”, refers to a certain state of mind. In a technical sense it signifies both the state of mind and the method designed to induce that state. (Vajiranana Mahathera, Buddhist Meditation, 17)

The word “*Vipassanā*” is a purely Buddhistic term and has quite a distinct meaning. It is derived from the verb “*Vi-passati*,” “to see in many ways,” (*Vividham*), which means “to see, to penetrate an object thoroughly.” Hence “*Vipassanā*” is best rendered by “Insight.” (Vajiranana Mahathera, Buddhist Meditation, 22)

The term *satipaṭṭhāna* can be explained as a compound of *sati*,” “mindfulness” or “awareness”, and *upaṭṭhāna*, with the u of the latter term dropped by vowel elision. The Pali term *upaṭṭhāna* literally means “placing near”, and in the present context refers to a particular way of “being present” and “attending” to something with mindfulness. (Bhikkhu Analayo, Satipatthana, 29)

#### Etymology

In Myanmar Buddhist tradition, however, according to the explanation of Abhidānappadhīpikātikā, the derivation of **the root**  $\sqrt{mā}$  with **the prefix ni** and **suffix ta** (*ni+ \sqrt{mā}+ ta*) is a traditional etymology of the word ‘*nimitta*’. It explains that the prefix *ni* and the root  $\sqrt{mā}$  give the meaning of ‘to respect, to measure or to make a voice’ ( $\sqrt{mā}$  *māne parimāne sadde ca*), the suffix, ta, belong to the meaning of subject (*katthuttha*) as

in *nimitta*. It suggests the definition of *nimitta* as “*attano phalan nimirāṭṭi nimittaṃ*” – “measure out the result of itself”, thus *nimitta*. Tipitaka Pali-Myanmar dictionary also gives the same idea with the *Tīkā*.

### Using Punctuation

This world, Kaccāna, for the most part depends upon a duality – upon the notion of existence and the notion of non-existence. But for one who sees the origin of the world as it really is with correct wisdom, there is no notion of non-existence in regard to the world. (Early Buddhist Teaching, 13)

This being present, that comes to be; on this arising, that arises. This being absent, that does not come to be; on this ceasing, that ceases. (Early Buddhist Teaching, 23)

“What do you think, Vaccha? Suppose a fire were burning before you. Would you know: this fire is burning before me.”

“I would, Master Gotama.” (Early Buddhist Teaching, 135)

“If someone were to ask you, Vaccha: ‘What does this fire burning before you burn in dependence on?’ – being asked thus, what would you answer?”

“Being asked thus, Master Gotama, I would answer: ‘This fire burns in dependence on fuel of grass and sticks’.” (Early Buddhist Teaching, 135)

When a bhikkhu has attained Arahantship by developing some other meditation subject than this one, he may be able to define his life term or not. But when he has reached Arahantship by developing this mindfulness of breathing with its sixteen bases, he can always define his life term. (Bhikkhu Nanamoli, 286)

A monk, who has attained to saintship after developing any other subject of meditation than this, may be able or not to limit his life-term. But the monk who has attained to saintship after developing respiration mindfulness with its sixteen bases, is able to limit his life-term. (Pe Maung Tin, 336)

A monk, who attained Arahantship by developing any other subjects of meditation than focusing on breath, may be aware of his life term or not. However, the monk who attained Arahantship by dedicating himself to the breathing meditation, with its sixteen steps in four tetrads, is surely able to specify his life term.

Nice things to eat and drink, food hard and soft,

One eats in company, throws out alone. (U Phe Mg Tin, 400)

The food and drink so greatly prized –

The crisp to chew, the soft to suck –

Men like to eat in company,

But to excrete in secrecy. (Bhikkhu Nanamoli, 343)

The food, drink, sweetmeat and meal –

Belong to the individual –

Person eats them with other,

But he ooze out in shutter. (Dr. Ashin Visarada)

#### **4. Introduction to Textual Research: Editing and Translating Buddhist Canonical & Non-canonical Texts by Dr. Ven. Vilāsa**

##### **Contents**

What is 'Textual research'?

How can '**Editing and Translating texts**' be Textual research?

What are **the main parts** of textual research engaging in editing and translating texts?

What is “**General Introduction or Critical Study**” for such kind of research?

How should the researcher **edit the texts**?

How should researcher **translate the texts**?

What are the **contextual explanations**?

How should researcher do **emendations of the words**?

Requirement for Textual research: **Editing and Translating texts** in Buddhist studies.  
Encouragement

### **Textual Research**

Textual Research requires some mastery of conventions such as rendering, paraphrasing, summarizing, citing primary and secondary sources.

There are many different ways to conduct textual research.

- Lawyers may engage in textual research by surveying applicable laws, policies, and precedents.
- A clinical psychologist may conduct peer-reviewed research on personality constructs.
- A buddhist philosopher may study critically the Buddhist concepts based on canonical and non-canonical texts. Thus, textual research is really a suite of practices, a range of options, that are deployed based on the rhetorical situation.

**Source** - <https://writingcommons.org/section/research/research-methods/textual-methods/>

### **Editing and Translating Buddhist Canonical & Non-canonical Texts**

□ Editing and translating Buddhist canonical and non-canonical (exegetical) texts can be ‘**Textual Research**’ in Buddhist studies. However, only editing and translating texts do not provide good **Textual Research**.

□ To be a good **Textual Research** by editing and translating texts, it should be together with some additional academic works such as general introduction, critical study, annotation.

### **Structure of Textual Research: Editing and Translating Texts in Buddhist Studies**

**3.1. Commonly some research (dissertations) engaging in editing and translating texts can be constructed with three main parts** (when the text needs to be edited and lacks of translation) :

- Part I: General Introduction or Critical Introduction or Critical Study, ▪ Part II: Critical Edition
- Part III: Annotated Translation.

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

**Some dissertations consist of two parts** (when the text has already been edited or no need to Edit, but still lacks of translation) :

- Part I: General Introduction or Critical Introduction or Critical Study, ▪ Part II: Annotated Translation.

“**An Annotated Translation of the *Paṭhamapārājika* of the *Samanta-pāsādika* together with a General Introduction**” by Dr. Vaṇṇsīri, University of Kelaniya, Sri Lanka.

“**An Annotated Translation of Commentary on *Ekaka Nipāta Vaṇṇanā* of Mp from *Rūpa Vagga Vaṇṇanā* to *Ekapuggala Vagga Vaṇṇanā* together with a Critical Introduction**” by Dr. Kevala, University of Kelaniya, Sri Lanka.

**Buddhology in the *Mahāparinibbāna Sutta* and its Commentary with an Annotated Translation of Buddhaghosa’s Commentary”** by An Y an-Gyu, University of Oxford.

- **“*Sampasādanīyasuttavaṇṇanā: An Annotated Translation and A Critical Study*”** by Dr. Jnan Nanda, The University of Hong Kong.
- **“The *Bhayabheravasuttavaṇṇanā* of the *Majjhima-nikāya: An Annotated Translation and (a Critical) Study*”** by Dr. Sree Dharma Rakkhit Sraman, The University of Hong Kong.
- **“Commentary on the *Mahāsatipaṭṭhāna Sutta* of the *Dīgha-Nikāya: An Annotated Translation with a Critical Study*”** by Dr. Vilāsa (Wilartha), University of Kelaniya, Sri Lanka.

### **General Introduction (Critical Study)**

General Introduction must consist of the preliminaries or the basic items of a textual research:

- Literature Survey or Literature review (some university impose it as a chapter)
- Research problem,
- Aim of research,
- Scope of research,
- Research methodology
- Critical study of some facts or controversial issues pertaining to the text which is edited or translated.

**Commentary on the *Mahāsatipaṭṭhāna Sutta* of the *Dīgha-Nikāya: An Annotated Translation with a Critical Study*”** by Dr. Vilāsa (Wilartha), University of Kelaniya, Sri Lanka.

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## Literature Survey & Literature Review

Literature Survey or Literature Review is one of the essential requirements for a research engaging in editing and translating texts.

- Here, **Literature Survey** means a statement expressed by the researcher after surveying the sources (**especially primary sources**) related to the text which will be edited or translated.
- **Literature Review** means an a statement expressed by the researcher after reviewing the sources (**especially secondary sources**) related to the (controversial) facts pertaining to the text which will be edited or translated.

### **Research Problem**

**The main research problem** for a textual research engaging in **editing text** is the text really needs to be edited because there is no authentic edition for it (or) although it has previous editions, there still have controversial words in these editions.

**The main research problem** for a textual research engaging in **translating text** is there is no trustworthy (English) translation for it (or) although it has previous translations, there still have some controversial renderings in these translations.

There may also have **other research problems** regarding the controversial issues pertaining to the text which will be edited or translated.

### **Aims**

The main aim (purpose) of the research engaging in editing text or translating text is -

- To provide a trustworthy edition or translation.

To examine the significant/controversial issues pertaining to these text.

### **Critical Edition: How to Edit texts?**

Before editing the text, the researcher must collect the sources (including palm- leaf manuscripts) dealing with the text which will be edited by him or her. Then, the researcher has to edit those manuscripts carefully, comparing those of different versions, and giving annotations such as -

▪Textual criticism, Emendations of the words Grammatical explanations at the footnote or endnote.

### **Annotated Translation**

For Annotated Translation, the researcher has to translate the text, comparing the different editions which are available at the present such as PTS edition, Burmese edition, Sinhala edition etc., and giving annotations such as

▪ Textual criticism

Emendations of the words

Grammatical explanations

Contextual explanations

Sub-commentarial explanations at the footnote or endnote (If it is necessary).

### **How to translate non-canonical texts (*Aṭṭhakathā*)?**

There are two way of translation for non-canonical texts. When translating the text, some translators state both **Commented Units** (canonical Pali words which should be explained = *saṃvaṇṇetabba*) and **their English translations**; (English translations of **Commented Units** are given within the square bracket). For instance: *katame cattāro* [**What are the four?**] is a question asked on account of willing to answer. *idha* [**here**] means ‘in this Order (*sāsanā*).’ The word *bhikkhave* [**monks**] is a vocative for addressing the persons who are intending to accept the teachings.

[*Commentary on the Mahāsatipaṭṭhāna-sutta of the Dīgha-nikāya: An Annotated Translation with a Critical Study* by Dr. Vilāsa, p-188]

Some translators State **English translations** for **Commented Units** (canonical Pali words which should be explained = *saṃvaṇṇetabba*) without describing canonical Pali words. For instance: **I am destroying** means I will destroy (it is a future form). **I shall**

**annihilate** means I shall make perish. I will take them to invisibility. [*Buddhology in the Mahāparinibbāna Suttanta and its Commentary with an annotated translation of Buddhaghosa's commentary* by An, Yang – Gyu: P 150]

### Contextual explanations

□ Contextual explanation means an explanation what the commentator defines or interprets some unclear or important words. For instance:

- In the Pali sentence ‘*ekāyano ayaṃ bhikkhave maggoti ettha ekamaggo ayaṃ bhikkhave maggo na dvidhā pathabhūto ...*,’ the commentator interprets the word *ekāyano* as *ekamaggo*. Hence, in this context, we have to understand the following meanings:
- The word *ekāyano* is a numeral compound (*digu-samāsa*) of *eka* and *ayana*.
- The canonical term *ayana* is not in the sense of ‘going’, but in the sense of **path** (*magga*) [or ] *ayana* and *magga* are synonyms.
- Besides, by the phrase *na dvidhā pathabhūto*, the following meaning is also indicated:
- The way of *satipaṭṭhāna* is **the one way** or **the only way** (leading to *Nibbāna*);
- There is no double way to attain *Nibbāna*.

### Emendations of the Words

❖ **Emendation of the words means correction of the words.**

• For instance, *amhākaṃ ācariyo sabbapariyattiko tepiṭako sutabuddho, evarūpassāpi nāma bhikkhuno ayaṃ pañho āluḷati* [Sv III 745; Sv Ce II 535]/ *āluḷeti* [Sv Be II 337 ;Ps Be I 235].

- The verb *āluḷati* (in Sk. *ālolati*) is formed with the prefix *ā* + the root  $\sqrt{lu}$  (to confound; to be confused) + suffix *a* and the ending 3<sup>rd</sup> per, sg. *ti*. in the sense of ‘be confused; agitated.’

- *āluḷeti* is formed with the prefix *ā* + the root  $\sqrt{lu}$  (to confound; to be confused) + the causal suffix *ṇe* and the ending 3<sup>rd</sup> per, sg. *ti*. in the sense of ‘confuses, agitates) [PED 98; DPL 27; PMD IV-a 390-391]
- In this context, the causative verb *āluḷeti* is proper because the question “whether the way of *satipaṭṭhāna* is the preliminary path or supramundane path” confuses the elder Tipiṭaka-cūlasuma.
- **Remark:**
- The researcher does not have authority to change any words or phrase pertaining to the original text without giving any annotation.
- **Requirement**
- To conduct the Textual Research on “Edition and Translation of Texts,” the candidate should be family with canonical and non-canonical texts, and skillful in Pāli Grammar. And his/her English skill also should be good enough.

### **Encouragement**

According to my opinion, Textual Research engaging in editing and translating Buddhist canonical and non-canonical texts (commentaries & sub-commentaries) is suitable for Myanmar Monks and Nuns because they are family with these texts and expert in them. Besides, most non-canonical texts (commentaries & sub-commentaries) lack of English translation and critical editions. Therefore, I would like to encourage to my Dhamma friends, who are planning to do research (as MPhil or PhD students), to do Textual Research engaging in editing and translating commentaries and sub-commentaries.

## **5. An Annotated Translation with a Critical Study by Ven. Candādīpa (PhD)**

### **Two parts**

**Part One** In general

**Part Two** In detail

## **Types of research**

Basis of Classification Purpose, Objective, Utility, Data Type, Analysis, Source of Information, Evidence

### **Descriptive vs analytical research**

### **Applied research vs fundamental research**

### **Quantitative vs qualitative research**

### **Conceptual vs empirical research**

### **Other Research**

Translational research is types of textual and qualitative research.

### **How to select a good thesis title**

Ex. An Annotated Translation of the *Pācittiyavannanā* with a Critical Study

1. An Annotated Translation of the ... **with a Critical Analysis**
2. An Annotated Translation of the ... **with a General Introduction**
3. An Annotated Translation of the ... **with an Analytical Study**

### **Selecting main versions for paying special attention**

PTS, Chaṭṭhasaṅghāyanā (Burmese), Sinhalese, Devanagari, Thai, Others...

### **Buddhist translation research**

#### **❖ Part One (A Critical Study)**

- Relevance of the study (Introduction)
- Studies within research scope
- At least, four chapters, (Including introduction section)

❖ **Part Two (An Annotated Translation)**

- ❖ Textual criticisms
- ❖ Emendations of the words
- ❖ Contextual, commentarial and sub-commentarial explanations
- ❖ grammatical, etymological and morphological analyses
- ❖ Others

**Sample Structure**

Chapter (1) Introduction

Chapter (2) The divergent views on the natural light offences (*lahukāpatti*)

Chapter (3) The ancient Vinaya commentaries (*Sīhaḷa-aṭṭhakathā*) views on the *Pācittiyaavaṇṇanā* to *Adhikaraṇasamathavaṇṇanā*

Chapter (4) *Pāḷimuttakavinicchaya* (*Vinaya* decisions not found in the Pāli canon).

Chapter (5)-(8) An Annotated Translation of the *Samantapāsādikā* from *Pācittiyaavaṇṇanā* to *Adhikaraṇasamathavaṇṇanā*

Conclusion

**Part One:** Critical Analysis

**Part Two:** Annotated Translation

**Comparison of the proposals for translational research and conceptual research**

**Translational Research**

- Relevance of the study
- Literature Review
- Objectives of the Research
- Scope of the Research

- Methodology
- Chapter Outline (tentative)
- Possible Outcomes

Working Bibliography

### **Conceptual Research**

- Relevance of the Study
- Literature Review
- Objectives of the Research
- Scope of the Research
- Methodology
- Chapter Outline (tentative)
- Possible Outcomes
- Working Bibliography

### **Research Problem**

#### **An essential problem for translation research**

No one has translated these sections into English.

#### **When can we upgrade from the M. Phil to the PhD program?**

**An Annotated Translation:** First

**A Critical Study:** Second

#### **What is translation?**

- ❖ Translation is the process of converting text from one language to another—
  1. while keeping the original meaning intact,
  2. while preserving its original meaning, tone, and context.

A good translation captures the intent, tone, and style of the original content, allowing the new audience to experience it in the same way as the original. This may involve rephrasing sentences, adjusting idioms, or even modifying cultural references to ensure the message still resonates.

### **Purpose or reason of the translation**

- Some people translate—
  - ✓ Because they are fascinated by the Pali language itself,
  - ✓ So that others, who cannot read the original Pali texts, can still learn about them and understand their meaning,
  - ✓ Because they have read existing translations, were not happy with them, and believe they can create a better version.

### **Two translation methods**

#### **I. Word-for-word translation II. Meaning-based translation**

**Pāli** – *Evaṃ lahuṃ niṭṭhāpetvā cīvaram paribhuñjissantī.* (Sp IV 812)

**နိဿယ** - ဧဝံ၊ ဤသို့ ဆွမ်းဖြင့် ဖိတ်မံရသည်ရှိသော်။ လဟုံ၊ လျှင်စွာ။ နိဗ္ဗာပေတွာ၊  
ပြီးဆုံးစေ၍။ စီဝရံ၊ သင်္ကန်းကို။ ပရိဘုဉ္ဇိဿန္တိ၊ သုံးစွဲရကုန်လတံ။

1. **Word-for-word Translation** – Having thus quickly caused to complete the robe, they will use it.
2. **Meaning-based Translation** – [If we invite monks for alms-food] thus, having quickly caused to complete the making up the robe, they will use it.

### **To obtain a more comprehensive**



- See fn. 28 above.
- Different readings: For *bhīru* (Sp II 435), Be II 36; Ce I 312 read *bhīrutā*. In this context, both of the words *bhīru* and *bhīrutā* are proper.

### Textual error

2. Emend *anāpatti* (Sp IV 815, Be III 85) to *āpatti* with Ce II 601 since it does not align with the *Samantapāsādikā-Ṭīkā*, *Vajīrabuddhi-Ṭīkā*, and *Pācityādiyojanā-Ṭīkā*. *Mahā-aṭṭhakathāyaṃ "āpattī"ti vacanena kurundiyāṃ "vaṭṭatī"ti vacanaṃ viruddhaṃ viya dissati* (Vjb 315; Sp-ṭ III 57), *Āpattīti ca vaṭṭatīti ca dvinnaṃ aṭṭhakathāvādānaṃ yuttabhāvaṃ mahāpaccari-vādena dassetuṃ vuttaṃ "Mahāpaccariya"ntiādi*. (Pācityādiyo-ṭ 66)
3. *Yathayime* (Be III 83) and *yathā ime* (Sp IV 816) are synonyms. But *yathayime* is here more proper than *yathā ime* since it must be joined by *ya* and *i* after changing from *ā* in *thā* to *ya* for the sake of euphony according to the rule ‘*ya va ma da na tad a lā cāgamā*’ in *sandhi*. Example: *yathayidaṃ, vudikkhati, messati*, etc., (Kacc 52).

### Others

1. Mistranslation
2. Adding extra-paragraphs, words...
3. Re-arrangement of Pali sentence
4. Sub-commentary explanation

### A Critical study

- At least, four chapters including introduction section
- Select key words within research scope
- Some choose “an analysis” of their selected sections

E.g., analysis of the *Mahā-satipaṭṭānasutta-vaṇṇanā*

- Controversial issue between ... and ...

- The historical background of their selected commentaries, etc.

### **My suggestion**

Dr. Vaṇṇasiri *āsādikā* together with a General Introduction

Dr. Nandācāra A Critical Edition and Annotated Translation of *Paritta-ṭīkā*

Dr. Kevala An Annotated Translation of Commentary on *Ekaka Nipāta Vaṇṇanā* of *Manorathapūraṇī* (from *Rūpavaggavaṇṇanā* to *Ekapuggalavaṇṇanā*) together with a Critical Introduction

Dr. Paññānanda An Annotated Translation of the First *Nipāta* of *Theragāthā-aṭṭhakathā* together with a Comprehensive Introduction

Dr. Vilāsa Commentary on the *Mahāsatipaṭṭhāna-sutta* of the *Dīgha-nikāya*: An Annotated Translation with a Critical Study

Dr. Kelāsa An Annotated translation of the *Samghādisesa* of the *Samantapāsādikā* together with the Critical Introduction

Dr. Tejobhasa An Annotated Translation of the *Tatīyapārājīkakaṇḍa Vaṇṇanā* of the *Samantapāsādikā* with a Critical Introduction

## Chapter 13. Practical Work

### 1. Introduction to Mixed Methods Research, Understanding, Applying, and Practicing by Daw Kyi Kyi Nyein (PhD)

#### Objectives for Today

- Understand the fundamentals of qualitative, quantitative, and mixed methods
- Explore how to integrate survey questions into Buddhist research contexts
- Practice designing and analyzing survey tools using Buddhist themes

#### But First

- What do you think of when you hear 'mixed methods research'?
- Type 1–2 words in the chat or share verbally

#### What is Qualitative Research?

- In-depth understanding of experiences, practices, and meanings.
- Small samples, open-ended questions, interpretive analysis.

Adapted from Creswell & Poth (2018); Denzin & Lincoln (2018).

#### What is Qualitative Research?

- Could I have a few volunteers to give me examples?
  - **Examples of Qualitative Surveys**
  - Monastic interviews on present-day meditation practices and community needs
  - Life histories of laypersons balancing livelihood and spiritual commitments
  - Case stories on how individuals or communities respond to moral dilemmas
  - Dhamma reflections from participants applying specific teachings in daily life
  - Small group discussions on shared experiences from a recent Buddhist event

### What is Quantitative Research?

- Systematic investigation using numbers and measurements
- Closed-ended questions, surveys, large samples, statistical analysis Adapted from Creswell (2014); Babbie (2020)

What is Quantitative Research?

Could I have a few volunteers to give me examples?

### What is Quantitative Research?

- Examples of Quantitative Survey
- Number of laypersons attending meditation retreats in the past year
- Percentage of households observing the Five Precepts daily
- Frequency of participation in community Dhamma talks per month
- Proportion of participants reporting improved well-being after a retreat
- Survey ratings on satisfaction with recent Buddhist programs

### Mixed Methods Overview

- Combining qualitative and quantitative approaches in one study.
- Purpose: Understand both numbers and meaning in Buddhist contexts
- Could I have a few volunteers to give me examples?

### Mixed Methods- Common Designs

- **Explanatory** – Start with quantitative data, then use qualitative follow-up to explain the numbers. *Example:* A survey shows 70% of students prefer in-person Abhidhamma classes → interviews explore *why*.
- **Exploratory** – Start with qualitative data to explore an idea, then use quantitative methods to measure it. **Example:** Interviews with lay Buddhists explore how they understand and apply the Five Precepts in daily life (qualitative data). Insights

from these interviews are then used to design a survey measuring how common these practices and interpretations are in the wider lay community (quantitative data). Adapted from Creswell & Plano Clark (2018); Tashakkori & Teddlie (2010).

#### Mixed Methods- Common Designs Cont.

- **Convergent** – Collect qualitative and quantitative data at the same time, then compare and combine findings. **Example:** Researchers at a monastery distribute a survey to devotees asking how often they attend, how long they stay, and which activities they join (quantitative data). At the same time, they conduct interviews exploring devotees’ reasons for attending and the meaning they find in the experience (qualitative data). The two sets of findings are then analysed together to gain a fuller picture.
- **Embedded** – One method supports the other within a larger study (can be qualitative in a quantitative study or vice versa). **Example:** In a large-scale survey measuring how often Buddhist youth participate in monastery activities and community service (quantitative data), researchers also collect short personal stories from selected participants about their most memorable experiences or motivations (qualitative data). These stories help explain and add depth to the numerical patterns found in the survey.

#### Activity 1 – Design Match

Brain Writing 5 min each in class.

- Please choose a Buddhist practice (e.g., observance of vinaya, meditation, monastic education, or other topics you prefer)
- Identify what could be measured quantitatively • Identify what could be explored qualitatively
- 3 volunteers to share

### When to use Mixed Methods

- When researching Buddhist practices with both personal and social dimensions
- When studying change over time or impact
- When wanting to complement numbers with deep insight

*Adapted from Greene (2007); Creswell & Plano Clark (2018).*

### Why Use Mixed Methods

- To validate findings
- To understand both context and quantity • When one method alone is not enough

Adapted from Greene et al. (1989); Creswell & Plano Clark (2018).

### Example Questions in Buddhist Research

- Quantitative: How many students regularly attend Abhidhamma classes?
- Qualitative: Why do students find Abhidhamma difficult or inspiring?
- Mixed: How many attend, and what motivates or hinders them?

### What is a Variable?

- Variable: Any measurable trait or concept
- IV: What influences change (e.g., frequency of meditation)
- DV: What is measured (e.g., stress reduction)

Adapted from Punch (2014); Babbie (2020).

Example: Does keeping the Five Precepts regularly increase self-reported peace of mind?  
Or does keeping the *Mettā-sahagatena cetasā* precept increase self-reported peace of mind?

IV (Independent Variable): DV (Dependent Variable):

Example: Does chanting affect the sense of inner peace? IV (Independent Variable):  
DV (Dependent Variable): Identify the Variables

Writing Good Survey Questions (Buddhist Context)

Adapted from Fowler (2014); Dillman. (2014).

### **Be respectful & culturally appropriate**

- – Use polite forms of address (monks, nuns, elders).
- – Frame questions in a way that honours traditions.
- – Example: Instead of “*Why don’t you meditate regularly?*” → “*What makes it easier or harder for you to meditate regularly?*”

### **Avoid doctrinal bias or assumptions**

- – Don’t assume all follow the same tradition or interpretation.
- – Keep wording neutral and inclusive.
- – Example: Instead of “*Do you strictly follow every Vinaya rule?*” → “*How do you usually apply moral guidelines in your daily life?*”

Writing Good Survey Questions (Buddhist Context)

Adapted from Fowler (2014); Dillman. (2014).

### **Use simple, lived-experience language**

- Avoid overly technical or Pāli-heavy terms.
- Connect questions to daily life.
- Example: Instead of “*How do you apply the Four Noble Truths in daily life?*” → “*What Buddhist teachings help you when facing personal difficulty?*”
- “*Which of these three do you find hardest to follow when drafting questions? Why?*”

### Example Survey Items

- Closed: How often do you attend meditation retreats?  
 Never  Once/year  2–3/year  Monthly  Weekly
- Likert: “I feel mindfulness helps reduce anger.” Strongly Agree → Strongly Disagree

### Activity 2 – Mini Mixed Methods Survey

- Default: Manual method
- Inclass Mini Survey Instruction

Exercise 10 min\_total 30 min with debriefing

## Mini Survey: Quantitative Research Practice

B
I
U
↔
✕

*Mini Survey: Quantitative Research Practice*

PN 1- Name

Short answer text

**What is your age group?**

• Under 25

• 25–34

• 35–44

• 45–54

• 55+

PD- 1

Mini Mixed Methods Survey – Questions

PE2-

What course are you currently studying?

1. Ph.D.

2. M.Phil

3. MA

4. Other

PE1-

- What is the main challenge for you in that course and why?
- -----  
-----

Mini Mixed Methods Survey – Questions PE3A

Do you prefer online or in-person classes?

• Online

• In-person

• Both equally

PE3B • Why?

-----  
-----

Only in short notes

Mini Mixed Methods Survey – Questions MO 1

MO 2

- What motivates you to study Buddhist teachings, practices academically?

- -----  
-----

:::

**How many hours do you study per week (on average)?**

• 0–5 hours

• 6–10 hours

• 11–15 hours

• 16+ hours

Only in short notes

Mini Mixed Methods Survey – Questions RS1

**Have you started working on your thesis?**

Yes

No

---

**How confident do you feel using research methods?**

Very unconfident      1      2      3      4      5      Very confident  
                       

---

**Have you used surveys in your past research?**

• Yes

• No

RS2

RS3A

Mini Mixed Methods Survey – Questions <sup>RS3B</sup> • If answered yes above

- What challenges have you faced in applying research methods to Buddhist topics?

- -----  
-----

Only in short notes

Mini Mixed Methods Survey – Questions

Do you intend to incorporate primary data collection in your research?

yes

No

...

If yes, what type would it be?

Quantitative

Qualitative

Mixed method

Other...

RS4A

RS4B

Mini Mixed Methods Survey – Questions RS4C • If answered yes above

- What challenges do you expect in applying mixed research methods to your topic?
- -----
- -----

Only in short notes

Mini Mixed Methods Survey – Questions

How relevant is this introduction session for your research?

Not relevant at all      1      2      3      4      5      very relevant

Would you like to know more about applied research?

Yes

No

Maybe

EV 1

EV 2

Reflection on Survey Data

- What did the survey capture well?

- What questions could we ask next?
- If we are to input all data from the survey form, what do you think we can learn about this class?
- Note: Mixed methods help uncover a fuller picture

### Activity 3 – Assignment

- In groups: Choose a Buddhist-related topic
- Draft 3 quantitative + 2 qualitative question
- Present to class Or
- Choose a Buddhist-related topic
- Draft 1 page quantitative + 1 page qualitative question
- Send to my email Or
- Your research topic for primary data collection
- Send draft survey question to my mail

### Key Take aways

- Mixed methods are well-suited for complex topics such as Dhamma practice, moral conduct, and community well- being.
- Numbers show patterns — for example, how many people keep the Five Precepts regularly or participate in meditation retreats.
- Narratives give meaning — revealing why these practices are important, how they influence daily life, and what challenges arise.
- By combining both, Buddhist research can provide findings that are both measurable and rich in insight from lived experience.

### Core References

- **Creswell, John W., and Vicki L. Plano Clark.** *Designing and Conducting Mixed Methods Research*. 3rd ed. Thousand Oaks, CA: SAGE Publications, 2018.  
Publisher link

- **Creswell, John W., and Cheryl N. Poth.** *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. 4th ed. Thousand Oaks, CA: SAGE Publications, 2018. Publisher link
- **Babbie, Earl R.** *The Practice of Social Research*. 15th ed. Boston: Cengage Learning, 2020. Publisher link
- **Greene, Jennifer C.** *Mixed Methods in Social Inquiry*. San Francisco: Jossey-Bass, 2007. Publisher link
- **Tashakkori, Abbas, and Charles Teddlie, eds.** *SAGE Handbook of Mixed Methods in Social & Behavioral Research*. 2nd ed. Thousand Oaks, CA: SAGE Publications, 2010. Publisher link
- **Fowler, Floyd J.** *Survey Research Methods*. 5th ed. Thousand Oaks, CA: SAGE Publications, 2014. Publisher link

## **2. Practical Framework for Thesis Submission to External Examiners by Dr. Ven. Bhikkhu Sopāka**

### **Research Articles**

1. “Suttanta and Abhidhamma Analyses of Kāmacchanda-nīvaraṇa with Special Focus on the Vibhaṅga-anuṅkā”,
  2. “Contemporary Misinterpretation of the Desire for Sensual Objects”,
  3. “Distinctive Meanings and Usages between Abhijjhā and Kāmacchanda: A Critical Examination”
  4. “Modern Misinterpretations of Saṃyojanas (Fetters) Revisited” and
  5. “Kāmacchanda (The Desire for Sensual Objects): A Philosophical Understanding Current Status
- post-doctoral research at the University of Kelaniya,
  - BSc in Psychology and Counselling at Aquinas University College and

- Delivering lectures on Buddhist Psychotherapy and Counselling at Dhammadūta Chekinda University

## Agenda

1. Introduction
2. The Submission Process
3. Proof Reading and Checking for the Format of the Thesis
4. Check for Coherence, Internal Consistency and Logicality
5. Q&A

### 1. Introduction Two Types of PhD Thesis



### 2. The Submission Process

PhD Final Presentation

Formatting the Thesis

University-Specific Rules

(The Non-negotiable)

The Structural Format

(Chapters and Sections)

## The Technical Format

(Styles, Numbering, Tables, and Figures)

Referencing and Bibliography the Master of Philosophy Degree: 50,000 -75,000 words (exclusive of the bibliography) the thesis for the Doctor of Philosophy Degree 65,000 to 80,000 words (exclusive of the bibliography) PP. 167-182.

03. 3 master of philosophy (Mphil) and doctor of philosophy (PhD) p.165

## Research Unit

Proof Reading and Checking Checking for Coherence, Internal for the Format of the Thesis Consistency and Logicality Draft of the Thesis for me



Keep a personal copy (digital or physical) of the thesis you submitted to the external examiners. Why?

You may officially contact the office to schedule your viva voice examination three months after thesis submission.



### Preparing for the Viva Examination

Your 10-15 minute presentation should succinctly summarize your research problem, methodology, key findings, and contribution to knowledge with or without PPTs. It is a defense, not a personal attack. It is a professional conversation between experts.

### Viva Examination

Submit four perfectly bound hard copies. These will be distributed to the following recipients

- 1.your supervisor, 2.the library, 3.the director, and 4.you (for your personal records).

#### Hard Copies of the Thesis

Out of the three hard copies of the thesis finalized and submitted in accordance with decision of the Viva Board,

- i. one copy is deposited for reference in the Library of the Institute.
- ii. another copy is deposited in the Director's Office, and
- iii. the other copy is handed over to the candidate.

#### Submission of the Thesis

- i. **First submission :** A soft-bound copy of the thesis together with a soft copy (MS Word & PDF) to check technical errors of the thesis before the expiry of the period of study should be submitted to the Student Affairs and Examination Division.
- ii. **Second submission :** three identical spiral-bound copies of the thesis should be submitted for evaluation to the Student Affairs and Examination Division. The thesis will be forwarded for evaluation to the appointed examiners.
- iii. **Final submission :** three hard-bound copies of the thesis after the viva-voce examination (the colour of the hard cover should be red) prepared according to the

guidelines of the Institute and a softcopy of the thesis (in MS Word & PDF) should also be submitted to the Student Affairs and Examination Division.

You will need your supervisor's signature and recommendation at each step. It is important to establish a strong relationship with your supervisor. Be open to their comments, suggestions, and advice to enhance your thesis.

PhD Graduation: Congratulations on reaching this stage!

Pause!

Be mindful and reflect on our previous discussion. Feel free to ask any questions related to it. Let go of any lingering thoughts and start with a refreshed mindset.

### 3. Proof Reading and Checking for the Format of the Thesis External Examiners

A critical stranger Experts examiner who does not know you or your work Understanding and assessing your contribution as easy as possible Read your thesis from the examiner's perspectives

#### **The Significance of Proof Reading**

Highlight your contribution clearly and systematically Argument Evidence  
 Logicity Consistency Any counter-arguments and limitations of your research honestly  
 Error-free Proof Reading Formatting (Fonts, heading styles, margins, page numbering)  
 Referencing (One style (Chicago, etc.) used perfectly and consistently throughout)  
 Terminology (Using the same key terms consistently) Abbreviations (from the beginning)

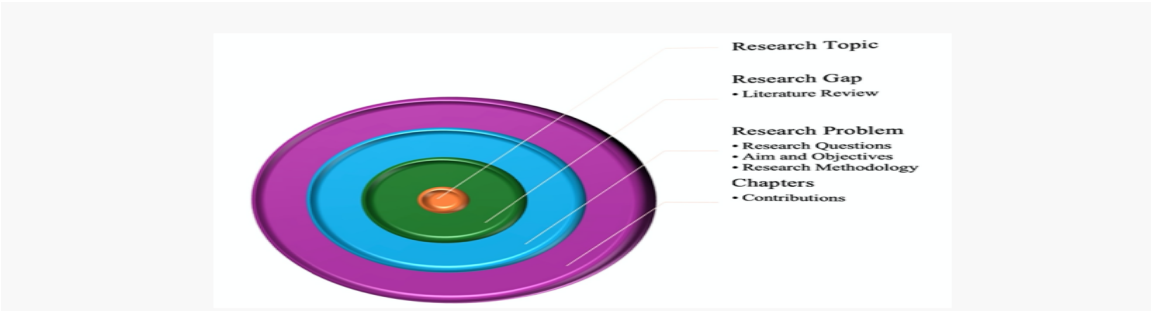
Checking for the Format of the Thesis

Double-check the university's formatting requirements, including Word count Binding specifications Title page format Abstract guidelines and so forth  
 PP. 167-182.



Pause!

Be mindful and reflect on our previous discussion. Feel free to ask any questions related to it. Let go of any lingering thoughts and start with a refreshed mindset.



Introductory Chapter

Literature Review

The research questions

Methodology

Comprehensive and Logical Thesis Structure

Chapters

Begin each chapter with specific research questions and conclude with findings that address those questions.

The conclusion should not be a mere summary. It should restate the argument and contributions, discuss limitations, and suggest future research.

*Suttanta and Abhidhamma Analyses of Kāmacchanda-nīvaraṇa with  
Special Focus to the Vibhaṅga-anuṭṭikā*

#### Conclusion

Findings from recent discussions, the sub-commentary on the *Vibhaṅga (Vibhaṅga-anuṭṭikā)* points out the different explanations of *kāmacchanda-nīvaraṇa* between the different modes of Suttanta and Abhidhamma analyses. Of these two different analyses, the mode of Suttanta analysis explains *kāmacchanda-nīvaraṇa* as the hinderance of desire for five sensual objects, the desire for the eleven sensual realms, and its eradication by the path of non-returner. In this context, the five terms (*kāmāsava*, *kāmogha*, *kāmarāga-samyojana*, *kāmacchanda-nīvaraṇa*, and *kāmatanḥā*) have equal meanings in these three functions: desire for five sensual objects, desire for eleven sensual spheres, and their eradication by the path of non-returner. Hence, they can be considered synonymous terms in these three senses. In this respect, these two terms (*kāmupādāna*, *lobha*) imply different functions from *kāmacchanda-nīvaraṇa*. They refer to the desire for six sensual objects, the desire for thirty-one existences and their eradication by the path of an Arahant (*arahatta-magga*). Thus, they are considered more dynamic cousins in terms of desire than *kāmacchanda-nīvaraṇa*.

On the other hand, the mode of Abhidhamma analysis of *kāmacchanda-nīvaraṇa* refers to the hinderance of desire for six sensual objects, the desire for thirty-one existences, and its eradication by the path of an Arahant. In this analysis, these three terms namely *kāmupādāna*, *kāmacchanda-nīvaraṇa*, and *lobha* are identical and interchangeable in these three meanings. The reason is that in their respective category, desire concerning

## ANVEṢAṆĀ

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Institute of Pali and Buddhist Studies

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The Roots of Madhyamaka philosophy in Śāntarakṣita's <i>Madhyamakālaṃkāra</i> <b>Ashoka Fonseka</b>	01 - 39
Sheng Zhao's Contribution for <i>Śūnyatā</i> Concept of Nāgārjuna <b>Ven. Medawachchiye Dhammajothi</b>	40 - 65
Suttanta and Abhidhamma Analyses of <i>Kāmacchanda-nīvaraṇa</i> with Special Focus to the <i>Vibhaṅga-anuṭṭikā</i> <b>Bhikkhu Sopaka</b>	66 - 110

## Suttanta and Abhidhamma Analyses of Kāmacchanda-nīvaraṇa with Special Focus to the Vibhaṅga-anuṭṭikā Literature Review

Regarding the five hindrances, Bhikkhu Anālayo examines the concepts of *tanhā* (craving) and *upādāna* (clinging) instead of *kāmacchanda-nīvaraṇa*. It is widely agreed that the characteristic of *kāmacchanda* aligns with these two terms.<sup>1</sup> Mahasi Sayadaw emphasizes that all forms of desire fall under *kāmacchanda*.<sup>2</sup> Similarly, Pa Auk Sayadaw asserts that *kāmacchanda* is synonymous with desire (*lobha*).<sup>3</sup> Ven. Kumāra, in his research, treats *kāmāsava*, *kāmogha*, *kāmupādāna*, and *kāmarāga-samyojana* as synonymous and interchangeable with *kāmacchanda*.<sup>4</sup> In the *Dhammasaṅganī*, additionally, more than one hundred terms for unwholesome desire are described.<sup>5</sup> Regarding this, the Encyclopedia of Buddhism comments that some are 'descriptive epithets' rather than synonyms<sup>6</sup> without distinguishing these types. While many scholars view these terms as equivalent, the *Vibhaṅga-anuṭṭikā* suggests a nuanced difference in the exploration of *kāmacchanda-nīvaraṇa* between *Suttanta* and *Abhidhamma* analyses. This variance warrants careful scrutiny. Thus, this paper aims

### **Research questions**

- How does the explanation of kāmaccanda differentiate between the Suttanta and Abhidhamma analyses, and why?

### **Objectives**

- To investigate Suttanta and Abhidhamma analyses of kāmaccanda- nīvaraṇa with special focus to the Vibhaṅga-anuṭṭikā
- To delve into how the explanation of kāmaccanda differs between Suttanta and Abhidhamma analyses and why

### **Research Methods**

- the methods employed in this study is a qualitative method used in Humanities
  - a library-based or purely textual-based study
  - Methods adopted to answer the above research questions could be categorized into five stages: data collecting, classification, data analysis, a scholarly discussion of the analyzed data, and a possible conclusion.

### **Scope**

- confined to Theravada Buddhism, especially Suttanta and Abhidhamma Sources
- Tipiṭaka texts, exegetical literature, which are primary sources, and secondary sources that are scholarly works Chapters Suttanta and Abhidhamma Analyses of Kāmaccanda- nīvaraṇa with Special Focus to the Vibhaṅga-anuṭṭikā
- Introduction
- Different Modes of Explanation Followed in the Suttanta and in Abhidhamma
- Two Different Ways of Explaining Kāmaccanda-nīvaraṇa

- Suttanta Analysis of Kāmacchanda-nīvaraṇa
- Assessment of the Above Analyses
- Abhidhamma Analysis of Kāmacchanda-nīvaraṇa
- Conclusion

the mode of *Suttanta analysis* explains *kāmacchanda-nīvaraṇa* as the hinderance of desire for five sensual objects, the desire for the eleven sensual realms, and its eradication by the path of non-returner. In this context, the five terms (*kāmāsava*, *kāmogha*, *kāmarāga-samyojana*, *kāmacchanda-nīvaraṇa*, and *kāmatanhā*) have equal meanings in these three functions: desire for five sensual objects, desire for eleven sensual spheres, and their eradication by the path of non-returner. Hence, they can be considered synonymous terms in these three senses. In this respect, these two terms (*kāmupādāna*, *lobha*) imply different functions from *kāmacchanda-nīvaraṇa*. They refer to the desire for six sensual objects, the desire for thirty-one existences and their eradication by the path of an Arahant (*arahatta-magga*). Thus, they are considered more dynamic cousins in terms of desire than *kāmacchanda-nīvaraṇa*.

## Contribution

On the other hand, the mode of *Abhidhamma analysis* of *kāmacchanda-nīvaraṇa* refers to the hinderance of desire for six sensual objects, the desire for thirty-one existences, and its eradication by the path of an Arahant. In this analysis, these three terms namely *kāmupādāna*, *kāmacchanda-nīvaraṇa*, and *lobha* are identical and interchangeable in these three meanings. The reason is that in their respective category, desire concerning three spheres (*te-bhūmaka*) is identified by a single term such as *kāmacchanda-nīvaraṇa* but not *rūpacchanda-nīvaraṇa* and *arūpacchanda-nīvaraṇa*. However, these four terms (*kāmāsava*, *kāmogha*, *kāmarāga-samyojana*, *kāmatanhā*) are the dynamic cousins of *kāmacchanda-nīvaraṇa* not identical synonymous. The reason for this is that the desire for three spheres is defined by dividing into two categories (*kāmarāga-samyojana* and *bhavarāga-samyojana*) and three categories (*kāmarāga-samyojana*, *rūparāga-samyojana*, and *arūparāga-samyojana*).

Considering these discussions, it is seen that the early Pali canon does not provide any specific definition for *kāmacchanda-nīvaraṇa*, such as the hinderance of desire for five sensual objects; the desire for six sensual objects; the desire for eleven sensuous spheres; the desire for thirty-one existences and its elimination by the path of non-returner or the highest path. Thus, it can be safely said that giving definition for *kāmacchanda-nīvaraṇa* has gradually evolved from the early Pali canon to later Pali Buddhist exegetical works. Further investigation of the *Vinaya* perspective on *kāmacchanda-nīvaraṇa* still remains.

## Bibliography

Paul Oliver, *Writing Your Thesis* (Vistaar, 2004), 151-160, 180-188.

### 3. Proof Reading and Editing a Thesis by Dr. Oliver Tanner

#### **A Comprehensive Manual of Abhidhamma**

The Abhidhammattha Sangaha  
of Ācariya Anuruddha

Bhikkhu Bodhi, General Editor

Pali text originally edited and translated by  
Mahāthera Nārada

Translation revised by  
Bhikkhu Bodhi

Introduction and explanatory guide by  
U Rewata Dhamma & Bhikkhu Bodhi

Abhidhamma tables by  
U Silānanda

BPS PARIYATHI EDITIONS



#### **EARLY BUDDHIST TEACHINGS**

##### **The Middle Position in Theory and Practice**

Y. KARUNADASA

Buddhist Publication Society.  
Kandy • Sri Lanka  
2015

Ayyā Nyanasirī for entering onto disk, with remarkable accuracy, the Pali text and revised English translation of the *Abhidhammattha Sangaha*; Savithri Chandraratne for endisking the handwritten manuscript of the expository guide, also with remarkable accuracy; and Ayyā Vimalā for her perceptive comments on a draft version of the guide, which led to significant improvements in the text. Finally I extend thanks to Ven. U Silānanda for kindly permitting us to use his valuable tables for this edition.

BHIKKHU BODHI

Kandy, Sri Lanka  
August 1992

I express my grateful thanks to Dr Asoka Welitota for helping me in many ways in word-processing the manuscript, when he was a Ph.D. student at the University of Hong Kong.

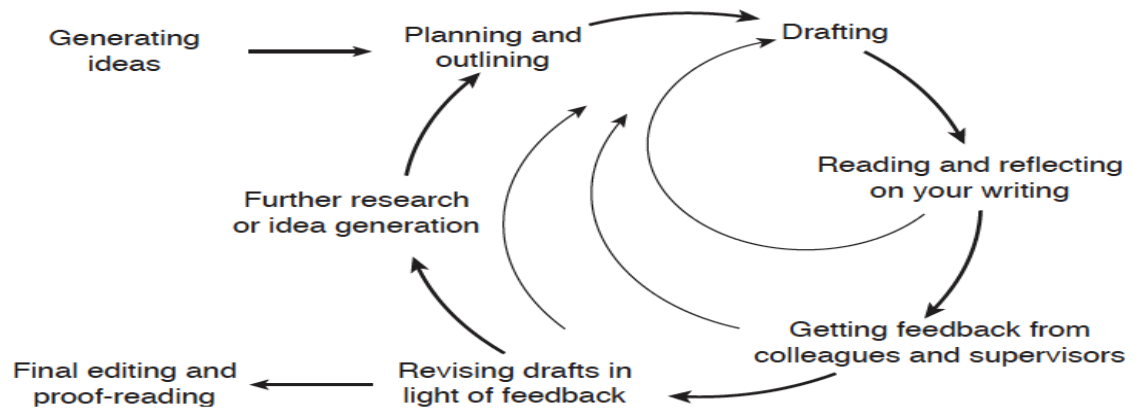
I owe a special debt of gratitude to Mr Anthony Robert Scott, my friend and erstwhile student, for carefully going through the whole manuscript and making many valuable suggestions to improve the quality of the book. I benefited much from his critical mind and sound sense.

I must express my grateful thanks to Aosi Mak, Teaching Assistant at Centre of Buddhist Studies of the University of Hong Kong, for devoting much of her precious time to the arduous task of formatting the manuscript, and for proof-reading and generating the index and, thus, preparing the whole manuscript for the press

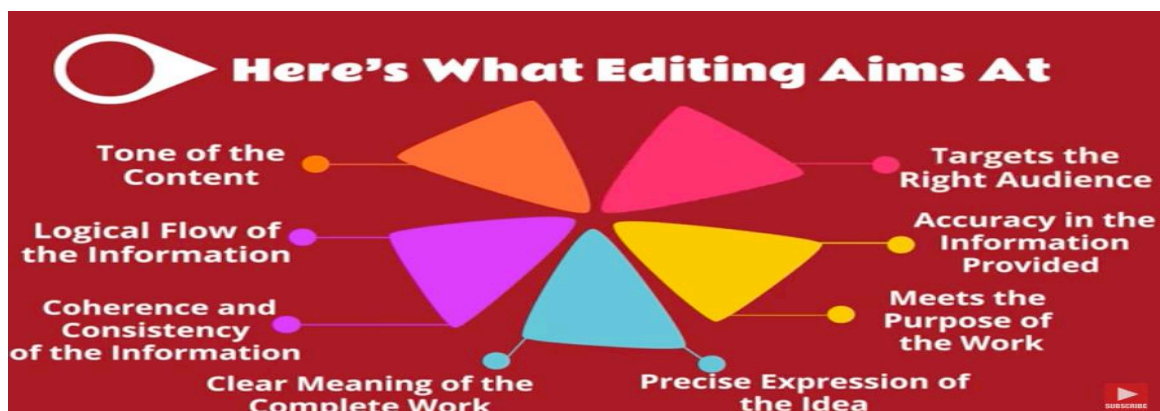
Although most books are attributed to one single author, various individuals and many factors contribute to the development of any manuscript. As the theory of dependent origination suggests, there is no initial cause (or authorship), but merely a succession of inter-dependent events that are responsible for what comes into being. As an author, I am simply one of these necessary conditions, and I truly wish to express my gratitude to all those who have contributed directly or indirectly to my work.

More especially, I wish to thank my parents and my whole family who offered me the emotional and financial support needed to undergo all these years of study. Venerable Jāgara and S.N. Goenka also played a crucial role in providing the inspiration needed to pursue my objective. Richard Hayes' humble yet apposite comments proved to be pivotal in the elaboration of my argumentation, and in encouraging me to persevere. I am further indebted to A.K. Warder and Ravindra Panth, both of whom showed an extreme amount of patience in teaching me Pāli. My style and rhetoric have also been reviewed by a legion of editors, starting with Diana Allen, Raynald Prévèreau, Stephen Jones, Philip Moscovitch and Lisa Kosuta. The writing of this book would not have been possible without the help of many other individuals (and circumstances), for which I am extremely grateful.

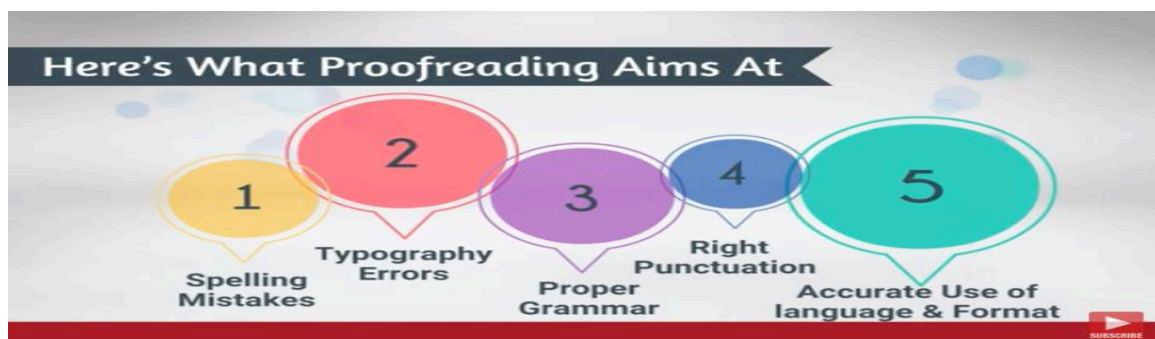
## Writing is a recursive process



What does a copy editor do?



What does a proof reader do?



### THE DIFFERENCES BETWEEN A PROOF READER AND COPY EDITOR

**Copy editor** – checks for consistency; looks for repetition and redundancy, transitional

signals; looks for improvements in style; maybe re-write sentences to make clearer. Done after the first draft of your work.

**Proof-reading** – checks margins, line breaks, indentation, page numbers, headers, footers, content on each page. No re-writing work, final polishing.

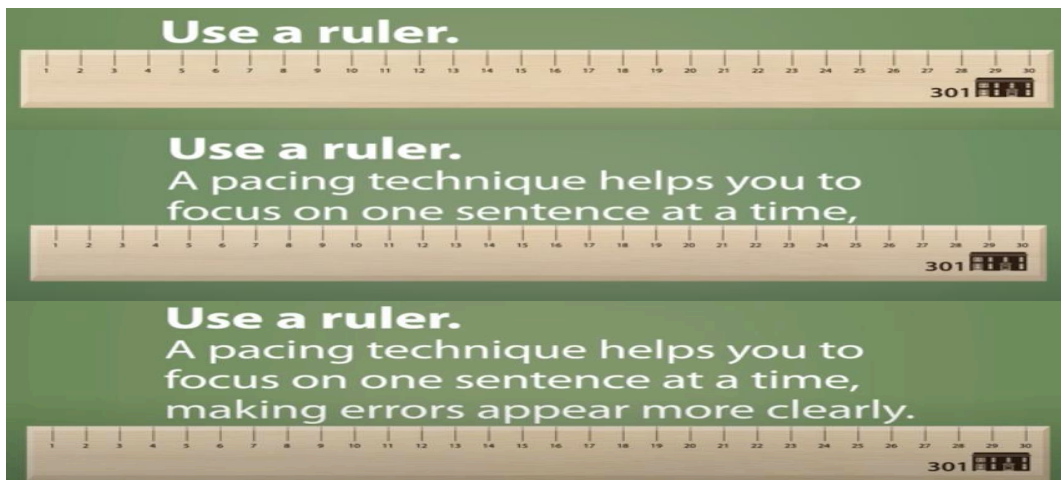
Done at the very end

**YOU DON'T HAVE TO BE PERFECT – BUT AS GOOD AS IT CAN BE! AIM: TO PRODUCE A HIGH QUALITY PIECE OF WORK.**

### **TECHNIQUES FOR EDITING AND PROOF READING YOUR OWN THESIS**

How do I proof read my own writing? How to look at your text in a different way.

1. Let it breathe
2. Don't trust spell check on MS Word. Try using AI software like Grammarly.
3. Change the font size or font type (break the mental image you have of your writing)
4. Print it out
5. Use a ruler
6. Make several passes (stages: grammar – spelling – punctuation – headers/footers etc.)
7. Read it backwards
8. Read it out loud – listen for rhythm (use text to speech), e.g. Natural reader.com.
9. Ask a friend / colleague
10. Call in a professional

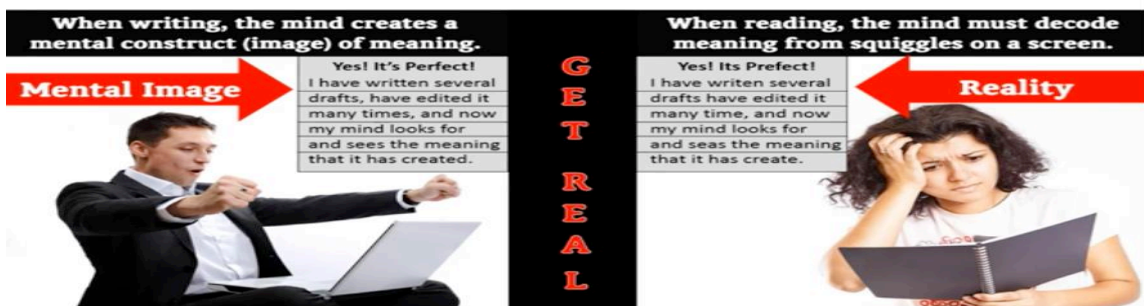


### **NOTE**

Get familiar with your common mistakes, and watch out for them. When proof reading - No distractions – social media, Facebook etc.

### **HAVE SOMEONE ELSE CHECK YOUR THESIS**

## Why It's **Impossible** to Accurately Proofread Your Own Writing



### The main points:

1. Has never read your document
2. Training/experience is preferable (but not essential)
3. Must be willing to read out loud

Note anything that interferes with their reading

### NOTE

Proof reading translations vs proofreading other types of theses.

### USING THE REVIEW TAB ON MS WORD

#### 1. TRACKCHANGES

- on/off
- mark up
- mark up options • accept / reject

#### 2. NEWCOMMENT

- add new comment • custom
- delete or resolve

### Example one

The term “dhamma” is perhaps the most important term in the Pali Buddhism. Despite its crucial position in the Buddhism ‘dhamma’ has several ways of being translated and interpreted depending in the context its bring used. In this chapter, I will review the meanings of dhamma” as it appear in the canonical Theravāda Buddhist text, the

commentaries,. in order to bring out its deeper meaning. Each of these areas will be explore in detail in order to provide the accurate meaning of the term ‘dhamma’.

### **Example 2**

Exegetical material related to these divergent views that existed among the exegetes with regard to the number of meritorious deeds and also enumerating them under the three bases of meritorious deeds contained in the canonical literature. Furthermore, an analysis of the existing literature shows that modern scholars have not accurately focused their research to discuss in detail these divergent views. Moreover, the attempt made by them on this regard can be traced back to the early PTS translations , which draws our attention to the divergent views related to the meritorious deeds contained both in the *Abhidhammāvatāra* and in the translation of related material contained in the Pāli commentaries from the Sinhala language.

*Abhidhammattavikāsinī.*

Furthermore, a similar observation can also be made to the English translations made by Pe Maung Tin, and R.P. Wijeratne and Rupert Gethin

Attempts made by Rhys Davids in this regard has been limited to the In addition to the contributions made by the translators mentioned earlier Kulupana Dharmaratna has collected the views related to the number of meritorious deeds. However, he has not discussed them in detail to see to what extent Theravada exegetes differ from one another with regard to the number of meritorious deeds. Therefore, taking this gape into consideration, the present paper attempts to discuss the divergent views existed among the *Theravāda* exegetes with regard to the number of meritorious deeds contained in the canonical literature.

### **Example Three**

**What is Pāli**

There are many definitions of Pāli by scholars, Wilhelm Geiger defined as follows: “As the name of a language, it originates as an abbreviation. In Pāli, *pāli-bhāsā* means "the language (*bhāsā*) of the texts (*pāli*)". A fuller translation of *pali* might be "text for recitation". The texts in question are those of the earliest stratum of Buddhist scriptures as they are preserved by a particular Buddhist tradition, the Theravada. In that tradition those texts are collectively referred to as the *Tipiṭaka*, which literally means "that which is in three baskets", and they are supposed to be "the word of the Buddha" (*Buddhavacana*). The *Tipiṭaka* is usually referred to in English as "the Pāli Canon."<sup>4</sup> According to C.A.F. Rhys Davids: “Pāli in fact is not the name of any localizable tongue. The meaning of the word is "Row" (cf. our "paling"). There are a dozen meanings of the word *pali* distinguishable in Sanskrit, of which "row" is one, but in no case does it mean "language".”<sup>5</sup> And further explain that: ‘The language of the Theravādin canon is a version of a dialect of Middle Indo-Āryan, not Māgadhī, created by the homogenisation of the dialects in which the teachings of the Buddha were orally recorded and transmitted. This became necessary as Buddhism was transmitted far beyond the area of its origin and as the Buddhist monastic order codified his teachings.

<sup>4</sup> Wilhelm Geiger, *A Pāli Grammar* (Oxford : The Pali Text Society, 2005), p. viii

<sup>5</sup> C.A.F. Rhys Davids, *Sakya or Buddhist Origins* (New Delhi: Munshiram Manoharlal, 2017), p.429-430

#### **4. Understanding The Buddha’s Discourses (Suttas) for Academic Purpose through Conceptual Exploration by Dr. Ven. Bhikkhu Sopāka**

##### **Content**

Introduction to the Suttanta

The Vital Importance of Studying Suttas Comparing Sutta Study Methods in Myanmar and Sri Lanka

Academic Approaches to Sutta Study

Exploring the Buddha's Teachings (Suttas) through Conceptual Analysis

### **Introduction to the Suttanta**

Bhaddhavaṇṇa or pāvāṇa (the words of the Buddha) Dhamma and Vinaya (Perhaps, the Abhidhamma was the major addition to the canon.) - Dhamma is the Buddha's teachings, and Vinaya is the rules for Buddhist monastic life.

### **Tipiṭaka (Three Baskets)**

Even today the scriptures preserved in Chinese translation are known as the Chinese Tripiṭaka.

- Rules, sequence and categorization of offences contain the rules laid down for the guidance of the monks and nuns and the regulations prescribed for the harmonious functioning of the monastic order.
- Very voluminous and varied in subjects dealt with, it needed some plan, and discussion, Each dialogue has a premise on which the edifice of the argument is constructed.
- More detailed analysis of the phenomena that occurred in the Suttanta by means of ultimate realities or rigorous philosophical systematization

### **Five Nikāyas**

Nīkāya means group or collection (designation or group of the Buddha's teachings) The group of literature collected together and sects or groups of monks who are grouped together and bonded on doctrinal allegiance. The Sudhammā, Shwe Kyin and so forth (Siyam, Amarapura and Rāmañña) are not based on any doctrinal differences.

Pali tradition generally use the word Nikāya, and the Sanskrit tradition employs the from Āgama (tradition). Southern or the Pali tradition as opposed to the Northern tradition or Sanskrit tradition Certainly it is the work of the Bhaṅgākas, who were not mere reciters, but who did engage in much editorial work when they began compiling the Dhamma-

Vinaya. There was no writing and that everything was preserved in memory and that too in the heads of some selected few. The bhāṇaka-monks were engaged in systematically and comprehensively arranging the content of the Tipiṭaka, classifying all material.

**The four major Nikāyas are:**

1. *The Dīgha Nikāya*: the Collection of Long Discourses, thirty-four suttas arranged into three vaggas, or books.
2. The *Majjhima Nikāya*: the Collection of Middle Length Discourses, 152 suttas arranged into three vaggas.
3. The *Saṃyutta Nikāya*: the Collection of Connected Discourses, close to three thousand short suttas grouped into fifty-six chapters, called saṃyuttas, which are in turn collected into five vaggas.
4. The *Aṅguttara Nikāya*: the Collection of Numerical Discourses (or, perhaps, “Incremental Discourses”), approximately 2,400 short suttas arranged into eleven chapters, called nipātas.

the longer discourses go into the Dīgha, the middle-length discourses into the Majjhima. (roughly) The suttas of the Dīgha Nikāya are largely aimed at a popular audience and seem intended to attract potential converts to the teaching by demonstrating the superiority of the Buddha and his doctrine.

The suttas of the Majjhima Nikāya are largely directed inward toward the Buddhist community and seem designed to acquaint newly ordained monks with the doctrines and practices of Buddhism. (profoundly) It remains an open question whether these pragmatic purposes are the determining criteria behind these two Nikāyas or whether the primary criterion is length, with these pragmatic purposes following as incidental consequences of their respective differences in length. (Bhikkhu Bodhi)

**Samyutta nikāya**

- The Saṃyutta Nikāya is organized by **way of subject matter**.
- From its contents, it was intended to serve the needs of two groups within the monastic order.
- to understand the Dhamma deeply and explain it to their fellow religious practitioners
- focused on meditation to gain insight
- The Sagātha-vagga- based on literary genre, in mixed prose and verse, arranged in eleven chapters by way of **subject**.
- The other four books-long chapters deal with the principal doctrines of Early Buddhism.
- Books II, III, and IV each open with a long chapter devoted to a theme of major importance, respectively, dependent origination (chapter 12: *Nidānasamyutta*); the five aggregates (chapter 22: *Khandhasamyutta*); and the six internal and external sense bases (chapter 35: *Salāyatanasamyutta*).
- Part V deals with the principal groups of training factors that, in the post-canonical period, come to be called the thirty-seven aids to enlightenment (*bodhipakkhiyā dhammā*). These include the Noble Eightfold Path (chapter 45: *Maggasamyutta*), the seven factors of enlightenment (chapter 46: *Bojjhaṅgasamyutta*), and the four establishments of mindfulness (chapter 47: *Satipatṭhānasamyutta*).

### **The Aṅguttara Nikāya**

- a numerical scheme derived from a peculiar feature of the Buddha's pedagogic method
- To facilitate **easy comprehension and memorization** through numerical sets, a format that helped ensure that the ideas he conveyed would be **easily retained in mind**.
- includes a notable proportion of *suttas* addressed to **lay followers dealing with the ethical and spiritual concerns of life within the world, including family relationships (husbands and wives, children and parents)**

- the proper ways to acquire, save, and utilize wealth the practical training of monks. The numerical arrangement of this collection makes it particularly convenient for formal instruction. Thus it could easily be drawn upon by elder monks when teaching their pupils and by preachers when giving sermons to the laity.

### **The Khuddaka Nikāya (the Minor Collection)**

Perhaps it originally consisted merely of a number of minor works that could not be included in the four major *Nikāyas*. But as more and more works were composed over the centuries and added to it, its dimensions swelled until it became the most voluminous of the five *Nikāyas*. (Mahāvagga **and** Cūḷavagga)

- Sadly, the canonical collections belonging to most of the early mainstream Indian Buddhist schools were lost when Indian Buddhism was devastated by the Muslims that invaded northern India in the eleventh and twelfth centuries. These invasions effectively sounded the death knell for Buddhism in the land of its birth. Only one complete collection of texts belonging to one of the early Indian Buddhist schools managed to survive intact. This is the collection preserved in the language that we know as Pāli. (Bhikkhu Bodhi)

many of which have survived in Chinese or Tibetan translation as parts of entire canons or, in a few cases, as isolated texts in another Indian language. the Pāli Canon has a **special importance for us, and that is so for at least three reasons.**

- First, it is a complete collection, all belonging to a single school.
- Second, the entire collection has been preserved in a Middle Indo-Aryan language, one closely related to the language (or, more likely, the various regional dialects) that the Buddha himself spoke.
- The third reason the Pāli Canon has special importance is that this collection is authoritative for a contemporary Buddhist school.



## 2. The Vital Importance of Studying Suttas

A. We could respond to modern issues and give the most appropriate answers to them in accordance with the Buddha's teachings.

B. It is not easy to conduct a compendium of the Suttanta or to give summary ideas of the *Suttanta* like the Vinaya and Abhidhamma. Each dialogue has a premise on which the edifice of the argument is constructed

### **Buddhist Views on Third Sex (LGBTIQ+)**

Sex Biology (LGBTIQ+) In accordance with the Buddha's teachings, there are fundamental causes for becoming LGBTIQ+.

- Of them, the first one is the condition by the past karma (traditional point of view and early Buddhist textual evidence).
- The second one is that the more he likes, the more he desires.

**Gender Social** According to the Vinaya, they are generally not allowed to enter the Saṅgha community. They accept that point.

According to the Abhidhamma, they may have different determinations of genes (iṭṭhilinga-producer, producer). pulliṅ ga-non- producer.

It is OK for them. From the perspective of the Suttanta, we need to answer the following questions:

- What is the Buddha's attitude to them?

- How should we treat them depending on the Buddhist tradition or teachings?
- In which instances could we give equal rights to them about legally and morally equal rights and our attitude?
- Why do not they have equal opportunity in liberation or spirituality? (Cognition or wisdom?)

In his new book on God's mercy, Pope Francis explains that his oft-quoted words "who am I to judge", about a homosexual person searching for the Lord with goodwill, is simply his reflection on Church teaching found in the catechism.

**B.** The Suttapitaka provides reliable information concerning the Dhamma of the Buddha. Each dialogue has a premise on which the edifice of the argument is constructed. Kamma theory, according to the Cūlakamma-vibhaṅ g-sutta

the Tittthāyatana-sutta of the Añ guttara-nikāyathe commentary on the Pubbeca katapuññatā Multiple conditions (Paṭiccasamuppāda) we do not find a single sutta, a single discourse, in which the Buddha has drawn together all the elements of his teaching and assigned them to their appropriate place within some comprehensive system.

### **Comaring Sutta Study Methods Myanmar and Sri Lanka**

1. Dhamma as 'Teaching'
2. Dhamma as 'Good Conduct' or 'Good Behavior'
3. Dhamma as 'Truth'
4. Dhamma as 'Nature'
5. Dhamma as 'Natural Law'
6. Dhamma as 'Mental and Physical Factors'

More than fifty meanings of the Dhamma in the Tipiṭaka-abhidhan

No	<i>Kālāma-sutta</i>	<i>Saṅgārava-sutta</i>
1.	<i>mā anussavena</i>	The Traditionalists ( <i>Anussavikā</i> )
2.	<i>mā param-parāya</i>	
3.	<i>mā iti-kirāya</i>	
4.	<i>mā piṭaka sampadānena</i>	
5.	<i>mā bhabba-rūpatāya</i> (9)	
6.	<i>mā 'samano no garū'ti.</i> (10)	
7.	<i>mā takka-hetu</i>	Rationalists and Metaphysicians ( <i>Takkī Vīmaṃsī</i> )
8.	<i>mā naya-hetu</i>	
9.	<i>mā ākāra-parivitakkena</i>	
10.	<i>mā ditthi-nijjhāna-kkhantiyā</i>	

This means that the term was not only used for Buddhist scriptures but also for any collection of religious texts that were seen as important and trustworthy.

## The Experientialists

### Academic Approaches to Sutta Study

organizes suttas selected from all four Nikāyas within this thematic and progressive framework to provide a comprehensive picture of the Buddha's teaching that incorporates a wide variety of suttas into an organic structure to provide the reader with guidelines for understanding Early Buddhism as a whole

### 5. Exploring the Buddha's Teachings (Suttas) through Conceptual Analysis

## Bibliography

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5. Essence of Tipiṭaka by U Ko Lay
6. The Social and Economic Dimensions of Early Buddhism by Oliver Abeynayake
7. Buddhist Economic Philosophy as Reflected in Early Buddhism by Dharmasena Hettiarachchi
8. Early Buddhist Theory of Knowledge by K. N. Jayatileke

(Mindfully Facing Climate Change and Introducing Mindfulness Buddhist Background and Practical Experiences by Bhikkhu Anālayo)

## **5. Group Discussion on Research Articles for the Enhancement of Academic Study: Experience Sharing by Dr. Ven. Bhikkhu Sopāka**

### **Content of the Presentation**

1. Introduction to the Group
2. Sharing Experience in Group Discussion on Research Articles
3. Sharing Experience in the Enhancement of Academic Study through group Discussion
4. Question and Answer

### **Introduction to the Group**

**Dharma Siblings of Gang of Greatness (name) (18.12.2021) Every Saturday**

### **Sharing Experience in Group Discussion on Research Articles**

student life, professional life, citizen life, Job satisfaction

1. Creativity
2. Happy life

3. More productive
  4. Self-esteem
  5. Meaningful life
- We are where we are because of our decisions.
  - You are not the only person impacted by your decisions

### **Students' life**

- **4C or 21<sup>th</sup> Century Skills for Students**
  - Critical Thinking Collaboration Communication Curiosity
  - (Tony Wagner 2014.345)
1. How to approach new information with curiosity
  2. A skill set of interpretive tools
  3. Analytical tools
  4. Inquiry
  5. Interpretation
  6. Analysis
  7. Problem formulation (David T. Coley. 2010.124)

### **Developing questioning skills**

“My mother made me a scientist,” recalled physicist Isidor Rabi, Nobel Prize laureate.  
 “‘Izzy,’ she would say, ‘did you ask a good question today?’”

One of the most important lifelong learning skills

Developing critical thinking Identifying the reason or reasons for the investigation

Evaluating the result from investigations via questions

### **Academic reading skills**

Reading (the intake of information) and writing (the production of information) are considered as the two most two important skills to succeed in academia. Concerning reading, a researcher is encouraged to grasp the key concept of the article.

Please share your understanding the scholar's key message that conveys to the audiences with us.

### **Writing skills**

In the **process of thesis writing** (the production of information), these three main factors: coherence, consistency and logicity, are well- known as the most important.

Please discuss the scholar's article depending on the above three significant things and share your understanding with us to extend my poor knowledge.

### **Critical Thinking Skills**

Critical thinking plays an important role as it enables us to distinguish between fact and opinion, make detailed observations and make assertions based on sound logic and solid evidence.

Through critically reading the philosophical context of this article, how many factors that are against the Theravada philosophy and tradition could you discover? Please point them out as you understand.

### **Analytical Thinking Skills**

Analytical thinking is assumed as a must-have skill for a researcher. Analytical skills are the ability to collect information and to thoroughly analyze that information. It could be understood as ability to discern components of a whole. It organizes and plan events and procedures in a thoughtful and logical way with attention to details.

Through analytically reading and thinking this article from the aspect of the context, please share the ways of analyzing and evaluating the *Laṅkāvatāra- Sūtra* by the author and what you learned from him regarding to analyzing a text with us.

Understanding The Aim of the Author or Article In this article, the author did not spend his time by explaining and “**Teaching Method**” even though it is very important. Instead, he would rather focus on “**Extracting the Concept and Practice of Education from the Buddha’s Teaching.**”

which are not usually discussed explicitly or which are under- discussed in the usual discussions on **buddhist education**. Under the following three elements: His **very practice** as a **teacher** his **philosophical analysis** of the **human situation** his **deep insights into human psychology**.

Summarizing Skills, Applied the Theory for the Daily Life and Presenting What We Understand

Through reading the whole article and listening our discussion, please interpret what you understand the *Laṅkāvatāra-Sūtra* and how we should apply it for our daily and peaceful society.

Then, if you have some critical comments on the *sutta* as a Theravada monk, let us know them.



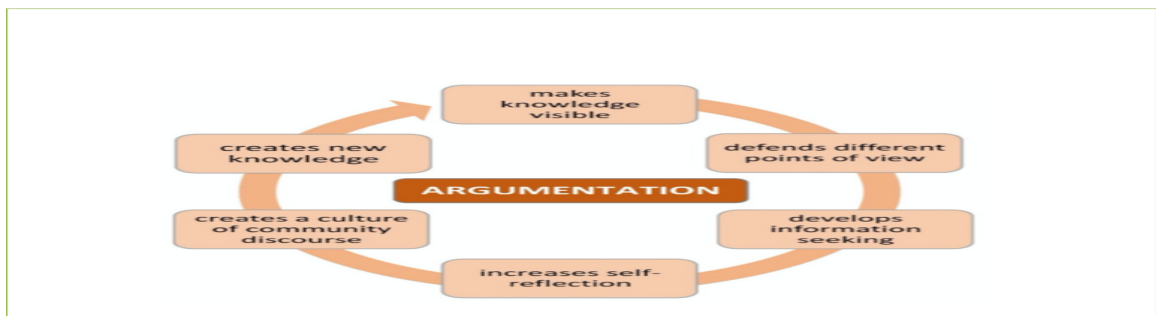
### Argumentation Skills

Never discuss Religion or Politics in polite company

## Do you agree with the point or not and why?

Argument is not a fight.

The problem does not lie in the subject matter of a conversation, but rather, in its participants. We don't need to stop arguing, we need to learn how to argue better. Argument helps us learn to clarify our thoughts and articulate them accurately. Arguments also consider the ideas of others in a respectful and critical manner.



## Group discussion

**The Two Aspects of the Buddha's teachings** (Kalupahana. 2015) The Middle Path The Middle Path

Philosophical Aspect Practical Aspect

*Paṭiccasamuppāda Ariyo aṭṭhaṅgikomaggo*

*atthitā natthitā*

*kānasukhallikānuyoga*

*attakilamathānuyoga*

In other words, the author said that *paṭiccasamuppāda* is usually understood as strictly applicable to one's individual path of purification. (P.31)

However, he does not discuss *pañiccasamuppāda* from practical perspective as a way of liberation in detail. Thus, it is strongly believed that whether PS can be utilized or applied for a practical way or not is an argumentative issue.

Regarding that, we should formulate the following questions:

Whether can PS be practiced as a means of liberation or not? Why?

*Yo pañiccasamuppādaṃ passati so dhammaṃ passati; yo dhammaṃ passati so pañiccasamuppādaṃ passatī'ti. pañiccasamuppānā kho panime yadidaṃ pañcupādānakkhandhā (Mahāhatthipadopama-sutta. M. I. 191)*

*Siyā, āvuso. Yato kho, āvuso, ariyasāvako jarāmaṇaṇca pajānāti, jarāmaṇasamudayaṇca pajānāti, jarāmaṇanirodhaṇca pajānāti, jarāmaṇanirodhagāminiṃ paṭipadaṇca pajānāti – ettāvatāpi kho, āvuso, ariyasāvako sammādiṭṭhi hoti, ujugatāssa diṭṭhi, dhamme aveccappasādena samannāgato, āgato imaṃ saddhammaṃ (Sammādiṭṭhi-sutta. M. I. 49)*

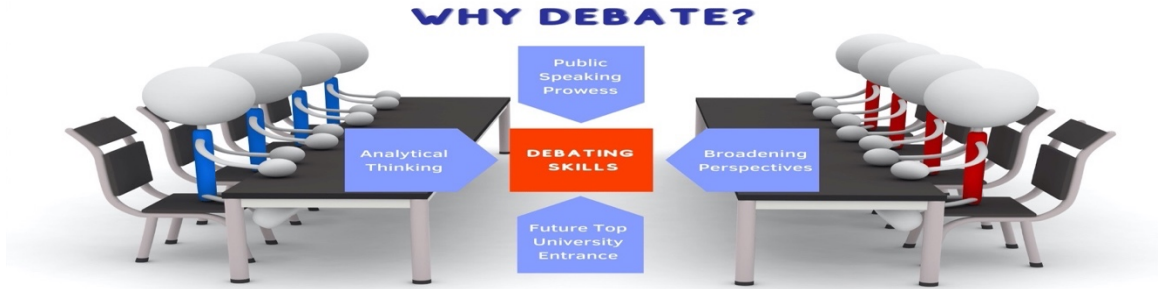


**The New Findings Or My Understanding**

➤ On the basis of the above explorations, we assume that PS is just the way of understanding *pañicca-samuppanna* (five aggregates and so forth).

➤ Therefore, we have to understand *Pañiccasamuppanna* as a means of PS.

**Debate skills**



Civic debate uses debate as a tool for engagement, service and publication. By participating in civic debate competitions, students have opportunities to contribute to global civil society while developing essential professional and civic skills.

It offers students the opportunity to develop their resumes through internships at leading national and international organizations.

Debate differs from a street-talk.

**The path of Arahant or *pacceka-buddha* is selfish.**

#### **Group A**

1. Ven. Ariyavaṃsa
2. Ven. Tejobhāsa
3. Ven. Rājinda
4. Ven. Vicitta
5. Ven. Uttama
6. Ven. Joti

**The path of Arahant or *pacceka-buddha* is not selfish.**

#### **Group B**

1. Ven. Kusala
2. Ven. Ketumālā
3. Ven. Revata

4. Ven. Sīlācāra
5. Ven. Paññācāra
6. Ven. Lin

### **Giving feedback to each other**

Feedback provides the participant information about their performance they may not otherwise see. It provides guidance on how they can improve their learning. It identifies strengths and weaknesses in skills.

### **Collaboration**

### **A Critical Analysis of *Kāmacchanda-nīvaraṇa* in Pali Buddhism**

### **PhD Final Presentation**

**Supervisor: Ven. Prof. Raluwe Padmasiri**

**Candidate: Bhikkhu Sopaka (2018/PhD/E/4971)**

### **Leadership skills**

**Destination Myth:** When I get to the top, I will learn to lead.

**The Potential Myth:** I cannot reach my potential if I am not the top leader. If I cannot get to the top, I won't try to lead. Teamwork, support, motivation, responsibility, communication

### **Sharing Experience in Enhancement of Academic Study through group Discussion**

Developing Questioning Skills, Academic Reading Skills, Writing Skills, Critical Thinking Skills, Analytical Thinking Skills, Understanding The Aim of the Author or Article, Summarizing Skills, Presenting Skills, Building PowerPoint, Argumentation Skills, Problem formulation, Problem Solving Skills, Debate Skills, Giving Feedback, Receiving Feedback, Collaboration, Learning from Each Other, leadership skills **(18)**

### **Three Key Messages**

Clear Destination and Be Happy on the Way

Educational Environment

Learning from One Another

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## **6. How to Plan Chapterlization for Your PhD Thesis by Ven. Kumāraśeṭṭha (PhD)**

### **Types of Studies**

- Textual Studies
- Comparative Studies
- Translation
- Historical Research
- Ethnographic Research

### **Identifying a Research Topic**

1. Choose an appropriate topic that is part of your field and genuinely interests you.

2. Conduct a literature review to identify gaps that require additional research.

3. Formulate research questions or hypotheses based on your interests and the gaps you have identified.

4. Data Collection

5. Consult with experts such as professors and researchers in your field to refine your focus.

6. Selecting a supervisor

### **Crafting a Research Proposal**

- Introduction
- Aims and Objectives
- Literature Review
- Research Problems/Questions
- Methodologies
- Chapter outline

Note: start with the literature review

### **Thesis Structure**

Chapter 1 Introduction

Chapter 2 Literature Review

Chapter 3 Methodology

Chapter 4 Findings or Results

Chapter 5 Suggestion & Discussing implication

Conclusion

## **Chapter 1 Introduction**

- ▶ Introduce the reader to the topic, telling the reader precisely what you are going to do and why it is worth doing
- ▶ The introduction provides an overview of the research question, background information, and the significance of the research. It also outlines the research objectives and the methodology used to conduct the research.

## **Chapter 2 Literature review**

- ▶ Identify the research that has already been completed in your topic area and provide an analysis of all current information relevant to the topic.
- ▶ This chapter, however, should not simply list what other researchers have discovered. Instead, you should discuss and analyse the body of knowledge with the ultimate aim of identifying what is known and what is unknown about the topic.
- ▶ This determination leads to your research questions and/or hypotheses.

## **Chapter 3 Methods and Materials**

- ▶ The research methodology will explain to your reader the methods you used to gather the information and data for your paper to answer your research question.
- ▶ Provide a detailed description of the components of the methodology.
- ▶ The methodology chapter is another critical component of a research report. It outlines how you conducted your study, including the methods you used to collect and analyse data. This chapter is essential for establishing the credibility of your findings. Without a clear explanation of your methodology, readers may be sceptical about the validity of your results.

## **Chapter 4 Results or Findings**

- This component, also known as “the body” of the dissertation or thesis, consists of the final results of your research, your analysis of these results, and your sub-conclusion.
- Your findings allow you to provide an in-depth analysis of each set of results. You can dedicate separate sections to each subgroup, offering a more detailed examination of how different factors influence the outcomes of your study.

### **Chapter 5 Suggestions and Discussing Implications**

- Focus on discussing the implications of your findings and offering suggestions for future research. This is where you tie your findings back to the broader context of the field and propose how your research could inform policy, practice, or further studies.
- This chapter allows you to reflect on the significance of your study in a structured way. This section is crucial for demonstrating the practical value of your research and helping other educators and researchers understand how your findings can be applied in real-world contexts.

### **Conclusion**

- In the final chapter, all the loose ends are tied up, and you must tell your reader what you have discovered in each phase of the research process and its value.
- Here, provides an overview of the research process, clearly formulate your findings and conclusions regarding the research problem, sub-problems, or hypothesis.

## **7. Dividing Tentative Chapters by Dr. Ven. Bhikkhu Sopāka**

### **Aims of the Presentation**

To obtain a better understanding of the following objectives at the end:

- Categories of traditional thesis structures
- The ideas of dividing thesis structures
- The ways of checking thesis structures

- Patterns for PhD thesis structures
- Practical experience for dividing chapters

### **Contents of the Discussion**

1. Theory of Dividing Chapters
2. A Survey of Other Scholarly Works
3. Practices of Dividing Chapters

### **1. Theory of Dividing Chapters**

#### **Two Basic Thesis Structures**

- A Simple Traditional Thesis
- A Complex Traditional Thesis

#### **A Simple Traditional Thesis**

- \* Chapter 1: Introduction
- \* Chapter 2: Review of the Literature
- \* Chapter 3: Materials and Methods
- \* Chapter 4: Results
- \* Chapter 5: Discussion
- \* Chapter 6: Conclusion

#### **A Complex Traditional Thesis**

- \* Chapter 1: Introduction
- \* Chapter 2: (A Series of Sections)
- \* Chapter 3:
- \* Chapter 4:
- \* Chapter 5:
- \* Chapter 6: Conclusion (Conclusion Section)

#### **The Suggestion**

Herein, we should not confuse to choose the most suitable one between ‘A Simple Traditional Thesis’ and ‘A Complex Traditional Thesis’. Every university has a set of formatting guidelines for theses. Therefore, before starting the thesis structure, check the university guidelines and follow them without confusing.

### **Content of a PhD Thesis**

- ❖ The title pages
- ❖ Declaration of the candidate certifying that the thesis is his own independent work
- ❖ Recommendation/s of the supervisor/s
- ❖ Acknowledgements (if necessary)
- ❖ Abstract
- ❖ Content page
- ❖ The Main Thesis
- ❖ Bibliography

### **Contents of the Main Thesis**

- Introduction
- Discussions (Main body of the research)
- Conclusion

### **Outlines of the Introduction**

- ✓ Background of the Issues
- ✓ Problem Statement
- ✓ Aim and Objectives of the Study
- ✓ Research Problem
- ✓ Research Methods
- ✓ Sources and Limitation
- ✓ Literature Review
- ✓ Chapter Structure

### **Conclusion**

The conclusion is not the summary of all the chapters. It has to explain how the research has achieved the aim and objectives in the entire chapters or thesis. Furthermore, it has to point out any research gap that is left in the research and give suggestion to other researchers to do further research.

### **Discussions (Main body of the research)**

At least, a PhD thesis should have four to six chapters and each chapter has chapter introduction and chapter conclusion. Furthermore, it should be long from forty to sixty pages.

### **The Main Aim of Chapters**

The main purpose of chapters is to answer research problem and questions. They will also prompt us to devise a logical arrangement for the components of the chapters. Therefore, we have to consider how we would like to formulate the research problem and research questions. By answering the research problem and questions, the chapters will have been constructed with respect to coherent, logical pattern of ideas and arguments.

### **A Critical Analysis of *Kāmacchandanīvaraṇa* in *Pāli* Buddhism**

#### **What is the explanation of *kāmacchandanīvaraṇas* found in *Pāli* Buddhism?**

#### **Chapter: 2. The General Views on *Kāmacchandanīvaraṇa***

#### **Chapter: 3. The Critical Clarification of *Kāmacchandanīvaraṇa***

How can *kāmacchandanīvaraṇa* systematically be reduced by means of Buddhist Psychotherapy?

#### **Chapter: 4. The Implication of *Kāmacchandanīvaraṇa* on Individuals and Society**

#### **Chapter: 5. The Elimination of *Kāmacchandanīvaraṇa***

**Why is it necessary to reduce *kāmacchandanīvaraṇa* for individual and social harmony?**

### **Logical Consistent Order or Flow**

One of the most important things to device chapters is logical order. It does not mean that there is only one order that we have to follow. However, it means that the final order of the chapters must justify and be clear to the reader. Furthermore, these chapters must reveal the way how they gradually lead the reader to arrive at the conclusion.

### **Another Necessaries of Dividing Chapters**

1. The Relation with Each Chapter and to the Overall Thesis
2. Key Concept and Clearly Concept in Each Chapter
- Buddhist View on Death
3. Linkages between chapters

4. Sequential Chapters Processing
5. Persuaded Structures to the reader for the argument
6. Unity-All the chapters and sub-chapters support a single idea.
  - \* Exaggeration of the Chapters and Narrowing Chapters down

The Disadvantages of *Kāmacchandanīvaraṇā*

The Implications of *Kāmacchandanīvaraṇā*

### **Chapter Introduction**

- ❖ The main purpose of writing introduction is to give a general idea or the main aim of our body or discussion to the audience. Thus, it has to say what we are going to do or deal with in the entire chapter.

### **Chapter Conclusion**

- \* The main purpose of writing conclusion is to give a specific idea or the conclusion of our body or discussion to the audience. Therefore, it has to say what we have done at the end. Furthermore, it should contribute to the thesis and show the links to the next chapter.

Take away Message

### **CUFSLCC**

- \* Cover- Unity- Flow-
- \* Solving research problem and questions-
- \* Logical pattern of ideas and arguments -
- \* Consistency-

### **2. Coherence - A Survey of Other Scholarly Works**

### **A Critical Study of the Psychological Importance of the *Theravāda* Analysis of Mind with Reference to Early Buddhism**

- \* Introduction
- \* Chapter 1: The Nature of Early Buddhist Teachings
- \* Chapter 2: Early Buddhist Analysis of Mind
- \* Chapter 3: Mind in *Theravāda* Tradition

- \* Chapter 4: Importance of Psycho-Analysis of Day-to-Day Life
- \* Chapter 5: Importance of Psycho-analysis for Meditation Purpose
- \* Conclusion

(Ven. Li Xia PhD Thesis (T.139))

### **Chronological Perspective or Order**

#### **Concept and Reality in Early Buddhist Thought (An Essay on ‘*Papañca*’ and ‘*Papañca-saññā-saṅkhā*’)**

- \* Chapter 1: *Papañca* and *Papañca-saññā-saṅkhā*
- \* Chapter 2: Commentarial Interpretations
- \* Chapter 3: *Prapañca* in *Mahāyāna* Buddhism
- \* Chapter 4: *Prapañca* in *Vedānta*
- \* Chapter 5: Modern Scholars on *Papañca* and *Papañca-saññā-saṅkhā*
- \* Conclusion

(Bhikkhu Ñānananda. Kelaniya Library: 294.34 NAN)

### **Authoritative Perspective or Order**

#### **Development in the Early Buddhist Concept of Kamma/Karma**

- \* Introduction
- \* Chapter 1: *Kamma* in the *Vinaya* and the *Sutta Piṭaka*
- \* Chapter 2: *Kamma* in the *Abhidhamma Piṭaka*

#### 2.1. Six *Abhidhamma* Works

#### 2.2. The *kathāvatthu*

- \* Chapter 3: *Kamma* in the *Milindapañhā*
- \* Chapter 4: *Karma* in the *Abhidharmakośa*
- \* Conclusion

### **P.G.I.P.B.S. 294.3422. MCD**

### **Authoritative Perspective or Order**

#### **An Analytical Study of The Buddhist Concept of *Nīvaraṇa***

- \* Chapter 1: Introduction
- \* Chapter 2: General Concept of *Nīvaraṇa*

- \* Chapter 3: Critical Analysis of the *Pañcanīvaraṇa*
- \* Chapter 4: Conditions for the Arising and Nourishment of Five Hindrances
- \* Chapter 5: Methods to Overcome Five Hindrances
- \* Chapter 6: Benefits of Eradicating Five Hindrances
- \* Conclusion

(Ven. Sentot. Kelaniya.T110.)

### **Cause and Effect Perspective or Order**

#### **A Critical Study of the Psychological Ethical and Social Bases of the Buddhist Theory of *Karma***

- \* Chapter 1: Introduction
- \* Chapter 2: An Overview of Karma as Described in Different Other Religions and Philosophies
- \* Chapter 3: A General Overview of Karma as Described in the Teachings of the Buddha
- \* Chapter 4: Karma in the Context of the *Paṭicca Samuppāda* (Philosophical View on Karma)
- \* Chapter 5: The Psychological Basis of Karma- Part I
- \* Chapter 6: The Psychological Basis of Karma- Part II
- \* Chapter 7: The Ethical Basis of Karma
- \* Chapter 8: The Social Basis of Karma
- \* Conclusion

(Geethi Karunaratne. T128.)

### **Thematically Perspective or Order**

#### 3. Practices of Dividing Chapters

#### **A Critical Study on the Concept of Death in Theravada Buddhism**

##### I. Introduction

##### II. The Concept of Death

##### III. The Causes of Death

##### III. The Concept of Deathlessness (*Amata*)

## V. Buddhist Ways to Deathlessness

### **Conclusion**

#### Checking Division of the Chapters for Logical and Coherent Structures

- ✓ The table of the contents is divided and subdivided in logical and coherent order for formulating the research problem and questions or not?
- ✓ Each chapter fulfil the key concept as reflected in the chapter introduction or not? (Read chapter conclusion.)
- ✓ The key concept of each chapter supports formulating research problem and questions or not?
- ✓ All the chapters are interconnected with each other or not? (Read all the chapter introductions and check whether they logically follow or not.)
- ✓ Is there a link between each chapter conclusion and the following chapter?
- ✓ They logically and coherently gather, organize and support the main argument of the thesis or not?

#### **Submitting a Research Title to the Faculty-board**

- Establishing the background and the importance of the topic
- Giving the relevant literature briefly
- Indicating a problem, controversy or a knowledge gap in the field of study

How the writer's personal interest differs from the previous studies

## Chapter 14. Presentation Skill

### 1. How to Make Powerpoint Slide & Presentation? by Prof Dr. Ven. Tikhasāra

#### Contents

Introduction

What is a presentation? How to make PowerPoint slide?

Ten Top Tips for Effective Presentations

Conclusion, References

#### Introduction

What is a presentation?

A presentation involves talking in front of a group of people to explain an idea, system, process, recent performance, forecast, or other topic. The person who does the explaining is the presenter and may use visual aids to help convey his or her message more effectively.

How to make PowerPoint Slides?

Choose a good title for your project.

Choose a good design.

Your PowerPoint should have enough slide (approximately 10-15).

Add as much images you can.

Use stylish but simple font.

Add custom animations to each slide.

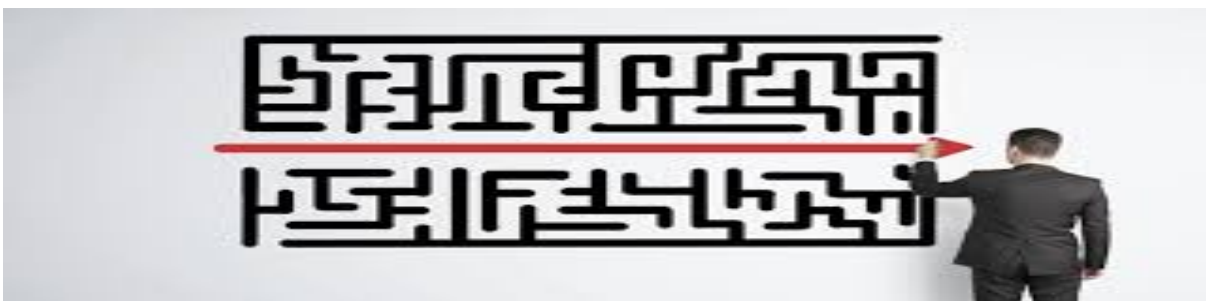
Remember your color scheme should be correct!

Ten Top Tips for Effective Presentations

Show your passion and connect with your audience



Focus on your audience's needs.



Keep it simple: - Concentrate on your core message.

Be focused

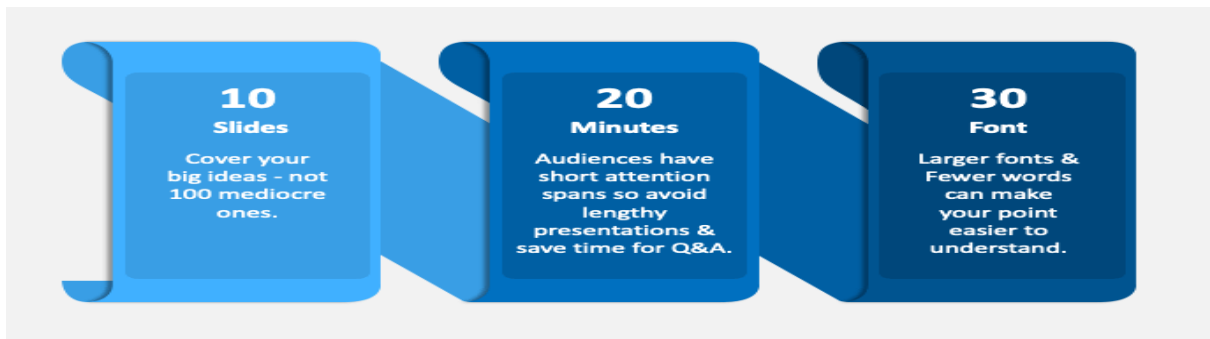
Must not be unessential lengthy.



Start strongly.



Remember the 10-20-30 rule for slideshows



## Tell Stories

Use your Voice Effectively , Intonation and rhythm , Volume , Emphasis, Clarity and enunciation, Pause, Peace, Emotion and expression



### **Use your Body too**

Relax, Breathe and Enjoy -Slow down -keep calm -Be positive -Take it easy  
Unplug -Enjoy life

### **Conclusion**

## **2. A Brief Introduction about Master of Ceremonies by Prof Dr. Ven. Taikkhasāra**

### **Contects**

- Introduction of MC
- Types of MC
- Communication and Attitudes
- Cultures
- Audience Handling
- Examples
- References

### **Introduction of MC**

- A official performer, promoter and host
- Dedicated to present in staged events and ceremonies
- A verbal communicator to audience
- Necessary person
- A main player to smooth the flows and procedures of ceremonies  
tikkhasaramyanmar



## Types of MC

Every master of ceremonies purpose to present depends on the categories



## Religion Preachers

Particularly played as a main speaker for religion ceremonies



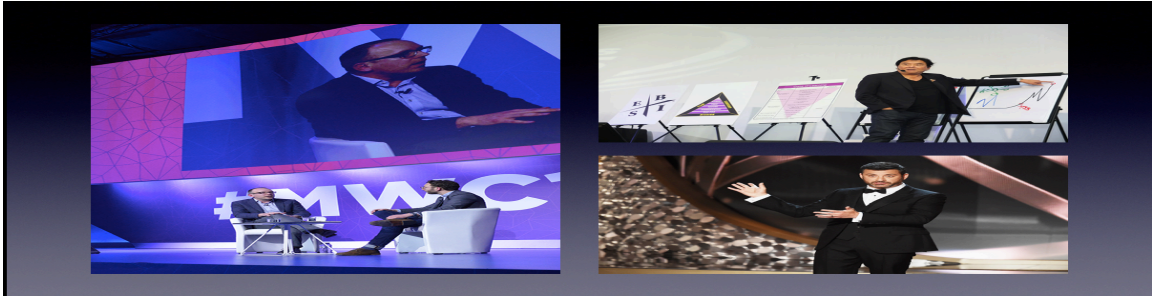
## Wedding and Family gathering MC

Presenter who have to present for special family occasions



## Educational Speaker

MC who talks and shares for motivation and educational related experiences and theories



### **Communication and attitudes**

- Verbal & Non-verbal communication

(Talking, Postures, Gestures & Pictures)

- Polite and Gentle
- Powerful voice
- Be engage to audience attention
- Keep the energy and enthusiasm
- Be organize, prepare and humor
- Focus is necessary
- Be confident
- Help out the audience to feel welcomed, appreciated and involved
- Know the role and responsibilities (situations and environment)

### **cultures**

- Present with formal or informal depends on the events and situations
- Rather to use light formal presentation in western countries and USA such as Wedding parties, Ceremonies (E.g Oscars)
- Formal arrangements are necessary in rituals, business seminars and debates
- MCs do informal presentation to use mostly in entertainment related shows
- In Myanmar, MCs are more precise in formal presentations because of the cultural concerned (usage words and terms)

## MCs' Presentation Cultures

Formal	Informal	Light formal
Greetings: Good Evening, Ladies and Gentlemen.	Greetings: Hey, guys. I'm so glad to see ya	Greetings: Hello, everyone. It's so pleasure to see you all
Farewell: Thank you very much for your attention. Is there any questions, Ladies and Gentlemen?	Farewell: Thank you so much for being with me. I'll see ya back soon. Goodbye	Farewell: Thank you all very much. Any questions ?

## Audience Handling

- It's important to deal with it.
- Deliver the presentation to be clear and understand
- Keep the audience flow in great form
- Make the voice to be loud and clear
- Hesitation from audience's question must be avoided



Steve Jobs



Robert Kiyosaki



Oprah Winfrey

## References:

- Green, E., 2014. *How to be a brilliant master of Ceremony*. [Online] Available at: <https://www.linkedin.com/pulse/20140611053052-12308251-how-to-be-a-brilliant-master-of-ceremony/> [Accessed 12 December 2017].
- Morgan, N., 2011. *How to introduce a speaker the art of giving and receiving a great introduction*. [Online] Available at: <http://www.publicwords.com/2011/11/26/how-to-introduce-a-speaker-the-art-of-giving-and-receiving-a-great-introduction/> [Accessed 12 December 2017].
- Saks, A., 2015. *How to be good emcee tips*. [Online] Available at: <https://www.sparkpresentations.com/how-to-be-good-emcee-tips> [Accessed 12 December 2017].

### 3. How to be a Good Presenter? by Prof Dr. Ven. Tikhasāra

#### Connetct

- The definition of presenter
- Types of Presenters
- Presentation Canvas
- Presenter's Stuffs
- Preparation for presentation
- Presentation PowerPoint Slides
- Presenter's Personalities
- Famous Presenters
- References

#### Presenter

The person who presents something: a person who formally gives or bestows something (such as an award) or who brings something before the public.”

(Ref: Merriam - Webster)

#### Types of Presenters



Coach Energetic, good at engaging people, and generally needs an invested audience



Inventor Doesn't like presenting in front of people, but is good at connecting facts, and generally would prefer to have flashcards or something similar



Counselor

Organized, easy to follow, and may be somewhat detached from a project



Teacher

Easily explains difficult concepts and keeps focused for a long time, but is usually more concerned about material



Coordinator

Dislikes being in front of an audience more than the Inventor, but is very organized

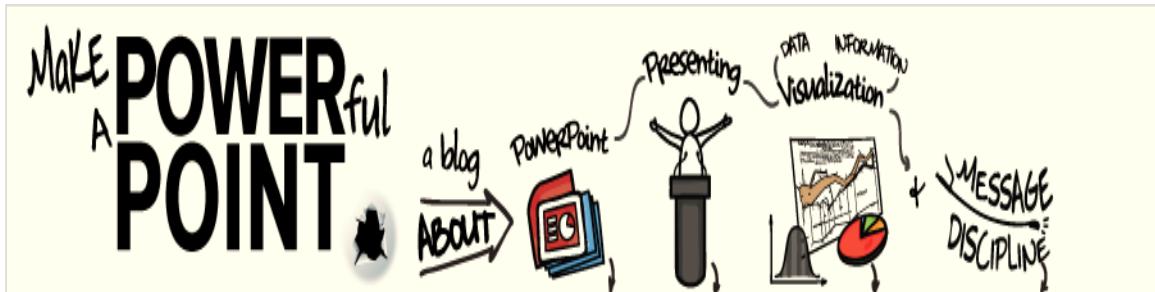
### Presentation Canvas



Speak Loudly, Speak Visually



## Presenter's Stuffs



To become an excellent presenter

- Practice
- Take a voice lesson
- Take an acting lesson
- Speak Out
- Be a story teller
- Be yourself
- Know the subject

Preparation for your presentation

Research

Organize

Visualization (Images, Videos)

Stress management

Technology

Appearances

Engagement

**Presentation PowerPoint Slide**

- Carefully Compose Slides
- Use Consistency
- Use Contrast
- Apply Brilliance
- KISS (Keep It Straight and Simple)
- Take Home Message
- Add Images, Short Video Clips, GIFs
- Don't be silly
- Use PowerPoint presentation sites (Canva)

### **Presenter's Personalities**

- Smile
- Eye Contact
- Good looking
- Sense of humor
- Open minded
- Creativity
- Respect
- Pay attention
- Effective Communication Skill
- Be professionalism

### **WORLD FAMOUS PRESENTERS**

Steve Jobs (1955-2011)

- Founder & CEO of Apple
- Assume as one of the best presenters of the world
- Incredible Presentation Style (The Steve Jobs Style)

The people who are crazy enough to think they can change the world are the ones who do. —**Steve Jobs**

## Oprah Winfrey

Billionaire media executive and philanthropist Oprah Winfrey is best known for hosting her own internationally popular talk show from 1986 to 2011. From there she launched her own television network, OWN. She is also acted in films including 1985's "The Color Purple".

### Quick Facts

- Oprah Book Club
- First Black Female Billionaire
- Magazine Publisher
- Started Leadership Academy for Girls in South Africa
- Presidential Medal of Freedom in 2013
- Own website "<http://www.oprah.com/index.html>"
- The whole point of being alive is to evolve into the complete person you were intended to be. —**Oprah Winfrey**

## Ellen DeGeneres

Born on January 26, 1958, in Metairie, Louisiana, Ellen DeGeneres hit it big as a stand-up comedian before starring on her own sitcom, *Ellen*. In 1997, she came out as gay, and became a staunch advocate of LGBT rights.

- American Comedian, Television Host, Actress, Writer & Producer
- The Ellen Show (since 2003)
- Presidential Medal of Freedom in 2016
- Own website "<https://www.ellentube.com/>"

### Welcome the question at the end References

- <https://www.wikihow.com/Become-a-Good-Presenter>
- <https://www.businessinsider.com/how-to-become-a-good-presenter-public-speaking-2014-12>
- <https://visme.co/blog/tips-on-how-to-become-a-great-presenter/>

- <https://www.yodiz.com/blog/learning-presentation-skills-from-steve-jobs-speech-and-keynotes/>
- <https://www.biography.com/media-figure/oprah-winfrey>
- <https://www.biography.com/media-figure/ellen-degeneres>
- [https://en.m.wikipedia.org/wiki/List\\_of\\_Presidential\\_Medal\\_of\\_Freedom\\_recipients](https://en.m.wikipedia.org/wiki/List_of_Presidential_Medal_of_Freedom_recipients)
- <http://www.oprah.com/index.html>
- <https://www.ellentube.com/>

#### **4. Effective Presentation Skills Dr. Ven. Sudhammacārī**

##### **Know Your Content Deeply**

- Mastery over primary (Pāli) and secondary sources
- Anticipate expert-level questions

##### **Structure Your Presentation Clearly**

- Use clear structure: Introduction → Body → Conclusion
- Signposting: “First...”, “Now...”
- Include Pāli/technical terms with translations

##### **Speak with Confidence and Clarity**

- Speak slowly and clearly, respectful tone
- Practice pronunciation of Buddhist terms
- Pause before key points or quotes

##### **Use Visual Aids Wisely**

- Minimal text per slide
- Use diagrams, quotes, charts
- Readable fonts, calm colors

### **Engage the Audience**

- Ask rhetorical questions
- Use relatable examples and analogies
- Cite wisely: 'As stated in AN 6.10...'

### **Mindful Presence and Body Language**

- Maintain eye contact and gentle gestures
- Stand/sit confidently, breathe mindfully

### **Manage Your Time Well**

- Focus on 3–4 main points
- Practice with a timer

### **The Hook**

- Pose a provocative question
- Tell a story or give a surprising fact
- State modern relevance

### **Signposting Examples**

- Opening: 'Today, I will focus on...'
- Transitions: 'Now let's turn to...'
- Emphasis: 'A key idea is...'
- Conclusion: 'To summarize...'
- Q&A: 'I now welcome your questions...'

### **Handling Question Confidently**

- End with a strong closing sentence
- Listen carefully, repeat the question, stay respectful and grounded
- Be grateful

# PH.D

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KEEP CALM AND STAY STRONG  
KEEP CALM AND STAY POSITIVE  
KEEP CALM AND STAY FOCUSED

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