



UNIVERSITY OF PERADENIYA
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CENTRE FOR DISTANCE AND CONTINUING EDUCATION
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GENERAL DEGREE EXAMINATION IN ARTS (EXTERNAL) – 2015 (August 2016)
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Pali - I / පාලි - I : PLG - 1
(Prescribed Texts)

Answer **all** questions.

(The total number of questions in this paper is 05.)

All questions carry equal marks.

(Three Hours)

1. (a) Translate into English.

Tena kho pana samayena rañño māgadhassa seniyassa bimbisārassa bhagandalābādho hoti. Sāṭakā lohitena makkhiyanti. Deviyo disvā uppaṇḍenti – “utunī dāni devo, pupphaṃ devassa uppannaṃ, na ciraṃ devo vijāyissatī”ti. Tena rājā mañku hoti. Atha kho rājā māgadhō seniyo bimbisāro abhayaṃ rājakumāraṃ etadavoca – “mayhaṃ kho, bhaṇe abhaya, tādiso ābādho, sāṭakā lohitena makkhiyanti, deviyo maṃ disvā uppaṇḍenti – ‘utunī dāni devo, pupphaṃ devassa uppannaṃ, na ciraṃ devo vijāyissatī’ti. Ingha, bhaṇe abhaya, tādisaṃ vejjaṃ jānāhi yo maṃ tikiccheyyā”ti. “Ayaṃ, deva, amhākaṃ jīvako vejjo taruṇo bhadraḥ. So devaṃ tikicchissatī”ti. “Tena hi, bhaṇe abhaya, jīvakaṃ vejjaṃ āṇāpehi; so maṃ tikicchissatī”ti.

(MV. - Cīvarakkhandhakaṃ)

(b) "Rules of Discipline of the Khandhaka were enacted as a measure for solving the numerous problems the monks and nuns faced in their daily life." Examine.

2. (a) Translate into English.

“Evameva kho, vāsetṭha, na kira tevijjehi brāhmaṇehi brahmā sakkhidiṭṭho, napi kira tevijjānaṃ brāhmaṇānaṃ ācariyehi brahmā sakkhidiṭṭho, napi kira tevijjānaṃ brāhmaṇānaṃ ācariyapācariyehi brahmā

PTO ...

sakkhidiṭṭho. Napi kira tevijjānaṃ brāhmaṇānaṃ yāva sattamā ācariyā mahayugehi brahmā sakkhidiṭṭho. Yepi kira tevijjānaṃ brāhmaṇānaṃ pubbakā isayo mantānaṃ kattāro mantānaṃ pavattāro, yesamidaṃ etarahi tevijjā brāhmaṇā porāṇaṃ mantapadaṃ gītaṃ pavuttaṃ samihitaṃ, tadanugāyanti, tadanubhāsanti, bhāsitamanubhāsanti, vācitamanuvācenti, seyyathidaṃ – aṭṭhako vāmako vāmadevo vessāmitto yamataggi aṅgīraso bhāradvājo vāsetṭho kassapo bhagu, tepi na evamāhaṃsu – “mayametaṃ jānāma, mayametaṃ passāma, yattha vā brahmā, yena vā brahmā, yaḥiṃ vā brahmā”ti.

(DN. Tevijjasuttaṃ)

(b) Elucidate the way of criticizing the concept of Brahma through diverse means and how it affected the way of thinking with reference to the suttas of the Nikayas.

3. (a) Translate into English.

ekaṃ samayaṃ bhagavā uruvelāyaṃ viharati najjā nerañjarāya tīre ajapālanigrodhamūle paṭhamābhisambuddho. Atha kho bhagavato rahogatassa paṭisallīnassa evaṃ cetaso parivitaṅko udapādi – “dukkhaṃ kho agāravo viharati appatisso, kaṃ nu khvāhaṃ samaṇaṃ vā brāhmaṇaṃ vā sakkatvā garuṃ katvā upanissāya vihareyya”nti?

Atha kho bhagavato etadahosi – “aparipuṇṇassa kho sīlakkhandhassa pāripūriyā aññaṃ samaṇaṃ vā brāhmaṇaṃ vā sakkatvā garuṃ katvā upanissāya vihareyyaṃ. Na kho panāhaṃ passāmi sadevake loke samārake sabrahmake sassamaṇabrāhmaṇiyā pajāya sadevamanussāya attanā sīlasampannataraṃ aññaṃ samaṇaṃ vā brāhmaṇaṃ vā, yamaṃ sakkatvā garuṃ katvā upanissāya vihareyyaṃ. “Aparipuṇṇassa kho samādhi-kkhandhassa pāripūriyā aññaṃ samaṇaṃ vā brāhmaṇaṃ vā sakkatvā garuṃ katvā upanissāya vihareyyaṃ.

(SN. Brahmaṣamyuttaṃ)

PTO ...

- (b) Explain the unique characteristics represented through the life of a Buddha.

4. (a) Translate into English.

"Ahaṃ te sakiyā mātā, pubbe aññāsu jātisu;
Upapannā pettivisayaṃ, khuppiṭāsasamappitā.

"Chadditaṃ khipitaṃ kheḷaṃ, siṅghāṇikaṃ silesumaṃ;
Vasaṅca ḍayhamānānaṃ, vijātānaṅca lohitaṃ.

"Vaṇikānaṅca yaṃ ghāna-sīśacchinnāna lohitaṃ;
Khudāparetā bhujjāmi, itthipurisanissitaṃ.

"Pubbalohitaṃ bhakkhāmi, pasūnaṃ mānusāna ca;
Aleṅā anagārā ca, nīlamaṅcaparāyaṅā.

"Dehi puttaka me dānaṃ, datvā anvādisāhi me;
Appeva nāma mucceyyaṃ, pubbalohitabhojanā"ti.

Mātuyā vacanaṃ sutvā, upatissoukampaḷo;
Āmantayi moggallānaṃ, anuruddhaṅca kappinaṃ.

(Pethavatthupāḷi)

- (b) "One cannot disclaim one's responsibilities in regard to Kamma." Examine this statement with reference to the stories in the *Petavatthu*.

PTO ...

5. (a) Translate into English.

“Atha kho therānaṃ bhikkhūnaṃ etadahosi – bhagavatā, kho āvuso, khaṇḍaphullappaṭisaṅkharāṇaṃ vaṇṇitaṃ, haṇḍa mayaṃ, āvuso, paṭhamāṃ māsaṃ khaṇḍaphullappaṭisaṅkharāṇaṃ karoma, majjhimaṃ māsaṃ sannipatitvā dhammañca vinayañca saṅgāyissāma”ti.

Te dutiyadivase gantvā rājadvāre aṭṭhaṃsu. Rājā āgantvā vanditvā – “kiṃ bhante, āgatatthā”ti attanā kattabbakiccaṃ pucchi. Therā aṭṭhārasa mahāvihārapaṭisaṅkharāṇatthāya hatthakammaṃ paṭivedesuṃ. Rājā hatthakammakārake manusse adāsi. Therā paṭhamāṃ māsaṃ sabbavihāre paṭisaṅkharāpetvā rañño ārocesuṃ – “niṭṭhitaṃ, mahārāja, vihārapaṭisaṅkharāṇaṃ, idāni dhammavinayaśaṅgahaṃ karoma”ti. “Sādhu bhante viśatṭhā karoṭha, mayhaṃ āṇācakkāṃ, tumhākañca dhammacakkāṃ hotu, āṇāpetha, bhante, kiṃ karomī”ti. “Saṅgahaṃ karontānaṃ bhikkhūnaṃ sannisaṃjjaṭṭhānaṃ mahārājā”ti. “Kattha karomi, bhante”ti? “Vebhārapabbatapasse sattapaṇṇi guhādvāre kātuṃ yuttaṃ mahārājā”ti.

(SV. - Bāhiraṇidānaṇṇā)

(b) Discuss how state assistance helped the firm establishment of the *Buddha sāsaṇa*.

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Pali - II / පාලි - II - PLG-2
(Unspecified Texts, Prose Composition and Pali Grammar)

Answer **all** questions in Part – I and
any **two** questions in Part – II.

(The total number of questions in this paper is 07.)

(Three Hours)

Part – I

1. Translate into English.

“Ye te, sunakkhatta, bhikkhū mama santike aññaṃ byākaṃsu – ‘khīṇā jāti,
vusitaṃ brahmacariyaṃ, kataṃ karaṇīyaṃ, nāparaṃ itthattāyā’ti pajānāmā’ti .
“Santetthekacce bhikkhū sammadeva aññaṃ byākaṃsu, santi panidhekacce
bhikkhū adhimānenapi aññaṃ byākaṃsu. Tatra, sunakkhatta, ye te bhikkhū
sammadeva aññaṃ byākaṃsu tesam taṃ tatheva hoti; ye pana te bhikkhū
adhimānena aññaṃ byākaṃsu tatra, sunakkhatta, tathāgatassa evaṃ hoti –
‘dhammaṃ nesam desessa’nti Evañcetha, sunakkhatta, tathāgatassa hoti –
‘dhammaṃ nesam desessa’nti. Atha ca panidhekacce moghapurisā pañhaṃ
abhisankharitvā abhisankharitvā tathāgataṃ upasankamitvā pucchanti. Tatra,
sunakkhatta, yampi tathāgatassa evaṃ hoti – ‘dhammaṃ nesam desessa’nti
tassapi hoti aññathatta’nti. “Etassa bhagavā kālo, etassa sugata kālo, yaṃ
bhagavā dhammaṃ deseyya. Bhagavato sutvā bhikkhū dhāressantī’ti. “Tena hi,
sunakkhatta suṇāhi, sādhukaṃ manasi karohi ; bhāsissāmī’ti. “Evaṃ, bhante’ti
kho sunakkhatto licchaviputto bhagavato paccassosi. Bhagavā etadavoca –

PTO ...

2. Translate into English.

Bhummā mahārājikā tāvatimsā, yāmā ca devā tusitā ca nimmitā;
Paranimmitā yepi ca brahmakāyikā, ānanditā vipulamakaṃsu ghosaṃ.

Obhāsītā ca pathavī sadevakā, puthū ca lokantarikā asaṃvutā;
Tamo ca tibbo vihato tadā ahu, disvāna accherakaṃ pāṭihīraṃ.

Sadevagandhabbamanussarakkhase, ābhā uḷārā vipulā ajāyatha;
Imasmiṃ loke parasmiṃcobhayasmiṃ adho ca uddhaṃ tiriyaṅca vitthataṃ.

Sattuttamo anadhivaro vināyako, satthā ahū devamanussapūjito;
Mahānubhāvo satapuññalakkhaṇo, dassesi accherakaṃ pāṭihīraṃ.

So yācito devavarena cakkhumā, atthaṃ samekkhitvā tadā naruttamo;
Caṅkamaṃ tattha māpayi lokanāyako, suniṭṭhitaṃ sabbaratananimmitaṃ.

3. Translate into Pali.

Then the Blessed One, having gone for alms, after his meal, on returning from his alms round, said to Ven. Ananda, "Ananda, let's go to the Eastern Park, the palace of Migara's mother, for the day's abiding."

"As you say, lord," Ven. Ananda replied to the Blessed One.

So the Blessed One, together with Ven. Ananda, went to the Eastern Park, the palace of Migara's mother, for the day's abiding. Then in the evening, emerging from seclusion, he said to Ven. Ananda, "Ananda, let's go to the Eastern Gatehouse to bathe our limbs."

"As you say, lord," Ven. Ananda replied to the Blessed One.

So the Blessed One, together with Ven. Ananda, went to the Eastern Gatehouse to bathe his limbs. Having bathed his limbs at the Eastern Gatehouse, coming out of the water, he stood in his lower robe, drying his limbs.

PTO ...

Part – II

4. Explain with examples the consonant combination in the Pali Language.
5. Explain with examples different usages of the Tappurisa compound in the Pali Language.
6. Conjugate the root √'paca' in parassapada (active voice) and attanopada (middle voice) of the hīyattani tense.
7. Write grammatical notes with examples on any two of the following:
 - i. *Taddhita*
 - ii. *Niggahīta*
 - iii. *Dhātugana*
 - iv. *Nipāta*
 - v. *Kāraka*

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PALI -III / පාලි III - (PLG 3)
History of Pali Literature & Buddhist Thought

Answer **five questions** only
selecting at least **two questions** from each Part.
(This paper contains 10 questions)

(Three Hours)

Part - I

1. Critically discuss the development of the Sutta, Vinaya and Abhidhamma Piṭakas.
2. 'The expository method used for writing commentaries on the word of the Buddha is a development of the same expository method found in the Pali canon.' Examine.
3. "The objects of worship provide the subject matter for composing the work of the Vaṃsa Literature." Explain with reference to the Dāṭhāvaṃsa and Bodhivaṃsa.
4. Evaluate the contributions made by Ācariya Dhammapala Thera as the initiator of the Pali sub-commentarial literature.
5. Make an inquiry into either the Samantapāsādikā Vinayaṭṭhakathā or the Atthasālinī Abhidhammaṭṭhakathā.

PTO ...

Part - II

6. Inquire into diverse evidence that led for the spirit of early Buddhist teachings into sectarian doctrines.
 7. Explain how the ideas on five aggregates propounded by early Buddhism came to be expanded differently by different traditions of Buddhism.
 8. Compare and contrast the Hīnayāna and Mahāyāna views of the analysis of matter (*Rūpa*).
 9. Examine whether the Store Consciousness (*Ālayavignāna*) of Yogācārins is in agreement with the teachings of Early Buddhism.
 10. Show how the theory of Causality (*Paṭiccasamuppāda*) is pragmatic according to the Middle Way (*Majjhimā paṭipadā*).
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