

ARCHAEOLOGY

AAYC 41013: Basics Spatial Information Systems (GIS)

Objectives: To demonstrate the concept and nature of spatial data and its characteristics; To disclose the importance and relevance of spatial data in Archaeology; To illustrate the spatial data collection methods and its application in Archaeology; Demonstrate the methods of data input, process and display of spatial data using commonly used GIS and RS software

Course Content: Concept of spatial information, Definition of GIS and related terminology, Evolution of GIS, Components of GIS, Application areas of GIS, Map Projection and Coordinate System, Geographical Data, Vector Data Model, Data Base Management, Raster Data Model, Principles of Remote Sensing, Principles of Electromagnetic Radiation (EMR) and EMR Spectrum, Elements of Photographic System, Application of Remote Sensing, Elements of Image Interpretation, Multi Spectral, Thermal, Active and Passive Remote Sensing, Microwave (RADAR) and LIDAR Remote Sensing, GIS and RS application in land use planning and land management, GIS and RS application in infrastructure planning, local governance

Teaching and Learning Methods: Lectures, Computer based practical, field based practical, presentation, Question & Answer methods, case studies, and directed studies.

In Course Assessment: In this module, 60% marks will be given for written examination and 40% will be given for in-course assessments which include computer based practical assessment, field based practical assessment, open book examination and presentation

Learning Outcome: Demonstrate the spatial data collection methods useful for planning, Demonstrate the methods to input spatial data into computer, Demonstrate the methods of editing and processing of spatial data, Demonstrate the methods of coordinate conversion and inter conversions of vector and raster data, Demonstrate the techniques used to apply spatial data for planning purposes Knowledge, Understand the nature and characteristics of spatial data, Understand the coordinate system and its role in spatial information system, Comprehend the role of coordinate system in spatial data management and analysis, Understand the applications of spatial information system for planning and management of space.

Recommended Readings:

- Longley, P. A., Goodchild, M. F., Maguire, D. J., and Rhind, D. W., (2001), Geographical Information System and Science, John Wiley and Sons.
- Heywood, I., Cornellus, S., Carver, S., Raju, S., (2007), An Introduction to Geographical Information System, Dorling Kindersley (India) Pvt. Ltd.
- George, B., Korte, P. E. (2001), The GIS Book, Cengage Learning India Pvt. Ltd.
- Bernhardsen, T., (1999), Geographic Information System An Introduction, John Wiley and Sons, Inc.
- Jensen, J. R., (2009), Remote Sensing of the Environment An Earth resources Perspective, Dorling Kindersley (India) Pvt. Ltd.
- Lillesand, T. M., Kiefer, R. W., Chipman, J. W., (2008) Remote Sensing and Image Interpretation, John Wiley and Sons.

AAYC 41023: Research Methodology for Archaeology

Objectives: This course is aimed at stimulating student's interest in understanding and actively participating in research work. To increase the understanding of students in the use of statistical tools in analysing research information. To explain different analytical research methods in Archaeology. Emphasis will be laid on writing research proposals and reports

Course Content: The Course will convey to students the essential elements of Research Methods in the Social Sciences. Emphasis will however, be on social science research. The course will focus on the following areas: explanation of key concepts in research, methods of data collection, sampling design, sources of information etc. data handling and analysis; Questionnaire design and interview techniques; data displaying; graphs; writing research proposals, and research report

writing; Processing and Statistical analysis of quantitative and qualitative data; Methods of research writing; Presentation of research findings; Writing and presenting research proposals; Plagiarism and research ethics

Teaching and Learning Methods: Lecture; Discussion; Practical Assignment; Field work on data collection; Question and answer methods

In Course Assessment: (40%): Tutorial (10%); Model research assignment (10%); Presentation (10%); Mid semester examination (10%).

Learning Outcome: At the end of the course; the students will be able to achieve comprehend the role of research in knowledge development: To Comprehend the different techniques and methods available for research: To understand the data collection and analysis techniques in Archaeology researches.

Recommended Readings:

- Fling., The Writing of History, Yale University, 1920.
- Krentz, Edgar., The Historical –Critical Method, London, 1975,
- Manickam.,S, (2000), *Theory of History & Method of Research*, Madurai.
- John Gaber; (2007), *Qualitative Analysis for Planning & Policy: Beyond the Numbers*; APA Planners Press
- Xinhao Wang, Rainer Hofe; (2007), *Research Methods in Urban and Regional Planning*; Springer; 1 edition
- John Gaber; (2007), *Qualitative Analysis for Planning & Policy: Beyond the Numbers*; APA Planners Press
- Simpson B. J.; (1985), (Author) *Quantitative Methods for Planning and Urban Studies*; Gower Pub Co
- Pieris, Sita and P.L. Prematilleke (Eds.) (1993), *Training ICOMOS, CCF, Sri Lanka*.

AAYC 41033: Documentation and Conservation

Objectives: The main objective of this course unit is to make the students get adequate knowledge and practices in documentation and preservation of Archaeological and culture and heritage monuments.

Course Content: Survey of cultural heritage; Preliminary investigation report; Measured drawings, photography documentation, literature survey of a monument; conservation proposal; Documentation for the implementation of conservation work, Maintenance and monitoring manual; Report of the conservation work.

Teaching and Learning Methods: Lecture; Discussion; Practical Assignment; Field work on data collection; Question and answer methods

In Course Assessment: (40%): Tutorial (10%); Model research assignment (10%); Presentation (10%); Mid semester examination (10%).

Learning Outcome: At the completion of this course unit, the students will become aware of the potentials of the Documentation and Conservation of the different techniques and methods in this subject..

Recommended Readings:

- Marta de la Torre (ed)., (1995). The Conservation of Archaeological Sites in the Mediterranean Region An International Conference Organized by the Getty Conservation Institute and the]. Paul Getty Museum, 6-12 May.
- Tim Williams (ed). (2013), *Conservation and Management of Archaeological Sites* Volume 15, 4 issues per year.
- Lickorish, L. Jenkins , C.L., (1997), *An Introduction to Tourism* , Oxford.
- Sircar, D.C., (1968), *Studies in Indian Coins* , Motilal Banarsidass, Delhi.

- Bob Mckercher and Hilary du Cros., (2002), *Cultural Tourism, The Partnership Between Tourism and Cultural Heritage Management*, New York.
- *Conservation and Management of Heritage Sites in Jaffna*, (2011), Ministry of National Heritage, Sri Lanka.

AAYC 41043: Archaeology of North and East of Sri Lanka

Objectives: The main objective of this course unit reveals the comprehended history of the early inhabitations sites, early and midlevel commercial ties with foreign countries, Historical Hindu, Buddhist, Islamic and Churches worship places and cultural studies of this study areas based on Archaeological evidences.

Course Content: Geography and Geology of the North and East and their impact on its history, Hydroeic and maritime potentiality of North and East, Archaeological Sites of the North and East, Archaeology, numismatics, art and architecture of the North and East.(including the colonial period). Ethno Archaeology:- Folk and Ethnic Traditions.

Teaching and Learning Methods: Lecture with slides and multi media and Field Works.

In Course Assessment: (40%), Practical Exam (20%), Final Essay (10%), Mid Semester Exam (10%). Marks obtained in the written examination will be computed for 60%. In a 3 hours examination, 5 questions supposed to be answered out of 8 by the students.

Learning Outcome: At the end of this course unit, the students will be able to acquire a propound knowledge and understand the importance Archaeological heritage sites, history and significance of culture.

Recommended Readings:

- Indrapala,K.,(2005), *The Evolution of An Ethnic Identity*, The South Asian Studies Centre, Sydney.
- Ragupathy, P., (1987), *Early Settlements in Jaffna: An Archaeological Survey*, Mrs.Thillimalar Ragupathy, and Madras.
- Pushparatnam, P. (2002), *Ancient Coins of Sri Lankan Tamil Rulers*, Chennai.
- Pushparatnam, P. (2014), *Tourism and Monuments of Archaeological Heritage in Northern Sri Lanka*, Colombo.
- Seneviratne, S., (1984), "The Archaeology of the Megalithic-Black and Red Ware Complex in Sri Lanka" in *Ancient Ceylon*, Journal of the Archaeological Survey of Sri Lanka, 5:237-307.
- Sitrapalam, S.K., (1990), "Proto Historic Sri Lanka: An Interdisciplinary Perspective" in *Journal of the Institute of Asian Studies*, VIII [1]: 1-8.
- இந்திரபாலா, கா, (1970), *இலங்கையில் திராவிடக் கட்டிடக்கலை*, கொழும்பு.
- பத்மநாதன், சி. (2000), *இலங்கையில் இந்துக் கலாசாரம்*, இந்து சமய கலாசார அலுவலர்கள் திணைக்களம், கொழும்பு.

AAYC 41053: Politics and Archaeology in South Asia.

Objectives: The main objectives of this course unit is to make the students know History and Archaeology in South Asian countries in relevant to their respective politics from time to time.

Course Content: Archaeological studies during the colonial period and classical orientalism, Nationalism and Archaeology, Linguistic and Nationalism / sub Nationalism and Archaeology, Religious Resurgences in South Asia and Archaeology, Post colonialism and New orientalism Globalizing and Archaeology.

Teaching and Learning Methods: Lecture with slides and multi media and Field Works.

In Course Assessment: (40%), Practical Exam (20%), Final Essay (10%), Mid Semester Exam (10%).

Learning Outcome: At the end of this course unit students will be able to acquire a sound knowledge in History and Archaeology of South Asian countries.

Recommended Readings:

- Senaka B *Bandaranayake*, (1984), 'The Peopling of Srilanka: "The National Question and some History of and Ethnicity"' *Ethnicity and Social change in Srilanka*, Colombo:1-19.
- Gunawardna.R.A.L.H. (1979), 'The People of the Lion, The Sinhala Identity and Ideology in History and Historiography', *The Sri Lanka Journal of the Humanities*, Vol 1&2 : 1-36.
- Senaka Bandaranayake, (1984) 'The Peopling of Srilanka: The National Question and some problems of History and Ethnicity' *Ethnicity and Social change in Sri Lanka*, Colombo: 1-19
- Paranavithana, (1970), **Inscriptions of Ceylon**, Vol-1, Early Brahmi Inscriptions, Department of Archaeology, Ceylon.

AAYC 41063: Field Work and Report

Objectives: The main objective of this course unit is to give knowledge and to give practice and enable them to write field reports about the Archaeological sites or cultural tourism sites.

Course Content: The topic for the fields study and report should be related to any of the contents of this syllabus. The field report is evaluated for 75 percent of marks. The internal assessment of 25 percent of marks is awarded based on the performance of one seminar presentation by the candidate.

Teaching and Learning Methods: Lecture; Discussion; Practical Assignment; Field work on data collection; Question and answer methods

In Course Assessment: (40%), Practical Exam (20%), Final Essay (10%), Mid Semester Exam (10%).

Learning Outcome: At the end of this course unit the students will be able to demonstrate a deep analytical knowledge and understanding of conducting an independent Archaeological survey which will in turn produce high quality researchers.

Recommended Readings:

- Lunenburg, Frederick C. (2007) *Writing a successful dissertation: tips and strategies for students in the social and behavioural sciences*, Corwin Press, UK.
- Wilhelmus Johannes Munsters ., (2009), *Cultural Tourism Research Methods*, CABI Publisher.
- John Carman (Editor) (2009). **Heritage Studies: Methods and Approaches**[Paperback], Milton Park Abingdon Oxon,
- Cleere, Henry, (1984), *Approaches to the archaeological heritage: A comparative study of world cultural resource management systems*.Cambridge Univ. Press.
- *Conservation and Management of Heritage Sites in Jaffna*, (2011), Ministry of National Heritage, Sri Lanka.

AAYC 41073: Hotel Management

Objectives: The main objective of this course unit is to make the students know the present day hotels in Sri Lanka and all over the world and to know the varies departments of a modern hotel and their management.

Course Content: The importance and concepts of hospitality management, the history of the hotel industry in Sri Lanka, the development and present trends of the hotel industry in Sri Lanka and the world.

Teaching and Learning Methods: Lectures, seminars, tutorials, assignments and field studies

In Course Assessment: (40%), Practical Exam (20%), Final Essay (10%), Mid Semester Exam (10%).

Learning Outcome: At the end of this course unit students will be able to demonstrate a comprehensive knowledge and understanding of hotel management and also gain practical experience in this field.

Recommended Readings:

- Buttle, F. (1994) *Hotel and Food Service Marketing: a managerial approach*, Cassell, London
- Casado, M.A. (2000) *Housekeeping Management*, Wiley, New York
- Horwath and Horwath (UK) Ltd. (1998), *Hotels of the future: strategies and action plan*, International Hotel Association, Paris
- Ingram, H. and J. Ramsley (2000), *Developing Hospitality Properties and Facilities*, Butterworth-Hienmann, UK
- Medlik, S. and H. Ingram (2000), *The Business of Hotels* (4th Ed.), Butterworth Heinemann UK.

AAYC 42013: Introduction to Tour Guiding

Objectives: The main objective of this course is to train students in the essentials of tour guiding.

Course Content: The tour guide as an intermediary between tourists and attractions; itinerary planning; trip planning; the tour understanding the landscape and significant manifestations on route. Organized tours. Dynamics of group behaviour and methods of sustaining group interest. Students would have practical sessions both on campus and off campus to hone in skills in tour guiding. Arrangements would also be established with industry for practical sessions.

Teaching and Learning Methods: Lecture with slides and multi media and Field Works

In Course Assessment: (40%), Practical Exam (20%), Final Essay (10%), Mid Semester Exam (10%).

Learning Outcome: At the completion of this course unit, students will become aware of the potentials of the tour guides relevant to the promotion of tourist industry..

Recommended Readings:

- Baum, T. (1993), "Human resources in tourism: an introduction" in T. Baum (Ed.) *Human Resource Issues in International Tourism*, Butterworth-Hienmann, UK: 3-21
- Buttle, F. (1994), *Hotel and Food Service Marketing: a managerial approach*, Cassell, London
- Casado, M.A. (2000), *Housekeeping Management*, Wiley, New York
- Horwath and Horwath (UK) Ltd. (1998) *Hotels of the future: strategies and action plan*, International Hotel Association, Paris
- Ingram, H. and J. Ramsley., (2000), *Developing Hospitality Properties and Facilities*, Butterworth-Hienmann, UK
- Medlik, S. and H. Ingram., (2000), *The Business of Hotels* (4th Ed.), Butterworth Heinemann UK.

AAYC 42023: Transport and Tourism

Objectives: This course will expose students to the study of transport as spatial interaction in the tourism industry.

Course Content: Emphasis is placed on the study of flows, networks and the integrated transport system at local, regional, national and world scales. The role of transport in tourism and economic development as well as urban transport will be assessed. The Sri Lankan transport system: Its structure, organization, problems and prospects for development would be studied. Study visits to

major transport terminals of all modes operational in Sri Lanka would form the basis for practical work.

Teaching and Learning Methods: Lecture with slides and multi media and Field Works

In Course Assessment: (40%), Practical Exam (20%), Final Essay (10%), Mid Semester Exam (10%).

Learning Outcome: At the end of this course unit the students will be able to demonstrate a complete knowledge and understanding of the importance of tour guidance to the tourism industry.

Recommended Readings:

- Anderson, K. and F. Gale (Eds.), (1992), *Inventing places: studies in cultural geography*, Longman Cheshire, Melbourne
- Craik, J. (1995), "Are there cultural limits to tourism?" *Journal of Sustainable Tourism*, 3 2:87-98
- Baum, T. (1993), "Human resources in tourism: an introduction" in T. Baum (Ed.) *Human Resource Issues in International Tourism*, Butterworth-Hienmann, UK: 3-21
- Perera, L. (1978), "Case Study: Hikkaduwa, in National Science Council of Sri Lanka", *The Role of tourism in Social and Economic Development of Sri Lanka*, National Science Council of Sri Lanka, Colombo pp 47-56
- Richter, C. (1986), "Tourism Services" in O. Giarini (Ed.), *The emerging service economy*, Peragamon, Oxford

AAYC 42033: Tamil Culture: Historical and Archaeological Perspectives

Objectives: The main objective of this course unit is to give the students a comprehensive knowledge about the culture and its essences of the Tamil people, especially the Sri Lankan and Tamil Nadu Tamils.

Course Content: Historical and contemporary geography of the Tamil People, A Brief history of Tamils, Tamil language and literature, Major archaeological sites and archaeological evidences that have a bearing on Tamil culture, Salient features of the Tamil culture, Tamil culture beyond Tamil country.

Teaching and Learning Methods: Lecture; Discussion; Practical Assignment; Field work.

In Course Assessment: (40%): Tutorial (10%); Model research assignment (10%); Presentation (10%); Mid semester examination (10%).

Learning Outcome: At the end of the course, the students will acquire profound knowledge about the culture of the Tamil people in Sri Lanka and Tamil Nadu.

Recommended Readings:

- Abayasinha, Tikiri. (1986), *Jaffna Under the Portuguese*, Colombo.
- Navaratnam, C.S., (1964), *Short History of Hinduism in Ceylon*, Jaffna.
- Arumugam, C., (1917), "Customs and Ceremonies in the Jaffna District", the Ceylon Antiquary and Literary Register Vol.I, Part IV, April.
- Kannangara, K.T., (1984), *Jaffna and the Sinhala Heritage*, Colombo.
- Rahavan, M.D., (n.d), *Tamil Culture in Ceylon*, Colombo.
- Romila Thapar, (2000), 'Origin Myths and the Early Historical Traditions in *Ancient Indian Social History*, (Delhi).
- Coomaraswamy, Ananda, K., (1956) , *Medieval Sinhalese Art*, Newyork.

AAYC 42043: South Asian Culture Beyond South Asia

Objectives: The main objective of this course unit is to give the students about the knowledge of the South Asian culture and its spreading beyond the boundaries of South Asia.

Course Content: The Land and Sea routes of communication, South Asian culture Maritime, South East Asia South Asian culture in mainland South East Asia South Asia and central Asia, South Asia and Eastern Asia, South Asian culture and Western civilization.

Teaching and Learning Methods: Lecture; Discussion; Practical Assignment; Field work.

In Course Assessment: (40%): Tutorial (10%); Model research assignment (10%); Presentation (10%); Mid semester examination (10%).

Learning Outcome: By the end of the course, the students will get a deep knowledge about the South Asian culture, and where its spread outside the boundaries of South Asia.

Recommended Readings:

- Parkar, H., (1981), *Ancient Ceylon*, Asian Educational Services, New Delhi.
- Coomaraswamy, Ananda, K., (1927), *History of India & Indonesian Art*, London.
- Smith, V.A., (1911), *A History of Fine Arts in India & Ceylon*, Oxford.
- Bandaranayake, Senaka, (1974), *Sinhalese Monastic Architecture*, The Vihara of Anurathapura, Leiden.
- Selvakumar, V., (2010), *Tamil Culture Connections Across the World*, Tamil University, Thanjavur

AAYC 42053: Contemporary Theories of Culture Studies and Emerging Perspective of Archaeology.

Objectives: The main objective of this course unit is to give the students a broad understanding of the contemporary Archaeological studies and about the cultural and heritage changes, after the Globalization.

Course Content: Historical and structural analyses; Post modernism and Deconstruction; Emerging perspectives of Archaeology – Genetics, DNA mapping and paleo demography. Cultural pluralism; Cultural identity and Archaeology.

Teaching and learning Methods: Lecture; Discussion; Practical Assignment; Field work on data collection; Question and answer methods

In Course Assessment: (40%): Tutorial (10%); Model research assignment (10%); Presentation (10%); Mid semester examination (10%)

Learning Outcome: By the end of the course, the students will know contemporary Archaeological aspects and remarkable cultural changes after the Globalization.

Recommended Readings:

- Craik, J. (1995), "Are there cultural limits to tourism?" *Journal of Sustainable Tourism*, 3 2:87-98
- Baum, T. (1993), "Human resources in tourism: an introduction" in T. Baum (Ed.) *Human Resource Issues in International Tourism*, Butterworth-Hienmann, UK: 3-21
- Boniface, Pricilla and Peter J. Fowler, (1993), *Heritage and tourism in 'the global village' (Heritage: care-preservation-management)*, Routledge, London
- Corsane, Gerard, (2005), *Issues in heritage, museums and galleries: an introductory reader*, Routledge, London

AAYC 42066: Dissertation

Objectives: The main objective of this course unit is to give knowledge and to give practice and enable them to write Dissertation about the relevant field.

Course Content: All students would be required to write dissertations under supervision during their final year of study. Dissertation topics would cover all aspects of Archaeology, culture and tourism development aimed at enhancing deeper understanding of the prospects, problems and challenges of the Archaeology and tourism industry to offer suggestions and recommendations for policy formulation, reform, and Development. The topic of research may be selected by the student but has to be approved by the relevant supervisor or Head of Department.

Teaching and Learning Methods: Field work, laboratory work, computer application, photographic (or other visual methods), literary survey etc.

In Course Assessment: Marks will be given to the completed dissertation or research work, and the student may be asked to face a viva and/or verbal presentation as decided by the Department.

Learning Outcome: At the end of this course unit the students will be able to demonstrate a deep analytical knowledge and understanding of conducting an independent research which will in turn produce high quality researchers.

Recommended Readings:

- Lunenburg, Frederick C. (2007), Writing a successful dissertation: tips and strategies for students in the social and behavioural sciences, Corwin Press, UK.
- Wilhelmus Johannes Munsters, (2009), Cultural Tourism Research Methods, CABI Publisher.
- John Carman (Editor) (2009). Heritage Studies: Methods and Approaches [Paperback], Milton Park Abingdon Oxon.
- Cleere, Henry (1984), Approaches to the archaeological heritage: A comparative study of world cultural resource management systems. Cambridge Univ. Press,
- Galle Harbour Project- (1992), Archaeological Department of Sri Lanka, The Central Cultural Fund, The Western Australian Maritime Museum, The PGIAR, Sri Lanka.
- Pieris, Sita and P.L. Prematilleke (Eds.), (1993), Training ICOMOS, CCF, Sri Lanka.
- Manickam.,S, (2000), Theory of History & Method of Research, Madurai.

CHRISTIAN CIVILIZATION

ACCC 41013 Christian Spirituality and Mysticism

Objectives: This course attempts to make the students become aware: 1) That spirituality refers to both a lived experience and an academic discipline, 2) That one's entire life has been understood and experienced in relationship to God, through in and through Christ Jesus, empowered by the Spirit, 3) How the various schools of Spirituality have evolved in the history of the Church. 4) The need to inherit the spirit spiritual values for a meaningful and happy life.

Course Content: Definition of Spirituality, History of Spirituality, Desert spirituality, Monastic spirituality- Benedictine and Franciscan spirituality, Evangelical and Charismatic spirituality, Post reformation spirituality- Carmelite and Jesuit, Devotion and spirituality, Modern spirituality- practical initiation into Christian meditation and mysticism, Hindu, Buddhist and Islamic spirituality.

Teaching and Learning Methods: lecturers, discussions, visual aids and presentations.

In Course Assessment: Mid semester exam-10%, Presentation and Oral exam- 10%, Tutorial-10%, Short Exam or submission of group discussion reports-10%

Learning Outcome: By the end of the course students will be to identify and trace the specific characteristics of various methods of spirituality and select best method suitable to him or her. Besides, will be able to appraise the contribution made by spirituality to Christian culture.

Recommended Readings:

- Aumann. J., 1985, *Christian Spirituality in the Catholic Tradition*, Sheed and Ward, London.
- Amalaopavadass, D. S., (ed.), 1982, *Indian Christian Spirituality*, NBCLC, Bangalore.
- Selvarasu, Z. D., 1996, *Parrai jai Pilakkum Veerkal* (In Tamil), St. Paul's College, Trichy.
- Ignatius Hirudayam, 1982) *Spirituality Christian and Indain*, Vol. II, Aikaya Alayam, Madras.
- Selvarasu, Z. D., 1996, *Paraiai Pilantha Veerkal* (In Tamil), St. Paul's Theological College, Trichy.
- Alphonsus, D., 2002, *Irai Annupavam* (In Tamil), St. Paul's Theological College, Trichy.

ACCC 41023 : Church and Society

Objectives: The aim of this course is to make the students clear that: 1) the teachings of Christ and the interpretation of the same by the Church, is also meant to answer the current socio, economic and political needs of the society. 2) Besides, they create awareness among the students to respond to the various social problems of the society and to take necessary action to maintain justice and peace in the society 3) peace and prosperity is possible, only when justice and fair play exists.

Course Content: Social Justice in O.T & N.T, Social doctrines of the Church- a) *Rerum Novarum*, (About New things) 1891, b) *Pacem in Terris* (Peace on Earth) 1963 , c) *Centesimus Annus* (Hundredth Year) 1991, Social analyses, Issues related to Justice and peace, The notion of Just War, Issues related to human rights, Social issues that enslave humanity, Issues related to social emancipation in Sri Lanka in general and in the Tamil society in particular.

Teaching and Learning Methods: lecturers, discussions, visual aids and presentations.

In Course Assessment: Mid semester exam-10%, Presentation and Oral exam- 10%, Tutorial-10%, Short Exam or submission of group discussion reports-10%

Learning Outcome: At the completion of the course Unit, students will be able to analyses and identify the social problems which hinder the progress of a society and will be able to propose ways and means of eradicating the social evils. Besides, they will be conscious of human rights issues and will be in a position to commit themselves to safe guard them.

Recommended Readings:

- Houtart, F. (1974) *Religion and Ideology in Sri Lanka*, St. Peter's Seminary, Bangalore.
- Isaac. P., 2008, *Challenge to Religion, Church and Theology*, Theological Publications in India, Mumbai.
- Selvarasu. Z. D., 2005, *Puthulakkam Paddaikkave* (In Tamil), Vaikkarai Pathippakkam, Dinukkal.
- Brownlie, I., (ed.), 1981, *Basic Documents on Human Rights*, Clarendon Press,
- Desrochers, J., 1982, *The Social Teachings of the Church*, St. Paul Press, Bangalore.
- Oswald, F., 1991, *Puthygana Nookkie* (In Tamil), Socioal and Economic Development Centre, Colombo.

ACCC 41033 : Currents Trends in Christianity

Objectives: This course enables the students: 1) to be aware that theology is reflection of one's faith and experience in a particular situation, 2) for theology to be meaningful, it has to be totally contextual, 3) As theology is a growing science, to be relevant to the changing situation it has to be in constant contact with the modern and current trends.

Course Content: The factors necessitated the emergence of modern trends in Christianity, History of theology, Special issues related to the theology of Liberation, enculturation and contextualization, Current issues in Theology, Theology of migration, Globalisation and its ethical implications, Eco – Theology.

Teaching and Learning Methods: lecturers, discussions, visual aids and presentations.

In Course Assessment: Mid semester exam-10%, Presentation and Oral exam- 10%, Tutorial-10%, Short Exam or submission of group discussion reports-10%

Learning Outcome: By the end of the course Unit students will be able to realize that, as meaningful study of theology is a reflection on their day today existence based on faith life, it continues to change as the contextual situation changes.

Recommended Readings:

- Latourelle, R., 1969, *Theology: Science of Salvation*, Alba House, New York.
- Short, A., 1988, *Toward a Theology of Inculturation*, Geoffery Chapman, London.
- Pieris. A., 1988, *An Asian Theology of Liberation*, Orbis Books, Maryknoll, New York.
- Boyd, R., 1994, *An introduction to Indian Christian Theology*, ISPACK, Delhi.
- Puthanangady, P., 1986, *Towards an Indian theology of Liberation*, ITA, Bangalore.
- Pannikar, R., 1978, *The Intareligious dialogue*, Paulist Press, New York.

ACCC 41043: Christian Worship & Sacraments

Objectives: In this course intends to make the realize: the necessity of participating in liturgical services meaningfully; to help them to understand the historical development and the various aspects of Christian liturgy; to help the students to create a sense nature of awe and sacredness of the Divine.

Course Content: Worship as a common phenomenon in all religions, Introduction to Christian worship, Meaning, nature and importance of liturgy, Introduction to Sacraments, Catholic notion of Sacraments, Protestant notion of Sacraments, Christian understanding of rites and rituals, Jewish influence on Christian worship, Historical development of Christian worship, Mystery and rituals in the Greco-Roman world, Celebration of the Eucharist as the centre of liturgy, Use of signs and symbols in liturgy, Liturgical enculturation, Meaningful participation in liturgy, Reflections of Vat. II on liturgy.

Teaching and Learning Methods: lecturers, discussions, visual aids and presentations.

In Course Assessment: Mid semester exam-10%, Presentation and Oral exam- 10%, Tutorial-10%, Short Exam or submission of group discussion reports-10%

Learning Outcome: At the end of the course students will be able to actively participate in the liturgical services and will be able to discuss and appreciate the many positive elements existent in Christian worship.

Recommended Readings:

- Arokiarajah, S., 1994, *Thiru Vallipaddu Oor Arimugam* (In Tamil), TNBCLC, Tindivanam.
- Lourthusamy, J. A., 1981, *Thiruvallipaddum Thiruvart Chathanamum*, (In Tamil) Trichy.
- Amaladoss, M., 1979, *Do Sacraments Change*, Theological publications in India.
- Crichton, J. D., 1973, *Christian Celebration of the Sacraments*, Geoffrey Chapman, London.
- The Document of Second Vatican Council on Sacred Liturgy, ‘*Sacrosanctum cencilium*’ 1962-1965, (Tamil translation)

ACCC 41053: Research Methodology in Christian Civilization

Objectives: To introduce students to research methods in Humanities, particularly in fields related to Christian Civilization studies, besides: to explain the concept and importance of research; to provide practice in carrying out surveys and collecting data and analyzing them: to identify the limitations and research problems, To encourage critical thinking and analysis of research activities and understand the limitations and advantages of different approaches to research; To improve academic writing skills; to build up confidence in students to carry out independent research.

Course content: An introduction to research methodology, Meaning and usefulness of research, A scientific approach to study of Christian Civilization, Ethics in scientific research, *defining* the problem, research design, Preparing a research project, Choosing a topic, Proposal development, Review of literatures, Survey Research, Questionnaire design, Sampling, Qualitative survey, Interviews, Research types and approaches, The scientific methods of writing a research paper, Focus groups. sampling design, methods of data collection, processing and analyzing of data, forming a hypotheses, interpreting and writing of first draft to final report, and other related issues.

Teaching and Learning Methods: Lecture, discussion, field visits, presentations

Formative Assessment: Mid-semester Exam-10%, Tutorials- 10%, Presentations -10%, Quizzes/Short Exams-10%.

Learning Outcome: On successful completion of this course unit, students would be familiar with the basic concepts and procedures involved in writing a scientific research paper and would be competent enough to carry out scientific research. Besides, they would be competent enough to employ their skill in problem identification, development of a research proposal and data collection, analyzing and evaluating and writing the final draft.

Recommended Readings:

- Ranjit Kumar, 2010, *Research Methodology: A Step-by-Step Guide for Beginners*, SAGE publication
- Yogesh Kumar Singh, 2010, *Research Methodology*, APH Publishing,
- Michael Meyer, 1985, *writing Research papers*, Harper Collins Publishers.U.S.A.
- Kothari. C.R, *Research Methodology*, 1999, Wishwa Praskashan, New Delhi.
- Chandrasegaran.A and Schaetzel.K. 2004. *Think your way to effective writing (Third Edition)*. Pearson, Singapore.

ACCC 42013 Christian Eschatology

Objectives: The students will be able to study the Sacred Scripture in respect to the teaching and trends of life after death, which has always been a daunting question. Also they will have the opportunity to study the history of the dogma down the centuries in this regard.

Course Content: Ecclesial Eschatology, The Paradoxes of Christian death is not an end but change and hope, The Parousia of the Lord and Final Judgement, The resurrection of the dead, The Church in pilgrimage, The Kingdom of God and its realization, Individual Eschatology, The mystery of death, The blissful light & outer darkness, Final judgement, reward and punishment, The purifying maturation. -Some Theological Discussion-The fate of the children, who die without baptism, Death and life after death in Hinduism, Islam and Buddhism, Development and the transformation of the world, Christian Funeral Rites, Eschatological views of fundamentalist Christian sects.

Teaching and Learning Methods: lecturers, discussions, visual aids and presentations.

In Course Assessment: Mid semester exam-10%, Presentation and Oral exam- 10%, Tutorial-10%, Short Exam or submission of group discussion reports-10%

Learning Outcome: At the completion of the course students will be able to realise that each person has to face the final judgment which will be based on the way one leads the present life. Thus, the study of this course induces one to more law-abiding, religious minded and ascetical.

Recommended Readings:

- Antony, P. C., 1983, *Quotes And Anecdote*, St. Paul Publications, India.
- Perrin, N., 1963, *The Kingdom of God in the Teachings of Jesus*, SCM Press, London.
- Haring, B., 1971, *Hope is the Remedy*, St. Paul Publication, London.
- Pannenberg, W., 1968, *Theology and the Kingdom of God*, Westminster Press, Philadelphia.
- Tharmarajah, L. A., 1994, *Maruvaalvin Mutrathil* (In Tamil), Tindivanam.

ACCC 42023-Christianity in South Asia

Objectives: This course attempts to impart: 1) a clear understanding of the existence of the phenomenon of the rich religio-cultural pluralism in South Asia, 2) to be aware of the mutual enrichment of the four major religions of Sri Lanka, their theological meaning and significance, 3) to realize that Religions have major role in establishing peace in this region.

Course Content: A general phenomenon of religious and cultural pluralism in South Asia and its various components, How Christianity could be meaningful to South Asia today? The socio-cultural, religious and political situation in South Asia in the 16th century, major problems encountered Religions in South Asia, Theology of Religions, The concept and practice of inter-religious dialogue, Mutual influence of Christianity and other major religions of South Asia, Hinduism, Buddhism and Islam, Tenets of major religions of South Asia. Comparative study of all four major religions of South Asia.

Teaching and Learning Methods: lecturers, discussions, visual aids and presentations.

In Course Assessments: Mid semester exam-10%, Presentation and Oral exam- 10%, Tutorial-10%, Short Exam or submission of group discussion reports-10%

Learning Outcome: At the end of the course students will be able to come to the realization that religions of South Asia have serious responsibility in restoring mutual understanding lasting peace in this region. This study should help them to appreciate the positive qualities in other religions that one does not profess.

Recommended Readings:

- Moffett, S. H., *History of Christianity in Asia, Beginnings to 1500*, Theological Publications in India, 2006.
- Moffett, S. H., *History of Christianity in Asia, 1500 - 1900*, Theological Publications in India, 2006.
- Tiwari, K. N., 1987, *Comparative Religion*, Motilal Banarsidass, Delhi,
- Pieris, A., 1988, *An Asian Theology of Liberation*, Orbis Books, Maryknoll, New York.

- Fernando, A., 1981, *Buddhism and Christianity: their Inner Affinity*, Ecumenical Institute for Study and Dialogue, Colombo.

ACCC 42033-Norms of Christian Moral Conduct

Objectives: This course enables the student: 1) to gain a comprehensive and deeper understanding of the teaching of the Bible and the interpretation of Church regarding moral conduct of each individual, 2) the moral and social responsibilities of an individual in his day-to-day existence, 3) to become aware of the human, social and the spiritual values one needs to inherit.

Course Content: Comparison of morality in the O.T. & N.T., Moral philosophy and moral theology, Objective and Subjective norms of morality, Human act and act of man, Ten Commandments and related issue, Roman Catholic code of Canon law, Norms and canons of the mainline Churches, Moral responsibility in community life, Bodily life and health.,

Teaching and Learning Methods: lecturers, discussions, visual aids and presentations.

In Course Assessments: Mid semester exam-10%, Presentation and Oral exam- 10%, Tutorial-10%, Short Exam or submission of group discussion reports-10%

Learning Outcome: By the end of the course Unit students will be able to trace the specific traits of personality of Jesus, identify the uniqueness in His teachings, mission and the way he carried out the Paschal event.

Recommended Readings:

- George .V.L., 1985, *Moral and Pastoral Questions*, Gujarat Sahitya Prakash, India.
- Ragan, G., 1971, *New Trends in Moral Theology: A Survey of Fundamental Moral Theology*, Newman Press, New York.
- Inango (ed.), 2005, *Arame Vazhalvakka* (In Tamil), Sacred Heart College , Poonamallee, Chennai.
- Haering, B., *Medical Ethics*, St. Paul's Publication, Slough, 1982.
- Peschke, Karl H., 1989, *Christian Ethics*, Vol. I, General Moral Theology, C. Goodliffe Neale, Alcester.
- Peschke, Karl H., 1989, *Christian Ethics: Moral Theology in the Light of Vatican II*, Vol. II, Special Moral Theology, Theological Publications in India, Bangalore.

ACCC 42046-Dissertation

ECONOMICS

AECC 41013: Theories of Economic Growth

Objectives: To study the determinants of economic growth and to find out explanations for the current wide disparity in the level of growth and development across countries; To apply economic theory to understand and interpret empirical observations on economic growth.

Course Content: Understanding the basic concept of Economic Growth, Growth facts :The current world income distribution Living standards, income, and population from Stone Age to the present, Classical Theories :Rostow's stages of growth, Harrod-Domar growth model, Structural change and Lewis' model of unlimited supplies of labour, Solow's growth theory. Neoclassical growth theories., Growth accounting in the neoclassical framework. Contemporary Models: Theories of endogenous growth with special reference to Romer's model, underdevelopment as coordination failure, multiple equilibria, the big push theory, Lebenscence Theory of Critical Minimum Efforts. Human capital and growth,. Growth accounting with human capital. The Malthusian theory of population and income. .The economics of the Industrial Revolution.

Teaching and Learning Methods: Problem based teaching, illustrated lectures, presentations and discussion.

In Course Assessment: Group presentations / Individual Presentation, (10%), quizzes /Tutorials (10%), Mid Semester exam (10 %), Field work /Case study/ Attendance (10%). Total =40 %. The type of assessment could be the decision of the respective subject Coordinator / Lecturer

Learning Outcome: At the end of the course the students would be able to: have a basic knowledge of the main facts characterizing economic growth over time and across countries, have the ability to use theoretical models to develop explanations for these facts, gain an understanding of the limitations and failings of current growth theories relative to the empirical facts.

Recommended Readings:

- Todaro, Michael P. and Stephen C. Smith, (2012), Economic Development, 11th Edition, Delhi : Pearson Education.
- Misra, S. K. and Puri, (2005), Growth and Development, Mumbai :Himalaya Publishers.
- Thirlwall, A.P. (2005), Growth and Development 8e. New York : Palgrave McMillan.
- Meier, Gerald M. and James E. Rauch, Leading issues in Economic Development, 8e. New Delhi : Oxford University Press.
- David N. Weil: *Economic Growth*, 2nd edition. Pearson.

AECC 41023 Research Methodology for Economics

Objectives: Main objectives of this course are to guide the students in research and development, Introducing of basic steps and process of conducting applied economic research. This includes the selection of topics, literature review and survey, selection of research method and approach, formulation of hypothesis, testing of hypothesis using statistical analysis, and summarizing results. Students will organize and complete the research project in stages. Learning the vast array of information available to economists over the Internet and in the library, learning where resources and data can be located, using statistical methods to analyze and evaluate the application of economic theory and reasoning, and gaining an appreciation for the value of economic reasoning and research, Students will also learn to write an effective research paper and be able to effectively present it to their fellow students and department in economics. To introduce economics research methods to students in the social sciences, To encourage critical thinking and analysis of research activities and understand the limitation and advantages of different approaches for social science research; To improve academic writing skills, To enhance students ability to work collaboratively on a group project; To promote self-awareness of students' ability to carry out independent research.

Course Content: Introducing Social Science Research

- Research Paradigms, Developing a Research Proposal, Reviewing the Literature, Analysis of Data - Quantitative Methods; Qualitative Methods; Mixed Method Approach, Research Ethics, Academic Writing Styles, Citations and References, Software tools practices for research : SPSS, , STATA, eviews, etc.

In Course Assessment: Take home assignments (Tutorials/ Reading assignments. etc.) 10%, Group mini project (proposal, field work, etc.) 10% Presentation (oral /poster) 10%, Mid semester exam 10% total = 40% . The type of assessment could be the decision of the respective subject Coordinator / Lecturer.

Learning Outcome: This course will help to students to write dissertation and students will become excellent researchers after this course. on successful completion of this module, compartment students should be able to acquire. To understand the principles and applications of social science research; To recognize the fundamental concepts of qualitative and quantitative research; To comprehend the development of research proposal for advanced studies; To apply suitable theoretical and empirical methodologies to conduct research; To improve presentation skills; To apply the research skills for national development.

Recommended Readings:

- Exam Don E. Ethridge, (2004) Research Methodology in Applied Economics, Blackwell publishing.
- Ranjit Kumar, Research Methodology: (2005), A Step-by-Step Guide for Beginners, sage publication, India.
- Selected books will be given by lecturers.

AECC 41033: Advanced Monetary Theory and Policy

Objectives: This course is designed to expose the student to advanced topics in monetary theory and policy. The course will prepare students to teach (intermediate) undergraduate and graduate courses in money and banking, monetary theory, and monetary policy. It fulfills part of the requirement for a field in monetary theory, as it is the final course needed to complete a field in monetary theory and policy. Students will become familiar with recent debates in monetary theory and current research practices as well as classic articles on monetary theory. Additionally, students will consider policy issues by examining financial institutions, modernization, and regulation. By the end of the semester, students will have prepared journal-style articles.

Course Content: Introduction , Role of money in classical economics, The Role of Money in the Macroeconomics, Structure of Central Banking and its independence, Determinants of the Money Supply, Money creation, Tools of Monetary Policy, The Keynesian Framework, Monetary and Fiscal Policy, Monetarism, Rational Expectations: Theory and Policy, real business cycle theory, New Keynesian economics, independence of central bank and Inflation

Teaching and Learning Methods: Problem based teaching, illustrated lectures, presentations and discussion.

In Course Assessment: Group presentations / Individual Presentation, (10%), quizzes /Tutorials (10%), Mid semester exam (10 %), Field work /Case study/ Attendance (10%). The type of assessment could be the decision of the respective subject Coordinator / Lecturer.

Learning Outcome: By the end of the course, students will be able to understand evolution of role of money in economy from classical to new institutional economics. They can explain the role of monetary policy to achieve employment and output in short run and Long run. They will be able to demonstrate and understand the importance of central banking and its independence concepts to achieve macroeconomic goals. Students will able to demonstrate the channels of monetary policy transmission mechanism in various schools of economic thoughts.

Recommended Readings:

- Brian Snowdon and Vane H.R. ,(2005)Macroeconomics , Its Origins , Development and Current State Edward Elgar
- Snowdon and Vane, H.R ,(eds),(1997). Macroeconomics Reader, by, London Roulledge (Collection of selected articles)
- Roemer, D. (2000) “Keynesian Macroeconomics without the LM Curve”, *Journal of Economic Perspectives* 14 (2), pp. 149-169.
- Morgan, B. (1978), Monetarists and Keynesians: Their Contribution to Monetary Theory, London: Macmillan.
- Jhingan. M.L(2004) Monetary Economics, 4 th Edition. Vevda Publications (P) Ltd., Delhi
- செல்வரத்தினம் சந்திரசேகரம் (2013) நாணயப் பொருளியல், குடாநாட்டுப் பதிப்பகம், யாழ்ப்பாணம்.

AECC 41043 : Knowledge Economy

Objectives: The main objective of the course is to provide comprehensive knowledge about basic concepts of knowledge based economy, pillars of knowledge economy and how it works. Another objective is to know and learn the experience and lessons of selected countries in regard to knowledge economy and information communication technology and also to learn modern theories of knowledge management.

Course Content: Introduction to knowledge based economy, different type of Knowledge economy, technology as factor of production, Technology and growth theories, Role of human capital and technology in economic growth and development, Identifying and measuring knowledge economic capacity, characteristics of knowledge based economy(KBE), Globalization and knowledge economy, role of innovation in knowledge economy, indicators of knowledge economy, Drawing Lessons from Country Experiences (China , India, Republic of Korea, Malaysia, Singapore, Sri Lanka and Thailand, etc), Knowledge and Development Special reference to Sri Lanka, public policy for knowledge based economy, **poverty reduction and** ICT, challenges of developing countries in KBE, Modern theories of knowledge management, Review of empirical and case studies in role of knowledge in economic growth and development

Teaching and Learning Methods: Problem based teaching, illustrated lectures, presentations and discussion.

In Course Assessment: Group presentations / Individual Presentation, (10%), quizzes /Tutorials (10%), Mid semester exam (10 %), Field work /Case study/ Attendance (10%). The type of assessment could be the decision of the respective subject Coordinator / Lecturer.

Learning Outcome: At the end of this course students will be able to understand the knowledge economy and its importance and how it will works and they will have ability to compare and contrast the experience, progress, policies of some selected countries in regard to the knowledge based economy and ICT. Students could be able to know World Bank strategy for achieving global competitiveness and its role in the development of ICT.

Recommended Readings:

- Dodgson, Mark (2000) The Management of Technology Innovation: An International and Strategic Approach,Oxford University Press, Oxford.
- Drucker, Peter (1995), Management in a Time of Great Change, Butterworth-Heinemann Ltd, Oxford.
- Parkin, Michael (1997) Macroeconomics 4th Edition, Addison Wesley, Massachusetts.
- Romer, Paul (1995) Beyond the Knowledge Worker, *Worldlink*, January/February 1995.
- Saveri, Andrea (1998) From Information to Knowledge: Harnessing the Talent of the 21st Century Workforce,Institute for the Future – 1998 Ten-Year Forecast.
- Stewart, Thomas A. (1997) Intellectual Capital: The New Wealth of Organisations, Nicholas BrealeyPublishing,London.

AECC 41053 Economic Planning

Objectives: To acquaint students with the wide body of literature pertinent to the theory and practice ; To introduce them to planning problems and strategies in a wide range of cities and countries;

To engage them in the study and discussion of current planning issues in the light of our current understanding.

Course Content: Introduction to Economic planning, Development planning – nature and scope, Planning and socio – political framework : planning in mixed economics, Socialist planning, The rationale for planning in the developing economics : Market deficiencies, Resource mobilization and resource allocation, planning mechanism, The planning process : Comprehensive vs. partial planning, Aggregate planning models, investment planning, Inter industry model, Linear programming models, Input – output model, Plan implementation : Project appraisal and Social Cost Benefit analysis, factor prices, rational for shadow pricing, project evaluation, Planning experience of India and Sri Lanka.

Teaching and Learning Methods: Problem based teaching, illustrated lectures, presentations and discussion.

In Course Assessment: Group presentations / Individual Presentation, (10%), quizzes /Tutorials (10%), Mid semester exam (10 %), Field work /Case study/ Attendance (10%). The type of assessment could be the decision of the respective subject Coordinator / Lecturer.

Learning Outcome: At the end of the course the students would be able to: Form a better understanding of what planners and concerned activists can now do for cities and the people inhabiting them.

Recommended Readings:

- Sandercock, Leonie, (1998). "Introduction: Framing Insurgent historiographies for planning", in Sandercock, Leonie, ed., *Making the Invisible Visible: A Multicultural Planning History* Berkeley: University of California press, 1-33.
- Florida, Richard, (2005). "Chapter 2: Cities and the Creative Class," in Florida, Richard, *Cities and the Creative Class*, New York: Routledge, 27-45.
- Blokland, Talja and Douglas Rae, "The End to urbanism: How the Changing Spatial Structure of Cities Affected its Social Capital Potentials", in Blokland, Talja and Mike Savage, eds., *Networked Urbanism: Social Capital and the City*, Aldershot: Ashgate, 23-39.
- Fay, Marianne and Opal, Charlotte, (1999). "Urbanization without Growth: A Not-So-
- Todaro, Michael P. and Stephen C. Smith, (2012), *Economic Development*, 11th Edition, Delhi : Pearson Education.

AECC 42013 : Development Economics

Objectives: To better understand the lives of the world's poor and to find an answer to the following questions: What are their lives like? Why do they remain poor? Specifically, what price distortions and market failures hinder their quest to improve their well-being? Is there scope for policy to help the world's poor?

Course Content: Basic Principles And Concepts :Introduction to Economic Development and factors contributing to this origin, Meaning and Measure of Economic Development, Economic Development in Historical Perspective. Common characteristics of developing countries.Theories of economic development. : Lewis theory of development, Fei and Rains model, Dualistic theory, Theory of low – level equilibrium Trap, New- Classical Trade theory, Foreign debt, aid and foreign direct investment and development, Rise of the Dependency Doctrine / New Marxist Doctrine, New – Classical view on development in the 1970s, Changing nature of the concept of development, concern with income distribution. Basic need approach, the development such as education, transport, health, telecommunication, industrialization, poverty reduction, human development, good governance and gender balance.

Teaching and Learning Methods: Problem based teaching, illustrated lectures, presentations and discussion.

In Course Assessment: Group presentations / Individual Presentation, (10%), quizzes /Tutorials (10%), Mid semester exam (10 %), Field work /Case study/ Attendance (10%). The type of assessment could be the decision of the respective subject Coordinator / Lecturer.

Learning Outcome: At the end of the course the students would be able to: Understand the economic circumstances and problems of low and middle-income economies. Understand the contributions that economic analysis could make to explain why some nations are poor and others rich. Use alternative theories of economic growth to examine a number of specific issues central to the developing world.

Recommended Readings :

- Nafziger, E. Waine., (2012), *Economic Development*, Cambridge University Press.
- Todaro, Michael P. and Stephen C. Smith, (2012), *Economic Development*, 11th Edition, Delhi : Pearson Education.
- T. Schultz and John Strauss, editors, (2008) *Handbook of Development Economics IV*, North-Holland, Amsterdam,
- Perkins, Dwight, H., Radelet, Steven., Lindqur, David.L, and Block, Steven, (2012), *Economics of Development*, 7th edition, W.W. Norton and Company
- *Understanding Poverty*, (2006.) A. Banerjee, R. Benabou, and D. Mookherjee, editors, Oxford University Press: March
- Ray, Debraj. (1998) *Development Economics*. Princeton University Press,.
- Collier, Paul., (2008) *The Bottom Billion: Why The Poorest Countries Are Failing And What Can Be Done About It*, Oxford University Press

AECC 42023: Current Issues in World Economy

Objectives: This course unit prepares students to face competitive examinations in Sri Lankan public service examinations such as SLAS, SLFS, SLCS, SLPS etc. This paper deals with all world issues in economics, politics, environment and based on above examination paper. Improving general knowledge beyond the subject is importance skills for graduates to competitive in job markets. Key objectives of this unit are improving general knowledge, understanding world politics and economic issues, updating the current knowledge in most essential social science subjects, particularly in economics.

Course Content: It will be difficult to decide current issues in world economy precisely. It depends on nature of world's transmission mechanism. This unit covers current issues in economics and politics, and economic External shocks, Economic failure, Global current economic problem, Global current financial system: Problem and challenges, Global income distribution, Role of WTO in trade expansion.

Teaching and Learning Methods: Problem based teaching, illustrated lectures, presentations and discussion.

In Course Assessment: Group presentations / Individual Presentation, (10%), quizzes /Tutorials (10%), Mid semester exam (10 %), Field work /Case study/ Attendance (10%). The type of assessment could be the decision of the respective subject Coordinator / lecturer.

Learning Outcome: Students are able to acquire the knowledge to identify world's problems in all fields

Recommended Readings :

The references will be given by subject Coordinator / Lecturer in selected topic.

AECC 42033: Comparative Regional Economic Development in Asia

Objectives: The main objective of this course is to help develop the skills needed to diagnose Sri Lanka's major development constraints or challenges and provide realistic policy advice. The course seeks to achieve this goal by providing students with a regional comparative perspective on the key development issues in the region. Development experiences of rapidly developing Asian economies which having similar socio-economic, political and historical background as Sri Lanka is more relevant to development practitioners in Sri Lanka rather than learning of experiences of western economies having completely different background compared to Sri Lanka. This course selects Asian developed or rapidly developing economies from South-East Asian region such as China, South Korea, Singapore and Malaysia and compares them with South Asian region such as India, Sri Lanka and Pakistan in various socio-political and economic issues. Selected countries will be decided and changed by lecturer year to year. However, topics (contents) will be fixed.

Course Content: Historical background of selected economies, political economics of development, peace and development, good governance, political leadership for development, Liberalization policy, Developmentalism and welfarism, structural changes of population, Economic growth, Saving, Investment, Foreign direct investment, Human resource development, Agricultural development, Industrialization, poverty alleviation, foreign trade and foreign reserve, price stability, exchange rate stability, sources of growth, strength and weakness of economies.

Teaching and Learning Methods: Problem based teaching, illustrated lectures, presentations and discussion.

In Course Assessment: Group presentations / Individual Presentation, (10%), quizzes /Tutorials (10%), Mid semester exam (10 %), Field work /Case study/ Attendance (10%). The type of assessment could be the decision of the respective subject Coordinator / Lecturer.

Learning Outcome: Students are able to acquire the knowledge to identify the development problems and constraints in Sri Lanka with experiences of developed Asian economies. They will build up the practical knowledge of development experiences in important lines of human and physical capital accumulation, liberalization policy, technology, peace, good governance etc.

Recommended Readings :

- JavedJabbar(1993) Factors militating against growth in South Asia, South Asian regional conference volume, Society for International Development, pp.24-27
- JavedJabbar(1993)Factors militating against rapid growth in SID countries, South Asian regional conference volume, Society for International Development, pp.28-32.
- Santhiraegaram.S (2007) Determinants of Economic Growth in China and India: Socioeconomic factors VS economic factors, Economic Review, Vol 33, pp. 28-33.
- சந்திரசேகரம், எஸ். (2013), பொருளாதார அபிவிருத்தி: சிங்கப்பூரும் இலங்கையும். அரசியல் பொருளாதார ஒப்பியல் நோக்கு. சேமமடுபதிப்பகம், கொழும்பு.
- சந்திரசேகரம், எஸ். (2009), “சீனா-இந்தியா: பொருளாதார அபிவிருத்தி- ஓர்ப்பீட்டு ஆய்வு” குமரன் பதிப்பகம், கொழும்பு. சென்னை.

AECC 42046: Dissertation

English Literature

41013: Shakespearean Drama II

Objectives: This course aims to lead students to understand Shakespearean drama from contemporary critical perspectives. Students will be guided to understand the class, gender, religious and colonial politics of Shakespearean drama. They will also be expected to respond to the performative aspects of Shakespearean drama in contemporary contexts.

Course Content: *Antony and Cleopatra, Julius Caesar, Henry V, Winter's Tale*

Teaching and Learning Methods: lectures, Presentations, Discussions

In Course Assessment: Presentations (15%), Assignments (15%), Mid-semester Examination (10%)

Learning Outcome: This course will guide the student to identify the various issues in the dramas and to respond to them from the theatrical point of view.

Recommended Readings :

- Ed. Muir, Kenneth & S. Schoenbaum. *A New Companion to Shakespeare Studies*. Cambridge: Cambridge University Press, 1971.
- Ed. Kettle, Arnold. *Shakespeare in a Changing World*. London: Lawrence & Wishart, 1964.
- Kastan, David Scott. *Shakespeare after Theory*. New York & London: Routledge, 1999.
- Callaghan, Dymrna. *Shakespeare without Women: Representing Gender and Race on the Renaissance Stage*. New York & London: Routledge, 2000.
- Ed. Desmet, Christy & Robert Sawyer. *Shakespeare and Appropriation*. New York & London: Routledge, 1999.
- Ed. Margaret de Grazia & Stanley Wells. *The Cambridge Companion to Shakespeare*. Cambridge: Cambridge University Press, 2001.
- Ed. Jean Howard & Marion F. O'Conner. *Shakespeare Reproduced: The Text in History and Ideology*. London: Routledge, 1987.

AENC 41023: Writings of John Milton

Objectives: This course aims to lead the student in understanding the work of another key figure in English literature: John Milton. The course includes his poems, sonnets, and prose work as well as his well-known pieces like *Paradise Lost* and *Paradise Regained*. While grounding his writings in the political context in which they were written.

Course Content: Selected poems, *Paradise Lost*, *Paradise Regained* and Pamphlets

Teaching and Learning Methods: lectures, Presentations, Discussions

In Course Assessment: Presentations (15%), Assignments (15%), Mid-semester Examination (10%)

Learning Outcome: The course will encourage students to read Milton's works from new critical perspectives.

Recommended Readings :

- Bush, Douglas. *Paradise Lost in Our Time: Some Comments*. New York: Cornell University Press, 1945.
- Macaulay, Rose. *Milton*. New York: Collier Books, 1962.
- Rudrum, Alan. *Milton: Camus & Shorter Poems*. Melbourne: Macmillan, 1967.
- Hanford, James Holly. *A Milton Handbook*. New York: F.S. Crofts & Co. Publishers, 1927.
- Malaviak, D.P. *John Milton: Samson Agonistes*. New Delhi: Art Book Centre, 1971.
- Ed. Martz, Louis L. *Twentieth Century Views: Milton*. New Jersey: Prentice Hall Inc., 1966.

Reesing, John. *Milton's Poetic Art: A Mask, Lycidas and Paradise Lost*. Cambridge & Massachusetts: Harvard University Press, 1968.

AENC 41033: Research Methodology

Objectives: This course intends to prepare students to identify research areas in English literature for their dissertation and to develop appropriate methods to conduct their research. Students will be guided in bringing in critical theory to enhance their dissertation, and develop inter-disciplinary approaches to their research topic.

Course Content: Identification of research topics, literature review and its importance, methodology, citations, the works cited page, proposal writing, presentations (paper, power point and multi-media)

Teaching and Learning Methods: lectures, Presentations, Discussions

In Course Assessment: Presentations (15%), Assignments (15%), Mid-semester Examination (10%)

Learning Outcome: On completion of this course, students are expected to know the guidelines for writing project proposals, reports, and appraisals, and have show their skills in making presentations both individually and in groups.

Recommended Readings :

- Crusius, Timothy W & Carolyn E. Channell. *The Aims of Argument*. New York: McGraw-Hill, 2003.
- Taylor, Gordon. *The Student's Writing Guide for the Arts and Social Sciences*. Cambridge: Cambridge University Press, 1989.
- Pfeiffer, Williams, *Technical Writing: A Practical Approach*. New York: Macmillan Publishing Company, 1994.
- Wann O Strauch. *Bridges to Academic Writing*.
- *MLA Handbook*.

AENC 41043: European Drama

Objectives: The purpose of this course is to introduce European drama to the students. In cultural terms, the course will acquaint the student with the theatrical and acting conventions of selected European plays. The course will also help students understand the ideological underpinnings of European drama.

Course Content: Ibsen: *A Doll's House* or *Hedda Gabler*, Brecht: *The Life of Galileo* / *Caucasian Chalk Circle*, Chekov: *Cherry Orchard*, Strindberg: *Miss Julie*, Lorca: *Yerma* / *House of Bernarda Alba*, Ionesco: *Rhinoceros*

Teaching and Learning Methods: lectures, Presentations, Discussions

In Course Assessment: Presentations (15%), Assignments (15%), Mid-semester Examination (10%)

Learning Outcome: This course will help the student to identify the links that exist between English drama and European drama.

Recommended Readings :

- Stylian, J.L. *Modern Drama in Theory and Practice (Vol. 1-3): Realism and Naturalism*. Cambridge: Cambridge University Press, 1981.
- Esslin, Martin. *The Theatre of the Absurd*. New York: Doubleday & Company Inc., 1961.
- Gascoing, Bamber. *Twentieth-Century Drama*. London: Hutchinson University Library, 1962.
- William, Raymond. *Drama from Ibsen to Brecht*. London: The Hogarth Press, 1952.

AENC 41053: English Translations of Modern Sinhala and Tamil Literature

Objectives: This course unit is intended to help students of English literature to locate their study of English literature meaningfully with the national context through the development of a sensitive awareness of the modes and concerns of literary creation and production that have been cultivated by the people of Sri Lanka.

Course Content: Introduction to modern Tamil and Sinhala literature, Tamil and Sinhala novels in translation, Tamil and Sinhala poetry in translation, Tamil and Sinhala short stories in translation, Tamil and Sinhala drama in translation

Teaching and Learning Methods: lectures, Presentations, Discussions

In Course Assessment: Presentations (15%), Assignments (15%), Mid-semester Examination (10%)

Learning Outcome: The course will aim to promote a discussion on the interaction of Sinhala and Tamil literature written in Sri Lanka with contemporary Sri Lankan literature in English.

Recommended Readings :

- Godakumbura, C. E. *Sinhalese Literature*. Colombo: The Colombo Apothecaries' Co., Ltd, 1955.
- Suraweera, A. V. *Essays on Sri Lankan Literature and Culture*. Colombo: Godage International Publishers Private Ltd, 2003.
- Wickramasinghe, Martin. *Sinhalese Literature*. Trans. E. R. Sarathchandra. Colombo: M. D. Gunasena & Co., Ltd.
- Sarathchandra, E. *The Folk Drama of Ceylon*. Colombo: Department of Cultural Affairs, 1966.
- Ed. Halpé, Ashley., M.A. Nuhman, Ranjini Obeyesekere. *A Lankan Mosaic: Translations of Sinhala and Tamil Short Stories*. Colombo: Three heeler Press, 2002.

AENC 42013: Postcolonial Literature(s) in English

Objectives: The course is designed with the aim of providing students with an understanding of English creative writing in the Australian, Canadian and Caribbean regions. Students are required to examine texts under consideration as literatures in their own right on the one hand and as a part of postcolonial literatures on the other hand. Discussion on selected texts will be supplemented by a discussion on postcolonial theory.

Course Content: **Australian-** Selections from the poetry of A.D. Hope, David Campbell, Rosemary Dobson and Dame May Gilmore. **Fiction:** Patrick White: *Voss* **Drama:** Ray Lawler: *Summer of the Seventh Doll*, **Canadian** – Selections from the poetry of Earle Birney, James Reaney, AL Purdy, and Robert Kroetsch and **Fiction:** Robertson Davies: *Fifth Business*, Artha Van Herk: *No Fixed Address*, **Caribbean**– Selections from the poetry of Derek Walcott, Edward Brathwaite, Sally Henzel, Heather and Roys. **Fiction:** V.S. Naipaul: *A House for Mr. Biswas*, George Lamming: *In the Castle of My Skin*, Beryl Gilroy: *Boy-Sandwich*, Jamaica Kincaid: *Annie John*. **Drama:** Derek Walcott: *Dream on Monkey Mountain*

Teaching and Learning Methods: lectures, Presentations, Discussions

In Course Assessment: Presentations (15%), Assignments (15%), Mid-semester Examination (10%)

Learning Outcome: The course will provide an understanding of the postcolonial theory and literatures

Recommended Readings :

- Ed. Leonie Cramer. *The Oxford History of Australian Literature*. Melbourne: Oxford University Press, 1981.

- Ed. Dhawan, R. K. *Commonwealth Fiction*. New Delhi: Classical Publishing Company, 1988.
- Penny, Petrone. *Native Literature in Canada: From the Oral Tradition to the Present*. Ontario: OxfordUniversity Press, 1990.

AENC 42023: Women Novelists in English

Objectives: This course aims at introducing the multiple and complex ways in which women novelists in English from different parts of the world explore the notions of “sex” and/or “gender” in their writing. While examining the contribution of women writers to the genre of the novel, the course will assess the extent to which the novels written by women contest/ endorse the gender roles assigned to women by society.

Course Content: Jane Austen – *Emma*, Charlotte Bronte - *Jane Eyre*, Jean Rhys – *Wide Sargasso Sea*, George Eliot – *Mill on the Floss*, Virginia Woolf – *To the Lighthouse*, Kate Chopin – *The Awakening*, Tony Morrison – *Beloved*, Arundhati Roy – *The God of Small Things*, Punyakante Wijenaik - *The Waiting Earth*, Bessie Head – *Maru*

Teaching and Learning Methods: lectures, Presentations, Discussions

In Course Assessment: Presentations (15%), Assignments (15%), Mid-semester Examination (10%)

Learning Outcome: In this course students will be encouraged to adopt a theoretical perspective to understand the fragmentation of the female identity along lines of ethnicity, race, nationality, class, sexual orientation and religion.

Recommended Readings :

- Winniffrith, Tom & Edward Chithan, *Charlotte Bronte and Emily Bronte*. London: Macmillan, 1989.
- Hardy, Barbara. *A Reading of Jane Austen*. London: The Athlone Press, 1979.
- Colby, Vinetha. *The Singular Anomaly: Women Novelists of the Nineteenth-Century*. New York: New YorkUniversity Press, 1970.
- Bennett, Joan. *George Eliot: Her Mind and Her Art*. Cambridge: CambridgeUniversity Press, 1965.
- Roovey, Mary. *The Proper Lady and the Woman Writer: Ideology as Style in the Works of Mary Wolfstonecraft , Mary Shelly and Jane Austen*. Chicago&London: The University of Chicago Press, 1984.
- Gilbert Sandra, Rene, and Susan Gubar. *The Madwoman in the Attic: The woman Writer and the Nineteenth Century Literary Imagination*. New Haven: Yale University Press, 1979.

AENC 42033: Twentieth-Century British Literature

Objectives: The chief objective of this course is to make the student aware of the developments in British poetry, fiction and drama in the twentieth-century. The course will examine the influence of modernism and postmodernism on the literature of this period while highlighting the manner in which the texts deal with historical and social developments like the world wars, the Empire, urbanization, migration and globalization.

Course Content: Poetry: Selections from the poetry of W.B. Yeats, Philip Larkin, W.H. Auden and Ted Hughes, and T.S. Eliot’s *The Waste Land*, **Fiction:** Joseph Conrad: *Nostramo*, D.H. Lawrence: *Sons and Lovers/ Women in Love*, James Joyce: *Ulysses/ A Portrait of the Artist as a Young Man*, Virginia Woolf: *Mrs. Dalloway/ A Room of One’s Own*, John Fowles: *The French Lieutenant’s Woman*, **Drama:** George Bernard Shaw – *Heartbreak House*, J.M. Synge – *Riders to the Sea*, Samuel Becket – *Waiting for Goddot*, Harold Pinter – *The Dumb Waiter*, John Osborne – *Look Back in Anger*, Caryl Churchill – *Top Girls*

Teaching and Learning Methods: lectures, Presentations, Discussions

In Course Assessment: Presentations (15%), Assignments (15%), Mid-semester Examination (10%)

Learning Outcome: The course will make the student will perceive an awareness of the historical and social developments like the world wars, the Empire, urbanization, migration and globalization and their impact on British literature.

Recommended Readings :

- Ed. Moody, David. *The Cambridge Companion to T.S. Eliot*. Cambridge: Cambridge University Press, 1994.
- Ed. Davies, Tony & Nigel Wood. *The Waste Land*. New Delhi: Viva Books Pvt. Ltd., 2003.
- Brink, André. *The Novel: Language & Narrative from Cervantes to Calvino*. London: Macmillan Press Ltd., 1988.
- Spittles, Brian. *Joseph Conrad*. London: The Macmillan Press Ltd., 1992.
- Ed. Stope, J.H. *The Cambridge Companion to Joseph Conrad*. Cambridge: Cambridge University Press, 1996.
- Williams, Raymond. *Modern Tragedy*. London: The Hogarth Press, 1992.

AENC 42046: Dissertation

Objectives: The objectives of the dissertation are to provide students with an opportunity to demonstrate their understanding of English literature for practical and research purposes on their own. Students will select research topics with the consent of the department and conduct an independent study with the guidance of a supervisor nominated by the department.

FINE ARTS

AFAC 41013 Post Object Art

Prerequisite: None

Objectives: This course is to introduce the critical issues and major artistic developments of art since 1945 in Europe and America, by examining major works of art and the artistic contributions of particular artists who revolutionized art and art practice

Course Content: Issues related to new materials of art, the re-assessment of the art object, intersections of art and life, the shifting contexts of art, the concepts of “modernism” and “postmodernism,” the re-definition of art as idea, the changing role of the artist, the active spectator, and the politicization of art space. Post modern architecture, conceptual art, installation, happenings, performance art, earth and site art Computer art and video art, memorial and documental art, surrealism, new expressionism, pictorialism.

Teaching and Learning Methods: Illustrated lectures, presentations, and discussions.

In Course Assessment: In course assessment -1x presentation and 3x tutorials / 1x semester paper in 2-3000 words and 2x student centered activity, 1 x mid semester exam -40%.

End semester written exam with essay questions (3hrs) 60%

Learning Outcomes: At the completion of the course the student will gain a greater understanding of artistic trends and innovations that led aesthetic production in new directions during late 20th century and early 21st century. –appreciate and talk about key artists and art objects belong to particular periods.

Recommended Readings:

- Gablik Suzi, Has Modernism Failed?, New York, Thames and Hudson, 1984.
- Hugh Honour, John Fleming .*A World History of Art*, Laurence King Publishing.2002
- Marilyn Stokstad, W. Cothren , *Art History*, Combined Volume, Prentice Hall.2010.
- Wallis, Brian (ed), *Art After Modernism: Rethinking Representation*, New York: Museum of Contemporary Art in association with David R. Godine, 1984
- Sandler, Irving , *Art of Post modern era*, West view Press, NewYork,1997
- Melville Stephen, *The Lure of the Object* (Clark Studies in the Visual Arts) Clark Art Institute,2006.

AFAC 41023 Art and Nationalism in Indian and Pakistan

Prerequisite: None

Aims and Objective: This course unit is to understand how the nationalist imagination implicitly and explicitly shaped the representation, practice and discourses of art in India and Pakistan through the reading of key movements, institutions, individuals and work of art belong to 20th century.

Course Content: Colonialism and the shift in the art practice, Emergence of nationalist discourse of art. Illusionism and realism, Invention of Tradition, Nationalism and the conflict between the tradition and modern. Different artistic choices and approaches, Patterns of patronage, art institutions and art market.

Teaching and Learning Methods: Illustrated lectures, presentations, and discussions.

In Course Assessment: In course assessment -1x presentation and 3x tutorials / 1x semester paper in 2-3000 words and 2x student centered activity, 1 x mid semester exam -40%.

End semester written exam with essay questions (3hrs) 60%

Learning Outcome: At the completion of the course students will be able to identify the role of nationalism in the shaping of new Indian or Pakistani art. – familiar with the key art movements, artist individuals and their approaches.- engaged with the idea of invented tradition in the field of visual art.

Recommended Readings:

- Guha-Thakurtha, Tapathi. *The Making of a New 'Indian' Art: Aesthetics, and Nationalism in Bengal, 1850-1920*. Cambridge: Cambridge University Press. 1992.
- Kapur, Geeta *When was Modernism: Essays on Contemporary Cultural practices in India*. New Delhi: Tulika Books. 2000
- John Lang, Madhavi Desai, Miki Desai. *Architecture and Independence*, New Delhi: Oxford, 2000
- Mitter, Partha. *Art and Nationalism in Colonial India, 1850-1922: Occidental orientation*, Cambridge. Cambridge University Press. 1994
- Naqvi, A., *Image and Identity: Contemporary Art in Pakistan*, Karachi: oxford University Press, 1998
- Whiles Virginia, *Art and Polemic in Pakistan: Cultural politics and Tradition in Contemporary Miniature*, London I.B. Tauris Publishers, 2011

AFAC 41033 : Sri Lankan Art under European Colonialism

Prerequisite: None

Objectives: This module is to understand the politics of European colonialism in the transformation of local art practices in Sri Lanka, through the study of selected practices, genres and style of architecture, painting, sculpture and design.

Course Content: Development of architecture, painting, printing photography and sculpture under Portuguese, Dutch and English rule, Colonial port culture and the Colombo's art world, Change in materials, methods and meaning. Hybrid and pastiche, Art as a tool of governance and the representation of difference. Colonial art education and the production of new taste. Colonial present and art of the past.

Teaching and Learning Methods: Illustrated lectures, Site visits, presentations, and discussions.

In Course Assessment: In course assessment -1x presentation and 3x tutorials / 1x semester paper in 2-3000 words and 2x student centered activity, 1 x mid semester exam -40%.
End semester written exam with essay questions (3hrs) 60%

Learning Outcome: At the end of the course students will be able to- identify the hybrid nature of colonial Sri Lankan art.- understand the ways of colonial exchanges that produced art, - able to identify the shifting notions of art.- judge the importance of colonial art in the making of a Sri Lankan art history

Recommended Readings:

- Alwis Lakshman, Rohan C. Aluwihare, B. Navaratne, *British Period Architecture in Sri Lanka*, Colombo : Vasthu Silpa, 2000
- Goonatilaka Susantha, *A 16th Century Clash in Civilizations- The Portuguese Presence in Sri Lanka*, Colombo: Vijitha Yapa Publication
- de Silva, R.K., *Early Prints of Ceylon (Sri Lanka) 1800-1900*. London. Serendip Publication. 1985.
- de Silva, R.K., *Illustrations and Views of Dutch Ceylon, 1602-1796*. London. Serendip Publication. 1985.
- Ismeth Raheem, Percy Colin Thome, *Images of British Ceylon; Nineteenth Century Photography of Sri Lanka*. Singapore: Times Edition. 2000.
- Klages Claudia, *Galle Fort*, 2011

AFAC 41043 Curatorial Practice I**Prerequisite:** None**Objective:** This course is to relate art history with contemporary practice of curation by the theoretical understanding and working experience in the field of curation.**Content:** History of curating. Study the work of innovative curators, as well as the impact of recent phenomena such as the emergence of the independent curator and the artist-curator, the proliferation of biennials and art fairs, and the growing significance of participatory and interactive art. Exhibition design and operational management, Visual art space and curatorial practice, Curatorial interpretation in practice.**Teaching and Learning Methods:** Illustrated lectures, presentations, and discussions. Field trip.**In Course Assessment:** In course assessment -1x presentation and 3x tutorials / 1x semester paper in 2-3000 words and 2x student centered activity, 1 x mid semester exam -40%. End Semester- Students are expected to curate an exhibition either individually or as a group, based on their own interest of research or given topic, under the guidance of a guide. This includes operational management, writing of curational note, installation plan and display and gallery talk-60%**Learning Outcome:** Students will be able to discuss the role of the curator both historically and in relation to recent art and exhibit trends, evaluating the key qualities of a contemporary curator.- expand their own ideas into an exhibition plan.**Recommended Readings**

- Golding Viv, Wayne Modest (ed.) Museums and Communities: Curators, Collections and Collaboration Bloomsbury Academic, 2013
- Hoving Thomas, Kate Learson, Lori Stein, Master Pieces: The Curator's Game, Norton, W. W. & Company, Inc, 2005
- O'Neill Paul The Culture of Curating and the Curating of Culture(s), MIT Press, 2012
- Ulrich Obrist Hans, *Ways of Curating*, Faber and Faber, 2014
- Rugg Judith, Michele Sedgwick, Issues in Curating Contemporary Art and Performance, Intellect Ltd, 2008
- Wright Colin, Curation is Creation, Asymmetrical Press, 2014

AFAC 41053 Art History: Methods and Interpretations**Prerequisite:** None**Objectives:** This is to familiarize the students with the current approaches in the discipline through the understanding of method and the tools of art history writing and interpretation.**Course Content:** Understanding the inter-disciplinary nature of art history discipline. Hegel and the birth of art history, Connoisseurship, Cyclic process, Formalism, Marxism and the Social history of Art, Iconography- iconology, Feminism, Psychoanalysis, Semiotics, Postcolonialism. Frame works and the interpretations of art history in India and Sri Lanka Art,**Teaching and Learning Methods:** Illustrated lectures, presentations, and discussions.**In Course Assessment:** In course assessment -1x presentation and 3x tutorials / 1x semester paper in 2-3000 words and 2x student centered activity, 1 x mid semester exam -40%. End semester written exam with essay questions (3hrs) 60%**Learning Outcome:** At the completion of the course students will be familiarized with major art historical approaches and will be able to compare and contrast these approaches. Students also able to critically assess the problems in the method of Indian and Sri Lankan art history writings.

Recommended Readings:

- Belting, Hans, *The End of the History of Art?* trans. Christopher S. Wood, Chicago, University of Chicago Press, 1987
- Edwards, Steve(ed), *Art and its Histories*, New Haven and London: Yale University Press, 1999
- Ferinie, Erine (ed), *Art history and Its Methods*, London: Phaidon, 1995
- Hatt, Michael and Charlotte Klonk, *Art History : A Critical introduction to its Methods*
- Preziosi, Donald(ed), *The Art of Art History: A Critical Anthology*, Oxford : oxford university Press, 1998
- Mukherjee, Parul Dave “The Dialects of Nationalism and Naturalism: Cultural Politics in the Making of Art History in India,” *Nadan* xviii (1998): 5–19.

AFAC 42013 Modern and Contemporary Art in Sri Lankan**Prerequisite:** None

Objectives: This course unit critically read modern and contemporary visual art practice to understand modern and contemporary art in its local –global context and historical process.

Course Content: Culture specificity and modernism. Study selected works of art, artists, and artist’s collectives including Ceylon Society of Art, Ceylon Art Club, 43 Group, Theertha Artist Collective . Nationalism(s) and reinvention of tradition, National elites and portraiture, Options of being modern in architecture, War and militarization and the artistic reactions. City, consumer culture and the pop representations. Issues of representation of gender , sexuality , ethnicity in modern and contemporary art. Nation, Nationalism and the object called “craft”.

Teaching and Learning Methods: Illustrated lectures, site visits, presentations, and discussions.

In Course Assessment: In course assessment -1x presentation and 3x tutorials / 1x semester paper in 2-3000 words and 2x student centered activity, 1 x mid semester exam -40%.
End semester written exam with essay questions (3hrs) 60%

Learning Outcome: At the completion of course student will be able to identify and differentiate the characters of the modern and contemporary in Sri Lankan art . Students will be able to critically engaged with representational politics 20th and 21st century Sri Lankan art.

Recommended Readings:

- Bandaranayake, Senake. *The Rock and Wall Paintings of Sri Lanka*. Colombo: Lake House Book Shop. 1986.
- Bandaranayake, Senake . Albert Darmasiri. *Sri Lankan Painting in the Twentieth Century*. Colombo: The National Trust. 2009
- Perera Sasanka, *Artists Remember; Artists Narrate: Memory and representation in Sri Lankan Visual Arts*, Colombo:Colombo Institute for Advanced Study of Society and Culture,Theertha International Artists’ Collective, 2012
- Weeraratne ,Neville. *43 Group: A Chronicle of Fifty Years in the Art of Srilanka* Melbourne. Lantana. 1993.
- Weerasinge, Jagath, *Contemporary Art in Sri Lanka*. In Caroline Turner (ed.) *Art and Social Change: Contemporary Art in Asia and the Pacific*. Pandanus books. 2005

AFAC 42023 Sri Lankan Art and its ‘Other’ Histories**Prerequisite:** None

Objectives: This course is to understand Sri Lankan art beyond the popular and dominant narrations of written art history, by engaging with art and its histories from the subaltern view point.

Course Content: Written art history and its social and methodological prejudices. Tracing, documenting and interpreting the art history of minorities and women. History and interpretation of craft, art institutions and popular art.

Teaching and Learning Methods: Illustrated lectures, site visits, presentations, and discussions.

In Course Assessment: In course assessment -1x presentation and 3x tutorials / 1x semester paper in 2-3000 words and 2x student centered activity, 1 x mid semester exam -40%.

End semester written exam with essay questions (3hrs) 60%

Learning Outcome: At the completion of course student will be able to s identify and appreciate unwritten history of art and craft traditions of the ethnic and religious minorities and women. – able to understand the ideological bias and the methodological limitations of Sri Lankan Art history writings.

Recommended Readings:

- Coomaraswamy A.K, *Medieval Sinhalese Art*, Essex House Press. 1908
- Weeraratne ,Neville,*Vision of an Island, Rare Works from Sri Lanka in the Christopher Ondaatje Collection*. [Canada]: Happer Collins Publishers Ltd.1999.
- Pieris Anoma, *Architecture and Nationalism in Sri Lanka: The Trouser Under the Cloth*, Routledge, 2012
- இந்திரபாலா. இலங்கையில் திராவிடக்கட்டிடக்கலை, குமரன் பதிப்பகம், 2011.

AFAC 42033 Curational Practices-II (Professional Placement/Art history project)

Prerequisite : AFAC 41043

Aims and Objective: This module is to give exposure to the art world to professionally enhance the skills and knowledge involved with art historical narration and curational practices through the working experience in art galleries or museums in the country or Student's individual art history project.

Course Content: Students are expect to develop independent curatorial research and practice by working either on your own ideas or with a Colombo-based galleries or art institution through the professional placement approved by the Department of Fine Arts for the period of 4 weeks.

Teaching and Learning Methods: Discussion, presentation and field visit

In Course Assessment: In course assessment -1x presentation and 2x semester paper in 2-3000 words-40% End semester: 1 x Project report in 9000-10000 words with viva voce or 1 x curation of exhibition at the Department Art Gallery - 60%

Learning Outcome: At the end of the course student will be having an exposure to the art market, gallery system and exhibition in Colombo/ able to visualize and approach art history project through the tool of curation.

AFAC 42046 Dissertation

GEOGRAPHY

AGYC 41013: Land Use Analysis & Planning

Objectives: To introduce concepts and theories of land use and land use planning, To prepare land use inventories using modern techniques, To analysis the spatial and temporal trends of land use changes, To carry out land use plans using variety of techniques and methods, To prepare sustainable and multi-objective land use plans.

Course content: Nature and scope of land use studies, Land use classifications, Land use inventory: techniques and analysis, Land use problems: from local to global, Land use changes: Techniques and models, Overview of Land use Planning, Land use planning steps, Land use planning methods, Systems and models in land use planning, Comprehensive and Strategic land use planning for sustainability, Land use zoning and regulations, Institutional and legal framework of land use planning, Land use planning: Sri Lankan experience.

Teaching and Learning Methods: Teaching and learning methods include lecture with aid of multi-medias, students' role-play, presentation and discussion. Fieldwork includes collection of primary and secondary data, meeting with the stakeholders and visiting selected institutions relevant to the land use and land use planning. Changes to the schedule will be announced in class. Students are responsible for keeping track of meeting places and times, and deadlines for assignments. NO LATE ASSIGNMENTS WILL BE ACCEPTED. A late assignment will result in a score of zero.

In Course Assessment: Field work records (10%), Take home assignment (10%), In Class test/quiz (10%), Presentation (10%). In total 40%..

Learning Outcome: On successful completion of this module, competent students should be able to; **Knowledge:** Understand an extensive field exercise, that will improve the ability to look at a given landscape and see its current use, patterns of use, its ecological and cultural history, and understand its potential uses and constraints. Become familiar with and able to use the procedures and resources that is frequently used in land use inventory, analysis, planning and decision making. Gain sufficient knowledge and confidence in conducting an independent research on land use and land use planning. **Skills:** Image interpretation and mapping skills. Spatial data analysis skills. Fieldwork and teamwork skills. Modeling skills. Presentation skills.

Recommended readings:

- Food and Agricultural Organization. (1993). Guidelines for land use planning (FAO Development Series 1). Rome: Author.
- Land Use Policy Planning Division. (2005). Guidelines for land use planning. Colombo: Author.
- Mandal, R. B. (1982). Land utilization: Theory and Practice. New Delhi: Concept Publishing Company.
- Randolph, J. (2009). Environmental Land use planning. Washington: Island Press.
- Suthakar, (2011). Land use planning in the Jaffna Peninsula of Northern Sri Lanka: Land use mapping, change detection and optimization. Germany: Lap Lambert Academic Publishing GmbH & Co. KG.

AGYC 41023: APPLIED CLIMATOLOGY

Objectives: To understand the Physical process associated with regional climate and regional climatic variability. To identify case specific areas of climate and society. To apply concepts of applied climatology to social, economic and environmental problems especially associated with transportation, agriculture resource management, health and energy. To learn the causes and impacts of climatic variation and changes, as well as potential human-induced global climate change. To explain how modern issues such as water resources, wildfire, air quality and human health relate to the climate.

Course content: Introduction to applied climatology, Climate and Water Resources, Evaporation and Evapo-transpiration including selected models applications, The Climatic Water Budget and its applications, Applied climatology and Data source, Climate and Agriculture, Climate and Industries, Climate and Transport, Application of climate in Building and Human settlement, Climate and Human affairs and Global Climate change and Variability.

Teaching and Learning Methods: Lecture periods will include slides visual and audio equipment, group discussion and institutional visits. Periods will include field and laboratory learning. Changes to the schedule will be announced in class. Students are responsible for keeping track of meeting places and times, and deadlines for assignments. NO LATE ASSIGNMENTS WILL BE ACCEPTED. A late assignment will result in a score of zero.

In Course Assessment: Project Report (*Group or Individual project*) (10%); Open Book Exam (10%); Final Essay/mid term Exam (10%); Field Notes (10%). In total 40%..

Learning outcomes: On successful completion of this module, competent students should be able to, **Knowledge:** Summarize the current state of knowledge of applied climatology. Understand the importance of the applied climatology in socio economic activities. Understand the methods and techniques of applied climatology. Understand the process and patterns of the physical world and the impact and interaction of human actions with natural systems. **Skills:** Interpret formulae, maps graphs and tables and use the same to solve climatic problems related to the society. Analyse climatic data.

Demonstrate competency in data management, presentation and analysis by conducting quantitative field based research and IT based assignments.

Recommended readings:

- Ann Henderson Sellers. 2006. *Contemporary Climatology*. Longman Scientific & Technical Publication Ltd., New York, U.S.A.
- Ayode, J.O. 1993. *Applied Climatology*, Ibadan university of Ibadan.
- Barua.A.K. 2010. *Climatology*. Wisdom Press, New Delhi, India.
- Critchfield. H.J. 1974. *General Climatology*. New Jercey: Prentics Hall.
- Griffiths. J.F. 1976. *Applied Climatology*. Oxford University Press, London.U.K
- Hobbs.J.E. *Applied Climatology*. Dawson. England.
- John E. Oliver and John J. Hidore. 2002. *Climatology – An Atmospheric Science*. Prentice Hall U.S.A.
- Lal.D.S. 2010. *Fundamentals of Climatology*. Chitanya Publishing House, Allahabad, India.

AGYC 41033: WATER RESOURCE MANAGEMENT

Objectives: Increased awareness of the scientific nature of water. An introduction to processes and occurrences of water in various environments. Improved appreciation on relationships between water, local livelihoods and development and their implications for managing water resources.

Course Content: *Introduction* - Water crisis –Global and regional perspectives; *Science of water* - Catchment water cycle, hydrometeorology, rainfall-runoff relationships, hydrograph separation, urban hydrology, Groundwater systems and laws, properties of water, water quality, water pollution and human uses of water; *New perspectives of water management* - Integrated water management; community, livelihoods, development and water, Water governance and policy.

Teaching and Learning Methods: Teaching and learning methods include lecture with aid of multi-medias, students' role-play, presentation and discussion. Lecture periods will include slides and discussion. Labs may meet in the field to save the time. Changes to the schedule will be announced in class. Students are responsible for keeping track of meeting places and times, and deadlines for assignments. NO LATE ASSIGNMENTS WILL BE ACCEPTED. A late assignment will result in a score of zero.

In Course Assessment: Exam: Discussion Board (DB) (10%); Quiz/Tutorial (10%); Industrial Visit project/Group project (10%); Field Notes (5%) + Field Assignment (5%). In total 40%

Learning Outcome: On successful completion of this module, competent students should be able to; **Knowledge:** To understand the scientific nature of water, its physical and chemical properties, occurrence and distribution. To understand the functioning of a catchment water cycle and changes imposed by human development and modification. To explain the relationships between water, local livelihoods and development and their implications for water resources management. Acquire an interdisciplinary perspective to governance, policies and practices related to integrated water management. **Skill:** Grasp the concepts underpinning the scientific nature of water and apply it on governance initiatives at different scales i.e. national, regional. Explore relationships between water, local livelihoods and development. Demonstrate the use of personal reflection to improve their own ability, and their ability as part of a team, to analyze, explore and evaluate governance initiatives to practical water planning and management problems. Build governance capability in community-based organizations and negotiate across a range of stakeholders in different institutional positions.

Recommended readings;

- Appelo, C.A.J and Postma, D. 1999. *Geochemistry, groundwater and pollution*. Balkema publications, The Netherlands.
- Dinesh Kumar, M.2007. Groundwater management in India; Physical, Institutional and Policy Alternatives. Sage Publications. ISBN 978-0-7619-3535-3.
- Elizabeth M,S. 1983. Hydrology in practice. Champan & hall publishing. United Kingdom.
- Panabokke CR (2007) Groundwater conditions in Sri Lanka—a geomorphic perspective. National Science Foundation of Sri Lanka. ISBN 978-955-590-079-9.
- Sarbhukan, M.M. Integrated Water Resources Management. CBS Publishers. ISBN 8123922108.
- Vaidyanathan. Water Resource Management. Oxford University Press. ISBN 0195658841
- Warren Viessman, J.R. and Gary, Lewis, L. 2007.Introduction to Hydrology, 5th edition. Dorling Kindersley Pvt. Ltd. ISBN 81-317-1470-5.

AGYC 41043: PHYSICAL AND HUMAN ENVIRONMENT – SRI LANKA

Objectives: To understand the very nature of spatial and non-spatial physical and human features of Sri Lanka. To familiarize with current information of physical and human environment of Sri Lanka. To apply general physical and human concepts and theories on to a Sri Lankan context. To promote understanding on environmental resource management, planning and development incorporating physical and human phenomena of Sri Lanka. To develop skills to acquire sources of data and information from governmental and non-governmental sources.

Course content: *Physical environments:-* Actual location & Relative location of Sri Lanka, Maritime zones of Sri Lanka and its importance, General Geological Setup and Topographical regions of Sri Lanka, Drainage pattern, The soils of Sri Lanka & their occurrence and distribution, Weather and Climate of Sri Lanka, Water resources of Sri Lanka, Vegetation (forest, flora and fauna), Other resources, *Economic environments:-* The demographic characteristics of population of Sri Lanka, Rural and Urban Settlement, Economic development and Environmental issues, Natural hazards and its impacts to economic activities, Agricultural development of Sri Lanka. (peasants and plantation sectors), Changing patterns of land use, Environmental constraints and its impacts on development activities, Development challenges of Sri Lanka.

Teaching and Learning Methods: Lectures, Discussion (Group & Individual) field visits (Collection of information and data and presenting knowledge with appropriate ways and means). Fieldwork includes collection of primary and secondary data, meeting with the stakeholders and visiting Government and Non-Governmental institutions. Changes to the schedule will be announced in class. Students are responsible for keeping track of meeting places and times, and deadlines for assignments. NO LATE ASSIGNMENTS WILL BE ACCEPTED. A late assignment will result in a score of zero.

In Course Assessment: Examination (short test) (10%), Essay (10%), Open test (10%), Field based assessment (10%). In total 40%.

Learning outcome: On successful completion of this module, competent students should be able to; **Knowledge:** Understand the physical & human environments and their patterns of distribution in

Sri Lanka; Acquire sources of information and compile data, Incorporate physical and human phenomena towards location intelligence and spatial thinking towards planning and sustainability of development **Skills:** Assess the general physical and human concepts and theories in a Sri Lankan context. Data collection, compilation and synthesis skills. Apply regional knowledge in problem identification in areas of physical and human geographic sciences in Sri Lanka. Teamwork and communication skills with internal and external stakeholders.

Recommended readings:

- Vithanage, P.W. 1987. The Geology, structure and Tectonics of Sri Lanka and South India. Proc symposium on Geology of Sri Lanka, Pradeniya 1983, Occasional Publ.No.6,Paris.
- Cooray,P.G. 1984. An Introduction to the Geology of Sri Lanka, National museums Dept. Colombo.
- Panabokke,C.R. 1996. Soils and Agro-Ecological Regions of Sri Lanka, Colombo.
- Survey Department. 1988. National Atlas of Sri Lanka, Colombo.
- Somasekaran,T. Perera,M.P. and Godellawatta,H. 1995. Arjuna's Atlas of Sri Lanka, Pub.Arjuna consulting Co.LTD, Dehiwala, Sri Lanka

AGYC 41053: POPULATION GEOGRAPHY AND DEMOGRAPHY

Objectives: To provide an introduction to the core organizing principles and concepts of demography and Population Geography. To explore a number of theories to understand how varying rates of population growth and the overall demographic conditions occur. To facilitate understanding of the measurement, mapping and modeling of population spatial dynamics and distributions. To introduce some basic quantitative and qualitative tools used by population geographers for studying changes in population size and composition. To investigate in-depth case studies of particular demographic situations to show how population geography shapes the world around us.

Course content: Part I: Overview of Population studies:- The nature and study of population geography and demography, Geographic distribution of population,

Part II: Population Dynamics:- Birth and fertility: measures, theories and trends, Mortality: causes and consequences, Migration, Population dynamics

Part III: Population models:- The live tables, Population estimates, projections and forecasts,

Part IV: Demography application:- Population policy, Population and environment, Population and development, Assessing and using information about population.

Teaching and Learning Methods: Lecture, Discussion, Field study, Question and answer methods. Field study will comprise field based assessment. Changes to the schedule will be announced in the class. Students are responsible for keeping track of meeting places and times, and deadlines for assignments. NO LATE ASSIGNMENTS WILL BE ACCEPTED. A late assignment will result in a score of zero.

In Course Assessment: Midterm exam(10%), Presentation/Open test/Quiz(10%), Tutorial(10%), Field based assessment (10%). In total 40%.

Learning Outcomes: On successful completion of this module, competent students should be able to; **Knowledge:** Understand the factors affecting the growth and distribution of human populations. Develop an understanding of demographic processes. Familiarize with essential sources of demographic data. Understand the processes that cause demographic change. Understand the population policies and impact on development. **Skills:** Develop appropriate skills and techniques for analyzing and presenting demographic data. Gain population forecasting skills.

Recommended Readings:

- Sinha.V.C and Zacharia.E.2000. Elements of Demography, Allied publishers Limited, 2000 edition.
- Plane D.A.and Rogerson P. A.1994. The Geographical Analysis of Population: With Applications to Planning and Business, Wiley, 1st edition.
- Smith S. K. and Tayman J., 2008. State and Local Population Projections: Methodology and Analysis, Springer, 1st edition.
- Siegel F. R. 2010. Demands of Expanding Populations and Development Planning: Clean Air, Safe Water, Fertile Soils, Springer, 2008 edition.
- Andrew Hindu. 2009. Demographic Methods Replika press LTD.India

AGYC42013: DISASTER MITIGATION AND MANAGEMENT

Objectives: To providing knowledge on natural hazards such as earthquakes volcanic eruption, tsunami, cyclone, flood, drought etc. To understand the main principles of disaster management and related skills development for mitigation. To familiarise with appropriate methods and techniques related to disaster management.

Course content: *Understanding Disasters:-* Definition and Concept of Hazards, Risk, Vulnerability and disaster, Types and classification of disaster, *Disasters:-* Nature induced Disasters; Earthquake, Volcanic eruption, Cyclones, Tsunami, Floods, Droughts, Landslides, Human Induced Disasters; Nuclear, Chemical and Industrial Disasters, Epidemics disasters, Biological Disasters, War, *Disaster Management:-* Meaning, Concepts, Approaches, Principles, Objectives and Scope of Disaster Management, *Disaster Preparedness:-* Introduction to disaster preparedness, Roles and Responsibilities of different agencies and the government, Technologies for disaster management, Disaster Mitigation, *Rehabilitation, Reconstruction and Recovery:-* Disaster Response and management; Response and essential components, Stakeholders coordination in Disaster Response, Human Behaviour and Response Management, Relief Measures *Disaster management and vulnerability analysis*

Teaching and Learning Methods: The course includes conventional lecture program along with appropriate teaching aids. Institutional (Disaster Management Centre) visit and group assignment are incorporated. Students are expected to carry out *field observation and data collection
* During the study period, if any disasters occur in the North and Eastern Province of Sri Lanka, the respective lecturer and student are expected gain on-site field experience and recovery measures.

In Course Assessment: Institutional visit Descriptions (10%); Exam (10%); Project Report (10%); Field Notes (10%). In total 40%.

Learning Outcome: On successful completion of this module, competent students should be able to. *Knowledge:* To understand the process and effects of disasters. To understand mechanisms for mitigation and disaster management. To critically evaluate the nature of emergency and relief. *Skills:* Ability to contribute during emergency situation. Ability to identify the magnitudes of hazards and disasters. Ability to analyze the probability and possibility of disaster using local data. Ability to formulate solutions for various on site disasters. Teamwork and field observation skills.

Recommended Readings:

- Bryant Edwards. 2005. *Natural Hazards*. Cambridge University Press, U.K
- Chakraborty, S.C. 2007. *Natural Hazards and Disaster Management*. Pragatishil Prokashak. Kolkata
- Coppola P.Daman. 2006. *Introduction to International Disaster Management*. Elsevier, Oxford.U.K
- Levitt, Alan M. *Disaster Planning and Recovery*. John Valley and Sons. New York, U.S.A
- Monappa, K.C. 2004. *Disaster Preparedness*. Akshay Public Agencies, New Delhi.
- Reddy.K.R. and others. 2009. *Natural Hazards and Disasters*. Department of Geography, Krishnadevaraya University, India
- Sahni Pradeep et.al.2002. *Disaster Mitigation Experiences and Reflections*. Prentice Hall of India. New Delhi

- Sharma, V.K. 1994. *Disaster Management*. Indian Institute of Public Administration, New Delhi. India
- Singh, R.B.2009. *Natural Hazards and Disaster Management*. Rawat Publication. Bangalore.

AGYC 42023: GEOGRAPHY OF SOCIAL WELFARE

Objectives: To understand the meaning and definition of social wellbeing. To explain the wellbeing history and concepts. To study spatial and temporal dimension of the pattern of wellbeing. To understand the improvement of social wellbeing between the LDCs and MDCs.

Course content: Course introduction, Meaning and definition for social well being, Social well being – Indicators, Measuring social well being, Types of well being (Subjective & Objective), Welfare: Influence of wellbeing of the nation and its people, Relationship between Society and space, Geographical tools for Mapping groups.

Teaching and Learning Methods: Lecture periods will include (multimedia, OHP, audio, video presentation).discussion and field studies. A field study will be conducted at a nearby site, especially visits to the poverty areas such as fishing villages. Students are responsible for keeping track of meeting places and times for the field studies and deadlines for assignment. NO LATE ASSIGNMENTS WILL BE ACCEPTED.A late assignment will result in a score of zero.

In Course Assessment: Quiz (05%), Essay (15%), Open test (10%), Field based assessment (10%), In Total - 40%.

Learning outcome: On successful completion of this module, competent students should be able to. **Knowledge:** Understand the dynamic elements of social welfare and wellbeing. Understand methods of measurements of social well being. Demonstrate profiles for social wellbeing to enhance strategies for same. **Skills:** Teamwork skills. Mapping livelihood and other indicators. Assessing needs of community. Desire for voluntary participation on areas of social wellbeing development projects..

Recommended readings:

- Douglas, L.Johnson .2012. World Regional Geography, Tenth Edition, PHI Learning, PYT.LTD, New Delhi, 110001.
- James M.Rubenstein. 2012. Contemporary Human Geography Meami University, Oxford, Ohio, PHI Learning PVT LTD, New Delhi 110001.
- Richard Coles Zoe, Miliman. 2013. Landscape, Well being and Environment, first published 2013, 711 Third Avenue, New York, NY 10011.
- Kaven Scott. 2012. Measuring wellbeing: Towards sustainability, 711, Third Avenue, New York, NY 10017.
- Severine Deneulin. 2014. Well being Justice and Development Ethics, 711, Third avenue, New York, NY 10017

AGYC 42033: REGIONAL PLANNING AND DEVELOPMENT

Objectives: To explain the nature of regional planning and the necessity for regional development. To provide framework of theory and practice in the field of regional planning. To demonstrate regional planning processes and techniques. To understand regional development strategies. To enhance regional analysis for planning.

Course content: *Conceptual basis for regional of Regional planning:-* Scope and definition of regional planning, Concept of regional development, Brief history of regional planning, Needs for regional development, Inter and intra-regional planning, Regional variations with reference to selected some developed and developing countries, factors and problems associated with regional variations.

Region in Regional planning:- Concept of region and space, Topology of regions, Regionalization and the delineation of region, Sub regional planning, Integrated regional planning, Sustainable regional development, National planning and regional planning, Regional planning policy, Regional planning process.

Regional analysis:- Theory of regional development and planning, Theory of regional economic dualism, Techniques of regional analysis, Inflow outflow analysis method.

Practice of regional development and planning:- Problems and prospects of regional development, institutional framework and governmental policies towards balanced regional development and planning (selected countries), Strategy of regional development, Information system for regional planning

Teaching and Learning Methods: Lecture, Discussion, Field study, Question and answer methods. Field study will comprise field based assessment. Changes to the schedule will be announced in the class. Students are responsible for keeping track of meeting places and times, and deadlines for assignments. NO LATE ASSIGNMENTS WILL BE ACCEPTED. A late assignment will result in a score of zero.

In Course Assessment: Midterm exam(10%), Presentation/Open test/Quiz(10%), Tutorial(10%), Field based assessment (10%). In total 40%.

Learning outcome: On successful completion of this module, competent students should be able to.

Knowledge: Demonstrate the basic concepts and theories in the field of regional planning. Comprehend the nature and characteristics of inter and intra regions. Understand the importance of regional development. Understand regional planning process and procedure. Ability to understand the basis of preparing a regional plan. **Skills:** Delineate the planning region. Identify the issues and challenges in regional planning. Ability to undertake regional analysis. Ability to prepare a regional plan.

Recommended Readings:

- Peter H., Tewdwr-Jones M.2010. Urban and Regional Planning, Routledge, 5th Edition
- Eugénie B.2009. The Urban and Regional Planning Reader, Routledge David A. P.
- David A. P., Lawrence D. M., 2007. Regional Planning, Edward Elgar Pub .
- Ethan S. and Carbonell A.2011. Regional Planning in America: Practice and Prospect, Lincoln Institute of Land Policy.

AGYC 42046: Dissertation

HINDU CIVILIZATION

AHCC 41013: Research Methodology

Objectives: The objective of this course unit is to make the students to understand research methodology and take initial steps to carry out independence research work.

Course Content: Various types of research methods, the significance of research, art of research writing, techniques of research writing etc., Research formulation-defining and formulating, the research problem-selecting, importance of literature-review in defining problem. Literature review-Primary and secondary Sources. Reviews- Monographs-Searching the web-critical Literature Review research design, Data collection Analysis, Prepare Bibliographies, Appendices and Presentation skills.

Teaching and Learning methods: Lectures, discussions, presentation and audio visual.

In Course Assessment: Assessment/Tutorials:10%, Quizzes:10%, Presentation: 10% Mid Semester Exams: 10%

Learning Outcome: By the end of this course the students will be able to carry out their research work systematically.

Recommended Readings:

- Ranjit Kumar, 2010, **Research Methodology: A step-by-step Guide for Beginners**, SAGE publication.
- Yogesh Kumar Singh, 2010, **Research Methodology**, APH Publishing.
- Isadore Newman, 1998, **Qualitative – Quantitative Research Methodology**, SIU Press.
- Ihf;IH nghw;Nfh> 2004> Muha;r;rp newpKiwfs;> le;jpiz gjpg;gfk;> nrd;id.
- jduh[;> ij.> 2005> nray;top Ma;T XH mwpKfk;> nfhOk;G.

AHCC 41023: Hindu Psychology

Objectives: This course unit helps students to understand the psychological structure of Hindu Religion. Further it helps to understand the nature of human beings and how the soul finds a way to achieve the final goal in this life.

Course Content: Nature and scope of Psychology, Hindu Religion and Psychology, The mind and its function according to Hindu Philosophy, the relation of self to the mind and body, The psychology of conduct, desire, emotion etc., Theory of Karma, degrees of consciousness, sensation, pleasure and pain, mental modification and its five kinds, yoga and Meditation, Psychological implication on moksha

Teaching and Learning Methods: Lectures, discussions, presentation and audio visual.

In Course Assessment : Assignment/Tutorials:10%, Quizzes:10%, Presentation: 10% Mid Semester Exams: 10%

Learning Outcome: At the completion of the Unit students will gain the ability to understand real significance and practical aspects in Indian Psychology.

Recommended Readings:

- Akilananda, Swami, 2008, **True Psychology**, Ramakrishna Vedanta Math, India.
- Abhedananda Swami, 1983, **Yoga Psychology**, Ramakrishna Vedanta Math, India.
- Sibha Jagath, 1934, **Indian Psychology, Perception**, Kegan Paul,Trench, Trubner & Co, Great Britain.
- Baron,R.A. & Donn Byne, 2002, **Social Psychology**, New Delhi.

AHCC 41033 Sakta Cult :

Objectives: The objective of this course unit is to introduce the students the various aspects of Sakta Cult.

Course Content: Origin and Development of Sakta Cult, Classes and Number of the tantras, Different modes of worship, Symbolism and significance of Sri sacra, Sakta Saints, Sakti forms.

Teaching and Learning methods: Lectures, discussions, presentation and audio visual.

In Course Assessment : Assisnment/Tutorials:10%, Quizzes:10%, Presentation: 10% Mid Semester Exams: 10%

Learning Outcome: Make the students to identify the sources and the significance of the Sakta worship in Sri Lanka and India.

Recommended Readings:

- Avalon, Arthur ,1918, *Sakti and Sakta. Essays and Adresses on the TantraShastra.* Ganesh and Co., Madras.
- Bhattacharya,N.K., 1974, **History of the Sakta Religion**, Delhi.
- Rajeswary, D.R., 1989, **Sakti Iconography**, New Delhi.
- Janes, E.O., 1959, **The Kalt of Mother Goddess**, London.
- Rathkrishnan, S. (N.D.), **Religion and Society**, Geopge Allen & Univin Ltd, London.
- nre;jpy; Jwtp> 1924> rhf;jk;> nrd;id.
- rPdpthrd;> ,uh.> 1975> rf;jptopghL> ehfh;Nfhapy;.

AHCC 41043 : Hindu Political and Economic Theories.

Objectives: The objective of this course unit is to make the students to understand the Hindu Culture on the basis of Hindu Political and Economic perspectives.

Course Content: The following themes will receive special attention.Origins and Development of Indian state – Monarchies and republics, Ancient Indian theory of state, Administrative systems of the state and local bodies, Revenue and Taxation.

Inter-state Relations. Hindu Political Economy.Hindu Educational Heritage; Related to Hindu Economic through Historical Sources.

Teaching and Learning methods: Lectures, discussions, presentation and audio visual.

In Course Assessment : Assignment/Tutorials:10%, Quizzes:10%, Presentation: 10% Mid Semester Exams: 10%

Learning Outcome: After the completion of this course the students should be able to discuss the Hindu Political and Economic Theories on the perspective of the Hinduism.

Recommended Readings:

- Anant Sadashiv Altekar, 1949, “**State and Government in Ancient India**”, Modilal Banarsidass.
- Urmila Sharma, Sharma,S.K., 1996,” **Indian Political Thought**”, Atlant ic Publishers and Distributors.
- Udgaonkar,P.B., 1969, “**Political Institutions & Administration**” , Modilal Banarsidass.
- Narayanchandra Banerjee, 1938, “**Development of Hindu Polity and Political Theories Volume 2**”, C.o.Book Agency.
- Romesh Chunder Dutt, 2006, “**A History of Civilization in Ancient India:Based on Sanskrit Literature, Volume 2**”, Adamant Media Corporation.
- Panikkar,K.M., The Ideas of state and Sovereignty in Indian Political Thought,
- nre;jpy;ehjd;>r.> 1973> ,e;Jrl;lk;> jkpo;ehl;Lg; ghIE}y; epWtdk;> epa+nly;yp.

AHCC 41053 : Hindu Culture in Western World

Objectives: The objective of this course unit is to make the students to understand the Hindu Culture in Europe and the impact on life of Europeans.

Course Content: An outline History of Hindu Culture in western world, Hindu Civilization in united Kingdom, America, Canada, Germany, Swiss, Sweden, France, Denmark, Norway, Development of temple culture Hindu Religious organizations and their contributions to the Development of Hindu Culture, Religious, Publications and literature for the enhancement of knowledge in religion, Inter relation with other religions and organizations, western contribution to Hindu Culture.

Teaching and Learning Methods: Lectures, discussions, presentation and audio visual.

In Course Assessment: Assignment/Tutorials: 10%, Quizzes:10%, Presentation: 10% Mid Semester Exams: 10%

Learning Outcomes: After the completion of this course, the students should be able to discuss Hindu Culture in Western World.

Recommended Readings:

- tpy;ba+nuz;l;> 1986> cyf kjq;fs;> XH jj;Jtg; ghHit> epa+nrQ;rhp Gf; `Tj; gpiwNtw; ypkpl;ll;.
- Ninon Smart, *The World's Religions* (Old Traditions and Modern Transformations), Cambridge University Press, 1992.
- Frank Whaling (Editor), *The World's Religious Traditions*, T & T Clark Ltd., Edinburgh, 1984.
- Lourens,P., , 2002, *Ä Life Devoted to the Humanities*”, Van den Bosch, Friedrich Max Muller.
- Max Muller, 1879 and 1910, *Sacred Books of the East*, Oxford University Press.

AHCC 42013 : Religion & Philosophy of Siddhas

Objectives: The objective of this course unit is to make the students to understand the significance of the Religion and Philosophy of Siddhas.

Course Content: Definition of Siddha, Religious concept of Siddha, Siddha Tradition in Indian History, Origin of Siddha in Tamil Nadu, Impact of Siddha thoughts on Hindu Society, Siddhas contribution to the humanity, Religious convictions and Ideology of Siddhas, Philosophy of Siddhas, Siddhas in Sri Lanka, Comparative Study of Siddhas, Selected Texts of Siddhas.

Teaching and Learning Methods: Lectures, discussions, presentation and audio visual.

In Course Assessment : Assinment/Tutorials:10%, Quizzes:10%, Presentation: 10% Mid Semester Exams: 10%

Learning Outcome: Students would be familiar with the religion and philosophy of Siddhas.

Recommended Readings:

- KUNfrd;>rp.v];.> 2003> **GJr;Nrhrprj;jHfs;**> rq;fHgjpg;gfk;> nrd;id.
- Kj;ijah>eh.> 1980> **<oj;Jr; rpj;jHfs;**> Mj;kN[hjp epiyak;> ehtyg;gpl;b.
- rpjk;gudhHrhkp> 2001> **rpj;jHfs; fz;l tpQ;Qhdjj;Jtk;**> = nrz;gfhgjpg;gfk;> nrd;id.
- ehuhazd;> f.> 1988> **rpj;jHjj;Jtk;**> jkpo; Gj;jfhyak;> nrd;id.
- Ganapathy, T.N., 1993, *The Philosophy of the Tamil Siddhas*, Indian Council of Philosophical Research, New Delhi.

AHCC 42023 : Hindu Law and Hindu Temple Management

Objectives: The objective of this course is to guide the students to comprehend knowledge of Hindu Law and Hindu Temple Management.

Course Content:

An Introduction to - Hindu Law.

- Various aspects of Hindu Law.
- Judicial administration
- Theory of Punishment
- The place of Hindu Law in Modern trends.
- An Introduction to Management
- Origin and development of Temple Management
- The following aspects regarding temple religions activities: Time Management, Development Management, Financial Management, Management and Administration.

Teaching and Learning Methods: Lectures, discussions, presentation and audio visual.

In Course Assessment : Assignment/Tutorials:10%, Quizzes:10%, Presentation: 10% Mid Semester Exams: 10%

Learning Outcome: After the completion of this course, the students should be understand the basic of the Hindu Law and Hindu Temple Management.

Recommended Readings:

- Dale,E.,1978, **Management : Theory and Practice**, MC Graw Hill, Newyork.
- Larson,R.L. ,1962, **How to Difine Administrative Problems**, Harvard.
- ,utPe;jpudf;> K.> 2005> **jpUf;Fws; Rl;Lk; epHthftpay;> tzpftpay;> thdjpgjg;gfk;> nrd;id.**
- nre;jpy;ehjd;>r.> 1973> **,e;Jrl;l;k;> jkpo;ehl;Lg; ghLE}y; epWtdk;> epa+nly;yp.**
- **,e;jpahtpy; kjk; rl;l;k;> murhq;fk;> 1968> n[l.q;fd; nIHhPl; g;hPgpu];> epa+ahHf;.**

AHCC 42033 : Hindu Science

Objectives: The objective of this course unit is to make the students to understand the basic knowledge of Hindu Science.

Course Content: Mechanical, Geographical, Physical and Chemical theories of the ancient Hindus, Samkhya-Patanjale System, Chemistry in the Ancient Hindu tradition, Medical Schools, Maya and Evolution, Nyaya Chemical theory. Hindu Idea of Mechanics, Ideas of Acoustics, Plants and Plant life, Classification of Animals, Hindu Physiology and Biology, Astronomy and Astrology, Ayurveda and Siddha Medicine, Irrigation, Temple Science, Notable Authours :- Varagamikira, Ariyabattar, Pramakuptha, Paskarar I, II etc.

Teaching and Learning methods: Lectures, discussions, presentation and audio visual.

In Course Assessment : Assignment/Tutorials:10%, Quizzes:10%, Presentation: 10% Mid Semester Exams: 10%

Learning Outcome: Students would be familiar with the knowledge in Hindu Science.

Recommended Readings:

- Sela,B.N., 1915, **Positive Science of the Ancient Hindus**, London.
- kfhy;l;Rkp>jp.> 1996> **Nrhjpltpay;> cyfj;jkpohuha;r;rpepWtdk;> nrd;id.**
- Jaggi, O.P. 1987, **History of Science and Medicine in India** (Vol.I), Indian Astronomy and Mathamatics, Atma& Ram sons, New Delki.
- **The Cultural Heritage of India**,Vol VI, 1986, Science and Technology, Ramakrishnamission, Institute of Culture, Calcutta.
- rk;gj;FkhH>tp.v];.> 1997> **mwptpay; tuyhW> kNdhz;kzpak; Re;judhH gy;fiyf;fofk;> jpUney;Ntyp.**

AHCC 42046 – Dissertation**HINDU PHILOSOPHY (SAIVA SIDDHANTA)**

AHPC 41013 : Research Methodology

Objectives: The objective of this course unit is to make the students to understand research methodology and take initial steps to carry out independence research work.

Course Content: Various types of research methods, the significance of research, art of research writing, techniques of research writing etc., Research formulation-defining and formulating, the research problem-selecting, importance of literature-review in defining problem. Literature review- Primary and secondary Sources. Reviews- Monographs-Searching the web-critical Literature Review research design, Data collection Analysis, Prepare Bibliographies, Appendices and Presentation skills.

Teaching and Learning Methods: Lectures, discussions, presentation and audio visual.

In Course Assessment: Assessment/Tutorials:10%, Quizzes:10%, Presentation: 10% Mid Semester Exams: 10%

Learning Outcome: By the end of this course the students will be able to carry out their research work systematically.

Recommended Readings:

- Ranjit Kumar, 2010, **Research Methodology: A step-by-step Guide for Beginners**, SAGE publication.
- Yogesh Kumar Singh, 2010, **Research Methodology**, APH Publishing.
- Isadore Newman, 1998, **Qualitative – Quantitative Research Methodology**, SIU Press.
- Ihf;lh nghw;Nfh> 2004> Muha;r;rp newpKiwfs;> le;jpiz gjpg;gfk;> nrd;id.
- jduh[;> ij.> 2005> nray;top Ma;T XH mwpKfk;> nfhOk;G.
- Garg, B.L., Karadia, R., Agarwal, F. and Agarwal, U.K., 2002. **An introduction to Research Methodology**, RBSA Publishers.
- Kothari, C.R., 1990. **Research Methodology: Methods and Techniques**. New Age International.
- Sinha, S.C. and Dhiman, A.K., 2002. **Research Methodology**, Ess Ess Publications. 2 volumes.
- Trochim, W.M.K., 2005. **Research Methods: the concise knowledge base**, Atomic Dog Publishing.

AHPC 41023 :Sivagamas and Saiva Siddhanta

Objectives: The objective of this course unit is to provide the salient feature of the Siddhanta as reflected in the Sivagamas.

Course Content: Nature and scope of Sivagamas, Principal Saivagamas and their contents, Modes of worship expounded in Saivagamas, Gnanapatha and Saiva Siddhanta and pathy pasu Basam in pramanas, God, Soul, Mallas Sivagamas, liberation and Sivagamas.

Teaching and Learning methods: Lectures, discussions, presentation and audio visual.

In Course Assessment : Assessment/Tutorials:10%, Quizzes:10%, Presentation: 10% Mid Semester Exams: 10%

Learning Outcome: Make the students to enhance their knowledge in Sivagamas and origin of Philosophy of Saiva Siddhanta.

Recommended Readings:

- FkhuRthkpf;FUf;fs;> rpt=.> 1954> kNfhw;rt tpsf;fk;> aho;g;ghzk;.

- Rghuj;jpdk;>v];.gp.> 2002> irt Mfkq;fs; - XH mwpKfk;> irtrpj;jhe;j E}w;gjpg;Gf; fofk;> nrd;id.
- Kj;ijahgps;is> ngh.> (gjp.)1923> rHtQhNdhj;ju Mfkk;> NjtNfhl;il.
- ckhgjp rpthr;rhhpahH> 1978> rjuj;jpd rq;fpuk;> rk;];fpUj %yKk; ciuAk;> ru];tjpkfhy;> jQ;tth+H.
- NfhghyfpU~;z laH> g.> 2012> ,e;J tpf;fpuftpay;> ,e;J fyhrhu mYty;fs; jpizf;fsk;> nfhOk;G

AHPC 41033 : Textual Study of Sivajnána Siddhiyár

Objectives: The Course unit is intended to the Textual Study of Sivajnána Siddhiyár with special reference to the development of Saiva Siddhanta.

Course Content: Life and works of Arunandhi Sivacharya. Emphasis will be on the textual study of Sivajnána Siddhiyár and its all commentaries.

Teaching and Learning methods: Lectures, discussions, presentation and audio visual.

In Course Assessment : Assessment/Tutorials:10%, Quizzes:10%, Presentation: 10% Mid Semester Exams: 10%

Learning Outcome:Getting deep and wide knowledge of Sivajnána Siddhiyár.

Recommended Readings:

- jpUtpsq;fk; ciu> 1971> rptQhdrpj;jpahH Rgf;fk;> \$!;LwTj; jkpo;E}w; gjpg;G tpw;gidf; fofk;> aho;g;ghzk;>
- fe;ijah>K.> 1987> rptQhdrpj;jp jpWTFhy;> Vohiy.
- rptQhdrpj;jpahH> No date, mWtH ciu. Nfh.rz;KfRe;ju KjypahH(gjp.)> nrd;id.
- rptQhdrpj;jpahH gugf;fk;> irtrpj;jhe;j E}w;gjpg;Gf; fofk;> nrd;id.

AHPC 41043 : Harmony and Saiva Siddhanta

Objectives: The objective of this course unit is to make the students to understand the harmony and peace.

Course Content: Human problems and promoting harmony, Individual family Social Religious and Ethnic Harmony, Definition of harmony; Harmony as related in Vedas and Upanishads; Bhagavat Keetha and harmony; Harmony is a precondition for peace and peace opens the door to joy; Harmony as depicted in Thirukkural: Religious harmony in Saiva Siddhanta

Teaching and Learning methods: Lectures, discussions, presentation and audio visual.

In Course Assessment : Assessment/Tutorials:10%, Quizzes:10%, Presentation: 10% Mid Semester Exams: 10%

Learning Outcome: To be familiar with harmony inside and outside and practice family harmony and social harmony.

Recommended Readings:

- Ninian Smart, 1989, **The world's Religions**, Cambridge university press, London.
- Eric,J. Sharpe, 1976, **Comparative Religion – A History**, London.
- tr;rpuNty; KjypahH> 1962> jpUf;Fwspd; cl;fpil irtrpj;jhe;jNk> ,e;jpah

AHPC 41053 : Upanishads and Saiva Siddhantam

Objectives:The Course unit is intended to introduce the relationship between the Upanishads and Saiva Siddhanta.

Course Content:The nature and scope of Upanishads. Main Upanishads and their contents. Svethasvathara upanishad and Saiva Siddhanta with special attention to Kata, Kaivalya,

Atharvasika, Maha Nārāyana, Aithareya etc.. The Brama suthra which describes the essence of Upanishads and the commentary of Neela Kanda Sivacharya – translated by Kasivasi Senthinatha Aiyar.

Teaching and Learning Methods: Lectures, discussions, presentation and audio visual.

In Course Assessment : Assessment/Tutorials:10%, Quizzes:10%, Presentation: 10% Mid Semester Exams: 10%

Learning Outcome: To make students to understand the essence of Upanishads and the relationship with the Saiva Siddhanta.

Recommended Readings:

- செந்திநாதையர், காசிவாசி, **பிரமகுத்திர சிவாத்துவித சைவபாடியம்**, தெய்வச்சேக்கிழார் சைவசித்தாந்த பாடசாலை, தஞ்சாவூர், இண்டாம் பதிப்பு - 2005.
- செந்திநாதையர், ஸ்ரீ காசிவாசி, **சைவ வேதாந்தம்**, தெய்வச்சேக்கிழார் சைவசித்தாந்த பாடசாலை, தஞ்சாவூர், மீள்பதிப்பு - 2009.
- சிவஞானமுனிவர், **சிவஞான பாடியம்**, சைவசித்தாந்தப் பெருமன்றம், சென்னை, 2008.
- Paul Deussen, 1966, **The Philosophy of the Upanishads**, Dover Publications, INC, New York.
- Science Graduate, 2007, **A Study of the Svetasvatara Upanishad**, Saivaparipalana Sabai, Jaffna.
- Aures Chandra Chakravarti, 1935, **The Philosophy of the Upanishads**, University of Calcutta.

AHPC 42013 : Contemporary Trends in Saiva Siddhanta

Objectives:The Course unit provides a wide knowledge of Contemporary trends in Saiva Siddhanta and other religions.

Course Content: This Course unit explores the Introduction to the contemporary trends in Saiva Siddhanta in Sri Lanka, India, Malaysia and Western countries. The contribution of Sri Lankan and Indian scholars and Saiva Siddhanta Organizations – Saiva Paripalana Sabai, Dharmapuram Adeenam, Thiruvavaduthurai Adeenam, Saiva Siddhanta Peru Mandram, World Saiva Council, French Institute of Pondichery and Universities to the development of Saiva Siddhanta studies and attempts to preserve the parity of traditional scholarship, reprints, new expositions in contemporary (easy) Tamil. The understanding of the doctrine and its development to the present needs, influences of other religions and their practices.

Teaching and Learning Methods: Lectures, discussions, presentation and audio visual.

In Course Assessment : Assessment/Tutorials:10%, Quizzes:10%, Presentation: 10% Mid Semester Exams: 10%

Learning Outcome: Students would be able to know the trends of Saiva Siddhanta and other religions and to conduct standard researches at the end of the course.

Recommended Readings:

- Satguru Sivaya Subramuniyaswami, 1999, **Merging with Siva Hinduism's Contemporary Metaphysics**, Himalayan Academy, India, USA.
- Dominic Goodall, 2004, *The Parāṅkhyatantra. A Scripture of the Śaiva Siddhānta*, Pondicherry, [French Institute of Pondicherry](http://www.frenchinstituteofpondicherry.org) and Ecole française d'Extrême-Orient,
- <https://www.himalayanacademy.com>
- <http://www.saivaworld.org>
- <http://www.saivism.net>
- www.thevaaram.org,
- www.shaivam.org,
- <http://www.saivasiddhanta.in>

AHPC 42023 : Philosophy of Religion and Saiva Siddhanta

Objectives: The objective of this course unit is to provide knowledge of nature of Religion with Philosophical thinking about religion. To develop abilities of students to identify analyse, criticize and evaluate philosophical arguments and theories.

Course Content: Philosophy of Religion as branch of Philosophy. Definition of Philosophy of Religion. Religious beliefs and critics Existence and nature of God and creation theory of universe. Religious language and saptha pramana of Saiva Siddhanta. The problem of evil, Karma & Rebirth, Liberation, Religious experience.

Teaching and Learning Methods: Lectures, discussions, presentation and audio visual.

In Course Assessment : Assessment/Tutorials:10%, Quizzes:10%, Presentation: 10% Mid Semester Exams: 10%

Learning Outcome: Students who study properly and attend all classes will be able to state and discuss the main arguments for and against the existence of God. State and discuss the problem of life after death and state and discuss the relations between religion and morality, religion and law and religion and science

Recommended Readings:

- Mitchell Basil, 1971, **The Philosophy of Religion**, London
- Brian Davies, 2004, **An Introduction to the Philosophy of Religion**, Oxford University Press, USA.
- William L. Rowe, 2001, **God and the Problem of Evil**, Blackwell Publishers.
- Hick, J.H., 1978, **Philosophy of Religion**, Prentice Hall, New Delhi, India.

AHPC 42033 - Hindu Psychology

Objectives: This course unit helps students to understand the psychological structure of Hindu Religion. Further it helps to understand the nature of human beings and how the soul finds a way to achieve the final goal in this life.

Course Content: Nature and scope of Psychology, Hindu Religion and Psychology, The mind and its function according to Hindu Philosophy, the relation of self to the mind and body, The psychology of conduct, desire, emotion etc., Theory of Karma, degrees of consciousness, sensation, pleasure and pain, mental modification and its five kinds, yoga and Meditation, Psychological implication on moksha

Teaching and Learning Methods: Lectures, discussions, presentation and audio visual.

In course Assessment: Assisnment/Tutorials:10%, Quizzes:10%, Presentation: 10% Mid Semester Exams: 10%

Learning Outcome: At the completion of the Unit students will gain the ability to understand real significance and practical aspects in Indian Psychology.

Recommended Readings:

- Akilananda, Swami, 2008, **True Psychology**, Ramakrishna Vedanta Math, India.
- Abhedananda Swami, 1983, **Yoga Psychology**, Ramakrishna Vedanta Math, India.
- Sibha Jagath, 1934, **Indian Psychology, Perception**, Kegan Paul, Trench, Trubner & Co, Great Britain.
- Baron, R.A. & Donn Byne, 2002, **Social Psychology**, New Delhi.

AHPC 42046 – Dissertation

History

AHYC 41013 : History and Prejudice in South Asia

Objectives: To demonstrate this course unit the area of studies has been selected in such a way that it meets the expectations that to know the common unsolved problem in History and culture in South Asia. In the mean time the Sri Lankan Historical problems also will be analyzed in the South Asian context. Therefore one student could catch the real historical problems in both, locally and regionally with current social changes in South Asia.

Course Content : The difference between Historical Mythology and Historical facts and writings; Methodology and Historical writings in South Asia; Sri Lankan History and its regional approach; Different approaches of History of Colonization and Migration ; Imperialism and Colonization of Sri Lanka; Problems of Source materials and Historiography.

Teaching and Learning Methods : Lecture; Discussion; Assignment; Question and Answer methods and Presentation.

In Course Assessment :

Tutorial 10%, Assignment 10%, Presentation 10%, Mid Semester Exam 10% Marks

Learning Outcome: At the end of this course unit students will be able to improve in the different Historical approach and writings with empirical Historical recourses and then they will be able to move into conclusions for a problem. Therefore, this course of teaching will peruse that how to differentiate methodology and History.

Recommended Readings:

1. Mendis, G.C., The Early History of Ceylon , Second Edition (Culcutta: 1935)
2. Romila Thapar., Past and Prejudice , National Book Trust publication, New Delhi, 1994
3. Indrapala, K., The Evolution and Ethnic Identity, - The Tamils in Sri Lanka, M.V. publications, Sydney, 2005.
4. Indrapala, K., (ed) The collapse of the Rajarata Civilization (University of Peradeniya, Peradeniya, 1971).
5. Chithraleka Mounaguru., (ed) Ethnicity and Social changes in Sri Lanka (In Tamil), Social Scientists Association, Colombo, 1985.

AHYC 41023 Economic and Social History of Sri Lanka up to 1500 A.D

Objectives: This course unit provides the Socio Economic approach to understand the history for a student and the current trends of the Historical writing of Sri Lanka. By approaching Socio-Economic and cultural view point of history of this Island Nation, it is aimed to illustrate the growth of culture with multi-ethnic societies which evolved from ancient past in Sri Lanka. As far as Sri Lankan History is concerned the **pious** methods of Socio, Economical aspects are being now emphasized. Thus, a student who offers this course unit will get a perfect knowledge of multi-cultural and ethnic history in future.

Course Content : The basic Elements of Economic productions; Land and Lakes, Labour and Surplus Productions ; and Social formations and division of Laburs; Early Sri Lankan Economic resource materials, such as early Brahmi inscriptions, Cave inscriptions, Early punch marked coins and Puranas coins; Archaeological excavation reports from Anuradhapura, Tissamaharama, Kantarodai and Mathotta. Early Medieval trade guilds of the Pallavas, the Cholas and the Pandiyas. The trading activities during the drift of the Capitals towards South west and the Economic causes for the collapse of the Rajaratta Civilizations.

Teaching and Learning Methods: Lecture, Discussion, Assignment, Question and Answer methods and Presentation.

In Course Assessment : Tutorial 10%, Assignment 10%, Presentation 10%, mid semester Exam 10%. Marks

Learning Outcome: By offering this course unit a student could learn the Social formation of Sri Lanka through the ages in different Economic levels and basis from different regional level such as Rajaratta, Ruhunuratta, Mayaratta, Malayaratta and Dakkanadhesha. A student could also learn different cast system with various laboring activities such as Karavas, Govigas, Manikaras and etc.

Recommended Readings:

1. Philips, C.H., (ed) Historians of India, Pakistan and Ceylon, London, 1961.
2. Rahula Walpola., History of Buddhism in Ceylon, 3rd century B.C. to 10th C.A.D., Colombo, 1956.
3. Liyanagamage, A., (ed) Studies in the Social History of Sri Lanka (Social Science Review, No. 4, Social Scientists' Association, Colombo, 1998.
4. Liyanagamage, A., The Decline of Polonnaruwa and the Rise of Dambadeniya (circa 1180-1270 A.D.), Department of Cultural Affairs, Colombo, 1968.

AHYC41033: European Political Thoughts and Institutions from 1400 to 1950 A.D

Objectives: The expectation of the offering this paper is to compare European Political civilization which is prevailing at the time with South Asian trends. A student is expected to learn the different character of the political thinking which originated in Europe and influenced Asia as well. The core of the contents will illustrate to a candidate to learn and understand the important of human behavior and social changes in Europe through the ages.

Course Content : A Survey of European political thought of Modern times including major representative political thinkers – Machiavelli, Rousseau, Lock, Hobbs, Karl Marx, Engels, Lenin and Stalin. The Conservative, Liberal, Radical thought and Modern Communism.

Teaching and Learning Methods: Discussion, Assignment, Question and Answer methods and Presentation.

In Course Assessment : Tutorial 10%, Assignment 10%, Presentation 10%, Mid semester Exam 10%. Marks

Learning Outcome: At the end of this course a student will be able to achieve the knowledge on political activity and different social formations. From Humanism to the post modernism. The Political thoughts have influenced through the exciting society in Europe. So that a student will learn the various countries which have been evolved due to the political thinkers.

Recommended Readings:

1. Agarwal .K.C., Political Theory, New Delhi, 2008.
2. Carriff. E.F., Morals and Politics, London, 1935.
3. John Bowle., Western Political Thought, London, 1961.
4. Muharjee, S. Ranaswamy, S. A History Socialist Thought, New Delhi, 2000.
5. நடராஜன்.பி., அரசியல் சிந்தனைகள், சென்னை, 1973.

AHYC 41043: History and culture of the Tamils of Sri Lanka

Objectives: By providing this course unit a student is expected to know the origin, growth and development of Tamil culture in both, language and cultural basis in Sri Lanka. Further, one who is offering this course unit is expected to extract the salient features of Tamil culture which intermingled with the Sinhala Buddhist culture. The Sinhala Buddhist culture which involved and evolved with the institutions like different Nikkayas are main factor for different countries relationships throughout the Sri Lankan culture.

Course Content : Resource materials which provide the History, culture, and the democratic pattern of Tamils in Sri Lanka are based on mainly the Literary sources and Archeological source materials. antiquity of Tamils of Sri Lanka ; Aryan and Dravidian problems in Sri Lanka ; Foreign relationships with the history of Tamils.

Teaching and Learning Methods: Lecture, Discussion, Assignment, Question and Answer methods, and Presentation.

In Course Assessment : Tutorial 10%, Assignment 10%, Presentation 10%, Mid semester Exam 10%.Marks

Learning Outcomes: By offering this course unit, a student could learn the more aspects on the question of Tamils who living since 5000 years in Sri Lanka. Having contributed many civilized aspects to this nation buildings by the Tamils, their economic and religious history should be traced through the archeological and multi-cultural point of view. So that the outcomes of this course unite is providing to understand the real problem of ethnic question at present in Sri Lanka.

AHYC 41053: Historiography of Sri Lanka

Objectives: The aim of this course unit is to learn the main features of historical source materials which written by the different personalities in different times. In a multi-cultural Nation the history of people has to be written in a balanced manner. But in Sri Lanka, the historical writings are mainly based as the Buddhist religious history and culture. Thus one who offers this course unit has come to know to learn vividly the real history of Sri Lanka.

Course Content: What is Historical writing? Definition of historiography ; understanding of historian and historiography ; understanding aim of history ; natures of the history ; history and other disciplines; sources of the indigenous historical writings, Depavamsa, Mahavamsa, Culavamsa and other historical literatures. Historiography of Jaffna ;the knowledge of modern historians of Sri Lanka.

Teaching and Learning Methods: Lecture, Discussion, Assignment, Question and Answer methods, Presentation.

In Course Assessment : Tutorial 10%, Assignment 10%, Presentation 10%, Mid semester Exam 10%.Marks

Learning Outcome: Without knowing a historian's characteristics anyone can't understand the trend of historical writings of a country. Some historians are belonging to patriotic approach of history. Some of others are belonging to biographical style of writings. Somemore others are belongs to religious based writing methods. Thus the study of historiography of Sri Lanka has enhanced a vivid picture of historical approach of this history. Most of the religious historians have writtenthe history of Sri Lanka as in one sided level. The Economic based Marxist approach of writings of history of Sri Lanka gives a non-partial history without basedon any communal or contrast facts.

Recommended Readings

- Venkatesan,G., A study of Historiography ,V.C. publication, Rajapalayam,India.1994.
- Carr,E.H., What is History,(Tr.- in Tamil) வரலாறு என்றால் என்ன? சென்னை, 2004
- Collingwood,R.G., The idea of History, Oxford university press,1946.
- Philips,C.H., (ed) Historians of India ,Pakistan and Ceylon, London, 1961.
- Arnold,John H., History:A very short introduction, Oxford university Press, U.K., 2000 (Translated in Tamil by Prem, First published in Tamil Nadu in 2005.

AHYC 41063 : 20th Century U.S.A.

Objectives: Since the control over on the political activities and leadership of the European and Asian countries by the U.S.A., the history of the country is very essential to learn each candidate of modern history. The country is belonging to one of the super power nations in the world, its decision and activities through regional wise are very effective to change other nation's history. Therefore, the aim of this course content is expected to learn a student of modern historycompulsorily.

Course Content : Main trends and historical and political developments up to the end of the twentieth century in the United States.

Teaching and Learning Methods: Lecture, Discussion, Assignment, Question and Answer methods and Presentation.

In Course Assessment : Tutorial 10%, Assignment 10%, Presentation 10%, Mid semester Exam 10%.Marks

Learning Outcome: At the end of this course demonstration each candidate has come to understand the Humanist thinking which is varied from country to country. The nations like France and Germany are having various policies regarding the humanism. These nations are never having allowed the alien cultural growth into their own society. But as far as U.S.A. is concerned the situation is different from the rest of the world and a new democratic theory is being applied in this country. Therefore, small countries like South Asian Countries always are expecting the country U.S.A. as their guardian God for such South Asian politics and their developments.

Recommended Readings

- Allen Weinstein & David Rubel., The Story of America, An Agincourt Press Productions, New York, 2002.
- David, Shi and Holly A. Mayer, A Documentary history of America, Norton & Company, New York, 2007.
- George Brown Tindall, David E. Shi, America, Norton Company, New York, 1989.
- Robert H. Walker, American Studies, Greenwood Press, Westport, 1976.
- Robert D. Marcus, Brief History of the United States, 1945, St. Martin's Press, New York, 1955.
- Aslalasundaram R., The History of America (in Tamil), GRS pathipagam, Pondichcheri., 2002.
- நாகேஸ்வரி, அண்ணாமலை., அமெரிக்காவின் மறுபக்கம், ஒரு சமூகப் பொருளாதாரப் பார்வை, அடையாளம் பிரஸ், இந்தியா, 2009

AHYC 42013 : 20th Century Europe

Objectives: There were very important political activities which took place in Europe during the 20th century. Owing to the industrial revolution in Europe, the National States were growing up in western Europe and then those of Nations State were engaged in finding colonial status. This situation was resulted with the two world Wars. These events have been affected severely the Asian continent too. Therefore, the aim of this course unit is to help a student to aware the causes and the effects world Wars.

Course Content : The Expansion of Europe, On the Brink of Armageddon, The Balkan and the approach to the first world war, The peace Treaties, Unrest and Convalescence, First world war and its Aftermath, League of Nations, The Decent to Averno's, Russian Revolution, Lenin, Fascism, Nazism, The Second world war, U.N.O, Cold war, Disarmament, Common wealth of Nations, Reunification of Germany, Gulf war, Disintegration of U.S.S.R.

Teaching and Learning Methods: Lecture; Discussion; Assignment; Question and Answer methods and Presentation.

In Course Assessment : Tutorial 10%, Assignment 10%, Presentation 10%, mid semester Exam 10%.Marks

Learning Outcomes: By studying this particular course unit a candidate will get full knowledge of geo- political order of European countries during the period of 20th century. The Asian countries have been affected due to that policy. The Middle East countries which are oil producing countries over by the newly emerged European colonial countries. Therefore, one can understand the power

of the Middle Eastern countries in controlling the rest of the part of the world at the time by using the oil production as a weapon. Thus the outcome of this course unites on 20th century History of Europe will be very fruitful for a candidate.

Recommended Readings:

- Grant, A.J.(1951), *Europe*, Longmans Green And Co, London.
- Marriott,J.A.R. (1933), *The Evolution of Modern Europe 1453 – 1939*, Methuen & co Ltd, London.
- Denis Richards,(1935), *An Illustrated History of Modern Europe 1789 – 1945*, Longmans Green & Co, London.
- Denis Richards (1957), *An Illustrated History of Modern Europe 1789 – 1945*, Longmans Green and Company, London.
- George Holmes (Ed) (1968), *The Oxford Illustrated History of Modern Europe*, New York.
- Fisher, H.A.L,(1936), *A History of Europe*, Edward Arnold and Company, London.
- Lipson ,E,(1970), *Europe in the 19th and 20thCenturies*, English Language Book Society and Adam and Charles Black, London.
- ஆரோக்கியசாமி, மு.,(1960),*ஐரோப்பியவரலாறு*,சென்னை.

AHYC 42023 : Indian Political Thoughts and Institutions 10th to 18th Century

Objectives: By teaching this course unit, it is aimed to a particular candidate to get involved withancient and medieval Indian political theory and institutions. During the medieval period, the South Asian countries were influenced by a new religious faith and thoughts i.e. by the Islamic religion besides of Southern Hindu cultural revival. The emerging of Delhi Sultanate with the new faith has influenced and intermingled with indigenous culture. Therefore, the Indo- Islamic culture was emerged throughout the country. Then this culture was followed by the Mughal rule in the medieval India and the period was witnessed for National political unity and cultural cum social institutions.

Course Content : Emerging Cholaempire and fundal political order in Tamil Nadu. The policy adopted by the Chola kings in making an oceanic empire .The role of temples in the walk of life of the people in South India. Formation of Delhi Sultanate, Islamic faith and Empire building activities. New Indian political order and political thoughts during the sultanate of Delhi. The salient features of political administration, social condition and economic order during the Mughal period. National Indian culture and Akbar.The courses for decline of Mughal Empire. Origin and development of Vijayanakara Empire.

Teaching and Learning Methods: Lecture, Discussion, Assignment, Question and Answer methods and Presentation.

In Course Assessment : Tutorial 10%, Assignment 10%, Presentation 10%, Mid semester Exam 10%.Marks

Learning Outcome: By choosing this course unit one can come to know the medieval Indian political order and social and economic conditions. The current living pattern of people of South Indian is basing on the life pattern of Vijayanakara Empire. Therefore, the learning and outcomes of this course unit are greatly help to one who select this for the study.

Recommended Readings:

- Mehta, J.L.,Advanced study in the History of Medieval India, Vol. I, sterling publication, New Delhi, 1979.
- Lunia, B.N.,Evolution of Indian culture, Educational publishers,Agra,1987.
- சர்மா, எஸ்., இந்திய நிலமானிய முறை, கி.பி.300-1300, NCPH வெளியீடு, 2009.
- மகேஸ்வரன், வல்லிபுரம்., சோழர் காலத்துக் கோயிலும் சமூகமும், குமரன் புத்தக இல்லம்,கொழும்பு-சென்னை,2008.
- இராசேந்திரன்,மு., சோழர்காலச் செப்பேடுகள் ,சென்னை,2011

AHYC 42033 History of International Relations from 1945 AD to 2000A.D

Objectives: By selecting this course content one can assure the current knowledge of political order and political thinkers. An individual country in the any region cannot survive or depend on in their own for their economic development because of network system have ties or interrelate each country together for the development. But the policy of international relations in different countries have differ on the basis of religious and economic condition. So, that the international relations have affect each country into their existence. That is why this course unit is a very important one to know regional wise country's history.

Course Content : International relations and 2nd world war(Origin of cold war and changing super power relations, soviet Russia and its relations with western Europe, U.S relations with Latin America), Developing countries and the third world (Non aligned movement, Association of south East Asian Nations, South Asian Association for regional cooperation) , United Nation organization and International Relations(Role of U.N.O in Nuclear conflicts, Oil politics, World peace and provision of Security), Economic cooperation and International Relations (Globalization, Challenging Environmental Issues, Human rights)

Teaching and Learning Methods: Lecture, Discussion, Assignment, Question and Answer methods and Presentation.

In Course Assessment : Tutorial 10%, Assignment 10%, Presentation 10%, Mid semester Exam 10%.Marks

Learning Outcome: A student of History of International relations from 1945 to 2000A.D will reach his/her position for a high diplomatic. Each politician and each country will be benefited through the education of International relationship. The current political History of South Asia also have devised on the base of kind of international relationship.

Recommended Readings:

- Bennet A.Lecoy, International Organization, Engle word Clippis, Prentice Hall, New Jersey , 1988.
- Brown C., Nardin and others, International Relations in Political Thought, Cambridge,2002.
- Coalin Thomas, In Search of Securiy, the Third world in International Relations, BoulduColorade, Lynno Riana, 1987.
- Eban Abb. The New Diplomacy: International Affairs in the Modern Age, Random House, new York, 1983.
- Fros M., Ethics in International Relations, Cambridge, 1996.

AHYC 42043: History of Human Rights

Objectives: The Study of Human rights now days has becoming in a vast area. Because of the uprising of fundamentalism in such countries, the victimized people of the social strata gradually increasing. Therefore, the U.N.O like charted welfare international institutions have making the code of Law for the people who affected by the violence and natural disaster. With the declarations of human rights by U.N.O. the countries in both Europe and Asia developed and improved the conditions of the life of the people who have been made into suffer. Therefore it is very benefit to study the human rights as a main subject for the feature generations.

Course Content : Definition of Human Rights; Theories of Human rights. Historical and sociological kinds of human rights, Historical perspective of human rights, Declaration on Human rights, Declaration on the rights of children, Rights of the disabled persons, declaration on the protections against torture and the cruel inhuman treatment or punishment ; conventions of Human rights, Violation of human rights and UNO; Contemporary challenges from child labor, women's right; problems of refugees and capital punishment.

Teaching and Learning Methods: Lecture, Discussion, Assignment, Question and Answer methods and Presentation.

In Course Assessment : Tutorial 10%, Assignment 10%, Presentation 10%, Mid semester Exam 10%.Marks

Learning Outcome: This unit provides the student with the capacity to identify some issues and problems relating to the realization of human rights, and strengthens the ability to contribute to the resolution of human rights issues and problems. It is also developed to investigative and analytical skills.

Recommended Readings.

- MichelineIshay, The History of Human Rights,University of California Press, 2008.
- Moyn, Samuel, The Last Utopia, Human Rights in History, Cambridge, Mass, Harvard University press, 2010.
- Hunt, Lynn, Inventing Human Rights- A History,W.W. Norton and co, New York, 2006.

AHYC 42046 Dissertation

Home Economics

AHEC 41013: Diet and Health

Objectives: To gain knowledge about the different types of diseases and its courses, to gain knowledge principles of epidemiology.

Course Content: Causal and risk factors of cancer, Primary and secondary prevention of heart disease, Dental public health, maternal health issues. Health care of the young mental health, mental retardation, Economical aspects of preventive medicine. Environmental health issues. Analysis of the problem of setting priorities in preventive medicine and public health. Case studies in health promotion cancer prevention. Planning implementation and evaluation of Maternal and child Health programs. Resistance to change. Social framework of health education. Nutritional education., diet related health promotion

Teaching and Learning Methods: Illustrated lecture, presentation, field survey

In Course Assessment: Tutorial 10% presentation 10%, field notes 10% exam 10%

Learning Outcome: Students able to analyze the factor that course diet related health problems

Recommended Readings :

- "Nut. Luz Ma. Zorrilla" Therapeutic Diets, 2008
- "Kanhana Kabra" Therapeutic Diet [Kindle Edition] 2010
- "Ted Wilson" Strategies for Disease Prevention (Nutrition and Health) Publisher Humana Press Inc. (May 2001), 2001

AHEC 41023: Food Service Management - I

Objectives: Understand the basic principles of management in food service units, and food service administrator, Develop skills in setting up food service units, Understand the concept and principles of resource management,

Course Content: Types of catering – commercial and non-commercial - Hotel, Motel, Restaurant, Cafeteria and Chain hotels, Welfare - Hospital, School lunch, Residential establishment and Industrial catering (Specify the commercial and non commercial separately and give examples). Transport - Planning a food service unit. Layout of food plant-, Kitchen, type of kitchen - Interior design in a hotel / restaurant - lighting, table decoration, Sanitation of plant, kitchen, hygiene, garbage disposal pest control - Management of time, energy and money, Types of income, Budgeting and books of account inventories, , Book keeping, store control, Personnel management - staffing, recruitment and selection, induction, training and supervision, Decision making, communication, administration, leadership, Job analysis, performance appraisal.

Teaching and Learning Methods: Demonstration, Illustrated lectures

In Course Assessment: Tutorial10% Presentation10% Exam10% Demonstration 10%

Learning Outcome: Able to manage the human resources and non human resources within a foodservices organization or establishment

Recommended Readings :

- Elizabeth McKinney Lieux, Exploring Food Service Systems Management Through Problems, 2007
- Ronald F. Cichy, Managing Service in Food And Beverage Operations, 2005
- "Zhang Ping", Food service and management, 2011
- "Sony Bode", The Food Service Professional Guide to Successful Catering: Managing the Catering Operation for Maximum Profit (The Food Service Professional Guide to, 12) (The Food Service Professionals Guide To) 2002

- Angela C. Adams, The Restaurant Manager's Success Chronicles: Insider Secrets and Techniques Food Service Managers Use Every Day to Make Millions. 2007
- "June Payne-Palacio Ph.D. RD" Foodservice Management: Principles and Practices Publisher: Prentice Hall; 12 edition (February 25, 2011 (12th Edition), 12th Edition, 2011

AHEE 41033: Rural Home Economics

Objectives: To enable the students to understand the overall development of rural and urban environment.

Course Content: Historical review and developmental path of rural life, Rural family, rural holding and household, Rural household and employment, Interaction of rural and urban environment, Organization of rural space and rural households. Development of rural space and rural household (socio economic and cultural development). Sustainable and organic farming. Utilization of local population and mobilization and promotion of local resources. Social and cultural activities. Co-operative activities and rural family. Partnerships and rural family income, the role of rural woman. Agro tourism, Woman empowerment, woman headed family, lively hood, cottage industrial.

Teaching and Learning Methods: Illustrated lecture, Presentation Discussion

In Course Assessment: Presentation 10% Tutorial 10% Exam 10% Project 10%

Learning Outcome: Students able to develop their rural life

Recommended Readings:

- Rural Home Economics "Ma Yin Sheng Zhu Bian Jiang Ai Qun" (1991)
- Joseph D. Yenerall The Rural Elderly in America: The Old Folks at Home (Mellen Studies in Sociology, Publisher: Edwin Mellen Pr; 1 edition (April 1999), 1st Edition, 1999.
- Nick Gallent, Rural Second Homes in Europe, Publisher: Ashgate Pub Ltd (February 2000), 2000

AHEC 41043: Family and Community Health Promotion (Field work)

Objectives: Students enable to analyses family and Community health Problems by their own.

Course Content: Introduction of community health programme principles of improving well being of community system. Measures of improvements in functioning. Community processes and community health. Analysis of how community functions as a system. (Foci of power and foci of influence). Healthy relating and dysfunctional relating. Improving community processes for health promotion. Community interventions to Improve shared understanding of determinants of well being. Dealing with change. Shared Ownership of community health and shared efforts at health improvement. Assessing Progress, Community development as health promotion. Preventing drug related problems. Extent of harm. Epidemiological evidence. Trends. Factors influencing spread, amelioration and prevention of harm. Evidence based policy Measures. Community health prevention strategies. Indicators of impact of intervention. Prevention of violence. Eg: - gender based; child abuse Prevention of HIV and other sexually transmitted diseases.

Teaching and Learning Methods: Illustrated lecture, field work, observation

In Course Assessment: Report writing 40%

Learning Outcome: Students able to promote healthy environment and prevention of amelioration

Recommended Readings :

- Rebecca J Hester, Health promotion in indigenous Mexican migrant communities in California. 2011,
- 6e Marcia Stanhope and Jeanette Lancaster, Community and Public Health Nursing, (2003)

- "Marshall W. Kreuter", Community Health Promotion Ideas That Work, Publisher Jones and Bartlett Publishers, Inc (26 Jun 1997), 1997

AHEC 41053: Child Needs and Child Care

Objectives: Students gain knowledge to work with children with disabilities and other special needs and their families in inclusive early childhood educational settings

Course Content: Visit a special education early childhood program. , Observe a young child with special needs in an inclusive early childhood, Program Visit an agency that provides service to children with special needs or there, Families. Interview a staff member and gather information to create a visual, Display and an oral presentation for the class. Written report of your research, Findings or an individual oral presentation on the last day of class, Characteristics of young children with disabilities and other special. Needs, Impact on the family, Modification of the educational environment, Integration and future trends.

Teaching and Learning Methods: Field survey

In Course Assessment: Presentation 20% report writing 20%

Learning Outcome: Students will be able to, Discuss and explore our own attitudes and cultural beliefs about disabilities, describe the characteristics of the ages, stages and sequence of typical behaviour in physical, cognitive, language and social-emotional development,

Recommended Readings :

- "Dorothy June Sciarra" Developing and Administering a Child Care and Education Program, 7th Edition, 2009
- Special Kids Need Special Parents: A Resource for Parents of Children with Special Needs, 2001
- Angela Dare, Good Practice in Caring for Young Children with Special Needs Publisher Nelson Thornes; 3rd Revised edition (1 Aug 2002) 3rd edition, (2002)
- Louise Porter, Educating Young Children with Special Needs, Publisher SAGE Publications Ltd (30 Aug 2002) 2002
- Gould, P., and Sullivan, J., The Inclusive Early Childhood Classroom

AHEC 42013: Family Resource Management and Energy Utilisation

Objectives: Graduates will demonstrate criterion level knowledge of family resource management process.

Course Content: Concept of Home Management, Meaning, scope and role of home management in family living, Resources: Classification; Characteristics, objectives and uses, Standard, Values and Goal Steps in Management Process - Decision making: Time Management, Energy Management, Money Management, Solar energy utilization (solar energy-principles and use of solar devices, solar cookers, solar water heater, solar dryer, distillatory, solar pump, solar air conditioner, solar room heater, solar photovoltaic cells, domestic and commercial use), Brief outline of wind energy and wave energy.

Teaching and Learning Methods: Illustrated lecture, Discussion

In Course Assessment: Presentation 10%, Tutorial 20% Exam 10%

Learning Outcome: Able to run a Home economically and achieve their goals.

Recommended Readings :

- Sylvia M. Asay , Tami James Moore. Family Resource Management, 2007
- Elizabeth B. Goldsmith, Resource Management For Individuals And Families With Infotrac
- Lila E. Engberg, Johanna Varjonen, Heinz Steinmüller, Family resource management issues, 1996

AHEC 42023: Hotel Housekeeping

Objectives: Enable the students to understand the view of the planning, provision service of accommodation in hotels, and similar establishment.

Course Content: The housekeeper of the management of the department, Budgeting and buying, Cleaning, Room interiors, interior decoration (lighting, heating ventilation and flowers) Planning trends:- Different building, shapes, Different skirting, fire places, private bathroom.

Teaching and Learning Methods: Illustrated lecture, presentation observation

In Course Assessment: Tutorial 10%, presentation, 20% exam 10%

Learning Outcome: Students able to manage housekeeping in any establishment.

Recommended Readings :

- Margaret Lennox Hotel, Hostel and Hospital Housekeeping, 1990,
- Questions on Hotel, Hostel and Hospital Housekeeping, 1988

AHEC 42033: Principles of Interior Decoration

Objectives: To enable the Students to know the design structure and decorative characteristic of good structural and decorative designs of Home development.

Course Content: Definition – Introduction to Art and Design, Elements of design, line, direction, shape, size, texture and color, Design characteristic of good structural and decorative design, Types of decorative design (naturalistic, stylist, abstract and geometric design), Principles of design, Harmony, balance, proposal, emphasis and rhythm Colour (Qualities of colour pigment, colour theory, colour harmony), how to build a colour scheme for different rooms, colour scheme to create an atmosphere of warm, coldness, intensity etc. Types of accessories, Flower arrangement, Home furnishing or Soft furnishing -Slip covers, cushion covers, bed linen, table linen, curtains and draperies, floor coverings/ types, selection, care and maintenance. Study of traditional and modern decoration. Practical (15 hours) Basic 2D and 3D design exercises / printing / embroidery/ weaving/ painting on fabric and paper. Visit to different places to see the different interiors.

Teaching and Learning Methods: Illustrated lecture, demonstration, observation

In Course Assessment: Tutorial 10%, presentation 20%, exam 10%

Learning Outcome: Students able to apply their skills in different places and apply different style according to their emotions.

Recommended Readings :

- Home Designer Pro 2012, Chief Architect, 2011
- Interior Wisdom: Designing Your Heart and Home for the Lord, 2009
- Mark Hampton, Mark Hampton on Decorating, 1989. Published in the United States by Random House, Inc. New York, and simultaneously in Canada by Random House of Canada Limited, Toronto. Most of the essays in this work were originally published in House and Garden.

AHEC 42046: Dissertation

LINGUISTICS

ALGC 41013: Semantics

Objectives: The main purpose of this syllabus subsumes the study of the different approaches to semantics topics, and introduce the semantic theories, traditional and modern thoughts of semantics such as American, European and Tamil grammarians etc.

Course Content: General Semantics; Historical Semantics, theories of Semantics, Structural Semantics, Introducing problems in Semantics with reference to semantic theories of authors such as Chomsky, Ullmen, Saussure and Bloomfield, To compare various approaches to Semantics; Philosophy, Psychology, Structural Linguistics and Transformational Generative Grammar, To inquire Linguistic and non Linguistic factors that affect meaning, Functional analysis of meaning, Synonymy, Polysemy, Tamil theory of meaning; Tamil Grammarians approach of Semantics, Kinds and causes of semantic change.

Teaching and Learning Methods: Lectures, Presentations, discussions, direct interview.

In Course Assessment: Final Essays (3x5) 15%, Presentation (3x5) 15%, Mid semester Exam 10%, In total 40%

Learning Outcome: Students will identify and explore different types of meaning underlies the Human language.

Recommended Readings :

- Chomsky, Noam (1972), Studies on Semantics in Generative grammar, Paris, Moulton Press.
- Leech Geoffery (1974), Semantics : the study of meaning, Penguin Books Ltd.
- Lyons, John (1977), Semantics, Vol. I & II, Cambridge University Press.
- முத்தையா ,இ (1983) , பொருண்மையியல் பயன் வழியியல், சிவகங்கை, அன்னம் வெளியீடு.
- சண்முகம், செ. (1989), பொருண்மையியல், அண்ணாமலைநகர், அனைத்திந்திய தமிழ் மொழியியல் கழகம்.

ALGC 41023: Socio Linguistics

Objectives: The purpose of this syllabus subsumes to focus on a detailed study of Socio-cultural background of language, linguistic structure, linguistic variation, bilingual society and poly-lingual communities.

Course Content: Background and principles of sociolinguistics, Social behaviour- attention on linguistic correlations is expected language as a reflection of social structure, Language and mode of communication, Social structure and linguistic structure; linguistic variation conditioned by social structure, Dialects; diglossia; poly-lingual communities; mutual dependence of language and culture; language use.

Teaching and Learning Methods: Lectures, Presentations, discussions.

In Course Assessment: Final Essays (3x5) 15%, Presentation (3x5) 15%, Mid semester Exam 10%, In total 40%

Learning Outcome: Students will identify the language structure, linguistic variation and social structure. Ability to understand the problems in Socio Linguistics analysis.

Recommended Readings :

- Ralph Fasold (1984), The Sociolinguistics of society, Oxford Basil Blackwell Ltd.
- Hudson, R.A. (1996), Sociolinguistics, Cambridge University Press.
- Macormack, William (1984), Language and Society, Anthropological Issues, The Hague; Moulton publishers.

- கருணாகரன், கி (1975), சமுதாய மொழியியல்

ALGC 41033: Research Methodology in Linguistics

Objectives: To introduce research methods in Language and Linguistics, including identification of methodology and techniques, research outline, data collection methods (qualitative and quantitative), data analysis; To encourage critical thinking and research activities and understand different approaches for humanities research; To enhance students ability to work collaboratively as a group project and to do in dependently.

Course Content: Language analysis and the scientific method; basic research concepts and needs; Importance of research in theoretical and applied contexts; ethics in research; Linguistic research process; Types of research design, Method and Techniques of data collection; preparing research project; review of literature, Academic writing; Dissertation structure and findings.

Teaching and Learning Methods: Lectures, Discussions and Presentations, Group work and individual Project.

In Course Assessment: Tutorials/Assignments etc 15%, Mini Proposal writings 10%, Presentations 10%, Class test 5%, In total 40%

Learning Outcome: Students should be able to acquire and demonstrate an understanding on linguistic research methods; Gain sufficient knowledge and confidence in conducting an independent research; academic writing skill and presentation skill and team work skill.

Recommended Readings :

- Kothari,C.R. (1985), Research Methodology: Method and Techniques, Wiley Eastern Ltd.
- Lester D, James (1976), Writing Research papers, Scott, Foresman and company.
- Subramaniam,N (1986), Historical Research Methodology, Ennes Publication
- ஞானப்பிரகாசம்,சி. (1979), ஆராய்ச்சி முறையியல், அறிவுச்சுடர் நிலையம்.

ALGC 41043: Translation techniques on Multi lingual context

Objectives: To empower the translation techniques into multi lingual context like Tamil, English and Sinhala.

Course Content: Lexical, morphological and grammatical strata from the point of view of translations techniques Translation of lexis, semantic relationships and clause structure; Problems in the translation of the informative structure of patterns of textual cohesion and rhetorical and stylistic Modes and techniques of conference interpreting in real situations; Simultaneous interpreting, consecutive interpreting, sight translation and summaries.

Teaching and Learning Methods: Lectures, Discussions and Practical activities.

In Course Assessment: Practical test 10%, Presentations 10%, individual: dual Project 10%, group project 10%, In total 40%

Learning Outcome: At the end of this course unit students will be able to understand the translation techniques for translating Tamil, English and Sinhala language.

Recommended Readings :

- Translation: An Advanced Resource Book (Routledge Applied Linguistics)
- [Basil A Hatim](#) [Jeremy Munday](#) . Translation: An Advanced Resource Book (Routledge Applied Linguistics) 2005 | ISBN-10: 041528306X | ISBN-13: 978-0415283069 | Edition: New Ed

- Loescher, W. (1991). *Translation performance, translation process and translation strategies*. Tuebingen: Guten Narr.
- Newmark, P. (1988a). *A Textbook of Translation*. Hertfordshire: Prentice Hall.
- Newmark, P. (1988b). *Approaches to Translation*. Hertfordshire: Prentice Hall.
- Newmark, P. (1991). *About Translation: Multilingual Matters*. Clevedon, Philadelphia, Adelaide: Multilingual Matters Ltd.

ALGC 41053: Stylistics

Objectives: To introduce students to know the concept of stylistics; including identify the traditional and modern style; To encourage the students to familiarize the types of stylistic texts; To understand the linguistic features of works of stylistics.

Course Content: Concept of stylistics; Traditional style in various texts; Stylistic analysis with reference to the geographical, temporal and socio-religious background of author, the author's characters, his-world-view and system of thought. Linguistic stylistics, stylistics analysis with reference to the linguistic features of a work, and those specialities that transcend standard linguistic usage: concepts such as formal and informal styles, register, manner of discourse, context of situation and stylistic analysis, phono-stylistics, stylo-statistics and various types of stylistics.

Teaching and Learning Methods: Lectures, Discussions and Presentations, group discussions, group projects, style based assignments.

In Course Assessment: Tutorials/Assignments 15%, Open test 10%, group projects 10%, individual projects 5%, In total 40%

Learning Outcome: Students should be able to understand the various types of stylistic texts: Used their knowledge for identifying the styles, analyzing the features of Linguistics and stylistics in the texts, comparing the style of different texts. Identify the issues and challenges in the literary world through the knowledge of Linguistics.

Recommended Readings :

- Epstein, E.L. (1978), *Language and Style*, London, Methnen & Co. Ltd.
- Hebert H, Clark (1997), *Using Language*, Cambridge University Press
- Hoenigswald, Herry, M (1965), *Language change and linguistic reconstruction*, Chicago, University of Chicago Press

ALGC 42013: Transformational Generative Grammar

Objectives: To explain concepts of structural grammar and transformational grammar; To provide over view of European grammarians and American grammarians thoughts with special reference to chomskian grammar; To illustrate the rules of phrase structure grammar and transformational grammar with the tree diagram.

Course Content: Concept of structural grammar and transformational grammar; Some properties of the grammar; Deep and surface structure; Structural ambiguity; Types of generative grammar; Different approaches, symbols used in syntactic description; labeled tree diagram; phrase structure rules; transformational rules; Linguistics analysis of sentences; syntactic and phonological components; obligatory transformation Vs optional transformation; Problems for making sentence structure and procedures for generating tree diagram by grammatical rules.

Teaching and Learning Methods: Lectures, Group assignments, individual works, Discussions.

In Course Assessment: Tutorials/Assignments 10%, tests 10%, problems based practices 20%, In total 40%

Learning Outcome: Understand the grammar of language and solve the problems in generating sentences by rules. Identify the sentence patterns according to the principles of structural and

transformational grammar; To improve the students analytical ability by using the principles of syntactical theories of linguistics.

Recommended Readings :

- Emmon Bach (1964), An Introduction to Transformational Grammar, New York, Holt Rinehart and Winston.
- Chomsky, Noam (1969), Topics in the theory of Generative Grammar, Paris, Mouton.
- Donald, Sears, A (1968), Aspects of Language
- அரங்கன் கி. (1975). மாற்றிலக்கண மொழியியல்: மாற்றிலக்கணமும் அதன் கோட்பாடும், மைசூர், இந்திய மொழிகளின் மைய நிறுவனம்.
- அரங்கன், கி. (1985), தொடரியல் மாற்றிலக்கண அணுகுமுறை, தஞ்சாவூர், தமிழ்ப் பல்கலைக்கழகம்.

ALGC 42023: Comparative Dravidian Linguistics

Objectives: This course focuses on a detailed study of the language families of India and to understand the origin and use of the term Dravidian. Such classification of Dravidian languages based on geographical and linguistic grounds. Literary and non-literary languages.

Course Content: The origin and application of the word 'Dravidian', Geographical and Linguistic, Sub-grouping of the Dravidian Languages, Dravidian family: to provide a general knowledge of Dravidian family with special attention on South Dravidian languages, The proto-Dravidian: The material and methods for its reconstruction, Phonology; PDr.Vowels, consonants, The phonemic correspondences in the present Dravidian Languages, Structure of the Dravidian 'Nouns', Structure of the Dravidian 'Verbs', Sentence structure of Dravidian, Morphophonemic alternations.

Teaching and Learning Methods: Lectures, Presentations, discussions.

In Course Assessment: Final Essays (3x5) 15%, Presentation (3x5) 15%, Mid semester Exam 10%, In total 40%

Learning Outcome: Students will identify the Dravidian languages. Encouraging the studies of comparative Dravidian method and methods of internal reconstructions.

Recommended Readings :

- Subramaniam, V.I. (ed.) (1990) Proceeding of the first All India Conference of Dravidian Linguistics, Thiruvandrum
- Avelebil, Kamil, V. (1990) Dravidian Linguistics, An Introduction, Pondichery Institute of Linguistics and Culture.
- அகத்தியலிங்கம், ச. (1997) திராவிட மொழிகள் 1 ரூ 2, மணிவாசகர் பதிப்பகம்
- டாக்டர்.ஜி.ஜான் சாமுவேல் (1978) திராவிட மொழிகளில் ஒப்பாய்வு, மாதவி பப்ளிகேசன்ஸ் சென்னை

ALGC 42033: Clinical Linguistics

Objectives: This module aims make the students understand on language and speech disorders and explores the remedial techniques for the disorders through linguistic approach.

Course Content: Introduction to Clinical Linguistics, Brain and Language, Language and Speech disorders, Organic and functional causes for speech disorders, Linguistic remedies including speech therapy for the speech disorders and language disorders, Learning disorders.

Teaching and Learning Methods: Lectures, Presentations, discussions, Field visits.

In Course Assessment: Final Essays (3x5) 15%, Presentations (3x5) 15%, Mid semester Exam 10%, In total 40%

Learning Outcome: Students will identify the speech and language disorders and find the remedial techniques relate to linguistic field.

Recommended Readings:

- Hillis, A.E. The handbook of adult language disorders, New York, Psychology Press, 2002.
- Davis, G.A. Aphasiology: Disorders and clinical practice Boston: Allyn and Bacon, 2000
- Martin J.Ball, Michael R.Perkins, Nicole Muller, Sara Howard. The Hand book of Clinical Linguistics April 2008, Wiley-Blackwell.
- Louise Cummings, Clinical Linguistics 2008. Edinburgh University Press.

ALGC 42046: Dissertation

The objectives of the dissertation are to provide students with an opportunity to apply the theoretical understanding of Linguistics for practical research purposes. It is to learn research methodologies pertaining to Linguistics and to practice research writing. Students will select necessary research topics with the consent of the department. They will do independent research under the guidance of a supervisor nominated by the department. The supervisor will guide students in doing the research and in writing the results.

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Media Studies

ACMC 41013 : World Media Scenario

Objectives: This course unit provides knowledge of the world media background and a historical view of a world media situation which is very important for a media professional.

Course Content: World Media scenario since the World War - II , The Cold War Days, Emergence of the Third World Countries, The Non Aligned block and its relevance. Colonization of Communication: 10% population dominating 90% of global news agencies, the news syndicates and mammoth TV network. Why? Integration between Information and Armament: Close encounters between information & armament, media & military, Use of media by power blocks, super powers, Demand for a new information order by developing countries, Bilateral, multi-lateral & regional information corporation, Non-Aligned news pool, Struggle for News between developing & developed countries, Barriers to the flow of news., International practices on visual coverage & regulation in media exchange, UN resolutions on Media related issues, The New Information Age.

Teaching and Learning Methods: Illustrated lecturer, presentation, field work, examination

In Course Assessment: Written assignment-10, presentation -10, exam 10 attendance 10

Learning Outcome: Students will understand the connection of world media in a historical background

Recommended Readings:

- Pieter J Fourier 2008, Media studies ;Policy, Management and Media Representation, Second edition,
- And Jutta & Co Mercury Crescent Wetton Published Media studies Institutions, Theories and Issues., 7780 Cape Town, South Africa
- Michael Bailey ,Media history (2009)Routledge 2 park square, Milton Park, Abingdon, Oxon New York.
- A sicila history of the media ,3rd Edition 209,published Polity Press 65 Bridge Street Cambridge CB2 1 UR, UK
- Robert Niemi ,2006,History in the Media film and Television,ABC-CLIO,inc,130 Cremona Drive, California
- Lyn Gorman and David Mclean, Media and society of 21 st century, A Historical Introduction Second Edition , 2009,BlackWell publishing Ltd 350 Main Street, Malden, USA

ACMC 41023 : English language, Communication and journalism

Objectives: The objective of this course is to introduce the importance of English in communication and journalism.

Course Content: English and communication, English language and news reporting, importance of English in journalist work and how to English news sources and materials in english, translation English, sources and usage web and other resources, English media vs Tamil media. : Where language comes from and how people use it is one of the big debates of our time. This subject looks at how the English language works, how we use it to communicate, how we acquire it in the first place, and how it varies for a journalist according to social factors. The modules make extensive use of web based resources such as interactive exercises, language in use, in face-to-face communication machine assisted communication and the media, as well as looking at the role of English and the journalist in the world.

Teaching and Learning Methods: Illustrated lecturers, practical, Presentations

In Course Assessment: Practicals-10 presentation-10, written assignment-10 attendance-10

Learning Outcome: Able to use English in an effective manner and get news sources from English and able to do translation and write news stories in English.

Recommended Readings:

- Harold Evans(2000)Essential English for journalist editors and writers, Random house,Uk
- Wynthord Hicks(2006)English for Journalist,Roultdge,Uk
- Wynford Hicks,Sally Adams,Harriett Gibert Tim Holmes(2008) Writing for Journalist ,Routledge Uk
- David Buckingham Media Education –Literacy learning and contemporary culture, Kindle UK

ACMC 41033 : Creative Journalistic Writing

Objectives: Objective of this course is to make the students to write different creative journalistic writings.

Course content; Beyond news writng,types and areas of news writing, Articles and essays, articles and feature writings, types of feature, qualities of a feature writer, editorial and column writings, reviews of films drama and other forms of arts. Travel reports and leisure reports. Different types of opinion writings, importance of creative journalistic writings.

Teaching and Learning Methods: Illustrated lectures, presentation, discussion and field trips

In Course Assessment: Written assignment 10, written different articles 20, attendance, 10

Learning Outcome: Students will be able to identify the different types of creative writings and able to write different types creative reports

Recommended Readings

- Susan Pape, Sue Featherstone(2010), Feature writing an practical Introduction, Sage publication,USA,
- Leonard Witt(1991) complete book of feature writings ,Writers digest book, US
- Robert M.Knight(2010) Journalistic writings, Martin street press, America
- Angela Phillips(2007) good writings for journalist ,sage publication, London
- Mathew Ricketson(2004) writing feature stories, sage, London

ACMC 41043 : Specialized Journalism

Objectives: This course unit provides an overview of specialized reporting's like reporting sports investigative business and international issues.

Course Content: Introduction. Different types of important specialized journalism, investigative journalism and need of investigative journalism in Srilanka Types of journal and reporting Sports journalism- nature and function of sports journalism, sports journalism in Srilanka, sports journalist qualification, Reporting sports ,Business journalism; nature and scope of business journalism, economic journalism and its function, need of business journalism trend in Srilanka, International reporting-importance of international reporting, Asian and its status in International status, need of international reporting, writing international reports

Teaching and learning methods; Illustrated lecturers, field trips, presentation, news report writing

In Course Assessment; written assignment, 10, presentation 10, news report 20

Learning Outcome; At the end of the course students will be able to write different types of news reports in the above fields.

Recommended Readings:

- Tony Harcup, Journalism: Principles and practice, sage publication ,USA
- Daniel Riffe ,Journalism Mass communication ,Sage publication,USA
- Christopher Scanlan,Reporting and writing, Harcourt college publishers London Robert McKnight(2010)
- Journalistic writings, (2010)Martin street press, America
- Angela Phillips(2007) good writings for journalist ,sage publication, London

ACMC 41053 : Critical issues Mass Media

Objectives: In this course unit student were introduced to the challenges and issues faced by media industry

Course Content:, how media is manipulated by other industries, yellow journalism, social media and its wrong usage, print ,electronic and web media and its issues to the public, international relationships and the role of media.Srilankan media and critical issues. Mass media, media and politics, media and economics .contemporary issues in mass media.

Teaching and Learning Methods: Illustrated lecturers .field visit, debate and discussion

In Course Assessment: Written assignment- 10 Oral presentation -10 Attendance- 10 Group discussion- 10

Learning Outcome: Students will be able to understand the critical issues in media

Recommended Readings:

- Simpon Penny (1995) Critical issues in Media state University Newyork
- Brain L.ott and Robert L.Mack,Critical Media studies(2014) John wiles and sons.INC
- Manufacturing Consent: The Political Economy of the Mass Media (with Edward Herman), New York: Pantheon Books, 1988.
- Understanding Power: The Indispensable Chomsky (edited by Peter R. Mitchell and John Schoeffel), New York: The New Press, 2002.
- Critical issues in Media communication ,Roultdedge,Uk

ACMC 42013: Visual Communication

Objectives: Improvements visual theoretical background and visual literary of media personalities are objective of this course unit.

Course Content: Visual literacy

- Theories of visual communications (human perception, psychology of color, and principles of design), Fundamentals of Visual Communications, Tools of Visual Communications, The value, ethics, and methods of visual communicators.
- Graphic Design :Principles of design, the technical vocabulary, and professional application.
color theory, typography, advertising techniques, and poster and logo design.
- Application of those theories to photography, video, desktop publishing, and graphic design in news communication, Information Architecture, "Photos of Art,"
- Photo critique due, Bracketing images assignment, Fundamentals of image use, Multi-media imagery, Page design/slide show due, Info graphic critique due, Web critique due (with presentations)

Teaching and Learning Methods: Illustrated lecturers, practical, presentation, field visit

In Course Assessment: Written assignment- 10.presentation -10 presentation -10 attendance- 10

Learning Outcome: At the end of the course students will be able to understand the visual media technique

Recommended Readings:

- Paul Martin Leaser 2011, Visual communication Image with messages, Published Wadsworth 20 channel center street Boston, MA 02210 USA,
- William Mills Ivins, Prints and Visual communication, MIT Press paperback Newyork,
- Ken smith sandrs Moriarty 2011, handbook of Visual communication Theory, Methods, and Media, Published Rout ledge Taylor & Francis Group , Newyork
- Anne marie ieswward barry, 1997, Visual intelligence perception, image and manipulation in visual communication, state University of New York press Albany NY
- Ajay Kumar, 2008, Visual communication, A Media for Research and Planning, Published Global India Publications, NewDelhi

ACMC 42023: Magazine Journalism

Objectives: Objective of this course unit is analyzing the media audience's perception and their psychology

Course Content: Understanding magazine definitions, national and regional magazine .special interest magazines, online and web magazine, Case studies of Magazines: India today, Outlook, the readers digest, time national geographic and other entertainment Magazine, Content management of a magazine: understanding the target audience and positioning of the magazine. Choosing interesting subject's imaginative selections of topics, converting innovative ideas to articles writing for magazine: what makes a magazine story different from newspaper/narrative Approach, storytelling, special skills for specialized areas, online writing skills Editing a magazine: Magazine Management: Editorial department, layout and design master pages and templates, special effects, distribution network

Teaching and Learning Methods: Illustrated lecturers, group discussion practical and field trips

In Course Assessment: Students need to produce a magazine in print and web

Learning Outcome: Students will be able to write article to the magazine and by end of the course they can produce a fully fledged magazine.

Recommended Readings:

- Jason Whittaker (2008) Magazine production, UK, Routledge
- Tim Holmes and Liz nice (2012) magazine Journalism, UK sage
- Robert McKnight (2010) Journalistic writing building the skills, honing the craft, LLC, Marion street press
- [Jerry Schwartz](#) Associated Press Reporting Handbook Published NC Grew Hill
- [Chris Frost](#), (2002) Reporting for Journalists 2nd Edition Published Rutledge
- Carole Rich Writing and Reporting News: A Coaching Method Published Wads Worth 2

ACMC 42033 : Communication in Public Relations

Objectives: In this course students learn the need of a public relation in our society and the function of a public relation officer

Course Content: Definition, concept and use of Public Relations & Communications for
 a) An individual b) a group.: Internal PR & External PR-The various stakeholders to which PR person is responsible- Consumer, Shareholder, Government, Employee, General Public, Public Relations & related fields like Advertising, Marketing, and Journalism, Strategies of Public Relations, Press Release, Press Conference & Other media tools used, Role of Public Relations in different sectors, PR in Manufacturing Sector, PR in Services sector - Public & Private, PR in Non-profit organizations, Relevant Case Studies from each sector, Code of Ethics in Public Relations,

Need to establish professional standards Guidelines for ethical practice, Behavioral Patterns for improving Public Relations, Understanding Transactional Analysis and its relevance to Public Relations, Developing crisis handling techniques, in special context with specific instances, like Natural Calamities, Air Crash, & Similar specific situations.

Teaching and Learning Methods: Practical's, illustrated lecturers .field work

In Course Assessment: Assignment 10.public relation campaign 10.presentation 10 -, field work - 10

Learning Outcome: students will be able do good public relation and can handle the situation at any point of time

Recommended Readings

- [Robert Lawrence\(2000\) Heath](#) Handbook of Public Relations sage publication
- Sandra C.Duhe(2007) New media and public relation peter Lang
- Allen & Unwin .Johnston(2007) Media Relation and issues and strategies
- Tim O Sullivan,Dutton,Philip Rayner,Studying the media, oxford university press, Newyork

ACMC 42033 Dissertation

Objective: Main objective of this course unit is making an understanding of Proper Research methodology for media and do their dissertation.

PLANNING

APNC 41013 : PROJECT PLANNING AND MONITORING

Objectives: To explain the concepts and theories of projects and project management. To provide outlines of project cycle and its management. To illustrate the methods of feasibility studies of projects. Introduce the methods of various impact assessments of the projects. To explain the costing methods and financial management of the projects.

Course Content: Introduction to Projects, Introduction to Project Management, Project components of Project Management, Project Life Cycle, Feasibility Phase, Design Phase, Operational Phase, Commission Phase, Project Management, Project Organization, Project Strategy, Planning and Control Techniques, Social and Environmental Impact Assessment, Risk and Uncertainty, Project Costing, Project Financial Management, Monitoring and Evaluation, Project reporting, Contract Law, Property Law, Building Law, Building Act Regulations, Planning Law and Urban Planning Law.

Teaching and Learning Methods: Lecture; Discussion; Practical Assignment; Field work on data collection; Question and answer methods.

In Course Assessment: Tutorial (10%); Model research assignment (10%); Presentation (10%); Mid semester examination (10%).

Learning Outcomes: At the end of the course; the students will be able to achieve the following knowledge and skills;

Knowledge: At the end of the course, the students will - Understand the concepts and theories of project management, Comprehend the methods of different feasibility studies, Understand the project management techniques, Gain knowledge in project management strategies, Comprehend the principles of implementation and monitoring of projects. **Skills:** At the end of the course students will have the;- Ability to write a project proposal, Ability to undertake different feasibility studies for projects, Ability to undertake impact assessments of projects, Ability to implement and monitor different projects, Ability to costing of the projects.

Recommended Readings

- Harold Kerzner (2005) Project Management: A Systems Approach to Planning, Scheduling, and Controlling, Wiley; 9 edition.
- Andrew B., David B. (2014) Handbook for Construction Planning and Scheduling Wiley; 1 edition
- James Taylor (2007) Project Scheduling and Cost Control: Planning, Monitoring and Controlling the Baseline, J. Ross Publishing.
- Alberto De Marco (2011) Project Management for Facility Constructions: A Guide for Engineers and Architects, Springer; 2011 edition.
- Project Management Institute (2013) A Guide to the Project Management Body of Knowledge: PMBOK(R) Guide, Project Management Institute; 5 edition.

APNC 41023 : Sri Lankan Planning Process and Practice with Industrial Training (Stage - I)

Objectives: To introduce the existing planning system in Sri Lanka. To provide a broader understanding on institutional framework at various levels in Sri Lanka. To introduce the spatial planning policies relevant to national, regional and local level in Sri Lanka. To introduce the planning process adopted at various levels for planning preparation. To explain the system of local governance in place for development and service management.

Course Content: Introduction to Planning System in Sri Lanka, Principal Planning Institutions, Institutions related to planning and development, Planning Policy in Sri Lanka, National Physical Planning Policy, Urban Planning Policy, Environmental Management Policies, Planning processes

at National, Regional and Local levels, Local Government Systems and their role in spatial management, Planning practice in Sri Lanka.

Teaching and Learning Methods: *Sri Lankan Planning Process and Practice*:- Lecture, discussion, presentation, question and answer methods, multimedia presentation such as film and documents. **Industrial Training**:- One day per week (Total 120 hours/ semester) students will work in institutions related to planning and management of spatial development - Local Governments (MCs, UCs, PSSs), Urban Development Authority, Water Supply and Drainage Board, Central Environmental Authority, Coastal Conservation Department, NPPD, NHDA, Land Reclamation and Development Corporation.

In Course Assessment: Midterm exam/ Quiz 10%, Field based practical assessment 10%.

In course assessment for Industrial Training – I (20% of marks) - Students need to submit a report and make a presentation on Duties, responsibilities and current functions of the Institution where the student worked for industrial training for 20% of marks, 100 % attendance compulsory for Industrial training, Students have to maintain a log book which should be certified by the head of the institution, Respective lecturer will supervise the students deployed in industrial training.

Learning Outcome: Knowledge: At the end of the module and industrial training, the students will have; - understanding on practical work environment and its challenges, understanding of the work environment and its expectations, understanding on the Sri Lankan planning system, knowledge on planning process and practices in Sri Lanka, understanding on the Policies of spatial development in Sri Lanka.

Skills: At the end of the module and industrial training, the students will have; - Ability to perform various planning and management activities in different planning institutions, Ability to think creatively to solve problems and issues in the planning institutions where there are going to work in the future, Ability to make choices with respect to their future career, Ability to think critically about the task related to planning practice.

Recommended Readings

- National Physical Planning Department, (2011) National Physical Structure Plan for 2030, NPPD, Sethsiripaya .
- National Physical Planning Department, (2002) National Physical Planning Policy Volume – I, NPPD, Sethsiripaya.
- National Physical Planning Department, (2002) National Physical Planning Policy Volume – II Detailed Report, NPPD, Sethsiripaya .
- National Physical Planning Department, (2002) National Physical Planning Policy Volume – III: Defining Spatial Units for Implementing National Physical Planning Policy , NPPD, Sethsiripaya.
- Yvonne Rydin,(1993)The British Planning System, Palgrave Macmillan.
- Barry Cullingworth. J and Roger Caves, (2008) Planning in the USA: Policies, Issues, and Processes, Routledge; 3 edition.
- Peter Newman and Andy Thornley,(1996) Urban Planning in Europe: International Competition, National Systems and Planning Projects, Routledge.
- Mario Reimer, Panagiotis Getimis and Hans Blotevogel, (2014) Spatial Planning Systems and Practices in Europe: A Comparative Perspective on Continuity and Changes, Routledge.
- Mark Tewdwr-Jones (2012) Spatial Planning and Governance: Understanding UK Planning, Palgrave Macmillan.
- Pier Carlo Palermo and Davide Ponzini, (2010) Spatial Planning and Urban Development: Critical Perspectives, Springer; 2010 edition.

APNC 41033: Community Planning: Theory and Practice

Objectives: This course introduces community development concepts and practice. The objectives of this course are to offer the knowledge and skills you will need to: Understand and explain how systems form the foundation of community and economic development policy and practice. Explain key concepts and discuss and explore what is involved in community development as a field of

study and as practice. Understand and think critically about the core elements of substantive issues in community development. Understand and apply the basic elements of a community development process to encourage participation and decision-making informed by multiple perspectives and sources of information. Identify and evaluate available resources related to community development practice and the wide range of topics that may be addressed by those working in areas linking community, environment, and development.

Course Content: Concepts of Community Development, Community Planning, Community planning principles, community planning methods and techniques, Community planning process, Understanding the community, Understanding the changes in the community, Resources for community development, Challenges and opportunities for community development, Inclusive community development, Preparation of Community development plan, Putting the community plan into action, Monitoring and evaluation of community development plan.

Teaching and Learning Methods: Lectures, Discussions, Questions and Answer Methods, Presentation, Documentary film shows.

In Course Assessment: Assignment 10%, presentation 10%, Mid exam 10%, field report 10%.

Learning Outcomes: Knowledge: Acquired knowledge on nature of community and its process and interconnections. Gained knowledge on social, economic, environmental and political settings to be considered in community planning. Knowledge on the determinant factors that shape the community's sustainability. Understanding on community planning process to be adopted for different contexts. Knowledge on planning preparation and implementation methods, **Skills:** At the end of the course, the students will have - Ability to critically understand the community development process. Ability to identify the social, economic, environmental and physical components of the community in the context of community development. Ability to adopt community participation methods in community planning process. Think creatively on appropriate strategies for sustainable community development

Recommended Reading

- Richard E. Klosterman (1990) Community Analysis and Planning Techniques, Rowman & Littlefield Publishers.
- Norman Tyler and Robert M. W., (2010) Planning and Community Development: A Guide for the 21st Century, W. W. Norton & Company
- Henry Sanoff, (1999) Community Participation Methods in Design and Planning, Wiley; 1 edition
- Stephanie B. Kelly (2004) Community Planning: How to Solve Urban and Environmental Problems, Rowman & Littlefield Publishers
- Nick Wates, (2014) The Community Planning Handbook: How people can shape their cities, towns & villages in any part of the world, Routledge; 2 edition
- Tom Daniels, (2014) The Environmental Planning Handbook for Sustainable Communities and Regions, APA Planners Press; 2nd Edition
- Jaimie Hicks Masterson et. al., (2014) Planning for Community Resilience: A Handbook for Reducing Vulnerability to Disasters, Island Press
- Rhonda Phillips et. al., (2013) Sustainable Communities: Creating a Durable Local Economy, APA Planners Press; 2nd Edition
- Green, Gary Paul and Anna Haines. 2007. Asset Building & Community Development. Second Edition. Newbury Park, CA: Sage. This book is available at the bookstore on campus.
- Frank, Flo and Anne Smith. 1999. The Community Development Handbook: A Tool to Build Community Capacity. Minister of Public Works and Government Services Canada

APNC 41043 : Planning for Low Carbon Communities

Objectives: To explain the concepts of low carbon communities. To illustrate the effects of carbon emission local, regional and global level. To explain the ways and means to reduce the carbon level in the communities. To introduce the technology and techniques to enhance carbon efficiency. To

explain how to design eco sensitive communities. To provide knowledge on planning green economy.

Course Content: Planning Low Carbon Settlements, Cities and Climatic Change, Eco Cities and Low carbon cities, Characteristics and Indicators of Low Carbon Settlements, Developing low carbon cities in Sri Lanka, Low carbon energy for settlements, Energy efficiency Industries, Green economy, Energy efficiency in buildings, Low carbon transport, Low carbon lifestyle, Waste management for low carbon settlements, Waste water Management for low carbon settlements, Air Pollution control for low carbon settlements, Agriculture and forestry for low carbon settlements, ICT for low carbon settlements, Urban regeneration and low carbon cities, Cities and carbon finance, carbon trading, Legal framework for low carbon communities.

Teaching and Learning Methods: Lectures, discussions, questions and answer methods, field visits, multimedia presentations,

Field Visits:- Series of field visits will be organized to expose the students to built up areas, transport dependent land uses, energy inefficient built environment, land use transformation areas from rural to urban, waste disposal sites.

In Course Assessment: Tutorials 10%, Evaluation based on field studies 10%, midterm exams/ Quiz 10%, Presentations 10%.

Learning Outcome: *knowledge:* Knowledge on the effects of carbon emission on sustainability. Understanding on the way the carbon emitted currently by different activities. Comprehend the strategies to reduce carbon emission in communities. Knowledge on the policies and legal frameworks to curb carbon emission in communities. *Skills:* To identify the sources of carbon emission in the communities. To demarcate the possible areas of carbon emission reduction. To calculate the carbon foot print of communities. To formulate strategies to reduce carbon emission while fulfilling the communities wants and needs.

Recommended Reading

- Tyler Blazer, (2011) Low - Carbon Communities: *An Analysis of the State of Low-Carbon Community Design*, The American Institute of Architects
- Axel Baeumler, Ede Ijjasz-Vasquez, Shomik Mehndiratta, (Eds.) (2012) Sustainable Low-Carbon City Development in China, IBRB
- UNDESA (2012) Guidebook to the Green Economy: Exploring green economy policies and international experience with national strategies, Division for Sustainable Development, Issue 3, UNDESA
- World Commission on Environment and Development (1987) Report of the World Commission on Environment and Development: Our Common Future, United Nations
- Sustainable Development Solution Network (2014) Pathways to Deep Decarbonisation, Interim 2014 Report, Sustainable Development Solution Network.

APNC 41053: Local Good Governance for Development

Objectives: To introduce the concept of local good governance. To explain the need for good governance for sustainable spatial development. To provide a framework on the pillars of good governance. To explain the strategies to develop an effective local governance.

Course Content: Introduction to the concepts of Governance, Good Governance, Principles of Local Governance, Principles of Local Good Governance, Urban local governance, Rural local governance, Dimensions of local good governance; Sustainability, Subsidiarity, Equity, Efficiency, Transparency, Participatory Democracy, Inclusiveness, Civic engagement, Accountability, Citizenship, Security, Decentralization and Autonomy for local governance, E – Governance, Capacity development for good governance.

Teaching and Learning Methods: Lectures, discussion, question and answer methods, field visit and film show.

In Course Assessment: Assignment 10%, presentation 10%, Mid exam 10%, field report 10%

Learning Outcome:, Knowledge: Understanding on the nature of good governance. To comprehend the relationship between good governance and development. To understand the pillars of good governance at local level. Knowledge on the functional principles of good governance. **Skills:** Ability to assess the status of governance in local authority areas. Ability to identify the characteristics of good governance. Ability to identify the factors of governance in a local authority areas. Ability to formulate guidelines to improve the level of good governance in local authority areas.

Recommended Readings

- Anwar Shah (Ed) (2006) Local Governance in Developing Countries, The World Bank Publication
- Jon Pierre (2011) The Politics of Urban Governance, Palgrave Macmillan
- Robert Agranoff and Michael McGuire, (2004) Collaborative Public Management: New Strategies for Local Governments, Georgetown University Press
- Shabbir Cheema (2013) Democratic Local Governance: Reforms and Innovations in Asia, United Nations University Press
- Anwar Shah,(2006) Local Governance in Developing Countries, World Bank Publications
- Peter John (2001) Local Governance in Western Europe, SAGE Publications Ltd; 1st Edition
- Jon Pierre (2011) The Politics of Urban Governance, Palgrave Macmillan
- Anis Chowdhury et al,(2012) Is Good Governance Good for Development, Bloomsbury Academic; 1 edition
- Brian Smith, (2007) Good Governance and Development, Palgrave Macmillan
- Ghosh R. and Siddique M.(2014) Corruption, Good Governance and Economic Development: Contemporary Analysis and Case Studies, World Scientific Publishing Company

APNC 42013: Community Planning – Project

Objectives: To explain the ways to define a community. To demonstrate the methods to identify the networks in a community. To illustrate the methods to identify the socio economic foundation of the community. To explain the methods to identify issues and problems in a community. To demonstrate the methods of data collection and analysis to study the existing condition of the community. To illustrate the ways to formulate strategies for the development of the community.

Course Content: Understanding the characteristics of communities; Criteria for defining a Community; Community planning process, Issues and problems of community; Field reconnaissance survey; Community Survey; Stakeholder and public perception survey; public consultation, Community Analysis; Process of Goals and objectives formulation; Public participation; Strategy formulation; Implementation mechanism; Monitoring mechanism.

Teaching and Learning Methods: Students will be taught in the class room and in the field on community planning project through lectures; group discussions; field studies; surveys; interviews; brainstorming and presentations, public consultations.

Evaluation Methods: This course will be evaluated practically (100%). Evaluation will be based on every step of the planning process. Attendance 10%, Problem Identification Data collection 10%, Data analysis 10%, Formulating goals and objectives and public participation 10%, Community Development Strategy formulation 20%, Presentation 30%, Community plan report 10%.

Learning Outcome: Knowledge: At the end of the module, the students will have Knowledge - On the nature of the society, its functionality. On the societal process that drives the social and economic activities. On factors to consider in preparing a community plan. On the importance of public consultation and public perception survey. On the sources and types of data to be collected for the plan, **Skills:** At the end of the module, the students will be able to - Define a community

considering appropriate characteristics. Collect data on the community required for plan preparation. Analyze the data to derive problems and issues in the community. Formulate strategies to thrive the development in the society.

Recommended Readings

- Stephen M. W.(2004)Planning for Sustainability: Creating Livable, Equitable and Ecological Communities Routledge
- Eric Damian Kelly (2009) Community Planning: An Introduction to the Comprehensive Plan,Island Press
- Norman T, Robert M. W.(2010) Planning and Community Development: A Guide for the 21st Century; W. W. Norton & Company
- Nick Wates (1999) The Community Planning Handbook: "How People Can Shape Their Cities, Towns and Villages in Any Part of the World"; Routledge
- Richard E. Klosterman (1990) Community Analysis and Planning Techniques; Rowman & Littlefield Publishers
- Henry Sanoff (1999) Community Participation Methods in Design and Planning; Wiley; 1 edition

APNC 42023 Professional Practice with Industrial Training (Stage - II)

Objectives: To introduce the concept and nature of planning practice in a complex, changing and challenging social and natural environment. To high light the challenges faced by the profession. To introduce the ethics and standards in planning profession. To expose the students to environment where the planners intend to work. To participate in practical works related to planning and development.

Course Content: Introduction and Defining the Profession, Defining planning profession, Defining role of a planner, History of planning profession, Roots of the Profession, A myriad of interests and agenda, Introduction to Private and Public Practice, Collaboration, **Elements of Practice**

Planning as Interdisciplinary Practice, Scales of Planning, Areas of Practice, Roles and Expectations, as a consultant, as a planner, as an advocate, Identifying Appropriate Methods Initiating Projects, Report Writing, Project Management, **on the frontline of the profession** Requirements to become a Professional Planner, Organisations for planners, Becoming a manager of planning projects, developing a career in planning, **Ethics and Standards in planning practice**, Ethics in public perspectives, Ethics in employers' perspectives, Ethics in colleagues' perspectives, Ethics and standards in Sri Lankan planning practice, **Challenges of planning profession, Future of planning profession.**

Teaching and Learning Methods: Professional Practice - Lectures, presentation, Question & Answer methods, case studies, and directed studies. **Industrial Training – II** - One day per week (120 hours/ semester) students will work in institutions related to planning and management of spatial development (Local Governments (MCs, UCs, PSs), Urban Development Authority, Water Supply and Drainage Board, Central Environmental Authority, Coastal Conservation Department, NPPD, NHDA, Land Reclamation and Development Corporation).

In Course Assessment: for class room teaching; Midterm exam/ Quiz 10%, Field based practical assessment 10%, Students need to submit a report and make a presentation on Duties, responsibilities and current functions of the Institution where the student worked for industrial training for 20% of marks, 100 % attendance compulsory for Industrial training, Students have to maintain a log book which should be certified by the head of the institution, Respective lecturer will supervise the students deployed in industrial training.

Learning Outcome: At the end of the module and industrial training, the students will have;

Knowledge: Understanding on practical work environment and its challenges. understanding of the work environment and its expectations. understanding on the importance of planning profession. knowledge on ethical standards of planning profession. understanding on the changing nature of the profession and its challenges, **Skills:** At the end of the module and industrial training, the students

will be able to; Perform various activities of various planning institutions. have the ability to make choices with respect to their future career. to think critically about the task related to planning practice.

Recommended Readings

- Lloyd Rodwin, Bishwapriya Sanyal (2000) The Profession of City Planning: Changes, Images, and Challenges: 1950-2000, CUPR/Transaction
- Warren Jones (2002) Career Worth Planning: Starting Out and Moving Ahead in the Planning Profession, APA Planners Press
- Michael Bayer, Nancy Frank and Jason Valerius (2010) Becoming an Urban Planner: A Guide to Careers in Planning and Urban Design, Wiley; 1 edition
- Christopher Duerksen (2009) The Citizen's Guide to Planning 4th Edition, APA Planners Press; 4 edition
- Gary Hack, Eugenie L. Birch et al, (2009) Local Planning: Contemporary Principles and Practice, Intl City County Management Assn; 1 edition
- Simin Davoudi, et. al. (2009) Planning for Climate Change: Strategies for Mitigation and Adaptation for Spatial Planners, Routledge
- Edward G. Verlander (2012) The Practice of Professional Consulting, Pfeiffer; 1 edition
- American Institute of Architects (2008) The Architecture Student's Handbook of Professional Practice, Wiley; 14th edition

APNC 42033: Project Finance and Procurement

Objectives: To provide a foundation on the rationale for project financing. To explain the essentials of project finance with respects to the development projects. To provide necessary theoretical and conceptual tools for financial analyses and decision-making in relation to Project Finance. To demonstrate the factors considered in financial analysis. Explain how to prepare the financial plan, assess the risks, design the financing mix, and raise the funds. Provide an outlines of the cogent analyses of project financing plans. To provide theoretical knowledge on the concepts and process of project procurements. To explain the procurement and purchasing methods used in national and international development projects.

Course Content: Project Finance: - The fundamentals of project finance, the rationale for project financing, Analysis of project viability, Security arrangements, Legal structure, Structure and financing of projects, Preparing the financial plan, discounted cash flow analysis, Financial modelling and project evaluation, The role of credit ratings in project finance transactions

Project Procurement: - Introduction to procurement, Identification and definition of requirements, Technical evaluation of requirements, Procurement Notice, competitive bidding and other supplier selection options, evaluation/clarification of bids, selection of type of purchasing agreement, negotiation and award of contract, management of supplier relationships, administration of award, expediting, progress measurement and interim payments, delivery and receiving good, closing contract

Teaching and Learning Methods: Lecture; Discussion; Practical Assignment; Field work on data collection; Question and answer methods.

In Course Assessment: Tutorial (10%); Model research assignment (10%); Presentation (10%); Mid semester examination (10%).

Learning Outcomes: At the end of the module, the students will have; **Knowledge:** Understanding on the processing of project finance. Knowledge on factors in financial analysis of development projects. Understanding on the types and size of projects and the procurement methods. Knowledge on the selection of supplier and administering procurements. **Skills:** At the end of the course, the students will have; Ability to undertake financing of projects. Ability to analyse the factors in financing the projects. Capacity to prepare financial plan for various development projects. Capacity to decide various procurement methods depend on the nature and magnitude of the projects. Ability to prepare procurement plan and implement them. Capacity on the overall procurement management process.

Recommended Readings

- Derek Walker, Steve Rowlinson (2007) Procurement Systems: A Cross-Industry Project Management Perspective, Routledge; 1 edition
- Yescombe E. R. (2013) Principles of Project Finance, Academic Press; 2 edition
- Stefano Gatti (2012) Project Finance in Theory and Practice: Designing, Structuring, and Financing Private and Public Projects, Academic Press; 2 edition
- John D. Finnerty (2013) Project Financing: Asset-Based Financial Engineering, Wiley; 3 edition
- Charles Long (2011) Finance for Real Estate Development, Urban Land Institute

APNC 42046 - Dissertaion

Philosophy

APHC 41013 : Research Methodology and Thesis writing

Objectives: The Course unit provides an understanding of idea of research and research methods to enable students to identify the problems and undertake research work and gain experience in methodology. Research writing exercise will help them to get a confidence and clear vision on their research skill in practical.

Course Content: This course unit explores the basic concepts, methods and techniques used in academic research and research writings and enables students to acquire practical skills in the field of research and to understand various types of research methods, the significance of research, art of research writing, techniques of research writing etc.

Teaching and Learning Methods: Lectures, PowerPoint presentation, Discussion

In Course Assessment: Tutorial / Assignment – 10%, Mid semester Exam – 10%, Presentation – 10%, Final essay – 10%

Learning Outcome: Students who are successfully completing this course shall be able to conduct a research or research project independently. This will encourage the student to do spontaneous and self involved research works in his final semester programme.

Recommended Readings:

- Ranjit Kumar (2010) Research Methodology: A Step-by-Step Guide for Beginners, SAGE publication
- Bridget Somekh, Cathy Lewin (2005) Research Methods in the Social Sciences, SAGE publication
- Isadore Newman (1998) Qualitative – Quantitative Research Methodology: SIU Press
- Alexander M. Novikov, Dmitry A. Novikov (2013) Research Methodology: From Philosophy of Science to Research Design, CRC Press
- Yogesh Kumar Singh (2010) Research Methodology, APH Publishing,

APHC 41023 : Philosophy of Religion

Objectives: The main objective of this course is to provide knowledge of nature of religion with philosophical thinking about religion. The primary aim is to educate students in the main problems, positions and arguments in Philosophy of Religion. This Course unit provides clear understanding of the world religions. It analyses the common aspects of the world religions and create better understanding of the concepts of religions and its theories.

Course Content: Definition and interpretation of the world religion, significance of Religious Language, Religious experience, morality and concept of evil in religions. Concept of God, Arguments for the existence of God. Man-God relationship, creation theory of universe, Concept of Karma and rebirth. Liberation.

Teaching and Learning Methods: Lectures, PowerPoint presentation, Discussion

In Course Assessment: Tutorial / Assignment – 10%, Mid semester Exam – 10%, Presentation – 10%, Final essay – 10%

Learning Outcome: Students who are successfully completing this course shall be able to understand the structure of world religions and its philosophies. Further this understanding will help them to get a better view of other religions and create an atmosphere for a social harmony among other religions.

Recommended Readings:

- Mitchell, Basil, (1971) *The Philosophy of Religion*, London.
- Metha.J.C (1990) *Introduction to Religious Philosophy*, Delhi, India.
- Yandell, K.E.,(2002) *Philosophy of Religion*, Routledge, London & New York.
- Hick.J.H. (1978) *Philosophy of Religion*, Prentice Hall, New Delhi, India.

APHC 41033: Post Modernism

Objectives: The course unit helps to understand about the Philosophical concepts of Modernism and the recent trends in Philosophical thoughts and ideas.

Course Content: Post - Industrial age and cultural contradictions, monism. pluralism, determinism and indeterminism, Pluralistic approach, Levi- Strauss's structuralism, Roland Barthes on Interpretation and criticism, Foucault and social sciences, Psychological ideas of Lacan, Meaning theory of Derrida and Leotard's understanding of Post- Modern Society.

Teaching and Learning Methods: Lectures, PowerPoint presentation, Discussion

In Course Assessment: Tutorial / Assignment – 10%, Mid semester Exam – 10%, Presentation – 10%, Final essay – 10%

Learning Outcome:**Recommended Readings:**

- Bertens, Hans (1995). *The Idea of the Postmodern: A History*. London: Routledge,
- Jameson, Fredric. (1991.) *Postmodernism, Or, the Cultural Logic of Late Capitalism*. Durham: Duke University Press,
- McHale, Brian (1991) . *Postmodernist Fiction*. London, Routledge,
- Tomlinson, John (1999) . *Globalization and Culture*. Chicago: University of Chicago Press

APHC 42043 : Philosophy of Mind

Objectives: The course unit provides some of the basic issues and questions about Philosophy of Mind. Further it gives clear perspective on different approaches between the Philosophy of Mind and Psychology.

Course Content: The scope and nature of Philosophy of Mind. Theories of body-mind relationship Other mind problem, Private Language, Notable Philosophers (Descartes, Ryle, and Wittgenstein) contribution to Philosophy of Mind. Philosophy of mind and Psychology

Teaching and Learning Methods: Lectures, PowerPoint presentation, Discussion

In Course Assessment: Tutorial / Assignment – 10%, Mid semester Exam – 10%, Presentation – 10%, Final essay – 10%

Learning Outcome: Students who are successfully completing this course shall be able to understand the basic problems in Mind. It further clears the doubts about the linguistic philosophy and the analytical psychology on specific matters.

Recommended Readings:

- Ryle,Gilbert(1963) *The Concept of Mind*, Hardmondsworth, Penguin
- Russel,B(1961) *The Analysis of Mind*, Rutledge, London.
- Shaffer.J.A, (1994) *Philosophy of Mind*, Prentice Hall, India.
- Lagerspetz, O. (2002) *Experience and Consciousness in the shadow of Descartes*, Philosophical Psychology. London.

APHC 41053: Textual Study- Selected text

Objectives: The critical analysis of a text may bring out the significance of various philosophical thoughts that prevailed in the past. This kind of exercise enriches the student's ability to analyze thoroughly and interpret those ideas in different perspective.

Course Content: This course unit is designed to analyse a selected text Critically. The Department will decide to select one text for the year from the list of Text Books which is prescribed here. The List of Books is: Silappathikaram, Bhavad Gita, Thirukkural, Manimekalai, Kundalakesi, Naaladiyar, Vedanta paribhasa, Sivajnana Bhodam, Neelakeshi.

Teaching and Learning Methods: Lectures, PowerPoint presentation, Discussion

In Course Assessment: Tutorial / Assignment – 10%, Mid semester Exam – 10%, Presentation – 10%, Final essay – 10%

Learning Outcome: Students who are successfully completing this course shall be able to do a research or research project independently to analyse a text. This will encourage the student to do an empirical and committed analytical study on textual studies in his/her future endeavour.

APHC 42013 : Applied Studies on Philosophical issues and Research Visits.

Objectives: To understand applied theories in Philosophy with relevant to Social and ethical issues further the students enhancing practical knowledge on Philosophical issues with relevant field visit

Course Content : Every students should submitted the field work report with the guidance of a staff. Teaching and Learning Methods: Lectures, PowerPoint presentation, Discussion

In Course Assessment:– Presentation – 15%, Students Profile – 10%, Oral Exam -15%

Learning Outcome: The students will be able to understand practical and research knowledge on subject.

APHC 42023 : Philosophy of Science

Objectives: This course unit provides knowledge and understanding of selected topics related to the history and philosophy of science with emphasis on skills for analysis and interpretations.

Course Content: Nature and scope of the Philosophy of Science, Relationship between Philosophy and Science. History of Science and Scientific discoveries. Rules of scientific reasoning, Metaphysics of reasons and Scientific methods. Philosophical problems in Physics, Philosophical issues in Psychology and Biology, Ethics and Science.

Teaching and Learning Methods: Lectures, PowerPoint presentation, Discussion, group seminars

In Course Assessment: Tutorial / Assignment – 10%, Mid semester Exam – 10%, Presentation – 10%, Final essay – 10%

Learning Outcome: Students who are successfully completing this course shall be able gain fundamental knowledge of Philosophy of Science. The students may achieve better knowledge about nature and issues in philosophy of science and a deeper appreciation of Philosophy of science and methodology

Recommended Readings:

- Timothy McGrew, Marc Alspector (2009) Philosophy of Science: An Historical Anthology: Willy Blackwell
- George Couvalis (1997) The Philosophy of Science: Science and Objectivity, George Couvalis Publication

- Mario Bunge (1998) Philosophy of science: From problem to theory: Transaction Publishers,
- Anastasios Brenner, Jean Gayon (2009) French Studies in the Philosophy of Science: Contemporary Research in France, Springer Publication
- Christopher Hitchcock (2004) Contemporary Debates in Philosophy of Science, Wiley publish
- S. Clarke, T.D. Lyons (2002) Recent Themes in the Philosophy of Science: Scientific Realism and Commonsense, Springer publication
- Kuhn,T.S. (1970) The Structure of Scientific Revolution, Chicago University Press, U.S.A.
- Feyerabad,P.K.(1970) Against Method, Verso.

APHC 42033 : Philosophy of Tamilian Thought

Objectives: This course unit helps to trace the Tamilian thought of Philosophy. It also includes the religious tradition of Tamils from the earlier period. It gives a clear vision of the rich Tamilian thoughts on a historical perspective.

Course Content: This module includes the earlier tradition of Tamils who have well structured thinking on several issues in Philosophy. This includes the various aspects of the Tamilian thought such as world view of the Tamil, emergence of religio- philosophical thoughts, socio-political thoughts, moral and logical systems, religious, epistemological thoughts etc.

Teaching and Learning Methods: Lectures, PowerPoint presentation, Discussion, group seminars

In Course Assessment: Tutorial / Assignment – 10%, Mid semester Exam – 10%, Presentation – 10%, Final essay – 10%

Learning Outcome: Students who are successfully completing this course shall be able to understand the philosophical structure of Tamils through their literatures. This will enable the students to identify the Philosophy of Tamil through the various subjects such as religion, society, politics, epistemology, ethics etc.

Recommended Readings:

- Kantacami N. (2001) Tamil Literature and Indian Philosophy, International Institute of Tamil Studies
- திருநாவுக்கரசு, மு.வு (2001) தமிழ்ப்பண்பாடு, உலகத்தமிழ் ஆராட்ச்சி நிறுவனம், சென்னை
- நாராயணன் க. (1987) தமிழர் அறிவுக் கோட்பாடு, தமிழ் புத்தக ஆலயம், சென்னை
- புவனேஸ்வரி எஸ் (2003) சங்ககால வாழ்வியல் அறங்கள் - ஆய்வுக்கோவை, இந்தியப் பல்கலைக்கழக தமிழாசிரியர் மன்றம்
- சென்துரை முத்து (1972) தத்துவ தமிழ் மேதைகள், வாசு பிரசுரம் சென்னை
- குணா (1985) தமிழர் மெய்யியல்

APHC 42046 Dissertation

POLITICAL SCIENCE

APSC 41013: Research Methodology in Political Science

Objectives: To provide a sophisticated overview of the concepts, theories, approaches, techniques and tools, central to the complex and contentious field of politics.

Course Content: Foundations of political research, The state of political research, Research topic, design and process, Qualitative and quantitative methods, Hypothesis formation and testing, ExcelTM and SPSS^R Political research on the internet, Presenting tables, charts, diagrams and graphs, Organizing and writing the research report.

Teaching and Learning Methods: Students-centred lectures with audio-visual aids and handouts, if necessary.

In Course Assessment: Individual/group presentation (10%), Oral/written examination (10%), Critical/Creative/innovative writing (10%), Skill-development (10%).

Learning Outcome: Going beyond description, developing student's ability to evaluate claims about outcomes in political research through empirical testing.

Recommended Readings:

- Barnett, S., (1993) Creative thinking, Reading and Writing Routledge, London.
- Johnson, J.B. and Reynold, H.T., (2002) Political Science Research Methods, Sage, New Delhi.
- Harrison, L., (2001) Political Research, Routledge, London.
- Mycoff, J.D., (2002) Working with Political Science Research Methods, Sage, New Delhi.
- American Political Research (Bimonthly Journal)

APSC 41023: Conflict Transformation.

Objectives: To bring together contemporary models and approaches to conflict transformation as well as recognizing its multidimensional nature.

Course Content: Models of Conflict transformation, Conflict transformations, Conflict life-cycles, Conflict transformation, Conflict interventions, Non- Violent Conflict transformations, Peace Studies, Selected case studies.

Teaching and Learning Methods: Students-centred lectures with audio -visual aids and handouts, if necessary.

In Course Assessment: Individual/group presentation (10%), Oral/written examination (10%), Critical / creative/innovative writing (10%), Skill-development (10%).

Learning Outcome: Deepening students' theoretical understanding, helping them to identify and explain conflicts and their solutions with subject study skills.

Recommended Readings:

- Barash, D.P. and Webel, C.P., (2002) Peace and Conflict Studies, Sage, New Delhi.
- Burton, J.W., (1997) Resolving Deep-Rooted Conflicts, University of America Press, Lanham.
- Galtung, J., (2003) Peace By Peaceful Means, Sage, New Delhi.
- Weller, W. and Wolf, S. (eds.), (2005) Autonomy, Self –Governance and Conflict Resolutions, Routledge, London. .
- Journal of Conflict Resolution (Bimonthly Journal from the USA)

APSC 41033: Comparative Public Administration

Objective:: To offer an extensive and intensive comparative analysis, stressing the effects of political and organizational interests on bureaucracy in a cross national manner.

Course Content: Learning from Cross national comparison, Persistence, growth and change of government administration, Political culture and Public administration, Problems of administrative structure and reforms. The Politics of bureaucracy, Political marketing, Public administration in the twenty first century.

Teaching and Learning Methods: Students- centred lectures with audio -visual aids and handouts, if necessary.

In Course Assessment: Individual/group presentation (10%), Oral/written examination (10%), Critical / creative/innovative writing (10%), Skill-development(10%).

Learning Outcome: Acquiring a clear and detailed understanding of the panoramic administration across wide range of countries and regions with subject study skills.

Recommended Readings:

- Arora,R., (1989) Comparative Public Administration, Associated Press, New Delhi.
- Chakravarti.B., (2012) Public Administration in a Globaling World, Sage, New Delhi.
- Rose.R., (2000) Lessons in Comparative Public Policy , Sage, New Delhi.
- Peters, G., (2000) Politics of Bureaucracy, Routledge, London.
- American Journal of Public Administration (A quarterly)

APSC 41043 / ASYC 41043: Political Sociology

Note: It is a common course unit for Political science and Sociology

Objectives: To offer unique insights into the development of coexistence of political and social elements in a structural and functional manner,

Course Content: Emergence, nature and scope of Political Sociology, approaches to Political Sociology, The tradition of Marx, Weber and Spencer, Political leadership, Elite theory of power, Political mobilization, Social change, Social stratification, Key concepts of Political Sociology.

Teaching and Learning Methods: Students- centred lectures with audio -visual aids and handouts, if necessary.

In-course Assessment: Individual/group presentation (10%), Oral/written examination (10%), Critical / Creative/innovative writing (10%), Skill-development(10%).

Learning Outcomes: Discerning dynamic forces on social and political milieus, while systematically over viewing the entire discipline with subject study skills.

Recommended Readings:

- Bramson.L, (1971) The Political Context of Sociology, Princeton University Press, Princeton.
- Glasberg, D and Shannon, D., (2011) Political Sociology, Sage, New Delhi.
- Dowse, R.E and Hughes, J.A., (1992), Political Sociology, John Wiley, London.
- Jangam,R.T., (1987), Text Book of Political Sociology, Oxford and IBH, Delhi..
- Migdal,J.S., (2001), State in Society, Cambridge University Press, Cambridge

APSC 41053: Political Economy

Objectives: To provide a guide to key concepts and ideas but does so with considerable originality in the practical realm.

Course Content: Nature and Scope of Political Economy, Classical and Radical Political Economy of under development, Political Economy of Reform in Russia, China and India, Emerging New Actors in Global Political Economy Germany, Japan, India, Egypt, Nigeria and Brazil,. World Order Thought and Political Economy, The Political Economy of International Relations.

Teaching and Learning Methods: Students- centred lectures with audio -visual aids and handouts, if necessary.

In-course Assessment: Individual/group presentation (10%), Oral/written examination (10%), Critical / Creative/innovative writing (10%), Skill-development(10%).

Learning Outcome: Getting a fresh and thought provoking perspective on some of the most pressing combined nature of political and economic problems of our times with subject study skills.

Recommended Readings:

- Dutt.A.K.,(ed.) (2001) The Political Economy of development, Three- Volume-Set, Edward Elgar, Cheltenham.
- Higgott,R and Payma,A., (eds.) (2000), The New Political Economy of Globalization Edward Elgar, Cheltenham.
- Renis,G., Hu, S.H., and Shu, Y.P., (1999), The Political Economy of Comparative Development into the 21st Century, Edward Elgar, Cheltenham.
- Sobel,A.C., (2012), International Political Economy in Context (2012), Sage, New Delhi.
- Political and Economic Weekly (from India).

APSC 42013: Political Ideologies and Movements

Objectives: To provide an illuminating account of an often confusing widespread political ideologies and movements.

Course Content: Emergence, meaning kinds, impacts, problems and future of ideologies, The linkage of ideologies and movements, Capitalist, Socialist, Fascist ideologies and movements, Recent ideologies and movements-Feminism, Fundamentalism and Environmentalism. Peace movements and Human rights movement, The debate on the end of ideology.

Teaching and Learning Methods: Student - centred lectures with audio -visual aids and handouts, if necessary.

InCourse Assessment: Individual/group presentation (10%), Oral/written examination (10%), Critical / Creative/innovative writing (10%), Skill-development(10%).

Learning Outcome: Reflecting the Complexity and diversity as well as the causes and consequences of Political ideologies and movements with subject- study skills.

Recommended Readings:

- Zirakzadeh.C.C., (2010) Social and Political Movements, Four-Volume - Set, Sage, New Delhi.
- Bracher, K.D., (1985) The Age of Ideologies, Methuen, London.
- Hey Wood,A., (1998), Political Ideologies, Macmillan, London.
- Reis, J., (2000) Twenty - first Century Imperialism, Routledge, London.
- Bobbio,N., (2000), Left and Right, Polity Press, Oxford.

APSC 42023: Area study – South Asia

Objectives: To set the standard for an accessible introduction and comprehensive exploration of this vital region.

Course Content: Area- Study A Frame of Reference South Asia as a region – Historico-Geographical Politico- Economic and Socio – Cultural dynamics, Problems of Plural Societies in South Asia Inter- state conflicts in South Asia, Democratic Experiment in South Asia, SAARC and Beyond, South Asia in Global Politics.

Teaching and Learning Methods: Students- centred lectures with audio -visual aids and handouts, if necessary.

In Course Assessment: Individual/group presentation (10%), Oral/written examination (10%), Critical / Creative/innovative writing (10%), Skill-development(10%).

Learning Outcome: Cognizance of a cohesive and comprehensive overview of the region, incorporating the wide range of problems and prospects with subject - study skills.

Recommended Readings:

- Chalm, K.S., (ed.) (2004) Governance in South Asia, Sage, New Delhi.
- Bahra, N.C., (2008) International Relations in South Asia, Sage, New Delhi.
- Dixit, K.M., (2012) South Asian Sensitivity, Sage, New Delhi.
- Mitras, S., (ed.) (2005), The Political and economic Dictionary of South Asia, Routledge, London.
- South Asian Survey (A bi-monthly Journal from India)
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APSC 42033 : Development Administration

Objectives: To provide an authoritative survey of this seminal field in view of economic, social, political, technical and environmental, challenges.

Course Content: Origin and Growth of Development Administration, Concepts and Approaches of Development Administration. Action –oriented and goal –oriented nature of Development Administration, Participation, responsiveness and accountability as the essence of Development Administration, Institutional opportunities for Power distribution, Criticism against development Administration, Future Priorities of Development Administration.

Teaching and Learning Methods: Students- centred lectures with audio -visual aids and handouts, if necessary.

In Course Assessment: Individual/group presentation (10%), Oral/written examination (10%), Critical / Creative/innovative writing (10%), Skill-development(10%).

Learning Outcome: Wrestling with basic theory, modern practice and central dilemmas of administering development with subject – study skills.

Recommended Readings:

- Riggs, F.W., (1964) Administration in Developing Countries, Houghton – Mifflin, Boston.
- Massey, A., (ed.) (2013) Public Sector Reform, Four - Volume – Set Sage, New Delhi.
- Irving, S., (ed.) (1983), Development Administration, Syracuse University Press, Syracuse.
- Manivasagar, A.V., (1997), Development Administration, Dept. of Economics, University of Jaffna.
- Sri Lanka Journal of Development Administration (A bi-monthly journal)

APSC 42046: Dissertation

Psychology

APYC 41013: Counseling Psychology

Objectives: the course to provide students' with an understanding of the counseling and counselor's roles within evolving practice environments and across the spectrum of the field of counseling Psychology. to promote critical thinking about various issues and debates in counseling psychology.

Course Content: Concept of counseling; Defining features of counseling; Major goals of counseling; Difference between guidance and counseling; Counseling and psychotherapy; Types of counseling; Introduction – Preparation For Counseling –Counseling Process – Counseling Interactions – Variables Affecting The Counseling Process – Counselor's Skills – Portrait of an Effective Counselor – Counselor Factors. Introduction – Non – Verbal Communication in Interview – Counselee – Counselor Relationship – Interviewing Techniques In Counseling. Counseling psychology and other specialties and fields; Distinctiveness and Ethical issues; Ethical dilemmas; Legal concerns of counselors.

Teaching and Learning Methods: Lecture, Presentation, seminar and Class discussions. Cooperative learning, Role playing

In Course Assessment: Exam (10%), Project work (10%), Presentation (10%), Field Visit and report (10%)

Learning Outcome: This unit aims to familiarize students with the basic concepts and issues of counseling. It provides a comprehensive overview and general understanding of the profession of counseling. The importance of relationship; components of relationship; Facilitative conditions for the counseling relationship.

Recommended Readings :

- Narayana Rao.S (2002) Counselling & Guidance (II ed) New Delhi: Tata Mc Graw Hill.
- Nelson Jones, (1982) The Theory and Practice of Counselling Psychology, New York: Holt Rinehart & Winston.
- Gerard Egan (1994) The Skilled Helper, (5th Ed.) California: Brooks/Cole.
- Tryon,G S(2002) Counseling Based on Process Research. New Delhi: Pearson Education.
- Colin Felthman and Ian Horton (2000) (Ed), Handbook of Counseling and Psychotherapy, New Delhi: Sage
- Gibson L Robert and Mitchel H Marianne (2003), Introduction to Counseling and Guidance, Pearson education, Inc
- Sharma R N and Sharma R (2004), Guidance and Counseling in India

APYC 41023 - Industrial Psychology

Objectives: students will be able understand nature and scope of Industrial Psychology, Describe the process involved in personnel selection, Describe the methods of training and performance appraisal, Explain the Need and the methods of motivation and job satisfaction, Understand human engineering, Accidents and the safety measures.

Course Content: Definition of Industrial Psychology – Nature and Scope – Historical Development the Role of Psychologist in the Industry Introduction to Industrial psychology- Human factor in industry- Organization behavior-Individual differences- Psychological testing- Vocational Guidance-The working environment- Selection-Training- Job-Satisfaction. Human Engineering – Scientific Management – Motion and Time Study – Contribution –Accident: Meaning – Causes – Consequences – Accident Prevention & Safety – Work Environment

Teaching and Learning Methods: Lecture, Presentation, seminar and Class discussions. Cooperative learning, Role playing

In Course Assessment: Exam (10%), Project work (10%), Presentation (10%), Field Visit and reporting (10%)

Learning Outcome: The students with a better understanding of the complexities inherent in the interactions between employees and organizations. Familiarize students with aspects of industrial psychology, such as attitudes and behaviors of employees and employers; interpersonal relationships at work, Expose students to the complex processes of motivation and leadership; organizational and individual performance.

Recommended Readings :

- Fred Luthans (2001): Organizational Behaviour, New Delhi: Mc-Graw Hill International Edition.
- Schultz, D.P. and Schultz, S.E. (1990). Psychology and Industry Today. NY: Macmillan publishing Co.
- Ghosh, P.H. and Ghorpade M.B. (1997): Industrial Psychology, Bombay, Himalaya Publishing House.
- Fred Luthans (2001): Organizational Behaviour, New Delhi: Mc-Graw Hill International Edition.

APYC – 41033 Experimental Psychology

Objectives: To enable the students to understand in practice the knowledge to assess individuals Sensation in all sense modalities, Attention and its types, Perceptual processes with regard to illusion, depth and time, Motivation and emotion, Learning and its types, Memory and Inhibition, Thinking and problem solving

Course Content: Sensory Process: Color Blindness, Temperature Attitude Scale, Visual Acuity, Two-Point Limen, Kinesthetic Sensitivity. Attention: Division of Attention, Distraction of Attention, Span of attention
Perceptual Process: Muller-Lyer illusion, Size Weight illusion, Depth Perception, CIP Time Perception Scale, Motivation and Emotion: Level of Aspiration test, Sensation Seeking Scale, Rao's Achievement Motivation Test, Learning: Insight Learning, Trial and Error Learning, Transfer of Learning, Memory: Immediate Memory Span, Memory for Meaningful and Meaningless Stimuli, Retroactive Inhibition, Proactive Inhibition, Thinking and Problem Solving: Concept Formation, Mental Imagery Questionnaire, Pyramid Puzzle, Intelligence: General Mental Ability test, Alexander's Pass Along test, Koh's Block Design test, Standard Progressive matrices, Aptitude Test: Finger Dexterity test, Tweezers Dexterity test, Rate of Manipulation test, two hand co – ordination test, Steadiness test, DAT- Verbal Reasoning, DAT- Abstract Reasoning.

Teaching and Learning Methods: Lecture, Presentation, lab practical, Role playing

In Course Assessment: Exam (10%), Practical (10%), Presentation (10%), viva (10%)

Learning Outcome: Students understand in lab practical the knowledge sensation, perception, motor activities and mental process of the human

Recommended Readings :

- Postman and Egan, J.P. (1985):. Experimental Psychology. New Delhi: Kalyani Publications.
- Parameswaran E.G and Ravichandra, R. (2001):. Experimental Psychology. Hyderabad: Neel Kamal Publishers Pvt Ltd.
- Kuppusamy B. (1954):.Elementary experiments in Psychology. Madras: Oxford University Press.

APYC -41043 Clinical Psychology

Objectives: This unit is to acquaint the students with nature of Clinical Psychology, and prepare the student to function as knowledge professional Clinical Psychologist and physiological principles related to human health, mental health, Neuropsychology and Health its related Components.

Course Content: Introduction to Clinical Psychology - Definition and characteristics of clinical psychology. -Activities and work settings of clinical psychologists - Clinical psychology and other related professions -Training in clinical psychology-Ethics of clinical psychology -Clinical Neuropsychology - Brief history of discovering brain-behavior relationships-Development of clinical neuropsychology-Structure and function of human brain-Causes of brain dysfunction-Neuropsychological assessment-Clinical Health Psychology.

Teaching and Learning Methods: Lecture, Presentation, seminar and Class discussions. Cooperative learning, Role playing

In Course Assessment: Exam (10%), Project work (10%), Presentation (10%), Field Visit and report (10%)

Learning Outcome: Students who successfully complete this unit should have the ability to understand the evolution and current state of the field of clinical psychology

Recommended Readings :

- Hecker, Jeffrey E. and Thorpe, Geoffrey L. (2005): "Introduction to Clinical Psychology-Science, Practice and Ethics", Inc., Pearson Education.
- Mathur, S.S. (1985): "Clinical Psychology", Agra, Vinod Pustak Mandir.
- Stein, J.F. and Stoodley, C.J. (2006): "Neuroscience –An Introduction", John Wiley & Sons.
- Weiner, B. (1983): "Clinical Methods in Psychology", John Wiley & Sons.
- Jeffrey E. Hecker, Introduction to clinical psychology (2005); Delhi Pearson Education.
- G. Wilson Staffer & Richard, S.Lazarus, Fundamental Concepts in Clinical Psychology (2007); Delhi, Surjeeth Publications.

APYC 41053 COMMUNITY GUIDANCE AND CASE ANALYSIS (FIELD VISITS)

Objectives: students will be able to, explain the processes in problem identification, describe the processes involved in gathering of data, describe the methods of hypothesizing the causes of the problem, explain the analysis of data, and explain the process of evolving the strategy for solving the problem.

Course Content: Total five cases from each of the following three field's viz. Clinical, Industrial and Counseling which will be analyzed and recorded. In addition a report of the handling of a psychological case is to be done and is to be submitted for the evaluation.

In Course Assessment: Field work (15%), Presentation (10%), Viva (15%)

Teaching and Learning Methods: Lecture, Presentation, Role playing, Field study

Learning Outcome: After the completion of the syllabus the learner will be able to, explain the processes in problem identification describe the processes involved in gathering of data, describe the methods of hypothesizing, case analyze and find out the solution.

Recommended Readings :

- Barki B G., & Mukhopadyay, B (1989) Guidance and Counselling – A Manual, New Delhi, Sterling Publishers.

APYC – 42013 Child and Adolescent Psychology

Objectives: students able to recount in detail the emotional development of children and thus adolescents, who come from adverse circumstances, be able to recount the general development of children and adolescents and have a knowledge of child and adolescent psychology that will enable them as human service practitioners to evaluate welfare issues concerning children and young people

Course Content: Meaning, Nature and importance of child Developmental -Concept of growth and development – Principles of development.-Importance of Factors influencing growth and development: Heredity and Environment. General characteristics – developmental tasks- physical changes –emotionality during adolescence –Love, social changes- interests in adolescence – changes in morality – sex interest and sex behavior during adolescence –family relationships – personality development

Teaching and Learning Methods: Lecture, Presentation, seminar and Class discussions. Cooperative learning, Role playing

In Course Assessment: Assignments/Tutorial (10%), Exam (10%), Presentation (10%), case study (field visit)/Final essay (10%)

Learning Outcome: Students become familiar explain the influence of different contexts particularly family and society on the development of children and adolescents.

Recommended Readings :

- Berk, L. E. (2010). Child Development (8th Ed.). New Delhi: Prentice Hall.
- Mitchell, P. and Ziegler, F. (2007). Fundamentals of development: The Psychology of Childhood. New York: Psychology Press.
- Misra, G. (2009). Psychology in India, Vol 1: Basic Psychological Processes and Human Development. India: Pearson.
- Papalia, D. E., Olds, S.W. & Feldman, R.D. (2006). Human development (9th Ed.). New Delhi: McGraw Hill.
- Santrock, J. W. (2008). Child Development (11th Ed.). New Delhi: McGraw Hill.
- Santrock, J.W. (2006). Adolescence. New Delhi: McGraw Hill.
- Saraswathi, T.S. (2003). Cross-cultural perspectives in Human Development: Theory, Research and Applications. New Delhi: Sage Publications.
- Srivastava, A.K. (1997). Child Development: An Indian Perspective. New Delhi: NCERT

APYC - 42023 Psychotherapeutics

Objectives: Students will be able understand Explain the psychoanalytic and Alderian therapy, Describe the process involved in existential therapy and person centered therapy, Describe Gestalt therapy and reality therapy, Explain the behavior therapy and rational emotive behavior therapy, Explain the concept of Cognitive Behavior therapy

Course Content: Introduction to psychotherapy-Important of Psychotherapy- counseling and therapy -Psychoanalytic and Adlerian Therapy-Existential Therapy and Person-Centered Therapy- Gestalt Therapy and Reality Therapy-Behavior Therapy and Rational Emotive Behavior Therapy- Cognitive Behavior Therapy-Positive therapy.

Teaching and Learning Methods: Lecture, Presentation, seminar and Class discussions. Cooperative learning, Role playing

In Course Assessment: Exam (10%), Project work (10%), Presentation (10%), Field Visit and reporting (10%)

Learning Outcome: Become familiar with major schools of psychotherapy, Learn methods for development, research, and dissemination of evidence-based psychotherapies, Apply knowledge of psychotherapeutic method by developing a treatment plan

Recommended Readings :

- Corey.G. (2001):Theory and Practice of Counseling and Psychotherapy. New Delhi, Brooks/Cole.
- Wolberg L.C (1979): The techniques of Psychotherapy, London: Heimmann.
- Lazarus, A.D. (1975): The Practice of Multi-modal Therapy, New York; Mc Graw Hill Book Company.
- Bhatia M. S. (2003): Essentials of Psychiatry; (4th Edition). New Delhi, CBS Publishers.
- Ghorpade, M.B. & Kumar, V (1988): Introduction to Modern Psychotherapy, Bombay, Himalaya Publishing House.
- Corey, G. (2005) Theory and Practice of Counseling and Psychotherapy. 7th Ed. Thomson & Brooks/Cole. ISBN 0-534-53605-
- Psychotherapy by Corey, Gerald ISBN-13: 9780495102083 ISBN-10: 0495102083 Hardcover, 2008 Edition

APYC 42033 APPLIED COUNSELLING PSYCHOLOGY IN TAMILIAN SOCIETY.

Objectives: To enable the students to understand tamil people counseling tendency and historical background and its challenges. Emergency of counseling in tamil society.

Course Content: Culture tendency of Tamil people and Counseling tendency among the tamilian peoples - historical background. Challenge of counseling in Tamil society - Marital and pre marital counseling. Couple counseling- Marital and Family counseling, Group counseling, School counseling, Addictions counseling-Crisis of counseling in modern society-emergency of counseling in tamil society.

Teaching and Learning Methods: Lecture, Presentation, seminar and Class discussions. Cooperative learning, Role playing

In Course Assessment: Exam (10%), Project work (10%), Presentation (10%), Field Visit and reporting (10%)

Learning Outcome: Students understand cultural background and counseling issues in the Tamilian society and its crisis

Recommended Readings :

- Narayana Rao, S, (2002):: Counselling and Guidance (II Edition):, New Delhi: Tata McGraw Hill.
- Daya somasundran- mental health in tamil society-2000
- Sivathas –Nalamudan-2010

APYC 42046 DISSERTATION

SANSKRIT**ASNC 41013: VEDIC LITERATURE- SPECIFIED TEXTS.**

Objectives: To familiarize *the* student with different texts of ancient Indian literature special Vedas, vedangas, upanisads and smrits.

Course Content: Early Vedic period General introduction to Vedic period, Vedic Texts, Its Subject matter, Hymns from Rig-Veda by Peterson with the Commentary of sayanacariya. Selection from Aitareya satapatha Brahmana.

Teaching and Learning Methods: lectures, presentation, seminar and class discussions.

In course Assessment : (Assessment 10%), (Tutorial 10%), (Oral presentation 10%) ,(Mid Examination 10%)

Learning Outcome: By end of this course the students will be able to discuss about the general back ground of the Vedic text, authors and the literary aspects.

Recommended Readings:

- Macdonnell, A., 1963, Vedic mythology, Varanasi.
- Majumdar, R., 1957, the Vedic Age, Bombay.
- Keith, A.B., 1978, The Religion and philosophy of the Vedas and upanisads part I & II Delhi.
- Winternitz, M., 1927, History of Indian literature VOL I, Calcutta.
- வையாபுரிப் பிள்ளை, எஸ்., 1956, இலக்கிய உதயம், சென்னை.

ASNC 41023: Research Methodology in Sanskrit

Objectives: To take initial Steps to Carry out independence Research work.

Course Content: Research formulation-defining and formulating the research problem-Selecting Problem-importance of literature-review in defining problem. Literature review-Primary and secondary Sources. Reviews- Monographs-Searching the web-critical Literature Review research design, Data Collection Analysis, Prepare Bibliographies, Appendices and Presentation Skills

Teaching and Learning Methods: lectures, presentation, seminar and class discussions.

In course Assessment: (Assessment 10%), (Tutorial 10%), (Oral presentation 10%), (Mid Examination 10%)

Learning Outcomes: By the end of this Course the students will be able to carry out their research work systematically .

Recommended Readings:

- Keshab Chandra Dash, 1991, The Element of Research Methodology in Sanskrit- Chaukhamba publication India.
- ShrimannaraganMurthi, 2001, Methodology in Indological Research., Bharatiya Vidya Prakashan, Delhi.
- டாக்டர் பொற்கோ, 2004, ஆராய்ச்சி நெறிமுறைகள், ஜந்தினை பதிப்பகம், சென்னை,
- R.Cauvery, 2007, Research Methodology. Chand Pub, New Delhi.
- Kothari.C.R, 2004, , Research Methodology: Methods and Techniques, New Delhi.

ASNC 41033: Elements of Indo European Philology, and Unspecified Texts.

Objectives: The unit expects to provide the students with the knowledge of Indo-European philology and to train them further the translation passages into Sanskrit

Course Content: The origin of Sanskrit language, Element of Indo European language family , Element of Indo Iranian language, Element of Indo Aryan language Sanskrit phonology , Word formation, Analysis of verbal and nominal forms.

Teaching and Learning Methods: lectures, presentation, seminar and class discussions.

In course Assessment : (Assessment 10%), (Tutorial 10%), (Oral presentation 10%), (Mid Examination 10%)

Learning Outcome: By the end of this course, The students will have good knowledge of main elements of indo Aryan philology and Sanskrit grammar.

Recommended Readings:

- Gane. N.P., 1950, An introduction to comparative philology, poona.
- Burrow. T., 1962, The Sanskrit language, London.
- Jahagiridar, 1952, An introduction to comparative philology of Indo Aryan language, poona
- Chakravarti, P.C., 1933, the philology of Sanskrit grammar, Calcutta.
- சுப்ரமணிய சாஸ்திரி பி.எஸ், 1950 வட மொழி வரலாறு அண்ணாமலை நகர்

ASNC 41043: Saivagamas

Objectives: The unit aims at detail study of Saivagamas

Course Content: Origin and Evolution of the Saivagamas, their age, contents, significance. Detail study of Saivagamas, Prescribed study of texts with questions on Translations, Subject matter and language kamikagama 4.1-50 sarvajnanottara agama. 1,2 prakaranas

In course Assessment:(Assessment 10%), (Tutorial 10%) ,(Oral presentation 10%), (Mid Examination 10%)

Recommended Readings:

- Janaki.S., 1988, Saiva Temple and Temple Rituals Madras.
- கைலாசநாதக் குருக்கள். கா.இ 1963, சைவத்திருக் கோவில் கிரியை நெறிஇ சென்னை.
- கோமாலகிருஷ்ண ஐயர். ப.இ 1981, சிவாகமங்களும் சிற்ப நூல்களும் கூறும் சிவவிக்ரவியல்த் யாழ்ப்பாண பல்கலைக்கழகத்திற்காக சமர்ப்பிக்கப்பட்ட ஆய்வு.
- சர்வ ஞானோத்தர ஆகமம் 1923, ஞானபாதம். பொ.முத்தையாபிள்ளை (பதிப்பு) தேவ கோட்டை.
- சபாரத்தினம். எஸ்.பி.இ 2002, சைவாகமங்கள் ஓர் அறிமுகம். சைவசித்தாந்த நூற்பதிப்புக் கழகம்இ சென்னை.

ASNC 41053: Influence of Sanskrit in Indian Culture.

Objectives: This is to provide the students with the compressive study of Sanskrit culture its salient features as reflected in ancient India.

Course Content: Indian Culture as gleaned from Vedic literature, Epic and puranas, Buddhist – jain Sanskrit sources, classical Sanskrit literature and modern literature. Role of Sanskrit as a Language of Indian culture.

Teaching and Learning Methods: Lecture, discussions, visual aids and presentation.

In course Assessment :(Assessment 10%), (Tutorial 10%) ,(Oral presentation 10%), (Mid Examination 10%)

Learning Outcome: By end of this course the students will have good knowledge of Indian culture through Sanskrit language.

Recommended Readings:

- Pargiter, F.E, 1962, Ancient Indian Historical Tradition, Motilal Banarsidas, Delhi.
- Basham, A.C, 1954, The Wonder that was India, London.
- Nilaknatasastri, K.A, 1965, A History of south Indian, Madras.
- Anandaguruge, 1960, The Society of Ramanaya, Maharagama.
- Culture Heritage of Indian VOL: 1, 1971, The Ramakrshana mission institute Calcutta.

ASNC 42013: Sanskrit composition and translation.

Objectives: To become familiar with the practice of translating from Sanskrit in to Tamil. Writing Sanskrit essays on given topics.

Course Content: Translation in to Tamil passages from unseen Texts belonging to the Vedic and classical Sanskrit literature Sanskrit composition, writing letters, notices.

Teaching and Learning Methods: Lecture, discussions, visual aids and presentation.

In course Assessment : (Assessment 10%), (Tutorial 10%) ,(Oral presentation 10%), (Mid Examination 10%)

Learning Outcome: By end of this course the students can read and comprehend unspecified Sanskrit passages. They can translate Tamil passages in to Sanskrit.

Recommended Readings:

- Lanman C.R, 1947 A Sanskrit Reader, Harward.
- Bhandarkar, R.G, 1978 the second book of Sanskrit, New Delhi.
- Apte, V.S, 1952, the student's guide to Sanskrit composition, poo.
- Bohtlingk's, 1909 Sanskrit Chresto mathie, Bohtlingk otto, German publication.
- Kale, M.R, 1995, A Higher Sanskrit grammar, Motilal Banarsidas.
- சிவசாமி, வி. 1999 ஸ்வபோத லகு சம்ஸ்கிருதம் திருநெல்வேலி.

ASNC 42023:Modern Sanskrit literature

Objectives: to get general knowledge about Modern Sanskrit literature.

Course Content: Contemporary prose literature, short stories, Historical Novel, poetical literature, poets, songs , Sanskrit drama, Sanskrit Journals, News papers

Teaching and Learning Methods: Lecture, discussions, visual aids and presentation

In course Assessment:(Assessment 10%), (Tutorial 10%), (Oral presentation 10%), (Mid Examination 10%)

Learning Outcomes: The students will have good knowledge of Modern Sanskrit literature.

Recommended Readings:

- ராகவன்.விஇ 2001இ இன்றைய இந்திய இலக்கியம் ஜோதி என்டபிரைஸ்இ சென்னை
- warder,A.K.2014 ,Indian, Kavya literature , Motilal Banarsidas, Delhi.
- Kirishnamachariyar.M,1962,History of classical Sanskrit literature,Tirupathi devasthanam press.
- Winternitz,M.1927.a History of Indian literature,vol 2&3,calcatta.
- Kunhan Raja, C.1962 Survey of Sanskrit literature,Varanasi.

ASNC 42033: Study of Upanisads with special reference to Brhadaranyakopanisad

Objectives: The aim of this unit is to provide the students with a detailed study of the upanisads with special reference to the specified upanisad.

Course Content: Introduction to important upanisads, Place in the Vedic Literature, Contents and their Significance, Language, Style, Importance of Brhadaranyakopanisad, Contents and significance of Brhadaranyakopanisad, Philosophical aspects, Literary aspects, Translation into Tamil.

Teaching and Learning Methods: Lecture, discussions, visual aids and presentation.

In course Assessment:(Assessment 10%) ,(Tutorial 10%) ,(Oral presentation 10%) ,(Mid Examination 10%)

Learning Outcome : The students will have good knowledge of upanisads.

Recommended Readings:

- வையாபுரிப்பிள்ளை, எஸ். 1956, இலக்கிய உதயம், 2ம் பாகம், சென்னை.
- கைலாசநாத குருக்கள். கா. 1962, வடமொழி இலக்கிய வரலாறு, முதற்பாகம் கொழும்பு.
- Keith, A.B, 1958, Religion and philosophy of the Vedas and Upanishads, Parts I and II, Delhi.
- Macdonal. A, 1963, Vedic mythology, Varnasi.
- Majumdar. R.G, 1957, Vedic Age, Bombay.

ASNC 42046: DISSERTATION

Sociology

ASYC41013:Sociology of Development

Course Description:

The sociology of development is a sub discipline of sociology and an inter-disciplinary partner of development studies and concerned with the inequality in the development process and dilemmas of development discourses.

Structure of this course is twofold: students should first develop a critical eye on the core concepts used in development in order to question this paradigm and especially the processes through which this field has become increasingly professionalized. Second, the methodological tools developed to design and implement research and intervention projects in sociology and anthropology will be discussed.

Objectives:

- Foster a critical understanding of the main concepts and theoretical approaches which have largely guided development policies; special attention will be drawn to the research practices within development projects.
- closely examine the interface between development agencies and institutions, researchers, and the populations concerned,
- Encourage *context sensitive* analyses and approaches to development issues.

Course Content:

- Introduction to sociology of development and the paradigm shifts in development thinking.
- Neo-evolutionary, modernisation and neo-modernisation theories of development .
- Marxist and neo-Marxist theories of development.
- Global approaches to development .
- The cultural turn in development .
- Rural development: Specific peasant economy, the transformation of the peasantry.
- Urban development :Urbanisation and related issues,
- Political processes and social change .
- Dilemmas of development discourses.
- Alternative approaches to development .
- Alternatives to capitalist development: From sustainable development to post-development .

Recommended Readings:

- Escobar, Arturo (1995): *Encountering Development: The Making and Unmaking of the Third World*, Princeton: Princeton University Press.
- Linda Tuhiwai Smith (1999). *Decolonizing Methodologies. Research and indigenous peoples*. Zed Books Ltd, University of Otago Press.
- Pieterse ,Jan Nederveen (2004) *Development Theory: Deconstruction/Reconstruction* Visstaar Publications,New Delhi.
- Rebecca Schaaf, (2013) *Development Organizations : Perspectives on Development*, Routledge .
- Sandra Halperin(2013) [*Re-Envisioning Global Development :A Horizontal Perspective*](#), Routledge
- Sen, Amartya (1999). *Development as freedom*. New York: Oxford University Press
- Sebastian,Thomas(2007) *Globalization and uneven Development*, New Delhi :Ratwat Publication

Teaching and Learning Methods :

The learning and teaching method include the lectures, student centered reviews on the ethnographic studies, discussions and the presentations.

Activities	Hours
Lectures	30 Hrs.
Presentations	10 Hrs
Discussions	05 Hrs
Total	45 Hrs

Evaluation Method:

Assessment tool	Grading
Individual essay	20%
Examination in a selected top	10%
Group presentation	10%
Final exam	60%
Total	100%

Learning Outcomes:

- By the end of this course, and having completed the essential reading and activities, students should be able to:
- Describe the main theories and concepts in the sociology of development
- Explain the connections between these theories and concepts and selected cases of development
- Demonstrate that they have developed independent critical facilities based on careful examination of the study materials.

ASYC 41023 : Sociology of Peace

Course Description : This course studies the social complexities and dynamics of peace (theory and practice) and nonviolent social action and traces the concrete cases in the different parts of the world. The stories and ideas of practitioners in the struggle for justice and peace are vital for the discussions. It will explore some of the ways that sociology—in collaboration with other fields—can shed light on the relationships between peace and other social dimensions such as social justice, human rights, democracy, and security. We examine the social power (and limitations) of strategic nonviolent action.

Objectives : The aim of the unit is for the student to critically and constructively understand the world as it is, urge the student version of the world as it ought to be, and also request to recommend the approaches for moving the world from ‘what it is’ in the direction of ‘what ought to be’. This will allow them critically understand the assumptions regarding peace, justice, power, idealism and realism. The student will be encouraged to identify what they understand from the contributors to peace, justice, democracy, nonviolent action etc.

Course Content : Origin of peace studies, the concept of peace from multiple angles, approaches to peace, major contributors to peace, peace through education, tools for making peace, conflict analysis, the role of UN in making peace, international law as the tool for world peace, democracy and peace, constitutional change as peace building, peace and human rights, post-war reconstruction and rehabilitation, reconciliation, conflict transformation, Earth democracy-justice, sustainability and peace.

Recommended Readings:

- Galtung, Johan (2000), Peace by peaceful means,
- Vandana Shiva, 2009, Earth Democracy: Justice, Sustainability, and Peace,
- Aung, San SuuKye, 1998, The Voice of Hope
- Cortright, David 2008, Peace: A history of Movements and Ideas
- Barash, David P. ed., 2000. Approaches to Peace. New York: Oxford University Press.
- Boulding, Elise, 1990. Building a Global Civic Culture. Syracuse NY: Syracuse University Press.
- Boulding, Elise. 2000. Cultures of Peace: The Hidden Side of History. Syracuse, NY: Syracuse University Press.
- Lederach, John Paul. 1997. Building Peace: Sustainable Reconciliation in Divided Societies. Washington, D.C.: United States Institute of Peace Press.
- Sharp, Gene. 1973. The Politics of Nonviolent Action. Boston: Porter Sargent.
- Barash, David P. (2000). *Approaches to Peace: A Reader in Peace Studies*. New York: Oxford University Press.

Teaching and Learning Methods : The teaching and learning method include lectures, student centered tutorials and debates. The lectures are interactive and are developed the discussions among the students and also the lectures and students. Individual and group presentations are assigned in given or chosen topics.

Activities	Hours
Lectures	30
Discussion	10
Presentation	05
Total	45

Evaluation Method : The following tools will be utilized for the grading system:

Assessment tool	Grading
Field report	20%
Tutorials	10%
Group Presentation	10%
End examination	60%
Total	100%

Learning Outcome : At the completion of this course unit students will be able to understand the normative and cognitive peace. Peace will be understood in a multiple paradigm. Students will transform internally from violent to non-violent.

ASYC 41033 -: Medical Sociology

Course Description : Medical Sociology is one of the essential subfields of Sociology. This course is designed to provide the students with a through multidisciplinary, systematic and comparative knowledge on medical sociology. Health and Illness must also consider social, political, economic and cultural factors. Medical Sociology explores the interaction between health, society, culture and disease. The Field of Medical Sociology is broad and interdisciplinary. It requires deeper and critical understanding.

Objectives:

- To provide the students with an introduction to and overview of major classic and contemporary works in the field of Medical sociology / Sociology of health.
- To understand the relationship between Socio-economic factors and health
- To contextualize the course in ways that connects Medical Sociology and Sociology generally, as well as connections with its related disciplines such as Public Health, Medical Economics, Health Psychology and Medical Geography.

Course Content:

- History and Scope of Medical Sociology
- Key Concepts in Medical Sociology Theoretical Approaches on Health
- Society, Health and Health Care
- Public Health Practice: Concepts, Definitions, History and Development
- Health Behaviour and Lifestyles
- Gender and Health
- Selected health & Social Issues: Suicide, Alcoholism, teenage pregnancy, Social Stress & Ageing & Health
- High Risk Behaviour
- War and Health Issues
- Globalisation and Health Issues
- Health Care Delivery and Social Policy
- Health & Medical Care Delivery System in Sri Lanka
- Global Health Care
- Future of Medical Sociological Research: Research Needs and Challenges

References:

- Annandale, Ellen.1998. The Sociology of Health and Medicine: A Critical Introduction. Cambridge: Polity Press.
- Anne-Marie Barry.2012. 3rd Edition. Understanding the Sociology of Health: An Introduction. Sage Publications: London.
- Cockerham, William C. (2011) Medical Sociology. 12th ed. Englewood Cliffs, NJ: Prentice Hall.
- Cockerham, William C. (ed.) (2005) The Blackwell Companion to Medical Sociology. Oxford,UK:Blackwell.
- David Mechanic. 1978. 2nd Edition. Medical Sociology: A Comprehensive Text. The Free Press: New York.
- Doyal, Lesley.1995.What Makes Women Sick: Gender and the Political Economy of Health. London: Macmillan.
- Gerhardt, Uta.1989. Ideas about Illness: An Intellectual and Political History of Medical Sociology. Macmillan: London
- Gillian Bendelow, Lynda Birke and Simon Williams (2003) Debating Biology: Sociological Reflections on Health, Medicine and Society. Routledge: London.
- Hannah Bradby. (2008).Medical Sociology: An Introduction. Sage Publications: London.
- Jonathan Gabe, Mike Bury and Marry Ann Elston.2006.Key Concepts in Medical Sociology. Sage Publication: London.

Summary of Teaching and learning activities:

Activities	Hours
Lectures	30
Discussion	05
Field Visit	10
Total	45

Evaluation Methods

Assessment tool	Grade
Tutorial	05%
VIVA	10%
Term Paper	25%
The end of examination	60%
Total	100%

Learning Outcome:

At the end of this course, the student will be able:

- To examine and analyze the social causes and consequences of health, illness and health care.
- To examine the existing health care delivery system of the country.
- To distinguish the sociological understanding of health from medical dimension or medical perspectives

ASYC 41043 / APSC 41043 Political Sociology

Note: It is a common course unit for Political science and Sociology

ASYC 41053 : Writing in Sociological Research

Course Description: This course is designed to teach students how to develop writing skills in Sociology. It offers directed practice in the interpretation and reporting of sociological research in a wide range of styles. Students will learn how to effectively and efficiently work on literature reviews, organize materials, and produce scholarly works including dissertations and papers for publication. This will be dealt with reference to the selected topics of the student's dissertations.

Objectives:

- This course unit is aim to
- Improve critical reading skills, enabling students to think and write more clearly and incisively
- Identify the structural features of specific academic writing genres, relevant to their discipline.
- Refine writing processes through generating ideas, drafting, and individual writing with Consultations
- Learn to take into consideration the expectations of one's readership with regard to academic writing discourse
- Effectively use the work of others in writing, including use of sources and citation methods

Course Content:

- Types of sociological research writings
- Writing research proposal: suggested format for an effective research proposal
- Structure of the research papers
- Structure of dissertations
- Sequence of chapters
- Writing the review of literature
- Presenting the Data
- Write up of data analysis
- Application of appropriate theories
- Discussing and findings
- Writing conclusion
- Writing abstract/ Synopsis
- Language issues related to thesis writing
- Table of contents, figures and illustrations
- Methods for references, citations and bibliography

Recommended Reading:

- Boud, D. (2001). Using Journal Writing to Enhance Reflective Practice. *New Directions for Adult and Continuing Education*, 90, (9-18)
- Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams (2003), *The Craft of Research*. Chicago Guides to Writing, Editing, and Publishing. 2nd ed. Chicago: University

- of Emerson, Fretz and Shaw. 2011. *Writing Ethnographic Field notes*. University of Chicago Press, Chicago press
- Clyne, M. (1987). Cultural differences in the organization of academic texts. *Journal of Pragmatics*, 11, 211-147.
 - Johnson, Rettig, Scott and Garrison. 2010. *The Sociology Student Writer's Manual*. Pearson Press
 - Johnson, William A., Rettig, Richard P., Scott, Gregory M., and Garrison, Stephen M. *The Sociology Student Writer's Manual* (6th ed.). Upper Saddle River, NJ: Pearson Prentice Hall,
 - 2010
 - Palumbo, Dennis (2000), *Writing from the inside Out : Transforming Your Psychological Blocks to Release the Writer Within*. New York: Wiley
 - Richardson, Laurel. 1990. *Writing Strategies: Reaching Diverse Audiences. Qualitative Research Methods*, Volume 21. Newbury Park, CA: Sage Publications
 - Rudestam, K. E. & Newton, R. R. (1992). *Surviving your Dissertation: A Comprehensive Guide to Content and Process*. Thousand Oaks, California: Sage Publications.
 - Swales, J.M. & Feak, C.B. (2004). *Academic Writing for Graduate Students* (2nd ed.). Ann Arbor: University of Michigan Press
 - Taylor, G. (1989). *The Student's Writing Guide for the Arts and Social Sciences*. Cambridge:
 - Cambridge University Press

Learning and Teaching Methods:

Activities	Hours
Lecture and Discussion	30
Practical exercises and presentations	15
Total	45

Evaluation Methods:

Tools	Grade
Sample Writings – Proposal	10%
Sample writing of the selected components of the research text	20%
Language skill	10%
End semester examination	60%

Learning Outcome:

Upon completion of this course students will:

- Have developed appropriate writing skills of scientific texts.
- Be able to write scholarly papers and dissertation in the proper format.
- Be able to effectively and efficiently identify scholarly resources appropriate for their own research studies.
- Cite references properly.

ASYC 42013 –:South Asian Ethnography

Course Description: It is very essential to understand the ethnography of South Asian region for a sociological understanding about the functions and structures of the countries which are in the

region. Students who are in sociology have to identify, understand and compare the ethnography of each country. This course provides an ethnographical frame of the countries in the South Asian region with sociological perception. Well known studies will be introduced to students to enhance their knowledge on the ethnography of South Asian region.

Objectives:

- To understand the different ethnographical background of the countries in South Asian region.
- To understand the nature and complexity of the ethnography of this region
- To provide a space for study on the referents and commonalities among the life of the people of this region.
- To understand the trends of the region and identifying the major issues related to social life, religion, culture and as well as the politics.

Course Content:

- Geographical and the regional identity of South Asia
- Origin and Formation of different cultures in South Asia
- Kinship, Marriage and Family in South Asia: Family patterns, life cycle, and gender.
- Social and cultural difference.
- South Asian art: the literary, performing, and visual arts of India, Pakistan, Bangladesh, and Sri Lanka.
- Persistence of Caste in South Asia as a social system: Hindu caste system works both “in theory” and “in practice” at the level of village life.
- Trends of popular Hinduism and other religions: Hindu beliefs and rituals, the oldest and largest religious tradition in South Asia. Buddhism and Islam.
- Social, Cultural and political Influence of South Asian Countries.
- Ethnicity and Social Conflict: Issues of ethnic, religious, and linguistic identity, nationalism with a special focus on Islam in South Asia.
- Globalization and Diaspora: Impacts of globalization on South Asia, and the new forms of culture that are being generated in the South Asian Diaspora.

Recommended Readings:

- Dumont .L, (1980), *Homo hierarchicus* (2nd ed), Chicago University Press.
- John Boli & George M. Thomas, eds(1999), *Constructing World Culture* Stanford, Stanford University Press.
- L Caplan *Class and culture in urban India: fundamentalism in a Christian community* (Clarendon Press, 1987).
- M Holmstrom (1984), *Industry and inequality: the social anthropology of Indian labour*, CUP.
- Osella C (2000), *Social mobility in Kerala : modernity and identity in conflict* , Pluto Press.
- Raheja G (1988), *The poison in the gift: ritual, presentation, and the dominant caste in a north Indian village* , Chicago University Press.
- V Das (1995). *Critical events: an anthropological perspective on contemporary India* OUP, Delhi,
- Victor T. King and William D. Wilder (2003), *The Modern Anthropology of South-East Asia: A Introduction*, London: Routledge Curzon.
- Wendy Griswold(1994), *Cultures and Societies in a Changing World*, Pine Forge Press, Thousand Oaks.
- சண்முகலிங்கன், என்., (2003), *தர்க்கையின் புதுமுகம்: யாழ்ப்பாணத்தில் சமயம், வழிபாடு, மாற்றுங்கள்*, (தமிழாக்கம்- பக்தவத்சல பாரதி), சென்னை, சந்தியா பதிப்பகம்.
- பக்தவத்சல பாரதி (2008), *தமிழர் மானுடவியல்*, இந்தியா: அடையாளம்
- ஸ்டென்சன் மைக்கேல் (தமிழில்: வேட்டைஞ.கண்ணன்) (2013), *புலம்பெயர்ந்த தமிழர்கள்- மலேசியா ஒரு மாக்கிய ஆய்வு*, இந்தியா: NCBH

Teaching and Learning Methods:

The learning and teaching method include the lectures, student centered reviews on the ethnographic studies, discussions and the presentations.

Activities	Hours
Lectures	30 Hrs.
Presentations	10 Hrs
Discussions	05 Hrs
Total	45 Hrs

Evaluation Method

Assessment Tool	Grading
Review Reports	20%
Presentations(Group)	10%
Tutorials	10%
The end examination	60%
Total	100%

Learning Outcome

At the completion of this course the students will be able to:

- Understand the different ethnographical background of each country in South Asian Region.
- Examine the causes for the issues which are going on the region with an ethnographical foundation.
- Identify the commonalities and the differences among the countries which are in the South Asian region.
- Compare the life pattern, social structures and functions and culture of the countries.
- Evaluate the causes behind the present day's issues with ethnographical background.

ASYC 42023- Social Policy Analysis

Course description: This course is designed to combine sociology with social policy, this helps the students to understand the relationship between social formations, social change and social policy developments. Policy analysis requires an understanding of social problems/social issues and the processes by which policy is developed and implemented. It addresses the issues of equity, equality and adequacy. It also examines multiple theoretical and analytical perspectives. Through the review of contemporary and historical social policy debates and provisions, selected case examples and policy briefs, this course provides students with an understanding of the policy roles of the legislative and executive branches of government, including goal setting, policy rulemaking and enactment, allocation of resources, financing, regulation, and implementation.

Objectives:

The aim of the unit is;

- to enhance student integration of sociological theory and practice of social policy analysis;
- to enhance the student's competencies in the written and oral communication processes and procedures necessary for the policy world.
- to ensure basic knowledge about budget processes, stakeholder roles, and inter-organizational collaboration. Policy Internship consists of an intensive, multi-week policy internship that is selected through a consultative process involving the student, internship coordinator/advisor, and mentors/supervisors at potential sites.

Course Content: The nature of social policy and policymaking: key approaches and issues. The goals of social policy in relation to policy formation and the policymaking process: social justice theoretical frameworks and social policy, The Politics and economics in Social Policy.

Issues including: Social Policy, Welfare and Society , Welfare and equality, Values in Social Policy, Welfare states, Politics of welfare, Social need, Health policy, Housing policy, Social security, Education policy, Personal social services, Social administration, gender and social policy; poverty, inequality and social exclusion; globalization and the future of social policy.

Recommended Readings:

- Alford.R, 1999, *Social Policy and aging: a critical perspective*, Sage publication.
- Coffey,Amanda (2004) *Reconceptualizing Social Policy :Sociological Perspectives on contemporary social policy*, England:Open University
- H Dean 2012, *Social Policy* (2nd edition), Polity
- Huby.M, 1978, *Social Policy and the environment*, Open University Press.
- Baldock, J, N Manning, S Vickerstaff and L Mitton 2011, *Social Policy* (4th edition), Oxford University Press
- JHA,Jainendra Kumar(2002),*Basic Principles of Developmental Sociology*,New Delhi: Annmol Publications
- Marshall, 1995, *Social Policy in the twentieth century*, London Hutchinchan University
- Meenaghan,Thomas M, Kilty, John G. Mc Nutt (2004), *Social Policy Analysis and Practice*, Lyceum Books.
- Alcock ,P, 2012, M May and S Wright *The Student's Companion to Social Policy* (4th edition, Oxford: Blackwell)
- Spicker, Paul, 2014, *Social policy: Theory and practice*, Policy Press
- Titmuss.R, 1988, *Social Policy: an introduction*, London- George Allen & Unwin.

Teaching and Learning Methods: The teaching and learning method include lectures, student centered tutorials and debates. The lectures are interactive and are developed the discussions among the students and also the lectures and students. Individual and group presentations are assigned in given or chosen topics.

Activities	Hours
Lectures	30
Discussion	10
Presentation	05

Evaluation Methods:

The following tools will be utilized for the grading system:

Assessment tool	Grading
Field report	20%
Tutorials	10%
Group Presentation	10%
End examination	60%
Total	100%

Learning Outcome: At the completion of this course unit students will be able to:- Critically reflect upon the manner in which social policy impacts upon social relations in Sri Lanka, Reflect upon the broader global context in which Sri Lankan social policy operates, Analyze social issues and responses from a theoretically-informed perspective, Explain concepts such as citizenship, rights, participation, equality, poverty, social divisions, social exclusion and inclusion, risk and reflexivity and apply these concepts to the analysis of social issues and responses, Reflect upon the role of the social care practitioner in the context of social change in Sri Lanka.

ASYC 42033 : Critical Studies in Media

Course Description: Media is a significant force in modern culture beyond boundaries. Sociologists refer to this as a mediated culture where media reflects and creates the culture. This is an inquiry of major concepts, theories, scholars, studies and debates in critical media studies.

Objectives:

This course is design to

- Encourages discussion on the themes: Links between media rights, citizenship, and democracy with relevant perspectives.
- Enlighten how media affects individuals, culture, society, and how both interact by looking at various influencing factors.
- Stimulate students to critically examine and analyze the media they find in the real world around.
- Cultivate critical media literacy to make sense of and control their media environments.

Course Content:

- Communication, Media and Culture
- Emergence of critical and cultural theories of mass communication
- Critical Media research and a typology of critical media
- The Media Industry: Political Economy, Organization and Culture
- Diversity, Media Policy and the Public Interest
- Media and Identity: Race & Ethnicity, Gender
- Globalization, localization and 'Glocalization' ?
- Active Audiences – Reception and Pleasure
- The Persistence of Violence – Content and Consequences
- New Media: Issues and Ethics
- Alternative critical Media, Community Media & Technology
- Critical internet studies and participatory web 2.0 as ideology
- Problems and Prospects for the Future of Media

Recommended Readings:

- Bird, S. Elizabeth. 2003. Imagining Indians: Negotiating identity in a media world. In *The audience in everyday life: Living in a media world*, 86-117. New York: Routledge.
- Carey, James W. 1975. A cultural approach to communication. Reprinted (1989) in *Communication as culture: Essays on media and society*, 13-36. Boston: Unwin Hyman
- Fuchs, Christian (2012), *Foundations of Critical Media and Information Studies*, New York: Routledge.
- Gramsci, Antonio. 1971. Hegemony, intellectuals and the state. Reprinted (1998) in *Cultural theory and popular culture: A reader*, ed. John Storey, 210-216. New York: Prentice Hall.
- Grossberg, Lawrence. 1992. Mapping popular culture. In *We gotta get out of this place: Popular conservatism and postmodern culture*, 69-87. New York: Routledge.
- Hall, Stuart. 1981. The whites of their eyes: Racist ideologies and the media. In *Silver linings: Some strategies for the eighties*, ed. George Bridges and Rosalind Brunt, 28-52. London: Lawrence and Wishart.
- Kung Lucy, Robert G Picard & Ruth Towse (2010) *The Internet and the Media*, Los Angeles: Sage.
- MacDonald, Dwight. 1953. A theory of mass culture. Reprinted (1957) in *Mass culture: The popular arts in America*, ed. Bernard Rosenberg and David Manning White, 59-73. Glencoe, IL: The Free Press.
- Shanmugalingam, N (2001) *Fantasy and Reality : Video culture in Jaffna, Globalization, Electronic media and Cultural change* ed. ST Hettige, Marcus & Ayoma, Colombo: German Cultural Institute.
- Vaidhyanathan, Siva. 2011. The googlization of us: Universal surveillance and infrastructural imperialism. In *The googlization of everything (and why we should worry)*, 82-114. Berkeley: University of California Press.

- Williams, Raymond. 1989. Defining a democratic culture. In *Resources of hope*, 1-38. New York: Verso.

Teaching and Learning Methods: The learning and teaching method include the lectures, student centered reviews on the ethnographic studies, discussions and the presentations.

Activities	Hours
Lectures	30 Hrs.
Visual Presentations and Discussions	15 Hrs
Total	45 Hrs

Evaluation Method:

Assessment tool	Grading
Critical essay	15%
Media Review	05 %
Alternative critical media group production	20%
Final exam	60%
Total	100%

Learning Outcome:

- In completion of the course students will be able to:
- Examine aspects of the mass media and popular culture that expands our notions of literacy.
- Investigate how the categories of race, class, gender, region, and sexuality are represented in the mass media and assess bias, stereotypes, data, and information sources in the mass media.
- Enhance analytical appreciation of the strengths and weaknesses of various media theories in relation to social development.
- Compare alternative and mainstream media.
- Gain hands on media production skills.

ASYC 42046 – Dissertation

Tamil**ATAC 41013: STUDY OF TOLKAPPIYAM: PORULATIKARAM**

Objectives: Aim of this course unit is to provide a thorough knowledge on Ceyulial, Uvamaiyal Meippadiyal, Mrapiyal of Tolkappiyam Porulatikaram and to determine their application in Tamil classical works. Students can achieve a clear vision of poetic composition (Prosody), different emotions (Rasa), the tradition of Tamil usage (Marapu) and the application of the above in classical works.

Course Content: Tolkappiyam Porulatikaram with Peraciriyar commentary is taught in detail. Students are expected to understand the differences between the commentaries of Ilampuranar and Peraciriyar and to work assignments on comparing other grammatical works with Tolkappiyam Porulatikaram.

Teaching and Learning Methods: Lectures, discussions and presentations.

In Course Assessment: Attendance - 10%, Assignments- 10%, Tutorials – 10%, Presentation - 10%. At the end of this course a written examination of three hours duration will be held. Marks allocation 60%. Students are expected to answer 05 questions out of 08.

Learning Outcome: By the end of this course, the students will be able to: understand the Porulatikaram of Tolkappiyam thoroughly, compare different commentaries of Porulatikaram: Ilampuranam & Peraciriyam and compare and contrast Tolkappiyam with other grammatical works.

Recommended Readings:

- தொல்காப்பியம் பொருளதிகாரம்: பின்னாங்கியல்கள் பேராசிரியர் உரை, (பதி) கணேசையர், திருமகள் அழுத்தகம், சுன்னாகம், 1943.
- பாரதியார். ச. சோ., தொல்காப்பியம் பொருட்படலம்: மெய்ப்பாட்டியல் புத்துரை, மலையகம், சென்னை 1942.
- சண்முகதாஸ், அ., தமிழின் பாவடிவங்கள், உலகத் தமிழாராய்ச்சி நிறுவனம், சென்னை, 1998.
- பாப்பாவினம், (பதி.) இராமானுஜ ஐயங்கார், கி., தமிழ்ச் சங்கம், மதுரை, 1932.
- கந்தசாமி, சோ. ந., தமிழ் யாப்பியலின் தோற்றமும் வளர்ச்சியும் பாகம் ஐ ரு ஐஐ, தமிழ்ப் பல்கலைக்கழகம், தஞ்சாவூர், 1989.

ATAC 41023: TAMIL GRAMMATICAL TRADITION AND CHANGES

Objectives: The aim of this course is to provide a thorough understanding of the great Tamil grammatical tradition from Tolkappiyam to Arumuganavalar's Ilakkana Curukkam (இலக்கணச் சுருக்கம்). Students can able to comprehend the development Tamil Grammatical tradition throughout the ages and to analyze the language and classical literary works more prudently.

Course Content: Evaluation of Tamil grammatical tradition, speech – writing dichotomy, diglossa situation, grammatical units and structure, grammatical categories and their functions syntactic patterns, theories of prosody, poetics and literary forms are dealt deeply.

Teaching and Learning Methods: Lectures, discussions and presentations.

In Course Assessment: Attendance-10%, Assignments- 10%, Tutorials – 10%, Presentation - 10%. At the end of this course a written examination of three hours duration will be held. Marks allocation 60%. Students are expected to answer 05 questions out of 08.

Learning Outcome: By the end of this course, the students will be able to: comprehend the development of Tamil grammatical tradition in various phases of history of Tamil language, learn the growth of Tamil language and understand the different styles of language and the distinguish grammatical rules applied in literatures in various ages of history of Tamil literature.

Recommended Readings:

- வேலுப்பிள்ளை, ஆ. தமிழ் வரலாற்று இலக்கணம், குமரன் புத்தக இல்லம், கொழும்பு, 1999.
- செல்வரஞ்சிதம், சி, ஐந்திலக்கண மரபு, எஸ். எஸ் பிறிண்டேர்ஸ், திருநெல்வேலி, 2006.
- சீனிவாசன், இரா., தமிழ் இலக்கண மரபுகள், வாநீயசமநச, சென்னை, 2000.
- ஜீன் லாறன்ஸ், செ., தொல்காப்பிய இலக்கண மொழியியல் கோட்பாடுகள், உலகத் தமிழாராய்ச்சி நிறுவனம், சென்னை, 2001.
- தொல்காப்பியம் பன்முகவாசிப்பு, (பதி) இளமாறன், வைகை பிரிண்டேர்ஸ், சென்னை, 2008.

ATAC 41033: HISTORY OF SRI LANKAN LITERATURE (20th CENTURY)

Objectives: Aim of this course unit is to provide a thorough knowledge of the history of Sri Lankan Tamil literature during 20th century. Students can understand the continuity of composing classical works and the development of modern literary forms viz. novel, short story and modern poetry thoroughly and analyse/ evaluate/ criticize such works successfully.

Course Content: Continuity of composing classical Tamil literary works, origin and the development of modern literary forms: Modern poetry, Novel, Short story & Drama, the milieu that determines the trend of such works, an analysis of the content & form (aesthetic expression, eloquence, techniques and diction) of the same and the creative talents of certain scholars are dealt in detail.

Teaching and Learning Methods: Lectures, discussions and presentations.

In Course Assessment: Attendance-10%, Assignments- 10%, Tutorials – 10%, Presentation - 10%. At the end of this course a written examination of three hours duration will be held. Marks allocation 60%. Students are expected to answer 05 questions out of 08.

Learning Outcome: By the end of this course, the students will be able to:acquaint with the contents, trends, genre and the techniques of literatures, identify the mutual interaction between the origin of literature and the socio economic background of a particular period and analyse or criticize literary works prudently.

Recommended Readings:

- மௌனகுரு, சி., சித்திரலேகா, மௌ, நு.:மான், எம்.ஏ. இருபதாம் நூற்றாண்டு ஈழத்துத் தமிழ் இலக்கியம், வாசகர் சங்கம், யாழ்ப்பாணம், 1979.
- சுப்பிரமணியன், நா., ஈழத்துத் தமிழ் நாவல் இலக்கியம், குமரன் புத்தக இல்லம், கொழும்பு, 2009.
- இருநாதன், ம., ஈழத்துத் தமிழ் நாவல்களில் சமுதாயச் சிக்கல்கள், தென்றல் பப்பளிகேன், கொழும்பு, 2004.
- இருநாதன், ம., வன்னிப் பிரதேச நாவல்கள், எஸ். எஸ். ஆர். பிரிண்டேர்ஸ், யாழ்ப்பாணம், 2006
- செங்கையாழியான், ஈழத்துச் சிறுகதை வரலாறு, வரதர் வெளியீடு, யாழ்ப்பாணம், 2001.
- யோகராசா, செ., ஈழத்து நவீன கவிதை: புதிய உள்ளடக்கங்கள், புதிய தரவுகள், புதிய போக்குகள், குமரன் புத்தக இல்லம், கொழும்பு, 2007.

ATAC 41043: SHORT STORIES IN TAMIL

Objectives: Aim of this course unit is to provide a keen understanding on the literary form of short story and its development in Tamil. Students can comprehend the distinguish features of short story thoroughly and analyse/ criticize/ scrutinize it effectively.

Course Content: Distinct characteristics of short story – selection of theme, characterization, diction, art of texturing the story and techniques, origin and the development of the same in Tamil, contribution of certain writers, magazines, newspapers and literary movements, milieu that determine the content and the different styles of the same, skill needs to criticize or analyse short stories and deep study of certain masterpieces are dealt in detail.

Teaching and Learning Methods: Lectures, discussions and presentations.

In Course Assessment: Attendance-10%, Assignments- 10%, Tutorials – 10%, Presentation- 10%. At the end of this course a written examination of three hours duration will be held. Marks allocation 60%. Students are expected to answer 05 questions out of 08.

Learning Outcome: By the end of this course, the students will be able to: acquaint with this literary form and its features, comprehend the development of the same in Tamil, analyse or criticize such works effectively and develop creative talents.

Recommended Readings:

- சிவத்தம்பி, கா., தமிழில் சிறுகதையின் தோற்றமும் வளர்ச்சியும், பாரிநிலையம், சென்னை, 1967.
- வேதசகாயகுமார், எம், தமிழ்ச் சிறுகதை வரலாறு, ரட்ணா பிரண்டேர்ஸ், நாகர்கோவில், 1979.
- செல்லப்பா, சி.சு., தமிழில் சிறுகதை பிறக்கிறது, கலைஞன் பதிப்பகம், சென்னை,
- கேசவன், கோ., தமிழ்ச் சிறுகதைகளில் உருவம், அன்னம், சிவகங்கை, 1988.
- மோகன், இரா., புனைகதைத் திறன், ஏரக வெளியீடு, மதுரை, 1987.

ATAC 41053: TAMIL LITERARY AUTHORS

Objectives: This course is designed to introduce selected Tamil literary authors and their contribution towards the development of Tamil literature. Students can comprehend the scholarship, educational background and the contribution of undermentioned scholars thoroughly and criticize them and their works effectively.

Course Contents: The following Tamil literary authors are subjected to a critical analysis: Arumuganavalar (ஆறுமுகநாவலர்), Umaphathy Civasariyar (உமாபதி சிவாச்சாரியார்), Thayumanavar (தாயுமானவர்), Majthan Sakipu (மஸ்தான் சாகிபு), Veeramamunivar (வீரமாமுனிவர்), Dr. M. Varatharasan (டாக்டர் மு. வரதராசன்), Kannathasan (fz;zjhrd;), Panditamani S. Kanapathipillai (பண்டிதமணி. சி. கணபதிப்பிள்ளை), Prof. K. Kanapathipillai (பேராசிரியர் க. கணபதிப்பிள்ளை), Swami Vipulananthar (சுவாமி விபுலானந்தர்), R.P. Sethupillai (ரா. பி. சேதுப்பிள்ளை), Vallalar Arudjothi Ramalinga Adikal (வள்ளலார் அருட்ஜோதி இராமலிங்க அடிகள்), Somasundara pulavar (சோமசுந்தரப் புலவர்), A.S Murukanantham (அ. செ. முருகானந்தன்), Paddinattar (பட்டினத்தார்), Pandit K.Sachchithananthan (பண்டிதர் மாவை க.சச்சிதானந்தன்). The background, literary merits and the creative talents of the above authors are discussed in detail.

Teaching and Learning Methods: Lectures, discussions and presentations.

In Course Assessment: Attendance-10%, Assignments- 10%, Tutorials – 10%, Presentation - 10%. At the end of this course a written examination of three hours duration will be held. Marks allocation 60%. Students are expected to answer 05 questions out of 08.

Learning Outcome: Students will be able to understand the contributions of the literary authors and the literary background behind the scholarly attainments of the above scholars.

Recommended Readings:

- கனகரத்தினம்., இரா.வை, ஆறுமுகநாவலர், குமரன் புத்தக இல்லம், கொழும்பு, 2007
- சுப்பிரமணியப்பிள்ளை, கா., தாயுமான சுவாமிகள் வரலாறும் நூலாய்வும், சைவசித்தாந்த நூற்பதிப்புக் கழகம், சென்னை, 1969.
- அமுதன் அடிகள்., இத்தாலி நாட்டு வித்தகர் (வீரமாமுனிவர்), விடியல் பதிப்பகம், திருச்சிராப்பள்ளி, 1995.
- கண்ணதாசன் ஆய்வுக்கோவை, (தொகு) சாயுபுமரைக்கார், மு., கங்கை புத்தக நிலையம், சென்னை, 2003.
- சிதம்பரப்பிள்ளை, இ., மட்டுவில் தந்த பண்டிதமணி, மட்டுவில், 1988.
- அமிர்தலிங்கம், சு., வள்ளலாரின் ஆளுமை உருவாக்கம், யசமநச, சென்னை, 2004.
- சுப்பிரமணியப்பிள்ளை, கா., பட்டினத்தடிகள் வரலாறும் நூலாராய்ச்சியும், சைவசித்தாந்த நூற்பதிப்புக் கழகம், சென்னை, 1958.

- குலரத்தினம், க. சி., செந்தமிழ் வளர்த்த செம்மல்கள், சுடரொளி வெளியீட்டுகம், யாழ்ப்பாணம், 1989.
- சண்முகதாஸ், அ., இலங்கைப் பேராசிரியர்களின் தமிழியற் பணிகள், பூபாலசிங்கம் பதிப்பகம், கொழும்பு, 1988.
- கணேசையர், சி, ஈழநாட்டுத் தமிழ்ப் புலவர் சரிதம், ஈழகேசரிப் பதிப்பகம், யாழ்ப்பாணம், 1939.

ATAC 42013: TAMIL LITERARY CRITICISM

Objectives: Aim of this course unit is to provide theoretical and practical knowledge of criticism and to orientate the students to criticize or evaluate literatures or artistic works. Students can learn the principles and theories of criticism thoroughly and enhance their talents of evaluating literatures and artistic works.

Course Content: Importance and needs of a literary criticism, qualities of a critic, steps to conduct a practical criticism – analysis, comparison, evaluation & explanation, theories and principle of Literary criticism – Marxism, Structuralism, Post structuralism, Modernism, Post modernism, Post colonialism etc. are dealt in detail. Students are also expected to do practical works on various literary forms and artistic works.

Teaching and Learning Methods: Lectures, discussions and presentations.

In Course Assessment: Attendance-10%, Assignments- 10%, Tutorials – 10%, Presentation- 10%. At the end of this course a written examination of three hours duration will be held. Marks allocation 60%. Students are expected to answer 05 questions out of 08.

Learning Outcome: By the end of this course, the students will be able to: understand the theories of criticism thoroughly, get practical knowledge in criticizing or evaluating literatures and artistic works and discern new techniques and methods to enhance the creative skill.

Recommended Readings:

- கைலாசபதி, க., இலக்கியமும் திறனாய்வும், குமரன் புத்தக இல்லம், கொழும்பு, 1999.
- நடராசன், தி. சு., திறனாய்வுக் கலை, ஹேமர், சென்னை, 1996.
- பஞ்சாங்கம், க., தமிழ் இலக்கியத் திறனாய்வு வரலாறு, அன்னம், தஞ்சாவூர், 2007.
- பூரணச்சந்திரன், க., தமிழ் இலக்கியத் திறனாய்வு வரலாறு, தமிழ்ப் பல்கலைக்கழகம், தஞ்சாவூர், 2007.
- நு.மான், எம். ஏ, திறனாய்வுக் கட்டுரைகள், அன்னம், சிவகங்கை, 1985.
- சுரேஸ் எம். ஜி., பின் - நவீனத்துவம் என்றால் என்ன?, புதுப்புனல், சென்னை, 2004.
- தமிழவன், அமைப்பியலும் அதன் பிறகும், அடையாளம், சென்னை, 1982.

ATAC 42023: NOVELS IN TAMIL

Objectives: Aim of this course unit is to provide a keen understanding on the literary form of novel and its development in Tamil. Students can comprehend the distinguish features of novel thoroughly and analyse/ criticize/ scrutinize it effectively

Course Content: Distinct characteristics of novel – selection of theme, characterization, diction, art of texturing the story and techniques, origin and the development of the same in Tamil, contribution of certain writers, magazines, newspapers and literary movements, milieu that determine the content and the different styles of the same, skill needs to criticize or analyse novel and deep study of certain masterpieces are dealt in detail.

Teaching and Learning Methods:Lectures, discussions and presentations.

In Course Assessment: Attendance-10%, Assignments- 10%, Tutorials – 10%, Presentation- 10% At the end of this course a written examination of three hours duration will be held. Marks allocation 60%. Students are expected to answer 05 questions out of 08.

Learning Outcome: By the end of this course, the students will be able to: acquaint with this literary form and its features, comprehend the development of the same in Tamil, analyse or criticize such works effectively and develop creative talents.

Recommended Readings:

- கைலாசபதி, க., தமிழ் நாவல் இலக்கியம், பாரிநிலையம், சென்னை, 1968.
- சிவத்தம்பி, கா, நாவலும் வாழ்க்கையும், தமிழ்ப் புத்தகாலயம், சென்னை, 1978.
- பாலகப்பிரமணியன், இரா., நாவல் கலையியல், உலகத் தமிழாராய்ச்சி நிறுவனம், சென்னை, 2004.
- சுப்பிரமணியம், க. நா., நாவல் கலை, கலைஞன் பதிப்பகம், சென்னை, 1985.
- ஜகந்நாதன், கி.வா., தமிழ் நாவலின் தோற்றமும் வளர்ச்சியும், தமிழ் எழுத்தாளர் கூட்டுறவுச் சங்கம், சென்னை, 1966.
- ஜெயமோகன், நாவல், மடல், சென்னை, 1995.

ATAC 42033: EPICS IN TAMIL

Objectives: Aim of this course unit is to provide a thorough understanding of Tamil epics through particular works of this category.

Objective: Students can acquaint with the characteristics, themes, structures, epical techniques, trends and socio political background of Tamil epics thoroughly.

Course Content: Introduction to the literary form of epic and its characteristics, arrival of Sanskrit Kavya characteristics into Tamil, origin and the development of Kavya tradition in Tamil, socio political background from whence the Tamil epics are originated and the structural and thematic study of particular epical works: Cillapathikaram, Manimekalai, Civakacinthamani, Periyapuram, Kanthapuram, Thempavani, Cirapuram, Raguvamsametc are dealt in detail.

Teaching and Learning Methods: Lectures, discussions and presentations.

In Course Assessment: Attendance-10%, Assignments- 10%, Tutorials – 10%, Presentation- 10%. At the end of this course a written examination of three hours duration will be held. Marks allocation 60%. Students are expected to answer 05 questions out of 08.

Learning Outcome: By the end of this course, the students will be able to: comprehend the tradition of Tamil epics, scrutinize the cultural and socio political issues depicted through the Kavya works and felt the influence of Tamil Kavya tradition on the other literary forms.

Recommended Readings:

- மணவாளன், அ., இலக்கிய ஒப்பாய்வு காப்பியங்கள், ஜேனம், சென்னை, 2005.
- சீனிச்சாமி, எஸ்., காப்பியக் கொள்கைகள், தமிழ்ப் பல்கலைக்கழகம், தஞ்சாவூர், 1985.
- மாணிக்கம், வ. சுப., காப்பியப் பார்வை, மணிவாசகர் பதிப்பகம், சென்னை, 1990.
- ஞானசம்பந்தன், அ. ச., பெரியபுராணம் ஓர் ஆய்வு, கங்கை புத்தக நிலையம், சென்னை, 1999.
- சுப்பிரமணியம், வி. அய்., காப்பியக் கட்டுரைகள், மீனாட்சி புத்தக நிலையம், மதுரை, 1987.

ATAC 42046: DISSERTATION

Translation Studies

ATSC 41013: Ethics of Translation

Objectives: This unit aims to instruct reasonable knowledge to the students in maintaining socio-cultural ethics when translating a material from SL to TL.

Course Content: General social ethics, Maintaining the meaning of the materials, Appropriate choice of terms, Avoiding method of socially forbidden language/phrases/words such as caste labels, etc, Evade violation of Human Rights, etc.

Teaching and Learning Methods: Lectures/ppt on general social ethics in association with RL and TL, Practical training on crucial aspects of ethics, Demonstration with suitable examples to show how to maintain ethics of translation.

In Course Assessment:

- | | |
|-----------------------------------|-----|
| a) Oral presentation/ppt – | 10% |
| b) Classroom written assignment - | 10% |
| c) Assignments/tutorials (two) - | 20% |

Learning Outcome:

On completion of the unit students will be able to,

- maintain ethics when they translate materials/documents
- perform genuine translation
- seriously consider Human Rights

Recommended Readings:

- Pym, Anthony, ed. (2001). *The Return to Ethics*. Special issue of *The Translator*, Vol. 7, No. 2
- Gouadec, Daniel. (2007). *Translation as a Profession*. Benjamins.
- Nord, Christiane. (1997). *Translating as a Purposeful Activity: Functionalist Approaches Explained*. St. Jerome.

ATSC 41023 : Site Translation (Spot translation)

Course Title	ADVANCED WRITING SKILL : LANGUAGE C (Writing II)
Course Code	ATSC 41023
Credit Value	03 Credits (30 Hours for Lectures and 15 Hours for Tutorials)
Course objective The objective of this course unit is to enable the Students to demonstrate language skills and translation practice in Sinhala Language.	
Intended Learning Outcome Infer complex structures in language.C Apply learnt structures in writing Develop proficiency in the third language writing	
Course content Practical experience in translation especially in the uses and usages in the third language uses. Basic Structures in Sinhala Written Language, Morphological Structures, Syntactic Structures Basic written vocabulary and the usage in simple sentences, Varieties of the written language; Nouns, verbs and Cases in Tense forms, Sentences; Active and passive etc.	

Teaching and Learning Methods

Illustrated Lectures, Discussions, Presentations, Group Work, Translation Practices

Evaluation Methods**1. In course Assessment**

Written Assignment	10%	40%
Presentation	10%	
Practical	10%	
Mid semester Exam	10%	

2. Final Written Examination**60%****Recommended Readings**

Dissanayake, J.B(1992) Say it in Sinhala. Lake House Printers& Publishers Ltd. Colombo
 Garusinghe Max Hueber Verlag Munchen,D(1962) Sinhalese, the spoken Idio.
 Fairbanks, Gair and De Silva (1968) Colloquial Sinhalese. Cornell University. U.S.A
 Karunatilaka, W.S(1978) An introduction to Spoken Sinhala. M.D.Gunasena & Co.Ltd Colombo

ATSC 41033 : Lexicon for Translators

Objectives: This unit targets to provide information on necessary lexical stock for a absolute and meaningful translation.

Course Content: Targeting some important fields – Law, Business, Administration, History, Computer, etc Selecting significant words/terms and enhancing mental lexicon

Teaching and Learning Methods:Lectures on how to employ appropriate use of terminologies, practical training on materials related to Law, Business, Administration, History and Computer science.

In Course Assessment:

a) Oral presentation/ppt –	10%
b) Classroom written assignment -	10%
c) Assignments	20%

Learning Outcome:

At the end of the unit students will be able to,

- perform translation in different fields
- translate various reports
- make a final product using proper word choice

Recommended Readings:

- Newmark, Peter (1981): *Approaches to Translation* Oxford, New York: Pergamon.
- Newmark, P. (1988): *A Textbook of Translation*, New York/London: Prentice Hall.
- Pym, Anthony (1992): *Translation and Text Transfer: An Essay on the Principles of Intercultural Communication*, Frankfurt Main: Peter Lang.

ATSC 41043: Editing in Translation

Objectives: The quality of translation is enhanced by terminology research as well as revision, editing and reediting. Thus, this unit aims to provide reasonably better knowledge and experience to the students in making the final product of translation

Course Contents: Interdisciplinary terminologies, Practice-oriented terminology analysis & matching, Terminology management & economy. Quality assessment/assurance & revision parameters, Editing/reediting strategies (structure, style, consistency etc) & making the final product.

Teaching and Learning Methods: Lectures/ppt, Varieties of topics to be covered including approaches to translation, voice and register, research skills and terminology. Adequate exercises will be given to students how to determine the level of difficulty of a text, edit literal translations into polished products, and rewrite to specific educational levels and audiences.

In Course Assessment:

- | | |
|---|-----|
| a) Oral presentation/ppt – | 10% |
| b) Classroom written assignment - | 10% |
| c) Assignments/tutorials on different processes | 20% |

Learning Outcome:

At the end of the unit students will be able to,

- categorizes appropriate terms
- use varieties of collocations in different documents
- apply editing – re-editing strategies
- make polish product finally

Recommended Readings:

- Lefevere, A. (1992c): *Translation, Rewriting & the Manipulation of Literary Fame*. London and New York: Routledge.
- Hatim, B. (1997/2000): *Communication across cultures. Translation theory and contrastive text linguistics*, University of Exeter Press.

ATSC 41053: Translation and its Politics

Objectives: This unit aims to instruct how a translation has to be performed genuinely based on the requirement. In other words, a translator cannot include any elements cunningly and unofficially in the text. He/she has to be unbiased and impartial when translating a document/text.

Course Contents: Recognizing biased elements and their unfavourable effects; identifying legal and copyrights issues; providing training on mental balance for legitimate and genuine translation.

Teaching and Learning Methods: Lectures/ppt on biased elements and their unfavourable effects on final product, constructing a legal document, how to maintain copy right issues, teaching techniques related to legitimate and authentic translation product.

In Course Assessment:

- | | |
|-----------------------------------|-----|
| a) Oral presentation/ppt – | 10% |
| b) Classroom written assignment - | 10% |
| c) Assignments | 20% |

Learning Outcome:

At the end of this unit, students will be able to,

- maintain legal aspects in documents/final product
- avoid copy rights issues
- make legitimate final product

Recommended Readings:

- Hatim, B. & J. Munday (2004). *Translation. An advanced resource book*, London: Routledge.
- Hermans, Theo (ed.) (1985). *The Manipulation of Literature. Studies in Literary Translation*. New York: St Martins Press.
- Katan, David (1999): *Translating cultures: an introduction for translators, interpreters and mediators*, Manchester: St. Jerome.

ATSC 42013 : Technical Translation

Objectives: This unit imparts the use of information technology in translation (IT), the development and limitations of machine translation, and the use of translation memory. Further, it instructs the challenges of project management in translation, focusing on the operational environment, workflow, and the tools and components of effective management.

Course Content: CAT (Computer Assisted Translation), MT (Machine Translation), Internet & other reference materials, Translation memory software, such as TRADOS, etc.

Teaching and Learning Methods: Providing practical experiences in CAT (Computer Assisted Translation), MT (Machine Translation), Internet & other reference materials, Translation memory software, such as TRADOS, etc.

Incourse Assessment:

- | | |
|-----------------------------------|-----|
| a) Oral presentation/ppt – | 10% |
| b) Classroom written assignment - | 10% |
| c) Assignments | 20% |

Learning Outcome:

On completion of this unit students will be able to,

- use CAT to translate materials
- apply TRADOS practically
- pinpoint the disadvantages/drawbacks of machine translation

Recommended Readings:

- Malone, Joseph L. (1988): *The science of Linguistics in the Art of Translation*, Albany: State University of New York Press.

ATSC 42023 : Language variation and Translation

Objectives: This unit targets to impart reasonable knowledge in recognizing language variations and related aspects (varieties, dialects, idiolects, styles, etc)

Course Contents: Peculiar aspects of varieties, dialects, idiolects and styles. Cultural elements and its role in a language/meaning particularly native blends, Diglossic situations of any particular language with social aspects, adaptation to accents, pet phrases, special terms, local knowledge – caste system, folklore, astrology, eastern classical music elements, myths, etc.

Teaching and Learning Methods: Lectures/ppt on peculiar aspects of varieties, dialects, idiolects and styles related to SL and TL. Define and ask them to handle diglossic situations

In Course Assessment scheme:

- | | |
|-----------------------------------|-----|
| a) Oral presentation/ppt – | 10% |
| b) Classroom written assignment - | 10% |
| c) Assignments | 20% |

Learning Outcome:

At the end of this unit students will be able to,

- master in translating many varieties, dialects, idiolects and styles of a language
- prepare the document without any confusion

Recommended Readings:

- Muschard, Jutta (1996): *Relevant Translations: History, Presentation, Criticism, Application*, Frankfurt am Main: Peter Lang.

Internship (ATSC 42033)

To be introduced from 2017/2018 Academic Year

Intention for Introducing internship in the Translation Studies Curriculum

Translation Studies is a professional course which aims to produce Translators and Interpreters to be employed in the offices, courts, parliament & departments of government sector. Therefore, the undergraduates following special degree in Translation Studies are required to undertake an internship to strengthen their potential capabilities to perform well in their career. Internship has been proposed as compulsory for the special degree studies to complain SLQF and Structure of Programme Review Recommendation. The internship in the offices/ departments will heighten their practical knowledge through exposure in the application of learnt theories and experience in the working environment.

Course Description

The Translation Studies Internship should be undertaken during the first two months of the second semester in a public / private sectors to fulfill the requirement of the unit. This emphasizes that Practical Training period is to provide students with hands on experience in the areas of Translation of Official Documents and Interpretation.

Students shall undergo the practical training under a Mentor/Trainer who shall be a senior employee in the Organization.

**TRANSLATION STUDIES INTERNSHIP
(ATSC 42033)**

Course Title	TRANSLATION STUDIES INTERNSHIP
Course Code	ATSC 42033
Credit Value	03
Period of Internship	270 hours of Internship / Minimum 08 Weeks
Course Objective This course unit provides an opportunity for the Students -to experience with Translation and Interpretation field and acquire exposure through the working environment and professionals in the field of study, -to observe and examine the world life practices and apply the theoretical knowledge and principles, -to adapt ethics of profession in career life, -to develop organizing capacity and professional responsibility and, -to plan efficiently in completing given tasks team work and professional relationship with colleagues.	

Intended Learning Outcome

At the end of the course unit students will be able to,

- Prepare TOR for Employee related to different roles in Translation and Interpretation Studies Stream
- Discuss the attitude for working in different environment
- Adapt different techniques practically in achieving assigned tasks related to professional translation and interpretation.
- Analyze the capacity to design solutions to real world translation and interpretation problems.
- Develop report preparation skills.
- Discuss the importance of team work and professional ethics related to translation and interpretation environment.

Teaching and Learning Methods

On the Job Training, Supervision and Discussion

Evaluation Methods

Evaluation of the Mentor / Trainer	40%
Log Book & Report	40%
Presentation and Viva	20%
Total	100

ATSC 42046 Dissertation

Objectives: This unit aims to provide a thorough understanding of research methodology and other relevant formalities of a research and make the students to write a research dissertation based on authentic findings maintaining all the necessary formalities.

Course Content: Basic principles of research methodology and conventions; quantitative and qualitative research conventions; data collections employing appropriate tools and analyzing; suggestions based on findings.

Teaching and Learning Methods: Lectures/ppt on research methodologies – qualitative and quantitative methods and research design, selecting appropriate data collecting tools, analyzing processes, etc.

In Course Assessment:

- | | |
|--|-----|
| a) Oral presentation/ppt – | 10% |
| b) Classroom written assignment
(methodology, tools, etc) | 10% |
| c) Assignments
(Data collection, etc) | 20% |

Learning Outcome:

At the end of this unit students will be able to,

- a) Make appropriate suggestions
- b) Employ appropriate research methodology
- c) Analysis data applying proper formula
- d) Find suitable solutions

Recommended Readings:

- Toury, Gideon (1980): *In Search of a Theory of Translation*, Tel Aviv: Porter Institute.
- Toury, G. (1995): *Descriptive Translation Studies and Beyond*, Amsterdam: John Benjamins

ART AND DESIGN

ADAC 41013 : Drawing (Studio Practice) (P/S)

Prerequisite: ADAC 32013

Objectives: This is to identify the strength and weakness of student's own approach of drawing by working in consistency with chosen genre of drawing.

Course Content: Creative drawing and selected studies informed with various international trends. Full figure study with the emphasis on delineation of character, distortion, boldness, dramatization and various expressions, composition of full figure in different settings, emphasis on the development of a personal style.

Medium: Any graphic medium

Teaching and Learning Methods: Lecture, demonstration, outdoor/indoor studio practice and discussion.

In Course Assessment: In course assessment comprise studio work and student centered activity-50%.End semester portfolio assessment-50%.

Learning Outcome: At the completion of this course unit the students will be able to
- have a confidence in approaching the drawing medium more creatively with individuality and originality- express the movement, life, atmosphere, character and the feeling through drawing.-self evaluate his/her strength in selected approach/ mode of drawing.

ADAC 41113 : Painting (Studio Practice) (P)

Prerequisite: ADAC 32023

Objectives: This studio course is to formulate/ identify student's personal style towards painting through nature based observation and studies.

Course Content: Full figure, portrait and landscape studies; advanced studies complete with foreground and background, character and expression, composition in different setting with the emphasis on personal style.

Medium: Oil/Acrylic on canvas.

Teaching and Learning Methods: Lecture, demonstration, outdoor studies, Studio practice and discussion

In Course Assessment: In course assessment comprise studio work and student centered activity-50%.End semester portfolio assessment-50%

Learning Outcome: At the completion of this course unit the students will be able to -exhibit his/her personal preference and abilities in approach and handling of painting medium and composing the visual field.- able to capture character and expression of sitter /landscape in colour.

ADAC 41123: Composition (Studio Practice) (P)

Prerequisite: ADAC 32033

Objectives: This is to experiment with the various possibilities of visual language in consistency in order to channel personal expression.

Course Content: Advancement of earlier exercises towards the finding of personal pictorial idiom through consistently working with specific content and theme, expression, symbols and narrative

Medium: Collage/ Oil/ Acrylic / Mixed Media

Teaching and Learning Methods: Lecture, demonstration, studio practice and discussion.

In Course Assessment: In course assessment comprise studio work and writing of concept report-50%.End semester Portfolio assessment-50%

Learning outcome: At the end of this course unit the students will -be able achieve consistency in balancing the visuals and expression. – be able to demonstrate his/her personal identity in approaching and articulation compositional elements of paintings.- able to assess the strength and weakness of his/ her own works and the others.

ADAC 41213 : Modeling (Studio Practice) (S)

Prerequisite: ADAC 32213

Objectives: This module is to develop an individualistic approach towards modeling to engage with the personal sensibilities and preferences.

Course Content: Working with life model- 3/4 a size of actual figure in different pose based on quick sketches in clay, surface treatment and different kinds of finish for bronze, wood and stone, waste-mould, Portrait study in different kinds of finish.

Teaching and Learning Methods: Lecturer, demonstration, studio practice and discussion

In Course Assessment: In course assessment comprise studio work and student centered activity - 50%.

End semester Portfolio assessment, Minimum of two complete works with the evidence of process of making should be submitted -50%

Learning Outcome: At the completion of this course unit the students will able to – demonstrate his/ her attitude towards the handling the medium.- relate the character / expression of the form with the particular surface quality.

ADAC 41223 : Composition-Fiber Glass (Studio Practice) (S)

Prerequisite: ADAC 32223

Objectives: This course is designed to encouraged student's individual capabilities to use three dimensional forms for his/ her self expression.

Course Content: Composition based on student's own choice dealing with symbolism, narration, expression and concept, with the emphasis on consistency in approach. Methods of handling of fiber glass involved with various surface qualities.

Teaching and Learning Methods: Lecturer, demonstration, studio practice, studio visits and discussion.

In Course Assessment: In course assessment comprise studio work with concept report – 50%. End semester Portfolio assessment: At least two complete works should be submitted with evidence of process of making -50%.

Learning Outcome: At the end of the studio practice of this unit the students will
- have ability to handle three dimensional form for artistic expression-able express their feelings/ content in sculptural language.-able to work with fiber glass. .- able to assess the strength and weakness of his/ her own works and the others.

ADAE 41012 : Printmaking (Studio Practice) (P/S)**Prerequisite:** ADAC 32012**Objectives:** This is to introduce the principles and the technique of intaglio printing to understand the possibility of using print medium for artistic expression.**Course Contents:** Intaglio process, Hard and soft grounds, aquatint, creating textures and tones. Printing in monochrome.**Teaching and Learning Methods:** Lecturer, demonstration, studio practice and discussion**In Course Assessment:** In course assessment comprise studio work and 3 x student centered activity- 50%. End semester portfolio assessment, At least two complete works should be submitted with evidence of process of making -50%**Learning Outcome:** At the end of the studio practice of this unit the students will
-be having an understanding of basic principles of etching - able create tones and textures for monochrome prints.-able to appreciate and critically judge the visual qualities of an intaglio print.**ADAE 41022: Photography (Studio Practice) (P/S)****Prerequisite:** ADAC 32012**Objectives:** This is to situate photography in the contemporary art practice through the understanding the role of lighting, editing, sequencing, exhibiting, engaged with conceptual and critical frameworks.**Course Content:** Advance learning on exposure and lighting, Natural, studio and flash lighting, High and low key lighting. Editing, Printing and Displaying. Photo essay, Sequence editing and story telling. Understanding photography as contemporary art: Conceptual practices, moving image and video art,.**Teaching and Learning Methods:** Lecture, demonstration, studio practice and discussion**In Course Assessment:** In course assessment comprise studio work and 3 x student centered activity- 50. End semester Portfolio assessment -50%**Learning outcome:** At the end of the studio practice of this unit the students will be able to handle natural and studio lighting in photography.- understand the function of editing and sequencing in story telling.- identify photography's various manifestations in contemporary art practice. .**ADAE 41032 : Craft Making (Studio Practice) (P/S)****Prerequisite:** 320**Objectives:** This course is to explore the possibilities of combine creativity and craft of pottery through working with various means of making pottery.**Course Content:** Slab work, wheel work, and tile making in different textures and designs, three dimensional creative forms with the help of wheel, glazing and firing.**Teaching and Learning Methods:** Lecture, demonstration, studio practice, industry visit and discussion**In Course Assessment:** In course assessment comprise studio work and 3 x student centered activity- 50. End semester portfolio assessment -50%

Learning outcome: At the end of this studio practice the students will- have experience in pottery.- able combine their artistic skills with the craft of pottery.- have an understanding of limitations faced by the pottery industry today.

ADAC 41042 Modern and Contemporary Art in Sri Lanka (Theory)(P/S)

Prerequisite: None

Objectives: This theory course is to familiarized the key art works, artists, movements, trends and issues that engendered modern and contemporary Sri Lankan art.

Course Content: Colonialism and the Europeanization of Sri Lankan Art; Buddhist and Hindu temple murals. Indian Nationalist straggle and the revitalization of local art practice; Impact of Ananda Coomaraswamy, Raja Ravi Varma, Bengal school and Santiniketan. Ceylon Society of Art, Ceylon Art Club, Winzor Art Club, 43 Group, Art in 70s and after 1990s; impact of abstract, conceptual and pop art in contemporary art practices, Holiday painters group of Jaffna.

Teaching and Learning Methods: Illustrated lectures, presentation, field visits to galleries and museums, and discussions.

In Course Assessment: In course assessment -1x presentation (10%) ,1x mid semester exam(10%), 1X 2500-3000 words essay(10%) and 2 x student centered activity(10%). End semester written exam (2hrs) 60%

Recommended Readings:

- Bandaranayake, Senake. *The Rock and Wall Paintings of Sri Lanka*. Colombo: Lake House Book Shop. 1986.
- Bandaranayake, Senake . Albert Darmasiri. *Sri Lankan Painting in the Twentieth Century*. Colombo: The National Trust. 2009
- Perera Sasanka, *Artists Remember; Artists Narrate: Memory and representation in Sri Lankan Visual Arts*, Colombo:Colombo Institute for Advanced Study of Society and Culture,Theertha International Artists' Collective, 2012
- Weeraratne ,Neville. '43 Group: A Chronicle of Fifty Years in the Art of Srilanka .Melbourne. Lantana. 1993.
- Weerasinge, Jagath, *Contemporary Art in Sri Lanka*. In Caroline Turner (ed.) *Art and Social Change: Contemporary Art in Asia and the Pacific*. Pandanus books. 2005

ADAC 41052 : Art after Modernism (Theory) (P/S)

Prerequisite: None

Objectives: This unit of study is to encourage the students to look at a range of practices, theories and themes of art from the mid twentieth century to the present day in Europe and American to understand its socio political aesthetic significance.

Course Content: Art practices that work in a post-object manner focus on approaches initiated in the middle of the twentieth century such as conceptual, fluxus, happenings, performance and body art, video art, the sound arts, site-specific installation.

Teaching and Learning Methods: Illustrated lectures, presentation and discussions.

In Course Assessment: In course assessment -1x presentation (10%), 1x mid semester exam (10%), 1X 2500-3000 words essay (10%) and 2 x student centered activity (10%). End semester written exam (2hrs) 60%

Learning outcome: In the end of the course students -will be familiar with the key art works, artists and movement that radicalized the art practice after modernism.- able to compare modern and post- modern art. -able to identify the changes in the forms of mediation, viewer ship and objecthood.

Recommended Readings:

- Gablik Suzi, *Has Modernism Failed?*, New York, Thames and Hudson, 1984.
- Hugh Honour, John Fleming *A World History of Art*, Laurence King Publishing.2002
- Marilyn Stokstad, W. Cothren, *Art History*, Combined Volume, Prentice Hall.2010.
- Wallis, Brian (ed), *Art After Modernism: Rethinking Representation*, New York: Museum of Contemporary Art in association with David R. Godine, 1984

ADAC 42019 : Studio Project (Studio Practice) (P/S)

Prerequisite: None

Objectives: This unit is to prepare the student to develop individualistic art practice based on his/her own conceptual tool, visual vocabulary and working method to engage with contemporary art practice.

Course Content: Students own creative work with the support of written report on the content, theme and articulation. In this unit students develop a body of studio-based work in support of the dissertation under the guidance of a supervisor. Students meet regularly with their supervisor for discussion and feedback.

Medium: Any visual medium

Teaching and Learning Methods: Studio practice, presentation and discussion

In Course Assessment: In course assessment comprise studio work and presentation-50% . End semester portfolio assessment (25%) and exhibition (25%)(Minimum of number of works for painting student's portfolio submission; Composition/painting -8, Drawing-20, For sculpture students Composition/ modeling -4, Drawing 20)

Learning Outcome: At the completion of this course unit the students will have confidence in carrying out their own practice. - able to critically assess their own works. – able to engage with their work more conceptually.

ADAC 42022 : Professional Placement (P/S)

Prerequisite: None

Objectives: This unit aims to give students an experience of a successful practice in contemporary art, craft, design or cultural work.

Course Content: Through professional placement with practicing artists or designers, craftsmen or craft industries, students will develop skills that enable them to work towards their own sustainable practice and to make valuable community contacts in their chosen discipline. Professional placement has to be organized with the approval of the department.

Teaching and Learning Methods: apprenticeship

In Course Assessment: Students are expected to submit a report based on their experience of training, with the support of works that they produced or with the evidence of their work during the time of professional placement. Report 75%. Viva voce 25 %

Learning outcome: At the completion of this course unit the students will have an familiarity with the different aspects of art practice in contemporary context.

ADAC 42034 Dissertation

In order to develop critical understanding art practice, students are expected to write a dissertation in relation with the issues that are emerging from their studio project.

Curriculum for Drama and Theatre Arts

Code	ADTC 41013	
Title	Dramatic Texts	
Academic Credits	03	
Understanding objectives: <ul style="list-style-type: none">• Utilize an appropriate play analysis vocabulary in written work and discussion• Analyze socio-historical context of the Dramatic texts• Explain the dramatic texts in dramaturgical perspective• Use multi disciplinary approaches to the analysis• Compare the dramatic texts in various cultural traditions		
Syllabus outline (Theory) <p>Representing and interpreting the texts: text, subtext, context,</p> <p>Analysis of the texts: theatre styles, directorial interpretations, physical acting of the characters, and performance features of the text.</p> <p>Topical references of the texts: Dramatic texts; in various cultural traditions, historical periods, authors', different styles</p> <p>Dramaturgy of the texts : text to performance, rhythm, visible (optical) and the audible (acoustic)</p> <p>Multidisciplinary approaches of the texts: linguistic, psychology, sociology, gender, anthropology etc.</p>		
In course Assessment	Tutorial 10%, Presentation 10%, Short drama performance 10%, Group Discussion of the performance 10%	40%
End of course Evaluation	Written exam -3Hrs	60%

Code	ADTC: 41023
Title	Theatre Research Methodology
Academic credits	03
Objectives: <ul style="list-style-type: none">• Explain performative research approaches• Identify the influencing factor or determinants of research conditions.• Explain the significance of the research findings.• Motivate critical thinking	
Syllabus Outline:: (Theory – 45Hrs) Introduction to Research Methodology: Types of research, Significance of Research, Research Process, Research problem, Design Research ethics Methods for data Collection: Observation, Interview, Questionnaire, literature review and Document study Research approaches:	

Qualitative, special concentration on performative approach and Practice as research
 Qualitative analysis:
 Processing Operations, Types of analysis, Statistics in Research, Measures of Relationship.
 Research report:
 Structure of Research Report, Types of Report, Layout of Research Report, Mechanism of writing a research report,
 Citation on draft
 Footnote and end note system, Reference and bibliography, plagiarism.

Recommended reading:

1. Barrett, Estelle and Barbara Bolt, 2007.eds. *Practice as Research Approaches to Creative Arts Enquiry*. London: I.B. Tauris,
2. Bial, Henry, 1999 ed. *The Performance Studies Reader*. London: Routledge, 2004.
3. Denscombe, Maytyn. *The Good Research Guide*. New Delhi: Viva Books Private Limited,.
4. Kindon, Sara, Rachel Pain, and Mike Kesby, , 2007. eds. *Participatory Action Research Approaches and methods*. London: Routledge

In course Assessment	Attendance- 10%, 03 tutorials – 15%, conducting a seminar paper presentation to theatre related people (The presentation should be not more than 10 (ten minutes.) - 15% -	40%
End of course Evaluation	Written exam -3Hrs	60%

Code	ADTC 41033
Title	Postcolonial Theatre.
Academic Credits	03

Understanding objectives:

- Explain post colonial theories relevance to theatre
- Identify post colonial theatre in the Tamil tradition
- Explain the dramatic texts in the postcolonial perspective
- Compare the post colonial theatre traditions.
- Evaluate the theatres traditions in its historical context

Syllabus outline (Theory)

- Postcolonial theories: Introduction, theories, theories relevance to the theatre
- Post colonial theatre: introduction, theatre in various cultures, theatre in the Tamil tradition, theatre as discourse
- Dramatists in the Postcolonial theatre: concepts, historical background, intentions, reflexivity
- Dramatic texts and performances: (selected Dramatic texts will be considered)
characteristics, concepts, psycho analysis of the characters, context, audience reception

In course Assessment	Tutorial 10%, Exam 10%, Presentation 10%, Short drama performance 10%	40%
End of course Evaluation	Written exam -3Hrs	60%

Code	ADTC 41043
Title	Theatre Project –Theatre for Healing
Academic Credits	03

Objectives:

- define healing theatre and to identify the different stages of healing theatre process
- re-discover the traditional performances as healing performances
- discuss a range of international case studies of significant healing performance practices
- create a healing theatre project in community settings

Syllabus outline (Theory & practice)

- defining healing performances and identify three stages that target group move through as part of the healing process;
- re-discovering traditional performances as healing performances-it will highlights the rituals and festivals that give healing experiences,
- A brief survey of some of the international efforts on healing theatre including Boal's method. This will introduce the development of healing theatre , current debates , methodologies and case studies within the field and
- Undertaking a practical healing theatre project in the local community with the guidance of supervisor. This will focus on practical skills to include project planning , management , workshop and facilitation skills. During this stage students will work in groups. Students will be required to submit a project report.

Recommended Readings

- Boal, Augusto.(1995), The Rainbow of Desire, (Trans), Jackson Adrian, Routledge :London
- Jennings, S.(1998) Introduction to Drama therapy –Theatre and Healing. Jessica Kingsley Publishers : London.
- Moreno, J.(1947) The Theatre of Spontaneity. Beacon House: NY.

Assessment Type	Assessment Method	Percentage
In-course assessment	Proposal	10
In-course assessment	Interim Report	10
In-course assessment	Approach	10
In-course assessment	Discussion	10
End of course evaluation	Final project report	60

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Code	ADTC: 41053	
Title	Play Production	
Academic credits	03	
Objectives: <ul style="list-style-type: none">• Explain play texts in relation to theatre production• Interpret the texts for theatre production• Make use of theatre skills• Creating individual theatre production		
Syllabus Outline:: (Theory – 90Hrs) Students should be familiar with aspects of Text: Preparation, interpretation and direction of play texts(Pre-production text, Prompt book) From page to stage process: Direction, technical operation, stage management ,choreography Rehearsal process: Improvisation, role play, various acting techniques, characterization, stage movement and dramatic sequence. Visual and design: Lighting, sound, set design, make-up, costume, masks, properties, Audience and performance Awareness of audience, relationship between performer and audience <i>(The production work shall be carried out under the supervision of academic staff and students are expected to direct an individual play production)</i> Recommended reading: <ol style="list-style-type: none">1. Sanger, Keith, 2000 <i>The Language of Drama</i>, UK: Routledge,2. Anne Bogart 2001 <i>A Director Prepares</i>, London, Routledge3. Auslander Dean 1970 <i>Fundamental of play direction</i>4. Rebecca Schneider & Gabrielle Cody 2002 <i>Re: Direction</i>, London, Routledge.		
Assessment Type	Assessment method	Percentage
In course Assessment	Writing a script 15%, Pre production text 15%, Rehearsal process 10%,	40%
End of course Evaluation	Play production (public- performance 50% + Record book 10%)	60%

Code	ADTC: 42013
Title	Introduction to the Media Performance
Academic credits	03
Objectives:	

- Explain about media performance
- Apply digital technology
- Presenting for the camera
- create audio and video productions

Syllabus Outline:(Praxis, 90 Hrs)

Audio drama and video drama:

writing and recording for audio and video, Lectures on practical evident, watching and hearing the media performances, making critical commentary, making audio video production under the direction of a resource person, Light and set design for the camera.

Drama and video documentation:

Live performance and documentation, Different space and documentation, Watching documentaries

Short film:

Script, acting, directing, camera

Recommended reading:

1. Hand Richard. J and Traynor, Mary (2011)*Radio Drama Handbook*, New York: Continuum International Publishing group.
2. Douglas, Pamela (2011)*Writing the TV Drama Series* 3rd edition: How to Succeed as a Professional Writer in TV, USA:Michael wiese production
3. Clifford Thurlow , 2008,*Making Short Films: The Complete Guide from Script to Screen*, Second Edition ,New York: Berg
4. Fwldman ,Tony. ,1997 *An introduction to Digital Media* London: Routledge .

In course Assessment	Tutorial- 10%, Script for audio drama or short film – 20%, audio video performance, appreciation (Presentation) – 10 %.)	40%
End of course Evaluation	Audio drama or docudrama or short film (students' individual production under the supervision of a lecturer- DVD format)	60%
Code	ADTC: 42023	
Title	Theatre and Theory	
Academic credits	03	

Objectives:

- Define the theatre theories
- Apply theories on performance, writing and discussion.
- Interpret the theories in various perspectives
- Criticize the theories

Syllabus Outline:: (Theory – 45Hrs)

Classical theatre theories

Greek, Sanskrit and Japan

Modern theatre theories

Materialist theory, Postmodern theory, Post-colonial theory, Performance theories

Theatre and literature:

Semiotics, Phenomenology, Post-structuralism and deconstruction

Subjectivity and theatre:

Psychoanalytic theory, Feminist and gender theory, Reader-response and reception theory

Recommended reading:

1. Carlson, Marvin. , 1993 *Theories of the Theatre: A Historical and Critical Survey, from the Greeks to the Present*. Ithaca: Cornell University Press (Expanded edition).
2. Dukore, Bernard F., ed. *Dramatic Theory and Criticism: Greeks to Grotowski*. Holt Rinehart & Winston, 1997.
3. Reinelt, Janelle G., and Joseph R. Roach. *Critical Theory and Performance*. Ann Arbor: University of Michigan Press, 1992.
4. Schechner, Richard, *Performance Theory*. London and New york, Routledge

Assessment Type	Assessment method	Percentage
In course Assessment	Attendance- 10%, 02 tutorials – 20% , presentation - 10%	40%
End of course Evaluation	Written exam -3Hrs	60%

Code	ADTC 42033
Title	Theatre Project - Theatre for Community Development
Academic Credits	03

Objectives:

- define community theatre and to identify theatre as a medium of communication
- re-discover the traditional performances as community performances
- discuss a range of international case studies of significant community performance practices
- engage in a theatre project by using performance as a tool for understanding and building communities.

Syllabus outline (Theory & practice)

- defining community performance;
- re-discovering traditional performances as community performances – students will study rituals and festivals by engaging in field work;
- presenting community theatre practices from selected international case studies
- Undertaking a practical community theatre project for community building in the local community with the guidance of supervisor. This will focus on practical skills to include project planning , management , workshop facilitation and street performance skills. During this stage students will work in groups. Students will be required to submit a project report.

Recommended Readings

- Boal, Augusto.(1992),*Games for Actors and non Actors*,(Trans),Jackson Adrian, Routledge: London
- Erven, Eugene Van.(2001), *Community Theatre*, Routledge: London.
- Kupperts Petra.(2007),*Community Performance –An Introduction*, Routledge: London.

Assessment Type	Assessment Method	Percentage
In-course assessment	Proposal	10
In-course assessment	Interim Report	10
In-course assessment	Approach	10
In-course assessment	Discussion	10
End of course evaluation	Final project report	60

Code	ADTC 42046	
Title	Dissertation	
Academic Credits	06	
Objectives	<ul style="list-style-type: none"> • Explain research problem • Use relevant methodologies • Explain analytical methods • Analyze the data 	
In-course assessment	Proposal 05%, Presentation10%, Approach10%, Discussion10%,	40%
End of course evaluation	Dissertation60%	60%