



Curriculum for BA and BA (Honours) Degree Programme

(Academic Year 2017/2018)

Level I

**Faculty of Arts
University of Jaffna**

2019

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DEPARTMENT OF SOCIOLOGY

CURRICULUM OF ANTHROPOLOGY

Preamble

Anthropology is literally the study of human beings; study of what makes us human, our cultural, social, economic and political life, and plays a vibrant role in the progress of holistic and harmonious understanding of cultures nationally and internationally. This undergraduate program provides students with introductory knowledge of the anthropological field of study, an in-depth understanding of anthropological theory and methods, and comprehensive practical experience in the gathering and analyzing empirical data. Since practicing Anthropology is an important part of Anthropology, it also aims to train students to conduct anthropological research towards social and cultural development.

Graduate Profile of B.A. (Hons.) in Anthropology

Anthropology (Hons.) Graduate of the University of Jaffna should have the following attributes.

- In-depth knowledge in anthropological concepts, theories and methods
- Highly flexible perspective towards the similarities and differences among peoples and cultures with cultural relativistic perspectives
- Conduct investigations of complex socio-cultural features and problems including plan, design, manage, and report on research projects with critical and creative thinking
- Sensitize the contemporary human problem through the *emic* and *etic* understanding and develop unique and sustainable solutions.
- Take personal responsibility and seek opportunities to work with other and be committed to the betterment of society with equity.
- Function effectively as an individual, and as a member / leader in diverse teams in multi- disciplinary settings through inter and intra cultural communication skills.
- Have competence in technological application in anthropology
- Competence in public policy and social work in government/local authorities, non-government organizations
- Organize the activities relating to heritage management and cultural, social and economic development as well as capable of working within cultural and social institutions

Program Educational Objectives (PEOs):

Bachelor of Arts (Honours) in Anthropology Graduates will be able to:

- PO 1:** demonstrate a holistic understanding of societal and cultural processes and describe how cultural systems construct reality differently.
- PO 2:** situate past and present cultural issues at both the local and global levels.
- PO 3:** identify, contrast and compare theoretical positions in anthropology, recognising the provisional character of knowledge production.
- PO 4:** employ a cross-cultural approach to social, political, economic and religious issues and describe how varying types of data are collected, analysed, synthesized and interpreted to understand cultural diversity.
- PO 5:** advocate for better understanding and knowledge about the richness of human diversity
- PO 6:** design, develop and undertake individual and collective ethnographic research projects
- PO 7:** demonstrate analytical and critical thinking skills in a range of social and cultural contexts.
- PO 8:** assess and implement ethical practices in human research and professional contexts as well as prioritise and strategically apply anthropological skills and knowledge in diverse life situations.
- PO 9:** contribute to development initiatives and reform of social institutions.
- PO10:** describe and analyse how cultures have responded to the challenges of globalisation in various times and places.
- PO11:** engage with issues of social justice and social inequality.
- PO12:** seek wider opportunities for appropriate and secure employment and career development.

**The Titles of Course Units offered for
B.A. and B.A. (Honours) Degree Programme in Anthropology**

Bachelor of Arts Degree Programme				
Level I	First Semester	AANC 11013	Foundations of Anthropology	3 Credits
	Second Semester	AANC 12013	Introduction to Applied Anthropology	3 Credits
Level II	First Semester	AANC 21013	Anthropological Theoretical Perspectives	3 Credits
		AANE 21013	Contemporary World Cultures	3 Credits
		AANE 21023	Ethnography and Ethnology	3 Credits
	Second Semester	AANC 22013	Sri Lankan Anthropology	3 Credits
		AANE 22013	Rural Development	3 Credits
		AANE 22023	Symbols in Art and Religion	3 Credits
		AANC 31023	Contemporary Human Problems	3 Credits

Level III	First Semester	AANC31023	Research Methods	3 Credits
	Second Semester	AANC 32033	Community Development and Mobilization	3 Credits
		AANC 32023	Project Report	3 Credits
Bachelor of Arts (Honours) Degree Programme				
Level II	First Semester	AANCH 21013	Anthropological Theories	3 Credits
		AANCH 21023	Anthropological Research Methods	3 Credits
		AANCH 21033	Family, Kinship and Gender	3 Credits
		AANCH 21043	Culture and Personality	3 Credits
		AANEH 21013	Contemporary World Culture	3 Credits
		AANEH 21023	Ethnography and Ethnology	3 Credits
		AANEH 21033	Human Evolution and Variations	3 Credits
		AANEH 21043	Race and Ethnicity	3 Credits
		AANEH 21053	Origin of Cities and State	3 Credits
	Second Semester	AANCH 22013	Sri Lankan Anthropology	3 Credits
		AANCH 22023	Anthropology of Folklore	3 Credits
		AANCH 22033	Inter-cultural Communication	3 Credits
		AANCH 22043	Economic Anthropology	3 Credits
		AANEH 22013	Rural Development	3 Credits
		AANEH 22023	Symbols in Art and Religion	3 Credits
		AANEH 22033	Environmental Anthropology	3 Credits
		AANEH 22043	Caste in World Cultures	3 Credits
		AANEH 22053	Cultural Development	3 Credits
Level III	First Semester	AANCH 31013	Cultural Studies: Theories and Issues	3 Credits
		AANCH 31023	Contemporary Human Problems	3 Credits
		AANCH 31033	Religion, Magic and Ritual	3 Credits
		AANCH 31043	Cultural Tourism and Heritage Management	3 Credits
	Second Semester	AANCH 32013	Analysis of Cultural Data: Ethnographic Methods	3 Credits
		AANCH 32023	Migration, Culture and Identity	3 Credits
		AANCH 32033	Community Development and Mobilization	3 Credits
		AANCH 32043	Political Anthropology	3 Credits
Level IV	First Semester	AANCH 41013	Infrastructure and Development	3 Credits
		AANCH 41023	Conflict and Peace Building	3 Credits
		AANCH 41033	Culture and Globalization	3 Credits
		AANCH 41043	Synthesis and Integration in Anthropological Theories	3 Credits
		AANCH 41053	Medical Anthropology	3 Credits
	Second Semester	AANCH 42013	South Asian Ethnography	3 Credits
		AANCH 42023	Visual Anthropology	3 Credits
		AANCH 42033	Internship	3 Credits
		AANCH 42046	Dissertation	6 Credits

Detailed Syllabi

Course Title	Foundations of Anthropology		
Course Code	AANC 11013		
Credit Value	3 Credits (45 hours of lectures and tutorials)		
Course Objective			
The course unit introduces the development history and concepts of anthropology and enable the students to utilise anthropological knowledge in understanding indigenous, peasant and present day societies.			
Intended Learning outcome			
At the end of the course the students should be able to			
<ul style="list-style-type: none">• Illustrate the major features of anthropology with historical and conceptual perspective• Outline the relationship between anthropology and other social science disciplines• Explain the cultural features of institutions of peoples• Discuss the important role of anthropological approaches in the study of humankind• Classify different human societies through key studies			
Course Content			
Unique nature of anthropology and its relationship with other social sciences; Historical development of anthropology; Pioneers in anthropology, Stages in the bio-cultural development of humankind; Culture and civilisation, Origin of food production and settled human life; Personality formation and child rearing practices; family system, Kinship network and marriage practice in comparative perspective; Religion, Ritual and magic in contemporary societies; Political systems and modern political anthropology; Survival of indigenous people; Art; Folklore, Creativeness of humankind.			
Teaching and Learning Methods			
Illustrated lectures, visual presentations and discussions			
Evaluation Methods			
Formative Assessment			
Assignment		05 %	30 %
Quiz		05 %	
Group Presentation		05 %	
Bibliography survey		05 %	
Mid Semester Exam		10 %	
Summative Assessment			70 %
Written examination with 3 hours duration consisting two parts for a total of 500 Marks as follows.			
Parts	Type of Question	Marks	
Part I	Structure (Compulsory)	5 x 40 marks = 200	
Part II	Structure, Essay and Short Notes	4 x 75 marks = 300	
Total		500 Marks	
Recommended Readings			
<ul style="list-style-type: none">• Crapo, Richley H. (1990). Cultural Anthropology: Understanding Ourselves & Others. Sluice Dock, The Dushkin Publishing Group, Guilford.• Ember, Carol R. & Melvin Ember. (2006). Anthropology. Prentice Hall, New Jersey.• Hicks, David & Margaret. A. Gwynne. (1994). Cultural Anthropology. Harper Collins College Publishers, New York.• Kottak, Conrad, Phillip. (2008). Anthropology: The Exploration of Human Diversity, McGraw-Hill, New York.			

Course Title	Introduction to Applied Anthropology		
Course Code	AANC 12013		
Credit Value	3 Credits (45 hours of lectures and tutorials)		
Course Objective: The course unit introduces the major methods and tools of applied anthropology in the study of human society and enable the students to utilise the practical application of anthropological theories and methods to the needs of communities, organisations and institutions to solve real life problems.			
Intended Learning outcome At the end of the course, the students should able to <ul style="list-style-type: none">Differentiate pure anthropology from applied anthropologyInterpret the methods and approaches used in applied anthropologyAnalyse the cultural patterns and dynamics with the help of anthropological knowledgeApply the anthropological theories and methods in understanding contemporary human problems with suitable remedies			
Course Content Nature and scope of applied anthropology; Application of applied anthropology in contemporary societies, Anthropologists at work; field notes, ethnography, site selection; Human interventions and cultural changes; Cultural issues intermediating with life of tribal, Peasant and modern societies; issues of environmental anthropology; Issues of medical anthropology; Ethnocentrism and regional cultural crisis; NGOs, Development & globalisation; Rural development and cultural development			
Teaching and Learning Methods Illustrated lectures, visual presentations, fieldwork and discussions			
Evaluation Methods			
Formative Assessment			
Assignment		05 %	30%
Review on a research work		05 %	
Field report presentation		10 %	
Mid Semester Exam		10 %	
Summative Assessment Written examination with 3 hours duration consisting two parts for a total of 500 Marks as follows.			70%
Parts	Type of Question	Marks	
Part I	Structure (Compulsory)	5 x 40 marks = 200	
Part II	Structure, Essay and Short Notes	4 x 75 marks = 300	
Total		500 marks	
Recommended Readings <ul style="list-style-type: none">Bernard, H.Russell. (1988). Research Methods in Cultural Anthropology. Sage Publication, London.Delaney, Carol. (2011). An Experiential Introduction to Anthropology (2ndedition). Black Well Publishing Ltd, United Kingdom.Foster, George M. (1965). Traditional Cultures; and the Impact of Technological Change. Harper & Row, London & New YorkHicks, David & Margaret. A. Gwynne. (1994). Cultural Anthropology. Harper Collins College Publishers, New York.Robbins, R.H. (1997). Cultural Anthropology: A Problem based Approach. F.E. Peacock Publishers, Inc., U.S.A.Scupin, R., & Christopher R.De Corse. (2009).Anthropology: A Global Perspective, PHI Learning Pvt. Ltd., New Delhi.			
<ul style="list-style-type: none">பக்தவத்சலபாரதி. (2003). பண்பாட்டு மானிடவியல். மெய்யப்பன் பதிப்பகம், சிதம்பரம்			

DEPARTMENT OF HISTORY

CURRICULUM OF ARCHAEOLOGY

Preamble

The vast cultural heritage of our country is embedded in different sources like archaeology, epigraphy, numismatics, art and architecture. These primary sources yet to be properly documented studied and published due to lack of human and financial resources. The fast-pace of urbanization, industrialization and the public apathy pose a great threat to the future of our heritage. Most of the monuments and archaeological sites are being removed every day from the cultural landscape of our country. Unless we take action in preserving these priceless tangible and intangible evidences, the very treasures of our nation would be placed under immense threat. The unity and integrity of our nation is being built upon these fragile, but valuable resources, which fetch a lot foreign currency in the form of tourism too. To preserve our hoary past, we need trained human resource and well-equipped laboratories. In addition, scanning of offshore submerged lands and ship-wrecks will also be rewarding. The younger generation has to be trained in field-based studies to handle the said primary sources with more comfort and clarity.

Graduate Profile of B.A. (Hons.) in Archaeology

Archaeology (Hons.) Graduate of the University of Jaffna should have the following attributes.

Academic Excellence:

- Have a clear understanding of the principles of Archaeology.
- Demonstrate an understanding of core knowledge of the history of thought and basic theoretical foundations in archaeology.
- Demonstrate knowledge of the formation of the archaeological record and acquire skills to conduct archaeological excavation: how to record, investigate, analyze and interpret archaeological derived remains.
- Discuss contemporary debates concerning the study and understanding of the past, including indigenous perspectives and ethical issues relevant to preservation
- Apply critical thinking skills and problem-solving techniques for data gathering, processing, and analysis in Archaeological research.
- Demonstrate their mastery of the broad historical and theoretical trends in the field through critique of research within archaeology.

Employability and ability to contribute to regional and national development:

- Develop business models to document, chemical conserve and regenerate the cultural artifacts, and intangible archaeological heritage monuments.

- Identify resources, assets, and amenities that belong to diverse societies and their culture.
- Propose archaeological heritage artifacts-exhibitions, workshops, archaeological heritage tours, work-shop, field studies, etc., need to be conducted to create archaeological heritage awareness
- Sustain the students to meet the challenges in the field of archaeology for the preservation and conservation of the monuments while motivate and educate the younger generation of the importance of our heritage monuments in archaeology
- Develop an academic institution as a hub in the field of archaeology with an international and regional perspective and co-operation.
- Estimate, analysis, discuss, critics and conclude on the application of cultural tourism methods and techniques in different levels through conducting empirical studies and researches with the support of an academic institution.

Sensitive global citizens:

- Lifelong learners, to show resilience, involve proactively and an ability to make principled decisions.
- Being socially responsible, with civic consciousness.
- Capacity to confront with the challenges and obstacles efficiently and reach the goal in a pluralistic society comprised with multi cultural elements.
- Committed to improving the environment.

Program Educational Objectives (PEOs)

Bachelor of Arts (Honours) in Archeology Graduates will be able to:

- PO 1:** Understand the history, culture and civilization of Sri Lanka both in time and space.
- PO 2:** Discover, document, decode, describe, discuss and disseminate primary documents pertaining to the history of Sri Lanka
- PO 3:** Explore and excavate sites of archaeological importance to augment the cultural history of Sri Lanka
- PO 4:** Understand the antiquity of Sri Lanka both in time and space
- PO 5:** Acquire the political, social and economic development of Sri Lanka and other Countries using archaeological and epigraphical sources.
- PO 6:** Create a human resource pool to sustained academic programmes
- PO 7:** Motivate and educate the younger generation the importance of our heritage monuments through awareness programmes
- PO 8:** Train the students to meet the challenges in the field of archeological studies for the preservation and conservation of the monuments
- PO 9:** Develop an academic institution as a hub in the field of archaeology with an international and regional perspective and co-operation
- PO 10:** Reconstruct our technological and scientific advancement made in various fields by our ancestors
- PO 11:** Promote mutual understanding, friendship, goodwill, cultural unity and cultural pluralism

among the young generation through Archaeological studies

**The Title of Course Units offered
for BA and BA (Honours) Degree Programme in Archaeology**

Bachelor of Arts Degree Programme				
Level I	First Semester	AAYC 11013	Introduction to Archaeology and Principles	3 Credits
	Second Semester	AAYC 12013	Formation of Civilization	3 Credits
Level II	First Semester	AAYC 21013	Proto History of Sri Lanka and Peninsula India	3 Credits
		AAYE 21013	Jaffna Kingdom: Historical and Archaeological Perspectives	3 Credits
		AAYE 21023	South Asia: Historical and Archaeological Perspectives 300 B.C. to 900 A.D.	3 Credits
	Second Semester	AAYC 22013	Archaeological Heritage Sites in Sri Lanka	3 Credits
		AAYE 22013	Archaeological Exploration and Excavation Methods	3 Credits
		AAYE 22023	South Asia: Historical and Archaeological Perspectives 900 A.D – 1350A.D	3 Credits
Level III	First Semester	AAYC 31013	Research Methods	3 Credits
		AAYC 31023	Tamil Culture: Historical and Archaeological Perspective	3 Credits
	Second Semester	AANC 32013	Archaeological Resource Management	3 Credits
		AANC 32023	Field Visit and Report	3 Credits
Bachelor of Arts (Honours) Degree Programme				
Level II	First Semester	AAYCH 21013	World Prehistory: Global and Regional Perspectives	3 Credits
		AAYCH 21023	Proto History of Sri Lanka and Peninsula India	3 Credits
		AAYCH 21033	Sri Lanka Historical and Archaeological Perspectives 300B.C to 1500 A.D.	3 Credits
		AAYCH 21043	South Asia: Historical and Archaeological Perspectives 300 B.C. to 900 A.D.	3 Credits
		AAYEH 21013	Jaffna Kingdom: Historical and Archaeological Perspectives	3 Credits
		AAYEH 21023	Introduction to Sanskrit	3 Credits
	Second Semester	AAYCH 22013	Archaeological Exploration and Excavation Methods	3 Credits
		AAYCH 22023	Ethno Archaeology	3 Credits
		AAYCH 22033	Archaeological Heritage Sites in Sri Lanka	3 Credits
		AAYCH 22043	South Asia: Historical and Archaeological Perspectives 900 A.D – 1350A.D	3 Credits
		AAYEH 22013	Introduction to Sinhala Language for Archaeology	3 Credits
		AAYEH 22023	History of World Archaeology	3 Credits

Level III	First Semester	AAAYCH 31013	Research Methodologies	3 Credits
		AAAYCH 31023	Paleography and Epigraphy with Special reference to Tamil	3 Credits
		AAAYCH 31033	Paleography and Epigraphy of Sri Lanka	3 Credits
		AAAYCH 31043	Underwater Archaeology	3 Credits
	Second Semester	AAAYCH 32013	Ancient Architecture and Built Environment in Sri Lanka	3 Credits
		AAAYCH 32023	Numismatics of India	3 Credits
		AAAYCH 32033	Numismatics of Sri Lanka	3 Credits
		AAAYCH 32043	Built Environment of South Asia	3 Credits
Level IV	First Semester	AAAYCH 41013	Field Visit and Writing	3 Credits
		AAAYCH 41023	Hindu and Buddhist Art and Architecture of Medieval Sri Lanka	3 Credits
		AAAYCH 41033	Techniques in Archaeology	3 Credits
		AAAYCH 41043	Museum Management	3 Credits
		AAAYCH 41053	Archaeology and North and East of Sri Lanka	3 Credits
	Second Semester	AAAYCH 42013	Conservation Practice, Legislation and Charters	3 Credits
		AAAYCH 42023	Politics and Archaeology in South Asia	3 Credits
		AAAYCH 42033	Internship	3 Credits
		AAAYCH 42046	Dissertation	6 Credits

Detailed Syllabi

Course Title	Introduction to Archaeology and Principles of Formation of Civilization
Course Code	AAAYCH 12013
Credit Value	3 Credits (45 hours of lectures and tutorials)
Course Objective The objective of this course is to make the students know the evolution and distribution of the human race and to make the students know about the origin of the past civilization by identifying and studying the relevant archaeological evidences.	
Intended Learning Outcomes At the end of the course, the students should be able to <ul style="list-style-type: none"> • Define the concept of formation of civilization • Describe the interconnection between archaeology and other related disciplines • Explain the history and development of biological evolution since emergence of human • Compare the contemporary archaeology and its practices • Describe the ethnic groups such as hominids, man, Australopithecus, Homo habilis, Homo erectus, Homo sapiens, Neanderthal and species • Describe the fundamental knowledge of surveying and field reconnaissance of archaeological sites • Identify the emerge of civilization based on archaeological evidences • Assess the role of the exploration, excavation, recording and archaeological dating • Explain the history and development of ancient Egyptian, Mesopotamian (Sumerian), Indus Valley, Greek, Yangze, Maya and Inca civilizations • Label and document of archaeological artifacts • Summarize the integrated approaches to practice of archaeology • Interpret the cultural uniqueness and variation features of the ancient civilizations. 	

Preamble

Visual images play a major role in constructing the mundane experience of today's world. Art History is a discipline that uses visual as the method and subject of inquiry to understand how art is a profound and persistent human impulse. Art History explores the history of making, viewing and experiencing painting, sculpture, photography and architecture. The Art History study programme at the University of Jaffna offers a diverse, comprehensive curriculum in the history of global and local cultures. Students learn how to articulate and express their ideas about art while developing research, exhibition display and writing skills as tools for communicating about art.

Graduate Profile of B.A. (Hons.) in Art History

Art History (Hons.) Graduate of the University of Jaffna should have the following attributes.

Academic excellence

- Have knowledge of a number of major theories in Art History and an awareness of how to apply them appropriately
- Aware of the wider social and interpretative implications of art history and is able to debate issues in relation to more general ethical perspectives

Employability and Professional readiness

- Demonstrate professional willingness through comprehensive making abilities, professional business skills, relevant technological aptitude, time management skills, and an understanding of their practice within local and international networks.
- Understand the complex nature of being an autonomous practicing professional in the fields of art practice, teaching, critical writing, art administration and work in related creative industries.

Creativity, criticality and adaptability

- Critical and creative thinkers, with the ability to adapt to a range of situations.
- Demonstrate intellectual curiosity and the application of research and knowledge to solving the complex problems inherent in a visual arts career.
- Graduates' adaptability supports endurance in their visual related practices and ensures that skills are transferable to broader fields of study, practice and employment

Independent thinking, self-awareness and ethical understanding

- Demonstrate intellectual autonomy, initiative, self-awareness and meta cognition, and academic integrity, and civic literacy.
- Learn empathy and intercultural understanding through participating in an academic culture, ensuring they have the ability to work and collaborate with people of diverse social categories.

- The ethical, empathetic and academically rigorous conduct of graduates positions them to readily transition into independent practice, employment, or post-graduate study

Communication

- Ability to effectively communicate complex ideas, emotions and human experiences through visual, verbal and in writing in a variety of contexts and to a range of audiences such as, scholarly writing, gallery talks, exhibition display, proposals for funding and academic conferences.

Programme Educational Objectives (PEOs)

Bachelor of Arts (Honours) in Art History Graduates will be able to:

- PO 1:** Identify and understand major artifacts in association with artists, methods, medium, chronological period, geographical origin, theories, and assess the styles and aspects of works of art in their historical and cultural context.
- PO 2:** Evaluate the compositional characteristics of works of art and analyze the content based on their period of production.
- PO 3:** Identify the potential meaning of work of art and their significance, in connection with visual, visuality and viewership.
- PO 4:** Demonstrate an effective knowledge of visual vocabulary appropriate for careers in the visual studies, heritage industry and art pedagogy. .
- PO 5:** Evaluate the aesthetic, historical, social, and ethical significance of contemporary visual practices in comparison with the art practice of modern and pre modern periods.
- PO 6:** Discuss major debates and theories that have shaped the discipline of art history and visual culture.
- PO 7:** Develop and apply the critical skills necessary for complex visual analysis. Construct plausible methods of analysis in the field of art history and visual culture.
- PO 8:** Communicate ideas using visual, oral and written arguments and presentation skills modeled on the professional standards presently applied in the discipline.

The Titles of Course Units offered for B.A. and B.A. (Honours) Degree Programme in Art History

Bachelor of Arts Degree Programme				
Level I	First Semester	AAHC 11013	Understanding Art	3 Credits

	Second Semester	AAHC 12013	Introduction to Art History	3 Credits
Level II	First Semester	AAHC 21013	Art of Pre modern Europe	3 Credits
		AAHE 21013	Art and Heritage Industry	3 Credits
		AAHE 21023	Art and Architecture through Material Histories	3 Credits
		AAHE 21023	Studio practice- Two dimensional design	3 Credits
	Second Semester	AAHC 22013	Art of Pre Modern South Asia	3 Credits
		AAHE 22013	Social history of Craft	3 Credits
		AAHE 22023	Art and Communication	3 Credits
		AAHE 22033	Studio practice- Three dimensional design	3 Credits
Level III	First Semester	AAHC 31013	Modern and Contemporary Art	3 Credits
		AAHC 31023	Research Methods for Art History and Visual Culture	3 Credits
	Second Semester	AAHC 32013	Art Theory	3 Credits
		AAHC 32023	Art History Project	3 Credits
Bachelor of Arts (Honours) Degree Programme				
Level II	First Semester	AAHCH 21013	Art in the Early Civilizations	3 Credits
		AAHCH 21023	Art of North India	3 Credits
		AAHCH 21033	Art of South East Asia and Africa	3 Credits
		AAHCH 21043	Art Theory 1; Social Theories of Art	3 Credits
		AAHEH 21013	Art and Heritage Industry	3 Credits
		AAHEH 21023	Studio practice- Two dimensional design	3 Credits
	Second Semester	AAHCH 22013	European Art: Early Christian to Baroque	3 Credits
		AAHCH 22023	Art of South India	3 Credits
		AAHCH 22033	Indian Canonical Literatures on Visual Representation	3 Credits
		AAHCH 22043	Art Theory 2: Philosophy of Art	3 Credits
		AAHEH 22013	Craft: Ideology, Discourse and Practice	3 Credits
		AAHEH 22023	Studio Practice- three dimensional design	3 Credits
Level III	First Semester	AAHCH 31013	European Art : Rococo to Impressionism	3 Credits
		AAHCH 31023	Pre Colonial Sri Lankan Art	3 Credits
		AAHCH 31033	Art Theory 3: Semiotics of Art	3 Credits
		AAHCH 31043	Photography: History, Theory and Practice	3 Credits
	Second Semester	AAHCH 32013	Approaches of Modernism	3 Credits
		AAHCH 32023	Art, Identity and Tamilness	3 Credits
		AAHCH 32033	Film: History and Theory	3 Credits
		AAHCH 32043	Art Theory 4: Psychology of Art	3 Credits
Level IV	First Semester	AAHCH 41013	Post object Art	3 Credits
		AAHCH 41023	Art and Nationalisms in South Asia	3 Credits
		AAHCH 41033	European Colonialism and Art Practice in Sri Lanka	3 Credits
		AAHCH 41043	Curational Practice	3 Credits
		AAHCH 41053	Art History Research –Methods, Methodology and Interpretations	3 Credits
	Second Semester	AAHCH 42013	Modern and Contemporary Art in Sri Lanka	3 Credits
		AAHCH 42023	Historiography of Sri Lankan Art History	3 Credits
		AAHCH 42033	Internship	3 Credits

	AAHCH 42046	Dissertation	6 Credits
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Detailed Syllabi

Title	Understanding Art		
Course Code	AAHC 11013		
Credit Value	3 Credits (45 hours of lectures and tutorials)		
Course Objective This course unit introduces art as the body of knowledge and human skill implicated with social change and laws of cultural production, conception and distribution.			
Intended Learning Outcome At the completion of this course students will be able to <ul style="list-style-type: none">• Explain changing definition of art• Define art as social phenomenon• Compare different forms art and their languages• Interpret birth of art• Relate culture with art			
Content Definition of Art; human skill, body of knowledge, expression, language. Art and Craft, Origins of Art: Tool making, language, imitation, magic and ritual, Art and Society, Art and Ideology, Art and Culture; art as a cultural product/ Culture as a product of art, Art and its functions. . Elements of visual art. Principles of Art. Appreciation of Art: Architecture, sculpture, painting, photography, film, music, dance, theatre and literature			
Teaching and learning methods Illustrated Lecture, discussion, presentation, field visits			
Evaluation Methods			
Formative Assessments			
Tutorial		5%	30%
Tutorial		5%	
Mid semester exam /Event Diary		10%	
Presentation(Individual/Group)		10%	
2. Summative Assessment Written examination with 3 hours duration consisting two parts for a total of 500 Marks as follows.			70%
Parts	Types of Questions	Marks	
Part I	Structured Question (Compulsory)	02x50=100	
Part II	Essay and Short Notes (Expected to answer 04 questions out of 06)	04x100=400	
Total Marks		500	

Recommended Readings

- Carlson Allen (2002). Understanding the Film: An Introduction to Film Appreciation. New York
- Fisher, Ernest(1963).The Necessity of Art, Pelican, London
- Harrington, Austin (2004). Art and Social Theory. Cambridge: Polity Press.
- Jane, Sandra. Understanding Art (2000). Harcourt College Publishers.
- Mark Getlein.(1997). Living with Art. McGraw-Hill Companies. New York.

Title	Introduction to Art History		
Course code	AAHC 12013		
Credit Value	3 Credits (45 hours of lectures and tutorials)		
Course Objective This is to introduce art history as a field of study that engaged with the inquiry of work of art and its context and to understand the discipline of art history based on its area of study, assumptions and methods.			
Intended Learning Outcome At the completion of this course, students will be able to <ul style="list-style-type: none">• Compare history with art history• Explain the structure, assumptions, methods and key terms of art history• Relate art history with other fields of knowledge• Classify stylistic aspects of art work• Identify national and regional characteristics of artistic achievements			
Content Art history as a humanistic discipline. Understanding history, Politics of Art History, Assumptions and method of art history inquiry, Notion of style, Art institutions, Art history and art theory, Art history and art criticism. Art history and Aesthetics. Brief out line history of artistic achievement of Asia, Europe, America and Africa in the field of visual art.			
Teaching and learning methods Illustrated Lecture, discussion, presentation, field visits			
Formative Assessments			
Tutorial 1		5%	30%
Tutorial 2		5%	
Mid semester exam/Event Diary		10%	
Presentation (Individual/group)		10%	
2. Summative Assessment Written examination with 3 hours duration consisting two parts for a total of 500 Marks as follows.			70%
Parts	Types of Questions	Marks	
Part I	Structured Question (Compulsory)	02x50=100	
Part II	Essay and Short Notes (Expected to answer 04 questions out of 06)	04x100=400	
Total Marks		500	

Recommended Readings

- Gardner Hellen. (1995). Art through the Ages, Harcourt Brace & Company, Florida.
- Gombrich.E.H. (1995). The Story of Art. Phaidon Press Ltd.
- Harris,Jonathan (2001). The New Art History, Routledge. London and New York.
- Harris,Jonathan.(2006). Art History: The Key Concepts. Routledge, London and New York.
- Jansen. H.W, Anthony F. Jansen. (2001). History of Art. Thames and Hudson. London.
- Preziosi, Donald(ed.). (1998). The Art of Art History: A Critical Anthology, Oxford University Press, Oxford.

DEPARTMENT OF CHRISTIAN AND ISLAMIC CIVILIZATIONS

CURRICULUM OF CHRISTIAN CIVILIZATION

Preamble

Christian Civilization is a discipline that comes under humanities which treats the origin, expansion and the important characteristics of Christian religion. It encompasses the Scriptures that serve as the touch stone of Christian belief, the history of Christian religion, the main tenets of Christian faith

and practices, its art and literature which express the religious humanism, its contemporary trends, its interaction with other religions and other issues that affect the society in general. It will give a comprehensive view of Christian religion from its inception to the present day considering it as a civilization that has a deep influence in the history of humankind.

The students who follow this discipline learn Christianity not merely as a religion but as a civilization that has contributed to the growth of humanity. Thus the students are able to enter into a comparative understanding of religious civilizations and engage in creating a better society with the Christian humanistic ethos.

Graduate Profile of B.A. (Hons.) in Christian Civilization

Christian Civilization (Hons.) Graduate of the University of Jaffna should have the following attributes.

Academic excellence:

- Possess a clear and higher order of thinking, including an estimation of conceptual and theoretical elements in the core fields of Christian studies.
- Have a comprehensive knowledge of the Christian scriptures, Christian mysticism and Christian moral values and be able to interpret them according to the contemporary life situation.
- Be competent to express their knowledge with a critical perspective in the fields of Christian Theology, Ethics and Comparative Religious Studies.
- Capacitated to assess the reality of global religio-cultural pluralism and be convinced that the role of religions in establishing peace through tolerance and cohesion.
- Be able to analyze critically the Christian tradition to respond to the current global needs and have a Weltanschauung of the contemporary global challenges and social evils of slavery, discriminations, superstitions and other inhuman practices.
- Facilitated to apply rational thinking that enhances the ability to form logical conclusions and make informed decisions across all disciplines.
- Be empowered with the capacity for creativity, originality and problem solving.
- Be able to reiterate the methodologies, philosophical and Theological bases and the characteristics of scholarship, research and creative work of the subjects they have studied.

Employability and ability to contribute to regional and national development:

- Able to communicate with conviction the Christian perspectives and values in a given ethical and religious dilemma situation and apply critical thinking skills and problem solving techniques effectively.
- Demonstrate the organizational skills and team spirit which are necessary for effective work habits, whether individually or in groups (teams).
- Ability to impart effectively the knowledge learned in the field of Christian studies to the ordinary lay people.

- Adopt the current trends of Christianity to promote humanistic ethos and apply them for the discriminative and oppressive issues of gender, caste and other unjust systems of the society.
- Be convinced to work for justice and vindicate human rights basing on Christian humanistic ethos.
- Able to defend the value and dignity of each individual and build a better society basing on Christian and human values.
- Demonstrate the skills necessary to locate and evaluate information in order to pursue career options.
- Able to pursue academic activities and be involved in specialization useful to the society on any field pertaining to Christian studies.

Sensitive global citizens:

- Lifelong learners with resilience who involve proactively and with an ability to make upright decisions.
- Being socially responsible, with tolerance and civic consciousness.
- Ability to engage effectively in pluralistic and multicultural environments.
- Committed to preserve and foster the natural environment.
- Having deep rooted consciousness for human rights, equity and justice.

3. Program Educational Objectives (PEOs)

Bachelor of Arts (Honours) in Christian Civilization Graduates will be able to:

- PO 1:** Assess and analyze the important events and concepts of the fields of study and manifest a higher order of thinking in Christian studies.
- PO 2:** Demonstrate and contribute new visions, interpreting and relating the learnt concepts and events by appraising the Christian scriptures, Christian mysticism and Christian moral values.
- PO 3:** Communicate the ideas effectively with the help of modern information communication skills.
- PO 4:** Work together in groups with ease and facilitate the team to critically engage with the ideas in the fields concerned while maintaining independence and intellectual integrity.
- PO 5:** Create new thinking by identifying and analyzing the problems related to the field of learning.
- PO 6:** Competent to establish or manage the concerned organizations or institutions to promote what is learnt.
- PO 7:** Share the learning responsibly through writing, speech and other means of communications by recapitulating the methodologies, philosophical and theological bases and characteristics of scholarship, research and creative work of the subjects they have learnt.
- PO 8:** Connect with the likeminded people and organizations to promote peace and harmony in the society.

- PO 9:** Listen and appreciate different opinions with the attitude of appreciating the pluralistic nature of the society especially the reality of global religio-cultural pluralism and the role of religions in establishing peace through inter-religious dialogue.
- PO10:** Appreciate the higher values of others and collaborate with them for the promotion of personal and professional integrity.
- PO11:** Maintain an inclusive and positive vision of life by appropriating the current trends in Christianity that promote humanistic ethos.
- PO12:** Engage in continuous self evaluation and ever open for corrections and changes through new learning and updates.

**The Titles of Course Units offered for
B.A. and B.A. (Honours) Degree Programme in Christian Civilization**

Bachelor of Arts Degree Programme				
Level I	First Semester	ACCC 11013	Introduction to Christian Civilization	3 Credits
	Second Semester	ACCC 12013	Introduction to Christian Studies	3 Credits
Level II	First Semester	ACCC 21013	The Bible: First Testament	3 Credits
		ACCE 21013	Christianity and Churches	3 Credits
		ACCE 21023	Christianity and its Founder	3 Credits
	Second Semester	ACCC 22013	The Bible: Last Testament	3 Credits
		ACCE 22013	Christian Ethics	3 Credits
		ACCE 22023	Christian Beliefs & Practices	3 Credits
Level III	First Semester	ACCC 31013	History of Christianity: I	3 Credits
		ACCC 31023	Research Methods	3 Credits
	Second Semester	ACCC 32013	History of Christianity: II	3 Credits
		ACCC 32023	Project Report	3 Credits
Bachelor of Arts (Honours) Degree Programme				
Level II	First Semester	ACCCH 21013	The Bible: First Testament	3 Credits
		ACCCH 21023	Christianity and Churches	3 Credits
		ACCCH 21033	Christian Art & Literature	3 Credits
		ACCCH 21043	Christianity and its Founder	3 Credits
		ACCEH 21013	Christian Perspective of Leadership	3 Credits
		ACCEH 21023	Basic Christian Community: An Emerging Model	3 Credits
	Second Semester	ACCCH 22013	The Bible: Last Testament	3 Credits
		ACCCH 22023	Christian Ethics	3 Credits
		ACCCH 22033	Christian Beliefs & Practices	3 Credits
		ACCCH 22043	Sri Lankan Christian Art and Literature	3 Credits
		ACCEH 22013	Pluralism and Interreligious Dialogue	3 Credits
		ACCEH 22023	Ethics of Globalization	3 Credits
Level III	First Semester	ACCCH 31013	History of Christianity: I	3 Credits
		ACCCH 31023	Research Methodology in Christian Civilization	3 Credits

Level IV	Second Semester	ACCCH 31033	Christian Spirituality	3 Credits
		ACCCH 31043	Christian Social Teachings	3 Credits
		ACCCH 32013	History of Christianity: II	3 Credits
		ACCCH 32023	History of Christianity in Sri Lanka	3 Credits
		ACCCH 32033	Christian Philosophy	3 Credits
		ACCCH 32043	Religions of South Asia: Comparative Study	3 Credits
	First Semester	ACCCH 41013	Christianity and Gender Perspective	3 Credits
		ACCCH 41023	Christianity and Liberation	3 Credits
		ACCCH 41033	Current Trends in Christianity	3 Credits
		ACCCH 41043	Christianity and Human Rights	3 Credits
		ACCCH 41053	Christianity and Environmental Studies	3 Credits
		ACCCH 42013	Christian Anthropology	3 Credits
		ACCCH 42023	Christianity and Death	3 Credits
		ACCCH 42033	Internship	3 Credits
	ACCCH 42046	Dissertation	6 Credits	

Detailed Syllabi

Course Title:	Introduction to Christian Civilization
Course Code:	ACCC 11013
Credit Value:	3 Credits (45 hours of lectures and tutorials)
Course Objective: This course aims at introducing the various civilizations that shaped the present world order; special focus is on the Judeo-Greco-Roman civilizations that had exerted their influence on the Christian Civilization and how Christianity, in turn, influenced the whole world.	
Intended Learning Outcomes: At the end of the course the students should be able to <ul style="list-style-type: none"> • Identify the basic features of various civilizations of the world • Describe important historical events in the expansion of Christianity • Compare the basic elements of different civilizations • Clarify the impacts of major civilizations on Christianity • Discuss the impacts of Christianity in shaping the European culture • Elucidate the various factors that shaped the events 	

Course Content:

General Introduction: Verifying the prior knowledge; Etymology, etc.; Introduction to ancient civilizations and the emergence of various religions: The River Valley Civilizations (Indus Valley Civilization, Mesopotamian Civilization, Egyptian Civilization); The emergence of Judaism and the influence of surrounding nations on it; The emergence and expansion of Greek Civilization; The emergence and expansion of Roman Civilization; Birth of Christian Civilization and the influence of Judeo-Greco-Roman civilizations on it; The decline of Roman empire and the emergence of Christendom; Influence of Christianity on the formation of Europe; Expansion of Christian Civilization throughout the world; Spread of Christian Civilization in Sri Lanka and its impact on the local cultures; Introduction to Christian art and architecture; Introduction to Christian Literature;

Teaching and Learning Methods: Lecture, presentation, tutorial discussion, group discussion and submission of report, take-home assignments.

Evaluation Methods: Formative and Summative**Formative Assessment:**

Presentation	05 %	30 %
Tutorial 1	05 %	
Tutorial 2 / Field Visit & Report / Group Discussion & Presentation	05 %	
Quiz / Vocabulary Test	05 %	
Mid Semester Exam	10 %	
Summative Assessment: Written examination with 3 hours duration consisting three parts for a total of 500 Marks as follows. Part I: Multiple Choice Questions (MCQs): 10 Q x 05 Marks = 50 Marks Part II: Structured Questions (Answer all questions): 03 Q x 50 Marks = 150 Marks Part III: Essays and Short Notes (Answer 03 questions out of 05): 03 Q x 100 Marks = 300 Marks		70 %

Recommended Readings:

- Sarah Chappell, et al., (2007). Patterns in Western Civilization, 4th ed., vol. 1. Boston: Pearson Custom Publishing.
- Brophy, et al., (2002). Perspectives from the Past, vol. 1, New York: Norton.
- Coffin, et al., (2002). Western Civilizations: Their History and Their Culture, 14th ed., vol.1, New York: Norton.
- Irudayam, I. (1997). Christianity and Tamil Culture, Madras: University of Madras.
- Schrech, A. (1995). The Compact History of the Catholic Church, Bombay: Himalaya Publishing House.
- தங்கசாமி, M. S. (2005). திருச்சபை வரலாறு, நாகர் கோயில்: நாஞ்சில் பதிப்பகம்.
- பீற்றர் அபிர் - A. அலோசியஸ், (2005). விவிலியம் ஓர் அறிமுகம், திருச்சி: அருள் வாக்கு மன்றம்.

Course Title:	Introduction to Christian Studies		
Course Code:	ACCC 12013		
Credit Value:	3 Credits (45 hours of lectures and tutorials)		
Course Objective: The aim of the course is to introduce the background, events and contents of the Bible, to create a solid theoretical foundation of the Christian doctrines and to facilitate a deeper perceptive of the fields of study in the following years.			
Intended Learning Outcomes: At the end of the course the students should be able to <ul style="list-style-type: none">• Assess and elucidate the background of the Bible• Expound the basic tenets of Christianity• Analyze the repercussions of the Christian Doctrines• Appraise and explain the connectedness of Christian Theology and Christian Philosophy• Elaborate the need of unity among Christian Churches and cohesion in a religious pluralistic society.			
Course Content: Paragraph format General Introduction: Verifying the prior knowledge; Etymology, etc.; Christian doctrine of God (Monotheism / God as one God and Triune / Incarnation: God and Jesus Christ); Christianity and Bible (Revelation / Inspiration / Canonicity / Different books of the Bible / Translations / Hermeneutics); Christianity and its Founder (An Introduction to Christology / Historical Jesus / Jesus of Nazareth / Christ of Faith / Heresies and the Doctrinal development on Jesus Christ); Christianity and Church (An Introduction to Ecclesiology / Early Church / Church and the Kingdom / Human and Divine Elements of the Church / The Models of the Church / Church of Christ and Many Churches); Christianity and Sacraments (An Introduction to Sacramentology / The Churches and Sacraments / Celebrations of the Sacraments / Sacraments and Sacramentals); Christian Morality (An Introduction to Moral Theology / Purpose of Human life according to Christianity / Good and Supreme Good); Divisions in Christianity (Major Divisions in Christianity/ Endeavours for Unity: Ecumenism and Interreligious Dialogue / Second Vatican Council and World Council of Churches); Christian Theology and Philosophy (Faith and Reason, Greek Philosophy and Christian Philosophy / Use of Philosophy in the formation of Christian Theology / Theology as a Science / Methods of Theology / Benefits of Learning Theology); Introducing the Current trends in Christianity (Existential Theology, Death of God Theology, Contextual Theology, Liberation Theology, <i>Dalit</i> Theology, Feminist Theology, Ecological Theology, etc.)			
Teaching and Learning Methods: Lecture, presentation, tutorial discussion, group discussion and submission of report, take–home assignments.			
Evaluation Methods: Formative and Summative			
Formative Assessment:			
Presentation	05%	30%	
Tutorial 1	05%		
Tutorial 2 / Field Visit & Report / Group Discussion & Presentation	05%		
Quiz / Vocabulary Test	05%		

Mid Semester Exam	10%
Summative Assessment: Written examination with 3 hours duration consisting three parts for a total of 500 Marks as follows.	
Part I: Multiple Choice Questions (MCQs): 10 Q x 05 Marks = 50 Marks	70%
Part II: Structured Questions (Answer all questions): 03 Q x 50 Marks = 150 Marks	
Part III: Essays and Short Notes (Answer 03 questions out of 05): 03 Q x 100 Marks = 300 Marks	
Recommended Readings:	
<ul style="list-style-type: none">• Peter Paul Saldana, (2014). The Church Mystery of Love and Communion, Cita del Vaticano: Urbaniana University Press.• Maurizio Dronchi, (2012). Jesus Christ, Cita del Vaticano: Urbaniana University Press.• A.G. Wright - R.E. Murphy - J.A. Fitzmyer, (1992), A History of Israel, NJBC, Bangalore: TPI.• Richard Mc Brien, P. (1994). Catholicism, New York: Harper.• Denis, M. (1992). Church Emerging from Vatican II, Mystic CT: Twenty Third Publications.• Aharoni, Y. (1979). The Land of the Bible, Philedelphia : West minister Press.• Bright, J. (1979). A History of Israel, London: SCM Press.	

DEPARTMENT OF HISTORY

CURRICULUM OF CULTURAL TOURISM

Preamble

At present, cultural tourism is one of the important sectors influencing the global economy. Cultural tourism has its own significance in yielding national income, providing employment opportunities and creating awareness for upholding cultural heritage. Globalization and the rapid growth of cultural tourism have had a massive impact on the culture and tradition of developing nations. Developing countries give prominence to heritage artifacts and archaeological heritage monuments in order to protect their age-old traditions.

Sri Lanka has had a cultural history of not less than 3000 years. These heritage aspects have their own distinct values regionally. Such distinctiveness reflexes the traditional history of the people living in these regions for long, their religious believes, culture and life pattern. Sri Lankan Archaeology Department and Central Cultural Fund carry out to identify, document and restore the tangible and intangible heritage artifacts and monument and converted the important heritage places as tourist centers. The curriculum for the subject of cultural tourism has been designed to meet the Human resources relevant to foster and promote cultural tourism.

Graduate Profile of B.A. (Hons.) in Cultural Tourism

Cultural Tourism (Hons.) Graduate of the University of Jaffna should have the following attributes.

Academic Excellent:

- Define and describe the terms, concepts, principles of culture, heritage and cultural tourism.
- Interpret and explain the origin and evolutionary history of culture, heritage and cultural tourism as a well-known industry at present in all over the world.
- Discuss and analyze the cultural antiquity of Sri Lanka both in time and space.
- Critique different perspective in tourism and cultural artifacts, archeological monuments.
- Apply critical thinking skills and problem-solving techniques for data gathering, processing, and analysis in cultural tourism research.

Employable and able to contribute to regional and national development:

- Develop business models to conserve and regenerate the cultural artifacts, heritage, and archaeological monuments.
- Identify resources, assets, and amenities that belong to diverse societies and their culture.
- Propose cultural heritage artifacts-exhibitions, workshops, cultural heritage tours, seminars, Field studies, etc., need to be conducted to create cultural awareness
- Support the students to meet the challenges in the field of Cultural tourism for the preservation and conservation of the monuments while motivate and educate the younger generation of the importance of our heritage monuments in cultural tourism.

- Role – play for introducing traditional food products and handicrafts at tourist centers and encourage indigenous producers for enhancing traditional hospitality in our region.
- Develop an academic institution as a hub in the field of Cultural Tourism with an international and regional perspective and co-operation.
- Estimate, analysis, discuss, critics and conclude on the application of cultural tourism methods and techniques in different levels through conducting empirical studies and researches with the support of an academic institution.

Sensitive global citizens:

- Lifelong learners, to show resilience, involve proactively and an ability to make principled decisions.
- Being socially responsible, with civic consciousness.
- Ability to engage effectively in global and multicultural environments
- Committed to improving the environment.
- Having a high regard for human rights, equity, and ethics.

Program Educational Objectives (PEOs)

Bachelor of Arts (Honours) in Cultural Tourism Graduates will be able to:

- PO 1:** Fulfilling the academic responsibility in terms of being as an eminent institution in this region: As practiced in other Universities of Sri Lanka, University of Jaffna has been assigned with the responsibilities of recognizing tourism heritage sites, carrying out relevant activities and monitoring such activities in the region.
- PO 2:** Fulfilling the social responsibility in terms of conservation and preservation of culture and employability. Opportunities are created to preserve heritage objects and forms of culture and tradition.
- PO 3:** Understand heritage tourism supply by examining different categories of heritage attractions, and the contexts within which heritage exists and additional perspectives on scale from the supply perspective.
- PO 4:** Acknowledge Cultural heritage tourism management by examining ownership, economics, strategies for managing visitors and residents, and heritage interpretation.
- PO 5:** Explain the significance of heritage marketing and the transformation process of cultural heritage assets into heritage tourism products both individual organization and regional perspectives.
- PO 6:** Understand heritage tourism demand by analyzing the nature of heritage demand, visitor characteristics, visitor typology and their motivations driving to visit heritage sites.
- PO 7:** Understand the role of interpretation in cultural heritage sites and the relevance of such interpretation approaches to visitors.
- PO 8:** Employment opportunities are generated for Cultural Tourism Graduates and non-Graduates from the public as well. Production of traditional goods such as handicrafts, kitchen utensils etc. could be promoted. Tourists both local and foreign could have an

access to know the indigenous culture and traditional practices. Awareness is created among the natives to recognize the value of the indigenous heritage and culture.

PO 9: Most importantly, producing human resources to carry out conservation, restoration and regeneration of tangible and intangible and moveable and immovable heritage and archaeological aspects with enhanced knowledge, improved skills and positive attitude. There is high volume of investment happening in the tourism and hotel development sectors in all over the Sri Lanka. Under post war context, Northern Province is highly experiencing these issues due to the absence of knowledgeable and skill full human resources to cater services in this sector even the tourist attraction has been increasing after the end of the civil war in 2009.

**The Titles of Course Units offered for
B.A. and B.A. (Honours) Degree Programme in Cultural Tourism**

Bachelor of Arts Degree Programme				
Level I	First Semester	ACTC 11013	Introduction to Culture and Tourism Resources	3 Credits
	Second Semester	ACTC 12013	History of Tourism and Typologies	3 Credits
Level II	First Semester	ACTC 21013	Archaeological Tourism in Sri Lanka with special reference to Northern Sri Lanka	3 Credits
		ACTE 21013	Introduction to Culture of Sri Lanka	3 Credits
		ACTE 21023	Jaffna Kingdom: Historical and Archaeological Perspectives	3 Credits
	Second Semester	ACTC 22013	Intangible Heritage Tourism in Sri Lanka with special reference to Northern Sri Lanka	3 Credits
		ACTE 22013	Philosophy and Principles in Heritage Conservation	3 Credits
		ACTE 22023	Tourist Guide	3 Credits
Level III	First Semester	ACTC 31013	European Monuments and Traditional Cultural in Northern Sri Lanka	3 Credits
		ACTC 31023	Research Methods	3 Credits
	Second Semester	ACTC 32013	Politics in Tourism	3 Credits
		ACTC 32023	Documentation and Conservation of Cultural Monuments and Artifacts– Project & Report	3 Credits
Bachelor of Arts (Honours) Degree Programme				
Level II	First Semester	ACTCH 21013	Sri Lanka: Historical and Archaeological Perspectives up to 1600 A.D.	3 Credits
		ACTCH 21023	Introduction to Culture of Sri Lanka	3 Credits
		ACTCH 21033	Archaeological Tourism in Sri Lanka with special reference to Northern Sri Lanka	3 Credits
		ACTCH 21043	Jaffna Kingdom: Historical and Archaeological Perspectives	3 Credits
		ACTEH 21013	Introduction to Sinhala Language for Cultural Tourism-I	3 Credits

		ACTEH 21023	Hindu and Buddhist Art and Architecture of Medieval Sri Lanka	3 Credits
	Second Semester	ACTCH 22013	Intangible Heritage Tourism in Sri Lanka with special reference to Northern Sri Lanka	3 Credits
		ACTCH 22023	Philosophy and Principles in Heritage Conservation	3 Credits
		ACTCH 22033	Traditional Music and Dance in Sri Lanka	3 Credits
		ACTCH 22043	Tourist Guide	3 Credits
		ACTEH 22013	French Language for Cultural Tourism	3 Credits
		ACTEH 22023	Heritage Sites in Sri Lanka	3 Credits
Level III	First Semester	ACTCH 31013	Maritime Archaeology and Tourism	3 Credits
		ACTCH 31023	Sri Lankan Art and Architecture	3 Credits
		ACTCH 31033	Archaeology and Heritage Tourism in India	3 Credits
		ACTCH 31043	Travel Media and Journalism	3 Credits
	Second Semester	ACTCH 32013	Research Methodology for Cultural Tourism	3 Credits
		ACTCH 32023	Traditional Tamil Culture in Sri Lanka	3 Credits
		ACTCH 32033	Tourism information system	3 Credits
		ACTCH 32043	Sinhala Language for Cultural Tourism-II	3 Credits
Level IV	First Semester	ACTCH 41013	Museum Management – Project	3 Credits
		ACTCH 41023	Hospitality management	3 Credits
		ACTCH 41033	Politics in Tourism	3 Credits
		ACTCH 41043	Cultural Heritage Marketing	3 Credits
		ACTCH 41053	Sustainable Tourism	3 Credits
	Second Semester	ACTCH 42013	Legal framework for tourism	3 Credits
		ACTCH 42023	Documentation and Conservation of Cultural Monuments and Artifacts– Project	3 Credits
		ACTCH 42033	Internship	3 Credits
		ACTCH 42046	Dissertation	6 Credits

Detailed Syllabi

Course Title	Introduction to Culture and Tourism Resources		
Course Code	ACTC 11013		
Credits value	03 (45 hours of lectures and tutorials)		
Objectives of the Course:			
Aim of this course is to explains interconnection between culture and the trends of the contemporary world tourism from historical and archaeology perspective. And describe about the concept of resources of cultural tourism and to identify worldwide the types of cultural tourism resources and potential resources to promote cultural tourism in Sri Lanka.			
Intended Learning Outcomes:			
At the end of course the student should be able to			
<ul style="list-style-type: none">• Define the concept of culture• Describe the interconnection between culture and civilization• Explain contemporary culture and its practices• Discuss the relationship between culture and globalization• Label intangible heritage and tourism resources in national context• Identify the key characteristics of urban cultural resource• Evaluate the popular cultural tourism centers and other potential tourism sites• Critique the general trend of cultural tourism which has become a popular in the world			
Course Contents :			
Definition and concepts of Culture; culture and civilization; cultural development; culture and identity; culture and society; multiculturalism; cultural unity and cultural pluralism; globalization and culture; contemporary culture and archaeological perspective. Definition and concepts of Cultural tourism, potential for cultural tourism – domestic, regional and international tourism, development of heritage trails for cultural tourism, the significant of cultural resources, Climatic resources for tourism development; Coastal resources and the sea; landscape resources for tourism development; Wildlife resources and eco-tourism development; Archaeology and historical resources for tourism development; Intangible heritage for tourism, Cultural and man-made resources for tourism development; Urban resources for tourism development and sustainable tourism development, Unique characteristics of tourism industry, Unique characteristics of tourism product.			
Teaching and Learning Methods			
Illustrated lectures, Audiovisual presentations, Fieldwork and Discussions			
Evaluation Methods			
1.Formative Assessment			
Assignment	05 %	30 %	
Reflective Report / Document	05 %		
Presentation and Viva	10 %		
Mid Semester Exam	10 %		
2.Summative Assessment			70 %
Written examination with 3 hours duration consisting three parts for a total of 500 Marks as follows.			
Part I : Multiple Choice Questions (MCQs) : 10 Questions x 05 Marks = 50 Marks			
Part II : Structured Questions : 03 Questions x 50 Marks = 150 Marks			
Part III : Essay and Short Notes			
(Expected to answer 03 questions out of 06) : 03 Questions x 100 Marks = 300 Marks			

Recommended Reading:

- Eliot, T.S. (1967). Notes Towards the Definition of Culture, London
- The Impact of Culture on Tourism, (2009). OECD, Paris
- Sharpley, R. (1997). Rural Tourism: An Introduction, International, Thomson Business Press, London
- Conservation and Management of Heritage Sites in Jaffna. (2001). Ministry of National Heritage, Sri Lanka
- Pushparatnam, P. (2014). Tourism and Archaeological Heritage Monuments in Northern Sri Lanka, Express Newspaper (Pvt.) Ltd., Colombo
- வையாபுரிப்பிள்ளை, எஸ். (1949). தமிழர் பண்பாடு, தமிழ் புத்தகாலயம், சென்னை

Course Title	History of Tourism and Typologies
Unit Code	ACTC 12013
Credits value	03 (45 hours of lectures and tutorials)
Objectives of the Course: Aim of the course is to elaborate the importance of learning history of tourism to promote tourism and to elaborate the salient features of different types of tourism, to discuss the impact of different types of tourism on the socio-cultural life pattern of the natives and also on the physical environment.	
Intended Learning Outcomes: At the end of course the student should be able to <ul style="list-style-type: none"> • Recall the development history and growth of cultural Tourism all over the world and especially in Sri Lanka • Estimate the history of the potential cultural tourism sites in Sri Lanka • Examine the major role of government in the tourism development processes such as Planning, Controlling, Managing and Promoting • Discuss the multi- dimensional aspects of tourism • Debate how to make use of tourism to create international understanding, friendship and goodwill • Examine how to preserve tourism resources and potential tourist centers to promote various types of tourisms 	
Course Contents : Origin and historical development of cultural tourism in worldwide, Growth of travel and tourism through ages, Early Travels, 'Renaissance' and 'Age of Grand Tours, Industrial revolution and its impact on travel, Growth and development of modern tourism. its growth and changes in the tourism industry in Sri Lanka, Globally, the historical development in the accommodation, travel agency, restaurant and transport sectors, Historical development of tourism in Sri Lanka from 1966 to the present. Defining tourist typology, Learn different types of tourism such as advent rural, agro, wilderness, nature, ethnic, cultural, health and wellness, heritage, archeological, religious, intangible heritage, spiritual, Sports, Educational, Business, sustainable and other special interest tourism and its characteristics, potential and Defining Tourism Impacts – Socio cultural, economic and environmental aspects.	
Teaching and Learning Methods Illustrated lectures, Audiovisual presentations, Fieldwork and Discussions	
Evaluation Methods	

1. Formative Assessment		
Assignment	05 %	30 %
Reflective Report / Document	05 %	
Presentation and Viva	10 %	
Mid Semester Exam	10 %	
2. Summative Assessment Written examination with 3 hours duration consisting three parts for a total of 500 Marks as follows. Part I : Multiple Choice Questions (MCQs) : 10 Questions x 05 Marks = 50 Marks Part II : Structured Questions : 03 Questions x 50 Marks = 150 Marks Part III : Essay and Short Notes (Expected to answer 03 questions out of 06) : 03 Questions x 100 Marks = 300 Marks		70 %
Recommended Reading: <ul style="list-style-type: none"> • Barkart, A.J. & Medlik, S. (1976). Tourism: Past, Present and Future, London • Bhatia, A.K. (1987). Tourism in India – History and Development, New Delhi • Bryden, John. (1973). Tourism and Development, Cambridge University Press, Cambridge • John, Lea. (1988). Tourism Development in the Third World, New York • Lajipathi Raj, H. (1993). Development of Tourism in India, Print well, Jaipur • Siriweera, W.I. (2013). Heritage of Sri Lanka, Colombo • Victor, T.C. (1998). Sustainable Tourism : A Marketing Perspective, McGraw Hill, U.K 		

DEPARTMENT OF ART HISTORY (FINE ARTS)
CURRICULUM OF DRAMA AND THEATRE ARTS

Preamble

Drama, Theatre and Performance are long established practicing tradition and academic discipline in various cultures throughout the world. Theatre studies discipline trained the students to create Theatre performance reflecting and influencing human life through aesthetic experience. It is a unique Degree program that focuses on Theatre practice and Theatre theory. As it is a collaborative form, the practice component consists of acting, directing, playwriting, design, Tamil traditional theatre, theatre production and production management. The theory components, which pay the center of attention to theatre theory, theatre histories, theatre project and research creativity, will further develop theatre knowledge.

Graduate Profile of B.A. (Hons.) in Drama and Theatre Arts

Drama and Theatre Arts (Hons.) Graduate of the University of Jaffna should have the following attributes.

Academic excellence:

- Have knowledge, skill and experience in all areas of drama and Theatre arts discipline such as Acting performance, design and management, in addition to aesthetic sense, enthusiasm and passion in theatre.
- Capacitated to maintain professionalism in their field and able to work and lead within, and experts in play production and social work.
- Have the habit of actively getting engaged in continuous learning of on and off stage activities while ensuring the enrichment of performances.
- Be competent enough to enter into the creative world of theatre and theatre related sectors.
- Be innovative and imaginative in their profession, Drama and Theatre arts graduates, who have cognitive skills, are talented enough to synthesis 'the theatre' with social responsibility while being aware of culture and giving prominence to critical thinking which inspires 'think outside box'
- Have potential to do innovation in their theatre profession while taking practical aspects, theories and Arts Management into account. Graduate have the capability to solve the problem and conduct research on the related issues

Employable and able to contribute to regional and native development

- Have the ability of interacting with performers, designers and audience/spectators in the creative process of theatre production.
- Able to communicate different ideas from artistic experiences of the audience, confronting issues and critical reviews.

Sensitive global citizens

- Have the potential to understand the expressions and experiences in a diversified manner in a wider context according to the graduates' capacity on theatrical literature and Theatre History in their degree programme.
- Able to well communicate while getting involvement in teamwork, and decision making, as they have the potential to communicate professionally, they have been adaptable in changing ideas in which they grasp communicative skills.

Programme Educational Objectives (PEOs)

Bachelor of Arts (Honours) in Drama and Theatre Arts Graduates will be able to:

PO 1: Perform various styles and characters for performance

PO 2: Design the visual and music for stage

PO 3: Organize/produce theatre performances

PO 4: Understand the vital connection between theory and practice

PO 5: Evaluate and analyze the performances

PO 6: Define and explain the theoretical aspects of theatre and performance study

PO 7: Direct and interpret the dramatic text for play production

PO 8: Write the dramatic text and theatre criticism

PO 9: Adopt new and appropriate techniques for their own theatrical activities

PO 10: Plan and probe the issues that should be resolved in the theatre field

The Titles of Course Units offered for B.A. and B.A. (Honours) Degree Programme in Drama & Theatre Arts

Bachelor of Arts Degree Programme				
Level I	First Semester	ADTC 11013	Appreciation of Theatre	3 Credits
	Second Semester	ADTC 12013	Acting Practice I: Actor’s Instruments	3 Credits
	First Semester	ADTC 21013	Visual Practice: Introduction to Theatre visual	3 Credits
		ADTE 21013	Theatre production management	3 Credits
		ADTE 21023	Children Theatre	3 Credits
	Second Semester	ADTC 22013	Theatre History I Europe and America	3 Credits
		ADTE 22013	Readers Theatre	3 Credits
		ADTE 22013	Theatre Practice: Scene Presentation	3 Credits
Level III	First Semester	ADTC 31013	Theatre History II – Asia	3 Credits
		ADTC 31023	Research methods	3 Credits
	Second Semester	ADTC 32013	Play Production	3 Credits
		ADTC 32023	Project Report	3 Credits
Bachelor of Arts (Honors) Degree Programme				

Level II	First Semester	ADTCH 21013	Theatre Theory: Acting	3 Credits
		ADTCH 21023	Acting Practice II: Characterization	3 Credits
		ADTCH 21033	Theatre History: Europe I	3 Credits
		ADTCH 21043	Dramatic text	3 Credits
		ADTEH 21013	Workshop Theatre	3 Credits
		ADTEH 21023	Children Theatre	3 Credits
	Second Semester	ADTCH 22013	Theatre History: Theatre Music and Dance	3 Credits
		ADTCH 22023	Music and Dance for Theatre	3 Credits
		ADTCH 22033	Theatre History: Europe and America II	3 Credits
		ADTCH 22043	Visual Practice I: Makeup and Costume Design	3 Credits
		ADTEH 22013	Traditional Tamil Theatre	3 Credits
		ADTEH 22023	Community theatre	3 Credits
Level III	First Semester	ADTCH 31013	Acting Practice III: Styles of Acting	3 Credits
		ADTCH 31023	Visual Practice II : Set and Lighting Design	3 Credits
		ADTCH 31033	Theatre History: Asia	3 Credits
		ADTCH 31043	Play Direction	3 Credits
	Second Semester	ADTCH 32013	Theatre Research Methodology	3 Credits
		ADTCH 32023	Play Productions I	3 Credits
		ADTCH 32033	Theatre History: Tamil Theatre I	3 Credits
		ADTCH 32043	Theatre Production management	3 Credits
Level IV	First Semester	ADTCH 41013	Contemporary trends of theatre	3 Credits
		ADTCH 41023	Applied Theatre	3 Credits
		ADTCH 41033	Theatre History: Tamil Theatre II	3 Credits
		ADTCH 41043	Performance Analysis	3 Credits
		ADTCH 41053	Media performance	3 Credits
	Second Semester	ADTCH 42016	Play Production II	6 Credits
		ADTCH 42023	Internship	3 Credits
		ADTCH 42036	Dissertation	6 Credits

Detailed Syllabi

Course Title	Appreciation of Theatre
Course Code	ADTC 11013
Credit Value	3 Credits (45 hours of lectures and tutorials)
Course Objective The course unit introduces the students to create sense of appreciation in theatre and the combination of performance, literary and technical elements of theatre and the collaborative process with the social impact.	
Intended Learning outcome At the end of the course the students should be able to <ul style="list-style-type: none"> • Demonstrate competence in the terminology, concepts and theories used in theatre practice • Review artistic work of Theatre • Differentiate between on stage and offstage theatrical positions • Explore the collaborative nature of theatre 	

- Relate artistic ideas and works with societal, cultural, and historical context

Course Content

Definition of Play, Drama, Theatre and Performance: Understand Drama and Theatre in various cultural traditions, genres of Theatre, Drama and society and mapping theatre traditions, **Elements of Theatre:** Performance elements, technical elements and literary elements, **Theatre as collaborative art:** Playwright, director, actor, designers, technicians, management team and audience, **Dramatic text:** Analyzing dramatic text, text and performance, **Appreciation of Scene presentation:** Scene analysis, concept and interpretation of the text, collaborative process of theatre, rehearsal, and various performing space, **Distinguish characteristics of theatre and other art forms:** Performing art, visual art, plastic art, decorative art and applied art, **Theatre performance:** Performance on various societal, cultural, and historical contexts.

Teaching and Learning Methods

Lecture, Presentation, Discussion, Short scene work, group work and e-learning

Evaluation Methods

1. Formative Assessment

Presentation	10 %	30 %
Short scene work	10 %	
Tutorial	05 %	
Mid Semester Exam	05 %	

2. Summative Assessment:

Written examination with 3 hours duration consisting two parts for a total of 500 Marks as follows.

Parts	Types of Questions	Marks	70 %
Part I	Structured Questions (Expected to answer 01 question out of 02)	01x100=100	
Part II	Essay and Short Notes (Expected to answer 04 questions out of 06)	04x100=400	
	Total Marks	500	

Recommended Readings

- Charles H. Caffin (1908). The Appreciation of the Drama, The Baker & Taylor Company, New York.
- Edwin Wilson (2015). Theatre: The Lively Art, McGraw-Hill Education
- Fischer-Lichte, Minou Arjomand, Ramona Mosse (2014). Introduction to Theatre and Performance Studies, Routledge, London
- Howard Blanning (2007). Theatre Appreciation, Kendall Hunt Publishing Company.
- Philip B. Zarrilli, (2006). Theatre Histories- An Introduction. Routledge, London

Course Title	Acting Practice I: Actor’s Instruments		
Course Code	ADTC 12013		
Credit Value	3 Credits (90 hours of practical)		
Course Objective The course unit introduces the students to participate in the exercise for agility and emotionality, involve in the vocal creativity and body expression, take part in the practice of improvisation and performance and entail in the stage spaces and objects.			
Intended Learning outcome At the end of the course the students should be able to: <ul style="list-style-type: none">• Appreciate the artistic functions of physicality and emotionality• Illustrate the various expressions in the improvisation.• Demonstrate the performing space and objects• Distinguish between the events of stage and life reality• Act/Perform roles in the individual and group performances			
Course Content Body and movement: Body relaxation and balance (<i>Yoga, Kalari</i>); rhythmic practice (folk tradition and formless dance); Improvisation (body gesture, posture, facial expression) and using space (Pose, stage position and blocking), Voice and speech: Physiology and anatomy of voice, intonation and voice projection, relaxation and breathing (Pranayama), resonance, articulation and pronunciation, volume and rate, pitch and flexibility, Emotion and imagination: Meditation techniques, concentration, imagination and emotion techniques, Actor and objects: Use of hand and stage properties, Short performance: Piece work of dramatic text, Poetry recitation, solo performance and short play.			
Teaching and Learning Methods Demonstration for practice, stage practice, guided short play, practical exercises, discussion on piece work and plays, individual and group work and video performance			
Evaluation Methods			
1. Formative Assessment			
Piece work on dramatic text	10 %	50 %	
Individual (Solo performance and improvisation)	10 %		
Group (short play and improvisation)	10 %		
Mid semester exam (practical)	15 %		
Record book (Practical work should be written in a record book)	05%		
2. Summative Assessment: Practical examination for a total of 500 Marks as follows.			50 %
Practical Exam (05 Compulsory Questions)	05x100=100		
Total Marks	500		
Recommended Readings <ul style="list-style-type: none">• B. Zarrilli, Philip (2008). Psychophysical Acting. London: Routledge• Cohen, Robert (2008). Acting One, New York: McGraw Hill• Luger, Michael (2012). The Expressive Actor: Integrated Voice, Movement and Acting Training. London: Routledge• Stanislavski, Constantine (2013). An Actor Prepares, trans. London: Elizabeth Reynolds Hapgood• Turner, J. Clifford, Jane Boston (2007). Voice and Speech in the Theatre London: Routledge• Zinder, David (2002). Body Voice Imagination: A Training for the Actor. London: Routledge			

DEPARTMENT OF ECONOMICS CURRICULUM OF ECONOMICS

Preamble

Economics as dominant social science plays key role in globalized world and focus in theory and application of economic growth and development, political economics, money & banking, public finance, international trade and finance, sustainability development, econometrics, entrepreneurship, health and transport economics nationally and internationally. It is applicable in our daily life and teaches that how to acquire and distribute wealth of an individual, firm and nation in this competitively changing world by adopting proper socio-political and economic policy decisions.

The Degree Program in Economics conducted by the Department of Economics seeks to produce Scholars, Innovators, Economists, Administrators, and Policy makers, Bankers, Leaders and Global Citizens through empowering the students in the respective field of study.

Graduate Profile of B.A. (Hons.) in Economics

Economics (Hons.) Graduate of the University of Jaffna should have the following attributes.

Knowledge and practice

- Demonstrate the knowledge in respective field
- Describe the dynamic global social, cultural, physical, economic and political environments in which economic theory and practice exist.
- Evaluate and apply approaches to managing the development of various sub disciplines in economics (i.e. Tourism, health economics, etc) through the application of policy and planning models.
- employ practical skills and enquiry efficiently in the area of study
- conduct research in the field of study

Critical Thinking and skill formation

- Think clearly and independently and innovatively.
- Select and apply appropriate research and other skills and techniques to specific economic social and political issues.
- Assess and evaluate the suitability of data and information

Communication skills

- Use effective oral communication skills, involving the ability to communicate with diverse audiences
- Employ the ICT skills for effective communication.
- Demonstrate their knowledge, ideas effectively in writing and speech using other languages.
- Analyze, synthesize and solve the problem with effective communication skills.
- Work effectively as a member of a team in the various diverse communities.

Integrity and Solution seeking

- Demonstrate constructive and sustainable solution for economic social, cultural, political and individual problems.
- Understand academic integrity and professional ethics and perform accordingly.

Social & Environmental Responsibilities

- Understand the local, national and global issues and demonstrate the effective solution for them.
- Dedicate them in ensuring the sustainable development.
- Exercise cultural competence and appreciate diversity
- Work as a partner in social work

Programme Educational Objectives (PEOs)

Bachelor of Arts (Honours) in Economics Graduates will be able to:

- PO 1:** Apply the basic concepts and theories of economics in their real life day by day.
- PO 2:** Manifest higher order thinking, including an estimation of conceptual and theatrical elements in the economics.
- PO 3:** Make resonance foundation to become as scholars, innovators, economists, administrators, policy makers, bankers, entrepreneurs, leaders and Global Citizens.
- PO 4:** Generate wealth of individuals and accumulate them in a sustainable manner.
- PO 5:** Pursue their postgraduate education on any field pertaining to economics.
- PO 6:** Recapitulate the quantitative and qualitative methodology to address any socio-economic and political problems in social science.
- PO 7:** Compete with other university graduates in getting employment, scholarship and earning.
- PO 8:** Stand on their own legs and reduce the burden to their family and nation.
- PO 9:** Discuss the current socio-political and economic problems of regional, national and global scenario.
- PO 10:** Improve the inter-disciplinary knowledge to solve the real economic problems.
- PO 11:** Capacity for creativity, innovation, originality and problem solving.
- PO 12:** ICT and software literacy to handle all data and information effectively and efficiently.
- PO 13:** Analytical skill to address the economic problems.
- PO 14:** Ability to communicate knowledge effectively in written and spoken forms of English language.
- PO 15:** Ability to make wealth by using economic knowledge in changing external and internal environment.
- PO 16:** personal and professional integrity
- PO 17:** Ability to change their attitude and mind set toward the earnings through self-employment and private sector jobs.
- PO 18:** Knowledge to face the competitive examinations for high administrative posts in public sector.
- PO 19:** Foundation to work with self-confidence and adaptability for any environment.

**The Titles of Course Units offered for
B.A. and B.A. (Honours) Degree Programme in Economics**

Bachelor of Arts Degree Programme				
Level I	First Semester	AECC 11013	Introduction to Microeconomics	3 Credits
	Second Semester	AECC 12013	Introduction to Macroeconomics	3 Credits
Level II	First Semester	AECC 21013	Microeconomics	3 Credits
		AECE 21013	Small and Medium Enterprise Development	3 Credits
		AECE 21023	North East Economy of Sri Lanka	3 Credits
	Second Semester	AECC 22013	Macroeconomics	3 Credits
		AECE 22013	Tourism Economics	3 Credits
		AECE 22023	Rural Economy	3 Credits
Level III	First Semester	AECC 31013	International Trade and Finance	3 Credits
		AECC 31023	Research Methods for Economics	3 Credits
	Second Semester	AECC 32013	Post-Independence Economy of Sri Lanka	3 Credits
		AECC 32023	Project Report	3 Credits
Bachelor of Arts (Honours) Degree Programme				
Level II	First Semester	AECCH 21013	Intermediate Microeconomics	3 Credits
		AECCH 21023	History of Economic Thought	3 Credits
		AECCH 21033	Small Business and Entrepreneurship	3 Credits
		AECCH 21043	Mathematical Methods for Economics	3 Credits
		AECEH 21013	Self Employment Project (Commencement)	3 Credits
		AECEH 21023	Labour Economics	3 Credits
		AECEH 21033	Economics of Land	3 Credits
		AECEH 21043	Industrial Economics	3 Credits
		AECEH 21053	Health Economics	3 Credits
	Second Semester	AECCH 22013	Intermediate Macroeconomics	3 Credits
		AECCH 22023	Modern Economic History of Sri Lanka	3 Credits
		AECCH 22033	Theories of Economic Growth	3 Credits
		AECCH 22043	Statistical Methods for Economics	3 Credits
		AECEH 22013	Rural Economic Development	3 Credits
		AECEH 22023	Tourism Industry in Sri Lanka	3 Credits
		AECEH 22033	Economics of Population	3 Credits
		AECEH 22043	Project Planning and Appraisal	3 Credits
		AECEH 22053	Economics of Fisheries Industry	3 Credits
Level III	First Semester	AECCH 31013	International Economics	3 Credits
		AECCH 31023	Introduction to Financial Economics	3 Credits
		AECCH 31033	Economics of Gender	3 Credits
		AECCH 31043	Econometrics	3 Credits
	Second Semester	AECCH 32013	Sri Lankan Economy	3 Credits
		AECCH 32023	Research Methodology for Economics	3 Credits

Level IV		AECCH 32033	Public Sector Economics	3 Credits
		AECCH 32043	Environmental Economics	3 Credits
		AECCH 32053	Political Economy	3 Credits
	First Semester	AECCH 41013	Advanced Monetary Theory and Policy	3 Credits
		AECCH 41023	Current Issues in World Economy	3 Credits
		AECCH 41033	Comparative Regional Economic Development - Asian Experience	3 Credits
		AECCH 41043	Knowledge Economy	3 Credits
		AECCH 41053	Development Economics and Planning	3 Credits
		AECCH 41063	Competitiveness for Employment	
Second Semester	AECCH 42023	Internship	3 Credits	
	AECCH 42036	Dissertation	6 Credits	
Elective (finishing in fourth year)				
AECE 21023		Self Employment - Project		

Detailed Syllabi

Course Title	Introduction to Microeconomics
Course Code	AECC 11013
Credit Value	3 Credits (45 hours of lectures and tutorials)
Course Objective The objective of this course unit is to analyze how individual decision – makers, both consumers and producers, behave in various economic environments. This course also enhances the student's comprehension of the role economic principles play in everyday consumer and producer activities.	
Intended Learning outcome At the end of the course unit the student should able to, <ul style="list-style-type: none"> • Define the economic concepts • Identify the basic economic problems and method of solution to the basic economic problems in different economic systems • Explain the basic economic concepts with the help of production Possibilities curves from sets of hypothetical data • Illustrate the Demand , Supply , Elasticity and Market Equilibrium • Evaluate the impact of the government intervention on market 	

Course Content

Introduction to Microeconomics , Definition of Microeconomics and Macroeconomics, Concept of Positive and Normative Economics, Define the Concepts of Economics: Scarcity, Choice, Alternative use Needs, Wants, Limited Resources, and Opportunity cost,..etc. The Basic Economic Problems, Market Economic System, Command Economic system, and Mixed Economic system, Impact of Deferent Economic System The behavior of opportunity cost, The Production Possibility Frontier, Increasing opportunity cost situation and Constant opportunity cost situation, Introduction to Marginal utility theory. Introduction to short run Production and cost function. Fundamental Concepts of Demand and Supply, Types of Demand and Supply, Market equilibrium, Changes of Market equilibrium, Types of Elasticity of Demand and Supply, The factors that affect the Demand, Supply, Elasticity and Market equilibrium, Introduction to market structure, Government intervention: Tax and Subsidy, Demand equation and supply equation, Calculate the Equilibrium price and Quantity level and Elasticity.

Teaching and Learning Methods :

Problem based teaching, Illustrated lectures, , Group and Individual Presentations Fieldwork and Discussions

Evaluation Methods**1. Formative Assessment**

Presentation, Quizzes, Tutorials, , Field work /Attendance and Mid Semester Exam

Tutorial 1	05 %	30 %
Tutorial 2 / Group Presentation / Individual Presentation / Field Report	10 %	
Quiz / Open book exam/ Take home exam	05 %	
Mid Semester Exam	10	

2. Summative Assessment

Written examination with 3 hours duration consisting three parts for a total of 500 Marks as follows.

	Types of Questions	Marks
Part I	Multiple Choice Questions - Ten	10 X 05 = 50
Part - II	Structured Questions - Three	03 X 50 =150
Part - III	Essay and Short Notes (Expected to answer 03 questions out of 06 questions).	03 X 100 =300
	Total Marks	500

70 %

Recommended Readings

- Mankiw, N. Gregory, (2015). Principles of Microeconomics, Australia, Cengage Learning, c2015.
- Ahuja H., L., (2009). Principles of Microeconomics, New look at economic theory. New Delhi, S.Chand. Publication.
- Manger Carl, (2007). Principles of Economics, Auburn, Ludwig Von Mises Institute.
- Koutsoyianni A., (2005). Modern Microeconomics, 2nd ed. London Macmillan Press.
- Richard G. Lipsey & Alec K. Chrystal (2001). Positive Economics, 8th edition Oxford University Press.
- Samuelson, Paul, A., Whillian D. Nordhaus, (1998). Economics, 6th edition, McGraw Hill, Sydney. (2001 Printing)
- Dominic Salvatore (1998). Microeconomic Theory and Application, Macmillan Company.
- Andrew R. Schotter, (1997). Microeconomics- A Modern Approach, 2nd ed. New York, Addison- Wesley.
- Case, Karl E., C. Fair (1992). Principles of Microeconomics, Englewood Cliffs, Prentice Hall.
- Marshal, Alfred, (1966). Principles of Economics, London, Macmillan

Course Title	Introduction to Macroeconomics			
Course Code	AECC 12013			
Credit Value	3 Credits (45 hours lectures and tutorials)			
Course Objective This course unit is to provide the students with a basic understanding of macroeconomics theory. Macroeconomics is the study of the performance of national economies. In this course students will apply the fundamental principles of economics.				
Intended Learning outcome At the end of the course unit, the student should able to, <ul style="list-style-type: none">• Define the Macroeconomic concepts• Explain the circular flow of income, national Accounting and assess the Equilibrium level of income.• Discuss the way of contribution of the banking system and Central Banking• Describe the Importance of Money and functions of Money and concept of inflation• Illustrate the concept of balance of payment and exchange rate• List the advantage and disadvantage of international trade and explain the basic theories of international trade				
Course Content Introduction to macroeconomics: Definition: - Macroeconomics variables, Objectives, Problems, Macroeconomic management, Macroeconomic policies, Business cycle. National Accounting: National Income, Gross National Product, Circular flow of income, Determination of National Income and Consumption theory (Keynesian approach). Quantity theory of money and price level (Fisher's and Cambridge approach.)Nature and functions of money, demand for money and supply of money, inflation. Central bank functions and activities Commercial banks functions and activities. Introduction to International trade, Balance of Payment &Exchange rate.				
Teaching and Learning Methods : Problem based teaching, Illustrated lectures, presentations, Fieldwork and Discussion				
Evaluation Methods 1. Formative Assessment : Presentation, Quizzes, Tutorials, , Field work /attendance and Mid Semester Exam				
Tutorial 1			05 %	30 %
Tutorial 2 / Group Presentation / Individual Presentation / Field Report			10 %	
Quiz / Open book exam/ Take home exam			05 %	
Mid Semester Exam			10 %	
1. Summative Assessment Written examination with 3 hours duration consisting three parts for a total of 500 Marks as follows.				70 %
	Types of Questions	Marks		
Part I	Multiple Choice Questions - Ten	10 X 05 = 50		
Part - II	Structured Questions - Three	03 X 50 =150		
Part - III	Essay and Short Notes (Expected to answer 03 questions out of 06 questions).	03 X 100 =300		
	Total Marks	500		

Recommended Readings

- Mankiw, N. Gregory, (2018). Principles of Macroeconomics, 8th edition, Australia, Cengage Learning
- Mankiw, N. Gregory, (2003). Macroeconomics, 5th edition, New York, Worth Publication. Australia, Cengage Learning
- Richard G.Lipsey & Alec.K. Chrystal (2001). “Positive Economics, 8th Edition, Oxford University Press.
- Dwivedi D N., (2010). Macroeconomics Theory and Policy, 3rd Edition, McGraw Hill Education (India).
- William H. Branson (1989). Macroeconomic Theory and Policy 5th edition Harper & Row New York.
- Dominic Salvatore (2000). Macro Economic Theory and Application, Macmillan Company.
- Antony Campagna (2000). Macroeconomic Theory & Policy, Houghton miff in Boston.
- Dewett, K.K., (2005). Modern Economic theory 21st revised edition, Shyamlam, India.
- Harvey, W., (2000). Modern Economics, Macmillan Company.
- Robert E, Hall & John B Taylor (1998). Macroeconomics.

DEPARTMENT OF LINGUISTICS & ENGLISH CURRICULUM OF ENGLISH LITERATURE

Preamble

The English Literature curriculum taught by the Department of Linguistics & English at the University of Jaffna includes a wide array of texts and theory, from canonical British literature from the Anglo-Saxon period, to contemporary postcolonial writings and cultural criticism.

When the Department of English was set up at the Ceylon University College during British rule, the academic focus of the Department was almost exclusively on the literatures produced in English from the British Isles. In the wake of the scholarly and activist attempts to interrogate the role the English language and English literature had played in advancing colonial and neocolonial interests, not only did English Departments all over the world begin to teach literatures written in English from the former colonies of Britain but they also showed an enthusiasm towards re-reading canonical British literary texts from perspectives informed by the cultural and linguistic politics of colonialism where the English language and English literature occupied a central place. In the latter part of the twentieth-century, the turn towards critical theory animated literary studies in novel ways making the discipline more inter-disciplinary and more attentive to social concerns than before.

In keeping with these developments in literary studies in Sri Lanka and the rest of the world, the English Literature curriculum at the University of Jaffna now focuses on the British canon, American literatures and literatures from formerly colonized locations such as South Asia, Africa and the Caribbean. The Department also teaches courses in European literatures (in translation), Sinhala and Tamil literatures (in translation) and critical theory. Taking into consideration the ways in which the evolution of the English language has historically shaped Anglophone literatures, and the status of English in twenty-first century Sri Lanka, the curriculum includes a few courses in Language Studies as well. In order to help the graduates of this Department prepare themselves to make a constructive contribution to the teaching of English Literature in the Northern Province and the rest of the country, the Department has decided to offer courses in Teaching English Literature.

Graduate Profile B.A. (Hons.) in English Literature

English Literature (Hons.) Graduate of the University of Jaffna should have the following attributes.

Academic Excellence:

- Possess a sound textual and theoretical knowledge with strong English language fluency and communication skills
- Ability to read carefully, think critically, and distinguish between and synthesize ideas in order to generate new knowledge
- Ability to conduct in-depth, inter-disciplinary research on topics in the discipline of English Literature
- Show a keen interest in archival research
- Engage in public discussions in ways that make their scholarship meaningful and relevant to society at-large

Employable and able to contribute to regional and national development:

- Possess the qualities necessary to work in harmony in diverse cultural environments and share knowledge
- Being adaptable, flexible and work in teams to achieve targets
- Being confident, taking risks and managing work in multiple platforms applying the knowledge they gained from the Department
- Possess different types of academic and professional skills that cater to both the public and private workforce
- Ability to identify and discuss regional and national issues that hinder development at the regional and national levels

A sensitive global citizen:

- Ability to respond to literature with a great sense of sensitivity and responsibility, and reflect such sensitivity in responding to everyday events
- Foster loving-kindness, compassion, empathy and patience that would help create responsible global citizens who have high regard for justice, ethics, equity and human rights
- Conduct themselves as civic-conscious individuals who are more accepting and considerate of other human beings in diverse and multi-cultural environments
- Develop their critical thinking skills and sensitizing themselves to understand the multi-faceted nature of phenomena and the complexities that arise in making value judgments
- Act as individuals who are able to proactively respond to human suffering rather than being passive observers

Program Educational Objectives (PEOs)

Bachelor of Arts (Honours) in English Literature Graduates will be able to:

- PO 1:** Demonstrate a thorough understanding of the various traditions of English Literature such as the British canon, postcolonial literatures, transnational literatures and American literature
- PO 2:** Close-Read literary texts by focusing on the thematic, formal, structural, linguistic and stylistic aspects of those texts
- PO 3:** Provide insightful analysis of the literary texts they study by situating them in the social, political, cultural and economic milieus in which they were produced
- PO 4:** Outline and comment on the trajectory of literary criticism from the Classical Age to the 21st century
- PO 5:** Generate new-fangled interpretations of literary texts using different theoretical and analytical frameworks
- PO 6:** Write scholarly essays on literary texts, films, theatrical productions and other cultural objects such as advertisements and billboards in line with academic conventions
- PO 7:** Disseminate the research they conduct via appropriate methods
- PO 8:** Give constructive feedback on the work done by other scholars in the field of English Literature
- PO 9:** Put literary studies in conversation with other disciplines and fields of study

PO 10: Deploy literature as a way of intervening in social situations that are discriminatory, exploitative and exclusionary

PO 11: Initiate processes that aim towards strengthening pluralist, multi-cultural values by giving a central place to literature in those processes

PO 12: Teach English literature at the high-school and tertiary levels

**The Titles of Course Units offered for
B.A. and B.A. (Honours) Degree Programme in English Literature**

Bachelor of Arts (General) Degree Programme				
Level I	First Semester	AENC 11013	Foundations of Literary Analysis I	3 Credits
	Second Semester	AENC 12013	Foundations of Literary Analysis II	3 Credits
Level II	First Semester	AENC 21013	20th and 21st Century Literatures in English	3 Credits
		AENE 21013	Academic Writing I	3 Credits
		AENE 21023	Non-Fiction Writing in English	3 Credits
	Second Semester	AENC 22013	Literary Criticism and the Question of Culture	3 Credits
		AENE 22013	Academic Writing II	3 Credits
		AENE 22023	Cinematic Representations of Literary Narratives	3 Credits
Level III	First Semester	AENC 31013	Teaching English Literature in Postcolonial Contexts	3 Credits
		AENC 31023	Research Methods	3 Credits
	Second Semester	AENC 32013	A Survey of British Canon up to 1900	3 Credits
		AENC 32023	Research Report	3 Credits
Bachelor of Arts (Honours) Degree Programme				
Level II	First Semester	AENCH 21013	An Introduction to Old and Middle English Literatures	3 Credits
		AENCH 21023	History of the English Language	3 Credits
		AENCH 21033	An Introduction to Postcolonial Literary Studies	3 Credits
		AENCH 21043	Criticism: Theory & Practice I	3 Credits
		AENEH 21013	Academic Writing I	3 Credits
		AENEH 21023	Non-Fiction Studies	3 Credits
	Second Semester	AENCH 22013	Literary Criticism and the Question of Culture	3 Credits
		AENCH 22023	An Introduction to the Structure of the English Language	3 Credits
		AENCH 22033	Sub continental Writings in English	3 Credits
		AENCH 22043	English Poetry from the 15 th to the 18 th Century	3 Credits
		AENEH 22013	Academic Writing II	3 Credits
		AENEH 22023	Literature and Visual Culture	3 Credits
Level III	First Semester	AENCH 31013	Teaching English Literature in Postcolonial Contexts	3 Credits
		AENCH 31023	Elizabethan, Jacobean and Restoration Drama	3 Credits
		AENCH 31033	American Literature	3 Credits

Level IV	Second Semester	AENCH 31043	The British Novel of the Eighteenth-Century	3 Credits
		AENCH 32013	Romantic and Victorian Writings	3 Credits
		AENCH 32023	Sri Lankan Literature in English	3 Credits
		AENCH 32033	Criticism: Theory and Practice II	3 Credits
		AENCH 32043	Research Methodology	3 Credits
	First Semester	AENCH 41013	Shakespearean Drama	3 Credits
		AENCH 41023	Comparative Literature	3 Credits
		AENCH 41033	Varieties of English	3 Credits
		AENCH 41043	Postcolonial African and Caribbean Writings in English	3 Credits
		AENCH 41053	British Literature: 1900-1945	3 Credits
	Second Semester	AENCH 42013	Literatures of the North and East of Sri Lanka	3 Credits
		AENCH 42023	British Literature Since 1945	3 Credits
		AENCH 42033	Internship	3 Credits
		AENCH 42046	Dissertation	6 Credits

Note: The texts taught under a given course in a given semester may be different from the texts listed under that course in this curriculum provided the former fall within the ambit of that course and satisfy its objectives and requirements.

Detailed Syllabi

Title	Foundations of Literary Analysis I
Code	AENC 11013
Credits	3 (45 hours of lectures and tutorials)
Prerequisites	A pass in English at the Advanced Level Examination or admission test conducted by the Department
Course Objectives: To help students become familiar with the fundamentals of literary analysis, read and analyze poetry and drama written in English by situating them in the larger socio-political contexts in which they were produced and write critical essays on literary texts in line with appropriate conventions of writing.	
Intended Learning Outcomes: At the end of the course unit, the students should be able to <ul style="list-style-type: none"> • Close-read poetry and drama written in English using appropriate terms and frameworks • Identify literary devices used in literary texts and comment on the effects they create • Demonstrate the ways in which literary texts interact with socio-cultural, economic and political developments • Create arguable theses about literary texts • Produce new interpretations of literary texts and present them via critical essays • Find sources using appropriate research tools 	
Course Content:	

Poetry I (Postcolonial and American Poetry): Selections from the poetry of Lakdasa Wikkramasinha, Sivamohan Sumathy, Amirthanjali Sivapalan, Vihanga Perera, Nissim Ezekiel, Wole Soyinka and Langston Hughes Poetry II (British Poetry): Selections from the poetry of William Blake, William Wordsworth, W. B. Yeats Drama: Ernest McIntyre - <i>Let's Give Them Curry</i> , Ama Ata Aidoo - <i>Anowa</i> , Manjula Padmanabhan - <i>Harvest</i>		
Teaching and Learning Methods Lectures, Discussions, In-class Writing, Group work and Presentations		
Evaluation Methods: Formative and Summative		
1. Formative Assessment		
Written Assessment I: Close-reading a poem	10%	40%
Written Assessment II: Contextualizing a poem	10%	
Written Assessment III: Final Paper	20%	
2. Summative Assessment Written examination with 3 hours duration consisting three parts for a total of 500 Marks as follows. Part A: Analyzing a short unseen poem: 1 Question x 100 Marks = 100 Marks Part B: Context questions on prescribed texts (expected to answer 2 out of 4 questions): 2 Questions x 50 Marks = 100 Marks Part C: Essay questions on prescribed texts (expected to answer 3 out of 5 questions): 3 Questions x 100 Marks = 300 Marks		60%
Recommended Readings: <ul style="list-style-type: none"> Headrick, P., (2010). <i>A Method for Writing Essays about Literature</i>, Nelson, Toronto. Furniss, T. and Bath, M., (2007). <i>Reading Poetry: An Introduction</i>, Routledge, London & New York. Rush, D., (2005). <i>A Student Guide to Play Analysis</i>, Southern Illinois University Press, Carbondale Citino, D., (2002). <i>The Eye of the Poet: Six Views of the Art and Craft of Poetry</i>, Oxford University Press, Oxford. Brooks, C. and Penn Warren, R., (1976). <i>Understanding Poetry</i>, Harcourt Brace College Publication, Fort Worth. 		

Title	Foundations of Literary Analysis II
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Code	AENC 12013			
Credits	3 (45 hours of lectures and tutorials)			
Prerequisites	A pass in English at the Advanced Level Examination or the admission test conducted by the Department			
Course Objectives: To help students expand their knowledge of literary analysis, analyze fiction and non-fiction written in English by contextualizing them in the social and cultural milieus that they shed light on and write book reviews and analytical pieces on novels, short stories and non-fiction texts in line with appropriate conventions.				
Intended Learning Outcomes: At the end of the course unit, the students should be able to <ul style="list-style-type: none">• Close-read and analyze fiction and non-fiction texts written in English• Identify literary devices used in literary texts and comment on the effects they create• Explain the ways in which novels and short stories represent, re-present, interact with and intervene in socio-economic, political and cultural processes• Create arguable thesis statements about literary texts• Adapt to scholarly conversations about literary texts by way of producing new-fangled readings of those texts with the aid of literary theory• Evaluate sources using appropriate research tools				
Course Content: Short stories: James Joyce - “The Boarding House”; William Faulkner - “Dry September”; Ama Ata Aidoo - Selections from <i>No Sweetness Here and Other Stories</i> ; Chitra Fernando - “Action and Reaction” Novel: R. K. Narayan - <i>The Man-Eater of Malgudi</i> ; Aiyathurai Santhan - <i>Rails Run Parallel</i> ; Channa Wickremesekera - <i>Distant Warriors</i> ; Chinua Achebe - <i>Things Fall Apart</i> Non-fiction: Arundhati Roy - <i>Walking with the Comrades</i> ; Sumathy, et al. - “Salt, sand, and water”; Nelson Mandela - <i>A Walk to Freedom</i> ; Martin Luther King Jr. - “I have a Dream”				
Teaching and Learning Methods Lectures, Discussions, In-class Writing, Group work and Presentations				
Evaluation Methods: Formative and Summative				
1. Formative Assessment				
Written Assessment I: Close-reading a short story			10%	40%
Written Assessment II: Contextualizing a short story			10%	
Written Assessment III: Final Paper			20%	
2. Summative Assessment Written examination with 3 hours duration consisting three parts for a total of 500 Marks as follows. Part A: Analyzing a short unseen passage: 1 Question x 100 Marks = 100 Marks Part B: Context questions on prescribed texts (expected to answer 2 out of 4 questions): 2 Questions x 50 Marks = 100 Marks Part C: Essay questions on prescribed texts (expected to answer 3 out of 5 questions): 3 Questions x 100 Marks = 300 Marks				60%

Recommended Readings:

- Bode, C., (2011). The Novel: An Introduction, trans. James Vigus, Wiley-Blackwell, West Sussex.
- Kennedy, X. J. and Gioia, D., (2012). An Introduction to Fiction, Poetry, Drama and Writing, Longman, London.
- Mullan, J., (2006). How Novels Work, Oxford University Press, Oxford.
- Barnett, S., Berman, M. and Burto, W., (1993). An Introduction to Literature, Harper Collins, New York.
- Gillespie, S., Fonseca, T. and Sanger, C.A., (1998). Literature Across Cultures, Allyn and Bacon, Boston.

DEPARTMENT OF ENGLISH LANGUAGE TEACHING

CURRICULUM OF ENGLISH LANGUAGE TEACHING

Preamble

The Department of English language Teaching(DELT) of the University of Jaffna, in accordance with the vision of the University in persevering to be the leading Centre of excellence in teaching, learning, research and scholarship and its mission of producing intellectuals, professionally competent, capable and knowledgeable graduates to meet the emerging requirements and needs of the national and international job market, realizes its important role in making the vision and the mission a reality. Proficiency in the international and intra-national language is the key to establishing a Centre of excellence in teaching, learning, research and scholarship.

Professionals of different fields with high competency in English Language are the global demand at present. Recent awareness of Sri Lanka and its national plan for a trilingual society further demand for higher level competency in English language among undergraduates as a means of ethnic collaboration and achievement of global standards. To fulfill this goal, it is important to increase the number of appropriate English language users in all the areas and also professionals to teach English simultaneously. Therefore, apart from offering English as a Second Language (ESL) courses to the undergraduates of various faculties, DELT has been offering a general degree course in English Language Teaching (ELT) for Arts undergraduates with the intention of minimizing the problem of dearth of English teachers at the secondary levels as well as other professionals in public and private sector.

Presently the DELT, University of Jaffna aims to upgrade the existing English Language Teaching (ELT) Degree programme as a four year special degree programme as one of the measures to keep abreast with the current policies adopted in national Universities of Sri Lanka and the international requirements and needs as well.

Graduate Profile of B.A. (Hons.) in English Language Teaching

English Language Teaching (Hons.) Graduate of the University of Jaffna should have the following attributes.

Academic excellence:

- Thorough knowledge and skills in the field of English Language Teaching and learning.
- Apply the knowledge and skills in order to solve the issues and problems which arise in teaching English in the secondary and tertiary language classes.
- Intellectual skills with the ability for creative, critical, analytical and problem-solving skills in the field of English Language Teaching and learning.

Employability and the ability to contribute to national development:

- Fulfill the anticipated demand for the ELT graduates in the professional field.
- Demonstrate the latest methodologies and skill enhancement in the English teaching profession
- Considering the significant role of English language as a lingua franca in multi lingual and multi cultural societies, contribute towards mutual understanding.
- Build solid socio cultural bridges between different L1 communities through transmission of knowledge and skills.
- Enhance the skills and knowledge necessary to pursue employment opportunities globally.
- Ensure broad access to the world around for needy groups who face difficulties.
- Identify and build competencies necessary for current and future needs of the country
- Make essential match between professions and the demanding skills through English language

Program Educational Objectives (PEOs)

Bachelor of Arts in ELT will be able to

- PO 1:** Promote adequate and uniform proficiency level in English language to encounter the global and national demands in their respective fields.
- PO 2:** Develop Basic Interpersonal Communicative Skills (BICS) and abilities in English and make them conversant in the language.
- PO 3:** Offer sufficient support to the undergraduates in adopting English as a medium for library reference in the subject of their respective degrees.
- PO 4:** Promote all the basic language skills: reading, listening, writing and speaking.
- PO 5:** Foster adequate necessary proficiency in English so as to make them employable graduates in the current local job market and to produce competent teachers of English language.
- PO 6:** Increase the number of English language teaching professionals via a degree programme in English language teaching, which in turn is expected to minimize the acute dearth of English teachers in the Island.
- PO 7:** Undertake further training and develop additional skills that will enable them to innovate new methodology
- PO 8:** Exercise initiative, personal responsibility, and accountability.
- PO 9:** Exercise leadership in the professional environment/workplace through promoting advanced skills in English.
- PO 10:** Demonstrate positive attitudes and social responsibility with regard to English language proficiency

The Titles of Course Units offered for B.A. and B.A. (Honours) Degree Programme in English Language Teaching

Bachelor of Arts Degree				
Level I	First Semester	AELC 11013	Introduction to English Language	3 Credit
	Second Semester	AELC 12013	Teaching Language skills	3 Credit
Level II	First Semester	AELC 21013	English Language Teaching Methods	3 Credit
		AELE 21013	Major Language Teaching theories	3 Credit
		AELE 21023	Writing for different purposes	3 Credit
	Second Semester	AELC 22013	Teaching grammar and vocabulary	3 Credit
		AELE 22013	English in Sri Lanka	3 Credit
		AELE 22023	Literature in the Language classroom	3 Credit
Level III	First Semester	AELC 31013	Modern ESL teaching approaches	3 Credit
		AELC 31023	Research Methodology for ELT Research	3 Credit
	Second Semester	AELC 32013	Model teaching practice	3 Credit
		AELC 32023	Project Writing	3 Credit
Bachelor of Arts (Honours) Degree Programme				
Level II	First Semester	AELCH 21013	Major Language Teaching and Learning Theories	3 Credits
		AELCH 21023	English Language Teaching Methods	3 Credits
		AELCH 21033	Teaching Writing for Different Purposes	3 Credits
		AELCH 21043	Literature in Language Classroom - Part I	3 Credits
		AELEH 21013	History of English Language	3 Credits
		AELEH 21023	Developing styles of Writing	3 Credits
	Second Semester	AELCH 22013	Teaching of Spoken English and Listening skills	3 Credits
		AELCH 22023	Teaching of Grammar and Vocabulary	3 Credits
		AELCH 22033	Development of Teaching Materials and Aids	3 Credits
		AELCH 22043	Literature in Language Classroom - Part II	3 Credits
		AELEH 22013	Advanced Writing in English	3 Credits
		AELEH 22023	Structure of English	3 Credits
Level III	First Semester	AELCH 31013	Morpho syntactic Features of English and English Language Teaching	3 Credits
		AELCH 31023	Classroom Management	3 Credits
		AELCH 31033	English for General and Specific Purposes	3 Credits
		AELCH 31043	Teaching Reading of Text Types	3 Credits
	Second Semester	AELCH 32013	English Language Teaching and Socio-cultural Contexts	3 Credits
		AELCH 32023	Testing and Evaluation	3 Credits
		AELCH 32033	Teaching Practice and Lesson Planning	3 Credits
		AELCH 32043	Curriculum and Syllabus Designing	3 Credits
Level IV	First Semester	AELCH 41013	Research Methodology for ELT Research	3 Credits
		AELCH 41023	Learner Language Analysis	3 Credits
		AELCH 41033	Learner Autonomy and Teacher Development	3 Credits
		AELCH 41043	Learning and Teaching in the Language Classroom	3 Credits
		AELCH 41053	Language policies and planning	3 Credits

	Second Semester	AELCH 42013	English Language and Self-access learning	3 Credits
		AELCH 42023	English Language Teaching in Global Context	3 Credits
		AELCH 42036	Practicum	6 Credits
		AELCH 42046	Dissertation	6 Credits

Detailed Syllabi

Course Title	Introduction to English Language		
Course Code	AELC 11013		
Credit Value	3 credit (45 hours of lectures and tutorials)		
Course Objective			
The objective of this unit is to present sufficient insight to the undergraduates about the fundamental concepts of English language and its different status around the world and in Sri Lanka.			
Intended Learning Outcome			
At the end of this course, students will be able to			
<ul style="list-style-type: none">• Comprehend the fundamental concepts of English Language teaching• Differentiate the status and role of English language around the world and in Sri Lanka• Explain the varieties of English around the world• Define International language and South Asian English• Compare different varieties of English language• Conceptualize language and speech community			
Content			
Concept of language and speech community, brief historical outline of English, Native English, Mother tongue, Dead language, Non-Native English and Varieties of English (major and sub varieties), Concepts of ESL/EGP/ESP, International English/South Asian English, Sri Lankan English. Different speech communities and registers			
Teaching and Learning Methods			
Illustrated lectures, presentations with interaction/feedback			
Evaluation Methods: Formative and Summative			
Formative Assessment			
Written Assessment		05 %	30%
Presentation		10%	
Tutorials		05%	
Mid semester Examination		10%	
Summative Assessment			70%
Written examination with 3 hours duration consisting two parts for a total of 100 Marks as follows. The students are expected to answer all the questions in part I and any 4 (four) questions in part II.			
Part I: Structured questions (Nos. 10) – 40 Marks			
Part II: Essay questions – 60 Marks			

Recommended Readings

- Crystal, D. (1997). English as a global language. Cambridge: Cambridge University press
- Krashen, S. (1981). Second language acquisition and second language learning. Oxford: Pergamon.
- Kumaravadivelu, B. (2006). Understanding language teaching, London: Lawrence Erlbaum Associates, Publishers.
- Lantolf, J. (Ed.). (2000). Socio-cultural theory and second language learning .Oxford :Oxford University Press
- Schiffman, H. (1996). Linguistic culture and language policy, London: Routledge.
- Widdowson, H.G. (1994). The ownership of English. TESOL Quarterly, 28, 377-388.

Course Title	Teaching Language Skills		
Course Code	AELC 12013		
Credit Value	3 credit (45 hours of lectures and tutorials)		
Course Objective The objective of this unit is to provide an outline of English language skills and adequate knowledge to identify learning issues of English Language skills in the classrooms and to employ appropriate teaching methods.			
Intended Learning Outcome At the end of the course, students will be able to <ul style="list-style-type: none">• Define the four skills in English language• Categorize the four skills with the sub skills in English Language• Practice the four skills in language teaching context• Identify the difficulties and issues faced in the teaching context• Solve problems and issues in teaching English language skills using appropriate strategies			
Content Categorizing the four skills- Primary and secondary, receptive and productive etc. Sub skills-macro/micro skills of each. Teaching of four skills with appropriate strategies- word attack, text attack, top down and bottom up etc. Practicing the four skills using micro teaching methods, identifying the learning issues- related to the teaching context, finding solutions to overcome difficulties.			
Teaching and Learning Methods Illustrated lectures, presentations with interaction/feedback			
Evaluation Methods: Formative and Summative			
Formative Assessment			
Written Assessment	05 %	30%	
Presentation	10%		
Tutorials	05%		
Mid semester Examination	10%		
Summative Assessment: Written examination with 3 hours duration consisting two parts for a total of 100 Marks as follows. The students are expected to answer all the questions in part I and any 4 (four) questions in part II. Part I: Structured questions (Nos. 10) – 40 Marks			70%

Part II: Essay questions – 60 Marks**Recommended Readings**

- Brown, G. (1990). Listening to spoken English. Harlow: Longman.
- Brown, G. and Yule, G. (1983). Teaching the spoken language. Cambridge: CUP.
- Buck, G. (2001). Assessing Listening. Cambridge: CUP.
- Byrne, D. (1988). Teaching writing skills. Second Edition. OUP.
- Flowerdew, J. and Miller, L. (2005). Second Language Listening. Cambridge: CUP.
- Weigle, S. C. (2002). Assessing writing. Cambridge: CUP.
- Luoma, S. (2010). Assessing speaking. Cambridge: CUP.
- Alderson, J.C. (2000). Assessing reading. Cambridge: CUP.
- Rivers, W. M. (1981). Teaching Foreign Language Skills. Chicago: University of Chicago Press.

DEPARTMENT OF GEOGRAPHY
CURRICULUM OF GEOGRAPHY

Preamble

Geography is known as the ‘world discipline’ or the ‘bridge between human and physical sciences’ because it is a science that deals with description, distribution, and interaction of diverse physical, biological, social and cultural features of the earth's surface. Geography, therefore, is divided into two main branches called ‘Human Geography and Physical Geography’. Geography, as a subject is important in national curricula because the future of the world depends on everyone who understand people, places and environments, respect the cultural and bio-diversities and act responsibly to conserve both for the benefit of future generations. It is governed by a ‘method’ rather than a body of knowledge and the method is known as ‘Spatial analysis’ which is ‘location intelligence and spatial thinking’ in the postmodern era with the vast development of information technology. Geography synthesizes knowledge from many fields using its method and integrates information to form a Whole Earth Concept. Over the past two decades, as geography has proved to be a fundamental part of the processes on organizations rely and where geographic method/information is a key component for planning, response analysis, risk assessments and environmental protection, emergency planning, on-line planning applications, services, management, etc. Geo-spatial skills can make geographers highly employable in a structured employment system incorporated in a national policy.

Graduate Profile of B.A. (Hons.) in Geography

Geography (Hons.) Graduate of the University of Jaffna should have the following attributes.

Academic Excellence:

- Work across disciplinary boundaries with competency in field methods and spatial thinking irrespective of spatiality.
- Demonstrate increased understanding of laws of human and environmental interactions
- Work on protecting the human beings and the environment by well-developed literacy, numeracy and graphicacy to manipulate and present various sources of information using a range of manual and ICT formats.

Autonomy and Adaptability:

- Articulate expertise in integrating and analysing information on complex human and environmental issues by continued self-directed, independent, life-long learning via creative interests and professional ethics.
- Employ flexible and adaptable initiative towards the complex ‘real-world’ nature of geographical research with moral and ethical issues arising from an understanding of diversity in people and places, globalization, environmental sustainability, multiculturalism and citizenship by cross-fertilizing knowledge and skills.

Communication and Competence:

- Demonstrate the ability to apply academic knowledge in a wider context and communicate issues of regional and national importance and employ flexible and transferable skills for

different types of employment, both in the public and private sectors, and in self employment (entrepreneurship).

Community Readiness:

- Express social responsibility, civic consciousness with high regard for human rights, equity and ethics and adopt responsibility to serve for the well being of the society with intellectual integrity and commitment.

Programme Educational Objectives (PEO's)

Bachelor of Arts (Honours) in Geography Graduates will be able to:

- PO 1:** Define the unique and integrative role of Geography among other disciplines and analyze the earth as an integrated human-environment system by examining dynamic flows, interactions and exchanges at different spatial and temporal scales.
- PO 2:** Reflect critically upon the scope and evolution of the diverse disciplines of Geography and communicate knowledge via traditional and modern paradigm shifts.
- PO 3:** Employ technical, numeric and graphical methods in order to best synthesis, analyze and present geographical data and interpret its significance within the context of human-environment relations.
- PO 4:** Identify and address geographical questions using creativity and critical thought in diverse settings (e.g. classroom, lab, field, community).
- PO 5:** Distinguish, synthesize and evaluate diverse sources of knowledge, arguments and approaches pertinent to exploring complex real-world problems.
- PO 6:** Investigate complex real-world challenges using appropriate methodological strategies such as concepts, methods, and tools from sub-disciplines.
- PO 7:** Communicate geographical concepts and data effectively using oral, written and visual forms adopting traditional and modern technologies.
- PO 8:** Work independently to prioritize tasks and manage time effectively while maintaining academic and professional integrity.

**The Titles of Course Units offered for
B.A. and B.A. (Honours) Degree Programme in Geography**

Bachelor of Arts Degree Programme				
Level I	First Semester	AGYC 11013	Fundamentals of Physical Geography	3 Credits
	Second Semester	AGYC 12013	Fundamentals of Human Geography	3 Credits
Level II	First Semester	AGYC 21013	Cartography and Visualization	3 Credits
		AGYE 21013	Weather and Climate	3 Credits
		AGYE 21023	Geography of Settlements	3 Credits
	Second Semester	AGYC 22023	Natural Resource Management	3 Credits
		AGYE 22013	Soils and Land Use	3 Credits
		AGYE 22023	Population Geography	3 Credits
Level III	First Semester	AGYC 31013	Introduction to Geo-Informatics	3 Credits
		AGYC 31023	Research Methodology in Geography	3 Credits
	Second Semester	AGYC 32013	Geography of Sri Lanka	3 Credits
		AGYC 32023	Project Report in Geography	3 Credits
Bachelor of Arts (Honours) Degree Programme				
Level II	First Semester	AGYCH 21013	Surveying, Cartography and Visualization (P)	3 Credits
		AGYCH 21023	Climatology	3 Credits
		AGYCH 21033	Urban Geography	3 Credits
		AGYCH 21043	Geographical Perspectives of Agriculture and Food	3 Credits
		AGYEH 21013	Bio Geography	3 Credits
		AGYEH 21023	Environmental Psychology	3 Credits
		AGYEH 21033	Developing Styles of Writing	3 Credits
	Second Semester	AGYCH 22013	Quantitative and Qualitative data collection in Geography (P)	3 Credits
		AGYCH 22023	Basic Geology (P)	3 Credits
		AGYCH 22033	Pedology and Land use	3 Credits
		AGYCH 22043	Marine and Fisheries Geography	3 Credits
		AGYEH 22013	Visual Communication	3 Credits
		AGYEH 22023	Teaching of Geography	3 Credits
		AGYEH 22033	Counseling and Social Support	3 Credits
Level III	First Semester	AGYCH 31013	Quantitative Techniques, Analysis and Presentation in Geography (P)	3 Credits
		AGYCH 31023	Introduction to Geo-Informatics (P)	3 Credits
		AGYCH 31033	Applied Geomorphology	3 Credits
		AGYCH 31043	Geographies of Globalisation	3 Credits
	Second Semester	AGYCH 32013	Research Methodology in Geography	3 Credits
		AGYCH 32023	Applications of Geo-Informatics (P)	3 Credits
		AGYCH 32033	Population Geography and Demography	3 Credits
		AGYCH 32043	Leisure, Recreation and Tourism	3 Credits
Level IV	First Semester	AGYCH 32053	Disaster Management	3 Credits
		AGYCH 41013	Environmental Planning and Conservation	3 Credits
		AGYCH 41023	Urban and Regional Planning and Development	3 Credits
		AGYCH 41033	Water Resource Management	3 Credits
		AGYCH 41043	Land use Planning	3 Credits

		AGYCH 41053	Climate Change and Adaptation	3 Credits
		AGYCH 41063	Geography of Poverty and Social Welfare	3 Credits
	Second Semester	AGYCH 42013	Internship in Geography	3 Credits
		AGYCH 42026	Dissertation (Independent Research)	6 Credits

Detailed Syllabi

Course Title	Fundamentals of Physical Geography		
Course Code	AGYC 11013		
Credits	3 Credits (45 hours of lectures and tutorials)		
Course Objectives: The course is to provide an overview of the physical earth with an introduction of the functions of the major physical systems and the interrelationships between physical and human environments towards protecting both.			
Intended Learning Outcomes At the end of the course unit, the students will be able to, <ul style="list-style-type: none">• Demarcate the major 05 ‘themes’ and the ‘method’ of Geography to define its unique and integrative role among other disciplines in combining knowledge from physical and human sciences in developing a whole earth concept• Distinguish the distinctiveness of Geography as a scientific discipline and describe sub fields, concepts, principles, and theories of physical Geography• Critically analyze the physical phenomenon and its importance in understanding human environments• Demonstrate critical thinking, logical analysis, and effective communication skills (reading, writing, listening, questioning and presentation skills)			
Course Content: Course introduction; Geography and its interdisciplinary approach; Future prospects towards learning and employability; Major Geographic themes, method and continuums of physical and human geography; Fundamentals of formation of the solar system, the interior of planet earth in relation to continental drift and plate tectonics, and geologic hazards; The geologic history, fossils and the evolution; Structure and composition of the atmosphere; Importance of atmospheric temperatures, pressures and winds and its spatial distribution on the earth.			
Teaching and Learning Methods Illustrated Lectures, Digital Presentations, Illustrations using models, Group Discussions.			
Evaluation Methods: Formative and Summative			
Formative Assessment			
Assignment 1	05 %	30%	
Assignment 2	05 %		
Presentation	10 %		
Mid Semester Examination	10 %		
Summative Assessment			70%

Written examination with 3 hours duration consisting six questions in forms of structured, explanatory notes and essay. Each question carries 100 marks. Students are expected to answer any four questions out of six.	
Recommended Readings: <ul style="list-style-type: none"> • Brian J. Skinner and Stephen C. Porter. (2000). The Dynamic Earth. An Introduction to Physical Geology, John Wiley and Sons.USA. • Nagle. (2000). Advanced Geography, Oxford University Press. • Robert W. Christopherson. (2005). Geo-systems. An Introduction to Physical Geography.5th Edition. Mc-Milan publishing company, USA. • Lal.D.S. (2010). Fundamentals of Climatology. Chitanya Publishing House, Alahabad, India. • Robert V. Rohli & Anthony J Vege. (2012). Climatology, 2nd Edition, Jones & Bartlett Learning, Canada. 	

Course Title	Fundamentals of Human Geography		
Course Code	AGYC 12013		
Credits	3 Credits (45 hours of lectures and tutorials)		
Course Objectives: This course is designed to introduce students to key geographical theories and concepts whilst providing a foundation for advances in Human Geography. Students gain a broad understanding of the relationship between human societies and a range of economic, cultural, social and political processes at a variety of scales.			
Intended Learning Outcome At the end of the course unit, the students will be able to <ul style="list-style-type: none">• Define and describe the concepts, principles, theories and sub fields of Human Geography• Compare the contrasts in societies and cultures in human landscapes in different regions of the world• Relate various economic activities distributed globally• Illustrate mobility and diffusion• Distinguish the complexity of human- physical environmental issues and impacts in different types of regions.• Demonstrate critical thinking, logical analysis, and effective communication skills			
Course Content: Introduction to Human Geography; Humans with time; Thematic approach of Human Geography; The Naturalisation of Humans; Demographic transformation; Movement; Society, settlement, and culture; Nature-culture relationship; Religion, Race, Ethnicity and Gender; Primary, secondary, tertiary, quaternary and quinary activities; Human action and environmental impacts on world regions; Contemporary Issues in Human Geography.			
Teaching and Learning Methods Illustrated Lectures, Audiovisual Presentations, Group Discussions			
Evaluation Methods: Formative and Summative			
Formative Assessment			
Assignment 1			05 %

Assignment 2	05 %	30%
Assignment 3	10 %	
Mid Semester Examination	10 %	
Summative Assessment Written examination with 3 hours duration consisting six questions in forms of structured, explanatory notes and essay. Each question carries 100 marks. Students are expected to answer any four questions out of six.		70%
Recommended Readings <ul style="list-style-type: none"> • Foubeg, E.H., Murphy, A.B., & de Blij, H.J. (2012). "Human Geography (10th ed.). John Wiley & Sons, Inc. • Cloke, P. Crang, P. and Goodwin, M. (eds) (2014). Introducing human geographies London, Routledge. • Domosh, M., & Neumann, R.P., & Price, P.L. (2015). Contemporary Human Geography. W.H.Freeman and company. • Knox, P.L. & Marston, S.A. (2015). Human Geography: Places and Regions in Global Context, Global Edition. Pearson, UK. • Daniels. P.W. et al. (eds.). (2016). An Introduction to Human Geography. Pearson, UK. 		

DEPARTMENT OF HINDU CIVILIZATION
CURRICULUM OF HINDU CIVILIZATION

Preamble

Hindu Civilization which is one of the ancient civilizations of the world has its origin in India and has developed in the South Asian and South East Asian countries. Even in the present context, scholars from various countries of the western world too, have been inspired by the liberal and cherished ideals of Hindu Civilization and these can be well proved by their immense publications which reflect how they studied them with deep appreciation.

Today various Centers of Hindu Studies are most prevalent in western countries. A decade ago the University of Oxford founded its Centre for Hindu Studies. Thus the worldwide recognition of the impact of Hindu Civilization in various fields is noteworthy and present younger generation should be provided with relevant facilities to learn and engage in research at the University Level.

As Hindu Civilization is a composite and multidisciplinary subject, graduates who have specialized in it could fit in to a variety of jobs many of them could be absorbed in to the teaching profession, Hinduism and Hindu civilization are taught at schools at different levels and in some parts of the country there are not many adequately qualified teachers who could teach these subjects.

These graduates could find employment also in a variety of other fields. Besides they could find employment in Departments and agencies concerned with culture, Heritage Management, Environmental protection and Tourism.

Graduate Profile of B.A. (Hons.) in Hindu Civilization

Hindu Civilization (Hons.) Graduate of the University of Jaffna should have the following attributes.

Academic excellence:

- Exhibit a clear and higher order of thinking that includes an estimation of the conceptual and theoretical bases in the most important fields of Hindu studies.
- Demonstrate intellectual integrity, critical thinking and understanding the ethics of scholarship. Be endowed with the qualities of creativity, originality and the ability to solve problems.
- Appreciation of human and cultural diversity and respect for the values of individuals of diverse cultural groups.
- Evaluate Hindu scriptures, mythical as well as moral, and interpret them so as to suit the present day life situation.
- Be ready to exhibit their knowledge with a critical view of the fields of Hindu Theology, Ethics and comparative religious studies.
- Appraise the reality of worldwide religio- cultural pluralism and be affirmed that religions are there to establish peace in this world through tolerance and cohesion.
- Analyze Hindu traditions critically as to gather a clear knowledge of the current global needs and challenges which include such evils like racial discrimination, superstitions and other mal practices.
- Recapitulate repeatedly those methodologies, philosophical and theological fundamentals, and the characteristics of the learning, research and creative work of all what they had done during their Degree course.

Employable and able to contribute to regional and national development:

- Structure administrative and management skills through a deep understanding of Hindu religious and social institutions
- Categorize and preserve Hindu Cultural relics and the Schools of Hindu Philosophy for future generations.
- Locate Community consciousness and pride in Hindu Cultural identity
- Communicate the Hindu perspectives and values with conviction in any situation of ethical and religious dilemma, and effectively apply their skills of critical thinking and problem solving techniques.
- Manifest their organizational skills and team spirit which become relevant to effective work habits, whether it is individual or group form.
- improve the development of physical and mental welfare as well as indigenous skills
- Follow up the contemporary Hindu trends to enhance humanistic characteristics and use them against such issues like distinctions of caste, gender and other evils prevailing in the society and encourage students to work for justice and to defend human rights.
- Exhibit the skills required to locate and evaluate information for the purpose of pursuing career options.
- Demonstrate the ability to pursue academic activities and be engrossed in specialization which could be useful to the society in any field of Hindu studies.

Sensitive global citizens:

- Act as productive citizens by demonstrating Cultural awareness, responsibility, and in fulfilling personal, professional expectations of the Hindu Community.
- Engage in lifelong learning, with resilience to involve proactively with the ability to make strong decisions,
- Be endowed with social responsibility coupled with tolerance and civic consciousness.
- Engage effectively in pluralistic and multi-cultural societies.
- Be committed to preserve and nurture the natural environment.
- Have profound consciousness towards human rights, justice and equity.

Programme Educational Objectives (PEOs)

Bachelor of Arts (Honours) in Hindu Civilization Graduates will be able to:

PO1: Demonstrate a higher standard of thinking that includes an evaluation of conceptual and theoretical elements in the major fields of Hindu civilization.

- PO2:** Evaluate Hindu scriptures, Hindu mythology, and Hindu moral values.
- PO3:** Evaluate the reality of Socio-cultural pluralism in the world, and the role of religions in maintaining peace via inter-religious conferences.
- PO 4:** Have the Ability to work on one's own or in collaboration with others, with a team spirit.
- PO 5:** Develop and articulate their competence in critical thinking with a solution focused Mindset
- PO 6:** Demonstrate Civic responsibilities and positive attitudes
- PO 7:** Demonstrate intellectual integrity, critical thinking and understanding the ethics of scholarship.
- PO8:** Construct a teachable attitude, including giving and receiving constructive feedback, being present and accountable, prepared and engaged.
- PO 9:** Have the ability to conduct researches in the field of Hindu Civilization as well as in Hindu Philosophy.
- PO10:** Have the Knowledge of ICT to effectively and efficiently handle data and appropriately use advanced information and communication technologies.

**The Titles of Course Units offered for
B.A. and B.A. (Honours) Degree Programme in Hindu Civilization**

Bachelor of Arts Degree Programme				
Level I	First Semester	AHCC 11013	Introduction to Hindu Civilization	3 Credits
	Second Semester	AHCC 12013	Cultural Heritage of Hindu Society	3 Credits
Level II	First Semester	AHCC 21013	Hindu Temple Architecture	3 Credits
		AHCE 21013	Hindu Civilization in South East Asia	3 Credits
		AHCE 21023	Upanishads and The Bhagavad Geeta	3 Credits
	Second Semester	AHCC 22013	An Introduction to Saiva Siddhanta	3 Credits
		AHCE 22013	Hindu Civilization in Western World	3 Credits
		AHCE 22023	Heterodox Systems	3 Credits
Level III	First Semester	AHCC 31013	General Introduction to Vedanta Philosophy	3 Credits
		AHCC 31023	Research Methods	3 Credits
	Second Semester	AHCC 32013	Hindu Political theories and institutions	3 Credits
		AHCC 32023	Project Report	3 Credits
Bachelor of Arts (Honours) Degree Programme				
Level II	First Semester	AHCCH 21013	Hindu Iconography and Architecture	3 Credits
		AHCCH 21023	Modern Movements in Hinduism	3 Credits
		AHCCH 21033	Saiva Cultural traditions expounded in Thirumurais	3 Credits
		AHCCH 21043	Tenants of Siddhar's and Social Harmony	3 Credits
		AHCEH 21013	Hindu Cultural Tourism	3 Credits
		AHCEH 21023	Sri Lankan Contribution to Hindu Civilization in 19 th &20 th Centuries	3 Credits
		AHCCH 22013	Salient Features of Saiva Siddhanta	3 Credits

	Second Semester	AHCCH 22023	Hindu Civilization in Sri Lanka	3 Credits
		AHCCH 22033	Vaishnava Cultural traditions expounded in Divyaprabanthas	3 Credits
		AHCCH 22043	Hindu legacy towards Science and Technology	3 Credits
		AHCEH 22013	Folklore in Hindu Society	3 Credits
		AHCEH 22023	Hindu Culture as reflected in Epics and Puranas	3 Credits
Level III	First Semester	AHCCH 31013	Origin and development of Vedanta Sects	3 Credits
		AHCCH 31023	Sociology of Hinduism	3 Credits
		AHCCH 31033	Value Education of Hindu Society	3 Credits
		AHCCH 31043	Performing Arts in Hindu Heritage	3 Credits
	Second Semester	AHCCH 32013	Hindu Political theories and Hindu Law	3 Credits
		AHCCH 32023	Role of Women in Hindu Society	3 Credits
		AHCCH 32033	Research Methodology and Thesis Writings	3 Credits
		AHCCH 32043	Theory of Knowledge and Cosmological inquiries in Orthodox System	3 Credits
Level IV	First Semester	AHCCH 41013	Cultural Globalization and Hindu Society	3 Credits
		AHCCH 41023	Western Contribution to Hindu Studies	3 Credits
		AHCCH 41033	Hindu Psychology and Counseling	3 Credits
		AHCCH 41043	Hindu Ethics and personality development	3 Credits
		AHCCH 41053	Critical study of Sivagamas towards the Contemporary Religious Practices	3 Credits
	Second Semester	AHCCH 42013	Hindu Temple administration	3 Credits
		AHCCH 42023	Yoga and Mental Health	3 Credits
		AHCCH 42033	Internship	3 Credits
		AHCCH 42046	Dissertation	6 Credits

Detailed Syllabi

Course Title	Introduction to Hindu Civilization
Course Code	AHCC 11013
Credit Value	03 Credits (45 hours lectures and tutorials)

Course Objective		
The course unit introduces the students to learn about the general outlook of Hindu Civilization and its evolution through ages (up to medieval period).		
Intended Learning outcome		
At the end of the course unit students should be able to		
<ul style="list-style-type: none">• Define the Concepts of Culture, Civilization and Cultural Plurality• Identify the multifaceted character of Hindu Civilization and its historical background• Analyze art and literary aspects of Hindu Civilization• Compare the uniqueness of regional religious believes• Value the important aspects of Hindu Doctrines		
Course content		
Definitions of “Culture” and “Civilization”, Concept of “Hindu”, Theories related to Culture, Hindu Civilization through ages - Up to Medieval period : Vedic Period, Mourya, Gupta & Post Gupta period, In South India: Sanga, Post Sanga, Pallava, Pandiya Periods.		
Agamic and Non-Agamic forms of Hindu Doctrines and worship Tradition, Hindu Ruins and Relics in Sri Lanka –selected study.		
Teaching and learning Methods		
Illustrated Lectures, Audiovisual Presentations , Field work and Discussions		
Evaluation Methods		
Formative Assessment		
Assignment	05%	30%
Quiz	05%	
Presentation	10%	
Mid Semester Exam	10%	
Summative Assessment		70%
Written examination with 3 hours duration consisting Structured Question, Short Notes and Essay Questions (Expected to answer 05 questions out of 06) for a total of 500 Marks.		
Recommended Readings		
<ul style="list-style-type: none">• Allchin,F.R., (1968). Birth of Indian Civilization India and Pakistan before 500 BC, Balimore.• Basam,A.L., (1976). A Cultural History of India, Oxford University Press, London.• The Cultural Heritage of India, Volume I, The Ramakrishna Mission, Institute of Culture,Calcutta.• NfhghyfpUJ;z laH> g.>(1992). ,e;Jg; gz;ghl;L kuGfs;> tpj;jpah ntspaPL> aho;g;ghzk;.• ifyhrehjf; FUf;fs;> fh.> (1962). tlkhop ,yf;fpa tuyhW> fyh epiyak;> nfhOk;G>• kfhNjtd;> hp.vk;.gp.> (1967). ,e;J rka jj;Jtk;> jkpopy;:,uh[gfJ}H>Qh.> Fkud; Gj;jf ,y;yk;> nfhOk;G.		

DEPARTMENT OF HINDU PHILOSOPHY

CURRICULUM OF HINDU PHILOSOPHY

Preamble

Course Title	Cultural Heritage of Hindu Society		
Course Code	AHCC 12013		
Credit Value	03 Credits (45 hours of lectures and tutorials)		
Course Objective			
This Course unit provides the salient features of the cultural heritage of the Hindu Society with reference to different sources.			
Intended Learning outcome			
At the end of the course unit students should be able to			
<ul style="list-style-type: none">• Illustrate the uniqueness of Hindu ethics and ethos• Identify the salient features of Hindu Social Theories• Analyze the judicial system of ancient Hindu Society• Assess the contemporary social issues of the Hindu Society• Elaborate the factors instrumental to the emergence of modern institutions for the reformation of Hindu religion and society			
Course content			
Introduction to Hindu Social Theories; Purushartha, Varnasrama Religious Change and Social Change, Hindu Marriage and family ethics: Basic Introduction to Eight types of Marriages revealed in Dharmashastras. Gender issues in Hindu Society: Child Marriage, Social Statues of Widows, Dowry, Custom of Sathi. Introduction to State and judicial System of ancient Hindu Society: Basic introduction to Divine Theory, Power Theory, and Social contract theory expounded in Hindu Sources. Basic Philosophical inquires revealed in Hindu Heritage. Management strategies of Hindu Temples,			
Teaching and learning Methods			
Illustrated Lectures, Audiovisual presentations, Field work and Discussions			
Evaluation Methods			
Formative Assessment			
Assignment	5%	30%	
Quiz	5%		
Presentation	10%		
Mid Semester Exam	10%		
Summative Assessment			70%
Written examination with 3 hours duration consisting Structured Question, Short Notes and Essay Questions (Expected to answer 05 questions out of 06) for a total of 500 Marks.			
Recommended Readings			
<ul style="list-style-type: none">• Chakladar, H.C., (1929). Social Life in Ancient India, Greater Indian Society, Calcutta.• Percy Brown, (1956). Indian Architecture, (Buddhist & Hindu Philosophy), Taraporavala Sons & Co., Bombay.• Sarkar,S.C., (1920). Some Aspects of the Earliest Social History of India, Pre-Buddhistic Ages, O.U.P., London,• nre;jpy;ehjd;> r.> (1973). ,e;Jr; rl;lk;> jkpo;ehl;Lg; ghIE}y; epWtdk;> epa+nly;yp>• gj;kehjd;> rp.> (2005). ,yq;ifapy; ,e;J rkak;> Fkud; Gj;jf ,y;yk;> nfhOk;G- nrd;id>			
Hindu Philosophy (Saiva Siddhanta) manifests itself as a Philosophy religion as well as a life style. It is also a field of education that helps man to live as a perfect human being.			

Graduate Profile of B.A. (Hons.) in Hindu Philosophy (Saiva Siddhanta)

Hindu Philosophy (Saiva Siddhanta) (Hons.) Graduate of the University of Jaffna should have the following attributes.

Academic excellence:

- Identify Hindu Philosophy and its divisions, special features and trends and be able to compare them with Saiva Siddhanta.
- Understand the sects of Saivism and its traditions and the special features inherent to Saiva Siddhanta.
- Assess the metaphysics and physics propounded in Hindu Philosophy and compare them with other contemporary Philosophies.
- Understand the trends of Hindu Philosophy, Ethics, Sociology and History and engage in such activities as applying them in one's own life.
- Approach Philosophy from a critical angle so as to face the challenges arising under contemporary global trends.
- Act against racial discriminations distinctions caste and gender, superstitions and other social evils and be committed to social harmony.
- Face livelihood problems and move towards logical solutions.

Employability and ability to contribute to regional and national development:

- Adopt techniques and skills to successfully overcome all conflicts and challenges that crop up in regard to Hindu Philosophy
- Acquire the necessary institution skills and ethical norms befitting global needs and activate them individually or in teams
- Be aware of factors likely to affect indigenous Philosophy in a Post-Colonial, Post-modernist and multi-cultural scenario, and identify ways and means to conform them.
- Categorize and preserve Hindu Philosophical Institutions and the Schools of Hindu Philosophy for future generations
- Demonstrate the ability to pursue academic activities and be engrossed in specialization which could be useful to the society in any field of Hindu studies.
- Manifest their organizational skills and team spirit which become relevant to effective work habits, whether it is individual or group form.

Sensitive global citizens:

- Engage in lifelong learning, with resilience to involve proactively with the ability to make strong decisions,
- Be endowed with social responsibility coupled with tolerance and civic consciousness.
- Engage effectively in pluralistic and multi-cultural societies.
- Be committed to preserve and nurture the natural environment.

- Have profound consciousness towards human rights, justice and equity.

Programme Educational Objectives (PEOs)

Bachelor of Arts (Honours) in Hindu Philosophy (Saiva Siddhanta) Graduates will be able to:

- PO 1:** Appreciate human and cultural diversity and respect for the values of individuals of diverse cultural groups.
- PO 2:** Have the Ability to work on one's own or in collaboration with others, with a team spirit.
- PO 3:** Demonstrate intellectual integrity, critical thinking and understanding the ethics of scholarship.
- PO 4:** Construct a teachable attitude, including giving and receiving constructive feedback, being present and accountable, prepared and engaged.
- PO 5:** Have the ability to conduct researches in the field of Hindu Philosophy as well as in Saiva Siddhanta.
- PO 6:** Apply their philosophical argumentum skills on contemporary social issues.
- PO 7:** Evaluate Tenants of Saiva Siddhanta, and moral values of Saiva Siddhanta
- PO 8:** Develop and articulate their competence in critical thinking with a solution focused Mindset
- PO 9:** Demonstrate a higher standard of thinking that includes an evaluation of conceptual and theoretical elements in the major fields of Hindu Philosophy.
- PO 10:** Have the Knowledge of ICT to effectively and efficiently handle data and appropriately use advanced information and communication technologies.

The Titles of Course Units offered for B.A. and B.A. (Honours) Degree Programme in Hindu Philosophy

Bachelor of Arts Degree Programme				
Level I	First Semester	AHPC 11013	Introductions to Indian philosophy	3 Credits
	Second Semester	AHPC 12013	Basic Doctrine of Saiva Siddhanta	3 Credits
		AHPC 21013	Introduction to Vedanta	3 Credits

Level II	First Semester	AHPE 21013	Saiva Siddhanta thoughts in Vedagamas	3 Credits
		AHPE 21023	Saiva Siddhanta Thoughts in Early Tamil Literature	3 Credits
	Second Semester	AHPC 22013	Saiva Siddhanta thoughts in Thevaram	3 Credits
		AHPE 22013	Religious Sects of Aham and Ahappuram	3 Credits
		AHPE 22023	Introduction to Veera Saiva and Kashmira Saiva Philosophies	3 Credits
Level III	First Semester	AHPC 31013	Hindu Epistemology	3 Credits
		AHPC 31023	Research Methods	3 Credits
	Second Semester	AHPC 32033	Introduction to the Study of Religions	3 Credits
		AHPC 31023	Project Report	3 Credits
Bachelor of Arts (Honours) Degree Programme				
Level II	First Semester	AHPCH 21013	Saiva Siddhanta Concepts in Sanskrit	3 Credits
		AHPCH 21023	Religious and Philosophical Thoughts in Early Tamil Literature	3 Credits
		AHPCH 21033	Orthodox System (Excluding Vedanta)	3 Credits
		AHPCH 21043	Philosophy of Vedanta	3 Credits
		AHPEH 21013	Philosophy of three malas in Saiva Siddhanta	3 Credits
		AHPEH 21023	Critical study on Sivapirahasam	3 Credits
	Second Semester	AHPCH 22013	Saiva Siddhanta thoughts in Thirumuraikal	3 Credits
		AHPCH 22023	Critical Study of World Religion	3 Credits
		AHPCH 22033	A comparative study of the Veera Saiva and KashmiraSaiva Philosophies	3 Credits
		AHPCH 22043	Sects of Saivaism	3 Credits
		AHPEH 22013	Critical study on Gnanamirtham	3 Credits
		AHPEH 22023	Critical study on Thukalaru Bhodam	3 Credits
		AHPEH 22033	Pandara Sashttras and Saiva Siddhanta	3 Credits
Level III	First Semester	AHPCH 31013	Saiva Siddhanta Epistemology	3 Credits
		AHPCH 31023	Sri Lankans Contribution to Saiva Siddhanta	3 Credits
		AHPCH 31033	Sociological perspective on SaivaSiddhanta Philosophy	3 Credits
		AHPCH 31043	Saiva Siddhanta Philosophy in Kanthapuram	3 Credits
	Second Semester	AHPCH 32013	A comparative study on Indian and Western Philosophy	3 Credits
		AHPCH 32023	Research Methodology	3 Credits
		AHPCH 32033	Pramanaviyal and Ilakkanaviyal of Sivajnanabhoda	3 Credits
		AHPCH 32043	Sivagamas and Saiva Siddhanta	3 Credits
Level IV	First Semester	AHPCH 41013	Theory of Hindu Art and aesthetics	3 Credits
		AHPCH 41023	Saiva Siddhanta Philosophical Struture	3 Credits
		AHPCH 41033	Hindu Psychology	3 Credits
		AHPCH 41043	Philosophy of Religion and SaivaSiddhanta	3 Credits
		AHPCH 41053	Saathanaviyal and Payaniyal of Sivajnana Siddhiyar	3 Credits
	Second Semester	AHPCH 42013	Contemporary trends in Saiva Siddhanta	3 Credits
		AHPCH 42023	Social Harmony and Saiva Siddhanta	3 Credits
		AHPCH 42033	Internship	3 Credits
		AHPCH 42046	Dissertation	6 Credits

Detailed Syllabi

Course Title	Basic Concepts of Saiva Siddhanta		
Course Code	AHPC 12013		
Credit Value	3 Credits (45 hours of lectures and tutorials)		
Course Objective			
This course unit introduces the students the Philosophical significance of Saiva Siddhanta.			
Intended Learning outcome			
At the end of the course unit students should be able to			
<ul style="list-style-type: none">Identify the nature and scope of Saiva Siddhanta PhilosophyCategories various aspects of Saiva SiddhantaDevelop the practice of the Saiva Siddhanta way of lifeEvaluate the role of Saiva Siddhanta in Indian Philosophical arenaDiscuss the historical development of Sava Siddhanta Philosophy			
Course Content			
Formative concepts and factors, Meaning of Saiva Siddhanta, Concept of God – Existence of pathi, Definition for Soruba and Thadatham; Concept of Anma - Existence of Pasu, Definitions for Sakala, Pralayakala & Vignanakala; Creation of the World and satkariyavada, Concept of Anava, Doctrine of Karma and Re- birth, Maya and 36 Philosophical Entities, Siddhanta Alavai, Perception (Prathijaksha) inference (Anumana) Verbal Testimony (Aaptha), means of release , Ethics – Truth and Evil Impact on Hindu Philosophy, Contemporary developments in Saiva Siddhanta.			
Teaching and Learning Methods			
Illustrated Lectures, Audiovisual presentations and Discussions.			
Evaluation Methods			
Formative Assessment			
Assignment		05 %	30 %
Glossary		05 %	
Presentation		10 %	
Mid Semester Exam		10%	
Summative Assessment			70 %
Written examination with 3 hours duration consisting Structured Question, Short Notes and Essay Questions (Expected to answer 05 questions out of 06) for a total of 500 Marks.			
Recommended Readings			
<ul style="list-style-type: none">Balasubramaniam, K.M., (1959). Special Lectures on Saiva Siddhanta, Annamalai University, Tamil Nadu.Devasenapati, V.A., (1974). Saiva Siddhanta (as Expounded in the Saiva Siddhanta and its Six Commentaries, University of Madras, Madras.John H.Piet., (1952). A Logical Presentation of the Saiva Siddhanta Philosophy, C.L.S. Chennai.Mahadevan, T.M.P., (1955). Idea of God in SaivaSiddhanta,Annamalai University, Madurai.			

- Paranjoti., V.,(1954). Saiva Siddhanta (Second and Revised Edition), Luzac& co. Ltd., London.
- Sivaraman, K., (1973). Saivism in Philosophical Perspective, Motilal Banarasidass, India.
- mUiztbNty; Kjypahh;>rp.>(1974). rpj;jhe;jj; njsptpay;>jUikahjPdk;>jkpo;ehL.
- ,uhkehjd;> f.>(2003). irtrpj;jhe;j nka;g;nghUspay;> md;dk; ntspaPL> jhtb> aho;g;ghzk;.
- QhdFkhud;> eh.>(2012). irtrpj;jhe;jj; njspT> J}z;b ntspaPL> aho;g;ghzk;.

Course Title	Introductions to Indian Philosophy		
Course Code	AHPC 11013		
Credit Value	3 Credits (45 hours of lectures and tutorials)		
Course Objective			
The course unit introduces the students to learn the general outlook and salient features of Indian Philosophy			
Intended Learning outcome			
At the end of the course unit students should be able to			
<ul style="list-style-type: none">Recall the origins of Indian PhilosophySketch various aspects of Indian PhilosophyCompare the distinct features of Indian PhilosophyConclude the rule of Metaphysical ideas in establishing Philosophical System in IndiaJustify the importance of Indian Philosophical thoughts for the wellbeing of humans			
Course Content			
Nature and scope of Indian Philosophy, Origin of Indian Philosophical Thought, Salient features of the Six Systems of the Indian Philosophy; Samkhya, Yoga, Nyaya, Vaisesika, Purva Mimamsa and Utara Mimasa, Non Vedic systems and their impact of Indian Philosophy; Buddhism , Jainism , Logayatha and Ajivaka, Idealistic, Materialistic and Realistic approaches in the Indian Philosophical tradition, Ethics in Indian Philosophy, contemporary developments in Indian Philosophy.			
Teaching and Learning Methods			
Illustrated Lectures, Audiovisual presentations Field work and Discussions			
Evaluation Methods			
Formative Assessment			
Assignment	05 %	30 %	
Quiz	05 %		
Presentation	10 %		
Mid Semester Exam	10 %		
Summative Assessment			70 %
Written examination with 3 hours duration consisting Structured Question, Short Notes and Essay Questions (Expected to answer 05 questions out of 06) for a total of 500 Marks			

Recommended Readings

- Chandradhar Sharma, (1997). A Critical Survey of Indian Philosophy, Motilal Banarsidass, Publishers, New Delhi.
- Chatterjee & Datta, (1984). An Introduction to Indian Philosophy, University of Calcutta Publication.
- Mahadevan, T.M.P., and Saroja, G.V., (1981). Contemporary Indian Philosophy, Sterling Publishers, Private Limited, New Delhi.
- Radhakrishnan, S., (1958). Indian Philosophy, Volumes I & II, Allen & Unwin, London.
- Sharma, I.C., (1965). Ethical Philosophy of Indian, George Allen & Unwin, London.
- fe;jrhkp>Nr.h.e.>(2003). ,e;jpa jj;Jtf; fsQ;rpak;> (njhFjp 2)> nka;ag;gd; gjpg;gfk;> jkpo;ehL.
- `hpaz;zh>vk;.> (2005). ,e;jpa nka;apay;> ,e;J rka fyhrhu mYty;fs; jpizf;fsk;> nfhOk;G.

DEPARTMENT OF HISTORY

CURRICULUM OF HISTORY

Preamble

The Department of History was one of the main Departments in the Faculty of Humanities in the newly established Jaffna Campus in 1974 with Professor K. Indrapala as the first Professor of History. Presently, the Department has two broad specializations, Ancient History and Modern History of South Asia and Europe. With the establishment of history as a separate subject in schools, students who offer history are now on the increase.

Graduate Profile of B.A. (Hons.) in History

History (Hons.) Graduate of the University of Jaffna should have the following attributes.

Academic Excellence:

- Describe the development and explain the significance of distinctive forms of political, social, and economic organization.
- Identify major discoveries, inventions, and scientific achievements, and assess their impact on society.
- Assess the significance of key turning points in world history.
- Identify achievements in art, architecture, literature, and philosophy and assess their impact on society.
- Compare the world we live in today with past eras such as the lower Paleolithic, upper Paleolithic, Neolithic, Megalithic and industrial ages.
- Elucidate ideals, practices, and historical developments of major belief systems.
- Identify challenges that humans have faced in the ecological, economic, political, and other spheres of life, and explain how they have responded to those challenges.
- Analyze ways in which human groups have come into contact and interacted with one another, including systems of communication, migration, commercial exchange, conquest, and cultural diffusion.
- Apply their skills to diverse areas and time periods of study.
- Independently formulate and effectively defend and articulate opinions on historical, political, economic, and social science topics.
- Develop business models to conserve and regenerate the cultural artifacts, heritage, and archaeological monuments.
- Identify resources, assets, and amenities that belong to diverse societies and their culture.

Employable and able to contribute to regional and national development:

- Develop business models to document historical places of significance and relevant evidences.
- Identify resources, assets, and amenities that belong to diverse societies and their culture.
- Propose archaeological heritage artifacts-exhibitions, workshops, archaeological heritage tours, workshops, field studies, etc., need to be conducted to create archaeological heritage awareness.
- Sustain the students to meet the challenges in the field of history for the preservation and conservation of historical and archaeological artifacts while motivate and educate the younger generation of the importance of our historical monuments in history.

- Develop an academic institution as a hub in the field of history with an international and regional perspective and co-operation.
- Estimate, analysis, discuss, critically and conclude on the application of historical methods and techniques in different levels through conducting empirical studies and researches with the support of an academic institution.
- Effect modifications to the already established convictions with perspectives and finding of later historians.

Sensitive global citizens:

- Lifelong learners, to show resilience, involve proactively and an ability to make principled decisions.
- Being conscious about the social structure and the rules governing such structure.
- Competence to survive successfully in multi ethnic and multi cultural societies
- Committed to improving the environment.
- Capacity to honour properly human rights and code of ethical behavior

Program Educational Objectives (PEOs)

Bachelor of Arts (Honours) in History Graduates will be able to:

PO 1: Develop critical thinking and analytical skills;

PO 2: Improve writing and communication skills;

PO 3: Familiarize with the basic tools of interpretation;

PO 4: Capacity to develop awareness of the diversity and complexity of human social, cultural, political, and economic institutions;

PO 5: Present information, ideas, and concepts efficiently and effectively;

PO 6: Describe historical events from multiple perspectives;

PO 7: Articulate, sustain, and justify a historical argument using original ideas;

PO 8: Capacity to develop support arguments with historical evidence drawn from primary and secondary sources;

PO 9: Capacity to develop historical arguments into a larger scholarly narrative;

PO10: Evaluate a primary source of medium difficulty. “Analyze” means to describe its biases and situate it in a historical context;

PO 11: Improve recognize and appreciated the diversity of people and societies, both historically and cross- Culturally;

PO12: Acquire to use historical methodology, the means by which historians execute their research, with competence and creativity;

PO13: Acquire explore the intersection of the discipline of History with other academic disciplines;

**The Titles of Course Units offered for
B.A. and B.A. (Honours) Degree Programme in History**

Bachelor of Arts Degree Programme				
Level I	First Semester	AHYC 11013	Introduction to History	3 Credits
	Second Semester	AHYC 12013	Ancient Civilizations of Asia and Europe	3 Credits
Level II	First Semester	AHYC 21013	Study of Sri Lankan Historical Sources	3 Credits
		AHYE 21013	Pre-history and Proto- history of South Asia	3 Credits
		AHYE 21023	History of Jaffna Kingdom up to 1600 A.D.	3 Credits
	Second Semester	AHYC 22013	Political History of Sri Lanka from300 B.C to 1600 A.D.	3 Credits
		AHYE 22013	Economic, Social and Cultural history of Sri Lanka up to 16 th century A.D.	3 Credits
		AHYE 22023	Foreign Policy and International Relations of Sri Lanka from1800A.D. to 2000 A.D.	3 Credits
Level III	First Semester	AHYC 31013	Research Methods	3 Credits
		AHYC 31023	Social and Cultural history in Sri Lanka with special reference to Northern Sri Lanka during the Colonial period	3 Credits
	Second Semester	AHYC 32013	National Movement of South from 1800 A.D to 1948A.D.	3 Credits
		AHYC 32023	Field visit and Writing of Historical and Archaeological Sites in Sri Lanka	3 Credits
Bachelor of Arts (Honours) Degree Programme				
Level II	First Semester	AHYCH 21013	Study of Sri Lankan Historical Sources	3 Credits
		AHYCH 21023	Prehistory and Proto- history of South Asia	3 Credits
		AHYCH 21033	History of North India up to 1200 A.D.	3 Credits
		AHYCH 21043	Peninsular India up to 900 A.D.	3 Credits
		AHYEH 21013	History of Jaffna Kingdom up to 1600 A.D.	3 Credits
		AHYEH 21023	Political, Economic, Social and Cultural Ties of SriLanka with other countries up to 1500A.D.	3 Credits
	Second Semester	AHYCH 22013	Political History of Sri Lanka from 3rd century BC to 1600 A.D.	3 Credits
		AHYCH 22023	Economic, Social and Cultural History of Sri Lanka up to 15th century A.D	3 Credits
		AHYCH 22033	Peninsular India from 900A.D to 1700 A.D.	3 Credits
		AHYCH 22043	History of the U.S.A. from 1776 A.D. to 1900 A.D.	3 Credits
		AHYEH 22013	Contemporary Political History of World	3 Credits
		AHYEH 22023	Foreign Policy and International Relations of Sri Lanka from 1800A.D. to 2000 A.D.	3 Credits
	AHYCH 31013	Modern India from 1707AD to 1948	3 Credits	

Level III	First Semester	AHYCH 31023	Social and Cultural History in Sri Lanka with Special Reference to Northern Sri Lanka During the Colonial Period	3 Credits
		AHYCH 31033	History of Europe from 5th century A.D. to 16th A.D.	3 Credits
		AHYCH 31043	European Political Thoughts and Institutions from 1400 A.D. to 1950 A.D.	3 Credits
	Second Semester	AHYCH 32013	Research Methodology to History	3 Credits
		AHYCH 32023	Constitutional Development and National Movement of Sri Lanka from 1796 A.D. to 1948 A.D.	3 Credits
		AHYCH 32033	Political, Social and Cultural Ties between Sri Lanka and Tamil Nadu from 10th century A.D to 15th Century A.D	3 Credits
		AHYCH 32043	History of Europe from 1600A.D to 1945 A.D	3 Credits
Level IV	First Semester	AHYCH 41013	Cultural Heritage of Sri Lankan Tamils	3 Credits
		AHYCH 41023	Political Thoughts and Institutions of the South Asian Sub-continent up to 20th Century A.D.	3 Credits
		AHYCH 41033	Social and Economic Theories and Institutions of the South Asian Sub- continent up to 20th Century A.D.	3 Credits
		AHYCH 41043	History of East Asia from 1600A.D. to 1950 A.D.	3 Credits
		AHYCH 41053	Modern World History from 1945A.D.to 2000A.D.	3 Credits
	Second Semester	AHYCH 42013	Economic and Cultural Changes in Jaffna after Independence	3 Credits
		AHYCH 42023	History of Feminism and Women in South Asia	3 Credits
		AHYCH 42033	Internship	3 Credits
		AHYCH 42046	Dissertation	6 Credits

Detailed Syllabi

Course Title	Introduction to History
Course Code	AHYC 11013
Credit Value	3 Credits (45 hours of lectures and tutorials)
Course Objective This course unit aims to build fundamental knowledge in concepts, debates and themes in writing and reading history of Sri Lankan and world history which help the first year students understand the major developments, trends and events in the history.	

Intended Learning outcome			
Course Title Ancient Civilizations of Asia and Europe			
At the end of the course the students should be able to			
Course Code AHYC 12013			
• Define the concept of history			
Credit Value 3 Credits (45 hours of lectures and tutorials)			
• Compare difference between history and other disciplines			
Course Objective			
Apply historical methods to evaluate critically the record of the past and how historians			
The course unit aims to provide students the knowledge on early civilizations of Asia and Europe;			
to encourage them to compare and contrast different regions and periods in ancient history; to help			
them understand what developments took place over time. the effective use of libraries,			
archives, and databases			
Intended Learning outcome			
Course Content			
At the end of the course the students should be able to			
Define the Nature of History			
• Define the concept of civilization and other disciplines, knowledge about the past, difference			
between Compare the connection between culture and civilization of the past, Discovery of Pali			
chronicles, Describe the land and space in history, Study the role of the formation and evolution of ancient			
civilizations, Nineteenth century notion of history, Marxism and Historical Materialism,			
Evolution of Modern Sri Lankan Historiography, Recent trends in the study of history.			
the major characteristics of early agricultural societies.			
Teaching and Learning Methods			
• Compose the political, religious, economic, and social institutions of ancient civilizations			
Illustrated lectures, Audiovisual presentations, Fieldwork and Discussions			
Evaluation Methods			
Evaluate the contributions of earlier civilizations to the development of the Post-Classical			
Formative Assessment			
Societies of Medieval Europe, the Byzantine Empire, and the Islamic Empire			
Assignment		05 %	
Course Content			
Reflective Report / Document		05 %	
Recall and provide history, meaning of civilization and culture, Emergence of civilization.		Early 30 %	
Presentation and Viva			
The world-Egypt, Samaria, Indus Valley and China. Evolution of political, social,			
economic, cultural institutions and technical achievement of ancient civilization of Asia.		Origin 10 %	
Mid Semester Exam			
and development of Greek states and evolution of different forms of government; political conflicts			
2. Summative Assessment			
in the Greek world; The Macedonian conquest; The expansion of Rome power; The evolution of			
Written examination with 3 hours duration consisting three parts for a total of 500 Marks as			
follows.			
Part I : Multiple Choice Questions (MCQs) : 10 Questions x 05 Marks = 50 Marks			
Teaching and Learning Methods		70 %	
: 03 Questions x 50 Marks = 150 Marks			
Part III : Essay and Short Notes			
presentations, Fieldwork and Discussions			
Evaluation Method			
03 questions out of 06) : 03 Questions x 100 Marks = 300 Marks			
Recommended Readings			
Formative Assessment			
Assignment			
Lucy, William Leo. (1984). History : Methods and Interpretation, Garland publisher,		05 %	
Reflective Report / Document			
• Khurana K.L. (2017). Concepts and Methods of Historiography, Lakshmi Narain Aggarwal		05 %	
Presentation and Viva		30 %	
Educational Publishers			
Mid Semester Exam			
• Kosambi D.D. (1965). The Culture and Civilization of India in Historical Outline,		10 %	
2. Summative Assessment			
Routledge and Kegan Paul (First edition)		70 %	
Written examination with 3 hours duration; consisting three parts for a total of 500 Marks			
as follows.			
• Manickam.S. (1977). Theory of History and Method of Research, Paduman Publication,			
Part I : Multiple Choice Questions (MCQs) : 10 Questions x 05 Marks = 50 Marks			
Part II : Structured Questions			
: 03 Questions x 50 Marks = 150 Marks			
Part III : Essay and Short Notes			
(Expected to answer 03 questions out of 06) : 03 Questions x 100 Marks = 300 Marks			
பதிப்புக்கம், இராஜபாளையம்			

Recommended Readings:

- Bridget and Allchin.R, (1968). Birth of Indian Civilization, Penguin Books
- Heard, Geraid, (1937). The Source of Civilization, Harper & Brothers
- Ogden.C.K. (1924). The History of Civilization, Kegan Paul & Company
- Robert Martin Engberg, (1937). The Down of Civilization and life the ancient East, University of Knowledge Incorporated
- Wallace Everett Caldwell. (1958). The Civilization of the Western world, Vol. 1, Rinehart and Company INC, New York

UNIT OF HOME ECONOMICS

CURRICULUM OF HOME ECONOMICS

Preamble

Home Economics is the application of many sciences and arts towards achieving healthier and happier homes. Students learn about the inter-relationships between diet, health, family, home and the management of resources. The undergraduate degree of Home Economics has various branches in each field and the participants get their hand on experience in cookery, fashion and apparel designing and interior decoration. Home Economics counts as an interdisciplinary degree that focuses on the economics of running a household. The study of Home Economics has been started as basic outreach programs that taught about food, textile and family sciences to rural communities.

Graduate Profile of B.A. (Hons.) in Home Economics

Home Economics (Hons.) Graduate of the University of Jaffna should have the following attributes.

Academic Excellence:

- Identify various branches of Home Economics
- Employ theoretical and practical knowledge in the fields of Home Management, Food and Nutrition, Human Development and Textile and Clothing. which can be applied in both local and global contexts
- Apply the analytical skills which are gained in the branches of Home Economics to conduct research activities

Critical thinking and problem solving:

- Critically think about a given problem and find solution in an environment where they employ
- Apply theory, analysis, research and creative skills to solve problems and make reasoned decisions
- Demonstrate positive attitudes and social responsibility in workplace

Communication and team working skills:

- Apply communication skills, teamwork, leadership skills, problem solving skills and social skills which will be useful in their early career and further in their career advancement
- Exhibit well-developed skills in critical and creative thinking to work both independently and collaboratively with others
- Take personal responsibility and seek opportunities to work in team to advance thinking and achievement in all spheres of their lives

Contribution to national and regional development:

- Organize Exhibitions and workshops in the community level in order to uplift the nutritional status of the residents
- Identify the issues in the community and dedicate time for the development of the nation
- Engage actively in multicultural environment related to the field of study

Program Educational Objectives (PEOs)

Bachelor of Arts (Honours) in Home Economics Graduates will be able to:

- PO1:** Exhibit sufficient knowledge in the areas of Home Management, Food and Nutrition, Human Development and Textile and Clothing
- PO2:** Apply the prevention methods of the spoilage to control deterioration to make a safe food production for consumption

- PO3:** Demonstrate an understanding of the biological, psychological, social and cultural influences of lifespan in human development
- PO4:** Plan and organize with the utilization of various resources at home for the proper benefit of all family members
- PO5:** Apply appropriate principles and techniques in presenting fashion ideas and illustrate the pattern in garment construction for special needs and considerations in different settings
- PO6:** Interact with individuals from diverse cultures and handle multiple tasks and improve learning by working in new environment with industry experts
- PO7:** Take personal responsibility and trilingual to seek opportunities to work with others and use advance thinking and achievement in all spheres of their lives

**The Title of Course Units offered for
B.A. and B.A. (Honours) Degree Programme in Home Economics**

Bachelor of Arts Degree Programme				
Level I	First Semester	AHEC 11013	Introduction to Home Management	3 Credits
	Second Semester	AHEC 12013	Principles of Food and Nutrition	3 Credits
Level II	First Semester	AHEC 21013	Textile and Clothing	3 Credits
		AHEE 21013	Apparel Decoration	
		AHEE21023	Resource Management and Basic Life Skills	3 Credits
	Second Semester	AHEC 22013	Food Science and Cookery	3 Credits
		AHEE 22013	Traditional food Preparation	3 Credits
		AHEE 22023	Hotel Housekeeping	
Level III	First Semester	AHEC 31013	Early Childhood Education	3 Credits
		AHEC 31023	Research Methods	3 Credits
	Second Semester	AHEC 32013	Food Service Management	3 Credits
		AHEC 32023	Project Report	3 Credits
Bachelor of Arts (Honours) Degree Programme				
Level II	First Semester	AHECH 21013	Biological foundations of human development	3 Credits
		AHECH 21023	Food Science for Home Economics	3 Credits
		AHECH 21033	Experimental Foods	3 Credits
		AHECH 21043	Functional Arts in Textiles	3 Credits
		AHEEH 21013	Maternal Childhood health and care	3 Credits
		AHEEH 21023	Sri Lankan Handicraft	3 Credits
	Second Semester	AHECH 22013	Nutrition in Life Cycle	3 Credits
		AHECH 22023	Household Equipment	3 Credits
		AHECH 22033	Dress Designing and Pattern Making	3 Credits
		AHECH 22043	Education for Special Needs Children	3 Credits
		AHEEH 22013	Apparel Decoration	3 Credits
		AHEEH 22063	Child rearing	3 Credits

Level III	First Semester	AHECH 31013	Food Microbiology and Preservation	3 Credits
		AHECH 31023	Menu Planning and Preparation (Sri Lanka)	3 Credits
		AHECH 31033	Marriage and Family	3 Credits
		AHECH 31043	Rural Home Economics	3 Credits
		AHEEH 31053	Resource Management in Home Studies	3 Credits
	Second Semester	AHECH 32013	Diet for Healthy Life	3 Credits
		AHECH 32023	Baking and Confectionary	3 Credits
		AHECH 32033	Research Methodology for Home Economics	3 Credits
		AHECH 32043	Field work for Home Economics	3 Credits
		AHEEH 32053	Traditional food Preparation	3 Credits
Level IV	First Semester	AHECH 41013	Food Service Management	3 Credits
		AHECH 41023	Food Technology and Hygiene	3 Credits
		AHECH 41033	Extension Education through Home Economics	3 Credits
		AHECH 41043	Family Resource Management	3 Credits
		AHECH 41053	Adolescent development	3 Credits
	Second Semester	AHECH 42013	Housing and Interior Designing	3 Credits
		AHECH 42023	Entrepreneurship Management	3 Credits
		AHECH 42033	Catering Internship	3 Credits
		AHECH 42046	Dissertation	6 Credits

Detailed Syllabi

Course Title	Introduction to Home Management
Course Code	AHEC 11013
Credit Value	03 Credits (45 hours of lectures and tutorials)
Objective: To introduce the salient features of home management and encourages the students to develop their knowledge, understanding and skills in resources management at home.	
Intended Learning outcomes At the end of the course students should be able to <ul style="list-style-type: none"> • Define the term Home Management • Relate the managerial processes to the home, family, and community • Recall the role of resources in home management • Apply the work simplification method • Discuss the interior and exterior decoration for house. 	
Course Content	

Concept of Home Management, Meaning, scope and role of home management in family living. Steps in management process –Planning, Organization, Implementation, Evaluation, and Application of process to specific tasks at home. Motivations for Home management – Values, Goals, Standards, Needs. Role of home manager, Decision making process, Role of resources in home management, optimum usage of resources in home management, Management of time, energy and money, Work simplification in house, House cleaning and sanitation. Interior and exterior decoration for house, Communicative skills develop within the family members		
Teaching and learning Methods Lectures: Basic concepts in home management Audio visual materials: Interior and exterior decoration of houses Discussion: Work simplification at home with suitable examples		
Evaluation Methods		
Formative Assessment: 30% (All of the three components)		
Tutorial	10%	30%
Presentation	10%	
Mid semester exam/Quiz	10%	
Summative Assessment: Written examination with 3 hours duration consisting two parts for a total of 500 Marks as follows. Part I: Structured Questions :- 02 Questions x 50 Marks = 100 Marks Part II: Essay and Short notes (Expected to answer 04 Questions out of 06) (04 Questions x 100 Marks = 400 Marks)		70%
Recommended Readings <ul style="list-style-type: none"> Anson, E and Lidon, K. (2009). The Complete book of Home Management, Emidra Publishing, Oxford Bagh, K. (2010). Home Management, Arya Publishing House, New Delhi. Dismore, H. (2003). The Parent's Success Guide to Managing a Household, Wiley Publishers, New York. Glosson, L.R., Meck, J.P and Smock, L.G. (2002). Creative Living, 6th Ed, California: McGraw Hill Vargheese, M.A., Ogale, M.N and Srinivasan, K. (2010). Home Management, New Age Internationals, New Delhi. 		

Course Title	Principles of Food and Nutrition
Course Code	AHEC 12013
Credit Value	03 Credits (45 hours of lectures and tutorials)
Objective: This course unit aims to introduce the nutrients found in different food groups and the role of nutrients in human health.	
Intended Learning Outcomes At the end of the course students should be able to <ul style="list-style-type: none"> Identify basic categories of nutrients which contribute to health of different age groups Classify different food groups and their role in cookery Explain different nutritional assessment methods in a community Illustrate the causes for nutritional problems in developing countries Summarize the role of microorganisms in food industry 	
Course Content Classification nutrients (carbohydrates, proteins, lipids, vitamins and minerals), functions and sources, role of water in human health, nucleic acids, nutritional needs of different age group, Food groups – Cereals, pulses,	

milk and milk products, vegetable, fruits, fish, meat, fats, beverages, sugar and condiments, preliminary cooking methods and cooking methods of foods, preventing the losses during cooking, menu planning for a family, Assessment of nutritional status of a community, nutritional problems in Sri Lanka, ways to overcome the nutritional problems, classification of microorganisms, role of microorganisms in food production .		
Teaching and learning Methods Lectures: Classification of macro and micro nutrients, role of water in human health Role play/poster presentation: Food groups and their role in cookery Debate: Nutritional problems in developing countries Discussion/Field visit: Assessment of nutritional status in a community Audio visual: Role of microorganisms in food industry		
Evaluation Methods		
Formative Assessment: 30% (All of the three components)		
Tutorial/Field report	10%	30%
Presentation/Role play/Debate	10%	
Mid semester exam/Quiz	10%	
Summative Assessment: Written examination with 3 hours duration consisting three parts for a total of 500 Marks as follows. Part I: Multiple Choice Questions (MCQ): 10 Questions x 05 Marks = 50 Marks Part II: Structured Questions : 03 Questions x 50 Marks = 150 Marks Part III: Essay and Short notes (Students are expected to answer 03 questions out of 06) (03 Questions x 100 Marks =300 Marks)		70%
Recommended Readings <ul style="list-style-type: none"> Forsythe, S. J.(2010). The Microbiology of Safe Food, 2nd Ed, Blackwell Publishers: Oxford. Mudambi, S.R and Rajagobal ,M.V (2004). Fundamentals of Food and Nutrition, 4th Ed., New Age International Publishers, New Delhi. Srilakshmi. M. (2010). Food Science, New Age International Publishers, New Delhi. பத்மாசனி. கு. (2011). உணவும் போசணையும், லங்கா பதிப்பகம்: கொழும்பு. சரோஜினி பேரானந்தன், வசந்தி அரசரத்தினம். (2006). உணவும் போசணையும், மலர் பதிப்பகம் , யாழ்ப்பாணம் 		

DEPARTMENT OF LINGUISTICS & ENGLISH

CURRICULUM OF LINGUISTICS

Preamble

Linguistics is a scientific, empirical as well as qualitative study of language. At present, this discipline covers a gamut of issues and topics which have language at its centre or involve language or one or more of its dimensions. They include the development of language as a product of the human mind, the acquisition of language by children, the changes language undergoes in the human mind, the structural evolution of languages and their dialects and varieties and the factors and forces that shape it, and the relationship between language on the one hand and entities like society, politics, economy, culture, identity, technology, the nation-state and globalization on the other.

The sub-fields of Linguistics taught by the Department of Linguistics & English at the University of Jaffna include Historical Linguistics, Second Language Acquisition, Sociolinguistics, Applied Linguistics, Language and South Asia, Language Policies, Translation and Computational

Linguistics. Linguistics is an ever-evolving discipline which is informed by changes that happen in society, culture, the political and economic spheres, science and technology. The Linguistics curriculum taught by the Department is on par with the advances made in the discipline in Sri Lanka, South Asia and other parts of the world and reflective of the emerging cutting-edge, interdisciplinary research on and around language.

Graduate Profile of B.A. (Hons.) in Linguistics

Linguistics (Hons.) Graduate of the University of Jaffna should have the following attributes.

Academic excellence:

- Being familiar with the theoretical knowledge and emerging research in the field of Linguistics
- Applying his/her linguistic knowledge when he/she contributes to various related academic fields like language teaching, translation, lexicography, media studies and speech and language therapy and conducts inter-disciplinary research
- Possessing the ability to think critically and with care about issues that are relevant to the discipline
- Having the ability to conduct research through field work and by gathering, processing and analysing appropriate data using his/her skills in information technology
- Participating in academic conferences and engaging in public discussions in ways that make their scholarship meaningful and relevant to both the academic communities that he/she is part of and society at-large

Employable and able to contribute to regional and national development:

- Having the ability to work in teams in culturally and linguistically diverse environments
- Possessing the ability make use of his/her theoretical knowledge in Linguistics to find appropriate solutions to problems and challenges that involve language in areas such as language planning and policy making, public relations, translation, second language acquisition and speech therapy
- Managing time efficiently, communicating persuasively and handling technology responsibly in disseminating information
- Being confident, taking risks and managing work in multiple platforms applying the knowledge he/she gained from the Department
- Possessing different types of academic and professional skills that cater to both the public and private workforce

A sensitive global citizen:

- Using linguistic diversity as a platform to create and foster peace, harmony and the coexistence of languages, cultures and communities
- Advocating for inclusive language and educational policies that guarantee the social and political existence of minorities, marginalized groups and their languages and linguistic practices and supporting initiatives that aim at linguistic de-colonization

- Fostering loving-kindness, compassion, empathy and patience that would help create responsible global citizens who have high regard for justice, ethics, equity and human rights
- Conducting themselves as civic-conscious individuals who are more accepting and considerate of other human beings in diverse, multilingual and multi-cultural environments
- Acting as individuals who are able to respond proactively to human suffering rather than being passive observers

Program Educational Objectives (PEOs)

Bachelor of Arts (Honours) in Linguistics Graduates will be able to:

- PO1:** Identify the main issues and concerns related to pronunciation, transcription and speech disorders.
- PO2:** Translate text and speech available in Tamil, Sinhala and English with appropriate translation techniques.
- PO3:** Apply linguistic theories and techniques in bilingual and multilingual contexts.
- PO4:** Contribute to language planning activities in formulating a national language policy.
- PO5:** Document regional and social dialects and support the creation of bilingual / multilingual communities.
- PO6:** Create and contribute to monolingual, bilingual and multilingual dictionaries.
- PO7:** Encourage anthropological research through linguistic knowledge about aesthetics, culture, religion, language or any other anthropological element.
- PO8:** Recognize speech and language disorders to find linguistic remedies.
- PO9:** Strengthen students' knowledge of traditional grammar through modern linguistic perspectives.
- PO10:** Help students familiarize the types of style in texts.
- PO11:** Demonstrate linguistic fields through computer applications.

The Title of Course Units offered for B.A. and B.A. (Honours) Degree Programme in Linguistics

Bachelor of Arts Degree Programme				
Level I	First Semester	ALGC 11013	Introduction to Linguistics	3 Credits
	Second Semester	ALGC 12013	Phonetics	3 Credits
Level II	First Semester	ALGC 21013	Introduction to Phonology.	3 Credits
		ALGE 21013	Introduction to Spoken Sinhala	3 Credits
		ALGE 21023	The Structure of the Tamil language – A Linguistic Point of View	3 Credits
	Second Semester	ALGC 22013	Morphosyntax	3 Credits
		ALGE 22013	Principles of Sinhala Grammar	3 Credits
		ALGE 22023	Anthropological linguistics	3 Credits
Level III	First Semester	ALGC 31013	Applied linguistics	3 Credits
		ALGC 31023	Research methods	3 Credits
	Second Semester	ALGC 32013	Linguistic principles of translation	3 Credits
		ALGC 32023	Research Report	3 Credits

Bachelor of Arts (Honours) Degree Programme				
Level II	First Semester	ALGCH 21013	Phonology of Tamil and English	3 Credits
		ALGCH 21023	Morphology of Tamil and English	3 Credits
		ALGCH 21033	History of Linguistics	3 Credits
		ALGCH 21043	Contrastive Linguistics	3 Credits
		ALGEH 21013	Principles of Sinhala Grammar	3 Credits
		ALGEH 21023	Comparative approach on language structure of Tamil and Sinhala	3 Credits
	Second Semester	ALGCH 22013	Computational Linguistics	3 Credits
		ALGCH 22023	Advanced Phonetics	3 Credits
		ALGCH 22033	Eluttu and Col in Nannul and Tholkaapiyam – Modern Linguistic point of view	3 Credits
		ALGCH 22043	Psycho Linguistics	3 Credits
		ALGEH 22013	Sinhala language :Sociolinguistics Perspectives.	3 Credits
		ALGEH 22023	Historical Linguistics	3 Credits
Level III	First Semester	ALGCH 31013	Syntax	3 Credits
		ALGCH 31023	Applied Linguistics	3 Credits
		ALGCH 31033	Dialectology	3 Credits
		ALGCH 31043	Language and Linguistics in South Asia	3 Credits
	Second Semester	ALGCH 32013	Syntax of Tamil and English	3 Credits
		ALGCH 32023	Linguistics principles of Translation	3 Credits
		ALGCH 32033	Language planning in multilingual society	3 Credits
		ALGCH 32043	Research methodology in Linguistics	3 Credits
Level IV	First Semester	ALGCH 41013	Semantics	3 Credits
		ALGCH 41023	Sociolinguistics	3 Credits
		ALGCH 41033	Dravidian linguistics	3 Credits
		ALGCH 41043	Translation techniques in multilingual contexts.	3 Credits
		ALGCH 41053	Stylistics	3 Credits
	Second Semester	ALGCH 42013	Transformational Generative Grammar	3 Credits
		ALGCH 42023	Clinical linguistics	3 Credits
		ALGCH 42033	Internship	3 Credits
		ALGCH 42046	Dissertation	6 Credits

Detailed Syllabi

Course Title	Introduction to Linguistics
Course Code	ALGC 11013
Credit Value	03 (45 hours of lectures and tutorials)
Course Objectives: This course unit helps students gain knowledge about recognizing the various aspects of language, language structures, and understand linguistics as a discipline.	

Intended Learning Outcomes:

At the end of the course unit, the students should be able to

- Identify the differences between human and animal languages
- Relate language as the most valuable possession of human beings
- Discuss the branches of Linguistics
- Comment on the specific features of language varieties
- Explain how Linguistics is related to other Sciences

Course Content:

Popular ideas about language; Study about language; Modern Linguistics as science; What Linguistics is not; What Linguistics is; What is language; Animal and human languages; Language as the most valuable possession of human beings; Language behaviour and language system; Levels of linguistic analysis; Branches of Linguistics, Inter relationship of Linguistics with other sciences; Families of languages; Artificial languages with special reference to Esperanto; The structural similarities and differences among the languages of the world.

Teaching and Learning Methods

Illustrated Lectures, Group works, Presentations, Discussions.

Evaluation Methods**1. Formative Assessment**

Tutorial	05%	30%
Presentation (Group/Individual)	10%	
Written Assignment	05%	
Mid semester Examination	10%	

2. Summative Assessment

Written examination with 3 hours duration consisting two parts for a total of 500 Marks as follows.

Part A: 2 Structured Questions 02 x 100 marks = 200 marks

Part B: Essay and Short Notes 03 x 100 = 300 marks

(Expected to answer 05 questions out of 08)

Total Marks = 500 marks

70%

Recommended Readings:

- Crystal, David. (1987). The Cambridge Encyclopedia of Language. (Topic to be selected and recommended by the lecturer).
- Lyons, John. (1986). Language and Linguistics, Cambridge University Press, Chapter 03.
- fUzhfud;> fp. kw;Wk; n[ah> t.> (1997). nkhopapay;> ftpjh gjpg;gfk;> nrd;id.
- Poole, Stuart C. (1999). An Introduction to Linguistics, Palgrave, New York.

- fPjh> tp. kw;Wk; ,uh[h> yypjh. (2007). nkhopawptpay;> nkhopapay; cauha;T ikak;> mz;zhkiyg; gy;fiyf;fofk;.
- Denham, Kristin. and Lobeck, Anne (2010). Linguistics for Everyone - An Introduction (Second Edition), Wadsworth - Cengage Learning, USA.

Course Title	Phonetics		
Course Code	ALGC 12013		
Credit Value	03 (45 hours of lectures and tutorials)		
Course Objectives: This course unit helps students become familiar with the speech sounds used in communication in their native languages; the sound-to-symbol transcription using the International Phonetic Alphabet; the transcription of speech sounds; the anatomical structure and functions of the speech organs.			
Intended Learning Outcomes: At the end of the course unit, the students should able to <ul style="list-style-type: none">• Transcribe words in their native language and English.• Make use of the IPA chart to identify mispronunciations, based on errors occur in place and/or manner of articulation.• Apply the correct pronunciation of words occurring in their native and non-native languages.• Describe the basic functions of suprasegmental features.• Apply their knowledge of phonetics to improve their own pronunciation, in further studies of languages and linguistics and in language teaching.• Explain the process that takes place in the production of speech sounds.			
Course Content Introduction to Phonetics; Main branches of Phonetics; Production of speech sounds; Anatomical structure and functions of the speech organs; Places of articulation; Manners of articulation; Acoustic Phonetics; Auditory Phonetics; Uses of learning Phonetics; Suprasegmental features; Transcribing words occurring in one’s native language, Transcribing the standard pronunciation of selected words used in the English language.			
Teaching and Learning Methods Transcription, Illustrated Lectures, Presentations, Discussions.			
Evaluation Methods			
Formative Assessment			
Transcription		15%	40%
Presentation (Individual/Group)		10%	

Written Assignment	05%	
Mid semester Examination	10%	
Summative Assessment Written examination with 3 hours duration consisting two parts for a total of 400 Marks as follows. Part A: Transcription and description - 100 marks Part B. Essay and Short notes (Choice Based). Expected to answer 3 questions out of 6 – 3 x 100 Marks = 300 Marks Total marks: 400		60%
Recommended Readings: <ul style="list-style-type: none"> Davenport, Mike. and Hannahs, S.J. (1998). Introducing Phonetics and Phonology, Oxford University Press, Oxford. Catford. J.C. (2001). A Practical Introduction to Phonetics, Oxford University Press, Oxford. Geoffrey, Pullum K. and Ladusaw, William. A. (1996). Phonetic Symbol Guide, University of Chicago Press, Chicago. Ball, Martin J. and Rahi, Joan. (1999). Phonetics - The Science of Speech, Oxford University Press, Oxford. Abercrombie, David (1967). Elements of General Phonetics, Edinburgh University Press, Edinburgh. Reetz, Henning. and Jongman, Allard. (2009). Phonetics, Transcription, Production, Acoustics, and Perception, Wiley-Blackwell A John Wiley & Sons, Ltd., Publication. 		

DEPARTMENT OF MEDIA STUDIES

CURRICULUM OF MEDIA STUDIES

Preamble

The Bachelor of Arts Degree in Media Studies offered by the Faculty of Arts, University of Jaffna is a pioneering effort and a response to the need of the time by offering theories and academic analysis of the Mass Media and providing practical proficiency in print, electronic and new media for the students expects to enter into media and relevant world. The programme provides a great strength and facilitates to create Media Studies graduates with the professional skills, knowledge and principles to find employment as Journalists, Press Officers, Information Officers, Advertisers, Documentary and Feature Film Makers and Public Relations Officers at regional and national level. It also affords the graduates with great potentials to be self-employed as small scale entrepreneurs considering the vast horizons of media and as teachers of Media Studies in schools and universities.

Graduate Profile of B.A. (Hons.) in Media Studies

Media Studies (Hons.) Graduate of the University of Jaffna should have the following attributes.

Academic Excellence:

- Have a clear understanding of the principles of communication.
- Articulate their knowledge with a critical perspective in media and, law and ethics.
- Manage and use writing and reporting techniques in print media and technical production in television and radio programmes
- Apply critical thinking skills and problem-solving techniques for data gathering, processing, and analysis in media research.
- Apply rational thinking that enhances the ability to form logical conclusions and make informed decisions across all disciplines.

Employability and ability to contribute to regional and national development:

- Demonstrate the organizational skills and discipline necessary for effective work habits, whether working individually or in groups in fieldwork particularly in the professional media field.
- Demonstrate an understanding of the issues relevant to popular culture, gender in media, alternative media and intercultural communication and conflict sensitive journalism.
- Consider the influences current events have on the global scene and identify avenues for responding to such influences via media.
- Demonstrate the skills necessary to locate and evaluate information in order to pursue career options in the professional media field.
- Be equipped to continue education consistent with that graduate's gifts and abilities.
- Receive and interpret information, express ideas and share knowledge with diverse audiences in a range of media and formats.
- Establish a rapport and build collaborative relationships with individuals, groups and, media outlets.

Sensitive global citizens:

- Lifelong learners, to show resilience, involve proactively and an ability to make principled decisions.
- Being socially responsible, with civic consciousness.
- Ability to engage effectively in global and multicultural environments
- Committed to improving the environment.
- Having high regard for human rights, equity, and ethics.

Program Educational Objectives (PEOs)

Bachelor of Arts (Honours) in Media Studies Graduates will be able to:

PO 1: Demonstrate problem-solving skills in the area of communication and media studies;

PO 2: Develop arguments and make sound judgments in accordance with basic communication theories and concepts;

PO 3: Present information, ideas, and concepts efficiently and effectively;

- PO 4:** Apply knowledge and understanding of concepts and principles of communication and media;
- PO 5:** Apply efficient techniques in collect, analyze and interpret qualitative and quantitative data in content and recipient analysis in media research;
- PO 6:** Acquire new competencies that will enable them to assume major responsibilities in media field;
- PO 7:** Demonstrate writing and reporting techniques in print media and technical production in television and radio programmes necessary for employment in professional media;
- PO 8:** Undertake further training and develop additional skills that will enable them to make sound decisions;
- PO 9:** Exercise initiative, personal responsibility, and accountability;
- PO 10:** Show leadership in the professional environment/workplace; and,
- PO 11:** Demonstrate positive attitudes and social responsibility.
- PO 12:** Construct a teachable attitude, including giving and receiving constructive feedback, being present and accountable, prepared and engaged.
- PO 13:** Develop the physical and emotional limits of professional relationships in the media field.

**The Titles of Course Units offered for
B.A. and B.A. (Honours) Degree Programme in Media Studies**

Bachelor of Arts Degree Programme				
Level I	First Semester	ACMC 11013	Principles of Communication	3 Credits
	Second Semester	ACMC 12013	Theories and Models of Communication	3 Credits
Level II	First Semester	ACMC 21013	Reporting and Editing for Newspaper	3 Credits
		ACME 21013	Media Literacy	3 Credits
		ACME 21023	Film Script Writing	3 Credits
	Second Semester	ACMC 22013	Contemporary Media Technology	3 Credits
		ACME 22013	Advertising	3 Credits
		ACME 22023	Photo Journalism	3 Credits
Level III	First Semester	ACMC 31013	Television and Cinema Production Technologies	3 Credits
		ACMC 31023	Media Research Methods	3 Credits
	Second Semester	ACMC 32013	Radio Production and Presentation	3 Credits
		ACMC 32023	Media Project Report	3 Credits
Bachelor of Arts (Honours) Degree Programme				
Level II	First Semester	ACMCH 21013	Mass Communication and Society	3 Credits
		ACMCH 21023	Reporting Techniques and Skills	3 Credits
		ACMCH 21033	Media, Democracy, Law and Ethics	3 Credits
		ACMCH 21043	Film Script Writing	3 Credits
		ACMEH 21013	Media Literacy	3 Credits
		ACMEH 21023	Folk Media	3 Credits
		ACMCH 22013	Photo Journalism	3 Credits

	Second Semester	ACMCH 22023	Newspaper Editing: Concepts and Processes	3 Credits
		ACMCH 22033	Advertising	3 Credits
		ACMCH 22043	Contemporary Media Technology	3 Credits
		ACMEH 22013	Public Relations	3 Credits
		ACMEH 22023	Political Communication	3 Credits
Level III	First Semester	ACMCH 31013	Development Communication	3 Credits
		ACMCH 31023	Radio Production and Presentation	3 Credits
		ACMCH 31033	Gender and Communication	3 Credits
		ACMCH 31043	Television and Cinema Production Technologies	3 Credits
	Second Semester	ACMCH 32013	Print Media: Productions and Design	3 Credits
		ACMCH 32023	Digital Storytelling: Documentary Filmmaking	3 Credits
		ACMCH 32033	English for Media	3 Credits
		ACMCH 32043	Media Research Methodologies	3 Credits
Level IV	First Semester	ACMCH 41013	Media Management	3 Credits
		ACMCH 41023	Sinhala for Media	3 Credits
		ACMCH 41033	Introduction to Animation Techniques	3 Credits
		ACMCH 41043	Creative Journalism	3 Credits
		ACMCH 41053	Digital Storytelling: Short Filmmaking	3 Credits
	Second Semester	ACMCH 42013	Digital Visual Effects	3 Credits
		ACMCH 42023	World Media Scenario	3 Credits
		ACMCH 42033	Media Internship	3 Credits
		ACMCH 42046	Dissertation	6 Credits

Detailed Syllabi

Course Title	Theories and Models of Communication
Course Code	ACMC 12013
Credit Value	3 Credits (45 hours of lectures and tutorials)
Course Objective This course unit provides the ability to the students to design the overview of the communication process in theoretical aspects and distinguish the models of communication arises in different eras through varieties of disciplines.	
Intended Learning Outcome At the end of the course unit, the students should able to <ul style="list-style-type: none"> • Compose the idea of the communication process in theoretical aspects • Distinguish the models of communication arises in different eras through varieties of disciplines • Elaborate the salient features of different theories and models of communication • Compare the different types of communication theories and models 	

Course Title	Principles of Communication		
Course Code	ACMC 11013		
Credit Value	3 Credits (45 hours of lectures and tutorials)		
Course Objective			
This course unit introduces the students to categorize the basic principles of the communication process and compile the basic idea of communication and the need for communication. Students also would identify basic communication behaviour.			
Intended Learning Outcome			
At the end of the course unit, the students should able to			
<ul style="list-style-type: none">• Identify the features of communication• Discuss the different principles of communication• Summarize the basic purpose of communication• Deduct the factors that affect the process of communication• Compare the types of communication• Demonstrate communication behavior in different situations			
Course Content			
Introduction to Communication, Definitions of Communication, Communication is a basic need, Communication is a right, Understanding Human Communication, Communication Components, Historical Survey of Communication, Characteristics of Human Communication, Levels of Communication, Types of Communication: Interpersonal, Intrapersonal, Group, Transpersonal, Organizational, Mass, Intra-Group, Inter-Group, Medio, Mass-line, Extra-personal, Meta, Para Language and, Zoo-semiotics, Barriers to Effective Human Communication, Nonverbal Communication, Nonverbal Communication Blends with Verbal Communication, Channels of Nonverbal Communication: Body Language, Facial Communication, Eye Communication, Space Communication, Artifactual Communication, Colour Communication, Clothing and Body Adornment, Interior / Space Decoration, Touch Communication, Silence, Time Communication and, Smell Communication, Communication Climate : The Foundation of Personal Relationships, Guidelines for Effective Communication During Conflicts			
Teaching and Learning Methods			
Illustrated Lectures, Audiovisual Presentations, Group and Individual Discussions			
Evaluation Methods			
1. Formative Assessment			
Assignment	05 %	30%	
Reflective Report / Quiz	05 %		
Presentation / Exhibition	10 %		
Mid Semester Exam	10 %		
2. Summative Assessment			70 %
Written examination with 3 hours duration consisting three parts for a total of 500 Marks as follows.			
Part I : Multiple Choice Questions (MCQs) : 10 Questions x 05 Marks = 50 Marks			
Part II : Structured Questions : 03 Questions x 50 Marks = 150 Marks			
Part III : Essay and Short Notes			

(Expected to answer 03 questions out of 06) : 03 Questions x 100 Marks = 300 Marks		
Recommended Readings <ul style="list-style-type: none"> Aggarwal, Vir. Bala., and V.S. Gupta (2001). Handbook of Journalism and Mass Communication, Concept Publishing Company, New Delhi Mc Quail, Denis. (1992). Media Performances, Sage Publication, UK Murray, Michael D., and Roy L. Moore (2003). Mass Communication Education, Sage Publication, UK Wood, Julia T. (2008). Interpersonal Communication : Everyday Encounters, Wadsworth, USA 		
<ul style="list-style-type: none"> Test the types of communication theories and models in their everyday encounters 		
Course Content Aristotle Model, Modern Communication Models: Linear Models – Lasswell’s Model, Shannon and Weavers’ Mathematical Model, Berlo’s Model, Interactive Model – Schramm – Osgood Model, Transactional Model – Barnlund’s Model, Dance or Helical Model, Gerbner’s Model, Newcomb’s Model, Mass Communication Models and Theories: Gate-keeping Model, Hypodermic Needle Theory, Magic Bullet Theory, Cultivation Theory, Uses and Gratifications Theory, Two Step Flow Theory, Commercial Theory of Mass Communication, Play Theory of Mass Communication, Selective Exposure, Selective Perception and Selective Retention Theory, Agenda Setting Theory, Four Theories of the Press: Authoritarian Theory, Soviet – Communist Theory, Libertarian Theory and, Social Responsibility Theory		
Teaching and Learning Methods Illustrated Lectures, Audiovisual Presentations , Discussions		
Evaluation Methods		
1. Formative Assessment		
Assignment	05 %	30%
Reflective Report / Quiz	05 %	
Presentation / Exhibition	10 %	
Mid Semester Exam	10 %	
2. Summative Assessment Written examination with 3 hours duration consisting three parts for a total of 500 Marks as follows. Part I : Multiple Choice Questions (MCQs) : 10 Questions x 05 Marks = 50 Marks Part II : Structured Questions : 03 Questions x 50 Marks = 150 Marks Part III : Essay and Short Notes (Expected to answer 03 questions out of 06) : 03 Questions x 100 Marks = 300 Marks		70 %
Recommended Readings <ul style="list-style-type: none"> Little John, Stephen W., and Karen A. Foss. (2008). Theories of Human Communication, Cengage Learning, USA 		

- Mc Quail, Denis. (1993). Communication Models for the Study of Mass Communication, Longman Publishers, UK
- Mc Quail, Dennis. (2000). Introduction to Communication Theories, Sage Publication, London

DEPARTMENT OF PHILOSOPHY CURRICULUM OF PHILOSOPHY

Preamble

Philosophy is a study of life. It gives a direction to life, offers a design for living. When a human being is caught up in ambiguous situation, his/her thinking about morality, duty, justice, right, goodness, environment, world and its management etc. become subjective. Its objectivity is arrived by the way of Philosophy. The reasons are : that philosophy is created out of life's experience and, Philosophy is capable enough to make unambiguous the logical nature of concepts concerned.

Graduates who have completed Bachelor Degree program at either general level or special level in Philosophy at University of Jaffna, have potential to obtain employment in various capacities such as Teachers, Lecturers, Cultural Officer, Divisional Secretaries, Administrative Officers, Social

Work Officers, Management Assistants etc. in Government Sectors. Some Graduates who completed special degree courses in Philosophy had been absorbed in secondary and tertiary level institutes of Education, NGOs and INGOs.

Graduate Profile of B.A. (Hons.) in Philosophy

Philosophy (Hons.) Graduate of the University of Jaffna should have the following attributes.

Academic Excellence:

- Possess knowledge and understanding of fundamentals of philosophy/ major concepts, principle and theories of core fields of philosophy such as Logic, Epistemology, Meta-Physics, Aesthetics, Ethics, Psychology, Social and Political Philosophy, Mind Philosophy, Analytical Philosophy, Religious Philosophy, Philosophy of Science etc.
- Clarity and rigor in the critical assessment of arguments presented in such texts.
- Ability to use and criticize the philosophical terminology.
- Ability to abstract and analyze and to identify flaws in them, such as false premises and invalid reasoning (Fallacy)
- Be able to apply the methods of acquiring, interpreting and analyzing information related to the philosophical theories.
- Apply core philosophical theories to actual problems and issues.
- Ability to consider unfamiliar ideas and ways of thinking, and to examine critically pre-suppositions and method within the discipline itself.

Specific Skills:

- Generate ideas on a variety of problems
- Formulate and solve problems
- Uncover assumptions and suggest alternatives
- Distinguish subtle differences without overlooking similarities
- Analyze, develop and formulate logical arguments
- Make knowledgeable decisions, examining thoroughly the consequences of various actions
- Have the aptitude to examine various angles of topics
- Write and speak clearly and effectively
- Interpret and assess various thoughts and theories

Generic Skills:

- Practical skills – Write reports effectively and apply information and communication technology.
- Flexibility, adaptability and creativity mind to study and work.
- Motivation to work and investigate.
- Ability to work independently and as well as with other
- Intellectual integrity and interest in lifelong learning.
- Awareness of responsibility as a regional and national citizen.

Program Educational Objectives (PEOs)

Bachelor of Arts (Honours) in Philosophy Graduates will be able to:

- PEO 01:** Acquire knowledge on philosophical problems, its relevance to the human being, the positions of philosophical theorists and criticisms to those positions.
- PEO 02:** Recognize and articulate fundamental questions about what exists, what we can know, how we should live our lives; and have clear understandings about the influential attempts to answer such questions, along with evaluating their advantages and disadvantages.
- PEO 03:** Attain competency in symbolizing, interpreting and proving in propositional and predicate logic and understand how these processes assist to the evaluation of arguments.
- PEO 04:** Develop their own philosophical areas of interest and examine them from the various perspectives.
- PEO 05:** Develop the ability to express philosophical ideas and arguments with clarity, accuracy, and brevity; and the ability to argue effectively in a debate.
- PEO 06:** Apply their philosophical learning on important contemporary public issues, and analyse and construct sound arguments on the basis of philosophical research methods to articulate and defend their positions on those issues.
- PEO 07:** Solve problems and make decisions specially on contemporary issues through philosophical methods with sound arguments.
- PEO 08:** Justify their decisions with rational justifications and evidences and avoid the fallacies in their arguments as they provided with the knowledge of fallacy.
- PEO 09:** Acquire knowledge regarding the nature of scientific knowledge and the logical base of scientific theories and the methodologies that were used by the philosopher to enunciate the conceptual base of scientific expressions.
- PEO 10:** Gain and develop research skills necessary for writing a research paper that engages with primary and secondary literatures in philosophy.
- PEO 11:** Explain and discriminate between major approaches to moral philosophy, aesthetics, epistemology, meta-physics, psychology, social and political philosophy, mind philosophy, philosophy of religion, philosophy of science and analytical philosophy, etc.
- PEO 12:** Acquire reading skills necessary to understand and critically engage with historical and contemporary philosophical texts.

The Title of Course Units offered for B.A. and B.A. (Honours) Degree Programme in Philosophy

Bachelor of Arts Degree Programme				
Level I	First Semester	APHC 11013	Introduction to Philosophy	3 Credits
	Second Semester	APHC 12013	Introduction to Indian Philosophy	3 Credits
Level II		APHC 21013	Logical Development and Reasoning Structure	3 Credits

	First Semester	APHE 21023	Indian Philosophical development during Contemporary period	3 Credits
		APHE 21033	Western Philosophy	3 Credits
	Second Semester	APHC 22013	Theory of Knowledge	3 Credits
		APHE 22013	Fundamental issues in Ethics	3 Credits
		APHE 22023	Philosophy of Religion	3 Credits
Level III	First Semester	APHC 31013	Fundamental Issues in Psychology	3 Credits
		APHC 31023	Research Methods	3 Credits
	Second Semester	APHC 32013	Philosophy of Saiva Siddhanta	3 Credits
		APHC 32023	Project Report	3 Credits
Bachelor of Arts (Honours) Degree Programme				
Level II	First Semester	APHCH 21013	Modern Logic and Critical reasoning	3 Credits
		APHCH 21023	Greek and Medieval Philosophy	3 Credits
		APHCH 21033	Contemporary Indian Philosophy	3 Credits
		APHCH 21043	Modern Philosophy	3 Credits
		APHEH 21013	Eastern Philosophy	3 Credits
		APHEH 21023	Existentialism	
	Second Semester	APHCH 22013	Analytical Philosophy	3 Credits
		APHCH 22023	Philosophy of Vedanta	3 Credits
		APHCH 22033	Epistemology	3 Credits
		APHCH 22043	Moral Philosophy	3 Credits
		APHEH 22013	Conflict and Peace	
		APHEH 22023	Analytical Psychology	3 Credits
Level III	First Semester	APHCH 31013	Fundamental Issues in Psychology	3 Credits
		APHCH 31023	Research Methodology	3 Credits
		APHCH 31033	Continental Philosophy	3 Credits
		APHCH 31043	Indian Epistemology	3 Credits
	Second Semester	APHCH 32013	Philosophy of Saiva Siddhanta	3 Credits
		APHCH 32023	Philosophy of Art and Aesthetics	3 Credits
		APHCH 32033	Social and Political Philosophy	3 Credits
		APHCH 32043	Indian Psychology	3 Credits
Level IV	First Semester	APHCH 41013	Applied Ethics	3 Credits
		APHCH 41023	Philosophy of Religion	3 Credits
		APHCH 41033	Post Modernism	3 Credits
		APHCH 41043	Philosophy of Mind	3 Credits
		APHCH 41053	Practice on Philosophical Problems (Field Visit & Report)	3 Credits
	Second Semester	APHCH 42013	Textual Study- Selected text	3 Credits
		APHCH 42023	Philosophy of Science	3 Credits
		APHCH 42033	Internship	3 Credits
		APHCH 42046	Dissertation	6 Credits

Detailed Syllabi

Course Title	Introduction to Philosophy		
Course Code	APHC 11013		
Credits Value	03 Credits (45 hours of lectures and tutorials)		
Course Objectives This unit will provide the knowledge on the basic issues in Philosophy. This unit is designed to promote the intellectual faculty of students and enlighten them with core fields within Philosophy such as Epistemology, Metaphysics, Logic, Mind, Religion, Ethics, Psychology, Social, Political Philosophy, Aesthetics etc. This unit will help to gain knowledge in the development of Philosophical trend. Ultimately students will be able to acquire knowledge of the problems of Philosophy.			
Learning outcomes At the end of the course unit, the students should able to <ul style="list-style-type: none">• Define what philosophy is.• Recall significance and nature of philosophy• Relate philosophy with other disciplines• Outline the history of Philosophy by demonstrating the periods and the dominant philosophers• Explain the contributions of philosophers to the development of the contemporary philosophy			
Course Content Introduction to the Nature and Development of Philosophy, History of Philosophy, Theory of Knowledge, Ethics norms and Problems in Ethics, Social and Political Philosophy, Logic and critical reasoning, Art and Aesthetics, Philosophy of Mind, Philosophy of Religion, Psychology.			
Teaching and Learning Method	Lectures, Presentation, Discussion		
Evaluation Methods			
Formative Assessment : 30%			
Tutorial 01	05%	30%	
Tutorial 02	05%		
Multiple Choice Questions (Glossary)	05%		
Presentation (Group/Individual)	05%		
Mid Semester Exam	10%		
Summative Assessment : Written examination with 3 hours duration consisting 08 questions out of which the candidate has to answer 05 for a total of 500 Marks.			70%
Recommended Reading <ul style="list-style-type: none">• Ayer, A.J., (1973). The Central Questions of Philosophy, Great Britain: Penguin Books.			

- Patrick, G.K & White, (1978). Introduction to Philosophy, New Delhi: Surjeet Publication.
- mdj; >vk;.v];.vk;.> (2006). nka;apay; - fpNuf;f nka;apay; Kjy; jw;fhyk; tiu> nfhOk;G: Fkud; Gj;jf ,y;yk;.
- rpthde;j%Hj;jp> f.> md;ud;la];> f.> (1998). nka;apay; - XH mwpKfk;> Gj;J}H: mk;ghs; gjpg;gfk;.
- QhdFkhud;> eh.> (2012). nka;apay;> nfhOk;G : NrkkL gjpg;gfk;.

Course Title	Introduction to Indian Philosophy		
Course Code	APHC 12013		
Credits Value	Three Credits (45 hours of lectures and tutorials)		
Course Objectives This unit introduces some of the central topics, questions, and styles of Indian Philosophical thought. Students will familiarize with basic concepts of Indian philosophy. Studying several important texts and identifying some of the questions which Indian philosophers had addressed and critically examining their answers, positions, and arguments. Identify and evaluate their presuppositions about Indian thought.			
Learning outcomes At the end of the course unit, the students should able to <ul style="list-style-type: none">• Illustrate the nature and scope of Indian philosophy• Outline the history of Indian philosophy• Distinguish the Indian Philosophy from the history of Western philosophy• Explain the relation of Indian philosophy to Indian religions• Illustrate the views about the self, the divine, religion, ethics, epistemology and philosophy			
Course Content Introduction to Indian Philosophy: Definition, Scope and Nature, Distinctions between Indian Philosophy and Western Philosophy, Philosophy of Vedas, Philosophy of Upanishads, Philosophy of Bhagavad Gita, Orthodox and Heterodox system of Indian philosophy, Six schools of orthodox and its implication, main concept of Buddhism, the philosophy of Jainism			
Teaching and Learning Method	Lectures, Presentation, Discussion		
Evaluation Methods			
Formative Assessment : 30%			
Tutorial 01	05%	30%	
Tutorial 02	05%		
Multiple Choice Questions (Glossary)	05%		
Presentation (Group/Individual)	05%		
Mid Semester Exam	10%		

Summative Assessment : Written examination with 3 hours duration consisting 08 questions out of which the candidate has to answer 05 for a total of 500 Marks.	70%
Recommended Reading <ul style="list-style-type: none"> • Dasgupta, S. (2009). A History of Indian Philosophy, Volume I-V, New Delhi: Motilal Banarsdass. • Hiriyanna, M., (1995). The Essentials of Indian Philosophy, New Delhi: Motilal Banarsdass. • Sharma, C., (1991). A Critical Survey of Indian Philosophy, 5th Ed., New Delhi: Motilal Banarsdass. • ஞானகுமாரன், நா., (1994). நயந்தரும் சைவசித்தாந்தம், இந்தியா: என்.சி.பி.எச். • ஞானகுமாரன், நா (2012). சைவசித்தாந்தத் தெளிவு, யாழ்ப்பாணம்: தூண்டில் வெளியீட்டகம். 	

DEPARTMENT OF PHILOSOPHY CURRICULUM OF PSYCHOLOGY

Preamble

Psychology is the scientific study of behaviour and associated biological, cognitive, and social processes in humans. It is a rapidly developing field touching on all aspects of human life. Advances in neuro-imaging and molecular biology are rapidly enhancing the understanding of how the brain works, while increasingly complex theories are being developed to understand both normal and abnormal development and the behaviour of individuals and groups. Major advances are being made in understanding and treating psycho-pathologies such as anxiety, depression, eating disorders, and addictions.

Graduate Profile of B.A. (Hons.) in Psychology

Psychology (Hons.) Graduate of the University of Jaffna should have the following attributes.

Academic Excellence:

- Apply psychological principles to personal, social, organisational, technological and global issues.
- Appreciate the need for continued personal and professional development in a highly skilled psychology workforce.
- Utilize communication and IT skills to disseminate findings in a professional manner, to a variety of audiences.
- Demonstrate knowledge of legislation relating to research, and professional responsibilities in the practice of psychology and understand the role of ethics in maintaining the integrity, accountability and cohesiveness of the profession.

- Apply knowledge and understanding, their conceptualization, elucidation and prediction of patterns in behaviour, psychological functioning and mental health
- Contribute to the development and execution of research utilizing statistical skills and methodology, providing solutions to problems
- Understand the scientific study of psychology through research that include critical analysis of current literature, along with evaluation of research problems
- Understand the theoretical background to, construction, administration, and interpretation of psychological tests and assessment procedures.
-

Employability and ability to contribute to regional and national development:

- Demonstrate the organizational skills and discipline necessary for effective work habits, whether working individually or in groups in fieldwork.
- Consider the influences current events have on the global scene and identify avenues for responding to such influences.
- Demonstrate the skills necessary to locate and evaluate information in order to pursue career options in the professional field.
- Be equipped to continue education consistent with that graduate's gifts and abilities.
- Receive and interpret information, express ideas and share knowledge with diverse audiences.
- Establish a rapport and build collaborative relationships with individuals, groups and, professional organizations.

Sensitive global citizens:

- Lifelong learners, to show resilience, involve proactively and an ability to make principled decisions.
- Being socially responsible, with civic consciousness.
- Ability to engage effectively in global and multicultural environments
- Committed to improving the environment.
- Having high regard for human rights, equity, and ethics.

Program Educational Objectives (PEOs)

Bachelor of Arts (Honours) in Psychology Graduates will be able to:

- PEO 01:** Have knowledge and understanding of psychological theories, concepts, research paradigms and research findings, and the ability to make links to the relevant historical background
- PEO 02:** Have research skills, including statistical and other data analysis skills, which will equip you to contribute to psychological knowledge
- PEO 03:** Have an awareness of applications and implications of psychological theories and research
- PEO 04:** Have the ability to think critically and creatively about theoretical, empirical and applied issues and their inter-relationships

- PEO 05:** Have an appreciation of the diverse, wide-ranging nature of psychology and an ability to make links between different areas of the discipline
- PEO 06:** Have an understanding of how psychology relates to other disciplines
- PEO 07:** Have Active-learning skills and transferable skills (eg study skills, information retrieval skills, information technology skills, presentation and communication skills, group work skills).
- PEO 08:** Understand the diverse range of skills needed for effective work, including understanding team working, managing workload to appropriate standards within a suitable timeframe, and understanding the ethical and professional issues appropriate to a working environment.
- PEO 09:** Demonstrate familiarity with a range of technology for different purposes.
- PEO 10:** Develop basic assessment instruments (e.g. for measurement of attitudes or psychological attributes/traits) and understand the criteria for the use of these.

**The Titles of Course Units offered for
B.A. and B.A. (Honours) Degree Programme in Psychology**

Bachelor of Arts Degree Programme				
Level I	First Semester	APYC 11013	Introduction to Psychology	3 Credits
	Second Semester	APYC 12013	History and systems of Psychology	3 Credits
Level II	First Semester	APYC 21013	Lifespan Human Development.	3 Credits
		APYE 21013	Environmental Psychology	3 Credits
		APYE 21023	Guidance and Counselling.	3 Credits
	Second Semester	APYC 22013	Social Psychology	3 Credits
		APYE 22013	Child Psychology	3 Credits
		APYE 22023	School Psychology	3 Credits
Level III	First Semester	APYC 31013	Psychology of Education.	3 Credits
		APYC 31023	Research Methods	3 Credits
	Second Semester	APYC 32013	Health Psychology	3 Credits
		APYC 32023	Project Report	3 Credits
Bachelor of Arts (Honours) Degree Programme				
Level II	First Semester	APYCH 21013	Biological Psychology	3 Credits
		APYCH 21023	Sensation and Perception	3 Credits
		APYCH 21033	Developmental Psychology	3 Credits
		APYCH 21043	Cognitive Psychology	3 Credits
		APYEH 21013	Environmental Psychology	3 Credits
		APYEH 21023	Guidance and Counselling.	3 Credits
	Second Semester	APYCH 22013	Motivation and Emotion	3 Credits
		APYCH 22023	Psychology of Personality	3 Credits
		APYCH 22033	Social Psychology	3 Credits
		APYCH 22043	Psychology of Gender	3 Credits
		APYEH 22013	Child Psychology	3 Credits
		APYEH 22023	School Psychology	3 Credits
		APYCH 31013	Educational Psychology	3 Credits

Level III	First Semester	APYCH 31023	Counselling Psychology	3 Credits
		APYCH 31033	Psychopathology	3 Credits
		APYCH31043	Introduction to Research methodology	3 Credits
	Second Semester	APYCH 32013	Health Psychology	3 Credits
		APYCH 32023	Psychotherapeutics	3 Credits
		APYCH 32033	Applied Counselling Psychology in Sri Lankan context.	3 Credits
		APYCH32043	Advanced Research methodology	3 Credits
Level IV	First Semester	APYCH 41013	Industrial and organizational Psychology	3 Credits
		APYCH 41023	Multicultural Issues in Psychology	3 Credits
		APYCH 41033	Experimental Psychology	3 Credits
		APYCH 41043	Clinical Psychology	3 Credits
		APYCH 41053	Community Guidance(Project report)	3 Credits
	Second Semester	APYCH 42013	Forensic Psychology	3 Credits
		APYCH 42023	Rehabilitation Psychology	3 Credits
		APYCH 42033	Internship	3 Credits
		APYCH 42046	Dissertation	6 Credits

Detailed Syllabi

Course Title	History and Systems of Psychology
Course Code	APYC 12013
Credit Value	3 Credits (45 hours of lectures and tutorials)

Course Title	Introduction to Psychology		
Course Objective			
Course Code	APYC 11013		
Credit Value	3 Credits (45 hours of lectures and tutorials)		
Course Objective	The course unit provides an overall view of the emergence of psychology as a field, its historical roots, its evolution as different schools and systems, and philosophical currents running throughout its evolution.		
Intended Learning outcome	The course unit introduces a variety of concepts, theoretical and methodological approaches of Psychology to provide a strong understanding of the human behavior and cognitive process. At the end of the course unit, the students should able to,		
Intended Learning outcomes	<ul style="list-style-type: none"> • Describe the key major figures in the history of psychology and their major contributions • Relate the major perspectives to the individuals who are responsible for articulating them • Describe how historical trends and events have influenced the development of psychology as a scientific discipline • Discuss the nature and scope of Psychology • Explain the different types of cognitive processes and behaviour • Explain the major perspectives of psychology • Elaborate the contemporary development of the major perspectives 		
Course Content	<p>Describe the psychological concepts with life events</p> <p>History of Psychology; Philosophical influences on Psychology, Physiological influences on Psychology, Structuralism, Functionalism, Applied Psychology, Behaviorism, Gestalt Psychology, Psychoanalytic theories, Humanistic theories and Contemporary development in Psychology.</p> <p>Definitions of Psychology, Nature and Scope of Psychology, Research methods in Psychology, Development, Cognition & Language, Intelligence, Memory, Personality, Motivation & Emotion, Illustrated lectures, Audiovisual presentations and Discussions</p>		
Teaching and Learning Methods	Learning.		
Evaluation Methods	Teaching and Learning Methods		
Formative Assessment	Formative Assessment: Audiovisual presentations and Discussions		
Evaluation Methods		05 %	
Tutorial	Formative Assessment	05 %	
Quiz	Glossary test	05 %	30%
Practical	Discussion/ Discussion/ Field report	05 %	
Mid-Semester Exam		10 %	30 %
Summative Assessment	Field report	05 %	
Written examination with 3 hours duration consisting three parts for a total of 500 Marks as follows.		10 %	
2. Summative Assessment			
Part I	Types of Questions	Marks	
Part II	Multiple Choice Questions - Ten	10X05=50	
Part III	Structured Questions - Three	03X50=150	
Part I	Essay and Short Notes - Three	03X100=300	
Part II	Types of Questions	Marks	
Part I	Multiple Choice Questions - Ten	10X05=50	
Part II	Structured Questions - Three	03X50=150	
Part III	Essay and Short Notes - Three	03X100=300	
Total Marks		500	
Recommended Readings			
Part I	Brennan, F. (2017). History and Systems of Psychology. 7 th Ed. U.K: Cambridge University Press.		
Part II	Essay and Short Notes - Three	03X100=300	
Total Marks		500	
<ul style="list-style-type: none"> • Thome, B. Henley, T. (2004). Connections in the History and Systems of Psychology. 3rd Ed. California: Wadsworth Publishing. • Hergenhahn, B.(2008). An Introduction to the History of Psychology. 5th Ed. Boston: Wadsworth Cengage Learning. • Horthersall, D.(2004). History of Psychology.4th Ed. New York: McGraw Hill. • Robert,B. Jean, E. and Kristin, M (2007). New York: Routledge. 			

Recommended Readings

- Kalat, W. (2013). Introduction to Psychology. 10th Ed. Boston: Cengage Learning.
- Myers, G. (2015). Psychology. 10th Ed. New York : Worth Publishers, Inc.
- Feldman, S. (2017). Understanding Psychology. 13th Ed. New York: McGraw Hill.
- Griggs, A. (2017). Psychology A Concise Introduction. 5th Ed. New York: Worth Publishers Inc.
- Morgan, C.T. King, R.A. Weisz, J.R. and Schopler, J. (2007). Introduction to Psychology, 7th Ed. New York : McGraw Hill.
- Coon, D. and Mitterer, J. (2016). Introduction to Psychology: Gateways to mind and Behaviour. 14th Ed. Boston : Cengage Learning.
- கஜவிந்தன்.க. (2013). உளவியல். கொழும்பு: குமரன் பதிப்பகம்.

DEPARTMENT OF GEOGRAPHY

CURRICULUM OF COMMUNITY AND REGIONAL PLANNING

Preamble

Planning is a rational and logical decision-making process of public interest embeds in the public domain. Planning practice is a balancing act between constructing modern communities and conserving our natural and built heritage to create diverse, vibrant and sustainable places where people want to live, work and play. The organized, deliberate, conscious planning, organization and development of human settlements, resources and space from local to global scale are driven by planning education and training which date back centuries, and are historically evident in cultures and locations across the world. Planning is intrinsically an interdisciplinary process.

Planning today is a diverse, multi-disciplinary professional field that includes traditional land-use and local planning, urban planning, regional planning, but also encompasses many other areas of practice such as neighborhood planning, urban design and community planning and diverse areas of specialization. Planning requires men and women with knowledge, imagination, and skills, and a commitment to critically examine and act on objectives concerned with the improvement of the human condition. Plan can take a variety of forms including: policy recommendations, community action plans, comprehensive plans, regulatory and incentive strategies, or historic preservation plans. Other examples of plans include: redevelopment plans, smart growth strategies, economic development strategic plans, site plans, and disaster preparedness plans.

The primary intended outcome of planning education is to produce professional planners. The work of planners takes place in large and small urban centers, small communities and local authorities as well as across rural and remote landscapes throughout the world. Planners must

respond to complex and interrelated processes of social, economic, cultural, environmental and political change at every scale from the local to the global. Planners are solvers of wicked problems; complex intractable problems for which there is no one right answer. Planners are shapers of the future. Planners learn to work with uncertainty and ambiguity. They are generalists with a specialty. Planners help decision-makers identify their problems, conceive solutions to them, and compare the importance of the inevitable conflicting values inherent in any solution. Planners learn to appreciate complexity, and search for deeper meanings and underlying causes.

Planning profession is perceived as an important area of development that tries to design and produce sustainable world for the present and future generation to live, work and play. Planning education in our department is expected to contribute to create a sustainable world by producing planning professionals.

Graduate Profile of B.A. (Hons.) in Community and Regional Planning

Community and Regional Planning (Hons.) Graduate of the University of Jaffna should have the following attributes.

- Deliberately work to enhance the wellbeing of people and communities by designing more comfortable, equitable, healthier, safer, vibrant, attractive spaces for present and future generation.
- Translate the inter disciplinary knowledge and appropriate skills into spatial plans, consistent with concept of ecologically sustainable socio-economic development, as a practical solution to various spatial issues.
- Ability to evolve and adopt a new governance tool necessary to protect the public interest and enhance the common good upon which communities depend on, in the era of deregulation and privatization.
- Apply knowledge and skills that are important to ensure sustainability of communities and places in a rapidly transforming world.
- Dedicate them to comprehend the issue and working to resolve them in variety of public and private domains with the contextual understanding of global ecological change and economic rationalization.
- Comprehend the inter dependency of variables that influence the design and planning of communities and regions and apply them in designing habitable environment.
- Appreciate the bio-physical settings upon which people stage their socioeconomic performance and the important roles played by cultural values and aesthetic in satisfying human needs, and apply them in planning contexts.
- Demonstrate the abilities to carry out researches and formulate relevant policies for implementation of sustainable development.

- Engage in community consultative process to enlighten the community towards community driven sustainable development.

Programme Educational Objectives (PEOs)

Bachelor of Arts (Honours) in Community and Regional Planning Graduates will be able to:

- PO 1:** Translate the inter disciplinary knowledge and appropriate skills into spatial plans, consistent with concept of ecologically sustainable socio-economic development, as a practical solution to various spatial issues.
- PO 2:** Ability to evolve and adopt a new governance tool necessary to protect the public interest and enhance the common good upon which communities depend on, in the era of deregulation and privatization.
- PO 3:** Apply knowledge and skills that are important to ensure sustainability of communities and places in a rapidly transforming world.
- PO 4:** Dedicate themselves both to comprehend the issue and working to resolve them in variety of public and private domains with the contextual understanding of global ecological change and economic rationalization.
- PO 5:** Comprehend the inter dependency of variables that influence the design and planning of communities and regions and apply them in designing habitable environment.
- PO 6:** Appreciate the bio-physical settings upon which people stage their socioeconomic performance and the important roles played by cultural values and aesthetic in satisfying human needs, and apply them in planning contexts.
- PO 7:** Demonstrate the abilities to carry out researches and formulate relevant policies for implementation of sustainable development.
- PO 8:** Engage in community consultative process to enlighten the community towards community driven sustainable development.

The Title of Course Units offered for B.A. and B.A. (Honours) Degree Programme in Community and Regional Planning

Bachelor of Arts Degree Programme				
Level I	First Semester	APNC 11013	Planning Concept and History	3 Credits
	Second Semester	APNC 12013	Planning for Sustainability	3 Credits
Level II	First Semester	APNC 21013	Planning Theories, and Methods	3 Credits
		APNE 21013	Communication Skills for Planning Professionals	3 Credits
		APNE 21023	Public and Social Policies for Planning	3 Credits
	Second Semester	APNC 22013	Regional Planning, Management, and Design	3 Credits
		APNE 22013	Demographical Aspects for Planning	3 Credits

		APNE 22023	Citizen Participation in Planning	3 Credits
Level III	First Semester	APNC 31013	Research Methods for Planning	3 Credits
		APNC 31023	Urban Planning, Management, and Design	3 Credits
	Second Semester	APNC 32013	Community Planning, Management, and Design	3 Credits
		APNC 32023	Research Project	3 Credits
	Bachelor of Arts (Honours) Degree Programme			
Level II	First Semester	APNCH 21013	Introduction of Cartography, and Surveying and Leveling	3 Credits
		APNCH 21023	Introduction of Spatial Information System	3 Credits
		APNCH 21033	Planning Theories, and Methods	3 Credits
		APNCH 21043	Environmental Planning, and Management	3 Credits
		APNEH 21013	Communication Skills for Planning Professionals	3 Credits
		APNEH 21023	Public and Social Policies for Planning	3 Credits
	Second Semester	APNCH 22013	Advancement of Spatial Information System	3 Credits
		APNCH 22023	Planning Models, and Techniques	3 Credits
		APNCH 22033	Planning Legislation, and Administration	3 Credits
		APNCH 22043	Regional Planning, Management, and Design	3 Credits
		APNEH 22013	Demographical Aspects for Planning	3 Credits
		APNEH 22023	Citizen Participation in Planning	3 Credits
Level III	First Semester	APNCH 31013	Research Methodology for Planning	3 Credits
		APNCH 31023	Statistical Methods for Planning	3 Credits
		APNCH 31033	Urban Planning, Management, and Design	3 Credits
		APNCH 31043	Regional Planning Studio	3 Credits
	Second Semester	APNCH 32013	Public Finance, Budgeting, and Procurement	3 Credits
		APNCH 32023	Project Planning and Management	3 Credits
		APNCH 32033	Community Planning, Management, and Design	3 Credits
		APNCH 32043	Urban Planning Studio	3 Credits
Level IV	First Semester	APNCH 41013	Rural Planning for Sustainable Development	3 Credits
		APNCH 41023	Land Use Planning and Land Governance	3 Credits
		APNCH 41033	Planning for Disaster Resilient Communities	3 Credits
		APNCH 41043	Community Planning Studio	3 Credits
		APNCH 41053	Planning for Low Carbon Communities	3 Credits
	Second Semester	APNCH 42013	Governance for Planning	3 Credits
		APNCH 42023	Site Planning Studio	3 Credits
		APNCH 42033	Internship - Planning Practices	3 Credits
		APNCH 42046	Dissertation	6 Credits

Detailed Syllabi

Course Title	Planning Concept and History
Course Code	APNC11013
Course Credits	03 Credits (45 hours of lectures and tutorials)
Course Objective	

This course unit aims to build the fundamental knowledge on diverse concepts of Planning and interpret the History that are positively and negatively contributing the development of Planning from house hold level to global levels.

Intended Learning Outcomes

At the end of the course unit, the students should able to

- Define the concept of planning in the public domain
- Recall the fundamental elements and components of planning
- Describe the planning process
- Relate the history of planning
- Discuss the historical evolution of planning concepts

Course Contents

Definition of Planning, Elements of Planning, Components of Planning, Steps in Planning, Levels of Planning, Types of Planning, Method of Planning, Approaches of Planning, Origin of Planning, History of Planning in the Civilization, Colonial, Modernization, and Post-Modernization period.

Teaching and Learning Method

Lecture, Group discussion, Presentation, and Document reviews

Course	Assessment type		Marks
Evaluation Methods	Formative Assessment	Tutorial Writing Examination (2)	10%
		Mid Semester Examination (1)	10%
		Presentation Examination (1)	10%

Summative Assessment

Written examination with 3 hours duration consisting six questions in two parts, Part I and Part II for a total of 500 Marks as follows.

Part I Shall consist of two structured questions and all questions in the part I should be answered 2 Questions X 100 Marks/ Question = Total 200 Marks

Part II Shall consist of four essay type questions and three out of four questions must be answered 3 Questions X 100 Marks / Question = Total 300 Marks

70%

Recommended Readings

- Clara Greed (2000). Introducing Planning, Athlone Press, London and New Brunswick.
- John Friedman, (2007). Planning in the Public Domain, Princeton New Jersey.
- Scott Campbell, and Susan. S Feinstein, (2003). Reading in Planning Theory, Blackwell publishing.
- Eric Damian Kelly,(2010) Community Planning: An introduction to the Comprehensive Plan, Second Edition, Island Press.
- Philip Allmendinger, (2001). Planning in Postmodern times, Taylor and Francis Group.
- Philip Allmendinger, (2002). Approaches to Planning, Routledge
- Lewis Mumford, (1962). The Cities in the History, Island Press.
- Peter Hall (1998). Cities in Civilizations, First Edition, Trafalgar Square.
- Peter Hall (2014). Cities of Tomorrow: An Intellectual History of Urban Planning and Design Since 1880, Wiley-Blackwell.

Course Title	Planning for Sustainability		
Course Code	APNC12013		
Course Credits	03 Credits. (45 hours of lectures and tutorials)		
Course Objective			
This course unit aims to develop comprehensive understanding on sustainable planning principles and procedures that need to be highly emphasized in planning and development in the modernization, and globalization context.			
Intended Learning Outcomes			
At the end of the course unit, the students should able to			
<ul style="list-style-type: none">• Define Sustainability, Sustainable Development and Sustainability Planning• Assess the impacts on three Es due to the development initiatives• Discuss the principles of neutralizing the balance between the fundamental needs of increasing population and sustainability• Discuss the significant of social, environmental and economic justice in the planning initiative• Evaluate the sustainability initiatives in different levels of planning			
Course Contents			
Definition of Sustainability and Sustainable Development, Theory of Sustainability Planning, Planning and Three Es, Issues of Sustainability Planning, Tools for Sustainability Planning, Planning for Social, Environmental and Economic Justice, and sustainable future, Planning for sustainable communities, Planning for Sustainability at Site, Neighborhood, Local, Regional, National, and International contexts.			
Teaching and Learning Method			
Lecture, Group discussion, Presentation, and Case studies.			
Course Evaluation Methods	Assessment type		Marks
	Formative Assessment	Tutorial writing Examination	10%
		Mid Semester Examination	10%
		Presentation Examination (2)	10%
Summative Assessment			
Written examination with 3 hours duration consisting six questions in two parts, Part I and Part II for a total of 500 Marks as follows.			70%
Part I Shall consist of two structured questions and all questions in the part I should be answered 2 Questions X 100 Marks/ Question = Total 200 Marks			
Part II Shall consist of four essay type questions and three out of four questions must be answered 3 Questions X 100 Marks / Question = Total 300 Marks			

Recommended Readings

- Stephen .M.Wheeler, and Stephen .M. Wheeler,(2004) . Planning for Sustainability: Creating Livable, Equitable and Ecological Communities, First Edition, London: Routledge.
- Environment Protection Agency, Planning for a Sustainable Future A Guide for Local Governments, United States.
- Brebbia. C.A, Marco. E, and Booth. C, (2017). Sustainable Development and Planning IX, England, IBSN: 978-1-78466-231-8.
- Quaddus. M.A, and Siddique. M.A.B, (2018). Handbook of Sustainable Development Planning Studies in Modeling and Decision Support,' Second Edition.

DEPARTMENT OF POLITICAL SCIENCE

CURRICULUM OF POLITICAL SCIENCE

Preamble

The undergraduate programs in Political Science have been designed with a view to broadening the knowledge of graduates in the various sub-areas of political science, such as Public Administration, International Relations, Public International Law, Human Rights, Political Sociology, Political Economy, and Research Methodology. Our undergraduate programs aim to help the students gain a comprehensive understanding of the foundations of political thought, develop their communication and analytical skills, and broaden their understanding of cultural diversity. Our students are therefore challenged, encouraged, and supported to attain the highest levels of knowledge, skills, and character in order to enhance their competencies to suit for a career in local and global job markets. The objectives of the Department of Political Science are consistent with the objectives of the University of Jaffna in general and the Faculty of Arts in particular.

Graduate Profile of B.A. (Hons.) in Political Science

Political Science (Hons.) Graduate of the University of Jaffna should have the following attributes.

Academic Excellence:

- Have an in-depth understanding of the concepts, theories, principles, boundaries, traditions, trends, ethics and values in the field of political science and allied fields.
- Demonstrate intellectual autonomy through independence of thought, openness to ideas and information.
- Demonstrate capacity to the life-long, self-directed and independent learning.
- Equip with the knowledge and skills required in research methods necessary for understanding of political phenomena.
- Demonstrate ability to develop skills in writing, research activities, problem solving and communication.

Employability and Ability to contribute to regional and national development:

- Display consistent ability to apply academically gained knowledge in real-world situations.
- Show ability to communicate complex ideas effectively and accurately in a wide range of contexts.
- Demonstrate self-confidence, persistence and leadership abilities.
- Exhibit skills to work both independently and collaboratively with others.
- Display consistent ability to make a meaningful contribution to society.
- Demonstrate willingness to discuss issues of national importance.
- Use knowledge of contributing to research on issues of national and international importance including national development.
- Display ability to equip with set of flexible and transferable skills for different types of employments.
- Demonstrate the critical, analytical and problem-solving skills.
- Exhibit ability to equip for ongoing learning in the pursuit of personal and professional developments.
- Demonstrate knowledge of how to set and achieve personal and professional goals.

Sensitive Global Citizens:

- Demonstrate attitude of social responsibility and an understanding of cultural and intellectual differences.
- Display consistent ability to understand and respect the cultures and values of others.
- Be effective leaders with self-awareness, interpersonal skills and aesthetic sense.
- Display strong personal and professional ethics.
- Demonstrate appreciation for human rights, equity and ethics.
- Demonstrate understanding of intellectual integrity and understanding of the ethics of scholarship.
- Show ability to be leaders in organizations and communities.
- Show ability and willingness to constructively engage with the local and international communities.

- Equipped with ability to explore and understand the full range of social and environmental issues.

Program Educational Objectives (PEOs)

Bachelor of Arts (Honours) in Political Science Graduates will be able to:

- PO 1:** Demonstrate an in-depth understanding of the field of political science and allied fields.
- PO 2:** Make use of the theoretical, analytical, and problem-solving skills that they have acquired during their undergraduate days to explain, illuminate and analyze real-world scenarios
- PO 3:** Deploy the creative, critical thinking, and comparative skills for understanding the dynamics of political life
- PO 4:** Critically scrutinize current political issues and place them in their proper contexts
- PO 5:** Propose solutions to contemporary social, political and economic issues faced by the world in general and Sri Lanka in particular
- PO 6:** Constructively engage with local and international political processes
- PO 7:** Contribute towards the national development of the country and respect cultural diversity
- PO 8:** Acquire strong personal and professional ethics
- PO 9:** Work both independently and collaboratively with others
- PO 10:** Participate in independent and life-long learning
- PO 11:** Demonstrate a thorough understanding of rights and the social and civic responsibilities of democratic citizenship, human rights and matters pertaining to sustainability

The Title of Course Units offered for B.A. and B.A. (Honours) Degree Programme in Political Science

Bachelor of Arts Degree Programme				
Level I	First Semester	APSC 11013	Basic Political Concepts	3 Credits
	Second Semester	APSC 12013	Introduction to State and Government	3 Credits
Level II	First Semester	APSC 21013	Political Theory I	3 Credits
		APSE 21013	Gender and Politics	3 Credits
		APSE 21023	Contemporary Religious Fundamentalism and violence	3 Credits
	Second Semester	APSC 22013	Political Theory II	3 Credits
		APSE 22023	Media and Politics	3 Credits
		APSE 22033	Transitional Justice: Theory and Practice	3 Credits
Level III	First Semester	APSC 31013	Comparative Government and Politics	3 Credits
		APSC 31023	Research Methods	3 Credits
	Second Semester	APSC 32013	Public Administration in Sri Lanka	3 Credits
		APSC 32023	Project Report	3 Credits
Bachelor of Arts (Honours) Degree Programme				
		APSCH 21013	Political Theory I	3 Credits

Level II	First Semester	APSCH 21023	Constitutional Development in Sri Lanka	3 Credits
		APSCH 21033	Principles of Public Administration	3 Credits
		APSCH 21043	Introduction to International Politics	3 Credits
		APSEH 21013	Gender and Politics	3 Credits
		APSEH 21023	Transitional Justice: Theory and Practice	3 Credits
		APSEH 21033	Foreign Policy of Sri Lanka	3 Credits
		APSEH 21043	Media Democracy, Law and Ethics	3 Credits
	Second Semester	APSCH 22013	Political Theory II	3 Credits
		APSCH 22023	Political Issues in Sri Lanka	3 Credits
		APSCH 22033	Theories of Public Policy	3 Credits
		APSCH 22043	Trends and Issues in International Politics	3 Credits
		APSEH 22013	Media and Politics	3 Credits
		APSEH 22023	Transitional Justice: Theory and Practice	3 Credits
		APSEH 22033	International Organizations	3 Credits
		APSEH 22043	Public Relations and Political Communication	3 Credits
Level III	First Semester	APSCH 31013	Comparative Government and Politics	3 Credits
		APSCH 31023	Human Rights: Theory and Practice	3 Credits
		APSCH 31033	Election, Political Parties, Presser Groups and Public Opinion	3 Credits
		APSCH 31043	War and Peace in West Asia	3 Credits
	Second Semester	APSCH 32013	Public Administration in Sri Lanka	3 Credits
		APSCH 32023	Politics of Developing countries	3 Credits
		APSCH 32033	Research Methodology in Political Science	3 Credits
		APSCH 32043	Public International Law	3 Credits
	First Semester	APSCH 41013	Political Ideologies and Movements	3 Credits
		APSCH 41023	Comparative Public Administration	3 Credits
		APSCH 41033	Conflict Analysis – Theory and Practice	3 Credits
		APSCH 41043	Trends and Issues in Political Sociology	3 Credits
		APSCH 41053	International Political Economy	3 Credits
	Second Semester	APSCH 42013	Development Administration	3 Credits
		APSCH 42023	Politics of South Asia	3 Credits
		APSCH 42033	Internship	3 Credits
		APSCH 42046	Dissertation	6 Credits

Detailed Syllabi

Course Title	Basic Political Concepts
Course Code	APSC 11013
Credit Value	3 Credits(45 hours of lectures and tutorials)
Course Objective: The objective of this course is to provide students a basic understanding of the meaning, nature, scope and methods of political science, to increase their knowledge in theoretical frameworks of political science and its application and to prepare students for advance studies in the forthcoming semesters.	

Intended Learning Outcomes			
At the end of the course unit, the students should able to			
• Describe and outline the nature of the discipline of political science			
Course Title	Introduction to State and Government		
Course Code	POLG1023		
Credit Value	3 Credits (45 hours of lectures and tutorials)		
Course Objective:	The objective of this course is to provide students the origin, nature, and elements of state; to give them a basic understanding of concept of state, government and nation; to offer them a comprehensive view of various forms of state and government; to explain them the different branches and core organizations of government; to prepare students for advance studies in the forthcoming semesters.		
Course Content	• Major Concepts: Liberty- Importance of liberty, Positive Liberty, Freedom of Belief, Expression and Dissent; Equality-Significance of Equality, Formal Equality, Equality of Opportunity and Political Justice, Distributive Justice, and Global Justice; Rights-the Universality of Rights-Natural Rights and Obligations; Citizenship-Meaning, Mood of Acquisition, Rights, Duties and Obligations of Individual in the State, and Means of Safeguarding Rights of Citizens; Democracy-Classical and Contemporary Theories, Different models of democracy-Representative, Participatory and Deliberative Democracy.		
Teaching and Learning Methods	• Locate the various forms and functions of modern governments, including representative assemblies, executives and administrative bureaucracies		
	Lectures and Discussion with audio visual aids and presentation		
	• Analyze the relationship between state and government and state and nation		
Evaluation Methods	The state and government are core themes in political inquiry		
Course Content			
Formative Assessment			
Assignment	State: Origin, Definition, features, Structure and Functions; Elements of State- Defined Territory, Permanent Population and Government; Elements of Statehood- Sovereignty, Legitimacy, including Regime, Function and Policy; Theory of Nation, Nationality and Nationalism; Forms of State- Unitary, Federation, Confederation; Forms of Government- Democracy, Authoritarian, Parliamentary and Presidential etc. Organ of Government: Executive Branch-Symbolic, Political and Permanent; Executive and Cabinets. Permanent Bureaucracy and Appointed Official; Legislature/Parliament- Meaning, Selection, Tenure, Function, and Dominance; Relationship of Legislature and Executive; Judiciary- Judicial Independence, Type, Structure, Composition/ Membership, Function, Powers and	10 %	30 %
Tutorial		10 %	
Mid Semester Exam		10 %	
Summative Assessment	Written examination with 3 hours duration consisting two parts for a total of 500 Marks as follows.		
Part I: Structured Questions	02 Questions x 100 Marks= 200 Marks	70 %	
Part II: Essay and Short Notes			
Recommended Reading:			
Teaching and Learning Methods	Lectures and Discussion with audio visual aids and presentation		
Evaluation Methods	• Gauba, O.P (2017). An introduction to political theory, 7 th ed., Mayur, New Delhi.		
	• Herbert, W and Bellows, T.J (1987). People and politics: an introduction to politics, John Wiley and Sons, New York.		
Formative Assessment			
Assignment	Heywood, A (1994). Political ideas and concepts: an introduction, Macmillan, London.	10 %	30 %
Tutorial	Heywood, A (2015). Political theory: an introduction, 4 th ed., MacMillan, London.	10 %	
Mid Semester Exam	Switt, A (2006). Political philosophy: a beginners' guide for students and politicians, 2 nd ed.,	10 %	
Summative Assessment			
Written examination with 3 hours duration consisting three parts for a total of 500 Marks as follows.			70%
Part I: Structured Questions : 02 Questions x 100 Marks= 200 Marks			
Part II: Essay and Short Notes			
(Expected to answer 03 questions out of 06): 03 Questions x 100= 300 Marks			
Recommended Reading:			
• Gauba, O.P (2017). An introduction to political theory, 7 th ed., Mayur, New Delhi.			

- Herbert, W and Bellows, T.J (1987). People and politics: an introduction to politics, John Wiley and Sons, New York.
- Heywood, A (1994). Political Ideas and Concepts: an Introduction, MacMillan, London
- Heywood, A (2015). Political theory: an introduction, 4thedn, MacMillan, London.
- Katznelson, I and Helen, V. M (eds.) (2003). Political Science: state of the discipline, W.W. Norton & Company, New York.
- Strong, C.F (1973). Modern political constitutions, Sidgwick & Jackson Ltd, London.
- Swift, A (2006). Political philosophy: a beginners' guide for students and politicians, 2nd ed., Polity Press, Cambridge.

DEPARTMENT OF SANSKRIT CURRICULUM OF SANSKRIT

Preamble

Sanskrit has played an important role in the culture of the Hindus worldwide especially in South India as well as in Sri Lanka. It is still relevant to the Tamil Hindu culture, Language Studies, Aesthetic Studies, Fine arts, History and also for Archeological Studies etc. It has been fostered for more than one reason. It has a rich treasure house of Literature comparable to the best literature in any language, dating back to more than six thousand five hundred years. Almost every branch of knowledge fostered in south Asia during the Ancient, Medieval and in some respects even modern period of south Asia, is represented in this language.

As the sacred language of Hinduism, it is still used in the temples and other places of worship as in the religious rituals outside .A knowledge of this language is deemed necessary for a better understanding of not only Hindu religion and philosophy but society and Arts. Knowledge of this is

essential for a better understanding of Siddha as well as, Ayurveda medicine. As it had a longer period of close relationship with Tamil, it has significant impact on certain aspects of Tamil language and literature, as such it is an important constituent element of Tamil culture. Therefore, a comparative study of these languages and their literatures will be fruitful. Above all, a person can study this language and its literature for their intrinsic value as well.

Graduate Profile of B.A. (Hons.) in Sanskrit

Sanskrit (Hons.) Graduate of the University of Jaffna should have the following attributes.

- Acquire fundamental knowledge of Sanskrit language & grammar through selected topics and thereby comprehend and appreciate simple literary texts.
- Become more familiar with advanced topics of Sanskrit textual grammar through selected readings.
- Develop skills of comprehending and appreciating prescribed literary texts.
- Grasp and appreciate the style, content and prominent features of the poetical literatures in Sanskrit.
- Improve their Sanskrit vocabulary and skills of appreciating Sanskrit prose.
- Introduce themselves to everyday conversational Sanskrit and the modern literature written therein.
- Start using Sanskrit in their daily life so as to obtain a better command of the language.
- Enhance a deep knowledge in ancient Sanskrit literatures.
- Master and understand the practical activities & religious philosophies.
- Get to know about the inheritance in many subject areas including science, literature, Ayurveda, astronomy, architecture etc.
- Compare Sanskrit literary studies in conversation with other disciplines and literature
- Teach Sanskrit language and literature at the high school and tertiary levels.
- Give constructive feedback on the work done by the Sanskrit scholars.
- Write scholarly research articles, monographs and creative literatures in Sanskrit.

Programme Educational Objectives (PEOs)

Bachelor of Arts (Honours) in Sanskrit Graduates will be able to:

- PO 1:** Advanced Knowledge of ancient Indian literature, religious and history through the study of Sanskrit texts.
- PO 2:** Practice of the textual analysis of texts in Vedic Sanskrit and Classical Sanskrit.
- PO 3:** Insight into one more fields of specialization within the broader topic of ancient Indian Religious literature and history through Sanskrit texts.
- PO 4:** An increased ability to read, and understand Sanskrit texts.

- PO 5:** Ability to handle Computational Sanskrit.
- PO 6:** Competence in presenting academic research about ancient Indian religion, literature and history through Sanskrit texts.
- PO7:** The ability to develop research project, including formulation of research problem, Searching for sources and engaging in analytic discussion.
- PO 8:** Ability to critically assess existing research through careful reading, analysis and discussion.
- PO 9:** Ability to work both independently and in group presentation or development of projects.
- PO10:** The ability to encourage learners to become silence, conscious, engage the learners energy, memory, interest, communication and concentration.
- PO 11:** The ability to analyze the ways in which various History, Archeology, Hindu Civilization, Hindu philosophy (Saiva Siddhanta), Astrology, Astronomy, Architecture, Sitpa Saastra and cultural, economic forces to shape literary production in Sanskrit in different places and different historical periods.
- PO 12:** Conduct investigation of complex language culture features and problems including plan, design, work, discipline and manage, report on the research project with critical and creative thinking in Sanskrit language.
- PO 13:** Competence as implementation officers of public policy and as humanitarian aid worker in government/ local, non-government organization.
- PO 14:** Functions effectively as an individual and as a member/ leader in diverse teams and group work in multi-disciplinary setting through inter Hindu cultural and religious communication skills.

**The Titles of Course Units offered for
B.A. and B.A. (Honours) Degree Programme in Sanskrit**

Bachelor of Arts Degree Programme				
Level I	First Semester	ASNC 11013	Introduction to Sanskrit literature and prescribed texts	3 Credits
	Second Semester	ASNC 12013	Study of Sanskrit Language	3 Credits
Level II	First Semester	ASNC 21013	Special Text in Classical Sanskrit	3 Credits
		ASNE 21013	Dharmasastras	3 Credits
		ASNE 21023	History of Classical Sanskrit Literature	3 Credits
	Second Semester	ASNC 22013	Sanskrit Composition and Translation	3 Credits
		ASNE 22013	Introduction to Sanskrit Drama	3 Credits
		ASNE 22023	Raghuvamsa with the Commentary of Mallinatha	3 Credits
		ASNC 31013	Sanskrit Grammar and Spoken Sanskrit-I	3 Credits

Level III	First Semester	ASNC 31023	Sanskrit Research Methods	3 Credits
	Second Semester	ASNC 32013	Sanskrit Grammar and Spoken Sanskrit-II	3 Credits
		ASNC 32023	Project Report	3 Credits
Bachelor of Arts (Honours) Degree Programme				
Level II	First Semester	ASNCH 21013	Prescribed Texts - Classical Literature	3 Credits
		ASNCH 21023	Sanskrit Grammar and Composition	3 Credits
		ASNCH 21033	Sanskrit Epics and Puranas	3 Credits
		ASNEH 21013	Introduction to Sanskrit Theatre	3 Credits
		ASNEH 21013	Scientific and Technological literature in Sanskrit	3 Credits
	Second Semester	ASNCH 22013	Prescribed Texts -Vedic Literature	3 Credits
		ASNCH 22023	Unspecified Text and Sanskrit Composition	3 Credits
		ASNCH 22033	Devotional Literature in Sanskrit	3 Credits
		ASNCH 22043	Sources on Social and Political Science in Sanskrit	3 Credits
		ASNEH 22013	Lyric Poetry and Anthologies	3 Credits
ASNEH 22023	Philosophical Literature in Sanskrit	3 Credits		
Level III	First Semester	ASNCH 31013	Prescribed Texts (Vedic and Classical Literature)	3 Credits
		ASNCH 31023	Study of Sanskrit Language and Spoken Sanskrit	3 Credits
		ASNCH 31033	Sanskrit Literature of Sri Lanka	3 Credits
		ASNCH 31043	Introduction to Research Methodology	3 Credits
	Second Semester	ASNCH 32013	Comparative Study Vedic and Sanskrit Grammar and Composition	3 Credits
		ASNCH 32023	Sanskrit Poetic	3 Credits
		ASNCH 32033	Sanskrit Mahakavya with Special Reference to Kumarasambhava	3 Credits
		ASNCH 32043	Prose Poems and Champu Literature in Sanskrit.	3 Credits
Level IV	First Semester	ASNCH 41013	Vedicliterature- Specified texts.	3 Credits
		ASNCH 41023	Research Methodology in Sanskrit	3 Credits
		ASNCH 41033	Elements of Indo European Philology, and Unspecified Texts.	3 Credits
		ASNCH 41043	Saivagamas	3 Credits
		ASNCH 41053	Influence of Sanskrit in Indian Culture	3 Credits
	Second Semester	ASNCH 42013	Modern Sanskrit literature	3 Credits
		ASNCH 42023	Study of Upanisads with Special Reference to Brhadaranyakopanisad	3 Credits
		ASNCH 42033	Internship	3 Credits
		ASNCH 42046	Dissertation	6 Credits

Detailed Syllabi

Course Title:	Introduction to Sanskrit Literature and Prescribed Texts
Course Code:	ASNC 11013

Credit Value:	3 Credits (45 hours of lectures and tutorials)		
Course Objective: This course unit aims to develop the student’s skills of comprehending and appreciating prescribed literary texts in Sanskrit.			
Intended Learning Outcome: At the end of this course students should be able to <ul style="list-style-type: none">Identify the historical background of the Vedic, Epic and Classical LiteratureBuild a good knowledge in Prose, Verse and Drama by Eminent WritersCompare the Sanskrit textsAnalyze the distinct features of the contents, style, and language of the Vedic, Epic and Classical LiteratureDevelop vocabulary in Sanskrit			
Course Contents: Main Characteristics Of Vedic Sanskrit Literature, Prominent Features Of Classical Sanskrit Language, General Knowledge Of Literary History Of Sanskrit, Introduction Of Epic- Ramayana, Mahabharata, The Origin And Development Of Literary Genres : Mahakavya, Khandakavya, Katha Literature, Aakhyayika Literature, Champu Literature, Drama Literature, Appendix On Technical Literature Law, History, Poetics, Astronomy, Medicine And Arts, prescribed Texts: Ramayana.SundaraKanda.6,7, Niti Sataka 1-20, Panchatantra 3.1-5, Ritusamhara1.1-20, Mrichakadika.1.			
Teaching Learning Methods Lectures, discussions, Visual aids and Presentations.			
Assessment/Evaluation Details:			
Assignment	05%	30%	70%
Tutorial	05%		
Oral presentation	05%		
Written exam	15%		
Summative Assessment 70% Written examination with 3 hours duration consisting 8 questions and candidates expected to answer 5 questions for a total of 500 Marks.			
Recommended Readings: <ul style="list-style-type: none">Keith, A.B. (1953). A History of Classical Sanskrit Literature, Oxford.Kale,M.R,(ed.) (1961). Rtusamhara, Motilal Banarsidas, Shri Jainendra Research Institute.Karmarkar,R.D. (1937). Mrchakatika of Sudraka, The Aryasamskriti Press, Pune.கைலாசநாதக் குருக்கள்,கா (1962). வடமொழி இலக்கிய வரலாறு -முதற்பாகம்,கொழும்பு.சிவசாமி.வி,சம்ஸ்கிருத இலக்கியச் சிந்தனை,யாழ்ப்பாணம்.நடராஜன்,சோ, (1967). வடமொழி இலக்கிய வரலாறு, செம்மொழிக்காலம், கொழும்பு.தியாகராஜஐயர், (1968). நீதிசதகம், ஆசீர்வாதம் புத்தகசாலை, யாழ்ப்பாணம்.தியாகராஜஐயர் (உரை), (2013). பஞ்சதந்திரம் (காகோலூகீயம்) கைலாசநாதக்குருக்கள் ஞாபகார்த்த சபை வெளியீடு, யாழ்ப்பாணம்.ரெங்கஸ்வாமி சாஸ்திரிகள் (1957). ஸ்ரீமத் வால்மீகிராமாயணம் - சுந்தரகாண்டம், ஸ்ரீவித்யாபதிப்பகம்,கும்பகோணம்.			

Course Title:	Study of Sanskrit Language
Course Code:	ASNC 12013
Credit Value:	3 Credits (45 hours of lectures and tutorials)
Course Objective:	

This course unit aims to provide good knowledge in Sanskrit language and to prepare the students to read and comprehend sentences in Sanskrit and to compose Sanskrit sentences.		
Intended Learning Outcome: At the end of this course students should be able to: <ul style="list-style-type: none"> • Classify the nature of Sanskrit language and grammar • Develop the characteristics of Sanskrit language and grammar • Assess various aspects of Sanskrit language • Adapt to the Sanskrit Language in context such as grammar, vocabulary and pronunciation 		
Course Contents: Declension of Nouns ending in vowels and pronouns, Present tense Roots and Classes, First conjunction Root classed (1, 4, 6 and 10) in the present system, An introduction to Sandhi, rules, adjectives, uninflected words (adverbs), Gerunds, compounds participle, Derivative nouns, Primary suffixes (krdanta).		
Teaching Learning Methods Lectures, discussions, Visual aids and Presentations		
Assessment/Evaluation Details:		
Assignment	05%	30%
Tutorial	05%	
Oral presentation	05%	
Written exam	15%	
Summative Assessment Written examination with 3 hours duration consisting 8 questions and candidates expected to answer 5 questions for a total of 500 Marks.		70%
Recommended Readings: <ul style="list-style-type: none"> • Samskritasri (2010). Samskrit Education Society, Chennai. • Sivasamy, V (1999). Svabodha Laghu Samskrutham, Thirunelvely, Jaffna. • Subramaniya Sastrigal, K (2004). Rational Sanskrit Grammar with Exercise, Navasagar Publication, Jaffna. • கைலாசநாதக் குருக்கள், கா. (பதி).ச.பத்மநாபன் (2015). லகுபோதம் I, II, இந்துசமய கலாசார அலுவலர்கள் அமைச்சு, கொழும்பு. • பண்டாரகார்,ரா.கோ, (தமிழ் மொழிபெயர்ப்பு - சு.ஜானகீராமையர்) பதி. ச.பத்மநாபன் (2018). ஸம்ஸ்கிருத முதற் புத்தகம், ஸ்ரீ முன்னேஸ்வரம் தேவஸ்தானம், சிலாபம். 		

DEPARTMENT OF SOCIOLOGY

CURRICULUM OF SOCIOLOGY

Preamble

The undergraduate program in Sociology has been designed with a view to broadening the knowledge of graduates in various subject matters of mainstream Sociology. It provides the opportunity to study the core contents of different specific fields or branches of Sociology. Undergraduate programs of the Department of Sociology aim to help the students gain a comprehensive understanding of society in local, national and international levels. This program gives platforms to the students to enhance their capacities to conduct academically sound social researches. It encourages students to analyze the cause and effect of the social issues in their social world. This program supports to attain the highest levels of knowledge, soft and hard skills, and social engagement and commitment to enhance their competencies to suit for a career in local and global job markets.

Graduate Profile of B.A. (Hons.) in Sociology

Sociology (Hons.) Graduate of the University of Jaffna should have the following attributes.

- Gain their substantive, broad knowledge base and be disciplinary expertise
- Aware of contemporary research in their field of specialization
- Conduct their research and investigations with an optimal understanding of Sociological research and social analysis
- Develop and articulate their competence in critical social inquiry and offer solutions to real world problems
- Curious, critical and creative in understand the complexities of the world
- Take personal responsibility and seek opportunities to work with others for advance thinking and achievement in all spheres of their lives
- Aware of local, national and global issues and apply their knowledge to find alternatives
- Inculcate effective communication skills and contribute to ensure the integrity and fluency across cultures
- Commit to the betterment of society, be open minded and appreciative of the richness of diversity, equity, equality and justice
- Competence in technological application in learning and skill development process
- Develop themselves confident, inclusive, inspiring and influential

Program Educational Objectives (PEOs):

Bachelor of Arts (Honours) in Sociology Graduates will be able to:

- PO1:** Promote the creative, critical thinking and intellectual curiosity of the students through learning and teaching process
- PO2:** Improve the capacity of the students for being socially sensible citizen with social adaptability
- PO3:** Enlighten the students to resolve the social problems in regional, national and global level
- PO4:** Facilitate the students to enhance their capacities in effective communication and team-work
- PO5:** Develop the capacity to undertake social research and problem solving skills
- PO6:** Familiarize the students with contemporary perspectives and debates
- PO7:** Develop the theoretical and methodological approaches of the students to investigate the social issues
- PO8:** Promote wider opportunities to seek appropriate and secure employment and career development

The Titles of Course Units offered for B.A. and B.A. (Honours) Degree Programme in Sociology

Bachelor of Arts Degree Programme
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Level I	First Semester	ASYC 11013	Foundations of Sociology	3 Credits
	Second Semester	ASYC 12013	Introduction to Applied Sociology	3 Credits
Level II	First Semester	ASYC 21013	Foundations of Sociological Theories	3 Credits
		ASYE 21013	Social Psychology	3 Credits
		ASYE 21023	Youth and Society	3 Credits
	Second Semester	ASYC 22013	Sri Lankan Society: Structure and Change	3 Credits
		ASYE 22013	Counseling and Social Support	3 Credits
		ASYE 22023	Sociology of Gender Relations	3 Credits
Level III	First Semester	ASYC 31013	Contemporary Social Issues	3 Credits
		ASYC 31023	Research Methods in Sociology	3 Credits
	Second Semester	ASYC 32013	Social Work and Social Welfare	3 Credits
		ASYC 32023	Project Report	3 Credits
Bachelor of Arts (Honours) Degree Programme				
Level II	First Semester	ASYCH 21013	Foundations of Sociological Theories	3 Credits
		ASYCH 21023	Sociological Research Methods	3 Credits
		ASYCH 21033	Sociology of Family	3 Credits
		ASYCH 21043	Social Psychology	3 Credits
		ASYEH 21013	Social Communication	3 Credits
		ASYEH 21023	Youth and Society	3 Credits
		ASYEH 21033	Sociology of Migration	3 Credits
		ASYEH 21043	Rural Sociology	3 Credits
	Second Semester	ASYCH 22013	Sri Lankan Society: Structure and Change	3 Credits
		ASYCH 22023	Sociology of Gender Relations	3 Credits
		ASYCH 22033	Community Development and Participation	3 Credits
		ASYCH 22043	Environmental Sociology	3 Credits
		ASYEH 22013	Counseling and Social Support	3 Credits
		ASYEH 22023	Population and Development	3 Credits
		ASYEH 22033	Sociology of Law	3 Credits
		ASYEH 22043	Sociology of Globalization	3 Credits
Level III	First Semester	ASYCH 31013	Advanced Sociological Theories	3 Credits
		ASYCH 31023	Data Collection Methods and Techniques in Sociological Research	3 Credits
		ASYCH 31033	Contemporary Social Issues	3 Credits
		ASYCH 31043	Sociology of Education	3 Credits
	Second Semester	ASYCH 32013	Sociology of Religion	3 Credits
		ASYCH 32023	Social Work and Social Welfare	3 Credits
		ASYCH 32033	Criminology	3 Credits
		ASYCH 32043	Data Analysis in Sociological Research	3 Credits
Level IV	First Semester	ASYCH 41013	Sociology of Development	3 Credits
		ASYCH 41023	Sociology of Conflict and Peace	3 Credits

		ASYCH 41033	Medical Sociology	3 Credits
		ASYCH 41043	Sociology of State and Governance	3 Credits
		ASYCH 41053	Society and Media	3 Credits
	Second Semester	ASYCH 42013	Sociology of South Asia	3 Credits
		ASYCH 42023	Social Policy Analysis	3 Credits
		ASYCH 42033	Internship	3 Credits
		ASYCH 42046	Dissertation	6 Credits

Detailed Syllabi

Course Title	Foundations of Sociology
Course Code	ASYC 11013
Credit Value	3 Credits (45 hours of lecture and tutorial)
Course Objectives This introductory course unit introduces the students to the development history and basic concepts of Sociology and promotes the students to understand their society scientifically.	
Intended Learning outcomes (ILOs) At the completion of this course the students should be able to <ul style="list-style-type: none"> • Identify the values and social structures that organize human societies • Employ competing for sociological theories to explain social phenomena like deviance, socialization, culture, the structure of groups and formal organizations, and social change • Apply the conceptual language of sociology to analyze everyday social processes and current events • Demonstrate the interplay between social context and individual factors underlying human diversity 	

<ul style="list-style-type: none">Evaluate the dynamics of social power in contemporary societyApply social science research to explore and test ideas and to support or refute generalizations			
Course Content Nature, scope, emergence and development of Sociology, The Sociological perspectives, The Sociological imagination, Individual and Society, Social Groups, Culture and Society, Socialization, Social Institutions, Social Structure, Social Processes, Social Control and Deviance, Social Stratification, Social Inequality, Social Mobility, Social Change.			
Teaching and Learning Methods Lectures, group discussions, presentations and planned field visits			
Evaluation Methods:			
Formative Assessment			
Field Visit reports	10 %	30 %	
presentation	10 %		
Individual Assignment	05%		
Tutorial	05 %		
Summative Assessment: Written examination with 3 hours duration consisting two parts for a total of 500 Marks as follows.			
Part	Type of Question	Marks	
Part-I (Compulsory)	Five structured questions	5x40= 200 Marks	70 %
Part-II (Four questions must be answered out of seven)	Essay, structure and short notes	4x75= 300 Marks	
Total		500 Marks	
Recommended Readings <ul style="list-style-type: none">Giddens.A., (1993). Sociology-2nd edition, Polity Press, Cambridge.Hughes, Michael and Carolyn L. Koehler., (2008). Sociology: The Core, 8th edition, McGraw-HillMark Kirby et al., (1997). Sociology in Perspective, Heinemann, Oxford.John J. Macionis (2009). Sociology, Pearson Prentice, TorontoGiddens,A. et al.,(2015). Essential of Sociology, W.W.Norton and Company, New YorkDaniel E Hebding and Leonard Glick., (2007). Introduction to Sociology, McGraw-HillTischler,H.L. (2004). Introduction to Sociology-8th edition, USA: Thomson Wadsworth			

Course Title	Introduction to Applied Sociology
Course Code	ASYC12013
Credit Value	3 Credits (45 hours of lectures and tutorial)
Course Objective This introductory course aims students to experience, understand, address and analyze contemporary social issues, policy and development related issues using sociological perspectives and tools.	

Intended Learning Outcomes (ILOs)

At the end of this course unit the students should be able to:

- Build practical experience and the ability to use a sociological perspective to understand an applied setting
- Apply the sociological methods and perspectives to address the social, economic, development and policy related issues
- Experiment with sociology to contribute resolving social and organizational problems and building a better social environment
- Develop knowledge, understanding, interpretation, application, analysis and evaluation

Course Content

Introduction to Applied Sociology, Origin and Scope of Applied Sociology, Key Concepts in Applied Sociology, Difference between Basic Sociology and Applied Sociology, Clinical Sociology, Social Engineering and Social Work, Connecting General and Applied Sociology, Social Work and Social Welfare, Role of sociologists in applied work, Role of sociologists in the policy making process, Ethics and Applied Sociology, Applied Research, Social Development and Community Participation, Social Policy and Planning, Need Assessment (Rapid Need Assessment and Participatory Community Need Assessment), Social Impact Assessment (SIA), Dealing with Social Issues, Social Dimensions of Disaster and Project Monitoring and Evaluation

Teaching and learning Methods

Lectures, Student centered discussion, Tutorial, Fieldwork, Group work and Presentation

Evaluation Methods: Formative and Summative Assessment**Formative Assessment**

Written Assignment	10 %	40 %
Mid Semester Exam	10 %	
Presentation	05 %	
Field visit report	15 %	

Summative Assessment:

Written examination with 3 hours duration consisting three parts for a total of 500 Marks as follows:

Parts	Type of Question	Marks	60 %
Part I- Section A	Compulsory Questions (MCQ)- 10 Nos.	10x5=50 Marks	
Part I- Section B	Compulsory Questions (Structured)	5x30=150 Marks	
Part II	Structure, Essay and Short notes	4x75=300 Marks	
Total		500 Marks	

Recommended Readings

- Alwin. G and Miller. (1965). Applied Sociology: Opportunities and Problems. The Free Press: New York.
- Herath, D. (2018). "Breakup of Community Social Structures in the War-Affected Northern and Eastern Sri Lanka", Background Paper No 3 Prepared by the International Centre for Ethnic Studies as a supplement to the Socio-Economic Assessment of the Conflict Affected Northern and Eastern Provinces" conducted by the World Bank. Kandy. International Centre for Ethnic Studies.
- Korgen, Kathleen and Jonathan M. White. (2007). The Engaged Sociologist: Connecting the Classroom to the Community. Thousand Oaks, CA: Pine Forge Press.
- Reidar Dale. (2004). Evaluating Development Programmes and Projects (2nd Edition), London: Sage Publication.
- Silva, K.T., Razaak, M.G.M., Herath, D., Usoof - Thowfeek, R., Sivakanthan, S. and Kunanayham, V. (2018). "Post-war Livelihood Trends in Sri Lanka", Background Paper No 5, Prepared by the International Centre for Ethnic Studies as a supplement to the "Socio-Economic Assessment of the Conflict Affected Northern and Eastern Provinces" conducted by the World Bank. Kandy.

International Centre for Ethnic Studies.

DEPARTMENT OF TAMIL CURRICULUM OF TAMIL

Preamble

Tamil, one of the ancient languages in the world, is renowned as the mother of many Dravidian languages in South Asia. The culture of the Tamils is antique and it has been developed for long between the territories Venkadam in North and the Kumari in the South of India. The ancient

grammatical works and literatures in Tamils are celebrated as unique as they free from the influences or the impacts of other languages like Sanskrit. It is because it is accepted and esteemed undoubtedly as a Classical language.

The classical status of this language is enhanced by its long and uninterrupted history of literature which is an indicator of its wealth of literary and grammatical works. These treasures should be preserved and handed over to the future generation to feel the grandeur of the Tamil language and to give the motivation to preserve it. Hence a detail study of linguistic phenomena of the Tamil language, theme, form and techniques of literatures and socio-cultural background of the same are needed. This would lead the student to recognize the antique validity of the language and intrigue them to indulge in systematic researches on tamilology to find out the ways and means to update the language as suited to the present needs.

Graduate Profile of B.A. (Hons.) in Tamil

Tamil (Hons.) Graduate of the University of Jaffna should have the following attributes.

Academic Excellence:

- Have a clear perception of the basics of traditional and modern Tamil Grammar.
- Have a thorough knowledge in History of Tamil Language and Literature.
- Categorize the Tamil Literature according to its theme, genre and form
- Interpret the development of Tamil Language in different epochs.
- Achieve a fair knowledge of Classical and Modern Tamil Literature.
- Identify the ethical and Socio-culture phenomena depicted in literatures.

Employability and ability to contribute to regional and national development:

- Demonstrate the organizational skills and discipline necessary for effective work habits, whether working individually or in groups in fieldwork.
- Consider the influences current events have on the global scene and identify avenues for responding to such influences.
- Demonstrate the skills necessary to locate and evaluate information in order to pursue career options in the professional field.
- Be equipped to continue education consistent with that graduate's gifts and abilities.
- Receive and interpret information, express ideas and share knowledge with diverse audiences.
- Establish a rapport and build collaborative relationships with individuals, groups and, professional organizations.

Sensitive global citizens:

- Lifelong learners, to show resilience, involve proactively and an ability to make principled decisions.
- Being socially responsible, with civic consciousness.
- Ability to engage effectively in global and multicultural environments

- Committed to improving the environment.
- Having high regard for human rights, equity, and ethics.

Programme Educational Objectives (PEOs)

Bachelor of Arts (Honours) in Tamil Graduate will be able to:

PO 1: Have a clear understanding on grammatical aspect in Tamil.

PO 2: Develop their own writing skill.

PO 3: Getting knowledge of what is 'Literature'

PO 4: Learn the milieu of the Literary Composition.

PO 5: Comprehend the Literary work thoroughly.

PO 6: Have a thorough understanding of the literary techniques.

PO 7: Learn to appreciate the literature.

PO 8: learn the socio – political history that is depicted in the literature.

PO 9: Comprehend the cultural elements portrayed in literature.

The Title of Course Units offered for B.A. and B.A. (Honours) Degree Programme in Tamil

Bachelor of Arts Degree Programme				
Level I	First Semester	ATAC 11013	Introduction to Tamil Literature	3 Credits
	Second Semester	ATAC 12013	Introduction to Tamil Language	3 Credits
Level II	First Semester	ATAC 21013	Study of Grammatical Work in Nannul	3 Credits
		ATAE 21013	Minor Literary forms	3 Credits
		ATAE 21023	History of Sri Lankan Tamil Literature.	3 Credits
	Second Semester	ATAC 22013	History of Tamil Literature – From Sanga Period to Cholar Period.	3 Credits
		ATAE 22013	Ethical Literature in Tamil	3 Credits
		ATAE 22023	Literary Theories	3 Credits
Level III	First Semester	ATAC 31013	History of Tamil Literature – From Nayakka Period to Modern Period	3 Credits
		ATAC 31023	Research Methods	3 Credits
	Second Semester	ATAC 32013	Modern Tamil Literature	3 Credits
		ATAC 32023	Project Report	3 Credits
Bachelor of Arts (Honours) Degree Programme				
Level II	First Semester	ATACH 21013	Study of Grammatical Works in Nannul	3 Credits
		ATACH 21023	Sankam Literature	3 Credits
		ATACH 21033	History of Tamil Culture	3 Credits
		ATACH 21043	Tamil Folklore.	3 Credits

Level III		ATAEH 21013	Minor Literary forms	3 Credits
		ATAEH 21023	Ethical Literature in Tamil.	3 Credits
	Second Semester	ATACH 22013	History of Tamil Literature – From Sanga Period to Cholar Period	3 Credits
		ATACH 22023	Study of Tolkappiyam: Eluttatikaram	3 Credits
		ATACH 22033	Tamil Prosody and Alankara (Rhetoric)	3 Credits
		ATACH 22043	Short Stories In Tamil	3 Credits
		ATAEH 22013	Journalism and Mass Communication	
		ATAEH 22023	Paleography and Inscriptional Tamil	3 Credits
	First Semester	ATACH 31013	Study of Tolkappiyam: Collatikaram	3 Credits
		ATACH 31023	History of Tamil Literature – From Nayakka Period to Modern Period	3 Credits
		ATACH 31033	Novels In Tamil	3 Credits
		ATACH 31043	History of Sri Lankan Tamil Literature. (Up to 19th Century)	3 Credits
	Second Semester	ATACH 32013	Tolkappiyam – Porulatikaram (Akam, Puram, Kalavu, Karppu, Porul)	3 Credits
		ATACH 32023	Research Methodology and History of Tamil Research	3 Credits
		ATACH 32033	Modern Tamil Poetry	3 Credits
		ATACH32043	Bhakthi (Devotional) Literature in Tamil	3 Credits
Level IV	First Semester	ATACH 41013	Study of Tolkappiyam : Porulatikaram (Meippadu, Uvamai, Seijuliyal, Marapuiyalkal)	3 Credits
		ATACH 41023	History of Sri Lankan Tamil Literature (20 th Century)	3 Credits
		ATACH 41033	Literary Theories	3 Credits
		ATACH 41043	Tamil Literary Authors	3 Credits
		ATACH 41053	Epics in Tamil	3 Credits
	Second Semester	ATACH 42013	Tamil Literary Criticism	3 Credits
		ATACH 42023	Comparative Literature	3 Credits
		ATACH 42033	Internship	3 Credits
		ATACH 42046	Dissertation	6 Credits

Detailed Syllabi

Course Title	An Introduction to Tamil Literature
Course Code	ATAC 11013
Credit Hours	03 Credits (45 hours of lectures and tutorials)
Course Objective:	

The course unit aims the students to understand the contents of the literature and the concept of Tamil literature from the Cangam period to the present date, the similarities and differences between the ancient and modern Tamil literature and evaluate the areas of study.

Intended learning outcomes:

At the end of the course unit the students should able to

- Find what literature means
- Identify the changes in literary content of the literature and the reasons for the changes.
- Interpret the cultural heritage of the time they arise
- Relate the literary techniques of literature
- Explain the Tamil social and historical contents of the areas of study

Course Contents:

Language and literature - literature as a verbal art; Tamil literary history an over view; classical Tamil literature – the poems of love and war; didactic literature in Tamil; devotional poems in Tamil; major epics in Tamil; minor literary forms in Tamil; Religious pluralism in Tamil literature; modernism in Tamil literature – modern poetry and fiction; diversity in forms and content.

These to be realized with the help of the following selected texts:

1. Purananuru, Kuruntokai, Thirukkural, Naladiyar, Tiruvacakam, Naladyira, Tivviya Prapantam: Antal Pacuram.
2. Selections from Modern Tamil Poetries, Short stories and Novels

Teaching and Learning Methods:

Lectures, presentation, group work and discussion.

Evaluation Methods

1. Formative Assessment:

Presentation, Quizzes, Tutorial, Field work/ Attendance and Mid Semester Exam

Tutorial – 1	05%	30%
Tutorial – 2/ Group Presentation/ Individual Presentation/ Field Report	10%	
Quiz/ Open book exam/ Take home exam	05%	
Mid Semester Exam	10%	

2. Summative Assessment:

Written examination with 3 hours duration consisting three parts for a total of 500 Marks as follows.

	Type of Questions	Marks	70%
Part – I	Multiple Choice Questions (MCQs) - Ten	10 X 05 = 50	
Part – II	Structured Questions - Three	03 X 50 = 150	
Part – III	Essay and Short Notes (Expected to answer 03 questions out of 06 questions) - Three	03 X 100 = 300	
	Total Marks	500	

Recommended Readings:

- ,uhkypq;fk;. kh.> (1973). ,Ugjhk; E}w;whz;Lj; jkpo; ,yf;fpak;> nrd;id.

- Nfrtd;. Nfh.> (1982). ,af;fKk; ,yf;fpag; Nghf;FfSk;> nrd;id Gf;`Tj;> nrd;id.
- ifyhrgjp. f.> (1980). etPd ,yf;fpaj;jpd; mbg;gilfs;> kf;fs; ntspaPL> nrd;id.
- rptj;jk;gp. fh.> (1982). ,yf;fpaKk; fUj;JepiyAk;> jkpo;g; Gj;jfhyak;> nrd;id.
- Rg;gpukzpalah;. V. tp.> (1995). jw;fhyj; jkpopyf;fpak;> kf;fs; ntspaPL> nrd;id.
- nry;tehafk;. tp.> (1973). jkpo; ,yf;fpa tuyhW> =yq;fh Gj;jfrhiy> aho;g;ghzk;.
- NtYg;gps;is. M.> (1985). jkpo; ,yf;fpaj;jpy; fhyKk; fUj;Jk;> ghhp epiyak;> nrd;id.

Course Title	Introduction Tamil Language		
Course Code	ATAC 12013		
Credit Hours	03 Credits (45 hours of lectures and tutorials)		
Course Objective: This course unit introduces various aspects of Tamil Language in particular in order to understand the complexities of language as a medium of communication; provides basic knowledge in practical grammar in order to develop the students’ skills in writing Tamil Language effectively and helps students to understand Tamil Language as a member of the Dravidian Family of languages and as one of the world Classical Languages			
Intended learning outcomes: At the end of the course unit the students should able to <ul style="list-style-type: none">• Find Tamil as a transnational and a multi-cultural language• Develop an attitude to respect the other dialect speakers• Develop practical skills to write effectively without errors• Apply appropriate styles in specific socio-linguistic contexts• Outline the history of Tamil grammar• Identify the grammatical problem in Tamil• Develop the own writing skill			
Course Contents: Language as a medium of communication and distinctive features of human language, Tamil as an agglutinative language and Tamil as a Dravidian language, Tami letters: classification, script, pronunciation and combinations; Tamil word: Categories, class, gender, number and place, Nouns: Classification, Case, Verbs: Classification, tense, Idaiccol (Particles), Uriccol (Special vocabulary), Tamil Phrases and sentences, Diglossia in Tamil, Five types of grammar, Tamil grammatical works, Punctuation and Paragraphs, Tamil as a Classical language.			
Teaching and Learning Methods: Lectures, presentation, group work and discussion.			
Evaluation Methods:			
1. Formative Assessment: Presentation, Quizzes, Tutorial, Field work/ Attendance and Mid Semester Exam			
Tutorial – 1		05%	30%

Tutorial – 2/ Group Presentation/ Individual Presentation/ Field Report	10%	
Quiz/ Open book exam/ Take home exam	05%	
Mid Semester Exam	10%	
2. Summative Assessment: Written examination with 3 hours duration consisting three parts for a total of 500 Marks as follows.		70%
	Type of Questions	
Part – I	Multiple Choice Questions (MCQs) - Ten	
Part – II	Structured Questions - Three	
Part – III	Essay and Short Notes (Expected to answer 03 questions out of 06 questions) - Three	
	Total Marks	
		500
Recommended Readings: <ol style="list-style-type: none"> 1. MWKfehtyh;> (1953). ,yf;fzr; RUf;fk;> nrd;id. 2. rz;Kfjh];. m.> (1977). jkpo;nkhop ,yf;fz ,ay;Gfs;> g+ghyrpq;fk; Gj;jfrhiy> nfhOk;G. 3. nry;tuQ;rpjk;. rp.> (2013). kuG ,yf;fzKk; etPdKk;> v];. v];. Mh;. gpwpd;Nlh;];> aho;g;ghzk;. 4. ed;D}y; - fhz;bifAiu 5. E/khd;. vk;. V.> (1999). mbg;gilj; jkpo; ,yf;fzk;> thrfh; rq;f ntspaPL> nfhOk;G. 6. gue;jhkdh;> m. fp.> (1957). ey;yjkpo; vOj Ntz;Lkh> jkpo; ,e;jpah gjpg;gfk;> nrd;id. 7. Kj;Jf;Fkhud;> nghd;.> (1995). jkpo;kuG> kUjh; ntspaPL> aho;g;ghzk;. 		

UNIT OF TRANSLATION STUDIES

CURRICULUM OF TRANSLATION STUDIES

Preamble

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 .Since the government is interested in implementing official languages policy in almost all the departments,

there is a demand for translators and interpreters in all the government and private offices. 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.

Graduate Profile of B.A. (Hons.) in Translation Studies

Translation Studies (Hons.) Graduate of the University of Jaffna should have the following attributes.

Academic Excellence:

- Have a clear understanding of the principles of the translation studies.
- Recognizing similarities and dissimilarities at all linguistic levels of Tamil, English and Sinhala (source language and target language).
- Analyzes the nature of inter-lingual translation from language A, B and language C and perceive international norms regarding inter-lingual translation.
- Study the differences between text types and practice how to translate general and specialized texts efficiently and effectively using different techniques and strategies.
- Articulate their knowledge in critical perspective to translate different texts from fields and demonstrate how this knowledge is applicable in practical translation.

Employability and ability to contribute to Regional and National Development:

- Demonstrate the ethics and norms vital for effective translation in the professional Translation field.
- Consider the importance of translation in a multicultural and multilingual society and contribute to the effective, efficient, and empathetic communication between languages and cultures of the nation.
- Translators act as a courier for the transmission of knowledge, a protector of cultural heritage, and essential to the development of a global economy.
- Illustrate the skills necessary for the Translation and Interpretation in order to pursue career opportunities in the job market.
- Translators seek professional development courses to maintain, improve and expand translation skills and general knowledge through self-teaching, formal and informal continuing education.

Sensitive global citizenship:

- Translators and interpreters endeavor to provide service of the highest quality in their professional practice.
- Produce accurate translation that preserves the meaning, style and register of the source document.
- In order to maintain professionalism, the translator remains impartial and declares any potential conflict of interest that may affect the performance while translating a document.
- Translator respects copy rights and intellectual property.

- Being socially responsible.

Programme Educational Objectives (PEOs)

Bachelor of Arts (Honours) in Translation Studies Graduates will be able to:

- PO1:** Collect, identify, analyze and interpret the problems of translating a text using qualitative data.
- PO2:** Demonstrate the appropriate techniques and strategies that could be handled in the area of translation and interpretation.
- PO3:** Find out the equivalence and identify the solutions in accordance with basic theories and concepts of translation and interpretation.
- PO4:** Present the translation effectively and efficiently.
- PO5:** Apply the background knowledge and understanding of concepts on principles of translation.
- PO6:** Acquire new competencies in handling the tools of translation that will enable them to produce an effective translation.
- PO7:** Demonstrate transferable ICT Skills including CAT skills necessary for the employment.
- PO8:** Undertake internship programs and develop additional skills that will enable them to make effective translation.
- PO9:** Exercise impartiality in all professional contacts. Translators do not show bias towards either the author of the source text or the intended readers of their translation.
- PO10:** Exercise leadership in the professional environment.
- PO11:** Demonstrate positive attitudes and social responsibilities in the working environment.
- PO12:** Maintain an evaluative feedback and practice self-evaluation concerning performance in translation.
- PO13:** Maintain clear boundaries between their task as facilitators of communication through message transfer and any tasks that may be undertaken by other parties involved in the work.
- PO14:** Collect, identify, analyze and interpret the problems of translating a text using qualitative data.
- PO15:** Demonstrate the appropriate techniques and strategies that could be handled in the area of translation and interpretation.
- PO16:** Find out the equivalence and identify the solutions in accordance with basic theories and concepts of translation and interpretation.
- PO17:** Present the translation effectively and efficiently.
- PO18:** Apply the background knowledge and understanding of concepts on principles of translation.
- PO19:** Acquire new competencies in handling the tools of translation that will enable them to produce an effective translation.
- PO20:** Demonstrate transferable ICT Skills including CAT skills necessary for the employment.
- PO21:** Undertake internship programs and develop additional skills that will enable them to make effective translation.
- PO22:** Exercise impartiality in all professional contacts. Translators do not show bias towards either the author of the source text or the intended readers of their translation.
- PO23:** Exercise leadership in the professional environment.
- PO24:** Demonstrate positive attitudes and social responsibilities in the working environment.

PO25: Maintain an evaluative feedback and practice self-evaluation concerning performance in translation.

PO26: Maintain clear boundaries between their task as facilitators of communication through message transfer and any tasks that may be undertaken by other parties involved in the work.

**The Title of Course Units offered for
B.A. and B.A. (Honours) Degree Programme in Translation Studies**

Bachelor of Arts Degree Programme				
Level I	First Semester	ATSC 11013	Introduction to Translation studies	3 Credits
		ATSC 11023	Introduction to Tamil Language Structure	3 Credits
		ATSC 11033	Introduction to Spoken Sinhala	3 Credits
		ATSC 11043	Principles of Translation	3 Credits
	Second Semester	ATSC 12013	Introduction to English Language Structure	3 Credits
		ATSC 12023	Brief History of Translation (Tamil, English and Sinhala)	3 Credits
		ATSC 12033	Introduction to Written Sinhala	3 Credits
		ATSC 12043	General Translation	3 Credits
Level II	First Semester	ATSC 21013	Specialized Translation-I (History, Religion, Literary)	3 Credits
		ATSC 21023	Methods of Translation	3 Credits
		ATSC 21033	Techniques of Translation (Sinhala to Tamil)	3 Credits
		ATSC 21043	Structure of English Language	3 Credits
		ATSC 21053	Structure of Sinhala Language	3 Credits
	Second Semester	ATSC 22013	Techniques of Translation (Tamil to English)	3 Credits
		ATSC 22023	Techniques of Translation (English to Tamil)	3 Credits
		ATSC 22033	Inter-Translatability	3 Credits
		ATSC 22043	Comparative, Morpho - Syntactic Analysis & Translation	3 Credits
Level III	First Semester	ATSC 22053	Introduction to Lexicon for Translators	3 Credits
		ATSC 31013	Technical Translation : Legal Documents	3 Credits
		ATSC 31023	Translation in Media	3 Credits
		ATSC 31033	Advanced writing : Language B	3 Credits
		ATSC 31043	Writing Language : C	3 Credits
	Second Semester	ATSC 32013	Specialized Translation-II (Medical, Social Science)	3 Credits
		ATSC 32023	Specialized Translation (Tamil & Sinhala)	3 Credits
		ATSC 32033	Translation & Interpretation	3 Credits
		ATSC 32043	Comparative Stylistics in Translation	3 Credits
Level IV	First Semester	ATSC 41013	Ethics of Translation	3 Credits
		ATSC 41023	Advanced writing : Language C	3 Credits
		ATSC 41033	Technical Translation : Official Documents	3 Credits
		ATSC 41043	Editing in Translation	3 Credits
		ATSC 41053	Advanced Lexicon for Translators	3 Credits
	Second Semester	ATSC 42013	Computer Assisted Translation	3 Credits
		ATSC 42023	Translation and Language Variations	3 Credits

	ATSC 42033	Internship	3 Credits
	ATSC 42046	Dissertation	6 Credits

Detailed Syllabi

Course Title	Introduction to Translation Studies			
Course Code	ATSC 11013			
Credit Value	03 Credits (45 hours of lectures and tutorials)			
Course Objective This course unit aims to provide a better understanding about basic concepts of translation studies. And it will help the students to acquire fundamental knowledge about the importance of translation studies.				
Intended Learning Outcome At the end of this course unit students will be able to <ul style="list-style-type: none">• Explain the definitions of translation• Illustrate responsibilities of translators• Discuss the challenges in translation• Summarize different types of translation				
Course Content Defining the notion of translation and translators knowing the challenges in translation and understanding Techniques of translation and different types of translation.				
Teaching and Learning Methods Illustrated Lectures, Discussions, Presentations, Group Work, Translation Practices				
Evaluation Methods				
Formative Assessment				
Written Assignment	10%	40%		
Presentation	10%			
Practical	10%			
Mid semester Exam	10%			
Summative Assessment		60%		
Written examination with 3 hours duration consisting three parts for a total of 500 Marks as follows.				
Structured questions (Compulsory)		25x4= 100		
Essay and short notes		2x100 = 200		
Practical questions		2x100= 200		
Total		500		
Recommended Readings <ul style="list-style-type: none">• Munday, Jeremy (2001). Introducing Translation Studies. Theories and Applications, London: Routledge• Snell-Hornby, M. (1995). Translation Studies. An Integrated Approach, Amsterdam, John Benjamins				

- Van Leuven-Zwart, K.M. & T. Naaijken (eds.) (1991). Translation Studies. State of the Art, Amsterdam; Rodopi.
- Toury, G.(1995). Descriptive Translation Studies and Beyond, Amsterdam: John Benjamins

Course Title	Introduction to Tamil Language Structure		
Course Code	ATSC 11023		
Credit Value	03 Credits (45 hours of lectures and tutorials)		
Course Objective			
This course unit aims to provide better understanding of Tamil Language structure. Further, it attempts to enable students to comprehensively acquaint with the structure and basic skills of languages concerned.			
Intended Learning Outcome			
At the end of this course unit students will be able to			
<ul style="list-style-type: none">Recall knowledge in the structure of Tamil languageRelate the structure for practical translation purposeClassify the loan wordsOutline synonyms and antonymsCompare the syntax structure of Tamil language			
Course Content			
Find the specific usages of language structure in various levels; Parts of speech, Nouns pronouns adjectives, Verbs, active voice and passive voice adverbs, propositions, conjunctions, direct and indirect speech, etc.			
Teaching and Learning Methods			
Illustrated Lectures, Discussions, Presentations, Group Work, Translation Practices			
Evaluation Methods			
Formative Assessment			
Written Assignment	10%	40%	
Presentation	10%		
Practical	10%		
Mid semester Exam	10%		
Summative Assessment		60%	
Written examination with 3 hours duration consisting three parts for a total of 500 Marks as follows.			
Structured questions (Compulsory)		25x4= 100	
Essay and short notes		2x100 = 200	
Practical questions		2x100= 200	
Total		500	
Recommended Readings			
<ul style="list-style-type: none">Schiffmam, Harold F. (1999). A Reference Grammar of Spoken Tamil. Cambridge: Cambridge University Press.			

Course Title	Introduction to Spoken Sinhala			
Course Code	ATSC 11033			
Credit Value	03 Credits (45 hours of lectures and tutorials)			
Course Objective This course unit aims to enable the students to identify the Sinhala alphabet, develop the Sinhala letters and words pronunciation skills, listening and response in Sinhala language and makes simple sentences and engaged in dialogue and self introduction.				
Intended Learning Outcome At the end of this course unit students will be able to <ul style="list-style-type: none">• Demonstrate the basic spoken Sinhala language.• Make simple sentences in Sinhala language.• Outline the basic structural patterns of Sinhala language.• Recall the small comprehension passages				
Course Content Interpret the Sinhala alphabet and their classification, Numerals, Colloquial forms of pronouns, Negative words and prohibitive words and Make the colloquial sentences and Self introduction. Further, compare and contrast more complex sentences in Sinhala conversation with the help of graded lesson and exercises. Also helps to translate colloquial Sinhala paragraphs and sundry dialogues (at interview, at telephone dialogues and informal conversation, Understanding the few Sinhala folk tales and translation) into Tamil and vice-versa.				
Teaching and Learning Methods Illustrated Lectures, Discussions, Presentations, Group Work, Translation Practices				
Evaluation Methods				
Formative Assessment				
Written Assignment	10%	40%		
Presentation	10%			
Practical	10%			
Mid semester Exam	10%			
Summative Assessment		60%		
Written examination with 3 hours duration consisting three parts for a total of 500 Marks as follows.				
Structured questions (Compulsory)		25x4= 100		
Essay and short notes		2x100 = 200		
Practical questions		2x100= 200		
Total		500		
Recommended Readings <ul style="list-style-type: none">• Dissanayake, J.B. (1992). Say it in Sinhala. Colombo 2 : Lake House Printers and Publishers Ltd.• Garusinghe Max Hueber Verlag Munchen,D. (1962). Sinhalese, The Spoken Idiom.• Fairbanks, Gair and De Silva. (1968). Colloquial Sinhalese. U.S.A : Cornell University.• Karunatilaka,W.S. (1978). An introduction to Spoken Sinhala. Colombo : M.D.Gunasena & Co. Ltd				

Course Title	Principles of Translation		
Course Code	ATSC 11043		
Credit Value	03 Credits (45 hours of lectures and tutorials)		
Course Objective This course unit aims to provide an adequate knowledge to apply the knowledge in the practical work.			
Intended Learning Outcome At the end of this course unit students are able to <ul style="list-style-type: none">• Illustrate the theories relevant to translation• Apply the theories of translation in practical tasks• Explain the differences between the theories relevant to translation			
Course Content Defining the different principles of translation proposed by the western scholars : St.Jerome, Martin Luther, Peter Newmark, Eugene A Nida, Savory, Catford, Woodhousely etc. and applies the knowledge in the practical work.			
Teaching and Learning Methods Illustrated Lectures, Discussions, Presentations, Group Work.			
Evaluation Methods			
Formative Assessment			40%
Written Assignment	10%		
Presentation	10%		
Practical	10%		
Mid semester Exam	10%		
Summative Assessment			60%
Written examination with 3 hours duration consisting three parts for a total of 500 Marks as follows.			500
Structured questions (Compulsory)			
Essay and short notes			
Practical questions			
Total			
Recommended Readings <ul style="list-style-type: none">• Charles Batteux (2010). Principles of Translation, Kessinger Publishing’s Legacy Reprint Series.• Alexander Fraser Tytler (1978). Essay on the Principles of Translation. Third Revised Edition Published by John Benjamins Publishing Co.			

Course Title	Introduction to English Language Structure
Course Code	ATSC 12013
Credit Value	03 Credits (45 hours of lectures and tutorials)

Course Objective This course unit aims to provide better understanding of English Language structure. Further, it attempts to enable students to comprehensively acquaint with the structure and basic skills of language concerned.		
Intended Learning Outcome At the end of this course unit students will be able to <ul style="list-style-type: none"> Define the basic structure of English language Relate the structure for practical translation purpose Compare the syntax structure of Tamil language 		
Course Content Acquire the knowledge of specific usages of language structure in various levels; Parts of speech, Nouns pronouns adjectives, Verbs, active voice and passive voice adverbs, propositions, conjunctions, direct and indirect speech, etc.		
Teaching and Learning Methods Illustrated Lectures, Discussions, Presentations, Group Work, Translation Practices		
Evaluation Methods		
Formative Assessment		
Written Assignment	10%	40%
Presentation	10%	
Practical	10%	
Mid semester Exam	10%	
Summative Assessment		60%
Written examination with 3 hours duration consisting three parts for a total of 500 Marks as follows. Structured questions (Compulsory) Essay and short notes Practical questions Total		25x4= 100 2x100 = 200 2x100= 200 500
Recommended Readings <ul style="list-style-type: none"> Hardwick, Lorna (2000). Translation Words, Translating Cultures, London: Douckworth. Hatim, B. & J. Munday (2004). Translation. An advanced resource book, London: Routledge. Pym, Anthony (1992). Translation and Text Transfer: An Essay on the Principles of Intercultural Communication, Frankfurt am Main: Peter Lang 		

Course Title	Brief History of Translation (Tamil, English and Sinhala)
Course Code	ATSC 12023
Credit Value	03 Credits (45 hours of lectures and tutorials)
Course Objective This course unit aims to provide a brief outline of the history of translation in Tamil, English and Sinhala.	
Intended Learning Outcome Students will be able to <ul style="list-style-type: none"> Recall the history of translation in the chronological order. Explain the history of translation in Asia, Western and Arabic worlds. 	

<ul style="list-style-type: none">Classify the notable works in the history of translation		
Course Content Illustrate the History of translation related to Tamil, English and Sinhala languages, Notable works of translation and Translation and its existence.		
Teaching and Learning Methods Illustrated Lectures, Discussions, Presentations, Group Work, Translation Practices		
Evaluation Methods		
Formative Assessment		
Written Assignment	10%	40%
Presentation	10%	
Practical	10%	
Mid semester Exam	10%	
Summative Assessment	60%	
Written examination with 3 hours duration consisting three parts for a total of 500 Marks as follows. Structured questions (Compulsory) Essay and short notes Practical questions Total	25x4= 100 2x100 = 200 2x100= 200 500	
Recommended Readings <ul style="list-style-type: none">Aarts, Bas (2011). Oxford modern English grammar. Oxford University Press.Carter, Ronald; McCarthy, Michael (2006). Cambridge Grammar of English: A Comprehensive Guide. Cambridge University Press.Kolln, Martha J.; Robert W. (2008). Understanding English Grammar (8th Edition). Longman.		

Course Title	Introduction To Written Sinhala
Course Code	ATSC 12033
Credit Value	03 Credits (45 hours of lectures and tutorials)
Course Objective The course unit aims to provide better understanding of basic grammatical rules of the Sinhala written language, translation of paragraphs from Sinhala to Tamil and vice versa, identifying and making sentences in Sinhala documents and discuss the different styles of Sinhala Language.	

Intended Learning Outcome

At the end of this course unit students will be able to:

- Apply basic Sinhala Grammar in writing paragraphs of description and narration.
- Label different sentence structures in Sinhala and translate them into Tamil and vice versa.
- Translate documents and short texts from Sinhala to Tamil and vice versa

Course Content

List out the knowledge of specific usages of language structure in various levels; Agreement, Noun forms and types, Word order, Cases, Tenses description past, present and incidents, Affixes, Parts of speech and apply the practical experience in variety of written pieces and Different types of documents.

Evaluation Methods**Formative Assessment**

Written Assignment	10%	40%
Presentation	10%	
Practical	10%	
Mid semester Exam	10%	

Summative Assessment

60%

Written examination with 3 hours duration consisting three parts for a total of 500 Marks as follows.

Structured questions (Compulsory)

 $25 \times 4 = 100$

Essay and short notes

 $2 \times 100 = 200$

Practical questions

 $2 \times 100 = 200$

Total

500

Recommended Readings

- Abraham Mendis Gunasekara, and G.J.A Skeen. (1891). A Comprehensive Grammar of Sinhalese Language. Colombo.
- Gair. J. W. (1970). Colloquial Sinhalese Inflectional Categories and Part of Speech. Indian Linguistics. N/P:N
- Disanayaka J. B. (1990). Nūtaṇa Siṃhala lēkhana vyākaraṇaya . Colombo: Lēk Havus Investmant.
- Disanayaka J. B. (1995). Samakālīna Siṃhala lēkhana vyākaraṇaya. Colombo: S. Goḍagē saha Sahōdarayō.
- Disanayaka J. B. (1998). Understanding the Sinhalese, S. Godage & Bros.,
- Wilhelm Geiger. (1938). A Grammar of the Sinhalese Language. Colombo: Asian Educational Services
- Karumnatilaka, W.S., Sinhala Basha Viyakaranya, M.D.Gunasena Pvt. Ltd.

Course Title	General Translation
Course Code	ATSC 12043
Credit Value	03 Credits (45 hours of lectures and tutorials)
Course Objective This course unit aims to teach the students to identify the types and methods of translation and how translation methods differ according to text types, also it analyzes the nature of inter –lingual translation from language A and language B and perceive international norms regarding inter-lingual translation. Further, it will enable the students to focus on awareness practice in basic	

research methods in inter-lingual translation and realize and discuss idiomatic phrases and cultural equivalents in translating texts.

Intended Learning Outcome

At the end of this course unit students will be able to:

- Contrast the types of translation and methods of translation;
- Demonstrate how this knowledge is applicable in practical translation.
- Interpret the characteristics of inter-lingual translation and compare these with intra-lingual translation.
- Show awareness of international norms of translation.
- Demonstrate how various research methods of translation are put into action

Course Content

Practical experience in Translation will be given by translating different authentic materials including varieties of forms, memo, circulars, advertisements etc, Birth certificate Death Certificates, Minutes of different organizations, Short Reports and collection documents of Government Departments.

Teaching and Learning Methods

Illustrated Lectures, Discussions, Presentations, Group Work, Translation Practices

Evaluation Methods

Formative Assessment

Written assignment	10%	40%
Presentation	10%	
Practical	10%	
Mid semester Exam	10%	

Summative Assessment

60%

Written examination with 3 hours duration consisting three parts for a total of 500 Marks as follows.

Structured questions (Compulsory)

25x4= 100

Essay and short notes

2x100 = 200

Practical questions

2x100= 200

Total

500

Recommended Readings

- Baker, Mona. (1998). Encyclopedia of Translation Studies. New York: Rutledge.
- Bassnett- McGuire, Susan. (1980). Translation Studies. London: Methuen.
- Catford, J.C. (1965). A Linguistic Theory of Translation. London: Oxford University Press.
- Newmark, Peter. (1988). A Text Book of Translation. Prentice Hall.
- Yule. George. (1996). The Study of Language. UK: Cambridge University Press

DEPARTMENT OF COMPUTER SCIENCE (Inter Faculty Teaching) CURRICULUM OF INFORMATION AND COMMUNICATION TECHNOLOGY

The Title of Course Units offered for
B.A. Degree Programme in ICT

Bachelor of Arts Degree Programme				
Level I	First Semester	AITC 11013	Foundation of Computer System	3 Credits
	Second Semester	AITC 12013	Introduction to Computer Programming	3 Credits
Level II	First Semester	AITC 21013	Database Management System	3 Credits
	Second Semester	AITC 22013	Web Application Development	3 Credits
Level III	First Semester	AITC 31013	Information System Management	3 Credits
	Second Semester	AITC 32013	Team Software Project	3 Credits

Detailed Syllabi

Course Code:	AITC11013		
Course Name:	Foundations of Computer Systems		
Credit Value:	03		
Core/Optional:	Core		
Hourly Breakdown:	Theory	Practical	Independent Learning
	30	45	75
Objectives: This course aims to provide concepts of ICT, computer systems, and effective usage of the Internet for knowledge gathering along with hands on practice in desktop publishing,			
Intended Learning Outcomes: <ul style="list-style-type: none"> Identify the major hardware elements of a computer system and the purpose of each element Apply a variety of widely used software packages for desktop publishing Explain basic computer network organization Outline ethical, security, privacy, and legal issues in using computer systems 			
Course Contents: [Theory] <ul style="list-style-type: none"> Introduction to ICT and its impact on society: History of ICT; role of ICT in developing education, government & private sectors, and empowering citizens Introduction to Computer Systems: The major components of a computer, categories of computers, the information processing cycle, history of computers and related technological advances, data representation and organisation Fundamental organisation of computer hardware and software: <ul style="list-style-type: none"> Hardware: Motherboard, I/O peripherals, expansion slots and cards, arithmetic-logic unit, registers, central processing unit, memory, primary and secondary storage devices Software: Application software, System software, Programming languages 			

<ul style="list-style-type: none"> • Number systems and Logic Gates: Representation of integers and floating-point numbers in sign-magnitude and twos-complements, Boolean algebra, Combinatorial Circuits, Karnaugh map and applications • Introduction to Computer Networks: Data transmission, types of networks, network topologies, transmission media and network devices, Internet, and the World Wide Web • Ethical, security, privacy, and legal issues: Security risks and safeguards, viruses and virus protection, information privacy issues, ethical issues involving the Internet, copyright issues 			
[Practical]			
<ul style="list-style-type: none"> • Interaction with a computer: Graphical user interface, files and folders, use of text editors /IDEs • Word processing: Concepts and terminology of word processing software and its usage • Spreadsheets: Concepts and terminology of spreadsheet software, problem solving and decision support • Presentations: Concepts and terminology of presentation software and its usage • Internet & Email: Finding information through browsing the Internet and effective usage of email 			
Teaching/Learning Methods: Lecture, Vocabulary drills, Recitation oral questions, Timelines, Photographs, Laboratory practical, Guided learning, Tutorial discussions			
Assessment Strategy: <ul style="list-style-type: none"> • In-course Assessments (Theory + Practical) 15% + 15% • End-of-course Examination (Theory + Practical) 40% + 30% 			
References: <ul style="list-style-type: none"> • Behrouz A. Forouzan, (2013). Foundations of Computer Science • Peter Norton (2011). Introduction to Computers (7e), Tata McGraw Hill Education Private Limited • Peter Weverka, (2019). Office 2019 All-in-One for Dummies, John Wiley & Sons • Information and Communication Technology Agency in Sri Lanka: www.icta.lk 			

Course Code:	AITC12013		
Course Name:	Introduction to Computer Programming		
Credit Value:	03		
Core/Optional:	Core		
Hourly Breakdown:	Theory	Practical	Independent Learning

	15	90	45
Objectives: This course aims to provide an understanding of the basic components of computer programming.			
Intended Learning Outcomes: <ul style="list-style-type: none"> • Develop computational thinking as well as programming skills • Demonstrate computer processes in writing programming code • Use programming tools such as an integrated development environment (IDE) and debugger • Solve variety of computational problems 			
Course Contents: <ul style="list-style-type: none"> • Concepts of programming languages: Overview of programming languages, programming principles, control flow (sequence, selection, repetition), flowcharts and algorithms • Program development in Python: Basic components of a python program, write-run-debug cycle, syntax and semantics, values and types, variables and constants, operators and operands, expressions and statements • Functions in Python: Definitions and uses, flow of execution, parameters and arguments, built-in classes • Data structures: Strings, lists, tuples, dictionaries, sets, applications of searching and sorting, operations on stack, queue and trees • Classes and methods: Object-oriented features, operator overloading, interface and implementation, inheritance, polymorphism, recursion 			
Teaching/Learning Methods: Lectures, laboratory experiments, supervised study, practical records, tutorial discussions			
Assessment Strategy: <ul style="list-style-type: none"> • In-course Assessments (Theory + Practical) 15% + 15% • End-of-course Examination (Theory + Practical) 30% + 40% 			
References: <ul style="list-style-type: none"> • Kenneth A. Lambert, The Fundamentals of Python: First Programs, Cengage Learning, • Mark Lutz, (2015). Learning Python, 5th Edition, O'Reilly • Tony Gaddis (2017). Starting Out with Python, 4th Edition, Pearson 			

ENHANCEMENT COURSES

DEPARTMENTG OF LINGUISTICS & ENGLISH CURRICULUM FOR BASIC FRENCH

Detailed Syllabi

Code	ABFEN 11013
Title	Introduction to French Language I

Credits	3 credits (45 hours of lectures and tutorials)
Core/optional	Mandatory auxiliary unit for those who take English Literature , Translation Studies and English Language Teaching as a core subject
Course Objective This course unit aims the students to identify a set of adjectives to describe personality, to learn a set of useful ‘small talk’ and raise awareness of verbs.	
Intended Learning Outcomes At the end of the course unit, the students should able to <ul style="list-style-type: none"> • Apply basic grammar skills in natural setting • Demonstrate necessary skills to understand, read and communicate in French • Develop communicative abilities and other skills such as informative, wring and comprehensive powers 	
Course Description: This course is design to provide basic knowledge in French language Course Content: Introducing oneself Greetings Alphabet Pronunciation Numbers Introduction of Articles (le, la, les and de, de la, des) Elementary questions Masculine / feminine (Masculin / Feminin) Basic regular verbs: 1 st group (-er); 2 nd group (-ir) Basic pronouns and verb conjugation: je, tu, il, elle, on, vous Basic tenses: present and composed past Basic verbal sentence: <<C’est--->> (“to be”), <<il y a --->> Poetry: Selections from the poetry of Jaques Prévert	
Teaching and Learning Methods Lectures, Practical in common, In-class Writing, Group work	
Evaluation Methods: In-course: 40% <ul style="list-style-type: none"> • Oral I - Presentation: 10% • Written Assignment II – Poem reading: 10% • Written Assignment III- Conjugation of verbs: 10% • Written Assignment IV – Final Paper: 10% . End Semester: 60%	
Recommended Readings: <ul style="list-style-type: none"> • Delatour, Y., D.Jennepin, M.Léon-Dufour, B.Tessier. (2004). Nouvelle Grammaire du Français- Cours de Civilisation Française de la Sorbonne, Paris: Hachette Français langue étrangère, 	

- Bescherelle. (1999). La Conjugaison pour tous, Paris: Hatier
- Dictionnaire Hachette junior (1998). Paris: Hachette Education
- Selected poetry of Jacques **Prévert** (1900-1977)

Code	ABFEN 12013
Title	Introduction to French Language II
Credits	3 credits (45 hours lectures and tutorials)
Core/optional	Mandatory auxiliary unit for those who take English Literature and/or English Language Teaching as a core subject
Course Objective This course unit aims the students to apply basic skills in French intended towards a working proficiency, especially in going through elementary documentation in French (books, internet, documents...) and, to develop translation skills (French-Tamil).	
Intended Learning Outcomes At the end of the course unit, the students should be able to <ul style="list-style-type: none"> • Make use of basic information and to express themselves with elementary sentences • Demonstrate the aspects related to French culture and society • Develop basic translation skills 	
Course Description: This course is design to provide intermediate knowledge in French language Course Content: Basic regular verbs: 3 rd group (-re) Verbs (morphology, basic tenses) Auxiliaries Basics translation Basic text and data reading Morphological gender Uses of the gender/number-marking articles Exercises on word order Exercise of translation General knowledge: arts, society, francophone countries... Poetry: Selections from the poetry of Jaques Prévert	
Teaching and Learning Methods Lectures, Personal research, In-class Writing, Group work	
Evaluation Methods: In-course: 40% <ul style="list-style-type: none"> • Written Assignment I: Translation of poem – 10% • Written Assignment II: Dictation – 10% • Written assignment III: Conjugation of verbs - 10% • Written Assignment III: Final Paper – 10% 	

End Semester:	60%
Recommended Readings: <ul style="list-style-type: none"> • Delatour, Y., D.Jennepin, M.Léon-Dufour, B.Tessier. (2004). Nouvelle Grammaire du Français- Cours de Civilisation Française de la Sorbonne, Paris: Hachette Français langue étrangère • Bescherelle. (1999). La Conjugaison pour tous, Paris: Hatier • Dictionnaire Hachette junior, (1998). Paris: Hachette Education • Selected poetry of Jacques Prévert (1900-1977) 	

**DEPARTMENT OF ENGLISH LANGUAGE TEACHING
CURRICULUM FOR COMMUNICATIVE ENGLISH**

**The Title of Course Units offered for
B.A. and B.A. (Honours) Degree Programme in Communicative English**

Level I	First Semester	AEGEN 11013	English for Communication -I	3 Credits
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	Second Semester	AEGEN 12013	English for Communication -II	3 Credits
Level II	First Semester	AEGEN 21013	English for Humanities-I Content & Language Integrated Learning Approach – (CLIL)	3 Credits
		AEGEN 21023	English for Social Sciences-I (CLIL)	3 Credits
		AEGEN 21033	English for General Purposes-I	3 Credits
	Second Semester	AEGEN 22013	English for Humanities-II (CLIL)	3 Credits
		AEGEN 22023	English for Social Sciences-II (CLIL)	3 Credits
		AEGEN 22033	English for General Purposes-II	3 Credits
Level III	First Semester	AEGEN 31013	English for Career Development-I	3 Credits
		AEGEN 31023	English for Academic Purposes-I	3 Credits
	Second Semester	AEGEN 32013	English for Career Development-II	3 Credits
		AEGv 32023	English for Academic Purposes-II	3 Credits

Detailed Syllabi

Course Title	English for Communication -I
Course Code	AEGEN 11013
Credit value	3 credits (45 hours of lectures and tutorials)
UTEL BM	5
Course Objective This course unit aims to develop learners' ability to use English effectively for the purpose of practical communication, promote interpersonal communication skills of the students and prepare the students to function in different environments while enhancing their communicative skills.	
Intended Learning Outcome At the end of the course, students will be able to <ul style="list-style-type: none"> • Rephrase simple authentic materials of different genres • Apply complex punctuation marks. identify negation, simple passive structure and basic modals • Construct simple sentences in simple tenses • Describe people, places and objects • Create and respond to multiple contexts of discourses • Apply cohesive devices appropriately in verbal communication • Identify key ideas of a short audio/audiovisual text • Perceive internal cohesion of a longer text and follow instructions 	
Content Reading: Short and simple authentic reading texts relevant to the course of study, letters, emails, advertisements, charts, web pages, magazines, research articles, reports, etc. Writing: Introduction of structural elements, formation of simple sentences, describing people, places and objects using appropriate tenses, short essays, emails, note writing, invitations to parties and functions, letter of condolences, small ads, writing agenda for meetings and functions, leaflets,	

etc. gap filling exercise with blanks, sentences-completion, sentence-reordering, filling various forms, writing instructions. (Grammar integrated)		
Speaking: Making simple commands, asking for and giving directions, introducing self and others, describing events and explaining the functions of objects, asking for things, making inquiries using yes/no questions and wh-questions, making telephone calls, making short speeches, expressing and responding to opinions/personal feelings and attitudes, involving in conversations on particular topics and contexts, etc.		
Listening: Short extracts and longer texts (lectures, dialogues, announcements, talks, news etc.) to identify key ideas; understand internal cohesion; following instruction regarding processes (cooking, production process etc.)		
Teaching and Learning Methods		
CLT based illustrated lectures, presentations with interaction/feedback, interactive speaking activities, peer activities for writing.		
Evaluation		
Formative Assessment		
Writing Assessment	05%	30%
Reading Assessment	05%	
Speaking Assessment	05%	
Listening Assessment	05%	
Mid semester Examination	10%	
Summative Assessment		70 %
Written examination with 3 hours duration consisting three parts based on the reading, grammar and written components for a total of 100 Marks as follows		
Part I: Reading- choosing sub titles for paragraphs, true or false, matching words with similar meanings, skimming and scanning questions, transfer of information, etc. – 35 Marks.		
Part II: Grammar – tenses, prepositions, word order, use of adjectives and adverbs, etc. - 25Marks		
Part III: Writing –describing people, places objects, profile writing, note writing, invitations, emails, writing condolence messages, short essays & letters, small ads, agenda for meetings , leaflets etc. - 40 Marks.		
Recommended Readings		
<ul style="list-style-type: none">• Adrian, D. and Christopher, J. (2004). Listening 1 and 2. Ninth Imprint. Cambridge: Cambridge University Press.• Frangoise, G. (2012).Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises. United Kingdom: Cambridge University Press.• Joanne, C. and Stephen,S. (2003). Speaking 1 and 2 (Eleventh Imprint). Cambridge: Cambridge University Press.• John, S. (2013). The Oxford Guide to Effective Writing and Speaking. 3rd Edition. Oxford: Oxford University Press.• Raymond, M. (2012). English Grammar in Use Book with Answer: A Self-Study Reference and Practice Book for Intermediate Learners of English. Cambridge: Cambridge University Press.• Richard, H. (2011). Headway Academic Skills: 3: Listening, Speaking, and Study Skills Student's Book. Oxford: Oxford University Press.• Sarah, P. and Lesley, C, (2013). Headway Academic Skills: 3: Reading, Writing, and Study Skills Student's Book. Oxford: Oxford University Press.		

- Thomson, V. and Martinet, J. (2009). A Practical English Grammar. ELBS.
- Tricia, H. (2005). Writing. Oxford: Oxford University Press.
- Handbook to be prepared by the DELT.

Course Title	English for Communication -II
Course Code	AEGEN 12013
Credit value	3 credits (45 hours of lectures and tutorials)
UTEL BM	5
Course Objective This course unit aims to develop learners' ability to function effectively in the advanced communicative context, to enable the students to create a text and make notes effectively in the relevant context, to prepare the students to respond to fairly complex discourses and to develop learners' ability to comprehend short academic texts and cope with features of spontaneous speech.	
Intended Learning Outcome At the end of the course, students will be able to <ul style="list-style-type: none"> • Recognize the main ideas from the complex texts. • Construct meaning of the text using contextual, structural and morphological clues to infer meaning of unfamiliar words/phrases of the texts. • Construct more compound and complex sentences using relative pronouns and subordinate and coordinate conjunctions. • Summarize long texts on familiar subjects with accuracy. • Make use of more complex questions in dialogue/conversation/discussion on different familiar topics and respond to them. • Comprehend short academic texts and build up notes from the texts. • Identify the features of spontaneous speech and comprehend the discussion and conversation. 	
Content Reading: Complex authentic reading materials to identify the main ideas from reports, feature articles, magazines, gazette notices, web-pages, research articles, etc. Writing: Introduction of structural elements to make compound and complex sentences, guided composition, writing notes, notice, message etc., composition based on a verbal and / or visual stimulus such as an advertisement; notice, newspaper cutting, table, diary extracts, notes, letters (formal/informal) or other forms of correspondence, composition based on a verbal and / or visual stimulus such as a diagram, picture, graph, map, cartoon, or flowchart. (Grammar integrated) Speaking: Responding to complex questions (with reasonable accuracy) (e.g. discussions or dialogue/conversation on different familiar topics, answering telephone calls, describing graphs and charts, casual chats at social gatherings); Expressing opinions on familiar topics with reasonable degree of fluency and accuracy (debates, impromptu speeches, presentations). Listening: Short academic texts (presentations, lectures, talks etc.); comprehending fairly complex questions with modals and embedding (discussions, conversations); coping with features of spontaneous speech (false starts, fillers, hesitation, rephrasing etc.	
Teaching and Learning Methods CLT based illustrated lectures, presentations with interaction/feedback	
Evaluation	
Formative Assessment	

Writing Assessment	05%	30%
Reading Assessment	05%	
Speaking Assessment	05%	
Listening Assessment	05%	
Mid semester Examination	10%	
Summative Assessment Written examination with 3 hours duration consisting three parts based on the reading, grammar and written components for a total of 100 Marks as follows. Part I: Reading- choosing sub titles for paragraphs, true or false, matching words with similar meanings, skimming and scanning questions, transfer of information, cloze test, etc. – 35 Marks. Part II: Grammar – tenses, conjunctions, transformation of active & passive structures, relative pronouns etc. - 25 Marks Part III: Writing – guided composition, writing notices, messages etc., advertisements, letters (formal/informal) or other forms of correspondence, composition based on a verbal and / or visual stimulus such as a diagram, picture, graph, map, cartoon, or flowchart - 40 Marks.		70%
Recommended Readings <ul style="list-style-type: none">Adrian, D. and Christopher, J. (2004). Listening 1 and 2. Ninth Imprint. Cambridge: Cambridge University Press.Beglar, D. (2011). Advanced Listening and note Taking Skills. 2nd Edition. Mac Grow Hill.Frangoise, G. (2012).Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises. Cambridge: Cambridge University Press.Harmer, J and Arnold, J. (2008). Advanced Speaking Skills. Longman.Joanne, C. and Stephen, S. (2003). Speaking 1 and 2. Eleventh Imprint. Cambridge: Cambridge University Press.John, S. (2013). The Oxford Guide to Effective Writing and Speaking. 3rd Edition. Oxford: Oxford University Press.Raymond, M. (2012). English Grammar in Use Book with Answer: A Self-Study Reference and Practice Book for Intermediate Learners of English. Cambridge: Cambridge University Press.Richard, H. (2011). Headway Academic Skills: 3: Listening, Speaking, and Study Skills Student's Book. Oxford: Oxford University Press.Sarah. P. and Lesley, C. (2013). Headway Academic Skills: 3: Reading, Writing, and Study Skills Student's Book. Oxford: Oxford University Press.Tricia, H. (2005). Writing. Oxford: Oxford University Press.Handbook to be prepared by the DELT.		

DEPARTMENT OF MATHEMATICS AND STATISTICS

(Inter Faculty Teaching)

CURRICULUM FOR BASIC MATHEMATICS

Detailed Syllabi

Course Code	ABMEN 12013
Course Title	Basic Mathematics
Academic Credits	03 (45 hours of lectures and tutorials)

Objectives : <ul style="list-style-type: none">Familiarize students with basic topics in mathematicsUse appropriate mathematical concepts and skills to solve problems				
Intended Learning Outcomes : <ul style="list-style-type: none">Construct the graphs of specific functions and investigate some propertiesApply the laws of indices and laws of logarithms to simplify problemsExplain the properties of inequalitiesDescribe various techniques to solve inequalitiesApply propositional logic to simplify the propositionsSolve problems by using the results on limitsDerive the derivative of some standard functionsApply differentiation to find stationary pointsRecall the techniques of integrationUse integration to find area under a curveDefine matrices and determinantPerform elementary matrix operationsUse matrices to solve a system of equations				
Contents : <ul style="list-style-type: none">Elementary Functions and Graphs : Indices, logarithms: rules of logarithms, change of base; polynomial functions, rational functions: partial fractions; exponential functions, logarithmic functions, quadratic functions and graphs.Inequalities : Basic properties, numerical inequalities, introducing intervals using inequalities, inequalities with modulli, solutions of inequalities.Mathematical Logic: Statements, types of statements, truth sets on propositions, connectives: conjunction, disjunction, negation; implication: converse, inverse and contrapositive of a given statement; truth tables, tautology, contradiction.Differentiation and Integration of Functions: Limits, differentiation, applications of differentiation, maxima/minima, integration, area underneath a curve.Determinants and Matrices: Definition of a matrix, matrix classifications, matrix addition, scalar multiplication, matrix multiplication, square matrices, algebra of square matrices, transpose, Introducing concepts, properties of determinant, inverse of 2×2 matrices.				
Teaching Methods : Lecture demonstration and tutorial discussion by lecturer.				
Assessment / Evaluation Details : <table><tr><td>In course Assessments</td><td>30%</td></tr><tr><td>End of course Examination</td><td>70%</td></tr></table>	In course Assessments	30%	End of course Examination	70%
In course Assessments	30%			
End of course Examination	70%			
Recommended Readings : <ul style="list-style-type: none">Larson and Edwards, "Calculus", An applied approach, 6th edition, 2003.Zdravko Cvetkovski, "Inequalities", Theorems, Techniques and Selected Problems, Springer-Verlag Berlin Heidelberg, 2012.Seymour Lipschitz, "set theory and related topics" Tata McGraw-Hill , 1998.Frank Ayres and Elliott Mendelson, "Calculus", Schaum's outlines -McGraw Hill Edition, 6th edition, 2012.				

AUXILIARY COURSES

CURRICULUM OF ACTIVE CITIZEN

Detailed Syllabi

Course Code	AACA 11013
Course Title	Active Citizen
Credit Value	3 Credits (30 hours of lectures and tutorials and 30 hours of practical)
Course Objective The course unit aims to introduce the students to improve the social responsibility through developing cultural understanding and interpersonal communication skills and leads the social development <i>via</i> promoting the intellectual dialogue in the community.	

Intended Learning Outcome

At the end of the course the student should be able to

- Identify their own cultural traits and identity through the engagement with the colleagues
- Construct the ideas about how their local community works and its links to the rest of the world
- Make use of their knowledge to take action to improve society through sustainable initiatives and work efficiently with diverse groups of people
- Establish skills in cross cultural communication and dialogue, and its effective role in community action
- Execute projects and work together to address the local and global issues

Course Content

Unit one: Understanding culture and people: History of Sri Lanka and multiculturalism, Self-identification through activities and the factors shape the identity, Citizenship, good citizen, and active citizen, Human Rights Law in Sri Lanka, International Human Rights Laws, and minority rights

Unit two: Dialogues and inter personal communication : Dialogue through Ice-berg activities, Differences between dialogue and debate, Relationship: Gender relationship, Gender Equality and Equity, Dignity and values: Acceptance of Global and national pluralism

Unit Three: Society and me: Identification of Good decision: decider's identity, decision maker, Identification of issues relating social disharmony, Conflict and conflict resolution mechanism: Conflict and decision making; Positive

Negotiation to solve the issues or conflict; use the proper interpersonal dialogue skills in conflict management; Peace building, Peace Process

Unit Four Social Action project:

Identification of the need of the society, Design a sustainable project: Forecasting ability to create a sustainable project, conflict management in project, Process the plan (Project)

Unit Five Final Project: Develop proposal based on need, Evaluation of the project and feasibility analysis, Project implementation, Mid way follow-up, End of project

Teaching and Learning Methods

Lectures and Discussions, Small Groups Activities, Interactive Group based Activities, Group Discussion, Field Work, Video Presentation,

Evaluation Methods

Small Groups Activities	10%
Interactive Group Based Activities	10%
Group Discussion	10%
Field Work	10%
Assignment	10%
Presentation	10%

Mid Exam	10%
Project	30%
Recommended Readings <ul style="list-style-type: none"> • Toolkit for University Students and teachers: Active Citizen Programme • Manuals for the Social Harmony and conflict resolution by The Ministry of Higher Education, The democratic Socialist Republic of Sri Lanka. • Manual for the University of Jaffna active Citizen programme • https://www.britishcouncil.org/active-citizens 	

CURRICULUM FOR COMPUTER LITERACY

Detailed Syllabi

Course Code	ACLA 12012
Course Title	Computer Literacy
Credit Value	2 Credits
Core / Auxiliary	Auxiliary Course

Hourly Breakdown	Theory	Practical	Independent Learning
	15	30	55
Objective: This course unit aims to provide sufficient knowledge and practical experience on ICT tools and techniques required in the present learning and working environment.			
Intended Learning Outcomes: <ul style="list-style-type: none"> Describe the functions of computers and communication networks components Recognize important security issues, legal issues in relation to copyright and data protection associated with using computers. Operate a computer effectively using Operating System. Create documents using word processing software Design slides using presentation software Make use of spreadsheet application software for data manipulation and data visualization 			
Course Contents: <ul style="list-style-type: none"> ICT in Everyday Life: Electronic World, Communication, Virtual Communities. Processing Data: Data Vs Information, Transforming Data Into Information Evolution of Computer Systems : Brief history of computers and computer architecture Computer Systems: Exploring computers and their uses Hardware of a Computer System – CPU, Memory, Storage devices, Input devices, Output devices Software - Operating System, Application software, File structure. Introducing Computer Networks: Networking Basics, Data Communications Computer and Communication Systems: Major components of Communication Systems, connecting to a network and to the Internet The Internet: The Internet and Internet Services - World Wide Web, e-mail, social networking, blogs, etc. Protecting Your Privacy, Your Computer and Your Data, Understanding the need for security measures and protective measures. Health and Environment. Word processing application: Navigating the word Document Window, Toolbar, creating, editing, formatting a document, indents, Tabs and Tables, documents with multiple columns, formatting pages, previewing and printing documents, Automating tasks, Tracking Changes, Mail merging Presentation application: Creating a presentation, applying design templates, viewing and formatting, Adding and modifying slide text, animating text and objects, inserting multimedia, drawing and modifying shapes, delivering a slideshow, printing a presentation Spreadsheet application: Cells and addresses, formatting cells and worksheets, formulas and functions, Creating and modifying charts, page setup and printing 			
Teaching and Learning Methods: Lecture, Laboratory practical, Discussion, tutorial classes			

Assessment Strategy:

Formative:

Theory: 15%

Practical : 15%

Summative:

Theory – MCQ (50 Questions) and Structured (20 Questions) – 02 hours : 35%

Practical – 02 hours : 35%

References:

- Introduction to Information Technology, 2nd Ed., (2012). Pearson Education
- Faithe Wempen (2015). Computing Fundamentals: Introduction to Computers, 1st Ed., Sybex Publishers
- Steven Bright, (2017). Computer Fundamentals, 1st Ed.
- Joan Lambert, Curtis Frye (2015). Microsoft Office 2016 Step by Step, 1st Ed., Microsoft Press

SUBJECT RESOURCE PERSONS

Subject	Resource Person Name
Anthropology	Prof.N.Shanmuglingan Dr.S.Srikanthan Dr.A.A.Kadirgamar

Archaeology	Ms.S.Sivaruby
Art History	Dr.T.Sanathanan
Christian Civilization	Prof.Rev.G.Pilendran Dr.Rev.J.C.Paul Rohan Mr.M.V.E.Ravichandran
Cultural Tourism	Ms.S.Sivaruby
Drama & Theatre Arts	Dr.K.Rathitharan Dr.(Mrs.)N.Karunakaran
Economics	Mrs.V.Ravishankar Mr.S.S.Uthyakumar
English Literature	Dr.(Mrs.)V.M.S.Yoharatnam Mr.Thiruvarangan
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History	Ms.S.Aniththa
Home Economics	Mrs.M.Sivakaran Mrs.R.Vimalkumar
ICT	Dr.A.Ramanan, Senior Lecturer, Dept. of Computer Science, Faculty of Science
Linguistics	Prof.(Mrs.)S.Ramesh MRs.S.Srisatkunarajah Mrs.K.Navakulan Mrs.S.Senthuran Ms.S.Mohan Ms.S.Sujiththa
Media Studies	Dr.S.Raguram Ms.B.Poongulaly Mr.S.Jude Dinesh Koduthor Ms. L.Anutharsi
Philosophy	Prof.N.Gnankumaran Mr.N.Sivakaran Mr.S.Niroshan

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Community and Regional Planning	Mr.S.Raveendran Mr.S.Kabilan
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Tamil	Dr.(Miss)S.Sivasubramaniyam
Translation Studies	Dr.S.K.Kannathas Mrs.S.Mathura Miss Shelina – Temporary Assistant Lecturer Miss Kobika - Temporary Assistant Lecturer
Basic French	Dr.R.Gerard
Communicative English	Dr.K.Shanmuganathan Mr.K.L.Ramanan Mrs.T.Kirushanthan
Active Citizen	Mr.N.Sivakaran
Computer Literacy Syllabus drafted – Computer Unit Lecturers	Mr.K.Ananthakrishnan, Lecturer (Confirmed) Mrs.Subashini Aravinthan, Lecturer (Confirmed) Mrs.Pavalarani Balendran, Lecturer (Confirmed)
Basic Mathematics	Dr.K.Kannan Dr.T.Mathanaranjan Mr.M.Arunmaran