

## ARCHAEOLOGY

### AAYC 21013 Pre-History of South Asia

**Aims and Objectives:** The objectives of this course to familiarize the students with a good knowledge of human evolution in the world, especially in South Asia. The course to design to highlight the following aspects: a) Knowledge of prehistory b) Pre-Historical research c) Pre-Historical Archaeology d) palaeo - environment e) palaeo-human biology f) techno cultural evaluation and g) subsistence pattern in South Asia.

**Course Content:** The Rama Piteous, The Pleistocene and Holocene in South Asia; The History of Pre History researches in South Asia: Prehistoric cultural phase of South Asia and problems relating to the study of the Lower Paleolithic, Middle Paleolithic, Upper Paleolithic, Mesolithic and Neolithic civilizations of South Asia.

**Teaching and Learning Methods:** Lectures with slides and multimedia, Seminars and Project work

**In Course Assessment:** Seminar or tutorials (10%), Project Work (10%), Final Essay (10%) mid semester exam (10%).

**Learning Outcomes:** The students will get knowledge of how people lived during the prehistoric period, before the emergence of civilization.

**Recommended Readings:**

- Allchin, Bridget and Raymond 1996, The Rise of Civilization in India and Pakistsn: Cambridge University Press, Cambridge.
- Sankalia, H.D. 1974, Pre and Pro History of India and Pakistan: Deccan College, Pune.
- Deraniyagala, S.U., 1992, The Prehistory of Sri Lanka: An Ecological Perspective, Department of Archaeological Survey, Colombo.
- Nagaraja Rao (edt.) 1965, The Stone Age Hill Dwellers of Tekkalakota, Poona, Deccan College.
- Lee,R.B., 1968, Man the Hunter, Chicago, Aldine

### AAYC 21023 Introduction to Cultural Tourism

**Aims and Objectives:** This course will enable the students who are interested in the tourism industry to be equipped with the required knowledge and experience of cultural tourism when they handle the visitors both national and international. This will not only improve the knowledge and qualities of such students but also enhance the image of the country in the world.

**Course Content:** Methodologies and concepts of Tourism and Cultural Tourism; types of Tourisms, origin and development of Tourism in the world; Places of Archaeological and Historical significance in Sri Lanka.

**Teaching and Learning Methods:** Lectures with multimedia, Field studies, Seminars and Project work

**In Course Assessment:** Seminar (10%), Field Notes (10%), Final Essay (10%) mid semester exam (10%).

**Learning Outcomes:** The students will get a sound knowledge of tourism and its economic, social and cultural significance in the present world.

**Recommended Readings :**

- Cooper,C.,1993, Tourism Principles and Practices : London
- Bhatia,A.K., 1978, Tourism in India – History and Development: New Delhi.
- Clare,Gunn., 1993, Tourism Planning: Francis.
- Burkart,A.J.,and Medlik,S., 1976, Tourism: Past, Present and Future: London.
- John,Lea, D., 1988, Tourism Development in the Third world: New York.

### AAYC 21033 South Asia: Historical and Archaeological Perspectives (300 BC -300 AD)

**Aims and Objectives:** To make the students know about the early Historic period of South Asia and its background and equip them with comprehensive knowledge of the social cultural, religious, political and commercial developments of this period in India and Sri Lanka, with reference to Archaeological sources.

**Course Contents:** Dynasties of North India: Mauryas, Sungas, Kaligas, Indo Greeks Sakas and Kushanas, Dynasties of South India: Sathavahanas, and Sangam Age, early dynasties of Sri Lanka, Knowledge of important archaeological sites, literature, inscriptions and fine arts and religions of the period.

**Teaching and Learning Methods:** Lectures with overhead projector, Seminars and Project work

**In Course Assessment:** Seminar or tutorials (10%), Project Work (10%), Final Essay (10%) mid semester exam (10%).

**Learning Outcomes:** It will help students to know a general picture of the Historical development in India and Sri Lanka in the early Historical period.

**Recommended Readings:**

- Majumdar, R.C., 1909, Corporate Life in Ancient India, Calcutta.
- Thapar, Romila., 1995, [e.d], Recent Perspectives of Early Indian History, Popular Prakashan, Bombay.
- Thapar, Romila., 1954, From Lineage to State, New Delhi
- Nilakanda Sastri, K.A.N., 1958, History of South India, Madras.
- Basham, A.L., 1971, The Wonder that was India, Calcutta.

**AAYC 21043 Sri Lanka: Historical and Archaeological Perspectives up to 1000 AD**

**Aims and Objectives:** To familiarize the students with the early Historical evidences and the significance of Hindu and Buddhist influences on early Sri Lankan cultures. The political and commercial ties with other countries, especially with India.

**Course Content:** Critical study of a Historiographical literature and Archaeological sources: The dynasties and rulers of Sri Lanka up to 1000 AD.: The interaction of Sri Lanka with the outside world during this period: The hydrological system, economy, society, religion and fine arts.

**Teaching and Learning Methods:** Lectures multimedia and slides, Field studies, Seminars and Project work.

**In Course Assessment:** Seminar (10%), Field Report (10%), Final Essay (10%) mid semester exam (10%).

**Learning Outcomes:** This course will enable the students to know better about the multi cultural aspects in the early Sri Lankan History.

**Recommended Readings:**

- Culavamsa, 1953, Geiger. W. [E.d], Ceylon Government Information Department, Colombo.
- Ray, H.C., 1959, (ed), University of Ceylon, History of Ceylon, Vol.I, Part.I University of Ceylon Tress Board, Colombo.
- Paranavitana, S., 1970, Inscription of Ceylon: Early Brahmi Inscriptions, The Department of Archaeology Ceylon, Colombo, I.
- Paranavitana, S., 1983, Inscription of Ceylon: Late Brahmi Inscriptions, The Department of Archaeology Sri Lanka, Moratuwa, and II [1].
- Indrapala K., 2005, The Evolution of an Ethnic Identity, M.V. Publication, Sydney.

**AAYE 21013 Jaffna Kingdom : Historical and Archaeological Perspectives**

**Aims and Objectives:** The course is designed to give the students a comprehensive knowledge about the political, social and cultural History of Jaffna kingdom based on the Archaeological and literary sources relating to the kingdom.

**Course Contents:** Source materials, antecedents of the Jaffna Kingdom as example, the Naga dynasty; South Indian influence of the origin of Jaffna Kingdom; Second Pandyan empire and Jaffna; Influence of Vijayanagara Empire in Jaffna, Madurai Nayakas and cultural link; Vanni chieftains relating with the Sinhala kingdoms in the South; Growth of foreign trade and influence; important Archaeological evidences and monuments; condition on the eve of Portuguese arrival.

**Teaching and Learning Methods** : Lectures with multimedia, Field studies, Seminars and Project work

**In Course Assessment:** Seminar (10%), Field Report (10%), Final Essay (10%) mid semester exam (10%).

**Learning Outcomes:** To make the students knowing about the Jaffna kingdom based on the recent Archaeological evidences and researches.

**Recommended Readings :**

- Ragupathy,P, 1987, Early Settlements in Jaffna: An Archaeological Survey, Madras.
- Rasanayagam,C, 1926, Ancient Jaffna, A.S Everymar's Publishers Ltd , Madras.
- Pathmanathan , S., 1978, Kingdom of Jaffna, Colombo.
- Abeyasinghe,Tikiri.,1986, Jaffna Under the Portuguese: Lake House Investment Ltd, Colombo.
- Cosme Silva,O.M.de., 1992, Fidalgos in the Kingdom of Jaffna, Colombo.

**AAYE 21023 Introduction to Sanskrit**

**Aims and Objectives:** The course is designed to give the basic knowledge of Sanskrit to the students. This will help the students in the study of the primary historical sources. The important primary sources of early South Asian History are in Sanskrit.

**Course Content:** Familiarization of the Nagari script; Basic grammar; vocabulary and syntax of the language. Historical development of the Sanskrit language and literary found in India and Sri Lanka. A study of selected classical literary works. Reading and interpretation of selected Sanskrit inscriptions of South Asia.

**Teaching and Learning Methods :** Lectures, Practical Works

**In Course Assessment:** Reading the Inscription (10%), Practical Exam (10%), Final Essay (10%) mid semester exam (10%).

**Learning Outcomes:** The students will read and understand the meaning of Sanskrit inscriptions which are inscribed on coins, copper plates and stones.

**Recommended Readings :**

- rprtrhkp> tp.>];tNghjyFNghj rk];fpUjk;
- rprtrhkp> tp.(njhFg;ghrpupaH) ,jp`hr kQ;rup

**AAYC 22013 Cultural Resource Management**

**Aims and Objectives:** This course has been designed to motivate the students on the importance of managing Cultural Heritage and to give them a comprehensive knowledge on the principles and methods of cultural heritage management in Sri Lanka and abroad.

**Course Contents:** The History of conceptual development in the conservation of cultural property; Ethical and legal issues of cultural resource management; The antiquities ordinances of Sri Lanka; International and national bodies involved in cultural resource management; The interdisciplinary approach to the subject; Cultural and eco-tourism; The procedural framework of site management; and cultural impact assessment study.

**Teaching and Learning Methods :** Lectures, Field studies, Seminars and Project work

**In Course Assessment:** Seminar (10%), Field Report /Tutorials (20%), mid semester exam (10%).

**Learning Outcomes:** The course will give the knowledge about the conservation of cultural properties, and legal knowledge of national and international bodies and relevant cultural resource management.

**Recommended Readings :**

- Ghose, Arun., 1989, Conservation and Restoration of Cultural Heritage: Agam Kala Prakashan, Delhi.
- Greenfield, Jeanette., 1999, The Return of Cultural Treasures: Cambridge University Press, Cambridge.
- Pickard, Robert., 2001, Policy & Law in Heritage Conservation: Spon Press, London.
- UNESCO., 1983, Conservation and Recommendations of UNESCO concerning the protection of the Cultural Heritage: The UNESCO Press, Paris.

**AAYC 22023 Sri Lanka: Historical and Archaeological Perspective from 1000 A.D to 1500 A.D.**

**Aims and Objectives:** The course will provide students with a comprehensive knowledge of political, social, commercial and cultural aspects of Sri Lanka from 1000A.D. 1500; Multiculturalism that prevailed in Sri Lanka during the period of Cholas and Sinhalese kings and invasion of Kalinkamakan, and the drift of Sinhala kingdoms to the South, and the formation of a Tamil kingdom in Northern Sri Lanka.

**Course Content:** Cholas and the Polanaruwa period, The shift of political epicenter to various parts of Sri Lanka ( Dambadeniya, Jaffna, Yapahuwa, Kurunagal, Kandy and Kotte).

**Teaching and Learning Methods :** Lectures with multimedia, Field studies, Seminars and Project work

**In Course Assessment:** Seminar (10%), Project Work (10%), Final Essay (10%) mid semester exam (10%).

**Learning Outcomes:** This course will help the students to identify and study the multi cultural Archaeological evidences and Hindu Buddhist monuments and to know the Historical background of the formation of a kingdom in Northern Sri Lanka, after the displacement of Sinhala kingdoms towards farther South.

**Recommended Readings :**

- Indrapala, K., 2005, The Evolution of An Ethnic Identity, The South Asian Studies Centre, Sydney.
- Culavamsa, 1953, Geiger. W. [E.d], Ceylon Government Information Department, Colombo.
- Ray, H.C., 1960, (ed), University of Ceylon, History of Ceylon, Vol.I, Part.II University of Ceylon Tress Board, Colombo.
- Sriweera, W., 2004, History of Sri Lanka, Colombo.
- Silva K.M.de .ed, 1973, History of Ceylon, Colombo, University of Ceylon.

**AAYC 22033 South Asia: Historical and Archaeological Perspectives (300 AD -900 AD)**

**Aims and Objectives:** This course gives comprehensive ideas of socio, economic, cultural and political aspects of History in Archaeological perspectives.

**Course Content:** Dynasties: (North India): Gupta, Vabatakas, Harsavardena and the advent of Arabs (South India):- Pallavas, Pandyas, Chalukyas of Badamini and Rastra- tuthas, Familiarity with major archaeological sites, inscriptions and literature of this period.

**Teaching and Learning Methods :** Lectures with slides, Seminars and Project work

**In Course Assessment:** Seminar (10%), Project Work (10%), Final Essay (10%) mid semester exam (10%).

**Learning Outcomes:** It makes the students know about the continuous History of South Asia and the contemporary impact on Sri Lankan History.

**Recommended Readings :**

- Thapar, Romila., 1995, [e.d], Recent Perspectives of Early Indian History, Popular Prakashan, Bombay.
- Thapar, Romila., 1977, A History of India, Penguin.
- Thapar, Romila., 2002, Early India: From the Origins to AD 1300, Allen Lane London
- Champakalakshmi, R., Trade, Ideology and Urbanization: South India 300BC to 1300AD, New Delhi: Oxford University Press.
- Ludden, David., 2002, India and South Asia: A Short History, One World Oxford

**AAYC 22043 South Asia: Historical and Archaeological Perspectives (900 AD-1350 AD)**

**Aims and Objectives:** The course will provide students with a comprehensive knowledge of socio, economic, cultural and political aspects of History in Archaeological perspectives.

**Course Content:** Dynasties: Gaznawides, Paramaras, Mohamad of Ghor Sultans of Delhi, Cholas, Chalukyas of Kalyani, Yadavas, Kakatiyas, Pandyas and Hoysalas, rise of Viyanagara Empire.

**Teaching and Learning Methods :** Lectures with slides, Seminars and Project work

**In Course Assessment:** Seminar (10%), Project Work (10%), Final Essay (10%) mid semester exam (10%).

**Learning Outcomes:** This course will help the students to know about the socio and political development and changes in South Asia and their impact on contemporary Sri Lankan History. Further, the students will know about the rise of Chola and Pandiya kingdoms in South India and their relations with Sri Lanka.

**Recommended Readings :**

- Champakalakshmi, R., Trade, Ideology and Urbanization: South India 300BC to 1300AD, New Delhi: Oxford University Press.
- Sastri, K.A.N., 1957, (ed), Comprehensive History of India, Vol.II.Madras.
- Nilakada Sastri, K.A., 1955, The Cholas, Madras.
- Nilakanda Sastri, K.A, 1958, History of South India, Oxford University Press, Madras.
- Pillay, K.K, 1975, History of Tamils, Madras.

**AAAYC 22053 European Monuments and Traditional Culture in Jaffna**

**Aims and Objectives:** This course will give the students about the Archaeological heritage monuments and their Historical, social, religious and cultural impacts on the traditional culture in Jaffna during the period of European rulers.

**Course Content:** The advent of Europeans: - the Portuguese, Dutch and the British. A detailed study of political and cultural history; administration of Portuguese, Dutch and British; Introduction to Christianities of Catholic and Protestant; Development of socio- Economic History; Knowledge of the major Archaeological Sites of this Period.

**Teaching and Learning Methods :** Lectures with multimedia, Field studies, Seminars and Project work

**In Course Assessment:** Seminar (10%), Field Report (15%), Final Essay (5%) mid semester exam (10%).

**Learning Outcomes:** This course will help the students to identify documents, preserve and conserve the Archaeological heritage monuments of the Europeans rulers in Jaffna.

**Recommended Readings :**

- Abeyasinghe, Tikiri., 1986, Jaffna Under the Portuguese: Lake House Investment Ltd, Colombo.
- Queyroz Fernao de, 1930, The Temporal and Spiritual Conquest of Ceylon: (tra) Perera. S.G., Colombo.
- Arasaratnam, S., 1964, Ceylon, New Arasaratnam, S New Delhi.
- Arasaratnam, S., 1988, Dutch Power in Ceylon 1658-1687, Narrang New Delhi
- Perniola, V., (No dae), The Catholic Church in Sri Lanka: Portuguese Period, Volume -1, 1505-1565.

**AAAYE 22013 Introduction to Sinhala Language**

**Aims and Objectives:** The course will help the students to learn the Sinhala Alphabet, fundamental Grammar and General vocabularies and to read, write and speak the language

**Course Contents:** Learning the alphabet, Reading and interpreting simple words and sentences, The Knowledge about important literatures in Sinhala, Knowledge about the relationship of Sinhala t with other South Asian languages.

**Teaching and Learning Methods:** Lectures, and Reading inscriptions

**In Course Assessment:** Seminar (10%), Reading the Original Texts (10%), Final Essay (10%) Mid semester exam (10%).

**Learning Outcomes:** Knowledge of Sinhala will help the students to read and understand the early and medieval Sinhala inscriptions, coins and literary works relates to history.

## CHRISTIAN CIVILIZATION

### ACCC 21013 Synoptic Gospels and Acts of the Apostles

**Aims and Objectives:** To enable the students to know about : The authorship, purpose, date and the socio-political and historical backdrop in which the Gospels were composed. To arrive at an objective knowledge of the Life and Ministry of Jesus Christ based on the Gospel narratives. The Life pattern of the early Church and the contributions of the Apostles in the formation of the early Christian Communities.

**Course Content:** Synoptic Gospels: Authorship, date, purpose, the historical value of the Gospel tradition. From oral tradition to the written gospel: forms, sources, redaction. The Synoptic problems. An introduction to miracles, parables and the teachings on the Kingdom of God in Synoptic Gospels. Discipleship and mission. Acts of the Apostles: Authorship, date, purpose, sources, the content and the value of Book as the history of the early Church. The political and religious context of the book, and the relation of the book to the Gospel of Luke. A detailed study of the life-style of the Jerusalem community and the sermons of Peter, Stephen and Paul in the Acts. Baptism in the Acts. The Jerusalem Council. The Gentile mission: methods, problems etc.

**Teaching and Learning Methods:** Lectures, discussions, visual-aids and presentation.

**In course Assessment:** Mid Semester Exam 10%, Assignments or quiz 10%, Oral Exam & Presentation-10% Tutorials 10%

**Learning Outcomes:** By the end of this course, the students will be able to discuss about the general background in which these books were composed, Life and Ministry of Jesus Christ and contributions of the early Christian communities in the formation of these books.

#### Recommended Reading:

- Thiyaku, Nanku Vadiva Natcheithy, Nobili Nuulakam, Madurai, 1978.
- Mann, C. S. The message delivered, Morehouse-Barlow Co, New York, 1973.
- Robinson, G. (ed.), Thirumarai Tholan, Chrithava Eraiyal Nulor Kulu, Chennai, 1972.
- Hull, J.H.E. The Holy Spirit in the Acts of the Apostles, Lutterworth Press, London. 1967.
- Ladd, G.E. Jesus and the Kingdom, S.P.C.K. London. 1966.

### ACCC 21023 Tamil Christian Literature

**Aims and Objectives:** This course introduces the student to: The various contributions rendered by the pioneers of Tamil Christian Literary work. How various Tamil Christian literary sources enhanced the spread and growth of Christianity in South India and Sri Lanka. How Christian Tamil literature was composed adopting the already existent various Tamil literary forms.

**Course Content:** Pioneers of Tamil Christian Literature: Hennrique Henriques, Robert De Nobili, Joseph Constantine Beschi, and Jacome Gonsalvez. Tamil Christian folk literature, Devotional literature, Prapantha literature, Tamil Christian Literature on Performing Arts, Tamil translations of the Bible with special reference to the common translation of the Bible, Modern Christian Literature, Introduction to Thembavani, Ratshaniya Yathirigam ,Viyakula Pirasangam, Thiruchelvar Kaviam,.

**Teaching and Learning Methods:** Lectures, discussions, Textual study, Visual-aids and presentation.

**In course Assessment:** Mid Semester Exam 10%, Assignments or quiz 10%, Oral Exam & Presentation-10% Tutorials 10%,

**Learning Outcomes:** By the end of this course students will be able to evaluate the usefulness of the various Tamil Christian literatures and the influence of the already existent Tamil literary forms on them.

#### Recommended Reading:

- Innasi, S. & Govindasamy, P. Cristhava Nadaga Illakkiyam, University of Madras, 1988
- Venkatasamy, S. Chrithuvamum Thamilum, South Indian Saiva Siddanta Works Publishing Society, 1980
- Sarojini, P., Viviliumum Thamizhum, Meiappan Thamizh Aaivagam, Chennai, 2000.
- Markarineas, R. Christava Tamil Thondarkal, Tamil Literature Society, Trichiropoly, 1972.
- Ignaci, c. Kristhava Thamizhal Kodai, 2 Volumes, Miyappam Publishers, 2001.

**ACCC 21033 Sri Lankan Christian Art**

**Aims and Objectives:** To enable the students to become knowledgeable regarding: The History of the introduction and growth of Christian Art forms in Sri Lanka. How Christian Arts were used as a means of spreading the teaching of Christianity. How various categories of Christian Arts were employed to depict Christian teachings and Doctrines.

**Course Content:** Origin and development of Christian Art in Sri Lanka, Church Architecture, Sculpture of statues and other Sacred figures, Liturgical music and music on Christian themes, Performing Arts as medium of evangelization, Dance on Christian Themes, Drama -Modern and Folk- Naattu koothu, Pasku, Passion Play, Study of Christian paintings of selected Sri Lankan Artists.

**Teaching and Learning Methods:** Lectures, discussions, visual-aids and presentations.

**In course Assessment:** Mid semester Exam-10%, Assignments 10%, Oral Exam & Oral Presentation-10% Tutorial or Field work and submission of report-10%

**Learning Outcomes:** By the end of the course students will be able to identify the different Christian Art forms and their contribution to the spread and growth of Christianity in Sri Lanka.

**Recommended Reading:**

- Amalorpavadass, D. S. Gospel and Culture, NBCLC, Bangalore, 1978.
- Pilendran, G. Tamil Catholic Literary Tradition of Sri Lanka, Colombo, 1998.
- Don Peter, W. L. A. Education in Sri Lanka under the Portuguese, The Catholic Press, Colombo, 1978.
- Sarachchandra, E. R. The Folk Drama of Ceylon, The Department of Cultural Affairs, Ceylon, 1966.
- Annpurasa, S. Mannar Maantota Kaththolikka Nadagangal Oor Aaivu, Amathi Publications, Jaffna, 2007.

**ACCC 21043 Pentateuch**

**Aims and Objectives:** To enable the student to understand: The content, message and the formation of the Pentateuch, To identify the different sources and appreciate the theological emphasis of the traditions of the Pentateuch. To familiarize the students to Form Criticism, Historical Criticism and exegetical study of a Biblical passage and to interpret it.

**Course Content:** 'Pentateuch', its names, outline and place in the Canon. Critical approach to Authorship, Characteristics of different sources, Historical and Form Criticism. The importance of Pentateuch in the religion of Israel as the word of God. Gen. 1-11: Critical study on Pre-Historic narratives and comparison of the same in Semitic and in Indian Epics, special emphasis on Creation story – The fall – The floods – The Covenant with Noah-Tower of Babel. The Patriarchs: Gen. 12-50: Abraham, Isaac, Jacob. Covenant with Patriarchs. Story of Joseph and the Journey to Egypt. : Israelites in Egypt, The Exodus: Ex. 1-18. Moses. Plagues –Passover and Liberation from Egypt. Israel at Mount Sinai: Ex. 19-40; and Leviticus: Covenant at Sinai. Decalogue – Covenant Code. Law sections in Deuteronomy (12-26). Apodeictic and Casuistic Laws. Cultic Laws. Wanderings: Numbers. & Deuteronomy, Wanderings and Murmurings in the Desert. Sending Spies to Canaan. Confrontation with other people during wanderings. The blessing and Death of Moses.

**Teaching and Learning Methods:** Lecture, discussion, visual aids and presentation.

**In course Assessment:** Mid Semester Exam 10%, Assignments or quiz 10%, Oral Exam & Presentation-10% Tutorials 10%

**Learning Outcomes:** By the end of the course students will be familiar with the important events reported in the first five books of the Pentateuch and their salvific message.

**Recommended readings:**

- The New Jerome Biblical Commentary, ed. Raymond E. Brown et al., Theological Publications of India, Bangalore. 1997.
- Thiyaku, Thora allathu Innuul, Nobile Nulakam, Madurai. 1978.
- Robinson, G. (ed.), Thirumarai Tholan, Chrithava Eraiyyal Nulor Kulu, Chennai. 1972.
- Ska, Lean-louis, Introduction to Readings the Pentateuch, trans, Pascale Dominique, Eisenbranuns, Indiana, 2006.

- Robinson, G. (ed.), Palaiyatpadu Arimugam, Paham 1, Christhava Eraiyal Illakiya Mandram, Chennai. 1966.

### ACCE 21013 Notion of God in Christianity & Denominations

**Aims and Objectives:** The objective of this Unit is to present to students: A comprehensive notion of God according to the Doctrines and Teachings of Christianity. The various Theological, Social and Historical backdrop which led to the emergence of different Denominations in Christianity. The similarities and dissimilarities existent in different denominations and how to work towards a Christianity unity.

**Course Content:** Notion of God in Christianity: The God of the Bible, The God of the Early Church Fathers, The God of the Councils, God of the selected Philosophers and Theologians, God as person and Fathers.

Denominations: Causes for the Division in the Church: Eastern Orthodox Churches and Western Churches. Main-line Churches in the West: Roman Catholic, Lutheran, Presbyterians Anglican, Methodist, Baptist and Church of South India. Evangelical sects: Pentecostals, Jehovah Witness, Quakers and other Charismatic groups. A General Perspective: World Council of Churches and the Second Vatican Council. Classification and meaning of denominations and other movements in the Church.

**Teaching and Learning Methods:** Lecture, discussion, visual aids and presentation.

**In course Assessment:** Mid Semester Exam 10%, Assignments or quiz 10%, Oral Exam & Presentation-10% Tutorials 10%

**Learning Outcomes:** By the end of the course students will be knowledgeable regarding the notion of God in Christianity and the specific characteristics of each denomination.

#### Recommended readings:

- Congar Y. Diversity and Communion, SCM Press, London, pp.232. 1984.
- Pathil, K. Models in Ecumenical Dialogue, Dharmaram Publication, Bangalore. 1981..
- Cross F.L. (Ed.), The Oxford Dictionary of the Christian Church, Oxford University Press, London. 1972
- Waddams, H. Meeting the Orthodox Churches, SCM Press, London. 1964.
- Leaming B., The Churches and the Church: A Study of Ecumenism, Dariloglongman and Todd, London. 1960.

### ACCE 21023 Major Religious Traditions

**Aims and Objectives:** This course will enable the students to: Acquire substantial knowledge regarding the various aspects of four major religions of the world. Compare the similarities and dissimilarities of the precepts of the four major religions. Learn, appreciate and accept the many practical lessons to lead a contented life.

**Course Content:** The notion of Religion, Characteristics of Religion, Christianity and other Religion, Religious Pluralism. Christianity: Introduction, basic features of Christianity as a religion, God, Evil, World, Man, Evil and suffering, life after death, human destiny, Ethics and prayer, principal sects. Hinduism: Introduction, basic features of Hinduism as a religion, God, World, Man, Evil and suffering, life after death, human destiny, Hindu Ethics, ways of prayer, rituals etc, principal sects. Buddhism: Introduction, basic features of Buddhism as a religion, God, World, Man, Evil and suffering, life after death, Ultimate human destiny, Buddhist discipline, principal sects. Islam: Introduction, basic features of Islam as a religion, God, World, Man, Evil and suffering, life after death, human destiny, Islamic discipline, principal sects.

**Teaching and Learning Methods:** Lecture, discussion, visual aids and presentation.

**In course Assessment:** Mid Semester Exam 10%, Assignments or quiz 10%, Oral Exam & Presentation-10% Tutorials 10%

**Learning Outcomes:** By the end of the course students will be able to identify the basic tenets of each religion and similarities and dissimilarities which exist in them.



**Recommended readings:**

- Tiwari, K. N. Comparative Religion, Motilal Banarsidass, Delhi, 1987.
- James, Wiliam. The Varieties of Religious Experience, New American Library, NY, 1958.
- Otto, Rudolf. The Idea of the Holy, Penguin Books, Baltimore, 1959.
- Smith, William C. The Meaning and End of Religion, Harper & Row, NY, 1978.
- Vinvent, Sergar. Innakkam, Vaikarai, Dindukal, 2006.

**ACCC 22013 European Christian Art**

**Aims and Objectives:** This course enables the students to get enlightened regarding: Origin and development different Christian Art forms. How various types of Architectural patterns were adopted in establishing Churches and Basilicas in Europe. Study of some the world famous Christian Art productions and the contributions of selected renowned Artist.

**Course Content:** Place of Art in the Old Testament. Christian Art in the early Church (in Catacombs, house churches and sarcophagi). Art in the post Constantine period, Christian sculpture, paintings and Architecture with special reference to Gothic, Byzantine, Romanesque and Baroque styles. Liturgical Music- Gregorian chant. Renaissance and Christian Art. Origin and development of Christian Theatre in Europe, Classical Christian writings.

**Teaching and Learning Methods:** Lecture, discussion, visual aids and presentation.

**In course Assessment:** Assignments-10%, Oral Exam & Oral Presentation-10% **or** Field work and submission of report-10% Mid Semester Exam 10%, Tutorials 10%

**Learning Outcomes:** By the end of the course students will be able to identify the different characteristics in various Church Architecture and make themselves familiar with some world famous Christian Art productions, European Theatre, and some of the Classical European literature.

**Recommended Reading:**

- Cough, Michail. The Origin of Christian Art, Praeger Publishers, New york, 1973.
- Santini, Loretta, Michaelangelo, Painter- sculpter- Architect, Plurigrat, Narri – Terri, (year of publication not mentioned).
- Michaelango Dhenuka, Michaelangelo, South Asia Books, Madras, 1991.
- Hammond, Peter. (ed.), Toward a Church Architecture, London, Architectural Press, 1962.
- Gardner Hellen, Art Through the Ages, Florida, Harcourt Brace& Company, 1995.

**ACCC 22023 General Church History**

**Aims and Objectives:** The Objective of this course is to make the students realise that: Church is not just an organization but an organism in which all Christians are members. For the last 2000 years many events in the Church had influenced its growth both positively and negatively. The Church has been contributing to the well being of humanity in many fields such as Philosophy, theology, Education, Culture, Art, Science, Technology etc

**Course Content:** Persecutions in the Early Church, Fathers of the Church, Conversion of the Tribes – Spread of Christianity in Europe, Religious Orders and their contribution, Early Councils and Systematization of Christian Doctrine, Church and Educational Institutions, The Greek schism, Church vs. State, The Crusades, Mendicant Orders and their Contributions, Theology and Culture in 12.-13<sup>th</sup> Centuries, The Babylonian Captivity of the Popes, The Great Schism of the West, Protestant Reformation, its background and special studies on its leaders, Council of Trent, First Vatican Council, Expansion of Christianity in mission lands, Catholic Reformation and Contribution of the Religious Orders in the Revival of and Growth of Catholicism, Church in the Modern World.

**Teaching and Learning Methods:** Lecture, discussion, visual aids and presentation.

**In course Assessment:** Assignments-10%, Oral Exam & Oral Presentation-10% **or** Field work and submission of report-10% Mid Semester Exam 10%, Tutorials 10%

**Learning Outcomes:** By the end of the course students will be able to realise that during the last 2000 years there were progress and regression in the History of the Church and the church has been contributing to the advancement of humiluty in many fields such as Education, Culture, Art, Science etc.

**Recommended Reading:**

- Schreck, A., The Compact History of the Catholic Church, Bombay, 1995.
- Edwards, D. L. Christianity- The First Two Thousand years, Maryknoll, Orbis, NY, 1997.
- Hughes, P., A history of the Church, Vols I-II, NY, 1952.
- Thangasami, M. S., Thiruchabhi Varalaru, Nanjil Publications, Nagercoil, 2005.
- The Story of the Church, ed. George Johnson et al., Tan Books and Publishers, INC, 1980.

**ACCC 22033 Textual and Thematic Study of Tamil Christian Literature**

**Aims and Objectives:** This course aims at imparting to students: A comprehensive and analytical outlook on Tamil Christian Literature and its contributions towards the spread and growth of Christianity. Textual and Thematic study of selected passages from classical Tamil Christian Literature. How Tamil classical literatures exerted their influence in the composition of Tamil Christian classical literatures.

**Course Content:** Analysing the mutual enrichment of Tamil language and Christianity, Pioneers of Tamil Christian literature and the challenge encountered by them, General Survey on the emergence, growth and nature of Tamil Christian literature, Influence of Thirukkural and Kamparamayanam and other Classical Tamil literature on Thembavani and Ratshaniya Yathirigam, A textual and critical study of selected sections from: a) Thembavani b) Ratshaniya Yathirigam c) Viyakula Pirasangam

**Teaching and Learning Methods:** Lecture, discussion, visual aids and presentation.

**In course Assessment:** Assignments or quiz 10%, Oral Exam & Oral Presentation-10% Mid Semester Exam 10%, Tutorials 10%

**Learning Outcomes:** By the end of the course students will be able to critically analyse certain selected text from Tamil Christian classical works and will be also knowledgeable regarding the influence of Tamil classical literature on Tamil Christian literature.

**Recommended Reading:**

- Aesuthasan. P. S. Thamizhal Krishava Illakkiaththil Savi Vainava Illakkiangkalin Thaakkam, Sutha Pathippakkam, 1991.
- Ignaci, c. Krishava Thamizhal Kodai, 2 Volumes, Miyappam Publishers, 2001.
- Gnana Chandra Johnson, ed., Krishava Thamizhaliyal Aaivukkovai, Chennai Christian College, 2007.
- Ignatius Hirudayam, Christianity and Tamil Literature, Valanarul Veliyidu, 1986.
- Pilendran, G. Tamil Catholic Literary Tradition of Sri Lanka, Catholic Students' Union, Colombo, 1998.

**ACCC 22043 Nature and Mission of the Church**

**Aims and Objectives:** This course is designed to make the students Understand the meaning of the Church, its Nature and Mission. Realize that in the Church, each category of its members have to play their specific roles, for the existence of the Church to be meaningful to the society. To be conscious that the Church has to maintain a healthy interaction with the world to make its existence meaningful

**Course Content:** Meaning of the Church: Understanding the word and concept of church, church as a mystery, church as communication. Origin of the Church: Founding of the church, the church in Jerusalem, Antioch and other places. The Models of the Church: Institution, Sacrament, People of God, Mystical communion, herald, Servant and community of disciples. Mission of the Church: Ministries in the Church: Lay ministries and ordained ministries. Structure of the Church: Role of the religious in the Church: Role of the ordained ministers in the Church: Presence of the church in the contemporary world.

**Teaching and Learning Methods:** Lecture, discussion, visual aids and presentation.

**In course Assessment:** Assignments-10%, Oral Exam & Oral Presentation-10% or Field work and submission of report-10% Mid Semester Exam 10%, Tutorials 10%

**Learning Outcomes:** By the end of the course students will possess a sound knowledge about the nature and mission of the Church and their rights, duties and responsibilities in the Church.

**Recommended Reading:**

- Brown, Raymond, The Church the Apostles left behind, Geoffrey Chapman, London, 1984.
- Dulles, A., Models of the Church, Gill and Macmillan, Dublin, 1987.
- Thomas, K. J., An Introduction to ministries in the Church, St. Peter's Publication, Bangalore, 2007.
- Kunchevia Pathil, Theology of the Church New Horizons, Dharmarum Publication, Bangalore, 2006.
- Catechism of the Catholic Church, Theological Publications in India, New Delhi, 1996.

**ACCE 22013 Ecumenism and Dialogue**

**Aims and Objectives:** The objective of this Unit is to make students realise that, A strong Theological and Biblical basis exist and serious obligations linger for all Churches to work for Christian Unity. Today, in Asia the reality is, Religions have become causes of conflict and confrontation. Religions have serious obligation to bring peace to Asia through Inter-Religious dialogue pledge

**Course Content:** Brief background to divisions in the Church, Theological basis for Christian unity, History of the Modern Ecumenical movement, Challenges to and possibilities of Ecumenism, Teachings of the Churches on Ecumenism and Inter-religious Dialogue, Contemporary situation and religious Pluralism, Christian approach towards other Religions, Religious Fundamentalism and Understanding, Principles of Inter religion Dialogue, Practical Guidelines for Inter-Religious Dialogue. Asia and Inter-Religious Dialogue

**Teaching and Learning Methods:** Lecture, discussion, visual aids and presentation.

**In course Assessment:** Assignments-10%, Oral Exam & Oral Presentation-10% or Field work and submission of report-10% Mid Semester Exam 10%, Tutorials 10%

**Learning Outcomes:** By the end of the course students will be able to realise that Christians have an obligation to work for peace and unity among themselves and to have dialogue with other Religions to establish and maintain peace and harmony in the region.

**Recommended Reading:**

- Pannikar, R. The Intrareligions Dialogue, New York. 1978
- Amalathas, M. Faith, Culture and Inter religious Dialogue, Indian Social Institute, New Delhi, 1985.
- Barnes, M. Christian Identity and Religious Pluralism: Religions in Conversation, Abingdon press, Nashville, 1989.
- Saveri, N.M., A Catholic- Hindu Encounter, Colombo, (date of publication not mentione)
- Thomas, K.J., Ecumenism- a Call to Unity, Bangalore 2007

**DRAMA AND THEATRE ARTS****ADTC 21013 Development of Theatre skill in Acting – Theory**

**Aims and Objectives:** This unit aims to develop the theory of theatre language skill in art, and medium of the actor. To provide the students with intelligible, playable and entertaining material, and to perform with sensitivity, clarity and self-confidence.

**Course Content:** Art of the Theatre Acting, Theoretical influences in Acting, Actor in performance

**Teaching and Learning methods:** Lectures, Presentation, Group discussion and Drama on media performances

**In course Assessment:** Descriptions (10%), Presentation (10%), Field Notes (10%), Final Essay (10%)

**Learning outcomes:** Understand the kinds of acting, Gain the creative talent for participating theatre performance, Learn the knowledge for teaching the subject

**Recommended Readings:**

- Hodgson Hohn(Ed) 1989,The uses of Drama
- Wilson Edwin (1994)(4th edition),The Theatre Experience, M.C.Araw - Hill,Inc.

- Cohen Robert (1983) Theatre, Mayfield Publishing Company, California.
- Barnes Grace, (1956) on stage, Everyone, The Macmillan Company, New York.

### **ADTC 21023 Development of Theatre skill in Acting – Practice**

**Aims and Objectives:** This course aims to develop the Practice of theatre language skill, and provide the students with intelligible, playable and entertaining material, To perform with sensitivity, clarity and self-confidence in styles of acting and short plays

**Course Content:** The actor and the production, Characterization in various roles, Conventional method for modern theatre acting, practising yoga and traditional kalari for actor

**Teaching and Learning methods:** Practical exercise, character simulation, team work, seen work, short play production, lectures and Drama on media performances

**In course Assessment:** Solo Performance (10%), Presentation (10%), Field Notes (10%), Final Essay (10%)

**Learning outcomes:** Understand and be able to use goals, obstacles, tactics, and physical action to create a character. Construct a physical character by identifying and selecting from characters and by creating clear character objectives. Learn the practical knowledge for teaching the subject and acting in professional theatre.

#### **Recommended Readings:**

- Hodgson Hohn (Ed) 1989, The uses of Drama
- Wilson Edwin (1994) (4th edition), The Theatre Experience, M.C. Arav - Hill, Inc.
- Cohen Robert (1983) Theatre, Mayfield Publishing Company, California.
- Barnes Grace, (1956) on stage, Everyone, The Macmillan Company, New York.

### **ADTC 21033 Evolution of performance traditions and Theatrical Heritage Tamil Theatre**

**Aims and objectives:** To identify the theatre traditions among Tamils, To appreciate the aesthetics of the theatre. To know the relationship between the society and Theatre, To understand the Theatre within the cultural and political context.

**Course Content:** Sketch out the history of theatre elements, Brief history about various styles in theatre expression, Outline history of Theatre the theories, Theatre and society.

**Teaching and learning methods:** illustrated lecture, discussions, presentations, field work and play production

**In course assessment:** Descriptions (10%), Presentation (10%), Field Notes (10%), Final Essay (10%)

**Learning out comes:** The students should be able to describe different Theatre traditions among Tamils. Compare the artistic expression of theatre. Contextualize the theatrical expression in Tamil society

#### **Recommended Readings:**

- Mounaguru S Prof, Srilankan Tamil Theatre, University of Jaffna, Srilanka, 1993
- A.N. Perumal, Tamil drama, origin and development, International Institute of Tamil Studies, 1981

### **ADTC 21043 Theatre Project – Theatre workshop**

#### **Prerequisite: ADTC 11013**

**Aims and objectives:** To introduce students to exemplary and creative workshop practice, to explore the role of theatre elements in performance, to stimulate the creative energies among the students and tap their inner resources to help them give expression to their inner selves, to explore the role of social issues and community in performance, to encourage them to mount a short exploratory performance.

**Course Content:** In this course students are invited to create a space in which they engage in practical explorations and workshops to tap their creative potential and to look broadly at the ways in which theatre operates. This workshop makes use of Creative Drama, Creative Writing, Visual Arts, Creative Sounds & Music, Creative Body Movement and Group Dynamics.

**Teaching and Learning Methods:** Staff directed workshops, Lectures, Presentations and Discussions.

**In Course Assessment:** Proposal (10%), Interim Report (10%), Approach (10%) Discussion (10%)

**Learning outcomes:** At the end of this course and having completed the essential readings and activities students should be able to demonstrate the ability to differentiate theatrical reality from everyday reality, Demonstrate appropriate understanding of the theatre practice as an intellectual and aesthetic practice. Employ personal skills and awareness within the working atmosphere of collaborative practice

**Recommended Readings:**

- Boal Augusto,(1992),Games for Actors and Non Actors, (Trans),Jackson Adrian, Routledge: London
- Thompson James,(1999),Drama Work Shops For Anger Management and Offending Behavior ,Jessica Kingsley Publishers: London
- Spolin,Viola(1987),Improvisation for the Theatre, North Western University Press :Illinois

**ADTE 21013 Theatre as Communication –Concepts and Aspects**

**Aims and objectives:** To introduce students to basic concepts and aspects of theatre communication, to encourage them to critically view the idea of theatre as a medium of communication, to compare theatre with other medias.

**Course Content :** Theatre as medium of communication, Semiotics of Theatre, Role of the Audience, Post-semiotic philosophy, Theatre as play, Theatre and other Medias

**Teaching and Learning Methods:** Lectures, Presentations and Discussions.

**In Course Assessment:** Description (10%), Field Notes (10%), Final Essay (10%), Discussion/ (10%)

**Learning outcomes:** At the end of this course and having completed the essential readings and activities students should be able to Demonstrate the ability to differentiate the communication in theatre and in everyday conversation, Demonstrate the ability to engage in effective communication through theatre, Demonstrate the ability to compare the techniques of theatre and other medias in communication.

**Recommended Readings:**

- G+uzr;re;jpud;>f>(1991)> nra;jpj; njhlh;gpay; nfhs;iffs;> n[d;dpuhk; gpu];: nrd;id
- rpjk;guehjd;.f>(1994)> r%fkhw;wj;Jf;fhd muq;F>rTj; Vrp ad; Gf;];: nrd;id
- Esslin,Martin, (1988),The Field of Drama, Methuen: Great Britain
- Auslander,Philip, (2008),Theory for Performance Studies,Routledge: London

**ADTE 21023 Children Theatre - Practice**

**Aims and objectives:** This course aims to develop the practical skills for producing children theatre.

**Course Content:** Acting for children theatre, script writing, play production, games and improvisation.

**Teaching and Learning Methods:** Practical exercise, team work, short play production, lectures.

**In Course Assessment:** Description 10%, Final Essay 10%, Discussion 10%, Short play production 10%

**Learning outcomes:** Understand and be able to use goals, obstacles, tactics, and physical action to create a children theatre character. Learn the practical knowledge for teaching and practising the subject and acting children theatre.

**ADTC 22013 Developing of Theatre skills- (Theory) Dance and Music**

**Aims and objectives:** To understand the elements of Dance and Music, To know the aesthetics of dance and music for theatre, To know the different styles of dance and music, To analysis of the theatre productions

**Course Content:** Elements of dance and music, Anatomy of body and voice production, Theories of dance and music, Emotion through body movement and voice/sound.

**Teaching and learning methods:** illustrated lecture, discussions, presentations and field work

**In course assessment:** Descriptions (10%); Presentation (10%); Field Notes (10%); Final Essay (10%).

**Learning out comes:** The students should be able to Describe the elements of theatre. Compare the artistic expressions of theatres. Analysis the theatre performances. Identify the role of music and dance in a Theatre production

**Recommended Readings:**

- Hodgson Hohn(Ed) 1989,The uses of Drama
- Wilson Edwin (1994)(4th edition),The Theatre Experience, M.C.Araw - Hill,Inc.
- Cohen Robert (1983) Theatre,Mayfield Publishing Company, California.
- Barnes Grace, (1956) on stage,Everyone,The Macmillan Company,Newyork.

**ADTC 22023 Developing of Theatre skills (Practice) - Dance and Music**

**Aims and objectives**

To learn skills of Dance and Music, To appreciate the aesthetics of Dance and Music in Theatre. To know the different styles of dance and music, To use the language of dance and music in theatre productions

**Course Content:** Possibilities of body movement, Rhythmic aspect of body, Voice production & sound design, Emotion through body movement and voice/sound.

**Teaching and learning methods:** demonstrations illustrated lecture, discussions, presentations and field work

**In course assessment:** Solo Performance (10%); Presentation (10%); Field Notes (10%); Final Essay (10%).

**Learning out comes:** The students should be able to apply the skills in a theatre production. describe different variety of dance/music theatre productions. perform in front of the audience

**Recommended Readings:**

- Sandra Cerny Minton,choreography:A Basic Approach Using Improvisation, Human Kinetics,3rd edition,May 29,2007
- Deena Kaye and James,The Art & Techniques of Design,Focal Press,3rd edition, London 2009
- John A.Leonard,Theatre Sound(Theatre Arts),Routledge,1st edition,USA,2001
- Anne Green Gilbert,Creative Dance for All Ages:A Conceptual Approach,Amer Alliance for Health Physical,7th edition,November 1992

**ADTC 22033 Evolution of performance Traditions and Theatrical Heritage Europe and America**

**Aims and objectives:** To identify the different theatre traditions, to appreciate the aesthetics of the theatre.To know the relationship between the society and Theatre, to understand the Theatre within the cultural and political context.

**Course Content:** Sketch out the history of theatre elements, Brief history about various styles in theatre expression, Outline history of Theatre the theories, Theatre and society.

**Teaching and learning methods:** illustrated lecture, discussions, presentations and play production

**In course assessment:** Descriptions (10%); Presentation (10%); Quizzes (10%); Final Essay (10%).

**Learning outcomes:** The students should be able to describe the different Theatre forms .Compare the artistic expression of theatre. Contextualize the theatrical expression during the history of Europe and America.

**Recommended Readings:**

- Phillip Zarrilli,Bruce Mc conachie,Gary Jay Williams,Carol Fisher Sorgenfrei, Histories of Theatre Glaxco,2006
- Oscar.G.Brockett,History of Theatre 8th edition,Allyn and Bacon,Sinhgapore,2007
- Stayn J.L,Modern drama in theory and practice vol I,II,III,Cambridge University press,Cambridge,1983
- Schchner Riched,Performance Theory,Routledg,Newyork,2009

**ADTC 22043 Theatre Project – Theatre in Tamil cultural Tradition****Prerequisite:** ADTC 11013**Aims and objectives:** To focus upon the theory and practice of Theatre in Cultural Tradition, To provide opportunity to explore its possibilities through practical project work, To examine the various ways in which theatre operates in relation to society.**Course Content :** This course offers a opportunity to students with a guidance of supervisor to undertake a project involving field work relating to Theatre in Tamil Cultural Tradition. This project will focus on identifying problems and to develop creative thinking approaches to problem solving regarding Theatre in Tamil Cultural Tradition.**Teaching and Learning Methods:** Staff directed workshops, Lectures, Field Work, Presentations and Discussions,**In Course Assessment:** Proposal (10%), Interim Report (10%), Approach (10%) Discussion (10%)**Learning outcomes:** At the end of this course and having completed the essential readings and activities students should be able to Demonstrate the ability to engage in appropriate project on a chosen topic and communicate effectively the findings of their projects, Demonstrate the ability to critically read and analyze the narratives, Demonstrate the awareness of different ways in which theatre operates in Tamil Cultural Tradition.**Recommended Readings:**

- Sivathamby,K.(1981),Drama in Ancient Tamil Society, N.C.B.H: Madras
- rptj;jk;gp.fh>(1993)>aho;g;ghzr;r%fj;ij tpsq;fpf;nfhs;sy;> jh;rdh gpuRuk; :nfhOk;G
- Fortier Mark, (2002), Theory/Theatre, Routledge: London

**ADTE 22013 Theatre Arts and Social science – concepts and aspects.****Aims and objectives:** To understand the social significance of theatre and overall position it occupies within social action.**Course Content :** The Performance of Culture: Anthropological Approaches-Theatre for Cultural Transformation. Performance in Society: Sociological Approaches-Theatre for Social Change. Performance in Society: Psychological Approaches.-Theatre for Healing. The Performance of Language: Linguistic Approaches.-Text and Performance. Performative Theatre**Teaching and Learning Methods:** Lectures, Presentations and Discussions.**In Course Assessment:** Description (10%), Field Notes (10%), Final Essay (10%), Discussion (10%) – Total (40%)**Learning outcomes:** At the end of this course and having completed the essential readings and activities students should be able to demonstrate the capacity to work in a inter-disciplinary context, Demonstrate the awareness of the influence of social and cultural context upon the form and function of performance.**Recommended Readings:**

- Fortier Mark, (2002), Theory/Theatre, Routledge: London
- Schechner,Richard,(1985),Between Theatre and Anthropology, University of Pennsylvania Press:Philadelphia,USA
- Carlson,Marvin,(2004),Performance:ACriticalIntroduction,Routledge: London

**ECONOMICS****AECC 21013 Intermediate Micro Economics****Aims and objectives:** This unit is designed to equip students with the economic principles which are necessary to analyse a whole range of economic problems. This unit will increase understanding of economics theories in two ways. First it will help you master some of the key ideas in economics. Some students find economic ideas other worldly and hard to master when presented in their modern, complicated, and sometimes highly mathematical, forms. Seeing how those ideas developed over time often allows

students to grasp ideas that had previously eluded them. In addition, this course will help you put economic ideas that they learn in other courses into a broad philosophical and historical context.

**Course Content:** The unit examines how economic decisions are made by households and firms, and how they interact to determine the quantities and prices of goods and factors of production and the allocation of resources. It also investigates the principles of microeconomic policy and the role of government in allocating resources. Consumer choice and demand, including utility functions and indifference curves, income and substitution effects., Producer theory: production and cost functions, firm and industry supply. Market structure: competition, monopoly monopolistic competition and oligopoly. Game theory: static and dynamic games, General equilibrium and welfare: economic efficiency and equity; competitive equilibrium; welfare criteria. Uncertainty and the economics of information: choice under uncertainty, insurance markets and asymmetric information. Welfare economics: market failures arising from monopoly, externalities and public goods. Pricing of factors of production and Income Distribution

**Teaching and learning methods:** Problem based teaching, Illustrated lectures, presentations and discussions

**In course Assessment:** Presentation (2x5=10%), Quizzes (2x5=10%), Mid semester exam (10%), Field work/ Attendance (10%)

**Learning Outcomes:** At the end of this course and having completed the essential reading and activities students should: Be able to define and describe: The determinance of consumer choices, including inter-temporal choices, and those involving risk Firms behavior, How firms behavior differs in different market structures and may help to determine those structures, How firms and households determine factor prices. Be able to analyse and assess: Efficiency and welfare optimality of perfectly and imperfectly competitive markets, The effects of externalities and public goods on efficiency, Government policies aimed at improving welfare, Be prepared for further units which require a knowledge of micro economics

**Recommended reading:**

- G.A.Jehle and P.J.Reny Advanced Microeconomic Theory, 2<sup>nd</sup> edition Addison –
- A.MasColell M.D. Whinston and J.R. Green, Microeconomic theory Oxford University press 1995
- Varian, Microeconomic Analysis 3<sup>rd</sup>ed.Norton
- Morgan, W., M.L. Katz and H.S. Rosen Microeconomics. (Boston, Mass.:Irwin/McGraw-Hill)
- A.Koutsoyiannis ,Modern Microeconomics Macmillan publication 1984 H.L.Ahuja, Advanced Economic Theory 7<sup>th</sup> revised ed. Chand & company 2009.

**AECC 21023 Introduction to Financial Economics**

**Aims and Objectives:** Provide institutional features of financial systems. Identify key issues and problems arising in banking and finance. Introduce the key economic concepts required to analyse these key issues and problems. Illustrate how these economic principles can be applied to address the key issues identified. Show how the institutional features address the key issues identified.

**Course Content:** Introduction to Principles of Finance, The nature and economic function of financial assets, Financial System, Financial Intermediaries, Financial Institutions, Structure of Financial Markets, Financial crisis and Financial Securities, Illegal money and money laundering, Derivative investment, The analysis of Interest Rate, The analysis of Exchange Rate, Future Value and Compounding, Present Value and Discounting, Net Present Value and Internal Rate of Return, Introduction to Microfinance.

**Teaching and learning methods:** Problem based teaching, Illustrated lectures, presentations and discussions

**In course Assessment:** Presentation (2x5=10%), Quizzes (2x5=10%), Mid semester exam (10%), Field work/ Attendance (10%)

**Learning Outcomes:** At the end of the course and having completed the essential readings and activities students will be able to: Discuss why financial systems exist, and how they are structured. Explain why the relative importance of financial markets is different around the world, and how bank based system differ from market- based systems. Understand why financial intermediaries exist, and discuss the role of transaction costs and information asymmetry theories in providing an economic justification. Explain how to



value real assets and financial assets, and use the key capital budgeting techniques (Net Present Value and Internal Rate of Return) Understand the effects of risks

**Recommended readings:**

- Miskin, F. & S. Eakins, Financial Markets and Institutions. (Addison Wesley).
- Allen, F. & D. Gale, Comparing Financial Systems. (MIT Press).
- Armendariz de Aghion, B. & Morduch, J. (2007), The Economics of Microfinance. MIT Press.
- Brealey, R. A. & S. C. Myres, Principles of Corporate Finance. (McGraw – Hill/Irwin).
- David Goacher, The Money and Financial System 4<sup>th</sup> edition, CIB Publishing Institute of Financial Services, London.
- Robert A. Strong, (2004) Practical Investment Management, 3rd edition International Student Edition, Thomson, South – Western.
- Bodie, Kane, Marcus, Perrakis, Ryen, Investments, (2003), Mc Graw – Hill Hercafler, BKMPR

**AECC 21033 History of Economic Thoughts**

**Aims and Course Objectives:** To increase the student’s understanding of appreciation of the development, progression, and regression of human understanding of how humans do and should act in “the ordinary business of life.” Beginning with ancient civilizations we will progress historically (as far as we are able) to the present day, taking a broad view of what constitutes “economic thought,” (e.g., a mixture of institutional, philosophical, policy-oriented, and “purely” theoretical) put into the general historical context of human affairs (political, religious, social, and scientific), noting major ideas and thinkers, emphasizing some thinkers more than is common, while sometimes “going off the beaten track.”

**Course Content:** The Mercantilist School the Physiocratic School. The Classical School - Forerunners The Classical School - Adam Smith The Classical School - Thomas Malthus The Classical School - David Ricardo The Classical School - Bentham, Say, Senior, and Mill Marxian Socialism The Marginalist School - Forerunners The Marginalist School - Jevons, Menger, et. al. The Marginalist School -Edgeworth and Clark The Neoclassical School - Alfred Marshall The Keynesian School - John Maynard Keynes More Recent Developments

**Teaching and learning methods:** Problem based teaching, Illustrated lectures, presentations and discussions

**In course Assessment:** Presentation (2x5=10%), Quizzes (2x5=10%), Mid semester exam (10%), Field work/ Attendance (10%)

**Learning Outcomes:** End of study, students will be able to understand the origin of economic ideas, particularly in micro and macroeconomics. Students also will realize that thoughts and their evaluation have been affected by their living socio-political and economic environment. This course induces students to self thing on new concepts or for thinking old idea with a new environment. They understand the interrelationship among the theories as whole economic concepts. Student can learn the methodological and philosophical development in economic literatures.

**Recommended Readings**

- Robert B. Ekelund. JR and Robert F. Hebert “ A History of economic theory and method, Third Edition, 1990, all chapter
- David Ricardo, The Principles of Political Economy and Taxation, esp. chapters 1-8, 19-21, 26, 30-31.
- Robert Dorfman, "Thomas Robert Malthus and David Ricardo," Journal of Economic Perspectives 3(3): 153-164 (1989).
- Mark Blaug, “Ricardo’s System,” excerpt from Economic Theory in Retrospect, Cambridge University Press, third edition, 1978, pp. 91-95.
- David Levy and Sandra Peart, “The Secret History of the Dismal Science: Economics, Religion, and Race in the 19th Century” (2001).

**AECC 21043 Mathematical Methods for Economics**

**Aims and Objectives:** This course develops basic mathematical methods and will emphasise their applications to problems in economics and related areas of Social Science. The objectives specifically include: enable students to acquire skills in the methods of calculus (including multivariate calculus) and linear algebra, as required for their use in economics-based subjects. prepare students for further units in mathematics and/or related disciplines in Economics.

**Course Content:** Basics: Basic algebra; Sets, functions and graphs; Factorisation (including cubics); Inverse and composite functions; Exponential and logarithm functions; Trigonometrical functions. Differentiation: The meaning of the derivative; Standard derivatives; Product rule, quotient rule and chain rule; Optimisation; Curve sketching; Economic applications of the derivative: marginals and profit maximisation. Integration: Indefinite integrals; Definite integrals; Standard integrals; Substitution method; Integration by parts; Partial fractions; Economic applications of integration: determination of total cost from marginal cost, and cumulative changes. Functions of several variables: Partial differentiation; Implicit partial differentiation; Critical points and their natures; Optimisation; Economic applications of optimisation; Constrained optimisation and the Lagrange multiplier method; The meaning of the Lagrange multiplier; Economic applications of constrained optimisation. Matrices and linear equations: Vectors and matrices, and their algebra; Systems of linear equations and their expression in matrix form; Solving systems of linear equations using row operations (in the case where there is a unique solution); Some economic/managerial applications of linear equations. Sequences and series: Arithmetic and Geometric Progressions; Some Financial application of sequences and series.

**Teaching and learning methods:** Problem based teaching, Illustrated lectures, presentations and discussions

**In-course Assessment:** 1x3- Assignments-10%, mid-semester take-away essay-10%, classroom examination -10% close note examination -10%

**Learning Outcomes:** At the end of this course the students should have: Used the concepts, terminology, methods and conventions covered in the unit to solve mathematical problems in this subject. The ability to solve unseen mathematical problems involving understanding of these concepts and application of these methods. Seen how mathematical techniques can be used to solve problems in economics and related subjects.

**Recommended Reading:**

- Anthony, M. and N. Biggs. Mathematics for Economics and Finance. (Cambridge University Press)

**AECE 21013 Mathematics for Social Scientist**

**Aims and Objectives:** This course develops basic mathematical methods and will emphasise their applications to problems in various disciplines of Social Sciences. The objectives specifically include: To enable students to acquire skills in the methods of basic mathematics including algebra. To prepare students for further units in mathematics and/or related disciplines in Quantitative areas of social Sciences.

**Course Content:** Introduction: Mathematical Language, Constants and Variables, Mathematical symbols, Mathematical expressions, Problems solving by Mathematics. Basic Topics: Basic algebra; Sets, functions and graphs; Factorisation (including cubics); Inverse and composite functions; Exponential and logarithm functions. Functions of several variables: Partial differentiation; Implicit partial. differentiation; Critical points and their natures; Optimisation; Economic applications of optimisation; Constrained optimization. Matrices and linear equations: Vectors and matrices, and their algebra; Systems of linear equations and their expression in matrix form; Solving systems of linear equations using row operations (in the case where there is a unique solution); Sequences and series: Arithmetic and Geometric Progressions; Some Financial application of sequences and series. Differentiation: The meaning of the derivative; Standard derivatives; Product rule, quotient rule and chain rule; Optimisation; Curve sketching; Social science applications of the derivative: marginals and profit maximisation.

**Teaching and learning methods:** Problem based teaching, Illustrated lectures, presentations and discussions

**In-course Assessment:** 1x3- Assignments-10%, mid-semester take-away essay-10%, classroom examination -10% close note examination -10%

**Learning Outcomes:** At the end of this course the students should have: Used the concepts, terminology, methods and conventions covered in the unit to solve mathematical problems in their respective subjects. The ability to solve unseen mathematical problems involving understanding of these concepts and application of these methods. Seen how mathematical techniques can be used to solve problems in social science related subjects.

**Recommended Reading:**

- Anthony, M. and N. Biggs. Mathematics for Economics and Finance. (Cambridge University Press)

**AECE 21043 Economics of Land**

**Aims and Objectives:** This will examine the market forces that influence location decisions for firms and households in space. We will analyze how these location decisions cumulatively shape the spatial structure of cities and land prices. Furthermore, we will study how government decisions on property taxes and zoning regulations influence land prices and land-use patterns. The objective is to understand the basic economic concepts and tools needed to analyze land markets across the continuum of urban, suburban, and rural areas. The overall objective is to provide the student with the framework and skills to make wise economics decisions regarding the use and the allocation of the scarce land resources of North and East regions of Sri Lanka, Sri Lanka and the world. To provide an overview of the theoretical principles, policy instruments, and current practice of using economics in understanding real estate markets and to understand the market system, the externalities causing market failure, and the mechanisms to correct for externalities. To understand the basics of cost-benefit analysis and the problems associated with their measurements. To apply economic tools for evaluating land-use policies. To guide student for self employment in land and real estates business.

**Course Content:** This outline is not complete or final, but we will cover most of the following topics: Introduction to urban economics: The study of land and people, Market forces in the development of cities : Supply of Land for Economic Use. Land rents and land-use pattern. Economic returns. The impact of local government on real estate markets. Land Resource Value and the Real Estate Market. Property in Land Resources. Leasing Real Estate and Real Estate Credit. Taxation of Land Resources. Land distribution, land use land prices in North East of Sri Lanka

**Teaching and learning methods:** Problem based teaching ,Illustrated lectures, presentations and discussions

**In course Assessment:** Presentation (2x5=10%), Quizzes (2x5=10%), Mid semester exam (10%), Field work/ Attendance (10%),

**Learning Outcomes:** Students will acquire knowledge on role of land in economic activities. They make awareness in land related issues such as demand supply of land, land prices, rent etc. This course will assist to student for seeking self employment after graduation in real estate business and saving their wealth in land in emerging economies such as Sri Lanka and India. Student also understand that how the investment in land make profit rapidly than other investment. Students make awareness land related issues in Sri Lanka, Particularly North and East parts of Sri Lanka.

**Recommended Readings**

- Denise DiPasquale and William Wheaton. 1996. Urban Economics and Real Estate Markets (first edition), Prentice Hall.
- Arthur O’Sullivan. 2007. Urban Economics (sixth edition), McGraw-Hill, Boston, MA.

**AECE 21053 Labour Economics**

**Aims and Objectives:** Create the capacity in students to understand theories, concepts, policies and their applications in analyzing labour market issues, including impact evaluation of labour market programs and policies. Enable students to contribute to evidence – based policy input into economic development and the

poverty reduction process. To provide institutional features of Labour market systems. Identify key issues and problems arising in Labour market. Introduce the key economic concepts required to analyse these key issues and problems.

**Course Content:** Introduction to labour economics, Labour Demand : Short Run & Long –Run, Labour Supply. Labour market equilibrium and labour market failure, Theories of wages. Human Capital and Labour Productivity, Wage and Employment determination, Wage structure & Wage Differentials, Executive and Alternative Pay Trends, Wages & Productivity. Analysis of Labour force, Employment & Unemployment, Trade unions and Collective Bargaining, Labour laws and labour reforms in Sri Lanka, Benefits, Labour Mobility & Migration, Globalization, International trade and labour market, Labour Market Discrimination & Poverty, Dual Labour Market : (Rural / Urban & Formal / Informal) labour markets, Retirement

**Teaching and learning methods:** Problem based teaching, Illustrated lectures, presentations and discussions

**In course Assessment:** Presentation (2x5=10%), Quizzes (2x5=10%), Mid semester exam (10%), Field work/ Attendance (10%),

**Learning Outcomes:** At the end of the course and having completed the essential readings and activities students will be able to: Obtain a knowledge of job opportunities, labour laws and rights. Discuss why labour market systems exist, and how they are structured. Explain why the relative importance of wage theories is different around the world, and how bank based system differ from market- based systems. Understand why labour productivity exists, and discuss the role of transaction costs and information asymmetry theories in providing an economic justification. Ensure basically food security, reduce malnutrition rate Improve remarkably rural living conditions and infrastructure. Promote grass – root democracy. Understand principles and theories of rural development as a multi – disciplinary science. Develop well – defined social skills in the areas of human interaction and leadership.

**Recommended readings:**

- Abraham L. Gitlow, Labour and man power economics, 3<sup>rd</sup> ed. Richard D. Irwin, Inc., Homewood, Illinois 60430 irwin- Dorsey Limited, Georgetown, Ontario.
- McConnell, Brue & MacPherson, (2009), Contemporary Labour Economics, 8<sup>th</sup> ed., McGraw – Hill,
- Bruce Kaufman & Julie Hotchkiss, (2006), The economics of Labour Markets, 7<sup>th</sup> ed., Thomson, ISBN:978-0-324-335-75-X.
- Ronald Ehrenberg & Robert Smith, Modern Labour Economics (any edition), Addison - Wesley Longman.

**AECC 22013 Intermediate Macro Economics**

**Aims and objectives:** This course introduces students to the most influential and compelling theories designed. by macroeconomists to explain issues related to the determination of output, unemployment and inflation. Students will acquire a logical and consistent framework. for understanding the main macroeconomic facts and events, and develop the ability to employ the correct macroeconomic tool(s) to explain specific macroeconomic issues and justify policy proposals. The aims of the course are to: show how our understanding of how economic systems operate has evolved substantially explain why the growth rate of aggregate output varies from year to year. explain what determines unemployment and inflation in the short run and in the long run discuss how macroeconomic policy might influence business cycles or long run growth. Learning

**Course Content:** This course covers the main principles involved in the determination of real income, employment and unemployment, the price level and inflation in an open mixed economy, and the conduct of macroeconomic policy. Aggregate demand in a closed economy: the determinants of consumption, investment, demand for and supply of money; wealth effects; the IS-LM model and policy prescriptions. Aggregate demand in an open economy: exchange rate regimes, international trade and capital flows, and external balance; the IS-LM-BP model and policy prescriptions.

Aggregate demand, aggregate supply and the price level: the aggregate demand curve; short and long run aggregate supply curves; the aggregate demand-aggregate supply model and its applications to

the determination of the price level and real income, and demand management policy; the neo-classical (Solow) growth model. Inflation and unemployment; models of inflation; costs of inflation; counter inflationary policy; full employment and the natural rate of unemployment; types and causes of unemployment, and policies to reduce them.

**Teaching and learning methods:** Illustrated lectures, presentations and discussions

**In course Assessment:** Presentation (10%), Quizzes (10%), Mid semester exam (10%), Field work/ Attendance (10%),

**Learning Outcomes:** At the end of this course and having completed the essential reading and activities students should be able to: Define and analyse the determinants of business cycles, long run economic growth, unemployment, inflation. Use and apply a wide range of economic models to analyse contemporary and historical micro economic events, and formulate and propose appropriate micro economic policies.

**Recommended reading**

- Blanchard, O. Macroeconomics. (Prentice Hall)
- Dornbusch, R., S. Fischer and R. Startz
- Macroeconomics. (McGraw-Hill)
- Mankiw, N.G. Macroeconomics. (Worth)
- Students

**AECC 22023 Modern Economic History of Sri Lanka**

**Aims and Objectives:** Introduce students to the Economic History of Sri Lanka. This unit provides the depth knowledge about the growth and development of Sri Lankan Economy from the period 1800 to 1948. It will examine how the emergence of plantation sector changed economic systems of Sri Lanka. Further more it will analyse the growth of financial sector of Sri Lanka and how the trends in terms of trades affect the Sri Lankan economy. Provide Students with a basic knowledge of the main theoretical interpretations and their relative merits. Give students preview of the analytical techniques used in the historical evidence.

**Course Content:** An introduction to the Economic History of Sri Lanka. Plantation Agriculture and Economic Growth in Sri Lanka, Colebrook – Cameron Reforms, Land policy of British in Sri Lanka. 19<sup>th</sup> century coffee cultivation, Tea industry, Rubber industry, Restoration and Development of Irrigation in Sri Lanka during 19<sup>th</sup> century. 19<sup>th</sup> century Domestic Agriculture, Population growth in Sri Lanka 1800 – 1948. Development of transportation system in Sri Lanka 1800 – 1948. Rise of Trade union, Banking and Financial Institutions in Sri Lanka 1840 -1948

**Teaching and learning methods:** Problem based teaching , Illustrated lectures, presentations and discussions

**In course Assessment:** Presentation (2x5=10%), Quizzes (2x5=10%), Mid semester exam (10%), Field work and Attendance (10%),

**Learning Outcomes:** At the end of this course students will able to understand how the Sri Lankan economy had been changed from feudal system to capitalist one and able to explain main factors that determined the Sri Lankan economy during 19<sup>th</sup> century as well as early part of 20<sup>th</sup> century.

**Recommended Readings:**

- History of Ceylon Vol. II and Vol. III edited by K.M De Silva
- Asoka Bandarage Colonialism in Sri Lanka, A Stamford Lake Publication 2005
- Gamini Corea The Instability of an Export Economy, Marga Institute
- Donald R. Snodgrass Ceylon: An Export Economy in Transition, Richard D. Irwin, Inc. Homewood Illinois
- Various Research Articles related to economy history of Sri Lanka Published in Sri Lankan Journals and foreign journals.

**AECC 22033 Statistical Methods for Economics**

**Aims and Objectives:** This course develops basic statistical methods and will emphasize their applications to problems in economics and related areas of Social Science. The objectives specifically include: Attention

will focus on the interpretation of tables and results and the appropriate way to approach statistical problems. Treatment is at an elementary mathematical level.

Ideas of probability, inference and multivariate analysis are introduced

**Course Content:** Basic background: Elementary summation signs, elementary probability, Venn and tree diagrams. Data collection: Elements of survey design, the stages of a survey, ideas of randomness, observation and experiment. Data presentation and analysis: Descriptive statistics, Data collection, classification, tabulation and presentation techniques. Pictorial and graphical representations. Analysis and measures of location and dispersion, skewness etc. Regression and correlation: An introduction to the ideas of regression and correlation, least squares, estimation of  $a$ ,  $b$ , and  $r^2$ , scatter diagrams and applications. Basic regression models, Interpolation and extrapolation. Probability: Random experiment, sample space, event; Complement, union, intersection; Probability and its axioms; conditional probability; independence; Law of total probability, Bayes' theorem; Permutations and combinations; Sampling without replacement. Expectation and variance: Expectation; Expectation of a function; Properties of expectation; Variance; Expectation and variance of common distributions. Probability Distributions. Time Series Analysis: Longitudinal and time series data, basic TS models, evaluation of trend, seasonality, etc. Forecasting. Economic Barometers: Measures and barometers of economic changes including Index numbers, Measurements of disparities and Inequality.

**Teaching and learning methods:** Problem based teaching, Illustrated lectures, presentations and discussions

**In Course Assessment:** 1x3- Assignments-10%, mid-semester take-away essay-10%, classroom examination -10% close note examination -10%

**Learning Outcomes:** At the end of the course the students should be familiar with the key ideas of statistics that are accessible to a student with a moderate mathematical competence. Be able to routinely apply a variety of methods for explaining, summarizing and presenting data and interpreting results clearly using appropriate diagrams, title and tables when required. Be able to summarize the ideas of randomness and variability, and the way in which these link to probability theory to allow the systematic and logical collection of statistical techniques of great practical importance in many applied areas. Have a background in probability theory and some grasp of the most common statistical methods. Be able to perform inference to test the significance of common measures such as means and proportions and conduct chi-squared tests of contingency tables. Be able to use simple linear regression and correlation analysis and know when it is appropriate to do so.

**Recommended Readings:**

- Newbold, P., W. Carlson and B. Thorne. Statistics for Business and Economics. (Pearson Education)
- Lindley, D.V. and W.F. Scott. New Cambridge Statistical Tables. (Cambridge University Press)

**AECC 22043 Food Economics**

**Aims and Objectives:** Course explores the importance of food security and its elements. It makes knowledge food production and distribution in region as well as in world. This course aims to understand the global food problems in trade and distribution. It highlights the role of technology changes for strengthening the food supply chain. It also aims to show the Global imbalance of food consumption and problems faced by developing countries to feed their population such as trade barriers, technology and agriculture related problem.

**Course Content:** Food Security and its importance ( Meaning, Integrated parts, interrelations) Food quality and safety Food supply chains Analysis of Food Production Systems- Technological changes and food production. Consumer behavior and preferences Agricultural and food policies Analysis of Food Consumption and Nutrition Global food demand and supply trends. Determinants of food prices. Introduction to Food Economy of Sri Lanka Demand and supply of Sri Lanka's major food items (Rice, Wheat, See food, Vegetables, fruits). India and the global food economy. China and the global food economy Trade Liberalization and Sustainable Global Food System. Multi- national companies and food economies

**Teaching and learning methods:** Problem based teaching , Illustrated lectures, presentations and discussions

**In course Assessment:** Presentation (2x5=10%), Quizzes (2x5=10%), Mid semester exam (10%), Field work/ Attendance (10%)

**Learning Outcomes:** Students will acquire knowledge on the issues related with global food production, distribution, demand and supply of food items as well as regional countries. Their leaning will make sound theoretical and empirical knowledge in food economies in the world which makes foundation to their carrier development after graduation.

### AECE 22013 Social Statistics

**Aims and Objectives:** This course develops basic statistical methods and applications and will emphasize their importance to problems in various social science areas excluding economics. The objectives specifically include: Attention will focus on the social data collection and interpretation of summary tables and basic analytical results. Guide the appropriate ways to approach social problems by statistics. Treatment is at an elementary or absence of mathematical level.

**Course Content:** Basic background: Scientific and mathematical treatments in Social Science, Qualifying and quantifying Social phenomena, Need for employing statistical treatment and evolution of social statistics. Survey. Designs: Elements of survey design, Cross-sectional surveys, the stages of a survey, observations, measurements and experiments. Social science projects. Sample surveys, Opinion polls etc. Data presentation and analysis: Descriptive statistics, Data collection, classification, tabulation and presentation techniques. Pictorial and graphical representations. Analysis and measures of location and dispersion, skewness etc. Qualitative methods: Qualitative data and statistical reasoning, Nominal and ordinal scaling, Scoring methods, and association of attributes, analysis. Regression and correlation: An introduction to the ideas of regression and correlation, least squares, estimation of  $a$ ,  $b$ , and  $r^2$ , scatter diagrams and applications. Basic regression models, Interpolation and extrapolation.

Probability: Elementary probability, Venn and tree diagrams, Random experiment, sample space, event; Complement, union, intersection; Probability and its axioms. Time Series Analysis: Longitudinal and time series data, basic TS models, evaluation of trend, seasonality, etc. Forecasting. Economic Barometers: Measures and barometers of economic changes including Index numbers, Measurements of disparities and Inequality. Demography: Population models, Anthropometric measures and analysis, Vital statistics, Vital events, Measurements of fertility and mortality etc. International Statistical classification of diseases.

**Teaching and Learning Methods:** Problem based teaching, Illustrated lectures, presentations and discussions

**In-course Assessments:** Assessment-10%, mid-semester take-away essay-10%, 2x classroom examination 20%

**Learning Outcomes:** At the end of the course the students should be familiar with the key ideas of statistics that are accessible to a student with a minimum or absence of mathematical competence. Be able to routinely apply a variety of methods for explaining, summarizing and presenting data and interpreting results clearly using appropriate diagrams, title and tables when required. Be able to explore inferences of common measures such as means and proportions and conduct further investigations. Be able to use simple linear regression and correlation analysis and know when it is appropriate to do so.

#### Recommended Readings:

- Newbold, P., W. Carlson and B. Thorne. Statistics for Business and Economics. (Pearson Education)
- R.G.D. Steel, J.H. Torrie. Principles and Procedures of Statistics, McGraw Hill.
- Lindley, D.V. and W.F. Scott. New Cambridge Statistical Tables. (Cambridge University Press)

### AECE 22023 Rural Economic Development

**Aims and Objectives:** Help national development through rural development, Provide students with a better understanding of the unique characteristics of planning in rural areas. Focus on the continuing need to better integrate disparate and often conflicting components of human activities in rural areas. Identify key issues and problems arising in rural development. Use economic theory to analyze problems of rural and regional development. Nature and role of economic analysis of rural development. Acquaint students with some tools that are useful in the analysis of rural and regional development. Examine the role and ability of government policies that influence rural and regional development. Understand the concept of poverty and

measurement of poverty in the rural areas. Provide experience and impacts of poverty alleviation programs in Sri Lankan economy. Help students to find employment in development sector after their degree.

**Course Content:** Defining rural and community development, Major characteristics of rural economy, Major characteristics of family and community in the rural economy, Importance of rural economic development, Concepts of community economics, Descriptive tools of community economic analysis, Institutions and society in the rural area. Rural migration and modernization Agriculture, Industrial and natural resources in the rural economy, Business development as a rural / regional development strategy . Financial markets in the rural area. Micro level constraints to economic development (land, labour, capital markets) in the rural area. Economic issues of rural development, Rural development and the role of planners, Strategies of rural economic development, Poverty and income distribution in developing countries. Gender and Livelihoods, Methods and livelihoods in the rural areas in North Province of Sri Lanka

**Teaching and learning methods:** Problem based teaching, Illustrated lectures, presentations and discussions

**In course Assessment:** Presentation (2x5=10%), Quizzes (2x5=10%), Mid semester exam (10%), Field work/ Attendance (10%),

**Learning Outcomes:** At the end of the course and having completed the essential reading and activities students will be able to: Identify the resources of rural areas and make maximum use of them. Improve the livelihood of rural people. Alleviate poverty of rural community. Find employment in development sector after their degree. Manage rural development. Forge harmonious existence of rural community. Become participants in the national development through rural development

**Recommended reading:**

- David A. M. Lea & D. P. Chaudhri, (Edited), (1983), Rural development and the state, Contradictions and dilemmas in development countries, Methuen, London and New York.
- Shaffer, Ron, Steve Deller and Dave Marcouiller, (2004), Community Economics, 2<sup>nd</sup> ed. Ames, Iowa: Blackwell Publishing.
- Franks Ellis, (2000) Rural livelihoods and diversity in developing countries, Oxford University Press.
- Leatherman, John c. & David W. Macrouiller, (1996), Income distribution characteristics of rural economic sectors : Implications for local development policy. Growth and Change (27(4): 434-459.

## ENGLISH LITERATURE

### AENC 21013 A Survey of British Poetry (from Medieval to Modern)

**Aims and Objectives:** This course aims to provide the student with a broad understanding development of English poetry from the time of Geoffrey Chaucer to the twentieth-century.

**Course Content:** Selections from Chaucer's The Canterbury Tales, The Elizabethan lyrics, Selected poems of Andrew Marvell, Alexander Pope's The Rape of the Lock, Selections from the poetry of William Wordsworth, Selections from the poetry of Mathew Arnold, Selections from the poetry of T.S. Eliot

**Teaching and learning methods:** Lectures, discussions and audio visual

**In course Assessments:** Presentations- 15%, Assignment 15%), Mid-Semester Examination (10%)

**Learning outcomes:** The student will be able to evaluate selections of poetry written in the Middle Ages, the Age of the Renaissance, the Neo Classical Period, the Romantic Period, the Victorian Age and the twentieth-century vis-à-vis the socio-political and literary-cultural contexts of these periods

**Recommended Readings:**

- Patrides, C.H. (Ed.) *Approaches to Marvell*. London: Routledge & Kegan Paul, 1978.
- Chatterjee, Visvanath. *Mysticism in English Poetry*. Calcutta: Progressive Publishers, 1980.
- Prasad, Birjadesh. *A Short History of English Poetry*. Madras: The Macmillan Co. of India Ltd., 1971.
- Kenner, Hugh(Ed.). *Twentieth Century Views: T.S. Eliot*. New Jersey: Prentice Hall Inc., 1962. .
- Wain, John(Ed.). *Interpretations*. London: Routledge & Kegan Paul, 1955.



**AENC 21023 An Introduction to Postcolonial Literature in English**

**Aims and Objectives:** This course is an attempt to guide the student to understand the literary traditions in English in the former colonies of Britain. Students will be first introduced to key concepts in postcolonial theory as articulated by theorists like Frantz Fanon, Edward Said, and Homi Bhabha, and some of the debates and discussions involved in this field of study. The course will also focus on the innovative ways in which the English language used in the texts belonging to this tradition and their political implications.

**Course Content:** Poetry: Selections from the poetry of Gabriel Okara, Selections from the poetry of Derek Walcott, Selections from the poetry of Nissim Ezekiel, Selections from the poetry of Patrick Fernando  
Fiction: Raja Rao Kanthapura, Chinua Achebe Things Fall Apart, V.S. Naipaul Middle Passage, Carl Muller The Jam Fruit Tree, Drama: Ernest McIntyre Let's Give Them Curry, Wole Soyinka The Lion and the Jewel

**Teaching and learning methods:** Lectures, discussions and audio visual

**In course Assessments:** Presentations-15%, Assignments =15%, Mid-semester Examination/ workshop (10%)

**Learning outcomes:** Student will be able to understand and critically analyse texts belonging to the post colonial literature as a response and resistance to the hegemony of European imperialism and as depictions of the diverse post-independence conflicts taking place in the countries which were once colonized by Europe.

**Recommended Readings:**

- Ashcroft, Bill., Gareth Griffiths and Helen Tiffin. *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures*. London: Routledge, 1989.
- Bhabha, Homi. *The Location of Culture*. London: Routledge, 1994.
- Mongia, Padmini. *Contemporary Postcolonial Theory*. London: Arnold, 1996.
- Naik, M.K. *A History of Indian English Literature*. New Delhi: Sahitya Akademi, 1982.
- Manuel, M & K. Ayyapa Panikar. (Ed.) *English and India*. Delhi: The Macmillan Company Ltd., 1978.

**AENC 21033 Indian Literature in English**

**Aims and Objectives:** This course has been designed with a view to helping the student to grasp the conditions that promoted the creation of literature in English in India and to examine the role of Indian literature in English in the context of the emergence of Indian nationalism.

**Course Content:** Poetry: Selections from Tagore, Selections from A.K. Ramanujan, Selections from Kamala Das, Selections from Jayanta Mahapatra, Fiction: Kamala Markandeya Nectar in the Sieve, R.K. Narayan The Guide, Mulk Raj Anand Untouchable, Anita Desai Fasting, Feasting, Shashi Tharoor The Great Indian Novel, Vikram Seth Suitable Boy, Amitav Ghosh The Shadow Lines, Drama: Girish Karnad- Tughluq, Abhijit Sarkar- Child's Play

**Teaching and learning methods:** Lectures, discussions and audio visual

**In course Assessments:** Presentations =15%, Assignments -15%, Mid-Semester Examination 10%

**Learning outcomes:** Students will be able to appreciate and critically evaluate the manner in which Indian literature depicts the diverse cultural practices in India and grapples with the key ethnic, religious, caste and gender issues which have been debated in India over centuries.

**Recommended Readings:**

- Naik, M.K. *A History of Indian English Literature*. New Delhi: Sahitya Akademi, 1982.
- Cowasjee, Saros. *Studies in Indian & Anglo-Indian Fiction*. New Delhi: Harper Collins Publishers India, 1993.
- Ceindy, Catherine. *Salman Rushdie*. Manchester & New York: Manchester University Press, 1996.
- Steinworth, Klaus. *The Indo-English Novel: The Impact of the West on Literature in a Developing Country*. Wiesbaden: Franz Steiner Verlag, 1975.
- Mukherjee, Meenakshi. *The Twice Born Fiction: Themes and Techniques of the Indian Novel in English*. London: Heinemann, 1971.

**AENC 21043 British Poetry from Skelton to Johnson**

**Aims and Objectives:** This course aims at providing an understanding of British poetry which emerged toward the end of the Middle Ages and written in the subsequent periods: the Renaissance and the Metaphysical Age. The course will pay attention to the political climate of the periods under consideration and their impact on British poetry.

**Course content:** Selections from the poetry of John Skelton, Selections from the poetry of Sir Thomas Wyatt. Selections from the poetry of William Shakespeare, Selections from the poetry of Sir Philip Sidney, Selections from the poetry of Isabella Whitney, Selections from the poetry of Queen Elizabeth, Edmund Spenser's *The Faerie Queene*, Selections from the poetry of George Herbert, Selections from the poetry of Henry Vaughan, Selections from the poetry of Richard Crashaw. Selections from the poetry of Amelia Lanyer, Selections from the poetry of Mary Wroth. Selections from the poetry of John Dryden, Selections from the poetry of Samuel Johnson.

**Teaching and learning methods:** Lectures, discussions and audio visual

**In course Assessments:** Presentations -15%, Assignments-15%, Mid-Semester Examination 10%

**Learning outcomes:** The student will be able to explore the diversity that characterizes the poetry written during these periods. The course will not include the writings of John Milton as they are taught in a separate course and interpret them in the background of the social and political conditions of that period.

**Recommended Readings:**

- Greenblatt, Stephen. *Renaissance Self-fashioning: From More to Shakespeare*. Cruttwell, Patrick. *The Shakespearean Moment and Its Place in the Poetry of the 17th Century*. London: Chatto & Windus, 1954.
- Hall, Kim. *Things of Darkness: Economies of Race and Gender in Early Modern England*. Ithaca, New York: Cornell University Press, 1995.
- Smith, Lacey Baldwin. *The Elizabethan Epic*. London: Jonathan Cape, 1966.
- Thompson, John. *The Founding of English Metre*. New York: Columbia University Press, 1989.
- Amarasinghe, Upali. *Dryden and Pope in the Early Nineteenth-Century*. Cambridge: Cambridge University Press, 1962.

**AENE 21013 Non-Fiction Writing in English**

**Aims and Objectives:** The objective of this course is to encourage students to understand and appreciate and analyze non-fiction writing in English using representative texts from different periods will be used in this course for analysis.

**Course Content:** Thomas More's *Utopia*, Selected letters of Sir Isaac Newton, Selections from Jawaharlal Nehru's *Glimpses of World History*, Arundhati Roy's "The Greater Common Good", Selected speeches of Abraham Lincoln, Selections from G.K. Chesterton's essays

**Teaching and learning methods:** Lectures, discussions and audio visual

**In course Assessments:** Presentations-15%, Assignments-15%, Mid-Semester Examination 10%.

**Learning outcomes:** The student will be able to trace the stylistic differences existing in non-fiction texts and understand them in the context of different political and historical periods.

**Recommended Readings:**

- Gordon, Jan A. *The Movement of English Prose*. London: Longmans, 1966.
- Krapp, George Philip. *The Rise of English Literary Prose*. New York: Frederick Ungar Publishing Company, 1963.
- Millar, Robert & Ian Currie. *The Language of Prose*. London: Heinemann, 1972.
- Stafford, William & Frederick Candelaria. *The Voices of Prose*. New York: McGraw-Hill Book Company, 1966.
- Arcsott, John R. *Introduction to Nonfiction*. Kentucky: McCormick-Mathers Publishing Company, 1957.

**AENE 21023 Creative Writing**

**Aims and Objectives:** This course is designed to promote creative writing skills among students. The course will guide the student to understand the ingredients that go into the making of a piece of creative writing. Students will be encouraged to do creative writing pieces some of which will be used for discussion.

**Course Content:** Analysis of sample texts on the following topics: structure of the story, development, voice, point of view, style, rhythm, diction, imagery and script writing

**Teaching and learning methods:** Lectures, discussions and audio visual

**In course Assessments:** Presentations- 5%, Assignments-15%, Mid-Semester Examination 10%

**Learning outcomes:** At the end of the course students would have mastered the elements of creative writing and will be able to provide a piece of creative writing on their own.

**Recommended Readings:**

- Doubtfire, Dianne. Creative Writing. Teach Yourself Books, 1996.
- Ranet, Adele. Creative Writing: How to Unlock Your Imagination. How to Books, 2004.
- Kealy, Tom. The Creative Writing MFA Handbook. University of Massachusetts, 2005.

**AENC 22013 Major Trends in English Drama**

**Aims and Objectives:** The primary aim of this course is to provide an overview of the major developments in English Drama since the Medieval Period. The course will include representative texts from each period in the history of English literature. (Given the continuing dominance of Shakespeare in the scene of English drama, Shakespearean drama will be taught in two separate courses.)

**Course Content:** The Miracle and Morality Plays, Ben Johnson: The Alchemist, Christopher Marlowe: Dr. Faustus. John Webster: The Duchess of Malfi, William Wycherley: The Country Wife, Bernard Shaw: Arms and the Man, T.S. Eliot: The Murder in the Cathedral

**Teaching and learning methods:** Lectures, discussions and audio visual

**In course Assessments:** Presentations- 15%, Assignments- 15%, Mid-Semester Examination (10%)

**Learning outcomes:** Students will be able to identify and contextualize the shifts English drama made as it moved from one period to another. They course will also understand the political and philosophical developments in Europe and Britain as these are represented/re-presented in English drama.

**Recommended Readings:**

- Moody, David.(Ed.)The Cambridge Companion to T.S. Eliot. Cambridge: Cambridge University Press, 1994.
- Brown, John Russell. A Short Guide to British Drama. London: Heinemann Educational Books, 1982.
- Axton, Marie & Raymond Williams(Ed.). English Drama: Forms of Development. Cambridge: Cambridge University Press, 1977.
- Knights, L.C. Drama & Society in the Age of Jonson. London: Chatto & Windus, 1951.
- Williams, Raymond. Modern Tragedy. London: The Hogarth Press, 1992.

**AENC 22023 English Grammar**

**Aims and Objectives:** The emphasis of this course will be on grammatical writing and speech in English. Grammatical rules of the English Language will be taught in detail. This course commences with an introduction to the nature of the English language and builds up towards a better understanding of the grammar of the language, dealing with the rules of the grammatical structures that frequently occur.

**Course Content:** Survey of English grammar, word order and phrase structure rules, verbs, auxiliaries, subject – verb agreement; The Tense - Aspect system, Question Types, Negation; Word-classes; The article system and the problems with prepositions; Relativisation; The Passive voice, Reported speech and Phrasal verbs.

**Teaching and learning methods:** Lectures, discussions and work sheets

**In course Assessments:** Presentations- 15%, Assignments- 15%, Mid-Semester Examination 10%

**Learning outcome:** At the end of the course the students will be able to understand the rules governing the phrase structure and other essential components of a sentence in all its complexities.

**Recommended Readings:**

- Soames, Scott & David M. Perlmutter. *Syntactic Argumentation and the Structure of English*. California: University of California Press.
- Quirk, Randolph & Sidney Greenbaum. *A University Grammar of English*. Essex: Longman, 1973.
- Leech, Geoffrey & Jan Svartvik. *A Communicative Grammar of English*. New Delhi: Pearson Education, 2002.
- Martin, J.R. Christian M.M. Matthiessen & Clare Painter. *Working with Fundamental Grammar*. London: Arnold, 1997.
- Radford, Andrew. *Transformational Grammar*. Cambridge: Cambridge University Press, 1988.

**AENC 22033 Criticism: Theory and Practice I**

**Aims and Objectives:** This course intends to give the student a clear understanding of the origins of literary criticism as it emerged in the classical period and its continuation in the English literary scene to the present time. The course will include a practical component which will guide the students to understand the interactions between literary texts and the trends in the critical establishments of the different ages.

**Course Content:** Selections from Plato and Aristotle, Horace, On the Art of Poetry, Selections from Renaissance Critical Theory, Selections from John Dryden and Samuel Johnson, Alexander Pope's "An Essay on Criticism," Selections from Coleridge, William Wordsworth, Shelly, Mathew Arnold, Selections from Walter Pater, T.S. Eliot, I.A. Richards.

**Teaching and learning methods:** Lectures and discussions

**In course Assessments:** Presentations- 15%, Assignments- 15%, Mid-Semester Examination 10%

**Learning outcomes:** Students will be able to critically engage in understanding the different ways in which literature was defined as a form of art and the roles it was expected to play at different points in time.

**Recommended Readings:**

- Tilak, Raghukul. *History and Principles of Literary Criticism*. New Delhi: Rama Brothers, 2002.
- Ed. Litz, A Walton, Louismen & Lawrence Ramey (Ed.). *The Cambridge History of Literary Criticism*, Vol. VII. Cambridge: Cambridge University Press, 2000.
- Wellek, Rene. *A History of Modern Criticism: 1750-1950*. Cambridge: Cambridge University Press, 1965.
- Watson, George. *The Literary Critics*. Middlesex: Penguin Books, 1962.

**AENC 22043 American Literature**

**Aims and Objectives:** This course will introduce students to the literary and extra-literary origins and orientations of American Literature. The selected texts and writers would introduce students to the major literary trends and the socio-political and intellectual history of the periods.

**Course Content:** Poetry: Selections from the poetry of Robert Frost, Selections from the poetry of Walt Whitman, Selections from the poetry of Emily Dickinson, Selections from the poetry of Sylvia Plath, Selections from the poetry of Gwendolyn Brooks, Selections from the poetry of Maya Angelou, Selections from the poetry of Paul Dunbar. Fiction: Richard Wright: *Native Son*, Ralph Ellison – *Invisible Man*, F. Scott Fitzgerald - *The Great Gatsby*, Ernest Hemingway – *The Sun Also Rises*, Alice Walker – *Colour Purple*, Zora Neale Hurston – *Their Eyes were Watching Go*, William Faulkner – *Absalom Absalom!*, Mark Twain - *Huckleberry Finn*, Hawthorne - *Scarlet Lette*, Maxine Hong Kingston: *The Woman Warrior*, Bharathi Mukherjee – *Jasmine*. Drama: Tennessee Williams *A Streetcar Named Desire*, Elia Kazan: *The Zoo Story*, Arthur Miller: *Death of a Salesman*, Eugene O'Neill: *Mourning Becomes Electra* or *Long Day's Journey into Night*, Amiri Baraka: *Dutchman and the Slave*

**Teaching and learning methods:** Lectures, discussions and audio-visuals

**In course Assessments:** Presentations- 15%, Assignments- 15%, Mid-Semester Examination 10%

**Learning outcomes:** At the end of the course, students will be able to come up with their own interpretations of American literature vis-à-vis the multiplicity that characterizes the American nation and its history.

**Recommended Readings:**

- Donaldson, Scott.(Ed.)The Cambridge Companion to Ernest Hemingway. Cambridge: Cambridge University Press, 1996.
- Trans. Uroor Ronald. 20th Century American Literature: A Soviet View. Moscow: Progress Publishers, 1976.
- Byrant Jr., J.A. Twentieth-Century Southern Literature. New Delhi: Affiliated East-West Press Pvt. Ltd., 1997.
- Donald, Miles. The American Novel in the Twentieth-Century. Newton Abbot: David & Charles, 1978.
- Takaki, Ronald. A Different Mirror: A History of Multicultural America. New York: Little Brown & Co., 1993.

**AENE 22013 English Drama from the Elizabethan Age to the Restoration Period**

**Aims and Objectives:** This course will draw the student's attention to the work of the major dramatists of the Elizabethan, Jacobean and Restoration periods, excluding William Shakespeare. The course will also pay attention to the changes the theatre underwent when history moved from the Age of the Renaissance to the Restoration Period.

**Course Content:** Thomas KydThe Spanish Tragedy, Thomas DekkerThe Shoemaker's Holiday, Francis Beaumont and John FletcherThe Knight of the Burning Pestle, Cyril TournierThe Revenger's Tragedy Thomas Middleton and William RowleyThe Changeling, John MarstonThe Malcontent, John Ford'Tis Pity She's a Whore, William Congreve The Way of the World, John DrydenAll for Love

**Teaching and learning methods:** Lectures, discussions and audio visuals

**In course Assessments:** Presentations- 15%, Assignments- 15%, Mid-semester Examination 10%

**Learning outcomes:** The student will be able to explore the characteristics of the drama of these periods in relation to the political developments that took place in Britain.

**Recommended Readings:**

- Rossiter, A.P. *English Drama from Early Times to the Elizabethans*. New York: Barnes & Noble, 1950.
- Ellis-Fermor, U.M. *The Jacobean Drama*. London: Methuen & Co., 1936.
- Bower, Fredson. *Elizabethan Revenge Tragedy: 1587-1842*. Princeton: Princeton University Press, 1940.
- Bardbrook, M.C. *Themes and Conventions of Elizabethan Tragedy*. London: Cambridge University Press, 1940.
- Knights, L.C. *Drama & Society in the Age of Jonson*. London: Chatto & Windus, 1951.

**AENE 22023 Cinematic Representation of Literary Texts**

**Aims and Objectives:** This course will require the student to read literary texts and compare them with the film adaptations.

**Course Content:** Reading and viewing various literary works which have been filmed

**Teaching and learning methods:** Lectures, discussions audiovisuals

**In course Assessments:** Presentations- 15%, Assignments- 15%, Mid-Semester Examination 10%

**Learning outcomes:** At the end of the course will help the students will be able to explore how the following issues of the texts are handled by the film makers: the narrative elements, use of time, continuity, the visualization of the conceptual, irony, characterization, realism, expressionism and surrealism.

**Recommended Readings:**

- Giddings, Robert. *The Classical Novel: From Page to Screen*. Manchester University Press, 1996.

- Cartnell, Deborah. *Adaptations: From Text to Screen*. Manchester University Press, 2001.
- Britwistle, Sue. *The Making of Pride and Prejudice*. BBC, 1998.

## ENGLISH LANGUAGE TEACHING

### AELC 21013 Major Language Teaching and Learning Theories

**Prerequisite:** Undergraduates who have completed first year ELT/Literature/Linguistics components or high level competency in all the four English language skills.

**Aims and objectives:** The aim of the course is to enable learners to have comprehensive perception of the origins and development and language learning theories and to provide better understanding in: Psychological, Social and Cultural aspects of English language teaching and learning

**Course Content:** Introduction: Theory- free teaching – Classical Grammar-Translation, Development of Structuralism, Structuralism and classroom teaching, Psycholinguistic perspective and language teaching – (I) – Behaviourism, Psycholinguistic and Language Teaching perspective – (II) – Cognitivism, Developmental psychological perspective and language Teaching, Innateness, Language acquisition and learning, Krashen’s five hypotheses, Socio linguistic perspectives (Hymes, Halliday, Widdowson), Association of sociology & languageand socio-cultural perspective , Vygotskyan theory, Classroom implication – CLT, TBLT, Integrated skill, Content based teaching, Collaborative teaching, Postmethodology

**Teaching and learning methods:** Illustrated lectures, presentations with interaction/feedback

**In course Assessments:** Classroom – written assignment – 10, Term paper 15, presentation 15

**Learning outcomes:** On completion of this course students are expected to have better understanding in teaching and learning theories of English language and to have ability to apply such knowledge in their respective professing.

### Recommended Readings

- Brumfit, C.J. (1984). *Communicative methodology in language teaching: The roles of fluency and accuracy*. CUP.
- Howatt, D. (1984). *A history of English language teaching*, OUP.
- Hymes, Dell. (1972). *On communicative competence*, in *Pride, J. B. & Holmes, J. (Ed.). Sociolinguistics – A brief introduction*. Harmondsworth: Penguin Books.
- Kolb, D.A. (1984) *Experiential learning: Experience as a source of Learning and Development*, Englewood Cliffs, New Jersey: Prentice Hall.
- Krashen, S. D. (1982) *Principles and practice in second language Acquisition*, Oxford Pergamon Press.

### AELC 21023 English Language Teaching Methods

**Prerequisite:** Undergraduates who have completed first year ELT/English Literature/Linguistics components or high level competency in all the four English language skills.

**Aim and Objectives:** The objectives of the course are to provide better understanding of the concepts of: Approach, methods, teaching techniques, pedagogy and overall understanding, in other teaching methodologies, and the aim is to make the learner apply such knowledge in real life situations.

**Course Content:** History of English language teaching methods, Structural approach and audio lingual method, Bilingual method and the use of mother tongue, Communicative Language Teaching (ELT), Content-based Language Teaching, Task-Based Language Teaching, Integrated- skill-based, Collaborative and Co-operative Learning, Computer Assisted language Learning (CALL), The Eclectic method

**Teaching and learning methods:** Illustrated lectures, Presentations with interaction/feedback, workshop, sample teaching practice & Group discussion

**In course Assessments:** Classroom – written assignment 10, Term paper 15, Oral presentation 15

**Learning outcomes:** On completion of this course students are expected to have better understanding of the historical developments of English language teaching methodology.

**Recommended Readings:**

- Byrne, D. (1987). *Techniques for classroom Interaction*. London: Longman.
- Holliday, A. (1994). *Appropriate Methodology and Social Context*, Cambridge: Cambridge University Press.
- Howatt, A. P. R. (1984). *A History of English language teaching*, Oxford, Oxford University Press.
- Krashen, S. (1982). *Principals and practice in second language acquisition*. Oxford: Pergamon Press.
- Krashen, S. D. & Terrell, T. (1983). *The Natural Approach*, Oxford: Pergamon.
- Kumaravadivelu, B. (1988). *Creation and utilization of learning opportunities*. 22nd Annual TESOL Convention, Chicago, 8-13 March 1988.

**AELC 21033 Literature in Language Classroom - Part I**

**Prerequisite:** Undergraduates who have completed first year ELT/English Literature/Linguistics components or high level competency in all the four English language skills.

**Aim and Objectives:** The aim of the course is to train learners to achieve competence in exploiting and manipulating any piece of literature and to develop language proficiency and provide better understanding of how to handle: Literature components in a language classroom, G.C.E. O/L & A/L literature at the school level

**Course Content:** Introduction to different genres of prose (Essays, short stories and novels), Place of literature (prose) in second language classroom, Integration of literary texts in teaching language skills, Language styles in different contexts, Teaching of Prose (Essays, short stories and novels) for language development, Selected pieces including texts from the literature syllabi of G.C.E.(O/L) & (A/L)

**Teaching and learning methods:** Delivery of lectures and classroom discussion, sharing their enjoyments and own views – applying some devices to enhance their creative and imaginative abilities and workshop, sample teaching practice, & group discussion.

**In course Assessments:** Classroom – written assignment 10, Term paper 15, Oral presentation 15

**Learning outcomes:** At the end, this course is hoped to help English language teachers to handle the literature components in the language classrooms at the G.C.E. (O/L) & (A/L) level.

**Recommended Readings:**

- Carter, R. & Long, M.N. (1994). *Teaching literature*, London: Longman.
- Carter, R., Mac Rae, J. (1999). *Language, Literature and the learner: Creative classroom practice*, Longman NY.
- Collie, J. & Slater, S. (1987). *Literature in the Language Classroom*, Cambridge: Cambridge University Press.
- Duff, A. & Malley, A. (1992). *Literature*, Oxford: Oxford University Press.
- Ellis, G. & Brewster, J. (eds.) (1991). *The Storytelling Handbook for Primary Teachers*, Harmondsworth: Penguin.
- Hill, J. (1986). *Using Literature in Language Teaching*, London: Macmillan.

**AELE 21013 Teaching Writing for Different Purposes**

**Prerequisite:** Undergraduates who have completed first year ELT/English Literature/Linguistics components or high level competency in all the four English language skills.

**Aim and Objectives:** The aim of the course is make the learners attain the competence of producing any piece of composition in relevant contexts and to provide better understanding of the concepts of: Relationship between writing and context, Genre/terms

**Course Content:** Business correspondence, Academic writing, Writing for media, Creative writing

**Teaching and learning methods:** Illustrated lectures, Presentations with interaction/feedback Assignments & Group discussion

**In course Assessments:** Classroom – written assignment – 10, Term paper 15, Oral presentation 15

**Learning outcomes:** On completion of this course students will be able to familiarise with different genres of writing and understand the different styles and nuances of writing.

### Recommended Readings

- Byrne, D. (1998). Teaching writing skills. Oxford, Oxford University Press.
- Freeman, S. (1977). Written communication in English. Bombay: Orient: Longman.
- Grellet, F. (1995). Writing for Advanced Learners of English. Cambridge University Press.
- Hedge, T. (1998) Writing. Oxford, Oxford University Press.
- Kroll, B. (ed.) (1990). Second language writing. Cambridge: Cambridge University Press.
- Raimes, A. (1983). Techniques in teaching writing. Oxford, Oxford University Press.

### AELC 22013 Teaching of Spoken English and Listening skills

**Prerequisite:** Undergraduates who have completed first year ELT/English Literature/Linguistics components or high level competency in all the four English language skills.

**Aim and Objectives:** This course will motivate the learners acquaint himself/ herself with nuances and critical features of spoken form of language in informal/ casual circumstances and enable the undergraduates to understand: differences between spoken language and written language, the necessary skills to handle the spoken language in different situations, effective methods of teaching spoken language to use in different situations.

**Course Content:** Introduction to spoken language - Differences between spoken and written language, Types of spoken language (Interaction - dialogue, conversation involving more than two interlocutors involved) (Transactional-monologue-news, report reading, etc.), Spoken language and day-to-day communication, Essentials of Spoken English (stress, rhythm, and intonation), Improving pronunciation tactics, Teaching and applying spoken skills, Peculiar features of spoken language (Linguistic & non-linguistic features), Physical expressions & communication strategy, Soft skills & spoken language, acceptable polite forms, Teaching spoken language to: (Young learners, at secondary level, at tertiary level), Teaching techniques for improving listening skills

**Teaching and learning methods:** Elaborate lectures, more learners based interactive activities, role plays, workshop, sample teaching practice, debate, talk, dialogue, conversation, speech & group discussion.

**In course Assessments:** Classroom – written assignment 10, Term paper 15, Oral presentation 15

**Learning outcomes:** At the end, this course is anticipated to provide our undergraduates with adequate knowledge in teaching spoken language employing appropriate classroom practices.

### Recommended Readings:

- Brown, G. & Yule, G. (1983). Teaching the Spoken Language, Cambridge: Cambridge University Press.
- Brown, G. (1977). Listening to Spoken English, London: Longman.
- Carter, R, R Hughes & M McCarthy. (2002). Exploring Grammar in Context. Cambridge: Cambridge University Press.
- Carter, R. & McCarthy, M. (1997). Exploring Spoken English. Cambridge: Cambridge University Press.
- Gimson, A.C. (1978). A Practical Course of English Pronunciation, London: Edward Arnold.

### AELC 22023 Teaching of Grammar and Vocabulary

**Prerequisite:** Undergraduates who have completed first year ELT/English Literature/Linguistics components or high level competency in all the four English language skills.

**Aim and objectives:** The aim of this course is to enable learners to adapt proper techniques and methods for unconscious learning of grammar and choose appropriate teaching environment on conformity with the emphasis on promoting communicative competence and to impart the English language teacher the knowledge of: - different types of grammar enabling him/her to make his own choice from among the various models of grammar available in Linguistics, Choosing himself/ herself the most suitable grammar teaching model for a particular group, outlining various approaches to grammatical analysis which have



been developed during the past fifty years and how each of these models of grammar can be adapted for the teaching of English as a Second/Foreign Language

**Course Content: Structure of English** - Traditional Grammar and Changing perceptions: Discussion on grammar books by Wren & Martin, Thomson & Martinet, etc., Communicative Grammar by Leech and Svartvik, Universal grammar by Quirk & Greenbaum. Transformational grammar by Chomsky, Halliday, and Hussain, Parts of Speech & Sentence patterns, Simple, compound and complex sentences, Active and passive voices, kinds of sentences, agreement (concord), Reported speech, Non-finite forms. - Teaching Grammar through various techniques, Situational pattern practice, substitution tables, through contextual texts, modern techniques etc. Morphological aspects and Enriching Lexis and vocabulary - Inflectional and derivational affixes, Synonyms, antonyms, Homonyms (homophones, homographs), Acronyms, Abbreviations, Register-based vocabulary, Idioms and phrases etc

**Teaching and learning methods:** Comprehensive lectures, practical grammar & language use activities, & group discussion

**In course Assessments:** Classroom – written assignment 10, Term paper 15, Oral presentation 15

**Learning outcomes:** On the completion of this course, undergraduates will be able to understand the different functions of grammar. Further they will be able to teach grammar skills which are essential for different situations.

**Recommended Readings:**

- Carter, R. & MacCarthy, M. (1988). Vocabulary and Language Teaching, London: Longman.
- Celce-Mercia, M. & Hilles, S.L. (1988). Techniques and Resources in Teaching Grammar, New York: Oxford University Press.
- Coady, J. & Huckin, T. (eds). (1997). Second Language Vocabulary Acquisition. Cambridge: Cambridge University Press.
- Harmer, J. (1989). Teaching and Learning Grammar, London: Longman.
- Leech, G. and Svartvik, Y. (ed.). (1995). A Communicative grammar of English. London: Longman.

**AELC 22033 Literature in Language Classroom - Part II**

**Prerequisite:** Undergraduates those who have completed first year ELT/English Literature/Linguistics components or high level competency in all the four English language skills.

**Aims and Objectives:** The aim of the course is to train learners to achieve competence in exploiting and manipulating any piece of literature and to develop language proficiency and the objectives are to provide better understanding of how to handle: - Literature components in a language classroom, G.C.E. O/L & A/L literature at the school level, Undergraduates to familiarize with different selected pieces of poetry & drama, Understand the core aspects related to teaching these pieces

**Course Content:** Introduction to poetry and drama, Place of poetry and drama in language classroom, Integration of poetry and drama in teaching language skills, Kinds of poetry and genres of poetry and drama and theatre, Teaching of poetry for language development, Teaching drama for language development, Use of theatre for communication, communication strategies poetry and drama and theatre in language classroom, Selected pieces including texts from the G.C.E. (O/L) and (A/L).

**Teaching and learning methods:** Introducing appropriate selected pieces until they understand, making them to recognize the aspects of language, Identifying different language styles and their effects, Introducing how “poetic license” can be used in creative works. Workshop, production of performances, sample teaching practice & Group discussion.

**In course Assessments:** Classroom – written assignment 10, Term paper 15, Oral presentation 15

**Learning outcomes:** On completion of this course, undergraduates will be able to: Recognize the subtle aspects of the “language use” in literatures, Teach the effective language style in literatures

**Recommended Readings:**

- Banks, R.A. and Martin, P. (1988). Drama and Theatre arts. London: Hodder and Stoughton.
- Busching, Beverly A. (1981). Readers theatre: An education for language and life. Language Arts, 58/3, March, 330 – 338.

- Clipson-Boyles, Suzi. (1998). Drama in primary English teaching. London: David Fulton Publishers.
- Duranti, Alessandro. (2001). Key terms in language and culture. USA: Blackwell Publishers.
- Elgar, Ann Gillian. (2002). Student playwriting for language development. *ELT Journal* 56/1 January, 22-28.

### **AELE 22013 Teaching aids in the English language classroom**

**Prerequisite:** Undergraduates who have completed first year ELT/English Literature/Linguistics components or high level competency in all the four English language skills.

**Aim and Objectives:** The aim of the course is to make use of media and other aids appropriately and efficiently to facilitate the learning process in the language classroom and the objectives of the course are to impart the undergraduates how effectively teaching aids can be planned and prepared and utilized in the language classrooms.

**Course Content:** Principles of teaching aids - Recognizing appropriate teaching aids, Management of teaching aids on par with the unit, Instructional aids and visual aids: Black green, white boards, pictures, objects, media models, charts, flannel boards, word cards, magnet boards, flash cards, wall posters, Electronic media (audio, video, radio, TV, computer, DVD players, speaker boxes with amplifier, multimedia and opaque projectors., Study aids: Study skills, reference skills, locating and gathering information, storing and retrieving information; Interpreting and presenting information; Using dictionaries, thesaurus and encyclopaedia., Computer assisted language learning (CALL)

**Teaching and learning methods:** Lectures, Making them recognizing appropriate aids by varieties of examples (group work), Making them synchronize the aids with levels of proficiency (group work), Workshop, sample teaching practice, demonstration & presentation.

**In course Assessments:** Classroom – written assignment 10, Term paper 15, Oral presentation 15

**Learning outcomes:** At the end of the course, our undergraduates will be able to: Recognize the appropriate teaching aids, Understand the effectiveness of teaching aids in the learning processes, Enhance the input with suitable teaching aids

#### **Recommended Readings:**

- Alan, M. (1985). Teaching English with Video, London, Longman.
- Chapelle, C.A. (2001). Computer Application in second language acquisition. Cambridge: Cambridge University Press.
- Higgers, J. & Johns, T. (1984). Computers in language Learning, London: Collins
- Wright, A., & Haleem, S. (1991). Visuals for the Language Classroom, London: Longman.
- Wright, A., Betteridge, M. & Buckby, M. (1984). Games for Language Learning, Cambridge: Cambridge University Press.

## **ENGLISH AS A SECOND LANGUAGE**

### **AEGA 21010 English for Specific Purposes (ESP)**

**Aims and Objectives:** Providing training to employ the four English Language skills. Providing opportunities to engage in active participation in all the four skills. To create an awareness of reading strategies and to comprehend different varieties of texts. To build up word power and to use it in appropriate contexts and to familiarize the functions of different word class. To introduce different styles of writing and to guide to apply appropriate cohesive devices. To train to employ English for varieties of written communication. To train to listen to demonstrations and to take notes from discussions with more than two participants. To train to initiate, continue and leave a conversation. To train to engage in short debates.

**Course Content:** Punctuation, specific and general information, directly stated information, inferences, further ideas, topic sentences, formation of ideas, sequencing, application of linking words, paragraph organization, listening to discussions instructions and demonstrations, simulations including role plays, group interactive activities, soft skills and micro skills.

**Teaching and learning methods:** Communicative Language Teaching approach: activating background knowledge, establishing mind map, recorded scripts and videos.

**Learning outcomes:** On completion of the course unit students will be able to : comprehend texts with complex punctuation, recognize the main ideas in a variety of texts, process directly stated information, infer and develop further ideas , distinguish between specific and general information, construct paragraphs with appropriate cohesive devices, build up paragraphs involving different genres, develop independent writing, understand different varieties of discussions, instructions, and demonstrations and take notes, engage fluently in brief, formal and informal conversations and short debates.

**In course Assessments:** Group work 10%, Assignments (3x5 marks) 15%, Oral presentation 5%, Journal entry 10%

**Recommended Readings:**

- Sasikumar,V. (2007). A Course in Listening and Speaking I, Foundation Books, New Delhi.
- Helgesen, M. and S.Brown.(2004). Active Listening, CUP, Cambridge.
- Thomson, A.J. and A.V. Martinet ( 2005). A Practical English Grammar.ELBS.
- Jones,L.(1997). Working in English, Students' book, CUP, Cambridge
- Bakshi, R.N.(2004). A course in English Grammar, Orient Longman.

**AEGA 22010 English for Specific Purposes**

**Aims and Objectives:** Enhancing the ability to function independently deploying the four language skills, Facilitating their language application in more complex situations through varieties of activities. To train : to comprehend complex and different varieties of texts, to build up academic word power and use it in academic settings, to apply all basic tenses appropriately to convey meaning, to write cohesive paragraphs, to apply coherence, to summarize short texts on familiar subjects, to listen and understand relatively lengthy conversations, to listen to authentic speeches/ talks and take notes, to make short presentations using modern technology, to engage in short discussions on relevant topics

**Course Content:** Difference between academic and general reading, extraction of necessary information, distinction between fact and opinion, paragraph writing with reasonable accuracy of grammar, revising and editing , organization of passages, recorded authentic and simulated conversations, speech / talk by academics of different disciplines or recorded tape scripts, presenting data based projects, Short discussions, compeering,

**Teaching and learning methods:** Communicative Language Teaching approach: top-down, bottom-up and interactive approaches, word attack and text attack techniques, tasks for activating background knowledge, tasks for establishing mind map, tasks for organizing texts, using live / recorded scripts, simulation, demonstration and presentation.

**Learning outcomes:** Having completed this unit the students will be able to - Comprehend more complex academic text, Apply word power in academic contexts, Use strategies independently, Produce coherent short texts, Summarize discipline related texts, Listen and understand lengthy utterances, Listen and take down necessary information, Present before peers on themes related to their discipline, Carry out short projects and present

**In course Assessments:** Group work 10%, Assignments (3x5 marks) 15%, Oral presentation 5%, Journal entry 10%

**Recommended Readings:**

- Sasikumar,V. (2007). A Course in Listening and Speaking II, Foundation Books, New Delhi.
- Thomson, A.J. and A.V. Martinet ( 2005). A Practical English Grammar.ELBS.
- Jones, L. (1997), Working in English, Students' book, CUP, Cambridge
- Bakshi, R.N. (2004), A course in English Grammar, Orient Longman.
- Niles, O. S,(1977) Reading Tactics B, Scott Foresman and Co., Illinois.

**FINE ARTS (ART HISTORY & AESTHETICS)****AFAC 21013 Art in the Early Civilizations**

**Aims and Objective:** This paper is to identify the nature and meaning of visual art in the pre art era and its - social significance. This course is to understand  
-birth of art as birth of civilization, the significance of visual as symbol, magic, language, skill and ritual. - the multitude and similitude of meaning of art in ancient societies.

**Course Content:** Art in relation to mode of production, political system, social structure, religious beliefs and material conditions. Study of objects and images from Pre history, Egypt, Crete, Mycenae, Greek, Rome, Assyria, Summer, Babylon, Indus Valley, China and Japan. Meanings, functions and techniques of object making and patterns of consumption.

**Teaching and learning methods:** Illustrated Lectures, discussions and presentation

**In course Assessment:** Presentation (10%), mid semester exam (10%), semester paper (in 2000-3000 words) (10%), and 2x student centered activity - (10%),

**Learning outcomes:** At the completion of the course students will be able to identify the changing notions of art, - social history of art, - appreciate and talk about art objects, - compare patterns of production and consumption of object in early civilizations, - understand the sources of writing art history.

**Recommended Readings:**

- Gardner Hellen. Art Through the Ages, Florida, Harcourt Brace & Company.1995
- E.H.Gombrich. The Story of Art. Phaidon Press Ltd.1995
- H.W.Jansen. Anthony F. Jansen. History of Art, London, Thames and Hudson.2001
- Hugh Honour, John Fleming ,A World History of Art, Laurence King Publishing.2002
- Marilyn Stokstad, W. Cothren ,Art History, Combined Volume, Prentice Hall,,2010

**AFAC 21023 Pre Modern Indian Architecture**

**Aims and Objective:** This paper is to understand the cultural context of built environments and the meaning of architecture in Indian culture from 1st Century BC to 17th century AD through the selective critical investigation of built environments belongs to different periods and styles. This is to understand - architecture as an art form in pre colonial India, multiple stylistic manifestations and regional variations. - social history of Indian Architecture, art historical narration and Architecture

**Course Content:** Concept of space division in Indian canonical literature and interpretations. Indian art historical narration and architecture. Patrons, philistines, architects and craftsmen. Architectural identity and dynasties, migrations, influences and hybridity.

Stylistic categories of temple architecture and contemporary critique. Religious and secular architecture under Mauryan, Sunga, Kushan, Gupta, Chalukya, Rastrakuta,Chandella, Pallava,Chola,Hoysalas, Mughal,Vijayanagar, Nayaka.

**Teaching and learning methods:** lustrated Lectures, Documentary film screening, discussions and presentation.

**In course Assessment:** presentation (10%), mid semester exam (10%), semester paper (in 2000-3000 words) (10%), and 2x student centered activity - (10%),

**Learning outcomes:** At the completion of course students will be able to understand the different notions of architecture in pre colonial India,- will be able to read art object as text.- graph inter disciplinary approaches involved the art historical narration. - identify, appreciate, compare and talk about important architectural projects, styles and aesthetics

**Recommended Reading:**

- V.S.Pramar. A Social History of Indian Architecture, USA, Oxford University Press.2006.
- Yatin Pandya .Concept of Space in Traditional Indian Architecture. Ahmedabad: Mapin Publishing Pvt. Ltd.2005
- Juneja Monica(Ed), Architecture in Medieval India: Forms Contexts Histories, Delhi: Permanent Black.2008.

- B.L.Nagarch, K.M. Suresh, D.P. Sharma and Dulari Qureshi (Ed) Encyclopaedia of Indian Architecture: Hindu, Buddhist, Jain and Islamic, Vol. I & II New Delhi, Bharatiya Kala Prakashan.2008
- Giles Tillotson, Henry Rupert. Paradigms of Indian Architecture : Space and Time in Representation and Design, New Delhi, Vedams Books.1998

### AFAC 21033 Pre Modern Indian Sculpture

**Aims and Objective:** This unit is to familiarize the students with various forms of Indian sculpture from 1st century BC to 17th Century AD, in different mediums and belongs to different system of beliefs through - cultural history and mode of patronage- iconographic identifications of various sculptural forms.- contemporary art historical debates on the issues of traditional Indian sculpture.

**Course Content:** Colonialism and the category of Indian sculpture, Art historical pedestals of Indian sculpture and there cultural politics. Role of cannons,patrons,guilds,materials and factions in the making of sculpture. Stylistic and iconographic study of selected works belong to Mauryan, Sunga, Kushan, Gupta, Chalukya, Rastrakunta, Chandella, Pallava,Chola,Hoysalas, Vijayanagar, Nayaka.

**Teaching and learning methods:** Illustrated Lectures, Documentary film screening, discussions and presentation

**In course Assessment:** presentation (10%), mid semester exam (10%), semester paper (in 2000-3000 words) (10%),and 2x student centered activity - (10%),

**Learning outcomes:** At the completion of course students will be able to engage with all the important sculptures, styles of these historical periods, will be able to appreciate and describe stylistic features of pre modern Indian sculpture.- will be able to read sculptural object as text, able to articulate inter disciplinary approaches in reading and narration of art work.

#### Recommended Readings:

- V. Ganapati . Sthapti. Indian Sculpture & Iconography. Ahmadabad: Mapin. 2006.
- S. K. Ramachandra. Encyclopedia of Indian Iconography Hinduism-Buddhism-Jainism(3Vols. Set).Delhi :Indian Books Centre. 2010
- Alice Boner. Principles of composition in Hindu sculpture: Cave Temple period, New Delhi: Motilal Banarsidass Publication.1990.
- Micheal Meister W (Ed) Discourses on Shiva: Proceedings of a Symbosium on the Nature of Religious Imagery, Philadelphia:University of Pennsylvaniya.1984.
- Stella Kramrisch. Indian Sculpture, Delhi: Motilal Banarsidas.1993.

### AFAC 21043 Introductions to Visual Culture Theory

**Aims and Objective:** This paper is to understand and explore the visuals in a broader socio cultural context, through evolving an interdisciplinary approach to investigate the art object. -questions about Visual rhetoric - what is made visible, who sees what, how seeing operates, -understanding of relationship between knowing and power

**Course Content:** The Emergence of Visual Culture Studies, Shifting relations of image, text and reader. Performing the visual and spectatorship vision, visual and visuality, visual rhetoric and representations.Theories on textuality. Imagism and gaze, Feminist theories - gender, queer and performative, Psychoanalysis approaches of Freud, Jung and Lacan. Post colonialism. memory and trauma.

**Teaching and Learning Methods:** Lectures, students' seminars and discussions.

**In course Assessment:** presentation (10%), mid semester exam (10%), semester paper (in 2000-3000 words), (10%), and 2x student centered activity - (10%),

**Learning Outcome:** At the completion of the course students will be familiar with major issues and debates in visual culture studies, able to identify the aesthetics biases of the art history, will have capability to critically engage with surrounding visuals, will be familiar with important texts and authors

#### Recommended Reading:

- Davis Whitney. A General Theory of Visual Culture, Princeton, Princeton University. 2010

- Hawells Richard. Visual Culture, UK, Polity.2003.
- Sturken Marita . Practices of Looking: An Introduction to Visual Culture ,USA, Oxford University Press.2001
- John Berger. Ways of Seeing: Based on the BBC Television Series USA: Penguin.1990
- Mirzoeff Nicholas .The Visual Culture Reader, London. Routledge.2002

### **AFAE 21013 Heritage: Survival and Revival**

**Medium of instruction:** English

**Aims and Objective:** This paper is to understand, heritage as living past, identity and memory its implication with present, revival and change in cultural meaning, local and global policies and the reconstruction of heritage.

**Course Content:** Natural and cultural heritage, tangible, intangible and virtual heritages. The socio cultural and historical importance of heritage. Heritage as identity, Heritage as knowledge, Heritage and development. The national and international strategies for safeguarding, role of ICOMS, ICCROM and national bodies, with special reference to Sri Lanka.

**Teaching and Learning Methods:** Illustrated Lectures, presentations, discussions and field visits.

**In course Assessment:** Presentation (10%), mid semester exam (10%), semester paper (in 2000-3000 words) (10%), and 2x student centered activity - (10%),

**Learning Outcomes:** By carrying out the course unit the students will be able to understand the importance and significance of heritage. - will be having an understanding of its socio psycho implications.- will be able to identify the cultural economy of heritage property.- will familiar with local and global policies

#### **Recommended Reading:**

- Marie Sørensen Louise Stig. Heritage Studies: Methods and Approaches, London: Taylor & Francis.2009.
- Harrison Rodney. Understanding the Politics of Heritage (Understanding Global Heritage) Manchester: Manchester University Press.2010.
- Laurajane Smith The Uses of Heritage, London :Routledge.2006.
- Graham Fairclough , Rodney Harrison John Schofield John H. Jameson Jnr. The Heritage Reader. London. Routledge.2008
- Laurajane Smith ,Natsuko Akagawa . Intangible Heritage (Key Issues in Cultural Heritage) UK: Routledge.2008.

### **AFAE 21023 Art and communication**

**Aims and Objective:** This paper is to understand the art as a mode of communication through the discussions on following issues, ways and means of communication, differentiating every day language from artistic language , work of art as text, art and symbolic meaning, suggestion, narration and narrativity

**Course Content:** Means and methods of communication, Process of communication, medias, media and message, Media is message, media and culture, art as a method of communication, communication patterns of different forms of art, Indian theories of meaning, Structuralist and Post structuralist interpretations of art.

**Teaching and Learning Methods:** Lectures, audio visual presentations and discussions.

**In course Assessment** -presentation (10%) mid semester exam (10%), semester paper (in 2000-3000 words) (10%),and 2x student centered activity - (10%),

**Learning Outcomes:** At the completion of prescribed activities of the course students will be able to read works of art as text and understand the methods of coding. Students will know the relationship between the signifier and signified, will be able to read art through symbols and patterns of narrations.

#### **Recommended Readings:**

- Chandler Daniel. Semiotics: The Basics (The Basics) .UK:Routledge.2001.
- Smith Kenneth Louis . Handbook of visual communication: theory, methods, and media. London: Routledge. 2005.

- Crow David. Visible Signs: An introduction to semiotics in the visual arts, UK: Ava Publishing.2010
- Melville Stephen , Bill Readings. Vision and Textuality ,Durham ,Duke University Press Books .1995
- K. Kunjunni Raja. Indian theories of meaning, Chennai : Adyar Library and Research Centre. 1969

### **AFAE 21033 Art through the Religious perspective**

**Aims and Objective:** This paper is to understand the role of religious patronage in the production and conception of art in historical periods. The role of ritual and philosophy in the origins of art, contemporary issues and readings on religious arts

**Course Content:** Art in relation to religious discourses, rituals, mythology and philosophy. Issues on representation, symbols, narrations , magic, splendor and community. Tracing the growth of religious art forms from ancient to modern period in India, Asia, South East Asia, Greek, Rome, Africa and the Europe. Comparison among various forms of the arts of world religions.

**Teaching and learning methods:** Lectures, discussions, presentations.

**In course assessment** - presentation (10%),mid semester exam (10%), semester paper (in 2000-3000 words) (10%),and 2x student centered activity - (10%),

**Learning outcomes;** At the completion of course students will be able to understand art object on the religious perspective - understand the relationship between the work of arts and the mode of production.- read art objects as text.

#### **Recommended Readings;**

- F.R.Weffer. Church Symbolism: U.S.A Kessinger Publishing
- Ananda K. Coomaraswamy. Elements of Buddhist Iconography Harvard, Harvard University press.1935
- Ananda K. Coomaraswamy. Christian and Oriental Philosophy of Art
- Courier Dover publications. New York, 1945

### **AFAC 22013 European Art - from Early Christian to Baroque**

**Perquisite:** AFAC 21013

**Aims and Objective:** This course unit is to make acquainted the student with important works of art, artists, and artistic styles belong to the period between 1st century to 18th century AD by probing the role of Christianity in shaping art worlds of these historical periods. Change in patterns of patronage and the art worlds of different periods, formal changes as changes in the material.

**Course Content:** Study of text and the context of selected works of art belong to the Early Christian, Byzantine, Romanesque, Gothic, Renaissance, Mannerism and Baroque periods. Changing notions of art and artists. Multiple art historical approaches of understanding and narrating art belong to these periods.

**Teaching and Learning Methods:** Illustrated Lectures, presentations, and discussions.

**In course Assessment:** 1x presentation (10%),1x mid semester exam (10%), 1x semester paper in 2000-3000 words (10%),and 2x student centered activity - (10%), End semester written exam - 60%

**Learning Outcomes** At the completion of the course students will be able to identify the changing notions of art, - social history of art, appreciate and talk about art objects, compare patterns of production and consumption of object in historical periods, and able to understand sources of writing art history.

#### **Recommended Readings:**

- Gardner Hellen. Art Through the Ages. Florida: Harcourt Brace & Company.1995
- E.H.Gombrich. The Story of Art. Phaidon Press Ltd.1995.
- H.W.Jansen. Anthony F. Jansen. History of Art, London, Thames and Hudson.2001.
- Hugh Honour, John Fleming .A World History of Art, Laurence King Publishing.2002
- Marilyn Stokstad, W. Cothren ,Art History, Combined Volume, Prentice Hall.2010.

**AFAC 22023 Pre modern Indian Painting**

**Aims and Objective:** This course unit is to read/ reread Indian painting beyond the colonial and nationalist constructions and engage with the cultural politics, symbolism, narration and techniques of painted bodies belongs to various schools, styles, canons and the makers of pre colonial era.

**Content:** An overview of written history of painting in India and its preoccupations. Contemporary approaches in writing painting history in India. Early reference of paintings in literature, canons on paintings. Frescos of Ajantha, Ellora and South India. Palm leave decorations and miniature schools. Folk paintings, Paintings on wood and glass.

**Teaching and Learning Methods:** Illustrated Lectures, presentations, discussions.

**In course Assessment:** 1x presentation (10%),1x mid semester exam (10%), 1x semester paper in 2000-3000 words (10%),and 2x student centered activity - (10%), End semester written exam - 60%

**Learning Outcomes:** In the completion of this course unit the students will be familiar with different styles and schools of Indian painting, will be able to appreciate qualities of Indian painting, will be able to compare and critically asses various trends and aspects of Indian Painting.

**Recommended Readings:**

- Mira Seth.Indian painting the Great Mural tradition.New york, Harry N. Abrams.2006
- B.N.Goswami, Usha Bhatia. Indian Painting; essays in the honor of Karl J. Kanddalavala. New Delhi,Lalit Kala Akademy .1995.
- C.Sivarmamoorthy. Indian painting. New Delhi; National Book Trust. 1997
- Roy C Craven. Indian Art-A Concise History,London: Thames and Hudson, 1976
- Vidya Dehejia. Indian Art .London: Phaidon.1997
- Partha Mitter. Indian Art .Oxford: Oxford University Press.2001

**AFAC 22033 Indian Canonical Literatures on Visual Representation**

**Aims and Objective:** This is to introduce the important canonical literature that discuss about the visual representation. It is to read theses text as rules, methods and poetic imagination of space and form relations.

**Course Content:** Schools of canonical literature. Textual analysis of Vishnudharmotra Purana, Samarangan sutradhara,. Manasarm, Sukranitisara, Silparthna, Vastu sastra, Sadanga Mayamatha,Agamas and pathati texts, Thalamanas of visual representations. Relating the visual art with the textual sources.

**Teaching and Learning Methods:** Lectures, presentations and discussions, field visits.

**In course assessment** - presentation (10%), mid semester exam (10%), semester paper (in 2000-3000 words) (10%),and 2x student centered activity - (10%),

**Learning Outcomes:** In the completion of this course unit the students will be familiar with the important canons of Indian art. will be able to relate with the contemporary practice. will be able to compare visual style and the textual descriptions.

**Recommended Readings:**

- S.P.Gupta, Shashi Prabha Asthana. Elements of Indian art-Including Temple architecture and Iconography and iconometry, New Delhi,DK Printworld (P) Ltd.2007.
- Kapila Vatsyaya. Concepts of Space: Ancient and Modern, Delhi Abhinav Publicaions.1994
- Kapila Vatsyayan . Square and the Circle of the Indian Arts. Delhi Abhinav Publicaions.2003
- Kathleen Cox .Vastu Living: Creating a Home for the Soul, Cambridge, Da Capo Press.2000
- Bruno Dagens. Mayamatam(2Volumes),Delhi, Motilal Banarsidass. 2007.

**AFAC 22043 Meaning of Art: Visual, Viewership and Visuality**

**Aims and Objective:** This paper is to understand how the meaning of an art object is controlled by its context.

**Course Content:** Based on the case studies of selected world art object the course reads how changes in location, ownership, viewership and discourses on appropriate art object differently. Case studies on selected pieces of art work.



**Teaching and Learning Methods:** Lectures, film screening, presentations and discussions, field visits.

**In course assessment** -presentation (10%), mid semester exam (10%), semester paper (in 2000-3000 words) (10%),and 2x student centered activity - (10%)

**Learning Outcomes:** At the end of the prescribed course content students will be able to understand the complexities of understanding art through the social theory, to rethink aesthetic biases, read consumption and production of art as cultural politics.

**Recommended Readings:**

- Malathi De Alwise. Sexuality in the Field of Vision: The Discursive Clothing of Sigiriya. In Embodied Violence: communalizing women's sexuality in south Asia. Edited by Kumari Jayawardena and Malathi de Alwise.Delhi: Kali for Women.1996
- Pradeep Jaganathan. Authorizing History, Ordering Land: The Conquest of Anuradhapura.In Unmaking the Nation:The politics of Identity and History in Sri lanka.Edited by Pradeep jaganathan and Quadri Ismail. Colombo: Social Scientist Association.1995
- Jonathan S Walters. History of Kelaniya. Colombo: Social Scientist Association.1996
- Guha –Thakurta, Thapti.Monuments, Objects , Histories: Institutions of Art in Colonial and Post Colonial India. Delhi: Permanent Black.2004
- Richard Davis. Lives of Indian Images, Princeton, Princeton University Press.1997

**AFAE 22013 Heritage Protection :Issues and Methods**

**Prerequisites:** AFAE21013

**Medium of instruction:** English

**Aims and Objective:** This paper is to explore the multiple approaches and possibilities of safeguarding heritage properties in broader scientific, cultural and legal perspectives. Focus on the strategies of protections from social and natural conditions, legal support and education

**Course Content:** Documentation and classification of Heritage property. Principles and methods of conservation, preservation and restoration. Heritage education. Role of Museums and archives, Legal arrangements in international and national level.

**Teaching and Learning Methods:** Illustrated Lectures, demonstrations, discussions and field visits.

**In course assessment** -presentation (10%),mid semester exam (10%), semester paper (in 2000-3000 words), (10%),and 2x student centered activity - (10%),

**Learning Outcomes:** In the end of the course students will be able to document artifacts and monuments in the form of photography, drawing or in written form.- familiar with major conservation, preservation and restoration methods, familiar with the various functions and roles of museums.- aware of legal arrangement for heritage protection.

**Recommended Readings**

- Aplin Graeme. Heritage: Identification, Conservation and Management, USA Oxford University Press.2002
- David Baker. Managing Historic Sites and Buildings: Reconciling Presentation and Preservation. London: Routledge.1999.
- Artioli Gilberto. Scientific Methods and Cultural Heritage: An introduction to the application of materials science to archaeometry and conservation science Wiley .2007
- Stanco Filippo , Sebastiano Battiato, Giovanni Gallo(Ed). Digital Imaging for Cultural Heritage Preservation Analysis, Restoration, and Reconstruction of Ancient Artworks Taylor and Francis.2011
- Barbara T. Hoffman (Ed). Art and Cultural Heritage: Law, Policy and Practic:Cambridge University Press.2005.

**AFAE 22023 Social Theories and Art**

**Aims and Objective:** This is to provide a comprehensive introduction to sociological studies of art to examine sociological questions about place of art in society, social significance of aesthetics, politics of value, class and taste, meaning of art and socio economic structure and cultural institution.

**Course Content:** Classical sociological theory and interpretations of art. The social production and consumption of art. The artist. Museums and the social construction of high culture. Aesthetic form and the problem of specificity.

**Teaching and Learning Methods:** Lectures, film screening, presentations and discussions, field visits.

**In course assessment** - presentation (10%), mid semester exam (10%), semester paper (in 2000-3000 words) (10%), and 2x student centered activity - (10%),

**Learning Outcomes:** At the end of the prescribed course content students will be able to understand the complexities of probing art through the social theory, to rethink about aesthetic bias, read consumption and production patterns of art in relation with social structure.

**Recommended Readings**

- Jeremy Tanner. The Sociology of Art-A Reader. London: Routledge.2003
- Austin Harrington. Art and Social Theory. UK: Polity.2004
- Walter Benjamin. The work of art in the age of mechanical reproduction. In Illuminations: Essays and Reflections. New York: random House.1973(1936).
- Bourdieu. P. Distinction; a Social Critique of Judgment of Taste. London: Routledge.1984.
- Janet Wolff Janet. The Social Production of Art. London: Macmillan.1981
- V.L.Zolberg. Constructing a Sociology of Arts. Cambridge: Cambridge University press.1990

**AFAE 22033 Packaging the Craft: Ideology, Discourse and Practice**

**Aims and Objective:** This course unit is to unpack the popular notions, craft to understand the meaning of craft in contemporary world and the relevance of art and craft binary, through studies of discourse around craft objects. This course interrogates various ways and means of construction of the category of craft. It is also read craft from feminist and subaltern perspectives. Critiquing the Orientalist and Nationalist constructions.

**Course Content:** Genderizing Craft. Craft and Cast identity, Colonialism, industrial revolution and the discourse of craft. Craft as national Identity, Nationalist interventions and revivalism. State patronage, souvenir culture, tourism and changing notion of art. Validity of art and craft binary.

**Teaching and Learning Methods:** Illustrated lectures, field visits, debates, and discussions.

**In course assessment** - presentation (10%), mid semester exam (10%), semester paper (in 2000-3000 words) (10%), and 2x student centered activity - (10%),

**Learning Outcomes:** At the end of the teaching of prescribed course content and readings students will be able to problematize the category of craft, engage with the feminist and subaltern views, identify the issues in nationalist imagination, locate the discursive space of craft in its cultural dynamics.

**Recommended Readings**

- Fariello M. Anna, Paula Owen (2005), Objects and Meaning: New Perspectives on Art and Craft, Scarecrow Press
- Ananda K. Coomaraswamy, The Indian Craftsman. New Delhi: Munishiram Manoharlal Publishers Pvt. Ltd. 1987(1909)
- Adamson Glenn. The craft reader , Oxford, Berg Publishers.2010
- Sandra Alfondy. Neo Craft: Modernity and the Crafts ,The Press of the Nova Scotia College of Art and Design
- Maria Elena Busze. Extra/Ordinary: Craft and Contemporary Art, Durham, Duke University Press Books.2011.

## GEOGRAPHY

### AGYC 21013 Introduction to Remote Sensing and GIS (P)

**Aims and Objectives:** The primary purpose of this syllabus is to provide an overview of GIS and Remote sensing facts, tools and applications. The syllabus specifically aims to provide with a theoretical overview of GIS and RS, Illustrate the nature of spatial data and its characteristics, Hands on training on the ways and means of spatial data management, Comprehensive understanding on GIS and RS applications for various disciplines

**Teaching and Learning Methods:** Lectures, Computer based practical, field demonstrations, Question & Answer methods, Discussions, directed studies

**In Course Assessment:** Computer based practical assessments 25%, Field based practical assessment 10%, Open book exam 05%.

**Course Content:** Definition of GIS and RS related terminology; Evolution of GIS; Components of GIS; Application areas of GIS; Map Projection and the Coordinate System; Geographical Data; Vector Data Model; Raster Data Model; Spatial Data Base Management; Principles of Remote Sensing; Principles of Electromagnetic Radiation (EMR) and EMR Spectrum; Elements of Photographic System; Application of Remote Sensing; Elements of Image Interpretation; Demonstration on data input and editing using commonly used vector based software (ArcView /ArcMap) and raster based software (ILWIS/ERDAS); GIS and RS application in agriculture, forestry, climatology, hydrology, natural resource management, land use and administration

**Learning Outcomes:** Demonstrate capability in practical to support capture, management, manipulation of spatial data, Identify the methods of analysis, modelling and display of spatially referenced data for solving complex planning and management problems. Demonstrate the techniques to manage the Geographic data using vector and raster based software, Comprehend the theoretical basis of spatial information system, Understand the significance of system for a spatial information management, Understand the theoretical basis of vector and raster data models, coordinate system and data collection methods, Understand relevant data for specific purposes and the ways and means of such data collection, Comprehend the basics of the GIS and RS applications in agriculture, forestry, climatology, hydrology, natural resource management, land use, administration

#### Recommended Readings:

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

### AGYC 21023 Atmosphere, Weather and Climate

**Aims and Objectives:** The primary purpose of this syllabus is to provide an overview of weather and climatic principles. The syllabus specifically aims to provide with to discern climate from weather, Understand of the basic physical processes controlling climate, Recognize the extent and limitations of the global data gathering network, Comprehend the nature of climatic classification, Understand the concept of climate variability and theories for climate change, Recognize nature's as well as human impacts on climate and vice versa, Know how climatic data can be used to improve life on earth.

**Teaching and Learning Methods:** Lecture periods will include slides visual and audio presentations, discussion and institutional visits. Periods will include field and laboratory learning.

**In Course Assessment:** Field Trip (Institutional visit) descriptions (10%); Exam (10%); Final Essay (10%); Field Notes (10%).

**Course Content:** Introduction to Air Masses; Definition and Characteristics of Air masses; Air mass modification and Classification; Air masses and source regions; Air masses and Asia; Fronts, Clouds and Precipitation; Atmospheric Equilibrium; Tropical Cyclones, Thunderstorm, Tornadoes; Classification of Climate Koppen's Classification; Thornthwait Classification (1931 and 1948); Monsoons, Weather Observation; Weather Analysis and Forecasting

**Learning Outcomes:** Understand the scientific process of atmosphere and its role in controlling weather. Understand the basic physical mechanisms relevant to the atmosphere, weather and climate. Understand how weather patterns and physical processes develop in different climates. Describe the various weather patterns in relation to climate change. Understand the influence of weather in the day to day life of man. Ability to measure and observe hydrometeorological elements. Ability to differentiate weather changes locally and regionally and work during climatic disasters. Teamwork and field observation skills in addition to basic reading, writing, listening and questioning

**Recommended Readings:**

- Ann Hendersson Sellers. 2006. Contemporary Climatology. Longman Scientific & Technical Publication L.td, New York,U.S.A.
- Barua.A.K. 2010. Climatology. Wisdom Press,New Delhi, India.
- De Blij.H.J.1993. Physical Geography of the Global Environment. John Wiley & sons, New York, U.S.A.
- John E. Oliver and John J. Hidore. 2002. Climatology – An Atmospheric Science. Prentice Hall U.S.A
- Lal.D.S. 2010. Fundamentals of Climatology. Chitanya Publishin House, Alahabad, India.

**AGYC 21033 Economic Geography**

**Aims and Objectives:** The primary purpose of this syllabus is to provide an overview of the location and spatial distribution of economic activities. The syllabus specifically aims to provide with to articulate the fundamentals, goals, concepts, and needs of economic geography, Evaluate differing perspectives of the nature, location patterns and processes of primary, secondary, and tertiary economic activities and related problems at local, national, and international levels, A critical account of the spatial patterns of inequality and the factors give rise to these patterns

**Teaching and Learning Methods:** Lecture using the teaching aids (multimedia) and providing handouts; Field visits and Discussion Boards.

**In Course Assessment:** Field study (10%); Essays (10%); Discussion board (10%); Quizzes (10%).

**Course Content:** Environmental Context; Nature and Society; Resources and energy; Economic Sectors and Spatial Location Theory (land use (rural, urban), industrial location and services); Fundamental Principles of the Economic Activities of Places: Location, Agglomeration, and 'Site and Situation'; Spatial Interaction: Flows between Places (Trade, money, transportation and telecommunication); Rural and urban economy; Uneven Development and Global Restructuring, Local, Regional, National, and Global Economic Change

**Learning Outcomes:** Understand the fundamentals, concepts, crucial spatial patterns of activities of economic geography, Enhance awareness of the context and importance of economic activities at local and regional levels, Ability to compare and contrast spatial patterns of distribution of economic activities worldwide, Develop awareness on global economic changes, reconstruction and ideas towards development, Critique local and national level disparities of economic activities in relation to development, Teamwork and field observation skills towards radical reading, writing, listening and questioning.

**Recommended Readings:**

- Janaki. V.A, 1985. Economic Geography- Factors influencing the location of economic Activity , Naurang rai- Bali Nagar-New Delhi,India
- Knowles. R, Wareing,J, 1993. Economic and Social Geography. Ruba and Co, New Delhi, India.
- Michael Raw. 1987. Understanding Human Geography. Bell and Hyman, An imprint of Unwin Hyman Limited, London, U.K.
- Prithwish Roy, Somnath Mukherjee. 1994, Economic Geography and Appraisal of Resources.Central educational enterprises, Culcutta, India.

- Timothy J.Fik, 2000, The Geography of Economic Development, Mc Graw Hill-Boston , U.S.A. ISBN- 0-07-369548-7

### **AGYC 21043 Agriculture, Rural and Community Development**

**Aims and Objectives:** The primary purpose of this syllabus is to provide an overview agriculture, rural and community development in history and in the modern eras locally, nationally and internationally. The syllabus specifically aims to provide with an understanding of theories, concepts, meaning, processes and importance of agricultural rural development in the national economy, Learn the changing processes of agro-eco systems and rural communities and the need for policy and reforms, Work through sustainable Agricultural, Rural and community Development

**Teaching and Learning Methods:** Lecture (Using O.H.P, Multimedia projector, handouts); Field visits (Agricultural areas) and Discussion Boards with stake holders related to agriculture.

**In Course Assessment:** Field study (10%); Final Essays (10%); Discussion board (10%); Quizzes (10%).

**Course Content:** Rural development: Theories, concepts, meaning and processes of rural development; Innovation and diffusion of agriculture and structures of the rural community; Role of agriculture in the national economy; Definition of Multifunctional Agriculture, origin, and current stand points from different countries and groups; Rural economy, income diversification and poverty in developing countries; Rural population and its impacts (Unemployment, social welfare. Etc.); Changing paradigms and processes for achieving change in rural communities and agro-ecosystems and their implications for practice; Rural agricultural reforms; policy contexts and rural and community development; Sustainable Agricultural, Rural and community Development; Millennium Development Goals

**Learning Outcomes:** Understand the agricultural, and rural community systems and processes at regional, national and international levels, Understand changes at agro-rural (social) community structures at national and international levels, Understand the needs for policy reforms towards agriculture and rural development, Evaluate the economic, social, environmental, and governmental impacts of changes in the structure of agriculture on rural areas, Investigate issues arising from population and demographic changes and the impacts of changes in agricultural eco-systems in rural areas, Develop a deeper understanding of agricultural and rural community issues currently confronting in regions. Develop field observation and communication skills

#### **Recommended Readings:**

- Doshi.S.L, Jain P.C, 2006. Rural Sociology, Rawat Publication, Jaipur, India. ISBN: 81-7033-522-1.
- Katar Singh, 1999. Rural Development Principles, Policies and Management, New Delhi: Sage Publication, New Delhi, India. ISBN: 0-7619-9309-6.
- Meredith Davies J.B., 1983. Community health, Preventive Medicine and Social Services. 5<sup>th</sup> ed. Bailliere Tindall, London, U.K.ISBN: 0-7020-0964-4.
- Mohammad Shofi, 2006.Agricultural Geography, Dorling Kindersley, New Delhi, India.ISBN: 81-7758-149-X
- Singh.K.K, & Ali.S, 2001. Rural Development Strategies in developing countries, Sarup and Sons, New Delhi, India.ISBN: 81-7625-215-8.

### **AGYE 21013 Basic Cartography (P)**

**Aims and Objectives:** The primary purpose of this syllabus is to provide an overview of various types of maps and their interpretation. The syllabus specifically aims to provide with a fundamental concepts on maps with application in topographic maps and aerial photographs. Learn the role of maps as a visual medium. Learning skills to read and comprehend thematic maps. Application of map making, reading and interpretations at necessary areas of any discipline

**Teaching and Learning Methods:** Lecture and Lab Meetings. Lecture periods will include lectures and demonstrations with slides and overhead projections.

**In Course Assessment:** Lab Exercise (25%); Quizzes (10%); Presentation (05%).

**Course Content:** Basic principles followed in preparation of maps; Basic principles of map reading; Materials and techniques used in construction of maps and related diagrams; Map compilation; Map design,

base map, Directions, scales, frame and panels, key-panels, legends, lettering etc.; Automated cartography; Data presentation through the maps; Reading Sri Lankan Topographical maps and Arial photographs.

**Learning Outcomes:** Acquire competence using paper topographic maps. Demonstrate an understanding of map features, design and interpretation. Acquire map skills towards data presentation. Identify and analyse thematic maps and appropriate uses for each.

**Recommended Readings:**

- Mac Eachren, A.M. 1995. How maps work; The Guilfred Press.
- Robinson, A.H. 1953. Elements of cartography. John Wiley and sons, New York.
- Robinson, A.H. 1982. Early thematic mapping; In the history of cartography. University of Chicago press, Chocago
- Robinson Arthur. Randell, D. Sale. Joel, L. Morrison and Phillip, C. Muetircke. 1984. Elements of Cartography, 5<sup>th</sup> Edition. John Wiley and sons, USA
- John, S. Keates. 1989. Cartographic design and production. Longman Scientific and Technical Press. England.

**AGYE 21023 History of Geographical Thoughts**

**Aims and Objectives:** The primary purpose of this syllabus is to provide an overview on development of geographical thoughts, concepts, ideas, theories and issues related to the development of geographic studies. The syllabus specifically aims to provide with an evolution of geographic thoughts, Role of School of thoughts in the development of geographic studies, Development of global and regional contemporary geographic research and its contribution for knowledge.

**Teaching and Learning Methods:** Lecture with handouts and PowerPoint presentations.

**In Course Assessment:** Working on maps (10%); Quizzes (10%); Final Essay (10%); Discussion Board (10%).

**Course Content:** Pre-history of geographical thoughts; Greeks: The pioneers of pre-historical ideas; Romans: Their contribution to geography; Indian, Chinese and Arabic contribution to geographical thoughts; The impacts of explorations and discoveries; Modern geographical thoughts - geography as an academic discipline; Founders of modern geographical thoughts; Schools of Geography- French, German, British and USA; Modern themes in geographical thoughts; Development of Geographical thought in Sri Lanka

**Learning Outcomes:** Understand ancient geographical thoughts and ideas, Understand the development of the geographical thoughts in modern vocabulary, Exploring and analyzing historical archives, Analyse the need for geographic studies in the modern world

**Recommended Readings:**

- Alex Woolf, 2008. Short History of the world, Arcturus, London ISBN: 1-84193-988-9.
- Johnson.R.J 1992. Geography and Geographers, Arnold, London, U.K. ISBN.0-340-65263-1
- Ketelbey.C.D.M, 2005. History of Modern times from 1789, Oxford and BHC, New Delhi, India ISBN: 0-19-560745-7.
- Richard Peet, 2004. Modern Geographical Thoughts, Blackwell Publishers, India. ISBN. 1-4051-2734-1
- Tim Murray, 2004. Encyclopaedia of archaeology, History and Discoveries Bhavana Books and Prints, New Delhi, India. ISBN: 81-86505-67-9.

**AGYC 22013 Applications of Remote Sensing and GIS in Geography (P)**

**Aims and Objectives:** The primary purpose of this syllabus is to provide an overview of the functionality of GIS and Remote sensing. The syllabus specifically aims to provide with: Theories and concepts of advanced functionality in GIS, Practical training on advanced functionalities in GIS, Training to apply analysis techniques in real world situations, Apply GIS and RS techniques to solve spatial problems

**Teaching and Learning Methods:** Lecture, Computer based practical, discussion, Question & Answer methods, field studies.

**In Course Assessment:** Computer based practical assessments 25%, Assessment of field studies 10%, Open book exam 05%.

**Course Content:** Spatial Data Analysis; Attribute Query, Spatial Query, Data Retrieval, Reclassification, Operation, Overlay Operation (Arithmetic, Logical, Conditional, Index); Region Transformations; Neighbourhood Operations (Buffer Analysis), Overlay Operation in Vector Domain; Multi-Criteria Decision Making (Suitability Analysis); Network Analysis; Application of Global Positioning System (GPS); Digital Image Processing; Remote Sensing application in different areas; agriculture, forestry, hydrology, climatology

**Learning Outcomes:** Prepare spatial data for differential analysis, Demonstrate spatial analysis methods, Apply overlay techniques for suitability and other studies, Perform neighbourhood analysis techniques, Perform network analysis for connectivity studies, Understand the theoretical aspect of spatial analysis, Comprehend the concept of overlay and its applications, Understand the applications of spatial analysis, neighbourhood analysis, network analysis, image analysis to support decision making.

**Recommended Readings:**

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

**AGYC 22023 Geology and Soils (P)**

**Aims and Objectives:** The primary purpose of this syllabus is to provide an overview of rocks and soils. The syllabus specifically aims to provide with: Increased awareness of the important facts and terminology of geology and soils, An introduction into the way rocks and soils occur at global, regional and local scales, Improved appreciation of the interrelationships between related physical phenomenon, humans and their environment and management.

**Teaching and Learning Methods:** Lecture periods with multimedia and discussion. Lab meets in the physical geography Lab and agricultural research unit, Thirunelvely.

**In Course Assessment:** Mineral, Rock and Soil specimen Descriptions (10%); Quizzes (10%); Final Essay (10%); Field Notes (10%).

**Course Content:** Energy and matter; Minerals, Silicates and non silicates; Physical properties of minerals; Classification and types of igneous rocks; Classification and types of sediments and sedimentary rocks; Types of metamorphism; Factors contributing to metamorphism; Physical and chemical weathering; Soil Properties; Soil-Forming Factors; Soil types; Soils and land use (Sri Lanka); Soil erosion; Soil management

**Learning Outcomes:** Understand the scientific nature of major minerals, rocks, soils and their occurrence in different geographic regions of the earth's surface, Understand their geographic distribution and importance in the economy, Undertake geographical investigations and field mapping of the above, Ability to identify major minerals, rocks, soils and explain their patterns of distribution in relation to land use and human activities, Ability to compare and contrast patterns of distribution of minerals, rocks and soils in different places in the northern province of Sri Lanka, Teamwork and field observation skills in addition to basic reading, writing, listening and questioning

**Recommended Readings:**

- Bennison. G. M. 1985. An introduction to Geological structures and Maps. London: Edward Arnold publishers) Ltd.
- Brian J. Skinner and Stephen C.Porter. 2000. The Dynamic Earth. An Introduction to Physical Geology. John Wiley and Sons.USA.
- Charls C. Plummer, David McGeary and Diane H.Carlson. 1999. Physical Geology. 8<sup>th</sup>Edition. McGraw-Hill publication. USA.
- Miller, Raymond w, 1992. Soils: An introduction to soils and plant growth Prentice Hall, New Delhi, India ISBN.0-87692-764-9

- Panabokke.C.R, 1967 Soil Science, The soils of Ceylon and use of fertilizer, The Sri Lankan Advancement of Science, Colombo, Sri Lanka.

### AGYC 22033 Geography of Tourism

**Aims and Objectives:** The primary purpose of this syllabus is to provide an overview of the location and spatial distribution of tourism in relation to the natural environment and modern trends and requirements of the same. The syllabus specifically aims to provide with an understanding of geographic approaches of tourism, understand the geographic distribution of tourism and the impacts of tourism on natural and human environments, promote mapping and analysis towards requirements of modern tourism and expansion of the tourist industry.

**Teaching and Learning Methods:** Lecture (Using O.H.P, Multimedia projector, handouts); Field visits (tourist areas) and Discussion Boards with stake holders related to tourism

**In Course Assessment:** Field study (10%); Final Essays (10%); Discussion board (10%); Mapping and analysis (10%).

**Course Content:** Introduction to the Geography of Tourism; Geographic factors in tourism; Spatial patterns of Tourism; Mapping and Analysis of major tourist places of Sri Lanka; Coastal tourism, urban and recreational tourism and urban development, rural tourism, Eco tourism; Geographic areas and their impacts on tourism; Locational aspects of the tourist Industry; Economic and Environmental impacts; Tourism and EIA; Tourism Development in Sri Lanka, Policy and organizational structure of tourism industry in Sri Lanka and public and private Sectors in Tourism

**Learning Outcomes:** Understand and describe spatial patterns of international and local tourism. Calculate the impact of tourism in geographic areas and determine the impact of leisure and travel on communities. Develop mapping and analysis to derive information on tourism. Develop observation, communication skills and personality.

#### Recommended Readings:

- Emanuel d Kadt, 1979. Tourism: Passport to development perspectives on the Social and cultural effects of tourism in developing countries, Oxford University Press.U.K. ISBN: 0-19-520150-7
- Leonard J.Lickorish, 1997. An Introduction to Tourism, Butterworth Heninman,U.K. ISBN 0-7506-1956-2
- Medlik.C, 1993. Managing Tourism, Heninman, London, U.K. ISBN 0-7506-0033-0
- Sharad chand, 2005. Leisure and recreational activities, Sports publication. New Delhi, India. ISBN: 81-7878-238-9
- Victor.T.C. Middleton, 1998. Sustainable Tourism-A Marketing Perspective, Mc Graw Hill, U.K. ISBN 0-7506-2358-3

### AGYC 22043 World Regional Geography

**Aims and Objectives:** The primary purpose of this syllabus is to provide an overview of the diverse nature of culture, economy, politics, history, social and ethnic status of regions. The syllabus specifically aims to provide with an introduction to the major regions and countries of the world with emphasis on population place, location, environment and economy. Provide the framework for comparing and contrasting the world's major regions; Ethnicity, demography, language, religion, settlement patterns, economics and geopolitics. Describe cultural and environmental character and current problems and crisis and their impact on the global community. Describe the major political and economic systems of the world. Analyse spatial information.

**Teaching and Learning Methods:** Lecture and class discussion, team work and fieldwork. Materials covered in lecture and readings will be reinforced through in-class activities and current events journals.

**In Course Assessment:** Quizzes (10%); Final Essays (10%); Discussion board (10%); Field notes (10%).

**Course Content:** Mapping and Analysis-the physical, social, economical, cultural and political settings; Selecting Regions - focus on development/Region specific issues, Current Major Issues of the world; Natural Resource Crisis; Geo-Politics and Political systems, Global Warming-Policy Context; Regional and international organizations in the development of regions



**Learning Outcomes:** Understand and define key terms such as Regions, landscape, nationalism, diffusion, globalization, development. Understand the physical, economical, social and cultural differences among the regions. Describe location and distribution of various political and economic systems and the current major issues of the world. Analyse current socio-economic, cultural and political issues resulting from the important yet interactive and opposing forces of homogenization and diversification. Explain current social, cultural, political or economic issues applying spatially informed logic. Effective communication of facts and ideas; maps and graphics.

**Recommended Readings:**

- James A.Banks, 1993. World Regions, Macmillan Publication, New York, U.S.A. ISBN-0-02-146011-6
- Manson, 1989. World Geography. Mc Graw Hill, New York, U.S.A. ISBN.0-07-039948-4
- Michael Bradshaw, 2002. World Regional Geography. McGraw Hill Companies-New York, America. ISBN - 0-07-239031
- Nagle.2000. Advanced Geography. Oxford University Press
- Richard G.Bloehim, 1992. World Geography-A Physical and Cultural Approach. Mc Graw Hill, New York,U.S.A. ISBN- 0-02-822997-5

**AGYE 22013 Geography of Sri Lanka**

**Aims and Objectives:** The primary purpose of this course is to provide an overview of the physical and human environments of island of Sri Lanka. The course specifically aims to provide with an understanding of the Physical environment of Sri Lanka, Understanding the Human, economic, social and cultural and political environments of Sri Lanka, Studying the interrelationship between the nature and society, their patterns of distributions and the regional disparities in Sri Lanka

**Teaching and Learning Methods:** Lecture with handouts and power point presentations, discussion boards and field trips.

**In Course Assessment:** Discussion Board, Questions and post (10%); Quizzes (10%); Final Essay (10%); Field Notes (10%).

**Course Content:** Fundamentals of the physical environment; Geology and morphology, Climate, and ecological zones, hydrology, Land use, urban and rural patterns; Economic sectors and activities; Major Current issues on politics and social welfare.

**Learning Outcomes:** Analyse the historical, physical, economic, social and political environments of Sri Lanka, Analyse contemporary political, economic and social issues of Sri Lanka, Analyse the regional disparities within the country, Teamwork and field observation skills towards radical reading, writing, listening and questioning.

**Recommended Readings:**

- Cooray.P.G, 1984. An Introduction to the Geology of Sri Lanka, National Musium ,Srilanka.
- National Atlas of Sri Lanka. 2008. Government of Sri Lanka.
- Peiris G.H, 2006. Sri Lanka –Challenges of the New Millennium. Creative printers & Designers, Kandy, Sri Lanka. ISBN- 99644-02-05-2
- Saman Kelegama , 2004 . Economic policy in Sri Lanka, Sage Publication- New Delhi, India ISBN- 0-7619-3278
- Swan, Bernard. 1982. Coastal Geomorphology of Sri Lanka, New South Wales –University of New England ISBN- 0858344742

**AGYE 22023 Natural Resource Conservation**

**Aims and Objectives:** The primary purpose of this course is to provide an overview of the nature, distribution and economic, social and political perspectives of natural resources locally, nationally and internationally and policy and problems. The course specifically aims to: Understand the geographic distribution of natural resources regionally and globally, Understand the concept of "environmental security" as a unifying theme and paradigm for analysis and intervention at the state and global levels, Read specific case studies on national and global environmental threats and resource sharing, Focus on global

environmental policy making, treaty formulation and coordination, Work as a team on natural resource conservation planning

**Teaching and Learning Methods:** Lectures will be conducted with power point presentations and supplemented with handouts. Field trips will be carried out as part of the lecture program.

**In Course Assessment:** Tutorials/Field description (10%); Quizzes (10%); Final Essay (10%); Field Notes (10%).

**Course Content:** Introduction to natural Resources; types and patterns of distribution; Economic, social and political perspectives of natural resources locally, nationally and internationally; Major issues related natural resources globally; Demand and supply of natural resource; Natural Resource Conservation policy; GIS Application in Natural Resource Management; Policies and Planning on Natural Resources and Conservation-with special reference to the Sri Lanka.

**Learning Outcomes:** Understand the fundamentals, concepts, and spatial distribution of natural resources. Ability to compare and contrast spatial patterns of distribution of natural resource worldwide. Enhance awareness of the context and importance of natural resource management. Develop awareness on resource exploitation, economic importance, and ideas towards development and sustainability. Critique local and national level disparities of natural resources. Teamwork and field observation skills towards radical reading, writing, listening and questioning. Ability towards mapping and analysis of natural resources

**Recommended Readings:**

- Barry C.Field. 2001. Natural Resource Economics-An Introduction. Mc Graw Hill, U.S.A. ISBN.0-07-231677-2
- Gupta , Sunit, 1998. Natural resource Management. Sarup & sons,New Delhi, India ISBN- 81-7625-043-0
- Owen, Oliver. 1980. Natural Resource Conservation: an Ecological approach. Macmillan ,New York, U.S.A
- Rees.J, 1985. Natural Resources: allocation Economics and Policies. Methuen, London, U.K. ISBN.0-416-32000-7
- Samal, Kishor.C, 2007. Poverty, Social capital and Natural Resource management. Rawat Publication, Jaipur, India, ISBN- 81-316-0050-5

## HINDU CIVILIZATION

### AHCC 21013 Hindu Culture in Vedas

**Aims and Objectives:** The aim of this course unit is to introduce the students the salient features of Hindu Culture as reflected in the Vedas.

**Course Content:** Introduction to the content of the Vedas, Importance of Vedas, Worship of Nature and Rituals, Polytheism, Henotheism, Monotheism Monism, Culture reflected in Vedas. Concept of Dharma, Impact of Veda in later Religious and Philosophical trends of Hindu Culture.

**Teaching and learning methods:** Lectures, discussions presentation and audio visual

**In course Assessment:** Assignment / Tutorials: 10%, Quizzes / Examinations: 10%, Study Tour / Group Presentation: 10%, Final essay 10%

**Learning Outcomes:** Make the students aware of the cultural traditions of Vedas and their implications in the life of the Hindus.

**Recommended Readings:-**

- Macdonell,A.A., The Vedic Mythology, Indological Book House, Varanasi. 1963.
- Winternitz.M., A History of Indian Literature, university of Calcutta, Calcutta, 1959.
- Majumder, R.C., The Vedic Age, Bharatiya Vidya Bhavan, Bombay, 1971.
- ifyhrehjf; FUf;fs;>fh.> tlnkhop ,yf;fpa tuyhW> fyhepiyak;> nfhOk;G. 1962>
- NfhghyfpU~;z laH>g.>,e;Jg;gz;ghl;L kuGfs;> tpj;jpah ntspaPL> aho;g;ghzk;. 1992>

**AHCC 21023 Ganapathiya Cult**

**Aims and Objective:** This course unit is to introduce the students the study of various aspects of Ganapathya.

**Course Content:** Importance of Ganapathy worship in Hindu tradition. Sources of Ganapathiya cult with special reference to Epics and Puranas. Iconography of Vinayagar, Vinayagar Temples – Agamic ,Nonagamic Tradition, Worship and rituals. Impact of Ganapathiya cult on other religions.

**Teaching and learning methods:** Lectures, discussions presentation and audio visual

**In course Assessment:** Assignment / Tutorials: 10%, Quizzes / Final Essay 10%, Study Tour / Group Presentation: 10%, Mid semester Exam 10%

**Learning Outcomes:** Make the students to be familiar with the practice the worship of Ganapathy and to understand the importance of this religious tradition in the Hindu society.

**Recommended Readings:**

- Alice Getty, Ganesa, A monograh on the Elephant faced god, Munshiram menoharlal, New Delhi. 1971.
- Brijendra Nath Sharma, Iconography of Vinayaka, Abhinav Publications, New Delhi. 1979.
- Alice Getty, Ganesa, A monograh on the Elephant faced god, Munshiram menoharlal, New Delhi. 1971.
- Brijendra Nath Sharma, Iconography of Vinayaka, Abhinav Publications, New Delhi. 1979.
- Alice Getty, Ganesa, A monograh on the Elephant faced god, Munshiram menoharlal, New Delhi. 1971.
- Brijendra Nath Sharma, Iconography of Vinayaka, Abhinav Publications, New Delhi. 1979.

**AHCC 21033 Southern Saiva School of Hinduism**

**Aims and Objective:** The aim of this unit is to provide students with the better understanding of Saivism which flourished in South India and its various aspects.

**Course Contents:** Origin of Saivism, Saivism of the Sangam and Post Sangam periods, Origin and development of Saiva Bhakti Literature, Saiva Saints and Saiva religious poets of Tamil Nadu, Origin and development of Saiva Temples, Contemporary development in Saivism in South India.

**Teaching and learning methods:** Lectures, discussions presentation and audio visual

**In course Assessment:** Assignment / Tutorials 10%, Quizzes / Final Essay 10%, Study Tour / Group Presentation 10%, Mid semester Exam 10%

**Learning Outcomes:** Make the students to enhance their knowledge in Southern Saivism and Saiva religious life as reflected in the Saiva texts and other art forms.

**Recommended Readings:**

- Narayana Iyyer, C.V., Origin and Early History of Saivism in South India, University of Madras, Madras.
- Narayana Iyyer, C.V., Origin and Early History of Saivism in South India, University of Madras, Madras.
- Narayana Iyyer, C.V., Origin and Early History of Saivism in South India, University of Madras, Madras.
- Narayana Iyyer, C.V., Origin and Early History of Saivism in South India, University of Madras, Madras.

**AHCC 21043 Hindu Civilization in South East Asia**

**Aims and Objectives:** The principal objective of this course is to provide students with the salient features of Hindu Civilization in South East Asia.

**Course Contents:** The origin and Nature of Early, Indian contacts with South East Asia. Princess, Brahmins and Court Rituals, Hindu Literature in South East Asia, Saivism in Combodia, Champa and Java, Vaisnavism in Combodia, Champa and Java, Hindu influences on Kingship and Administration, Architecture and Sculpture. Languages and Literary Traditions, The Synthesis of Hinduism, Buddhism and Local Cults, The Ramayana in South East Asia. Hindu Traditions in Folk Art, Rituals and Beliefs.

**Teaching and learning methods:** Lectures, discussions presentation and audio visual

**In course Assessment:** Assignment / Tutorials: 10%, Quizzes / Final Essay 10%, Study Tour / Group Presentation:10%, Mid Semester Exam 10%

**Learning Outcomes:** Make the students to understand the various aspects related to the spread of Hindu Civilization in South East Asia.

**Recommended Reading:**

- Hall,d.g.e., A history of south east asia , (4<sup>th</sup> ed.) Macmillan, london, 1955.
- Lemay,r., the culture of south east asia, london, 1958.
- Majumdar, r.c., India and south East Asia, b.r.publishing Corporation, delhi, 1979.
- Philip Rawson, The art of south east asia, thames and hudson, london, 1967.

**AHCE 21013 Folklore Traditions in Hindu Civilization**

**Aims and Objectives:** The aim of this unit is to make the students to understand the folklore traditions of Hindu Civilization.

**Contents:** Introduction to Folklore, Folk literature in Hinduism. Folk Arts of the Hindus, Folk Practices of the Hindus, Folk Beliefs and customs, Current Trends in Folk Culture of Hindus in Sri Lanka.

**Teaching and learning methods:** Lectures, discussions presentation and audio visual

**In course Assessment:** Assignment / Tutorials: 10%, Quizzes / Final Essay 10%, Study Tour / Group Presentation: 10%, Mid Semester exam 10%

**Learning Outcomes:** Make the Students to identify the various aspects of Folklore which contributed for the development of Hindu way of Life.

**Recommended Readings:**

- Abbe,J.A., Dubois, **Hindu Manners Costoms and Ceremonies**, Oxford University Press, Delhi, 1981.
- ,uhkehjd;> MW.> ehl;Lg;Gwg; ghly;fs; fhl;Lk; jkpoH tho;tpay;> kzpthrfH E}yfk;> rpk;guk;> 1982.
- rf;jpNty;>R.> ehl;Lg;Gw ,ay; Ma;T> kzpthrfH gjpg;gfk;> nrd;id> 1995.
- tprhf&gd;>fp.> ehl;lhH tof;fhw;wpay; XH mwpKfk;> kyH gjpg;gfk;> aho;g;ghzk;.
- Y}Hj;J>Nj.> ehl;lhH tof;fhw;wpay; rpy mbg;gilfs;> ehl;lhH tof;fhw;wpay; Ma;T ikak;> ghisaq;Nfhl;il> 1997.

**AHCE 21023 Hindu Cultural Tourism**

**Aims and Objective:** The objective of this course unit is to make the student to understand the importance of tourism in relation to Hindu Culture both in Sri Lanka and Tamil Nadu of India.

**Contents:** Tourism an introduction, Aims of Tourism, Types of Tourism, Tourism through the ages Salient features of tourism with reference to Hindu Culture, Cultural Social and Economic significance of Tourism, Causes for the growth of Hindu Cultural Tourism, Important Hindu Cultural Tourist centers in Sri Lanka and Tamil Nadu. Role of Rituals and Festivals in promoting of tourism in Hindu Culture, Benefits of Hindu Cultural Tourism, Educational tour.

**Teaching and learning methods:** Lectures, discussions presentation and audio visual

**In course Assessment:** Assignment / Tutorials: 10%, Quizzes / Final Essay 10%, Study Tour / Group Presentation: 10%, Mid semester Exam 10%

**Learning Outcomes:** To make the students to study the various features of Hindu cultural Tourism in order to understand the importance of this field in the development of Social harmony and inter religious understanding.

**Recommendede Readings:**

- Avinash Anand, Tourism perspective in the 21<sup>st</sup> century, Shubhi Publication, Gurgaon, India, 2008.

- Chamber (Ed.) Tourism and Culture, University of New York Press, 1997.
- George Michell, Temple Towns of Tamil Nadu, Marg Publications, Delhi, 1993.
- Ranbir Singh, Jaisalmar Art, Architecture & Tourism, Shubhi Publication, Gurgaon, India, 2007.
- Robert A. Brymer, Hospitality & Tourism, Kendall Hunt Publishing Company, USA, 2003.

### AHCC 22013 The Six Systems of Hindu Philosophy

**Aims and Objective:** The aim of this course unit is to provide students with the well understanding of the six system of Hindu Philosophy and its various aspects which flourished in India.

**Course Contents:** Nature and scope of Hindu philosophy origin of Hindu Philosophical thought salient features of the six system of the Hindu Philosophy. Contemporary development in Hindu Philosophy.

**Teaching and learning methods:** Lectures, discussions presentation and audio visual

**In course Assessment:** Assignment / Tutorials: 10%, Quizzes / Final Essay 10%, Study Tour / Group Presentation: 10%, Mid Semester Exam 10%

**Learning Outcomes:** To be familiar with the various aspects of six systems of Hindu Philosophy and their contributions to the upliftment of the man kind.

#### Recommended Readings:

- Radhakrishnan, S., Indian Philosophy, Volumes I & II, Allen & Unwin, London, 1958.
- Chatterjee, M., Contemporary Indian Philosophy, Motilal Banarsidass, 1998.
- fPioNkiy ehLfspd; nka;g;ngHUsPAY; tuyhW> njhFjp II> mz;zhkiyg;gy;fiyf;fof ntspaPL> 1970.
- `upaz;zh>vk;> ,e;jpa nka;apay;> ,e;Jrka fyhrhu mYty;fs; jpizf;fsk;> 2005.
- fe;jrhkp>Nrh.e.> ,e;jpa jj;Jtf; fsQ;rpak; (njhFjp II)> nka;ag;gd; gjpg;gfk;> 2003.

### AHCC 22023 An Introduction to Saiva Siddhanta

**Aims and Objectives:** This course unit is designed to introduce the history and the concept of Saivasiddhantha as evidenced by various sources.

**Course Content:** Meaning of the Saiva Siddhanta. Origin of Saivasiddhanta thought. Sources of the Saivasiddhanta - Vedas, Agamas and Puranas, Early Tamil literature, Tirumurai, Siddhanta Sastras and Pandara Sastra, Saiva Siddhanta Alavai, Concept of God, The Anma, Creation of the World and satkariyaveda. Conception of Anavam, Karma doctrine, Spiritual life as means (Sadhana), Spiritual life as ends (moksa).

**Teaching and learning methods:** Lectures, discussions presentation and audio visual

**In course Assessment:** Assignment / Tutorials: 10%, Quizzes / Final Essay 10%, Study Tour / Group Presentation: 10%, Mid Semester Exam 10%

**Learning Outcomes:** The students would understand the History of Saiva Siddhanta in assessing the development spiritual and cultural values.

#### Recommended Readings:

- Pandey Kantichandra, An outline History of Saiva Philosophy, Motilal Banarsidoss, Delhi, 1986.
- Siddalingaiah, T.B., Origin and Development of Saiva Siddhanta upto 14<sup>th</sup> Century, Nepolean Press, Madurai, 1979.
- QhdFkhud;>eh.> irtrpj;jhe;jj; njspT> nry;tk; ntspaPL> gUj;jpj;Jiw> 1994.
- fiythzp ,uhkehjd;> Ntjghuk;ghpaKk; irtrpj;jhe;jKk;> rpwpq;fh gpwpd;NIj;> kJiu> 1992.
- Ntjehjd;>kh.> re;jhdrhphaH rhpijAk; irtrpj;jhe;j rhj;jpuq;fSk;> irtrpj;jhe;j Ma;T epWtdk;> aho;g;ghzk;> 2008.

### AHCC 22033 Hindu Temple Architecture

**Aims and Objective:** The aim of this unit is to understand the Hindu Temple Architecture and its salient features in various parts of India and Sri Lanka.

**Course Contents:** Beginnings of early Hindu Temples in India. Gupta Temples, The origins and development of the Nagara styles of central and western India. Temple of Kalinga, The Vesara style of

Temple Architecture Early Chalukya Temples, Rastrakuta Temples, Late Chalukya Temples, Hoysala Temples, Vijayanagara Temples in the Deccan. The Dravida style : Origins and Early development under the Pallavas, Chola Temples. Temples of the Vijayanagara and Nayakka Periods. Sri Lankan Hindu Temple Architecture.

**Teaching and learning methods:** Lectures, discussions presentation and audio visual

**In course Assessment:** Assignment / Tutorials: 10%, Quizzes / Final Essay 10%, Study Tour / Group Presentation: 10%, Mid Semester Exam 10%

**Learning Outcomes:** To make the students to be familiar with the Hindu temple Architecture in order to understand the achievement in the field of Hindu art and aesthetic experience..

**Recommended Readings:**

- Douglas Barret, Early Chola Architecture and Sculpture, Faber and Faber, London, 1974.
- Percy Brown, Indian Architecture, (Buddhist & Hindu philosophy) Taraporavala Sons & Co., Bombay, 1956.
- Stella Kramrisch, The Hindu Temple Vols. 1 & II, Motilal Banersidas, New Delhi, 1976.
- j;q;fNtY>Nfh.> ,e;jpa fiy tuyhW> jkpo; ehL;Lg;ghIE}y; ntspaPl;L epWtdk;> nrd;id> 1976.
- gj;kehjd;>rp.> ,e;J fyhrhuk; - Nfhapy;fSk; rpw;gq;fSk;> ,e;J rka fyhrhu mYty;fs; jpizf;fsk;> nfhOk;G> 2001.

**AHCC 22043 Kaumara Cult**

**Aims and Objectives:** The aim of this course unit is to introduce the students the various aspects of Kaumara Cult.

**Course Contents:** Sources of Kaumara Cult. Origin and development of Muruga worship. Temples – Agamic Non agamic Tradition, Impact of Kanthapurana culture among the people of Jaffna. Impact of Muruga worship in Sri Lanka and Tamil Nadu.

**Teaching and learning methods:** Lectures, discussions presentation and audio visual

**In course Assessment:** Assignment / Tutorials: 10%, Quizzes / Final Essay 10%, Study Tour / Group Presentation: 10%, Mid Semester Exam 10%

**Learning Outcomes:** Make the students to identify the sources and the significance of the Muruga worship in Sri Lanka and Tamil Nadu.

**Recommended Readings:**

- Kamal,V.Zvelebil, Tiru Murugan, International Institute of Tamil, Adaiyar, 1991.
- Patrick Harrigan, Kataragama, The Mystery, Institute of Asian studies, Chennai, India, 1998.
- Ratna Navaratnam, Kartikeya The Divine Child, Bharatiya Vidya Bhavan, Bomby, 1919.
- fhe;jpjhrd;>kh.> jkpfj;ppy; KUf topghL> vd;nd]; gg;spf;Nf\ d;];> kJiu> 1988.
- ehfg;gh ehr;rpag;gd;. jpUg;guq;Fd;wk;> Nfhapy; Ntw;Nfhl;lk;> jkae;jp gjpg;gfk;> nrd;id. 1989.

**AHCE 22013 Hindu Culture as reflected in Upanishads and Bhagavad Gita.**

**Aims and Objective:** This course unit is intended to introduce the students the salient features of Hindu Culture as reflected in the Upanishads and Bhagavad Gita.

**Course Contents:** Outlines of Upanisads and Bhagavad Gita., Salient features of the development of Cultural and Philosophical tenets up to Upanisads and Bhagavad Gita, Concept of Brahma, Atma, Cosmic Creation, Karma Rebirth & liberation, Ethical Ideas articulated in the Bhagavad Gita.

**Teaching and learning methods:** Lectures, discussions presentation and audio visual

**In course Assessment:** Assignment / Tutorials: 10%, Quizzes / Final Essay 10%, Study Tour / Group Presentation: 10%, Mid Semester Exam 10%

**Learning Outcomes:** To make students understand the essence of Upanisads and Bhagavad Gita in the spiritual development of the Hindus.

**Recommended Readings:**

- Bhattacharyya (ed.) The Cultural Heritage of India, (The Philosophies), Calcutta.
- Radhakrishnan, S., The Bhagavad Gita (Trans.) 5<sup>th</sup> Ed., Blackie Sons, (India) Lts., New Delhi.
- mz;zh> (ciuhrphpaH)> cgep~j; Jhuk;. = uhkfpU~;zklk;> nrd;id> 1995.
- eluh[ rpthrhphahH> cgepljq;fspd; rhuk;> eHkjh gjpg;gfk;> nrd;id> 2003.
- rpj;gthde;ju;>Rthkp> =kj; gftj;fPij> =uhkfpU\;z jNghtdk;> jpUg;guha;j;Jiw> 1994.

**AHCE 22023 Sri Lankan Contribution to Hindu Culture in the 19<sup>th</sup> and 20<sup>th</sup> centuries.**

**Aims and Objectives:** The objective of this course unit is to assess the contribution of selected Hindu scholars and saints of the said period to Hindu Culture in Sri Lanka.

**Course Contents:** An introduction to the cultural conditions in Sri Lanka during the said period. Selected Hindu Scholars and Saints: Arumuganavalar, Senthinatha Iyer, Sir Pon Ramanathan, Ananda Coomarswamy, Swami Vipulananthar, Hindu Board Rajaratnam, Yogar Swamigal, Prof.K.Kailasanatha Kurukkal, Dr.Thankammah Appakkuddi.

**Teaching and learning methods:** Lectures, discussions presentation and audio visual

**In course Assessment:** Assignment / Tutorials: 10%, Quizzes / Final Essay 10%, Study Tour / Group Presentation: 10%, Mid semester Exam 10%

**Learning Outcomes:** The students will be familiar with the development of Hindu culture in promoting the cultural life of the people by the scholars in Sri Lanka.

**Recommended Readings:**

- Thannanseayarasingam, S., Educational Activities of Arumuganavalar, Srilasri Arumuga Navalar Sabai Colombo, Sri Lanka Printing Works, Jaffna. 1974.
- Viythilingam, M., The life of Sir Ponnampalam Ramanathan, Vol.I, Ramanathan Commemoration Society Colombo, 1971, Vol.II, 1977, Thirumagal Press, Chunnakam.
- ifyhrjgp> f.> (gjpg;ghrphpaH)> ehtyH E}w;whz;L kyH - 1979> =y= MWKfehtyH rig> aho;g;ghzk;.
- ifyhrgps;is> j.> (gjpg;G)> MWKf ehtyH gpuge;jj; jpul;L> Kjw; ghfk;> %d;whk; gjpg;G> 1954.
- fNzryp;q;fk;> f.> <oj;jpy; irt rpj;jhe;j Ma;T> jha;ehl;bYk; NkiyehLfspYk; jkpopay; Ma;T> cyfj;jkpohuha;r;rp epWtdk;> nrd;id> 2000.

**HINDU PHILOSOPHY****AHPC 21013 Religious and Philosophical Thoughts in Early Tamil Literature**

**Aims and Objectives:** This course unit is intended to introduce the students the Philosophical Thoughts reflected in early Tamil literature specially Sangam and Post-sangam literature.

**Course Content:** Introduction to sangam literature. Sangam literature and deities. Doctrine of God, Soul, world, Karma and rebirth, liberation etc.

**Teaching and learning methods:** Lectures, discussions presentation and audio visual

**In course Assessment:** Assignment / Tutorials: 10%, Quizzes / Final Essay 10%, Study Tour / Group Presentation: 10%, Mid Semester Exam 10%

**Learning Outcomes:** To be familiar with the various aspects of religious and Philosophical Thoughts and their reflection in early Tamil Literature.

**Recommended Readings:**

- fe;jrhkp>Nrh.e.> jkpOk; jj;JtKk;> kzpthrfu; gjpg;gfk;> rpjk;guk;> 1976.
- thdkhkiy>eh.> jkpou; gz;ghLk; jj;JtKk;> nrd;id> 1973..
- Rg;gpukzpagps;is>fh.> jkpou; rkak;> jpUney;Ntyp njd;dpe;jpa irtrpj;jhe;j E}w;gjpg;Gf;fofk;> nrd;id> 1972.
- Rg;igah>m.nrh.> irtrpj;jhe;j Nehf;fpy; njhy;fhg;gpak;> mz;zhkiyg; gy;fiyf;fofk;> 1977.

- fpU\;zuh[h>Nrh.> rq;ffhy r%fKk; rka nka;apaw; rpe;jidfSk;> Fkud; Gj;jf ,y;yk;> 2007.
- ifyhrjgp>fh.> gz;ilj;jkpou; tho;Tk; topghLk;> ghup epiyak;> nrd;id> 1966.

### AHPC 21023 Orthodox System

**Aims and Objective:** This course unit is intended to introduce to the students the Philosophical Significance of the Six Systems.

**Course Contents:** The Indian Philosophical trend. The Philosophical Significance of the Six Systems Sankhya Yoga, Nyaya, Vaisesika, Purva Mimamsa and Utara Mimamsa.

**Teaching and learning methods:** Lectures, discussions presentation and audio visual

**In course Assessment:** Assignment / Tutorials: 10%, Quizzes / Final Essay 10%, Study Tour / Group Presentation: 10% Mid Semester Exam 10%

**Learning Outcomes:** Understanding the orthodox systems of Indian Philosophy.

#### Recommended Readings:

- Gnanaprakasam, M., Samkhya Thought – A Saiva View Point, Mahatma Printing Works, Jaffna, 1994.
- fpU\;zuh[h> Nrh. (gjpg;G)> ,e;jpa nka;apay;> ,e;J rka fyhrhu mYty;fs; jpizf;fsk;> 2005..
- Narayanan, T.K., Nyayasara of Bhasarvajna, M.B., 1992.
- Radhakrishnan, S., Indian Philosophy, Volumes I & II, Allen & Unwin, London, 1958..
- Dasgupta, S.N., Yoga Philosophy – In Relation to Other systems of Indian Thought, M.B.P., Delhi, 1996.

### AHPC 21033 Vira Saivism

**Aims and Objective:** The aim of this unit is to provide the students the significance of Vira Saivism and its role of the History of Saivism.

**Contents:** Origin of Vira Saivism. Doctrine of Vira Saivism. Concept and significance of Linga. Metaphysical concept of liberation and bhakti path of Vira Saivism. Vira Saivism and Saiva Siddhanta.

**Teaching and learning methods:** Lectures, discussions presentation and audio visual

**In course Assessment:** Assignment / Tutorials: 10%, Quizzes / Final Essay 10%, Study Tour / Group Presentation: 10%, Mid Semester Exam: 10%

**Learning Outcomes:** Understanding the religion and Philosophy of Vira Saivism with comparison of Saiva Siddhanta.

#### Recommended Readings:

- Blake Michael, R., The Origins of Virasaiva Sect, Motilal Banarsidass Publishers, N. Delhi, 1992.
- Kumaraswamiji, The Virashaiva Philosophy and Mysticism, Dharwar, 1960.
- ,uj;jpdrghjgp> it.> tPuirtk;> nka;AzHT Nky;epiyf;fy;tp epWtdk;> 1977.
- gukrhkp> tPuirtkugpay;> jpUkfs; mOj;jfk;> Rd;dhfk;> 1995.
- rjhrptk;> K.> Ntyh ,uhrkhzpf;fk;> tPuirtnwpAk; mjd; tuyhWk;> jkpo;ehL tPugtrq;fk;> rptypq;fE}w; gjpg;Gf; fofk;> <NuhL> 1978.

### AHPC 21043 Philosophy of Vedanta

**Aims and Objective:** The aim of this unit is to provide the students the significance of the prasthanatraya and the important role of Sankara, Ramanuja and Madhava in the development of Vedanta Philosophy.

**Contents:** Significance of the prasthanatraya. The brief history of Sankara. Sankara Vedanta – Epistemology absolute and four caitanyas. Reality, Causality the concept of Maya and liberation. Visistadvaita and its philosophical Significance. Dvaita and controversy between dualists and advaitins

**Teaching and learning methods:** Lectures, discussions presentation and audio visual



**In course Assessment:** Assignment / Tutorials: 10%, Quizzes / Final Essay 10%, Study Tour / Group Presentation: 10%, Mid semester Exam: 10%

**Learning Outcomes:** Understanding the Philosophy of Vedants and its commentators.

**Recommended Readings:**

- Balasubramanian, R., Advaita Vedanta, , University of Madras, 1976.
- Vidyanthi, .P.B., Sri Ramanuja's Philosophy and Religion,
- Prof. M. Rangacharya Memorial Trust, Tripliane, Madras, 1977.
- Srinivasachari, P.N., The Philosophy of Visistadvaita, The Adyar Library and Research Centre, Chennai, 1978.
- ,uhkr;re;jpud;> jp.g.> Jitj Ntjhe;jk;> nrd;idg; gy;fiyf;fofk;> jj;Jtj;Jiw ntspaPL> 1981.
- kfhNjtd;> b.vk;.gp.> Nkh.fhe;jp (jkpohf;fk;)> mj;Jtpj jj;Jtk;> jkpo; ntspaPl;Lf;fofk;> jkpo;ehL> 1966.

**AHPE 21013 Yoga and Spiritual Heritage of Hindus**

**Aims and Objective:** The aim of the unit is to provide knowledge to the students on Yoga and Spiritual Heritage of Hindus and their importance in the spiritual development.

**Contents:** Introduction to Spirituality, Vedas and spirituality, Yoga and Bagavath Gita. Yoga Philosophy and its Special features. Meditation and Magnanimous heart and bliss.

**Teaching and learning methods:** Lectures, discussions presentation and audio visual

**In course Assessment:** Assignment / Tutorials: 10%, Quizzes / Final Essay 10%, Study Tour / Group Presentation: 10%, Mid semester Exam: 10%

**Learning Outcomes:** Understanding various aspects of Spirituality and practice meditation to attain peace.

**Recommended Readings:**

- Swami Abedananada, Yoga Psychology, Ramakrishna Mat., Calcutta, 1999.
- Sri Aurobinado, Integral Yoga, Aurobindo Ashram Publication, Pandicherry, 1965.
- Venkateswaran, P.S., Yoga for healing, Jaico Publication, Bombay, 2003.
- Swami Lokeswarananda, The Religion of the World, Sri Ramakrishna Mission, Institute of Culture, Culcutta. 1995.
- Swami Prabhavananda, The Spiritual Heritage of India, Sri Ramakrishan Math, Madras, 1977.
- g+;a == utprq;fH> (tphPTiu)> ehujgf;jp #j;jpuq;fs;> vvpfz;l; gpjz;bq; Ntf;];> ngq;f@H> 2006.

**AHPE 21023 The Philosophy and concept of Grace in Thiruppugal**

**Aims and Objective:** This unit is to provide the knowledge of grace of Muruga through Thiruppugal

**Contents:** Introduction to Thiruppugal. The role of the Thiruppugal in Saivism. The philosophy of Muruga in Thiruppugal. Devotion and grace depicted in Thiruppugal.

**Teaching and learning methods:** Lectures, discussions presentation and audio visual

**In course Assessment:** Assignment / Tutorials: 10%, Quizzes / Final Essay 10%, Study Tour / Group Presentation: 10%, Mid Semester Exam: 10%

**Learning Outcomes:** Promoting devotion and the realization of Grace in religious traditions related to Lord Muruga .

**Recommended Readings:**

- Sivami Anvananda, Saint Arunagirinatha, Pongi Publication, Madras, 1975.
- mUzfphpejhH jpUg;Gfo;> vf;nry;rpaH gpw];> kJiu>1923.
- Re;juk;gps;is> M.> jpUg;Gfo; %yKk; nka;Qhd tpUj;jpAk;>;uj;jpd ehaf;fH md;rd;];> nrd;id 1954.
- nrq;fy;tuhagps;is> t.R.> mUzfphpejhH tuyhWk; E}yhuha;r;rpAk;> nrd;id> 1975.
- jpUg;Gfo; fpUghde;jthhpahH (Kd;DiuAld);> thdjp gjpg;gfk;> nrd;id> 1986.

**AHPC 22013 Sects of Saivism**

**Aims and Objective:** This unit is intended to introduce the students the sects of Saivism with their significance.

**Course Contents:** Introduction to sects of Saivism, Nature and scope of inner sects of Saivism, Innermost sects of Saivism and their significance God Siva, Soul and its Bonds liberation and ways and means of liberation comparative study on the sects of Saivism and Saiva Siddhanta.

**Teaching and learning methods:** Lectures, discussions presentation and audio visual

**In course Assessment:** Assignment / Tutorials: 10%, Quizzes / Final Essay 10%, Study Tour / Group Presentation: 10%, Mid Semester Exam: 10%

**Learning Outcomes:** Understanding the sects of Saivism and their significance.

**Recommended Readings:**

- Kanti Chandra Pandey, and Dwivedi, R.C., An Outline of History of Saiva Philosophy, Motilal Banarsidass Publication, Delhi, 1986.
- Jadanath Sinha, Schools of Saivism, Singa Publishing House Private Ltd., Calcutta, 1975.
- Madhava Acharya, Sarva Dharsana Sangraha - translated by Cowell, E. B., Gough, A. E... and Kegan Paul, Trench, and Trubner, London, 1914.
- Lorenzen, David. N., The Kapalikas and Kalamukhas, Two Lost Saivite Sects Motilal Banarsidass Publication, Delhi, 1972.
- jfhNu> lhf;lH. f.th.> irtj;Jtk;> fh.=. =dpthrhr;rhpahH (nkh.ng.M) My;yad;]; fk;gdp> nrd;id> 1990.

**AHPC 22023 Textual Study of Sivaprakasam**

**Aims and Objectives:** This unit is intended to the Textual Study of Sivaprakasam with special reference to the development of Saivasiddhanta.

**Course Contents:** Life and works of Umapathisivachariyar. Emphasis will be on the textual study of Sivaprakasam.

**Teaching and learning methods:** Lectures, discussions presentation and audio visual

**In course Assessment:** Assignment / Tutorials: 10%, Quizzes / Final Essay 10%, Study Tour / Group Presentation: 10%, Mid semester Exam: 10%

**Learning Outcomes:** Getting deep and wide knowledge of Sivaprakasam.

**Recommended Readings:**

- nka;fz;l rhj;jpuk; (irtrpj;jhe;j rhj;jpuk;) gjpdhd;F> %yKk; ciuAk;> ,uz;lhk; gFjp> (rptg;gpufhr %yKk; kJiur; rptg;gpufhrH ciuAk;> jpUney;Ntypj; njd;dpe;jpa irtrpj;jhe;j Ehw;gjpg;Gf;fofk; nrd;id> 1969.
- kPdhl;rpRe;juk; gps;is> j.r.> rptg;gpufhrk; nghopg;Giuld;> jpUtthLJiw MjPdk;> 1967.
- jpUtsq;fk;> K.> (Gj;Jiu)> rptg;gpufhrk;> aho;g;ghzk; \$l;LwTj; jkpo; E}w;gjpg;G tpw;gidf; fofk;> 1974.
- kPdhl;rpRe;juk; gps;is (gjpg;G)> rptg;gpufhrk; - rpjk;guehj KdptH (ciu)>jpUtthLJiw MjPdk;> 1953.
- ,uhkehjgps;is> g.> (ciu)> rptg;gpufhrk;> njd;dpe;jpa irtrpj;jhe;j E}w;gjpg;Gf; fofk;> 1969.

**AHPC 22033 Kashmir Saivism**

**Aims and Objectives:** The aim of this unit is to provide the students the significance of Kashmir Saivism and its role in the History of Saivism.

**Course Contents:** The religion and Philosophy of Kasmir Saivism. Epistemology causality theory, Kula systems, Karma theory Mala concept, Liberation and Means, Kasmir Saivism and Saiva Siddhanta.

**Teaching and learning methods:** Lectures, discussions presentation and audio visual

**In course Assessment:** Assignment / Tutorials: 10%, Quizzes / Final Essay 10%, Study Tour / Group Presentation: 10%, Mid semester Exam: 10%

**Learning Outcomes:** Understanding the religion and Philosophy of Kashmir Saivism with the comparison of Saiva Siddhanta.

**Recommended Readings:**

- Jaideva Singh, Siva Sutras (The Yoga of Supreme Identity), M.B. Delhi, First Edition – 1974, Reprinted – 1988.
- Rudrappa, J., Kashmir Saivism, University of Mysore Publication, Mysore, 1969.
- Jaideva Singh, Spanda-Karikas (The Divine Creative Pulsation), M.B. Delhi, 1980.
- jpUQhdrk;ge;jd;> ng.> fh~;kPu irtk;> nrd;idg; gy;fiyf; fofk;> 1978.
- Nrhku[H> (ng. jpUQhdrk;ge;jd; jkpo hf;fKk; tpsf;fKk;)> gpUj;a gpQ;Qh> nrd;idg; gy;fiyf; fofk;> 1978.

**AHPC 22043 Textual Study of Jnanamirtham**

**Aims and Objective:** This unit is intended to the textual study of Jnanamirtham

**Course Contents:** Introduction to Jnanamirtham, Analyse the structure of the Jnanamirtham, The nature and its conceptual explanation of Saiva Siddhanta., Siddhanta doctrine of Jnanamirtham, As pre structure of Meikanda Sastras.

**Teaching and learning methods:** Lectures, discussions presentation and audio visual

**In course Assessment:** Assignment / Tutorials: 10%, Quizzes / Final Essay 10%, Study Tour / Group Presentation: 10%, Mid Semester Exam: 10%

**Learning Outcomes:** Getting knowledge of Saiva Siddhanta through Jnanamirtham. As pre structure of Meikanda Sastras.

**Recommended Readings:**

- Ganadaran, S., Studies in Jnanamirtham (QhdhkpHj Ma;T) Madurai Kamaraj University, Madurai, 1981.
- Nallaswami pillai, J.M., Studies in Saivasiddhanta, Dharmapuram Adinam, Dharmapuram, 1962.
- Siddalingaiah, T.B., Origin and Development of Saiva Siddhanta upto 14<sup>th</sup> century, Madurai Kamaraj University, Madurai. 1979
- rptFUehjgps;is>m.(g.M.)> QhdhkpHjk; (rkaKk; ehy;tH gpughtKk;);> rhJ mr;Rf;\$lk; nrd;id>
- Jiurhkpg;gps;is> R.> (g.M.)> QhdhkpHj %yKk; gioaTiuAk;> mz;zhkiyg; gy;fiyf;fofk;> mz;zhkiyefH> 1954.

**AHPE 22013 Hinduism and World Religions**

**Aims and Objective:** This course unit is intended to introduce to the students the salient features of Hinduism and world religions.

**Course Content:** Outline History of Hinduism and world religions like Buddhism, Jainism, Christianity, Islam. Sikhism, Zoroastrianism. The important religious aspects of the above said religions.

**Teaching and learning methods:** Lectures, discussions presentation and audio visual

**In course Assessment:** Assignment / Tutorials: 10%, Quizzes 10%, Study Tour / Group Presentation: 10%, Mid semester Exam: 10%

**Learning Outcomes:** Achieve harmony and unity among students, through the study of World Religions

**Recommended Readings:**

- Ninion Smart, The World's Religions (Old Traditions and Modern Transformations), Cambridge University Press, 1992.
- Frank Whaling (Editor), The World's Religious Traditions, T & T Clark Ltd., Edinburgh, 1984.
- Radhakrishnan, S., Eastern Religions and Western Thought, Oxford University Press, 1940.
- Joseph Jeswantraj Sdb., Grace in the Saiva Siddhanthan and in St.Paul, South Indian Salesian Society, Madras. 1989.
- uhkrhkp> rp.f.> cyfkjq;fs;> thdjp gjpg;gfk;> nrd;id> 1977.

**AHPE 22023 Religious and Philosophical Traditions of Thirumantiram**

**Aims and Objectives:** This course unit is intended to provide knowledge of religious and philosophical traditions of Thirumantiram.

**Course Content:** Introduction to Thirumantiram. Sivaism and other schools of Saivaism in Thirumantiram, Ethics in Thirumantiram. Ways and means of liberation Yoga and religious practice.

**Teaching and learning methods:** Lectures, discussions presentation and audio visual

**In course Assessment:** Assignment / Tutorials: 10%, Quizzes / Presentation 10%, Study Tour / Group Presentation: 10%, Mid semester Exam 10%

**Learning Outcomes:** Understanding the religious and philosophical aspects of Thirumantiram to improve ethical life of man kind.

**Recommended Readings:**

- jpUke;jpuk;> ,uhkehjgps;is> g. (ciu)> (xd;W Kjy; le;J je;jpuq;fs;> ,uz;lhtJ jpUj;jpa gjpg;G> jpUney;Ntyp> njd;dpe;jpa irtrpj;jhe;j E}w;gjpg;Gf;fofk;> nrd;id> 1957.
- jpUke;jpuk; %thapuk;> ,uhkehjgps;is> g. (m.rpjk;gudhu; vOjpa Fwpg;Gld;)> jpUney;Ntypf;fofk;> 1957.
- jpUke;jpuk; %thapuk;> ,uhkehjgps;is> g. (tpsf;fk;)> m.rpjk;gudhu; (Fwpg;G)> (,uz;lhk; gFjp 6 – 9 je;jpuq;fs;> irtrpj;jhe;j E}w;gjpg;Gf;fofk;> nrd;id> 1980.
- jkpo; ke;jpuk; %yKk; tpsf;fKk;> fz;zg;g Kjypahu; (ciuahrpupau;)> (Muha;r;rpf;fl;Liufs;)> thdjp gjpg;gfk;> nrd;id> 1965.
- mUzhryk;>g.> jpUke;jpuf; Nfhl;ghL> ghup Gj;jfg;gz;iz> nrd;id> 1982.

## HISTORY

### AHYC 21013 History of Sri Lanka up to 1000 A.D.

**Aims and Objectives:** To familiarize the students with the early Historical evidences and the significance of Hindu and Buddhist influences on early Sri Lankan cultures. The political and commercial ties with other countries, especially with India.

**Course Contents:** Pre and Proto – History. Development of State; Political History; Political, Social, Cultural and Economic Institutions. Foreign Relations.

**Teaching and Learning Methods:** Lectures with multimedia, Field studies, and Seminars.

**In course Assessment:** Seminar (10%), Project Work (10%), Final Essay (10%) mid semester exam (10%).

**Learning Outcomes:** By studying the course, the students will know about the multi cultural realities in the early Sri Lankan History

**Recommended Readings :**

- Mendis, G.L, 1946, Early History of Ceylon, Calcutta.
- Mahavamsa, 1950, (e.d) Geiger, W., The Ceylon Government Information Department, Colombo.
- Culavamsa, 1953, Geiger. W. [E.d], Ceylon Government Information Department, Colombo.
- Depavamsa, 1959, Bimala Chum Law, (Ed), The Historical Journal Vol. III No.1-4.
- Ray,H.C., 1959, (ed), University of Ceylon, History of Ceylon, Vol.I, Part.I University of Ceylon Tress Board, Colombo.

### AHYC 21023 History of North India up to 300A.D.

**Aims and Objectives:** To make the students know about early civilizations of North India and these background and to know the contemporary social cultural, religious, political and commercial developments in India and Sri Lanka.

**Course Contents:** Indus Valley Civilization; Vedic Civilization; Mauryas, and Sungas; Kushanas, and contemporary states

**Teaching and Learning Methods:** Lectures over get projector and slides, Seminars and Project work

**In course Assessment :** Seminar (10%), Reading Original Texts (10%), Final Essay (10%) mid semester exam (10%).

**Learning Outcomes:** It will help students to know a general picture of the early Historical development in North India and Sri Lanka, during this periods.

**Recommended Readings :**

- Majumdar, R.C., 1909, Corporate Life in Ancient India, Calcutta.
- Thapar, Romila., 1995, [e.d], Recent Perspectives of Early Indian History, Popular Prakashan, Bombay.
- Thapar, Romila., 1954, From Lineage to State, New Delhi
- Basham, A.L., 1971, The Wonder that was India, Calcutta.
- Basham, A.L., 1964, Aspects of Ancient Indian Civilization, Bombay.

**AHYC 21033 History of the U.S.A From 1776 to 1850**

**Aims and Objectives:** The course is designed to give a comprehensive knowledge about the formation present United state Americas colonization's, confederations, independence, constitutions and outstanding personalities like George Washington and others and about its relation with other nations.

**Course Content:** The Geography, Origin and Growth of Colonies, Thirteen Early American Colonies, Anglo-French Rivalry, The War of Independence, The confederation, The Constitution, George Washington, Hamilton's Policy, John Adams, James Monroe and Era of good feeling, American-Red Indians relations, Westward Expansion.

**Teaching and Learning Methods:** Lectures, Seminars and Project work

**In Course Assessment :** Seminar (20%), Final Essay (10%), mid semester exam (10%).

**Learning Outcomes:** The students will get a general idea of United state of America and then social and political development took place from 1776 to 1850.

**Recommended Readings :**

- Colin, Josep, R , 1984, The American Past A Survey of American History , Orlando.
- Davidson, James, 1996, West and Others nation of Nations A concise Narrative of the American Republic, McGraw Hill Inc.
- Aarray, John.A, 1983, The American Nation| A History of the United States (New York),
- Wade, Richard, C, Wilder, Howard B, Wade, Louise, C, 1966, A History of the United States (Boston).
- Brinkley, 1996, Alan, The Unfinished Nation :A Concise history of the American people (Mcgraw-Hill, Inc)

**AHYC 21043 History of Peninsular India up to 900 A.D.**

**Aims and Objectives:** This course is designed gives the students a comprehensive idea of social, Economic, cultural and political aspects of the History of Peninsular India.

**Course Contents:** Pre and Proto – history ; Sangam Age and Satavahanas and successors; Chalukyas, Pallavas and the Pandyas; Institutions of the period

**Teaching and Learning Methods :** Lectures with multimedia, Seminars and Project work

**In Course Assessment:** Seminar (10%), Project Work (10%), Final Essay (10%) mid semester exam (10%).

**Learning Outcomes:** This course will make the students know about the origin of civilization and socio political development and changes in Peninsular India and their impact on contemporary Sri Lankan History. Further, the students will know about the rise of Pallava and Pandia kingdoms in South India and their relation with Sri Lanka.

**Recommended Readings :**

- Thapar, Romila., 1995, [e.d], Recent Perspectives of Early Indian History, Popular Prakashan, Bombay.

- Thapar, Romila., 1977, A History of India, Penguin.
- Thapar, Romila., 2002, Early India: From the Origins to AD 1300, Allen Lane London
- Champakalakshmi, R., Trade, Ideology and Urbanization: South India 300BC to 1300AD, New Delhi: Oxford University Press.
- Ludden, David., 2002, India and South Asia: A Short History, One World Oxford

### AHYE 21013 History of South East Asia up to 1500 A.D.

**Aims and Objectives:** There is general opinion that the peoples migration and culture of Southeast Asia originated in India. However, the recent Archaeological researches reveal that distinct people and culture existed in the Southeast Asian countries before their relation with India. This course will make the students aware of the above facts.

**Course Content:** Pre and Proto – History; Spread of Indian and Chinese influences; History of the Kingdom of Burma; Thailand; Cambodia; Vietnam; Malaysia and Indonesia; Foreign Relations; political, social economic and cultural institutions

**Teaching and Learning Methods :** Lectures with slides, Seminars and Project work

**In Course Assessment:** Seminar (10%), Project Work (10%), Final Essay (10%) mid semester exam (10%).

**Learning Outcomes:** The students will get new Historical perspective about the Southeast Asian countries based on recent Archaeological researches.

#### Recommended Readings :

- Harrison, Brian, 1966, South East Asia – A Short History, London.
- Moore, Jeanr, 1974, South East Asia – Today, London.
- Willams, Lea. E, 1976, South East Asia, A History, Oxford Press.
- Swaminathasarma, V, 2008, , History of China, Kovai.
- N`hy; b.[p.<> 1971> njd;fpo;fhrpa tuyhW> fy;tp ntspaPl;l; jpizf;fsk; >,yq;if

### AHYE 21023 History of Jaffna Kingdom up to 1600 AD

**Aims and Objectives:** The course is designed to give a students comprehensive knowledge about the political social and cultural History of Jaffna kingdom based on the Archaeological and literary sources relating to the kingdom.

**Course Content:** Source materials, concepts of the origin of kingdom ruled Naga dynasty, South Indian influence of the origin of Jaffna Kingdom, Second Pandyan Empire and Jaffna, Influence of Vijayanagara Empire in Jaffna, Madurai Nayakas and Cultural link, Growth Foreign Trade and Influence, conditions on the eve of Portuguese arrival.

**Teaching and Learning Methods :** Lectures with multimedia, Field studies, Seminars and Project work

**In Course Assessment:** Seminar (10%), Field Report (10%), Final Essay (10%) mid semester exam (10%).

**Learning Outcomes:** To make the students know about the Jaffna kingdom based on the recent Archaeological evidences and researches.

(Field Visits and Report: The students are request to visit the sites Heritage Monuments in Jaffna as indicate in the timetable of the Lecturers . Later, the students have to submit a report of he Monuments as instructed by the Lecturer. )

#### Recommended Readings :

- Ragupathy,P, 1987, *Early Settlements in Jaffna: An Archaeological Survey*, Madras.
- Rasanayagam,C, 1926, *Ancient Jaffna*, A.S Everymar's Publishers Ltd , Madras.
- Pathmanathan , S., 1978, Kingdom of Jaffna, Colombo.
- Abeyasinghe,Tikiri.,1986, *Jaffna Under the Portuguese*: Lake House Investment Ltd, Colombo.
- Cosme Silva,O.M.de., 1992, *Fidalgos in the Kingdom of Jaffna*, Colombo.

**AHYC 22013 History of Sri Lanka 1000 – 1500 A.D.**

**Aims and Objectives:** To familiarize the students with the early Historical evidences and the significance of Hindu and Buddhist influences on early Sri Lankan cultures. The political and commercial ties with other countries, especially with India.

**Course Contents:** Political developments during the Polonnaruwa period; Drift to the South West; Foreign relations; Society, Culture and Economy

**Teaching and Learning Methods :** Lectures with multimedia, Seminars and Project work

**In Course Assessment:** Seminar (10%), Field Visits and Report (10%), Final Essay (10%) mid semester exam (10%).

**Learning Outcomes:** This course will enable the students know better about the multi-cultural aspects in the early Sri Lankan History.

**Recommended Readings :**

- Culavamsa, 1953, Geiger. W. [E.d], Ceylon Government Information Department, Colombo.
- Ray, H.C., 1959, (ed), University of Ceylon, History of Ceylon, Vol.I, Part.I University of Ceylon Tress Board, Colombo.
- Paranavitana, S., 1970, Inscription of Ceylon: Early Brahmi Inscriptions, The Department of Archaeology Ceylon, Colombo, I.
- Paranavitana, S., 1983, Inscription of Ceylon: Late Brahmi Inscriptions, The Department of Archaeology Sri Lanka, Moratuwa, and II [1].
- Indrapala K., 2005, The Evolution of an Ethnic Identity, M.V. Publication, Sydney.
- Nicholas, C.W., 1963, Historical Topography of Ancient and Medieval Ceylon in Journal of the Ceylon Branch of the Royal Asiatic Society, Colombo, VI.

**AHYC 22023 History of North India from 300-1200 A.D.**

**Aims and Objectives:** The course is designed to give the students a comprehensive knowledge about the political social and cultural History of North India based on the Archaeological and literary sources relating to this Period.

**Course Contents:** Gupta Empire, the rise of Kushanas , Rajput Kingdoms political, social and cultural institutions

**Teaching and Learning Methods :** Lectures with over get projector, Seminars and Project work

**In Course Assessment:** Seminar (10%), Project Work (10%), Final Essay (10%) mid semester exam (10%).

**Learning Outcomes:** The students will get a general idea of the History of North India with reference to economic and cultural development of this period.

**Recommended Readings :**

- Thapar, Romila. 1995, [e.d], Recent Perspectives of Early Indian History, Popular Prakashan, Bombay.
- Thapar, Romila. 1977, A History of India, Penguin.
- Thapar, Romila. 2002, Early India: From the Origins to AD 1300, Allen Lane London

**AHYC 22033 History of the U.S.A From 1850 to 1900**

**Aims and Objectives:** This course will give the students a comprehensive knowledge of the United State America during the civil war and other developments and activities during this period from 1850-1900.

**Course Contents:** American Civil war, From Grant to Cleveland Abraham Lincoln, Reconstruction, Big business and trusts, Agrarian movements, Trade union movement, William McKinley, The Spanish war, America becomes a super power , Age of Progressivists.

**Teaching and Learning Methods :** Lectures, and Seminars.

**In Course Assessment:** Seminars (20%), Final Essay (10%) mid semester exam (10%).

**Learning Outcomes:** The students will get a general idea of the activities which would make United States America as a great nation later.

**Recommended Readings :**

- Colin, Josep.R , 1984, The American Past A Survey of American History , Orlando
- Davidson, James, 1996, West and Others nation of Nations A concise Narrative of the American Republic, Mcgraw Hill Inc.
- Aarray, John.A 1993, The American Nation| A History of the United States (New York).
- Wade, Richard, c Wilder, Howard B, Wade, Louise, C, 1966A History of the United States (Boston). 1966.
- Brinkley, Alan, The Unfinished, 1993, A Concise history of the American people(Mcgraw-Hill, Inc) .

**AHYC 22043 Peninsular India from 900 - 1700 A.D.**

**Aims and Objectives:** The course will provide students with a comprehensive knowledge of socio, economic, cultural and political aspects of History of Peninsular India in Historical perspectives.

**Course Content:** Chola Empire; Rastra Rutas and Chalukyas; Yadavas; Kakatiyas; Hoysalas and Pandyas; Vijayanagara and the Bahmini Kingdom, Political, Social, Cultural, Religious and Economic institutions

**Teaching and Learning Methods:** Lectures with over get projector, Seminars and Project work

**In Course Assessment:** Seminar (10%), Project Work (10%), Final Essay (10%) mid semester exam (10%).

**Learning Outcomes:** This course will help the students to know about the socio and political development and changes in Peninsular India and their impact on contemporary Sri Lankan History. Further, the students will know about the rise of Chola and Pandia kingdoms in Peninsular India and their relation with Sri Lanka.

**Recommended Readings :**

- Champakalakshmi, R., Trade, Ideology and Urbanization: South India 300BC to 1300AD, New Delhi: Oxford University Press.
- Sastri, K.A.N., 1957, (ed), Comprehensive History of India, Vol.II. Madras.
- Nilakada Sastri, K.A., 1955, The Cholas, Madras.
- Nilakanda Sastri, K.A, 1958, History of South India, Oxford University Press, Madras.
- Pillay, K.K, 1975, History of Tamils, Madras.
- Minakshi, C, 1979, Buddhism in South India in South Indian Studies, ( ed ), R. Nagaswamy, Madras.

**AHYE 22013 Europe in the Age of Renaissance and Reformation from 1300 to 1600 A.D**

**Aims and Objectives:** The course will impact the students a knowledge of about renaissance and reformation period and the Protestant Reformation; Political, Social, Cultural and Economic trends and Institutions from 1300 to 1600 A.D. will also be included.

**Course Contents:** Beginning of the Italian City States; The Italian Renaissance through Europe; the Protestant Reformation; Political, Social, Cultural and Economic trends and Institutions of the period

**Teaching and Learning Methods :** Lectures, Seminars and Project work

**In Course Assessment:** Seminar (20%), Final Essay (10%) mid semester exam (10%).

**Learning Outcomes:** This course will enable the students know better about the contemporary political, social and cultural changes.

**Recommended Readings :**

- Berylsmalley, 1974, Historians in the middle Ages, Thames and Hudson , London.
- David and Joan Oates, 1976, The Rise of Civilization, Oxford University Press, London-Newyork-Toronto.
- Davis, H.M.C ,1954, Medieval Europe, Oxford , University Press, London-New York-Toronto.



- Delamar Jensen, 1981, Renaissance Europe, D. Cheath and Company, Lexington Massachusetts, Toronto
- Edward, Mcmull Burns Roberte lerner, Stadish Meacham, 1980, Western civilizations, W.W Norton and Company I.N.C New York.
- Fisher, H.A.L, 1936, History of Europe, Edward Arnolod and Company, London

### AHYE 22023 Introduction to Sinhala Language

**Aims and Objectives:** The course is designed to give the students a knowledge to learn the Sinhala Alphabet, fundamental Grammar and General vocabularies and to read, write and speak the language

**Course Contents:** Learning the alphabet, Reading and interpreting simple words and sentences, The Knowledge about important literatures in Sinhala, Knowledge about the relationship of Sinhala with other South Asian languages.

**Teaching and Learning Methods :** Lectures, and Practical works

**In Course Assessment:** semester exam 15%, Assignment-10%, Presentations 15%

**Learning Outcomes:** Knowledge of Sinhala will help the students to read and understand the early and medieval Sinhala inscriptions, coins and literary works.

## HOME ECONOMICS

### AHEC 21013 Human Development

**Aims and Objectives:** To understand the development aspects both normal and exceptional and sociology of the life style. Attention will be paid to the study of child development.

**Course Content:** Definition of Human development, Reproductive system, General structure of male & female, reproductive organs, fertilization, Contraception, Venereal diseases, Pregnancy, Prenatal development – Reproductive systems conception, prenatal development – signs of pregnancy. Pre-natal care of pregnancy, prevention of gynecological complications. Adjustment of the newborn to temperature, breathing, feeding & elimination, Prenatal care – Management of normal pregnancy hygiene, diet & Important of Maternal clinic, Hazards during pregnancy, preparing for baby family adjustments, Sociology of human reproduction, Labour – sign of labour, stages of labour, types of birth, multiple pregnancy & postnatal care

**Teaching and Learning Methods:** Illustrated lecture, Audio Visual Materials

**In Course Assessment:** Final essay 10%, presentation 10%, Tutorial 10%, In course Theory Exam 10%

**Learning Outcomes:** Student will Demonstrate knowledge of the basic propose of growth and physical change in different stages of the life span, including factors that support positive growth and minimize health problems.

#### Recommended Readings:

- Santrock, J.W. Child development New York: McGraw Hill (2006)
- Swaminathan. M. (1998) the first five years a critical perspective on early child hood care & education in India. New Delhi C. Sage
- Laura E. Berk, Child development, 7<sup>th</sup> pearson/Allyn and Bacon, 2006
- Robert V. Kail, John C. Cavanaugh, Human Development: A Life-Span, 5<sup>th</sup> Cengage Learning, 2008

### AHEC21023 Principles of Nutrition

**Aims and Objectives:** Extend the knowledge of nutrition & health. Create awareness about nutrition & health assessment in the community and find out the health crisis.

**Course Content:** Definition of Nutrition; Under Nutrition, Over Nutrition, Mal nutrition, Nutrition assessment (dietary assessment, anthropometry assessment) Assessment of Nutrition status in a community: Nutrition deficiencies (PEM, Anaemia, and Vitamin A deficiency), Obesity & Under weight

**Teaching and Learning Methods:** Illustrated lecture, field study.

**In Course Assessment:** Tutorial-10%, Presentation-10%, Nutrition Assessment:-20%, (Assessment -10%, report writing- 10%)

**Learning Outcomes:** Students will get the ability to diagnose nutrition related health problems and the Dietary measures prevention. They can able to apply the knowledge of nutrition in planning & preparing menus.

**Recommended Readings:**

- Bamji MS. Krishnaswamy K.Brahman GNV(2009) Textbook of Human Nutrition 3<sup>rd</sup> edition. Oxford & IBH Publishing Co. Pvt. Ltd.
- SriLakshmi, Food Science 5<sup>th</sup> edition New Age international Ltd (2010).
- Jim Mann, Stewart Truswell, Essentials of Human Nutrition, OUP Oxford; 3<sup>rd</sup> edition 12 April 2007

### **AHEC 21033 Basic Function of Human System**

**Aims and Objectives:** To familiarize the student about the structure and the function of human systems and the biology of the body.

**Course Content:** Cell structure, components and their function, Cardiovascular System- Blood and its composition, Blood groups, Coagulation of blood, Structure and function of heart, Heart rate, Gastrointestinal System, Structure and functions of various organs of the G.I. tract, Digestion and absorption of food and role of enzymes and hormones, Respiratory System, Excretory System, Structure and function of kidney, bladder, role of kidney in Homeostasis, Sensory organs.

**Teaching and Learning Methods:** Illustrated lecture, Audio visuals demonstration, Presentation, Discussion

**In Course Assessment:** Presentation 10%, Tutorial 10%, Mid Semester Exam 10%, Final Essay 10%

**Learning Outcomes:** Gain knowledge about the basic function of human systems. Describe the structure and the properties of the human system and relate to function.

**Recommended Reading:**

- Guyton, A.C. Hall, J.E: Text G Book of medical physiology- 9<sup>th</sup> Edition Prism Books (Pvt)Ltd Bangalore.
- Winword, Searts Anatomy and physiology for nurses, London. Eduar Arnaell.
- Wilson- Anatomy & physiology in health & illness, Edinburgh Churchill Livingatome .
- Chatterjee chandi charan, Text Book of medical physiology, London W.B.

### **AHEC 21043 Concepts of Contemporary Clothing (T & P)**

**Aims and Objectives:** To help the students to study the techniques involved in garment construction. And also the student will know the cutting method of different cloth for different age groups.

**Course Content: Theory (20 Hours)**

Different types of sewing machine for different finishes, scientific cutting methods- two darts, three darts, saree blouse, normal blouse, skirts (box pleat, knife pleat, flaired), sewing work - Embroidery, applie work, smooking. Applying sewing works on garments.

**Practical (25 hours):-** Seams & seam finishes, Preparation and application of true bias facing & shaped facing, Plackets & openings – continuous plackets, bound face plackets, zipper plackets' & tailored plackets, Fastness – button and button holes, fabric loops, press button, hooks and eye eyelets, Fullness – darts, tucks, gathers, frills, pleats, ruffles

**Teaching and Learning Methods:** Illustrated lecture, Demonstration and Discussion

**In Course Assessment:** Sewing process: - 10%, Cutting:-10%, Final finishes:-10%, Evaluation of ready-made garments:-10%

**Learning Outcomes:** Student will be able to construct cloths according to the measurements for their required needs.

**Recommended Reading:**

- Marshall S.G. Jackson H O, Stanley. Ms. Kefgen M & Specht T, (2009), Individuality in clothing & personal appearance 6<sup>th</sup> edition Pearson education USA.
- Sekthri S. (2011) Textbook of fabric science fundamentals of finishing PH1 Learning, Delhi.
- Colin Gale, Jasbir Kaur, Lajwanti Lahori, The textile book, Berg, 2002
- Singer Company. Consumer Education Dept, Sewing essentials, Creative Publishing Int'l, 1996

### **AHEE 21013 Maternal Child hood Health & Care**

**Aims and Objectives:** This course offers physical, psychological & social well being of maternal Health care need for the behavior problems of the women and behavior pattern of the individual and various factors influencing them. This course gives introduction about their behavior pattern of the maternal parent and various factors influence them offers knowledge.

**Course Content:** Brief methods of study of human development. Stages of life span- conception, Pregnancy, Maternal health care, (physical & psychological) infancy, preschool, elementary school, Abuse of women & children. Practical (10 hours) - Preparation of case history of Teenage Pregnancy.

**Teaching and Learning Methods:** Illustrated Lecture, Audio visual Materials, Discussion

**In Course Assessment:** Final Report 10%, Tutorial 10%, Presentation 10%, Mid Semester Exam 10%

**Learning Outcomes:** Student could be able to utilize the knowledge gained from the study of human growth and Development in nursing care, Describe various factors affects the growth & development and the influence of heredity & environment.

#### **Recommended Reading:**

- John W.Santrock, Life-Span Development, 12<sup>th</sup> Edition, Boston: McGraw-Hill College 2007
- Eileen Mavis Hetherington, Ross D. Parke, Virginia O. Locke, Child Psychology, 5<sup>th</sup> Edition, McGraw-Hill, 2003
- Carol K. Sigelman, Elizabeth A. Rider, Life-Span Human Development, 6<sup>th</sup> Edition, Cengage Learning, 2008
- S Muthulingam, Kalvium Ulaviyalum, 3<sup>rd</sup> Edition, 2002

### **AHEE 21023 Fundamental of Creche**

**Aims and Objectives:** To enable the students to understand and discuss the different aspects related to toddlers and young children's needs. Acquire the organizational and administrative skills in running a crèche. Develop skills, competence and qualities of a supervisor and to impart training in the administration of Crèche Organization.

**Course Content:** Selection of site for a Creche, Floor plan of a model Crèche, Building – Outdoor and indoor play area., Equipment –selection of toys and creative materials, Furniture for different rooms and activities, Personal – staff selection – qualities and qualification, Curriculum – informal talk, music songs and rhymes, storytelling, creative activities, habit, formation in hygiene, toilet training, food habits etc., Records- maintenance of registers

**Teaching and Learning Methods:** Illustrated Lecture, Audio visual material, Discussion & field visit

**In Course Assessment:** Final Essay 10%,Tutorial 10%,Presentation 10%,Mid Semester Exam 10%

**Learning Outcomes:** Student gain knowledge, skill & attitude to administrate a crèche.

#### **Recommended Reading:**

- Pam Leo, Connection Parenting , Wyatt-Mackenzie Publishing 2<sup>nd</sup> Edition 2007
- Linda Eyre, Richard Eyre, Richard M. Eyre,Teaching Your Children Values.,ContributorRichard Eyre. Simon & Schuster, 1993.

### **AHEC 22013 Child Hood Learning in Home Environment**

**Aims and Objectives:** Enable the students to develop their knowledge about child cognition and influence of home environment in child learning process.

**Course Content:** Introduction of preschool education. Influence of home environment in child learning. Learn preschool syllabus design to process with the pace of the child. Children of age group 2+ (Handling of Montessori equipment, Recognition of alphabets & digits, Drawing & colouring, Craft work, Picture reading, Singing, Rhymes, Conversation, Computer aided learning ) Children of age group 4+ (Alphabets in print & cursive, Vowels & consonants, Formation of three & four letter words, Numbering in figure [1-150], Numbering in words [1-20], Drawing & colouring, Rhymes, General knowledge & computers.

**Teaching and Learning Methods:** Through activities, Exploration, Indoor, outdoor play

**In Course Assessment:** Tutorial 10%, Presentation 10%, Mid Semester Exam 10%, Pre School Observation 10%

**Learning Outcomes:** Student able to provide the holistic approach to children's learning and helping them to develop their confidence. Appraise how the quality of interaction between children & children, children & adults and adults & adults influence to the learning purpose.

**Recommended Reading:**

- Curtis, Deb., Carter, Margie. Designs for Living and Learning: Transforming Early Childhood Environments. St. Paul, MN: Redleaf Press. (2003).
- Wardle, Francis. Introduction to early childhood education: A Multidimensional Approach to Child-centered Care and Learning. Boston, MA: Allyn and Bacon. (2003).
- Jean Mills, Richard Mills, Childhood Studies, Rutledge. Place of Publication: London. Publication Year: 2000.
- Julia Brannen , Ellen Heptinstall , Kalwant Bhopal ,Connecting Children: Care and Family Life in Later Childhood, Routledge/Falmer. Place of Publication: London. Publication Year: 2000.

### AHEC 22023 Fundamental in Food Science

**Aims and Objectives:** Introduce students to understand the scientific principles underlying different types of food components.

**Course Content: Theory (30 hours)** Food group:- Experimental study of foods, Cereal & cereal products, Pulses Vegetables & fruits, Animal foods milk, Meat and fish, Egg, Fats & Oils, Spices & condiments, Sugar & sugar products – Jugery, Beverages uses coffee, tea, cocoa, malted beverages, Food preparation:- Different methods of cooking on acceptability & nutritive value of foods, – cooking advantages & disadvantages. **Practical (15 hours):-** Grouping of foods – Discussion of nutritive value, Technique in measurements of food stuff, uses of standard measuring cups and spoons, Cookery – cereal, Pulses, Vegetables, Fruits deserts, Fleshy foods –Egg, Milk –Beverages – Fats & oils – Choosing appropriate cooking methods for each condiments. Sugar cookery observing the changes in food during cooking practices.

**Teaching and Learning Methods:** Illustrated Lecture, Demonstration, Discussion, Sensory evaluation panels.

**In Course Assessment:** Presentation 10%, Mid Semester exam 10%, Tutorial 10%, Practical 10%

**Learning Outcomes:** Student will become aware of nutrition losses during cooking gain knowledge about some methods to prevent nutritional losses and enhancing the nutritional quality of food.

**Recommended Reading:**

- Bamji MEhtab S. et at., (ed), 2002, Text Book of Human Nutrition Oxford and IBH publishing Co.Pvt.Ltd., New Delhi.
- Whitney E.N.and S.R. Rolfes, Understanding Nutrition West publishing, Minne as –polis.
- L. Kathleen Mahan MS RD CDE, Sylvia Escott-Stump MA RD LDN, Krause's Food, Nutrition and Diet Therapy, 10<sup>th</sup> Edition, 2000
- Marcia Nelms, Sara Long Roth, Karen Lacey, Medical Nutrition Therapy, 3<sup>rd</sup> Edition, 2008
- Bamji MS. Krishnaswamy K.Brahman, Textbook of Human Nutrition, 3<sup>rd</sup> Edition, Oxford & IBH Publishing Co. Pvt. Ltd, 2009

### AHEC 22033 Sri Lankan Cuisine (T&P)

**Aims and Objectives:** To enable the student to know the various Preparation of Sri Lankan Foods & their preparation methods. Observe & understand the principles involved in preparation of different food stuffs.

**Course Content: Theory: 15 hours, Piractical : 30 hours:** Preparation of food (Main Meal, Dishes, Intermediate). Sinhala Community- Traditional Kiribath, Kattasambal, Seeni Sambol; Umbrella curry. Fish

Curry with Chilies, Appam/ Hopper, Kottu Rotty. Tamil Community- Different types of rice preparation (curd rice, tamarind rice, lemon rice, mix vegetable rice), Sampar, Rasam, Pickles, Thosai, Idly, Puttu, String Hoppers, Odiyal kool. Muslim Community- Briyani, chicken fry, Vegetables salad. Burger Community- Fried Rice, chicken curry, Vegetables salad, Pudding/Ice-cream. Intermediate Food- Soup, Salad & Desserts (Watillappam, Payasam, Custard pudding, Jelly)

**Teaching and Learning Methods:** Demonstration and Assessment of organ septic characteristics of different food items

**In Course Assessment:** Assignment: - 10%, Selection of equipments: - 10%, Table setting: - 10%, Presentation-10%

**Learning Outcomes:** Students able to know different community foods in Sri Lanka and apply various cooking methods in food preparation.

**Recommended Reading:**

- Sathanithi Somasekaram, (1995), Introduction to Jaffna Cookery, Arjuna Consulting Company Ltd.
- Mallika Joseph, (2009), Coking Like Mum.
- Hilda Deutrom, Ceylon Daily News Cookery Book, 13<sup>th</sup> Edition (2005) Stamford Lake (PVT) Ltd.
- Chandra Dissanayake, Ceylon Cookery, 8<sup>th</sup> Edition (2008), Stamford Lake (Pvt) Ltd.

### AHEC 22043 Fashions and Apparel Design (T & P)

**Aims and Objectives:** To enable intelligent selection, use & care textile and garments in relation to the individual needs and give the basic knowledge of design & fashion.

**Course Content:** Introduction to fabric, fibre, yarn, Fabric contraction, finishes, selection of ready-made garments & their grading of texture., Design & fashion, Textiles & ready -made garments industry. Saree blouse with lining, bra cutting, back open, Different styles of saree blouse neck, shalbar cutting with different necks & pants. Shirt for boys. Different types of sewing machine using in garment industry. Care & maintains of textiles and apparel. Laundryaids, Principles of laundry & dry cleaning, Labels & standards.

**Teaching and Learning Methods:** Illustrated lecture, Demonstration and Discussion

**In Course Assessment:** Practical (cutting:-10%, Finishing:-20%, Laundry: - 10%)

**Learning Outcomes:** Student able to construct different styles in garments with incorporating the new fashion and develop the skill of creativity.

**Recommended Reading:**

- Sekhri S., (2011) Textbook of Fabric Science: Fundamentals to Finishing, PHI Learning, Delhi.
- Darlie. O.Koshy (2008), India Design Edge, Lotus Collection, Delhi.
- D'souza, N., (1998), Fabric Science, New Age International Pvt. Ltd., Delhi.

### AHEE 22013 Sri Lankan Handicraft (T & P)

**Aims and Objectives:** To enable the student to acquire knowledge about the various methods & materials which are using in handicraft.

**Course Content:** Wood work, mat weaving, metalwork, lacquer work, lace making, batiks works, cane works. Making soft toys, Wall hangers, Flower making, Vegetables carving, Pot Painting.

**Teaching and Learning Methods:** Demonstration and Discussion

**In Course Assessment:** Making soft toys:-10%, Wall hangers:-10%, Flower making:-10%, Vegetables carving:-10%

**Learning Outcomes:** Student will be able to develop their creative skills can apply them in aesthetic art on handicrafts

**Recommended Reading:**

- Charlie T. McCormick, Kim Kennedy WhiteFolklore: An Encyclopedia of Beliefs, Customs, 2<sup>nd</sup> Eeition, December 13, 2010
- Kikky Sihota, Creative Carving: Fruits and Vegetables, April 4, 2004

- Hiroshi Nagashima
- Hiroshi Nagashima, The Decorative Art of Japanese Food Carving, November 2, 2009

### AHEE 22023 Apparel Decorations (T & P)

**Aims and Objectives:** Students will be able to understand and appreciate the nature of textiles and to develop the selection of design, manufacture and application on textile items.

**Course Content:** Visual design development inspiration, development and evaluation of design ideas. Functional and aesthetic design Fabric coloration and decoration. Principles of applying colour to fabrics. Methods of fabric decoration, including printing, dyeing, appliqué and embroidery Historical decorative techniques to enhance design, production drawings – front and back views, pattern markings aesthetic – surface decoration or design .

**Teaching and Learning Methods:** Illustrated lecture, Demonstration and discussion

**In Course Assessment:** Fabric painting 10%, Dyeing 10%, Embroidery 10%, mid semester exam 10%

**Learning Outcomes:** Describes the elements and principles of design and uses them in a variety of applications and identifies the functional and aesthetic requirements and features of a range of textile items.

Develops competence in the selection and use of appropriate manufacturing techniques and equipment

#### Recommended Reading:

- Helen Joseph-Armstrong **Draping for Apparel Design** [Hardcover] , September 16, 2000
- Carol Joyce, **Textile Design: The Complete Guide to Printed Textiles for Apparel and Home Furnishings**, Watson-Guptill, 2<sup>nd</sup> edition 1997
- Alison Smith ,**The Sewing Book**, DK Publishing, 2009
- G J Sumathi, **Elements Of Fashion And Apparel Design**, New Age International, 2007

### AHEC 21013 Human Development

**Aims and Objectives:** To understand the development aspects both normal and exceptional and sociology of the life style. Attention will be paid to the study of child development.

**Course Content:** Definition of Human development, Reproductive system, General structure of male & female, reproductive organs, fertilization, pregnancy, Prenatal development – Reproductive systems conception, Prenatal development – signs of pregnancy. Pre-natal care of pregnancy, prevention of gynecological complications. Adjustment of the newborn to temperature, breathing, feeding & elimination, Venereal diseases Contraception, Prenatal care – Management of normal pregnancy hygiene, diet & medical, supervision hazards during pregnancy, preparing for baby family adjustments, Sociology of human reproduction, Labour – sign of labour, stages of labour, types of birth multiple prenames, Sociology of the life style.

**Teaching-learning method:** Demonstration, lectures with modern IT facilities,

**In course Assessment:** Final Essay 10%, Tutorials 10%, Presentation 10%, Mid semester Exam 10%

**Learning outcomes:** Student should be able to assess the stages of life span and create an awareness of a healthy child.

#### Recommended Reading:

- Santrock, J.W. (2006) Child development New York: McGraw Hil Swaminathan. M. (1998) The first five years A critical perspective on early child hood care & education in India. New Delhi C. Sage
- Arya Subash, C., Infant and child care of the Indian mother, Delhi Vikas publishing Co., 1970
- Fromberg B.P., Early childhood education, A perceptual models curriculum, John wiley & Sons, 1977
- Infant & child care, Dr.Subhash C.Arya

### AHEC 21023 Traditional Food Preparation

**Aims and Objectives:** To enable the student to know the traditional foods & their preparation methods.

Observe & understand the principles involved in preparation of different food stuffs.

**Course Content:** Preparation of food with Cereal & Cereal products, Preparation of meal with pulses, preparation dishes with vegetables, Preservation of fruits, Preparation recipes with milk, Different cooking method used in meat meal. Prepare snacks with nuts, short eats. Preparation of different fish curries using sugar stages in cookery. Desserts preparation with traditional method. Liquid foods, Semi solid foods, and table setting.

**Teaching-learning method:** Lectures, Demonstration, discussion,

**In course Assessment:** Preparation of food 10%, Art of arrangements 10%, Dinning Table setting 10%, Mid semester Exam 10%

**Learning outcomes:** Student will be able to prepare traditional food and apply the nutrients when prepare food to lead a better life. Apply various methods of cooking in traditional food preparation

**Recommended Reading:**

- [www.wikipedia.org](http://www.wikipedia.org) “Jaffna food habits”
- <http://www.sangkavi.com> “Traditional Food of Tamilers”
- <http://mittaikkadai.blogspot.com> “ghuk;ghpa czT Kiwfs;> gioa rhjj;jpy; ;t;tsT tp~akh?”

### AHEC 21033 Textiles & Clothing

**Aim and Objectives:** To help the students to study the science of Textiles and learn the techniques involved in garment construction. And also the student will know the family clothing plan and care of textiles.

**Course Content:** Fiber Science:- Classification of textile fibers –classification of yarns based on direction twist, Count simple & novelty yarns, Care of Textiles:- Principles of laundering Family clothing plan, preparing clothing budget & wardrobe, Planning – Selection and buying of fabrics & fabric & ready – made based on art principals,.

**Teaching-learning method:** Lecture , Experimental methods, and. Demonstration and field visit study

**In course Assessment:** Sewing process 10%, Evaluation of ready- made garments 10%, Final essay 10%, Mid semester Exam 10%

**Learning outcomes:** Student will be able to constructed their cloth their own and earn some money from garments

**Recommended Reading:**

- Marshall S.G. Jackson H O, Stanley. Ms. Kefgen M & Specht T, (2009), Individuality in clothing & personal appearance 6th edition Pearson education USA.
- Sekthri S. (2011) Textbook of fabric science fundamentals of finishing PH1 Learning, Delhi.
- Hess, Textile fibres and their use, Lipincot Co., New York. 1969.
- Cerative Sewing, McGraw – Hill Book company. 1969.
- Joseph Manjory, Introductory Textiles Science, Pin Chart & Winston, Inc. New York. 1972
- Trotman, Dveing & chemical Technology of Textiles Fibres.

### AHEC 21043 Human Nutrition

**Aim and Objectives:** Introduce to the students the principle of Human Nutrition and to view it within the community.

**Course Content:** History of Nutrition, Definition of Nutrition: Under Nutrition, Over Nutrition, Mal nutrition, Assessment of Nutrition status in a community: Carbohydrates, Lipids, Proteins, Energy, Vitamins, Minerals, Water

**Teaching-learning method:** Discussion, Research oriented teaching , Lecture method

**In course Assessment:** Nutritional assessment 10%, Tutorials 10%, Food exchange list for malnutrition 10%, Mid semester Exam 10%

**Learning outcomes:** Student will be able to introduce new food preparation with various nutrients and apply the essential nutrients when preparing a food.

**Recommended Reading:**

- Bamji MS. Krishnaswamy K. Brahma GNV(2009) Textbook of Human Nutrition 3rd edition. Oxford & IBH Publishing Co. Pvt. Ltd.
- SriLakshmi (2010) Food Science 5th edition New Age international Ltd.
- Swaminathan, M, Essential of Nutrition Vol. I & II, The Ganesy and Company, Madras 17, 1974. Aykroye,

**AHEE 21013 Sewing**

**Aim and Objectives:** To help students to learn about the various types of stitches. To use this knowledge in various stitches.

**Course Content:** use and care of sewing machine and sewing tools, Planning :- Selection and buying fabrics, Practical (30 hours): Making patterns, Decorative stitches. Various flowers. Make sample of basic stitches & seams (Running Stitch, Hemming, Blind stitch inter looking), Fasteners- Button & hooks patch work make an apron.

**Teaching-learning method:** Demonstration, Lectures, discussion

**In course Assessment:** Mid semester Exam 10%, Sewing process 30% (pattern10%, decorative stitches10%, Basic stitches10%)

**Learning outcomes:** Student will be able to stitch their dress own and can establish a garment industrial

**Recommended Reading:**

- Anawalt, Patricia Rieff (2007).
- New York: Rodale Publishing. Meyrich, Elisaa (2006).
- RIP IT: How to Deconstruct and Reconstruct the Clothes of Your Dreams. New York: Fireside Meyrich, Elissa (2002).
- Women's Work: The First 20,000 Years. W. W. Norton. Huxley, Susan (1999).
- The Worldwide History of Dress. Thames & Hudson. Barber, Elizabeth Wayland (1994).

**AHEE 21023 Introduction to Human Development and Social Welfare**

**Aims and Objectives:** To introduce concepts of human development and social welfare to students and link them as interdisciplinary field . To discuss the importance and scope of the study of human development and social welfare.

**Course Content:** Concept of human development and social welfare. Brief scope of human development and social welfare. Significance of linking human development and social welfare. Social welfare services for: Children, Children with special needs, Youth, Aged. The beginning of human life-prenatal period and child birth. Biological and environmental influences on prenatal development. Major milestones and characteristics of Infancy, Childhood. Major developmental tasks of Adolescence, Adulthood.

**Teaching-learning method:** Lectures, Observations

**In course Assessment:** Assignments 10%, Project 10%, Mid semester Exam 10%, Presentation 10%

**Learning outcomes:** Students can participate in various welfare programs being run in the country.

**Recommended Reading:**

- Berk, L.E ( 1996). Child Development. New Delhi: Prentice Hall.
- Bhattacharya, S. (2003). Social Work: An Integrated Approach. New Delhi: Deep & Deep Publications Pvt. Ltd.
- Craig, G. (1999). Human Development. NJ: Prentice Hall.
- Cole, M., & Cole, S. (1995). The Development of Children. NY: Freeman & Co.
- Gardiner, H.W., Mutter, J.D., & Kosmitzki (1998). Lives across cultures. Boston: Allyn & Bacon.

**AHEC 22013 Women Care and Child Psychology**



**Aim and Objectives:** This course offers a psychological and psychiatric need for the behavior problems of the women and children, and to have complete knowledge about the behavior pattern of the individual and various factors influencing them.

**Course Content:** Brief methods of study of human development, Outline of the major theories of child development, Stages of life span conception, infancy, preschool, elementary school, adolescence, adulthood, middle age & old age, Child growth, Abuse of women & children, Psychology of women, Child abuses, Pregnancy – Psychological care, Psychiatry, Practical (10 hours):- Preparation of case history of a child, visits to institutions for children with special needs, Study of qualities preferred by adolescent in their life partner, Survey on problems of old age.

**Teaching-learning method:** Lectures, case study, observation methods.

**In course Assessment:** Final Essay 10%, Project 10%, Mid semester Exam 10%, Presentation 10%

**Learning outcomes:** Student will be able to counseling to women and child and developed good behavior in their society.

**Recommended Reading:**

- Developmental psychology, A Life- span Approach 5th edition. ELIZABETH B.HURLOCK, Tata McGraw-Hill Publishing Company Limited New Delhi 1981
- Fromberg, B.P., Early Education, A perceptual models curriculum, John wiley & Sons, 1997
- Kurrien, Z., Helping children learn, Orient Longman 1988.
- Zaporazhets A.V.,elkonin D.V., the Psychology of preschool children, The MIT press,1971.
- Hurlock E,B., Adolscnt Development, Mc Graw Hill Kogakusha, 1973

**AHEC 22023 Family Clothing**

**Aim and Objectives:** To enable the students to understand the mechanism of sewing machine and use proper tools for stitching.

**Course Content:** Tools for Clothing construction & Needle cutting tools, Measuring tools, General tools, Pressing tools., Use & care of the Sewing Machine, Seams & Seam finishes, Introducing fullness (Darts, Tucks, pleats, Gathers & frills) , Neckline finishes, Plackets & Openings, Fasteners, Hems, Mending (darning, kinds, of tears)

**Teaching-lecture method:** Demonstration , observation, experimental method

**In course Assessment:** Mid semester Exam 10%, Sewing process 20% (Sewing with a help of sewing meachine10%, Cutting10%), Identification of stitches 10%

**Learning outcomes:** Student will be able to identify the different cloths which using in garments.

**Recommended Reading:**

- Anawalt, Patricia Rieff (2007).
- Sewing Secrets from the Fashion Industry: Proven Methods to Help You Sew Like the Pros. New York: Rodale Publishing. Meyrich, Elisaa (2006).
- RIP IT!: How to Deconstruct and Reconstruct the Clothes of Your Dreams. New York: Fireside.. Meyrich, Elissa (2002).
- Women's Work:The First 20,000 Years. W. W. Norton. Huxley, Susan (1999).
- The Worldwide History of Dress. Thames & Hudson. Barber, Elizabeth Wayland (1994).

**AHEC 22033 Food Science**

**Aim and Objectives:** Introduce students to understand the scientific principles underlying different types of food preparation.

**Course Content:** Different methods of cooking on acceptability & nutritive value of foods, – cooking advantages & disadvantages, Experimental study of foods, Cereal & cereal products, Pulses Vegetables & fruits, Animal foods milk, Meat and fish, Egg, Fats & Oils, Spices & condiments, Sugar & sugar products – Jugery, Beverages uses coffee, tea, cocoa, malted beverages, Practical (15 hours):- Grouping of foods – Discussion of nutritive value, Technique in measurements of food stuff, uses of standard measuring cups and

spoons, Cookery – cereal, Pulses, Vegetable salads, carving, Fruits deserts, Fleshy foods –Egg, Milk – Beverages – Fats & oils –Sugar cookery,

**Teaching-Learning method:** Demonstration, lectures, experimental method

**In course Assessment:** Tutorials 10%, Practical 20% (Selection of utensils 10%, Preparation 10%), Mid semester Exam 10%

**Learning outcomes:** Student will be able to prevent nutrition losses in cooking and enhancing the nutrition quality of foods and analysis the food quality & quantity

**Recommended Reading:**

- Swaminathan,M., Food Science - & Experimental foods, Ganesh & Co., Madras, 1979.
- Fox B.A. and Gamerson A.G., Food Science – A Chemical Approach, Hoddon & Stoughton, Great Britain, 1984.
- Brain, A.Fox and Allan, G, Gameron, Food Science nutrition and health, 5th edition, Edward Arnold, 1989.
- Mudambi,S.R. & Rao S.M., Food Science, wiley Eastern Ltd., New Delhi, Bangalore, Bombay, Cullata, Madras, 1986.
- B. Srilakshmi, Food Science, New age International (P) Limited, New Delhi.

### AHEC 22043 Home Remedies For Common Diseases

**Aim and Objectives:** To introduce the home remedies, Patti vaithiyam, anjaraipetti vaithiyam, maintain positive health by using herbs in day today life, identify the clinical features of common diseases, the importance of home remedies, herbs and raw materials at the home and surroundings, to encourage to establish a home herbal garden.

**Course Content:** Identify the following diseases and introduce the simple home medicines:- Respiratory system (Common cold, cough, sneezing, asthma, hoarseness of voice, pneumonia), Gastro intestinal system (Apthus ulcer, tooth ache dental caries, gingivitis, bleeding gums, Indigestion, abdominal distention, peptic ulcer, diarrhoea, vomiting, dysentery, constipation, piles, worms, jaundice), Renal system (Burning micturition, renal stones, anuria), Integumentary system (kiranthy, karappan, akkaran, sirangu, padarthamarai, kalanjakappadai, neersirangu, abscess, wound, dandruff, cut wounds, whitlow, corns, allergic skin diseases), Hormonal disorders (Diabetic mellitus), Cardiovascular system (High blood pressure, Anemia, Low blood pressure), Vatha diseases (Locomotor system and nervous system), (Headache, joint disorders, burning sensation, numbness, muscular spasm, backache, neck stiffness), Genital system( Excessive menstrual bleeding, painful menstruation, white discharge), Diseases during pregnancy (Morning sickness, reduce breast milk secretion, cracks in nipple, breast abscess), Eye and ear disorders (Conjunctivitis[sore eyes], stye, burning eyes, earache), Toxicology ( Spideer bite, scorpion sting, black lobster mouthed ledged scorpion sting, wasp sting, bee sting, rat bite, Snake bite, unknown bite, caterpillar contact allergic reactions), General symptoms (Fever, Giddiness, Fainting)

**Teaching-learning method:** Lecture, observation, experimental method

**In course Assessment:** Assignments 10%, Presentation 10%, Mid semester Exam 10%, Final essay 10%

**Learning outcomes:** Student will be able to prevent Common diseases in their community.

**Recommended Reading:**

- Vaiththiya muraigal
- Manajiyal oru Maruththuvam
- Kaddu Vaiththiyam
- Anupoga Vaiththiya Piramma Ragasiyam
- Kannuchchamy Paramparai Vaiththiya Muraigal

### AHEE 22013 Cookery Practical

**Aim and Objectives:** This course offers a broad study of cookery methods. This introduces the students to an understanding of various cooking materials and equipments.

**Course Content:** Cooking Materials: Principles of food cookery, new equipments used in cookery, Difference between Oriental and Western cookery. Different dish preparation main meal, snacks, desserts

**Teaching-learning method:** Demonstration, lectures,

**In course Assessment:** Assignment 10%, Preparation 30% (Selection of utensils 10%, use of cookery method 10%, Preparation 10%)

**Learning outcomes:** Student will be able to prepare different dishes

**Recommended Reading:**

- Thangam, E. Philip. (1977), Modern Cookery for Teaching and the Trade, Vol. I, Orient. Longman, New Delhi.

### AHEE 22023 Fundamental of Foods

**Aim and Objectives:** To gain knowledge about foods. Introducing the various food groups with respect to composition, nutritive content, properties selection etc. To learn about food deterioration and preservation and processing of food.

**Course Content:** Introduction to food – definition, importance and objectives of cooking food. Functions of food- physiological, psychological and social. Basic terminology used in cookery. Methods of cooking- dry heat, moist heat, frying, solar cooking and microwave cooking. Effect of cooking on food. Study of various food groups with respect to their classification, composition, processing, nutritive content, selection and storage. Milk and milk products. Eggs, meat, fish and poultry. Cereals. Fruits and vegetables. Legumes and Soya products. Fats & oils. Sugars. Spices. Tea, coffee and coca. Balanced Diet-Concept of balanced diet. Food deterioration, principles and methods of preservation- household & commercial.

**Teaching-learning method:** Lectures, demonstration, discussion

**In course Assessment:** Tutorials 10%, Mid semester Exam 10%, Cookery:-20% (Preparation 10%, Selection of utensils 10%)

**Learning outcomes:** Gain skills in food preservation of food.

**Recommended Reading:**

- Swaminathan, M., Food Science - & Experimental foods, Ganesh & Co., Madras, 1979.
- Fox B.A. and Gamerson A.G., Food Science – A Chemical Approach, Hoddon & Stoughton, Great Britain, 1984.
- Brain, A. Fox and Allan, G, Gameron, Food Science nutrition and health, 5th edition, Edward Arnold, 1989.
- Mudambi, S.R. & Rao S.M., Food Science, wiley Eastern Ltd., New Delhi, Bangalore, Bombay, Cullata, Madras, 1986.
- B. Srilakshmi, Food Science, New age International (P) Limited, New Delhi.
- Dr. M. Swaminathan Hand Book of Food and Nutrition the Bangalore printing and publishing Co. Ltd.
- Vijaya Khader, Foods Nutrition and Health Kalyani publishers, New Delhi.

## LINGUISTICS

### ALGC 21013 Introductions to Phonology

**Aims and Objectives:** The primary purpose of this syllabus subsumes classical American phonemics, the development of more modern theories and the principles of phonological analysis with exemplifications of problems involved in different languages, Identify phonemes according to the principles of structural linguistics. Enable students to improve their analytical ability by examining language data using the principles of phonological theories of linguistics.

Improve the ability of phonemic analysis.

**Course Content:** The relationship of phonetics and phonemics, The reasons for phonemics, A brief account of the theory of phoneme in the course of its evaluation, Phoneme and its nature, The aims of phonemic

analysis, Assumptions, Principles of phonemic analysis, Preliminary procedures and analytical procedures, Problems in phonemics

**Teaching and Learning Methods:** Lectures, Presentations, Discussions

**In course Assessments:** Final Essays (3x5) 15%, Presentations (3x5) 15%, Mid semester Exam 10%,

**Learning outcomes:** Students will identify sound units of the Human Language Principles c.f analyzing sounds of human speech. Ability to transcript speech sounds, Understand the problems in phonemic systems

**Recommended readings:**

- Brosnahan, L.E. and Malmberg, B. (1992) Introduction to Phonetics, Cambridge University Press.
- Charles F. Hockett (1968) A Course in Modern Linguistics. The Macmillan Company. Chapters 7, 8 & 9.
- Fry, C.B. The Physics of Speech, Cambridge University Press.
- John Lyons (1986) Language and Linguistics. Cambridge University Press. Chapter 3.
- K;J;r;rz;Kfk; (1971) > ,f;fhy nkhopapay;> kJiu
- gukrptd;> nkhopapay; mwpKfk;
- fUzhfud;>fp. kw;Wk; n[ah>t. nkhopapay;. Fkud; gjpg;gfk;> nrd;id. 1997.

### ALGC 21023 Introductions to Morphology

**Aims and Objectives:** The Primary purpose of this syllabus is Morphology as the internal structure of words and the general principles of morphological analysis with exemplification of problems involved in different languages. Describe the morphological structure of a language according to the principles of structural theory of morphology. To learn how to analysis the morphological system of the student's mother tongue. To study the structure of a morpheme and its behavior in a larger units such as words and sentences.

**Course Content:** A brief introduction to morphology, The general nature of morphological analysis, The identification of morphemes, Principles of morphemic analysis, Procedures for isolating morphs assigning morphs to morphemes, Morphological process, Morphophonemics

**Teaching and Learning Methods:** Lectures, Presentations, Discussions

**In course Assessment:** Final Essays (3x5) 15%, Presentation (3x5) 15%, Mid semester Exam 10%

**Learning outcomes:** To understand and identify the morphological structure of one's own language with that of any other selected language.

Understanding the fundamentals concepts, Grammatical structure of Morphology.

**Recommended Readings:**

- Charles F. Hockett (1968) A Course in Modern Linguistics. The Macmillan Company.
- Gleason, H.A. Jr. (1969) an Introduction to Descriptive Linguistics, Holt, Rinehart and Winston
- Nida, E.A. (1965), Morphology the descriptive analysis of words, The University of Michigan Press.
- Verma, S.K., Krishnaswamy, N Modern Linguistics
- Mike Davenport & S.J. Hannahs (1998), Introducing Phonetics and Phonology, Oxford University Press, New York.
- Francis Katamba (1993), Morphology, Macmillan Press Ltd., London
- fUzhfud;> n[ah> nkhopapay;> Rtpjh gjpg;gfk;> nrd;id.

### ALGC 21033 History of Linguistics

**Aims and Objectives:** The Primary purpose of this syllabus is a brief history of the different stages in the development of modern linguistics as an autonomous discipline in the West and early attempts in the study of language in India with special reference to phonetics and semantics. The history of language studies from the ancient time to the end of the 20<sup>th</sup> century with special reference to western and Asian countries.

**Course Content:** History of Indian tradition, The period of Greece and Rome (A brief study), School of Linguistic thought, Middle age, Renaissance, 19<sup>th</sup> century (Comparative Linguistics) and 20<sup>th</sup> century

**Teaching and Learning Methods:** Lectures, Discussions

**In course Assessment:** Final Essays 15%, Presentation (3x5) 15%, Mid semester Exam 10%

**Learning outcomes:** Understand school of linguistic thoughts and history of Linguistics

Analysis the need for ancient linguistics studies and modern linguistic studies to analysis the basic concepts of ancient and modern linguistics studies.

**Recommended Readings:**

- Verma, S.K. , Krishnaswamy, N Modern Linguistics
- Mike Davenport & S.J.Hannahs (1998), Introducing Phonetics and Phonology, Oxford University Press, New York.
- fUzhfud;> n[ah> nkhopapay;> Rtpjh gjpg;gfk;> nrd;id.
- Gukrptd;-nkhopapay; mwpKfk;
- General Linguistics: An introductory survey-Robins
- A short history of Linguistics-R.H.Robins

**ALGC 21043 Contrastive Linguistics**

**Aims and Objectives:** The Primary purpose of this syllabus is the contrastive analysis of two or more languages with a view to discover certain principles. In addition to study differences between phonological, morphological and syntactical structure in Tamil, English and Sinhala. Provide theories and concepts of contrastive linguistics. Evaluate the nature of the languages, language structural patterns and related problems at the local, national and international levels. Provide practical training on different language structural studies.

**Course Content:** Aims and uses of Contrastive Linguistics, Methodology in Contrastive Linguistics Contrastive analysis of two or more languages with a view to discover certain principles that prove helpful in solving practical problems that arise in second language teaching and learning translation for this purpose. Tamil, Sinhala and English will be briefly used drawing special attention to linguistic transfer, interference and equivalents, Contrastive study of Sinhala and Tamil phonological, morphological and syntactical structure, and vocabulary system of Tamil, Sinhala and English.

**Teaching and Learning Methods:** Lectures, Presentations, Discussions

**In course Assessments:** Final Essays - 15%, Presentation (3x5) 15%, Mid semester Exam 10%,

**Learning outcomes:** The students will be able to explain the phonological, Morphological, Syntactical structure of any natural languages. Distinguish the language similarities and dissimilarities of the language structure Identify the sound patterns, word patterns and syntactical patterns.

**Recommended Readings:**

- Nickel, Gerherd (1971) Papers in Contrastive Linguistics, Cambridge University Press.
- Nuhman., M.A. , (2003)A Contrastive study of Tamil and Sinhala noun phrase . University of Peradeniya publication.

**ALGE 21013 Introductions to Spoken Sinhala**

**Aims and Objectives:** The main objective of this course unit is to introduce Sinhala language through oral communication for the Tamil speaking students. Identification of the Sinhala alphabet. Develop the Sinhala letters and words Pronunciation skills , Listening and response in Sinhala language, Make simple sentences and engaged in dialogue , Self introduction

**Course Content:** The Sinhala alphabet and their classification, Numerals, Colloquial forms of pronouns, Negative words and prohibitive words, Make the colloquial sentences, Self introduction, Production and Comprehension of more complex sentences in Sinhala conversation with the help of graded lesson and exercises. To translate colloquial Sinhala paragraphs into Tamil and vice-versa, Sundry dialogues (at interview, at telephone dialogues and informal conversation, Understanding the few Sinhala folk tales and translation)

**Teaching and Learning Methods:** Lectures, Discussions and presentations

**In course Assessment:** Interview 20%, presentations- 10%, Mid semester Exam 10%,

**Learning outcomes:** At the end of this course unit students will be able to understand the basic spoken Sinhala language and make simple sentences in Sinhala language.  
Understanding the basic structural patterns of the Sinhala Language  
Comprehend the small comprehension passages

**Recommended readings:**

- J.B. Dissanayake ; 1992 “Say it in Sinhala” Lake House Printers & Publishers Ltd. Colombo 2
- D. Garusinghe Max Hueber Verlag Munchen, 1962, “Sinhalese, the spoken Idiom”
- Fairbanks, Gair and De Silva, 1968, “Colloquial Sinhalese”, Cornell University, U.S.A
- W.S. Karunatilaka , “An introduction to spoken Sinhala” , M.D. Gunasena & Co. Ltd. Colombo

**ALGE 21023 Comparative Approach on Language Structure of Tamil and Sinhala**

**Aims and Objectives:** The main objective of this course unit is familiarize the structure of Tamil and Sinhala languages. Identification of the language structure of Sinhala and Tamil. Understanding similarities and dissimilarities in structural level of both languages. Encouraging the studies on comparative linguistics Facilitating the second language acquisition process.

**Course Content:** Phonology of Sinhala and Tamil, Morphological structure of Sinhala and Tamil, Pronouns of Address in Tamil and Sinhala, Structure of Noun phrase, Nominalization, Complementation and Relativization.

**Teaching and Learning Methods:** Lectures, Discussions and Presentations

**In course Assessments:** Interview (4x5) 20%, Presentation (2x5) 10%, Mid semester Exam 10%

**Learning outcomes:** At the end of this course unit students will be able to understand the language structure of the Sinhala and Tamil and applied the knowledge to learn Sinhala as a second language

**Recommended Readings:**

- James W. Gair <http://www.amazon.com/Studies-South-Asian-Linguistics-Languages/dp/0195095219> - # .
- Barbara C. Studies in South Asian Linguistics: Sinhala and Other South Asian Languages.
- James W. Gair (Author) › Visit Amazon's James W. Gair Page Find all the books, read about the author, and more. See search results for this author
- Are you an author? Learn about Author Central
- Gair, J.W., Suseendirarajah., S. and Karunathilaka.W.S, 1978, An introduction to Spoken Tamil, External Services Agency.

**ALGC 22013 Phonology of Tamil and English**

**Aims and Objectives:** The primary purpose of this syllabus is phonological structure of Modern Tamil language and English language as used in Sri Lanka. To provide the phonological structure of modern Tamil language and English language as used in Sri Lanka. Discuss the comparisons of the language phonological systems of both

**Course Contents:** Phonemic systems in Tamil and English, Comparisons of the two systems, Tamil phonology, English phonology, Distribution of vowel and Consonant phonemes in Tamil and English, Changes of sound patterns from old Tamil to Modern Tamil and English.

**Teaching and Learning Methods:** Lectures, Presentations and Discussions

**In course Assessments:** Field reports 10%, Final Essay (2x5) 10%, Presentation 10%, Mid semester Exam 10%,

**Learning outcomes:** Ability to compare and contrast the patterns of phonological systems. Identify the basic concepts of complementary distributions of phonological and phonemic systems. Ability to articulate the sounds of two languages

**Recommended Readings:**

- Suseendirarajah, S. (1993), Jaffna Tamil, Phonology and Morphology, University of Jaffna Publication.

- Mike Davenport & S.J.Hannahs (1998), *Introducing Phonetics and Phonology*, Oxford University Press, New York.
- Dr. Radhey L. Varshney(2003) *An Introductory Textbook of Linguistics and Phonetics* Student store Rampur Bagh, Bareilly.

### **ALGC 22023 Morphology of Tamil and English**

**Aims and Objectives:** The primary purpose of this syllabus is Details of the morphological structure of Modern Tamil language and English language as used in Sri Lanka. To provide the basic concepts of morphological structure of Tamil and English, Explain the comparison of morphemic analysis in Tamil and English. Define the Noun and verb morphology of Tamil and English

**Course Content:** An outline of the morphology of Tamil and English, Noun morphology of Tamil and English Verb morphology of Tamil and English, The structure of a morpheme and its behaviour in larger units such as words and sentences of Tamil and English, The relationship between the morphological sub system and the other sub system of a language, Comparison of morphemic analysis in Tamil and English.

**Teaching and Learning Methods:** Lectures, Presentations, and Discussions

**In course Assessment:** Field reports 10%, Final Essay 10%, Presentation (2x5) 10%, Mid semester Exam 10%

**Learning outcomes:** Ability to analysis the morphological structure of Tamil and English

Identify the basic concepts of morphological principles

Ability to compare and contrast the patterns of morphological systems

**Recommended Readings:**Suseendirajah, A (1993) *Jaffna Tamil phonology and morphology*, University of Jaffna publication.

- Nida, E.A. (1965), *Morphology the descriptive analysis of words*, The University of Micjigam Press.

### **ALGC 22033 Advanced Phonetics**

**Aims and Objectives:** The primary purpose of this syllabus is advanced theoretical knowledge in all branches of phonetics and concentration on production, identification and transcription of sounds and combination of sounds that occur in unfamiliar language and familiarity in handling instrument in language laboratory. To provide advanced theoretical knowledge of phonetics, To provide the concepts of prosodic features of speech sounds. To provide classification of Articulatory, Auditory, Acoustic phonetics.

**Course content:** The uses of Phonetics, Phonetics as a sub system of Language, The domain of Phonetics, The units of sound, The segmentation of speech continuum, The nature of phonetic analysis, The classification of speech sounds into vowels and consonants, Prosodic features of speech sounds, Principles of prosodic phonology, generative phonology, auto- segmental phonology, Symbolic representation of speech sounds.

**Teaching and Learning Methods:** Lectures, Presentations and discussions

**In course Assessments:** Final Essays 15%, Presentation (3x5) 15%, Mid semester Exam 10%

**Learning outcomes:** Ability to understand the speech production of any natural languages. Identify the sounds of any languages. Able to explain the descriptions of sounds. Ability to transcribe the text through IPA chart.

**Recommended Readings:**

- Balasubramaniam,S., (1993) *Text of English Phonetics*, Macmillan, India.
- Brosnahan,L.E. and Malmberg,B. (1992) *Introduction to Phonetics*, Cambridge University Press.
- y,C.B. *The Physics of Speech*, Cambridge University Press.
- Peter B. Denes and Elliot N. Pinson (1973) *The speech chain*. Anchor press/ Doubleday Garday city, New york.
- Dr. Radhey L. Varshney(2003) *An Introductory Textbook of Linguistics and Phonetics* Student store Rampur Bagh, Bareilly. Selected articles.

**ALGC 22043 Psycho Linguistics**

**Aims and Objectives:** The primary purpose of this syllabus is introduce students to the study of Psychological views on language. And this component is to understand the relationship between language and mind and explain how language process functions in human brain. To provide basic concepts of psycholinguistics, To provide how language process functions in human brain, Discuss the factors influencing on first, second language acquisition.

**Course Content:** Introduction to psycholinguistics, The human communication and non-human communication The relationship between Language and the brain, Language process and language acquisition The link between knowledge and usage, Disorders of thinking, Children's menta-linguistics awareness, Different psycho linguistics hypothesis, Applying the knowledge of psycho linguistics and studying the problems in different social categories, Theories and ideas introduced by different psycho linguists such as Chomsky, Skinner & Lenneberg.

**Teaching and Learning Methods:** Lectures, Presentations and Discussions

**In course Assessments:** Field reports 10%, Final Essay 10%, Presentation (2x5) 10%, Mid semester Exam 10%

**Learning outcomes:** Explain and analysis the relationship between language skills and the brain structure  
Apply the theoretical knowledge of language acquisition at the social level

**Recommended Readings:**

- George A.Miller . Psychology & communication-
- Jean Berko Gleason . Nan Bernstein Ratner. Psycholinguistics-

**ALGE 22013 Principles of Sinhala Grammar**

**Aims and Objectives:** The primary purpose of this syllabus is introduce Sinhala grammar for literary purposes and also improve the skills of writing and translation. To provide basic grammatical rules of the Sinhala written language. Translating the paragraph from Sinhala to Tamil and vice versa  
Understanding and making sentences in Sinhala documents

**Course Contents:** Agreement, Noun forms and types, Word order, Cases, Tenses description past, present and incidents, Affixes, Parts of speech

**Teaching and Learning Methods:**Lectures and Discussions

**In course Assessments:** Interview (5x4) 20%, Presentation (2x5) 10%, Mid semester Exam 10%

**Learning outcomes:** Ability to understand the basic Sinhala Grammar. Ability to translate the paragraphs from Sinhala to Tamil and vice versa

**Recommended Readings:**

- Abraham Mendis Gunasekara: : G.J.A. Skeen: 1891, A comprehensive grammar of Sinhalese Language
- Wilhelm Geiger.,1938, A Grammar of the Sinhalese language. Asian Educational Services

**ALGE 22023 Nannul and Tolkaappiyam Eluttu and Col from Modern Linguistic Point of View**

**Aims and Objectives:** The primary purpose of this syllabus subsumes the analysis of Tolkaappiyam and Nannul from the Linguistic point of view. In addition to compare the old Tamil grammar with structure of modern Tamil. Provide theories and concepts of old Tamil Grammars. Compare Old Tamil Grammar with structure of Modern Tamil. Discuss the chart showing the varying number of eluttu and col from time to time.

**Course Contents:** Introduction, definition of eluttu and col Classification of words, Chart showing the varying number of carpeluttu from time to time, distribution of phonemes, Tolkappiam, Nannul general description of articulation, place of articulation of consonants, Tolkappiyar's, Nannul's Treatment of Sandhi, definition of Sandhi.



**Teaching and Learning Methods:** Lectures, Presentations and Discussions.

**In course Assessments:** Final Essays (4x5) 20%, Presentation 10%, Mid semester Exam 10%,

**Learning outcomes:** Define the old and modern Tamil Grammars. To understand Tolkaappiyam and Nannul from the linguistics point of view. To compare the old and Modern Tamil Grammar of eluttu and col

**Recommended Readings:**

- Caldwell, R (1959) A Comparative Grammar of the Dravidian, Madras
- Vijayavenugopal, G. (1968) A Modern evaluation of Nannul (eluttatikaram), Annamalai University, Annamalinagar.
- Shanmugam, S.V. (1967) Naccinarkkiniyar's Conception of phonology, Annamalai University, Annamalinagar.
- Rg;gpukzpa rh];jpup> gp.v]; (1937) njhy;fhg;gpak; vOj;jjpfhuk;

## MEDIA STUDIES

### ACMC 21013 Mass Communication and Society

**Aims and Objectives:** In this course unit explores the social consequences of Mass communication. Students will understand the positive and negative effect of mass communication especially mass media.

**Course Content:** In this course unit explore the social consequences of Mass communication, Uses, Effects & Representation, Meaning of Effects, Theories of Media Effects, Effects of Media on Education, Mass Media and Sri Lankan society, Children and Women, Need for Audience Studies, Violence in Media and its effect on Society.

**Teaching and learning methods:** Illustrated lecturers, Media analyze, Groupware and Presentation

**In course assessment:** Presentation -10%,Group work or Mid semester Exam -10%,Media analyzing-10%,Written assignment -10%

**Learning outcomes:** Understand the pros and cons of mass communication. Able to analyze the effect of mass media

**Recommended Reading:**

- Ralph E. Hanson Mass Communication: Living in a Media World 3<sup>rd</sup> Edition Published by –CQ Press,2300 N Street NW,suite 800, Washington,DC ,2011
- David K. Perry Theory and Research in Mass Communication: Contexts and Consequences Second Edition Published by Lawrence Erlbaum Associates. Place of Publication, Publication Year: 2002
- Defleur, Melvin L. Understanding Mass Communication: A Liberal Arts Perspective. 6<sup>th</sup> Edition: Published by Wadsworth Publishing.2011
- Dennis, Everette E.; Defleur, Melvin L. Understanding Media in the Digital Age :
- Connections for Communication Societ, and Culture. 1st Edition Published by Allyn & Bacon 2001

### ACMC 21023 Reporting Techniques & Skills (P)

**Aims and Objectives:** In this course unit students are introduced to techniques of reporting to both print and electronic media.

**Course Content:** Gathering The News Reporting & Reporters - Training & Qualifications to be a reporter – Where reporter work - Reporting for Newspapers - Reporting the expected & unexpected Made news – What reporters do - Reporting skills - A nose for News. Observation (listening & seeing), Taking notes, finding, checking, verifying, analyzing & interpreting information -. Interviewing - Asking questions - Types of interviews - Interviewing techniques. Skills For Writing News: The basic formula - The Inverted Pyramid: advantages & disadvantages. Writing the Lead - Kinds of Leads - The summary Lead - Thinking through the Lead - Finding the appropriate verb - No news Lead - Organizing the facts - Time elements – Variations on the summary Lead - Some other aspects of the Lead - Datelines, Credit Lines, Bylines - Checklist for the standard of the news story. Types Of Reporting: Objective, Interpretative, Investigative, Legal, Developmental. Political. Sports, Crime, Economic & Commercial, Technical & Science Reporting &

the rest. Writing The Story: Single - Incident Story - Attribution - Identification - Time and Timeliness – The Stylebook. Extracting Stories from outside copies: Citizens, Press releases, Institutional sources Ministries & Govt. Departments etc. Clarity And Accuracy: How much do readers know? Define & Explain - Context & background - Technical words & Terms - obscure details - Jargons & euphemism - Unanswered questions - Stories with holes - Accuracy always - Verifying Facts - Verifying quotations - Credibility – Confessing errors.

**Teaching and learning methods:** Lecturers, Practical exercises, groupwork, presentation

**In course Assessment:** Written Assignment – 10%, Fieldwork /attendance -10 % Presentation -10%, Analyzing news 10%

**Learning outcomes:** Go to different places to collect news reports. Write different types of news reports. Get to know the reporting culture.

**Recommended Reading:**

- Jerry Schwartz Associated Press Reporting Handbook Published NC Graw Hill 2002
- Chris Frost, Reporting for Journalists 2<sup>nd</sup> Edition Published Routledge 2002
- Carole Rich Writing and Reporting News: A Coaching Method Published Wads Worth 2010
- David spark Investigative Reporting: A study in technique Published Focal Press 1999
- John R. Bender Lucinda ,D. Davenport, Michael W. Drager Fred Fedler Reporting for the Media 7<sup>th</sup> edition

**ACMC 21033 Editing: Concepts & Processes (News paper)**

**Aims and Objectives:** This unit provides the knowledge on editing and the importance of editing. Show how the editing process is going on in a newsroom and the importance of editing process. Discuss the different roles of editorial departments. Discuss the importance of correct usage of language and punctuation marks and the need of stylebook. Explain the editorial writing format and the page designing manner

**Course Content:** In this course unit students will learn role of the editor in printed media. Introduction: Meaning Concept, Objectives & Scope of Editing, Basic Editorial Set - Up Of A Daily: Position of Editor (Chief Editor, Editor - in Chief. Executive editor, Resident editor, Managing - editor, Assistant editor (s) - their functions, Editorial writers their functions. Importance & Significance of the Editorials. Editorial Set - up of a Magazine, Into The Newsroom: Role of the News Editor, His Responsibility for Organisation And Selection of News. Their Editing And Treatment. Editing Desk vs Reporting - Section: Chief Sub - Editor (s), Sub - Editors and their functions; Their Relationship with: The News Bureau & Its Chief, Chief Reporter & Other Reporters, Correspondents, Stringers, Freelancers. The Photo Section: Chief Photographer & Other Photographers; Cartoonists & Illustrators. Specific language inputs (Usage tips, Words and phrases to avoid, Specific grammatical problems) Structure and functions of the editorial set-up of a newspaper. Functions of the sub-editor - Writing, editing, design, Understanding the publication - it's audience, ideology, Style book, Editing symbols and how the computer has revolutionized editing, Editing to fit available space - cutting or expanding copy to fill space, Reorganizing or restructuring a story, Checking facts, names, figures, Checking for grammatical and other language errors or problems, Rewriting in style appropriate to publication, Writing headlines - structure, working, types, use of typography, do's and don't's, role of punctuation in headings, Writing effective captions, Intros and rewriting leads, Typography and design, Principles of layout - balancing grey matter and white space, understanding fonts, balancing visuals and/or ads and editorial content, Planning the page - deciding weightage of story, positioning for optimum effectiveness, balance in editorial content, preserving the format, Selecting visuals - image energy, lines offeree, impact + information. Ethical considerations when selecting visuals for crime/death/grief stories, Cropping pictures, Formulating effective graphics.

**Teaching and learning methods:** Lecturers, group work, practical editing and writing exercise with group discussion.

**In course Assessment:** Writing and editing a dummy copy- 10%, writing style book 10%, editorial writing 10%, collecting and analyzing headlines and papercutting-10%

**Learning outcomes:** The students will be able to understand the importance of editing process, Edit copies and write editorials, understand the structure of the newsroom, editorial department and apply those duties when they prepare their practical journal

**Recommended Readings:**

- Suzanne Gilad, Copyediting and Proofreading For Dummies 1st edition (May 7, 2007)
- Jeff Anderson, Everyday Editing Stenhouse Publishers
- Brian S. Brooks Jack The Art of Editing (7th Edition, 2009)

**ACMC 21043 Media, Democracy, Law and Ethics**

**Aims and Objectives:** Show how the code of ethics and self regulation control the media. Explain the democratically system and media law system. Discuss the ethical dilemmas to a journalist

**Course Content:** Press, Law, Society & Democracy, Media as fourth estate, Constitutional Safeguards to Freedom of Press, Press Commissions & their recommendations, Press & Registration of Books Act, Working Journalist Act, Law of Libel & Defamation, Contempt of Court, Parliamentary Privileges, Right to Information, Copyright, Intellectual Property Right, Social Responsibility of Press, Media ethics and ethical dilemmas, Self-Regulation & Freedom of Expression. Code of ethics Srilankan and other countries, safty journalism and conflict sensitive journalism

**Teaching and learning methods:** Illustrated lecturers, case studies group work and presentation

**In course Assessment:** Written assignment 10%, Case study 10%, Presentation on media ethics 10%, Practical exercise 10%

**Learning outcomes:** Understand and analyze the media ethics law in media. Be aware of ethical values in their writing. Practices media ethics

**Recommended Readings:**

- Andrew Belsey, Chadwick, Ethical issues in journalism and the media Rutledge, 1992
- Tony Harcup Journalism: Principles and Practice, SAGE Publications, April 2009
- Roy L. Moore Media Law and Ethics: A Casebook (Rutledge Communication Series... 2008
- Cyber ethics: Richard Spinello Morality and Law in Cyberspace , Jones & Bartlett Pub; 3 edition , 2006
- Associated Press, The Associated Press Stylebook and Briefing on Media Law 2011
- Publication –A member of the peruses books group in co-op with the Associated Press 2011

**ACME 21013 Popular Culture and the Media**

**Aims and Objectives:** Objective of the course unit is providing the knowledge on relationship between media and popular culture with critical thinking.

**Course Content:** Cultural Studies and a History of the Highbrow, Lowbrow, and the Middlebrow, The Media and the Business of Culture, Icons, Visionaries, and Empires, Genres in Fiction, TV, Radio, and Film, Cartoons: The Grotesque and the Vulgar as the Bases of Popular Expression, Information, Gossip, and Ideology in Game Shows, Talk Shows, and News, Our Identities: Lifestyles, Work, Families, and Love, Our Role Models: Heroes and Villains, Stereotypes, and Ground-Breakers, Our Myths and Our Futures: Apocalypse, Utopia, and the Machine, The Interpretation of High Art and Low Art, Audience, Americanization, and Globalization

**Teaching and learning methods:** Lecturers, group work, discussion

**In course Assessment:** Written assignment 10%, Presentation with analytical skills 10%, Group work 10% Final essay 10%

**Learning outcomes:** Critical thinking on popular media culture. Understand and analysis the impact of media on public

**Recommended Readings:**

- John storey, 2006, Cultural theory and popular culture an introduction, university of Georgia press 4th edition
- Dominic strinati 2004 an introduction to theories of popular culture Rutledge publication, 2nd education

- Peter Bennett, Andrew hickman, Peter wall, 2006, Film studies Rutledge publication
- Barry Duncan (Author), Janine D'ippolito (Author), Cam Macpherson (Author), Carolyn Wilson (Author), 1996 Massmedia and popular Culture Harcourt Brace; Version 2 Edition edition

### ACME 21023 Computer Applications in Mass Media

**Aims and Objectives:** Show how o the technology involves in mass media field. Explain and illustrate that technical aspects to the students

**Course Content:** Different applications of computers for mass media – introduction – text, graphics, drawings, animation, sound. Multimedia applications – business applications, educational application, public, utility, virtual reality; multimedia skills. Page maker, Interfacing, working with text, page setup, printing, formatting, Techniques, graphics and drawings. Images, bitmaps, drawing, principles of animation, use of video – broadcast, Video standards NTSC-PAL-SECAM-HDTV, integration of computers and Televisions, video editing, linear aspects. Internet – sourcing – web technology and its application; new generation Internet. Potential and limitations – priorities and utilization.

Web vs. print – a comparison, advertising, copy creation and feedback on the Net, Profiling the reader, content generation and research, design of context. Website elements visual design, background, colors, sale promotion service, Promotion in the website. Interactivity – diversity, legal challenges – copy right. Issues, technology issues, political issues, social issues, economic issues, ethical Issues.

**Teaching and learning methods:** Illustrated lecturers, presentation discussion group work

**In course Assessment:** Creating a text application in word document 10%, By using PageMaker create a newpage 10%, Writing a assignment on Web vs. print 10%, Animation creation 10%

**Learning outcomes:** Understand the different types of computer applications and how they involve in media field, Create different computer application

#### Recommended Readings:

- Jiming Liu, Jinglong Wu, Yiyu Y. Yao and Toyoaki Nishida (Jan 8, 2010)
- Active Media Technology: 5th International Conference, AMT 2009, Beijing, China, October 22-24, 2009, Proceedings (Lecture Notes in Computer Science / . Applications, incl. Internet/Web, and HCI)
- Springer; 1st Edition. edition (January 8, 2010)
- Susie H. VanHuss, Connie M. Forde and Donna L. Woo (Jul 22, 2011) . Integrated Computer Applications, South-Western Educational Pub; 6 edition

### ACMC 22013 Photo Journalism

**Aims and Objectives:** In this course unit provides the basic photographic skills to journalist. What is photojournalism? Beginnings, necessity and significance.

**Course Content:** Photography: Elements and principles - visual language - meaning - photographer's jargon; composition of photography - subject and light.

Photographic equipment (Cameras - types - formats - lens - their types and functions - film types and functions –accessories). Camera and Photo( Shots - focus - shutter - speed - selection of subject - different types of photographs -action - photo editing - procedure - pictures for newspapers and magazines - developing photographers' manual and computerized photography).

Photographing people (Portrait and still, wildlife; environment; sports; landscape; industrial disasters; photography for advertising; conflicts - war - political and social photography Photography – elements and principles – visual meaning photographer's jargon Composition of photography – subject and light). Shots-focus shutter-speed selection of subject different types of photographs, Action-photo editing – procedure-pictures for newspapers and magazines –, developing photographer's manual and computerized photography. Photographing people, portrait and still, wildlife, environment, sports, landscape, Industrial disasters, photography for advertising, conflicts war political and social photography. News values for pictures, photo essays – photo features; qualities essential for Photo journalism, picture magazines – color photography, impact of technology.

**Teaching and learning methods:** Practical exereices, illustrated lecturers, photographic Exhibition, presentation and group work,

**In course Assessment:** Written Assignment 10%, Take photos 20%, Presentation group discussion 10%

**Learning outcomes:** Understand apply photographic skills. Able to apply photo journalistic approach

**Recommended Readings:**

- Loup Langton, Photojournalism and Today's News: Creating Visual Reality, Publication-John Wiley & sons ltd, Uk 2009,
- Kenneth Kobre Photojournalism, Sixth Edition: The Professionals' Approach, 4<sup>th</sup> Edition Publication - Focal press, 2000.
- Steve Crist, Edward Weston, Edward Weston; one hundred twenty-five photograph, Publication-AMMO Books LLC, 2000.
- Associated Press, The Associated Press Stylebook and Briefing on Media Law , Publication –A member of the peruses books group in co-op with the Associated Press 2011.
- Howard chapnick Truth Needs No Ally: Inside Photojournalism, Publication-University of Missouri press Columbia,1994

**ACMC 22023 Concepts and Principles of Advertising.**

**Aims and Objectives:** The advertising is a subject integrated with mass media and this course unit provided vast knowledge and skills on Advertising.

**Course Content:** Introduction to Advertising: Definition, Origin & development of Advertising, Growth of advertising in Sri Lanka , Effects on Economy/Industry, Facets of advertising (As an act of commerce, as hidden persuader) Purpose of Advertising: Need for advertising, Functions of advertising, Benefits of advertising: To Seller, Buyer & Media, Types of Advertising: Commercial & Non – commercial, Product & Consumer, Classified & Display. Retail & Wholesale. Regional, National & Co-operative. Govt. advertising, Comparative advertising. Advertising as a Communication Tool: Communication Process & Advertising, Communication Principles, Theories applied to advertising. Advertising as a Marketing Tool: Concept of Marketing & advertising, Marketing Mix - 5 P's in marketing, Segmentation of consumer & positioning of product. Advertising as a Public Relation Tool: Relationship of Advertising & Public Relation, Corporate/Institutional Advertising. Advertising Theories: Unique Selling Proposition, Brand Image Role & effects of Advertising: Negative & Positive Effects, Advertising & Society, Advertising & Development, Role of advertising in National Economy, Social / Public Advertising. The WWW as an advertising medium: How it differs from the traditional media, Techniques and strategies of web advertising, Current trends in online advertising, Public service advertising, What is PSA, Need for and objectives of PSA How PSA forms a duty and an advantage for corporate citizens, Introduction to advertising strategies- AIDA, DAGMAR, information processing, model.

**Teaching and learning methods:** Illustrated lecturers, presentation groupwork

**In course Assessment:** Group work and presentation 10%, Case studies 10%, Practical exercises 10%  
Written tutorial 10%

**Learning outcomes:** Understand the effect of advertising. Think Creative ideas. Analyze the impact of advertisement

**Recommended Readings:**

- Marty Neumeier The Brand Gap: How to Bridge the Distance Between Business Strategy and Design Published New Riders 2010
- Scott Belsky Making ideas happen, Published Penguin group 2010
- Ellen Lupton ,Jennifer Cole Phillips Graphic Design Thinking Published Princeton architectural Press 2011
- David Ogilvy Ogilvy on Advertising Published by Oxford university press 2001
- Teresa Iezzi The Idea Writers: Copywriting in a New Media and Marketing Era (Advertising Age) Publication Palgrave macmillan 2010.

**ACMC 22033 Introductions to Printing Techniques**

**Aims and Objectives:** Explain the printing process of a newspaper. Show the different typography system. Explain the page making and layout system

**Course Content:** Printing; its meaning, History, Origin. Types of Printing Process, Elements of Printing, Paper, Comparison between Printing Process, Traditional Printing Vs Modern Typography, Type size, Type Style, Colours, Magazine, newspaper printing culture. Printing and layout designing

**Teaching and learning methods:** Illustrated Lecturers, field visit, practical exercises.

**In course Assessment:** Preparing a dummy 10%, Layout and designing a page 10% ,Writing printing history assignment 10%, Field notes/attendance 10%

**Learning outcomes:** Understand the printing techniques. Able to use the printing techniques

**Recommended Readings**

- Niir Board the Complete Book on Printing Technology 2003, 2nd edition, Asia Pacific Business 2
- Niir Board Hand Book on Printing Technology (Offset, Gravure, Flexo, Screen) 2003, second edition, Publisher: Asia Pacific Business Press Inc. 2011
- Niir Board, Screen Printing Technology Hand Book, Publisher: Asia Pacific Business Press Inc. 2003
- D. J Williams Halsted Press, Manufacturing Systems: an Introduction to the Technologies 4, Halsted Press, 1988

**ACMC 22043 Contemporary Media Technology**

**Aims and Objectives:** Show the digital influence on media and discuss the pros and cons of social media network

**Course Content:** New Information Communication Technologies: Need and Cultural contexts. Moving on Digital Era: What is Digitalization? Internet < E-Commerce, Broadcasting, Cable TV, Video Technology Impact of TV Digital Media & Entertainment Technology Telecommunication Revolution, New Technological Devices New Communication Revolution Globalization Process: Cultural Globalization Perspective, Impact of globalization. Social Media and its impact. Media convergence

**Teaching and learning methods:** Illustrated Lecturers, field visit, practical exercises.

**In course Assessment:** Creating social media network-10%, Writing essay -10%, Group work-10%, Presentation 10%

**Learning outcomes:** Able to use social media. Understand and analyze the digital influence on media Understand the new technology.

**Recommended Readings:**

- David Held (Editor), Anthony McGrew (Editor) Global Transformations Reader: An Introduction to the Globalization Debate Polity Press, 2000
- Henry Jenkins Convergence Culture: Where Old and New Media Collide NYU Press 2006
- Charlene Li, Josh Bernoff, Groundswell: Winning in a World Transformed by Social Technologies Harvard Business School Press, 2008

**ACME 22013 The Television**

**Aims and Objectives:** This course explores the functions of the Television with socio-cultural perspectives

**Course Content:** Art and craft of television, how it works, content and programming trends, communicator, entertainer, The History of Television and the Nature of the Medium, The State of the Art Sponsorship and Art, Genres and Format I, News, Tabloid TV and the Creation of Community, The Power to Educate and Inform, The Star System, Stereotypes and Role Models, The Offensive Side of Television, Chasing Popularity and Quality, Global Television, role of television in the Sri Lankan lifestyle, TV-Broadcast Discourse and Formats

**Teaching and learning methods:** Illustrated lecturers, practical exercises group work and presentation

**In course Assessment:** Written assignment 10%, Practical assignment 10%, Presentation 10%  
Groupwork 10%

**Learning outcomes:** Understand the effect of television and its impact. Able to analyze the television programmes. Able to use the television media as a mass medium

**Recommended Readings:**

- Richard Adler (1978), The effects of Television on children, National association of broadcasters,
- Patricia Marks Greenfield (1984) Mind and Media: The Effects of Television, Video Games, and Computers (Developing Child) Harvard University Press

## PHILOSOPHY

### APHC 21013 Eastern Philosophy

**Aims and Objectives:** This unit is designed as an introduction to some of the central philosophical and religious movements of South and East Asia, focusing in particular on questions of self-knowledge, self-cultivation, and the good life in traditions such as Hinduism, Buddhism, Confucianism, and Taoism. This course will explore the early and classic philosophical and religious traditions of India, China, Japan, and Tibetan etc. The main goal is to provide students with an understanding of the significance of these philosophies in their own right, as well as a comparative understanding of them.

**Course content:** Nature and scope of Eastern Philosophy, the origin and development of Indian Philosophy, Chinese philosophy and its development, Taoism, Confucianism, Sikh Philosophy, Philosophical significance of Japan and Tibet philosophy.

**Teaching and Learning methods:** Lectures, presentation and Discussion

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

**Learning Outcomes:** Students who are successfully completing this course shall be able to understand, analyze and explain the basic structure of eastern philosophy.

(\*Note: The students who offered 'Asian Philosophy' in 2010 will offer 'The Introduction of Indian Philosophy' instead of Eastern Philosophy)

**Recommended Readings:**

- Oliver Leaman (2000) Eastern Philosophy : Key Readings (4<sup>th</sup> Edition)
- Oliver Leaman (1999) Key concepts in Eastern philosophy
- Brain Cart (1996) Morals and Society in Asian Philosophy (3<sup>rd</sup> Edition)
- H. Gene Blocker (1999) World Philosophy: An East West comparative Introduction to Philosophy
- Guttorm Floistad (1999) Asian Philosophy (5<sup>th</sup> Edition)

### APHC 21023 Modern Philosophy

**Aims and Objectives:** This unit will provide an introduction to the core fields within philosophy: Epistemology, Metaphysics, Mind, Ethics, Politics, Metaphysics, Art and Aesthetics. It will help to understand the role of Rationalists and Empiricists in shaping Modern Philosophy

**Course content:** Origins and development of modern Philosophy, Rationalism, Empiricism, Skepticism, Ethical Theories and its Criticism, Social and Political ideas, Art and Aesthetics, three rational philosophers: Descartes, Leibniz and Spinoza., the three most prominent British Empiricists, John Locke, George Berkeley, and David Hume's focusing on their epistemological and metaphysical doctrines and Immanuel Kant's reconciliation between Empiricism and Rationalism, Kant's theory of knowledge.

**Teaching and Learning method:** Lectures, presentation and Discussion

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

**Learning outcomes:** Students successfully completing this course shall be able to develop a general understanding of the history of modern philosophy, how it based to the development of the contemporary Western philosophy.

**Recommended Readings:**

- Roger Ariew, Eric Watkins (2009) Modern philosophy: an Anthology of Primary Sources (5<sup>th</sup> Edition)
- Richard Francks (2006) Modern Philosophy: the Seventeenth and Eighteenth Centuries (7<sup>th</sup> Edition)
- Steven M. Emmanuel, Patrick Allen (2002) Modern Philosophy: from Descartes to Nietzsche (3<sup>rd</sup> Edition)
- Frederick Denison Maurice (1996) Modern Philosophy: A Treatise of Moral and Metaphysical Philosophy
- Roger Ariew (2001) The Age of Reason: 17<sup>th</sup> Century Philosophers (4<sup>th</sup> Edition)
- Rosen Education Service (2005) Modern Philosophy: From 1500 Ce to the Present

**APHC 21033 Contemporary Western Philosophy.**

**Aims and Objectives:** Determine the main factors to the contemporary movements in philosophy, Discuss the contemporary philosophical debates surrounding the issues about the objectivity of scientific knowledge, metaphysics, ethics, and cultural difference, Discuss how contemporary philosophical thinking could be able to revisit ancient and modern origins of the history of philosophy.

**Course Content:** nature and scope of contemporary western philosophy, origin and development, Analytic Philosophy, Phenomenology, Existentialism, Realism, Pragmatism, linguistic philosophy, Positivism and Post – Positivism, Hermeneutics, Feminism and Deconstruction

**Teaching and Learning methods:** Lectures, PowerPoint presentation and Discussion

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

**Learning Outcome:** Students will be able to demonstrate mastery of the basic debates that characterized twentieth century philosophical thought, students will develop an understanding of how various theories were historically developed in the context of philosophical forces, and students will learn to utilize basic critical thinking skills including the capacity to logically assess the claims of contemporary theorists.

**Recommended Readings:**

- Brian Fay (1996) Contemporary philosophy of social science: a multicultural approach (4<sup>th</sup> Edition)
- Nicholas Rescher (2005) Collected Papers: Studies in 20<sup>th</sup> century philosophy (5<sup>th</sup> Edition)
- Friedrich Stadler (2010) The Present Situation in the Philosophy of Science (4<sup>th</sup> Edition)
- Rudolf A. Makkreel, Sebastian Luft (2004) Neo-Kantianism in contemporary philosophy (2<sup>nd</sup> Edition)

**APHC 21043 Contemporary Indian Philosophy**

**Aims and Objectives:** This course unit provides an introduction to the modern philosophers of India, who takes care about the social reformation through epistemology, metaphysics, morality and spirituality. Students will become familiar with basic ideas of contemporary Indian philosophers to reform society, identifying some of the questions which contemporary Indian philosophers have addressed and critically examining their answers, positions, and arguments, Identify and evaluate students' own presuppositions about contemporary Indian thought.

**Course content:** Introduction to Indian mode of Thinking, Development of Philosophical thoughts and the contribution of Ram Mohan Roy, Raveendiranath Tagore, DayanandaSarasvati, Syed Ahmad Khan, Ramakrishna Paramahasar, Ramana Maharishi, Swami Vivekanada, BalGangadharTilak, AurobindoGhose, Mahatma Gandhi, S.Radhakrishnan, K.C.Bhadachchariyar etc.

**Teaching and Learning method:** Lectures, PowerPoint presentation and Discussion



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

**Learning Outcomes:** Students who are successfully completing this unit shall be able to use their creative ideas to reform a good moral and spiritual society. Students will possess the ability to identify, discuss and issues of twentieth century Indian philosophy.

**Recommended books:**

- Basant Kumar Lal (2010) Contemporary Indian philosophy
- G.R. Sharma (2003) Trends In Contemporary Indian Philosophy of Education A Critical Evaluation
- Eliot Deutsch, Ronald Bontekoe (2000) A Companion to World philosophies
- Nalini Bhushan, Jay L. Garfield (2011) Indian Philosophy in English: From Renaissance to Independence
- Krishna Prasad Deo (2003) Elements of Mysticism in Contemporary Indian Philosophy

**APHE 21013 Existentialism**

**Aims and Objectives:** This unit introduces the students to existentialism as a critique of traditional Western philosophy, explain the characteristic components of a philosophy of existence and explain the role of Existentialist philosophers to develop Continental Philosophy. Introduce the students to existentialism as a critique of traditional Western philosophy. Explain the characteristic components of a philosophy of existence. Explain the role of Existentialist philosophers to develop Continental Philosophy.

**Course content:** Nature and scope of Existentialism: This course drafted as a brief historical and thematic overview of the philosophy of existence, looking especially important forerunners of contemporary existentialism: Kierkegaard and Nietzsche, Jean-Paul Sartre, Camus, Merleau-Ponty, and Beauvoir. Jaspers, Heidegger.

**Teaching and Learning method:** Lectures, PowerPoint presentation and Discussion

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

**Learning Outcome:** Students who are successfully completing this unit shall be able to understand the essence of human being, follow a correct path to moral life

**Recommended readings:**

- Ernesto A. Logarta (2005) The Philosophy of Existentialism (4th Edition)
- Guido De Ruggiero (1998) Existentialism: Disintegration of Man's Soul (2nd Edition)
- Joseph M. Bochenski (2000) Contemporary European philosophy
- David West (2000) Continental Philosophy: An Introduction (5<sup>th</sup> Edition)

**APHC 22013 General Psychology**

**Aims and Objectives:** Demonstrate foundational knowledge in psychology (concepts, theories, research methods, history), articulate the interactions of spiritual, philosophical, cognitive, emotional, social and situational factors as they influence a range of human behavior (the bio-psycho-social-spiritual model)

**Course content:** Nature and scope of psychology, History of Psychology, Cognitive Development, Memory and Forgetting, Learning Theory, Theories of Motivation, Theories of Personality, Theories of Leadership. Mind body relationship, Behaviorism.

**Teaching and Learning method:** Lectures, presentation and Discussion

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

**Learning Outcome:** Students who are successfully completing this course shall be able to apply psychological concepts in their everyday life

**Recommended readings:**

- Robert Morris Ogden (2008) An Introduction to General Psychology (5<sup>th</sup> Edition)
- José Luis Bermúdez (2005) Philosophy of psychology: a Contemporary Introduction (7<sup>th</sup> Edition)

- André Ariew, Robert Cummins, Mark Perlman (2005) *Functions: New Essays in the Philosophy of Psychology and Biology*
- Henry D. Schlinger, Alan D. Poling (1997) *Introduction to Scientific Psychology* (4<sup>th</sup> Edition)
- Jay N. Eacker (1996) *Problems of Philosophy and Psychology* (6<sup>th</sup> Edition)

### APHC 22023 Vedanta Philosophy

**Aims and Objectives:** This unit will be able to study the Philosophical significance of Sankara, Ramanuja, Madhva and others. Metaphysical dispute about how Brahman is supposed to be related to the individual along with the nature of self and consciousness and issues of epistemology, ethics and logic, classical debate carries over to the modern period and the overall relevance of Vedanta.

**Course content:** Introduction to the various doctrines of Advaita, Sankara Vedanta - Brahman, Atman and world, causation theory, doctrine of maya and liberation, Visitadvaita philosophy religious experience, bhakthi and mukthi, Madhva's dualism and Sri kantha's Sivadvaita

**Teaching and Learning method:** Lectures, presentation and Discussion

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

**Learning outcomes:** Students who are successfully completing this course shall be able to develop a general understanding of the Vedanta philosophy. It will expose the real significance of the logical and philosophical structure of Indian Philosophy.

**Recommended readings:**

- Shyama Kumar Chattopadhyaya (2000) *The Philosophy of Sankar's Advaita Vedanta*
- William M. Indich (2000) *Consciousness in Advaita Vedānta*
- Swami Abhedananda (1996) *Vedanta Philosophy - Five Lectures on Reincarnation*
- Swami Abhedananda (1990) *Vedanta Philosophy: Self-Knowledge Atma-Jnana*
- Hajime Nakamura, Trevor Leggett (1993)

### APHC 22033 Moral Philosophy

**Aims and Objectives:** This unit will be able to examine several historically important and still-prominent theoretical approaches to moral philosophy that purport to provide systematic procedures for answering questions about right and wrong, examine a variety of moral issues by focusing on ideals of meaning of life such as What is the best way to live?, What is the connection between virtue and happiness? , Are there general principles, rules, guidelines that we should all follow? Are there general criteria for distinguishing between right/good and wrong/evil?

**Course content:** Introduction to moral philosophy, the nature of ethical propositions, theory of good and bad, Naturalism, Determinism, Indeterminism and freewill, types of moral judgments, right, wrong, obligations etc, moral language, important Ethical theories, Psychology and Ethics. Contemporary problems and applied ethics

**Teaching and Learning method:** Lectures, PowerPoint presentation and Discussion

**In course Assessment:** Fieldtrip/Assignment – 10%, Mid semester Exam – 10%, Presentation – 10%, Final essay – 10%

**Learning Outcome:** Students who are successfully completing this course shall be able to form a well-reflected opinion about their behavior and develop skills in critical thinking and argument in moral issues.

**Recommended Readings:**

- Louis P. Pojman, Peter Tramel (2009) *Moral Philosophy: A Reader* (4th Edition)
- Edward Bentham (2007) *An Introduction to Moral Philosophy* (3rd Edition)

- Noel Stewart (2008) Ethics: an Introduction to Moral Philosophy (7th Edition)
- E. J. Bond, Edward Jarvis Bond (1996) Ethics and Human well-being: an Introduction to Moral Philosophy
- Richard Burnor, Yvonne Raley (2010) Ethical Choices: An Introduction to Moral Philosophy with Cases

### APHC 22043 Theory of Knowledge

**Aims and Objectives:** Analyze different sources for knowledge: perception, memory, consciousness, reason and testimony, demonstrate an understanding of different perspective of knowledge issues, study how can we develop, justify and structure our knowledge, draw links and make effective comparisons between different approaches to knowledge issue that derive from areas of knowledge, ways of knowing, theoretical positions and cultural values.

**Course content:** nature and scope of Theory of Knowledge - Skepticism, Knowledge, Conditional Theory of Knowledge, Justification -Foundationalism and Others minds, Empiricist Theories of Meaning, Holism and Indeterminacy. Forms of Knowledge – Perception, Memory, Induction, A Priori Knowledge

**Teaching and Learning method:** Lectures, PowerPoint presentation and Discussion

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

**Learning Outcomes:** Students who are successfully completing this unit shall be able to identify central issues or debates in the theory of knowledge, develop an awareness of how the knowledge is constructed, take an interest in the diversity of ways of thinking and ways of living

**Recommended readings:**

- L. T. Hobhouse (2005) The Theory of Knowledge: A Contribution to Some Problems of Logic and Metaphysics
- Leslie Joseph Walker (1976) Theories of Knowledge: Absolutism, Pragmatism, Realism
- Louis P. Pojman (2005) The Theory of Knowledge: Classical and Contemporary Readings
- Roderick M. Chisholm (1986) Foundation of Knowing

### APHE 22013 Philosophy of Marxism

**Aims and Objectives:** To examine the philosophical thought and practice arising from the works of Karl Marx and Marxist tradition, to help students gain an awareness of the main features of Marxism and the issue and debate that arise in its relations to socio, economic and political philosophy, to introduce students to a number of the leading late modern, contemporary Marxists

**Course content:** nature and scope of philosophy of Marxism: The Hegelian influence on Marx, the early theory of alienation, dialectical materialism, Marx's critique of 19th century political economy and the critique of capitalism, and Marx's theory of revolution

**Teaching and Learning method:** Lectures, PowerPoint presentation and Discussion

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

**Learning Outcomes:** Students who are successfully completing this course shall be able to learn equality, freedom and humanity, develop analytical, critical thinking, writing and communication skills.

**Recommended readings:**

- Robert C. Tucker (1997) Philosophy and Myth in Karl Marx
- Howard Selsam, Harry Martel (2004) Reader in Marxist Philosophy
- Karl Marx, Loyd David Easton (2007) Writings of the Young Marx on Philosophy and Society
- Tom Rockmore (1995) Marx after Marxism: the Philosophy of Karl Marx

- Dick Howard (1985) From Marx to Kant

## PLANNING

### APNC 21013 Planning Theory

**Aims and Objectives:** Identify the dominant theoretical and disciplinary traditions in planning. construct an intellectual framework for positioning planning ideas and concepts; To develop an understanding on theories, concepts and processes related to the origin, growth and the form of human settlements and planning; To introduce the complex socio-cultural and political forces integrated with decision making processes; To enable the candidates to comprehend the multiple perspectives on the role of the planner in development process.

**Course Contents:** Concept of Theory, Planning and Planning Theory, Planning Practice and Theory, Rationality in Planning, Comprehensive Planning, Incremental Planning, Advocacy in Planning, Equity Planning, Collaborative Planning, Modernist and Post Modernist Planning, Democracy in Planning, Politics of Planning, Gender and Planning, Professional Ethics

**Teaching and Learning Methods:** Lectures, discussion, Question & Answer methods, presentation, case studies and directed studies, field study.

**In Course Assessment:** Tutorials (10%), Field Studies based assessment (10%) Presentations (10%), Mid Semester exam (10%)

**Learning Outcomes:** Listening, presentation, inquiry, reading and writing. To identify the spatial process and patterns of human settlements. Comprehend the methods of plan preparation for different scales based on prescriptive theories. Adopt appropriate planning traditions for various socio economic scenarios Understand the application of descriptive and prescriptive theories Understand the factors underlying the spatial process evolving around the human settlements,

#### Recommended Readings:

- Friedmann J., (1987) Planning in the Public Domain: From Knowledge to Action, Princeton University Press
- Fainstein S, Campbell S, (2011), Readings in Planning Theory, Wiley-Blackwell; 3 edition.
- Michael P. B., (2002), Planning Theory for Practitioners, American Planning Association
- Allmendinger P., (2009), Planning Theory, Palgrave Macmillan, Second Edition.
- Friedmann J., (2011), Insurgencies: Essays in Planning Theory, Routledge

### APNC 21023 Environmental Planning and Management

**Aims and Objectives:** To comprehend the nature of environment and interactions in which the human settlement evolves. To provide basic knowledge on biotic and abiotic resources, interaction between natural and manmade environments To provide a comprehensive overview of environmental problems in the local, regional, national and transnational levels. To develop planning and management tools to manage the environment in relation to human settlement development

**Course Content:** Basic concepts of Environment, ecology, biotic and abiotic resources, Principles of sustainable development, Environmental issues and problems, sources of Environmental pollution, Conservation and management of environmentally sensitive areas, methods to control and reduce environmental pollution, Environmental auditing, Environmental Impact Assessment, Environmental laws, Environmental mitigation measures, market instruments for environmental management, planning strategies for conservation and management.

**Teaching and Learning Methods:** Lectures, Presentation, Discussion, Question & Answer Methods, Videos and Documentary films, Field studies,

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

**Learning Outcomes:** Identify the factors degrading the environment. Demonstrate the method of Environmental Impact Assessment. Formulate environmental development plans to conserve and manage

the environment. Understand the importance of environmental and its process for sustainability. Understand factors contributing for environmental pollutions. Comprehend the consequences of environmental pollution

**Recommended Readings:**

- Tom D. and Katherine D., (2003) Environmental Planning Handbook: For Sustainable Communities and Regions, American Planning Association
- Randolph J., (2003), Environmental Land Use Planning and Management, Island Press, 1st Edition
- Richard T. W., Dorothy B.,(2010) Environmental Science: Toward a Sustainable Future, Addison Wesley; 11th Edition
- William C. and Mary C.,(2009) Environmental Science: A Global Concern, McGraw-Hill Science/Engineering/Math; 11th Edition
- Andrew F., Relyea R., and Et al,(2011) Environmental Science: Foundations and Applications, 1st Edition

**APNC 21033 Regional Planning and Rural Development**

**Aims and Objectives:** To comprehend the nature of regions and necessity for regional development. To demonstrate the regional planning process and procedures. To Identify the regional development strategies. To provide a theoretical practical overview of rural development

**Course Content:** Conceptual Basis of Regional planning: Definition, Scope, and Concept of Regional Development, Need for Regional Development, Inter and Intra Regional variations with reference to selected some developed and developing countries, Factors and problems associated with regional variations, Region in Regional Development: Concept of Region and Space, Typology of Regions, Regionalization and the Delineation of Regions, Regional Analysis: Theory of Regional Development and Planning, Theory of Regional Economic Dualism, Techniques of Regional Analysis, Practice of Regional Development and Planning: Problems and Prospects of Regional Development, Institutional Framework and Governmental policies towards Balanced Regional Development and Planning (some selected countries), Strategy of Regional Development, Information systems for Regional Planning, Rural planning and development, rural infrastructural development,

**Teaching and Learning Methods:** Lecture, Discussion, Field Studies, Question & Answer Methods, presentation

**In Course Assessments:** Tutorial 10%, Midterm exams/ Quiz 10%, Presentations 10%, Evaluations based on field studies 10%

**Learning Outcomes:** Demonstrate the techniques and methods used to identify regional functionality and linkages. Comprehend the rationale of planning process. Demonstrate the methods of regional economic and social analysis. Comprehend the nature and characteristics of inter and intra regions. Understand the importance of regional development for national growth. Understand the relevance of inter and intra regional development. Understand the theories driving the regional growth

**Recommended Readings:**

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

**APNC 21043 Fundamentals of Urban Planning**

**Aims and Objectives:** To conceptualize the nature and process of urban settlements and their processes. To expose to issues and problems of unplanned urban development. To familiarize with the concepts and theories of urban planning. To understand the relevance of planned urban development

**Course Content:** Defining Urban settlements, Urbanization and Suburbanization Process, Urban land market, Urban Land use theories, Importance of Urban Planning, Origin of town planning in UK, History of Urban Planning, Theories and concepts in urban Planning, Location analysis,

**Teaching and Learning Methods:** Lecture, Discussion, Field Studies, Question & Answer methods, presentation, Video and documentary film,

**In Course Assessments:** Tutorials 10%, Midterm exams/ Quiz 10%, Presentations 10%, Evaluations based on field studies 10%

**Learning Outcomes:** Demonstrate the urban area delineations methods. Critically differentiate urban and rural settlements. Demonstrate the urban population and economic analysis techniques. Demonstrate urban planning methods. Understand the nature of urban and rural settlements. Understand the role of urban areas in spatial development. Understand the role of urban planning in orderly development. Familiar with urban planning concepts and techniques

**Recommended Readings:**

- Levy J. M., (2010), Contemporary Urban Planning, Longman, 9th Edition
- Peter Hall, (2002), Cities of Tomorrow: An Intellectual History of Urban Planning and Design in the Twentieth Century, Wiley-Blackwell, 3rd Edition
- Richard T. L., and Frederic S., (1999), The City Reader: 2nd Edition, Routledge, 2nd Edition
- Morris A.E.J., (1996), History of Urban Form: Before the Industrial Revolution, Prentice Hall, 3rd edition
- Lewis Mumford, (1968) The City in History: Its Origins, Its Transformations, and Its Prospects, Mariner Books

**APNE 21013 Plannig Methods and Techniques**

**Aims and Objectives:** To introduce methods and models for different scales of planning, To provide an overview of planning techniques, To comprehend the policy as a tool to control and regulate development, To develop a critical discussion on the existing planning related policy frameworks, their evolution and implications.

**Teaching and learning methods:** Lecture, presentation, discussion, Question and Answer method

**In Course Assessments;** Tutorials (10%), Mid Semester exams/ Quiz (10%), Presentations (10%), Evaluation on field based studies (10%)

**Course Content:** Quantitative & qualitative methods, Planning process, Introduction to survey and research, Social impact assessment, Stakeholders process, Participatory rural appraisal, Negotiation and mediation, Cost-benefit analysis, Financial appraisal, Environmental impact assessment, Project planning tools

**Learning Outcomes:** (Skills) Ability to identify different planning methods, Critical thinking of importance of policy framework for spatial development. Knowledge - Understand the relevance of planning methods at different scales, Comprehend the implication of planning policy as a guideline for development

**Recommended Readings:**

- Burch H. A.,(1996) Basic Social Policy and Planning: Strategies and Practice Methods, Routledge
- Patton C., Sawicki D., (1993), Basic Methods of Policy Analysis and Planning, Prentice Hall; 2nd Edition
- Ian Bracken, (2007), Urban Planning Methods: Research and Policy Analysis, Routledge; 1 edition
- Henry Sanoff, (1999), Community Participation Methods in Design and Planning, Wiley, 1st Edition

**APNE 21023 Comparative Study of Spatial Planning System in UK and Japan**

**Aims and Objectives:** To provide an overview of spatial planning of western and eastern countries, To understand the spatial strategies and their consequences adopted in different countries, To understand the planning framework of different countries, To understands impacts of their system of spatial planning

**Course Contents:** Introduction to Spatial Development Scenarios in UK and Japan, Introduction to British and Japanese Planning System, Pioneers in British and Japanese Planning System, National, Regional and Local Planning System in UK and Japan, Planning Framework, Planning Legislation, Planning Policies, Planning Process in UK and Japan, Planning Institutions in UK and Japan,

**Teaching and Learning Methods:** Lecture, presentation, Discussion, Question and Answer methods, Multimedia based teaching (Documentaries and films)

**In Course Assessments:** Mid Semester Examination/Quiz (10%), Presentation (10%), Tutorial (10%), Assignment (10%)

**Learning Outcomes:** Knowledge on Western and Eastern planning ideologies,  
Ability to comprehend the different planning system and their impact on spatial development  
Critical understanding of different planning process and frameworks in countries with different socio economic background

**Recommended Readings:**

- Yvonne Rydin (1993) *The British Planning System; Government Beyond the Centre*, Palgrave Macmillan
- Cullingworth J. B., Vincent Nadin (2010) *Town and Country Planning in the UK*, Routledge; 1<sup>st</sup> edition
- Peter Hall, (2007) *Urban and Regional Planning*, Fourth edition, T & F Books UK; 4<sup>th</sup> Edition
- Patsy Healey (2007) *Urban Complexity and Spatial Strategies: Towards a Relational Planning for Our Times*, Routledge; 1<sup>st</sup> Edition

**APNC 22013 Basics Spatial Information Systems**

**Prerequisite:** Candidate should have minimum score in the modules of English language and computer literacy in the first year.

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

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

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

**In Course Assessments:** Computer based practical assessment (two assessment) 20%, Midterm exam/ Quiz 10%, Field based practical assessment 10%

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

**Recommended Readings:**

- Longley, P. A., Goodchild, M. F., Maguire, D. J., and Rhind, D. W., (2001), *Geographical Information System and Science*, John Wiley and Sons.
- Heywood, I., Cornwell, S., Carver, S., Raju, S., (2007), *An Introduction to Geographical Information System*, Dorling Kindersley (India) Pvt. Ltd.
- George, B., Korte, P. E. (2001), *The GIS Book*, Cengage Learning India Pvt. Ltd.
- Bernhardsen, T., (1999), *Geographic Information System An Introduction*, John Wiley and Sons, Inc.

- Jensen, J. R., (2009), Remote Sensing of the Environment An Earth resources Perspective, Dorling Kindersley (India) Pvt. Ltd.

### APNC 22023 Statistical Methods for Planning

**Aims and Objectives:** To illustrate the fundamentals of statistics, To illustrate statistical techniques for the quantitative analysis of an issue or a problem in a town or village. To develop statistical methods applicable in sampling of a population in a town or locality. To illustrate hands on practice of software on statistical applications.

**Course Content:** Introduction to Statistics in planning, Population and Samples, Sampling methods in planning, Quantitative and Qualitative data in planning, Descriptive statistics, Descriptive Statistical Analysis (using Stata/SPSS/ Minitab), Probability, Discrete random variables, Continuous Random variables Hypothesis testing, Inferential statistics in planning, Inferential Statistical Analysis (using Stata/Excel, SPSS and Minitab), Simple Linear Regression Analysis, Multiple Regression,

**Teaching and Learning Methods:** Lectures, Discussion, Questions and Answer Method, Presentation, Directed study

**In Course Assessments:** Midterm exams/ Quiz 10%, Computer based practical (two practical) 20%, Directed Study 10%

**Learning Outcomes:** After completing the module, the students should be able to, **Skills** - Compute the average, mean, and standard deviation of a set of data related to a population sample. Ability to analyze and define the relationships between spatial variables. Prepare a database from a survey carried out in a town or village.

#### Recommended Readings:

- Wayne R. O., (1995) Environmental Statistics and Data Analysis, CRC-Press, 1st edition
- Agresti A., and Christine Franklin C., (2008) Statistics: The Art and Science of Learning from Data, Prentice Hall; 2nd edition
- Sullivan M.,(2008) Statistics: Informed Decisions Using Data, Prentice Hall, 3rd edition
- McClave J. T., Terry Sincich T., and Et al,(2008) Statistics, Prentice Hall, 11th edition
- Bulmer M.G.,(1979) Principles of Statistics, Dover Publications

### APNC 22033 Settlement Planning – Group Project

**Aims and Objectives:** To expose to housing need and need assessment, To identify and analyze the problems and issues of housing, Demonstrate the planning process to be adopted in the housing projects, Illustrate the strategy formulation and housing process, To provide hands on training on the methods and techniques of preparation of a settlement plan

**Course Content:** Housing, Housing needs assessment, housing problems and issues, infrastructure for settlements, National Housing Development Policies, Literature survey, field survey, data collection, public participation, data analysis, SWOT analysis, Strategy formulations, Implementation and monitoring, evaluation mechanism

**Teaching and Learning Methods:** Lecture, Demonstration in the class room and field on the preparation of housing plan, field survey, institutional survey. (Note: Teaching, studio works, discussion, field work and evaluation will be undertaken within one week on fulltime basis.). Demonstration in the class room and field: Initial phase of the project work begins with identification of problem with respect to settlements. To identify housing related issues and problems, literature survey will be carried out. To identify the housing related issues, trips will be organized to meet relevant institutions such as National Housing Development Authority, District Secretariat, NGOs involved in housing. Once the problems identified through literature survey and institutional surveys, a field reconnaissance survey will be carried out to figure out the magnitude of the problem in the ground. Students will be grouped into minimum of four and each group will be assigned with data collection. Data and information will be gathered once the problem is quantified in the ground. Data sources will be identified and students will involve in data collection. Primary data in the ground and secondary data from institutions will be collected. A workshop will be organized to discuss with the public and officials to discuss the problem, potentials and the solutions they prefer as far as housing is concerned. Based on the discussion with the public and information from the data analysis, strategies to



address the housing issues will be formulated. Implementation mechanism will be formed and funding sources will be identified.

**In Course Assessments:** Achievements on this module will be assessed fully practically. Problem Identification 10%, Data Collection 10%, Data Analysis 20%, Strategy formulation 10%, Team Work 10%, Presentation 20%, Defending 20%

**Learning Outcomes:** Identify the issues and problems associated with housing, Demonstrate the methods of housing need assessment, Devise a methods of data collection, Demonstrate the methods of public opinion survey. Demonstrate the methods of situational analysis, Formulate the strategies to address housing issues Formulate implementation mechanism, Understand the housing related issues and problems. Comprehend the housing need assessment process, Understand the need for public participation. Understand the settlement planning mechanism

**Recommended Readings:**

- Pezzoli K., Friedman J.,(2000) Human Settlements and Planning for Ecological Sustainability: The Case of Mexico City The MIT Press,
- United Nations Human Settlements Programme (UN-HABITAT), (2003) The Challenge of Slums: Global Report on Human Settlements, Routledge
- Nand Lal,(1990) Rural Settlement Planning and Development, South Asia Books
- Cloke P. J.,(1983) An Introduction to Rural Settlement Planning, Routledge, 1st Edition
- Nathaniel Lichfield, (1980) Settlement Planning and Development: A Strategy for Land Policy, University of British Columbia Press

**APNC 22043 Demography in Planning**

**Aims and Objectives:** To develop the concepts and theories of demography, To illustrate techniques of quantitative analysis of population in urban & rural settlements, To develop the interrelationship of household formation, fertility & housing needs in human settlement planning. To demonstrate the impacts of demographic transition and urbanization in settlement formation

**Course Content:** Population structure and its relevance to settlement planning; The application of demography in planning; Demographic data sources, Density and distribution, Population structure and dynamics, Population Census; Fertility and Mortality measurements and its related planning implications; Migration analysis; population estimates and projections; Demographic Transition; Computation of manpower resources in settlement planning; Demographic based quantitative methods. Population policy, Gender in development, Human capital development

**Teaching and Learning Methods:** Lectures, Discussion, Question & Answer methods, directed study

**In Course Assessments:** Midterm exams/ Quiz 10%, Presentations 10%, Tutorial 10%, Directed study 10%

**Learning Outcomes:** Compute the rate of change of population in a town. , Forecast populations for different options of a planning strategy. , Formulate a demographic profile required for preparing a physical plan. Understand the factors affecting population dynamics, Understand the importance of population projection and structural changes in planning, Understand the age cohort structure and its significance in planning, Comprehend the population policy and its impact on development

**Recommended Readings:**

- Kronenberg T. and Kuckshinrichs W., (2011) Demography and Infrastructure: National and Regional Aspects of Demographic Change, Springer, 1st Edition.
- Plane D.A. and Rogerson P. A., (1994) The Geographical Analysis of Population: With Applications to Planning and Business, Wiley, 1st edition
- Smith S. K. and Tayman J., et. al (2008) State and Local Population Projections: Methodology and Analysis, Springer, 1st edition
- Siegel F. R. (2010) Demands of Expanding Populations and Development Planning: Clean Air, Safe Water, Fertile Soils, Springer, 2008 edition
- Gould W. T. S. and Lawton R., (1986) Planning for Population Change, Rowman & Littlefield Publishers

**APNE 22013 Land Use Planning and Land Management**

**Aims and Objectives:** To comprehend the relevance of land use and land management in spatial development. To learn land capability assessment methods for urban and rural lands. To provide an overview of land management mechanism. To comprehend the land use planning processes and methods

**Course Content:** Basic concept of land, land use, land use planning and landscape, Urban and Rural Land use patterns, Land classification, urban and rural land capability assessment, Land ownership and tenure, Land use classification system, Land suitability evaluation, Land reclamation, Land use problem, land use survey methods, land use planning methods, Land use planning process, land use zoning,

**Teaching and Learning Methods:** Lecture, Discussion, Question & Answer methods, presentation, field studies,

**In Course Assessments:** Tutorials 10%, Midterm exams/ Quiz 10%, Presentations 10%, Evaluations based on field studies 10%

**Learning Outcomes:** Demonstrate the land use data collection methods, Demonstrate the land use analysis methods, Critical thinking of the role of land use in sustainable spatial development. Ability to analyze the land uses and formulate land use plans. Understand the basic concept of land and land use in the urban and rural contexts. Understand the process involved with land use planning and land management. Understand the rationale of land use planning process

**Recommended Readings:**

- Philip R. B., Godschalk D. R., (2006) Urban Land Use Planning, Fifth Edition, University of Illinois Press; 5 edition
- LaGro J. A., (2007), Site Analysis: A Contextual Approach to Sustainable Land Planning and Site Design, Wiley, 2 edition
- Margaret C., Zwick P., (2007) Smart Land-Use Analysis: The LUCIS Model, ESRI Press, 1st edition
- Randolph J., (2003), Environmental Land Use Planning and Management, Island Press, 1 edition

**APNE 22023 Heritage Management and Conservation**

**Aims and Objectives:** To provide an overview of heritage and their values, To illustrate the heritage management concepts, To comprehend the heritage management and conservation methods.

**Teaching and Learning Methods:** Lecture, discussion, presentation, Question and Answer methods, Video presentation

**In Course Assessment:** Mid Semester Examination (10%), Field Based Assessment (two) 20%, Tutorial (10%)

**Learning Outcomes:** (Knowledge) To explain the functional values of different heritages, To demonstrate the heritage management strategies, To Explain the heritage conservation methods. **Skills** - Skills to prepare a heritage management plan, Ability to devise a conservation strategies for different heritages

**Course Content:** Concept of Heritage, Heritage and spatial development, Types of heritages; historical heritage; architectural heritage; cultural heritage; natural heritage; Heritages of prehistoric, colonial and post colonial periods, Policies and promotion of heritage conservation, Evolution of UNESCO and International treaties on heritage, Heritage management and heritage conservation at local regional and national scales,

**Recommended Readings:**

- Aylin Orbasli (2000) Tourists in Historic Towns: Urban Conservation and Heritage Management, Taylor & Francis, 1st edition
- Ken Taylor and Jane Lennon (2012) Managing Cultural Landscapes, Key Issues in Cultural Heritage, Routledge
- Francesco Bandarin and Ron van Oers (2012) The Historic Urban Landscape: Managing Heritage in an Urban Century, Wiley, 2nd edition
- Mark Fram and John Weiler (1984) Continuity With Change: Planning for the Conservation of Man-Made Heritage, Dundurn, 2nd edition
- Richard Harrison (1995) Manual of Heritage Management, Architectural Press

**POLITICAL SCIENCE****APSC 21013 Pre-renaissance Political Thought**

**Aims and Objectives:** To provide a passionate and stimulating new interpretations to the conventional political wisdom of the pre – renaissance period.

**Course Content:** Fulcra of Greek, Roman, Medieval, Chinese and Indian political thought; Critical studies of Plato’s ‘Republic’, Aristotle’s ‘Politics’ and Kautilya’s ‘Artha Sastra’; The political legacy of Rome; Pre –medieval and medieval political thought; The influence of Conciliar Movement in political thought.

**Teaching and Learning Methods:** Students – centered lecturers with audio-visual aids and handouts, if necessary.

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

**Learning Outcomes:** A knowledge of past political thought is of an invaluable help in understanding present day political milieus.

**Recommended Readings:**

- Skinner, Q., (2002) Visions of Politics, Vol.2, Routledge, London.
- Hampsher, Monk, (2001) History of Political Theory, Holt, New York.
- Sheldon, G.W., (2005) The Encyclopedia of Political Thought, Viva Book, New Delhi.
- Journal of Theoretical Politics (Quarterly Journal of the London School of Economics and Political Science).

**APSC 21023 Constitutional Development in Sri Lanka**

**Aims and Objectives:** To provide a clear, comprehensive and analytical account of the constitutional development in Sri Lanka.

**Course Content:** National movement for constitutional Reforms; Earlier reforms by the colonial rulers; Colebrook-Cameran reform; Significance of Donoughmore constitution; Soulbury constitution- components and limitations; A critical study of the First Republican constitution; A Critical study of the Second Republican Constitution with especial reference to proportional representation and executive presidential system.

**Teaching and Learning Methods:** Students – centered lecturers with audio-visual aids and handouts, if necessary.

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

**Learning Outcomes:** The constitutional conundrum confronting Sri Lanka’s polity which can assume crisis proportions, if not tackled judiciously and expeditiously.

**Recommended Readings:**

- Wilson, A.J., (1988) The Politics of Sri Lanka, 1988, Macmillan, London.
- De Silva, K.M., (1993) History of Sri Lanka, 1993, Vol.III, Apothecaries, Colombo.
- Perera, N.M., (1978) A Critical Analysis of the Second Republican of Sri Lanka, Star Press, Colombo.
- Cooray, J.A.L., (1973) Constitutional and Administrative Law of Sri Lanka, Hasa Publishers, Colombo.
- American Studies Association of Sri Lanka and Law & Society Trust, Colombo (1991) United States and Sri Lanka Constitutions: A Comparative Study.

**APSC 21033 Principles of Public Administration**

**Aims and Objectives:** To bring together the reflections and insights of the established principles in the broad field of public administration.

**Course Content:** The nature and scope of public administration; Public and private administration; Principles of organization; Bureaucratic phenomenon; Chief executive; Field administration; Personnel administration; Financial administration; Public policy – Formulation, Implementation and Evaluation; Market - Oriented Public Administration; Postmodern Public Administration.

**Teaching and Learning Methods:** Students – centered lecturers with audio-visual aids and handouts, if necessary.

**In Course Assessment:** Individual/group presentation(10%), Field work report (10%), Critical / Creative / Innovative writing (10%), Skill development (10%).

**Learning Outcomes:** It seeks to capture the ways in which the tenets and foundations of public administration have given rise today's 'administrative state'.

**Recommended Readings:**

- Henry, N., (2007) Public Administration and Public Affairs, Prentice – Hall, New Delhi.
- Osborne, D., and Gaebler, T., (1992) Reinventing Government, Penguin, New York.
- Manivasagar, A.V., (2001) Aspects of Public Administration, Unie Arts.
- Miller, H.T. and Fox, C.J., (2007) Postmodern Public Administration, Prentice – Hall, New Delhi.
- International Review of administrative Sciences (Quarterly Journal of the International Institute of Administrative Sciences).

**APSC 21043 Theories of International Politics**

**Aims and Objectives:** To give a broad coverage of all the theories of international politics and their contribution to this controversial field of study.

**Course Content:** Nature and scope of the study of international politics, Traditional and modern approaches; National interest and national power, Balance of power, Collective security, Foreign policy and Diplomacy, the debate on new world order.

**Teaching and Learning Methods:** Students – centered lecturers with audio-visual aids and handouts, if necessary.

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

**Learning Outcomes:** The conglomeration is enriched theoretical knowledge conjoined with real world application.

**Recommended Readings:**

- Chan, S., and Moore, C., (2006) Theories of International Relations (Four Volume Set), Sage, New Delhi.
- Hutchings, K., (1999) International Political Theory, Sage, New Delhi.
- Sutch, P., and Elias, J., (2005) International Relations, Routledge, London.
- Weber, C., (2004) International Relations Theory, Routledge, London.
- Review of International Studies (Quarterly Journal of the British International Studies Association).

**APSE 21013 Soft –Skill for Organizational Productivity**

**Aims and Objectives:** As an applied and practical course unit which presents proven ideas, strategies, techniques and tools for productivity needed in public and private sector enterprises.

**Course Content:** Skills mismatch and unemployment; Soft –skills as job asset; Imperative for entrepreneurial culture; Work etiquette and productive work habits; Proactive leadership for productivity; Communication for results; Building Cross – functional teams; Putting the service-profit chain to work; Organizational health, wealth and happiness. .

**Teaching and Learning Methods:** Students – centered lecturers will be conducted in English with audio-visual aids and handouts, if necessary. The pedagogy with giving and receiving feedback comprises writing/ filling exercises on work-vision, work-sheet, disposition form, job-description, action-plan, self-assessment, professional – development review, complaint solving and tips/quiz on productivity.

**In Course Assessment:** Individual/group presentation (10%), Oral / written examination (10%) Field work performance (10%), Skill development (10%).

**Learning Outcomes:** It would enable students to understand the dynamism of productivity and react better changes in the competitive environment in which their prospect for the future employability relies..

**Recommended Readings:**

- Schuman, K., and Connell, P., (2002) Education Training and Employment Dynamics, Edward Elgar, Cheltenham Glos.
- Odette, P and Gonzales, R., (1995) Dynamics of Diversity, Viva Books, New Delhi.
- Marilyn, M., and Barne, S.G., (2001) Professionalism in the office, Viva Books, New Delhi.
- Manny, M., and Haddock, P., (2004) Office management, Viva books, New Delhi.
- Peters, T.J., and Waterman, R.H., (1982) In search of Excellence, Harper and Row, New York.

**APSE 21023 Human Rights Studies**

**Aims and Objectives:** It maps out the way to a more just and human global society.

**Course Content:** The development of human rights as a concept and movement; Central themes of human rights - censorship, political prisoners, torture, death penalty, apartheid, slavery, genocide and refugees. The interaction of the states, non-governmental organizations and the UN with human rights. Ideological and contextual issues in human rights; Achievements, failures and prospects of human rights.

**Teaching and Learning Methods:** Students – centered lecturers with audio-visual aids and handouts, if necessary.

**In Course Assessment:** Individual/group presentation (10%), Field work Report (10%), Critical / Creative / Innovative writing (10%), Skill development (10%).

**Learning Outcomes:** The study will open the eyes of students to a wider horizons and strengthen their confidence in the fact that another world is possible.

**Recommended Readings:**

- Ladman, T., (2005) Studying Human Rights, Routledge, London.
- Reichert, E., (2006) Understanding Human Rights, Routledge, London.
- Falk, R.A., (2001) Human Rights Horizons, Routledge, London.
- Forsythe, D.P., (2000) Human Rights in International Relation, Cambridge University Press, Cambridge.
- Cassese, A., (1999) Human Rights in a changing world, Polity oppresses, Cambridge.

**APSC 22013 Post –renaissance Political Thought**

**Aims and Objectives:** To reflect the wide diversity of thinking that cherishes and/or challenges the modern political, social and economic matrices.

**Course Content:** Transition of political thought from the medieval period to the modern period; Machiavelli as a child of renaissance; Political thought of reformation, The utilitarian idealist, scientific, psychological, sociological and historical schools of political thought. Contending realm of political thought – Liberalism, Marxism and Fascism, Political pluralism and Gandhism.

**Teaching and Learning Methods:** Students – centered lecturers with audio-visual aids and handouts, if necessary.

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

**Learning Outcomes:** Constructive political progress rests upon a sound political thought, applicable to present day conditions and needs.

**Recommended Readings:**

- Farrelly, C., (2004) Introduction to Contemporary Political Theory, Sage, New Delhi.
- Skinner, Q., (2002) Visions of Politics, Vol.11, Cambridge University Press, Cambridge.
- Manivasagar, A.V., (1999) Modern Political Thought, Unie Arts, Colombo.
- Sheldon, G.W., (2005) The Encyclopedia of Political Thought, Viva Books, New Delhi.
- Journal of Theoretical Politics (Quarterly Journal of the London School of Economics and Political Science).

**APSC 22023 Political Issues in Sri Lanka**

**Aims and Objectives:** To bring out the origin, causes and consequences of the issues that Sri Lanka faces today.

**Course Content:** The problem of national integration and nation-building and development. Language and religious issues in politics; Party politics and the problem of democracy; The problem of Indian origin Tamils; The problem of left movement; The problems of human rights, Political violence, The politics of peace; Civil Society and the changing equation of power; Sri Lanka's foreign policy.

**Teaching and Learning Methods:** Students – centered lecturers with audio-visual aids and handouts, if necessary.

**In Course Assessment:** Individual/group presentation (10%), Field report (10%), Critical / Creative / Innovative writing (10%), Skill development (10%).

**Learning Outcomes:** It is a must that renewing and rebuilding the fractured island through new missions and visions.

**Recommended Readings:**

- Wilson, A.J., (1988) The Politics of Sri Lanka Macmillan, London.
- De Silva, K.M., (1998) Reaping the whirlwind, Penguin, London.
- Dharmasani, M.D (ed.), (1988) Sri Lanka : An Island in Crisis, Salimar, Varanasi.
- Spencer, J(ed.), (1990) Sri Lanka, History and the Roots of Conflict , Routledge, London.
- Tambiah, S.J., (1992) Buddhism Betrayed, University of Chicago Press, Chicago.

**APSC 22033 Public Administration in Sri Lanka**

**Aims and Objectives:** To bring together from a wide variety of sources the essential elements of knowledge that are prerequisite to understand the parameters of public administration.

**Course Content:** A short history of the public service in Sri Lanka; Balance – sheet of the reforms; A critical review of the constitutional provision as to public service; Reflection on devolution, decentralization and delegation of power; Problem of corruption; Problem of politicization.

**Teaching and Learning Methods:** Students – centered lecturers with audio-visual aids and handouts, if necessary.

**In Course Assessment:** Individual/group presentation (10%), Field work report (10%), Critical / Creative / Innovative writing (10%), Skill development (10%).

**Learning Outcomes:** Political, economic, social and cultural milieus that underlie the country's public administration will come to light.

**Recommended Readings:**

- Wijeweera, B.S., (1988) A Colonial Administrative system in Transition, Marga, Colombo.
- Warnapala, W.W., (1974) Civil Service Administration in Sri Lanka, Govt. Press, Colombo.
- Leitan, t., (1979) Local Government and Decentralized Administration in Sri Lanka, Lake House, Colombo.
- Fernando, N., (1973) Regional Administration in Sri Lanka.
- Somasundaram, M., (ed.) (1997) The Third Wave: Government and Public Administration in Sri Lanka, Konark Publishers, Delhi.

**APSC 22043 Trends and Issues in International Politics**

**Aims and Objectives:** To provide a rigorous and application - oriented study that cites critical real world examples.

**Course Content:** The impact of Second World War in international politics; Cold war and détente; Bi-polar, Uni-polar and multi-polar politics; American hegemony versus Islamic fundamentalism; UN-Limitations and reform proposals; Politico – economic ramifications of new world order; The politics of peace and international cooperation.

**Teaching and Learning Methods:** Students – centered lecturers with audio-visual aids and handouts, if necessary.

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

**Learning Outcomes:** Offers an expanded discussion of international politics, options and future.

**Recommended Readings:**

- Lunderstad, G., (2005) East, West, North, South: Major Developments in International Politics since (1945) Holt, New York.
- Lentner, H.H., (2004) Power and Politics in Globalization, Routledge, London.
- Gill, S., and Mittleman (eds.), (1997) Innovation and Transformation in International Studies, Cambridge University Press, Cambridge.
- Huntington, S.P., (1996) The Clash of Civilizations and the making of World Order, Simon and Schuster, New York.
- Hettne, B., and Oden, B., (2002) Global Governance in the 21<sup>st</sup> Century, EGDI, Gothenburg.
- Review of International Studies (Quarterly Journal of the British International Studies Association).

**APSE 22013 Federal Studies**

**Aims and Objectives:** Provides the fundamentals of federalism from a conceptual and empirical point of view.

**Course Content:** Concept of federation and federalism; Political uses of federalism; Competing trends of federalism - European, American and Australian; Achievements and failures of federalism; Future trends of federalism.

**Teaching and Learning Methods:** Students – centered lecturers with audio-visual aids and handouts, if necessary.

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

**Learning Outcomes:** Students will get a mindset that the problems of the future will be politics of autonomies.

**Recommended Readings:**

- King,P., (1982) Federation and Federalism, Groom Helm, London.
- Elazar, D., (1987) Exploring Federalism, University of Alabama Press, Tuscaloosa.
- Griffith, C.,(ed.)(1989) Federalism: The Shifting Balance, American Bar Association, Chicago,
- Burgess, M., and Cagnon,A.G.,(1996) Comparative Federalism and Federation, Harvestor Wheat sheaf, New York.
- Hicks, U.K., (1978) Federalism: Failure and Success, Oxford University Press, London.

**APSE 22023 Feminist Political Studies**

**Aims and Objectives:** It will contribute to the on-going debates on feminism.

**Course Content:** The development of feminism as an ideology and movement; Central themes of feminism: the public – private divide, patriarchy, sex and gender, equality and difference; Divisions of feminism: liberal, socialist and radical; Gender and Development; The state of feminism in the twenty first century.

**Teaching and Learning Methods:** Students – centered lecturers with audio-visual aids and handouts, if necessary.

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

**Learning Outcomes:** Students will acquaint the ideas and tools to analyse and interpret systematically the different facets of feminist problem.

**Recommended Readings:**

- Bryson, V., (1992) *Feminist Political Theory*, Macmillan, London.
- Beneria, L. and Bisnath, S. (2001) *Gender and Development*, Elgar, Cheltenham Glos.
- Evans, M., Davis, K., and Lorber, J., (2006) *Handbook of Gender and Women Studies*, Sage, New Delhi.
- Howell, J., and Mulligan, D., (2004) *Gender and Civil Society*, Routledge, London.
- Mirkula, M., (2005) *Women, Activism and Social change*, Routledge, London.

## PSYCHOLOGY

### APYC 21013 Sensation and Perception

**Aims and Objectives:** Distinguish between the processes of sensation and perception, Explain the concepts of absolute and difference thresholds, Discuss vision as a sensory process, Discuss the adaptive aspects of normal hearing, including auditory localization, Consider the sensation of taste

**Course Content:** Principles of sensation and perception, Characteristics of sensation, Types of sensation, Meaning of perception, Process of perception form, depth, Colour, Motion and Etc. Determination of perception, Gestalt theory of perception, Illusions and Hallucinations  
Problem of Visual illusion

**Teaching and Learning Methods:** Illustrated Lectures, Presentations and Discussions.

**Incourse Assesments:** Assignments/Tutorial (10%), Exam (10%), Presentation (10%), Case study (field visit)/Final essay (10%)

**Learning Outcomes:** Students will be able to Understanding the processes of Sensation and Perception, various perception errors

**Reommended Readings:**

- Santrock, J.W., (2005) *Psychology Essentials*. New Delhi : Tata Mc Graw Hill Publishing Company Limited.
- Dennis Goon (2001), *Introduction to Psychology*, 9th Edition, California, Wadsworth & Thompson Learning.
- Baron;R.A. (2002) *Psychology*, New Delhi, Pearson Education, Vth Edition, New Delhi.
- Hilgard;E.R.(1999) *Introduction to Psychology* (6th Edition), New Delhi; Oxford and I.B.H. Publishing Co. Pvt Ltd.
- Passer, M.W. & Smith, R.E. (2007). *Psychology – The Science of Mind and Behavior*. (3rd Edn).New Delhi: Tata McGraw-Hill.

### APYC 21023 Developmental Psychology

**Aims and Objectives:** The meaning of developmental changes and their goal from Puberty to Old Age. The significant facts about developmental changes, The developmental tasks, The conditions affecting the length



of the lifespan, and the obstacles in studying the lifespan, The way about how the obstacles may be overcome and happiness and unhappiness experienced during the stages.

**Course Content:** Introduction, Theoretical perspectives, Conception to birth, Infancy, Early childhood, Middle childhood, Adolescence, Early adulthood, Middle adulthood, late adulthood.

**Teaching and Learning Methods:** Illustrated Lectures, Presentations and Discussions.

**Incourse Assessments:** Assignments/Tutorial (10%), Exam (10%), Presentation (10%), Case study (field visit)/Final essay (10%)

**Learning Outcomes:** Students will be able to human development from conception to death, Students can able to know about that physical, cognitive, and social growth of Human life.

**Recommended readings:**

- Hurlock E.B. (1997): Developmental Psychology (IV Edn.), New Delhi, Tata Mc Graw Hill.
- Thompson, George G. (1981) : Child Psychology (2nd ed) Delhi: Surjeet Publications.
- Berk L.E (2005), Child Development, (2<sup>nd</sup> Ed.), New Delhi: Pearson Education.

### APYC 21033 Physiological Psychology

**Aims and Objectives:** To enable the students to understand The meaning and methods of physiological psychology. The concepts and importance of metabolism ,hormones and homoeostasis, the brain lobes, their dysfunctions and the methods of studying them, The various neurotransmitters and their role in the development of mental illness

**Course Content:** The nature and scope of physiological psychology, the Neurons, Nervous system, Behaviour Genetics, Basic mechanism of heredity, Brain function and behaviour, Definition – Causes of brain Disorder – Epilepsy – Frontal Lobe Dysfunctions – Parietal Lobe Dysfunctions – Temporal Lobe Dysfunctions Brain Metabolism – Major Neuro-transmitters in the brain – Genetic and biochemical bases of mental illness – Psychiatric drugs.

**Teaching and Learning Methods:** Illustrated Lectures, Presentations and Discussions.

**Incourse Assessments:** Assignments/Tutorial (10%), Exam (10%), Presentation (10%), Case study (field visit)/Final essay (10%)

**Learning Outcomes:** Students will be able to basic aspect of biological basic of behaviour, Describe an action potential and how, Understand the functions of various parts of the brain and physiological mechanisms

**Recommended readings:**

- Levinthal C.F. (2000) Introduction to Physiological Psychology,
- New Delhi; Prentice Hall of India Pvt. Ltd.
- Kevin Walsh, A.D. (1999) Neuropsychology – A Clinical Approach,
- New York, B.I. Churchill Livingstone Pvt.Ltd.
- Kalat, J. W. (2009). Biological Psychology (10th ed.). Belmont, CA:

### APYC 21043 Cognitive Psychology

**Aims and Objectives:** Gain a general knowledge of the many types of cognitive processes , Be able to define the terms memory and cognition, Understand what types of mental activities

**Course Content:** Foundation of cognitive psychology, Growing mind and cognitive developments, Knowledge, Thinking, Learning style and learning process, learning to communicate, Sociolinguistics of language, language and consciousness, Trauma and Memory, Motivation, Creativity, Imagination. Problem solving.

**Teaching and Learning Methods:** Illustrated Lectures, Presentations and Discussions.

**Incourse Assessments:** Assignments/Tutorial (10%), Exam (10%), Presentation (10%), Case study (field visit)/Final essay (10%)

**Learning Outcomes:** Students will be able to gain basic knowledge of Cognition and cognitive process of ,problem solving methods.

### **APYE 21013 Stress and Coping**

**Aims and Objectives:** Recognize the impact of stress on modern life, Understand the body's biochemical reactions to stressors, Identify common stress indicators and stress related diseases, Measure and monitor their own stress levels, Review various strategies to help cope with stressors more effectively.

**Course Content:** Introduction, Causes of Stress, Model of Stress, Physiological Arousal and Behavior Change Interventions, Occupational Stress, Environmental Stress, Stress Related Disorders, Stress Management and Specific Applications. Teaching And Learning Methods

**Teaching and Learning Methods:** Illustrated Lectures, Presentations and Discussions.

**Incourse Assesments:** Assignments/Tutorial (10%), Exam (10%), Presentation (10%), Case study (field visit)/Final essay (10%)

**Learning Outcomes:** Students will be able to understanding stress and stressors, common and extreme stressors and variability circumstances. Types of stress, stress and coping

#### **Recommended readings:**

- 1.Robert Woolfolk and Paul Lehrer, Principles and Practice of Stress Management, New York :Guilford Press, 1983, p.1
- Gary Cooper, Stress Research for the Eighties, New York: John Wiley & Sons, 1993, p.81
- Goldberger and Breznitz, Handbook of Stress, London: The Free Press, 1983
- Op. Cit., Robert Woolfolk and Paul Lehrer

### **APYE 21023 Child Psychology**

**Aims and Objectives:** Define child psychology. Recognize early biological factors in child psychology. Describe the major theories of child psychology. Describe the processes of the development of language.

**Course Content:** Concept of Child development-Early Biological factors in Child Psychology-Major Schools of Child Psychology-Piaget's Theory of Cognitive Development-Vygotsky's Theory of Socio cognitive Development-Development of Language

**Teaching and Learning Methods:** Illustrated Lectures, Presentations and Discussions.

**Incourse Assesments:** Assignments/Tutorial (10%), Exam (10%), Presentation (10%), Case study (field visit)/Final essay (10%)

**Learning Outcomes:** Students will be able to Basic knowledge of child Psychology, physiological and Psychological development, and cognitive development of child

#### **Recommended readings:**

- Child Psychology – a contemporary viewpoint (1993) E. M. Hetherington & Ross D Parke, 4th edition McGraw Hill Pub.
- Child Development (1996) – Laura C Berk. Prentice- Hall of India (Pvt) Ltd. 3rd edition.
- Child Development – (1997) – Thomas J. Berndt, 2nd edition. Brow & Benchmark Pub.
- Child Development – (1994) D.E. Papalia. Sally W. Olds, 5th edition Tata McGraw Hill.

### **APYC 22013 Motivation and Emotion**

**Aims and Objectives:** The meaning of motivation, Significance of motivation, Theories of motivation, The various Physiological and Psychological motives., The meaning of Emotion, Nature of Emotions, Theories of Emotions.

**Course Content:** Introduction to various theories of motivation, General principles of motivation and the nature of specific motives, Hunger motivation, Sexual motivation, Achievement motivation, Aggressive motivation, The nature of emotion, The biological basic of emotion, the external expression of emotion, Emotion theories.

**Teaching and Learning Methods:** Illustrated Lectures, Presentations and Discussions.

**Incourse Assessments:** Assignments/Tutorial (10%), Exam (10%), Presentation (10%), Case study (field visit)/Final essay (10%)

**Learning Outcomes:** Students will be able to motivation and emotion, understanding basic motive, various emotions and its theories.

**Recommended readings:**

- Passer, M.W. & Smith, R.E. (2007). Psychology – The Science of Mind and Behavior. (3rd Edn).New Delhi: Tata McGraw-Hill.
- Coon, D. & Mitterer, J, O. (2007). Introduction to Psychology – Gateways to Mind and Behavior.(11th Edn). USA: Thomson Wadsworth.
- Baron.A. Robert, Psychology, Pearson Education Vth Ed.,2002

**APYC 22023 Personality Psychology**

**Aims and Objectives:** Understanding personality. traditional thoughts of personality, Learn about theories of *personality* processes and individual differences. personality disorders

**Course Content:** Define Personality – traditional thoughts of personality-Psychoanalytic Approach - Neo Freudians: Jung – Adler – Karen Horney – Erikson. Humanistic theories: Roger’s Self Theory – Maslow’s Theory-Trait Theory-Allport’s Theory – Cattel’s Theory –personality disorders

**Teaching and Learning Methods:** Illustrated Lectures, Presentations and Discussions.

**Incourse Assessments:** Assignments/Tutorial (10%), Exam (10%), Presentation (10%), Case study (field visit)/Final essay (10%)

**Learning Outcomes:** Students will be able to understand personality and its types, various personality theories and Disorders.

**Recommended readings:**

- Santrock, J.W., (2005) Psychology Essentials. New Delhi : Tata Mc Graw Hill Publishing Company Limited.
- Baron.A.R. (2001) Psychology – 5th Edition, New Delhi: Pearson Education.
- Kaplan, R.M. & Saccuzzo,D.P (2002): Psychological Testing: Principles, Applications and Issues (5th Ed) , New Delhi: Asian Book.

**APYC 22033 Social Psychology**

**Aims and Objectives:** The field of Social Psychology and the different methods of data collection.The factors related to interpersonal attractions. The importance of attribution and how attributions are made. The information’s used while perceiving others. The knowledge about the relationships others..

**Course Content:** Nature and scope of social psychology, Method of social psychology, Attribution Aggression, Attitude, Social perception, Group and Individual behaviour, Social cognition, Propaganda, Prejudice and Discrimination, Communication and Interpersonal Relationships.

**Teaching and Learning Methods:** Illustrated Lectures, Presentations and Discussions.

**Incourse Assessments:** Assignments/Tutorial (10%), Exam (10%), Presentation (10%), Case study (field visit)/Final essay (10%)

**Learning Outcomes:** Students will be able to basic knowledge of social psychology and its concepts, theories, research methods

**Recommended readings:**

- Elements of Social Psychology by B. Kuppaswamy, 7th Edition, 1990, Konark Publishers, Delhi – 110 092.

- Ghorpade M.b. (1979): Essentials of Social Psychology, First Edition, Himalaya Publishing House, Bombay
- Taylor, S.E., Peplau, L.A. & Sears, D.O. (1997) Social Psychology. Ninth edition. Prentice Hall Inc. New Delhi.
- Baron, R.A. & Byrne D. (1997). Social Psychology, 8<sup>th</sup> edition, Prentice Hall Inc. New Delhi.

### **APYC 22043 Gender and Behaviour**

**Aims and Objectives:** Define the terms sex and gender, describe the nature and nurture theories of gender development. outline the stages in development of male and female external genitalia, describe how to measure gender role behaviours

**Course Content:** Introduction, Defining gender, gender differences- gender comparisons, gender identity, Socio-cultural variations, Sexual knowledge and attitude, Psychosexual and gender identity disorders.

**Teaching and Learning Methods:** Illustrated Lectures, Presentations and Discussions.

**Incourse Assessments:** Assignments/Tutorial (10%), Exam (10%), Presentation (10%), Case study (field visit)/Final essay (10%)

**Learning Outcomes:** Students will be able to understand differences between Gender and Sex. Gain knowledge gender role behaviours in society.

#### **Recommended readings:**

- Psychosexual Development of Women with Congenital Adrenal Hyperplasia, Kenneth J. Zucker, Susan J. Bradley, Gillian Oliver, Jennifer Blake, Susan Fleming, Jane Hood. Hormones and Behavior, v 30, n 4, 300-318, 1996
- Effects of Early Androgens on Sex-Typed Activities and Interests in Adolescents with Congenital Adrenal Hyperplasia, Sheri A. Berenbaum, Hormones and Behavior, v 35, n 1, February 1999, p102-110

### **APYE 22013 Psychology of Adjustment**

**Aims and Objectives:** To enable the students to understand and explain: Meaning, Areas and Dynamics of adjustment. Social adjustment, Impact of emotions on adjustment, The factors influencing family and marital adjustment, Leisure time and adjustment

**Course Content:** Meaning of adjustment- Areas of Adjustment- The Dynamics of Human Adjustment. Adjustment and interpersonal relationship- effect of forces in personal adjustment- Stages in Social development-The individual's role in the group. Impact of emotions on adjustment- Adjustment to family life- Leisure time and adjustment-

**Teaching and Learning Methods:** Illustrated Lectures, Presentations and Discussions.

**Incourse Assessments:** Assignments/Tutorial (10%), Exam (10%), Presentation (10%), Case study (field visit)/Final essay (10%)

**Learning Outcomes:** Students will be able to understand psychology of adjustment, improve interpersonal relationship, individual and group behaviour, various adjustments in life.

#### **Recommended readings:**

- Atwater E (1995): Psychology for Living: adjustment, Growth and Behaviour Today, New Delhi, Prentice Hall India..
- Crow, Lester D (1968): Psychology of Human adjustment, New York: Alfred A Knopf.

### **APYE 22023 Psycho Social Problems in the Tamil Society**

**Aims and Objectives:** Understand the Tamil culture, Tamilan life style, war and effect (Psychological & Physiological) Current Social problem

**Course Content:** Culture tendency of Tamil people, Marriage/Dowry, Religious Attitude, War and Effect, Problem of old age people, Child abuse, prostitution, Widows / Remarriage, Social status (cast system).

**Teaching and Learning Methods:** Illustrated Lectures, Presentations and Discussions.

**Incourse Assessments:** Assignments/Tutorial (10%), Exam (10%), Presentation (10%), Case study (field visit)/Final essay (10%)

**Learning Outcomes:** Students will be able to understand cultural background of Tamil peoples and Psycho-Social issues in the Tamilian society, current society problems.

**Recommended readings:**

- Daya somasundran- mental health in tamil society-2000
- Sivathas –Nalamudan-2010

## SANSKRIT

### ASNC 21013 Prescribed Texts - Classical Literature

**Aims and Objectives:** To enable the Students to understand and appreciate the Sanskrit literary works Makakavyas Kandakavays and Drams.

**Course Content:** Dasakumaracarita ucchuvasa - IV, Mehaduta, purvamegha (Hymns) 1-20, Buddha Carita (Chapters) 1, 2, Ratnavali - 1

**Teaching and learning Methods:** Lectures, discussions, Visual aids and Presentations.

**In course Assessment:** (Assignment 10%),(tutorial 10%) (Oral presentation 10%) (Written exam 10%)

**Learning Outcomes:** By the end of this course, the student will be able to discuss about the general background of the prescribed books and the authors and the literary aspects in them.

**Recommended readings:**

- The Buddha carita or life of Buddha, Edward.B., .Cowell (Ed) New delhi 1977.
- The Buddhacarita of E.H.Johnston, Motilal Banarsidas Publishers, 1978
- The Meghaduta of Kalidasa, Babu pathka (ED) Poona Aryabhusana press 1961,
- Ratnavali of Harsa (Ed.) M.R. Kale, Bombay. 1925.
- The Dasakumaracharita of Dandin, M.R. Kale (Ed.), Motilal Banarsidas, Delhi.1966.

### ASNC 21023 Sanskrit Grammar and Composition.

**Aims and Objectives:** This unit intends to enhance the students with further knowledge in Sanskrit Grammar. It is expected to prepare the Students to read and comprehend sentences in Sanskrit.

**Course Content:** Sanskrit words, genders and numbers, Declension of nouns, adjectives, participles, Conjugation of verbs, Compounds, and Syntax.

**Teaching and Learning Methods:** Lectures, discussions, Lesson practice, Visual –aids and presentations.

**In course Assessment:** (Assignment 10%),(tutorial 10%) (Oral presentation 10%) (Mid semester exam 10%)

**Learning Outcomes:** By the end of this course, the students will have good knowledge of classical Sanskrit grammar and fundamental structure and formation of the Sanskrit language.

**Recommended readings:**

- Bhandarkar R.G; The First book of Sanskrit New Delhi, 1978
- Macdonell, A.A, Sanskrit Grammar for students, Oxford, 1967
- Kale M.R, A Higher Sanskrit Grammer, Motilal Banarsidas 1945
- tp rptrhkp .];tNghj yF rk];fpUjk; jpUney;Ntyp 1999
- Apte V.S The Students' guide to Sanskrit composition, Poona, 1952

### ASNC 21033 History of Classical Sanskrit Literature

**Aims and Objective:** This unit expects to provide students with a comprehensive knowledge of Sanskrit Classical Literature and distinguished authors and their works

**Course Content:** Historical Evaluation of classical Sanskrit, Sanskrit kavya tradition, the contribution of Valmiki, and other poets. Prose works, Didactic fables, Sanskrit Drama, and Later works.

**Teaching and Learning Methods:** Lectures, discussions, Visual and presentations.

**In course Assessment:** (Assignment 10%),(tutorial 10%) (Oral presentation 10%) (mid semester exam 10%)

**Learning Outcomes:** By the end of his course, the Students will be able to discuss about the general background of the literary works and the contributions of poets of classical Sanskrit literature from epics to later works.

**Recommended readings:**

- Keith A.B, A History of classical Sanskrit Literature, Oxford, 1953
- Winternitz M. History of Indian Literature, vol I (English Trans by S.Jha) Calcutta, 1927
- Kunhan Raja.C, Survey of Sanskrit Literature, Bombay, 1962
- eluh[d; Nrh.tlnkhop ,yf;fpa tuyhW, nrk;nkhopf;fhyk;, ,yq;if, 1967
- itahGhpg;gps;is. v];. ,yf;fpa cjak;, 2k; ghfk; nrd;id, 1956

**ASNC 21043 Sanskrit Epics and Puranas**

**Aims and Objectives:** To enable the Students to know about:- The authorship, purpose, date and the historical background of Sanskrit Epic and puranas., To provide the knowledge of Sanskrit Epics and Puranic society. The course is intended to familiarize the culture and civilization of Epic and -Puranas.

**Course Contents:** Origin and development of the Epics ,Puranas, Analysis of the Content, Literary aspects, language and style, Translation of selected portions from the following Ramayana and Mahabharata, Puranas. Ramayana (a) Balakanda 4-6, (b) Sunderakanda 14- 15, Mahabharata (a) Adiparvan 217- 219, (b) Vanaparvan 184 -189

**Teaching and Learning Methods:** Lectures, discussions, Tables and charts, Visual-aids and Presentation.

**In course Assessment:** Assignment 10%, tutorial 10%, Oral presentation 10%, Mid semester exam 10%

**Learning Outcomes:** By the end of this course, the Students will be able to discuss clearly the background arrangement, content, historical and religions contribution of these books to Sanskrit Literature.

**Recommended readings:**

- Vaidya C.V, Epic India Bombay 1907
- Pusalkar A.D, Studies in the Epic and Puranas, Bombay, 1955
- Raghavan V(Ed) The Ramayana tradition in Asia, New Delhi, 1950
- Vaidya C.V, Epic India, Bombay, 1907
- itahGhpg;gps;is. v];. ,yf;fpa cjak; 2k; ghfk;, nrd;id, 1956
- Cultural Heritage of India, Vol I, Calcutta, 1975.

**ASNE 21013 Dharmasastras**

**Aims and Objectives:** To enable the Students to know about: The authorship, Purpose, date, meaning and content of Dharmastras and their contributions and significant of Sanskrit literature and Hindu society

**Course Content:** The concept of Dharma, Antecedents of Dharmasastras in Vedic Literature, The content, the style, and language of the main works on Dharmasastras.,The role of Dharmasastras from in Sanskrit Literature, Selected passages from Dharmasastras .

**Teaching and Learning Methods:** Lectures, Discussions, Texts analyze, Visual-aids and presentation.

**In Course Assessment:** Assignment 10%, tutorial 10% , Oral presentation 10%, Mid semester exam 10%

**Learning outcomes:** By the end of this course, the student will be able to discuss about the general background in these works. Meaning of Dharma, meaning of Dharma and Sastra, and the role of these works.

**Recommended Readings:**

- The Mahabharata of Vyas,/Viks 1980
- Kane P.V History of Dharmasastra, Vols I-V Poona 1968-1975
- Winternitz M.A History of Indian Literature, vol I,lishTr.by.S.JHA, Calcutta, 1927
- eluh[d; .Nrhltnkhop ,yf;fpa tuyhW- nrk;nkhopf;fhyk,; ,yq;if, 1976
- grhk; V.vy;.tpaj;jF ,e;jpah nfhOk;G, 1954

**ASNE 21023 Introduction to Sanskrit Theatre**

**Aims and Objectives:** This unit is designed to provide who do not have prior knowledge Of Sanskrit theatre. At the outset an introduction to basic Sanskrit will be given.

**Course Contents:** Origin and development of Sanskrit theatre,content of Sanskrit plays Tamil/English Translation of the following :Abhijna Sakuntala of the Kalidasa, Mrcchakatikaofsudraka, Ratnavali of Harsa, Ngananda of Harsa, Svapnavasavadatta of Bhasha.Types of Drama Techniques of drama.

**Teaching and Learning Methods:** Lectures, act plays, Oral Presentation and Visual-aids and Presentation.

**In course Assessment:** Assessments, act play, Oral presentation and end of Semester Examination Assignment 10%, tutorial 10%, Oral presentation 10% , Mid semester exam 10%)

**Learning outcomes:** By the end of this course the Students will be able to discuss about the general background in Classical Sanskrit drama theatre and techniques.

**Recommended readings:**

- Keith A.B, Sanskrit Drama, Oxford, 1954
- Bhattacharya V,B,Shrada ,1994
- Sastri,S.N.-Laws and practice of Saskrit drama ,Varanasi 1961
- Shekar Sanskrit Drama,It's origin and development,London, 1960
- Vaiad pande,M.L The Tradition of Indian theatre,NewDelhi

**ASNC 22013 Prescribed Texts Vedic Literature**

**Aims and Objectives:** This Unit aims at the study of selected Vedic Texts with the view to provide the students with the knowledge of characteristic features of language and style literary merit and religious aspects of the Vedas.

**Course Content:** Rgveda:- 1.19,1.15,1.154,2.12,2.33,3.61, 10.14, 10.90, 10.121, 10.125, 10.168. Atharva Veda 19, 9, 3.30, 19.53, 54. Chandogyopanisad 6,7. Brahmanas Selections from Bhotlingk's Sanskrit Chrestomathie.

**Teaching and Learning Methods:** Lectures, Discussions, reciting (charting), Veds, Visual-aids and Presentation.

**In course Assessment:** Assignment 10%, tutorial 10%, Oral presentation 10%, Mid semester exam 10%)

**Learning out comes:** By the end of this course, the Students will be able to discuss about the general background in vedic systems,arrangements,special forms and language style.

**Recommended readings:**

Maddenell, A Vedic Reader for students, Oxford 1917

- Keith A.B, Religion and Philosophy of the Vedas and Upanisads, Parts I &II Delhi 1978
- Keith A.B, and Macdonell A.Vedic Index VOL I & II, Delhi 1958
- Majumdar R.C (E.D), Vedic age, Bombay 1957
- Bohtling's Sanskrit Chrestomathie, Leipzig 1909
- Lanman C.R A Sanskrit Reader Harward 1947

**ASNC 22023 Unspecified Text and Sanskrit Composition**

**Aims and Objectives:** This unit aims at enhancing the student's ability to read and comprehend unseen Sanskrit passages and also to translating Tami l passages in to Sanskrit.

**Course Content:** Passages from Epics and Puranas Mahakavyas, prose literature, Fables and other stories, Dharmasastras, Dramas and other works will be given for translation. Translation of Tamil Passages in to Sanskrit.

**Teaching and Learning Methods:** Lectures, Discussions, Reading and Writing practices lessons, Visual-aids and Presentation.

**In course Assessment :** Assignment 10%, tutorial 10%, Oral presentation 10%, Written exam 10%,

**Learning Outcomes:** By the end of this course, the Students will be able to translate literary works in verse and prose into Tamil. They will be able to translate simple passages into Sanskrit.

**Recommended Books:**

- Lanman C.R A, Sanskrit Reader, Hardward 1947
- Reader II Sastri K.L.V: R.S Vadhyar 1982
- Reader III Sastri K.L.V R.S Vadhyar 1981
- Bhandarkar R.G The Second Book of Sanskrit, New Delhi 1978
- APTE V.S the students guide to Sanskrit Composition, Poona 1952

**ASNC 22033 Devotional Literature in Sanskrit**

**Aims and Objectives:** To enable the Students to know about: This unit will provide the students with the knowledge of Bhakti The students are given the opportunity to acquire the knowledge through devotional Sanskrit traditional text.

**Course Contents:** Introduction to the concept of bhakti, Antecedents of bhakti in vedic Literature, Bhakti in Epic and Puranas, Agamas and Tantras, Stotras, Narada and sandilya bhakti sutras. Literary aspects, Language and Style, Socio-Cultural Background of devotional Literature.

**Teaching and Learning Methods:** Lecturers, discussions, Visual-aids and examinations

**In course Assessment:** Assignment 10%, tutorial 10%, Oral presentation 10%, Mid semester exam 10%.

**Learning outcomes:** By the end of this course, the Students will be able to discuss about the general background in which these books were, Devotional concept of Bhakti, through Vedic, Epic, Puranic, Agamic, Tantrik, Stotram, and Bhakti sutras and devotional contributions and the formations of these books.

**Recommended readings:**

- Keith A B Religion and philosophy of the Vedas and upanisadas, part1, 11, Delhi 1978.
- Macdonell, A, Vedic Mythology, Varanasi 1963.
- Majumdar, R.C, (Ed) Vedic age 1952
- J Gonda, History of Ancient Indian Religion, Netherlands 1975
- Narada Bhakti sutras (Ed) Savami Sadananda Saraswathi, the yoga vedeta Forest University, Divine life society, 1952.

**ASNC 22043 Sources on Social and Political Science**

**Aims and Objectives:** This unit intends to provide students with the knowledge of ancient Sanskrit works on social and political themes with special emphasis on social structure, economics and science of polity, the four ends of life and the code of ethics of ancient India.

**Course Content:** The code of ethics of ancient India, Social structure of ancient India, Economics and science of polity, the four ends of life, Basic characteristic features that provide the background to classical Hindu civilization, Literatures- and prescribed portions.

**Teaching and Learning Methods:** Lectures, Discussions, Visual-aids and Presentations

**In course Assessment:** Assessments, Oral Presentation and the end of the Semester Examinations. (Assignment 10%), (tutorial 10%) (Oral presentation 10%) (Written exam 10%), (In Total 40%)

**Learning Outcomes:** By the end of this course, the Students will be able to discuss about the general background in which these books were composed, the students will be able to discuss the political and economics condition that is reflected in them.



**Recommended Books:**

- Aggarwal H.R, A Short history Sanskrit History of Sanskrit Literature, Delhi 1963.
- Krishnamachariyar, History of Sanskrit classical Sanskrit literature, Thirumalai,Thirupathy Devasthanam Press,1937
- Kunhun Raja.C.,Survey of Sanskrit Literature ,Bharatiya Vidya Bhavan,Bombay.1962
- Winternitz M.A History of Indian Literature, vol II, EnglishTr.by.S.JHA, Calcutta, 1927
- Warder.,A.K.,Indian Kavya Literature,Vol.I.,The origin and formation of classical Kavya., Motilal Banarsidas.,1990.

**ASNE 22013 Raghuvamsa with the commentary of Mallinatha**

**Aims and Objectives:** The aim of this paper is to provide the students with detailed study of the Mahakayas in Sanskrit with special reference to Raguvasa.

**Course Content:** Introduction to the life and time of kalidasa and his literary works  
The commentator Mallinatha, Sources on Ragnuvamsa, Structure and Contents, Language style and Literary aspects, Selected passages for translation Literary criticism and grammatical notes .

**Teaching and Learning Methods:** Lectures, discussions, Visual- aids and Presentations.

**In course Assessment:** Assignment 10%, tutorial 10%, Oral presentation 10%, Mid semester exam 10%.

**Learning Outcomes:** By the end of this course unit the Students will be able to discuss about the general background of the Kavya literaure.

**Recommended Books:**

- fhspjh]h; Nf.fpU];z%h;];jp: rhfpj;a mf;fhnlk;: 1999
- Warder A. K Indian kavaya Literature Vol I the Origin and formation of classical kavya, Motilal Banan sidas 1990.
- uFtk;r kfhfht;ak;: j ypl;by;g;sth; fk;ngdp:Nt.=.Ntq;flhf;fhhpahh;(ciu) nrd;id 1952
- Raghuvamsha of kalidasa by M.A.Karandikar Book Sellers Publishing Co, Bombay 1953
- Raghavan.,v, On Kalidasa, Mysore 1960
- Tilakasiri – Kalidasa image and the theory of Practice, New Delhi 1988.

**ASNE 22023 Lyric Poetry and Anthologies.**

**Aims and Objectives:** This aims at providing the Students with brief knowledge about Sanskrit Lyric poetry and anthologies.

**Course Contents:** Secular poetry, Religious poetry, Anthologies

**Teaching and Learning:** Lectures, discussions, Visual-aids and presentation.

**In course Assessment:** Assignment 10%, tutorial 10%, Oral presentation 10%, Mid semester exam 10%.

**Learning Outcome:** By the end of this unit the Students will be able to discuss the deepest background of the Lyric Poetry and Anthologies.

**Recommended readings:**

- Warder. A.K ,Indian kaviya literature Vol -1 The original and formation of classical kavya , Motilal Banarsidas, 1990
- Aggarwal H. R. A short History of Sanskrit literature , Delhi ,1963
- Kunhan Rajaic Survey of Sanskrit literature, Bharatiya vidya Bhavan Bombay, 1962.
- Krishnamachariyar . N , History of classical Sanskrit literature , Triumali –Thirupathy Davasthaname press,1937.
- Winternitz. M,A History of Indian Literature VOL 2 ,English tr.by S.Jha Calcutta 1927

**SOCIOLOGY****ASYC 21013 Main Currents in Sociological Theory**

**Aims and the Objectives:** To familiarize with main trends in contemporary sociological theory, To understand the central concepts and themes of all main schools of thoughts. To identify basic assumption of various sociological theories and apply central concepts to contemporary issues. Students will be expected to familiarize secondary readings on key works.

**Course Contents:** Introduction: Nature of sociological theories, levels of theorization in sociology, relationships between theories and research. Structural – functionalism: The ideas of social structure- A.R.Radcliffe Brown, The problems of role analysis- S.F.Nadel, The functional dimensions of social system- T.Parsons, Codification, critique and reformulation of functional analysis- R.K.Merton, Neo functionalism- J.Alexander. Structuralism and post structuralism: Human nature and cultural diversity- C.LeviStrauss, Structuralism and post structuralism- M.Foucault. Conflict theory: Marx- critique and dialectics of conflict, R.Dahrendorf- Functional analysis of conflict, L.Coser- Conflict and social change, R.Collins- conflict sociology. The critical theory and Neo Marxism: The Frankfurt school- Life world and system-J.Habermas, Structuralism Marxism- L.Althusser, Hegemony-A.Gramsci. Internationalist Perspective: Symbolic Interactionism-G.H.Mead and H.Blumer, Phenomenological Sociology-A.Schutz, Social construction of reality-P.Burger and T.G.Luckmann, Ethno methodology-H.Garfinkel. Recent trends in Sociological theorizing: Structuration- Anthony Giddens, Habitus and field-Bourdieu, Postmodernism, Semiotics and convergence.

**Teaching Learning Methods:** The teaching and learning method include lectures, student centered tutorials and debates.

**In course assessment:** Short Exam 10%, Tutorial & vocabulary quiz 10%, Group Presentations 10%, Evaluation of selected studies 10%

**Learning Outcome:** In completion of this course, students will be able to: Demonstrate a sound understanding of Sociological theories. Demonstrate advanced analytical skills in witting essays in sociological theory. Demonstrate they can adequately prepare to use theories in their research studies and dissertations.

**Recommended Readings:**

- Aron Raymend(1967), Main currents in Sociological thoughts, Part I & II, Penguin Books, London.
- James Fargainis (1993), Reading in Sociological Theories- The classic tradition to Post modernism, Mc Graw-Hill.
- Doyle Johnson, Paul(1991), Sociological theory classical founders and contemporary perspectives, Jhon Wiley & sons.
- Ritzer George(2000), Sociological Theories, 4th Edition, the Mc Graw-Hill.
- Turner.J.H(2002), The structure of Sociological theories, 7th Edition, Oxford university press.
- Adams.B.N.(2001), Sociological theory, Sage publication

**ASYC 21023 Sociological Research Methods**

**Aims and Objectives:** The objectives of these models are to explore the basic concepts, methods and techniques used in sociological research and to enable the student to acquire practical skills in the field of research. To understand social science frameworks for scientific social inquiry, To understand the various methods for conducting empirical research, To examine trends and patterns in the use of various research methods, At the end of this module, the ability of the students to do a research project independently should have been developed.

**Course Content:** Philosophy of Science and the scientific method, Nature of Sociology and Social Phenomena, Pure and Applied Research, Sociological Data, Social Research and Research Process, Ethics in Social Research, Identification of Research Problem, Types of Research Design, Sampling Techniques, Method and Techniques of data collection, Data Analysis and Data Interpretation. Statistics in Sociology , The Research Report, Synthesis and Review

**Teaching and Learning Methods:** lectures, student centered tutorials and field project based learning.

**In Course Assessment:** Field report 10%, Tutorial 10%, Group Presentations 10%

**Learning Outcomes:** At the end of this course, the student will be able to, understand the basic concepts, methods and techniques used in sociological research, develop social scientific frame work for scientific social inquiry, use various methods for empirical research undertake a research project independently

**Recommended Reading:**

- Babbie, E, The Practice of Social Research: 10th edition, Thomson-Wadsworth, 2007
- Bernard, K, Social Research Methods, Sage Publications, 2000.
- Gilbert, N, Researching Social Life, 2nd edition, Sage Publications, 1999.
- May, T, Social Research, 3rd edition, Open University Press, 2001.
- Alvesson M & Skoldberg K, Reflexive Methodology-New Vistas for Qualitative Research, Sage Publications, 2000.
- Gideon Sjoberg & Roger Nett, A methodology for social research, 1st edition, RAWAT Publications, 2006.

**ASYC 21033 Sociology of Family**

**Aims and Objectives:** This module is expected to familiarize the students with the multi side reality of family and its ongoing changes. This course will introduce students to sociological concepts and contemporary issues within the sociological field of family. Will also distinguish between the public and private dimensions of the family, This course will include defining the family structure, media representations, identity, immigration, and globalization. We will analyze the family as a social institution that is mediated by other institutions such as the state, the medical establishment, the law, the media, and culture.

**Course Content:** Sociology and the family, Household and family types, Social ingredients of the family Theoretical Perspectives on family: Functionalism, Marxism, Feminism and the family. Families in Different Societies, Love and marriage , Marital satisfaction, Sexualities, Gender and Work, Stratification and family realities, Family realities: House work, power and the domestic labour debate, Social Change and the Family: The family and Industrialization, Family diversity. Family violence, Caring for children: New Dynamics of Mothering and Fathering, Marital breakdown and Divorce, Social Values and the family , Life Transitions and the Future of the family.

**Teaching and Learning Methods:** lectures, field studies and debates. Discussions, Individual and group presentations

**In Course Assessment:** Field report 10%, Examination on selected lesson 10%, Group Presentations/debate 10%, Tutorial 10%

**Learning Outcomes:** At the completion of this course the student will be able to; Identify problems in family and frame research questions related to the study of the family, Demonstrate an understanding how social norms impact the structure and dynamics of the family, Demonstrate an understanding of the interrelations between the family and other social institutions, Demonstrate an understanding of family diversity in cross cultural, global and historical perspectives, Understand the social causes of conflict in families.

**Recommended Reading:**

- Skolnick, A.S, H, Family in Transition (16th edition) 2011.
- Dallos R & McLaughlin (edi.), Social problems and the Family, Sage Publications, 1999.
- Bird G.W & Sporkowski J Ed, Taking Sides, clashing views on Controversial Issues in Family and Personal relationships, Dushkin Publishing Group, 1996.
- Bryan S. Turner edi, The Early sociology of the family, Routledge, 1999.
- David M. Newman, Elizabeth Grauerholz, sociology of families, 2nd edition, Sage Publications, 2002.

**ASYC 21043 Social Psychology**

**Aims and Objectives:** Aim of this course is to cultivate the concepts, theories and methods of Sociological social psychology. It will also provide an insight to understand the interactive patterns between Sociology and Psychology. This unit will familiarize the students to the application of this knowledge in understanding social conditions and issues.

**Course Content:** Theories and Methods: Nature Vs Nurture, Body, Self, Gender and Sex. How much free will do we have? : Clothing, Environmental Psychology, Concluding thoughts on ``Nature`` and ``Nurture Side of Equation. Tensions between Personal freedom and Social Control: Self needs, Measuring Social Health, Personal Behavior. Social Factors Shaping Perceptions and Decision Making: Belief systems, Emotions. Living in a Symbolic world: Self types and their difference across generations and the life cycle. Connecting and Negotiating Reality with others: Definitions of Situations and their framings, Persuasions, Culture of Rudeness, Group Dynamics. Collective behavior and the Psychologies of Social Institutions: Collective behavior, Social Psychology of Inequality, Religious Psychologies, Work leisure consumerism, Mass Media, Political Psychologies. Social Psychology of Modernization: Urbanization, Scientific Mentalities.

**Teaching Learning Methods:** lectures, student centered tutorials and debates. Discussions, Individual and group presentations

**In Course Assessment:** Mid Semester Paper 10%, Tutorials (01No) 10%, Mini Project 10%, Powerpoint Presentation 10%

**Learning Outcome:** At the completion of this course unit students will be able to Understand the concepts, theories, and methodology of sociological social psychology. Examine their perceptions, positions, behavior in social space. Identify the social conditions and issues in the perspective of this hybrid discipline of Sociology and Psychology.

**Recommended Readings:**

- Rohall, David E, Melissa A. milkie, Jeffrey W. Lucas-Social Psychology: Sociological perspective, 2nd edition, Prentice hall, 2010
- Spencer E Sahill-Inside Social Life-Reading in Sociological Psychology and Micro Sociology, 5th edition, Oxford Press, USA, 2003
- Preves, Sharon E. Preves-Classic and Contemporary perspective in Social Psychology, 6th edition, Oxford University press, USA, 2010
- De Lamater, John D-Social Psychology, 7th edition, Wadsworth publishing, 2010
- Lesko, Wayne A-Reading in Social Psychology: General, Classic and contemporary selections, 6th edition, Prentice hall, 2011

**ASYE 21013 Sociology of Law**

**Aims and Objectives:** Become knowledgeable about the sociology of law and jurisprudence; Learn how to analyze law, in a meaningful way; Analyze cases based on legal principles; Apply conflict resolution theory to disputes; Recognize effective dispute resolution methods; Become aware of ethical considerations in dispute resolution;

**Course Content:** Introduction to the study of sociology of law, Functions of law, Classical theoretical contributions to the sociology of law, Forms of law and legal thought, Evolution of society and social solidarity. Types of laws: repressive and restitutive, Legal education The Courtroom workgroup, Socio-legal theories, Sociology of Violence, Ethnic Cleansing and Genocide, Pornography and Intellectual property, Influence of race, gender, and social status in the outcome of legal decisions. Law and economy, law and politics; law and culture; social structure and law, legality and legitimacy; the legal profession, Law and inequality; and globalization and law.

**Teaching and Learning Methods:** lectures, field studies and debates, Discussions, Individual and group presentations.

**In Course Assessments:** Field report 10%, Examination on selected lesson 10%, Group Presentations / debate 10%

**Learning Outcomes:** At the end of this course, the student will be able to; Understand better about the sociology of law and jurisprudence; To analyze law, in a meaningful way; Analyze cases based on legal principles; Be familiar with effective conflict resolution methods; Be aware of ethical considerations in dispute resolution;

**Recommended Reading:**

- Deflem, M, Sociology of Law, Cambridge University Press, 2008

- Milovanovic, Dragan, An Introduction to the Sociology of Law, CA Criminal Justice Press, 2003.
- Vago, Steven, Law and Society. (8 th Ed.) Prentice-Hall, 2006.

### ASYE 21023 Sociology of Work

**Aim and Objectives:** Apply the aim and objectives of the sociological analysis of work, Articulate the initial theoretical considerations of prominent thinkers of sociology of work, Demonstrate understanding of the historical development of modern forms of work, Demonstrate understanding of social change stimulated by transforming work processes and “globalization,” Articulate the challenges and oppressions of humanity through the lens of class, race, and gender both nationally and internationally, Understand and critique the current forms of work and managerial trends.

**Course Content:** Contemporary issues in 21st century work; A look at work during and after the Industrial Revolution; Major theorist’s contributions to the study of work; Work and self in the service industry; Work and self among professionals and managers; The modern distinction between work and family.

**Teaching and Learning Methods:** lectures, field studies and debates, discussions, Individual and group presentations

**In Course Assessment:** Field experience 10%, Field report 10%, Group Presentations/debate 10%

**Learning Outcomes:** At the completion of this course the student will be able to; Understand the aim and objectives of the sociological analysis of work, Demonstrate the historical development of modern forms of work, Demonstrate understanding of social change stimulated by transforming work processes and “globalization,” Understand the challenges and discrimination of humanity through the lens of class, race, and gender both nationally and internationally, Understand and critique the current forms of work and managerial trends.

#### Recommended Readings:

- Mary Blair-Loy, Competing Devotions: Career and Family among Women Executives. Cambridge, MA: Harvard University Press, 2005.
- Edgell S., Sociological analysis of work: Change and continuity in paid and unpaid work, Sage publications, 2005.
- Joan Williams, Unbending Gender: Why Family and Work Conflict and What To Do About It. New York: Oxford University Press, 2001.

### ASYS 22013 Society in Sri Lanka: Structure and Change

**Aims and Objectives:** To familiarize students with the basic of Sri Lankan social organizations and the changes occurring in the Sri Lankan society via key sociological and anthropological concepts and studies. This course will provide a brief survey of the social transformation and mobility during colonial and post-colonial period. This course will also enable students to gain a better understanding of their own situation and region.

**Course Contents:** The textual and field view of Sri Lankan society, the significance of the field view, the interface between the present and the past. The structure and composition of Sri Lankan society: village, town, cities; rural-urban linkages; weaker sections, women and minorities, population profiles and related issues, Cultural and ethnic diversity: historically-embedded diversities in respect of language, caste, religious beliefs and practices and cultural patterns. Basic institutions of Sri Lankan society: Caste, kinship, family, marriage, religion; caste and class: changing dimensions. Convergence and integrations: the sharing of material traits, cultural spaces, language and regional ethos; the evolution of composite culture legacy; change and transformation in Sri Lankan society; nation building and national identity.

**Teaching Learning Methods:** lectures, student centered tutorials and debates, discussions Individual and group presentations

**In Course Assessment:** Field Report 10%, Tutorials (01) 10%, Group Presentation 10%, Short Exam 10%

**Learning Outcomes:** In completion of this course students will be able to: Understand their social situation and the social structure. Understand the changes and transformation in Sri Lankan society. Students will be able to understand social situation of their own, Identify the historically embedded diversities. To search and understand the key studies of social structure and change with special reference to Sri Lanka.

**Recommended Readings:**

- Yalman Nur(1967), Under the Bo-tree, Berkely, University of California press.
- Bryan Pfaffenberger (1982), Caste in Tamil culture: the religious foundation of Sudra domination in Tamil Sri Lanka, vikas publication house Pvt,Ltd, New Delhi.
- Sasanga Perera(Edt)(1996), Newton Gunasinghe: selected essays, social scientist association, Colombo.
- Bryce Ryan(2004), Caste in Modern Ceylon: the Sinhalese system in transition, navarang, New Delhi.
- Roberts Michael (1995), Cast conflicts and elite formation: The rise of Karava elite in Sri Lanka 1500-1931, Navarang, New Delhi.

**ASYC 22023 Sociology of Gender**

**Aims and Objectives:** To sensitize to students on the gender structured relationship of Society, To open them to the wide range of literature available on the gender issues. To guide them towards the ability to understand the gender issues within a Sociological frame work.

**Course Content:** Sociology and Gender issues , Conceptualization of sex and gender, Development of feminism. Theoretical Perspectives and Feminist methodology, The Social Construction of Gender roles and social inequality, Gendered inequality in Institutions: Family, Marriage, Religions, Education, Gender in work, Gendered Gender in Agriculture, Gendered Media, Gender in Politics and peace process and Women's Human Rights, Gender and Leisure: Gender Differences in Leisure Patterns. Gendered Power and Violence, Feminization of Poverty, Women's and Men's Movements. Gender Development and gender equality.

**Teaching and Learning Methods:** lectures, field studies and debates, discussions, Individual and group presentations

**InCourseAssesment:** Field report 10%, Examination on selected lesson 10%, Group Presentations/debate 10%, Tutorial 10%

**Learning Outcomes:** Upon completion of this course, student should be able to, Recognize, define, and understand core issues in the sociology of gender. Gain a working knowledge of women's issues, men's issues, and how gender paradigms are formed, changed, and maintained in our society.

**Recommended Readings:**

- Renzetti, Claire M. and Daniel J. Curran, Women, Men, and Society. 5th Edition. Needham Heights, MA: Allyn & Bacon, 2003.
- Disch, Estelle. Reconstructing Gender: A Multicultural Anthology. 3rd edition. New York: McGraw Hill, 2003.
- Kilmartin, Christopher T. The Masculine Self (3rd Ed). New York: Sloan Publishing; 2007.
- Andersen, Margaret L. Thinking about Women: Sociological Perspectives on Sex and Gender (7th Ed.). Boston: Allyn & Bacon, 2006.
- Connell, R.W. Gender: A Short Introduction. Malden, MA: Blackwell, 2002.
- Hussein,A., Sometimes There is No Blood : Domestic Violence and Rape in Rural Sri Lanka, International Centre for Ethnic Studies, 2000.
- Nivedini: Journal of Gender Studies (NJGS), Volume 12, July-August Women's Education and Research Centre 2006.

**ASYC 22033 Social Communication**

**Aims and Objectives:** This course aims at examining social and cultural dimensions of communication. This course aims at to create an awareness of the theoretical as well as practical aspects of social communication. Its objective is not simply to equip students with techniques for efficient and effective persuasion. It is an academic, research based program that will enable the undergraduate to engage critically with existing tools of analysis, evaluation and design of communication endeavours. To develop effective Social communication skills among the students.

**Course Content:** Introduction to Social Communication Definition, nature and scope, Function of Social Communication, The multi - dimensions of Social Communication, Models of Communication

Communication as a process and system, Organizational communication, Cultural Communication Communication and Media, Political Communication, Practical Communication for Social Development, Information Society and Globalization, Communication and Social change, Synthesis and Review

**Teaching and Learning Methods:** lectures, field studies and debates, discussions, Individual and group presentations

**In Course Assessment:** Field report 10%, Examination on selected topic 10%, Group Presentations/debate 10%, Tutorial 10%

**Learning Outcome:** Upon completion of this course, student should be able to, Understand the social perspectives on communication, Understand the application of communication tools in different public domains. Apply and understand the theories of communication in to different contexts, Effectively manage conflicts in communication , Effectively identify diverse target audiences and planning communication messages, Create effective communication scripts and productions

**Recommended Readings:**

- Fieldler, Klans, Social Communication, Psychology Press, 2007
- Leiss, William & Jackie Botterill, Social communication in Advertising, Routledge, 2005
- Greene, John & Brant R. Bursleson, Hand book of communication and social interaction skill, Routledge, 2003

**ASYC 22043 Environmental Sociology**

**Aims and Objectives:** The major aim is to train the undergraduate students to analyse various aspects and complexities of environment from a multidisciplinary perspectives to improve the environmental aspects in their own society as well as other societies at large. In order to achieve the defined goals students will be introduced to four broader objectives in environmental sociology: To indentify Theoretical approaches and basic concepts in environmental Sociology, The explore the major societal-environmental interrelationships, Environmental Issues as Social Issues, Contemporary environmental issues and Protection Mechanisms

**Course Contents:** Scope and Development of Environmental Sociology, Sociology, Culture, Society and Environment. Social Theory and the Environment, Religions and Environment, Environmental Issues and Society, Inequality, Social Differences and Environmental Resources, Criminology, Social Regulation and Environmental Harm, The Sociology of Sustainable Development , Gender and Environment, Environmental pollution and Human Health Hazards, Assessing the Social Consequences of Planned Interventions, The Environmental Protection & the Environmental Movement, Environment and Ethics

**Teaching and Learning Methods:** lectures, field studies and debates, discussions, Individual and group presentations

**In Course Assessment:** Field report 10%, Examination on selected topic 10%, Group Presentations/debate 10%

**Learning Outcomes:** Upon the completion of this course the student will be able to; Critically evaluate the range of sociological perspectives on nature and the environment, To explain how historical, social transformation have led to changing perspectives on nature, Identify the key environmental issues of the society, Interpret and illustrate through discussions and writing the complexity of environmental issues from interdisciplinary perspectives

**Recommended Readings:**

- Athanasiou, T. Divided Planet: The ecology of rich and poor, Boston MA: Little, Brown & Co. 1996
- Barry, J. Environment and Social Theory, London: Routledge, 1999
- Tisanayaka, J.B. Water in Culture: The Sri Lankan Heritage. Sri Lanka: Ministry of Environment and Parliamentary Affairs, 1992
- Hannigan, J. Environmental Sociology, London: Routledge, 2006
- Harper, C. Environment and Society: Human Perspectives on Environmental Issues, 3rd edition, New Jersey: Pearson Prentice Hall, 2004

**ASYE 22013 Counselling and Social Support**

**Aims and Objectives:** Prepares students to be productive, contributing citizens with a strong work ethic.

Facilitates a network with psycho-social organizations. Enhances and encourages with emphasis on appropriate decision making and communication skills in a diverse and technological society. Encourages students to learn positive human relationships as a means of managing conflicts. Counsel learners individually by actively listening, identifying and defining issues, discussing alternative solutions, and formulating a plan of action. Leads counseling or support groups for learners experiencing similar issues. Leads skill-building groups in student self-knowledge.

**Course Content:** Social support perspectives in contemporary theory, research & practice, Important social support issues, Assessment of social support issues, Client – based barriers & other context based barriers. Client–focused intervention & externally focused support interventions, Primary prevention & cross – cultural counseling.

**Teaching and Learning Methods:** lectures, field studies and debates, discussions Individual and group presentations

**In Course Assessment:** Field report 10%, Examination on selected topic 10%, Group Presentations/debate 10%, Tutorial 10%

**Learning Outcomes:** After you have completed this course unit, you should be able to: Define the nature of counseling, and importance of social support. Explain personal and social counseling. Outline roles of counselor in educational, vocational and personal and social counseling. To explain steps in the development of counseling Identify factors affecting social support. To demonstrate skills in setting up counseling services and social support in community

**Recommended Reading:**

- UNHCR & GRT, ‘psycho-social counseling and social work with clients and families in the Somali context- a facilitators’ guide, 2009
- Nilson, Richard and John, Practical counseling and helping skills, sage publications, 2005
- Frederic T, Leong, Encyclopedia of counseling, Sage Publications, 2008
- Warden, J.W, ‘Grief counseling and Grief therapy, Springar Publications, 2002
- Seak, C, Constructing Death-The sociology of dying and Bereavement, Cambridge University Press, 1998

**ASYS 22023 Crime and Society**

**Aims and Objectives:** To learn to apply a sociological perspective to societal realities and issues focusing on crime, to understand the scope and details of a sociology of crime, issues and topics, To learn that “crime” is a “social construction” involving social forces (social structure) and human agency (choice) and their relationship with and to each other.

**Course Content:** The social origins of criminal law, Social disorganization, strain, crime and deviance, Social reaction and social control, Class theories of crime: Critical criminology: Left Idealism, Towards a Marxist criminology, The administration of justice, causes and patterns of criminal behavior, The prevention and control of crime, including individual rehabilitation and institutional change, The politics of legal, police and correctional reform.

**Teaching and Learning Methods:** lectures, field visits and interactive learning discussions, Individual and group presentations.

**In Course Assessment:** Field report 10%, Examination on selected topic 10%, Group Presentations/debate 10%, Tutorial 10%

**Learning Outcome:** Upon the completion of this course the student will be able to; To identify and apply relevant criminological theories when evaluating the role that crime plays in society today, To assess the role of law, both substantive and procedural, as a central feature in the criminal justice system. To develop an understanding of the criminal justice, which is demonstrated through discussions and written assessments of the evolution and current operations of the system’s principal components (public safety, judiciary, corrections, and juvenile justice. To apply the social science approach to the study of crime and justice in society, this takes into consideration the academic contributions of anthropology, economics, history, political science, psychology, public administration and sociology.

**Recommended Reading:**



- Fitzgerald M. *Culture: Sociologies of crime and deviance*. The Open University Press: Great Britain. 1980.
- Mooney, Gerry & Sarah Weal, *Community welfare, crime and society*, Open University Press, 2009
- Davis, Pamela & Peter Francis & Chris Green, *Victims, crime and society*, Sage Publications, 2007
- D Downes & P Rock, *Understanding Deviance* (2007); Hillyard, P et al (2004) *Beyond Criminology: Taking Harm Seriously*, London, Pluto Press
- S Cohen, *Visions of Social Control* (1985); M Maguire, et al (Eds), *The Oxford Handbook of Criminology*, 4th ed 2007.

## TRANSLATION STUDIES

### ATSC 21013 Principles of Translation - nkhopngaHg;Gf; Nfhl;ghLfs;

**Aims and Objectives:** This course attempts to provide knowledge in three dimensions for the students: approach, field and tools used. Further, this informs selected approaches and the relevant purposes of each approach, how to select appropriate tools in conjunction with suitability.

**Course Content:** Translation by approach - Absolute translation, Abstract translation, Keyword translation, Selective translation and Sight translation – Top-down approach and bottom-up approach, Translation by Field - General, Technical, Scientific, Medical, Literary, Business and Financial, Translation by Tools - There is software available for translations. Indeed some search and other sites are also offering onsite translations using such tools. (CAT (Computer Assisted Translation), MT (Machine Translation), Human, Dictionary Assisted Manual Translation, The internet and other reference materials, Translation memory software, such as TRADOS.

**Teaching and Learning Methods:** Lectures/ppt, interactions, implementing appropriate skill practices employing activities with different tools with tasks, oral presentations.

**In Course Assessment:** Presentation – 10%, Classroom written assignment - 10%, Tutorial - 20%, (Different approaches & tools) (Pros & cons)

**Learning Outcomes:** On completion of this unit, learners will be able to apply - different approaches in translation, different tools in translation, techniques to translate materials from different fields

#### Recommended Readings:

- 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.
- Zhongying, F. (1994). *An applied theory of translation*. Beijing: Foreign Languages Teaching & Research Press.

### ATSC 21023 Methods of Translation - nkhopngaHg;G Kiwikfs;

**Aims and Objectives:** This course unit aims to teach the participants some of the major methods of translation and their effectiveness with appropriateness.

**Course Content:** Different methods, features of each method, appropriateness of each method - Word-for-word Translation - In which the Source Language (SL) word order is preserved and the words translated singly by their most common meanings, out of context. - Literal translation - In which the SL grammatical constructions are converted to their nearest Target Language (TL) equivalents, but the lexical words are again translated singly, out of context. - Faithful translation - It attempts to produce the precise contextual meaning of the original within the constraints of the TL grammatical structures. - Semantic translation - Which differs from 'faithful translation' only in as far as it must take more account of the aesthetic value of the SL text. - Adaptation - Which is the freest form of translation, and is used mainly for plays (comedies) and poetry; the themes, characters, plots are usually preserved, the SL culture is converted to the TL culture and the text is rewritten. - Free translation - It produces the TL text without the style, form, or content of the original. - Idiomatic translation - It reproduces the 'message' of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original. - Communicative

translation - It attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership.

**Teaching and Learning Methods:** Extensive Lectures/ppt on eight different methods, selecting an appropriate method, differences in applying different methods. Practical work for each method

**In Course Assessment:** Presentation – 10%, Classroom written assignment - 10%, Tutorial 20% (Different methods)

**Learning Outcomes:** At the end of this unit students will be able to, - clear understanding on different methods, - select appropriate method, - apply a particular method to translate document

**Recommended Readings:**

- Singh, Avadhesh K. (1996): *Translation, its theory and practice*, New Delhi: Creative Books.
- Newmark, Peter (1981): *Approaches to Translation* Oxford New York: Pergamon.
- Bassnett-McGuire, Susan (1980): *Translation Studies*, London: Methuen.
- Snell-Hornby, M. (1995): *Translation Studies. An Integrated Approach*, Amsterdam, John Benjamins.
- Newmark, P. (1988b). *Approaches to Translation*. Hertfordshire: Prentice Hall.
- Bell, Roger T. (1991): *Translation and translating: theory and practice*, London: Longman.

**ATSC 21033 Techniques of Translation, Sinhala: Tamil vice versa - nkhopngaHg;G El;gq;fs; - rpq;fsj;jpypUe;J jkpOf;Fk; jkpopypUe;J rpq;fsj;Jf;Fkhd nkhopngaHgG**

**Aims and Objectives:** This course unit attempts to highlight the use of contrastive methodologies in translation. An understanding of the similarities and differences in the syntactic, lexical, phonetic and semantic levels in Tamil, Sinhala & English contributes to text analysis and the assessment of translation techniques employed.

**Course Content:** Tamil & Sinhala – basic linguistic aspects, Recognizing similarities & dissimilarities at ll linguistic levels of source and target languages, Maintaining equal effects for the audience in the translated text and original text

**Teaching and Learning Methods:** Lectures/ppt, demonstrations to show the effects, recognizing techniques of similarities and so on, practical work.

**In Course Assessment:** Presentation – 10%, Classroom written assignment - 10% (document translation), Tutorial - 20% (Linguistic similarities/dissimilarities)

**Learning Outcomes:** On completion of the unit, students will be able to - Distinguish similarities and crucial linguistic aspects of SL and TL, Translate documents without making any conceptual mistakes

**Recommended Readings:**

- Venuti, L. (1998). Strategies of translation. In M. Baker (Ed.), *Encyclopedia of translation studies* (pp. 240-244). London and New York: Routledge.
- Seguinot, C. (1989). *The translation process*. Toronto: H.G. Publications.
- Snell, Mary & Hornby.1998.*Translation Studies An integrated approach*. Philadelphia: John Benjamins Publishing Company.

**ATSC 21043 Different dimensions of Translation – Transcreation & Adaptation, Transliteration - nkhopngaHg;gpd; khWgl;lghpkhdq;fs;**

**Aims and Objectives:** This course unit targets to impart three important dimensions of translation to the target group: transcreation, adaptation and transliteration

**Course Content:** Transcreation, adaptation and transliteration, major differences among these three products - Idiomatic phrases & Translation - Proverbs & Translation

**Teaching and Learning Methods:** Lectures/ppt and demonstrations – reasonable practical work on: transcreation, adaptation and transliteration – employing Proverbs & Translation, Idiomatic phrases & Translation

**In Course Assessment:** Presentation – 10%, Classroom written assignment - 10% (document translation), Tutorials 20% (Transcreation, adaptation and Transliteration)

**Learning Outcomes:** At the outset of this unit, students will be able to master in producing - Transcreation - Materials/documents, Adaptation - Materials/documents, Transliteration - Materials/documents

**Recommended Readings:**

- Narasimah Rao. K.V.V.L. (2005). *Aspects of translation*. Central Institute of Indian Languages, Mysore.
- Nakayama, K. (1988). *Rhetorical dimensions of translation: a theoretical inquiry*. University Microfilms International.

**ATSC 22013 Techniques of Translation - Tamil: English - nkhopngaHg;G El;gq;fs;- jkpopypUe;J Mq;fpyj;Jf;fhd nkhopngaHg;G**

**Aim and objective:** This course unit attempts to focus on the use of contrastive methodologies in translation. Further this unit imparts the students about text analysis technique and evaluation technique of final product.

**Course Content:** Introduction to basic linguistic levels – Tamil, Introduction to basic linguistic levels – English, Brief comparative discussions on both TL & RL linguistic variations

**Teaching and Learning Methods:** Lectures/ppt and demonstrations – reasonable amount of practical work on comparing linguistic levels on both TL & RL

**In Course Assessment:** Presentation – 10%, Classroom written assignment - 10%, Tutorials (two) 20%

**Learning Outcomes:** On completion of this unit students will be able to - recognize the subtle aspects of translation process, neutralize the concept in both languages, maintain the intended meaning while translating.

**Recommended Readings:**

- Chaucer's Boece. (1988). *Techniques of translation* Pilgrim Books.
- Bell, Roger T. (1991). *Translation and translating: theory and practice*, London: Longman.

**ATSC 22023 Techniques of Translation - English: Tamil nkhopngaHg;G El;gq;fs; - Mq;fpyj;jpypUe;J jkpopw;fhd nkhopngaHg;G**

**Aim and objective:** This course unit attempts to focus on the use of contrastive methodologies in translation. Further this unit imparts the students about text analysis technique and evaluation technique of final product particularly from English to Tamil translated documents.

**Course Content:** Introduction to basic linguistic levels – English, Introduction to basic linguistic levels – Tamil, Brief comparative discussions on both TL & RL linguistic variations, How to apply recognizing techniques pertinent to linguistic variations in the translation process.

**Teaching and Learning Methods:** Lectures/ppt and demonstrations – reasonable amount of practical work on comparing linguistic levels on both TL & RL

**In Course Assessment:** Presentation – 10%, Classroom written assignment - 10%, Tutorials (two) 20%

**Learning Outcomes:** On completion of this unit students will be able to - recognize the subtle aspects of translation process, neutralize the concept in both languages, maintain the intended meaning while translating

**Recommended Readings:**

- Chaucer's Boece. (1988). *Techniques of translation* Pilgrim Books.
- Bell, Roger T. (1991). *Translation and translating: theory and practice*, London: Longman.

**ATSC 22033 Inter translatability - ,ilj;njhIH nkhopngaHg;GW epiy**

**Aim and objective:** This unit endeavors to discuss the concept of language universals and universal grammar (UG) mainly in the context of syntax. Further, it briefly touches upon universals in the other areas

of grammar like phonology and morphology. Finally, it imparts how language universals are viewed in translation and what could be its implication for a translator.

**Course Content:** Language universals in Sinhala, Tamil & English (General), Phonological universals, Morphological universals, Semantic universals, Language universals in diachrony, Vocabulary, Formal equivalence, and so on. Types of linguistic, stylistic and register variation & choice for translations.

**Teaching and Learning Methods:** Lectures/ppt and demonstrations – reasonable amount of practical work on comparing linguistic universals of Tamil, Sinhala and English

**In Course Assessment:** Presentation – 10%, Classroom written assignment - 10%, Tutorials (two) 20%

**Learning Outcomes:** On completion of this unit, students will be able to - pinpoint the language universal aspects in TL & SL, transfer the actual concept from SL to TL without any confusion

**Recommended Readings:**

- Baker, Mona (1992): *In Other Words: A Course book on Translation*, London: New York: Routledge.
- Baker, Mona (1998): *The Routledge Encyclopedia of Translation Studies*, London: Routledge.
- Catford, J. C. (1965): *A Linguistic Theory of Translation: An Essay in Applied Linguistics*, Oxford University Press.
- Steiner, George (1992): *After Babel : Aspects of Language and Translation*, 2nd ed., Oxford University Press.

**ATSC 22043 Text analysis – ciueil Ma;T**

**Aim and objective:** This unit intends to provide adequate knowledge and experience in text analysis and via this in form the students about the complex relationships between the language of texts and their contexts of use.

**Course Content:** It consists of analyzing practice employing different important documents and their association with context, practical training to perform translation in many selected fields. The followings are some of the important fields: Parliament, Courts, Varieties of lectures, Business, Religious field, Agreements, Advertisements, etc.

**Teaching and Learning Methods:** Lectures/ppt and demonstrations – reasonable amount of practical work on documents related to: Parliament, Courts, Varieties of lectures, Business, Religious field, Agreements, Advertisements, etc.

**In Course Assessment:** Presentation – 10%, Classroom written assignment - 10%, Tutorials (two) 20%

**Learning Outcomes:** At the end of this unit students will be able to - associate text with context, get the appropriate meaning, employ proper technical terms, transfer the original concept to the translated document

**Recommended Readings:**

- Hardwick, Lorna (2000). *Translating Words, Translating Cultures*, London: Duckworth.
- 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.

**TAMIL**

**ATAC 21013: Study of Grammatical Work Nannul**

**Aims and Objectives:** The Objective of this course is to provide a thorough knowledge of the grammatical treaties Nannul, written during the period of Chola. Since the students who specialize in Tamil will have to study Tolkappiyam in detail in the second semester of the second year, third and fourth years this study is designed to motivate them in Tolkappiyam studies.

**Course Content:** The grammatical work Nannul is taught in detail with commentaries (Kandikaiurai [fhz;bifAiu] and Viruttiurai [tpUj;jpAiu]). Eluttatikaram: the classification of Tamil letters; the way they are pronounced; the distribution of Tamil letters on words; the combination of letters at sandhi; Pathaviyal. Collatikaram: the classification of Tamil word; classification of Tamil nouns and verbs; treatment of

grammatical categories namely class, gender, number, place, case and tense; definitions and classification of Iddaiccol and Uriccol; treatment of compounds and Grammatical flaws and means to resolve them are taught in detail.

**Teaching and Learning Methods:** Lectures, discussions and presentations.

**In course Assessments and Evaluations:** Mid semester Exam -10%, Assignments- 10%, Tutorials – 10%, Presentation- 10%

**Learning Outcomes:** By the end of this course, the students will be able to: understand the basic traditional grammar thoroughly to learn Tolkappiyam, in the following semesters. achieve a fair knowledge in Nannul commentaries - Kandikaiurai [fhz;bifAiu] and Viruttiurai [tpUj;jpAiu] cognize the development of Tamil language during the post Tolkappiyam age. compare and contrast the development of modern language with Nannul

**Recommended Readings:**

- ed;D}y;- fhz;bifAiu> (gjpg;G) MWKfehtyu;>
- ed;D}y; tpUj;jpAiu> (gjpg;G) jz;lghzp Njrpfu;> jpUthtLJiw MjPdk;> jpUthtLJiw> 1957.
- nts;isthuzd;> njhy;fhg;gpaKk; ed;D}Yk; - vOj;jjpfhuk;> jQ;rhT+u;> 1974.
- rz;Kfk;> nr. it.> vOj;jpyf;fzf; Nfhl;ghL> mz;zhkiy> 1980.
- rz;Kfjhj;> m.> jkpo;nkhop ,yf;fz ,ay;Gfs;> Kj;jkpo; gjpg;gfk;> aho;g;ghzk;>

### ATAC 21023 History of Tamil Literature – Up to Nayakka Period

**Aims and Objectives:** The Objective of this course is to provide a deep knowledge of the history of Tamil literature up to Nayakka period. The evolution, trends and landmarks of the main epochs of Tamil literature will be highlighted in this course.

**Course Content:** The sources and the evidences to study the history of Tamil literature, the period of Cankam, the period that immediately follows the Cangam age, the age of Pallavas-Pandiyas and the age of the Cholas are taught in detail. Problems of dating literatures and dividing periods, language developments, socio - cultural background that determines the literary evolution, the changes in literary trends and literary genre and salient features of the literary works composed during this period are elaborately dealt with.

**Teaching and Learning Methods:** Lectures, discussions, question and answer method and presentations.

**In course Assessments and Evaluations:** Mid semester Exam -10%, Assignments- 10%, Tutorials – 10%, Presentation- 10%

**Learning Outcomes:** By the end of this course, the students will be able to: comprehend the concept of the 'history of literature', acquaint with the literary trends, literary genres, literary techniques and the contents of literature of each period with the historical background, identify the mutual interaction between the origin of literature and the socio economic background of a particular period. evaluate the literatures according to the milieu in which they are originated.

**Recommended Readings:**

- nry;tehafk;> tp.> jkpo; ,yf;fpa tuyhW> = yq;fh ntspaPL> aho;g;ghzk;> 1973.
- NtYg;gps;is> M.> jkpo; ,yf;fpaj;jpy; fhyKk; fUj;Jk;> nrd;id> 1985.
- rptj;jk;gp> fh.> jkopy; ,yf;fpa tuyhW> epA+ nrQ;rup Gf; `Tj;> nrd;id> 1988.
- ,uhrkhzpf;fdhu;> kh.> jkpo;nkhop ,yf;fpa tuyhW> nrd;id> 1963
- tujuhrd;> K.> jkpo; ,yf;fpa tuyhW> rhfpj;jpa mf;fnjpk> GJnly;yp> 1992.

### ATAC 21033 Cankam Literature

**Aims and Objective:** The objective of this study is to provide a thorough study of the Cankam poems which happens to be the earliest literary compositions of the Tamils.

**Course content:** Though the students have been exposed to some poems from Cankam literatures in the First year, this course is designed to provide a broad and deep knowledge in these works. The students are expected to study the Cankam texts [Edduthokai (vl;Lj;njhif) and Pattupaddu (gj;Jg;ghl;L)] and their

structural patterns, literary tradition, literary techniques, metrical forms and the cultural patterns depicted through these works.

**Teaching and Learning Methods:** Lectures, discussions, question and answer method and presentations.

**In course Assessments and Evaluations:** Mid semester Exam -10%, Assignments- 10%, Tutorials – 10%, Presentation- 10%

**Learning Outcomes:** By the end of this course, the students will be able to: achieve a fair knowledge of Cankam literatures – Edduthokai (v;l;Lj;njhif) and Pattupaddu (gj;Jg;ghl;L), acquaint with the literary genres and metres in which these Cankam works are composed., cognize the literary techniques, styles and rhetorics found in these works – Similes, Metaphors, Ullurai Uvamam, Iracchi, comprehend the cultural patterns, social structures and economic and political trends of Tamils of Cankam age.

**Recommended Readings:**

- khzpf;fk; t. Rg.> jkpo;;f; fhjy;> ghupepiyak;> nrd;id> 1962.
- mwthzd;> f. g.> mw;iwehl; fhjYk; tPuKk;> ehty; Mu;l; gpwpz;Nlu;]> nrd;id> 1978.
- rptj;jk;gp> fh.> gj;Jg;ghl;by; ftpijapay; - rq;f ,yf;fpak; ftpijapay; Nehf;F> cyfj; jkpohuha;r;rp epWtdk;> nrd;id> 1978.
- Rg;gpukzpad;> fh.> rq;ffhyr; rKjhak;> epA+ nrQ;rup Gf; `Tj;> nrd;id> 1982.
- tprhf&gd;> fp.> rq;f ,yf;fpak; gjpTk; ghu;itAk;> kyu; gjpg;gfk;> fe;ju;klk;> aho;g;ghzk;> 2008.

### ATAC 21043 History of Tamil Culture

**Aims and Objectives:** The objective of this course is to understand the development of various aspects of the Tamil culture through literary evidences.

**Course content:** Primary and secondary sources to understand the history of Tamil Culture, social structures life styles, ideals, religion and worship, arts and crafts, education, social values, and economic activities of the Tamils are taught in this course.

**Teaching and Learning Methods:** Lectures, discussions, question and answer method and presentations.

**In course Assessments and Evaluations:** Mid semester Exam -10%, Assignments- 10%, Tutorials – 10%, Presentation- 10%

**Learning Outcomes:** By the end of this course, the students will be able to: realise the importance of literary sources, whether it is classical or modern, in the study of Tamil Culture. understand the glory of Tamil culture. bring out the cultural patterns and trends of Tamils through the literary evidences. recognize the changes in the social values and cultural patterns of Tamil.

**Recommended Readings:**

- tpj;jpahde;jd;> R.> jkpou; rhy;G> ghup Gj;jfg; gz;iz> nrd;id> 1971.
- gf;jtj;ryghujp> gz;ghl;L khdpltpay;> khzpf;fthrfu; gjpg;gfk;> nrd;id> 1990.
- thdkhkiy> eh.> jkpou; gz;ghLk; jj;JtKk;> epA+ nrQ;rup Gf; `Tj;> nrd;id> 1973.
- ,uFehjd;> kh.> jkpou; gz;ghl;Lj; jlq;fs;> aho;g;ghzk;> 2009.
- nry;yk;> Nt. jp.> jkpof tuyhWk; gz;ghLk;> khzpf;fthrfu; gjpg;gfk;> nrd;id> 2000.

### ATAE 21013 Applied Tamil: Usage and Problems

**Aims and Objectives:** The Objective of this course is to provide knowledge and ability to use Tamil language effectively in various contexts.

**Course Content:** This course unit is intended to present the different modalities of application of Tamil language viz. conversation, debate, oratory, announcement, advertisement, filling up forms and other documents, creating literatures etc. This course unit critically approaches the modalities of application and related linguistic and communicative problems.

**Teaching and Learning Methods:** Lectures, discussions, question and answer method, Role play and presentations.

**In course Assessments and Evaluations:** Mid semester Exam -10%, Assignments/Field Report- 15%, Tutorials – 05%, Presentation- 10%

**Learning Outcomes:** By the end of this course, the students will be able to: Differentiate literary Tamil from applied Tamil in day-to-day usage. Identify the differences in modalities of application of Tamil in its daily usage, Make decisions on the possible dynamics of language and structure of each of the modalities of application, Use Tamil language effectively with all its possibilities for the day-to-day needs.

**Recommended Readings:**

- rptj;jk;gp> fh.> jkpo; fw;gpj;jy;> Fkud; Gj;jf ,y;yk;> 2007
- rz;Kfk;> nr. it.> ,yf;fpaKk; nkhopaikg;Gk;> epA+ nrQ;rup Gf; `Tj;> nrd;id> 1998.
- E/khd;> M. A., Muk;g ,ilepiy tFg;Gf;fspy; jkpo;nkhop fw;gpj;jy; - xU nkhopapay; mZFKiw> nfhOk;Gj; jkpo;r; rq;fk;> 2002.
- Ball, Micke., Narratology introduction to the theory of Narrative, University of Toronto Press, 1985
- Thomas Lehman., A Grammar of modern Tamil, Pondicherry instituter of linguistic Culture, 1989.

**ATAE 21023 Minor Literary Genres in Tamil**

**Aims and Objectives:** The objective of this course is to provide a deep knowledge of the origin and the development of Minor literary genres in Tamil.

**Course Content:** This course unit is designed to teach the minor literary genres that are abundant in Tamil literature. The structures and grammatical patterns of the minor literary genres elaborated in Paaddiyal works and their origin and development in the History of Tamil literature are taught in detail. Contents and literary techniques of a few commendable works in this type are also dealt with.

**Teaching and Learning Methods:** Lectures, discussions, question and answer method and presentations.

**In course Assessments and Evaluations:** Mid semester Exam -10%, Assignments- 10%, Tutorials – 10%, Presentation- 10%

**Learning Outcomes:** By the end of this course, the students will be able to: differentiate the minor literary genres from the other literary forms, identify the unique forms of each minor literary genre, cognize the origin and the development of each and every minor literary genre in the history of Tamil literature, understand the reflection and the absorption of social changes through these literatures, comprehend the literary caliber of the authors of minor literary genre.

**Recommended Readings:**

- gd;dpUghl;bay;> (gjpg;G) Nfhtpe;juhr Kjypahu;> irt rpj;jhe;j E}w;gjpg;Gf; fofk;> nrd;id> 1978
- rpw;wpyf;fpar; nrhw;nghopTfs; ghfk; I, II, III, IV, V & VI, irt rpj;jhe;j E}w;gjpg;Gf; fofk;> nrd;id> 1964
- epu;kyh Nkhfd;> rpw;wpyf;fpaq;fspy; Kk;Kidg; Nghf;F> mfuk; gjpg;G> jQ;rhT+u;> 2009
- nrauhkd;> e. tP> ghl;bay; jpwdha;T> kzpthrfu; E}yfk;> rpjk;guk;>1977.
- <Rtugps;is> jh.> jkpopy; rpw;wpyf;fpa tuyhW> jkpo;g; gy;fiyf;fof ntspaPL> jQ;rhT+u;> 2005

**ATAE 21033 Orientation in Linguistics with Special Reference to Tamil**

**Aims and Objectives:** The objective of this course is to introduce the fundamental aspects of Modern Linguistic science and to relate them to the traditional Tamil grammar.

**Course Content:** This course unit is introduced to study the Tamil language scientifically. The following aspects are included: Linguistic and traditional grammar, linguistics and other disciplines, sound patterns in languages (phonology) -special reference to Tamil, Morphological patterns of languages -special reference to Tamil, Syntactic patterns of languages - special reference to Tamil and semantics.

**Teaching and Learning Methods:** Lectures, discussions, question and answer method and presentations.

**In course Assessments and Evaluations:** Mid semester Exam -10%, Assignments- 10%, Tutorials – 10%, Presentation- 10%

**Learning Outcomes:** By the end of this course, the students will be able to: learn the fundamental aspects of Modern Linguistic science. apply the Linguistic aspects to the traditional grammar. bridge the traditional grammar with the modern trends of Tamil language , suggest the possible transformations that need to be included in Modern Tamil Grammar.

**Recommended Readings:**

- rz;Kfk;gps;is> K.> ,f;fhy nkhopapay;> irt rpj;jhe;j E}w;gjpg;Gf; fofk;> nrd;id> 1988
- [hd; rhKnty;> [p.> jpuhtpl nkhopapay; xg;gha;T> Mrpatpay; epWtdk;> nrd;id> 2001
- fUzhfud;>fp.> n[ah> t.> nkhopapay;> nka;ag;gd; gjpg;gfk;> rpjk;guk;> 2007.
- Nfhjz;luhk;> nghd;> nghJ nkhopapay;> G+k;ng-hopy; gjpg;gfk;> nrd;id> 2005.
- mfj;jpaypq;fk;> r.> ghfk; I, & II, kzpthrfu; gjpg;gfk;> nrd;id> 2005.

**ATAC 22013 Study of Tolkappiyam: Eluttatikaram**

**Aims and Objectives:** The Objective of this course is to give a thorough understanding of the Eluttatikaram (the first chapter) of Tolkappiyam

**Course Content:** Tolkappiyam Eluttatikaram with Nachchinarkkiniyar's commentary is taught in detail in this course unit. Students are expected to understand the differences between the commentaries of Ilampuranar and of Nachchinarkkiniyar and to work assignments on a comparison of Nannul Eluttatikaram and Tlokappiyam Eluttatikaram.

**Teaching and Learning Methods:** Lectures, discussions, and presentations.

**In course Assessments and Evaluations:** Mid semester Exam -10%, Assignments- 10%, Tutorials – 10%, Presentation- 10%

**Learning Outcomes:** By the end of this course, the students will be able to: understand the Eluttatikaram (the first chapter) of Tolkappiyam thoroughly. compare and contrast the different commentaries of Eluttatikaram – Nachchinarkkiniyam & Ilampuranam, compare and contrast Tolkappiyam with the other grammatical works.

**Recommended Readings:**

- njhy;fhg;gpak;> vOj;jjpfhu %yKk; ,sk;G+uzu; ciuAk;> irt rpj;jhe;j E}w;gjpg;Gf; fofk;> nrd;id>
- njhy;fhg;gpak;> vOj;jjpfhu %yKk; er;rpduh;f;f;pdau; ciuAk;> (gjpg;G) fNzirau;> cyfj; jkpohuha;r;rp epWtdk;> nrd;id> 2007.
- ehfypq;fk;> f.> nre;jkpo; ,yf;fz tpsf;fk;> k`hj;kh mr;rfk;> Vohiy> 2000.
- rz;Kfk;> nr. it.> vOj;jpyf;fz; Nfhl;ghL> mz;zhkiy> 1980.
- rz;Kfjh];> m.> jkpo;nkhop ,yf;fz ,ay;Gfs;> Kj;jkpo; gjpg;gfk;> aho;g;ghzk;

**ATAC 22023 History of Tamil Literature – From Nayakka Period to Modern Period**

**Aims and Objectives:** The objective of this study is to provide deep knowledge of the history of Tamil literature from Nayakka period to Modern period. The evolution, trends and landmarks of the main epochs of Tamil literature will be highlighted in this course unit.

**Course Content:** The sources and the evidences to study the history of Tamil literature, the period of Vijayanagara Nayakkas, the period of Europeans and the modern period are taught in detail. Problem of dating literatures and dividing periods, language developments, socio - cultural background that determines the literary evolution, the changes in literary trends and salient features of the literary works composed during this period are elaborately dealt with.

**Teaching and Learning Methods:** Lectures, discussions, question and answer methods and presentations.

**In course Assessments and Evaluations:** Mid semester Exam -10%, Assignments- 10%, Tutorials – 10%, Presentation- 10%

**Learning Outcomes:** By the end of this course unit: comprehend the concept of the 'history of literature', acquaint with the literary trends, literary genres, literary techniques and the contents of literature of each period with the historical background, identify the mutual interaction between the origin of literature and the socio economic background of a particular period. evaluate the literatures according to the milieu in which they are originated.

**Recommended Readings:**

- nry;tehafk;> tp.> jkpo; ,yf;fpa tuyhW> = yq;fh ntspaPL> aho;g;ghzk;> 1973.
- NtYg;gps;is> M.> jkpo; ,yf;fpaj;jpy; fhyKk; fUj;Jk;> nrd;id> 1985.
- rptj;jk;gp> fh.> jkpopy; ,yf;fpa tuyhW> epA+ nrQ;rup Gf; `T];> nrd;id> 1988.



- ,uhrh> fp.> jkpou; ,yf;fpa tuyhW> md;id epiyak;> jpUr;rp> 2006
- tujuhrd;> K.> jkpo; ,yf;fpa tuyhW> rhfpj;jpa mf;fnjpk> GJnly;yp> 1992.

### ATAC 22033 Modern Tamil Poetry

**Aims and Objectives:** Objectives of this study are to introduce the origin and the development of Modern Tamil poetry and to make the students familiar with it.

**Course Content:** Differences between the traditional and modern Tamil poetry, the situation in which the modern poetry is originated, theme and aesthetic aspects of modern poetry, milieu that determine the trends of modern poetry and commendable contributors of modern poetry are dealt with in this Course unit.

**Teaching and Learning Methods:** Lectures, discussions, and presentations.

**In course Assessments and Evaluations:** Mid Semester exam-10%, Assignments- 10%, Tutorials – 10%, Presentation- 10%

**Learning Outcomes:** By the end of this course, the students will be able to: read and understand poetry with clarity, learn the history of Tamil poetry and distinguish between the traditional and modern poetic works., identify the literary techniques that make the poems more effective and elegance – images, similes, metaphor, symbols and obscurity. appreciate and critically analyse various poetic works.

#### Recommended Readings:

- ghyh> GJf;ftpjij xU GJg;ghu;it> mfuk; gjpg;G> Fk;gNfhzk;> 1999.
- ty;ypf;fz;zd;> GJf;ftpjijapd; Njhw;wKk; tsu;r;rpAk;> mfuk; gjpg;G> rptfq;if> 1980.
- mg;Jy; uFkhd;> GJf;ftpjijapy; FwpaPL> nry;kh ntspaPL> rptfq;if> 1990
- muq;fuhR> R.> jkpo;g; GJf;ftpjij xU jpwdha;T> %d;whk; cyfg; gjpg;gfk;> Nfhit> 1991.
- thdkhkiy> eh.> GJf;ftpjij Kw;Nghf;Fk; gpw;Nghf;Fk;> kf;fs; ntspaPL> nrd;id.

### ATAC 22043 Tamil Folklore

**Aims and Objectives:** Objectives of this course unit are to introduce Tamil Folklore as an academic discipline and to recognize the available Folklore traditions among the Tamils.

**Course Content:** An introduction to the academic discipline called Folklore, the oral tradition of the Tamils (myths and legends, folk songs folk tales, proverbs and riddles folk ballads, folk plays) custom, beliefs, habits and nomenclatures are discussed in this course unit. A comparison of classical and folk tradition is also taught in detail.

**Teaching and Learning Methods:** Lectures, discussions, question and answer methods and presentations.

**In course Assessments and Evaluations:** Mid Semester exam-10%, Assignments- 10%, Tutorials – 10%, Field work report- 10%

**Learning Outcomes:** By the end of this course, the students will be able to: get a fair knowledge in the field of 'folklore', comprehend how the field of folklore developed as a separate discipline from anthropology. acquire sufficient knowledge on the verbal (folk songs, stories. legends, ballads etc.) and non-verbal traditions (customs, believes, habits etc.) of folks. have adequate knowledge of methodologies practiced in the study of folklore.

#### Recommended Readings:

- Y}u;j;J> Nj.> ehl;lhu; tof;fhWfs;> kzpthrfu; gjpg;gfk;> nrd;id> 1988
- Y}u;j;J> Nj.> ehl;lhu; tof;fhw;wpay; rpy mbg;gilfs;> ehl;lhu; tof;fhw;wpay; Ma;Tikak;> ghisaq;Nfhl;il> 1977.
- ,uhkehjd;> MW.> ehl;Lg;Gwtpay; Ma;Tfs;> kzpthrfu; gjpg;gfk;> nrd;id> 1997
- ghyRe;juk;> ,.> <oj;J ehl;lhu; ghly;fs; (kl;lf;fsg;G khtl;lk;)> Ma;Tk; kjpg;gPLk;> jkpo;g; gjpg;gfk;> nrd;id> 1979.
- tprhf&gd;> fp.. ehl;lhu; tof;fhw;wpay;- Xu; mwpKfk;> kyu; gjpg;gfk;> aho;g;ghzk;> 2004.

### ATAE 22013 Palaeography and Inscroptional Tamil

**Aims and Objectives:** Objective of this course unit is to introduce the early Tamil writings, its development and the language and the contents of the Tamil inscription.

**Course Content:** Tamil inscriptions are the main sources to trace the history of the Tamils and Tamil language. Hence this course unit is designed to introduce early Tamil scripts, their developments and the contents of the Tamil inscriptions. This course unit includes the following aspects: introduction to the art of writing, history of Tamil inscriptions, the main features of the language used in inscriptions, inscriptions as one of the sources to study the history of Tamils and Tamil language, learning to decipher some Brahmi, Vaddzhattu, Girantha and Tamil inscriptions.

**Teaching and Learning Methods:** Lectures, discussions, practical and presentations.

**In course Assessments and Evaluations:** Mid Semester exam-10%, Assignments- 10%, Tutorials – 10%, Presentation- 10%

**Learning Outcomes:** By the end of this course, the students will be able to: read and comprehend the scripts of Brahmi, Kirantha and Vaddzhuttu. decipher the various inscriptions in Brahmi, Kirantha, Vaddzhuttu and Tamil scripts, interpret the messages conveyed in the inscriptions by referring to the other sources such as literary evidences, archaeological evidences, and manuscripts and the likes.

**Recommended Readings:**

- NtYg;gps;is> M.> rhrdKk; jkpOk;> ie~dy; gpwpd;Nlu;];> fz;b> 1971
- gj;kehjd;> rp.> jkpo;r; rhrdq;fs;> Fkud; gjpg;gfk;> nfhOk;G> 2007
- fy;ntl;L Xu; mwpKfk;> (gjpg;G) jhNkhjud;> rp.> njhy;ngUspay; Ma;tfk;> jkpo;ehL> 1973
- Re;juthz;ilahu;> it.> fy;ntl;L %yKk; tpsf;fTiuAk;> godpag;gh gpuju;];> nrd;id> 1958
- fy;ntl;Lf; Fwpg;Gf;fs;> (gjpg;G) tpUj;jhryk;> gp.> jkpo;kz; gjpg;gfk;> nrd;id> 2007.

**ATAE 22023 Scientific Tamil**

**Aims and Objectives:** Objective of this course unit is to introduce the ‘Scientific Tamil’ which has now become a major division in Tamiliology.

**Course Content:** Introduction to Scientific Tamil, needs of teaching and learning science and science related subjects in Tamil, preliminary efforts in creating and translating scientific literatures in Tamil, contribution of mass medias in the development of scientific Tamil and needs of preparing a modern grammar and style of writing to the Scientific Tamil are elaborately dealt with in this course unit.

**Teaching and Learning Methods:** Lectures, discussions, and presentations.

**In course Assessments and Evaluations:** Mid Semester exam-10%, Assignments- 10%, Tutorials – 10%, Presentation- 10%

**Learning Outcomes:** By the end of this course, the students will be able to: acquire sufficient knowledge of ‘Scientific Tamil’. comprehend the current and important needs of this study to face the challenge posed by the modern world. learn the development of Scientific Tamil. understand their role in the development of this Scientific Tamil.

**Recommended Readings:**

- Foe;ijrhkp> th. nr.> mwptpay; jkpo;> ghujp gjpg;gfk;> nrd;id> 1986.
- nul;bahu;> Rg;G.> mwptpay; jkpo;> ghupepiyak;> nrd;id> 1981
- Rg;guhaY> ,uh.> mwptpay; jkpOk; mwtpay; jkpOk;> mfy; ntspaPL> nrd;id> 2003
- rz;Kfk;> nr. it.> mwptpay; jkpohf;fk;> epA+ nrQ;rup Gf; `T];> nrd;id> 1974.
- nry;tuQ;rpjk;> rp.> mwptpay; jkpo; gz;Gk; gaDk;> v];. v]; gpwpz;Nlu;];> jpUney;Ntyp> 2010.

## Art and Design

### ADAC 21013 Drawing (Studio Practice) (P/S)

**Prerequisite:** ADAC 12013

**Aims and Objectives:** This course unit is to gain accuracy in depicting three dimensional objects in two dimensional surfaces through observation and to gain control over handling of various graphic mediums.

**Contents:** Time bound sketches. Detail studies based on nature, human figure and still life. Experimental drawing. Medium: Charcoal, Pencil, Ink

**Teaching and Learning Methods:** Lecture, demonstration, Studio practice and discussion.

**Assessment:** In course assessment comprise studio work and 4x student centered activity- 50%. End semester Portfolio assessment -50%

**Learning outcome:** At the completion of this course unit the Students will able to. - handle different Graphic mediums. - to create 3D effect on 2D surface. - develop power of observation.

### ADAC 21113 Painting (Studio Practice) (P)

**Prerequisite:** ADAC 12023

**Aims and Objectives:** This is to learn the polychrome and monochrome tonal study of portraiture, still life and landscape involve with the various techniques of application of Paint.

**Contents:** Master piece copy work to understand the realistic handling and the palpability of oil medium. Play of light. Tonal and textural values. Medium: Oil/ Acrylic on board/Canvas

**Teaching and Learning Methods:** Lecture, demonstration, Studio practice and discussion

**Assessment:** In course assessment comprise studio work and student centered activity- 50%. End semester Portfolio assessment -50%

**Learning outcome:** At the completion of this course unit the Students will able to. - increase their control over the tonal study. - able to create 3D effect in 2D surface base on observation. - gained confidence over application of paint.

### ADAC 21123 Composition (Studio Practice) (P)

**Aims and Objectives:** This is to learn the principles of composition through the arrangements of various visual elements.

**Content;** Composition based on natural and man made object. Compositions to understand Focal point, Balance, harmony, rhythm, unity and diversity. Medium: Oil pastels, Dry pastels and Collage.

**Teaching and Learning Methods:** Lecture, demonstration, Studio practice and discussion

**Assessment:** In course assessment comprise studio work and 4x student centered activity- 50%. End semester Portfolio assessment -50%

**Learning outcome:** At the completion of this course unit the Students will able to. - arrange of visual elements aesthetically. - handle different paint mediums. - develop sense to look at and assess painting compositionally.

### ADAC 21213 Modeling (Studio Practice) (S)

**Prerequisite:** ADAC 11043

**Aims and Objectives:** This is to develop skill to handle mass for expressive purpose and explore expressive possibilities in clay medium.

**Contents:** Working with life model- Half a size of actual figure, Master piece copy work, Waste mould and cement cast. Medium: Clay.

**Teaching and Learning Methods:** Lecture, demonstration, Studio practice and discussion.

**Assessment:** In course assessment comprise studio work and 4 x student centered activity- 50%. End semester Portfolio assessment -50%

**Learning outcome:** At the completion of this course unit the Students will able to. - handle the clay medium effectively. - observe the anatomical structure of human body. - do west mould and cement casting.

### **ADAC 21223 Composition- Carving (Studio Practice) (S)**

**Prerequisite:** ADAC 11043

**Aims and Objectives:** This is to learn creative compositions and the technique of carving in the mediums of wood and stone.

**Contents:** Students own composition based on nature involved with various carving techniques. Size 30 X 24 X 24 inches. Studio visit to local wood and stone carving guilds to observe and learn various techniques of caving.

**Teaching and Learning Methods:** Lecture, demonstration, studio practice, studio visits and discussion

**Assessment:** In course assessment comprise studio work and 4 x student centered activity- 50%. End semester Portfolio assessment -50%

**Learning outcome:** At the end of the studio practice of this unit the students will. - have ability to understand the basics of sculptural compositions. - have hands-on experience in carving wood and stone. - able to experiment different techniques of carving.

### **ADAE 21012 Craft Making (Studio Practice) (P/S)**

**Aims and Objectives:** This is to explore expressive and utility possibilities embedded in different craft making techniques available locally. Production of creative objects by the use of local techniques. Students are expected to undertake a self directed study on the local craft traditions and work with local craft persons.

**Contents:** Weaving, Pottery, Batik, and tie and dye.

**Teaching and Learning Methods:** Lecture, demonstration, field visits, Studio practice and discussion

**Assessment:** In course assessment comprise studio work and 3 x student centered activity- 50%. End semester Portfolio assessment -50%

**Learning outcome:** At the completion of this course unit the Students will able to. - work with the technique of weaving, pottery and dying. - able create creative objects with conventional and unconventional material. - develop familiarity with the local craft organizations and craftsmen.

### **ADAC 21023 Pre Modern European Art (Theory) (P/S)**

**Aims and Objectives:** This paper is to understand the context, means and meaning of art production in Europe from 1st Century AD to 19th century through the selective critical investigation of art work and artists belongs to different periods and styles.

**Contents:** Art and the patronage of church, state, aristocracy and middle class. Meaning and materials. Changing notion of art and artist. Representation of body. Architecture, sculpture and painting in Early Christian, Byzantine, Romanesque, Gothic, Renaissance, Mannerism, Baroque, Rococo, Neo classicism, Romanticism, Realism and Impressionism.

**Teaching and Learning Methods:** Illustrated Lectures, presentations and discussions.

**Assessment:** In course assessment -1X presentation (10%),1X mid semester exam(10%),1X 2500-3000 words essay(10%) and 2x student centered activity -10%.End semester written exam 60%

**Learning outcome:** In the end of the course students will be. - able to engage with all the important artists, art works and styles of these historical periods. - having an understanding about the relationship between the work of art and mode of production. - able to read art object as text. - familiar with the interdisciplinary approaches involved in the art historical narration.

### **Recommended Readings:**

- Hellen Gardner. Art Through the Ages, Florida: Harcourt Brace & Company. 1995.

- E.H Gombrich. The Story of Art. Phaidon Press Ltd. 1995.
- H.W Jansen, Anthony F. Jansen. History of Art, London: Thames and Hudson. 2001.
- Arnold Hauser. Social History of Art: Renaissance, mannerism, Baroque, NY: Routledge. 1999.
- Arnold Hauser. Social History of Art: Rocco, Classicism and Romanticism, NY:Routledge.1990.
- Arnold Hauser. Social History of Art: Naturalism, Impressionism, The Film Age, NY: Routledge.1999.

### **ADAE 21032 Methods and Materials (Theory) (P/S)**

**Aims and Objectives:** Scientific understanding behind the selection and combination of proper art medium and techniques decide the longevity of the art object and simplifies the task of conservator. This paper is to understand the nature and technical and expressive possibilities of various visual art mediums.

**Contents:** This course unit introduces various surfaces, tools, pigments, materials used in drawing, painting, printing and sculpture. Basics of maintenance and conservation of art objects.

**Teaching and Learning Methods:** Illustrated Lectures, practical, presentations and discussions.

**Assessment:** In course assessment -1X presentation (10%),1X mid semester exam(10%),1X 2500-3000 words essay(10%) and 2x student centered activity -10%. End semester written exam 60%

**Learning outcome:** In the end of the course students will. - have a scientific understanding about various visual mediums and techniques. - be able to compare and choose proper surface, material and technique. - be able to make their own surface and pigments. - able to preserve their own works in appropriate way.

#### **Recommended Readings:**

- Poul Coldwell. Printmaking: Techniques and New Approaches. London: Black Dog Publishing Limited. 2010.
- Jack.C. Rich .The Material and Methods of Sculpture, New York: Dover Publications.1988.
- Ray Smith. The Artist's Hand Book. New York: D K Publishing.1987.
- Ralp Mayor. Artist's Hand Book of Materials and Techniques. New York Viking Adul. 1991

### **ADAE 21032 DRAWING (Studio Practice)**

(For Non Art and Design Students)

**Aims and Objectives:** This is to learn the various skills of graphic representation.

**Contents:** Free hand drawing exercises from objects, human figure and nature to study proportion, volume and visual perspective. Suggestion of volume by lines and tones, and realization of relationship among line. mass, value and texture. Sketching both indoor and out door. Experimental drawing. Media; Pencil, Charcoal, Crayon, Pastel, Pen and Ink

**Teaching and Learning Methods:** Lecture, demonstration, Studio practice and discussion

**Assessment:** In course assessment comprise studio work and 3x student centered activities - 50%. End semester Portfolio assessment - 50%

**Learning outcome:** At the completion of this course unit the Students will. - able to observe the relationship among shapes, textures, volume and tones. - having experience of working with different graphic mediums. - develop power of observation.

### **ADAC 22013 Drawing (Studio Practice) (P/S)**

**Prerequisite:** ADAC 21013

**Aims and Objectives:** This is to understand the structure and the rhythmic interrelation between the parts to the whole of forms, and the interplay between the positive and negative space.

**Contents:** Life Drawing-posture and structure of body, structure of head, weight, foreshortening, tonal and textural relation ship. Buildings and nature studies- perspective, distance, scale and proportion. Medium: Pencil, Charcoal, Ink and Paint.

**Teaching and Learning Methods:** Lecture, demonstration, outdoor Studio practice and discussion.

**Assessment:** In course assessment comprise outdoor sketching, studio work and 4x student centered activity- 50%. End semester Portfolio assessment -50%

**Learning outcome:** At the completion of this course unit the Students will able to. - geometrically structure objects, human figure and buildings. - suggest weight visually. - assess the work on the basis of structure, weight, foreshortening, tonality, texture.

### **ADAC 22113 Painting (Studio Practice) (P)**

**Prerequisite:** ADAC 21113

**Aims and Objectives:** This is to master the illusionist rendering in painting.

**Contents:** Still life, Portrait and Landscape studies. Master piece copy work to understand the colour palette and brush techniques. Medium: oil/Acrylic on canvas/ board

**Teaching and Learning Methods:** Lecture, demonstration, out door studies, Studio practice and discussion

**Assessment:** In course assessment comprise studio work and 4 x student centered activity- 50%. End semester Portfolio assessment -50%

**Learning outcome:** At the completion of this course unit the Students will able to. - work with tones. - judge and talk about illusionist rendering. - capture similitude of the real.

### **ADAC 22123 Composition (Studio Practice) (P)**

**Prerequisite:** ADAC 21123

**Aims and Objectives:** This is to learn different approaches of composition involved with single and multiple perspectives.

**Contents:** Compositional studies based on Italian Renaissance, Indian miniature and colonial wall paintings of Sri Lanka or the works of early renaissance. Medium; Oil/Acrylic on Canvas

**Teaching and Learning Methods:** Lecture, demonstration, studio practice and discussion.

**Assessment:** In course assessment comprise studio work and 4 x student centered activity- 50%. End semester Portfolio assessment-50%

**Learning outcome:** At the completion of this course unit the Students will able to. - engage with different approaches in constructing visual space in painting. - understand the relation between the connection between the space and narration in painting. - understand the underlying geometric division of space in Renaissance paintings, Indian miniature and Sri Lankan Colonial Murals.

### **ADAC 22213 Modeling (Studio Practice) (S)**

**Prerequisite:** ADAC 21213

**Aims and Objectives:** This is to develop knowledge and skill to model structural order of the human body in clay.

**Contents:** Working with life model- Half a size of actual figure, Portrait study, Master piece copy work, Waste mould and cement cast.

**Teaching and Learning Methods:** Lecture, demonstration, Studio practice and discussion

**Assessment:** In course assessment comprise studio work and 4 x student centered activity- 50%. End semester Portfolio assessment -50%

**Learning outcome:** At the completion of this course unit the Students will able to. - control handling over the medium. - observe and reproduce the linearity of human body. - have skill to do waste mould and cement casting.

### **ADAC 22223 Composition-Terracotta and Molding (Studio Practice) (S)**

**Prerequisite:** ADAC 21223

**Aims and Objectives:** This is to understand sculptural composition as a rhythmic interplay of space and mass and learn various building methods, firing and colouring techniques of terracotta sculpture. It encourages students to explore possibilities in molding.

**Contents:** Students own composition for a round sculpture based on human figure in Terracotta, Rubber molding, Fiberglass casting, Polychrome sculpture.

**Teaching and Learning Methods:** Lecturer, demonstration, studio practice, studio visits and discussion

**Assessment:** In course assessment comprise studio work and 4 x student centered activity- 50%. End semester Portfolio assessment -50%

**Learning outcome:** At the end of the studio practice of this unit the students will. - have ability to compose human figure for terracotta sculpture. - have skill to built, fire and colour terracotta sculpture.- familiar with various ways of moulding and casting.

### ADAC 22023 Pre Colonial Indian Art (Theory) (P/S)

**Aims and Objectives:** This survey paper is to understand the multiple styles and aspects of Indian art in the backdrop of its cultural context, by focusing on the studies of selected art works and styles.

**Contents:** History of architecture, sculpture and paintings under the periods of Mauryan, Sunga, Kushan, Gupta, Chalukya, Rastrakunta, Chandella, Pallava, Chola, Mughal, Vijayanagar, Nayaka and miniature schools, Tanjore Paintings and Kerela murals.

**Teaching and Learning Methods:** Illustrated Lectures, presentations and discussions.

**Assessment:** In course assessment -1X presentation (10%),1X mid semester exam(10%),1X 2500-3000 words essay(10%) and 2x student centered activity -10%. End semester written exam 60%

**Learning outcome:** In the end of the course unit students will be able to. - identify the important art works through the iconography, style and visual quality. - relate and differentiate different aspects and styles of Indian art. - read social production and the conceptual frame work of Indian art. - understand inter disciplinary approaches operating in the narration of art work.

#### Recommended Readings:

- Roy C Craven. Indian Art-A Concise History, London: Thames and Hudson.1976.
- Vidya Dehejia. Indian Art .London: Phaidon.1997.
- Partha Mitter, Indian Art .Oxford: Oxford University Press. 2001.
- Stella Kramrisch.Indian Sculpture, Delhi: Motilal Banarsidas.1993
- C.Sivarmamoorthy. Indian painting. New Delhi; National Book Trust. 1997

### ADAE 22012 Photography (Studio Practice) (P/S)

**Aims and Objectives:** This is to introduce the basics of still photography.

**Contents:** Indoor and outdoor shootings, Dark room practice.

**Teaching and Learning Methods:** Lecture, demonstration, Studio practice and discussion.

**Assessment:** In course assessment comprise studio work and 3 x student centered activity- 50%. End semester Portfolio assessment -50%

**Learning outcome:** At the completion of this course unit the Students will able to. - handle manual and automatic still camera. - compose out door scenes and portraits. - familiarize with dark room practice and black and white photo developing technique.

### ADAE 22022 Painting - Composition (Studio Practice)

(For Non Art and Design Students)

**Prerequisite:** ADAE 21032

**Aims and Objectives:** This is to give exposure to different ways of composition in two dimensional spaces and to learn various techniques of painting.

**Contents:** Student's own compositions based on man made object, nature, human figure and story.

Media; Oil pastel, Water colour and collage

**Teaching and Learning Methods:** Lecture, demonstration, Studio practice and discussion

**Assessment:** In course assessment comprise studio work and 3x student centered activities - 50%. End semester Portfolio assessment - 50%

**Learning outcome:** At the completion of this course unit the Students will be able to. - understand the principles of compositions. - handle various painting mediums for expressive purposes. - appreciate painting.

## eldk;

### ADNC 21013 guj eldr; nra;Kiw I (P)

**Nehf;fKk; FwPf;NfhSk;:** Rj;j epUj;j cUg;gbfspd; mwptpidg; ngw;Wf; nfhs;tjd; Clhf> mjd; tifg; gupkhzq;fspd; Mf;fq;fSf;F top tFj;jiy Nehf;fkhff; nfhz;l ,f;fw;if newpapd; FwPf;Nfhshf epUj;jr; nra;Kiwfs; njhlh;ghd Mw;Wifj; jpwd;fis tsh;j;Yld;> fr;Nrhp mikg;gpd; Muk;g cUg;gbfSf;F khzth;fisg; gpuNtrpf;fr; nra;jy; mikAk;.

**cs;slf;fk;:** myhupg;G - jhsk; : jp];uk;> uhfk; : ehl;il> ljP];tuk; - jhsk; : &gfk;> uhfk; : tre;jh my;yJ rhNthp.

**fw;wy; fw;gpj;jy; Kiw :** tpupTiu (ghl myF njhlHghd mwpKfk;)> nrad;Kiw tpsf;fk;> nrad;Kiw uPjpaht gapw;rfis mspj;jy;

**kjpg;gPI;L Kiw :** Nfs;tp Qhdk; = 10 Gs;spfs;> jhsk; = 10 Gs;spfs;> nrad;Kiw = 10 Gs;spfs;> jhsyaj;Jld; cUg;gbfis ghLjy; = 10 Gs;spfs;> nrad;Kiw tpsf;fk; vOJjy;=10 Gs;spfs;

**gad; :** ,f;fw;ifnewpapd; Kbtpy; epUj;jr;nrad;Kiwfspd; Muk;g mwptpidg; ngw;wpUg;gNjhl guj eldf; fr;Nrhp mikg;GUthf;fj;F;Fk; Muk;g cUg;gbfis Mw;Wif nra;tjw;Fkhd jahHepiyia mile;jpUg;gh;.

### ADNC 21023 guj eldr; nra;Kiw II (P)

**Nehf;fKk; FwPf;NfhSk;,,,,:** epUj;jk;,,,,; epUj;jpak; ,ize;j cUg;gbfis Mw;Wif nra;tjd; thapyhf guj eld fr;Nrhp mikg;gpd; ikag;gFjpf;F khzth;fisj; jahh; gLj;Jjiy Nehf;fkhff; nfhz;l ,f;fw;if newpapd; FwPf;Nfhshf epUj;jr; nra;KiwfNshL ,ize;j epUj;jpar; nra;Kiwfis Mw;Wif nra;a khzth;fisj; jahu;g;gLj;jy; mikAk;.

**cs;slf;fk;:-** nfsj;tk; - (fzgjp) uhfk; : ehl;il jhsk;,,,,; jp];uk; Vfk;> **rg;jk;-**fpU~; ;zd; -,uhfkhypif jhsk;,,,,; kp];urhG> **rg;jk;-**(tpehafh;)> ,uhfkhypif jhsk;,,,,; kp];urhG

**fw;wy; fw;gpj;jy; Kiw :** tpupTiu (ghl myF njhlHghd mwpKfk;)> nrad;Kiw tpsf;fk; > nrad;Kiw uPjpaht gapw;rfis mspj;jy;> fw;wy; fw;gpj;jy; rhjdq;fspd; Clhd Nkyjpf tpsf;fk; (xyp xsp ,Wntl;L Gifg;glg; gpupjfs;)

**kjpg;gPI;L Kiw :** Nfs;tp Qhdk; =10Gs;spfs;> jhsk; =10Gs;spfs;> nrad;Kiw =10 Gs;spfs;> jhsyaj;Jld; cUg;gbfis ghLjy;=10 Gs;spfs;> nrad;Kiw tpsf;fk; vOJjy;= 10 Gs;spfs;

**gad; :** ,f;fw;ifnewpapd; Kbtpy; epUj;jk; epUj;jpak; ,ize;j nrad;Kiwfis Mw;Wif nra;tjw;fhd jahh; epiyapy; ,Ug;gh;.

### ADNC 21032 jkpof eld tuyhW II(T)

**Nehf;fKk; FwPf;NfhSk;:** tuyhw;W Nehf;fpy; jkpof eldq;fs; mile;J te;j gupzhk tsh;r;rpiaAk;,,,; mjd; ,aq;fpaiyAk; Ghpe;J nfhs;sr; nra;jiy Nehf;fkhff; nfhz;l ,f;fw;if newpapd; FwPf;Nfhshf gy;yth; Nrroh; tp[aeuf ehaf;fh;fhy eldq;fis rpw;gq;fs; Xtpaq;fs;> fy;ntl;Lf;fs; >,yf;fpaq;fs; thapyhf mwpa Kidjy;,,,,; > Nkw;Fwpg;gplg;gl;;l fhyg;gFjpany; eldq;fs; Vw;gl;l khw;wj;jpw;fhd ,aq;fpaiyAk; Ghpe;J nfhs;sr; nra;jy; mikAk;.

**cs;slf;fk;:** gy;yth; fhy eldk;> Nrroh;fhy eldk;> tp[aeuf ehaf;fH fhy eldk;

**fw;wy; fw;gpj;jy; Kiw :** tpupTiu Kiw> FOKiwf; fye;Jiuhly;> tpla mspf;if nra;jy;.



**kjpg;gPI;L Kiw** : fl;Liu=10 Gs;spfs;> tFg;giwg;ghPI;ir=10 Gs;spfs;> tpla mspf;if =10 Gs;spfs;> FOf;fye;Jiuahlypy; gq;F gw;wy;=10 Gs;spfs;.

**gad**; : jkpof eldq;fs; mile;J te;j khw;wq;fis mwpe;J nfhs;tNjhL> ,jd; ,aq;fpay; njhlh;ghd njspthd Ghpijyf;nfhz;bUg;gh;.

**crhj;Jiz E}y;**:

- V.Vfhk;guehjd; : **jkpof rpw;g Xtpaf;fiyfs**; > njd;dpe;jpa irtrpj;jhe;j Ehw;gjpg;Gf;fofk;> nrd;id. 1984.
- fiyf;Nfhtd;>,uh : **Nrhoh; fhj;jpy; Mlw;fiy**> myK gjpg;gfk;> 9>ma;ah njU> ,uhag;Ngl;il> nrd;id.2003.
- ,uhrkhzpf;fk; gps;is.kh : **gy;yth; tuyhW** > nrd;id 1940.
- ,uhrkhzpf;fdhh; : **Nrhoh; tuyhW**.> %d;W ghfq;fs;>vLNfrdy; gg;spNfrd;
- Re;juk; gp.vk; : **Njtjhrp kuG** > (jkpohf;fk; ,uh. Rg;guhah;)> jQ;rhT+h; 2002.

**ADNC 21042 gujeld cl;fl;likg;G mwpKiw (T)**

**Nehf;fKk; Fwpf;NfhSk**; : gujeld Mw;Wiff;Fj;Njitahd cl;fl;likg;Gf;\$Wfis> mwpKiw uPjpahf mwptjd; thapyhf Mw;Wif;jpwid Nkk;gLj;Jjy Nehf;fkhff; nfhz;l ,f;fw;if newpapd; Fwpf;Nfhshfb guj eld Mw;Wif cl;fl;likg;Gf;\$Wfis mwpKiw uPjpahf tpsq;fpf;nfhstjd; Clhf Mw;Wif ntspg;ghl;bw;F nkU\$;Ljy; mikAk;.

**cs;slf;fk;-** mgpeaKk; ghtKk; - ehd;F tif mgpeaq;fs;> u]g; gpufuzk;> tpghtk;> mDghtk;> tpagprhhpghtk;> rQ;rhhp ghtk;> rhj;tPfghtk;> ];jhap ghtk;.

**fw;wy; fw;gpj;jy; Kiw**: tpupTiu Kiw> FOKiwf; fye;Jiuahly;> tpla mspf;if nra;jy;> nrad;Kiw tpsf;fk;.

**kjpg;gPI;L Kiw** : fl;Liu=10 Gs;spfs;> tFg;giwg;ghPI;ir =10 Gs;spfs;> tpla mspf;if =10 Gs;spfs;> FOf;fye;Jiuahlypy; gq;F gw;wy;=10 Gs;spfs;

**gad**; : mwpKiw uPjpahd Gupjy;fs; Clhf Mw;Wif ntspg;ghl;bid nkU\$;Ltjw;fhd Mw;wy;fis mile;jpUg;gh;.

**crhj;Jiz E}y;fs;-**

- =uhk Njrpfh; v];.vd;> **gujehl;ba rh];jpuk**; cyfj; jkpohuha;;r;rp; epWtdk;> nrd;id. 2001.
- Rthkpehijah; c.Nt **mgpeaju;g;gzk**;- E}y;epiyak; nrd;id 1957.
- jpUQhdrk;ge;jd; ng. - ,**e;jpa vopw;fiyfs**; - nrd;id 1977
- Kidtu;.f. g;urhe;j; - **ehl;ba u]q;fs**;- G+q;nfhbg; gjpg;gfk;> kapyhg;G+h; > nrd;id. 2000.
- Gyth; rp.v];.KUNfrd; **jdpg;ghlypy; etu]q;fs**;> nrd;id>2003.

**ADNE 21012 guj eld ,irg;gh tiffs;; I(P)**

**Nehf;fKk; Fwpf;NfhSk;;** guj eldk; gapYk; khzth;fSf;Fj; Njitahd mbg;gil ,ir mwpitg;ngw;Wf;nfhLj;jiy Nehf;fkhff; nfhz;l ,f;fw;if newpapd; Fwpf;Nfhshf mbg;gil ,irg; gapw;rpfisf; fw;Wf;nfhstjd; Clhf> [jp];tuk; vd;Dk; cUg;gbiag; ghLk; jpwid milar; nra;jy; mikAk;;.

**cs;slf;fk;-** gd;dpuz;L ];tutupirfs;> rg;j jhs myq;fhuq;fs;> ljp];tuk;> jhsk; : &gfk;> uhfk; : tre;jh my;yJ rhNthp

**fw;wy; fw;gpj;jy; Kiw** : tpupTiu (ghl myF njhlHghd mwpKfk;) > nrad;Kiw tpsf;fk; > nrad;Kiw uPjpahd gapw;rpfis mspj;jy;

**kjpg;gPI;L Kiw** : Nfs;tp Qhdk; =10 Gs;spfs;> nrad;Kiw =10 Gs;spfs;> jhsyay;Jld; cUg;gbfis ghLjy;=10 Gs;spfs;> nrad;Kiw tpsf;fk; vOJjy; =10 Gs;spfs;> tpla mspf;if=10 Gs;spfs;

**gad**; : ,f;fw;ifnewpapd; Kbtpy; Mw;Wif nra;ag;gl Ntz;ba guj eldf; fr;Nrhp Muk;g cUg;gbfis khzth;fs; jhNk ghlf;fw;Wf; nfhs;tjd; Clhf mg;ghlypDila xt;nthU jd;ikfisAk; G+uzkhf tpsq;fpf; nfhs;sf; \$bath;fshf ,Ug;gh;.

**ADNE 21022 kpUjq;fk;- mbg;gilg; gapw;rpfs; - I (P)**

**Nehf;fKk; Fwpf;NfhSk;;** guj eldr;nrad;KiwfSf;Fj; Njitahd mbg;gil mk;r;fspy; Kf;fpakhditahf tpsq;Fk; jhsk;> yak; njhlh;ghd mbg;gil mwpitg; ngw;Wf;nfhLj;jiy Nehf;fkhff; nfhz;l ,f;fw;if newpapd;

Fwpf;Nfhshf mbg;gil kpUjq;f gapw;rpfs;f; fw;Wnfhs;tjd; Clhf jhsk;> yak; njhlh;ghd nra;Kiw mDgtj;ij toq;fYk;> jpwd;fis tsh;j;Yk; mikAk;.

**cs;slf;fk;-** j-jp-njhk;-ek; gapw;rpfs; -6tpjq;fs;> j.fpl gapw;rpfs;- 6tpjq;fs;> j>jupfpl gapw;rpfs;- 6tpjq;fs;> j>jupfpl- j>fpl gapw;rpfs;-3tpjq;fs;> [jpg;gapw;rpfs;> jhsf;FwpaPLfs;> Fwpy; neby; nrhw;fl;Lfs;> eld Muk;g [jpr; nrhw;fs;> jhsk;>yak; gw;wp mwpjy;> jhs mq;fq;fs;- jpupahq;fk;>~lhq;fk; gw;wp mwpjy;> le;J [hjpfspd; nrhw;fl;Lf;fis %d;W fhyk; nrhy;ypg;gofYk; FwpaPl;by; vOjg;gofYk;> Muk;g mlTr;nrhw;fs; XU gFjp FwpaPl;by; jphpfhyk; vOjy;> ifapy; nrhy;Yjy;.

**fw;wy; fw;gpj;jy; Kiw :** tpupTiu Kiw (ghl myF njlHghd mwpKfk;)> nrad;Kiw tpsf;fk; > nrad;Kiw uPjpaht gapw;rpfs mspj;jy;

**kjpg;gPI;L Kiw :** Nfs;tp Qhdk; =10 Gs;spfs;> jhsk; nfhYg;gpj;jy;=10 Gs;spfs;> nrad;Kiw;ghPI;ir = 10 Gs;spfs;> nrad;Kiw tpsf;fk; vOjy;=10 Gs;spfs;> tpla mspf;if=10Gs;spfs;

**gad;** : ,f;fw;ifnewpapd; Kbtpy; kpUjq;f mbg;gilg;gapw;rpfs; Clhf guj eldj;jpd; mbg;gil mk;rkhpfa jhsk;> yak; ,uz;bdJk; mbg;gil mwpt EZf;fkhfg;ngw;Wf;nfh;sf;\$ba jahh; epiyia milth;.

### ADNE 21032 guj eld xg;gidr; nra;Kiw I(P)

**Nehf;fKk; Fwpf;NfhSk;:** guj eld Mw;Wiff;fiyfSf;Fj; Njitahd mbg;gil xg;gidfisj; jhNk nra;Ak; epiyf;F khzth;fisj;jahh;g;gLj;jiy Nehf;fkhff; nfhz;l ,f;fw;if newpapd; Fwpf;Nfhshf Xg;gid njhlh;ghd nra;Kiw mDgtj;ij toq;fYk; jpwd;fis tsh;j;Yk; mikAk;.

**cs;slf;fk;-** moFrhdg;nglU;fSk; mtw;wpd; gpuNahfq;fSk; ,aw;if xg;gidg;nglU;fSk; mtw;wpd; gpuNahfq;fSk; jiyayq;fhuk;> Kfmyq;fhuk;> Mlw;ghj;jpuq;fSk;> Xg;gidAk;.

**fw;wy; fw;gpj;jy; Kiw :** tpupTiu (ghl myF njlHghd mwpKfk;)> nrad;Kiw tpsf;fk; > nrad;Kiw uPjpaht gapw;rpfs mspj;jy;

**kjpg;gPI;L Kiw :** Nfs;tp Qhdk; = 10 Gs;spfs;> tFg;giwg; ghPI;ir = 10 Gs;spfs;> nrad;Kiw ghPI;ir= 10 Gs;spfs;> nrad;Kiw tpsf;fk; vOjy;= 10 Gs;spfs; tpla mspf;if = 10 Gs;spfs;

**gad;** : ,f;fw;ifnewpapd; Kbtpy; guj eld Mw;Wiff; fiyQUf;Fj; Njitahd mbg;gil xg;gidfisj; jkf;Fj;jhNk nra;af;\$ba jahh; epiyag; ngw;wpUg;gh;.

### ADNE 21042 jkpoh; kuGtop Mw;Wiff; fiyfs; (Mly;) (P)

**Nehf;fKk; Fwpf;NfhSk;::** jkpoh; kuGtop Mw;Wiff; fiyfs; gw;wpa gpuNahf mwptAk;> Mw;wiwAk; khzth;fslj;J mwpKfg;gLj;Jiy Nehf;fkhff;nfhz;l ,f;fw;if newpapd; Fwpf;Nfhshf jkpoH kuGtop Mw;Wiff; fiy tbtq;fis ,dq;fz;L mtw;wpd; mikg;G kw;Wk; ntspg;ghl;L Kiwfis nra;Kiw hPjpaht mwpe;Jnfhs;sy; mikAk;.

**cs;slf;fk;-** fhtb> fufk;> Fk;kp> Nfhyl;l;Xapy;l;l;. GutpMl;l;>> mUtp ntl;Leldk;> kPdth; eldk; Njapiyf;nfhOe;J nfha;jy; eldk;> \$j;Jf;fs;.

**fw;wy; fw;gpj;jy; Kiw :** FO Kiwapyhd gapw;rp > nrad;Kiw tpsf;fk; > nrad;Kiw uPjpaht gapw;rpfs mspj;jy;; fl;Gy> nrtpg;Gy rhjdq;fspd; Clhd Nkyjpf tpsf;fk; (xyp xsp ,Wntl;L Gifg;glg; gpupf;fs;)

**kjpg;gPI;L Kiw :** nrad;Kiw uPjpaht fsMa;T =15 Gs;spfs;> FOKiw Mw;Wif=10 Gs;spfs;> jdp epiy Mw;Wif =10 Gs;spfs;> fs Ma;twpf;if =10 Gs;spfs;> tpla mspf;if =05 Gs;spfs;

**gad;** : ,f;fw;ifnewpapd; Kbtpy; jhk; ngw;Wf;nfhz;l nrad;Kiw mwptDhlhf gy;NtW Ml;l tiffspd; mikg;ig mwpe;Jnfhs;L mtw;Wf;fhd Mil mzpfyd; kw;Wk; xg;gidAld; Mw;Wif nra;Ak; jpwidg;ngw;wpUg;gh;.

### ADNE 21053 guj eldr; nra;Kiw I (P)

**Nehf;fKk; Fwpf;NfhSk;::** Rj;j epUj;j cUg;gbfspd; mwptpidg; ngw;Wf; nfhs;tjd; Clhf> mjd; tifg; gupkhzq;fis Ghpe;Jnfhs;s top tFj;jiy Nehf;fkhff; nfhz;l ,f;fw;if newpapd; Fwpf;Nfhshf epUj;jr; nra;Kiwfs; njhlh;ghd Mw;Wifj; jpwd;fis tsh;j;Yld;> fr;Nrhp mikg;gpd; Muk;g cUg;gbfSf;F khzth;fisg; gpuNtrpf;fr; nra;jy; mikAk;.

**cs;slf;fk;: myhupg;G** - jhsk; : jp];uk;> uhfk; : ehl;il> **[jp];tuk;** - jhsk; : &gfk; > uhfk; : tre;jh my;yJ rhNthp.

**fw;wy; fw;gpj;jy; Kiw** : tpupTiu (ghl myF njhHghd mwpKfk;)> nrad;Kiw tpsf;fk; > nrad;Kiw uPjpahd gapw;rpfis mspj;jy;.

**kjpg;gPI;L Kiw** : Nfs;tp Qhdk; = 10 Gs;spfs;> jhsk; = 10 Gs;spfs;> nrad;Kiw = 10 Gs;spfs;> jhsyaj;Jld; cUg;gbfis ghLjy; = 10 Gs;spfs;> nrad;Kiw tpsf;fk; vOjy;= 10 Gs;spfs;

**gad;** : ,f;fw;ifnewpapd; Kbtpy; epUj;jr;nrad;Kiwfspd; Muk;g mwptpidg; ngw;wpUg;gNjhL guj eld Muk;g cUg;gbfis Mw;Wif nra;af;\$batuhf ,Ug;gh;.

#### ADNC 22013 guj eldr; nra;Kiw I (P)

**Nehf;fKk; Fwfp;NfhSk;:-** Rj;j epUj;j cUg;gbfspd; tifg;gupkhz NtWghLfs; Clhf gujeld Mw;Wifapy; mjd; EZf;fq;fis ngw;Wf;nfhLj;jiy Nehf;fkhff; nfhz;l ,f;fw;if newpapd; Fwfp;Nfhshf epUj;j Mw;Wifr; nra;Kiwfs; Clhff; fr;Nrhp mikg;gpd; Muk;g cUg;gbfis khzth;fSf;F KOikahf ifaspj;jy; mikAk;.

**cs;slf;fk;: myhupg;G** - jhsk; : kp];urhG> uhfk; : ehl;il> **[jp];tuk;** - jhsk;:Mjp > uhfk; : fd;dlk; **my;yJ** jhsk; : &gfk;> uhfk;: fy;ahzp **my;yJ** jhsk; : Mjp> uhfk; : Mugp **my;yJ** jhsk; :&gfk;> uhfk;: ru];tjp.

**fw;wy; fw;gpj;jy; Kiw** : tpupTiu Kiw (ghlmyF njhlh;ghd Kd;tpsf;fk;) > nrad;Kiw tpsf;fk; > nrad;Kiw uPjpahd gapw;rpfis mspj;jy;.

**kjpg;gPI;L Kiw** : Nfs;tp Qhdk;= 10 Gs;spfs;> jhsk;= 10Gs;spfs;> nrad;Kiw =10 Gs;spfs;> jhsyaj;Jld; cUg;gbfis ghLjy; =10Gs;spfs;> nrad;Kiw tpsf;fk; vOjy;= 10 Gs;spfs;

**gad;:** ,f;fw;if myfpd; ,Wjpapy; jhk; ngw;Wf;nfhz;l EZf;fq;fis cUg;gbfspd; Mf;fq;fSf;Fk; mspf;iffSf;Fk; gad;gLj;jf;\$ba jahh; epiyapy; ,Ug;gh;.

#### ADNC 22023 guj eldr; nra;Kiw II (P)

**Nehf;fKk; Fwfp;NfhSk;; :-** epUj;j Mw;Wifr; nra;KiwfNshL ,ize;j epUj;jpa Mw;Wifj;jpwd;fis nkU\$;Ljiy Nehf;fkhff; nfhz;l ,f;fw;if newpapd; Fwfp;Nfhshf epUj;jr; nrad;KiwfNshL epUj;jpar; nrad;Kiwfspd; ,izit KOikahf cs;thq;fr; nra;jy; mikAk;.

**cs;slf;fk;:- nfsj;tk;-** eNlrH> jhsk; : rJ];u Vfk;> uhfk; : `k;rj;tdp> rz;Kfh; nfsj;Jtk;> jhsk; : Mjp > uhfk; : nfsis> **rg;jk;** - **rptd;**> jhsk; : kp];urhG> uhfkhypif > **KUfd;**> jhsk; : kp];urhG > uhfkhypif.

**fw;wy; fw;gpj;jy; Kiw** : tpupTiu (ghlmyF njhlh;ghd mwpKfk;) > nrad; Kiw tpsf;fk; > nrad;Kiw uPjpahd gapw;rpfis mspj;jy; fw;wy; fw;gpj;jy; rhjdq;fspd; Clhd Nkyjpf tpsf;fk;(xyp xsp ,Wntl;L Gifg;glg; gpupjfs;)

**kjpg;gPI;L Kiw** : Nfs;tp Qhdk;= 10 Gs;spfs;> jhsk; =10 Gs;spfs;> nrad;Kiw =10 Gs;spfs;> jhsyaj;Jld; cUg;gbfis ghLjy; = 10 Gs;spfs;> nrad;Kiw tpsf;fk; vOjy;= 10 Gs;spfs;

**gad;** : ,f;fw;if newpapd; ,Wjpapy; epUj;jk; epUj;jpak; ,ize;j cUg;gbfis Mw;Wif nra;tjpy; rpwg;Gj; Njh;r;rp ngw;wpUg;gh;.

#### ADNC 22032 ehl;ba rh];jpu mwpKiw (T)

**Nehf;fKk; Fwfp;NfhSk; :-** ehl;ba rh];j;jpuk; tpsf;Fk; eldk; njhlh;ghd tud;Kiwfis gpuNahfpg;gjw;fhd Muk;g epiy mwptitg;ngw;Wf;nfhLj;jiy Nehf;fkhff; nfhz;l ,f;fw;if newpapd; Fwfp;Nfhshf ehl;ba rh];j;jpuk; Fwpg;gpLk; eldr;nrad;KiwfSf;Fj; Njitahd cs;slf;fq;fis mwpKfk; nra;jy; mikAk;.

**cs;slf;fk;:-** ehl;ba rh];j;jpu;jjpd; 36 mj;jpahaq;fs; gw;wpa tpsf;fk;> muq;fk;> mq;f cghq;fr; nraw;ghLfs;> ujq;fs;> 108 fuzq;fs;> jhz;ltk;> yh];ak;.

**fw;wy; fw;gpj;jy; Kiw:** tpupTiu Kiw> Njly;Kiwf;fw;wy;> FOKiwf; fye;Jiuahly;> tpla mspf;if nra;jy;> nrad;Kiw tpsf;fk;.

**kjpg;gPI;L Kiw** : tpdhtpilg;guPI;ir = 10 Gs;spfs;> nrad;Kiwg;guPI;ir = 10 Gs;spfs;> fl;Liu = 10 Gs;spfs;> FOepiy Ma;twpf;if = 10 Gs;spfs;

**gad;** : ehl;ba rh];jpuK; %yk; ngw;Wf;nfhz;l mwpKiw mwptid> gujeldr; nrad;Kiwfspy; gpuNahfpg;gJw;fhd tud;Kiw mk;rq;fisg; ngw;Wf;nfhz;bUg;gh;.

**crhj;Jiz E}y;fs;:**

- =uhk Njrpfh; v];.vd;> gujehl;ba rh];jpuK; cyfj; jkpohuha;r;rp epWtdk;> nrd;id. 2001.
- Manmohan Gosh (translator) .The Natyasastra, Manisha Grantalaya Pvt. Ltd., Chennai 1967
- Natyasastra, Adya Rangacharya (translator), Prakashna Bangalore, 1986

**ADNE 22012 guj eld ,irg;gh tiffs;; II (P)**

**Nehf;fKk; FwP;NfhSk;:-** gujeld cUg;gbfspd; u] NtWghl;Lj; jd;ikfisg; gpujpgypj;Jf; fhL;Lk;> uhfq;fspd; jd;ikfis nrad;Kiw uPjpahfg; Gupe;Jnfhs;sr; nra;jiy Nehf;fkhhf; nfhz;l ,f;fw;if newpapd; FwP;Nfhshf u] ght NtWghLfSf;Nfw;g ehl;ba cUg;gbfs; rpytw;iwg; ghLk; jpwid tsh;j;jy; mikAk;.

**cs;slf;fk;:- jhl;Lthpir> nfsj;tk; : eNlrh; > jhsk; : rJ];u Vfk;> uhfk;: `k;rj;tdp> rz;Kfh;> jhsk;: Mjp> uhfk;: nfsis> rg;jk; -rptd; >jhsk; : kp];urhG> uhfkhypif > KUfd;> jhsk; :kp];urhG> uhfkhypif.**

**fw;wy; fw;gpj;jy; Kiw** : tpupTiu (ghl myF njhlHghd mwpKfk;) > nrad;Kiw tpsf;fk;> nrad;Kiw uPjpahd gapw;rpfis mspj;jy;.

**kjpg;gPI;L Kiw** : Nfs;tp Qhdk; = 10 Gs;spfs;> nrad;Kiw =10 Gs;spfs;> jhsyay;Jld; cUg;gbfis ghLjy; = 10 Gs;spfs;> nrad;Kiw tpsf;fk; vOJjy;= 10 Gs;spfs;> tpla mspf;if= 10 Gs;spfs;

**gad;** : ,f;fw;if newpapd; Kbtpy; Mw;Wif nra;ag;gl Ntz;ba gujeld cUg;gbfspd; urNtWghLfis mwpe;J nfhsh;td; Clhf mg;ghlypDila xt;nthU jd;ikfisAk; G+uzkhf tpsq;fpf; nfhsh;sf;\$bath;fshf ,Ug;gh;.

**ADNE 22022 kpUjq;fk; - Mth;j;jdg; gapw;rpfs; (P)**

**Nehf;fKk; FwP;NfhSk; :-** gujeldr; nrad;KiwfSf;Fj;Njitahd rpwpa [jpfisAk; jPh;khdq;fisAk; mikf;Fk; mwptig; ngw;Wf;nfhLj;jy; Nehf;fkhhf; nfhz;l ,f;fw;if newpapd; FwP;Nfhshf kpUjq;f ml;rug;Gul;ly;fisAk;> ]g;j jhsq;fisAk; mwptjd; thapyhf gujeldj;jpd; rpwpa [jpfisAk; jPh;khdq;fisAk; mikf;fg; goFjy; mikAk;.

**cs;slf;fk;:-** 08>12>16>32> ml;rug;Gul;ly;fs; %d;W fhyk; thrpj;jy; ifapy; nrhy;Yjy;> 4 Mth;j;jd jf[pZ> jshq;Fg; gapw;rpfs; %d;W fhyk; thrpj;jy;> [jpg;gapw;rpfs;> rhG jhsq;fs; %d;W fhyk; ifapy; nrhy;yy; vOJjy;> ]g;jjhsq;fs; ifapy; nrhy;yy; vOJjy; > mLj;j gFjp mlTr; nrhw;fs; vOJjy; > rpwpa [jpf;Nfhsh;itfs; vOJjy; ifapy; nrhy;yy;.

**fw;wy; fw;gpj;jy; Kiw** : tpupTiu (ghl myF njhlHghd mwpKfk;) > nrad;Kiw tpsf;fk; > nrad;Kiw uPjpahd gapw;rpfis mspj;jy;.

**kjpg;gPI;L Kiw** : Nfs;tp Qhdk; =10Gs;spfs;> jhsk; nfhYg;gpj;jy; =10 Gs;spfs;> nrad;Kiw ghPI;ir =10Gs;spfs;> nrad;Kiw tpsf;fk; vOJjy; =10 Gs;spfs;> tpla mspf;if= 10Gs;spfs;

**gad;** : ,f;fw;ifnewpapd; Kbtpy; ]g;j jhsq;fspy; [jpfisAk; jPh;khdq;fisAk; gapw;rp nra;tjd; Clhf> cUg;gbfspy; ,lk;ngWk; [jPjPh;khdq;fis EZf;fkhhf tpsq;fpf; nfhz;L mtw;Wf;F ,yFthf Mw;Wif nra;Ak; jpwidg;ngw;wpUg;gh;.

**ADNE 22032 jkpoh; ghuk;ghpa Mw;Wiff;fiyfs; (T)**

**Nehf;fKk; FwP;NfhSk;; :-**jkpoh; kuGtop Mw;Wiffspd; mikg;G kw;Wk; ntspg;ghl;LKiw Fwpj;j mbg;gilahd mwptig; ngw;Wf; nfhLj;jy;.

**cs;slf;fk;:-** ehl;lhH Ml;lq;fs; (fufk; >Fk;kp> Nfhyl;l;lk;> fhtb Kjypad)> ehl;Lf;\$j;Jf;fs;> tha;nkhop Mw;Wiffs;.

**fw;wy; fw;gpj;jy; Kiw:** tpupTiu (ghl myF njhlHghd mwpKfk;)> Njly;Kiwf;fw;wy;> FOKiwf; fye;Jiuahly;> tpla mspf;if nra;jy;. nrad;Kiw tpsf;fk;.

**kjpg;gPI;L Kiw** : tpdhtpilg;guPI;ir =10 Gs;spfs;> nrad;Kiwg;guPI;ir= 10Gs;spfs;> fl;Liu =10 Gs;spfs;> FOepiy Ma;twpf;if=10 Gs;spfs;

**gad** : jkpoH kuGtop Mw;Wif tbtq;fspd; mikg;G mw;Wk; ntspg;ghl;LKiw Fwpj;j mbg;gilahd mwpitg; ngw;Wf;nfhz;bUg;gH. jkpoH kuGtop mikg;G khw;wq;fs; Fwpj;j mbg;gil mwpitg; ngw;wpUg;gH. gpuNahf epiyapy; ,f;fiytbtk; vjpHNehf;Fk; gpur;rpids;> mtw;iw vjpHnfhs;Sk; topKiwfs; gw;wp tpkHrd G+Htkhf mZFK; mwpTk; jpwDk; ngw;wpUg;gH.

**crhj;Jiz Ehy;fs;**

- Y}HJ. Nj> ehl;IH tof;fhw;Wf; fiyfs;> kzpthrfH gjpg;gfk;> nrd;id> 1988.
- FzNrfud;. Nf.V. Nrhpq;Gwtpay;> jd;ddhNd ntspaPL> nrd;id> 2003.
- gokiy.j> eugyp> nja;tq;fs; jpUtpohf;fs;> 2002.

**ADNE 22042 rpq;fsf; fpuhkpa Mly;fs; - Xu; mwpKfk; (T)**

**Nehf;fKk; Fwfp;NfhSk;** :- jkpoh; tho;tpaNyhL njhlh;Gila Mly;fSf;Fr; rkhe;jukhf cs;s rpq;fs kf;fspd; fpuhkpa Mly;fspd; mbg;gilfis mwpar;nra;jiy Nehf;fkhhf; nfhz;l ,f;fw;if newpapd; Fwfp;Nfhshf rpq;fs kf;fspd; tho;tpaNyhL njhlh;Gila Mly; Kiwfs mwpe;J nfhs;sr; nra;jy; mikAk;.

**cs;slf;fk;:-** Fleldk;> Nfhyhl;lk;> mWtil eldk;> wghd; eldk;>

**gad** :- jkpoh; kuGtop Mly;fs; kw;Wk; rpq;fs fpuhkpa Mly;fspd; mikg;GKiwfis tpkh;rd uPjpahf mZFK; jd;ikiag; ngw;wpUg;gh;.

**crhj;Jiz E}y;fs;**

- Makulloluwa .W.B, **DANCES OF SRILANKA**, Ministry of Cultural Affairs, no date.
- Raghavan M.D, **SINHALA NATUM** , M.D. Gunasena and co.lmt, 1967.
- Otaker Bertold, **CEREMONIAL DANCES OF THE SINHALESE**, Tisara prakasakaja lmt,2006.
- rpq;fs nkhop fz;ba eldf;fiy- NrJuhkd;
- rpq;fs eldf;fiy- Kjpahd;Nr jpreaf;f

**ADNE 22053 guj eldr; nra;Kiw II (P)**

**Nehf;fKk; Fwfp;NfhSk;** epUj;jr; nra;KiwfNshL ,ize;j epUj;jpar; nra;Kiwfis Mw;Wif nra;Ak; jpwidg; ngw;Wf; nfhLj;jiy Nehf;fkhhf; nfhz;l ,f;fw;if newpapd; Fwfp;Nfhshf epUj;;jk; epUj;jpak; ,ize;j cUg;gbfis; nrad;Kiw hPjpahf Mw;Wif nra;jy; mikAk;.

**cs;slf;fk;:- nfsj;tk;** - (fzgj) > uhfk; : ehl;il> jhsk;,,,,; jp];uk; Vfk;> **rg;jk;-** fpU~;zd;> uhfk;:,uhfkhypif jhsk;,,,,; kp];urhG > **rg;jk;-** tpehafH> uhfk;:,uhfkhypif> jhsk;,,,,; kp];urhG

**fw;wy; fw;gpj;jy; Kiw** : tpupTiu (ghlmyF njhlHghd mwpKfk;) > nrad;Kiw tpsf;fk;> nrad;Kiw uPjpahd gapw;rpfis mspj;jy;,> fw;gpj;jy; rhjdq;fspd; Clhd Nkyjpf tpsf;fk;. (xyp xsp ,Wntl;L Gifg;glg; gpupjfs;)

**kjpg;gPI;L Kiw** : Nfs;tp Qhdk;= 10Gs;spfs;> jhsk; = 10 Gs;spfs;> nrad;Kiw = 10Gs;spfs;> jhsyaj;Jld; cUg;gbfis ghLjy; = 10 Gs;spfs;> nrad;Kiw tpsf;fk; vOJjy;= 10Gs;spfs;

**gad** : ,f;fw;ifnewpapd; Kbtpy; epUj;;jk; epUj;jpak; ,ize;j cUg;gbfis Mw;Wif nra;Ak; jpwidg; ngw;wpUg;gH.

**இசை - வாய்ப்பாட்டு**

**AMUC 21013 வர்ணங்களும், ஸ்வரஜதியும் (P) (Vo)**

**நோக்கம்:-** ஸ்வரம், ஸ்வரஸ்தானங்கள், தாளம், மற்றும் தாள விபரங்கள் போன்றவற்றை மாணவர்கள் அறியும் நோக்கத்தைக் கொண்டது. இதன் மூலம் ஸ்வரங்கள் சாகித்தியங்கள் மூலம் வர்ணிக்கப்படும் வர்ணத்தின் முழுமையையும், ஸ்வரங்களை மாத்திரம் அடிப்படையாக கொண்ட ஸ்வரஜதியையும் அறியமுடியும்.

**உள்ளடக்கம்:-** ஸ்வரஜதி - தாமதமேனோ - பிலஹரி கண்டதிரிபுடை/பொன்னையாபிள்ளை), நீ அருளாயோ - பைரவி - ஆதி பொன்னையாபிள்ளை, பன்னகசயனனே - காம்போதி - ஆதி (டி.வி.லஸ்மி நரசிம்மன்.). அடதாளவாண்ம - 1, பதவாண்ம - 1, இராக மாலிகை வாண்ம - 1, ஆதிதாளவாண்ம - 2 (திஸ்ரப்படுத்தல்)

**கற்றல் கற்பித்தல் முறை :-** விரிவுரை, செயன்முறை விளக்கம், செயன்முறை ரீதியான பயிற்சிகள்.

**மதிப்பீட்டுமுறை:-** கோள்விஞானம் -10, ஸ்வரதாளக்குறிப்புடன் எழுதல் -10, செயன்முறை 30 (தாளம் - 10, சுருதி - 10, உருப்படி - 10)

**பயன் :** இக்கற்கை நெறியின் முடிவில் வாண்ம, ஸ்வரஜதி இணைந்த செயன்முறைகளை ஆற்றுகை செய்வதற்கான தயார் நிலையில் மாணவர் இருப்பார்.

**உசாத்துணை நூல்கள் :**

- தானவாணக்கடல் பாகம் I,II,III,IV,V பேராசிரியர். கோமதிசங்கரஅய்யர் அண்ணாமலைப் பல்கலைக்கழக வெளியீடு.
- தானவாண்ம பாகம் I,II,IV,V பேராசிரியர் தஞ்சை பொன்னையாபிள்ளை
- கர்நாடக சங்கீதம் பாகம் I,II,III,IV,V
- பேராசிரியர் P. சாம்பமுர்த்தி

**AMUC 21023 ஒன்றரை இடக்கீர்த்தனைகள் - (P) (VO)**

**நோக்கம் :** பொதுவாக கீர்த்தனைகள் ஆரம்பிக்கும் எடுப்புக்கள் பற்றி அறியும் நோக்கத்தை கொண்டது. ஒன்றரை இடக்கீர்த்தனைகள் பற்றியும் அவற்றிற்கு இராகம் மற்றும் கற்பனைஸ்வரம் பாடும் முறைமைகள் பற்றியும் அறியும் நோக்கம்கொண்டது.

**உள்ளடக்கம்:** சம்பூர்ணராக கீர்த்தனை - 04, ஜன்யராக கீர்த்தனை - 04, இவற்றிற்குரிய இராக கற்பனைஸ்வரங்களை முதலாம் இரண்டாம் காலத்தில் பாடுதல்.

**கற்றல் கற்பித்தல் முறை :** விரிவுரை, செயன்முறை விளக்கம், செயன்முறை பயிற்சிகள்.

**மதிப்பீட்டுமுறை :** கற்கை நெறிக்கால மதிப்பீடு - (50புள்ளிகள்), கேள்வி ஞானம் - 10, செயன்முறை - 30 (உருப்படி 10 இராகம் 10 ஸ்வரம் 10), வாய்மொழி வினா - 10, இறுதிப்பரீட்சை - 50 புள்ளிகள்

**பயன் :** இக்கற்கை நெறியின் முடிவில் மாணவர்கள் சம்பூர்ணம், ஜன்ய இராகங்களில் அமைந்துள்ள விஷம எடுப்பு கீர்த்தனைகளை பாடும் முறைகளையும் அவற்றிக்கான மனோதர்மஇராகம், கற்பனைஸ்வரம் பாடும் முறையை அறிந்துகொள்வதுடன் ஆற்றுகையின் முதல் நிலையை அறிந்து கொள்வார்.

**உசாத்துணை நூல்கள்:-**

- கிருதி மணிமாலை - ஸ்ரீ தியாகராஜ சுவாமிகள் பாகம் - 01, 02 வெளியீடு India Music Publishing house
- கிருதி மணிமாலை - முத்துஸ்வாமி தீட்சிதர் பாடகன் பாகம் - 01 வெளியீடு India Music Publishing house 1978 3ம் பதிப்பு
- கீர்த்தனை மாலை - பாபநாசம் சிவன் பாடல்கள் பிரசுர ஐயர் -Dr. ருக்குமணி - பாகம் - 01- 06

**AMUC 21032 இசையியல் (T) (Vo, Vi, Ve)**

**நோக்கம்:** இசைவாய்ப்பாட்டு, வீணை மற்றும் வயலின் மாணவர்கள் இடையில் அடிப்படை இசையின் எண்ணக்கருக்களை அறியும் நோக்கத்தை கொண்டது. இவ் அலகின் மூலம் இசைசார் அறிமுறைப்பிரயோகங்கள், இசைக்கருவிகள், இசைவடிவ இலக்கணங்கள், இராகங்கள், இசையாளர்கள் போன்றனவற்றை அறியும் நோக்கத்தை கொண்டது.

**உள்ளடக்கம்:** இசைத்தலுக்கான கமகநுட்பங்கள், தாளப்பிராணங்கள், இசைக்கருவிகள், இசை வடிவங்கள், இராக இலட்சணங்கள், இசையாளர்கள். கமகங்கள், தாளதசப்பிராணங்கள், இசைக்கருவிகளின் அமைப்பு: புல்லாங்குழல், நாதஸ்வரம், மிருதங்கம், இசை வடிவிலக்கணங்கள், தேவாரம், திவ்விய பிரபந்தங்கள், திருப்புகழ், காவடிச்சிந்து, இராக இலட்சணங்கள்: சிம்மேந்திர மத்திமம், கல்யாணி, பந்துவராளி, சக்கரவாகம், மாயமாளவகௌளை, சண்முகப்பிரியா, காம்போதி, வசந்தா மோகனம், தேவமனோகரி, மலையமாருதம், பிலஹரி, ஹம்சத்வனி, வாக்கேயகாரர்களின் இசைவரலாறு: சுவாதித்திருநாள் மகாராசா, வேதநாயகம்பிள்ளை, அண்ணாமலைரெட்டியார், கோடீஸ்வர ஐயர், புரந்தரதாசர்,

**கற்றல் கற்பித்தல் முறை :** விரிவுரை, அறிமுறை ஒப்படைகள் தயாரிப்பதற்கான ஆலோசனைகள்.

**மதிப்பீட்டுமுறை:** ஒப்படைகள்- 02 (10x2=20புள்ளி), வாய்மொழிவினாவிடை - 10புள்ளிகள், விடைய அளிக்கை - 10புள்ளிகள்

**பயன் :** இக்கற்கை நெறியின் முடிவில் இசை அறிமுறை இருக்கைகள் பற்றிய பகுதிகளை மாணவர்கள் அறிந்து கொள்வார்.

**உசாத்துணைநூல் :**

- கர்நாடக சங்கீதம் பாகம் I,II,III,IV,V பேராசிரியர்.சாம்பமூர்த்தி
- கர்நாடகசங்கீத புத்தகம் பாகம் I 1993 (17ம் பதிப்பு)
- The India Music Publishing House பாகம் II 1982 (11ம் பதிப்பு)
- The India Music Publishing House பாகம் III 1982 (12ம் பதிப்பு)
- The India Music Publishing House பாகம் 1982(13ம் பதிப்பு)
- தென்னக இசையில் P.T. செல்லத்துரை பதிப்பு வைகறைப்பதிப்பகம், திண்டுக்கல் 2005 5ம் பதிப்பு
- இந்திய இசைக்கருவூலம் Dr.கே.ஏ. பக்கிசாமி. பதிப்பு லேசர் பதிப்பகம் சென்னை 2006 மூன்றாம் பதிப்பு.

**AMUE 21042 மேலைத்தேய இசையியல் - (T) (Vo, Pa, Vi, Ve, Mi)**

**நோக்கம்:**வாய்ப்பாட்டு, பண்ணிசை, வீணை, வயலின், மிருதங்க மாணவர்களுக்கு மேலைத்தேய இசையின் அடிப்படை எண்ணக்கருக்களையும், மேலைத்தேயஇசை பற்றிய பல விடயங்கள், இராக தாள முறைமைகள், வாக்கேயர்காரர்கள் போன்றனவற்றை மாணவர்கள் அறியும் நோக்கம் கொண்டது.

**உள்ளடக்கம்:** மேலைத்தேய இசையின் அடிப்படைத்தத்துவங்கள், மேலைத்தேய இராக தாளஅமைப்பு, வாத்தியக்கருவிகள், இசைஅரும்பதங்கள், மேலைத்தேய ஆற்றுகை என்பவற்றைக் கொண்டது. மேலைத்தேய இசையின் அடிப்படைகள், மேலைத்தேய இராகங்கள், மேலைத்தேய தாளவகைகள், மேலைத்தேய வாத்தியங்கள் (பியானோ, கிற்றார்), மேலைத்தேய இசை நிபுணர்கள், மேலைத்தேய இசை படிமுறை வளர்ச்சிகள், மேலைத்தேய இசையும் தென்னாட்டு இசையும், மேலைத்தேய இசை அரும்பத விளக்கம், மேலைத்தேய இசைக்கச்சேரி அமைப்பு முறை

**கற்றல் கற்பித்தல் முறை:** விரிவுரை, அறிமுறை ரீதியான ஒப்படை பயிற்சிகள் முறைகள் மற்றும் மாணவர்களை குழுக்களாக பிரித்து கலந்துரையாடல், நூல்கள் ஊடாக அறிமுறைத்தேடல்.

**மதிப்பீட்டுமுறை:** ஒப்படைகள் 02 (10x2= 20புள்ளிகள்), வாய்மொழிவினாவிடை - 10புள்ளிகள், விடய அளிக்கை - 10புள்ளி

**உசாத்துணைநூல்கள்:**

- மேலைத்தேய இசையியல் - Dr.N.V.M.நவரெத்தினம்
- The Development of Western Music A History - Prof.K.Mariestolba

**AMUE 21012 வர்ணங்கள் - (P) (Vi, Ve, Mi)**

**நோக்கம் :** வீணை, வயலின், மிருதங்க மாணவர்களுக்கு வாய்ப்பாட்டு இசைபற்றிய அறிவை பெறுதல்.

**உள்ளடக்கம்:** ஆதி தாளவர்களை, ஜனக, ஜன்னிய இராகங்களில் கற்பித்தல். ஆதி தாளவர்ணம் - 04: சம்பூர்ண இராகங்கள் - 02, ஜன்னிய இராகங்கள் - 02

**கற்றல் கற்பித்தல் முறை :** விரிவுரை, செயன்முறை, விளக்கம், செயன்முறை ரீதியான பயிற்சிகள்.

**மதிப்பீட்டு முறை:** கற்கை நெறிக்கால மதிப்பிட - 50, கேள்விஞானம் - 10, உருப்படிக்களை ஸ்வர தாளக்குறிப்புடன் எழுதுதல் - 10, செயன்முறை 30 (தாளம்-10, சுருதி-10, உருப்படி-10)

**பயன் :** இக்கற்கை நெறியின் முடிவில் வீணை, வயலின், மிருதங்க மாணவர்கள் வாய்ப்பாட்டில் வர்ணங்களை ஆற்றுகை செய்வதற்கான தயார் நிலையில் இருப்பர்.

**உசாத்துணை நூல்கள் :**

- தானவர்க்கடல் பாகம் I,II,III,IV,V பேராசிரியர். கோமதிசங்கர அய்யர் அண்ணாமலைப் பல்கலைக்கழக வெளியீடு.
- தானவர்ணம் பாகம் I,II,IV,V பேராசிரியர் தஞ்சை பொன்னையாபிள்ளை
- கர்நாடக சங்கீதம் பாகம் I,II,III,IV,V
- பேராசிரியர் P. சாம்பமூர்த்தி

**AMUE 21022 அடிப்படைபயிற்சிகளும் கீதங்களும் - (P)**

**நோக்கம்:** இசைத்துறை சாராத மாணவர்களுக்கு இசை பற்றி அறியும் நோக்கத்தைக் கொண்டது அப்பியாச வரிசைகளை கற்றலின் மூலம் இசைசார் அறிவைப் பெறமுடியும்.

**உள்ளடக்கம் :** ஸ்வரவரிசை - 12, ஜண்டை வரிசை - 06, தாட்டுவரிசை - 02, சப்ததாள அலங்காரம் - 07, கீதங்கள் -02

**கற்றல் கற்பித்தல் முறை :** விரிவுரை, செயன்முறை, விளக்கம், செயன்முறை ரீதியான பயிற்சிகள்.

**மதிப்பீட்டு முறை :** கேள்விஞானம் -10, உருப்படிகளை ஸ்வர தாளக்குறிப்புடன் எழுதுதல் - 10, செயன்முறை 30 (தாளம்-10, சுருதி-10, கொலுப்பித்தல்-10)

**பயன்:** இக்கற்கை நெறியின் முடிவில் அப்பியாச வரிசைகளை உரிய வகையில் ஆற்றுகை செய்வதற்கான தயார் நிலையில் இருப்பர்.

**உசாத்துணைநூல் :** கர்நாடக சங்கீதம் பாகம் I,II பேராசிரியர் \*சாம்பமுர்த்தி.

### AMUC 22013 முத்துஸ்வாமி தீட்சிதர் கிருதிகள் P (Vo)

**நோக்கம்:** இரண்டாம் வருட மாணவர்கள் சங்கீத மும்முர்த்திகளில் இராகம் பாவம், இசைநுட்பம் என்பவற்றை முழுமையாக பிரதிபலிப்பது தீட்சிதர் உருப்படிகளாகும். இப்பருவத்தில் தாய்மொழி அல்லாத மொழியில் சிறப்பு மிகுந்த இவருடைய பாடல்களை கற்று தெரிந்து கொள்ளுவது இவ்வலகின் நோக்கமாகும்.

**உள்ளடக்கம் :** முத்துசுவாமி தீட்சிதர்கிருதிகள் - 06, இராக ஆலாபனை மற்றும் கற்பனைஸ்வரம் பாடுதல் வேண்டும், இராகங்கள் சங்கராபரணம் ஆரபி சிம்மேந்திரமத்திமம் ஸ்ரீரஞ்சனி, மத்யமாவதி, காம்போதி, அமிர்தவர்ஷனி, பிலகரி, சண்முகப்பிரியா சுத்தசாவேரி, ஹேமவதி,பைரவி பூர்விகல்யாணி

**கற்றல் கற்பித்தல் முறை:** விரிவுரை, செயன்முறை, விளக்கம், செயன்முறை ரீதியான பயிற்சிகள்.

**மதிப்பீட்டுமுறை :** கேள்விஞானம் - 10, செயன்முறை - 40 புள்ளிகள் (இராகம் - 10,கற்பனைஸ்வரம் - 10, நிரவல்-10 உருப்படிகளை சொற்பத தெளிவுடன் ஒப்புவித்தல் - 10)

**பயன் :** இக்கிருதிகளை கற்பதன் மூலம் ஏனைய வாக்கேயகாரர்களின் கிருதிகளுக்கும் இவற்றிற்கும் இடையே உள்ள இசை, கமகநுட்பங்கள், மொழி வேறுபாடுகள், உச்சரிப்புக்கள் போன்றவற்றை மாணவர்கள் அறிந்து பயன்பெறும் வண்ணம் அமைந்துள்ளது. இராகபாவம் கமகங்கள் என்பவற்றின் பிரயோகங்கள் பற்றி மாணவர்கள் அறிதுகொள்வர்.

**மதிப்பீட்டுமுறை :** கேள்வி ஞானம் - 10, செயன்முறை - 30 (உருப்படி 10 இராகம் 10 ஸ்வரம் 10), வாய்மொழி வினா - 10

**உசாத்துணைநூல்கள்:-**

- முத்துஸ்வாமி தீட்சிதர் கிருதிகள் - ரங்கா ராமானுஜையங்கார்
- தீட்சிதர் கிருதிகள் டாக்டர். ராகவன்

### AMUC 22023 அரங்கிசைத்துணை உருப்படிகள் - P (Vo)

**நோக்கம்:** இசை அரங்குகளில் துணை உருப்படிகளை பாடக்கூடியவாறு மாணவர்களை தயார்ப்படுத்தும் நோக்கத்தைக் கொண்டது. இதன்மூலம் பல்வேறுபட்ட உருப்படிகளை பாடும் வகை பற்றி அறிய முடியும்.

**உள்ளடக்கம்:** பதம் - 02, ஜாவளி - 01, அஸ்டபதி - 01, தரங்கம் - 01, தில்லானா - 02, திருப்புகழ் - 03

**கற்றல் கற்பித்தல் முறை:** விரிவுரை, செயன்முறை விளக்கம், செயன்முறை ரீதியான பயிற்சிகள்

**மதிப்பீட்டுமுறை:** கேள்வி ஞானம் - 10, செயன்முறை - 30 (உருப்படி 10, இராகம் 10, ஸ்வரம் 10), வாய்மொழி வினாவிடை - 10

**பயன் :** இக்கற்கை நெறியின் முடிவில் துணை உருப்படிகளை உரிய வகையில் ஆற்றுகை செய்வதற்கான நிலையில் இருப்பர்.

**உசாத்துணை நூல்:**

- க்ருதிமணிமாலை - சியாமாசாஸ்த்திரிகள்
- பாகம் - 03 பிரகர ஆசிரியர் R.ராமானுஜ ஐயங்கார் வெளியீடு India Publishing House 1947
- தில்லானா - லால்குடி ஜெயராமன்
- பதம் - கௌரி குப்புசாமி

### AMUC 22032 இசை இலக்கணவியல் -T(Vo,Vi,Vee)

**நோக்கம் :** வாய்ப்பாட்டு, வீணை, வயலின், மாணவர்கள் கர்நாடக இசையின் அறிமுறையில் உயர்வான இசை நுட்பங்கள், இசையின் விரிவான விளக்கங்கள், இசைக்கச்சேரி அமைப்பு, வாத்திய இசைகள் போன்றவற்றை அறிந்துகொள்வர்.



**உள்ளடக்கம்:** கர்நாடக இசைகச்சேரி அமைப்பு, இராக ஆலாபனை பாடும்முறை, கற்பனைஸ்வரம் பாடும்முறை, நடன இசை, நாடக இசை, வாத்திய இசையும் அதன் நுட்பங்களும், கோயில்களும் இசை வளர்ச்சியும், இராக லட்சணங்கள் : கீராவாணி, கௌரிமனோகரி, சக்கரவாகம், ஜெகன்மோகினி, அமிர்தவாஷணி, கேதாரம், மலஹரி, நாத்தாமக்கிரியை, பூர்விகல்யாணி, ஆனந்தபைரவி, தர்மவதி நாசிகாபூசனி, கேமவதி லதாங்கி, வாக்கேயக்காரர்கள் :- கோபாலகிருஷ்ணபாரதியார், தஞ்சை பொன்னையாபிள்ளை, மாயூரம் வேதநாயகம்பிள்ளை, முத்துத்தாண்டவர், பாபநாசம்சிவன், உருப்படிகளின் இலட்சணங்களும், உருப்படிகளின் முத்திரைகளும்.

**கற்றல் கற்பித்தல்முறை:** விரிவுரை, அறிமுறை ரீதியான ஒப்படை பயிற்சிகள், மாணவர்களுடைய கலந்துரையாடல், நூல்கள் ஊடாக அறிமுறைத்தேடல்.

**மதிப்பீட்டுமுறை:** ஒப்படை - 02x10=20, வாய்மொழிவினா -10, விடய அளிக்கை -10

**பயன் :** இக்கற்கை நெறியின் முடிவில் மாணவர்கள் இசையின் முக்கிய அம்சங்களுடன் இசையின் பல்வேறுபட்ட அறிமுறைப்பரிமாணங்களை விரிவாக அறிந்து கொள்வதுடன் இராக ஆலபனை, கச்சேரி அமைப்பின் அறிமுறை போன்றவற்றை அறிந்து கொள்வார்.

**உசாத்துணை நூல்கள் :**

- கர்நாடக இசை புத்தகம் P.சாம்பமுர்த்தி. பாகம் I,II, III,IV
- தென்னக இசையியல் P.D. செல்லத்துரை
- இந்திய இசைக்கருவூலம் Dr.கே.ஏ. பக்கிரிசாமி
- இராக இலட்சணங்கள் டாக்டர் கௌரி குப்புசுவாமி
- கர்நாடக சங்கீதம் பாகம் I,II, III, பேராசிரியர் R.V. கிருஷ்ணன்

**AMUE 22032 ஹிந்துஸ்தானி இசையியல் - T(Vo, Pa, Vi, Ve, Mi)**

**நோக்கம் :** வாய்ப்பாட்டு வீணை, வயலின், பண்ணிசை மிருதங்க மாணவர்களுக்கு ஹிந்துஸ்தானி இசையின் அடிப்படைஅம்சங்கள், வாக்கேயக்காரர்கள், இராகங்கள், வாத்தியங்கள், கர்நாடக இசைக்கும் ஹந்துஸ்தானி இசைக்கும் இடையேயுள்ள ஒற்றுமை வேற்றுமைகள் அறிந்து கொள்வார்.

**உள்ளடக்கம்:** ஹிந்துஸ்தானி இசையின் அடிப்படைகள், ஹிந்துஸ்தானி இசையின் ராகங்கள், ஹிந்துஸ்தானி தாளங்கள், ஹிந்துஸ்தானி இசையின் வாத்தியங்கள், ஹிந்துஸ்தானி இசை வாக்கேயக்காரர்கள், ஹிந்துஸ்தானி இசையின் தோற்ற வளர்ச்சி, ஹிந்துஸ்தானி இசையின் உருப்படி வகைகள், ஹிந்துஸ்தானி இசைக்கும், கர்நாடக இசைக்கும் இடையே உள்ள ஒற்றுமை வேற்றுமைகள்.

**கற்றல் கற்பித்தல் முறை :** விரிவுரை, மற்றும் அறிமுறை ரீதியில் விளக்குதல்.

**மதிப்பீட்டு முறை:** ஒப்படைகள் - 02 (10x2)= 20புள்ளிகள்), வாய்மொழிவினாவிடை - 10புள்ளிகள், விடய அளிக்கை - 10புள்ளிகள்

**பயன்:** இக்கற்கை நெறியின் முடிவில் மாணவர்கள் ஹிந்துஸ்தானி ஹிந்துஸ்தானி இசையின் முக்கிய அம்சங்களை புரிந்து கொண்டவதுடன் அவ்விசைக்கும் கர்நாடக இசைக்குமிடையிலான வேறுபாடுகளை இணங்காண்பதுடன் ஹிந்துஸ்தானிய இசைப்பு முறைகள் தாள முறைகள், இராகங்கள் பாடும் முறை அமைப்புமுறை போன்றவற்றுடன் ஹந்துஸ்தானி உருப்படிகளை அறிந்து கொள்ளமுடியும்.

**உசாத்துணை நூல் :**

- ஹிந்துஸ்தானிய இராகங்கள் டாக்டர் கௌரிகுப்புசாமி.
- ஹிந்துஸ்தானி இசை பாலச்சந்திராஜ்
- My Self and My Music Dr. Pandit Ravisangar
- Ragines and Ragas Dr.C.V. Goncly

**AMUE 22012 மத்திமகால கீர்தனைகள் - (P) (Pa, Vi, Ve, Mi)**

**நோக்கம்:** பண்ணிசை, வீணை, வயலின், மிருதங்க மாணவர்களுக்கு கீர்த்தனைகளை வாய்பாட்டில் தெரிந்துகொள்ளல்.

**உள்ளடக்கம்:** கீர்த்தனைகளையும், அவற்றிற்கு கற்பனைஸ்வரம் பாடும் முறைகளை கற்பித்தல். கீர்த்தனைகள் - 04 (கற்பனைஸ்வரம்)ஜனக ராகம், ஜன்னிய ராகம் இரண்டிலும் அமைந்திருத்தல் வேண்டும்.

**கற்றல் கற்பித்தல் முறை :** விரிவுரை, செயன்முறை விளக்கம், செயன்முறை ரீதியான பயிற்சிகள்

**மதிப்பீட்டு முறை :** கேள்வி ஞானம் - 10, செயன்முறை - 30 (உருப்படி 10 இராகம் 10 ஸ்வரம் 10), வாய்மொழி வினா - 10

**பயன்:** இக்கற்கை நெறியின் முடிவில் மாணவர்கள் மத்திமகால கீர்த்தனைகளை உரிய வகையில் ஆற்றுகை செய்வதற்கான தயார் நிலையில் இருப்பார்.

**உசாத்துணைநூல் :**

- கர்நாடக சங்கீதம் பாகம் I,II பேராசிரியர் P.சாம்பமுர்த்தி

### **AMUE 22022 ஸ்வரஜதி, ஜதீஸ்வரம், வர்ணம் - (P)**

**நோக்கம்:** இசைத்துறை சாராத வேறு துறையிலுள்ள மாணவர்கள் இசையை துணைப்பாடமாக கற்று ஸ்வரஜதி, ஜதீஸ்வரம், வர்ணம் போன்றனவற்றை அறிந்து கொள்வர்.

**உள்ளடக்கம்:** ஸ்வரஜதி, ஜதீஸ்வரம் வர்ணங்கம், ஸ்வரஜதி - 01, ஜதீஸ்வரம் - 01, ஆதிதாள வர்ணம் - 02  
இராகங்கள்: சங்கராபரணம், பந்துவராளி, மாயாமாளவகௌளை, கல்யாணி, மோகனம், பிலகரி, ஹம்சத்வனி, ஆபோகி.

**கற்றல் கற்பித்தல் முறை :** விரிவுரை, செயன்முறை, விளக்கம், செயன்முறை ரீதியான பயிற்சிகள்.

**மதிப்பீட்டு முறை:** கேள்விஞானம் -10, உருப்படிக்களை ஸ்வர தாளக்குறிப்புடன் எழுதுதல்-10, செயன்முறை 30 (தாளம்-10, சுருதி-10 உருப்படி-10)

**பயன்:** இக்கற்கை நெறியின் முடிவில் அப்பியாச வரிசைகளை உரிய வகையில் ஆற்றுகை செய்வதற்கான தயார் நிலையில் இருப்பர்.

**உசாத்துணைநூல் :**

- கர்நாடக சங்கீதம் பாகம் I,II பேராசிரியர் P.சாம்பமுர்த்தி.

### **Violin/Veena**

#### **AMUC 21213 வர்ணங்கள் (P)**

**நோக்கம்:** அப்பியாசகாணத்திற்கும் சபாகாணத்திற்கும் பொதுவான உருப்படிகளுள் ஒன்றான வர்ணம் பற்றிய அறிவை மாணவர் பெறும் நோக்கத்தைக் கொண்டது. அத்துடன் வெவ்வேறு இராக, தாளங்களில் அமைந்த வர்ணங்களை ஸ்வரஸாகித்தியமாக வாத்தியத்தில் வாசிக்கும் பயிற்சி பெறுவர்.

**உள்ளடக்கம் :** அடதாளவர்ணம் - 01, இராகமாலிகை வர்ணம் - 01, பதவர்ணம் - 01, ஆதிதாளவர்ணம் -01, ஜம்பை தாளவர்ணம் - 01. இவ்வர்ணங்கள் பின்வரும் இராகங்களில் அமைக்கப்பட்டிருக்கும். காமபோதி, பைரவி, தான்யாஸி, மாயாமாயவகௌளை, கல்யாணி, ரீதி கௌளை, ஸ்ரீரஞ்சனி, ஹம்சத்வனி, சங்கராபரணம், ஆரபி, ஆபோகி, கேதாரகௌளை.

**கற்றல் கற்பித்தல் முறை:** விரிவுரை, செயன்முறை விளக்கம் செயன்முறை ரீதியான பயிற்சிகளை அளித்தல்.

**மதிப்பீட்டுமுறை :** கேள்வி ஞானம் : 10 புள்ளி, சுருதி- 10 புள்ளி, தாளம் - 10 புள்ளி, செயன்முறை : 10 புள்ளி, மனனம் -10 புள்ளி

**பயன் :** இக்கற்கையின் நெறியின் முடிவில் வர்ணங்களை ஸ்வரசாகித்தியமாக சிறந்த முறையில் வாசிப்பர்.

#### **AMUC 21223 சமஇட எடுப்புக்கீர்த்தனைகள் (P)**

**நோக்கம் :** சபாகான உருப்படி வகைகளில் ஒன்றான கீர்த்தனையை வெவ்வேறு இராக தாளங்களில் வாத்தியத்தில் வாசிக்கும் திறனைப்பெறுவதுடன் மனோதர்மப் பிரிவுகளில் இராகம், ஸ்வரம் என்பவற்றை வாசிக்கும் திறனைப் பெறுவதும். இப்பாட நெறியின் நோக்கமாகும்.

**உள்ளடக்கம் :** சம உடுப்புக்கீர்த்தனைகள் - 06, ஜனக இராகத்தில் 03 கீர்த்தனைகளும், ஜன்னிய இராகத்தில் 03 கீர்த்தனைகளும் அமையவேண்டிய இராகங்கள். ஹம்சத்வனி, சுத்தசாவேரி, ஸ்ரீரஞ்சனி, ஆரபி, ஆபோகி,மலயமாருதம், சக்கரவாகம், மோகனம், சங்கராபரணம், கரகரப்பிரியா, கரிகாமபோதி, பந்துவராளி, ஸிம்மேந்திரமத்திமம், பிலஹரி, ஜெகன் மோகினி, மாயாமாளவகௌளை,

**கற்றல் கற்பித்தல் முறை:** விரிவுரை, செயன்முறை, விளக்கம், செயன்முறைப் பயிற்சிகள்.

**மதிப்பீட்டு முறை:** கேள்விஞானம் - 10 புள்ளிகள், கற்பனைஸ்வரம் - 10 புள்ளிகள், மனனம் - 10 புள்ளிகள்.

**பயன்:** இக்கற்கை நெறியின் முடிவில் இராக ஆலாபனை, கற்பனாஸ்வரத்துடன் கீர்த்தனையைப் பாடும் அறிவைப் பெறுவர்.

#### **AMUE 21212 தந்திவாத்திய ஆரம்பப்பயிற்சிகள் (P)**

**நோக்கம் :-** வாத்தியத்தை பிரதான பாடமாக மேற்கொள்ளாத மாணவர்களுக்கு ஆரம்பப்பயிற்சிகளை வெவ்வேறு இராகங்களில், வாத்தியங்களில் வாசிக்கும் அறிவைப் பெறும் நோக்கைக் கொண்டது.

**உள்ளடக்கம் :-** ஸ்வரவரிசை – 12 ஜண்டைவரிசை – 06 தாட்டுவரிசை – 02மேல்ஸ்தாயிவரிசை – 04, ஸ்பத்தாள அலங்காரங்கள், சஞ்சாரிகீதம் -01. பயிற்சிக்கான இராகங்கள்:- மாயமாளவகௌளை, கரகரப்பிரியா, சங்கராபரணம், கல்யாணி, மோஹனம், கம்சத்வனி

**கற்றல் கற்பித்தல் முறை :-** விரிவுரை செயன்முறை விளக்கம் செயன்முறைப்பயிற்சிகள்

**மதிப்பீட்டுமுறை:-** கற்கை நெறிக்கால மதிப்பீடு :- 50 புள்ளி, கேள்விஞானம் - 10, செயன்முறை -10, சுருதி - 10, தாளம் - 10, மனனம் - 10, இறுதிப்பரீட்சை 50 புள்ளிகள்.

**பயன் :-** வாய்ப்பாட்டு, பண்ணிசை, நடனம் போன்றபாடங்களைப் பிரதான பாடமாகக் கற்கும் மாணவர் வாத்தியம் ஒன்றை வாசிக்கும் அறிவைப்பெறுவர்.

### AMUC 22213 அரை இட எடுப்புக்கீர்த்தனைகள் (P)

**நோக்கம் :** தாள எடுப்பு வகைகளில் ஒன்றான அனாகத எடுப்பில் அரை இடத்தில் அமைந்த கீர்த்தனைகளை வெவ்வேறு இராக தாளங்களில் வாசிக்கும் திறனைப்பெறும் நோக்குடனும் மனோதர்மப்பிவுகளில் இராக ஆலாபனை, கற்பனாஸ்வரம் பாடும் திறனை பெறும் நோக்குடனும் இக்கற்கை நெறி அமைக்கப்பட்டுள்ளது.

**உள்ளடக்கம் :** அரைஇட உடுப்புக் கீர்த்தனை 6 இவை பின்வரும் இராகங்களில் அமைதல் வேண்டும் சண்முகப்பிரியா, ஸிம்மேந்திரமத்திமம், கல்யாணி, காமபோதி, மத்தியமாவதி, பிலஹரி, மோகனம், ஆபோகி, ஸ்ரீஞ்சனி, கரகப்பிரியா.

**கற்றல் கற்பித்தல் முறை :** விரிவுரை, செயன்முறை விளக்கம், செயன்முறைப்பயிற்சிகள்.

**மதிப்பீட்டுமுறை:** கேள்விஞானம் - 10 புள்ளிகள், இராகஆலாபனை - 10 புள்ளிகள், கீர்த்தனை - 10 புள்ளிகள், கற்பனாஸ்வரம் - 10 புள்ளிகள், மனனம் -10 புள்ளிகள்

**பயன்:** இக்கற்கை நெறியின் முடிவில் இராக ஆலாபனை கற்பனாஸ்வரத்துடன் அரை இட எடுப்புக்கீர்த்தனையைப் பாடும் அறிவைப் பெறுவர்.

### AMUC 22223 அரங்கிசைத் துணை உருப்படிகள் (P)

**நோக்கம்:** இசையரங்குகளில் வாசிக்கப்படும் துணைஉருப்படிகளை வாத்தியங்களில் வாசிக்கும் திறனைப்பெறும் நோக்கத்தைக் கொண்டது.

**உள்ளடக்கம்:** பதம் - 01, ஜாவளி - 01, தில்லானா -01, அஷ்டயதி -01, இராக மாலிகை – 01, தேவாரம் - 02, திருப்புகழ் - 01 இவை பிலஹரி, கமாஸ், சிவரஞ்சனி, காபி, ரேவதி, மோஹன கல்யாணி, பெஹாக், சுருட்டி, சைந்தவி, தேஷ் போன்ற இராகங்களில் அமையலாம்.

**கற்றல் கற்பித்தல் முறை :** விரிவுரை, செயன்முறை விளக்கம், செயன்முறைப் பயிற்சிகள்.

**மதிப்பீட்டு முறை:-** கேள்வி ஞானம்- 10, ஸ்வரஸ்தானம்- 10, தாளம் - 10, செயன் முறை -10, மனனம் - 10

**பயன்:-** இக்கற்கை நெறியின் முடிவில் இசையரங்குகளின் பிரதான உருப்படிகளுக்குப்பின் பாடும் உருப்படிகளை வாசிக்கும் திறனைப் பெறுவர்.

### AMUC 22212 கீதம் , ஸ்வரஜதி, ஜதீஸ்வரம், வர்ணம். (P)

**நோக்கம் :-** வீணை, வயலின் வாத்தியங்களைத் துணைப்பாடமாகக் கற்கும் மாணவர்களுக்கு ஸ்வர, ஸாகித்திய, ஜதி அமைந்த உருப்படிகளை வாத்தியங்களில் வாசிக்கும் அறிவைப்பெறும் நோக்கில் அமைந்தது.

**உள்ளடக்கம்:-** சஞ்சாரிகீதம் - 02, இலட்சணகீதம் -01, ஜதீஸ்வரம் -01 , ஸ்வரஜதி -01, வர்ணம் -01 இவ்வுருப்படிகள் மாயமாளவ கௌளை, சங்கராபரணம், பிலஹரி, ஆரபி, சக்ரவாகம், கல்யாணி, ஹம்ஸத்வனி, சுத்தசாவேரி, முஹாரி, ரேவதி, கமாஸ், ஆனந்தபைரவி, காமபோதி, கேதாரகௌளை போன்ற இராகங்களில் அமையலாம்.

**கற்றல், கற்பித்தல் முறை:-** விரிவுரை செயன்முறை விளக்கம், செயன்முறைப்பயிற்சிகள்.

**மதிப்பீட்டுமுறை :-** கேள்விஞானம் - 10, ஸ்ருதி – 10, தாளம் - 10, செயன்முறை – 10, மனனம் -10

**பயன் :-** இக்கற்றை நெறியின் முடிவில் ஸ்வரஸாகித்தியமாக அமைந்த உருப்படிகளை வாத்தியங்களில் வாசிக்கும் அறிவைப் பெறுவர்.

### AMUC 21313 மிருதங்க அடிப்படைப்பயிற்சி (P)(Mr)

**நோக்கம் :** மாணவர்கள் ஆரம்பபயிற்சிகளை அறியும் நோக்கத்தைக் கொண்டது. இதன் மூலம் மிருதங்கம் இசைப்பதற்கான ஆரம்பச்சொற்கட்டுக்களை முதலாம், இரண்டாம், மூன்றாம், காலங்களில் இசைக்கத் தெரிந்து கொள்ளல்.

**உள்ளடக்கம் :** த தி தொம் நம் பயிற்சிகள் - 6 விதங்கள், த கிட பயிற்சிகள் - 6 விதங்கள், த தரிகிட பயிற்சிகள் - 6 விதங்கள், த கிட த தரிகிட பயிற்சிகள் - 4 விதங்கள், 8, 16 அட்சரப்புரட்டல்கள், அனைத்துப்பயிற்சிகளையும் கையில் தாளம் போட்டு வாயினால் கொலுப்பித்தல், குறியீட்டுடன் எழுதக்கற்றுக்கொள்ளல்.

**கற்றல் கற்பித்தல் முறை:** விரிவுரை, செயன்முறை, விளக்கம், செயன்முறை ரீதியான பயிற்சிகள், குழுமுறை கலந்துரையாடல், விடைய அளிக்கை செய்தல்.

**மதிப்பீட்டு முறை:** கேள்வி ஞானம் - 10, செயன்முறை விளக்கம் எழுதல் -10, தாளலயம் - 10, செயன்முறை - 10, மனனம் - 10

**பயன்:** இக்கற்றை நெறியின் முடிவில் ஆரம்பப்பயிற்சிகளில் உள்ள விரல் பயிற்சிகளை பெற்று, அடுத்து வரும் பயிற்சிகளை வாசிப்பதற்கு உரிய தயார் நிலையில் இருப்பார்.

**உசாத்துணை நூல்கள்:-**

- மிருதங்கப் பாட முறை - மைலாட்டுர் சாமி ஐயர்
- மிருதங்கப் புதிய பாட முறை - திரு. A.S. இராமநாதன்
- தமிழர் முழுவில் - திரு.S. மகேந்திரம்
- மிருதங்க சங்கீத சாஸ்திரம் - திரு.அ.நா. சோமாஸ்கந்த சர்மா

**AMUC 21323 சமஸ்துப்பிடத் தனியாவர்த்தனம் - ஆதி,ரூபகம்**

**நோக்கம்:-** தாள ஆவர்த்தனங்களைக் கொண்ட பயிற்சிகளையும் ஆதி,ரூபக தாளங்களின் தனியாவர்த்தனம் என்னும் பகுதியை சமஸ்து எடுப்பிடத்திற்கு வாசிக்க அறிந்து கொள்ளல்.

**உள்ளடக்கம்:** 4 ஆவர்த்தன தகஜனு, தளாங்கு பயிற்சி என்பவற்றை மூன்று காலங்களில் வாசித்தல், ஆதி,ரூபக தாளங்களின் சமஸ்து எடுப்பிடத்திற்கு தனியாவர்த்தனம் வாசித்தல், ஆதி, ரூபகம் ஆகிய தாளங்களில் சமஸ்து எடுப்பிடத்திற்கு பஞ்சஜாதி ததிங்கிணதொம் வரிசைகளை வாசித்தல், 10,14,20,28 எண்ணிக்கைகள் கொண்ட அட்சரப்புரட்டல்களை மூன்று காலங்களில் வாசித்தல், மேற் சொன்ன அனைத்தையும் கையில் தாளம் போட்டு வாயினால் கொழுப்பித்தலும், அனைத்தையும் தாளக்குறியீட்டில் எழுதக்கற்றுக்கொள்ளலும்

**கற்றல் கற்பித்தல் முறை:** விரிவுரை, செயன்முறை விளக்கம், செயன்முறைரீதியான பயிற்சிகள், குழுமுறை கலந்துரையாடல், விடைய அளிக்கை செய்தல்.

**மதிப்பீட்டுமுறை:** கேள்வி ஞானம் - 10, செயன்முறை குறியீட்டில் எழுதுதல் - 10, தாள லயம் - 10, செயன் முறை -10, மனனம் - 10

**பயன்:** இக்கற்றை நெறியின் முடிவில், ஒழுங்கு முறையான பயிற்சிகளையும், பலவித இனிமையான சொற்கட்டுகளைக் கொண்ட தனியாவர்த்தனம் என்னும் பயிற்சியினை ஆற்றுகை செய்வதற்கு தயார் நிலையில் இருப்பார்.

**உசாத்துணைநூல்கள் :** மிருதங்கப்பாடமுறை- மைலாட்டுர் சாமிநாத ஐயர், மிருதங்கம் புதியபாடமுறை A.S. இராமநாதன், தமிழர் முழுவியல் - திரு .S.மகேந்திரன், மிருதங்க சங்கீத சாஸ்திரம் - திரு. அ. நா. சோமாஸ்கந்த சர்மா

**AMUC 21332 மிருதங்க அறிமுகவியல் (T) (Mr)**

**நோக்கம்:-** மிருதங்க அறிமுறை சார்ந்த சப்தாள அட்டவணையும், அவை 35,175 தாளங்களாகும் விதத்தினையும், மற்றும் இசைக்குறியீடுகள், கலைச்சொற்கள், எடுப்பிடங்கள், தோற்கருவிகள், மிருதங்கத்தின் அமைப்பு,செய்முறை ஆகியவற்றின் விளக்கங்களையும் அறிதல்.

**உள்ளடக்கம்:** சப்தாள அட்டவணை 7 தாளங்கள் 35,175 தாளங்களாகும் விதம், இசைக்குறியீடுகள், ஸ்வரம், ஸ்வரஸ்தானம், ஸ்தாயி, எடுப்பிடங்கள், தோற்கருவிகள், மிருதங்க அமைப்பும், செய்முறையும் வரலாறும் ஆகியவற்றின் தெளிவான விளக்கங்கள்

**கற்றல் கற்பித்தல் முறை:** விரிவுரை, குழுமுறைக்கலந்துரையாடல், விடையஅளிக்கை செய்தல், அறிமுறை விளக்கம், ஒப்படை

**மதிப்பீட்டுமுறை:** வகுப்பறைப்பரீட்சை -10, விடய அளிக்கை -10, ஒப்படை -10, குழுக்கலந்துரையாடலில் பங்கு பற்றல் - 10

**பயன்** - அறிமுறை சார்ந்தனவான புரிதல்களுடாக ஆற்றுகை வெளிப்பாட்டினை மெருகூட்டுவதற்கான விடயங்களை அடைந்து இருப்பார்.

**உசாத்துணை நூல்கள்**

- மிருதங்கப்பாடமுறை - மைலாட்டுர் சாமி ஐயர்.
- மிருதங்கம் புதியபாடமுறை A.S. இராமநாதன்
- 03 தமிழர் முழுவியல் - திரு .S.மகேந்திரன்
- மிருதங்க சங்கீத சாஸ்திரம் - திரு. அ. நா. சோமாஸ்கந்த சர்மா
- மிருதங்கம்:- திரு.சங்கரசிவம்

**AMUE21312 மிருதங்க அடிப்படைப்பயிற்சிகள் - P (Vo,Pa,Vi,Vee)**

**நோக்கம்:** வாய்பாட்டு, பண்ணிசை, வீணை, வயலின் மாணவர்கள் துணைப்பாடத்திற்கான ஆரம்பப்பயிற்சிகளை மூன்று காலங்களில் தெரிந்து கொள்வதுடன், விரல்களின் பிரயோகங்களினை மெருகூட்டுவதற்கான வழி வகைகளை அறிந்து கொள்ளல்.

**உள்ளடக்கம் :** த தி தொம் நம் பயிற்சிகள் -6 விதங்கள், த கிட பயிற்சிகள் - 6 விதங்கள், த தரிகிட த கிட பயிற்சிகள் - 6 விதங்கள், 8 அட்சரப்புரட்டல், மேற்சொன்னவற்றை மூன்று காலங்களில் வாசித்தலும், கையில் தாளம் போட்டு வாயினால் கொலுப்பித்தலும், குறியீட்டில் எழுதுதலும்.

**கற்றல் கற்பித்தல் முறை:** விரிவுரை, குழுமுறைக் கலந்துரையாடல் விடைய அளிக்கை செய்தல், செயன்முறை விளக்கம், செயன்முறைரீதியான பயிற்சிகள்.

**மதிப்பீட்டு முறை:** கேள்விஞானம் - 10, தாளலயம் - 10, செயன்முறை விளக்கம் எழுதுதல் - 10, மனனம் - 10, அளிக்கை 10

**பயன்** இக்கற்கை நெறியின் முடிவில், துணைப்பாடத்திற்கான ஆரம்ப அறிவினைப் பெற்றிருப்பதோடு, ஏனைய லய சம்மந்தமான விடயங்களையும் ஆற்றுகை செய்யக்கூடியவராக இருப்பார்.

**உசாத்துணை நூல்கள்**

- 01. மிருதங்கப்பாடமுறை - - மைலாட்டுர் சாமி ஐயர்.
- 02. மிருதங்கம் புதியபாடமுறை A.S. இராமநாதன்
- 03 தமிழர் முழுவியல் - திரு .S.மகேந்திரன்
- 04. மிருதங்க சங்கீத சாஸ்திரம் - திரு. அ. நா. சோமாஸ்கந்த சர்மா

**AMUC 22313 சமஇடஎடுப்புத் தனியாவர்த்தனம் சாப்புத்தாளங்கள் (P) (Mr)**

**நோக்கம்:-** வேறு வேறு விதமான அலகுகளைக்கொண்ட தாளங்களைத் தெரிந்து கொண்டு அவற்றின் சமஇட எடுப்பிடத்திற்கு தனியாவர்த்தனம் வாசிக்கும் முறை, இசை மரபின் பிரதானமான அம்சமான ததிங்கிணதொம் என்னும் விடயத்தையும் அறிதலும், அதிக எண்ணிக்கைகள் கொண்ட அட்சரப்புரட்டல்களை அறிந்துகொள்ளல்.

**உள்ளடக்கம் :** மிஸ்ர, கண்ட சாப்பு தாளங்களின் சமஇட எடுப்பிற்குத் தனியாவர்த்தனம் வாசித்தல், மேற்சொன்ன இரு தாளங்களின் சம இட எடுப்புக்கள் பஞ்சஜாதி ததிங்கிணதொம் வரிசைகளை வாசித்தல், 32,72 அட்சரங்களைக்கொண்ட புரட்டல்களை மூன்று காலங்களில் வாசித்தல், மேற்சொன்ன அனைத்தையும் கையில் தாளம் போட்டு வாயினால் கொலுப்பித்தல், குறியீட்டில் எழுதுதல்.

**கற்றல் கற்பித்தல் முறை:** விரிவுரை, செயன்முறை விளக்கம், செயன்முறை ரீதியான பயிற்சிகள். குழுமுறைக் கலந்துரையாடல்,விடைய அளிக்கை செய்தல்.

**மதிப்பீட்டு முறை:** கேள்வி ஞானம் - 10, செயன்முறை விளக்கம் எழுதுதல் - 10, தாளலயம் - 10, செயன் முறை 10, மனனம் - 10

**பயன் :** இக்கற்கை நெறியின் முடிவில் தாம் கற்றுக்கொண்ட செயன்முறை அறிவின் ஊடாக பல்வேறு விதமான சாப்புத்தாளங்களில் இனிமை தரும் சொற்களை ஆற்றுகை செய்யும் திறனைப் பெற்றிருப்பார்.

**உசாத்துணை நூல்கள்:**

- 01. மிருதங்கப்பாடமுறை - - மைலாட்டுர் சாமி ஐயர்.
- 02. மிருதங்கம் புதியபாடமுறை A.S. இராமநாதன்
- 03 தமிழர் முழுவியல் - திரு .S.மகேந்திரன்
- 04. மிருதங்க சங்கீத சாஸ்திரம் - திரு. அ. நா. சோமாஸ்கந்த சர்மா
- 05. மிருதங்கம் - திரு.சங்கரசிவம்

**AMUC22323 திரிபுடை தாளங்களில் தனியாவர்த்தனம் (P) (Mr)**

**நோக்கம் :** திரிபுடை தாளங்களில் சமஇட எடுப்பிடத்திலும், ஆதி, ரூபகம், மிஸ்ரசாப்பு, கண்டசாப்பு என்னும் தாளங்களில் அமைந்து வரும் வெவ்வேறு இட எடுப்பிடத்திற்க்கான ஆற்றுகையினை செய்முறை ஊடாக முழுமையாகத் தெரிந்து கொள்ளல்.

**உள்ளடக்கம் :** திஸ்ர, கண்டஜாதி திரிபுடை தாளங்களின் சம இட எடுப்பிடத்திற்க்கான தனியாவர்த்தனம், ஆதி தாளத்தில் அரை, ஒன்றரை, சுண்டுவிரல்சமம் ஆகிய இட எடுப்பிடத்திற்க்கான தனியாவர்த்தனம், ரூபகதாளத்தில் அரை, அதீத இட எடுப்பிடத்திற்க்கான தனியாவர்த்தனம், மிஸ்ரசாப்பு தாளத்தில் 2 மாத்திரை தள்ளி, 4 மாத்திரைதள்ளிவரும் இட எடுப்பிடத்திற்க்கான தனியாவர்த்தனம், கண்டசாப்புத் தாளத்தில் சமம், 2 மாத்திரை தள்ளி வரும் இட எடுப்பிடத்திற்க்கான தனியாவர்த்தனம், மேற்குறிப்பிட்ட அனைத்துத்தாளங்களின் எடுப்பு இடங்களுக்கும் பஞ்சஜாதித் ததிங்கிண்தொம் வரிசைகளை வாசித்தல். மேற்சொன்ன அனைத்தையும் கையில் தாளம் போட்டு வாயினால் கொலுப்பித்தலும், குறியீட்டில் எழுதுதலும்.

**கற்றல் கற்பித்தல் முறை :** விரிவுரை செயன்முறை விளக்கம், செயன்முறை ரீதியான பயிற்சிகள். குழுமுறைக் கலந்துரையாடல், விடைய அளிக்கை செய்தல்.

**மதிப்பீட்டு முறை:** கேள்வி ஞானம் - 10, செயன்முறை விளக்கம் எழுதுதல் - 10, தாளலயம் - 10, செயன் முறை 10, மனனம் - 10

**பயன்:** அனைத்து தாளங்களுக்குமான இடஎடுப்பு அறிவினைப் பெற்றிருப்பதோடு, பல்வேறுபட்ட கணித அலகுகளைத் கொண்ட வாசிப்பு முறைகளையும் தெரிந்து கொண்டவராக இருப்பார்.

**உசாத்துணை நூல்கள்:**

- 01. மிருதங்கப்பாடமுறை - மைலாட்டூர் சாமி ஐயர்.
- 02. மிருதங்கம் புதியபாடமுறை A.S. இராமநாதன்
- 03 தமிழர் முழுவியல் - திரு.S.மகேந்திரன்
- 04. மிருதங்க சங்கீத சாஸ்திரம் - திரு. அ. நா. சோமாஸ்கந்த சர்மா

**AMUC 22332 மிருதங்க இசையியல் (T) (Mr)**

**நோக்கம்:** மிருதங்க இசைக்கு மிகமுக்கியமாக விளங்கும் கதிபேதம் முதலான இசையியல் நுணுக்கங்களைத் தெரிந்து கொள்வதுடன் இசை சார்ந்த தாளங்களில் பஞ்ச ஜாதித்ததிங்கிண்தொம் என்னும் பகுதியினைக் குறியீட்டுடன் எழுதத் தெரிந்து கொள்ளல்.

**உள்ளடக்கம் :** தாள தசப்பிராணன்கள் பற்றி அனைத்து விபரங்கள், பஞ்ச ஜாதிகள் பற்றி அனைத்து விபரங்கள், நவசந்தி தாளம், அபூர்வதாளம், 175 தாளங்கள் பற்றிய விபரங்கள், விளம்பம், மத்திமம், துரிதம் போன்றவற்றின் விளக்கம், காலப்பிரமாணம், பரன்சொற்கள், மார்க்கம், தேசிகம், கதிபேதம், தேசாதி மத்தியாதி சாப்புதாளங்கள் ஆகியவற்றின் விபரங்கள், ஆதி, ரூபக தாளங்களில் சம இட எடுப்பிற்கு பஞ்ச ஜாதிக் ததிங்கிண்தொம் வரிசைகளை தாளக்குறியீட்டில் எழுதுதல், மிருதங்க மேதைகளான நாராயண சாமியப்பா, யாழ்ப்பாணம் திரு. ஏ. அம்பாலவாணர் ஆகியோரது வாழ்வும், பணிகளும்.

**கற்றல் கற்பித்தல் முறை:-** விரிவுரை, குழுமுறைக்கலந்துரையாடல், விடைய அளிக்கை செய்தல், அறிமுறை விளக்கம், ஒப்படை.

**மதிப்பீட்டு முறை:** வினா விடைப்பரீட்சை - 10, செயன்முறை விளக்கம் எழுதுதல் - 10, ஒப்படை - 10, குழுநிலை ஆய்வறிக்கை 10

**பயன் :** செயன்முறைமூலம் வெளிப்படுத்தும் பயிற்சிகளை அறிமுறை சார்ந்த தாளக்குறியீட்டில் எழுதுதல். தாளங்களின் எடுப்பு, அறுதி, முடிவு என்னும் கூறுகளை குறியீடுகள் மூலம் விளங்கிக் கொள்வதாகவும், 108, 175, தாளங்களைத் தெரிந்து கொள்வதாகவும், மிருதங்கக்கலைக்குத் தொண்டாற்றிய கலைஞர்கள் பற்றித் தெரிந்து கொள்வானவாகவும் இக்கற்கை நெறி மாணவர்களுக்கு அமையும்.

**AMUE 22312 ஆவர்த்தனப் பயிற்சிகள் - P (Vo,Vi,Pa,Vee)**

**நோக்கம் :** வாய்பாட்டு, பண்ணிசை, வீணை, வயலின் மாணவர்கள் துரிதமாக விரல்கள் செயற்படுவதற்க்கான புரட்டல் பயிற்சிகளையும், இலகுவான நுண்ணிய ஓசைகள் கொண்ட தாளங்கு, தகஜனு ஆவர்த்தனப்பயிற்சிகளையும் தெரிந்து கொள்ளல்.

**உள்ளடக்கம்:** 16, 32, அட்சரப் புரட்டல்களை மூன்று காலங்களில் வாசித்தல், 2 ஆவர்த்தன தகஜனு, தளங்கு பயிற்சிகளை மூன்று காலங்களில் வாசித்தல், எழு தாள அலங்கார ஜதிகளை மூன்று காலங்களில் கொலுப்பித்தல்,

**கற்பித்தல் முறை :** விரிவுரை, செயன்முறை விளக்கம், செயன்முறை ரீதியான பயிற்சிகள். குழுமுறைக் கலந்துரையாடல், விடைய அளிக்கை செய்தல்.

**மதிப்பீட்டு முறை:** கேள்விஞானம் -10, செயன்முறை விளக்கம்- எழுதல் - 10, தாளலயம் - 10, செயன்முறை -10, மனனம் - 10

**பயன் :** இக்கற்கை நெறியின் முடிவில் பிரதானமான பாடஅலகிற்கு துணையான தாள அறிவினையும், லய ஞானத்தையும், பல விதமான பயிற்சிகளுடன், 7 தாளங்களையும் திரிகாலம் செய்யும் திறனையும் பெற்றிருப்பார்.

**உசாத்துணை நூல்கள் :-**

- மிருதங்கப்பாடமுறை - மைலாட்டர் சாமி ஐயர்.
- மிருதங்கம் புதியபாடமுறை யு.ளு. இராமநாதன்
- தமிழர் முழுவியல் - திரு .S.மகேந்திரன்
- மிருதங்க சங்கீத சாஸ்திரம் - திரு. அ. நா. சோமாஸ்கந்த சர்மா
- மிருதங்கம்: திரு.சங்கரசிவம்

## PANNISAI

**AMUC21113 சம்பந்தரின் முதலாம் திருமுறைப்பண்களும், மாணிக்கவாசகர் பாடல்களும் - (P)(Pa)**

**நோக்கம்:** பண்ணிசையை பிரதானமான பாடமாக பயிலும் மாணவர்களுக்கு சம்பந்தரின் முதலாம் திருமுறைப்பண்களையும், மாணிக்கவாசகர் சுவாமிகளின் பாடல்வகையில் சிலவற்றையும், பயிற்றுவித்தல் இப்பாடத்திட்டத்தின் நோக்கமாகும்.

**உள்ளடக்கம்:** பண் :- நட்டபாடை, பண் :- தக்கராகம், பண் :- பழந்தக்கராகம், பண் :- தக்கேசி, பண் :- குறிஞ்சி, பண் :- வியாழக்குறிஞ்சி, அச்சோபதிகம் :- 05 பாடல், எம்பாவை :- முழுப்பாடல்களும், சாழல் :- முழுப்பாடல்களும், அம்மாணை :-3 பாடல்

**கற்பித்தல் முறை:** விரிவுரை, செயன்முறைரீதியான பயிற்சிகள் (செவிப்புல சாதனங்களுடாக மேம்படுத்தல்), செயன்முறை விளக்கம், செயன்முறை, மாணவர்களை தனித்தனியாக பாடத்தூண்டுதல் என்பன அடங்கும்

**மதிப்பீட்டு முறை:** கேள்விஞானம் : 10 – புள்ளிகள், அட்சர சுத்தியுடன் பாடுதல் : 10 – புள்ளிகள், தாளம், சுருதி : 10 - புள்ளிகள், சந்த இசையுடன் பாடுதல்: 20 - புள்ளிகள்

**பயன் :** இக்கற்றலின் முடிவில் இம்மாணவர்கள் தேவார, திருவாசகங்களை ஆற்றுகை செய்வதற்கான தயார்நிலையில் இருப்பார்.

**உசாத்துணை நூல்கள்:**

- திருஞானசம்பந்தர்சுவாமிகள் தேவாரம் - ஸ்ரீகுமரகுருபரசங்கம், ஸ்ரீ காசிவாசிசாமிநாதசுவாமிகள் 26 ம் நினைவுநாள் வெளியீடு – 1971
- மாணிக்கவாசகசுவாமிகள் திருவாசகம் ஸ்ரீகுமரகுருபரசங்கம் ஸ்ரீ காசிவாசிசாமிநாதசுவாமிகள் 26 ம் நினைவுநாள் வெளியீடு 1981
- திருஞானசம்பந்தர்சுவாமிகள் தேவாரம் - காசிவாசி முத்துகுமரசுவாமிதம்பிரான் வெளியீடு – 2003
- திருவாசகம் திருப்பனந்தாள் - 2005

## AMUC21132 பண்ணிசை அறிமுகவியல் (T)(Pa)

**நோக்கம்:** பண்ணிசையின் அறிமுறைரீதியிலான விடயங்களை கொண்டதும், 5 பண்களின் இலட்சணங்கள் பற்றியும் மாணவர்கள் அறிந்துகொள்ளுதல் இப்பாடத்திட்டத்தின் நோக்கமாகும்.

**உள்ளடக்கம் :** பண்ணிசை வரலாறு, தேவார இசை இலக்கணம், நாற்பெரும் பண்கள், தொல்காப்பியம் கூட்டும் பண்பற்றிய செய்திகள், சிறுகுறிப்பு : ஈரடி, ஈரடிமேல் வைப்பு, நாலடி மேல் வைப்பு, திருமாலை மாற்று. திருவிருத்தம். இலட்சணம் : நட்டபாடை, இந்தளம், கொல்லி, பழம்பஞ்சுரம், காந்தார பஞ்சமம் பெருத்தானங்களும் கிரியைகள் எட்டும் ஏழிசைப்பிறப்பு.

**கற்பித்தல் முறை:** விரிவுரை, அறிமுறை, ஒப்படைமுறைரீதியான பயிற்சிகளை அளித்தல்.

**மதிப்பீட்டு முறை:** ஒப்படைகள் 2 : 10 x2 = 20 – புள்ளிகள், வாய்மொழி வினாவிடை அளிக்கை : 10 – புள்ளிகள். குழுக்களாகப்பிரித்து கலந்துரையாடலின்பின் விடயங்களை விபரித்தல் : 10 - புள்ளிகள்.

**பயன் :** இக்கற்றலின் முடிவில் இம்மாணவர்கள் பண்ணிசையின் அறிமுறைரீதியிலான விடயங்களை அறிமுறைரீதியாக எழுதுவது மட்டுமன்றி வாய்மொழிமுலம் ஆற்றுகை செய்வதற்கும் தயார்நிலையில் இருப்பார்.

**உசாத்துணை நூல்கள்:**

- யாழ்நூல் -விபுலானந்த அடிகள் -தஞ்சை-1974
- பண்ணிசை வரலாற்று தத்துவம் - S.K. சிவபாலன் -1983
- தமிழிசைக்களஞ்சியம் :- பாகம் : - I,II,III,IV பேராசிரியர் .து.ஆ. தனபாண்டியன்
- அறிவனார் -பஞ்சமரபு - தெய்வசிகாமணி - 1975
- தமிழிசைக்களஞ்சியம் -Dr.N.V.M.Navaratnam பதிப்பு :- 1991

**AMUC22113 சம்மந்தர், திருநாவுக்கரசர் தேவாரப்பண்கள் (P)(Pa)**

**நோக்கம்:** பண்ணிசையை பிரதானமான பாடமாக பயிலும் மாணவர்களுக்கு சம்பந்தரின் முதலாம் திருமுறை தவிர்ந்த ஏனையதிருமுறையில் உள்ளடங்கும் பண்களும், திருநாவுக்கரசர் சுவாமிகளது பண்களும் பாடல்வகைகளை பயிற்றுவித்தல் இப்பாடத்திட்டத்தின் நோக்கமாகும்.

**உள்ளடக்கம்:** இந்தளம் :- 01, சீகாமரம் :- 01, காந்தாரம்:- 01, பியந்தைக்காந்தாரம் :- 01, நட்ராகம் :- 01, செவ்வழி :- 01, சாதாரி :- 01, கொல்லி :- 01, காந்தார பஞ்சமம் :- 01, பழம் பஞ்சரம் :- 01, பழந்தக்கராகம் :- 01, திருத்தாண்டகம் :- 01

**கற்பித்தல் முறை:** விரிவுரை, செயன்முறைரீதியான பயிற்சிகள் (செவிப்புல சாதனங்களுடாக மேம்படுத்தல்), செயன்முறை விளக்கம், செயன்முறை, மாணவர்களை தனித்தனியாக பாடத்தூண்டுதல் என்பன அடங்கும்

**மதிப்பீட்டு முறை:** கேள்விஞானம் : 10 - புள்ளிகள், அட்சர சுத்தியுடன் பாடுதல் : 10 - புள்ளிகள், தாளம், சுருதி : 10 - புள்ளிகள், சந்த இசையுடன் பாடுதல்: 20 - புள்ளிகள்

**பயன் :** இக்கற்றலின் முடிவில் இம்மாணவர்கள் திருமுறைப்பாடல்களை திருமுறை ஒழுங்கில் ஆற்றுகை செய்யும் தயார்நிலையில் இருப்பர்.

**உசாத்துணை நூல்கள்:**

- திருநாவுக்கரசு சுவாமிகளின் தேவாரம் குமரகுருபரன் சங்கம் - மார்கழித்திருவாதிரை வெளியீடு - 1981
- திருநாவுக்கரசர் தேவாரப்பாடல்களின் இசை முனைவர்- இ. அங்கயற்கண்ணி தஞ்சை பல்கலை:- 2001 வெளியீடு
- திருஞானசம்பந்த சுவாமிகள் தேவாரம் ஸ்ரீகாசிவாசி சாமிநாதசுவாமிகள் 1971வெளியீடு
- திருஞானசம்பந்த சுவாமிகள் தேவாரம் காசிவாசி முத்துகுமாரசாமி தம்பிரான் சுவாமிகள்- 2003 வெளியீடு
- திருநாவுக்கரசு சுவாமிகள் தேவாரம் -காசித்திருமடம் - 2004

**AMUC22132 பண்ணிசையில்.**

**நோக்கம்:** பண்ணிசையின் ஆதித்தோற்றத்தின் தாயாகிய காரைக்காலம்மையார் முதல் திருமுறை ஆசிரியர்களின் வரலாறுகள், பன்னிருதிருமுறை ஆசிரியர்களின் திருநாம அட்டவணை பண்பாடல் சந்த விகற்பங்கள், சாரங்கி இசைக்கருவியின் பயன்பாடு ஆகிய அறிமுறைரீதியிலான விடயங்களை கொண்டது இப்பாடத்திட்டத்தின் நோக்கமாகும்.

**உள்ளடக்கம்:** ஒலியும் ஓசையும் மிடறும், காரைக்காலம்மையார், பூந்திருத்தி கடாநம்பி, கருவூர்த்தேவர், சேந்தனார், சேரமான் பெருமான், திருமுலர், சிறு குறிப்புக்கள் :- கூடற்சதுக்கம், திருக்கோமுத்திரி, திருத்தாண்டகம், திருச்சக்கரமாற்று, பன்னிரு திருமுறை ஆசிரியரின் திருநாம அட்டவணை அவர்களருளிய திருமுறைகளும், ஸாரங்கி இசைக்கருவி.

**கற்பித்தல் முறை:** விரிவுரை, அறிமுறை, ஒப்படைமுறைரீதியான பயிற்சிகளை அளித்தல்.

**மதிப்பீட்டு முறை:** ஒப்படைகள் 2 : 10 x 2 = 20 - புள்ளிகள், வாய்மொழி வினாவிடை அளிக்கை : 10 - புள்ளிகள். குழுக்களாகப்பிரித்து கலந்துரையாடலின்பின் விடயங்களை விபரித்தல் : 10 - புள்ளிகள்.

**பயன் :** இக்கற்றலின் முடிவில் இம்மாணவர்கள் திருமுறை ஆசிரியர்கள் பற்றியும் சாரங்கி இசைக்கருவி பற்றியும், மேற்கூறப்பட்ட அறிமுறைரீதியிலான விடயங்களை அறிமுறைரீதியாக எழுதுவது மட்டுமன்றி வாய்மொழிமுலம் ஆற்றுகை செய்வதற்கும் தயார்நிலையில் இருப்பர்.

**உசாத்துணை நூல்கள்:**

- பன்னிருதிருமுறை வரலாறு, வெள்ளைவாரணன்.K - அண்ணாமலைப்பல்கலை வெளியீடு 1962
- விபுலானந்தசுவாமிகள் -யாழ்நூல் கரந்தை தமிழ்சங்கம் - 1974
- பண் ஆராய்ச்சிக்கூட்ட அறிக்கைகள், தமிழிசைசங்கம் - 1968, 1970, 1971, 1972, 1973, 1974, 1975,1976.



- பண்இலக்கணமும் பண்பிறப்புமுறையும் -Dr.N.V.M.Navaratnam 1989

Status	Optional
--------	----------

- இசையில்- வெற்றிச்செல்வன் -1994

Credit rating	3
Course code	AMKG 21063
Year & Semester	Second & First
Title	Business Management
Aim	This course aims to provide an introduction to basic management concepts, principles and role of business management, emphasis on business management procedures.
Learning outcome	<ul style="list-style-type: none"> <li>• Identify the relative importance of business management in a changing world.</li> <li>• Assess the function of business management in the world.</li> <li>• Describe the basic business management thoughts in contemporary world.</li> <li>• Identify the social and ethical environment of business.</li> </ul>
Content	Basic role of business in our country, social and ethical environment of business, economic environment of business, effective decision making skills in management process, functions of management, business communication, organizational structure, analyzing the role of operation of a business, standards for both internal and external control, business strategy; strategy analysis, choice and implementation.
Methods of teaching and learning	Lectures, discussions, tutorials and presentations.
Assessment	Presentations, assignments (tutorials & group works) mid semester exam & end semester examination.
Recommended Reading (s)	<ul style="list-style-type: none"> <li>• Drucker P. F. (1999), "Management: Tasks, Responsibilities and Practices".</li> <li>• Griffin R.W. (2012), "Management", 11<sup>th</sup> edition, Cengage Learning.</li> </ul>

### AMKG22063: Sri Lankan Business Environment

Status	Option
--------	--------

<b>Credit rating</b>	3
<b>Course code</b>	AMKG 22063
<b>Year &amp; Semester</b>	Second & Second
<b>Title</b>	Sri Lankan Business Environment
<b>Aim</b>	To provide students with an overview of the Sri Lankan business environment, to help the students gain a practical understanding of the nature of the organization and the impact of its environment
<b>Learning outcome</b>	At the end of this course students should be able to: <ul style="list-style-type: none"> <li>• Identify nature of Sri Lankan business environment.</li> <li>• Assess the relative importance of environmental factors related to Sri Lankan business context.</li> <li>• Realize the importance of Sri Lankan business environment.</li> </ul>
<b>Content</b>	Introduction of business, types of business organization, introduction of business environment; internal environment & external environment, Sri Lankan demographical, social and cultural environment , Sri Lankan economic environment, Sri Lankan political and legislative environment, the role of information technology on Sri Lankan business environment and financial environment in Sri Lanka; introduction to financial institution and banking sectors.
<b>Methods of teaching and learning</b>	Lectures, discussion, tutorials and presentation
<b>Assessment</b>	Assignments (tutorials examination & group work), quiz, mid semester examination and end semester examination.
<b>Recommended Reading (s)</b>	<ul style="list-style-type: none"> <li>• Central Bank Report</li> <li>• A.C. Fernando (2011) Business Environment, Pearson Education India</li> <li>• David P. Baron (2013), Business and Its Environment (06<sup>th</sup> edition)</li> </ul>