ARCHAEOLOGY

AAYC 31013: Paleography and Epigraphy with special reference to Tamil

Objectives: The objective of this course is to give a profound knowledge and practice in reading and interpreting the past historical facts from inscriptions which is one of the reliable sources that reveal the past history.

Course Content: Tracing the development of Tamil alphabet upto present times, Learning Granta alphabet, Select inscriptions for practical, Epigraphical format and insessional Tamil, Understanding the relationship between Tamil and other Dravidian languages through inscriptions

Teaching and Learning Methods: Lecture, Practical Works, and Field Works

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

Learning Outcome: This course will help the students understand the origin and development of the Tamil scripts over the past centuries and to enable them to read and interpret the inscriptions.

Recommended Readings:
- Mahadevan, I., 1966, Corpus of the Tamil- Brahmi Inscriptions, Reprint of Seminar on Inscriptions, Department of Archaeology Government of Tamil Nadu, Madras.
- 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].
- South Indian Inscriptions Volume I to Volume xxI
- Inscriptions of Ceylon. Volume I to Volume., V.
- Paravastana., m., 2006, இந்துவம் தமிழ் வரலாற்றி, இந்து வம காலாயுத மதும் வாணி வரலாற்றி விளக்கம், இன்றும்.
- Paravastana., m., 2002, தமிழ் வரலாற்றி தமிழ் வரலாற்றி பிராமின் காலத்தில் வரலாற்றி விளக்கம், இன்றும்.

AAYC 31023: Art and Architecture of South Asia after 600 AD.

Aims and Objectives: This course deals with the origin and growth of the architectural and art traditions of a particular region and to compares and contrasts the traditions of other regions and traces the changes in the traditions over the centuries, in South Asia.

Course Content: Development of Nagara, Vesara and Dravida styles, early experiments in art and architecture by the Pallavas, Chalukyas and the Kalingas, The culmination of the above schools under the Cholas, Pandiyas, Hoysalas, Kesaris and in Khajiraho and Vijayanagara art and architecture.

Teaching and Learning Methods: Lecture with Audio Visual aids and Field Works

In Course Assessment: Practical Exam (10%), Final Essay (10%), Seminar (10%), Mid Semester Exam (10%)

Learning Outcomes: This course will make the students know the origin and development of the architectural and art traditions and the relevant dynasties and periods in the past history of different regions. Thus, it will help to trace and indentify the history of different regions.

Recommended Readings:
- Comaraswamy, Ananda, K., 1956, Introduction to Indian Art, Madras.
AAYC 31033: Inscriptions of Sri Lanka

Objectives: This course will deal with the origin and development of the Tamil and Sinhala scripts and enable them to read and interpret the inscriptions.

Course Content: Critical Study of Sri Lankan Brahmi Inscriptions, Sinhala Paleography, Select Sinhala Inscriptions, Tamil Inscriptions of Sri Lanka

Teaching and Learning Methods: Lecture with Audio Visual aids and Field Works.

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

Learning Outcomes: At the end, students will be able to read and interpret the inscription and to correlate the contemporary history of other reliable evidences. Thus, it will enable them to review the history of Sri Lanka.

Recommended Reading:
- Paranavitana, S., 1983, Inscription of Ceylon: Late Brahmi Inscriptions, The Department of Archaeology Sri Lanka, Moratuwa, and II [1].m
- South Indian Inscriptions Volume I to Volume xxI
- Epigraphica Celanica
- Selvakumar, V., 2010, Tamil Culture Connections Across the World, Tamil University, Thanjavur
- Selvakumar, V., 2012, தமிழ் நாட்டின் கடல் மேல்பகுதிகள்: காலம், மற்றும் வலிமை, தமிழ் நாட்டின் கடல் மேல்பகுதிகள்: திகழ்வுகள்
- Selvakumar, V., 2012, தமிழ் நாட்டின் கடல் மேல்பகுதிகள் மற்றும் தமிழ்மொழிகள்: தமிழ் நாட்டின் கடல் மேல்பகுதிகள்: திகழ்வுகள்
- AAYC31043: Introduction to Culture of Sri Lanka

Objectives: This course deals with the utility and diversity of human culture.

Course Content: It throws light on the complex dynamics of communal living and variations in ethnic groupings across Sri Lanka. This is juxtaposed with other cultures and cultural practices of Sri Lankan ethnic groups’, aesthetics standards, norms and beliefs of the indigenous people and the unity that underlies cultural diversity and practices.

Teaching and Learning Methods: Lecture with audio Visual aids and Field Works.

In Course Assessment: Practical Exam (10%), Final Essay (10%), Presentation (10%), Mid Semester Exam (10%)

Learning Outcomes: Students will gain knowledge about the various ethnic groups, their culture, unique features, similarities, differences and about the influences of one group on the other groups in a multicultural country, like Sri Lanka.

Recommended Reading:
- Selvakumar, V., 2010, Tamil Culture Connections Across the World, Tamil University, Thanjavur
- Selvakumar, V., 2012, தமிழ் நாட்டின் கடல் மேல்பகுதிகள்: காலம், மற்றும் வலிமை, தமிழ் நாட்டின் கடல் மேல்பகுதிகள்: திகழ்வுகள்
- Selvakumar, V., 2012, தமிழ் நாட்டின் கடல் மேல்பகுதிகள் மற்றும் தமிழ்மொழிகள்: தமிழ் நாட்டின் கடல் மேல்பகுதிகள்: திகழ்வுகள்
Third year in Arts

SYLLABUS

Faculty of Arts

AAYC 31053: Intangible Heritage Tourism in Sri Lanka with Special Reference to Northern Sri Lanka

Objectives: This course will deal with the intangible cultural aspects of various groups and about their origin and development and about their potential impact on the cultural tourism.

Course Content: The meaning of intangible culture, its history and the intangible cultures of the ethnic groups of Sri Lanka, promoting intangible heritage, cultural events and tourism.

Teaching and Learning Methods: Lecture with Audio Visual aids and Field Works.

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

Learning Outcomes: At the end of this course unit students will be able to acquire a comprehensive knowledge and understand the importance of intangible heritage, its history and significance to Sri Lankan culture.

Recommended Reading:
- Parker, Henry (1992) Ancient Ceylon, Asian Educational Services, New Delhi
- Philip Baldaeus., 1998, A Description of the Great and Most Famous Isle of Ceylon, Madras.
- මාතර, අ, 1988, කොළඹඝයයේ, මැංකලයන්.
- ෆාලික, අ, 1984, නිමාවති කොළඹඝයයේ, කොළඹඝයයේ කොළඹඝයයේ, කොළඹඝයයේ.
- කොළඹඝයයේ, අ, 1963, කොළඹඝයයේ කොළඹඝයයේ කොළඹඝයයේ කොළඹඝයයේ, කොළඹඝයයේ.
- කොළඹඝයයේ, අ, 2001, කොළඹඝයයේ කොළඹඝයයේ කොළඹඝයයේ කොළඹඝයයේ, කොළඹඝයයේ.
- කොළඹඝයයේ, අ, 1962, කොළඹඝයයේ කොළඹඝයයේ, කොළඹඝයයේ.
- නායක, 1988, මැංකලයන් කොළඹඝයයේ කොළඹඝයයේ, කොළඹඝයයේ කොළඹඝයයේ, කොළඹඝයයේ.

AAYC 31063: Archaeological Tourism in Sri Lanka with Special Reference to Northern Sri Lanka

Objectives: This course provides profound knowledge of the archaeological sites, heritage monuments and about their historical significations and enables them to impress and enlighten the local and foreign tourist who visits Sri Lanka, especially to northern Sri Lanka.

Course Content: An introduction to archaeology, history of archaeology in Sri Lanka, the importance of art and sculpture, ancient inscriptions, industrial and maritime archaeological heritage of Sri Lanka for tourism. A study into important archaeological excavations and explorations in North and Earstern Sri Lanka which are of significance to tourists etc.

Teaching and Learning Methods: Lecture with Audio Visual aids and Field Works

In Course Assessment: Practical Exam (10%), Final Essay (10%), Presentation (10%), Mid Semester Exam (10%)

Learning Outcomes: At the end of this course unit students will be able to gain the essential knowledge and understanding of the importance of Archaeology in tourism.

Recommended Reading:
- Bandaranayake, S. 1974, Sinhalese Monastic Architecture, E.J. Brill, Leiden
- Parker, Henry 1992, Ancient Ceylon, Asian Educational Services, New Delhi
- මාතර, අ, 1970, නිෂ්පාභයේ නිෂ්පාභයේ නිෂ්පාභයේ, මැංකලයන්.
• ภูมิศาสตร์, ก. 2000, ทวิภาคย์พิจารณาภูมิศาสตร์, ภูมิศาสตร์และแผนภูมิศาสตร์, เนชันแนล.

AAYE 31013: Media for Cultural Tourism

Objectives: This course introduces to the students the different trends of communication in journalism and media, to enable them to understand the role of journalism and the media in tourism.

Course Content: Principles, forms and types of communication and the role of mass communication and journalism Models of mass communication, and Introduction to digital technology, applications of digital technology to manage cultural resources i.e. data recording, analyzing, storage and retrieval. Application of visual media methods for creating tourism

Teaching and Learning Methods: Lecture with Audio Visual aids and Field Works.

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

Learning Outcome: At the end of the course unit the students will be able to demonstrate their understanding of the basic skills in visual media methods in order to record, analyze and interpret cultural resources.

Recommended Reading:
- Morgan, Nigel and Annette Pritchard 1998 Tourism Promotion and Power: creating images, creating identities, John Wiley & Sons Limited, England

AAYC 32013: Numismatics of South Asia

Objectives: This course provides a profound knowledge about the coins discovered in Sri Lanka, especially in Northern Sri Lanka. Coins reveal the past history of a region relevant to its language, scripts, religion, art, and kingdom and especially about the foreign trade ties.

Course Content: Development of the idea and significance of money and coinage system in the world and in South Asia, Methods of minting and salient features of numismatics, Punch-Mark, Indo-Parthian, Kushana, Satavahana, Sangam and Sri Lankan coins, The significance of Roman coins in South Asia.

Teaching and Learning Methods: Lecture with Audio Visual aids and Field Works.

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

Learning Outcomes: Students will know about the people, language, religion, dynasties and history of the region over the past centuries.

Recommended Readings:
AYYC 32023: Philosophy and Principals in Heritage Conservation

**Objectives:** To create an understanding on the Philosophy, Principals and correct practice in Heritage Conservation.

**Course Content:** Component of heritage- Tangible and intangible, Movable and immovable, Importance of tangible heritage in understanding and valuing the tangible heritage, Philosophy adopted in historical practice in conservation, The social and economic consideration in conservation, The role of the user and the custodians of heritage, Different facets of conservation intervention such as consolidation, preservation, restoration, reconstruction, rehabilitation.

**Teaching and Learning Methods:** Lecture with Audio Visual aids and Field Works

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

**Learning Outcomes:** This course enables students to identify and study the aspects of heritage monuments and review their knowledge in the subject.

**Recommended Reading:**

AYYC 32033: Introduction to Tourism Resources of Sri Lanka

**Objectives:** This course introduces undergraduates the concept of resources and how tourism resources are identified

**Course Content:** Climatic resources for tourism development; Coastal resources and the sea; landscape resources for tourism development; Wildlife resources and eco-tourism development; Historical resources for tourism development; Cultural and man-made resources for tourism development; Urban resources for tourism development and sustainable tourism development.

**Teaching and Learning Methods:** Lecture with Audio Visual aids and Field Works

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

**Learning Outcomes:** This course unit helps the students to know about the resources and potentials of cultural tourism in Sri Lanka and to learn about the popular and favourite cultural sites and the causes of their popularity

**Recommended Readings:**
- Philip Baldaeus., 1998, A Description of the Great and Most Famous Isle of Ceylon, Madras.
- சார்வகாச விஜயநாதன், 1963, கல்லாதை தொல்லூடு குறிப்பிட்டு, முக்கியமான பல்கலைக் கல்வி, தமிழ்
AAYC 32043: Art and Architecture of Sri Lanka

Objectives: This course will tell about the Hindu and Buddhist architectural and art traditions, technology over the centuries and about the uniqueness, similarities and differences of the various regions and periods and about the religions and life style of the people of Sri Lanka.


Teaching and Learning Methods: Lecture with Audio Visual aids and Field Works.

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

Learning Outcomes: Students will know, how the architectural and art aspects reveal the cultural life at various periods in Sri Lanka, over the centuries.

Recommended Readings:
- Bandaranayake, S. 1974, Sinhalese Monastic Architecture, E.J. Brill, Leiden
- Devendra, D.T., 1958, Classical Sinhalese Sculpture 3rd century B.C. to 1000 A.D.
- Paranavitane, S., 1971, Art of Ancient Sinhalese, Colombo.

AAYC 32053: Archaeology and Heritage Tourism in India

Objectives: In south Asia, India occupies a unique place as a cultural tourist attraction with its natural resources and several signification archaeological sites. This chapter helps the students to identify and study the leading archeological sites and heritage monuments and to know the prime courses of their popularity.

Course Content: Contemporary idea of heritage tourism, World heritage monument in South Asia and their Significance, Other important centres of heritage tourism, Traditional idea of heritage tourism and their social significance.

Teaching and Learning Methods: Lecture and Practical Works, Field Works

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

Learning Outcomes: Students will know about the leading tourist attractions in India, and their archeological and heritage monuments, and about the steps taken by the state and central governments to encourage tourism in India and about the part played by tourism in the national income of India.

Recommended Readings:
- Ram Acharya., 1978, Civil Aviation and Tourism Administration in India, New Delhi.
AAYC 32063: Tourism and Museum Management

Objectives: This course unit deals with the importance of museums and their exhibits’ in cultural tourism and about the regional and national museums which are main tourist attractions.

Course Content: Origin and development of museums, types of museums, museums, art galleries and archives, exhibition methods, museum management, marketing for museums, the role of museums in tourist education, Cultural Triangle Sites Museums etc.

Teaching and Learning Methods: Lecture with Audio Visual aids and Field Works

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

Learning Outcomes: On completion of this course unit, students will be able to demonstrate an understand the significance of museums and art galleries in the tourism industry.

Recommended Readings:

AAYC 32073: Media and International Tourism

Objectives: The objective of this course is to reveal the importance and usefulness of media in the modern world, especially in the context of tourism.

Course Content: New media: what do we mean and how do we use it?, Social media: what do we mean and how do we use it?, Social media networks: How it’s work? What social media networks are available?, Media convergence: what do we mean and how does it affect the media houses?

Teaching and Learning Methods: Lecture with Audio Visual aids and Field Works

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

Learning Outcomes: At the completion of this course unit, students will become aware of the potentials of the media sources relevant to the promotion of tourist industry.

Recommended Readings:

AAYE 32013: Numismatics of Sri Lanka

Aims and Objective: This course enables students to identify the coins which were in use from the ancient times up to the European period and to compare and correlate the other contemporary historical evidences and to get a clear picture of the history of Sri Lanka.

Course Content: Early Coins of Sri Lanka (Punch-Mark, Die Coins, Brahm Inscribed. Coins, Roman, Lukshmi Plaques etc up to 10th AD., Medieval Coins of Sri Lanka from 1000AD to 1600AD., Colonial Coins, Practical in Reading the Coin legends and identifying them.

Teaching and Learning Methods: Lecture with Audio Visual aids and Field Works

In Course Assessment: Practical Exam (10%), Final Essay (10%), Mid Semester Exam (10%)
Learning Outcomes: At the end students will know many aspects of the history of Sri Lanka, by studying the local and foreign coins discovered in Sri Lanka.

Recommended Readings:

CHRISTIAN CIVILIZATION

ACCC 31013: Christian Philosophical Thoughts

Objectives: While this course aims at enabling the students to recognize the influence of Greek culture on Christian Philosophy and Theology and the relationship that exists between these two branches of study and it helps them as well, to understand complementary character of one another. Besides, the students are also introduced to the contributions of some eminent Christian philosophers and the provability of the existence of God through human reason.


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

In Course Assessment: Mid semester exam-10%, Presentation and Oral exam- 10%, Tutorial-10%, Short Exams or Quiz -10%

Learning Outcomes: By the end of the course students will be able to identify and discuss the basic Greek philosophical thoughts which served as a medium for the origin and evolution of Christian Theology and the place of human reasoning obtaining human values.

Recommended Readings:
- Richard, O., 1992, Philosophy For Beginners, New Delhi.

ACCC 31023: Sketches of Sri Lankan Church History

Objectives: While the advent of Christianity to Sri Lanka and the various factors, which either facilitated or prevented its expansion and growth during the Portuguese and the Dutch Periods will be discussed: the educational, pastoral and the philanthropic contributions of certain missionaries will be discussed at length.
Course Content: Christian Presence in Sri Lanka before the arrival of the Portuguese, socio-political and religious-cultural situation in Sri Lanka at the arrival of the Portuguese, the arrival of the Portuguese missionaries, expansion of Catholicism and the missionary methods adopted by them, the arrival of the Dutch and the challenges encountered by Catholics, the Dutch Reformed Church and the contribution of Rev. Philip Baldaeus, Oratorians and their missionary contributions to Catholicism, educational and philanthropic activities as means of Evangelisation during the Portuguese and the Dutch rule: The arrival of the Anglican, Methodist, Wesleyan and the American missionaries and the initial stage of their missionary activities.

Teaching and Learning Methods: lecturers, discussions, visual aids and presentations and visits to certain places of Historical importance.

In Course Assessment: Mid semester exam-10%, Presentation and Oral exam- 10%, Tutorial-10%, Field work and submission of report-10%

Learning Outcomes: By the end of the course students will be able to identify and discuss various factors which facilitated the expansion of Catholicism; discover the challenges encountered by the Catholics during the Dutch rule; the evangelic and the Philanthropic contributions of the Protestant churches.

Recommended Readings:

ACCC 31033: Prophetic, Wisdom and Historical Writings

Objectives: The purpose of this course is to initiate and familiarize the students to read critically the books of the various prophets and other O.T writings to appreciate the religious and socio-political background and the important theological themes contained in them and their relevance to the present situation.

Course Content: Introduction to the Prophetic writings and their Characteristics, Prophetic movements in Israel, Prophetic mission in the O.T, Prophets and covenant, Prophetic role in establishing Social Justice and eradicating the causes of social evils. Introduction to and Characteristics of Historical Writings, Judges and Davidic succession, Messianic, Maccabean period, Wisdom literature in Israel and psalms.

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

In Course Assessment: Mid semester exam-10%, Presentation and Oral exam- 10%, Tutorial-10%, submission of discussion report-10%

Learning Outcomes: By the end of the Course Unit students will be able to discuss the contribution made by the prophets in guiding the people of Israel as the chosen people. And they will be able to share the benefit from the many insights received from the books of wisdom and the Historical writings.

Recommended Readings:
- Raja, R. J., 2003, Vivilia Vilakkam (In Tamil), Commentary on the Book of Psalms, Arul Vaakku Manram, Tirichirappali, & Tamil Theological Book Club, Madurai.
- Commentary on the Books of Prophets, Arul Vaakku Manram, Tirichirappali, &Tamil Theological Book Club, Madurai.
- Commentary on the Books of Wisdom Literature, Arul Vaakku Manram, Tirichirappali, & Tamil Theological Book Club, Madurai.
- Commentary on the Books of Historical Writings, Arul Vaakku Manram, Tirichirappali, & Tamil Theological Book Club, Madurai.
ACCC 31043: Church and the Laity

Objectives: This course attempts to impart give theological and biblical basis for the laity to have their due rights and responsibilities in the Church. Besides, students will be enlightened regarding the historical development concerning their identity and rediscovery in the Church.

Course content: Lay ministers in the early church, Emergence of clergy and laity difference in Church History, Rediscovery of the laity after Second Vatican Council and the documents of other Churches, Place of the laity in the Church according to Vatican II, Formation of the laity, Lay ministries in the Church, Rights and Responsibilities of the Laity in the Church.

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

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

Learning Outcomes: By the end of the course students will be able to be familiar with the place of the laity in the Church, the duties, responsibilities and the privileges due to them as members of the Church and of the society.

Recommended Readings:
- Avery Dulles, 1974, Models of the Church: A critical assessment of the Church in all its aspects, Dublin: Gill and Macmillan.
- Congar, Y., 1965, Lay people in the Church, Westminister-Maryland.

ACCE 31013: Leadership in the Church

Objectives: This course is designed to make the students realise various aspects of leadership qualities portrayed in the lives of Biblical personalities and in the Church leadership. Besides, they will be introduced and will be encouraged to acquire essential qualities of a model leader.

Course content: Leadership in the Old Testament-Leadership of Moses and Aaron, Prophetic leadership in the Old Testament, Jesus the leader par-excellence, Apostolic Leadership of Peter and Paul, Pastoral leadership, Lay leadership in the Church, Qualities of a model leader, Some charismatic leaders in the Church and the society - Pope John the XXIII, Ignatius of Loyala, qualities of model leadership.

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

In Course Assessment: Mid semester exam-10%, Presentation and Oral exam- 10%, Tutorial-10%, Field work and submission of report-10%

Learning Outcomes: By the end of the course, students would be able to identify the outstanding qualities of the Biblical leaders, and would be motivated and made convinced of the necessity of learning leadership qualities which would make them efficient leaders.

Recommended Readings:
- Emmanuel. S. J., 1978, Recognizing the Faceless Minister, Lake House Printers, Colombo

ACCE 31023: Church and the Councils

Objectives: This course aims at introducing the students to the various theological reflections and deeper understanding of the content of the documents promulgated by the Second Vatican Council, World Council of churches, Christian Conference of Asia and the National Christian Council. Besides, awareness would be created among students regarding the challenges the Churches have to face to be a meaningful and witnessing community.
Course Content: Early Councils and Systematization of Christian thought. The background in which Vatican II was convoked, Introduction to the various Documents of Vatican II and their teachings, World Council of Churches (W.C.C) - its objectives and functions, Christian Conference of Asia (C.C.A) - its objectives and functions, National Christian Council (N.C.C) - its objectives and functions.

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

In Course Assessment: Mid semester exam-10%, Presentation and Oral exam- 10%, Tutorial-10%, Field work and submission of report-10%

Learning Outcomes: By the end of the course students would be able to identify the various challenges the institutional Church has to face to be the sign of the kingdom.

Recommended Readings:
- The Documents of Second Vatican Council, The America Press, 1966, With notes from comments by catholic, Protestant and orthodox Authorities
- Dulles, Avery, 1974, Models of the Church, New York, Doubleday.

ACCC 32013: Christianity and its Founder

Objectives: This course aims at imparting to students a deeper understanding of Jesus Christ, especially the mysteries of Incarnation, Paschal Events and the Soteriological truths and the person of Historical Jesus and the different names attributed to Him: His God experience which led Him to the gradual emergence of His Vision as Messiah as revealed in the Scriptures and understood in the early Church.

Course Content: Jesus of History: A general introduction, Jesus of history and Christ of Faith, Background, early life and influence, Jesus’ message and ministry, Jesus’ God experience, His faith, Jesus and Culture, Jesus and society, Jesus and politics, Death and its implications, Resurrection and its implications, His human personality, His identity. Origin and development of Christology: Jesus Christ of faith and dogma, Christology of New Testament, Christology of the early councils, Christology according to scholastic theology, Jesus Christ today: Jesus in popular Christianity, the development of contextual Christologies, the classical Asian Christology, Dalit Christology, Feminist Christology, Cosmic Christology.

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

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

Learning Outcomes: By the end of the course students will be able to trace the specific traits of the personality of Jesus, discover the uniqueness in His teachings, Mission and the way he carried out the mission entrusted to Him.

Recommended Readings:

ACCC 32023: Christian Theological thoughts

Objective: In this course while students will be initiated into the vast field of Theology, they too would be guided to understand the basic notions on Christian Theology and other related disciplines. Besides, they would be made aware that theology is a methodical reflection on the content of Faith and on the saving finality. Some major doctrines on God, Man will be discussed from Biblical, Historical and Dogmatic point of view.

Course Content: What is theology? Usefulness of learning theology, theology and revelation, theology and Bible, theology as a science, Divisions of theology, theological reflections on God and man. Existential theology-Theology of Liberation, Feminism, Enculturation, Contextualization
Teaching and Learning Methods: lecturers, discussions, visual aids and presentations.

In Course Assessment: Mid semester exam-10%, Presentation and Oral exam-10%, Tutorial-10%, Field work and submission of report-10%

Learning Outcomes: By the end of the course Unit, students will be clear regarding the usefulness of learning theology and would be able to apply the current theological concepts to better their faith life.

Recommended Readings:

ACCC 32033: Major Events in Sri Lankan and Asian Church History

Objectives: This course attempts to impart knowledge regarding the various means employed by Portuguese, Dutch and the British missionaries in Sri Lanka and Asia. Besides, certain important historical events pertaining to expansion and growth of the Catholicism and Protestantism will be discussed here.

Course Content: Sri Lanka: The incident of the Martyrs of Mannar, New Challenges encountered by the Catholics at the beginning of the British rule, Establishment of the Sri Lankan Vicariate, its bifurcation and the subsequent consequences, The Goan schism and the delimitation dispute in the Catholic Church. Establishment of the Catholic hierarchy, the emergence of nationalism, the indigenization of Sri Lankan Church, the Protestant missionaries and their evangelical, educational and Philanthropic contributions. Asia: Christianity in India, China, Philippines,

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

In Course Assessment: Mid semester exam-10%, Presentation and Oral exam-10%, Tutorial-10%, Field work and submission of report-10%

Learning Outcomes: At the completion of the Course Unit students would be able to trace the major events in the Church History of Sri Lanka and Asia and would realize the impact such events had effected in the lives of the people of Sri Lanka and of Asia.

Recommended Readings:
- Antoninus, A. J. B. 1944 The Martyrs of Mannar, Colombo.
- Mundadan, A.M.1998 History of Christianity in India, Vol-I, From the Beginning up the middle of the sixteenth century, Church History Association of India, Bangalore.

ACCC 32043: Writings of John and Paul

Objectives: This course while attempts to introduce the students to the study of Johannine and Pauline writings particular emphasis is given to their theologies.


Pauline Writings: Paul: a Pharisee turned into an apostle of Jesus Christ, Classification and format of letters, background information of each letters, general analysis of the message of each letters, Theology, Division of Pauline letters, Eschatology, Sin and Grace, Justification, Indwelling of the Spirit, Paschal Mystery, Good News, Pauline themes.
Teaching and Learning Methods: lecturers, discussions, visual aids and presentations.

In Course Assessment: Mid semester exam-10%, Presentation and Oral exam- 10%, Tutorial-10%, Field work and submission of report-10%

Learning Outcomes: By the end of the course students will be able to identify and discuss the theological trends of John and Paul.

Recommended Readings:
- Commentary on the Books of John (4th Gospel), Arul Vaakku Manram, Tirichirappali, & Tamil Theological Book Club, Madurai.
- Commentary on the Letters of Paul, Arul Vaakku Manram, Tirichirappali, & Tamil Theological Book Club, Madurai.

ACCE 32013: Concept of person in Christianity

Objectives: This course unit is designed to enable the students to identify the outstanding Biblical personalities and their special leadership qualities brought out through Biblical events. Besides, this unit is designed to assist the students enrich themselves with a balanced and a matured personality.

Course Content: Notion of Person in the Bible; in the Old Testament and New Testament, Pauline concept of a person, Concept of person presented in Greek, Hebrew and Christian philosophy, Person as understood by different Religions, Notion of person in modern Psychology: Sigmund Freud, Harold Sherman, Carl Jung, Characteristics of Self-Actualized person according to Abraham Maslow Basic Traits of a full-fledged personality.

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

In Course Assessment: Mid semester exam-10%, Presentation and Oral exam- 10%, Tutorial-10%, Field work and submission of report-10%

Learning Outcomes: At the end of the course students would be able to identify basic traits of matured and balanced personality and would take initiatives to enrich their personality.

Recommended Readings:

ACCE 32023: Church in the contemporary society

Objectives: This course attempts to assist students to analyse and identify the problems and challenges encountering the present humanity and the responsibility of the Church as the sacrament of the World to outstanding problems of our times.

Course Content: The dignity of the human person- The activities of the human person in the World -The role of the Church in the World with special reference to justice and Peace -The nobility of family life -The Church and various cultures -The church and the socio-economic and political life of man.

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

In Course Assessment: Mid semester exam-10%, Presentation and Oral exam- 10%, Tutorial-10%, Field work and submission of report-10%

Learning Outcomes: By the end of the course students will be able to identify major cultural traits of the Semitic and European Civilizations and discuss the ways and means how these cultural impacts were made.
Recommended Readings:

- The Documents of Second Vatican Council, The America Press, 1966. (With notes from comments by catholic, Protestant and orthodox Authorities)
- Dulles, Avery, 1974, Models of the Church, New York, Doubleday.

DRAMA AND THEATRE ARTS

ADTC 31013: Development of Theatre Skills in Visuals (Theory); Scene, properties, lighting, makeup, costume and mask

Objectives: To gain knowledge of visuals for theatre, To know the craft techniques of Scene, properties, lighting for theatre, To know the craft techniques of makeup, costume and mask design for theatre, To able to apply design ideas as essential part of the collaborative theatre production process.

Course Content: Composition and Design, Color, Styles in visual design for theatre, Visual representation and scenic design in theatre

Teaching and Learning Methods: Practical, lecture and Presentation, Group discussion, Video performance, Perform short plays to public

In course Assessment: (10%), Attendance (5% +5% +5%), tutorial, (5%), record book, (10%), presentation

Learning Outcomes: Understand and appreciate aspects of visual design for theatre, Able to design theatre visuals, Knowledge on the construction of visuals, Able to perform with theatre visuals

Recommended readings:


ADTC 31023: Development of theatre skills in visuals 1 – (Practice) Makeup, costume and Mask design for theatre

Objectives: To gain and understanding the techniques of makeup, costume and mask design for theatre, To know the craft techniques of makeup, costume and mask design for theatre, To know the craft techniques of makeup, costume and mask design for theatre, To able to apply design ideas as essential part of the collaborative theatre production process.

Course Content: 1. Make up:- Makeup styles, Makeup materials, Application technique of makeup, Makeup and lighting 2. Costume :- Styles in costume design, The costume designers craft, Costume and costume properties, Costume production, Selected plays character analysis and costume chart, 3. Mask:- Masks in different cultures, Mask making materials, Mask making techniques, Theatre performance with mask

Teaching and Learning Methods: Practical, lecture and Presentation, Group discussion, Perform short plays to public

In course Assessment: (10%), Attendance (05%), designing the visuals (5%), design process,(5%), presentation (10%), record books (5%), short performance- 05 minutes

Learning Outcomes: Knowledge of all aspects of designing the theatre visuals, Skills on application technique of the theatre visual design, Able to construct or making the visuals for theatre
Recommended readings:


ADTC 31033: Evolution of performance traditions and theatrical heritage – South Asia – Special reference to Indian theatre.

Objectives: To know about the theatre architecture and the production practices, To understand the contributions of eminent theatre artists in each theatrical traditions, To develop the knowledge and experience of critical thinking about theatre and drama in a variety of historical and cultural settings and To gain creative exploration of ideas for theatre production.

Course Content: Classical Indian theatre, Regional theatre in India, Brief introduction to the theatres in Pakistan and Bangladesh.

Teaching and Learning Methods: Practical, lecture and Presentation, Group discussion, Video performance, Perform short plays to public

In course Assessment: (10%), Attendance (5% +5%+ 5%), tutorial, (5%), record book , (10%), presentation

Learning Outcomes: Knowledge about the outline history of the theatres, Comparative knowledge about the various theatre traditions, Apply the knowledge in contemporary theatre productions.

Recommended readings:

- James,r.brandon, 1993, the Cambridge guide to asian theatre , cambridge university press.

ADTC 31043: Theatre Project- Performance analysis

Objectives: To consider the nature and definition of the performance event,To depict the performances in a broad spectrum as a continuum, To familiarize students with the techniques and methodological problems attendant on analyzing performances, To develop a critical and conceptual understanding of a range of approaches to the analysis of performances and to develop skills in performance analysis, and To develop critical and research skills which will enable students to develop their own critical perspectives in their writing.

Course Content: This research project will tend to focus on “Performances” as the object of analysis. The term “Performance” has become extremely popular in a wide range of activities in different fields such as arts and social sciences. In this research performances related to theatre studies are considered. When it comes to theatre studies also performances are neither limited to what we usually call drama nor within the space of the
stage only. As an object of analysis, performance is understood in a range of broad manifestations including rituals and ceremonies. Therefore this project will be based on performances from ritual, folk (Koothu), modern and contemporary traditions among Tamils. Popular entertainments among Tamils also will be included in this research project.

**Teaching and learning Methods:** Staff directed workshops, Lectures, Field works, Presentations, Discussions.

**In Course Assessment:** Proposal (10%), Interim Report (10%), Approach (10%), Discussion (10%), Total (40%)

**Learning Outcomes:** At the end of this course and having completed the essential reading and activities students should be able to develop, the range of approaches to the analysis of performances, the critical understanding of theoretical approaches to the study of performances and the forms of analysis appropriate for discussing, interpreting and evaluating theatre and performance.

**Recommended Readings:**

ADTE 31023: Applied Theatre

**Objectives:** To explore and understand the socially engaged performances, to understand the social significance of applied theatre and to encourage the students to accept the important position it occupies in the social action.

**Course Content:** This course will provide an active and experiential introduction to key forms of applied theatre including Bola’s theatre. It will encourage the students to devise theatre for and with community. The concept of applied theatre, The evolution of this concept, The forms of applied theatre, Implementing applied theatre, The Ethics of applied theatre and Evaluating applied theatre.

**Teaching and learning methods:** Staff directed workshops, Lectures, Field works, Presentations, Discussions.

**In Course Assessment:** Description (10%), Field Notes (10%), Final essay (10%), Discussion/Attendance (10%), Total (40%)

**Learning Outcomes:** At the end of this course students should be able to articulate an understanding of the social and theatrical issues related to applied theatre practice, demonstrate the capacity to work in a interdisciplinary context, demonstrate the awareness of the influence of social and cultural context upon the form and function of theatre.

**Recommended Readings:**

ADTC 32013: Development of Theatre skills: Direction and Management- Praxis.

**Objectives:** To develop and use the various directing theory in a practical way. To provide the students with intelligible, playable and entertaining material, To direct the play with sensitivity, clarity and self-confidence.
Course Content: Study master theatre directors, Script/text analysis and interpretation (Provided by instructor), Practice running rehearsal process, Working with designers, Directing scenes

Teaching and Learning Methods: Lectures with practical and Presentation, Group discussion, Video performance, Perform short plays to public

In course Assessment: Principle of directing- essay (10%), Attendance (10%), Interview with directors (5%), Prompt and record books (5%+5%), Two scenes work- 10 minutes (5%)

Learning outcomes: Understand the kinds of directing, Gain the creative talent for directing in the theatre performances, and learn the knowledge and skill for teaching the subject

Recommended readings:

- Alexander Dean, Lawrence carra , 1970Fundamental of play directing, Newyork,
- Francis Hodge 1982, Play Directing, USA, Prentice Hall.INC

ADTC 32023: Development of theatre skills in visuals II - scene, lighting and property design for theatre (practice)

Objectives: To gain and understanding the techniques of scene design, property design and lighting design for theatre, To know the construction techniques of the design and To able to apply the design ideas as essential part of the collaborative theatre production process.

Course content: Scene:-Styles of scene design, Design process, Sketches, Models, Property :-Property design / set props/hand props/decorative props,-Craft technique of property design, Lighting:- Controllable qualities of light, The light plot and related paper work, Lighting instruments, The image and light

Teaching and Learning Methods: Practical, lecture and Presentation, Group discussion, Perform short plays to public.

In course Assessment: (10%), Attendance (05%), designing the visuals (5%), design process, (5%) ,presentation (10%),record books (5%)

Learning Outcomes: Knowledge of all aspects of designing the theatre visuals,Skills on application technique of the theatre visual design and Able to construct or making the visuals for theatre.

Recommended readings:

- Rita kogler Carver, Stage Craft 2009, fundamentals (A guide and reference for Theatrical production) London,..
- Stephen Di benedetto, 2012, an introduction to theatre design, London, newyork..
- Micheal Gillette.j, 2008, designing with light- an introduction to stage lighting, 5th edition, mc graw hill higher education..

ADTC 32033: Evolution of Performance Tradition and Theatrical Heritage in China and Japan

Objectives: To know about the theatre architecture and the production practices, To understand the contributions of eminent theatre artists in each theatrical traditions, To develop the knowledge and experience of critical thinking about theatre and drama in a variety of historical and cultural settings, To gain creative exploration of ideas for theatre production.


Teaching and Learning Methods: Practical, lecture and Presentation, Group discussion, Video performance, Perform short plays to public.
**In course Assessment:** (10%), Attendance (5% +5%+ 5%), tutorial, (5%), record book, (10%), presentation.

**Learning Outcomes:** Knowledge about the outline history of the theatres, Comparative knowledge about the various theatre traditions, Apply the knowledge in contemporary theatre productions.

**Recommended readings:**
- Colin Mackerras, 1975, The Chinese Theatre in Modern Times – 1840 to the present day, University of Massachusetts Press.

**ADTC 32043: Theatre Project- Theatre production**

**Objectives:** To build the capacity of the student in the field of formal theatre and improvisational theatre, To induce the students to work creatively and effectively within a production Team and To encourage the students to analyze the creative process.

**Course Content:** This course will tend involve the mounting of a performance with the undertaking of a complementary research assignment. Students will be encouraged to work collaboratively to contribute to the development of a production. The students will undertake tasks as a member of team in the development of different stages of production including planning, preparation, performance and evaluation.

**Teaching and learning Methods:** Staff directed workshops and rehearsals, Lectures, Field works, Presentations, Discussions.

**In Course Assessment:** Proposal (10%), Interim Report(10%), Approach(10%), Discussion(10%), Total (40%)

**Learning Outcomes:** At the end of this course students should be able to work together as a creative and effective production team, demonstrate understanding about the creative process, use theatre language and expression appropriately.

**Recommended Readings:**

**ADTE 32013: Developing communication skills through theatre practice**

**Objectives:** To improve the skills of voice and speech through theatre and build dialogue with groups in public audience and community, To develop the skills body language by using mime, To gain a critical awareness of the skills necessary for effective facilitation in the field of forum theatre, To demonstrate the ability to work creatively within a range of community situation.

**Course Content:** Voice and speech, Body Language, Mime and Pantomime, Performer and Audience.

**Teaching and Learning Methods:** Lectures and practical, Presentation, Group discussion, produce short plays and mimes for public

**In course Assessment:** Principle of theatre communication - essay (10%), Attendance (10%), oral presentation (10%) Verbal and non verbal scene work- 10 minutes (10%)

**Learning outcomes:** Work effectively in teaching and public speeches, Develop group cooperation skills and improve communication skills, Communicate with others without stage fright.

**Recommended readings:**
- Hodson Hohn (Ed) 1989, The Uses of Drama
ECONOMICS

AECC 31013: Sri Lankan Economy

Aims and Objectives: This Course provides an in depth study of historical perspective, along with the economic structure, institutions, and development strategies. It also examines the various policy options available thereby advancing an opportunity for the application of the different concepts of development. The course will consider how the sociopolitical conditions influence the overall development of the country.


Teaching and Learning Methods: Problem based teaching, Illustrated lectures, presentations and discussions and group project.

In Course Assessment: Presentation (2 X 5 = 10%), Quizzes (2 X 5 = 10%) , Mid Semester Exam (10%), Field work / Attendance (10%).

Learning Outcomes: At the end of this course students will be able interpret the problems of Sri Lankan economy and they will also be able to compare Sri Lankan economy with other countries. Student will have the knowledge to suggest solutions for the economic problems.

Recommended Readings:
- Central Bank Annual Reports, Central bank of Sri lanka, Sri Lanka, various issues.
- CBAR Various issues
- Research Articles published in various academic Journals about the Sri Lankan economy

AECC 31023: International Economics

Aims and Objectives: This course focuses on the overview of international trade theory, classical trade theory, welfare aspects of international trade theory, international trade with fixed prices, international trade and growth, modern trade theory, uncertainty and international trade theory and current issues. The objective of this course is to provide students with the ability to analyze policy issues related to international trade.


Teaching and Learning Methods: Problem based teaching, illustrated lectures, presentations and discussions and group project.

In Course Assessment: Presentation (2 X 5 = 10%), Quizzes (2 X 5 = 10%) , Mid Semester Exam (10%), Field work / Attendance (10%).

Learning Outcomes: Knowing the theoretical approach of trade and trade policies. Analyse the effect of principal trade policy tools. Learning the meaning and the rational of the trade integration processes. Providing the economic interpretation of tables of data, graphs and documents about the principal determinants of the international economics.

Recommended Readings:
AECC 31033 : Advanced Economic Theory and Policy

**Aims and Objectives:** The objective of the course is to provide students an opportunity to acquire good extent of knowledge in advanced technique in production function, LPP, game theory, modeling, business cycle and macroeconomic policies and their effects on economy. Further, this course will enable and induce students to create new modeling and policy formulation for various economic problems.

**Course contents:** Advanced production function and analysis of growth of factors (Solow – Hicks approach), Linear programming Applications, Input-output analysis, Game theory Analysis, Modeling in economics; Macroeconomic theories and policy implication using advance technique, Dynamic aggregate demand and supply analysis, Advanced BOP model, Keynesianism versus Monetarism, Business Cycle.

**Teaching and learning method:** Lectures, question and answer method, presentation and discussion.

**In Course Assessment:** Presentation (2 X 5 = 10%), Quizzes (2 X 5 = 10%), Mid Semester Exam (10%), Field work / Attendance (10%).

**Learning outcomes:** Updating modern development of economic theory, Understanding advanced mathematical techniques and its application in production function, Articulating input-output model and game theory, Understanding the micro and macroeconomic modeling, Articulating various macroeconomic policies and their impact on various domains of economy. Understanding the business cycle and general measures to control business cycle.

**Recommended Readings**
- Metha P.L 2003, Managerial Economics: Analysis, Problems and Cases, Sultan Chand and sons
- Romer, R, Advanced Macroeconomics, Mcgraw Hill series in Economics
- Shappiro,E, Macroeconomic analysis, Galgotia publication, 5th edition.
- Michael Wickens, Macroeconomic Theory: A Dynamic General Equilibrium Approach

AECC 31043 : Resource and Environmental Economics

**Aims and Objectives:** The objective of the course is to provide comprehensive basic and advanced knowledge about natural resources and environmental issues. Another important objective is to articulate the various active remedial measures for the problem of resource scarcity and environmental issues.

**Course contents:** Introduction to natural resource, renewable and non renewable resource, economic system and environment, normative criteria for decision making, economics of resource use, historical approach to natural resource scarcity, natural resource scarcity and indicators of scarcity, conservation of resources, method of conservation, property rights, externalities and environmental problems, market failure and misallocation of resources, relationship between welfare economics and environmental economics, Parato’s optimum allocation, sustainable development and global challenges, component of sustainability, indicators of sustainability, water resource and its protection, solid waste pollution, thermal pollution, pesticide pollution, marine pollution, air pollution, effects of air pollution, water pollution, effects of water pollution, global environmental issue, basic approaches to environmental policy.

**Teaching and learning method:** Lectures, presentation and discussion.

**In Course Assessment:** Presentation (2 X 5 = 10%), Quizzes (2 X 5 = 10%), Mid Semester Exam (10%), Field work / Attendance (10%).

**Learning outcomes:** Understanding the basic concepts of natural resource, environment and interlink between natural resource and environment. Understanding the sustainable development and global challenges, component of sustainability, indicators of sustainability. Ability to compare and contrast the degree of various environmental pollutions. Understanding the various types of pollutions and remedial measures. Enhancing awareness about natural resource protection and importance of solution for global environmental issues.

**Recommended Readings**
- Tom Tietenberg 2003 Environmental and natural resource economics, Pearson Education,Inc
• Karpagam, M, 2003, Environmental economics, Sterling publishers private limited.
• Kula, E 1994, Economics of natural resource: The environment and policies, Chapman and Hall.

AECE 31013 Statistical Applications in Economics

Aims and objective: This course develops some advanced methods and applications from the basic core topics learned in second year course “Statistical Methods in Economics.” This Course Will be beneficial to the students learning special degree in Economics to broaden their knowledge for the purpose of carrying out Economic Research of Cross-sectional and as well as longitudinal Problems of Economics. This course further laid foundation to learn Econometrics and to carry-out econometric research in the next semester.

Course Contents: Extension of survey sampling design: Simple Random Sampling, Stratified Random Sampling etc; Random Variables and Probability Distributions leading to Economic research with Uncertainty Problems; Estimation Concepts: Point and Interval Estimation; Testing hypothesis: Z test T test F test Chi square test etc; Non – Parameter methods relevant to economic concepts; Demand and Supply analysis based on statistical data; Statistical Quality Control; Design of Economic Experiments and Analysis of Variance; Special topics in Industrial Statistics.

Teaching and Learning Methods: Problem based teaching, illustrated lectures, Presentations and Discussions and Group projects

In course Assessment: Take away tutorial 10% Open note exam 10% Close note exam 10%, Group project and presentations 10%.

Learning outcome: At the end of this Course the Student will be able to Select economic research topics of Scientific and Statistical nature and frame a constructive methodology with statistical tools. In addition the student will be equipped to learn topics in Econometrics.

Recommended Readings:
• Veera chamy, R., Quantitative Methods For Economics, , New Age International Publishers, India.
• Saxena, H. C., & Suredran, P. V., Statistical Inference, S. Chand & Company Ltd, India.
• Douglas, C. Montgomery, Statistical Quantitative Control, John Wiley & Sons, Singapore

AECE 31023 Elementary Econometrics

Aims and Objectives: This Course develops all the elementary concepts of Econometrics, where the statistical Inferences are not required to learn the concepts of Econometrics. Time Series econometrics is mainly focused in this Course. The Statistical inferences in taught in the Course “Statistical Applications” and have the Paper at the next semester will be the full fledged Econometrics course.

Course Contents: Extension of Time Series Analysis: Linear and Non – linear Trends, Seasonal Patterns, Correlation Of Time Series; Partial and Multiple Correlation Concepts; Auto Correlation; Auto-regressive and Moving average Models, ARIMA Models; Prediction and Fore Casting; Distributed - Log models; Box-Jenkins methodology.

Teaching and Learning Methods: Problem based teaching, Illustrated lectures, Presentations and discussions and Group Projects.

In course Assessment: Take away tutorial 10%, Open note exam 10%, Close note exam 10% and Group Project and Presentation 10%.

Learning Outcome: At the end of this course the students will be able to have advanced tools and techniques to handle economic data of time series and will be able to formulate a methodology for Time Series Econometrics in their interested research.

Recommended Readings:
• Salvatore, D., Statistics & Econometrics, Schaum’s Outline Series Mc Grow Hill Book Company.
AECE 31033 : Industrial Economics

Aims and objectives: This course provides students with vigorous treatment of the main issues in industrial organization and provide students with the analytical skills required for understanding problems in industrial economics, including applications of game theory and examines the key questions on the internal organisation of firms, analyse various aspects of strategic interaction between firms and the determinants of industrial structure provides students with the ability to apply economic models of firm behavior, analyse questions in business strategy, competition policy and regulation.


Learning outcomes: At the end of this course students will able to describe and explain the determinants of the size and structure of firms and the implications of the separation of ownership and control describe and explain the pricing behavior by firms with market power and its welfare implications apply analytical models of firm behavior and strategic interaction to evaluate various business practices.

Teaching and Learning Methods: Problem based teaching, illustrated lectures, presentations, discussions and Group project.

In Course Assessment: Presentation (2 X 5 = 10%), Quizzes (2 X 5 = 10%) , Mid Semester Exam (10%), Field work / Attendance (10%).

Recommended Readings :
- Central Bank Annual Reports, Central bank of Sri lanka, Sri Lanka, various issues.

AECE 31043 Tourism Industry in Sri Lanka

Aims and Objectives: An understanding of the scale and importance of the industry, An appreciation of the importance of host destinations and communities to the industry, An understanding of the importance of sustainable development to the industry, The ability to recognize the positive and negative impacts of the industry may have on people, environment and economy, An understanding of the global and dynamic nature of the industry, An interest in the issues affecting the industry and their potential effect on employment opportunities,


In course Assessment: Presentation, (2x5=10%), quizzes (2x5=10%), mid semester exam 10 %, Field Visit / Case study 10%.

Learning outcomes: Considering that Tourism Industry in Sri Lanka is experiencing a phenomenal growth world over, a student who has studied this course would be equipped to work in a Travel agency. They will able to find job in this field.

Readings
- Burkart and Medlik, 1981, Tourism: Past, Present and Future ,Heinemann, ELBS.
- Seth, P.N., 1999 Successful Tourism Management (Vol 1 &2).
AECE 31053 Advanced Social Statistics

Aims and Objectives: This course develops some advanced methods and applications from the basic topics learned in second year course “Social Statistics”. This course will be beneficial to the students of various disciplines of Social Science to broaden their knowledge for the Purpose of carrying out social research and making smooth approaches in final year dissertation.

Course Contents: Extension of Survey Sampling Design: Simple Random Sampling, Stratified random Sampling, Cluster Sampling etc; Random Variables and Probability distributions leading to Socio metric analysis; Extortion of Regression Concepts: Multiple linear models for measuring Social Phenomena; Estimation Concepts: Point and interval estimation; Testing hypothesis: Z test; T test, F test and Chi square test; Statistical approaches Psychology and Education; Advanced topics in Population Models; Spatial Distributions and Interactions.

Teaching and Learning Methods: Problem based teaching, Illustrated lecture, Presentations and Discussions and Group Projects.

In course Assessment: Take away tutorial 10%, Open note exam 10%, Close note exam 10% and group projects and Presentations 10&.

Learning Outcome: At the end of this course the Students will be able to select social research topics with statistical approach and frame a methodology with Statistical approaches in their respective disciplines of Social Science.

Recommended Readings:
- Same on above (ii).

AECC 32013 : North and East Economy of Sri Lanka

Aims and Objectives: The course aims to provide a comprehensive understanding of the Northeast development. The focus would, obviously, take an interregional approach incorporating the peninsula, the mainland and the vanni in the North and Batticaloa, Trincomalee and Amparai in the East.


Teaching and Learning Methods: Problem based teaching, Illustrated lectures, presentations, discussions and group project.

In Course Assessment: Presentation (2 X 5 = 10%), Quizzes (2 X 5 = 10%), Mid Semester Exam (10%), Field work / Attendance (10%).

Learning Outcomes: At the end of this course students will be to explain and understand the economic conditions of this region and Students can suggest solution for the economic problems of this region.

Recommended Readings:
- Central Bank Annual Reports, Central bank of Sri lanka, Sri Lanka, various issues.
- Research Articles publiced in various Academic Journals about the economy of North and East Provinces of Sri Lanka.

AECC 32023: Entrepreneurship and Small Business

Aims and Objectives: Preparing a ground where the students view Entrepreneurship as a desirable and feasible career option. In particular the paper seeks to build the necessary competencies, motivation and soft skills for career in Entrepreneurship. Recognizing the entrepreneurial potential within themselves and others in their environment, Appreciating the role of entrepreneurship within society, at the level of the organization,
and in graduate’s own personal life, Understanding the process nature of entrepreneurship and ways to manage the process, Identifying the many ways in which entrepreneurship manifests itself, including start-up contexts, corporate contexts, public sector contexts, and others.

**Course Contents:** Soft skills for changing mind set from white color job toward the entrepreneurship and income earning. Nature of Entrepreneurship, The Vital Role of Entrepreneurship in the Economy, Sociological and psychological characteristics, the different types of entrepreneurs. Why entrepreneurs are not born, Role of individuals vs. teams, Creativity and the entrepreneur, Understanding the Nature of Opportunity, Developing a Great Business Concept and Business Model, Expectations about Size, Growth, Returns and Risk, The Economics of Start-up Ventures, Sources of finance, criteria used by different sources of finance, Innovation, Technology and the Entrepreneur, Marketing Strategy and the Entrepreneur, Legal Issues with a New Venture, Growing the Venture, Harvesting and Exit, Ethical Issues and Entrepreneurs

**Teaching and Learning Methods:** Problem based teaching, illustrated lectures, field visit, case study, presentation and discussion.

**Incourse Assessment:** Presentation, (2x5=10%), quizzes (2x5=10%), mid semester exam 10 %, Field Visit / Case study 10%.

**Learning outcomes:** After studying this course, the students would be able to build on personal as well as external resources with a view to successfully launching and subsequently managing their enterprises. They would have not only a definite idea as to which support/ developmental agency to look up and for what purpose, but also the necessary know-how and wherewithal for accessing their help. They would have basic skills in operations, finance, and marketing and human resource management.

**Recommended Readings**
- Desai, Vasant Dr. 2004 Management of small scale enterprises New Delhi:Himalaya Publishing House,
- Panda, Shiba Charan, Entrepreneurship Development, New Delhi, Anmol Publications.

**AECC 32033 : Public Sector and Welfare Economics**

**Aims and Objectives:** The objective of the course is to provide comprehensive knowledge about government intervention, public goods, social choice, taxation, social welfare and to articulate how individual and government can increase the social welfare. Another objective is to illustrate theoretical and practical consequences of social benefits.

**Course content:** Government intervention: Introduction to public sector, role of government in organized society; Analysis of public goods: efficient allocation of resources in the absence of public goods, efficient allocation of resources in the presence of both private and public goods, Comparison between necessary conditions: cases of pure private goods and private and public goods, mixed goods, externality, remedial measures for externality (Piqou’s tax subsidy solution, bargaining, etc.), reasons for market failure, social choice, Arrow criteria for social choice; Public expenditure model: Properties of good tax structure, benefit principle of taxation, ability to pay principle, Tax incidence, Introduction to welfare economics, maximization of social welfare, role of value judgment in welfare economics, economic efficiency and Pareto optimality, Pareto criterion, perfect competitive equilibrium and Pareto optimality, compensation principle, National income and Welfare economics, Social benefits in perfect and monopoly market, price discrimination and social benefits.

**Teaching and learning method:** Lectures, question and answer method, presentation and discussion.

**In Course Assessment:** Presentation (2 X 5 = 10%), Quizzes (2 X 5 = 10%), Mid Semester Exam (10%), Field work / Attendance (10%).

**Learning outcomes:** Understanding the role and function of government, Understanding public goods and resource allocation under various conditions, Articulating externalities and market failure, Knowing and elaborating tax principles and tax incidence, Understanding public expenditure model and public expenditure and debt of Sri Lanka, Articulating welfare economics, maximizing social welfare and Pareto optimum condition. Understanding the social benefits in perfect and monopoly market.
Recommende Readings

- Pigou, A.C (1962) The economics of welfare, Macmillan

AECC 32043: Micro Finance

Aims and Objectives: Preparing the students to take on roles as policy analysts and technical advisers on microfinance and development in foundations, governments, multilateral development institutions and international agencies. Understanding how and why the formal credit market fails to meet the financial needs of the poor in the Sri Lankan context, Explaining the role of microfinance and entrepreneurship in the Sri Lankan context from both theoretical and contextual positions. Understanding of the challenges facing the economies of developing countries, with a particular understanding of south Asian countries.


Teaching and Learning Methods: The Microfinance and development course integrates classroom lectures, field experiences and assigned readings from multiple sources. Field visits to entrepreneurial firms, business sites, operational complexes and organizations will be conducted. Excursions to other parts of Sri Lanka provide students with an opportunity to examine Sri Lanka’s rural economy and to understand the impact of microfinance and social enterprises have on economic and social development.

In Course Assessment: Presentation (2 X 5 = 10%), Quizzes (2 X 5 = 10%), Mid Semester Exam (10%), Field work / Attendance (10%).

Learning outcomes: By the end of the course, students will be able to demonstrate knowledge of the economic, political and social factors that has shaped poverty of developing countries. Explaining the role of microfinance and entrepreneurship in the Sri Lankan context from both theoretical and contextual positions.

Recommended Readings:


AECE 32013: Economics of Population

Aims and Objectives: This course is designed to teach the foundations of demographic analysis. Students will learn: the terminology, methods, and practical guidance needed to create, evaluate, interpret, and use forecasts; fundamental demographic concepts including population size, composition, and change; the measurement, and interpretation of trends and patterns in fertility, mortality, and migration; key relationships between economic and demographic process.


Teaching and Learning Methods: Problem based teaching, Illustrated lectures, presentations and discussions.
In Course Assessment: Presentation (2 X 5 = 10%), Quizzes (2 X 5 = 10%) , Mid Semester Exam (10%), Field work / Attendance (10%).

Learning Outcomes: At the end of this course student will able to understanding economic problems related to population. Understanding the rural and urban population problems in Less Developing Countries.

Recommended Readings:

AECE 32023 : Econometric Methods and Applications
Aims and Objective: This Course develops the methods, tools and techniques for economic research and techniques for economic research with sophisticated metric theory evolved from mathematical statistics. Knowledge in Mathematics and Statistics is pre-requisite to learn this course. Essential parametric concepts are provided in the course “Statistical Applications in Economics” in the first semester. This course provides the basis for employing multivariate statistical models and verification of parametric suitable to the economic data and the environment.

Course Contents: Single – equation regression models; Classical Normal Linear Regression Models (CNLRM) and assumptions; Two variable linear models and non – linear models; parametric estimation and Hypothesis testings; Problems with elasticity; Quadratic and Cubic models; Multiple linear Regression Concepts; Problems of Estimation and Hypothesis testings; Issues with partial elasticities; Multiple non – linear models including Cobb- Douglas models; Own elasticity and Cross elasticity; Returns to Scale; Dummy variable models; Issues with Auto Correlation, Multi co-linearity Hetero elasticity; Model Specification and Diagnostic testing.

Teaching and Learning Methods: Problem: Problem based teaching, Illustrated lectures, Presentation and Discussions, group projects, and introduction to Software’s.

In Course Assessments: Open note exam 10%, close note exam 10%, Computer bases assignment 10% , Group project 10%, Using SPSS, SAS, e-view, etc.

Learning Outcome: At the end of this course the Students will be able to have practiced advanced methods and technique to Construct econometric models to any type of economic data and possess knowledge for verification and reconstructing such models for econometric research

Recommended Reading:
- Gujarati, D. , Basic Econometrics , McGraw Hill.
- Koutsoyiannis, A. , Theory of Econometrics, Palgrave.

AECE 32033 Economics of Fisheries Industry
Aims and Objectives: Main objective of this course is to show that how economics can help in understanding fisheries and the seafood industry— including fisheries management, fish prices, fish marketing, aquaculture and important current fisheries policy issues. Secondary objectives are to introduce to students some fundamental principles and tools of economics, to help them learn how to read and evaluate economic studies of fisheries, and to teach global seafood industries with special reference to Sri Lanka.

Course Contents: Understanding of marine sources, investment opportunities and cultural barriers & social system for employment and wealth generation from fishing industry in Sri Lanka, Application of supply and demand theory to analysis of markets and prices at different levels of the seafood distribution chain. Economic theory and law of monopoly, oligopoly and price-fixing. Fundamentals of seafood marketing, Economics of fisheries industries.

In course Assessment: Presentation, (2x5=10%), quizzes (2x5=10%), mid semester exam 10 %, Field Visit /Case study (10%).
Learning outcomes: After studying this course, the students would be able to get knowledge to seek jobs in private sector related in fishing industry in Sri Lanka. This course will induce students to build up entrepreneurship in fisheries industry. They would have basic skills and interest in operations, finance, and marketing and human resource management in fishing industry.

Recommended Readings:

AECE 32043: Gender Economics

Aims and Objectives: In this course, we use economic analysis as a lens to investigate and explain the many ways in which men and women are similar, and those ways in which they differ. We consider market outcomes like educational attainment, participation in the labor force, and the income generated by that participation. The course also discusses a number of more "nonmarket" outcomes like marriage and divorce, child-rearing, and housework. We analyze a number of potential policy responses to the observed inequalities.

Course Contents: Introduction, Defining gender, gender differences- gender comparisons, gender identity, Socio-cultural variations, Sexual knowledge and attitude, Psychosexual and gender identity disorders. Definition of gender – Gender and development – Gender equality – Gender equity – Gender differences in economic behavior. Gender Economic Issues, Gender a development issue – Gender development concepts – Gender and development with special reference to the experience of India. Modern neo-classical analysis – Gender interpretation of labour supply, Gender discrimination of labour – Traditional theory of labour supply – Gender division of labour – Gender difference in labour market outcome (occupational segregation and coming difference), Gender discrimination – Education, health and employment Gender budgeting, Role of Women in Global Economy, Gender and development planning – Gender awareness in planning of projects.

Teaching and Learning Methods: Problem based teaching, illustrated lectures, presentations, discussions and Group project.

In Course Assessment: Presentation (2 X 5 = 10%), Quizzes (2 X 5 = 10%) , Mid Semester Exam (10%), Field work /Attendance (10%).

Learning Outcomes: Students will be able to understand differences between Gender and Sex. Gain knowledge about gender role behaviours in society. By the end of the class, Students will have a solid grasp of the ways that the economic well-being of men and women differ, and Students will be able to use and understand (both the strengths and weaknesses of) the most commonly-used analytical tools applied by economists to approach the topic of gender inequality.

Recommended Readings:

AECE 32053: Project Evaluation & Cost Benefit Analysis

Aims and Objective: This Course provides an understanding of social and economic projects of various types and the principles of Cost – Benefit analysis to be applied on them . Evaluating projects using various techniques are used. By distinguishing public sector and Private sector project appraisal. This course further strengthen the student’s capability in applying quantitative techniques relevant to socio economic studies designed with projects.

Course Contents: Definition, Features and Classification of projects; physical and Financial Progresses; Evaluation of Economic Business projects; Internal and External appraisals; Selection of Projects using various approaches; Financial Mathematics; Basic accounting methods; Measurements of Cost and benefits ; Uncertainty and Risk analysis, Project decision trees; project
Evaluation Review Techniques (P E R T); Investment appraisals; Logical Frame work analysis; Valuing Benefits; Estimating Impacts.

**Teaching and Learning Methods:** Problem based teaching, Illustrated lectures, presentation and discussions and group Projects

**Incourse Assessment:** Take – away essay 10%, Open note exam 10%, Close note exam 10%, and Group projects 10%.

**Learning Outcomes:** At the end of this course, the students will have gained knowledge and skills in writing project proposal, managing a socioeconomic project and evaluating them using costs and benefits to learn impacts and future prospects of employment in projects including self employment status.

**Recommended Readings:**
- Kapoor, B.K., Operational Research for Economics and Management, Sultan Chand and Sons., India.

**ENGLISH LITERATURE**

**AENC 31013: Developments in English Fiction**

**Objectives:** The objective of this course is to help students understand the emergence and development of the English novel from the 18th Century onwards. The course will trace the development of the English novel in relation to major historical events such as the industrial revolution and the expansion of the Empire and literary movements like Romanticism and modernism.

**Course Content:** Daniel Defoe - Robinson Crusoe & Moll Flanders, Horace Walpole - The Castle of Otranto, Jane Austen - Pride and Prejudice, Charles Dickens - Hard Times, James Joyce – Dubliners, E.M. Forster - A Passage to India

**Teaching and Learning Methods:** lectures, Presentations, Discussions

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

**Learning outcomes:** At the end of the course, students will be expected to demonstrate their understanding of the changes the English novel underwent through the centuries in terms of themes, structure and style.

**Recommended Readings:**

**AENC 31023: Varieties of English**

**Objectives:** The chief objective of this course is to help students arrive at an understanding of the nature, forms, roles and implications of the English language in its contexts outside of its original “home country” and in its global context.

**Course Content:** Temporal variation – an overview, Regional variation – beginning with an international overview and detailed study of American, British, Canadian, Caribbean, Australian, New Zealand, South African, South Asian and Pidgins & Creoles, Social Variation – Attitudes Gender issues, occupational varieties, Religions, scientific, legal, political, media & e-mail English, English as a global language.

**Teaching and Learning Methods:** lectures, Presentations, Discussions
In course Assessment: Presentations (15%), Assignments (15%), Mid-semester Examination (10%)

Learning outcomes: The course will explore the manner in which the English language involves in the process of creating and shaping linguistic identities in postcolonial nations.

Recommended Readings:
- Kachru, Braj B. 1983, The Indianisation of English: The English Language in India. Delhi: OxfordUniversity Press,

AENC 31033: African Literature in English

Objectives: This course is designed with the aim of providing an opportunity to the students to explore African literature in English. The course will help them understand selected texts as representing the traditions, customs and rituals of the African people and constructing an identity for Africa against the backdrop of colonialism. Besides underlining the importance of these texts as vehicles from resistance to colonialism will be analyzed.


Teaching and Learning Methods: lectures, Presentations, Discussions

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

Learning outcomes: The course will help to focus on the diverse ways in which African literature in English approach contemporary/post-independence socio-political issues in the African continent.

Recommended Readings:

AENC 31043: Sri Lankan Literature in English

Objectives: This course aims at providing the student with an in-depth understanding of some literary creations which are directly or indirectly linked to the social, political, cultural and economic developments the country witnessed in the past. Attention will be given to the manner in which the texts under study grapple with the fragmented character of the Sri Lankan nation in the postcolonial context on the hand and the critical establishment in English literary studies on the other hand.

Teaching and Learning Methods: lectures, Presentations, Discussions

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

Learning outcomes: This course will give an understanding of the Sri Lankan writers from diverse backgrounds, their socio political stand and the literary merits of these writers.

Recommended Readings:
- Wijesinha, Rajiva. 1998, Breaking Bounds: Essays on Sri Lankan Writing in English. The Sabaragamuwa University Press,
- Salgado, Minoli. 2007, Writing Sri Lanka: Literature, Resistance and the Politics of Place. Routledge: Oxon and New York,

AENE 31013: The British Novel of the Eighteenth-Century

Objectives: This course, which has designed specifically to fulfill the academic requirements of special degree students in English Literature, will be taught alongside “Developments in English Fiction.” The main objective of this course is to make students understand the socio-economic and political factors that contributed to the emergence of the English novel in the eighteenth-century.


Teaching and Learning Methods: lectures, Presentations, Discussions

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

Learning outcomes: This course while examining the defining characteristics of the realist novel as it emerged in the eighteenth-century, will focus on Gothic fiction as an alternative literary tradition that existed in the same period

Recommended Readings:
- Maughan, Somerset. 1954, Ten Novels and their Authors. Melbourne: William Heinemann Ltd...

AENE 31023: Comparative Literature

Objectives: This course is designed with aim of promoting a comparative approach to literatures written in various languages. The course will bring together literatures written in different parts of the world and highlight their commonalities and differences. This course is different from “World Literatures” in that it gives importance to developing and practising comparative and inter-textual approaches to literature.
Course Content: English translations of Oedipus Rex/ Antigone, Mahabharata, Beowulf, Jataka Tales, Ramakien (derived from the Indian Ramayana epic), Takasago/Tsunemasa (Noh Plays), and Blood Wedding/ Carmen

Teaching and Learning Methods: lectures, Presentations, Discussions

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

Learning outcomes: The course will help students to appreciate the cultural diversity which characterizes the texts under consideration

Recommended Readings:

AENC 32013: Political Literature

Objectives: This course aims to make students understand the ways in which literary texts represent and re-present issues of socio-political importance and historical events and the role of literature as an alternative political space for the articulation of protest and dissent. The texts under consideration in this course will focus on the oppression of certain communities on the basis of their ethnic, racial, religious and cultural identities in different countries at different points in time, and the resistance of the oppressed to the forces of hegemony.


Teaching and Learning Methods: lectures, Presentations, Discussions

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

Learning outcomes: This course will focus on the oppression of certain communities in different countries at different points in time, and the resistance of the oppressed.

Recommended Readings:
AENC 32023: Shakespearean Drama I

Objectives: This course will introduce to the contribution of William Shakespeare to English drama and draw attention to the continuation Shakespeare’s fame across the boundaries of time and space. The course will introduce the three major divisions—comedies, tragedies and histories—of Shakespeare’s plays (and highlight the problems in that classification) through a comprehensive comparative study of three of his plays representing each of the three genres. The course will also outline the theatrical devices in Shakespeare’s plays.

Course Content: Twelfth Night, King Lear, Richard II

Teaching and Learning Methods: lectures, Presentations, Discussions

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

Learning outcomes: This course will help the students to gain a fair knowledge and understanding of the three main types of Shakespearian plays and understand the theatrical devices in them

Recommended Readings:
- Charlton, H.B. 1938, Shakespearian Comedy. London: Methuen & Co. Ltd.,

AENC 32033: Romantic and Victorian Writing

Objectives: This course is an attempt to introduce the student to the two major literary movements in nineteenth-century Britain: the Romantic (1798-1832) and the Victorian (1832-1901). It will help the student ground the literature of this period in the socio-political and aesthetic contexts in which it was written. Students are expected to demonstrate a clear understanding of the response of the texts under consideration to the wider socio-political issues of the times.


Teaching and Learning Methods: lectures, Presentations, Discussions

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

Learning outcomes: The course will help them recognize the presence of literature that contests the dominant literary movements and practices of nineteenth-century Britain.

Recommended Readings:
- Feltes, N.N. 1986, Modes of Production of Victorian Novels. Chicago & London: The University of Chicago Press,
AENC 32043: Criticism: Theory and Practice II  
**Objectives:** The objective of this course is to introduce the students to the major developments in modern and postmodern literary and socio-cultural theory that have greatly contributed to shaping critical thinking today. The course will both emphasize the continuities and discontinuities of the western philosophical tradition, its varied socio-political contexts, and theories that have challenged its monolithic, canonical and endocentric structure.

**Course Content:** The major topics covered will be from the following areas of critical Theory: Marxist Approaches, Semiotics, Psychoanalysis, Feminism and Gender Theories, Queer Theory, Postcoloniality, Modernism and Post modernity, Popular Culture.

**Teaching and Learning Methods:** lectures, Presentations, Discussions

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

**Learning outcomes:** The student will learn to apply the theories they have studied inter-textually to their reading of literary and cultural texts in an attempt to bring theory and practice together.

**Recommended Readings:**
- A selection from the following texts will be used as primary readings: Terry Eagleton, Literary Theory: An Introduction: Terence Hawkes, Structuralism and Semiotics; Jonathan Culler, “Literary Theory,” in Joseph Gibaldi, Introduction to Scholarship in Modern Languages and Literatures; Rosalind Coward and John Ellis, Language and Materialism: Developments in Semiology and The Theory of the Subject; Lawrence Grossberg and Cary Nelson, Marxism and the Interpretation of Culture; Patrick Williams and Laura Chrisman, Colonial Discourse and Postcolonial Theory; Deepika Bahri and Mary Vasudeva, Between the Lines: South Asians and Postcoloniality.
- **Supplementary Readings:**

AENE 32013: Sri Lankan Expatriate Writing in English  
**Objectives:** This course is an attempt to introduce the literature of the expatriate Sri Lankans in different parts of the world. It will explore the context in which the Sri Lankan expatriate literary tradition emerged on the one hand and the manner in which Sri Lanka is portrayed in expatriate writing on the other hand. Sri Lankan expatriate writing taught as part of Sri Lankan Literature in English will not be repeated in this course.

**Course Content:** Selected works of Romesh Gunasekara, Chandani Lokuge, Yasmine Gooneratne, Michael Ondaatje, A. Sivanandan, Channa Wickremesekera and Vasuki Ganesharajah

**Teaching and Learning Methods:** lectures, Presentations, Discussions

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

**Learning outcomes:** The course will map the (re)production and disposal, in expatriate contexts, of the norms which are dominant within the territorial boundaries of Sri Lanka, as represented in the texts.

**Recommended Readings:**
- Salgado, Minoli. 2007, Writing Sri Lanka: Literature, Resistance and the Politics of Place. Routledge: Oxon and New York,
AENE 32023: World Literatures

Objectives: The course will acquaint the student with the salient features of literary movements, which have a bearing on shaping modern thought, and their social contexts through literary and cultural texts. In this respect the course will emphasize non-English texts while making reference to literatures in English whenever possible.

Course Content: Stendhal, Scarlet and Black; Balzac, Old Goriot; Tolstoy, War and Peace; Albert Camus, The Outsider; Franz Kafka, The Trial; Walter Benjamin, Illuminations; Gabriel Garcia Marquez, One Hundred Years of Solitude; U. Ananthamurthy, Samskara; Nawal el Saadawi, Woman at Point Zero.

Teaching and Learning Methods: lectures, Presentations, Discussions

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

Learning outcomes: This course will enable the student to understand the formations of modernity and post modernity in their global contests and also to connect the study of literatures produced in English to wider socio-political, cultural and philosophical movements.

Recommended Readings:
- Esslin, Martin. 1968. The Theatre of the Absurd. Harmondsworth: Penguin,

FINE ARTS (ART HISTORY & AESTHETICS)

AFAC 31013: European Art- From Rococo to Impressionism
Perquisite: AFAC 22013

Objectives: This course unit is to make the students acquaint with important works of art, artists, and artistic styles belong to 18th and 19th century AD. Europe.

Course Content: Study of text and the context of selected works of art belong to Rococo. Neo- Classicism, Romanticism, Realism and Impressionism. Changing notions of art and social position of artist. The fall of aristocracy, emergence of middle class, sentiments of patriotism and nationalism, impact of industrial revolution and the scientific inventions.

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

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

Learning Outcomes: At the completion of the course students will be able to-identify the characteristics of art belong to 18th and 19th century. -appreciate and talk about key artists and art objects of particular periods.- identify the changing notion of art in its social history.- understand sources of writing art history.

Recommended Readings:
AFAC 31023: Classical and Late Classical Sri Lankan Art  
Perquisite: AFAC 22013  
Objectives: This paper is to revisit the notion of classical in Sri Lankan art history and to understand art in pre-colonial Island of Sri Lanka in its historical process.  
Course Content: Colonialism and nationalism and the construct of classical art. Dynastic history and art history writings. Social historical and stylistic analysis of monuments and objects belong to Anuradhapura, Polonnaruwa, Dambadeniya, Gampola, Kotta, Kandy and Jaffna.  
Teaching and Learning Methods: Illustrated lectures, presentations, and discussions.  
In Course Assessment: In course assessment - 1x presentation and 3x tutorials / 1x semester paper in 2-3000 words and 2x student centered activity, 1 x mid semester exam – 40%.  
Learning Outcomes: At the completion of this course students will be able - to identify the characteristics of art belong to different historical periods. - to problematize the category called ‘Sri Lankan art’ and classicism in written art history. - to read the significance of every single art object in the backdrop of cultural exchanges with the Indian sub continent.  
Recommended Readings:  
- Bandaranayake Senake, Sinhalese Monastic Architecture: 1974, The Viharas of Anuradhapura, Hyderabad: Orient Black Swan,  

AFAC 31033: Indian Aesthetics  
Prerequisite: None  
Objectives: This paper is to understand some of the key theories of art and literature to establish their relevance to contemporary visual art practice.  
Course Content: Theory of Rasa and its commentaries- Baratha and Abhinavagupta. Theory of Duvani-Ananda Vardhanas Dhvanyaloga and its commentaries. Concepts of Alamkara, Laksana, Vakrothi, Guna, Riti and Aucchitya. Tholkappiyam and Tamilian Aesthetics, Concept of Bakti. Comparisons of key terms from Indian and Western aesthetics such as mimesis, beauty, anukriti, representation, text and appropriation.  
Teaching and Learning Methods: Illustrated lectures, discussions and presentation.  
In Course Assessment: In course assessment - 1x presentation and 3x tutorials / 1x semester paper in 2-3000 words and 2x student centered activity, 1 x mid semester exam – 40%.  
Learning outcomes: At the completion of course students - will be familiar with the major aesthetic theories and concepts of India. - will have an understanding of commonalities among drama, literature and visual art. - will be able to approach the visual conventions through these theories. - will be able to judge the relevance of these theories in contemporary visual art practices.  
Recommended Readings:  
- Munro, Thomas, 1965, Oriental Aesthetics; Cleveland: Western Reserve University,  
- Tiwari Maruti Nandan. 2004, Kaural Giri, Indian Art and Aesthetics, New Delhi: Aryan Books,  

AFAC 31043: Photography: History and Theory  
Prerequisite: None  
Objectives: Through the historical overview and theoretical analysis of the medium, this course unit is to understand photography as a new form of art and its aesthetic qualities are coupled with its technical advancement,

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

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

Learning Outcomes: At the completion of course students will able to - read photographic images and appreciate its aesthetic qualities.- have a knowledge on the key photographers and their technological and aesthetic interventions. - have familiarity with the major theoretical readings on photography.

Recommended Readings:
- Berger John, 2013, Understanding a photograph, Aperture,
- Cotton Charlotte, 2009. The Photograph as Contemporary Art .Thames & Hudson,

AFAE 31013: Heritage Industries
Prerequisite: AFAC 21023

Objectives: This paper is to discuss the marketing strategies of heritage and the issues involved to critically evaluate the need and functions of heritage industries.

Course Content: Role of tourism, souvenir market, mass media and the use and abuse of heritage. State and private initiatives in connecting the objects of past with the present.

Teaching and Learning Methods: Illustrated lectures, field visits, film screening, discussions and presentation

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

Learning outcomes: At the completion of course students will be able to assess heritage industry critically,- to define heritage as a package of an ideology and market,- to understand heritage industry in relation with art historical narrations. - to critically evaluates the needs and the functions of heritage industry.

Recommended Readings:
- Carbonell Bettina Messias 2003, Museum Studies: An Anthology, Wiley-Blackwell,
- Hewison Robert, 1987, The Heritage Industry , Methuen Publishing Ltd,
- Shashi Misiura, 2002 Heritage Marketing, Taylor & Francis,
- Whitehead Christopher, 2004, Interpreting Art in Museums and Galleries, Routledge,

AFAE 31023: Objectified Memories: Art, Monuments and Memorials
Prerequisite: None

Objectives: Visually articulated personal and collective memory becomes increasingly important in experience of every day and in contemporary art practices. This paper is to understand the art of memory and its politics in the cultural and aesthetic realms.

Course Content: Personal and collective memory and public space. Memory and Indexicality. Enactment and Re-enactment of Memory. Nationalism and the aesthetics of memory/erasure. Human and Natural disasters and personal loss and civil memorials.

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

In Course Assessment: In course assessment - 1x presentation and 3x tutorials / 1x semester paper in 2-3000 words and 2x student centered activity, 1 x mid semester exam -40%.
Learning Outcomes: At the completion of the course students -will be familiar with contemporary artistic approaches that package memory. – have a critical understanding of public memorial.- able to critically engage with the social and psychological roles of memorials in nation space. -able to relate objectified memory with the multiple ways of remembering and forgetting.

Recommended Readings:
- Foster , Hal,” 2004, An archival Impulse’, October 110,Fall

AFAC 32013: Approaches of Modernism
Prerequisite: AFAC 31013
Objectives: This paper is to understand different movements, approaches and aspect of twentieth century art in the background of conditions of modernity in Europe and America.


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

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

Learning Outcomes: At the completion of the course students will -familiarized with multiple approaches of modernism – able to differentiate modern art from pre modern art- .able to discuss the significance and character of important art works of some of the key artists.

Recommended Readings :

AFAC 32023: Art, Identity and Tamilness
Prerequisite: None
Objectives: This paper is to critically engage with the notions of ethnicity and identity and its investment on art and art historical narrations. Based on the art practices of different historical periods of south India and Sri Lanka, this paper explore the complexities in defining artistic identity of Tamils.

Course content: A survey of art practices under various political regimes, religious and philosophical traditions and material conditions, Colonialism and cultural renaissance. Classicism, Iconoclasts and Dravidian movement, Nationalist imaginations and Tamilliness. Subaltern voices and Dalitism. Modernity and cultural identity in Art. Art in the identity of Tamil Diaspora

Teaching and Learning Methods: Illustrated lectures, discussions and presentation

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

Learning Outcomes: At the completion of course students will be able to-identify the changing notions of art in Tamil culture. -understand the process of constructing identity and its reflection on art.-talk about multiplicity and diversity in the artistic representation of Tamilness.
Recommended Readings:
- Nagaswami, 1980, R. Art and Culture of Tamil Nadu, New Delhi: Sundeep Prakashan,
- Ramaswamy Sumathi, 2004, Lost Land of Lemuria: Fabulous Geographies, Catastrophic Histories, University of California Press,

AFAC 32033: Film: History and Theory
Prerequisite: None
Objectives: This paper is to familiarize the world history of film in conjunction with the major critical theoretical inputs in the reading of cinematic image.
Teaching and Learning Methods: Illustrated Lectures, Film screenings, discussions and presentation.
In Course Assessment: In course assessment -1x presentation and 3x tutorials / 1x semester paper in 2-3000 words and 2x student centered activity, 1x mid semester exam -40%.
Learning Outcomes: At the completion of course students -will be able appreciate multiple trends in world cinema. – have understanding important moments in world history of cinema. – able to relate the film theory with the cinematic image.
Recommended Readings:
- Phillips H. William, 2009. Film: An Introduction, Bedford/St. Martin's, USA,
- Monaco James, 2009. How to Read a Film: Movies, Media, and Beyond, Oxford University Press, USA,
- Braudy Leo, 2009. Film Theory and Criticism, Oxford University Press, USA,
- Nelmes Jill, 2003 Introduction to Film Studies Routledge,
- Mulvey Laura, 1989. Visual and Other Pleasures ;Theories of Representation & Difference, Indiana University Press,

AFAC 32043: Western Aesthetics
Prerequisite: None
Objectives: This is to study western aesthetics with special reference to visual art to understand the philosophical views on creation and experience of art.
Course Content: Concept of beauty in the early antiquity, medieval renaissance and modern, Theories related to the work of art, organic structure, content and form, expressiveness, Theories related to aesthetic response and appreciation. Psychic distance pleasure and empathy.
Teaching and Learning Methods: Illustrated lectures, discussions and presentation.
In Course Assessment: In course assessment -1x presentation and 3x tutorials / 1x semester paper in 2-3000 words and 2x student centered activity, 1x mid semester exam -40%.
Learning outcomes: At the completion of course students will –have an overview of history of aesthetic theory in the Western world.- able relate theory with visual arts.-able to give theoretical explanation to visual phenomenon.
Recommended Readings:
- Croce, B. The aesthetic as the science of expression and of the linguistic general (trans.C.Lyas) Cambridge: Cambridge University Press
- William Raymond, Marxism and Literature (tran.Shaun Whiteside) Oxford: Oxford University Press,

AFAE 32013: Showcasing the Heritage: Curation, Exhibitions and Art Museums
Prerequisite: None
Objectives: Object of past became heritage through the mediation of display. This course unit to assess the role of curation, exhibition and museum, and their ideological, technical and aesthetic frame works.
Teaching and Learning Methods: Illustrated lectures, museum and exhibition visits, discussions and presentation
In Course Assessment: In course assessment -1x presentation and 3x tutorials / 1x semester paper in 2-3000 words and 2x student centered activity, 1x mid semester exam -40%.
Learning outcomes: At the completion of course students will -know the principles of curation and displaying.-able to critically assess larger cultural politics of museum displays and curated shows- come to know the role of display in mode of narration.
Recommended Readings:
- Dean David, 1996. Museum Exhibition (Heritage: Care-Preservation-Management), Routledge,

AFAE 32023: Art History Project
Prerequisite: None
Objectives: This paper is to learn to apply basic methods of art history writing to gain experience in art history research.
Course Content: Material collection- from archives, museums, biographies and living traditions. Documenting art objects and other evidences. Classification, and report writing. Project related to contemporary visual art practices, art education, exhibitions, art museums, individual artist or artists groups and heritage properties.
Teaching and Learning Methods: Lecturers, field study, discussions and presentation
In Course Assessment: In course assessment -2x presentation and 2x semester paper in 2-3000 words-40%
Learning outcomes: At the end of the project students will be able- to apply their art history knowledge to understand local expressive culture. – to have basic experience on art history research.to have basic skills on art writing.
GEOGRAPHY

AGYC 31013: Quantitative Analysis in Geography

Objectives: To describe the purpose, meaning and use of statistics in geographical research, To apply a variety of spatial statistical methods to geographical data, To acquire problem solving skills with geographical data, To acquire skills in using statistical software for analyzing geographical data, To interpret results obtained by using methods of spatial statistics.


Teaching and Learning Methods: Lecture periods will include slides, role-play and discussion. Changes to the schedule will be announced in class. Lab classes will be held in the cartography and computer labs. Hand on practical will be given to the student during the lab periods. Students are responsible for keeping track of meeting places and times, and deadlines for assignments.

In Course Assessment: Lab work 5%: Lab attendance and work are compulsory. All students should attend practical sessions and complete the assigned work. Class assignments 25%: Each week students are requested to accomplish class assignments. They have to submit the assignment at the end of each class, Mid-term test 10%: Mid term test will be conducted at the 9th week of the course duration.

Learning outcomes: On successful completion of this module, competent students should be able to acquire;

Knowledge: Understand the different quantitative/statistical methods and techniques for geographic applications. Acquire the knowledge for understanding the geographic problems and appropriate uses of quantitative techniques. Students will evaluate, compare and utilize various quantitative methods to describe, explain, and predict spatial organizations, enhance the knowledge of geographical data, data analysis and scientific explanation of geographical issues. Students will discuss the classification of variables and types of data available to examine spatial patterns and historical trends. Acquire the knowledge for handling statistical software packages. Skills: Skills for data acquisition, data analysis, and interpretation. Skills related to using statistical software for analyzing geographical data. Skills to design, create, and use large data sets and statistical testing techniques to describe and explain cultural and physical associations. Skills related tp problem solving and time management.

Recommended readings:

AGYC 31023: Geomorphology

Objectives: The primary purpose of this course is to provide an overview of geomorphic functions and features that shape the earth’s crust and to provide with increased awareness of the important facts and terminology in geomorphology, an introduction to geomorphic functions and features at global, regional and local scales, improved appreciation of the interrelationships between geomorphology, humans and the environment.


Teaching and Learning Methods: Lecture and Lab Meetings: Lecture periods will include slides and discussion. Lab meets in the GIS Lab. Lab periods will include field and laboratory learning of geomorphic functions and mapping. Labs may meet in the field to save time. Changes to the schedule will be announced in class. Students are responsible for keeping track of meeting places and times, and deadlines for assignments. NO LATE ASSIGNMENTS WILL BE ACCEPTED. A late assignment will result in a score of zero. Field Trips: A few lab periods will be spent in the field within or outside the Jaffna peninsula. Scheduling conflicts for the field trips must be resolved at least a week in advance. Students who cannot attend will be required to complete an alternate assignment.

In Course Assessment: Discussion Board (DB) (10%); Quizzes (10%); land system mapping (15%); Field Notes (5%). In total 40%.

Learning outcomes: On successful completion of this module, competent students should be able to acquire, Knowledge: Understand the scientific nature of geomorphologic functions and the ideas and theories about the development of landscapes. Describe the morphology of the landscape and the major processes that form it in areas influenced by fluvial, glacial, coastal and semi-arid systems and their impact on the environment. Undertake geomorphic investigations and field mapping. Skills: Ability to identify geomorphic landscapes and their patterns of distribution in relation to the local geology. Ability to compare and contrast patterns of erosional and depositional environments and the major Erosional agents in different places in the northern province/Sri Lanka. Critical thinking of human intervention in geomorphology and the related physical environment. Teamwork and field observation skills in addition to interpreting topographic maps, aerial photographs and other quantitative techniques in land system mapping.

Recommended readings:

AGYC 31033: Geography of Fisheries

Objectives: To promote understanding on the origin and composition of the oceans, and how the oceans and seas are distributed. To develop awareness, knowledge, appreciation of the marine environment. To understand the world potential resources of fisheries. To understand fish production, processing, and marketing at local, regional and global scales. To acquire knowledge in relation to the traditional and modern fishing methods, gears used in developed and developing countries.

Teaching and Learning Methods: Lectures, discussions and presentation. Educational field trips at important fishing landing sites to learn the types of fishing methods, and socio, economic conditions of fishing communities, etc.

In Course Assessment: Exam: Exam (10%); Essay (10%); Open test (10%); Field based assessment (10%). In total 40%.

Learning Outcomes: On successful completion of this module, competent students should be able to acquire; Knowledge: Mastery and breadth of knowledge of the fundamental principles of Marine Science, Explain the origin and components of the ocean and its distribution, Illustrate the importance of the marine environment. Demonstrate knowledge on fish production, various processing methods, fishing methods and gears in various parts of the world. Skill: Written and oral communication skills. Critical awareness the various issues (pollution and conflicts) in related to the marine sector.

Recommended readings:

AGYC 31043: Urban Geography

Objectives: To explain the concepts and processes of the urban system. To illustrate the form and function of the urban system. To explain the social economic and environmental significance of cities. To explain the necessity of planned urban development.

Course content: Urbanization Process: Definition of urban settlements in time and space, History of urbanization by periods, Processes and patterns of urbanization, Location and siting of cities, Migration and urbanization. Urbanization of the developing world, Urban slums and socio economic consequences, Urban Form and Structure: Definition of urban areas, Spatial limits of urban areas, Theories of urban internal structure, Morphological analysis of city areas, Central Business District, Methods and techniques of urban land use and study urban forms, Intra-urban hierarchy, Urban System Analysis: Settlement and size distribution, Theories of Rank-size and continuity, Classification of cities, Central place theory, Market distributional system (traditional and modern), Nature and structure of City-Regions, Method for demarcating urban sphere of influence, Inter–city movements and gravity models, Rural-urban fringe, Urban Policy and Planning: Role of urban policy and planning in sustainable urban development, New Urbanism, Neighborhood urban planning.

Teaching and Learning Methods: Lectures, Discussion, Question and answer methods, field demonstration, Video documentary presentation and Field Studies. Students will be taken to big cities and metropolitan areas to understand the urban scenario and urban issues and challenges. The field study will comprise field based assessment.

In Course Assessment: Exam (10%); Essay (10%); Open test (10%); Field based assessment (10%). In total 40%.

Learning outcomes: On successful completion of this module, competent students should be able to acquire; Knowledge: Demonstrate the basic concepts and theories in the field of urban geography, Demonstrate sense of the elements that constitute urban systems, and the social forces that shape these systems; Illustrate the sense of political, economic, and technological forces shaping the development of urban systems, and an understanding of the social processes associated with creating order and disorder in the urban environment, Explain the patterns and interactions within cities, and how they have evolved; Skills: Identify and define urban characters and areas, Define the factors that underpin the urban development in a particular environment, Apply knowledge gained from this class to a variety of urban issues as outlined in the exams and exercises. Identify the issues and challenges in the urban scenario.

Recommended readings:
• Paul Knox and Steven Pinch, Urban Social Geography: An Introduction, Pearson Education Canada; 6th edition

AGYE 31013: Introduction to GIS
Prerequisite: Non Geography and Planning Students

Objectives: Learn geographic principles that form the foundation of GIS, Learn the basics of GIS software, Present a thorough introduction to GIS, spatial data formats, and the fundamentals and applications of computer-aided spatial analysis, Complete a GIS project.

Course content: GIS Overview, Map projection and coordinate systems, GIS data models (vector), data models (raster), Spatial data entry, GPS, Remote sensing, Basic spatial analyses (raster), Basic spatial analyses (vector), Spatial data modeling, GIS Application.

Teaching and Learning Methods: The format for the course is lecture periods with multimedia slides and student group discussion.

In Course Assessment: Quizzes and Exams (20%); GIS project (20%): All students are requested to submit an individual GIS project using open source GIS.

Learning Outcomes: On successful completion of this module, competent students should be able to acquire:

Knowledge: A solid foundation in the core concepts and tools used for displaying, formatting, manipulating, and analyzing spatial data sets. Gain practical knowledge in the GIS application for environmental and socio-economic decision making and planning. Gain experience producing scientific and technical reports through GIS. Skills: Map and image reading and interpretation skills, Mapping and visualization skills, Spatial data analysis skills, Decision making and Presentation skills.

Recommended Readings:

AGYE 31023: Climate Change

Objectives: The primary purpose of this course is to provide an overview of climate change and the impact of humans in the said changes. This course provides with an introduction of the climatic processes, Increased awareness of scales and causes of climate change at global, regional and local levels, Improved appreciation of human effects, human health impacts and eco-system impacts due to climate change.

Course content: Course introduction, Climate change and the enhanced green house effects, Key scientific evidence for Climate Change in the past, present and future Scales of heat and mass transfer in the atmosphere, Causes of climate change, Impacts of Climate Change (Globally, Regionally and Locally) Health impacts of climate change, Globalization, Sustainability, and Climate Change.

Teaching and Learning Methods: Lectures with multimedia and discussion.

In Course Assessment: Exam (10%); Essay (10%); Open test (10%); Quizz (10%). In total 40%.

Learning outcomes: On successful completion of this module, competent students should be able to acquire, Knowledge: Demonstrate an understanding of the major climatic processes and the scales of climate change. Understand the causes of climate change. Acknowledge human intervention on climate change. Skills: Ability to explain the causes for climate change and their impacts globally and regionally especially in Sri Lanka, Ability to compare and contrast impacts of climate change in varying eco-systems, Critical thinking in the theoritization of climate change and world economies, Basic reading, writing, listening and questioning skills
Recommended readings:

AGYC32013: Research Methodology in Geography

Objectives: To introduce geographic research methods to students in the social sciences, including: identification of a research question; research design; measurement and sampling; data collection methods (both qualitative and quantitative); data analysis and interpretation; To encourage critical thinking and analysis of research activities and understand the limitations and advantages of different approaches for social science research;To improve academic writing skills; To enhance students ability to work collaboratively on a group project; To promote self-awareness of students’ ability to carry out independent research.


Teaching and Learning Methods: Lecture and Lab Meetings. Lecture periods will include slides and discussion. Lab meets in the GIS Lab. Lab periods will include field learning of pilot surveys.

In Course Assessment: Take home assignments (Tutorials/Reading assignments/etc.) 10%; Group mini project (proposal, fieldwork, etc.) 15%; Presentation (oral/poster) 10%; In class test 05%. In total 40%.

Learning Outcomes: On successful completion of this module, competent students should be able to acquire. Knowledge: Demonstrate an understanding on geographic and other social and natural science research methods to address real-world problems, Acquire knowledge in problem identification, development of a research proposal and data collection methods, Gain sufficient knowledge and confidence in conducting an independent research. Skills: Critical thinking skills, Data analysis skill, Fieldwork and teamwork skills, Academic writing skills, Presentation skills.

Recommended Readings:
AGYC 32023: Environmental System and Management

Objectives: The primary purpose of this course is to provide an overview of environmental systems and management. The course provides with an introduction to the environmental science as an interdisciplinary study, increased awareness of the important facts on environmental systems and issues on management and improved appreciation in managing the environment at local, national and global levels.


Teaching and Learning Methods: Lecture and Lab Meetings: Lecture periods will include slides and discussion. Lab periods will include field learning of environmental issues and assessment.

In Course Assessment: Final essay (8%); Discussion Board (DB) (10%); Field survey and Field Notes (12%); Environmental system modeling (10%). In total 40%.

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

Knowledge: Understand the scientific nature of the environment and its functions in a multidisciplinary perspective, understand human-environment interactions and related problems and measures to be taken for conserving the environment, appreciate the value of the environment and need of its management.

Skills: Ability to identify environmental systems and their patterns of distribution, ability to interrelate human-environmental relationships and to identify measures to mitigate the problem, teamwork and field observation skills in identifying environmental problems, undertake environmental impact assessments and field surveys, capability to model the simple environmental issues.

Recommended readings:

AGYC 32033: Political Geography and Geo Politics

Objectives: To demonstrate an understanding of the evolution of geopolitical ideas. To understand the development of group identities such as nations and examine the linkage between such identities and the political organizations of territory. To examine the functional approaches to states with an emphasis on how internal and external forces work on the integrity of state territories. To develop an appreciation towards effects of boundaries on economic, political and social process. To identify the political, economical and the environmental forces that undermines the modern nation state systems.

Course content: Introduction to political geography; nature and scope of political geography, school of thoughts: political economy, world systems, place and globalization; concepts of nations, state, nationalism and nation-building, emergences and growth of territorial state, forms of governance: unitary and federal; geo strategic theories: Mackinder, spykman, mahan and S.B. Cohen; South Asian geopolitics; Sri Lanka in Geo politics.

Teaching and Learning Methods: Lectures with multimedia and discussion.

In Course Assessment: Exam (10%); Essay (10%); Open test (10%); Quiz (10%). In total 40%.

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

Knowledge: Have a sound knowledge and understanding of tenets and background of political geography, be
able to critically access the production of geopolitical knowledge and have an understanding of the various means by which this knowledge is communicated and reproduced, identify a number of key figures in debates concerning geopolitical theories and strategies, understand a number of main issues of potential geopolitical conflict in the 21st century, A knowledge of changing structure of international relations and geopolitics over the last two centuries.

**Skills:** Ability to summarise, assess, explain and critically evaluate different theories and arguments. Ability to present, defend and revise reasoned arguments in the contexts of individual writing, group discussion, and in the public sphere. Ability to engage in public discussions at national, regional and local media.

**Recommended Readings:**

**AGYC 32043: Geographic Education**

**Objectives:** The primary purpose of this course is to provide an overview of the nature and demands of geography teaching at school and undergraduate levels. The course provides with an introduction to the importance as well as the educational value of Geography, increased awareness of the importance of the ‘geographic method’ and geographic skills in various diverse academic fields and improved appreciation of the structure and techniques in teaching geography at national levels.

**Course content:** Importance and Educational Value of Geography. The nature of Geography: Geography as a synthesis, Geography as a method of spatial relations of phenomena, Geography as a science of land use, Functions of modern Geography. Teaching techniques in Geography: Setting objectives for lesson and Planning, Direct observation (Working in classroom and fieldwork), indirect observation (Application of knowledge, handling maps, sampling and statistical information, practical work, examinations). The structure of Teaching Geography: Skill based approach, Steps in micro teaching, Teaching aids and material in Geography, Teaching Geography with Technology. The organisation of Geography teaching. Resources and sources of documentation.

**Teaching and Learning Methods:** Lecture: Lecture periods will include slides and discussion and field learning of geography teaching.

**In Course Assessment:** Final essay (10%); Discussion Board (DB) (10%); Field survey (15%); Field Notes (05%). In total 40%

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

**Knowledge:** Understand the scientific and multidisciplinary nature of Geography, Understand the modern dimensions and requirements of geography in modern education, understand the organisation of Geography teaching.

**Skills:** Ability to apply the synthesis and the method of geographic science, Ability to assess and promote geography teaching skills and techniques, Teamwork and field observation skills in identifying geography teaching at school levels, Organise geography teaching.

**Recommended readings:**
AGYE 32013: The Professional Geographer

Objectives: Compares the skills of geography undergraduates and the needs of employer organizations across major sectors of the Sri Lankan and foreign workforce. Provides a valid set of concepts for categorizing and assessing the skills of professionals in a particular field or industry. Provide a starting point for creating an inventory of skill areas that are required for successful job performance in geographic career fields. Establish a basis for comparing relationships between education and employability, workplace cultures and environments, and key issues facing the industries and organizations that hire professional geographers.

Course content: Course introduction, Changing Work Environment, Career Planning, Career Management Competencies, Geographers can …… and Geographers are …….., General skill areas in professional geography, Geographic skill areas in professional geography, Networking and Professional organizations, Entrepreneurship skill development, Applications of skills in Professional Geography.

Teaching and Learning Methods: The syllabus is presented as a series of lectures, guest lectures, group discussion and industrial placement/visits.

In Course Assessment: 40 % percent of mark is given to the in course assessment. Skill demonstrations/competition (20%): Portfolio (10%): Industrial visit/placement (10%): It is required to provide group presentation after ending the industrial visit.

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

Knowledge: Understand work performed by geography graduates and the value of their skills and abilities for employment in a variety of professions. Gain ability to work across disciplinary boundaries, and spatial thinking and work of geographic professionals irrespective of specialty. Understand the relationships between geography education and employability, workplace cultures and environments, and key issues facing the industries and organizations that hire professional geographers.

Skills: Skills for diversity perspective, global perspective, spatial thinking and interdisciplinary perspective, Creative thinking, Critical thinking, Problem solving, Career planning and design, Employability and Entrepreneurship skills. Supervising, Teamwork, Relationship building skills, Information management, Time management, Adaptability and Self-awareness.

Recommended Readings:

HINDU CIVILIZATION

AHCC 31013: Sociology of Hinduism

Objectives: The objective of this course unit is to make the students to understand the Hindu religion in the basic sociological perspectives.


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

In Course Assessment: Assignment / Tutorials: 10%, Quizzes / Examinations: 10%, Group Presentation: 10%, Attendance: 10%

Learning Outcomes: After the completion of this course, the students should be able to discuss the relationship between society and Hindu religion on the perspectives of the teachings of Hinduism.

Recommended Readings:
AHCC 31023: Vedanta School of Hindu Philosophy

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

**Course Content:** Significance of the prasthanatraya. The brief history of Sankarar. Sanka Vedanta – Epistemology. Reality, Causality the concept of Maya and liberation. Visistadvaita and its philosophical Significance. Dwaita and controversy between dualists and aviations.

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

**In Course Assessment:** Assignment / Tutorials: 10%, Quizzes/Examinations: 10%, Group Presentation: 10%, Attendance: 10%

**Learning Outcomes:** Understanding the significance of Philosophy of Vedanda and its commentators

**Recommended Readings:**
- Balasubramanian, R. 1976, *Advaita Vedanta*, University of Madras,
- Vidyarthi, P.B. 1977, *Sri Ramanuja’s Philosophy and Religion*, Prof. M. Rangacharya Memorial Trust, Tripliane, Madras,
- Srinivasachari, P.N. 1978, *The Philosophy of Visistadvaita*, The Adyar Library and Research Centre, Chennai,
- md;id jhjk#> 2000. *jkpoH r%ftpay:> cyfj; jkpohuha;r;rp epWtdk;> nrd;id>

AHCC 31033: Women in Hindu Tradition

**Objectives:** The aim of this unit is to provide knowledge of the position of women in Hindu Tradition to the students.

**Course Content:** Attitude of women in the patriarchal Society, Childhood and Education, Marriage and Divorce, Married life, Position of the widow, Women and public life and religion, Property rights, Concept of feminism in Hindu Society.

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

**In Course Assessment:** Assignment / Tutorials: 10%, Quizzes / Examinations: 10%, Group Presentation: 10%, Attendance: 10%

**Learning Outcomes:** Understanding the position of women in Hindu Tradition.

**Recommended Readings:**
- rhe;jh>vk;vj;> 1994. *fhiuf;fhyk;ikahUk; mf;fkhNjtpAk; XH xg;gha;T> ftpd;fiy mr;rftk;> nrd;id.
- Kj;Jr; rpjk;guk;> r. 1955. *ngz;zpak; Njhw;wKk; tsHr;rpAk;> jkpo; Gj;jfhyak;> rpd;depyh mr;rftk;> nrd;id.
- kNdhfud; Jiu> 1994. *Rthkp tpNtfhde;jUk; ngz;fSk;> e;jUkk;> e;j khztH rq;fk;> Nguhjid gy;fyf;fofk;.
- re;jphpah NrhkJre;juk;> 1990. *ngUikf;Fhpa ngz;fs;> ghhpepiyak;> nrd;id>
AHCC 31043 Saiva Cultural Tradition in Thirumurais.

**Objectives:** This unit helps the students’ to find out the Saiva Siddhanta thoughts in Saiva Thirumururais

**Course Content:** Intorduction to the Saivism in Thirumurais and its Philosophical and religious significture. Bhakti and religious life of Saiva Saints, moral practices, met a physical structure of Saivism.

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

**In Course Assessment:** Assignment / Tutorials: 10%, Quizzes / Examinations: 10%, Group Presentation: 10%, Attendance: 10%

**Learning Outcomes:** Gathering knowledge of Saiva Siddhanta thought in Tirumurais.

**Recommended Readings:**
- fe;jrhkp>Nrh.e. 2007.> gd;dpUkpUKiw> nka;ag;gd; gjpg;gfk;> rpjk;guk;.
- uhrkhzpfdhH>kh. 1944.> gy;yTuhW> irtrpjhhje;j Ejw;gjp;Gf;fofk;> nrd;id.
- ,ujjdpdrghj;jp;it. 1979.> jpUKiw;jnspNt rptrQhdNghjk;> ,uhjhfpu~;zd; nka;AzHT Nky;epiyf; fy;tppeWtdk;> nrd;id; gy;flyf;fofk;> nrd;id.
- uFgud;>f. 2008. (gpjg;gprphpaH)> gj;jpnewpAk; gz;ghl;Lf; Nfhyq;fSk;> ,e;J rka fyrhru mYty;fs; jpizf;fsk;> ,yq;if.

AHCE 31012: Music in Hindu Culture (*)

**Objectives:** This unit helps the students to understand Music in Hindu Cultural Tradition.

**Course Content:** Concept and Theories of Culture, Origin and development of Music Tradition, Musical tradition as in Vedas, Epics, Puranas, Musical sifnificance in South India, Tirumurai and Music, Musical developed in the Southern Dynesties, Music centres and Musicians.

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

**In Course Assessment:** Assignment / Tutorials: 10%, Quizzes / Examinations: 10%, Group Presentation: 10%, Attendance:10%

**Learning Outcomes:** Understanding the aspects of Music in Hindu Culture and preserve it.

**Recommended Readings:**
- mgahk;gpfh> 1997. ,irapay; kzpNkfiy gpRuk;> nrd;id.
- FNye;jpud;> 1996. fhuf;fhyk;ikahH njd;de;jpa ,irapd; jha;> jkpo; tsMr;rp;jiw> ,ej;pa.
- jdghz;bad;> J.M. 1994.> ,irj;jopo; tuyoW> jkpo;g; gy;flyf;fofk;> Qj;rht+H.
- FNye;jpud;>Qh. 2008.> nja;ti;jkpopi;> rpltjjpU kd;wk;> nfhOk;G.
- mq;faw;fz;zp;> ,. 1999> jpUQhdrk;ge;jhp; Njthug; ghly;fspy; ,ir;> fiyafk;> jQ;rht+H..
- Raghavan, V. 1957, The Spiritual Heritage of Thiagaraja, Madras.

AHCE 31022: Dance in Hindu Culture (*)

**Objectives:** This unit helps the students to understand the aspects of Dance in Hindu Cultural Tradition.

**Course Content:** Concept and Theories of Culture Baratham - Hindu perspective Antiquity of Saiva Dance tradition and its meaning, The views of Saints on Dance, Dance as a means of the liberation of soul, Thandavas and its explanation.

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

**In Course Assessment:** Assignment / Tutorials: 10%, Quizzes / Examinations: 10%, Group Presentation: 10%, Attendance:10%

**Learning Outcomes:** Understanding the importance of Dance in Hindu Cultural Tradition and preserve it.

**Recommended Readings:**
- fhHj;jpfh fNzrH> 1979. 1) jkpoH tsHj;j Mlw;fly> nrd;id> 1969. 2) fhye:NjhWk; ehl;ba;f; fly> nrd;id.
- jz;lghzp NjrpH> 1967> Mly;yhd;> nrd;id.
- rPdpNtq;frhkhp kapiy; 1967. ,iwtd; Mba vOtifj; jhz;ltk;> nrd;id.
AHCE 31033: Modern Movements in Hinduism

Objectives: This course unit introduces the students the modern trends in Hinduism.


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

In Course Assessment: Assignment / Tutorials: 10%, Quizzes / Examinations: 10%, Group Presentation: 10%, Attendance: 10%

Learning Outcomes: Understanding the modern trends in Hinduism.

Recommended Readings:

AHCC 32013: Hindu Sculpture and Iconography

Objectives: This course unit introduces the origins and Techniques of Hindu Sculpture and Iconography with the help of relevant sources to students.

Course Content: This course unit consists of the following aspects to enhance the knowledge in Hindu Sculpture and Iconography. Early origins, The antiquity of image worship in India. The divinities and their emblems on early coins and seals. Salient features of Iconography as an Art. Techniques: Icono-plastic art. Iconographical Terminology. Canons of Iconography. Cults Icons in general.

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

In Course Assessment: Assignment / Tutorials: 10%, Quizzes / Examinations: 10%, Group Presentation: 10%, Attendance: 10%

Learning Outcomes: Understanding the Hindu Sculpture and Iconography.

Recommended Readings:
- etu;jjpdk;& f. 1939. njd;dp;jpapa rpw;gtbtq;fs;&> jplKks; mO;jflk;& Rd;dhfk;&
- NhghyfUp;& z laH;& g. 1981.> rpthfktq;fsK; rpw;g E;fSk; rpj;jphf;Fk; rpf tpf;fpufpay; (fhyhepjg;gl;j;j;jpw;flh;aho;g;ghzh;gy;flj;flj;jpw;Fr;rkHg;gpf;fg;if;lMa;ntL;)
- fsg;gp jggppahH> 1978. it.rpw;gr; nre;EJ;> njhopy;El;gf; fy;tp;af;fk;&> jkpo;ehL;& nr;id.
- fNzr%Hj;jp; jggj;jp; 1960. Mya tp;fpuf epHkhz Mahjp rpw;gufpak;& Jiurhkp KjypahH fk;ngd;& kiyag;ngUks; njU;& nr;id.

AHCC 32023: Religion and Philosophy Agamas

Objectives: The aim of this unit is to provide the students the significance of the Religion and Philosophy of Agamas.

Course Content: Traditional Values of Saiva Agamas, Principal Saivagamas and their Contents, Modes of worship expounded in Saivagamas, Mantras and their Significance, Sivagamas and Saiva Siddhanta.
Teaching and Learning Methods: Lectures, discussions, presentation and audio visual.

In Course Assessment: Assignment / Tutorials: 10%, Quizzes / Examinations: 10%, Group Presentation: 10%, Attendance: 10%

Learning Outcomes: Understanding the religion and Philosophy of Agamas.

Recommended Readings:
- rptr= Rthkpehj rprrhnhpareH> 1954> Mikk; #ykk;> jUkGu MjPd FUG+ir tpohtpy; Nhfil tfG;gpy; Mw;wpapa Nghhr; nrhw;nhhopTs;> jUkGuk.;
- NfhghyfpU;z iaH >1981. rpthfkq;fSk; rpw;g E}y;fSk; $Wk; rpttpf;fpuftpay;> aho;g;ghzg; gy;fify;fofk;> fyhepgp; gl; Ma;Tf; fl;Liu> aho;g;ghzk.;
- NfhghyfpU;z iaH 1992>,e;Jg; gz;ghl;L kuGfs;> tp;jpah ntspaPL> aho;g;ghzk; (rpthfkq;fs;:> rpthfk newpapy; Fk;ghgpN~ff; fphpia)
- ehr;rpahH nry;tehafkJ;> 1987. ,yqi;fapw; fe;jd; Nfhapy;fspw; Ngzg;gLk; Mlfk; fphpia kuGfs;>; aho;g;ghzg; gy;fify;fof KJfiykhzpg; gl;lk; ngWjw;fhdr; rkHg;gpf;fg;gl;l Ma;Tf;fl;Liu> aho;g;ghzk;.;
- Bhatt, N.R. (Ed.), 1964. Ajitagama, Institute Trancais & Indologie, Pondictery,

AHCC 32033: Hindu Culture as reflected in Epics and Puranas.

Objectives: The aim of this course unit is to introduce the salient features of Hindu Culture as reflected in the Epics and Puranas.


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

In Course Assessment: Assignment / Tutorials: 10%, Quizzes / Examinations: 10%, Group Presentation: 10%, Attendance: 10%

Learning Outcomes: Understanding the Hindu cultural values of Epics and Puranas to improve ethical life.

Recommended Readings:
- Srinivasa Sastri, V.S. 1952., Lectures on the Ramayana, Madras Sanskrit Academy, Madras.

AHCC 32043: Hindu Ethics

Objectives: The objective of this course of study is to facilitate the students to acquire a comprehensive understanding of ideas and observances pertaining to Hindu Ethics.

Course Content: Ethics as the science of human values, definition of human values, conduct and character, Theory of Karma Doctrine of Rebirth Standards of Morality, Human Values expounded in Literary Sources in different periods, Traditional varnasramadharma and cardinal virtues, Human values for the development of Humanity.

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

In Course Assessment: Assignment / Tutorials: 10%, Quizzes / Examinations: 10%, Group Presentation: 10%, Attendance: 10%
Learning Outcomes: Understanding the Hindu Ethics and improving ethical life of mankind.

Recommended Reading:

AHCE 32013: Hindu Astrology

Objectives: This course unit aims to introduces the students the elements of Astrology.


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

In Course Assessment: Assignment / Tutorials: 10%, Quizzes / Examinations: 10%, Group Presentation: 10%, Attendance:10%

Learning Outcomes: Understanding the special features of Astrology.

Recommended Readings:

AHCE 32023: Southern Vaisnava School of Hinduism

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

Course Content: Introduction to Visnavism, Origin and Developments of Visnavism in South India, Religious and Philosophical tents reflected in Nalayirathivviyapirapantham, Modern trends in Southern Vaisnavism,

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

In Course Assessment: Assignment / Tutorials: 10%, Quizzes / Examinations: 10%, Group Presentation: 10%, Attendance:10%

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

Recommended Readings:
HINDU PHILOSOPHY

AHPC 31013: Saiva Siddhanta Epistemology

Objectives: To enable students to understand the studies made by Saiva scholars in Epistemology.

Course Content: Sources and nature of knowledge the Factors of valid knowledge, Theory of perception and its classification. The Physical and Psychological basis of perception, Theory of inference, Sabda Pramanas, Validity of Pramanas, Truth and error, concept of citsakto, Siddhanta, Classification of knowledge and its epistemological basis.

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

In Course Assessment: Assignment / Tutorials: 10%, Quizzes / Examinations: 10%, Group Presentation: 10%, Attendance: 10%


Recommended Readings:
- Ponnaiah, V. 1951., Saiva Siddhanta theory of knowledge, Annamalai University.
- \text{other materials not provided}

AHPC 31023: Saiva Siddhanta and Sri Lankans.

Objectives: To enable students to evaluate the contribution of Sri Lankan scholars to develop the propagation of Saiva Siddhanta.

Course Content: Introduction to the various elements of Saivism in Sri Lanka, A detail study on notable contributors like, Sri Gnanapraagasa, Navala, Sankara pandither, Senthlnathiyar Kathiravetpillai, Sivapathasundram, Sabaratna Mudaliyar, Ramanathan, Sapapathinavalar, Ananda Coomarasamy etc.

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

In Course Assessment: Assignment / Tutorials: 10%, Quizzes / Examinations: 10%, Group Presentation: 10%, Attendance: 10%

Learning Outcomes: Understanding the Sri Lankan contribution to Saiva Siddhanta and their significance.

Recommended Readings:
- \text{other materials not provided}

AHPC 31033: Philosophy and Religion of Periyapuranam

Objectives: The depth understanding of the Social background of Periyapuranam and the knowledge of the Philosophy and religion of Periyapuranam.

Course Content: Introduction to Society, religion and culture through Periyapuranam, The influence of other religions on Saivism, Nayanmars’ way of life and the salient features of the religious doctrine, Social structure and community development, Contribution of Periyapuranam to the society.

Teaching and Learning Methods: Lectures, discussions, presentation and audio visual.
In Course Assessment: Assignment / Tutorials: 10%, Quizzes / Examinations: 10%, Group Presentation: 10%, Attendance: 10%

Learning Outcomes: To enable students to read beyond the narratives of cekitar and the knowledge of the Philosophy and religion of Periyapuranam.

Recommended Readings:
- Qhdrk;ge;jd;m.r. 1999 nghpaGuhzk; -XH Ma;T> fq;if Gj;jf epiyak;> nrd;id..
- ,uhkhzpf;fdhH;kh. 1962.> nghpaGuhz Muha;r;rp> ghhpepiyak;> nrd;id.
- fy;ahzRe;judH> tp. 1934.> nghpaGuhzk; - Fwpq;Giu> KUfNts; Gj;jfthiy> nrd;id.
- tofntspaPL> 1970. nghpaGuhzr; nrrhw;nhopTfs;> jpUnej;Nty;jd;pe;jpa irtrpj;jhe;j Ejw;gpj;jf;fok;> jkpo;ehL.
- Ntjehjd;kh. 2011> nghpaGuhzk; Gyg;gLj;Jk; jj;JtKk; gz;ghL kuGfSk;> NrH.nghd.;,uhkehjrd; epidTg;NgUiu> aho;g;ghzg; gy;fiyf;fok;> aho;g;ghzk;..

AHPC 31043: Heterodox systems

Objectives: To enable students to understand the underlying ideologies of the Heterodox schools vis-a-vis Saiva Siddhanta.

Course Content: Introduction to Heterodox schools, The salient features of Buddhist Philosophy, Subjective idealism, Karma theory, Causation, Doctrine of movementariness, ethics, Jaina Philosophy, syadvada, Jivas, Moksa, Philosophy of Carvaka, its religious and Social outlook, Impact on Hindu Philosophy

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

In Course Assessment: Assignment / Tutorials: 10%, Quizzes / Examinations: 10%, Group Presentation: 10%, Attendance: 10%

Learning Outcomes: Understanding a broad view of the various schools of Hindu Philosophy.

Recommended Readings:
- Njtpgpurhj; rl;Nlhghj;jhah> 1970. ,e;jpajjJlj;jpy; epiyj;jpUg;gdTk; mope;jdTk;>
- mk;Ngj;fhH ghghrhNFy;> 1996. (jkpopj - rpjijhHilj;jh)> GijjUk; mtH jHkkKk;> gTj;j Ma;Tikak;> nrd;id.
- thdkhkiy; eh. 2008. > jkpoHgz;ghLk; jj;JtKk;> mifys; ntspaPl;fjk;> nrd;id.

AHPE 31013: Philosophy of Saint Ramalingam

Objectives: The aim of this unit is to provide the students the role of the religion and philosophy of Saint Ramalingam

Course Content: Introduction to Vallalar, Philosophy of Vallalar, Suththa Sanmarka of Vallalar, Vallalar and his moral thoughts as a reformist Saiva Siddhanta and Vallalar,

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

In Course Assessment: Assignment / Tutorials: 10%, Quizzes / Examinations: 10%, Group Presentation: 10%, Attendance: 10%

Learning Outcomes: To enable students to understand the studies made by Philosophy of Saint Ramalingam.

Recommended Readings:
- fy;ahzRe;ju KijpahH> tp. 1929.> ,uhkpq;f Rthkpf; jsUTs;sk;> rhJ mr;Rf;$lk;>.
- rptQhdk;>k.ng. 1974.> ts;syhH fzl xUikg;ghL > ,d;g epiyak;> nrd;id. le;jhk; gpj;jg;G.
- rpjk;gudH> rkhp. 1959.> tLYH tha;nkhop> J;lhH gpuRuk;> jsUTy;yf;Nfzp.
- Jiur;rhkpg;gps;is;R. 1954.> jsUTUg;gh %yKk; ciuAk;> mz;zhkiy; gy;fiyf;fok;>.
- =,gp. 1970.> ,uhkfpU;zUk; ,uhkpq;fKk;> J;lhH gpuRuk;> jsUTy;yf;Nfzp.
AHPC 32013: Saiva Siddhanta thoughts in Thevaram

Objectives: Thevaram applied philosophy- Every word in Sastras are supported in these.

Course Content: Introduction to the Saivism in Thevaram and its Philosophical and religious significance. Bhakti and religious life of Saiva Saints, moral practices, metaphysical structure of saivism.

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

In Course Assessment: Assignment / Tutorials: 10%, Quizzes / Examinations: 10%, Group Presentation: 10%, Attendance:10%

Learning Outcomes: Students are to be convinced that Tevarams are not more hymns, sung in the streets for the uneducated derote, but have a core of high philosophy, directed experienced through grace.

Recommended Readings:
- nrq;fy;tuagps;is> fh.> Njth xu spnewp (rk;ge;jH)> Kjyhk - 1973;> .uz;lhk-1963;> %d;;whk; - 1954> njhFjp> jpUney;Ntyp njd; dpe; jpa irtrpj;jhe;j E}w;jgp;Gf; fofk;> nrd;id
- nts;isthuzd;> f. 1969 - 1972> gd;dpU> jpUKiw tuyhW> ,UnjhFjpfs;> mz;zhkiyg; gy;fiyf;fof ntspaPL>
- .ujj;jpdrghjip> it. 1979.> jpUKiw; njspNt irtrpj;jhe;jk;> ,uhjhpU;z; zd; Nky; epiyf; fy;tp epWtdk;> nrd;ldg; gy;fiyf;fof;k;>
- re;jpunuYfh thkNjth;> 1981.> jpUQhdkrge;H Njthuk; fh;Lk; rkaKk; jj;JtKk;> aho;g;ghzg; gy;fiyf;fof ,e;Jehfhpf KJkhzpg; gl;lj;jpw;fhd Ma;Tf;fl;Liu.
- rHNjt;tu laH> g. 1980.> mg;H Njthujj;jypYs;s rkaKk; jj;JtKk;> aho;g;ghzg; gy;fiyf;fof KJkhzpg; gl;lj;jpw;fhd Ma;Tf;fl;Liu.
- Rangaswamy Dorai, M.A., The Religion and Philosophy of Tevaram, Book I (1958) & II (1959), (Volumes I – IV), University of Madras, Madras.

AHPC 32023: Ashtapraharanam

Objectives: To enable students to trace the origins of Saiva Siddhanta Philosophy.

Course Content: Introduction to texts of ashtapraharana, Philosophical significances, meansof knowledge, Three entities of Saiva Siddhanta, moksa, thepathformoks, Ethical and social aspects in ashtapraharana.

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

In Course Assessment: Assignment / Tutorials: 10%, Quizzes / Examinations: 10%, Group Presentation: 10%, Attendance:10%

Learning Outcomes: A clear grasp of the foundations of Saiva Siddhanta philosophy as depicted in the Ashtapraharanam.

Recommended Readings:
- fpU];z rh];jhpjpsfs;> eh. 1927.> kw;Wk; Rg;gpukza rh];jhpjpsfs;> K.> (jko; nkhophngaHg;G)> m;lg;gpufuzk;> gFjp l> jj;Jtq;fpufk;> jj;Jtijjupa epHzak;> jj;Jtg; gpufhrk;> (%yKk; tpU];jhpjAiuAk;)> NjtNhfl;il rpthfk rpijhe;j ghpghyd rq;fk;> fhuf;Fb;
- fpU];z rh];jhpjpsfs;> eh. 1972.> kw;Wk; Rg;gpukza rh];jhpjpsfs;> K.> (jko; nkhophngaHg;G)> .uij;jpdpjpuak; Nghffhpif> ehjfhphif> Nhkl;rhpifp> guNhkl;repuphrhphifp> tw;wpd; %yKk; tphpTiuAk;> NjtNhfl;il rpthfk rpijhe;j ghpghyd rq;fk;>
- Re;ju%Hj;jp> lhf;IH. Nfh. 1979.> tlnkhop E}y;fspw; irtrpj;jhe;jk;> gFjp l> (jj;Jtg; gpufhrKk; mjd; ,U ciufSk;)> rHNthja ,yf;fpag; gz;i> kJiu>
- = gl;lhghpuhkfz;IH> mNhurprthrhphahH (tp.c)> 1927.> ehjfhphif - %yKk; tpU];jhpjAiuAk;> NjtNhfl;il rpthfk rpijhe;j ghpghyd rq;fk;> fhuf;Fb>
- Dunwila, Rohan, A. 1985., Saiva Siddhanta Theology (A context for Hindu – Christian Dialogue), Motilal Benarsidess, Delhi,
AHPC 32033: Saiva Siddhanta in Kanthapuranam

Objectives: To enable the students to trace the salient features of Kanthapuranam and its special significance in Jaffna Society.

Course Content: Introduction to the salient features of Kanthapuranam, Muruka worship, Social, Cultural, Philosophical significance of Kanthapuranam, Conceptual analysis of devotion, war, evil, maya, final release, etc., Kanthapuranam and its special significance in Jaffna society.

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

In Course Assessment: Assignment / Tutorials: 10%, Quizzes / Examinations: 10%, Group Presentation: 10%, Attendance: 10%

Learning Outcomes: A clear grasp of the Saivism in Kanthapuranam Muruga worship and Philosophical significance and special significance in Jaffna Society.

Recommended Readings:
- MWKfehtyH =y=(gjpj;G)> 1958. fe;jGuhzk;> tpj;jpaheGhyd ae;jpurhiy> nrd;id.
- Rg;gjukzp;dg;> eh. 2002. > fe;jGuhzk; xU gz;gh;L;f; lsQ;rpa;> fiyQd; gjjp;gfk;> nrd;id.
- nre;jpehjiaH> = fhprthrp;> 1969. fe;jGuhz etePjk;> $I;LW7T; jkpo;E;w; gjjp;G tpe;gif; fofk;> aho;g;ghzk;.
- fzzjgp;gps;is gz;bjksz;> rp. 1960. > fe;jGuhz Nghj;jd;> mfp yq;if rIt kj;jpa kfrigapdH> Rd;dhtfk;>; yq;if;.
- ,uhkypq;fk;> eh. 1980. > fe;jGuhz Muha;r;rp> kJiug; gy;fiyf;fofk;> kJju.

AHPC 32043: Saiva Siddhanta with special reference to Sivajnanabhoda

Objectives: The aim of this course unit is to make the students familiar with the source texts of Saiva Siddhanta.

Course Content: Emphasis will be on the textual study of Sivajnanabhodam with special interest on the following aspects. Ultimate reality and the relationship between Saiva metaphysics and the world. Logical coherence among the bonds, Liberation as the ultimate goal.

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

In Course Assessment: Assignment / Tutorials: 10%, Quizzes / Examinations: 10%, Group Presentation: 10%, Attendance: 10%

Learning Outcomes: Understanding the Saiva Epistemology, philosophy and their significance based on Sivajnanabhoda.

Recommended Readings:
- mUiztbNty; KjypahH>rp. 1991. > rptQhdNghj kjghbha nghUs;epiy tspf;fk;> jkpo; gy;fiyf;fofk;> jQ;rht;H.
- kiwkiyabfs;> 1958. rptQhdNghj Muha;r;rp> njd;de;jpa irtrpj;jhe;j E;w;gpj;p;Gf;fofk;> nrd;id.
- tr;rpuNty; KjypahH> 1977. rtpQhdbaj;gpwT> nrd;idg; gy;fiyf;fofk;> nrd;id.
- ,uj;jpdrgqgpj;>it. >1979. jpUKiwj;njsNt rptQhdNghj;jk;> ,uhjhfU~;zd; nka;AzHT Nky;epiyf; fy;tepWtdk;>; nrd;idg; gy;fiyf;fofk;> nrd;id.
- MWKfehtyH> (g.M.)> nka;fz;NljH mUspr;nr;aj rptQhdNghjKk; thHj;jpfnkd;Dk; nghopg;GiuAk;> tpj;jpaheGhyd ae;jpurhiy> nrd;idg;lzk;.

AHPE 32013: Philosophy of Thirukkural

Objectives: Enabling students to understand that Thiruvalluvar was not only a universal, social and ethical philosopher but an Indian Saiva Tamil

Course Content: All comprehensive aspects of Kural, Aram, Porul and inpam are especially described and veedu, covertly described. These four goals of life are deeper than the all Indian concept of Dharama, Artha, Kama, and Moksha

Comparison of the ethical goals of the Smiritis and Kural. The so called differences are to be bridged. All come in line with the Vedic literature. Tamil Veda is an apt phrase. The third (Kamaththupal is in line with
the Tholkapiyam and Aham Classics and continues through Thirukkovaiyar down to the present century “Divine love”. Porul is far superior to Artha Sastra.

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

**In Course Assessment:** Assignment / Tutorials: 10%, Quizzes / Examinations: 10%, Group Presentation: 10%, Attendance: 10%

**Learning Outcomes:** Students understand the universal nature of its teaching, not forgetting the core, based on Tamil Saiva Philosophy.

**Recommended Readings:**
- tr;ruNty; KjypahH>f. 1953.> jpUf;Fwspd; cl;fpil irtrpj;jhe;jNk> jpUtUs; jtnewp kd;wk;>; kJiu.  
- mUzhryk>; g. 1988-> Fwspd; nra;jp> ghhpepyak>; nr;id.  
- fhkhl;rp rPdpthrd;>; 1979. Fws; $Wk; rkak;>; kJiu fhkuhrH gy;fiyf;fof jpUf;Fws; Ma;tf ntspaPL> kJiu.

**HISTORY**

**AHYC 31013: History of Modern Sri Lanka from 1500 to 1800 A.D**

**Objectives:** This unit of study is a compulsory component for a candidate of history and by studying this unit one could receive knowledge of changing politico-socio life pattern of Sri Lanka after the 15th Century A.D. The European dominance over Sri Lanka for more than 400 years infiltrated through modernization of Sri Lanka and also laid a basement for the Christianity which is influencing every walk of life in Sri Lanka. Thus the objective of this course of study is aimed to provide a full knowledge of Christian culture and the repercussions of other religions in Sri Lanka.

**Course Content:** Sources for the Study, Political condition of the Ceylon at the time of the arrival of the Portuguese, War of the Kotte, Dominance of Sitavaka, Expansion of Portuguese Power, Portuguese and Kandian Kingdom, Portuguese and Jaffna Kingdom, Administration, Economy, Religion, Impact of Portuguese Rule.

**Teaching and Learning Methods:** Lectures, Discussions, Presentation, Field studies.

**In Course Assessment:** Assignment / Tutorials 10%, Project work 10%, Seminar 10%, Mid semester exam 10%

**Learning and Outcomes:** One can realize the difference between European developments under the colonial Sri Lanka and other activities after the Independence. And also one could realize after the racial elements which begin with the constitutional developments of Ceylon(Sri Lanka) as the Christianity influenced through that political power where the role of Christian Tamils at the period played very important part.

**Recommended Readings:**
- Abeyasinghe, 1986. Tikiri., Jaffna Under the Portuguese, Lake House, Colombo,  
- Arasaratnam, S. 1988., Dutch Power in Ceylon(1658-1687), Navarang, New Delhi,  
- Cosme Silva, O, M. Da. 1990., Fldalgos in the Kingdom of Kotte(1505 – 1656), Colombo,  
- Silva, K, M, De. 1981., A History of Sri Lanka, Oxford University Press, Bombay,  
- fpU;zuhrr> nr.;,yq;if tuyhW ghfk; Il> gpiwepyh ntspaPl;lfk;>; aho;g;ghzk;>; 2000.

**AHYC 31023: History of Modern India (Up to 1857 A.D)**

**Objectives:** The main aim of providing this unit these units is to understand the European’s impact on Indian politics, economic developments. And also one could come to know the different views of writings from the both sides i.e. in Europe and in India. These course units will also provide the nature of historiography i.e. Euro-Centric view on Indian culture. But, the Asian views of writings on this subject now are being generated by Asian Historians.

**Course Content:** Arrival of British to the India, Struggle between British and French, Battle of Plassey, Battle of Buxar, Robert Clive, Dupleix, Carnatic wars, Warren Hastings, Cornwallis, Wellesley, Wars of Mysore, Hastings, William Bentinck, Ranjit Singh, Sikhs – British War, Dalhousie, Indian Rebellion of 1857.

**Teaching and Learning Methods:** Lectures, Discussions, Presentation, Seminars.
In Course Assessment: Assignment \ Tutorials 10\%, Project work 10\%, Seminar 10\%, Mid semester exam 10\%.

Learning and Outcomes: Living with social harmony is now being implemented besides of challenges due to the current politics and so that these particular units study will enhance to understand the importance of harmonious living with multi society at a place, particularly in Sri Lanka.

Recommended Readings:
- Hodson, H.V. 1993., The Great Divide : Britain-India-Pakistan, Oxford UP, Karachi,
- Pandey, B.N. 1969., The Break – up of British India, Macmillan, London,
- Ramprakash Mathur. 2006., Modern Indian History, Murari Lal&sons, New Delhi,
- Satish Chandra. 2001., Historiography Religion and State in Medieval India, Har-Anand Publications,
- Nizami, K.A. 1983., On History and Historians of Medieval India, Munshiram Manoharlal Publishers,
- Nilakantasastri, 1950. History of India, Part II, Viswanathan, Madras,
- Irfan Habib(ed), 1992. Medieval India I, Oxford University Press,
- Peter Robb. 2002. A History of India, Palgrave Publishers,
- Peter Robb, 2002. A History of India, Palgrave Publishers,

AHYC 31033: History of Muslims in India (From 1206 – 1707A.D)

Objectives: Those who offers this unite is expected to be very familiar with Muslim’s Islamic culture and Politics in the North Indian region. At the same time the particular student has to study the repercussion of the people of Deccan and South India where the new kingdoms arose for protection of Hindu culture.

Course Content: Source Materials, Muslims Victory over the India, Establishment of the Delhi Sultanate, Slave, Khilgy, Tuklaque and Lody Dynasties, Impact of Islamic Religion on the Society, Muslims Rule in North India, Babar and his Military Establishment, Akbar and his Monarchy, Emperors after the Akbar’s Rule, Fall of the Empire, Art and Culture under the Empires.

Teaching and Learning Methods: Lectures, Discussions, Presentation, Seminars.

In Course Assessment: Assignment \ Tutorials 10\%, Project work 10\%, Seminar 10\%, Mid semester exam 10\%.

Learning & outcomes: The role of the Muslims contribution to the Indian nation and technology are the main outcome.

Recommended Readings:
- Satish Chandra. 2001., Historiography Religion and State in Medieval India, Har-Anand Publications,
- Nizami, K.A. 1983., On History and Historians of Medieval India, Munshiram Manoharlal Publishers,
- Nilakantasastri, 1950. History of India, Part II, Viswanathan, Madras,
- Irfan Habib(ed), 1992. Medieval India I, Oxford University Press,
- Peter Robb. 2002. A History of India, Palgrave Publishers,
- Peter Robb, 2002. A History of India, Palgrave Publishers,

AHYC31043 History of Europe from 1600-1750  A.D

Objectives: It is an expectation through this course unit that one candidate should be understood regarding the rise of National States in Europe which have affected the Third world countries.

Course Content: Decline of Spain, 30 Years War, Dutch Liberation War, Rise of France, Louis XIV, Richelieu, Mazarin, Frederick, Rise of Russia, Catherine II, Joseph II, English Revolution.

Teaching and Learning Methods: Lectures, Discussions, Presentation, Seminars.

In Course Assessment: Assignment \ Tutorials 10\%, Project work 10\%, Seminar 10\%, Mid semester exam 10\%.

Learning outcomes: Since this particular period provides the Revolutionary history of Europe & Asia, the particular student of this unite will get very good knowledge regarding the modern society formations.
Recommended Readings:
- David Maland. 1966., Europe in the Seventeenth Century, Macmillan and Company, London,
- Mace rice Ashley. 1974., The Age of Absolutism 1648-1775, Weiden Feld and Nicolson, London,
- MNUhf;fparhk> K. 1960.> lNuhg;gp unfavorable tuyhW> nrd;id>

AHYE 31013: History of South India from 1000 to 1500 A.D

Objectives: The students who offer this course unite are expected to get the maritime political & cultural developments which centered with the Indian Ocean at the time.

Course Content: Source Materials, Fall of the Pallava Empire, Rise of the Cholas, Raja Raja I, Rajendren I, Sri Lanka under the Chola Empire, Decline of the Chola Empire, Rise of Second Pandian empire, Origin of Vijayanagar Empire.

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

In Course Assessment: Assignment \ Tutorials 10%, Project work 10%, Seminar 10%, Mid semester exam 10%.

Learning outcomes: The Tamil culture was molded to its high peak and the fine arts were reaching to its maximum growth level. The Hindu religion received its higher level as court Religion.

Recommended Readings:
- Muthumari,M. 2007., Zafar Ahmed., History, Tamil Nadu Text Book Corporation, Chennai,
- Sastri, K. A. Nilakanta 1929. The Pāṇḍyan Kingdom from the Earliest Times to the Sixteenth Century. Luzac,
- Sastri, K. A. Nilakanta. 1932., Studies in Chola history and Administration. University of Madras,
- Sastri, K. A. Nilakanta. 1948., The Tamil kingdoms of South India. The National Information & Publications,
- Sastri, K. A. Nilakanta 1955. A History of South India: From Prehistoric Times to the Fall of Vijayanagar. Oxford University Press,
- gps;is> Nf.Nf. 1957. njd;dpe;jpa tuyhW> godpag;gh gpwju;]:> nrd;id>

AHYE 31023: Art and Architecture of South India up to 1000 A.D

Objectives: The course deals with the origin and growth of the architectural and art traditions of a particular region and to compares and contrasts the traditions of other region and traces the changes in the traditions over the centuries in South Asia.

Course Content: Beginning of Art in South Asia, Art of the Indus Valley – Mauryas and the Sungas, Andhras Guptas, Chalukyas, Rashtrakutas and Pallavas.

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

In Course Assessment: Assignment \ Tutorials 10%, Project work 10%, Seminar 10%, Mid semester exam 10%.

Learning outcomes: This course helps the students to know the origin and development of the architectural and art traditions and the relevant dynasties and periods in the past history of different regions. Thus, it helps to trace and indentify history of different regions.

Recommended Readings:
- Brown, Percy. 1965., Indian Architecture, Buddhist and Hindu periods, Taraporwala, Bombay,
- Chauly, G.C. 1998., Early Buddhist Art in India (300 B.C. to A.D. 300),Sundeep Prakashan, New Delhi,
- Coomaraawamy, A,K. 1924., The Dance of Siva : Essays on Indian Art and Culture, Courier Dover Publications,
- Sethuraman,G. 1995., Facets of Indian Art and Culture, J.J.Publications, Madurai,
- Sivarammurti,C. 1963., South Indian Bronzes, Lalit Kala Akademi,
AHYC 32013: History of Modern Sri Lanka from 1800 to 1950 A.D

Objectives: The expectation of providing this unit is to understand the current political problems which rooted from the British administrative policies.


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

In Course Assessment: Assignment \ Tutorials 10%, Project work 10%, Seminar 10%, Mid semester exam 10%.

Learning and Outcomes: This historical background will enhance to have a clear picture of ethnic conflict in Sri Lanka.

Recommended Readings:
- Ludowyk, E.F.C. 1966., The Modern History of Ceylon, Colombo,
- Mills, L.A. 1933., Ceylon under the British Rule 1795-1932, Oxford,
- Mendis, G.C. 1959., (ed), The Colebrooke-Cameron Papers, Oxford,
- Perera, Fr, S.G. 1943., A History of Ceylon, Colombo,
- Silva, K.M. De, 1981. A History of Sri Lanka, Oxford University press, Delhi,

AHYC 32023: History of Modern India from 1857 to 1947 A.D

Objectives: The main aim of providing these units is to understand the European’s impact on Indian politics, economic developments. And also one could come to know the different views of writings from the both sides i.e. in Europe and in India. These course units will also provide the nature of historiography i.e. Euro-Centric view on Indian culture. But, the Asian views of writings on this subject now are being generated by Asian Historians.


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

In Course Assessment: Tutorials 10%, Project work 10%, Seminar 10%, Mid semester exam 10%.

Learning and Outcomes: Living with social harmony is now being implemented besides of challenges due to the current politics and so that these particular units study will enhance to understand the importance of harmonious living with multi society at a place, particularly in Sri Lanka.

Recommended Readings:
- French, Patrick. 1997., Liberty or Death : India’s Journey to Independence and Division, London,
- Hodson, H.V. 1993., The Great Divide : Britain-India-Pakistan, Oxford UP, Karachi,
- Ramprakash Mathur. 2006., Modern Indian History, Murari Lal&sons, New Delhi,
- Sumit Sarkar, 1983. Mordern India(1885-1947), Macmillan, London,
- jq;fNtY> Nfh. 2011.>> ,e;jpa tuyhW ghqk; 03> godpag;gh gpwju;j]> jpUr;rp>

AHYC 32033: History of East Asia from 1800 to 1950

Objectives: This course unit is intended to provide knowledge of East Asian political, economic, social and cultural status.

Course Content: Source Materials, Dynasty of Manchu, First second Opium wars, Taiping rebellion, First and Second China-Japan wars, Hundred days reformation, Revolution of 1911, 21 demands, Sun yat sen, Mao Tse tung, Meji Reformation, Consolidating, the Restoration, The Westernization of society, Harnessing the Energies of the people, Moves towards Democracy, Troubled Economic Development, American Dreams for
Third year in Arts
SYLLABUS

Faculty of Arts

a New Japan, Mikado’s Restoration, Russia- Japan war, Political parties, Manchurian problem, Japan and Second world war.

Teaching and Learning Methods: Lectures, Discussions, Presentation, Seminars.

In Course Assessment: Assignment \ Tutorials 10%, Project work 10%, Seminar 10%, Mid semester exam 10%.

Learning and Outcomes: End of the course, the students will know about the multi cultural realities in the modern East Asian History.

Recommended Readings:
- Bodo Wethoff. 1975., Introduction to Chinese History, Thames and Hudson, London,
- Reischatter,E. 1988., The Japanese Today : Change and Continuity, Harvar University press,
- rhkpehjru;kh> nt. 2008.> rPdhtpd; tuyhW> tpby; gjpg;glk;> Nfhit.
- jq;ffNtY> Nfh. 2000.> [g;ghdpa tuyhW> jkpo;ehl;Lg; ghIEljy; epWtdk;> nrD;id> AHYC 32043: History of Europe from 1750 to 1900

Objectives: It is an expectation through this course unit that one candidate should be understood regarding the rise of National States in Europe which have affected the Third world countries.

Course Content: French Revolution, Napoleon Bonaparte, Congress of Vienna, Concert of Europe, Metternich, July Revolution, February Revolution, Napoleon III, Unification of Italy, Unification of Germany, Bismarck.

Teaching and Learning Methods: Lectures, Discussions, Presentation, Seminars.

In Course Assessment: Assignment \ Tutorials 10%, Project work 10%, Seminar 10%, Mid semester exam 10%.

Learning and Outcomes: Since this particular period provides the Revolutionary history of Europe & Asia, the particular student of this unites will gets very good knowledge regarding the modern society formations.

Recommended Readings:
- Denis Richards. 1957., An Illustrated History of Modern Europe1789-1945, Cengmans Green Company, New York-Toronto,
- Georges Lefebvre . 1952., French Revolution, Routledge and Kegan Paul, New York,
- MNuhf;fparhkp> K. 1960.> lNuug;gpa tuyhW> nrD;id>
- fpuhz;l;> V.N[.1963.> lNuug;gh> jkpo;ehl;Lg; ghIEljy; epWtdk;> nrD;id>

AHYE 32013: Nationalist Movements in Asia

Objectives: This course provides the background and history of, how the nationalistic movements grew in Asia and ways adapted by them during their straggle against the European rules to gain their independence.

Course Content: A survey of the Portuguese Dutch, French and the British Maritime colonial activities in the countries of south East Asia and Asia excluding South Asia – National Liberation Struggle of these countries.

Teaching and Learning Methods: Lectures, Discussions, Presentation, Seminars.

In Course Assessment: Assignment \ Tutorials 10%, Project work 10%, Seminar 10%, Mid semester exam 10%.

Learning Outcomes: At the end of the course the students will acquire a comprehensive knowledge about the nationalistic movement and about their struggle to gain independence.

Recommended Readings:
- Harumi Befu. 1993., Cultural Nationalism in East Asia: Representation, Institute of East Asian Studies, University of California,
- Nicholas Tarling. 2004., Nationalism in South East Asia, Rutledge,
AHYE 32023: 20th Century Russia

Objectives: This course provides a comprehensive history of Russia in the 20th century which was the first communist state in the world, and about the millstone in its history, such as the Bolshevik revolution, 1st world war and 2nd world war.

Course Content: The fall of Stardom, the Rise of Bolshevik power, The Stalin and the Khruchev eras, first and Second World Wars, Collective leadership and the Breakup of the Soviet Union.

Teaching and Learning Methods: Lectures, Discussions, Presentation, Seminars.

In Course Assessment: Assignment \\ Tutorials 10%, Project work 10%, Seminar 10%, Mid semester exam 10%.

Learning and Outcomes: At the end of the unit, students will acquire a general picture of its history and about the prominent place it occupies in the world affairs at present.

Recommended Readings:
- Catherine Merridale., Ivan's War: Life and Death in the Red Army, 1939-1945
- David Remnick. 1994., Lenin's Tomb: The Last Days of the Soviet Empire, Vintage,
- Sheila Fitzpatrick, 2001, The Russian Revolution 1917-1932, Oxford University Press, USA,

HOME ECONOMICS

AHEC 31013: Food Microbiology

Objectives: To gain knowledge on the type of microorganisms in food and their effects, Able to understand the microbial changes in food, To acquire knowledge on the principles of food preservation and microbial safety.

Course Content: Microorganisms in food, Factors that affect microbial growth in foods – Contamination of foods by microbes – Microbial spoilage of foods – Food poisoning and food-borne diseases, Food preservation – food types and their microbiology, Microbial safety of food –, Practical (15 hours):- Examination of microorganisms in different foods, Aseptic and sterilization techniques, Enumeration of microorganisms in food – total count, viable count, Microbial activity in milk – dye reduction test, Preparation of wine and jam, Preservation of Vegetables, Dairy industry/ Bakery visit.

Teaching-learning methods: Illustrated lecture, Demonstration, field work.

In course Assessment: Exam 10% Tutorial 10% Practical 20%.

Learning outcomes: Able to do seasonal food preservation and avoid food poisonin

Recommended Readings:
- "Thomas J. 2012, Montville" Food Microbiology: An Introduction,
- "Ahmed E. Yousef", Stephen J. 2010 Forsythe, the Microbiology of Safe Food,
- Food Microbiology: A Laboratory Manual, 2002
- James M. 2005 Jay, Modern Food Microbiology (Food Science Text Series), Edition: 7th,

AHEC 31023: Dietetics

Objectives: To enable students, to gain knowledge on the nutritional needs of individual at different age, levels and stress conditions. Obtain knowledge on the role of diet in disease conditions.

Course Content: Menu planning and food exchange lists, Nutritional and food requirements to meet the needs of the infant and children, schools children, adolescent, adult, old people, athletes, pregnant and
lactating mothers, Different types of feeding. 1. Tube feeding concept 2. Total parental nutrition Causative and predisposing factors modification in the diet for Diabetics, obese and leaner Cancer patient, peptic ulcer, febrile conditions, acute, chronic and recurrent typhoid, TB & Malaria, infection after surgery and in general etc, Disease of the cardiovascular system – Arteriosclerosis, practical (15 hours) Planning preparation and service of meals for different individuals and families calculation of food values K.cal, Proteins, calcium, Iron, Vit A, Vit C, Thiamine – Meals for preschoolers, school group, children, Adolescents, adults, old age, Packed lunch, , Visits to food processing, prevention of Enzymatic browning in potato, Estimation of salt in dry fish.

Teaching and Learning methods: Illustrated lecture, demonstration,

In course Assessment: Tutorial 10%, practical 20%, exam 10%

Learning outcomes: Students able to suggest nutritional requirement and plan a menu for patient & all age groups.

Recommended Readings:
- "Esther A. 1998 Winterfeldt" Dietetics: practice and future trends, Aspen Publishers,
- "Etienne Joseph, 2011 The dietetics, Publisher Ulan Press (5 Jun 2011),

AHEC 31033 Baking & Confectionery (Practical)

Objectives: Students enable to know baking terminology, tool and equipment use, formula conversions, functions of ingredients, and the use of proper flours.

Course Content: Fundamentals of baking include dough, quick breads, pies, cakes, cookies, tarts, and doughnuts. Instruction in flours, fillings, and ingredients.

Teaching and Learning methods: Demonstration, presentation.

In course Assessment: Practical 40% demonstration

Learning outcomes: Students able to explain the importance of weighing baking ingredients. Demonstrate the use of a bakers scale, Use formulas based on baker's percentages, Explain the controlling factors in the development of gluten in baked products, Understand the characteristics and functions of major baking ingredients, Identify the main types of wheat flour by sight and feel, List and describe the twelve steps in the production of yeast goods, Explain the three basic mixing methods used for yeast dough, Produce bread and dinner rolls, sweet dough products, and Danish pastry, Prepare baking powder biscuits and also variations of them, Prepare doughnuts and other deep-fried desserts, Prepare whipped cream, meringues, custard sauces, and pastry cream variations. Prepare pie dough and short pastry.

Recommended Readings:
- John Kings lee, 2006 a Professional Text to Bakery and Confectionary,

AHEC 31043: Adolescence & Old Aging

Objectives: To promote participation in young people governance & in the identification development & management of program.

Course Content: The Adolescent Stage: Theoretical perspectives, Physical & sexual development, Cognitive & moral development - Identity Formation - Important agents of Influence: Electronic media, Family, Poor, School, College, Work, Relatives Community, Culture –Marriage - Concerns and issues of adolescence - Young Adulthood (20-35 years) - Middle Adulthood (35-50 years) - Late adulthood and Aging (50-65 years) - Old age (65 years): Adjustment pattern & changing life style in old service, Services and Program for the Aged, Practical: Presentation/debate on issues & perspective related to different aspects of adolescent’s life, Read an important biography and analyze the events and factors that contribute to the development of self, Write an autobiography highlighting the development of the self through different stages, Conduct a case study of an individual and profile the development of self in cultural and social context.
Teaching and Learning methods: Illustrated lecture, Discussion

In course Assessment: Tutorial10% Exam20% Presentation10%

Learning outcome: Able to manage and administrate a Home of Old Aging and solve the problems faced by them, able to guide an Adolescence issues.

Recommended Readings:
- Paris S Strom and Robert D Strom, 2009, Adolescents in the Internet Age (PB) (Lifespan Learning)

AHEE 31013 Resource Management and Home Studies

Objectives: The purpose of this unit is to gain knowledge of the resource available for the household and the manner of management to obtain optimum utility


Teaching and Learning methods: Illustrated lecture, Discussion

In course Assessment: Tutorial10% Exam20% Presentation10%

Learning outcomes: Able to understand the concept of management in relation to running the Home, understand design in relation to housing and interior-decor be familiar with community services, able to use and understand the use of Technology in the home.

Recommended Readings:
- Richard McDougall, 1999 Resource Management (Sun Bluprints),
- David A. Anderson, 2010 environmental Economics and natural resource management third edition,

AHEE 31023: Menu Planning and preparation

Objectives: Gain knowledge to promote health in their community.


Teaching and Learning methods: Demonstration, prostration

In course Assessment: Practical table drench 10% preparation 10% final Demonstration 20% marks.

Learning outcomes: Able to prepare new menus and dishes by their own and identify the healthy food by intervention and measurement

Recommended Readings:
- Marcy Blum, 2012 Wedding Planning For Dummies, Publisher: For Dummies; 3rd Edition (November 28, 2012), 3rd Edition,
AHEC 32013: Analysis & Technology in Food Production

Objectives: To enable the student to understand and know the benefits of modern technology used in food production.

Course Content: Food laws, Food standards, Food regulations, Food labeling, Food additives, Food safety, food adulteration.

Teaching and Learning methods: Illustrated lecture, presentation

In course Assessment: Tutorial 20%, Presentation 10%, Exam 10%.

Learning outcomes: Student able to introduce modern technology into the food processing industries from both domestic & external sources.

Recommended Readings:
- 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.

AHEC 32023: Food Processing and Preservation (Practical)

Objectives: Enable the students to analyse ingredients in different convenience foods and compare with alternative foodstuffs, identify consumer concerns on food products and processes develop, create or modify foods for different purposes.

Course Content: Low temperature chilling, Long period preservation (Sun drying, Dehydration, Salting, smoking, Deep freeze), prepare ofion of Pickle, Chutney, Jam, Jelly, use of Natural Additives (Sterilizers/Thickeners, Buffers, Colours, Flavours, Sweetness) for recipes.

Teaching and Learning methods: Demonstration, presentation.

In course Assessment: practical 40%.

Learning outcomes: Graduates able to work in managerial & controlling positions in food industry companies & related field as well as in restaurant services.

Recommended Readings:
- B. Srilakshmi, Food Science, New age International (P) Limited, New Delhi.
- Vijaya Khader, Foods Nutrition and Health Kalyani publishers, New Delhi.
- Dr. M. Swaminadhn, Text Book of Foods and Nutrition Vol.I and Vol.II.
- Vijaya Kjader, Text Book on Food storage and Preservation.

AHEC 32033 Catering & Hospitality

Objectives: Candidates enable to assess different types of establishments, select and maintain suitable materials for furniture, furnishings and equipment, identify hazards to health and safety in different environments.

Course Content: Introduction to catering, In what opportunities you cater, Wedding, Birthday, Get together, funeral, How to plan according to the occasion, The principles to be remembered - Kinds of dishes, Nutritive contents in planning a menu, Hygienic of methods of perpetrated on preparation; Hospitality in serving the food, Different ways of serving (self serving, Buffet, served food.)

Teaching and Learning methods: Illustrated lecture, Presentation, Discussion

In course Assessment: Tutorial 10%, Demonstrated 10%, Exam 10%, Presentation 10%
Learning outcomes: Able to understand the value of hospitality & catering industry and identify the national, international employment opportunities available in the hospitality industry.

Recommended Readings:

AHEC 32043: Research Methods

Objectives: Students enable to gain knowledge of Research in different field.

Course Content: Research process, methodologies and research proposals. Discussion and practical activities. Research report evaluations, Use of evaluation checklists and the appraisal of quantitative and qualitative data. Interviewing, Types of interviewing, advantages and disadvantages, processes and skills. Practical work related to recording and analyzing, Data from interviewing and focus group discussions. Design of self completion, Questionnaires, Advantages and disadvantages of these in research. Survey designs. Sampling, Issues surrounding sampling and sample sizes in health education and health, promotion. Data processing: Introduction of simple statistical techniques and the use of computer packages to process data. An examination of the basic principles of experimentation.

Teaching and Learning methods: Illustrated lecture, presentation.

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

Learning outcomes: Student able to discuss to research findings.

Recommended Readings:
- David L. 2009 Gast, and Jennifer Ledford Single Subject Research Methodology in Behavioral Sciences,
- "Francis C. Dane", 2010 Methodology for People Who Need to Read Research
- Research Methodology in Applied Economics, 2004
- Innovations in Education Research Methodology, 2003
- "Dr Catherine Dawson", 1900 Introduction to Research Methods, 4th edition, Publisher How To Books; 4th Revised edition (1 Jan 1900),
- "C.R. Kothari", 2009 Research Methodology: Methods and Techniques, Publisher: New Age International Pvt Ltd Publishers (30 Mar 2009),

AHEE 32013 Intermediate Food Preparation

Objectives: To understand basic terminology and fundamental practices related to cooking. To prepare, cook, and store foods using techniques to achieve suitable colour, flavour, and texture and to maintain nutritive values.

Course Content: This course covers a full range of food preparation techniques to include sauces, soups, salads, fish and other seafood, poultry and feathered game, meats, vegetables, and other cold foods.

Teaching and Learning methods: Demonstration

In course Assessment: Practical 20% presentation 20%

Learning outcomes: Able to understand the effects that storage and preparation techniques have on various foods nutritional values, Recognize, identify, and prepare a variety of stocks, soups, and sauces, Recognize, identify, and prepare a variety of salads, pasta dishes and other first course items

Recommended Readings:
- Ceserani and Kinton, 2002 Relevant textbook - Practical Cookery 8th edition
AHEE 32023: Cake Baking & Decoration

Objectives: Enable to analyse ingredients in different convenience in bakery products.

Course Content: Practical skills – explanation of culinary skills listed below with special reference to: names, basic ingredients used, proportion of ingredients, recipe engineering, oven temperature and use of equipment for the preparation, cooking, serving and storage of ingredients and foodstuffs made with the, rubbing-in method (cake-making and pastry-making), whisking method of cake-making, all-in-one creaming method of cake-making, the creaming method of cake-method, Decoration of different cakes.

Teaching and Learning methods: Demonstration, Presentation.

In course Assessment: Preparation 10% Table arrangement10% Presentation10% Demonstration 10%.

Learning outcomes: Students able to run a Bakery.

Recommended Readings:

- Fiona Cairns, 2008. Bake & Decorate, Rachel Allen, Bake
- Buddy Valastro, 2011. Baking with the Cake Boss: 100 of Buddy's Best Recipes and Decorating Secrets, Publisher: Atria Books; First Edition

LINGUISTICS

ALGC 31013 : Introduction to Syntax

Objectives: The primary purpose of this syllabus subsumes the study of the different approaches to syntax topics, the development of more modern theories and the principles of IC analysis with problems involved in different Languages. Identify the sentence patterns according to the principles of Structural Linguistics. Improve the ability of syntactic analysis. Enable students to improve their analytical ability by using the principles of syntactical theories of Linguistics.

Course Content: General characteristics in relation to each other: morpheme, word phrase, clause and sentence, The sentence as a grammatical unit and unit of analysis, Immediate, constituent analysis, The morphology – Syntax boundary, Form classes and constructions, Kinds of syntactical Linkage, Identification of constructions Indeterminacy, Syntactic construction types: Endo-centric , Edo-centric, Problems in syntactic analysis.

Teaching and Learning Methods: Lectures, Presentations, Discussions

In Course Assessment: Final Essays (3x5) 15%, Presentation (3x5) 15%, Mid semester Exam10%, In total 40%

Learning Outcomes: Students will identify the structure of sentences of the Human Language.

Recommended Readings:

- Nadarajapillai,N, 1992 A Syntactic study of Tamil Verbs, Central Institute of Indian Languages.
- சங்காராஜன் 1998 இந்து நூற்றாண்டின் சைவ சிற்பாக்கம், இலக்கணா முதல் பரப்பு
- புராணங்கல்ப கோவில்ப் 1998 இந்து நூற்றாண்டின் சைவ சிற்பாக்கம், இலக்கணா முதல் பரப்பு

ALGC 31023 : Applied Linguistics

Objectives: This module subsumes the principles of Linguistics in teaching languages and introducing another approach to teaching and learning languages. Identify the principles of Linguistics in Teaching Languages. To provide the Linguistic approaches to second language Teaching and Language acquisition.

Course Content: General introduction to the field of Applied Linguistics, The role of the first language and the second language learning and teaching, Language teaching methods, materials and testing, Linguistics approaches to second language teaching, Language acquisition, Contrastive analysis and Error analysis in language teaching, Comparison between L1 and L2 learning.
**Teaching and Learning Methods:** Lectures, Presentations, Discussions

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

**Learning Outcomes:** Explain the analysis the error analysis in Language Teaching. To compare first language, second language and foreign language Teaching and Learning.

**Recommended Readings:**
- ..
- ..
- ..
- ..

**ALGC 31033: Dialectology**

**Objectives:** The purpose of this syllabus subsumes to focus on the linguistic survey of Sri Lankan languages and Indian languages and introducing a brief history of dialectology. Identify the dialects and sub dialect variations. Improve the ability of dialect analysis and field work in dialectology.

**Course Content:** Introduction to dialectology and Linguistics a brief history of dialectology, Dialect, idiolect, style, Drawing up of dialect maps, isoglosses and dialect boundaries and dialect are as. Methodology applied in dialect geography: field work in dialectology. Questionnaires and type of questionnaires. The linguistic survey of India and Sri Lankan languages and dialects.

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

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

**Learning Outcomes:** Students will identify the language structure, dialect structure and dialect variation. Ability to understand the problems in dialect analysis.

**Recommended Readings:**
- Thomas, Alan R., 1987 Methods in Dialectology, Multi lingual matters Ltd.
- Wardhaugh, Ronald 1986 An Introduction to Sociolinguistics.
- ..

**ALGC 31043: Language and Linguistics in South Asia**

**Objectives:** The purpose of this syllabus subsumes to introduce Language and Linguistic situation in South Asia with special reference to India and Sri Lanka. Identify the Languages and Linguistic situation in South Asia. Enable students to improve their ability to examine the Languages.(Regional, Social, Caste, Religious Dialects, Slang, etc…..)

**Course Content:** Introduction to Geographical situations of south Asian Areas, Language families in India and Sri Lanka: distribution, characteristics and enumeration, Historical and cultural signification of dialects, Linguistic area: Micro Linguistic Area Phenomena, Language position, dialectal variation, The linguistic survey of India and the studies in Indian languages.Sri Lankan languages and dialects.

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

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

**Learning Outcomes:** Students will identify the Languages in south Asia. Ability to understand the Linguistic areas, Language positions, Dialectal variations.
Recommended Readings:
- Hymes, Dell 1964 Language in culture and society, Allied Publication Pvt.Ltd..

ALGE 31013 : History of Sinhala Language

Objectives: The purpose of the course of study is to give the students Linguistic information about brief History and evolution on Sinhala language. Understanding the eras of developments in Sinhala language with historical linguistics base. Enable students to improve their analytical skills and comparative methods of linguistic study.

Course Content: Origin of the Sinhalese language, Linguistic Information about Indo-Aryan language family, Historical periods of Sinhala language, History of Diglossia in Sinhala, Major grammatical differences between spoken and written Sinhala, Important of Sinhala as a South -Asian language, A brief study of the formation and development of the Sinhala lexicon, Technical terms.

Teaching and Learning Methods: Lectures, Presentations, Discussions

In Course Assessment: Final Essays (3x5) 15%, Presentation (3x5) 15%, Mid semester Exam10%, In total 40%

Learning Outcomes: End of this course unit students will be able to understand the evolution of the Sinhala language. Encouraging the studies of comparative method.

Recommended Readings:

ALGE 31023 : Language Contact (Tamil and Sinhala)

Objectives: The main objective of this course unit is providing the knowledge on cross language interaction between Tamil and Sinhala languages in Sri Lankan context.Provide theoretical framework on language contact. Understanding the language contact situation in between two different families of languages. Emphasis the language as a social production. Highlighting the inter language relationship for the purpose of encouraging inter linguistic harmony.

Course Content: Introduction, Historical facts related with Sinhala Tamil language contact, Common influences on Tamil and Sinhala languages in Sri Lankan context, Lexical borrowing in Tamil Sinhala language contact.

Teaching and Learning Methods: Lectures Presentations, Discussions.

In Course Assessment: Presentation (2x10)20%, Mid semester Exam20%, In total 40%

Learning Outcomes: At the end of this course unit students will be able to understand the common roots in the Sinhala and Tamil languages with their historical backgrounds. Facilitating to inter linguistic harmony and comparative studies.

Recommended Readings:

ALGC 32013 : Syntax of Tamil and English

Objectives: This course unit is to introduce students to study the latest developments in syntactic theory and focusing on classification of sentence pattern in Tamil and English. Identify the Grammatical categories in Tamil and English. Improve the ability to analysis the parts of speech.

Course Content: Grammatical categories in Tamil and English- Parts of speech in Tamil and English, Syntactic structure of Sri Lanka Spoken Tamil with special reference to Jaffna Tamil, Syntactic structure of
Indian spoken Tamil – over all pattern, Syntactic structure of modern literary Tamil, Syntactic Paradigms, Reading in Linguistics (reading, explanation and discussion of selected English readings on syntax), Selected articles in Tamil and English, Although this paper broadly covers the same field in ALG 3101, a deeper understanding of the range of topics is expected.

Teaching and Learning Methods: Lectures, Presentations, Discussions

In Course Assessment: Final Essays (3x5) 15%, Presentation (3x5) 15%, Mid semester Exam10%, In total 40%

Learning Outcomes: Students will identify the grammatical categories of Human Language. Ability to Understand the classification of grammatical categories of Tamil and English.

Recommended Readings
- Kothandaraman, Pon 1988 Tamil Morphemics, Department of Tamil Literature, University of Madras.
- Kothandaraman, R. 1990, Tamil Syntax-New perspectives, Pondicherry Institute of Linguistics and Culture

ALGC 32023: Linguistic Principles of Translation

Objectives: The primary purpose of this syllabus subsumes the process and techniques of translation. The addition to provide to students for historical and methodological background. Identify the concepts of translation. Improve the ability of historical and methodological background in translation.

Course Content: A short history of translation studies, Major theories of translation Nida, Catford and Newmark, Translation theory and allied disciplines, Translation studies and linguistics, Translation process and some important concepts; substitution, naturalization, paraphrasing; over translation, under translation and loss of meaning; Interpretive vs objective translation, Linguistics as a scientific study of language; philological vs linguistic approaches to language; prescriptive vs descriptive approaches; language specific vs cross-linguistic studies.

Teaching and Learning Methods: Lectures, Presentations, Discussions

In Course Assessment: Final Essays (3x5) 15%, Presentation (3x5) 15%, Mid semester Exam10%, In total 40%

Learning Outcomes: Students will identify the concepts and techniques of translation. Ability to translate the traditional and modern text.Understand the problems of translation.

Recommended Readings
- Newmark, Peter 1982, Approaches to Translation, New York, Printice Hall.

ALGC 32033: Historical Linguistics

Objectives: The main objectives of this course unit is to introduce basic principles of the Historical Linguistics and the applications to find the history of the language. Identify the fundamental theory of Historical Linguistics. Enable students to improve their analytical study and comparative methods of internal reconstruction.

Course Content: Introduction to historical linguistics, Genealogical classification of language, Typological classifications of language, The uses of written records, The comparative method, The method of internal
reconstruction, Study of loss in languages, Dialect Geography, Sound change – change in phonological system, Syntactic & Morphological change, Semantic changes in the Lexicon.

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

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

**Learning Outcomes:** End of this course unit students will be able to understand the basic principles of the historical study. Encouraging the studies of comparative method and method of internal reconstructions.

**Recommended Readings**
- Crowley, T. 2010 An Introduction to Historical Linguistics
- ஜெப்பியேட்டுச்சு, ஆக்ஜன் 1997 நோய்டவிலியும் கையுடைய புதியபண்ட

**ALGC 32043: Language Planning in Multi Lingual Society**

**Objectives:** The primary purpose of this syllabus subsumes an overview of language policies and planning (LPP) within and across nationally and socially defined borders. Identify the fundamental concepts theory and methods about the society. Enable students to improve their analytical study of typology of Language contact.

**Course Content:** Language change, Importance of language planning, Language planning in bilingual context and multi-lingual context, Language, politics, region formation and regional planning, Language standardization, Language change, Linguistic borrowings, lexical planning, The contact situation: factors that promote English influence, The process of lexical expansion: pure loan words, loan blends, loan shifts, loan translation, semantic extensions.

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

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

**Learning Outcomes:** Students will identify the bilingual and multi lingual context of the society. Students to understand the language planning and education in the language environment.

**Recommended Readings**
- Annamalai, E. 1986 Language planning Proceeding of an Institute, CIIL, Mysore.
- முக்தி பல்லவனின், ஆண் 1997 மும்பையில் மாண்டி மொழிபவும் பாத்திரம் அமைக்கும் முறையும்
- கல்யாணன் வல் 1975 முழுமையான மொழிபவும் முறையும்
- பஞ்சவ் ராம்பாணி 1971 மும்பையில் மொழிபவும் முறையும் முறையும்

**ALGE 32013: Sinhala Language; Socio-Linguistic Perspectives**

**Objectives:** This course unit introduces Sinhala language society with its language features and function to improve the knowledge of social stratification. Identify the fundamental features of the Sinhala language society. Understand the Sinhala society with socio linguistic knowledge. Ability to comparision Sinhala language society with Tamil society.

**Course Content:** Language community, Regional dialects, Social dialects, Language contacts in Sinhala vocabulary, Use of various vocabulary in specific situation (in jungle, paddy cultivation etc.), Communicative language, Other language contacts in Sinhala, Indigenous languages, Tamil, Vedas, Gypsy, Pali, Sanskrit, Foreign languages, English, Portuguese, Dutch, Latin and Arabic, Language style in Sinhala mass media.

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

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

**Learning Outcomes:** Students will identify the basic linguistic features of the Sinhala society and language usage in Sinhala society. Comparative skills of Sinhala and Tamil societies with sociolinguistic framework.
Recommended Readings

- Jayaratna Banda Disanayaka, 2012 Encyclopaedia of Sinhala Language and Culture Sumitha Publishers

ALGE 32023: Anthropological Linguistics

Objectives: The main objective of this course unit is the fundamental concepts, theories, methods about the society and covers the traditional scope of cultural anthropology. Identify the fundamental concepts, theories, methods about the society, Understand the theory and method in cultural Anthropology, Ability to understand the cultural concepts of Human behavior.


Teaching and Learning Methods: Lectures, Presentations, Discussions

In Course Assessment: Final Essays (3x5) 15%, Presentation (3x5) 15%, Mid semester Exam10%, In total 40%

Learning Outcomes: Students will identify the theory and methods in cultural Anthropology. Compare Language and Culture

Recommended Readings

- Dell Hymes 1964, Language in culture and society; A Reader in Linguistics and Anthropology, Allied Pub, Bombay.
- Annemarie Dewaal,( Images of man: A history of anthropological thoughts
- नेतृत्वील्लेखिकायुक्त ४७ मलयालम नालोगीय धार्मिक स्वागत

ALGE 31023: Philosophers’ Approach to Linguistics

Objectives: The Primary purpose of this syllabus is to Introduce students to the study of philosophical views of American, European and Modern Linguists’ approach on language.

Course Content: Identify the Philosophical views of modern Linguistics on Language. Enable students to understand the modern trends in Linguistics, Introduction to Linguistics and Philosophy, Different approaches of American and European Linguistics. The views of transformational and structural grammarians, Logic and Linguistics before and after the 20th century: Aristotle, Plato, Kant, Wilhelm Leibniz, Bertrand Reossel, Ludwig, Wittgenstein, Rudolf Carnap, Carl Hempel, Noam Chomsky among others will be discussed their contributions to logic and philosophy

Modern trends in Linguistics (Detail study)

Teaching and Learning Methods: Lectures, Presentations, Discussions

In Course Assessment: Final Essays (3x5) 15%, Presentation (3x5) 15%, Mid semester Exam10%, In total 40%

Learning Outcomes: Students will identify the Philosophical views on Language

Recommended Readings:

- William Alston, P, 1964, Philosophy of Language prentice-Hall: Engle wood
Media Studies

ACMC 31013 : Development and Journalism:
Objectives: This course unit provides knowledge of the Development and journalism which is very important branch of field of journalism.


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

In course Assessment: Written assignment-10, development news writing for their practical newspaper 30

Learning Outcomes: Students will understand the connection between development and journalism and able to write development journalist news articles

Recommended Readings:
- Bella Mody 2003 International and Development Communication, Sage publication,USA
- I Kiran Prasad Information and Communication Technology: Recasting Development; B.R. Publishing Corporation, New Delhi
- Kiran Prasad, Feminist Development Communication: Empowering Women in the Information Era; the Women Press, New Delhi
- e-Journalism: New Media and News Media; B.R. Publishing Corporation, New Delhi
- Delhi , Kiran Prasad Communication, Modernization and Social Development: Theory, Policy and Strategies (in 2 Vols.); B.R. Publishing Corporation, New Delhi; Rs. 1400 (Set)

ACMC 31023: Broadcasting journalism:

Teaching and Learning Methods: Illustrated lecturers, practical

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

Learning Outcomes: Able to use electronic media and produce news production and documentaries

Recommended Readings:
- Miller son, G.H.1993, Effective TV Production-Focal press,
- Holland 1998 the Television hand book, Root ledge
- Dr .Jan R. Hakemulder and Dr .Fay AC de Jonge, Broadcasting journalism , Anmol publications PVT.LTD
- Gerald Millerson 2009,Television production focal press UK

ACMC 31033 :Major Media Messages and Alternative Media:
Objectives: This course will provide an overview of alternative media and its introduction the main objective of this course is to identify and analysis the different approach of major media and alternative media messages. Electronic : Major Media Messages Cable Access. Public Radio, Free Market Ideology, (“Massages”), Consumerism, Pacifica Radio, Talk-Radio, Low-Power Radio, Community Radio. : Print-
Alternative Print Media Analysis, Bumper Stickers and Postcards, Banners and Posters, Billboards, Pamphlets, Magazines, Newspapers and News Weeklies, Alternative Book Publishers, Comics. The Internet-Alternative Internet Media Analysis (to be distributed in class), Third Parties and the Internet, Fringe Groups and Organizations and the Internet, Internet Reporting: Indy Media and the Guerrilla News Network, The Internet as a Commercial Vehicle for other Alternative Media, Internet Humor and Politics, Typo-squatting, Napster and Morphues

**Teaching and Learning Methods:** Illustrated lectures, presentation, discussion

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

**Learning Outcomes:** Students will be able to identify and understand the difference of alternative and major media messages

**Recommended Readings:**
- Olga Bialy (2008), Understanding alternative media Open University press Mc Grew Hill education England
- Joshua D.Atkinson,Alternative media and politics of resistance Perlang publication Newyork

ACMC 31043 : Perception of Mass Media audiences:

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

**Course Content:** The Mass Audiences and their nature, Audience perceptions and their receptions of media message, Audience Media literacy level , Media Audiences,-The Psychology of Audiences, Group by Group, Types of groups, The Mass Audiences and their nature, the public and the public opinion, The two step flow of information. Audience related mass communication theories, Audience research - marketing media product

**Teaching and Learning Methods:** Illustrated lecturers, group discussion and debates,

**In Course Assessment:** Exam -10, written assignment 10, audience analysis 10, presentation 10, Audience research

**Learning Outcomes:** Students will be able to understand the media audience needs and their psychology

**Recommended Readings:**
- Media and Audiences (Issues in Cultural and Media Studies)
- Karen Ross , Virginia Nightingale (2003)sage publication
- Audience Evolution: New Technologies and the Transformation of Media Audiences
- by Philip M. Napoli 2012 kindle publication

ACME 31023 : Intercultural Communications:

**Objectives:** In this course unit student were introduced to multicultural environment of Sri Lankan Society for successful communication process.


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

**In Course Assessment:** Written assignment- 10 Oral presentation -10 Attendance- 10 Group discussion- 10
Learning Outcomes: Students will be able to understand the need of inter cultural communication in srilankan and other society

Recommended Readings:
- Larry A.Samovar, Richard E.Porter Edwin R.Mcdaniel (2012) Inter cultural communication, wadswoth USA
- David pinto (2000) Inter cultural communication a three step methods for dealing with difference, David pinto and Garant publication, Belgium
- Tracy Nivinger ,2011, Intercultural communication a practical guide, America
- Robert young ,Intercultural communication pragmatics,, genealogy deconstruction multilingual matters limited, UK

ACMC 32013 : News Media Management:
Objectives: Improvements of the management skills of media personalities are objective of this course unit.

Course Content: 1. News media as business enterprise, • Types of ownership • Proprietary concerns, 2. Organizational Structure, • Hierarchy • Decision making • Inter-relationship between departments, 3. Financial Management, • Cost and Profitability i. costing classification and allocation ii. Nature of cost iii. Factors affecting cost iv. Fixed and variable costs • Financial statement analysis, 4. Resource and supply chain • Newsprint • Technology • Production process, 5. Managing Resources, • Advertising revenue - building and maintenance • Circulation revenue • Ways to cut cost and boost revenue.

Teaching and Learning Methods: Illustrated lecturers, media houses visit, presentation

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

Learning Outcomes: At the end of the course students will be able to understand the media management technique

Recommended Readings:
- George Sylvie 2009 Media management ,Taylor and Francis publication ,NY
- Management of electronic and digital media2013,Alan B.Albaraan,wadswarth America
- Alan B. Albaran Handbook of media management and Economic ,Lawrence Erlbaum Associates inc publishers new jercy

ACMC 32023 : Gender, feminism and communication:
Objectives: This course unit provides an overview of gender and, women and their status which is a new branch of media studies.

Course Content: Introduction., gender and communication- boys vs. girls and their different communication methods, Statues of different communication in different places, culture value and race with gender and communication, gender and development, media and gender, Early feminist media criticism, Psychoanalytic feminist film theory. Feminist cultural studies, Post-structuralism, Intersections: Gender/Race/Class, Intersections: Sexuality and Queer Theory, Third Wave feminism/Post-feminism, feminist and international communication Women in the globalization process, journalism and women,-articles related worth women issues and their problems

Teaching and Learning Methods: Illustrated lecturer, Films shows, presentation, debate and discussion

In Course Assessment: Students have to published a women magazine-40 marks

Learning Outcomes: At the end of the session students will be able to understand the difference between the two genders and able to understand the situation in different societies , Write news articles with gender sensitivity

Recommended Readings:
- Youman Kim,(2012)Women and the media in Asia Palgrave Macmillan, New York :
• Kiran pirasad ,Women in Rural Development: Contemporary Social Policy and Practice; The Women Press, New Delhi
• Kiran pirasad ,Women and Media: Challenging Feminist Discourse; The Women Press, New Delhi

ACMC 32033: Introduction to production technologies (TV, Radio production) (P)

Objectives: In this course students learn how to operate video camera and voice recorders and understand production technologies.

Course Content: Television Production- 1, Students should write original scripts for different formats like – Documentary and TV commercial (5 Exercises), these should be submitted as separate Record. Radio News production -1, Students should write original scripts for different formats like – Documentary, Radio Drama and Radio commercial (5 Exercises), these should be submitted as separate Record. Television Production- 2, Shoot a short story or Documentary or News story or Awareness programme duration not to exceed 3 minutes. Radio News production -2, Record a News story or Documentary or Awareness programme or interview - duration not to exceed 2 minutes. TV, Radio Production – 3, each student should do individual projects containing the record and the programme. Final practical examination will test students on their ability to prepare a complete script and story board on any of the above-mentioned format.

Teaching and Learning Methods: Practicals, illustrated lecturers, field work

In Course Assessment: Practical’s- 10, script writing radio -10, script writing TV -10, Attendance -10

Learning Outcomes: students will be able to handle the electronic equipment and produce news and radio documentaries

Recommended Readings:
• Miller son, G.H.1993, Effective TV Production-Focal press,
• Holland 1998 the Television hand book, Routledge
• The world of television Bava sama thuvan 2007 New Era practice creation, Chennai
• The media students book Gill Branston &boys Stafford Routledge, 1999 London & Newyork

ACMC 32043: Research Methodologies for Media:

Objective: Main objective of this course unit is make an understanding of Proper Research methodology for media

Course Content: ‘Scientific’ research and its basic principles - empiricism, verifiability, generalization. Debate over positivism. Quantitative vs. Qualitative data, Role of research in the media. Commercial vs. Academic / administrative vs. cultural research. Research related to media institutions, media messages and media audiences. Research Approaches or designs - Experiment, Survey, Case study, comparison, Longitudinal research, observational study, content analysis focus groups, Data collection techniques – Questionnaire, Interview, schedule, different types of observation, techniques. Sampling techniques, Measurement and scaling, Basic statistical techniques - Deviation, Correlation. Research in media messages - content analysis and semiotic analysis; the debate (in brief) between the American and the European schools of media studies. Content Analysis, Definition and uses Quantitative and Qualitative approach, Steps in content analysis, Devising means of a quantification system, Limitations of content analysis. Introduction to Semiology, The semiotic approach to the construction of meaning, Barthes - Primary level and secondary level signification, Research in media audiences and the ‘effects’ debate, Magic bullet to limited effects, Uses and Gratifications model, and Cultivation analysis, Audience reception

Teaching and Learning methods: Illustrated lectures, field trip, discussion

In Course Assessment: Select a topic and write and abstract- 05, Research report preparation -25, presentation- 10
Learning Outcomes: At the end of the session students will be able to write research reports by using proper methodologies

Recommended Readings:
- Bonnie S. Brennen, Qualitative Research Methods for Media Studies
- 2012 sage publication
- Barrie Gunter, 2012 Media Research Methods Measuring Audiences, Reactions and Impact SAGE Publication

ACME 32013 : Film Studies:
Objective: Understand the film language and its historical development


Teaching and Learning Methods: Film shows, presentations, illustrated lecturers

In Course Assessment: Film review-10 written assignment-10, exams -10, attendance-10

Learning Outcomes: In the end of the course the student will be able to analyze the films and understand the film language

Recommended Readings:
- Sydney Lumet 1996 Making Movies, Vintage book, America
- Gorham Anders Kindem 200 The International Movie Industry, Southern Illinois university, America
- Geoffrey Nowell-Smith 1997 The Oxford history of world cinema Oxford university press UK

PHILOSOPHY

APHC 31013: Philosophies of Art and Aesthetics
Objectives: Prime object of this module is to introduce the salient features and the basic concepts of Philosophy of Art and aesthetics. Further the unit provides the students to familiarize with the concepts, and ideas of art and Aesthetics.

Course content: Defining Art and Aesthetic, Artist - Centered Aesthetic issues, Viewer Centered Aesthetic issues, Art & language, Aesthetic objects and their context, interpretation and criticism, Aesthetic values.

Teaching and Learning Methods: Lectures, PowerPoint presentation, Discussion, field study

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

Learning Outcomes: At the completion of the course unit students will be able to understand the complexities of art and the significance of aesthetics.

Recommended Readings:
- Robert Stecker, 2010 Aesthetics and the Philosophy of Art, Rowman & Littlefield,
- Gordon Graham, 2005 Philosophy of the Arts: An Introduction to Aesthetics, Routledge publication
• Ruth Lorand, 2000 Aesthetic Theory: A Philosophy of Order, Beauty and Art, Routledge

**APHC 31023: Philosophy of Saiva Siddhanta**

**Objectives:** This unit helps to understand the logical structure and the significance of the Philosophy of Saiva Siddhanta. While understanding the three entities of Saiva Siddhanta it explains the religious perspective of the Saiva Siddhanta. It gives the epistemological, logical, spiritual, ethical and psychological flavour of the Philosophy of Saiva Siddhanta.

**Course Content:** Philosophical notions in the Vedic Literature, Logical coherence among the three entities, Epistemological structure, Ethical perspective in Saiva Siddhanta, Psychological implication and its philosophy, Doctrine of Karma, Rebirth, mukthi etc.

**Teaching and Learning Methods:** Lectures, PowerPoint presentation, Discussion.

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

**Learning Outcomes:** This unit enlightens the students to find out the significance of a religion with sound philosophical base. Students who are successfully completing this unit shall be able to identify central issues or debates in the Philosophy of Siddhanta, develop an awareness of how the religious belief is constructed, and take an interest in the diversity of ways of thinking and ways of living

**Recommended Readings:**
- Devasanathipathi, V.A.1974 Saiva Siddhanta, University of Madras, Madras
- Murugesu Mudaliyar,N.1968 The relavance of Saiva Siddhanta Philosophy, Annamalai University, India
- QhdFkhud;> eh.1994 eae;jUk; irtrpj;jhe;jk;> vd_;.rp.gp.vr;> nrd;id> .e;jpah
- QhdFkhud;> eh.2012 irtrpj;jhe;jj; njspT> NrkkL gjpj;gfk;> nfhOk;G.
- fiythzp ,uhkehjd;> 1998 irtrpj;jhe;j nka;g; nghUspay;> fhHj;jpNfad; ypkpl;nll;> nfhOk;G.

**APHC 31033: Analytical Philosophy**

**Objectives:** Analytic Philosophy continues to be the dominant approach to Philosophy in the English speaking world. This unit helps students to understand the new movement in Philosophy.

**Course Content:** This module equips the students with analytical tools required for understanding the nature of Philosophical problems. It includes the contribution of G.E.Moore’s common sense philosophy, B.Russell's Logical Atomism & Logical positivism, Wittgenstein's meaning theory, and Austin, Mach, Gottlob Frege, Quine, Strawson etc. Introductory to conceptual analysis.

**Teaching and Learning Methods:** Lectures, PowerPoint presentation, Discussion

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

**Learning Outcomes:** After studying this unit students will be able to understand the various meaning of the Phrase “analytic Philosophy” and the criticisms of analytic philosophy originating in the continental tradition.

**Recommended Readings:**
- John V. Canfield, 1996 Philosophy of the English-Speaking World in the Twentieth Century : Meaning, Knowledge and Value, Routledge
- Michael Friedman,1999 Reconsidering Logical Positivism, Cambridge University Press
- Hermann J. Cloeren,1998 Analytical Philosophy of Knowledge, Walter de Gruyter publisher
- Harriet A. Harris, Christopher J. Insole, 2005 Faith and philosophical analysis: the impact of analytical philosophy on the philosophy of religion, Ashgate publication,
APHC 31043: Hindu Epistemology

**Objectives:** Epistemology is the fundamental tools to establish a doctrine systematically. Indian Philosophy also uses the epistemological structure to establish their doctrine more effectively. This course unit enlightens students with the nature and scope of the epistemology and its significance in view of establishing the truth logically.

**Course Content:** Scope and nature of theory of knowledge, Introduction to ten pramanas, knowledge and its validity, The significance of Perception, inference and authority. Theory of perception and its classification, Inference and logical structure, Epistemology and metaphysics.

**Teaching and Learning Methods:** Lectures, PowerPoint presentation, Discussion.

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

**Learning Outcomes:** This unit will give a clear vision of each system of Indian Philosophy with logical base. The students get proper understanding of the concept of meta physical and other theories with sound knowledge of validity.

**Recommended Readings:**
- Sinha, Jagath,( 1934) Indian Psychology, Perception, Kegan Paul, Trench,Trubner & Co, great Britain
- Nihilandan swami(1986)Drg- drsya Viveka, Ramakrishna Mission, Mysore

APHE 31013: Analytical Psychology

**Objectives:** This course unit helps to understand the basic structure of the Analytical Psychology.

**Course Content:** Introduction to Analytical Psychology, Philosophical basis of Analytical Psychology, Unconscious, Collective Unconscious and Archetypes, signs and symbols, Dreams and myths, Religion and religious rituals, Grand Narratives, Analytical understanding of art, understanding abnormality.

**Teaching and Learning Methods:** Lectures, PowerPoint presentation, Discussion

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

**Learning Outcomes:** After completion of this course unit the students will be able to understand the real nature of psychological activity in detail. This analytical perspective will enlighten them to get a clear picture of the human nature.

**Recommended Readings:**
- Clara Thompson, 2003 Psychoanalysis: Evolution and Development, Transaction Publishers
- Michael Washburn, 1994 Transpersonal psychology in psychoanalytic perspective, SUNY Press

APHC 32013: Applied Ethics

**Objectives:** This course unit deals with the application of Ethical theories and principles to the present need of the society.

**Course Content:** Identifying and analyzing the moral problems through ethical theories. It include politics, business, medicine, genetics, law, sexuality, science, animal rights, abortion, child abuse, violence, Intellectual property rights

**Teaching and Learning Methods:** Lectures, PowerPoint presentation, Discussion and Field study
In Course Assessment: Tutorial / Assignment – 10%, Mid semester Exam – 10%, Presentation – 10%, Final essay – 10%.

Learning Outcomes: After completion of the course, the students will be able to judge the ethical justification and right and wrong of the social issues.

Recommended Readings:
- Shashi Motilal, 2004 Applied Ethics and Human Rights; Anthem Press
- Cohen, 2012 Contemporary Debates in Applied Ethics, John Wiley & Sons

APHC 32023: Psychology of Social Behaviour

Objectives: This course unit will examine individual behavior in its social and cultural context. Theoretical and empirical examination of core social Psychological issues such as cognition, social influence, interpersonal relationship, and group behavior will be emphasized.

Course Content: Nature and scope of Social Behaviour, Further, this unit focuses on the individual ‘s behavior as it affects and is affected by, the behavior of others. Social norms, social states, social roles, leadership, drive theories,

Teaching and Learning Methods: Lectures, PowerPoint presentation, Discussion, Field work

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

Learning Outcomes: After following the course the students may describe social behaviour empirically, including operational definitions.

Recommended Readings:

APHC 32033: Philosophical Approach on Political Issues

Objectives: The course provides the students with knowledge to understand fundamental concepts of political philosophy such as Authority, Rights, Equality, Justice, Liberty, and Democracy, Human Rights sovereignty and its dominant contemporary issues.

Teaching and Learning Methods: lectures and participatory dynamics. presentations, debates, group work, and power Point Presentation

Course Content: Introduction to political philosophy, Nature and scope of Political philosophy, Historical view (Socrates, Plato, Aristotel, Machiavelli, Hopes, Lock, Rousseau, Kant, Mill, Karl Marx, Rawls, Russell, and Nozick) Theories of political philosophy such as Authority, Rights, Equality, Justice, Liberty, and Democracy, Human Rights, sovereignty and Terrorism.

Teaching and Learning Methods: Lectures, PowerPoint presentation, 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 on Contemporary affairs. At the end of this course student will be able to understand theoretical arguments about political ideas and concepts and construct them in a precise, rigorous, and logical manner.

Recommended Readings:
• John Christman, 2002 Social and Political Philosophy: A Contemporary Introduction, Routledge publication
• Catriona McKinnon, 2011 Issues in Political Theory, OUP Oxford
• Katherine Smits, 2009 Applying political theory: issues and debates, Palgrave Macmillan

APHC 32043: Hindu Psychology

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

Course Content: Nature and scope of Indian Psychology, Religion and Psychology. Concept of anthakarana and its functions. Perception & Inference theories and the Psychological implications, Concept of consciousness, emotion, happiness, sorrow, pain etc. Relationship between mind and matter Psychology and metaphysics, concept of mukthi, Psychological implication on means of liberation, Karma theory.

Teaching and Learning Methods: Lectures, PowerPoint presentation, Discussion

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

Learning Outcomes: At the completion of this unit students will gain the ability to compare real significance and practical aspects in Indian Psychology with western Psychology and notice the difference.

Recommended Readings:
• Akilananda, Swami, 2008 True Psychology, Ramakrishna Vedanta Math, India.
• Abhedananda, Swami, 1983 Yoga Psychology, Ramakrishna Vedanta Math, India.
• Sinha, Jagath, 1934 Indian Psychology, Perception, Kegan Paul, Trench, Trubner & Co, great Britain.
• Prajnanananda Swami, 1996 An enquiry into Psychology soul and Absolute, Ramakrishna Vedanta Math, India.
• Satprakashananda Swami, 1994 Mind according to Vedanta, Ramakrishna Math, Madras.
• Sarvabhuatananda Swami, 2011 Understanding Consciousness, Ramakrishnan Mission, Kolkata.

APHE 32013: Conflict and Peace

Objective: The aim of the course unit is to identify the philosophical approach to concepts of conflict and peace mainly focusing the moral, psychological and epistemological background and to develop an understanding of different processes and strategies of conflict transformation and the conditions and circumstances necessary for lasting peace at various levels.


Teaching and Learning Methods: lectures and participatory dynamics. presentations, debates, group work, Field study.

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

Learning Outcomes: This unit of study will help students to understand problems of conflict and violence and importance of peace. Students will be able to spread the ideas of peace, conflicts, humanitarian aid and develop cooperation. They will be able to develop individual, social and professional skills to make peace and to transform conflicts by peaceful means into state of tranquility.
Recommended Readings:

- Galtung, J. 2004, Transcend and Transform; An Introduction to Conflict Work, Pluto Press.
- .................... 1997, Building Peace: Sustainable Reconciliation in Divided Societies, Washington, USIP.
- Wallensteen, P (2007), Understanding Conflict Resolution, Sage,.

PLANNING

APNC31013 City Planning and Management

Objectives: To explain the theories and concepts in urban planning: To explain the principles and methods of urban planning: To explain the process and stakeholder participation in urban planning: To explain the challenges and opportunities in urban development

Course Content: Definitions of City planning; Concept of urban design; Urban planning process; Planning for urban sustainability; Planning and Building Regulation in urban context; Urban land use planning; Settlement planning; Urban Infrastructure planning; Recreational planning; Urban smart growth; Traffic and transportation planning; Urban conservation; Urban regeneration; Urban sprawl management; Neighborhood planning; Urban management and governance; Urban Information System

Teaching and Learning Methods: Lecture; Discussion; Question and Answer methods; Field Studies; Video demonstration; Field Studies: Students will be taken to major cities (Kandy/ Galle) and metropolitan areas (Colombo) where they can observe rapid urban growth and development; urban issues; mega urban development projects; planning institutions

In Course Assessment: In Course Assessment for 40%. (40%) has three components: Tutorial (10%); Presentation (10%); Field based assignment (20%);

Learning Outcomes: At the end of the course; the students will be able to achieve the following knowledge and skills, Knowledge: To demonstrate the knowledge, ability and approach needed to independently work with sustainable urban development projects: To demonstrate knowledge of the scientific basis of environmental, social and economic aspects of sustainable urban development and have a comprehension of present research and practice within the field: To demonstrate a broad understanding of sustainable urban development and a profound knowledge of sustainability and urbanization processes together with a profound knowledge of management processes that influence urban development, Skills: To critically and systematically identify, formulate and manage complexity in projects and processes of city planning: To critically and constructively prepare, analyze and assess projects and processes for sustainable urban development: To relate different theoretical perspectives of sustainable urban development to practical examples and compare the effect of different indicators of sustainability in evaluations of urban development projects: To elaborate and motivate forms of collaboration between important stakeholders for the development of sustainable solutions in the urban environment: To describe and discuss - both orally and in writing - conclusions, knowledge and arguments associated with the subject matter in dialogue with various parties

Recommended Readings

- Sunil Babu Shrestha; 2011 A Sustainable City Planning Methodology for 21st Century: Concept of Food Green City; LAP LAMBERT Academic Publishing
• Kevin Lynch, 1984 Good City Form, The MIT Press

APNC 31023 Infrastructure Planning

Objectives: To develop techniques of analyzing the problems and issues related to the demand & supply of utilities and the availability of the provision of amenities in urban and rural human settlement development; To develop techniques of social infrastructure planning in urban and rural human settlement development; To stimulate debate on planning solutions for the provision of utilities and amenities in urban and rural human settlement development.

Course Content: Theories and concepts of infrastructure planning; Types of infrastructure facilities; utilities; amenities; and social infrastructures; Planning infrastructures; transportation; communication; waste management; drainage and sanitation; water supply; educational; health and recreational facilities; Planning techniques in infrastructure planning and evaluation; Analytical techniques of infrastructure capacities and cost effectiveness; Principles of infrastructure network design; Infrastructures of environmental sanitation; Location theories and standards related to social infrastructure planning; Public – Private partnership in infrastructure planning.

Teaching and Learning Methods: Lectures; Discussion; Question and answer methods; case studies; group work; field studies; Field Studies: Field visit will cover major infrastructures such as road network; drainage network; sewage network; electricity generation and distribution network in the real world situation

In Course Assessment: In Course Assessment account for 40%, In course Assessment (40%) has four components: Assignment (10%): Presentation (10%): Mid semester examination (10%): Field based assessment

Learning Outcomes: At the end of the course; the students will be able to achieve the following knowledge and skills, Knowledge: Comprehend the necessity of infrastructure for human settlement: Illustrate the planning solutions for infrastructure demands: Demonstrate the challenges of infrastructure provision in urban context, Skills: Compute the magnitude of the problems pertaining to the supply of utilities in urban and rural settlements: Formulate planning solutions in the supply of utilities, amenities and social infrastructure in the planning of urban and rural settlements: Formulate standards/norms for utilities and social amenities in the planning of settlements.

Recommended Readings
• James Parkin and Deepak Sharma; 1999 Infrastructure Planning; Thomas Telford Publishing
• Ramesh. G., Nagadevara V. P., et al 2010 Urban Infrastructure and Governance; Routledge India; 1 edition
• Pollalis. S. N., Andreas Georgoulis, et al ; 2012 Infrastructure Sustainability and Design; Routledge; 1 edition
• Peterson G. E., Annez P. A.; 2007 Financing Cities: Fiscal Responsibility and Urban Infrastructure in Brazil, China, India, Poland and South Africa; Sage Publications Pvt. Ltd

APNC 31043: Advanced Spatial Information System

Objectives: To explain the advantages of spatial information system for decision making in planning: To demonstrate the remote sensing and GPS techniques; analysis and application in planning: To illustrate the various spatial; topographic and network data analysis techniques and their applicability in planning: To explain the concept; techniques and application of Spatial Decision Support System

Course Content: Spatial Data Analysis; Attribute Query; Spatial Query; Data Retrieval, Reclassification Operation; Overlay Operation (Arithmetic, Logical, Conditional, Index); Region Transformations; Neighborhoods Operations (Buffer Analysis); Overlay Operation in Vector Domain; Multi-Criteria Decision Making (Suitability Analysis); Neighborhood Analysis and application; Network Analysis and application; Application of Global Positioning System (GPS) in planning; Digital Image Processing; GIS Application in Urban Planning; Rural Planning; Regional Planning; Infrastructure planning; land use planning; Remote Sensing application in Urban planning; rural planning; land use planning; infrastructure planning;
environmental planning and coastal management; Concept and application of Planning Support System; Application of Web GIS for Public Participation

**Teaching and Learning Methods:** Lectures; Discussion; Question and Answer methods; Practical demonstration; Field training on modern surveying equipments (Total Station; DGPS; Digital Level), Field Studies: Students will be trained in the field on surveying using modern surveying equipments and field based assignment.

**In Course Assessment:** In Course Assessment account for 40%, In Course Assessment (40%) has three components; Tutorial (10%); Practical (20%); Field studies based assignment (10%).

**Learning Outcomes:** At the end of the course; the students will be able to achieve the following knowledge and skills, Knowledge: To comprehend the concept and techniques of spatial analysis: To comprehend the application areas of Spatial analysis in Planning: To explain the decision making process of Spatial Information System in Planning, Skills: Develop ability to prepare the data for overlay and net work analysis: Develop ability to process and classify satellite images for various applications: Develop ability to apply advanced techniques for decision making in planning

**Recommended Reading**
- Jacek Malczewski; 1999 GIS and Multicriteria Decision Analysis; Wiley
- Jacek Malczewski; 1999 GIS and Multicriteria Decision Analysis; Wiley
- Malczewski J., Rinner C.; 2013 Multicriteria Decision Analysis in Geographic Information Science; Springer; 2013 edition
- Yupo Chan; 2011 Location Theory and Decision Analysis: Analytics of Spatial Information Technology; Springer; 2nd ed. 2011 edition
- Yupo Chan; 2004 Location, Transport and Land-Use: Modelling Spatial-Temporal Information; Springer; 2005 edition
- Robert Haining; 2003 Spatial Data Analysis: Theory and Practice; Cambridge University Press; 1 edition

**APNC31043 Structure Plan - Project**

**120 Practical Hours**

**Objectives:** To provide training on preparation of structure plan: To develop skills to define spatial problem in a planning area; To develop skills to formulate goal and objectives for a planning area: To train the students to carry out surveys to understand the existing situation: To train the students to carry out public perception surveys and stakeholder discussions

**Course Content:** Concept and purpose of Structure Plan; Components of structure plan; Application of Structure plan; Structure planning process; Defining planning area: Defining problems for the defined areas; Survey of existing situation; Analysis of existing situation; Goal and Objectives Formulation; Strategy formulation; Preparation and compilation of Structure plan

**Teaching and Learning Methods:** Lectures; Discussions; demonstration on Field survey and field works; Group work; Brainstorming; Students will be divided into groups for field works; data collection; brainstorming; plan preparation and demonstration, Field Study: This course will consist of field works and surveys in the structure planning areas which can be an urban area or district or sub region in Sri Lankan context. The purpose of the field surveys and field works are to study the existing situation and assess the stakeholder and public perception on spatial problems; development priorities and future perspective of spatial development.
In Course Assessment: Whole of the module will be evaluated practically (100%). The students will be divided into groups and each group will prepare a component of structure plan and make a presentation to the panel of examiners. The evaluation will focus on the following sub components and allocate marks as indicated, Attendance 10%, Data collection 10%, Data analysis and problem identification 10%, Formulating goals and objectives 10%, Strategy formulation 20%, Presentation 30%, Structure plan report 10%. Panel of Examiners: The panel of examiners should be Chartered Town Planners and at least two of them should be from planning institutions such as UDA or NPPD or NHDA or Local Governments.

Learning Outcomes: At the end of the course; the students will be able to Define a problem and delineate an area for structure plan; Undertake surveys and analysis on existing condition of planning area; Formulate goals and objectives for the planning area; Prepare a structure plan and make presentation to public and stakeholders

APNE 31013 Waste Management Systems

Objectives: To comprehend the nature of waste, generation of waste and its characteristics: To identify the related issues and problems of waste collection and disposal: To expose to best waste management practices

Course Content: Concept of waste, Nature of waste, Type of wastes: Liquid waste, solid waste, gaseous waste, Waste Generation in urban and rural communities, Components of waste, Properties of waste, Domestics and non domestics waste, Industrial waste, Commercial waste, waste collection methods and system, waste transportation, waste disposal methods, Sanitary landfill, RRR Methods (Reduce, Recycle, Reuse) in Waste Management, Waste treatment, disposal of gaseous waste and liquid waste. Solid Waste Management System; Case Studies

Teaching and Learning Methods: Lectures, Field demonstration, Question & Answer methods, Discussions, Screening of video and documentary films, directed studies. Field Studies: Students will be exposed to waste related issues and problems in the real world situations. Field studies will be organized to visit Municipal waste disposal sites, industrial waste disposal sites

In Course Assessment: In Course Assessment account for 40%, In Course Assessment (40%) has four components: Tutorials (10%): Field studies based assignment (10%): Presentation (10%): Mid semester examination (10%)

Learning Outcomes: At the end of the course; the students will be able to achieve the following knowledge and skills, Knowledge: Explain the waste generation pattern and factors involved: Demonstrate the nature and composition of solid, liquid and gaseous waste: Illustrate the system of waste collection, treatment and disposal in urban and rural context. Skills: Ability to identify the waste reducing methods at generation: Ability to identify the methods to segregate the waste and dispose: Demonstrate the application of 3R methods: Identify the appropriate waste treatment methods and sanitary landfill

Recommended Readings


APNE 31023 Land Subdivision Planning

Objectives: To explain the role of land subdivision process in orderly development: To explain the legal framework for land subdivisions: To Explain the design Principles for sustainable spatial development

Course Content: Concept of land subdivision; process of land subdivision; legal framework on land subdivision; land sub division as regulation and promotion of spatial development; Considerations in subdivisions; Design methods and principles; Practical exercises in subdivision;

Teaching and Learning Methods: Lecture; Demonstration; Discussion; Question and Answer methods; Practical exercises; Studio Work

In Course Assessment: (In Course Assessment for 40% and End Semester Examination for 60%), In Course Assessment (40%): Tutorial (10%): Design practical (30%)
Learning Outcomes: At the end of the course; the students will be able to achieve the following knowledge and skills. Knowledge: To demonstrate the land importance of effective subdivision in land development process; To comprehend the subdivision process in land development; To illustrate the outcome of effective designs of land subdivisions. Skills: Ability to design land subdivisions at different contexts; Ability to identify inappropriate land subdivision designs; Ability to make decisions on appropriate design methods for different scenario.

Recommended Readings

- Frederick R. Steiner, Kent Butler; (2006) Planning and Urban Design Standards; Wiley
- David E. Johnson; 2008 Residential Land Development Practices: A Textbook on Developing Land into Finished Lots; Amer Society of Civil Engineers; 3 edition
- R. Woodson; 2004 Be a Successful Residential Land Developer; McGraw-Hill Professional; 2 edition

APNC 32013: Research Methodology for Planning

Objectives: To explain the nature and purpose of research in planning; To explain the typology of research relevant to planning; To illustrate the research methods in community and regional planning; To explain different analytical research methods in planning.

Course Content: Definition; nature and typology of researches in planning; Literature survey of research works; Survey methods for quantitative and qualitative researches in planning; Sampling methods and techniques in Community and regional planning related researches; Questionnaire design and interview techniques; Processing and Statistical analysis of quantitative and qualitative data; Methods of research writing; Presentation of research findings; Writing and presenting research proposals; Plagiarism and research ethics

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

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

Learning Outcomes: At the end of the course; the students will be able to achieve the following knowledge and skills. Knowledge: To comprehend the role of research in knowledge development; To Comprehend the different techniques and methods available for research; To understand the data collection and analysis techniques in planning researches. Skills: Ability to make decision on research methodology in different research context: Ability to design questionnaires and interviews depend on the research needs: Ability to find out solutions for various spatial problems.

Recommended Readings

- John Gaber; 2007 Qualitative Analysis for Planning & Policy: Beyond the Numbers; APA Planners Press
- Xinhao Wang, Rainer Hofe; 2007 Research Methods in Urban and Regional Planning; Springer; 1 edition
- John Gaber; 2007 Qualitative Analysis for Planning & Policy: Beyond the Numbers; APA Planners Press
- Simpson B. J.; 1985 (Author) Quantitative Methods for Planning and Urban Studies; Gower Pub Co
- Andreas Faludi 1986 Critical Rationalism and Planning Methodology; Pion Ltd
- Jan Jonker, Bartjan Pennink; 2010 The Essence of Research Methodology: A Concise Guide for Master and PhD Students in Management Science; Springer; 2009 edition
APNC32023 Planning for Disaster Resilient Communities

**Objectives:** Define disaster, hazard, vulnerabilities, capacities and risk; Identify disaster management strategies and the community based disaster management approach: Distinguish the programs, services, policy, tasks and responsibility of the disaster management at different levels of the Government (national, provincial and village level): Demonstrate the skills of disaster preparedness and mitigation: Demonstrate the skills of emergency response

**Course Content:** Overview of Disaster (Definitions and scope of disasters (Hazards; risk; vulnerability); Typology of disasters (Natural (Climatic; Geologic and geomorphologic induced disasters)Non natural (war; terrorism; industrial accidents; nuclear accidents; epidemics); Triggering factors of disasters – natural and anthropogenic activities; Physical; social; economic and Emotional impacts of disasters; Vulnerable communities in disaster; Implication of disaster in our region; Community Based Disaster Management Planning; Disaster Management Cycle (Phase I – Mitigation Planning; Phase II – Preparedness Planning) Risk reduction measures; Public awareness; Early warning system; Evacuation and center management; Community health; Conflict resolutions; Advocacy and networking; Capacity building; Livelihoods; Formation of a Community Disaster Management Organisation; Phase III - Disaster Response; Emergency Operation; Damage; Needs and Capacities Assessment; Relief delivery operation; Post disaster activity; Phase IV – Recovery Planning; Physical Planning and Disaster; Disaster Information System

**Teaching and Learning Methods:** Lecture; Discussion; Question and Answer methods; Field Studies to disaster prone areas (Land slide; flood; drought; coastal erosion), **Field Studies:** Students will be taken for field studies to the areas where occurrence of disaster is frequent such as land slide; drought; flood etc.

**In Course Assessment:** (In Course Assessment for 40%, In Course Assessment (40%): Tutorial (10%); Presentation (10%); Field Assignment (10%); Mid semester examination (10%)

**Learning Outcomes:** At the end of the course; the students will be able to achieve the following knowledge and skills. Knowledge: To comprehend the disaster prone environment: To understand the process and consequences of disaster: To understand the mechanism of disaster management, Skills: Ability to identify risk of hazards and disaster in given context: Ability to analyze the probability and possibility of disaster: Ability to formulate a solution for various disaster situations

**Recommended Readings**
- Saundra K. Schneider; 2011 Dealing with Disaster: Public Management in Crisis Situations; M.E. Sharpe; 2 edition
- Brenda D. Phillips; 2009 Disaster Recovery: Auerbach Publications; 1 edition
- Sing R. P. 2000 Disaster Management; Rawat Publication; New Delhi
- R. K. Banthani; 2007 An Overview on Natural and Man Made Disaster and thir Reduction; CSIR Publication; New Delhi India

APNC 32033 Planning Legislations

**Objectives:** To provide comprehensive understanding of different ordinance and laws in planning: To comprehend the ideology of planning laws and its applications in planning: To identify planning processes and procedures provided by various laws and regulations: To understand rationale and importance of planning law to ensure sustainable development

**Course Content:** Introduction to Legal System of Sri Lanka, Type of laws in Sri Lanka, Origin of planning Laws in Sri Lanka and Britain, Importance of legal framework in planning, Housing and Town Improvement Ordinance, Town and Country Planning Ordinance, Urban Development Authority Laws, Municipal Council Ordinance, Urban Council Ordinance, Pradeshiya Saba Act, National Environmental Authority Act, Antiquity Ordinance, Coastal Conservation Act, Greater Colombo Economic Commission Act, Cultural Property Act

**Teaching and Learning Methods:** Lectures, Discussion, Questions and Answer Method, Presentation, Directed study
In Course Assessment: (In Course Assessment for 40%), In Course Assessment (40%): Tutorial (10%); Presentation (10%); Mid exam (10%); Assignment(10%)

Learning Outcomes: At the end of the course; the students will be able to achieve the following knowledge and skills, Knowledge: Explain the implication of legal framework for planning: Demonstrate various laws applicable in planning: Figure out the legal provisions in each law with respect to spatial planning, Skills: Identify the application of planning laws in different scenarios: Think critically about the implications of legal framework in spatial development: Prepare plans as per the statutory planning procedure, and also enforce planning & building regulations: Formulate the citizen’s rights in the planning process inclusive of plan implementation: Prepare a report to the Superior authority on the acquisition of land justifiably required for the purpose of giving effect to the plans.

Recommended Readings
7. Department of Archaeology; 1940 Antiquity Ordinance Ceylon No 9 of 1940; Government Publication Bureau

APNC 32043 Regional Planning – Project

Practical Hours – 120

Objectives: To explain the methods of delineation of planning region: To demonstrate the methods of regional survey; stakeholder and public perceptions: To explain the techniques in goal and objectives formulation: To develop regional spatial strategies that promote regional and national development

Course Content: Concept and purpose of Regional Plan; Components of Regional plan; Data collection methods for Regional Planning; Regional planning process; Regional Planning techniques; Defining problems for the defined planning areas; Survey of existing situation; Analysis of existing situation; Goal and Objectives Formulation; Strategy formulation; Preparation and compilation of Regional plan

Teaching and Learning Methods: Students on this subject will be taught theoretically and practically through Lectures; group discussions; studio works; field survey; group works; brainstorming, Field Survey: Students will be divided into sizable groups and a field reconnaissance survey will be carried out to understand the regional characteristics. Having completed the reconnaissance survey; a field survey will be conducted in the defined region to collect data and assess public and stakeholder perception in the region.

In Course Assessment: Entire subject will be assessed practically (100%). Students will formulate a regional plan for the defined region and make an individual presentation to a panel of examiners. Attendance 10%, Data collection 10%, Data analysis and problem identification 10%, Formulating goals and objectives 10%, Regional Strategy formulation 20%, Presentation 30%, Regional plan report 10%, Panel of Examiners: The panel of examiners should be Chartered Town Planners and at least two of the chartered town planners should be from planning institutions such as UDA or NPPD or NHDA or Local Governments.

Learning Outcomes: At the end of the course the students would have gained the following knowledge and skills, Knowledge: To explain the regional planning process: To demonstrate the methods and techniques of regional survey: To explain the strategic approach in regional development, Skills: To define a planning region and define spatial problems: To undertake regional surveys analyze the data to assess existing condition and development priorities: To formulate regional strategies for development

Recommended Readings
2. Eugénie B., 2009, The Urban and Regional Planning Reader, Routledge
3. David A. P., Lawrence D. M., Et al. 2007, Regional Planning, Edward Elgar Pub
5. Planning Authority of Western Australia; 2009 Regional Plan for Western Australia; Planning Authority of Western Australia
6. Urban Development Authority; 1998 Colombo Metropolitan Regional Structure Plan; UDA
7. Urban Development Authority; 2003 Western Province Regional Structure Plan; UDA

APNE32013 Planning Models

Objectives: To understand the role of models as a planning tool; To comprehend the application of model in spatial decision making; To comprehend the application of planning models in forecasting if spatial scenarios; To develop models as a solution for spatial problems and issues

Course Content: Understanding Models in planning; Concept of model buildings; Application of planning models in spatial analysis and strategy formulation; Types of planning models; Physical model, abstract model, Simulation model, Linear models, Gravity models, Lowry model, Optimizing model. Computer application in modeling

Teaching and Learning Methods: Lecture, Discussion, Presentation, Directed study, Question and Answer methods, Practical model development

In Course Assessment: (In Course Assessment for 40%), In Course Assessment: (40%): Tutorials (10%), Presentation (10%), Practical Assessment (10%): Mid Semester exam (10%)

Learning Outcomes: At the end of the course; the students will be able to achieve the following knowledge and skills, Knowledge: To comprehend the functions of model in planning process; To comprehend the use of models in solving the spatial problems; To comprehend the complexities of spatial problems and effectiveness of models in planning. Skills: Ability to apply models in planning for real world situation: Critical understanding of role of models in spatial forecasting and simulation process: Demonstrate the application of models in finding solutions to spatial issues and problems

Recommended Readings

POLITICAL SCIENCE

APSC 31013: Comparative Government

Objectives: To provide students with essential tools to gain a clear understanding of legal –institutional aspects of the government from Comparative perspective.


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

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

Learning Outcomes: Gaining solid knowledge in the structure, function and process of government with their relative merits and demerits in various systems.

Recommended Readings:
- Dean,M., 2010 Governmentality, Sage, New Delhi.
- Comparative Political Studies ( A quarterly Journal from the USA)
APSC 31023: Political Participation and Representative Devices:

Objectives: To fill the yawning gap prevails in the rhetoric and reality of democracy.

Course Content: Participation - implications and imperatives, The history of universal adult franchise, Election and its methods, Kinds of constituencies, Forms and Methods of voting. Representation - meaning, Representation and responsiveness, Role of representative, Varieties of representation - territorial, functional, proportional, minority, Modus operandi of representative devices- Panorama in different systems.

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

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

Learning Outcomes: Discernment of the people centred dynamics of democratic cores.

Recommended Readings:
- Franklin, M., 2005 The Internet and Postcolonial Politics of Representation, Routledge, Andover.
- Democratization (A quarterly Journal from the USA).

APSC 31033 : The study of Political Parties

Objectives: To provide students thoughtful and wide ranging views of political parties conjoined with various political systems.

Course Content: Definition and nature of political parties, Origin and evolution of political parties, Functions of political parties, Kinds of political parties, Merits and demerits of political parties, Political parties in the UK the USA, France, Switzerland and China and India.

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

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

Learning Outcomes: Discernment of the actual contribution of political parties to democracy, development and nation -building.

Recommended Readings:
- Party Politics (A quarterly journal from the UK).

APSC 31043: Israel and Palestine

Objectives: To comprehend the vexed problem from geocentric and global perspective.


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

In Course Assessment: Individual/group presentation (10%),Oral/written examination (10%), Critical / Creative/innovative writing (10%), Skill-development(10%).
Learning Outcomes: Getting lessons and visions form the conundrum, needed for political acumen, particularly on demilitarization and peace building.

Recommended Readings:
- Jones, C., and Murphy, E.C., 2001 Israel, Routledge, Andover.
- International Journal of Middle East Studies. (A quarterly Journal From the USA)

APSE 31013: E-Governance:
Objectives: To show students what difference ICT can make in all government sectors.

Course Content: Definition and scope of E-Governance, Pre-requisites of E-Governance, Planning and implementing E-Governance, Changes and benefits fetched by E-Governance, Problems of E-Governance, E-Governance in selected countries with particular reference to India and Sri Lanka.

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

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

Learning Outcomes: Bringing out the implication and insights of SMART Governance and good governance through the Structure and process of E-Governance.

Recommended Readings:
- Journal of Creative Communications (SA triennial journal group, India.)

APSC 32013: Comparative Politics
Objectives: To provide students a distinctive new introduction the study of Comparative Politics.

Course Content: Comparative Politics meaning nature and scope, Comparative method- meaning nature, features, and phases, Concepts and approaches to Comparative politics, Classification of States, Political system and its typologies, Political revolution, Militarization of politics, Democratization of politics.

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

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

Learning Outcomes: Acquiring knowledge in basic theoretical and methodological foundations for studying different political systems.

Recommended Readings:
- Bara, J. and Pennington, M. 2009 Comparative Politics, Sage, New Delhi.
- Comparative Political Studies (A bimonthly Journal from the USA).

APSC 32023: Politics of Developing Countries
Objectives: To bring out the peculiar characteristics and the prominence of developing countries in the global order through objective study.

Course Content: The Third World-etiological implications, The legacy of imperialism and traditionalism, The light and shade of modernization, Problems of plural Societies and transplanted democracy, The Third
World political culture, The relations between developed and developing countries, Globalization challenges to the developing countries, whether the so-called third power?

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

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

**Learning Outcomes:** Development and enrichments of the right cognizance on developing countries.

**Recommended Readings:**
- The Third World Quarterly (A journal from the U.K).

**APSC 32033: Pressure Groups and Public Opinion**

**Objectives:** To understand, explain and evaluate the key role of the two informal cores of democracy

**Course Content:** Pressure groups - meaning, nature and kinds, Difference between political parties and pressure groups, Working of pressure groups, Functions and role of pressure groups-America, Britain, France and India, Meaning of Public opinion, Crystallization and formation of public opinion, Agencies of public opinion, The importance of Public opinion in democracy.

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

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

**Learning Outcomes:** Understanding together the actuals and parallels of democracy

**Recommended Readings:**
- Robteutscher, S., 2005 Democracy and the Role of Associations.
- Politics and Society (A quarterly journal from India).

**APSC 32043: International Law**

**Objectives:** To explicate the ideas and issues of International law form Political perspective.

**Course Content:** The meaning of International Law, Sources of International Law, Juristic nature of International Law, The Problem of codification of International Law, The Relationship between International Law and National law, The law of peace and dispute settlement, The Laws relating to human rights, environmental protection and the mode of conducting international transactions, The International Court of Justice.

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

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

**Learning Outcomes:** Enhancement of the knowledge of legal dimension of Political Science at international arena.

**Recommended Readings:**
- Yee, S., and Tieya, W., 2003 International Law in the Post Cold War period, Sage, New Delhi.
• European Journal of International Law. (A quarterly journal from the UK).

**APSE 32013 : Human Resource Utilization**

**Objectives:** To synthesize and extend the critical cores of the two soft-skill courses of the previous year, academically and professionally as well as productively,

**Course Content:** Developing human resources, Constructive discipline, Building effective relationships, Communicating with report, Group dynamics, Planning and implementing change, Implementing situational leadership, IT and HR, HR and responsive organization.

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

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

**Learning Outcomes:** Enhancement of practical applied behavioural science concepts, tools and techniques and thereby productivity cult and employability

**Recommended Readings:**
• International Journal for Human Resource Management (A quarterly Journal form the USA).

**PSYCHOLOGY**

**APYC 31013: Educational Psychology**

**Objectives:** to enable define educational psychology and explain cognitive and linguistic development; personal, social, and moral development; individual and group differences; behaviourist views of learning; social cognitive views of learning; motivation; instructional strategies; classroom management; and assessment

**Course Content:** the nature and scope of educational psychology, teaching, guidance, motivation, learning, promoting, exceptional children, mental health in the classroom, teaching for values, evaluation test.

**Teaching and Learning Methods:** lecture, presentation, seminar and class discussions. Cooperative learning, role playing.

**In Course Assessment:** assignment/tutorial (10%), exam (10%), presentation (10%) case study (field visit/final visit (10%).

**Learning Outcomes:** explain how students differ from one another in their cognitive and linguistic development, and how teachers can accommodate such differences, define learning and identify the general theoretical perspectives that can be used to describe and explain it. Explain the importance of knowledge of mental models, domain content, and problem construction in the design of quality assessment.

**Recommended Readings:**
APYC 31023: Indian Psychology

Objectives: to gain familiarity with Indian psychological concepts, the core and context of Indian psychology, trends of research and ontological and epistemological premises of Indian psychology.

Course Content: definition of Indian psychology, brief historical background, Indian psychological thought-vedant, sankhya, yoga, jainism and buddhism, integral psychology of shriaurbindo as an emerging system, epistemological premises of Indian psychology: nishkam,karma, anasakti yoga of bhagwat gita, kundalini yoga.

Teaching and Learning Methods: lecture, presentation, seminar and class discussions. Cooperative learning, role playing.

In Course Assessment: assignment/tutorial (10%), exam (10%), presentation (10%) case study(field visit/final visit (10%).

Learning Outcomes: This unit familiarize the graduate student to the fundamental psychological concepts in indian thought.

Recommended Readings:
- J.n.sinha : indian psychology , new delhi: motilalanArsi das

APYC 31033: Environmental Psychology

Objectives: to enable the students to understand environmental issues and factors and their impact on human behaviour. To highlight the simultaneous mutual interaction of environment and behaviour. To delineate psychological approaches to the study of environment. To discuss the impact of ecological degradation and the need for enhanced awareness programmes.

Course Content: nature and scope of environmental psychology approaches to environmental psychology, environmental stress: nature and characteristics, meaning, source, and effects of density, temperature, noise and air pollution. Natural disasters and technological catastrophe. Personal space and territoriality: meaning and nature of personal space and territorial behaviour. Effects on social-behaviour and performance. Methods of changing environmental favourable attitude and behaviour.

Teaching and Learning Methods: lecture, presentation, seminar and class discussions. Cooperative learning, role playing.

In Course Assessment: assignment/tutorial (10%), exam (10%), presentation (10%) case study(field visit/final visit (10%).

Learning Outcomes: to develop a sensitivity and understanding of environmental issues and problems as they relate to human behaviour in a variety of settings and from a variety of related disciplines, to make students aware of the major topics in environmental psychology and related fields, to develop a personal understanding of how the environment has affected and continues to affect them as individuals.

Recommended Readings:
- Bell, p.a. fisher, j.d. &laomis, r.j. 2002 ed., environmental Psychology, philadelphia w.b. sannders
- Ittelson 1974. An introduction to environmental Psychology
- Charles j. Holahan - environmental psychology 1982,
- Environmental psychology
APYC 31043: Developmental Psychology

**Objectives:** to enable the students to understand 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:** lecture, presentation, seminar and class discussions, cooperative learning, role playing.

**In Course Assessment:** assignment/tutorial (10%), exam (10%), presentation (10%) case study (field visit/final visit (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:**

APYE 31013: Adolescence Psychology

**Objectives:** to increase your understanding of, what adolescence is and important psychological theories related to adolescence, biological, cognitive and social transitions that occur during adolescence, the relationship of adolescents to their families, peers, and social institutions, the issues of identity, autonomy, intimacy, and sexuality for adolescents, psychological problems associated with the adolescent period, cultural variables that impact the adolescence.

**Course Content:** introduction, the historical perspective physical development & health puberty: determinants of puberty, growth spurt, sexual maturation, secular trends in puberty, psychological dimensions. Emotional, gender and sexuality, biological, social and cognitive influences on gender, risk taking behaviour among adolescents, drug abuse, antisocial behaviour, juvenile delinquency, teenage pregnancy, depression and suicide. Interrelation of adolescent problems and prevention / intervention.

**Teaching and Learning Methods:** lecture, presentation, seminar and class discussions, cooperative learning, role playing.

**In Course Assessment:** assignment/tutorial (10%), exam (10%), presentation (10%) case study (field visit/final visit (10%).

**Learning Outcomes:** students understand adolescence various development and its problem and intervention

**Recommended Readings:**
- Mahmud,j.,2005 developmental psychology ,efficient offset printers
- Papalia,d.e.,olds, s.w.,&feldman, r.d.1992 human development (9th ed.) Tata
- Mcgraw hill publishing co.
- Santrock,j.w.,(1998) adolescence tata mcgraw hill publishing co

APYE 31023: Sports Psychology

**Objectives:** sports psychology is a relatively new but growing specialism of psychology. It concentrates on both how psychological factors affect performance and how participation in sport affects psychological development, health and emotional wellbeing. To identify the relationship of personality and situational factors with performance on individual and team events and to discuss the role of psychological interventions.

**Course Content:** nature and historical and recent perspectives on sports psychology -the role of stress, arousal, anxiety and attention in the performance of individual - team sports-motivation -motivation and goal-setting-stress and performance- skills and performance,-personality of successful sports persons- psychology of athletic injuries, injury rehabilitation- -exercise psychology and physiology-movement analysis- attention-concentration -cognitive and social psychological dimensions of individual and team sports- training/coaching techniques. Cognitive and behavioural interventions.
Teaching and Learning Methods: lecture, presentation, seminar and class discussions, cooperative learning, role playing.

In Course Assessment: assignment/tutorial (10%), exam (10%), presentation (10%) case study (field visit/final visit (10%).

Learning Outcomes: students understand about sports psychology and psychological, physiological variable how it influences on sports.

Recommended Readings:
- Arnold, d.l.u. & nation, j. R. 1989 sports psychology. Chicago : nelson-hall
- Mohan, j. 1996 recent advances in sports psychology. New delhi : friends
- Murphy, c. 1995 advances in sports psychology. Iiionis : human kinetics
- Murphy, s. M. 1995 sports psychological interventions. Champaign : herman kinetics
- Sandhu, g. S. 1992, psychology in sports : a contemporary perspective. New delhi : friends
- Weinberg, r. And gould, d. 2007. Foundations of sport and exercise psychology (4th ed.). Champaign, illinois: human kinetics
- Weinberg, r. & gould, d. 1999. Foundations of sport and exercise psychology. Champaign, il: human kinetics

APYC 32013: Health Psychology

Objectives: to gain familiarity with meaning of health in socio cultural context, stress and coping behaviour, behavioural health, resources promoting and maintaining mental health, behaviour and chronic diseases, future of health psychology.

Course Content: meaning of health in socio cultural context: nature, scope and development, stress and coping behaviour, models and sources of stress. Technique of coping, stress management, behavioural health, preventing smoking, health consequences of tobacco use, interventions to reduce smoking; preventing alcohol and other drug, effects of alcohol, drug misuse, abuse and hiv and aids future prospects of health psychology

Teaching and Learning Methods: lecture, presentation, seminar and class discussions. Cooperative learning, role playing.

In Course Assessment: assignment/tutorial (10%), exam (10%), presentation (10%) case study (field visit/final visit (10%).

Learning Outcomes: students will be able to understand impact of psychological factors on health and disease, to understand the bio psychosocial model (mind-body linkages) in understanding health, illness and disease, to analyse different health behaviours, attitudes, outcomes, and illnesses from the perspectives of the major theories of health, and recognize those theories when used by others to analyse events.

Recommended Readings:
- Aboud, f.e. 1998. Health psychology in global perspective. Thousand
- Brooks/cole.
- Boston: allyn& bacon
- Brcome, a.k. & llewellyn, s. 1995. Health psychology london:
- Chapman & hall
APYC 32023: Psychopathology

Objectives: to enable the student to acquire the knowledge on psychopathology in terms of the concept, approaches, classifications and causes of abnormal behaviour, the stress induced psychological and physiological disorders and disorders of personality, anxiety induced disorders of somatoform and dissociation, substance induced disorders, disorders of sexual problem and disorders of childhood and adolescence, schizophrenic disorders, delusional disorder, mood disorders and suicide, disorders of brain.


Teaching and Learning Methods: lecture, presentation, seminar and class discussions. Cooperative learning, role playing.

In Course Assessment: assignment/tutorial (10%), exam (10%), presentation (10%), case study (field visit/final visit (10%).

Learning Outcomes: identify some of the historical origins of contemporary abnormal psychology and characterize the field of abnormal psychology as it stands today, critically analyze causal explanations in psychology, identify and describe the major theoretical explanations of mental disorders and illness.

Recommended Readings:

APYC 32033: Sexual Deviation And Disorders

Objectives: students will be able understand physiological, psychological, and social cultural variables associated with sexual identity, psychological, cultural, and biological aspects of human sexuality, including an overview of psychosexual development.

Course Content: introduction, sex education and society, the biology of sex, sexual deviation and sexual offence, forms of sexual deviation, causes of sexual deviations, treatment of the sexual deviation, sexual disorders, causes and treatment of importance and frigidity.

Teaching and Learning Methods: lecture, presentation, seminar and class discussions. Cooperative learning, role playing.

In Course Assessment: assignment/tutorial (10%), exam (10%), presentation (10%), case study (field visit/final visit (10%).

Learning Outcomes: Explain the biological, cultural, and social dimensions of human sexual and reproductive behaviour, Relate sensitive topics regarding human sexuality with increasing awareness, tolerance, and respect for sexual diversity. Analyze psychological issues related the normal-abnormal continuum for sexual behaviour, Evaluate interventions for sexual abuse and victimization.

Recommended Readings:
- Human Sexuality, Third Edition (Hardcover) by Simon Levay, Janice I. Baldwin
- Human Sexuality in a World of Diversity (case) (8th Edition) (MyPsychKit Series) by Rathus, Spencer A., Nevid, Jeffr...
APYC 32043: Psychology Of Human Resource Management

Objectives: students will be able to Explain the nature and scope of HRM, Describe the process involved in the H.R. planning, recruitment, selection & placement, Describe the methods of performance appraisal and explain career and succession planning, Explain the Need and the methods of Training & Development and Compensation management.


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

In Course Assessment: assignment/tutorial (10%), Exam (10%), Presentation (10%) Case study(field visit/Final visit (10%).

Learning Outcomes: To develop an understanding of the interaction pattern among labour, management and the State ,To build awareness of certain important and critical issues in Industrial Relations To impart basic knowledge of the Industrial Relations System and its distinctive features in comparison to other countries

Recommended Readings:

APYE 32013: Forensic Psychology

Objectives: The objective is to give students a better understanding of criminal behaviour and forensic psychology. This unit will combine the criminal justice background given in sociology class as well as build on the criminal psychology unit to blend the two disciplines. Students will use case studies and readings to gain knowledge into abnormal criminal behaviour and the psychological aspects that cause such behaviour.

Course Content: Introduction and Overview of Forensic Psychology - Define Forensic Psychology- The Psychology of Forensic Identification Criminal Profiling and Psychological Autopsies- Violence- Women Syndrome, Rape Trauma Syndrome, and Posttraumatic Stress Disorder Interviewing Children and Memories of Sexual Abuse- Civil Courts And Law, Psychology and children, workplace-Criminal Behaviour biological/psychological Explanations of antisocial behaviour

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

In Course Assessment: assignment/tutorial (10%), Exam (10%), Presentation (10%) Case study(field visit/Final visit (10%).

Learning Outcomes: Have a broad understanding of the issues/areas within the field of forensic psychology, Be able to relate important concepts within psychology to the forensic setting., Develop critical thinking skills with regard to research findings within the field. forensic psychology will benefit students entering into a number of professions including: corrections, child protective services, probation, mental health, forensic sciences, the law, etc.

Recommended Readings:
APYE 32023: Rehabilitation Psychology

**Objectives:** students will be able to Explain the Historical root, nature and scope of rehabilitation, Describe the treatment and services provided for Problem drinkers, drug abusers and victims of violence/AIDS, Describe the legal process and services provided for Mentally abnormal offenders, Explain the nature, assessment and methods of managing Mentally Handicapped, Describe the various essential aspects of rehabilitation.


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

**In Course Assessment:** assignment/tutorial (10%), Exam (10%), Presentation (10%) Case study(field visit/Final visit (10%).

**Learning Outcomes:** Recognize the network of psychological, social, biological and environmental factors that affect the functioning and impeding the rehabilitation process, Diagnose mental health issues/problems in person with disability, Recommend and/or carry out appropriate psychological and behavioural interventions and counselling in remedying recognized issues/problems in persons with disability and to successfully deal with situations involving Conflict/crisis.

**Recommended Readings:**

SANSKRIT

ASNC 31013: Prescribed Texts (Vedic and Classical Literature)

**Objectives:** This unit aims at a detail study of specified portions from Vedic and classical literature with reference to their authors, age, translation, subject matter, language and literary aspects.

**Course Content:** Meghaduta – Purvamega 15-35 with the commentary of Mallinatha. Abhijnanasakunthala III & IV, Bhagavadgita – 7, Dasakumaracharita III, Kathopanisad I - III with the commentary of Sankarachariya.

**Teaching and Learning Methods:** Lectures, discussions lessons practice, visual aids and presentation

**In Course Assessment:** (Assessment 10% ) (Tutorial 10% ) (Oral presentation 10%) (Mid Examination 10%)

**Learning Outcomes:** By end of this course the students will be able to discuss about the general back ground of the prescribed books, authors and the literary aspects.

**Recommended Readings:**
- The Bhagavatgita.,1977,sri sangaracharya(Commentary)published by samada books, Chennai,
- "Nlhephj;k; .1925, (jko; ciu rq;fuhr;rhlhapahH) gpuk;k= flyq;Fb eNlrrh]jphpfs; gjpg;G >nr;id.

ASNC 31023 Study of Sanskrit Language and Spoken Sanskrit

**Objectives:** The aim of the unit is acquaint the students with the advanced knowledge in Sanskrit grammar. The students achieve more advance command of simple Sanskrit and applied as a tool language to their disciplines.
Course Content: This Unit covers the following areas. Second conjugation [2,3,5,7, 9] in present system, aorist, gerund, Declension, Compounds further reading and vocabulary building.

Teaching and Learning methods: Lectures, discussions, lessons practice, visual aids and presentation

In Course Assessment: (Assessment 10%) (Tutorial 10%) (Oral presentation 10%) (Mid Examination 10%)

Learning Outcomes: By 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:

ASNC 31033: Sanskrit Literature of Sri Lanka

Objectives: The aim of this paper is to give the students a comprehensive view of Sanskrit studies in Sri Lanka from early times to the present day.

Course Content: This will cover the beginning of Sanskrit studies in Sri Lanka, the factors contributing of Sanskrit studies, various aspects of Sanskrit Mahakavya, Khanda Kavyas, religious, philosophical, medical and grammatical works, inscriptions, modern compositions, Sanskrit in Schools, Universities, and traditional centers of learning. Translations from selected portions from the relevant specified texts.

Prescribed texts: Janakiharana 3rd chapter, Sivayogaratna 1-50, Selected Stotras by Sri Lankans

Teaching and Learning Methods: Lectures, discussions, lessons practice, visual aids and presentation

In Course Assessment: (Assessment 10%) (Tutorial 10%) (Oral presentation 10%) (Mid Examination 10%)

Learning Outcomes: By end of this course, the students will have a good knowledge of Sri Lankan Sanskrit tradition and contribution of the Sri Lankan Sanskrit poets.

Recommended Readings:

ANSC 31043: Sanskrit Sources on Hindu Culture and Hindu Philosophy.

Objectives: The aim of the course is to provide a general and first hand knowledge of Philosophical literature and the original texts with regard to Hindu culture through the study of prescribed portions.


Teaching and Learning Methods: Lectures, discussions, lessons practice, visual aids and presentation.

In Course Assessment: (Assessment 10%) (Tutorial 10%) (Oral presentation 10%) (Mid Examination 10%)

Learning Outcomes: By end of this course the students will have a good knowledge of religious and philosophical sources.

Recommended Readings:
- Nrsene;jHay`hp, 1899, rz;KfRejyuKjypahH, rptQhdNgj ae;ipurhiy nrd;id.
ASNE 31012: Basic Sanskrit Language Study and Introduction to the Sources on Music.

Objectives: This unit is designed to provide students those who choose music as their special field of study with ability on reading and comprehending the original of source on music and kirtanas composed in Sanskrit.

Course Content: Introduction to Sanskrit Language, Alphabets – Devanagari Scripts, Pronunciation, Vocabulary and simple sentences, Declension, Conjugation – Present system, Translation of Tamil sentences into Sanskrit, Selected kirtanas for translation textual, explanation and grammatical notes, Kirtanas of Sri Thiyagarajaswamikal, Kirtanas of Mutuswamy Diksitar.

Selected portions from Sanskrit Sources on [Sangitaratnagaram, & Gita govindam]

Teaching and Learning Methods: Lectures, discussions, lessons practice, visual aids and presentation.

In Course Assessment: (Assessment 10%) (Tutorial 10%) (Oral presentation 10%) (Mid Examination 10%)

Learning Outcomes: By end of this course the students will have good knowledge of Sanskrit fundamental structure and formation. They can also understand simple Sanskrit kirtanas and Sanskrit sources on music.

Recommended Readings:
- rptrhkp.tp.,1994, rk.; fpUj rq; fPjkQ;rhp (njhFg;G) jpUneyJtvp, aho;g;ghzk;..
- rptrhkp.tp.,1999, t Nghjy F rk.; fpUjk; 3k; gjpjG; G jpUneyJtvp, aho;g;ghzk;.
- jdhgz;b;aj; 1,1988,Kd; myFlSk; uhfq;FSk; jQ; rft+H.
- Premalatha.V.,1985, Music through the ages, New Delhi.
- Sambamurthy P.,1980,History of Indian Music, Indian Music publishing society
- Madras.

ASNE 31022: Basic Sanskrit Language Study and Introduction to the Sources on Dance.

Objectives: This unit is designed to provide students those who choose bharatanatyam as their special field of study with ability on reading and comprehending the original of source Bharatanatyam and Kirtanas composed in Sanskrit.

Course Content: Introduction to Sanskrit Language, Alphabets – Devanagari Scripts, Pronunciation, Vocabulary and simple sentences, Declension, Conjugation – Present system, Translation of Tamil sentences into Sanskrit, Selected portions from Sanskrit Text for translation -[Natyasastram, Abhinayadarpanam, Gitagovindam.]

Teaching and Learning Methods: Lectures, discussions, lessons practice, visual aids and presentation.

In Course Assessment: (Assessment 10%) (Tutorial 10%) (Oral presentation 10%) (Mid Examination 10%)

Learning Outcomes: By end of this course the students will have good knowledge of sanskrit fundamental structure and formation. They can also read and comprehend the Sanskrit original sources on Bharatanatyam.

Recommended Readings:
- rptrhkp.tp.,1994, rk.; fpUj ehl;bakQ;rhp; jUneyJ;typ, aho;g;ghzk;.
- rptrhkp.tp.,1999, t Nghjy Frk.; fpUjk; 3k; gjpjG; G jUneyJ;typ, aho;g;ghzk;.
- uhfdt.; Nt..,1959, gujehl;bak;> nr;id.
- gj;kHg;gpukzpak;> 1985, fiyNflh;ghLnr;id.
- Mde;jKhuRthkp>1980, rpthd;jejldk; (jkpohf;fk; Nrh.eluhld;) nr;id.

ASNC 32013: Comparative Study Vedic and Sanskrit Grammar and Composition

Objectives: To provide the students with basic knowledge of Sanskrit linguistics and with knowledge of Vedic and classical Sanskrit grammar and to train them further the translation passages into Sanskrit

Course Content: This will include an introduction to grammatical studies in the Vedic period, sandhi rules, declensions, compounds of verbs, participles, infinitives, compounds, syntax, prosody, translation of Tamil passages into Sanskrit.

Teaching and Learning Methods: Lectures, discussions, lessons practice, visual aids and presentation.

In Course Assessment: (Assessment 10%) (Tutorial 10%) (Oral presentation 10%) (Mid Examination 10%)

Learning Outcomes: By end of this course the students will have good knowledge of vedic and classical Sanskrit grammar.
Recommended Readings:

- Whiteny,W.,1960, Sankrit Grammer, Delhi.

ASNC 32023: Sanskrit Poetic

Objectives: The aim of the course is to familiarize the students with the basic elements of Sanskrit poetics.

Course Content: Introducing the eight schools in Sanskrit poetics and their exponents. Concept of kavya definition purposes, classification, body of poetry and soul of poetry. Introduction to Natyasastra, Detail study of Rasa theory, verities of Rasa -Chapter VI, VII. Kavya darsa of Dandin, Kuvalayananda of Appiyadikshita, Dhvanyaloka of Ananthavardhanar.

Teaching and Learning Methods: Lectures, discussions, lessons practice, visual aids and presentation.

In Course Assessment: (Assessment 10%) (Tutorial 10%) (Oral presentation 10%) (Mid Examination 10%)

Learning Outcomes: By end of this course the students will have good knowledge of basic concepts of literary theories in Sanskrit through the general study of certain texts. They can appreciate literature.

Recommended Readings:

- De.S.K.,1960, Sanskrit Poetics, Calcutta.

ASNC 32033: Sanskrit Mahakavya with Special Reference to Kumarasambhava

Objectives: The aim of the paper is to provide the students with detailed study of mahakavyas with special reference to kumarasambhava.

Course Content: Evaluation of the Mahakavya tradition, Salient features of Mahakavya as enunciated by the writers on poetics, The detailed study of the important Mahakavya with reference to author ship, age, language and literary merits, Passages from the Kumarsambhava will be given for translation literary appreciation and comments on language.

In Course Assessment: (Assessment 10%) (Tutorial 10%) (Oral presentation 10%) (Mid Examination 10%)

Teaching and Learning Methods: Lectures, discussions, lessons practice, visual aids and presentation.

Learning Outcomes: To familiarize the students with maha kavya literature in Sanskrit.

Recommended Readings:


ASNC 32043: Prose Poems and Champu Literature in Sanskrit.

Objective: To familiarize the students with prose literature, and champu literature in Sanskrit.

Course Content: Original development of Sanskrit prose literature and campu and their language styles. Salient features of the works of subhandu, and Dandin and Bana. Prescribed portions.Intensive study of Dasakumarachartra Chap-5, Panchatantra 4th Chap, Kathampari (1.7-12 pages), Mahabharata Champu (1.1-10), Ramayana Champu (1.1-10), Visvagunatharsa Champu. (suryavarnam 1-15)

In Course Assessment: (Assessment 10%) (Tutorial 10%) (Oral presentation 10%) (Mid Examination 10%)

Teaching and Learning Methods: Lectures, discussions, lessons practice, visual aids and presentation.

Learning Outcomes: By end of this course the students will be able to discuss about the prose and champu literature.
Recommended Readings:


ASNE 32013: Basic Sanskrit Language Study and Introduction to the Sources on Hindu Culture and Hindu Philosophy.

Objectives: This unit is designed to provide students those who choose Hindu culture or Hindu philosophy as their special field of study, with the Sanskrit literacy. This will help the students to access the original sources of their special field of study.

Selected portions from the sources will be included in the study program.

Course Contents:
- Introduction to Sanskrit Language, Alphabets – Devanagari Scripts, Pronunciation, Vocabulary and simple sentences, Declension, Conjugation – Present system, Translation of Tamil sentences into Sanskrit, Selected portions from original texts for translation, explanatory notes and grammatical notes, Rig veda 1.1.1.154,10. 9, Bhagavad gita 4th chapters, Svetasvatharopanisad 3rd and 4th chapters

Teaching and Learning Methods:

- Lectures, discussions, lessons practice, visual aids and presentation

Learning Outcomes: By end of this course the students can read and comprehend Sanskrit sources on Hindu culture and Hindu philosophy.

Recommended Readings:

- Raghavan,V.,1988,The Indian Heritage [5thed],V,Raghavan centre, Chennai.
- Cultural Heritage,.1975,of India vol-1,The Ramakrishna mission Institute, Calcutta.
- rptrhkp.tp.,1999, [JtNghjyFrk; ];fpUjk; 3k; gjpG.;jpUney;Ntyp, aho;g;ghzk;

SOCIOLOGY

ASYC 31013: Sociological theories and Application.

Objectives: The application of Sociological theory pursues an understanding of both sociological theory and its application in research. This course will encompass learning through experience by engaging students in theory application assignments. This course is designed to:

- Introduce the student the contemporary sociological theories and their new trends.
- Enhance students’ abilities to describe and evaluate sociological theories and devise applications.
- Cultivate among the students an understanding of the importance of theory as practical tool in research.
- Familiarize students with the methods of identifying appropriate theories for application.
- Introduce students to analytical skills of sociological theories.

Course Content:
- Development and Dimensions of Sociological theory. Introduction to Major sociological paradigms, Introducing selected key studies for application of theories. Theoretical trends of movements towards Micro-Macro integration. e.g. with reference from the works of Norbert Elias and George Ritzer.
- Theoretical trends of agency structure integration e.g.: with the reference from the works of Anthony Giddens and Margret Archer. Application of Contemporary theories on Modernity e.g.: Introducing hyper rationality, McDonaldization and Americanization through Ritter’s key works, Application of Structuralism, Post structuralism and postmodern social theories. e.g.: with reference from the works of Claude Levi-Strauss, Neo Marxist and Fredric Jameson, Applying theory to empirical phenomena.

Teaching and Learning Methods:
- The teaching and learning method include lectures, student centered tutorials and debates. The lectures are interactive and developed discussions among the students. Individual and group presentations are assigned in given or chosen topics.
- Activity hours: Lectures 30 hours, Discussions 05hours, Group presentations 05 hours, Review presentation of selected studies 05 hours.
In Course Assessment: The following evolution method will utilize for the grading system due to the requirements of the course unit. Assessment tool Grading: Participation in Class Discussions 10%, Theory application assignment 1 10%, Theory application assignment #2 10%, Book review 10%.

Learning Outcomes: After completing this course, the student should be able to:- Compare and contrast different theoretical paradigms of sociology. Enhance the skill of Identifying appropriate theory or theories for application and analysis. Demonstrate sociological imagination and creativity in solving problems by using theories. Enhance analytical writing through written assignments. Enhance oral presentation skills through class discussions.

Recommended reading:

ASYC 31023: Sociology of Data Collection: Methods and Techniques

Objectives: This course provides students with a conceptual and practical understanding of each data collection technique as well as showing them how to use the particular data collection tool. The purpose of this course is to assist students in applying both primary and secondary data collection methods in learning by practicing situation outside of the traditional teaching setting. The objectives of this course are to introduce the comprehensive methods to the full range of data collection methods that is used in Social research, to provide undergraduate students with accessible and authoritative guide guides to research methodology, to understand how ethical concerns influence in each data collection process and also how researchers practice ethics on data collection and data interpretation, to train the students to learn and practice all kind of data collection methods in any field of Social research, to use data collection methods to practice and present conducive environment for a focused, in-depth and interactive exploration of a particular research topic.


Teaching and Learning Methods: The teaching and learning method includes interactive lectures, student centered discussions, tutorials and field based research practices. Students are encouraged to do several activities related to each data collection method. Individual and group presentations are assigned in the context of selected research topics. Activity hours: Lectures 30, Field Based works 10, Discussion 05 hours.

In Course Assessment: The following evolution method will utilize for the grading system due to the requirements of the course unit: Assessment tools Grading, Field Assessments 25%, VIVA 10%, Group Presentations 05%

Learning Outcomes: At the end of this course, the student will be able to: Understand and familiarize with different data collection methods which are largely used in Social research. Use and practice a variety of data collection methods which is used to design data source and data transformation successfully, Demonstrate a sound knowledge of Sociology of data collection techniques. Prepare the sociology special degree undergraduates for a wide variety of professional opportunities such as social policy, community research, state and social service institutions and Non-Governmental Organizations (NGOs).

Recommended reading:

ASYC 31033: Contemporary Social Issues

Objectives: Contemporary Social Issues is a unique field of practice, which has been designed to ensure that the entire curriculum in sociology is responsive to the changing conditions in the field. The aim of the unit is for the student to critically and creatively apply the knowledge, skills and insights of social science studies and research in the evaluation of contemporary social issues. The student will be challenged to ask questions and seek solutions as to how sociological knowledge can be applied to explain the social dimensions and implications of substantive issues. The student will be challenged to further consolidate the content studied throughout the course, and to draw on the insights, skills, attributes and knowledge developed through their studies and fieldwork experiences. This unit will focus on critical contemporary social issues, challenges, and future trends. The student will be encouraged to identify what they understand their contribution to contemporary society may be and how their specialization or area of interest may best be realized going forward.


Teaching and Learning Methods: The teaching and learning method include lectures, student centered tutorials and debates. The lectures are interactive and are developed the discussions among the students and also the lectures and students. Individual and group presentations are assigned in given or chosen topics. Activities hours: Lectures 30 hours, Discussion 10 hours, Presentation 05 hours.

In Course Assessment: The following tools will be utilized for the grading system:- Assessment tool Grading: Field report 20%, Tutorials 10%, Group Presentation 10%

Learning Outcomes: At the completion of this course unit students will be able to:- Understand the how societal issues are understood sociologically. Examine their perceptions, positions, behavior, and impact in society. Identify the social conditions, and causes for particular social issue.

Recommended readings:

ASYC 31033: Sociology of Religion

Objectives: The sociology of religion pursues an understanding of both the "social-ness" of religion itself and the mutually influencing interactions between religion and its social environment. We will analyze religious beliefs, practices, and organizations from a sociological perspective, with a primary focus on religion in contemporary Sri Lankan society. This course is designed to: -Cultivate in students an understanding of the distinctively sociological approach to studying religion. Familiarize students with some of the major issues, problems, and findings in the sociology of religion. Introduce students to basic skills of field research. Improve cognitive & communication skills.

**Teaching and Learning Methods:** The teaching and learning method include lectures, student centered tutorials and debates. The lectures are interactive and are developed the discussions among the students and also the lectures and students. Individual and group presentations are assigned in given or chosen topics. Activities hours: Lectures 30 hours, Discussion 10 hours, Presentation 05 hours.

**In Course Assessment:** Assessment tools Grading: Participation in Class Discussion10%, Field Research Report 15%, and Field Research Report15%

**Learning Outcomes:** After completing this course, the student should be able to:- Discuss the social dynamics of religion with a degree of objectivity, groups and the impact of society on religion, Understand and appreciate the diversity of religious life in Sri Lanka, understand the aspects of religion as they intersect with aspects of personal identity including ethnicity and gender, enhance analytical writing through written assignments, and Enhance oral presentation skills through class discussions.

**Recommended reading:**
- rz;Kfypq;fd.;vd; & gf;jtf;rghujp 2004, ,yq;if ,e;jpakDltpay;:: rka; r%fk; gw;wpaMa;Tfs;,rpk;guk:: rka;ag;gd; gjpg;gfk;.

**ASYE 31013: Sociology of Organization**

**Objectives:** This course provides sociological perspectives on different types of Organizations. The subfield of Sociology of Organization is highly broad and interdisciplinary. This course is designed to provide broader overview of the field of Sociology of Organizations. The objectives of the course are to students with an introduction to an overview of major classic and contemporary theoretical works in the field of Sociology of Organizations, to understand the nature, complexity and different types of Organization, to provide a forum for the discussion to contextualize the course in ways that illuminate links between this course and sociology more generally, as well as connections with its other intellectual disciplines such as Management, Economics Political Science and Psychology, to find the recent changes in social structure and culture of Organizations.

**Course Content:** Introduction to sociology of Organization, Conception of Social system and structure of Organization, Theoretical Perspectives on Organization, Histories, Metaphors and Perspectives in Organization Theory. Classical and Contemporary Influences on Organization Theory, Epistemological Differences among the Perspectives, Bureaucratic Organization. Participative Management & Implementing Empowerment, Organizational Social Structure and Organizational Culture, the Environment of Organization, Groups in Organizations, Teams in Organizations, Power, Authority and Leadership in Organizations, Conflict and Contradiction in Organizations, Social aspects of Organizational Change.
Teaching and Learning Methods: This course will consist of a combination of lectures, class discussions, in-course assignments and necessary Video and Audio visuals.

Activities hours: Lectures 30 hours, Field report 05 hours, Discussion 05 hours, and Presentation 05 hours.

In Course Assessment: Grading will be based upon the following percentage point distribution: - Tools Grading: In-course Assessment-Tutorial 10%, VIVA 10%, Field Report 20%.

Learning Outcomes: At the end of this course, the student will be able to, understand the core concepts, theoretical ideas of organizations in a wider manner, Compare and contrast the different types of organizations by looking at from Sociological insights .The students will acquire adequate sociological terms and they will be able to use this in terms of organizational behavior and work with different professional in relevant field, Carry out sociological study or write projects independently on modern organizations, social systems and organizational culture the changing dynamics.

Recommended readings:

ASYE 31023: Rural Sociology

Objectives: This course will focus on rural society and its trends. It is presumed that the students have some familiarity with rural areas and rural community development. This course unit gives opportunity to understand and analyze the fundamentals of the rural community. It offers students to gather the knowledge on rural social structure, skills to investigate the rural social problems and practice to propose methodological and theoretical framework for the rural development plans, to understand and familiarize the features and elements of the rural community, to explore the conventional and modern trends of the rural areas, to compare the different situations and functions of the various rural areas. To internalize the approaches, skills and methodologies related to rural sociology.


Teaching and Learning Methods: The teaching and learning method includes lectures, presentations, field visits to rural areas and discussions with the personalities who are engage in the field of rural development. Activity Hours: - Lectures 30, Field Visits 10, Presentation 05.

In Course Assessment: The following tools will be utilized for the grading: Assessment tool Grading: - Presentation 10%, Field Survey Report 25%, mid-semester paper 10%.

Learning Outcomes: By the end of this course unit student will be expected to, Investigate the factors behind the issues which are among the rural people, Enhance their attitude to initiate some development projects in rural area, Find the feasibilities for the development plans of their own area with a strong theoretical and methodological knowledge

Recommended readings:
ASYC 32013: Data Analysis In Sociological Research

Objectives: This advanced course introduces and sensitizes students to critical methods of scientific inquiry and evaluation related to social research. This course provides a description of qualitative and quantitative techniques in Sociology and Social Anthropology particularly focusing on qualitative and quantitative mix in Social research. The objectives of this course are to learn about how to collect and analyses different types of data, to become familiar to apply the in-depth examination of Quantitative and Qualitative research Methods, to understand operationally define variables and measure constructs and to learn and apply the essential statistical methods and statistical packages for data analysis.


Teaching and Learning Methods: Activity Hours: - Lectures 30, Field Work 05, Discussion 05, Presentation 05.

In Course Assessment: In Course Assessment- Research Proposal 05%, Viva 05%, Research Report 30%.

Learning Outcomes: At the end of this course, the students will be expected to show undergraduate level proficiency in; Understanding and applying research techniques for data analysis and data interpretation in advanced social research methods, Understanding different research methods of analysis and interpretation. Improving statistical skills and knowledge which is necessary for Research

Recommended reading:

ASYC 32023: Social Work and Social Welfare

Objectives: This course introduces the social work and social welfare and their mission, purposes, fields and methods. Specifically, it focuses on social work knowledge, skills, ethics, values, obligations, historical developments, as well as the ways that social work interacts with individuals, families, groups, organizations.
and communities. The objectives of this course are to help students develop an understanding of the purpose and functions of the social work; the methods used by the social work professions, to provide students to distinguish between the various roles of the social work profession within the environment and circumstances in which they are practiced, to understand the techniques and guidelines for Social Work practice, to understand the basic concepts and approaches of social work and Social Welfare from a broadest point of view, and to understand the origin, History, development and changes of Social Work practice and Social welfare activities.


Teaching and Learning Methods: This course will consist of a combination of lectures, class discussions, in-course assignments and the compulsory field based study.

Activity Hours: - Lectures 30, Field Work 10, Discussion and Presentation 05.

In Course Assessment: In Course Assessment- Research Proposal 05%, Viva 05%, Research Report 30%.

Learning Outcomes: At the end of this course, the student will be able to, Gain experience working with vulnerable clients in a community or society. Learn how to use practical and social work research methods such as social case work, social group work and evaluating the Social Work. Engaged in a variety of service activities to the vulnerable groups such as selfless service and voluntary services.

Recommended readings:

ASYC 32033: Sociology of Education

Objectives: The sociology of education is the study of the ways in which formal schooling influences individuals and the ways society affects educational institutions. At the core of this course is an examination of some of the ways in which unequal statuses associated with race/ethnicity, sex/gender, and social class are maintained and reproduced through schooling. The objectives of this course are to describe social interaction and their educational implications, to explain the relationship between schooling and social inequality, including some of the ways that schools contribute to social inequality, and to illustrate the meaning and concept of social change with special reference to Sri Lanka.

**Teaching and Learning Methods:** The teaching and learning method include lectures, presentation, student centered tutorials and debates. Individual and group presentations are assigned in given or chosen topics. Students will be encouraged to prepare field survey report.

**Activity Hours:** Lectures 30, Field Work 05, Presentation 05.

**In Course Assessment:** The following evaluation method will utilize for the grading due to the requirement of the course units and the contents, Mid-Semester Paper 10%, Survey Report 20%, and Presentation 10%

**Learning Outcomes:** By the end of this course, students will be expected to; illustrate the Functions of Education in Society, Evaluate current trends in education (privatization, vouchers, charters, and standardized testing) for their impact on the issues introduced in this course (authority relations in schools, social inequality, curriculum and pedagogy), Analyze the issues related to education in the context of Sri Lanka and get attitude to propose their own ideas to promote the conditions.

**Recommended readings:**
- Gore, M.S. 1984, Education and Modernization in India, Rawat Publishers,
- Hanighurst, Robert et al. 1995, Society and Education, Boston: Allyn and
- Kamat, A.R. 1985, Education and Social Change in India, Bombay Samaiya
- Allen and Unwin Limited.
- Mossish, Loor 1972, Sociology of Education: An introduction. George Lalen
- Parelus, A.P. and Parelus, R.J. 1978 the Sociology of Education, New Jersey:
- Prentice – Hall Inc.
- Pavalko, R.M. (Ed) 1976, Sociology of Education. Itasca, Illinois Peacock
- AndKegan Paul.
- Singh, B.N.2005, Education: Social Change and Economic Development,

**ASYC 32043: Methods in Community Participation.**

**Objectives:** This course will focus on the methods in community participation and its trends. This course unit gives opportunity to understand different types of participatory approaches, techniques and tools. It gives space to train the students in community mobilization work with field experiences. Objectives of this course are, to understand the elements and different methods of community participation, to explore the new trends of the participatory approaches, to evaluate the present trends of the participatory approaches and find the alternatives, to internalize the skills and methodologies related to community participation.

**Course Content:** Meaning and need of community participation, Community involvement and participation, Basic principles of community participation- Definition, Traits, Degrees, Pillars of Participation, Typology of Participation, Rapid Rural Appraisal (RRA) – From RRA to PRA, Guiding principles of RRA, Techniques of RRA, Advantages and drawbacks of RRA, Participatory Rural Appraisal (PRA) – History, Scope and Degrees of PRA, Principles and Attitudes of PRA, Methods for PRA: (a) Group and team dynamic methods, Sampling methods, Interviewing and dialogue, Visualization and diagramming methods. (b) Space related PRA methods, Time related PRA methods, PRA relation methods, Participatory Action Research – Definition,
Technical background, Types of Action research, Appreciative Inquiry, Participatory Poverty Assessment, Community Based Participatory Research (CBPR), Participatory Evaluation (PE) – Participatory monitoring and evaluation process, Participatory evaluation tools, Participatory project cycle management, Mobilization and Community empowerment.

**Teaching and Learning Methods:** The teaching and learning method includes lectures, presentations, field visits to different communities and discussions with the personalities who are engaged in implementation of the community development processes.

Activity Hours: Lectures 30, Field Work 05, Presentation 05

**In Course Assessment:** The following tools will be utilized for the grading: Assessment tool Grading: - Presentation 10%, Field Report Writing 20%, Application of Selected tools 10%.

**Learning Outcomes:** By the end of this course unit student will be expected to, Find the feasibilities to ensure the participation of the people in development plans of their own area with a strong theoretical and methodological knowledge. Investigate the alternatives to overcome the drawbacks in the processes of the community participation. Enhance their attitude towards the community works to propose and initiate some development projects.

**Recommended readings:**

**ASYE 32013: Urban Sociology.**

**Objectives:** This course deals with issues of growth and development of urban communities with reference to migration patterns, differentiation of functions, ecological patterns of land use, social control, and secondary group associations of metropolitan magnitude. The objectives of this course are to familiarize with different sociological theories pertaining to urban sociology, to have an understanding and appreciation of the development of urban communities and associated problems, to get more critical appreciation of the contemporary, comparative, and historical context in which planning skills and sensibilities have been developed and could be applied and to offer a sociology of knowledge to the field of urban sociology.


**Teaching and Learning Methods:** The teaching and learning method includes lectures, presentations, field visits to town areas and discussions with the specialists who are engaged in implementation of the urban issues such as town planning, environmental and health issues.

Activity Hours: Lectures 30, Field Work 05, Presentation 10.

**In Course Assessment:** The following tools will be utilized for the grading: Assessment tool Grading: - Presentation 10%, Field Report 15%, mid-semester paper 05%, Assignments 10%.

**Learning Outcomes:** By the end of this course students will be able to, investigate the issues and the factors behind the rise of the issues, understand the development and trends of the urban community, aware on the problems those are related with town and city planning, get competency to propose their new ideas to overcome the urban issues.

**Recommended readings:**
- Alfred de Souza 1979, The Indian City: Poverty, ecology and urban development, Manohar, Delhi.
- Colling Worth, J b 1972, Problems of Urban Society VOL. 2, George and Unwin Ltd.
• Fodor, Eben, 1998, Better not bigger: How to take control of urban growth and improve your community, New society publishers: Gabriola Island, British Columbia
• Hyra, Derek S. 2008. The New Urban Renewal: The Economic Transformation of Harlem and
• N. Jayapalan 2003, Urbanization in India in Contribution to Indian Sociology, Sage India.
• Pickwance C G (Ed) 1976, Urban Sociology; Critical Essays, Methuen.
• Quinn J A 1955, Urban Sociology, S Chand & Co., New Delhi
• Ram Chandran, R. 1991, Urbanisation and Urban System in India, OUP Delhi.
• SatishSaberwal (Ed) 1976, the Mobile Men: Limits to Social Mobility in Urban Punjab, Vikas, Delhi.
• W. W. Burgess & D.J. Bogue (Ed) 1964, Contributions to Urban Sociology, University of Chicago Press.

ASYE 32023: Cultural Development

Objectives: Cultural development pursues an understanding of both the concepts of culture and development and the mutually influencing interactions of both in a social environment. We will analyze cultural policies, practices, and organizations related to cultural development with a primary focus on contemporary Sri Lankan society. This course is designed to:-Cultivate in students an understanding of the distinctively sociological approach to studying Cultural development. Familiarize students with major issues, problems, and findings in the arena of Cultural development. Introduce students to basic skills of field research. Improve cognitive & communication skills.


Teaching and Learning Methods: Assessment tool Grading: Participation in Class Discussion10%, Research Report15%, and Research Report15%

Learning Outcomes: After completing this course, the student should be able to, discuss the social dynamics of Cultural development with a degree of objectivity, Understand and appreciate the concept of democratic culture where there is access, respect, coherence and/or relevance in the public interest is not elitist, but a basis for human and social development, Contribute to the cultural activities which enhance the quality of life, the economic well being and the social quality of the entire community, Enhance analytical writing through written assignments, Enhance oral presentation skills through class discussions.

Recommended readings:
• Graves, James Bau 2005,Cultural Democracy: The Arts, Community, and the Public Purpose,
• Miller, Toby & George Yudice. 2002 Cultural Policy, Sage Publications
• Soedjatmoko, Soemardja, S., Thompson, Kenneth W.1994.Culture, Development, and Democracy; the Role of the Intellectual, United nation Press
# Revised Syllabus

**Course Title**: Technical Translation (Documents & Legal and official)

**Course Code**: ATSC 31013

**Credit Value**: 03 Credits (30 Hours for Lectures and 15 Hours for Tutorials)

## Course Objective
The objective of this course unit is to offer better understanding in tactics of translating legal documents, handle the technical jargons of legal documents requires superior level professional abilities by giving considerable practice in translating official documents and legal documents.

## Intended Learning Outcome
At the end of the course unit the students should be able to,

1. Recall previously learned concepts in the kinds of institutional texts and their linguistic norms.
2. Apply words, Technical terms and phrases used in these documents in terms of glossaries and term files.
3. Translate relevant document paying attention to phraseology, structures and conventions.

## Course Content
Practical experience in translation is given by translating different authentic materials; Varieties of forms, Birth Certificates, Minutes of different organization, Varieties of Reports and Projects Recognizing legal terminologies, Latin borrowings in the domain of legal, Affidavit, Promissory notes, Agreements, Partnership agreements, Documents related to properties.

## Teaching and Learning Methods
Illustrated Lectures, Presentations, Group Work, Discussions, Practical Training, Demonstration etc.

## Evaluation Methods

1. **In course Assessment**
   - Written Assignment: 10%
   - Presentation: 10%
   - Practical: 10%
   - Mid semester Exam: 10%

2. **Final Written Examination**: 60%

## Recommended Readings

| Course Title | Translation in Media |
### Course Code
| ATSC 31023 |

### Credit Value
| 03 Credits (30 Hours for Lectures and 15 Hours for Tutorials) |

### Course objective
The students will be able to identify the code of conducts of translators and follow them in the process of translation in media field. This course unit intends to offer reasonable experience in translating documents or conversation/monologues based on different media.

### Intended Learning Outcome
At the end of the course unit the students should be able to,

1. Distinguish between communicative and semantic Translation
2. Relate the methods to underlying theories of Translation
3. Clear the relevance of componential analysis and discourse analysis in translation.
4. Demonstrate awareness of ethics and code of conduct of translation in media field.

### Course content
This unit targets to provide better knowledge in source language and target language to be employed in media field. Thus, students are expected to be familiar with the terminologies and jargons in the two languages to maintain the concept when they involve in translation from one language to another especially in journalism. Students should identify the main notions in media field.

### Teaching and Learning Methods
Illustrated Lectures, Presentations, Group Work, Discussions, Practical Training, Demonstrations etc.

### Evaluation Methods

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| Final Written Examination | 60% |

### Recommended Readings
Course objective
The students will acquire knowledge of specific usages of Language in various genres, develop vocabulary to deal with advanced written work especially academic writing and scrutinize diversified writings to acknowledge stylistic variations.

Intended Learning Outcome
Understand the features of academic writing
At the end of the course unit the students should be able to,
  I. Identify strategies to develop the ability to compose academic writing abstracts, proposals and reports.
  II. Set up abstracts and synopsis of selected articles
  III. Write proposals to pursue imaginary tasks.
  IV. Prepare a project report to launch an imaginary activity.

Course content
  1) Providing exposure to advanced writing in English
  2) Comparing the ways of various written genres
  3) Writing academic documents such as Abstracts, Synopsis, Proposals, Reports etc
  4) Practical experience in translation will be given by translating advanced documents

Teaching and Learning Methods
Illustrated Lectures, Discussions, Presentations, Group Work, Practical Training, Demonstration

Evaluation Methods

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Recommended Readings
Translation: A Multi Disciplinary Approach (Palgrave Advanced in Language and Linguistics)
Intended Learning Outcome
At the end of the course unit the students should be able to,

I. Application forms, Complete Quizzes etc.
II. Personal letters to friends or relatives.
III. A diary to indicate daily activities.
IV. Materials such as recipes, classified advertisements etc.
IV. A paragraph under a topic sentence
V. Simple essays under given topics
VI. Materials such as recipes, classified advertisements etc.
VII. Letter Writing

Course content
Practical experience in writing skills in Sinhala Language.

Teaching and Learning Methods
Illustrated Lectures, Presentations, Group Work, Discussions, Practical Training, Demonstration etc.

Evaluation Methods

5. In course Assessment

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6. Final Written Examination | 60%

Recommended Readings
Garusinghe Max Hueber Verlag Munchen,D (1962) Sinhalese, the spoken Idiom.

Existing
ATSC 31013: Translation of Documents - Mtz nkhopngaHg;G

Objectives: This course unit aims to provide practical translation experiences pertinent to some important official documents with special reference to Sri Lanka. In order to achieve this task, different documents will be given and ask them to translate the students to obtain practical experience. Students will be taken to parliament, courts and conferences to get an experience in different terms with contexts.

Course Content: Translation practical experience will be given by translating different authentic materials. Verities of forms, Birth certificate, Minutes of different organizations, Varieties of Reports and Projects, Collection of Government Documents.

Teaching and Learning Methods: Lectures with Audio Visual Aids, discussions, group work, practical training, demonstrations, etc.

In Course Assessment: Oral presentation (10%), Classroom written assignment (10%), Tutorials two (20%)

Learning Outcomes: At the end of this unit, the target group will able to, Translate different documents, Maintain contextual meanings, and Employ various terms to reach appropriate tasks

Recommended readings:
ATSC 31023: Translation of Legal documents

**Objectives:** This unit targets to offer better experience in tactics of translating legal documents. In other words, it is planned to provide superior level professional abilities in handling the technical jargons of legal documents.

**Course Content:** Recognizing legal terminologies, Latin borrowings in the domain of legal system, How to translate Affidavit, Promissory notes, Agreements, Partnership agreements, Documents related to properties.

Further, it introduces documents relevant to, Property law, Marriage law/promissory notes, Law of contracts/breach of contracts, Law of defamation, Customary law of Jaffna and Batticaloa, etc.

**Teaching and Learning Methods:** Lectures/Audio Visual Aids, group and individual practical work, some field trips (parliament, courts, international conference, etc.)

**In Course Assessment:** Oral presentation (10%), Classroom written assignment (10%), Tutorials four selected fields(20%)

**Learning Outcomes:** At the end of this unit, students will be able to, Employ technical terms from various fields meaningfully, and Translate a document from Source Language (SL hereafter) to Target Language(TL hereafter) with contextual aspects

**Recommended Readings:**

ATSC 31033: Translation in Media

**Objectives:** This unit intends to offer reasonable experience in translating documents or conversations/monologues based on different media.

**Course Content:** Varieties of materials related to media will be given to the students to understand the subtle aspects and differences. For example, Radio news, Newspaper, TV news, varieties of Journal articles, Cinema dialogues

**Teaching and Learning Methods:** Lectures/Audio Visual Aids on different dimensions of media productions; varieties of examples will be presented in the classroom; peculiar features of each media production will be presented in the classroom with appropriate examples. Adequate practical experiences will be given.

**In Course Assessment:** Oral presentation (10%), Classroom written assignment(10%), Tutorials for selected fields(20%)

**Learning Outcomes:** On completion of the unit, students will be able to, Employ appropriate terms for each media production, and Translate without confusing the concepts

**Recommended Readings:**

ATSC 31043: Medical translation

**Objectives:** This unit aims to provide adequate training in translating medical translation: patient education, medical research, and drug development.

**Course Content:** Academic lectures in this fields, medical research and analysis report, drugs and related information, experiments and laboratory reports/results.
Teaching and Learning Methods: Lectures/Audio Visual Aids and interpretations, listening to the medical lectures, taking down notes and translating, translating medical research report and findings, analysis report, drugs and related information, experiments and laboratory reports/results.

In Course Assessment: Oral presentation/Audio Visual Aids (10%), Classroom written assignment (10%), different translations Tutorials for selected fields (20%)

Learning Outcomes: At the end of this unit, students will be able to, Translate varieties of materials pertinent to medical field, Apply proper terms/acronyms, and maintain the right concept in the translated material

Recommended Readings:

ATSC 32013: Academic Translation - සැක්ෂීමටිකාලීන ප්‍රාප්තිකයන්

Objectives: The scope of this unit is imparting the participants in recognizing various procedures in handling documents from different academic fields.

Course Content: Management & Commerce, Religion, History, Geography, Literature, Philosophy, Economics, Sociology, History, Education, Linguistics, Political Science, Pure Science, Physics, Medicine, Agriculture, etc. Texts books and articles from different academic fields

Teaching and Learning Methods: Lectures/Audio Visual Aids, students will be given extracts from different academic fields and ask them to translate without confusing the right concept, individual and group work

In Course Assessment: Oral presentation/Audio Visual Aids (10%) Classroom written assignment (10%), Four different academic fields Tutorials for selected fields (20%)

Learning Outcomes: At the end of unit students will be able to, Use most of the terms related to different academic fields, Translate materials from different academic fields, and Translate restricted registers in the TL

Recommended Readings:

ATSC 32023: Literary Translations - ඩෙල්ලිට් ප්‍රාප්තිකයන්

Objectives: This unit aims to instruct the participants about the crucial part of translating the literary works from a SL to TL.

Course Content: Idioms of Sinhala/English/Tamil, Metaphors, Proverbs, Mythical concepts, Superstitious elements, Collocations, Folklore, Selected poems, Drama, Fictions, etc.

Teaching and Learning Methods: Lectures/Audio Visual Aids on crucial areas, Practical training – selected literary works from SL to TL, discussions, etc.

In Course Assessment: Oral presentation/Audio Visual Aids (10%), Classroom written assignment (10%), (Translating some selected works), Assignments (20%), (Translating selected literary works),

Learning Outcomes: On completion of the unit students will be able to, Translate literary works from SL to TL without changing the original concept

Recommended Readings:
ATSC 32033: Translation and Interpretation - njspTiuAk; nkhopngaHg;Gk;

**Objectives:** This unit aims to develop creative interpretive skills by addressing key topics such as public speaking, sight interpretation and discourse analysis. Further, it attempts to discuss various approaches to discourse analysis, for example speech act theory and interactional sociolinguistics.

**Course Content:** Public speaking, Sight/spot interpretation, Discourse analysis (Speech Act Theory, Grimes Principles, Interactional Theory). Class work also involves wide reading, organization of texts and audio-visual materials, and editing in contexts such as oratory, extemporaneous speaking, and duo interpretation, etc.

**Teaching and Learning Methods:** Lectures/Audio Visual Aids on crucial areas, Practical training on translating, Public speech, Sight/spot interpretation, Discourse analysis (Speech Act Theory, Grimes Principles, Interactional Theory), Class work also involves wide reading organization of texts and audio-visual materials and editing.

**In Course Assessments:** Oral presentation/Audio Visual Aids (10%), Classroom written assignment (10%) (translating some selected works), Assignments (20%) (Translating selected works)

**Learning Outcomes:** At the end of the unit students will be able to, Translate public speech, perform spot interpretation, discourse analysis – SL - TL.

**Recommended Readings:**

ATSC 32043: Comparative stylistics - xg;gpyf;fzMa;T

**Objectives:** This unit aims to provide adequate knowledge in linguistic/grammatical areas of English, Tamil and Sinhala. Further, this course is expected to provide sufficient knowledge grammatical aspect of RL and TL.

**Course Content:** Comparative grammatical study of RL and TL. Translation-oriented notions from linguistics, rhetoric, and stylistics. Intensive practical training, Introducing comparing techniques with examples.

**Teaching and Learning Methods:** Lectures/Audio Visual Aids on crucial grammatical areas of RL and TL, Practical training on crucial grammatical areas, Example to show those crucial grammatical areas and viable solutions.

**In Course Assessment:** Oral presentation/Audio Visual Aids(10%), Classroom written assignment(10%), Assignments/tutorials(20%)

**Learning Outcomes:** At the end of this unit students will be able to, Handle and translate neatly from RL to TL particularly without baffling the grammatical concept.

**Recommended Readings:**

TAMIL

ATAC 31013: Study Of Tolkappiyam: Collatikaram

**Aim:** Aim of this course unit is to provide a thorough knowledge in different classification of Tamil words through Tolkappiyam Collatikaram.

**Objectives:** Students can learn the appropriate application and the grammatical rules of different classification of Tamil words – Nouns, Verbs, Iddaiccol, and Uriccol and enhance their language skill effectively.

**Course Content:** Tolkappiyam Collatikaram with the commentary of Cenavaraiyar is taught in detail. Students are expected to distinguish the commentaries of Ilampuranar and Cenavaraiyar and to work assignments to compare Nannul Collatikaram with Tlokappiyam Collatikaram.
Teaching and Learning Methods: Lectures, discussions and presentations.

In course Assessment: Attendance-10%, Assignments- 10%, Tutorials – 10%, Presentation- 10%. At the end of this course a written examination of three hours duration will be held. Marks allocation 60%. Students are expected to answer 05 questions out of 08.

Learning Outcome: By the end of this course the students will be able to comprehend the Collatikaram of Tolkappiyam thoroughly, compare the different commentaries of Collatikaram: Ilammpuranam & Cenavariyam and compare and contrast the Tolkappiyam with the other grammatical works.

Recommended Readings:
- njhy;fhg;gpak;> nrhy;ypfhu %yKk; ;sk;G+uzu; ciuAk;> irt rpj;jhe;j Ewj;gj;j;Gf; fofk;> nr;id;
- njhy;fhg;gpak;> 2007. nrhy;ypfhu %yKk; Nrdhtiuau;; ciuAk;> (gj;jpg;G) fNzirau;; cyfj; jkphuha;r;rp epWtdk;> nr;id;
- ehfypq;f<;k;> f. 2000.> nre;jkpo; ,yf;fz tspf;fk;> k’hj;kh mr;rfk;> Vohiy;
- rz;Kfk;> nr. it. 1980.> vOj;jpjy;fzf; NfhL;ghL> mz;zhkiy;
- rz;Kfhk;> m.> jkpo;nhop ,yf;fz ,ay;Gfs;> Kj;jkpo; gj;jpg;gfk;> aho;g;ghzk;

ATAC 31023: History Of Sri Lankan Tamil Literature – Up To Modern Age

Aim: The Aim of this course is to provide a deep knowledge of the history of Sri Lankan Tamil literature up to 19th century.

Objectives: The Students can understand the evolution, trends and landmarks of the main epochs of Sri Lankan Tamil literature clearly.

Course Content: Detail study of the sources and the evidences of the history of Sri Lankan Tamil literature during the periods of Pre Kingdom of Jaffna, Kingdom of Jaffna and the regime of Portuguese, Dutch and English, issues arising in assigning the date of the literatures and the divisions periods, development of language, socio - cultural background that determines the literary evolution, the changes in literary trends, literary genre and salient features of the literary works during this period are also dealt in detail.

Teaching and Learning Methods: Lectures, discussions and presentations.

In course Assessments: Attendance-10%, Assignments- 10%, Tutorials – 10%, Presentation- 10%
At the end of this course a written examination of three hours duration will be held. Marks allocation 60%. Students are expected to answer 05 questions out of 08.

Learning Outcomes: By the end of this course the students will be able to comprehend the literary heritage of Sri Lankan Tamil, 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 and evaluate the Sri Lankan Tamil literatures according to the milieu in which they are originated.

Recommended Readings:
- rptypq;fuhrh> vj.;> 2009.> <oj;Lj; jkpo; ,yf;fpar; nry;newp> Fkud; Gj;jf ,y;yk;> nr;id;
- rjhrptk;> M. 1966.> <oj;Lj; jkpo; ftpijf; fsQ;rpak;> rhfj;jpa kzy;lk;> nhfOk;G;
- eluhrh> FX.C> 1970.> <oj;Lj; jkpo; Ej;y; tuyhW> muR ntspaPL> nhfOk;G;
- elruhu> f.Jr.> 1982> <oj;Lj; jkpo; ,yf;fpar tsu;r;rp> jkpo;r; rq;fk;> nhfOk;G;
- gj;kehjd;> rp.> <oj;J ,yf;fpaKk; tuyhWk;> Fkud; Gj;jf ,y;yk;> nhfOk;G;

ATAC 31033: Literary Theories

Aim: This course unit is designed to deal with literary theories pertaining to classical and modern literary forms as enunciated by grammarians, commentators and modern literary theorist.

Objectives: Students can acquaint different kinds of literary theories influenced Tamil writers so far and able to scrutinize Tamil literary works effectively.

Course Content: Literary theories sprang from Tamil Tradition, Sanskrit literary theories – Rasam, Thuvani and Auvchithiyam, Western literary theories – Classicism, Romanticism, Neo – Classicism, Naturalism, Realism, Formalism, etc are dealt in detail.

Teaching and Learning Methods: Lectures, discussions and presentations.

In course Assessments: Attendance-10%, Assignments- 10%, Tutorials – 10%, Presentation- 10%
At the end of this course a written examination of three hours duration will be held. Marks allocation 60%. Students are expected to answer 05 questions out of 08.

**Learning Outcome:** By the end of this course the students will be able to comprehend the literary theories that have been determined the creative talent and style of Tamil poets and writers so far, learn the milieu that determined the evolution of different literary theories, analyze or criticize Tamil literatures prudently and construct new literary theories to suit the current needs.

**Recommended Readings:**
- ifyhrjip> f. 1972> yf;fpafKk> jpwdha;Tk;> tuju; ntsplP;> aho;g;ghzk;
- rptij;gp> fh. 2007> jkpopd; ftpijapay;> Fkud; Gj;jf ,.;yk;> nfhOk;G;
- kztzsd;> m.m. 2002> ,Ughjk; Ejw;;;;whz;bd;;> ;yf;fpaf; NfhL;ghLfs;> cyfj; jkpohuha;r;rp epWtdk;> nrd;id;
- N[hdhjd; fy;yu;> (nkhopngau,g;G) rptFkhu;> Mu;> 2005> ,yf;fpaf; NfhL;ghL kpfr; RUf;fkhd mwpKf;> milahsk;> nrd;id;
- nudp nty;yhf;;> x];upd; tud;;> 1966> (nkhopngau,g;G) FNshuplh Re;jukjp;> ,yf;fpaf; nfhs;if> ghupepiyak;> nrd;id;

**ATAC 31043: Journalism And Mass Communication**

**Aim:** Aim of this course unit is to provide skill based knowledge in Journalism and Mass communication.

**Objectives:** Students can comprehend the fundamentals of Journalism and Mass communication thoroughly and to promote their academic and professional talents in the above field.

**Course Content:** Introduction to communication, basic function and principles of mass communication, its theoretical foundation, history of media - mass media, print, electronic and new media, Introduction of Journalism, Journalistic writing in newspapers and magazines, creative Journalism - column writing, editorial writing, feature writings, etc and advertising strategies are dealt in detail in this course unit

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

**In course Assessments:** Attendance-10%, Assignments- 10%, Tutorials – 10%, Presentation- 10%

At the end of this course a written examination of three hours duration will be held. Marks allocation 60%. Students are expected to answer 05 questions out of 08.

**Learning Outcome:** By the end of this course the students will be able to acquire adequate knowledge in writing articles features and columns, analyse newspaper reports and editorials and understand the historical, cultural and ethical approach of Journalism and mass communication.

**Recommended Readings:**
- tprhf&gd;> fp. 2009> njhlu;ghly;;> kyu; gjpg;gfk;> aho;g;ghzk;
- FUrhkp> k.Ng. 1999> ,jopay; fy; FU - Njnhkop ntsplP;> jpUr;nrre;Jj;u;
- <];tud;> r. 2004> rghgjp;> ,uh;> ,jopay;> ghit gg;spNf~d;>; nrd;id;
- rhe;jh; m.;> Nkhtfd;> tP. 2001> kf;fs; Clfj; njhlu;gpay; mbg;gilfs;> kPbah gg;gspNf~d;>; kJiu;
- G+uzr;re;jpud;> f. 1992> nra;jpj; njhlu;gpaw; nfhs;ifffs;> gp~y; Pgu; fy;Y}up;> jpUr;rP;.
- Joseph, R. 1996 , The Dynamics of Mass communication, Mc Graw – Hill, America,

**ATAE 31013: Tamil Prosody And Alankara (Rhetoric)– Theory & Practical**

**Aim:** Aim of this course unit is to provide thorough understanding of Tamil prosody and rhetoric through Tamil grammatical works and commentaries.

**Objectives:** Students can deal with classical Tamil literary works effectively and to compose classical verses in need.

**Course Content:** Principles and rules of Tamil prosody, its historical development, different parts of verses – syllable, metre, feet, etc., different kinds of verses – Akaval, Vennpa, Kalippa, Vanchippa, Viruttam etc and different varieties of Ani or Alankaras – Uvamai, Uruvakam, Tharkuriperram, Uyarvunavirchi, etc are discussed in detail. Textbooks: Yapparunkalak Karikai and Thandiyalankaram.

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

**In course Assessments:** Attendance-10%, Assignments- 10%, Tutorials – 10%, Presentation- 10%
At the end of this course a written examination of three hours duration will be held. Marks allocation 60%. Students are expected to answer 05 questions out of 08.

**Learning Outcome:** By the end of the course the students will be able to understand the Tamil prosody and Alankara thoroughly, analyse classical literatures prudently and develop talents in composing classical verses.

**Recommended Readings:**
- ahg: gUq: lyf; fhupi> 1996. fof ntspapl> nrdf; id>
- .uFehj;> k. 2009.> jkpo; g; ghbtqt; fis tspq; fp; nhfs; sy;> vapy; jgpj; gfk;> ahog; gzhk;
- fe;jrhp> Nrh. e. 1989.> jkpo; ahg; gpaypd; Njhw; wKk; tsur;r; rpAk;> ghfk; l> ll>
- jkpo; g; gyj; fihj; fofk;> jQ; rhT+u;
- Foe;i;> Gyuto;> 1995. ahg; gphuk;> ghupiyak;> nrdf; id>
- kzpft; id;> a. 2001. jkpop; ahg; gpj; fzf; tsur;r; rp; tpoofs; jgpj; gfk;> nrdf; id;.
- rz; Kfjhi;> m. 1998. jkpo; g; ghbtqt; fs;> cyfj; jkphuha;r; rp epWtdk;> nrdf; id;.

**ATAE 31023: Ethical Literature In Tamil**

**Aim:** Aim of this course unit is to make a keen study on the ethical or didactic literatures composed in different epochs of Tamil literature.

**Objectives:** Students can acquire a clear understanding on ethical literature and their salient features.

**Course Content:** Definition of ethic, origin and development of ethical works in Tamil, significant features of the same, the diction and metrical forms employed in such literatures, socio political background of these works, textual study of particular ethical literatures: Thirukkural, Naladiyar, Nanmanikadikai, Acarakkovai, Tirikadukam, Muturi, Nalvali, Konrai Venthan etc are dealt in detail.

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

**In course Assessments:** Attendance-10%, Assignments-10%, Tutorials –10%, Presentation- 10%

At the end of this course a written examination of three hours duration will be held. Marks allocation 60%. Students are expected to answer 05 questions out of 08.

**Learning Outcome:** By the end of the course the students will be able to understand the richness of ethical literature in Tamil, feel the importance given by the Tamils to ethics and understand the contribution of ethical literature towards the development of Tamil Culture

**Recommended Readings:**
- gjpndz; fPof; fzf; F E}y; fs;> (ciuahrpupa;u;) Ntq; frhrkp ehl; hhu;> eK. 2007.> (gpj) tpUj; jhryk;>
- gjpndz; fPof; fzf; Fr; rhhw; ngehoptf;> njd; dpe; jpa irtpj; jhje; Ejw; jgpj; Gf; fofk;> jpuney; Ntyp;
- ePjpo E}w; nhfhj;> njd; dpe; jpa irtpj; jhje; Ejw; jgpj; Gf; fofk;> jpuney; Ntyp;> 1961.
- Ntyg; gpy; >s; m. 1985.> jkpo; ,yf; fpa; jpy; tcyKq; fuj;> ghpj; gij; fz; iz;> nrdf; id;
- mwnewpf; tcyKk;> ejgj; gzh; hL kuGtSj;> (gpj) gijd;> pr;> ,ufgud;> f. 2011.> gpurhe;jd;>
- ,e; Jrkfa fyhrhu mYtyj; f; jpfzf; fsk;> nhfOk; G;
- Kj; Jyil; Rkj; r. 2007.> mw; aYk; gzh; hLk;> mwPtg; jgpj; gfk;> nrdf; id;.

**ATAE 31033: Textual Criticism**

**Aim:** Aim of this course unit is to provide theoretical and practical knowledge in reading and editing ancient manuscripts and scrutinize different edition of modern texts.

**Objectives:** Students can learn to identify the reliable text from different versions and variations and carry out researches efficiently and efficiently.

**Course Content:** A detail history of textual criticism in Tamil, principles and procedures of the same, classification of errors, application of linguistic phenomena, comparison of textual variations, methods of identifying the most reliable text, mode of editing and printing manuscripts and texts, study of traditional ideas etc are dealt with in this course unit. The underlying connections between textual criticism and literary criticism are also indicated.

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

**In course Assessments:** Attendance-10%, Assignments-10%, Tutorials –10%, Presentation-10%

At the end of this course a written examination of three hours duration will be held. Marks allocation 60%. Students are expected to answer 05 questions out of 08.
Learning Outcome: By the end of this course the students will be able to deal with ancient manuscripts, handle the different version of a text prudently, do researches with the most reliable text and acquire practical knowledge in deciphering and editing classical texts and manuscripts.

Recommended Readings:
- jhNkjhuk;> 1971 (rp. it. jhNkhujk;gps;is jdj gjip;GfSj;F vOjpa Kd;Diufspd; njhFg;G) aho;g;ghzk;: $l;LWItj; jkpo;g; gjip;gfk;> aho;g;ghzk;.
- rhkpehijau;> c.Nt. 1950.> vd; rupj;jpuk;> fgPu; mr;Rf; $lk;> nrd;id>
- Rtbg; gjip;G newpKiwi;s;> 1989 (gjp) gukrplk;> j.Nfh.> jkpo;g; gy;ifyf;fofk;> jQ;rhT+u;>
- ,sq;Fkud;> ,uh. 2001> Rtbg; gjip;gpay; tuyhW> nkag;gd; jkpo;f;tfk;> rpjk;guk;>
- khjtd;> Nt. ,uh. 2000> Rtbg; gjip;gpay;> ghit ntspaPl;fk;> jQ;rhT+u;>

ATAC 32013: Tolkappiyam – Porulatikaram (I) [ Akam, Puram, Kalavu, Karppu, Porul]

Aim: Aim of this course unit is to provide a thorough knowledge of the concepts of Akam and Puram and to determine how it is portrayed in classical Tamil literary works.

Objectives: Students can learn the fundamentals of the Akam and Puram and try to apply them in their study of classical Tamil works.

Course Content: Tolkappiyam Porulatikaram with Nachinarkiniyar’s commentary is dealt in detail. Students are expected to distinguish differences between the commentaries of Ilampuranar and Nachinarkiniyar and to work assignments to compare other grammatical works with Tolokappiyam Poruluihikaram.

Teaching and Learning Methods: Lectures, discussions and presentations.

In course Assessments: Attendance-10%, Assignments- 10%, Tutorials – 10%, Presentation- 10%

At the end of this course a written examination of three hours duration will be held. Marks allocation 60%. Students are expected to answer 05 questions out of 08.

Learning Outcome: By the end of this course the students will be able to comprehend the Porulatikaram of Tolkappiyam thoroughly, compare and contrast the different commentaries of Porulatikaram – Ilammpuranar & Nachinarkiniyam and compare and contrast Tolkappiyam with the other grammatical works.

Recommended Readings:
- njhy;fhg;gpak; nghUsjpfhuk; Kjw;ghfk; Kd; le;J ,ay;fSk;> (gjp.) fNzirau;> rp. 1948> jpUkf$s; moj;jfk;> aho;g;ghzk;>
- mwthzd;> f.g. 1978> mw;iwehl; fhjYk; tPuKk;> ethy; Mu;l; gpwpd;Nu;l;];> nrd;id;.
- khzpf;fk;> l.Rg. 1962> jkpo;f; fhjy;> ghupepiyak;> nrd;id;.
- Rg;Gnul;bahu;> e. 1981> mfj;jpizf; nfhs;iffs;> ghupepiyak;> nrd;id;.
- ,uhfitaq;fhu;> K. 1929> njhy;fhg;gpag; nghUsjpfhu Muha;r;rp; jkpo;r; rq;fk;> kJiu;.

ATAC 32023: Comparative Literature

Aim: Aim of this course unit is to provide theoretical and practical knowledge on comparing Tamil literatures with other languages.

Objectives: Students can make familiar with methodologies used to compare and contrast Tamil literary works with other languages and acquaint themselves with world literature.

Course Content: The origin and development of the study of comparative literature, history of the same in Tamil, theories applied in this study: parallel theory, thematology, influence theory, evolution theory, theory of genre etc are dealt in detail. Students are also guided towards practical studies on comparing Tamil literary works with other language.

Teaching and Learning Methods: Lectures, discussions and presentations.

In course Assessments: Attendance-10%, Assignments- 10%, Tutorials – 10%, Presentation- 10%

At the end of this course a written examination of three hours duration will be held. Marks allocation 60%. Students are expected to answer 05 questions out of 08.

Learning Outcome: By the end of this course the students will be able to understanding the methodologies of comparative literature, achieve practical knowledge in comparing Tamil literature with other languages, have a clear exposure of world literature and criticise the literary works deeply and acutely.

Recommended Readings:
ATAC 32033: Research Methodology And History Of Tamil Research

Aim: Aim of this course unit is to familiarize the students with the ways and means to conduct independent researches and to orientate them with the various types of research activities in Tamil.

Objectives: Students can understand the methodologies and the trends of Tamil research thoroughly and engage themselves in systematic researches.

Course Content: The methodology of research and the history of Tamil research are dealt in detail. The methodology of research consists of the following topics: selection of problem, review of literature, methods of collecting & analyzing data, application of appropriate methodology, designing the research and the preparation of final report/ paper/ dissertation. History of Tamil research consists of the following subjects: The beginning and the development of Tamil Research in Tamil Nadu and Sri Lanka, the main trends in Tamil research and the contribution of important personalities, institutions & universities to the development of Tamil research.

Teaching and Learning Methods: Lectures, discussions and presentations.

In course Assessments: Attendance-10%, Assignments- 10%, Tutorials – 10%, Presentation- 10%
At the end of this course a written examination of three hours duration will be held. Marks allocation 60%. Students are expected to answer 05 questions out of 08.

Learning Outcome: By the end of this course the students will be able to acquaint themselves with the systematic research methodologies, develop their skills in various types of research and understand the trends of Tamil research apparently and conduct researches accordingly.
Recommended Readings:

- Kj;Jr; rz;Kfd;> Ntq;fl;uhkd;> R. 1980. .yf;fpa Muha;r;rp newpKiws;> Kj;Jg; gjpj;gfk;> kJiu>
- Rg;gpukzpma au;> V. tp. 1959> jkpo; Muha;r;rpapd; tsu;r;rp> mKjepiyak;> nrd;id;>.
- jkpoz;zy;> 1983 jkpopay; M;T> kjiu fhkuhru; gy;fiyf;fofk;> kjiu;>.
- gQ;rhq;fk;> f. 1990.> jkpopoyf;fpaj; jpwdha;T tuyhW> nry;td; gjpj;gfk;> GJit;>.
- kjpaofd;> k. 1996.> jkpopay; Ma;T tuyhW> g;uPj; ntspaPl;lfk;> GJr;Nrup>.

ATAE 32043: Bhakthi (Devotional) Literature In Tamil

Aim: Aim of this course unit is to introduce the rich collection of devotional hymns in Tamil and also to bring out the poetic techniques employed in it.

Objective: Students can get a thorough understanding of the milieu, literary techniques, diction, genre and metre of devotional songs and carry out researches efficiently.

Course Content: Origin and the development of devotional literature in Tamil, influence of Bhakthi movement around 600AD -900 AD., contributions of Saiva saints and Vaisnava Azhvars, introduction to the later devotional hymns: works of Kumarakuparar, Thaimanavar, Arunakirinathar, Vallalar, Citar Padalkal etc., diction, genre, metre and literary techniques employed in such works, influence of Puranic legends and myths in the creations and the appreciation of devotional songs are dealt in detail.

Teaching and Learning Methods: Lectures, discussions and presentations.

In course Assessments: Attendance-10%, Assignments- 10%, Tutorials – 10%, Presentation- 10%

At the end of this course a written examination of three hours duration will be held. Marks allocation 60%. Students are expected to answer 05 questions out of 08.

Learning Outcome: By the end of this course the students will be able to know the different milieus in which the devotional hymns were originated acquire adequate knowledge in devotional songs and their literary techniques and comprehend the indispensable role of religion in the culture of Tamil.

Recommended Readings:

- NtYg;gps;is> M. 1985.> jkpou; rka tuyhW> ghup Gj;jfg; gz;iz> nrd;id;>.
- rptj;jk;gp> fh. 2001.> jkpo; yf;fpaaj;jp;> kjKk; khdpiKk;> kf;fs; ntspaPLr> nrd;id;>.
- Rg;gpukzpapd;> eh. 2002.> ehy;tu; tho;Tk; thf;Fk;> fiyQd; gjpj;gfk;> nrd;id;>.
- Qhdrk;ge;jd;> m.r. 1994.> ngupaGuhzk; Xu; Ma;T> Nr;f;fpuh; Muha;r;rp ikak;> nrd;id;>.
- rPdpthrd;> k.ng.> 2001.jpt;tpag; gpuge;j ,yf;fpa tiffs;> nka;ag;gd; kjpoha;tfk;> rpjk;guk;>.

ATAE 32013: Tamil Commentaries

Aim: Aim of this course unit is to enhance the talents of writing commentaries for classical literatures and grammatical works.

Objectives: Students can write simple and perfect commentaries of their own to meet the current needs.

Course Content: The origin and the development of Tamil commentaries, characteristics of various types of commentaries: commentaries to literary works and grammatical works, contributions of particular commentators: Ilampuranar, Nachchinarkiniyar, Senavariyar, Peraciriyar, Mailainathar, Sangaranamasivayar, Adiyarkku Nallar, Parimalazhkar etc and the contributions of Sri Lankan scholars towards the development of Tamil commentaries are dealt in detail.

Teaching and Learning Methods: Lectures, discussions and presentations.

In course Assessments: Attendance-10%, Assignments- 10%, Tutorials – 10%, Presentation- 10%

At the end of this course a written examination of three hours duration will be held. Marks allocation 60%. Students are expected to answer 05 questions out of 08.

Learning Outcome: By the end of this course, the students will be able to understand the trend of writing commentaries to Tamil literatures and grammatical works, learn the techniques and modus operandi of writing commentaries andwrite commentaries themselves.

Recommended Readings:

- nry;tehafk;> tp. 1957> jkpo; ciueil tuyhW> rhujh tpyh]; gpj;> Fk;gNfhzk;>.
- rptyq;fuhhr> vj.; 2004.> <oj;Jj; jkpo; ciu kuG> Fkud; Gj;jf; yk;> nfhOk;G;>.
- Nhkhfd;> uh. 2003.> nrhf;fypq;fk;> e.> ciukufGfs;> nka;ag;gd; gjpj;gfk;> rpjk;guk;>.
- mutpe;jd;> K. 1983. ciuahrpupau;fs;> kzpthrhu; Elyf;> rpjk;guk;>.
- mwthzd;> f.g. 1977> vOE]W Mz;Lfs;y;> ghupeiyak;> nrd;id;>.

ATAE 32023: Translation Techniques
**Third year in Arts | SYLLABUS**

**Aim:** Aim of this course unit is to provide theoretical and practical knowledge of translation.

**Objectives:** Students can make themselves familiar with the theories and techniques of translation thoroughly and translate various texts efficiently.

**Course Content:** Introduction to the semantics and the social aspects of language, the needs of translation, varieties of translation, theories and techniques of translation, issues in translating different texts, skill of translating literatures, introduction to the study of technical terms and the principles followed in coining words and practical works on translating text from English to Tamil and vice-versa.

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

**In course Assessments:** Attendance-10%, Assignments-10%, Tutorials – 10%, Presentation- 10%

At the end of this course a written examination of three hours duration will be held. Marks allocation 60%. Students are expected to answer 05 questions out of 08.

**Learning Outcome:** By the end of this course, the students will be able to comprehend the scientific and systematic approaches in translation, involve themselves in translating texts and acquire the knowledge of world literature.

**Recommended Readings:**

- KUifad;> ,. 2002> nkhopngaug;\(G\) El;gq;gs;> Fkud; Gj;jf ,y;yk;> nhfOk;G>.
- tsu;kjp> K. 2008> nkhopngaug;G;Gf;fiy> jpkufs; ,y;yk;> nrd;id>.
- re;jpud;> tP. 2000.> nkhopngaug;G;Gr; pf;fy;fSk; jPu;TISk;> uh[Fkhup gg;spNf~d;> nrd;id>.
- re;jpud;> tP. 2000.> nkhopngaug;G;pay; nfh;iffs;> ghupepiyak;> nrd;id>.
- rhFy; 'kPJ< 2009 jkpopy; ftpij nkhopngaug;G;G> epA+ nrQ;rup Gf; `Tj;> nrd;id>.

**ATAE 32033: TAMIL FOR DANCE**

**Aim:** Aim of this course unit is to provide adequate understanding of the structure of Tamil language and to familiarize the students with Tamil literatures related to dance.

**Objectives:** Students can acquire adequate talent of applying the language aptly and enhance their talents of understanding and appreciating verses that are often used in the performance of dance.

**Course Content:** Introduction to the basic structure of Tamil language and Tamil literatures are dealt in detail. Introduction to the basic structure of Tamil language consists of the following topics: basic grammatical rules, pronunciation of Tamil words, ways and means to eliminate common errors in Tamil, the use of punctuation marks in Tamil etc.

Introduction to the Tamil literature consists of the following topics: short history of Tamil Literature, understanding meaning, emotions and literary techniques of poetry, appreciation of poetry etc. Prudent and careful study of particular texts such as Thiruppavai, Arrankettukatai of Cilappatikaram and Kodai drama is also made.

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

**In course Assessments:** Attendance-10%, Assignments-10%, Tutorials – 10%, Presentation- 10%

At the end of this course a written examination of three hours duration will be held. Marks allocation 60%. Students are expected to answer 05 questions out of 08.

**Learning Outcome:** By the end of this course, the students will be able to understand the structure of Tamil language thoroughly and express their views in their answers/ papers/ dissertation in an effective language without grammatical errors, discern the meaning and emotions/ feelings expressed in the poetical works and learn to appreciate poetry

**Recommended Readings:**

- rz;Kfjh<, m. 1982> jkpoknhop ,y;fz ,ay;Gfs;> Kj;jkpo; ntspaPl;lfk;> aho;g;ghzk;>.
- E/khd;> v;> 1999. mbg;gilj; jkpo; ,y;fz;> thrfu; rq;fk; ntspaPL> nhfOk;G>.
- ifyhrgjp> f.> KUifad;> ,. 1976.> ftpij eak;> ghl;lhsfs; ntspaPL> nrd;id>.
- Qhdkr;ge;jd;> m. r. 2004.> ,y;f;pf; fiy; itrpj;jhe;E;jw;gjip;Gf; fotk;> nrd;id>.
- Rg;Gnul;bahu;> e. 1961.> ftpijjaDgtk;> itrpj;jhe;E;jw;gjip;Gf; fotk;> nrd;id>.
- Qhd%u;j;jp jh.V. 2006> ,y;f;fpa; jpwdha;tpay;> le;jpizg; gjip;gfk;> nrd;id>.

**ATAE 32043: Tamil For Music**
Aim: Aim of this course unit is to provide adequate understanding of the structure of Tamil language and to familiarize the students with Tamil literatures related to music.

Objectives: Students can acquire adequate talent of applying the language efficiently and enhance their talents of understanding and appreciating verses that are often sung in recitals.

Course Content: Introduction to the basic structure of Tamil language and Tamil literatures are taught in detail.

Introduction to the basic structure of Tamil language consists of the following topics: basic grammatical rules, pronunciation of Tamil words, ways and means to eliminate common errors, the use of punctuation marks in Tamil etc.

Introduction to the Tamil literature consists of the following topics: short history of Tamil literature, understanding of poetry, appreciation of poetry etc. Prudent study of some prescribed texts such as Thiruvempavai, Kannan Pattu and Kanalvari of Cilappatikaram is also made.

Teaching and Learning Methods: Lectures, discussions and presentations.

In course Assessments: Attendance-10%, Assignments- 10%, Tutorials – 10%, Presentation- 10%

At the end of this course a written examination of three hours duration will be held. Marks allocation 60%. Students are expected to answer 05 questions out of 08.

Learning Outcome: By the end of this course, the students will be able to understand the structure of Tamil language thoroughly and express their views in their answers/ research papers/ dissertation in an effective language without grammatical errors, discern the meaning / emotions/ feelings expressed in the poetical works and learn to appreciate poetry

Recommended Readings:
- rz;Kfjh];> m. 1982> jkpo;nhop ,yf;fz ,ay;Gfs;> Kj;jkpo; ntspaPl;lfk;> aho;g;ghzk;>
- E/khd;> vk;> 1999 mbg;gilj; jkpo; ,yf;fzk;> thrfu; rq;fk; ntspaPL> nthOk;G>.
- ifyhrj;jp> f.> KUifad;> ,. 1976.> ftpij eak;> ghl;lhspsf; ntspaPL> nrd;id>
- Qhdrk;ge;jd;> m. r. 2004.> ,yf;fpa; fiy> itrpijihe;j E}w;gjpg;Gf; fofk;> nrd;id>
- Rg;Gnul;bahu;> e. 1961> ftpijaDgtk;> itrpijihe;j E}w;gjpg;Gf; fofk;> nrd;id>
- Qhd%u;j;jp jh.V. 2006> ,yf;fpaj; jpwdha;tpay;> Ie;jpizg; gjjpg;gfk;> nrd;id>
ART AND DESIGN (PAINTING AND SCULPTURE SPECIALIZATIONS)

ADAC 31013 Drawing (Studio Practice) (P/S)
Prerequisite: ADAC 22013

Objectives: This is to explore the technical as well as expressive possibility of drawing as an art practice in its own right and to understand the character of line in relation with feeling and handling of material.

Course Content: Still life, nature and life study in different mediums with different approaches.
Medium: Pencil, charcoal and ink and paint

Teaching and Learning Methods: Lecturer, demonstration, outdoor/indoor studio practice and discussion.

In course Assessment: In course assessment comprise outdoor sketching, studio work and student centered activity- 50%. End semester portfolio assessment-50%

Learning Outcomes: At the completion of this course unit the students will able to - have a command on the handling of different drawing mediums.- express atmosphere, character and the feeling through drawing.-able to appreciate and talk about the nuances of drawing.

ADAC 31113 Painting (Studio Practice) (P)
Prerequisite: ADAC 22023

Objectives: This studio practice focuses on the relationship between the structure and character in full figure and portrait study in colour, and perspective and experience of atmosphere in landscape paintings.

Course Content: Full figure, portrait and landscape studies. Medium: Oil/Acrylic on canvas.

Teaching and Learning Methods: Lecturer, demonstration, out door studies, studio practice and discussion

In course Assessment: In course assessment comprise studio work and student centered activity- 50%. End semester Portfolio assessment-50%

Learning Outcomes: At the completion of this course unit the students will have an understanding of visual as a construction of planes, tones and textures.- know the importance of character and atmosphere.-able to capture similitude of the real.

ADAC 31123 Composition (Studio Practice) (P)
Prerequisite: ADAC 22033

Objectives: This is to understand the abstract division of space and its role in the creation of movement and depth in two dimensional surface.

Course Content: Students own composition and composition on given theme based on the studies of various ways of composition. Medium: Collage/ Oil/ Acrylic / Mixed Media

Teaching and Learning Methods: Lecturer, demonstration, studio practice and discussion

In course Assessment: In course assessment comprise studio work and student centered activity- 50%. End semester Portfolio assessment-50%

Learning Outcomes: At the end of this course unit the students will -be able to understand movement as one of the key qualities of composition. - understand the relation between spatial division and movement. - appreciate movement in different styles of painting.

ADAC 31213 Modeling (Studio Practice) (S)
Prerequisite: ADAC 22213

Objectives: This is to develop observation and skill of modeling through the three dimensional articulation of human body in clay.

Course Content: Working with life model- 3/4 a size of actual figure, portrait study, master piece copy work, armature making, modeling, mould making and casting in fiber glass.

Teaching and Learning Methods: Lecturer, demonstration, studio practice and discussion

In Course Assessment: In course assessment comprise studio work and student centered activity - 50%. End semester portfolio assessment (Minimum of two complete works with the evidence of process of making should be submitted) -50%

Learning Outcomes: At the completion of this course unit the students will – have a control over modeling and molding.-observe and represent the linearity of human body.-portray rhythm and character.
ADAC 31223 Composition-Carving (Studio Practice) (S)
Prerequisite: ADAC 22223

Objectives: This course is designed to understand sculpture as an ordered interaction between mass and space.

Course Content: Realistic and semi abstract compositions made from the studies on diverse styles of sculpture and student’s own experience. Various methods of carving in wood and stone Minimum size of the wood 10”x10”x15”, Stone 12”x12”x 18”

Teaching and Learning Methods: Lecturer, demonstration, studio practice, studio visits and discussion

In Course Assessment: In course assessment comprise studio work and 4 x student centered activity- 50. End semester portfolio assessment, At least two complete works should be submitted with evidence of process of making -50%

Learning Outcomes: At the end of the studio practice of this unit the students will
- have ability to understand the correlation among space, plane, and texture in a piece of sculpture -able express their feelings/ content in sculptural language. -able to work with wood and stone mediums.

ADAC31022 Pre Colonial Sri Lankan Art (Theory) (P/S)
Prerequisite: None

Objectives: This paper is to problematize the category ‘Sri Lankan art’ in the pre colonial era, and to introduce art in the Island of Sri Lanka as a result of multiple cultural exchanges possible with the Indian subcontinent.

Course Content: Art of Anuradhapura, Polannaruwa,Dhambadeniya,Gampola, Kotta, Kandy and Jaffna.

Teaching and Learning Methods: Illustrated Lectures, presentation, field visits to artistically important sites and museums, and discussions.

In Course Assessment: In course assessment -1x presentation (10%) ,1x mid semester exam (10%), 1X 2500-3000 words essay(10%) and 2 x student centered activity(10%). End semester written exam (2hrs) 60%

Learning Outcomes: At the end of the course students
- will be able to relate pre colonial art in Sri Lanka with India stylistically and thematically.-will be able to contextualize in its cultural milieu.-will be able to assess the artistic significance of work of art belongs to various historical periods in the island of Sri Lanka .

Recommended Readings:
- Bandaranayake Senake, 1974, Sinhalese Monastic Architecture: The Viharas of Anuradhapura, Hyderabad: Orient Black Swan,
- Ragupathy, P, 1987, Early Settlements in Jaffna: An Archeological Survey, Madras,
- Silva K. M. de (ed), 1973, History of Ceylon, Colombo; University of Ceylon ,

ADAC 31032 Approaches of Modernism (Theory) (P/S)
Prerequisite: None

Objectives: This paper is to understand different movements, approaches and aspect of modern art as an out come of conditions of modernity in Europe and America.


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

In Course Assessment: In course assessment -1X presentation (10%)or 1X 2-3000 words essay (10%), 2 X student centered activity(10%) and 1X mid semester exam (10%) -40%. End semester written exam(2hrs) 60%

Learning Outcomes: At the end of the course students will be able to- visually familiarize artists and movements belong to modernism. - map modernism socio historically.- differentiate modernism from pre modern movements.- judge and speck about different approaches of art making .
Recommended Readings:

ADAE 31012 Printmaking (Studio Practice) (P/S)
Prerequisite: ADAC 12043
Objectives: This is to introduce the principles and the techniques of relief printing to understand the expressional possibilities of print medium.
Course Content: Lino cut/Wood cut, reduction printing, multiple blocks, chin-colle, polychrome printing. Various methods of registration and printing both by hand and press
Teaching and Learning Methods: Lecturer, demonstration, studio practice and discussion.
In Course Assessment: In course assessment comprise studio work and 3 x student centered activity- 50. End semester portfolio assessment -50%
Learning Outcomes: At the end of the studio practice of this unit the students will
- able to produce multiple identical editions.- able to demonstrate their exposure to the history of relief printing through their works –able to appreciate and critically judge the visual qualities of a print.

ADAE 31022 Photography (Studio Practice) (P/S)
Prerequisite: ADAC 22012
Objectives: This is to handle monochrome photography concepts and methods to artistic expression, by focusing on the construction of content through frames and angles.
Course Content: Visual representation and visual narration through the format of photography. Photograph as document, report and expression. Frames and angles as compositional order and mode of expression in photography. Developing and enlarging photographs. Critical study of photo image.
Teaching and Learning Methods: Lecture, demonstration, studio practice and discussion.
In Course Assessment: In course assessment comprise studio work and 3 x student centered activity- 50. End semester portfolio assessment -50%
Learning Outcomes: At the end of the studio practice of this unit the students will
- have a control over the camera,- able compose images to convey massage or express feeling.- able assess and appreciate the role of the fram in photography.

ADAE 31032 Craft Making (Studio Practice) (P/S)
Prerequisite: None
Objectives: This course is to learn to apply artistic skills in the making of utility objects.
Course Content: Single and multiple colour designs in batik and ‘tie and dye’ for various usages.
Teaching and Learning Methods: Lecture, demonstration, studio practice and discussion
In Course Assessment: In course assessment comprise studio work and 3 x student centered activity- 50%. End semester portfolio assessment -50%
Learning Outcomes: At the end of the studio practice of this unit the students will
- be able to make design by considering the technical possibility of batik and tie and dye. Have capacity to create design according to its utility. - be able to assess the importance of creativity in utility objects..

ADAE 31043 Sculpture (Studio Practice) (For Non Art and Design Students)
Prerequisite: none
Objectives: This is to introduce basic methods of sculpting as well as to familiarize different kinds of sculptural materials.
Course Content: Modeling, carving, casting and assemblage associated with clay, wood, cement, plaster of Paris and found objects.

Teaching and Learning Methods: Lecture, demonstration, studio practice and discussion.

In Course Assessment: In course assessment comprise studio work and 4 x student centered activity- 50%. End semester Portfolio assessment -50%

Learning Outcomes: At the end of the studio practice of this unit the students will
- have familiarity with the making of three dimensional and relief objects - able handle different sculptural materials. - have an introduction to technicalities and aesthetics of sculpture.

ADAC 32013 Drawing (Studio Practice) (P/S)
Prerequisite: ADAC 31013

Objectives: This unit is to approach simplification and distortion as a means of expression and their role in compositional arrangement.

Course Content: Formal analysis of still life, human form and landscape with the understanding of approaches of expressionism, cubism and abstraction. Interplay of negative and positive spaces and dark and shade. Medium: Any graphic medium.

Teaching and Learning Methods: Lecturer, demonstration, outdoor and studio practice and discussion.

In Course Assessment: In course assessment comprise outdoor sketching, studio work and 4X student centered activity -50%. End semester portfolio assessment -50%

Learning Outcomes: At the completion of this course unit the students will understand the role of act of simplification and distortion in artistic expression - synthesis simplified elements into a aesthetic order.- familiar with the basics of abstraction.

ADAC 32113 Painting (Studio Practice) (P)
Prerequisite: ADAC 31023

Objectives: This is to understand the role omission, selection, simplification distortion and embellishment in painting as ways of expression.

Course Content: Formal analysis and synthesis of human form, still life and landscape. Students self directed experimentation with the understanding of approaches of expressionism, cubism and abstract art. Medium: Collage/ Oil/ Acrylic / Mixed Media.

Teaching and Learning Methods: Lecturer, demonstration, outdoor studies, studio practice and discussion

In Course Assessment: In course assessment comprise studio work and 4x student centered activity - 50%. End semester portfolio assessment -50%

Learning Outcomes: At the completion of this course unit the students will able to structurally analyze man made objects and natural objects.- synthesis simplified shapes, planes and forms. -able to appreciate non representational approaches in visual representation.

ADAC 32113 Composition (Studio Practice) (P)
Prerequisite: ADAC31033

Objectives: Surrealism question the conventional representation of ‘nature’, ‘reality’, ‘morality’, and ‘beauty’ by insisting on intuition and the play of unconscious. This course unit encourages the students to have first hand experience on the poetics, politics and techniques of surreal representation.

Course Content: students own compositions with the self directed studies of the works of Surrealist. Medium: Oil/ Acrylic/ collage/ Mixed media

Teaching and Learning Methods: Lecturer, demonstration, studio practice and discussion

In Course Assessment: In course assessment comprise studio work and 4 X student centered activity -50%. End semester portfolio assessment -50%

Learning Outcomes: At the end of this course unit the students will
- able judge the role of unconscious and intuition in creative process. - able to build pictorial narration by juxtaposing / superimposing of visual elements.- appreciate the poetic imagination in visual art.
ADAC 32213 Modeling (Studio Practice) (S)
Prerequisite: ADAC 31213
Objectives: This is to understand the importance of character in relation with structure, simplification and proportion in life modeling.
Course Content: Working with life model- 3/4 a size of actual figure, portrait study, armature making, modeling, mould making and casting in fiber glass/ rubber moulding.
Teaching and Learning Methods: Lecturer, demonstration, studio practice and discussion
In Course Assessment: In course assessment comprise studio work and 4 X student centered activity - 50%. End semester portfolio assessment, minimum of two complete works with the evidence of process of making - 50%
Learning Outcomes: At the completion of this course unit the students will able to - observe and reproduce the proportion- understand the geometrical structure of human body.- portray character- work with fiber glass and rubber.

ADAC 32223 Composition-Metal Casting (Studio Practice) (S)
Prerequisite: None
Objectives: This course will encourage student to explore potentialities of sculptural compositions in metal casting with the understanding of concepts and techniques of direct and indirect methods of metal casting.
Course Content: Figurative / non figurative composition emphasizing movement. Mould making, wax production, investing and bronze casting in lost wax process and stand casting.
Teaching and Learning Methods: Lecturer, demonstration, studio practice, field visits and discussion.
In Course Assessment: In course assessment comprise studio work and 4 X student centered activity - 50%. End semester Portfolio assessment, Minimum of one complete works with the evidence of process of making should be submitted -50%
Learning Outcomes: At the completion of this course unit the students will able to – work with metal casting.-represent movement and rhythm-appreciate and talk about the qualities of work in metal casting.

ADAE 32012 Printmaking (Studio Practice) (P/S)
Prerequisite: ADAC 31012
Objectives: This is to introduce the principles and the technique of surface printing to understand the possibility of using print medium for artistic expression.
Course Contents: Serigraphy, stenciling, exposing, photo transferring and CMYK process. Minimum of six editions in one to eight colours with a minimum dimension of 10”x12”.
Teaching and Learning Methods: Lecturer, demonstration, studio practice and discussion.
In Course Assessment: In course assessment comprise studio work and 3 x student centered activity- 50%. End semester portfolio assessment -50%
Learning Outcomes: At the end of the studio practice of this unit the students will
- able to produce multiple edition of identical originals in screen printing.- able to demonstrate their exposure to the history of screen printing through their works –able to appreciate and critically judge the visual qualities of a screen print.

ADAE 32022 Photography (Studio Practice) (P/S)
Prerequisite: ADAC 31022
Objectives: This is to understand the optical and poetic function of light in black and white photography.
Course Contents: Experiments with indoor and outdoor lighting. Operation of camera with the understanding of its mechanical limitations in order to facilitate the recording of light, and foster an understanding of optics. Camera operation for proper film exposure and dark room techniques for film development and print enlargement. Assigned reading and class discussion to address contemporary issues in art photography.
Teaching and Learning Methods: Lecture, demonstration, studio practice and discussion.
In Course Assessment: In course assessment comprise studio work and 3 x student centered activity- 50%. End semester Portfolio assessment -50%
Learning Outcomes: At the end of the studio practice of this unit the students will be able to handle light through camera.- understand the role of light in photographic expression / narration.- to work with indoor and outdoor lighting.

ADAE 32032 Craft Making (Studio Practice) (P/S)
Prerequisite: None

Objectives: By exploring the various means and materials of weaving, this course is to learn to apply artistic skills in the making of utility objects.

Course Contents: Weaving with traditional and non traditional mediums. Weaving of non traditional objects. Weaving as a means for art making.

Teaching and Learning Methods: Lecture, demonstration, studio practice, industry visit and discussion.

In Course Assessment: In course assessment comprise studio work and 3 x student centered activity- 50%. End semester portfolio assessment -50%

Learning Outcomes: At the end of the studio practice of this unit the students will- able to weave traditional and contemporary objects in various materials.-able to creatively approach the act of weaving.- have an understanding of the interdependency between art and design.

ADAE 32043 Print Making (Studio Practice) (For Non Art and Design Students)
Prerequisite: None

Objectives: This studio practice while focusing on the scope of reproducibility of image, emphasis various artistic possibilities in printing. This is to gain knowledge and skills in surface printing and relief printing.

Course Contents: Mono print, stenciling, simple methods of making blocks with cork board, plywood or linoleum. Experimental printing with materials such as wire-mesh code ect. Mono print, single colour printing of wood cut, silk screen and dry point.

Teaching and Learning Methods: Lecture, demonstration, studio practice and discussion.

In Course Assessment: In course assessment comprise studio work and 4 x student centered activity- 50%. End semester portfolio assessment -50%

Learning Outcomes: At the end of the studio practice of this unit the students will -be having an understanding of basic principles of print making - able make editions by using simple print making techniques.- able to identify and evaluate technicalities and aesthetics of different kinds of prints.

ADAE 32052 Socio Politics of Art Making (Theory) (P/S)
Prerequisite: None

Objectives: This is to understand art making as a socio-political act interlace with the power discourse. This paper inquires the moral and ethical role of an artist in the historical as well as contemporary times.

Course Content: Changing roles and social position of artist in different historical period. Regimens of power and the politics of patronage. Ideology and the institutional mediations. Art as propaganda and cultural critique. Artists' collectives and public sphere.

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

In Course Assessment: In course assessment -1x presentation (10%) ,1x mid semester exam( 10%), 1X 2500-3000 words essay(10%) and 2 x student centered activity(10%). End semester written exam (2hrs) 60%

Learning Outcomes: At the end of the course students will be able to- understand artist as socially produced -map historically the changing position and the role of an artist.- relate the aesthetic form with the mode of patronage and function.- understand his/ her role as an artist in his/her own cultural context .

Recommended Readings:
- Hauser Arnold. Social History of Art, 4 vols NY: Routledge 1999
ADAE 32062 Art Theory (Theory) (P/S)
Prerequisite: None

Objectives: This course is to introduce Western and Indian theories that discuss art, creation, and experience of art. It also introduces theories of Psycho analysis, Marxism, Feminism, Structuralism and Post structuralism in relation with the studies on visual art.

Course Content: Theories of Baratha, Abhinavagupta, Anandavardan, Tholkappiyar Plato, Aristotle, Hegel, Kant, Croce, Nietzsche. Marx, Sigmund Freud, Griselda Pollock, Structuralism and Post Structuralism. Comparisons of key terms from Indian and Western aesthetics such as mimesis, beauty, anukriti, representation, text and appropriation.

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

In Course Assessment: In course assessment - 1X presentation (10%) or 1X 2-3000 words essay(10%), 2X student centered activity(10%) and Mind semester exam (10%) - 40%. End semester written exam (2hrs) 60%

Learning Outcomes: At the end of the course students will be able to- understand art theories in association with contemporary practices. - map historically the changing discussions of art.- compare Indian and western Aesthetics.

Recommended Readings:
- Halbfass, Wilhelm, 1988, India and Europe: An Essay in Understanding Aesthetics, Albany: State University of New York,
- Munro, Thomas, 1965, Oriental Aesthetics; Cleveland: Western Reserve University,
- ehuq; Nfhgpre;r; 2005> mikg;GikathjKk;> gpd;dkg;GthjKk;> fPiof; fhpatpaYk;> rhfpj;amf;flkp>

Note: The Third digit of the number code for the Course Unit reflects as follows:
Third digit ‘0’ – Common Course unit for Painting and Sculpture
Third digit ‘1’ – Course Unit for Painting
Third digit ‘2’ – Course Unit for Sculpture

DANCE

ADNC 31013: புருஷ கலை அணிப்புகள் I (P)

ADNC 31023: புருஷ கலை அணிப்புகள் II (P)
Third year in Arts

SYLLABUS

Faculty of Arts

135

Section 1:

Third year in Arts

SYLLABUS

Faculty of Arts

ADNC 31032: Paper 3 Arts Composition III (P)

Title: Indian Compositional Practice

Overview: This paper focuses on the practice of Indian composers, particularly Indian film music and its influence on contemporary music. The course covers the historical development of Indian music, the role of the composer in film, and the techniques used by contemporary composers.

ADNC 31043: Paper 3 Arts Composition (T)

Title: Indian Compositional Practice

Overview: This paper focuses on the practice of Indian composers, particularly Indian film music and its influence on contemporary music. The course covers the historical development of Indian music, the role of the composer in film, and the techniques used by contemporary composers.

Section 2:

ADNC 32013: Paper 3 Visual Art I (P)

Title: Indian Visual Art

Overview: This paper focuses on the history and development of Indian visual art, particularly in the regions of Bengal and Madras. The course covers the major artists and movements that have shaped Indian visual art, and the social and cultural context in which they operate.

Section 3:

Books:


Section 4:

1. ABNC 31032: Paper 3 Arts Composition III (P)
2. ADNC 31043: Paper 3 Arts Composition (T)
3. ADNC 32013: Paper 3 Visual Art I (P)
ADNC 32023: गुज नाम आधारित विषय (P)

विषयांकन: गुज प्रारंभिक विषय वारस भाग आतिशय्य, निलंग आधारित गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गुज गु
English Language Teaching (ELT)

AELC 31013: Modern teaching methods and approaches in ELT

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

Objectives: The aim of the course is to enable learners to have comprehensive perception of the modern teaching methods and approaches used in ELT.

Course Content: Communicative Languages teaching (CLT), Task Based Language Teaching (TBLT), Content Based Language Teaching (CBLT), Collaborative Learning and Interactive Learning.

Teaching and Learning Methods: Illustrated lectures, presentation, micro teaching and team teaching.

In Course Assessment: In-course Assessment - 10 marks, Term paper - 10 marks, Oral presentation - 10 marks, Take home exam - 10 marks.

Learning Outcomes: On completion of this course students are expected to have better understanding in the modern teaching methods and approaches in the field of ELT.

Recommended Readings:

AELC 31023: Cognitive Approach to Language Learning

Prerequisite: Undergraduates who have completed second year ELT/literature/Linguistics components or attain high level competency in all the four English language skills.

Objectives: The aim of the course is to enable learners to have an understanding of how information is processed, stored and retrieved.
Course Content: Information Processing models, Cognitive and Meta cognitive Strategies, Role of Memory in processing information, Types of Memory, Types of processors in Language acquisition, Schema Theory,

Teaching and Learning Methods: Illustrated lectures, presentation

In Course Assessment: In-course Assessment - 10 marks, Term paper - 10 marks, Oral presentation - 10 marks, Take home exam - 10 marks.

Learning Outcomes: On completion of this course, students are expected to have better understanding of how various processing strategies are used by the learners.

Recommended Readings:
- Kess,J.E. (1992), Psycholinguistics, Amsterdam, John Benjamins,

AELC 31033: Teaching Advanced Reading skills

Prerequisite: undergraduates who have completed second year ELT/literature/Linguistics components or attain high level competency in all the four English language skills.

Objectives: The aim of the course is to enable learners to have a understanding of various text types and ability to analyze different styles with critical outlook.


Teaching and Learning Methods: Illustrated lectures, presentation, micro teaching and team teaching

In Course Assessment: In-course Assessment - 10 marks, Term paper - 10 marks, Oral presentation- 10 marks, Take home exam- 10 marks.

Learning Outcomes: On completion of this course students are expected to have better understanding of teaching reading and have the ability to critically analyze different text types.

Recommended Readings:
- Smith,F., (1971), Understanding Reading : a Psycholinguistic Analysis of Reading and Learning to Read, Orlando, F.L. Halt ; Reinhart and Winston.

AELE 31013: English Morphology and Syntax

Prerequisite: Undergraduates who have completed second year ELT/literature/Linguistics components or attain high level competency in all the four English language skills.

Objectives: The aim of the course is to enable learners to have a understanding of morphology and syntax of the English Language and make use of the knowledge in practical purposes of teaching and other academic and research purposes.

Course Content: English morphology: morph, allomorph, morpheme, lexemes, Word classes: affixes, uffixes and prefixes. Morphological process – derivational and inflectional morphemes, Compounds: free and bound morphemes, English syntax: Syntactic processes, Form classes

Teaching and Learning Methods: Illustrated lectures, presentation
In **Course Assessment**: In-course Assessment - 10 marks, Term paper - 10 marks, Oral presentation - 10 marks, Take home exam - 10 marks.

**Learning Outcomes**: On completion of this course, students are expected to have better understanding of morphology and syntax.

**Recommended Readings:**

AELC 32013: Testing and Evaluation

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

**Objectives**: The aim of the course is to enable learners to have an understanding of how testing is undertaken and provide a training in planning and conducting tests.

**Course Content**: Basic concepts of terms and basic principles of testing, Purposes and types of testing, Characteristics of a good test, Types of test item, Major test tasks, Testing oral and Listening skills, Testing grammar and use, Testing writing skills and vocabulary, Objective testing versus Subjective testing, Communicative language testing.

**Teaching and Learning Methods**: Illustrated lectures, presentation.

**In Course Assessment**: In-course Assessment - 10 marks, Term paper - 10 marks, Oral presentation - 10 marks, Take home exam - 10 marks.

**Learning Outcomes**: On completion of this course students are expected to have better understanding of testing and evaluation and apply such knowledge in conducting exams.

**Recommended Readings:**

AELC 32023: Error Feedback and Remedial Tasks

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

**Objectives**: The aim of the course is to enable learners to practice self assessment and respond to the feedback given by the teachers and acquaint themselves with remedial teaching.

**Course Content**: Different approaches to the nature and function of classroom feedback, Relationship between assessment and correction, Approaches to the giving of feedback, lapses, mistakes, errors and feedback, Correction of mistakes, different opinions, Peer correction, self assessment and teacher assessment, Feedback on oral and written work, Written feedback, Remedial English classes.

**Teaching and Learning Methods**: Illustrated lectures, presentation, micro teaching and team teaching.

**In Course Assessment**: In-course Assessment - 10 marks, Term paper - 10 marks, Oral presentation - 10 marks, Take home exam - 10 marks.
Learning Outcomes: On completion of this course students are expected to have better understanding of feedback and remedial teaching.

Recommended Readings:

AELC 32033: Model teaching practice
Prerequisite: Undergraduates who have completed second year ELT/literature/Linguistics components or attain high level competency in all the four English language skills.

Objectives: The aim of the course is to enable learners to have a training in lesson planning and get involved in teaching practice and experience it.

Course Content: The role and characteristics of a good teacher. Understanding classroom management and practice. Classroom observation, Lesson Planning, Deciding learning outcomes, Learner’s profile diary, Implementation three task sessions, Teacher and Society, Note: Peer teaching session to be organized to have teaching experience for two weeks (periods) of teaching within the university premises.

Teaching and Learning Methods: Illustrated lectures, presentation, micro teaching and team teaching.

In Course Assessment: In-course Assessment - 10 marks, Term paper - 10 marks, Oral presentation - 10 marks, Take home exam - 10 marks.

Learning Outcomes: On completion of this course, students are expected to have better understanding of lesson planning and gained some experience through peer teaching.

Recommended Readings:

AELE 32013: Automaticity in L2 reading
Prerequisite: Undergraduates who have completed second year ELT/literature/Linguistics components or high level competency in all the four English language skills.

Objectives: The aim of the course is to enable learners to have comprehensive perception of the theories and models dealing with learner automaticity in L2 reading.

Course Content: Definition of “Automaticity”, Strategy training, Automaticity in Lower level Processors, Automaticity in Higher level Processors, Fluency and Automaticity, Low-Proficiency and High Proficiency L2 readers

Teaching and Learning Methods: Illustrated lectures, presentation, micro teaching and team teaching.

In Course Assessment: In-course Assessment - 10 marks, Term paper - 10 marks, Oral presentation - 10 marks, Take home exam - 10 marks.

Learning Outcomes: On completion of this course students are expected to have better understanding of the theories and models pertaining to automaticity in L2 reading.

Recommended Readings:
ENGLISH AS A SECOND LANGUAGE

AEGA 31013 : English for General Academic Purposes/AEGA 31023 English for Humanities/ AEGA 31033 English for Social Sciences

Objectives: This course intends to promote the participants’ ability to face the world of work successfully.

Course Content: Grammar Revision, Communication Skills: Facing interviews; Presentation Skills (Power Point, Oral Presentation) , Talks, Short Speeches, Presentation, Debating, Leading a Discussion, Impromptu Speeches, Conducting a meeting. Delivering welcome address/ presidential address/ vote of thanks. Listening (Video and Audio): Comprehending advertisements, news and interviews.

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

In Course Assessment: 10 Presentations X 03 marks = 30, Listening 2 X 5 = 10,

Learning Outcomes: At the end of the course, the participants will be able to, Independently prepare presentations, Deliver presentations with confidence , Preside meetings, Deliver Short Speeches with little preparation, Listen and take notes, Summarise in slides, Writes minutes and speeches

Recommended Readings:
- Steel, W.R. (2011) Presentation Skills 201: How to Take It to the Next Level as a Confident, Engaging Presenter. Amazon

AEGA 32010 : English for General Academic Purposes/AEGA 32020 English for Humanities/ AEGA 32030 English for Social Sciences

Objectives: This course unit aims to provide the participants further training in reading and writing.

Course Content: Report Writing, Preparing Slides, Minutes Writing, Writing Speeches (Welcome Address/ Presidential Address/ Vote of Thanks) Reading: Identifying the key/ main ideas from Reports, letters, official documents (Circulars, Gazettes, etc.), and identifying writers’ purpose, and text structure.

Teaching and Learning Methods: Illustrated lectures and group work.

In Course Assessment: In-course Tests writing 2 x 10 = 20, Reading 2 X 10 = 20,

Learning Outcomes: At the end of the course, the participants will be able to write reports, minutes, read complex texts and reduce them into slides and summary.

Recommended Readings:
- Meetings. Sample Minutes and Agendas, Ideas for Formats and Templates. Longman
AEGA 31040 English for Performing Arts

Objectives: This course intends to promote the participants’ ability to face the world of work successfully.

Course Content: Grammar Revision, Communication Skills: Facing interviews; Presentation Skills (Power Point, Oral Presentation), Talks, Short Speeches, Presentation, Debating, Leading a Discussion, Impromptu Speeches, Conducting a meeting, Delivering welcome address/presidential address/vote of thanks. Listening (Video and Audio): Comprehending advertisements, news and interviews.

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

In Course Assessment: 10 Presentations X 03 marks = 30, Listening 2 X 5 = 10

Learning Outcome: At the end of the course, the participants will be able to Independently prepare presentations, Deliver presentations with confidence, Preside meetings, Deliver Short Speeches with little preparation, Listen and take notes, Summarise in slides, Writes minutes and speeches.

Recommended Readings:
- Steel, W.R. (2011) Presentation Skills 201: How to Take It to the Next Level as a Confident, Engaging Presenter. Amazon

AEGA 32040 English for Performing Arts

Objectives: This course unit aims to provide the participants further training in reading and writing.

Course Content: Report Writing, Preparing Slides, Minutes Writing, Writing Speeches (Welcome Address/Presidential Address/Vote of Thanks) Reading: Identifying the key/main ideas from Reports, letters, official documents (Circulars, Gazettes, etc.), and identifying writers’ purpose, and text structure.

Teaching and Learning Methods: Illustrated lectures and groupwork.

Learning Outcome: At the end of the course, the participants will be able to write reports, minutes, read complex texts and reduce them into slides and summary.

In Course Assessment: In-course Tests writing 2 x 10 = 20, Reading 2 X 10 = 20

Recommended Readings:
- Meetings, Sample Minutes and Agendas, Ideas for Formats and Templates. Longman
MUSIC

AMUC 31013: AMUC 31032/AMUC 31232/ AMUC 31023/AMUC 31123/ AMUC 31013/AMUC 31023: (P) (Vo, Pa)

Faculty of Arts

143
Third year in Arts

SYLLABUS

Faculty of Arts

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03) 01

AMUC 31043 / AMUC 31243/AMUC 31143: 01

AMUC 31113: 01

0.3 \times 10 = 20, \text{timed test} \hspace{1cm} - 10, \text{paper} \hspace{1cm} - 10, \text{oral} \hspace{1cm} - 10, \text{oral} \hspace{1cm} (40)

0.3 \times 10 = 20, \text{timed test} \hspace{1cm} - 10, \text{paper} \hspace{1cm} - 10, \text{oral} \hspace{1cm} - 10, \text{oral} \hspace{1cm} (40)

0.3 \times 10 = 20, \text{timed test} \hspace{1cm} - 10, \text{paper} \hspace{1cm} - 10, \text{oral} \hspace{1cm} - 10, \text{oral} \hspace{1cm} (40)
Third year in Arts

SYLLABUS

Faculty of Arts

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AMUC 31132

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AMUC 31143

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AMUC 31132

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AMUC 31143

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AMUC 31143

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Third year in Arts

SYLLABUS

Faculty of Arts

AMUC 31213 (Presentation)

Component: Presentation

Credits: 30

Assessment:

- Written Examination: 70%
- Class Test: 30%

AMUC 31223 (P) (Ve,Vi)

Component: Theory

Credits: 30

Assessment:

- Written Examination: 70%
- Class Test: 30%

AMUC 31233 (P) (Ve,Vi)

Component: Theory

Credits: 30

Assessment:

- Written Examination: 70%
- Class Test: 30%
AMUC-31313 - 31313 (P) (Mr)

Third year in Arts
SYLLABUS
Faculty of Arts

AMUC-31323: 31323 (P)(Mr)

Third year in Arts
SYLLABUS
Faculty of Arts
AMUC 31332 3rd Year in Arts (P)(Mr)

**Syllabus**

**Faculty of Arts**

**AMUC 31332:**

**Course Code:** AMUC 31332  
**Course Title:**  
**Course Description:**

**AMUC 31343:**

**Course Code:** AMUC 31343  
**Course Title:**  
**Course Description:**

**AMUC 32013:**

**Course Code:** AMUC 32013  
**Course Title:**  
**Course Description:**

**AMUC 32113:**

**Course Code:** AMUC 32113  
**Course Title:**  
**Course Description:**

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**Faculty of Arts**

**148**
Third year in Arts
SYLLABUS
Faculty of Arts

AMUC 32013(P) M.A. in Carnatic Music, Carnatic Music

AMUC 32033/AMUC 32233/AMUC 32333 : कान्तिक गीत राजाराजेश्वरीर (T) (Vo, Vi, Ve, Mr)

- तृतीय वर्ग: कान्तिक गीत भाषात सार्जिज येथे कान्तिक गीतांनी भाषातील निर्देशांकनासाठी कान्तिक गीतांनी अनतर्वर्गांनी अलगावांनी आवश्यक आहेत. कान्तिक गीतांनी भाषातील निर्देशांकनासाठी कान्तिक गीतांनी अलगावांनी आवश्यक आहेत. तृतीय वर्गात, कान्तिक गीतांनी भाषातील निर्देशांकनासाठी कान्तिक गीतांनी अलगावांनी आवश्यक आहेत.

- नीत्य वर्ग: भाषातील निर्देशांकनातून राजाराजेश्वरीर अलगावांनी आवश्यक आहेत. भाषातील निर्देशांकनासाठी राजाराजेश्वरीर अलगावांनी आवश्यक आहेत. नीत्य वर्गात, भाषातील निर्देशांकनासाठी राजाराजेश्वरीर अलगावांनी आवश्यक आहेत.

- कान्तिक गीत: कान्तिक गीतांनी भाषात सार्जिज येथे कान्तिक गीतांनी भाषातील निर्देशांकनासाठी कान्तिक गीतांनी अलगावांनी आवश्यक आहेत. कान्तिक गीतांनी भाषातील निर्देशांकनासाठी कान्तिक गीतांनी अलगावांनी आवश्यक आहेत.

- अनावल वर्ग: भाषातील निर्देशांकनातून राजाराजेश्वरीर अलगावांनी आवश्यक आहेत. भाषातील निर्देशांकनासाठी राजाराजेश्वरीर अलगावांनी आवश्यक आहेत. अनावल वर्गात, भाषातील निर्देशांकनासाठी राजाराजेश्वरीर अलगावांनी आवश्यक आहेत.
Third year in Arts
SYLLABUS

Faculty of Arts

150
Third year in Arts
SYLLABUS

AMUC 32133: AMUC 32133

Faculty of Arts
151
Third year in Arts

SYLLABUS

Faculty of Arts

AMUE 32213: 152

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AMUC 32313: 152

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AMUC 32323 : Bachelor of Music \( (P) \) (Mr)

Senate at its 379th meeting held on 10/09/2013 approved the Music syllabus.
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<td>Third &amp; First</td>
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**Aim**

This course aims to provide an introduction to basic marketing concepts, principles and role of marketing, emphasis on marketing functions and marketing procedures. To apply the marketing concepts in the real world marketing problems.

**Learning outcome**

- Identify the strategic planning and the marketing process or functions.
- Identify the core-marketing concepts and marketing concepts.
- Identify the markets segmentation, targeting and positioning for competitive advantage.
- Explain the relative importance of marketing in a changing world.

**Content**

The concept of marketing, the objective of marketing, the functions of marketing, controllable and uncontrollable factors affecting marketing, creating, customer value and satisfaction, consumer behavior, new-product development & product life cycle strategies, production planning, channels of distribution, transportation & storage, packaging, pricing products: pricing strategies, integrated marketing, social responsibility and marketing ethics.

**Methods of teaching and learning**

Lectures, discussions, tutorials and presentations.

**Assessment**

Assignments (tutorials examination & group works) quiz, mid semester examination and end semester examination.

**Recommended Reading(s)**

AMKG 32063: Advertising Management

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<tr>
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<td>Advertising Management</td>
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</table>

**Aim**
This course aims to provide an introduction to basic knowledge on advertising and promotion in current business environment and to identify the nature of advertising management with know how different strategies of the advertising management.

**Learning outcome**
- Identify types of advertising management.
- Aware of relative importance of advertising management.
- Explain the current practices of advertising management.
- Aware of advertisement ethics in the current business world.

**Content**
Define the advertisement, concept of advertising, marketing mix, promotional mix elements, objectives of advertisement, uses of advertisement, environment of advertisement, nature of advertisement, scope of advertisement, ethics in advertisement, press advertising, radio broadcasting and TV advertising, advertising agency, importance of advertising agency, Media model and advertising budget.

**Methods of teaching and learning**
Lectures, tutorials, presentations and discussions.

**Assessment**
Presentations, assignments (tutorials & group works) mid semester exam & end semester examination.

**Recommended Reading(s)**