

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 inscriptional 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.
- பத்மநாதன், சி., 2006, இலங்கைத் தமிழ்ச் சாசனங்கள், இந்து சமய கலாசார அலுவல்கள் திணைக்களம், கொழும்பு.
- புஸ்பரட்ணம்., ப., 2002, பண்டைய இலங்கையில் தமிழும் தமிழரும் -பிராமிக் கல்வெட்டுக்களை அடிப்படையாகக் கொண்ட ஆய்வு, கொழும்பு தமிழ்ச் சங்கம், கொழும்பு

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:

- Amita Ray., 1983, Life and Art of Early Andradesam, Delhi.
- Brown,Percy., 1976, Indian Architecture Buddhist and Hindu Period, Bombay.
- Comaraswamy, Ananda,K., 1956, Introduction to Indian Art, Madras.
- Roland Benjemin., 1953, The Art and Architecture of India, Maryland.
- Srinivasan, K.R., 1971, Temples of South India, New Delhi.

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., 1970, Inscription of Ceylon: Early Brahmi Inscriptions, The Department of Archaeology Ceylon, Colombo. .
- Paranavitana, S., 1983, Inscription of Ceylon: Late Brah i Inscriptions, The Department of Archaeology Sri Lanka, Moratuwa, and II [1].m
- South Indian Inscriptions Volume I to Volume xxi
- Epigraphica Ceylonica
- பத்மநாதன், சி., 2006, இலங்கைத் தமிழ்ச் சாசனங்கள், இந்து சமய கலாசார அலுவல்கள் திணைக்களம், கொழும்பு.
- புஸ்பரட்ணம்., ப., 2002, பண்டைய இலங்கையில் தமிழும் தமிழரும் -பிராமிக் கல்வெட்டுக்களை அடிப்படையாகக் கொண்ட ஆய்வு, கொழும்பு தமிழ்ச் சங்கம், கொழும்பு

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:

- Senevirathna, P. (1994) Tourism in Sri Lanka's Coastal Environment: Activities, contributions, conflicts and projections, coastal resource management report, sponsored by the United Agency for International Development and the Government of Sri Lanka .
- Thahir, M.Y.M. (1983) Integrated Planning for Tourism Development- Sri Lanka Case Study, Workshop on Environmental Aspects of Tourism, World Tourism Organization, Madrid
- Prematilleke, P.L. (Ed.) (1993) Archaeological Heritage Management ICOMOS, CCF, Sri Lanka.
- Ragupathy, P., 1987, Early Settlements in Jaffna: An Archaeological Survey, Mrs.Thillimalar Ragupathy, and Madras.
- Selvakumar, V., 2010, Tamil Culture Connections Across the World, Tamil University, Thanjavur
- கோபாலகிருஷ்ணசா. ப. 2012, இந்து விக்ரிகக் கலை மரபில் சிவ வடிவங்கள், இந்து சமய கலாசார அலுவல்கள் திணைக்களம், கொழும்பு.
- கிருஷ்ணராசா, செ., 2012. இலங்கை பண்பாட்டுப் பரிணாமத்தின் அடிப்படைகள் - கி.பி. 1500 ஆண்டுகள் வரை, பிறைநிலா வெளியீடு, கொழும்பு.

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
- Seneviratne, Anuradha (1984) Traditional Dance of Sri Lanka, Central Cultural Fund, Sri Lanka.
- Welbon, Guy (1982) Religious Festivals in South India and Sri Lanka, South Asia Books, India.
- Philip Baldaeus., 1998, A Description of the Great and Most Famous Isle of Ceylon, Madras.
- John H Martyn., 1923, , Notes on Jaffna American Ceylon Mission Press, Tellipalai.
- சிவசாமி, வி., 1998, தென்னாசிய சாஸ்திரிய நடனங்கள், திருநெல்வேலி (யாழ்ப்பாணம்).
- சிவசாமி, வி., 1988, பரதக்கலை, யாழ்ப்பாணம்.
- செல்லத்துரை, கே.சி., 1984, தென்னக இசையியல், வைகறைப்பதிப்பகம், திண்டுகல்.
- கைலாசநாதக்குருக்கள், 1963, சைவத்திருக் கேயிற் கிரியை நெறி, இந்து அபிவிருத்தி சங்கம், கொழும்பு.
- பத்மநாதன், சி., 2001, இலங்கைத் தமிழர் வரலாறும் சமூக வழமைகளும், கொழும்பு.
- கணபதிப்பிள்ளை, க., 1962, ஈழத்து வாழும் வளமும், சென்னை.
- நடராசா., 1980, மட்டக்களப்பு வளமும் வாழ்க்கையும், இந்து வாலிபர் முன்னணி, மட்டக்களப்பு.

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 Eastern 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
- Seneviratne, S., 1984, The Archaeology of the Megalithic-Black and Red Ware Complex in Sri Lanka in Ancient Ceylon, Journal of the Archaeological Survey of Sri Lanka, 5:237-307.
- Galle Harbor Project- 1992 Archaeological Department of Sri Lanka, The Central Cultural
- 2011, Conservation and Management of Heritage Sites in Jaffna, Ministry of National Heritage, Sri Lanka.
- Ragupathy, P., 1987, Early Settlements in Jaffna: An Archaeological Survey, Mrs.Thillimalar Ragupathy, and Madras.
- இந்திரபாலா, கா, 1970, இலங்கையில் திராவிடக் கட்டிடக்கலை, கொழும்பு.

- புத்மநாதன், சி. 2000, இலங்கையில் இந்துக் கலாசாரம், இந்து சமய கலாசார அலுவல்கள் திணைக்களம், கொழும்பு.

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:

- Gillion, R. 2001, Visual Methodologies: an introduction to the interpretation of Visual Materials, Sage Publications, London
- McCartney, Susan 1999, Travel Photography: a complete guide on how to shoot and sell, Allowrth Press, New York
- Mirzoeff, N. 1998, What is visual culture? In N. Mirzoeff (Ed.) The culture reader, Routledge, London
- Morgan, Nigel and Annette Pritchard 1998 Tourism Promotion and Power: creating images, creating identities, John Wiley & Sons Limited, England
- Schwartz, Joan M. and James R. Ryan 2003, Picturing Place: photography and the geographical imagination, Palgrave Macmillan, New York

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, IndoParthian, 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:

- Biddulph, C.H. 1966, Coins of Pandyas, NNMno11 of the Numismatic Society of India.
- Bopearachchi, O. and Wickramasinghe, W., 1999, Ruhuna an Ancient Civilization Revisited, - Numismatic and Archaeological Evidence on Inland and Maritime Trade, Nugegoda – Colombo.
- Codrington, H.W. 1924, Coins and Currency, Memoirs of the Colombo Museum, Series A, No.3, Colombo.
- Krishnamurthy, R., 2004, The Pallava Coins, Garnet Publications, Chennai.
- Michener, M 1998, The Coinage and History of Southern India, Hawakins Publication.
- Pushparatnam, P. 2002, Ancient Coins of Sri Lankan Tamil Rulers, Chennai.
- Seyon, K.N.V. 1998, Some Old Coins Found in Early Ceylon, Nawala. Sri Lanka.

AAYC 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:

- Green, Jeremy and Somasiri Devendra (Eds.) 1993, Maritime Archaeology in Sri Lanka: the
- Galle Harbour Project- 1992, Archaeological Department of Sri Lanka, The Central Cultural
- Fund, the Western Australian Maritime Museum, The PGIAR, Sri Lanka
- Petter Howard. 2003, Heritage Management, Interpretation, Identity, New York.
- Renfrew, Colin and Paul Bahn ,2004, Archaeology: theories, methods and practice (Fourth Edition), Thames and Hudson, London

AAYC 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.
- Ragupathy, P., 1987, Early Settlements in Jaffna: An Archaeological Survey, Mrs.Thillimalar Ragupathy, and Madras.
- Ratnapala, N. 1999, Tourism in Sri Lanka: the Social Impact, Sarvodaya Vishva Lekha Publication, Sri Lanka
- Seneviratne, S., 1984, The Archaeology of the Megalithic-Black and Red Ware Complex in Sri Lanka in Ancient Ceylon, Journal of the Archaeological Survey of Sri Lanka, 5:237-307.
- Sitrapalam, S.K., 1990, Proto Historic Sri Lanka: An Interdisciplinary Perspective in Journal of the Institute of Asian Studies, VIII [1]: 1-8.
- கைலாசநாதக்குருக்கள், 1963, சைவத்திருக் கேயிற் கிரியை நெறி, இந்து அபிவிருத்தி சங்கம், கொழும்பு.
- பத்மநாதன், சி., 2001, இலங்கைத் தமிழர் வரலாறும் சமூக வழமைகளும், கொழும்பு.

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.

Course Content: Major Monuments, Sculpture and Painting of the Anuradhapura Period, Major Monuments, Sculpture and Painting of the Polaranuwa Period, Major Monuments, Sculpture and Painting of the Subsequent Period, Hindu Art and Architecture in Sri Lanka, Folk Art and craft in 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
- Bandaranayake, S., 1986, The Rock and Wall Paintings of Sri Lanka, Lake House, Colombo
- Cumaraswamy, A.K., 1914, Bronzes from Ceylon Chiefly in the Colombo Museum> Memories of the Colombo Museum, Colombo.
- Cumaraswamy, A.K., 1956, Medieval Sinhalese Art, New York.
- Devendra, D.T., 1958, Classical Sinhalese Sculpture 3rd century B.C. to 1000 A.D.
- Paranavitane, S., 1971, Art of Ancient Sinhalese, Colombo.
- இந்திரபாலா, கா, 1970, இலங்கையில் திராவிடக் கட்டிடக்கலை, கொழும்பு.
- புத்மநாதன், சி. 2000, இலங்கையில் இந்துக் கலாசாரம், இந்து சமய கலாசார அலுவல்கள் திணைக்களம், கொழும்பு.

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:

- Bhatia, A.K., 2010, International Tourism Management, New Delhi.
- Ram Acharya., 1978, Civil Aviation and Tourism Administration in India, New Delhi.
- Anand, M. M., 1976, Tourism and Hotel Industry in India, New Delhi.
- Boniface, Pricilla and Peter J. Fowler (1993) Heritage and tourism in 'the global village' (Heritage: care-preservation-management), Routledge, London
- Cleere, Henry (2005) Archaeological Heritage Management, Routledge, London
- Fielden, Bernard M. and Jukka Jokilehto (1993) Management Guidelines for World Heritage Sites, ICCROM, Rome
- Pieris, Sita and P.L. Prematilleke (Eds.) (1993) Training ICOMOS, CCF, Sri Lanka
- Prematilleke, P.L. (Ed.) (1993) Archaeological Heritage Management ICOMOS, CCF, Sri Lanka

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 understanding of the significance of museums and art galleries in the tourism industry.

Recommended Readings:

- Boniface, Pricilla and Peter J. Fowler (1993) Heritage and tourism in 'the global village' (Heritage: care-preservation-management), Routledge, London
- Corsane, Gerard (2005) Issues in heritage, museums and galleries: an introductory reader, Routledge, London
- Davis, P.S. (1996) Museums and the natural environment: the role of natural history museums in biological conservation, Leicester University Press, London
- Lichfield, Nathaniel; William Hendon; Peter Nijkamp; Christian Ost; Almerico Realfonzo; Pietro Rostirolla (Eds.) (1993) Conservation Economics ICOMOS, CCF, Sri Lanka.
- Moore, K. (1994) Museum Management, Western Stuart, New York

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:

- Ratnapala, N. (1999) Tourism in Sri Lanka: the Social Impact, Sarvodaya Vishva Lekha Publication, Sri Lanka
- McCartney, Susan (1999) Travel Photography: a complete guide on how to shoot and sell, Allowrth Press, New York
- Mirzoeff, N. (1998) What is visual culture? In N. Mirzoeff (Ed.) The culture reader, Routledge, London
- Morgan, Nigel and Annette Pritchard (1998) Tourism Promotion and Power: creating images, creating identities, John Wiley & Sons Limited, England
- Schwartz, Joan M. and James R. Ryan (2003) Picturing Place: photography and the geographical imagination, Palgrave Macmillan, New York

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 upto 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, Brahmi 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:

- Biddulph, C.H. 1966, Coins of Pandyas, NNMno11 of the Numismatic Society of India.
- Bopearachchi, O. and Wickramasinghe, W., 1999, Ruhuna an Ancient Civilization Revisited, - Numismatic and Archaeological Evidence on Inland and Maritime Trade, Nugegoda – Colombo.
- Codrington, H.W. 1924, Coins and Currency, Memoirs of the Colombo Museum, Series A, No.3, Colombo.
- Krishnamurthy, R., 2004, The Pallava Coins, Garnet Publications, Chennai.
- Michener, M 1998, The Coinage and History of Southern India, Hawakins Publication.
- Naswamy, R., 1981, Tamil Coins, Madras.
- Prentiss, J. 1858, Ceylon Coins, Essays on Indian Antiquities, London.
- Pushparatnam, P. 2002, Ancient Coins of Sri Lankan Tamil Rulers, Chennai.

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.

Course Content: Can there be a Christian philosophy?: Etymological analysis and various definitions: Influence of Greek culture on Christian philosophy and Christian theology, Epicureanism and other Pleasure Principles, The Mystical Trends of Greco-Roman Cultures: Relationship between Christian philosophy and theology (Faith and Reason): Ways of demonstrating the existence of God, Nature and essence of God: Contributions of Justin the Martyr, Clement of Alexandria, Augustine of Hippo, and Thomas Aquinas to Christian philosophy. Neo-Thomism and Christian Existentialism.

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:

- Mercier, J. 1998, From Socrates to Wittgenstein – A Critical history of the key concepts of Western Philosophy, Asian Trading Corporation, Bangalore.
- Copleston, F. 1972, A History of Philosophy, London.
- Etienne Gilson, 1955, History of Christian Philosophy in the Middle Ages, Sheed and Ward, London.
- Armand, A M, (ed.), 1993, Christian philosophy: an introduction, Pontifical Institute Of Mediaeval Studies,
- Richard, O., 1992, Philosophy For Beginners, New Delhi.
- Thesikan. R. Sri., 1966, Maelai Naattu Ththuvam, Tamil Velligeettu Kazlaham, Tamil Nadu Arassangam.

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:

- Perera, S. G. 1962, Historical Sketches: Ceylon Church History, catholic Book Depot, Colombo.
- Perera, S. G. 2005, Life of Blessed Joseph Vaz, Apostle of Sri Lanka, Dehiwela.
- Perniola, V. 1978, 1991, 1992, The Catholic Church In Sri Lanka, The Portuguese Period, Vols. I, II, III, Tisara prakasakyo Ltd, Dehiwela.
- Don Peter, W. L. A. 1978, Education In Sri Lanka Under the Portuguese, The Catholic Press, Colombo.
- Pilendran, G. 2007, A Brief History of the Catholic Church in Sri Lanka, Jaffna.
- De Silva, K. M. 1965, Social Policy and Missionary Organizations in Ceylon, 1840-1855, London, 1965.

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,.
- Gunkel, H., 1998, An Introduction to Psalms, Macon, Mercer University Press.
- Blenkinsopp, J., 1996, A History of Prophecy in Israel, Westminster Press, Philadelphia.
- 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.
- Emmanuel. S. J., 1978, Recognizing the Faceless Minister, Lake House Printers, Colombo.
- Brena, S. J., The Laity Today: Vocation, Formation and Mission, St Paul's Publication, Bandra, Mumbai.
- Congar, Y., 1965, Lay people in the Church, Westminster-Maryland.
- Schillebeeckx, E., 1963, The Layman in the Church, Alba House, New York.

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
- Maxwell, J. C., 2000, The 21 indispensable Qualities of a Leader, Magna Publications, Mumbai.
- Robin Sharma, 2010, The Leader who had no Title, JAICO Publishing House, New York.
- David Heney, 2006, Concrete Leadership Strategies, Pauline Publications, Mumbai.
- S. Joseph Kennedy & M. Berkman (ed), 2011, Vaanam Vasapadum, Vaigarai Publications, Dindigul, India.

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
- Aloysius Pieries, Give Vatican II a Chance, Tulana Research Centre, Kelaniya, 2010.
- McBrien Richard P, 1970, Church: The Continuing Quest, New York, Newman Press.
- Dulles, Avery, 1974, Models of the Church, New York, Doubleday.
- Schineller, Peter, et al, 1977, Why the Church? , New York Paulist Press.

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:

- Brown, R. 1994 An Introduction to New Testament Christology, Geoffrey Chapman, London.
- Leon A. Tharmaraj, 1996 Yar Intha Yesu? (In Tamil), Vaigarai Pathippagam, Thindukal, Tamil Nadu.
- Nolan, A. 1977 Jesus Before Christianity, The Gospel of Liberation, London, Darton.
- Sobrino, J. 1978 Christology at the Crossroad, A Latin American View, SCM, London
- Haight, R. 1999, Jesus symbol of God, Obris, Maryknoll, NY.
- Pieris, A. 1993, "Does Christ Have a Place in Asia", Concilium, No.2. pp. 33 - 47.

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:

- Latourelle, R., 1969, Theology: Science of Salvation, Alba House, New York.
- Short, A., 1988, Toward a Theology of Inculturation, Geoffery Chapman, London.
- Pieris, A., 1988, An Asian Theology of Liberation, Orbis Books, Maryknoll, New York.
- Boyd, R., 1994, An introduction to Indian Christian Theology, ISPAC, Delhi.
- Latourelle, R. 1969, Theology: Science of Salvation, Alba House, New York.
- Gnana Robison, (ed.), 1971, Krishava Nampikkaum Thatkala Vilakkangalum, Tamil Theological Book Club, Madras.

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.
- Barcatta, B. 1991 A History of the Southern Vicariate of Colombo, Sri Lanka, being also the history of the Apostolate of the Sylvestrine-Benedictine Monks in the Island, vol. I, Montefano Publications, Kandy.
- David, M. D.(ed.) 1985 Asia and Christianity, Himalaya Publishing House, Bombay.
- Kanagasabai, W. D. 1975 Christian Church in Sri Lanka, The study Centre for Religion and Society, Colombo.
- Mundadan, A.M. 1998 History of Christianity in India, Vol-I, From the Beginning up to 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.

Course Content: **Johannine Writings** Authorship, Purpose, Content and the structure of the book, Textual study – John 1:1-18, “I am” sayings, Johannine community, theology of John, Logos, Eternal life, Truth, Spirit, Titles of Jesus and Paraclete, Johannine literary style, Passion Narratives of John.

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.
- Brown, R. E., 1966, The Gospel According to John I-II, New York.
- Schnakenberg, 1982, The Gospel According to John, New York.
- O'conner, J. M., 1996, Paul. A Critical Life, London.

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:

- Tischner, J., ed. 1994, The Philosophy of Person, Washington.
- Boethius, 1926, The Theological tractates, trans. H.F. Steward and E.K. Rond, London, Willaim Heinemann.
- Clark Wiliam Norris, 1993, Person and Being, marguette University Press, Milwaukee.
- Doran Kevin, 1989, What is a Person?: The concept and the Implication for Ethics, E. Mellen Press, New York.
- Kainz Howard., 1989, The philosophy of Man: A New introduction to Some Perennial Issues, University Press of America, New York.

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)
- Aloysius Pieries, Give Vatican II a Chance, Tulana Research Centre, Kelaniya, 2010.
- McBrien Richard P, 1970, Church: The Continuing Quest, New York, Newman Press.
- Dulles, Avery, 1974, Models of the Church, New York, Doubleday.
- Schineller, Peter, et al, 1977, Why the Church? , New York Paulist Press.

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:

- Pamela Howard, 2009, What is Scenography? 2nd edition, Routledge, London & Newyork,.
- Rita kogler Carver, 2009, "Stage Craft 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 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:

- Pamela Howard, 2009, What is Scenography? 2nd edition, Routledge, London & New York,.
- Rita Kogler Carver, 2009, StageCraft fundamentals (A guide and reference for Theatrical production) London,.
- Stephen Di Benedetto, 2012, an introduction to theatre design, London, New York,.
- Micheal Gillette, 2008, designing with light- an introduction to stage lighting, 5th edition, McGraw Hill Higher Education,.
- J. Michael Gillette, 1987, Theatrical Design and production, Mayfield Publishing Company, , United States of America.

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:

- Philip B. Zarrilli and others 2006, Theatre Histories- An Introduction. Routledge, London,.
- Sriramadesikan, S.N. Bharatha Matya Sasthiram, 2001, International Institute for Tamil studies. 1st edition,.
- Biswanath Battachaya, 1994, Sanskrit drama and drama turgu, Sharitha Publishing house 1st pub 1974, 2nd edition
- Rachel Van M. Baumer and James R. Brandon, 1993, Sanskrit drama in performance, Motilal Banarsidass Publishers (private) Limited, Delhi, 1st edition,.
- Biswanath Battachaya, Sanskrit drama and drama turgu, Sharitha Publishing house 1st pub 1974, 2nd edition 1994
- Rachel Van M. Baumer and James R. Brandon, 1993, Sanskrit drama in performance, Motilal Banarsidass Publishers (private) Limited, Delhi, 1st edition,.
- Farley. P. Richmond Darius, Swann, Phillip. B. Zarrilli.
- Biswanath Bhattacharya, 1994, Sanskrit Drama and Dramaturgy, Sharada publishers house, Delhi, 2nd ed, Sarachchandra. e. r, the folk drama of Ceylon, 2nd edition, Ceylon, 1966.
- 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:

- Carlson, Marvin, 2004, *Performance: A Critical Introduction*, Routledge: London
- Fortier Mark, 2002, *Theory/Theatre*, Routledge: London
- Schechner, Richard, 1987, *Performance Theory*, Routledge: London
- rpjk;guehjd;.f 1994> r%fkhw;wj;Jf;fhd muq;F> rTj;Vrpad;Gf;];:nrd;id
- nksdFU.rp 2003> muq;fpay;>G+ghyrpq;fk; Gj;jfrhiy: nfhOk;G

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 inter-disciplinary context, demonstrate the awareness of the influence of social and cultural context upon the form and function of theatre.

Recommended Readings:

- Boal, A 1985, *Theatre of the Oppressed*. New York: theatre communications group.
- Boal, A 1995, *The Rainbow of Desire*, London: Routledge.
- Sheila Preston(ed) 2009, *The Applied Theatre Reader*, London: Routledge.

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:

- Anne Bogart 2001, A Director Prepares, London, Routledge.
- Alexander Dean, Lawrence Carra, 1970 Fundamental of play directing, New York,
- Francis Hodge 1982, Play Directing, USA, Prentice Hall INC
- Katie Mitchell 2009, The Director's craft, London, Routledge.
- Rebecca Schneider & Gabrielle Cody 2002, Re: Direction, London, Routledge.
- Susan Letzler Cole 1992, Directors in Rehearsal, New York, Routledge.

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:

- Pamela Howard, 2009, what is Stenography? 2nd edition, Routledge, London & New York,.
- 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, New York,.
- Micheal Gillette, 2008, designing with light- an introduction to stage lighting, 5th edition, mc graw hill higher education,.
- J.Michal Gillette, , 1987, Theatrical Design and production, Mayfield Publishing Company, United States of America.

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.

Course Content: China: – Origin of the Chinese theatre, Classical Theatre, shadow play, Chinese opera. Modern Chinese Theatre. Japan: –Origin of Japanese theatre, Noh and Kyogen, Kabuki, Bunraku and Modern 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: Knowledge about the outline history of the theatres, Comparative knowledge about the various theatre traditions, Apply the knowledge in contemporary theatre productions.

Recommended readings:

- Ernest Francisco Fenollosa, Ezra Pound, 1999, 'Noh' Or Accomplishment:, A Study of the Classical Stage of Japan, Pelican Publishing,.
- Colin Mackerras, 1975, The Chinese Theatre in Modern Times – 1840 to the present day, University of Massachusetts Press,.
- Riley,O.J, 1997,Chinese Theatre and the actor in performance, Cambridge University Press,.
- Brian Powell, 2002, Japan's Modern Theatre: A Century of Change and Continuity, Routledge,

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:

- Boal,A (1995), The Rainbow of Desire, London: Routledge.
- Boal Augusto,(2002), Games for actors and non-actors , Routledge.
- Spolin Viola, (2000), Improvisation for the Theatre, Northwestern university press

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:

- Marian Hampton (ed) 1997 The Vocal Vision, New York, Applause.
- Hodson Hohn (Ed) 1989, The Uses of Drama
- Barnes Grace , 1956, On Stage Everyone, The Macmillan company , Newyork.

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.

Course Content : Introduction, The structure of the Economy of Sri Lanka, Domestic Agriculture, Plantation Agriculture, Industrial Development, Foreign Trade and Balance of Payment, The Government budget, Foreign Direct Investment and Foreign Aid, Population, Inflation, Labour force and unemployment, Poverty and Income inequality in Sri Lanka, Problems of Sri Lankan Economic Development, Macro economic policies of Sri Lanka,

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 :

- Lakshman, L. D., 1997, Dilemmas of Development Fifty Years of Economic change in Sri Lanka. Sri Lanka Association of Economists, Colombo.
- Economic Review, People's Bank Publication, Sri Lanka, Various issues.
- News Survey, Central Bank Publication, Central Bank of Sri Lanka, Sri Lanka, Various issues.
- Fwpg;NgL> kj;jpatq;fp ntspaPL> ,yq;if kj;jpa tq;fp> ,yq;if.
- 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.

Course Content : Introduction, International Trade theories; The Law of Comparative Advantage, Offer curves and the Terms of Trade, Factor Endowment and the Heckscher – Ohlin Theory, International Trade Policy; Trade Restrictions: Tariffs and non Tariffs trade barriers , Economic Integration; Custom Unions Free Trade Areas, International Trade and Economic Growth and Economic Development, International Trade and Foreign Investment, International Resource Movements and Multinational Corporations, Balance of payment and Exchange Rate, Regional Institutions, International Institutions.

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 :

- Dominick Salvatore 2004, International Economics Eighth edition, John Wiley & Sons, Inc.
- Robert J Carbaugh, 2004, International Economics IXth Edition, (Thomson Southwestern).
- Giancarlo Gandolfo 2006, International Trade, (Spinger International Edition).
- Paul R. Krugman & Maurice Obstfeld 2004, International Economics theory and policy, 6th edition, Pearson education Asia Limited and Tsinghua university press.

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

- Varian,R 2010 ,Intermediate Micro Economics: Modern approach, 8th edition
- Metha P.L 2003,Managerial Economics: Analysis, Problems and Cases, Sultan Chand and sons
- Dorman.R., Samuelson, P, Solow, R, 1958, Linear programming and economic analysis, McGraw Hill
- 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
- Bromley Danial. W1991 , Environment and economy. Property rights and public policy, Oxford Basil Blackwell,Inc
- Bromley Danial.W 1995, The hand book of environmental economics .Cambridge, MA.
- Jenkins, Robin,R, 1993, The economics of solid Waste pollution.

- 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 Know ledge for the purpose of carrying – out Economic Research of Cross -sectional and as well as longitudinal Problems of Economics. This course further laids 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.
- Cochran, W. G., Sampling Techniques, Third Edition , Wiley Eastern Ltd, 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.

Incourse 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 :

- Croxton, F.E & Cowden, D.J. Applied General Statistics, Third Edition. Prentice- Hall of India, New Delhi.
- Gujarati, D., Essentials of Econometrics, 2ndEd. Mc grow Hills.
- Salvatore, D., Statistics & Econometrics, Schaum’s Outline Series Mc Grow Hill Book Company.
- Singh, S.P. & Parashar, A.K. S., Econometrics & Mathematical Economics, Chand & Company Ltd, New Delhi.

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.

Course Contents: A Prelude to Industrial Economics, Industrial Location Analysis, Technological Change Measurement, Industrial Finance, Industrial Efficiency, Industrial Development in Sri Lanka and Government Regulation of Industries, Market structure; Problems related to R & D and innovation, Determinants of productive and economic efficiency – Measurement of the efficiency level. Pattern of industrialization since independence – Changing structure of industries- Debates on industrial stagnation – Issues in industrial development in the context of globalization, New arguments for trade intervention: Infant-industry arguments, Strategic trade policies, Foreign Direct Investment and Industrial Development.

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 :

- Rogor Clarke, 1985, Industrial Economics, Basil Blackwell, New York.
- Hay D A and Morns D J, 1979, Industrial Economics: Theory and Evidence, Oxford.
- Smith D M, 1971, Industrial Location – An Economic and Geographic analysis, John Wiley, New York.
- Barthwal R R, 1995, Industrial Economics, New Age International (P) Ltd, New Delhi.
- Lakshman, L. D., 1997, Dilemmas of Development Fifty Years of Economic change in Sri Lanka. Sri Lanka Association of Economists, Colombo.
- 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,

Course Contents: Introduction: Fundamentals of Geography, Tourism Products & Attraction, Types and Forms of Tourism, Tourist Transportation: Air transportation, Surface Transport: Rail Transport, Water Transport: Functions of a Travel Agent, Functions of a Tour Operator, Public and Private sector in Travel Agency Business and Tour Operation Business, Organizational Structure and various Departments of a Travel Agency. Case studies. Tourism Economy, Tourism and changing communication technologies, Socio-Cultural and Ecological Impact of Tourism, Eco-friendly Tourism

Incourse 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

- Mill and Morrison, 1992, The Tourism System: An Introductory Text , Prentice Hall.
- Cooper, Fletcher et al, 1993, Tourism Principles and Practices, Pitman.
- Burkart and Medlik, 1981, Tourism: Past, Present and Future ,Heinemann, ELBS.
- Mill, R.C., 1990, Tourism: The International Business, Pretience Hall, New Jersey.
- 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.

Incourse 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 :

- Statistics Theory, Methods & Applications Third Edition Sancheti; D.C. & Kapoor, V.K. Sultan Chand & Sons, India.
- Same on above (ii).
- Fundamentals of Statistics, Volume 2 Goon, A.M. Gupta, M.K. The World Press Private Ltd, Calcutta.
- Fundamentals of Applied Statistics, Gupta, S.C & Kapoor, V.K Sultan Chand & Sons, India.

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.

Course Content : Introduction, The structure of the North and East Economy of Sri Lanka, North and East Economy Under Foreign Rule, Resources in the North and East Region of Sri Lanka, Agricultural Development, Fisheries Industry, Industrial Development Possibilities and challenges, Tourism Industry, Population of North and East Region of Sri Lanka, Unemployment, Poverty, Migration and its Effects, Foreign remittance, Infrastructure Facilities, Education, Health and Medical Facilities and Development, Central Government and Local Government Budget,

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:

- Economic Review, People's Bank Publication, Sri Lanka, Various issues.
- Central Bank Annual Reports, Central bank of Sri Lanka, Sri Lanka, various issues.
- District Annual Statistical Hand book, North and East Provinces of Sri Lanka, Various Issues.
- Research Articles published 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, social 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

- Brandt, Steven C., 1977, The 10 Commandments for Building a Growth Company, Third Edition, Macmillan Business Books, Delhi, 1977
- H.D.Karunaratne, 2009, internationalization of Sri Lankan entrepreneurship, Colombo.
- Dollinger M.J., 2006, 'Entrepreneurship strategies and Resources', 3rd edition, Pearson Education, New Delhi 2006.
- Desai, Vasant Dr. 2004 Management of small scale enterprises New Delhi: Himalaya Publishing House,
- Taneja, Gupta, Entrepreneur Development New Venture Creation, 2nd ed. Galgotia Publishing Company.
- 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 (Pigou'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.

Recommend Reradings

- Musgrave, R.A; Musgrave, P.B (1989), Public finance in theory and practice, 5th edition, New York, McGraw-Hill
- Musgrave, R.A. (1959), The theory of public finance, New York, McGraw-Hill
- Broadway, R. W. and N. Bruce (1984), Public sector Economics, Basil Blackwell, Oxford.
- Pigou, A.C (1962) The economics of welfare, Macmillan
- Baumol, W. J. (Ed.) (2001), Welfare Economics, Edward Elgar Publishing Ltd. U.K.

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 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.

Course Contents : Role and impact of microfinance in the economic development of developing countries, Gender and entrepreneurship, Micro, small and medium business enterprises, Business start-up and growth: planning and management, Financial sector and microfinance: stakeholders and mutual impact, Microfinance and poverty alleviation, Economic development strategies, dependency, self-sufficiency and social transformation, Law, policy and microfinance, Social capital, social development and microfinance, Women and microfinance, Microfinance and entrepreneurship, Commercial banks and development banks: institutions and markets, Credit institutions and social development, Microfinance and community development.

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:

- Armendariz de Aghion, Beatrice, and Jonathan Morduch, (2005), The Economics of Microfinance, The MIT Press.
- Hisrich R.D. & Peters M.P., (2002), Entrepreneurship, International Ed. New York: Prentice Hall.
- Leadbeater, C., (1997), The Rise of the Social Entrepreneur, London Demos.

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.

Course Content : Introduction, Definition, Nature, Scope and Importance of Population Studies, Population Growth and Economic Development, World Population growth through history, Population Projection, Malthusian theory of Population, Criticisms on the Malthusian theory, Neo Malthusian theory of population, Optimum theory of population, Theory of Fertility, Microeconomic theory of Fertility, Demographic Transition, Types of Unemployment, Human capital formation & Unemployment problems, Concepts of hidden unemployment in the Nurks View, Theory of Development with unlimited supplies of Labour (Arthur Lewis Model), Internal and International migration, population growth in Sri Lanka and problems, Population Aging Emerging Issues in Sri Lanka.

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 be able to understand economic problems related to population. Understanding the rural and urban population problems in Less Developing Countries.

Recommended Readings :

- Bhende, A.A., & Kanitkar, T., (1982), Principles of Population Studies, Himalaya.
- Bogue, D. J., (1971), Principles of Demography, Wiley.
- Misra, B. D., (1980), An Introduction to the Study of Population, South Asian Publishers.
- Bhende & Kanitkar, T., (1982), Principles of Population Studies, Himalaya.
- Bogue, D. J., (1971), Principles of Demography, John Wiley.

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 suitability 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 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 based 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.
- Gujarati, D., Essentials of Econometrics, McGraw Hill.
- Koutsoyiannis, A. , Theory of Econometrics, Palgrave.
- Wooldridge, Introductory Econometrics: A Modern Approach, South – Western College publishing.

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.

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 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:

- Shyam S., Salim, Biradar, R.S., and Pandey, S.K., Economic Analysis of Fisheries Projects, CIFE, Mumbai.
- FAO Technical Paper No.334, Fisheries Project Formulation, FAO, Rome.
- Shang, Y.C., Aquaculture Economic Analysis – An Introduction, The World of Aquaculture Society Ltd.

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:

- Kathy B Ward, Women in the Global Economy, pp.1748, Barbara A Gutek, Ann H Stromberg, Laurie Larwood, 1988.
- Barbara A Gutek, Ann H Stromberg and Laurie Larwood, Women and Work, Sage Publications, 1988
- Baud I S A , Forms of Production and Women's Labour – Gender Aspects of Industrialisation in India and Mexico, Sage Publications, New Delhi , 1992.
- Gita Sen and Caren Grown, Development, Crisis and Alternative Visions – The Third World Women's perspectives, Monthly Review Press, New York.
- Tina Wallace and Candida March (Ed.), Changing Perceptions – Writings on Gender and Development, Oxfam, 1991.

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 Out comes : 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:

- Banga, T.R and Sharma, S.C., Industrial Organization and Engineering Economics, Khanna Publisher, Delhi.
- 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:

- Allen, Walter. 1954, The English Novel: A Short History. London: Phoenix House Ltd.
- Allen, 1964. Walter. The Modern Novel in Britain and the US. New York: E.P. Dutton & Co., Inc,
- Bergonzi, Bernard. 1972, The Situation of the Novel. Middlesex: Penguin Books Ltd.,
- Croos, Wilbur L. 1923. The Development of the English Novel. New York: The Macmillan Company
- Hardy, Barbara. 1964, The Appropriate Form: An Essay on the Novel. London: The Athlone Press
- Brink, André. 1988, The Novel: Language & Narrative from Cervantes to Calvino. London: Macmillan Press Ltd.
- Maughan, Somerset. 1954, Ten Novels and their Authors. Melbourne: William Heinemann Ltd.
- Watt, Ian. 1957, The Rise of the Novel. England, Penguin Books,
- Leavis, F.R. & Q.D. Leavis. 1994, Dickens the Novelist. London: Penguin Books,
- Ellmann, Richard. 1977, The Consciousness of Joyce. London: Faber & Faber,

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:

- Culepeper, Jonathan. 1997, History of English. New York&London: Routledge,.
- Ramson, W.S. 1966, Australian English: A Historical Study of the Vocabulary: 1788-1898. Canberra: AustralianNationalUniversity Press,.
- Ricks, Christopher & Leonard Michaels. 1990, The State of the Language. London&Boston: Faber & Faber,.
- Bailey, Richard W. & Manfred Gorlach. 1982, English as a World Language. Cambridge: CambridgeUniversity Press,
- Kachru, Braj B. 1983, The Indianisation of English: The English Language in India. Delhi: OxfordUniversity Press,
- Ed. Foley, Joseph A. 1998, English in New Cultural Contexts: Reflections from Singapore. Singapore: Oxford University Press,.
- Parakrama, Arjuna. 1995, De-hegemonizing Language Standards: Learning from (Post) colonial Englishes about English. London: Macmillan,.
- Pennycook, A. 1994, The Cultural Politics English as an International Language. London: Longman,.
- Ed. Smith, L & M.L. Forman. 2000, World Englishes. Hawaii: University of Hawaii and East-West Centre,.

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.

Course Content: **Poetry:** Gabriel Okara, Wole Soyinka, John Pepper Clark, Noemia de Souza and Dennis Brutus, **Fiction:** Chinua Achebe - Anthills of the Savannah, Ngugi wa Thiongo - Weep not Child & Petals of Blood, Nadine Gordimer - Burgher's Daughter, Ayi Kwei Armah - The Beautiful Ones are not yet Born, Buchi Emecheta - The Bride Price & The Joys of Motherhood, Ben Okiri - The Famished Road, **Drama:** Wole Soyinka - The Trials of Brother Jero & Death and the King's Horsemen, Athol Fugard - The Captain's Tiger

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:

- Ngugi wa Thiong'o. 1986, Decolonizing the Mind: The Politics of Language in African Literature. London: James Currey,.
- Abdul R. Jan Mohamed. 1983, Manichean Aesthetics: The Politics of Literature in Colonial Africa. Amherst: University Massachusetts Press,.
- Palmer, Eustace. 1972, An Introduction to the African Novel. London: Heinemann,.
- Ed. Dhawan, R.K. 1988, Commonwealth Fiction. New Delhi: Classical Publishing Company,.
- Stratton, Florence. 1994, African Literature and the Politics of Gender. New York: Routledge,.

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.

Course Content: Poetry: Lakdasa Wikkramasinha, Jean Arasanayagm, Yasmine Gooneratne, Richard de Zoysa and contemporary Sri Lankan poets in English, **Fiction:** James Goonewardane A Quiet Place&One Mad Bid for Freedom – James Goonewardane, A. Sivanandan - When Memory Dies, Shyam Selvadurai - Funny Boy, Punyakante Wijenaike - Giraya , Manuka Wijesinghe - Monsoons and Potholes, Channa Wickramasekera - Distant Warriors, Ediriwira Sarachchandra - Curfew and a Full Moon, Aiyathurai Santhan - The Whirlwind, A selection from the short stories of Chitra Fernando, Suvimalee Karunaratne and J.S. Tissanayagam, **Drama:**Regie Siriwardane - The Almsgiving, L.N.H de Lanerolle - From the Senator, Rasika Abeysinghe - Family Bonds

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:

- Ed. Neloufer de Mel. 1995, Essays on Sri Lankan Poetry in English. Kelaniya: English Association of Sri Lanka,.
- 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.

Course Content: Gulliver’s Travels – Jonathan Swift, Pamela&Clarissa – Samuel Richardson, Tom Jones&Joseph Andrews – Henry Fielding, Roderick Random&Humphrey Clinker - Tobias Smollet, Tristram Shandy&A Sentimental Journey - Laurence Sterne, The Monk – Mathew Gregory Lewis, The Mysteries of Udolpho – Ann Radcliff, Evelina – Fanny Burney, Northanger Abbey – Jane Austen

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:

- Allen, Walter. 1964, The Modern Novel in Britain and the US. New York: E.P. Dutton & Co, Inc.,.
- Brink, André. 1988, The Novel: Language & Narrative from Cervantes to Calvino. London: Macmillan Press Ltd.
- Maughan, Somerset. 1954, Ten Novels and their Authors. Melbourne: William Heinemann Ltd.,.
- Watt, Ian. 1957, The Rise of the Novel. England, Penguin Books.
- Probyn, Clive T. 1987, English Fiction of the Eighteenth-Century: 1700-1789. London&New York: Longman,.
- Leavis, F.R. 1971, The Great Tradition. Oxford: Oxford University Press,.
- Armstrong, Nancy. 1994, Desire and Domestic Fiction. London: Routledge,.
- Kilgour, Maggie. 1997, The Rise of the Gothic Novel. London: Routledge,.
- Ed. Walder, Dennis. 1997, The Realist Novel. London: Oxford University Press,.

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:

- Ed. Gassner, John and Edward Quinn. 1969, The Reader's Encyclopedia of World Drama. New York: Crowell,
- Routh, H. V. God, Man, & Epic Poetry: 1927, A Study in Comparative Literature, Volume: 1. Cambridge: Cambridge University Press,.
- Stallknecht, Newton P. & Horst Frenz 1961, Comparative Literature: Method and Perspective. Carbondale, IL, Southern Illinois University Press,.
- Sollors, Werner. Neither Black nor White Yet Both: 1997, Thematic Explorations of Interracial Literature. New York: Oxford University Press,.
- Com. Gordon, G. S. 1912, English Literature and the Classics. Oxford: The Clarendon Press,.

AENC 32013: Political Literature

Objectives: This course aims to make students understand the ways in which literary texts represent and 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.

Course Content: **Poetry:** Selections from African, Latin American, African-American and Indian poetry (political poetry from any part of the world), **Fiction:** Charles Dickens - A Tale of Two Cities, George Orwell - Nineteen-Eighty Four, Salman Rushdie - Midnight's Children, Ngugi wa Thiongo - A Grain of Wheat, Bapsi Sidhwa - Ice-Candy Man, John Steinbeck - Grapes of Wrath, P.B. Rambukwella Desert Makers, **Drama:** Bertolt Brecht: Mother Courage and Her Children, Ernest McIntyre: Rasanayagm's Last Riots

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:

- Ceindy, Catherine. 1996, Salman Rushdie. Manchester & New York: Manchester University Press,.
- Wijesinha, Rajiva. 1998, Breaking Bounds: Essays on Sri Lankan Writing in English. The Sabaragamuwa University Press,.
- Rai, Alok. 1996, Orwell and the Politics of Despair. Cambridge: Cambridge University Press,.
- Palmer, Eustace. 1972, An Introduction to the African Novel. London: Heinemann,.
- Stylian, J.L. Modern 1981, Drama in Theory and Practice (Vol. 1, 2 & 3) Cambridge: Cambridge University Press,.
- William, Raymond. 1952, Drama from Ibsen to Brecht. London: The Hogarth Press,.
- Ed. Davis, Robert Murray. 1972, Twentieth Century Views: Steinbeck. New Jersey: Prentice Hall, Inc.
- . Gibson, Donald B, Ed. 1973, Twentieth Century Views: Modern Black Poets. New Jersey: Prentice Hall, Inc.,.
- Frederic, Ewen. 1967, Bertolt Brecht: His Life, His Art and His Time. London: Calder & Boyras,.

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 Shakespearean plays and understand the theatrical devices in them

Recommended Readings:

- Schanzen, Ernest. 1963, The Problem Plays of Shakespeare. London: Routledge & Kegan Paul,.
- Charlton, H.B. 1938, Shakespearean Comedy. London: Methuen & Co. Ltd.,.
- Knight, G. Wilson. 1930, The Wheel of Fire: Interpretation of Shakespeare's Tragedies. London: Methuen & Co. Ltd.
- Campbell, L.B. 1947, Shakespeare's "Histories": Mirrors of Elizabethan Policy. London: Methuen & Co. Ltd.,.
- Kay, Dennis. 1992, Shakespeare: His Life, Work & Era. London: Sidgwick & Jackson,.

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.

Course Content: **Poetry:** Selections from the poetry of Percy Bysshe Shelley, John Keats, Lord Byron, Felicia Hemans, Mary Robinson, Dorothy Wordsworth, Anna Barbauld, Elizabeth Browning, Gerard Manly Hopkins, etc. **Fiction:** Mary Shelly: Frankenstein, Walter Scott: Waverley, Thackeray: Vanity Fair, George Eliot: Middlemarch, Charles Dickens: Bleak House, Thomas Hardy: Tess of the d'Urbervilles, Joseph Conrad: Heart of Darkness

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:

- Knight, Wilson. 1939, The Burning Oracle: Studies in the Poetry of Action. London: Oxford University Press,.
- Leavis, F.R. 1932, New Bearings in English Poetry. Middlesex: Penguin Books,.
- Allen, Walter. 1964, The Modern Novel in Britain and the US. New York: E.P. Dutton & Co., Inc.,.
- Brink, André. 1988, The Novel: Language & Narrative from Cervantes to Calvino. London: Macmillan Press Ltd.,.
- Alcorn, John. 1977, The Nature Novel from Hardy to Lawrence. London: The Macmillan Press Ltd.
- Cecil, David. 1934, Early Victorian Novelists: Essays in Revaluation. Middlesex: Penguin Books,.
- Feltes, N.N. 1986, Modes of Production of Victorian Novels. Chicago & London: The University of Chicago Press,.
- Leavis, F.R. & Q.D. 1994, Leavis. Dickens the Novelist. London: Penguin Books,.
- Perera, Suvendrini. 1991, Reaches of Empire: The English Novel from Edgeworth to Dickens. New York: Columbia University 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:**
- Mongia, Padmini. 1996, *Contemporary Postcolonial Theory*. London: Arnold,.
- Eagleton, Terry. 1976, *Criticism & Ideology*. London: NLB,.
- Ed. Regan, Stephen. 1998, *The Eagleton Reader*. Oxford: Blackwell Publishers,.
- Ed. Rica, Philip & Patricia Waugh. 1989, *Modern Literary Theory*. London: Arnold,.
- Hutcheon, Linda. 1988, *A Poetics of Postmodernism*. New York London: Routledge,.
- Marx & Engels: 1978, *On Literature & Art*. Moscow: Progress Publishers,.
- Felperin, 1985, Howard. *Beyond Deconstruction: The Use and Abuses of Literary Theory*. Oxford: Clarendon Press,.
- Ruthven, K.K. 1984, *Feminist Literary Studies*. Cambridge: Cambridge University Press,.

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:

- 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 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 contexts and also to connect the study of literatures produced in English to wider socio-political, cultural and philosophical movements.

Recommended Readings:

- Lukacs, George. 1988, "Marxist Aesthetics and Literary Realism." *Essentials of the Theory of Fiction*. Ed. Michael Hoffman and Patrick Murphy. Durham: Duke University Press,.
- Bakhtin, Mikhail. 1981, *The Dialogic Imagination: Four Essays*. Trans. Caryl Emerson & Michael Holquist. Austin: University of Texas Press,.
- Esslin, Martin. 1968. *The Theatre of the Absurd*. Harmondsworth: Penguin,
- Rimmon-Kenan, Shlomith. 1983, *Narrative Fiction: Contemporary Poetics*. London: Routledge,.
- Nasta, Susheila. *Motherlands: 1991, Black Women's Writing from Africa, Caribbean and South Asia*. London: Women's Press,.
- Larsen, Neil. 1990, *Modernism and Hegemony: A Materialist Critique of Aesthetic Agencies*. Minneapolis: University of Minnesota Press,.

FINE ARTS (ART HISTORY & AESTHETICS)

AFAC 31013: European Art- From Rococo to Impressionism

Prerequisite: 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:

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

AFAC 31023: Classical and Late Classical Sri Lankan Art**Prerequisite:** 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, Polannaruwa, Dhambadeniya, 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,
- Bandaranayake, Senake. 1986. The Rock and Wall Paintings of Sri Lanka. Colombo: Lake House Book Shop.
- Coomaraswamy, 1908. Ananda, Medieval Sinhalese Art, Essex House Press.
- Ragupathy, P, 1987, Early Settlements in Jaffna: An Archeological Survey, Madras,
- Silva K. M. de (ed), 1973, History of Ceylon, Colombo; University of Ceylon ,

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, Lakshana, Vakrothi, Guna, Riti and Auchitya. Tholkappiyam and Tamilian Aesthetics, Concept of Bakthi. 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,
- Panday, K.C, 1956. Comparative Aesthetics: Indian Aesthetics and Western Aesthetics, 2 Vols, Varanasi: The Chowkhamba Sanskrit Series,
- Tiwari Maruti Nandan. 2004, Kaural Giri, Indian Art and Aesthetics, New Delhi: Aryan Books,
- Vatsyayan Kapila, 1968. Classical Indian Dance in Literature and the Arts, New Delhi: Sangeet Natak Akademi,

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,

Course Content: Invention and history of photographic process in terms of technology and art: Niépce , Daguerre, Talbot and Muybridge and Nadar. The studio formation, portraiture and commoditization of images in photography and the styles and approaches in photography with special reference to pictorial and anti pictorial movements, Documentary tradition and the New school of photography, Conceptual art and Post Modernism. Issues on the reproducibility of image and its socio aesthetics.

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 - 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,
- Newhall Beaumont, 2010. The History of photography, New York: The Museum of Modern Art,
- Wells Liz, 2002. The Photography Reader, London: Routledge,
- Barthes Roland, 1982. Camera Lucida: Reflections on Photography, Hill and Wang,
- Morris Errol, 2011. Believing is seeing: Observations on the Mysteries of Photography, Penguin Press HC,
- 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 evaluate 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,
- Lowenthal David, 1988, The Heritage Crusade and the Spoils of History, Cambridge University Press,
- 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:

- Gibbons Joan, 2007, Contemporary Art and Memory: Images of Recollection and Remembrance, London: I.B.Tauris,
- Derrida, Jacques, 1995, Archive Fever: A Freudian Impression, Chicago: University of Chicago Press,
- Foster , Hal,” 2004, An archival Impulse’, October 110,Fall
- Freud, Sigmund, ‘Mourning and Melancholia’,1917, in On Metapsychology, Harmondsworth: Penguin Books, The Penguin Freud Library, vol 11,1984
- Perera Sasanka, 2012, Artist Remember; Artists Narrate: Memory and Representation in Sri Lankan Visual Arts, Colombo: Colombo Institute & Theertha International Artist Collective.

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.

Course Content: Modernism in architecture, sculpture and painting. Mechanical reproduction and the visual image. Individualization of art practice and the new roles of art. Fauvism, Expressionism, Symbolism, Futurism, Cubism, Abstract Art, Dada, Fantasy, Metaphysical school, Surrealism, Abstract Expressionism, Op and Pop art.

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

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

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 :

- Arnason H.H, Marla F. Prather, 1998, A History of Modern Art: Painting, Sculpture, Architecture, Photography, London: Thames and Hudson,
- Meecham, Pam. Julie Sheldon, 2000, Modern Art: A Critical Introduction. London and New York: Routledge.
- Gaiger Jason , 2003, Paul Wood (eds), Art of the Twentieth Century: A Reader, New Haven & London: Yale University Press.
- Gardner Hellen. 2007, Art through the Ages, Florida: Harcourt Brace & Company, Jansen. H.W, Anthony F. Jansen, History of Art, London: Thames and Hudson,

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 Tamilness. 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,
- Michell George, Architecture and Art of Southern India, Cambridge University Press, 1995.
- Malhotra Rajiv, 2011. Arvidan Neelakandan, Breaking India: Western Interventions in Dravidian and Dalit Faultiness, Amaryllis, New Delhi,
- Ramaswamy Sumathi, 1997, Passions of the Tongue: Language Devotion in Tamil India, 1891-1970, in Studies on the History of Society and Culture, California: University of California Press.
- Ramaswamy Sumathi, 2004, Lost Land of Lemuria: Fabulous Geographies, Catastrophic Histories, University of California Press,
- Mitchell Lisa, 2007. Language, Emotion, and Politics in South India: The Making of a Mother Tongue, Indiana University 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.**Course Content:** Early experiments for a search of new medium and the thematic and the stylistics of Hollywood classicism, German expressionism, French impressionism and Surrealism, Soviet montage, Japanese hybrids, Italian neo realism, The New Wave, New German films, Latin American films, New Hollywood trends, Indian, Iranian and Sri Lankan Cinema. Film theories.**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, 1 x 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,
- 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, 1 x 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
- Hegel, G.W.F., 1975, Lectures on Fine Arts, (tran.T.. Knox) Oxford and New York: Oxford University Press,
- Kant, Immanuel, 1977.The Critique of Judgment(trans.J.H. Bernard) New York: Hafner, 1951
- William Raymond, Marxism and Literature(tran.Shaun Whiteside) Oxford: Oxford University Press,
- Nietzsche, Fredrich, 1993.The Birth of Tragedy: out of the Spirit of Music, London:Penguin Classics,

AFAE 32013: Showcasing the Heritage: Curations, 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.**Course Content:** Display as politics. Meaning and the act of showcasing. Aesthetic mediation and appropriation of past. The principles and strategies of display. The multiple roles of curator and the theories of curation.**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, 1 x 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:**

- Rand Steven and Heather Kouris (Edit) Cautionary Tales: Critical Curating, apexart, 2007.
- Marincola Paula, 2007.What Makes a Great Exhibition? Reaktion Books,
- Lavine Steven, 1991.Exhibiting Cultures: The Poetics and Politics of Museum Display, Smithsonian Books,
- 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.

Course content: Introduction to Quantitative Methods in Geography, Basic statistical concepts and Mathematical notation, Descriptive Statistics: Measures of centrality, Dispersions, Skewness, and Kurtosis Summarizing data: Measuring the diversity and dispersions, Measures of concentration and spatial distribution, Summarizing data: Transformation and combination of data, Time series, Probability Distribution: Probability concepts, Discrete and continuous distributions, and Central Limit Theorem and Confidence Intervals, Hypothesis Testing & Sampling: Sampling and Hypothesis testing, Comparing means, Analysis of Variance, Correlation analysis, Simple and multiple regression analysis, Data reduction techniques: Factor analysis, Spatial pattern and analysis, Discussion and wrap-up.

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 out comes: 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 to problem solving and time management.

Recommended readings:

- Ebdon.D. (1994).Statistics in Geography. Blackwell, Oxford.
- Dretzke. B. J. (2009). Statistic with Microsoft EXCEL. Pearson, London.
- Gaur. A. S. (2006). Statistical methods for practices and research: A guide to data analysis using SPSS. Response Books, New Delhi.
- Hammond. R. and McCullagh. P. S. (1980). Quantitative Techniques in Geography: An Introduction. Oxford University Press, Uk.
- John.P. R. S. and Richardson. D. A. (1990). Methods of Statistical Analysis of Fieldwork Data. The Geographical Association, London.
- Pal. S. K. (1998). Statistics for Geoscientists: Techniques and Applications. Concept Publishing Company, New Delhi.
- Rogerson, P. A. (2010) Statistical Methods for Geography: A Student's Guide. SAGE Publications, London.ThirdEdition.pp 368. Paperback ISBN: 9781848600034
- Singh.M. (2011).Quantitative Geography. ABD Publishers,India.

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.

Course content: Introduction – Geomorphology and environmental problems. Fundamentals of Geomorphology - The scope of Geomorphology. Constructional processes and constructional landforms. Sub aerial destructional (Erosional) processes. Rock weathering. Mass wasting. Ground-Surface Subsidence. Erosional Landforms. The fluvial Geomorphic System. Karst and Speleology. The coastal geomorphic system (Sri Lanka). Erosion by Wind. Glacial Geomorphology. Arid (tropical) and Savanna Landscapes. Land System mapping.

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 geomorphologic 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:

- Arthur L. Bloom. 2003. Geomorphology, A systematic analysis of late Cenozoic landforms. Prentice-Hall of India, New Delhi.
- Cooke, K.U. and Doornkamp. J.C. 1978. Geomorphology in environmental management. Clarendon press, Oxford.
- Derbyshire, E., Gregory, K.J. and Hails, J.R. 1979. Geomorphological processes. Butterworths, London.
- Sharma, M.L. 1986. Geomorphology of semi-arid region. A case study of Gambhir river basin, Rajasthan. Scientific publishers, Jodhpur.
- Stephen Trudgill. 1985. Limestone geomorphology. Longman, London.

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.

Course Content: Physical setup of world oceans and seas. Biotic and abiotic marine resources. World renewed fishing grounds and its nature. Traditional and modern fishing methods and gears and practices. World wide fish production. Sea food production processing and marketing. Fishing related issues and conflicts in Sri Lanka; Marine sector, Potentials, Methods, Production, Processing, Marketing, Issues and conflicts.

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;

- Manivasakan.S. 2011.Kachchathivu: Issues and Challenges. Centre for and Southeast Asian Studies, University of Madras.
- Siddhartha, K 2000.Oceanography a Brief Introduction. Kisalaya Publication, New Delhi, India.
- Susan, A Shaw.1990. Marketing a Practical Guide for fish farming.Fishing New books a division of Blackwell Scientific Publications Ltd, Osney Mead, Oxford.
- Swan, B .1983 .An Introduction to the Coastal Geomorphology of Sri Lanka. The Publication of the National Museum of Sri Lanka.
- Tom Garrison .2005. Oceanography an Invitation to Marine Science. Cole. Thomson Learning, USA.

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:

- Alan Latham and Derek McCormack, et al, (2009) Key Concepts in Urban Geography ; SAGE Publications Ltd

- Kaplan D., Wheeler J. O., et. al. (2008) Urban Geography; Wiley; 2nd edition
- Knox P. L. and McCarthy L. M., (2011) Urbanization: An Introduction to Urban Geography, Prentice Hall; 3rd edition
- Michael Pacione, (2005) Urban Geography: A Global Perspective, Routledge; 2nd edition
- 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:

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

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:

- David Sparrt & Philip Suttan, (2008). "Climate Code Red: The Case for Emergency Action", Scribe Publication Ltd, Australia
- Edward Bryant. (1997). Climate process and change. Cambridge University press.
- Jonathan Cowie, (2013). "Climate Change: Biological and Human Aspects" Cambridge University Press, UK.
- John Gribbin. (1979). Climate change. Cambridge University press.
- Stephen Peak & Joe Smith, (2009). "Climate Change", Oxford University Press, Indian Edition, New Delhi, India
- United Nations. (2008). Climate change and children; a human security challenge. United Nations children's funds.
- Visks and Yospsunes. (2003). Climate changes and human health. Ed Mc Michael, A.J. WHO, Geneva.

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.

Course content: Introduction: A scientific approach to geography, Fundamental research concepts/needs, Ethics in scientific research, Research types and approaches, The scientific method, Research design. Preparing a research project: Choosing a topic, Secondary data, Proposal development, Review of literature. Survey Research: Questionnaire design, Sampling. Qualitative survey: Interviews, Focus groups, Participatory approaches, Participant observation. Data Analysis: Data processing, Analysis of numerical and categorical data, Analysis of qualitative data. Academic writing. Dissertation structure. Discussion and wrap-up.

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:

- Chandrasegaran. A and Schaetzel. K. (2004). Think your way to effective writing (Third Edition). Pearson, Singapore.
- Clifford. N., French. S. and Valentine. G. (2010). Key Methods in Geography. Sage Publications. Canada.
- Gomez. B. and Jones. J. P. (2010). Research Methods in Geography: A Critical Introduction. Wiley-Blackwell, West Sussex.
- Hay. I. (2010). Qualitative Research Methods in Human Geography. Oxford University Press, Australia.
- Limb. M. and Dwyer. C. (2001). Qualitative Methodologies for Geographers: Issues and Debates. Routledge, London.
- Martin. D. and Flowerdew. R. (2005). Methods in Human Geography: A guide for students doing a research project. Pearson, New York.
- Parsons. T. and Knight. P. (2001). How to do your dissertation in Geography and related disciplines. Nelson Thornes Ltd. United Kingdom

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.

Course content: Introduction : environmental science and its Multidisciplinary nature, Natural resources and Ecosystems, Human impacts on terrestrial ecosystems, The simulation and visualization of human and environment interactions. Pollution: Water, soil, air(urban), marine and estuarine, Solid and hazardous waste management. Environmental and economic appraisal: Valuation of natural capital, Pricing the Priceless. Environmental risk assessment. Global issues on environment: Ozone layer depletion, Green house effect, Water demands and management, deforestation, Biodiversity and conservation, natural disaster and mitigation, etc. Environmental management: EIA, LCA, ERA (processes, assessment and benefits), ISO 9000 series, Constitutional provisions, National and International conventions and protocols on environmental protection. Environmental management: Environmental system modeling.

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 modelling (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:

- Barrow, C.J. (2006). Environmental management for Sustainable Development. 2nd edition. Routledge, London.
- Bharuch. E. (2005). Textbook of environmental studies for undergraduate courses. University Press, India.
- Phillips, A.D.M and Turton, B.J. (eds) (1975). Environment, Man and Economic Change. Longman, England.
- Timothy O'diordan (ed). (1995). Environmental Science for Environmental Management. Longman group Ltd. England.
- Vasudevan, N. (2009). Essentials of Environmental Science. Narosa Publishing House, New Delhi.

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, Nation-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 century. **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:

- Agnew, J.A. (1987). Place and Politics. Boston
- Adhikari, S. (2008). Political Geography of India. Sharda Pustak Bandar, Allhabad, India
- Blakshell, M. (2003). Political Geography. Routledge, London, UK
- Glasner, M & Fahrer, C. (2004). Political Geography. John Wiley and Sons, Hoboken
- Kevin R, Cox. (2002). Political Geography. Blackwell Publishing. Oxford, UK
- Short John. (1993). An Introduction to Political Geography. Routledge, New York

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:

- Fien, Cox & Fossey. (1989). Geography: A Medium for Education. The Geography Teachers Guided to the Classroom. Macmillan. Australia.
- Gershmehl, Philip. (2008). Teaching Geography. Guilford Press (MSC). New York. U.S.A
- Lambert, D. and. Balderstone, D. (2000). Teaching Geography. Learning to teach geography in the secondary School. Routledge. London.
- Morgan, J (2005). What Kind of Geography Teacher? Routledge, London
- Varma, O.P. (2005). Geography Teaching. Sterling publishers PVT Ltd, New Delhi.

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:

- Briggs, X.S. (2005). The geography of opportunity. Brooking Institution Press, USA.
- Kenzer, M.S. (2000). On becoming professional geographer. The Blackburn Press, USA.
- Nallari, R., Griffith, B. and Yusuf, S. (2012). Geography of growth: Spatial economics and competitiveness. World Bank Publications, Washington, D.C.
- Silver, J.F. (1988). Geography Skills: Activity Kit. Center for Applied Research Education, USA.
- Solem, M., Foote, K., and Monk, J. (2012) Practicing Geography: Careers for Enhancing Society and the Environment. Prentice Hall, USA.

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.

Course Content: Introduction to Sociology of Religion, concept of Religion, Religious experience, Hindu Religious myths and symbolism, Hindu Religion and popular culture, Social stratification, Secular ethic and impact of Hindu beliefs on economy. Hindu Social system, Hindu orthodoxy and Brahmin restoration. Religious Change and Social Change.

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:

- Chakladar, H.C. 1929., **Social Life in Ancient India**, Greater Indian Society, Calcutta.
- Prabhy Pandharinath, 1954., **Hindu Social organization: A study in Siocial Psychological and Ideological foundation**, New Rev. Ed. Popular Book Depot, Bombay.

- Rao, C., Hayavadana, 1931. **Indian Caste System; a study**, Bangalore Press, Bangalore.
- Sarkar, S.C. 1920., **Some aspects of the Earliest Social History of India**, Pre-Buddhist Ages, O.U.P., London,
- Shanmugalingam, N. 2004., **A New Face of Durga: Religious and Social Change in Sri Lanka**, Kalinga Publishes, Delhi,
- md;id jhk#> 2000. **jkpoH r%ftpay;**> cyfj; jkpohu; r;rp epWtdk;> nrd;id>

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 Sankara, Ramanuja and Madhava in the development of Vedanta Philosophy.

Course Content: Significance of the prasthanatraya. The brief history of Sankara. Sankara Vedanta – Epistemology. Reality, Causality the concept of Maya and liberation. Visistadvaita and its philosophical Significance. Dvaita 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 Vedanta 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,
- ,uhkehjd; fiythzp> 2011> **Ntjhe;j rpj;jhe;j fITl; Nfhl;ghL>** Myak;> ,e;J kd;wk;> ,yq;if.
- QhdFkhud;>eh.> 2012> **Ntjhe;j nka;apay;**> NrkkL gjpg;gfk;> ,yq;if.

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;.v];.> 1994. **fhiuf;fhyk;ikahUk; mf;fkhNjtpAk; XH xg;gha;T>** ftpd;fiy mr;rfk;> nrd;id.
- Kj;Jr; rpjk;guk;> r. 1955. **ngz;zpak; Njhw;wKk; tsHr;rpAk;>** jkpo; Gj;jfhyak;> rpd;depyh mr;rfk;> nrd;id.
- kNdhfud; Jiu> 1994. **Rthkp tpNtfhde;jUk; ngz;fSk;>** ,e;J jUkk;> ,e;J khztH rq;fk;> Nguhjid gy;fiyf;fofk;.
- re;jphpah NrkhRe;juk;> 1990. **ngUikf;Fhpa ngz;fs;>** ghhepiyak;> nrd;id>
- Ehrenfeld, O.R. 1941, **Mother Right in India**, Calcutta.

AHCC 31043 Saiva Cultural Tradition in Thirumurais.

Objectives: This unit helps the students' to find out the Saiva Siddhanta thoughts in Saiva Thirumurais

Course Content: Introduction to the Saivism in Thirumurais and its Philosophical and religious significance. 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;dpUjpUKiw> nka;ag;gd; gjpg;gfk;> rpjk;guk;.**
- mUzhryk;>g. 1973.> **gf;jp ,yf;fpak;-XH mwpKfk;> jkpo;Gj;jfhyak;> nrd;id.**
- ,uhrkhzpf;fdhH>kh. 1944.> **gy;yth tuyhW> itrpj;jhe;j E}w;gjpg;Gf;fofk;> nrd;id.**
- ,uj;jpdrghgp>it. 1979.> **jpUKiwj;njspNt rptQhdNghjk;> ,uhjhfpU~;zd; nka;AzHT Nky;epiyf;fy;tpepWtdk;> nrd;idg; gy;fiyf;fofk;> nrd;id.**
- uFgud;>f. 2008. (gjpg;ghrphpaH)> **gf;jpnewpAk; gz;ghl;Lf; Nfhyq;fSk;> ,e;J rka fyhrhu 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 significance in South India, Tirumurai and Music, Musical developed in the Southern Dynasties, 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 gpuRuk;> nrd;id.**
- Qhdh FNye;jpud;> 1996. **fhiuf;fhyk;ikahH njd;dpe;jpa ,irapd; jha;> jkpo; tsHr;rpj;Jiw> ,e;jpah.**
- jdghz;bad;> J.M. 1994.> **,irj;jopo; tuyhW> jkpo;g; gy;fiyf;fofk;> jQ;rht+H.**
- FNye;jpud;>Qh. 2008.> **nja;tj;jkpopir> rptj;jpU kd;wk;> nfhOk;G.**
- mq;faw;fz;zp> . 1999> **jpUQhdrk;ge;jhpd; 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;jpjh fNzrH> 1979. 1) **jkpoH tsHj;j Mlw;fiy> nrd;id> 1969. 2) fhye;NjhWk;ehl;baf; fiy> nrd;id>**
- jz;lghzp NjrpfH> 1967> **Mlty;yhd;> nrd;id.**
- rPdpNtq;flrhkp kapiy> 1967. **,iwtd; Mba vOtifj; jhz;ltk;> nrd;id.**

- rprrhk>tp. 2005.> **gujf;fiy>** (3k; gjpg;G)> igf;fpuhgpf;]> aho;g;ghzk;.
- gj;kh Rg;gpukzpak;> 1966. gujf;fiyf; Nfhl;ghL> thdjp gjpg;gfk;> nrd;id.
- Choodamani Nandha Gopal, 1990, **Dance and Music in Temple Architecture**, Agankala Prakshan, Delhi.

((*) The Course Unit Code Number corrected as per the Senate Memo S/386/)

AHCE 31033: Modern Movements in Hinduism

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

Course Content: Hinduism of the 18th and 19th centuries, The influence of non-Indian religious on Hinduism and Hindu Society, The political and social background. The Hindu Modern Movements and their Propounders. The Brahma samaj, The Arya samaj, The Theosophical Society, Sri Ramakrishna Paramahansa, Swami Vivekananda and Ramakrishna Movement.

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:

- Kotnala, M.C., 1975. **Raja Ram Mohn Roy and Indian Awakening**, Gitanjali Orakashan Lajpat Nagar, New Delhi. Kuppaswamy, B., **Social Change in India**, Vikas Publishing House PVT, LTD, Delhi.
- Priyadarshan Ray and Sen, S.N. 1937. **The Cultural Heritage of India**, Vol. IV, VI, The Ramakrishna Mission Institute & Culture, Calcutta.
- Robert D. Baird, 1995. **Religion in Modern India**, Manohar Publishers & Distributors, New Delhi.
- Vable, D. 1983. **The Arya Samaj**, Vikas Publishing House PVT LTD.

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:

- etuj;jpdk;> f. 1939. **njd;dpe;jpa rpw;g tbtq;fs;>** jpUkfs; mOj;jfk;> Rd;dhfk;.
- NfhghyfpU~;z laH>g. 1981.> **rpthfkq;fSk; rpw;g E}y;fSk; rpj;jphpf;Fk; rpt tpf;fpufpay;** (fyhepjpg;gl;l;jpw;fhf aho;g;ghzg; gy;fiyf;fof;jpw;Fr; rkHg;gpf;fg;gl;l Ma;NtL)>
- fzgjp j;jgpahH> 1978. it.**rpw;gr; nre;E}y;>** njhopy;El;gf; fy;tp ,af;fk;> jkpo;ehL> nrd;id.
- fNzr%Hj;jp j;jgp> 1960. **Mya tpf;fpuf epHkhz Mahjp rpw;gufrpak;>** Jiurhkp KjypahH fk;ngdp> kiyag;ngUkhs; njU> nrd;id.
- Daniel Smith, H. 1969. venkatachari. K.K.A., **Vaisnava Iconography** pancaratra parisodhana parisad, madras.

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:

- rpt= Rthkpehj rpthrhhpahH> 1954> **Mfkk; #ykk;**> jUkGu MjPd FUG+ir tpohtpy; Nfhil tFg;gpy; Mw;wpa rka Nghjr; nrhw;nghopTfs;> jUkGuk;.
- NfhghyfpUJ;z laH >1981. **rpthfkq;fSk; rpw;g E}y;fSk; \$Wk; rpttpf;fpuftpay;>** aho;g;ghzg; gy;fiyf;fofk;> fyhepjpg; gl;l Ma;Tf; fl;Liu> aho;g;ghzk;.
- NfhghyfpUJ;z laH 1992> **,e;Jg; gz;ghl;L kuGfs;>** tpj;jpah ntspaPL> aho;g;ghzk; (rpthfkq;fs;> rpthfk newpapy; Fk;ghgpN~ff; fphpia)
- ehr;rpahH nry;tehafk;> 1987. **,yq;ifapw; fe;jd; Nfhapy;fspw; Ngzg;gLk; Mfkk; fphpia kuGfs;>** aho;g;ghzg; gy;fiyf;fof KJfiykhzpg; gl;lk; ngWtjw;fhdr; rkHg;gpf;fg;gl;l Ma;Tf;fl;Liu> aho;g;ghzk;;
- Bhatt, N.R. (Ed.), 1964. **Ajitagama**, Institute Francais & Indologie, Pondichery,
- Jean Filliozat, 1983. **The role of the Saivagamas in the Saiva Ritual System**, Experiencing Siva ed., Fred.W.Clothey, J.Bruce Long, Ramesh Hain, New Delhi,

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.

Course Content: Introduction of the great Epics and Puranas, Literary Characteristics, Transformation of Vedic Religion, Religion of the Epics, and Puranas, Hindu Cults. Virathas, festivals, religious Practices, Philosophy of the Epics and Puranas, Society and various other Cultural, Aspects of Hindu Religion.

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:

- Dutt, R.C. 1900, The Great Epics in Ancient India, J.M.Dent & Co., London.
- Hopkins, E.W., 1902. The Great Epic of India: its character and origin, Charles Scribner's sons, New York.
- Pusalker, A.D., 1951. Studies in the Epics and Puranas, Bharatiya Vidyabhavan, Bombay.
- Srinivasa Sastri, V.S. 1952., Lectures on the Ramayana, Madras Sanskrit Academy, Madras.
- Mayumder, J.C. 1953., Ethics of the Mahabharata Author, Calutta.

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:

- fiythzp ,uhkehjd;> 1997. **irtrpj;jhe;j xOf;ftpay; mbg;gilfs;>** fhHj;jpNfad; gpiwNtl; ypl;> nfhOk;G.
- tpy;ypak; ypy;yp> 1964. **mwtpay; XH mwpKfk;>** K.M.fhe;jp (nkhopngaHg;G) jhkpo;ehl;Lg;ghIE}y; epWtdk;> nrd;id.
- rq;fuhr;rhpha Rthkpfs;> 1985. **,e;J jHkq;fs;>** thdjp gjpg;gfk;> nrd;id.
- Sivasamy Ayyar, S.Sri, 1935. **Evolution of Hindu Moral Ideals**, Calcutta.
- Maitra Susilkumar, **The Ethics of the Hindus**, Calcutta.

AHCE 32013: Hindu Astrology

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

Course Content: a) Introduction to Hindu Astrology, b) Basic concepts of Astrology, c) Methods of Casting, d) Prediction, e) Significance of Alman in Hindu way of life, f) Astrology in Modern life.

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:

- rptrz;Kfuhrh> Nr.> 2006. **kUj;JtKk; NrhjplKk;>** rpj;j kUj;Jt tsHr;rp; fofk;> aho;g;ghzk;.
- kfhy;Rkp> jp.> 1996. **Nrhjpltpay;>** cyfj; jkpohuha;r;rp epWtdk;> nrd;id.
- Seal,B.N., 1958. **Positive Science of the Ancient Hindus**, Mothilal Banarsidass, Delhi.
- Forbes, George, 1909. **History of Astronomy**, Watts & Co., London.
- Raman, B.V., 2009. **Hindu Predictive Astrology**, Madras.

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:

- ,uhkRg;gpukzpak;> t.j.> 2004. **jpUkhypd; jpt;a Njrq;fs; & itzt jpUj;jyq;fs;>** jpUkfs; epiyak;> ,uz;lhk; gjpg;G.
- ,e;jpuh ghHj;jrhujp> 1992. **jkpo; ,yf;fpaq;fs;py; itzt;>** jkpohf;fk;: ntq;fluhkd;>R.> kJiuf; fhkuhrH gy;fiyf;fofk;>
- Rg;Gnul;bahH>e.> 1991. **itztr; nry;tk;>** ,e;jpad; fTd;rpy; Mg; `p];lhhp;fy; hprhr;> epa+jpy;yp. Rtpuh n[a];thy;> **itztj;jpd; Njhw;wKk; tsHr;rpAk;>** nrd;id.
- Champakalakshmi, R.. 1981., Vaisnava Iconography in the Tamil Country, New Delhi.

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 Pramana, Validity of Pramanas, Truth and error, concept of citsakto, Siddhanta, Classification of knowledge and its epistemological basic.

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 and their significance.

Recommended Readings:

- Devasenapti, V.A. 1974., Saiva Siddhanta, University of Madras, Madras.
- Pief John, H, 1960. Saiva Siddhanta Philosophy, The Christian Literature Society for India, India,
- Ponnaiah, V. 1951., Saiva Siddhanta theory of knowledge, Annamalai University.
- So. Na. Kandasamy, Indian Epistemology, I.I.T.R., Chennai.
- ghj;fud;>R. 1987.> irtrpj;jhe;j mwpthuha;r;rpapay;> jQ;rht+H gy;fiyf;fofk;> jQ;rht+H.
- fpU;zuhrh>Nrh. 1998.> ,e;J mwpthuha;r;rpapay;> ,e;J fyhrhu mikr;R> nfhOk;G>

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 pandithar, Senthilnathiyar Kathiravetpillai, Sivapathasundram, Sabaratna Mudaliyar, Ramanathan, Sapapathinaval, 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:

- ifyhrjg>f. 1979.> ehtyH E}w;whz;L kyH> =y= MWKfehtyH rig> ,yq;if.
- fe;jjah>K. 1994.> irtrpj;jhe;j tpsf;ftpUj;jpapy; aho;g;ghz mwptpay; Nkijapd; RtLfs;> aho;g;ghzg; gy;fiyf;fof ntspaPL> aho;g;ghzk;.
- Fyuj;jpdk;>f.rp. 1997.> =y= Qhdg;gpufhrKdptH rhpj;jpuk;> Qhdg;gpufhrKdptH QhgfhHj;j rig> aho;g;ghzk;.
- QhgfhHj;jrig MrphpaH FO> 1978. fhrpthr nre;jpehijaH> Fg;gpshd; fhrpthr nre;jpehijaH QhgfhHj;jrig> aho;g;ghzk;.

AHPC 31033: Philosophy and Religion of Periyapuram

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

Course Content: Introduction to Society, religion and culture through Periyapuram, 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 Periyapuram 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 Periyapuram.

Recommended Readings:

- Qhdrk;ge;jd;>m.r. 1999> nghpaGuhzk; -XH Ma;T> fq;if Gj;jf epiyak;> nrd;id..
- ,uhrkhzpf;fdhH>kh. 1962.> nghpaGuhz Muha;r;rp> ghhepiyak;> nrd;id.
- fy;ahzRe;judhH> tp. 1934.> nghpaGuhzk; - Fwpg;Giu> KUfNts; Gj;jfthiy> nrd;id.
- fofntspaPL> 1970. nghpaGuhzr; nrhw;nghopTfs;> jpUney;Ntyp njd;dpe;jpa irtrpj;jhe;j E}w;gjpg;Gf;fofk;> jkpo;ehL.
- Ntjehjd;>kh. 2011> nghpaGuhzk; Gyg;gLj;Jk; jj;JtKk; gz;ghl;L kuGfSk;> NrH.nghd;.,uhkehjd; epidTg;NgUiu> aho;g;ghzg; gy;fiyf;fofk;> aho;g;ghzk;..

AHPC 31043: Heterodox systems

Objectives: To enable students to understand the underlying ideologies of the Heterodox schools vis-s-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;jpaj;jJt;jpy; epiyj;jpUg;gdTk; mope;jdTk;>
- mk;Ngj;fhH ghghrhNfy;> 1996. (jkcopy; - rpj;jhHj;jh)> Gj;jUk; mtH jHkKk;> gTj;j Ma;Tikak;> nrd;id.
- thdkhkiy> eh. 2008. > jkpoHgz;ghLk; jj;JtKk;> miyfs; ntspaPl;lfk;> nrd;id.
- Radhakrishnan,S, 1958. Indian Philosophy Volumes I & II, Allen & Unwin, London.
- Mahadevan, T.M.Pand Saroja,G.V., 1981.Contemporary Indian Philosophy, Sterling Publishers Private Limited, New Delhi.

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 KjypahH> tp. 1929.> ,uhkypq;f Rthkpfs; jpUTs;sk;> rhJ mr;Rf;\$lk;>.
- rptQhdk;>k.ngh. 1974.> ts;syhH fz;l xUikg;ghL > ,d;g epiyak;> nrd;id. le;jhk; gjpg;G.
- rpjk;gudhH> rhkp. 1959.> tIY}H tha;nkhop> J;lhH gpuRuk;> jpUty;ypf;Nfzp.
- Jiur;rhkpg;gps;is>R. 1954.> jpUtUl;gh %yKk; ciuAk;> mz;zhkiyg; gy;fiyf;fofk;>
- =.gp. 1970.> ,uhkfpU;zUk; ,uhkypq;fKk;> J;lhH gpuRuk;> jpUty;ypf;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;tuhagps;is> fh.> Njthu xspnewp (rk;ge;jH)> Kjyhk - 1973;> ,uz;lhk-1963;> %d;;whk; - 1954> njhFjp> jpUney;Ntyp njd;dpe;jpa irtrpj;jhe;j E}w;gjpg;Gf; fofk;> nrd;id
- nts;isthuzd;> f. 1969> 1972> gd;dpU jpUKiw tuyhW> ,UnjhFjpf;> mz;zhkiyg; gy;fiyf;fof ntspaPL>.
- ,uj;jpdrghgjp> it. 1979.> jpUKiwj; njspNt irtrpj;jhe;jk;> ,uhjhfpU;zd; Nky;epiyf; fy;tp epWtdk;> nrd;idg; gy;fiyf;fofk;>
- re;jpuNyfh thkNjth> 1981. jpUQhdrk;ge;jH Njthuk; fhl;Lk; rkaKk; jj;JtKk;> aho;g;ghzg; gy;fiyf;fof ,e;Jehfhpf KJkhzpg; gl;l;jpw;fhd Ma;Tf;fl;Liu.
- rHNt];tu laH> g. 1980.> mg;gH Njthuj;jpYs;s rkaKk; jj;JtKk;> aho;g;ghzg; gy;fiyf;fof KJkhzpg; gl;l;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, meansofknowledge, Three entities of Saiva Siddhanta,moksa, thepathformoksa, 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];jphpfs;> eh. 1927.> kw;Wk; Rg;gpukzpa rh];jphpfs;> K.> (jkpo; nkhopngaHg;G)> m\;lg;gpufuzk;> gFjp l> jj;Jtrq;fpufk;> jj;Jtj;jpua epHzak;> jj;Jtg; gpufhrk;> (%yKk; tpUj;jpAiuAk;)> NjtNfhl;il rpthfk rpj;jhe;j ghpghyd rq;fk;> fhiuf;Fb>
- fpU];z rh];jphpfs;> eh. 1972.> kw;Wk; Rg;gpukzpa rh];jphpfs;> K.> (jkpo; nkhopngaHg;G)> ,uj;jpdj;jpuak;> Nghffhphif> ehjfhphif> Nkhl;rffhphif> guNkhl;repuhrfhphif> ,tw;wpd; %yKk; tphpTiuAk;> NjtNfhl;il rpthfk rpj;jhe;j ghpghyd rq;fk;>
- Re;ju%Hj;jp> lhf;IH. Nfh. 1979.> tlkhoph E}y;fspw; irtrpj;jhe;jk;> gFjp l> (jj;Jtg; gpufhrKk; mjd; ,U ciufSk;)> rHNthja ,yf;fpag; gz;iz> kJiu>
- = gl;lhgpuhkzf;lh> mNfhurpthrhhpahH (tp.c)> 1927. ehjfhphif - %yKk; tpUj;jpAiuAk;> NjtNfhl;il rpthfk rpj;jhe;j ghpghyd rq;fk;> fhiuf;Fb>
- Dunwila, Rohan, A. 1985., Saiva Siddhanta Theology (A context for Hindu – Christian Dialogue), Motilal Benarsidess, Delhi,

AHPC 32033: Saiva Siddhanta in Kanthapuram

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

Course Content: Introduction to the salient features of Kanthapuram, Muruga worship, Social, Cultural, Philosophical significance of Kanthapurana, Conceptual analysis of devotion, war, evil, maya, final release, etc., Kanthapuram 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 arasp of the Saivaism in Kanthapuram Muruga worship and Philosophical significance and special significance in Jaffna Society.

Recommended Readings:

- MWKfehtyH =y=(gjpg;G)> 1958. fe;jGuhzk;> tpj;jpahEghyd ae;jpurhiy> nrd;id.
- Rg;gpukzpad;> eh. 2002.> fe;jGuhzk; xU gz;ghl;Lf; fsQ;rpak;> fiyQd; gjpg;gfk;> nrd;id.
- nre;jpehijaH> = fhrpthrp> 1969. fe;jGuhz etePjk;> \$l;LwTj; jkpo;E}w; gjpg;G tpe;gidf; fofk;> aho;g;ghzk;.
- fzgjpg;gps;is gz;bjkzp> rp. 1960> fe;jGuhz Nghjid> mfpj ,yq;if irt kj;jpa kfhrigapdH> Rd;dhfk;> ,yq;if..
- ,uhkypq;fk;> eh. 1980.> fe;jGuhz Muha;r;rp> kJiug; gy;fiyf;fofk;> kJiu.

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 methaphysics 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 khghba nghUs;epiy tpsf;fk;> jkpo; gy;fiyf;fofk;> jQ;rht+H.
- kiwkiyabfs;> 1958. rptQhdNghj Muha;r;rp> njd;dpe;jpa irtrpj;jhe;j E}w;gjpg;Gf;fofk;> nrd;id.
- tr;rpunty; KjypahH> 1977. rptQhdghbaj;jpwT> nrd;id; gy;fiyf;fofk;> nrd;id.
- ,uj;jpdrghgp>it. >1979. jpUKiwj;njsspNt rptQhdNghjk;> ,uhjhfpU~;zd; nka;AzHT Nky;epiyf;fy;tpepWtdk;> nrd;id; gy;fiyf;fofk;> nrd;id.
- MWKfehtyH> (g.M.)> nka;fz;INjtH mUspr;nra;j rptQhdNghjKk; thHj;jpfnkD;Dk; nghopg;GiuAk;> tpj;jpahEghyd ae;jpurhiy> nrd;id;gl;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 in pam are especially described and vedu, 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 Thirukkovaaiyar 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;rpunTy; KjypahH>f. 1953.> jpUf;Fwspd; cl;fpil irtprj;jhe;jNk> jpUtUs; jtnewp kd;wk;> kJiu.
- mUzhryk;> g. 1988>> Fwspd; nra;jp> ghhepiyak;> nrd;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;zuhrh> nr.> ,yq;if tuyhW ghfk; ll> 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:

- Bipan Chandra. 1989., Indian Struggle for Independence, Penguin Books, London,
- 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,
- ntq;fNlrd;> f. 2004.> re;jpugpuG> gp.v];.> ,e;jpa tpLjiyg; Nghuhl;l tuyhW> tp.rp. gg;spNfd;> ,uh[ghisak;>

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,
- Nilakantasastry, 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,
- mUe;jtuh[h> f. 2012.> ,ilf;fhy ,e;jpahtpy; ,;yhkpa Ml;rpahsu;fs;> mQ;R ntspaPl;lfk;> ey;Y}u;>

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 Libration 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,
- Fisher, H.A.C. 1936., A History of Europe, Edward Arnold Company, London,
- LindSay Keir,D. 1951., The Constitutional History of Modern Britain 1485-1937, Adam and Charles Black, London, 1970.Grant,A,J., Europe, Longmans Green and co, London-New York-Toronto,
- Mace rice Ashley. 1974., The Age of Absolutism 1648-1775, Weiden Feld and Nicolson, London,
- MNuhf;fparhkp> K. 1960.> INuhg;gpa 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),Sundeeprakashan, New Delhi,
- Coomaraawamy, A,K. 1924., The Dance of Siva : Essays on Indian Art and Culture, Courier Dover Publications,
- Harle, J.C. 1994., The Art and Architecture of the Indian Subcontinent, Yale University Press,
- 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.

Course Content: Arrival of the British, Fall of the Kandian kingdom, Crown colony Government, British Governors, Rebellions 1818 and 1848, Plantation Agriculture, Peasant Agriculture, Constitutions of 1833, 1931 and 1947, Revival of Religious, Education and Social Changes, Rise of Nationalism, Temperance propaganda, Riots of 1915, Ceylon National Congress, Elite Conflict, Estate Workers Problems, Independence.

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,
- Wilson, A.J. 1974., Politics in Sri Lanka, Macmillan, London,

AHYC 32023: History of Modern India from 1857 to 1947 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: Movements of Social and Religion Reforms, Indian National Movement, Era of the Moderates, Era of the Extremists, Bengal Divided (1905), Terrorists, Muslim league, Morely – Minto Reforms, Home Rule Movement and First World War, Canning, Ripon, Curzon, , Gandhian Era, Nehru, Jinnah, Subash Chandra Bose, Indian Political Act(1935), Mountbatten, Independence.

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:

- Bipan Chandra. 1989., Indian Struggle for Independence, Penguin Books, London,
- 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. Modern India(1885-1947), Macmillan, London,
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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 , Meiji Reformation, Consolidating, the Restoration, The Westernization of society, Harnessing the Energies of the people, Moves towards Democracy, Troubled Economic Development, American Dreams for

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,
- Kenneth Henshall, 2004. A History of Japan, Palgrave Macmillan, New York,
- Reischatter, E. 1988., The Japanese Today : Change and Continuity, Harvar University press,
- Stokes, J.G. 1975., The People's Republic of China, Ernest Behn Ltd, Lonon.
- rhkpehjr;kh> nt. 2008.> rPdhtpd; tuyhW> tpbay; gjpg;gfk;> Nfhit.
- jq;ffNtY> Nfh. 2000.> [g;ghdpa tuyhW> jkpo;ehl;Lg; ghIE}y; 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:

- David Maland 1966. Europe in the Seventeenth Century, Macmillan and Company, London,
- Denis Richards. 1957., An Illutrated History of Modern Europe 1789-1945, Cengmans Green Company, New York-Toronto,
- Fisher, H.A.C. 1936., A History of Europe, Edward Arnold Company, London,
- Georges Lefebvre . 1952., French Revolution, Routledge and Kegan Paul, New York,
- MNuhf;fparhkp> K. 1960.> INuhg;gpa tuyhW> nrd;id>
- fpuhz;l;> V.N[.1963.> INuhg;gh> jkpo;ehl;Lg; ghIE}y; 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,
- Asma Barlas. 1995., Democracy, Nationalism, and Communalism: The Colonial Legacy in South Asia, Westiew Press,

- Bruce Stronach, 1995. Beyond the Rising Sun: Nationalism in Contemporary Japan, Praeger,
- Leong H.Liew Shaoguang Wang. 2004., Nationalism, Democracy and National Integration in China, Rutledge Curzon,

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:

- Alan Bullock, 1991. Hitler and Stalin: Parallel Lives, Vintage,
- Antony Beevor, 1998., Stalingrad: The Fateful Siege, 1942-1943 Penguin Books ,
- Catherine Merridale., Ivan's War: Life and Death in the Red Army, 1939-1945
- Metropolitan Books, 2007.
- David Remnick. 1994., Lenin's Tomb: The Last Days of the Soviet Empire, Vintage,
- Orlando Figes, 1998., A People's Tragedy: A History of the Russian Revolution, Penguin Books ,
- 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: Exam10% Tutorial10% 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:

- "B. Srilakshmi" 2007 Dietetics, 5th Edition.
- "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,
- Wayne Gisslen, 2008. Professional Baking, Publisher: John Wiley & Sons; 5th Edition, Trade Version edition (7 Mar 2008) 5th Edition,
- Wayne Gisslen, 2008. Professional Baking, Publisher: John Wiley & Sons; 5th Edition, Trade Version edition (7 Mar 2008) 5th Edition,
- B. Student Workbook Gisslen, 2009, Professional Baking, 5th Edition, John Wiley & Sons Inc.,

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, Peer, 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 age, 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:

- Jeffrey Jensen Arnett, 2009, Adolescence and Emerging Adulthood: A Cultural Approach (4th Edition)
- Paris S Strom and Robert D Strom, 2009 Adolescents in the Internet Age (PB) (Lifespan Learning)
- Elizabeth B. Hurlock, 1981, Developmental Psychology A Life – Span Approach, Fifth Edition,

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

Course Content: Housing/Shelter: types of accommodation. Management principles in relation to the home and everyday living. The effect of good management on the home - case studies Hygiene in the home, Equipment in the home - choice, use and care, Safety in the home - prevention of accidents, proper storage of chemicals and medicines, Basic first aid - treatment of burns/scalds/shock/poisoning/bleeding and choking, Design principles. Ergonomics - the relationship between lay-out and design for particular needs influence of technology in the home, basic understanding of electricity and gas. Heating, lighting and domestic water supply Environmental issues related to the home, refuse, waste, use of chemicals. Awareness of community services

Teaching and Learning methods: Illustrated lecture, Discussion

In course Assessment: Tutorial10% Exam 20% 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 Blueprints),
- 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.

Course Content: Cooking materials, Methods of cooking foods (Western and oriental), Suggested menus for different functions:- Wedding, Birthday, funeral, Tea party, Cultural function, New year, thai pongal, Deepawali, Religious function, karthikai teepam Asdy pirappu, Suraswathy pooja, planning of meals for different function, Wedding, Birthday, Funerals principle of food cookery rice and curry, string hoppers and curry. Hoppers and curry, Hoppers and chadney.

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:

- Paul J. 2008 Mc Vety Fundamentals of Menu Planning, Publisher: Wiley; 3rd Edition (March 3, 2008) 3rd Edition,
- John A. 2008 Drysdale Profitable Menu Planning Publisher: Prentice Hall; 4th Edition (January 8, 2008) (4th Edition)
- 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.
- Dr.M.Swaminadhn, Text Book of Foods and Nutrition Vol.I and Vol.II. Vijaya Kjader, Text Book on Food storage and Preservation.
- Bamji Mehtab S. et at, (ed), 2002 Text Book of Human Nutrition Oxford and IBH publishing Co.PVt.Ltd. New Delhi.
- Dr.M.Ramasamy, 1st Edition 1995, 2nd Edition 2000, 1995. Treatise and Manual of Food Analysis, Public Analyst in south Wales for three years, the only Sri Lankan to have done so in U.K.

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 of ion 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.
- Bamji Mehtab S. et at., 2002 (ed) Text Book of Human Nutrition Oxford and IBH publishing Co.PVt.Ltd, New Delhi.)

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 perpetrate 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:

- "Dennis Lillicrap John Cousins Thames" Food and Beverage Service Valley University, Ealing, London and slough, Berkshire, 6th Edition 2002.
- Labensky, Sarah R.CCP, Alan M. Hause, and Steven Labensky. On Cooking: A Textbook of Culinary Fundamentals. Upper Saddle River, N.J.: Prentice Hall, 3rd Edition 2002.
- Miller, Jack E., David K. Hayes, and Lea R. Dopson. Food and Beverage Cost Control. Hoboken, N.J.: John Wiley & Sons, 2001.
- Sanders, Edward and Timothy H. Hill. Foodservice Profitability: A Control Approach. Upper Saddle River, N.J. Prentice Hall, 2nd Edition. 2000.

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 practises 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 arrangement 10% Presentation 10% Demonstration 10%.

Learning outcomes: Students able to run a Bakery.

Recommended Readings:

- Mich Turner, 2011. The Ultimate Step-by-Step Guide to Baking and Decorating Perfection,
- 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 Exam 10%, In total 40%

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

Recommended Readings:

- Lehman Thomas, 1993 A Grammar of Modern Tamil, Pondicherry Institute of Linguistics and culture.
- Charls.F.Hockett 1968 A Course in Modern Linguistics, The Macmillan Company.
- Gleason, H.A., 1969 An Introduction to Descriptive Linguistics, Holt, Rinehart and Winston.
- Noam Chomsky, 1969, Syntactic structure, Paris: Mouton.
- Verma, S.K., Krishnaswamy, N., 1989 Modern Linguistics: An Introduction, Oxford University Press.
- Nadarajapillai, N., 1992 A Syntactic study of Tamil Verbs, Central Institute of Indian Languages.
- முத்துச்சண்முகன் 1998 இக்கால மொழியியல்இ சென்னைஇமுல்லை நிலையம் இசென்னை

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:

- Allen, J. and Corder, S (eds) 1975, The Edinburgh course in Applied Linguistics, Vols. 1, 2, 3, 4 and 8, Oxford University Press.
- Corder, S. Pit 1973 Introducing: Applied Linguistics, Penguin Education.
- Ellis, R. (1987) Understanding Second Language Acquisition, Oxford University Press.
- Krishnaswamy, K. (1992) Modern Applied Linguistics, Macmillan India Ltd.
- Longman, L. (1977) An Introduction to discourse analysis, by Malcolm Coulthard-England.
- கருணாகரன் இ.கி.இ. வ.ஜெயா (1997) மொழியியலில் கவிதை பதிப்பகம்
- கயிலநாதன் இ. (1999) தமிழ் மொழி கற்பித்தல் மொழியியலாளர் நோக்கு இயாழ்ப்பாணப்பல்கலைக்கழகம்.
- முத்துசண்முகம் இ. (1971) இக்கால மொழியியலில் முல்லை நிலையம் இ. சென்னை.

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:-

- Dravidian Encyclopaedia 1982 Vol.3, The International School of Dravidian Linguistics. pp. 758-760
- Grierson, G.A. 1967 Linguistic Survey of India, Vols. I & II, Reprinted Delhi: Motilal Banarsidass.
- Thomas, Alan, R., 1987 Methods in Dialectology, Multi lingual matters Ltd.
- Wardhaugh, Ronald 1986 An Introduction to Sociolinguistics.
- சீனிவாசவர்மன், கோ. 1977 கிளைமொழியியல், அண்ணாமலைநகரம்

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..
- Schiffman, Harold 1981 Language and society in South Asia, Mothilal Banarsidass, New Delhi.
- Krishnamoorthy, Bh. Colin Masica .P, Anjanik.Sinha,(Ed) ,1986 South Asian languages: structure convergence and diglossia, Mothilal Banarsidass, New Delhi.

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 Exam 10%, 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:

- Geiger, Wilhelm: A Grammar of the Sinhalese Language, Colombo 1938.
- Gair, James 1998. Studies in South Asian Linguistics. [New York:](#) Oxford University Press.
- Sidath Sangarawa: 1852 A Grammar of the Sinhalese Language. James De Alwis. Ceylon Government Press, 1852 Ceylon Government Press, 1852

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 Exam 20%, 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:

- Weinreich, Uriel (1953) Language in contact. Finding and problems. Mouton publishers, The Hague.
- Senaviratna, Anuradha (2001) The Lions and Tigers. Religious and cultural Background of the Sinhala- Tamil relations. Nugegoda. Sarasavi publishers.
- கசீந்திரராஜா, சு. மொழித் தொடர்பு. Studies in Sri Lankan Tamil Linguistics and culture. Selected paper of professor Suseendrarajah. Editors: K.Balasubramanian, K.Ratnamalar and R.Subathini. 1998.Chennai.

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 Exam 10%, 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.
- Asher, R.E. 1982 Tamil, Lingua Descriptive Studies, Routledge Publishers.
- Kothandaraman, Pon 1997 A Contemporary Literary Tamil, International Institute of Tamil Studies, Chennai.
- Lehmann Thomas 1993 A Grammar of Modern Tamil, Pondicherry Institute of Linguistics and Culture.
- Nist, John 1970 A Structural History of English, St.Martin's press, Newyork.
- Radford, Andrew 1997 Syntactic theory and the structure of English, Cambridge University press.
- Kothandaraman, R. 1990, Tamil Syntax-New perspectives, Pondicherry Institute of Linguistics and Culture
- Verma,S.K, Krishnaswamy,N, 1989 Modern Linguistics: An Introduction, Oxford University Press.

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 Exam 10%, 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

- Bassnett, Susan 1997 , Translating literature, Cambridge University Press.
- Catford, J 1965, A Linguistic theory of translation, London, Oxford University Press.
- Theodore Savory 1968, The Art of Translation, London, Jonathan cape Ltd.
- Newmark, Peter 1982, Approaches to Translation, New York, Printice Hall.
- சிவசண்முகம், சி, தயாளன், வே., 1989, மொழிபெயர்ப்பியல், இந்தியா, சிவகங்கை வெளியீடு.
- Ladisias Gara, Paul Tabori and Tayarzaralami Romr 1961, A world association of writers, Translations and Translators.

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

- Lehmann, Winfred, P. 1962 Historical Linguistics, Holt, Rinehart and Winston, Inc. Trask, R.L 1996, Historical Linguistics, London
- Crowley, T. 2010 An Introduction to Historical Linguistics
- கருணாகரன்இகி வ.ஜெயா 1997 மொழியியல்இ கவிதா பதிப்பகம்

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

- Mohanty, K. Ajit 1994, Bilingualism in a Multilingual society, CIIL, Mysore.
- Shanthakumar, B. 2008, Language rights in Sri Lanka: enforcing Tamil as an official Language, Law and Society trust.
- Annamalai, E. 1986 Language planning Proceeding of an Institute, CIIL, Mysore.
- இராமமூர்த்தி, எல் 1997 தமிழ் ஆட்சி மொழி, புதவை மொழியியல் பண்பாட்டு ஆராய்ச்சி நிறுவனம்
- கருணாகரன் கி 1975 சமுதாய மொழியியல் சென்னை
- முத்து சண்முகம் 1971 இக்கால மொழியியல்இ முல்லை நிலையம்இ சென்னை.

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 comparison 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

- KNO Dharmadasa 1993 Language, Religion, and Ethnic Assertiveness: The Growth of Sinhalese Nationalism in Sri Lanka. University of Michigan Press
- 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.

Course Content: Introduction to Anthropology, Meaning and scope of Anthropology, Applications of Anthropology, Linguistic Anthropology, Social Anthropology, Cultural Anthropology : Nature and Branches, Theory and method in Cultural Anthropology, The Culture concept, The Cultural context of human behavior, Socio cultural adaptations: Language, Learning Culture, Kinship and Association and Religion.

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.
- Alessandro Duranti, 1997, Linguistic Anthropology, Cambridge University.
- Annemarie Dewaal,() Images of man: A history of anthropological thoughts
- பக்தவத்சலபாரதி பண்பாட்டு மானிடவியல்

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, Bertand Reossel, Ludwig, Wittgenstein, Rudolt 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.

Course Content: Introduction, Development Communication: Its Concept and Process, Development Journalism and Development Support Communication, Models of Development, Participatory Model of Development Communication, New Information and Communication Technology and Development. Development and Society, Concept of Development and Sustainable Development: Nature and Scope, Indicators of Development and Social Changes, Development and Social Changes, Development Plans of Sri Lanka, Role of medias in Development, Mass Media and Development: Various Programmes, Health and Education Family Programmes in Mass Media of Sri Lanka., Science Technology and Agricultural Development and Journalism, development journalistic writing –news reports and articles

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 , 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:

Objectives: This unit provides skills of broadcasting journalism and how to write script of broadcasting media, production management. Television Production- Principles of Script Writing for News, Creative writing, and script formats, planning of story, story board, discussions, screen play, dialogue writing, Art direction, Video editing. Camera techniques and operation, Types of Camera, Video formats (VHS , UMATIC, Beta, Digital) Framing, Shots and Shots, Movements, (Wide, Medium, Closeups, Shadow, Zom, Pan, Tilt, Aerial, etc) Usages of Various filters, Camera lenses. Radio News production- Principles of Script Writing for News, News reel, Documentaries, and Special Audience programmes, Creative writing, (Radio langue) dialogue writing, Voice presentations, Announcing, Interviewing, Narrating, Conversation, News reading, Critical analysis of radio programmes, Various types of mike, Recorders and play back machines, Recording, Sound mixing, Sound editing.

Teaching and Learning Methods: Illustrated lecturers, practical

In Course Assessment: Practicals-10 presentation-10, written assignmen-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 Morpheus

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
- Chris Atton (2006) Alternative media, sage publication London
- Leah.A.Lievrou w(2011)Alternative and activist new media, polity press UK
- 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:

- Richard M. Perlof The Dynamics of Persuasion: Communication and Attitudes in the 21st Century, 4th Edition (Communication Series)
- 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
- Richard M. Perlof The Dynamics of Persuasion: Communication and Attitudes in the 21st Century, 4th Edition (Communication Series) 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.

Course Content: Culture: Definition, Process, Culture as a Social Institution - Value Systems; Primary & Secondary, Eastern & Western perspectives. Inter-Cultural Communication - Definition, Process, Philosophical & Functional Dimensions - Cultural Symbols in Verbal & Non-Verbal Communication. Modern Mass Media as Vehicles of Inter-Cultural Communication - Barriers - Religious, Political & Economic Pressure - Conflicts. Impact of New-Technologies on Culture - Globalization Effects on Culture and Communication. Mass Media as a Culture Manufacturing Industry. Mass Media as a Cultural Institution - Typologies, Criticisms & Justification. Culture - Communication & Folk Media - Character - Context & Functions - Dance & Music as Instrument of Inter-Cultural Communication; UNESCO's Efforts in the Promotion of Inter-Cultural Communication - Other Organization - Code of Ethics.

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, Nichard E.Porter Edwin R.Mcdaniel (2012) Inter cultural communication, wadsworth 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,wadsworth America
- Alan B. Albaran Handbook of media management and Economic ,Lawrence Erlbaum Associates inc publishers new jercy
- Kundra .S.2005 Media Management, Anmol Publications Pvt. Limited

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:

- Katharine Sarikakis Leslie Regan Shade(2008) Feminist Inerventions in international Communication –minding the gap,Rowmans Lifflefield Publishers, America
- Kiran Prasad(2006) ,Women, Globalization and Mass Media: International Facets of Emancipation; The Women Press, New Delhi
- 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
- Communication and Empowerment of Women: Strategies and Policy Insights from
- India (in 2 Vols.); The Women Press, New Delhi;.
- Health Strategies and Population Regulation (in 2 Vols.); B.R. Publishing
- Corporation, 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 program me-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 program me. 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 lectures .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:

- KRIS MALKIEWICZ - 1993, Cinematography A guide for film makers and film teachers, second edition, A Fireside book
- Miller son, G.H.1993, Effective TV Production-Focal press,
- Holland 1998 the Television hand book, Root ledge
- 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
- Walliman, N. 2005 'Research Methods' Step-by-Step Guide for the First-time Researcher. London, Thousand Oaks, New Delhi: SAGE
- Berger, A.A. 1998 'Historical Research: Images of Shopping Malls in the Popular Press' in 'Media Research Techniques' (2nd edition), Thousand Oaks: Sage
- Bryman, A. 2004 Documents as Sources of Data' in Social Research Methods (2nd edition), Oxford: Oxford University Press

ACME 32013 : Film Studies:

Objective: Understand the film language and its historical development

Course Content: Cinema and society, History of World Cinema., History of Sri Lankan Cinema, History of Indian Cinema., Legends of Indian Cinema. Characteristics of films, types of films film production techniques, principles of script writing for films, state of the film industry, Alternative cinema Cinemas; problems and issues; future prospects. Direction and cinematography, Story, dialogue, screenplay, Editing and visual effects.

Teaching and Learning Methods: Film shows, presentations, illustrated lectures

In Course Assessment: Film review-10written 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
- Robert McKee 1997 Story: Style, Structure, Substance, and the Principles of Screenwriting [Kindle Edition kindle books 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
- John W. Bender, H. Gene Blocker, 1993 Contemporary Philosophy of Art: Readings in Analytic Aesthetics, Prentice Hall

- 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:

- Devasenathipathi, V.A.1974 Saiva Siddhanta, University of Madras, Madras
- Murugesu Mudaliyar,N.1968 The relevance of Saiva Siddhanta Philosophy, Annamalai University, India
- Nallaswamipillai, J.M.1962 Studies in Saiva Siddhanta, Dharma pura adhinam, Madras.
- QhdFkhud;> eh.1994 eae;jUk; irtrpj;jhe;jk;> vd;.rp.gp.vr;> nrd;id> ,e;jpah
- QhdFkhud;> eh.2012 irtrpj;jhe;jj; njspT> NrkkL gjpg;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' common sense philosophy, B.Russell's Logical Atomism & Logical positivism, Wittgenstein's meaning theory, and Austin, Mach, Gottlob Frege, Quine, Strawson etc. Introduction 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:

- Michael Dummett, 1996 Origins of analytical philosophy, Harvard University Press
- 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
- Avrum Stroll, 2000 Twentieth-century Analytic Philosophy, Columbia University Press
- Ray Monk, Anthony Palmer, 1996 Bertrand Russell and the origins of analytical philosophy, Thoemmes 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
- Prabhanananda Swami, (Ed)(2000) Concepts of Knowledge East&West, The Ramakrishnan Mission, Kalkata.
- DattaD.M, (1930)The Six ways of Knowing, Geogrg Allen and unwin Ltd. London
- Jwala,Prasad(1987) History of Indian Epistemology, Manushiram Monoharal Publishers New Delhi.
- 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 Fordham, 2012 Analytical Psychology: A Modern Science, Karnac Books
- Carl Gustav Jung, 1970 Analytical psychology: its theory and practice, Vintage Books
- Michael Washburn, 1994 Transpersonal psychology in psychoanalytic perspective, SUNY Press
- Michael Fordham, 2013 Freud, Jung, Klein - The Fenceless Field: Essays on Psychoanalysis and Analytical Psychology, Routledge

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:

- Larry May, Kai Wong, Jill Delston, 2010 Applied Ethics: A Multicultural Approach, Prentice Hall PTR
- R. G. Frey, Christopher Heath Wellman, 2008 A Companion to Applied Ethics, John Wiley & Sons
- Tony Fitzpatrick, 2008 Applied ethics and social problems: moral questions of birth, society and death, The Policy Press
- 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:

- Aronson, H. (1980) The Social Animal
- Baron, R. A. (1977) Human Aggression, New York.
- Baron R. A. & Donn Byrne, (2002) Social Psychology. New Delhi

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, Aristotle, Machiavelli, Hobbes, 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:

- Robert E. Goodin, Philip Pettit, 2006 Contemporary Political Philosophy: An Anthology, John Wiley & Sons.
- Mario Bunge, 2011 Political Philosophy: Fact, Fiction, and Vision, Transaction Publishers

- 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.
- Sarvabhutananda Swami, 2011 Understanding Consciousness, Ramakrishnan Mission, Kolkata
- Sarvabhutananda Swami,2009 Philosophy and Science-An exploratory approach to 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.

Course Content: Introduction to Conflict and Peace, theories of peace, violence and aggression, Social conflict, Conflict around the globe, conflict Transforming, Meaning of peace in different political traditions and religions, Stages of Conflict Studies: resolution, management and transformation. Conflict dynamic, Perception of the others, Preventing Violent Conflict: Peacekeeping, Minority conflict groups within society (E:g Racial / ethnic minorities, Gender / sexual minorities, Religious / political minorities) Global problems and global problem solving, Peace agreements and immediate basic needs, Reconciliation in theory and practice and Future challenges and contemporary trends in Peace and Conflict.

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.
- Hampson, F. Malone, D. 2002, From Reaction to Conflict Prevention: Opportunities for the UN System, Boulder Lynne Reiner.
- Held, D. 1995, Democracy and the Global Order: From the Modern State to Cosmopolitan Governance, Cambridge, Polity Press.
- Lederach, J. P. 2005, The Moral Imagination: The Art and Soul of Building Peace, Oxford OUP.
- 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
- Aura Reggiani; 2011 Spatial Economic Science: New Frontiers in Theory and Methodology; Springer; Softcover reprint of the original 1st ed. 2000 edition
- Levy J. M., 2010, Contemporary Urban Planning, Longman, 9th Edition
- Peter Hall, 2002, Cities of Tomorrow: An Intellectual History of Urban Planning and Design in the Twentieth Century, Wiley-Blackwell, 3rd Edition
- Richard T. L., and Frederic S., 1999, The City Reader: 2nd Edition, Routledge, 2nd Edition
- Morris A.E.J., 1996, History of Urban Form: Before the Industrial Revolution, Prentice Hall, 3rd edition

- Lewis Mumford, 1968 The City in History: Its Origins, Its Transformations, and Its Prospects, Mariner Books
- 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; sewerage 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

- Alvin Goodman and Makarand Hastak; 2006 Infrastructure Planning Handbook: Planning, Engineering, and Economics; McGraw-Hill Professional; 1 edition
- James Parkin and Deepak Sharma; 1999 Infrastructure Planning; Thomas Telford Publishing
- Neil S. Grigg; 1992 Urban Water Infrastructure: Planning, Management, and Operations; Krieger Publishing Company
- 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
- Sugumaran R., Degroote J.; 2010 Spatial Decision Support Systems: Principles and Practices; CRC Press; 1 edition
- 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
- Reggiani A., Nijkamp P.; (2009) Complexity and Spatial Networks: In Search of Simplicity; Springer; 2009 edition
- Woldehana E. T.; 2013 GIS and Remote Sensing Based Rural Road Network Analysis; LAP LAMBERT Academic Publishing
- Murayama Y., Thapa R. B.; 2011 Spatial Analysis and Modeling in Geographical Transformation Process: GIS-based Applications; Springer; 2011 edition
- Okabe A., Sugihara K.; 2012 Spatial Analysis Along Networks: Statistical and Computational Methods; Wiley; 1 edition
- Henk J. Scholten, John Stillwell; 2010 Geographical Information Systems for Urban and Regional Planning; Springer; Softcover reprint of hardcover 1st ed. 1990 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, Domestic and non domestic 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

1. John Pichtel (2005) Waste Management Practices: Municipal, Hazardous, and Industrial, CRC Press, 1st edition
2. Kreith F., George T.,(2002) Handbook of Solid Waste Management, McGraw-Hill Professional; 2nd edition
3. Nicholas P., (2003) Handbook of Solid Waste Management and Waste Minimization Technologies, Butterworth-Heinemann, 1st edition
4. Bilitewski B.,(2010) Waste Management, Springer, 2nd edition
5. Barbara J. S.,(1980) Handbook of Municipal Waste Management Systems: Planning and Practice, Van Nostrand Reinhold Company

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

- Randall G. Arendt; 1996 Land sub division: Conservation Design for Subdivisions: A Practical Guide To Creating Open Space Networks; Island Press; 1 edition
- Frederick R. Steiner, Kent Butler; (2006) Planning and Urban Design Standards; Wiley
- Kibert C. J., 1999 Reshaping the Built Environment: Ecology, Ethics, and Economics; Island Press; 1 edition
- 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
- Robert W. Marans, Robert J. Stimson; 2011 Investigating Quality of Urban Life: Theory, Methods, and Empirical Research; Springer; 2011 edition
- Roger Kemp; 1992 Strategic Planning in Local Government: A Casebook; APA Planners Press

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
- William L., Jr. Waugh; 2000 Living with Hazards, Dealing with Disasters: An Introduction to Emergency Management; M.E. Sharpe
- Gavin Smith; 2012 Planning for Post-Disaster Recovery: A Review of the United States Disaster Assistance Framework; Island Press; 2 edition
- Larry R. Collins ; 2000 Disaster Management and Preparedness (Occupational Safety & Health Guide Series) CRC Press; 1 edition
- Damon P. Coppola; 2011 Introduction to International Disaster Management, Second Edition; Butterworth-Heinemann; 2 edition
- Sing R. P. 2000 Disaster Management; Rawat Publication; New Delhi
- R. K. Banthani; 2007 An Overview on Natural and Man Made Disaster and thrie 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

1. Moore V., 1995 A Practical Approach to Planning Law, Blackstone Press Limited, 5th Edition
2. Clarke J. J., 1948 An Introduction to Planning. With Reference to the Town and Country Planning Act 1947, Cleaver-Hume Press
3. Urban Development Authority, 1978 Urban Development Authority Law No 41 of 1978, Government Press
4. Department of Town and Country Planning, 1946 Town and Country Planning Ordinance No 13 of 1946, Government Press
5. National Physical Planning Department, 2000 Town and Country Planning Amendment Act 49 of 2000
6. Central Environmental Authority, 1980 National Environmental Act 47 of 1980, Government Press
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

1. Peter H., Tewdwr-Jones M., 2010, Urban and Regional Planning, Routledge, 5th Edition
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
4. Ethan S. and Carbonell A., 2011, Regional Planning in America: Practice and Prospect, Lincoln Institute of Land Policy
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

- Donald A. Krueckeberg, Arthur L. Silvers 1974 Urban Planning Analysis: Methods and Models, John Wiley & Sons Inc
- Rakesh Mohan 1979 Urban Economics and Planning Models: Assessing the Potential for Cities in Developing Countries, The Johns Hopkins University Press
- Wilson A. G., 1974, Urban and Regional Models in Planning, John Wiley & Sons Inc
- Colin Lee 1973 Models in Planning: An Introduction to the Use of Quantitative Models in Planning, Pergamon Press; 1st edition

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.

Course Content: The governmental system of the United Kingdom, The governmental system of the United States of America, The governmental system of France, The governmental system of Switzerland, The governmental system of Japan, The governmental system of China, The governmental system of 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: Gaining solid knowledge in the structure, function and process of government with their relative merits and demerits in various systems.

Recommended Readings:

- Benz,A., Papadopoulos, Y., (eds.) 2005 Governance and Democracy, Routledge, Andover.
- Sincliar,T., 2003 Global Governance, Routledge, Andover.
- Dean,M., 2010 Governmentality, Sage, New Delhi.
- Hawkes-Worth, M., and Kogan, M., (eds.) 2003 Encyclopaedia of Government and Politics, Routledge, Andover.
- 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- Panaroma 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:

- Piattoni, S.,(ed.) 2001 Clientalism, Interests and Democratic Representation, Cambridge University Press, Cambridge.
- Franklin, M., 2005 The Internet and Postcolonial Politics of Representation, Routledge, Andover.
- Farrell, D.M., 2012 Electoral Systems, Six -Volume Set, Sage, New Delhi.
- Evans, J.A.T., 2004 Voters and Voting, Sage, New Delhi.
- 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:

- Mehre, A.K., Khanna, D.D., and Kueck, G.W., 2003 Political Parties and Party Systems, Sage, New Delhi.
- Warren, K.F., 2008 Encyclopaedia of Campaigns, Elections and Electoral Behaviour, Two-Volume Set, Sage, New Delhi.
- Gibson, R.K., Nixon, P.G., and Ward, S.J. 2003 Political Parties and the Internet, Routledge, Andover.
- Katz, R.S., Crotty, J., (eds) 2006 Handbook of Party Politics, Routledge, Andover.
- Party Politics (A quarterly journal from the UK).

APSC 31043: Israel and Palestine

Objectives: To comprehend the vexed problem from geocentric and global perspective.

Course Content: Palestine before Zionism. Zionism and the European imagination, Land, labour and the politics of Palestinian resistance, Liberation versus catastrophe, The debate over 1948 displacement: The Palestinian Refugees, Cultures of militarism and struggle 1967 war and after, Practices of occupation and cultural of resistance, The middle East peace process.

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.
- Khan, M.H., Giacaman, G., (eds) 2004 State formation in Palestine, Routledge, Andover.
- Abi-Ezzi., 2005 Peace -Making Strategies in the Israeli-Palestinian Conflict, Routledge, Andover.
- Milton-Edwards, B., and Hinchcliffe, P., 2003 Conflicts in the Middle East since 1945.
- 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:

- Heeks, R., 1999 Reinventing Government in the Information Age, Routledge, Andover.
- Bhatnagar, S., 2009 Unlocking E-Government Potential, Sage, New Delhi.
- Eifert, M., Puschel, J.O., (eds) 2004 National Electronic, Routledge, Andover.
- Shane, P., (ed.) 2004 Democracy on Line, Routledge, Andover.
- 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:

- Niarda, H.J. 2004 Comparative Politics, Six Volume Set, Routledge, Andover.
- Bara, J and Pennington, M. 2009 Comparative Politics, Sage, New Delhi.
- Kopstein, J., and Lichbach, M., (eds.) 2010, Comparative Politics, Routledge, Andover.
- Landman, T., (2003) Issues and Methods in Comparative Politics, Routledge, Andover.
- 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:

- Almond, G.A., and Coleman, G.B., 1960 The Politics of Developing Areas, Princeton University Press, Princeton.
- Shils, E., 1972 Political Development in New States, Mouton, The Hague.
- Boyrd, R., and Nge, T.W., (eds.) 2005 State Making in Asia, Routledge, Andover.
- Tedesco, L., and Berton, J.R., 2004 The State of Democracy in Latin America, Routledge, Andover.
- Thomson, A., 2004 An Introduction to African Politics, Routledge, Andover.
- 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:

- Dalton, R.J., 2008 Citizen Politics, Sage, New Delhi.
- Robteutscher, S., 2005 Democracy and the Role of Associations.
- Norris, P., 2002, Democratic Phoenix, Cambridge University Press, Cambridge.
- Clawson, R.A., 2012 Public Opinion, Sage, New Delhi.
- Politics and Society (A quarterly journal from India).

APSC 32043 : International Law

Objectives: To explicate the ideas and issues of International law from 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:

- Dixon, M., 2011 Text book on International Law, Cambridge University Press, Cambridge.
- Abass, A., 2011 Complete International Law.
- Yee, S., and Tieya, W., 2003 International Law in the Post Cold War period, Sage, New Delhi.

- Wolfson, R., 2011, The Max Planck Encyclopaedic of International Law.
- 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:

- Hersey, P., and Blanchard, K.H., 1996 Management of Organisational Behaviour. Prentice-Hall, New Delhi.
- Dessler, G., 1996 Human Resources Management, Prentice-Hall, New Delhi.
- Rao, T.V., 1998 The HRD Missionary, Oxford and IBH Publishing, New Delhi.
- Becker, B., Huselid, M., and Ulrich, D., 2001 The HR Scorecard, Harvard Business School Press, Boston.
- International Journal for Human Resource Management (A quarterly Journal from 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 class room, 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:

- Abbeduto, I. 2006. Taking sides: clashing views on controversial issues in educational psychology (4th Ed.). McGraw-hill publishers.
- Santrock, J. W. 2008. Educational psychology (3rd ed.). McGraw-hill publishers.

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 thoughts-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:

- Rao, k.r. , paranjpe, a.c. &dalal, a.k. 2008. Handbook of indian Psychology; foundation, books delhi : cambridge university press.
- J.n.sinha : indian psychology , new delhi: motilalbanarsi das
- Paranjpe, a.c.1998. Self and identity in modern psychology and indian Thought. New york : springer.
- Kuppuswami, b. 1985. Elements of Indian psychology. New delhi: vikas.

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
- 2)william h. Ittelson 1974. An introduction to environmental Psychology .
- Charles j. Holahan - environmental psychology 1982,
- Environmental psychology
- Miriliabonnes, gianfranco secchiaroli (1995) environmental Psychology: a psycho-social introduction.

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:

- Hurlock e.b. (1997): developmental psychology (iv edn.), new delhi, tata mcgraw hill.
- Thompson, george g. (1981) : child psychology (2nd ed) delhi: surjeet publications.
- Berk l.e (2005), child development, (2nd ed.), new delhi: pearson education.

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 to influences on sports.

Recommended Readings:

- Arnold, d.l.u. & nation, j. R. 1989 sports psychology. Chicago : nelson-hall
- Cratty, b. J. 1989 psychology in contemporary sports. N. J. : prentice hall.
- Horn, t. S (ed) 1992. Advances in sports psychology. Canada : herman kinetics.
- Mohan, j. 1996 recent advances in sports psychology. New delhi : friends
- Murphy, e. 1995 advances in sports psychology. Iiiionis : 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
- Aks, c.a. sage. Brannon, l. & feist j. (2000). Health psychology,. U.s.a.
- Brooks/cole.
- Bishop, g.d. 1994. Health psychology: integrating mind and body.
- Boston: allyn& bacon
- Brcome, a.k. & llewellyn, s. 1995. Health psychology london:
- Chapman & hall
- Friedman, d.n. 1989. Health psychology. New york: prentice- hall
- Shelley f. Taylor 2006: health psychology. (6th ed.) New delhi: tata mcgraw hill publishing co. Ltd.
- edward p. Sarafino 1990: health psychology. New york: john wiley & sons.
- Ogden, j. 2010: health psychology. (4th edition). New delhi: tata mcgraw hill education private limited.H

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.

Course Content: introduction – abnormality –dilemmas of definition – classification – dsm iv – models – biological – psychodynamic – behavioral – cognitive behavioral – humanistic – interpersonal. Causes of abnormal behavior, patterns of maladaptive behavior ,alcoholism and drug addiction ,mental retardation,. Schizophrenia – types - clinical picture – delusional disorders - clinical picture –mood disorders – unipolar – bipolar – theories - suicide – causal factor - brain disorders.

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:

- Robert c. Carson, James n butcher, and susan mineka 1996: abnormal psychology and modern life (10th edition). New york: harper collins college publishers.
- Irwin g sarason and barbara r sarason 2002: abnormal psychology – the problem of maladaptive behaviour (10th edition). New delhi: pearson education, (singapore) pvt ltd.
- Kaplan, h.j. and sadock b.j.1998: synopsis of psychiatry (8th edition) Delhi: b.l. Waverly put. Ltd.
- American psychiatric association 1995: diagnostic and statistical manual of mental illness, (4th edition). Washington, American psychiatric press.

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:

- Crooks, R. &Baur, K. 2008. Our Sexuality. (11th ed.). Belmont, CA: Wadworth.
- 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...ISBN-13: 9780205786060ISBN-10: 0205786065
- Sexuality by Crooks, Robert L., Baur, KarlaISBN-13: 9780495812944: 11th

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.

Course Content: The Concepts and Importance of Human Resource Management, Basic Psychological aspects of Human Resource Management, Human Resource Planning and Psychology, Psychological skills in Management and Executive Development, Performance Appraisal, Communication, Problem of Human Resource Development.

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:

- Wendell L. French 1997: Human Resource Management. Chennai: All India Publications and Distribution,
- VenkataRatnam C. S. and B.K. Srivasta 1995: Personnel Management and Human Resources. New Delhi: Tata McGraw Hill Pub. Ltd.
- Mamoria C.B. 1992: Personnel Management and Human Resources. Bombay: Himalaya Publishing House.
- Tripathi P.C 1982: Personnel Management. New Delhi: Sultan Chand and Sons.
- L.M. Prasad, 2003: Human Resources Management. New Delhi: Sultan Chand.

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:

- Costanzo, M. & Krauss, D. 2010. Legal and Forensic Psychology. New York: Worth Publishers.
- Joanna R. Adler, Jacqueline M Gray 2010, Forensic psychology-William publisher 270 Madison avenue-New York .
- Myers, B., & Greene, E. 2004. The prejudicial nature of victim impact statements: Implications for capital sentencing policy. Psychology, Public Policy, and Law, 10, 492-515.

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.

Course Content: Psychological Aspects of Rehabilitation- The Concept Of Rehabilitation -Rehabilitation of Problem Drinkers, Drug Abusers, And Victims Of Violence/ Hiv/ Aids-Rehabilitation of Mentally Abnormal Offenders-Rehabilitation Of Mentally Handicapped- Essentials of rehabilitation And Chronic Illness – Rehabilitation Medicine: Introduction – Rehabilitation Staff Team – Occupational Therapy – Physical Therapy – Complementary And Alternative Medicine – Legal Aspects Of Disability.

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:

- Fraser N Watts and Benner, D.H. 1983: Theory and Practice of Psychiatric Rehabilitation, New York: John Wiley & Sons,.
- Bhatia M.S 2004: Essentials of Psychiatry. New Delhi: CBS Publication.
- Shelly E Taylor 2003: Health Psychology. New Delhi: Tata McGraw Hill.
- Joel A. De Lisa et al 1998: Rehabilitation Medicine: Principle and Practice, 3rd Edition. Philadelphia: Lippincott Raven Publication.

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. Abhijnanasakuntala III & IV, Bhagavadgita – 7, Dasakumarcharita 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 Abhijnanasakuntalam of Kalidasa., 1994,M.R.Kale (Ed), Delhi.
- The Meghaduta of Kalidasa.,1947, Mallinatha (Commentary.), Motilal Banarsidas) Bombay.
- The Dasakumaracharita.,1977, Nirnaya Sagar Press, Bombay .
- The Bhagavatgita.,1977,sri sangaracharya(Commentary)puplished by samada books, Chennai,
- fNlhgepljk; .1925, (jkpo; ciu rq;fuhr;rhphahH) gpuk;k= flyq;Fb eNlrrh];jphpfs; gjpg;G >nrd;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:

- Macdonnell. A., 1927, Sanskrit Grammar for Students, Oxford University Press, Madras.
- Apte. V. S., 1950, The Students Guide to Sanskrit Composition, Poona.
- Whitney W., 1973, Sanskrit Grammar, Delhi.
- Bhandarkar R. G., 1978, First book of Sanskrit, New Delhi.
- Lanman, C. R., 1947, A Sanskrit Reader, Harvard.

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 to 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 good knowledge of Sri Lankan Sanskrit tradition and contribution of the Sri Lankan Sanskrit poets.

Recommended Readings:

- Pannasaraa .D., 1958, Sanskrit Literature, Colombo.
- Ganaprakasara, 1978, Sivayogaratna Text with French Trans. Pondichery.
- Sivasamy, V., 1992, The Sanskrit Tradition of the Sri Lankan Tamils, Jaffna.
- ehyfypq;f gz;bjH gjp., 1928, jf;rpzifyhr kh`hj;kpak; rk];fpUj%yk;) tpdhafRe;ju tpyhrKj;jpuhyak;.aho;g;ghzk;.
- Warder, A. K., 2004, Indian Kavya Literature Vol. VII Part II, Motilal Banarsidas, Delhi.

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.

Course Content: Selected portions from: Rigveda 10.90, 10.8.129, 10.8. 121, Bhagavatgita 3rd chapter, Svethasvatharoupanisad 3,4 chapters, Kamikaagama 4.1 -225, Narada Bhaktisutras[.1-1.25], nrse;jHay`hp> 25-50.

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.

- Macdonell. A. A., 1917, Vedic Reader Oxford University Press London
- Narada Bhakti Sutras, 1952, Swamy Sadanantha Saraswathi (Trans) Rishikesh Divine Society, Madras.
- Cultural Heritage of India, 1975. The Ramakrishna Mission Institute Calcutta.
- fhkpfhfk;., 1899, rz;KfRe;juKjypahH. rptQhdNghj ae;jpurhiy nrd;id.
- nrse;jHay`hp, 1952, Nrhjplghpgghypdp ntspaPL, aho;g;ghzk;.

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 kirthanas 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 Thiagarajaswamikal, 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:

- rprrhkp.tp.,1994, rk;];fpUj rq;fPjkQ;rhp (njhFg;G) jpUney;Ntyp, aho;g;ghzk;..
- rprrhkp.tp.,1999,];tNghj yF rk;];fpUjk; 3k; gjpg;G jpUney;Ntyp, aho;g;ghzk;.
- jdghz;bad; J.,1988,Kd; myFfSk; uhfq;fSk; jQ;rht+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 on and Kirthanas 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:

- rprrhkp.tp.,1985, rk;];fpUj ehl;bakQ;rhp, jpUney;Ntyp, aho;g;ghzk;.
- rprrhkp.tp.,1999,];tNghjyFrk;];fpUjk; 3k; gjpg;G, jpUney;Ntyp, aho;g;ghzk;.
- uhftd;.,Nt.,1959, gujehl;bak;> nrd;id.
- gj;khRg;gpukzpak;> 1985,;fiyNfhl;ghL, nrd;id.
- Mde;jFkhuRthkp>1980, rpthde;jeldk; (jpkohf;fk; Nrhl.eluhld;.) nrd;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:

- Macdonnel, A., 1941, A Vedic Grammar for Students Oxford university press London.
- Kale, M R, A.,1960, Higher Sanskrit Grammar, Delhi.
- Apte,V S.,1952, The Students Guide to Sanskrit Composition ,Poona.
- Lanman,C.R.,1947, A Sanskrit Reader, Harward ,University Press London.
- Whiteny,W.,1960,Sanskrit 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.

Recommending Readings:

- Kane,P.V.,1951, History of Alankara Sastra, Bombay.
- Raghavan,V., 1973,Some Concepts of the Alankara Sastra, The Adayar library and Research centre, Madras.
- Sankaran ,A., 1973,Some Aspects of literary criticism in Sanskrit, University of Madras.
- Krishnamoorthy,K .,1985,Indian literary Theories, New Delhi.
- De.S.K.,1960,Sanskrit Poetics, Culcutta.

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:

- Kale.M.R.,1967, (Ed) The Kumarasambhava of Kalidasa, Delhi.
- Keith A.B.,1953, A History of Sanskrit literature, Oxford university, London.
- Dasgupta ,(Ed.),1947, A History of Sanskrit Literature , VOL 1 Calcutta.
- Tilaksiri , Kalidasa.,1988, Imagery and the Theory of Poetics, New Delhi.
- Warde,A.K.,1990, Indian Kavya Literature, vol -1 , Motilal Banasidas ,Delhi.

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 champu 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 (I .7-12 pages), Mahabharata Champu (I . 1-10), Ramayana Champu (I . 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:

- Warder, A.K.,1990, Indian Kavya Literature vol-1 , Motilal Banasidas, Delhi.
- Dasgupta ,S.N,1947, History of Classical Sanskrit Literature vol-1 Calcutta.
- Kethi ,A.B.,1953, A History of classical Sanskrit Literature , Oxford University London .
- Kunhan Raja, C.,1962,Survey of Sanskrit Literature Bombay.
- Winterize,M.,1927, A History of Indian Literature VOL II, Calcutta.

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

Incourse Assessment: (Assessment 10%) (Tutorial 10%) (Oral presentation 10%) (Mid Examination 10%)

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 [5th ed],V,Raghavan centre, Chennai.
- Cultural Heritage.,1975,of India vol-1,The Ramakrishna mission Institute, Calcutta.
- Keith, A B.,1978,Religion and Philosophy of the Vedas and Upanisads, part 1 & 11,Delhi.
- Macdonel, A.,1963, Vedic Mythology Varanasi.
- rpt rhkp,tp.,1999, ;tNghjyFrk;];fpUjk; 3k; gjpg;G, 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 Margaret Archer. Application of Contemporary theories on Modernity e.g.: Introducing hyper rationality, McDonaldization and Americanization through Ritzer'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 05 hours, 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:

- Giddens, Anthony. 2004. Sociology Introductory Readings, (revised ed.), Polity press, U.K
- May, Tim. 1996. Situating Social Theory, Open University Press, USA.
- Ritzer, George. 1975. Sociology-A multiple paradigm science, Allyn & Bacon Inc. Boston.
- Ritzer, George. 1996. Sociological theory-4th edition, McGraw-Hill companies Inc. New York.
- Rogers, Anissa Taun. 2006. Human Behavior in the Social Environment, McGraw-Hill, Boston.
- Simelser, Neil J. 1968. Essays in Sociological Explanation, Prentice Hall Sociology series, New Jersey.

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.

Course Content: Introduction to Data collection Methods, Primary and Secondary Data Collection Methods Ethical Consideration in data collection Process, Survey Research: Questionnaire design and Administration Questionnaire: Types of Questions: Questionnaire Piloting, Factors Vitiating Reliability and validity of Answers: Suggestion for Construction of a Good Questionnaire, Questions worth Inclusion in Schedule, Content Analysis: Quantitative & Qualitative Version: Collecting Qualitative Data, The Research Interview: Focus Group Discussion (FGD): Case Study Methods: Observation Method:, Ethnography: Visual Methods: Cross Examination of Data.

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:

- Atkinson, P. 1990. The Ethnographic Imagination: Textual Constructions of Reality. London: Routledge.
- Babbie, Earl. 1995. The Practice of Social Research. (7th edition) Belmont, CA: Wadsworth Publishing Company.
- Bernad, R. 2000. Social Research Methods: Qualitative and Quantitative Approaches. Sage
- Corbin, J., & Strauss, A. 2007. Basics of Qualitative Research: Techniques and Procedures for developing grounded theory. (3rd edition). Thousand Oaks, CA: Sage
- Litosseliti, L. 2005. Using Focus Groups in Research. New York: Continuum

- Robert, K.Yin.2009. Case Study Research: Design and Methods. (4th edition). Sage
- Rubin, H.J., &Rubin, I.S.1995.Qualitative Interviewing: The art of hearing data. Thousand Oaks, CA: Sage
- Silverman, D.2000. Doing Qualitative Research: A practical handbook. Thousand Oaks, CA: Sage
- Silverman, D.2011. Qualitative Research: Issues of Theory, Method and Practice. (3rd edition). Sage.

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.

Course Content: Contemporary Social Issues: Definitions, index and different perspectives. Characteristics of social issue, Theories on Social issues, Social Issues: Poverty, Crime and deviance, Gender based violence, Child abuse, Gerontology, Suicide and Alcoholism and Drug addiction, Political Violence, Ethnic conflict, war and violence, Issues of Globalization, Issues in Health, Current Issues in Education, Social Disorganization, Remedies for Social Issues.

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:

- Vincent N. Parrillo, 2000, Contemporary Social Problems (6th Edition),
- D. Stanley Eitzen, 2002 Solutions to Social Problems: Lessons from Other Societies (5th Edition)
- Adam Jamrozik, Luisa Nocella, 1998, The Sociology of Social Problems: Theoretical Perspectives and Methods of Intervention, Cambridge University Press
- William Kornblum(Author), Joseph Julian, 2002, Social Problems (10th Edition)
- Arasaratnam.S, 1994, 'Sr Lanka's Tamils: Under Colonial rule' (ed) Chelvathurai Manaokaran and Bryan Pffafenberger 'the Sri Lankan Tamils: Ethnicity and Identity, Boulder: Westview Press. (30-35).
- Bandaranayake.S, 1984, 'The Peopling of Sri Lanka: The national question and some problems history and ethnicity' in 'Ethnicity and Social Change in Sri Lanka', Social Scientists' Association, Sri Lanka.
- Hettige and Makus Mayer, (edi), 2002, Sri Lankan youth', Friedrich Ebert Stiftung collaborating with Soth Asia Institute, Sri Lanka.
- Chopra.R and GajjalaR, 2011, "Global media, culture and identity", Routledge, UK.

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.

Course Content: Introduction to sociology of religion, Theories of religion, Religious Experience, Religious myths and symbolism, Religion and Social stratification, Religious survival and Marketing religion, Religion and Popular culture, Religion and Social Change. Religion, Mass media and Globalization, Religious conflict and Inter Religious dialogue. Fundamentalism, Secularization and Civil Religion.

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 Discussion 10%, Field Research Report 15%, and Field Research Report 15%

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:

- Durkheim, Emile. 1915, 1995. Elementary Forms of Religious Life. Translated by Karen Fields. The Free Press.
- Gombrich Richard and Gannath Obeyesekere. Buddhism Transformed-Religious Change in Sri Lanka, Delhi: Motilal Banarsidass Publishers PVT .LTD.
- Lincoln, Bruce. 2006. Holy Terrors: Thinking about Religion after September 11, Second Edition. Chicago
- Marriot, Mc Kim (ed.). India through Hindu categories, New Delhi: Sage Publication.
- Obeyesekere, Gannath. 1984. The Cult of the goddess Pathini, Chicago: University of Chicago Press
- Obeyesekere, Gananath. 1997 .Imagining Karma-Ethical Transformation in Amerindian, Buddhist and Greek Rebirth, California: University of California Press
- Perinpanayagam. R. S. 1982. The Karmic Theatre. Amherst: The University of Massachusetts Press
- Shanmugalingam. N. 2004. A New Face of Durga: Religious and Social Change in Sri Lanka, Kalinga publishes, Delhi.
- Srinivas, M.N. 1989-Religion, Society among the Coorgs of South India, Bombay: Media promoters & Publishers PVT Ltd.
- Tanaka, Masakasa. 1997. Patrons, Devotees and Goddess: Rituals and Power among the Tamil Fisherman of Sri Lanka, New Delhi: Manohar.
- Weber, Max. 1930, 2001. The Protestant Ethic and the Spirit of Capitalism (Routledge Classics). Translated by Talcott Parsons. Routledge.
- rz;Kfypq;fd;vd; & gf;jtf;rghujp 2004, ,yq;if ,e;jpakhDltpay;: rkak; r%fk; gw;wpaMa;Tfs;rpjk;guk;: nka;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:

- Blau, Peter, M. and W. Richard Scott 1962 Formal Organizations: A Comparative Approaches, Chandler, San Francisco.
- Champion, Dean, J. 1975. The Sociology of Organizations, McGraw-Hill Inc., New York.
- Cole, G.A. 1983. Management: Theory and Practice, Spottiswoode Ballantyne Ltd, Essex.
- Hall, Richard, and Pamela S. Tolbert. 2009. Organizations: Structures, Processes and Outcomes. 10th ed. Englewood Cliffs, NJ: Prentice Hall.
- Mary Jo Hatch, 1997 Organization Theory, Oxford University Press Inc., New York.
- Philippe Scieur. 2008 Sociology of Organizations: An Introduction and Analysis of Collective Organizations, PHI Learning Pvt, New Delhi.
- Stephen Fineman, Yiannis Gabriel 2010. Fourth Edition. Organizing & Organizations, Sage Publications, New Delhi.
- Weber, Max. 1947 the Theory of Social and Economic Organization, Free Press, New York.

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.

Course Content: Introduction to Rural Sociology: Nature and Scope, Rural and Urban Difference, Methods and tools of rural sociology, Tools of Data Generation, Concepts of Rural Sociology: Sociology of Rural Life: Determinants of Rural formation, Rural Social institutions: Social Framework of Village community, Rural social stratification, Agrarian Classes, Agrarian relations, Agrarian Mode of Production Rural Family; Structure and Change Democratic Decentralization; Rural Problems: Agrarian Unrest, Rural Poverty, Educational problems of rural areas, Rural environmental crisis, Rural Development: Strategies for rural development, Impact of development programs, New trend in rural development, Changing Rural Society: Contemporary rural cultural changes, migrations.

Teaching and Learning Methods: The teaching and learning method includes lectures, presentations, field visits to rural areas and discussions with the personalities who are engaged 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:

- Atchoarena David, Gasperini Lavinia 2006, and Education for rural development: towards policy responses, Rawat Publication, India.
- Beteille, A 1975, Studies in Agrarian social Structure, Oxford University Press, New Delhi

- Desai, A.R 1996, Rural Sociology in India, Popular Prakashan, Bombay
- Dhanagre, D.N 1985, Peasant Movement, Oxford University Press, New Delhi
- Doshi.S.L. Jain.P.C., Rural Sociology, Rawat Publication, New Delhi.
- Dube, S.C 1988 : India's changing Village: Human Factor in Community Development, Himalayan Publishing House, Bombay
- Fernandes, Leela 2006, India's New Middle Class, Oxford Univ. Press
- Maheshwari, S.R 1985, Rural Development In India, Sage Publication, New Delhi
- Pradhan, P.K 1988, Land, Labour and Rural Poverty, Himalayan Publishing House Ltd. Bombay.

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.

Course Content: Social Research: Genesis and Scope, Research Process: Quantitative Research Design Classification. Empirical Research, Identification of Variables and Multivariate Analysis. Empirical Research, Identification of Variables and Multivariate Analysis. Conceptualization, Measurement & Operationalization, Introspection & Extrospection in Methods and Approaches, Field Work: Induction & Deduction in Field Work and Ethnographic Research. Quantitative Methods in Research: Survey Methods, Questionnaire Survey. Measurement Scales: Likert Scales or Summated Ratings Scale and Guttman scaling and Reliability and Validity, Data Processing and Analysis. Data Analysis Using Quantitative Software: The Application of Statistics Package for Social Science (SPSS), Coding for data analysis; Data Entry; the Code Book and Data Interpretation. Qualitative Data management: Themes analysis and Interpretation. Qualitative and Quantitative Mix in Social Research, Preparation of Research Report.

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:

- Andrews, Richard. 2005. Research Questions. London: Continuum Research Method Series.
- Andy Field. 2009. 3rd Edition. Discovering Statistics Using SPSS. Sage Publications.
- Arlene Fink. 2002. How to Analyze Survey Data? Sage Publication: London.
- Babbie, Earl. 1995. 7th Edition. The Practice of Social Research, Belmont, CA: Wadsworth Publishing Company.
- David Silverman. 2012. 4th Edition. Interpreting Qualitative Data. Sage Publications :London
- Marija Norusis. 1990. The SPSS Guide to Data Analysis. SPSS Inc, : Chicago.
- Krippendorff, K. 1980. Content Analysis: An introduction to its methodology. Beverly Hills, CA: Sage Publication.
- Russell Bernard. 1990. Research Methods in Anthropology: Qualitative and quantitative Approaches. London: Sage Publications.
- Weber, R.P. 1990. Basic Content Analysis (2nd ed.). Newbury Park, CA: Sage Publications.
- Weisstub, D.N. (Ed.) 1998. Research on human subjects: Ethics, Law and Social Policy. Kindlington, Oxford: Pergamon.
- Wendy Olsen. 2012. Data Collection: Key Debates and Methods in Social Research. Sage Publication: London

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.

Course Content: Social Work & Social Worker, The emergence of Social Work as a profession. Fields of Social Work, Social Work: A Comprehensive Helping Profession, Guiding Principles for Social Worker. Practice Frameworks for Social Work. Social Workers: Their Many faces. Social Work: Individuals, Families, Groups, Organizations & Social Work Community Practice. Social Work: Working with vulnerable groups, Social Work Research, Values, ethics, biases in Social Work Research, Evaluating of Social Work Practice, and Sustaining Social Work Practice: Techniques. Social welfare: Meaning, concept and importance; history of social welfare. Social Welfare Programs for various target groups in Sri Lanka

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:

- Ashford, J.B. et al. 2001. Human Behavior in the Social Environment: A Multidimensional Perspective, Second Edition. Belmont, CA: Brooks/Cole.
- Bradford Sheafor and Charles R.Horejsi. 2011. 9th Edition. Techniques and Guidelines for Special Work Practice. PHI Learning Private Limited: New Delhi.
- Kirst-Ashman, K. 2008. Human behavior, communities, organizations, and groups in the macro social environment an empowerment approach, (2nd edition). Thomson Brooks/Cole: Belmont, CA.
- Morales, Armando T, and Bradford. 2009. 11th edition. Social Work: A Profession of Many Faces. Boston, Mass. Allyn and Bacon.
- Nair, Murali and Brody, Ralph (2005 third edition) Community Service: Art of Volunteerism and Service Learning. Wheaton, IL : Gregory Publishing company
- Social Work Dictionary, Robert L. Barker. Washington, D.C.: NASW Press. (2003 -5th edition)
- Zastrow, Charles and Kirst-Ashman, Karen. Understanding Human Behavior and the social Environment, Seventh Edition. Belmont, CA: Wadsworth/Tom sonLearning, 2006.

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.

Course Content: Introduction to the Sociology of Education: Theories of Educational Sociology: Education and Socialization: Education and Culture: Education, Equality and Inequality: Sociology of Educational Organizations/Institutions: Education and Social Change: Education and Development: Social Disorganization and Education: Education and New communication technology: Issues related to Education: Occupational and Organizational issues, Unemployment and under employment, The politics of educational reforms, Urban crisis and schools, Rural development and education, Problems in preschool education and primary education, Compensatory Education Program, Issues related to tertiary education, Quality in Higher Education, Higher Education and Social Ethos, Privatization and Higher Education, Effects of Development on Educational Outcomes. [Note: these issues will be discussed with the references related to Sri Lankan experiences].

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:

- Banks, O. 1960, the Sociology of Education. London: Batsford.
- Bray, M. and Clark, P. 1986, Education and Society in Africa. London: MacMillan Press.
- Brookover, W.B. and Erickson, E.L. 1973 Sociology of Education, Illinois: Theory Dorsey Press.
- Coffey, A. 2001 Education and Social Change, Buckingham: Open University Press.
- Gore, M.S. 1984, Education and Modernization in India, Rawat Publishers,
- Hallinan, M.T. (ed.) 1987 Social Organization of Schools, New York: Prentice Hall.
- Hallinan, M.T. (ed.) 2000 Handbook of the Sociology of Education, USA : Springer,
- Hanighurst, Robert et al. 1995, Society and Education, Boston: Allyn and
- Hunt, M.P. 1973 Foundations of Education Social and Cultural Perspectives, New York: Holt, Rinehart and Winston.
- Kamat, A.R. 1985, Education and Social Change in India, Bombay Samaiya
- Miller, H.L. 1978 Social Foundations of Education, New York: Holt, Rinehart and Winston.
- Morrish, I. 1978, the Sociology of Education: An Introduction, London: George
- Allen and Unwin Limited.
- Mossish, Loor 1972, Sociology of Education: An introduction. George Lalen
- Musgrave, P.W. 1972, the Sociology of Education, London: Methuen of Education, Patiala: Bawa Publication.
- Pandey, K.P. 1983, Perspective in Social Foundations of Education, Amita
- Parelius, A.P. and Parelius, R.J. 1978 the Sociology of Education, New Jersey:
- Prentice – Hall Inc.
- Pavalko, R.M. (Ed) 1976, Sociology of Education. Itasca, Illinois Peacock
- Publishers Inc. Prakashan, Gaziabad Publishing Co.
- Ravikumar, S.R. 2001 Educational Sociology, Jaipur: Mangaldeep Publications.
- Robinson, P. 1981, Perspectives on the Sociology of Education, London: Roulade
- AndKegan Paul.
- Shipman, M.D. 1970, the Sociology of the School, London: Longman.
- Singh, B.N. 2005, Education: Social Change and Economic Development,
- Sodhi, T.S. & Suri, Aruna 1998, Philosophical and Sociological Foundations.

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:

- Chambers, R., 1983, Rural Development-Putting the last first, Logman, London.
- Somesh Kumar., 2002, *Methods for community participation*: a complete guide for practitioners, Vistaar Publications.

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.

Course Content: Introduction to Urban Sociology: Scope of Urban Sociology, Basic concepts of urban sociology, Growth of Cities- location, size, ecological process, Typology of cities and Pre-industrial cities, Classical Sociological Perspective: Karl Marx, Emile Durkheim, Max Weber and Tonnies, Urbanism: Simmel – Metropolis and Mental Life; Louis Wirth – Urbanism; Manuel Castell – The City and Grass Roots, Urban Community: Spatial Dimensions – Robert E. Park, Burgess. Types of Cities, Characteristics of Urban Society vis-à-vis Rural Society; Rural-Urban Convergence; Significance of Cities, Urban Demography: Structure Dynamic and Migration Patterns, Social stratification in Cities, Urban Institutions: Urban Family, Kinship and Neighborhood, Urban Religion, Voluntary Associations, Urban Problems and Planning : Pace of Urbanization and over urbanization, Form and Source of Urban Stress, Environmental issues, Problems related to Slums, Pleasure and Profit in the Postmodern Metropolis, Cities' Local Self Government, National Urban Renewal Mission, City planning

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 the field of 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:

- Abrahamson M 1976, Urban Sociology, Englewood, Prentice Hall.
- Alfred de Souza 1979, The Indian City; Poverty, ecology and urban development, Manohar, Delhi.
- Bronzeville. Chicago: University of Chicago Press.
- Colling Worth, J b 1972, Problems of Urban Society VOL. 2, George and Unwin Ltd.
- Desai A R and Pillai S D (Ed) 1970, Slums and Urbanization, Popular Parkashan, Bombay.
- Fainstein, Susan and Scott Campbell (Eds.). 2002. Readings in Urban Theory. New York: Blackwell.

- Fitzpatrick, Kevin, & Mark LaGory, 2000, *Unhealthy Places: The Ecology of Risk in the Urban Landscape*, Routledge: London
- Fodor, Eben, 1998, *Better not bigger: How to take control of urban growth and improve your community*, New society publishers: Gabriola Island, British Columbia
- Hannigan, John A., 1998, *Fantasy City: Pleasure and Profit in the Postmodern Metropolis*, Routledge: London
- Harry Gold 1982, *The Sociology of Urban Life*, Prentice Hall.
- 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.
- Park, Robert and Ernest Burgess. 1967, 1925. *The City*. Chicago, University of Chicago Press.
- 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.

Course Content: The concept of cultural development. Social dimensions of culture for development. Cultural development as creativity, inclusiveness, empowerment and trust in communities. Cultural policy and Cultural planning. Cultural development Strategies. Selected regional studies.

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:

- Chris Barker, 2007. *Cultural Studies: Theory and Practice*, SAGE publication, London
- During, Simon. (ed.) 1993. *The Cultural Studies Reader*, Rutledge, New York.
- Gold bard, Arllage.2006. *New Creative Community: The Art of Cultural Development*, New village Press.
- 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
- UNESCO.1981. *Cultural development: some regional experiences*, UNESCO Press

TRANSLATION STUDIES

Revised Syllabus

Amended third year first semi syllabus (Senate 430)

Amended third year first sem syllabus (Senate 155)

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, <div><div>I.</div><div>Recall previously learned concepts in the kinds of institutional texts and their linguistic norms.</div><div>II.</div><div>Apply words, Technical terms and phrases used in these documents in terms of glossaries and term files.</div><div>III.</div><div>Translate relevant document paying attention to phraseology, structures and conventions.</div></div>		
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%	40%
Presentation	10%	
Practical	10%	
Mid semester Exam	10%	
2. Final Written Examination		60%
Recommended Readings Malone, Joseph L. (1998) : The science of Linguistics in the Art of Translation, Albany: State University of New York press. Bell, Roger T. 1991. Translation and translating: theory and Practice, London: Longman. Nida, Eugene. 1964. Towards a Science of Translation. Leiden: E.J.Bill Noel.Burton Roberts. 1986. Analyzing. Sentences; An Introduction to English Syntax. Venuti, L. (1988). Strategies of translation. In M.Baker(Ed.), Encyclopedia of translation studies (pp.240-244).London and New York: Routledge. Hermens, Theo (1999) Translation in Systems. Descriptive and System oriented Approaches Explained. Manchester :St Jerome Publishing		
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, I. Distinguish between communicative and semantic Translation II. Relate the methods to underlying theories of Translation III. Clear the relevance of componential analysis and discourse analysis in translation. IV. 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, Demonstration etc.			
Evaluation Methods			
In course Assessment			
Written Assignment	10%	40%	
Presentation	10%		
Practical	10%		
Mid semester Exam	10%		
Final Written Examination		60%	
Recommended Readings Gouadec, Daniel. (2007) <i>Translation as a Profession</i> . Benjamins. Nord, Christiane. (1997). <i>Translating as a Purposeful Activity: Functionalist Approaches Explained</i> . St. Jerome Poyatos, Fernando (ed.) (1999) <i>Nonverbal communication and New perspectives and challenges in literature, interpretation and the media</i> Amsterdam/Philadelphia John Benjamins Publishing Company			

Course Title	Advanced Writing : Language B
Course Code	ATSC 31033
Credit Value	03 Credits (30 Hours for Lectures and 15 Hours for Tutorials)

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**3. In course Assessment**

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

4. Final Written Examination

60%

Recommended Readings

Raheem, R, Advanced writing-open university of Sri Lanka Publication.

Bailey,S.(2003) Academic Writing: A Practical Guide for Students. Routledge Falmer Publication

Murray,R and Moore. S (2006) The Handbook of Academic Writing.; A Fresh Approach Open University Press

Cantor, J.A9 (1993) A Guide to Academic Writing: Praeger Publications

Translation: A Multi Disciplinary Approach (Palgrave Advanced in Language and Linguistics)

Course Title	Language C : Writing I
Course Code	ATSC 31043
Credit Value	03 Credits (30 Hours for Lectures and 15 Hours for Tutorials)
Course objective The students will apply acquired knowledge in writing skills to compose practical writings such as personal letters and diary entries and utilize the achieved language skills to express in writing.	

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. Editing sentences with errors
- 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**

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

6. Final Written Examination

60%

Recommended Readings

Dissanayake, J.B (1992) *Say it in Sinhala*. Lake House Printers & Publishers Ltd. Colombo 2
 Garusinghe Max Hueber Verlag Munchen, D (1962) *Sinhalese, the spoken Idiom*.
 Fairbanks, Gair and De Silva (1968) *Colloquial Sinhalese*. U.S.A :Cornell University.
 Karunatilaka, W.S (1978) *An introduction to Spoken Sinhala*. Colombo M.D.Gunasena & Co.Ltd

Exisiting

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:

- Herbert, John (1976): *The Interpreter's Handbook*, Geneva.
- Hermans, Theo (1999) *Translation in Systems. Descriptive and System oriented Approaches Explained*. Manchester: St Jerome Publishing.

ATSC 31023: Translation of Legal documents - rll Mtz nkhopngaHg;G

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:

- Aguirre, A. (ed.) (1990). Proceedings of the Northeast Conference on Legal Interpretation and Translation, The Consortium of Educators in Legal Interpretation and Translation. Jersey City, New Jersey.
- de Jongh, Elena M. (1992). An Introduction to Court Interpreting Theory and Practice. University Press of America, Lanham, New York & London.

ATSC 31033: Translation in Media - Clfj; JiwrhH nkhopngaHg;G

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 t(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:

- Poyatos, Fernando (ed.) (1999). Nonverbal communication and translation. New perspectives and challenges in literature, interpretation and the media, Amsterdam/Philadelphia: John Benjamins Publishing Company.
- Gambier, Yves (ed.) (1998): Translating for the Media. Papers from the International Conference, Languages & the Media, University of Turku: Centre for Translation and Interpreting.

ATSC 31043: Medical translation – kUj;Jtj;JiwrhH nkhopngaHg;G

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:

- CIHR. (2004). *Knowledge translation strategy 2004—2009: Innovation in action*. Ottawa, ON: Canadian Institutes of Health Research.
- Glasgow, R.E., Lichtenstein, E., & Marcus, A.C. (2003). Why don't we see more translation of health promotion research to practice? Rethinking the efficacy-to-effectiveness transition. *American Journal of Public Health*, 93(8), 1261—1267.

ATSC 32013: Academic Translation - fy;tprhH nkhopngaHg;G

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:

- Wills, W. (1996): *Knowledge and Skills in Translation Behavior*, Amsterdam: John Benjamins.
- Warren, Rosanna (ed.) (1989): *The Art of Translation: Voices from the Field*, Boston: Northeastern University Press.

ATSC 32023: Literary Translations - ,yf;fpa nkhopngaHg;G

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:

- Rose, Marilyn Gaddis (1997): *Translation and Literary Criticism: Translation as Analysis*, Manchester: St. Jerome Press.
- Lefevere, A. (1992a): *Translating Literature: Practice and Theory in a Comparative Literature Context*, New York: Modern Language Association of America.
- Holmes, J. S. et al. (eds.) (1978): *Literature and Translation: New Perspectives in Literary Studies*, Leuven: Acco.
- Barnstone, Willis (1993): *The Poetics of Translation: History, Theory, Practice*, New Haven: Yale University Press.

ATSC 32033: Translation and Interpretation - nkhopngaHg;Gk; njspTiuAk;

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:

- Bassnet, S. & A. Lefevere. (eds.) (1990): Translation, History, and Culture, London: Pinter Publishers.
- Herbert, John. (1976). The Interpreter's Handbook, Geneva.
- Kelly, Louis Gerard. (1979). The True Interpreter: A History of Translation Theory and Practice in the West, Oxford: Blackwell.

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:

- Bell, Roger T. (1991): Translation and translating: theory and practice, London: Longman, 1991.
- Fawcett, Peter D. (1997): Translation and language: linguistic theories explained, Manchester: St. Jerome.

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: Ilampuranam & Cenavariyam and compare and contrast the Tolkappiyam with the other grammatical works.

Recommended Readings:

- njhy;fhg;gpak;> nrhy;yjpfhu %yKk; ,sk;G+uzu; ciuAk;> irt rpj;jhe;j E}w;gjpg;Gf; fofk;> nrd;id>
- njhy;fhg;gpak;> 2007. nrhy;yjpfhu %yKk; Nrdhtiuau;; ciuAk;> (gjpg;G) fNzirau;> cyfj; jkpohu;rp epWtdk;> nrd;id>
- ehfypq;fk;> f. 2000.> nre;jkpo; ,yf;fz tpsf;fk;> k`hj;kh mr;rfk;> Vohiy>
- rz;Kfk;> nr. it. 1980.> vOj;jpyf;fzf; Nfhl;ghL> mz;zhkiy>
- rz;Kfjhj;> m.> jkpo;nkhop ,yf;fz ,ay;Gfs;> Kj;jkpo; gjpg;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;Jj; jkpo; ,yf;fpar; nry;newp> Fkud; Gj;jf ,y;yk;> nrd;id>
- rjhrptk;> M. 1966.> <oj;Jj; jkpo;f; ftpijf; fsQ;rpak;> rhfpj;jpa kz;lyk;> nfhOk;G>
- eluhrh> FX.C> 1970. <oj;Jj; jkpo; E}y; tuyhW> muR ntspaPL> nfhOk;G>
- elrhuh> f.nr.> 1982 <oj;Jj; jkpo; ,yf;fpa tsu;r;rp> jkpo;r; rq;fk;> nfhOk;G>
- gj;kehjd;> rp.> <oj;J ,yf;fpaKk; tuyhWk;> Fkud; Gj;jf ,y;yk;> nfhOk;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:

- ifyhrjg> f. 1972> ,yf;fpaKk; jpwdha;Tk;> tuju; ntspaPL> aho;g;ghzk;>
- rptj;jk;gp> fh. 2007> jkpopd; ftpijapay;> Fkud; Gj;jf ,y;yk;> nfhOk;G>
- kzthsd;> m.m. 2002> ,Ugjhk; E}w;;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 mwpKfk;> 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 news paper 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; fiy> FU - Njnhop ntspaPL> jpUr;nre;J}u;>
- <];tud;> r. 2004.> rghgjp> ,uh.> ,jopay;> ghit gg;spNf~d;];> nrd;id>
- rhe;jh> m.> Nkhfd;> tP. 2001> kf;fs; Clfj; njhlu;gpaw; mbg;gilfs;> kPbah gg;gspNf~d;];> kJiu>
- G+uzr;re;jpud;> f. 1992> nra;jpj; njhlu;gpaw; nfhs;iffs;> 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, Uyarvunavirrichi,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 this 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;fyf; fhupif> 1996. fof ntspaPL> nrd;id>
- ,uFehjd;> k. 2009.> jkpo;g; ghtbtq;fis tpsq;fpf;nfh;sy;> vapy; gjpg;gfk;> aho;g;ghzk;>
- fe;jrhkp> Nr. e. 1989.> jkpo; ahg;gpapd; Njhw;wKk; tsu;r;rpAk;> ghfk; l> ll> jkpo;g;gy;fiyf;fofk;> jQ;rhT+u;>
- Foe;ij> Gytu;> 1995. ahg;gjpfhuk;> ghupepiyak;> nrd;id>
- kzipfz;ld;> a. 2001> jkpopy; ahg;gpyf;fz tsu;r;rp> tpof; gjpg;gfk;> nrd;id>.
- rz;Kfjhj;> m. 1998. jkpo;g; ghtbtq;fs;> cyfj; jkpohuha;r;rp epWtdk;> nrd;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 Venthana 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 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; fPo;fzf;F E}y;fs;> (ciuahrupau;) Ntq;flrhkp ehl;lhu;> e.K. 2007.> (gjp) tpUj;jhryk;> gp.> jkpo;kz; gjpg;gfk;> nrd;id>
- gjpndz; fPo;fzf;Fr; nrhw;nghopTfs;> njd;dpe;jpa irtrpj;jhe;j E}w;gjpg;Gf; fofk;> jpUney;Ntyp>
- ePjp E}w;nfhj;J> njd;dpe;jpa irtrpj;jhe;j E}w;gjpg;Gf; fofk;> jpUney;Ntyp> 1961.
- NtYg;gps;is> M. 1985.> jkpo; ,yf;fpaj;jpy; fhyKq; fUj;Jk;> ghup Gj;jfg; gz;iz> nrd;id>
- mwnewpf;fhyKk; ,e;Jg; gz;ghl;L kuGfSk;> (gjp) gj;kehjd;> rp.> ,uFgud;> f. 2011.> gpurhe;jd;> => ,e;Jrka fyhrhu mYty;fs; jpizf;fsk;> nfhOk;G>
- Kj;Jyl;Rkp> r. 2007.> mw ,aYk; gz;ghLk;> mwpTg; gjpg;gfk;> nrd;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:

- jhNkhjuk;> 1971 (rp. it. jhNkhjuk;gps;is jdJ gjpg;GfSf;F vOjpa Kd;Diufspd; njhFg;G) aho;g;ghzk; \$l;LwTj; jkpo;g; gjpg;gfk;> aho;g;ghzk;>
- rhkpehijau;> c.Nt. 1950.> vd; rupj;jpuk;> fgPu; mr;Rf; \$lk;> nrd;id>
- Rtb; gjpg;G newpKiwfs;> 1989 (gjp) gukrptk;> j.Nfh.> jkpo;g; gy;fiyf;fofk;> jQ;rhT+u;>
- ,sq;Fkud;> ,uh. 2001> Rtb; gjpg;gpay; tuyhW> nka;ag;gd; jkpoha;tfk;> rpjk;guk;>.
- khjtd;> Nt. ,uh. 2000> Rtb; gjpg;gpay;> ghit ntspaPl;lfk;> 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 Porulathikaram.

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 –Ilampuranam & 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> jpUkfs; mOj;jfk;> aho;g;ghzk;>.
- mwthzd;> f.g. 1978> mw;iwehl; fhjYk; tPuKk;> ehty; Mu;l; gpwpd;Nlu;]> nrd;id>.
- khzpf;fk;> t.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:

- ifyhrgjp> f. 1978> xg;gpy; ,yf;fpak;> ghl;lhpfs; ntspaPL> nrd;id>
- rr;rpjhde;jd;> it. 1985> xg;gpyf;fpak;> Mf;];Nghl; A+dptu;rbp gpu];> nrd;id>
- jkpoz;zy;> 1973xg;gpyf;fpa mwpKfk;> kPdhl;rp Gj;jf epiyak;> kJiu> 1973.
- fhQ;rdh> ,uh. 2001> xg;gpyf;fpa kuGk; jpwDk;> kJiuf; fhkuhru; gy;fiyf;fofk;>
- Susan Bassnett, Comparative Literature – A critical Introduction, Oxford University Press, 1998

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 newpKiwfs;> KJ;Jg; gjpg;gfk;> kJiu>
- Rg;gpukzpa ma;au;> V. tp. 1959> jkpo; Muha;r;rpapd; tsu;r;rp> mKJepiyak;> nrd;id>.
- jkpoz;zy;> 1983 jkpopay; Ma;T> kJiu fhkuhru; gy;fiyf;fofk;> kJiu>.
- gQ;rhq;fk;> f. 1990.> jkpopyf;fpaj; jpwdha;T tuyhW> nry;td; gjpg;gfk;> GJit>
- kjpaofd;> k. 1996.> jkpopay; Ma;T tuyhW> g;uPj; ntspaPl;lfk;> GJr;Nrup>

ATAC 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 Azhvans, 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;fpaj;jpy; kjKk; khdpIKk;> kf;fs; ntspaPL> nrd;id>
- Rg;gpukzpad;> eh. 2002.> ehy;tu; tho;Tk; thf;Fk;> fiyQd; gjpg;gfk;> nrd;id>
- Qhdrk;ge;jd;> m.r. 1994.> ngupaGuhzk; Xu; Ma;T> Nrf;fpohu; Muha;r;rp ikak;> nrd;id>
- rPdpthrd;> k.ng.> 2001.jpt;tpag; gpuge;j ,yf;fpa tiffs;> nka;ag;gd; jkpoha;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, Parimelazhkar 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 and write commentaries themselves.

Recommended Readings:

- nry;tehafk;> tp. 1957> jkpo; ciueil tuyhW> rhujh tpyh]; gpu];> Fk;gNfhzk;>.
- rptypq;fuhrh> v];. 2004.> <oj;Jj; jkpo; ciu kuG> Fkud; Gj;jf ,y;yk;> nfhOk;G>
- Nkhfd;> ,uh. 2003.> nrhf;fypq;fk;> e.> ciukuGfs;> nka;ag;gd; gjpg;gfk;> rpjk;guk;>
- mutpe;jd;> K. 1983. ciuahrpupau;fs;> kzpthrfu; E]yfk;> rpjk;guk;>
- mwthzd;> f.g. 1977> vOE}W Mz;Lfspy; ed;D}y;> ghupepiyak;> nrd;id>

ATAE 32023: Translation Techniques

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> nkhopngau;g;G El;gq;fs;> Fkud; Gj;jf ,y;yk;> nfhOk;G>.
- tsu;kjp> K. 2008> nkhopngau;g;Gf;fiy> jpUkfs; ,y;yk;> nrd;id>
- re;jpud;> tP. 2000.> nkhopngau;g;Gr; rpf;fy;fSk; jPu;TfSk;> uh[Fkhup gg;spNf~d;> nrd;id>
- re;jpud;> tP. 2000> nkhopngau;g;gpay; nfhs;iffs;> ghupepiyak;> nrd;id>.
- rhFy; `kPJ> 2009 jkpopy; ftpij nkhopngau;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;Kfjhj;> m. 1982> jkpo;nkhop ,yf;fz ,ay;Gfs;> Kj;jkpo; ntspaPl;lfk;> aho;g;ghzk;>
- E/khd;> vk;> 1999. mbg;gilj; jkpo; ,yf;fzk;> thrfu; rq;fk; ntspaPL> nfhOk;G>
- ifyhrjg> f.> KUifad;> . 1976.> ftpij eak;> ghl;lhspfs; ntspaPL> nrd;id>
- Qhdrk;ge;jd;> m.r. 2004.> ,yf;fpaf; fiy> itrpj;jhe;j E}w;gjpg;Gf; fofk;> nrd;id>
- Rg;Gnul;bahu;> e. 1961> ftpijaDgtk;> itrpj;jhe;j E}w;gjpg;Gf; fofk;> nrd;id>
- Qhd%u;jjp jh.V. 2006> ,yf;fpaj; jpwdha;tpay;> le;jpizg; gjpg;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 Kanakavari 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;nkhop ,yf;fz ,ay;Gfs;> Kj;jkpo; ntspaPl;lfk;> aho;g;ghzk;>
- E/khd;> vk;> 1999 mbg;gilj; jkpo; ,yf;fzk;> thrfu; rq;fk; ntspaPL> nfhOk;G>.
- ifyhrgjp> f.> KUifad;> ,. 1976.> ftpij eak;> ghl;lhpfs; ntspaPL> nrd;id>
- Qhdrk;ge;jd;> m.r. 2004.> ,yf;fpaf; fiy> itrpj;jhe;j E}w;gjpg;Gf; fofk;> nrd;id>
- Rg;Gnul;bahu;> e. 1961> ftpijaDgtk;> itrpj;jhe;j E}w;gjpg;Gf; fofk;> nrd;id>
- Qhd%u;j;jp jh.V. 2006> ,yf;fpaj; jpwdha;tpay;> le;jpizg; gjpg;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 to 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,
- Bandaranayake ,Senake. 1986. The Rock and Wall Paintings of Sri Lanka. Colombo: Lake House Book Shop.
- Coomaraswamy, Ananda, 1908. Medieval Sinhalese Art, Essex House Press.
- 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 outcome of conditions of modernity in Europe and America.**Course Content:** Modernism in Architecture, Sculpture and Painting. Coming of Photography. Expressionism, Symbolism, Fauvism, Futurism, Cubism, Abstract Art, Dada, Surrealism, Abstract Expressionism and Pop art.**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 speak about different approaches of art making .

Recommended Readings:

- Arnason H.H, Marla F. Prather, 1998, A History of Modern Art: Painting, Sculpture, Architecture, Photography, London: Thames and Hudson,
- Meecham, Pam. Julie Sheldon, 2000, Modern Art: a Critical Introduction. London and New York: Routledge.
- Gaiger Jason , Paul Wood (eds), 2003, Art of the Twentieth Century: A Reader, New Haven & London: Yale University Press.
- Gardner Hellen.1995. Art Through the Ages, Florida: Harcourt Brace & Company,
- Jansen. H.W, Anthony F. Jansen, 2007, History of Art, London: Thames and Hudson,.

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 message or express feeling.- able assess and appreciate the role of the frame 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, out door 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:

- Clark,T.J. The Absolute Bourgeois :Artists and Politics in France 1848-1851.London.Themes and Hudson. 1973.
- Turner ,Janner (ed) The Sociology of Art .A Reader. London: Routledge. 2003
- Wolff Janet. The Social Production of Art. London: Macmillan Press. 1981.
- 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, Anandavardana, 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%), 2 X 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,
- Panday, K.C. 1956, Comparative Aesthetics: Indian Aesthetics and Western Aesthetics, 2 Vols, Varanasi: The Chowkhamba Sanskrit Series
- ehuq; Nfhgpre;r; 2005> mikg;GikathjKk;> gpd;dikg;GthjKk;> fPiof; fhtpatpaYk;> rhfpj;a mf;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: பரத நடனச் செய்முறை I (P)**

நோக்கமும் குறிக்கோளும்: நிருத்த, நிருத்திய உருப்படிக்களைக் கற்றுக் கொள்வதோடு திரிகாலப் பிரமாங்களுக்கேற்ப ஆடும் திறன்களை பெற்றுக் கொள்வதையே நோக்கமாகக் கொண்ட இக்கற்கைநெறியின் குறிக்கோளாக நிருத்த நிருத்திய உருப்படிக்களை கச்சேரி அமைப்பிற்கேற்ப அரங்கிலே ஆற்றுகை செய்வதற்கான திறன்களை வளர்ப்பதுடன் நேரடியாக அரங்கப் பிரவேசத்திற்கு உட்புகுவதற்கான செயல்திறனையும் கொண்டதாக அமையும்.

உள்ளடக்கம்: அலாரிப்பு - கண்டம், பதவர்ணம் - பூர்வாங்கம், பாரதியார் பாடல், தில்லானா.

கற்றல் கற்பித்தல் முறை: பாட அலகு தொடர்பான அறிமுகம், செயன்முறை விளக்கம், செயன்முறை ரீதியான பயிற்சிகளை அளித்தல்.

கற்கை நெறிக்கால மதிப்பீடு: கேள்வி ஞானம் - 10, தாளம் - 10, செயன்முறை - 10, தாளலயத்துடன் பாடுதல் - 10, செயன்முறை விளக்கம் எழுதுதல் - 10

பயன்: நிருத்த, நிருத்திய உருப்படிக்களைக் கற்றுக்கொள்வதோடு திரி காலப் பிரமாணங்களுக்கேற்ப ஆடும் திறனோடு அரங்கப் பிரவேசத்திற்கான செயன்முறை ரீதியான திறனைப் பெற்றிருப்பர்.

ADNC 31023: பரத நடனச் செய்முறை II (P)

நோக்கமும் குறிக்கோளும்: நிருத்திய உருப்படிக்களைக் கற்றுக் கொள்வதோடு ரஸ, பாவ வெளிப்பாட்டிற்கு செயன்முறை ரீதியான அறிவினைப் பெற்றுக்கொள்வதை நோக்கமாகக் கொண்டு இக்கற்கை நெறி விளங்குகிறது. இந்த வகையில் செய்வதற்கான செயன்முறை அறிவினை வளர்த்தலே இக்கற்கை நெறியின் குறிக்கோள்.

உள்ளடக்கம்: மத்தியகாலப் பதம், மத்தியகாலக் கீர்த்தனம், தேவாரம், திருவாசகம், அஷ்டபதி - 1, ஜாவளி - 1

கற்றல் கற்பித்தல் முறை: பாட அலகு தொடர்பான அறிமுகம், செயன்முறை விளக்கம், செயன்முறை ரீதியான பயிற்சிகளை அளித்தல்.

கற்கை நெறிக்கால மதிப்பீடு: கேள்வி ஞானம் - 10, தாளம் - 10, செயன்முறை - 10, பாட்டு - 10, செயன்முறை விளக்கம் எழுதுதல் - 10

பயன்: நிருத்திய உருப்படிகளைக் கற்றுக்கொள்வதோடு ரஸ பாவங்களை உணர்ந்து அரங்கிலே அவற்றுகை, செய்வதற்கான செயன்முறை அறிவினை வளர்த்திருப்பர்.

ADNC 31032: பரத நடன செயல்முறை III (P)

நோக்கமும் குறிக்கோளும்: செளக்க காலத்தில் இடம்பெறும் நிருத்திய உருப்படிகளை கற்றுக்கொள்ளுதலே இதன் நோக்கமாகும். செளக்க காலத்தில் பதம் கீர்த்தனம் விருத்தம் போன்ற இறையியல் பக்தி பூர்வமான நடன உருப்படிகளை கற்றுக்கொள்ளலே இக்கற்கையின் குறிக்கோள்.

உள்ளடக்கம்: செளக்க கால பதம், செளக்க கால கீர்த்தனம், விருத்தம்.

கற்றல் கற்பித்தல் முறை: பாட அலகு தொடர்பான விளக்கம், செயல்முறை விளக்கம், செயல்முறை பயிற்சி, கற்றல் கற்பித்தல் சாதனங்களுக்கிடாக மேலதிக விளக்கம் அளித்தல். (ஒலி, ஒளி, இறுவெட்டு)

கற்கைநெறிக்கால மதிப்பீடு: கேள்வி ஞானம் - 10 புள்ளிகள், தாளம் 10 புள்ளிகள், செயன் 10 புள்ளிகள், தாள லயத்துடன் பாடுதல் 10 புள்ளிகள், செயன் முறை விளக்கம் எழுதுதல் 10 புள்ளிகள்,

பயன்: செளக்க காலத்தில் இடம்பெறும் இறையியல் பக்தி ததும்பும் உருப்படிகளை கற்று அறிந்து கொள்வர்.

ADNC 31043: பரத நடன அறிமுறை (T)

நோக்கமும் குறிக்கோளும்: இக்கற்கை நெறியூடாக பரத நாட்டியத்தோடு இந்திய மாநிலங்களுக்குரிய செவ்வியல் நடனங்கள் பற்றிய வரலாறு, ஆடல் நுட்பம், ஒப்பனை இசை என்பவற்றைக் கருத்தில் கொண்டு அறிய முனைவதே இதன் நோக்கம். ஒவ்வொரு செவ்வியல் நடனங்களையும் இனங்கண்டு அவை பற்றிய அறிமுறை ரீதியான அறிவினைப் பெற்றுக் கொள்ளச் செய்தலாக அமையும்.

உள்ளடக்கம்: பரத நாட்டிய மறுமலர்ச்சி, பரதநாட்டியம், கதகனி, கதக், மணிப்புரி, ஓடிசி, குச்சிபுடி, மோகினியாட்டம்

கற்றல் கற்பித்தல் முறை: விரிவுரை முறை, விடய அளிக்கை செய்தல், குழுமுறைக் கலந்துரையாடல்..

கற்கை நெறிக்கால மதிப்பீடு: 10 புள்ளிகள், கட்டுரை - 10 புள்ளிகள், வகுப்பறைப் பரீட்சை - 10 புள்ளிகள் விடய அளிக்கை - 10 புள்ளிகள் குழுக் கலந்துரையாடலில் பங்குபற்றல் - 10 புள்ளிகள்

பயன்: இந்திய மாநிலங்களுக்குரிய செவ்வியல் நடனங்கள் தொடர்பான அறிவினைப் பெற்றிருப்பர்.

உசாத்துணை நூல்கள்:

- கபிலா வாத்தஸ்யாயன் - தமிழாக்கம் - ரா வெங்கடேசுரன் : இந்திய செவ்வியல் நடனம் தகவல் ஒலிபரப்பு அமைச்சகம் இந்திய அரசு 2002
- Reginald Massey - Indias Dances Their history, Technique and Repertoire, Abinav Publications, New Delhi, 2004.
- Ashish Mohan Khokar - Classical Dance Published Rupa & co New Delhi, 2004

ADNC 32013: பரத நடனச் செய்முறை I (P)

நோக்கமும் குறிக்கோளும்: பதவர்ணத்தின் பிற்பகுதியில் ஸ்வரங்களோடு சாகித்தியங்களுக்கும் செயன்முறை ரீதியான பயிற்சியையும், சாகித்தியங்களுக்கும் செயன்முறை ரீதியான பயிற்சியையும், பக்தி, சிருங்காரம், நாயக நாயகி பேதங்களை பொருத்தமான உருப்படிகளில் பொருத்தமான சந்தர்ப்பங்களில் அபிநயிக்கக் கற்றுக்கொடுத்தல் என்பது நோக்கமாக உள்ளது. ஒவ்வொரு சந்தர்ப்பம் தருணம் அறிந்து அபிநய ரஸ பாவங்களுக்கு செயன்முறை ரீதியான மேலதிக அறிவைப் பெற்று விளங்குதல்.

உள்ளடக்கம்: பதவர்ணம் - உத்தராங்கம், பதம், கீர்த்தனம், அஸ்ரபதி, ஜாவனி, திருவிசைப்பா, திருப்பல்லாண்டு

கற்றல் கற்பித்தல் முறை: விரிவுரை பாட அலகு தொடர்பான அறிமுகம், செயல்முறை விளக்கம், செயல்முறை தொடர்பான பயிற்சிகளை அளித்தல். கற்றல் கற்பித்தல் சாதனங்களுக்கிடாக மேலதிக விளக்கம் அளித்தல்.

கற்கை நெறிக்கால மதிப்பீடு: கேள்வி ஞானம் - 10 புள்ளிகள், செயன் முறை - 10 புள்ளிகள், தாள லயத்துடன் பாடுதலுக்கு 10 புள்ளிகள், செயன்முறை விளக்கம் எழுதுதல் - 10 புள்ளிகள்.

பயன்: ஒவ்வொரு சந்தர்ப்பங்களுக்கு ஏற்ப அபிநய ரச பாவங்களுடன் செயன்முறை திறன்களை பெற்றுக்கொண்டு இலங்குவர்.

ADNC 32023: பரத நடன அவைக்காற்றுகை I (P)

நோக்கமும் குறிக்கோளும்: நேரடியாக அரங்கிலே ஒப்பனை பக்க வாத்தியம், மேடை அமைப்பிற்கு ஏற்ப அரங்க கச்சமின்றி நடன ஆற்றுகை செய்யும் திறனை வெளிக்கொணர்வதே இக் கற்கை நெறியின் நோக்கம். அரங்கிலே ஆற்றுகை செய்யும் திறனை வளர்த்தலோடு அரங்கை எவ்வாறு பயன்படுத்தி ஆற்றுகை செய்ய வேண்டும் என்பதோடு பக்க வாத்தியங்களின் இசைக்கேற்ப இசைந்து ஆற்றுகை திறனோடு மாணவர்களை தயார்ப்படுத்தல்.

உள்ளடக்கம்: தோடயமங்களம், கீர்த்தனம், பதம், அஸ்டபதி, ஜாவனி, தில்லானா

கற்றல் கற்பித்தல் முறை: பாட அலகு தொடர்பான விளக்கம், செயல்முறை விளக்கம், செயல்முறை பயிற்சி, அரங்க பயிற்சி, கற்றல் கற்பித்தல் சாதனங்களுக்கிடாக மேலதிக விளக்கம் அளித்தல். (ஒலி, ஒளி, இறுவெட்டு)

கற்கை நெறிக்கால மதிப்பீடு: கேள்வி ஞானம் - 10 புள்ளிகள், செயல் முறை - 10 புள்ளிகள், மேடையை பயன்படுத்தும் முறை 10 புள்ளிகள், பக்கவாத்தியங்களுடன் ஒத்திசையும் திறன் 10 புள்ளிகள், மாணவர்களின் அழகிய தோற்றப்பாட்டு ஆளுமைக்கு 10 புள்ளிகள்.

பயன்: அரங்கிலே பக்க வாத்தியங்களின் ஒத்திசைவோடு ஆற்றுகை செய்யும் திறனை கற்றுக்கொள்வர்.

ADNC 32033: நடன அறிமுறை (T)

நோக்கமும் குறிக்கோளும்: மேலைத்தேய கலாச்சாரம், ஆடல்நுட்பம் அலங்காரம், போன்ற பல்வேறு அம்சங்களை கருத்தில் கொண்டு மேலைத்தேய நடன முறைகளை அறிந்து கொள்ளும் திறனை கற்றுக்கொடுத்தல் இக்கற்கையின் நோக்கம். மேலைத்தேச நடனங்களை இனம் கண்டு கொள்ள செய்வதே இதன் நோக்கம்.

உள்ளடக்கம் : பலே, ரொக்கன்ரோல், டிஸ்கோ, நவீன நடனங்கள்.

கற்றல் கற்பித்தல் முறை: பாட அலகு தொடர்பான விரிவுரை, குழு செயற்பாட்டுடன் கலந்துரையாடல், கற்றல் கற்பித்தல், சாதனங்களுக்கிடாக மேலதிக விளக்கம் அளித்தல். (புகைப்படங்கள் விடையை அழிக்க செய்தல்)

கற்கைநெறிக்கால மதிப்பீடு: கட்டுரை - 10புள்ளி, வகுப்பறை பரீட்சை 10புள்ளி, விடையை அறிக்கை 10புள்ளி, குழு கலந்துரையாடலுக்கு 10புள்ளி.

பயன்: மேலைத்தேச நடனம் பற்றிய அறிமுறை ரீதியான அறிவைப் பெற்று இருத்தல்.

உசாத்துணை நூல்:

- Haskell. L. Arnold - Ballet, Editor Fascl Westson Great Britan, 1955.
- Sandra Noll. Hammond - Ballet Basics, Publications university of Arizona California, 1974.

ADNE 32013: இசை உருப்படிகள் (P)

நோக்கமும் குறிக்கோளும்: பரத நடனம் பயிலும் மாணவர்களுக்கு தேவையான இசை அறிவை பெற்றுக் கொடுத்தலை நோக்கமாக கொண்ட இக்கற்கை நெறியின் குறிக்கோளாக இசைப் பயிற்சிகளை கற்றுக் கொள்வதன் ஊடாக உருப்படிகளை பாடும் திறனை அடையச் செய்தல் அமையும்.

உள்ளடக்கம்: கீதம், ஸ்வரஜதி, கீர்த்தனம், பதம், தில்லானா.

கற்றல் கற்பித்தல் முறை: விரிவுரை (பாட அலகு தொடர்பான அறிமுகம்), செயல் விளக்கம், செயல் முறை ரீதியான விளக்கம் அளித்தல்.

கற்கைநெறிக்கால மதிப்பீடு: கேள்வி ஞானம் -10 புள்ளிகள், செயல் முறை -10 புள்ளிகள், தாளலயத்துடன் உருப்படிகளை பாடுதல் -10 புள்ளிகள். செயல்முறை விளக்கம் அளித்தல் -10 புள்ளிகள், விடய அளிக்கை - 10 புள்ளிகள்.

பயன்: இக்கற்கை நெறியின் முடிவில் ஆற்றுகை செய்யப்பட வேண்டிய பரத நடன கச்சேரியின் உருப்படிகளை மாணவர்கள் தாமே பாடக் கற்றுக் கொள்வதன் ஊடாக அப்பாடலின் ஒவ்வொரு தன்மைகளையும் பூரணமாக விளங்கிக் கொள்ளக் கூடியவர்களாக இருப்பர்.

ADNE 32023 : புரட்டல் வகைகளும் ஆவர்த்தனப் பயிற்சிகளும். (P)

நோக்கமும் குறிக்கோளும்: பரத நடன ஆற்றுகைக்கு லய வாத்தியமாகிய மிருதங்கத்தின் முக்கியத்துவத்தினை அறியப்படுத்துதலை நோக்கமாகக் கொண்ட இக் கற்கைநெறியின் குறிக்கோளாக மிருதங்க புரட்டல் வாசிப்புக்களையும் முடிவுத் தீர்மான பயிற்சிகளின் முதற் படிமுறையினையும் அறிந்து அறுதிகளை விளங்கி ஆற்றுகைகளின் ஆரம்ப சந்தர்ப்பங்களை தெரிந்து கொள்ளல் அமையும்.

உள்ளடக்கம்: 10, 20, 14, 28 அட்சரங்களைக் கொண்ட புரட்டல் வகைகள், 2 ஆவர்த்தன தகஜினு, தளாங்கு பயிற்சிகள், ஐந்து ஜாதி ததிங்கினதொம் வகைகளை சப்த தாளத்தில் கொலுப்பித்தல்.

கற்றல் கற்பித்தல் முறை: விரிவுரை (பாட அலகு தொடர்பான அறிமுகம்), செயல்முறை விளக்கம், செயல்முறை ரீதியான பயிற்சிகளை அளித்தல்.

கற்கைநெறிக்கால மதிப்பீடு: கேள்வி ஞானம் - 10 புள்ளிகள், தாளம் கொலுப்பித்தல் - 10 புள்ளிகள், செயன்முறை பரீட்சை - 10 புள்ளிகள், செயன்முறை விளக்கம் அளித்தல் -10, விடய அளிக்கை - 10 புள்ளிகள்.

பயன்: இக் கற்கை நெறியின் முடிவில் புரட்டல்கள், முடிவுத் தீர்மானத் ததிங்கிண்தொம் வகைகள் என்பவற்றை பயிற்சி செய்வதன் ஊடாக பரத நடன ஆற்றுகையில் இடம்பெறும் தீர்மானங்களையும் ஆரம்ப முடிவு சந்தர்ப்பங்களையும் நுணுக்கமாக விளங்கிக் கொண்டு இலகுவாக ஆற்றுகையை ஆரம்பிக்கும் திறனையும் பெற்றிருப்பர்.

ADNE 32033: பரத நடன ஒப்பனை செய்முறை (P)

நோக்கமும் குறிக்கோளும்: அரங்கிலே ஆற்றுகை செய்வதற்காக தன்னையும், மற்றவர்களையும் தயார்படுத்துவதற்கான ஒப்பனை சார்ந்த செயன் முறையை நோக்கமாகக் கொண்டு கதா பாத்திரங்களுக்கேற்ப பொருத்தமான உகந்த ஒப்பனைச் செயன்முறைத் திறனை வளர்த்தலே இதன் குறிக்கோள்.

உள்ளடக்கம்: முக அலங்காரம், தலை அலங்காரம் ஆடற் பாத்திரங்களும் ஒப்பனையும்.

கற்றல் கற்பித்தல் முறை: பாட அலகு தொடர்பான வாய் மூல விளக்கம், செயன்முறை விளக்கம், செயன்முறை ரீதியான பயிற்சிகளை அளித்தல்.

கற்கை நெறிக்கால மதிப்பீடு: கேள்வி ஞானம்- 10, செயன்முறை – 15, கதா பாத்திர தெரிவு –10, ஒப்பனைப் பொருட்களை பயன்படுத்தும் நேர்த்தி – 10 நேரம் - 05

பயன்: நடனமாது தன்னையும் பிற நடனமாதர்களையும் அரங்கிலே ஆற்றுகை செய்வதற்காக ஒப்பனை அலங்காரங்களுடன் தயார்படுத்திக் கொள்வதுடன் கதாபாத்திரங்களுக்கேற்ப பொருத்தமான ஒப்பனைச் செயற்பாட்டுத் திறனைக் கொண்டு விளங்குவர்.

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 - 10marks, 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:

- Breen,M.P.(1987), Learner Contributions to task design. In C.N.Candlin & D.F.Murphy (Eds.) Language learning tasks.
- Kumaravadivelu, B. (2003), Beyond Methods: Macro strategies of Language Teaching, New Haven and London: Yale University Press.
- Little wood, William (1981), Communicative Language Teaching : An Introduction, Cambridge : Cambridge University press.
- Nunan,D. (2004), Task –based Language Teaching, Cambridge :CUP.
- Prabu,N.S. (1987), Second Language Pedagogue, Oxford, Oxford University press.
- Richards, Jack, C. & Rogers Theodore S. (1986/2001), Approaches and Methods in Language teaching , Cambridge : Cambridge University press.

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 - 10marks, 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:

- Anderson, J.R. (1995), Learning and Memory : An Integrated Approach, New York, Wiley.
- Carroll, J.B. (1993), Human Cognitive Abilities, New York, Cambridge.
- Clark, H.H and E.R. Clark, (1977), Psychology and Language, New York: Harcourt, Brace, Jovanovich.
- Jackendoff. R. (1993), Patterns in the Mind : Language and Human Nature, Hemel Hempstead, Harvester Press.
- 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.

Course Content: Alternative reading activities, Reading strategies, Characteristics of efficient reading and implications for teaching, Advanced reading of texts, authenticity of texts and task, Criticizing reading materials, Classifying texts in content and form, criteria for evaluating different texts: report, book review, narrative descriptive, expository and argumentative pieces, Critical analysis of texts.

Teaching and Learning Methods: Illustrated lectures, presentation, micro teaching and team teaching

In Course Assessment: In-course Assessment - 10marks, 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:

- Alderson, J.C. and A.H. Urquhart, (eds.), Reading in a Foreign Language, London: Longman.
- Carrel, P.L., J. Devine, D.E. Eskey (eds.) (1988), Interactive Approaches to Second Language Reading, Cambridge: Cambridge University Press.
- Grellet, F. (1981), Developing Reading Skills, Cambridge: Cambridge University Press.
- Nuttall, C., (1983), Teaching Reading Skills in a Foreign Language, London : Heinemann.
- Wallace, E., (1984), Reading in the Language Classroom, London: Macmillan.
- Smith, F., (1971), Understanding Reading : a Psycholinguistic Analysis of Reading and Learning to Read, Orlando, F.L. Holt ; 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, suffixes 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 - 10marks, 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 morphology and syntax.

Recommended Readings:

- George Yule, (1996), The Study of language, Cambridge: Cambridge University Press.
- Ktamba,F. (1993) , Morphology, Macmillan , Basingstoke.
- Mathews,P. (1991) , Morphology, Cambridge: Cambridge University Press.
- Radford,A. (1997a), Syntax: A Minimalist Introduction, Cambridge: Cambridge University Press.
- Radford,A. (1997b), Syntax: Theory and the Structure of English Syntax : A Minimalist approach, Cambridge: Cambridge University Press.
- Verma,S.K. and N,Krishnaswamy, (1989), Modern Linguistics, Delhi: Oxford University Press.

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 - 10marks, 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:

- Bachman,L.F. and A.S.Palmer, (1966), Language Testing in Practice, Oxford :Oxford University Press.
- Bachman,L.F. (1990), Fundamental considerations in Language Testing , Oxford :Oxford University Press.
- Brown,J.D. (1996), Testing in Language Programs, Upper Saddle River, NJ: Prentice Hall Regents.
- Cohen,A.D. (1994),Assessing Language Ability in the Classroom,. Boston, M.A : Heinle and Heinle.
- Genesee, F. and J.Upshur (1996), Classroom –based Evaluation in Second Language Education, Cambridge: Cambridge University Press.
- Rea-Dickins,P and K.Germaine, (1993), Evaluation Testing, London Prentice Hall .
- Weir,C.J. and J.Roberts (1994) Evaluation in ELT, Oxford :Blackwell.

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 - 10marks, 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:

- Baetram, M. and Walton, R. (1991). *Correction : Mistake Management : A Positive Approach for Language Teachers*, Hove: Language Teaching Publications.
- Brown, H.D. (2007), *Principles of Language Learning and Teaching* 5th edn., Pearson Education Ltd.
- David, Annie, (1995), *Remedial Teaching*, Madras: Emerald Printers.
- Edge, J. (1989), *Mistakes and Correction*, London: Longman.
- Hyland, K. (1990), *Providing productive feedback*, *ELT Journal* 44/4.

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 - 10marks, 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:

- Brumfit, C.J. (1983). *Problems and Principles in Language Teaching*, Oxford: Pergamon Press.
- Harmer, J. (1991), *The Practice of English Language Teaching*, London: Longman.
- McDonough, J. (1994), *A teacher looks at teachers; diaries*, *ELT Journal* 48/1.
- Nuttan, D. (1991), *Language Teaching Methodology*, Hertfordshire: Prentice Hall.
- Richards, J.C. (1990), *The Language teaching, Matrix*, Cambridge: Cambridge University Press.
- Wallace, M., (1997), *Action Research for Language Teacher*, Cambridge: Cambridge University Press.

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 - 10marks, 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:

- Bandura, A. (1997), *Self-efficacy, The exercise of Control*, New York, Freeman.
- Carver, R.P. (1987), *Reading Rate A review of research and theory*, Academic Press, Language Arts and Discipline.
- Carver, R.P. (2000), *The causes of high and low reading achievement*, Longman.

- Koda.K. (2005). Insights into second language reading (a cross linguistic approach) , Cambridge University Press.
- Liberge,D, and Samuels.S.J .(2007). Toward a theory of automatic information processing in reading : Cognitive Psychology.
- Segalowitz, N. (2000), Automaticity and Attentional Skill in fluent performance, University of Michigan Press.

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:

- Mande, S. (2009) Effective Presentation Skills, Revised Edition: A Practical Guide for Better Speaking+ . Cambridge, UK: Cambridge UP
- Steel, W.R. (2011) Presentation Skills 201: How to Take It to the Next Level as a Confident, Engaging Presenter. Amazon
- Beglar, D. (2011) Advanced Listening and Note-Taking Skills, 2nd Edition. Mac Grow Hill.
- Haines, S. (2006) Advanced Skills: A Resource Book of Advanced-Level Skills Activities Cambridge, UK: Cambridge UP
- Harmer, J and J. Arnold(2008) Advanced Speaking Skills Longman

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
- József,H. (2007) Advanced Writing in English as a Foreign Language. Longman
- Greenall,S &M.Swan (2001) Effective Reading Students' Book: Reading Skills for Advanced Students, Volume I. CUP
- Zemach, D. (2010) Building Academic Reading Skills. Michigan University Press.

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:

- Mande, S. (2009) Effective Presentation Skills, Revised Edition: A Practical Guide for Better Speaking. Cambridge, UK: Cambridge UP
- Steel, W.R. (2011) Presentation Skills 201: How to Take It to the Next Level as a Confident, Engaging Presenter. Amazon
- Beglar, D. (2011) Advanced Listening and Note-Taking Skills, 2nd Edition. Mac Grow Hill.
- Haines, S. (2006) *Advanced Skills: A Resource Book of Advanced-Level Skills Activities* Cambridge, UK: Cambridge UP
- Harmer, J and J. Arnold (2008) Advanced Speaking Skills Longman

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
- József, H. (2007) Advanced Writing in English as a Foreign Language. Longman
- Greenall, S & M. Swan (2001) Effective Reading Students' Book: Reading Skills for Advanced Students, Volume I. CUP
- Zemach, D. (2010) Building Academic Reading Skills. Michigan University Press.

MUSIC

AMUC 31013 : தியாகராஜர் கிருதிகள் (P) (Vo)

நோக்கம் : சங்கீத மும்மூர்த்திகளுள் முதன்மையானோராகிய தியாகராஜசுவாமிகளினுடைய கீர்த்தனைகளை அறிந்து கொள்ளல், தெலுங்குமொழி உச்சரிப்பு - பாங்கு என்பவற்றை அறிதல், தியாகராஜசுவாமிகள் இராகங்களை கையாண்ட விதம்பற்றி அறிதல்.

உள்ளடக்கம் : பஞ்சரத்தினக் கீர்த்தனைகள் - 02 (ஆரபி, நாட்டை), மத்திம காலக் கீர்த்தனைகள் - 05 (ஆலாபனை, நிரவல், ஸ்வரம்), செளக்காலக்கிருதிகள் - 02, இராகங்கள் : சாருகேஸி, தர்மவதி, வாசஸ்பதி, லதாங்கி, இராமப்பிரியா, ஹேமவதி, சண்முகப்பிரியா, தன்யாஸி, பகுதாரி, காம்போதி, பைரவி, சங்கராபரணம், மாயாமளவகௌளை, சுத்த சந்நியாசி, மலையமாருதம், சக்கரவாகம், கல்யாணி, கமாஸ், ஆபோகி, பந்துவராளி, சிம்மேந்திரமத்திமம் பிலஹரி.

கற்பித்தல் முறை : செயன்முறை விளக்கம், செயன்முறை ரீதியான பயிற்சிகள்

கற்கைநெறிக்கால மதிப்பீடு : கேள்விஞானம் - 10, ஸ்வரதாளக்குறிப்பு எழுதுதல் / பார்த்துப்பாடல் - 10, செயன்முறை, இராகம் - 10, ஸ்வரம் - 10, நிரவல் - 10

உசாத்துணை நூல்கள் :

- தியாகராஜசுவாமிகள் கீர்த்தனைகள் பாகம் I, II
- ஸ்ரீ கிருதி மணிமாலை - பாகம் I, II - ரங்கராமானுஜ ஐயங்கார்
- தியாகராஜ ஹ்ருதயம்
- பஞ்சரத்தினக் கீர்த்தனைகள் - ரா.செம்மங்குடி ஸ்ரீனிவாச ஐயர்
- தியாகராஜ கீர்த்தனைகள் - T.K.கோவிந்தராவ்

AMUC 31023/ AMUC 31123 : ஹரிகேஸநல்லூர் முத்தையா பாகவதர், சுவாதித்திருநாள் கீர்த்தனைகள் (P) (Vo, Pa)

நோக்கம் : முத்தையா பாகவதர், சுவாதித்திருநாள் இருவரினதும் கிருதி, கீர்த்தனைகள் பற்றி அறிந்துகொள்ளல், சுவாதித்திருநாள் அவர்களின் தெலுங்கு சமஸ்கிருத உருப்படிகளின் உச்சரிப்புப்பாங்கு, இராக நுட்பம், தாளவேறுபாடுகள் என்பவை பற்றி அறிதல், முத்தையா பாகவதரின் கிருதிகளில் உள்ள சிட்டைஸ்வர அழகுகள், அபூர்வராகங்கள் பற்றி அறிதல்.

உள்ளடக்கம் : மத்திமகாலக்கீர்த்தனைகள் 6 (முத்தையா பாகவதர் - 3 , சுவாதித்திருநாள் - 3) இராகங்கள் அமிர்தவாஷினி, மோகனகல்யாணி, ஹம்சத்வனி, காம்போதி, பந்துவராளி, சிம்மேந்திரமத்திமம் சாருகேஸி, தர்மவதி, வாசஸ்பதி, லதாங்கி, இராமப்பிரியா, ஹேமவதி, சண்முகப்பிரியா, சுத்ததன்யாஸி, பகுதாரி, காம்போதி, பைரவி, சங்கராபரணம், மாயாமளவகௌளை, வலஜி, ஹம்சாநந்தி, சுத்ததன்யாஸி, மலையமாருதம், சக்கரவாகம், கல்யாணி, கமாஸ், ஆபோகி, பந்துவராளி, பிலஹரி.

கற்பித்தல் முறை : செயன்முறை விளக்கம், செயன்முறை ரீதியான பயிற்சிகள்

கற்கைநெறிக்கால மதிப்பீடு : கேள்விஞானம் - 10, ஸ்வரதாளக்குறிப்பு எழுதுதல் / பார்த்துப்பாடல் - 10, செயன்முறை, இராகம் - 10, ஸ்வரம் - 10, நிரவல் - 10

உசாத்துணை நூல்கள் :

- சுவாதித்திருநாள் கீர்த்தனைகள் - ரா.செம்மங்குடி ஸ்ரீனிவாச ஐயர்
- ஹரிகேஸநல்லூர் முத்தையா பாகவதர் கீர்த்தனைகள்

AMUC 31032/AMUC 31232/: ஸ்வரஜதி, நவாவர்ணம், நவக்கிரஹக்கிருதி (P)(Vo, Vi, Ve, Pa)

நோக்கம் : ஸ்வரஜதிகளின் அமைப்பினை அறிந்து கொள்ளல், அனைத்து ஸ்வரஜதிகளிலும் மேன்மையான மூன்று ஸ்வரஜதிகளின் இசை நுணுக்கங்களையும், சிறப்புக்களையும் அறிந்து கொள்ளல், முத்துஸ்வாமி தீக்ஷிதர் கையாண்ட “கொத்துக் கிருதிகள்” வகையில் ஒன்றானதும், மிகவும் பிரதானமான நவாவர்ணக்கிருதிகளின் சிறப்புக்களை அறிந்து கொள்ளல், கிருதிகளின் அமைப்பு, அதன் சாகித்தியச் சிறப்பு, அவற்றின் வழிபாட்டு முறைகளை அறிதல், வெவ்வேறு இராகங்கள், தாளவேறுபாடுகள் என்பனவற்றை அறிந்து கொள்ளல், இந்து மத வழிபாட்டில் இடம்பெறும் ஒன்பது கிரகங்களினைப்பற்றி அறிந்து கொள்ளல்.

01) ஸியாமா சாஸ்திரிகளின் ஸ்வரஜதி - 01

உள்ளடக்கம் : தோடி, பைரவி, யதுகுலகாம்போஜி

பயன் : ஸியாமா சாஸ்திரிகளின் இசை நுட்பத்துடன் கூடிய ஸ்வரஜதிகளின் சிறப்புக்களை அறிந்து இசையின் மேன்மையை அறியமுடிகிறது, ஸ்வர ஸாகித்திய ஞானம்/அறிவு ஏற்படும்.

உசாத்துணை நூல்கள் :

- கிருதி மணிமாலை பாகம் - 04
- ஸியாமா சாஸ்திரிகளின் கிருதி - T.K கோவிந்தராவ்

02) முத்து ஸ்வாமி தீக்ஷிதரின் கமலாம்பா நவாவரணக்கிருதி - 01

உள்ளடக்கம் : ஆனந்த பைரவி, சங்கராபரணம், கல்யாணி, புன்னாகவராளி, ஸஹானா, ஆஹிரி, கானடா, காம்போஜி, பைரவி

பயன் : நவாவரணக் கிருதிகளிலுள்ள ஆவரணங்களை அறிந்து அவற்றின் வழிபாட்டு முறைகளை கடைப்பிடிக்க முடியும், சக்தி வழிபாட்டு நெறியின் சாஸ்திர விதிமுறைகளை அறிய முடியும்

உசாத்துணை நூல்கள் :

- நவாவரணக்கிருதி – A. சுந்தரம் ஐயர்,
- கிருதி மணிமாலை – பாகம் - 03

03) முத்துஸ்வாமி தீக்ஷிதரின் நவக்கிரஹகிருதிகள் - 01

உள்ளடக்கம் : ஸௌராஸ்டிரம், அஸாவேரி, சுருட்டி, நாட்டைக்குறிஞ்சி, அடானா, பரஸ், யதுகுலகாம்போஜி, ராமமனோஹரி, சண்முகப்பிரியா

பயன்: வெவ்வேறு இராகங்களின் பரிமாணங்கள், அமைப்பு முறைகள் அறிந்து கொள்ளல், தாள அறிவு மேம்படும் ஆன்மீக நாட்டம் ஏற்படும், சாஸ்திர நெறிகளை அறியலாம்.

உசாத்துணை நூல்கள் :

- கிருதி மணிமாலை பாகம் - 03
- முத்துஸ்வாமி தீக்ஷிதர் கிருதி – T.K கோவிந்தராவ்
- நவக்கிரக கிருதிகள் - A. சுந்தரம் ஐயர்

கற்றல், கற்பித்தல் முறை : விரிவுரை, செயன்முறை விளக்கம், செயன்முறை ரீதியிலான பயிற்சிகள், கற்கை நெறிக்கால மதிப்பீடு : கேள்விஞானம் - 10, செயன்முறை – 40 (கருதி, உருப்படி பாடும் திறன், தாளம், உச்சரிப்பு) (50)

AMUC 31043 / AMUC 31243/AMUC 31143 : சங்கீத மும்மூர்த்திகள் இசையியல்; (T) (Vo, Vi, Ve, Pa)

நோக்கம் : மாணவர்கள் மும்மூர்த்திகளினது வரலாற்றுடன் கூடிய இசைப்பணியை அறிந்து கொள்வர், மும்மூர்த்திகளின் இசை உருப்படிகளின் வேறுபாடுகள் ஒவ்வொருவரின் தனித்துவம் என்பன அறிந்து கொள்ளல், மூவர்களது வெவ்வேறு இராக அமைப்பு முறை மற்றும் இராகப் பெயர்கள் கையாண்ட விதம் அறிந்து கொள்வர்.

உள்ளடக்கம் : மும்மூர்த்திகளுக்கு முன்பிருந்த இசைப்பாரம்பரியம் - 15 ஆம் நூற்றாண்டிலிருந்து அருணகிரிநாதர், ஷேத்ரக்ஞர், புரந்தரதாஸர், ஊத்துக்காடு வெங்கடசுப்பையர், தாளப்பாக்கம் அன்னமாச்சாரியார் முதலியோர், தியாகராஜரது வாழ்க்கை வரலாறு, இவரது உருப்படிகளின் இசைநுட்பங்கள், இராகங்கள், தாளங்கள் கையாண்ட விதம், முத்துஸ்வாமி தீக்ஷிதரின் வாழ்க்கை வரலாறு. இவரது உருப்படிகளின் இசைநுட்பங்கள் இராகங்கள் தாளங்கள் கையாண்ட விதம் ஸியாமா சாஸ்திரிகளின் வாழ்க்கை வரலாறு. இவரது உருப்படிகளின் இசைநுட்பங்கள் இராகங்கள் தாளங்கள் கையாண்ட விதம். மூவரது சிஸ்ய பரம்பரை

கற்பித்தல் முறை: விரிவுரை, அறிமுறை, ஒப்படை, முறையிலான பயிற்சிகள். கற்கை நெறிக்கால மதிப்பீடு ஒப்படை – $02 \times 10 = 20$, வாய்மொழி வினா – 10, விடய அறிக்கை – 10, மொத்தம் (40)

பயன் : மாணவர்கள் இசை வரலாற்றையும், கர்நாடக இசை வளர்ந்த படிமுறைகள் பற்றியும் அறிவர், இசை வளர்த்த மகான்களின் பணிகளை அறிந்து கொள்வர்.

உசாத்துணை நூல்கள் :

- கிருதி மணிமாலை பாகம் - I, II, III, IV
- தென்னக இசையியல் - P.D செல்லத்துரை
- கர்நாடக சங்கீதம் பாகம் I, II, III – P. சாம்பமூர்த்தி
- மும்மூர்த்திகள் கிருதிகள் - T.K கோவிந்தராவ்

AMUC 31113: பண்ணிசைத்தற்பாகுபாடுகளும், இசை விகற்பங்களும் (P)(Pa)

நோக்கம் : மூன்றாம் வருட பண்ணிசை வாய்ப்பாட்டை பிரதானபாடமாக பயிலும் மாணவர்கள், பாடும் பாடல் சொற்கள் உணர்ந்து பொருள் கூட்டிப்பாடுவதற்கும் அமைந்தபாடலாக சொற்பொருள் மடக்கு காணப்படுகின்றது. தாளநடைகளை உணர்த்தும் பாடலாக திருத்தாளச்சதி என்ற பாடல் அமைப்பு விளக்குகின்றது. இவ்வகையான மேற்குறித்த இசை விகற்பங்களையும் பண்ணிசைத்தல் பாகுபாடுகளையும் மாணவர்கள் அறிந்து தெரிந்து இசைப்பதற்கும் எங்களுடைய ஆத்ம மன ஒருமைப்பாடுகள் சிறக்கவும், இப்பாடத்திட்டம் உதவிபுரியும்.

உள்ளடக்கம் :இயமகம் - 02 பண், பழம்பஞ்சுரம்,திருவிருக்குறள் - 02 பண் (குறிஞ்சி),மாலைமாற்று - 02 (குறிஞ்சி),கம்பிதம் - 01 பண் (யாழ்முரி),சொற்பொருள் மடக்கு - 01 பண்(செவ்வழி, பழந்தக்கராகம்),திருத்தாளச்சதி -01 பண்(வியாழக்குறிஞ்சி),திருக்குறுந்தொகை - 02 விரும்பியராகம்,திருவிருத்தம் - 02(விரும்பிய இராகம்),திருத்தாண்டகம் - 01 பண்குறிஞ்சி,திருநேரிசை - 01 கொல்லி

குறிப்பு: மேற்குறித்த மாணவர்கள் AMUC 31013 இலுள்ள கிருதிகளில் (மத்திமகாலக்கீர்த்தனைகள்) 03 ஐயும் பஞ்சரத்தினக் கீர்த்தனைகள் 01 ஐயும் கற்பதற்கு வேண்டப்படுவார்கள்

கற்பித்தல்முறை: செயன்முறை விளக்கம், செயன்முறை ரீதியான பயிற்சிகள்

கற்கை நெறிக்கால மதிப்பீடு : பாடலை அட்சரகத்தி, பண், சொற்தெளிவு, பொருளுணர்ந்து லயத்துடன் பாடுதல் -30,புள்ளிகள், கேள்விஞானம் - 10 புள்ளிகள்,பாடலில் பண்ணிசைத்தல் பாகுபாடுகளை உணர்த்துதல் - 10 புள்ளிகள்

பயன் : பண்ணிசைத்தற்பாகுபாடுகளும், இசை விகற்பகங்களையும் கற்கும் மாணவர்கள் கற்றலின் போதும், கற்பித்தலின் பின்பும், மேற்குறித்த பண் இசை சார்ந்த புதிய பரிமாணங்களை அறிந்து தம்மைச் சிறந்த பாடகராக உருவாக்குவதற்கு இப்பாடத்திட்டம் உதவிகரமாக அமையும்.

உசாத்துணை நூல்கள்

- திருஞானசம்பந்தமுர்த்தி தேவாரம் - திருப்பனத்தாள் வெளியீடு 1984
- திருநாவுக்கரசு சுவாமிகள் தேவாரம் - காசிமட வெளியீடு 1982

AMUC 31132 சுந்தரமூர்த்தி சுவாமிகள் பண்களும் சிலப்பதிகார இசைப்பாடல்களும் (P) (Pa)

சிலப்பதிகார மங்கல வாழ்த்துப்பாடல், சிலப்பதிகார ஆய்ச்சியர் குரவைப்பாடல்கள் (இராகமாலிகை), சிலப்பதிகார ஆற்றுவரிப்பாடல்கள், சுந்தரமூர்த்தி சுவாமிகள் பண்கள்

பண்கள்:- காந்தாரம், தக்கேசி, பழம்பஞ்சுரம், நட்ராகம் செந்துருத்தி, பஞ்சமம், கௌசிகம்

நோக்கம் : 3 ஆம் வருட பண்ணிசை வாய்ப்பாட்டைப் பிரதான பாடமாகப்பயிலும் மாணவர்கள், சிலப்பதிகாரம் சுட்டும் இசை சார்ந்த பாடத்தொகுப்புக்களை அறியும் பொருட்டும், சுந்தர மூர்த்தி சுவாமிகளின் பண்களில் பாடல்களை அறிந்து கற்று இசைத்து ஆத்ம திருப்தியுடன் வளரும் சந்ததிக்கு கொண்டு சென்று பரப்புவதற்கும் உதவிகரமாக இருக்கும்.

கற்பித்தல் : செயல்முறை, செயல்முறை விளக்கம் மற்றும் இவை சார்ந்த பயிற்சிகள்.

கற்கை நெறிக்கால மதிப்பீடு: பாடலை அட்சர சுத்தி பண், சொற்பொழிவு, பொருளுணர்ந்து லயத்துடன் பாடுதல் 30, கேள்வி ஞானம் 10, பாடலில் பண்ணிசைத்தல் பாகுபாடுகளை உணர்த்தல் 10

பயன் : இக் கற்றலின் போதும், ' கற்பித்தலின் பின்பும் தமிழ் மொழியின் தனித்துவத்தை பிரதிபலிக்கும், நூல்களாக விளங்கும், தொல்காப்பியம், சிலப்பதிகாரம் ஆகிய நூல் வரிசையில் பாடற் சான்றுகள், தொல்காப்பியத்தில் குறைவாக இருப்பதும், சிலப்பதிகாரத்தில் மிகுந்தும் காணப்படுவது யாவரும் அறிந்த ஒன்று. இந் நூலில் இடம்பெறும் இரு சுவையான பாடல்களை மாணவர்கள் மனனம் செய்து பொருளறிந்து இசைப்பதன் மூலம் அவர்களுக்கு இத்திட்டத்தினூடாக சிறந்த ஆளுமையுடையவர்களாக உருவாக்கும். அத்துடன் சுந்தரமூர்த்தி சுவாமிகளின் பண் சார்ந்த பாடல்களையும், தெளிவுற அறிந்திசைப்பர்.

உசாத்துணை நூல்கள் :

- சுந்தரமூர்த்தி சுவாமிகள் தேவாரம், 1977 தருமை ஆதீன வெளியீடு - தருமபுரம்
- சுந்தரமூர்த்தி நாயனார் தேவாரம் - 2004, காசித் திருமட வெளியீடு - திருப்பனத்தாள்
- சிலப்பதிகாரம் , தொகுப்பு உ.வே.சுவாமிநாதையர், 1985, 10 ஆம் பதிப்பு தமிழ்ப் பல்கலைக்கழகம், தஞ்சாவூர்

AMUC 31143 : பண்ணியல் அறிமுறை (T) (Pa)

நோக்கம் :மாணவர்கள் - பன்னிருதிருமுறையின் பண்கள் மற்றும் பன்னிருதிருமுறை ஆசிரியர்கள், நவசந்திப்பண்கள் அதற்குரிய தாளம், இராகம், வாத்தியம் என்பவற்றைத் தெரிந்து கொள்வதற்கும் பண்ணிசையின் வளர்ச்சி என்பவற்றை ஆராயும் மனப்பாங்கை வளர்க்கும் விதமாக இப்பாடத்திட்டம் அமையும்.

உள்ளடக்கம் :நவஸந்திப்பண்களும் தாளங்களும், நவஸந்தி இராகங்கள், நவஸந்தி வாத்தியங்கள், பண்ணிசைத்தற் பாகுபாடுகள், பண்ணிசையின் வளர்ச்சி, பண்ணிசை கற்பதனால் ஏற்படும் இம்மைப் பயன்,பன்னிரு திருமுறைகளும் பண்களும், இளம்பெருமானடிகள், பரணதேவர், அதிராவடிகள், நம்பியாண்டார் நம்பி, சேக்கிழார், திருவெண்காடர், பண்ணிசையில் ஆளத்தி பற்றிய இலக்கணம், சங்க இலக்கியங்கள் சுட்டும் பண்களும் இசைக்கருவிகளும்.

கற்பித்தல் முறை: அறிமுறை,அறிமுறை விளக்கம்,அறிமுறை சார்கையேடுகள்

கற்கை நெறிக்கால மதிப்பீடு : அறிமுறைசார் ஒப்படைகள்(03) - 30 புள்ளிகள், அறிமுறை நேர்முகம் - 10 புள்ளிகள் (Presentation)

பயன் : கற்கை முடிவின் போதும், கற்றலின் போதும், அறிமுறைக் கற்றலின் போதும் மாணவர்கள் அறிமுறை சார் விடயங்களிலும், ஆன்மீகம்சார் தொழில்பாடுகளிலும் சிறந்த செயற்பாட்டாளராக இருப்பர் என்பது எண்ணம்.

உசாத்துணை நூல்கள்

- யாழ் நூல் விபுலாநந்த அடிகள்
- பன்னிரு திருமுறை வரலாறு – வித்துவான் க. வெள்ளைவாரணனார்
- தமிழிசைக்களஞ்சியம் பாகம் - I, II – பேரா.மு.அருணாச்சலம்
- பஞ்ச மரபில் இசை மரபு – பேரா.இ.அங்கயற்கண்ணி
- தமிழிசை களஞ்சியம் முனைவர் - வி.ப.க.சுந்தரம் பாகம் - I, II, III, IV

AMUC 31213 தியாகராஜர் கிருதிகள் (P) (Ve,Vi)

நோக்கம் : பல்வேறு இராகங்களிலமைந்த உருப்படிபுகளை வாசிப்பதன் மூலம் இராக ஆலாபனை வாசித்தல். இராக சொருபங்களை விளங்கிக்கொள்ளல், கற்பனைஸ்வரம் பாடும் திறனைப் பெறல் இராகங்களின் சிறப்புத்தன்மையை அறிதல் போன்ற திறன்களை மாணவர் வளர்த்துக் கொள்வர்.

குறிக்கோள்: சங்கீத மும்மூர்த்திகளில் ஒருவரான தியாகராஜர் ஸ்வாமிகளின் உருப்படிபுகளை வாத்தியங்களில் வாசிக்கும் திறனை வளர்த்தல் இக்கற்கை நெறியின் குறிக்கோளாகும்.

உள்ளடக்கம் : பஞ்சரத்தினக் கீர்த்தனைகள் - 02 (ஆரபி, நாட்டை), மத்திமகாலக் கீர்த்தனைகள் - 03 (இராக ஆலாபனை, நிரவல், கற்பனை ஸ்வரம்), செளக்காலக்கிருதிகள் - 01, இராகங்கள் : சங்கராபரணம், மாயாமாளவகௌளை, தர்மவதி, வாசஸ்பதி, லதாங்கி, கம்போதி, பைரவி, இராமப்பிரியா, சக்கரவாகம், ஆபோகி, கல்யாணி, ஹேமவதி, சண்முகப்பிரியா, சாருகேஸி, பந்துவராளி, சிம்மேந்திரமத்திமம் பிலஹரி, பேகட, கரஹரப்பிரியா.

கற்றல் கற்பித்தல் முறை : விரிவுரை, செயன்முறை விளக்கம், செயன்முறை ரீதியான பயிற்சிகளை அளித்தல்.

கற்கைநெறிக்கால மதிப்பீடுமுறை: கற்கைநெறிக்கால மதிப்பீடு = 50 புள்ளிகள், கேள்விஞானம் - 10, ஸ்வரதாளக்குறிப்பு எழுதுதல் - 10, செயன்முறை - 30, இறுதிப்பரீட்சை = 50 புள்ளிகள்

பயன்: இக்கற்கை நெறியின் முடிவில் பல்வேறு வகைப்பட்ட உருப்படிபுகளையும், இராகங்களையும், கற்பனை ஸ்வரங்களையும் வாசிக்கும் நிலையை அடைவர்.

AMUC 31223 -ஹரிகேஸநல்லூர் முத்தையா பாகவதர், சுவாதித்திருநாள் மகாராஜா கீர்த்தனைகள் (P) (Ve,Vi)

நோக்கம் : முத்தையா பாகவதர், சுவாதித்திருநாள் மகாராஜா இவர்கள் இருவரதும் பாடல்களை வாத்தியங்களில் வாசிக்கும் திறனைப் பெறுவதும், பல்வேறு இராக தாளங்களில் அமைக்கப்பட்ட பாடல்களை வாசிக்கும் திறனைப் பெறுவதும் இக்கற்கை நெறியின் நோக்கமாகும்.

குறிக்கோள்: முத்தையா பாகவதர், சுவாதித்திருநாள் மகாராஜா இவர்களது உருப்படிபுகளை வாத்தியங்களில் வாசிக்கும் திறனை வளர்த்தல் இக்கற்கை நெறியின் குறிக்கோளாகும்.

உள்ளடக்கம் : மத்திமகாலக்கீர்த்தனைகள் 4 (இராக ஆலாபனை, நிரவல் கற்பனைஸ்வரம்) இராகங்கள் அமிர்தவாஷினி, மோகனகல்யாணி, ஹம்சானந்தி, காப்போதி, பந்துவராளி, சிம்மேந்திரமத்திமம், கல்யாணி, சுத்ததன்யாஸி, கௌரிமனோகரி, ஆரபி

கற்றல் கற்பித்தல் முறை : விரிவுரை, செயன்முறை விளக்கம், செயன்முறை ரீதியான பயிற்சிகளை அளித்தல்.

கற்கைநெறிக்கால மதிப்பீடு : கற்கைநெறிக்கால மதிப்பீடு = 50 புள்ளிகள், கேள்விஞானம் - 10, ஸ்வரதாளக்குறிப்பு எழுதுதல் - 10, செயன்முறை - 30, இறுதிப்பரீட்சை = 50 புள்ளிகள்

பயன் : இக்கற்கை நெறியின் முடிவில் பல்வேறு வாக்கேயகாரர்களின் உருப்படிபுகளைக் கற்பிப்பர், அத்துடன் பல்வேறு இராகங்களிலமைந்த கீர்த்தனைகளை வாசிக்கும் திறனையும் பெற்றிடுவர்.

AMUC- 31313 - உருப்படிக்கும் அதன் எடுப்புக்களும் (P) (Mr)

நோக்கம் : வேறு வேறு விதமான அலகுகளைக் கொண்ட தாளங்களைத் தெரிந்து கொண்டு அவற்றில் $\frac{1}{2}$ இடம் அதீத இடம் 2 மாத்திரை தள்ளி 4 மாத்திரை தள்ளி வரும் இடங்களுக்குத் தனியாவர்த்தனம் வாசிக்கும் முறை, இசை மரபின் பிரதானமான அம்சமான ததிங்கிணதொம் இனது வடிவங்கள் ஆகியவற்றினை அறிதலும் மிருதங்கத்தின் நாத வெளிப்பாட்டின் மூலம் ரஸங்களின் பாவ வெளிப்பாடுகளைத் தெரிந்து கொள்ளுதலும்.

உள்ளடக்கம் : ரூபக தாளத்தில் $\frac{1}{2}$, அதீத இடங்களுக்குத் தனியாவர்த்தனம் வாசித்தல் வாயினால் கொலுப்பித்தல், மிஸ்ரசாபு தாளத்தில் 2 மாத்திரை தள்ளி 4 மாத்திரை தள்ளி வரும் எடுப்புக்களிற்குத் தனியாவர்த்தனம் வாசித்தல் வாயினால் கொலுப்பித்தல், கண்டசாபு தாளத்தில் 2 மாத்திரை தள்ளி வரும் எடுப்புக்களுக்குத் தனியாவர்த்தனம் வாசித்தல் வாயினால் கொலுப்பித்தல், மேற் சொன்ன அனைத்து இடங்களிற்குமான 5 ஜாதித் (பஞ்ச ஜாதி) ததிங்கிண தொம் வரிசைகளை வாசித்தலும், வாயினால் கொலுப்பித்தலும்,

கற்றல் கற்பித்தல் முறை: விரிவுரை செயன்முறை விளக்கம், செயன்முறை ரீதியான பயிற்சிகள் உருப்படிக்களைவாசிக்கும் முறை, தனியாவர்த்தனம் வாசித்தல், அறிமுறைக் கலந்துரையாடல் அளிக்கை செய்தல்

கற்கை நெறிக்கால மதிப்பீடு: கேள்வி ஞானம் - 10, லயம் - 10, செயன் முறை (தனியாவர்த்தனம் - 10, செயன்முறை (உருப்படிக்களுக்கு வாசித்தல் - 10, மனனம் - 10

பயன்: இக்கற்கை நெறியின் முடிவில் மாணவர்கள் தாம் கற்றுக் கொண்ட செயன்முறை அறிமுறை சார்ந்த அறிவினுடாக பல் வேறு விதமான இட எடுப்புக்களில் இனிமை தரும் சொற்கட்டுக்களை ஆற்றுகை செய்யும் திறனைப் பெற்றிருப்பார்

உசாத்துணை நூல்கள்

- மிருதங்கப் பாடமுறை – மைலாப்பூர் சாமிநாத ஐயர்
- மிருதங்கம் புதிய பாடமுறை – திரு.யு.ஞ.இராமநாதன்
- தமிழர் முழுவியல் - திரு.ஞ.மகேந்திரன்
- மிருதங்க சங்கீத சாஸ்திரம் - திரு.அ.நா.சோமாஸ்கந்த சர்மா
- மிருதங்கம் - திரு .சங்கரசிவம்
- மத்தளவியல் (The Art of drumming)

AMUC 31323: களை, எடுப்பு இடங்கள் (P)(Mr)

நோக்கம் : எடுப்பு இடங்களினைப் பற்றிய பூரண அறிவை மாணவர்களுக்குப் புகட்டுதலும், மாணவர்கள் தமது புதியன உருவாக்கும் திறனால் (Creative Skill) கற்பனைத்திறனுடன் மிருதங்க வாத்தியத்தின் சொற்கட்டுக்களினையும் அவற்றின் உள்ளார்ந்த கணக்குவழக்குகளையும் அறியும் ஆற்றலைப் பெருக்குதல்.

உள்ளடக்கம் : மிஸ்ரசாபு தாளத்தில் 2 மாத்திரை தள்ளி 4 மாத்திரை தள்ளி வரும் எடுப்புக்களுக்கான தனியாவர்த்தனம், கண்டசாபு தாளத்தின் 2 மாத்திரை தள்ளி வரும் எடுப்புக்களுக்கான தனியாவர்த்தனம், ஆதி தாளம் 2 களை சமஇடத் தனியாவர்த்தனம், ஆதி தாளம் 2 களை $\frac{1}{4}$ இடம், $\frac{1}{2}$ இடம் ஆகிய எடுப்புக்களுக்கான தனியாவர்த்தனம், ஆதி தாளம் 2 களை $\frac{3}{4}$ இடம், சுண்டு விரல் சமத்திற்கான தனியாவர்த்தனம், மேற்குறிப்பிட்ட அனைத்து இடங்களின் எடுப்பிற்கும் பஞ்ச ஜாதித் ததிங்கிணதொம் வரிசைகளை வாசித்தல், அனைத்தையும் வாயினால் கொலுப்பித்தல்.

கற்றல் கற்பித்தல் முறை: விரிவுரைகள், செயன்முறை ரீதியான விளக்கங்களும் பயிற்சிகளும், அறிமுறை ரீதியான கலந்துரையாடல்

கற்கை நெறிக்கான மதிப்பீடு: கேள்வி ஞானம் - 10, செயன் முறை விளக்கம் எழுதுதல் - 10, லயம் - 10, செயன்முறை - 10, மனனம் - 10

பயன்: இக் கற்கை நெறியின் முடிவில் மாணவர்கள் தாளங்களின் இடங்கள் (எடுப்புக்கள்) பற்றிய பூரண அறிவைப் பெற்றவர்களாக தனியாவர்த்தனம் மட்டுமின்றி, பாடல்களுக்கு அவற்றின் ஒதுக்க சதுக்கங்கள் தெரிந்து வாசிக்கும் ஆற்றலைப் பெற்றிருப்பார்

உசாத்துணை நூல்கள்

- மிருதங்கப் பாடமுறை – மைலாட்டூர் சாமிநாத ஐயர்
- மிருதங்கம் - புதியபாடமுறை – திரு.A.S.இராமநாதன்
- தமிழர் முழுவியல் - திரு.S.மகேந்திரன்
- மிருதங்க சங்கீத சாஸ்திரம் - திரு.அ.நா.சோமாஸ்கந்தசர்மா
- மிருதங்கம் - திரு.க.சங்கரசிவம்
- மத்தளவியல் - (The Art of Drumming)

AMUC 31332 உருப்படிகளுக்கு வாசிக்கும் முறைமை (P)(Mr)

நோக்கம் : வேறுவேறுவிதமான அலகுகளைக் கொண்டதாளங்களில் அமைந்தபாடல்களுக்கான வாசிப்பின் கை வகைகளை வல்லினம் மெல்லினமாக அமைவதைத் தெரிந்துகொள்ளல்.

உள்ளடக்கம் : ஆதிதாளத்தில் அமைந்த செளக்க கால வர்ணத்திற்கு வாசிக்கும் முறைமைகள், ஆதி,ரூபகம், மிஸ்ரசாப்பு, கண்டசாப்பு தாளங்களுக்கான எடுப்பிடங்கள் அமையப் பெற்ற அனைத்துப் பாடல்களுக்கும் வாசிக்கும் முறைமை

கற்றல் கற்பித்தல் முறை : விரிவுரையுடன், செயன்முறை விளக்கமும் , அதற்கான செயன்முறைப் பயிற்சிகளும்

அதனைக் கற்பித்தலும்

கற்கை நெறிக்கான மதிப்பீடு : மனனம் 10, வாசிப்பு அனுசரணை 10, லயம் 10, கைவிரல் செயற்பாடு 10, ஒப்படைப்பு 10

பயன் : இக்கற்கைநெறியின் முடிவில் மாணவர்கள் இசை அரங்குகளில் மேற்குறிப்பிட்ட தாளங்களில் அமைந்த உருப்படிகளுக்கு ஆற்றுகை செய்யும் திறனைப் பெற்றிருத்தல்.

உசாத்துணை நூல்கள்

- கர்நாடக இசை இணையத்தளங்கள்
- சு.யு.பி.இசைஆய்வு கூடம்

AMUC 31343 மிருதங்க சாஸ்திரவியல் (T) (Mr)

நோக்கம்: கதி நடைவேறுபாடுகள், தாளக்குறியீடுகள், இசை உருப்படிகளின் இலக்கணங்கள், மற்றும் கர்நாடக சங்கீதம், கூத்து என்பவற்றிற்கான மிருதங்கம் மற்றும் ஏனைய தாளவாத்தியங்களின் வாசிப்பு முறை போன்ற பரந்து பட்ட தாளவாத்திய அறிவைப் புகட்டுதல்.

உள்ளடக்கம் :கதிவேறுபாடு அடையும்விதம், தாளங்களில் குறியீடுகள் அமையும் விதம், பதம், சூளாதி, தில்லானா, என்பவற்றின் இலட்சணங்கள்,ஜாவனி, தரு, சிந்து, பிரபந்தம் என்பவற்றின் இலட்சணங்கள், பல்லவியின் இலட்சணமும் பிரிவுகளும், பல்லவி பாடும் முறையும், பல்லவிக்கு வாசிக்கும் முறையும், கர்நாடகஇசை, பண்ணிசை, நாட்டியஇசை,நாட்டார்இசை, கூத்திசை என்பவற்றிற்குரிய தாளவாத்தியங்களும், வாசிப்புமுறைகளும், வடமொழி நூல்களும் சங்கால நூல்களும் கூட்டும் தானவாத்தியங்களுள் முழவு.

கற்றல், கற்பித்தல் முறை: விரிவுரை, அறிவு முறை விளக்கம், குழுமுறைக்கலந்துரையாடல், விடய அளிக்கை செய்தல், அறிமுறை விளக்கம், ஒப்படை.

கற்கைநெறிக்கால மதிப்பீடு :வினாவிடைப்பரீட்சை – 10,செயன்முறை விளக்கம் எழுதுதல் – 10,ஒப்படை – 10,குழுநிலை ஆய்வறிக்கை – 10,வாய்மொழி வினாவிடை – 10

பயன்:இக்கற்கை நெறியின் முடிவில் மாணவர்கள் அறிமுறை ரீதியான கதி வேறுபாடுகள், மற்றும் தாளவாத்தியங்களின் வாசிப்புமுறை தொடர்பான நுணுக்கங்கள் என்பவற்றை முழுவதுமாகத் தெரிந்து கொண்டு செயன்முறை ஆற்றுகைத்திறன் மிகுந்தவர்களாக தயார் நிலை அடைவர்.

உசாத்துணை நூல்கள்:

- மிருதங்கப்பாடமுறை – மைலாட்டுர் சாமிநாத ஐயர்
- மிருதங்கம் புதியபாடமுறை – திரு.A.S. இராமநாதன்
- தமிழர் முழவியல் – திரு.S. மகேந்திரன்
- மிருதங்க சங்கீத சாஸ்திரம் – திரு.அ.நா.சோமாஸ்கந்த சர்மா
- மிருதங்கம் – திரு.க.சங்கரசிவம்
- மத்தளவியல் – (The Art of Drumming)

AMUC 32013/AMUC 32113: தமிழிசை மூவர், பாபநாசம்சிவன், கோபாலகிருஷ்ண பாரதியார் கீர்த்தனைகள் (P) (Vo,Pa)

நோக்கம் : தமிழிசை மூவரின் கீர்த்தனைகளையும் பாபநாசம்சிவன், கோபாலகிருஷ்ண பாரதியார் கீர்த்தனைகளின் இசைநுட்பங்களை அறிதல், பாபநாசம்சிவன் அவர்களின் சமஸ்கிருதம், தமிழ் ஆகியவற்றின் மொழிநடை சிறப்புகளை அறிதல், கிருதிகள், கீர்த்தனைகளில் உள்ள யாப்பிலக்கணங்கள், இசைஅணிகள் பற்றி அறிதல், இராமநாடக கீர்த்தனைகள் பற்றி அறிதல்.

உள்ளடக்கம் : செளக்க கால கிருதி - 01, மத்திமகாலக் கீர்த்தனைகள் - 05 - இராக ஆலாபனை – நிரவல், ஸ்வரம், இராகங்கள் ஸாருகேஸி, தர்மவதி, வாசஸ்பதி, லதாங்கி, இராமப்பிரியா, ஹேமவதி,ஸண்முகப்பிரியா, தன்யாஸி, பகுதாரி, காம்போதி,பைரவி, சங்கராபரணம், மாயாமளவகௌளை,

சுத்ததன்யாஸி, மலையமாருதம், சக்கரவாகம், கல்யாணி, கமாஸ், ஆபோகி, பந்துவராளி, சிம்மேந்திரமத்திமம் பிலஹரி, பூர்விகல்யாணி, ஸ்ரீரஞ்சனி.

கற்பித்தல் முறை : செயன்முறை விளக்கம், செயன்முறை ரீதியான பயிற்சிகள்

கற்கைநெறிக்கால மதிப்பீடு : கேள்விஞானம் - 10, ஸ்வரதாளக்குறிப்பு எழுதுதல் / பார்த்துப்பாடல் - 10, செயன்முறை இராகம் - 10, ஸ்வரம் - 10, நிரவல் - 10

உசாத்துணை நூல்கள் :

- பாபநாசம்சிவன் கீர்த்தனைகள் பகுதி 1 – 06 – ருக்மணிரமணி
- கோபாலகிருஷ்ண பாரதியார் கீர்த்தனைகள்
- தமிழிசைக்கீர்த்தனைகளின் தொகுதி – அண்ணாமலை பல்கலைக்கழக வெளியீடு.

AMUC 32013(P) பட்டணம் சுப்ரமணியஜயர்,ஸியாமா சாஸ்திரிகள் கிருதிகள்(P) (Vo)

நோக்கம் : பட்டணம் சுப்பிரமணியஜயர்,ஸியாமாசாஸ்திரிகள் ஆகியோரின் உருப்படிகளில் இசை நுட்பங்களை அறிந்து கொள்ளல்,பட்டணம் சுப்பிரமணியஜயர் அவர்களின் வைஷ்ணவ பத்தியின் சிறப்புகளை அறிதல்,புதிய இராகங்களில் அமைந்த உருப்படிகளை அறிதல்,மும்மூர்த்திகளில் ஏனைய உருப்படிகளில் நின்றும்,ஸியாமாசாஸ்திரிகளின் உருப்படிகளில் காணப்படும் இசைநுட்பங்களை அறிதல்,அபூர்வ இராகங்கள் ஆகிய கல்கட, மாஞ்சி, சிந்தாமணி, பரஸ் அகியவற்றின் இலக்கணங்களையும், அவற்றை உருப்படிகளில் கையாண்ட விதம் பற்றியும் அறிதல்,பல்வேறு சாபு தாள வகைகளை அறிதல்.

உள்ளடக்கம் :ஸியாமா சாஸ்திரிகளின் செளக்காலக்கிருதி – 02,மத்திமகாலக்கிருதிகள் - 04 பட்டணம் சுப்ரமணியஜயர் இயற்றியது.இராகங்கள்:- லதாங்கி, கல்யாணி,ஆனந்தபைரவி,கீரவாணி, சண்முகப்பிரியா, மத்தியமாவதி,அமிர்தவர்ஷினி, மோகனகல்யாணி,ஹம்சத்வனி, காப்போதி, பந்துவராளி, சிம்மேந்திரமத்திமம் சாருகேஸி, தர்மவதி, வாசஸ்பதி, லதாங்கி, இராமப்பிரியா, ஹேமவதி, சுத்ததன்யாஸி, பகுதாரி, காமப்போதி,பைரவி,சங்கராபரணம், மாயாமாளவகௌளை, மலையமாருதம், சக்கரவாகம், கல்யாணி, கமாஸ், ஆபோகி, பந்துவராளி, பிலஹரி, நாகேஸ்வராளி, ஸாவேரி.

கற்பித்தல் முறை :செயன்முறை விளக்கம், செயன்முறை ரீதியான பயிற்சிகள்

கற்கைநெறிக்கால மதிப்பீடு :கேள்விஞானம் - 10,ஸ்வரதாளக்குறிப்பு எழுதுதல் / பார்த்துப்பாடல் - 10,செயன்முறை இராகம் - 10, ஸ்வரம் - 10, நிரவல் - 10

உசாத்துணை நூல்கள் :

- கிருதி மணிமாலை பாகம் - 05
- சியாமாசாஸ்திரி கீர்த்தனைகள் - T.K.கோவிந்தராவ்
- Carnatic Music – P.சாம்ப மூர்த்தி
- சங்கீத ரச மஞ்சரி

AMUC 32033/AMUC 32233/AMUC 32333 : கர்நாடக இசை இலக்கணவியல் (T) (Vo, Vi, Ve,Mr)

நோக்கம் : கர்நாடக இசை பயிலும் மாணவர்கள் கர்நாடக இசையின் மிகஉயர்ந்த விடயமாகிய மனோதர்ம இசையினை அறிதல். கர்நாடக இசையின் பல்வேறு அம்சங்களையும், சாகித்திய அமைப்புக்களினையும் அறிந்துகொள்ளல்.

இசையியல் வாக்கேயர்களின் சரித்திரங்களையும் அறிந்துகொள்ளல்.

உள்ளடக்கம்: மனோதர்மசங்கீதத்தின் விரிவானவிளக்கம்,இராக ஆலாபனைதாளம், பல்லவி, நிரவல், கற்பனைஸ்வரம்,கர்நாடக இசைபண்ணிசைஒப்புநோக்கல்,இசை சாகித்தியங்களும் முத்திரைகளும்,மிடற்றிசையும் வாத்திய இசைஒப்பீடும்,இசையாப்பிலக்கணம்,இராகரசங்கள் (ஒன்பதுரசங்கள்),இசை வடிவங்களுக்கு மதிப்பீட்டுக் கட்டுரை வரைதல்

வாத்தியங்கள் : - ஜலதரங்கம், தவில், கோட்டுவாத்தியம்

இராகலட்சணம் : - தேவகாந்தாரி, தர்பார், ஹமீர், கல்யாணி, முகாரி, சஹானா, கதனகுதூகலம், பேகட, கௌள, காபி, அடானா

வாக்கேயக்காரர் சரித்திரம் : - வீணைகுப்பையர், வெங்கடமதி, பல்லவிசேசையர், பைடாலகுருமூர்த்தி சாஸ்திரிகள்

பயன் : இசையரங்குகளில் வரன்முறையுடன் பாடமுடியும், மனோதர்மபிரிவுகளின் முறையை அறிந்து இசையரங்குகளில் சிறப்பாகப் பாடமுடியும். இசைக் கட்டுரைகள், விமர்சனக் கட்டுரைகள் எழுதமுடியும்

கற்பித்தல் முறை : அறிமுறை, ஒப்படை, செயன்முறை விளக்கம்

கற்பித்தல் மதிப்பீடு : ஒப்படை (02) 20, வாய்மொழிஅறிக்கை (presentation) 10, எழுத்துப்பரீட்சை 10

உசாத்துணை நூல் :

- தொன்மை இசையியல் - P.D செல்லத்துரை
- இசைக்கருவியல் - A. பக்கிரிசாமிப்பிள்ளை
- சங்கீதசாஸ்திரம் - பாகம் I, II, III (P.சாம்பமுர்த்தி)

AMUC 32133: சம்பந்த சுவாமிகளின் தேவாரப்பண்களும், திருஅருட்பா மற்றும் திருப்புகழும் (P) (Pa)

நோக்கம் - சம்பந்த சுவாமிகளின் பண்களின் பாடல்களை அறிந்து கொள்ளவும் வள்ளலார் சுவாமிகள் பாடல்களை இசைப்பதற்கும் திருப்புகழின் சந்தங்களை அறிந்து மேற்குறித்த பாடவிடயம் உதவும் உள்ளடக்கம் :கந்தாரம் - 02,கொல்லி - 03,கொல்லிக்கொளவாணம் -03,கொளசிகம் -02,பஞ்சமம் - 01,சாதாரி - 02,புறநாமை - 02,அந்தாளிக்குறிஞ்சி - 03,திருப்புகழ் - 03,திரு அருட்பா - 02 (இராகமானிகை) குறிப்பு - AMUC 32023 (தமிழிசை கீர்த்தனைகள்) எனும் பிரதான வாய்ப்பாட்டு பாடத்தில் கீர்த்தனைகள் 03 கற்றுக்கொள்ள வேண்டும்(ஜனகராகம்-02, ஜன்னியராகம் -01)

கற்பித்தல் முறை :- செயன்முறை, செயன்முறை விளக்கம், செயன்முறை ரீதியான பயிற்சிகள்

கற்கை நெறிக்கால மதிப்பீடு: பாடலை அட்சரகத்தி, பண், சொற்றொடரி, பொருளுணர்ந்து லயத்துடன் பாடுதல் 30,கேள்விஞானம் 10,பாடலில் பண்ணிசைத்தல் பாகுபாடுகளை உணர்த்துதல் - 10 புள்ளிகள்

பயன்: இக்கற்கையின் போதும் கற்பித்தலின் பின்பும் சிறந்த பாடகராகவோ, ஆன்மீக செயற்பாட்டு அமைப்புகளை அறிந்தவராகவோ, பக்தியுடன் விளங்குவதற்கும் சாத்தியம் உண்டு.

உசாத்துணை நூல்கள்:

- மூவர் தேவார வெளியீடு திருப்பனந்தாள் ஆதீனம் சம்மந்தசுவாமிகள் தேவாரம் மேற்குறித்த வெளியீடு
- திருப்புகழ் அருணகிரிநாத சுவாமிகள் தொகுப்பு கிருபானந்தவாரியார் திரு அருட்பா- வடலூர் ஆதீன வெளியீடு

AMUE 32113 பஞ்ச புராணம் மற்றும் திருமந்திரம் (Vo, Vi, Ve, Mr, Da) (P)

நோக்கம் : 3 ஆம் வருடத்திலிருக்கும் பிரதான பாடமாகப் பண்ணிசையைக் கற்காத அல்லது நடனத்துறை சார்ந்த மாணவர்களோ தமது பண்ணிசை சார் விடயங்களில், பஞ்சபுராணம் என்னும் உள்ளடக்கத்தில் அடங்கும் குறித்த தேவாரம், திருவாசகம், திருவிசைப்பா, திருப்பல்லாண்டு, திருப்புராணம் ஆகிய விடயங்களிலடங்கும் பாடல்களையும், அதன் பண், லயம், சந்தம் உணர்ந்து பாடவும், அபிநயம் கூட்டி ஆடவும் வழி வகுக்கும் தேவாரம்(02) சம்பந்தர் அல்லது திருநாவுக்கரசர், சுந்தரர்), திருவாசகம் (01) முல்லைப்பண், திருவிசைப்பா(01) ஆனந்த பைரவி, திருப்பல்லாண்டு(01) பண்:- பஞ்சமம் அல்லது ஆனந்தபைரவி, திருப்புராணம்(01) பண்:- செந்துருத்தி, திருப்புகழ்(01) விரும்பிய இராகம், திருமந்திரம்(01), விரும்பிய இராகம்

கற்பித்தல் : செயல்முறை, செயல்முறை விளக்கம் மற்றும் அவை சார்ந்த பயிற்சிகள்

கற்கை நெறிக்கால மதிப்பீடு: பாடலை அட்சர சுத்தி, பண், சொற்றொடரி, பொருளுணர்ந்து லயத்துடன் பாடுதல் 30, கேள்வி ஞானம் 10, பாடலில் பண்ணிசைத்தல் பாகுபாடுகளை உணர்தல் 10

பயன் : இப்பாடத்தினைக் கண்டும் மாணவர்கள் பண்ணிசை சார்ந்த பஞ்ச புராண அமைப்பை அறிந்தவர்களாகவும், பாடலாக இசைப்பது மட்டுமன்றி ஆடலுடன் அபிநயத்திற்கு உரியனவாகவும் அமையும்

உசாத்துணை நூல்கள் :

- தேவாரத் திருப்பதிகங்கள் :- 1ஆம், 2ஆம், 3ஆம் திருமுறை 1953, 1954, 1955 ஆம் ஆண்டு தருமை ஆதீன வெளியீடு, தருமபுரம்
- மூவர் திருமுறைப்பாடல்கள் :- (சுரதாளக்குறிப்புடன்) பேரா. தனபாண்டியன், பேரா. அங்கயற்கன்னி, பேரா. ஞானா குலேந்திரன் தமிழ்ப் பல்கலைக்கழக வெளியீடு, தஞ்சாவூர்
- திருவாசகம் - காசித் திருமட வெளியீடு :- 2005 திருப்பனந்தாள்
- திருவிசைப்பா, திருப்பல்லாண்டு :- 2002 - காசித்திருமட வெளியீடு, திருப்பனந்தாள்
- பெரிய புராணம் :- சைவ சித்தானந்த மகா சமாச வெளியீடு, சென்னை
- திருப்புகழ் :- 1987 திருமுருக கிருபானந்தவாரியார் பழநி, சென்னை
- திருமந்திரம் - திருமூலம் - காசித் திருமட வெளியீடு, திருப்பனந்தாள்

AMUC 32133 பண்ணிசை சாஸ்திரம் (T) (Pa)

நோக்கம் : பண்களின் லட்சணங்களை கற்பித்தல் ஈழத்து பண்ணிசை வளர்ச்சியின் இன்றைய நிலையின் அறிவதற்கும் மேலும் பண இசை பற்றிய தகவல்களுடன் கர்நாடக இசை ஒப்பு நோக்குதலை உணர்வதற்கும், வாய்ப்பாக இப்பாடத்திட்டம் அமையும்.

உள்ளடக்கம்:பெரும் பண்கள் நான்கும் அவற்றின் திறன்களும், லட்சணங்கள் :- தக்கேசி, பஞ்சமம், வியாழக்குறிஞ்சி, அந்தாளிக்குறிஞ்சி, கொல்லிக்கொளவாணம்,சாதாரி, குறிஞ்சி, மேகராகக் குறிஞ்சி,ஈழத்தில் பண்ணிசையின் இன்றைய நிலை, சங்க இலக்கிய வரலாறும் பண்களும், பண்ணிசையும் ஏனைய இசை வகைகளும், பண்ணிசை ஆசிரியரின் இலட்சணங்களும் அவரது பொறுப்புகளும் கடமைகளும், பண்ணிசை கர்நாடக இசை ஒப்பீடு, பல்லவர் காலப் பண்களின் வளர்ச்சி.

கற்பித்தல் முறை- அறிமுறை, அறிமுறை விளக்கம், அறிமுறை சார்ந்த கையேடுகள்

கற்கை நெறிக்காலமதிப்பீடு- அறிமுறைசார் ஒப்படைகள் 03 – 30 புள்ளிகள்,அறிமுறை நேர்முகம் - 10 புள்ளிகள்

பயன் :இப்பாடத்திலடங்கும் விடயங்களனைத்தையும் எழுதமட்டுமன்றி பேசுவதற்கும் ஆளுமையுடையவராயிருப்பர்

உசாத்துணை நூல்கள்:

- “தமிழிசையின் தெய்வத்தாய்”- ஞானா குலேந்திரன்
- தமிழர் இசை -A.N பெருமாள்
- தமிழிசை இலக்கணமரபு – சேலம் S. ஜெயலட்சுமி
- நாதவாஹினி வெளியீடுகள் - R.A.F.A 1992, 2000
- ஈழத்துக்கலை வளர்ச்சி- கலைப்புலவர் நவரத்தினம் மற்றும் சி.க. சிற்றம்பலம்

AMUC 32213: தமிழிசை மும்முர்த்திகள், பாபநாசம்சிவன், கோபாலகிருஷ்ண பாரதியார் கீர்த்தனைகள் (P) (Ve,Vi)

நோக்கம் :தமிழிசையாளர்களின் பல்வேறு வகைப்பட்ட உருப்படிகளை வாத்தியங்களில் வாசிக்கும் திறனை மாணவர் வளர்த்துக்கொள்வர்.

குறிக்கோள்: தமிழில் அமைக்கப்பட்ட பல்வேறு இசையாளர்களின் உருப்படிகளை அறிந்து வாசிக்கும் திறனை வளர்த்தல் இக்கற்கை நெறியின் குறிக்கோளாகும்.

உள்ளடக்கம் :சௌக்க காலக்கிருதி - 01,மத்திமகால கீர்த்தனைகள் - 03,இராகங்கள் சாருகேஸி, தர்மவதி, வாசஸ்பதி, லதாங்கி, இராமப்பிரியா, ஹேமவதி, சண்முகப்பிரியா, தன்யாஸி, பகுதாரி காமபோதி, பைரவி, சங்கராபரணம், மாயாமாளவகௌளை, சுத்ததன்யாஸி, மலயமாருதம், சக்கரவாகம், கல்யாணி, கமாஸ், ஆபோகி, பந்துவராளி, சிம்மேந்திரமத்திமம் பிலஹரி, சுத்தஸாவேரி, தோடி, அமிர்தவர்ஷினி, சாமா, சஹானா, மத்தியமாவதி.

கற்றல் கற்பித்தல் முறை :விரிவுரை, செயன்முறை விளக்கம், செயன்முறை ரீதியான பயிற்சிகளை அளித்தல்.

கற்கைநெறிக்கால மதிப்பீட்டு முறை:கற்கைநெறிக்கால மதிப்பீடு = 50 புள்ளிகள்,கேள்விஞானம் - 10,ஸ்வரதாளக்குறிப்பு எழுதுதல் - 10,செயன்முறை - 30

பயன்: இக்கற்கை நெறியின் முடிவில் பல்வேறு இசையாளர்களின் பாடல்களை வாத்தியங்களில் வாசிப்பதுடன் பல்வேறு இராகங்களையும் கற்பனை ஸ்வரங்களையும் வாசிக்கும் திறனையும் பெற்றிருப்பர்.

AMUC 32223 : பட்டணம் சுப்பிரமணியஐயர்,ஸியாமா சாஸ்திரிகள் கிருதிகள் (P) (Ve,Vi)

நோக்கம் : பட்டணம் சுப்பிரமணியஐயர், சியாமாஸாஸ்திரிகள் இவர்கள் இருவரதும் பாடல்களை வாத்தியங்களில் வாசிக்கும் திறனைப் பெறுவதும் பல்வேறுபட்ட இராகதாளங்களில் அமைக்கப்பட்ட பாடல்களை வாசிக்கும் திறனைப் பெறுவதும் இக்கற்கை நெறியின் நோக்கமாகும்.

குறிக்கோள்: பட்டணம் சுப்பிரமணியஐயர், சியாமாஸாஸ்திரிகள் இவர்களினது உருப்படிகளை வாத்தியங்களில் வாசிக்கும் திறனை வளர்த்தல் இக்கற்கை நெறியின் குறிக்கோளாகும்.

உள்ளடக்கம்:சியாமளா சாஸ்திரிகளின் செளக்ககாலக்கிருதி - 01,மத்திமகாலக்கிருதிகள் - 03 (இராகஆலாபனை,நிரவல்,கற்பனை ஸ்வரம்),இராகங்கள்:- ஆனந்தபைரவி, கீர்வாணி, சண்முகப்பிரியா, மத்தியமாவதி, சங்கராபரணம், தோடி, காமாஸ், தர்மவதி, லதாங்கி, கரஹரப்பிரியா, மாயாமாளவகௌளை. சக்கரவாகம்

கற்பித்தல் முறை :விரிவுரை, செயன்முறை விளக்கம், செயன்முறை ரீதியான பயிற்சிகளை அளித்தல்.

கற்கைநெறிக்கால மதிப்பீடு :கற்கைநெறிக்கால மதிப்பீடு = 50 புள்ளிகள்,கேள்விஞானம் - 10
ஸ்வரதாளக்குறிப்பு எழுதுதல் - 10,செயன்முறை - 30

பயன்: இக்கற்கை நெறியின் முடிவில் இருவேறுபட்ட வாக்கேயகாரர்களின் உருப்படிகளைக் கற்றிருப்பதுடன் பல்வேறு இராகதாளங்களிலமைந்த உருப்படிகளை வாசிக்கும் திறனைப் பெற்றிருப்பர்.

AMUE 32213 : மத்திமகாலக்கீர்த்தனைகளும், அடதாளவர்ணமும் (P) (Vi,Ve)

நோக்கம் :மிருதங்க, பண்,வீணை, வயலின், நடன,வாய்பாட்டினை பிரதான பாடமாகவும், துணைப்பாடமாகவும் கற்கும் மாணவர்கள் பல்வேறு இராகளிலமைந்த கீர்த்தனைகளை வாசிக்கும் திறனைப்பெறுவது இக்கற்கை நெறியின் நோக்கமாகும்.

குறிக்கோள்: பல்வேறு இராகளிலமைந்த மத்திமகாலக்கீர்த்தனைகளை மாணவர்கள் வாத்தியங்களில் வாசிக்கும் திறனைப் பெறுதல் இக்கற்கைநெறியின் குறிக்கோளாகும்.

உள்ளடக்கம் :மத்திமகாலக் கீர்த்தனைகள் - ஸம்பூர்ண இராகம் - 01, ஜன்ய இராகம் - 01 (கற்பனை ஸ்வரம்),அடதாளவர்ணம் - 01, தேவாரம் - 01, திருப்புகழ் - 01

இராகங்கள்: ஹம்சத்வனி, பந்துவராளி, சிம்மேந்திரமத்திமம், சண்முகப்பிரியா, சங்கராபரணம், மாயாமாளவகௌளை, மலையமாருதம், கல்யாணி, பந்துவராளி, மோகனம், மத்யமாவதி, ஆபோகி, ஸ்ரீரஞ்சனி, கரஹரப்பிரியா.

கற்பித்தல் முறை :விரிவுரை, செயன்முறை விளக்கம், செயன்முறை ரீதியான பயிற்சிகளை அளித்தல்.

கற்கைநெறிக்கால மதிப்பீடு : கற்கைநெறிக்கால மதிப்பீடு = 50 புள்ளிகள் - கேள்விஞானம் - 10, ஸ்வரதாளக்குறிப்பு எழுதுதல் - 10, செயன்முறை - 30

பயன்:இக்கற்கைநெறியின் முடிவில் வாய்ப்பாட்டைப் பிரதான பாடமாகக் கற்கும் மாணவர்கள் பல்வேறு இராக, தாளங்களிலமைந்த பாடல்களை வாத்தியங்களில் வாசிக்கும் திறனைப் பெற்றிருப்பதுடன், ஸ்வரஸ்தானங்களை வேறுபடுத்தி அறியும் ஆற்றலையும் பெறுவர்.

AMUC 32313 : திரிபுடை தாளங்கள் (P) (Mr)

நோக்கம்:-வித்தியாசமான அலகுகளைக் கொண்ட திரிபுடை தாளங்களுக்கு தனியாவர்த்தனம், உருப்படிகளுக்கு வாசிக்கும் முறை என்பவற்றைத் தெரிந்து கொண்டு அர்த்தங்களின் எடுப்பு இடங்களுக்குத் தனியாவர்த்தனம், பஞ்ச ததிங்கிண தொம் என்பவற்றைத் தெரிந்து கொள்ளல். அத்துடன், கர்நாடக சங்கீதத்தின் முக்கிய வெளிப்பாடாக, பதலயவின்னியாச சிறப்பு அம்சங்களைக்கொண்ட பல்லவி பற்றிய ஆழ்ந்த அறிமுகத்திணையும் பெற்றுக்கொள்ளுடன், மிருதங்கத்தின் நாத வெளிப்பாட்டின் ஊடாக மன அமைதி தரும் சொற்கட்டுக்களை வாசிக்கத் தெரிந்து கொள்ளல்.

உள்ளடக்கம்: திஸ்ர திரிபுடை தாள சம இடத்திற்கும் தனியாவர்த்தனம் பஞ்ச ஜாதித் ததிங்கிணதொம் என்பவற்றை மிருதங்கத்தில் வாசித்தலும், தத்தக்காரமாய் கொலுப்பித்தலும்,திஸ்ர திரிபுடை 2 களை ¼ இடம் ½ இடம் எடுப்புக்களுக்குத் தனியாவர்த்தனம், பஞ்ச ஜாதித் ததிங்கிணதொம் என்பவற்றை வாசித்தலும் வாயினால் கொலுப்பித்தல்,கண்ட திரிபுடை தாள இடத்திற்கு தனியாவர்த்தனம் பஞ்ச ஜாதித்ததிங்கிணதொம் என்பவற்றை வாசித்தலும் வாயினால் கொலுப்பித்தலும்,கண்டஜாதி திரிபுடைதாள 2 களை ¼ இடம்,½ இடம் ஆகிய எடுப்புக்களுக்குத் தனியாவர்த்தனம், பஞ்சஜாதி ததிங்கிணதொம் என்பவற்றை வாசித்தலும் வாயினால் கொலுப்பித்தலும்,ஆதி தாள 2 களை அனைத்தும் இடங்களில் அமைந்த பாடல்களுக்கு வாசிக்கும் விதம்,திஸ்ரதிரிபுடை 2களை அனைத்து எடுப்பு இடங்களில் அமைந்த பாடல்களுக்கு வாசிக்கும் விதம்,ஆதி 2 களை சம இடப்பல்லவிகளுக்கு வாசிக்கும் விதம்

கற்றல், கற்பித்தல் முறை: விரிவுரை, செயன்முறை ரீதியான விளக்கங்களும், பயிற்சிகளும் உருப்படிகளுக்கு வாசிக்கும் முறை பற்றியும், அதில் சமகாலத்து பிரபல வித்துவான்களினது வாசிப்புமுறைகள் பற்றி ஒலி, ஒளி நாடக்கள் ரீதியான அறிமுகப்படுத்தல், தனியாவர்த்தனம் வாசித்தல், அறிமுறைக்கலந்துரையாடல், அறிக்கை செய்தல்.

கற்கைநெறிக்கால மதிப்பீடு: கேள்வி ஞானம் - 10, லயம்- 10,செயன்முறை (தனியாவர்த்தனம்) - 10, செயன்முறை (உருப்படிக்கு வாசித்தல்)- 10, மனனம்- 10

பயன்: இக்கற்கை நெறியின் முடிவில் மாணவர்கள் திரிபுடை தாளங்களின் 1 களை, 2 களை எடுப்பு இடங்களுக்கும் அவற்றில் அமைந்த உருப்படிகளுக்கும் வாசிக்கும் திறனைப்பெற்றிருப்பர். அத்துடன் வல்லினம், மெல்லினமான மிருதங்கச்சொற்கட்டுகளை உள்ளுணர்ந்து இனிமையுடன் வாசிக்கும் திறனைப் பெற்றிருப்பார்.

உசாத்துணை நூல்கள்

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- தமிழர் முழுவியல் – திரு.S. மகேந்திரன்
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- மிருதங்கம் – திரு.க.சங்கரசிவம்
- மத்தளவியல் – (The Art of Drumming)

AMUC 32323 : பல்லவி பற்றிய விளக்கங்கள் (P) (Mr)

நோக்கம்: கர்நாடக சங்கீதத்தின் ஆற்றுகை வெளிப்பாடுகளில் அதி சிறந்ததாகக் கருதப்படும் பல்லவி என்ற அம்சத்தினை நன்கு புரிந்தலும், எந்தப் பல்லவிக்கும் இனிமை தரும் சொற்கட்டுக்களை அமைத்து வாசிக்கும் திறனை மாணவர்கள் பெறுதலும்.

உள்ளடக்கம் : சதுஸ்ர திரிபிடை(ஆதி) 2 களை $\frac{1}{4}$ இடம், $\frac{1}{2}$ இட பல்லவிகளுக்கு வாசித்தல், தத்தக்காரமாக வாயினால் கொலுப்பித்தல், ஆதிதாள 2 களை $\frac{3}{4}$ இடம், சுண்டு விரல் சமம், அதீத இடப்பல்லவிகளுக்கு வாசிக்கும் விதம், மற்றும் கொலுப்பித்தல், ஆதிதாள அனைத்து இடங்களுக்குமான பல்லவிகளைக் கொலுப்பித்தல், ஆதி, ரூபக தாள சம இடப்பாடல்களின் நிரவல், கண்பனாஸ்வரம் போன்றவற்றிற்கும் வாசிக்கும் முறைகள், மிஸ்ரசாபு, கண்டசாபு ஆகிய தாளங்களில் சம இடப்பாடல்களில் நிரவல், கற்பனாஸ்வரம் ஆகியவற்றிற்கு வாசிக்கும் முறைகள், மிஸ்ரசாபு, கண்டசாபு தாளங்களில் அனைத்து எடுப்பிடங்களில் அமைந்த பாடல்களின் நிரவல் கற்பனாஸ்வரம் ஆகியவற்றிற்கு வாசிக்கும் முறைகள், ஆதி தாளத்தில் பஞ்ச ஜதிகளும் அமைந்த மனோதர்மத் தனியாவர்த்தனம் வாசித்தல், கொலுப்பித்தல், 35 தாள அலங்கார ஜதிகளை திரிகாலத்தில் கொலுப்பித்து திஸ்ரம் பண்ணுதல்

கற்றல், கற்பித்தல் முறை: விரிவுரை, செயன்முறை விளக்கம், செயன்முறை ரீதியான பயிற்சிகள், பல்லவிக்கு வாசிக்கும் முறைகள், இடங்களுக்கும், உருப்படிக்குமும் வாசிக்கும் முறை, அறிமுறைக் கலந்துரையாடல் அறிக்கை செய்தல்.

கற்கைநெறிக்கால மதிப்பீடு: கேள்வி ஞானம் – 10, லயம் – 10, செயன்முறை(தனியாவர்த்தனம்) – 10, செயன்முறை (பல்லவி) – 10, மனனம் – 10

பயன்: இக்கற்கை நெறியின் முடிவில் மாணவர்கள் தாம் பெற்றுக்கொண்ட செயன்முறை, அறிமுறை சார்ந்த அறிவினாடாக, பல்லவி, என்ற அம்சத்தின் லய நுணுக்கங்களைத் தெரிந்து புதியன உருவாக்கும் திறன் கொண்டவர்களாக மாறுவார்

உசாத்துணை நூல்கள்

- மிருதங்கப்பாடமுறை – மைலாட்டுர் சாமிநாத ஐயர்
- மிருதங்கம் புதியபாடமுறை – திரு.A.S. இராமநாதன்
- தமிழர் முழுவியல் – திரு.S. மகேந்திரன்
- மிருதங்க சங்கீத சாஸ்திரம் – திரு.அ.ந. சோமாஸ்கந்த சர்மா
- மிருதங்கம் – திரு.க.சங்கரசிவம்
- மத்தளவியல் – (The Art of Drumming)

(*) Senate at its 379th meeting held on 10/09/2013 approved the Music syllabus.

AMKG 31063: Marketing Management

Status	Option
Credit rating	3
Course code	AMKG 31063
Year & Semester	Third & First
Title	Marketing Management
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	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • Philip Kotler, Gary Armstrong, veronica Wong, John a. Saunders (2008), principles of marketing, Pearson Prentice Hall, 2008 Illustrated Edition. • Michael Hacker (2009), Marketing an Introduction, Illustrated Edition, Prentice Hall.

AMKG 32063: Advertising Management

Status	Optional
Credit rating	3
Course code	AMKG 32063
Year & Semester	Third & Second
Title	Advertising Management
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	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • Batra (2006) Advertising Management, Dorling Kindersly (India), Pearson Publication. • Jefkins, Yadin, F (2000), Advertising 4th Edition, Person • John Caples, (1998), Tested Advertising Methods, Prentice Hall.