



Bachelor of Arts Honours in Development Studies

Revised Curriculum

**EFFECTIVE FROM
ACADEMIC YEAR 2019/2020 (2021/22 ONWARDS)**

DEPARTMENT OF GEOGRAPHY
FACULTY OF SOCIAL SCIENCES
UNIVERSITY OF KELANIYA
SRI LANKA

2021

Bachelor of Arts Honours in Development Studies Revised Curriculum

Development Studies is a subdivision of Social Sciences which examines issues associated to Developing countries, in particular concerning social–economic, cultural and political development. Development Studies involves the study of economy, sociology, anthropology, Geography, environment and international development and other related social sciences disciplinarians.

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01. DEPARTMENT OF GEOGRAPHY

The Department of Geography is one of the leading Departments in the Faculty of Social Sciences, University of Kelaniya. Initially it was established in 1959 as the Vidyalankara University, and subsequently it was renamed as University of Kelaniya in 1978. The Department of Geography has also being a pioneering department of the University of Kelaniya.

At present, the Department offers Diploma programs, Degree programs and Postgraduate Degree programs. Diploma in Disaster Management and Diploma in Geographical Information System are popular among the students who have passed GCE Advanced Level examination. Two major streams of undergraduate Degree programs i.e. Geography and Development Studies are offered by the Department. Both programs have Honors (4 year) and General Degree (3 year) programs which are popular among undergraduates. The Department has been offering Postgraduate programs i.e. M.A. and MSSc since 1990. In additions, several scholars have followed MPhils and PhDs at the Department.

The Department has physical resources i.e. Geographical Information System (GIS) laboratory and a Cartographical unit and human resources i.e. 12 full time lectures including a Senior Professor and two Doctors. Several other staff members are reading for PhDs.

02. VISION OF THE DEPARTMENT

“To be the leading Department of Geography in Sri Lanka, and to anticipate the empowerment of students with knowledge, attitudes, skills and maintain standards for understanding, applying, analyzing and evaluating real world issues and navigate society to achieve their wellbeing”.

03. MISSION OF THE DEPARTMENT

The mission of the Department of Geography at the University of Kelaniya is to motivate and promote excellence in geographical learning:

- To provide students with an overview of the discipline, specific skills that will help them in their future career
- To provide students with better learning environment that foster knowledge, understanding, applying, analyzing and evaluating skills and experiences that prepare them for life in changing environment
- To organize and maintain an effective philosophy of life that reflects an understanding of their natural and cultural surroundings
- To conduct research, publish of findings and disseminate knowledge.

04. NEEDS ASSESSMENT

Nohria and Beer stated that “Most traditional organizations have accepted, in theory at least, that they must either change or die”. However, higher educational institutions such as the University of Kelaniya “are recognizing the need to change in order to provide an affordable, high quality product to a broader population” (Zvacek et al, 2016). The Department of Geography is in compliance with the principle of the University, revising their degree programs.

The Department of Geography has been offering study programs for 60 years period. At present, about 500 undergraduates are studying under these study programs at the Department. Comprehensive curriculum development has not being done from 2014. Bachelor of Arts (Hons) program was revised with the support of the Improvement of Relevance Quality of University Education (IRQUE) project of the World Bank in 2009 and the Bachelor of Arts Degree program was also revised in 2014 under the Quality and Innovative Grant (QIG) of the Window 1 & 2 of the Higher Education for the Twenty first Century (HETC) of the World Bank. Considering the ongoing world trends, national needs and requirements of our clients with employing our graduates it is envisaged, a vital requirement to revise curricular to be effective from academic year 2014.

05. PURPOSE AND SCOPE

Major objective of the curriculum revision is the ‘Increase of Employability of Development studies Graduates of the Department of Geography’ by developing a ‘Skill-Oriented Activity-Based Curriculum’ by adopting the K-SAM model (MoHE, SLQF). Further, this curriculum revision is based on our past, good work in providing quality teaching and learning (See: Dharmasiri, 2015). It aims to develop the skills of the undergraduates who have already acquired knowledge through lectures and encourage them to apply those concepts to strengthen the learning process. In a skill-based classroom, teacher focus on teaching and instructing education through planning and practice. Skill-based learning provides classroom environments where independence, thinking skills, collaboration and active learning are developed at the same time as knowledge is acquired (Mike Fleetham, 2018). Nevertheless, in order to address the issue in a more holistic and vigorous way the alignment with intended learning outcomes based on SOABC is indispensable. In addition, following sub objectives will be addressed.

1. To strengthen the outcome-based education at the Department of Geography
2. To further improve the students centered education
3. To familiarize blended learning education as a compulsory component in study program
4. To adjust the program components to fit the new credit system (MoHE, SLQF Framework),
5. To further adopt an outcome-oriented model to curriculum design
6. To further allow the graduates to develop self-confidence and commanding personalities

Present curriculum revision was prepared with consideration of the above criteria to achieve the vision and mission as well as goals of the Department.

06. METHODOLOGY

Three types of analysis i.e. Situation Analysis, SWOT analysis and Gap Analysis were carried out prior to the curriculum revision of the Bachelor of Arts (Hons) degree programs of the Department of Geography. It was consulted by several Stakeholders from the public and the

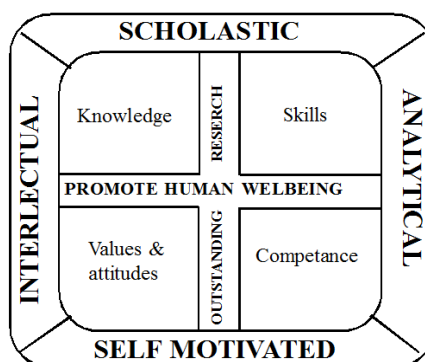
private sector to understand their perspectives on our graduates. In addition, more than hundreds of graduates who have already completed their degrees in Geography and Development studies from the Department of Geography, University of Kelaniya, expressed their views and suggestions through an online survey carried out by the Department to further develop the available degree program effectively and successfully focusing the increasing employability. Available bench marks of Geographical studies have been considered for the Gap analysis. Several gaps have been identified through the three analyses. In addition, the graduates who have successfully completed the study program and earned their Honors degrees in Geography and Development studies, face several issues when they find employment opportunities.

07. DESIRED GRADUATE PROFILE

In accordance with the vision and mission of the University of Kelaniya (UoK) and the Faculty of Social Sciences (FSS) as well as the Department of Geography, the desired graduate profile was formed creating opportunities to enhance knowledge and equip the students to aspire for higher professional achievements and be global citizens.

The Need Assessment (Situation, SWOT and Gap Analysis) have been applied to set desired graduate profile. These analyses provided detailed information on the shortcomings of the existing degree program. In order to address the shortcomings that have been identified under the need analysis, it was planned and formulated ideal opportunities that can be used within the curricular of Geography. The desired profile (Figure 1) is aligning with the vision and mission of the Department as well as the University of Kelaniya.

Figure 1: The Desired Graduate Profile



According to the desired profile, the graduate would be able to acquire new knowledge and apply the gained knowledge in the field of Geography and Development studies. To achieve this goal, student centered learning provides a novel approach particularly through interactive learning. Skill development helps undergraduates to use knowledge and practice according to the principles of study.

Employability is considered as a set of skills needed to complete a task. Employability skills are skills that are basic and generic in nature, but very valuable in assisting every person entering the workforce. Some people refer to employability skills as “core skills,” “key skills,” transferable skills,” “general skills,” “non-technical skills,” and/or “soft skills” (Hofstrand, 1996). The undergraduates must acquire a variety of skills as referred to by *NCIHE*, (1997), as ‘key skills’, ‘core skills’, ‘generic skills’, ‘personal skills’ and ‘employability skills’ while CVCP (1998) tip-off skills as ‘capabilities’ and ‘personal competencies’ are also used, along with ‘capabilities’ and ‘personal competencies’ (Len Holmes, 2001).

The communication skills including English knowledge may assimilate our graduates with the global community, leading them to be scholastic and intellectual persons. The competence in applying knowledge and skills, to solve issues in day to day life, and to meet the challenges of the time is the prime necessity of employable graduates, today. Changing the values and attitudes of the graduates would enable the promotion of human well-being. In particular, that would lead to establish an ethnic cohesion in the multi-ethnic community of the country.

When undergraduates can identify the values and norms of all aspects of life, they would become self-motivated. The desired graduate should have competence in producing outstanding research outcomes. It would help create sustainable peace and sustainable development of the country.

Considering the facts, the following course units were formulated to achieve the goals of the graduate profile.

08. PROGRAM LEARNING OUTCOMES

After successful completion the Bachelor of Arts Honors in Development Studies degree offered by the Department of Geography, student will be able to achieve following Programs Learning Outcomes (PLOs);

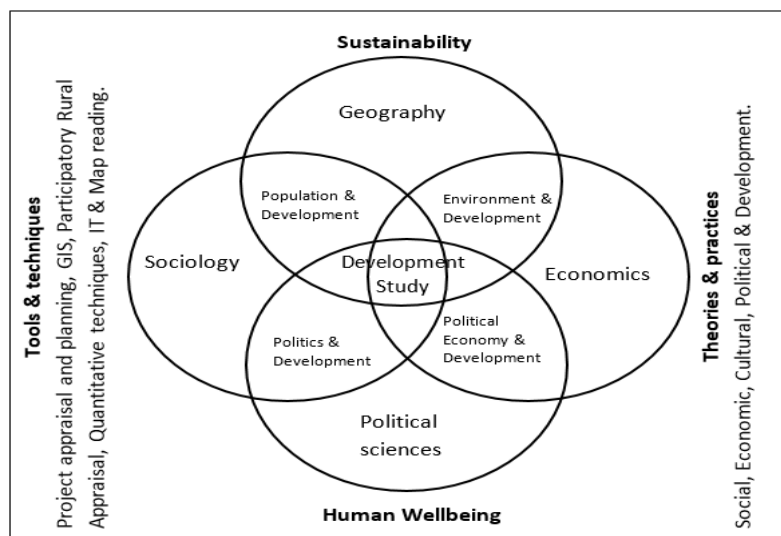
- Demonstrate ability to interpreting and understand the concept and application of key theoretical approaches to development,
- Attributing ability to critically evaluate, propositions and concepts in development studies,
- Explain and distinguish differences among the various methodologies used in research and analysis of Development studies,
- Acquire, analyze, evaluate, and interpret data, in particular by using Geographical Information System,
- Identify and assess how concepts of Development studies apply in the workplace and in everyday life to solve real-world problems.

09. MEDIUM OF INSTRUCTION

Sinhala/ English

10. CONCEPTUAL FRAMEWORK OF DEVELOPMENT STUDIES

Figure 02
Nature and Scope of Development Studies



11. CREDIT DISTRIBUTION

Bachelor of Arts (Honors) in Development studies is a four-year degree program which consists of eight (08) semesters. To be eligible for the degree a student should obtain not less than hundred and twenty (120) credits including thirty (30) credits in first year and ninety (90) credits in year 2, 3 and 4. The credit structure is given below.

Table 01
Credit Distribution

Year/ Level	Semester	Type of course units				Total credits	
		Core	Optional*	Auxiliary	Total	Semester total	Year Total
1	I	15	-	-	15	15	30
	II	15	-	-	15	15	
2	I	09	09	02	20	15	30
	II	15	-	02	17	15	
3	I	13	04	-	17	15	30
	II	15	-	02	17	15	
4	I	12	06	02	20	15	30
	II	15	-	-	15	15	
Total credits		109	19	08	136	120	120

* Students should select one/two course unit out of the given course units. Then the selected optional course units considered as core course units.

12. COURSE OUTLINE

CODE	COURSE UNITS	TYPE	CREDITS	REMARKS
LEVEL 2 – SEMESTER 1				
DVST 21413 / ECON 21413	Introduction to Economics	C	3	From the Department of Economics
DVST 21423	Development Issues in Contemporary Asia	C	3	Newly introduced
DVST 21433	Population & Development	C	3	Modified with Population Geography
DVST 21443	Fundamentals of Cartography [^]	C/O	3	Modified with Map reading
DVST 21453/ SOCI 21473	Sociological Perspectives of Development ^{^^}	C/O	3	From the Department of Sociology
DVST 21463/ ECON 21463	Development Theory ^{^^^}	C/O	3	From the Department of Economics
DVST 21472/ DELT 21572	English for the World	A	2	From the Department of English Language Teaching (DELT)
LEVEL 2 – SEMESTER 2				
DVST 22413	Natural Resources and Development	C	3	Modified with Resources and Development
DVST 22423 / GEOG 22423	Agrarian Transformation	C	3	Minor revision to the existence content
DVST 22433	Statistics for Development Studies	C	3	Minor revision to the existence content
DVST 22443	Gender and Development	C	3	No change to the existence content
DVST 22453	Development Planning I	C	3	Minor revision to the existence content
DVST 22462/ GEOG 22472	Career Planning and Development	A	2	Modified with Survival Skills for Career Planning
LEVEL 3 – SEMESTER 1				
DVST 31413	Human Resource Development	C	3	Minor revision to the existence content
DVST 31423	Fundamentals of Geographical Information Systems (GIS)	C	3	Minor revision to the existence content
DVST 31434 / GEOG 31414	Geography of Sri Lanka	C	4	No change to the existence content
DVST 31443	Development Planning II	C	3	Minor revision to the existence content
DVST 31452	Community Development Project ⁺	C/O	2	Newly introduced
DVST 31462 / SOCI 31462	Social Dynamism and Development ⁺⁺	C/O	2	From Department of Sociology
LEVEL 3 – SEMESTER 2				
DVST 32413	Global Development Drives	C	3	Minor revision to the existence content
DVST 32423	Research Methodology for Development studies	C	3	Minor revision to the existence content
DVST 32433/ GEOG 32443	Advanced Geographical Information Systems (GIS)	C	3	Minor revision to the existence content

DVST 32443	Culture and Development	C	3	Modified with Cultural Geography
DVST 32453/ GEOG 32453	Institutional Training/ Internship	C	3	No change to the existence content
DVST 32462 / GEOG 32462	Critical Thinking	A	2	Newly introduced
LEVEL 4 – SEMESTER 1				
DVST 41413/ GEOG 41413	Land Use planning	C	3	Moderate revision to the existence content
DVST 41423	Development Policy and Practice of Sri Lanka	C	3	Modified with Development Experiences of Sri Lanka
DVST 41433	Political Economy and Development	C	3	Minor revision to the existence content
DVST 41443	Poverty Analysis	C	3	Minor revision to the existence content
DVST 41453/ GEOG 41453	Rural Development [#]	C/O	3	Minor revision to the existence content
DVST 41463/ GEOG 41463	Urban Planning for Development ^{##}	C/O	3	Modified with Regional Planning and Development
DVST 41472/ GEOG 41472	Academic Writing	A	2	Newly introduced
LEVEL 4 – SEMESTER 2				
DVST 42412/ GEOG 42412	Sustainable Development	C	2	Newly introduced
DVST 42423	Development Thoughts	C	3	Modified with Development Thought
DVST 42432	Development Administration	C	2	Newly introduced
DVST 43448/ GEOG 43448	Dissertation	C	8	No change to the existence content

Note;

* Students should select 02 (two) course units either from ^{^/^^} or ^{^^^} out of the given course units at level 1, 1st semester.

** Students should select one course unit either from ^{+ /++} or ^{# /##} out of the given course units at each level.

13. COURSE CONTENTS

LEVEL 2 – SEMESTER 1

Semester	1st Semester		
Course Code	DVST 21413 /ECON 21413		
Course Name	Introduction to Economics		
Credit Value	03		
Type	Compulsory		
Hourly Breakdown	Theory	Practical	Independent Learning
	45	-	105
Intended Learning Outcomes: After completion of this course unit, the students will be able to; <ul style="list-style-type: none"> • Explain the scope and methodology of economics • Discuss the basic economic problems and the alternative ways of solving these problems • Recognize the demand, supply, elasticity and market equilibrium • Examine the impact of government intervention into the market mechanism 			
Course content <ul style="list-style-type: none"> • Scope and methodology of economics • Scarcity, choice, opportunity cost and the basic economic problems • Alternative economic systems • Production possibility curve and its uses • Demand, supply, elasticity and market equilibrium • Government intervention into the market mechanism • Factor price determination 			
Teaching /Learning Methods: Lectures, Class discussions, Class assignments and Blended learning.			
Assessment Strategy: Class attendance, Continuous Assessment Test, Individual/ group presentations and End semester examination.			
Continuous Assessment (40%)		Final Assessment (60%)	
Details; Quiz 10%, Mid-term test 10%, Class assignment presentation 15% & Class attendance 05%.		Theory (%) 60	Practical (%) -
			Other (%) (specify) -
Recommended Reading: O'Sullivan, A., Sheffrin, S., & Perez, S. (2017). Microeconomics: Principles, Applications, and Tools, 9th Edition. Perloff, J. (2017). Microeconomics: Theory and Applications with Calculus. Pranab Bardhan and Pranab K. Bardhan, (ed)., (2000), Readings in Development Microeconomics, Volume 1, Cambridge, London.			

Semester:	1st Semester		
Course Code:	DVST 21423		
Course Name:	Development Issues in Contemporary Asia		
Credit Value:	03		
Type	Compulsory		
Hourly Breakdown	Theory	Practical	Independent Learning
	45	-	105
Intended Learning Outcomes: At the completion of this course unit the student will be able to; <ul style="list-style-type: none"> • Illustrate the unity and diversity of Asia, • Discuss geographical, cultural and political identity of Asia • Distinguish development disparity within Asian region • Explain the development level and development issues, • Recognize the role of newly industrial countries on development of Asia, • Identify regional cooperation in Asia. 			
Course Content: <ul style="list-style-type: none"> • Introduction: Asia as a Geographical unit, Regional identity and Unity and diversity of Asia • Brief history of contemporary Asia, • Colonialism in Asia, • Culture and traditions in Asia, • Brief discussion on political leadership in selected countries Asia; Japan, China, Malaysia, Singapore & India, • Outline the history of economic development in selected countries in Asia • Development issues in Asia; Economic, Social and Cultural issues, • Competing economics in Asia; Newly industries economics, • Growing significance in World politics and the regional economy; Silk road, • Regional cooperation; SAARC and ASEAN. 			
Teaching /Learning Methods: Lectures, Class room discussions and Blended learning.			
Assessment Strategy: Class attendance, Continuous Assessment Test (CAT), Individual/ Group Assignment and presentation, End semester examination.			
Continuous Assessment 40%		Final Assessment 60%	
Details; Quiz 15%, Essay and presentation 20% & Class attendance 05%		Theory (%) 60	Practical (%) - Other (%) (specify) -
Recommended Reading: Berrill, K.(ed)(1994), Economic Development with Special Reference to East Asia, Palgrave Macmillan UK Devarajan, S., and I. Nabi (2006). Economic growth in South Asia: promising, un-equalizing, ... sustainable? South Asia Region Working Paper. Washington, D.C.: World Bank. Available from http://siteresources.worldbank.org/SOUTHASIAEXT/Resources/South_Asia_growth_June_2006.pdf World Bank (2012). World Development Indicators. Available from http://data.worldbank.org/datacatalog/world-development-indicators .			

Semester	1st Semester		
Course Code	DVST 21433		
Course Name	Population & Development		
Credit Value	03		
Type	Compulsory		
Hourly Breakdown	Theory	Practical	Independent Learning
	45	-	105
Intended Learning Outcomes: At the completion of this course unit the student will be able to – <ul style="list-style-type: none"> • Discuss the dynamic and key component of Population and Development, • Explain the demographic processes and its determinants affecting these demographic patterns with relate to regional interpretation, • Examine the population related issues in spatial content, • Distinguish suitable population policies which provide social and economic, demographical issues, • Construct the connection between population, environment and development. 			
Course Content: <ul style="list-style-type: none"> • Introduction to population and development (Population concept, Definitions, Geographic scope and Evolution of the subject) • Components and elements of population concept • Population dynamics and characteristics; Fertility, Mortality, Migration • Basic theories and Debates (Malthusian, The Optimum Theory of Population, Marxian perspectives, Cornucopian, Bucharest and Paul Ehrlich) • Spatial and temporal patterns of Demographic process. • Population problems in spatial context: Sri Lanka as well as other regions of the world • Population policies: Types of population policies. Natal and anti-national population policies • Population Vs development and environment (Case Study) 			
Teaching /Learning Methods: Lectures, Discussions, Blended learning. Demonstration and hands – on activities.			
Assessment Strategy: Class attendance/ Continuous Assessment, Group work assignment and presentation, Assignment End semester examination.			
Continuous Assessment 40%		Final Assessment 60%	
Details; Mid term test 10%, Group work and presentation 15%, Assignment 10%, Class attendance 05%.	Theory (%) 60	Practical (%) -	Other (%) (specify) -
Recommended Reading: Bailey, Adrian, (2005), Making Population Geography (Human Geography in the Making) Bhende A. and Kanitkar T.,(2000), Principles of Population Studies, Himalaya Publishing House. Holly R. Barcus.H.R and Halfacree.K, (2017), An Introduction to Population Geographies Lives Across Space. Published August 31, 2017 by Routledge. ISBN 9780415569958. Newbold K. B., (2009), Population Geography: Tools and Issues, Rowman and Littlefield Publishers. Peters, Gary L. and Robert P. Larkin, (2008), Population Geography: Problems, Concepts, and Prospects.			

Semester	1st Semester		
Course Code	DVST 21443		
Course Name	Fundamentals of Cartography[^]		
Credit Value	03		
Type	Compulsory/ Optional		
Hourly Breakdown	Theory	Practical	Independent Learning
	35	30	85
Intended Learning Outcomes: After completion of this course unit, the students will be able to <ul style="list-style-type: none"> • Explain the nature, principles and theories of cartography, • Review the evolutionary process of topographic maps of Sri Lanka • Demonstrate cartographic skills in map making and interpretation process of maps, • Identify different types of coordinate systems • Apply cartographic techniques as needed. 			
Course content <ul style="list-style-type: none"> • Scope of the “Fundamental of Cartography” • History of Cartography • Map elements with special reference to scales (Different linear scales, Enlargement & reduction and Area calculation) • Coordinate systems; Latitudes and longitudes, National grid systems (XY Coordinates) • Contours and common features of map • Profiles; Projected Profile, Composite Profile, Super Imposed Profile • Topographic maps, Thematic maps; Identify, drawing and Interpretation • Representation of socio-economic data using cartographic techniques • Interpretation of Aerial Photograph 			
Teaching /Learning Methods: Lectures, Practical, Computer based skills on graphical representation, Blended learning and Group work.			
Assessment Strategy: Class attendance, Continuous Assessment, Practical book, and End semester examination.			
Continuous Assessment 40%		Final Assessment 60%	
Details: Mid-term test 10%, Practical book 25% & Class attendance 05%.	Theory (%) 60	Practical (%) -	Other (%) (specify) -
Recommended Reading: Anson, R. W., (1984), Basic Cartography for Students and Technicians, Volume 1 and Volume 2, International Cartographic Association. Mark Harrower, Anthony C. Robinson, Robert E. Roth and Ben Sheesely., (2011), Cartography, Free online E-Textbook, Available on; https://www.researchgate.net/publication/280599704_Free_E-Textbook_Cartography_20 Monkhouse, F. J. & Wilkinson H. R., (1994), Map & Diagram, Methuen, London. Survey Department. (2007), National Atlas of Sri Lanka, 2 nd Edition, Colombo, Sri Lanka. Vitarana, M. Kanthi., (2007), Cartography, Sarasavi Publishers.			

Semester	1st Semester		
Course Code	DVST 21453/ SOCI 21473		
Course Name	Sociological Perspectives of Development ^^		
Credit Value	03		
Type	Compulsory/ Optional		
Hourly Breakdown	Theory	Practical	Independent Learning
	45	-	105
Intended Learning Outcomes: After completion of this course unit, the students will be able to <ul style="list-style-type: none"> • Identify the basic concepts of sociology. • Describe the society through sociological perspectives • Identify the main social phenomena. • Recognize dynamics of social institutions and their functions through sociological perspectives. 			
Course Content: <ul style="list-style-type: none"> • Scope of Sociological Perspectives of Development Studies • Concept of Society and its impact on development process <ul style="list-style-type: none"> • What is Society? Social Structure and Social Organization. • Status and role: Role conflict and conflict management. • Social groups and their functioning. • Impacts of Socialization on Development <ul style="list-style-type: none"> • Define the concept of Socialization, Culture and Society and Socialization intervention • Relationship between development and culture and society • Socialization intervention; primary and secondary agencies. • Meaning of Social Institutions and relationships between Social Institutions with Development process • Impacts of Social Stratification on development process <ul style="list-style-type: none"> • Factors that regulate social stratification. • Theoretical identification of social stratification. • Major factors in identifying class and caste as social stratification factor- • Importance of social Bureaucracy for socio-economic development <ul style="list-style-type: none"> • Identify the need for a bureaucratic system. • The characteristics of an ideal bureaucracy introduced by Max Weber. • Criticisms against the modern bureaucracy. • Impacts of Social control strategies on development of a country <ul style="list-style-type: none"> • The need for social control. • Formal and informal social control strategies. 			
Teaching /Learning Methods: Lectures, Guest talk, Discussions and Blended learning			
Assessment Strategy: Class attendance and Group/ Individual project report and End semester examination. .			
Continuous Assessment 40%		Final Assessment 60%	
Details; Quiz 10%, Group/ Individual Project report and presentation 25% & Class attendance 05%.		Theory (%) 60	Practical (%) - Other (%) (specify) -

Recommended Reading:

පෙරේරා, ටෙනිසන්, ඩී.ඒ. (1993) මානව හා සමාජ විද්‍යා ප්‍රවේශය. කොළඹ: ඇස් ගොඩගේ සහ සහෝදරයෝ.
 සිල්වා, කාලිංග විශ්වාර, (2005). කුලය., පන්තිය හා වෙනස් වන ලංකා සමාජය. බොරැස්ගමුව: විසිදුණු ප්‍රකාශකයෝ.
 බිලවු, පී.එම්. (පරි.). (2009). නවීන සමාජය සහ නිලබල ක්‍රමය. කොළඹ: අධ්‍යාපන ප්‍රකාශන දෙපාර්තමේන්තුව
 Iyer Mac R.M., Page Charles M, : (1950). Society (an Introductory Analysis), 2/10, New Delhi: Rajiv Beri for Macmillan India Ltd.
 Rao, Shankar C.N. (2002). Sociology: Primary Principals. New Delhi: C. Chand Company.
 Jain Roshni. (2017). Sociology; An Introduction to Sociology. New Delhi: AITBS Publishers.

Semester	1st Semester		
Course Code	DVST 21463/ ECON 21463		
Course Name	Development Theory^{^^^}		
Credit Value	03		
Type	Compulsory		
Hourly Breakdown	Theory	Practical	Independent Learning
	35	30	85
Intended Learning Outcomes: After completion of this course unit, the students will be able to; <ul style="list-style-type: none"> • Explain conventional and modern theories of development • Recognize contemporary progresses and regresses of theoretical applications in development • Examine nature the nature of development theories in practice 			
Course content <ul style="list-style-type: none"> • Introduction to Development Economics • Role of economic development in “development” and poverty reduction. • Development economics in international development studies • The evolution of economic development thoughts • The stylized facts in economic development • Determinants of growth (factors that define steady state) • Development and equity development with aging-population • Measurement and determinants of multifaceted poverty: absolute vs relative, objective vs subjective poverty • Sustainable development (the environment and development) • Education and development • Social capital for development 			
Teaching /Learning Methods: Lectures, Blended learning and group works, Independ learning and Field visits			
Assessment Strategy: Attendance to lectures, Continue Assessment Test, Fieldwork, Group work, Presentations and End semester examination.			
Continuous Assessment 40%		Final Assessment 60%	
Details; Tutorial 10%, Group/Individual assignment with presentations 25% & Class attendance 05%.		Theory (%) 60	Practical (%) - Other (%) (specify) -

Recommended Reading:

Hamanoiel, A. A., Freedman, D., Khiabany, G., and others, (2017), Liberalism in Neoliberal Times: Dimensions, Contradictions, Limits, Goldsmiths Press, Cambridge

Dwight H.Perkins, Steven Radelet and David L. Lindauer (2013), Economics of Development

Michael P. Todaro and Stephen C. Smith (2011), Economic development, 11th edition

Peet, R. and Hartwick, E. (2015). Theories of Development, Third Edition; Contentions, Arguments, Alternatives, The Guilford Press, New York

Salkind, J. N., (2013). An Introduction to Theories of Human Development, SAGE Publications, Inc. London

Sen, A. (1999). Development as Freedom, First Anchor Book, New York.

Willis, C. (2011). Theories and practices of development, Second Ed., Routledge, New York.

Level	Level II / 1st Semester		
Course Code	DVST 21472/ DELT 21572		
Course Name	English for the World		
Credit Value	2		
Type	Auxiliary		
Hourly Breakdown	Theory	Practical	Independent Learning
	30hrs (2 lecture hours X 15 weeks)	15hrs (Activities related to language skills development and assignments 1 hour X 15 weeks)	55hrs (Reading, listening & viewing, peer collaborative learning, LMS Forums 3-4 hours X 15 weeks)
Intended Learning Outcomes: At the completion of this course unit, student will be able to: ILO 1: compare and contrast (idiomatic and spelling) differences between American English and English in Britain ILO 2: describe and practice phonological, morphological, and syntactic features of Sri Lankan English ILO 3: discuss global issues and their impact on Sri Lanka ILO 4: identify academic writing style and edit ILO 5: debate/Discuss contemporary issues ILO 6: use ‘politically correct’ language ILO 7: comment on data and use related language appropriately			
Course Content World Englishes <ul style="list-style-type: none"> - Discuss different views about different Englishes - Identify spelling differences between American and British English - Use idioms and expressions in meaningful sentences - Listen to song about different views on English/ Watch video Sri Lankan English - Read texts on features of Sri Lankan English - Make notes on standard and non-standard variety - Paragraph writing with topic sentences - Appreciate and analyze short story in Sri Lankan English - Write an appreciation of literature and character discussion– 20% Current Issues <ul style="list-style-type: none"> - Discuss contemporary social issues - Use reported speech in talking about current issues 			

<ul style="list-style-type: none"> - Express critical views on current issues - News report on an incident (report using a poster/PowerPoint – individual) 20% <p>Inclusive Language</p> <ul style="list-style-type: none"> - Discuss the need for inclusivity in society based on Video clip - Discuss issues related to using politically correct terminology <p>Identify and use politically correct language in all types of sentences - Listening activity 10%</p> <p>Data Commentary</p> <ul style="list-style-type: none"> - Identify vocabulary related to graph descriptions - Use tenses related to graph - Identify the format of data commentary Academic Writing Style - Identify the use of nouns and verbs in academic language - Practice nominalization - Practice editing 			
<p>Teaching/ Learning Methods: Task-based language learning; presentations, discussions, role play, student presentations</p>			
<p>Assessment Strategy: Poster presentation, Listening, Essay, Individual news report, End of Semester Exam</p>			
Continuous Assessment 50%		Final Assessment 50%	
Details: Literary appreciation 10%, Character description 10% Individual news report 20% Listening 10%		Theory (%)	Practical (%) Other (%) (specify)
<p>Recommended Reading: Gunesekera, M. (2005). The Post-colonial identity of Sri Lankan English. Colombo: Katha Publishers. Heyer, S. (1996). True stories in the news: A beginning reader (3rd ed.). UK: Pearson Publishers. Long, W. J. (2015). English literature: Its history and its significance for the life of the English speaking word. UK: Rupa Publisher. Swales, J. M., & Feak, C. B. (2004). Academic writing for graduate students: Essential tasks and skills (Vol. 1). Ann Arbor: University of Michigan Press. Thomson, A. J., & Martinet, A. V. (2010). A practical English grammar. Oxford: Oxford University Press.</p>			

LEVEL 2 – SEMESTER 2

Semester	2nd Semester		
Course Code	DVST 22413		
Course Name	Natural Resources and Development		
Credit Value	03		
Type	Compulsory		
Hourly Breakdown	Theory	Practical	Independent Learning
	45	-	105
<p>Intended Learning Outcomes: After completion of this course unit, the students will be able to;</p> <ul style="list-style-type: none"> • Review multiple aspects of Natural Resource (NR) • Discuss potential, issues and management NR within the context of sustainable development • Practice theories and methods to manage natural resource • Examine ethical aspects of decisions taken to conserve and manage natural resource 			

<ul style="list-style-type: none"> • Course content • Introduction and scope: Natural Resources and Development” • Concepts and principles related to economic, environmental, social, cultural and ethical perspectives of resource and resource management • Classification of resources • Global and National level issues related to Natural Resources: Over utilization and under utilization of natural resources- water, fossil fuels, rocks, minerals, soil and other earth resources <ul style="list-style-type: none"> - Global and National level issues related to economic, social, environmental, political and cultural development • Economic, social and environmental aspects in natural resources management • Global and national level policies and practices related to Natural Resources and Development 			
Teaching /Learning Methods: Lectures, discussions, Blended learning and Group work			
Assessment Strategy: Class attendance, Group work, Assignment and End semester examination.			
Continuous Assessment 40%		Final Assessment 60%	
Details; Quiz 15%, Group work and presentation 20% & Class attendance 05%.	Theory (%) 60	Practical (%) -	Other (%) (specify) -
Recommended Reading: Brundtland 1987. Brundtland Report – Our Common Future. 1987. UN World Commission on Environment and Development. Available at: http://www.un-documents.net/wced-ocf.htm Baumol, W. J and Oates, W. E. 1988, The Theory of Environmental Policy, second edn, Prentice-Hall, Englewood Cliffs, N. J. Miller, Tyler G. (1998) Living in the environment. 10th ed. Belmont, California: Wadsworth Publishing Company.			

Semester	2nd Semester		
Course Code	DVST 22423/ GEOG 22423		
Course Name	Agrarian Transformation		
Credit Value	03		
Type	Compulsory		
Hourly Breakdown	Theory	Practical	Independent Learning
	35	30	85
Intended Learning Outcomes: After completion of this course unit, the students will be able to; <ul style="list-style-type: none"> • Demonstrate the concept, evolution and development of Agriculture, • Recognize the role of agricultural determinants towards the changing agricultural systems, • Evaluate the Green Revolution, its impacts and aftermath • Differentiate the modern agriculture, • Identify and analyses different agricultural practices in Sri Lanka. 			
Course Content: <ul style="list-style-type: none"> • Agricultural evolution: Plant and animal domestication (cultigens) • World agricultural systems and classifications • Models and theories in agrarian studies (Von Thunen’s Models and Jonasson’s Model) 			

<ul style="list-style-type: none"> • Changing agricultural systems (Subsistence to Modern) • Peasant Colonization of Sri Lanka, • Land tenure and land reforms, • Dimensions of Agricultural Development: Productivity, Diversification and Commercialization • Role of food and agricultural sector development of Sri Lanka; Employments, Food security and GDP contribution • Fragmentation of land holdings and Land grabbing • Dimensions of Green revolution and aftermath; Smart agriculture • Changes in government agricultural policies • Sustainable agriculture: Green economy, Agri-business and Contract farming. 			
Teaching /Learning Methods: Lectures, Class discussions/ Guest talk, Field exercise based on a case study and individual/ group work.			
Assessment Strategy: Class attendance, Field based individual/ Group activities and End semester examination.			
Continuous Assessment 40%	Final Assessment 60%		
Details; Quiz 10%, Participation of field work and Group work/ Assignment 25% & Class attendance 05%	Theory (%) 60	Practical (%) -	Other (%) (specify) -
Recommended Reading: Balasubramanian, A., Outline of Agricultural Geography, Available on the web: https://www.researchgate.net/publication/309784057_Outline_of_Agricultural_Geography Chorley Richard J. (1970), Models, paradigms and new geography in Socio-economic Models in Geography, Peter, London, Methuen & Co. Ltd. Hagget. P., (1965), Location Analysis in Human Geography, London Edward Arnold (publisher) Ltd. Majid Hssain, (2002), Systematic Agricultural Geography, Rawat Publication, Jaipur & New Delhi. Peiris, G.H., (1996), Development and Change in Sri Lanka: Geographical Perspectives, Macmillan India Ltd, New Delhi			

Semester	2nd Semester		
Course Code	DVST 22433		
Course Name	Statistics for Development Studies		
Credit Value	03		
Type	Compulsory		
Hourly Breakdown	Theory	Practical	Independent Learning
	35	30	85
Intended Learning Outcomes: After completion of this course unit, the students will be able to; <ul style="list-style-type: none"> • Explain basic statistical concepts, • Select appropriate scientific methods for data collection and data analysis • Demonstrate ability in solving problems by using information and data • Interpret outcomes of information derived from basic statistics • Comply with statistical computer programs 			

Course content			
<ul style="list-style-type: none"> • Scope and definition: Statistics for Development Studies • Data and Measurement (Scale, nominal, ratio and ordinal) • Descriptive statistics; Measures of Central tendency (Mean, Median, Mode) • Measures of Dispersion (Range, Variance, Standard deviation, Skewness) • Lorenz Curve and Gini's Coefficient • Basic Probability • Simple Correlation and liner regression • Hypothesis testing and confidence intervals • Application of Statistics for Development Studies using statistical computer programs. 			
Teaching /Learning Methods:			
Lectures, Class practical work, Computer based learning (SPSS software) and Blended learning and Group work			
Assessment Strategy:			
Class attendance, Continuous Assessment, Assignments, Group work and End semester examination.			
Continuous Assessment 40%		End semester examination 60%	
Details; Class tests 15%, Assignments 20% and Class attendance 5%.		Theory (%) 60	Practical (%) - Other (%)(specify)
Recommended Reading:			
Aggarwal B. M, (2013) Business Statistics, Ane Books Pvt. Ltd, India			
Arora, P.N; Arora, Sumeet; Arora, S (2007) Comprehensive Statistical Methods, S. Chand & company Ltd, India			
Pillai, R.S.N. & Bagavathi. (2018). Statistics: Theory and Practice. S. Chand & amp; Company Ltd, India			
Ross, S. (2019). A First Course in Probability. (10th Edition). Pearson Education			
Gupta, S.C. (2014), Fundamentals of Statistics, Himalaya Publishing House, India			

Semester	2nd Semester		
Course Code	DVST 22443		
Course Name	Gender and Development		
Credit Value	03		
Type	Compulsory		
Hourly Breakdown	Theory	Practical	Independent Learning
	45	-	105
Intended Learning Outcomes:			
After completion of this course unit, the students will be able to;			
<ul style="list-style-type: none"> • Explain the concept, role and evolution of the concepts of gender and development, • Review genealogy of Gender related theories and differentiate theories of gender, • Recognize the variety of Development perspectives that address gender issues, • Examine the key factors that have been caused to gender issues and increase sensitivity to a broad range of gender issues at personal, interpersonal, institutional, and community levels, • Evaluate the impact of development interventions on gender related development issues. 			

Course Content:

- Concepts of Gender and development- the evolution gender in development, Implications of the concepts of gender and Development
- Difference between gender and Sex
- Gender roles and relations
- Feminism and development; theoretical perspectives, implication for policy, research and action
- Gender equality and the economy
- Gender and reproductive health
- Gender issues; Issues pertaining to Gender Equality and Male and Female contribution levels in Development Process (Gender differentiation, Gender Inequality, Gender discrimination, Gender based violence)
- Gender Mainstreaming in development - policy development, research, advocacy/ dialogue, legislation, resource allocation, and planning, implementation and monitoring of programmes and projects.

Teaching /Learning Methods:

Lectures, Guest talk, Discussions and Blended learning

Assessment Strategy:

Class attendance, Desk review, Assignment, Presentation and end semester examination.

Continuous Assessment 40%	Final Assessment 60%		
Details; Quiz 15%, Assignment and presentation 20% & Class attendance 05%.	Theory (%) 60	Practical (%) -	Other (%)(specify) -

Recommended Reading:

Arya, Sadhna , (2006), Poverty, gender and migration. Published by SAGE
 Bhagawat Vidyat, (2004), Feminist Social thought an introduction six key thinkers Rawat Publications, Jaipur.
 Momsen,J.H, (2004), Gender and Development, Psychology press
 Parpart Jane L. , Connelly, M. Patricia, Barriteau, V. Eudine, (2000), Theoretical Perspectives on Gender and Development, The International Development and Research Center , Canada .
 Sarkar Aanchal, (2006) Gender and Development, Pragun Pblisher , India
 Stearns Peter N, (2006), Gender in World history, Rutledge Publishers, New York.

Semester	2nd Semester		
Course Code	DVST 22453		
Course Name	Development Planning I		
Credit Value	03		
Type	Compulsory		
Hourly Breakdown	Theory	Practical	Independent Learning
	40	15	95
Intended Learning Outcomes: After completion of this course unit, the students will be able to; <ul style="list-style-type: none"> • Distinguish different types of development plans with special attention to different politico-economic systems, • Identify Events of Development Requirements and Planning, • Investigate the stages of Development Planning, • Examine the structure and content of development plans, • Evaluating development plan with reference to Sri Lanka. 			
Course Content <ul style="list-style-type: none"> • Introduction to Development Planning; Concept, Scope and fundamentals, • Evolution of planning; Ideology in different politico-economic systems; planning in free-market economies, closed economies planning models of classical economics central planning ideologies and strategies, • Identification of Development Events, Requirements/ Planning; Sustainability, Inclusion, Flexibility and Partnership, • Stages of Development Planning; identification of problems, analysis and verifying, Policy formulation, Goals setting, evaluation and actions, legal, administrative, and participatory procedures, • Types of Development Plans; Economic Planning, Physical/spatial planning, Regional Planning • Roles and Time Horizons of Development Plans, • Contents and structure of development plans; forecasting models. Linear programming, threshold analysis. Specification of target group/s, stakeholders, possible financiers, donors, time planning, and budgeting, Public consultation, and validation the plans. • Evaluation of selected Development plan of Sri Lanka. 			
Teaching /Learning Methods: Lectures, Guest talk, Desk Review, Discussions and Blended learning			
Assessment Strategy: Class attendance, Assignment, Presentation and End semester examination.			
Continuous Assessment 40%	Final Assessment 60%		
Details; Mid-term test 15% , Individual/ Group Assignment, based on desk review and presentations 20% & Class attendance 05%.	Theory (%) 60	Practical (%) -	Other (%) (specify) -
Recommended Reading: Department of National Planning.,(2001), Planning technique (realization the vision) Ministry of Financial Planning Colombo, Sri Lanka Freeman Mathur B.L., (2008), Economic Planning and Development, Sublime Publication. Rural Development Principle Policies Management, (1999), New Delhi, Katar Singh, Sage Publication. T.W Freeman, (1974), Geography and Planning, Hutchinson Publication ,United Kingdom.			

Semester	2nd Semester		
Course Code	DVST 22462/ GEOG 22472		
Course Name	Career Planning and Development		
Credit Value	02		
Type	Auxiliary		
Hourly Breakdown	Theory	Practical	Independent Learning
	25	15	60
Intended Learning Outcomes: After completion of this course unit, the students will be able to; <ul style="list-style-type: none"> • Demonstrate the value of developing personal attributes, • Examine the transferable skills to be acquired by the students during their university life, • Comprehension of these attributes and skills, it is expected that the students should be able to discover successful employment opportunities and a productive social life, • Prepare a successful career plan. 			
Course Content <ul style="list-style-type: none"> • Identify personal interests, skills, and values • Assessing personal goals, abilities, needs, values and interests • Time management, memory, reading, note- taking, testing techniques, and stress reduction • Models on career planning:. John Holland's Theory of Career Choice, Frank Parsons's matching careers to talents, skills and personality Theory. • SWOT and Gap Analysis for Career Planning and personality development • Facing the interviews for available positions • Plan and implement a program for Career development • Career counseling and mentoring • Taking appropriate action and decision-making • Understanding career pathways and career connections. 			
Teaching /Learning Methods: Lectures, Individual application exercises, Group activities, Class discussions, Assignments and workshops.			
Assessment Strategy: Class attendance, Preparation of personal SWOT and Gap analysis, Career plan. End semester examination.			
Continuous Assessment 40%		Final Assessment 60%	
Details; Preparation of personal SWOT and Gap analysis 15%, Career plan and presentation 20% & Class attendances 5%.		Theory (%) 60	Practical (%) - Other (%) (specify) -
Recommended Reading: Ashley, Roderic, (1998), Enhancing Your Employability, Oxford. Raymond Gerson, (2012), Achieve Career Success: Discover and Get the Job You Want, 2nd Edition, Upbeat Press. Smale, Bob and Julie Fowlie, 2008, How to Succeed at University: An Essential Guide to Academic Skills and Personal Development (Sage Study Skills Series) Steven Garnesby, (2013), Career Planning & Development: The Path Towards Your Dream Job, Create Space Independent Publishing Platform. Career theory and models. (n.d.). Retrieved July 21, 2020, Available on the web; https://www.careers.govt.nz/resources/career-practice/career-theory-models/			

LEVEL 3 – SEMESTER 1

Semester	1st Semester		
Course Code	DVST 31413		
Course Name	Human Resource Development		
Credit Value	03		
Type	Compulsory		
Hourly Breakdown	Theory	Practical	Independent Learning
	45	-	105
Intended Learning Outcomes: After completion of this course unit, the students will be able to; <ul style="list-style-type: none"> • Clarify the concept of Human Resource (HR) and its relationship with development • Demonstrate the characteristics of HR and classify human resources • Examine the human resources and development in Sri Lanka • Recognize the role of education, health sector on human development • Display analytical skills for identifying the interrelationship between human resources and development in the Developed and Developing Countries with special reference to Sri Lanka. 			
Course Content <ul style="list-style-type: none"> • Introduction to Human Resource Development (HRD); Definition, nature, dimensions and significance • Classification and Characteristics of Human resources for development in developed and developing countries • Theories and models; Motivational, Socio-Psychosocial Developmental and Economic Theories, • Approaches; Basic, Adult, Technical and Vocational and Higher Education, Environmental education and the role of non-government organizations. • Evaluate national, regional and global level human development (Human Development Index) • HR and economic development • Physical and mental health qualities; Knowledge, attitudes, skills, training, psychological wellbeing • Decent works and employment, under employment and unemployment • Human capital and labor market • Macro issues and challenges for HRD • Policies for HRD • HR and HRD of Sri Lanka. 			
Teaching /Learning Methods: Lectures, Discussions, Group work, Presentation and Blended learning.			
Assessment Strategy: Class attendance, Continuous Assessment, Individual Assignment and End semester examination.			
Continuous Assessment 40%	Final Assessment 60%		
Details; Quiz/ Tutorial 15%, Assignment and presentation 20% & Class attendance 05%.	Theory (%) 60	Practical (%) -	Other (%) (specify) -
Recommended Reading: Sen, A., (1999). Development as Freedom, First Anchor Book, New York. Powell, L. J., & McGrath, S. (2019). Skills for human development: transforming vocational education and training. Routledge. Rao, T. V. (1995). Human resources development: experiences, interventions, strategies. SAGE Publications India. United Nations Development Programme.(2020). Human Development Report- 2020. http://hdr.undp.org/			

Werner, J. M., & DeSimone, R. L. R. L. (2011). Human resource development. Cengage Learning.
අමරසිංහ.ඒ.ජී., (2014). සාර්ව මානව සම්පත් සංවර්ධනය, කතෘ ප්‍රකාශන

Semester	1st Semester		
Course Code	DVST 31423		
Course Name	Fundamentals of Geographical Information Systems		
Credit Value	03		
Type	Compulsory		
Hourly Breakdown	Theory	Practical	Independent Learning
	25	60	65
Intended Learning Outcomes: After completion of this course unit, the students will be able to; <ul style="list-style-type: none"> Identify and explain the fundamentals and concepts of Geographical Information Systems (GIS) Describe the components of GIS and familiarizing the ArcGIS, and Open Source software Construct geospatial data; making maps, visualizing and interpreting by using GIS Demonstrate the basic of Global Positioning System (GPS) and Remote Sensing (RS) 			
Course Content: <ul style="list-style-type: none"> Introduction to GIS, GPS and RS; Scope, definitions and objectives Main components of GIS Data models; spatial and non-spatial data, raster and vector data Spatial and non-spatial data; characteristics, standards, capturing, processing and visualizing techniques Apply map elements; primary and secondary map elements Create topographic maps and thematic maps using GIS; Georeferencing, Digitizing, and Geo-processing Fields of GIS, GPS, RS Applications 			
Teaching /Learning Methods: Lectures, Computer lab practical, Individual/ group work, Blended learning techniques			
Assessment Strategy: Class attendance, Practical test (Individual/ group), and semester-end examination.			
Continuous Assessment 40%		Final Assessment 60%	
Details; Class Test 15%, Practical Test 20%, Class attendance 05%		Theory (%) 60	Practical (%) - Other (%) (specify) -
Recommended Reading: Burrough P. A. and McDonnell R. A., 2000: Principles of Geographical Information Systems–Spatial Information Systems and Geostatistics, Oxford University Press. Chang K.-T., 2009: Introduction to Geographic Information Systems, McGraw-Hill. Chrisman Clarke K. C., 2001: Getting Started with Geographic Information Systems, Prentice Hall. DeMers M. N., 2000: Fundamentals of Geographic Information Systems, John Wiley & Sons http://dl.booktolearn.com/ebooks2/science/geosciences/9781259929649_Introduction_to_Geographic_Information_Systems_9th_Edition_25de.pdf https://www.esri.com/en-us/arcgis/about-arcgis/overview Nicholas, R, 1996, Exploring Geographic Information Systems, John Wiley and Sons Inc., New York Ranagalage M., 2019: Geographic Information Systems, Sandesha Publication, Padukka			

Semester	1st Semester		
Course Code	DVST 31434/ GEOG 31414		
Course Name	Geography of Sri Lanka		
Credit Value	04		
Type	Compulsory		
Hourly Breakdown	Theory	Practical	Independent Learning
	45	45	110
Intended Learning Outcomes: After completion of this course unit, the students will be able to; <ul style="list-style-type: none"> • Demonstrate key geographical phenomenon of Sri Lanka and its surrounding factors, • Inquiry in to temporal and special relationship with the development process in Sri Lanka, • Synthesize the changing patterns of geographical issues in a broader temporal and spatial scale and further analysis their causes and consequences, • Recognize with the suitable sustainable development approaches based on local and global resources. 			
Course Content <ul style="list-style-type: none"> • Scope of the Geography of Sri Lanka • Physiography of Sri Lanka and geological background and geological history, • Concepts and theories on formation of landscape • Land resources; Soil, rocks and mineral resources of Sri Lanka • Land use, Land development, and Agriculture • Water resource: Rainfall, Evaporation and water balance, Run-off and river discharge, Circulation of groundwater, Irrigation and future water needs of the country • Eco-system; Eco-systems of Natural forest, Grassland, Wetlands, Forest and Bio-mass as energy resources • Natural hazards and disaster management; Drought and Dry weather, Floods, Cyclone, Seismic-see waves and Epidemics • Development disparity and Development priorities • Development challenges • Geo-political potentials and barriers • Sustainable development in Sri Lanka; Challenges and opportunities 			
Teaching / Learning Methods: Lectures, Discussions, Case study based on field work and Blended learning.			
Assessment Strategy: Class attendance, Field based case studies, Inquiry-based/ problem-based discussions, assignment and semester end examination.			
Continuous Assessment 40%		Final Assessment 60%	
Details; Quiz/Class test 10%, Participation of field work and group report with presentations 25% & Class attendance 05%.	Theory (%) 60	Practical (%) -	Other (%) (specify) -
Recommended Readings: Cooray, P. G. (1984). An Introduction to the Geology of Sri Lanka (Ceylon), 2nd revised edition, Colombo. Grover, Paul, A, (1996). Economic Development and Social Change in Sri Lanka: Spatial and Policy Analysis, Manohan Publishers. New Delhi			

https://www.researchgate.net/publication/327221768_Sustainable_Sri_Lanka_2030_Vision_and_Strategic_Path

Johnson, B. L. C., and M. Le Scrivenor. (1981). Sri Lanka: Land, People, and Economy. London: Heinemann.

Lakshman, W.D, (1997). Dilemmas of Development: Fifty Years of Economic Change in Sri Lanka, Sri Lanka Association of Economists, Colombo.

Peiris, G.H., (1996). Development and Change in Sri Lanka: Geographical Perspectives, Macmillan India Ltd, New Delhi

Peiris, G.H., (2006). Sri Lanka: Challenges of the New Millennium, Kandy Books, Kandy

Semester	1st Semester		
Course Code	DVST 31443		
Course Name	Development Planning II		
Credit Value	03		
Type	Compulsory		
Hourly Breakdown	Theory	Practical	Independent Learning
	45	-	105
Intended Learning Outcomes: After completion of this course unit, the students will be able to; <ul style="list-style-type: none"> • Define what a Project is, the Project Life Cycle, Challenges and Importance of Project planning, • Demonstrate knowledge of the important processes which should be managed throughout the project cycle, • Prepare and apply different project management processes, tools and techniques from executing, monitoring and controlling, up to project, 			
Course Content <ul style="list-style-type: none"> • Introduction; Concept, Characteristic and Scope of Project Planning • Type of Projects; Project Cycle; Identification, Decision making and Planning • Project Identification; Feasibility Studies • Project Preparation: Project Profile; Logic al Framework Approach; Logical Framework Matrix; Project Appraisal: Cost-Benefit Analysis; Financial Analysis Vs. Socioeconomic Analysis • Project Criteria: Internal Rate of Return and Benefit-Cost Ratio; Environmental Impact Assessment and Social Impact Assessment • Project Evaluation of Development projects: Pre-Planning stage evaluation, Cost Effective Analysis; Impact Evaluation: Techniques and methods. 			
Teaching /Learning Methods: Lectures, Guest talk, Discussions and blended learning			
Assessment Strategy: Class attendance, Desk review, Presentation and End semester examination.			
Continuous Assessment 40%	Final Assessment 60%		
Details; Quiz 15%, Desk reviews and Group report 20%, Class attendance 05%.	Theory (%) 60	Practical (%) -	Other (%) (specify) -

Recommended Reading:

Chandra, P.(1987), Projects Preparation Appraisal, Budgeting and implementation, New York, Tata, Mc Graw Hill.

Dasgupta,P, Sen A. K. and Marglin, S., (1972),Guide Line for projects Evaluation, New York, United Nations, Industrial development Organization.

Horine,G.M. (2014), Project Management- Absolute beginners guide, QUE publishers

Lester,A ., (1991) ,Project Planning and Control ,Second Edition, Butterworth ,Heinemann.

Semester	1st Semester		
Course Code	DVST 31452		
Course Name	Community Development Project⁺		
Credit Value	02		
Type	Auxiliary		
Hourly Breakdown	Theory	Practical	Independent Learning
	15	45	40
Intended Learning Outcomes: After completion of this course unit, the students will be able to <ul style="list-style-type: none"> • Define the key principles of community development and determine its process, • Experience in participating a community/ Community Development Project (CDP)/ program, • Enhance understanding of groups and communities, • Creative ways to work with community, • Practices of civic/ student leaders/ members, activists and involved member to improve various aspects of communities, typically aiming to build stronger and more resilient the selected community/ ties. 			
Course Content: <ul style="list-style-type: none"> • Introduction to Community Development Project • The key principles of Community Development • The role and value of Community-Based Organizations and become a member • The Community Development process and strategies, • Government and Community Development • Community Development Approaches • Disasters and Community Development • Sustainability and the future of Community Development • Community Development Organizations & Community Engagement • Involvement and experiences from a selected CDP/ Program. 			
Teaching /Learning Methods: Interactive lecture, discussions and blended learning			
Assessment Strategy: Class attendance and Group/ Individual project report based on the personal experience/ involvement.			
Continuous Assessment 40%		Final Assessment 60%	

Details: Quiz 10%, Group/ Individual Project proposal on community development and presentation 25% & Class attendance 05%.	Theory (%) -	Practical (%) -	Other %)(specify) Group/ Individual project report and presentation 60%
Recommended Reading: Centre for Vocational and Continuing Education, (2014), Basic Concepts of Community Development- Course Book, The University of the South Pacific Online available on the web: http://oasis.col.org/bitstream/handle/11599/1008/1.Basic_Concepts_of_Community_Development_Course_Book.pdf?sequence=2&isAllowed=y Rhonda Phillips and Robert H. Pittman, (2009), An Introduction to Community Development, Routledge Publication. Available on the web: https://loomio-uploads.s3.amazonaws.com/uploads/a857276f9762676b869e7112c396824c/An%20Introduction%20to%20Community%20Development.pdf			

Semester	1 st Semester		
Course Code	DVST 31462/ SOCI 31462		
Course Name	Social Dynamism and Development ⁺⁺		
Credit Value	02		
Type	Compulsory/ Optional		
Hourly Breakdown	Theory	Practical	Independent Learning
	25	15	60
Intended Learning Outcomes: After completion of this course unit, the students will be able to; <ul style="list-style-type: none"> Describe the theoretical background of social change through practical social situations, Explain the Role of the applied sociologist's in Policy Making, Examine social problems. 			
Course Content: <ul style="list-style-type: none"> Scope of the “Social Dynamism and Development” Concept of Social change and its impacts on Development <ul style="list-style-type: none"> Meaning of social change. Factors affecting social change. Short term social change and social mobility. The nature and effects of modernization, urbanization, commercialization, globalization and westernization on long term social change. Multiple Social Forms as regulating factors of development Sri Lanka <ul style="list-style-type: none"> Identify ethnic groups and their characteristics. Identification of ethnicity and ethnic identity. Race, social diversity and pluralism. Ethnic problem in Sri Lanka and its current trends. Social welfare and development: Relations <ul style="list-style-type: none"> Conceptual and theoretical understanding of welfare and social security and social Development. Initiatives and programs of the welfare movement in Sri Lanka. Social problems as negative results in development process <ul style="list-style-type: none"> Poverty, Suicide, Prostitution, Child Abuse, Child Deviancy, Crime, Drugs Addiction. 			
Teaching /Learning Methods: Lectures, Guest talk, Discussions and blended learning			

Assessment Strategy: Class attendance and Group/ Individual assignment and End semester examination.			
Continuous Assessment 40%	Final Assessment 60%		
Details; Mid-term test 10%, Group/ Individual assignment and presentation 25% & Class attendance 05%.	Theory (%) 60	Practical (%) -	Other (%) (specify) -
Recommended Reading: Moor, w. (1974). Social change. New Delhi: Foundation of Modern sociology series Rogers, M.E. (1995). Diffusion of Innovation. New York: The Free Press. Vago, S. (2004). Social change. Peking: Peking university press. අමරතුංග ඩී. (2012). ප්‍රායෝගික සමාජ විද්‍යාව. කඩවත: කර්තෘ ප්‍රකාශන කරුණාතිලක, කේ. (1998). අපරාධ, බාලාපරාධ සහ පුනරුත්ථාපනය. කඩවත: මාලිංග ප්‍රකාශකයෝ. ජයවීර එස්. (2015). අපගාමී චර්යා. කඩවත: නුවේ ප්‍රකාශන			

LEVEL 3 – SEMESTER 2

Semester	02nd Semester		
Course Code	DVST 32413		
Course Name	Global Development Drives		
Credit Value	03		
Core	Compulsory		
Hourly Breakdown	Theory	Practical	Independent Learning
	45	-	105
Intended Learning Outcomes: After completion of this course unit, the students will be able to; <ul style="list-style-type: none"> • Demonstrate the historical process of global development concept and process of contemporary global development. • Integrate the theories and to evaluate the practices of applying theories to current global development attempts through case studies • Assess how theory and research are put into practice via global development institutions, programs, and policies to make global human wellbeing. 			
Course content <ul style="list-style-type: none"> • Introductory analysis for global development studies • The Bretton Woods agreement and institutions • Colonization and decolonization; anti-colonial take on cultural differences and national self-determination • Truman Doctrine • The Marshall Plan • Political and economic liberalism, and the significance of "free markets" • North-south dialogue and South-South cooperation • Poverty alleviations and inequality of income • Structural adjustment programs • 'Bottom-up' and "top down" approaches, ranging from civil disobedience and critical consciousness to appropriate technology and participatory development • Millennium Development Goals and the Human Development approach • Public-private partnerships and promoting the idea of Corporate social responsibility 			

<ul style="list-style-type: none"> War on Terrorism and global disasters on global development. 			
Teaching /Learning Methods: Lectures, blended learning and teaching strategies, group works, Independent learning, case studies			
Assessment Strategy: Class attendance, Continuous Assessment Test, Individual/ Group assignment and presentations and End semester examination.			
Continuous Assessment 40%	Final Assessment 60%		
Details; Mid-term test 15%, Group/individual presentations 20% & Class attendance 05%.	Theory (%) 60	Practical (%) -	Other (%) (specify) -
Recommended Reading: Develtere, P. (2012). How Do We Help? The Free Market In Development Aid, Leuven University Press. Harvey D. (2014). Seventeen Contradictions and the End of Capitalism, Reprint Edition, Oxford University Press. Lorenzini, S. (2019). Global Development. Princeton University Press. McNeil, John Donald. International Development: Challenge and Controversy, Sentia Publishing Sumner, A., and Tribe, M. A. (2008). International Development Studies: Theories and Methods in Research and Practice, SAGE Publications, London Wilkinson, R. and Hulme, D. (eds.) (2012) The Millennium Development Goals and Beyond: Global Development after 2015, Routledge, London.			

Semester	2nd Semester		
Course Code	DVST 32423		
Course Name	Research Methodology for Development Studies		
Credit Value	03		
Type	Compulsory		
Hourly Breakdown	Theory	Practical	Independent Learning
	40	15	95
Intended Learning Outcomes: By undertaking this course unit, the students will be able to <ul style="list-style-type: none"> Determine and discuss the role and importance of research in the field of Development Studies Demonstrate the way in which research is designed and conducted, Discuss the complex issues inherent in selecting a research problem and selecting an appropriate research design, Analyze the data and testing hypothesis, Apply the best research instruments to be utilized in the pursuit of goals in their own research projects and the quest for the solution of a research problem. 			

Course Content: <ul style="list-style-type: none"> • Introduction of Research; Philosophy, Objectives, Utility and Importance of Research. Concept of theory, deductive and inductive theory and Characteristics of scientific method • Literature review, Ethics and plagiarism • Problem Identification and Formulation; Research Problem and Research Question • Research Design; Characteristics and Types • Qualitative and Quantitative Research; measurement, causality, generalization, replication • Sampling; Concepts of Statistical Population, Sample, Sampling Frame, Sampling Error, Sample Size. Characteristics of a good sample. Types of Sample; Simple Random Sample, Systematic Sample, Stratified Random Sample & Multi-stage sampling. Determining size of the sample • Data collection, Tabulation, Analysis and Interpretation • Measurement Issues and Hypothesis; Qualities of a good Hypothesis, Null Hypothesis & Alternative Hypothesis. Hypothesis Testing, Logic & Importance • Use of tools / techniques for Research; use of statistical software • Preparation of synopsis. 			
Teaching /Learning Methods: Lectures, Class discussions and Blended learning			
Assessment Strategy: Class attendance, Continuous Assessment, Synopsis with presentation and End semester examination			
Continuous Assessment 40%		Final Assessment 60%	
Details; Quiz 10%, Synopsis with presentation 25%, Class attendance 05%	Theory (%) 60	Practical (%) -	Other (%) (specify) -
Recommended Reading: Daniel Montello and Paul Sutton., (2012), An Introduction to Scientific Research Methods in Geography and Environmental Studies, SAGE Publication. John P. Jones and Basil Gomez., (2010), Research Methods in Geography: A Critical Introduction, Wiley-Blackwell Publication, Oxford. Kumar, Ranjith, 1996, Research Methodology: A Step by Step Guide for Beginners, SAGE Publications Ltd, London Uwe Flick, (2010), An Introduction to Quantitative Research SAGE Publication. ධර්මසිරි, එල්, එම්. (2019). සමාජීය විද්‍යා පර්යේෂණ, ගොඩගේ ප්‍රකාශකයෝ, කොළඹ.			

Semester	2nd Semester		
Course Code	DVST 32433 / GEOG 32443		
Course Name	Advanced Geographical Information Systems		
Credit Value	03		
Type	Compulsory		
Hourly Breakdown	Theory	Practical	Independent Learning
	30	45	75
Intended Learning Outcomes: After completion of this course unit, the students will be able to; <ul style="list-style-type: none"> • Justify suitable application of Geographical Information Systems (GIS) and RS to analysis spatial data • Practice to manipulate GIS related data 			

<ul style="list-style-type: none"> • Customize the spatial distribution of phenomena and provide meaningful analysis of spatial attributes • Recognize GIS analysis to address for related problems • Display the models with Geo-spatial data using the GIS and RS 			
Course Content: <ul style="list-style-type: none"> • Advanced Geographical Information Systems (GIS); Scope and objectives • Geo-processing and model design • Spatial analysis of interpolation and extrapolation techniques; IDW, Spline, Kriging, Thiessen polygon • 3D analysis; Digital Elevation Model(DEM), Triangular Irregular Network(TIN) • Data and information processing techniques; creating geodatabase, Shape files, Thematic maps, Topographic maps, Excel Data • Intergrated applications/approaches of Geo -informatics (GIS, RS, GPS); Processing, mapping and analysis • Introduction to Geospatial open source software • Independent project on Geo-informatics 			
Teaching /Learning Methods: Lectures, computer lab practical, Class discussions, Blended learning and Case study based Group work			
Assessment Strategy: Class attendance, Mid-term practical test, Assignment, Semester end practical examination and Individual project			
Continuous Assessment 40%		Final Assessment 60%	
Details; Quiz - 10%, Mid-term test 25%, Class attendance 05%	Theory (%) -	Practical (%) 40%	Other (%) (specify) Individual project and presentation 20%
Recommended Reading: Nicolas B., Clement M., Mehrez Z., 2018, QGIS and applications in agriculture and forest, ISTE Ltd. London ,UK . Available on https://www.esri.com/en-us/arcgis/about-arcgis/overview Zhilin Li, Jun chen, Emmanuel B., 2008, Advance in photogrammetry, remote sensing and spatial information sciences, 2008. ISPRS congress book, Tailor and francis group, London, UK Zhu X., 2016, GIS for environmental applications: a practical approach, Routledge.			

Semester	2nd Semester		
Course Code	DVST 32443		
Course Name	Culture and Development		
Credit Value	03		
Type	Compulsory		
Hourly Breakdown	Theory	Practical	Independent Learning
	45	-	105

Intended Learning Outcomes:

After completion of this course unit, the students will be able to;

- Contrast the inter-relationships between culture and development,
- Assess differing theories related to culture and development,
- Develop analytical skills for interpreting human landscape as an expression of cultural forces,
- Integrate the indicators and assessment for cultural development,
- Identify the issues pertaining to culture and development,
- Cultural health for sustainable development.

Course content

- Introduction to culture and development; Concept, Scope and Significance
- Characteristics of culture; Cultural landscape, Area and diffusion, Component of culture Cultural identity and Cultural diversity
- Human Civilizations; Cultural Heritage and Cultural Capital
- Theoretical approaches of culture: Materialism, Marxism, Feminism and Gender
- Culture and Economic Development
- Perspective on culture and globalization
- Culture and development indicators
- Social Impact Assessments
- Cultural Health for sustainability; Cultural Diffusion, Cultural Segregation and Cultural Diversity
- Diffusion of major world religions and languages
- Culture, Technology and Development
- Culture related Development Issues; Poverty, Development Backwardness, Violence and Racism)
- Trans-nationalism
- Cultural Policies for Development

Teaching /Learning Methods:

Lectures, Video presentation, Individual presentation and Blended learning

Assessment Strategy:

Class attendance, Continuous assessment, Class assignment, Presentation and End semester examination.

Continuous Assessment 40%	Final Assessment 60%		
Details; Quiz/ Tutorial 15%, Class assignment and presentation 20% & Class attendance 05%.	Theory (%)	Practical (%)	Other (%) (specify)
	60	-	-

Recommended Reading:

Donald Mitchell, (2000), Cultural Geography: A Critical Introduction, Blackwell Publishers Ltd, USA.
 Jordan-Bychkov, Terry, and Mona Domosh, (2003), The Human Mosaic: A Thematic Introduction to Cultural Geography, New York: W.H. Freeman and Company.
 Mitchell, D. (2000), Cultural Geography-A Critical Introduction, Black Well.
 Kottak, Conrad Phillip, (2009), Cultural Anthropology: Appreciating Cultural Diversity, 14th Edition, New York, McGraw-Hill.

Semester	2nd Semester		
Course Code	DVST 32453 / GEOG 32453		
Course Name	Institutional Training/ Internship		
Credit Value	03		
Type	Compulsory		
Hourly Breakdown	Theory	Practical	Independent Learning
	10	240	-
Intended Learning Outcomes: After completion of this course unit/ program, the students will be able to; <ul style="list-style-type: none"> • Get an opportunity of learning to work in a selected institution that is consistent with the field of Geography, under the supervision of an employer and a coordinating lecturer, • Gain self-confidence, self-understanding and interpersonal skills and they will develop work competencies for a specific occupation, • Demonstrate their familiarity with intellectual skills, transferable skills and excellent personal attributes, • Experience also helps students gain a clearer sense of what they still need to learn and provides an opportunity to build professional networks, • Apply knowledge and skills learned in the classroom in a work setting. 			
Course Content: . The internship would essentially include the “total work experience” on the following; <ul style="list-style-type: none"> • Gain knowledge and practical experience within the institute • Skills on problem solving and decision making • Planning, service learning and customer care • Keeping records and use of resources • IT skills and communication skills • Community service, social skills, nurturing relationships and volunteering • Leadership, responsible citizenship and truthfulness • Contributions to group efforts and teamwork • Time-management • Self-motivation, attendance and punctuality • Coping with uncertainty, flexibility and conflict resolution • Develop a greater understanding about career options while more clearly defining personal career goals. 			
Teaching /Learning Methods: Lectures (Guidelines), Guest talk and Institutional training/ On the Job Training (OJT)			
Assessment Strategy: Time sheet, Internship experiences report and Interview.			
Continuous Assessment 00%		Final Assessment 100%	
Details; None	Theory (%) -	Practical (%) -	Other %)(specify) Time sheet, Internship Experience Report and interview (50%+40%+10% =100%)
Recommended Reading: Frederick H. Sweitzer, (2014), Successful Internship - 4th edition, Cole Publishing Co.			

Semester	2nd Semester		
Course Code	DVST 32462/ GEOG 32462		
Course Name	Critical Thinking		
Credit Value	02		
Type	Auxiliary		
Hourly Breakdown	Theory	Practical	Independent Learning
	15	50	35
Intended Learning Outcomes: After completion of this course unit, the students will be able to; <ul style="list-style-type: none"> • Practice for logical discussions, and justify decisions using geographic perspectives, • Prepare for critical and productive group discussion effectively, • Improve the logical and coherent arguments to utilize creative techniques in Development studies, • Convince the writing and speaking processes through invention, organization, drafting, revising, editing, and presenting the creative works. 			
Course Content <ul style="list-style-type: none"> • Concept, fundamentals, techniques, and process of creative thinking • Interpretation in critical thinking; Information seeking, interpretation, analysis, synthesizing, inference, evaluation, explanation, deduction, conclusions, logic, and assumptions • Significance of critical thinking for making decisions • Elements of Bloom's taxonomy and critical thinking skills toolkit for creative graduates • Criteria for sound arguments and making conclusions • Identify common errors of thought, barriers and break the barriers • The community of practice; Sharing resources, knowledge, practices, and purposes 			
Teaching /Learning Methods: Lectures, Discussions, blended learnings, and participatory learning			
Assessment Strategy: Class attendance, Continuous Assessment, Activity-based and problem-based group discussions, small group works and presentations and semester-end examination.			
Continuous Assessment 40%		Final Assessment 60%	
Details; Mid-term tests 15 %, Group work/Assignment with presentation: 20% & Class attendance 05% .	Theory (%) -	Practical (%) -	Other (%) (specify) Individual report and presentation 60%
Recommended Readings: Chatfield, T., (2018) Critical Thinking: Your Guide to Effective Argument, Successful Analysis and Independent Study, Sage, London Crang, M., Thrift, N., (2000), Thinking Space (Critical Geographies), Routledge, London Critical Thinking Skills, Lumen Learning, Available on the web: https://courses.lumenlearning.com/suny-collegesuccess-lumen1/chapter/critical-thinking-skills/			

LEVEL 4 – SEMESTER 1

Semester	1st Semester		
Course Code	DVST 41413/ GEOG 41413		
Course Name	Land Use Planning		
Credit Value	03		
Type	Compulsory		
Hourly Breakdown	Theory	Practical	Independent Learning
	35	30	85
Intended Learning Outcomes After completion of this course unit, the students will be able to <ul style="list-style-type: none"> • Appraise the land as a basic resource • Examine the need for land use planning, • Outline the policies, legal and institutional contexts of land use planning, • Construct the relationship with institutes which related to land use planning in Sri Lanka • Define and practice the sustainable answers to land use related issues in Sri Lanka, 			
Course Content <ul style="list-style-type: none"> • Introduction to Land-use Planning. • Concepts, theories, approaches, and strategies of land use, and land use planning. • Land as a basic resource, Function of land, political interference on land, Land rent, Intensity of land use, and Market behavior of Land use. • Historical evolution and background factors of Land-use Planning. • Governance, ownership, and management of land and land resources, • Land use classification and Land Classification systems, • Land Evaluation for Land use planning-FAO Framework, Participatory land evaluation. • Land qualities and characteristics as diagnostic criteria, Land use Indices, Land use requirements. • Legal and institutional set-up for the land use planning process in Sri Lanka • Present system and regulations of land use planning in Sri Lanka, • Land use issues and sustainable resolutions of Sri Lanka 			
Teaching /Learning Methods: Lectures, Practical training at the Land Use Policy Planning Department (LUPPD), PRA at the field and blended learning, problem and inquiry-based small group activities			
Assessment Strategy: Class attendance, Group/Individual work based on case studies, Presentations and End semester examination			
Continuous Assessment 40%		Final Assessment 60%	
Details: Mid-term test 10%, Group activities 10%, Individual/Group assignments and presentations 15% & Class attendance 05%.		Theory 60	Practical -
			Other (%) (specify) -

Recommended Reading:

Carlos Loures, (2019). Land-Use Planning and Land-Use Change [Open access peer-reviewed], Available on the web; <https://www.intechopen.com/books/land-use-assessing-the-past-envisioning-the-future/introductory-chapter-land-use-planning-and-land-use-change-as-catalysts-of-sustainable-development>

M.A. Silberstein and Maser, C., (2013). Land-Use Planning for Sustainable Development, Routledge Publication.

Land use policy planning department of Sri Lanka; <https://www.nsdi.gov.lk/land-use-policy-planning-department>

Dent D.L. Deshpande S.B.(1993). Land Evaluation for Land Use Planning, Indian Council for Agricultural Research, Nagpur

Mandal, R.B.,(1990). Land Utilization; Theory and Practice.

FAO, (1976). A Framework for Land Evaluation, Rome.

Semester	1st Semester		
Course Code	DVST 41423		
Course Name	Development Policy and Practices of Sri Lanka		
Credit Value	03		
Type	Compulsory		
Hourly Breakdown	Theory	Practical	Independent Learning
	45	-	105
Intended Learning Outcomes: After completion of this course unit, the students will be able to <ul style="list-style-type: none"> • Discuss the economic growth and social development experiences of Sri Lanka since colonial era to the present day. • Examine how the country shifted from the feudalistic socio-economic system to the capitalistic socio-economic system. • Analyze the development experiences of the country during the post-colonial period and define the background factors that influencing those experiences. • Define the main political streams that have influenced the shape and direction of development policies in the country. 			
Course content <ul style="list-style-type: none"> • Introduction to development policy and practices; Concept, scope and importance • Policy Practices in Colonial era; European imperialist influences on Sri Lanka. • Policy Practices after the independence; Development planning of Sri Lanka. • Policy Practices after 1977. • Policy Practices in 21st Century. • Lessons learned from policy practices since colonial era. 			
Teaching /Learning Methods: Lectures, Group activities, Class discussions, Presentations and Debates			
Assessment Strategy: Class attendance, Individual and Group presentations and End semester examination.			
Continuous Assessment 40%		Final Assessment 60%	
Details; Quiz 10 %, Class Test 10%, Group work with presentation 15% & Class attendance 05%.		Theory (%) 60	Practical (%) - Other (%) (specify) -

Recommended Reading:

Gunasinghe, N., (2011), Selected Essays, Colombo, Social Scientists Association.

Lakshman.W.D., (1997). Introduction - Dilemmas of Development (fifty years of economic change in Sri Lanka), Sri Lanka association of Economists.

Sumanapala. P., (2018). National and Sub National Planning Approaches in Sri Lanka (1948-2018) A Critical Review, Author Publication.

පෙරේරා, කේ.ඒ., (2019), ශ්‍රී ලංකාවේ සංවර්ධන අත්දැකීම්, කතෘ ප්‍රකාශන.

Semester	1st Semester		
Course Code	DVST 41433		
Course Name	Political Economy & Development		
Credit Value	03		
Type	Compulsory		
Hourly Breakdown	Theory	Practical	Independent Learning
	45	-	105
Intended Learning Outcomes: After completion of this course unit, the students will be able to; <ul style="list-style-type: none"> • Clarify the principles of political economy, • Detailed understanding of political and economic activities and processes. • Compare the multi-culturalism and with new World order, • Justify the economic and political decentralization, • Identifying the trends of contemporary political issues, • Appraise the Government intervention in internationalization and mercantilism. 			
Course content <ul style="list-style-type: none"> • Introduction to Political Economy • Political Systems; Collectivism, Socialism, Individualism, Democracy and Totalitarianism • Economic Systems; Market Economy, Command Economy and Mixed Economy • Legal System • Political Economy and Broader Conceptions of Economic Development • Geography, Education and Economic Development • Multi-culturalism • The New World order and Spread of Market – based Systems (Including Globalization) • Implications of Changing Political Economy • Political – Economy of Decentralized Governance • Preferential Trade Liberalization • Green Field Investment and Political Ideology • Cross – National Cooperation and Agreements • Open Regionalism • Political and Economic Arguments for Government Intervention in Internationalization and Mercantilism. 			
Teaching /Learning Methods: Lectures, Individual presentations, Group activities, Class discussions, Assignments, and workshop.			
Assessment Strategy: Class attendance, Individual Assignment with presentation and End semester examination.			
Continuous Assessment 40%		Final Assessment 60%	

Details; Mid-tern test 15%, Individual assignment and presentation 20% & Class attendance 05%.	Theory (%) 60	Practical (%) -	Other (%) (specify) -
Recommended Reading: Baylis, J., Smith, S. and Owens, P. (eds.) (2017) 'The Globalization of World Politics: An Introduction to International Relations'. 7th Edition. Brown, C. and Ainley, K. (2009) Understanding International Relations 4th Edition Burchill, S., Linklater, A. et al. (2013) Theories of International Relations, 5th edition. Calvocoressi, P. (2009) World Politics since 1945, Pearson Education. Williams, P. D. (2014) Security Studies: An introduction, Routledge.			

Semester	1st Semester		
Course Code	DVST 41443		
Course Name	Poverty Analysis		
Credit Value	03		
Type	Compulsory		
Hourly Breakdown	Theory	Practical	Independent Learning
	45	-	105
Intended Learning Outcomes: After completion of this course unit, the students will be able to; <ul style="list-style-type: none"> • Demonstrate the concept of poverty, different forms of poverty and poverty as it manifests in different regions within one country and, in different parts of the world, • Contrast key issues regarding the causes and consequences of poverty • Explore a wide variety of approaches to understanding and discuss solutions for poverty mitigation, • Discover and examine regional and global variations in relative and absolute poverty, • Appraise the policy design to reduce poverty in the World as well as in Sri Lanka. 			
Course Content <ul style="list-style-type: none"> • Scope of Poverty analysis; History of the concept of poverty and wellbeing • Poverty and of different forms of poverty; Absolute and Relative poverty • Approaches to defining and measuring poverty; Poverty line and other measurements • Describing poverty; Multidimensional Poverty, Poverty Profile and Poverty mapping • Culture of poverty; Causes of poverty and its effects • Poverty eradication; Different approaches to understanding and providing solutions for poverty mitigation • Sustainable Development Goals (SDG) on 'No Poverty' • Policy impacts on Poverty - Institutional factors that hinder eradication of poverty, Measures • Policies designed to reduce poverty; Global or international level and from community perspectives. • Actions taken to alleviate poverty in Sri Lanka • Case studies of poverty assessments and poverty reduction 			
Teaching /Learning Methods: Lectures, Case study-based assignment, Individual presentation, and Blended learning			
Assessment Strategy: Class attendance, Desk review based on case study, Presentation and End semester examination.			
Continuous Assessment 40%		Final Assessment 60%	

Details; Quiz 15%, Desk reviews, Group report and presentations 20% & Class attendance 05%	Theory (%) 60	Practical (%) -	Other (%) (specify) -
Recommended Reading: Klugman Jeni, (2002), A Sourcebook for Poverty Reduction Strategies. World Bank, New York. Quibria Muhammad Ghulam, (1993), Rural poverty in Asia: priority issues and policy options. Oxford University Press Rodgers Gerry, José B. Figueiredo, Rolph van der Hoeven, Zafar Shaheed, (1995), New Approaches to Poverty Analysis and Policy. International Institute for Labour Studies World Bank, (1998). Poverty reduction and the World Bank: progress in fiscal 1998. World Bank Publication Atkinson A.B, (2019), Measuring poverty around the world, Princeton University Press.			

Semester	1st Semester		
Course Code	DVST 41453/ GEOG 41453		
Course Name	Rural Development[#]		
Credit Value	03		
Type	Compulsory/ Optional		
Hourly Breakdown	Theory	Practical	Independent Learning
	40	15	95
Intended Learning Outcomes: After completion of this course unit, the students will be able to; <ul style="list-style-type: none"> • Compare the concepts of rural development and their dynamic process, • Critically examine the key concepts and ground realities associated with the rural development process, measurements, and phases, • Analyze and synthesize the backwardness, poverty, and modernization in the rural sector in the developing world, • Criticize the challenges faced by the rural sector, and to recommend sustainable strategies to enhance the wellbeing of the rural livelihood in Sri Lanka. 			
Course Content <ul style="list-style-type: none"> • Concept, Nature, Scope and basic elements of rural development • Theories and models of rural development; Sectoral, Multi-sectoral, Territorial and Local • Causes of rural backwardness and poverty • Approaches to rural development in developing countries • Phases of rural development; Different approaches of community development, Integrated Rural Development, State-led to Market liberalization, Empowerment, Sustainable livelihood, and Poverty reduction, Public-private partnership for rural development • Measurements of rural development progress; Economic, Social, political and Environment • Rural workforce and poverty; Push and Pull factors, Local governance, and rural development • Modernization of agriculture: Changing rural livelihood, Impacts on micro-finance and sustainable livelihood • Labor market patterns, women's participation, and rural development • Progress of rural development strategies of Sri Lanka. 			
Teaching /Learning Methods: Lectures, Field visit, field-based group work, discussions and blended learning			

Assessment Strategy: Class attendance, Assignment based on rural development activity and End semester examination			
Continuous Assessment 40%	Final Assessment 60%		
Details; Quiz 15%, Group Assignment with presentation 20% & Class attendance 05%.	Theory (%) 60	Practical (%) -	Other (%) (specify) -
Recommended Reading: Gary P. Green (ed), (2013). Handbook of Rural Development, Edwards Elgar Publication. Krishnamurthy, J. (2000). Rural Development: Problems and Prospects, Rawat Publications. Singh, K.; Shishodia, A. (2016). Rural Development: Principles, Policies, and Management, 4th ed, Sage. Theodoridis, A., Ragkos, A., Salampasis, M. (Eds.) (2019). Innovative Approaches and Applications for Sustainable Rural Development, Springer, New York William, T. A., Christopher, A. J. (2011). Rural Development: Concept and Recent Approaches, Rawat Publication, New Delhi.			

Semester	1st Semester		
Course Code	DVST 41463/ GEOG 41463		
Course Name	Urban Planning for Development^{##}		
Credit Value	03		
Type	Compulsory/ Optional		
Hourly Breakdown	Theory	Practical	Independent Learning
	40	15	95
Intended Learning Outcomes: After completion of this course unit, the students will be able to <ul style="list-style-type: none"> • Critically examine the geographical perspectives, approaches to explain the spatial patterns of development under the various circumstance, • Compare the concept of urban planning, • Critically analyze and to synthesize the theories and models of urban development, • Analyze the backward and forward linkages on development, • Outline the different measures for assessing urban development, • Decide the urban disparity and measures to overcome the disparity. 			
Course Content <ul style="list-style-type: none"> • Theoretical Concepts and Frameworks for Urban planning for Development • Urban planning: Types, principles, objectives, tools, and techniques • Growth and development, growth versus development, sustainability and equity in development (Efficiency versus equity in development) • Different doctrines of urban planning and development: Cumulative causation The neoclassical conception, Herbert A. Simion; Alfred Marshall, Vilfredo Pareto, The Keynesian Conception; John Maynard, • Paul Samuelson, The neo- Marxist conception; The monetarist Conception; Milton Friedman • Indicators of urban development: Economic, demographic, and environmental • Human development approach in urban development: Concept and measurements • The pattern of urban development and regional disparity and diversity of Sri Lanka, • Forward-backward linkages, rural-urban relations and spatial organization for urban development • Challenges and measures for balanced urban planning and development in Sri Lanka. 			

Teaching /Learning Methods: Lectures, Guest talk, Discussions and blended learning			
Assessment Strategy: Class attendance, Desk review, Presentation and End semester examination.			
Continuous Assessment 40%	Final Assessment 60%		
Details; Mid-term tests 15%, Desk reviews and group presentations 20% & Class attendance 05%.	Theory (%) 60	Practical (%) -	Other (%) (specify) -
Recommended Reading: John Glasson.,(1978)An introduction to regional planning : Concepts, theory and practice ,London : Hutchinson, Misra R.P.(1992),Regional Planning: Concepts, Techniques, Policies and Case Studies, Concept Publishing Company,India Szirmai, Adam, (2005), An Introduction to the Dynamics of Socio-Economic Development, Press Syndicate of the University of Cambridge. Thakur, R.R., Dutt, A.K., Thakur, S.K., Pomeroy, G.M. (Eds.) (2020). Urban and Regional Planning and Development: 20th Century Forms and 21st Century Transformations, Springer, London			

Semester	1st Semester		
Course Code	DVST 41472/ GEOG 41472		
Course Name	Academic Writing		
Credit Value	02		
Type	Auxiliary		
Hourly Breakdown	Theory	Practical	Independent Learning
	15	45	40
Intended Learning Outcomes: After completion of this course unit, the students will be able to; <ul style="list-style-type: none"> • Apprise writings of academics, • Integrate characteristics of academic writings • Produce knowledge on writing styles and writing formats 			
Course Content: <ul style="list-style-type: none"> • Scope and Definition of Academic Writing • Academic writing: purpose, audience, evidence, style and writing process • Characteristics of academic writing • Structure of a paragraph • Developing paragraphs to an article • Quality improving steps of a paragraph/article • Developing academic vocabulary, • Reading and interpretation • Plagiarism and literature review • Writing research papers & essays • Formats of tables, graphs, map • Preparation the list of references using accepted styles 			

Teaching /Learning Methods: Lectures, Video, Group activity and Blended learning			
Assessment Strategy: Class attendant, Individual read and interpretation, Short essay writing and Presentation.			
Continuous Assessment 40%	Final Assessment 60%		
Details: Quiz on vocabulary test 15%, Short essay and presentation 20% & Class attendance 05%.	Theory (%) 60	Practical (%) -	Other (%) (specify) -
Recommended Reading: Douglass, Frederick. (1845). Chapter VII: "Learning to Read and Write" from Narrative of the Life of Frederick Douglass, an American Slave, Written by Himself. Available on the web: http://sscwriting.kellimcbride.com/pol_reader/pol_douglass_learning.pdf Stephen Bailey Academic Writing A Handbook for International Students Third edition, Routledge. Available on the web: https://www.kau.edu.sa/Files/0013287/Subjects/academic-writing-handbook-international-students-3rd-ed%20(2).pdf අමරසිංහ, ඩී. ජී. (2015). උසස් විභාග සඳහා ලිඛිත පිළිතුරු සම්පාදන උපදෙස්, කතෘ ජීර්කාශන.			

LEVEL 4 – SEMESTER 2

Semester	2nd Semester		
Course Code	DVST 42412/ GEOG 42412		
Course Name	Sustainable Development		
Credit Value	02		
Type	Compulsory		
Hourly Breakdown	Theory	Practical	Independent Learning
	30	-	70
Intended Learning Outcomes: After completion of this course unit, the students will be able to; <ul style="list-style-type: none"> • Outline the concept of Sustainable Development (SD), the environmental, social and economic dimensions, • Discuss the conflicts which are involved in the SD concept on the national as well as on the global scale. • Familiar with potential strategic options for SD (efficiency, sufficiency), • Provide knowledge and skills to promote SD for lifestyle. 			

Course Content <ul style="list-style-type: none"> • Introduction and History: Brundtland, Rio, SDGs • Basic Concepts, Strategies and Measurement • Sustainability and SD • Sustainable development approaches and practices • Efficiency and Innovation, Green Growth and Rebound • Instruments for SD • Education focuses on Global Citizenship Education (GCED) and Education for Sustainable Development (ESD) • SD and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence for global citizenship • Geographical parameters for SD: Environmental degradation, Biodiversity, Climate Change. 			
Teaching /Learning Methods: Lectures, Discussions, Debate and Blended learning			
Assessment Strategy: Class attendance, Presentation and End semester examination.			
Continuous Assessment 40%	Final Assessment 60%		
Details: Quiz 15%, Assignment with presentation 20% & Class attendance 05%.	Theory (%) 60	Practical (%) -	Other (%) (specify) -
Recommended Readings: Strachan, J., Vigilance, C. (2008). Sustainable Development in Small Island Developing States Issues and Challenges, Commonwealth Secretariat, London. Brundtland Commission Report (1987), Our Common Future, Oxford University Press. Dalal-Clayton, B. and Bass, S. (2002), Sustainable Development Strategies: A Resource Book, Routledge Peter R. Atsatt., (2006), An Introduction to Sustainable Development, EARTHSCAN Peiris, G.H., (2006), Sri Lanka: Challenges of the New Millennium, Kandy Books, Kandy Mohan Munasinghe, Sustainable Sri Lanka 2030: Vision and Strategic Path, Available on the web: https://www.researchgate.net/publication/327221768_Sustainable_Sri_Lanka_2030_Vision_and_Strategic_Path			

Semester	2nd Semester		
Course Code	DVST 42423		
Course Name	Development Thoughts		
Credit Value	03		
Type	Compulsory		
Hourly Breakdown	Theory	Practical	Independent Learning
	45	-	105
Intended Learning Outcomes: After completion of this course unit, the students will be able to; <ul style="list-style-type: none"> • Critically examine the ideas on development and their application in practice can be properly understood only within their historical, political, social, spatial, economic, and institutional contexts, • Describe contemporary thought of development while policymakers are also progressively drawing inspiration from beyond the intellectual capitals that loomed large in the past, 			

<ul style="list-style-type: none"> • Strength the philosophical background of development to apply and to create appropriate development policies, programs, strategies and to make sustainable decisions for the process of development at different levels and contexts. 			
Course content <ul style="list-style-type: none"> • Introduction to the spatial and temporal evolution of development thought • Enlightenment origins of political economy and natural capitalism • The British enlightenments and classical philosophy • Utilitarianism, ethical economic thought, skepticism • Neoclassical thought • Keynesianism for social democracy • Structuralism and poststructuralism • Liberalism and Neoliberalism • Naturalism and rationalism • Structural functionalism • Idealism and materialism of social progress, structural Marxism • Imperialism, Colonialism, Postcolonialism, and post-developmentalism • Modernism, postmodernism, and critical modernism • Feminism in development • Sustainability, environmentalism, Human ecology, and Political ecology. 			
Teaching /Learning Methods: Lectures, blended learning and teaching strategies, group works, Independent learning, case studies			
Assessment Strategy: Class attendance, CAT, Individual and group presentations, class debates and End semester examination.			
Continuous Assessment 40%	Final Assessment 60%		
Details; Class Test 15%, Assignment and presentations 20% & Class attendance 05%.	Theory (%) 60	Practical (%) -	Other (%) (specify) -
Recommended Reading: Cammarosano, J. R. (2018). The Development of Economic Thought: An Overview, Lexington Books Key Potter, R., Conway, D., Evans, R., Lloyd-Evans, S. (2012). Concepts in Development Geography SAGE Publications, London Currie-Alder, B., Kanbur, R., Malone, D. M., and Medhora, R. (2014). International Development: Ideas, Experience, and Prospects, Oxford University Press, Online. Peet, R. and Hartwick, E. (2015). Theories of Development, Third Edition; Contentions, Arguments, Alternatives, The Guilford Press, New York Srivatsan, R. (Ed.), (2015) History of Development Thought: A Critical Anthology 1st Edition, Routledge, New Delhi.			

Semester	2nd Semester		
Course Code	DVST 42432		
Course Name	Development Administration		
Credit Value	02		
Type	Compulsory		
Hourly Breakdown	Theory	Practical	Independent Learning
	30	-	70
Intended Learning Outcomes: After completion of this course unit, the students will be able to; <ul style="list-style-type: none"> Define the fundamental concepts of public policy and administration, Analyze the Constitutional / legal / due process of public administration; and its importance, strengths and weaknesses, Ability to bridge the theory and practice of public administration and policy implementation. Apply project management concepts to improve public sector. 			
Course content <ul style="list-style-type: none"> The concept, nature, scope and importance of development administration, Enhancement of knowledge and skills in development administration, Characteristics of administration in Developing and Developed countries, New trends in peoples' self-development, empowerment, and managing private public partnerships, Improve the productivity, efficiency, equity, and punctuality of organizational systems, Administrative structure of Sri Lanka with reference to 8th & 9th chapters of the constitution, Administrative process of plan & implementation at the regional and national levels, National planning boards and institutions. And their role in regional development, Role of Divisional Secretaries and Local Governments in Sri Lanka, Issues and policy strategies for better administration. 			
Teaching /Learning Methods: Lectures, Presentations, Group activities, Class debates			
Assessment Strategy: Class attendance, Individual/Group presentations and End semester examination.			
Continuous Assessment 40%		Final Assessment 60%	
Details: Quiz 15%, Assignment with presentations 20% & Class attendance 05%.	Theory (%) 60	Practical (%) -	Other (%) (specify) -
Recommended Reading: CQ Researcher, (2020). Issues for Debate in American Public Policy: Selections from CQ Researcher Twenty Second Edition, SAGE, California Farmer, J. D. (2020). Beyond Public Administration: Contemplating and Nudging Government-in-Context (Routledge Research in Public Administration and Public Policy) 1st Edition, Routledge, London. Herath, H. M. A. (2017) Sanwardhana Paripalanaya - Vivechanathmaka Vishleshanayak, Sarasavi Publishers, Nugegoda. Palekar, S. A. (2012). Development Administration, 1st edition, Phi Learning Private Limited; Delhi. Warnapala, V. W.A. (2008) Sanwardhana Paripalanaya, S. Godage, Colombo.			

Semester	1st and 2nd Semester		
Course Code	DVST 43448 / GEOG 43448		
Course Name	Dissertation		
Credit Value	08		
Type	Compulsory		
Hourly Breakdown	Theory	Practical	Independent Learning
	-	-	400
Intended Learning Outcomes: After completion of this course unit, the students will be able to <ul style="list-style-type: none"> • Demonstrate the knowledge and skills gained throughout the degree program and apply them to a specific research question, • Gain skills to formulate a research proposal which is based on a research question and justifying the methodology, • Search and summaries literature • Enable students to carry out independent project. 			
Course Content: (This unit does not include lectures on formal topics) <ul style="list-style-type: none"> • The undergraduate dissertation/ project within the field of Geography is an individual study, • The dissertation/ project includes search and summary of literature, • Collection, tabulation and analysis of data and find solution for the research question, • The dissertation/ project is mastered under individual supervision, • The supervision includes how to perform a scientific study and how to orally and in writing present gathered data in good scientific manner, • Enable students to carry out independent project. 			
Teaching /Learning Methods: Independent learning, Workshop and Individual guidance			
Assessment Strategy: Research proposal, Workshop and Dissertation/ Project			
Continuous Assessment 20%		Final Assessment 80%	
Details; Attending to meet supervisor (at least 08 times) 10% and Viva voce 10%.		Theory (%) -	Practical (%) - Other (%)(specify) Dissertation/ Project 80%
Recommended Reading: Bryan Greetham, (2014), How to Write Your Undergraduate Dissertation (3rd Edition), Macmillan Publication. Dharmasiri, L.M. (2014), Samajeeya Vidya Paryeshana (<i>in Sinhala</i>), Godage Publication. Nicholas Walliman, (2013), Your Undergraduate Dissertation: The Essential Guide for Success, SAGE Publishing.			

APPENDIXES
Criteria for BA Honours Degree
Academic Year - 2018/ 2019

1. BA Honours Degree

- 1.1 BA Honours Degree consists of four levels.
- 1.2 A minimum of 30 credits at each level totaling to a minimum of 120 credits should be completed within all the four levels. A minimum of 90 credits of the said 120 credits should be obtained from the compulsory course units of the main subject of the BA Honours Degree program and 30 credits could be from the level one course units of the BA Degree.
- 1.3 A student can register for a minimum of 30 credits and a maximum of 40 credits at second, third and fourth levels. At these levels, it is not allowed to register for the BA General Degree course units of the subject selected for the special degree.
- 1.4 “C” or better grades should be obtained for the compulsory course units of the main subject of the BA Honours Degree program and for the 8 or 10 credits of the level one course units of the said main subject of the BA Degree.
- 1.5 “C” or better grades should be obtained for a minimum of 108 credits out of the registered course units.
- 1.6 The minimum GPA should be 2.00
- 1.7 “E” Grade not should be obtained for any registered course units and even the course units for which the student was absent, will be considered ‘E’ grades.
- 1.8 It is compulsory to complete the course unit relevant to the students’ faculty (either English for Humanities DELT 12252 or English for Social Sciences DELT 11212) offered by the DELT (Department of English Language Teaching).
- 1.9 All the above requirements should be completed within a period of a maximum of six academic years.
- 1.10 Grades below C (C-, D+, D, E) are considered failed grades.

2. Grade Point Average (GPA)

For the BA Honours Degree, the GPA is rounded to the approximate two decimal points and a minimum of 120 credits for which better grades obtained are counted for the GPA. At least 100 credits out of the said 120 credits should be from the compulsory course units of the main subject of the BA Honours Degree.

3. Awarding Class

3.1 First Class

- 3.1.1 “C” or better grades should be obtained for all the registered course units.
- 3.1.2 “A” or better grades should be obtained for a minimum of 70% out of the total credits of the compulsory course units of the main subject of BA Honours Degree.
- 3.1.3 A minimum of 3.70 GPA should be obtained.
- 3.1.4 All the above requirements should be completed within a period of four academic years.

3.2 Second Class (Upper Division)

3.2.1 “C” or better grades should be obtained for all the registered compulsory course units.

3.2.2 “B” or better grades should be obtained for a minimum of 60% out of the total credits of the compulsory course units of the main subject of BA Honours Degree.

3.2.3 A minimum of 3.30 GPA should be obtained.

3.2.3 All the above requirements should be completed within a period of four academic years.

3.3 Second Class (Lower Division)

3.3.1 “C” or better grades should be obtained for all the registered course units.

3.3.2 “B” or better grades should be obtained for a minimum of 60% out of the total credits of the compulsory course units

3.3.3 A minimum of 3.00 GPA should be obtained.

3.3.4 All the above requirements should be completed within a period of four academic years.

Requirements for the Honors Degree Programme

01. In the first year, “D” or better grades should be obtained for the course units of a minimum of 30 credits. A minimum of 2.30 GPA should be obtained for the relevant course units counted for the 30 credits.
02. “C” or better grades and a minimum of 3.00 GPA should be obtained for 10 credits of the compulsory course units of the subject chosen for the special degree.
03. The number of students who would pursue the BA Honours Degree will be decided by the relevant Department. The priority will be given to those who have obtained a higher GPA.
04. From the course units registered in Level 1, if a student receives an ‘E’ grade for a course unit, except for the subject applied for the BA Honours Degree, the student may be allowed to pursue the BA Honours Degree under the condition that she/he improves the grade (‘D’ or above) within the next year.
05. Those students who did not sit the examinations for course units other than the course units of the subject offered for the Honors Degree due to medical reasons, can be selected for the Honors Degree with the recommendation of the Appeals Board. Such students must obtain a ‘D’ or a better grade for those course units within the next year.
06. In case a student fails to sit the examination of course units which come under the subject she/he intends to pursue for the Honors Degree, based on the recommendation of the Appeals Board, she/he can still study for the Honours Degree with the condition that the particular course units are completed within the next year.

If the students who register for the Honours Degree under the condition mentioned in 4, 5, 6 requirements fail to fulfill the minimum requirements on the first given opportunity, those students’ registration for the Honours Degree will be cancelled. Such students should register programme for the Honours Degree under the condition mentioned in 4, 5, 6 requirements fail to fulfill the minimum of the main subject of BA Honours Degree for the Honours Degree will be cancelled. Such students should register for the BA Degree in the next academic year and complete that degree programme.

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