BA (General) Degree: Revised Curriculum
Faculty of Social Sciences
University of Kelaniya

2014 October

PREFACE

The Faculty of Social Sciences (FSS) successfully revised the curriculum of the B.A. Special Degree Program with the assistance of the IRQUE project in 2010. With the experience, the exposure and the knowledge obtained from that exercise the need for revising curriculum of the BA General Degree study program (GDSP) was realized. During the last several decades, the FSS has not been able to revise the curricular of the GDSPs and it has severely affected the quality of graduates and relevance of the degree programme to current requirements of the nation. Then a committee was appointed to prepare an academic development proposal by the Dean of the FSS. The proposal submitted by the FSS focusing on these aspects along with a development plan to the HETC competitive grants was accepted and a total sum of rupees twenty million was granted under QIG Window 1 for carrying out the project.

One of the major activities of the development plan is Curriculum Development (CD) of the BA (General) degree programme modules of the FSS. Abiding by the rules and regulations pertaining to the grant, the positions of an Overall Consultant (OC) and 17 Subject Specialists (SS) for the 17 study modules including Economics, Geography, Development Studies, International Relations, Mass Communication, Library Sciences, History, Archaeology, Anthropology, Sociology, Social Statistics, Philosophy and Political Sciences of the BA (General) degree were advertised and the most suitable candidates were selected from among the applicants. All the SSs had been appointed in consultation of the Head and staff members of the respective Departments. The OC and all SSs signed agreements with the University of Kelaniya (UOK) for undertaking the CD process of the FSS.

The first workshop on Curriculum Planning (WCP) was successfully conducted to discuss the CD process of the FSS. The Deans of both faculties, senior staff of the both faculties, OC, SSs, stakeholders and project officials participated in the workshop. We recognize the fact that improving the quality of the BA (General) graduates cannot be achieved through revision of only the modules contributed by the FSS to BA(General) degree curriculum because FSS and FH are twin faculties that contribute to BA (General) degree, and the majority of the undergraduates of both faculties follow at least one or two courses from either FSS or FH. Therefore, we have extended our goodwill to include the FH into CD based on their self-commitment without incurring any additional cost to the HETC funds. Our OC provided voluntary academic support to the FH.

Subsequent to the first CD Workshop, a series of mini workshops on Designing Curricular (WDC) were held at Departmental level under the guidance of the OC, with the participation of the respective SSs and members of the Departments during the past several months at each department of FSS. The participants of the WDC were able to clarify the issues and formulate desired Graduate Profile and the Programme Outcomes of the degree program.

As the 3rd step of the CD process, a workshop on 'Student Centered Learning; Outcome based Learning and Setting up a Common Framework for the General Degree Study Program' was held to set up a Common Framework for the curriculum of both faculties and to Idnetify learning activities and time requirements for the ILOs. Next workshop on Workshop on Course Formulation (WCF) and Course sequencing were the final programmes of the CD of the FSS. The objectives of the WCF was to map the identified learning activities and time durations with the intended program outcomes that had been established during the previous workshops, removal of unnecessary repetition of learning activities, formulation of courses combining related learning outcomes, and assigning credit values considering time requirements for learning activities. The final workshop on Course sequencing was held at the faculty under the guidance of the OC, with the participation of all the SSs and departmental members.

This is a first kind innovative exercise for CD. The task would not have been succesfuls without the support of many academics and administrators of the UOK. I wish to express my gratitude to the Present Vice Chancellor and former Vice Chancellor, Director of the HETC project, Dean of the FSS, Dean of the FH, all the Heads of the

Departments and senior staff of the FSS and other parties who helped in various ways to the success of the CD process. I wish to extend my gratitude to the OC for conducting main workshops and mini workshops to guide the CD process and formulation of the Graduate Profile and Program Outcomes, guiding course formulation and sequencing, compiling all inputs and preparing this document. I am grateful to all the SSs for providing valuable service to the CD of the FSS. Finally, I wish to express my sincere thanks to the Activity Coordinators and Management Assistant of Project and other nonacademic members and the FSS.

After a long exercise, the FSS has been able to prepare the CD of the GDSP. We The QIG, Window 1 & 2 of the FSS under the HETC project of the World Bank have spent nearly 4 million SLR for achieving the objectives. We are extending our gratitude to the funding agency.

Prof. Lal Mervin Dharmasiri
Coordinator
QIG, Windows 1 & 2 under the HETC project
Faculty of Social Sciences
University of Kelaniya.

MESSAGE FROM THE DEAN

Curriculum Development (CD) is a vital requirement for updating available or newly designed curricular to match with national and global requirement. The Faculty of Social Sciences (FSS) has identified the requirement and taken necessary steps to revise its curricular to produce skillful, competent and scholastic graduates.

I have appointed a committee headed by Prof. Lal Mervin Dharmasiri and other four members Prof. U. A. Chandrasena, Prof. W.A. Weerasooriya, Dr. W.A. Semasinghe and Dr. Sarath Witharana to prepare a development proposal to the FSS. The proposal has been submitted to the HETC project of the World Bank in 2012. After consideration of the proposal, the HETC project has granted a 20 million SLR for carry out the project activities. The CD is the major activity of the project and the FSS was able to finalize the B.A. (General), General Degree Program of the FSS within about one year time period. The CD process has been completed with the help of an Overall Consultant in Outcomes based Curriculum Development and 17 other Subject Specialists who were selected from outside the University of Kelaniya, and appointed to achieve the objectives of the project.

At the initial stage of the proposal preparation period, I have provided necessary support by allocating 25 temporary assistant lectures for collecting data and information for preparation of the project proposal. In addition, all the facilities including a project office has been provided for project activities. Furthermore, every necessary support was provided for smooth functioning the project activities. I am happy that the CD of the B.A. (General) program of the FSS has been successfully completed by the project within the given framework.

I am extending my sincere thanks to the present Vice Chancellor, Prof. Sunanda Madduma Bandara, former Vice Chancellor, Prof. Sarath Amunugama, former Director of the HETC project, Prof. L.L. Rathnayake, present Director of the HETC project Prof. K.A. Nandasena, Dean of the FH, Prof. Luxman Senevirathne, all the Heads of the Departments and staff of the FSS and other parties who helped in various ways to the success of the CD process. I wish to extend my gratitude to the Overall Consultant, Prof. (Mrs.) Kalyani Perera and other Subject Specialists for providing their service to successful achievement of the project objectives. I am specially thankful to the project Coordinator and Activity Coordinators who have voluntary contributed their support to the development of the FSS. In addition, I am extending my thanks to all the non-academic staff of the faculty who have provided their service towards success of the event.

Finally, I am extending my gratitude to the QIG, Window 1 & 2 of the HETC project of the World Bank for funding the development program of the FSS.

Prof. Chandana Abhyarathne
Dean/ FSS
University of Kelaniya.

MESSAGE FROM THE OVERALL CONSULTANT

The Faculty of Social Sciences, University of Kelaniya has become the pioneer in the Arts and Humanities stream of the Sri Lankan University Education System to adopt Outcomes based approach for reformulating the curriculum of the BA (General) degree programme. This task was accomplished under the guidance of an Overall Consultant and the leadership of 17 Subject Specialists selected for the purpose, through a consultative process involving the Heads and members of respective departments. A summarized account of the steps involved in curriculum reformulation process which extended over 14 months period, is given below:

Considering the aspirations of the stakeholders and the current trends in Higher Education arena, Outcomes based approach was selected for curriculum reformulation. Desired Profile of the BA (General) graduates produced by the Faculty of Social Sciences was identified at a Curriculum Planning workshop, considering the expectations of the Faculty, views of the stakeholders, vision and mission of the University and qualification descriptors specified in Sri Lanka Qualification Framework.

A series of mini workshops were conducted at departmental level to refine the Desired Graduate profile and to identify the Desired Module Outcomes. The desired outcomes were separated into Generic Outcomes and Subject Specific Outcomes, and further sub divided into Knowledge (K), Skills (S) and Attitude (A) domains. For identification purposes, each outcome was given a code number that included the abbreviated Module /Generic name, domain, and its numerical order. The module abbreviations used are given in the list of modules and subject sepcialists presented in this document.

The subject contents, learning activities and time durations relevant to the desired learning outcomes were determined during a two-day workshop. For the first time in the curriculum development history of the Faculty of Social Sciences, Independent learning was given due recognition as a learning activity in addition to the traditionally recognized lectures and Practical.

At the next workshop held at the Faculty level, courses were formulated combining relevant learning outcomes. Learning activities and assessment methods were constructively aligned with the intended learning outcomes of the courses. Credit values were determined as per the Sri Lanka Qualification Framework guidelines. Courses were sequenced in the most appropriate manner that would help students to acquire the intended outcomes when implemented, at the final workshop.

The resultant curriculum consisted 17 different subject modules that contribute to the specific Subject based Outcomes, and a series of common Generic Education Courses that facilitate acquisition of the Generic Outcomes by the students. The Outcomes based model used to formulate the revised curriculum is given in page 1 of this document. Reformulation of the BA (General) curriculum using Outcomes based approach introduced following new features to the revised curriculum:

Desired Graduate Profile, Intended learning outcomes, Independent learning activities, time requirements, constructive alignment of the intended learning outcomes with respective learning activities and assessment methods, General Education Courses, Continuous/ in-course assessment, determination of Credit value of courses based on the time requirement for learning activities and Sri Lanka Qualification Framework Guidelines.

The revised curricula of the 17 subject modules are presented in this document. Each module is presented with a brief Introduction, summarized Course Sequence, and details of every course including the course code, title, credit value, type, intended learning outcomes, content, teaching learning activities and time distribution, assessment methods, marks allocation, and recommended texts/ references. The Intended learning outcomes are given with their respective code numbers to facilitate easy reference. Curriculum Map which links the ILOs of courses with the programme outcomes is presented at the end of the module. In several modules the plan of each course is given in addition.

Seventeen eminent subject specialists led the revision and reformulation of the curricula of the 17 modules in consultation with the Heads and members of the respective Departments, under my (Overall consultant) guidance. Without the cooperation of the subject specialists, and the assistance extended by the Project Coordinator, Dean of the Faculty of Social Science, Heads of the Departments and the members of the staff, the revision and reformulation of the curricula of the 17 subject modules would not have been a reality. While congratulating the Faculty of Social Sciences for becoming the pioneer in adopting Outcomes based approach to formulate an undergraduate curriculum leading to BA (General) degree in the Sri Lankan University Education System, I wish to express my sincere appreciation to the learned subject specialists, the Project Coordinator, Dean of the Faculty of Social Sciences, Vice Chancellor of the University of Kelaniya, Heads and members of the academic departments, for the opportunity granted to guide the subject specialists and the Faculty of Social Sciences in reformulating the curriculum using Outcomes based approach, and for the assistance extended in numerous ways throughout the revision process. It is my fervent hope that the Faculty of Social Science will implement this curriculum in a student centered manner as had been planned and produce graduates possessing necessary knowledge, skills and attitudes to actively contribute to national and global development and fulfill the aspirations of all stakeholders.

I wish the Faculty of Social Sciences every success in implementing the revised curriculum and the BA (General) graduates produced through the revised curriculum, a bright future.

Prof. Kalyani Perera
Overall Consultant
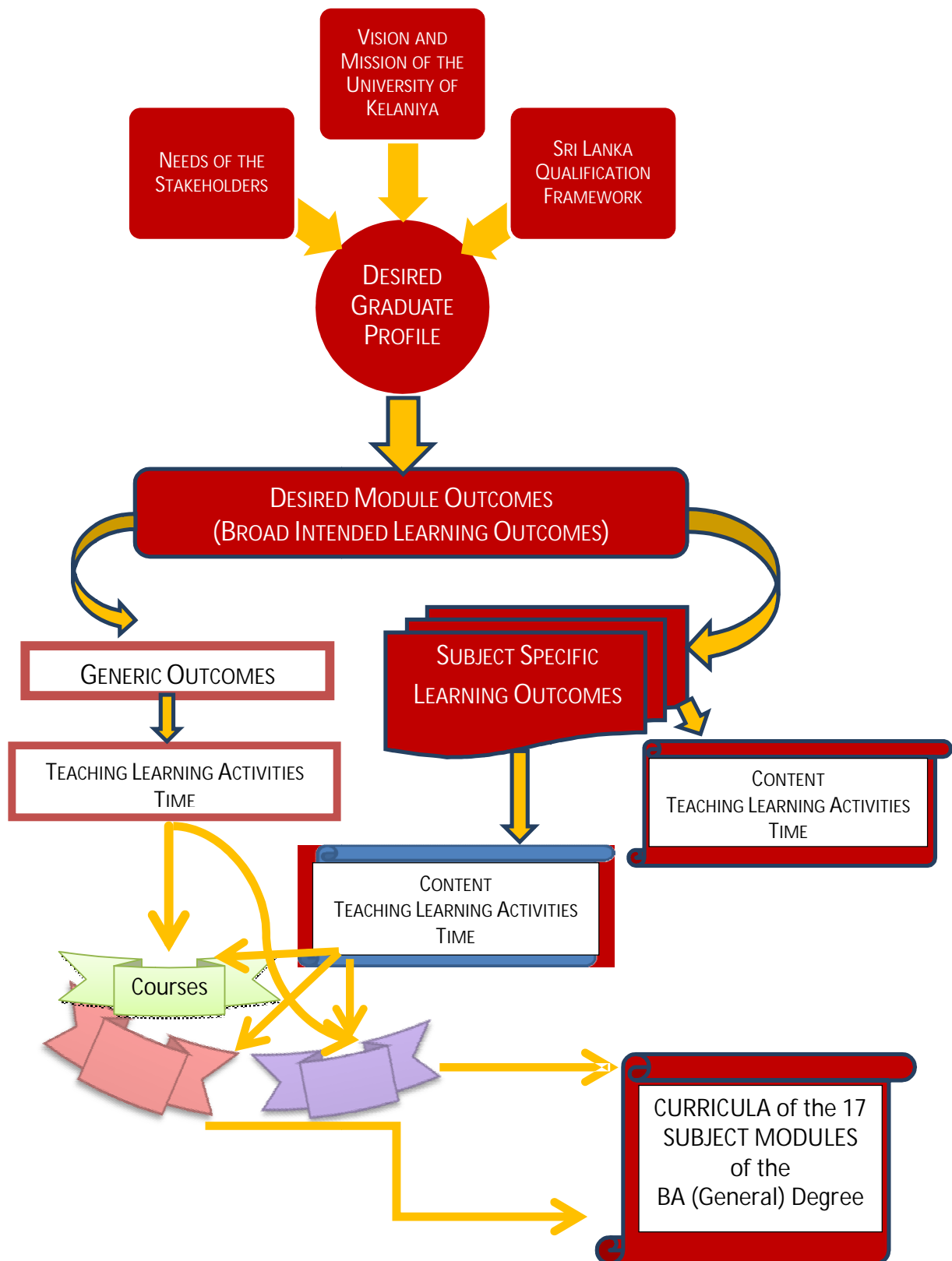
LIST OF SUBJECT MODULES AND CONSULTANTS

OVERALL CONSULTANT   Prof. E.R.K. Perera, University of Peradeniya

MODULE (ABBREVIATION)   SUBJECT SPECIALIST

Anthropology (An)   Dr. Praneeth Abhayasundere
                                       University of Sri Jayawardenapura

Archaeology (Ar)   Prof. Jagath Weerasinghe
                                       Postgraduate Institute of Archaeology

Development Studies (DS)   Prof. N.K. Dangalle, University of Kelaniya

Economics (Ec)   Prof. Danny Atapattu, University of Ruhuna

Geography (Ge)   Prof. M.D. Nelson, University of Peradeniya

History (Hs)   Prof. U.B. Karunananda, University of Kelaniya

International Studies (IS)   Prof. Nayani Melegoda, University of Colombo

Library &Information Sciences (LI)   Prof. Jayasiri Lankage University of Kelaniya

Mass Communication (MC)   Prof. Sunanda Mahendra, University of Kelaniya

Peace & Conflict Resolution (PC)   Dr. D.L.A.H Shammika, University of Ruhuna

Philosophy (Ph)   Prof. N. Gnanakumaran, University of Jaffna

Political Sciences (PS)   Prof. Y. Ranjith Amarasinghe, University of Peradeniya

Psychology (Py)   Dr. P.G.R.S.K. Senarath, University of Colombo

Social Statistics (SS)   Prof. M.D.A.L Ranasingha, University of Colombo

Sociology (Sc)   Prof. K. Tudor Silva, University of Peradeniya

Sports and Recreation
        Management (SR)   Mr. Jayantha Kalansooriya, University of Kelaniya

Tourism and Cultural Resource
        Management (TC)   Dr. K.G. Guruge, University of Kelaniya

CONTENTS

Outcomes based Model Used to Formulate the Curriculum

Structure of the Revised Curriculum of BA (General) degree Programme

Year	Semester	Subject module 1	Subject module 2	Subject Module 3	Generic Education Module	Total # credits
1	1	Compulsory ± optional courses	Compulsory ± optional courses	Compulsory ± optional courses	Optional courses	12-16
	2	Compulsory ± optional courses	Compulsory ± optional courses	Compulsory ± optional courses	Optional courses	12-16
2	1	Compulsory ± optional courses	Compulsory ± optional courses	Compulsory ± optional courses	Optional courses	12-16
	2	Compulsory ± optional courses	Compulsory ± optional courses	Compulsory ± optional courses	Optional courses	12-16
3	1	Compulsory ± optional courses	Compulsory ± optional courses	Compulsory ± optional courses	Optional courses	12-16
	2	Compulsory ± optional courses	Compulsory ± optional courses	Compulsory ± optional courses	Optional courses	12-16
Total Credits		24 -36	24 -36	24 -36	12-24	90-96

BACHELOR OF ARTS (GENERAL) DEGREE – UNIVERSITY OF KELANIYA

Bachelor of Arts (General) Graduate of the University of Kelaniya will be a cultured, resourceful, socially responsible team worker, who is able to

- identify real world economic/ political/cultural situations/ phenomena/ needs/ problems/ issues applying the core concepts, theories, principles, and practices relevant to the academic field/s of study*
- investigate and analyze those issues using a range of holistic approaches, interpret the results paying due attention to environmental aspects and indigenous heritage, cultures, values and technologies and suggest potential logical solutions;
- identify pertinent information needs, using appropriate media, tools, technologies and methodologies to locate, access information;
- critically evaluate the sources, values, validity and currency of information and use information effectively in a range of contexts in critical and creative manner to achieve desired goals;
- acquire and evaluate current information and process them through independent research and exercise critical judgment and critical thinking to create new modes/ dimensions of knowledge;
- communicate fluently, logically presenting the facts in written and verbal forms in the mother tongue and satisfactorily in an international language to diverse groups of audiences;
- work independently demonstrating enthusiasm and collaboratively demonstrating team spirit, leadership qualities and organizational skills, to meet new challenges;
- act with confidence and determination in a self-disciplined and dedicated manner; managing time, personal and physical resources effectively employing professional and reflective approach to perform the assigned tasks;
- engage in life-long learning in pursuit of personal development and excellence in professional practice;
- perceive and respond to changes in an adaptive and flexible manner from an informed and socially responsible point of view;
- behave harmoniously in a multi-ethnic and multi-religious society giving due care and respect to the values and beliefs of own and other cultures, diversity of human behavior, views, human rights, social responsibilities, moral and ethical perspectives.

Equipped with above attributes, BA (General) graduates of the University of Kelaniya will be fit to serve in diverse spheres such as education, entrepreneurship and management.

* Any combination of the following academic fields of study:
Anthropology, Archaeology, Development Studies, Economics, Geography, History,
International Studies, Library and Information Sciences, Mass Communication,
Peace and Conflict Resolution, Philosophy, Political Sciences, Psychology,
Social Statistics, Sociology, Sports and Recreation Management, Tourism and Cultural Resource Management

ANTHROPOLOGY (AN)

Graduates awarded with the BA (General) Degree (with Anthropology as a subject) from the University of Kelaniya, will be able to

AnK1. Describe the categories, concepts and structures of Anthropology

AnK2. Explain Anthropological heritage and Anthropological museum organization

AnK3. Explain the basic theories and methods in the discipline Anthropology.

AnK4. Describe the human society from an anthropological point of view

AnK5. Explain human behaviour (both familiar and strange) in the context of accumulated anthropological knowledge.

AnK6. Explain Osteological Anthropology, its importance and utility

AnK7. Describe the concept of 'Traditional Village'

AnK8. Explain the primitive societies around the world

AnS 1. Apply the basic anthropological theories and methods in practical contexts.

AnS 2. Disseminate and apply the knowledge on human society to upgrade the lives of people by minimizing the effects of conflicting issues when and where necessary

AnS 3. Build an extremely positive network of people that fosters the inter-ethnic harmony

AnS 4. Design and conduct independent research and contribute to new knowledge in the field of anthropology.

AnA1. View human behaviour (which is both familiar and strange) in the context of accumulated anthropological knowledge.

ARCHEOLOGY (AR)

Graduates awarded with the BA (General) Degree (with Archeology as a subject) from the University of Kelaniya, will be able to

ArK1: Describe the definitions, aims and scope of Archaeology

ArK2: Describe basic techniques of archaeological explorations

ArK3: Describe basic techniques of Archaeological excavations.

ArK4: Describe methods and techniques of conservation.

ArK5: Describe methods of archaeological dating.

ArK6: describe the laboratory and computer techniques and methods used in archaeology.

ArK7: Narrate the chapter/ thematic organization of the mostly used lab and field manuals in archaeology.

ArK8: Describe methods of Exhibition and museums.

ArK9: Describe methods of dissemination of knowledge and Archaeological publications.

ArK10: Explain Development of Archaeology as a discipline

ArK11: Describe the major developments in Euro-American archaeology in the 20th century and name the important archaeologists that contributed to those developments

ArK12: Describe the history of Sri Lankan Archaeology

ArK13: Describe the important phases of Indian Archaeology.

ArK14: Describe formation and development of Old World Civilizations.

ArK15: Describe the history of restoration activities in Sri Lanka.

ArK16: Describe the pre and proto historic research in Sri Lanka and Indian subcontinent.

ArK17: describe the periodization and major aspects of Sri Lankan prehistory.

ArK18: describe the adaptation of writing systems in world scale.

ArK19: Describe the issues related to the origin of Brahmi script.

ArK20: Describe the important Indian inscriptions.

ArK21: Describe the morphological history of the Sinhala alphabet in detail. [Epigraphy and Numismatics]

ArK22: Describe a selected number of inscriptions of Sri Lanka and explain their importance for the study of paleography and epigraphy in Sri Lanka.

ArK23: Describe the beginnings of monetary systems in the world.

ArK24: Describe the history and features of Sri Lankan numismatics.

ArK25: Describe the ancient architecture of Sri Lanka.

ArK26: Describe the ancient art traditions of Sri Lanka.

ArK27: Describe the ancient art traditions of India.

ArK28: Describe the ancient architecture of India.

ArK29: Describe the nationally important sites and monuments of Sri Lanka.
ArK30: Describe the history of restoration of monuments in Sri Lanka.
ArK31: Describe the nationally important sites in the subcontinent.
ArK32: Describe the major sites and monuments in Asia. [Sites and Monuments of Asia]
ArS 1. Produce image surveys and literature surveys illustrating the multidisciplinary of archaeology.
ArS2. Produce & explain preliminary archaeology field reports.
ArS 3. Interpret relatively complex archaeological field reports
ArS 4. Identify preservation and conservation problems.
ArS6. Prepare digital and manual archeological records and interpret the same.
ArS7. Interpret relatively complex archaeological field reports and be critical of methods used.
ArS 8. Interpret exhibition display methods.
ArS 9. Explain the public aspect of archaeological knowledge.
ArS 10. Identify and illustrate the contribution of early antiquarians.
ArS 11. Identify and illustrate the contribution archaeologists that shaped New Archaeology and Post-
       processual archaeologies.
ArS 12.Identify and illustrate the contribution of archaeologists who played pivotal roles in the
       development of archaeology in Sri Lanka and the important artifact collections.
ArS 13. Identify and illustrate the contribution of archaeologists who played pivotal roles in the
       development of archaeology in India.
ArS 14. Illustrate the history of Old World Civilizations and the individuals who unravelled them.
ArS 15. Draw schematic diagrams of a selected site through its various stages of restoration
ArS 16. Identify and illustrate the important pre and proto historic sites of the region and the relevant
       archaeologists.
ArS 17. Illustrate the cultural and environmental maps of the prehistoric periods of Sri Lanka.
ArS 18. Recognize examples of cuneiform, hieroglyphs and linear-B scripts.
ArS 19. Draw epigraphical maps of Sri Lanka
ArS 20. Draw epigraphical maps of India.
ArS 21. Read early Brahmi and Brahmi scripts.
ArS 22. Illustrate the lexicological history of often found words in early Sinhala inscriptions.
ArS 23. Draw a world map showing the development of monetary systems in different regions.
ArS 25. Draw schemes and plans of architectural heritage of Sri Lanka.
ArS 26. Illustrate iconographical and art-craft traditions of Sri Lanka
ArS 27. Draw art historical maps of India: sculpture, painting and art-craft traditions.
ArS 28. Draw architectural maps of India: Jain, Buddhist, Hindu and Mughal
ArS 29. Illustrate the idea of World heritage and National heritage.
ArS 31. Illustrate the idea of Asian heritage.
ArA2. Consider archaeological data as a non-renewable database and that archaeological data has to be
       protected and preserved presented ethically.
ArA3. Consider the history of archaeology not only as a history of discoveries but also as a history of ideas.
ArA4. Consider new archaeological knowledge on a particular archeological phenomenon is usually built
       on previous knowledge in a cumulative manner
ArA5. consider that pre and proto historic archaeology as a research area requires relatively more
       rigorously analytical approach than historical archaeology
ArA 6. Consider both the writing and monetary systems of a particular community manifests the social,
       and political aspects of that community at a particular time in history
ArA7. Consider that art and architecture of a country changes with time while preserving certain elements
       unchanged or only slightly changed and that art traditions do not change simply because of external
       influences, unless such external impacts are internalized by the society.

DEVELOPMENT STUDIES (DS)

Graduates awarded with the BA (General) Degree (with Development Studies as a subject) from the University
of Kelaniya, will be able to
    DSK1. Explain crucial global development issues
    DSK2. Describe and explain development disparities in the world.
    DSK3. Explain how social, economic, political and environmental systems relate to   each other.
    DSS1. Assess different development strategies and experiences.
    DSS2. Analyze development within the context of a given society

DSS3. Examine constraints on development

DSS4. Appraise and critically evaluate the development experience of Sri Lanka.

DSS5. Work towards ending poverty, exploitation and   environmental destruction using the knowledge of development issues.

DSS6. Acquire and evaluate new knowledge through independent research.

DSS7. Use information technology to locate, access and analyze information relevant to development studies.

DSA 1. Respect others as humans with a dignity

DSA 2. Become open to change and experimentation

DSA 3. Appreciate the value of communication in development

DSA 4.Consider that all people in the world have a common future

DSA 5. Appreciate Cultural diversity and cultural liberty as vital parts of human development

DSA 6. Accommodate others' views and suggestions in the development process

DSA 7. Appreciate that one has a role to play in the development process

DSA 8. View people as the ultimate resource of the world

ECONOMICS (EC)

Graduates awarded with the BA (General) Degree (with Economics as a subject) from the University of Kelaniya, will be able to

EcK1: Describe the fundamental concepts of microeconomics

EcK 2: Understand the microeconomic analysis of the behavior of individuals and firms, the operation of markets, and government intervention in markets through taxes and regulations.

EcK 3: Explain how economic reasoning is used to address problems involving opportunity cost, incentives, households' and firms' decision making and market outcomes in equilibrium and disequilibrium.

EcK 4: Explain the role of the government in a market economy

EcK 5: Explain public finance principles and theories

EcK 6: Understand the macroeconomic analysis of the behavior of economy-wide measures such as output, unemployment, money, interest rates, inflation and exchange rates

EcK 7: Apply theoretical macroeconomic models to analyze macroeconomic equilibrium and macroeconomic policy options

EcK8: Explain some fundamental concepts and theories in money, banking and financial markets

EcK 9: Describe analytically the economic basis for international trade.

EcK 10: Explain a variety of theoretical models and mechanisms and arguments that are relevant to development and poverty issues.

EcK 11: Describe various data collection and presentation methods

EcK 12: Utilize economic data and research methods responsibly and cite original work and source material appropriately when writing research/review papers.

EcK 13: Apply basic economic concepts and theories to understand the contemporary social, political, and economic issues.

EcK 14: Assess the performance of the Sri Lankan economy and government policies.

Eck 15: Describe the historical experience of economic development in the United Kingdom and Sri Lanka.

EcS 1: Use appropriate economic concepts and to analyze and discuss contemporary economic issues

EcS 2: Communicate effectively using appropriate writing conventions and formats

EcS 3: Exhibit an understanding of research methodology appropriate to undergraduate level

EcS 4: Analyze and interpret economic data through the use of statistical methods including computer-based techniques

EcS 5: Demonstrate transferable skills in teamwork and oral communication,

EcS 6: Plan and execute projects and assignments displaying effective time management

EcA 1. Develop an appreciation of the need for more sustainable pattern of living and to build capacities for thinking, valuing, designing and taking action that will create a more sustainable future

EcA 2. Develop ethical values and attitudes and become aware of the roles and responsibilities as participants in the economy

EcA 3. Investigate local, national, regional and global issues, and evaluate findings against criteria such as economic viability, equity, corporate and social responsibility, and environmental sustainability

EcA 4. Mindful of the possibility that many economic problems may have more than one approach and may have more than one solution.

GEOGRAPHY (GE)

Graduates awarded with the BA (General) Degree (with Geography as a subject) from the University of Kelaniya, will be able to

GeK1. Describe the relationship between the human activities and environment and explain the positive and negative impacts of human activities in different landscapes

GeK2. Comprehend and describe interactions and dynamism of different components of geo-systems. Conduct further advance studies in environmental geography.

GeK3. Describe the future challenges in relation to the population growth scarcity of resources and global economic changes. Develop personal perspectives values and attitudes in relation to current and future global problems and issues.

GeK4. Explain about the diversities and unities in the pluralism of Asian societies. Develop sensitivity towards the attitudes, values and beliefs of people in different countries. Identify and explain the regional conflict and geopolitical behavior in the Asian context.

GeK 5. Explain principles of cartography as an effective way of communicating spatial information and demonstrate various cartographic techniques. Produce good quality cartographic products. Analyze maps and diagrams using various techniques.

GeK 6. Describe physical and socio-economic conditions in Sri Lanka. Extract relevant information from geographical data. Develop personal perspectives, values and attitudes in relation to current and future geographical problems and issues.

GeS1. Identify the usefulness and applicability of information technology.

GeS2. Discriminate, organize, and scrutinize information to arrive at fruitful conclusions.

GeS3. Use information to relate and apply it to a new situation with minimal instructor input

GeS4. Contribute to successful project plans in regional development

GeS5. Organize community participation activities as a mediator.

GeS6. Mediate help resolve unanticipated critical situations.

GeS7. Analyze emerging social issues and find most appropriate solutions

HISTORY (HS)

Graduates awarded with the BA (General) Degree (with History as a subject) from the University of Kelaniya, will be able to

HsK1 - Explain the basic principles and concepts of state formation.

HsK2 - Explain major factors which influenced the formation of political boundaries of the East and the West.

HsK3 - Trace the stages of development of various human societies and cultures.

HsK4 - Explain the political developments of a given historical context.

HsS1 - Evaluate critically the process of civilization.

HsS2 - Analyze the theories and historical principles in state formation.

HsS3 - Identify and evaluate the historical evaluation in a particular historical context.

HsS4 - Work towards disseminating the historical knowledge acquired through the learning process.

HsS5 - Use IT skill to retrieve knowledge and present the knowledge gained pertaining to history.

HsS6 - Use at least English language other than the mother tongue in presenting the knowledge gained through learning.

HsA1 – Accept and respect other cultures and their right to exist.

HsA2 – Appreciate human achievements regardless of cultural or geographical barriers.

INTERNATIONAL STUDIES (IS)

Graduates awarded with the BA (General) Degree (with International Studies as a subject) from the University of Kelaniya, will be able to

ISK 1 Provide an Introduction to International Relations (IR)

ISK 2 International Law

ISK3 International Regional Organizations

ISK4 Study of Geopolitics of USA

ISK 5 Regional studies: Contemporary South Asia

ISK 6 Theory Concepts and Methodology of International Relations

ISK 7 Foreign Policy of Sri Lanka

ISK 8 Advanced course on Concepts and Approaches in International Relations

ISK 9 Diplomacy in International Relations
ISK 10 International Environmental Governance
ISS2. Apply skills of diplomacy diligently
ISS3. Accept and adopt protocols
ISS4. Develop an environment of social harmony with application of peacebuilding techniques
ISS5. Acquire skills of independent learning via Learning Management System
GA1. Team player and competent negotiator/mediator
GA2. Optimistic professional ambassador of Sri Lanka in national/regional/ international organization

LIBRARY AND INFORMATION SCIENCE (LI)

Graduates awarded with the BA (General) Degree (with Library and Information Science as a subject) from the University of Kelaniya, will be able to

LIK1. Describe the role of libraries and librarians / Exercise critical judgment and critical thinking to create new modes of understanding/bibliographic control to perform the tasks of a librarian in a knowledge based society.

LIK2.Define information literacy and skills

LIK3. Describe different type of libraries, information centers, utilities

LIK4. Define the sources of knowledge and collection methods, was and maintenance

LIK5. Comprehend the principles and methods of organizing the universe of knowledge

LIK6.Expalin used theories in the organization of knowledge / Select cost effective, efficient web based, that can embrace new technology

LIK7. Practice Cataloguing / Indexing of LM

LIK8. Practice classification of LM

LIK9. Identify various types of Reference, Information Sources, and Services

LIK10. Apply the management theories in LIS centers

LIK11. Comprehend the ICT application in LIS environment

LIK12. Observe gain experience in the best work practice in LIS practical experience in work environment

LIS1. Acquire and evaluate new knowledge through independent research and inquiry

LIS2. Identify, define, investigate, and solve problems

LIS3. Cooperate with colleagues and other individuals as an active citizen

LIS4. Use mother tongue proficiently and gain of working knowledge of explain

LIS5. Use English language effectively and gain a working knowledge of English language

LIS6. Use computers / ICT efficiently effectively and professional software tools and data

LIS7. Gather, evaluate and synthesize information, and data from a variety of sources and media

LIS8. Identify significant landmarks in Sri Lankan library history.

LIS9. Work independently and sustainably, by openness and a desire to meet new challenges.

LIS10. Work as team player appreciating the cooperative and collective work cultures.

LIS11. Exercise critical judgment and thinking using knowledge and wisdom to create new dimensions in understanding.

LIS12. Acquire and evaluate new knowledge through independent research.

MASS COMMUNICATION (MC)

Graduates awarded with the BA (General) Degree (with Mass communication as a subject) from the University of Kelaniya, will be able to

MCK1. Explain crucial global Communication issues

MCK2. Describe and explain communication disparities in the world

MCK3. Explain how social, economic, political and cultural ecological systems relate to   each other in the communication

MCS1. Assesse different communication strategies and experiences

MCS2. Analyze communication within the context of a given society

MCS3. Examine constraints on communication

MCS4. Appraise and critically evaluate the media practice in Sri Lanka

MCS5. Work towards creating new massages and media contents

MCS6. Acquire and evaluate new knowledge through independent research.

MCS7. Use information technology to locate, access and analyze information relevant to communication studies

MCA 1. Respect others as humans with a dignity
MCA 2. Become open to change and experimentation
MCA 3. Appreciate the value of communication in development
MCA 4. Consider that all people in the world have a common future
MCA 5. Appreciate Cultural diversity and cultural liberty as vital parts of human communication
MCA 6. Accommodate others' views and suggestions in the creative communication process
MCA 7. Appreciate that one has a role to play in Communication

PEACE AND CONFLICT STUDIES (PC)

Graduates awarded with the BA (General) Degree (with Peace and Conflict Studies as a subject) from the University of Kelaniya, will be able to

PCK1. Identify theories of peace and Peace Education
PCK2. Identify modern war types and their causes
PCK3.Describe Conflict and conflict resolution
PCK4.Describe the Philosophical and logical notions of Conflict studies
PCK5. Describe theories, patterns and typology of warfare
PCK6. Describe conflict on psychological and ecological theory for transcending conflicts
PCK7. Explain peace building through Buddhist teaching
PCK8. Describe models, structures, patterns for conflict resolution
PCK9. Describe causes of commercial and ecological conflicts in order to building peace
PCK10. Describe disarmament for peace
PCK11. Describe cost of Sri Lankan conflict and attempts for peace
PCK12. Describe after effects of conflict and the preventing measures
PCK13. Describe religious views of peace
PCK14. Describe negotiation and mediation
PCS1. Apply Buddhist teaching in different conflict models for resolving conflict
PCS2. Represent conflict graphically for changing conflicts
PCS3. Identify conflict dynamics and negative energy of war in order for positive change
PCS4. Identify personal empowerment to overcome conflict due to power   .
PCS5. Apply cosmopolitan conflict resolution tools for resolving conflicts
PCA1. Be empathetic in dealing with others
PCA2.Recognize transforming conflict in positive manner
PCA3. Recognize vividness of conflict

PHILOSOPHY (PH)

Graduates awarded with the BA (General) Degree (with Philosophy as a subject) from the University of Kelaniya, will be able to

PhK 1.Describe the general principles of Philosophy and explain their importance, scope, relevance and impact on the society
PhK 2. Interpret, analyze, evaluate, and compare the relevant concepts and theories underpinning the subject Philosophy
PhK 3. Engage in rational thinking and making critical judgment when analyzing Philosophy
PhK 4. Describe the salient features of Logic and explain their importance, scope
PhK 5. Workout the validity of arguments, direct & indirect truth table derivation method
PhK 6. Engage in valid arguments and method of proving arguments through symbolic methods
PhK 7. Describe the nature and the scope of the subject of Indian Philosophy and explain their importance, scope, relevance
PhK 8. Explain the historical Development of thought in India, Vedic, Upanishad period, The Orthodox & Heterodox schools of Philosophy,
PhK 9. Describe development of Political and social philosophy in early Indian thought, Philosophical Psychology.
PhK 10.Describe the salient feature of Western Philosophy and analyzing the Historical development of philosophy. Philosophy of Greek, Pre Socratic, Classical Greek, Hellenistic, Medieval, and Modern Philosophy
PhK 11. Critically analyze Rationalism and Empiricism. Kantian Philosophy and German Idealism
PhK 12. Describe the important principles of Epistemology and explain the theories of truth

PhK 13. Analyze, the relationship between Knowledge and Belief.

PhK 14. Engage in understanding of memory, perception and Measurements of Meaning etc.

PhK 15. Describe the nature and scope of Ethics and important aspects in Greek Ethics and Modern Ethics

PhK 16.   Analyze, the nature and scope of Social and Political Philosophy

PhK 17. Conduct conceptual analysis on major key word such as State, Government, and Rights etc. And discuss the major theories in Social and Political Philosophy

PhS 1. Solve practical problems applying relevant theories and doctrines in Philosophy

PhS 2. Analyze Meta physical and epistemological problems

PhS 3. Apply knowledge into practice in the real world

PhS 4. Use multidisciplinary approaches to situations/social and ethical problems in the society

PhS5.   Devise logical solutions for multifaceted problems

PhS6. Use information technology successfully for collection and analysis of data in Philosophy

PhS7. Present Philosophy facts logically

PhS8. Self-evaluate their ability to achieve their aspirations of the society and own as philosophers and strive to achieve those

PhS 9. Solve practical problems in Logic applying relevant theories and doctrines in Philosophy

PhS 10. Modify the concepts /theories

PhS13. Use information technology for the collection and analysis of data in Logic

PhS 14. Analyze the significance of the interaction between Philosophy & religion in Indian way of thinking

PhS 15. Modify the concepts /theories if necessary to lead for a religious philosophical life

PhS 17. Solve the problems by applying western Philosophical methods suggested by Socrates, Descartes and others in Philosophy

PhS 18. Apply the concepts /theories if necessary to accommodate the present needs

PhS19. Use multidisciplinary approaches to situations

PhS 20. Solve practical problems applying relevant theories and doctrines in epistemology

PhS 21. Analyze the concepts /theories if necessary to accommodate the present needs

PhS 24. Solve practical problems applying relevant theories & doctrines in social & Moral philosophy

PhS 25. Modify the concepts /theories if necessary to accommodate the present needs

PhS 26. Use multidisciplinary approaches to situations/ problems with a view of fulfilling the aspiration of the country

PhA 1. Exhibit team spirit and collective decision making on social problems

PhA 2. Respect own culture, beliefs, values and others cultures beliefs values etc.

PhA 3. Be conscious of human rights and social responsibilities

PhA 4. Engage in team work as necessary in critical situation

PhA 5. Think positively and manage time efficiently

PhA6. Accommodate traditional and modern way to in proving inferences and its validity etc.

PhA 7. Be conscious of using language with clarity

PhA 8. Responds to changes and takes up challenges

POLITICAL SCIENCE (PS)

Graduates awarded with the BA (General) Degree (with Political Science as a subject) from the University of Kelaniya, will be able to

PSK1. Describe the nature and the scope of the subject of Political Science

PSK2. Explain the key concepts, theories and methods used in the study of political phenomena

PSK3. Describe the structure, and the functioning of the political system of Sri Lanka satisfactorily

PSK4. Discuss the key aspects of Sri Lanka's relations with the outside world

PSK5. Compares the different models of government practiced in the world today

PSK6. Distinguish between the main trends in modern political thought

PSK7. Locate the role of a citizen in a democratic society and his relationship with the State of which he is a member

PSK8. Outline the basic rights inherent to all humans and the mechanisms established for their protection, nationally and internationally

PSK9. Describes the system of administration in modern states

PSS1. Recognize the relevance of the subject of political science to the actual practice of politics

PSS2. Apply the core concepts, theories and methods of political science in explaining the problems and practice of politics in the real world

PSS3. Identify the socio-economic conditions that determine specific political phenomena

PSS4. Use information technology in the collection, collation and interpretation of data/ information related to political phenomena

PSS5. Distinguish between the current and previous political structures and processes of Sri Lanka with those that existed in the past

PSS6. Differentiate between the actual practices of forms of government in selected countries

PSS7. Recognize the link between the political culture in a society and the actual functioning of political institutions there

PSS8. Make presentations on political phenomena convincingly

PSS9. Undertake independent studies on political phenomena

PSA1. Choose a democratic political order for Sri Lanka

PSA2. Accept the existence of separate identities of groups that constitute the state of Sri Lanka

PSA3. Defend an international order which promotes good governance and human rights

PSA4. Value playing an effective role as a citizen in the society of Sri Lanka

PSA5. Be proactive in facing life situations and problems

PSA6. Defend professionalism

PSA7. Adapt to changing circumstances and needs of the time

PSYCHOLOGY (PY)

Graduates awarded with the BA (General) Degree (with Psychology as a subject) from the University of Kelaniya, will be able to

PyK 1. Explain and differentiate the nature of human behaviour, biological and sociological bases, stages of human development , and concepts of normal and abnormal behaviour in psychology .

PyK 2. Explain the nature of personality and personality development

PyK 3.1. Explain Psychology of human behaviour

PyK 4. Explain the key concepts, the basic theoretical and methodological approaches empirical studies including methods of data collection , experiments , and observation and psychometrics tests used in the field of psychology and data analyses

PyK 5 Explain Psychology of Learning and education

PyK 6. Explain psychology of organizational; behaviour, social groups, nature of theories, climate

PyK 7. Explain psychology of social behaviour, nature of attitudes, social conflicts, and pro-social behaviour

PyK 8 Explain nature of normal and abnormal behaviour

PyS 1.Identify and apply psychology; knowledge concepts of problem solving, lifelong learning, communication, empathy, and psychological techniques for public interactions.

PyS 2. Identify necessary skills required to manage vulnerable behaviours

PyS 3. Apply psychological tools and techniques for problem solving in different fields of psychology.

PyS 4.Successfully diagnose/identify different patterns of human behavior using psychological concepts, tools, and techniques successfully.

PyA1. Develop and accept skill in active listening

PyA3. Accept diversity of human values and social changes

GK 1. Recognize the nature of human behaviour

GK2. Explain nature of human development and Identifying variations of human behaviour

GK 3 Describe and rationally analyze the types of human behaviour

GK. 4 Explain psychology of human behaviour of cognition/mental process

GK 5. Describe nature of research and rationally analyze the research information

GK 6 Recognize human learning styles

GK 7 Describe nature of organizational behaviour, social groups and interrelationship

GK 8 Recognize and rationally describe nature of social behaviour of psychology

GK9 Describe the nature of the normal /healthy and abnormal behaviour

GS1. Build a good rapport successfully interact with others (with PcS 1.2 , 1.3 and PcS 2.2)

GS 2.Communicate fluently in mother tongue and satisfactorily in English   (with PcS 1.4)

GS 3A Use knowledge for identifying necessary skills to manage vulnerable behaviours

GS3.Saticfactorily use information technology   (with PcS 1.4)

GS4.Contribute as a good team player or a team leader to accomplish given tasks(with PcS 2.2)

GS5. Engage in lifelong learning (with PcS 1.1).

GA 1 Accept the diversity of social values and human skills of behaviour

GA 2 Recognize the social changes

GA 3. Respect the attitudes and values of others

SOCIAL STATISTICS (SS)

Graduates awarded with the BA (General) Degree (with Social Statistics as a subject) from the University of Kelaniya, will be able to

SSK1. Define and Describe relevant and related concepts

SSK2: Identify most accurate equations, methods and techniques to abstract real world situations

SSK 3: Describe the key concepts

SSK4. Distinguish between related concepts

SSK5: Demonstrate various concepts learnt in terms of tables, graphs and equations

SSK 6: Use concepts and techniques learnt in hypothetical and real world situations

SSS1: Solve a simple mathematical and algebraic problems and sums

SSS 3: Prepare required documents, SPSS data files etc.

SSS 4. Apply various statistical concepts and measures learnt

SSS 5: Compute relevant statistical measures

SSS 6: Conduct real world experiments

SSS 7: Analyze Data manually and using SPSS

SSS 8: Interpret statistical results

SOCIOLOGY (Sc)

Graduates awarded with the BA (General) Degree (with Sociology as a subject) by the University of Kelaniya, will be able to

ScK1. Explain the sociological concepts and approaches

ScK2. Apply sociological insights for finding remedies for human problems

ScK3. Analyze human problems from a sociological point of view

ScK4. Describe social institutions

ScK5. Explain sociological theories

ScK6. Introduce social research methods

ScK7. Explain role of sociology in social welfare and social work

ScK8. Explain in detail the Sri Lanka society, its challenges, current developments & opportunities for advancement

ScK9. identify, recognize and describe the ongoing processes of social change in Sri Lanka

ScK10. Explain South Asian society and culture

ScK11. Explain the central role of gender in societies

ScK12. Explain the impact globalization on society, culture and economic processes

ScK13. Explain dynamics of peace and conflict

ScS1. Capacity to solve social problems

ScS2. Capacity to peace building and conflict resolution

ScS3. Introduce social research skills

ScS4. Write reports using correct grammar and format, provide clear responses in writing to an enquiry from a client of an establishment, write letters to public establishments/ newspaper editor)

ScS5. Compile and enter basic data , analysis and present results in graphical and other forms using Information Technology

ScS6. Advocate on social issues

ScA1. Avoid ethnocentric prejudices

ScA2. Never uphold ethnic or religious hatred

ScA3. Be strongly committed to cultural diversity, human rights and social responsibilities

ScA4. Work harmoniously in a multicultural setting

ScA5. Be strongly commitment to humanitarian values"

ScA6. Express a critical and, at the same time, a broadly optimistic attitude towards future

ScA7. Welcome mechanisms of balanced social development

GK1. Cultivate a critical and at the same time a pragmatic perspective on social issues

GK2. Recognize and comprehend limitations of one's knowledge

GK3. Rationally describe one's social, cultural and political setting

GK4. Explain the interdisciplinary nature of issues (e.g. economic, social and political aspects of any problem)

GK5: Clarify the meaning of and approaches to understanding and promoting social integrati

GK6: Promote understanding of contemporary social issues in Sri Lanka

GS1. Initiate, implement and successfully complete an activity in collaboration with other team members

GS2. Work harmoniously with others in a team

GS3. Lead a team when necessary and at the same time work under other leaders when the situation demands.

GS4. Solve problems in Creative and original manner

GS5. Use word processing and other basic applications in information technology search internet and use skype for information search and sharing

GA1. Exhibit unbiased neutrality in understanding social issues, question unsupported populist views and stand above extremist views

GA2. Uphold sympathy and consider views of affected people and larger structural determinants of these issues when dealing with social issues

GA3. Positive view about one's knowledge and capabilities

GA4. Identify recognize, comprehend and respect opposing views to his/her own

GA5. Be flexible and adaptable to changing situations

GA6. Caring and helping spirit vis-à-vis others

GA7. Sensitive to aspects of gender in social issues so that men and women are treated with equal respect and dignity in day-to-day affairs and professional activities

GA8. Sensitive to environmental aspects in social issues

GA9. Committed to uphold social values, democracy and human co-existence so that tensions will be minimized and mutual understanding enhanced

GA10. Appreciate and admire one's own culture, heritage and arts as well as commendable achievements in other cultures and knowledge systems

SPORTS AND RECREATION MANAGEMENT (SR)

Graduates awarded with the BA (General) Degree (with Development Studies as a subject) from the University of Kelaniya, will be able to

SRK 1. Describe the principles and practices of management of sport and recreation settings, examine the management theories, principles, approaches and techniques adopted in various sport and recreation organizations in Sri Lanka and other countries

SrK 2. Explain the principal components of human resource management functions in sport and recreation setting by examining the links between effective utilization of Human Resources for overall organizational effectiveness.

SRK 3. Describe in detail the principles of sport and recreation programme development and apply the theory in programming, in designing and delivering of sport and recreation programmes.

SRK 4. Describe the marketing management principles, systems and practices in the process of managing and delivering sport and recreation services. Undertake customer service perspective in sport and recreation setting.

SRK 5. Describe in detail the economic and financial parameters which surround the operation of sport and recreation organizations and the pivotal role of fund raising and budgeting in guiding a sporting organization's programmes and activities

SrS 1. Use Information Technology to support educational and professional needs in sport and recreation setting

SRS 2. Investigate the functions of sports managers in the designing and operation of sport and recreation of facilities, and maintenance and development processes in the management of existing sport and recreation facilities and critical design maintenance features.

SRS 3. Use the acquired theories and knowledge into relevant and practical context through application in the field of Sports and Recreation. Develop individual and professional competencies through practical experience.

SRS 4. Perform sport and recreation data collection designs, technical issues of data collection, basic of the evaluation process.

TOURISM AND CULTURAL RESOURCE MANAGEMENT (TC)

Graduates awarded with the BA (General) Degree (with Tourism and Cultural Resource Management as a subject) from the University of Kelaniya, will be able to

TCK 1 . Describe the basic elements and the dynamic nature of international Tourism

TCK 2 Describe the definitions and basic elements of tourism , Source and destination areas of tourism , Tourism impacts on destinations, new trends in tourism development in Sri Lanka

TCK 3 Describe the historical perspective of the growth of world tourism

TCK 4 : Describe the various types of sports activities currently practiced throughout the world by tourists (Adventure Tourism)

TCK 5: Describe the developments of modern visual media and its association with tourism

TCK 6 Describe the development of archaeological tourism , laws and legislations on archaeological tourism, management principles , Importance of archaeological tourism , development of archaeological tourism in Sri Lanka

TCK 7: Describe the importance of world museums for the preservation of archeological heritage sites, and, artifacts, the importance of museums as tourist attraction centers

TCK 8 Describe the basic principles of Hospitality Management, The growth of world hospitality industry, and the classification system of tourist hotels

TCK 9 Describe the value of environment as the base of tourism industry, environment crisis and its impact on tourism

TCK 10. Describe: the relationship between anthropology and tourism, the impact of tourism on indigenous communities and minor communities

TCK 11 Describe the diversity and importance of world cultural resources , their distribution and the role of archaeology in preservation , legal measures and techniques, management procedures , Impacts of tourism on tangible and intangible cultural resource,

TCK 12 - Identify the sub regions of the Asian continent and describe the tourism products of Asian countries

TCS1. Identify significant landmarks in Sri Lankan history.

TCS2. Acquire and evaluate new knowledge through independent research.

TCS 3. Use information effectively in a range of contexts.

TCS 4. Promote the cultural tourist attractions of Sri Lanka in areas that are not quite familiar among the inbound tourists (other than the Cultural Triangle area of the island)

TCS 5. Recognize pertinent information needs, use appropriate media, tools and methodologies to locate, access and use information,

TCA1. Recognize the importance of international tourism for the maintenance of historical and Archaeological Tourist attractions, to develop a positive attitude towards tourism development, and Cultural Resource Management

TCA2. Cope with the modern communication technologies, and work with incoming tourists from different parts of the world, with a cooperative feeling and enthusiasm

Introduction

Anthropology is the study of human beings (from Greek Anthropos, man, and logia, study). It is concerned mainly with a single species, Homo sapiens (the zoological term for our species), rather than with many diverse organisms, as in the cases of botany and zoology, although physical Anthropologists also study the various primate species related to humans. Our objective is to learn all we can about our species- how we have become what we are, what we have accomplished, and what our potentialities may be.

Of course, anthropology is not the only field that focuses on human beings. There are many others, including sociology, psychology, history, law, economics, and political science. It is not possible to draw clear-cut boundary lines between these various disciplines because there are many areas of overlap among them, each field having its own distinctive characteristics and emphases.

Anthropology may be broadly divided into physical anthropology and cultural anthropology. Physical anthropology studies Homo sapiens as a physical organism, while cultural anthropology is concerned with human cultures or ways of life, both in the present and in the past. Cultural anthropology may be subdivided into three main branches: linguistics, ethnology, and archaeology.

The revised Anthropology curriculum comprises of eight different courses contributing 27 credit units to the three year BA (General) degree programme. Sequence of these courses and other details are given in the next sections.

LIST OF COURSES AND SEQUENCE

Course Code	Course Title	Year (1/2/3)	Semester (1/2)	Credit Value	Numbers of hours of Lectures (L): Practical (P): Independent learning (IL)	Compulsory © / Auxiliary (A)/ Optional (O)
ANTH 11013	Introduction to Anthropology	1	1	3	L 30: P 30: IL 90	C
ANTH 11033	Anthropological Heritage	1	1	3	L 30: P 30: IL 90	C/A
ANTH 12023	History of Anthropology	1	2	3	L 30: P 30: IL 90	C
ANTH 21013	Veddas in Sri Lanka	2	1	3	L 30: P 30: IL 90	C
ANTH 21033	Usage of Visual Media for Anthropological Studies	2	1	3	L 30: P 30: IL 90	C
ANTH 22023	Osteological Anthropology	2	2	3	L 30: P 30: IL 90	C
ANTH 31013	Traditional Village	3	1	3	L 30: P 30: IL 90	C
ANTH 32023	Anthropology and Primitive Societies	3	2	3	L 30: P 30: IL 90	C

COURSE DETAILS

Course Code: ANTH 11013
Course Title: Introduction to Anthropology
Credit value: 3
Time Allocation: Lectures 30 hours /Practical 30 hours / Independent learning 90 hours
Type: C

Intended Learning Outcomes (ILOs):
At the completion of this course, the students will be able to
      AnK 1.1. Provide an introduction to anthropology; explain the categories of anthropology
      AnK 1.2. Describe the fundamental concepts of Anthropology
      AnK 1.3. Explain the structures of anthropology

Course Capsule (Content):
An introduction to Anthropology; a discussion on human culture, history of material culture; Cultural Anthropology and Physical Anthropology; Fundamental concepts of Anthropology; organization of Anthropological museums, ancient food consumption, behavioural patterns of tribal population, Sri Lankan society and religious institutions, ancient sports, visual media and Anthropology etc.

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Specific Intended Learning Outcomes	Content	Time (hours)			Assessment method
		Lectures	Practical	Independent Learning	
AnK 1.1. Provide an introduction to anthropology; explain the categories of anthropology	An introduction to Anthropology, a discussion on human culture, history of material culture, study on Cultural Anthropology and Physical Anthropology	15	15	30	Assignments
AnK 1.2. Describe the fundamental concepts of Anthropology	Human animal, primates, Anthropos plus logia etc. Physical anthropology, socio-cultural anthropology and archaeology as the three main divisions	08	08	30	Tutorials
AnK 1.3. Explain the structures of anthropology	organization of Anthropological museums, ancient food consumption, behavioural patterns of tribal population, Sri Lankan society and religious institutions, ancient sports, visual media and Anthropology	07	07	30	End Semester written examination
Total		30	30	90	

Assessment Components and Percentage Marks:

Continuous assessment: Assignments & Tutorial	20%
End-semester written examination	80%

Recommended Texts:
Carruthers, Michael (1983) Forest Monks of Sri Lanka: an anthropological and historical study, Oxford University Press, USA
Ember, Carol R.; Melvin Ember & Peter N. Peregrine (2001) Anthropology (Tenth Edition), Pearson Education Asia, New Delhi
Hodder, Ian (1982) The present past: an introduction to anthropology for archaeologists, B.T. Batsford, London
Kottak, Conrad Phillip (2002) Cultural Anthropology (9th Ed.), McGraw Hill, Boston
Yalman, Nur (1971) Under the Bo Tree, University of California Press, Berkeley

Course Code: ANTH 11033
Course Title: Anthropological Heritage
Credit value: 3
Time Allocation: Lectures 30 hours /Practical 30 hours / Independent learning 90 hours
Type: C/A

Intended Learning Outcomes:

At the completion of this course, the students will be able to

    AnK 2.1. Explain Anthropological heritage; the difference between Primatas and Homo Sapiens

    AnK 2.2. Describe what is a   museum? Museum organization

    AnK 2.3. Identify the importance of Anthropological Museums in the world including Sri Lanka

Course Capsule (Content):

Anthropological heritage, its sub-units; the origin of the subject of Anthropology in the world; Culture, hunting and gathering of food, technology, arts, faiths and beliefs; traditional societies and development strategies; a study on Anthropological museums: Eastern and western concepts of a museum, British museums, museums in South Asia- India, Sri Lanka, Pakistan etc.; Biological, social evolution of humans, development of socio-cultural characteristics, how ancient man survived in diverse environmental conditions

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
AnK 2.1. Explain Anthropological heritage; the difference between Primatas and Homo Sapiens	Anthropological heritage, its sub-units, the origin of the subject of Anthropology in the world, culture, hunting and gathering of food, technology, arts, faiths and beliefs, traditional societies and development strategies	10	10	30	Assignments Tutorials
AnK 2.2. Describe what is a museum? Museum organization	Eastern and western concepts of a museum, British museums, museums in South Asia- India, Sri Lanka, Pakistan etc.	12	12	30	
AnK 2.3. Identify the importance of Anthropological Museums in the world including Sri Lanka	Insight to the biological, social evolution of humans, development of socio-cultural characteristics, how ancient man survived in diverse environmental conditions	08	08	30	End Semester written examination
Total		30	30	90	

Assessment Components and Percentage Marks:

Continuous assessment:	
Assignments & Tutorial	20%
End-semester written examination	80%

Recommended Texts:

Barnard, Alan (2001) History and theory in Anthropology, Cambridge University Press, UK

Endagama, Pandula (1976) Catalogue of folk cultural objects in the Colombo National Museum: Anthropology of division, Department of National Museums, Colombo

Metcalf, Peter (2005) Anthropology: the basics, Routledge, London

Robert, Layton (1997) An introduction to theory in Anthropology, Cambridge University Press, UK

Wijesekera, Nandadeva (1986) □□□□ □□□□□, M.D. Gunasena Company, Colombo

YEAR 1 SEMESTER 2 COURSES

Course Code: ANTH 12023
Course Title: History of Anthropology
Credit value: 3
Time Allocation: Lectures 30 hours /Practical 30 hours / Independent learning 90 hours
Type: C

Intended Learning Outcomes:
At the completion of this course, the students will be able to explain the inception of Anthropology as a subject in the world and Sri Lanka, the way it expanded and its current trends, modern Anthropologists and their research with emphasis on the following:

AnK 3.1. Colonization and the need of Anthropological knowledge in their administration
AnK 3.2. The start of teaching Anthropology in the world
AnK 3.3. Anthropological history of India and Sri Lanka

Course Capsule (Content):
The history of the expansion of Anthropology as a subject on a regional and global level (especially through America and Europe); Anthropological data collection methods; history of Ethnological museums; history of human technology; Expansion of Anthropology as a subject in Sri Lanka; initial Anthropological studies and Anthropologists.

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
AnK 3.1. Colonization and the need of Anthropological knowledge in their administration	The history of the expansion of Anthropology as a subject on a regional and global level (especially through America and Europe)	15	15	30	Assignments Tutorials Presenting research papers through visual media
AnK 3.2. The start of teaching Anthropology in the world	An insight to Anthropological data collection methods, history of Ethnological museums, history of human technology etc.	08	08	30	
AnK 3.3. Anthropological history of India and Sri Lanka	Expansion of Anthropology as a subject in Sri Lanka, initial Anthropological studies and Anthropologists	07	07	30	End Semester written examination
Total		30	30	90	

Assessment Components and Percentage Marks:

Continuous assessment: Assignments , Tutorial, Presenting research papers through visual media	20%
End-semester written examination	80%

Recommended Texts:
Barnard, Alan (2000) History and theory in anthropology, Cambridge University Press, UK
Deliege, Robert (2004) Levi-Strauss today: an introduction to structural anthropology, Oxford University Press, UK
Freeman, Derek (1985) Margaret Mead and Samoa: the making and unmaking of anthropological myth, Penguin, UK
Henare, Amiria J.M. (Eds.) (2005) Museums, Anthropology and Imperial Exchange, Cambridge University Press, UK
Obeysekara, Gananath (1990) Work of culture: symbolic transformation in psychoanalysis and anthropology (Lewis Henry Morgan Lectures), University of Chicago Press, Chicago

Course Code: ANTH 21013
Course Title: Veddas in Sri Lanka
Credit value: 3
Time Allocation: Lectures 30 hours /Practical 30 hours / Independent learning 90 hours
Type: C

Intended Learning Outcomes:

At the completion of this course, the students will be able to provide a comprehensive account on Sri Lankan Veddas, their culture, social organization and the present issues and challenges faced by them as follows:

Ank 4.1. Introduction; Study and explain the history of Veddas and the mythology on them

Ank 4.2. Classify the Veddas

AnK 4.3. Analyse the present status of Veddas

Course Capsule (Content):

An introduction to Veddas and other primitive communities in Sri Lanka, a physical and Anthropological study on Veddas, social organization of Veddas (family units, relations, marriage etc.) expansion of Sri Lankan Vedda dwellings, material culture of Veddas, faiths and beliefs, arts, burials and magic, social evolution and cultural resource management; Comparison of Aborigines in Australia with native Veddas; Displacement and resettlement of Veddas owing to development projects and its impact on modern Veddas.

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
AnK 4.1. Introduction; Study and explain the history of Veddas and the mythology on them	An introduction to Veddas and other primitive communities in Sri Lanka, a physical and Anthropological study on Veddas, social organization of Veddas (family units, relations, marriage etc.) expansion of Sri Lankan Vedda dwellings, material culture of Veddas, faiths and beliefs, arts, burials and magic, social evolution and cultural resource management etc.	20	20	30	Assignments Tutorials Presenting research papers using visual media
Ank 4.2. Classify the Veddas	Comparison of Aborigines in Australia with native Veddas	05	05	30	
AnK 4.3. Analyse the present status of Veddas	Displacement and resettlement of Veddas owing to development projects and its impact on modern Veddas	05	05	30	End Semester written examination
Total		30	30	90	

Assessment Components and Percentage Marks:

Continuous assessment: Assignments , Tutorial, Presenting research papers through visual media	20%
End-semester written examination	80%

Recommended Texts:

Barnard, Alan (Ed.) (2004) Hunter Gatherers in history, archaeology and anthropology, Berg Publishers, New York

Brow, James (1978) Vedda Village of Anuradhapura: the historical anthropology of a community in Sri Lanka, University of Washington Press, USA

Dharmadasa, K.N.O. and S.W.R. de A. Samarasinghe (Eds.) (1990) Vanishing Aborigines: Sri Lanka's Veddas in transition, Vikas Publishers, New Delhi

Seligmann, C.G. and B.Z. (1911) The Veddas, Cambridge University Press, UK

Wijesekera, Nandadeva (1986) ⬜⬜⬜⬜⬜⬜⬜⬜ ⬜⬜⬜⬜⬜ ⬜⬜⬜⬜, Ministry of Cultural Affairs, Colombo

Course Code: ANTH 21033
Course Title: Usage of Visual Media for Anthropological Studies
Credit value: 3
Time Allocation: Lectures 30 hours /Practical 30 hours / Independent learning 90 hours
Type: C

Intended Learning Outcomes:

At the completion of this course, the students will be able to describe visual media presentations created through computer technology used for Anthropological studies, and use visual media techniques in collecting Anthropological data as follows:

AnK 5.1. Use still photographs, cine and video camera to describe human society from an anthropological point of view

AnK 5.2. Use computers for gathering Anthropological data

AnK 5.3. Use the visual and social media in learning the subject Anthropology

Course Capsule (Content):

An introduction to the usage of visual media for Anthropological studies and its history, usage of visual media as a tool of collecting and recording data (Computer applications, photography, documentary production) etc.

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
AnK 5.1. Use still photographs, cine and video camera to describe human society from an anthropological point of view	Collection of evidences of paintings, survey sketches etc. through photography and video	12	12	30	Assignments Tutorials Presenting research papers using visual media End Semester written examination
AnK 5.2. Use computers for gathering Anthropological data	Use of the internet as a main source of information	10	10	30	
AnK 5.3. Use the visual and social media in learning the subject Anthropology	Social media such as Facebook, twitter	08	08	30	
Total		30	30	90	

Assessment Components and Percentage Marks:

Continuous assessment: Assignments , Tutorial, Presenting research papers through visual media	20%
End-semester written examination	80%

Recommended Texts:

Collier, John Jr. and Malcolm Collier (1986) Visual anthropology: photography as a research method, University of Mexico Press, USA

Devereaux, Leslie and Roger Hillman (Eds.) (1995) Fields of vision: Essays in Film Studies, Visual Anthropology, and Photography, University of California Press, Berkeley

Edwards, Elizabeth (Ed.) (1992) Anthropology and Photography 1860-1920, Yale University Press, USA

Gillion, R. (2001) Visual Methodologies: an introduction to the interpretation of visual materials, Sage Publications, London

Kothalawala, S. (1996) □□□□□□□□□□□, State Printing Corporation, Padukka

Course Code: ANTH 22023
Course Title: Osteological Anthropology
Credit value: 3
Time Allocation: Lectures 30 hours /Practical 30 hours / Independent learning 90 hours
Type: C

Intended Learning Outcomes:

At the completion of this course, the students will be able to explain Osteological Anthropology, its importance and usage as follows:

    AnK 6.1. Compare the bones of Primatas and Homo Sapiens
    AnK 6.2. Describe the human fossils discovered so far
    AnK 6.3. Physical Anthropological foundation of human behavior

Course Capsule (Content):

An introduction to Osteological Anthropology on a regional and global level, Pioneers of Osteological Anthropology, Modern Osteological Anthropology research, Physical form of human behaviour, gender, regional spread of diseases, criminal investigations and the importance of Osteological Anthropology.

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
AnK 6.1. Compare the bones of Primatas and Homo Sapiens	An introduction to Osteological Anthropology on a regional and global level, Pioneers of Osteological Anthropology, Modern Osteological Anthropology research	12	12	30	Assignments Tutorials Presenting research papers using visual media
AnK 6.2. Describe the human fossils discovered so far	Peking man, Neanderthal man, Balangoda man, Lucy	10	10	30	
AnK 6.3. Physical Anthropological foundation of human behaviour	Physical form of human behaviour, gender, regional spread of diseases, criminal investigations and the importance of Osteological Anthropology	08	08	30	End Semester written examination 80%
Total		30	30	90	

Assessment Components and Percentage Marks:

Continuous assessment: Assignments , Tutorial, Presenting research papers through visual media	20%
End-semester written examination	80%

Recommended Texts:

Hawkey, Diane (2002) "The peopling of South Asia: evidence for affinities and microevolution of prehistoric populations of India and Sri Lanka", Spolia Zeylanica Vol. 39: 1-300

Kennedy, K.A.R. (1971) "The concept of the Vedda phenotypic pattern: a critical analysis of research on osteological collections of a remnant population", Spolia Zeylanica Vol. 32 (1): 25-59

Lukacs, John & K.A.R. Kennedy (1981) "Biological anthropology of human remains from Pomparippu" Ancient Ceylon Vol. 4: 97-173

Course Code: ANTH 31013
Course Title: Traditional Village
Credit value: 3
Time Allocation: Lectures 30 hours /Practical 30 hours / Independent learning 90 hours
Type: C

Intended Learning Outcomes:
At the completion of this course, the students will be able to describe the ancient Sri Lankan civilization, traditional village and its material culture with emphasis on the following:

AnK 7.1. Explain the spread of colonies in ancient Sri Lanka

AnK 7.2. Explain the material characteristics of traditional village and its culture

AnK 7.3. Explain the non-material characteristics of traditional village and its culture through ideas, values and norms

Course Capsule (Content):
Sri Lankan civilization, Anthropological research on ancient village, South Asian rural societies (its inception and growth), organization of an ancient village, architecture and technology, social levels, economic and political structure, village arts and folklore, traditional village in the twenty-first century, cultural resource management in rural societies, folklore on the main social sectors in Sri Lanka, a study on beliefs and customs.

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Specific Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
AnK 7.1. Explain the spread of colonies in ancient Sri Lanka	Sri Lankan civilization, Anthropological research on ancient village, South Asian rural societies (its inception and growth), organization of an ancient village	15	15	30	Assignments

Tutorials |
AnK 7.2. Explain the material characteristics of traditional village and its culture	architecture and technology, water systems, use of weapons and utensils, paddy and Chena cultivation	08	08	30	Presenting research papers using visual media
AnK 7.3. Explain the non-material characteristics of traditional village and its culture through ideas, values and norms	social levels, economic and political structure, village arts and folklore traditional village in the twenty-first century, cultural resource management in rural societies, folklore on the main social sectors in Sri Lanka, a study on beliefs customs.	07	07	30	End Semester written examination
Total		30	30	90	

Assessment Components and Percentage Marks:

Continuous assessment: Assignments , Tutorial, Presenting research papers through visual media	20%
End-semester written examination	80%

Recommended Texts:

Bandaranayake, Senake &Mats Mogren (Eds.) (1994) Further Studies in the Settlement Archaeology of the Sigiriya- Dambulla region, PGIAR University of Kelaniya, Sri Lanka

Kodrinton, H.W. (1980) පැරණි ලංකාවේ ගැමි ජීවිතය හා ආර්ථිකය, Department of Education Publications, Colombo

Leach, E.R. (1961) Pul-eliya: a village in Ceylon, Cambridge University Press, UK

Seneviratne, H.L. (1978) Rituals of the Kandyan State, Cambridge University Press, UK

Wijesuriya, G. (1996) Village conservation: a case study for Sri Lanka, ICOMOS Sri Lanka, Central Cultural Fund, Colombo

Course Code: ANTH 32023
Course Title: Anthropology and Primitive Societies
Credit value: 3
Time Allocation: Lectures 30 hours /Practical 30 hours / Independent learning 90 hours
Type: Compulsory (C)

Intended Learning Outcomes:
At the completion of this course, students will be able to explain the social organization and material culture of primitive people around the world, by focusing on South Asian tribal societies as follows:

AnK 8.1. Describe selected indigenous peoples in South Asia
AnK 8.2. Describe the Primitive societies in South Asia, their social structure, religion and magic
AnK 8.3. Explain the Economy, ruling system and the impact of globalization on them

Course Capsule (Content):
An introduction to the main primitive societies in the world, a comprehensive study on the primitive societies in Sri Lanka and other South Asian countries, a study on primitive societies and globalization and their material culture, cultural resource management in primitive societies etc.

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
AnK 8.1. Describe selected indigenous peoples in South Asia	An introduction to the main primitive societies in the world	12	12	30	Assignments
					Tutorials
AnK 8.2. Describe the Primitive societies in South Asia, their social structure, religion and magic	a comprehensive study on the primitive societies in Sri Lanka and other South Asian countries	10	10	30	Presenting research papers using visual media
AnK 8.3. Explain the Economy, ruling system and the impact of globalization on them	a study on primitive societies and globalization and their material culture, cultural resource management in primitive societies etc.	08	08	30	End Semester written examination
Total		30	30	90	

Assessment Components and Percentage Marks:

Continuous assessment: Assignments , Tutorial, Presenting research papers through visual media	20%
End-semester written examination	80%

Recommended Texts:
Radcliffe- Brown, A.R. (1922) Andaman Islanders: a study in social anthropology, Cambridge University Press, UK
Radcliffe- Brown, A.R. (1965) Structure and function in primitive society, Free Press, UK
Furer-Haimenborf, Christoph Von (1966) South Asian Societies, Sterling Publishers, New Delhi
Schmidd, Robert and Fritz Trupp (2004) Tribal Asia: ceremonies, ritual and dress, Thames and Hudson, UK
Terell, John E. (1986) Prehistory in the Pacific Islands: a study of variation in language, customs and human biology, Cambridge University Press, UK

CURRICULUM MAP - ANTHROPOLOGY

Desired Program Outcome	Course number/s that facilitate acquisition of the outcome			Deficient Aspect
Identify real world economic/ political/cultural situations/ phenomena/ needs/ problems/ issues applying the core concepts, theories, principles, and practices relevant to the academic field/s of study	ANTH 11013			
Investigate and analyze the issues using a range of holistic approaches, interpret the results paying due attention to environmental aspects and indigenous heritage, cultures, values and technologies and suggest potential logical solutions;	ANTH 11033			
Identify pertinent information needs, using appropriate media, tools, technologies and methodologies to locate & access information,	ANTH 21033			
Critically evaluate the sources, values, validity and currency of information, and use information effectively in a range of contexts in critical and creative manner to achieve desired goals;				
Acquire and evaluate current information and process them independently through independent research and exercise critical judgment and critical thinking to create new modes/ dimensions of knowledge;				
Communicate fluently, logically present the facts in written and verbal forms in the mother tongue and satisfactorily in an international language, to diverse groups of audiences;				
Work independently to meet new challenges and work collaboratively in groups demonstrating team spirit, leadership qualities and organizational skills;				
Work with confidence and determination in a self-disciplined and dedicated manner; managing time, personal and physical resources effectively employing professional and reflective approach to perform the assigned tasks;				
Engage in life-long learning in pursuit of personal development and excellence in professional practice;				
Perceive and respond to changes in an adaptive and flexible manner from an informed and socially responsible point of view;				
Behave harmoniously in a multi-ethnic and multi-religious society giving due care and respect to the values and beliefs of own and other cultures, diversity of human behavior, views, human rights, social responsibilities, moral and ethical perspectives.	ANTH 11013 ANTH 11033 ANTH 12023			
Suitable candidate to serve in diverse spheres like education, entrepreneurship and management				

INTRODUCTION

The revised curriculum for Archaeology BA General Degree has not deviated from the older one in terms of content as such, but in focus, in instructional methods and in sequencing of the course units. The old syllabus consisted of eleven course units spread over the 3 years of the general degree with no specific practical and hands-on activities linked to the lecture sessions. The revised syllabus consists only six core course units and one optional unit making it a more focused and compact program and the entire lecture program is linked to a series of practical and self-learning processes. Highly specialized branches of archaeology such as Environmental Archaeology, Settlement Archaeology and Heritage Conservation, for which there were separate course units in the old syllabus, have been incorporated as themes of discussion within the wider themes of pre and proto history and sites and monument studies respectively. The revised syllabus is heavy with information pertaining to archaeology as a historical and methodological construct and the subjects that are popularly and closely associated with and related to archaeology, such as epigraphy and numismatics, history of art and architecture, and the history and the management of the idea of heritage.

The kind of graduate that the revised program envisions is an educated citizen that would be comfortable and confident in any environment or situation that is associated or linked to the idea of past/history and heritage and their material culture. In other words the General Degree doesn't aim at programing a specialist in archaeology, but a sufficiently informed citizen in archaeology, history of art and architecture, epigraphy and numismatics and the idea of heritage in local and global terms. Further the revised syllabus intends to equip its students in digital communication skills as part of the training they would be gaining in the program.

LIST OF COURSES AND SEQUENCE

Course Code	Course Title	Year offered (1/2/3)	Semester Offered (1/2)	Credit Value	Numbers of hours of Lectures (L): Practical (P): Independent learning (IL)	Compulsory © / Auxiliary (A)/ Optional (O)
AR11014	Definitions, Methods and Techniques of Archaeology	1	1	4	40:40:96	C
AR12024	History of Archaeology: Sri Lanka	1	2	4	40:40:78	C
AR21034	Pre and Proto History of Sri Lanka and India	2	1	4	40:40:60	C
AR22044	Epigraphy and Numismatics: Sri Lanka and India	2	2	4	40:40:24	C
AR22052	Archaeological Heritage of Sri Lanka	2	2	2	25/:10:0	O
AR31064	Art and Architecture of Sri Lanka and India	3	1	4	40:40:56	C
AR32074	Sites and Monuments of Asia	3	2	4	40:40:54	C

YEAR 1 SEMESTER 1 COURSES

Course Code: AR 11014
Course Title: Definitions, Methods and Techniques of Archaeology
Credit value: 4
Time Allocation: Lectures 40 hours /Practical 40 hours / Independent learning 96 hours
Type: C

Intended Learning Outcomes:
At the completion of this course the students will be able to comprehend and assess the laboratory and field techniques and methods commonly used by archeologists in archaeology field activities in relation to the goals and meanings of archaeology as follows:

ArK1: Describe the definitions, aims and scope of Archaeology
ArK2: Describe basic techniques of archaeological explorations
ArK3: Describe basic techniques of archaeological excavations.
ArK4: Describe methods and techniques of conservation.
ArK5: Describe methods of archaeological dating.
ArK6: Describe the laboratory and computer techniques and methods used in archaeology.
ArK7: Narrate the chapter/ thematic organization of the mostly used lab and field manuals in archaeology.
ArK8: Describe methods of Exhibition and museums.
ArK9: Describe methods of dissemination of knowledge and Archaeological publications.
ArS 1. Produce image surveys and literature surveys illustrating the multidisciplinarityy of archaeology.
ArS2. Produce & explain preliminary archaeology field reports.
ArS 3. Interpret relatively complex archaeological field reports
ArS 4. Identify preservation and conservation problems.
ArS6. Prepare digital and manual archeological records and interpret the same.
ArS7. Interpret relatively complex archaeological field reports and be critical of methods used.
ArS 8. Interpret exhibition display methods.
ArS 9. Explain the public aspect of archaeological knowledge.
ArA2. Consider archaeological data as a non-renewable database and that archaeological data has to be protected and preserved presented ethically.

Course Objectives:
Groom the students to be experienced in reading archaeological literature and be able to demonstrate a general understanding of the professional ethics and values in archaeology; have a general understanding of the social relevance and the social responsibility of archaeology.

Course Capsule (Content):
Broad meanings of archaeology; Mechanism and use of various techniques and methods of archaeology; Archaeological illustrations and photography; Field exploration methods; Excavation techniques; Data classification methods and techniques in archaeology; Museums and their collections; Ways of disseminating archaeological knowledge.

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent learning	
ArK1: Describe the definitions, aims and scope of Archaeology	ArK1.1: Give an introduction and definition to archaeology ArK1.2: Describe the inter-relationship of archaeology with other disciplines Ark1.3 Describe the sub disciplines of archaeology ArS 1. Produce image surveys and literature surveys illustrating the multidisciplinarityy of archaeology.	4.5	0	6	Tutorial (5%)
ArK2: Describe basic techniques of archaeological	ArK2.1: Describe the field exploration methods of archaeology. ArK2.2: Describe the Geo physical methods used in	4	0	6	Tutorial (5%)

explorations	in archaeological explorations ArK2.3: Describe the areal exploration methods used in archaeology. ArK2.4: Describe the marine exploration methods used in archaeology. ArS2. Produce & explain preliminary archaeology field reports.				
ArK3: Describe basic techniques of archaeological excavations.	ArK3.1: Describe the theory of stratigraphy and site formation processes. ArK3.2: Describe the layout methods of excavations. ArK3.3: Describe the classification, analysis and recording methods of excavated data. ArS 3. Interpret relatively complex archaeological field reports	4	8 hr Site visit	15	Assignment (5%)
ArK4: Describe methods and techniques of conservation.	ArK4.1 Describe the basics of Architectural Conservation. ArK4.2 Describe the basics of Artifact Conservation. ArK4.3 Describe the basics of Mural painting conservation. ArS 4. Identify preservation and conservation problems.	4	8 hr Site visit	12	Assignment (5%)
ArK5: Describe methods of archaeological dating.	ArK5.1 Describe the Relative Chronological Methods used in archaeology. ArK5.2 Describe the Absolute Chronological Methods	4	0	12	End semester
ArK6: Describe the laboratory and computer techniques and methods used in archaeology.	ArK6.1: Describe lab techniques used in artifacts and ecofacts analysis. ArK6.2: Describe computer programs used in 3D and 2D drawings. ArK6.3: Describe computer programs used in data-base development, statistical analysis, and geographical analysis. ArS6. Prepare digital and manual archeological records and interpret the same.	10	9	27	Tutorial (5%)
ArK7: Narrate the chapter/ thematic organization of the mostly used lab & field manuals in archaeology.	ArK7.1: Describe the content pages of the mostly used manuals in archaeological fieldwork. ArK7.2: Describe the organization of manuals on pottery, stone tool, and bone analysis ArS7. Interpret relatively complex archaeological field reports and be critical of methods used.	3	0	4	Assignment (5%)
ArK8: Describe methods of Exhibition and museums.	ArK8.1 Describe different types of exhibitions. ArK8.2: Describe the basic techniques and methods of museology. ArS 8. Interpret exhibition display methods.	3	6 hr Museum visits	4 hr Museum visits	Assignment (5%)
ArK9: Describe methods of dissemination of knowledge and Archaeological publications.	ArK 9.1 Describe the target groups and dissemination strategies of archaeological knowledge. Ark9.2 Describe different types of information presentation methods ArS 9. Explain the public aspect of archaeological knowledge.	3.5	9	10	Tutorial (5%)
Total		40	40	96	

Assessment Components and Percentage Marks:

Continuous assessment: Assignments & Tutorial	40%
End-semester written examination	60%

Course Code: AR 12024
Course Title: History of Archaeology
Credit value: 4
Time Allocation: Lectures 40 hours /Practical 40 hours / Independent learning 78 hours
Type: C

Intended Learning Outcomes:

At the completion of this course the students will be able to demonstrate good communication skills: written, oral, visual, and interactive in narrating the history of archaeology in Sri Lanka and India as follows:

  ArK10: Describe the development of Archaeology as a discipline
  ArK11: Describe the major developments in Euro-American archaeology in the 20th century and name the important archaeologists that contributed to those developments
  ArK12: Describe the history of Sri Lankan Archaeology
  ArK13: Describe the important phases of Indian Archaeology.
  ArK14: Describe formation and development of Old World Civilizations.
  ArK15: Describe the history of restoration activities in Sri Lanka.
  ArS 10. Identify and illustrate the contribution of early antiquarians.
  ArS 11. Identify and illustrate the contribution archaeologists that shaped New Archaeology and Post-processual archaeologies.
  ArS 12.Identify and illustrate the contribution of archaeologists who played pivotal roles in the development of archaeology in Sri Lanka and the important artifact collections.
  ArS 13. Identify and illustrate the contribution of archaeologists who played pivotal roles in the development of archaeology in India.
  ArS 14. Illustrate the history of Old World Civilizations and the individuals who unravelled them.
  ArS 15. Draw schematic diagrams of a selected site through its various stages of restoration
  ArA3. Consider the history of archaeology not only as a history of discoveries but also as a history of ideas.
  ArA4. Consider new archaeological knowledge on a particular archeological phenomenon is usually built on previous knowledge in a cumulative manner

Course Objectives:

Prepare the students to be able to grasp the various paths and ways that archaeology has taken since the beginnings of the discipline to the end of 20th century

Course Capsule (Content):

History of archaeology: world; History of archaeology: India and Sri Lanka; Different approaches to archaeology and heritage preservation; and the formation and development of major civilizations of the world.

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent learning	
ArK10: Describe the development of Archaeology as a discipline	ArK10.1: Describe the Early antiquarian interests ArK10.2: Give details on the European Renaissance and Archaeology Ark10.3: Development of Archaeology during the 19th Century ArS 10. Identify and illustrate the contribution of early antiquarians.	7	10	10	Assignment (5%)
ArK11: Describe the major developments in Euro-American archaeology in the 20th century and name the important archaeologists that	ArK11.1: Describe the salient aspects of New Archaeology and its main proponents. ArK11.2: Describe the salient aspects of Post-processual archaeologies and their main proponents ArS 11. Identify and illustrate the	6	6	12	Assignment (5%)

contributed to those developments	contribution archaeologists that shaped New Archaeology and Post-processual archaeologies.			
ArK12: Describe the history of Sri Lankan Archaeology	ArK12.1: Describe the antiquarian interests on ancient Sri Lankan traditions ArK12.2: Describe the colonial antiquarian studies in Sri Lanka till 1890 ArK12.3: Describe the institutional development of Sri Lankan Archaeology and the contribution of some of the pioneering Archaeologists ArK12.4: Describe a few of the important artifact collections of Sri Lanka ArS 12.Identify and illustrate the contribution of archaeologists who played pivotal roles in the development of archaeology in Sri Lanka and the important artifact collections.	8	6 hr Image studies	16	Assignment (5%)
ArK13: Describe the important phases of Indian Archaeology.	ArK13.1: Describe archaeological activities in pre Independent India ArK13.2: Describe the archaeological activities of post Independent India ArS 13. Identify and illustrate the contribution of archaeologists who played pivotal roles in the development of archaeology in India.	8	7	16	Tutorial (5%)
ArK14: Describe formation and development of Old World Civilizations.	ArK14.1: Describe the salient aspects of the Old World civilizations. ArK14.2: Describe the archaeologists who studied the Old World civilizations. ArS 14. Illustrate the history of Old World Civilizations and the individuals who unravelled them.	6	7	12	Assignment (10%)
ArK15: Describe the history of restoration activities in Sri Lanka.	ArK15.1: Describe the history of restoration of architectural monuments in Sri Lanka. ArK15.2: Describe the history of restoration of paintings. ArK15.3: Describe the history of artifact conservation ArS 15. Draw schematic diagrams of a selected site through its various stages of restoration	5	4 hr Image and plan studies	12	Tutorial (10%)
Total		40	40	78	

Assessment Components and Percentage Marks:

Continuous assessment:	Assignments & Tutorial	40%
End-semester written examination		60%

Course Code: ARCH 21034
Course Title: Pre and Proto History of Sri Lanka and India
Credit value: 4
Time Allocation: Lectures 40 hours /Practical 40 hours / Independent learning 60 hours
Type: C

Intended Learning Outcomes:

At the completion of this course the students will be able to demonstrate good communication skills: written, oral, visual, and interactive in narrating the history and development of pre and proto historic research in Sri Lanka and India as follows:

ArK16: Describe the pre and proto historic research in Sri Lanka and Indian subcontinent.

ArK17: Describe the periodization and major aspects of Sri Lankan prehistory.

ArS 16. Identify and illustrate the important pre and proto historic sites of the region and the relevant archaeologists.

ArS 17. Illustrate the cultural and environmental maps of the prehistoric periods of Sri Lanka.

ArA5. Consider that pre and proto historic archaeology as a research area requires relatively more rigorously analytical approach than historical archaeology

Course Objectives:

To expose the students to the complex nature of pre and proto historic archaeology as an important sub-field of archaeology.

Course Capsule (Content):

History of research in pre and proto history of Sri Lanka and India; periodization of prehistoric time in Sri Lanka and India; prehistoric environment and subsistence patterns in Sri Lanka and India.

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Intended Learning Outcomes	Content	Lectures	Practical	Independent learning	Assessment method & % marks
ArK16: Describe the pre and proto historic research in Sri Lanka and Indian subcontinent.	ArK16.1: Describe the 19th century antiquarian studies on prehistory of Sri Lanka. ArK16.2: Describe the early prehistoric excavations in Sri Lanka and in the subcontinent. ArK16.3: Describe the pre and post-independence pre and proto historic research in Sri Lanka and the subcontinent. ArK16.4: Describe the current pre and proto historic research in Sri Lanka. ArK16.5: List all the major research publications in pre and proto history of Sri Lanka and the subcontinent. ArS 16. Identify and illustrate the important pre and proto historic sites of the region and the relevant archaeologists.	25	36 hr Field visits	32 Field visits	Assignment for 16.1 and 16.2 (5%) Assignment for 16.3 (5%) Tutorial for 16.4 and 16.5 (10%)
ArK17: Describe the periodization and major aspects of Sri Lankan prehistory	ArK17.1: Describe the techno-cultural periods of Sri Lankan prehistory. ArK17.2: Describe the Paleo environment and paleo environment changes and paleo environmental zones of Sri Lanka. ArK17.3: Describe prehistoric technologies and subsistence strategies of Sri Lanka. ArK17.4: Describe prehistoric belief and rituals and art of Sri Lanka ArS 17. Illustrate the cultural and environmental maps of the prehistoric periods of Sri Lanka.	15	4 hr image studies	28	Assignment (20%)
Total		40	40	60	

Assessment Components and Percentage Marks:

Continuous assessment: Assignments & Tutorial	40%
End-semester written examination	60%

Course Code: ARCH 22044
Course Title: Epigraphy and Numismatics: Sri Lanka and India
Credit value: 4
Time Allocation: Lectures 40 hours /Practical 40 hours / Independent learning 24 hours
Type: C

Intended Learning Outcomes:
At the completion of this course, students will be able to view the history of Sri Lanka as a complex expression of communication and exchange systems within the history of epigraphy and numismatics as follows:

ArK18: describe the adaptation of writing systems in world scale.
ArK19: Describe the issues related to the origin of Brahmi script.
ArK20: Describe the important Indian inscriptions.
ArK21: Describe the morphological history of the Sinhala alphabet in detail.[Epigraphy and Numismatics]
ArK22: describe a selected number of inscriptions of Sri Lanka and explain their importance for the study of paleography and epigraphy in Sri Lanka.
ArK23: describe the beginnings of monetary systems in the world.
ArK24: Describe the history and features of Sri Lankan numismatics.
ArS 18. Recognize examples of cuneiform, hieroglyphs and linear-B scripts.
ArS 19. Draw epigraphical maps of Sri Lanka
ArS 20. Draw epigraphical maps of India.
ArS 21. Read early Brahmi and Brahmi scripts.
ArS 22. Illustrate the lexicological history of often found words in early Sinhala inscriptions.
ArS 23. Draw a world map showing the development of monetary systems in different regions.
ArA 6. Consider both the writing and monetary systems of a particular community manifests the social, and political aspects of that community at a particular time in history

Course Objectives:
To make students to be substantially versatile with the historical developments of epigraphy and numismatics in Sri Lanka and the subcontinent with practical experience.

Course Capsule (Content):
History of writing and monetary systems in the world; history of epigraphic and numismatic research in Sri Lanka and India; practical lessons in categorizing, reading, writing epigraphic and numismatic data.

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method & % marks
		Lectures	Practical	Independent learning	
ArK18: describe the adaptation of writing systems in world scale.	ArK18.1: Describe the cuneiform alphabet. ArK18.2: Describe the Hieroglyph traditions of the world. ArK18.3: Describe the Linear-b. ArS 18. Recognize examples of cuneiform, hieroglyphs and linear-B scripts.	2	4 hr Image and drawing studies	4	Assignment (5%)
ArK19: Describe the issues related to the origin of Brahmi script.	ArK19.1: Describe early research on Brahmi inscriptions. ArK19.2: Describe the main themes emerged from the early research on Sri Lankan Brahmi inscriptions. ArS 19. Draw epigraphical maps of	3	0		Tutorial (10%)
ArK20: Describe the important Indian	ArK20.1: Describe the content of a selected number of Asokan	5	5 hr Image	4	Assignment (5%)

inscriptions.	edicts. ArK20.2: Describe the content of other early Brahmi inscriptions. ArK20.3: Describe the other important inscription of India: from Mauryan to Gupta period. ArS 20. Draw epigraphical maps of India		studies		
ArK21: Describe the morphological history of the Sinhala alphabet in detail.[Epigraphy and Numismatics]	ArK21.1: Describe the similarities and differences of early Brahmi scripts in India and Sri Lanka ArK21.2: Describe the development of Brahmi script to Sinhala script. ArK 21.3: Describe the Brahmi numerals and non-Brahmi symbols in Sri Lanka inscriptions ArS 21. Read early Brahmi and Brahmi scripts.	6	9 hr Image studies	4	Assignment (5%)
ArK22: describe a selected number of inscriptions of Sri Lanka and explain their importance for the study of paleography and epigraphy in Sri Lanka.	ArK22.1: Describe the inscriptions of 1st to 4th century AD. ArK22.2: Describe the inscriptions of 4th to 7th century AD. ArK22.3: Describe the inscriptions of 7th to 9th century AD. ArK22.4: Describe the content of Sigiri graffiti ArK22.5: Describe the selected inscriptions of Polonnaruwa and later periods ArS 22. Illustrate the lexicological history of often found words in early Sinhala inscriptions	9.5	10 hr Image studies	4	Assignment (5%)
ArK23: describe the beginnings of monetary systems in the world.	ArK23.1: Describe the change from bartering to coinage systems in the world. ArK23.2: Describe the early coinage systems in South Asia ArS 23. Draw a world map showing the development of monetary systems in different regions.	3.5	4 hr Image studies	6	Assignment (5%)
ArK24: Describe the history and features of Sri Lankan numismatics.	ArK24.1: Describe the coins of Anuradhapura. ArK24.2: Describe the coins of Polonnaruawa. ArK24.3: Describe the coins of post-Polonnaruwa periods. ArK24.4: Describe the coins of colonial period. ArK24.5: Describe the Tamil and Sanskrit inscriptions discovered in Sri Lanka	11	8 hr Museum visit	8	Assignment (5%)
Total		40	40	24	

Assessment Components and Percentage Marks:

Continuous assessment:	Assignments & Tutorial	40%
End-semester written examination		60%

Course Code: AR 22052
Course Title: Archaeological Heritage of Sri Lanka
Credit value: 2
Time Allocation: Lectures 25 hours /Practical 10 hours / Independent learning 30 hours
Type: O

Intended Learning Outcomes:
At the completion of this course, students will be able to
      ArK29.1: Describe the World Heritage Sites (Archaeological) in Sri Lanka and their management problems
           and international charters.
      ArK29.2: Describe the regionally important monuments and sites in Sri Lanka and the role of legislature.
      ArK30.1: Describe the history of restoration of 'Maha Stupas' in Sri Lanka and the problems surrounding
           them.
      ArK30.2: Describe the history of restoration of ancient gardens in Sri Lanka.
      ArK1.1: Give an introduction and definition to archaeology
      ArK1.2: Describe the inter-relationship of archaeology with other disciplines
      ArS 29. Illustrate the idea of World heritage and National heritage.
      ArS 31. Illustrate the idea of Asian heritage.
      ArA8. Consider that heritage of a nation is the most important material base that constitutes the idea of
           the nationhood of a society and its link to the larger humanity

Course Objectives:
To expose students to the history, politics, and project development methods of nationally important
archaeological heritage.

Course Capsule (Content):
Local legislations governing heritage preservation; World Heritage Sites in Sri Lanka and India.

Allocation of Teaching Learning Activities (L/P/IL), Time and Assessment methods for the ILOs

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method & % marks
		Lectures	Practical	Independent learning	
ArK29: Describe the nationally important sites and monuments of Sri Lanka.	ArK29.1: Describe the World Heritage Sites (Archaeological) in Sri Lanka and their management problems and international charters. ArK29.2: Describe the regionally important monuments and sites in Sri Lanka and the role of legislature. ArS 29. Illustrate the idea of World heritage and National heritage.	10	5 hr Internet search	20	Assignment 12%
ArK30: Describe the history of restoration of monuments in Sri Lanka.	ArK30.1: Describe the history of restoration of 'Maha Stupas' in Sri Lanka and the problems surrounding them. ArK30.2: Describe the history of restoration of ancient gardens in Sri Lanka. ArS 31. Illustrate the idea of Asian heritage.	12	5 hr Architectural plan and drawing study	10	Assignment 12% Assignment on plans and drawings 6%
ArK1: Describe the definitions, aims and scope of Archaeology	ArK1.1: Give an introduction and definition to archaeology ArK1.2: Describe the inter-relationship of archaeology with other disciplines	3			Tutorial 10%
Total		25	10	30	

Assessment Components and Percentage Marks:

Continuous assessment: Assignments & Tutorial	40%
End-semester written examination	60%

Course Code: AR 31064
Course Title: Art and Architecture of Sri Lanka and India
Credit value: 4
Time Allocation: Lectures 40 hours /Practical 40 hours / Independent learning 56 hours
Type: C/O

Intended Learning Outcomes:

At the completion of this course, the students will be able to demonstrate good communication skills: written, oral, visual, and interactive in narrating the history and development of art and architecture in Sri Lanka and India as follows:

ArK25: Describe the ancient architecture of Sri Lanka.
ArK26: Describe the ancient art traditions of Sri Lanka.
ArK27: Describe the ancient art traditions of India.
ArK28: Describe the ancient architecture of India.
ArS 25. Draw schemes and plans of architectural heritage of Sri Lanka.
ArS 26. Illustrate iconographical and art-craft traditions of Sri Lanka
ArS 27. Draw art historical maps of India: sculpture, painting and art-craft traditions.
ArS 28. Draw architectural maps of India: Jain, Buddhist, Hindu and Mughal
ArA7. Consider that art and architecture of a country changes with time while preserving certain elements unchanged or only slightly changed and that art traditions do not change simply because of external influences, unless such external impacts are internalized by the society.

Course Objectives:

To expose the students to the complex nature of art and architecture as an important historical expression of a society.

Course Capsule (Content):

History of architecture, history of sculpture, history of painting, history of art-craft traditions in Sri Lanka and India

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method & % marks
		Lectures	Practical	Independent learning	
ArK25: Describe the ancient architecture of Sri Lanka.	ArK25.1: Describe the history of Buddhist and Hindu architecture of Sri Lanka. ArK25.2: Describe the history of royal palaces, gardens, and fortresses of Sri Lanka. ArK25.3: Describe the colonial period architecture of Sri Lanka ArS 25. Draw schemes and plans of architectural heritage of Sri Lanka.	12	16 hr Field visit	8	Assignment (10%)
ArK26: Describe the ancient art traditions of Sri Lanka.	ArK26.1: Describe the ancient sculpture of Sri Lanka. ArK26.2: Describe the ancient paintings of Sri Lanka. ArK26.3: Describe the traditional art-craft traditions of Sri Lanka ArS 26. Illustrate iconographical and art-craft traditions of Sri Lanka	10 Two museum/ site visits	8 hr Museum visit	16	Assignment (10%)
ArK27: Describe the ancient art traditions of India.	ArK27.1: Describe the ancient sculpture of India ArK27.2: Describe the ancient paintings of India. ArK27.3 Describe the traditional art-craft traditions of India. ArS 27. Draw art historical maps of India: sculpture, painting and art-craft traditions	10	8 hr Web Archive searching	16	Assignment (Portfolio with annotated images with an introduction) (10%)
ArK28: Describe the ancient architecture of India.	ArK28.1: Describe the history of Jain, Buddhist and Hindu architectural forms in India. ArK28.2: Describe the history of Mughal architecture of India ArS 28. Draw architectural maps of India: Jain, Buddhist, Hindu and Mughal	8	8 hr Web Archive searching	16	Assignment (Portfolio with annotated images with an introduction) (10%)
Total		40	40	56	

Assessment Components and Percentage Marks:

Continuous assessment: Assignments & Tutorial	40%
End-semester written examination	60%

Course Code: AR 32074
Course Title: Sites and Monuments of Asia
Credit value: 4
Time Allocation: Lectures 40 hours /Practical 40 hours / Independent learning 54 hours
Type: C
Intended Learning Outcomes:

At the completion of this course, students will be able to describe the history and the problems surrounding both the idea of World Heritage as a global category and the idea of national heritage as a local category as follows;

ArK29: Describe the nationally important sites and monuments of Sri Lanka.

ArK30: Describe the history of restoration of monuments in Sri Lanka.

ArK31: Describe the nationally important sites in the subcontinent.

ArK32: Describe the major sites and monuments in Asia.[Sites and Monuments of Asia]

ArS 29. Illustrate the idea of World heritage and National heritage.

ArS 31. Illustrate the idea of Asian heritage.

ArA8. Consider that heritage of a nation is the most important material base that constitutes the idea of the nationhood of a society and its link to the larger humanity

Course Objectives:

To expose students to the history, politics, and project development methods of world heritage and nationally important heritage.

Course Capsule (Content):

The history of idea of World heritage; the international charters; local legislations governing heritage preservation; World Heritage Sites in Asia with special focus to Sri Lanka and India.

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent learning	
ArK29: Describe the nationally important sites and monuments of Sri Lanka.	ArK29.1: Describe the World Heritage Sites (Archaeological) in Sri Lanka and their management problems and international charters. ArK29.2: Describe the regionally important monuments and sites in Sri Lanka and the role of legislature. ArS 29. Illustrate the idea of World heritage and National heritage.	10	16 hr Site visits	20	Assignment (15%)
ArK30: Describe the history of restoration of monuments in Sri Lanka.	ArK30.1: Describe the history of restoration of 'Maha Stupas' in Sri Lanka and the problems surrounding them. ArK30.2: Describe the history of restoration of ancient gardens in Sri Lanka. ArK30.3: Describe the history of restoration of colonial period buildings in Sri Lanka	12	16 hr Site visits 3 hr Architectural planning & drawing	10	Assignment (15%)
ArK31: Describe the nationally important sites in the subcontinent.	ArK31.1: Describe the World Heritage Sites (Archaeological) in India and their management problems. ArK30.2: Describe the regionally important monuments and sites in India. ArS 31. Illustrate the idea of Asian heritage.	10	4 hr Video watching	12	Tutorial (5%)
ArK32: Describe the major sites and monuments in Asia.[Sites and Monuments of Asia]	ArK32.1: Describe the World Heritage Sites (Archaeological) in China, Japan, Malaysia, Thailand, etc.	8	2 hr Video watching	12	Tutorial (5%)
Total		40	40	54	

Assessment Components and Percentage Marks:

Continuous assessment: Assignments & Tutorial	40%
End-semester written examination	60%

CURRICULUM MAP - ARCHEOLOGY

Desired Program Outcome	Course number/s that facilitate acquisition of the outcome			Deficient Aspect
Identify real world economic/ political/cultural situations/ phenomena/ needs/ problems/ issues applying the core concepts, theories, principles, and practices relevant to the academic field/s of study	AR32074	AR22052		
Investigate and analyze the issues using a range of holistic approaches, interpret the results paying due attention to environmental aspects and indigenous heritage, cultures, values and technologies and suggest potential logical solutions;	AR32074	AR22052		
Identify pertinent information needs, using appropriate media, tools, technologies and methodologies to locate & access information,	AR11014 AR12024	AR21034 AR22044	AR31064 AR32074	
Critically evaluate the sources, values, validity and currency of information, and use information effectively in a range of contexts in critical and creative manner to achieve desired goals;	AR12024	AR11014		
Acquire and evaluate current information and process them independently through independent research and exercise critical judgment and critical thinking to create new modes/ dimensions of knowledge;	AR21034	AR22044	AR32074	
Communicate fluently, logically present the facts in written and verbal forms in the mother tongue and satisfactorily in an international language, to diverse groups of audiences;	AR32074	AR22044	AR31064	
Work independently to meet new challenges and work collaboratively in groups demonstrating team spirit, leadership qualities and organizational skills;	AR32074			
Work with confidence and determination in a self-disciplined and dedicated manner; managing time, personal and physical resources effectively employing professional and reflective approach to perform the assigned tasks;	AR21034	AR32074		
Engage in life-long learning in pursuit of personal development and excellence in professional practice;	AR11014	AR32074		
Perceive and respond to changes in an adaptive and flexible manner from an informed and socially responsible point of view;				
Behave harmoniously in a multi-ethnic and multi-religious society giving due care and respect to the values and beliefs of own and other cultures, diversity of human behavior, views, human rights, social responsibilities, moral and ethical perspectives.	AR22044	AR31064	AR32074	
Suitable candidate to serve in diverse spheres like education, entrepreneurship and management	AR11014 AR22044	AR31064	AR32074	

1.0   Introduction

The aim of the Bachelor of Arts (General) Degree programme offered by the Faculty of Social Sciences of the University of Kelaniya is to produce graduates with knowledge, and understanding in their respective field of studies. It is also expected that these graduates will possess necessary skills and right attitudes that will enhance the quality of their degree to help them to participate effectively in the world of work.

2.0   Bachelor of Arts (General) Degree Programme in Development Studies

In the context of the broader aims and objectives of the BA General Degree Programme of the Faculty of Social Sciences, the Department of Geography offers a course of study in Development Studies for the BA (General) Degree Programme.

Development Studies is a relatively new field of study available at the Bachelors' Degree level in the Sri Lankan university system. It provides an opportunity for students to acquire knowledge, understanding, skills and right attitudes to view the predicament of the humankind from a multidisciplinary and holistic perspective. The multidisciplinary nature of the study program would widen the opportunities available for graduates when they enter the world of work.

The curriculum of development studies has been designed to collect a minimum of 30 credits at three levels. The undergraduates who offer development studies as one of the main three subjects for the General Degree must collect a minimum of eight credits in the first year; eight credits in the second year and another eight credits in the third year. The remaining 6credits can be collected from the courses offered in the General Education Curriculum (GEC) in the three respective years. The students have the choice of selecting the modules offered under GEC.

Objectives of the Programme

The major objectives of the Development Studies degree program are:
- to introduce the key concepts and theories in development and explain how they can be used to analyze a diversity of development issues
- to provide students with a broad understanding of the historical and contemporary forces shaping social, cultural, political and economic changes in the developing world
- Develop students' skills in analyzing and interpreting a wide range of texts, information and knowledge relating to development issues
- Develop an awareness of the ethical and moral issues associated with international development relationships, perspectives and practices.

Intended Learning outcomes

After successful completion of the degree program the students will be able to,
- understand and explain crucial global development issues
- describe and explain the multi-dimensionality and multi-disciplinary nature of development studies
- describe and explain development disparities in the world
- explain how social, economic, political and environmental systems relate to   each other
- assess different development strategies and experiences

- analyze development within the context of a given society
- identify the constraints on development
- understand the attitudes, values and beliefs of others
- develop greater respect for human rights
- use knowledge of development issues to work towards ending poverty, exploitation and environmental destruction
- appraise and critically evaluate the development experience of Sri Lanka

3. Difference between the proposed and the existing syllabus

The study programme in Development Studies for the BA (General) Degree has been organized in the context of the broader aims and objectives of the BA General Degree Programme of the Faculty of Social Sciences, University of Kelaniya.

The major objectives of the Development Studies degree program are:

- to introduce the key concepts and theories in development and explain how they can be used to analyze a diversity of development issues
- to provide students with a broad understanding of the historical and contemporary forces shaping social, cultural, political and economic changes in the developing world
- Develop students' skills in analyzing and interpreting a wide range of texts, information and knowledge relating to development issues
- Develop an awareness of the ethical and moral issues associated with international development relationships, perspectives and practices.

The proposed one is an explicitly outcome based curriculum. Very specific learning outcomes (LOs) were the foundation of the curriculum planning. In the existing syllabus the intended learning outcomes were not explicit.

In the proposed curriculum, the broad learning outcomes are elaborated as follows:

After successful completion of the degree program the students will be able to,

- understand and explain crucial global development issues
- describe and explain the multi-dimensionality and multi-disciplinarity of development studies
- describe and explain development disparities in the world
- explain how social, economic, political and environmental systems relate to each other
- assess different development strategies and experiences
- analyze development within the context of a given society
- identify the constraints on development
- understand the attitudes, values and beliefs of others
- develop greater respect for human rights
- use knowledge of development issues to work towards ending poverty, exploitation and environmental destruction
- appraise and critically evaluate the development experience of Sri Lanka

The intended learning outcomes (ILOs) were decided after careful consideration of the nature of the subject matter to be studied, level of the award, available literature on the subject and the capacity of the existing academic staff who will be delivering the courses. Bloom's taxonomy of learning domains was the basis in the formulation of the ILOs. The detailed and comprehensive datasheet which was formulated at the beginning was much useful in the elaboration of specific ILOs,

identification of common ILOs that could be grouped, and in the planning of contents of the course modules. It was also instrumental in deciding delivery modes and time periods and assessment methods.

The above mentioned broad learning outcomes were elaborated into specific learning outcomes and they were the basis of the course modules. Example:
DSK 1: explains crucial development issues in the world
This broad LO was elaborated into four specific LOs which laid the foundation four planning the subject module.

The specific LOs were:
DSK 1.1: explains developed/developing divide in the world
DSK 1.2: describes and explains the incidence of poverty
DSK 1.3: examines the impact of globalization on developing countries
DSK 1.4: explains environmental problems facing the world

In formulation of the teaching/learning activities three main modes of delivery, namely, lectures, practical/fieldwork and independent learning were given emphasis. These modes of delivery will have to be taken into account in the planning of the scheme of assessment.
- In formulation of teaching/learning student-centered learning activities were considered. considerable emphasis was laid on independent learning activities
- Assessment is also improved placing more emphasis on student- centered learning. Outcome-based evaluation procedure is suggested.
- Attention was also placed on the improvement of attitudes among the learners in addition to the opportunities provided to obtain knowledge and understanding and improve skills.

Course orientation and content
- Areas of emphasis are more toward development studies; As a result, the orientation of the syllabus is also different. Earlier more conventional approach had been adopted; considerable attention had been on the development related peripheral areas. In contrast, the proposed one is more development studies oriented. It attempts to touch the core of development studies.

Credit value and incorporation of General Education Curriculum
- The Development studies syllabus offers 19 credits in all (6+6+7).The remaining 11 credits are to be collected from the General Education Curriculum (GEC). This is a different system altogether from the existing practice. The GEC offers a range of course modules which are of much relevance to Development Studies. This has been one reason for not including peripheral modules to the Development Studies syllabus.

4.0   Structure of the Programme (Course Sequence)

Course Code	Course Title	Year	Semester	Credit value	Compulsory / /Elective
DVST 11214	Introduction to Development Studies	1	1	4	C
GEC (FH)	Academic Writing Skills	1	1	2	E
GEC (ICT)	Computer Literacy (Basic level)	1	1	2	E
DVST 12224	Contemporary Global Development Issues	1	2	4	C
GEC (FSS)	Social Integration	1	2	2	E
DVST 21214	Development Theory in Practice	2	1	4	C
GEC (FS)	Basic Mathematics	2	1	2	E
GEGE 21222	Map reading	2	1	2	E
DVST 22224	Development and Society	2	2	4	C
GEC (FH)	Religious Heritage: Buddhist, Hindu, Christian, Islamic	2	2	2	E
GEGE 22232	Geo-environment and Natural Resources of Sri Lanka	2	2	2	E
DVST 31014	Economic and Social Development of Sri Lanka	3	1	4	C
GEC (FSS)	Globalization	3	1	2	E
GEC(FSS)	Political Economy	3	1	2	E
DVST 32022	Research Methods in Development Studies	3	2	2	C
GEEC (FSS)	Sri Lankan Economy	3	2	2	E
DVST 32032/ GEGE 32032/ GEGE 32032	Introduction to GIS*	3	2	2	C/E
GEC (FSS)	Introduction to SPSS	3	2	2	E

* Pre requisite: Shuold complete GEGE 21222

5.0 COURSE DETAILS

YEAR 1 - SEMESTER 1

Course Code: DVST 11214
Course Title: Introduction to Development Studies
Credit value: 4
Time Allocation: Lectures 60 hours /Practical 00 hours / Independent learning 100 hours
Course Type: C

Intended learning Outcomes:

Upon successful completion of this course every student will be able to explain how social, economic, political and environmental systems relate to each other as follows:

DSK 3.1. Describe that development is a multi-dimensional phenomena

DSK 3.2 Describe and explain that development is a cumulative product of interdependencies and interactions between social, economic, political, demographic and environmental systems.

DSK 3.3 Explain that development studies is multidisciplinary branch of social sciences; evolution of development studies; critically evaluate the nature of development studies

Course Content

Development measures, concept and Indicators, Nature and scope of development studies; multi-dimensionality; economic, social, political and environmental dimensions of development; Factors affecting the multi-dimensionality: multi-disciplinary nature; geographical, historical, demographic, social, cultural and political factors affecting development; evolution of development studies as a discipline; critique of development studies: Americanization of development ideals; ethno-centric and euro-centric nature of development studies; Current status of development studies as a discipline

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent learning	
DSK 3.1. describe that development is a multi-dimensional phenomena	Nature and scope of development studies; multi-dimensionality; economic, social, political and environmental dimensions of development; factors affecting the multi-dimensionality	20		40	Class Test/ Quizz
DSK 3.2 Describe and explain that development is a cumulative product of interdependencies and interactions between social, economic, political, demographic and environmental systems.	Geographical, historical, demographic, social, cultural and political factors affecting development;	20		40	
DSK 3.3 Explain that development studies is multidisciplinary branch of social sciences; evolution of development studies; critically evaluate the nature of development studies	Multi-disciplinary nature; evolution of development studies as a discipline critique of development studies: Americanization of development ideals; ethno-centric and euro-centric nature of development studies. Current status of development studies as a discipline	20		40	Assignment
Total		60		100	

Assessment Components and Percentage Marks:

Continuous assessment: Class test/ Quizz; Assignment	40%
End-semester written examination	60%

Recommended Reading

Desai, Vandana and Potter, Robert B. ed. (2002). The Companion to Development Studies (London: Arnold)
Potter, Robert B. et al. (2004). Geographies of Development (England: Pearson Education Ltd).
Rist, Gilbert (1997). The History of Development (London: Zed Books Ltd.,)
Sen, Amartya (1999). Development as Freedom (Oxford: Oxford University Press)
Shin-Kap han et al. (2014) Shifting Focus in Development Studies: Papers in Development and Society, 1998-2013' Development and Society, Volume 43, Number 1. June 2014, 59-80

Course Code: DVST 12224
Course Title: Contemporary Global Development Issues
Credit value: 4
Time Allocation: Lectures 60 hours /Practical 00 hours / Independent learning 120 hours
Course Type: C

Intended learning Outcomes:
Upon successful completion of this course every student will be able to,

- DSK1.1. Explain root causes underline major global development issues, developed/developing divide in the world
- DSK2.1. Describe and explain spatial disparities in development at various levels
- DSK 2.2 Examine the factors underlying spatial disparities in development disparities
- DSK 2.3. Describe the measures that have been adopted to minimize spatial disparities.
- DsK 5.1 & DSS 5.2. Describe and explain the magnitude and the multi-dimensionality of poverty and examines the poverty alleviation strategies
- DsS3.1. Investigate the environmental dimensions of development
- DsK 1.4 Describe and explain the impact of globalization on development disparities/ developing countries

Course Content

Geography of inequality and inequity in development; developed and developing divide at global level; developed and developing countries; first, second and third worlds, the North South divide; G 8 countries; transition economies; development disparities at regional level: development disparities among the developed countries; development disparities among the developing regions: Asia, Africa and Latin America; development disparities within countries especially in the developing world.; factors underlying development disparities: colonialism, neo-colonialism; human and physical resources; population; issue of governance; measures adopted: international aid; extent and distribution of poverty in the world; what is poverty; its various dimensions; major poverty alleviation measures adopted at international and national levels; environmental impact of development; development impact of development; impacts of globalization on developing countries

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent learning	
DSK1.1. Explain root causes underline major global development issues, developed/developing divide in the world	Geography of inequality and inequity in development; developed and developing divide at global level; developed and developing countries; first, second and third worlds, the North South divide; G 8 countries; transition economies.	4		8	Assignment
		8		16	Class test/ Quizz / Tutorial
SK2.1 Describe and explain spatial disparities in development at various levels	Development disparities among the developing regions: Asia, Africa and Latin America; development disparities within countries especially in the developing world.; factors underlying development disparities: colonialism, neo-colonialism; human and physical resources; population; issue of governance;				
DSK 2.2 Examine the factors underlying spatial disparities in development disparities		8		16	

DSK 2.3. Describe the measures that have been adopted to minimize spatial disparities in	Measures adopted: international aid and trade; regional cooperation.	6	12	Assignment Class test/ Quizz / Tutorial
DsK 5.1 & DSS 5.2. Describe and explain the magnitude and the multi-dimensionality of poverty and examines the poverty alleviation strategies	Extent and distribution of poverty in the world; what is poverty; its various dimensions; major poverty alleviation measures adopted at international and national levels	16	32	
DsS3.1. Investigate the environmental dimensions of development	Environmental impact of development; development impact of development;	12	24	
DsK 1.4 Describe and explain the impact of globalization on development disparities/ developing countries	Impacts of globalization on developing countries	6	12	
Total		60	120	

Assessment Components and Percentage Marks:

Continuous assessment: Presentation, Assignments & Tutorial	40%
End-semester written examination	60%

Recommended Reading

Alcock, Pete (1993) Understanding Poverty (Hampshire and London: Macmillan Press Limited)

Barke, Michael and O'Hare Greg (1993). The Third Word: Diversity, Change and Interdependence (Essex: Oliver & Boyd)

Greig, Alastair et al. (2007). Challenging Global Inequality: Development theory and Practice in the 21st Century (New York: Palgrave Macmillan)

Harris, Jonathan et al. ed. (2001). A Survey of Sustainable Development (Washington, DC.: Island Press).

Hettne, B. (1990). Development Theory and the Three Worlds (Harlow: London).

Potter, Robert B. et al. (2004). Geographies of Development (England: Pearson Education Ltd).

United Nations Development Program (UNDP), Human Development Report (various Issues).

World Bank, World Development Report (various Issues).

Course Code: DVST 21214
Course Title: Development Theory in Practice
Credit value: 4
Time Allocation: Lectures 60 hours /Practical 00 hours / Independent learning 120 hours
Course Type: C

Intended learning Outcomes:
Upon successful completion of this course every student will be able to,
   DSS1.1. identify the paradigms, concepts and theories of development
   DSS 3.2 .Examine the problems associated with different development theories in practice
   DSS3.4. Evaluate the measures that are being adopted to solve problems associated with different
       development theories and approaches
   DSS 3.5 Examine the role of international agencies involved in development

Course Content
Global development paradigms: orthodox, political economy, human development, neo-liberalism, sustainable development. Modernization theory, Rostov model and the developing countries; challenges faced by the dependency theory; problems faced by the human development approaches; developing countries and neo-liberalism; Washington Consensus; practicalities involved in the sustainable development model. Foreign aid; community participation in development; bottom-up approach; safety nets; infrastructure development. Brettonwoods institutions; United States Department of State; international NGOs.

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent learning	
DSS1.1. identify the paradigms, concepts and theories of development	Global development paradigms: orthodox, political economy, human development, neo-liberalism, sustainable development. Modernization theory, Rostov model and the developing countries	20		40	Tutorial/Quizz
DSS 3.2 .Examine the problems associated with different development theories in practice	Challenges faced by the dependency theory; problems faced by the human development approaches; developing countries and neo-liberalism; Washington Consensus; practicalities involved in the sustainable development model	14		28	
DSS3.4. Evaluate the measures that are being adopted to solve problems associated with different development theories and approaches	Foreign aid; community participation in development; bottom-up approach; safety nets; infrastructure development	12		24	Assignment
DSS 3.5 Examine the role of international agencies involved in development	Brettonwood institutions; United States Department of State; international NGOs.	14		28	
Total		60		120	

Assessment Components and Percentage Marks:

Continuous assessment: Assignments & Tutorial	40%
End-semester written examination	60%

Recommended Reading
Chew Sing C. and Denmark, Robert A. (1996). The Underdevelopment of Development (California: Sage Publications Inc.)
Desai, Vandana and Potter, Robert B. ed. (2002). The Companion to Development Studies (London: Arnold)
Kothari, Uma and Minogue, Martin ed. (2002.) Development Theory and Practice (Hampshire: Palgrave).
Potter, Robert B. et al. (2004). Geographies of Development (England: Pearson Education Ltd).
Simon, David and Narman, Anders ed. (1999). Development as Theory and Practice(Essex Pearson Education Limited)
Fine, Ben et al. ed. (2001). Development Policy in the Twenty-First Century (London and New York: Routledge)

Course Code: DVST 22224
Course Title: Development and Society
Credit value: 4
Time Allocation: Lectures 45 hours /Practical 30 hours / Independent learning 90 hours
Course Type: C

Intended learning Outcomes:
Upon successful completion of this course every student will be able to,
    DsA 1.1. Appreciate one's role in the development process (cultivates habit of caring for others)
    DsA 7.3. Appreciate the value of community participation in development
    DsA 8.1. Emphasize the need for critical thinking and adopting humane approaches in development
        (perceive development as a process based on humane considerations)
    DsA 6.1. View indigenous wisdom as a valuable source for development
    DsA 4.2. Emphasize the responsibility of people in achieving a sustainable society (cultivate a sense of
        sustainability)

Course Content
Stakeholders in development; role of the individual and the society in the development exercise; involvement of the community in development activities; sense of sustainability; humanness in development; ; rights as well as duties and responsibilities of the individual; women in development, indigenous wisdom and their integration into the development process; plural societies and development; humanness in development;

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent learning	
DSA 1.1. Cultivate habit of caring for others (Appreciate one's role in the development process)	Role of the individual and the society in the development exercise; rights as well as duties and responsibilities of the individual.	6		12	Tutorial/ Class Test/ Group presentation Assignment
DSA 7.3. Appreciate community participation	Stakeholders in development; involvement of the community in development activities	12	30 (Field Work)	24	
DsA 8.1. Perceive development as a process based on humane considerations	Humanness in development; empathic perceptions	10		20	
DsA 4.2. Cultivate a sense of sustainability	Sense of sustainability; concept of stewardship	10		20	
DSA 6.1 Value indigenous wisdom appropriately	Indigenous wisdom and their integration into the development process; plural societies and development; women in development	7		14	
Total		45	30	90	

Assessment Components and Percentage Marks:

Continuous assessment: Tutorial/ Class Test/ Group presentation,Assignment	40%
End-semester written examination	60%

Recommended Reading
Crewe Emma and Harrison, Elizabeth (1998). Whose Development? (London and New York: Zed Books).
Greig, Alastair et al. (2007). Challenging Global Inequality: Development theory and Practice in the 21st Century (New York: Palgrave Macmillan)
Lipton, Michael (1977). Why Poor People Stay Poor? Urban Bias in World Development (London: Temple Smith).

Course Code: DVST 31014
Course Title: Economic and Social Development of Sri Lanka
Credit value: 4
Time Allocation: Lectures 60 hours /Practical 00 hours / Independent learning 120 hours
Course Type: C

Intended learning Outcomes:
Upon successful completion of this course every student will be able to,
    DSK 4.1 Describe economic and social development profile of Sri Lanka
    DSS 4.2 Interpret development experiences of Sri Lanka in the global context
    DSS 4.3 Evaluate selected development projects and programs
    DSS 4.4 Analyse development problems of Sri Lanka
    DSS 6.3 Prepare a poster on major development issues of Sri Lanka

Course Content
Economic and social development profile of Sri Lanka; development situation in the international context; major contributors to GNP: agriculture, industry, services and construction sectors; development policies of Sri Lanka in the context of changing global development paradigms; major development programmes and projects; development challenges facing Sri Lanka: poverty, widening income gap; regional disparities in development; unemployment; environmental degradation; demography; ethnic, religious and other divisions, governance.

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent learning	
DSK 4.1 Describe economic and social developme nt profile of Sri Lanka	Economic and social development profile of Sri Lanka;	16		32	Tutorial/ Class test / Quizz
DSS 4.2 Interpret development experiences of Sri Lanka in the global context	development situation in the international context; development policies of Sri Lanka in the context of changing global development paradigms;	16		32	
DSS 4.3 Evaluate selected development projects and programs	Major development programmes and projects	14		28	
DSS 4.4 Analyse development problems of Sri Lanka	Development challenges facing Sri Lanka: poverty, widening income gap; regional disparities in development; unemployment; demography; ethnic, religious and other divisions, governance.	12		24	Assignment
DSS 6.3 Prepare a poster on major development issues of Sri Lanka	Selected topic	2		4	
Total		60		120	

Assessment Components and Percentage Marks:

Continuous assessment: Assignments / Tutorial/ Class Test/ Quizz	40%
End-semester written examination	60%

Recommended Reading
Centre for Poverty Analysis (2003). Poverty Issues in Sri Lanka (Colombo: Centre for Poverty Analysis).
Peiris, G.H. (2006). Sri Lanka: Challenges of the New Millennium (Kandy: Kandy Books)
Peiris, G.H. (1996). Development and Change in Sri Lanka: Geographical Perspectives (New Delhi: Macmillan)
Patabendige, Ananda J. (2006). Industrial Policies and Employment Generation in Sri Lanka (Nugegoda, Sri Lanka: E.S.S. Adventors).
nKavdr" rxcs;a ^ixialdrl& ^2008&' ixj¾Ok wNsfhda.# m%;súfrdaO;d yd úl,am m%;sm;a;s ^fld<U# iudc úµd{hkaf.a ix.uh&'

Course Code: DVST 32022
Course Title: Research Methods in Development Studies
Credit value: 2
Time Allocation: Lectures 25 hours /Practical 10 hours / Independent learning 60 hours
Course Type: C

Intended learning Outcomes:
Upon successful completion of this course every student will be able to,

DSS 6.1 Engage in the preparation of a research proposal
DSS 6.2 Design a research methodology
DSS 6.3 Conduct independent research
DSS 6.4 Analyze and present data
DSS 7 . Search the Internet for information

Course Content
Nature of research in development studies; dealing with both human and physical factors in order to understand, analyze, interpret and present development landscapes. the research process: identify a problem; literature survey; research questions and hypotheses; decide appropriate methods: quantitative and qualitative; research design; selection of samples, data collection methods; analysis and interpretation; writing reports and preparation of posters. Use the internet to gather relevant information.

Allocation of Teaching Learning Activities (L/P/IL), Time and Assessment methods for the ILOs

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent learning	
DSS 6.1 Engage in the preparation of a research proposal	Nature of research in development studies; dealing with both human and physical factors in order to understand, analyze, interpret and present development landscapes.	6		12	Class test

Research proposal/ Presentation |
DSS 6.2 Design a research methodology	The research process: identify a problem; literature survey; research questions and hypotheses; decide appropriate methods: quantitative and qualitative; research design;				
DSS 6.3 Conduct independent research	Selection of samples, data collection methods	4		12	
DSS 6.4 Analyze and present data	Writing reports and preparation of posters.	10	5	24	
DSS 7. Search the Internet for information	Use the internet to gather relevant information	5	5	12	
Total		25	10	60	

Assessment:

Continuous assessment: Assignments & Presentation	40%
End-semester written examination	60%

Recommended Reading
Bernhardsen, Tor (1999). Geographic Information Systems: An Introduction (New York: John Wiley & Sons, Inc.)
Creswell, John W. (1994). Research Design ((California: Sage Publications Inc.)
Davis, Buce (1996). GIS: A Visual Approach (Santa Fe: Onward Press
Punch, Keith F. (2005). Introduction to Social Research: Quantitative and Qualitative Approaches (London: Sage Publications Ltd.)

CURRICULUM MAP - DEVELOPMENT STUDIES

Desired Program Outcome	Course number/s that facilitate acquisition of the outcome			Deficient Aspect
Identify real world economic/ political/cultural situations/ phenomena/ needs/ problems/ issues applying the core concepts, theories, principles, and practices relevant to the academic field/s of study	DVST 11214	DVST 12224	DVST 21214 DVST 22224	
Investigate and analyze the issues using a range of holistic approaches, interpret the results paying due attention to environmental aspects and indigenous heritage, cultures, values and technologies and suggest potential logical solutions;	DVST 21214	DVST 31014	DVST 32022	
Identify pertinent information needs, using appropriate media, tools, technologies and methodologies to locate & access information,	DVST 32024	DVST 21014	GEC Basic Stats DVST 32032	
Critically evaluate the sources, values, validity and currency of information, and use information effectively in a range of contexts in critical and creative manner to achieve desired goals;	DVST 21214	DVST 31014		
Acquire and evaluate current information and process them independently through independent research and exercise critical judgment and critical thinking to create new modes/ dimensions of knowledge;	DVST 32022	DVST 31014	GEGE 21222	
Communicate fluently, logically present the facts in written and verbal forms in the mother tongue and satisfactorily in an international language, to diverse groups of audiences;	DVST 32022	GEC Academic Writing Skills		
Work independently to meet new challenges and work collaboratively in groups demonstrating team spirit, leadership qualities and organizational skills;	DVST 32022			
Work with confidence and determination in a self-disciplined and dedicated manner; managing time, personal and physical resources effectively employing professional and reflective approach to perform the assigned tasks;	DVST 32022	DVST 21214		
Engage in life-long learning in pursuit of personal development and excellence in professional practice;	DVST 32022	DVST 22224		
Perceive and respond to changes in an adaptive and flexible manner from an informed and socially responsible point of view;	DVST 21214	GEC Social Integration	DVST 22224	
Behave harmoniously in a multi-ethnic and multi-religious society giving due care and respect to the values and beliefs of own and other cultures, diversity of human behavior, views, human rights, social responsibilities, moral and ethical perspectives.	DVST 22224	GEC Social Integration	DVST 31014	
Suitable candidate to serve in diverse spheres like education, entrepreneurship and management	DVST 320242	GEC Social Integration	DVST 22224	

Introduction

The proposed curriculum in Economics is a major improvement over the existing curriculum for several reasons:

- The proposed curriculum has been designed on the principles of outcome-based education.

- In designing the proposed curriculum, constructive alignment approach has been adopted. Constructive alignment is an approach to course design which begins with the end in mind (i.e. what should students know and be able to demonstrate at the end of the course). It assumes that when learning objectives, assessment methods, and teaching and learning activities are intentionally aligned, that the outcomes of learning are improved substantially.

- The prosed curriculum is directly linked with the graduate profile of the University of Kelaniya.

- The broad aims of the General Degree programme in Economics are to provide an in-depth knowledge and understanding of core economics concepts and principles and to help students to learn how to apply economic principles and analysis to a range of problems and policies in developing economies with special reference to Sri Lanka. The proposed curriculum intends to provide 15 knowledge-based learning outcomes.

- The proposed curriculum has strongly recognized the importance of subject-specific skills and transferable skills as an essential attribute for an undergraduate in Economics. On successful completion of this curriculum, students must have acquired the ability to collect, analyze, use and interpret data; apply IT; communicate effectively (oral and written); think critically about economic and social issues.

- Unlike the existing curriculum, the prosed curriculum is not overloaded with too many course modules. The courses have been carefully selected to provide the expected learning outcomes.

- The time allocation for learning activities reflects the importance of student-centered learning. The allocation of time for independent learning motivates students to engage in continuous learning process.

- Widely used international textbooks have been recommended for most of the course modules.

LIST OF COURSES AND SEQUENCE

Course Code	Course Title	Year (1/2/3)	Semester (1/2)	Credit Value	Learning Activities & Required Time			Compulsory /Optional : (C/O)
					L	P	IL	
ECON 11514	Principles of Economics	1	1	4	45	30	90	C
ECON 12522	Historical Experience of Economic Development in the United Kingdom and Sri Lanka	1	2	2	25	10	50	C
ECON 12522	Contemporary Trends in the World Economy including Sri Lanka	1	2	2	25	10	50	C
ECON 21513	Microeconomic Theory	2	1	3	38	15	76	C
ECON 22513	Macroeconomic Theory	2	2	3	38	15	76	C
ECON 22522	Money, Banking and Finance	2	2	2	25	10	50	C
ECON 31512	Development Economics	3	1	2	26	10	52	C
ECON 31512	Social Statistics and Research Methodology	3	1	2	20	20	40	C
ECON 32512	International Economics	3	2	2	25	10	50	C
ECON 32522	Economics of the Public Sector	3	2	2	25	10	50	C
**GEC	Sri Lankan Economy	2	1	2	26	10	52	C

** The course (Sri Lankan Economy) is one of the optional courses offered under the General Education Component introduced by the Faculty of Social Sciences. It is listed under General education Courses. This course can be recommended as a compulsory course for the students offering Economics for the BA General Degree.

YEAR 1 SEMESTER 1 COURSES

Course code: ECON 11514
Course Title: Principles of Economics
Credit value: 4
Time Allocation: Lectures 45 hours /Practical 30 hours / Independent learning 90 hours
Type: C

Intended Learning Outcomes:
Upon successful completion of this course, every student will be able to do the following:

EcK 1.1: Explain the subject matter and methodology of Economics

EcK 1.2: State key principles and explain concepts related to economic way of thinking

EcK 1.3: Describe the nature of economics in dealing with the issue of scarcity

EcK 1.4: Describe and give examples of alternative economic systems (market, centrally planned, traditional), and explain how economic outcomes are likely to differ under alternative systems

EcK 1.5: Provide definitions for fundamental economic concepts, such as scarcity, choice, opportunity costs, supply, demand, market structure, equilibrium, utility, costs and profit.

EcK 2.1: Explain the cornerstone theories of consumer behavior, production, cost, demand and supply.

EcK 2.2: Explain the comparative features of different markets, and the specific problems faced by the agents active in them.

EcK 6.1 Define the key macroeconomic variables like GDP, inflation, unemployment, balance of payments, monetary, fiscal and exchange rate policies

EcK 6.2: Compute different measures of macroeconomic activity such as the national income accounts, inflation, and unemployment, and evaluate the shortcomings of traditional economic measures

EcK 6.3: Recognize the relationships amongst the following variables: national income, unemployment, budget deficit, money supply, interest rate, inflation rate, exchange rate and trade deficit.

EcK. 6.4: Explain the determination of national output and employment in closed and open economies

EcS 1.1: Use and apply economic terminology.

EcS 2.1: Communicate in writing and through oral work, using appropriate terminology and technical language: (a) the articulation of economic theories, (b) the description of economic evidence, (c) the critical assessment of economic arguments and policies.

EcS 2.3: Communicate economic concepts, models and techniques in a clear and precise style through written and oral work

EcS 6.1:Plan and execute projects and assignments displaying effective time management

EcA 1.1: Develop an understanding of the need to balance economic growth and environmental sustainability, and society's obligation to meet the needs of the present without compromising the ability of future generations to meet their needs

Course Objectives (optional):
By studying Principle of Economics, students should learn some basic knowledge of Economics, master fundamental economic concepts and use economic theories to analyze micro and macroeconomic phenomena in our daily life. In addition, students should lay a solid foundation for taking further economics courses.

Course Capsule (content):
What is Economics?; Economic way of thinking; Economic systems; Price and supply/demand model and mechanism; Consumer behavior; Production theory; Cost analysis; Efficiency of competition; Cost of intervention (Price Controls, taxes and subsidies); Monopoly; Market failures and government policies; Factor market; Elementary macroeconomics; Circular flow of income and expenditure; National income accounting; Determination of aggregate output using aggregate expenditure approach; Money and Banking; Inflation; Monetary policy; Fiscal Policy; Balance of Payments and Exchange rates.

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent learning	
EcK 1.1: Explain the subject matter and methodology of Economics	What is Economics?	2	1	4	Tutorial Assignment
EcK 1.2: State key principles and explain concepts related to economic way of thinking	Economic way of thinking	2	1	4	Mid-semester Exam.
EcK 1.3: Describe the nature of economics in dealing with the issue of scarcity	Scarcity, choice and opportunity cost	2	2	4	
EcK 1.4: Describe and give examples of alternative economic systems (market, centrally planned, traditional), and explain how economic outcomes are likely to differ under alternative systems	Economic systems	4	1	8	End-Semester Exam (25%)
EcK 1.5: Provide definitions for fundamental economic concepts, such as scarcity, choice, opportunity costs, supply, demand, market structure, equilibrium, utility, costs and profit.	Price and supply/demand model and mechanism	4	2	8	
EcK 2.1: Explain the cornerstone theories of consumer behavior, production, cost, demand and supply.	Consumer behavior; Production theory; Cost analysis; Cost of intervention (Price Controls, taxes and subsidies);	8	5	16	Tutorial Assignment
EcK 2.2: Explain the comparative features of different markets, and the specific problems faced by the agents active in them.	Efficiency of competition Competition, Monopoly; Efficiency of competition; Market failures and government policies; Factor market;	4	4	8	Mid-semester (20%) End-Semester
EcK 6.1 Define the key macroeconomic variables like GDP, inflation, unemployment, balance of payments, monetary, fiscal and exchange rate policies	Elementary macroeconomics; Circular flow of income and expenditure; Key macroeconomic variables	2	2	4	Tutorial Assignment
EcK 6.2: Compute different measures of macroeconomic activity such as the national income accounts, inflation, and unemployment, and evaluate the shortcomings of	National income accounting; Output, income and expenditure approaches; Uses and shortcomings of national	5	2	10	End-Semester Exam (35%)

traditional economic measures	income data;				
EcK 6.3: Recognize the relationships amongst the following variables: national income, unemployment, budget deficit, money supply, interest rate, inflation rate, exchange rate and trade deficit.	Money and Banking; Inflation; Monetary policy; Fiscal Policy; Balance of Payments and Exchange rates.	6	2	12	
EcK. 6.4: Explain the determination of national output and employment in closed and open economies	Determination of aggregate output using aggregate expenditure approach	6	2	12	
EcS 1.1: Use and apply economic terminology.			3	2	Assignment (5%)
EcS 2.1: Communicate in writing and through oral work, using appropriate terminology and technical language: (a) the articulation of economic theories, (b) the description of economic evidence, (c) the critical assessment of economic arguments and policies. EcS 2.3: Communicate economic concepts, models and techniques in a clear and precise style through written and oral work			4		Assignment (5%)
EcS 6.1:Plan and execute projects and assignments displaying effective time management			2		Assignment (5%)
EcA 1.1: Develop an understanding of the need to balance economic growth and environmental sustainability, and society's obligation to meet the needs of the present without compromising the ability of future generations to meet their needs					Assignment (5%)
Total		45	30	90	

Assessment Components and Percentage Marks:

Continuous assessment: Assignments, Tutorials, Mid semester examination	40%
End-semester written examination	60%

Recommended Texts:

Lipsey Richard and Alec Chrystal, 2011, Economics, 12th Edition, Oxford University Press, New Delhi.

Mankiw, N. Gregory, 2004, Essentials of Economics, Third Edition, South Western, New York.

Parkin Michael, 2005, Economics, 7th Edition, Pearson Education Inc., New York.

Stiglitz Joseph E. and Carl E. Walsh, 2010. Economics, Fourth Edition, Viva Books, New Delhi.

Course code: ECON 12522
Course Title: Historical Experience of Economic Development in the United Kingdom
                            and Sri Lanka
Credit value: 2
Time Allocation: Lectures 25 hours /Practical 10 hours / Independent learning 50 hours
Type: C

Intended Learning Outcomes:
After successful completion of this course, every student will   be able to do the following;

EcK 15.1: Describe the main concepts and theories used to explain the modern economic development processes evolved in the United Kingdom.

EcK 15.2: Describe the historical experience of economic development in Sri Lanka from the colonial period to 1977

EcK 15.3: Identify and analyze historical developments relevant to a deeper understanding of contemporary economic conditions

EcS 2.1: Communicate in writing and through oral work, using appropriate terminology and technical language: (a) the articulation of economic theories, (b) the description of economic evidence, (c) the critical assessment of economic arguments and policies.

EcS 2.3: Communicate economic concepts, models and techniques in a clear and precise style through written and oral work

EcS 3.2: Use appropriate citation of outside sources in their original written work

EcS 6.1: Plan and execute projects and assignments displaying effective time management

Course Objectives (optional):
The main purpose of this course is to learn the major turning points in the modern economic development process that evolved in the United Kingdom and Sri Lanka in the light of the basic economic theories and concepts pertaining to economic growth and development.

Course Capsule (content):
Classic theories of development (Rostow's Stages of Growth, Harrod-Domar Growth Model, Lewis Theory of Development, Neocolonial Dependence model); United Kingdom: Industrial revolution, Agricultural revolution, Technological revolution (engines and transport), Commercial revolution (from protectionism to free trade). Sri Lanka: Pre-modern production patterns; Emergence of capitalist economic relations; Modernization of social welfare; Economy at Independence; Post-independence economic growth; Changes in the pattern of production; Changes in social welfare; Poverty trends.

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent learning	
EcK 15.1: Describe the main concepts and theories used to explain the modern economic development processes evolved in the	Classic theories of development (Rostow's Stages of Growth, Harrod-Domar Growth Model, Lewis Theory of Development, Neocolonial Dependence	10	2	20	Tutorial Assignment Mid-

United Kingdom. EcK 15.2: Describe the historical experience of economic development in Sri Lanka from the colonial period to 1977	model); United Kingdom: Industrial revolution, Agricultural revolution, Technological revolution (engines and transport), Commercial revolution (from protectionism to free trade).	10	3	20	semester Exam. End-Semester Exam (80%)
EcK 15.3: Identify and analyze historical developments relevant to a deeper understanding of contemporary economic conditions	Sri Lanka: Pre-modern production patterns; Emergence of capitalist economic relations; Modernization of social welfare; Economy at Independence; Post-independence economic growth; Changes in the pattern of production; Changes in social welfare; Poverty trends.	5	1	10	
EcS 2.1: Communicate in writing and through oral work, using appropriate terminology and technical language: (a) the articulation of economic theories, (b) the description of economic evidence, (c) the critical assessment of economic arguments and policies. EcS 2.3: Communicate economic concepts, models and techniques in a clear and precise style through written and oral work			2		Tutorial Assignment (10%)
EcS 3.2: Use appropriate citation of outside sources in their original written work			1		Tutorial Assignment (5%)
EcS 6.1:Plan and execute projects and assignments displaying effective time management			1		Tutorial Assignment (5%)
Total		25	10	50	

Assessment Components and Percentage Marks:

Continuous assessment: Assignments, Tutorials, Mid semester examination	40%
End-semester written examination	60%

Recommended Texts:

De Silva, K.M.D. (ed.), 1977. Sri Lanka: A Survey, Honolulu, University Press of Hawaii.
Dissanayake Ariyawansa, 1997. Sanshiptha Brithanya Arthika Ithihasaya, Artway Printers, Colombo.
Floud, Roderick, and Paul Johnson.2004. The Cambridge Economic History of Modern Britain, Cambridge University Press, Cambridge.
Snodgrass, Donald R., 1966. Ceylon: An Export Economy in Transition, R.D. Irwin, New York.

Course code: ECON 12522
Course Title: Contemporary Trends in the World Economy including Sri Lanka
Credit value: 2
Time Allocation: Lectures 25 hours /Practical 10 hours / Independent learning 50 hours
Type: C

Intended Learning Outcomes:
After successful completion of this course, every student will be able to do the following;

  EcK 13.1: Analyze global issues, systems and trends from a variety of disciplinary perspectives (political, cultural, economic, geographic, and environmental).

  EcK 13.2: Describe the major processes in the international system including globalization, integration, and the causes of conflict.

  EcK 13.3: Identify key environmental, political social and cultural factors shaping the key issues in the contemporary society

  EcK 13.4: Explain the importance of political economy and trade policy in shaping global economic outcomes

  EcS 2.1: Communicate in writing and through oral work, using appropriate terminology and technical language: (a) the articulation of economic theories, (b) the description of economic evidence, (c) the critical assessment of economic arguments and policies.

  EcS 2.3: Communicate economic concepts, models and techniques in a clear and precise style through written and oral work

  EcS 3.1: Search literature on an economic issue

  EcS 6.1: Plan and execute projects and assignments displaying effective time management

  EcA 3. Investigate local, national, regional and global issues, and evaluate findings against criteria such as economic viability, equity, corporate and social responsibility, and environmental sustainability

Course Objectives:
The main aim of this course is to increase awareness of the interconnected nature of today's world, and how economic, social, political and environmental and religious issues can impact on the global community. The course will focus on some of the most pressing questions facing today's world.

Course Capsule (content):
Free trade and globalization; BRICS; Consumerism; Climate change and global warming; World hunger and poverty, Conflicts; Human rights; War on terror; Fair trade; Third world debt; World economic outlook; Middle-income trap

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent learning	
EcK 13.1: Analyze global issues, systems and trends from a variety of disciplinary perspectives (political, cultural, economic, geographic, and environmental).	World economic outlook; Emerging market economies: BRICS; Consumerism; Climate change and global warming; World hunger and poverty;	8	2	16	Tutorial Assignment Mid-semester Exam. End-Semester Exam (80%)
EcK 13.2: Describe the major processes in the international system including globalization, integration, and the causes of conflict.	New global economic order: globalization and global capitalism; Free trade and globalization; Fair trade; Third world debt; Key environmental, political social and cultural factors	4	1	8	

Learning Outcome	Content				Assessment
EcK 13.3: Identify key environmental, political social and cultural factors shaping the key issues in the contemporary society	affecting global conflicts; Global political economy; Conflicts; Human rights; Arms trade; War on terror;	8	2	16	
EcK 13.4: Explain the importance of political economy and trade policy in shaping global economic outcomes		5	1	10	
EcS 2.1: Communicate in writing and through oral work, using appropriate terminology and technical language: (a) the articulation of economic theories, (b) the description of economic evidence, (c) the critical assessment of economic arguments and policies. EcS 2.3: Communicate economic concepts, models and techniques in a clear and precise style through written and oral work			2		Tutorial/ Assignment (10%)
EcS 3.1: Search literature on an economic issue			1		Tutorial/ Assignment(5%)
EcS 6.1:Plan and execute projects and assignments displaying effective time management			1		Tutorial/ Assignment (5%)
EcA 3. Investigate local, national, regional and global issues, and evaluate findings against criteria such as economic viability, equity, corporate and social responsibility, and environmental sustainability					
Total		25	10	50	

Assessment Components and Percentage Marks:

Continuous assessment: Assignments, Tutorials, Mid semester examination	40%
End-semester written examination	60%

Recommended Texts:

Kelegama Saman, 2006. Contemporary Economic Issues: Sri Lanka in the Global Context, Sri Lanka Economic Association, Colombo.

IMF, World Economic Outlook. (Latest Report)

OECD, Prospects for the Global Economy (Latest Report)

World Bank, Prospects for the Global Economy, (Latest Report).

Course code: ECON 21513
Course Title: Microeconomic Theory
Credit value: 3
Time Allocation: Lectures 38 hours /Practical 15 hours / Independent learning 76 hours
Type: C

Intended Learning Outcomes:
After successful completion of this course, every student will be able to do the following;
   EcK 3.1: Describe how households and businesses interact in various market structures to determine price
       and quantity of a good or service produced.
   EcK 3.2: Use demand and supply to make predictions about changes in prices and quantities.
   EcK 3.3: Describe the efficiency and equity implications of market interventions by the government
   EcK 3.4: Sketch and explain short run and long run production functions and cost curves
   EcK 3.5: Analyze the performance of firms under different market structures
   EcK 3.6 Explain how input markets work
   EcS 1.1: Use and apply economic terminology.
   EcS 1.2: Apply economic concepts and abstract theorizing as tools for decision making
   EcS 2.1: Communicate in writing and through oral work, using appropriate terminology and technical
       language: (a) the articulation of economic theories, (b) the description of economic evidence, (c) the
       critical assessment of economic arguments and policies.
   EcS 4.2: Use graphs of economic relationships as tools for economic analysis
   EcS 6.1:Plan and execute projects and assignments displaying effective time management

Course Objectives:
The primary objective of this course is to impart to students a working knowledge of how capitalistic markets
and firms operate. Students will learn how markets establish price, production, wage and employment levels,
and the likely consequences of government attempts to alter market outcomes. Students will also learn
optimization strategies for profit-seeking businesses in a variety of product market environments.

Course Capsule (content):
Demand and supply; Consumer choice; Production and cost; Theory of the firm; Imperfect competition;
Market failures; Factor market; Determination of wage rate; Welfare economics.

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent learning	
EcK 3.1: Describe how households and businesses interact in various market structures to determine price and quantity of a good or service produced.	Demand and supply; Market equilibrium	8	2	16	
	Some welfare properties of equilibrium Consumer choice	4	2	8	Tutorial Assignment Mid-semester Exam.
EcK 3.2: Use demand and supply to make predictions about changes in prices and quantities.	Predicting and explaining changes in price and quantity	5	2	10	End-Semester Exam (80%)
EcK 3.3: Describe the efficiency and equity implications of	Price controls and price supports				

market interventions by the government		7	1	14	
EcK 3.4: Sketch and explain short run and long run production functions and cost curves	Production and cost	8	2	16	
EcK 3.5: Analyze the performance of firms under different market structures	Theory of the firm; Imperfect competition; Market failures	6	1	12	
EcK 3.6 Explain how input markets work	Factor market; Determination of wage rate				
EcS 1.1: Use and apply economic terminology. EcS 1.2: Apply economic concepts and abstract theorizing as tools for decision making			2		Tutorial/ Assignment (10%)
EcS 2.1: Communicate in writing and through oral work, using appropriate terminology and technical language: (a) the articulation of economic theories, (b) the description of economic evidence, (c) the critical assessment of economic arguments and policies.			1		Tutorial/ Assignment (5%)
EcS 4.2: Use graphs of economic relationships as tools for economic analysis			1		Tutorial/Assign-5%)
EcS 6.1:Plan and execute projects and assignments displaying effective time management			1		Tutorial/ Assignment (5%)
Total		38	15	76	

Assessment Components and Percentage Marks:

Continuous assessment: Assignments, Tutorials, Mid semester examination	40%
End-semester written examination	60%

Recommended Texts:

Koutsoyiannis Anna, 2003. Modern Microeconomics, Second Edition, Palgrave Macmillan, London.

Pindyck Robert S., Daniel L. Rubinfeld and Prem L. Metha, 2009, Microeconomics, Seventh Edition, Pearson Education Inc., New Delhi.

Salvatore Dominick, 2009. Principles of Microeconomics, Fifth Edition, Oxford University Press, New Delhi.

Course code:　　　　　ECON 22513
Course Title:　　　　　Macroeconomic Theory
Credit value:　　　　　3
Time Allocation:　　　Lectures 38 hours /Practical 15 hours / Independent learning 76 hours
Type:　　　　　　　　C

Intended Learning Outcomes:
After successful completion of this course, every student will be able to do the following;

　　EcK 7.1 Explain the determinants of major macroeconomic variables (aggregate output, employment, inflation, and interest rates), causes of business cycles, and interactions of monetary and financial markets with the real economy.
　　EcK 7.2: Explain how aggregate demand and aggregate supply interact to drive a free market economy
　　EcK 7.3: Explain the roles of fiscal and monetary policy in fighting in recessions and inflation
　　EcK 7.4: Apply and use the IS-LM and IS-LM-BP models to solve real world macroeconomic problems and assess the potential and limitations of these models
　　EcK 7.5: Describe the main macroeconomic theories of short term fluctuations and long term growth
　　EcS 1.1: Use and apply economic terminology
　　EcS 2.1: Communicate in writing and through oral work, using appropriate terminology and technical language: (a) the articulation of economic theories, (b) the description of economic evidence, (c) the critical assessment of economic arguments and policies.
　　EcS 4.2: Use graphs of economic relationships as tools for economic analysis
　　EcS 6.1: Plan and execute projects and assignments displaying effective time management
　　EcA 2.1: Appreciate the interdependence of all economic and business decisions as well as the effects of these decisions on individuals, families and others.
　　EcA 4. Mindful of the possibility that many economic problems may have more than one approach and may have more than one solution.

Course Objectives:
The purpose of this course in Macroeconomics is to give students a thorough understanding of the principles of economics that apply to the economic system as a whole. It places primary emphasis on the fundamental determinants of national income and price level, and also includes the study of measures of economic performance and economic growth.

Course Capsule (content):
Introduction to economic growth and instability (Business Cycles); Introduction to economic fluctuations; Keynesian cross; IS-LM model; Explaining fluctuations with IS-LM model; Aggregate demand and aggregate supply model; Inflation, unemployment and the Phillips curve; The Mundell-Fleming model; Theory of economic growth.

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent learning	
EcK 7.1 Explain the determinants of major macroeconomic variables (aggregate output, employment, inflation, and interest rates), causes of business cycles, and interactions of monetary and financial markets with the real economy.	Introduction to economic growth and instability (Business Cycles); Introduction to economic fluctuations; Keynesian cross; IS-LM model; Explaining fluctuations with IS-LM model	8	2	16	Tutorial Assignment Mid-semester Exam. End-Semester

EcK 7.2: Explain how aggregate demand and aggregate supply interact to drive a free market economy EcK 7.3: Explain the roles of fiscal and monetary policy in fighting in recessions and inflation EcK 7.4: Apply and use the IS-LM and IS-LM-BP models to solve real world macroeconomic problems and assess the potential and limitations of these models EcK 7.5: Describe the main macroeconomic theories of short term fluctuations and long term growth	Aggregate demand and aggregate supply model Income determination model including money and interest; Inflation, unemployment and the Phillips curve IS-LM model; The Mundell-Fleming model; Policy effectiveness in the IS-LM model; Theory of economic growth.	6 8 8 8	2 2 2 2	12 16 16 16	Exam (75%)
EcS 1.1: Use and apply economic terminology			2		Tutorial/ Assignment (10%)
EcS 2.1: Communicate in writing and through oral work, using appropriate terminology and technical language: (a) the articulation of economic theories, (b) the description of economic evidence, (c) the critical assessment of economic arguments and policies.			1		Tutorial/ Assignment (5%)
EcS 4.2: Use graphs of economic relationships as tools for economic analysis			1		Tutorial/ Assignment (5%)
EcS 6.1:Plan and execute projects and assignments displaying effective time management			1		Tutorial/ Assignment (5%)
EcA 2.1: Appreciate the interdependence of all economic and business decisions as well as the effects of these decisions on individuals, families and others.					
EcA 4. Mindful of the possibility that many economic problems may have more than one approach and may have more than one solution.					
Total		38	15	76	

Assessment:

Continuous assessment: Assignments, Tutorials, Mid semester examination	40%
End-semester written examination	60%

Recommended Texts:

Dornbusch Rudiger, Stanley Fisher and Richard Startz, 2013, Macroeconomics, Twelfth Edition, McGraw Hill, New York.

Samuelson Paul A. and William D. Nordhouse, 2005, Macroeconomics, Eighteenth Edition, McGraw Hill, New York.

Shapiro Edward 2001, Macroeconomic Analysis, Fifth Edition, Galgotia Publications Pvt. Ltd, New Delhi

Course code: ECON 22522
Course Title: Money, Banking and Finance
Credit value: 2
Time Allocation: Lectures 25 hours /Practical 10 hours / Independent learning 50 hours
Type: C

Intended Learning Outcomes:

After successful completion of this course, every student will be able to do the following;

EcK 8.1: Explain the nature of money, definitions of the money supply, and different approaches to determine money supply

EcK 8.2: Explain the functions of financial markets and financial institutions

EcK 8.3: Describe the main financial instruments and the way in which they help redistribute risk between economic agents

EcK 8.4: Describe the nature of the Sri Lankan financial system, and the particular roles of different financial institutions and the Central Bank of Sri Lanka

EcS 3.3: Synthesize and interpret economic information from a range of sources (lectures, classes, journals, books, etc.)

EcS 6.1: Plan and execute projects and assignments displaying effective time management

Course Objectives:

This course will present a basic and practical understanding of money, banking and other financial institutions and markets; the overall relationship between the Central Bank and monetary policy and the resulting impacts on the economy are examined.

Course Capsule (content):

Financial intermediation and the economy; Money (commodity money, fiat money, bank money, electronic money); Money demand and supply; Commercial banking; Financial markets and interest rates; Central banking; Monetary policy; Sri Lanka's financial system and monetary policy.

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent learning	
EcK 8.1: Explain the nature of money, definitions of the money supply, and different approaches to determine money supply EcK 8.2: Explain the functions of financial markets and financial institutions EcK 8.3: Describe the main financial instruments and	Financial intermediation and the economy; Money (commodity money, fiat money, bank money, electronic money); Money demand and supply Commercial banking; Financial markets and interest rates; Central banking; Monetary policy	6	1	12	Tutorial Assignment Mid-semester Exam. End-Semester Exam
		8	2	16	
		5	2	10	

the way in which they help redistribute risk between economic agents	Risk management and portfolio theory				(80%)
EcK 8.4: Describe the nature of the Sri Lankan financial system, and the particular roles of different financial institutions and the Central Bank of Sri Lanka	Sri Lanka's financial system and monetary policy	6	1	12	
EcS 3.3: Synthesize and interpret economic information from a range of sources (lectures, classes, journals, books, etc.)			2		Tutorial/ Assignment (10%)
EcS 6.1:Plan and execute projects and assignments displaying effective time management			2		Tutorial/ Assignment (10%)
Total		25	10	50	

Assessment Components and Percentage Marks

Continuous assessment: Assignments, Tutorials, Mid semester examination	40%
End-semester written examination	60%

Recommended Texts:

Goldfield Stephen M. and Lester V. Chandler, 1981. The Economics of Money and Banking, Eighth Edition, Harper and Row Publishers, New York.

Mishkin Fedrick C., 2012. The Economics of Money, Banking, and Financial Markets, Tenth Edition, Pearson, New York.

Smith Gary, 1991. Money, Banking and Financial Intermediation, D C Heath & Co., Lexington

Course code: ECON 31512
Course Title: Development Economics
Credit value: 2
Time Allocation: Lectures 26 hours /Practical 10 hours / Independent learning 52 hours
Type: C

Intended Learning Outcomes:

After successful completion of this course, every student will be able to do the following;

  EcK 10.1: Describe the meaning and measures of development
  EcK 10.2: Outline the main theories and concepts in development economics.
  EcK10.3: Comprehend a variety of theoretical models and arguments that are relevant for development and poverty issues
  EcK10.4: explain empirical research relevant for development and poverty issues in Sri Lanka
  EcK10.5: Assess the potential effectiveness of various policies in combating poverty and underdevelopment
  EcS 3.1: Search literature on an economic issue
  EcS 3.3: Synthesize and interpret economic information from a range of sources (lectures, classes, journals, books, etc.)
  EcS 6.1:Plan and execute projects and assignments displaying effective time management
  EcA 1.1: Develop an understanding of the need to balance economic growth and environmental sustainability, and society's obligation to meet the needs of the present without compromising the ability of future generations to meet their needs

Course Objectives:

The purpose of this course is to introduce students to issues and problems related to economic development. Specifically, it will discuss the characteristics of developing nations as well as alternative theories of economic growth. Further, it will examine some of the dominant domestic problems faced by developing countries, such as poverty and inequality, low levels of human capital, and urbanization.

Course Capsule (content):

Meaning of development; Classic and contemporary theories of economic development; Poverty, inequality and development; Human capital and economic development; Environment and development; State versus market; Development financing; Trade and development; Recent changes in development policy in Sri Lanka.

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent learning	
EcK 10.1: Describe the meaning and measures of development	Meaning of development	4	1	8	Tutorial Assignment Mid-semester Exam. End-Semester Exam (80%)
EcK 10.2: Outline the main theories and concepts in development economics.	Classic and contemporary theories of economic development	8	2	16	
EcK10.3: Comprehend variety of theoretical models and arguments that are relevant for development and	Poverty, inequality and development	6	1	12	

poverty issues					
EcK10.4: Explain empirical research relevant for development and poverty issues in Sri Lanka	Human capital and economic development; Environment and development;	2	1	4	
EcK 10.5: Assess the potential effectiveness of various policies in combating poverty and underdevelopment	State versus market; Development financing; Trade and development; Recent changes in development policy in Sri Lanka.	6	1	12	
EcS 3.1: Search literature on an economic issue EcS 3.3: Synthesize and interpret economic information from a range of sources (lectures, classes, journals, books, etc.)			2		Tutorial/ Assignment (10%)
EcS 6.1:Plan and execute projects and assignments displaying effective time management			2		Tutorial/ Assignment (10%)
EcA 1.1: Develop an understanding of the need to balance economic growth and environmental sustainability, and society's obligation to meet the needs of the present without compromising the ability of future generations to meet their needs					
Total		26	10	52	

Assessment Components and Percentage Marks:

Continuous assessment: Assignments, Tutorials, Mid semester examination	40%
End-semester written examination	60%

Recommended Texts:

Cypher James M. and James L. Dietz. 1997. The Process of Economic Development, 2nd Edition, Routledge, London.

Ghatak Subrata, 2003. Introduction to Development Economics, 4th Edition, Routledge, London.

Ingham Barbara, 1995. Economics and Development, McGraw Hill, New York.

Todaro Michael P. and Stephen C. Smith, 2003. Economic Development, 8th Edition, Pearson Education Inc., New Delhi.

Course code: ECON 31522
Course Title: Social Statistics and Research Methodology
Credit value: 2
Time Allocation: Lectures 20 hours /Practical 20 hours / Independent learning 40 hours
Type: C

Intended Learning Outcomes:

After successful completion of this course, every student will be able to do the following;

EcK 11.1: Explain the differences between quantitative and qualitative data , and define and apply the following terms: data sets, mean, median, mode, standard deviation, and variance.

EcK 11.2: Summarize and interpret data using statistical software

EcK 11.3: Describe and identify the different sampling methods, including systematic, stratified, cluster, convenience, panel, and quota sampling, and identify examples of each

EcK 11.4: Identify the dependent and independent variables in the linear regression model

EcK 12.1: Explain and apply research terms; describe the research process and the principal activities, skills and ethics associated with the research process

EcK 12.2: Conduct literature searches using traditional and technology-based methodologies

EcK 12.3: Interpret critically economic information and data using statistical methods or appropriate economic theories

EcS 2.1: Communicate in writing and through oral work, using appropriate terminology and technical language: (a) the articulation of economic theories, (b) the description of economic evidence, (c) the critical assessment of economic arguments and policies.

EcS 4.3: Use regression and correlation analysis to uncover relationships between variables and to

EcS 5.1: Participate in economic investigations and develop personal and social skills such as leadership and initiative, developing and maintaining positive relationships, and making informed and responsible decisions

EcS 6.1: Plan and execute projects and assignments displaying effective time management

Course Objectives:

The primary objective of this course is to develop a research orientation among undergraduates and to acquaint them with basic social statistics techniques and fundamentals of research methods.

Course Capsule (content):

Data description; Statistical inference; Hypothesis testing; Analysis of association and variance; An introduction to regression analysis; Basic understanding of computer-based statistical software. Thinking like a researcher (understanding concepts, constructs, variables, and Definitions); Problem identification and hypotheses; Research designs; Methods of data collection; Sampling techniques; Processing and analysis of data; Ethical issues in conducting research; Report generation, report writing, and APA/Harvard format.

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent learning	
EcK 11.1: Explain the differences between quantitative and qualitative data, and define and apply the following terms: data sets,	Data description; Statistical inference; Hypothesis testing; Analysis of association	4	2	8	Tutorial Assignment Mid-semester

mean, median, mode, standard deviation, and variance. EcK 11.2: Summarize and interpret data using statistical software EcK 11.3: Describe and identify the different sampling methods, including systematic, stratified, cluster, convenience, panel, and qupta sampling, and identify examples of each	and variance Hypothesis testing; Analysis of association and variance; Basic understanding of computer-based statistical software	2	3	4	Exam. End-Semester Exam (40%)
	Sampling techniques	2	2	4	
EcK 11.4: Identify the dependent and independent variables in the linear regression model	An introduction to regression analysis	4	3	8	
EcK 12.1: Explain and apply research terms; describe the research process and the principal activities, skills and ethics associated with the research process	Ethical issues in conducting research	4	2	8	Tutorial Assignment Mid-semester Exam. End-Semester Exam (40%)
EcK 12.2: Conduct literature searches using traditional and technology-based methodologies		2	1	4	
EcK 12.3: Interpret critically economic information and data using statistical methods or appropriate economic theories		2	2	4	
EcS 2.1: Communicate in writing and through oral work, using appropriate terminology and technical language: (a) the articulation of economic theories, (b) the description of economic evidence, (c) the critical assessment of economic arguments and policies.			2		5%
EcS 4.3: Use regression and correlation analysis to uncover relationships between variables and to			1		5%
EcS 5.1: Participate in economic investigations and develop personal and social skills such as leadership and initiative, developing and maintaining positive relationships, and making informed and responsible decisions			1		5%
EcS 6.1:Plan and execute projects and assignments displaying effective time management			1		5%
Total		20	20	40	

Assessment Components and Percentage Marks:

Continuous assessment: Assignments, Tutorials, Mid semester examination	40%
End-semester written examination	60%

Recommended Texts:

Bryman Alan, 2004, Social Research Methods, Oxford University Press, Oxford.

Guthrie Gerald, 2010, Basic Research Methods: An entry to Social Science Research, Sage, New Delhi.

Monippally, Mathukutty M. and Badrinarayan Shankar Pawar, 2010, Academic Writing: A Guide for Management Students and Researchers, Sage, New Delhi

Wonnacott Thomas H. and Ronald J. Wonnacott, 1990, Introductory Statistics for Business and Economics, 4th Edition, John Wiley & Sons, New York

Course code: ECON 32512
Course Title: International Economics
Credit value: 2
Time Allocation: Lectures 25 hours /Practical 10 hours / Independent learning 50 hours
Type: C

Intended Learning Outcomes:
After successful completion of this course, every student will be able to do the following;

      EcK 9.1: Describe the principle of comparative advantage and how free trade between countries can benefit all, and under what conditions.

      EcK 9.2: Describe the accounting methods and concepts used by countries to keep track of international transactions

      EcK 9.3: Describe the major issues in international finance and identify possible resolutions for those issues.

      EcK 9.4: Explain the role of exchange rates and how they are determined in the short run and long run and the impact of changes in exchange rates on exports and imports

      EcK 9.5: Explain the role key international institutions play in affecting trade flows across the world

      EcS 2.2: Gather and organize economic data for presentation and decision making purpose

      EcS 4.1: Use ICT as an investigating tool to locate, research, access and display information, analyze and interpret data, and create, communicate and present economic information to a variety of audiences

      EcS 6.1:Plan and execute projects and assignments displaying effective time management

Course Objectives:
With the increasing internationalisation of economic life the study of International Economics has much to offer in helping students to think about global developments. The main objectives of the course are to provide an understanding of the determinants of international trade, protectionist policy towards international trade and fundamental determinants of the balance of payments and exchange rates.

Course Capsule (content):
Classical free trade theory and its criticisms; New international economics; Protectionism; International finance; Balance of payments; Exchange rate regimes; International monetary system (World Bank and International Monetary Fund); The role of WTO; The role of multinational corporations; Sri Lanka in the globalization context.

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent learning	
EcK 9.1: Describe the principle of comparative advantage and how free trade between countries can benefit all, and under what conditions.	Classical free trade theory and its criticisms; New international economics; Protectionism	6	1	12	Tutorial Assignment Mid-semester Exam. End-Semester Exam (80%)
EcK 9.2: Describe the accounting methods and concepts used by countries to keep track of international transactions	International finance; Balance of payments	4	1	8	
EcK 9.3: Describe the major issues in international finance and identify possible resolutions for those issues.	International finance	5	1	10	

EcK 9.4: Explain the role of exchange rates and how they are determined in the short run and long run and the impact of changes in exchange rates on exports and imports	Exchange rate regimes	6	1	12	
EcK 9.5: Explain the role key international institutions play in affecting trade flows across the world	International monetary system (World Bank and International Monetary Fund); The role of WTO; The role of multinational corporations; Sri Lanka in the globalization context	4	1	8	
EcS 2.2: Gather and organize economic data for presentation and decision making purpose			2		5%
EcS 4.1: Use ICT as an investigating tool to locate, research, access and display information, analyze and interpret data, and create, communicate and present economic information to a variety of audiences			2		10%
EcS 6.1:Plan and execute projects and assignments displaying effective time management			1		5%
Total		25	10	50	

Assessment Components and Percentage Marks:

Continuous assessment: Assignments, Tutorials, Mid semester examination	40%
End-semester written examination	60%

Recommended Texts:

Carbaugh Robert J.2000. International Economics, 7th Edition, South Western College Publishing, New York.

Krugman Paul R. and Maurice Obstfeld. 2003. International Economics: Theory and Policy, Pearson Education, New York

Pugel Thomas A., 2004. International Economics, Twelfth Edition, McGraw Hill, New York.

Thompson Henry, 2010. International Economics: Global Markets and Competition, 2nd Edition, Cambridge University Press, New Delhi

Course Code: ECON 32522
Course Title: Economics of the Public Sector
Credit value: 2
Time Allocation: Lectures 25 hours /Practical 10 hours / Independent learning 50 hours
 Type: C

Intended Learning Outcomes:
After successful completion of this course, every student will be able to do the following;
    EcK 4.1 Explain the sources of market failure and potential policy responses
    EcK4.2 Use supply and demand diagrams to explain why competitive market equilibrium is not efficient
        when buyers and sellers do not account for all costs and benefits
    EcK 4.3: Explain public goods, externalities, and government interventions using microeconomic theories
    EcK 5.1: Learn the basic terminology of public finance
    EcK 5.2: Describe the major items of government revenue and expenditure in Sri Lanka
    EcK 5.3 Discuss the design of the tax structure using the concepts of efficiency and equity
    EcK 5.4 Explain the uses and limits of fiscal policy in developing economies
    EcS 2.2: Gather and organize economic data for presentation and decision making purpose
    EcS 4.1: Use ICT as an investigating tool to locate, research, access and display information, analyze and
        interpret data, and create, communicate and present economic information to a variety of audiences.
    EcS 6.1: Plan and execute projects and assignments displaying effective time management
    EcA 2.1: Appreciate the interdependence of all economic and business decisions as well as the effects of
        these decisions on individuals, families and others.

Course Objectives:
The objective of this course is to introduce students to the basic conceptual vocabulary of the economic analysis of public sector economics. It explores and evaluates the government's ability to identify and achieve "better" (more efficient or more equitable) outcomes.

Course Capsule (content):
The economic basis for government activity; Efficiency, market failure, externalities, public goods, and public choice; Principles of government finance; Tax theory and policy; Fiscal policy; Public finance in Sri Lanka.

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectu res	Pract ical	Independ ent learning	
EcK 4.1 Explain the sources of market failure and potential policy responses	The economic basis for government activity;	4	1	8	Tutorial Assignment Mid-semester Exam. End-Semester Exam (50%)
EcK4.2 Use supply and demand diagrams to explain why competitive market equilibrium is not efficient when buyers and sellers do not account for all costs and benefits	Efficiency, market failure,	2	1	4	
EcK 4.3: Explain public goods, externalities, and government interventions using microeconomic theories	Externalities, public goods, and public choice	6	1	12	

EcK 5.1: Learn the basic terminology of public finance EcK 5.2: Describe the major items of government revenue and expenditure in Sri Lanka EcK 5.3 Discuss the design of the tax structure using the concepts of efficiency and equity EcK 5.4 Explain the uses and limits of fiscal policy in developing economies	Principles of government finance	2	1	4	Tutorial Assignment Mid-semester Exam. End-Semester Exam (35%)
	Public revenue structure in Sri Lanka	5	1	10	
		4	1	8	
	Tax theory and policy Fiscal policy; Public finance in Sri Lanka.	2	1	4	
EcS 2.2: Gather and organize economic data for presentation and decision making purpose			1		10%
EcS 4.1: Use ICT as an investigating tool to locate, research, access and display information, analyze and interpret data, and create, communicate and present economic information to a variety of audiences.			1		5%
EcS 6.1:Plan and execute projects and assignments displaying effective time management			1		5%
EcA 2.1: Appreciate the interdependence of all economic and business decisions as well as the effects of these decisions on individuals, families and others.					5%
Total		25	10	50	

Assessment Components and Percentage Marks:

Continuous assessment: Assignments, Tutorials, Mid semester examination	40%
End-semester written examination	60%

Recommended Texts:

Connolly Sara and Alistair Munro, 1999, Economics of the Public Sector, Prentice Hall, New York.
Hyman David N. 2005, Public Finance: A Contemporary Application of Theory and Policy, Eighth Edition, South Western, Mason.
Ulbrich Holley, 2003, Public Finance: In Theory and Practice, Thomson- South Western, New York.

ECONOMICS CURRICULUM MAP

Desired Program Outcome	Course number/s that facilitate acquisition of the outcome			Deficient Aspect
Identify real world economic/ political/cultural situations/ phenomena/ needs/ problems/ issues applying the core concepts, theories, principles, and practices relevant to the academic field/s of study	ECON 11514	ECON 21513 22513	ECON 31512 32522	
Investigate and analyze the issues using a range of holistic approaches, interpret the results paying due attention to environmental aspects and indigenous heritage, cultures, values and technologies and suggest potential logical solutions;	ECON 12522	ECON 22513	ECON 31512 32512 32522	
Identify pertinent information needs, using appropriate media, tools, technologies and methodologies to locate & access information,	ECON 12522	ECON 22513	ECON 31522	
Critically evaluate the sources, values, validity and currency of information, and use information effectively in a range of contexts in critical and creative manner to achieve desired goals;	ECON 12522	ECON 22522	ECON 31512 32522	
Acquire and evaluate current information and process them independently through independent research and exercise critical judgment and critical thinking to create new modes/ dimensions of knowledge;	ECON 11514	ECON 22513	ECON 31522	
Communicate fluently, logically present the facts in written and verbal forms in the mother tongue and satisfactorily in an international language, to diverse groups of audiences;	ECON 11514 12522	ECON 21513 22513 22522	ECON 31512 32512 32522	
Work independently to meet new challenges and work collaboratively in groups demonstrating team spirit, leadership qualities and organizational skills;	ECON 12522	ECON 21513 22513 22522	ECON 31512 32512 32522	
Work with confidence and determination in a self-disciplined and dedicated manner; managing time, personal and physical resources effectively employing professional and reflective approach to perform the assigned tasks;	ECON 11514	ECON 21513 22513 22522	ECON 31512 31522 32512 32522	
Engage in life-long learning in pursuit of personal development and excellence in professional practice;	ECON 11514	ECON 22513	ECON 31512 32522	
Perceive and respond to changes in an adaptive and flexible manner from an informed and socially responsible point of view;	ECON 12522	ECON 22513	ECON 31512	
Behave harmoniously in a multi-ethnic and multi-religious society giving due care and respect to the values and beliefs of own and other cultures, diversity of human behavior, views, human rights, social responsibilities, moral and ethical perspectives.	ECON 12512 12522		ECON 31512	
Suitable candidate to serve in diverse spheres like education, entrepreneurship and management	ECON 11514	ECON 22513 22522	ECON 31522 32512	

Introduction:

The general degree geography syllabus is designed to obtain minimum of 30 credits at three levels. The undergraduate students who follow geography as one of the main three subjects must obtain minimum of six credits in the first years; six credits in the second year; and seven credits in the final third year. Apart from the main subject, the rest – minimum of 11 credits can obtain by following the courses contain in the General Education Curriculum (GEC) in the respective years for the fulfillment of the requirement of the total credits for the B. A. General Degree.

The geography syllabus comprises, Physical Geography; Human Geography; Population, resources and Global Economy; Contemporary Asia, Cartography; and Geography of Sri Lanka. It is also recommended here that undergraduate students should follow the courses contain in the GEC such as Academic Writing Skills in English, Computer Literacy, Map Reading, Research Methodology, Introduction to GIS, Bi0-diversity and Environmental conservations, and Globalization.

The learning outcomes, number of hours for lectures, discussions, practical and individual learning, and the assessment methods are shown in the Table 1.

Aims:

The syllabus aim to enable the undergraduates to:

Acquire knowledge of the characteristics and distribution of physical and human phenomena.

Develop and understanding the processes affecting the physical and human environment.

Develop skill in acquiring, communicating, applying and evaluating geographical knowledge.

Develop awareness of contrasting opportunities and constraints which people face in local, regional, and global situations.

Learn dynamic nature of geography over space and time.

Knowledge:

The syllabus intends that undergraduates develop knowledge with regards to:

Geographical concepts, terms, facts, theories, principles, and models

Components of physical and human environments and their spatial patterns and trends.

Relationship and interaction between and within physical and human phenomena at local, regional, and global scale.

Potential, capacity and limitation of geographical knowledge.

Skills:

The syllabus attempts to develop the skills of undergraduates to:

Identify and classify physical and human features of the World.

Observe, collect, record, evaluate and analyze geographical information from both primary and secondary sources.

Recognize and interpret various patterns and trends in geographical data and identify their relationships.

Use and apply geographical concepts, theories and models learn to new contexts and issues.

Undertake independent learning.

Organize, present and communicate information in a logical manner.

Values and Attitudes:

The geographical training acquired by the general degree graduates will develop:

A sense of appreciation and responsibility for the quality of physical and human environment.

A sense of desirability for sustainable development at local, regional and global scales.

Sensitivity towards the attitudes, values, and benefits of the people in various human societies.

Own values and attitudes in relation to geographical problems and issues.

An awareness of various vulnerable situations, current and future challenges faced by the people in different levels.

COURSE SEQUENCE

*Undergraduates who follow Geogrphy do not have to follow the prerequisite course

Course Code	Course Title	Year	Semester	Credits	Compulsory/Optional
GEOG 11214	Human Geography	1	1	4	C
GEC (FH)	Academic writing skills in English (GEC)			2	E
GEOG 12224	Physical Geography		2	4	C
GEC (ICT)	Computer Literacy: Basic Level			2	E
GEOG 21214	Resources and Global Economy	2	1	4	C
GEGE 21222	Map Reading			2	E
GEC(FS)	Basic Mathematics			2	E
GEOG 22243	Contemporary Asia		2	3	C
GEGE 22232	Geo-Environment and Natural Resources of Sri Lanka			2	E
GEOG 31232	Research Methodology in Geography	3	1	2	C
GEOG 31014	Cartography			4	C
DVST 32032/ GEOG 32032/ GEGE 32032	Introduction to GIS *			2	C
GEOG 32024	Geography of Sri Lanka		2	4	C
GEC (FS)	Biodiversity and Environmental Conservation (GEC)			1	E

GEC Courses are presented under General Education courses

LEVEL ONE (Year 1) Semester 1

Course Code: GEOG 11214
Course Title: Human Geography
Number of Credits: 04
Time Allocation: Lectures 50 hrs / Practical 20 hrs /Independent learning 90 hrs
Type: C

Intended Learning Outcomes:
At the completion of this course every student will be able to
    GeK1.1. Describe the relationship between the human activities and environment
    GeK1.2. Explain the positive and negative impacts of human activities in different landscapes

Course content:
Scope and field of human geography; Geographical diversity and unity: spatial patterns of religions, language, ethnicity, and social inequality; Spatial patterns of world political economy: patterns and development and globalization, dynamic patterns of space economy (agricultural, industrial and service sector; settlements: urban and rural settlement systems and their hierarchical order; human impact on natural systems: landscape, land use, current environmental problems and issues leading to sustainability.

Allocation of Teaching Learning Activities (L/P/IL), Time and Assessment methods for the ILOs

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent learning	
GeK1.1. Describe the relationship between the human activities and environment	Scope, concepts and field of human geography; relationship between man and environment: cultural diversity and social inequality and its pattern; Population dynamics and migration patterns; Spatial patterns of world economy: patterns and development and globalization, dynamic patterns of space economy (agricultural, industrial and service sector); Settlements; urban and rural settlement systems and their hierarchical order	30	20	45	Quiz/ test
GeK1.2. Explain the positive and negative impacts of human activities in different landscapes	Human impact on natural systems: landscape, land use, current environmental problems and issues leading to sustainability.	20		45	Assignment
Total		50	20	90	

Assessment:

Continuous (In-course) assessment: Assignments Quizz/ test	40%
End-semester examination	60%

Recommended Readings:
Robenstein, J. L. (2003). An Introduction to Human Geography. Prentice Hall
Fellman and Geties (1990) Human Geography: Landscape of Human Activities. Brown Publications.
Knox, P. L. and Marsaton, S. A. (2001) Places and Regions in Global Context. Prentice Hall.

Recommended GEC Courses for the First Semester:
Title of the Course: Academic Writing Skills in English (in level one) Number of credits: 02

Course Code: GEOG 12214
Course Title: Physical Geography
Number of Credits: 04
Time Allocation: Lectures 50 hours /Practical 20 hours / Independent learning 90 hours
Type: C

Intended Learning Outcomes:
At the completion of this course every student will be able to
     GeK 2.1. Describe interactions and dynamism of different components of geo-systems
     GeK 2.2. Explain foundation aspects in environmental geography

Course Content:
The nature and processes of geo-systems and its parts includes atmosphere, lithosphere, hydrosphere, and biosphere; Structure and the composition of the atmosphere includes atmospheric circulation, weather and climate, energy transmission, variation of energy inputs and energy budget; Structure and the composition of the earth contains plate tectonics and related processes; hydrological cycle and components: precipitation, evapo-transpiration, groundwater, surface water; Vegetation of the world: soil, ecosystem, biomes, energy and matter flow.

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent learning	
GeK 2.1. Describe interactions and dynamism of different components of geo-systems	The nature and processes of geo-systems and its parts includes atmosphere, lithosphere, hydrosphere, and biosphere; atmospheric circulation, weather elements, weather and climate, energy transmission, variation of energy inputs and energy budget; Earth as a planet in the solar system, concepts - origin of the earh, endorgenic process of the earth;	26	10	45	Assingment
GeK 2.2. Explain foundation aspects in environmental geography	Identification of rock and minerals, identification of soil and soil classification, hydrological cycle: precipitation, evapo-transpiration, groundwater, surface water; Vegetation: energy and matter flow, classification of the world ecosystems and biomes. Oceanic Environment.	24	10	45	Class Test / Quizzes
Total		50	20	90	

Assessment Components and Percentage Marks:

Continuous (In-course) assessment: Assingment , Class Test / Quizzes	40%
End-semester examination	60%

Recommended Readings:
Strahler, A, H. (2013) Introducing Physical Geography. Wiley Publication.
Arbogast, A. F. (2013) Discovering Physical Geography. Wiley Publication.
Petersen, J, Sack. D, Gabler, R. E. (2010) Fundamentals of Physical Geography. Brooks/Cole.
Recommended GEC courses for the second semester:
Title of the courses: Computer Literacy: Basic Level/ Human resources management
Number of credits: 02 credits for each course

Course Code: GEOG 21214
Course Title: Resources, and Global Economy
Number of Credits: 04
Time Allocation: Lectures 50 hours/Practical 20 hours / Independent Learning 90 hours
Type: C

Intended Learning Outcomes:

At the completion of this course every student will be able to

    GeK 3.1. Describe the future challenges in relation to the population growth scarcity of resources and global economic changes

    GeK 3.2. Develop personal perspectives values and attitudes in relation to current and future global problems and issues in relation to geographical perspectives

Course Content:

Population growth, distribution and structure; population as a human resources and its competitive advantages; inequality and scarcity of natural resource distribution in the contemporary world; resource transaction and the interdependencies between core and peripheral regions of the world; current trends and patterns of the establishment of resource reliability among different nations; shifting of the global economic development from the traditional West to the developing nations, transnational corporations involvement in the controlling of natural resources and the economic development.

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent learning	
GeK 3.1. Describe the future challenges in relation to the population growth scarcity of resources and global economic changes	current trends in resorce re;liability among different nations; shifting of the global economic development from the traditional West to the developing nations, transnational corporations involvement in the controlling of natural resources and the economic development.	26	10	45	Assignment
GeK 3.2. Develop personal perspectives values and attitudes in relation to current and future global problems and issues.	population as a human resources and its competitive advantages; inequality and scarcity of natural resource distribution in the contemporary world; resource transaction and the interdependencies between core and peripheral regions of the world; current trends and patterns of the establishment of resource reliability among different nations	24	10	45	Quizz/ test/ Group work
Total		50	20	90	

Assessment Components and Percentage Marks:

Continuous (In-course) assessment: Assignment , Class Test / Quizzes/ Group work	40%
End-semester examination	60%

Recommended Readings:

World Resource Institute. (2000) World Resources: People and ecosystems. Oxford: Oxford University Press.

Knox, P. and Agnew, J. (1998). The Geography of the World Economy. (3rd edition) London: Arnold.

Potter, R. B. at. El. (2004) Geographies of Development. London: Pearson, Prentice Hall.

Recommended GEC courses for the first semester:

Title of the courses: Research methodology.   Number of Credits: 02

Course Code: GEOG 21222
Course Title: Map Reading
Number of Credits: 02
Time Allocation: Lectures 15 hours/Practical 30 hours / Independent Learning 45 hours
Type: C

Course Objectives;
Expand student's cartographic comprehension and skills in cartographic presentations. Help the students to improve skills in both topographic map reading and preparing thematic presentations , and to interpret Sri Lanka topographic maps.

Intended learning Outcomes:
Upon successful completion of this course every student will be able to:
   DSK 3.1 Identify the main concepts and potentials of Maps
   DSK 3.2 describes and explains the different types of maps and data collecting methods.

Course Content
Definitions and scope of Cartography, Objectives of cartography, Common features and elements of a map, Latitudes and longitudes and projections, • Coordinate systems and map projections.
Types of maps: Topographic maps and Thematic maps, Reading the topographic map of Sri Lanka, Representation of socioeconomic data using thematic maps.

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method & marks allocation %
		Lectures	Practical	Independent learning	
DSK 3.1 Identify the main concepts and potentials of Maps	Definitions and scope of Cartography, Objectives of cartography, Common features and elements of a map, Latitudes and longitudes and projections	10	30	45	Class Test/
DSK 3.2 describes and explains the different types of maps and data collecting methods.	Types of maps: Topographic maps and Thematic maps, Reading the topographic map of Sri Lanka, Representation of socioeconomic data using thematic maps	15			Practical work book
Total		15	30	45	

Assessment Components and Percentage Marks:

Class Test/ Quizz and Assignment	40
End-semester written examination	60

Recommended Reading
Robinson, A. H. at. el (1995) Elements of Cartography. (6[th]edition), John Wiley and Sons, Inc.
Dorling, D. and Fairbairn, D. (1997) Mapping: Ways of Representing the World. Longman.
Vitarana, K. M. (2007) Cartography. Nugegoda: Sarasavi Publishers (in Sinhala).
Monkhouse, F. J. and Wilkinson, H. R. (1960) Maps and Diagrams. Methuen & Co. Ltd.

Course Code: GEOG 22243
Course Title: Contemporary Asia
Number of Credits: 03
Time Allocation: Lectures 45 /Practical 00 hours / Independent   learning 90 hours
Type: C

Intended Learning Outcomes:
At the completion of this course every student will be able to
      GeK 4.1. Explain about the diversities and unities in the pluralism of Asian societies.
      GeK 4.2. Develop sensitivity towards the attitudes, values and beliefs of people in different countries.
      GeK 4.3. Identify and explain the regional conflict and geopolitical behavior in the Asian context.

Course content:
Global significance of Asia: its population, natural resources, economy, culture and society; modern Japan: the geography of economic growth and social change and the leader of 'flying gees'; China: policy changes and pathways to modernization and achieving economic prosperity, leading economy in the World and playing a prominent role in geopolitics in both Asia and the World; Southern Asia: internal geographical differences, contrast in monsoon and arid environments, religious and cultural diversities, inter and intra conflicts and its geopolitics; South East Asia: diversity and development in the region; Modern Middle East: economy and oil, Arab and Israelis, modern million cities.

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent learning	
GeK 4.1. Explain about the diversities and unities in the pluralism of Asian societies.	Global significance of Asia: its population, natural resources, economy, culture and society; modern Japan: the geography of economic growth and social change and the leader of 'flying gees'.	15	-	30	Assignment
GeK 4.2. Develop sensitivity towards the attitudes, values and beliefs of people in different countries.	China: policy changes and pathways to modernization and achieving economic prosperity, leading economy in the World and playing a prominent role in geopolitics in both Asia and the World	15	-	30	Quizz/ test/
GeK 4.3. Identify and explain the regional conflict and geopolitical behavior in the Asian context.	Southern Asia: internal geographical differences, contrast in monsoon and arid environments, religious and cultural diversities, inter and intra conflicts and its geopolitics; South East Asia: diversity and development in the region; Modern Middle East: economy and oil, Arab and Israelis, modern million cities.	15	-	30	
Total		45	0	90	

Assessment Components and Percentage Marks:

Continuous (In-course) assessment: Assignment Quizz/ test	40%
End-semester examination	60%

Recommended Readings:
Scupin, R. (2005), Peoples and Cultures of Asia. Pearson.
Kaplan, R. (2014) Asia's Cauldron: The south China See and the End of the Stable Pacific. Random House.
English, P. W. and Miller, J. A. (1998) World Regional Geography: A Question of Place. John Willy and sons.
Bradshow, M. (2002) World Regional Geography: The Global Order. McGraw Hill.
Recommended GEC courses for the Second Semester:
Title of the Course: Map Reading   Number of Credits: 02 credits

Course Code: GEOG 31014
Title of the Course: Cartography
Number of Credits: 04
Time Allocation: Lectures 45 hours /Practical 30 hours / Independent learning 60 hours
Type: C

Intended Learning Outcomes:
At the completion of this course every student will be able to

GeK 5.1. Exhibit basic knowledge and skills on various cartographic techniques and describe cartography as an effective way of communicating spatial information

GeK 5.2. Produce good quality cartographic products.

GeK 5.3. Analyze maps and diagrams using various techniques

Course Content:
introduction to cartography; map scale, map projections and coordinate systems; principles of cartographic design – map elements, visual variables, map symbolization, color theory, typography and lettering, map compilation etc.; analysis of map features- physical and cultural features using both quantitative and qualitative techniques, statistical cartography, aerial photograph interpretation.

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent learning	
GeK 5.1. Exhibit basic knowledge and skills on various cartographic techniques and describe cartography as an effective way of communicating spatial information	introduction to cartography; map scale, map projections and coordinate systems	15	10	20	Class test
GeK 5.2. Produce good quality cartographic products.	principles of cartographic design – map elements, visual variables, map symbolization, color theory, typography and lettering, map compilation etc.	15	10	20	Work book
GeK 5.3. Analyze maps and diagrams using various techniques	Analysis of map features- physical and cultural features using quantitative and qualitative techniques, statistical cartography, and aerial photograph interpretation.	15	10	20	
Total		45	30	60	

Assessment Components and Percentage Marks:

Continuous (In-course) assessment: Class test, Work book	40%
End-semester examination	60%

Recommended Readings:
Robinson, A. H. etal (1995) Elements of Cartography. (6th edition), John Wiley and Sons, Inc.
Dorling, D. and Fairbairn, D. (1997) Mapping: Ways of Representing the World. Longman.
Vitarana, K. M. (2007) Cartography. Nugegoda: Sarasavi Publishers.
Monkhouse, F. J. and Wilkinson, H. R. (1960) Maps and Diagrams. Methuen & Co. Ltd.
Recommended GEC courses for the first semester:
Introduction to GIS   Number of Credits: 02 credits

Course Code: GEOG 31232
Course Title :   Research Methods in Geography
Credit value: 2
Time Allocation: Lectures 26 hours /Practical 08 hours / Independent learning 60 hours
Course Type: Core

Intended learning Outcomes:
Upon successful completion of this course every student will be able to,
     Explain the nature of research in Geography
      Explan the difference between quantitative and qualitative data,
      Identify different sampling techniquies for geographical studies,
      Describe research design, data collection methods
      Tabulate and interpret data using appropriate techniquies,
     Develop a research proposal

Course Content
Nature of in Geographical research; dealing with both human and physical factors in order to understand, analyze, interpret and present quantitative and qualitative data. Rsearch process: identify a problem; literature survey; research questions; objectives; use of quantitative and qualitative research; research design; selection of samples, data collection methods; analysis and interpretation; Preperation of research proposal.

Allocation of Teaching Learning Activities (L/P/IL), Time and Assessment methods for the ILOs

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent learning	
Explain the nature of research in Geography; Explan the difference between quantitative and qualitative data, Identify different sampling techniquies for geographical studies,	Nature of research in Geography; dealing with both human and physical factors in order to understand, analyze, interpret and present quantitative and qualitative data	08	--	20	Test
Identify different sampling techniques for geographical studies, Use of correct research methodology	Rsearch process: identify a problem; literature survey; research questions; objectives; use of correct methodologies; quantitative and qualitative research	08	--	20	Research proposal/ Assignment/ Presentation
Describe research design, , data collection methods	Research design; selection of samples, data collection methods; analysis and interpretation	06	--	14	
Engage in the developing of a research proposal	Preperation of research proposal	04	08	16	
Total		26	08	60	

Assessment:

Continuous assessment: Test, and Research proposal/ Assignment/ Presentation	40%
End-semester written examination	60%

Recommended Reading
Creswell, John W. (1994). Research Design (California: Sage Publications Inc.)
Dharmasiri, L.M. (2009), Social Research Methods, Auther publication (in Sinhala)

Year 3 Semester 2 Courses

Course Code: GEOG 32024
Course Title: Geography of Sri Lanka
Number of Credits: 04
Time Allocation: Lectures 45 Hours /Practical 30 hours / Independent learning 90 hours
Type :   C

Intended Learning Outcomes:
At the completion of this course every student will be able to
    GeK 6.1. Synthesize geographical information on physical and socio-economic conditions in Sri Lanka
    GeK 6.2 Extract relevant information from geographical data
    GeK 6.3. Evaluate the current and future environmental, socio-economic and other problems and
        issues through geographical perspectives.

Course Content:
Part one: introduction to physical environment. Part two: introduction to economic and social environment. In the first part: geological structure, relief and drainage, landforms, soils, minerals and water resources; Climate: rainfall, temperature, humidity, moisture, and climatic changes; Biological environment: natural vegetation, agro-ecology and marine environment; Natural hazard (landslides, floods, droughts etc.).
Part Two: Population distribution, growth, ethnicity and religion; agriculture: types, distribution and related problems and issues; manufacturing industries; location distribution, and related problems; settlements: types and spatial patterns; social welfare services: health, education, postal and communication, and trade; special issues; spatial inequality in development, poverty and poverty eradication, ethnic harmony and national integration.

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent learning	
GeK 6.1. Synthesize geographical information on physical and socio-economic conditions in Sri Lanka	Part one: introduction to physical environment. Part two: introduction to economic and social environment	10		25	Class test -
GeK 6.2 Extract relevant information from geographical data	Part one: geological structure, relief and drainage, landforms, soils, minerals and water resources; Climate: rainfall, temperature, humidity, moisture, and climatic changes; Biological environment: natural vegetation, agro-ecology and marine environment; Natural hazard (landslides, floods, droughts etc.). Part Two: population distribution, growth, ethnicity and religion; agriculture: types, distribution and related problems and issues; manufacturing industries; location distribution, and related problems; settlements:	15	30	30	Group assingment - (Related to field visit)

GeK 6.3. Evaluate the current and future environmental, socio-economic and other problems and issues through geographical perspectives.	Types and spatial patterns; social welfare services: health, education, postal and communication, and trade; special issues; spatial inequality in development, poverty and poverty eradication, ethnic harmony and national integration	20		35	
Total		45	30	90	

Assessment Components and Percentage Marks:

Continuous (In-course) assessment: Class Test ; Group assingment - (Related to field visit)	40%
End-semester examination	60%

Recommended Readings:

Peiris, G. H. (1996) Development and change in Sri Lanka. Kandy: International Centre for Ethnic Studies.
Peiris, G. H. (2006) Sri Lanka: Challenges of the New Millennium. Kandy Books.
Nelson, M. D. (2002) Mahaweli Programme and Peasant Settlement Development in the Dry Zone of Sri Lanka. Author's Publication.
Wijedasa, M. B. (2001) Sri Lankawe Sanwardana Rata. Colombo: S, Godage. (in Sinhala).

Recommended GEC courses for the second Semester:
Course Title: Bio-diversity and Environmental Conservation.
Number of Credits: 01 credit

CURRICULUM MAP - GEOGRAPHY

Desired Program Outcome	Course number/s that facilitate acquisition of the outcome			Deficient Aspect
Identify real world economic/ political/cultural situations/ phenomena/ needs/ problems/ issues applying the core concepts, theories, principles, and practices relevant to the academic field/s of study	GEOG21214	GEOG 22224		
Investigate and analyze the issues using a range of holistic approaches, interpret the results paying due attention to environmental aspects and indigenous heritage, cultures, values and technologies and suggest potential logical solutions;	GEOG11214	GEOG12224	GEC (FS) Biodiversity and Environmental Conservation	
Identify pertinent information needs, using appropriate media, tools, technologies and methodologies to locate & access information,	GEOG 31214	GEOG 32032		
Critically evaluate the sources, values, validity and currency of information, and use information effectively in a range of contexts in critical and creative manner to achieve desired goals;	GEC (ICT) Computer Literacy	GEOG 31014	GEOG 32032	
Acquire and evaluate current information and process them independently through independent research and exercise critical judgment and critical thinking to create new modes/ dimensions of knowledge;	GEOG 32014	GEOG22224		
Communicate fluently, logically present the facts in written and verbal forms in the mother tongue and satisfactorily in an international language, to diverse groups of audiences;	GEC (FH) Academic Writing Skills in English			
Work independently to meet new challenges and work collaboratively in groups demonstrating team spirit, leadership qualities and organizational skills;	GEOG 22224	GEOG 31014	GEOG 31222	
Work with confidence and determination in a self-disciplined and dedicated manner; managing time, personal and physical resources effectively employing professional and reflective approach to perform the assigned tasks;	GEOG 31014	GEOG 31014		
Engage in life-long learning in pursuit of personal development and excellence in professional practice;	GEOG 22224	GEOG 31014	GEC (FS) Biodiversity and Environmental Conservation	
Perceive and respond to changes in an adaptive and flexible manner from an informed and socially responsible point of view;	GEOG21224			
Behave harmoniously in a multi-ethnic and multi-religious society giving due care and respect to the values and beliefs of own and other cultures, diversity of human behavior, views, human rights, social responsibilities, moral and ethical perspectives.	GEOG 22224			
Suitable candidate to serve in diverse spheres like education, entrepreneurship and management	GEOG22224	GEGE 22222		

1. Introduction:

This syllabus is prepared with a view to producing a graduate who would acquire all the knowledge and skills that are essential for him/her to achieve the required academic competency and to acquire soft skills which would cater to the present day academic world, job market and the requirements laid down by various stake-holders.

2. Bachelor of Arts (General) Degree Course in History:

Department of History is one of the pioneering Departments of University of Kelaniya. From the very inception, the Department has offered to teach History as a part of the General Degree Programme of the Faculty of Social Sciences. The syllabus was revised from time to time in order to meet the requirements of the academic world. Therefore, the academic base of the History syllabus has been always sound, insightful and thorough.

However, looking back in retrospect, the noted set-back of such revisions was the lack of emphasis on producing a History graduate who would be able to cater to the requirements of present day Sri Lankan society which requires skills as well as academic knowledge.

The present revision has been made with the earnest hope of addressing this aspect. All the senior members of the Department actively contributed to the planning and designing of the syllabus.

Under this new curriculum students are required to collect a minimum number of 24 credits at the three levels, earning eight credits for each year within a period of three years. The students can collect more credits up to 36, by following courses offered by the General Education Curriculum (GEC) within the period of three years.

3. Objectives and the Intended Learning Outcomes:

The main objectives of this syllabus are:

To familiarize the students to the authoritative and main historical sources of selected historical contexts and explain how they can be used to arrive at sound, impartial and rational conclusions pertaining to history of Sri Lanka and the world in general.

- To give the students an in-depth understanding of the socio-political, economic and cultural evolution of Sri Lanka from ancient times to the present day.
- To give the students a broad understanding of landmark political events and economic developments of both the East and the West.
- To develop the skills in analyzing historical sources, interpreting data, retrieving knowledge and presenting them methodically with regard to the discipline of history.
- To inculcate in students a culture where they are aware of the history of their country while they respect the history of other countries and the history of the mankind in general.

3.1 Broad Learning outcomes:

After completing the degree successfully the student would be able to:

acquire a sound theoretical knowledge on the basic principles and concepts of the discipline of history.

85

acquire a broad but essential knowledge on the development of human societies in the world, beyond particular boundaries both geographical and cultural.

acquire the ability to analyze, define and interpret data and retrieve knowledge by using critical thinking ability.

acquire the ability to work, both individually and as a team-player, towards learning, understanding, interpreting historical facts, concepts, data etc. in a given situation.

acquire the ability to use modern technology such as IT skill, and language skills specially Sinhala/Tamil and English as a part of the learning process in learning history as a subject.

acquire an outlook especially regarding human developments and cultural identities while gaining a mind-set to accept and respect other cultures, identities, values and norms.

3.1 Specific Learning Outcomes:

These broad (generic) outcomes were then elaborated by specific learning outcomes and course units were designed accordingly. It should be mentioned here that in designing the teaching/learning methods and activities and also the methods of assessment emphasis was given to the concept of 'Student Centered Learning'.

4. List of Courses and Sequence

Course Code	Course Title	Year offered / Level (1/2/3)	Semester Offered (1/2)	Credit Value	Numbers of hours of Lectures (L): Practical (P): Independent learning (IL)	Compulsory / Auxiliary / Optional (Elective): (C/A/O)
HIST 11214	History of the Ancient World: Earliest Civilizations of Asia and Europe	1	1	4	L 60: P 30: IL 120	C
HIST 12224	Political History of Ancient Sri Lanka from Earliest Times up to the End of the 15th Century AC	1	2	4	L 60: P 00: IL 120	C
HIST 21214	History of Ancient India, up to 1526 AC	2	1	4	L 60: P 00: IL 120	C
HIST 22124	History of India, from 1526 to 1947 AC	2	2	4	L 60: P 00: IL 120	C
HIST 31014	Political History of Modern Sri Lanka, from 16th Century to 1972 AC.	3	1	4	L 60: P 00: IL120	C
HIST 32024	History of Modern Europe, from 15th Century AC to 1945 AC	3	2	4	L 60: P 00: IL 120	C
HIST 22462	History of Sri Lanka			2	L 30: P 00: IL 60	GEC/A

*Details of HIST 22462   History of Sri Lanka is given under General Education Courses

5. COURSE DETAILS

YEAR 1 (LEVEL – I) SEMESTER 1 COURSES

Course Code: HIST 11214
Course Title: History of the Ancient World: Earliest Civilizations of Asia and Europe.
Credit value: 4
Time allocation: Lectures 60 hours/Practical 00 hours / Independent learning 120 hours
Type: C

Intended Learning Outcomes:
After successfully completing this course unit every student would be able to:
    HsK1.1 - Describe the earliest forms of political institutions of the world.
    HsK3.1 - Identify the main centers of early civilizations and their impact on the evolution of human societies and history of the world in general.
    HsK3.2 - Describe the impact of main civilizations on the various cultural identities of the world.
    HsK3.3 - Describe the earliest forms of human societies and economies.
    HsS 1.1 - Critically evaluate the concepts of civilization.
    HsS 1.2 - Examine and interpret the impact of civilization on human societies.
    HsA1.2 – Value indigenous historical achievements while accepting and respecting the achievements of other societies of the world.

Course Content:
Origin and growth of River Valley Civilizations of Euphrates-Tigris, Nile, Indus and Yellow rivers; Evolution of political, social, economic and cultural institutions; Technological achievements of these civilizations; Origin and development of Greek city-states and evolution of different forms of government; Political conflicts in the Greek World; The Macedonian conquest; The expansion of Roman power; The evolution of Roman institutions; Origin and early development of Christianity.

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Specific Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
HsK1.1 - Describe the earliest forms of political institutions of the world. HsK3.1 - Identify the main centers of early civilizations and their impact on the evolution of human societies and history of the world in general. HsK3.2 - Describe the impact of main civilizations on the various cultural identities of the world. HsK3.3 - Describe the earliest forms of human societies and economies.	Definition of civilization; Origin and growth of River Valley Civilizations of Euphrates-Tigris, Nile, Indus and Yellow rivers; Evolution of political, social, economic and cultural institutions; Technological achievements of these civilizations; Origin and development of Greek city-states and evolution of different forms of government; Political conflicts in the Greek World; The expansion of Roman power; The evolution of Roman institutions; Origin and early development of Christianity.	20		40	04 Tutorials
HsS 1.1 - Critically evaluate the concepts of civilization. HsS 1.2 - Examine and interpret the impact of	Origin and growth of River Valley Civilizations of Euphrates-Tigris, Nile, Indus and Yellow rivers; Impact of major civilizations on the world in	20		40	02 Tutorials

civilization on human societies.	general.				
HsA1.2 – Value indigenous historical achievements while accepting and respecting the achievements of other societies of the world.	Technological achievements of these civilizations; Impact of major civilizations on the world in general.	20		40	Group seminar
Total		60		120	

Assessment:

Continuous assessment:	
6 Tutorials and Group Seminar	40%
End-semester written examination	60%

Recommended Reading

Barrow, R.H., The Romans, Harmondsworth, 1949.
Emery, W.B., Archaic Egypt, Middlesex, 1974.
Giles, Herbet A., The Civilization of China, London,
Granville, S.R.K., The Legacy of Egypt, Oxford, 1953.
Kramer, S.N., The Sumarians: Their History, Culture and Character, Chicago, 1963.
Kemp Barry, J., Ancient Egypt, London, 1999.
Macqueen James, Babylon, London, 1964.
Marshal, John, Mohenjodaro and the Indus Civilization, Vols. 1-5, London, 1931.
Perrie, W.M.F., Prehistoric Egypt, London, 1960.
Sellman R.R., Ancient Egypt, London, 1960.
Saggs, H.W.F., Everyday Life in Babylonia and Assyria, London, 1965.

Course Code: HIST 12224
Course Title: Political History of Ancient Sri Lanka from Earliest Times up to the End of the 16th Century AC.
Credit value: 4
Time allocation: Lectures 60 hours /Practical 20 hours/Independent Learning 1020 hours
Type: C

Intended Learning Outcomes:
After successfully completing this course unit the student would be able to:

HsK4.1 - Describes the main political developments of Ancient Sri Lanka. Describe the factors which were instrumental in creating kingship and influenced the state formation in Sri Lanka.

HsK4.2 – Identifies and Describes the challenges to the state and the nature of power politics during the selected period.

HsK4.6 - Describes the political developments of Sri Lanka under the Western colonial powers.

HsS 2.1 - Analyzes the political evolution of Sri Lanka.

HsS 4.1 - Critically examines the existing sources on Sri Lankan history.

HSS 5.1 - Searches the internet to prepare a database on History of Sri Lanka.

HsS 6.1 - Prepares and presents a presentation on landmark incidents of the history of Sri Lanka in English.

HsA1.1 – Respects the diversities in Sri Lankan society as in ethnicity and historical tradition.

HsA1.2 – Values indigenous historical achievements while accepting and respecting the achievements of other societies of the world.

Course Content:
The influence of geographical factors on the political history of Sri Lanka; The establishment and expansion of early settlements and state formation; Political developments of the Anuradhapura and Polonnaruwa Kingdoms; Rohanadesa; Shift of the seat of administration to the south-west; Decline of the Kotte Kingdom.

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Specific Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
HsK4.1 - Describes the main political developments of Ancient Sri Lanka. Describe the factors which were instrumental in creating kingship and influenced the state formation in Sri Lanka. HsK4.2 – Identifies and Describes the challenges to the state and the nature of power politics during the selected period. HsK4.6 - Describes the political developments of Sri Lanka under the Western colonial powers.	The influence of geographical factors on the political history of Sri Lanka; Political developments of the Anuradhapura and Polonnaruwa Kingdoms; Rohanadesa; Shift of the seat of administration to the south-west; Decline of the Kotte Kingdom; Decline of the Kotte Kingdom.	15		30	03 Tutorials
HsS 2.1 - Analyzes the political evolution of Sri Lanka.	Sources pertaining to the study of history of Sri Lanka; The influence of geographical	10	20	00	Field Report

	factors on the political history of Sri Lanka; The establishment and expansion of early settlements and state formation; Political developments of the Anuradhapura and Polonnaruwa Kingdoms; Rohanadesa; Shift of the seat of administration to the south-west; Decline of the Kotte Kingdom.				
HsS 4.1 - Critically examines the existing sources on Sri Lankan history.	Sources pertaining to the study of history of Sri Lanka.	10		20	Assignment
HSS 5.1 - Searches the internet to prepare a database on History of Sri Lanka.	Political developments of the Anuradhapura and Polonnaruwa Kingdoms; Rohanadesa; Shift of the seat of administration to the south-west; Decline of the Kotte Kingdom	10		20	Presentation
HsS 6.1 - Prepares and presents a presentation on landmark incidents of the history of Sri Lanka in English.	Political developments of the Anuradhapura and Polonnaruwa Kingdoms; Rohanadesa; Shift of the seat of administration to the south-west; Decline of the Kotte Kingdom.	05		10	Tutorial
HsA1.1 – Respects the diversities in Sri Lankan society as in ethnicity and historical tradition. HsA1.2 – Values indigenous historical achievements while accepting and respecting the achievements of other societies of the world.	The entire course content is applicable.	10		20	02 Group Activities
Total		60	20	100	

Total hours of L, and P exceed 4 credits

Assessment:

Continuous assessment: 4 Tutorials, field report, assignment, 2 group activities and Presentation	40%
End-semester written examination	60%

Recommended Reading

Liyanagmage, A., Decline of Polonnaruwa and the Rise of Dambadeniya, Colombo, 1968.
Nicholas, C.W., & Paranvithana, S., A Concise History of Ceylon, Colombo, 1961.
Paranavitana, S., The Kingdom of Jaffna, Part 1, Colombo, 1978.
Somaratna, G.P.V., Political History of the Kingdom of Kotte, Colombo, 1975.
Paranavitana, S. et el, (eds.) University of Ceylon: History of Ceylon, Vol. I, Parts 1 & 2, Peradeniya, 1959/1960.

Course Code   :   HIST 21214
Course Title   :   History of Ancient India, up to 1526 AC.
Credit value: 4
Time allocation: Lectures 60 hours /Practical 00 hours/Independent Learning 120 hours
Type: C

Intended Learning Outcomes:

After successfully completing this course unit the student would be able to:

HsK1.3 - Explains the major political developments of Ancient India.
HsK2.1 - Explains the early period of the emergence of India as the major political influence of South Asia.
HsK3.4 - Describes the landmark developments of Indian culture and society.
HsK4.2 - Describes the challenges to the state and the nature of power politics during the selected period.
HsS 3.1 - Explains the crucial changes in the political and economic contexts of India.
HsS 5.3 - Prepares a data base on cultural monuments of India.

Course Content:

The influence of geographical factors on the history of India; Vedic age; Political and cultural changes in the 6th and 7th centuries B.C; Mauryan Empire; Guptha Empire; North India after the decline of the Guptha Empire; Rulers in the South Indian sub-continent and Decan; Delhi Sultanate; Indian Society; Major cultural developments.

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Specific Intended Learning Outcomes	Content	Lectures	Practical	Independent Learning	Assessment method
HsK1.3 - Explains the major political developments of Ancient India.	The influence of geographical factors on the history of India; Vedic age; Political and cultural changes in the 6th and 7th centuries B.C; Mauryan Empire; Guptha Empire; North India after the decline of the Guptha Empire; Rulers in the South Indian sub-continent and Decan; Delhi Sultanate.	10		20	Assignment
HsK2.1 - Explains the early period of the emergence of India as the major political influence of South Asia.	Political and cultural changes in the 6th and 7th centuries B.C; Mauryan Empire; Guptha Empire; North India after the decline of the Guptha Empire; Rulers in the South Indian sub-continent and Decan.	10		20	Tutorial
HsK3.4 - Describes the landmark developments of Indian culture and society.	Indian Society; Major cultural developments.	10		20	02 Tutorials
HsK4.2 - Describes the challenges to the state and the nature of power politics during the selected period.	Political and cultural changes in the 6th and 7th centuries B.C; Mauryan Empire; Guptha Empire; North India after the decline of the Guptha Empire; Rulers in the South Indian sub-continent and Decan; Delhi Sultanate.	10		20	Open Book Test
HsS 3.1 - Explains the crucial changes in the political and economic contexts of India.	Political and cultural changes in the 6th and 7th centuries B.C; Mauryan Empire; Rulers in the South Indian sub-continent and Decan; Delhi Sultanate.	10		20	Presentation
HsS 5.3 - Prepares a data base on cultural monuments of India.	The entire course content is applicable.	10		20	Presentation
Total		60		120	

Assessment:

Continuous assessment: 3 Tutorials, assignments, open book test and Presentations	40%
End-semester written examination	60%

Recommended Reading

Bhattacharyaya, N.N., Ancient Indian History and Civilization, New Delhi, 1988.
Majumdar, R.C., The Vedic Age, Bombay, 1952.
Majumdar, R.C., The Classical Age, Bombay, 1952.
Majumdar, R.C., The Age of Imperial Unity, Bombay, 1960.

YEAR 2 SEMESTER 2 COURSES

Course Code : HIST 22124
Course Title : History of India, from 1526 AC to 1947 AC.
Credit value: 4
Time allocation: Lectures 60 hours /Practical 00 hours/Independent Learning 120 hours
Type: C

Intended Learning Outcomes:
After successfully completing this course unit the student would be able to:

HsK3.5 - Describes the transformation brought about by Mughal rule in the Indian society.
HsK4.2 - Describes the challenges to the state and the nature of power politics during the selected period.
HsK4.3 – Identify and Explains the impact of Western colonial powers in India.
HsK4.4 - Explains the political challenges faced by Mughal India and India under Western colonial powers.
HsK4.5 - Trace the main stages of the National Movement in India.
HsS 3.1 - Explains the crucial changes in the political and economic contexts of India.
HsA1.2 – Values indigenous historical achievements while accepting and respecting the achievements of other societies of the world.

Course Content:
Establishment and expansion of the Mughal power; Administrative, religious and cultural evolution of India under Islam rulers; Advent of the European powers and their political and commercial activities; Establishment and expansion of British power in India; Religious and cultural revival; Indigenous economy and the influence of the economic policy of the British; Indigenous resistance towards British rule and the Indian National Movement; Constitutional reforms and the grant of independence.

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Specific Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
HsK3.5 - Describes the transformation brought about by Mughal rule in the Indian society.	Establishment and expansion of the Mughal power; Administrative, religious and cultural evolution of India under Islam rulers.	10		20	Assignment
HsK4.2 - Describes the challenges to the state and the nature of power politics during the selected period.	Establishment and expansion of the Mughal power; Establishment and expansion of British power in India.	20		40	04 Tutorials
HsK4.3 – Identify and Explains the impact of Western colonial powers in India.	Indigenous economy and the influence of the economic policy of the British; Constitutional reforms and the grant of independence.				
HsK4.4 - Explains the political challenges faced by Mughal India and India under Western colonial powers.	Administrative, religious and cultural evolution of India under Islam rulers; Advent of the European powers and their political and commercial activities;				

	Indigenous resistance towards British rule and the Indian National Movement;				
HsK4.5 - Trace the main stages of the National Movement in India.	Indigenous resistance towards British rule and the Indian National Movement; Constitutional reforms and the grant of independence.				
HsS 3.1 - Explains the crucial changes in the political and economic contexts of India.	Establishment and expansion of the Mughal power; Advent of the European powers and their political and commercial activities; Indigenous resistance towards British rule and the Indian National Movement; Constitutional reforms and the grant of independence.	20		40	Group Seminar
HsA1.2 – Values indigenous historical achievements while accepting and respecting the achievements of other societies of the world.	The entire course content is applicable.	10		20	Presentation
Total		60		120	

Assessment:

Continuous assessment:	
3 Tutorials, assignments, open book test and Presentations	40%
End-semester written examination	60%

Recommended Reading

Agrawal, R.C., Constitutional Development and National Movement of India, New Delhi, 1996.
Bhattacharjee, Arun, A History of Modern India, 1707-1947, New Delhi, 1988.
Chaudhary, R.M.L., The State and Religion in Mughal India, Calcutta, 1951.
Danvers, F.C., The Portuguese in India, London, 1966.
Edwards, S.M. and Garette H.L.O., Mughal Rule in India, New Delhi, 1962.
Majumdar, R.C., History of the Freedom Movement in India, 3 Vols., Calcutta, 1963.
Majumdar et. el., British Paramountcy and Indian Renaissance, Bombay, 1963.
Prasad, Ishwari and Subedar S.K.K., History of Modern India, 1940-1947, Alahabad, 1975.
Spear, Percival, India: a Modern History, Michigan, 1961.

Course Code: HIST 31014
Course Title: Political History of Modern Sri Lanka, from 16th Century to 1972 AC
Credit value: 4
Time allocation: Lectures 60 hours /Practical 20 hours/Independent Learning 100 hours
Type: C

Intended Learning Outcomes:
After successfully completing this course unit the student would be able to:

 HsK1.2 - Describes the factors which were instrumental in creating kingship and state formation in Sri Lanka.
 HsK3.6 - Explains the socio-economic and cultural transformation brought about by the Western colonial rule in Sri Lanka
 HsK3.7 - Describes the formation of ethnic identities in Sri Lanka.
 HsK4.6 - Identify and describe the main political developments which took place especially as a result of the Western colonial rule during the selected period.
 HsK4.7 - Explains the formation of Nationalistic Ideology in Sri Lanka.
 HsK4.8 - Identify the main stages of the National Movement of Sri Lanka.
 HsK4.9 - Describe the political challenges faced by independent Sri Lanka.
 HsS 2.1 - Analyzes the political evolution of Sri Lanka.
 HsS 4.1 - Critically examines the existing sources on Sri Lankan history.
 HSS 5.1 - Searches the internet to prepare a database on History of Sri Lanka.
 HsA1.1 – Respects the diversities in Sri Lankan society as in ethnicity and historical tradition.
 HsA1.2 – Values indigenous historical achievements while accepting and respecting the achievements of other societies of the world.

Course Content:

Decline of the Kotte Kingdom; Portuguese and Dutch activities in the Maritime Provinces of Sri Lanka; Origin and the evolution of Kandyan Kingdom and its relations with the European powers who ruled in the Maritime Provinces; British conquest of Maritime Provinces and the Kandyan Provinces of Sri Lanka; Indigenous resistance to the British rule; Colebrooke – Cameron reforms; Religious and cultural revival of the second half of the 19th century; Constitutional reforms, National Movement and the grant of independence; Major political developments of Independent Sri Lanka up to 1972.

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Specific Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
HsK1.2 - Describe the factors which were instrumental in creating kingship and state formation in Sri Lanka	Sources pertaining to the Modern Period of Sri Lankan history; Constitutional reforms, National Movement and the grant of independence; Major political developments of Independent Sri Lanka up to 1972.	10		20	Assignment

HsK3.6 - Explains the socio-economic and cultural transformation brought about by the Western colonial rule in Sri Lanka HsK3.7 - Describes the formation of ethnic identities in Sri Lanka.	Portuguese and Dutch activities in the Maritime Provinces of Sri Lanka; Origin and the evolution of Kandyan Kingdom and its relations with the European powers who ruled in the Maritime Provinces; British conquest of Maritime Provinces and the Kandyan Provinces of Sri Lanka; Colebrooke – Cameron reforms; Religious and cultural revival of the second half of the 19th century; Constitutional reforms, National Movement and the grant of independence; Major political developments of Independent Sri Lanka up to 1972.	10		20	02 Tutorials
HsK4.6 - Identify and describe the main political developments which took place especially as a result of the Western colonial rule during the selected period. HsK4.7 - Explains the formation of Nationalistic Ideology in Sri Lanka. HsK4.8 - Identify the main stages of the National Movement of Sri Lanka. HsK4.9 - Describe the political challenges faced by independent Sri Lanka.		10	20	00	Field report
HsS 2.1 - Analyzes the political evolution of Sri Lanka.	The entire course content is applicable.	10		20	Presentation
HsS 4.1 - Critically examines the existing sources on Sri Lankan history.	Sources pertaining to the Modern Period of Sri Lankan history;	05			Tutorial
HSS 5.1 - Searches the internet to prepare a database on History of Sri Lanka.	The entire course content is applicable.	05		10	Group Activity
HsA1.1 – Respects the diversities in Sri Lankan society as in ethnicity and historical tradition. HsA1.2 – Values indigenous historical achievements while accepting and respecting the achievements of other societies of the world.	The entire course content is applicable.	10		20	02 Presentations
Total		60	20	100	

Total hours of L, and P exceed 4 credits

Assessment:

Continuous assessment: 3 Tutorials, assignments, Field report, Group activity and Presentations	40%
End-semester written examination	60%

Recommended Reading

Abaysinghe, T.B.H., Portuguese Rule in Ceylon, Colombo, 1966.
De Silva, C.R., Portuguese in Ceylon, Colombo
De Silva, C.R., Sri Lanka: A History, Delhi, 1994.
De Silva, Colvin R., Ceylon under the British Occupation, Vol.I & II, Colombo, 1941.
De Silva, K.M., A History of Sri Lanka, New Delhi, 1981.
Ludowyk, E.F.C., The Modern History of Ceylon, London, 1966.
Pieris, P.E., Sinhale and the Patriots, 1815-1818, Colombo, 1950.
De Silva, K.M. (ed.), University of Ceylon: History of Ceylon, Vol. III, Colombo, 1973.

Course Code : HIST 32024
Course Title: History of Modern Europe, from 15th Century AC to 1945 AC.
Credit value: 4
Time allocation: Lectures 60 hours /Practical 00 hours/Independent Learning 120 hours
Type: C

Intended Learning Outcomes:
After successfully completing this course unit the student would be able to:

HsK1.4 - Describe the feudal political structure of Medieval Europe.
HsK4.10 Explain the power politics among the European nations and the resulted geo-political changes.
HsK2.2 - Identify and describe how the political developments of modern Europe influenced the creation of 20th century Europe.
HsK3.8 –Describe the feudal social and economic structure of Mediaeval Europe and its transformation into Nation States during the early Modern Period.
HsS 3.2 - Analyze the forces behind the formation of 'Modern Europe.'
HsS 5.2 - Search the internet for landmark historical documents of the History of Modern Europe.
HsA2.1 – Learn to respect human life and achievements by learning from the past experiences of the world as a whole.

Course content:
Growth of Nation States; Renaissance and Reformation; Development of Mercantile Capitalism; Industrial Revolution; Ancient Regime and the French Revolution; France under Napoleon Bonaparte; Political developments of Europe during the period from 1815-1848; Unification movements in Germany and Italy; Developments in Russia and France after 1860; World War I; Europe during the inter-war period; World War II.

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Specific Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
HsK1.4 - Describe the feudal political structure of Medieval Europe.	The feudal System.	10		20	Assignment
HsK4.10 Explain the power politics among the European nations and the resulted geo-political changes. HsK2.2 - Identify and describe how the political developments of modern Europe influenced the creation of 20th century Europe.	Growth of Nation States; France under Napoleon Bonaparte; Political developments of Europe during the period from 1815-1848; World War I; Europe during the inter-war period; World War II.	10		20	Group Seminar
HsK3.8 –Describe the feudal social and economic structure of Mediaeval Europe and its transformation into Nation States during the early Modern Period.	The feudal System; Growth of Nation States.	10		20	Tutorial
HsS 3.2 - Analyze the forces behind the formation of 'Modern Europe.'	Industrial Revolution; Ancient Regime and the French Revolution; France under	10		20	02 Tutorials

	Napoleon Bonaparte; Political developments of Europe during the period from 1815-1848; Unification movements in Germany and Italy.			
HsS 5.2 - Search the internet for landmark historical documents of the History of Modern Europe.	Renaissance and Reformation; Ancient Regime and the French Revolution; World War I; World War II.	10	20	Debate
HsA2.1 – Learn to respect human life and achievements by learning from the past experiences of the world as a whole.	Renaissance and Reformation; Industrial Revolution; World War I; World War II.	05	10	Tutorial
HsK1.4 - Describe the feudal political structure of Medieval Europe.	The feudal System ;	05	10	Panel Discussion
Total		60	120	

Assessment:

Continuous assessment: 2 Tutorials, assignments, Debate, Group seminar and Panel discussion	40%
End-semester written examination	60%

Recommended Reading

Davies, Norman, Europe: A History, New York, 1998.

Fisher, H.A.L., History of Europe, London, 1952.

Hays, C.J.H., Baldwin, M.W. and Cole, W.C., History of European Civilization, New York, 1956.

Simms, Brendan, Europe The Struggle for Supremacy, from 1453 to the Present.,New York 2013.

Stromberg, R.N., European Civilization, Illinois, 1952.

Viault, Birdsall S., Modern European History, South Carolina, 1990.

HISTORY CURRICULUM MAP

Desired Program Outcome	Course number/s that facilities acquisition of the outcome			Deficient Aspect
Identify real world economic/political/cultural situations/ phenomena/ needs/ problems/ issues applying the core concepts, theories, principles, and practices relevant to the academic field/s of study	HIST 11214 12224	HIST 21214 22124	HIST 31014 32024	
Investigate and analyze the issues using a range of holistic approaches, interpret the results paying due attention to environmental aspects and indigenous heritage, cultures, values and technologies and suggest potential logical solutions;	HIST 12224	HIST 21214	HIST 31014	
Identify pertinent information needs, using appropriate media, tools, technologies and methodologies to locate & access information.	HIST 11214	HIST 21214 22124	HIST 32024	
Critically evaluate the sources, values, validity and currency of information, and use information effectively in a range of contexts in critical and creative manner to achieve desired goals;	HIST 12224	HIST 21214	HIST 31014	
Acquire and evaluate current information and process them independently through independent research and exercise critical judgment and critical thinking to create new modes/ dimensions of knowledge;	HIST 12224	HIST 22124	HIST 31014	
Communicate fluently, logically present the facts in written and verbal forms in the mother tongue and satisfactorily in an international language, to diverse groups of audiences;	HIST 11214 12224	HIST 21214 22124	HIST 31014 32024	
Work independently to meet new challenges and work collaboratively in groups demonstrating tem spirit, leadership qualities and organizational skills;	HIST 11214	HIST 21214	HIST 31014	
Work with confidence and determination in a self-disciplined and dedicated manner; managing time, personal and physical resources effectively employing professional and reflective approach to perform the assigned tasks;	HIST 11214 12224	HIST 21214 22124	HIST 31014 32024	
Engage in life-long learning in pursuit of personal development and excellence in professional practice;	HIST 11214 12224	HIST 21214 22124	HIST 31014 32024	
Perceive and respond to changes in an adaptive and flexible manner from an informed and socially responsible point of view;	HIST 11214 12224	HIST 21214 22124	HIST 31014 32024	
Behave harmoniously in a multi-ethnic and multi-religious society giving due care and respect to the values and beliefs of own and other cultures, diversity of human behavior, views, human rights, social responsibilities, moral and ethical perspectives.	HIST 12224	HIST	HIST 31014	
Suitable candidate to serve in diverse spheres like education, entrepreneurship and management.	HIST 11214 12224	HIST 21214 22124	HIST 31014 32024	

Introduction

International Studies comprises of the knowledge on International Relations, the subject/ discipline enhanced with international languages component as offered at the University of Kelaniya.

The new course units introduced are done in a complimentary manner in which the two main concepts in International Relations are covered, namely the Areas Studies and Geopolitics. The improvements made during the revision are to incorporate several course units to cover the above. To achieve the objectives of outcome based education special attention was paid to make the students the best diplomats, civil servants, government and private sector partners with a good knowledge of diplomacy and Sri Lanka's foreign Policy. Hence course units targeted to achieve these objectives were introduced.

LIST OF COURSES AND SEQUENCE

Course Code	Course Title	Year (1/2/3)	Semester (1/2)	Credit Value	Numbers of hours of Lectures: Practical: Independent learning			Compulsory / Auxiliary / Optional : (C/A/O)
					L	P	IL	
INTS 11XXX	Introduction to International Relations	1	1	3	30	30	90	C
INTS 12XXX	Regional Studies: Contemporary South Asia	1	2	2	15	30	53	C
INTS 12XXX	International and Regional Organizations	1	2	2	15	30	53	C
INTS 21XXX	Theories, Concepts and Methodology of International Relations	2	1	3	30	30	90	C
INTS 21XXX	Foreign Policy of Sri Lanka	2	1	3	30	30	90	C
INTS 22XXX	Geopolitics of the United States of America	2	2	2	15	30	53	C
INTS 31XXX	Diplomacy in International Relations	3	1	3	30	30	90	C
INTS 31XXX	Advanced course on Concepts and Approaches in International Relations	3	1	3	30	30	90	C
INTS 31XXX	International Environmental Governance	3	2	2	15	30	53	C
* INTS 31XXX	International Organization	3	1	2	15	30	53	GEC

*INTS 31XXX International Organization course details are given under General Education Courses.

YEAR 1 SEMESTER 1 COURSES

Course Code: INTS 11XXX
Course Title: Introduction to International Relations
Credit value: 3
Time Allocation: Lectures 30 hours /Practical 30 hours / Independent learning 90 hours
Type: C

Intended Learning Outcomes:
> ISK 1.1 Describe the relations among States/Nations and Nation State
> ISK 1.2 Explain the major phases in the growth and development of the distinct academic discipline of International Relations.
> ISK 1.3 Describe the concepts of Power, National Interest, Security, War and Peace
> ISK 1.4 Explain the International system and the International Political system in the contemporary world.
> GA1. Accept new challenges and adapt to new environments

Course Objectives:
This course is designed to
> Introduce students to what are International Relations
> Explain the academic discipline of International Relations
> Help understand the basic concepts of International Relations
> Understand the International system

Course Capsule (Content):
What are International Relations? Relations among States/Nations; The growth and development of the distinct academic discipline of International Relations. Treaty of Westphalia and major phases in the growth and development in the 20th century. Narrow and Broader definitions of International Relations; Main Actors and Approaches to International Relations, Actors in International Relations: State, Nation, Nation –State; Non – Governmental Actors, International movements and influential individuals Main approaches to International Relations: Classical and Modern; Basic Concepts, Concepts of Power, National Interest, Security, War and Peace; International System, The Units, Structures, Boundaries and Processes of the International system, Development of International Political system to contemporary world.

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Specific Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
ISK 1.1 Describe the relations among States/Nations and Nation State	What are International Relations? Relations among States/Nations Narrow and Broader definitions of International Relations	10	10	25	Quiz (10%)
ISK 1.2 Explain the major phases in the growth and development of the distinct academic discipline of International Relations.	The growth and development of the distinct academic discipline of International Relations. Treaty of Westphalia and major phases in the growth and development in the 20th century	5	10	25	Assignment (10%)
ISK 1.3 Describe the concepts of Power, National Interest, Security, War and Peace	Main approaches to International Relations: Classical and Modern; Basic Concepts, Concepts of Power, National Interest, Security, War and Peace; International System, The Units, Structures, Boundaries and Processes of	5	5	25	Mid semester (20%)

	the International system.				
ISK 1.4 Explain the International system and the International Political system in the contemporary world.	Main Actors and Approaches to International Relations, Actors in International Relations: State, Nation, Nation –State; Non – Governmental Actors, International movements and influential individuals Development of International Political system to contemporary world.	10	5	15	
GA1. Accept new challenges and adapt to new environments		Addressed through group activities in ISK 1.1.,1.2 and 1.3			
Total		30	30	90	

Assessment Components and Percentage Marks:

Continuous assessment: Quiz, assignments and Mid semester examination	40%
End-semester written examination	60%

Recommended Texts:

Richard Devetak, Anthony Burke, Jim George, An Introduction to International Relations, Second edition, (Cambridge University Press, 2012) ISBN 978-1-60000-3

Robert H. Jackson, Robert Jackson, Georg Sørensen, Introduction to International Relations: Theories and Approaches, Fifth edition (Oxford University Press, 2012) ISBN 978 – 0 – 19 – 969474 – 7

Barry Buzan and George Lawson The Global Transformation: History, Modernity and Making of International Relations, (Cambridge Studies in International Relations, Forthcoming publication March 2015)   ISBN 978 – 110 – 763 – 0802

Department of International Relations, Introduction to International Relations 2nd ed. Colombo: (University of Colombo, 2013) ISBN 978-955-0460-06-2

Course Code: INTS 12XXX
Course Title: Regional Studies: Contemporary South Asia
Credit value: 2
Time Allocation: Lectures 15 hours /Practical 30 hours / Independent learning 53 hours
Type: C

Intended Learning Outcomes:

After successful completion of this course every student will be able to do the following:

ISK 5.1. Describe the growing importance of the region demarcated as South Asia and explain the security profile of South Asia

ISK 5.2. Explain Nationalism, Social Movements and Decolonization process in South Asia

ISK 5.3. Analyze the Current Political Dynamics of South Asia

Course Objectives:

To provide knowledge and skills on the following:

The growing importance of the region demarcated as South Asia and the security profile of South Asia

South Asian Nationalism and Decolonization

Analysis of Political Structures and balance of Power among South Asian nations

Course Capsule (Content):

Region Demarcated as South Asia and the area study of South Asia; Security profile of South Asia, Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan, Sri Lanka; Contemporary history of South Asia, Nationalism, Independence Movements, Decolonization; Current Political dynamics of South Asia, Intra/Inter conflicts, Terrorism, Nuclearization; International and Regional Cooperation SAARC, SAFTA and SAPTA, Non Aligned Movement, United Nations Organization

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Specific Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
ISK 5.1. Describe the growing importance of the region demarcated as South Asia and explain the security profile of South Asia	Region Demarcated as South Asia and the area study of South Asia; Security profile of South Asia, Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan, Sri Lanka; Contemporary history of South Asia,	5	10	20	Compilation of a country profile 10%
ISK 5.2. Explain Nationalism, Social Movements and Decolonization process in South Asia	Nationalism, Independence Movements, Decolonization; Current Political dynamics of South Asia	5	10	20	Power point presentation (country/security profile) 10%
ISK 5.3. Analyze the Current Political Dynamics of South Asia	Intra/Inter conflicts, Terrorism, Nuclearization; International and Regional Cooperation SAARC, SAFTA and SAPTA, Non Aligned Movement, United Nations Organization	5	10	13	Mid Term Assignment 20%
Total		15	30	53	

Assessment Components and Percentage Marks:

Continuous assessment: Compilation of country profile, PP Presentation, Mid semester	40%
End-semester written examination	60%

Recommended Texts:

Francis Robinson, ed.by, The Cambridge Encyclopedia of India, Pakistan, Bangladesh, Sri Lanka, Nepal, Bhutan and the Maldives (Cambridge University Press, 1989)

Ludden, David India and South Asia: A short history (Oneworld publication, 2014) ISBN 978 – 1 – 85168 – 936 - 1

Amal Jayawardane, Documents on Sri Lanka's Foreign Policy, 1947-1965. Colombo: Regional Centre for Strategic Studies, 2004 (ISBN: 9558051322)

Tai Yong Tan and Gyanesh Kudaisya. The Aftermath of Partition in South Asia (London: Routledge, 2000) ISBN: 0415289084

National portal of India: http://india.gov.in/

National portal of Pakistan: http://infopak.gov.pk/

National portal of Bangladesh: http://www.bangladesh.gov.bd/?q=en

National portal of Sri Lanka: http://www.gov.lk/

National portal of Afghanistan: not available

National portal of Nepal: http://www.nepal.gov.np/

National portal of Bhutan: http://www.bhutan.gov.bt/

National portal of Maldives: http://www.maldives.at/portal.html

Course Code: INTS 12XXX
Course Title: International and Regional Organizations
Credit Value: 2
Time Allocation: Lectures 15 hours /Practical 30 hours / Independent learning 53 hours
Type: C

Intended Learning Outcomes:

After successful completion of this course every student will be able to:

ISK 3.1 Explain what are International and Regional Organizations
ISK 3.2. Describe the work of the International and Regional Organizations
ISK 3.3. Compare and Contrast the roles of International and Regional Organizations

Course Objectives:

To provide knowledge on the following:

The evolution and functions of International and Regional Organizations
Theoretical underpinnings of International and Regional Organizations
The UNO in Post-Cold war era
Compare and Contrast SAARC and EU

Course Capsule (Content):

Theoretical Framework: Norms in the creation of International and Regional Organizations; Evolution and Functions of the League of Nations and the United Nations; The United Nations: Structure, Power and Functions; European Union: EEC to EU; SAARC: Formation and progress; SAPTA and SAFTA, Challenges and Future.

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Specific Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
ISK 3.1 Explain what are International and Regional Organizations	Theoretical Framework: Norms in the creation of International and Regional Organizations	5	10	20	Report on a selected regional organization 10%
ISK 3.2. Describe the work of the International and Regional Organizations	Evolution and Functions of the League of Nations and the United Nations	5	10	15	Assignment 10%
ISK 3.3. Compare and Contrast the roles of International and Regional Organizations	The United Nations: Structure, Power and Functions; European Union: EEC to EU; SAARC: Formation and progress; SAPTA and SAFTA, Challenges and Future.	5	10	18	Mid Term exam 20%
Total		15	30	53	Final Exam

Assessment Components and Percentage Marks:

Continuous assessment: Report on a selected regional organization ; Assignment ; Mid Term exam	40%
End-semester written examination	60%

Recommended Texts:

Department Of Public Information, Basic Facts about the United Nations (United Nations, 2004) ISBN 921-1009-367

Thomas G. Weiss; David P. Forsythe; Roger A. Coate; Kelly-Kate Pease The United Nations and Changing World Politics (Westview Press, 2014 (7th edition) ISBN 978-08133-4847-6

Abass, Ademola, Regional Organizations and the Development of Collective Security: Beyond Chapter VIII of the UN Charter (Hart Publishing, 2004) ISBN 1 – 84113 – 480 – 5

Bindi, Fwderiga and Angelescu, Irina (ed.) The Foreign Policy of the European Union: Assessing Europe's Role in the World (The Brookings Institution, 2012) ISBN 978 – 0 – 8157 – 2252 – 6

 Kashikar, Mohan, SAARC: its genesis, development and prospects (Himalaya Publishing House, 2000) ISBN-13: 978 – 8174 – 93988 – 3

Web sources:

United Nations Organization: http://www.un.org/en/

European Union: http://europa.eu/index_en.htm

South Asian Association for Regional Cooperation: http://www.saarc-sec.org

Course Code: INTS 21XXX
Course Title: Theories, Concepts and Methodology of International Relations
Credit value: 3
Time Allocation: Lectures 30 hours /Practical 30 hours / Independent learning 90 hours
Type: C

Intended Learning Outcomes:

After successful completion of this course every student will be able to

ISK 6.1 Explain the major theories of International Relations
ISK 6.2 Explain the main concepts in International Relations
ISK 6.3 Analyze the methodology in International Relations

Course Objectives:

To provide knowledge and skills on

Examining the theories of political idealism and political realism
Describing the concepts of Power, Security, National Interests, War and Peace
Describing the methodology in International Relations

Course Capsule (Content):

Theories of International Relations: Political Idealism, Political Realism; Modern Theories of International Relations: Neo- Realism, Liberalism, Marxism; Concept of Power, Hard, Soft and Smart Power; Concept of State, National Interest and Security, State, Nation and Nation – Sate, National Interest, National Security and International Security, War and Peace; Methodology in International Relations.

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Specific Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
ISK 6.1 Explain the major theories of International Relations	Theories of International Relations: Political Idealism, Political Realism; Modern Theories of International Relations: Neo- Realism, Liberalism, Marxism;	10	10	30	Journal Article review 10%
ISK 6.2 Explain the main concepts in International Relations	Concept of Power, Hard, Soft and Smart Power; Concept of State, National Interest and Security, State, Nation and Nation – Sate, National Interest, National Security and International Security, War and Peace;	10	10	30	Assignment 10%
ISK 6.3 Analyze the methodology in International Relations	Methodology in International Relations.	10	10	30	Mid Term Exam 20%
Total		30	30	90	Final Exam

Assessment Components and Percentage Marks:

Continuous assessment: Journal Article review; Assignment, Mid Term Examination	40%
End-semester written examination	60%

Recommended Texts:

Barry Buzan and George Lawson, The Global Transformation: History, Modernity and Making of International Relations, (Cambridge Studies in International Relations, Forthcoming publication March 2015)   ISBN 978 – 110 – 763 – 0802

Steven C Roach, Martin Griffith and Terry O' Callaghan, International Relations: Key Concepts (Routledge key guides: Routledge 2013) ISBN-13: 978-0415844949

Christian Reus-Smith and Duncal Sridal, The Oxford Handbook of International Relations (Oxford University Press 2010) ISBN-13: 978-0199585588

Tim Dunne, Milja Kurki, and Steve Smith, International Relations Theories (Oxford University Press 2013) ISBN-13: 978-0199696017

Course Code: INTS 21XXX
Course Title: Foreign Policy of Sri Lanka
Credit Value: 3
Time Allocation: Lectures 30 hours /Practical 30 hours / Independent learning 90 hours
Type: C

Intended Learning Outcomes:

After successful completion of this course every student will be able to:

ISK 7.1. Describe Foreign Policy, theory and definition

ISK 7.2. Explain the powers granted for foreign policy decision-making under the 1948, 1972, and 1978 Constitutions of Sri Lanka

ISK 7.3. Analyze the significance of Sri Lanka's membership in international and regional organizations Describe Foreign Policy, theory and definition

Course Objectives:

To provide knowledge and skills on:

Examining the theories of Foreign Policy/ Public Diplomacy theory

Understanding Sri Lanka's foreign policy from 1948 to today under different regimes

Analyzing the importance of Sri Lanka's membership in international and regional organizations and role of Sri Lanka as small power

Course Capsule (Content):

Theories of Foreign Policy: Structural Realist theory, Public Diplomacy theory, Definition of foreign policy; International System in 1948, Constitution of Sri Lanka (Ceylon) 1948, Constitution of Sri Lanka 1972, Constitution of Sri Lanka 1978; Sri Lanka Foreign Policy under different regimes: Major issues, Significant decisions, Domestic concerns on international affairs; Sri Lanka and International Organizations, The Non-aligned movement, The Commonwealth, The United Nations; Sri Lanka's relations with India, USA, China, USSR.

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Specific Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
ISK 7.1. Describe Foreign Policy, theory and definition	Theories of Foreign Policy: Structural Realist theory, Public Diplomacy theory, Definition of foreign policy;	10	10	30	Book Review 10%
ISK 7.2. Explain the powers granted for foreign policy decision-making under the 1948, 1972, and 1978 Constitutions of Sri Lanka	International System in 1948, Constitution of Sri Lanka (Ceylon) 1948, Constitution of Sri Lanka 1972, Constitution of Sri Lanka 1978; Sri Lanka Foreign Policy under different regimes: Major issues, Significant decisions, Domestic concerns on international affairs;	10	10	30	Term Paper 10%
ISK 7.3. Analyze the significance of Sri Lanka's membership in international and regional organizations	Sri Lanka and International Organizations, The Non-aligned movement, The Commonwealth, The United Nations; Sri Lanka's relations with India, USA, China, USSR.	10	10	30	Mid Term Exam 205
Total		30	30	90	Final Exam

Assessment Components and Percentage Marks:

Continuous assessment: Book review; Term paper, Mid Term Examination	40%
End-semester written examination	60%

Recommended Texts:

Hameed, Shahul A.C. (1988) Foreign Policy Perspectives of Sri Lanka: Selected Speeches 1977- 1987. Colombo Lake House Investment Ltd,
Jayawardane, Amal, ed. (2005) Documents on Sri Lanka's Foreign Policy, 1947 – 1965. Colombo: Regional Centre for Strategic Studies
Jayawardane, Amal, ed. (2006) Perspectives on National integration in Sri Lanka. Colombo: National Integration Programme Unit.
Jayewardene, J.R. (1974) J.R. Jayewardene: Selected Speeches and Writings. Colombo: H.W. Cave & Company Ltd.
Kodikara, S.U. (1965) Indo-Ceylon Relations since Independence. Colombo. The Ceylon Institute of World Affairs.

Course Code: INTS 22XXX
Course Title: Geopolitics of the United States of America
Credit Value: 2
Time Allocation: Lectures 15 hours /Practical 30 hours / Independent learning 53 hours
Type: Core

Intended Learning Outcomes:

After successful completion of this course every student will be able to:
    ISK 4.1. Explain Geopolitics and its importance in International Relations
    ISK 4.2. Analyze Geopolitical information in the area study of USA
    ISK 4.3 Analyze Geopolitics of USA in the context of world politics

Course Objectives:

To provide knowledge and skills on:
    Understanding geopolitics and the development of the field of geopolitics
    Describing the geopolitics of USA
    Analyzing the role of USA in World politics

Course Capsule (Content):

Development of the subject of Geopolitics: Geopolitical studies in Germany, Post World War II emergence of geopolitical studies: Geopolitics as a field of study in the USA; Geopolitics of the United States of America: Geographical landscape, Demography of the country, Natural Resources and Economy; Constitution and Balance of Power, Executive, Legislature, Judiciary; USA in World Politics, Doctrines: Monroe/Roosevelt/Roosevelt Corollary/Carter/Regan//Bush, Cold War politics, Post- Cold War, Middle East; War on Terrorism, Case studies (lecturer will select appropriate case studies each year)

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Specific Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
ISK 4.1. Explain Geopolitics and its importance in International Relations	Development of the subject of Geopolitics: Geopolitical studies in Germany, Post World War II emergence of geopolitical studies: Geopolitics as a field of study in the USA;	5	10	25	USA Fact book 10%
ISK 4.2. Analyze Geopolitical information in the area study of USA	Geopolitics of the United States of America: Geographical landscape, Demography of the country, Natural Resources and Economy; Constitution and Balance of Power, Executive, Legislature, Judiciary;	5	10	15	Assignment 10%
ISK 4.3 Analyze Geopolitics of USA in the context of world politics	USA in World Politics, Doctrines: Monroe/Roosevelt/Roosevelt Corallary/Carter/Regan//Bush, Cold War politics, Post-Cold War, Middle East; War on Terrorism, Case studies (lecturer will select appropriate case studies each year)	5	10	13	Mid Term Exam 20%
Total					Final Exam

Assessment Components and Percentage Marks:

Continuous assessment: USA Fact book; Assignment, Mid Term Examination	40%
End-semester written examination	60%

Recommended Texts:

Colin Flint, Introduction to Geopolitics (Routledge, 2012) ISBN 13 – 978 – 041566- 7739
Zbigniew Brezinski, The Grand Chessboard: American Primacy and its Geostrategic imperatives (Basic books, 1998)
        http://www.takeoverworld.info/Grand_Chessboard.pdf
G. Ó Tuathail, S. Dalby and P. Routledge, A Geopolitics Reader (Second edition. Routledge, 2006)
        http://frenndw.files.wordpress.com/2011/03/geopol-the-geopolitics-reader.pdf
Web sources
USA Geography: http://usa-facts.com/geography
USA Geopolitics: https://www.cia.gov/library/publications/the-world-factbook/
Government and Politics of USA: http://www.whitehouse.gov/ ;   http://www.house.gov/;
                    http://www.supremecourt.gov/

Course Code: INTS 31XXX
Course Title: Diplomacy in International Relations
Credit value: 3
Time Allocation: Lectures 30 hours /Practical 30 hours / Independent learning 90 hours
Type: C

Intended Learning Outcomes:

After successful completion of this course every student will be able to:

    ISK 9.1. Explain the theory and practice of Diplomacy
    ISK 9.2. Describe tools and techniques used in Diplomacy
    ISK 9.3. Analyze the challenges faced by Diplomats

Course Objectives:

To provide knowledge and skills on

    Understanding Diplomacy in International Relations
    Debating on tools and techniques of Diplomacy
    Describing the Diplomacy in the 21st century with advance communication systems

Course Capsule (Content):

Traditions of International Thought: Diplomacy and Diplomats in Radical tradition, Diplomacy and Diplomats in Rational tradition, Diplomacy and Diplomats in Realist tradition; Evolution of Diplomacy: Emergence of Public Diplomacy, Vienna Convention on Diplomatic Relations 1961, Defense/Military Diplomacy, Flexi Diplomacy, Cultural Diplomacy, Commercial Diplomacy; Tools and Techniques of Diplomacy   Negotiators/Diplomats/Foreign Ministers; Bi – lateral and Multi – lateral discussions, Treaties/Conventions/Accords/Alliances/Processes: Disarmament/Peace Propaganda; New Public Diplomacy and Information Management; Thinking Diplomatically on International Issues, Terrorism, Religion, and United Nations.

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Specific Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lect ures	Prac tical	Independen t Learning	
ISK 9.1. Explain the theory and practice of Diplomacy	Traditions of International Thought: Diplomacy and Diplomats in Radical tradition, Diplomacy and Diplomats in Rational tradition, Diplomacy and Diplomats in Realist tradition; Evolution of Diplomacy: Emergence of Public Diplomacy, Vienna Convention on Diplomatic Relations 1961, Defense/Military Diplomacy, Flexi Diplomacy, Cultural Diplomacy, Commercial Diplomacy;	10	10	30	Journal Article Review 10%
ISK 9.2. Describe tools and techniques used in Diplomacy	Tools and Techniques of Diplomacy Negotiators/Diplomats/Foreign Ministers; Bi – lateral and Multi – lateral discussions, Treaties/Conventions/Accords/Alliances/Processes:	10	10	30	Assignm ent 10%
ISK 9.3. Analyze the challenges faced by Diplomats	Disarmament/Peace Propaganda; New Public Diplomacy and Information Management; Thinking Diplomatically on International Issues, Terrorism, Religion, and United Nations.	10	10	30	Mid Term Exam 20%
Total		30	30	90	Final Exam

Assessment Components and Percentage Marks:

Continuous assessment: Journal Article review; Assignment, Mid Term Examination	40%
End-semester written examination	60%

Recommended Texts:

Ikle, Fred Clarles How Nations Negotiate (Harper and Row: New York, 1964)
Kissinger, Henry Diplomacy (Touchstone book, 1995) ISBN-13: 978-0671510992
Sharp, Paul. Diplomatic Theory of International Relations, Cambridge Studies in International Relations (Cambridge University Press, 2009)
    ISBN 978 – 052-17557555 – 3
Traub, James. Best Intentions: Kofi Annan and the UN in the ear of American World Power, (Picador, 2007) ISBN 9780312426743
Diplomatic Academy Proceedings: Vol. 9, No. 1, 2012
    http://www.mvep.hr/custompages/static/hrv/files/120228_diplomatska_izdavastvo_vol9.pdf ISSN 1334-7659
http://diplomacy.state.gov/discoverdiplomacy/diplomacy101/issues/170614.htm

Course Code: INTS 31XXX
Course Title: Advanced course on Concepts and Approaches in International Relations
Credit value: 3
Time Allocation: Lectures 30 hours /Practical 30 hours / Independent learning 90 hours
Type: C

Intended Learning Outcomes:

After successful completion of this course every student will be able to:

    ISK 8.1. Analyze the main concepts in International Relations

    ISK 8.2. Analyze in-depth the traditional approaches to International Relations

    ISK 8.3. Analyze- in – depth the scientific approaches to International Relations

Course Objectives:

To provide knowledge and skills on:

    Examining the main concepts of Power, Security, National Interests, War and Peace

    Describing the various traditional approached to International Relations

    Debating on the scientific approaches to international Relations

Course Capsule (Content):

Concepts in International Relations (Advanced understanding of) Power: its constituents and limitations/Balance of Power Security: Changing dimensions of National Security Foreign Policy: Meaning, Changing Goals and Determinants; Approaches to International Relations   Classical Approaches/Traditional Approaches vs Scientific Approaches/Scientific Behavioural/System Scientific theories: Systems and Decision making theories; Approaches to International Relations II Realist and Neo – Realist Approach Functional and Neo - Functional Approach New Liberal Approach and World State theory; Approaches to International Relations III Marxist and other Radical Approaches Neo – Radical Approaches; Approaches to International Relations IV Post- Structuralist Approach Post- Modernist, Approach, Feminist Approach, Environmental Approach

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Specific Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
ISK 8.1. Analyze the main concepts in International Relations	Concepts in International Relations (Advanced understanding of) Power: its constituents and limitations/Balance of Power Security: Changing dimensions of National Security Foreign Policy: Meaning, Changing Goals and Determinants;	10	10	30	Book review 10%
ISK 8.2. Analyze in-depth the traditional approaches to International Relations	Approaches to International Relations Classical Approaches/Traditional Approaches vs Scientific Approaches/Scientific Behavioural/System Scientific theories: Systems and Decision making theories	10	10	30	Book review II 10%
ISK 8.3. Analyze- in – depth the scientific approaches to International Relations	Approaches to International Relations II Realist and Neo – Realist Approach Functional and Neo - Functional Approach New Liberal Approach and World State theory; Approaches to International Relations III Marxist and other Radical Approaches Neo – Radical Approaches; Approaches to International Relations IV Post- Structuralist Approach Post- Modernist, Approach, Feminist Approach, Environmental Approach	10	10	30	Mid Term Exam 20%
Total		30	30	90	Final Exam

Assessment Components and Percentage Marks:

Continuous assessment: 2 Book reviews; Mid Term Examination	40%
End-semester written examination	60%

Recommended Texts:

Dunne, Tim, Milja Kurki, and Steve Smith, eds. International Relations Theories: Discipline and Diversity. 2d ed. (New York: Oxford Univ Press, 2010)

Mingst, Karen A. Essentials of International Relations 4th ed.(New York: W. W. Norton, 2008)

Shimko, Keith L. International Relations: Perspectives & Controversies. 3d ed. (Boston: Wadsworth, 2009)

Journal Article: Snyder, Jack. "One World, Rival Theories." Foreign Policy 145 (November/December 2004): 52–62.

Course Code: INTS 32XXX
Course Title: International Environmental Governance
Credit value: 2
Time Allocation: Lectures 15 hours /Practical 30 hours / Independent learning 53 hours
Type: C

Intended Learning Outcomes:

After successful completion of this course every student will be able to:

    ISK 10.1 Describe the significance of Environmental Governance in International Relations

    ISK 10.2 Discuss the complex interconnectedness of the Global Environment

    ISK 10.3 Analyze obstacles to Environmental Governance and potential trajectories for Environmental Governance

Course Objectives:

To provide knowledge and skills on:

    Understanding the growing significance of Environmental Governance

    Describing the complex issues of interconnectedness of Global Environment

    Analyzing the obstacles to Environmental Governance

Course Capsule (Content):

Introduction to theories of Environmental Governance; Tools of Environmental Governance; International Institutes and Regimes; International Environmental Law; International Environmental Policies; Global Environmental Challenges; Environmental Protections: Accords, Treaties, Law, Reformist visions

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Specific Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
ISK 10.1 Describe the significance of Environmental Governance in International Relations	Introduction to theories of Environmental Governance; Tools of Environmental Governance	5	10	20	Issues document 10%
ISK 10.2 Discuss the complex interconnectedness of the Global Environment	International Institutes and Regimes; International Environmental Law; International Environmental Policies;	5	10	20	UN conventions Assignment 10%
ISK 10.3 Analyze obstacles to Environmental Governance and potential trajectories for Environmental Governance	Global Environmental Challenges; Environmental Protections: Accords, Treaties, Law, Reformist visions	5	10	13	Mid Term Examination 20%
Total		30	30	90	Final Exam

Assessment Components and Percentage Marks:

Continuous assessment:	
Issues document , UN conventions Assignment , Mid Term Examination	40%
End-semester written examination	60%

Recommended Texts:

Jasanoff, Sheila and Marybeth Long Martello (2004) Earthly Politics: local and global in environmental governance. Cambridge, MA: The MIT Press

Speth, James Gustave and Peter M.Haas (2006) Global Environmental Governance. Washington D.C.: Foundation for Contemporary Environmental Studies.

Vig, Norman J. and Regina S. Axelrod (1999) The Global Environment: Institutions, Law, and policy. London: Earthscan Publications Limited.

Web Sources:

United Nations (1992) Earth Summit Agenda www.un.org/geninfo/bp/enviro.html

http://www.ipcc.ch/pdf/assessment-report/ar4/syr/ar4_syr_spm.pdf

http://www.multilateralfund.org/2.Globalworming

http://www.globalissues.org/TradeRelated/Development/Intro.asp

http://www.library.utoronto.ca/pcs/evidence/evid1.htm

http://www.environmentmagazine.org/Archives/Backissues/May-June2008/Dabelko_full.html

CURRICULUM MAP – INTERNATIONAL STUDIES

Desired Program Outcomes	Course number/s that facilitate acquisition of the outcome			Deficient Aspect
Identify real world economic/ political/cultural situations/ phenomena/ needs/ problems/ issues applying the core concepts, theories, principles, and practices relevant to the academic field/s of study	INTS 11XXX Introduction to International Relations	INTS 21XXX Theories, Concepts and Methodology of International Relations	INTS 31XXX Advanced course on Concepts and Approaches in International Relations	None
Investigate and analyze the issues using a range of holistic approaches, interpret the results paying due attention to environmental aspects and indigenous heritage, cultures, values and technologies and suggest potential logical solutions;	INTS 11XXX Introduction to International Relations INTS 12XXX Regional Studies: Contemporary South Asia INTS 12XXX International and Regional Organizations	INTS 21XXX Theories, Concepts and Methodology of International Relations INTS 21XXX Foreign Policy of Sri Lanka INTS 22XXX Geopolitics of the United States of America	INTS 31XXX Diplomacy in International Relations INTS 31XXX Advanced course on Concepts and Approaches in International Relations INTS 31XXX International Environmental Governance INTS 31XXX International Organizations	None
Identify pertinent information needs, using appropriate media, tools, technologies and methodologies to locate & access information,				None
Critically evaluate the sources, values, validity and currency of information, and use information effectively in a range of contexts in critical and creative manner to achieve desired goals;				None
Acquire and evaluate current information and process them independently through independent research and exercise critical judgment and critical thinking to create new modes/ dimensions of knowledge;				None
Communicate fluently, logically present the facts in written and verbal forms in the mother tongue and satisfactorily in an international language, to diverse groups of audiences;	INTS 11XXX Introduction to International Relations INTS 12XXX Regional Studies: Contemporary South Asia INTS 12XXX International and Regional Organizations	INTS 21XXX Theories, Concepts and Methodology of International Relations INTS 21XXX Foreign Policy of Sri Lanka INTS 22XXX Geopolitics of the United States of America	INTS 31XXX Diplomacy in International Relations INTS 31XXX Advanced course on Concepts and Approaches in International Relations INTS 31XXX International Environmental Governance INTS 31XXX International Organizations	English Language Courses offered by ELTU. Foreign Language Courses offered by other Department to IS Programme

Work independently to meet new challenges and work collaboratively in groups demonstrating team spirit, leadership qualities and organizational skills;	INTS 11XXX Introduction to International Relations

INTS 12XXX Regional Studies: Contemporary South Asia

INTS 12XXX International and Regional Organizations | INTS 21XXX Theories, Concepts and Methodology of International Relations

INTS 21XXX Foreign Policy of Sri Lanka

INTS 22XXX Geopolitics of the United States of America | INTS 31XXX Diplomacy in International Relations | None |
| Work with confidence and determination in a self-disciplined and dedicated manner; managing time, personal and physical resources effectively employing professional and reflective approach to perform the assigned tasks; | | | INTS 31XXX Advanced course on Concepts and Approaches in International Relations

INTS 31XXX International Environmental Governance | None |
| Engage in life-long learning in pursuit of personal development and excellence in professional practice; | | | | None |
| Perceive and respond to changes in an adaptive and flexible manner from an informed and socially responsible point of view; | | | INTS 31XXX International Organizations | |
| Behave harmoniously in a multi-ethnic and multi-religious society giving due care and respect to the values and beliefs of own and other cultures, diversity of human behavior, views, human rights, social responsibilities, moral and ethical perspectives. | INTS 11XXX Introduction to International Relations

INTS 12XXX Regional Studies: Contemporary South Asia

INTS 12XXX International and Regional Organizations | INTS 21XXX Theories, Concepts and Methodology of International Relations

INTS 21XXX Foreign Policy of Sri Lanka

INTS 22XXX Geopolitics of the United States of America | INTS 31XXX Diplomacy in International Relations

INTS 31XXX Advanced course on Concepts and Approaches in International Relations

INTS 31XXX International Environmental Governance

INTS 31XXX International Organizations | To address ISK 2 Component on International Law Course outline need to be developed by expert in International Law |
| Suitable candidate to serve in diverse spheres like education, entrepreneurship and management | All of the above will produce Suitable candidate to serve in diverse spheres like education, entrepreneurship and management | | | |

Intoduction

Library Science and Information Science (LIS) is a growing academic and professional subject field, which has by now attained the status of a separate discipline. The management of libraries needs persons with academic, professional qualifications and experties. Proficiency in one or two subjects in the natural sciences, social sciences or the humanities and the management is helpful in the professional development of a librarian/Information Specilist for delivering an effective and efficient Library and Information service for the learning societies.

The Department of Library Science and Information Science of University of Kelaniya prepares Bachelor of Arts (General) graduates who are marketable, both nationally and internationally. Library and Information Science is offered as combination of one of the three subjects of the Bachelor of Arts degree programme.

This study programme is designed to prepare graduates for entry level and the leadership positions in a variety of library and information environments.

Librarianship as a Career

Libraries are now universally recognized as important social institutions. The rapid increase in production of recorded knowledge, have led to the expansion of libraries and the development of library services. The management of these libraries needs persons with good academic and professional qualifications and competencies. Proficiency in sciences, social sciences, humanities or management is helpful in the professional development of a librarian. As a profession Library and Information Science provides a variety of employment opportunities.

Justification

Information is an important resource in the day-to-day operations of individuals, organizations and society. The world has evolved to an age of Information Communication Technology (ICT) followed by lerning and knowledge societies. Therefore library and information professionals need to acquire relevant qualifications and skills for libraries and other information centers. Relializing these rneeds and requirements of the nation, the the Bachelor of Arts degree with Library and Information Science of the University of Kelaniya was commenced in 1973.

The broad learning objectives

The broad objective of this programme is to equip the students competent with basic technical training both academic and professional knowledge, competencies in Library and Information Science.

The specific intended learning objectives are:

To enable the student to apprehend the functions and purpose of library in changing socio, economic, political, academic and modern ICT environments;

To equip them with knowledge, skills and attitudes for the collection,organization, arrangement and the dissemination of information in different types of libraries and information centers;

To provide basic knowledge and aptitude of computing in orde to serve in any LIS setting and to apply them for different types of LIS services;

To produce mid level professionals who can work in various types of   libraries including information centers and digital libratries;

To prepare them for further studies and research in areas of library, ICT and other related fields;

To prepare the students as beginners of knowledge workers in the learning and knowledge society.

Broad Intended Learning Outcomes

Upon completion of the Library and Information Science Module, every student will be able to describe the system of libraries and information centers. The students will be able to manage the traditional and digital libraries in handling the issues at the service points independently. The student will be able to use library automation software and work in a digital and any virtual environment.

Overview of Courses

The focused areas are the fundamental elements of librarianship and a historical overview of libraries and information centers, Librarianship as a profession and the place of libraries in knowledge based society, Information systems and networks, ICT, Information literacy and ability to recognize, locate, evaluate, and use effectively when information is needed. Information literacy in the contemporary environment that provides the basis for lifelong learning common to all disciplines. The other areas are the types of libraries and their services, library building and equipment including library standards. Book trade, publishing, copyright, reprography and fair use, issues related to book trade resource sharing and library cooperation.

Library materials and sources and services, Introduction to bibliographic control : Library cataloguing and classification theory and practice, Rreference services, sources and practices, Introduction to library management including finance, staff, human resources, statistics and library marketing. Managing change areas are the Library automation, Maintaining of databases in libraries, Use of internet, WWW and digital collection development in libraries.

The improvements made to the curriculum during revision

Improvements made included the following:

Role of Librarian as Supplier of Network services for Digital information resources, Global networks, the current information technologies and the best practices and applications.

Introduction of basic computer and information literacy skills to make students comfortable in self-learning and using computer and the internet resources

New set of Competencies/Skills such as – Creating Web pages, Building and maintaining Databases.

Recognize the social, cultural, economic dimensions of traditional indigenous knowledge, information resources and their use.

Compulsory Independent learning hours for all modules

Introduction of basic management skills with an emphasis on change management

Introduction of English medium instruction in at least for a few courses in order to enhance their proficiency in English.

Extending the In-Service Training /Internship for one month in an approved library/ information center just after the final examination

Introduction of continuous assessments, End semester examinations, and

Set up a Study and Demonstration Library and Information Center in the Dept of Library and Information Science, University of Kelaniya leading to a Digital Library and Training Center (DLTC) for making new avenues for competency development.

LIST OF COURSES AND SEQUENCE

Course Code	Course Title	Year offered (1/2/3)	Semester Offered (1/2)	Credit Value	Numbers of hours of Lectures (L): Practical(P): Independent learning (IL)	Compulsory /Auxiliary/Optional : (C/A/O)
LISC 11212	Libraries and Librarianship	1	1	02	L 25: P 10: IL 60	C/A
LISC 11222	Information Literacy and Information Skills	1	1	02	L 25: P 10: IL 60	C/A
LISC 11232	Libraries and Their Services	1	2	02	L 25: P 10: IL 60	C
LISC 11242	Collection Development ,Processing and Maintenance	1	2	02	L 25: P 10: IL 60	C
LISC 21212	Bibliographic Control Cataloguing	2	1	02	L 25: P 10: IL 90	C
LISC 21222	Bibliographic Control; Classification	2	1	02	L 25: P 10: IL 90	C
LISC 21232	Practical Cataloguing	2	2	02	L 08: P 44 : IL 90	C
LISC 21242	Practical Classification	2	2	02	L 06: P 48: IL 90	C
LISC 31012	Reference and Information Services	3	1	02	L 25: P 10: IL 60	C/A
LISC 31022	Library Management	3	1	02	L 25: P 10: IL 60	C/A
LISC 31032	Computer Applications in Libraries	3	2	02	L 25: P 10: IL 60	C
LISC 31042	Library Training	3	2	02	L 00: P 180 : IL 00	C

YEAR 1 SEMESTER 1 COURSES

Course Code: LISC 11212
Course Title: Libraries and Librarianship
Credit value: 02
Time Allocation: Lectures 25 hours /Practical 10 hours / Independent learning 60 hours
Type: C/A

This course covers the fundamental elements of librarianship. Gives a historical overview of libraries and information centers. Focuses on the issues of librarianship as a profession and the place of libraries in a knowledge based society. Explains the requirements of various types of libraries current trends, developments and opportunities. Describe in detail the reference and bibliographical sources for in-depth discussion of specific topics

Intended Learning Outcomes:
At the end of the course the students should be able to describe the evolution, nature and functions of library and information profession. Also, they will acquire and apply skills on correct usage of various types of bibliographic referencing systems and the compilation of bibliographies and indexes. The Specific intended outcomes are:
 LIK.1.1. Define the theories and principles of Librarianship /Professional ethics (& LIS4)
 LIK 1.2. Describe the impact of libraries on society & culture (& LIS8)
 LIK.1.3. Apply the theories and practices of bibliographic control
 LIK.1.4. Practice bibliographical referencing (&LiS2)
 LIK 1.5. Compile bibliographies/ indexes/abstracts (& LIS4).
 LIS2. Identify, define, investigate, and solve problems
 LIS4. Use mother tongue proficiently and gain of working knowledge of explain
 LIS8. Identify significant landmarks in Sri Lankan library history.

Course Objectives:
 Describe the role of librarian in a knowledge based society
 Describe impact of libraries on society and culture
 Apply the theories and principles of bibliographic control
 Practice bibliographic referencing
 Compile bibliographies, indexes and abstracts

Course Capsule (Content):
Introduction to Library and Information Science: Evolution, nature, characteristics and philosophy. Library and information profession: Historical development, functions and professional ethics. Social other roles of library and information science; Role of librarian in a knowledge based society, Fundamentals of bibliographic control. Bibliographical referencing; Types and definitions of bibliographies and indexes and their compilation.

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
LIK.1.1. Define the theories and principles of Librarianship /Professional ethics (& LIS4)	Identify Role of libraries, Information centers and library profession	5		10	Group Presentation (4%)
LIK 1.2. Describe the impact of libraries on society & culture (&LIS8)	Discuss the impact of LIS in a knowledge based society	5		10	Tutorial/ Test (3%)

LIK.1.3. Apply the theories and practices of bibliographic control	Demonstrate the concepts of bibliographic control	5		10	
LIK.1.4. Practice bibliographical referencing (&LIS2)	Use reference sources	5	5	10	Tutorial/ Test (3%)
LIK 1.5.Compile bibliographies/ indexes/abstracts (& LIS4)	Prepare bibliographies, indexes and abstracts	5	5	20	Assignment (15%)
Total		25	10	60	25%

Assessment Components and Percentage Marks:

Continuous assessment: Assignments , Tutorials/Test, Group Presentation	25%
End-semester written examination	75%

Recommended Texts:

01. Corea, Ishvari , Ojundo,Dad David Editors (1993), Encyclopedia of Information and Library Science, Vol. 1-10, Akas deep publishing House, New Delhi

02. Crawford, Walt, Gorman, Michael (1995), Future Libraries: Dreams Madness and Reality, ALA, Chicago

03. Dilli, K.T. (1997), Basics of Library and Information Science, Vikas Publication, Delhi

04. Feather, John, Sturges, Paul Editors (1997), International Encyclopedia of Information and Library Science, Vol. 1-4, Routledge publications, London

05. Kent, Allen, Lancour, harold Editors (1968), Encyclopedia of Library and Information Science, Vol. 1-44, Marcel Dekker, Inc., NY

06. Khanna, J.K. (1994), Library and Society, 2 Rev. and enlarged ed., Ess Ess Publication, New Delhi

07. Kumar, P.S.G (2003), Foundations of Library and Information Science: Kumar's Curriculum series in Library and Information Science.1, B.R. Publishing Corporation, Delhi

08 Lahiri,Ramansu (1999), Professionalism and Research in Library and Information Science, Ess Ess Publication, New Delhi, p.1-37

09. Rath, Moorttimatee (1993), Sociology of Librarianship, Prathiba publication, Delhi

10. Satija, M.P. (2004), Dictionary of Knowledge Organization, Guru Nanak Dev University, Amritsar

11. fldrhd, BYajÍ ixia. (1975), mqia;ld,h yd ck;dj : uyck mqia;ld, iure ix.%yh 1925 – 1975, uyck mqia;ld,h, fld<U.

12. Kfialr, Okmd, (1998), mqia;ld, fiajdfõ uQ,sldx., f.dvf.a, fld<U

13. ch;siai, t,a ta . (1999) , mqia;ld, l<ukdlrKh , I¾;D, le,Ksh

14. rKisxy, mshodi (1993), mqia;ld,hdêÍdÍ;ajhms<sn│ woyia lSmhla, mqia;ld, m%jD;a;s, 14(4), Tla. – foie., ms. 7-10

15. Kisxy, mshodi, mshr;k ysñ, ,e.=ïfoKsfha ixia. (2005), mqia;ld, yd ú{dmk úµd f,aLk iuqÉph, le,Ksh úYajúoHd,h. mqia;ld, yd ú{dmk úµd wxYh, le,Ksh

16. ùrisxy,ví. fla. tï. tï. fla. (2001), mqia;ld, b;sydih, I¾;D, o¿.u

17. ùrisxy,ví. fla. tï. tï. fla. (2002), fmd; m; j f.d;, I¾;D, o¿.u

18. ùriQrsh, ví,sõ. ta (2004, .%ka:kdudj,S yd .%ka:kdudj,S ms<sfh, lsÍu yd ie,iqïlrKh ms<sn│ ir, ú.%yhla, iudÔh úoHd wOHhk iv, ckrdß, ms. 115-136

19. ùriQrsh, ví,sõ. ta (2000), mqia;ld,hdêêම;s jD;a;sh yd j¾;udk mqia;ld,hdêම;Skaf.a ld¾hNdrh, mqia;ld, m%jD;a;s, 21(4), Tla. – foie., ms. 10 –13

Course Code: LISC 11222
Course Title: Information Literacy and Information Skills
Credit value: 02
Time Allocation: Lectures 25 hours /Practical 10 hours / Independent learning 60 hours
Type: C/A

This course defines Information literacy and helps to recognize, locate, evaluate, and use effectively when information is needed. It discusses the importance of Information literacy in the contemporary environment of technological change and proliferating information resources that are available through libraries, community resources, special interest organizations, media, and the Internet and increasingly, information coming to individuals in unfiltered formats, raising questions about its authenticity, validity, and reliability.Analyze the Information literacy forms that is the basis for lifelong learning common to all disciplines, to all learning environments, and to all levels of education. Information Literacy enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning. Use information effectively to accomplish a specific purpose-Research. Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally.

Intended Learning Outcomes:
Upon successful completion of the course the students should be able to Define Information literacy and skills. Use Sources of information. Use Internet services, Information resources and databases for information search and apply reading and ICT skills. Exhibit basic research skills. Specifically they shoul be able to:
  LIK.2.1. Describe information literacy concepts and models (S12)
  LIK.2.3. Use information (& LIS7) / (LIS16)
  LIK 2.2. Practice reading skills literacy skills (& LIS14)
  LIK.2.5. Search information using Internet (& LIS6) / (LIS16)
  LIS 16. Acquire and evaluate new knowledge through independent research and inquiry
  LIS 7. Gather, evaluate and synthesize information, and data from a variety of sources and media
  LIS 14. Analyze and interpret phenomena and solve problems.
  LIS6. Use computers / ICT efficiently effectively and professional software tools and data

Course Objectives:
  Describe information literacy concepts and models
  Practice reading skills and literacy skills
  Use information
  Use libraries, print and electronic sources
  Search information using Internet WWW
  Perceive basic skills related to research and citations

Course Capsule (Content):
Information literacy: components and models. Information sources, printed and electronic; Information searching using printed sources and Internet; Introduction to WWW, Browsers and Search engines, Subject gateways; Effective use of libraries and resources: Location of information through catalogues, Bibliographies indexes and abstracts and other sources. Reading skills, and purposes: reading for information, skimming, scanning, comprehension, note taking. Evaluation of sources of information and self-evaluation of assignments. Introduction to research: definitions, rudimentary knowledge of a research proposal, citing and referencing, styles of referencing, Harvard and APA.

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
LIK.2.1. Describe information literacy concepts and models (S12)	Explain information literacy concepts models and sources	5		10	Tutorial/ Test 5%
LIK.2.3. Use information (& LIS7) / (LIS16)	Use of libraries and resources	5		10	
LIK 2.3. Practice reading skills literacy skills (& LIS14)	reading for information, skimming, scanning, comprehension	5		10	
LIK.2.4. Search information using Internet (& LIS6) / (LIS16)	Demonstrate Information searching	5	10	20	Compueter Lab Test 5%
LIK.2.5. Evaluate sources by preparing Literature survey	Evaluation of sources of information	5		10	Assignme /Literatur e survey 15%
Total		25	10	60	25%

Assessment Components and Percentage Marks:

Continuous assessment: Assignments , Tutorials/ Computer laboratory Tests/Debates/Quizes	25%
End-semester written examination	75%

Recommended Texts:
01. Crawford, Walt, Gorman, Michael (1995), Future Libraries: Dreams Madness and Reality, ALA, Chicago
02. Danuta, Nipecki A. editor (2005), Advances in Librarianship, Vol. 28, Elsevier, San Diego
03. Deverajan, G (1999), Information Technology in Libraries, Ess Ess publication, New Delhi, p. 39 – 48 – Information Search
04. Fairbain, Garin J., Fairbain, Susan A. (2002), Reading at University: A Guide for students, Viva Books, New Delhi
05. Gleadinning, Eric H., Holmstrom, Beverly (1992), Study Reading: A course in Reading skills for Academic purposes, Cambridge University Press, New York
06. Gopal, Krishna (2005), Library Online Cataloguing in Digital way, Author press, New Delhi
07. Herring, James E. (1997), Teaching Information Skills in Schools, LA, London
08. Information Literacy Standards for Student Learning (1998), ALA, Chicago
09. Nankivenn, Clare, Michael,Shoolbred (1996), Presenting Information, LA, London
10. Panwar, Suresh, Murthy,T.A.V. (2004), Librarian's Guide to www, Ess Ess Publication, New Delhi

Course Code: LISC 12232
Course Title: Libraries and Their Services
Credit value: 02
Time Allocation: Lectures 25 hours /Practical 10 hours / Independent learning 60 hours
Type: C

This course defines major types of libraries and their services; the departments that focus on different areas of service, such as serve colleges and universities, their students, staff and faculty, youth, teens and adults; the blind and physically handicapped and others dedicated to special collections; library building and equipment including library standards; Book trade, publishing, copyright, reprography and fair use, Issues related to book trade resource sharing and library cooperation.

Intended Learning Outcomes:
At the end of the course the students should be able to :
Distinguish and express the differences between various types of libraries, information and documentation centers, archives and the services offered by them. They also will be able to analyze the issues related to book trade and publishing. Specific outcomes are:

LIK.3.1. Describe the functional differences between various LIS organizations (& LIS17)
LIK.3.2. Analyze the roles of Libraries/Documentation /Information Centers/Archives (& LIS19)
LIK. 3.3. Access bibliographical databases/utilities (& LIS6)
LIK.3.4. Describe planning of
LIK.3.5. Apply library standards
LIK.3.6. Describe book trade and publishing (& LIS8) / (LIS4)
LIK.3.7. Apply laws pertaining to copyright and fair use of library materials
LIK.3.8. Practice resource sharing and library cooperation (& LIS3) / (LIS19)
LIS3. Cooperate with colleagues and other individuals as an active citizen
LIS4. Use mother tongue proficiently and gain of working knowledge of explain
LIS 6. Use computers / ICT efficiently effectively and professional software tools and data
LIS8. Identify significant landmarks in Sri Lankan library history.
LIS17. Recognize and value of communication as a tool for negotiating and creating new understanding, interacting with others, and furthering their own learning.
LIS19. Solve problems creatively using a range of different approaches and techniques

Course Objectives
Describe the functional differences between various LIS organizations
Analyze the roles of libraries, documentation information, Archives
Access bibliographical databases/utilities
Describe planning of library buildings, equipment
Apply library standards
Describe book trade and publishing
Apply laws pertaining to copyright and fair use of library materials
Practice resource sharing and library cooperation

Course Capsule (Content):
Types of libraries and their services: Types: National, Academic, Special, Public, School, Virtual. Information / Documentation centers and their services including databases. Archives and their services. Library building and equipment including library standards. Book trade, publishing, copyright, reprography and fair use, Issues related to book trade and publishing in Sri Lanka. Resource sharing and library cooperation.

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
LIK.3.1. Describe the functional differences between various LIS organizations (& LIS17)	Types of LIS organizations and services	2		10	Group Presentation 10%
LIK.3.2. Analyze the roles of Libraries/Documentation /Information Centers/Archives (& LIS19)	Libraries/Documentation /Information Centers/Archives	2		7	
LIK. 3.3. Access bibliographical databases/utilities (& LIS6)	Access Bibliographical Data bases	2		8	Assignment 15%
LIK.3.4. Describe planning of	Library buildings/equipment	3	10	7	
LIK.3.5. Apply library standards	Library standards	4		7	
LIK.3.6. Describe book trade and publishing (& LIS8) / (LIS4)	Book trade and publishing	4		7	
LIK.3.7. Apply laws pertaining to copyright and fair use of library materials	Copyright, reprography and fair use	4		7	
LIK.3.8. Practice resource sharing and library cooperation (& LIS3) / (LIS19)	Resource sharing and library cooperation.	4		7	
Total		25	10	60	25%

Assessment Components and Percentage Marks:

Continuous assessment: Assignments , Tutorials/Group presentations	25%
End-semester written examination	75%

Recommended Texts:

01. Corea, Ishvari (1978), A Manual for public libraries in Sri Lanka, Public Library, Colombo
02. Crawford, Walt (1999), Being Analog: Creating Tomorrow's Libraries, ALA, Chicago
03. Crawford, Walt, Gorman, Michael (1995), Future Libraries: Dreams Madness and Reality, ALA, Chicago
04. Feather, John (1998), The Information Society: A study of Continuity and change, LA, London
05. Herring, James E. (1997), Teaching Information Skills in Schools, LA, London
06. Kumar, P.S.G (2003), Foundations of Library and Information Science: Kumar's Curriculum series in Library and Information Science.1, B.R. Publishing Corporation, Delhi
07. Ranganathan, S.R (1973), New Education and School libraries, Vikas Publishing, New Delhi
08. Sharma, C.K. ,Arya,S.B. (1988), Documentation Information Science and Automation in Libraries, Y.K. Publishers, India
09. Thompson, G. (1973), Planning and Design of Library Buildings, 2nd ed., Architecture press, London
10. w,yfldaka, WÈ; mß. (2006), ïïm;a mdol bf.kqï l=i,;;;d iy .=re mqia;ld,hdêm;s;ajh, weia. f.dvf.a, fld<U
11. iurfldaka, wfír;ak (2004), bf.kqg mqia;ld,h, iuka;s fmd;a m%ldYlfhda, cd - we,

Course Code: LISC 12242
Course Title: Collection development, Processing and Maintenance
Credit value: 02
Time Allocation: Lectures 25 hours /Practical 10 hours / Independent learning 60 hours
Type: C

This course describes Library materials and sources. It provides introduction to Technical services. Selection, Acquisition Collection development, Processing,Conservation Preservation and Bookbinding

Intended Learning Outcomes:
At the end of the course the students should be able to identify sources of knowledge and collection methods and use. Demonstrate and apply theoretical as well as practical knowledge of all basic procedures and activities related to collection development and maintenance in libraries and information centers as follows:

LIK.4.1. Apply the collection development methods (& LIS1)
LIK.4.2. Develop the collection development policies (& LIS16)
LIK.4.3. Describe the acquisition process (& LIS15)
LIK.4.4. Plan processing of library materials (& LIS16)
LIK 4.5. Practice circulation process (& LIS6)
LIK 4.6. Maintain the collections effectively
LIK 4.7. Describe conservation and preservation (& LIS7)
LIS1. acquire and evaluate new knowledge through independent research and inquiry
LIS6. use computers / ICT efficiently effectively and professional software tools and data
LIS7. gather, evaluate and synthesize information, and data from a variety of sources and media
LIS15. recognize pertinent information needs, use appropriate media, tools and methodologies to locate, access and use information, critically evaluate the sources
LIS16. acquire current information using in critical and creative thinking.

Course Objectives
Apply collection development methods
Develop the collection development policies
Describe the acquisition process
Plan processing of library materials
Practice collection process
Maintain the collection effectively
Describe conservation and preservation

Course Capsule (Content):
Library materials and sources in detail: Types and nature. Introduction to Technical services; Collection development policy: criteria, component; Selection process of library materials and information; Acquisition process; Processing of library materials and information; Circulation process; Maintenance of the collection: stock taking, weeding;. Conservation and preservation including bookbinding

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
LIK.4.1. Apply the collection development methods (& LIS1)	Identify different collection development methods)	2		5	
LIK.4.2. Develop the collection development policies (& LIS16)	Use collection development policies	4		5	Policy document

					10%
LIK.4.3. Describe the acquisition process (& LIS15)	Acquisition of library materials (LM)	3	5	10	
LIK.4.4. Plan processing of library materials (& LIS16)	Processing of library materials	4		10	Workbook 10%
LIK 4.5. Practice circulation process (& LIS6)	Circulation of library materials	4	5	10	
LIK 4.6. Maintain the collections effectively	Maintenance of library materials	4		10	
LIK 4.7. Describe conservation and preservation (& LIS7)	Conservation and preservation of library materials	4		10	Test 5%
Total		25	10	60	25%

Assessment Components and Percentage Marks:

Continuous assessment: Assignments / Projects, Tutorials/Policy documents/Workbooks	25%
End-semester written examination	75%

Recommended Texts:

01. Agraval, O.P.(1985),Conservation of manuscripts and printings of South EastAsia, Butterworths , London
02. Anderson, Joanne S. editor (1996), Guide for written collection Policy Statements, 2nd ed., ALA, Chicago
03. Bajpai,S.K.(1999)Preservation and Management of Library Collections, Ess Ess publication, Dilhi
04. Kumar, Krishan (2001), Library Manual, Vikas Publication, Delhi
05. Mukhergee,A(1974)Book Selection :principals practices and tools,World Press,Culcutta.
06. Ranganathan, S.R. (1966), Library Book Selection, 2nd ed.,Asia publications,London
07. Schade, Jasper G., Tanis, Norman E. (1974), Problems in Developing Academic library Collections, Bowker, New York
08. Spiller, David (1996), Book Selection: Principles and practice, LA, London
09. úu,r;ak, fla. ã. Ô. (1989), mqia;ld, øjH ixrCIKh iy m%;sixialrKh, YS% ,xld cd;sl mqia;ld, fiajd uKav,h, fld<U

Course Code: LISC 21212
Course Title: Bibliographic Control: Cataloguing
Credit value: 02
Time Allocation: Lectures 20 hours /Practical 20 hours / Independent learning 90 hours
Type: C

This course describes the functions of cataloguing activities for all types of material and media, including both bibliographic and authority information; Physical forms and types of catalogues; Resource Description and Access (RDA). Subject cataloguing; Bibliographic description; Access points.

Intended Learning Outcomes:
At the end of the course the students should be able to Use theory and practice organization of knowledge Apply cataloguing theories, Provide subject headings and access points to search information as follows:

LIK.5.1. Describe theories and practices of organizing bibliographical information (& LIS1)
LIK 5.2. Apply cataloguing theories and practices of organizing bibliographical information
LIK.5.3. Define theories and practices of providing subject access to knowledge (& LIS18)
LIK.5.4. Apply classification theories and practices for providing subject access to information (& LIS2)
LIS1. Acquire and evaluate new knowledge through independent research and inquiry
LIS2. Identify, define, investigate, and solve problems
LIS18. Demonstrate the knowledge and understanding of his/her discipline of study, attitudes and skills needed to perform the duties to the betterment of his/her life as well as to the society in general.

Course Objectives:
Describe theories of organizing bibliographical information
Apply cataloguing theories and practices for providing subject access to bibliographical information
Define theories and practices of providing subject access to knowledge
Apply theories and practices of providing subject access to information

Course Capsule (Content):
Introduction to bibliographic control; Library catalogue: Objectives, purpose and functions. Physical forms and types of catalogues; Development of cataloguing codes with special reference to Anglo-American tradition, Anglo-American Cataloguing Rules, 2nd edition and revisions, RDA, MARC, Meta Data, Manual and computer catalogues including OPACs, Authority work. Resource Description and Access; Bibliographic description. Access points. Kinds of entries. Filing of entries; filing rules. Subject cataloguing; Use of subject headings using LCSH and Sears

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
LIK.5.1. Describe theories and practices of organizing bibliographical information (& LIS1)	Describe theories of bibliographic control	5		20	
LIK 5.2. Apply cataloguing theories and practices of organizing bibliographical information	Organization of bibliographical information	5		25	Tutorial/ Test 5%
LIK.5.3. Define theories and practices of providing subject access to knowledge (& LIS18)	Subject cataloguing	5	10	25	Test 5%
LIK.5.4. Apply classification theories and practices for providing subject	providing subject headings	5	10	20	Assignment 15%

access to information (& LIS2)					
Total		25	20	90	25%

Assessment Components and Percentage Marks:

Continuous assessment: Tutorails, Tests, Assignments Assignments, Tutorials	25%
End-semester written examination	75%

Recommended Texts:
01. Alrui, Rao, D. Alasdair Kemp and John P. Boll. (1991). Subject analysis in online catalogs. Englewood, Col. : Libraries Unlimited.
02. Chan, Lois Mai. (1994). Cataloging and classification : an introduction. 2nd ed. New York : McGraw-Hill.
03. Chan, Lois Mai. (1986). Library of Congress subject headings : principles and application. 2nd ed. Littleton, Colo. : Libraries Unlimited.
04. Coats, Eric. (1988). Subject catalogues : headings and structure. London : Library Association.
05. Foskett, A. C. (1982). The subject approach to information. 4th ed. London : Clive Bingley.
06. Gorman, Michael. (1990). Descriptive cataloguing : its pst, present and future. In Michel Gorman et al., eds., Technical services today and tomorrow. Englewood, Colo., Libraries Unlimited.
07. Gorman, Michael. (1998). The concise AACR2. 1998 revision. Chicago : American Library Association.
08. Gorman, Michael, Winkler, Paul W. editor,(1978), Anglo American Cataloguing Rules, 2nd ed., American Library Association, Chicago
09. Horner, John. (1970). Cataloguing. London : Association of Assistant Librarians.
10. International Federation of Library Associations. Working Group on the General International Bibliographic Description, ISBD (G). (1977). International Standard Bibliographic Description (General) : annotated text. London : International Office for UBC.
11. Kelm, Carol R. (1978). The historical development of the second edition of Anglo-American cataloguing rules. InLibrary resources & technical services, 22 : 22-33, Winter.
12. Kumar, Girija, Kumar, Krishan (2001), Theory of Cataloguing, 5th Rev. ed., Vikas Publication, Delhi
13. Kumar, Krishan (2005), Advanced Cataloguing practice: Based on AACR 2, Har –Anand Publication, New Delhi
14. Kumar, Krishan (1990), An Introduction to AACR 2,Vikas Publication, Delhi
15. Library of Congress. Subject Cataloging Division. (1991). Subject cataloging manual : subject headings. 4th ed. Washington : Cataloging Distribution Service, Library of Congress.
16. Needham, C. D. (1973). Organizing knowledge in libraries : an introduction to information retrieval. 2nd rev. ed. London : Andre Deutsch.
17. Oddy, Pat (1996). Future libraries, future catalogues. London : Library Association Publishing.
18. Osborn, Andrew D. (1941). The crisis in cataloging. InLibrary quarterly, 11 : 393-411,   October.
19. Ramalingam,M.S. (2000), Library Cataloguing and Classification System, Kalpaz publication, Delhi
20. Ranganathan, S.R. (1950), Library Catalogue Fundamentals Procedure, Asia Publishing House, Bombey
21. Svenonious, Elaine ed. (1989) Conceptual foundations of descriptive cataloging. San Diego, Calif. : Academic Press.
22. Wynar, Bohdan S. (1992). Introduction to cataloging and classification. 8th ed by Arlene G. Taylor. Englewood, Colo., Libraries Unlimited.
23. rKisxy, mshodi (2002), ixCIsma; wex.af,da weußldkq iQÑlrK kS;s ix.%yh 1998 m%;sfYdaOkh, I¾;D, rd.u

Course Code: LISC 21222
Course Title: Bibliographic Control: Classification
Credit value: 02
Time Allocation: Lectures 20 hours /Practical 20 hours / Independent learning 90 hours
Type: C

This course describes the need, purposes, functions of library classification; The theory and features of general classification schemes; Facet and facet analysis; Building Call numbers; Symbiosis between classification and cataloguing.

Intended Learning Outcomes:
At the end of the course the students should be able to
    LIK.6.1. Describe functional requirement for arranging LM
    LIK.6.2. Define notation
    LIK.6.3.Describe use of numbers for different types of LM
    LIK.6.4. Classify knowledge sources using standard classification schemes (& LIS5)
    LIK.6.5. Describe standard classification schemes (& LIS5)
    LIK.6.6. Describe symbiosis between classification and cataloguing
    LIS5.use English language effectively and gain a working knowledge of English language

Course Objectives:
    Describe the functional requirement for arranging library materials
    Define call numbers and use
    Describe formation of subjects, Facets
    Describe standard classification schemes
    Classify LM using a standard classification scheme
    Apply the tactics and concepts related to symbiosis between classification and cataloguing

Course Capsule (Content):
Need, purposes ,functions of library classification. General theory and features of library classification. Features of book classifications. Formation of subjects. Facet and facet analysis. General classification schemes: DDC, UDC, CC and LC. Principles and structures of DDC 21st and 22nd editions. Call number, structure and uses. Symbiosis between classification and cataloguing

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
LIK.6.1. Describe functional requirement for arranging LM	Need for arranging LM	2		15	
LIK.6.2. Define notation	Notation	2		15	
LIK.6.3.Describe use of numbers for different types of LM	Building Call numbers	3	5	15	PT 5%
LIK.6.4. Classify knowledge sources using standard classification schemes (& LIS5)	Classification theory.General principles of classification	5	5	15	PT 5%
LIK.6.5. Describe standard classification schemes (& LIS5)	Standard classification schemes	4	5	15	
LIK.6.6. Describe symbiosis between classification and	Symbiosis between classification and	4	5	15	Assignment 15%

cataloguing	cataloguing				
Total		20	20	90	25%

Assessment Components and Percentage Marks:

Continuous assessment: PT & Assignments	25%
End-semester written examination/ Practical test	75%

Recommended Texts:

01. Baatley,Sae (2005), Classification in Theory and Practice, Chandos Publishing, Oxford
02. Batra, Preeti (2004), Subject Classification and Indexing libraries, Mahit publication, New delhi
03. Bliss, Henry Evely , Broughton, Vands (1977), Bibliographic Classification, 2nd ed., Butterworths, London
04. Dewey, Melvil (1996), Dewey Decimal Classification and Relative index, 21st ed., Forest press, New York
05. Dewey, Melvil (2006), Dewey Decimal Classification and Relative index, 22nd ed., OCLC, New York
06. Foskett, A. (1973), The Universal Decimal Classification: the history, present status and future prospects of a Large general Classification Scheme, Clive Bingley, London
07. Foskett, D. (1963), Classification and Indexing in the Social Sciences, Butterworths, London
08. Kumar, Krishan (2000), Theory of Classification, Vikas Publication, Delhi
09. Mann, Margaret (1943), Introduction to Cataloguing and the Classification of Books, 2nd ed., ALA, Chicago
10. Maltby, Arthur (1975), Sayer's Manual of Classification for Librarians, 5th ed.,Andre Deutsch, London
12. Mills, Jack (1973), A Modern outline of Library Classification, Chapman and Hall, London
13. Ohdedar, A.K., Sengupta, B. (1977), Library Classification, The world University press, Calcutta
14. Perreault, Jean M.(1969), An Introduction to UDC, Clive Bingley, London
15. Ranganathan, S.R. (1990), Colon Classification, Sarada Ranganathan Endowment for Libarary Science, Ban galore
16. Ranganathan, S.R. (1957), Prolegomena to Library Classification, 2nd ed., LA, London
17. Sayers, W.C.B. (1959), A Manual of Classification for Librarian and Bibliographers, 3rd Rev. ed., Grafton, London
18. Sayers, W.C.B. (1958), An Introduction to Library Classification Theoretical, Historical and Practical with reading, 9th ed., Grafton, London
19. moauisß. Ô. wd¾. (2006), mqia;ld, j¾.SlrKh, I¾;D, tal,rKisxy" mS' (2011), äú oYu j¾.SlrKfha kHdh yd Ndú;h, I¾;D" rd.u.
20. ,xldf.a, chisß (1979), mdrsNdIsl Yío ud,dj: j¾.SlrKh, weia. f.dvfya, fld<U

Course Code: LISC 21232
Course Title: Practical Cataloguing
Credit value: 02
Time Allocation: Lectures 08 hours /Practical 44 hours / Independent learning 90 hours
Type: C

This course introduces Practical Cataloguing;ISBSD, different formats, Choice and rendering of headings; Shared responsibility. Mixed responsibility; Special rules; Uniform titles; References

Intended Learning Outcomes:

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

LIK.7.1. Catalogue LM using AACR / Resource Description and Access - RDA (Prepare catalogue entries for various types of library material using AACR 2

LIK.7.2. Prepare different types of catalogues

LIK.7.3. Assign Subject Headings

LIK.7.4. Compile Indexes

Course Objectives:

Practice cataloguing / Indexing Library Materials

Catalogue LM using AACR/RDA

Prepare different types of catalogues

Assign Subject Headings and keywords

Compile Indexes

Course Capsule (Content):

International Standard Bibliographic Standard Description (General); Single personal author; Entry under corporate bodies; Entry under title;. Choice and rendering of headings; Shared responsibility. Mixed responsibility; Special rules; Uniform titles; References; Serials cataloguing Analysis

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
LIK.7.1. Catalogue LM using AACR / Resource Description and Access - RDA (Prepare catalogue entries for various types of library material using AACR 2	Practical cataloguing. RDA and marc21	2	10	20	PT 5%
LIK.7.2. Prepare different types of catalogues	Prepare Catalogue entries	2	14	20	PT 5%
LIK.7.3. Assign Subject Headings	Assign Subject Headings	2	10	30	PT 5%
LIK.7.4. Compile Indexes	Indexing	2	10	20	Assignment 10%
Total		8	44	90	25%

Assessment Components and Percentage Marks:

Continuous assessment: PT & Assignments	25%
End-semester written examination	75%

Recommended Texts:

01. Bakewell, K. G. B. (1972). A manual of cataloguing practice. Oxford : Pergamon Press.

02. Gorman, Michael, Winkler, Paul W. editor,(1978), Anglo American Cataloguing Rules, 2nd ed., American Library Association, Chicago

03. Hunter, Eric J. (1989). Examples illustrating AACR2, 1988 revision. London : Library Association.

04. Kumar, Krishan (2005), Advanced Cataloguing practice: Based on AACR 2, Har –Anand Publication, New Delhi

05. Maxwell, Margaret F. (1989). Handbook for AACR2 1988 revision : explaining and illustrating the Anglo-American cataloging rules. Chicago: American Library Association

06. Ranganathan, S.R. (1975), Cataloguing practice, Asia Publishing House, Bombey

07. Viswanathan, C. G. (1983). Cataloguing theory and practice. 5th ed. Lucknow : Print House.

08. .=Kfialr, Okmd, (2000), uQ,sl iQÑlrKh: wdOqkslhka i|yd kshuqjls, cd;sl mqia;ld, yd m%f,aLk fiajd uKav,h, fld<U

09. rKisxy, mshodi (2002), ixClsma; wex.af;da weußldkq iQÑlrK kS;s ix.%yh 1998 m%;sfYdaOkh, I¾;D, rd.u

Course Code: LISC 21242
Course Title: Practical Classification
Credit value: 02
Time Allocation: Lectures 06 hours /Practical 48 hours / Independent learning 90 hours
Type: C

This course requires students to practice classification of library materials using DDC, use number building strategies and techniques as specified in different faceted and enumerative classification schemes.

Intended Learning Outcomes:
At the end of the course the students should be able to :
    LIK.8.1. Classify all types of LM using DDC (& LIS5)
    LIK.8.2. Describe Number building / Use of notation
    LIK.8.3. Book Numbering for specific documents (Assign Book Numbers using different classification techniques)
    LIS5.Use English language effectively and gain a working knowledge of English language

Course Objectives:
    Classify LM using DDC; Apply Notation for number building; Assign macro and micro class numbers

Course Capsule (Content):
General principles of practical classification; Use of Dewey Decimal Classification Scheme; Number building strategies and techniques; Book numbering

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
LIK.8.1. Classify all types of LM using DDC (& LIS5)	Practice classification using DDC	2	16	30	PT 5%
LIK.8.2. Describe Number building / Use of notation	Build class numbers using general classification schemes	2	14	30	PT 10%
LIK.8.3. Book Numbering for specific documents (Assign Book Numbers using different classification techniques)	Assign book numbers to LM	2	18	30	PT 10%
Total		6	48	90	25%

Assessment Components and Percentage Marks:

Continuous assessment: PT	25%
End-semester written examination	75%

Recommended Texts:
01. Dewey, Melvil (1996), Dewey Decimal Classification and Relative index, 21st ed., Forest press, New York
02. Dewey, Melvil (2006), Dewey Decimal Classification and Relative index, 22nd ed.,OCLC, New York
03. Satija, M.P. (2004), Exercises in the 22nd ed. Of the Dewey decimal classification, Ess Ess Publication, New Delhi
04. Sharma, Pandey S.K. (1998), Practical Approach to DDC : Dewey Decimal Classification made easy, Ess Ess Publication, New Delhi
05.   rKisxy" mS' (2011), äú oYu j¾.SlrKfha kHdh yd Ndú;h, I¾;;;D" rd.u.

Course Code: LISC 31012
Course Title: Reference and Information Services
Credit value: 02
Time Allocation: Lectures 25 hours /Practical 10 hours / Independent learning 60 hours
Type: C/A

This course Introduces reference services and sources with special reference to Sri Lanka and printed and electronic and digital; Types.Evaluate reference sources. Use Information services and networks, Indexing, abstracting, translation and reprographic services. CAS, SDI

Intended Learning Outcomes:
At the end of the course the students should be able to:
    LIK.9.1. Design reference services in a library (& LIS7)
    LIK.9.2. Identify and evaluate different types of reference and information sources (& LIS1) / (LIS6)
    LIK.9.3. Use printed/electronic/ digital reference and information sources (& LIS1)
    LIK.9.4. Apply indexing and abstracting techniques (& LIS7)
    LIK.9.5. Conduct literature surveys (& LIS2)
    LIK. 9.6. Practice SDI and CAS techniques (& LIS15)
    LIS1. Acquire and evaluate new knowledge through independent research and inquiry
    LIS2. Identify, define, investigate, and solve problems
    LIS6. Use computers / ICT efficiently effectively and professional software tools and data
    LIS7. Gather, evaluate and synthesize information, and data from a variety of sources and media
    LIS15.Recognize pertinent information needs, use appropriate media, tools and methodologies to locate,
          access and use information, critically evaluate the sources, values

Course Objectives:
    Define Reference services in in a library /Information center
    Identify and evaluate different types of reference and information sources
    Use printed /electronic /digital reference and information sources
    Apply indexing and abstracting techniques
    Conduct Literature Surveys
    Practice SDI and CAI techniques

Course Capsule (Content):
Conceptual understanding of reference materials. Introduction to reference services and sources with special reference to Sri Lanka and printed and electronic and digital; Types. Evaluation of reference sources. Types of reference services. Information services and networks. Indexing, abstracting, translation and reprographic services. CAS, SDI

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
LIK.9.1. Design reference services in a library (& LIS7)	Reference services in a library	4		10	
LIK.9.2. Identify and evaluate different types of reference and information sources (& LIS1) / (LIS6)	Types of reference and information sources	4	2	10	Group Presentation 10%

LIK.9.3. Use printed/electronic/ digital reference and information sources (& LIS1)	Identify printed/electronic/ digital reference and information sources	4	2	10	Computer Lab Test 5%
LIK.9.4. Apply indexing and abstracting techniques (& LIS)	Apply indexing and abstracting techniques	5	2	10	
LIK.9.5. Conduct literature surveys (& LIS2)	literature surveys	6	2	10	Project work 10%
LIK. 9.6. Practice SDI and CAS techniques (& LIS15)	Use SDI and CAS techniques	2	2	10	
Total		25	10	60	25%

Assessment:

Continuous assessment: Tutorial & Assignments, Project works, Computer Lab Tests	25%
End-semester written examination	75%

Recommended Texts:

01. Crawford, Walt (1999), Being Analog: Creating Tomorrow's Libraries, ALA, Chicago
02. Jennerich, Elaine Z. (1977), The Reference Interview as a creative art, Libraries unlimited Inc., Colorado
03. Jo Bell, Whitlatcl (2000), Evaluating Reference Services: A practical guide, American Library Association, Chicago
04. Katz, Bill compiler (1986), Reference and Information Sciences: A reader for today, The Scarecrow press Inc., London
05. Katz, Bill editor (19_), New Technologies and Reference Services, The Haworth Information press, New York.
06. Katz, William A. (2002), Introduction to Reference work Vol. 1:Basic Information Services, 8th ed., McGraw Hill, New York
07. Katz, William A. (2002), Introduction to Reference work Vol. 2: Reference Services and Process, 8th ed., McGraw Hill, New York
08. Kumar, Krishan (2001), Reference Service, 5th ed., Vikas publication, Delhi
09. Kumar, Suseela (1974), The Changing concepts of Reference services, Vikas publishing, New Delhi
10. Lankes, David.R … (et al), (2003), and Implementing Digital reference services: Setting standards and making it real, Facet publication, London
11. Sauers, Micahel P. (2001), Using the Internet as a Reference tools: A now – to – do – It Manual for Librarians, Library Association publishing, London

Course Code: LISC 31022
Course Title: Library Management
Credit value: 02
Time Allocation: Lectures 25 hours /Practical 10 hours / Independent learning 60 hours
Type: C/A

This course introduces the students to library management. Library finance. Library staff; human resources management.Libray statistics and Annual Reports. Library marketing

Intended Learning Outcomes:
At the end of the course the students should be able to demonstrate and apply basic knowledge in all aspects pertaining to library management.   They will also acquire competencies need to plan and manage a library. Manipulate Management theories and principles in libraries and information centers. Specific ILOs are
    LIK.10.1. Describe principles of management
    LIK.10.2. Apply management theories in a library environment (& LIS10)
    LIK 10.3. Plan and design appropriate management system for LIS centers
    LIK 10.4. Solve existing management issues and problems in LIS centers
    LIK 10.5. Diagnose system deficiencies
    LIS10. work as team player appreciating the cooperative and collective work cultures.

Course Objectives:
    Explain the basic principles of Management
    Apply management theories in library environment
    Plan and design appropriate management system in LIS centers
    Solve existing management issues problems in LIS centers
    Diagnose practical deficiencies

Course Capsule (Content):
Introduction to management. General principles of management and their application in library environment. Library finance; financial management and Library budget. Library staff; human resources management. Library Committees, Library rules and regulations, statistics and annual reports. Library marketing and the communication role of a library: Library management and issues in Sri Lankan context.

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
LIK.10.1. Describe principles of management	Basic principles of management	5		12	Tutorial 5%
LIK.10.2. Apply management theories in a library environment (& LIS10)	Library management theories	5		12	
LIK 10.3. Plan and design appropriate management system for LIS centers	Appropriate management system for LIS centers	5	10	12	Test 5%
LIK 10.4. Solve existing management issues and problems in LIS centers	Solving management issues and problems in LIS centers	5		12	Group presentation 15%
LIK 10.5. Diagnose system deficiencies	Identify system deficiencies	5		12	
Total		25	10	60	

Assessment Components and Percentage Marks

Continuous assessment: Tutorial & Assignments	25%
End-semester written examination	75%

Recommended Texts:

01. Chakrabharti, B., Mahapatra, P.K. (1999), Organizing Information in Libraries, Vol. 1 & 2, Ess Ess Publication, New Delhi
02. Cronin, Blaise editor (1992), The Marketting of Library and Information Services, 2nd ed., Aslib, London
03. Drucker, Peter F. (1994), Managing for the Future, Butterworth – Heinemann, Oxford
04. Gorman, Michael (1998), Technical Services Today and Tomorrow, 2nd ed., Libraries unlimited, Inc., Colorado
05. Kotler, Philip and Keller, Kevin Lane (2006), Marketing Management, 12th ed., Person education, New Jersey
06. Kumar, Krishan (2001), Library Administration and Management, Vikas Publication, Delhi
07. Masson, Marilyn Gell (1999), Strategic Management for Today's Libraries, ALA, Chicago
08. Parkash, Chander (1996), Library Administration and Management, Mangal Deep publications, Jaipur
09. Payne, John, Payne, Shirley (1999), Management: How to do it, Gower Publishing Ltd, Hampshire
10. Robin, Stephen P., Coulter, Mary (2005), Management, Person education, New Jersey
11. Stoner, James A.F., Freeman, R. Edward, Gilbert, Daniel R. (1995), Management, 6th ed., Pearson Education, United Kingdom
12. we,ka, fÊka (2005), udkj iïm;a ixj¾Okh yd l=i;;;d j¾Okh, I¾;D, fld<U
13. pkaøl=ud¾, wks,a (1998), l<ukdlrKh : uQ,O¾u ixl,am iy ld¾hhka, I¾;D, kqf.af.dv
14. Èidkdhl, IreKd;s,l iy Èidkdhl, ud,kS (2004), jHdmdr l<ukdlrKh: ixl,am iy mßph i;r m%ldYlfhda, uyr.u

132

Course Code: LISC 31232
Course Title: Computer Applications in Libraries
Credit value: 02
Time Allocation: Lectures 20 hours /Practical 20 hours / Independent learning 90 hours
Type: C

This course provides an Introduction to computers and computer applications in general; Areas of computer application in libraries; Library Software, software packages including open sources; Creation and maintenance of various databases in libraries; Winisis, Libsys, Alice for Windows, KOHA; Use of Internet, Web design and development.

Intended Learning Outcomes:
At the end of the course the students should be able to:
   LIK.11.1.Identify and Define areas of LIS automation and ICT applications
   LIK.11.2. Plan the LIS automation process
   LIK.11.3. Design appropriate ICT models (& LIS7)
   LIK.11.4. Evaluate hardware and software requirements (& LIS1)
   LIK.11.5.Customize appropriate software in LIS automation (& LIS6)
   LIK.11.6. Deliver Library and Information Services in automated and digital environment
   LIS1. Acquire and evaluate new knowledge through independent research and inquiry
   LIS6. Use computers / ICT efficiently effectively and professional software tools and data
   LIS7. Gather, evaluate and synthesize information, and data from a variety of sources and media

Course Objectives
   Identify areas of LIS automation and ICT applications
   Prepare a plan for the LIS automation process
   Evaluate and select the cost effective efficient web based management system
   Obtain necessary hardware and software
   Install appropriate ILS technology depending on the needs of users
   Deliver automated library services

Course Capsule (Content):
Introduction to computers and computer applications in general. Areas of computer application in libraries. Digitization need and benefits. Software, software packages including open sources. Creation and maintenance of various databases in libraries. Winisis, Libsys, Alice for Windows, KOHA. Use of Internet and its services. Web design and development.

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
LIK.11.1.Identify and Define areas of LIS automation and ICT applications	Describe LIS automation and ICT applications	2		15	
LIK.11.2. Plan the LIS automation process	Plan automation process for a library	4		15	Group presentation 10%
LIK.11.3. Design appropriate ICT models (& LIS7)	ICT models for LIS centers	4		15	
LIK.11.4. Evaluate hardware and software requirements (&	Hardware and software for library automation	4	4	15	

LIS1)					
LIK.11.5.Customize appropriate software in LIS automation (& LIS6)	Customize appropriate software in LIS automation	4	8	15	PT 5%
LIK.11.6. Deliver Library and Information Services in automated and digital environment	Digital libraries and services	2	8	15	Computer Laboraotory Test 10%
Total		20	20	90	25%

Assessment Components and Percentage Marks:

Continuous assessment: SGP & PT, CLT	25%
End-semester written examination	75%

Recommended Texts:

01. Burton, Paul F. (1992), Information Technology and Society : Implications for the Information Professions, LA, London

02. Dhiman, Anil K. (2003), Basics of Information Technology for Librarians and Information Scientists, vol. 1 –Fundamentals of IT, Ess Ess publication, New Delhi

03. Nair, R. Raman (1999), Internet for Library and Information Services, Ess Ess publication, New Delhi

04. Nandasra, S.T., Senarathne, P.M. (1997), The Internet, Godage, Colombo

05. Ramalingan editor (2000), Library and Information Technology concept to applications, Kalipaz publication, Delhi

06. Richard, Biddiscombe (1997), Training for IT, LA, London

07. Rowley, Gennifer (1996), Computers for Libraries, 3rd ed., LA, London

08. Yapa, N.U. (2006), Purna: Winisis Based Intergrated Library System, Sri Lanka Library Review,Vol. 20(June), Sri Lanka Library Association, Colombo

09. lreKdkkao, wfYdal tia. (2001), uDÿldx., ;rx.s ms%kaÜia (uqøKh), uyr.u

10. lreKdkkao, wfYdal tia. (2002), fyg f,djg mrs.Kl, I¾;D, uyr.u

11. I¿wdrÉÑ, fla. ta. tï. iS. (2003), o;a; ieliSu, l<uKdlrK f;dr;=re moaO;s yd ;dCIKh, I¾;D, kqf.af.dv

12. ;s,lr;ak, fya. uq, (1997), mß.Kl úoHdj yd ;dCIKh, weia. f.dvf.a, fld<U

13. mß.Kl úoHdj: mdßNdId<; Yío ud,dj (1991), wOHdmk m%ldYk fomd¾;fïka;=j, fld<U

14. hdmd, tka¡hQ ^1991&" mqia;ld,h yd mß.Klh, cd;sl mqia;ld, yd m%f,aLk fiajd uKav,h, fld<U

Course Code: LISC 32042
Course Title: Library Training
Credit value: 02
Time Allocation: Lectures 00 hours /Practical (T) 180 hours / Independent learning 00 hours
Type: C

This course provides an Introduction to library mission, vision and library objectives, library plans and policies, Training in the library office, library counters and different departments and sections in the library. Training in the delivery of user services and in library communication and media, library maintenance, conservation and preservation, book repair and binding.

Intended Learning Outcomes: Project work 10
At the end of the training the students should be able to Gain practical experience in LIS work environment
 Demonstrate necessary basic skills and competencies to work as library and information professionals.
Observe real life work situation. Specific ILOs are:
    LIK.12.1. Identify real life work situations (& LIS14) / (& LIA5)
    LIK.12.2. Explore professional and work ethics and practicing librarian
    LIK.12.3. Identify organizational behaviour (& LIA7)
    LIK 12.4. Formulate guidelines (& LIS14) / (& LIS18)
    LIK 12.5. Experience the real work situation in LIS setting (& LIS13)
    LIK.12.6. Work situation in LIS setting (& LIS18) / (LIS19) / (LIA2)
    LIS13. Perceive the world from a holistic view. Equipped with such an approach
    LIS14. Analyze and interpret phenomena and solve problems.
    LIS18. Demonstrate the knowledge and understanding of his/her discipline of study, attitudes and skills
        needed to perform the duties to the betterment of his/her life as well as to the society in general.
    LIS19.Solve problems creatively using a range of different approaches and techniques

Course Objectives:
    Define the professional responsibilities practices and tasks of a librarian
    Explore professional skills and work ethics of practicing librarians
    Describe organization and day to day activities
    Formulate guidelines
    Experience the real work situation in LIS setting -Technical Services
    Experience the real work situation in LIS setting –Reader Services

Course Capsule (Content):
Library induction and orientation, Introduction to library mission, vision and library objectives, library plans and policies, Training in the library office, library counters and different departments and sections in the library. Training in the operation and use of library equipment. Training in the delivery of user services and in library communication and media, library maintenance, conservation and preservation, book repair and binding.

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
LIK.12.1. Identify real life work situations (& LIS14) / (& LIA5)	Library orientation		20	Attendance 20%	
LIK.12.2. Explore professional and work ethics and practicing	Professional and work ethics and practicing		22		

librarian	librarians				
LIK.12.3. Identify organizational behaviour (& LIA7)	Organizational behaviour		22		
LIK 12.4. Formulate guidelines (& LIS14) / (& LIS18)	Technical Services		32		Test 5%
LIK 12.5. Experience the real work situation in LIS setting (& LIS13)	Reader Services		52		Training Project Report 65%
LIK.12.6. Work situation in LIS setting (& LIS18) / (LIS19) / (LIA2)	Library communication and media, library maintenance, conservation and preservation, book repair and binding.		32		Prepare Media Items/Newsletters PT 10%
Total			180		100%

Assessment Components and Percentage Marks:

Continuous assessment: Attendance, Media items/Newsletters, CVs,Tests	35%
End-semester Training Project Report	65%

180 hours of training (Minimum 2 weeks up to maximum 4 weeks) in a selected library /information center, under the supervision of a qualified professional, in accordance with guidelines supplied by the Department of Study. Students should submit the Library/Information Training Report with the record of attencdence duly certified by the Trainer Librarian and the HOD.

Recommended Texts:
Brine, Alan (ed),(2012),Handbook of library training practice and development, Ashgate, London
Hambling, A.C. (2004), Evaluation and control of training, McGraw-Hill Company, New Delhi.
Oldroyd, M. (ed),(2004), Developing academic library staff for future success, Facet, London
Ranasinghe, P. (1998) Guidelines for library training, Author, Kelaniya
Tracey, W.R. (1974), Desigining training and development systems, AMA, New York
Watson, M. (2008) Building your portfolio: a CILIP Guide, Facet, London

Desired Program Outcome	Course number/s that facilitate acquisition of the outcome			Deficient Aspect
Identify real world economic/ political/cultural situations/ phenomena/ needs/ problems/ issues applying the core concepts, theories, principles, and practices relevant to the academic field/s of study	LI-11013 LI 1.1 LI 1.2 LI-11023 LI 2.1 LI-12032 LI 3.2 LI 3.8		LI-31022 LI 10.2 LI 10.3 LI 10.4	
Investigate and analyze the issues using a range of holistic approaches, interpret the results paying due attention to environmental aspects and indigenous heritage, cultures, values and technologies and suggest potential logical solutions;	LI-12042 LI 4.1 LI 4.4		LI-31022 LI 10.4	
Identify pertinent information needs, using appropriate media, tools, technologies and methodologies to locate & access information,	LI-11023 LI 2.5	LI-21023 LI 6.3	LI-31013 LI 9.4 LI 9.5 LI 9.6 LI-32033 LI 11.6	
Critically evaluate the sources, values, validity and currency of information, and use information effectively in a range of contexts in critical and creative manner to achieve desired goals;	LI-11023 LI 2.3		LI-31013 LI 9.2 LI 9.6	
Acquire and evaluate current information and process them independently through independent research and exercise critical judgment and critical thinking to create new modes/ dimensions of knowledge;	LI-12042 LI 4.1		LI-31013 LI 9.5 LI-32033 LI 11.2	
Communicate fluently, logically present the facts in written and verbal forms in the mother tongue and satisfactorily in an international language, to diverse groups of audiences;	LI-11013 LI 1.1 LI-11023 LI 2.2 LI 2.4	LI-22032 LI 7.3 LI 7.4 LI-22042 LI 8.2 LI 8.3	LI-31022 LI 10.4 LI 10.5	
Work independently to meet new challenges and work collaboratively in groups demonstrating team spirit, leadership qualities and organizational skills;	LI-12032 LI 3.4 LI 3.6 LI 3.8		LI-31022 LI 10.5 LI-32042 LI 12.2	
Work with confidence and determination in a self-disciplined and dedicated manner; managing time, personal and physical resources effectively employing professional and reflective approach to perform the assigned tasks;	LI-12032 LI 3.5 LI 3.7	LI- 21013 LI 5.4	LI-31022 LI 10.5	
Engage in life-long learning in pursuit of personal development and excellence in professional practice;	LI-11023 LI 2.2	LI-21013 LI 5.1 LI-21023 LI 6.3 LI 6.4	LI-32042 LI 12.5 LI 12.6	

Perceive and respond to changes in an adaptive and flexible manner from an informed and socially responsible point of view;	LI-11013 LI 1.1		LI-31022 LI 10.3 LI 10.4 LI-32033 LI 11.2 LI 11.6	
Behave harmoniously in a multi-ethnic and multi-religious society giving due care and respect to the values and beliefs of own and other cultures, diversity of human behavior, views, human rights, social responsibilities, moral and ethical perspectives.	LI-11013 LI 1.2		LI-32042 LI 12.1 LI 12.4	
Suitable candidate to serve in diverse spheres like education, entrepreneurship and management			LI-31013 LI 9.4 LI 9.6 LI-31022 LI 10.4 LI-32042 LI 12.1 LI 12.2 LI 12.5 LI 12.6	

1.0. Introduction

The aim of the Bachelor of Arts (General) Degree programme offered by the Faculty of Social Sciences of the University of Kelaniya is to produce graduates with knowledge, and understanding in their respective field of studies. It is also expected that these graduates will possess necessary skills and right attitudes that will enhance the quality of their degree to help them to participate effectively in the world of work.

2.0 Bachelor of Arts (General) Degree Study Programme in Mass Communication

In the context of the broader aims and objectives of the BA General Degree Programme of the Faculty of Social Sciences, the Department of Mass Communication offers a course of study in Mass Communication for the BA (General) Degree Programme.

Mass Communication for the Bachelor of Arts (General) degree programme is designed to provide a platform to gain knowledge, skills, and experience in Communication. It is understood that there are several social necessities which cater to this field in both private and government sectors. The Syllabi of the degree course   has been developed to provide students with knowledge, skills and competencies which is providing services as communication and media relation officers and professionals in efficiently and effectively. The course would also facilitate trainees to gain insights and investigate into emerging and escalating social and professional objectives and issues.

The curriculum of Mass Communication has been designed to collect a minimum of 30 credits at three levels. The undergraduates who offer Mass Communication as one of the main three subjects for the General Degree must collect a minimum of six credits in the first year; six credits in the second year and seven credits in the third year. The remaining 11 credits can collected from the courses offered in the General Education Curriculum (GEC) in the three respective years.

3.0 The Department

The Department of Mass Communication of the Faculty of Social Sciences of the University of Kelaniya is the pioneer in Mass Communication studies in Sri Lanka, which commenced in 1973 with academic contribution of Professor Ediriweera Sarachchandra, Professor M.B Ariyapala, Professor Wimal Dissanayala, Professor Sunanda Mahendra, Kalakirthi Doctor Edwin Ariyadasa, Doctor W.D Amaradewa, Doctor D.B Nihalsinghe .etc.

The Department has been exploring various dimensions within past thirty years of both academic and professional contribution for the national development in Sri Lanka. The Department offers BA (General and Special) degree programmes and external B.A (General) degree programme and the postgraduate programmes in the levels of Master of Arts (MA) (one year course work), Master of Social Sciences (MSSc) (Course work with research component -two years), Master of Philosophy (MPhil) and Doctor of Philosophy (PhD).

Additionally, The Department offers Diploma course in Mass Communication (one year course), which is an entry qualification for pursuing external Degree or grasping to a professional qualifications. And there are another two professional courses; diploma course in Public and Media Relations and Higher diploma in Public Relations. All courses are receiving with maximum professional and academic importance.

Moreover, Center for Study of Media and Human Right and Communication Research Unit (CRU) have been established for expanding these domains by the Department of Mass Communication. Communication and Media Center of the University is also coordinated by the same Department. Department has fully-fledged audio-visual studio with laboratory opportunities covering new technological applications for media productions.

Academic staff of the Department includes four Professors, Five Senior Lecturers, five Permanent Lecturers and four Assistant Lecturers. In addition, there are nearly fifteen visiting lecturers, who contribute their service in broadening the capacities of the department.

At present, the Department of Mass Communication is introducing new curricula in considering with contemporary national and International requirements. Mass Communication for the Bachelor of Arts (General) degree has received a maximum applicability in this venture.

Intended Learning outcomes

After successful completion of the degree program the students will be able to,

comprehend and explain crucial contemporary communication issues

describe and explain the multi-dimensionality and multi-disciplinarity of communication studies.

describe and explain communication disparities in the world

explain how social, economic, political and cultural ecological systems relate to each other in the practice of communication in the society

assess different communication strategies and experiences

analyze communicational meanings within the context of a given society

identify the constraints on human communication

understand the attitudes, values and beliefs of others

develop greater respect for others ideas and attitudes.

use knowledge of communication issues to work towards creating new massages

appraise and critically evaluate the media experience of Sri Lanka

4.0. Difference between the proposed and the existing syllabus

The study programme in Mass Communication for the BA (General) Degree has been organized in the context of the broader aims and objectives of the BA General Degree Programme of the Faculty of Social Sciences, University of Kelaniya.

The major objectives of the Mass Communication degree program are:

to introduce the key concepts and theories in communication and explain how they can be used to analyze and create media contents and communication contents

to provide students with a broad understanding of the historical and contemporary forces shaping social, cultural, political and economic changes in the Media Society

to develop students' skills in analyzing and interpreting a wide range of texts, information and knowledge relating to Communication issues

to develop an awareness of the ethical and moral issues associated with national and global relationships, perspectives and practices.

The proposed curriculum is an explicitly outcome based curriculum. Very specific learning outcomes (LOs) were the foundation of the curriculum planning. In the existing syllabus the intended learning outcomes were not explicit. In the proposed curriculum, the broad learning outcomes are elaborated as follows:

After successful completion of the degree program the students will be able to,

   comprehend and explain crucial contemporary communication issues

   describe and explain the multi-dimensionality and multi-disciplinarity of communication studies.

   describe and explain communication disparities in the world

   explain how social, economic, political and cultural ecological systems relate to   each other in the practice of communication in the society

   assess different communication strategies and experiences

   analyze communicational meanings within the context of a given society

   identify the constraints on human communication

   respect the attitudes, values and beliefs of others

   develop greater respect for others ideas and attitudes.

   use knowledge of communication issues to work towards creating new massages

   appraise and critically evaluate the media experience of Sri Lanka

The intended learning outcomes (ILOs) were decided after careful consideration of the nature of the subject matter to be studied, level of the award, available literature on the subject and the capacity of the existing academic staff who will be delivering the courses. Bloom's taxonomy of learning domains was the basis in the formulation of the ILOs. The detailed and comprehensive datasheet which was formulated at the beginning was much useful in the elaboration of specific ILOs, identification of common ILOs that could be grouped, and in the planning of contents of the course modules. It was also instrumental in deciding delivery modes and time periods and assessment methods.

The above mentioned broad learning outcomes were elaborated into specific learning outcomes and they were the basis of the course modules. Example:

MCK 1: explains crucial communication issues in the world

This broad ILO was elaborated into four specific LOs which laid the foundation four planning the subject module.

The specific ILOs were:

MCK 1.1: explains communication consistency and differences in the world

MCK 1.2: describes and explains the communication process

MCK 1.3: examines the impact of global media agencies on national media and culture

MCK 1.4: explains cultural and perceptional problems facing in the communication process.

In formulation of the teaching/learning activities three main modes of delivery, namely, lectures, practical/fieldwork and independent learning were given emphasis. These modes of delivery will have to be taken into account in the planning of the scheme of assessment.

   In formulation of teaching/learning student-centered learning activities were considered. considerable emphasis was laid on independent learning activities

   Assessment is also improved placing more emphasis on student- centered learning. Outcome-based evaluation procedure is suggested.

   Attention was also placed on the improvement of attitudes among the learners in addition to the opportunities provided to obtain knowledge and understanding and improve skills.

Course orientation and content

   Areas of emphasis are more toward Mass Communication; As a result, the orientation of the syllabus is also different. Earlier more conventional approach had been adopted; considerable attention had been on the development related peripheral areas. In contrast, the proposed one is more development studies oriented. It attempts to touch the core of development studies.

Credit value and incorporation of General Education Curriculum

The Mass Communication syllabus offers 19 credits in all (6+6+7).The remaining 11 credits are to be collected from the General Education Curriculum (GEC). This is a different system altogether from the existing practice. The GEC offers a range of course modules which are of much relevance to Development Studies. This has been one reason for not including peripheral modules to the Development Studies syllabus.

4.0 Structure of the Revised Programme

Course Code	Course Title	Year	Semester	Credit value	Numbers of Hours of Lectures, practical, independent Learning			Compulsory/ Optional
					L	P	IL	
MACO 11014	Principles of Communication	1	1	4	60	00	90	C
GEC(FH)	Academic Writing Skills	1	1	2				
GEC(ICT)	Computer Literacy (Basic level)	1	1	2				
GEC(FCM)	Personality and Leadership Development	1	1	2				
MACO 12024	Media History and Social Trends	1	2	4	60	00	90	C
GEC(FSS)	Social Integration	1	2	2				
GEC(FCM)	Human Resources Management	1	2	2				
GEC(ICT)	Computer Literacy (Intermediate level)	1	2	2				
MACO 21014	Language and Creative Communication	2	1	4	60	00	90	C
GEC(FSS)	Sri Lankan Economy, current global Trends	2	1	2				
GEC(FS)	Basic Mathematics	2	1	2				
GEC(FSS)	Map reading	2	1	2				
MACO 22024	Development Communication	2	2	5	60	30	90	C
GEC(FH)	Religious Heritage: Buddhist, Hindu, Christian, Islamic	2	2	2				
GEC(FH)	Spirituality and meditation for success	2	2	2				
GEC(FSS)	Geo-environment and Natural Resources of Sri Lanka	2	2	2				
MACO3 1014	Media Management and Public relations	3	1	4	60	00	90	C
GEC(FSS)	Globalization	3	1	2				
GEC(FSS)	International Organizations	3	1	2				
GEC(FSS)	Political Economy	3	1	2				
MACO3 2024	Communication and Cultural Studies	3	2	5	60	30	90	C
GEC(FS)	Basic Statistics	3	2	2				
GEC(FSS)	Introduction to SPSS	3	2	2				
GEC(FH)	Creative Writing	3	2	2				

5.0 COURSE DETAILS

YEAR 1 - SEMESTER 1

Course Code: MACO 11014
Course Title :   Principles of Communication
Credit value: 4
Time Allocation: Lectures 60 hours/ Practical 00 hours/ Independent learning 90 hours
Course Type: C

Intended leaning Outcomes

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

MCK1.1. Explain Communication consistency and divide in the world

MCK2.1 Describe and explain spatial disparities in communication at various levels

MCK 2.2 Explain the factors underlying cultural disparities in communication

MCK 2.3. Describe the measures that are being adopted to minimize communication problems in national contexts.

MCK1.2. Describe and explain the incidence of information

MCS 5.1 Analyse multi-dimensional aspects of communication in media

MCS 5.2 Examine creative communication programs

MCK1.4. Explain cultural problems facing in the communication

MCS 3.3. Create the relationship of communication and history

MCK 1.3. Examine the impact of communication on developing countries

Course Content:

Scope and introduction of communication; Communication classification, Sociological Cultural and Biological background; Verbal and Non-verbal communication, Human and Animal communication;, Communication objectives, Concepts, Models and theories of communication, Molding a media culture and founding media principles, Communication research perspective and its theoretical and practical goals. Media theory, Communication theory, new media theory,   cognitive aspects of human communication, theories of artificial intelligence and neuroscience in the creation of new media tools and equipment in new media industry.

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Specific Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
MCK1.1. Explain Communication consistency and divide in the world	Scope and introduction of communication	12		24	Presentation
MCK2.1 Describe and explain spatial disparities in communication at various levels	Communication classification, Sociological Cultural and Biological background				
MCK 2.2 Explain the factors underlying cultural disparities in communication					
MCK 2.3. Describe the	Verbal and Non-verbal	6		10	Tutorial

measures that are being adopted to minimize communication problems in national contexts.	communication, Human and Animal communication				
MCK1.2. Describe and explain the incidence of information MCS 5.1 Analyse multi-dimensional aspects of communication in media MCS 5.2 Examine creative communication programs	Communication objectives, Concepts, Models and theories of communication , Media theory, Communication theory, new media theory, cognitive aspects of human communication, theories of artificial intelligence and neuroscience in the creation of new media tools and equipment in new media industry.	20		28	Assignme nt
MCK1.4. Explain cultural problems facing in the communication MCS 3.3. Create the relationship of communication and history	Molding a media culture and founding media principles	10		20	Tutorial
MCK 1.3. Examine the impact of communication on developing countries	Communication research perspective and its theoretical and practical goals	12		8	
Total		60		90	Semester-end exam

Assessment Components and Percentage Marks:

Continuous assessment: Presentations, Tutorials and assignment	40%
End-semester written examination	60%

Recommended Readings:

McQuail, D. (2005). McQuail's Mass Communication Theory (Fifth Edition). New Delhi, Vistaar Publications.

Chitode,J.S.(2009). Principles of Communication. USA.Technical Publications.

Kincaid, D.L (1987). Communication theory: eastern and western perspectives.USA. Academic Press.

Chaffee, S.H and Rogers,E.M.(1997). The Beginnings of Communication Study in America: A Personal Memoir. USA. Sage.

Course Code: MACO 12024
Course Title :   Media History and Social Trends
Credit value: 4
Time Allocation: Lectures 60 hours/ Practical 00 hours/ Independent learning 90 hours
Course Type: C

Intended learning Outcomes:

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

MCK 3.1describe that history of Media is a multidimensional phenomenon

MCK 3.2 describe and explain that   origin of media is a cumulative product of interdependencies and interactions between social, economic, political, demographic and cultural ecological systems.

MCK 3.3 explain that communication is multidisciplinary bound with contemporary social trends.

Course Content

Primary communication methods from traditional modes to contemporary techniques, History of writing ,Origin of printing, the development of the same in Sri Lanka and understanding of the social economic cultural and political background in the rise of mass media at home and abroad. New Media History and development, History of printed media, Newspaper, Cinema, Television, Radio, Tele-communication, Mobile phone and internet.

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Specific Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
MCK 3.1. Describe that history of Media is a multidimensional phenomena	Primary communication methods from traditional modes to contemporary techniques	15		30	Tutorials 20%
MCK 3.2 Describe and explain that origin of media is a cumulative product of interdependencies and interactions between social, economic, political, demographic and cultural ecological systems.	History of writing ,Origin of printing, the development of the same in Sri Lanka and understanding of the social economic cultural and political background in the rise of mass media at home and abroad	30		40	end-semester examination 60%
MCK 3.3 Explain that communication is multidisciplinary bound with contemporary social trends.	New Media History and development, History of printed media, Newspaper, Cinema, Television, Radio, Tele-communication, Mobile phone and internet.	15		20	Assignment 20%
Total		60		90	

Assessment Components and Percentage Marks:

Continuous assessment: Presentations, Tutorials and assignment	40%
End-semester written examination	60%

Recommended Reading

Schramm,W. (1988).The Story of Human Communication: Cave Painting to Microchip, New York: Harper & Row Pub
Gardiner,W.L. (1995).A History of Media.UK,Sage.
Fellow ,A .(2010) American Media History USA, Cengage Learning.
Niemi, R.(2006)History in the Media: Film and Television.USA, ABC.CLIO.

Course Code: MACO 21014
Course Title :   Language and Creative Communication
Credit value: 4
Time Allocation: Lectures 60 hours/ Practical 00 hours/ Independent learning 90 hours
Course Type: C

Intended learning Outcomes:

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

MCS1.1. Critically examine the paradigms, concepts and theories of language in Communication

MCS 3.2 Examine the problems associated with language in Communication

MCS 3.4. Examine the measures that are being adopted to solve communication problems associated with different language theories and approaches

MCS 3.5. Critically examine the role of international media agencies involved in news reporting

Course Content

The evolution of human language, Human language in media content, Language and social dialects, Language and culture, Language in folklore, Media literacy. Specialties in use of language in electronic media, studies in semiotics, various aspects of linguistic techniques with special references to aesthetics. The   basic aspect of the origins of human Language and its wide usage. The specialty and   ideas of the language in various Social strata. The use of language in mass media channels and its impact on the audience. Creative Communication in Classical Literature, Film and creativity, Television production and creativity, creative aspects of script writing in radio media contents. New Media Creative writing. Creative Presentation in speech and writing, aspects of aesthetics in media programming. Entertainment Technology and Creative Industries.

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Specific Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
MCS1.1. Critically examine the paradigms, concepts and theories of language in Communication	The evolution of human language, Human language in media content, Language and social dialects	12		40	Assignment 20%
MCS 3.2 Examine the problems associated with language in Communication	Language and culture, Language in folklore	12		16	End-semester examination 60%
MCS 3.4. Examine the measures that are being adopted to solve communication problems associated with different language theories and approaches	Media literacy. Specialties in use of language in electronic media, studies in semiotics, various aspects of linguistic techniques with special references to aesthetics	12		20	
MCS 3.5. Critically examine the role of international media agencies involved in news reporting	The use of language in mass media channels and its impact on the audience. Creative Communication in Classical	10		14	Tutorial 20%

	Literature				
MCS 3.6 Create media content using communication skills	Film and creativity, Television production and creativity, creative aspects of script writing in radio media contents	08		00	
MCS 3.7 Criticize the new media content writing	New Media Creative writing. Creative Presentation in speech and writing, aspects of aesthetics in media programming. Entertainment Technology and Creative Industries.	06		00	
Total		60		90	

Assessment Components and Percentage Marks:

Continuous assessment: Presentations, Tutorials and assignment	40%
End-semester written examination	60%

Recommended Reading

Schramm,W. (1988).The Story of Human Communication: Cave Painting to Microchip, New York: Harper & Row Pub

Akmajjan, A. (2001)Linguistics: An Introduction to Language and Communication (Edition).USA, MIT

Hoffmann, C.(1996)Language, Culture and Communication in Contemporary Europe9 Edition).UK,WBC.

Williams,N; Callander, N.(2010)Communication, Language and Literacy. London, Continuum International Publication group.

Course Code: MACO 22025
Course Title :   Development Communication
Credit value: 5
Time Allocation: Lectures 60 hours/ Practical 30 hours/ Independent learning 90 hours
Course Type: C

Intended learning Outcomes:
After completion of this course, the students will be able to

    MCS 6.1 Engage in the preparation of a research proposal
    MCS 6.2 Design a research methodology
    MCS 6.3. Conduct independent research
    MCS 6.4 Analyse and present data
    MCS7.1. Search the Internet to prepare an annotated list of major globe Media Agencies to study their
        media management
    MCS 7.2 Engage in the preparation of a reference list on given public relation issues
    MCS 7.3 Search the Internet to prepare an annotated list of Major global media agencies
    MCS 7.4 Search the Internet to prepare an annotated list of major global conferences on development
        during past 3 decades
    MCS 7.5 Apply GIS to analyze and present data

Course Content
Development communication, Objectives, Theories, Concepts , models planning and projects of Development, Development research, Rural development and traditional communication Patterns, Community based communication and Participatory Development Communication, Indigenous knowledge and communication , State organization and nongovernment organization, Impact of International development organizations on third world countries, New information and communication order in development, Use of ICT in Development, Impact of development projects in Sri Lanka. Principles and models of Development Communication, Strategic Development Planning and programs, development communication Planning, Implementing, Monitoring and Evaluation.

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Specific Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
MCS 6.1 Engage in the preparation of a research proposal MCS 6.2 Design a research methodology MCS 6.3 Conduct independent research	Development communication, Objectives, Theories, Concepts , models planning and projects of Development	12		44	End semester examination
MCS 6.4 Analyse and present data	Development research Rural development and traditional communication Patterns, Community based communication and Participatory Development Communication	10		20	

MCS 7.1. Search the Internet to prepare an annotated list of major globe Media Agencies to study their media management MCS 7.2 Engage in the preparation of a reference list on given public relation issues MCS 7.3 Search the Internet to prepare an annotated list of Major global media agencies MCS 7.4 Search the Internet to prepare an annotated list of major global conferences on development during past 3 decades	State organization and nongovernment organization, Impact of International development organizations on third world countries, New information and communication order in development, Use of ICT in Development ,Indigenous knowledge and communication	20		15	Assignment 20%
MCS 7.5 Apply GIS to analyze and present data	Impact of development projects in Sri Lanka. Principles and models of Development Communication, Strategic Development Planning and programs, development communication Planning, Implementing, Monitoring and Evaluation.	18	30		Practical 20%
Total		60	30	90	

Assessment Components and Percentage Marks:

Continuous assessment: Presentations, Tutorials and assignment	40%
End-semester written examination	60%

Recommended Reading

Melkote, S.R; Steeves, H.L. (2001). Communication for Development in the Third World: Theory and Practice for Empowerment. London, Sage.

Mody, B.(2003)International and Development Communication: A 21st-Century Perspective. London,Sage.

Mefalopulos, P.(2008)Development Communication Sourcebook: Broadening the Boundaries of Communication. Washington, World Bank.

Quebral, N.C(1988).Development Communication. College of Agriculture, University of the Philippines at Los Baños College.

Course Code: MACO 31014
Course Title :   Media Management and Public Relation
Credit value: 4
Time Allocation: Lectures 60 hours/ Practical 00 hours/ Independent learning 120 hours
Course Type: C

Intended learning Outcomes:
After completion of this course, the students will be able to
    MCK 4.1 Describe the process of media management and public Relation
    MCS 4.2 Interpret public relation experiences of Sri Lanka in the global context
    MCS 4.3 Critically examine selected media contents and programs
    MCS 4.4 Analyse public Relation problems of Sri Lanka
    MCS 6.3Prepare a poster on major communication issues of Sri Lanka

Course Content

Use of Management principles in the administration of media institutions, Global media management, media industry and regulations & policies, principles ,models, techniques and methods of Public Relation, use of new media in Public relation programming and planning, cultural values and technological tools in public relations campaigning. Marketing and Public relation, The nature of ethics and use of the media content, The Press Council Act, Intellectual property act, Legal requirements and moral issues pertaining to radio, cinema, TV, copy-write, censorship, human rights, media freedom, media culture and techniques of presentation, Communication and creative aspects of advertising, The psychological, social foundation under which the advertising agency operate in given cultures, the new technological and educational tools utilized in advertising research method pertain to advertising.

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Specific Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
MCK 4.1 Describe the process of media management and public Relation	Use of Management principles in the administration of media institutions, Global media management, media industry and regulations & policies, principles ,models, techniques and methods of Public Relation	20		40	
MCS 4.2 Interpret public relation experiences of Sri Lanka in the global context	use of new media in Public relation programming and planning, cultural values and technological tools in public relations campaigning	12		24	End semester examination
MCS 4.3 Critically examine selected media contents and programs	Marketing and Public relation, The nature of ethics and use of the media content	14		28	End semester examination
MCS 4.4 Analyse public Relation problems of Sri	The Press Council Act, Intellectual property act, Legal	12		24	End semester

Lanka	requirements and moral issues pertaining to radio, cinema, TV, copy-write, censorship, human rights, media freedom, media culture and techniques of presentation				examination
MCS 6.3Prepare a poster on major communication issues of Sri Lanka	Communication and creative aspects of advertising, The psychological, social foundation under which the advertising agency operate in given cultures, the new technological and educational tools utilized in advertising research method pertain to advertising.	2		4	Presentation 20%
Total		60	00	120	

Assessment Components and Percentage Marks:

Continuous assessment: Presentations, Tutorials and assignment	40%
End-semester written examination	60%

Recommended Reading

Sylvie, G. (2004). Media Management: A casebook Approach (Lea's Communication). New York, Sage.

Vizjak, A. and Ringlastetter, M. J. (2005). Media Management, New Delhi, Routledge.

Warner, C. (1997). Media Management Review, USA, Lawrence Erlbaum Associates

Kelley, L.D. and Jugenheimer, D.W. (1998). Advertising Media Planning: A Brand Management Approach.

Albarran, A. B: Chan-Olmsted, S. M. And Wirth, M. O. (2005). Handbook of Media Management and Economics (LEA's Media Management and Economics Series).

London. Sage.

Pringle, P. Starr, M.F and McCavitt, W. (2004). Electronic Media Management. London.

Sage.

Course Code: MACO 32025
Course Title : Communication and Cultural Studies
Credit value: 5
Time Allocation: Lectures 60 hours/ Practical 30 hours/ Independent learning 90 hours
Course Type: C

Intended learning Outcomes:

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

MCA1.1 Cultivate a habit of caring for others
MCA7.3 Appreciate public and private opinion in media
MCA 8.1 Perceive communication as a process based on humane instinct and insight for a better world
MCA 4.2 Cultivate a sense of liberty in communication
MCA 6.1 Value indigenous knowledge appropriately

Course Content

Creative communication and application in a given cultural context, Use of mass media in a creative manner, the varying forms of trends, use of folklore, and the application of aesthetic in creative communication, Mass Communications and creativity, Classical literature and creative communication features, creative critical forms and critical assessment, Literacy appreciation, Media research, Post-colonial creative studies and the criticism, Understanding creativity through practical exercises. Modern cultural studies and communication criticism, media and modern cultural studies, digitalization of cultural production, new media culture and social change.

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Specific Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
MCA1.1 Cultivate a habit of caring for others	Creative communication and application in a given cultural context, Use of mass media in a creative manner,	10		12	Tutorial
MCA7.3 Appreciate public and private opinion in media	use of folklore, and the application of aesthetic in creative communication, Mass Communications and creativity, Classical literature and creative communication features, creative critical forms and critical assessment	16	30 (Field Work)	24	
MCA 8.1 Perceive communication as a process based on humane instinct and insight for a better world	Literacy appreciation, Media research, Post-colonial creative studies and the criticism, Understanding creativity through practical exercises	13		20	Presentation
MCA 4.2 Cultivate a sense of liberty in communication	Modern cultural studies and communication criticism, media and modern cultural studies, digitalization of cultural production.	13		20	End-semester examination
MCA1.1 Cultivate a habit of caring for others	new media culture and social change	8		14	Assignment
Total		60	30	90	

Assessment Components and Percentage Marks:

Continuous assessment: Presentations, Tutorials and assignment	40%
End-semester written examination	60%

Recommended Reading

Carey, J.W.(1989). Communication as Culture: Essays on Media and Society. New York, Unwin Hyman Publishers.
O'Sullivan, T. (1994) Key Concepts in Communication and Cultural Studies.UK, Routledge.
Gronbeck, B.E; Sillars, M.O. (2001).Communication Criticism: Rhetoric, Social Codes, Cultural Studies.UK, Waveland Press.
Hartley,J.(2011).Communication, Cultural and Media Studies: The Key Concepts. Canada, Routledge.

Desired Program Outcome	Course number/s that facilitate acquisition of the outcome		Deficient Aspect
Identify real world economic/ political/cultural situations/ phenomena/ needs/ problems/ issues applying the core concepts, theories, principles, and practices relevant to the academic field/s of study	MACO 11014	MACO 12023	
Investigate and analyze the issues using a range of holistic approaches, interpret the results paying due attention to environmental aspects and indigenous heritage, cultures, values and technologies and suggest potential logical solutions;	MACO 21013	MACO 22023	
Identify pertinent information needs, using appropriate media, tools, technologies and methodologies to locate and access information,	MACO 31014	MACO 11014	
Critically evaluate the sources, values, validity and currency of information, and use information effectively in a range of contexts in critical and creative manner to achieve desired goals;	MACO 32023	MACo 21013	
Acquire and evaluate current information and process them independently through independent research and exercise critical judgment and critical thinking to create new modes/ dimensions of knowledge;	MACO 31014	MACO 32023	
Communicate fluently, logically present the facts in written and verbal forms in the mother tongue and satisfactorily in an international language, to diverse groups of audiences;	MACO 11014	MACO 21013	
Work independently to meet new challenges and work collaboratively in groups demonstrating team spirit, leadership qualities and organizational skills;	MACO 21013	MACO 11014	
Work with confidence and determination in a self-disciplined and dedicated manner; managing time, personal and physical resources effectively employing professional and reflective approach to perform the assigned tasks;	MACO 22023	MACO 22023	
Engage in life-long learning in pursuit of personal development and excellence in professional practice;	MACO 31014	MACO 22023	
Perceive and respond to changes in an adaptive and flexible manner from an informed and socially responsible point of view;	MACO 12023	MACO 31014	
Behave harmoniously in a multi-ethnic and multi-religious society giving due care and respect to the values and beliefs of own and other cultures, diversity of human behavior, views, human rights, social responsibilities, moral and ethical perspectives.	MACO 21013	MACO 32023	
Suitable candidate to serve in diverse spheres like education, entrepreneurship and management	MACO 22023	MACO 21013	

INTRODUCTION

The curriculum of the Peace and Conflict Studies module offered for the BA (General) degree programme was revised using Outcomes based approach. Intended Learning Outcomes (knowledge, skills and attitudes) pertaining to meaningful peace education and productive human existence were identified, respective learning activities and time requirements were aligned to formulate courses. Thereby, the objectives of the courses became more elaborated. Appropriate assessment method and percentage marks for the outcomes in each course have been specified. These changes streamlined the curriculum in such a way that and it became obvious that how the ultimate course objectives are achieved in a stepwise manner. During the process of revision, the course contents were updated by deleting to ensure acquisition of the attributes of graduate profile. Below given is the list of all courses of the module.

LIST OF COURSES AND SEQUENCE

Course Code	Course Title	Year (1/2/3)	Semester (1/2)	Credit Value	Numbers of hours of Lectures: Practical: Independent learning	Compulsory / Optional: (C/O)
PECR 11214	Introduction to peace and peace studies	1	1	4	60: 00 : 120	C
PECR 11222	History of war and conflict	1	1	2	30 : 00 : 60	C
PECR 12234	Introduction to conflict and conflict resolution	1	2	4	60: 00 : 120	C
PECR 12242	Logical Thinking and Applications	1	2	2	30 : 00 : 60	O
PECR 12252	Buddhist concept of Conflict Resolution	1	2	2	30 : 00 : 60	O
PECR 21264	Theories of war	2	1	4	60: 00 : 120	O
PECR 21272	Theories of peace and conflict resolution	2	1	2	30 : 00 : 60	C
PECR 21282	Buddhist concept of unity and peace	2	1	2	30 : 00 : 60	O
PECR 22294	Conflict Structure and Styles	2	2	4	60: 00 : 120	C
PECR 22302	Philosophy of conflict resolution	2	2	2	30 : 00 : 60	C
PECR 31014	Types of conflict and conflict resolution	3	1	4	60: 00 : 120	C
PECR 31024	Issues in peace-military expenditure and disarmament	3	1	4	60: 00 : 120	O
PECR 32032	Religious perspective of Peace	3	2	2	30 : 00 : 60	O
PECR 32042	Skills for negotiation and peace building	3	2	2	30 : 00 : 60	C
PECR 32058	Special Project	3	2	8		C

YEAR 1 SEMESTER 1 COURSES

Course Code: PECR 11214
Course Title: Introduction to Peace studies
Credit value: 4
Time Allocation: Lectures 60 hours /Practical 00 hours / Independent learning 120 hours
Type: C

Intended Learning Outcomes:
At the end of the course the students will be able to;
    PCK.1.1 Describe peace in different contexts
    PCK.1.2 Describe vividness of peace
    PCK 1.3 Identify different avenues for peace
    PCK.1.4 Identify the essentiality of peace in a community
    PCK. 1.5 Identify divisions of peace studies
    PCK 1.6. Identify the goals of Peace Education
    PCK.1.7 Describe peace movements

Course Objectives:
    Make students realize that peace is not just absence of war

Course Capsule (Content):
Definition and different perspective of Peace; Negative and Positive Peace; External Peace and Internal Peace; Dimensions of Peace: Political, Military, Economic, Cultural; Introduction to empirical peace studies; Introduction to critical peace studies; Introduction to constructive peace studies Three Important aspects of Peace Education: Education for Peace, Education about Peace, Education in Peace, Typology of Peace movements; History of Peace movements

Intended Learning Outcomes, Content, Teaching Learning Activities (L/P/IL) and Assessment

Specific Intended Learning Outcomes	Content	Time allocated (Hours)			Assessment
		Lect ures	Prac tical	Independen t Learning	
PCK.1.1 Describe peace in different contexts	Definition and different perspective of Peace	03	0	06	SEQ
PCK.1.2 Describe vividness of peace	Negative and Positive Peace; External Peace and Internal Peace	12	0	24	T/ SES 10%
PCK 1.3 Identify different avenues for peace	Dimensions of Peace: Political, Military, Economic, Cultural	06	0	12	SEQ/ Concept Mapping
PCK.1.4 Identify the essentiality of peace in a community	Education for Peace and Education in Peace	12	0	24	T 10%
PCK. 1.5 Identify divisions of peace studies	Introduction to critical peace studies; Introduction to constructive peace studies	06	0	12	SEQ
PCK 1.6. Identify the goals of Peace Education	Peace Education and Education about Peace	09	0	18	A 10%
PCK.1.7 Describe peace movements	Typology of Peace movements; History of Peace movements	12	0	24	Concept mapping/A 10%
Total		60	0	120	ES 60%
SEQ = Self evaluation Questions, A = Assignment; T = tutorial, ES = Ensemester exam					

Assessment Components and Percentage Marks:

Continuous assessment:	40%
End-semester written examination	60%

Recommended Texts:
Emery Reves, (1945), The Anatomy of Peace, London: Penguin.
Garcia, (1986), War & Peacemaking, Ouezon: Claretian Publications.
John Kettle & Stephanie Dowrick, (eds.), (1991), After the Gulf War: For Peace in the Middle East, Sydney: Pluto.
Mary Foster & Robert A. Rubinstein (1986), Peace & War: Cross Cultural perspectives, New Brunswick: Transaction
Max Habicht, (1987),The Abolition of War ,Paris: Club Humaniste .New York: Free Press.
Robert F. Randle, (1973), The Origins of Peace: A Study of Peace making & the Structures of Peace Settlement,

Course Code: PECR 11222
Course Title: History of War and Conflict
Credit value: 2
Time Allocation: Lectures 30 hours /Practical 00 hours / Independent learning 60 hours
Type: C

Intended Learning Outcomes:
At the end of the course the students will able to;
    PCK.2.1 Identify the nature of war
    PCK2.2. Identify causes and conditions of modern war
    PCK.2.3 Identify modern warfare patterns
    PCK.2.4 Identify different types of symmetrical war
    PCK.2.5 Identify conditions of asymmetrical war

Course Objectives:
    Make students understand that as a result of international war the devices and mechanisms for peace
    have been invented.

Course Capsule (Content):
The Great Wars of the Pre-modern period; Greco - Persian Wars, Peloponnesian War and the Crusades;
Nation State and Peace: Napoleonic wars and Metternich system for peace; First World War and Woodrow
Wilson's General Principles of peace; Second World War and the cold war; Types of war; History of peace
building; History of peace keeping; Armed Conflicts in Asia: Indo – China conflict, Korean war, Vietnam war,
Kashmir conflict (Indo-Pakistan war), Ethnic Conflict in Sri Lanka.

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Specific Intended Learning Outcomes	Content	Time allocated (Hours)			Assessment
		Lect ures	Pract ical	Independent Learning	
PCK.2.1 Identify the nature of war	The Great Wars of the Pre-modern period; Greco - Persian Wars, Peloponnesian War and the Crusades;	07	0	14	Concept mapping/ Assignment 10%
PCK2.2. Identify causes and conditions of modern war	Nation State and Peace: Napoleonic wars and Metternich system for peace; First World War and Woodrow Wilson's General Principles of peace;	07	0	14	Concept mapping/ Assignment 10%
PCK.2.3 Identify modern warfare patterns	Second World War and the cold war Types of war	04	0	16	Small Group Discussion 10%
PCK.2.4 Identify different types of symmetrical war	History of peace keeping; Armed Conflicts in Asia: Indo – China conflict, Korean war, Vietnam war, Kashmir conflict (Indo-Pakistan war),	06	0	15	Small Group Discussion /Assignment 10%
PCK.2.5 Identify conditions of asymmetrical war	Ethnic Conflict in Sri Lanka	06	0	12	Self Evaluation Questions
Total		30	0	60	End Semester Exam 60%

Assessment Components and Percentage Marks:

Continuous assessment:	40%
End-semester written examination	60%

Recommended Texts:
Hirst, Paul, (2001), War and Power in the 21st Century, Polity Press.
Richard Crockatt (1995), The Fifty Years War, London: Routledge.
Sydney Bailey, (1970), Peaceful Settlement of Disputes: Ideas & Proposals for Research, New York
Sydney Bailey, (1983), How Wars End: The United Nations & the termination of armed Conflicts, London:Oxford Univ. Press.
Thucydides, (1960), The History of Peloponnesian War, London: Galaxy.

Course Code: PECR 12234
Course Title: Introduction to Conflict and Conflict Resolution
Credit value: 4
Time Allocation: Lectures 60 hours /Practical 00 hours / Independent learning 120 hours
Type: C

Intended Learning Outcomes:

At the end of this course students will able to;
  PCK.1.1 Describe the goals of conflict resolution
  PCK.2.3 Identify the nature of the conflict
  PCK.3.1 Explain the theoretical models of peace and conflict studies
  PCK.4.1 Identify the multicultural approaches of conflict resolution
  PCK.5.1 Identify the problems and issues of conflict

Course Objectives:

  To make students get rid of misunderstandings they have about conflicts and look into them with a creative eye.

Course Capsule (Content):

Meaning of Conflict; Conflict in a Creative manner; Causes of Conflict; Conflict analysis tools; De-escalation of Conflict ; Conflict Management ; Conflict Resolution; Conflict categories; The role of Conflicts: Positive and Negative; Conflict resolutions: Models of practices

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Specific Intended Learning Outcomes	Content	Time allocated (Hours)			Assessment
		Lectures	Practical	Independent Learning	
PCK.3.1 Describe definitions of conflict resolution	Meaning of Conflict	03	0	06	Self Evaluation Questions 10%
PCK.3.2 Describe conflict in a Creative manner	Conflict in a Creative manner	08	0	16	Assignment 10%
PCK.3.3 Describe causes of conflict	Causes of Conflict	09	0		Tutorial
PCK 3.4 Describe different dimensions of conflict analysis	Conflict analysis tools	09	0	18	Self Evaluation Questions
PCK.3.5 Describe theoretical models of conflict studies	Conflict categories: Conflict Management and Conflict Resolution	09	0	18	Self Evaluation Questions/Concept Mapping 10%
PCK.3.6 Describe different pathways in de-escalation of conflict resolution	De-escalation of Conflict	06	0	12	Tutorial
PCK.3.7 Describe the problems and issues of conflict	The role of Conflicts: Positive and Negative	06	0	12	Assignment 10%
PCS 1.1 Apply Conflict models in practice	Conflict resolutions: Models of Practice	10	0	20	Debates
Total		60	0	120	End Semester Exam 60%

Assessment Components and Percentage Marks:

Continuous assessment:	40%
End-semester written examination	60%

Recommended Texts:

Abu Nimer, Mohomed, Dialogue, Conflict Resolution & Change.
Kriesberg, Louis, (1992), International Conflict Resolution, Yale University Press, New Haven.
Rubin, J.Z., (1994), Pruitt D.G. and Kim, S.H., Social Conflict, McGraw-Hill, New York.
Snyder, G., (1977), Conflict among Nations, Prinston University Press.
Vayryen, R., (ed.) New Directions in Conflict Theory, Conflict Resolution and Conflict Transformation, Sage Publication.
Weeks, Duddley, (1992), The Eight Essential Steps to Conflict Resolution, Los Angeles.

Course Code: PECR 12242
Course Title: Logical Thinking and Applications
Credit value: 2
Time Allocation: Lectures 30 hours /Practical 00 hours / Independent learning 60 hours
Type: O

Intended Learning Outcomes:
At the end of this course students will able to;
　　　PCK. 4.1　Describe importance of logic and logical thinking in conflict studies
　　　PCA 1.1.　Recognize a habit of tolerance and caring for others
　　　PCA 1.2. Engage as a successful listener in the　communication process.
　　　PCK. 4.2 Describe the logical notions in conflict studies
　　　PCA 1.3.　Recognize different viewpoints, ways of living, belief systems and languages

Course Objectives:
　　　To make students gain understanding on how to practice and use their logical thinking to change people's attitudes that are deeply structured

Course Capsule (Content):
Introduction to Logic and Logical thinking; Logic and its relation to other subjects; Definitions, Division, Classification and Laws of thought; Premises and conclusions; Arguments, Utility and truth; Use of Language in Logical thinking; Logical Notions: Contradiction and Consistency, Universals and Particulars, Necessary and Sufficient Conditions; Logical Fallacies; Logical thinking and its implications on peace and conflict resolution.

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Specific Intended Learning Outcomes	Content	Time allocated (Hours)			Assessment
		Lect ures	Pract ical	Independent Learning	
PCK. 4.1　Describe importance of logic and logical thinking in conflict studies	Introduction to Logic and Logical thinking	02	0	04	Self Evaluation Questions
PCA 1.1.　Recognize a habit of tolerance and caring for others	Logic and its relation to other subjects; Definitions, Division, Classification and Laws of thought; Premises and conclusions; Arguments,	08	0	16	Assignment 10%
PCA 1.2. Engage as a successful listener in the communication process.	Utility and truth; Use of Language in Logical thinking;	06	0	16	Assignment 10%
PCK. 4.2　Describe the logical notions in conflict studies	Logical Notions: Contradiction and Consistency, Universals and Particulars, Necessary and Sufficient Conditions	06	0	12	Tutorial 10%
PCA 1.3.　Recognize different viewpoints, ways of living, belief systems and languages	Logical Fallacies; Logical thinking and its implications on peace and conflict resolution.	08	0	16	Assignment 10%
Total		30	0	60	End Semester Exam 60%

Assessment Components and Percentage Marks:

Continuous assessment	40%
End-semester written examination	60%

Recommended Texts:
Allexender, Peter, (1969), An Introduction to Logic, George Alten & Unwin Ltd., London.
Copi Irvin M., (1995), Introduction to Logic, Macmillan, New York.
Copi Irvin M., (2001), Introduction to Logic, Prentice Hall, New Jersey.
Fisher, Alee, (1997), The Logic of Real Arguments, Cambridge University Press, Cambridge.
Gabbay, Dov M. & Gunethnerf (ed.) (2001), Hand book of Philosophical Logic.
Lemmon E.J., (1994), Beginning Logic, Chapman & Hall, 2-6 Boundary Row, London: Edmundsbury Press.
Maccall, Ramond. J., (1967), Basic Logic: The Fundamental Principles of Formal Deductive Reasoning
Strawson, P.F., (1968), Philosophical Logic, Oxford University Press, Ely House, London.
tosrsisxy ohd, fmfrArd {dkodi, oykdhl fidaum%sh, ^1999&, j;aud m%ldYlfhda, *uQ,sl ;rAl Ydia;%h*, foysj,'

Course Code: PECR 12252
Course Title: Buddhist Concept of Conflict Resolution
Credit value: 2
Time Allocation: Lectures 30 hours /Practical 00 hours / Independent learning 60 hours
Type: O

Intended Learning Outcomes:
At the end of this course students will able to;
     PCK 4.3. Describe Buddhist social philosophy on conflict resolution
     PCA 1.4. Recognize individual rights, freedoms and responsibilities of citizenship and democracy
     PCA 1.5. Develop an understanding and appreciation on Buddhist ethics on conflict resolution
     PCK 4.4. Describe Buddhist way of mediation pattern on conflict resolution
     PCS 1.2 Apply Buddhist rituals on conflict resolution in given situations

Course Objectives:
     Make student understand how to apply the Buddhist methods of conflict   resolution in different contexts.

Course Capsule (Content):
Buddhist social philosophy; Buddhist concept of personality; Buddhist ethics and conflict resolution; Buddhist meditation and conflict resolution; Buddhist rituals and conflict resolution.

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Specific Intended Learning Outcomes	Content	Time allocated (Hours)			Assessment
		Lectures	Practical	Independent Learning	
PCK 4.3. Describe Buddhist social philosophy on conflict resolution	Buddhist social philosophy	06	0	12	Self Evaluation Questions
PCA 1.4. Recognize individual rights, freedoms and responsibilities of citizenship and democracy	Buddhist concept of personality	06	0	12	Tutorial 10%
PCA 1.5. Develop an understanding and appreciation on Buddhist ethics on conflict resolution	Buddhist ethics and conflict resolution	06	0	12	Small Group Discussion /Case studies 10%
PCK 4.4. Describe Buddhist way of mediation pattern on conflict resolution	Buddhist meditation and conflict resolution	06	0	12	Tutorial 10%
PCS 1.2 Apply Buddhist rituals on conflict resolution in given situations	Buddhist rituals and conflict resolution	06	0	12	Assignment 10%
Total		30	0	60	End Semester Exam 60%

Assessment Components and Percentage Marks:

Continuous assessment:	40%
End-semester written examination	60%

Recommended Texts:
Abeynayake, Oliver, (1995), Fundamentals of Buddhist Polity, Singapore.
Aronoson, Harvey, (1980), Love and Sympathy in Theravada Buddhism, Motial Banarasidas,   Varanasi.
Guenther, H., (1957), Philosophy and Psychology in the Abhidharma, Lucknow.
Rune E.A. Johanson, (1970), The Psychology of Nirvana, New York.
Sumanapala, G.D., (2000), Early Buddhist Philosophy and Social Concepts, Singapore.
Weeraratne, W.G. (1977), Individual and Society in Buddhism, Colombo.

Course Code: PECR 21264
Course Title: Theories of War
Credit value: 4
Time Allocation: Lectures 60 hours /Practical 00 hours / Independent learning 120 hours
Type: O

Intended Learning Outcomes:
At the end of this course students will able to;
    PCK 5.1 Describe the conventional theories of war
    PCK 5.2 Describe Sociological theories of total warfare
    PCK 5.3 Describe the cultural perspective of war and military ethics
    PCK 5.4 Explain modern concept of warfare
    PCK 5.5 Describe unconventional war patterns
    PCK 5.6 Describe typology of warfare

Course Objectives:
    Make students able to discover pathways into positive and negative aspects of war

Course Capsule (Content):
Traditional theories of war: Theory of hegemony, Marxist theory, Clausewitz' theory, Sociological theory, Theory of misperception, Psychoanalytic theory, Theory of total warfare, Cultural perspective of war; Just war theory: It's historical development and implications to modern concept of military ethics; Concepts of modern warfare: Conventional war, Nuclear war, Biological war, Chemical war; Concepts of unconventional war: Guerrilla war fare – history and theories, Revolutionary war fare, Ethnic related wars, Terrorism and Cold war.

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Specific Intended Learning Outcomes	Content	Time allocated (Hours)			Assessment
		Lectures	Practical	Independent learning	
PCK 5.1 Describe the conventional theories of war	Traditional theories of war: Theory of hegemony, Marxist theory, Clausewitz' theory,	10	0	20	Concept mapping
PCK 5.2 Describe Sociological theories of total warfare	Sociological theory, Theory of misperception, Psychoanalytic theory, Theory of total warfare,	10	0	20	Concept mapping
PCK 5.3 Describe the cultural perspective of war and military ethics	Cultural perspective of war; Just war theory: It's historical development and implications to modern concept of military ethics	12	0	24	Assignment 10%
PCK 5.4 Explain the modern concept of warfare	Concepts of modern warfare: Conventional war, Nuclear war, Biological war, Chemical war;	12	0	24	Self Evaluation Questions 10%
PCK 5.5 Describe unconventional war patterns	Concepts of unconventional war: Guerrilla war fare – history and theories	06	0	12	Assignment 10%
PCK 5.6 Describe typology of warfare	Revolutionary war fare, Ethnic related wars, Terrorism and Cold war.	10		20	Tutorial 10%
Total		60	0	120	End Semester Exam 60%

Assessment Components and Percentage Marks:

Continuous assessment:	40%
End-semester written examination	60%

Recommended Texts:
David Adams, (1991), The Seville Statement on Violence: Preparing the Ground for the Construction of Peace, Paris: UNESCO.
Claphan, Christopher, (1990), Third world politics, London: Routledge.
Bondurant, Joan V., (1988), Conquest of violence: The Gandian Philosophy of Conflict, USA: Prinston University Press.
Elshtain, Jean Bethke, (1992), Just War Theory, London: Blackwell.
Paul Hirst, (2001), War and Power, 21st Century, London: Blackwell.
Richard Crockkatt, (1995), The Fifty Years War, London: Routledge

Course Code: PECR 21272
Course Title: Theory of Peace and Conflict Resolution
Credit value: 2
Time Allocation: Lectures 30 hours /Practical 00 hours / Independent learning 60 hours
Type: C

Intended Learning Outcomes:

At the end of this course students will be able to;

    PCK 6.1. Describe theory of human consciousness and violence
    PCK 6.2 Describe ecological theory of Peace and Conflict Resolution
    PCK.6.3 Describe human evolution theory
    PCK6.4. Describe the aspects of peace and violence
    PCK 6.5 Describe Conflict Resolution in different cultures
    PCK 6.6 Describe protracted social conflict
    PCK 6.7 Explain the Conflict transformation process in a given situations
    PCK 6.8 Describe different theoretical models on peace

Course Objectives:

Make student gain in depth understanding about the issues which affect peace building and conflict resolution and how to avoid these issues and how to solve the conflicts successfully

Course Capsule (Content):

Sigmund Freud's Theory of human consciousness and violence; Ecological Theory of Peace and Conflict Resolution; Human evolution theory; Galtung's Theory of Peace and Violence; Theoretical approaches to Conflict Resolution: Cultural Issues, Questions of Social Justice, Theory of protracted social conflict; Conflict transformation theory; Philosophical theories of peace: Pacifism and Utilism.

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Specific Intended Learning Outcomes	Content	Time allocated (Hours)			Assessment
		Lectures	Practical	Independent learning	
PCK 6.1. Describe theory of human consciousness and violence	Sigmund Freud's Theory of human consciousness and violence	03	0	06	SEQ
PCK6.2 Describe ecological theory of Peace and Conflict Resolution	Ecological Theory of Peace and Conflict Resolution	03	0	06	T 10%
PCK.6.3 Describe human evolution theory	Human evolution theory	04	0	08	SEQ 10%
PCK6.4. Describe the aspects of peace and violence	Galtung's Theory of Peace and Violence	04	0	08	A 10%
PCK 6.5 Describe Conflict Resolution in different cultures	Theoretical approaches to Conflict Resolution: Cultural Issues, Questions of Social Justice	06	0	12	A
PCK 6.6 Describe protracted social conflict	Theory of protracted social conflict	04	0	08	T 10%
PCK 6.7 Explain the Conflict transformation process in given situations	Conflict transformation theory	02	0	04	T
PCK 6.8 Describe different theoretical models on peace	Philosophical theories of peace: Pacifism and Utilitism	04	0	08	SEQ
Total		30	0	60	ES 60%
SEQ = Self evaluation Questions, A = Assignment; T = tutorial, ES = End semester exam					

Assessment Components and Percentage Marks:

Continuous assessment	40%
End-semester written examination	60%

Recommended Texts:

Boutros Boutros Ghali, (1992), An Agenda for Peace, New York: United Nations.
Bowett D.W. (ed), (1972), The Search for Peace, London: Routledge.
Brian Crozer, (1974), A Theory of Conflict, London: Hamish Hamilton.
Grenville Clark & Louis Sohn, (1960), World Peace through World Law, Cambridge: Harvard University Press.

Course Code: PECR 21282
Course Title: Buddhist Concept of Unity and Peace
Credit value: 2
Time Allocation: Lectures 30 hours /Practical 00 hours / Independent learning 60 hours
Type: O

Intended Learning Outcomes:
At the end of this course students will able to;
   PCK 7.1. Describe Buddhist concepts on Peace
   PCK 7.2. Describe extremist religious views on peace
   PCK 7.3 Describe Noble eightfold path for peace
   PCK 7.4. Describe relevant Buddhist sutra for peace
   PCK.7.5 Explain conflict behavior through Satta-aparihaniya-dhamma and Cattaro sangaha
   PCA 1.6. Respect and appreciate the different religious perspectives on world peace

Course Objectives:
Make student understands how to encourage unity and peace (samaggi-sama) in the society relation to the Buddhist path of freedom

Course Capsule (Content):
Introduction to Buddhist concepts on Peace and unity; Two extremist religious views on Peace and Unity; Noble eightfold path; Appamanna and Mettanisamsa; Satta-aparihaniya-dhamma; Cattaro sangaha, Different religious thought on peace and unity

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Specific Intended Learning Outcomes	Content	Time allocated (Hours)			Assessment
		Lectures	Practical	Independent learning	
PCK 7.1. Describe Buddhist concepts on Peace	Introduction to Buddhist concepts on Peace and unity	05	0	10	SEQ
PCK 7.2. Describe extremist religious views on peace	Two extremist religious views on Peace and Unity	05	0	10	T 10%
PCK 7.3 Describe Noble eightfold path for peace	Noble eightfold path	05	0	10	A 10%
PCK 7.4. Describe relevant Buddhist sutra for peace	Appamanna and Mettanisamsa	05	0	10	SEQ
PCK.7.5 Explain conflict behavior through Satta-aparihaniya-dhamma and Cattaro sangaha	Satta-aparihaniya-dhamma Cattaro sangaha	05	0	10	T 10%
PCA 1.6. Respect and appreciate the different religious perspectives on world peace	Different religious thought on peace and unity	05	0	10	A 10%
Total		30	0	60	ES 60%
SEQ = Self evaluation Questions, A = Assignment; T = tutorial, ES = End semester exam					

Assessment Components and Percentage Marks:

Continuous assessment	40%
End-semester written examination	60%

Recommended Texts:
Aronson, Harvey B., (1980), Love and Sympathy in Theravada Buddhism, Delhi.
De Silva, Padmasiri, (1979), An Introduction to Buddhist Psychology, London.
Jayatileke K.N., (1972), Ethics and Buddhist Perspective, Buddhist Publication Society, Kandy.
Malalasekara G.P., Jayatilaka K.N., (1958), Buddhism and the Race Question, UNESCO.
Wijesekara, O.H. de A., (1972), Buddhism and Society, Buddhist Publication Society, Kandy.

Course Code: PECR 22294
Course Title: Conflict Structure and Styles
Credit value: 4
Time Allocation: Lectures 60 hours /Practical 00 hours / Independent learning 120 hours
Type: C

Intended Learning Outcomes:

At the end of this course students will be able to;

     PCK 8.1 Describe Conflict structures and patterns
     PCK 8.2 Apply Conflict triangle models in given situations
     PCS 2.1 Acquire technique to represent conflict graphically
     PCS 2.2 Create novel ideas for change
     PCK. 8.3 Describe different approaches on conflict
     PCS 3.1 Identify conflict dynamics in given situations
     PCS 3.2 Identify negative energy of war and transforming it into positive change of society
     PCS.4.1 Identify the relation between conflict and power

Course Objectives:

Aware students on origins, development and dynamics of conflict studies.

Course Capsule (Content):

Introduction to different conflict structures and styles; Triangle models of conflict; Conflict mapping; Responses to conflict; approaches to conflict; Conflict dynamics: Conflict emergence, Escalating conflict; Conflict formation: De- escalating conflict, Conflict and Power.

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Specific Intended Learning Outcomes	Content	Time allocated (Hours)			Assessment
		Lectures	Practical	Independent learning	
PCK 8.1 Describe Conflict structures and patterns	Introduction to different conflict structures and styles	04	0	08	SEQ
PCK 8.2 Apply Conflict triangle models in given situations	Triangle models of conflict	06	0	12	Tutorial
PCS 2.1 Acquire technique to represent conflict graphically	Conflict mapping	08	0	16	A 10%
PCS 2.2 Create novel ideas for change	Responses to conflict	10	0	20	SEQ
PCK. 8.3 Describe different approaches on conflict	Approaches to conflict	10	0	20	T 10%
PCS 3.1 Identify conflict dynamics in given situations	Conflict dynamics: Conflict emergence, Escalating conflict	10	0	20	A 10%
PCS 3.2 Identify negative energy of war and transforming it into positive change of society	Conflict formation: De- escalating conflict	08	0	16	T 10%
PCS.4.1 Identify the relation between conflict and power	Conflict and Power.	04	0	08	SEQ
Total		60	0	120	ES 60%
SEQ = Self evaluation Questions, A = Assignment; T = tutorial, ES = End semester exam					

Assessment Components and Percentage Marks:

Continuous assessment	40%
End-semester written examination	60%

Recommended Texts:

Edward De Bono, (1991), Conflicts: A Better way to Resolve Them, London: Penguin

Richard Falk, Samuel S.Kim, Saul H Mendlovitz (eds), (1982), Towards a Just World Order, Boulder: Westview Press.

Dennis Pirages, (1976), Managing Political Conflict, New York: Praeger,

Brian Urquhart, (1989)," Conflict Resolution in 1988: the Role of United Nations," in SIPRI Year Book, New York: Oxford University Press

Monville, Joeph, (1994), The Healing Functioning Political Conflict Resolution.

Galtung, Johan, (1996), Peace by Peaceful Means, Peace and Conflict, Development and Civilization, London: Sage Publication.

Course Code: PECR 22302
Course Title: Psychology of Conflict Resolution
Credit value: 2
Time Allocation: Lectures 30 hours /Practical 00 hours / Independent learning 60 hours
Type: C

Intended Learning Outcomes:

At the end of this course students will able to;
      PCS 4.1. Identify personal empowerment as a key component of conflict resolution.
      PCK 8.4. Describe the different types conflict resolution approaches
      PCA 1.6. Develop positive ways of reaction to conflict
      PCA 1.1. Develop negotiation skills in conflict situations
      PCK. 8.5 Describe De Bono Theory- theory of conflict studies

Course Objectives:

Make students improve their psychological skills needed to solve conflicts successfully at the end of this unit.

Course Capsule (Content):

Conflict resolving structures: A new paradigm for personal empowerment; Approaches of conflict resolution: Win- Win approach, Creative response; Empathy; Appropriate assertiveness; Co-operative power; Managing emotions; Willingness to resolve; Introduction to negotiation; DISC Styles; Dispute resolution mechanism; Consensus strategy; Tolerance; De Bono Theory- theory of development in thinking about conflicts.

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Specific Intended Learning Outcomes	Content	Time allocated (Hours)			Assessment
		Lectures	Practical	Independent learning	
PCS 4.1. Identify personal empowerment as a key component of conflict resolution.	Conflict resolving structures: A new paradigm for personal empowerment	04	0	08	SEQ
PCK 8.4. Describe the different types conflict resolution approaches	Approaches of conflict resolution	06	0	12	A 10%
PCA 1.6. Develop positive ways of reaction to conflict	Creative response; Empathy; Appropriate assertiveness; Co-operative power; Managing emotions and Willingness to resolve	08	0	16	A 10%
PCA 1.1. Develop negotiation skills in conflict situations	Introduction to negotiation; DISC Styles; Dispute resolution mechanism; Consensus strategy; Tolerance;	06	0	12	Case studies 10%
PCK. 8.5 Describe De Bono Theory- theory of conflict studies	De Bono Theory- theory of development in thinking about conflicts.	06	0	12	TI 10%
Total		30	0	60	ES 60%
SEQ = Self evaluation Questions, A = Assignment; T = tutorial, ES = End semester exam					

Assessment Components and Percentage Marks:

Continuous assessment	40%
End-semester written examination	60%

Recommended Texts

Antjie, Krog, (1999), Country of my Skull: Guilt, Sorrow and the limits or Forgiveness, Crown publishing.
Freud, Sigmund, (1964), New Introductory Lectures on Psychoanalysis.
Holliday, Laurel, (1978), the Violent Sex, Male Psychology and the Evolution of Consciousness.
Hope, Donald, (1987), the Healing Paradox of Forgiveness, Psychotherapy, Chicago.
Nimer, Abu, (1999), Dialogue, Conflict Resolution and Change, State University of New York Press.
Robin, J.Z., and Brown, B., (1975), the Social Psychology of Bargaining and Negotiation, Academic.
Rothman, Jay, (1998), Dialogues in Conflict: Past and Future, New York.
Singer, Jerome, (1971), the Control of Aggression and Violence.

Course Code: PECR 31014
Course Title: Types of Conflict and Conflict Resolution
Credit value: 4
Time Allocation: Lectures 60 hours /Practical 00 hours / Independent learning 120 hours
Type: C

Intended Learning Outcomes:

At the end of this course students will able to;

    PCS.5.1 Identify the incompatibility, behaviors and sentiments on intergroup conflicts

    PCS.5.2. Apply the theories on conflict resolution mechanisms

    PCS.5.3.Explain the approaches to managing and resolving conflicts

    PCK.9.1 Describe the Ecological interrelationship and its requirement for peace

    PCK 9.2 Describe the characteristics of trade conflicts

    PCK.10.1. Describe the Dynamics of symmetric conflicts

    PCA.2.1 Identify the cosmologies for conflict values

    PCS.5.4.Express the issues and setting an agenda for productive meditation

Course Objectives:

Make students to gain practical knowledge in the mediator role in the solving conflicts successfully

Course Capsule (Content):

Inter- personal and relationship conflict; Neighborhood and inter-group conflict; Employment and industrial conflict; Trade and environmental conflict; Inter- national conflict; Conflict of values and ideologies; Role of mediator.

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Specific Intended Learning Outcomes	Content	Time allocated (Hours)			Assessment
		Lectures	Practical	Independent Learning	
PCS.5.1 Identify the incompatibility, behaviors and sentiments on Intergroup conflicts	Inter- personal and relationship conflict	08	0	16	SEQ
PCS.5.2. Apply the theories on conflict resolution mechanisms	Neighborhood and inter-group conflict	08	0	16	A 10%
PCS.5.3.Explain the approaches to managing and resolving conflicts	Employment and industrial conflict	06	0	12	T 10%
PCK.9.1 Describe the Ecological interrelationship and its requirement for peace	environmental conflict	08	0	16	A 10%
PCK 9.2 Describe the characteristics of trade conflicts	Trade Conflict	08	0	16	SER
PCK.10.1. Describe the Dynamics of symmetric conflicts	Inter- national conflict	06	0	12	T 10%
PCA.2.1 Identify the cosmologies for conflict values	Conflict of values and ideologies	08	0	12	SEQ
PCS.5.4.Express the issues and setting an agenda for productive meditation	Role of mediator	08	0	16	T
Total		60	0	120	ES
SEQ = Self evaluation Questions, A = Assignment; T = tutorial, ES = End semester exam					

Assessment Components and Percentage Marks:

Continuous assessment	40%
End-semester written examination	60%

Recommended Texts

Abu Nimer, Mohomed, Dialogue, Conflict Resolution & Change.
Bendana, Alejandro, (1996), Conflict Resolution, Empowerment and Disempowerment, Peace and Change.
Brian Urquhart, (1989), " Conflict Resolution in 1988: the Role of United Nations," in SIPRI Year Book, New York: Oxford University Press
Leeds, Christopher, (1997),   Managing Conflicts across Cultures
Ryan, Stephan, (1999), Ethnic Conflict and International Relations, Dartmouth.
Slim Rander & Harold Sounders, (1996), Managing Conflict in Divided Societies.

Course Code: PECR 31024
Course Title: Issues in Peace– Military Expenditure and Disarmament
Credit value: 4
Time Allocation: Lectures 60 hours /Practical 00 hours / Independent learning 120 hours
 Type: O

Intended Learning Outcomes:
At the end of this course students will able to;
    PCK 10.2 Describe concept on Military expenditures
    PCK 10.3 Describe historical development of disarmament   treaties
    PCK 11.1.Discribe determinants of   Military expenditure in Sri Lanka
    PCK. 11.2 Describe the strengths and weaknesses of peace process in Sri Lanka
     PCK 12.1 Describe adverse effects of conflicts over communities
    PCK.12.2. Describe International efforts in preventing conflicts

Course Objectives:
Make students should be able to gain a deep knowledge on all negative points of war

Course Capsule (Content):
Introduction to Military expenditures; Disarmament and disarmament treaties; War in Sri Lanka, Military expenditure, Peace process in Sri Lanka, The displaced and refugees; Child soldiers; Combatants and demobilization; Peace Keeping; Role of the UN; POWs and International Humanitarian Law; War crimes & Nuremberg Trial

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Specific Intended Learning Outcomes	Content	Time allocated (Hours)			Assessment
		Lectures	Practical	Independent learning	
PCK 10.2 Describe concept on Military expenditures	Introduction to Military expenditures	06	0	12	SEQ
PCK 10.3 Describe historical development of disarmament treaties	Disarmament and disarmament treaties	12	0	24	A 10%
PCK 11.1.Discribe determinants of Military expenditure in Sri Lanka	War in Sri Lanka, Military expenditure,	12	0	24	T 10%
PCK. 11.2 Describe the strengths and weaknesses of peace process in Sri Lanka	Peace process in Sri Lanka	12	0	24	A 10%
PCK 12.1 Describe adverse effects of conflicts over communities	The displaced and refugees; Child soldiers; Combatants and demobilization	12	0	24	T 10%
PCK.12.2. Describe International efforts in preventing conflicts	Peace Keeping; Role of the UN; POWs	06	0	12	SEQ
Total		60	0	120	ES 60%
SEQ = Self evaluation Questions, A = Assignment; T = tutorial, ES = End semester exam					

Assessment Components and Percentage Marks

Continuous assessment	40%
End-semester written examination	60%

Recommended Texts:
Lindgren, Goran, (1991), Peace processes in the Third World Uppsala.
Lindgrer, Goran, (1988), Towards Conflict Resolution in the Third World, Uppsala.
Ohlson, Thomas, (1988), Arms Transfer Limitations and Third World Security, SIPRI.
PRIO Year Books, Oslo, Norway.
SIPRI Year Books, Stockholm, Sweden.
Uyangoda, J, (1997), Matters of Violence, Reflection on Social and Political Violence in Sri Lanka, S.S.A.
Wallenstein Peter, Lindgren Goran, (1989), Third World Dimensions in Conflict Resolution, Uppsala.
Wallenstein, Peter, (1990), Issues in Third World Conflict Resolution, Uppsala.

Course Code: PECR 32032
Course Title: Religious Perspective of Peace
Credit value: 2
Time Allocation: Lectures 30 hours /Practical 00 hours / Independent learning 60 hours
Type: O

Intended Learning Outcomes:

At the end of this course students will able to;

        PCK 13.1 Explain timeliness of Buddhism for Peace
        PCK 13.2 Describe basic concepts of Hinduism and its contribution to peace.
        PCK 13.3 Describe basic concepts of Islam and its contribution to peace
        PCK 13.4 Describe basic concepts of Christianity and Judaism and their contribution to peace
        PCK 13.5Describe basic concepts of Confucianism and its contribution to peace
        PCK 13.6 Describe necessity of interreligious understanding

Course Objectives:

Make students understand the importance of following religious teachings to achieve inner peace.

Course Capsule (Content):

Buddhism and peace; Hinduism and peace; Islam and peace; Christianity and peace; Judaism and peace; Confucianism and peace; Developing Inter-religious harmony through religious understanding

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Specific Intended Learning Outcomes	Content	Time allocated (Hours)			Assessment
		Lectures	Practical	Independent learning	
PCK 13.1 Explain timeliness of Buddhism for Peace	Buddhism and peace	06	0	24	SEQ
PCK 13.2 Describe basic concepts of Hinduism and its contribution to peace.	Hinduism and peace	06	0	12	T 10%
PCK 13.3 Describe basic concepts of Islam and its contribution to peace	Islam and peace	06	0	12	A 10%
PCK 13.4 Describe basic concepts of Christianity and Judaism and their contribution to peace	Christianity and peace and Judaism and peace	04	0	08	A 10%
PCK 13.5Describe basic concepts of Confucianism and its contribution to peace	Confucianism and peace	04	0	08	T 10%
PCK 13.6 Describe necessity of interreligious understanding	Developing Inter-religious harmony through religious understanding	04	0	08	SEQ
Total		30	0	60	ES 60%
SEQ = Self evaluation Questions, A = Assignment; T = tutorial, ES = End semester exam					

Assessment Components and Percentage Marks

Continuous assessment	40%
End-semester written examination	60%

Recommended Texts:

Assefa, Hizkias, (1987), Mediation of Civil Wars, Westview.
Assefa, Hizkias, (1993), Peace and Reconciliation as a Paradigm, NPI, Kenya.
Eppsteiner, Fred (1988), the Path of Compassion: Writings on Societally Engaged Buddhism, Parallex Press,
Gandhi, Mahatma (1939), Swaraj through Women.
Glenn D. Paige, (Edition) (1993), Islam and Nonviolence Honolulu, University of Hawaii.
Gordon, Haim and Rivca Gordon, (1991), Israel- Palestine, The Quest for Dialogue,
Ishida, Takeshi, (1969), Beyond the Traditional Concept of Peace in Different Cultures.
Lama, Dalai, (1999), Ethics for the New Millennium, New York, Riverhead Books.
McConnell, John A (1995), Mindful Mediation: A Hand book for Buddhist Peacemakers, Mahachulalongkorurajavidyalaya Univ. ,Thailand.
Mohamed Abu, Nimer, (1996), A Conflict Resolution and Islam Some Conceptual Questions Peace and Change. New York: Orbis.
Nhat Hanh, Thich, (1987), Being Peace Parallax Press.
Nhat Hanh, Thich, (1987), Fourteenth Guidelines for Engaged Buddhism, Parallax Press.
Signe Howeell & Roy Willis, (1989), Societies at Peace, London: Routledge

Course Code: PECR 32042
Course Title: Skills for Negotiation and Peace Building
Credit value: 2
Time Allocation: Lectures 30 hours /Practical 00 hours / Independent learning 60 hours
Type: C

Intended Learning Outcomes:
At the end of this course students will able to;

> PCK. 14.1 Describe different concepts and dimensions of negotiation
> PCK. 14.2 Explain characteristics and factors determining use of negotiation
> PCK. 14.3 Describe negotiation types
> PCK 14.4 Describe mediator behaviour and styles for peace in given situations
> PCK. 14.5 Explain moral and ethical issues on negotiation

Course Objectives:
At the end of this course students are expected to improve their negotiation skills and to use them practically to solve conflict in daily life.

Course Capsule (Content):
Negotiation: Introduction and definitions; characteristics of a negotiation situation; Negotiation types; Distributive negotiation; Integrative negotiation; Third Party interventions; Approaches to peace building: Track one- top leadership, Track two- middle range leadership, Track three- grass root level leadership; Ethical issues in peace building.

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Specific Intended Learning Outcomes	Content	Time allocated (Hours)			Assessment
		Lectures	Practical	Independent learning	
PCK. 14.1 Describe different concepts and dimensions of negotiation	Negotiation: Introduction and definitions	06	0	12	SEQ
PCK. 14.2 Explain characteristics and factors determining use of negotiation	Characteristics of a negotiation situation	06	0	12	T10%
PCK. 14.3 Describe negotiation types	Negotiation types: Distributive negotiation Integrative negotiation; Third Party interventions	06	0	12	A 10%
PCK 14.4 Describe mediator behavior and styles for peace in given situations	Approaches to peace building: Track one- top leadership, Track two- middle range leadership, Track three- grass root level leadership	06	0	12	T 10%
PCK. 14.5 Explain moral and ethical issues on negotiation	Ethical issues in peace building.	06	0	12	A 10%
Total		30	0	60	ES 60%
SEQ = Self evaluation Questions, A = Assignment; T = tutorial, ES = End semester exam					

Assessment Components and Percentage Marks

Continuous assessment	40%
End-semester written examination	60%

Recommended Texts:
Bartos, O. (1974), Process and Outcome in Negotiation, Columbia University Press.
Fisher, Ronald J. (1993), The Potential for Peace building Peace and Change.
Kamorotos, Alexander, (1995), Building Peace Democracy and Human Rights, International Peace Keeping, Vol. I.
Kremenyuk, V.A. (2002), International Negotiation: Analysis, Approaches and Issues, 2nd edition San Francisco
Mantuer, F. (1989), Processes of International Negotiations, West view Press.
Pruitt, D.G., (1981), Negotiation Behavior, Academic.
Zartman, I.W. and Berman, M., (1982), the Practical Negotiator, Yale University Press.

Desired Program Outcome	Course number/s that facilitate acquisition of the outcome		Courses for Deficient Aspect
Identify real world economic/ political/cultural situations/ phenomena/ needs/ problems/ issues applying the core concepts, theories, principles, and practices relevant to the academic field/s of study	PECR 11014 PECR 11022	PECR 12054 PECR 12072 PECR 31034	POLS 21013
Investigate and analyze the issues using a range of holistic approaches, interpret the results paying due attention to environmental aspects and indigenous heritage, cultures, values and technologies and suggest potential logical solutions;	PECR 21022 PECR 21032	PECR 12054 PECR 11014	POLS 21013 PSYC 32062 PHIL 32044
Identify pertinent information needs, using appropriate media, tools, technologies and methodologies to locate & access information,	PECR 22044 PECR 22052		POLS 31013
Critically evaluate the sources, values, validity and currency of information, and use information effectively in a range of contexts in critical and creative manner to achieve desired goals;	PECR 31034		PSYC 31023 PSYC 31032
Acquire and evaluate current information and process them independently through independent research and exercise critical judgment and critical thinking to create new modes/ dimensions of knowledge;	PECR 31034 PECR 31014		PHIL 21022
Communicate fluently, logically present the facts in written and verbal forms in the mother tongue and satisfactorily in an international language, to diverse groups of audiences;	PECR 32052 PECR 21032		
Work independently to meet new challenges and work collaboratively in groups demonstrating team spirit, leadership qualities and organizational skills;	PECR 31015 PECR 32052		PHIL 11042 PSYC 11014
Work with confidence and determination in a self-disciplined and dedicated manner; managing time, personal and physical resources effectively employing professional and reflective approach to perform the assigned tasks;	PECR 12072 PECR 12082		PSYC 32062 PHIL 32044
Engage in life-long learning in pursuit of personal development and excellence in professional practice;	PECR 22052 PECR 32052		PHIL 12072 PSYC 12034
Perceive and respond to changes in an adaptive and flexible manner from an informed and socially responsible point of view;	PECR 12072 PECR 22052		PHIL 22052 PHIL 22062
Behave harmoniously in a multi-ethnic and multi-religious society giving due care and respect to the values and beliefs of own and other cultures, diversity of human behavior, views, human rights, social responsibilities, moral and ethical perspectives.	PECR 32042 PECR 21032	PECR 12082	PSYC 12034 PHIL 12072
Suitable candidate to serve in diverse spheres like education, entrepreneurship and management	PECR 32052		PHIL 12072

Introduction

The revision of the curriculum in Philosophy is beneficial to the teachers as well as the students of Philosophy. Remodelling exercise resulted in six courses during the Curriculum revision programme. The revised courses are Introduction to Philosophy (PHIL 11214), Logic (PHIL 12224), Indian Philosophy (PHIL 21234), Western Philosophy (PHIL 22244), Epistemology (PHIL 31024) and Ethics & Social and Political Philosophy(PHIL 32034).

Compared to the earlier structure of the syllabus, the structural format of the revised curriculum guides the teachers to be familiar with the nature of the academic exercise. It specifically spell out the details of Broad Intended Learning Outcomes, Specific learning outcomes, Learning activities with time allocation, assessment structure with the marks allocation etc.

This type of breakdown helps the teachers to get a clear picture of what they are expected to do when teaching the curriculum. Further the breakdown of the course content gives a clear vision of the curriculum to the students and other interested parties. Earlier it was given in a nutshell form only. The present curriculum rectifies that deficiency and provides a comprehensive understanding. It simplifies the expectations of the curriculum, so that the teachers can understand their work and plan it to execute properly in the lecture room. Further the students also are able to know what is expected of them in terms of learning outcomes, with the emphasis of new learning culture of student centred learning. Further it is easy for the students to prepare for the assessment and evaluation system to achieve their final goal in their degree programme.

LIST OF COURSES AND SEQUENCE

Course Code	Course Title	Year offered (1/2/3)	Semester Offered (1/2)	Credit Value	Numbers of hours of Lectures: Practical: Independent learning	Compulsory (Core) /Optional (Elective) : (C/O)
Phil 11214	Introduction of Philosophy	1	1	4	60 : 00 : 120	Compulsory
Phil 12224	Logic	1	2	4	60 : 00 : 120	Compulsory
Phil 21034	Indian Philosophy	2	1	4	60 : 00 : 120	Compulsory
Phil 22044	Western Philosophy	2	2	4	60 : 00 : 120	Compulsory
Phil 31014 *	General Psychology	3	1	4	55 : 10 : 120	Compulsory
Phil 31024	Epistemology	3	1	4	60 : 00 : 120	Compulsory
Phil 32034	Ethics & Social and Political Philosophy	3	2	4	60 : 00 : 120	Compulsory

* The details of General Psychology developed by Psychology subject Specialist is given under Psychology.

YEAR 1 SEMESTER 1 COURSES

Course Code: PHIL 11214
Course Title: Introduction to Philosophy
Credit value: 4
Time Allocation: Lectures 60 hours /Practical 00 hours / Independent learning 120 hours
Type: C

Intended Learning Outcomes:

After successful completion of this course, the students will be able to explain the nature of Philosophy, develop a general understanding of the History of the Philosophy; analyze the salient features of Philosophy as well as the problems of Philosophy. They will be able to

   PhK1.1. Describe the general Principles of Philosophy
   PhK1.2. Explain the importance, scope, relevance
   PhK.1.3. impact of principles of Philosophy on society.
   PhK2.1analyse the problem of Metaphysics
   PhK2.2analyse the problem of Epistemology
   PhK2.3analyse the problem of Ethics
   PhK3.1 Evaluate the Philosophical concepts Skills
   PhS1.1 Identify the root cause of the problem
   PhS1.2 Eradicate the problem by using appropriate theories
   PhS2.1 understand the theories clearly
   PhS2.2 Apply the theories to the present needs
   PhS3.1 Practice & apply knowledge
   PhS4.1 finding solution for the problems
   PhS5.1 Theoretical application for solution
   PhS 6.1 Collect data and analyse by group
   PhS7.1. Organize the facts
   PhS.8.1. Evaluate the ability
   PhA.1.1 Make informed decisions
   PhA2.1 understand their own culture
   PhA 2.2 compare others culture
   PhA3.1consciousness about Human rights

Course Objectives:

 This course will provide the students an understanding of the basic issues in Philosophy. This unit is designed to promote the intellectual faculty of students and enlighten them with core field with in Philosophy such as Metaphysics Religion, Ethics, Social, Political Philosophy etc. This course will help the students to gain knowledge of the role of Rationalists and Empiricists in shaping Philosophical trend. It will help to develop the ability to think critically. Ultimately the students will be able to acquire knowledge of the problems of Philosophy and the solution to them.

Course Capsule (Content):

Nature and Scope of the Philosophy, Historical development of Philosophy from the early Greek Period up to the contemporary period; Analyses of the problems and the important aspects of the metaphysical, Epistemological, Ethical and Social Philosophy.

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
PhK1.1. Describe the general Principles of Philosophy	Basic issues in Philosophy. The core field with in Philosophy such as Metaphysics Religion,	06	00	10	Oral Exam 10%

	Ethics, Social, Political Philosophy				
PhK1.2. Explain the importance, scope, relevance	Analyze the scope and nature of each sub field of study in Philosophy	08	00	10	Mid Semester 10%
PhK.1.3 impact of principles of Philosophy on society.	close relation of Philosophy with the activities of society	08	00	10	
PhK2.1analyse the problem of Metaphysics	the validity of the meta physical concepts and theories	08	00	10	Tutorial 10%
PhK2.2 Analyse the problem of Epistemology	nature of knowledge and how to utilize the theories to understand all kind of knowledge	08	00	10	Presentati on 10%
PhK2.3analyse the problem of Ethics	Norms of life and execute the human behavior according to the traditional values as well as the present ways of moral thinking.	08	00	10	
PhK3.1 Evaluate the Philosophical concepts Skills	various types of knowledge in view of various type of skills	08	00	10	
PhS1.1 ---8.1		04	00	40	
PhA1.1...5.1		00	00	10	
Total		60	00	120	

Assessment Components and Percentage Marks

Continuous assessment: Attendance	40%
End-semester Training Project Report	60%

Recommended Texts:

Burr.J.R & Goldinger.M 2008, Philosophy and contemporary issues, Prentice Hall of India ,New Delhi

Roger,Scruton,2005,Philosophy:Principles and Problems, California, Continuum International Publishing Group, America.

Course Code: PHIL 12224
Course Title: Logic
Credit value: 4
Time Allocation: Lectures 60 hours /Practical 00 hours / Independent learning 120 hours
Type: C

Intended Learning Outcomes:

At the end of the course the students shall be able to make critical reasoning when they articulate argument for or against in a certain position on an issue demonstrating what 's true and false, what's valid and invalid, self-aware, recognizing their own biases and influences, wanting to learn more about issues before passing judgment. They will be able to

      PhK4.1. Describe the general principles of Logic
      PhK4.2. Explain the importance, scope, relevance
      PhK1.3 Descrivbe impact of principles of Logic.
      PhK 5.1. Workout the validity of arguments with different methods
      PhK5.2 Work out the truth table methods
      PhK6.1 Examining the arguments and way of proving its validity
      PhS9.1 Describe the symbolism and learnt to use the different kind of Logical forms
      PhS9.2 Eradicate the fallacies by using appropriate logical laws
      Phs10.1Use the technology to apply logical theories
      PhS 11.1 Apply the logical methods to solve unwanted confusion
      PhS12.1 Logical solution for difficult problems
      PhS13.1. Analyze applying Logical skills
      PhA6.1 Appreciate modern Logic and traditional logic to justify the common reasoning
      PhA 7.1 Appreciate logical concepts and applying nature
      PhA8.1 Appreciate the different logical methods to analyze the validity

Course Objectives:

This course is designed to promote the intellectual capacity of students in traditional and modern Logic and critical reasoning. Students will acquire with the problems of ordinary language and solutions of modern logicians and study the application of formal and modern logic and recognize common fallacies in everyday reasoning.

Course Capsule (Content):

Nature and scope of Logic; The complexity of language to learn effective methods of resolution for a variety of disagreements; The principles of modern logic to ordinary language- reasoning and critical thinking . Logic, Symbolic Logic, law of thought, terms, propositions, meaning , validity of an argument, direct , indirect truth table methods, fallacies.

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
PhK4.1. Describe the general Principles of Logic	Basic issues in Logic. Critical reasoning when they articulate argument for or against in a certain position on an issue demonstrating what 's true and false, what's valid and invalid.	09	00	12	Tutorial 10%
PhK4.2. Explain the importance, scope, relevance	Logical theories and the reasoning ability and good form of thinking	09	00	15	Presentation 10%
PhK1.3impact of principles	Logic is to think correctly	09	00	12	Mid

of Logic.					Semester 10%
PhK 5.1. Workout the validity of arguments with different methods	The traditional methods and the modern methods and symbolic system and the different form of validity and invalidity of arguments.	08	00	12	Home essay 10%
PhK5.2 Work out the truth table methods	Truth table method also one of the methods to verify the valid or invalid.	08	00	15	
PhS9.1, PhS9.2, Phs10.1. PhS 11.1 , PhS12.1 ,PhS13.1		09 03	00 00	12 12	
PhA6.1; PhA 7.1 ; PhA8.1		05	00	30	
Total		60	00	120	

Assessment Components and Percentage Marks

Continuous assessment: Attendance	40%
End-semester Training Project Report	60%

Recommended Texts

Suppes Patrick, 1957,Introduction to Logic, D.Van Nostrand Company, New York
Susanne Knauth Langer, 2007, An Introduction to Symbolic Logic.
Simpso. R.L., 1999, Essentials of Symbolic Logic.

Course Code: PHIL 21234
Course Title: Indian Philosophy
Credit value: 4
Time Allocation: Lectures 60 hours /Practical 00 hours / Independent learning 120 hours
Type: C

Intended Learning Outcomes:
After successful completion of this course the students shall be able to describe the history of Indian Philosophy, how it differs from Western Philosophical thoughts, and of its relation to Indian Religions. They will be able to explain the views about self, the divine, religion, ethics, epistemology and Philosophy' also. They will be able to

    PhK7.1. Describe the general concepts in Indian Philosophy and Religion
    PhK7.2. Explain the importance nature and scope of Indian Philosophy,
    PhK7.3. Religious outlook and Philosophical significant of Indian Philosophy
    PhK8.1. Analyze Orthodox(Six Schools) Philosophy and Heterodox (six Schools)Philosophy
    Phk8.3 Analyze the key concept such as Karma, Liberation,
    PhK9.1 Evaluate the Philosophical concepts and it's significance
    PhS1.1 Analyze the reality of religion and life problem
    PhS1.2 Eradicate the problem of sin or pain by using appropriate theories
    PhS15.1 Aware about the Philosophy with the religious nature
    PhA 1. Exhibit team spirit and collective decision making on life problems
    PhA 2. Respect own culture, beliefs, values and others cultures beliefs values etc.
    PhA 3. Conscious of ancient culture and social values

Course Objectives:
This course introduces some of the central topics , questions, strategies and styles of Indian Philosophical thought. This emphasizes the Indian traditions with consideration given to competing notions of self, consciousness, the origin of human suffering, the possibility of transcendence. Studying some of the importance questions which Indian Philosophers had addressed and examining their answers, positions and arguments and evaluate about Indian Thought.

Course Capsule (Content):
Historical Development of Indian Philosophy, Vedic Period, Upanishad Philosophy, The nature and scope of Heterodox schools and Orthodox Schools of Indian Philosophy, Six orthodox schools including Vedanta and its implication, main concept of Buddhism , the Philosophy of Jainism. Meta Physical, Epistemological, Ethical, Social, Political, Psychological perspective in Indian Philosophy.

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
PhK7.1. Describe the general concepts in Indian Philosophy and Religion	history of Indian Philosophy, how does it differ from Western Philosophical thoughts, and of its relation to Indian Religions.	08	00	15	Mid Semester10 %
PhK7.2. Explain the importance nature and scope of Indian Philosophy,	views about self, the divine, religion, ethics, epistemology and Philosophy	08	00	15	Tutorial 10%
PhK7.3. Describe religious outlook and Philosophical significance of Indian Philosophy	notions of self, consciousness, the origin of human suffering, the possibility of transcendence	08	00	15	Presentation 10%

PhK8.1. Analyze Orthodox(Six Schools) Philosophy and Heterodox (six Schools)Philosophy	Historical Development of Indian Philosophy, Vedic Period, Upanishad Philosophy, The nature and scope of Orthodox Schools of Indian Philosophy, Six orthodox schools including Vedanta and its implication	10	00	16	Assignment 10%
PhK8.2. Analyze Orthodox(Six Schools) Philosophy and Heterodox (six Schools)Philosophy	main concept of Buddhism , the Philosophy of Jainism. Meta Physical, Epistemological, Ethical, Social, Political, Psychological perspective in Indian Philosophy.	08	00	15	
Phk8.3 Analyze the key concept such as Karma, Liberation,	Significance of Doctrine of Karma and liberation or freedom	07	00	12	
PhK9.1 Evaluate the Philosophical concepts and its significant	Meta Physical, Epistemological, Ethical, Social, Political, Psychological perspective in Indian Philosophy	07	00	12	
PhS1.1 ; PhS1.2 ; PhS15.1		03	00	10	
PhA 1. PhA 2PhA 3.		02	00	10	
Total		60	00	120	

Assessment Components and Percentage Marks

Continuous assessment: Attendance	40%
End-semester Training Project Report	60%

Recommended Texts

Flood Gavin,2005, Introduction to Hinduism, Cambridge University Press, London

Dasgupta, S, 2009, A History of Indian Philosophy, Vol.1-5, Motilal Banaras, New Delhi

Hiriyanna.M, 1995, The Essentials of Indian Philosophy,

Course Code: PHIL 22244
Course Title: Western Philosophy
Credit value: 4
Time Allocation: Lectures 60 hours /Practical 00 hours / Independent learning 120 hours
Type: C

Intended Learning Outcomes:
Students who successfully complete this course shall be able to develop their critical thinking and writing skill in order to express their views on the Philosophical issues, to understand the difference between good and bad arguments, and to have the ability to critically and carefully analyze the philosophical arguments. They will be able to

PhK10.1. Describe the general Principles of Philosophy
PhK10.2. Explain the Historical development of Philosophy and key words in western Philosophy
PhK 10.3. Describe Greek Philosophy in detail, Early Medieval , Medieval and late Medieval Philosophy
PhK10.4 Modern Philosophical Development and later development in Philosophy
PhK11.1 Analyze the Descartes, Spinoza and Lipinize ideas and its later development.
PhK11.2 Evaluate Locke, Hume Barkeley and Logical positivist's contribution
PhS17.1 Describe the root cause of the problem
PhS17.2 Erdicate the problem by using appropriate theories
PhS18.1 Perceive the truth according to the contemporary western theories
PhS19.1 Perform comparative analysis with Social, Political theories
PhA2.1 Compare and appreciate traditional Philosophical views & values with western philosophy

Course Objectives:
This course helps the students to understand the modern thoughts and the exact significance of types of philosophy and about various Philosophers. This study also focuses on several fundamental issues that have arisen in the course of the development of the western Philosophical tradition in the field of epistemology, ethics, metaphysics, morality etc.

Course Capsule (Content):
Nature and scope of Western Philosophy, origin of western Philosophy, Greek Pre -Socratic, classical Greek, Hellenistic Philosophy, Medieval , Modern Philosophy, Rationalism, Empiricism, Kantian Philosophy, Logical Positivism and German Philosophy

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
PhK10.1. Describe the general Principles of Philosophy	critical thinking and writing skill in Philosophical issues, the difference between good and bad arguments, critically and carefully analyze the philosophical arguments.	09	00	16	Tutorial 10%
PhK10.2. Explain the Historical development of Philosophy and key words in western Philosophy	modern thoughts and the exact significance of types of philosophy and about various Philosophers.	09	00	16	Presentation 10%
PhK10.3 Describe Greek Philosophy in detail, Early Medieval , Medieval and	fundamental issues that have arisen in the course of the development of the western	09	00	16	Mid Semester Exam 10%

late Medieval Philosophy	Philosophical tradition				
PhK10.4 Modern Philosophical Development and later development in Philosophy	Development of the western Philosophical tradition in the field of epistemology, ethics, metaphysics, morality etc.	09	00	16	Oral Presentation 10%
PhK11.1 Analyze the Descartes, Spinoza and Lipinize ideas and its later development.	Modern Philosophy, Rationalism, and German Philosophy	09	00	16	
PhK11.2 Evaluate Locke, Hume Barkeley and Logical positivist's contribution	Empiricism, Kantian Philosophy, Logical Positivism	08	00	15	
PhS17.1 ; PhS17.2 ; PhS18.1 ; PhS19.1		04	00	12	
PhA2.1		03	00	13	
Total		60	00	120	

Assessment Components and Percentage Marks

Continuous assessment: Attendance	40%
End-semester Training Project Report	60%

Recommended Texts

Copleston, F. 1962, A History of Philosophy,
Hymlyn.D.W., 1987, History of Western Philosophy
Peter, J. King, 2006, One hundreds of Philosophers: the life and work of the world's Greatest
Samuel Enoch Stumbs, 1983, Philosophy History of Problems, London.

Course Code: PHIL 31023
Course Title: Epistemology
Credit value: 4
Time Allocation: Lectures 60 hours /Practical 00 hours / Independent learning 120 hours
Type: C

Intended Learning Outcomes:

At the end of the course the students shall be able to identify central issues or debates in the theory of knowledge, develop an awareness of how the knowledge is constructed, and take an interest in diversity of way of thinking and way of living. They will be able to

PhK12.1. Describe the scope and nature of Theory of Knowledge and its salient features

PhK12.2. Explain the theories of Skepticism, rationalism, empiricism Idealism, materialism, pragmatism etc.

PhK13.1 Describe the nature and scope of Knowledge and its significance

PhK14.1 Evaluate the Philosophical concepts

PhS20.1 Describe the root cause of the problem

PhS21.2 Eradicate the problem by using appropriate theories

PhS21. Use appropriate theories of perception

PhS 22.1 Find proper theories to get validity

PhA1.1 Appreciate the real nature of knowledge

Course Objectives:

Analyze different sources of knowledge : perception, memory, consciousness, reason and testimony, demonstrate an understanding of different perspective of knowledge issues, study how we can develop, justify and structure our knowledge, draw links and make effective comparisons between different approaches to knowledge and ways of knowing.

Course Capsule (Content):

Nature and scope of Theory of Knowledge. Skepticism, Materialism, idealism, pragmatism, rationalism, empiricism, Knowledge and Belief, Memory, theories of Perception, Forms of knowledge.

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
PhK12.1. Describe the scope and nature of Theory of Knowledge and its salient features	Central issues or debates in the theory of knowledge, how the knowledge is constructed, diversity of way of thinking and way of living.	10	00	20	Tutorial 10%
PhK12.2. Explain the theories of Skepticism, rationalism, empiricism Idealism, materialism, pragmatism etc.	Scope of Theory of Knowledge. Skepticism, Materialism, idealism, pragmatism, rationalism, empiricism, Knowledge	14	00	20	Mid Semester 10%
PhK13.1 Describe the nature and scope of Knowledge and its significance	Concept of Belief, Memory, theories of Perception, Forms of knowledge.	10	00	20	Presentation 10%
PhK14.1 Evaluate the Philosophical concepts	Different perspective of knowledge issues, develop, justify and structure our knowledge	10	00	20	Oral Exam 10%
PhS 20.1, PhS 21.2., PhS 21.1., PhS 22.1		10	00	24	
PhA 1.1		06	00	16	
Total		60	00	120	

Assessment Components and Percentage Marks

Continuous assessment: Attendance	40%
End-semester Training Project Report	60%

Recommended Texts

Russell.B,1940, An inquiry into meaning and truth, Allen & Unwin, London.

Leslie Joseph Walker, 1976, Theories of Knowledge: Absolutism, Pragmatism, realism.

Louis.P.Ponman, 2005, The Theory of Knowledge: Classical and Contemporary Readings.

Cornnor, D.J.O., Carr.Brain, 1982, Introduction to the Theory of Knowledge,Harvester Press Ltd.

Course Code: PHIL 32034
Course Title: Ethics & Social and Political Philosophy
Credit value: 4
Time Allocation: Lectures 60 hours /Practical 00 hours / Independent learning 120 hours
Type: C

Intended Learning Outcomes:
At the completion of the course the students shall be able to describe the salient features and the basic concepts of Ethics, Social Philosophy and Political Philosophy, and express the concepts in relation to theoretical position and cultural values.

    PhK15.1. Describe the etymological meaning and conceptual analysis on ethics. and its key words
    PhK15.2. Explain the importance of Greek Ethics and Modern Ethics with the relevant moral theories
    PhK16.1 Analyze the historical Development of Social Philosophy
    PhS16.2.Evalute the significant of Political Philosophy with Historical Perspective
    PhK17.1 Evaluate the Political concepts and key word in relevant to good government
    PhK17.2.Describe the major social theories
    PhK317.3 Analyze the key doctrine in Political philosophy
    PhS24.1 Describe the root cause of the problem
    PhS24.2 Eradicate the problem by using appropriate theories
    PhS25.1 Apply the subject knowledge to solve the problem in the society
    PhS26.1 Assess the ground situation in view of the knowledge to solve problems
    PhS27.1 Describe socially and politically viable way to find solution.
    PhA1.1 Promote social, Ethical and political awareness in the society
    PhA3.1 Appreciate the nature of human rights
    PhA2.2 Appreciate the social responsibility

Course Objectives:
This course tries to make students understand the social behavior with the perspective of different field of knowledge such as moral Philosophy, Social Philosophy and Political Philosophy. The student will familiar with the theories and will be able to judge the ethical Justification and right and wrong of the social and Political issues.

Course Capsule (Content):
Nature and Scope of Ethics. Greek Ethics, Modern Ethics. Nature and Scope of Social Philosophy and Political Philosophy. Identifying and analyzing the moral problems through ethical theories. This course also analyzes the individual behavior in its social and Political context. Historical development of Social and Political Philosophy, Analyze the major concepts such as State, Rights etc. Describe the doctrine and theories in Social Philosophy and Political Philosophy.

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
PhK15.1. Describe the etymological meaning and conceptual analysis on ethics. And its key words	Salient features and the basic concepts of Ethics, Social Philosophy and Political Philosophy, and express the concepts in relation to theoretical position and cultural values.	08	00	10	Tutorial 10%
PhK15.2. Explain the importance of Greek Ethics and Modern Ethics with the relevant moral theories	Nature and Scope of Ethics. Greek Ethics, Modern Ethics.	08	00	12	Mid Semester 10%

PhK16.1Analyze the historical Development of Social Philosophy	Nature and Scope of Social Philosophy and Political Philosophy. Identifying and analyzing the moral problems through ethical theories.	08	00	10	Presentation 10%
PhS16.2.Evalute the significant of Political Philosophy with Historical Perspective	Ethical Justification and right and wrong of the social and Political issues.	08	00	10	Oral Exam 10%
PhK17.1 Evaluate the Political concepts and key word in relevant to good government	Individual behavior in its social and Political context. Historical development of Social and Political Philosophy,	08	00	12	
PhK17.2.DEscribe the major social theories	Doctrine and theories in Social Philosophy	08	00	10	
PhK317.3 Analyze the key doctrine in Political philosophy	Major concepts such as State, Rights etc.	06	00	10	
PhS 24.2., PhS 25.1., PhS 26.1., PhS 27.1		04	00	10	
PhA 1.1.; PhA 3.1., PhA 2.2.		02	00	05	
Total		60	00	120	

Assessment Components and Percentage Marks

Continuous assessment: Attendance	40%
End-semester Training Project Report	60%

Recommended Texts

Moore,G.E, 1966, Ethics, Oxford University Press, London.
Glasberg.D, & Shannon.D, 2011, Political Sociology, Sage, New Delhi.
Bramson.L, 1971, The Political context of Sociology, Princeton University Press, Princeton
Zirakadeh,C.C, 2010, Social and Political movements, sage, New Delhi.

PHILOSOPHY - CURRICULUM MAP

Desired Program Outcome	Course number/s that facilitate acquisition of the outcome			Deficient Aspect
Identify real world economic/ political/cultural situations/ phenomena/ needs/ problems/ issues applying the core concepts, theories, principles, and practices relevant to the academic field/s of study	PhK1.1, PhK1.2 Ph1.3., PhK13.1 PhK14.1	Applying the core concepts, theories, principles, nature and scope of Knowledge and its significance	Real commitment and search for knowledge, Willing to learn and practice	
Investigate and analyze the issues using a range of holistic approaches, interpret the results paying due attention to environmental aspects and indigenous heritage, cultures, values and technologies and suggest potential logical solutions;	PhK2.1, PhK2.2, PhK2.3 Phk8.3	Compare and analyze cultures, values and interpret & suggest logical solution in holistic way. Analyzing the key concept	Respects own cultures, beliefs, values and others cultures beliefs etc.	
Identify pertinent information needs, using appropriate media, tools, technologies and methodologies to locate & access information,	Ph K 5.1. PhK ,5.2 , GS2.1	workout the validity of arguments with different methods, use IT	Fairness and Academic Neutrality, Positive thinking	
Critically evaluate the sources, values, validity and currency of information, and use information effectively in a range of contexts in critical and creative manner to achieve desired goals;	PhK6.1	Examining the arguments and way of proving its validity	Positive attitude	
Acquire and evaluate current information and process them independently through independent research and exercise critical judgment and critical thinking to create new modes/ dimensions of knowledge;	PhS2.1 PhS2.2	understand the theories clearly, Apply the theories to the present needs	self-discipline and self confidence	
Communicate fluently, logically present the facts in written and verbal forms in the mother tongue and satisfactorily in an international language, to diverse groups of audiences;	GS1.1 , GS1.2, PhA6.1	use simple & non complicated language avoiding confusion or vague ,applying modern Logic and traditional logic to justify the common reasoning	self-motivation, lifelong learning	
Work independently to meet new challenges and work collaboratively in groups demonstrating team spirit, leadership qualities and organizational skills;	GS5.1	Team work for effective understanding	Group demonstration and group implementation	
Work with confidence and determination in a self-disciplined and dedicated manner; managing time, personal and physical resources effectively employing professional and reflective approach to perform the assigned tasks;			Response to changes and ability to take up challenges	
Engage in life-long learning in pursuit of personal development and excellence in professional practice;			work as a part of team productive	
Perceive and respond to changes in an adaptive and flexible manner from an informed and socially responsible point of view;			Awareness to human rights and Social responsibility	
Behave harmoniously in a multi-ethnic and multi-religious society giving due care and respect to the values and beliefs of own and other cultures, diversity of human behavior, views, human rights, social responsibilities, moral and ethical perspectives.	GA 4.1, GA3.1	measuring self-motivation, social values	Appreciating traditional and ethical and social values, Team spirit and collective decision making on social problems	
Suitable candidate to serve in diverse spheres like education, entrepreneurship			Ability to tolerate diversity	

182

Introduction

Psychology is an empirical and natural science that aims to comprehend how and why humans and non-human animals act in the ways that they do and to apply that knowledge in a wide variety of settings. It is a broad subject area, which attempts to analyze and explain human behavior in a systematic and reproducible way. There are several social and mental health fields in the government and non government sectors which require trained professionals in psychology.

The proposed revised curriculum of the Psychology module for the Bachelor of Arts (General) degree program is designed to facilitate acquisition of knowledge, attitudes, skills and various experiences in the field of psychology. A number of improvements had been made in formulating the revised curriculum. The old syllabus consisted of eight courses which spread over 3 years of the general degree programme with no specific practical and hands-on activities linked to the lecture sessions. The proposed Psychology syllabus consists of primarily the same eight compulsory courses, but comprises of new subject topics, while the the entire lecture series has been linked with relevant series of practical and self-learning activities.

This improvement could be brought about by the use of student centered Outcomes based approach in formulating the revised curriculum. The module was developed focusing on a desired graduate profile and learning outcomes. Appropriate student centered teaching learning activities, time requirements, and assessment methods that would ensure acquisition of the desired outcomes were identified and framed into courses. This has resulted in incorporation of new subject topics, student centered teaching learning and assessment activities and independent learning activities.

 The revised curriculum is designed to produce graduates with relevant psychology knowledge, attitudes, skills and competencies to provide an effective service to the needy sectors. It comprises of eight different courses contributing 28 credit units to the three year BA (General) degree programme. The list and sequence of the courses are given below:

List of Courses and Sequence

Course Code	Course Title	Year (1/2/3)	Semester (1/2)	Credit Value	Numbers of hours of Lectures: Practical: Independent learning	Compulsory © Optional (O)
PSYC 11214	Introduction to General Psychology	1	1	4	L 55: P 10: IL 120	C
PSYC 12224	Personality and Personality Development	1	2	4	L 60: P 00: IL 120	C
PSYC 21253	Psychology of Human Behavior	2	1	3	L 45: P 00: IL 90	C
PSYC 21263	Research Methods in Psychology	2	1	3	L 35: P 20: IL90	C
PSYC 22284	Psychology of Learning and Education	2	2	4	L 55: P10: IL 120	C
PSYC 31013	Psychology of Organizational Behavior	3	1	3	L 35: P 20: IL 90	C
PSYC 31023	Psychology of Social Behavior	3	1	3	L 40: P 10: IL 90	C
PSYC 32044	Abnormal Psychology	3	2	4	L 60: P 00: IL 120	C

YEAR 1 SEMESTER 1 COURSES

Course Code: PSYC 11214
Course Title: Introduction to General Psychology
Credit value: 4
Time Allocation: Lectures 55 hours/ Practical 10 hours/ Independent learning 120 hours
Type: C

Intended Learning Outcomes:
At the end of the course the students will be able to;

PyK 1. Explain and differentiate the nature of human behaviour, biological and sociological bases, stages of human development , and concepts of normal and abnormal behaviour in psychology .

PyK1.1. Explain the nature of human behavior in psychology and its history

PyK 1.2 Describe and its application of schools of psychology ;Gestalt, Behaviorism, Humanistic and Psychodynamic

PyK 1.3 Explain the basic concepts of biological; Brain, Organs, Body function

PyK 1.4 Explain sociological bases of psychology ; family, social groups, attitudes and beliefs

PyK 1.5 Describe fields of psychology ; Abnormal, Social, General, Educational, and organizational

PyK 1.6 Explain the nature of stages of human development

PyK 1.7 Explain what is perception and memory and its applications

PyK 1.8 Explain the nature of intelligence and its applications

PyK 1.9 Describe and compare the concept of normal/healthy behaviours and abnormal behaviours

Course Objectives:
To makestudents understand nature of human behavior and basic concepts in psychology and able to analyze different patterns of human behavior using psychological concepts.

Course Capsule (Content):
Nature of Psychology and its historical development: schools of Psychology; fields of Psychology, study of the nature of Psychology, the biological and sociological bases of Psychology; introduction to basic concepts in Psychology: motivation, perception, memory intelligence,Concept of normal/healthy behaviors and abnormal behaviors.

Intended Learning Outcomes, Content, Teaching Learning Activities (L/P/IL), Time and Assessment

Intended Learning Outcomes	Content	Teaching method	Time allocated (hours)			Independent Learning activity	Assessment method
			Lectures	Practical	Independent Learning		
PyK1.1. Explain the nature of human behavior in psychology and its history	Nature of human behavior in psychology and its history	Lectures , Discussions	4		8	Internet search and team work	Presentation 10%
PyK 1.2 Describe and its application of schools of psychology ;Gestalt, Behaviorism, Humanistic and Psychodynamic	Describe and its application of schools of psychology ;Gestalt, Behaviorism, Humanistic and Psychodynamic	Lectures, Handouts	8		16	Read text books and search internet	
PyK 1.3 Explain the basic concepts of biological; Brain, Organs, Body	Basic concepts of biological; Brain, Organs, Body function	Lectures, Discussions, Brainstor	8		16	Read text book and search internet	

function		ming, Handouts				
PyK 1.4 Explain sociological bases of psychology ; family, social groups, attitudes and beliefs	Sociological bases of psychology ; family, social groups, attitudes and beliefs	Lectures, Handouts , small group activities	6		12	Read text books and search internet
PyK 1.5 Describe fields of psychology ; Abnormal, Social, General, Educational, and organizational	Fields of psychology ; Abnormal, Social, General, Educational, and Organizational	Lectures, Discussions, Group activity	6		12	Internet search and team work
PyK 1.7 Explain what is perception and memory and its applications	Nature of stages of human development	Lecture s, Discussions, Handouts	6		12	Refer text books, internet search
PyK 1.8 Explain the nature of intelligence and its applications	Perception and memory and its applications	Lectures, Discussions , Brain storming, Handouts	6		14	Internet search, text books and team-based learning
PyK 1.6 Explain the nature of stages of human development	Nature of intelligence and its applications	Lectures, Brainstorming	6		14	Collect information from Text books, magazines, Internet etc.	writing assignment 10%
PcK 1.9 Describe and compare the concept of normal/healthy behaviours and abnormal behaviours	Concept of normal/healthy behaviors and abnormal behaviors	Lecture methods Discussions, group learning	5	10	16	Interview two case studies (normal and abnormal)
Total			55	10	120	

Assessment:

Continuous assessment:	20%
End-semester examination	80%

Recommended Texts:

Bandura , A (1986). Social Foundations of Thought and Action: A social –cognitive Theory, Englewood Cliffs, NJ.

Freud , S. (1960). A general Introduction to Psychoanalysis, Washington Square Press. New York.

Hunt. M. (1993) .The Story of Psychology, Doubleday, New York.

Maslow. A.H. (1970). Motivation and Personality, Harper and Row, New York

Mangal, S.K.(2004). An Introduction to Psychology, 4th ed. Sterling Publishers Pvt. Ltd. India.

Myers, D.G. (2008). Exploring Psychology in Modules, 7th ed. Prentince-Hall of India, New Delhi.

Course Code: PSYC 12224
Course Title: Personality and Personality Development
Credit value: 4
Time Allocation: Lectures 60 hours/ Practical 00 hours/ Independent learning 120 hours
Type: C

Intended Learning Outcomes:
At the end of the course the students will be able to;

    PyK 2. Explain the nature of personality and personality development

    PyK 2.1 Describe the nature of personality and its various dimensions

    PyK 2.2. Explain physiological and psychological bases of personality

    PyK 2.3 Describe methods of rating personality and classification of personality

    PyK 2.4. Describe theories of personality

    PyK 2.4 Explain psychological factors influencing the development of personality; relationship between
       social development and personality

    PyK 2.5. Explain normal and problems of personality

    PyK 2.6. Explain normal and problems of personality

Course Objectives:

To make sStudents understand various human personalities through theories and concepts; Students understand and analyze different patterns of human behavior

Course Capsule (Content):

Introduction to personality and its various dimensions, physiological and Psychological bases of personality, Methods of rating personality and classification of personality, Theories of personality, Factors influencing the development of personality, Relationship between social development and personality, Problems of personality.

Intended Learning Outcomes, Content, Teaching Learning Activities (L/P/IL), Time and Assessment

Intended Learning Outcomes	Content	Teaching Method	Time allocated (hours)			Independent Learning activity	Assessment method
			Lectures	Practical	Independent Learning		
PyK 2.1 Describe the nature of personality and its various dimensions	Nature of personality and its various dimensions	Lecture methods Discussions	8		16	Internet search, and read text books	Presentation 10%
PyK 2.2. Explain physiological and psychological bases of personality	Physiological and psychological bases of personality	Lecture methods Discussions	8		16	Refer text books, internet search	
PyK 2.3 Describe methods of rating personality and classification of personality	Methods of rating personality and classification of personality	Lecture methods Handouts, (Types of tests)	10		20	Web search different personality tests	
PyK 2.4. Describe theories of personality	Theories of personality	Lecture methods Discussi	16		32	Team work, internet	

					search Team - based learning and final exam	Writing assignment 10%
PyK 2.5. Explain psychological factors influencing the development of personality; relationship between social	psychological factors influencing the development of personality; relationship between social development and personality	Lectures Brainstorming, discussions, case study	10		20	
PyK 2.6. Explain normal and problems of personality	Normal and problems of personality	Lectures Brainstorming, discussions, case study	8		16	Review case study, interview different individual, team work
Total			60		120	

Assessment:

Continuous assessment:	20%
End-semester examination	80%

Recommended Texts:

Haber.P.N. and Fried. A.H. (1975). An Introduction to Psychology, Holt Rinehart &Winston Inc. New York.

Imbado. P.G.Z. (1979) Psychology and Life, Scott, Foresman & Company, London, Tenth Edition.

McKeachie . W.J. and Doyle. C.L. (1972). Psychology. The Short Course, Addison Wesley publishing Company . London.

Rhodewalt, F. (2013) Personality and social Behavior, Psychology Press

Course Code: PSYC 21253
Course Title: Psychology of Human Behavior
Time Allocation: Lectures 45 hours/ Practical 00 hours/ Independent learning 90 hours
Credit Value: 3
Type: C

Intended Learning Outcomes:
At the completion of this course students will be able to

    PYK3. Explain Psychology of human behaviour
    PyK 3. 1 Describe introduction to human behaviour
    PyK 3.2 Explain theoretical aspects: Freudian theories and human behaviour
    PyK 3.3 Theories of personality and human behaviour; Cattle, Bandura, Maslow, Rogers and Big five
      theory
    PyK 3.4 Explain perception and its application
    PyK 3.5 Explain memory, memory models, memory skills and theories of Forgetting
    PyK 3.6 Explain nature of intelligence and theories of intelligence
    PyK 3.7 Describe theories of sexuality and human behaviour

Course Objectives:
Make students identify psychological principles of human behavior

Course Capsule (Content):
Introduction to human behavior, Freudian theories of consciousness and human behavior, theories of personality and human behavior, perception, memory, memory models, and skills and forgetting, nature of intelligence and theories of intelligence and human behavior, psychological theories of sexuality and human behavior.

Intended Learning Outcomes, Content, Teaching Learning Activities (L/P/IL), Time and Assessment

Intended Learning Outcomes	Content	Teaching method	Time allocated (hours)			Independent learning activity	Assessment method
			Lectures	Practical	Independent Learning		
PyK 3. 1 Describe introduction to human behavior	Introduction to human behavior	Lectures, Discussions	3		8	Internet search and text books	
PyK 3.2 Explain theoretical aspects: Freudian theories and human behavior	Theoretical aspects: Freudian theories and human behavior	Lectures and Handouts	6		12	Text books and final exam	Poster Presentation 10%
PyK 3.3 Theories of personality and human behavior; Cattle, Bandura, Maslow, Rogers and Big five theory	Theories of personality and human behavior; Cattle, Bandura, Maslow, Rogers and Big five theory	Lectures, Brainstorming, Discussions, Case study	8		16	Internet search, text books and team-based learnin	Writing assignm

							ent 10%
PyK 3.4 Explain perception and its application	Perception and its application	Lectures, Discussions	8		10	Read textbooks	
PyK 3.5 Explain memory, memory models, memory skills and theories of Forgetting	Memory, memory models, memory skills and theories of Forgetting	Lectures, Team-based learning	8		14+3	Internet search, text books, team exercise	
PyK 3.6 Explain nature of intelligence and theories of intelligence	Nature of intelligence and theories of intelligence	Lectures, Brainstorming, Discussions,	6		15	Small group reading and discussions	
PyK 3.7 Describe theories of sexuality and human behavior	Theories of sexuality and human behavior	Lectures and Handouts	6		12	Group activity	
Total			45		90		

Assessment:

Continuous assessment:	20%
End-semester examination	80%

Recommended Texts:

Adler.A. (1979). Superiority and Social Interest: A Collection of Later Writings, (3rd ed). North Western University Press.

Allport, G.(1937). Personality: a psychological interpretation, Holt, Rinehart &Winston, New York.

Baddeley, A.D. (1999). Essential of Human Memory (Cognitive Psychology 1368-4558): Psychology Press. Cambridge

Bandura , A (1971) Social Learning theory , General Learning Press, New York.

Freud , S. (1964). Standard Education of Sigmund Freud's writings, Hogarth, London.

Gardner, H. (1983) Frames of mind: the theory of multiple intelligences. New York: Basic Books.

Gardner, H. (1993) Multiple intelligences: the theory in practice - a reader. New York: Basic Books.

Gardner, H. (1999). The disciplined mind. New York: Simon & Schuster.

Masters, W.H. & ///Johnson, V.E. (1966). Human Sexual Response, Little Brown, Boston.

Shearer, C.B. (2000). The MIDAS handbook of multiple intelligences in the classroom. Thousand Oaks, CA: Sage Press.

Watson, J.B. (1930). Behaviorism, Phoenix, Chicago

Course Code: PSYC 21263
Course Title: Research Methods in Psychology
Credit value: 3
Time Allocation: Lectures 35 hours/ Practical 20 hours/ Independent learning 90 hours
Type: C

Intended Learning Outcomes:
At the completion of this course students will be able to

PyK 4. Explain the key concepts, the basic theoretical and methodological approaches empirical studies including methods of data collection , experiments , observation and psychometrics tests used in the field of psychology and data analyses

PyK 4.1 Describe nature of psychological research and their theoretical aspects

PyK 4.2 Explain research methodologies/ designs

PyK 4.3 Explain formation of hypotheses

PyK. 4.4 Describe and apply methods of data collection

PyK 4.5 Describe data analysis methods

PyK 4.6 Use of statistics methods in psychological research

PyK 4.7 Explain and Use of ethical issues in psychological research

PyS 1.4 Explain communication, utilize second language and use technology

PyS 3.1 Practice psychological tools and use techniques in different fields of psychology

PyA 2.1 Explain ethical concepts and behaviour

Course Objectives:
Make students understand different research methods in the field of psychology
To promote students' skills using research methodology in psychology

Course Capsule (Content):
Examine the nature of psychology as a behavioral science. The nature of psychological research, Formation of hypotheses, Data collection, Analyses of data in psychological research, Verification of psychological hypotheses: psychological observations, testing and experiments, Use of statistics in psychological research, Importance of psychological research in the modern society, psychological research and ethical issues.

Intended Learning Outcomes, Content, Teaching Learning Activities (L/P/IL), Time and Assessment

Intended Learning Outcomes	Content	Teaching method	Time allocated (hours)			Independent learning activity	Assessment method
			Lectures	Practical	Independent Learning		
PyK 4.1 Describe nature of psychological research and their theoretical aspects	Nature of psychological research and their theoretical aspects	Lecture methods	6		12	Internet search	Field work- Power point presentation 10%
PyK 4.2 Explain research methodologies/ designs	Research methodologies/ designs	Lecture methods, Handouts, Debate	4		10	Internet search and read text books	
PyK 4.3 Explain formation of hypotheses	Formation of hypotheses	Lecture methods	2		6	Internet search and text books	
PyK. 4.4 Describe and apply methods of data collection	Describe and apply methods of data collection	Lecture methods, Handout	4		10	Team work for prepare	

		s, Discussions				questionna ire , interviews schedule and field study	
PyK 4.5 Describe data analysis methods	Data analysis methods	Lecture methods and practical	6		14	Practice with SPSS package	
PyK 4.6 Use of statistics methods in psychological research	Use of statistics methods in psychological research	Lectures, using compute rs, handouts	5	10	18	Practice with SPSS package	
PyK 4.7 Explain and Use of ethical issues in psychological research	Explain and Use of ethical issues in psychological research	Lectures, Discussio ns	3		8	Read text books, apply research ethics their own research	
PyS 1.4 Explain communication, utilize second language and use technology	Communication, utilize second language and use technology	Lecture methods	2	4	6	Team work	Computeri zed written assignmen t 10%
PyS 3.1 Practice psychological tools and use techniques in different fields of psychology	Practice psychological tools and use techniques in different fields of psychology	Lecture methods and field work	2	4	4	Field visit and case studies	
PyA 2.1 Explain ethical concepts and behavior	Ethical concepts and behavior	Lecture methods Brainsto rming	1	2	2	Observe ethical behaviors	
Total			35	20	90		

Assessment:

Continuous assessment:	20%
End-semester examination	80%

Recommended Texts:

Bell, J. (2005). Doing your Research project: A guide for first-time researchers in education, health, and social science. Milton Keynes: Open University Press.

Campbell D.T and Stanley J.C. (1963). Experimental and Quasi-experimental Designs for Research, Rand McNally , Chicago.

Fishbein, M . and Ajzen , I (1975). Belief, Attitude, Intervention and Behavior: An introduction to Theory and Research, Addison, Wesley, Massachusetts.

Grabich, C. (2004). New Approaches in social researchers. 6 Bonhill Street, Sage Publications Ltd., London.

Judith, B. (1999) Doing your Research Project. Viva Books, New Delhi.

Orana, E and Stevens, G (1995) . Managing Information for Research, Open University Press, Buckingham.

Quirk, T, J., (1979). Psychological Research: How to do it, Wiley, New York.

Sellitz, C., Wrightsman, L.S. and Cook, S.W. (1976). Research Methods in Social Relations, Holt, Rhinehart and Winston

Course Code: PSYC 22284
Course Title: Psychology of Learning and Education
Credit value: 4
Time Allocation: Lectures 55 hours/ Practical 10 hours/ Independent learning 120 hours
Type: C

 Intended Learning Outcomes:
At the end of the course the students will be able to

PyK 5 Explain Psychology of Learning and education
PyK 5.1 Explain nature of psychological learning and Education
PyK5 .2 Describe behaviour and cognitive theories
PyK 5.3 Explain classical and operant conditioning theories
PyK 5.4 Describe nature and types of reinforcements
PyK 5.5   Explain cognitive learning : Bruner and Ausubel theories
PyK 5.6 Explain Social learning and education : Bandura and Piaget theories
PyK 5.7 Describe of humanistic theories of education
PyK 5.8 Describe thinking and problem solving and psychological problems related to learning and
    education
PyK 5.9 Discuss discipline and classroom organization
PyS 1.1. Describe the concept lifelong learning

Course Objectives:
Make students understand the concepts of psychology for learning and education
Help students develop competencies to identify psychological problems related to learning and education

Course Capsule (Content):
An introduction to learning and education, Behaviorism and cognitivist, Classical conditioning, Operant conditioning, Reinforcement, Cognitive learning: Bruner and Ausubel theories, Social learning and education: Bandura and Piaget theories, Concept of humanistic education; Thinking and problems solving; Discipline and classroom organization

Intended Learning Outcomes, Content, Teaching Learning Activities (L/P/IL), Time and Assessment

Intended Learning Outcomes	Content	Teaching method	Time allocated (hours)			Independent learning activity	Assessment method
			Lectures	Practical	Independent Learning		
PyK 5.1 Explain nature of psychological learning and Education	Nature of psychological learning and Education	Lectures	4		8	Internet search and read text books	Written assignment 10%
PyK5 .2 Describe behaviour and cognitive theories	Behavior and cognitive theories	Lecture Methods Brainstorming	6		12	Read text books	
PyK 5.3 Explain classical and operant conditioning theories	Classical and Operant conditioning theories	Lecture Methods, Handouts	7		15	Team-based learning	
PyK 5.4 Describe nature and types of	Nature and types of reinforcements	Lectures	6		12	Internet search	

reinforcements		Discussions					
PyK 5.5 Explain cognitive learning : Bruner and Ausubel theories	Cognitive learning : Bruner and Ausubel theories	Lectures , Handouts	6		12	Internet search and text books	
PyK 5.6 Explain Social learning and education : Bandura and Piaget theories	Social learning and education : Bandura and Piaget theories	Lecture Methods, Handouts	4	6	17	Field visit observe case study	
PyK 5.7 Describe of humanistic theories of education	Humanistic theories of education	Lectures , Brainstorming	6		12	Refer text books	
PyK 5.8 Describe thinking and problem solving and psychological problems related to learning and education	Thinking and problem solving and psychological problems related to learning and education	Lectures, Discussions, Brainstorming	6		12	Refer text books and internet search	
PyK 5.9 Discuss discipline and classroom organization	Discipline and classroom organization	Lecture methods Discussions	8		16	Observe and interview a case study	
PyS 1.1. Describe the concept lifelong learning	Concept lifelong learning	Lecture methods	2	4	4	Search for ideal characters in society	Group presentation 10%
Total			55	10	120		

Assessment:

Continuous assessment:	20%
End-semester examination	80%

Recommended Texts:

Ausubel D.P. (1968). Educational Psychology: A Cognitive view, Holt, Rinehart & Winston, New York.
Bandura , Boolm, B.S. (1970) human Characteristics and School Learning McGraw-Hill, New York.
Piaget ,J. (1947) The psychology of Intelligence , Rutledge press
Piaget, J (1971) the Science of Education and the Psychology of the Child: Penguin Publishers
Seifert, K. et al. (2010) .Contemporary Educational Psychology: wikibooks publisher.

Course Code: PSYC 31013
Course Title: Psychology of Organizational Behavior
Credit value: 3
Time Allocation: Lectures 35 hours/ Practical 20 hours/ Independent learning 90 hours
Type: C

Intended Learning Outcomes:
At the end of the course the students will be able to;
    PyK 6. Explain psychology of organizational; behaviour, social groups, nature of theories, climate
    PyK 6.1 Explain nature of organizational behaviour
    PyK 6.2 Describe Classification of social groups and group norms
    PyK 6.3 Describe group pressure on the individual, inter -group conflicts
    PyK 6.4 Explain organizational theories
    PyK 6.5 Describe conflict between the individual and the organization
    PyK 6.6 Explain the concept of organizational climate and apply psychological principles in human
        resource management
    PyK 6.7 Describe organizational politics
    PyS 1.2 Explain and Apply concept of empathy
    PyS 1.3 describe and Practice successfully the skills of concept of active listening
    PyS 2.1 Recognize and Explain   different behaviour of human being

Course Objectives:
Make students understand   psychological principles in organization and nature of human resource
management

Course Capsule (Content):
An introduction to organizational behavior, Classification of social groups, Groups norms, group pressure on
the individual, Inter-group conflicts, Organizational theories, Conflict between the individual and the
organization. The concept of organizational climate, organizational politics

Intended Learning Outcomes, Content, Teaching Learning Activities (L/P/IL), Time and Assessment

Intended Learning Outcomes	Content	Teaching method	Time allocated (hours)			Independent learning activity	Assessment method
			Lectures	Practical	Independent Learning		
PyK 6.1 Explain nature of organizational behaviour	Nature of organizational behavior	Lectures, Brainstorming	3		6	Internet search and text books	Writing a report with case studies and presentation 10%
PyK 6.2 Describe Classification of social groups and group norms	Classification of social groups and group norms	Lectures Discussions	4		8	Internet search and text books	
PyK 6.3 Describe group pressure on the individual, inter - group conflicts	Group pressure on the individual, inter - group conflicts	Lectures Handout	4		11	Team-based learning	Team-based learning and poster presentation 10%
PyK 6.4 Explain organizational theories	Organizational theories	Lectures, Handouts	6		16	Internet search and text books	

Learning Outcome	Content	Methods				Resources	
PyK 6.5 Describe conflict between the individual and the organization	Conflict between the individual and the organization	Lectures, Brainstorming,	4		10	Internet search and text books	
PyK 6.6 Explain the concept of organizational climate and apply psychological principles in human resource management	Concept of organizational climate and apply psychological principles in human resource management	Lecture methods Discussions	5	10	16	Find case studies and field visit	
PyK 6.7 Describe organizational politics	Organizational politics	Lecture methods Discussions	2		4	Internet search and text books	
PcS 1.2 Explain and Apply concept of empathy	Concept of empathy	Lecture methods, Demonstration with video and practice	3	6	9	Observe - how to response in empathetic manner case study	
PcS 1.3 Describe and Practice successfully the skills of concept of active listening	Concept of active listening	Lecture methods and practice	2	4	6	Team work and role apply	
PcS 2.1 Recognize and Explain different behavior of human being	Different behavior of human being	Lecture methods and Discussions	2		4	Role play and case studies	
Total			35	20	90		

Assessment:

Continuous assessment:	20%
End-semester examination	80%

Recommended Texts:

Robbins, S.P. (1980) Organizational Behavior , Prentice Hall, Englewood Cliffs.
Maslow, A.H., (1970). Motivation and Personality, Harper and Row, New York.
Hollander, E.P. (1978). Leadership Dynamics: A practical Guide to Effective Relationship, Free Press. New York.
Sayles, L.R. (1958). The Behavior of Industrial Work Groups, Wiley, new York

Course Code: PSYC 31023
Course Title: Psychology of Social Behavior
Credit value: 3
Time Allocation: Lectures 40 hours/ Practical 10 hours/ Independent learning 90 hours
Type: C

Intended Learning Outcomes:
At the end of the course the students will be able to;
  PyK 7. Explain psychology of social behaviour, nature of attitudes, social conflicts, pro-social behaviour
  PyK 7.1 Explain nature of social behaviour in psychology
  PyK 7.2 Describe social perception and social cognition
  PyK 7.3. Explain nature of attitudes and formation
  PyK 7.4 Describe and compare psychological theories of socialization
  PyK 7.5   Describe social conflict prejudice and discrimination
  PyK 7.6 .Describe pro-social behaviour
  PyK 7.7 Discuss communal diversity and collectivism
  PyK 7.8 Describe and analyze changing social environment and behaviour and observe changed different
        social patterns
  PyS 2.2. Able to work with different types of people
  PyA 1.1 Explain importance of active listening behaviour
  PyA 3.1 Describe basic social values and reasons for social changes in Sri Lanka

Course Objectives:
Students understand   psychological principles in social behavior. Students aware and analyze human behavior of psychosocial themes and issues within Sri Lankan context.

Course Capsule (Content):
An introduction to social behavior; Social perception, ad social cognition, Attitude formation; Psychological theories of socialization; Social conflicts, Prejudice and discrimination, Pro-social behavior, Communal diversity and collectivism; Changing social environment and behavior

Intended Learning Outcomes, Content, Teaching Learning Activities (L/P/IL), Time and Assessment

Intended Learning Outcomes	Content	Teaching method	Time allocated (hours)			Independent learning activity	Assessment method
			Lectures	Practical	Independent Learning		
PyK 7.1 Explain nature of social behavior in psychology	Nature of social behavior in psychology	Lecture and team work	3		7	Observe different roles in society, refer text books	Writing a report with case studies and presentation 10%
PyK 7.2 Describe social perception and social cognition	Social perception and social cognition	Lecture methods Brainstorming	4		8	Internet search, text books	
PyK 7.3. Explain nature of attitudes and formation	Nature of attitudes and formation	Lecture methods Discussions	5		12	Refer text books and group work	
PyK 7.4 Describe and compare psychological	Psychological theories of socialization	Lecture methods Brainsto	5		10	Internet search , text books	

196

theories of socialization		rming, Handout					
PyK 7.5 Describe social conflict prejudice and discrimination	Social conflict prejudice and discrimination	Lecture methods Discussions	6		12	Observe the individuals' attitudes, read case studies relating human attitudes	Poster presentation 10%
PyK 7.6 .Describe pro-social behavior	Pro-social behavior	Lecture and questioning	5		10	Internet search, text books and group work	
PyK 7.7 Discuss communal diversity and collectivism	Communal diversity and collectivism	Lectures and Discussions	5		10	Observe social cultural environment	
PyK 7.8 Describe and analyzing changing social environment and behavior and observe changed different social patterns	Changing social environment and behavior and observe changed different social patterns	Lectures, Brainstorming	2	4	10	Observe social cultural environment	
PyS 2.2. Able to work with different types of people	Work with different types of people	Lecture methods and Brainstorming	2		4	Field visit and work in the organization	
PyA 1.1 Explain importance of active listening behavior	Importance of active listening behavior	Lecture methods Discussions	1	2	2	Team work and observe	
PyA 3.1 Describe basic social values and reasons for social changes in Sri Lanka	Basic social values and reasons for social changes in Sri Lanka	Lecture methods Brainstorming	2	4	5	Observe and accept the cultural context of human values	
Total			40	10	90		

Assessment:

Continuous assessment:	20%
End-semester examination	80%

Recommended Texts:

Allport, G.W. (1954). The nature of Prejudice, Addison, Wesley, MA.

Hamilton, D.L. (1981). Cognitive Processes in Stereotyping and inter-group Behviour, Erlbaum, NJ.

Petty, R.E. and Cacioppo, J.T> (1981). Attitudes and Persuasion: Classic and Contemporary Approaches,

Brown,C., J.A.Turner, J.C. Hogg, M, Oakes, P. Reicher, S and Wetherell, M (1987). Rediscovering the social Group. A Self-Categorization Theory, Basil Blackwell, Oxford.

Course Code: PSYC 32044
Course Title: Abnormal Psychology
Credit value: 4
Time Allocation: Lectures 60 hours/ Practical 00 hours/ Independent learning 120 hours
Type: C

Intended Learning Outcomes:
At the end of the course the students will be able to;

    PyK 8 Explain nature of normal and abnormal behaviour
    PyK 8.1 Explain the concept of abnormal behaviour
    PyK 8.2 Describe historical development of abnormal psychology
    PyK 8.3 Discuss causal factors of abnormal behaviour
    PyK 8.4 Explain anxiety disorders
    PyK 8.5 Describe the human mental stress and suicide
    PyK8.6 Explain Dissociative disorders
    PyK 8.7 Explain Somatoform disorders
    PyK 8.8 Explain Affective disorders
    PyK 8.9 Explain psycho-sexual disorders
    PyK 8.10 Explain personality disorders and intervention of abnormal behaviour and mental health
    PyS 2.1 Recognize and Explain different behaviour of human being
    PyS 4.1 Differentiate abnormal behaviours and healthy behaviours

Course Content
An introduction to Abnormal behavior ; Historical development of abnormal psychology; Causal factors of abnormal behavior; Anxiety disorders; Mental stress and suicide; Dissociative disorders; Somatoform disorders, Affective disorders, Addictions; Psycho-sexual disorders, Personality; intervention of abnormal behavior and mental health

Intended Learning Outcomes, Content, Teaching Learning Activities (L/P/IL), Time and Assessment

Intended Learning Outcomes	Content	Teaching method	Time allocated (hours)			Independent learning activity	Assessment method
			Lectures	Practical	Independent Learning		
PyK 8.1 Explain the concept of abnormal behavior	The concept of abnormal behavior	Lectures	2		5	Internet search Refer text books	Writing a report with case studies and presentation 10%
PyK 8.2 Describe historical development of abnormal psychology	Historical development of abnormal psychology	Lectures Handouts	3		6	Internet search Refer text books	
PyK 8.3 Discuss causal factors of abnormal behavior	Causal factors of abnormal behavior	Lectures, small group discussions, Brain-storming	3		6	Team-based learning	Poster presentation 10%
PyK 8.4 Explain anxiety disorders	Anxiety disorders	Lectures, Team-based learning	8		16	Internet search , Refer text	

					books , Small group activity	
PyK 8.5 Describe the human mental stress and suicide	Human mental stress and suicide	Lectures, small group discussions, Brain-storming	6		12	interview suicide case studies	
PyK8.6 Explain Dissociative disorders	Dissociative disorders	Lectures discussions	4		5	Internet search , refer text books
PyK 8.7 Explain Somatoform disorders	Somatoform disorders	Lectures, Handouts	8		16	Internet and refer text books
PyK 8.8 Explain Affective disorders	Affective disorders	Lectures, Brainstorming, Handouts	8		16	Interview somatoform and depression client
PyK 8.9 Explain psycho-sexual disorders	Psycho-sexual disorders	Lectures, Discussions	4		10	Internet search read text books ,group activity
PyK 8.10 Explain personality disorders and intervention of abnormal behavior and mental health	Personality disorders and intervention of abnormal behavior and mental health	Lectures, Brainstorming, Handouts	8		16	Internet search Text books & group work
PyS 2.1 Recognize and Explain different behavior of human being	Different behavior of human being	Lecture methods Discussions	2		4	Role play and case studies
PyS 4.1 Differentiate abnormal behaviors and healthy behaviors	Differentiate abnormal behaviors and healthy behaviors	Lecture methods,	4		8	Identify different individuals with different abnormal types
Total			60		120	

Assessment:

Continuous assessment:	20%
End-semester examination	80%

Recommended Texts:

Barlow, H. David and Durand , M. (2000). Abnormal Psychology (2nd ed), Brooks/Cole Publication Company, USA.

Diagnostic and Statistical Manual of Mental Disorders, (1987). American Psychological Association, Washington, D.C.

Gatchel, R.J. & Blanchard, E.B. (eds), (1993). Psychological Disorders-Research and Clinical Applications, American Psychological Associations, Washington, D.C.

Haigin P. R. (2003). Issues in Abnormal Psychology (2nd ed.). McGraw Hill Dushin Publications, Us.

Mangal S.K. (2008). Abnormal Psychology. Worth Publishers, New York.

Rosenberg, R.S. (2011). Abnormal Psychology, Worth Publishers, New York.

PSYCHOLOGY -CURRICULUM MAP

Desired Program Outcome	Course number/s that facilitate acquisition of the outcome		Deficient Aspect
Identify real world economic/ political/cultural situations/ phenomena/ needs/ problems/ issues applying the core concepts, theories, principles, and practices relevant to the academic field/s of study	PSYC 11214 PSYC 11224 PSYC 21253 PSYC 21263 PSYC 22284 PSYC31013 PSYC 31023 PSYC 32044	GK 1, 2, 3, 4, 5, 6, 7, 8, 9 GS 1- GS 5	
Investigate and analyze the issues using a range of holistic approaches, interpret the results paying due attention to environmental aspects and indigenous heritage, cultures, values and technologies and suggest potential logical solutions;	PSYC 11214 PSYC 31023	GK 8, PyK 7. PyK 7.1, PyK 7.7 GA 1, GA 2. GA 3	
Identify pertinent information needs, using appropriate media, tools, technologies and methodologies to locate &access information,	PSYC 21263	GK 5, PcK 4.6 GS 3	
Critically evaluate the sources, values, validity and currency of information, and use information effectively in a range of contexts in critical and creative manner to achieve desired goals;			Deficient accept
Acquire and evaluate current information and process them independently through independent research and exercise critical judgment and critical thinking to create new modes/ dimensions of knowledge;	PSYC 21263	GK5 PyK 4.1-PyK 4.7	
Communicate fluently, logically present the facts in written and verbal forms in the mother tongue and satisfactorily in an international language, to diverse groups of audiences;	PSYC 21263 PSYC 22284	GS 1 PyS1 GS 2 PyS 1.4	
Work independently to meet new challenges and work collaboratively in groups demonstrating team spirit, leadership qualities and organizational skills;	PSYC 31013 PSYC 31023	GK 7 , PyK 6.1-PyK 6.7 GS 1 PyS 1. 2 , PyS 1.3, PyS 2.2 GS 4, PyA 3.1, GK 8 , GS (A) 3	
Work with confidence and determination in a self-disciplined and dedicated manner; managing time, personal and physical resources effectively employing professional and reflective approach to perform the assigned tasks;	PSYC 31023	GK 7	
Engage in life-long learning in pursuit of personal development and excellence in professional practice;	PSYC 22284	GK 6 GS 1 PyS 1 , PyS 1.1	
Perceive and respond to changes in an adaptive and flexible manner from an informed and socially responsible point of view;	PSYC 31023	GK 8 , PyK 7.1PyK 7.7 GS 3 (A) PyS 2, PyS 2.2 GA 1, 2 , PyA 3	
Behave harmoniously in a multi-ethnic and multi-religious society giving due care and respect to the values and beliefs of own and other cultures, diversity of human behavior, views, human rights, social responsibilities, moral and ethical perspectives.	PSYC 22284 PSYC 31013 PSYC 31023	GK 6 PyK 5.6 , PYK 5.7 GK 7. PyK 6.2, PyK 6.3. GK 8 PyK –PyK 7.7 GS 1 , PyS 1.2 , PyS 1.3 GS 4, PyS 2.2 GA 1, PyA 2.1 GA 2, GA 3 , PyA 3. , PyA 3.1	
Suitable candidate to serve in diverse spheres like education, entrepreneurship and management	PSYC 11214 PSYC 11224 PSYC 31013 PSYC 32044	GK 1, GK3 GK 8, GK 9 GS 1-GS 5 GA 1-3	

Introduction

Unavailability of trained junior level social researchers can be identified as a serious limitation affecting the quality of such researches undertaken in Sri Lanka. In many research firms in both public and private sectors this deficiency is temporarily addressed by recruiting graduates without social science background. The proposed social statistics module targets this vacuum in the labor market. Successful implementation of this will definitely increase the employability of arts graduates who follow this module and it will also contribute to improve the quality of social researches in Sri Lanka.

Main objective of Social Statistics module is to prepare students to become independent social researchers. Proposed curriculum identifies several outcome levels in terms of employability. Production of "independent social researchers" is the highest level of outcome. Highest achievers of this module will plan and undertake independent social research or they can be employed in capacity of member of such research teams who will be responsible for scientific sample selections, preparation of questionnaires and other data collection formats, engage in data analysis and they will also be able to employ as field supervisors. With some experience they will also be able to employ in study designs, proposal writing and preparation of research reports as well. Average achievers are ready to employ as research assistants and members of survey teams.

This is an over whole change of the present curricula in social statistics module. In the present system there are 18 course units including electives (11 compulsory and 7 electives). Proposed module has only 7 compulsory course units. In future, a\students interested in offering Social Statistics module will have to take all 7 subjects.

Certain course units are revised, some are replaced with new units and the contents of the others merged to remaining course units or dropped from the module. Table below compares present curricula with the proposed one.

Present curriculum	Proposed change	Revised Curriculum
SOST 11014: Basic Mathematics	Change to existing curriculum	SOST 11213 Basic Mathematics
SOST 11032: Introduction to Mathematics	Merged	
SOST 21012: Mathematics for Statistics	Merged	
SOST 12024: Descriptive Statistics	Merged	SOST 12223 Basic Statistics
SOST 12042: Basic Statistics	Change to existing curriculum	
SOST 21022: Statistical theory	Change to existing curriculum	SOST 21234 Probability Distribution and Hypothesis testing
SOST 21032: Data Collection and Analysis in Social Statistics	Change to existing curriculum	SOST 21243 Data Collection and Survey methods
SOST 22042: Applied Statistics	Dropped	
SOST 22052: Sampling Methods	Dropped	
SOST 22062: Introduction of Research Techniques	Dropped	
SOST 31022: Data Processing and Computer Applications	Changes to existing curriculum	SOST 22253 Introduction to Statistical Software

SOST 32052: Data Processing and Computer Applications	Dropped		
SOST 22072: Models of Simultaneous Relationships	Dropped	SOST 31264 Applied Correlation and Regression Analysis
SOST 31012: Statistical Inferences	Dropped	
SOST 31032: Statistical Methods for Social Statistics	Dropped	And SOST32274 Advanced Statistics
SOST 32072: Inferential Statistics	Dropped	
SOST 32042 Operation Research	Dropped	Dropped
SOST 32062: Population, Economy and Society	Dropped	Dropped

Therefore, for effective implementation of this module, training workshops for academic staff members are required.

List of Courses and Sequence

Course Code	Course Title	Year offered (1/2/3)	Semester Offered (1/2)	Credit Value	Numbers of hours of Lectures: Practical: Independent learning			Compulsory /Optional : (C/O)
					L	P	IL	
SOST 11213	Basic Mathematics	1	1	3	30	30	60	C
SOST 12223	Basic Statistics	1	2	3	30	30	60	C
SOST 21234	Probability Distributions and Hypothesis Testing	2	1	4	45	30	90	C
SOST 21243	Introduction to Statistical Software	2	1	3	30	30	60	C
SOST 22253	Data Collection and Survey Management	2	2	3	30	30	60	C
SOST 31264	Applied Correlation and Regression Analysis	3	3	4	45	30	90	C
SOST 32274	Advanced Statistics	3	3	4	45	30	90	C
*GEC	Elements of Mathematics			2	15	30	30	O

*GEC - Details of Elements of Mathematics Course is given under General Education Courses

YEAR 1 SEMESTER 1 COURSES

Course Code: SOST 11213
Course Title: Basic Mathematics
Credit value: 03
Time allocation: Lectures 30 hours/Practical 30 hours/Independent Learning 60 Hours
Type: C

Intended Learning Outcomes:
After successful completion of this course, every student will be able to

SSK 1.1   Define and Describe key mathematical concepts covered in the course unit.
SSK 2.1   Identify appropriate equation or system of equations to abstract real world relationships. (Elements of mathematical modeling).
SSK 4.1   Distinguish between competing and related mathematical concepts.
SSK 5.1   Demonstrate two variable linear and non-linear graphs using first and second order and limits concept (Sketch a linear/non-linear graph).
SSK 6.1   Use summation and multiplicative notations to summarize long algebraic expressions up to three dimensions.
SSS 1.1   Solve simple mathematical problems of linear and non-linear equations, simultaneous equations 3x3 matrices and simple static optimization problem without constraints.

Course Objectives:

To provide knowledge and skills on the basic mathematical tools, concepts and applications useful to learn Social Statistics course modules is the purpose of this course module. The course contains three broad topics as Algebra, Linear Algebra and Basics of Optimization.

Course Capsule (Content):

Basics of tools (Number system, Terminology and the Art of Mathematical Expression, Variables and algebraic manipulations, Factorization, Indices); Tools of algebra (Exponents and logs, Surds, Π and Σ, absolute values, Base other than 10); Concept of Sets(Definitions, Operations, Ordered pairs, Cartesian product, Venn diagrams); Graphs(Linear graphs, Graphical solutions, Practical applications of graphs, Non-linear graphs forms and their applications, Parabolic Exponential, Log, and similar types), Linear equation systems; Matrix algebra (Definitions, Addition, subtraction, transpose and scalar product, Determinants, rank and singularity, Properties of determinants, Gaussian Method to solve simultaneous equation systems); Relations and functions (Polynomials, Types of functions, Multi variable functions, Inverse); Limits (Left side right side distinction, Continuity and differentiability, Exercises); Differentiation (Derivative defined, Rules of differentiation, Derivatives in application, Tangent of a curve, Marginal/average concepts, Elasticity)

Intended Learning outcomes, Content, Teaching Learning Activities (L/P/IL), Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
SSK 1.1 Define and Describe key mathematical concepts covered in the course unit.	Algebraic expression, set, relationship and function, Matrix and related concepts, limits, differentiation, maximum minimum and saddle point (entire course)	04	06	08	T/E 20%
SSK 2.1 Identify appropriate equation or system of equations to abstract real world relationships. (Elements of mathematical modeling).	Graphs, linear equations and relations and functions	05	06	10	T/E 25%
SSK 4.1 Distinguish between competing and related mathematical concepts.	(entire course)	03	03	06	T/E 10%

SSK 5.1 Demonstrate two variable linear and non-linear graphs using first and second order and limits concept (Sketch a linear/non-linear graph).	Graphs, Relations and functions and Differentiations	05	03	10	T/M 10%
SSK 6.1 Use summation and multiplicative notations to summarize long algebraic expressions up to three dimensions and use 10 based and natural log to solve sums and convert non-linear equations into linear one.	Tools of algebra (Exponents and logs, Surds, Π and Σ, absolute values, Base other than 10)	03	06	06	T/M
SSS 1.1 Solve simple mathematical problems of linear and non-linear equations, simultaneous equations 3x3 matrices and simple static optimization problem with and without constraints.	Linear equation systems and differentiation.	10	06	20	T/M/E 35%
Total		30	30	60	E 80%

Note: T: Tutorials, M: Mid-term test and E: End Semester exam

Assessment:

The percentage marks indicated for each ILO in the above Table will be allocated as below for the in-course and end-semester assessments:

Continuous assessment: T/M	20%
End-semester written examination	80%

Course Plan (Lesson & Time Distribution)

Number	Topic	L Hours	P Hours
1	Basics of tools (Number system, Terminology and the Art of Mathematical Expression, Variables and algebraic manipulations, Factorization, Indices)	02	03
2	More tools of algebra (Exponents and logs, Surds, Π and Σ, absolute values, Base other than 10)	02	1.50
3	Concept of Sets (Definitions, Operations, Ordered pairs, Cartesian product, Venn diagrams)	02	1.50
4	Graphs (Linear graphs, Graphical solutions, Practical applications of graphs, Non-linear graphs forms and their applications, Parabolic Exponential, Log, and similar types)	03	03
5	Linear Equation systems (Solving equations, Singularity equation systems and solutions)	03	06
6	Matrix algebra (Definitions, Addition, subtraction, transpose and scalar product, Determinants, rank and singularity, Properties of determinants, Gaussian Method to solve simultaneous equation systems)	06	06
7	Relations and functions (Polynomials, Types of functions, Multi variable functions, Inverse)	03	03
8	Limits (Left side right side distinction, Continuity and differentiability, Exercises)	03	03
9	Differentiation (Derivative defined, Rules of differentiation, Derivatives in application, Tangent of a curve, Marginal/average concepts, Elasticity)	06	03
Total		30	30

Recommended Texts:

Edward T. Dowling, Shaums' Outline Series, "Mathematics for Economists, McGraw-Hill publishing company

Course Code: SOST 12223
Course Title: Basic Statistics
Credit value: 03
Time allocation: Lectures 30 hours/Practical 30 hours/Independent Learning 60 Hours
Type: C

Intended Learning Outcomes:
After successful completion of this course, every student will be able to

SSK 1.2   Define key concepts in basic statistics.
SSK 1.3   Describe the concept of standardization and its limitations.
SSK 1.4   Describe basic probability concepts such as probability, event, sample space, independent events, mutually exclusive events, probability of a simple event and probability of a composite event etc.
SSK 3.1   Explain all the basic statistical concepts such as sample, population, various types of data, and various descriptive statistical measures relevant for uni-variate analysis.
SSK 4.2   Distinguish between competing and related statistical concepts listed in SSK.1.2, 1.3 and 1.4.
SSK 5.2   Demonstrate shape of a uni-variate distribution in terms of appropriate graph

SSS 3.1   Prepare frequency distribution and cross tabulation manually.
SSS 4.1   Apply various pictorial methods and appropriate graphical methods to present data manually.
SSS 5.1   Compute manually all the summary measure relevant for uni-variate analysis and index numbers using a simple data set. (Measures of Central Tendency, Dispersion, Skewedness and Kurtosis).
SSS 8.1   Interpret the summary measures, index numbers, pictorials and graphs learnt.

Course Objectives:
This course is planned to equip students with basic statistical, probability and several other related concepts relevant for higher learning of statistics. The course contains broader topics like data presentation methods, summary measures for uni-variate analysis, basic probability and set theory.

Course Capsule (Content):
What is statistics? Statistical analysis and scientific method. Inductive vs. deductive statistics, statistics and probability, Data Presentation (Pictorials, various charts and graphs), Measures of central tendency (Mean, Median, Mode) Formulae, manual calculations and interpretations, Measures of dispersion (Range, Mean deviation, variance and standard deviation, relative vs. absolute dispersion) formulae, manual calculation and interpretation, Standardization, z-score (calculations, properties, applications and weaknesses), Index Numbers, Introduction to Probability (probability of a simple event, composite event, statistical dependency of events, mutually exclusive events), Probability distributions (Bi-nomial distribution. Poisson distribution and Normal distributions), expected value, variance and covariance of probability distributions, Applications of Normal distribution, Find various probabilities when z values are given, Find X values when probabilities are given.

Intended Leaning Outcomes, Content, Teaching Learning Activities (L/P/IL), Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
SSK 1.2 Define key concepts in basic statistics. SSK 1.3 Describe the concept of standardization and its	Entire course Standardization, z-score (calculations, properties, applications and weaknesses) Applications of Normal distribution Find various probabilities when z	06	06	12	T/M/E 15%

limitations. SSK 1.4 <u>Describe</u> basic probability concepts such as probability, event, sample space, independent events, mutually exclusive events, probability of a simple event and probability of a composite event etc.	values are given Find X values when probabilities are given Introduction to Probability (probability of a simple event, composite event, statistical dependency of events, mutually exclusive events) Probability distributions (Bi-nomial distribution. Poisson distribution and Normal distributions), expected value, variance and covariance of probability distributions				
SSK 3.1 <u>Explain</u> all the basic statistical concepts such as sample, population, various types of data, and various descriptive statistical measures relevant for uni-variate analysis.	Introduction (what is statistics? Statistical analysis and scientific method. Inductive vs. deductive statistics, statistics and probability…)	06	06	12	T/M/E 15%
SSS 4.1 <u>Apply</u> various pictorial methods and appropriate graphical methods to present data manually.	Data Presentation (Pictorials, various charts and graphs)	04	04	08	T/M/E 10%
SSK 5.2 <u>Demonstrate</u> shape of a uni-variate distribution in terms of appropriate graph	Measures of skewness (formulae, graph and interpretation)	02	02	04	T/M/E 10%
SSS 3.1 <u>Prepare</u> frequency distribution and cross tabulation manually.	Data Presentation (Pictorials, various charts and graphs)	02	02	04	T/M 10%
SSS 4.1 <u>Apply</u> various pictorial methods and appropriate graphical methods to present data manually. SSS 4.2 <u>Apply</u> summary measures, pictorials and graphical methods relevant for uni-variate analysis in real world situations using SPSS.	Data Presentation (Pictorials, various charts and graphs)	06	06	12	T/M/E 20%
SSS 5.1 <u>Compute</u> manually all the summary measure relevant for uni-variate analysis using a simple data set. (Measures of Central Tendency, Dispersion, Skewedness and Kurtosis).	Measures of central tendency (Mean, Median, Mode) Formulae, manual calculations and interpretations Measures of dispersion (Range, Mean deviation, variance and standard deviation, relative vs. absolute dispersion) formulae, manual calculation and interpretation. Measures of skewness (formulae, graph and interpretation) Index numbers	02	02	04	T/M 10%

SSS 8.1 Interpret the summary measures, pictorials and graphs learnt.	Measures of central tendency (Mean, Median, Mode) Formulae, manual calculations and interpretations Measures of dispersion (Range, Mean deviation, variance and standard deviation, relative vs. absolute dispersion) formulae, manual calculation and interpretation. Measures of skewness (formulae, graph and interpretation) Data Presentation (Pictorials, various charts and graphs)	02	02	04	E 10%
Total		30	30	60	End semester 80%

Note: T: Tutorials, M: Mid-term test and E: End Semester exam

Assessment:

The percentage marks indicated for each ILO in the above Table will be allocated as below for the in-course and end-semester assessments:

Continuous assessment: T/M	20%
End-semester written examination	80%

Course Plan (Lesson & time distribution)

Number	Topic	L hours	P hours
1	Introduction (what is statistics? Statistical analysis and scientific method. Inductive vs. deductive statistics, statistics and probability…)	01	01
2	Data Presentation (Pictorials, various charts and graphs)	02	02
3	Measures of central tendency (Mean, Median, Mode) Formulae, manual calculations and interpretations	04	04
4	Measures of dispersion (Range, Mean deviation, variance and standard deviation, relative vs. absolute dispersion) formulae, manual calculation and interpretation.	05	04
5	Standardization, z-score (calculations, properties, applications and weaknesses)	03	04
6	Index Numbers	03	03
7	Introduction to Probability (probability of a simple event, composite event, statistical dependency of events, mutually exclusive events)	04	04
8	Probability distributions (Bi-nomial distribution. Poisson distribution and Normal distributions), expected value, variance and covariance of probability distributions.	04	04
9	Applications of Normal distribution Find various probabilities when z values are given Find X values when probabilities are given.	04	04
Total		30	30

Recommended Texts:

Spiegel, Murray R. and Stephen, Larry J. (Latest edition) Shaum's outline series, Theory and Problems of Statistics, Mc-Grow-Hill

Course Code: SOST 21234
Course Title: Probability Distributions and Hypothesis Testing
Credit value: 04
Time allocation: Lectures 45 hours/Practical 30 hours/Independent Learning 90 Hours
Type: C

Intended Learning Outcomes:
After successful completion of this course, every student will be able to

SSK 1.5 Describe the concepts related to hypothesis testing and estimation (Sampling Distribution and Central Limit Theorem, Parametric and Non-parametric tests, Type 1 and Type 2 errors, Properties of estimators etc.

SSK 4.3 Distinguish between various probability distributions and related concepts in estimation and hypothesis testing.

SSS 4.3 Apply hypothetical data sets to theoretical distributions learnt.

SSS 4.4 Apply z, t, F and CHI squared tests in a hypothetical situation

SSS 4.5 Apply concept of standardization in real world problems.

SSS 4.6 Apply parametric and non-parametric testing hypothesis in real world situations.

Course Objectives:

To provide knowledge in Basic Mathematics and Basic Statistics is a pre-requisite for this course. This course is designed to impart knowledge in probability distributions and their applications and basics of parametric and non-parametric hypothesis testing. This knowledge is essential for the students to follow courses offered in third year.

Course Capsule (Content):

Elementary Sampling Theory (various sampling concepts, sampling distribution, standard error), Statistical estimation theory (properties of an estimator, Choice between Bias and Inefficiency (MSE)), Statistical decision theory (Testing hypothesis: Understand the concept and steps, Type 1 and type 2 errors and power of the test), Tests involving normal distribution (one tailed vs. 2 tailed tests, tests of proportions, tests of differences), Small sampling theory (degrees of freedom, small sampling properties, introduction of t, F and CHI squared distributions), Tests involving t-distribution, Interval estimates, F-distribution and introduction to ANOVA, CHI-squared distribution and contingency tests, Coefficient of contingency and Correlation between attributes, Goodness of fit tests with CHI squared distribution.

Intended Leaning Outcomes, Content, Teaching Learning Activities (L/P/IL), Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lect ures	Practic al	Independ ent Learning	
SSK 1.5 Describe the concepts related to hypothesis testing and estimation (Sampling Distribution and Central Limit Theorem, Parametric and Non-parametric tests, Type 1 and Type 2 errors, Properties of estimators etc.	Statistical decision theory (Testing hypothesis: Understand the concept and steps, Type 1 and type 2 errors and power of the test) Statistical estimation theory (properties of an estimator, Choice between Bias and Inefficiency (MSE))	12	05	24	T/ M 25%
SSK 4.3 Distinguish between various probability	Statistical decision theory (Testing hypothesis:	10	05	20	T/ E 20%

distributions and related concepts in estimation and hypothesis testing.	Understand the concept and steps, Type 1 and type 2 errors and power of the test)				
SSS 4.3 <u>Apply</u> hypothetical data sets to theoretical distributions learnt. SSS 4.4 <u>Apply</u> z, t, F and CHI squared tests in a hypothetical situation SSS 4.5 <u>Apply</u> concept of standardization in real world problems. SSS 4.6 <u>Apply</u> parametric and non-parametric testing hypothesis in real world situations.	CHI-squared distribution and contingency tests Entire course Entire course	23	20	46	T/M 55%
Total		45	30	90	End semester 80%
Note: T: Tutorials, M: Mid-term test and E: End Semester exam					

Assessment:
The percentage marks indicated for each ILO in the above Table will be allocated as below for the in-course and end-semester assessments:

Continuous assessment: T/M	20%
End-semester written examination	80%

Course Plan (Lesson & Time distribution)

Number	Topic	L Hours	P Hours
1	Elementary Sampling Theory (various sampling concepts, sampling distribution, standard error)	02	01
2	Statistical estimation theory (properties of an estimator, Choice between Bias and Inefficiency (MSE))	05	03

3	Statistical decision theory (Testing hypothesis: Understand the concept and steps, Type 1 and type 2 errors and power of the test)	05	03
4	Tests involving normal distribution (one tailed vs. 2 tailed tests, tests of proportions, tests of differences)	06	03
5	Small sampling theory (degrees of freedom, small sampling properties, introduction of t, F and CHI squared distributions)	03	03
6	Tests involving t-distribution	04	02
7	Interval estimates	03	02
8	F-distribution and introduction to ANOVA	06	04
9	CHI-squared distribution and contingency tests	03	03
10	Coefficient of contingency and Correlation between attributes	03	03
11	Goodness of fit tests with CHI squared distribution	05	03
Total		45	30

Recommended Texts:
Spiegel, Murray R. and Stephen, Larry J. (Latest edition) Shaum's outline series, Theory and Problems of Statistics, Mc-Grow-Hill

Course Code: SOST 22243
Course Title: Introduction to Statistical Software (SPSS and selected Open source statistical software)
Credit value: 03
Time allocation: Lectures 30 hours/Practical 30 hours/Independent Learning 60 Hours
Type: C

Intended Learning Outcomes:
After successful completion of this course, every student will be able to

SSK 3.2	<u>Explain</u> about suitable open source statistical software relevant for their statistical analysis.
SSS 3.2	<u>Prepare</u> SPSS data files using Excel, Access and various text form data sheets.
SSS 3.3	<u>Prepare</u> data sets for analysis and storing data for future uses.
SSS 3.4	<u>Prepare</u> merge and aggregate files in SPSS.
SSS 7.1	<u>Analyze</u> a data set using uni-variate techniques in SPSS.
GS 2.	Use IT and CT facilities effectively

Course Objectives:
Introduction of SPSS statistical software and selected open source software for data analysis is the objective of this course. Preparation of SPSS data sheets (entry, editing, coding variable definitions, missing values), creation of new variables, merging files (add variables and add cases), preparation of aggregate files, population weights and uni-variate techniques in statistical data analysis are the coverage of this course.

Course Capsule (Content):
Introduction of SPSS (facilities and functions) Introduction of SPSS (facilities and functions), Data Management (Reading Data from Other formats, Variable definition, Coding and Value labels), Creating New Variables (Creating new continuous variables, Creating New Discrete variables, Creating Dummy variables, Creating Interaction terms), Other data options (Merge Files (Add cases and add variables), Aggregate function, Population Weights), Graphical Analysis, Tabular Analysis (Frequency Distribution, Cross Tabulation, Summary Measures (Descriptive Statistics, Compare Means)), Introduction to Open Sources

Intended Leaning Outcomes, Content, Teaching Learning Activities (L/P/IL), Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
SSK 3.2 <u>Explain</u> about suitable open source statistical software relevant for their statistical analysis.	Introduction to Open Sources	05	05	10	T
SSS 3.2 <u>Prepare</u> SPSS data files using Excel, Access and various text form data sheets. SSS 3.3 <u>Prepare</u> data sets for analysis and storing data for future uses. SSS 3.4 <u>Prepare</u> merge and aggregate files in SPSS.	2.1 Reading Data from Other formats Lecture topics 2 and 3 Other data options 4.1 Merge Files (Add cases and add variables) 4.2 Aggregate function 4.3 Population Weights	10	10	20	T/CBA 50%
SSS 7.1 <u>Analyze</u> a data set using uni-variate techniques in SPSS. GS 2. Use IT and CT facilities effectively	Topics 5 and 6 Entire course	15	15	30	T/CBA 50%
Total		30	30	60	No End semester
Note: T: Tutorials, M: Mid-term test and E: End Semester exam; CBA: Computer based Assessment					

Assessment:

The percentage marks indicated for each ILO in the above Table will be allocated as below for the in-course and end-semester assessments:

Continuous assessment: T/M	100%
End-semester written examination	00%

Course Plan (Lesson & Time distribution)

Number	Topic	L Hours	P Hours
1	Introduction of SPSS (facilities and functions)	02	00
2	Data Management 2.1 Reading Data from Other formats 2.2 Variable definition 2.3 Coding and Value labels	04	04
3	Creating New Variables 3.1 Creating new continuous variables 3.2 Creating New Discrete variables 3.3 Creating Dummy variables 3.4 Creating Interaction terms	04	06
4	Other data options 4.1 Merge Files (Add cases and add variables) 4.2 Aggregate function 4.3 Population Weights	04	04
5	Graphical Analysis	04	06

6	6.1 Tabular Analysis
	    6.1.1 Frequency Distribution
	    6.1.2 Cross Tabulation
	6.2 Summary Measures
	    6.2.1 Descriptive Statistics
	    6.2.2 Compare Means
		10	10

7	Introduction to Open Sources	02	00
Total		30	30

Recommended Texts:

Julie Pallant, SPSS SURVIVAL MANUALA: step by step guide to data analysis using SPSS for Windows (Version 12), www.allenandunwin.com/spss.htm

Dan Flynn, Student Guide to SPSS Barnard College | Department of Biological Sciences, https://barnard.edu/sites/default/files/inline/student_user_guide_for_spss.pdf

Course Code: SOST 22253
Course Title: Data Collection and Survey Management
Credit value: 03
Time allocation: Lectures 30 hours/Practical 30 hours/Independent Learning 60 Hours
Type: C

Intended Learning Outcomes:

After successful completion of this course, every student will be able to

 SSK 3.3 Explain the key concepts pertaining to sources of data and data collection.
 SSK 3.4 Identify the various secondary data sources local and international. Students will select the best
          data
          source to obtain relevant secondary data for their researches.
 SSS 3.5 Prepare a questionnaire to collect primary data. They will prepare structured questionnaires as
          well as
          interview formats.
 SSS 3.6 Prepare SPSS primary data for analysis and storing (Edit, Code, Define)
 SSS 4.7 Apply scientific methods to draw samples from a population.
 SSS 6.1 Conduct field surveys, FGDs, KIIs and secondary data collection

Course Objectives:

Introduction of various secondary data sources and methods of primary data collection and survey management are the objectives of this course. Students will learn about different sources for secondary data available in Sri Lanka and web based international data sources. This course is also expected to provide a comprehensive understanding about sample surveys and relevant skills for that. Population enumerations and sample surveys, questionnaire designing, sampling methods, conducting sample surveys and data management are the key knowledge and skills expected to impart in students through this course.

Course Capsule (Content):

Preparation of a Research Proposal (Proposal for Academic Research, Proposal for Consultancy), Introduction (Types of Data used in statistical analysis, types of data collection methods: Statistical methods, Case Studies, Focus Group Discussions, key Informant Interviews, Participatory Methods), Secondary Sources of Data (all the secondary sources available in Sri Lanka and internet based data sources, reliability of such sources, ethics of researchers when such sources are used), Sample Surveys (Sampling techniques, preparation of questionnaires, validation of questionnaire, field visits, interviewing respondents), Qualitative and interactive information, Focus Group Discussions (Need of such data, Define focus groups/Selecting group participants, Preparation of interview formats, conducting FGDs, Recording of information), Case Studies (Need of case study data, identifying cases, case study formats, conducting case studies, Recording information, Other Methods (Key Informant Interviews, Participatory methods), Ethics (Ethical concerns of social research, Needs and Benefits of Ethics reviews, Ethics review mechanisms in Sri Lanka).

Intended Leaning Outcomes, Content, Teaching Learning Activities (L/P/IL), Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lect ures	Practica l	Independe nt Learning	
SSK 3.3 Explain the key concepts pertaining to sources of data and data collection. SSK 3.4 Identify the various secondary data sources local and international. Students will select the best data source to obtain relevant secondary data for their researches.	Topics 2 and 3 Topic 3	06	02	12	T/M 15%
SSS 3.5 Prepare a questionnaire	Primary Data Collection 1	10	02	20	T/M 20%

	to collect primary data. They will prepare structured questionnaires as well as interview formats. SSS 3.6 <u>Prepare</u> SPSS primary data for analysis and storing (Edit, Code, Define)	Sample Surveys (Sampling techniques, preparation of questionnaires, validation of questionnaire, field visits, interviewing respondents)				
SSS 4.7 <u>Apply</u> scientific methods to draw samples from a population.	Primary Data Collection 1 Sample Surveys (Sampling techniques, preparation of questionnaires, validation of questionnaire, field visits, interviewing respondents)	08	06	16	T/M 25%
SSS 6.1 <u>Conduct</u> field surveys, FGDs, KIIs and secondary data collection	Topics 5, 6 and 7	06	20	12	T 40%
Total		30	30	60	
Note: T: Tutorials, M: Mid-term test and E: End Semester exam					

Assessment:

The percentage marks indicated for each ILO in the above Table will be allocated as below for the in-course and end-semester assessments:

Continuous assessment: T/M	20%
End-semester written examination	80%

Course Plan (Lesson & time distribution)

Number	Topic	L Hours	P hours
1	Preparation of a Research Proposal (Proposal for Academic Research, Proposal for Consultancy)	02	02
2	Introduction (Types of Data used in statistical analysis, types of data collection methods: Statistical methods, Case Studies, Focus Group Discussions, key Informant Interviews, Participatory Methods)	02	02
3	Secondary Sources of Data (all the secondary sources available in Sri Lanka and internet based data sources, reliability of such sources, ethics of researchers when such sources are used)	02	02
4	Primary Data Collection 1 Sample Surveys (Sampling techniques, preparation of questionnaires, validation of questionnaire, field visits, interviewing respondents)	02	02
5	Primary data Collection 2 (Qualitative and interactive information) Focus Group Discussions (Need of such data, Define focus groups/Selecting group participants, Preparation of interview formats, conducting FGDs, Recording of information)	02	02
6	Primary Data Collection 3 Case Studies (Need of case study data, identifying cases, case study formats, conducting case studies, Recording information	02	02
7	Primary Data Collection 4 Other Methods (Key Informant Interviews, Participatory methods)	02	02
8	Ethics (Ethical concerns of social research, Needs and Benefits of Ethics reviews, Ethics review mechanisms in Sri Lanka)	02	02
9	Guided Research (writing a brief research proposal, selecting a sample, preparation of data collection methods (sample surveys, FGDs, KIIs etc.), Preparation of data collection formats (questionnaires and other formats), collecting data, data analysis and writing the report.	14	14
Total		30	30

Recommended Texts:

Survey Methods and Practices, http://www.statcan.gc.ca/pub/12-587-x/12-587-x2003001-eng.pdf

Kalton, Graham (1983) Introduction to Survey Sampling, SAGE Series, Vol. 35, ISBN 9780803921269

Course Code: SOST 31264
Course Title: Applied Correlation and Regression Analysis
Credit value: 04
Time allocation: Lectures 45 hours/Practical 30 hours/Independent Learning 90 Hours
Type: C

Intended Learning Outcomes:
  SSK 3.5   Explain all the basic concepts related to Covariance, Correlation and Regression Analysis.
  SSS 4.8   Apply Correlation, Regression and ANOVA techniques to understand real world situations.
  SSS 8.2   Interpret SPSS results sheets of Simple and Partial Correlation, Regression and ANOVA table.

Course Objectives:
Introduction of more than one variable to statistical analysis is the main purpose of this course unit. This course starts with very simple concepts like scatter plot. As cross tabulation is already introduced in Basic Statistics it will be further examined in this course unit too. Calculation and interpretation of simple and partial correlation coefficients (Pearson, Spearman), limitations of correlation analysis and estimation and interpretation of regression equation are the core of this course. This course will further strengthen students' knowledge in testing hypothesis that students have acquired in the course module offered in Semester one of second year. Analysis of Variance (ANOVA) will also be introduced to students. Applications of Correlation analysis, Regression analysis and ANOVA are done using SPSS software.

Course Capsule (Content):
Concept of statistical dependency (Scatter plot and its interpretation (SPSS),Covariance: concept, formulae, estimation, interpretations and limitations), Simple Correlation (Pearson correlation, It is the standardized covariance, Calculation for hypothetical data, Correlation Matrix, Interpretations, Limitations, Partial Correlation (Concept, Formulae, Calculation (Manual and SPSS), Correlation Matrix and Correlation Chart, Interpretations, Limitations, Other Correlation Concepts (introduction), Spearman Correlation Coefficient, Regression Analysis (Introduction to mathematical models (linear, non-linear, single equations and systems), OLS technique (Assumptions and OLS Normal equations, Manual Calculation), Calculation with SPSS (Simple Linear Regression, Multiple Linear Regression, Non-linear Regression)

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
SSK 3.5 Explain all the basic concepts related to Covariance, Correlation and Regression Analysis.	Concept of statistical dependency (Scatter plot and its interpretation (SPSS),Covariance: concept, formulae, estimation, interpretations and limitations)	15	10	30	T/M/E 30%
SSS 4.8 Apply Correlation, Regression and ANOVA techniques to understand real world situations.	Entire course	15	10	30	T/M/E 40%
SSS 8.2 Interpret SPSS results sheets of Simple and Partial Correlation,	Calculation with SPSS (Simple Linear Regression, Multiple Linear Regression, Non-linear Regression)	15	10	30	T/M/E 30%

		45	30	90	End semester 80%
Regression and ANOVA table.	Correlation/ Regression Applications (Standard Case, Dummy independent variables, ANOVA with regression (structural changes, nested tests, other restrictions)				
Total		45	30	90	End semester 80%
Note: T: Tutorials, M: Mid-term test and E: End Semester exam					

Assessment:

The percentage marks indicated for each ILO in the above Table will be allocated as below for the in-course and end-semester assessments:

Continuous assessment: T/M	20%
End-semester written examination	80%

Course Plan (Lesson & time distribution)

Number	Topic	L Hours	P Hours
1	Concept of statistical dependency (Scatter plot and its interpretation (SPSS),Covariance: concept, formulae, estimation, interpretations and limitations)	02	01
2	Simple Correlation (Pearson correlation, It is the standardized covariance, Calculation for hypothetical data, Correlation Matrix, Interpretations, Limitations	04	03
3	Partial Correlation (Concept, Formulae, Calculation (Manual and SPSS), Correlation Matrix and Correlation Chart, Interpretations, Limitations	04	02
4	Other Correlation Concepts (introduction), Spearman Correlation Coefficient	02	01
5	Regression Analysis (Introduction to mathematical models (linear, non-linear, single equations and systems)	02	04
6	OLS technique (Assumptions and OLS Normal equations, Manual Calculation)	02	02
7	Calculation with SPSS (Simple Linear Regression, Multiple Linear Regression, Non-linear Regression)	02	03
8	Validation of Regression Results (Theoretical Validation, Statistical Validation, Econometric Validations)	02	02
9	Statistical Validation 1 (Coefficient of Variation (R^2), Concept, Formulae, Calculation (Manual and SPSS), Adjusted R^2, Interpretations)	04	02
10	Statistical Validation 2 (Inferences t, z and F tests, Interval estimates	06	03
11	Econometric Validations (Introduction to second order tests (Multi-co-linearity, Heteroscadasticity, Auto-correlation, Measurement errors, specification errors, omitted variables)	05	02
12	Correlation/ Regression Applications (Standard Case, Dummy independent variables, ANOVA with regression (structural changes, nested tests, other restrictions)	10	05
Total		45	30

Recommended Texts:

Gujarati Damodar and Porter Dawn (latest edition) Basic Econometrics, ISBN-10: 0073375772
Lewis-Beck Michael (1980) Applied Regression: An Introduction, SAGE Series, ISBN 9780803914940

Course Code: SOST 32274
Course Title: Advanced Applied Statistics
Credit value: 04
Time allocation: Lectures 45 hours/Practical 30 hours/Independent Learning 90 Hours
Type: C

Intended Learning Outcomes:

SSK 3.7	Describe all the basic concepts related to multi-variate methods, time series analysis and discrete choice methods.
SSK 3.8	Identify most appropriate multi-variate technique for a given empirical problem.
SSS 5.2	Compute various multi-variate measures using SPSS.
SSS 4.9	Apply multi-variate techniques for real world cases
SSS 4.10	Apply discrete choice models for real world cases.
SSS 4.11	Apply time series techniques for real world cases.
SSS 7.2	Analyze hypothetical and real world data using multi-variate techniques with SPSS
SSS 8.5	Interpret SPSS results sheets pertaining to multi-variate time series and discrete choice techniques.

Course Objectives:
Introduction of multi-variate methods in statistics is the objective of this course. Application of multi-variate methods is the major component of the course. This will be heavily software based course unit. First the concepts, applications, interpretations and limitations are introduced. Based on the knowledge of basic concepts students are trained to use relevant software to estimate the relevant multi-variate measures with empirical data.

Course Capsule (Content):
Introduction to multi-variate techniques (What are multi-variate techniques? Applications of multi-variate techniques, Software for multi-variate techniques), Factor Analysis (Theory, Assumptions, Techniques (estimation and validation), Manual estimation, Computer Applications), Principal Component Analysis (Theory, Assumptions, Techniques, estimation and validation, Manual estimation, Computer Applications), Discrete Choice Models (LOGOT/Probit Analysis (Bi-variate), Modeling Estimation, Goodness of Fit, Time Series Analysis (Traditional Method (Decomposition of time variable into Trend, Seasonal, Cyclical and Irregular components), Modern Time Series Techniques),

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
SSK 3.7 Describe all the basic concepts related to multi-variate methods, time series analysis and discrete choice methods. SSK 3.8 Identify most appropriate multi-variate technique for a given empirical problem	Introduction to multi-variate techniques (What are multi-variate techniques? Applications of multi-variate techniques, Software for multi-variate techniques) Entire course	08	04	16	T/M/E 15%
SSS 5.2 Compute various multi-variate	Topics 2 onwards	12	04	24	T/M/E 25%

measures using SPSS.					
SSS 4.9 Apply multi-variate techniques for real world cases SSS 4.10 Apply discrete choice models for real world cases. SSS 4.11 Apply time series techniques for real world cases.	Topics 2 onwards Topics 2 onwards Topic 5	12	06	24	T/M/E 25%
SSS 7.2 Analyze hypothetical and real world data using multi-variate techniques with SPSS	Topics 2 onwards	08	08	16	T/M/E 20%
SSS 8.5 Interpret SPSS results sheets pertaining to multi-variate time series and discrete choice techniques.	Entire course	05	08	10	T/M/E 15%
Total		45	30	90	End semester
Note: T: Tutorials, M: Mid-term test and E: End Semester exam					

Assessment:

The percentage marks indicated for each ILO in the above Table will be allocated as below for the in-course and end-semester assessments:

Continuous assessment: T/M	20%
End-semester written examination	80%

Course Plan (Lesson & time distribution)

Number	Topic	L Hours	P Hours
1	Introduction to multi-variate techniques (What are multi-variate techniques? Applications of multi-variate techniques, Software for multi-variate techniques)	02	06
2	Factor Analysis (Theory, Assumptions, Techniques (estimation and validation), Manual estimation, Computer Applications)	10	06
3	Principal Component Analysis (Theory, Assumptions, Techniques, estimation and validation, Manual estimation, Computer Applications)	10	08
4	Discrete Choice Models (LOGOT/Probit Analysis (Bi-variate), Modeling Estimation, Goodness of Fit	10	08
5	Time Series Analysis (Traditional Method (Decomposition of time variable into Trend, Seasonal, Cyclical and Irregular components), Modern Time Series Techniques)	13	08
Total		45	30

Recommended Texts:

Aldrich, John H. and Nelson Forrest D. (1995) Linear Probability, Logit, and Probit Models, SAGE Series, Vol. 45, ISBN 9780803921337

http://www.cs.uu.nl/docs/vakken/arm/SPSS/spss7.pdf

Kim Jae-On and Mueller Charles W. (1978) Introduction to Factor Analysis: What It Is and How to Do It, SAGE Series, Vol. 13, ISBN 9780803911659

Pickup, Mark (2014) Introduction to Time Series Analysis, SAGE Series, Vol. 17, ISBN 9781452282015

CURRICULUM MAP – SOCIAL STATISTICS

Desired Program Outcome	Course number/s that facilitate acquisition of the outcome			Deficient Aspect
Identify real world economic/ political/cultural situations/ phenomena/ needs/ problems/ issues applying the core concepts, theories, principles, and practices relevant to the academic field/s of study		SOST 21243 SOST 22253	SOST 31264 SOST 32274	
Investigate and analyze the issues using a range of holistic approaches, interpret the results paying due attention to environmental aspects and indigenous heritage, cultures, values and technologies and suggest potential logical solutions;	SOST 12223		SOST 31264	
Identify pertinent information needs, using appropriate media, tools, technologies and methodologies to locate and access information,	SOST 12223	SOST 22253	SOST 31264 SOST 32274	
Critically evaluate the sources, values, validity and currency of information, and use information effectively in a range of contexts in critical and creative manner to achieve desired goals;	SOST 12223	SOST 22253	SOST 31264 SOST 32274	
Acquire and evaluate current information and process them independently through independent research and exercise critical judgment and critical thinking to create new modes/ dimensions of knowledge;	SOST 12223	SOST 22253	SOST 31264 SOST 32274	
Communicate fluently, logically present the facts in written and verbal forms in the mother tongue and satisfactorily in an international language, to diverse groups of audiences;				No course. This skill should be provided through GEC units
Work independently to meet new challenges and work collaboratively in groups demonstrating team spirit, leadership qualities and organizational skills;	SOST 12223	SOST 22253	SOST 31264 SOST 32274	GEC units should be designed.
Work with confidence and determination in a self-disciplined and dedicated manner; managing time, personal and physical resources effectively employing professional and reflective approach to perform the assigned tasks;	SOST 12223	SOST 22253	SOST 31264 SOST 32274	
Engage in life-long learning in pursuit of personal development and excellence in professional practice;	SOST 12223	SOST 22253	SOST 31264 SOST 32274	
Perceive and respond to changes in an adaptive and flexible manner from an informed and socially responsible point of view;	SOST 12223	SOST 22253	SOST 31264 SOST 32274	
Behave harmoniously in a multi-ethnic and multi-religious society giving due care and respect to the values and beliefs of own and other cultures, diversity of human behavior, views, human rights, social responsibilities, moral and ethical perspectives.				Need GEC unit
Suitable candidate to serve in diverse spheres like education, entrepreneurship and management	SOST 12223	SOST 22253	SOST 31264 SOST 32274	

First year basic mathematics unit and second year probability course are to provide background to learn the subject matters.

This module is technical by its nature. Knowledge of Social Sciences is essential for optimal benefits of this module. Therefore, it is imperative to recommend offering at least one social science subject together with Social Statistics

Introduction

Sociology helps us understand human behaviour in its social and cultural context. As we know human beings are social animals who live all their lives in various social groups including primary (for example nuclear family) and secondary (for example school, work place) groups. Like other social sciences, sociology examines the intersection between individual behaviour and social processes of various kinds. In contrast to subjects like economics and political science that deal with human behavior in a specific domain, sociology is holistic in its approach and examines society in its totality as a living system with changes in any one aspect having implications for other domains in society.

Sociology took its initial shape as a discipline in Europe from the 19th century onwards when the founders of the discipline such as Auguste Comte (1798-1857), Emile Durkheim (1857-1917) and Max Weber (1864-1920) formulated grand social theories based on evidence at their disposal in order to explain massive social transformations that had occurred in Western Europe from 16th century onwards. Sociology has undergone many changes as societies outside Western Europe including North America, Australia, New Zealand, Asia, Africa and Latin America also came under the purview of the discipline and processes such as colonialism, anti-colonial movements and resulting social tension called for re-examination of the grand social theories formulated by the founders of the discipline.

The sociology courses offered under the General Degree Programme in Faculty of Social Sciences in University of Kelaniya seek to provide a firm grounding in sociological theory, research methods and application of sociology for promotion of social welfare and social justice, solution of social problems and enhancing the effectiveness of various development interventions. The proposed new curriculum gradually introduces sociology as a discipline with parallel emphasis on sociological theory, research methods, possible application of sociology for understanding Sri Lanka society, South Asia in general, larger processes of globalization, cultural change and development and application of sociology in peace building and conflict resolution, social welfare and social work and identifying remedies for crime, substance abuse, violence and social inequality. The core courses aim at providing the knowledge, attitudes and skills needed for understanding and responding to social issues in general. The optional courses will further strengthen these aptitudes and build a capacity among General Arts graduates to play a useful role in society as citizens, civil society actors, employees and community leaders.

LIST OF COURSES AND SEQUENCE

Course Code	Course Title	Year offered (1/2/3)	Semester Offered (1/2)	Credit Value	Numbers of hours of Lectures: Practical: Independent learning	Compulsory /Optional (Elective) : (C/O)
SOCI 11213	Introduction to Sociology	1	1	3	30:30:90	C
SOCI 12213 SOCI 22233*	Sri Lanka Society	1	2	3	30:30:90	C O*
SOCI 21213	Sociological Theory	2	1	3	30:30:90	C
SOCI 21223 SOCI 22223*	Culture, Globalization and Development	2	1	3	30:30:90	C
SOCI 22213 SOCI 12223*	Applied Sociology	2	2	3	30:30:90	C
SOCI 22223 SOCI 21223*	Gender and Society	2	2	3	30:30:90	C O*
SOCI 31213	Social Research Methods	3	1	3	30:30:90	C
SOCI 31223	Sociology of Peace and Reconciliation	3	1	3	30:30:90	O
SOCI 32213	Sociology of South Asia	3	2	3	30:30:90	C
SOCI 32223	Social Welfare and Social Work	3	2	3	30:30:90	O

*Departmental Suggestions are given in red colour.

According to the Subject Specialist, offering Applied Sociology before Sociological Theory is illogical, because students should learn Socilogical Theories and fundamentals before application.

Further the Department has suggested increasing the Credit value in 6 courses and decreasing the credit value in 4 courses without changing the number of hours of Lectures and Practical. That cannot be allowed because the credit values are assigned according to the SLQF Guidelines. Therefore the correct credit values according to numbers of lectures and paractical hours in each course given for the courses in this document.

Above aspects of this module not be finalized because the Department did not send any feedback after indicating the above facts.

GENERAL EDUCATION COURSES – SOCIOLOGY
Course Code: SOCI 11022
Course Title: Social Integration
Credit Value: 2

Course Code: SOCI 12042
Course Title: Contemporary Social Issues in Sri Lanka
Credit Value: 2

Details of above two courses are given under General Education Courses

Course Code: SOCI 11213
Course Title: Introduction to Sociology
Credit value: 3
Time Allocation: Lectures 30 hours /Practical 30 hours / Independent learning 90 hours
Type: C

Intended Learning Outcomes:

At the end of this course the students will be able to satisfactorily describe the history and scope of sociology, apply basic concepts in sociology for explaining social reality and conceptualize the social world using sociological approaches. Specifically they will be able to

ScK 1.1 . Describe History and scope of sociology
ScK 1.2 . Introduce Basic concepts in sociology
ScK 1.3. Explain sociological   approaches
ScK4.1 Define social institutions
ScK4.2 Describe family, kinship, gender, religion and social stratification
ScK4.3 Describe formal institutions such as bureaucracy, political institutions etc.
GK3.1 Explain limitations of the common sense understanding of social reality
GK3.2 Explain what is sociological imagination
GK3.3 Discuss knowledge production in social science
GA3.1 Develop a healthy respect for social sciences

Course Objectives:

1. Introduce the history and scope of sociology
2. Introduce basic concepts in sociology
3. Uncover linkages between individual and society
4. Explain processes of social change

Course Capsule (Content):

Origin and development of the discipline of sociology; sociology and other social sciences; basic concepts in sociology: role, status, socialization, social groups, social organization and social structure; social institutions including family, kinship, marriage, religion, politics, bureaucracy and law; social conflict; social control and social change.

Intended learning Outcomes, Content, Teaching Learning Activities (L/P/IL), Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
ScK 1.1 . Describe History and scope of sociology	Origin and development of the discipline of sociology, scope of sociology and other social sciences;	4	4	12	Mid semester 10%
ScK 1.2 . Introduce Basic concepts in sociology	Role, status, socialization, social groups, social organization and social structure	4	4	12	Mid semester 10%, Quiz 5%
ScK 1.3. Explain sociological approaches	Consensus and Conflict Perspectives	4	4	12	End Semester 10%, Assignment 10%
ScK4.1 Define social institutions	Definitions of social institutions	4	4	12	End Semeste

					r 10%
ScK4.2 Describe family, kinship, gender, religion and social stratification	Family, kinship, marriage, gender and religion, social stratification	4	4	12	End Semester 10%, Tutorial 5%
ScK4.3 Describe formal institutions such as bureaucracy, political institutions etc.	Politics, bureaucracy and law	4	3	12	End Semester 10%
GK3.1; GK 3.2., GK 3.3.	Strengths and limitations of sociological knowledge	3	3	9	End Semester 15%
GA 3.1	Wrap up highlighting what sociology can do and cannot do	3	5	9	End Semester 5%
Total		30	31	90	

Assessment:

Continuous (in-Course) assessment:	40%
End-semester written examination	60%

Recommended Texts:

Berger, P.L Invitation to Sociology: A Humanistic Perspective. Hammonsworth:
Penguin Books, 1966.
Giddens, Anthony. Sociology (Seventh Edition). Cambridge: Polity, 2013.
wurisxy ir;a, is,ajd ' ld,sx. gshqvrA, .=kfialr iqúkS;d, iudc jsoHdj Mid Semester <snoZ Ynzo fldaYh. uq,af,aarshdj:
jsfcqiQrsh .%ka: flakao%h, 2001.
'fyar;a tpz tuz vS wdrA . _{;s;ajh, fld<T. lrA;D m%%ldYkhls. 1999.

YEAR 1 SEMESTER 2 COURSES

Course Code: SOCI 12213 (SOCI 22233 according to Departmental suggestion)
Course Title: Sri Lanka Society
Credit value: 3
Time Allocation: Lectures 30 hours /Practical 30 hours / Independent learning 90 hours
Type: C (O according to Departmental Suggestion)

Intended Learning Outcomes:
At the end of this course the students will be able to satisfactorily apply sociological concepts and approaches towards understanding Sri Lanka society, its challenges and opportunities and its change over time. Especially they will be able to

ScK8.1 Explain background of Sri Lanka society
ScK8.2 Describe culture in Sri Lanka
ScK8.3 Describe social institutions in Sri Lanka
ScK9.1 Define social change
ScK9.2 Describe mechanisms of social change in Sri Lanka
GA1.1 develop neutrality in understanding the social world
GA1.2 Promote questioning of unsupported populist views
GA1.3 Develop capacity to counter extremist views

Course Objectives:
1. Inculcate an ability to transcend a common sense and ethnocentric understanding of Sri Lanka society.
2. Apply sociological concepts and approaches to understand the composition, continuity and change in Sri Lanka society

Course Capsule (Content):
Conceptual framework for understanding Sri Lanka society; contributions to understanding Sri Lanka society by founders of the discipline of sociology in Sri Lanka such as Bryce Ryan, Ralph Pieris, S.J. Thambiah, Gananath Obeyesekere, Laksiri Jayasuriya and Nandasena Ratnapala and students of Sri Lanka society such as Edmond Leach, Nur Yalman, and M.D. Raghavan; Sri Lanka's historical context; demographic profile; Sri Lanka as a hybrid island consisting of diverse groups including, Sinhalese, Sri Lankan Tamils, Indian Tamils, Muslims and small minorities such as Veddas, Rodiyas and the like; family, kinship and marriage and gender, religion, social inequality caused by caste, class and ethnicity; social conflict and social change.

Intended learning Outcomes, Content, Teaching Learning Activities (L/P/IL), Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
ScK8.1 Explain background of Sri Lanka society	Conceptual framework for understanding Sri Lanka society; Sri Lanka's historical context; demographic profile	4	0	12	Quiz 5%
ScK8.2 Describe culture in Sri Lanka	Contributions to understanding Sri Lanka society and culture by founders of the discipline of sociology in Sri Lanka such as Bryce Ryan, Ralph Pieris, S.J. Thambiah, Gananath Obeyesekere, Laksiri Jayasuriya and Nandasena Ratnapala and students of Sri Lanka society such as Edmond Leach, Nur Yalman, and M.D. Raghavan;	4	2	12	Mid semester 10%
ScK8.3 Describe social institutions in Sri Lanka	Family, kinship and marriage and gender, religion, social inequality caused by caste, class and ethnicity;	8	10	24	Mid semester 10%, Field report 15%

223

ScK9.1 Define social change	What constitutes social change	4	8	12	End Semester
ScK9.2 Describe mechanisms of social change in Sri Lanka	Modernization, Social conflict and social change	4	5	12	End Semester
GA 1.2., GA 1.3	Avoiding ethnocentrism and biases in studying one's own society	6	5	18	End Semester
Total		30	30	90	

Assessment:

Continuous (in-Course) assessment:	40%
End-semester written examination	60%

Recommended Texts:

Ariyapala, M.B. Society in Medieval Ceylon. Colombo: Department of Cultural Affairs, 1956. (Sinhala translation published by Department of Cultural Affairs in 1956)

Pieris, Ralph. Sinhalese Social Organization: The Kandyan Period. Colombo: Ceylon University Press Board, 1956. (Sinhala translation published by Visidunu Prakasakayo in 2001)

Ryan, Bryce. Sinhalese Village. Coral Gables, Fl: University of Miami Press, 1958.

Silva, Neluka ed. The Hybrid Island: Culture Crossing and Invention of Identity in Sri Lanka. Colombo: Social Scientists' Association, 2002.

Wijesekera, N.D. The People of Ceylon. Colombo: M.D. Gunasena, 1987.

',sps, B. wdrA. mq,a t<sh. fld<T: iqrsh m%ldYlfhda , 2003.

is,ajd 'fla. 'gS. l=,h mka;sh iy ,xldfjka iudc .egquSz 'fld<T: jsisoqkq m%ldYlfhda, 2005.

Course Code: SOCI 21213
Course Title: Sociological Theory
Credit value: 3
Time Allocation: Lectures 30 hours /Practical 30 hours / Independent learning 90 hours
Type: C

Intended Learning Outcomes:

At the end of this course the students will be able to draw from sociological theories of classical and modern periods in their conceptualization and analysis of society. Specifically desired outcomes are:

    ScK5.1 Explain Origin and development of social theories
    ScK5.2 Explain classical social theories
    ScK5.3 Explain modern and post-modern social theories
    ScA1.1 Explain the problematic of ethnocentrism
    ScA1.2 Define and explain social prejudices
    ScA1.3 Promote tolerance and compromise
    GK1.2 Discuss potential of applied sociology
    GA2.1 Develop a sense of strengths and limitations of one's knowledge
    GK4.1 Illustrate the interconnectedness of economic, social and political issues

Course Objectives:
    1. Introduce diverse approaches to understanding social reality
    2. Identify strengths and weaknesses of different theoretical frameworks in sociology
    3. Develop the analytical skills of students

Course Capsule (Content):

Development of sociological thought from 19th century onwards; classical sociological theories of Emile Durkheim, Karl Marx and Max Weber; modern sociological theories including structural functionalism, conflict theories and symbolic interactionism; post-modern and critical perspectives including post-structuralism, reflexive sociology of Pierre Bourdieu and Anthony Giddens and Feminist social theory.

Intended learning Outcomes, Content, Teaching Learning Activities (L/P/IL), Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
ScK5.1 Explain Origin and development of social theories	Development of sociological thought from 19th century onwards	2	0	4	Quiz 2%
ScK5.2 Explain classical social theories	Classical sociological theories of Emile Durkheim, Karl Marx and Max Weber	10	8	30	Mid semester 20%, Tutorial 10%
ScK5.3 Explain modern and post-modern social theories	Modern sociological theories including structural functionalism, conflict theories and symbolic interactionism; post-modern and critical perspectives including post-structuralism, reflexive sociology of Pierre Bourdieu and Anthony Giddens and Feminist social theory.	10	8	30	End Semester

SCA 1.1, 1.2., 1.3. Explain ethnocentrism and its social consequences	What is ethnocentrism? How does social theory help overcome ethnocentrism?	5	8	14	Assignment 8%
GK 1.1.Explain critical sociology. GA 2.1 Sensitivity towards strengths and weaknesses of social knowledge GK 4.1 Explain interdisciplinary nature of social issues	Wrap up: strengths and limitations of sociological knowledge; interdisciplinary nature of social issues and the need for a critical sociology	3	6	12	End Semester
Total		30	30	90	

Assessment:

Continuous (in-Course) assessment:	40%
End-semester written examination	60%

Recommended Texts:

Abraham, J.C. Origin and Growth of Sociology. Hammondsworth: Penguin, 1973.

Aron, Raymond. Main Currents in Sociological Thought, volumes 1 and 2. Hammondsworth: Penguin, 1967.

Giddens, Anthony. Social Theory and Modern Sociology. Redwood City, CA: Stanford University Press, 1987.

Ritzer, George. Contemporary Social Theory and its Classical Roots. New York: McGraw Hill, 2003.

Course Code: SOCI 21223 (SOCI 22223 according to Departmental suggestion)
Course Title: Culture, Globalization and Development
Credit value: 3
Time Allocation: Lectures 30 hours /Practical 30 hours / Independent learning 90 hours
Type: C

Intended Learning Outcomes:
At the end of this course the students will be able to assess the processes, determinants and outcomes of rapid change, particularly in developing countries.

     ScK12.1 Explain concepts of globalization and culture
     ScK12.2 Explain approaches to understanding the interaction among globalization, culture and development
     ScK12.3 Explain the developmental and cultural outcomes of globalization processes
     GA5.1 Help overcome fixed views
     GA5.2 Promote adaptability to new situations
     GA10.1 Cultivate ability to appreciate one's own cultural heritage
     GA10.2 Cultivate an ability to appreciate cultures other than one's own

Course Objectives:
1. Identify the interactions among culture, development and globalization
2. Understand how cultures are increasingly shaped by rapid flow of ideas across national boundaries through internet, Facebook, mobile phone, mass media and cross border human migration

Course Capsule (Content):
Changing concepts of culture, development and globalization; the role of electronic media in the modern/ post-modern world; impact of globalization on culture, homogenization and hybridization; multinational corporations, diaspora and international organizations; urbanization, cross-border movement of people; rapid social change and existential insecurities in the post-modern world.

Intended learning Outcomes, Content, Teaching Learning Activities (L/P/IL), Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
ScK12.1 Explain concepts of globalization and culture	Changing concepts of culture, development and globalization	4	2	2	Quiz 2%
ScK12.2 Explain approaches to understanding the interaction among globalization, culture and development	Modernism, post-modernism and globalization of cultures	8	6	24	Mid semester 20%, Assignment 5%
ScK12.3 Explain the developmental and cultural outcomes of globalization processes	The role of electronic media in the modern/ post-modern world; impact of globalization on culture, homogenization and hybridization; multinational corporations, diaspora and international organizations	8	10	24	End Semester, Tutorial 5%
GA5.1 Help overcome fixed views GA5.2 Promote adaptability to new situations	Rapid social change, human adaptation to changes and existential insecurities	5	6	20	Quiz 4%
GA10.1 Cultivate ability to appreciate one's own cultural heritage GA10.2 Cultivate an ability to appreciate cultures other than one's own	Diversity of human values, respect for one's own culture and appreciation of cultural diversity in the modern world	5	6	20	Assignment 4%
Total		30	30	90	

Assessment:

Continuous assessment:	40%
End-semester written examination	60%

Recommended Texts:
    Appadurai, Arjun ed. Globalization. Durham: Duke University Press, 2001.
    Giddens, A. (1990) The Consequences of Modernity. Cambridge: Polity Press, 1990.
    Perry-Globa, P. , Weeks, P. , Zelinski, V. , Yoshida, D. and Colyer, J. Perspectives on Globalization. Oxford: Oxford University Press, 2007.

Course Code: SOCI 22213 (SOCI 12223 according to departmental suggestion, but the Subject Specialist claims it is illogical because the students need to know theory befor application)

Course Title: Applied Sociology
Credit value: 3
Time Allocation: Lectures 30 hours /Practical 30 hours / Independent learning 90 hours
Type: C

Intended Learning Outcomes:

At the end of this course the students will be able to apply sociological concepts, approaches and remedies for solution of pressing human problems. Specifically desired outcomes are as follows:

    ScK 2.1 . Describe origin, development and scope of applied sociology
    ScK 2.2. Discuss the applications of sociology in social policy and development
    Sck2.3. Discuss the application of sociology in crime prevention, health, social mobilization etc.
    ScK3.1 Define social problems
    ScK3.2 Explain causes of social problems
    ScK3.3 Explain remedies for social problems
    ScS1.1 Skills for articulating social problems
    ScS1.2 Problem solving skills in relation to social issues
    ScS1.3 Practical experience in dealing with social problems
    ScA6.1 Explain critical sociology
    ScA6.2 Promote a realistic optimism about future of the world
    ScA7.1 Explain balanced social development
    ScA7.2 Promote commitment to balance social development
    GS4.1 Develop problem solving skills
    GS4.2 Exhibit creativity in problem solving

Course Objectives:

1. Develop a capacity for and interest in the application of sociological knowledge, reasoning and methodologies for reducing human suffering
2. Create a positive outlook about solution of social problems in the world
3. Provide a first-hand experience in an applied sociology field programme

Course Capsule (Content):

History of applied sociology in western and non-western societies; approaches to applied sociology, application of sociology in development, community mobilization, social welfare, health and disaster management; social problems including poverty, crime, substance abuse, suicide and sexual abuse; social policy, planning and social development.

Intended Learning Outcomes, Content, Teaching Learning Activities (L/P/IL), Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
ScK 2.1 . Describe origin, development and scope of applied sociology	Origin, development and scope of applied sociology in Western and Non-western societies; approaches to applied sociology	2	0	6	Mid semester 2%
ScK 2.2. Discuss the applications of sociology in social policy and development	What is development? What is social policy? Applications of sociology in development and social policy formulation	4	5	12	Mid semester 8%
Sck2.3. Discuss the application of sociology in crime prevention, health,	Multiple roles of sociology in research and interventions in relation to crime prevention, public health and	4	5	12	Mid semester 10%, App. Field

social mobilization etc.	community development				report 10%
ScK3.1 Define social problems	Sociological definitions of social problems	2	0	6	End Semester 10%
ScK3.2 Explain causes of social problems	Causes of selected social problems such as poverty, crime, substance abuse, suicide and sexual abuse	4	5	12	End Semester 15%, Assignme nt 5%
ScK3.3 Explain remedies for social problems	Legal measures, law enforcement, social activism, social policies and programmes	4	5	12	End Semester 10%,
ScS 1.1., 1.2., 1.3 Impart practical skills in articulating, solving and reporting on social problems	Examine data on a selected social problem	4	4	12	End Semester 10%, Assignme nt 5%
SCA 6.1., 6.2 Develop a critical and yet optimistic view about the application of sociology	Assess any specific project from the relevant viewpoint.	2	2	6	End Semester 5%
SCA 7.1., 7.2 Explain and promote commitment to balanced development	What is balanced development? Why sustainability depends on balanced development	2	2	6	End Semester 5%
GS 4.1., 4.2 Exhibit creativity in problem solving	Sociological reflection on creative problem solving	2	2	6	End Semester 5%
Total		30	30	90	

Assessment:

Continuous assessment:	40%
End-semester written examination	60%

Recommended Texts:

Brow, James. Demons of Development: the Struggle for Community in a Sri Lanka Village. Tucson: University of Arizona Press, 1996.

Stephen F. F. Steele, Anne Marie Scarisbrick-Hauser, William J. Hauser. Solution-centered Sociology: Addressing Problems through Applied Sociology. New Delhi: Sage Publications, 1998.

Course Code: SOCI 22223 (SOCI 21223 according to the Departmental suggestion)
Course Title: Gender and Society
Credit value: 3
Time Allocation: Lectures 30 hours /Practical 30 hours / Independent learning 90 hours
Type: C (O according to the Departmental suggestion)

Intended Learning Outcomes:
At the end of this course the students will be able to know and explain why gender is a central feature in all societies and become gender sensitive in their outlook, attitudes and behaviour. Especially they will be able to

> ScK11.1 History and scope of gender studies
> ScK11.2 Explain concept of gender
> ScK11.3 Explain the role of gender in family, kinship and public domain
> ScS6.1 Promote presentation skills on social issues
> ScS6.2 promote advocacy skills on behalf of disadvantaged groups
> ScS6.3 Promote ability to influence policy formulation
> GA7.1 Promote gender sensitivity
> GA7.2 Promote mutual understanding

Course Objectives:
1. Identify gender as a critical dimension of the contemporary social world
2. Apply gender analysis in social enquiry and development planning
3. Raise gender sensitivity among all graduates

Course Capsule (Content):
History of feminist thinking; liberal feminism versus radical feminism; what is gender; masculinity and femininity ; role of gender in family and public domains; gender and sexuality; gendered nature of work; gender and politics; women's rights; gender-based violence; women-in-development (WID), women and development (WAD) and gender and development (GAD) approaches.

Intended learning Outcomes, Content, Teaching Learning Activities (L/P/IL), Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
ScK11.1 History and scope of gender studies	History of feminist thinking; developments in liberal feminism and radical feminism	4	4	12	Quiz 2%
ScK11.2 Explain concept of gender	What is gender? masculinity and femininity	4	4	12	Mid semester 10%
ScK11.3 Explain the role of gender in family, kinship and public domain	Social construction of gender within family and kinship and its replication in work place	10	10	30	Mid semester 10%, End semester 15%
ScS 6.1, 6.2., 6.3. Promote presentation, advocacy and policy formulation skills on gender	Presentation and analysis of gender segregated data	6	6	18	End semester 15%, Field report 10%
GA 7.1.,7.2. Promote gender sensitivity and mutual understanding between genders	Analyze gender biases in media, literature and advertisements	6	6	18	End semester 30%; Assignment 8%
Total		30	30	90	

Assessment:

Continuous assessment:	40%
End-semester written examination	60%

Recommended Texts:
Bhasin, Kamla. What is Patriarchy? Delhi: Kali for Women. 7th edition, 2010.
Butler, J. Bodies that Matter: On the Discursive Limits of "Sex". New York and London: Routledge, 1993.
Connell, R. Gender in world perspective. Cambridge: Policy Press, 2009.
Geetha, V. Gender. Kolkata: Stree Publications. Third Edition, 2012.
Jayawardene, Kumari. 1986. Feminism and Nationalism in the Third World. Colombo: Sanjiva Books, 1986.
Tiruchandiran, Selvy (ed). Class, Caste, Gender and Culture: A Social Delineation of Periyar's Thought. Colombo: Women's Education and Research Centre, 2008.

Course Code: SOCI 31213
Course Title: Social Research Methods
Credit value: 3
Time Allocation: Lectures 30 hours /Practical 30 hours / Independent learning 90 hours
Type: C

Intended Learning Outcomes:

At the end of this course the students will be able to develop and implement a sociological research exercise and analyze the findings using sociological concepts. Specific ILOs are

    ScK6.1 Explain why social research is needed
    ScK6.2 Describe social research methods
    ScK6.3 Apply and practice research methods
    ScS3.1 Promote skills for objective social research
    Scs3.2 Promote skills for quantitative and qualitative research
    ScS3.3 Develop capacity for undertaking social research
    ScS5.1 Enhance data collection skills
    ScS5.2 Enhance data entry skills
    ScS5.3 Enhance data analysis and interpretation skills
    GK2.1 Develop a sense of strengths and limitations of one's knowledge
    GS1.1 Promote group work in knowledge sharing
    GS1.2 Cultivate a sense of collective ownership of knowledge
    GS2.1 Promote team research

Course Objectives:

    1. Introduce social research methods
    2. Inculcate scientific reasoning and humanistic interpretation as applied in social research
    3. Develop basic research capabilities from conceptualization of a research project to data gathering, data entry, data analysis and interpretation of findings

Course Capsule (Content):

Introduction to social research, logic of the scientific method, types of research: basic versus applied, qualitative versus quantitative; connection between theory and research; data collection techniques including observation, interview, administration of questionnaire, secondary data collection and focus group discussions; data processing and analysis including computer application in social research and preparation of a research report.

Intended Learning Outcomes, Content, Teaching Learning Activities (L/P/IL), Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
ScK6.1 Explain why social research is needed	Introduction to social research and logic of the scientific method	2	0	0	Mid semester 4%
ScK6.2 Describe social research methods	Types of research: basic versus applied, qualitative versus quantitative; connection between theory and research;	8	4	24	Mid semester 16%, Tutorial 10%
ScK6.3 Apply and practice research methods	Data collection techniques including observation, interview, administration of questionnaire, secondary data collection and focus group discussions; and preparation of a research report.	4	6	12	End Semester 15%
ScS 3.1., 3.2., 3.3.	Steps in the development of a	6	6	12	Quiz 5%;

Promote capacity for objective social research	research project				End Semester 20%
ScS 5.1., 5.2., 5.3. Enhance data collection, analysis and interpretation skills	Data processing and analysis including computer application in social research	5	10	20	Quiz 5%; End Semester 10%
GK 2.1 Recognize the limitation of one's knowledge	Assess strengths and weaknesses of any research	1	0	4	End Semester 5%
GS 1.1., 1.2., 2.1. Promote team research	Research as a collective enterprise	4	4	12	End Semester 10%
Total		30	30	90	

Assessment:

Continuous assessment:	40%
End-semester written examination	60%

Recommended Texts:

Babbie, Earl. The Practice of Social Research, (3rd edition), Belmont, California: Wadsworth Publishers, 1983.

Kothari, C.R. Research Methodology: Methods and Techniques. New Delhi: Wishwa Prakashan, 2000.

O'Reilly, Karen. Key Concepts in Ethnography. London and New Delhi: Sage, 2009.

Silverman, D. Doing Qualitative Research. London: Sage, 2005.

Course Code: SOCI 31223
Course Title: Sociology of Peace and Reconciliation
Credit value: 3
Time Allocation: Lectures 30 hours /Practical 30 hours / Independent learning 90 hours
Type: O

Intended Learning Outcomes:

At the end of this course the students will be able to contribute towards application of sociological approaches for promoting peace and reconciliation and develop attitudes and behavior favourable to peace. Specific ILOs are

ScK13.1 Explain history of peace and conflict studies
ScK13.2 Explain drivers of peace and conflict
ScK13.3 Explain approaches to peace and conflict resolution
ScS2.1 Promote skills in negotiation
ScS2.2 Promote skills in negotiation
ScS2.3 Promote skills in conflict resolution
ScA2.1 Define extremism
ScA2.2 Describe how to avoid ethnic or religious hatred
ScA2.3. Cultivate healthy respect for diverse views and diverse faiths
ScA3.1 Commitment to democracy and human rights
ScA3.2 Commitment to multiculturalism
ScA3.3 Cultivate sense of social responsibility
GS3.1 Promote leadership skills
GS3.2 Promote capacity to obey leaders
GA4.1 Cultivate a respect for opposite views
GA4.2 Develop a questioning attitude towards one's own convictions
GA9.1 Promote commitment to democracy and human rights

Course Objectives:
1. Introduce basic concepts in peace and reconciliation
2. Apply sociological concepts and approaches for facilitation of conflict resolution and reconciliation
3. Promote commitment to and favourable attitude towards peace and harmony

Course Capsule (Content):

History of peace research; approaches to peace, conflict resolution and reconciliation; sociology of non-violence; role of religion in peace and conflict; ethnicity and nationalism as a driver of conflicts; women as peace makers; role of sociology in post-war reconciliation; ethnography as a means of understanding the ethnic other; conflict-sensitive development.

Intended learning Outcomes, Content, Teaching Learning Activities (L/P/IL), Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
ScK13.1 Explain history of peace and conflict studies	History and development of peace research	2	0	6	Mid semester 5%
ScK13.2 Explain drivers of conflict	Drivers of conflict: ethnicity and nationalism, religious intolerance, competition for scarce resources, and	4	4	12	Mid semester 15%, Field project 10%
ScK13.3 Explain approaches to peace and conflict resolution	Role of sociology in understanding conflicts, ethnography as a means of	4	2	12	End Semester 20%

233

	understanding the ethnic other, women as peace makers, role of mediators in peace making				
ScS 2.1., 2.2., 2.3 Promote skills in negotiation and conflict resolution	Discuss actual or hypothetical examples involving negotiation skills	4	4	12	Quiz 2%
ScA 2.1., 2.2., 2.3 Define extremism, promote tolerance and promote multiculturalism	What is extremism? What is tolerance? What is multiculturalism?	4	4	12	Assignment 8%
ScA 3.1., 3.2., 3.3 Promote commitment to democracy, human rights and multiculturalism	What are the key features of democracy, human rights, and multiculturalism?	4	4	12	End Semester 10%
GS 3.1., 3.2 Promote leadership qualities and good governance	Who is a good leader? What is good governance? What can be done to promote good leadership and good governance?	4	4	12	End Semester 10%
GA 4.1., 4.2. Promote reflection on and commitment to one's own view and respect for opposite views	Human attitudes needed for commitment to one's own views and tolerance of opposite views	4	8	12	End Semester 20%
GA 9.1 Committed to democratic values and commitment to human rights	Promote commitment to democracy as a system of shared values				
Total		30	30	90	

Assessment:

Continuous assessment	40%
End-semester written examination	60%

Recommended Texts:

International Crisis Group. Reconciliation in Sri Lanka: Harder than Ever. London: ICG, 2011.

Meyer, Markus, Rajasingham-Senanayake, Darini & Thangarajah, Yuvi eds. Building Local Capacities for Peace: Rethinking Conflict and Development in Sri Lanka. New Delhi: Macmillan, 2003.

Raghavan, V.R. & Fischer, Karl eds. Conflict Resolution and Peace Building in Sri Lanka. New Delhi: Tata McGraw-Hill Publishing Company, 2005.

Rupesinghe, Kumar ed. Negotiating Peace in Sri Lanka: Efforts, Failures and Lessons. Volume 1 & 2. Colombo: Foundation for Coexistence, 2006.

Schellenberg, J.A. Conflict Resolution: Theory, Research and Practice. New York: SUNY, 2006.

Course Code: SOCI 32213
Course Title: Sociology of South Asia
Credit value: 3
Time Allocation: Lectures 30 hours /Practical 30 hours / Independent learning 90 hours
Type: C

Intended Learning Outcomes:

At the end of this course the students will be able to know social and cultural unity and diversity within South Asia and the importance of taking a broader South Asian perspective for understanding much of the social reality in Sri Lanka.

    ScK10.1 Describe sociological approaches to understanding South Asia
    ScK10.2 Explain culture and social institutions in South Asia
    ScK10.3 Describe social movements in South Asia
    GA8.1 Promote environmental sensitivity

Course Objectives:

To make students

1. Understand and appreciate the shared history, shared cultural heritage and common challenges in South Asia
2. Explore the current social and cultural trends in South Asia and their future potential.

Course Capsule (Content):

Approaches to understanding South Asian society and culture: theory of peasant society, post-colonialism, modernization and post-modernism; family, kinship and marriage; religion; caste, class and social conflict; social movements; social change.

Intended Learning Outcomes, Content, Teaching Learning Activities (L/P/IL), Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
ScK10.1 Describe sociological approaches to understanding South Asia	Theories of peasant society and culture, post-colonialism, modernization and post-modernity	8	8	24	Mid semester 20%
ScK10.2 Explain culture and social institutions in South Asia	Family and kinship, religions of South Asia, caste, class and gender	10	10	30	End Semester 30%, Assignment 8%
ScK10.3 Describe social movements in South Asia	Non-violent and violent social movements in South Asia and probleMid Semester of social change	10	10	30	End Semester 30%, Field Project 10%
GA8.1 Promote environmental sensitivity	Linkages between tropical biodiversity and sources of food, medicine and other human requirements in South Asia	2	2	6	Quiz 2%
Total		30	30	90	

Assessment:

Continuous assessment:	40%
End-semester written examination	60%

Recommended Texts:

Chatterji, Roma and Deepak Mehta. Living With Violence: Anthropology of Events and Everyday Life (Critical Asian Studies). New Delhi: Rutledge, 2007.
Chopra, Radhika. 2001. Militant and Migrant: The Politics and Social History of Punjab. New Delhi: Rutledge.
Gombrich, R. and Obeyesekere, G. Buddhism Transformed: Religious Change in Sri Lanka. Princeton: Princeton University Press, 1988.
Gupta, Dipankar. 1996. The Context of Ethnicity: Sikh Identity in a Comparative Perspective. Delhi: Oxford Univ. Press.
McGilvray, Dennis. Crucible of Conflict: Tamil and Muslim Society on the East Coast of Sri Lanka. Durham and London: Duke University Press, 2008.
Silva, K.T., Sivapragasam, P.P. & Thanges, P. eds. Casteless or Caste-blind? Dynamics of Concealed Caste:
Discrimination, Social Exclusion and Protest in Sri Lanka. Colombo & Chennai: Kumaran Press, 2009.

Course Code: SOCI 32223
Course Title: Social Welfare and Social Work
Credit value: 3
Time Allocation: Lectures 30 hours /Practical 30 hours / Independent learning 90 hours
Type: O

Intended Learning Outcomes:
At the end of this course the students will be able to apply sociological knowledge and skills for social welfare and social work and develop a sympathetic and caring attitude. The specific ILOs are

   ScK7.1 Describe history of social welfare
   ScK7.2 Explain approaches to social welfare
   ScK7.3 Introduce social work
   ScA4.1 Promote team spirit
   ScA4.2 Promote ability to compromise
   ScA5.1 Background to humanitarian values
   SCA5.2 Introduce and explain humanitarian values GA2.1 Promote humanistic understanding of the social world
   GA2.2 Enhance the ability to absorb the views of affected people
   GA2.3 Develop respect for exploring larger structural issues GA6.1 Promote caring attitude towards people with special needs
   GA6.2 Cultivate helping spirit towards disadvantaged populations in particular

Course Objectives:
   1. Identify the logic of social welfare
   2. Learn social work skills
   3. Develop sympathetic and caring attitude towards the socially vulnerable and those in need

Course Capsule (Content):
History of social welfare and social work; the development of the welfare state; social welfare and social work in the era of neoliberal globalization; ethical foundation of social work; social work skills; role of social work in disability, care of elderly, child care, care of chronically ill and post-war recovery.

Intended earning Outcomes, Content, Teaching Learning Activities (L/P/IL), Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
ScK7.1 Describe history of social welfare	History of social welfare and development of the welfare state	2	2	6	Quiz 2%
ScK7.2 Explain approaches to social welfare	Welfare as a social obligation, welfare as a right, role of state, civil society and private sector in social welfare	6	6	18	Mid semester 20%, Field Report 10%
ScK7.3 Introduce social work	Ethical foundation of social work; social work skills; role of social work in disability, care of elderly, child care, care of chronically ill and post-war recovery	6	6	18	End Semester 10%
ScA 4.1., 4.2 Promote team work and ability to compromise	Need for teamwork in social welfare and social work	4	4	12	Assignment 8%
ScA 5.1., 5.2 Promote commitment to humanitarian values	What is humanitarianism? Moral, religious and civic notions of humanitarianism	3	3	9	End Semester 15%

GA 2.1., 2.2., 2.3 Promote sensitivity towards human suffering and the needs of the socially underprivileged	Why we cannot ignore the needs of and concern for socially underprivileged?	5	5	15	End Semester 25%
GA 6.1., 6.2 Promote helping spirit and caring attitude	Spiritual and secular motivations for helping those in need	4	4	12	End Semester 10%
Total		30	30	90	

Assessment:

Continuous assessment:	40%
End-semester written examination	60%

Recommended Texts:

Jayasuriya, L. Welfarism and Politics in Sri Lanka: Experiences of a Third World Welfare State. University of Western Australia, Perth. 2000.

Vass, Antony A. (ed) Social Work Competencies, Core Knowledge, Values and Skills, New Delhi: Sage ublication, 1996.

Zastrow, Charles. Introduction to Social Work and Social Welfare: Empowering People. Tenth Edition, Belmont, CA: Brooks/Cole, 2010.

Desired Program Outcome	Course number/s that facilitate acquisition of the outcome			Deficient Aspect
Identify real world economic/ political/cultural situations/ phenomena/ needs/ problems / issues applying the core concepts, theories, principles, and practices relevant to the academic field/s of study	SOCI 21223	SOCI 31223	SOCI 11213	
Investigate and analyze the issues using a range of holistic approaches, interpret the results paying due attention to environmental aspects and indigenous heritage, cultures, values and technologies and suggest potential logical solutions;	SOCI 32213	SOCI 12213	SOCI 21213	Environmental factors not highlighted
Identify pertinent information needs, using appropriate media, tools, technologies and methodologies to locate & access information,	SOCI 31213			Basic computer skills must come from outside the subject
Critically evaluate the sources, values, validity and currency of information, and use information effectively in a range of contexts in critical and creative manner to achieve desired goals;	SOCI 31213	SOCI 22213		
Acquire and evaluate current information and process them independently through independent research and exercise critical judgment and critical thinking to create new modes/ dimensions of knowledge;	SOCI 21213	SOCI 21213		
Communicate fluently, logically present the facts in written and verbal forms in the mother tongue and satisfactorily in an international language, to diverse groups of audiences;				No sociology courses address this. It should come from language related courses of the Faculty of Humanities
Work independently to meet new challenges and work collaboratively in groups demonstrating team spirit, leadership qualities and organizational skills;	SOCI 31213			
Work with confidence and determination in a self-disciplined and dedicated manner; managing time, personal and physical resources effectively employing professional and reflective approach to perform the assigned tasks;	SOCI 32223			
Engage in life-long learning in pursuit of personal development and excellence in professional practice;	SOCI 32223			No internship or practical training in work places
Perceive and respond to changes in an adaptive and flexible manner from an informed and socially responsible point of view;	SOCI 32223			
Behave harmoniously in a multi-ethnic and multi-religious society giving due care and respect to the values and beliefs of own and other cultures, diversity of human behavior, views, human rights, social responsibilities, moral and ethical perspectives.	SOCI 31223	SOCI 22223		
Suitable candidate to serve in diverse spheres like education, entrepreneurship and management	SOCI 22213			No courses

LIST OF COURSES AND SEQUENCE

Course Code	Course Title	Year offered (1/2/3)	Semester Offered (1/2)	Credit Value	Numbers of hours of Lectures: Practical: Independent learning			Compulsory (Core) /Optional (Elective) : (C/O)
					L H	P H	I L	
SRMG 11014	Contemporary Sport and Recreation Management	1	1	4	45	30	90	C
SRMG 12022	Computer Application in Sport and Recreation	1	2	2	15	30	30	C
SRMG 12032	Human Resource Management in Sport and Recreation	1	2	2	30	-	60	C
SRMG 21014	Sport and Recreation Programme Development	2	1	4	45	30	90	C
SRMG 22024	Strategic Marketing in Sport and Recreation	2	2	4	45	30	90	C
SRMG 31012	Facility Management in Sport and Recreation	3	1	2	30	-	60	C
SRMG 32022	Financial Accounting in Sport and Recreation	3	2	2	30	-	60	C
SRMG 31032	Workplace Internship	3	1	2	00	00	180	C
SRMG 32042	Sport Data Collection and Analysis	3	2	2	15	30	45	C
* SRMG xxxx	Personality and Leadership development			2	30	20	75	GEC

* SRMG xxxx   Personality and Leadership development course details are given under General Education Courses

YEAR 1   SEMESTER 1 COURSES

Course Code   SRMG 11014
Title   Contemporary Sport and Recreation Management
Credit Value   4
Time Allocation: Lectures 45 hours /Practical 30 hours / Independent learning 90 hours
Type/ Status   C

Aims and Objectives
The subject is designed to provide the students with the principles and practices of management of sport and recreation settings enabling students to examine the management theories, principles, approaches and techniques adopted in various sport and recreation organizations in Sri Lanka and other countries.

Intended Learning Outcomes
At the completion of the module the students will be able to;

SRK 1.1. Demonstrate the knowledge in effective management strategies and practices
SRK 1.2. Describe the principles, methods, and rationales of contemporary management approaches
SRK 1.3. Critically analyze the management processes of sport and recreation organization.

Course Content:
Elements of management – sport management, sport and recreation management in a changing world, Relationship with other fields of sciences, Definition of organization, its characteristics and basic forms, organizational culture and management styles in sport and recreation organizations, The principles and practice of sport management and administration, The processes of planning, plan making, the types of plans, Information systems, Conflict resolution in sport and recreation management setting, evaluation approaches in management.

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Specific Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
SRK 1.1. Demonstrate the knowledge in effective management strategies and practices	Elements of management – sport management, sport and recreation management in a changing world, Relationship with other fields of sciences	15	10	30	Assessment (Assignment/ Tutorial /Mid semester/ End semester etc.) 10%
SRK 1.2. Describe the principles, methods, and rationales of contemporary management approaches	Definition of organization, its characteristics and basic forms, organizational culture and management styles in sport and recreation organizations	15	10	30	Assignments (Individual Presentation) 10%
SRK 1.3. Critically analyze the management processes of sport and recreation organization.	The principles and practice of sport management and administration, The processes of planning, plan making, the types of plans, Information systems, Conflict resolution in sport and recreation management setting, evaluation approaches in management.	15	10	30	Assignments (Individual Presentation) 20%
Total		45	30	90	End Semester (written)Exam 60%

Assessment Components and Percentage Marks

Continuous assessment:	40%
End-semester written examination	60%

Recommended Reading:
Torkildsen, G. (1999), Leisure and Recreation Management. E & FN Spond, London,
Chelladurai P (2001) Managing Organizations for Sport & Physical Activity: a system perspective, Holcomb Hathaway Publishers, Arizona
Smith, A and Stewart, B. (1999). Sports Management a Guide to Professional Management, Allen & Unwin Pvt, Ltd, NSW, Australia.

Course Code: SRMG 12022
Course Title: Computer Application in Sport and Recreation Management
Credit Value: 2
Time Allocation: Lectures 15 hours /Practical 30 hours / Independent learning 30 hours
Type/ Status   C

Aims and Objectives
The aim of this course is to develop the students' proficiency in the use of information technology to support educational and professional needs in sport and recreation setting.

Intended Learning Outcomes
After successful completion of this course the students will be able to demonstrate
>   SRS 1.1. Computer application in sport and recreation management and in business setting and
>   SRS 1.2. Computer application in sport and recreation management processes at basic and advance situations

Course Content:
Fundamental computer skills on Windows, Internet, Word Processing and an introduction to Excel, desktop publishing and statistical application. In addition, students will examine specialized software for budgeting, facility management, league tournament scheduling, event management, registration, fitness management and other tasks.

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Specific Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
SRS 1.1. computer application in sport and recreation management and in business setting SRS 1.2. computer application in sport and recreation management processes at basic and advance situations	Fundamental computer skills on Windows, Internet, Word Processing and an introduction to Excel, desktop publishing and statistical application. In addition, students will examine specialized software for budgeting, facility management, league tournament scheduling, event management, registration, fitness management and other tasks.	15	30	30	Assignments (Individual Demonstration) 40%
Total		15	30	30	End Semester (written)Exam 60%

Assessment Components and Percentage Marks

Continuous assessment:	40%
End-semester written examination	60%

Course Code   SRMG 12032
Title   Human Resource Management in Sport and Recreation
Credit Value   2
Time Allocation: Lectures 30 hours /Practical 00 hours / Independent learning 60 hours
Type/ Status   C

Aims and Objectives

The subject will provide the students with background knowledge and the principal components of human resource management functions in sport and recreation setting by examining the links between effective utilization of Human Resources for overall organizational effectiveness.

Intended Learning Outcomes

After completion of the course the students will be able to;

SRK 2.1. Selected concepts related to human resource functions in sports and recreation, Describe the methodological assumptions and approaches in job design to suit the sport environment and events,

SRK 2.2. Define the processes related to performance appraisals, staff training, career development programmes

SRK 2.3. Outline the legal functions and policies in force

Course Content:

Fundamental Human Recourses Management, Historical Evolution of HRM, HRM Process: HR Planning, Recruitment, Selection, Orientation, Training and Development, Performance Appraisals, HRM in Sport and Recreation Industries.

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Specific Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
SRK 2.1. Selected concepts related to human resource functions in sports and recreation, Describe the methodological assumptions and approaches in job design to suit the sport environment and events,	Fundamental Human Recourses Management, Historical Evolution of HRM, HRM Process:	10		20	Assignments (Individual Demonstration) 10%
SRK 2.2. Define the processes related to performance appraisals, staff training, career development programmes	HR Planning, Recruitment, Selection, Orientation, Training and Development, Performance Appraisals,	10		20	Assignments (Individual Demonstration) 10%
SRK 2.3. Outline the legal functions and policies in force	HRM in Sport and Recreation Industries.	10		20	Assignments (Individual Demonstration) 20%
Total		30	-	60	Semester End Practical test 60%

Assessment Components and Percentage Marks

Continuous assessment:	40%
End-semester written examination	60%

Recommended Reading:

Phillips, J (1996) Accountability in Human Resource Management, Gulf, London.

Chelladurai.P (1999) Human Resource Management in Sport and Recreation Champaign, IL, USA.

Robbins, S., Lowe. P and Mournell, M(1986) Managing Human Resources, Prentice-Hall, Sydney

Course Code   SRMG 21014
 Title   Sport and Recreation Program Development
 Credit Value   4
Time Allocation: Lectures 45 hours /Practical 30 hours / Independent learning 90 hours
Type/ Status   C

Aims and Objectives

The subject will provide the students within depth knowledge of principles of sport and recreation programme development and learn to apply the theory in programming, in designing and delivering of sport and recreation programmes.

Intended Learning Outcomes

On the completion of the course, the students will be able to;

SRK 3.1. Apply concepts and techniques utilized in sport and recreation programmes

SRK 3.2. & 3.3. Practice programming principles, planning process, models and interpret policies in sport and recreation programmes

Course Content:

Micro and macro level fundamentals of sport and recreation programming, Personal Programming Philosophy, Sport and recreation programming processes, Appreciation of the scope of sport and recreation programming and Leadership skills necessary for the successful implementation of sport and recreation programmes and Programming models and classifications, Delivery systems, Planning strategies.

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Specific Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
SRK 3.1. Apply concepts and techniques utilized in sport and recreation programmes	Micro and macro level fundamentals of sport and recreation programming, Personal Programming Philosophy,	15	10	30	Assignments (Individual Presentation) 10%
SRK 3.2. Practice programming principles, planning process, models and interpret policies in sport and recreation programmes	Sport and recreation programming processes	15	10	30	Assignments (Individual Presentation) 15%
SRK 3.3. Practice programming principles, planning process, models and interpret policies in sport and recreation programmes	Appreciation of the scope of sport and recreation programming and Leadership skills necessary for the successful implementation of sport and recreation programmes and Programming models and classifications, Delivery systems, Planning strategies	15	10	30	Assignments (Individual Presentation) 15%
Total		45	30	90	Semester End Practical test 60%

Assessment Components and Percentage Marks

Continuous assessment:	40%
End-semester Practical examination	60%

Recommended Reading

Baron, R.A (1986). Behavior in Organizations. Understanding and managing the human side of work, Allyn and Bacon. Massachusetts.
Rossman, J.R. (1995). Recreation Programming; Designing Leisure Experience, Sagamore, Illinois, USA.
Heinemann, London. Torkildsen, G. (1999), Leisure and Recreation Management. E & FN Spond, London

Course Code   SRMG 22024
 Title   Strategic Marketing in Sport and Recreation
 Credit Value   4
Time Allocation: Lectures 45 hours /Practical 30 hours / Independent learning 90 hours
Type/ Status   C

Aims and Objectives

The subject aims to provide an understanding of marketing management principles, systems and practices in the process of managing and delivering sport and recreation services. Learn to undertake customer service perspective in sport and recreation setting.

Intended Learning Outcomes

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

SRK 4.1. Apply knowledge in the nature, content and application of operational functions of strategic sport and recreation marketing Management

SRK 4.2. Prepare a marketing plan with integral strategic component of the sport and recreation setting

SRK 4.3. Make service delivery system operates with a depth application of the principles and theory.

Course Content

The history of sport marketing, principles of marketing applied in sport and recreation industry, Identification of marketing opportunities : Sport consumer behavior, planning process and market research strategies and information systems Strategy determination and promotional mix : sport product, pricing strategies, advertising, sponsorship, sport and television and sponsorship and Strategy implementation and evaluation and adjustment

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Specific Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
SRK 4.1. Apply knowledge in the nature, content and application of operational functions of strategic sport and recreation marketing Management	The history of sport marketing, principles of marketing applied in sport and recreation industry, Identification of marketing opportunities : Sport consumer behavior, planning process and market research strategies and information systems	15	10	30	Assignments (Individual Presentation) 10%
SRK 4.2. Prepare a marketing plan with integral strategic component of the sport and recreation setting	Strategy determination and promotional mix : sport product, pricing strategies, advertising, sponsorship	15	10	30	Assignments (Individual Presentation) 15%
SRK 4.3. Make service delivery system operates with a depth application of the principles and theory.	sport and television and sponsorship and Strategy implementation and evaluation and adjustment	15	10	30	Assignments (Individual Presentation) 15%
Total		45	30	90	Semester End Examination 60%

Assessment Components and Percentage Marks

Continuous assessment:	40%
End-semester examination	60%

Recommended Reading

Mullin, B; Hardy. S and Sutton, W . (2000)(Second edition), Sport Marketing, Human Kinetics, Champaign, Illinois.
Pitts, G. Brenda and Stotlar, K. David. (1996), Fundamentals of Sport Marketing, Fitness Information Technology Inc., USA.
Marketing, Prentice Hall, Sydney. O'Sullivan, E (1991)
Marketing in Parks, Recreation and Leisure, Ventura Publishing, State College, Pennsylvania

Year 3 Semester 1 Courses

Course Code   SRMG 31012
Title   Facility Management in Sport and Recreation
Credit Value   2
Time Allocation: Lectures 30 hours /Practical 00 hours / Independent learning 60 hours
Type/ Status   C

Aims and Objectives

The aim of the subject is to investigate the functions of sports managers in the designing and operation of sport and recreation of facilities and inform students about maintenance and development processes in the management of existing sport and recreation facilities and critical design maintenance features.

Intended Learning Outcomes

At the completion of the course, the students will be able to

SRS 2.1. Apply knowledge in the broad range of functions and responsibilities concern to facility managers.

SRS 2.2. Practice knowledge in the theoretical concepts behind planning and managing sports facilities

SRS 2.3. Use practical experience in the application of theory through the use of case studies.

Course Contents:

Assess and design requirement for specific groups, Facility needs assessment techniques, Planning principles of sport and recreation facilities and procedure in relation to resource provision and financial management, Use of standards in facility design, development of special facilities, Safety issues in facility design and management, Facility design and service delivery and Legal issue and statutory requirements for sport and recreation facilities

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Specific Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
SRS 2.1. Apply knowledge in the broad range of functions and responsibilities concern to facility managers.	Assess and design requirement for specific groups, Facility needs assessment techniques	10	-	20	Assignments (Individual Presentation) 10%
SRS 2.2. Practice knowledge in the theoretical concepts behind planning and managing sports facilities	Planning principles of sport and recreation facilities and procedure in relation to resource provision and financial management, Use of standards in facility design, development of special facilities	10	-	20	Assignments (Individual Presentation) 15%
SRS 2.3. Use practical experience in the application of theory through the use of case studies.	Safety issues in facility design and management, Facility design and service delivery and Legal issue and statutory requirements for sport and recreation facilities	10	-	20	Assignments (Individual Presentation) 15%
Total		30	-	60	Semester End Examination 60%

Assessment Components and Percentage Marks

Continuous assessment:	40%
End-semester written examination	60%

Recommended Reading:

Sports Council, (1977) The changing Indoor Sports Centers, The built Environment Research Group, Polytechnic of North London for the Sports Council.

Geraint, J. and Heard. H (eds 1981) Hand Book of Sport and Recreation Building Design (4 Volumes), Architectural Press London.

Farmer, P. J., Mulrooney, A. L. & Ammon, R. (1996) Sport Facility Planning & Management. FIT:Moragntown, WV

Course Code   SRMG 31032
 Title   Workplace Internship
 Credit Value   2
Time Allocation: Lectures 00 hours /Practical 180 hours / Independent learning 100 hours
Type/ Status   Core

Aims and Objectives

This field experience aims to provide students with an opportunity to place their acquired theory and knowledge into relevant and practical context through application in the field of Sports and Recreation. The essential component of this course is to develop individual and professional competencies through practical experience,

Intended Learning Outcomes

At the completion of the course, the students will be able to;

SRS 3.1. develop career demands in sport and recreation, develop contacts within the profession and Handle current and potential challenges in sport and recreation setting.

Course Contents:

Practical Working Environment, Working Procedures, Working Practices and Guidelines, Managerial Decision Making Process, Employee Groups, Conflicts and Conflicts Resolutions, Employee Attitudes

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Specific Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
SRS 3.1. develop career demands in sport and recreation, develop contacts within the profession and Handle current and potential challenges in sport and recreation setting	ctical Working Environment, Working Procedures, Working Practices and Guidelines, Managerial Decision Making Process, Employee Groups, Conflicts and Conflicts Resolutions, Employee Attitudes	00	180	100	Semester End Panel Interview 100%
Total		00	180	100	Semester End Panel Review 100%

Assessment Components and Percentage Marks

Continuous assessment:	00%
End-semester Panel Interview	100%

Course Code   SRMG 32022
Title   Financial Accounting in Sport and Recreation
Credit Value   2
Time Allocation: Lectures 30 hours /Practical 00 hours / Independent learning 60 hours
Type/ Status   C

Aims and Objectives
This subject will aim to provide students with a sound understanding of the economic and financial parameters which surround the operation of sport and recreation organizations and the pivotal role of fund raising and budgeting in guiding a sporting organization's programmes and activities.

Intended Learning Outcomes
At the completion of the course, the students will be able to develop rationales for sport and recreation finances with special emphasis on

SRK 5.1. Develop the balance sheets, revenue statements and cash flow statements
SRK 5.2. Diagnose the financial health of sporting organizations
SRK 5.3. Develop workable funding and budgeting strategies

Course Contents:
Introduction to Accounting and Finance, Balance Sheet, Business funding, Product pricing and investment concepts, Understanding profits and Business planning, costing concepts

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Specific Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
SRK 5.1. Develop the balance sheets, revenue statements and cash flow statements	Introduction to Accounting and Finance, Balance Sheet,	10	-	20	Assignments (Individual Presentation) 10%
SRK 5.2. Diagnose the financial health of sporting organizations	Business funding, Product pricing and investment concepts	10	-	20	Assignments (Individual Presentation) 15%
SRK 5.3. Develop workable funding and budgeting strategies	Understanding profits and Business planning, costing concepts	10	-	20	Assignments (Individual Presentation) 15%
Total		30	-	60	Semester End Panel Interview 60%

Assessment Components and Percentage Marks

Continuous assessment: Assignments, Presentations	40%
End-semester Panel Interview	60%

Recommended Reading
Howard, D.R & Crompton, J.L. 1995, Financing Sport, Fitness Information Technology, Morgantown 2nd Edition

Course Code   SRMG 32042
 Title   Sport Data Collection and Data Analysis
 Credit Value   2
Time Allocation: Lectures 15 hours /Practical 30 hours / Independent learning 45 hours
Type/ Status   C

Aims and Objectives

The subject aims to provide broad-based coverage of sport and recreation data collection designs, technical issues of data collection, basic of the evaluation process.

Intended Learning Outcomes   :

At the completion of the course the students will be able to
>   SRS 4.1. Analyse and achieve sensitivity
>   SRS 4.2. Use common sense
>   SRS 4.3. Creatively present information to the general public and for research work in sport and recreation.

Course Contents:

Sport data collections and design, Introduction to quantitative and qualitative evaluations, Technological and methodological data collection methods, Decision making process of sport data analysis, Choosing specific data collection technique, Major concerns when collecting sport data, Reduction of errors, Ethical back ground to sport data collection, Review and record sport data bases, Selection, Training and Supervision of Sport Data Collection, Data Analysis: Qualitative and Quantitative Sport Data, Raw Data and Prepare Data for Analysis

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Specific Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
SRS 4.1. Analyse and achieve sensitivity	Sport data collections and design, Introduction to quantitative and qualitative evaluations, Technological and methodological data collection methods, Decision making process of sport data analysis,	5	10	15	Assignments (Individual Presentation) 10%
SRS 4.2. Use common sense	Choosing specific data collection technique, Major concerns when collecting sport data, Reduction of errors, Ethical back ground to sport data collection,	5	10	15	Assignments (Individual Presentation) 15%
SRS 4.3. Creatively present information to the general public and for research work in sport and recreation.	Review and record sport data bases, Selection, Training and Supervision of Sport Data Collection, Data Analysis: Qualitative and Quantitative Sport Data, Raw Data and Prepare Data for Analysis	5	10	15	Assignments (Individual Presentation) 15%
Total		15	30	45	Semester End Examination 60%

Assessment Components and Percentage Marks

Continuous assessment:	40%
End-semester written examination	60%

Recommended Reading :

American Psychological Association, Educational Research Association, and National Council on
Measurement in Education (1974). Standards for Educational and Psychological Tests. Washington, DC: American Psychological Association.
Thomas R.J and Nelson J.K (1996) Research Methods in Physical Activity srd-ed. Human kinetics, Champaign
Fitz-Gibbon, C. T. and Morris, L. L. (1987). How to Design a Program Evaluation. Newbury Park, CA: Sage.
Fowler, F. J. (1993). Survey Research Methods. Newbury Park, CA: Sage, Guba, E. G. and Lincoln, Y. S. (1989).

INTRODUCTION

The proposed new curriculum for B.A. General Degree in Tourism and Cultural Resource Management consists of 6 compulsory courses and 6 auxiliary courses. Compulsory courses have been assigned 4 credits, while the auxiliary courses carry only 2 credits.

Relative to the old curriculum, the proposed curriculum is provided with detailed sub topics under major lecture topics, for every course. This will help the lecturer, as well as the student to be aware, of the lecture schedule throughout each semester. Several new subject topics directly relevant to the themes of each paper have been introduced in this new curriculum. For example in the old curriculum TCRM 22042   Hospitality Management paper contains only three broad topics. The important concept of "Hospitality management" has not been given due weight. In the new curriculum several sub topics have been included to correct this inadequacy. Attention is paid to highlight the relation between visual media and tourism, in the existing syllabus of TCRM 21015 Visual Media For Tourism is not sufficient. It is apparent much emphasis, is on technological aspects of visual media. New topics have been included to give a better understanding about the relation between tourism and visual media.

Proposed curriculum covers a broad area of tourism beginning from basics of tourism to modern trends of tourism development, within the module theme of Tourism and Cultural Resource Management.

LIST OF COURSES AND SEQUENCE

Course Code	Course Title	Year (1/2/3)	Semester (1/2)	Credit Value	Numbers of hours of Lectures: Practical: Independent learning			Compulsory ©/Auxiliary (A) Optional (O)
					L	P	IL	
TCRM 11014	Introduction Tourism and Cultural Resources	1	1	4	60	00	120	C
TCRM 11032	Basic Concepts of Tourism	1	1	2	30	00	60	A
TCRM 12024	History of Tourism	1	2	4	60	00	120	C
TCRM 12042	Adventure Tourism	1	2	2	30	00	60	A
TCRM 21015	Visual Media for Tourism	2	1	4	60	00	120	C
TCRM 21032	Archaeological Tourism	2	1	2	30	00	60	A
TCRM 22025	Tourism and Museums	2	2	4	60	00	120	C
TCRM 22042	Hospitality Management	3	2	2	30	00	60	A
TCRM 31015	Eco-tourism	3	1	4	60	00	120	C
TCRM 31032	Anthropological Tourism	3	1	2	30	00	60	A
TCRM 32025	Cultural Resource Management	3	2	4	60	00	120	C
TCRM 32042	Tourism in Asian Countries	3	2	2	30	00	60	A

YEAR 1 SEMESTER 1 COURSES

Course Code: TCRM 11014
Course Title: Introduction to Tourism and Cultural Resources
Credit value: 4
Time Allocation: Lectures 60 hours /Practical 00 hours / Independent learning 120 hours
Type: C

Intended Learning Outcomes:

On successful completion of this course the student will be able to describe the basic components of travel and tourism, the diversity of world cultural resources and its value as tourist attractions, the growth story of cultural tourism in major culture regions of the world, the importance of adopting appropriate marketing strategies to safeguard and maintain the quality of cultural attractions. Specifically the students will be able to

TCK 1.1 Describe the definitions and development history of world tourism,

TCK 1.2 Describe the main source areas and destination areas of international tourism, describe the cultural diversity in Asia and its importance to tourism

TCK 1. 3 Describe travel motives of tourists according to tourist classifications

TCK 1.4 Describe the components of cultural tourism, world cultural resource base and the development of cultural tourism on a global scale

TCK 1.5 Describe the impact of cultural tourism on tangible and intangible resources, laws and legislations on tourism development, the principles of marketing and managing tangible and intangible cultural resources.

TCK 1.6 Describe the development history of Cultural Tourism in Sri Lanka , its impact , and marketing policies.

Course Objectives:

To educate the student about the rich cultural assets of the world, on which tourism activities thrive, and to draw their attention on the necessity of maintaining the quality of the environment

Course Capsule (Content):

Introduction to Tourism : Definitions and Basic Elements of Tourism, Introduction to Tourism : Source Areas and Destination Areas of Tourism, Cultural Diversity of Asia and its importance to tourism, Definitions of Cultural Tourism, Types of Cultural Tourism Destinations, Significance of Cultural Resources for Tourism, Cultural Tourism Attractions of the World, Components of Cultural Tourism, Growth of Cultural Tourism in the World, Impact of Tourism on Tangible and Intangible Cultural Resources, Tourism Policies, Laws and Legislations, Marketing and Managing the Quality of Tangible and Intangible Cultural Resources, Development of Cultural Tourism in Sri Lanka , its impact , and marketing policies.

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lect ures	Pract ical	Independe nt Learning	
TCK 1.1 Describe the definitions and development history of world tourism,	Definitions and Basic Elements of Tourism, Introduction to Tourism, Growth of Cultural Tourism in the World.	06	00	12	Assignments 20%
TCK 1.2 Describes the main source areas and destination areas of international tourism, describe the cultural diversity in Asia and its importance to tourism	Source Areas and Destination Areas of Tourism, Cultural Diversity of Asia and its importance to tourism,	16	00	32	
TCK 1. 3 Describe travel motives of tourists according to tourist classifications	Travel motives of tourists according to tourist classifications,	08	00	16	

TCK 1.4 Describe the components of cultural tourism, world cultural resource base and the development of cultural tourism on a global scale	Components of Cultural Tourism, Growth of Cultural Tourism in the World	12	00	24	
TCK 1.5 Describe the impact of cultural tourism on tangible and intangible resources, laws and legislations on tourism development, the principles of marketing and managing tangible and intangible cultural resources.	Impact of Tourism on Tangible and Intangible Cultural Resources, Tourism Policies, Laws and Legislations, Marketing and Managing the Quality of Tangible and Intangible Cultural Resources	12	00	24	
TCK 1.6 Describe the development history of Cultural Tourism in Sri Lanka , its impact , and marketing policies.	Development of Cultural Tourism in Sri Lanka , its impact , and marketing policies.	6	00	12	
Total		60	00	120	

TCRM 11014 - Introduction to Tourism and Cultural Resources Course Plan				
Lecture Topic	Lecture Hours	Practical Hours	Independent Learning Hours	Assessment
Introduction to Tourism : Definitions and Basic Elements of Tourism	4	00	8	Tutorial/ Exam
Source Areas and Destination Areas of Tourism	6	00	12	Tutorial/ Exam
Cultural Diversity of Asia and Tourism	8	00	16	Tutorial/ Exam
Definitions of Cultural Tourism, Types of Cultural Tourism Destinations, Significance of Cultural Resources for Tourism,	6	00	12	Tutorial/ Exam
Cultural Tourism Attractions of the World	6	00	12	Assignment
Components of Cultural Tourism,	4	00	8	Tutorial/ Exam
Growth of Cultural Tourism in the World	4	00	8	Tutorial/ Exam
Impact of Tourism on Tangible and Intangible Cultural Resources	4	00	8	Tutorial/ Exam
Tourism Product	6	00	12	Tutorial/ Exam
Tourism Policies, Laws and Legislations	4	00	8	Tutorial/ Exam
Marketing and Managing the Quality of Tangible and Intangible Cultural Resources	4	00	8	Tutorial/ Exam
Cultural Heritage of Sri Lanka and Tourism	4	00	8	Tutorial/ Exam
Total Number of Hours	60		120	

Assessment Components and Percentage Marks

Continuous assessment:	20%
End-semester written examination	80%

Recommended Texts:

Bob McKercher, Hilary Du Cros (2002)   Cultural Tourism: The Partnership Between Tourism and Cultural Heritage Management, Haworth Hospitality Press

Burkart and Medlik, (1981), Tourism: Past, Present and Future, Heinemann, London

Charles R. G, Brent Ritchie J. R. (2009), 'Tourism: Principles, Practices, Philosophies', John Wiley & Sons, New York .

Mill, R.C., (1990), Tourism: The International Business, Prentice Hall, New Jersey

Richards, G (ed) (2007), Cultural tourism: global and local perspectives, Haworth Hospitality Press, New York.

Leslie, D (eds.) (2005), International cultural tourism: management, implications and cases, Elsevier Butterworth-Heinemann, Oxford, UK.

Smith, M K & Robinson, M (eds.) (2006), Cultural tourism in a changing world: politics, participation and   (re)presentation, Channel View Publications, Buffalo, New York.

Smith, M K (2009), Issues in cultural tourism studies, 2nd ed., Routledge, Abingdon, UK.

YEAR 1 SEMESTER 1 COURSES

Course Code: TCRM 11032
Course Title: Basic   Concepts of Tourism
Credit value: 2
Time Allocation: Lectures 30 hours /Practical 00 hours / Independent learning 60 hours
Type: A

Intended Learning Outcomes:
On completion of this course the student will be able to define the meaning and Scope of tourism and the distinction between Travelers, Visitors, Excursionists, Tourists, and Business Travelers, describe types and forms of tourism, describe the motives of inbound tourists, describe the impacts of tourism, in global and local scales, Describe the growth stages of tourism in Sri Lanka. Specific ILOs are
   TCK 2.1 Describe the Definitions on tourism, Basic Types of Tourists, Distinction between traveler, Visitor, Excursionist, Tourist and Business Traveler.
   TCK 2.2   Describe the Basic Elements of Tourism (Dynamic Element, Static Element and Consequential Element), Motivation for Travel and Classification of Tourists According to The Travel Motives,
   TCK 2.3 Describe the definitions on tourism product: nature and characteristics. Classification of tourism products,
   TCK 2.4 Explain new Concepts and Trends in Tourism,
   TCK 2.5 Describe the Tourism development history of Sri Lanka: Tourism Planning , Socio-Economic, cultural and environmental impacts of International Tourism,

Course Objectives :
To Provide a basic conceptual knowledge on tourism business, and to provide knowledge on source and destination areas of international tourism, and tourism organizations associated with tourism business

Course Capsule (Content):
Introduction to Tourism , Definitions, Basic Types of Tourists, (Domestic Tourism and International tourism, Inbound and Outbound tourism, etc.) Distinction between travelers, Visitors, Excursionist, Tourist and Business Travelers.   Basic Elements of Tourism (Dynamic Element, Static Element and Consequential Element), Motivation for Travel and Classification of Tourists According to The Travel Motives, Tourism product: definition, nature and characteristics. Classification of tourism products,   Source areas and Destinations of International Tourism, New Concepts and Trends in Tourism, Tourism in Sri Lanka: Tourism before the planning era, Tourism Development after 1967, Tourism Planning , Socio-Economic, Cultural and environmental impacts of International Tourism, International Tourism Organizations

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
TCK 2.1 Describe the Definitions on tourism, Basic Types of Tourists, distinction between traveler, Visitor, Excursionist, Tourist and Business Traveler.	Introduction to Tourism , Definitions, Basic Types of Tourists, (Domestic Tourism and International tourism, Inbound and Outbound tourism, etc.) Distinction between travelers, Visitors, Excursionist, Tourist and Business Travelers.	4	00	8	
TCK 2.2 Describe the Basic Elements of Tourism (Dynamic Element, Static Element and Consequential Element), Motivation for Travel and Classification of Tourists According to The Travel Motives,	Basic Elements of Tourism (Dynamic Element, Static Element and Consequential Element), Motivation for Travel and Classification of Tourists According to The Travel Motives,	6	00	12	Assignments 20%
TCK 2.3 Describe the definitions on tourism product: nature and characteristics. Classification of tourism products,	Tourism product: definition, nature and characteristics. Classification of tourism products, Source areas and Destinations of International Tourism,	4	00	8	
TCK 2.4 Explain new Concepts and	New Concepts and Trends in Tourism	4	00	8	

Trends in Tourism,					
TCK 2.5 Describe the Tourism development history of Sri Lanka: Tourism Planning , Socio-Economic, cultural and environmental impacts of International Tourism,	Tourism in Sri Lanka: Tourism before the planning era, Tourism Development after 1967, Tourism Planning , Socio-Economic, Cultural and environmental impacts of International Tourism, International Tourism Organizations	12	00	24	
Total		30	00	60	

Assessment Components and Percentage Marks

Continuous assessment:	20%
End-semester written examination	80%

TCRM 11032 - Basic Concepts of Tourism Course Plan				
Lecture Topics	Lecture Hours	Practical Hours	Independent Learning Hours	Assessment
Introduction to Tourism , Definitions, Basic Types of Tourists, (Domestic Tourism and International tourism, Inbound and Outbound tourism, etc.) Distinction between travelers, Visitors, Excursionist, Tourist and Business Travelers.	2	00	4	Tutorial/ Exam
Basic Elements of Tourism (Dynamic Element, Static Element and Consequential Element), Tourist Classifications according to motives of Travel	2	00	4	Tutorial/ Exam
Motivation for Travel :Pleasure, education, cultural, Ethnic, Social, Historical Religious, health, sports, Business, VFR, Wellness. Medical, Etc.	2	00	4	Tutorial/ Exam
Classification of Tourists According to The Travel Motives	2	00	4	Tutorial/ Exam
Tourism product: definition, nature and characteristics. Classification of tourism products	2	00	4	Tutorial/ Exam
Source areas and Destinations of International Tourism	4	00	8	Assignment
New Concepts and Trends in Tourism	4	00	8	Tutorial/ Exam
Tourism in Sri Lanka: Tourism before the planning era, Tourism Development after 1967, Tourism Planning	4	00	8	Tutorial/ Exam Assignment/
Socio-Economic, Cultural and environmental impacts of International Tourism	4	00	8	Tutorial/ Exam
International Tourism Organizations	4	00	8	Tutorial/ Exam
Total Number of Hours	30	00	60	

Recommended Texts:

Alister Mathieson and Geoffrey Wall (1982), Tourism: Economic Physical and Social   Impacts, Longman Group Ltd., Longman House, Essex, England

Bhatia A.K (1983) Tourism Development: Principles and Practices, Sterling   Publishers Pvt.Ltd. New Delhi

Boo, E. (1990). Ecotourism: The Potentials and Pitfalls. World Wildlife Fund: Washington, DC.

Harris Keer Forster and Company (1967), Ceylon Tourism Plan, Harris Keer Forster   and Company, Honolulu, Hawaii.

McIntosh, R.W. (1977) Tourism :Principles Practices and Philosophies, 2nd edition, Grid Inc. Ohio

Mendis E. D. L.(1981)The Economic Social and Cultural Impact of Tourism on   Sri Lanka

P.C. Sinha: Tourism Evolution Scope Nature & Organization: Anmol Publication.

Pearce D. G. (1989) Tourist Development, 2nd edition, Longman Group, Harlow.

Ratnapala N (1995),Tourism in Sri Lanka, The Social impact, Sarvodaya Research   Centre

Robinson H (1976) A Geography of Tourism, Macdonald and Evans, London

Samaranayake H.M.S. (1998) "Development of Tourism in Sri Lanka and its Impact   on the Economy and Society" in Fifty Years of Sri Lanka's Independence: A   Socio-Economic Review, Sri Lanka Institute of Social and Economic Studies,   Colombo, Sri Lanka.

Course Code: TCRM 12024
Course Title: History of Tourism
Credit value: 4
Time Allocation: Lectures 60 hours /Practical 00 hours / Independent learning 120 hours
Type: C

Intended Learning Outcomes:

On successful completion of this course the student will be able to describe why tourism development occurred for the most part in more economically-developed countries and later in less economically-developed countries of the world, describe the main factors that have led to the growth of the travel and tourism

TCK 3.1. Describe the history of world Tourism, Definitions of Tourists, Basic Types of Tourism,

TCK 3.2 Describe the development History of Transport facilities in Europe and America and its impact on the development of International Tourism: Early Forms of Travel and Types of Journeys,   The ages of Discoveries, Pioneers of Modern Tourism,

TCK 3.3 Describe tourism Development in the First Half of the 19th Century, tourism Development in late 19th Century, tourism Development in the 20th Century and Beyond, the age of mass tourism

TCK 3.4 Describe the Tourism History of SAARC Countries (Excluding Sri Lanka)

TCK 3.5   Describe the development of tourism in Sri Lanka before the planning era, Tourism Development after 1967, future targets of Tourism Planning , and intended future achievements,

TCK 3.6 Explain Tourism History of China and its Impact on World Tourism

Course Objectives:

To educate the student about historical evolution of world tourism, in West and its development in other parts of the world

Course Capsule (Content):

Introduction to Tourism History: The History of world Tourism, Definitions of Tourists, Basic Types of Tourism, (Domestic Tourism and International tourism, Inbound and Outbound tourism, etc.)Tourism as a Globalized System; Development History of Travel and International Tourism: Early Forms of Travel and Types of Journey The ages of Discoveries, Pioneers of Modern Tourism, Development of transport facilities in Europe and America and its impact on tourism, Tourism Development in the First Half of the 19th Century, Tourism Development in late 19th Century, Tourism Development in the 20th Century and Beyond, Age of Mass Tourism; Tourism History of SAARC Countries (Excluding Sri Lanka) : Tourism in Sri Lanka: Historical Development Tourism before the planning era, Tourism Development after 1967, Tourism Planning; Tourism Planning for the Future: Targets and intended future achievements, Tourism History of China and its Impact on World Tourism

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
TCK 3.1 Describe the history of world Tourism, Definitions of Tourists, Basic Types of Tourism,	The History of world Tourism, Definitions of Tourists, Basic Types of Tourism, (Domestic Tourism and International tourism, Inbound and Outbound tourism, etc.)Tourism as a Globalized System;	6	00	12	Assignment 20%
TCK 3.2 Describe the development History of Transport facilities in Europe and America and its impact on the development of International Tourism: Early Forms of Travel and Types of Journeys, The ages of Discoveries, Pioneers of Modern Tourism,	Development History of Travel and International Tourism: Early Forms of Travel and Types of Journey The ages of Discoveries, Pioneers of Modern Tourism, Development of transport facilities in Europe and America and its impact on tourism	6	00	12	
TCK 3.3 Describe tourism Development in the First Half of the 19th Century,	Tourism Development in the First Half of the 19th Century, Tourism	24	00	48	

tourism Development in late 19th Century, tourism Development in the 20th Century and Beyond, the age of mass tourism	Development in late 19th Century, Tourism Development in the 20th Century and Beyond, Age of Mass Tourism;				
TCK 3.4 Describe the Tourism History of SAARC Countries (Excluding Sri Lanka)	Tourism History of SAARC Countries (Excluding Sri Lanka) :	6	00	12	
TCK 3.5 Describe the development of tourism in Sri Lanka before the planning era, Tourism Development after 1967, future targets of Tourism Planning , and intended future achievements,	Tourism in Sri Lanka: Historical Development Tourism before the planning era, Tourism Development after 1967, Tourism Planning; Tourism Planning for the Future: Targets and intended future achievements,	6	00	12	
TCK 3.6 Explain tourism History of China and its Impact on World Tourism	Tourism History of China and its Impact on World Tourism	12	00	24	
Total		60	00	120	

Assessment Components and Percentage Marks

Continuous assessment:	20%
End-semester written examination	80%

TCRM 12024 - History of Tourism Course Plan				
Lecture Topics	Lecture Hours	Practical Hours	Independent Learning Hours	Assessment
Introduction to Tourism History , The History of Modern Tourism, Definitions on Tourists, Basic Types of Tourism, (Domestic Tourism and International tourism, Inbound and Outbound tourism, etc.)Tourism as a Globalized System	6	00	12	Tutorial/ Exam
Development History of Travel and International Tourism: Early Forms of Travel and Types of Journey , The ages of Discoveries, Pioneers of Modern Tourism, Development of transport facilities in Europe and America and its impact on tourism	6	00	12	Assignment/ Exam
Tourism Development in the First Half of the 19th Century	6	00	12	Tutorial/ Exam
Tourism Development in late 19th Century	6	00	12	Tutorial/ Exam
Tourism Development in the 20th Century and Beyond	6	00	12	Tutorial/ Exam
Age of Mass Tourism	6	00	12	Tutorial/ Exam
Tourism History of SAARC Countries (Excluding Sri Lanka) : Tourism History of India, Pakistan Bangladesh Nepal , Bhutan, and Maldives	6	00	12	Assignment/ Exam
Tourism in Sri Lanka: Historical Development Tourism before the planning era, Tourism Development after 1967, Tourism Planning	8	00	16	Tutorial/ Exam
Tourism Planning for the Future: Targets and intended future achievements	4	00	8	Tutorial/ Exam
Tourism History of China and its Impact on World Tourism	6	00	12	Assignment/ Exam
Total number of Hours	60	00	120	

Recommended Texts:

Brendon, Piers. (1991). Thomas Cook: 150 Years of Popular Tourism. London: Sacker and Warburg,

_____, (2003) Italy and the Grand Tour. New Haven: Yale University Press,

_____, France and the Grand Tour. New York: Palgrave, 2003.

Cocks, Catherine. (2001) Doing the Town: The Rise of Urban Tourism in the United States, 1850-1915.

Feifer, M. (1985) Tourism in History, From Imperial Rome to the Present. Stein and Day,

Jeremy Black, (!992)The British Abroad: The Grand Tour in the Eighteenth Century. New York: St. Martin's Press,

John F. Sears, (1989) Sacred Places: American Tourist Attractions in the Nineteenth Century.

Law, C.M. (1993), Urban Tourism: Attracting Visitors to Large Cities, Mansell Publishing Ltd, London.

Simmons, Jack. (1991) The Victorian Railway. London: Thames and Hudson,

Sinha P. C. : Tourism Evolution Scope Nature & Organization: Anmol Publication.

Course Code: TCRM 12042
Course Title: Adventure Tourism
Credit value: 2
Time Allocation: Lectures 30 hours /Practical 00 hours / Independent learning 60 hours
Type: Auxiliary

Intended Learning Outcomes

On successful completion of this course, knowledge and understanding of Adventure Tourism will be demonstrated by the student 's ability to: describe the growth history and the various facets of adventure tourism currently available in many countries of the world (Including Sri Lanka), appreciate the range of products and services that constitute the adventure tourism industry, appreciate the international nature of Adventure Tourism industry, evaluate the Adventure Tourist business environment and its impact on the host communities, to describe the constraints facing the development and marketing of Adventure Tourism

  TCK 4.1 Describe the land based water based and air based sports activities of tourists , and locations in
    which they are performed
  TCK 4.2 Describe the new trends in Adventure Tourism
  TCK 4.3 Describe the growth of Adventure Tourism in Sri Lana
  TCK 4.4 Describe the laws and legislations relevant to Adventure Tourism, Risks and constraints of
    marketing

Course Objectives:

To provide knowledge and understanding about adventure tourism in various countries of the world.

Course Capsule (Content):

Definition, and the significance of Adventure Tourism , Development of Adventure Tourism - The Global Scenario, Components of Adventure Tourism; Water Sports, (Motorized and Non-Motorized), Air Sports, and land sports), Popular tourist destinations for Water based Adventures. (rafting, kayaking, canoeing, surfing, water skiing, scuba diving), Popular tourist destinations for Air Based Adventures (parasailing, paragliding, ballooning, Bungee Jumping, etc.), Popular tourist destinations for land Based Adventures (mountaineering, rock climbing ,Mountain biking, Hill walking/trekking), New Market Trends in Adventure tourism, Adventure Tourism in Sri Lanka: Growth of Adventure Tourism, Adventure Tourism Sites of Sri Lanka, Adventure Tourism and Law: Law designed for Adventure Tour operations, special permits for rafting, paragliding, heli-skiing Scuba Diving. Etc., Risk management and other constrains for Adventure Tourism Development: The Global Perspective,   Adventure Tourism Marketing and Promotional Strategies

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
TCK 4.1 Describe the land based water based and air based sports activities of tourists , and locations in which they are performed	Definition, and the significance of Adventure Tourism , Development of Adventure Tourism - The Global Scenario, Components of Adventure Tourism; Water Sports, (Motorized and Non-Motorized), Air Sports, and land sports), Popular tourist destinations for Water based Adventures. (rafting, kayaking, canoeing, surfing, water skiing, scuba diving), Popular tourist destinations for Air Based Adventures (parasailing, paragliding, ballooning, Bungee Jumping, etc.), Popular tourist destinations for land Based Adventures (mountaineering, rock climbing ,Mountain biking, Hill walking/trekking),	16	00	32	Assignment 20%
TCK 4.2 Describe the new trends in Adventure Tourism	New Market Trends in Adventure tourism,	4	00	8	
TCK 4.3 Describe the growth of	Growth of Adventure Tourism, Adventure Tourism	4	00	8	

Adventure Tourism in Sri Lanka	Sites of Sri Lanka				
TCK 4.4 Describe the laws and legislations relevant to Adventure Tourism, Risks and constraints of marketing	Adventure Tourism and Law: Law designed for Adventure Tour operations, special permits for rafting, paragliding, heli-skiing Scuba Diving. Etc., Risk management and other constrains for Adventure Tourism Development: The Global Perspective, Adventure Tourism Marketing and Promotional Strategies	6	00	12	
Total		30	00	60	

Assessment Components and Percentage Marks

Continuous assessment:	20%
End-semester written examination	80%

TCRM 12042 - Adventure Tourism Course Plan				
Lecture Topic	Lecture Hours	Practical Hours	Independent Learning Hours	Assessment
Adventure Tourism Definition, and the significance of Adventure Tourism	2	00	4	Tutorial /Exam
Development of Adventure Tourism - The Global Scenario .	2	00	4	Assignment /Exam
Components of Adventure Tourism; Water Sports, (Motorized and Non-Motorized), Air Sports, and land sports)	2	00	4	Tutorial /Exam
Popular tourist destinations for Water based Adventures. (rafting, kayaking, canoeing, surfing, water skiing, scuba diving)	4	00	8	Assignment /Exam
Popular tourist destinations for Air Based Adventures (parasailing, paragliding, ballooning, Bungee Jumping, etc.)	4	00	8	Assignment /Exam
Popular tourist destinations for land Based Adventures (mountaineering, rock climbing ,Mountain biking, Hill walking/trekking)	4	00	8	Assignment /Exam
New Market Trends in Adventure tourism	4	00	8	Tutorial /Exam
Adventure Tourism in Sri Lanka: Growth of Adventure Tourism, Adventure Tourism Sites of Sri Lanka	4	00	8	Tutorial /Exam
Adventure Tourism and Law: Law designed for Adventure Tour operations, special permits for rafting, paragliding, heli-skiing Scuba Diving. Etc.	2	00	4	Tutorial /Exam
Risk management and other constrains for Adventure Tourism Development: The Global Perspective, Adventure Tourism Marketing and Promotional Strategies	2	00	4	Tutorial /Exam
Total Number of Hours	30	00	60	

Recommended Texts:
Buckley R (2007) Adventure Tourism, CABI. UK

Hudson S (2002) Sport and Adventure Tourism, Routledge, UK

Leckie S, and Pomfret G, (2003)Adventure Tourism, Butterworth Heinemann.

Ritchie B W and Adair D, (Eds.)(2006) Sport Tourism : inter-relationship, Impacts and Issues, Viva Books Private Ltd. New Delhi.

Ryan, C (1991), Recreational Tourism: A Social Science Perspective, Routledge.

Course Code: TCRM 21015
Course Title: Visual Media for Tourism
Credit value: 4
Time Allocation: Lectures 60 hours /Practical 00 hours / Independent learning 120 hours
Type: C

Intended Learning Outcomes:

On successful completion of this course the student will be able to describe the development of visual media and its impact on tourism in developed countries as well as developing countries, Basic principles of visual Communication, Film induced tourism development , development of modern media technologies and its association with tourism. The specific ILOs are

   TCK 5.1 Describe the basic principles of visual communication, growth and development of visual media in Europe and America and its impact on tourism, growth and development of visual media in third world countries

   TCK 5.2 Describe the impact of Photography and other print media on Tourism Development, describe the history of the impact of other visual media on tourism development

   TCK 5.3 Describe the importance and impact of motion films for tourism development

   TCK 5.4 Describe the recent advancements of information technology and its impact   on tourism (world Scenario)

   TCK 5.5 Describe the use of Information technology for tourism marketing, and for managing Hospitality Services

   TCK 5.6 Describe the growth of visual media, and other forms of information technology in Sri Lanka and its impact on tourism development, The role of Sri Lanka Tourism Authority and private sector in promoting visual media for promoting tourism locally and internationally

Course Objectives

To prepare the student to familiarize and understand, with the developments of modern visual media and its association with tourism

Course Capsule (Content):

Introduction to the inter relationship between visual media and tourism, importance of print & visual media in the promotion of tourism , The historical perspective of the association between visual media and tourism: British photographers and tourism in the nineteenth century , the "tourist gaze" and historical experiences through photography; basic principles of visual communication, Growth and Development of Visual Media in Europe , America   and third World Countries, and its impact on Tourism Development of modern visual facilities and its influence on tourism,   Role of motion films in destination imaging and marketing tourism: (film induced tourism) benefits and drawbacks of film induced tourism to host communities, the future of film induced tourism, visual communication for hospitality industry , Role of visual media for the promotion of tourism development : Growth of visual media in Sri Lanka, and its impact on tourism: role of Sri Lanka tourism authority in promoting visual media for tourism , the role of private sector,   Challenges and opportunities in travel and tourism marketing, through visual media

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
TCK 5.1 Describe the basic principles of visual communication, growth and development of visual media in Europe and America and its impact on tourism, growth and	Introduction to the inter relationship between visual media and tourism, importance of print & visual media in the promotion of tourism , basic principles of visual communication, Growth and Development of Visual Media in Europe , America and third World Countries,	12	00	24	Assignments 20%

development of visual media in third world countries				
TCK 5.2 Describe the impact of Photography and other print media on Tourism Development, describe the history of the impact of other visual media on tourism development	The historical perspective of the association between visual media and tourism: British photographers and tourism in the nineteenth century , the "tourist gaze" and historical experiences through photography; Development of modern visual facilities and its influence on tourism	10	00	30
TCK 5.3 Describe the importance and impact of motion films for tourism development	Role of motion films in destination imaging and marketing tourism:(film induced tourism) benefits and drawbacks of film induced tourism to host communities, the future of film induced tourism,	10	00	20
TCK 5.4 Describe the recent advancements of information technology and its impact on tourism (world Scenario)	Role of visual media for the promotion of tourism development	8	00	16
TCK 5.5 Describe the use of Information technology for tourism marketing, and for managing Hospitality Services	visual communication for hospitality industry	10	00	20
TCK 5.6 Describe the growth of visual media, and other forms of information technology in Sri Lanka and its impact on tourism development, The role of Sri Lanka Tourism Authority and private sector in promoting visual media for promoting tourism locally and internationally	Growth of visual media in Sri Lanka, and its impact on tourism: role of Sri Lanka tourism authority in promoting visual media for tourism , the role of private sector, Challenges and opportunities in travel and tourism marketing, through visual media	10	00	20
Total		60	00	120

Assessment Components and Percentage Marks

Continuous assessment:	20%
End-semester written examination	80%

TCRM 21015 -Visual Media for Tourism Course Plan				
Lecture Topics	Lecture Hours	Practical Hours	Independent Learning Hours	Assessment
Introduction to the inter relationship between Visual Media and Tourism, Importance of Print	2	00	4	Tutorial/ Exam

&Visual Media in the Promotion of Tourism				
The Historical Perspective of the Association between Visual Media And Tourism: British Photographers and Tourism in the Nineteenth Century , The "Tourist Gaze" and Historical Experiences through Photography;	6	00	12	Tutorial/ Exam
Basic Principles of Visual Communication	4	00	8	Tutorial/ Exam
Growth and Development of Visual Media in Europe and America and its impact on Tourism	4	00	8	Tutorial/ Exam Assignment
Growth and Development of Visual Media in Third World Countries and its impact on Tourism	4	00	8	Tutorial/ Exam
Development of Modem Visual Facilities and its Influence on Tourism :The Importance of Television , Internet Media, Computer Technology, Movie Maps and Guide Books as significant Marketing Tools, Other Media for Visual Display (such as Compact Video Discs, DVD, Video Tapes, Digital Display Boards, Etc.)	8	00	16	Assignment/ Exam
Role of Motion Films in Destination Imaging and Marketing Tourism: (Film induced Tourism: Feature Films, Documentaries, Animation Films. Etc.), Film Locations as Touristic Places, Filmic Icons and Tourism, Established Tourist Attractions with a Film Connection, Benefits and Drawbacks of Film Induced Tourism to Host communities, The Future of Film Induced Tourism	10	00	20	Tutorial/ Exam/ Assignment
Visual Communication for Hospitality Industry : Representations of Places and cultures through visual Media (Films, TV, Internet, Etc.) and its impact on the Decision Making. (for the selection of Destination, Hotel reservation, Etc.)	10	00	20	Tutorial/ Exam
Role of Visual Media for the Promotion of Tourism Development : Fashion T V as a Mode of Tourism Marketing , Marketing through internet (Guide Books Country wise Websites, Etc.)	4	00	8	Tutorial/ Exam
Growth of Visual Media in Sri Lanka, and its impact on Tourism: Role of Sri Lanka Tourism Authority in Promoting Visual Media for Tourism , The Role of Private Sector	6	00	12	Tutorial/ Exam
Challenges and Opportunities in Travel and Tourism Marketing, through Visual Media	2	00	4	Tutorial/exam
Total Number of Hours	60	00	120	

Recommended Texts:

Fiske, John (1989): Introduction to communication studies. London: Routledge

Morgan, Nigel; Pritchard, Annette (2000): Advertising in Tourism and Leisure. Butterworth-Heinemann, UK

Riley, R., Baker, D., & Doren, C. S. V. (1998). Movie induced tourism. Annals of Tourism Research, 25, 919 – 935.

Sue Beeton (2002) Film-induced Tourism: Impacts and Consequences, , Monash University, Australia

Urry, J. (1990). The tourist gaze: Leisure and travel in contemporary societies. Newbury Park, CA: SAGE Publications.

Course Code: TCRM 21032
Course Title: Archaeological tourism
Credit value: 2
Time Allocation: Lectures 30 hours /Practical 00 hours / Independent learning 60 hours
Type: Auxiliary

Intended Learning Outcomes:

On successful completion of this course the student will be able to understand and describe the basic nature of Archaeological tourism, The close relation between tourism and past heritage, the growth history and present state of Archaeological tourism in prominent Archaeological sites of the world, laws and legislations enacted in various parts of the world to regulate tourism. The specific ILOs are

  TCK 6.1 Describe the development of archaeological tourism: in the world, archaeological tourism in America, Europe, Africa, Asian continent South East Asia, and Australasia ,

  TCK 6.2 Eplain International Agreements, Laws and other legislation on Archaeological Tourism Development and Management

  TCK 6.3 Describe the role of different stakeholders, (primary services providers, the infrastructure services providers, the media and communications players and the consumers of the destination) in archaeological tourism, Destination Branding , and a archaeologist's role in development and maintenance of archaeological tourism

  TCK 6.4   Explain Economic Significance of archaeological tourism for conservation and   management of archaeological Sites. Other impacts of archaeological tourism on archaeological destinations

  TCK 6.5 Describe the development history of archaeological tourism In Sri Lanka,   Laws and legislations of Sri Lanka to preserve archaeological heritage Sites , legal aspects of marketing archaeological Tourism

Course Objectives

To   develop the awareness on world archaeological I heritage resource base, and to   widen   student perceptions on preservation and management of heritage resources

Course Capsule (Content):

Introduction to archaeology   and archaeological tourism, development of archaeological tourism: the world scenario, archaeological tourism in America, Europe, Africa, Asian continent South East Asia, and Australasia , international agreements, laws   and other legislation   on   archaeological tourism   development and management, archaeologist's role in development and maintenance of archaeological tourism, diverse stakeholders, (primary services providers, the infrastructure services providers, the media and communications players and the   consumers of the destination) destination branding and archaeological tourism, economic significance of archaeological tourism for conservation and   management of archaeological sites. other impacts of archaeological tourism on archaeological destinations, development of archaeological tourism in Sri Lanka, laws and legislations of Sri Lanka to preserve archaeological heritage sites, legal aspects of marketing archaeological tourism

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
TCK 6.1 Describe the development of archaeological tourism: in the world, archaeological tourism in America, Europe, Africa, Asian continent South East Asia, and Australasia ,	Introduction to archaeology and archaeological tourism, development of archaeological tourism: the world scenario, archaeological tourism in America, Europe, Africa, Asian continent South East Asia, and Australasia	8	00	12	Assignments 20%
TCK 6.2 Explain International Agreements, Laws and other legislation on Archaeological Tourism Development and Management	international agreements, laws and other legislation on archaeological tourism development and management,	4	00	12	
TCK 6.3 Describe the role of different stakeholders, (primary services	archaeologist's role in development and maintenance of archaeological tourism,	6	00	12	

providers, the infrastructure services providers, the media and communications players and the consumers of the destination) in archaeological tourism, Destination Branding , and archaeologist's role in development and maintenance of archaeological tourism	diverse stakeholders, (primary services providers, the infrastructure services providers, the media and communications players and the consumers of the destination) destination branding and archaeological tourism,				
TCK 6.4 Explain Economic Significance of archaeological tourism for conservation and management of archaeological Sites. Other impacts of archaeological tourism on archaeological destinations	economic significance of archaeological tourism for conservation and management of archaeological sites other impacts of archaeological tourism on archaeological destinations, development	6	00	12	
TCK 6.5 Describe the development history of archaeological tourism In Sri Lanka, Laws and legislations of Sri Lanka to preserve archaeological heritage Sites , legal aspects of marketing archaeological Tourism	development of archaeological tourism in Sri Lanka, laws and legislations of Sri Lanka to preserve archaeological heritage sites, legal aspects of marketing archaeological tourism	6	00	12	
Total		30	00	60	

Assessment Components and Percentage Marks

Continuous assessment:	20%
End-semester written examination	80%

TCRM 21032 Archaeological Tourism Course Plan Credit Value 2				
Lecture Topics	Lecture Hours	Practical Hours	Independent Learning Hours	Assessment
Introduction to Archaeology and Archaeological Tourism	2	00	4	Tutorial/ Exam
Development of Archaeological Tourism: The World Scenario	2	00	4	Tutorial/ Exam
Archaeological Tourism In America, Europe, Africa, Asian Continent South east Asia, and Australasia , International Agreements, Laws and other legislation on Archaeological Tourism Development and Management	8	00	16	Exam/ Assignment
Archaeologist's role in development and maintenance of archaeological tourism	2	00	4	Tutorial/ Exam
Diverse Stakeholders, (primary services providers, the infrastructure services providers, the media and communications players and the consumers of the destination) Destination Branding and Archaeological Tourism	4	00	8	Tutorial/ Exam
Economic Significance of Archaeological Tourism for Conservation and Management of Archaeological Sites. Other impacts of Archaeological Tourism on Archaeological Destinations	6	00	12	Tutorial/ Exam
Development of Archaeological Tourism In Sri Lanka	2	00	4	Exam/ Assignment
Laws and Legislations of Sri Lanka to Preserve Archaeological Heritage Sites	2	00	4	Tutorial/ Exam
Legal Aspects of Marketing Archaeological Tourism	2	00	4	Tutorial/ Exam
Total Number of Hours	30	00	60	

Recommended Texts:

Ashmore, W, and Sharer, R. (1996). Discovering Our Past: A Brief Introduction to Archaeology, Mountain View, CA. Mayfield Pub. Co.

Boniface P, and Fowler P J, (1963) Heritage and Tourism in "The Global Village" (Heritage care- Preservation – Management, Routledge, London

Fielden B M, and Jokilehto (1993) Management Guidelines for World Heritage Sites, ICCROM , Rome

Lane M B (Ed.) (1993) The Cultural Triangle of Sri Lanka, UNESCO Publishing House and Central Cultural Fund, Sri Lanka

Robinson M. et al. (eds.), 2000, Tourism and Heritage Relationships: Global, National and Local Perspectives, Sunderland, Centre for Travel and Tourism/Business Education Press.

Course Code: TCRM 22025
Course Title: Tourism and Museums
Credit value: 4
Time Allocation: Lectures 60 hours /Practical 00 hours / Independent learning 120 hours
Type: Compulsory

Intended Learning Outcomes:

On successful completion of this course the student will be able to describe: the importance of museums, as functioning bodies for the preservation and exhibiting cultural heritage, the Importance of museums as major tourist attractions providing examples from the developed and developing countries, the management principles applicable to Museums, the Impact of museums on urban cities. Especially students will be able to

TCK 7.1   Describe the definitions on museums, the categories of museums and their purposes, Role of museums in preservation and maintenance of archaeological heritage sites and artifacts and as an exhibition centers of cultural heritage

TCK 7. 2   Describe Museum Management Strategies and Marketing,   Describe the Services offered by museums to attract Tourists   and the visitor impact on museums

TCK 7.3 Describe popular museums of the world and its impact on tourism development, describe the modern super star museums of America and Europe as tourist attraction centers

TCK 7.4 Describe the role of British museums in attracting international tourists

TCK 7.5 Describe the importance of museums for Domestic tourism and for urban development

TCK 7.6   Describe the economic benefits of museums and its value for dissemination of knowledge and the role of museums in sustainable tourism development , the importance of assessing the visitor impact on museums

Course Objectives:

To provide awareness and knowledge on the importance of world museums for the preservation of archeological heritage sites, and artifacts,

Course Capsule (Content):

Definitions on Museums, Purpose of Museums , Museums Categories , Introduction to Tourism, Museums and Cultural Tourism: Museums as an attraction for tourists, Role of Museum as an Exhibition Centre, stakeholders and their interests, Role of Museums in preserving Cultural Heritage, Great Museums of the World and Tourism: Art Museums, Science Museums, and Natural History Museums as major tourist attractions (The British Museum, Goteborg Museum Egyptian Museum, Canadian Museum of History, Etc.) ,Museum Management: Preservation of Exhibits, Engaging Visitors and Audiences, Monitoring Visitor Behavior inside Museums, Strategies to Collect data on Visitor behavior for space management, American Museums and Tourism development, Impact of Museums on Urban Cities, Tourism in London , London Museums Promoting Tourism Development: The British Museum, Victoria & Albert Museum , Sir John Soane's Museum , Natural History and Science Museums, Imperial War Museum, National Maritime Museum, The Role of Museums in Sustainable Tourism Development, Marketing Strategies & other Services Offered by Museums to Attract Tourists,   Economic Benefits and   Museum Management, Museums and Domestic Tourism, Museums as a tool for Cultural Education, " Super Star Museums" of Europe and America   and Tourism, Measuring Visitor Impact on Museums

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

| Intended Learning Outcomes | Content | Time allocated (hours) | | | Assessment method |
		Lectures	Practical	Independent Learning	
TCK 7.1 Describe the definitions on museums, the categories of museums and their purposes, Role of museums in preservation and maintenance of archaeological heritage sites and artifacts and as an exhibition Centre of cultural heritage	Definitions on Museums, Purpose of Museums , Museums Categories , Introduction to Tourism, Museums and Cultural Tourism: Museums as an attraction for tourists, Role of Museum as an Exhibition Centre,	10	00	20	Assignments 20%
TCK 7. 2 Describe Museum Management Strategies and Marketing, Describe the Services offered by museums to attract Tourists and the visitor impact on museums	Museum Management: Preservation of Exhibits, Engaging Visitors and Audiences, Monitoring Visitor Behavior inside Museums, Strategies to Collect data on Visitor behavior for space management, Measuring Visitor Impact on Museums	10	00	20	
TCK 7.3 Describe popular museums of the world and its impact on tourism development, describe the modern super star museums of America and Europe as tourist attraction centers	Great Museums of the World and Tourism: Art Museums, Science Museums, and Natural History Museums as major tourist attractions (The British Museum, Goteborg Museum Egyptian Museum, Canadian Museum of History, Etc.) "Super Star Museums" of Europe and America and Tourism, American Museums and Tourism development,	18	00	36	
TCK 7.4 Describe the role of British museums in attracting international tourists	London Museums Promoting Tourism Development: The British Museum, Victoria & Albert Museum , Sir John Soane's Museum , Natural History and Science Museums, Imperial War Museum, National Maritime Museum,	6	00	12	
TCK 7.5 Describe the importance of museums for Domestic tourism and for urban development	Museums and Domestic Tourism, Museums as a tool for Cultural Education, Impact of Museums on Urban Cities	6	00	12	
TCK 7.6 Describe the economic benefits of museums and its value for dissemination of knowledge and the role of museums in sustainable tourism development , the importance of assessing the visitor impact on museums	Economic Benefits and Museum Management, " Super Star Museums" of Europe and America and Tourism, Measuring Visitor Impact on Museums	10	00	20	
Total		60	00	120	

Assessment Components and Percentage Marks

Continuous assessment:	40%
End-semester written examination	60%

TCRM 22025 Tourism and Museums Course Plan				
Lecture Topic	Lecture Hours	Practical Hours	I L Hours	Assessment
Introduction to Museums and Tourism: Definitions on Museums, Purpose of Museums , , Category of Museums , Introduction to Tourism	4	00	8	Tutorial/ Exam
Museums and Cultural Tourism: Museums as an attraction for tourists, Role of Museum as an Exhibition Centre, stakeholders and their interests, Role of Museums in preserving Cultural Heritage,	6	00	12	Tutorial/ Exam
Great Museums of the World and Tourism: Art Museums, Science Museums, and Natural History Museums as major tourist attractions (The British Museum, Goteborg Museum Egyptian Museum, Canadian Museum of History, Etc.)	8	00	16	Tutorial/ Exam
Museum Management: Preservation of Exhibits, Engaging Visitors and Audiences, Monitoring Visitor Behavior inside Museums, Strategies to Collect data on Visitor behavior for space management,	6	00	12	Tutorial/ Exam
American Museums and Tourism development, Impact of Museums on Urban Cities,	6	00	12	Exam/ Assignment
Tourism in London , London Museums Promoting Tourism Development: The British Museum, Victoria & Albert Museum , Sir John Soane's Museum , Natural History and Science Museums, Imperial War Museum, National Maritime Museum	6	00	12	Exam/ Assignment
The Role of Museums in Sustainable Tourism Development-	6	00	12	Tutorial/ Exam
Marketing Strategies & other Services Offered by Museums to Attract Tourists, Economic Benefits and Museum Management	4	00	8	Tutorial/ Exam
Museums and Domestic Tourism	4	00	8	Tutorial/ Exam
Museums as a tool for Cultural Education	4	00	8	Tutorial/ Exam/
" Super Star Museums" of Europe and America and Tourism	6	00	12	Tutorial/ Exam
Total Number of Hours	60	00	120	Tutorial/ Exam

Recommended Texts

Eilean Hooper (Ed.) (1999) The Educational Role of the Museum. Editor -Greenhill. London, Page 241-253.
Hooper-Greenhill, (1994) Museums and Their Visitors. London and New York,
K. Arora, (2011). Theory of Cookery; Frank bros Ltd. Publishers.
Lord, Gail Dexter and Barry Lord (1997) The Manual of Museum Management. Oxford, 1997.
McLean, Fiona (1997) Marketing the Museum. London and New York,
Gary Edison (Ed.) (1997) Museum Ethics. London and New York,
Eilean Hooper (Ed) (19990 Role of the Museum. Greenhill. London,
Vijay Dhawan, (2011).Food and Beverage Service; Frank bros Ltd. publishers
Wilson, David M (1989) The British Museum. Purpose and Politics. London,

Year 2 Semester 2 Courses

Course Code: TCRM 22042
Course Title: Hospitality Management
Credit value: 2
Time Allocation: Lectures 30 hours /Practical 00 hours / Independent learning 60 hours
Type: Auxiliary

Intended Learning Outcomes:

Upon successful completion of this course, students will be able to: Identify and describe The major components of the hospitality industry, and to recognize and distinguish the major segments within each of these major categories, the traditional functions of management, how they are applied in hospitality management situations, and how they interrelate, recognize the unique characteristics of the hospitality industry and service businesses, Describe the intricate relationship between the consumer and the hotel industry, describe the importance of appropriate marketing strategies and the value of understanding the consumer and the consumer behavior, the role of international hotel chains, Describe growth areas and trends in the hospitality industry. The Specific ILOs are

   TCK 8.1 Describe the growth of Tourist accommodation industry in the world, the types of hotels and hotel classification
   TCK 8.2 : Describe the basic principles of hotel management , the major departments of a tourist hotel and their functions
   TCK 8.3 Describe the International hotel chains, associated with tourism, hotel classification system and classification methodology
   TCK 8 .4 Describe the importance of understanding consumer interests and the supply of hostility facilities, ,describe the importance of proper pricing and marketing of hospitality services, describes the new trends in hospitality industry

Course Objectives:

To provide knowledge on the growth of hospitality industry, and to develop a basic understanding on the importance of hospitality management , for tourism development and marketing.

Course Capsule (Content):

Introduction to Accommodation industry and its distinctive characteristics – type and forms of hotels; the global growth history of hotel industry, types of accommodation and their grouping, classification and gradation of hotels , international hotel chains, introduction to hospitality: principles of customer care and services, functional departments of a standard hotel:– front office, food and beverages (f&b), housekeeping and food production; back office(general introduction for each category), hotel management -the front office department, the housekeeping department , bar and restaurant and the maintenance department, environment friendly accommodation systems, hospitality and food safety: introduction to the food service industry, history of the food service industry, cooking principles and food safety, preparing and serving food, managing the cost of food and Beverages, Hospitality Marketing: understanding consumers and consumer behavior; social responsibility and ethics in marketing, pricing concepts, consumer buying behavior , and sales promotion, multinational hotel chains and their impact on hoteliering business with special reference to developing countries

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Intended Learning Outcomes	Content	Lect ures	Prac tical	Independ ent Learning	Assessm ent method
TCK 8.1 Describe the growth of Tourist accommodation industry in the world, the types of hotels and hotel classification	Introduction to Accommodation industry and its distinctive characteristics – type and forms of hotels; the global growth history of hotel industry, types of accommodation and their grouping,	8	00	16	Assignme nts 20%
TCK 8.2 : Describe the basic principles of hotel management , the major departments of a tourist hotel and their functions	principles of customer care and services, functional departments of a standard hotel:– front office, food and beverages (f&b), housekeeping and food production; back office(general introduction for each	10	00	20	

266

	category), hotel management -the front office department, the housekeeping department , bar and restaurant and the maintenance department, environment friendly accommodation systems,				
TCK 8.3 Describe the International hotel chains, associated with tourism , hotel classification system and classification methodology	international hotel chains, classification and gradation of hotels	4	00	8	
TCK 8 .4 Describe the importance of understanding consumer interests and the supply of hospitality facilities, ,describe the importance of proper pricing and marketing of hospitality services, describes the new trends in hospitality industry	Hospitality Marketing: understanding consumers and consumer behavior; social responsibility and ethics in marketing, pricing concepts, consumer buying behavior , and sales promotion, multinational hotel chains and their impact on hoteliering business with special reference to developing countries	8	00	16	
Total		30	00	60	

Assessment Components and Percentage Marks

Continuous assessment:	20%
End-semester written examination	80%

TCRM 22042 Hospitality Management Course Plan				
Lecture Topic	Lecture Hours	Practical Hours	Independent Learning Hours	Assessment
Introduction to Accommodation industry and its distinctive characteristics – Type and forms of Hotels; The Global Growth History of Hotel Industry,	2	00	4	Tutorial/ Exam
Types of accommodation and their grouping, Classification and Gradation of Hotels , International Hotel Chains.	2	00	4	Tutorial/ Exam
Introduction to Hospitality: Principles of Customer Care and Services	2	00	4	Tutorial/ Exam
Functional Departments of a Standard Hotel:– Front Office, Food and Beverages (F&B), Housekeeping and Food Production; Back office(General Introduction for each category)	4	00	8	Exam/ Assignment
Hotel Management -The Front Office Department, The Housekeeping Department , Bar and Restaurant and The Maintenance Department	4	00	8	Tutorial/ Exam
Environment Friendly Accommodation Systems	4	00	8	Tutorial/ Exam
Hospitality and Food Safety: Introduction to the Food Service Industry, History of the Food Service Industry, Cooking principles and food safety, preparing and serving food, Managing the Cost of Food and Beverages	4	00	8	Tutorial/ Exam
Hospitality Marketing: Understanding Consumers and Consumer Behavior; Social Responsibility and Ethics in Marketing	4	00	8	Tutorial/ Exam
Pricing Concepts, Consumer Buying Behavior , and Sales Promotion	2	00	4	Tutorial/ Exam
Multinational hotel chains and their impact on hoteliering business with special reference to Developing Countries	2	00	4	Exam/ Assignment
Total Number of Hours	30	00	60	

Recommended Texts:

K. Arora, (2011). Theory of Cookery; Frank bros Ltd. Publishers. New Delhi

Vijay Dhawan, (2011). Food and Beverage Service; Frank bros Ltd. publishers , New Delhi

S.K. Bhatnagar, (2011). Front Office Management; Frank bros Ltd. Publishers, New Delhi

G. Raghubalan, (2009). Housekeeping Operation and Management; oxford University Press, India,

Holloway, J.C (1986), The Business of Tourism, 2nd edition, Pitman Publishing Limited, London.

Philip Kotler, John Bowen, and James Makens, Marketing for Hospitality and Tourism, Prentice Hall, India

Alastair M. Morrison, (2001)Hospitality and Travel Marketing, (Delmar Thomson Learning)

COURSE CODE: TCRM 31015
Course Title: Eco-tourism
Credit value: 4
Time Allocation: Lectures 60 hours /Practical 00 hours / Independent learning 120 hours
Type: C

Intended Learning Outcomes:
After successful completion of this course, students will be able to Describe the growth history and the present state of global ecotourism (including Sri Lanka), Describe and appreciate the importance of environmentally responsible travel to relatively undisturbed natural areas, describe the value of biodiversity conservation, importance of promoting eco-tourism that has low negative visitor impact, and provides for socio-economic benefits to the local stakeholder communities. Develop knowledge and understanding of ecotourism resources of major eco destinations, best management practice. Specifically the students will be able to

TCK 9.1 Describe the basic principles, definitions and the nature of eco-tourism , Quebec declaration on eco-tourism

TCK 9.2 Describe the environmental resources suitable for tourism development in major tourist destination areas of developed and developing countries

TCK 9.3 Describe the growth of ecotourism and current major eco-tourist destinations of the world, types of eco-tourists and their motives of travel

TCK 9.4 Describe the major environmental pollution problems and its consequences on the environment, describe global warming, green house effects, and deforestation and extinction of flora and fauna,

TCK 9.5 Describe the advantages of ecotourism relative to beach tourism and cultural tourism; describe eco-tourism promotion strategies, and laws and legislations relevant to eco-tourism

 TCK 9.6 Describe eco-tourism development in Sri Lanka , Major eco- tourism destinations in the island, role of government and private sector in promoting eco-tourism in Sri Lanka

Course Objectives:
Eco-tourism : to create awareness about the importance of environmental resources and its value as the base for tourism development, and to high light the value of preserving the environment

Course Capsule (Content):
Tourist and the Environment: Environment and its importance to Tourism : Definitions on Environment. Types of Eco tourists (An overview of Eco-tourists) Flora and Fauna, Wild Life, etc.   Quebec declaration on ecotourism, Contemporary Environmental problems and Tourism; air pollution, noise pollution, global warming, Green house effects, Deforestation and extinction of flora and fauna, Etc., Growth of Eco-tourism-The Global Scenario, Global eco-tourism Resources and Destinations : The American Region, Europe, Middle East and Africa, South Asia, The Asia Pacific Region, Australasia, Relative importance of Eco-tourism over the other types of tourism, Eco-tourism and the Third World, Economic and socio cultural impact of Ecotourism, Eco-tourism Planning and Development :Eco-tourism development strategies with special reference to Environmental Protection laws and legislations (Environmental Impact Analysis), Growth of Ecotourism in Sri Lanka, and Major Eco Tourism Destinations in Sri Lanka, Government and Private Sector involvements in Eco-Tourism, Future of Ecotourism as a business

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment
		Lectures	Practical	Independent Learning	
TCK 9.1 Describe the basic principles, definitions and the nature of eco-tourism , Quebec declaration on eco-tourism	Environment and its importance to Tourism : Definitions on Environment. Quebec declaration on ecotourism,	4	00	8	Assignments 20%
TCK 9.2 Describe the environmental resources suitable for tourism	Global eco-tourism Resources and Destinations : The American Region, Europe,	12	00	24	

development in major tourist destination areas of developed and developing countries	Middle East and Africa, South Asia, The Asia Pacific Region, Australasia,			
TCK 9.3 Describe the growth of ecotourism and current major eco-tourist destinations of the world, types of eco-tourists and their motives of travel	Growth of Eco-tourism- The Global Scenario, Global eco-tourism Resources and Destinations : The American Region, Europe, Middle East and Africa, South Asia, The Asia Pacific Region, Australasia Types of Eco tourists (An overview of Eco-tourists)	12	00	24
TCK 9.4 Describe the major environmental pollution problems and its consequences on the environment, describe global warming, green house effects, and deforestation and extinction of flora and fauna,	Contemporary Environmental problems and Tourism; air pollution, noise pollution, global warming, Green house effects, Deforestation and extinction of flora and fauna, Etc.,	10	00	20
TCK 9.5 Describe the advantages of ecotourism relative to beach tourism and cultural tourism, describe eco-tourism promotion strategies, and laws and legislations relevant to eco-tourism	Relative importance of Eco-tourism over the other types of tourism, Eco-tourism and the Third World, Economic and socio cultural impact of Ecotourism, Eco-tourism Planning and Development :Eco-tourism development strategies with special reference to Environmental Protection laws and legislations (Environmental Impact Analysis),	12	00	24
TCK 9.6 Describe eco-tourism development in Sri Lanka , Major eco- tourism destinations in the island, role of government and private sector in promoting eco-tourism in Sri Lanka	Growth of Ecotourism in Sri Lanka, and Major Eco Tourism Destinations in Sri Lanka, Government and Private Sector involvements in Eco-Tourism, Future of Ecotourism as a business	10	00	20
Total Number of Hours		60		00

Assessment Components and Percentage Marks

Continuous assessment:	20%
End-semester written examination	80%

TCRM 31012 Eco-tourism Course Plan				
Lecture Topic	Lecture Hours	Practical Hours	Independent Learning	Assessment
Tourist and the Environment: Environment and its importance to Tourism: Definitions on Environment. Types of Eco tourists (An overview of Eco-tourists) Flora and Fauna, Wild Life, etc. Quebec declaration on ecotourism	6	00	12	Tutorial/ Exam

Contemporary Environmental problems and Tourism; air pollution, noise pollution, global warming, Green house effects, Deforestation and extinction of flora and fauna, Etc.	6	00	12	/Exam/ Assignment
Growth of Eco-tourism- The Global Scenario,	6	00	12	Tutorial/ Exam
Global Resource Base for Ecotourism: The American Region, Europe, Middle East and Africa, South Asia, The Asia Pacific Region, Australasia	8	00	16	/Exam/ Assignment
Benefits of Eco-tourism over the other types of tourism	4	00	8	Tutorial /Exam
Ecotourism Destinations in the Western Hemisphere,	6	00	12	Tutorial/ Exam
Eco-tourism and the Third World.	6	00	12	Tutorial/ Exam
Economic and socio cultural impact of Ecotourism	4	00	8	Tutorial/ Exam
Environmental Impact of Ecotourism	2	00	4	Tutorial/ Exam
Eco-tourism Planning and Development :Eco-tourism development strategies with special reference to Environmental Protection laws and legislations (Environmental Impact Analysis)	4	00	8	Tutorial/ Exam
Growth of Ecotourism in Sri Lanka, and Major Eco Tourism Destinations in Sri Lanka	4	00	8	Exam/ Assignment
Stakeholders & community participation and Development	2	00	4	Tutorial/ Exam
Government and Private Sector involvements in Eco-Tourism, Future of Ecotourism Business	2	00	4	
Total Number of Hours	60	00	120	Tutorial/ Exam

Recommended Texts:

Boo, E. (1990). Ecotourism: The Potentials and Pitfalls. World Wildlife Fund: Washington,

Buckley, R. (2003). Case Studies in Ecotourism. Cambridge: CABI.

Buckley, R. ed. (2004). Environmental Impacts of Ecotourism. Oxford shire: CABI.

Bulbeck, C. (2005). Facing the wild : Ecotourism, Conservation, and Animal Encounters. London: Butterworth-Heinemann.

Cater, E. and Lowman, G. Editors, (1994), Ecotourism: A Sustainable Option?

Wiley, New York. Cater, E. (1994). "Ecotourism in the Third World: Problems for sustainable development" in Tourism Management, April (14:2).

Fennell, D.A. (1999). Ecotourism: an Introduction. London: Routledge.

Geffen, A., and C. Berglie (1993), Eco Tours and Nature Getaways. New York: Clarkson Potter Publishers.

Lindberg, K. and D.E. Hawkins. (eds). (1993). Ecotourism: a guide for planners and managers.

Page, S.J. and R.K. Dowling. (2002). Ecotourism. New York: Prentice Hall.

Wearing, S. and J. Neil. (1999). Ecotourism: Impacts, Potentials, and Possibilities. Oxford:

Weaver, D. (2001). Ecotourism. John Wiley & Sons.

Wearing, S. (2001). Exploring socio-cultural impacts on local communities. In D. B. Weaver (Ed.), The Encyclopedia of Ecotourism (pp. 395-410). Cambridge, MA: CABI Publishing

Weaver, D. B. (2008). Ecotourism. Milton, John Wiley & Sons Australia, Ltd.

Whelan, T. ed. (1991), Nature Tourism. Island Press, Washington, DC.

Course Code: TCRM 31032
Course Title: Anthropological Tourism
Credit value: 2
Time Allocation: Lectures 30 hours /Practical 00 hours / Independent learning 60 hours
Type: Auxiliary

Intended Learning Outcomes:

On successful completion of this course the student will be able to describe: the relationship between anthropology and tourism, the impact of tourism on indigenous communities and minor communities

TCK 10.1 Describe the nature and the basic principles of anthropological tourism ; the relationship between anthropology and tourism,

TCK 10.2: Describe the growth of anthropological museums on the global scale,   and its importance for tourism,

TCK 10.3 Describe the development of anthropological tourism in Sri Lanka

TCK 10.4 : Describe the impact of tourism on indigenous communities and minor communities and their environments

TCK 10.5 Describe the new trends and future of anthropological tourism

Course Objectives:

To educate the student on the relationship between tourism and anthropology, to highlight the impacts of tourism on traditional Indigenous societies

Course Capsule (Content):

Introduction to Anthropological Tourism ; Basic principles, Growth, and Relationship between Anthropology and Tourism, development of anthropological tourism (world scenario), anthropological museums of the world and their significance for tourism, impact of tourism on indigenous communities and   environments: :tourist behavior and its   impact on sensitive environments,   commodification of indigenous cultures , economic and social impact of tourism on indigenous /primitive communities (such as primitive tribes of Amazon and Congo basins), development of anthropological tourism in Sri Lanka, Vedda community of Sri Lanka and tourism: commodification of the indigenous culture, minor communities and tourism, new trends in anthropological tourism, the future of anthropological tourism

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
TCK 10.1 Describe the nature and the basic principles of anthropological tourism ; the relationship between anthropology and tourism,	Introduction to Anthropological Tourism ; Basic principles, Growth, and Relationship between Anthropology and Tourism,	4	00	8	Assignments 20%
TCK 10.2: Describe the growth of anthropological museums on the global scale, and its importance for tourism,	development of anthropological tourism (world scenario), anthropological museums of the world and their significance for tourism	8	00	16	
TCK 10.3 Describe the development of anthropological tourism in Sri Lanka	development of anthropological tourism in Sri Lanka,	4	00	8	
TCK 10.4 : Describe the impact of tourism on indigenous communities and minor communities and their environments	impact of tourism on indigenous communities and environments: :tourist behavior and its impact on sensitive environments, commodification of indigenous cultures , economic and social impact of tourism on indigenous	8	00	16	

271

	/primitive communities (such as primitive tribes of Amazon and Congo basins), development of anthropological tourism in Sri Lanka, Vedda community of Sri Lanka and tourism: commodification of the indigenous culture, minor communities and tourism, new trends in anthropological tourism, the future of anthropological tourism				
TCK 10.5 Describe the new trends and future of anthropological tourism	new trends in anthropological tourism, the future of anthropological tourism	6	00	12	
Total number of Hours		30	00	60	

Assessment Components and Percentage Marks

Continuous assessment:	20%
End-semester written examination	80%

TCRM 31032 - Anthropological Tourism Course Plan				
Lecture Topic	Lecture Hours	Practical Hours	Independent Learning Hours	Assessment
Introduction to Anthropological Tourism ; Basic principles, Growth, and Relationship between Anthropology and Tourism,	4	00	8	Tutorial/ Exam
Development of Anthropological Tourism (World Scenario)	4	00	8	Tutorial/ Exam
Anthropological Museums of the World and their Significance for Tourism	4	00	8	Tutorial/ Exam/ Assignment
Impact of Tourism on Indigenous Communities and Environments: : Tourist Behavior and its Impact on Sensitive Environments, commodification of Indigenous cultures , Economic and Social Impact of Tourism on Indigenous /Primitive Communities (Such as primitive tribes of Amazon and Congo Basins)	6	00	12	Tutorial/ Exam/
Development of Anthropological Tourism in Sri Lanka	4	00	8	Tutorial/ Assignment / Exam
Vedda Community of Sri Lanka and Tourism: commodification of the Indigenous Culture	2	00	4	Tutorial/ Exam
Minor Communities and Tourism	2	00	4	Tutorial/ Exam
New Trends in Anthropological Tourism	2	00	4	Tutorial/ Exam
The Future of Anthropological Tourism	2	00	4	Tutorial/ Exam
Total Number of Hours	30	00	60	

Recommended Texts:

Wearing, S. (2001). Exploring Socio-Cultural Impacts on Local Communities. In D. B. Weaver (Ed.), The Encyclopedia of Ecotourism (pp. 395-410). Cambridge, MA: CABI Publishing

Murphy, P. (1985) Tourism: A community approach. London: Routledge.

Smith V L , (ed.) (1989) Hosts and Guests: The Anthropology of Tourism. 2nd edition. Philadelphia: University of Pennsylvania Press.

Urry, John (1990) The Tourist Gaze: Leisure and Travel in Contemporary Societies. London: Sage.

Course Code: TCRM 32025
Course Title: Cultural Resource Management
Credit value: 4
Time Allocation: Lectures 60 hours /Practical 00 hours / Independent learning 120 hours
Type: C

Intended Learning Outcomes:
on successful completion of this course the students   will be able to describe the history and development of cultural resource management in a global perspective, the important charters on cultural resource management, Role of various international / local institutions in preserving cultural resources, the Concepts, methods, and techniques commonly used in resource. Specifically the students will be able to

    TCK 11.1   Describe the fundamentals, definitions, objectives and underlying philosophies of cultural resource management
    TCK 11.2 Describe the diversity of cultural resources dispersed throughout the world,
    TCK 11.3 Explain the historical background of cultural resource conservation and the laws and legislations enacted worldwide for preservation, the role of Archaeology in preservation of cultural resources
    TCK 11.4 Describe the cultural resource management procedures in America, Europe and Asia
    TCK 11.5 Describe the present state of cultural resource management, impacts and marketing   in Sri Lanka

Course Objectives:
To educate about the world wide interest on preservation of cultural resources,

Course Capsule (Content):
Introduction to Cultural Resource Management, and Definitions of Cultural Resources , objectives and principles of cultural resource management, Identification, Evaluation, and listing of cultural resources, Diversity of cultural Resources(Arts and Crafts, Monuments, Museums, Religious Centers, Historical and Archaeological Sites, Fairs and Festivals, etc.), Role of Archaeology in Preservation of Cultural Resources, Historical background of Resource Management, International Charters and other documents for preservation of Cultural Resources , 1972 UNESCO Convention concerning   the Protection of World Cultural and Natural Heritage, Cultural Resource Management in Europe and America, Cultural Resource Management in Asian Countries with Special reference to India, Managing different kinds of cultural resources, Role of different agencies in Cultural Resource management (Public Sector, Tourism Industry, Voluntary Sector, Host Community, Media), The Role of Culture Mapping in Culture Resource Management and Conservation, Cultural Resource Management in Sri Lanka: Present status of Resource Management, Institutions involved in Management Activities, Laws,   Legislations, and Agreements, Conservation of aboriginal communities of Sri Lanka, Marketing Cultural Resources

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment
		Lectures	Practical	Independent Learning	
TCK 11.1 Describe definitions, and objectives of cultural resource management	Introduction to Cultural Resource Management, and Definitions of Cultural Resources , objectives and principles of cultural resource management,	4	00	8	Assignments 20%
TCK 11.2 Describe the diversity of cultural resources dispersed throughout the world,	Identification, Evaluation, and listing of cultural resources, Diversity of cultural Resources (Arts and Crafts, Monuments, Museums, Religious Centers, Historical and Archaeological Sites, Fairs and	10	00	20	

	Festivals, etc.),				
TCK 11.3 Explain the historical background of cultural resource conservation and the laws and legislations enacted worldwide for preservation, The role of Archaeology in preservation of cultural resources	Role of Archaeology in Preservation of Cultural Resources, Historical background of Resource Management, International Charters and other documents for preservation of Cultural Resources , 1972 UNESCO Convention concerning the Protection of World Cultural and Natural Heritage, Cultural Resource Management in Europe and America, Cultural Resource Management in Asian Countries with Special reference to India, Managing different	20	00	40	
TCK 11.4 Describe the cultural resource management procedures in America, Europe and Asia	Cultural Resource Management in Europe and America, Cultural Resource Management in Asian Countries with Special reference to India, Managing different kinds of cultural resources, Role of different agencies in Cultural Resource management (Public Sector, Tourism Industry, Voluntary Sector, Host Community, Media), The Role of Culture Mapping in Culture Resource Management and Conservation,	20	00	40	
TCK 11.5 Describe the present state of cultural resource management, impacts and marketing in Sri Lanka	Cultural Resource Management in Sri Lanka: Present status of Cultural Resource Management, Institutions involved in Management Activities, Laws, Legislations, and Agreements, Conservation of aboriginal communities of Sri Lanka, Marketing Cultural Resources	6	00	12	
Total		60	00	120	

Assessment Components and Percentage Marks

Continuous assessment:	20%
End-semester written examination	80%

TCRM 32025 Cultural Resource Management Course Plan				
Lecture Topic	Lecture Hours	Practical Hours	Independent Learning Hours	Assessment
Introduction to Cultural Resource Management, and Definition of Cultural Resources , objectives and principles for natural resource management.	4	00	8	Tutorial/ Exam
Diversity of cultural Resources (Arts and Crafts, Monuments, Museums, Religious Centers, Historical and Archaeological Sites, Fairs and Festivals, etc.)	6	00	12	Tutorial/ Exam
Role of Archaeology in Preservation of Cultural Resources	4	00	8	Tutorial/ Exam

Historical background of Resource Management issues and related laws and Legislations, 1972 UNESCO Convention concerning the Protection of World Cultural and Natural Heritage, International Charters and other documents for preservation of Cultural Resources	8	00	16	Tutorial/ Exam
Cultural Resource Management in Europe and America	6	00	12	Tutorial/ Exam
Culture Resource Management in Asian Countries with Special reference to India	8	00	16	Tutorial/ Exam/ Assignment
Concepts, methods, and techniques commonly used in resource management	6	00	12	Tutorial/ Exam
Managing different kinds of cultural resources	2	00	4	Tutorial/ Exam
Role of different agencies in Cultural Resource management (Public Sector, Tourism Industry, Voluntary Sector, Host Community, Media)	4	00	8	Tutorial/ Exam
Cultural Resource Management in Sri Lanka: Present status of Cultural Resource Management, Institutions involved in Management Activities, Laws, Legislations, and Agreements,	6	00	12	Tutorial/ Exam
Conservation of aboriginal communities of Sri Lanka	4	00	8	Tutorial/ Exam
Marketing Cultural Resources	2	00	4	Tutorial/ Exam
Total Number of Hours	60	00	120	

Recommended Texts:

Bob McKercher, Hilary Du Cros (2002) Cultural Tourism: The Partnership Between Tourism and Cultural Heritage Management, Haworth Hospitality Press

Fielden B M and J Jokilehto (1993) Management Guidelines for World heritage Sites, ICCROM, Rome

Gupta, SP, Lal, K, Bhattacharya, M. (2002) Cultural Tourism in India (DK Print 2002)

Lane M B (Ed.) (1993)The Cultural Triangle of Sri Lanka, UNESCO Publishing House and Central Cultural Fund of Sri Lanka

Reisinger, Y., & Turner, L. (2003). Cross-Cultural Behavior in Tourism: Concepts and Analysis. Oxford, U.K.: Butterworth Heinemann. UK.

Richards, G (ed) (2007), Cultural tourism: global and local perspectives, Haworth Hospitality Press, New York.

Smith, MK & Robinson, M (eds.) (2006), Cultural tourism in a changing world: politics, participation and (re)presentation, Channel View Publications, Buffalo, New York.

Smith, MK (2009), Issues in cultural tourism studies, 2nd ed., Routledge, Abingdon, UK.

Course Code: 32042
Course Title: Tourism in Asian Countries
Credit value: 2
Time Allocation: Lectures 30 hours /Practical 00 hours / Independent learning 60 hours
Type: A

Intended Learning Outcomes:

On successful completion of this Course the student will be able to describe: the current position of tourism development in the Asian Region, The Important countries for tourism within the region, The factors that steered the   development of tourism in those countries, Pros and Cons of tourism development on Asian Countries, The emergence of China as a tourism source area as well as a destination. The specific ILOs are

> TCK 12.1 Describe the growth of tourism in Asia, diversity of the tourism product and the status of tourism relative to other main tourist regions of the world
>
> TCK 12.2 Describe the composition of travellers to Asian countries, and their impact
>
> TCK 12.3 Describe tourism product of Asia, and socio- economic cultural, and environment impacts on Asian countries
>
> TCK 12.4 Describe the growing importance of China, in the sphere of international Tourism as a source area as well as a tourist destination

Course Objectives:

To   widen the knowledge of the students on the current position of international tourism ,relative to other tourist regions of the world.

Course Capsule (Content):

An introduction to Asian region, (South Asia, East Asia, West Asia, South East Asia) brief history of tourism development, Position of Tourism Development relative to other Tourist regions of the World , Tourism Flows in Asia, Popular Tourist Destinations, and Impacts of Tourism, Tourism Development in SAARC countries (Excluding Sri Lanka), Cultural Diversity of India, and Tourism Development: Diversity of Tourist Attractions, and Major Tourist Destinations within India, Tourism Product of Asian Countries, China's recent advancement as a major Tourist Destination and as a source area, Pilgrim Tourism in Asian Region

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment
		Lectures	Practical	Independent Learning	
TCK 12.1 Describe the growth of tourism in Asia, diversity of the tourism product and the status of tourism relative to other main tourist regions of the world	An introduction to Asian region, (South Asia, East Asia, West Asia, South East Asia) brief history of tourism development, Position of Tourism Development relative to other Tourist regions of the World ,	4	00	8	Assignment 20%
TCK 12.2 Describe the composition of travelers to Asian countries, and their impact	Tourism Flows in Asia, Popular Tourist Destinations, and Impacts of Tourism,	6	00	12	
TCK 12.3 Describe tourism product of Asia, and socio- economic cultural , and environment impacts on Asian countries	Cultural Diversity of India, and Tourism Development: Diversity of Tourist Attractions, and Major Tourist Destinations within India, Tourism Product of Asian Countries,	6	00	12	
TCK 12.4 Describe the growing importance of China, in the sphere of international Tourism as a source area as well as a tourist destination	China's recent advancement as a major Tourist Destination and as a source area, Pilgrim Tourism in Asian Region	2	00	4	
TCK 12.1 Describe the growth of	Tourism Development in SAARC	12	00	24	

tourism in Asia, diversity of the tourism product and the status of tourism relative to other main tourist regions of the world	countries (Excluding Sri Lanka), Cultural Diversity of India, and Tourism Development: Diversity of Tourist Attractions, and Major Tourist Destinations within India, Tourism Product of Asian Countries, Pilgrim Tourism in Asian Region				
Total		30	00	60	

Assessment Components and Percentage Marks

Continuous assessment:	20%
End-semester written examination	80%

TCRM 32042 Tourism In Asian Region Course Plan				
Lecture Topic	Lecture Hours	Practical Hours	Independent Learning Hours	Assessment
An introduction to Asian region, (South Asia, East Asia, West Asia, South East Asia) brief history of tourism development, Position of Tourism Development relative to other Tourist regions of the World	2	00	4	Tutorial/ Exam
Tourism Flows in Asia, Popular Tourist Destinations, and Impacts of Tourism	4	00	8	Tutorial/ Exam/ Assignment
Tourism Development in SAARC countries (Excluding Sri Lanka)	4	00	8	Tutorial/ Exam
Cultural Diversity of India, and Tourism Development: Diversity of Tourist Attractions, and Major Tourist Destinations within India	6	00	12	Tutorial/ Exam
Tourism Product of Asian Countries	6	00	12	Tutorial/ Exam
China's recent advancement as a major Tourist Destination and as a source area	2	00	4	Tutorial/ Exam
Pilgrim Tourism in Asian Region	2	00	4	Assignment/ Tutorial/ Exam
Tourism Development In Sri Lanka	4	00	8	Tutorial/ Exam
Total Number of Hours	30	00	60	

Recommended Texts:

Bandara H.M. (2001)Tourism Development Planning in Developing Countries: A Critique, Stamford Lake, Colombo.

De Kadt E. (1976), Tourism: Passport to Development?, Perspective on the Social and Cultural Effects of Tourism in Developing Countries, World Bank Research Publication, London

Elwood A Pye and Tzong Biau Lin, (1983) Tourism in Asia, Singapore University Press, Singapore,

Gupta, SP, Lal, K, Bhattacharya, M. (2002) Cultural Tourism in India (DK Print 2002)

Guruge K G Tourism and Economic Development: An Analysis on the Dependency, Vulnerability and Instability of the Tourism Sector in Sri Lanka, in Kalyani, Journal of Humanities and Social Sciences of the University of Kelaniya, Volumes X1V- XXVI,1995-2007,PP 111-144.

_____ (2004) Growth Trends of Tourism Development in Sri Lanka, International Journal of Management and Tourism, pp 114-135,

_____ (2009) Environmental Impacts of Tourism Development: Unawatuna, A Case Study from Sri Lanka, In Sanstuti- Professor Chandrasiri Palliyaguru Felicitation Volume, 2009, S Godage, Colombo 10

_____(2009) The Impact of International Tourism on Peripheral Regions: The Case of Sri Lanka, Research Centre for Social Sciences, University of Kelaniya, Sri Lanka

Hall C M and Page S (2001) Tourism in South and South East Asia: Issues and Cases, Butterworth Heinemann, U K.

Lane M B (Ed.) (1993)The Cultural Triangle of Sri Lanka, UNESCO Publishing House and Central Cultural Fund of Sri Lanka

Lea J (1988) Tourism and Development in the Third World, Routledge, London

Social Science Research Centre (1978), "Foreign Exchange Earnings in Tourism" in The Role of Tourism in Social and Economic Development of Sri Lanka, Social Science Research Centre , Colombo

Desired Program Outcome	Course number/s that facilitate acquisition of the outcome		Courses for the Deficient Aspect
Identify real world economic/ political/cultural situations/ phenomena/ needs/ problems/ issues applying the core concepts, theories, principles, and practices relevant to the academic field/s of study	TCK1.2,1.4,1.5, 1.6, TCK 2.5, TCK 3.2 to 3.6, TCK 4 (all sub topics), TCK 7.2, TCK 11.2		
Investigate and analyze the issues using a range of holistic approaches, interpret the results paying due attention to environmental aspects and indigenous heritage, cultures, values and technologies and suggest potential logical solutions;	TCK 1.5, TCK 6.2, TCK 9.4, TCK 9.6		
Identify pertinent information needs, using appropriate media, tools, technologies and methodologies to locate and access information,			Computer Literacy: Basic Level (2) (ICT Center)
Critically evaluate the sources, values, validity and currency of information, and use information effectively in a range of contexts in critical and creative manner to achieve desired goals;	TCK 8.4 TCK 9.5		
Acquire and evaluate current information and process them independently through independent research and exercise critical judgment and critical thinking to create new modes/ dimensions of knowledge;			Critical Thinking (2) Research Methodology (2) (FSS+ FH)
Communicate fluently, logically present the facts in written and verbal forms in the mother tongue and satisfactorily in an international language, to diverse groups of audiences;			Academic writing skills in English (2) (FH)
Work independently to meet new challenges and work collaboratively in groups demonstrating team spirit, leadership qualities and organizational skills;			Personality and Leadership Development (2) (FCM)
Work with confidence and determination in a self-disciplined and dedicated manner; managing time, personal and physical resources effectively employing professional and reflective approach to perform the assigned tasks;			Principles of Management (2) (FCM)
Engage in life-long learning in pursuit of personal development and excellence in professional practice;			Personality and Leadership Development (2) (FCM)
Perceive and respond to changes in an adaptive and flexible manner from an informed and socially responsible point of view;			Human Resource Management (2) (FCM)
Behave harmoniously in a multi-ethnic and multi-religious society giving due care and respect to the values and beliefs of own and other cultures, diversity of human behavior, views, human rights, social responsibilities, moral and ethical perspectives.			Social Integration(2) or Contemporary Social Issues in Sri Lanka(2) FSS)
Suitable candidate to serve in diverse spheres like education, entrepreneurship and management			Event Management (2) (FCM)

Course Code	DVST 32032/ GEGE 32032/GEGE 32032
Course Title	Introduction to Geographical Information Systems (GIS)
Credit Value	02
Pre requisite	Map Reading (GEGE 21222) course unit except Geography students
Time Allocation :	Lectures 15 hours/ Practical 30 hours/ Independent learning 45 hours
Course Type	C

Intended learning Outcomes:

Upon successful completion of this course every student will be able to,

DSK 3.1 Identify the main concepts and potentials of GIS; Describe the fundamental components of a GIS; Define system specifications including projections, data and process;

DSK 3.2 Describes and explains the different method of spatial data handling techniques;

DSK 3.3 Explore the potentials of GIS in visualizing data. Understand the fundamentals of GIS Analyze data and prepare digital databases using GIS software; Summarize and visualize geographical data, using maps and tables.

Course Content

Definition of main concepts relating to GIS, main components of GIS, advantages of GIS, Maps and GIS: Spatial data, spatial data coordinate systems, map projections, Universal Transverse Mercator Projection (UTM). Models in GIS: Raster and Vector data base, data quality and data standards, data capturing and processing, Raster and vector base data capturing systems, processing and analyzing techniques, Structures in GIS: Vector data structure, Raster data structure, comparison between Vector and Raster data structures.Visualization of GIS data: cartography in the context of GIS, digital terracing modeling, spatial analysis, GIS application, Fundamentals of remote sensing.

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent learning	
DSK 3.1 Identify the main concepts and potentials of GIS	Definition of main concepts relating to GIS, main components of GIS,, advantages of GIS, Maps and GIS: Spatial data, spatial data coordinate systems, map projections, Universal Transverse Mercator Projection (UTM).	05			
DSK 3.2 describes and explains the different method of spatial data handling techniques	Models in GIS: Raster and Vector data base, data quality and data standards, data capturing and processing, Raster and vector base data capturing systems, processing and analyzing techniques, Structures in GIS: Vector data structure, Raster data structure, comparison between Vector and Raster data structures, advantages and disadvantages	05	30		Class Test/ Quiz
DSK 3.3 Explore the potentials of GIS in visualizing data. Understand the fundamentals of GIS	Visualization of GIS data: cartography in the context of GIS, digital terracing modeling, spatial analysis, GIS application, Fundamentals of remote sensing.	05		45	Assignment
Total		15	30	45	

Assessment Components and Percentage Marks

Class Test/ Quiz and Assignment	40
End-semester written examination	60

Recommended Reading

Albrecht Jochen, (2007), Key Concepts and Techniques in GIS, SAGE Publications Ltd, London.

Bernhardsen Tor, (1999), Geographic Information Systems: An Introduction, John Wiley and Sons Inc., New York.

Chrisman Nicholas, R, (1996), Exploring Geographic Information Systems, John Wiley and Sons Inc., New York.

David Bruce, (1996), GIS: A Visual Approach, Santa Fe: Onward Press

Course Code: ECON ....
Course Title: Sri Lankan Economy
Credit value: 2
Time Allocation: Lectures 26 hours /Practical 10 hours / Independent learning 52 hours
Type/Status   GEC/C

Intended Learning Outcomes:

After successful completion of this course, every student will be able to do the following;

EcK 14.1: Describe the structural characteristics of the Sri Lankan economy at present

EcK 14.2: Assess the performance of the Sri Lankan economy since Independence

EcK 14.3: Discuss and reflect on government current development policies and strategies and to assess their performance

EcK 14.4: Define the demographic transition and explain its implications for economic growth

EcK 14.5: Understand the challenges and constraints confronted by Sri Lanka to overcome the middle income trap

EcS 1.3: Abstract the essential features of an economic issue

EcS 2.1: Communicate in writing and through oral work, using appropriate terminology and technical language: (a) the articulation of economic theories, (b) the description of economic evidence, (c) the critical assessment of economic arguments and policies.

EcS 6.1: Plan and execute projects and assignments displaying effective time management

Course Objectives:

The main objective of this course is to give an overview of the Sri Lankan economy after Independence.

Course Capsule (content):

Economic transformation in Sri Lanka after Independence; Main structural characteristics of the economy; Development policies pertaining to Sri Lanka; Poverty and inequality; Development challenges (agriculture, industry, services); Development financing; Good governance.

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent learning	
EcK 14.1: Describe the structural characteristics of the Sri Lankan economy at present	Economic transformation in Sri Lanka after Independence; Main structural characteristics of the economy	6	1	12	Tutorial Assignment Mid-semester Exam. End-Semester Exam (580%)
EcK 14.2: Assess the performance of the Sri Lankan economy since Independence	Performance of the economy;	4	1	8	
EcK 14.3: Discuss and reflect on government current development policies and strategies and to assess their performance	Development policies pertaining to Sri Lanka	6	1	12	
EcK 14.4: Define the demographic transition and explain its implications for economic growth	Demographic transition in Sri Lanka and its socio-economic impact	4	1	8	
EcK 14.5: Understand the challenges and constraints confronted by Sri Lanka to overcome the middle income trap	Development challenges (agriculture, industry, services); Development financing; Good governance.	6	2	12	
EcS 1.3: Abstract the essential features of an economic issue			2		10%
EcS 2.1: Communicate in writing and through oral work, using appropriate terminology and technical language: (a) the articulation of economic theories, (b) the description of economic evidence, (c) the critical assessment of economic arguments and policies.			1		5%
EcS 6.1:Plan and execute projects and assignments displaying effective time management			1		5%
Total		26	10	52	

Assessment Components and Percentage Marks:

Continuous assessment: Assignments, Tutorials, Mid semester examination	40%
End-semester written examination	60%

Recommended Texts:

Indraratne, A. D. V. de S. (ed.), 1998, Fifty Years of Sri Lanka's Independence:A Socio Economic Review,Sri Lanka Institute of Social & Economic Studies,CMB

Kelegama Saman (ed.), 2004, Economic Policy in Sri Lanka: Issues and Debates, Sage Publications Inc., New Delhi.

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

Tennakoon Ajitha (ed. 2009, Sri Lanka Economy in Transition: Progress, Problems and Prospects, Vijitha Yapa Publications, Colombo.

GEOGRAPHY -1

Course Code: GEOG 22232
Course Title: Geo-Environment and Natural Resources of Sri Lanka
Credit value: 2
Time allocation: Lectures 30 hours/Practical/Independent Learning 80 hours
Type: O

Intended Learning Outcomes (ILOs):
At the completion of this course, the students will be able to acquire an abridged view about geo-environment of Sri Lanka and identify different geo-systems in relation to the natural resources for socio-economic development of the country. Specifically they will be able to

> GeK 7.1 Identify geo-systems components and their significance in economic development of the country
> GeK 7.2 Extract qualitative and quantitative information related to the natural resources of Sri Lanka
> GeK 7.3 Analyze economic and social factors that affect natural resource utilization

Course Capsule (Content):
Introduction to geo-environment in Sri Lanka. Geo-diversity in the country. Natural resources and their properties. Relationship between human activities and environment. Environmental sustainability. Challenges and opportunities for improving human well-being through harnessing natural resources. Impact of the trade liberalization and globalization on the environment and resource utilization .The environmental changes like climate change, environmental degradation, loss of biodiversity, and threats to life support

Allocation of Teaching Learning Activities (L/P/IL), Time and Assessment methods for the ILOs

Specific Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
GeK 7.1 Identify geo-systems components and their significance in economic development of the country	The different types of geo-systems in Sri Lanka; Lithosphere, Atmosphere, Hydrosphere, Biosphere; The relationship and contribution of various component in the economic development	08	--	24	Assignment 1: 20%
GeK 7.2 Extract qualitative and quantitative information related to the natural resources of Sri Lanka	The terrestrial ecosystems and resources (land, mineral, forest and grassland etc.); Aquatic ecosystem and resources: a) inland aquatic – reservoirs, rivers, fresh water marshes, b) coastal – coral reef, salt marshes, mangroves etc.	10	--	26	Assignment 2: 20%
GeK 7.3 Analyze economic and social factors that affect natural resource utilization	Utilization of land resources – availability and changes in land use (paddy, homestead, plantation et.); manufacturing industries and utilization of mineral resources; forest utilization and key issues; resources use and towards sustainable development of the country (causes of natural resource use and misuse)	12	--	30	Assignment 3: 20%
Total		30	--	80	

Assessment:

Continuous assessment: Three assignments	60%
End-semester written examination	40%

Recommended reading:
NRE and Science Authority of SL (1991) Natural resources of Sri Lanka: Condition and Trends.
Chisholm, A. at el (1999) Economic policy reforms and the environment: Land degradation in Sri Lanka. Colombo: S&S Graphics.
Peiris, G. H (2006) Sri Lanka: Challenges of the new millennium. Kandy Books

(THIS IS SIMILAR TO GEOGRAPHY 1 COURSE. BUT THE NUMBERS OF KLECTURES, PRACICAL HOURS DO NOT MATCH WITH THE CREDIT VALUE, AND CONTENT UNDER EACH ILO IS NOT GIVEN, GEOGRAPHY -1 COURSE HAS ALL COMPONENTS AND L AND P HOURS MATCH CREDIT VALUE. SELECT ONE OF THE TWO COURSES)

Course Code: GEOG 22232
Course Title: Geo-Environment and Natural Resources of Sri Lanka
Credit value: 2
Time allocation: Lectures 20 hours/Practical 00 hours /Independent Learning 50 hours
Type: O

Intended Learning Outcomes (ILOs):
At the completion of this course, the students will be able to acquire an abridged view about geo-environment of Sri Lanka and do the following:

GeK 7.1 Identify geo-systems components and their significance in economic development of the country
GeK 7.2 Extract qualitative and quantitative information related to the natural resources of Sri Lanka
GeK 7.3 Analyze economic and social factors that affect natural resource utilization

Course Capsule (Content):
Introduction to geo-environment in Sri Lanka. Geo-diversity in the country. Natural resources and their properties. Relationship between human activities and environment. Environmental sustainability. Challenges and opportunities for improving human well-being through harnessing natural resources. Impact of the trade liberalization and globalization on the environment and resource utilization .The environmental changes like climate change, environmental degradation, loss of biodiversity, and threats to life support

Allocation of Teaching Learning Activities (L/P/IL), Time and Assessment methods for the ILOs

Specific Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
Describe the geo-environment in Sri Lanka and Geo-diversity in the country. Understand the natural resources and their properties.		05	--	12	Class Test
Identify the relationship between human activities and environment. Define environmental sustainability.		05	--	12	
Describe the challenges and opportunities for improving human well-being through harnessing natural resources.		05	--	12	Assignment
Identify the impact of the trade liberalization and globalization on the environment and resource utilization.		05	--	14	
Total		20	--	50	

Assessment:

Continuous assessment: Class Test Asignment	40%
End-semester written examination	60%

Recommended reading:
Daniel D. Chiras and John P. Reganold (2009), Natural Resource Conservation: Management for a Sustainable Future (10th Edition)
Fraser Smith (2009) Environmental Sustainability: Practical Global Applications
Peter Newell (2013) Globalization and the Environment: Capitalism, Ecology and Power

HISTORY

Course Code   :   HIST 22462

Course Title   :   History of Sri Lanka

Time allocation: Lectures 30 hours /Practical 00 hours/Independent Learning 60 hours

Credit value   :   2

Type/Status   :   A

Intended Learning Outcomes:

After successfully completing this course unit the student would be able to:

HsK.6.1- Describe the early settlement of the island, and the consequent development of the civilization under the Kings of Anuradhapura and Polonnaruwa Kingdoms.

HsK6.2. Explain the shift of Capitals to the South West and the changes that took place.

HsK6.3-Describes the rise of the Kingdom of Kandy.

HsK6.4-Explains the advent of the Europeans and the subjugation of the entire island by the British.

HsK6.5-Explains the main stages of the national movement of Sri Lanka

HsS 2.1 - Analyzes the political evolution of Sri Lanka.

HsS 5.1 - Searches the internet to prepare a database on Ancient History of Sri Lanka.

HsS 5.3 - Prepares a data base on cultural monuments of Sri Lanka.

HsS 6.1 - Prepares and presents a presentation on landmark incidents of the history of Sri Lanka.

HsA1.1 – Respects the diversities in Sri Lankan society as in ethnicity and historical tradition.

HsA1.2 – Values indigenous historical achievements while accepting and respecting the achievements of other societies of the world.

Course Content:

The establishment of early settlements; Main stages in the political evolution of the Rajarata civilization; Shift of the Centre of administration to the southwest; Rise and fall of the Kandyan Kingdom; Western colonial powers in Sri Lanka.

Intended Learning Outcomes, Content, Learning Activities and Assessment:

Specific Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
HsK.6.1- Describes the early settlement of the island, and the consequent development of the civilization under the Kings of Anuradhapura and Polonnaruwa Kingdoms. HsK6.2Exaplains the shift of Capitals to the South West and the changes that took place. HsK6.3-Describes the rise of the Kingdom of Kandy. HsK6.4-Explains the advent of the Europeans and the subjugation of the entire island by the British. HsK6.5-Explains the main stages of the national movement of Sri Lanka	The establishment of early settlements; Main stages in the political evolution of the Rajarata civilization; Shift of the Centre of administration to the southwest; Rise and fall of the Kandyan Kingdom; Western colonial powers in Sri Lanka.	15		30	Assignment
HsS 2.1 - Analyzes the political evolution of Sri Lanka. HsS 5.1 - Searches the internet to prepare a database on Ancient History of Sri Lanka. HsS 5.3 - Prepares a data base on cultural monuments of Sri Lanka. HsS 6.1 - Prepares and presents a presentation on landmark incidents of the history of Sri Lanka.	The entire course content is applicable.	09		18	Presentation
HsA1.1 – Respects the diversities in Sri Lankan society as in ethnicity and historical tradition. HsA1.2 – Values indigenous historical achievements while accepting and respecting the achievements of other societies of the world.	The entire course content is applicable.	06		12	Discussion
Total		30		60	

Assessment:

Continuous assessment: 2 Tutorials, assignments, Debate, Group seminar and Panel discussion	20%
End-semester written examination	80%

Recommended Reading

De Silva, C.R., Sri Lanka : A History, Colombo, 1972

De Silva, Colvin R., Ceylon under British Occupation, Colombo, 1941

De Silva, K.M., A History of Sri Lanka, New Delhi, 1997

De Silva, K.M. (ed.), University of Ceylon : History of Ceylon, Vol. III, University of Peradeniya, 1973.

De Silva, K.M. (ed.), University of Peradeniya: History of Sri Lanka, Vol. II, University of Peradeniya, 1995.

Nicholas C.W. and Paranavithana, S., Concise History of Ceylon, Colombo, 1961

Ray H.C., (ed.), University of Ceylon: History of Ceylon, Vols. I, Parts I & II, Colombo, 1959/1960, 1973

Course Code: INTS 31XXX
Course Title: International Organizations
Credit value: 2
Time allocation: Lectures 15 hours/Group work 30 hours / Independent Learning 53 hours
Type: C

Intended Learning Outcomes:
After successful completion of this course every student will be able to:
  ISK 11.1 Explain what are International Organizations
  ISK 11.2. Describe of the United Nations Organization
  ISK 11.3. Discuss UN at Work

Course Objectives:
To provide knowledge on the following:
  The evolution and functions of International Organizations
  The formation of the United Nations
  The Charter of the United Nations
  Main Organs of the UN at Work

Course Capsule (Content):
Historical development of World Organizations; The League of Nations; St. James Palace Declaration to Dumbarton Oaks and the birth of The United Nations Organizations (UN); Principles and Aims and Charter of the UN; Main Organs of the UN; Specialized Agencies; Work of the UN for Peace and Security, Development, Human Rights and Humanitarian Law and Millennium Development Goals

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Specific Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
ISK 11.1 Explain what are International Organizations	Historical development of World Organizations; The League of Nations; St. James Palace Declaration to Dumbarton Oaks and the birth of The United Nations Organizations (UN);	5	10	20	Report on a selected main organ of the UN 10%
ISK 11.2. Describe of the United Nations Organization	Principles and Aims and Charter of the UN; Main Organs of the UN; Specialized Agencies;	5	10	15	Assignment 10%
ISK 11.3. Discuss UN at Work	Work of the UN for Peace and Security, Development, Human Rights and Humanitarian Law and Millennium Development Goals	5	10	18	Mid Term exam 20%
Total		15	30	53	Final Exam

Assessment Components and Percentage Marks:

Continuous assessment:	
Report in a selected main organ of the UN, Assignment , Mid Term Examination	40%
End-semester written examination	60%

Recommended Readings:
Department Of Public Information, Basic Facts about the United Nations (United Nations, 2004) ISBN 921-1009-367
Thomas G. Weiss; David P. Forsythe; Roger A. Coate; Kelly-Kate Pease The United Nations and Changing World Politics (Westview Press, 2014 (7th edition) ISBN 978-08133-4847-6
Web sources: United Nations Organization: http://www.un.org/en/

Course Code:

Course Title: Elements of Mathematics

Credit value: 2

Time allocation: Lectures 15 hours/Group work 30 hours / Independent Learning 30 hours

Type: O

Intended Learning Outcomes:

After successful completion of this course, every student will be able to

- SK 1.1   <u>Describe</u> basic mathematical concepts useful in day to day life.
- SK 2.1   <u>Use</u> the concepts and techniques learnt to solve simple hypothetical problems

Course Objectives:

This course is designed for students with no or weak mathematical background. Objective of this course unit is to give a flavor of mathematics to the target group of students. Knowledge and skills imparted to this course unit will help the students to solve general IQ questions and to apply the concepts and techniques in day to day problems.

Course Capsule (Content):

Basis of tools (Number system, Terminology and the Art of Mathematical Expression, Variables and algebraic manipulations, Factorization, Indices); Tools of algebra (Exponents and logs, Surds, Π and Σ, absolute values, Base other than 10); Concept of Sets (Definitions, Operations, Ordered pairs, Cartesian product, Venn diagrams); Graphs (Linear graphs, Graphical solutions, Practical applications of graphs, Non-linear graphs forms and their applications, Parabolic Exponential, Log, and similar types), Linear equation systems; Matrix algebra (Definitions, Addition, subtraction, transpose and scalar product, Determinants, rank and singularity, Properties of determinants, Gaussian Method to solve simultaneous equation systems); Relations and functions (Polynomials, Types of functions, Multi variable functions, Inverse)

Intended Learning Outcomes, Content, Teaching Learning Activities (L/P/IL), Time and Assessment

Intended Learning Outcome	Content	Numbers of hours of, ,			Assessment Method	Marks %
		Lectures	Practical	Independent Learning		
SK 1.1 Describe basic mathematical concepts useful in day to day life.		07	14	14	T/E	50
SK 2.1. <u>Use</u> the concepts and techniques learnt to solve simple hypothetical problems <u>Use</u> the concepts and techniques learnt to solve simple hypothetical problems		08	16	16	T/E	50
Total		15	30	30	End semester	80

Assessment Components and Percentage Marks:

Continuous assessment:	20%
End-semester written examination	80%

Course Plan (Time Distribution)

Number	Topic	L Hours	P Hours
1	Basics of tools (Number system, Terminology and the Art of Mathematical Expression, Variables and algebraic manipulations, Factorization, Indices)	01	04
2	More tools of algebra (Exponents and logs, Surds, Π and Σ, absolute values, Base other than 10)	01	04
3	Concept and applications of Sets (Definitions, Operations, Ordered pairs, Cartesian product, Venn diagrams)	04	08
4	Linear Equation systems (Solving equations, Singularity equation systems and solutions)	04	08
5	Elements of Matrix algebra (Definitions, Addition, subtraction, transpose and scalar product, Determinants, Kramer's rule to solve simultaneous equation systems)	05	10
Total		15	30

Recommended Readings:

KU Richard (2008) TABE (Test of Adults Basic Education) Level A Math Workbook: The First Step of Lifelong Success, Mc-Grow Hill, ISBN 978-0-07-148254-7

Course Code: SOCI 11022
Course Tile: Social Integration
Credit value: 2
Time Allocation: Lectures 20 hours /Practical 20 hours / Independent learning 60 hours
Type: GEC

Social integration is understood by different social scientists in vastly different ways; some understand it as a consensus building among different social groups with vastly different interests and orientations around some common norms and moral standards; others see common acceptance of democracy, human rights and social justice as the foundation for social integration. Still others argue that social integration should be based on a mutual understanding of cultural diversity rather than any effort to impose a cultural uniformity among people with separate identities and separate historical and social trajectories. Promotion of social inclusion and prevention of exclusion are often seen as a prerequisite for promoting social harmony at various levels. The students will try to unpack various ideas about social harmony in Sri Lanka and understand the role of ethnicity, religion, family and kinship, gender and class differences. Finally under the guidance of the lecturer students will review the existing policies and frameworks in Sri Lanka for promoting social harmony, including Lessons Learnt and Reconciliation Commission, Official Language Policy, Human Rights instruments and Provincial Council Act.

Intended Learning Outcomes:
At the end of this course the students will be able to
    GK5.1 Explain concept of social integration
    GK5.2 Explain factors contributing to social integration
    GK5.3 Explain factors contributing to social disintegration
    GK5.4 Explain and assess ways of promoting social integration
    GS2.2 Promote group work
    ScA1.2 Define and explain social prejudices
    ScA1.3 Promote tolerance and compromise

Course Capsule (Content):
Consensus model vs rights-based model; Social homogeneity, shared culture, social sanctions against violators,   law enforcement and interdependence; Social diversity, inequality, resource scarcities, religious intolerance, competition over resources and social prejudices; Lessons Learnt and Reconciliation Commission, Official Language Policy, Human Rights instruments and Provincial Council Act. LLRC or Provincial Council Act : agreements and disagreements; Concept of social prejudice, examples from Sri Lanka.

Intended Learning Outcomes, Content , Learning Activities (L/P/IL), Assessment Method

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lect ures	Prac tical	Independe nt Learning	
GK5.1 Explain concept of social integration	Consensus model vs rights-based model	2	2	6	Quiz 5%
GK5.2 Explain factors contributing to social integration	Social homogeneity, shared culture, social sanctions against violators, law enforcement and interdependence	4	4	12	MS 10%
GK5.3 Explain factors contributing to social disintegration	Social diversity, inequality, resource scarcities, religious intolerance, competition over resources and social prejudices	4	4	12	MS, Field report 10%/Assign ment 5%
GK5.4 Explain and assess ways of promoting social integration	Lessons Learnt and Reconciliation Commission, Official Language Policy, Human Rights instruments and Provincial Council Act.	4	4	12	ES 60%
GS2.2 Promote group work	Group work around LLRC or Provincial Council Act to identify agreements and disagreements	2	2	6	
ScA1.2 Define and explain social prejudices	Describe concept of social prejudice and discuss examples from Sri Lanka	2	2	6	
ScA1.3 Promote tolerance and compromise	Use a game or role play for this purpose	2	2	6	
		20	20	60	

Assessment:

Continuous (in-Course) assessment:	40%
End-semester written examination	60%

Course Code: SOCI 12042
Course Tile: Contemporary Social Issues in Sri Lanka
Credit value: 2
Time Allocation: Lectures 20 hours /Practical 20 hours / Independent learning 60 hours
Type: GEC

Social issues facing contemporary Sri Lanka are of various kinds. Sri Lanka was identified as a model democracy and a model welfare state in the developing world in the early years of independence from colonial rule. Rapid advances in literary, life expectancy, democratic participation have heavily contributed to the social developments in the country over the past several decades. On the other hand, unresolved social tensions, crime and violence, suicide and self-harm, substance abuse, population aging, disintegration of families and problems caused by unregulated use of agrochemicals are among the social issues and challenges faced by Sri Lanka society following the end of three decades of civil war and increased drive towards rapid economic growth epitomized by Sri Lanka's effort to become the "miracle of Asia". This course is intended to educate the students about the extent of prevalence of selected social issues in Sri Lanka, their possible causes, policies and programmes for addressing these social issues and concerns and possible means of improving their effectiveness and impact. While exposing the students to various critical analytical perspectives, the course also aims at encouraging the students to think positively and identify possible remedies.

Intended Learning Outcomes:

At the completion of this course every student will be able to

GK6.1 Identify the extent of prevalence of selected social issues in Sri Lanka
GK6.2 Explain the causes of selected social problems in Sri Lanka
GK6.3 Assess current policies and programmes for addressing these social issues
GK6.4 Identify possible ways of enhancing the effectiveness of such policies and programmes
GA3.2 Promote problem solving attitude towards contemporary social issues in Sri Lanka
ScK9.3 Understand sociological background of contemporary social issues in Sri Lanka
ScA7.3 Promote a positive attitude towards addressing current social issues in Sri Lanka

Course Capsule (Content):

Intended Learning Outcomes, Content , Learning Activities (L/P/IL), Assessment Methods

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method	Marks %
		L	P	IL		
GK6.1 Identify the extent of prevalence of selected social issues in Sri Lanka	Prevalence of unresolved social tensions, crime and violence, suicide and self-harm, substance abuse, population aging, disintegration of families and problems caused by unregulated use of agrochemicals	2	2	6	Quiz	5
GK6.2 Explain the causes of selected social problems in Sri Lanka	Examine possible causes including role of state, politicization of administration, breakdown of family, weaknesses of the law enforcement machinery and demographic changes in the country	4	4	12	MS,	10
GK6.3 Assess current policies and programmes for addressing these social issues	Legal framework, social policies, state sector programmes under ministries of social service, health, women's affairs and national security and programmes under the UN system and NGOs	4	4	12	MS, Field report/A	10,15
GK6.4 Identify possible ways of enhancing the effectiveness of such policies and programmes	Discuss selected programmes and explore students' opinions and suggestions for improving them	4	4	12	ES	60
GA3.2 Promote problem solving attitude towards contemporary social issues in Sri Lanka	Make a visit to a relevant program and organize a discussion on possible remedies	2	2	6	ES	
ScK9.3 Understand sociological background of contemporary social issues in Sri Lanka	Discuss available statistics and examine how to assess them	2	2	6	ES	
ScA7.3 Promote a positive attitude towards addressing current social issues in Sri Lanka	Presentation followed by group work.	2	2	6	ES	
		20	20	60		100

Assessment:

Continuous (in-Course) assessment:	40%
End-semester written examination	60%

Recommended Texts:

APRC. Proposals made by the All Party Representatives Committee. Colombo: APRC, 2010.

Government of Sri Lanka. LLRC Report. Colombo: Government of Sri Lanka, 2011

United Nations Research Institute for Social Development. Social Integration: Approaches and Issues. Helsinki: UNRISD, 1994.

is,ajd 'fla. 'gS. l=,h mka;sh_iy ,xldfjs iudc .egquSz 'fld<T: jsisoqkq m%ldYlfhda, 2014.

SPORTS MANAGEMENT -1

Course Code	SRMG xxxx
Title	Personality and Leadership development
Credit Value	2
Time Allocation:	Lectures 30hours /Practical 20 hours / Independent learning 75hours
Type/ Status	GEC

(The number of L and P hours exceed the credit value!)

Course description :

This course presents leadership as an on-going and developing set of theories and models. Recognizing these theories and models provides a basis for understanding how leadership influences the success of groups, organizations and personality development of the student as well. The development of several of these theories and models will be considered to create a current perspective on leadership

Intended Learning Outcomes

After completion of the course the students will be able to:

- Describe and apply leadership principles, and practices both personally and professionally.
- Describe the personal characteristics of effective leadership the legal functions and policies in force
- Describe the leader's role as a relationship builder, and social architect
- Describe the challenges facing modern leaders in the areas of ethical and moral leadership.
- Explain the importance of the followership within the framework of teams and the organization
- Explain the impact of leadership in relation to organizational values, culture, and change

Course Contents

Personality and Key Leadership Skills: Historical development of leadership, Effective leadership process, Different type of leadership styles, Cross culture leadership, Team building, Motivation, Personality and personality development; Effective Leadership Communication: Principle of effective communication, Communication in various settings, Creating a personal relationship; Reflection, Learning and Effectiveness: Talent searching, Skill development of subordinates

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
Personality and Key Leadership Skills:	Historical development of leadership, Effective leadership process, Different type of leadership styles, Cross culture leadership, Team building, Motivation, Personality and personality development;	30	20	75	Continuous assessment: PT
Effective Leadership Communication	Principle of effective communication, Communication in various settings, Creating a personal relationship;				
Reflection, Learning and Effectiveness	Talent searching, Skill development of subordinates				
Total		30	20	75	

Assessment Components and Percentage Marks:

Continuous assessment: PT	40%
End-semester written examination	60%

Recommended Texts:

The Leadership Experience [Paperback] - 6.Edition – 2014 Richard L. Daft Cengage Learning

ISBN: 9781435462854 Team NOW A Resource for Team Members (eBook) – 2011 R. C. Preziosi TBA

Course Code   SRMG xxxx
 Title   Event Management
 Credit Value   2
 Time Allocation: Lectures 30hours /Practical 20 hours / Independent learning 75hours
Type/ Status   GEC
(The number of L and P hours exceed the credit value!)

Course Description:
This course is designed to demonstrate the knowledge and skills of event management and the application of basic management fundamental for the event. In addition this course is designed to facilitate a free exchange of ideas and information among students, the instructor and guest speakers experienced in the management of special events. To the extent feasible, students will be provided opportunities for direct observation of and hands-on involvement in the planning and staging of one or more special events

Aims and Objectives:
The purpose of this course is to acquire an in-depth knowledge about the specialized field of "event management" and to become familiar with management techniques and strategies required for successful planning, promotion, implementation and evaluation of special events within a sport context.

Intended Learning Outcomes:
At the completion of the module the students will be able to
     Describe the role and purpose(s) of special events in sport oriented organizations.
     Explain the techniques and strategies required to plan successful special events.
     Promote, implement and conduct special events.
     Assess the quality and success of special events.

Course Contents:
Principles of Event Management, The difference between event management and event tourism, Event Terminology, Event Planning & Team Management, Preliminary Plan of the event, Detail Project Planning, Event Concept Development, Event Life cycle, Event Marketing and Advertising, Event Leadership & Communication, Event Safety and Security, Basic Event Accounting, Risk & Green Management of the Event

Intended Learning Outcomes, Content, Teaching Learning Activities, Time and Assessment

Intended Learning Outcomes	Content	Time allocated (hours)			Assessment method
		Lectures	Practical	Independent Learning	
Describe the role and purpose(s) of special events in sport oriented organizations. Explain the techniques and strategies required to plan successful special events. Promote, implement and conduct special events. Assess the quality and success of special events.	Principles of Event Management, The difference between event management and event tourism, Event Terminology, Event Planning & Team Management, Preliminary Plan of the event, Detail Project Planning, Event Concept Development, Event Life cycle, Event Marketing and Advertising, Event Leadership & Communication, Event Safety and Security, Basic Event Accounting, Risk & Green Management of the Event	30	20	75	Assignments based on Independent learning 40%
Total		30	20	75	

Assessment Components and Percentage Marks:

Continuous assessment: PT	40%
End-semester written examination	60%

Recommended Texts:

Guy Masterman, Strategic Sports Event Management (Sport Management) Paperback – April 29, 2009, Amazon .com
Butterworth-Heinemann, Events Management, 2006 - Business & Economics
Nicole Ferdinand, Paul Kitchin, Events Management: An International Approach, SAGE, Mar 23, 2012 - Travel