

RAJARATA UNIVERSITY OF SRI LANKA
FACULTY OF SOCIAL SCIENCES AND HUMANITIES

Bachelor of Arts Degree Program

OBE-LCT Enhanced Curriculum 2020-2025

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Degree Program				
1.	1.1	Name of Degree program in all three languages	(English)	Bachelor of Arts
			(Sinhala)	ශාස්ත්‍රවේදී
			(Tamil)	கலைமாணி
	1.2	Name of Qualification in all three languages	(English)	Bachelor of Arts
			(Sinhala)	ශාස්ත්‍රවේදී
			(Tamil)	கலைமாணி
	1.3	Abbreviated qualification	(English)	BA

The Faculty of Social Sciences and Humanities (FSSH)

The Faculty of Social Sciences and Humanities (FSSH) was established at Mihintale with the inception of the University. At present the Faculty has a student population of around 1600. The student intake to the Faculty in year 2021 was 536. The faculty aims to train and produce high-quality graduates with competence and skills fully equipped to meet and respond to the diversity of demands and needs in socio-economic development, ensuring the excellence of education in Social Sciences and Humanities. The faculty consists of seven Departments, namely Social Sciences, Economics, Humanities, Languages, Archaeology and Heritage Management, English Language Teaching, and Environmental Management. The faculty awards two types of Degree programs; the Bachelor of Arts (B.A.) and the Bachelor of Arts (Hons). The Honors Degree Programme consists of seven programs, namely B.A. (Hons) in Economics, B.A. (Hons) in Environmental Management, B.A. (Hons) Degree in Sociology, B.A. (Hons) in Sinhala, B.A. (Hons) in History, B.A. (Hons) in Archaeology and Heritage Management, and B.A. (Hons) in Mass Communication. Further, the faculty offers one Postgraduate Diploma – Postgraduate Diploma in Education (PGDE).

The faculty offers B.A. Degree Programme consisting of eighteen subjects namely, Archaeology, Heritage Management, Economics, Management, Statistics, Water Resource Management, Environment Management, History, Mass Communication, Sinhala Language, French Language, English Language, Japanese Language, Hindi Language, Chinese Language, Sociology, Tourism Management, and Education.

Vision of FSSH

To be a Centre of excellence in higher education, research and dissemination of knowledge in Social Sciences and Humanities.

Mission of FSSH

The mission of the Faculty is to train and produce high quality graduates equipped with competence and skills required to meet and respond to diverse demands and needs in the socio-economic development of the national and global environment ensuring excellence of education in social sciences and humanities.

Objectives of FSSH

The objectives of the Bachelor of Arts degree program and Bachelor of Arts (Honours) Degree programs at the FSSH, RUSL is to produce graduates who would be able to

- Identify local and international social and cultural potential and possess sound knowledge, skills and self-confidence to alter and develop them according to the necessity.

- Possess a balanced education to develop and broaden their perception of the inherent inter-relationship between the physical and spiritual needs.
- Master a specific area of artistic creation and connect it with other forms of artistic expression and develop skills of interpretations as well as creativities.
- Be a well-equipped person with necessary knowledge, skills, competencies, attitudes and social responsibilities, capable of developing harmony among people and inculcate ethical development.
- Design and conduct scientific inquiries and experimentation when required
- Apply the principles of sound practice in relation to health, safety, human welfare and the environment in Social Sciences and Humanities related industries
- Demonstrate excellent communication and interpersonal skills
- Secure employment worthy of the Degree earned.

To be able to achieve these objectives the Faculty has determined the profile of its graduate so that it is able to contribute to the human resource capital locally and internationally.

The Graduate Profile of FSSH

The FSSH hopes to nurture its students to graduate, advancing in four broad dimensions namely, Personal Development, Scholarly Advancement, Versatility, and Global Stewardship. Thus, the faculty will continually expand the frontiers of teaching and learning to create an academic environment where internally recognized teaching and researching are equipped to respond to the expectations of the global community. The ultimate definition of a graduate with a Bachelor of Arts will then be “A personally and scholarly advanced versatile graduate who is capable of global stewardship”.

The Faculty is determined that awardees of Bachelor of Arts qualification and Bachelor of Arts Honors qualification would possess the following specific key attributes under the above four broad dimensions.

Graduate Profile Illustration



Key Attributes of the Graduates of FSSH

Scholarly Advancement

Graduates of the faculty will possess sound understanding and application of the concepts, theories, principles, boundaries, traditions, trends, ethics and values in the relevant disciplines and other related disciplines. They will be able to critically evaluate subject related phenomenon through researching and engage in life –long learning.

Versatility

The graduates will retain an appropriate blend of skills associated with their relevant profession. They will master the managing of resources towards achieving the expectations of stakeholders. They will effectively communicate, negotiate, and act as a nerve center of a social network through leadership and secure employment in the State as well as private sector efficiently. They will be able to distinguish themselves as leaders and team members whenever appropriate and be able to respond quickly in an intelligent way, be open to new experiences, seek changes and deal with new challenges successfully.

Personal Development

The graduates shall have the ability to act and make decisions without being influenced by external forces. They will be exceptionally self-confident and resilient and be good at finding ways of doing things and solving problems in a socially acceptable and ethical manner.

Global Stewardship

The graduates will essentially be capable of harnessing opportunities by generating creative, innovative and effective solutions for the global community. They will be enthusiastically accepting challenges in their career with great respect to professional values.

SLQF categories of Learning and Descriptors

Categories of Learning Outcomes (SLQF)	Descriptor
1. Theoretical Knowledge	Demonstrate an advanced knowledge and understanding of the core aspects of subjects in Social Sciences and Humanities
2. Practical Knowledge and Application	Use practical skills and enquiry efficiently and effectively within Social Sciences and Humanities subject area.
3. Communication	Communicate present information, ideas, issues and solutions efficiently and effectively and demonstrate awareness of the current developments in subjects: Social Sciences and Humanities
4. Teamwork and Leadership	Exercise personal/team responsibility, and leadership in the professional environment/work place.
5. Creativity and Problem Solving	Construct and sustain arguments and use these arguments, ideas and techniques in problem solving for a given situation.
6. Managerial and Entrepreneurship	Take initiative, assume personal responsibility and demonstrate accountability and ability to instil entrepreneurship.
7. Information Usage and Management	Construct transferable skills related to ICT and information literacy and use them in lifelong learning efficiently and effectively with a sound management.
8. Networking and Social Skills	Work in teams, give leadership and promote social engagement
9. Adaptability and Flexibility	Analyze and devise appropriate strategies for adapting to changing environments,
10. Attitudes, Values and Professionalism	Exercise initiative, personal responsibility and accountability in tasks performed and demonstrate positive attitudes and social responsibility,
11. Vision for Life	Illustrate where one wants to be and develop long term goals accordingly and exercise and further develop the new competencies and assume major responsibilities with confidence.
12. Updating Self/Lifelong Learning	Undertake further training and develop additional skills that will enable them to make sound decisions and engage in independent learning using scholarly reviews and secondary sources of information.

Mapping SLQF categories of Learning to Graduate Attributes

Categories of Learning Outcomes (SLQF)	Graduate Attributes			
	Scholarly Advancement	Versatility	Personal Developmen	Global Stewardship
1. Theoretical Knowledge	X			
2. Practical Knowledge and Application	X			
3. Communication		X		
4. Teamwork and Leadership		X	X	
5. Creativity and Problem Solving	X		x	X
6. Managerial and Entrepreneurship		X	X	X
7. Information Usage and Management	X	X		
8. Networking and Social Skills		X		X
9. Adaptability and Flexibility		X		X
10. Attitudes, Values and Professionalism		X	X	X
11. Vision for Life			X	X
12. Updating Self / Lifelong Learning	X		X	

Graduate Attributes aligned to PLOs

Graduate Attributes	Descriptor	PLOs	Program Learning Outcomes	Domains
1.Scholarly Advancement	Graduates of the faculty will possess sound understanding and application of the concepts, theories, principles, boundaries, traditions, trends, ethics and values in the relevant disciplines and other related disciplines. They will be able to critically evaluate subject related phenomenon through researching and engage in life –long learning.	PLO1	Demonstrate sound knowledge pertaining to three academic disciplines and basic knowledge in the supplementary courses	K
		PLO2	Critically evaluate phenomena related to chosen three academic disciplines	K
		PLO3	Acquire blend of disciplinary skills associate with their relevant professions	S
2.Versatility	The graduates will retain an appropriate blend of skills associated with their relevant profession. They will master the managing of resources towards achieving the expectations of stakeholders. They will effectively communicate, negotiate, and act as a nerve center of a social network through leadership and secure employment in the State as well as private sector efficiently. They will be able to distinguish themselves as leaders and team members whenever appropriate and be able to respond quickly in an intelligent way, be open to new experiences, seek changes and deal with new challenges successfully.	PLO4	Perform high standard with digital fluency, communication, team and leadership skills managing challenges in a fast changing environment	S, M

3. Personal Development	The graduates shall have the ability to act and make decisions without being influenced by external forces. They will be exceptionally self-confident and resilient and be good at finding ways of doing things and solving problems in a socially acceptable and ethical manner.	PLO5	Make sound decisions and solve problems in a humanitarian, sustainable and cultural sensitive style	S,A,M
		PLO6	Act as masters of hard work, enthusiasm and professionalism in their actions	S,A
4. Global Stewardship	The graduates will essentially be capable of harnessing opportunities by generating creative, innovative and effective solutions for the global community. They will be enthusiastically accepting challenges in their career with great respect to professional values.	PLO7	Harness global and national opportunities generating creative, innovative and effective solutions to society, economy and environment	S,A,M

Alignment of Subject ILOs with PLOs

S/N	Subject code	Subject Name	Type	Program Learning Outcomes (PLOs)						
				1	2	3	4	5	6	7
1	ARCH	Archaeology	Elective major	1,2,3		2	3,6	4,5		
2	CHIN	Chinese	Elective major	1,5		2,4	3		4	3
3	ECON	Economics	Elective major	1,2	2,3	3,4		3,4		5
4	EDUC	Education	Elective major	1	1,2	2,3	3,4	1	3	4,5
5	ENGL	English	Elective major	1,2	1,3		4,5	1,2,3	4,5	3,5
6	EMGT	Environmental Management	Elective major	1	1,2,4	1,2	3,4,5	3,4	3	2
7	FRNH	French	Elective major	1	2,4	2	1,3	4		5
8	HEMG	Heritage Management	Elective major	1	2,4	3	5	5	3	
9	HIND	Hindi	Elective major	4,5	4	1,2	2	3	3	
10	HIST	History	Elective major	1	2,5	3,4	2,4	5		5
11	JPNS	Japanese	Elective major	1		2,4				3,5
12	MANG	Management	Elective major	1	2	3,5		3,4		4,5
13	MACO	Mass Communication	Elective major	1	2,3,5	4	4	4	2	5
14	SINH	Sinhala	Elective major	1,2	2	3,4	3	4	4,5	4,5
15	SOCS	Sociology	Elective major	1	4	2,3	3	5	3	3
16	STAT	Statistics	Elective major	1	2	3,5		3,4		4,5

17	TUMT	Tourism Management	Elective major	1,3	2,5	2	3,5			4.5
18	WRMG	Water Resources Management	Elective major	1,2,5	1,2,5	1,2,5	3,4	2,5	5	4
19	MATH	Basic Mathematics	Compulsory	1,2		3,4		3		5
20	CADE	Career Development	Compulsory	1	2,3					4,5,6
21	COMS	Communication Skills	Compulsory	1,2			3,4	4,5	5	
22	COMP	Computer Studies	Compulsory	1	5	2,3,5	2,4	5	4	7
23	CRIT	Critical Thinking	Compulsory	2,4,2	1,2,5,6,7,8,9,10					
24	GENG	General English	Compulsory	1		2,3,4	2,3		5	5
25	SINH	General Sinhala	Compulsory	1	1,3	1,4	6	3		7
26	INTN	Internship Training	Compulsory	1	4,6		5		7	2,3,8
27	PRJP	Project proposal Formulation	Compulsory		1,2	2	3,4			

Subject Learning Outcomes (SLO)

Subject	SLOs				
	1	2	3	4	5
Education	Demonstrate knowledge and understanding of concepts and principles relevant to the field of education and develop arguments and make sound judgments in accordance with basic theories and concepts of the areas of study by applying theoretical knowledge in real learning environment	Present information, ideas, and concepts efficiently and effectively in the professional environment through a meaning full leadership having acquired new competencies that will enable them to strengthen the assume major responsibilities in the field of education	Undertake further developmental opportunities and develop additional skills that will enable them to perform the role effetedly and efficiently in the education sector	Acquire new competencies that will enable them to assume major responsibilities successfully with skills related to ICT competencies	Exercise personal and team responsibility, and leadership in the work place by developing appropriate strategies for adapting to changing environments
Japaneese	Demostrate knowledge and understanding of the concepts ,principlaes,theories of Japanese Language from CEFR A1 toB1 level	Use Japanese language in real life situations (professional and non-professional contexts) improving listening and speaking abilities	Develop inter-cultural awaerness	Develop personal and professional skills fit to the job market	Adopt globally recognized individuals who are capable of strengthen the friendship between Japan and Sri Lanka
French	Communicate effectively and appropriately maintaining grammatical accuracy in French language at A1- B1 level(CEFR-	Demonstrate a detailed knowledge and understanding of variety of authentic documents in French Language	Demonstrate problem-solving skills using analytical and evaluative thinking	Apply effectively French language competency skills in a professional context with an intercultural awareness,	Demonstrate a broad knowledge and critical understandings of French culture and Society

	Basic user-Independent User)			understanding and competence	
English Language	Acquire and exercise skills of literary analysis and criticism through the study of sophisticated literary texts from a range of genres and periods.	Demonstrate a mastery of theoretical concepts of English language, linguistics and literature	Master various linguistic and historic aspects related to Phonetics, Phonology, Morphology, Syntax, Semantics, Pragmatics, Sociolinguistics, Psycholinguistics, Discourse Analysis and Teaching Methodology.	Demonstrate effective communicative competence, research skills, creative-critical thinking and innovation in social interpersonal as well as academic contexts.	Develop attitudes reflecting humanism, tolerance, discipline, responsibility, self-esteem, selfconfidence, and teamwork.
Sinhala	Acquire the knowledge of unique features of the Sinhala language, linguistics, literature and culture	Acquire the understanding of various levels and styles of Sinhala both in the classical and modern literature and develop a critical approach to new genres in modern Sinhala literature	Demonstrate effective attributes including cognitive skills, professional skills, research skills, writing skills, communication skills, analytical skills, critical thinking and creativity	Develop attitudes and values reflecting discipline, self-confidence, adaptability, flexibility, teamwork and leadership	Develop the ability to work independently and innovatively with a genuine Sinhala mindset
History	Ability to address as it is a discipline that engulfs a broad knowledge of human civilization that evolved over a long span of time.	Comprehend the skill of intellectual independence.	The ability to understand the manner, in which people lived, acted and thought in different contexts in the past.	Skills in cultivating positive attitudes and Enhancement of soft-skills of the student.	Apply solutions to the current political, socio-economic challenges through historical knowledge

Environmental Management	Apply theoretical knowledge of Environmental Management to identify, analyze and solve the real-world problems	Construct creative and innovative plans to solve environmental problems	Conduct scientific and methodical investigations	Analyze environmental problems scientifically and produce sustainable solutions	Apply modern tools for analyzing environmental problems
Hindi	Pronounce accurate pronunciation of Hindi Language	Communicate in both written and oral forms	Work on translation effectively handle the Language of Hindi at the working environment	Define and compare cultural diversity of North India and the associate harmony	Describe and compare the significant of modern Hindi Literature
Water Resource Management	Apply the concepts, theories and principles in managing water resources in an appropriate way	Develop an appropriate plan for sustainable water management using lessons of learnt from the ancient water management	Conduct the assessments, calculations and scientific investigations in the field of water resources management	Apply the multiple tools and methods for analyzing and interpret them with the real world situation	Integrate the knowledge base and research skills to current issues on water resource management and planning
Tourism Management	1. Explain the diverse nature of tourism, including culture and place, global/local perspectives and experience design and provision	2. Plan, lead, organize and control resources for effective and efficient tourism operations	3. Apply principles of sustainability to the practice of tourism in the local and global context	4. Practice active listening , critical thinking and critical reading	5. Apply problem solving and critical analysis within diverse contexts
Mass Communication	1. Demonstrate in-depth knowledge and understanding of principles, concepts, systems, processes, strategies, issues, tools and technologies	2. Engage in independent and corporative learning using scholarly reviews and secondary sources of information and knowledge.	3. Demonstrate awareness on current developments and contributions of the course.	4. Identify social, cultural and political issues, collect qualitative and quantitative data, analyze and interpret the results logically and	5. Develop arguments and sustain them and make sound judgments in accordance with basic theories of corpus of the subject.

	relevant to the program			propose appropriate solutions	
Chinese	1. Identify Chinese phonetics, accurate initials, final pronunciation, tonal variation, and the Chinese writing system.	2. Demonstrate the ability to complete tasks such as describing, narrating, comparing, giving directions, and advanced writing using the target language.	3. Effectively communicate with speakers of the target language by handling simple and complex situations observed in daily life and the working environment.	4. Comprehend passages or texts in the target language from a variety of genres and topics through listening or reading.	5. Demonstrate the basic knowledge of Chinese history, society, and literature, and define Chinese as a language with splendid culture.
Archaeology	Demonstrate a broad knowledge of the multi-disciplinary fields of Archaeology and more detailed understanding of this discipline and sub-disciplines	Display a broad understanding of the historical development of human culture and apply this information with sensitivity and an appreciation for diversity in prehistoric, historic and modern cultures	Demonstrate an understanding of core knowledge of the history of thought and basic theoretical foundations in Archaeology	Demonstrate knowledge of the formation of the archaeological record and acquire skills to conduct archaeological exploration, excavation; how to record, investigate, analyze and interpret archaeological derived remains	Identify and distinguish the steps involved in carrying out quantitative and qualitative research using literary, historical and archaeological resources
Heritage Management	Demonstrate a broad knowledge of the multi-disciplinary fields of Heritage Management and more detailed understanding of this	Display a broad perception of differing, conflicting and evolving concepts and assumptions about heritage and how these help to shape	Develop an understanding of the various work undertaken at different types of heritage resources such as historic places and cultural landscapes,	Develop a critical understanding of current principles, practices and debates in heritage conservation	Develop a professional ethos in heritage management that is engaged and integrative and that will enhance the operationalization of

	discipline and sub-disciplines	heritage policy and practice	meuseums, archives and interpretive centers		responsible scientific research
Sociology	· Grasp both theoretical and practical knowledge in Sociology and other streams of Sociology	· Develop basic research skills to study the Sri Lankan society	qualified to contribute to the process of development of the country	· Critically evaluate explanations of human behavior, social phenomena, and social processes locally and globally	Conceptualize issues and problems from sociological point of view
General English	heighten the awareness of correct usage of English grammar	acquire necessary listening skills in order to follow and comprehend different discourse and improve the speaking ability in English both in terms of fluency and comprehension	increase the reading fluency skills and comprehension through a variety of reading texts	strengthen the ability to write a variety of formal and informal texts with accuracy	follow courses offered in the English medium and enlarge the vocabulary to participate in all activities related to learning of English with confidence
Computer Studies	Demonstrate basic understanding of computer hardware and software.	Utilize productivity software applications in a variety of professional, educational and personal situations.	Utilize web and database technologies.	Apply current tools and methodologies in computing practice.	Analyze problems and design, implement, and evaluate computing solution that meets requirements.
Economics	explain the basic concepts of Economics as Social Sciences and the impacts of government intervention on market	discuss the macroeconomic issues and appropriate macroeconomic policies and instruments for	critically analyze the development issues and challenges faced by the developing nations	apply the theoretical and practical knowledge to analyze current economic problems in the world.	develop a business plan for a new venture, considering prevailing economic conditions.

		macroeconomic management.			
Statistics	explain the importance of statistics to business and economic research and demonstrate an elementary understanding of critical concepts and techniques in statistics.	apply knowledge of mathematics to solve different problems in the real world and explain the business problem using mathematical models	apply statistical methods in demand and supply analysis and work with Computer Packages for socio-economic modeling in real-life situations	perform econometric analysis using empirical data and use computer software to perform statistical analysis of independent research projects	demonstrate a higher capacity to conduct independent research works and communicate and present the results of statistical data analysis.
Management	demonstrate relevant theoretical knowledge of the management	evaluate the relationship between businesses and the environment	explain the nature of different conflicts in an organization and demonstrate the ability to solve them	apply the application of management rules and principles in the rural sector for improving rural social life.	apply the strategic management process of an organization to achieve organizational objectives

Subject	SLOs									
	1	2	3	4	5	6	7	8	9	10
Career Development	explain the importance of career development	classify the steps of career development process	analyze their own strengths and weaknesses in developing a successful career	demonstrate to explore opportunities around them focusing a successful career	construct career goals and articulate their own strategic career development plan	prepare a short term action plan for their career development				

Communication Skills	define Communication Skills	express public relationship relevant to organizations and institutes	practice writing, reading, listening, speaking and other communication skills	create communication and public relation plans for relevant institutes	apply various communication skills to success the professional sectors.					
Critical Thinking	analyze the processes of logical reasoning to interpret arguments .	evaluate the quality of reasoning behind arguments , interpretations, and/or beliefs.	create well-reasoned arguments .	evaluate mode(s) of inquiry used to gather and generate information.	interpret evidence and findings, especially alternative positions different from one's own.	formulate significant questions for exploration.	analyze one's biases by viewing an issue through multiple perspectives.	assess the reasonableness of arguments , positions, and beliefs.	employ focus, organization, discipline, and empathy in approaching complex problems.	evaluate one's own position or conclusions through reflective thinking
General Sinhala	explain varieties of writing , basic steps, style, structure	describe features of modern Sinhala written usage	discuss issues on grammar and Sinhala usage	write simple and complex sentences, active and passive Sentences	define style and format of official / business letters	cite sources and preparing a bibliography	prepare a manuscripts for publication			
Internship Training	demonstrate the knowledge of organizational	effectively work in a different cultural context	take leadership in different organizational	analyse the organizational environment and	effectively communicate in organizational settings.	diagnose organizational problems and propose	show professionalism in the workplace.	define personal competency development needs.		

	functioning.		activities (e.g., event organizing, CSR, productivity improvement projects).	identify the SWOT of an organization.		creative and innovative solutions.				
Project Proposal Formulation	access knowledge related to an issues in the selected discipline	methodically analyze issues in the selected discipline	communicate study findings in written academic language	make professional presentation to the academic and general audience						

Credit Allocation of Bachelor of Arts Degree Program

Rajarata University of Sri Lanka, Faculty of Social Sciences and Humanities
Bachelor of Arts Degree Program
Credit Allocation- 96 Credits

Semester	Common Courses (Socio – emotional)	Major Disciplines	Total Credits / Semester taken by Student (Common + 3 Subjects)
Year 1 Semester 1	GENG 11012	4 Credits each * 3 Subjects =12	8+12=20
	SING 11012		
	MATH 11012 COMP 11012		
Year 1 Semester 2	GENG 12012	4 Credits each * 3 Subjects =12	4+12=16
	COMP 12012		
Year 2 Semester 1	GENG 21012	4 Credits each * 3 Subjects =12	6+12=18
	CADE 21012		
	COMP 21012		
Year 2 Semester 2	GENG 22012	4 Credits each * 3 Subjects =12	4+12=16
	COMS 2212		
Year 3 Semester 1	CRIT 31012	4 Credits each * 3 Subjects =12 + 3 (Project Proposal) =15 PRJP 31013	4+15=19
	GENG 31012		
Year 3 Semester 2		INTN 32013 Internship Training RESP 32024 Research Project (Major Subject)	7
Total Credits	10 (GENG) + 16 (Common) = 26	20*3+10= 70	96
Total Credits of the Program 26+70= 96			
Students need to earn 96 Credits to complete the Bachelor of Arts Degree			

Allocation of Common Courses

Year	Semester	Course Code	Course Name	Optional /Compulsory	Respective Department
1	1	GENG 11012	General English	Compulsory	DELT
		MATH 11012	Basic Mathematics	Compulsory	ECONOMICS
		SING 11012	General Sinhala	Compulsory	HUMANITIES
		COMP 11012	Introduction to Computer Studies	Compulsory	SOCIAL SCIENCES
	2	GENG 12012	General English	Compulsory	DELT
		COMP 12012	Basic Computer Applications	Compulsory	SOCIAL SCIENCES
2	1	GENG 21012	General English	Compulsory	DELT
		COMP 21012	DBMS and Web Designing	Compulsory	SOCIAL SCIENCES
		CADE 21012	Career Development	Compulsory	FSSH
	2	COMS 22012	Communication Skills	Compulsory	FSSH
		GENG 22012	General English	Compulsory	DELT
3	1	CRIT 31012	Critical Thinking	Compulsory	FSSH
		GENG 31012	General English	Compulsory	DELT
		PRJP 31013	Project Proposal Formulation	Compulsory	ALL DEPARTMENTS
		INTN 32013	Internship Training	Compulsory	INDUSTRIAL TRAINING UNIT
		RESP 32024	Research Project	Compulsory	ALL DEPARTMENTS

Allocation of Subject Specific Courses**Subject: Archaeology**

Year	Semester	Course Code	Course Name	Optional /Compulsory	Respective Department
1	1	ARCH 11012	Introduction to Archaeology	Compulsory	Department of Archaeology and Heritage Management
		ARCH 11022	World and Sri Lankan Archaeology	Compulsory	
	2	ARCH 12012	Ancient Civilizations of the World	Compulsory	
		ARCH 12022	Traditional Technology and Craft	Compulsory	
2	1	ARCH 21012	Socio-economic History of Ancient India and Sri Lanka	Optional	
		ARCH 21022	Theory and Methods in Archaeology	Optional	
	2	ARCH 22012	Ancient Built Environment	Optional	
		ARCH 22022	Palaeography and Epigraphy	Compulsory	
		ARCH 22032	Ancient Monetary Systems and Numismatics	Optional	
3	1	ARCH 31012	Prehistory	Compulsory	
		ARCH 31022	Protohistory	Compulsory	
		PRJP 31013	Project Proposal Formulation	Compulsory	
	2	INTN 32013	Internship Training	Compulsory	
		RESP 32024	Research Project	Compulsory	
Total Credits from Major			30		

Special Note:

Each year the Department of Archaeology and Heritage Management would decide the optional courses that will be offered to the students. Students must select the recommended optional courses to complete the 4 credits per semester. Students can enroll for other optional courses, but the credit value of such courses will be not counted for the GPA and would be considered as Elective (non-GPA) courses.

Subject – Chinese

Year	Semester	Course Code	Course Name	Optional /Compulsory	Respective Department
1	1	CHIN 11012	Chinese Language Structure	Compulsory	Department of Languages
		CHIN 11022	Vocabulary and Grammar Structure I	Compulsory	
	2	CHIN 12012	Vocabulary and Grammar Structures II	Compulsory	
		CHIN 12022	Comprehension and Oral Communication I	Compulsory	
2	1	CHIN 21012	Vocabulary and Grammar Structures III	Compulsory	
		CHIN 21022	Guided Writing and Compositions	Compulsory	
	2	CHIN 22012	Oral Communication and Comprehension II	Compulsory	
		CHIN 22022	Chinese History and Culture	Compulsory	
3	1	CHIN 31012	Grammar, Comprehension and Oral Communication	Compulsory	
		CHIN 31022	Communication for Business Chinese	Compulsory	
		PRJP 31013	Project Proposal Formulation	Compulsory	
	2	INTN 32013	Internship Training	Compulsory	
		RESP 32024	Research Project	Compulsory	
Total Credits from Major			30		

Subject – Economics

Year	Semester	Course Code	Course Name	Optional /Compulsory	Respective Department
1	1	ECON 11012	Elementary Microeconomics 1	Compulsory	Department of Economics
		ECON 11022	Elementary Macroeconomics I	Compulsory	
	2	ECON 12012	Elementary Microeconomics II	Compulsory	
		ECON 12022	Elementary Macroeconomics II	Compulsory	
2	1	ECON 21012	Intermediate Microeconomics	Compulsory	
		ECON 21052	International Economics	Compulsory	
	2	ECON 22012	Intermediate Macroeconomics	Compulsory	
		ECON 22042	Economics of Entrepreneurship and SMEs	Compulsory	
3	1	ECON 31022	Development Economics	Compulsory	
		ECON 31032	Project Planning and Appraisal	Compulsory	
		PRJP 31013	Project Proposal Formulation	Compulsory	
	2	INTN 32013	Internship Training	Compulsory	
		RESP 32024	Research Project	Compulsory	
Total Credits from Major			30		

Subject –Education

Year	Semester	Course Code	Course Name	Optional /Compulsory	Respective Department
1	1	EDUC 11012	Introduction to Education	Compulsory	Department of Humanities
		EDUC 11022	Comparative and International Education	Compulsory	
	2	EDUC 12012	Educational Philosophy	Compulsory	
		EDUC 12022	Educational Sociology	Compulsory	
2	1	EDUC 21012	Educational Psychology	Compulsory	
		EDUC 21022	Educational Management	Compulsory	
	2	EDUC 22012	Teaching Methodology	Compulsory	
		EDUC 22022	Educational Measurement and Evaluation	Compulsory	
3	1	EDUC 31012	Educational Guidance and Counseling	Compulsory	
		EDUC 31022	Education and Professional Orientation	Compulsory	
		PRJP 31013	Project Proposal Formulation	Compulsory	
	2	INTN 32013	Internship Training	Compulsory	
		RESP 32024	Research Project	Compulsory	
Total Credits from Major			30		

Subject - English

Year	Semester	Course Code	Course Name	Optional /Compulsory	Respective Department
1	1	ENGL 11012	English Linguistics-1	Compulsory	Department of Languages
		ENGL 11022	Sri Lankan Literature in English	Compulsory	
	2	ENGL 12012	English Linguistics II	Compulsory	
		ENGL 12022	History of English Literature	Compulsory	
2	1	ENGL 21012	English Linguistics-III	Compulsory	
		ENGL 21022	Introduction English Literature from Chaucer to 1700	Compulsory	
	2	ENGL 22012	English Linguistics-1V	Compulsory	
		ENGL 22022	Introduction to English Literature of the 17 th and 18 th Centuries	Compulsory	
3	1	ENGL 31010	English Language Teaching Methods	Compulsory	
		ENGL 31012	Romantic and Victorian Poetry, Novels and Short Stories	Compulsory	
		ENGL 31022	Modern Literature	Compulsory	
		PRJP 31013	Project Proposal Formulation	Compulsory	
	2	INTN 32013	Internship Training	Compulsory	
		RESP 32024	Research Project	Compulsory	
Total Credits from Major			30		

Subject- Environmental Management

Year	Semester	Course Code	Course Name	Optional /Compulsory	Respective Department
1	1	EMGT11012	Fundamentals of Environmental Management	Compulsory	Department of Environmental Management
		EMGT11022	Natural Environment	Compulsory	
		EMGT11032	Environmental Ethics	Compulsory	
	2	EMGT12012	Cartography	Compulsory	
		EMGT12022	Environmental Hazards	Compulsory	
2	1	EMGT21012	Geographic Information Systems	Compulsory	
		EMGT21042	Statistics for Environmental Managers	Compulsory	
	2	EMGT22022	Environmental Management Systems	Compulsory	
		EMGT22042	Environmental Impact Assessment	Compulsory	
3	1	EMGT31012	Environmental Legislations	Compulsory	
		EMGT31032	Climate Change Science	Compulsory	
		PRJP 31013	Project Proposal Formulation	Compulsory	
	2	INTN 32013	Internship Training	Compulsory	
		RESP 32024	Research Project	Compulsory	
Total Credits from Major			30		

Special Note:

- EMGT 11022 Natural Environment course unit is compulsory for any learner who follows the discipline of Environmental Management as a subject.
- EMGT 11022 Natural Environment is a core course unit for both Environmental Management and Water Resources Management disciplines. Therefore, the learners who follow both above disciplines should essentially follow course of EMGT11032 Environmental Ethics in order to gain eight credits from both disciplines.
- Learners who are willing to follow B.A (Hons) in Environmental Management; it is compulsory to follow EMGT 11022 Natural Environment and EMGT11012 Fundamentals of Environmental Management.

Subject-French

Year	Semester	Course Code	Course Name	Optional /Compulsory	Respective Department
1	1	FRNH 11012	Basic Rules of French Language and Communication Skills I	Compulsory	Department of Languages
		FRNH 11022	Writing Skills, French Culture and Expression	Compulsory	
	2	FRNH 12012	Basic Rules of French Language and Communication Skills II	Compulsory	
		FRNH 12022	Written and Oral Expression	Compulsory	
2	1	FRNH 21012	Intermediate Rules of French Language and Communication Skills I	Compulsory	
		FRNH 21022	Introduction to French Culture	Compulsory	
	2	FRNH 22012	Intermediate Rules of French Language and Communication Skills II	Compulsory	
		FRNH 22022	French for Travel and Tourism	Compulsory	
3	1	FRNH 31012	Enhanced Skills of French Language and Translation	Compulsory	
		FRNH 31022	French Literature	Compulsory	
		PRJP 31013	Project Proposal Formulation	Compulsory	
	2	INTN 32013	Internship Training	Compulsory	
		RESP 32024	Research Project	Compulsory	
Total Credits from Major			30		

Subject: Heritage Management

Year	Semester	Course Code	Course Name	Optional /Compulsory	Respective Department
1	1	HEMG 11012	Introduction to Heritage Management	Compulsory	Department of Archaeology and Heritage Management
		HEMG 11022	Natural and Cultural Heritage	Compulsory	
	2	HEMG 12012	Introduction to Rajarata Heritage	Compulsory	
		HEMG 12022	Heritage Typologies	Compulsory	
2	1	HEMG 21012	Conservation I (Concepts)	Optional	
		HEMG 21022	Recording and Documentation	Optional	
		HEMG 21032	Heritage Management Systems	Optional	
	2	HEMG 22012	Conservation II; (Technical)	Optional	
		HEMG 22022	Travel and Tour Management	Optional	
3	1	HEMG 31012	Conservation III (Special Themes/ Underwater Cultural Heritage/paintings)	Optional	
		HEMG 31022	Museology	Optional	
		PRJP 31013	Project Proposal Formulation	Compulsory	
	2	INTN 32013	Internship Training	Compulsory	
		RESP 32024	Research Project	Compulsory	
Total Credits from Major			30		

Special Note:

Each year the Department of Archaeology and Heritage Management would decide the optional courses, which will be offered to the students. Students must select the recommended optional courses to complete the 4 credits per semester. Students can enroll for other optional courses, but the credit value of such courses will be not counted for the GPA and will be considered as Elective (non-GPA) courses.

Subject - Hindi

Year	Semester	Course Code	Course Name	Optional /Compulsory	Respective Department
1	1	HIND 11012	Approach to Applied Hindi Language I	Compulsory	Department of Language
		HIND 11022	Interpretation and Speech Ability I	Compulsory	
	2	HIND 12012	Approach to Applied Hindi Language II	Compulsory	
		HIND 12022	Interpretation and Speech Ability II	Compulsory	
2	1	HIND 21012	Hindi Grammar (I)	Compulsory	
		HIND 21022	North Indian Culture	Compulsory	
	2	HIND 22012	Hindi Grammar (II)	Compulsory	
		HIND 22022	Translation and Oral Communication Skills	Compulsory	
3	1	HIND 31012	Modern Literature of Hindi Poetry (Proposed)	Compulsory	
		HIND 31022	Modern Literature of Hindi Prose (Proposed)	Compulsory	
		PRJP 31013	Project Proposal Formulation	Compulsory	
	2	INTN 32013	Internship Training	Compulsory	
		RESP 32024	Research Project	Compulsory	
Total Credit for Major:			30		

Subject - History

Year	Semester	Course Code	Course Name	Optional /Compulsory	Respective Department
1	1	HIST 11012	Ancient Civilization of the world	Compulsory	Department of Humanities
		HIST 11022	Identification to Historical Sources	Compulsory	
	2	HIST 12012	Political and Religious History of Sri Lanka (Since beginning up to the 15th Century)	Compulsory	
		HIST 12022	Socio-Economic History of Sri Lanka (from Beginning to 15th Century)	Compulsory	
2	1	HIST 21012	Political and Religious History of Sri Lanka (15th Century up to the end of the 20th century)	Compulsory	
		HIST 21022	Socio- Economic History of Sri Lanka (Since 15th Century up to Present)	Compulsory	
	2	HIST 22012	Indian History (Beginning to 4th Century)	Compulsory	
		HIST 22022	European History (From 5 th B.C. to 16th Century A.D.)	Compulsory	
3	1	HIST 31012	Indian History (Since 4th Century to 16th Century)	Compulsory	
		HIST 31022	Historical Tourism in Sri Lanka	Compulsory	
		PRJP 31013	Project Proposal Formulation	Compulsory	
	2	INTN 32013	Internship Training	Compulsory	
		RESP 32024	Research Project	Compulsory	
Total Credits from Major			30		

Subject – Japanese

Year	Semester	Course Code	Course Name	Optional /Compulsory	Respective Department
1	1	JPNS 11012	Japanese for Communication-I	Compulsory	Department of Languages
		JPNS 11022	Kanji characters, reading,comprehension and composition-I	Compulsory	
	2	JPNS12012	Japanese for communication-II	Compulsory	
		JPNS12022	Kanji characters, reading, comprehension and composition-II	Compulsory	
2	1	JPNS 21012	Japanese for Communication-III	Compulsory	
		JPNS 21022	Japanese through classical and modern literature	Compulsory	
	2	JPNS 22012	Japanese for communication-IV	Compulsory	
		JPNS 22022	Japanese for Professional Purposes	Compulsory	
3	1	JPNS 31012	Japanese for Communication-V	Compulsory	
		JPNS 31022	Guide to Japanese Language Proficiency Test (JLPT N4)	Compulsory	
		PRJP 31013	Project Proposal Formulation	Compulsory	
	2	INTN 32013	Internship Training	Compulsory	
		RESP 32024	Research Project	Compulsory	
Total Credits from Major			30		

Subject – Management

Year	Semester	Course Code	Course Name	Optional /Compulsory	Respective Department
1	1	MNGT 11012	Principles of Management	Compulsory	Department of Economics
		MNGT 11022	Introduction to Business Environment	Compulsory	
	2	MNGT 12012	Primary Functions of Management	Compulsory	
		MNGT 12022	Basic Accounting	Compulsory	
2	1	MNGT 21012	Marketing Management	Compulsory	
		MNGT 21022	Office Management	Compulsory	
	2	MNGT 22012	Rural Development Management	Compulsory	
		MNGT 22022	Human Resource Management - I	Compulsory	
3	1	MNGT 31012	Strategic Management	Compulsory	
		MNGT 31022	Human Resource Management - II	Compulsory	
		PRJP 31013	Project Proposal Formulation	Compulsory	
	2	INTN 32013	Internship Training	Compulsory	
		RESP 32024	Research Project	Compulsory	
Total Credits from Major			30		

Subject - Mass Communication

Year	Semester	Course Code	Course Name	Optional /Compulsory	Respective Department
1	1	MACO 11012	Approach to Communication Studies	Compulsory	Department of Humanities
		MACO 11022	History and Evolution of Mass Media	Compulsory	
	2	MACO 12012	Language and Communication	Compulsory	
		MACO 12022	Development Communication	Compulsory	
2	1	MACO 21012	Public Relations and Advertising	Compulsory	
		MACO 21022	Media Law and Ethics	Compulsory	
	2	MACO 22012	Media Analysis and Criticism	Compulsory	
		MACO 22022	Folklore Studies	Compulsory	
3	1	MACO 31012	Creative Communication	Compulsory	
		MACO 31022	Photography, Videography and Cinematography	Compulsory	
		PRJP 31013	Project Proposal Formulation	Compulsory	
	2	INTN 32013	Internship Training	Compulsory	
		RESP 32024	Research Project	Compulsory	
Total Credits from Major			30		

Subject – Sinhala

Year	Semester	Course Code	Course Name	Optional /Compulsory	Respective Department
1	1	SINH 11012	Introduction to Sinhala Literature	Compulsory	Department of Languages
		SINH 11022	Introduction to Sinhala Language	Compulsory	
	2	SINH 12032	Modern Sinhala Prose	Compulsory	
		SINH 12042	Modern Sinhala Verse	Compulsory	
2	1	SINH 21052	Drama & Theater	Compulsory	
		SINH 21062	Creative Writing & Literary Criticism	Compulsory	
	2	SINH 22072	Sinhala Language and Usage	Compulsory	
		SINH 22082	Evolution of Sinhala Language	Compulsory	
3	1	SINH 31092	Classical Sinhala Prose & Verse	Compulsory	
		SINH 31102	Sinhala Culture & Folk lore	Compulsory	
		PRJP 31013	Project Proposal Formulation	Compulsory	
	2	INTN 32013	Internship Training	Compulsory	
		RESP 32024	Research Project	Compulsory	
Total Credits from Major			30		

Subject – Sociology

Year	Semester	Course Code	Course Name	Optional /Compulsory	Respective Department
1	1	SOCS 11012	Introduction to Sociology	Compulsory	Department of Social Sciences
		SOCS 11022	Introduction to Social Anthropology	Compulsory	
	2	SOCS 12012	Basic concepts of Sociology	Compulsory	
		SOCS 12022	Basic concepts of Social Anthropology	Compulsory	
2	1	SOCS 21012	Sociological Perspectives	Compulsory	
		SOCS 21022	Applied Sociology	Compulsory	
	2	SOCS 22012	Research Methods in Sociology	Compulsory	
		SOCS 22022	Social Psychology and Counselling	Compulsory	
3	1	SOCS 31012	South Asian Society and Culture under Globalization	Compulsory	
		SOCS 31022	Development Issues of the Global South	Compulsory	
		PRJP 31013	Project Proposal Formulation	Compulsory	
	2	INTN 32013	Internship Training	Compulsory	
		RESP 32024	Research Project	Compulsory	
Total Credits from Major			30		

Subject – Statistics

Year	Semester	Course Code	Course Name	Optional /Compulsory	Respective Department
1	1	STAT 11012	Introduction to Statistics	Compulsory	Department of Economics
		STAT 11022	Mathematics for Scientific Management	Compulsory	
	2	STAT 12012	Intermediate Statistics	Compulsory	
		STAT 12022	Business Mathematics	Compulsory	
2	1	STAT 21012	Quantitative Methods	Compulsory	
		STAT 21022	Statistical Applications in Social Sciences	Compulsory	
	2	STAT 22012	Methods of Data Analysis and Computer Applications I	Compulsory	
		STAT 22022	Econometrics I	Compulsory	
3	1	STAT 31012	Econometrics II	Compulsory	
		STAT 31022	Methods of Data Analysis and Computer Application II	Compulsory	
		PRJP 31013	Project Proposal Formulation	Compulsory	
	2	INTN 32013	Internship Training	Compulsory	
		RESP 32024	Research Project	Compulsory	
Total Credits from Major			30		

Subject – Tourism Management

Year	Semester	Course Code	Course Name	Optional /Compulsory	Respective Department
1	1	TUMT 11012	Introduction to Tourism and Hospitality Industry	Compulsory	Department of Social Sciences
		TUMT11022	Geography of Tourism	Compulsory	
	2	TUMT 12012	Travel Agency and Tour Operation	Compulsory	
		TUMT 12022	Nature Tourism	Compulsory	
2	1	TUMT 21012	Cultural Tourism	Compulsory	
		TUMT 21022	Hotel Management	Compulsory	
	2	TUMT 22012	Tourism Marketing	Compulsory	
		TUMT 22022	Human Resource Management	Compulsory	
3	1	TUMT 31012	Entrepreneurship of Tourism	Compulsory	
		TUMT 31022	Tourism Planning & Management	Compulsory	
		PRJP 31013	Project Proposal Formulation	Compulsory	
	2	INTN 32013	Internship Training	Compulsory	
		RESP 32024	Research Project	Compulsory	
Total Credits from Major			30		

Subject - Water Resource Management

Year	Semester	Course Code	Course Name	Optional /Compulsory	Respective Department
1	1	WRMG 11012	Basics of Water Resource Management	Compulsory	Department of Environmental Management
		EMGT 11022	Natural Environment	Compulsory	
	2	WRMG 12012	Elements of Water Resources Management	Compulsory	
		WRMG 12022	Watershed Management	Compulsory	
2	1	WRMG 21012	Indigenous Technology in Water Management	Compulsory	
		WRMG 21022	Tank Cascade Systems	Compulsory	
	2	WRMG 22012	Irrigation Based Agro Ecosystems in Sri Lanka	Compulsory	
		WRMG 22022	Partnership Approach in Water Management	Compulsory	
3	1	WRMG 31012	Water Quality and Supply System Management	Compulsory	
		WRMG 31022	Water Resource Planning and Development	Compulsory	
		PRJP 31013	Project Proposal Formulation	Compulsory	
	2	INTN 32013	Internship Training	Compulsory	
		RESP 32024	Research Project	Compulsory	
Total Credits from Major			30		

Syllabi of Major Disciplines
OBE-LCT Enhanced Curriculum 2020-2025

Archaeology

Course Title: Introduction to Archaeology

Course Code: ARCH 11012 (27:06:67)

Course Capsule: Antiquity on Historical Thought of Human, Interpretation of archaeology, A brief introduction to the origin of world archaeology, Evolution and development of archaeology, Sources, Classical and modern archaeology, Nature of Archaeology, Timeline of human past, Process in archaeology, Basics : theoretical archaeology, built environment (Architecture, Art, Crafts), epigraphy and numismatics, prehistory, protohistory, irrigation archaeology and modern techniques related to archaeology

Course Aim: To develop intellectual, eminent and enthusiastic graduates through providing a broader knowledge in theoretical and practical archaeology, enabling students to recognize and engage in evolving the value of Sri Lankan archaeological heritage.

Course ILOs:

After completing this course, students should be able to:

1. define archaeology as a discipline to explain the human past
2. describe the historical development of archaeological thinking
3. describe the sub-disciplines in archaeology
4. explain the nature and content of Archaeology
5. apply basic practical knowledge for Archaeological study
6. apply appropriate knowledge about the subject

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1	Antiquity on Historical Thought of Human	2			L	
	1.2	1	Read Related References			3		
2	2.1	2	Interpretation of archaeology	2			L, D	
	2.2	2	Explain the Various Interpretations of Archaeology and discuss its relationships with History			10		AS 1 start
3	3.1	1, 2	The origin of world archaeology	2			L	
	3.2	1, 2	Continue AS1			4		
4	4.1	1, 2	Evolution and development of archaeology	1			L	
	4.2	1, 2	Complete AS1			6		AS 1 due
5	5.1	1, 4	Sources used for creating archaeology knowledge	2			L, D	
	5.2	1, 4	Compose the basic archaeological report for the near ESE archaeological site in your hometown			10		AS 2 start
6	6.1	2	Classical and modern archaeology	1			L	
	6.2	2	Continue AS2			2		
7	7.1	1, 3	Nature of inter and multi-disciplinary conditions	1			L, D	
	7.2	1,3	Continue AS2			2		
8	8.1	1	Timeline of human past	2			L	
	8.2	1	Continue AS2			4		
9	9.1	4, 5	Process in creating archaeology knowledge	2			L	
	9.2	4, 5	Complete AS2			2		AS 2 due
10	10.1	4, 6	Basics of theoretical archaeology	2			L	
	10.2	4, 6	Read Related References			4		
11	11.1	4, 5, 6	Basics of the built environment (Architecture, Art, Crafts)	2			L	V
	11.2	4, 5, 6	Anuradhapura sacred city		6		FV	
	11.3	4,5, 6	Read Related References			4		
12	12.1	4, 6	Basics of epigraphy and numismatics	2			L	
	12.2	4, 6	Read Related References			4		

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
13	13.1	4, 6	Basics of prehistory and protohistory	2			L	
	13.2	4, 6	Read Related References			4		
14	14.1	4, 6	Irrigation archaeology	2			L	
	14.2	4, 6	Read Related References			4		
15	15.1	4, 5, 6	Modern techniques related to archaeology	2			L	
	15.2	4, 5, 6	Read Related References			4		
Total Notional Hours				27	6	67		

Teaching methods: L=Lectures, FV=Field visit, D=Discussion
 Assessments methods: V = Viva examination, AS=Assignment

Assessment Strategy:

Continuous Assessment	AS1 - 15%	40%
	AS2 - 15%	
	V - 10%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Mr. Chandima Bandara Ambanwala (cbamba@rjt.ac.lk)	Mr. Chandima Bandara Ambanwala (cbamba@rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Assignments															
End Semester Examination	After 2 weeks of study leave														

Recommended Reading:

- Renfrew, C., Bahn, P. (2005). Archaeology, The Key Concept. Routledge (Ed.). London and New York.
- Renfrew, C., Bahn, P. (2003). Archaeology: an introduction. Thames & Hudson. New York.
- Renfrew, C., Bahn, P. (2016). Archaeology; theories, methods and practice. (7th Ed.). Themes & Hudson. New York.
- කුරුගල, යූ. එස්. (2003). පුරාවිද්‍යාවේ ඇතැම් ඉතිහාසයක්. සමන් ප්‍රකාශකයෝ. නුගේගොඩ.
- බස්නායක, එච්.ටී., හෙට්ටිගේ, යූ. (2008). පුරාවිද්‍යා ප්‍රවේශය. විස්තෘත නව සංස්කරණය. ඇස්. ගොඩගේ සහ සහෝදරයෝ. කොළඹ.
- ඇඩ්කින්ස්, එල්., ඇඩ්කින්ස්, ආර්. (1999). පුරාවිද්‍යා විධිනියම. පරිවර්තනය විජය දිසානායක. අනුරාධා ප්‍රකාශකයෝ. දෙල්ගොඩ.
- ලගමුච්, ඒ. (2000). ප්‍රායෝගික ක්ෂේත්‍ර පුරාවිද්‍යාව. සරසවි ප්‍රකාශකයෝ. නුගේගොඩ.

Course Title: World and Sri Lankan Archaeology

Course Code: ARCH 11022 (30:00:70)

Course Capsule: Timeline of the world and Sri Lankan history, Key figures in the world, South Asian and Sri Lankan archaeology and history, Key archaeological sites in the world, New trends and themes in the global archaeology, History of South Asian archaeology, History of Sri Lankan archaeology (Government and social movements Archaeological theory and schools of archaeological thought, Current research themes in Sri Lankan archaeology, Collaborative research projects (local and international), Data (publications/ data ownership and sharing/ ethics)

Course Aim: To provide knowledge based on local and foreign archaeological contexts enabling students to have a sound knowledge of the concepts of human's biological and cultural evolution, basic knowledge of key figures in the world and regional archaeology, archaeological chronology, significant sites, findings and the formation of historical societies as well as to have a broad understanding of the themes and working environment in the current archaeological research projects (global and Sri Lankan).

Course ILOs:

After completing this course, students should be able to:

1. describe the significant events in the biological and cultural evolution of humans
2. define the personal names, place names, historical events, numbers, years, trends in global and regional archaeological history
3. associate the current archaeological research works with social trends
4. work as a team member in a collaborative research project

Lesson Sequence:

Week	Lesson No.	Related ILOs	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1	The biological evolution of human species I	2			L, D	
	1.1	1	Add more information to the outline provided by the lecturer by using recommended readings 2 and 10.			2		
2	2.1	1	The biological evolution of human species II	2			L, D	
	2.2	1	Add more information to the outline provided by the lecturer by using recommended readings 2 and 10.			2		
3	3.1	1	Cultural evolution of human species	2			L, D	
	3.2	1	Add more information to the outline provided by the lecturer by using recommended readings 2 and 10.			3		
			Guidance to assignment 1 and 2 will be provided in the first week. Students must select the topics/study area and commence with the instructor's approval before the 4th week.					
4	4.1	1, 2	Timeline of the world and Sri Lankan history	2			L, D	
	4.2	1, 2	Find further details about the chronology of the significant events in the human past. Reading material 10,12			7		
5	5.1	2	Key figures in the world, South Asian and Sri Lankan archaeology and history	2			L, D	
	5.2	2	Interview any archaeologists in Sri Lanka (or world if possible) and prepare his/her biography			7		AS1 start
6	6.1	2	Key archaeological sites in the world	1			L, D	
	6.2	2	Find the major archaeological sites in each continent (Use the internet)			7		

Week	Lesson No.	Related ILOs	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
7	7.1	3	New trends and themes in the global archaeology	2			L, D	
	7.2	3	What are the current trends in global archaeology? Read 9 and 11. Also, refer journal articles			7		
8	8.1	2	History of South Asian archaeology	1			L, D	
	8.2	2	What are the major historical trends that could be identified from the archaeology of SAARC countries? read 1 and other sources			7		
9	9.1	2	History of Sri Lankan archaeology (Government and social movements). Read recommended reading	2			L, D	
	9.2	2	Collect all the archaeology related reports published/announced in any format of media and summarize them. The assignment should start from the second week of the session.			7		AS2 Start
10	10.1	3	Archaeological theory and schools of archaeological thought	4			L, D	
	10.2	3	How do you make decisions and rationalise things in your day to day life? Read recommended reading to familiarise with the thinking process in archaeology			7		
11	11.1	3	Current research themes in Sri Lankan archaeology I	2			L, D	
	11.2	3	Refer the articles in the department blog (find the link below) and identify the research approaches used in each research.			3		
12	12.1	3	Current research themes in Sri Lankan archaeology II	2			L, D	
	12.2	3	Refer the articles in the department blog (find the link below) and identify the research approaches used in each research.			4		
13	13.1	3, 4	Work in collaborative research projects (local and international)	2			L, D	
	13.2	3, 4	List the major collaborative archaeological research projects done in Sri Lanka. Try to collect the PDF versions of these publications for your future reference.			3		AS1, AS2 Due

Week	Lesson No.	Related ILOs	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
14	14.1	3, 4	Work with data (publications/ data ownership and sharing/ ethics) I	2			L, D	
	14.2	3, 4	Summarize the data types you have retrieved in your AS1 & 2. 1. identify the metadata 2. Any thought of publishing the outcome? 3. Work as a team - share the findings 4. Team up with colleagues and write an article for a journal/conference/blog			2		
15	15.1	3, 4	Work with data (publications/ data ownership and sharing/ ethics) II	2			L, D	
	15.2	3, 4	Summarize the data types you have retrieved in your AS1 & 2. 1. identify the metadata 2. Any thought of publishing the outcome? 3. Work as a team - share the findings 4. Team up with colleagues and write an article for a journal/conference/blog			2		
Total Notional Hours				30	0	70		

Teaching methods: L=Lectures, D=Discussion,
Assessments methods: AS=Assignment

Assessment Strategy:

Continuous Assessment	AS1 - 20%	40%
	AS2 - 20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Mr. Thilanka Manoj Siriwardana (thilanka@ssh.rjt.ac.lk)	Mr. Thilanka Manoj Siriwardana (thilanka@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
End Semester Examination	After 2 weeks of study leave														

Recommended Reading:

- Haviland, William and others. (2011). Evolution and Prehistory: The Human Challenge. Wadsworth. Cengage Learning. USA.
- Hodder, I., Hutson, S. (2003). Reading the past: current approaches to interpretation in Archaeology. Cambridge University Press.
- Renfrew, C., Bahn, P. (2003). Archaeology: an introduction. Thames & Hudson. New York.
- Trigger, B. (1996). A history of archaeological thought. Cambridge University Press.
- චක්‍රහාර්තී, ඩී. (2001). ඉන්දීය පුරාවිද්‍යාවේ ඉතිහාසය. පරි. ඩී. එල්. අබේවර්ධන. සමන් ප්‍රකාශකයෝ. නුගේගොඩ.
- රෙන්නා, කේ., බාන්, ඩී. (2000). පුරාවිද්‍යාවේ සිද්ධාන්ත, ක්‍රම හා භාවිතය. අනුචාදක. රාජ් සෝමදේව. අනුචාදකගේ ප්‍රකාශනය.

Course Title: Ancient Civilizations of the World

Course Code: ARCH 12012 (27:06:67)

Course Capsule: Definitions on civilisation, History of civilisation studies, Theories of urbanisation, Distribution and time scale, early Farming societies, civilisations of Various Parts of World : Euphrates and Tigris, Nile, Yellow-river, Indus Valley, Greek, Roman, Minoan and other European civilisation, Maya and, Agro-irrigation civilization of Sri Lanka

Course Aim: To provide knowledge in ancient civilizations, enabling students to use them accurately at a professional level to identify and interpret the material culture, technology, and distribution of ancient societies.

Course ILOs:

After completing this course, students should be able to:

1. explain the concept of civilisation
2. define the civilizations that emerged in various regions of the world

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1	Definitions	2			L, D	
	1.2	1	Read Related References			2		
2	2.1	1,2	History of studying the civilisations	2			L	
	2.2	1,2	Read Related References			3		
3	3.1	1,2	Theories of urbanisation	1			L, D	
	3.2	1,2	Explain the features of ancient urbanization with examples			8		AS1 start
	4.1	1,2	Distribution and time scale	1			L	
	4.2	1,2	Continue AS1			4		
4	5.1	1,2	Early Farming societies in Middle East and central Asia	2			L	
	5.2	1,2	Complete AS1			4		AS1 due
5	6.1	1,2	Euphrates and Tigris civilisation	2			L	
	6.2	1,2	Read Related References			4		
6	7.1	1,2	Nile river civilisation 1	2			L	
	7.2	1,2	Read Related References			2		
7	7.1	1,2	Nile river civilisation 2	2				
	7.2	1,2	Read Related References			2		
8	7.1	1,2	Nile river civilisation 3	1				
	7.2	1,2	Read Related References			4		
9	8.1	1,2	Yellow river civilisation	2				
	8.2	1,2	Read Related References			4		
10	9.1	1,2	Indus Valley civilisation	2			L	
	9.2	1,2	Read Related References			4		
11	10.1	1,2	Greek civilisation	2			L	
	10.2	1,2	Explain the basic features of Greek civilization and its inspiration for the later other civilizations.			6		AS2 start
12	11.1	1,2	Roman civilisation	2			L	
	11.2	1,2	Continue AS1			4		

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
13	12.1	1,2	Minoan and other European civilisations	1			L	
	12.2	1,2	Complete AS2			4		AS2 due
14	13.1	1,2	Maya and Inca civilisations	1			L	
	13.2	1,2	Read Related References			4		
15	14.1	1,2	Agro-irrigation civilization of Sri Lanka	2	6		D, FV	ST
	14.2	1,2	Read Related References			8		
Total Notional Hours				27	6	67		

Teaching methods: L=Lectures, FV=Field visit, D=Discussion

Assessments methods: Spot TEST=ST, AS=Assignment

Assessment Strategy

Continuous Assessment	AS1 - 15%	40%
	AS2 - 15%	
	ST - 10%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Mr. Chandima Bandara Ambanwala (cbamba@rjt.ac.lk)	Mr. Chandima Bandara Ambanwala (cbamba@rjt.ac.lk)
	Mr. Thilanka Manoj Siriwardana (thilanka@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
End Semester Examination	After 2 weeks of study leave														

Recommended Reading:

1. Scarre, C., Fagan, B.M. (1997). Ancient Civilizations. Longman. New York.
2. ඉලංගසිංහ, එම්. (2003). ඉන්දු නිම්න අධිරාජ්‍යය. ඇස්. ගොඩගේ සහ සහෝදරයෝ, කොළඹ.
3. කරුණානන්ද, යූ. (2010). සුමේරියානු ශිෂ්ටාචාරය. ඇස්. ගොඩගේ සහ සහෝදරයෝ, කොළඹ.
4. පිරිස්, එම්. (2002). පැරණි මිසරය. පරි. ඩී.ආර්. පොන්නම්පෙරුම. ඇස්. ගොඩගේ සහ සහෝදරයෝ, කොළඹ.
5. සෝමදේව, ආර්., කන්නන්ගර, පී., විද්‍යාලංකාර, ඒ. (2016). ඉපැරණි ලෝක ශිෂ්ටාචාර. අධ්‍යාපන ප්‍රකාශන දෙපාර්තමේන්තුව.

Course Title: Traditional Technology and Craft

Course Code: ARCH 12022 (15:30:55)

Course Capsule: Introduction to technology and techniques, Traditional technology and craftsmanship through historical records, Traditional earthen techniques and technology, Ancient metal technology of Sri Lanka, Traditional stone works, Ancient glass technology of Sri Lanka, wooden craftsmanship and works, Beads production technology in Sri Lanka, Socio-Economic background of pre-industrial crafts, Lapidary works, lacquer works, Brassware, Jewelry, The technology of Household articles, Current socio-economic issues of the artisans, Government policy decisions and measures.

Course Aim: To provide knowledge and awareness on socio-technological concepts of ancient craft and technology enabling students to use them to promote ancient craft industries in Sri Lanka

Course ILOs:

After completing this course, students should be able to:

1. describe the social-technological concept
2. explain the traditional techniques and its social, political, economic and cultural backgrounds
3. distinguish the thoughts and development of ancient humans through ancient technology
4. evaluate the current socio-economic trends and relate them with the governmental decisions

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1, 2	Introduction to technology and techniques	1			L, D	
	1.2	1, 2	Read Recommended Reading			3		
	2.1	1,2,3	Traditional technology and craftsmanship through historical records	1			L, D	
	2.2		Evaluate the historical evaluation of craftsmanship			3		AS1 start
2	3.1	1,2,3	Traditional earthen techniques and technology		10		FV	V, AS2 Start
	3.3	1,2,3	Continue with AS1			4		
3	4.1	1,2,3	Ancient metal technology of Sri Lanka	1			L, D	
	4.2	1,2,3	Complete AS1			4		AS1 due
4	5.1	1,2,3	Traditional stone works	1			L, D	
	5.2	1,2,3	Engaging with stone works		5		FV	
	5.3	1,2,3	Read Recommended Reading			4		
5	6.1	1,2,3	Ancient glass technology of Sri Lanka	1			L, D	
	6.2	1,2,3	Characterize the ancient glass technology			4		AS2 Due
6	7.1	1,2,3	Wooden craftsmanship and works	1			L, D	
	7.2	1,2,3	wooden crafts			4		ST1
7	8.1	1,2,3	Beads production technology in Sri Lanka	1			L, D	
	8.2	1,2,3	Read reference			4		
8	9.1	1,2,3	Socio-Economic background of pre-industrial crafts	1			L, D	
	9.2	1,2,3	Read Recommended Reading			4		
9	10.1	4	Lapidary works	1			L, D	
	10.2	4	Read Recommended Reading			3		
10	10.1	4	Lacquer works	1			L, D	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
	10.2	4	Engage with lacquer works		5		FV	ST2
	10.3	4	Read Recommended Reading			3		
11	12.1	4	Evaluate of brassware	1			L, D	
	12.2	4	Engage with brassware		5		FV	
	12.3	4	Read Recommended Reading			3		
12	13.1	4	Jewelry industry	1			L, D	
	13.2	4	Engage with jewelry techniques		5		FV	
	13.3	4	Read Recommended Reading			3		
13	14.1	2,4	Technology of Household articles	1			L, D	
	14.2	2,4	Read Recommended Reading			3		
14	15.1	4	Current socio-economic issues of the artisans	1			L, D	
	15.2	4	Read Recommended Reading			3		
15	16.1	4	Government policy decisions and measures	1			L, D	
	16.2	4	Read Recommended Reading			3		
Total Notional Hours				15	30	55		

Teaching methods: L=Lectures, FV=Field visit, D=Discussion

Assessments methods: V = Viva examination, Spot Test=ST, AS=Assignment

Assessment Strategy

Continuous Assessment	AS1 - 10%	40%
	AS2 - 10%	
	ST1 - 10%	
	ST2 - 10%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Prof. Thusitha Mendis (thusitha@ssh.rjt.ac.lk)	Prof. Thusitha Mendis (thusitha@ssh.rjt.ac.lk)
	Prof. Chandana Rohana Withanachchi (chandanaw@ssh.rjt.ac.lk)
	Mr.Chandima Bandara Ambanwala (cbamba@rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory	■		■	■	■	■	■	■	■	■	■	■	■	■	■
Practical		■		■						■	■	■			
Independent Learning	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Field visits		■		■						■	■	■			
Assignments	■	■				■				■					
End Semester Examination	After 2 weeks of study leave														

Recommended Reading:

- Coomaraswamy, A.K. (1964). The Arts & crafts of India & Ceylon. The noonday Press A division of Farrar straus and company. New York.
- කුමාරස්වාමි, ඒ.කේ. (1994). මධ්‍ය කාලීන සිංහල කලා. පරි. එච්.ඇම්. සෝමරත්න. ජාතික කෞතුකාගාර දෙපාර්තමේන්තුව. කොළඹ.
- මැන්දිස්, ටී., විතානාච්චි, සී.ආර්. (2016). ශ්‍රී ලංකාවේ පුරාණ තාක්ෂණය හා සම්පත් පරිහරණය. කර්තෘ ප්‍රකාශන. වාරියපොළ.
- මැන්දිස්, ටී. (2017). පුරාණ මැටිබඳුන් තාක්ෂණය හා ජේතවන විහාරයේ මැටි බඳුන් වර්ගීකරණය. සන්දේශා ප්‍රකාශකයෝ. නුගේගොඩ.
- තිලකසිරි, ජේ. (1994). ශ්‍රී ලංකාවේ පාරම්පරික ශිල්ප ගම් හා පාරම්පරික ශිල්පීන්ගෙන් පැවත එන පවුල් පිළිබඳ සම්කෂණයක් (කොටසක ඉන්ග්‍රීසි පරිවර්තනයක් සහිතව). ඇස්. ගොඩගේ සහ සහෝදරයෝ. කොළඹ.
- විතානාච්චි, සී.ආර්. ඇන්දළ කැටයම් කලාව. කර්තෘ ප්‍රකාශන.
- ලගමුව, ඒ. ශ්‍රී ලංකාවේ බෞද්ධ ප්‍රතිමා ලක්ෂණ. මධ්‍යම සංස්කෘතික අරමුදල.

Course Title: Socio-economic History of Ancient India and Sri Lanka

Course Code: ARCH 21012 (30:00:70)

Course Capsule: What is history, Historiography and historian, Historical sources in Indian sub-continent (India and Sri Lanka), Geological and geographical background of history, The early history of North India, The early history of Deccan, Mahavamsa and other Pali chronicles, Social and Economic history of Anuradhapura period, History of Rohana Kingdom, History of Jaffna Kingdom, Social and Economic history of the Polonnaruwa period, Sri Lanka and the trade links, Historical links of Sri Lanka with South-East Asia, South- West Kingdoms of Sri Lanka, Kandyan kingdom

Course Aim: To provide knowledge on the history of the South Asian region and Sri Lanka enabling students to solve complex socio-economic and political questions.

Course ILOs:

After completing this course, students should be able to:

1. distinguish history and historiography
2. describe the socio-economic history of India and Sri Lanka
3. explain the features of socio-economic history through material sources

Lesson Sequence:

Week	Lesson No.	Related ILOs	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1	What is history?	2			L, D	
	1.2	1	Read Recommended Reading			5		
2	2.1	1	Introduce historiography and historian	2			L, D	
	2.2	1	Read Recommended Reading			5		
3	3.1	2, 3	Historical sources in Indian sub-continent (India and Sri Lanka)	2			L, D	V
	3.2	2, 3	Define historical sources			5		AS1 start
4	4.1	2, 3	Geological and geographical background of history	2			L, D	
	4.2	2, 3	Continue with AS1			5		
5	5.1	2, 3	Early history of North India	2			L, D	
	5.2	2, 3	Complete AS1			5		AS1 due
6	6.1	2, 3	Early history of Deccan	2			L, D	
	6.2	2, 3	Read Recommended Reading			5		
7	7.1	2, 3	The Mahavamsa and other Pali chronicles	2			L, D	
	7.2	2, 3	Read Recommended Reading			5		
8	8.1	2, 3	Social and Economic history of Anuradhapura period	2			L, D	
	8.2	2, 3	Analyzing the Anuradhapura kingdom			5		AS2 start
9	9.1	2, 3	History of Rohana Kingdom	2			L, D	
	9.2	2, 3	Continue with AS2			5		
10	10.1	2, 3	History of Jaffna Kingdom	2			L, D	
	10.2	2, 3	Complete AS2			5		AS2 due
11	11.1	2, 3	Social and Economic history of the Polonnaruwa period	2			L, D	
	11.2	2, 3	Read Recommended Reading			4		
12	12.1	2, 3	Sri Lanka and the trade links	2			L, D	

Week	Lesson No.	Related ILOs	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
	12.2	2, 3	Read Recommended Reading			4		
13	13.1	2, 3	Historical links of Sri Lanka with South-East Asia	2			L, D	
	13.2	2, 3	Read Recommended Reading			4		
14	14.1	2, 3	South- West Kingdoms of Sri Lanka	2			L, D	
	14.2	2, 3	Read Recommended Reading			4		
15	15.1	2, 3	Kandyan kingdom	2			L, D	
	15.2	2,3	Read related references			4		
Total Notional Hours				30	0	70		

Teaching methods: L=Lectures, D=Discussion

Assessments methods: V = Viva examination, AS=Assignment

Assessment Strategy:

Continuous Assessment	AS1 - 20%	40%
	AS2 - 20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Prof. C.R Withanachchi (chandanaw@ssh.rjt.ac.lk)	Prof. C.R Withanachchi (chandanaw@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
End Semester Examination	After 2 weeks of study leave														

Recommended Reading:

- Davy, J. (1821). An Account of the Interior of Ceylon. Tisara Prakasakayo Ltd. Dehivala.
- Karunananda, U.B. (2006). Nuwarakalawiya and North Central Province under British Administration. Research Centre for Social Sciences. University of Kelaniya. Kelaniya.
- ඉතිහාසයේ අතීතය. (2005). සංස්. රණවීර ලෙස්ලි ගුණවර්ධන. ඇස්. ගොඩගේ සහ සහෝදරයෝ. කොළඹ.
- පාකර්, එච්. (2008). පුරාණ ලංකාව. පරිවර්තනය නිස්සංක පෙරේරා. ඇස්. ගොඩගේ සහ සහෝදරයෝ. කොළඹ.
- ලංකා විශ්වවිද්‍යාලයේ ලංකා ඉතිහාසය. (2001). 1 කාණ්ඩය. 1 භාගය. සංස්. නිකලස් ආටිගල හා තවත් අය. විද්‍යාලංකාර විශ්වවිද්‍යාලයේ සිංහල පරිවර්තනය.
- ලංකා විශ්වවිද්‍යාලයේ ලංකා ඉතිහාසය. ෧ කාණ්ඩය. ෧෧ භාගය (1971). විද්‍යාලංකාර විශ්වවිද්‍යාලයේ පයෝෂිෂණ අංශය. කැලණිය.
- ලියනගමගේ, ඒ. (2002). මධ්‍යකාලීන ලංකා ඉතිහාසය. අධ්‍යාපන ප්‍රකාශන දෙපාර්තමේන්තුව. කොළඹ.

Course Title: Theory and Methods in Archaeology

Course Code: ARCH 21022 (20:20:60)

Course Capsule: Introduction to the religions, philosophy and thought, Defining theory and theorem, Impact of primary European philosophical schools on Theoretical Archaeology, Applying theoretical thinking into the studies, Introduction to archaeological exploration, Ground survey methods, Geo-physical survey, Aerial survey methods and photogrammetry, Positioning and Global Positioning System, Archaeological excavation methods and techniques, Archaeological excavation recording methods, Artifact classification, analyzing, Dating methods

Course Aim: To provide knowledge on why, who and how the archaeologist interprets the archaeological data, enabling students to use them as field archaeologists to deal with their archaeological findings.

Course ILOs:

After completing this course, students should be able to:

1. describe the philosophy base to develop the archaeological knowledge
2. explain the development of archaeological theory
3. apply the basic theoretical concepts to the archaeological studies
4. select adequate methodology and methods for an archaeological exploration
5. initiate, plan and implement archaeological field practices while evaluating the process
6. develop research and analytical techniques and interpretive skills associated with practical archaeology

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1,2	The religions, philosophy and thought	2			L, D	
	1.2	1,2	What are the major religions in the world? What is the difference between religion and philosophy? Find and read from the external sources.			5		
2	2.1	2	Theory and theorem	2			L, D	
	2.2	2	Recommended Reading and Write a summary of the theories you know.			5		
3	3.1	2,3	Impact of primary European philosophical schools on theoretical Archaeology (Colonialism, Liberalism, Marxism) 1	2			L, D	
	3.2	2,3	Why are there many schools in archaeology? What are the significant features of Sri Lankan archaeology? Discuss with your colleagues (Recommended Reading)			5		
4	3.1	2,3	Impact of primary European philosophical schools on theoretical Archaeology (Orientalism, Post Modernism etc.) 2	2			L, D	
	3.2	2,3	Why there are many schools in archaeology? What are the significant features of Sri Lankan archaeology? Discuss with your colleagues (Recommended Reading)			5		
5	5.1	2,3	Theoretical thinking into the studies	1			L, D	
	5.2	2,3	Write a conceptual paper in the classroom for the AS 1. Develop it throughout the session and submit at the end of the 15 th week.		4			AS 1 Start
	5.3	2,3	Recommended Reading and relevant articles from the blog.			5		

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
6	6.1	4,5	Archaeological exploration	2			L, D, FC	
	6.2	4,5	Introduce explorations 1		2			
	6.3	4,5	Continue with AS1			5		
7	7.1	5,6	Ground survey methods	1			L, D, FC	
	7.2	5,6	Introduce explorations 2		2			ST1
	7.3	5,6	Complete AS1			5		AS1 due
8	8.1	5,6	Geo-physical survey	1			L, D, FC	
	8.2	5,6	Explain geo-physical surveys			5		AS2 start
9	9.1	5,6	Aerial survey methods and photogrammetry	1			L, D, FC	Q1
	9.2	5,6	Introduce stereoscope		2			
	9.3	5,6	Continue with AS2			5		
10	10.1	5,6	Positioning and Global Positioning System (GPS)	1			L, D, FC	Q1
	10.2	5,6	Create a site map for the university		2			ST2
	10.3	5,6	Complete AS2			5		AS2 due
11	11.1	5,6	Archaeological excavation methods and techniques 1	1			L, D, FC	
	11.2	5,6	Archaeological excavations		3			
	11.3	5,6	Read Recommended Reading			5		
12	12.1	5,6	Archaeological excavation methods and techniques 2	1			L, D, FC	
	12.2	5,6	Describe excavation methods		2			
13	13.1	5,6	Archaeological excavation recording methods	1			L, D, FC	
	13.2	5,6	Recording methods		2			

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
14	14.1	5,6	Introduce Artifact classification, analyzing	1			L, D, FC	V
	14.2	5,6	Artefact classification		1			
15	15.1	5,6	Dating methods	1			L, D	
	15.2	5,6	Read Recommended Reading			5		
Total Notional Hours				20	20	60		

Teaching methods: L=Lecture, FC = Field Class, D=Discussion

Assessments methods: V = Viva examination, ST= Spot Test, Q =Quiz, AS =Assignment

Assessment Strategy:

Continuous Assessment	AS1 - 10%	60%
	AS2 - 10%	
	ST1 - 10%	
	ST2 - 10%	
	Q1 - 20%	
End Semester Examination		40%
Total		100%

Course Coordinator	Teaching Panel
Prof. Thusitha Mendis (thusitha@ssh.rjt.ac.lk)	Prof. Thusitha Mendis (thusitha@ssh.rjt.ac.lk)
	Prof. Nuwan Abeywardana (nuwan@ssh.rjt.ac.lk)
	Mr. Thilanka Manoj Siriwardana (thilanka@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															

Recommended Reading:

- Hodder, I., Hutson, S. (2003). Reading the past: current approaches to interpretation in Archaeology. Cambridge University Press.
- Renfrew, C., Bahn, P. (2005). Archaeology, The key concept. Routledge. London and New York.
- Renfrew, C., Bahn, P. (2003). Archaeology: an introduction. Thames & Hudson. New York.
- Renfrew, C., Bahn, P. (2016). Archaeology; theories, methods and practice. (7th Ed.). Themes & Hodson. New York.
- Trigger, Bruce. (1996). A history of archaeological thought. Cambridge University Press.
- Find further readings <http://departmentofarchaeologyrajarata.blogspot.com/p/reading-materials.html>

Course Title Ancient Built Environment

Course Code: ARCH 22012 (30:00:70)

Course Capsule: Interpretation and concepts in the built environment, Ancient city Formation, *Rigvedic* Architecture, The architecture of the Maurya period, Indian architecture: Buddhist, Hindu and Islamic, South Indian architecture, Pre and Protohistoric architecture in Sri Lanka, City constructions of Sri Lanka, Built Environment in Anuradhapura period, Built Environment in Polonnaruwa period, Built Environment in South-West kingdoms, Built Environment in Kandyan period, Secular built environment of Sri Lanka, Applicability of the ancient concepts to the modern contexts, Form and function in ancient and modern built environment

Course Aim: To identify and provide knowledge on basic concepts and definitions in the built environment enabling students to approach in built environment in heritage, conservation and research approaches.

Course ILOs:

After completing this course, students should be able to:

1. explain the concept of the built environment
2. examine the correlation between the humans and the built environment in the past and present
3. describe the features in ancient Indian built environment
4. classify and differentiate the features in the ancient built environment of Sri Lanka

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1,2	Interpretation and concepts in the built environment	2			L, D	
	1.2	1,2	Read Recommended Reading			5		
2	2.1	2	Ancient city Formation	2			L, D	
	2.2	2	Read Recommended Reading			5		
3	3.1	3	<i>Rigvedic</i> Architecture	2			L, D	
	3.2	3	Read Recommended Reading			5		
4	4.1	3	Architecture of the Maurya period	2			L, D	
	4.2	3	Read Recommended Reading			5		
5	5.1	3	Indian architecture: Buddhist, Hindu and Islamic	2			L, D	
	5.2	3	Selected Indian architecture traditions			5		AS 1 Start
6	6.1	3	South Indian architecture	2			L, D	
	6.2	3	Continue with AS 2			5		
7	7.1	4	Pre and Protohistoric architecture in Sri Lanka	2			L, D	
	7.2	4	Read Recommended Reading			5		AS 1 Due
8	8.1	4	City constructions of Sri Lanka	2			L, D, FV	
	8.2	4	City formation process of a selected ancient city			5		AS 2 Start
9	9.1	4	Built Environment in Anuradhapura period	2			L, D, FV	V
	9.2	4	Read Recommended Reading			5		
10	10.1	4	Built Environment in Polonnaruwa period	2			L, D, FV	V
	10.2	4	Complete AS 1			5		AS2 Due
11	11.1	4	Built Environment in South-West kingdoms	2			L, D,	
	11.2	4	Read Recommended Reading			5		
12	12.1	4	Built Environment in Kandyan period	2			L, D	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
	12.2	4	Read Recommended Reading			5		
13	13.1	4	Secular built environment of Sri Lanka	2			L, D	
	13.2	4	Read Recommended Reading			5		
14	14.1	4	Applicability of the ancient concepts to the modern contexts	2			L, D	
	14.2	4	Read Recommended Reading			5		
15	15.1	4	Form and function in ancient and modern built environment	2			L, D	
Total Notional Hours				30	0	70		

Teaching methods: L=Lecture, FV=Field visit, D=Discussion

Assessments methods: V = Viva examination, AS= Assignment

Assessment Strategy:

Continuous Assessment	AS1 - 20%	40%
	AS2 - 20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Snr. Prof. Ariya Lagamuwa (ariyalagamuwa@gmail.com)	Snr. Prof. Ariya Lagamuwa (ariyalagamuwa@gmail.com)
	Prof. Thusitha Mendis (thusitha@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
End Semester Examination	After 2 weeks of study leave														

Recommended Reading

- Bandaranayake, S. (1974). Sinhalese Monastic Architecture. E.J. Brill. Leiden.
- Brown, P. (2013). Indian architecture (Buddhist and Hindu period). D.B. Taraporevala Sons & Co. PVT. Ltd.
- Silva, R. (2006). Environment, Town, Village and monastic planning. The Department of Archaeology. Colombo.
- Wijesuriya, G. (1998). Buddhist Meditation Monasteries of Ancient Sri Lanka. Department of Archaeology. Colombo.
- ගුණවර්ධන, පී. (1998). සීගිරිය ආරාමික පුරාවිද්‍යාව. අභය මුද්‍රණ හා ප්‍රකාශන. කඩවත.
- ගුරුගේ, ජී. (2014). දඹදිව බෞද්ධ කලාව. සීමාසහිත ඇස්. ගොඩගේ සහ සහෝදරයෝ (පුද්.) සමාගම. කොළඹ.
- පරණවිතාන, එස්. (1963). ලංකාවේ ස්තූපය. ලංකා පුරාවිද්‍යා ගවේෂණයේ ශාස්ත්‍රීය නිබන්ධනය. V කාණ්ඩය. ලංකාණ්ඩුවේ මුද්‍රණාලය.

Course Title : Palaeography and Epigraphy

Course Code : ARCH 22022 (24:12:64)

Course Capsule: Introduction to palaeography and epigraphy, Origin and antiquity of the Brahmi script, Inscription as a source of history, History of the epigraphical studies, Practice: Brahmi script, North and South Indian inscriptions, Early Brahmi inscriptions, later Brahmi inscriptions, palm-leaf manuscripts, Other Manuscripts (stone, botanical, metal, clay & other), Case studies

Course Aim: Provide knowledge in ancient epigraphy, scripts and inscriptions, enabling students to use them accurately at professional level to identify and interpret the evidence related to paleography.

Course ILOs:

After completing this course, students should be able to:

1. explain about the ancient scripts and epigraphies
2. apply the knowledge to read the early and later Brahmi scripts
3. detect and examine the contents in ancient Sinhalese and North Indian Prakrit inscriptions
4. manipulate the ancient olaleaf manuscripts and other manuscripts vigilantly

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1	Palaeography and epigraphy	1			L	
	1.2	1	Read Recommended Reading			4		
	2.1	1	Origin and antiquity of the Brahmi script	1			L	
	2.2	1	Read Recommended Reading			4		
2	3.1	1	Inscription as a source of history	1			L	
	3.2	1	Briefly explain the history of Sri Lankan epigraphical studies history and ESEimate the contribution of Professor Senarat Paranavitana for Sri Lankan Inscriptions studies			2		AS1 start
	4.1	1, 2	History of the epigraphical studies in Sri Lanka	1			L	
	4.2	1,2	Continue AS1			4		
3	5.1	2	Practice – Brahmi script	2			L, D	
	5.2	2	Continue AS1			8		
4	6.1	1,2,3	Selected North and South Indian inscriptions 1	2			L	AS1 due
	6.2	1,2,3	Complete AS1			2		
5	6.1	1,2,3	Selected North and South Indian inscriptions 2	2				
	6.2	1,2,3	Read Related References			2		
6	6.1	1,2,3	Selected North and South Indian inscriptions 3	2				
7	7.1	1,2,3	Early Brahmi inscriptions from the emergence to 1 st century BC	2			L, FV	
	7.2	1,2,3	Read randomly selected inscriptions					MS
	7.3	1,2,3	Selected sites in Anuradhapura/Mihintale		6			
	7.4	1,2,3	Read Recommended Reading			6		
8	8.1	1,2,3	Later Brahmi inscriptions - 1 st century BC to 8 th century AD 1	2			L	
	8.2	1,2,3	Read Recommended Reading			4		

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
9	8.1	1,2,3	Later Brahmi inscriptions - 1 st century BC to 8 th century AD 2	2				
	8.2	1,2,3	Read Recommended Reading			3		
10	8.1	1,2,3	Later Brahmi inscriptions - 1 st century BC to 8 th century AD 3	2				
	8.2	1,2,3	Read Recommended Reading			3		
11	9.1	1,2	Sinhala Inscriptions 1	2			L	
	9.2	1,2	Read Recommended Reading			4		
12	9.1	1,2	Sinhala Inscriptions 2	2				
	9.2	1,2	Read Recommended Reading			4		
13	10.1	1,2,4	History, Preparation, and lettering of palm-leaf manuscripts	2			L, FV	V
	10.2	1,2,4	Procedure of preparing manuscripts		6			
	10.3	1,2,4	Read Recommended Reading			4		
14	11.1	1,4	Other Manuscripts (stone, botanical, metal, clay & other) and Preservation manuscripts	2			L	
	11.2	1,4	Read Recommended Reading			4		
15	12.1	1,2,3	Case studies of selected inscriptions	4			D, FV	
	12.2	1,2,3	Read Recommended Reading			6		
Total Notional Hours				24	12	64		

Teaching methods: L=Lecture, FV=Field visit, D=Discussion

Assessments methods: MS = Mid-Semester examination, V = Viva examination, AS=Assignment

Assessment Strategy:

Continuous Assessment	AS1 - 15%	40%
	MS - 15%	
	V - 10%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Mr. Chandima Bandara Ambanwala (cbamba@rjt.ac.lk)	Snr. Prof. Ariya Lagamuwa (ariyalagamuwa@gmail.com)
	Mr. Chandima Bandara Ambanwala (cbamba@rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Practical							■						■		
Independent Learning	■	■	■	■	■		■	■	■	■	■	■	■	■	■
Field visits							■								■
Assignments		■					■						■		
End Semester Examination	After 2 weeks of study leave														

Recommended Reading

- Epigraphia Zeylanica. Vol.1, 2, 3, 4, 5. (Part.1&2), 6 (Part.1, 2 & 3), 7, 8, 9, Published by the Department of Archaeology. Sri Lanka.
- Paranavitana, S. (1956). Sigiri Graffiti. Sri Lanka Archaeological Survey. Colombo.
- Paranavitana, S. (1970). Inscriptions of Ceylon. Volume I. Department of Archaeology. Sri Lanka.
- Paranavitana, S. (1983). Inscriptions of Ceylon. Volume II. Part I. Department of Archaeology. Sri Lanka.
- Paranavitana, S. (2001). Inscriptions of Ceylon. Volume II. Part II. Department of Archaeology. Sri Lanka.
- අභිලේඛන. (1990). පුරාවිද්‍යා දෙපාර්තමේන්තුවේ ශත සංවත්සරය (1890-1990). සමරු පොත් පෙළ දෙවන වෙළුම. ප්‍රධාන සංස්කාරක නන්දදේව විජේසේකර. පුරාවිද්‍යා දෙපාර්තමේන්තුව. කොළඹ.
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- මේධානන්ද හිමි, එල්ලාවල. (2008). නවතම ශිලාලිපි ගවේෂණ. දයාවංශ ජයකොඩි සහ සමාගම. කොළඹ.
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- ලාහුගල කොට්ටෙහෙර හෙවත් දිගලක මහා විහාර වංශය. (2014). සංස්. වන්දිම බණ්ඩාර අඹන්වල හා සුමේධ චීරවර්ධන. බුවනෙක ප්‍රකාශකයෝ, මහනුවර.

Course Title: Ancient Monetary Systems and Numismatics

Course Code: ARCH 22032 (30:00:70)

Course Capsule: History of Barter and Other Mediums of Exchange, Ancient Mintage Techniques, Sri Lankan Coins-Early Medieval/Colonial, Memorial Plaques after Independence, Early Indian Coinage Systems in Continental India-North Indian/South Indian Coins, Greek Coins, Roman Coins, Indo-Greek Coins.

Course Aim: Provide knowledge on evolution of ancient monetary systems, National and International Coins enabling students to identify and classify the evidence related to coins retrieved from field and use them as a historical source.

Course ILOs:

After completing this course, students should be able to:

1. examine and categorise Sri Lankan coins
2. define the features and the nature of financial media
3. explain the bartering systems practised among ancient societies
4. identify the features of Indian Coins
5. recognize the features of Greek and Roman coins

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching Methods/Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	3	Monetary systems and numismatics	2			L, D	
	1.2	3	Read Recommended Reading			2		
2	2.1	3	History of barter and other mediums of exchange	2			L, D	V
	2.2	3	Ancient barter systems used in various civilizations			4		AS 1 Start
3	3.1	3, 4	Earliest evidence for coinage systems in continental India	2			L, D	
	3.2	3, 4	Continue with AS 1			4		
4	4.1	2, 3, 1	Ancient mintage techniques	2			L, D	
	4.2	2, 3, 1	Complete AS 1			4		AS 1 Due
5	5.1	5, 2	Study of selected Greek coins	2			L, D	V
	5.2	5, 2	Read Recommended Reading			4		
6	6.1	5, 2	Study of selected Roman coins	2			L, D	V
	6.2	5, 2	Significance of Greek & Roman coins as evidence in ancient international trading linkages based on Sri Lanka			4		AS 2 Start
7	7.1	4, 2	Study of selected Indo-Greek coins	2			L, D	
	7.2	4, 2	Continue with AS 2			4		
8	8.1	4, 2	North Indian coins	2			L, D	
	8.2	4, 2	Complete AS 2			6		AS 2 Due
9	9.1	4, 2	South Indian coins	2			L, D	
	9.2	4, 2	Read Recommended Reading			6		
10	10.1	1, 2	Earliest Sri Lankan coins 1	2			L, D	V
	10.2	1, 2	Earliest coins in Sri Lanka			6		AS 3 Start
11	10.1	1, 2	Earliest Sri Lankan coins 2	2				V
	10.2	1, 2	Continue with AS 3			6		

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching Methods/Learning Methods	Assessment Methods
				T	P	IL		
12	11.1	1, 2	Medieval Sri Lankan coins (Polonnaruwa, Dambadeniya) 1	2			L, D	
	11.2	1, 2	Complete AS 3			4		AS 3 Due
13	11.1	1, 2	Medieval Sri Lankan coins (Polonnaruwa, Dambadeniya) 2	2				
	11.2	1, 2	Read Recommended Reading			6		AS 4 Start
14	12.1	1, 2	European colonial coins in Sri Lanka	2			L, D	
	12.2	1, 2	Read Recommended Reading			6		
15	13.1	1, 2	Coins and memorial plaques after independence	2			L, D	
	13.2	1, 2	Read Recommended Reading			4		AS 4 Due
Total Notional Hours				30	0	70		

Teaching methods: L=Lecture, D=Discussion

Assessments methods: V = Viva examination, AS=Assignment

Assessment Strategy:

Continuous Assessment	AS1 - 10%	40%
	AS2 - 10%	
	AS3 - 10%	
	AS4 - 10%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Mr. Tikiri Bandara Wijepala –(tbwijepala@gmail.com)	Mr. Tikiri Bandara Wijepala – (tbwijepala@gmail.com)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															

Recommended Reading:

- Bopearachchi, O. (1993). Indo Greek, Indo Scythian and Indo Parthian coins. The National Numismatic Collection. Smithsonian Institute. Washington.
- Codrington, H.W. (1993). Ceylon coins and currency. Department of National Museums. Colombo.
- කල්දේරා, එල්. (1959). ලංකාවේ මිල මුදල්. කොළඹ ජාතික කෞතුකාගාරය. කොළඹ.
- කුලතුංග, ටී.ඊ. (2015). ශ්‍රී ලංකාවේ කාසි හා මුදල් ව්‍යවහාරය. මධ්‍යම සංස්කෘතික අරමුදල. කොළඹ.
- ගුණරත්න, ජී.ඩී. (2009). කාසියේ අසිරිය. ශ්‍රී ලංකා මහ බැංකුව. කොළඹ.
- ප්‍රේමතිලක, පී. එල්. (2001). පුරාණ ඉන්දියාවේ කාසි. ශ්‍රී ලංකා සංස්කෘතික ශාස්ත්‍රායතනය. කොළඹ.
- සිරිසෝම, ඇම්.ඇච්., අමරසිංහ, ජී. හස් එඹු කහාපන. පුරාවිද්‍යා දෙපාර්තමේන්තුව. කොළඹ.

Course Title: Prehistory

Course Code: ARCH 31012 (27:06:67)

Course Capsule: Introduction to prehistory, Theory for understanding prehistory, Geological time scale, world Prehistory, Research History of Sri Lankan Prehistory, Pleistocene period, Paleolithic in Sri Lanka, Mesolithic Period in Sri Lanka, Neolithic period, case, Prehistoric tools technology

Course Aim: To provide knowledge in world and Sri Lankan prehistory and enabling students to use them accurately at professional level to identify and interpret prehistoric evidence retrieved from the field.

Course ILOs:

After completing this course, students should be able to:

1. describe the concept of prehistory
2. explain the phases in human evolution and human-environment relationship
3. define and hypothesize the cultural trends
4. examine the features of prehistory
5. analyze a given lithic assemblage

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1	Introduction to Prehistory	1	-		L	
	1.2	1	Read Recommended Reading			4		
	2.1	1, 4	Theory for Understanding prehistory	1			L	
	2.2	1,4	Read Recommended Reading			4		
2	3.1	1	Geological time scale	1			L	
	3.2	1	Read Recommended Reading			2		
3	4.1	2	Prehistory of Africa	2			L	
	4.2	2	Read Recommended Reading			5		
4	5.1	2	Introduction to European prehistory	2			L	
	5.2	2	Read Recommended Reading			5		
5	6.1	2	Prehistory of South Asian region	2			L	
	6.2	2	Read Recommended Reading			5		
6	7.1	1, 4	Research History of Sri Lanka Prehistory	2			L	
	7.2	1,4	Contribution of Dr. Siran Deraniyagala			4		AS1 start
7	8.1	2	Pleistocene period of Sri Lanka	2			L	
	8.2	2	Continue AS1			4		
8	9.1	2	Introduction Paleolithic in Sri Lanka	2			L	
	9.2	2	Complete AS1			6		AS1 due
9	10.1	2, 3	Microlithic/ Mesolithic Period in Sri Lanka 1	2			L, FV	AS2 start
	10.2	2,3	Continue AS2			5		
10	10.1	2,3	Microlithic/ Mesolithic Period in Sri Lanka 2	2			L, FV	
	10.2	2,3	Continue AS2			2		
11	11.1	2, 3	Neolithic/Transition period	2			D	
	11.2	2,3	Continue AS2			4		
12	12.1	3	2 Case studies related to wet zone prehistory of Sri Lanka 1	2			L, D	
	12.2	3	Complete AS2			5		AS2 Due
13	12.1	3	2 Case studies related to wet zone prehistory of Sri Lanka 2	2			L, D	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
	12.2	3	Read Recommended Reading			5		
14	13.1	5	Prehistoric tools technology 1	2			L	
	13.2	5	Read Recommended Reading			2		
15	13.1	5	Prehistoric tools technology 2				L	
			Workshop		6			
	13.2	5	Read Related References			2		
Total Notional Hours				27	6	67		

Teaching methods: L=Lecture, FV=Field visit, D=Discussion,
 Assessments methods: AS = Assignment

Assessment Strategy:

Continuous Assessment	AS1 - 20%	40%
	AS2 - 20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Mr. Chandima Bandara Ambanwala (cbamba@rjt.ac.lk)	Mr. Chandima Bandara Ambanwala (cbamba@rjt.ac.lk)
	Mr. Thilanka Manoj Siriwardhana (thilanka@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
End Semester Examination	After 2 weeks of study leave														

Recommended Reading:

- Deraniyagala, S.U. (1972). The Citadel of Anuradhapura 1969: Excavations in the Gedige Area. Ancient Ceylon. Department of Archaeology. Colombo.
- Deraniyagala, S.U. (1992). The Prehistory of Sri Lanka. Part I & II, an ecological perspective. Department of Archaeology Survey. Memoir Volume 8. Colombo.
- Deraniyagala, P.E.P. (2001). The Pleistocene of Ceylon. Ceylon National Museum. Colombo.
- Deraniyagala, S.U. (2007). The Prehistory and Protohistory of Sri Lanka. The Central Cultural Fund. Sri Lanka.
- Kennedy, K. A.R. (2003). God-Apes and Fossil Men: Paleoanthropology of South Asia. The University of Michigan Press. United State of America.
- Perera, H. N. (2010). Prehistoric Sri Lanka. Late Pleistocene rock shelters and open-air site. BAR Publications. England.
- අඹන්වල, සී.බී. ශ්‍රී ලංකාවේ ප්‍රාග් ඉතිහාසය පාඩම් මාලාව. <https://sinhala.archaeology.lk/category/ලිපි/ජීරාග් ඉතිහාසය>.
- දුරනියගල එස්.ඒ. (1991). ශ්‍රී ලංකාවේ ප්‍රාග් ඉතිහාසය. පුරාවිද්‍යා පශ්චාත් උපාධි ආයතනය. කොළඹ.
- මනමේන්ද්‍ර-ආරච්චි, කේ.එන්., අදිකාරි, ජී. (2014). අනුරාධපුර පුරා ජෛවවිවිධත්වය සහ වර්තමාන ජෛවවිවිධත්වය. ජෛවවිවිධත්ව ලේකම් කාර්යාලය. පරිසර හා පුනර්ජනනීය බලශක්ති අමාත්‍යාංශය. කොළඹ.

Course Title: Protohistory

Course Code: ARCH 31022 (26:08:66)

Course Capsule: Introduction to protohistory, Theory of protohistory, Protohistory of South Asia, Protohistoric sites in South Asia, Protohistoric mortuary practice and burial classification, Settlement and social archaeology of protohistoric age, Resources usage in protohistoric Sri Lanka, Micro-environmental settings of the protohistoric settlements in Sri Lanka, Scientific approaches for the protohistoric studies

Course Aim: To provide knowledge on theoretical base of protohistory and social transformations, enabling students to reconstruct the cultural sequence of the country.

Course ILOs:

After completing this course, students should be able to:

1. describe the concept of protohistory
2. explain the attributes of the protohistoric cultures
3. identify a protohistoric site with its associated material culture
4. analyze and hypothesize the cultural and micro-environmental trends in the protohistoric Sri Lanka

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1	Introduction to Protohistory	1			L, D	
	1.2	1	Read Recommended Reading			5		
2	2.1	2	Theory of protohistory	2			L, D	
	2.2	2	Read Recommended Reading			5		
3	3.1	3	Protohistory of South Asia	2			L, D	
	3.2	3	Explain the protohistoric India			5		AS1 start
4	4.1	3	Protohistoric sites in South Asia 1	2			L, D	
	4.2	3	Continue with AS1			5		
5	4.1	3	Protohistoric sites in South Asia 2	2			L, D	
	4.2	3	Complete AS1			5		AS1 due
6	5.1	2,3	Protohistoric mortuary practice and burial classification	1			L, D, FC	ST1
	5.2	2,3	Protohistoric mortuary practices		4			
	5.3	2,3	Define megalithic mortuary practices			5		AS2 start
7	6.1	2,3	Protohistoric mortuary practice and burial classification	2			L, D, FV	
	6.2	2,3	Continue with AS2			5		
8	7.1	4	Mortuary rituals in protohistoric period of South Asia 1	2			L, D	
	7.2	4	Complete AS2			3		AS2 due
9	7.1	4	Mortuary rituals in protohistoric period of South Asia 2	1			L, D	
	7.2		Read Recommended Reading			3		
10	8.1	4	Settlement and social archaeology of protohistoric age 1	2			L, D	
	8.2	4	Read Recommended Reading			5		
11	8.1	4	Settlement and social archaeology of protohistoric age 2	2			L, D, FV	
	8.2	4	Read Recommended Reading			5		

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
12	9.1	3	Resource usage in protohistoric Sri Lanka	2			L, D	V
	9.2	3	Read Recommended Reading			7		
13	10.1	4	Micro-environmental settings of the protohistoric settlements in Sri Lanka 1	2			L, D, FV	
	10.2	4	Read Recommended Reading			2		
14	10.1	4	Micro-environmental settings of the protohistoric settlements in Sri Lanka 2	2			L, D	
			Read Recommended Reading			3		
15	11.1	3,4	Introduction to scientific approaches for the protohistoric studies	1			L, D, FV	
	11.2	3,4	Scientific methods in protohistory		4			ST2
			Read Recommended Reading			3		
Total Notional Hours				26	8	66		

Teaching methods: L=Lecture, FV=Field visit, D=Discussion, FC=Field Class

Assessments methods: V = Viva examination, Spot Test=ST; AS=Assignment

Assessment Strategy:

Continuous Assessment	AS1 - 10%	40%
	AS2 - 10%	
	ST1 - 10%	
	ST2 - 10%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Prof. Thusitha Mendis (thusitha@ssh.rjt.ac.lk)	Prof. Thusitha Mendis (thusitha@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
End Semester Examination	After 2 weeks of study leave														

Recommended Reading:

- Deraniyagala, S.U. (1972). The Citadel of Anuradhapura 1969: Excavations in the Gedige Area. Ancient Ceylon. Department of Archaeology. Colombo.
- Deraniyagala, S.U. (2007). The Prehistory and Protohistory of Sri Lanka. The Central Cultural Fund. Sri Lanka.
- Senevirathne, S. (1984). Black and red ware complex in Sri Lanka. Ancient Ceylon. No.5, Department of Archaeology. Colombo.
- Somadeva, R. (2010). Archaeology of the Uda Walave Basin. Occasional Paper Series, Postgraduate Institute of Archaeology, Colombo.
- මධ්‍ය යාන්මය නිම්නයේ ජනාවාස පුරාවිද්‍යාව. (2017). සංස්කරණය සී.ආර්. විතානාච්චි හා කුසිත මැන්දිස්. රජරට විශ්වවිද්‍යාලයීය පර්යේෂණ හා ප්‍රකාශන අරමුදල. ශ්‍රී ලංකා රජරට විශ්වවිද්‍යාලය. මිහින්තලේ.
- මධ්‍ය දැදුරුමය නිම්නයේ ජනාවාස පුරාවිද්‍යාව. (2019). සංස්කරණය කුසිත මැන්දිස්. රජරට විශ්වවිද්‍යාලයීය පර්යේෂණ හා ප්‍රකාශන අරමුදල. ශ්‍රී ලංකා රජරට විශ්වවිද්‍යාලය. මිහින්තලේ.

Chinese

Course Title: Chinese Language Structure

Course Code: CHIN 11012 (15:30:55)

Course Capsule: Introduction of China and Chinese Language, Introduction of Chinese as a tonal language, Phonetic Alphabet (CPA), Introduction of the components of characters and radicals, Structure, and stroke order of Chinese characters.

Course Aim: To provide student the knowledge of Chinese phonetics, the pronunciation in standard Chinese, and the history and evolution of Chinese characters, enabling the student to set up a good foundation in the Chinese language.

Course ILOs:

After completing this course, students should be able to:

1. define China and Chinese as a language with splendid culture.
2. describe Chinese phonetics.
3. pronounce Initials and Finals.
4. classify tonal language.
5. pronounce tonal variation.
6. apply spelling rules of pinyin.
7. define Chinese language, dialects, Standard Chinese Language
8. describe the history and evolution of Chinese characters
9. write the structure and stroke order of characters.
10. write characters.
11. distinguish traditional and simplified characters.

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Method	Assessment Methods
				T	P	IL		
1	1.1	1	Introduction to China and the Chinese Language	1			L, D	
			Watching videos related to China		2		V, D, QA	
			Read related reference			3		
2	1.2	2	Introduction to Phonetic Alphabet	1			L, D	ST 1
			Pronunciation		4		CW	
			Pronunciation			2		
3	1.3	3,4,5	Introduction to the pinyin writing system	1			L, D	
			Pinyin, tonal variation practice in the textbook		2		D, CW	
			Workbook practice			2		
4	1.4	6,7	Tone Sandhi	1			L	Q 1
			Workbook exercises		2		CW, QA	
			Read related references			3		
5	1.5	8	Introduction to Chinese Characters	1			L, D	
			Watch videos		2		V, D, QA	
			Read related reference			2		
6	1.6	9,10,11	Chinese Character writing	1			L, D	AS 1 starts
			Writing characters of the text		2		CW	
			Workbook exercises			3		
7	2.1	2,3,4,5,8,9,	Pronunciation and character practice	1			L, D	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Method	Assessment Methods
				T	P	IL		
		10,11	Writing the stroke order of characters in the text		2		CW	
			Pronunciation and writing			2		
8		2,3,4,5	Mid term test	1		10		MTT AS 2 starts and due
9	3.1	2,3,4,5,8,9,10,11	Pronunciation and character writing	2			L, D	
			Listening to new words and text		2		CW, QA	
			Workbook exercises			3		
10	4.1	2,3,4,6	Pronunciation, and introduction to third-tone sandhi and tone sandhi of “bù,	1			L, D	Q 2
			Workbook exercises		2		CW, QA	
			Pronunciation and character writing			2		
11	4.2	10,11	Chinese character writing	1			L	
			Dictation		2		CW	
			Character revision			3		
12	5.1	2,3,4	Pronunciation practice	1			L, D	
			Workbook exercises		2		CW, QA	
			Listening and pronunciation			3		
13	5.2	10,11	Introduction to the rules of character writing	1			L, D	ST 2
			Chinese character writing rules		2		CW, QA	
			Character writing			3		
14	6.1	2,3,4,6	Pronunciation practice	1			L, D	
			Workbook exercises		2		CW, QA	
			Workbook exercises			3		
15	6.2	10,11	Combined character strokes (1) and character writing	1			L, D	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Method	Assessment Methods
				T	P	IL		
			Exercises on combined strokes.		2		CW	
			Finding more example characters			3		
		10,11	Assignment: Complete the Chinese character book and workbook			08		AS 1 due
Total Notional Hours				15	30	55		

Teaching methods: L=Lecture, D=Discussion, CA=Class Work, QA=Questions and Answers, V=Videos

Assessments methods: MTT= Mid-Term Test, ESE=End Semester Examination, ST= Spot Tests, Q=Quiz, AS=Assignment

Assessment Strategy

Continuous Assessment	Q, ST-10%	40%
	AS 1-10%	
	AS 2-20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Mrs. P. N. N. D. Dayarathne (nimesha@ssh.rjt.ac.lk)	The Head of the Department will decide the teaching panel

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
End Semester Examination	After two weeks of study leave														

Recommended Reading:

- Liu, Xun. (1981). *New Practical Chinese Reader Textbook 1*. Beijing Language University Press.
- Liu, Zepeng. (2007). *Common knowledge about Chinese culture*. Higher Education Press

Course Title: Vocabulary and Grammar Structures I

Course Code: CHIN 11022 (15:30:55)

Course Capsule: Introduction to new words, Introduction to Chinese greetings and methods of addressing people, Basic sentence structure, Negation, and Interrogative negative questions, Prepositions, Adverbs, and Conjunctions.

Course Aim: To provide students with knowledge of vocabulary, word formation, and sentence pattern, enabling students to manage the usage of language in the Chinese working environment.

Course ILOs:

After completing this course, students should be able to:

1. acquire vocabulary and the usage of new words.
2. initiate and respond to greetings and exchange basic personal information.
3. apply the rules of word formation.
4. make sentences using basic grammatical components (subject-verb, subject-adjective agreement)
5. construct sentences with negative form.
6. make interrogative negative questions.
7. make alternative questions
8. practice the Chinese counting system (1-10)
9. use prepositions, adverbs, and conjunctions in sentences.

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Method	Assessment Methods
				T	P	IL		
1	1.1	1	Introduction to vocabulary, text, and notes	1			L, D	
			Reading and using new words		2		CW, QA	
			Reading practice			3		
2	1.2	2,3	Introduction to Chinese greetings and word order in Chinese sentence	1			L, D	Q 1
			Grammar practice		2		CW, QA	
			Chinese greetings			3		
3	2.1	1,2	Introduction to vocabulary, text, and notes	1			L, D	
			Reading and using new words		2		CW	
			Reading practice			3		
4	2.2	4,5	Sentences with adjectival predicate, and “Yes-No” questions	1			L, D	ST 1
			Grammar practice		2		CW, QA	
			Grammar review			3		
5	3.1	1	Introduction to new words, text, and notes	1			L, D	
			Reading, using new words and conversation		2		CW, QA	
			Reading practice			3		
6	3.2	6	Identifying and introducing people	1			L, D	
			Situational dialogues		2		CW, GM	
			Read related references			3		
7	4.1	1	Vocabulary explanation	1			L, D	
			Reading and using new words		2		CW, QA	
			Reading practice			4		

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Method	Assessment Methods
				T	P	IL		
8		1,2,3,4,5	Mid-term test			10		MTT AS 1 starts and due
9	4.2	2,3,4	Explanation on text, and notes, introduction to sentences with “shì, and other elements of grammar	1			L, D	Q 2
			Grammar practice		2		CW, QA	
			Constructing sentences with “shì”			2		
10	5.1	1	Vocabulary explanation	1			L, D	
			Reading and using new words		2		CW, QA	
			Reading practice			2		
11	5.2	1	Explanation of new words, text, and notes	1			L, D	ST 2
			New words and conversation practice		2		CW, GM	
			Lesson revision			3		
12	5.3	7,8	Introduction to counting system, sentences with “zài”, and questions with an interrogative pronoun	1			L, D	
			Chinese counting system and hand signals of numbers		2		CW	
			Grammar practice			3		
13	6.1	1	New words explanation	1			L, D	
			Reading and using new words		3		QA	
			Reading practice					
14	6.2	1	Text and notes explanation	1			L, D	
			Grammar practice		3		CW	
			Revision of grammar			3		
15	6.3	9	Introduction to sentences with a verbal predicate, and revision on lesson 1-6	1			L, D	Q 3
			Grammar practice		2		QA	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Method	Assessment Methods
				T	P	IL		
			Revision on difficult points			3		
		1, 3, 4	Assignment: Write an essay on myself			6		AS 2 starts and due before ESE
Total Notional Hours				15	30	55		

Teaching methods: L=Lecture, D=Discussion, V= Videos CA=Class Work, QA=Questions and Answers, GM=Group Method
 Assessments methods: MTT = Mid-term test, ESE=End Semester Examination, ST= Spot Tests, Q1=Quiz, AS=Assignment

Assessment Strategy

Continuous Assessment	Q, ST-10%	40%
	AS 1-10%	
	AS 2-20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Mrs. P. N. N. D. Dayarathne (nimesha@ssh.rjt.ac.lk)	The Head of the Department will decide the teaching panel

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
End Semester Examination	After two weeks of study leave														

Recommended Readings:

- Liu, Xun. (1981). *New Practical Chinese Reader Textbook 1*. Beijing Language University Press
- Liu, Zepeng. (2007). *Common knowledge about Chinese culture*. Higher Education Press

Course Title: Vocabulary and Grammar Structures II

Course Code: CHIN 12012 (15:30:55)

Course Capsule: Asking about someone's age and birthplace, Express likes, and dislikes, Measure words, Chinese currency, Question forms, Prepositions, Adverbs of Chinese, asking about time, express one's ability, permission, prohibition

Course Aim: To provide students with the skills to comprehend word formation, sentence pattern, and writing, enabling the students to interact with Chinese speakers.

Course ILOs:

After completing this course, students should be able to:

1. increase vocabulary, the usage of new words, and character writing
2. use determiners accurately in sentences
3. ask questions with long answers/ Ask alternative questions
4. usage of different measure words, structural components pertaining to them, and numbers.
5. express ideas about the place of work or study, nationality, and family
6. practice time words and usage of them in day-to-day situations
7. construct sentences with prepositional phrases, sentences with double objects, and adjectival predicate sentences
8. enhance the knowledge of optative verbs to express ability, permission, prohibition

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Method	Assessment Methods
				T	P	IL		
1	7.1	1,5	Introduction to vocabulary, text, and character writing	1			L, D	
			Reading and using new words		2		CW	
			Chinese character writing			2		
2	7.2	2,3	Introduction to notes, attributives express possession, V/A-notV/A questions, abbreviated questions with “ne”, the position of adverbs “yě” and “dōu”	1			L, D	
			Grammar practice		2		CW	
			Revision on grammar points			3		
3	7.3	2,3	Grammar practice	1			L, D	Q 1
			Reading practice and constructing sentences		2		CW, QA	
			Text reading			3		
4	8.1	1, 5	Vocabulary and text explanation, and character writing	1			L, D	
			Character writing and conversation practice		2		CW, GM	
			Practice character writing			3		
5	8.2	4	Introduction to notes, numbers, measure words, sentences with “yǒu”, questions with “ji” and “duōshao”	1			L, D	
			Counting system and measure words practice		2		CW	
			Read related references			3		
6	8.3	4	Grammar practice	1			L, D	ST 1

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Method	Assessment Methods
				T	P	IL		
			Reading practice		2		CW	
			Constructing sentences			3		
7	9.1	1	Introduction to vocabulary and character writing	1			L, D	
			Reading and writing characters		2		CW	
			Writing characters			4		
8		1,2,3,4	Mid term test	1		10		MTT AS 1 starts and due
9	9.2	5,6	Introduction to text, notes, time words, words that express time as adverbials, and sentences with a nominal predicate	1			L, D	
			Reading and conversation practice		2		CW, GM	
			Grammar practice			3		
10	10.1	1	Introduction to vocabulary and character writing	1			L, D	
			Reading and character writing		2		CW	
			Character writing			3		
11	10.2	5,7	Introduction to text, notes, prepositional phrases, and sentences with the double objects (1)	1			L, D	
			Grammar, text explanation and conversation practice		2		CW, QA	
			Revision on grammar points			3		
12	10.3	7	Grammar explanation	1			L, D	Q 2
			Reading and constructing sentences		3		CW, QA	
			Grammar practice			3		
13	11.1	1	Vocabulary and text explanation and write characters	1			L, D	
			Using words and writing characters		2		CW	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Method	Assessment Methods
				T	P	IL		
			Character writing			3		
14	11.2	8	Introduction to notes, and sentences with optative verbs, sentences express purpose	1			L, D	
			Reading and constructing sentences		2		CW, QA	
			Grammar review			2		
15	11.3	7	Introduction to the sentences with double objects (2)	1			L, D	ST 3
			Constructing sentences and conversation practice		3		CW, GM	
			Grammar review			2		
		1	Assignment: Make a booklet on structures of Chinese characters			8		AS 2 starts and is due before ESE
Total Notional Hours				15	30	55		

Teaching methods: L=Lecture, D=Discussion, CA=Class Work, QA=Questions and Answers, GM=Group Method
 Assessments methods: MTT = Mid-term test, ESE=End Semester Examination, ST= Spot Tests, Q1=Quiz, AS=Assignment

Assessment Strategy:

Continuous Assessment	ST-10%	40%
	AS 1-10%	
	AS 2-20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Mrs. P. N. N. D. Dayarathne (nimesha@ssh.rjt.ac.lk)	The Head of the Department will decide the teaching panel

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
End Semester Examination	After two weeks of study leave														

Recommended Readings:

- Liu, Xun. (1981). *New Practical Chinese Reader Textbook 1*. Beijing Language University Press.
- Liu, Zepeng. (2007). *Common knowledge about Chinese culture*. Higher Education Press

Course Title: Comprehension and Oral Communication I

Course Code: CHIN 12022 (15:30:55)

Course Capsule: Short reading passages and dialogues, Audio /video lessons

Course Aim: Students will comprehend textual content and practice the language through conversations in day-to-day life, enabling students to clarify the content of documents written in Chinese in a working environment

Course ILOs:

After completing this course, students should be able to:

1. use the language fluently in speaking, listening, reading, and writing in Chinese.
2. improve the usage of vocabulary, explain the meaning of unfamiliar words, sentences, and cross-sentence clues.
3. distinguish the main ideas in a text and retell parts of a story

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Method	Assessment Methods
				T	P	IL		
1	7.1	1	Listening and oral practice	1			L, D	
			Roleplay		2		CW	
			Listening practice			2	V	
2	7.2	1,2	Oral practice	1			L, D	
			Oral practicing on pictures		2		CW, QA	
			Picture description			2		
3	7.3	3	Introduction to comprehension	1			L, D	Q 1
			Answering questions		2		QA	
			Read related references			2		
4	8.1	1	Listening and Oral practice	1			L, D	
			Roleplay		2		CW	
			Listening practice			2	V	
5	8.2	1,2	Oral practice	1			L, D	
			Conversation practice		2		CW	
			Oral practice			3		
6	8.3	3	Introduction to comprehension	1			L, D	ST 1
			Answering comprehension questions		2		QA	
			Read related references			3		
7	9.1	1	Listening and oral practice	1			L, D	Q 2
			Role play		2		CW	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Method	Assessment Methods
				T	P	IL		
			Listening practice			3	V	
8		1	Mid term test	1		10		MTT AS 1 starts and due
9	9.2	1, 2, 3	Practice on oral skills	1			L, D	
			Answering comprehension questions		3		QA	
			Read related references			3		
10	10.1	1	Listening and oral practice	1			L, D	Q 3
			Practice on role play		2		CW	
			Listening practice			3	V	
11	10.2	1, 2	Oral practice	1			L, D	
			Practice on Chinese currency		2		CW	
			Practice on monetary units			3		
12	10.3	3	Comprehension practice	1			L, D	Q 4
			Answering comprehension questions		2		QA	
			Read related references			3		
13	11.1	1	Listening and oral practice	1			L, D	
			Roleplay		3		CW	
			Listening practice			3	V	
14	11.2	1,2	Oral practice	1			L, D	
			Conversation practice		2		CW, GM	
			Practice scheduling something			3		
15	11.3	3	Comprehension practice	1			L, D	ST 2

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Method	Assessment Methods
				T	P	IL		
			Answering comprehension questions		2		QA	
			Read related references			2		
		1	Assignment: Oral Test			8		AS 2 During study leave
Total Notional Hours				15	30	55		

Teaching methods: L=Lecture, D=Discussion, V=Videos, CA=Class Work, QA=Questions and Answers, GM=Group Method
 Assessments methods: MTT = Mid-term test, ESE=End Semester Exam, ST= Spot Tests, Q1=Quiz, AS=Assignment

Assessment Strategy:

Continuous Assessment	Q, ST-10%	40%
	AS 1-10%	
	AS 2-20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Mrs. P. N. N. D. Dayarathne (nimesha@ssh.rjt.ac.lk)	The Head of the Department will decide the teaching panel

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
End Semester Examination	After two weeks of study leave														

Recommended Readings:

- Liu, Xun. (1981). *New Practical Chinese Reader Textbook 1*. Beijing Language University Press.
- Liu, Zepeng. (2007). *Common knowledge about Chinese culture*. Higher Education Press

Course Title: Vocabulary and Grammar Structures III

Course Code: CHIN 21012 (15:30:55)

Course Capsule: Optative verbs, Sentences with serial verb phrases, Sentences with double objects, Particle “le”, Pivotal sentences

Course Aim: To provide the student with skills to comprehend word formation and sentence patterns, enabling student to speak closely to the native learners.

Course ILOs:

After completing this course, students should be able to:

1. improve vocabulary, usage of them, character writing, and listening
2. express need or necessity with sentences of subject-predicate phrase as predicate, alternative questions, sentences with optative verbs
3. improve communication skills, and comprehension, ask questions with extended answers and distinguish the main ideas in a text
4. use the language effectively in describing past events.
5. describe pivotal sentences
6. analyze all the grammar points of the textbook 1
7. making complaint or apology
8. passing on someone’s regards

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Method	Assessment Methods
				T	P	IL		
1	12.1	1	Introduction to vocabulary and writing characters	1			L, D	
			New words and stroke order practice		2		CW	
			Character writing			3		
2	12.2	2	Introduction to notes, sentences with a subject-predicate phrase as a predicate, alternative questions, optative verbs (2)	1			L, D	Q 1
			Oral practice		2		CW, QA	
			Grammar points review			3		
3	12.3	2	Grammar practice	1			L, D	
			Constructing sentences		2		CW	
			Reading practice			3		
4	12.4	3	Communication exercise	1			L, D	
			Picture describing		2		CW	
			Situational dialogues			3		
5	12.5	3	Comprehension practice	1			L, D	ST 1
			Answering comprehension questions		2		QA	
			Read related references			3		
6	13.1	1	Vocabulary explanation and writing characters	1			L, D	Q 2
			New words practice and character writing		2		CW, QA	
			Character writing			3		
7	13.2	4,5	Introduction to notes, particle “le”, pivotal sentences, and sentences with optative verbs (3)	1			L, D	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Method	Assessment Methods
				T	P	IL		
			Oral practice		2		CW	
			Grammar review			2		
8		1,2,3,4	Mid term test	1		8		MTT AS 1 starts and due
9	13.3	4,5	Grammar practice	1			L, D	
			Reading		3		CW	
			Grammar review			2		
10	13.4	3	Oral skills and comprehension practice	1			L, D	
			Reading, interpreting and answering comprehension questions		2		CW, QA	
			Read related references			3		
11	14.1	1	Vocabulary explanation and writing characters	1			L, D	
			New words, conversations practice and writing characters		3		CW, GM	
			Character writing			3		
12	14.2	6	Notes explanation, and grammar review	1			L, D	Q 3
			Constructing sentences and situational dialogues		2		CW, GM	
			Grammar review			3		
13	14.3	6	Grammar practice	1			L, D	
			Reading		2		CW	
			Constructing sentences			2		
14	14.5	7,8	Oral practice	1			L, D	
			Situational dialogues		2		CW, GM	
			Read related references			3		
15	14.6	3	Comprehension practice	1			L, D	ST 2

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Method	Assessment Methods
				T	P	IL		
			Answering questions		2		QA	
			Read related references			3		
			Assignment: Oral Test			08		AS 2 during study leave
Total Notional Hours				15	30	55		

Teaching methods: L=Lecture, D=Discussion, CA=Class Work, QA=Questions and Answers, GM=Group Method
 Assessments methods: MTT = Mid-term test, ESE=End Semester Examination, ST= Spot Tests, Q=Quiz, AS=Assignment

Assessment Strategy

Continuous Assessment	Q, ST-10%	40%
	AS 1-10%	
	AS 2-20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Mrs. P. N. N. D. Dayarathne (nimesha@ssh.rjt.ac.lk)	The Head of the Department will decide the teaching panel

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
End Semester Examination	After two weeks of study leave														

Recommended Readings:

- Li, Shujun. (2006). *Campus Talk*. Beijing Foreign Language Printing House
- Yuemei, Wu. (2009). *Chinese Language picture dictionary*. The Commercial Press

Course Title: Guided Writing and Compositions

Course Code: CHIN 21022 (30:15:55)

Course Capsule: Identify Chinese punctuation marks and enhance the format of writing formal documents, Picture descriptions, Write notes, notices, Invitations and wishes cards and letters, Application forms, Day journal

Course Aim: To guide the student to grasp basic written communication skills in Chinese and distinguish between spoken and written language, enabling student to strengthen their writing ability.

Course ILOs:

After completing this course, students should be able to:

1. improve vocabulary of written language and analyze Chinese punctuation marks
2. write different formats of documents.
3. translate simple documents.
4. Use components of Chinese writing effortlessly.

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Method	Assessment Methods
				T	P	IL		
1	1.1	1	Introduction to Punctuation Marks	1			L, D	
			Punctuation marks practice		2		CW, QA	
			Read related references			2		
2	1.2	1	Introduction to Punctuation Marks	1			L, D	Q 1
			Exercices on punctuation marks		2		CW	
			Read related references			2		
3	2.1	2	Designing student card and name card	1			L, D	
			Creating individual name cards and student cards		2		CW	
			Read related references			2		
4	3.1	2	Designing greeting cards	1			L, D	Q 2
			Creating cards		2		CW	
			Practicing making cards			3		
5	4.1	3	Introduction to picture description	1			L, D	Q 3
			Picture description		2		CW, QA	
			Oral practice on different situations			3		
6	5.1	3	Introduction to the structure of a written message, leave request	1			L, D	
			Writing messages and leave requests under certain situations		2		CW	
			Writing notes			2		
7	5.2		Practicing the form of an invitation	1			L, D	
			Writing invitation		2		CW	
			Writing invitation			3		
8		1,2,3	Mid term test	1		10		MTT

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Method	Assessment Methods
				T	P	IL		
								AS 1 starts and due
9	5.3	3	Describing the structure of a notice	1			L, D	
			Practice on writing notice		3		CW	
			Writing different notice			3		
10	6.1	4	Introduction to the structure of an essay or an article	1			L, D	
			Writing essays on various topics		2		CW	
			Read related references			3		
11	7.1	3	Introduction to the structure and content of a diary	1			L, D	
			Writing a diary		2		CW	
			Writing a diary			3		
12	8.1	3	Introduction to the structure of an informal letter, and addresses	1			L, D	ST 1
			Writing letters and addresses in Chinese		2		CW	
			Practicing different addresses			3		
13	8.1	3	Introduction to the structure of a formal letters 00	1			L, D	
			Writing formal letters		2		CW	
			Read related references			3		
14	8.2	3	Describing the structure of writing an e-mail	1			L, D	
			Writing an e-mail		2		CW	
			Practice in writing applications			2		
15	8.3	3	Analyzing how to complete an application	1			L, D	
			Writing application		2		CW	
			Writing different applications			3		

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Method	Assessment Methods
				T	P	IL		
			Assignment: Write a letter to your mother explaining your studies at the University			8		AS 2 starts and due before ESE
Total Notional Hours				15	30	55		

Teaching methods: L=Lecture, D=Discussion, CA=Class Work, QA=Questions and Answers, GM=Group Method
 Assessments methods: MTT= Mid-term test, ESE=End Semester Examination, ST= Spot Tests, Q1=Quiz, AS=Assignment

Assessment Strategy:

Continuous Assessment	Q, ST-10%	40%
	AS 1-10%	
	AS 2-20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Mrs. P. N. N. D. Dayarathne (nimesha@ssh.rjt.ac.lk)	The Head of the Department will decide the teaching panel

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
End Semester Examination	After two weeks of study leave														

Recommended Readings:

- Liu, Xun. (1981). *New Practical Chinese Reader Textbook 1*. Beijing Language University Press.

Course Title: Comprehension and Oral Communication II

Course Code: CHIN 22012 (15:30:55)

Course Capsule: Short reading passages and dialogues, The complement of state, Express completion or realization of action, Reduplication of a verb, Directional complement, Sentences with “ba”, Time measure complement, Comparative sentences with “bǐ”

Course Aim: To improve accurate writing and skills in the vocabulary of the Chinese language together with developing oral communication and comprehension skills through the textbook in a manner enabling the student to interact with Chinese people.

Course ILOs:

After completing this course, students should be able to,

1. use the vocabulary, and write characters efficiently and effortlessly
2. write sentences with components of state (1), past tense, and numbers
3. use advanced vocabulary for communication and for comprehension skills
4. describe simple directional complement, “ba” sentences, time measure complement
5. compare and describe a place
6. summarize and translate the text
7. read and write unfamiliar words.
8. determine the answer to the meaning of a passage

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Method	Assessment Methods
				T	P	IL		
01	15.1	1	Introduction to vocabulary and character writing	1			L, D	
			Using of new words and writing characters		2		CW, QA	
			Character writing			3		
02	15.2	2	Listening and introduction to the complement of state (1), particle “le”, reduplication of verbs, numbers 100-10000	1			L, D	Q 1
			Situational dialogues and counting system		2		CW	
			Grammar review and numbers practice			3		
03	15.3	2	Explanation on grammar	1			L, D	
			Constructing sentences		2		CW, QA	
			Grammar review			3		
04	15.4	3	Oral practice	1			L, QA	ST 1
			Reading and role-play		2		CW, GM	
			Reading practice			3		
05	15.5	3, 6, 7,8	Introduction to comprehension and composition	1			L, D	Q 2
			Interpreting and paraphrasing text		2		CW, QA	
			Read related references			3		
06	16.1	1	Vocabulary explanation and writing characters	1			L, D	Q 3
			Using new words and writing characters		2		CW	
			Writing characters			3		
07	16.2	4	Listening and describing simple directional complement, “ba” sentences, and time measure complement (1)	1			L, D	
			Conversation and grammar practice		2		CW, GM	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Method	Assessment Methods
				T	P	IL		
			Review grammar			3		
08		1,2,3	Mid term test	1		12		MTT AS 1 starts and due
09	16.3	3,4	Grammar and oral practice	1			L, D	
			Conversation practice		3		CW, GM	
			Grammar practice			2		
10	16.4	3, 6, 7, 8	Comprehension and composition practice	1			L, D	
			Answering comprehension questions		2		QA, CW	
			Read related references			2		
11	17.1	1	Describing vocabulary and writing characters	1			L, D	
			Using new words and write characters		3		CW, QA	
			Writing characters			2		
12	17.2	5	Listening, describing “de” phrase and comparison with “bi”	1			L, D	
			Grammar practice		2		CW	
			Listening			2		
13	17.3	3,5	Practice on oral skills	1			L, D	ST 2
			Situational dialogues		2		CW	
			Reading practice			2		
14	17.3	3	Oral practice	1			L, D	
			Practice role play		2		CW	
			Constructing sentences			2		
15	17.4	3, 6, 7,8	Comprehension and composition	1			L, D	ST 3
			Answering comprehension questions		2		QA, CW	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Method	Assessment Methods
				T	P	IL		
			Read related references			2		
			Assignment: Oral Test			8		AS 2 during study leave
Total Notional Hours				15	30	55		

Teaching methods: L=Lecture, D=Discussion, CW=Class Work, QA=Questions and Answers, GM=Group Method

Assessments methods: MTT = Mid-term test, ESE=End Semester Examination, ST= Spot Tests, Q1=Quiz, AS=Assignment

Assessment Strategy

Continuous Assessment	Q, ST-10%	40%
	AS 1-10%	
	AS 2-20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Mrs. P. N. N. D. Dayarathne (nimesha@ssh.rjt.ac.lk)	The Head of the Department will decide the teaching panel

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
End Semester Examination	After two weeks of study leave														

Recommended Readings:

- Liu, Xun. (1981). *New Practical Chinese Reader Textbook 1*. Beijing Language University Press.

Course Title: Chinese History and Culture

Course Code: CHIN 22022 (15:30:55)

Course Capsule: History /geography of China, History of Chinese characters, Writers, Poets' literary essays, articles, Prose and poetry, Festivals, Foods, and lifestyle of Chinese

Course Aim: To describe basic historical, geographical, social, and cultural information of China, enabling student to have a profound knowledge of the language environment and can easily communicate with Chinese people.

Course ILOs:

After completing this course, students should be able to:

1. describe Chinese culture and civilization.
2. explain Chinese culture and society.
3. clarify the work of Chinese writers and poets
4. describe the geography and climate of China.
5. name the main administrative regions and main cities of China.
6. make Chinese paper cutting, make Chinese Knots, and write Chinese calligraphy.
7. describe Chinese tea culture /Chinese clothing and festivals /Chinese food.

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Leaening Method	Assessment Methods
				T	P	IL		
01	01.1	1,2	Introduction to the Chinese history	1			L, D	
			Watch related videos		2		V, QA	
			Read related references			2		
02	02.1	1	Introduction to the history of Chinese characters (1)	1			L, D	
			Watch related videos		2		V, QA	
			Read related references			2		
03	02.2	1	Introduction to the history of Chinese characters (2)	1			L, D, V	Q 1
			Presenting ideas on Chinese history		2		CW, QA	
			Read related references			2		
04	03.1	3	Introduction to Chinese poetry: “Thoughts in a calm night” (Lǐ bái), “Get into the Stork tower” (Wáng zhǐ huàn)	1			L, D	
			Answering questions		2		QA, CW	
			Read related references			3		
05	04.1	3	Introduction to Chinese prose: story of “Drawing legs to the Snake”	1			L, D	Q 2
			Giving comments and answering questions		2		QA	
			Review on comments			2		
06	04.2	3	Introduction to Chinese prose: the story of “Growing Flowers” (Lǎo shě)	1			L, D	
			Answering questions		2		QA	
			Read related references			2		
07	05.1	4	Introduction to Chinese Culture: China and the ancient city Beijing	1			L, D	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Leaening Method	Assessment Methods
				T	P	IL		
			Watch related videos		2		V, QA	
			Read related references			3		
08		1,2	Mid term test	1		10		MTT AS 1-starts and due
09	05.2	5	Introduction to Chinese Culture: Great wall, Commercial city Shanghai	1			L, D	
			Watch related videos		2		V, QA	
			Read related references			3		
10	05.3	6	Introduction to Chinese Culture: paper cutting and Chinese calligraphy	1			L, V, D	Q 3
			Paper cutting and calligraphy		3		CW	
			Read related references			3		
11	05.4	7	Introduction to Chinese festivals: New Year, Mid-Autumn Festival	1			L, D, V	Q 4
			Making new year food		3		CW	
			Read related references			2		
12	05.5	7	Introduction to Chinese festivals: Dragon Boat Festival	1			L, D, V	Q 5
			Presenting ideas and comparing Chinese and Sri Lankan festivals		2		CW, QA	
			Read related references			2		
13	05.6	7	Introduction to Chinese Culture: Chinese cuisine	1			L, D, V	
			Answering questions		2		QA, CW	
			Describe more Chinese foods			3		

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Leaening Method	Assessment Methods
				T	P	IL		
14	05.7	7	Introduction to Chinese Culture: Chopsticks	1			L, D, V	
			Training students in Chinese food culture		2		CW	
			Using chopsticks			3		
15	05.8	7	Introduction to Chinese Culture: Martial arts	1			L, D, V	ST 1
			Practicing some steps of Martial art		2		CW	
			Watch related videos			3	V	
			Assignment: PPT presentation on above one of the topics			10		AS 2-during study leave
Total Notional Hours				15	30	55		

Teaching methods: L=Lecture, D=Discussions, V=videos, CW=Class Work, QA=Question and answers, GM=Group Method
 Assessments methods: MTT = Mid-term test, ESE=End Semester Examination, Spot Tests=ST; Q=Quiz, AS=Assignment.

Assessment Strategy

Continuous Assessment	Q, ST-10%	40%
	AS 1-10%	
	AS 2-20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Mrs. P. N. N. D. Dayarathne (nimesha@ssh.rjt.ac.lk)	The Head of the Department will decide the teaching panel

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
End Semester Examination	After two weeks of study leave														

Recommended Readings:

- Liu, Zepeng. (2007). *Common knowledge about Chinese culture*. Higher Education Press

Course Title: Grammar, Comprehension and Oral Communication

Course Code: CHIN 31012 (15:30:55)

Course Capsule: Usage of resultative complement, Passive sentences, Usage of comparative structure, Complements of time and action, Usage of verb modification with particles and conjunction, Explain six basic functional complements of a Chinese sentence, Progressive aspect /state of continuous actions/ completion of an action, Usage of conjunctions, Short and long reading text, Paragraph reading, Audio-video lesson

Course Aim: To provide learner to apply advanced grammar structures and further enhance students' Chinese communication ability to listen, speaking, reading, and writing in a manner that, enabling the student to interrelate well within a Chinese environment.

Course ILOs:

After completing this course, students should be able to:

1. use new vocabulary to describe differences in specific situations and character writing
2. analyze audio aids and answer the questions
3. use passive sentences and comparative structures
4. usage of verb modification with particles and conjunctions
5. communication more effectively and effortlessly
6. distinguish main ideas in a text, summarize and translate different texts
7. practice the language with day-to-day life conversation
8. describe six basic functional components of a Chinese Sentence

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Method	Assessment Methods
				T	P	IL		
1	18.1	1	Vocabulary explanation and character writing	1			L, D	
			Usage of new words to construct sentences		2		CW, QA	
			Writing characters			3		
2	18.2	2,3	Listening, describing notes and the resultative complement, passive sentences	1			L, D	Q 1
			Reading and grammar practice		2		CW, QA	
			Listening and reading			3	V	
3	18.3	2, 4,6	Oral practice	1			L, D	
			Reading practice		2		CW	
			Grammar review			3		
4	18.4	2,4,6	Oral practice	1			L, D	
			Role play		2		CW	
			Reading practice			2		
5	18.5	5,6	Introduction to comprehension	1			L, D	ST 1
			Answering questions		2		QA	
			Read related references			3		
6	19.1	1	Vocabulary explanation and character writing	1			L, D	
			Using of new words and writing characters		2		CW	
			Writing characters			3		
7	19.2	2,3	Listening and describing comparative structure, time measure complement (2), and serial verb phrase (2)	1			L, D	
			Grammar practice		2		CW, QA	
			Grammar review			2		

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Method	Assessment Methods
				T	P	IL		
8		1,2,4	Mid term test	1		12		MTT AS 1-starts and due
9	19.3	3,	Oral practice	1			L, D	Q 2
			Conversation practice		3		CW, GM	
			Reading practice			3		
10	19.4	3,4,6	Practice comprehension	1			L, D	
			Answering questions		3		QA	
			Read extra articles			3		
11	20.1	1,2	Vocabulary explanation, character writing, and listening	1			L, D	ST 2
			Using of new words and writing characters		2		CW, QA	
			Writing characters			3		
12	20.2	2, 7	Listening, analyzing notes, and six basic functional components of a sentence	1			L, D	
			Grammar practice		2		CW	
			Grammar review			3		
13	20.3	7,8	Oral practice	1			L, D	
			Constructing sentences		2		CW	
			Reading practice			3		
14	20.4	7,8	Oral practice	1			L, D	
			Situational dialogues		2		CW	
			Reading practice			3		
15	20.5	5,6	Comprehension practice	1			L, D	Q 3
			Answering questions		2			

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Method	Assessment Methods
				T	P	IL		
			Read related references			3		
			Assignment: Translating a passage			8		AS 2-starts due before ESE
Total Notional Hours				15	30	55		

Teaching methods: L=Lecture, D=Discussion, CW=Class Work, QA=Question and Answer, GM=Group Method
 Assessments methods: MTT = Mid-term test, ESE=End Semester Examination, Spot Tests=ST; Q=Quiz, AS=Assignment.

Assessment Strategy

Continuous Assessment	Q, ST-10%	40%
	AS 1-10%	
	AS 2-20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Mrs. P. N. N. D. Dayarathne (nimesha@ssh.rjt.ac.lk)	The Head of the Department will decide the teaching panel

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
End Semester Examination	After two weeks of study leave														

Recommended Readings:

- Liu, Xun. (1981). *New Practical Chinese Reader Textbook 1*. Beijing Language University Press. ISBN7-5619- 1129-7

Course Title: Communication for Business Chinese

Course Code: CHIN 31022 (15:30:55)

Course Capsule: Business letters and documents, Information on history, geography, resources, Culture and society of Sri Lanka, Visit travel agencies and hotels, Writing business card, job titles, Describe organizational structure, Practical session on job interviews, Booking air tickets, Making time schedules, How to give directions to somebody on company location, Shopping in internet, How to make a budget, How to consult a business customer

Course Aim: To improve letter writing, translating Chinese documents and text to mother tongue, IT skills and make tour itineraries, enabling student to work within a Chinese working environment.

Course ILOs:

After completing this course, the students should be able to:

1. use business communication vocabulary to handle business occasions
2. write a personal resume and business letters
3. describe Sri Lanka and historical places.
4. read and analyze tour itineraries and arrange tour plans for Chinese.
5. translate documents.
6. introduce business clients to the public and do business consulting
7. use Chinese keyboard /sougou shurufa /Chinese social media

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Method	Assessment Methods
				T	P	IL		
1	1.1	1	Introduction to business communication	1			L, D, V	Q 1
			Describing new business terms and conversations		2		CW, V	
			New words and phrases practice			2		
2	1.2	1	Introduction to usiness talks	1			L, D, V	
			Describing new business terms and conversations		2		CW, V	
			Practicing on using business terms			2		
3	2.1	2	Introduction to the structure of a CV	1			L, D	Q 2
			Guiding students to write cv		2		CW, QA	
			Individually writing cv			3		
4	3.1	2	Introduction to the structure of a business letter (2)	1			L, D	
			Writing a business letter		2		CW, QA	
			Writing business letters in different fields			2		
5	4.1	3	Describing Places	1			L, D, V	Q 3
			Describing places		2		CW, QA	
			Practice on describing places			2		
6	4.2	4	Introduction to the structure of the Tour Itinerary	1			L, D	
			Arranging tour plans		2		CW, QA	
			Writing tour itineraries			2		
7	4.3	4	Visiting travel agencies and hotels	1				
					2			
						12		

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Method	Assessment Methods
				T	P	IL		
8		1,2	Mid term test	1		4		MTT AS 1-starts, due
9	5.1	5	Introduction to the rules of translating: birth certificate	1			L, D	ST 1
			Translating a birth certificate		2		CW, QA	
			Practicing on more documents			2		
10	5.2	5	Translating educational certificate	1			L, D	
			Translating educational certificate		3		CW, QA	
			Practice on more documents			3		
11	5.3	5	Translating company agreement	1			L, D	
			Translating company agreement		3		CW, QA	
			Review on legal terms			3		
12	5.4	5	Writing Minutes: write company minutes and an affidavit	1			L, D	Q 4
			Practice on writing minutes and affidavit		2		CW, QA	
			Practicing on affidavit and minutes			3		
13	6.1	6	Introduction to practical sessions on job interview	1			L, D	
			Practice on facing an interview		2		CW, QA	
			Practice on special terms			2		
14	7.1	6	Handling business occasions: Book an air ticket, make a time schedule, give directions to somebody on the company location	1			L, D	ST 2
			Giving directions to somebody at the company location		2		CW, QA	
			Practice on business conversation			3		
15	7.2	6,7	Handling business occasions: Shop online, make a budget, consult a business customer, recognize the typing system in Chinese	1			L, D, V	
			Practicing Chinese typing system, watch videos		2		CW	
			Oral practice			3		

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Method	Assessment Methods
				T	P	IL		
			Assignment: Translate an official document			8		AS 2-starts and due before ESE
Total Notional Hours				15	30	55		

Teaching methods: L=Lecture, P=Practical, FV=Field visit, D=Discussion, IL=Independent Learning, V=Videos, GM=Group Method
 Assessments methods: MTT = Mid-term test, ESE = End-semester examination, Spot Tests=ST, Q=Quiz, AS=Assignment

Assessment Strategy:

Continuous Assessment	Q, ST-10%	40%
	AS 1-10%	
	AS 2-20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Mrs. P. N. N. D. Dayarathne (nimesha@ssh.rjt.ac.lk)	The Head of the Department will decide the teaching panel

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
End Semester Examination	After two weeks of study leave														

Economics

Course Title: Elementary Microeconomics 1

Course Code: ECON 11012 (30:00:70)

Course Capsule: Introduction to Microeconomics, Microeconomics and Macroeconomics, Positive statements and Normative statements, Needs, Wants and Scarcity, Opportunity Cost, Production possibility frontier, Factor of productions and their characteristics, The fundamental Economic problems, Economic systems, and their characteristics, Alternative approach to solving real economic problems, Market mechanism: Demand, Supply and price, Market equilibrium, Consumer surplus, Producer surplus, Elasticity of demand and supply, Government intervention to the market and deadweight loss.

Course Aim: To provide basic knowledge on the concepts of microeconomics, principles of microeconomics, and the microeconomic way of thinking enabling students to apply this knowledge and skills to identify the microeconomic issues in the real world.

Course ILOs:

After completing this course, students should be able to:

1. explain the basic concepts of Microeconomics & Economics as Social Sciences
2. differentiate Microeconomics and Macroeconomics
3. explain Positive statements and Normative statements
4. describe the Needs, Wants, and Scarcity
5. describe Opportunity Cost and application of Production possibility frontier,
6. list Production Factors and their characteristics
7. explain fundamental Economic problems
8. describe Economic systems and explain the alternative approach to solve fundamental economic problems
9. explain how markets work, market failure, and how market prices are determined
10. evaluate the impacts of government intervention on market
11. describe and calculate consumer surplus and producer surplus,
12. calculate Elasticity of demand and supply

Lesson Sequence

Week	Lesson No.	Related ILO.	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
1	1	1	Discussing basic concepts of economics	2		3	L, D	
2	1	1,2	Explaining difference between microeconomics and macroeconomics	2		9	L, D	
3	1	1,3	Explaining positive statements and normative statements	2		3	D	AS1 start
4	2	1,4	Discussing needs, wants and scarcity concepts	2		3	L, PL	
5	3	1,5	Describing & discussing opportunity cost and application of production possibility frontier	2		5	L,D	
6	4	6	Identifying production factors and their characteristics	2		3	L, D	AS1 due
7	5	7	Explaining fundamental economic problems	2		7	L, D	AS2 start
8	6	8	Describing economic systems and their characteristics	2		4	L	
9	6	8	Determining an alternative approach to solve fundamental economic problems	2		4	L, D	
10			Presentations by students			2		SP
11	7	9	Explaining market mechanism: demand, supply, and price	2		6	L, D	
12	7	9	Describing & calculation of market equilibrium	2		8	L,D	AS2 due
13	8	10	Identifying the impacts of government intervention on market, deadweight loss	2		5	L,D, PL	
14	8	10, 11	Describing and calculate consumer surplus and producer surplus	4		4	L,D	
15	9	12	Identifying & calculating elasticity of demand and supply	2		4	L,D,Q	
Total Notional Hours				30		70		

Teaching methods: L=Lecture, D=Discussion, Q=Questioning, PL=Peer Learning

Assessments methods: AS = Assignment, SP= Student's Presentations

Assessment Strategy:

Continuous Assessment	Assignments 01 - 10%	40%
	Assignments 02 - 10%	
	Student's Presentation -20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Mr. HGKN Bandara (bandara@ssh.rjt.ac.lk)	Mr. HGKN Bandara (bandara@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Independent Learning															
Assignments															
Student's Presentations															
End-semester theory examination	after 2 weeks of study leave														

Recommended Reading:

- Guell, R. (2018). Issues in Economics Today: McGraw Hill
- Hall, R. E., and Lieberman, M. (2005). Introduction to Economics: Thompson South-Western
- Layton, A., Robinson, T. and Tucker, I.B. (2009). Economics for Today: Cengage Learning

Course Title : Elementary Macroeconomics I

Course Code: ECON 11022 (20:20:60)

Course Capsule: Introduction to Macroeconomics, Macroeconomic objectives, variables, policies and instruments, Circular flow of economic activities, National income accounting, Introduction to business cycles, Money- Definition, properties, functions, and different types of money. Demand for money and supply of money, High powered money, money multiplier, the velocity of money, quantity theory of money, Monetary system in Sri Lanka, The role of financial intermediaries, Introduction to commercial banking, Introduction to International Trade and Finance.

Course Aim: To make students aware of macroeconomics concepts enabling students to apply this knowledge and skills to identify the macroeconomic issues in the real world around them by understanding how the economy works at the aggregate level.

Course ILOs:

After completing this course, students should be able to:

1. distinguish the difference between macroeconomics and microeconomics
2. define macroeconomic objectives, macroeconomic variables, macroeconomic policies, macroeconomic problems, and macroeconomic instruments.
3. develop the relationship between the actors' economic activities in an economy as a circular flow of income.
4. calculate the GDP/GNP using the Production, Income, and Expenditure method
5. explain aggregate price level and inflation
6. describe the stages of business cycles.
7. explain the role of money and its functions, characteristics of good money, factors affecting demand for money.
8. calculate the different types of money supply, money multiplier, and velocity of money.
9. describe and distinguish the role of financial institutions in an economy.
10. discuss the advantages and disadvantages of international trade.

Lesson Sequence

Week No.	Lesson No.	Related ILO/s	Lesson Title	Total (Hours)			Teaching /Learning Methods	Assessment Method
				T	P	IL		
1	1.1	1	Defining macroeconomics Discussing the difference between microeconomics and macroeconomics	1	2	4	L, D	AS 1 Start
	1.2	1,2	Learning macroeconomic objectives, macroeconomic variables, macroeconomic policies, and macroeconomic instruments for macroeconomic management.	1		2	L	
2	2.1	3	Explaining the circular flow of economic activities	1	2	4	L, D	Q 1
3, 4	3.1	4	Measuring GDP/GNP using production, income and expenditure method	2	2	4	L	AS1 due
5	4	4	Calculating national income accounts in Sri Lanka	1	2	2	L	Q2
6	5	5	Identifying aggregate price level and inflation	1		2	L	
7	6	6	Describing business cycles	1	2	4	D	
8,9	7.1	e	Explaining money and the role of money in an economy	1		4	L, D	Q3, AS 2 start
10	7.2	7	Explaining demand for money	1		3	L, D	
	7.3	7, 8	Calculating supply of money such as M1, M2, M2b, and M4	1	2	4	L, D	Q 4
11	7.4	7,8	Explaining different concepts regarding money supply in an economy such as high-powered money, money multiplier, the velocity of money,	2		4	L,D	AS 2 due
	8.1	9	Identifying monetary system	1	2	4	D	AS 3 start
12	8.2	9	Discussing the role of financial intermediaries	1		4	D	
13	8.3	8	Discussing of commercial banking	1		4	L,D	AS 3 due
	8.4	8	Illustrating the money creation process	1	2	4	L, D	Q5
14	9	9	Discussing of Central Banking of Sri Lanka	1		3	L,D	

Week No.	Lesson No.	Related ILO/s	Lesson Title	Total (Hours)			Teaching /Learning Methods	Assessment Method
				T	P	IL		
15	10.1	10	Discussing of international trade and finance	1	2	4	L, D	
	10.2	10	Explaining the international financial system	1	2		L, D	
Total Notional Hours				20	20	60		

Teaching methods: L=Lecture, D=Discussion

Assessments methods: AS = Assignment, Q= Quiz

Assessment Strategy:

Continuous Assessment	Assignments 01	-10%	40%
	Assignments 02	-10%	
	Assignments 03	-10%	
	Quizzes (05)	10% (02 Marks for each)	
End Semester Examination			60%
Total			100%

Course Coordinator	Teaching Panel
Mr. HABW Hettiarachchi (hettiarachchi@ssh.rjt.ac.lk)	Mr. HABW Hettiarachchi (hettiarachchi@ssh.rjt.ac.lk) Prof. SWGK Bulankulama (gkbulankulama@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															

Independent Learning																
Assignments																
Quizzes																
End-semester theory examination	after 2 weeks of study leave															

Recommended Reading

- Blanchard, O. (2017). *Macroeconomics*: Pearson.
- Lieberman, M. and Hall R. (2013) *Principles and Applications of Macroeconomics*: Cengage.
- Mankiw, N. G. (2016). *Macroeconomics*: Worth Publishers.

Course Title: Elementary Microeconomics II

Course Code: ECON 12012 (30:00:70)

Course Capsule: Consumer behavior, concepts of utility and marginal utility, utility maximization, Producer behavior: production function, short-run, and long-run production, total production, the average production, and marginal production, Law of diminishing marginal returns and the law of returns to scale, the theory of cost: direct cost and indirect cost, accounting cost and economic cost, Determinant of short-run and long-run costs, economies and diseconomies of scale, the shape of cost curves, Determination of profits, Market structure: perfectly competitive market, monopoly, monopolistic competition and oligopoly, Market failure: reasons for market failures, externalities, public goods, merit and demerit goods, Factor markets and determinants of factor prices.

Course Aim: To extend further knowledge of basic Microeconomic theories and concepts, enabling students to develop their understanding of the application of microeconomics concepts in the real world.

Course ILOs:

After completing this course, students should be able to:

1. explain the basic theories of Microeconomics that help in decision-making in real life
2. describe the behavior of the customer for the decision-making process in real life
3. explain and realize the behavior of the Producer for the decision-making process of real world
4. explain, and discuss the theory of cost and shape of cost curves
5. list out the Determination of profits
6. analyze and discuss different types of Market Structures
7. explain the Market failure: reasons for market failures, externalities, public goods, merit, and demerit goods
8. explain the behavior of Factor markets and determinants of factor prices

Lesson Sequence

Week	Lesson No.	Related ILO.	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
1	1	1	Discussing overview of basic economics theories & concepts for decision making process	2		3	D, L	
2	2	1,2	Explaining the behavior of the customer, including concepts of utility and marginal utility, utility maximization	2		7	L, D	AS1 start
3	3	3	Determining the behavior of producer including production function, the difference between short-run and long-run production,	2			L, D	
4	3	3	Calculating and illustrate total production, the average production, and marginal production,	2		4	L,D	
5	4	4	Explaining and discuss the theory of cost & shape of cost curves	2		6	L, D	AS1 due
6	4	4	Explaining the determinants of short-run and long-run costs, economies, and diseconomies of scale	2		7	L, D	
7	5	5	Discussing the determination of profits and calculate profits	2			D,	
8	6	6	Explaining & discussing perfect competition market behavior	2		6	L, D	AS2 start
9	7	6	Explaining & discussing behavior of monopoly market	2		8	L,D	
10	8	6	Explaining & discussing behavior of monopolistic competition Market	4		3	L, D	
11	8	6	Graphically illustrating profit maximization SR and LR in a monopolistic market			2	D	
12	9	6	Explaining & discuss oligopoly market behavior	2		4	L, D	AS2 due

13	10	7	Discussing the market failure: reasons for market failures, externalities, public goods, merit, and demerit goods	2		13	L,D	
14	11	8	Explaining the behavior of factor markets and determinants of factor prices	2		7	L, D	
15			Review & conclusion	2			D	
Total Notional Hours				30		70		

Teaching methods: L=Lecture, D=Discussion

Assessments methods: AS = Assignment

Assessment Strategy

Continuous Assessment	Assignments 01 - 15% Assignments 02 - 25%	40%
End Semester Examination		40%
Total		100%

Course Coordinator	Teaching Panel
Mr. HGKN Bandara (bandara@ssh.rjt.ac.lk)	Mr. HGKN Bandara (bandara@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Independent Learning															
Assignments															
End-semester theory examination	after 2 weeks of study leave														

Recommended Reading:

- Dwivedi, D.N. (2010). Microeconomics: Theory and Applications: McGraw Hill
- Layton, A., Robinson, T. and Tucker, I.B. (2009). Economics for Today: Cengage Learning
- Taylor, T., Greenlaw, S.A. and Dodge, E. (2014). Principles of Microeconomics: [OpenStax](#)

Course Title: Elementary Macroeconomics II

Course Code: ECON 12022 (20:20:60)

Course Capsule: The evaluation of macroeconomic thoughts, Consumption (C), investment (I) and savings (S), Determination of equilibrium level of national income in a simple, closed and open economy, Budget: government revenue (R), expenditure (G), budget deficits/surplus, Balance of payment and its main accounts, Aggregate demand and aggregate supply, the theory of consumption: Introduction to Keynesian, lifecycle and permanent income hypothesis, the theory of investment: Introduction to classical and neoclassical models, Macroeconomics issues: inflation, unemployment, types of inflation and unemployment, causes of inflation and unemployment, Exchange rates, international trade and finance, Macroeconomic policies

Course Aim: To create an awareness of various macroeconomics methodologies and the theoretical macroeconomics structure, which is related to the aggregate economy enabling students to apply this theoretical and practical knowledge to select and explain the most appropriate macroeconomic policies for macroeconomic management.

Course ILOs:

After completing this course, students should be able to:

1. describe the principles of macroeconomic theories
2. evaluation of macroeconomic thoughts
3. derive the consumption and saving functions.
4. calculate the equilibrium level of national income of simple, closed, and open economy, different types of savings, and expenditure multiplier.
5. list the sources of government revenue and expenditures while calculating budget deficit/surplus.
6. explain the theory of consumption and Theory of investment.
7. discuss the macroeconomic issues and appropriate macroeconomic policies and instruments for macroeconomic management.
8. explain balance of payment and its main accounts
9. describe the different types of exchange rate regimes and examine the impact of the depreciation of the exchange rate

10. apply knowledge of macroeconomic policy formulations

Lesson Sequence

	Lesson No.	Related ILO/s	Lesson Title	Total (Hours)			Teaching /Learning Methods	Assessments
				T	P	IL		
1	1	1, 2	Introducing to macroeconomics: evaluation of macroeconomic thoughts,	2	2	4	L,D	
2	2	3	Explaining Consumption (C), investment (I), and savings (S)	1		4	L	AS1 start
3	3.1	3, 4	Determination of national equilibrium level in the simple, closed, and open economy using the income-expenditure method ($Y=E$)	2	2	4	L	Q1
4	3.2	3, 4	Determination of national equilibrium level in a simple, closed, and open economy using leakages and injection methods ($W=J$).	2	2	4	L	AS 1 due
5	4	1, 3	Aggregate demand (AD) and aggregate supply (AS) model	1	2	4	L	
6	5	5	Budget: government revenue (R), expenditure (G), budget deficits/surplus	2	2	4	L, D	AS 2 start
7	6.1	6	Consumption and savings: Keynesian analysis	1	2	8	L	
	6.2	6	Theory of consumption: Keynesian consumption function				L	Q 2
	6.3	6	Lifecycle theory of consumption, the permanent theory of hypothesis of consumption				L	
	6.4	6	Theory of investment: Classical and Neo-classical models.	1		L		
8,9	10	7	Macroeconomic issues: inflation	1	2	4	L, D	AS2 due
10		7	Macroeconomic issues: unemployment	1		4	L, D	
11	11	8	Balance of payment and its main accounts	2	2	4	L,D	
12		9	Exchange rates, international trade and finance - i	1		4	L	AS 3 start
13		9	Exchange rates, international trade and finance – ii	1	2	4	L, D	

	Lesson No.	Related ILO/s	Lesson Title	Total (Hours)			Teaching /Learning Methods	Assessments
				T	P	IL		
14		1,7, 10	Macroeconomic policies	1	2	4	L, D	AS 3 due
15		1, 7, 10	Macroeconomic policies	1		4	L, D	
Total Notional Hours				20	20	60		

Teaching methods: L=Lecture, D=Discussion

Assessments methods: AS = Assignment, Q= Quiz

Assessment Strategy:

Continuous Assessment	Assignments 01 - 10%	40%
	Assignments 02 - 10%	
	Assignments 03 - 10%	
	Quizzes (02) - 10% (05 Marks for each)	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Mr. HABW Hettiarachchi (hettiarachchi@ssh.rjt.ac.lk)	Prof. RPIR Prasanna (prasannarjt@ssh.rjt.ac.lk) Mr. HABW Hettiarachchi (hettiarachchi@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Assignments															
Quizzes															
End-semester theory examination	after 2 weeks of study leave														

Recommended Reading:

- Blanchard, O. (2017). Macroeconomics: Pearson Education
- Gregory, M.N. (2016). Macroeconomics: Worth Publishers
- Leeds, M. A., Peter, V.A. and R. C. Schiming. (2006). Macroeconomics: Pearson Education

Course Title: Intermediate Microeconomics

Course Code: ECON 21012 (30:00:70)

Course Capsule: Mathematical foundations of microeconomic theory, Consumers' preferences and budget constraints, Theory of production, Theory of cost, Introduction to profits, Market structures and equilibrium in the short run and long run.

Course Aim: To give students a conceptual basis and the necessary tools for understanding modern microeconomics at the intermediate level. In the context of this theoretical framework the course will explore a number of applied microeconomic issues such as consumer behavior, producer behavior and market structure, enabling students to apply this knowledge and skills to solve the microeconomic issues in the real world.

Course ILOs:

After completing this course, students should be able to:

1. describe the theory in microeconomics at an intermediate level
2. analyze the economic behavior of individuals and firms using practical knowledge
3. apply economic principles to a range of policy questions

Lesson Sequence

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessments
				T	P	IL		
1	1	1	Discussing basic concepts of Economics	2		4	L, D	
2	2	1,2	Consumers' preferences and budget constraints: cardinal utility approach, consumer equilibrium	2		4	L, D	
3	3	1,2	Consumers' preferences and budget constraints: ordinal utility approach, indifference curves, analysis, consumer equilibrium,	2		4	L,D	AS1 start
4	3	1,2	Income effect & substitution effect,	1		4	L, D	
			Hicks and Slutsky approaches, normal goods, inferior goods and Giffen goods, derivation of demand curve	1		6	L,D	
5	4	1,2,3	Theory of production: short run & long run production functions, technical progress and production function, isoquant and iso-cost, producer equilibrium, multiproduct firm, factor substitution, marginal rate of technical substitution (MRTS),	2		6	L,D	AS1 due
6		1,2	Presentations by students	2		5	L, D	SP
7	5	2,3	Homogenous and non-homogenous production function, Cobb-Douglas production function, CES production function and its properties.	2		4	D	
8	6	2,3	Theory of cost: cost function, short run and long run, shape of the TC, TVC, MC, AC and AVC, relation between AC and MC in short run	2		4	L, D	AS2 start
9	7	2,3	Derivation of long run cost curves, traditional and modern theory of cost, relationship between costs and production.	2		5	L	
10	8	2,3	Introduction to profits: profit maximization, cost minimization	2		5	L, D	
11	9	3	Market structures and equilibrium in the short run and long run: PC market	2		4	L, D	AS2 due
12	9		Presentations by students	2		4		SP
13	9	3	monopoly, monopolistic competition,	2		3	L,D	
14	9	3	Oligopoly (with application of game theory)	2		4	L,D	

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessments
				T	P	IL		
15	10	3	Factor markets, factor price determination.	2		4	L,D	
Total Notional Hours				30		70		

Teaching methods: L=Lecture, D=Discussion

Assessments methods: AS = Assignment, SP= Student's Presentation

Assessment Strategy

Continuous Assessment	Assignments 01 - 10% Assignments 02 - 10% Student's Presentation -20%	40%
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Mr. HGKN Bandara (bandara@ssh.rjt.ac.lk)	Mr. HGKN Bandara (bandara@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Independent Learning															
Assignments															
Student's Presentations															
End-semester theory examination	after 2 weeks of study leave														

Recommended Reading:

- Hubbard, G., and O'Brien, A. (2019). Microeconomics: Pearson Education
- O'Sullivan, A., Sheffrin, S., and Perez, S. (2017). Microeconomics: Principles, Applications, and Tools: Pearson Education
- Perloff, J. (2018). Microeconomics: Pearson Education

Course Title: International Economics

Course Code: ECON 21052 (15:30:55)

Course Capsule: Introduction to international trade, The Mercantilist's view on trade, trade based on absolute advantage and comparative advantage, Gains from specialization and exchange, Factor endowment and the Heckscher-Ohlin theory, Factor price equalization and income distribution, Balance of payments and protectionism, Foreign exchange rates and foreign exchange markets, International factor movement: labor and capital, Sri Lanka's international trade

Course Aim: To provide a foundation of international trade theory and finance to facilitate students' understanding of critical economic issues that result from a country's interaction with the rest of the world, enabling students to apply this knowledge and skills to identify and solve the international economics issues in the real world.

Course ILOs:

After completing this course, students should be able to:

1. describe the basic theories in international trade and finance
2. explain how trade affects relative factor prices across the nations
3. evaluate the functions of the foreign exchange market

Lesson Sequence

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessments
				T	P	IL		
1	1	1	Introduction to international trade	2	-	2	L, D	
2	2	1	The Mercantilist's view on trade	2	-	4	L, D	
3	3	1	Trade based on absolute advantage and comparative advantage	2	-	5	L, D	
4	4	2	Gains from specialization and exchange	2	-	5	L, D	Q1
5	5	1	The Heckscher-Ohlin theory	2	-	5	L	AS 1 start
6	6	1	Tariff; Partial Equilibrium Analysis of a Tariff	2	-	5	L	
7	7	1	Non Tariffs Trade Barriers	2	-	5	L	AS 1 due
8	8	1	Economics Integrations	2	-	5	L	
9	9	2	Trade Agreements	2		5		Q2
10	10	1,2	International Resource movement	2		5	L, D	AS 2 start
11	11	1,2	Balance of payments	2		5	L, D	
12	12	1,2,3	Foreign exchange rates	2		5	L, D	AS 2 due
13	13	1,2,3	Foreign exchange markets	2	-	5	L, D	
14	14	2,3	Sri Lanka's international trade	2	-	6	L	Q3
15	15	1,2,3	Review	2	-	3	L, D	
Total Notional Hours				30	-	70		

Teaching methods: L=Lecture, D=Discussion

Assessments methods: AS = Assignment, Q= Quiz

Assessment Strategy

Continuous Assessment	Assignments 01 - 10% Assignments 02 - 15% Quizzes (03) - 15% (05 Marks for each)	40%
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End Semester Examination	60%
Total	100%

Course Coordinator	Teaching Panel
Prof. SWGK Bulankulama (bulankulama@ssh.rjt.ac.lk)	Prof. SWGK Bulankulama (bulankulama@ssh.rjt.ac.lk) Mr. HABW Hettiarachchi (buddhikarjt@gmail.com) Mr. HGKN Bandara (bandara@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Independent Learning															
Assignments															
Quizzes															
End-semester theory examination	after 2 weeks of study leave														

Recommended Reading:

- Appleyard, D., Field A. and Cobb, S. (2008). International Economics :UoL Study Guide
- Dominick, S. (2016). International Economics – Trade and Finance: Wiley.
- Sodersten, B. and Reed, G. (1994). International Economics: Macmillan.

Course Title: Intermediate Macroeconomics

Course Code: ECON 22012 (20:20:60)

Course Capsule: Introduction to intermediate macroeconomics, IS-LM model, Applying the IS-LM model, Demand management policy, The labor market, AS-AD model, AS-AD model and economic fluctuations, understanding economic growth and development, Foreign exchange and the global economy, fiscal and monetary policy under AS-AD, Stabilization policy: demand-side stabilization measures, supply-side stabilization measures

Course Aim: To create an awareness of various aspects of macroeconomic theories and the latest developments in the field enabling students to apply this theoretical and practical knowledge to analyze current economic problems in the world.

Course ILOs:

After completing this course, students should be able to:

1. demonstrate macroeconomic knowledge
2. explain the Good market equilibrium and money market equilibrium to derive AD curve
3. calculate the equilibrium level of national income and interest rate
4. explain the demand management policies and their impact on IS-LM equilibrium
5. describe the labor market and its components
6. examine the economy in the long-run
7. analyze the impact of monetary and fiscal policy under the Ad-As model.
8. apply the knowledge for policy implications

Lesson Sequence

Week No.	Lesson No.	Related ILO/s	Lesson Title	Total (Hours)			Teaching /Learning Methods	Assessments
				T	P	IL		
1	1	1	Introduction to Intermediate macroeconomics	1		4	L,D	
2	2	1, 2	The Goods Market – Consumption, Investment, and Government Spending	2	2	4	L, D	AS 1 start
3	3.1	2	Asset market and LM curve , properties of LM curve	1		4	L, D	Q 1
4	4.1 4.2	2	Commodity Market, Goods market and IS curve properties of IS curve	2	3	4	L, D	AS 1 due
5	5	2, 3	Goods and Financial Markets: Building the IS-LM model: part I	2		4	L, D	
6	6	2, 3,4	Equilibrium of the goods and asset markets (IS-LM analysis): part II	2	3	4	L, D	Q 2
7	7	2,7	Putting All Markets Together – The AD-AS Model	1		4	L, D	
8, 9	8.1	8	Macroeconomic issues: inflation, unemployment, population growth, govt. budget, budget deficit, crowding out	1	3	4	L, D	AS 2 start
10	9	5	The Labor Market – Unemployment and Wages	2	3	4	L, D	
11	10	8	The Phillips Curve, Natural Rate of Unemployment, and Inflation Study Reference 1- Chapter 8, page 157 to 175	1		4	L, D	AS 2 due
12	11	2,6	Supply-side economics, Neoclassical Theory, and supply-side economics: economic growth and productivity. Economic Growth I: Saving, Capital Accumulation, and Output	1	3	5	L	
13	12	2,4, 6	Economic Growth II: Technological Progress and Growth	1	3	4	L, D	AS 3 start
14	13	6	Development and Sustainable development	1		4	L, D	
15	14	8	Foreign exchange and the global economy	2		4	L, D	AS3 due
Total Notional Hours				20	20	60		

Teaching methods: L=Lecture, D=Discussion

Assessments methods: AS = Assignment, Q= Quiz

Assessment Strategy:

Continuous Assessment	As1 - 10%	40%
	As2- 10%	
	As3- 10%	
	Quizzes (02) - 10% (05 Marks for each)	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Mr. HABW Hettiarachchi (hettiarachchi@ssh.rjt.ac.lk)	Prof. RPIR Prasanna (prasannarjt@ssh.rjt.ac.lk) Mr. HABW Hettiarachchi (hettiarachchi@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Practical		■		■		■		■	■	■		■	■		
Independent Learning	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Assignments		■							■				■		
Quizzes			■			■						■			
End-semester theory examination	after 2 weeks of study leave														

Recommended Reading:

- Blanchard, O. and D. R. Johnson. (2017). *Macroeconomics*: Pearson Education
- Mankiw, N. G. (2016). *Macroeconomics*. New York: Worth Publishers
- Williamson, S. (2014). *Macroeconomics*: Pearson Education

Course Title: Economics of Entrepreneurship and SMEs

Course Code: ECON 22042 (20:20:60)

Course Capsule: Exploring entrepreneurship, Economics in entrepreneurship, entrepreneurs' responsibilities to individuals and community, Prepare for entrepreneurship and business, Types of business and ownership, Analysing and generating finances, financial statements, financial ratios, return on investment, break-even point, time value of money.

Course Aim: To help students discover the value of entrepreneurship and the importance of SMEs in development, skills on entrepreneurship, and the economic way of thinking through a series of carefully selected articles, videos, discussion guides, hand-outs and activities, enabling students to apply this knowledge and skills to become an entrepreneur.

Course ILOs:

After completing this course, students should be able to:

1. explain the role and importance of entrepreneurship for economic development
2. analyze the business environment and identify business opportunities
3. develop a business plan for a new venture, considering prevailing economic conditions

Lesson sequence

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessments
				T	P	IL		
1.	1.1	1	Defining what is meant to be an entrepreneur and entrepreneurship, who can become an entrepreneur	1		4	L, GD	
2.	1.2	1	Characteristics of successful entrepreneurs, value of learning about entrepreneurship	1		4	L, GD	
3.	1.3	1	Factors impacting the emergence of entrepreneurship, examine trends in business start-ups in recent decades	1		4	L, GD	
4.	2.1	1	Entrepreneur's role in creating value	1		4	L, GD	AS1- start
5.	2.2	1	Economic growth and the entrepreneur, macroeconomic relevance of entrepreneurship	2		4	L, GD	
6.	2.3	1	Entrepreneurs' responsibilities to individuals and community	2		4	L, GD	AS 1: due
7.	3.1	2	Explaining the purpose and types of a business plan	2	3	4	L, GD	SP
8.	3.2	2	How to use creative thinking to generate ideas, SWOT analysis and identifying business opportunities	2	3	4	L, GD	
9.		2 & 3	Market research, feasibility study, learn how to identify competitors, sources of finance, legal issues	2	2	4	L, GD	
10.	4.1	2 & 3	Types of business, liability and its legal obligation from entrepreneurs, define small medium enterprises (SME)	2	2	4	L, GD	AS 2: Start
11.	4.2	2 & 3	Liability and its legal obligation from entrepreneurs, define small medium enterprises (SME)	1	2	5	L, GD	
12.	5.1	2 & 3	Financial statements, financial ratios, return on investment, break-even point, time value of money	1	2	5	L, GD	
13.	5.2	2 & 3	Financial statements, financial ratios, return on investment, break-even point, time value of money	1	2	5	L, GD	

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessments
				T	P	IL		
14.	6.	3	Presenting the business plan		4	5	L, GD	AS 2 - due
15.	7.	1,2, 3	Review	1			L, GD	
Total Notional Hours				20	20	60		

Teaching methods: L=Lecture, GD=Discussion

Assessments methods: AS = Assignment, SP=Student Presentation

Assessment Strategy:

Continuous Assessment	Assignments 01 - 10%	40%
	Assignments 02 - 10%	
	Presentation -20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Dr. SAU Niranjala (niranjala@ssh.rjt.ac.lk)	Dr. SAU Niranjala (niranjala@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Assignments															
Student Presentation															

End-semester theory examination	after 2 weeks of study leave
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Recommended Reading:

- Parker, S.C. (2018). *The Economics of Entrepreneurship*, 2nd edition. Cambridge University Press.
- Donald F.K. (2013). *Entrepreneurship: Theory, Process, Practice*, 9th edition. Cengage Learning.
- Pontus, B.(2008), *Entrepreneurship, Knowledge and Economic Growth*. Now Publishers.

Course Title: Development Economics

Course Code: ECON 31022 (30:00:70)

Course Capsule: Introduction to development economics, Growth & development: measurement, process, empirical evidence, Common characteristics of the developing countries, Classic theories of development: Linear-Stages Theories (Rostow's stages of growth, The Harrod Domar Growth Model), Structural Change Models (The Lewis theory of development), The International-Dependence Revolution, The Neo-classical Counter-Revolution, Solow neoclassical growth model New growth theories: endogenous growth, theory of big-push Financing development (capital and saving, financial system and development) Guiding development: markets vs. controls (the role of government in development, good governance) Development and institutions, Development and environment, Development and globalization.

Course Aim: To provide an in-depth introduction to the multidisciplinary field of development studies with a rigorous understanding of different theories and approaches in the development field. The course further offers the students to acquire sound knowledge of specific factors which determine the growth and prosperity of the developing nations and an in-depth understanding of strategies for fostering development, enabling students to apply this knowledge and skills to development of rural areas in the country.

Course ILOs:

After completing this course, students should be able to:

1. describe classic theories of development
2. describe the contemporary model of development
3. critically analyze the development issues and challenges faced by the developing nations

Lesson Sequence

Week	Lesson No.	Related ILO.	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
1	1	1	Introduction to development economics	2		5	L, D	
2	2	1,2	Growth & development: measurement, process, empirical evidence	2		5	L, D	
3	3	1,2	Common characteristics of the developing countries	2		5	L,D	AS1 start
4	4	1,2	Classic theories of development: Linear-Stages Theories (Rostow's stages of growth, The Harrod Domar Growth Model),	2		5	L, D	
5	4	1,2	Structural Change Models (The Lewis theory of development),	2		5	L,D	AS1 due
6		1,2,3	Presentations by students	2		5		SP
7	4	1,2,3	The International-Dependence Revolution, The Neo-classical Counter-Revolution, Solow neoclassical growth model	2		5	D, L	
8	4	2,3	New growth theories: endogenous growth, theory of big-push	2		5	L, D	AS2 start
9	5	2,3	Financing development (capital and saving, financial system and development)	2		5	L,D	
10	6	2,3	Guiding development: markets vs. controls (the role of government in development, good governance)	2		5	L, D	
11		1,2,3	Presentations by students	2		5		SP
12	7	3	Development and institutions	2		5	L,D	
13	8	3	Development and environment	2		5	L	
14	9	3	Development and globalization	2		5	L,D	
15		1,2,3	Review (summary)	2		-	D	
Total Notional Hours				30		70		

Teaching methods: L=Lectures, D=Discussion

Assessments methods: AS = Assignment, SP – Student's Presentation

Assessment Strategy

Continuous Assessment	As1- 10% As2- 10% Student's Presentations -20%	40%
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Ms. JMG Lalani (lalani@ssh.rjt.ac.lk)	Ms. JMG Lalani (lalani@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Independent Learning															
Assignments															
Student Presentation															
End-semester theory examination	after 2 weeks of study leave														

Recommended Reading:

- Bardhan, P. and Udry, C. (1999). Development Microeconomics: Oxford University Press.
- Ghatak, S. (2005). Introduction to Development Economics: Routledge.
- Todaro M. P. and Stephen, C.S. (2003). Economic Development: Pearson Education.

Course Title: Project Planning and Appraisal

Course Code: ECON 31032 (25:10:65)

Course Capsule: Introduction to project planning and analysis, Project planning cycle, Project management and management techniques, financial analysis of projects, Benefits- cost ratio, environmental impact assessment; Economic analysis the rationale for economics analysis, social cost-benefit analysis: basic arguments for social cost-benefit analysis.

Course Aim: To provide theoretical and empirical knowledge of investment project planning and appraisal procedures. It will make the students familiar with financial planning, analysis, selection, and implementation and review the capital expenditure investments, enabling students to apply this knowledge and skills to handle a project in the real world.

Course ILOs:

After completing this course, students should be able to:

1. explain fundamentals of project planning and appraisal techniques
2. apply the knowledge of project planning and appraisal in practice
3. develop new project proposals (business and development) and project evaluation reports

Lesson Sequence

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessments
				T	P	IL		
1	1.1	1	Introduction to project planning and analysis	1	-	4	L, D	Q1
2	2.1	1	Project planning cycle	2	-	6	L, D	
3	2.2	1,2	Problem identification and statement: Needs assessment, project activities	1	-	4	L, D	
4	3.1	1	Approaches to project planning: results-based approach and activity driven approach	2	-	4	L	AS 1 start
5	3.2	1,2	The logical framework analysis, objective oriented project planning	2	-	4	L,D	
6	4.1	2	Feasibility studies, Project formulation / preparation of project reports	2	2	4	L,D	AS 1 due
7	5.1	1	Project management and management techniques	2	-	4	L, GD	Q2
8	6.1	1,2	Financial analysis of projects: shadow price calculation	2	-	6	L, D	
9	6.2	1	Net present value, internal rate of returns,	2	-	4	L, D	
10	6.3	1,2	Benefits- cost ratio, environmental impact assessment	2	3	4	L, SGD	AS 2 start
11	6.4	1,2	Economic analysis the rationale for economics analysis, the process and elements of economic analysis	2	2	4	L,D	
12	6.5	1,2	Social cost-benefit analysis: basic arguments for social cost-benefit analysis	2	-	4	L, GD	AS 2 due
13	6.6	2,3	Social impact assessment	1	3	4	L,D	
14	6.7	1,2,3	Sensitivity analysis	1	-	4	L, GD	Q3
15	7.1	1,2,3	Review	1	-	5	L, D	
Total Notional Hours				25	10	65		

Teaching methods: L=Lecture, D=Discussion, SGD= Small Group Discussion

Assessments methods: AS = Assignment, Q=Quiz

Assessment Strategy

Continuous Assessment	As1- 15%	40%
	As2- 10%	
	Quizzes (03) -15%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Prof. SKN Gamage (naraddagamage@ssh.rjt.ac.lk)	Prof. RPIR Prasanna (prasannarjt@gmail.com) Prof. SKN Gamage (naraddagamage@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Assignments															
Quizzes															
End-semester theory examination	after 2 weeks of study leave														

Recommended Reading:

- Gido, J. and Clements, J. (2018). Successful Project Management: Cengage Learning.
- Kerzner, H. (2009). Project Management: A Systems Approach to Planning, Scheduling, and Controlling: John Wiley.
- Meredith J.R. and Mantel, S.J. (2000). Project Management: A Managerial Approach: John Wiley & Sons

Education

Course Title: Introduction to Education

Course Code: EDUC 11012 (30:00:70)

Course Capsule: Definitions of education, Philosophical perspectives, Pioneers in Sri Lankan education, Teachers' rights and responsibilities, Students' rights and responsibilities, Multicultural education and the school system in Sri Lanka, Characteristics of effective, classrooms and schools, Teacher professional development, Significance of education in a knowledge society

Course Aim: To provide a basic introduction to Education Science and facilitate students to examine teacher's role and the student's role in a multicultural society enabling students to make use of philosophical teaching for a better learning teaching environment in real classroom situations.

Course ILOs:

After completing this course, students should be able to;

1. define the term "education"
2. analyze the unique characteristics of teaching as a profession
3. evaluate the education field as a job-creating and job available field at national and international levels
4. explore the service of pioneers in Sri Lankan education
5. explain the roles of the teachers
6. describe the rights of students
7. evaluate the multicultural approaches and the educational system in Sri Lanka
8. describe the characteristics of effective classrooms and schools
9. analyze and explain the manner to conclude the course

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching /Learning Methods	Assessment Methods
				TL	P	IL		
1	1	1	Introduction to the concept of education	2		5	L	
2	2	1	Concept of education from a philosophical point of view	2		5	L,LD	
3	3	2	Unique characteristics of teaching as a profession	2		8	D	
4	4	2	Unique characteristics of teaching as a profession	2		5	D,PBL	
5	5	3	Education field as a job-creating field at national and international levels Pioneers in Sri Lankan education	2				
			Education field as a job-creating field at national and international levels Pioneers in Sri Lankan education Mid Semester Examination			5	PBL,D	AS I Start
6	6	3	Education field as a job-creating field at national and international levels Pioneers in Sri Lankan education	2		5	L,D	AS I Due
7	7	4	Service of pioneers in Sri Lankan education	2		5	L,D	
8	8	4	Service of pioneers in Sri Lankan education	2		7	L	
9	9	5	Roles of the teachers	2		5	LD	
10	10	5	Roles of the teachers	2		5	LD	
11	11	6	Rights of students					
			Explanation why the knowledge on students' rights and teachers' right is important for teachers in their professional lives	2				AS 2 Start
12	12	7	Multicultural approaches and the educational system in Sri Lanka	2		4	BS	
13	13	8	Characteristics of effective classrooms and schools	2		2	BS	AS 2 Due
14	14	8	Characteristics of effective classrooms and schools	2		2	L,D	
15	15	9	Sumarizing the course content	2		7	LD	
Total notional hours				30		70		

Teaching methods: L=Lecture, D=Discussion, LD=Lecture Discussion, BS=Brain Storming, PBL=Problem Based Learning

Assessments methods: AS=Assignments

Assessment Strategy

Continuous Assessment	AS 1–20%	40%
	AS 2–20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Pannel
Dr. W.K.D. Keerthirathne (keerthirathna@ssh.rjt.ac.lk)	Dr. W.K.D. Keerthirathne (keerthirathna@ssh.rjt.ac.lk) Mr. H.G.C. Sampath (chamindas@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
End Semester Examination	After two weeks of study leave														

Recommended Reading:

- Bartlett, S., Burton, B. (2016). *Introduction to education*. SAGE Publications Ltd.
- අබේපාල, ආර්. (2016). *තුලනාත්මක අධ්‍යාපනය සහ අධ්‍යාපනයේ නව ප්‍රවණතා ගැටළු*. සාර ප්‍රකාශන. කොට්ටාව.
- ජාතික අධ්‍යාපන ආයතනය. (2011). *අධ්‍යාපන ප්‍රතිසංස්කරණවල නොනිමි කර්තව්‍ය*. ජාතික අධ්‍යාපන ආයතනය. මහරගම.

Course Title: Comparative and International Education

Course Code: EDUC 11022 (27:06:67)

Course Capsule:

The concept of comparative education, Main characteristics of education systems of different nations: India, USA, Australia and Japan, Lessons from other nations for improving the education system in Sri Lanka, The evolution of the education system in Sri Lanka.

Course Aim:

To teach and guide students to examine the educational systems of other countries enabling students to compare education system in Sri Lanka with education systems of other countries.

Course ILOs:

After completing this course, students should be able to;

1. explain the concept of comparative education
2. describe the development of the education system in Sri Lanka from very early times to date
3. describe the main characteristics of education systems of different countries: India, USA, Australia and Japan
4. examine aspects that can be taken from India, USA, Australia and Japan for improving the education system in Sri Lanka
5. compare different types of education systems from the past to present

Lesson Sequence:

Week	Lesson No.	Related number	ILO	Lesson Title	Time (hours)			Teaching / Learning Methods	Assessment Methods
					L	P	IL		
1	1	1		Concepts of Comparative and International Education	2		5	L	
2	2	2, 3		Sri Lankan education system	2		2	L,D	
3	3	2, 3		Education systems of India, Japan, USA, Australia	2		2	L,D	
4	4	4		Sri Lankan education system which prevailed before establishment of Buddhism	2		5	L,D	
5	5	4		Education system in the Anuradhapura period	1		2	L	
				Different types of education institutions in Buddhist education system-make a chart		2	6	p	
6	6	4		Education system in the Anuradhapura period	2		-	L	AS 1 Start
				AS1-explain the importance of learning Comparative and International education for teachers			3		
7	7	4		Education system in the Portuguese period	2		5	GD	
8	8	4		Education system in the Dutch period	1		5	L	
				Education system in Portuguese and Buddhist education systems		2	6	P	
9	9	4		Education system in the British period	2		2	L	AS 1 Due
10	10	3,4		Education system in the British period	2		5	L	AS 2 Start
				AS12-compare Dutch and British education systems in Sri Lanka					
11	11	4,5		Education systems in Portuguese, Dutch and British colonial periods	2		2	GD	

12	12	4,5	Educational development in the Dr CWW Kannangara's period	2		2	L	
13	13	4, 5	Education system and development after independence	2		5	L,D	AS 2 Due
14	14	4	Major Educational reforms in the 1990s	2		2	L,D	
15	15	1,2,3,4	Need of educational reforms in 21 century	1		2	L	
			Educational issues at National and International levels-make a Power Point Presentation		2	6	P	
			Total notional hours	27	06	67		

Teaching methods: L=Lecture, P=Practical, D=Discussion, Group Discussion=GD

Assessments methods: AS- Assignment

Assessment Strategy

Continuous Assessment	AS 1–20%	40%
	AS 2–20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Pannel
Prof. B.M.S. Bandara (senevi@ssh.rjt.ac.lk)	Prof. B.M.S. Bandara (senevi@ssh.rjt.ac.lk) Mr. H.G.C.Sampath (chamindas@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
End Semester Examination	After two weeks of study leave														

Recommended Reading:

- Blum, D., Ullman, C. (2012). *The globalization and corporatization of education: the limits and liminality of the market mantra*. International Journal of Qualitative Studies in Education, 25 (4)
- Blum, D., Ullman, C. (2012). The globalization and corporatization of education. The limits and liminality of the market mantra. *International Journal of Qualitative Studies in Education*. 25 (4).
- Desai, V., Potter, R. B. (Eds.). (2014). *The companion to development studies*. London. Rutledge.
- Harber, C. (2014). *Education and international development: theory, practice and issues*. Oxford. Symposium Books.
- කුලරත්න. ජී. ඒ. (2016). *බ්‍රිතාන්‍ය යුගයේ ලංකා අධ්‍යාපනය*. සාර ප්‍රකාශන. කොට්ටාව.
- ජයවර්ධන, ඒ. (2016). *ශ්‍රී ලංකාවේ පෘතුගීසි හා ලන්දේසි අධ්‍යාපනයේ ප්‍රතිපත්ති*. සාර ප්‍රකාශන. කොට්ටාව.
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Course Title: Educational Philosophy

Course Code: EDUC 12012 (21:16:63)

Course Capsule: Origins of Philosophy, Basic Principles of Education, Education Philosophy, Philosophical perspectives in education, Philosophers in education, Lifelong education, and Current trends in education, Philosophical teachings and the 21st century education.

Course Aim: To guide students to comprehend the educational process from a philosophical point of view enabling students to make use of philosophical teachings in order to search for solutions in educational issues with that knowledge.

Course ILOs:

After completing this course, students should be able to;

1. describe the origin of philosophy
2. examine the philosophical foundation of education
3. analyze the basic principles of education
4. evaluate the ethical-philosophical basis of education
5. compare and contrast educational views of philosophers
6. analyze impact of philosophical views on curriculum development
7. discuss importance of life-long education in a knowledge society / learning society
8. analyze the philosophical aspects of modern trends and problems in education
9. evaluate the reciprocal relationships between community development and education
10. search for solutions to issues of education in the 21st century education with the assistance of philosophical knowledge

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching / Learning Methods	Assessment Methods
				T	P	IL		
1	1	1	Origin of philosophy	2		3	L	
2	2	2	Philosophical foundation of education	2		2	D	
3	3	3	Aims and objectives of education in Sri Lanka	2		4	D,L	
4	4	3	School types and levels of education	2		5	D	
5	5	4	Reviewing Philosophical perspectives in Education	2		3	D	
6	6	4,5,6	Philosophical views of Plato, Rousseau	1	2	2	P,GD	
			Philosophical views of Plato, Rousseau Mid semester Examination		2	2	P	AS I-Start
7	7	4,5,6	Philosophical views of Dewey, Mahatma Gandhi			5	GD	
			Philosophical views of Dewey, Mahatma Gandhi					
8	8	4,5,6	Philosophical views of Tagore, CWW. Kanangara, J.E. Jayasooriya		4	5	P,GD	
			Philosophical views of Tagore, CWW. Kanangara, J.E. Jayasooriya					AS 1-Due
9	9	4,5,6	Impact of philosophical views on curriculum development	2		5	D	
10	10	7	Importance of Life-long Education in a knowledge society/ Learning Society	2		5	D	

11	11	8	Philosophical aspects of modern trends and problems in education		4	5	P	AS 2-Start
			PowerPoint presentation on analyzing the philosophical aspects of modern trends and problems in education					
12	12	8	Philosophical aspects of modern trends and problems in education		4	4	P	
			PowerPoint presentation on Analyzing the philosophical aspects of modern trends and problems in education					AS 2-Due
13	13	8	Reciprocal relationships between community development and education	2		4	D	
14	14	9	Solutions to issues of education in the 21st century education with the assistance of philosophical knowledge	2		4	L,D	
15	15	10	Solutions to issues of education in the 21st century education with the assistance of philosophical knowledge	2		5	L,D	
			Total notional hours	21	16	63		

Teaching methods: L=Lecture, P=Practical, D=Discussion. GD=Group Discussion

Assessments methods:AS=Assignment

Assessment Strategy

Continuous Assessment	AS 1–20%	40%
	AS 2–20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Pannel
Dr. W.K.D. Keerthirathne (keerthirathna@ssh.rjt.ac.lk)	Dr. W.K.D. Keerthirathne (keerthirathna@ssh.rjt.ac.lk) Mr. H.G.C.Sampath (chamindas@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
End Semester Examination	After two weeks of study leave														

Recommended Reading:

- Carr, Wilfred. (2005). *Philosophy of Education*, Rout ledge T & F. Great Britain.
- Dhawan, M.L. (2005). *Philosophy of education*. Published Isha books. Delhi
- Giroux, Henry. (2011). *On Critical Pedagogy*. Continuum Press.
- Noddings, Nel. (2012). *Philosophy of Education*. Westview Press.
- Vallikkat, Santhosh. (2012). *Philosophy of Education*. APH Publishing Corporation. New Delhi.
- අබේපාල, ආර්. (2019). *අධ්‍යාපන දර්ශනයේ පෙරදිග චින්තන පැතිකඩ*. සාර ප්‍රකාශන. කොට්ටාව.
- කාරියවසම්, සී. (2018). *අධ්‍යාපනයේ දාර්ශනික මං පෙත්*. සාර ප්‍රකාශන. කොට්ටාව.
- චන්ද්‍රසේකර, එච්.එම්. (2018). *අධ්‍යාපනයේ දාර්ශනික පදනම*. සාර ප්‍රකාශන. කොට්ටාව.
- විරසිංහ, හෙන්රි. (1991). *අධ්‍යාපන දර්ශන ප්‍රවේශය*. නිපුණ එන්ටර්ප්‍රයිසස්. නුගේගොඩ.

Course Title: Educational Sociology

Course Code: EDUC 12022 (22:14:64)

Course Capsule: Origins of Sociology and Educational Sociology, Use of Educational Sociology for a teacher, Concepts in socialization, Globalization and education, Culture and education, Social mobility and education, Definitions of curriculum. Basic curriculum development theories, Curriculum and education.

Course Aim: To guide students to view the educational process from a sociological point of view enabling students to apply sociological knowledge to search for solutions to current educational issues effectively.

Course ILOs:

After completing this course, students should be able to;

1. discuss the origin of Sociology
2. explain education sociology
3. illustrate the concept of socialization
4. evaluate the impact of globalization on education
5. study the relationship between culture and education
6. explore the major sociological theories on education
7. analyze school curriculum in Sri Lanka from a sociological point of view
8. improve skills in community relation through the school and community project

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching / Learning Methods	Assessment Methods
				T	P	IL		
1	1	1	Origins of Sociology and Educational Sociology	2		5	D	
2	2	2	Origin of educational Sociology and uses of Educational Sociology for a teacher	2		2	L,D	AS 1-Start
3	3	3	Concept of socialization	2		5	L,D	
4	4	3	Family and school as agents of socialization	1		5	GM	
			PowerPoint presentation on school as an agent of socialization		2			
5	5	3	Religious institutes, and media as agents of socialization		4	5	GM	AS 1- Due
			Power point presentations on religious institutes and media as agents of socialization				GM	
6	6	4	Impact of globalization in education		4	5	PM	
7	7	5	Relationship between culture and education	2		4	L,D	
8	8	5	Relationship between culture and education	2		4	L	
9	9	5	Sociology in School	2		4	D	
10	10	6	Relationship between social mobility and Education	2		5	D	
11	11	6	Relationship between social classes and education	2		4	D	
12	12	7	Basic curriculum theories	1		4	D	AS 2-Start

			Project report on basic curriculum, relationship between curriculum and the school education in Sri Lanka and suitability of present school curriculum for 21 st century					
13	13	7	Relationship between curriculum and the school education in Sri Lanka	2		4	PM	
14	14	7	Suitability of present school curriculum for 21 st century	2		4	D	AS 2-Due
15	15	8	Skills in community relation through the school and community project		4	4	GM	
			Total notional hours	22	14	64		

Teaching methods: L=Lecture, D=Discussion, GM=Group Method, PM=Project Method

Assessments methods: AS=AssignmentD

Assessment Strategy

Continuous Assessment	AS 1–20%	40%
	AS 2–20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Pannel
Dr. W.K.D. Keerthirathne(keerthirathna@ssh.rjt.ac.lk)	Dr. W.K.D. Keerthirathne(keerthirathna@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
End Semester Examination	After two weeks of study leave														

Recommended Reading:

- Arum, R., Beattie. IR., Ford. K. (2010). *The structure of Sociology*. Sage publication. California.
- Beteille, A. (2011). *Class, Caste and Power*. Oxford University Press
- Haralambos, M. Heald, R.M. (2003). *Sociology themes and perspectives*. Oxford University Press.
- Kelly, AV. (2004). *The Curriculum theory and practice*. London. Sage
- Kennedy, Paul. (2000). *Global Challenges at the beginning of twenty first century*. Adult education & development. Oxford Clarcdon press.
- Marker, N.S. (2008). *Educational Sociology M. Francis Abraham, Modern Sociological Theory and Introduction*. Oxford University Press.
- Nambissan, Geeta. & Srinvasa, Rao. (2012). *Sociology of Education in India — Changing Contours & Emerging Concerns*. Oxford.
- ගලගමගේ, එස්. (2008). *අධ්‍යාපන සමාජවිද්‍යාව*. සිද්ධි මුද්‍රණාලය. පත්තිපිටිය.
- ජයසේන, ඒ. (2010). *අධ්‍යාපන සමාජවිද්‍යාව*. එස් ගොඩගේ සහෝදරයෝ. කොළඹ.

Course Title: Educational Psychology

Course Code: EDUC 21012 (18: 24:58)

Course Capsule: Introduction to Education Psychology, Origin of Psychology and Educational Psychology. Uses of Educational Psychology for a teacher in teaching, Principles of child development -Basic concepts, practices , stages , Emotional and intellectual development, Theory and practice of learning, Attention, Perception and Memory, Students approaches to learning, Constructive learning approach and development of 21st century learning skills, Transfer of leaning. Motivation for learning, basic motivation theories, Creating learning environments

Course Aim: To guide students to view the educational process from a psychological point of view enabling students to use this psychological knowledge for creating a student friendly learning environment when recruited to teacher service or any other equivalent job.

Course ILOs:

After completing this course, students should be able to;

1. analyze origin of Psychology
2. describe Educational Psychology
3. discuss importance of studying child development in the learning teaching process
4. design a schedule for measuring intellectual development of children
5. compare and contrast learning theories
6. discuss influence of hereditary and environmental factors etc. in learning
7. amalgamate constructive approaches to learning
8. analyze uses of creativity in learning
9. revise the course content

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
1	1	1	Origin of Psychology	2		2	L,D	
2	2	2	Educational Psychology and uses of educational psychology for a teacher	2		5	L,D	
3	3	3	Importance of studying child development for teachers	2		5	D,P	
4	4	3	A schedule for measuring intellectual development of children		4	5	FV	
5	5	4	Learning theories	2		2	D	AS I-Start
6	6	4	Behavioral learning theories		4	5	GP	
7	7	4	Gestalt learning		4	4	GP	
8	8	4	Cognitive learning theories		4	4	GP	AS 1-Due
9	9	5	Factors affecting learning: attention and perception	2		4	D	
10	10	5	factors affecting learning: forgetting and memory	2		5	D	
11	11	6	Transfer of leaning	2		5	GP	

12	12	6	Motivation for learning	2		3	D	
13	13	6	Learning approach and development of 21st century learning skills		4	2	PD	
			Panel discussion on constructive learning approach and development of 21st century learning skills					AS 2-Start and Due
14	14	7	Creativity in learning	2		5	L,D	
15	15	8	Summerizing the course content		4	2	D	
			Total notional hours	18	24	58		

Teaching methods: L=Lectures, P=Practical, FV=Field visit, D=Discussion, PD=Panel Discussion, GP= Group presentations

Assessments methods:AS=Assignment

Assessment Strategy

Continuous Assessment	AS 1–20%	40%
	AS 2–20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Pannel
Dr. W.K.D. Keerthirathne (keerthirathna@ssh.rjt.ac.lk)	Dr. W.K.D. Keerthirathne (keerthirathna@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory	■	■	■		■				■	■	■	■		■	■
Practical				■		■	■	■					■		■
Independent Learning	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Field visits				■											
Assignments					■			■					■	■	
End Semester Examination	After two weeks of study leave														

Recommended Reading:

- Buskist, W., Davis, S.F. (2006). Handbook of the teaching of Psychology. Australia. Blackwell publishing.
- Keerthirathne, W.K.D. (2021). Education Psychology. Sandeha. Padukka.
- Olson, M.H. & Hergenhann (2013).Theories of Learning. New Delhi:PHI Learning Pvt.Ltd
- Santrock, J. W. (2001). Educational Psychology. McGraw Hill (International Edition) Boston.
- Santrock, J.W. (2006). Education Psychology. Boston: McGraw Hill
- Santrock, J.W. (2006). Education Psychology. Boston. McGraw Hill
- අබේපාල, ආර්. (2008). සිග්මන් ට්‍රොයිකිගේ මනෝවිග්‍රහ සිද්ධාන්ත. සාර ප්‍රකාශන, කොට්ටාව.
- අබේපාල, ආර්. (2015). අධ්‍යාපනයේ මනෝවිද්‍යාත්මක පදනම. සාර ප්‍රකාශන. කොට්ටාව.
- රෝලන්ඩ්, ආර්. (2015). මුල් ළමාවිය සංවර්ධනය හා අධ්‍යාපනය. සාර ප්‍රකාශන. කොට්ටාව.
- රෝලන්ඩ්, ආර්. (2016). නව යෞවනය මනෝවිද්‍යාත්මක විග්‍රහයක්. සාර ප්‍රකාශන. කොට්ටාව.

Course Title: Educational Management

Course Code: EDUC 21022 (25:08:67)

Course Capsule:

Introduction to Educational Management, Definition, Concept of Management, the concept of educational Leadership, Basics of Management theories, Managing of Delegation, Decision making in Management, Motivation in Education Management, School supervision, Team building, Managing time, Managing stress, Effective Communication in Management, Managing changes and creating opportunities, Education system and administration in Sri Lanka.

Course Aim:

To guide students to identify the basic management theories, concepts and principles with their practical usage enabling students to create a conducive administrative process in the school system which they could serve in the future.

Course ILOs:

After completing this course, students should be able to;

1. explain the management process and its main component
2. describe characteristics and functions of organizations
3. compare leadership styles in the context of organization changes
4. analyze management and leadership roles of principals and teachers
5. analyze different management theories

Lesson Sequence:

Week	Lesson No.	Related ILO number	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				L	P	IL		
1	1	1,2	Concept of management, educational management	2		4	L,D	
2	2	1	Concept of management, basic component of management, levels of management	2		5	L	
3	3	1,3	Concept of educational Leadership, leadership styles, leaders in the education system	1		5	L,D	
4	4	4,5	Basics of management theories, philosophers in management	2		2	L	
5	5	4,5	Organizations and functions of organizations, types of organizations	1		5	L	AS 1 Start
			Model to exhibit an organization		2	4	P	
6	6	3,5	Managing of delegation, decision making in management, team building	2		5	PL,D	
7	7	4,5	Motivation in education management, theories of motivation	2		2	L	
8	8	2,4	Importance of supervision in management process and school supervision	2		5	PL,D	AS 1 Due
9	9	3,4	Managing time, managing stress	2		5	L	
10	10	3,4	Communication in management, communication process, formal and informal communication in an organization	2		5		AS 2 Start
11	11	4,5	School and classroom management, School-based management, program of school improvement (PSI)	2		5	L	

Education

12	12	4,5	Managing changes and creating opportunities in education system, managerial services in the education system in Sri Lanka-Group work		4	3	PL	
13	13	4, 5	Education Administration and Education system in Sri Lanka	2		4	L,D	
14	14	3,4,5	School and community, School Development Committee (SDC)	1		4	L,D	AS 2 Due
			Preparing a model school development plan		2			
15	15	1,2,3,4,5	Educational management issues at National and International levels	1		3	L,D	
			Total notional hours	26	08	66		

Teaching methods: L=Lecture, P=Practical, D=Discussion, PL=Peer Pearninig

Assessments methods: AS=Assignment

Assessment Strategy

Continuous Assessment	AS 1–20%	40%
	AS 2–20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Pannel
Prof. B.M.S.Bandara(senevi@ssh.rjt.ac.lk)	Prof. B.M.S.Bandara(senevi@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Practical					■							■		■	
Independent Learning	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Field visits															
Assignments					■			■		■				■	
End Semester Examination	After two weeks of study leave														

Recommended Reading:

- Chau, Ta-Ngoc. (2003). *Demographic Aspects of Educational Planning*. Paris: International Institute for Educational Planning.
- Glatter, R. and Kydd, L. (2003). *'Best practice in educational leadership and management: Can we identify it and learn from it?'*.
- Less, Bell & Howard, Stevenson. (2006). *Education Policy: Process, Themes and Importance*. Routledge.
- Scheerens, Jaap. (2000). *Improving School Effectiveness*. Paris: International Institute for Educational Planning.
- උදයංග, (2012). *කළමනාකරණය සරලව. තරංග මුද්‍රණාලය මහරගම.*
- කස්තුරිආරච්චි, සී. (2014). *අධ්‍යාපන කළමනාකරණය සැකවින්. කොළඹ.*
- රාජරත්න, (2008). *කළමනාකරණය සැකවින්. කුසාක පර්යේෂණ ආයතනය. පේරාදෙණිය.*

Course TITLE: Teaching Methodology

Course Code: EDUC 22012 (10:40:50)

Course Capsule: Concepts of teaching and learning, primary and secondary level teaching, Characteristic of a constructive teacher, Characteristics of a 21 century learner, Importance of lesson planning for teachers, Planning for teaching, Model lesson plan, Preparing lesson plans, Methods of teaching: lecture, discussion , project based learning, group learning, discovery learning, peer learning, experimental method and problem based learning, Introduction to teaching aids, Use of audio and visual aids in the learning teaching process, Preparation of audio and visual aids for teaching.

Course Aim: To guide and prepare students for effective teaching enabling students to identify appropriate and effective teaching methods which can be used in the general education system in Sri Lanka.

Course ILOs:

After completing this course, students should be able to;

1. differentiate concepts of teaching and learning: Primary and Secondary levels
2. appraise importance of lesson planning for teachers
3. practice writing of lesson plans and term notes
4. describe the relationship between education theory and practice of classroom instruction
5. select methods of instruction and skills related to classroom teaching
6. apply methods of instruction and skills related to classroom teaching
7. use different teaching methods in different classrooms: Primary and Secondary levels
8. create audio and visual aids for the learning teaching process hundred percent appropriately
9. use audio and visual aids in the learning teaching process hundred percent appropriately
10. revise the course content

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching /Learning Methods	Assessment Methods
				T	P	IL		
1	1	1	Concepts of learning and teaching: Primary and Secondary	2		2	L,D	
2	2	2	Importance of lesson planning for teachers	2	2	4	D,P	
3	3	1,3	Writing of lesson plans and term notes Lesson plans on selected subjects and grades		4	5	P	
			Preparing lesson plans					AS 1-Start
4	4	1,3	Writing of lesson plans and term notes		4	5	P	
			Preparing lesson plans					AS 1-Due
5	5	4	Observing a school		4	3	P	
6	6	5	Methods of instruction and skills related to classroom teaching	2		4	D	
7	7	5	Methods of instruction and skills related to classroom teaching: Lecture method and Discussion method		4	2	P	
8	8	5	Methods of instruction and skills related to classroom teaching: Project based learning and Group learning		4	2	P	
9	9	5	Methods of instruction and skills related to classroom teaching: Peer learning and Discovery method		4	4	P	

10	10	5	Methods of instruction and skills related to classroom teaching: Experimental method and problem based learning		4	2	P	
11	11	6	Different teaching methods in different classrooms: Primary and Secondary levels		2	4	P	
12	12	7	Audio and visual aids in the learning teaching process hundred percent appropriately	1		4	L	
			Audio and visual aids in the learning teaching process hundred percent appropriately		2		P	AS 2-Start
			Audio aids, visual aids and audio visual aids for classroom usage in the learning teaching process		4	2	P	
			Audio aids, visual aids and audio visual aids for classroom usage in the learning teaching process					
13	13	8,9	Creation of audio and visual aids in the learning teaching process hundred percent appropriately			3	P	
			Audio aids, visual aids and audio visual aids for classroom usage in the learning teaching process		2		p	
14	14	8,9	Audio and visual aids in the learning teaching process hundred percent appropriately			2	P	
			Audio aids, visual aids and audio visual aids for classroom usage in the learning teaching process	2			P	AS 2-Due
15	15	10	Summarizing the course content	1		2	D	
			Total notional hours	10	40	50		

Teaching methods: L=Lecture, P=Practical, D=Discussion

Assessments methods: AS=Assignment

Assessment Strategy

Continuous Assessment	AS 1–20%	40%
	AS 2–20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Pannel
Dr. W.K.D. Keerthirathne (keerthirathna@ssh.rjt.ac.lk)	Dr. W.K.D. Keerthirathne (keerthirathna@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
End Semester Examination	After two weeks of study leave														

Recommended Reading:

- Canine, D. (2000). *Why education experts resist effective practices and what is would take to make education more like Medicine*. Washington, D.C., Thomas B. Fordhan foundation.
- Westwood, P. (2008). *What teachers need to know about teaching methods*. ACER press. Cambewell. VIC.
- සේනාධීර, එස්. (2014). *ගුරු කාර්යක්ෂමතා සංවර්ධනය*. එස්.ගොඩගේ ප්‍රකාශකයෝ. කොළඹ.

Course Title: Educational Measurements and Evaluation

Course Code: EDUC 22022 (26:08:66)

Course Capsule:

Introduction to Education Measurement and Evaluation, Need for Measurement and Evaluation in Education, Definition of Measurement and Evaluation, Theories of curriculum and assessment. The relationship between Evaluation and Curriculum, Tests in Education Construction, Types, Formative assessments, Summative assessment, Types of tests questions MCQ, Essay questions, Examinations in Sri Lanka National level, School-Based Assessment (SBA), Issues in School-Based assessment.

Course Aim:

To teach the principles of assessment and evaluation procedures with principles for making and implementing proper evaluation procedures in teaching and learning, enabling students to formulate good assessment strategies and evaluation procedures for better learning teaching environment.

Course ILOs:

After completing this course, students should be able to;

1. explain the major theories of curriculum and assessment
2. discuss the relationship between curriculum and assessment
3. describe and formulate types of tests in education
4. analyze theories and models of assessment practices.
5. formulate different types of questions using various assessment theories and tools

Lesson Sequence:

Week	Lesson No.	Related number	ILO	Lesson Title	Time (hours)			Teaching /Learning Methods	Assessment Methods
					L	P	IL		
1	1	1,2,3		Introduction to Educational Measurement and Evaluation	2		5	L,D	
2	2	1,4		Need of measurement and evaluation in education, definition of Measurement and Evaluation	2		5	L	
				Importance of examinations					AS 1-Start
3	3	1,3		Types of tests in education, formative and summative tests	2		5	L,D	
4	4	4,5		Theories of curriculum and assessment	2		5	L	
5	5	1,4,5		Relationship between Evaluation and Curriculum	2		5	L	
6	6	3,5		Types of tests questions (MCQ type questions, Essay type questions)	2		5	L	
7	7	4,5		Advantages and disadvantages of MCQ type questions, Essay type questions	2		5	L	AS 1-Due
8	8	1,2,4		Different types questions		4	5	P	
9	9	3,4		National level examinations in Sri Lanka	2		4	L,PL	
				Explanation on National examinations in Sri Lanka					AS 2-Start
10	10	3,4		Assessment procedures in higher education system in Sri Lanka	2		4	L,PL	
11	11	4,5		School-Based Assessment (SBA)	2		3	L,PL	
12	12	4,5		Issues in School-Based Assessment (SBA) in Sri Lanka	2		5	L	
13	13	4, 5		Examination paper preparation procedures, prepare model papers		4	3	P	AS 2-Due
14	14	3,4,5		Validity and trustworthiness of examinations	2		3	L,D	
15	15	1,2,3,4,5		Issues in evaluation and assessment in Sri Lankan education system	2		4	L,D	
				Total notional hours	26	8	66		

Teaching methods: L=Lectures, P=Practical, D=Discussion, PL=Peer Learning

Assessments methods: AS=Assignment

Assessment Strategy

Continuous Assessment	AS 1–20%	40%
	AS 2–20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Pannel
Mr. H.G.C. Sampath (chamindas@ssh.rjt.ac.lk)	Prof. B.M.S. Bandara (senevi@ssh.rjt.ac.lk) Mr. H.G.C. Sampath (chamindas@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
End Semester Examination	After two weeks of study leave														

Recommended Reading:

- Thorndike, R. M., Christ T. T. (2010). *Measurement and evaluation in psychology and education*. New Delhi: PHI Learning Private Limited
- Sirkin, R. M. (2006). *Statistic for the Social Sciences*. 3rd Edition. Sage Publication. Inc
- පෙරේරා, එල්. (2002). *සාධනය මිනුම ලේඛන පරීක්ෂණ*. සාර ප්‍රකාශන. කොට්ටාව.

Course Title: Educational Guidance and Counseling

Course Code: EDUC 31012 (25:10:65)

Course Capsule:

Introduction to Guidance and Counseling Concepts, Definitions of Guidance and Counseling, Guidance and Counselling needs, Subspecialties in Counseling, Characteristics of effective teachers and effective students, Need for guidance in schools, School Counseling programs, Ethical and theoretical basis of Guidance and Counseling, Basic Guidance and Counseling theories, Group and individual Counseling, Process and skills of Counseling, Counseling techniques and skills, Job search strategies and planning of future careers, Interviewing skills, Covering letter and resume writing.

Course Aim:

To teach students to develop an understanding of the theoretical basis and the practice of educational guidance and counseling, enabling students to seek solutions for clients' issues in day to day life in the future.

Course ILOs:

After completing this course, students should be able to;

1. analyze needs of student counseling
2. review the importance of school guidance and counseling services in Sri Lanka
3. explain the principles of counseling and stages in the counseling process
4. describe and demonstrate counseling skills in counseling process
5. explain the issues of guidance and counselling services in education sector

Lesson Sequence:

Week	Lesson No.	Related ILO number	Lesson Title	Time (hours)			Teaching /Learning Methods	Assessment Methods
				L	P	IL		
1	1	1	Intoduction to guidance and counseling concepts	2		2	L	
2	2	1	Guidance and counseling	2		2	L,D	
			Concepts in guidance and counselling					AS 1-Start
3	3	1,3	Guidance and counselling needs	2		5	L,D	
4	4	1,4,5	Educational guidance and counselling concepts	2		5	L	
5	5	4,5	Need of guidance in schools, school counseling programs	2		2	L	
6	6	3,5	Different types of Counselling (psychological, youth, trauma, etc)	2		4	L,D	
7	7	4,5	History of Guidance and Counselling services	2		5	L	AS 1-Due
8	8	2,4	Ethical and theoretical basis of Guidance and Counseling	2		5	L	
9	9	3,4	Basic Guidance and Counseling theories	2		5	L	
			Essay topic is Counseling theories					AS 2-Start
10	10	3,4	Process and skills of Counseling	2		5	L,D	
11	11	4,5	Counselling skills (role play, drama, imitation)		4	5	P	
12	12	4,5	Group and individual Counseling	1		5	L	
			Practice the role of counsellor		2	5	P	AS 2-Due
13	13	4, 5	Philosophical foundation and Counselling theories	2		5	L,D	
14	14	3,4,5	Job search strategies and planning of future careers	2		2	L,D	
15	15	1,2,3,4,5	Interviewing skills, Covering letter and resume writing for future preparation-role play in the classroom		4	3	P	
			Total notional hours	25	10	65		

Teaching methods: L=Lecture, P=Practical, D=Discussion,

Assessments methods: AS=Assignment

Assessment Strategy

Continuous Assessment	AS 1–20%	40%
	AS 2–20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Pannel
Mr. H.G.C. Sampath (chamindasa@ssh.rjt.ac.lk)	Prof. B.M.S. Bandara (senevi@ssh.rjt.ac.lk) Mr. H.G.C. Sampath (chamindasa@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
End Semester Examination	After two weeks of study leave														

Recommended Reading:

- අබේපාල, ආර්. (2011). *අධ්‍යාපන මාර්ගෝපදේශනය හා උපදේශනය*. සාර ප්‍රකාශන. කොළඹ.
- අබේපාල, ඒ. (2016). *උපදේශන උපාය මාර්ග හා ක්‍රම ශිල්ප*. සාර ප්‍රකාශන. කොළඹ.
- Nelson, J. (2008). *Basic Counselling skills, a helper's manual*. India: SAGE publication

Course Title: Education and Professional Orientation

Course Code: EDUC 31022 (27:06:67)

Course Capsule:

Definitions of aptitude and general knowledge, Different services in education field in Sri Lanka, Job opportunities relevant to the field of education that require knowledge on aptitude, general knowledge and comprehension: Education Administrator Service, Teacher Educator Service and Principal service, Aptitude tests and General knowledge: Education, Environment, Sports, political, Economic, Culture and Geography.

Course Aim:

To teach students to be aware of and reach the job opportunities available in the field of education enabling students to be worthy professionals in the educational field.

Course ILOs:

After completing this course, students should be able to;

1. define aptitude test and general knowledge
2. describe different services in the field of education in Sri Lanka
3. discuss job opportunities relevant to the field of education that require knowledge on aptitude, general knowledge, case studies and comprehension
4. solves question items of aptitude tests
5. examine information relevant to fields of education, political, econ, culture, sports, geography

Week	Lesson No.	Related ILO number	Lesson Title	Time (hours)			Teaching /Learning Methods	Assessment Methods
				L	P	IL		
1	1	1	Aptitude test and general knowledge	2		5	L,D	
2	2	1	Nature of aptitude test	2		2	L,D	
			Service minutes a and circulars issued by the Ministry of Education relevant to the Education Administrator Service, Teacher Educator Service and Principal Service, In-service Teacher Service and Teacher Service					AS 1-Start
3	3	1,2	Describe services in the education sector in Sri Lanka	2		4	L,D	
			Discus job opportunities relevant to the field: Education Administrator Service, Teacher Educator Service and Principal Service, In-service Teacher Service and Teacher Service			2	P	
4	4	3	Job opportunities relevant to the field: Education Administrator Service, Teacher Educator Service and Principal Service, In-service Teacher Service and Teacher Service	2		6	L,D	
5	5	3	Question items of aptitude tests	1	2	2	GM	AS 1-Due
6	6	3	Question items of aptitude tests	2		6	L,D	
7	7	4	Information relevant to field of education	2		6	L,D	
			Advantages and disadvantages of selection test for job opportunities					AS 2-Start
8	8	4	Information relevant to the field of politics	2		4	GM	
9	9	4	Information relevant to field economics	2		6	GM	
10	10	4	Information relevant to the field of culture	2		4	L,D	
11	11	4	Information relevant to the field sports	2		5	GM	
12	12	4	Information relevant to field of geography	2		2	L,D	
13	13	4	Summarizing the course content	1		5	GM	
					2	2	P	AS 2-due

Week	Lesson No.	Related ILO number	Lesson Title	Time (hours)			Teaching /Learning Methods	Assessment Methods
				L	P	IL		
14	14	4	Summarizing the course content	1		2	GM	
					2	2	P	
15	15	1,2,3,4	Summarizing the course content	2		2	L,D	
			Total notional hours	27	06	67		

Teaching methods: L=Lecture, P=Practical, D=Discussion, GM= Group Method
 Assessments methods:AS=Assignment

Assessment Strategy

Continuous Assessment	AS 1–20%	40%
	AS 2–20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Pannel
Mr. H.G.C.Sampath (chamindas@ssh.rjt.ac.lk)	Prof B.M.S. Bandara (senevi@ssh.rjt.ac.lk) Dr. W.K.D. Keerthirathne (keerthirathna@ssh.rjt.ac.lk) Mr. H.G.C.Sampath (chamindas@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
End Semester Examination	After two weeks of study leave														

Recommended Reading:

- අබේපාල, ආර්. (2016). *තුලනාත්මක අධ්‍යාපනය සහ අධ්‍යාපනයේ නව ප්‍රවණතා ගැටළු*. සාර ප්‍රකාශන. කොට්ටාව.
- ජයවර්ධන, ඒ. (2016). *සංවර්ධිත හා සංවර්ධන වන රටවල තුලනාත්මක අධ්‍යාපනය*. සාර ප්‍රකාශන. කොට්ටාව.
- අතුකෝරාල, ඩී. ආර්. (2016). *21 වන සියවසේ අධ්‍යාපනය: අධ්‍යාපන නව ප්‍රවණතා: තුලනාත්මක අධ්‍යාපන විමසීමක්*. ශික්ෂා මන්ධිර ප්‍රකාශන.
- ප්‍රනාන්දු, ඩබ්. ඕ. ටී. (2012). *අභියෝගාත්මක හා බුද්ධි පරීක්ෂණය*. ගිහාන් පොත්හල ප්‍රකාශන. දෙහිවල.

English

Course Title: English Linguistics-1

Course Code: ENGL 11012 (15: 30: 55)

Course Capsule: Teaching English Grammar, Enhancing Writing Skills, Introducing Phonetics, and Phonology, Analyzing Morphology, Introducing Syntax

Course Aim:

The main aim of this course is to provide an accurate fundamental English knowledge to the students who study both Linguistics and English Literature enabling them to acquire analytical and comprehensive skills to deal with the above two disciplines.

Course ILOs:

After completing this course, students should be able to:

1. classify all the word classes
2. explain the difference between Phonetics and Phonology
3. define the linguistic aspects related to Phonetics and Phonology
4. describe the correct formation of Words-Morphology
5. observe the linguistic aspects related to Syntax

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
1	1	1	Introduction to English Grammar (Word Classes)	1	2	4	L/D/ OCA/ GD	
2	2	2	Discussion on writing skills, essay writing, précis writing and report writing.	1	2	4	L/D/ OCA	AS1 start
3	3	3	Introduction to Phonetics and Phonology, Discussion on Distinction between Phonetics and Phonology, Articulatory Phonetics, Acoustic Phonetics and Auditory Phonetics	1	2	4	L/D/ OCA	
4	4	3	Introduction to International Phonetic Alphabet (IPA).	1	2	4	L/D/ OCA/	AS1 due
5	5	3	Explanation on Speech organs and Air Stream Mechanism.	1	2	4	L/ D/ OCA/GD	AS2 start
6	6	3	Explanation on Vowels, Consonants, Voiced and Voiceless speech sounds.	1	2	4	L/D/ OCA	
7	7	3	A brief introduction to Diphthongs and Triphthongs	1	2	4	L/D/ OCA	
8	8	4	Introduction to Phones, Phonemes and Allophones	1	2	4	L/ D/ OCA	AS2 due
9	9	5	Introduction to Morphology	1	2	4	L/D/ OCA	
10	10	5	Discussion on Morphs, Morphemes, Free Morphemes, Bound Morphemes and Allomorphs	1	2	3	L/D/ OCA/	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
11	11	6	Introduction to Affixes, Prefixes and Suffixes, Inflectional and Derivational Morphemes	1	2	4	L/D/ OCA	
12	12	7	Introduction to Syntax	1	2	3	L/D/ OCA	
13	13	7	Discussion on Transformational Generative Grammar	1	2	4	L/D/ OCA	
14	14	8	Introduction to Deep Structure and Surface Structure	1	2	4	L/D/ OCA	
15	15	8	Explanation on Universal Grammar	1	2	3	L/D/ OCA	
				15	30	55		

Teaching Methods: L= Lecture D= Discussions, PR= Presentations, OCA= Online Class Room Activities, TO=Testing/Oral, TW=Testing/Written), P=Practical, GD= Group Discussions

Assessment Methods: AS=Assignments. MIT= Mid Term Test, V= Viva Examinations

Assessment Strategy:

Continuous Assessment	AS1 - 20%	40%
	AS2 - 20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Mrs. P. N. N. D. Dayarathne (nimesha@ssh.rjt.ac.lk)	The Head of the Department will decide the teaching panel

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Practical	■	■	■	■	■	■					■				
Independent Learning	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Assignments		■			■										
End Semester Examination	after 2 weeks of study leave														

Recommended Reading:

- Brown, K & Miller, J. (1996). *Concise Encyclopedia of Syntactic Theories*. New York: Elsevier Science
- Chomsky, N. (1965). *Aspects of the theory of Syntax*. Cambridge, Mass.: MIT Press.
- Clark, J & Yallop, C. (1995). *An introduction to phonetics and phonology (2nd ed)*. Oxford: Blackwell
- Cook, V. & Newson, M. (1996/2006). *Chomsky's Universal Grammar: An Introduction*. Oxford: Blackwell.
- Horrocks, G. (1987). *Generative Grammar*. London: Longman.
- Robert, D. & Van Valine, JR. (2001), *An Introduction to Syntax*. Cambridge. Cambridge University Press.

Course Title: English Linguistics II

Course Code: ENGL 12012 (15: 30: 55)

Course Capsule: Definition of Semantics and analyzing its related aspects, Definition of Pragmatics and analyzing its related aspects, Definition of Dialect and analyzing its related aspects, Definition of Discourse Analysis, and analyzing its related aspects, Definition of register and analyzing its related aspects.

Course Aim: The main aim of this course is to provide the students with a substantial linguistic knowledge enabling them to master the various linguistic aspects related to Semantics, Pragmatics, Dialects, Discourse Analysis and Register.

Course ILOs:

After completing this course, students should be able to:

1. differentiate the different linguistic components related to Semantics
2. examine the boundary between Semantics and Pragmatics
3. discuss the relevant fields of Pragmatics
4. identify the different aspects of Dialect
5. explain the different situations of Discourse Analysis

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
1	1	1	Introduction to Semantics and analyze semantic features	1	2	4	L/D/ OCA	
2	2	1	A brief introduction to semantic features	1	2	3	L/D/ OCA	
3	3	1	Explanation on the Role of Semantics in language	1	2	4	L/D/ OCA	AS 1 start
4	4	1	Describing difference conceptual and associative meaning	1	2	4	L/D/ OCA	
5	5	1	Defining Synonymy, Antonymy, Hyponymy, Homophony Polysemy/ and Metonymy	1	2	3	L/ D/ OCA/GD	AS 2 due
6	6	1	Defining the terms, connotation/denotation	1	2	4	L/D/ OCA	
7	7	1	Illustrating speaker meaning/intended meaning/literary meaning/ linguistic meaning	1	2	3	L/D/ OCA	AS 2 start
8	8	2	Introduction to Pragmatics	1	2	4	L/ D/ OCA	
9	9	2	Describing boundary between Semantics and Pragmatics	1	2	3	L/D/ OCA	AS 2 due
10	10	2	Introduction to Presupposition	1	2	4	L/D/ OCA	
11	11	2	Describing Speech Acts / Context/Deixis	1	2	3	L/D/ OCA	
12	12	2	Explanation on the difference between Inference and reference	1	2	4	L/D/ OCA	
13	13	3	Defining Dialect	1	2	4	L/D/ OCA/GD	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
14	14	4	A brief introduction on Discourse Analysis	1	2	4	L/D/ OCA	
15	15	5	Introduction to Register	1	2	4	L/D/ OCA	
				15	30	55		

Teaching Methods: L= Lecture D= Discussions, PR= Presentations, OCA= Online Class Room Activities, TO=Testing/Oral, TW=Testing/Written), P=Practical, GD= Group Discussions

Assessment Methods: AS=Assignments, MIT= Mid Term Examinations, V= Viva Examinations

Assessment Strategy:

Continuous Assessment	AS1 - 20%	40%
	AS2 - 20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Mrs. P. N. N. D. Dayarathne (nimesha@ssh.rjt.ac.lk)	The Head of the Department will decide the teaching panel

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Assignments															
End Semester Examination	after 2 weeks of study leave														

Recommended Reading:

- Allen, J. (1995). *Natural Language Understanding*. Redwood City, CA: Benjamin Cummings.
- Hughes, A. (1996). *English Accents and Dialects: An Introduction to Social and Regional Varieties of English in the British Isles*. Cambridge. Cambridge University Press.
- Brown, G. & George, Yule. (1983). *Discourse Analysis*. Cambridge: Cambridge University Press.
- Chierchia, G. & McConnell-Ginet, S. (1990). *Meaning and Grammar*. Cambridge, MA: MIT Press.2012
- Clark, H. (1996). *Using Language*. Cambridge, UK: Cambridge University Press.
- Gee, J. P. (2005). *An Introduction to Discourse Analysis: Theory and Method*. London: Routledge.
- Jackendoff, R. (1983). *Semantics and Cognition*. Cambridge, MA: MIT Press.
- Levinson, S. (1983). *Pragmatics*. Cambridge. Cambridge University Press.

Course Title: English Linguistics-111

Course Code: ENGL 21012 (15: 30: 55)

Course Capsule: Different ways how English language is used, Challenges faced by the native English speakers, Introduction to Language Acquisition, Introduction to Language Acquisition Theories, Introduction to First Language Acquisition, Analysis of Second Language Acquisition, Introduction to Stephen Krashen's Theory of Second Language Acquisition, Introduction to Interlanguage.

Course Aim:

The main aim of this course is to make the students identify the different ways of using the English language, challenges faced by native English speakers and the way it is acquired in different ways throughout the world enabling students to gain a sound and overall knowledge about the English language and its changes.

Course ILOs:

After completing this course, students should be able to:

1. recognize the different ways how English language is used.
2. define the challenges faced by the native English speakers.
3. discuss First and Second Language Acquisition
4. explain Language Acquisition Theories
5. distinguish the difference between Second Language Acquisition and Second Language learning
6. define Stephen Krashen's Theory of Second Language Acquisition

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
1	1	1	Introduction to English as a First Language	1	2	4	L/D/ OCA	
2	2	1	Discussion on English as a Second Language	1	2	4	L/D/ OCA	AS1 start
3	3	1	Discussion on English as a Foreign Language	1	2	3	L/D/ OCA	
4	4	1	Explanation on English as a Global language	1	2	4	L/D/ OCA	AS1 due
5	5	2	Discussion on challenges before English as a Native Language today	1	2	3	L/ D/ OCA	
6	6	3	Explanation on Language Acquisition	1	2	4	L/D/ OCA	AS2 start
7	7	4	Discussing Language Acquisition Theories	1	2	3	L/D/ OCA	
8	8	5	Discussion on First Language Acquisition/Noam Chomsky	1	2	4	L/ D/ OCA/GD	AS2 due
9	9	6	Describing Second Language Acquisition	1	2	3	L/D/ OCA	
10	10	6	Discussing Second Language Acquisition Theories	1	2	4	L/D/ OCA/ GD	
11	11	7	Explanation on Second Language Acquisition and Second Language Learning	1	2	3	L/D/ OCA	
12	12	7	Distinguishing the difference between Second Language Acquisition and Second Language Learning	1	2	4	L/D/ OCA	
13	13	8	Discussing Stephen Krashen’s Theory of Second Language Acquisition	1	2	4	L/D/ OCA	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
14	14	8	Discussing Stephen Krashen’s Theory of Second Language Acquisition	1	2	4	L/D/ OCA	
15	15	9	Introduction to Interlanguage	1	2	4	L/D/ OCA	
				15	30	55		

Teaching Methods: L= Lecture D= Discussions, PR= Presentations, OCA= Online Class Room Activities, TO=Testing/Oral, TW=Testing/Written), P=Practical, GD= Group Discussions

Assessment Methods: AS=Assignments, V= Viva Examinations, MIT= Mid Term Examinations

Assessment Strategy:

Continuous Assessment	AS1 – 20%	40%
	AS2 – 20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Mrs. P. N. N. D. Dayarathne (nimesha@ssh.rjt.ac.lk)	The Head of the Department will decide the teaching panel

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Assignments															
End Semester Examination	after 2 weeks of study leave														

Recommended Reading:

- Chomsky, N. (1965). *Aspects of the Theory of Syntax*. MIT Press,
- Chomsky, N. (1959). *Reviews: Verbal behavior by B. F. Skinner*. 35 (1): 26–58.
- Crystal, D. (1997). *The Cambridge Encyclopedia of Language*. Cambridge. Cambridge University Press.
- Richards, J, R. (1974). *Error Analysis: Perspectives on Second Language Acquisition*. Longman Press. Pp. 34–36.
- Krashen, S. (1988). *Second Language Acquisition and Second Language Learning*. Prentice-Hall International.
- Selinker, L. (1972). *Interlanguage*. *International Review of Applied Linguistics*. 10, 209-241.
- Tarone, E. (2001). *Interlanguage*. In R. Mesthrie (Ed.). *Concise Encyclopedia of Sociolinguistics*. (pp. 475–481) Oxford: Elsevier Science.

Course Title: English Linguistics-1V

Course Code: ENGL 22012 (15: 30: 55)

Course Capsule: Introduction to History of English language, Analysis of Old English, Celtic Influence on Old English, Scandinavian influence on Old English, Latin Influence on Old English, Greek Influence on Old English, Introduction to Middle English, Impact of Norman Conquest on Middle English, Linguistic impact on Early Modern English, Changes in late Modern English, Varieties of English, British English, American English and Sri Lankan English

Course Aim:

The main aim of this course is to expose the students to the four main eras of the English Language enabling students to gain a comprehensive and analytical knowledge on Old English, Middle English, Early Modern English and Late Modern English and their individual differences.

Course ILOs:

After completing this course, students should be able to:

1. discuss History of English language
2. explain Old English
3. evaluate Celtic, Scandinavian, Latin, Greek and Norman influence on Old English
4. define Middle English and Early Modern English
5. examine the changes in late Modern English and Varieties of English
6. examine British English, American English and Sri Lankan English

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
1	1	1	Introduction to the History of English Language	1	2	4	L/D/ OCA	
2	2	2	Discussion on Old English	1	2	4	L/D/ OCA	
3	3	3	Discussion on Celtic Influence on Old English	1	2	4	L/D/ OCA/ GD	AS1 start
4	4	4	Investigating Scandinavian influence on Old English	1	2	3	L/D/ OCA	
5	5	5	Explaining Latin Influence on Old English	1	2	4	L/ D/ OCA	AS1 due
6	6	6	Explaining Greek Influence on Old English	1	2	3	L/D/ OCA	
7	7	7	Introduction to Middle English	1	2	4	L/D/ OCA/GD	AS2 start
8	8	8	Describing Norman Conquest in Middle English	1	2	3	L/ D/ OCA	
9	9	8	Describing Norman Conquest in Middle English	1	2	4	L/D/ OCA	AS2 due
10	10	9	Introduction to Early Modern English	1	2	4	L/D/ OCA	
11	11	9	Introduction Early Modern English	1	2	3	L/D/ OCA	
12	12	9	Examining Languages contributed to Early modern English	1	2	4	L/D/ OCA	
13	13	10	Introduction Late Modern English	1	2	3	L/D/ OCA	
14	14	11	Disussion on the Varieties English	1	2	4	L/D/ OCA	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
15	15	12	Explanation on British English, American English and Sri Lankan English	1	2	4	L/D/ OCA/ GD	
				15	30	55		

*Teaching Methods: L= Lecture D= Discussions, PR= Presentations, OCA= Online Class Room Activities, TO=Testing/Oral, TW=Testing/Written)
P=Practical, GD= Group Discussions*

Assessment Methods: AS=Assignments, MIT= Mid Term Examinations, V= Viva Examinations

Assessment Strategy

Continuous Assessment	AS1 – 20%	40%
	AS2 – 20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Mrs. P. N. N. D. Dayarathne (nimesha@ssh.rjt.ac.lk)	The Head of the Department will decide the teaching panel

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Assignments															
End Semester Examination	after 2 weeks of study leave														

Recommended Reading:

- Albert, C. & Cable, T. (1951). *A History of the English Language*: London. Routledge.
- Barber, C. (1993). *The English Language*. Cambridge: Cambridge University Press. Page Nos.100-150
- Hall, C. & Herbert, J. & Meritt, D. (1966). *A Concise Anglo-Saxon Dictionary*. 4th ed. Cambridge. Cambridge University Press.
- Crystal, D. (1995). *The Cambridge Encyclopedia of the English Language (02nd ed)*. Cambridge. UK: Cambridge University Press.
- Crystal, D. (2003). *English as a Global Language (02nd ed)*. Cambridge: Cambridge University Press.
- Huhmann, J. (2008). *The Scandinavian Influence on the English Language*. London: Grin Verlag.
- Mencken, H, L. (1919). *The American Language*. New York: Knopf. ISBN 0394400763.

Course Title: English Language Teaching Methods

Course Code: ENGL 31010 (15: 30: 55)

Course Capsule: Introduction to English Language Teaching Methods, Grammar Translation Method, Audio-lingual Method, Communicative Language Teaching, Community Language Learning, Total Physical Response, Silent Way, Eclectic Method, Effective Classroom Management, Effective Classroom Management, Lesson planning, Contribution of English Language to School Curriculum, Translation-English/Sinhala/Tamil, General English, English Literature.

Course Aim:

The main aim of this course is to train the students for teaching profession which is closely associated with effective classroom management and qualities of a good English teacher enabling them to be competent English Teachers in their classrooms.

Course ILOs:

After completing this course, students should be able to:

1. define English Language Teaching Methods
2. examine Grammar Translation Method, Direct Method, Audio-lingual Method, Communicative Language Teaching, Total Physical Response, Silent Way and Eclectic Method effectively
3. prepare Lesson plans
4. examine Contribution of English Language to School Curriculum,
5. translate English into Sinhala (Tamil) and prepare General English syllabi

Lesson Sequence

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
1	1	1	Introduction to English Language Teaching Methods	1	2	4	L/D/ OCA	
2	2	2	Discussing Grammar Translation Method-GTM	1	2	4	L/D/ OCA	
3	3	3	Explaining Direct Method-DM	1	2	3	L/D/ OCA/GD	AS1 start
4	4	4	Describing Audio-lingual Method	1	2	4	L/D/ OCA	
5	5	5	Discussing Communicative Language Teaching	1	2	3	L/ D/ OCA	AS 1 due
6	6	6	Introduction Community Language Learning	1	2	4	L/D/ OCA	
7	7	7	Explanation on Total Physical Response	1	2	3	L/D/ OCA	AS 2 start
8	8	8	Introduction to Silent Way	1	2	4	L/ D/ OCA	
9	9	9	Discussing Eclectic Method	1	2	4	L/D/ OCA	AS 2 due
10	10	10	Introduction to Effective Classroom Management Skills/ Qualities of a Good English Teacher	1	2	3	L/D/ OCA	
11	11	11	Discussion on Lesson Planning/Teaching Aids/School Text Books	1	2	4	L/D/ OCA	
12	12	12	Explanation on Contribution of English Language to School Curriculum (From Grade-01-Grade-13)	1	2	4	L/D/ OCA	
13	13	13	Introduction to Translation-English/Sinhala/Tamil	1	2	3	L/D/ OCA/ GD	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
14	14	14	Discussion on the Importance of General English (Grade12/13)	1	2	4	L/D/ OCA/GD	
15	15	15	Discussion on the importance of English Literature (Grade10/11/12/13)	1	2	4	L/D/ OCA/GD	
				15	20	55		

Teaching Methods: L= Lecture D= Discussions, PR= Presentations, OCA= Online Class Room Activities, TO=Testing/Oral, TW=Testing/Written)
P=Practical, GD= Group Discussions

Assessment Methods: AS=Assignments, MIT= Mid Term Examinations, V= Viva Examinations

Assessment Strategy

Continuous Assessment	AS1 - 20%	40%
	AS2 – 20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Mrs. P. N. N. D. Dayarathne (nimesha@ssh.rjt.ac.lk)	The Head of the Department will decide the teaching panel

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Assignments															
End Semester Examination	after 2 weeks of study leave														

Recommended Reading:

- Riddell, D. (1998). *Teach English as a Foreign Language*.
- Freeman, L. (1986). *Techniques and Principles in Language Teaching*. Oxford. Oxford University Press.
- Richards, J. C. & Rodgers, T. S. (1996). *Approaches and Methods in Language Teaching*. Cambridge. Cambridge University Press.
- Peny, Ur. (1999). *A Course in English Language Teaching*. Cambridge. Cambridge University Press.
- Kumaravadivelu, B. (2003). *Beyond Methods: Macro Strategies for Language Teaching*. New Haven and London: Yale University Press.
- Shriganeshan, K. (2019). *Using Theatre to Enhance Learner Language in English Classrooms: A Sri Lankan Experiment*. Jaffna: Harikannan Press & Language in India.

Course Title: Sri Lankan Literature in English

Course Code: ENGL 11022 (15:30: 55)

Course Capsule: Introduction to Literary Techniques, Introduction to Sri Lankan poetry, Anne Ranasinghe, Alfreda de Silva, Patrick Fernando, Kamala Wijeratne, Lakdasa Wickramasinghe, Richard de Zoysa, Yasmine Gunaratne, Introduction to Sri Lankan novels, 'The Village in the Jungle' by Leonard Woolf, 'The Waiting Earth' by Punyakante Wijenaik, Introduction to Sri Lankan short stories, 'The High Chair' by Sita Kulatunga, 'The Homecoming' by Vijitha Fernando, 'Action and Reaction' by Chitra Fernando, Introduction to Sri Lankan Dramas, 'Middle of Silence' by Ruwanthie de Chikera.

Course Aim:

The main aim of this course is to motivate the students to identify the different themes of Sri Lankan English poems, novels, dramas and short stories enabling them to analyze the socio economic and political background of the country in the past.

Course ILOs:

After completing this course, students should be able to:

1. recognize the Literary Techniques
2. discuss poems by Anne Ranasinghe, Alfreda de Silva, Jean Arasananayagam, Patrick Fernando, Kamala Wijeratne, LakdasaWickramasinghe, Richard de Zoysa and Yasmine Goonaratne
3. discuss selected short stories
4. critically appreciate the novel 'Village by the Jungle'

Lesson Sequence

Week	Lesson No.	Related ILO	Lesson Title	Time (Hours)			Teaching/Lea rning Methods	Assessment Methods
				T	P	IL		
1	1	1	Introducing Literary Techniques	1	2	4	L/D/ OCA	
2	2	2	Explaining the poem (Sri Lankan poetry-selected poems by Anne Ranasinghe)	1	2	4	L/D/ OCA	
3	3	3	Teaching the theme of the poem (Sri Lankan poetry-selected poems by Alfreda de Silva)	1	2	4	L/D/ OCA	AS1 sart
4	4	3	Examining the literary techniques of the poem by Jean Arasananayagam	1	2	3	L/D/ OCA	
5	5	3	Discussing the theme of the poem by Patrick Fernando	1		4	L/ D/ OCA	AS1 due
6	6	3	Examining the poem by Kamala Wijeratne	1	2	3	L/D/ OCA	
7	7	3	Discussing the poem by Lakdasa Wickramasinghe	1	2	3	L/D/ OCA	As2 start
8	8	4	Explaining the theme of the poem by Richard de Zoysa	1	2	4	L/ D/ OCA	
9	9	5	Discussing the literary techniques of the poem by Yasmine Gunaratne	1	2	4	L/D/ OCA	As2 due
10	10	5	Discussing the social issues of 'The Village in the Jungle' by Leonard Woolf	1	2	3	L/D/ OCA/PPT	
11	11	6	Examining the theme of the novel, 'The Waiting Earth' by Punyakante Wijenaik	1	2	4	L/D/ OCA	

12	12	7	Examining the caste system of Sri Lanka through the short story, 'The High Chair' by Sita Kulatunga	1	2	4	L/D/ OCA	
13	13	7	Discussing the relevance of the short story 'The Homecoming' by Vijitha Fernando with the present society	1	2	3	L/D/ OCA	
14	14	8	Investigating the nature of the people through the Short Stor-Action and Reaction by Chitra Fernando	1	2	4	L/D/ OCA	
15	15	8	Examining the characters of the drama, Middle of Silence by Ruwanthie de Chikera	1	2	4	L/D/ OCA	
				15	30	55		

Teaching Methods: L= Lecture D= Discussions, PR= Presentations, OCA= Online Class Room Activities, TO=Testing/Oral, TW=Testing/Written)
 P=Practical, GD= Group Discussions,

Assessment Methods: AS=Assignments, V= Viva Examinations, MIT= Mid Term Examination

Assessment Strategy

Continuous Assessment	AS1 - 20%	40%
	AS2 – 20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Mrs. P. N. N. D. Dayarathne (nimesha@ssh.rjt.ac.lk)	The Head of the Department will decide the teaching panel

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Assignments															
End Semester Examination	after 2 weeks of study leave														

Recommended Reading:

- Goonetilleke, D.C.R.A. (1989). *An Anthology of Sri Lankan English Literature*. VijithaYapa Publications. (Reviewed by Dr. E.A. GaminiFonseka).
- Canagarajah, S. (1995). *Reconsidering the Question of Language in Sri Lankan Poetry: A Discourse Analytical Perspective*. in de Mel, Neloufer (Ed.). *Essays on Sri Lankan Poetry in English*. Colombo: The English Association of Sri Lanka. pp.118-59.
- De Mel, N. (Ed.) (1995). *Essays on Sri Lankan Poetry in English*. Colombo: The English Association of Sri Lanka.
- Parakrama, A. (1995). *Talking My Dear Chap of the Culture Generally: the devastated words of LakdasaWikkramasinha* in de Mel, Neloufer (Ed.). *Essays on Sri Lankan Poetry in English*. Colombo: The English Association of Sri Lanka, pp. 1-17.
- Goonetilleke, D.C.R.A. (Ed.) (2008). *Sri Lankan Poetry in English: Getting Beyond the Colonial Heritage*.

Course Title: History of English Literature

Course Code: ENGL 12022 (15: 30: 55)

Course Capsule: Introduction to Old or Anglo-Saxon Literature (450-1100), Middle English Literature (1100-1500), Elizabethan Literature (1500–1600), Restoration Period (1660–1700), Neoclassicism/Augustan Period (1700–1798), Romanticism (1798–1837), Victorian Period (1837–1901), Twentieth Century (Modernism) 1901-1940, Post- modernism (Present) (1940–2020)

Course Aim: The main aim of this course is to guide the students to find information of different periods of the History of English Literature enabling them to identify the social and political issues highlighted by the poems, short stories, novels and dramas.

Course ILOs:

After completing this course, students should be able to:

1. Explain Old English and Middle English Literature.
2. Investigate the selected works of Elizabethan Literature
3. Discuss the selected works of Restoration, Augustan, Romantic, Victorian Period
4. Examine selected short stories and poems of the 20th century
5. Discuss the characters of selected drama in Post Modern Era

Lesson Sequence

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching Methods	Assessment Methods
				T	P	IL		
1	1	1	Introducing Old or Anglo-Saxon Literature	1	2	4	L/D/ OCA	
2	2	2	Introducing Old or Anglo-Saxon Literature	1	2	3	L/D/ OCA	AS1 start
3	3	3	Introducing Middle English Literature	1	2	4	L/D/ OCA	
4	4	3	Introducing Middle English Literature	1	2	3	L/D/ OCA	As2 due
5	5	3	Introducing Elizabethan Literature	1	2	4	L/ D/ OCA	
6	6	3	Discussion on Elizabethan Literature	1	2	3	L/D/ OCA	
7	7	3	Introducing Restoration Period	1	2	4	L/D/ OCA	AS2 start
8	8	4	Introducing Restoration Period	1	2	3	L/ D/ OCA	
9	9	5	Introducing Neoclassicism/Augustan Period	1	2	3	L/D/ OCA	AS2 due
10	10	5	Explanation on Neoclassicism/Augustan Period	1	2	4	L/D/ OCA	
11	11	6	Discussion on Romanticism	1	2	4	L/D/ OCA	
12	12	7	Explanation on Victorian Period	1	2	4	L/D/ OCA	
13	13	7	Discussion on Twentieth Century (Modernism)	1	2	4	L/D/ OCA	
14	14	8	Discuss Twentieth Century (Modernism)	1	2	4	L/D/ OCA	
15	15	8	Introduce Post- Modernism (Present)	1	2	4	L/D/ OCA	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching Methods	Assessment Methods
				T	P	IL		
				15	30	55		

Teaching Methods: L= Lecture D= Discussions, PR= Presentations, OCA= Online Class Room Activities, TO=Testing/Oral, TW=Testing/Written)
P=Practical, GD= Group Discussions

Assessment Methods: AS=Assignments, V= Viva Examinations, MIT= Mid Term Test

Assessment Strategy

Continuous Assessment	AS1 - 20%	40%
	AS2 – 20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Mrs. P. N. N. D. Dayarathne (nimesha@ssh.rjt.ac.lk)	The Head of the Department will decide the teaching panel

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Assignments															
End Semester Examination	after 2 weeks of study leave														

Recommended Reading:

- Golban, P. (2007). *The Beginnings of British Literature Old English (Anglo-Saxon) and Medieval Literature*.
- Donoghue, D. (2018). *How the Anglo-Saxons read their poems*. University of Pennsylvania Press
- Brooke, S. (1989). *English Literature from the Beginning to the Norman Conquest England*: Macmillan
- Felperin, H. (1990). *Elizabethan Literature and Contemporary Theory*. London: Clarendon Press
- Bloom, H. (1986). *John Donne and the Seventeenth-Century Metaphysical Poets*.
- Farrell, J. (2013). *Introduction to Augustan Poetry and the Roman Republic*. Oxford, Oxford University Press.
- Negri, S, M. (1998). *English Victorian Poetry: An Anthology*.

Course Title: Introduction of English Literature from Chaucer to 1700

Course Code: ENGL 21022 (15: 30: 55)

Course Capsule:

Introduction to Geoffrey Chaucer, The Canterbury Tales by Geoffrey Chaucer, Introduction to William Shakespeare's Dramas, Hamlet, The Merchant of Venice, Introduction to Petrarchan Sonnets, Introduction to Shakespearean Sonnets, Selected Sonnets by William Shakespeare

Course Aim: The main aim of this course is to motivate the students to identify the Elizabethan writers such as Geoffrey Chaucer and William Shakespeare enabling them to study their great literary works, which highlight the qualities of the people, who lived during that period.

Course ILOs:

After completing this course, students should be able to:

1. recognize the poetic talents of Geoffrey Chaucer
2. describe the characters in Canterbury Tales by Geoffrey Chaucer
3. appreciate William Shakespeare's Dramas
4. investigate Petrarchan Sonnets
5. define Shakespearean sonnets

Lesson Sequence

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching Methods	Assessment Methods
				T	P	IL		
1	1	1	Introducing Geoffrey Chaucer	1	2	4	L/D/ OCA	
2	2	2	Discussion on The Canterbury Tales by Geoffrey Chaucer	1	2	4	L/D/ OCA	
3	3	2	Explaining specific characteristics of The Canterbury Tales through The Prologue	1	2	3	L/D/ OCA	AS1 start
4	4	2	Examining the specific characteristics of The Canterbury Tales through The Prologue	1	2	4	L/D/ OCA	
5	5	3	Introducing William Shakespeare’s Dramas	1	2	3	L/ D/ OCA	AS2 due
6	6	3	Discussing the themes and plot of the Tragedy- Hamlet by William Shakespeare	1	2	4	L/D/ OCA	
7	7	3	Discussion on the portrayal of characters of Hamlet	1	2	3	L/D/ OCA	AS2 start
8	8	4	Discussion the characters of Hamlet	1	2	4	L/ D/ OCA	
9	9	5	Discussing the themes and plot of the Comedy, ‘The Merchant of Venice’ by William Shakespeare	1	2	3	L/D/ OCA	As2 due
10	10	5	Discussing the portrayal of characters of The Merchant of Venice	1	2	4	L/D/ OCA	
11	11	5	Explanation on the characters of ‘The Merchant of Venice’	1	2	3	L/D/ OCA	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching Methods	Assessment Methods
				T	P	IL		
12	12	6	Introducing Petrarchan Sonnets	1	2	4	L/D/ OCA	
13	13	7	Introducing Shakespearean Sonnets	1	2	4	L/D/ OCA	
14	14	7	Discussion on selected sonnets by William Shakespeare	1	2	4	L/D/ OCA	
15	15	8	Discussion on selected sonnets by William Shakespeare	1	2	4	L/D/ OCA	
				15	30	55		

Teaching Methods: L= Lecture D= Discussions, PR= Presentations, OCA= Online Class Room Activities, TO=Testing/Oral, TW=Testing/Written)
P=Practical, GD= Group Discussions

Assessment Methods: AS=Assignments. V= Viva Examinations, MIT= Mid Term Tests

Assessment Strategy

Continuous Assessment	AS1 - 20%	40%
	AS2 – 20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Mrs. P. N. N. D. Dayarathne (nimesha@ssh.rjt.ac.lk)	The Head of the Department will decide the teaching panel

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Assignments															
End Semester Examination	after 2 weeks of study leave														

Recommended reading:

- Booth, S. (1969). *An Essay on Shakespeare's Sonnets*. New Haven: Yale University Press.
- Dean, R. (2000). *HAMLET: A great play made EASY*. Florida: Indian River Shores.
- Hibbard, G. R. (1998). *Hamlet*. Oxford. Oxford University Press.
- Hailo, J. L. (1994). *The Merchant of Venice by William Shakespeare*. Oxford: Oxford University Press.
- McNeir, W. F (1981). *The Merchant of Venice: Cliffs Notes*
- Vendler, H. (1997). *The Art of Shakespeare's Sonnets*. Press of Harvard University Press.

Course Titel: Introduction to English Literature of the 17th and 18th Centuries

Course Code: ENGL 22022 (15: 30: 55)

Course Capsule: Introduction to Metaphysical Poetry, John Donne-Selected poems, Andrew Marvel-Selected poems, Henry Vaughan-Selected poems, George Herbert-Selected poems, Introduction to Augustan Poetry, John Dryden-selected poems, Alexander Pope-selected poems, Robinson Crusoe-Plot/Theme

Course Aim: The main aim of this course is to guide the students to analyze the Metaphysical Poetry and Augustan Poetry and the poems related to both eras and the novel, Robinson Crusoe enabling them to be competent on both periods and well-versed with the novel, Robinson Crusoe and its theme and plot.

Course ILOs:

After completing this course, students should be able to:

1. examine deeper into the characteristics of metaphysical poetry
2. explain the selected poems by John Donne, Andrew Marvel, Henry Vaughan and George Herbert
3. explain the selected poems of Augustan period
4. explain the selected poems by John Dryden and Alexander Pope
5. examine the novel, Robinson Crusoe

Lesson Sequence

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
1	1	1	Introduction to Metaphysical Poetry	1	2	4	L/D/ OCA	
2	2	2	Discussing the themes of selected poems by John Donne	1	2	4	L/D/ OCA	
3	3	2	Expalnation on the techniques of selected poems by John Donne	1	2	3	L/D/ OCA	AS1 start
4	4	3	Discussing the themes of selected poems by Andrew Marvel	1	2	4	L/D/ OCA	
5	5	3	Discussing the themes of selected poems by Andrew Marvel	1	2	3	L/ D/ OCA	AS1 due
6	6	4	Discussing the themes of selected poems by Henry Vaughan	1	2	4	L/D/ OCA	
7	7	4	Defining the themes of selected poems by Henry Vaughan	1	2	4	L/D/ OCA	AS2 start
8	8	5	Explaining the themes of selected poems by George Herbert	1	2	3	L/ D/ OCA	
9	9	5	Discussing the themes of selected poems by George Herbert	1	2	4	L/D/ OCA	As2 due
10	10	6	Introducing Augustan Poetry	1	2	3	L/D/ OCA	
11	11	7	Defining the themes of selected poems by John Dryden	1	2	4	L/D/ OCA	
12	12	7	Discussion on the themes of selected poems by John Dryden	1	2	4	L/D/ OCA	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
13	13	8	Explaining the themes of selected poems by Alexander Pope	1	2	3	L/D/ OCA	
14	14	9	Explanation on the themes of Robinson Crusoe	1	2	4	L/D/ OCA	
15	15	9	Explanation the characters of Robinson Crusoe	1	2	4	L/D/ OCA	
				15	30	55		

Teaching Methods: L= Lecture D= Discussions, PR= Presentations, OCA= Online Class Room Activities, TO=Testing/Oral, TW=Testing/Written)
P=Practical, GD= Group Discussions

Assessment Methods: AS=Assignments. V= Viva Examinations, MIT= Mid Term Examinations

Assessment Strategy

Continuous Assessment	AS1 - 20%	40%
	AS2 – 20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Mrs. P. N. N. D. Dayarathne (nimesha@ssh.rjt.ac.lk)	The Head of the Department will decide the teaching panel

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Assignments															
End Semester Examination	after 2 weeks of study leave														

Recommended Reading:

- Burrow, C. (2006). *Metaphysical Poetry*. London: Penguin.
- Grierson, H, J, C. (1921). *Metaphysical Lyrics & Poems of the Seventeenth Century*. Oxford. Oxford University Press.
- Alvarez, A. (1961). *The School of Donne*. London: Penguin
- Pope, A. (1991). *The Poetic Works of Alexander Pope*. New Haven Yale UP.
- Farrell, J. (2013). *Introduction to Augustan Poetry and the Roman Republic*. Oxford: Oxford University Press.
- West, R. (1998). *Daniel Defoe: The Life and Strange. Surprising Adventures*. New York: Carroll & Graf.

Course Title: Romantic and Victorian Poetry, Novels and Short Stories

Course Code: ENGL 31022 (15: 30: 55)

Course Capsule: Introduction to Romantic Poetry, William Wordsworth, William Blake, Lord Byron, John Keats, Percy Bysshe Shelly, Introduction to Victorian Poetry, Alfred Lord Tennyson, Emily Bronte, Hopkins, Robert Browning, Thomas Hardy, Introduction to Hard Times by Charles Dickens,

Course Aim: The main aim of this course is to motivate the students to analyze the Romantic and Victorian Poetry, Novels and Short Stories enabling them to investigate the social and political issues which were prevalent during that particular time period.

Course ILOs:

After completing this course, students should be able to:

1. define the romantic era
2. explain the selected poems and study their themes
3. define the Victorian era
4. examine the selected poems, novels and study their themes
5. examine the selected short stories and study their themes

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
1	1	1	Introducing Romantic Poetry	1	2	4	L/D/ OCA	
2	2	2	Discussing the themes of selected poems by William Wordsworth	1	2	4	L/D/ OCA	
3	3	2	Explanation on the themes of selected poems by William Blake	1	2	3	L/D/ OCA	AS1 start
4	4	2	Discussing the themes of selected poems by Lord Byron	1	2	4	L/D/ OCA	
5	5	2	Discussion on the themes of selected poems by John Keats	1	2	3	L/ D/ OCA	AS1 due
6	6	2	Explaining the themes of selected poems by Percy Bysshe Shelly	1	2	4	L/D/ OCA	
7	7	3	Introduction to Victorian Poetry	1	2	3	L/D/ OCA	AS2 start
8	8	4	Discussing the themes of selected poems by Alfred Lord Tennyson	1	2	4	L/ D/ OCA	
9	9	4	Discussion on the themes of selected poems by Emily Bronte	1	2	3	L/D/ OCA	AS2 due
10	10	4	Explaining the themes of selected poems by Hopkins	1	2	4	L/D/ OCA	
11	11	4	Explanation on the themes of selected poems by Robert Browning	1	2	3	L/D/ OCA	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
12	12	4	Discussing the themes of selected poems by Thomas Hardy	1	2	4	L/D/ OCA	
13	13	5	Introduction to Hard Times by Charles Dickens	1	2	4	L/D/ OCA	
14	14	5	Explanation on the themes of Wuthering Heights by Emily Bronte	1	2	4	L/D/ OCA	
15	15	6	Discussion on the themes of The Happy Prince by Oscar Wilde	1	2	4	L/D/ OCA	
				15	30	55		

Teaching Methods: L= Lecture D= Discussions, PR= Presentations, OCA= Online Class Room Activities, TO=Testing/Oral, TW=Testing/Written)
P=Practical, GD= Group Discussions

Assessment Methods: AS=Assignments, V= Viva Examinations, MIT= Mid Term Examinations

Assessment Strategy

Continuous Assessment	A1 - 20%	40%
	A2 – 20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Mrs. P. N. N. D. Dayarathne (nimesha@ssh.rjt.ac.lk)	The Head of the Department will decide the teaching panel

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Assignments															
End Semester Examination	after 2 weeks of study leave														

Recommended Reading

- Negri, P. (1999). *English Victorian Poetry*.
- Blake, W. (1789). *Songs of Innocence and of Experience*.
- Wordsworth, J. (2006). *The Penguin Book of Romantic Poetry*, London, Penguin.
- Faverty, F. (1998). *The Victorian Poets: A Guide to Research*.
- Dickens, C. (1854). *Hard Times*. Wordsworth Printing Press.
- Wilde, O. (1886). *The Happy Prince and Other Stories*.
- Bronte, E. (1888). *Wuthering Heights*. Penguin Classic.

Course Title: Modern Literature

Course Code: ENGL 31022 (15: 30: 55)

Course Capsule: Introduction to Modern Poetry, Robert Frost, T.S. Eliot, Wilfred Owen, Gabriel Okara, Introduction to 'The God of Small Things' by Arundhati Roy, Things Fall Apart by Chinua Achebe, Introduction to Care Taker by Harold Pinter, Introduction to The Caucasian Chalk Circle by Bertolt Brecht, Introduction to A Temporary Matter by JhumpaLahiri, Dry September by William Faulkner

Course Aim: The main aim of this course is to guide the students to examine the Modern Literature and the related poems, novels, dramas and short stories exposing students to numerous literary works done by modern writers, playwrights and poets and analyze the social and political problems which exist during the modern period.

Course ILOs:

After completing this course, students should be able to:

1. recognize the various writers, playwrights and poets of the relevant era.
2. illustrate the modern poets and their themes
3. examine the themes and plots of novels related to the modern era
4. define the themes and plots of dramas related to the modern era
5. investigate the themes and plots of short stories related to the modern era

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching / Learning Methods	Assessment Methods
				T	P	IL		
1	1	1	Introduction to Modern Poetry	1	2	4	L/D/ OCA	
2	2	2	Discussing the themes of selected poems by Robert Frost	1	2	4	L/D/ OCA	AS1 start
3	3	2	Explanation on the themes of selected poems by T.S. Eliot	1	2	3	L/D/ OCA	
4	4	2	Discussing the themes of selected poems by Wilfred Owen	1	2	4	L/D/ OCA	AS1 due
5	5	2	Discussing the themes of selected poems by Nissim Ezekiel	1	2	3	L/ D/ OCA	
6	6	2	Explaining the themes of selected poems by Gabriel Okara	1	2	4	L/D/ OCA	AS2 start
7	7	3	Introduction to the novel 'The God of Small Things' by Arundhati Roy	1	2	3	L/D/ OCA	
8	8	3	Discussing the themes and plot of The God of Small Things by Arundhati Roy	1	2	4	L/ D/ OCA	AS2 due

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching / Learning Methods	Assessment Methods
				T	P	IL		
9	9	3	Introducing Things Fall Apart by Chinua Achebe	1	2	4	L/D/ OCA	
10	10	3	Discussing the themes and plot of Things Fall Apart by Chinua Achebe	1	2	3	L/D/ OCA	
11	11	4	Introduction to Care Taker by Harold Pinter	1	2	4	L/D/ OCA	
12	12	4	Discussing the themes and plot of Care Taker by Harold Pinter	1	2	3	L/D/ OCA	
13	13	4	Introduction to The Caucasian Chalk Circle by Bertolt Brecht	1	2	4	L/D/ OCA	
14	14	5	Introducing the short story, A Temporary Matter by Jhumpa Lahiri-	1	2	4	L/D/ OCA	
15	15	5	Discussing the themes of Dry September by William Faulkner	1	2	4	L/D/ OCA	
				15	30	55		

Teaching Methods: L= Lecture D= Discussions, PR= Presentations, OCA= Online Class Room Activities, TO=Testing/Oral, TW=Testing/Written)
P=Practical, GD= Group Discussions

Assessment Methods: AS=Assignments, V= Viva Examinations, MIT= Mid Term Examinations

Assessment Strategy

Continuous Assessment	AS1 - 20%	40%
	AS2 - 20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Mrs. P. N. N. D. Dayarathne (nimesha@ssh.rjt.ac.lk)	The Head of the Department will decide the teaching panel

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Assignments															
End Semester Examination	after 2 weeks of study leave														

Recommended Reading:

- Roy, A. (1998). *The god of small things: Critique and commentary (Creative new literature series)*. Hardcover by R. S Sharma
- Pinter, H. (1962). *The Caretaker*. Penguin
- Bretch, B. (2009). *The Caucasian Chalk Circle*. Penuin Classics.
- Whittaker, D. (2000). *Selected full-text books and articles and Chinua Achebe's Things Fall Apart*.
- A Study Guide for JhumpaLahiri's "A Temporary Matter," (1990). Excerpted from Gale's acclaimed Short Stories for Students.
- C. B. Cox & A. E. Dyson (2020). *Modern Poetry: Studies in Practical Criticism*.
- Owen, W. (1985). *The War Poems*.

Environmental Management

Course Title: Fundamentals of Environmental Management

Course Code: EMGT 11012 (15:30:55)

Course Capsule: Environment and global challenges, Changing environment: evolution of the natural environment, geological history, the evolution of life, the evolution of the atmosphere, the evolution of the society, Approaches to environmental management: conventional approach, optional approaches, Environmental management policies of Sri Lanka, Philosophical instance of the concept of environmental management: environmental determinism, environmental possibilism, ecology, sustainable development, Contemporary developments in the concept of environmental management: Co-evolutionary view point, post-modernism, Gaia hypothesis, philosophy of the middle-path, an Applied vision of environmental management.

Course Aim: To provide an opportunity for learners to capture the current and future direction of environmental management discipline, enabling students to orient themselves for their future studies.

Course ILOs:

After completing this course, students should be able to:

1. explain the contemporary challenges to the natural environment
2. describe the evolutionary change in nature and society
3. examine the approaches to environmental management
4. analyze the theoretical background of environmental management
5. examine contemporary developments in the philosophy of environmental management
6. design an applied vision for environmental management

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1	The integral components, links and interdependencies of the environment	1			L	AS1 start
	1.2	1	Drawing a diagram to show links of the components of the environment		2		CL	
	1.3	1	Read related References			4	SR	
2	2.1	1	The contemporary challenges to the natural environment	1		4	L	
	2.2	1	Preparing a table to show characteristics of the challenges to the environment		2		CL	
	2.3	1	Read related References			4	SR	
3	3.1	2	Geological history and evolution of life	1			L	
	3.2	2	Drafting 20 MCQ to cover geological history and evolution of life		2		CL	
	3.3	2	Read related References			4	SR	
4	4.1	2	Evolution of the atmosphere	1			L	
	4.2	2	Analyzing time series graph of paleoclimatic air temperature		2		SGD	
	4.3	2	Read related References			4	SR	
5	5.1	2	Evolution of the society	1			L	
	5.2	2	Drafting a table showing characteristics of the stages of social evolution		2		CL	
	5.3	2	Read related References			4	SR	
6	6.1	3	The conventional approach to environmental management	1			L	
	6.2	3	Designing 20 MCQs related to the conventional approach		2		CL	
	6.3	3	Read related References			4	SR	
7	7.1	3	Optional approaches to environmental management	1			L	AS1 due

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
	7.2	3	Discussing the emergence of optional approaches		2		SGD	
	7.3	3	Read related References			3	SR	
8	8.1	3	Environmental management policies of Sri Lanka	1			L	AS2 start
	8.2	3	Drawing a timeline of the development of the environmental policy of Sri Lanka		2		CL	
	8.3	3	Read related References			3	SR	
9	9.1	4	concepts of environmental determinism and possibilism	1			L	
	9.2	4	Advantages and disadvantages for the environment of determinism and possibilism		2		SGD	
	9.3	4	Read related References			3	SR	
10	10.1	4	Concepts of ecology and sustainable development	1			L	
	10.2	4	Discussing how the concepts of ecology support the concept of sustainable development		2		SGD	
	10.3	4	Read related References			3	SR	
11	11.1	5	Co-evolutionary viewpoint and post-modernism in relation to environmental management	1			L	
	11.2	5	Drafting 20 MCQs on co-evolutionary view point and post modernism		2		CL	
	11.3	5	Read related References			3	SR	
12	12.1	5	The Gaia hypothesis	1			L	
	12.2	5	Discussing the usefulness of the Gaia hypothesis for sustainability		2		SGD	
	12.3	5	Read related References			3	SR	
13	13.1	5	Justifying the concept of the middle-path for environmental management	1			L	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
	13.2	5	Discussing the potential usefulness of the concept of the middle path for applied environmental management		2		SGD	
	13.3	5	Read related References			3	SR	
14	14.1	6	Conceptualizing an applied vision for environmental management	1			L	AS2 due
	14.2	6	Analyzing the conceptual framework of environmental management		2		SGD	
	14.3	6	Read related References			3	SR	
15	15.1	6	Designing actions and mechanisms for environmental management	1			L	
	15.2	6	Discussing potential actions and relevancy of the mechanism for Sri Lanka		2		SGD	
	15.3	6	Read related References			3	SR	
Total Notional Hours				15	30	55		

Teaching/learning methods: L=Lectures, CL=Constructive Learning, SR=Self Reading, SGD=Small Group Discussion

Assessments methods: AS=Assignment

Assessment Strategy

Continuous Assessment	AS1 - 20%	40%
	AS2 - 20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Dr. J.M.S.B. Jayasundara (jmsb1610@ssh.rjt.ac.lk)	Dr. J.M.S.B. Jayasundara (jmsb1610@ssh.rjt.ac.lk) Mr. L.M.A.P. Gunawardhana (gunawardhanap@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Assignments															
End Semester Examination	After two weeks of study leave														

Recommended Reading:

- Bharucha, E. (2005). Text Book for Environmental Studies for Undergraduate Courses of all Branches of Higher Education. Pune, India: UGC, India.
- Jayasundara, J.M.S.B. (2015). A new paradigm for environmental management teaching in universities. *Journal of Education and Social Sciences*, 1, 178-186.
- Jayasundara, J.M.S.B. (2021). *Applied Environmental Management: Sustainability Approach*. Colombo: S. Godage & Brothers.
- Heodore, M.K., & Theodor, L. (2010). *Introduction to Environmental Management*. London: CRP Press, Taylor & Francis Group.
- William, M.M., & Kaufman, M.M. (2012). *Physical Geography Great Systems and Global Environments*. Cambridge University Press.

Course Title: Natural Environment

Course Code: EMGT 11022 (15:30:55)

Course Capsule: Explain the earth's structure and constituents, Geological processes: volcanoes, earthquakes, rock cycle, Plate tectonics theory, and geological time scale; explain the hypothesis of continental drift, Geomorphological processes: Denudation cycle, landslides, Soil formation processes, Hydrological processes: water chemistry and physics, river systems, Water cycle, Atmospheric Processes: Atmosphere and its general circulation, climate and weather, Ecological Processes: Theory of evolution, Ecological succession, Ecological Processes: the flow of energy, food chains and food webs, Ecological Processes: biogeochemical cycles, Biological processes: Photosynthesis, Metabolism, Cellular respiration, Transpiration, Biological processes: Adaptation, Growth, and development

Course Aim: To enhance the capacity of students' knowledge about environmental processes of nature, to raise the understanding of the importance of environmental processes for survival, and to introduce theories related to the environment enabling learners to apply the holistic view of the natural environment in further learning.

Course ILOs:

After completing this course, students should be able to:

1. explain lithospheric processes and their interdependencies
2. describe morphological and soil formation processes that shape the earth's surface
3. demonstrate knowledge on the hydrological processes, chemical and physical properties process in water
4. examine the atmospheric processes, climate, and weather system components
5. describe the ecological processes of the biosphere
6. analyze the biological process of the earth system

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1	The earth's structure and constituents	1			L	AS1 start
	1.2	1	Preparing a list of rocks types and minerals found on the earth		2		CL	
	1.3	1	Read related References			4	SR	
2	2.1	1	Geological processes: Volcanoes, earthquakes, rock cycle	1			L	
	2.2	1	Finding distribution patterns of volcanoes and earthquakes		2		CL	
	2.3	1	Read related References			4	SR	
3	3.1	1	Plate tectonics theory and geological time scale	1			L	
	3.2	1	Drafting a note on the theory of plate tectonics		2		SGD	
	3.3	1	Read related References			4	SR	
4	4.1	1	Hypothesis of Continental Drift	1			L	
	4.2	1	Drafting 10 MCQs on plate tectonics and hypothesis of continental drift		2		CL	
	4.3	1	Read related References			4	SR	
5	5.1	2	Geomorphological processes: Denudation cycle, landslides	1			L	
	5.2	2	Preparing a table to show denudation agents and associated landforms		2		SGD	
	5.3	2	Read related References			4	SR	
6	6.1	2	Soil formation processes	1			L	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
	6.2	2	Studying a soil profile and finding the relationship of the type of soil with the soil formation process		2		SGD	
	6.3	2	Read related References			4	SR	
7	7.1	3	Hydrological processes: Water chemistry and physics, River systems, Water cycle	1			L	AS1 due
	7.2	3	Drafting 10 MCQs on the hydrological process		2		SGD	
	7.3	3	Read related References			4	SR	
8	8.1	4	Atmospheric processes: Atmosphere and its general circulation	1			L	AS2 start
	8.2	4	Drafting 10 MCQs on the atmosphere		2		SGD	
	8.3	4	Read related References			4	SR	
9	9.1	4	Climate and weather	1			L	
	9.2	4	Drafting 10 MCQs on climate and weather		2		SGD	
	9.3	4	Read related References			4	SR	
10	10.1	5	Ecological Processes: Theory of evolution, ecological succession	1			SGD	
	10.2	5	Drafting 10 MCQ		2		SGD	
	10.3	5	Read related References			4	SR	
11	11.1	5	Ecological processes: Flow of energy, food chains, and food webs	1			L	
	11.2	5	Drafting 10 MCQ		2		SGD	
	11.3	5	Read related References			3	SR	
12	12.1	5	Ecological Processes: Biogeochemical cycles	1			L	
	12.2	5	Drafting 10 MCQ		2		SGD	
	12.3	5	Read related References			3	SR	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
13	13.1	6	Biological processes: Photosynthesis, metabolism, cellular respiration, transpiration	1			L	
	13.2	6	Drafting 10 MCQ		2		SGD	
	13.3	6	Read related References			3	SR	
14	14.1	6	Biological processes: Adaptation, growth, and development	1			L	AS2 due
	14.2	6	Drafting 10 MCQ		2		CL	
	14.3	6	Read related References			3	SR	
15	15.1	6	Concept of biodiversity and biodiversity degradation	1			SGD	
	15.2	6	Drafting 10 MCQ		2		CL	
	15.3	6	Read related References			3	SR	
Total Notional Hours				15	30	55		

Teaching methods: L=Lectures, SR=Self Learning, CL=Constructive Learning, SGD=Small Group Discussion

Assessments methods: AS=Assignment

Assessment Strategy

Continuous Assessment	AS1 - 20%	40%
	AS2 - 20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Dr. J.M.S.B. Jayasundara (jmsb1610@ssh.rjt.ac.lk)	Dr. J.M.S.B. Jayasundara (jmsb1610@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Assignments															
End Semester Examination	After two weeks of study leave														

References:

- Bharucha, E. (2005). Text Book for Environmental Studies for Undergraduate Courses of all Branches of higher Education. Pune, India: UGC, India.
- Fundamentals of Physical Geography (a soft copy text will be provided)
- Mossio, M., Montévil, M., & Longo, G. (2016). Theoretical principles for biology: Organization. *Progress in Biophysics and Molecular Biology*, 122(1), 24-35.
- Odum, E.P., & Barrett, G.W. (1971). Fundamentals of ecology (Vol. 3, p. 5). Philadelphia: Saunders.
- Physical Geography, Second edition (a soft copy will be provided)
- William, M.M., & Kaufman, M.M. (2012). Physical Geography Great Systems and Global Environments. Cambridge University Press.

Course Title: Environmental Ethics

Course Code: EMGT 11032 (15:30:55)

Course Capsule: Challenge of environmental ethics, The early development of environmental ethics, Environmental ethics and politics, Traditional ethical theories and contemporary environmental ethics, Biodiversity preservation, Wilderness, the built environment, poverty, and politics, Sustainability and climate change, Ethical solutions to environmental issues, The religion and environmental ethics, Judeo Christian tradition, Buddhism and climate change, Ethical dimensions of contemporary environmental issues in Sri Lanka

Course Aim: To provide opportunity to learners for developing their value judgment on the issues of development enabling students to substantiate their world view on sustainability issues.

Course ILOs:

After completing this course, students should be able to:

1. explain the foundation of Western environmental ethics
2. examine ethical dimensions of environmental issues
3. analyze environmental, and ethical principles of religion

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1	Challenge of environmental ethics	1			L	AS1 start
	1.2	1	Drafting a definition of the challenges of environmental ethics		2		CL	
	1.3	1	Read related References			4	SR	
2	2.1	1	Early development of environmental ethics	1			L	
	2.2	1	Preparing a list of milestones for the development of environmental ethics		2		CL	
	2.3	1	Read related References			4	SR	
3	3.1	1	Relationship of environmental ethics with politics	1			L	
	3.2	1	Discussing the topic of environment and ethics		2		SGD	
	3.3	1	Read related References			4	SR	
4	4.1	1	Traditional ethical theories and contemporary environmental ethics	1			L	
	4.2	1	Comparing and contrasting traditional and contemporary environmental ethics		2		CL	
	4.3	1	Read related References			4	SR	
5	5.1	2	Ethical dimension of biodiversity preservation	1			L	
	5.2	2	Discussing ethical issues of biodiversity conservation		2		SGD	
	5.3	2	Read related References			4	SR	
6	6.1	2	Ethical dimension of Wilderness preservation	1			L	
	6.2	2	Discussing ethical issues in wilderness conservation in Sri Lanka		2		SGD	
	6.3	2	Read related References			4	SR	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
7	7.1	2	Ethical dimension of the built environment	1			L	AS1 due
	7.2	2	Discussing ethical issues in the built environment in Sri Lanka		2		SGD	
	7.3	2	Read related References			4	SR	
8	8.1	2	Ethical dimension of poverty and politics	1			L	AS2 start
	8.2	2	Discussing ethical issues of poverty and politics in Sri Lanka		2		SGD	
	8.3	2	Read related References			4	SR	
9	9.1	2	Ethics of sustainability and climate change	1			L	
	9.2	2	Discussing ethical issues of sustainability and climate change		2		SGD	
	9.3	2	Read related References			4	SR	
10	10.1	2	Ethical solutions to environmental issues	1			SGD	
	10.2	2	Discussing ethical solutions to environmental issues in Sri Lanka		2		SGD	
	10.3	2	Read related References			4	SR	
11	11.1	3	Relationship between the religion and environmental ethics	1			L	
	11.2	3	Discussing the role of religion in environmental ethics		2		SGD	
	11.3	3	Read related References			3	SR	
12	12.1	3	The Judeo-Christian tradition	1			L	
	12.2	3	Discussing anthropocentrism in environmental ethics, critically		2		SGD	
	12.3	3	Read related References			3	SR	
13	13.1	3	Connections of Buddhism with climate change	1			L	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
	13.2	3	Discussing Buddhist discourses related to the end of the world		2		SGD	
	13.3	3	Find the content of Aggannasutta in the sources the internet and read			3	SR	
14	14.1	3	Ethical dimensions of contemporary environmental issues in Sri Lanka-loss of forests	1			L	AS2 due
	14.2	3	Making presentation		2		CL	
	14.3	3	Finding appropriate news articles and read			3	SR	
15	15.1	3	Ethical dimensions of contemporary environmental issues in Sri Lanka-human wildlife conflict	1			SGD	
	15.2	3	Making presentation		2		CL	
	15.3	3	Finding appropriate news articles and read			3	SR	
Total Notional Hours				15	30	55		

Teaching /learning methods: L=Lectures, CL= Constructive Learning, SR=Self Reading, SGD=Small Group Discussion

Assessments methods: AS=Assignment

Assessment Strategy:

Continuous Assessment	AS1 - 20%	40%
	AS2 - 20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Dr. J.M.S.B. Jayasundara (jmsb1610@ssh.rjt.ac.lk)	Dr. J.M.S.B. Jayasundara (jmsb1610@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Assignments															
End Semester Examination	After two weeks of study leave														

Recommended Reading:

- Brennan, A., & Lo, Y. (2020). Environmental Ethics. *The Stanford Encyclopedia of Philosophy* (Winter 2020 Edition), Edward N. Zalta (ed.), <https://plato.stanford.edu/archives/win2020/entries/ethics-environmental/>. (2015 Reviewed) Stanford Encyclopedia of Philosophy: Environmental Ethics.
- Matlievska, M., Dzamoska-Zdravkovska, S., & Denkova, J. (2014). Managing Sustainability: Poetry of Motion. *International Journal of Development and Sustainability*, 2162-2174.
- Pavel, N. (2013). Human Values Compatible with Sustainable Development. *Journal of Human Values*, 19(I), 5-13.
- Rawls, J. (2021). The Stanford Encyclopedia of Philosophy, <https://plato.stanford.edu/cgi-bin/encyclopedia/archinfo.cgi?entry=rawls>

Course Title: Cartography

Course Code: EMGT 12012 (15:30:55)

Course Capsule: Concepts, History and the main task of cartography, Basic maps elements, Types of maps, Physical features of maps, Cultural features of maps, Map reading and interpretation, Map projections in cartography, enlargement, and reduction of the maps, Map construction, Importance of the use of maps in decision making, Visual presentation of statistical data, Recent trends in cartography

Course Aim: To provide essential principles and concepts to develop a basic understanding of cartography's theory and practical enabling students to apply the learned principles and theories to use maps for environmental-related activities at the local, regional and global levels.

Course ILOs:

After completing this course, students should be able to:

1. explain the concepts of the cartography as a spatial data presentation method
2. describe the essential and features of the maps
3. apply cartographic techniques to utilize maps for environmental activities
4. describe the importance of use of maps for the decision-making process
5. analyze recent developments of the cartography

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1	Concepts of cartography: Definitions	1			L, D	
	1.2	1	Collecting and reading definitions and overview of cartography using available web sources			3	SR	
2	2.1	1	History of the cartography: Explain the development of the cartography	1			L, D	AS1 start
	2.2	1	Read related References			3	SR	
3	3.1	1	Main task of cartography: Definitions, explain the main task of cartography to map the real-world features using stranded methods	1			L, D	
	3.2	1	Collecting and reading the main task of cartography using available web sources			4	SR	
4	4.1	2	Basic maps elements: Definition	1			L, D	
	4.2	2	Explaining basic maps elements by using several printed maps		2		CL	
	4.3	2	Read related References			4	SR	
5	5.1	3	Types of maps: Classification of the maps based on the available method	1			L	AS1 due
	5.2	3	Explaining types of maps based on the represented information of the maps		2		CL	
	5.3	3	Read related References			5	SR	
6	6.1	3	Physical features of maps: Define the standard method to represent the physical features	2			L	AS2 start
	6.2	3	Analyzing of physical features based on the mapped data in the topographic maps		2		SGD	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
	6.3	3	Identifying main physical features in selected 1:50000 maps			5	SR	
7	7.1	3	Cultural features of maps: Define the standard method to represent the cultural features	1			L	
	7.2	3	Analyzing of cultural features based on the mapped data in the topographic maps		4		SGD	
	7.3	3	Identifying main cultural features in selected 1:50000 maps			5	SR	
8	8.1	3	Cultural and physical features are based on several topographical regions such as mountains, coastal, lowland, etc.		4		CL	
	8.2	3	Capturing cultural activities and physical features of the 1:50000 maps related to students home town			5	SR	
9	9.1	3	Map reading and interpretation: Provide usefulness and essential facts related to map reading and interpretation	1			L, D	
	9.2	3	Explaining the method of map reading and interpretation based on the available information on the maps		2		SGD	
	9.3	3	Read related References			4	SR	
10	10.1	3	Map projections in cartography: Definition, types, and importance	1			L	
	10.2	3	Explaining maps projection systems in available maps		2		SGD	
	10.3	3	Read related References			3	SR	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
11	11.1	3	Methods in enlargement and reduction of the maps: types and calculations based on the several scales	1			L	AS2 due
	11.2	3	Enlarging and reducing maps using available methods		2		CL	
	11.3	3	Read related References			3	SR	
12	12.1	3	Map construction: provide knowledge about the construction of maps with available data	1			L	
	12.2	3	Describing the method of map construction based on the available data		2		CL	
	12.3	3	Read related References			3	SR	
13	13.1	4	Importance of the use of maps in decision making	1			L	
	13.2	4	Dividing students into small groups and discussing "how maps can be used in the decision-making process."		2		CL	
	13.3	4	Collecting more information related to maps and decision-making using the internet			2	SR	
14	14.1	4	Visual presentation of statistical data: Define, types, and usefulness	1			L	
	14.2	4	Describing the use of statistical data presentation methods based on graphs, charts, etc.		4		CL	
	14.3	4	Read related References			4	SR	
15	15.1	5	Recent trends in cartography	1			L	
	15.2	5	Dividing students into small groups and discussing the "recent trends in cartography."		2		CL	
	15.3	5	Collecting more information related to the recent development of cartography using the internet			2	SR	
Total Notional Hours				15	30	55		

Teaching/Learning methods: L=Lectures, CL=Constructive Learning, SGD=Small Group Discussion, D=Discussion, SR=Self Reading

Assessments methods: AS=Assignment

Assessment Strategy

Continuous Assessment	AS1 - 20%	40%
	AS2 - 20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Prof. M.M.Ranagalage (manjularanagalage@ssh.rjt.ac.lk)	Prof. M.M.Ranagalage (manjularanagalage@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Assignments															
End Semester Examination	After two weeks of study leave														

Recommended Reading:

- Cartwright, W., Gartner, G., & Lehn, A. (Eds.). (2009). Cartography and art. Springer Science & Business Media.

- Peterson, G. N. (2020). GIS cartography: A guide to effective map design. CRC Press.
- Vitarana, K.M. (2007). Cartography. Sarasavi Publishers, Nugegoda.
- රණගලගේ, එම්., හා දිසානායක, ඩී. එම්. එස්. එල්. බී. (2019). *භූගෝලීය තොරතුරු පද්ධති ප්‍රවේශය*, සන්දේශා ප්‍රකාශන, 2019.
- වීරක්කොඩි ,යූ. (2011). ප්‍රායෝගික භූගෝල විද්‍යාව, මෙට්‍රික් සිතියම සංඛ්‍යාතය සහ ප්‍රස්තාර.

Course Title: Environmental Hazards

Course Code: EMGT 12022 (15:30:55)

Course Capsule: The concept of environmental hazards and related terminology, The evolution of environmental hazard paradigms, Classification of environmental hazards, Natural and Man-made hazards, Causes, Impacts, Spatial-temporal distribution, Mitigation strategies particularly related to Sri Lanka Atmospheric: Cyclones, Lightning, Geological: Landslides, Earthquake, Tsunami, Hydrological: Floods, Droughts, Biological: Dengue Fever, Covid 19, HIV, Man-made: Human and animal conflict, Road Accidents, Ocean related hazards, Oil spills Hazard Management Cycle

Course Aim: To provide essential knowledge, skills, and attitudes on various natural and man-made environmental hazards which are particularly relevant to Sri Lanka, enabling the student to apply this knowledge and skills in their day today life to live with environmental hazards while managing impacts at various local, regional and global levels

Course ILOs:

After completing this course, students should be able to:

1. describe the different hazardous situations more accurately using the standard terminology
2. explain the causes, impacts and mitigation strategies of atmospheric hazards at local, regional and global levels
3. discuss the causes, impacts and mitigation strategies of geological hazards at local, regional and global levels
4. analyze the causes, impacts and mitigation strategies of hydrological hazards at local, regional and global levels
5. describe the causes, impacts and mitigation strategies of biological hazards at local, regional and global levels
6. examine major man-made hazards in Sri Lanka and its mitigation strategies
7. apply knowledge on various hazards, hazard management concepts and principles for minimizing impacts of different hazards and learn to live with different environmental hazards of the real world

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1	Concept of environmental hazards and related terminology, Identify the evolution of environmental hazard paradigms and classify environmental hazards	2			L	
	1.2	1	Preparing a list of various natural and man-made hazards in Sri Lanka		1		SGD	
	1.3	1	Read related References			3	SR	
2	2.1	2	Atmospheric hazards: Definition, causes and impacts, and mitigation strategies of cyclones	1			L, D	AS1 start
	2.2	2	Explaining the impacts of cyclones on Sri Lanka and its spatial and temporal distribution referring to secondary sources of information. (Research articles, websites etc.)		1		CL	
	2.3	2	Read related References			5	SR	
3	3.1	2	Atmospheric hazards: Definition, causes and impacts, and strategies to avoid the impacts of lightning	1			L	
	3.2	2	Analyzing causes and impacts of lightning in Sri Lanka and determining spatial distribution variation of vulnerability using given materials as a group activity within the class		2		SGD	
	3.3.	2	Read related References			5	SR	
4	4.1	3	Geological hazards: Definition, types, causes and impacts, signs of occurrence, mitigation strategies of landslides	1			L	
	4.2	3	Explaining the causes and impacts of landslides in Sri Lanka and its spatial-temporal distribution		2		SGD	
	4.3	3	Read related References			5	SR	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
5	5.1	3	Geological hazards: Definition, causes, impacts, and mitigation methods of earthquake	1			L	
	5.2	3	Analyzing earthquake risk in Sri Lanka		2		SGD	
	5.3	3	Read related References			5	SR	
6	6.1	3	Geological hazards: Definition, causes, and impacts, impact reducing methods of Tsunami	1			L	
	6.2	3	Explaining Tsunami Risk to Sri Lanka and its spatial vulnerability		2		SGD	
	6.3	3	Read related References			5	SR	
7	7.1	4	Hydrological hazards: Definition, types, causes and impacts, mitigation measures of floods	1			L	AS1 due
	7.2	4	Examining flood causes and impacts in Sri Lanka and its Spatial-temporal distribution		2		SGD	
	7.3	4	Read related References			5	SR	
8	8.1	4	Hydrological hazards: Definition, types, causes, impacts, mitigation measures of droughts	1			L	AS2 start
	8.2	4	Analyzing causes, impacts of drought and adaptation strategies in Sri Lanka: A case study in the Dry zone of Sri Lanka		6		FV	
	8.3	4	Read related References			5	SR	
9	9.1	5	Biological hazards: Definition, causes, impacts, Mitigation methods of dengue fever	1			L	
	9.2	5	Analyzing causes and impacts of dengue fever in Sri Lanka and its spatial and temporal distribution		2		SGD	
	9.3	5	Read related References			5	SR	
10	10.1	5	Biological hazards: Definition, causes, impacts, and mitigation methods of Covid 19	1			L	AS2 due

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
	10.2	5	Criticizing Covid 19 management processes in Sri Lanka considering its success and failures		1		SGD	
	10.3	5	Read related References			3	SR	
11	11.1	5	Biological hazards: Definition, causes, and impacts, Vulnerable groups, Control Measures of HIV	1			L	
	11.2	5	Assessing HIV impacts on Sri Lanka		2		SGD	
	11.3	5	Read related References			3	SR	
12	12.1	6	Man-made hazards: Explain -human-animal conflict, causes, and impacts, mitigation methods	1			L	
	12.2	6	Prioritizing best solution for Human and animal Conflict in Sri Lanka		2		SGD	
	12.3	6	Read related References			2	SR	
13	13.1	6	Man-made hazards: Definition, causes, and impacts, mitigation methods of road accident	1			L	AS3 start
	13.2	6	Dividing students into small groups and collecting data on road accidents in selected districts of Sri Lanka during the last 12 months		2		CL	
14	13.3	6	Developing PowerPoint presentation analyzing and using collected data on road accidents in selected districts of Sri Lanka		1		CL	
	13.4	6	Interpreting results by presenting group presentation using a multimedia projector		1		SGD	AS3 due
	13.5	6	Read related References			2	SR	
15	14.1	6	Ocean-related hazards: Oil spills	1			L	
	14.2	7	Explaining hazard management: Build Back Better principle, create most suitable hazard management cycle using various hazard management cycles		1		SGD	

Environmental Management

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
	14.3	7	Read related References			2	SR	
Total Notional Hours				15	30	55		

Teaching/learning methods L=Lectures, CL=Constructive Learning, SGD=Small Group Discussion, D=Discussion, SR=Self Reading, FV=Field Visit

Assessments methods: AS=Assignment

Assessment Strategy

Continuous Assessment	AS1 - 20%	40%
	AS2 - 10%	
	AS3 - 10%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Mr. L.M.A.P. Gunawardhana (gunawardhanap@ssh.rjt.ac.lk)	Mr. L.M.A.P. Gunawardhana (gunawardhanap@ssh.rjt.ac.lk) Mr. W.M.S.B. Wanninayake (sisirawanninayake@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
End Semester Examination	After two weeks of study leave														

Recommended Reading:

- Disaster Management Center. (2012) Hazard Profile of Sri Lanka, Ministry of Disaster Management, Vidya Mawatha, Colombo 07, Sri Lanka.
- Epidemiology unit. (2019). Epidemiology unit, Ministry of Health. Accessed January 13/01/2021. <https://www.epid.gov.lk/web>.
- Gunawardhana, L.M.A.P. (2018). An analysis of Human-Elephant Conflict as a Disaster: A case study in Anuradhapura District of Sri Lanka: Journal of Tropical Environment. 1, 40-55: https://www.researchgate.net/publication/327155123_An_analysis_of_Human-Elephant_conflict_as_a_disaster_A_case_study_in_Anuradhapura_district_of_Sri_Lanka.
- Smith, K., & David, N.P. (2009). Environmental Hazards-Assessing Risk and Reducing Disaster. Rutledge, New York.
- Sri Lanka Police, Information Technology Division. (1993). Sri Lanka Police. Accessed 01.09.2021. <https://www.police.lk/index.php/item/68-traffic-police-road-traffic-accidents>.
- University of Wisconsin. (1986). Natural Hazards: Causes and Effects, Study Guide for Disaster Management: <https://www.yumpu.com/en/document/read/7239863/natural-hazards-causes-and-effects-disaster-management-center>.
- Wisner, B at all (2012). The Routledge Handbook of Hazards and Disaster Risk Reduction, Rutledge, New York.

Course Title: Geographic Information Systems

Course Code: EMGT 21012 (15:30:55)

Course Capsule: Concepts of GIS, History of the GIS, Components of GIS, Data types in GIS, Data formats in GIS, Data input methods in GIS, GIS vs. traditional maps, Functions of ArcGIS software, Geo-referencing, Digitizing Functions, Reprocessing analysis, Buffer analysis, and Symbology in GIS, Creating useful maps, The recent trend in GIS

Course Aim: To provide fundamental aspects of the principles of Geographic Information Systems, provide a basic knowledge of theory about GIS, spatial data types, and hands-on training of GIS software, enabling the student to apply principles and theories accurately to incorporate spatial data types using computer-based software.

Course ILOs:

After completing this course, students should be able to:

1. explain the fundamentals of GIS
2. describe the essential components and features of the GIS
3. explain the concepts of the GIS
4. analyze tools of the ArcGIS software to produce meaningful full maps
5. apply the fundamental analysis method available in GIS for the environmental variable
6. create basic maps using GIS techniques
7. describe the recent development of the GIS

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1	Concepts of GIS: Definitions, Importance of GIS, and Multidisciplinary approach of GIS	1			L, D	
	1.2	1	Collecting and reading definitions and overview of GIS using available web sources			2	SR	
2	2.1	1	History of the GIS: Explain the development stage of GIS	1			L, D	AS1 start
	2.2	1	Read related References			2	SR	
3	3.1	2	Main components of GIS: Provide more details about the components and their tasks	1			L, D	
	3.2.	2	Read related References			2	SR	
4	4.1	3	Data types in GIS: Definitions, spatial and non-spatial data	1			L, D	
	4.2	3	Explaining types of data using suitable examples		2		CL	
	4.3	3	Read related References			4	SR	
5	5.1	3	Data formats in GIS: Definitions, raster, vector, comparisons, advantages, and disadvantages	1			L	AS1 due
	5.2	3	Explaining data formats by using available GIS data and maps		2		CL	
	5.3	3	Read related References			4	SR	
6	6.1	3	Data inputs methods in GIS: Define main data input methods and their advantages	1			L	AS2 start
	6.2	3	Discussing the main data input method in GIS and its advantages		2		SGD	
	6.3	3	Collecting and reading more information related to data input methods in GIS using available web sources			6	SR	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
7	7.1	3	Comparison between GIS and traditional maps: explain similarities and dissimilarities between GIS vs. traditional maps	1			L	
	7.2	3	Comparing both data types and encouraging students to identify the similarities and dissimilarities		2		SGD	
	7.3	3	Discussing the similarities and dissimilarities of GIS and paper maps			2	SR	
8	8.1	4	Functions of ArcGIS software: (It provides more information and hands-on training about ArcGIS software)	1			L	
	8.2	4	Explaining main tools and functions available in ArcGIS and providing hands-on training		8		CL	
	8.3	4	Studying more using ArcGIS software			10	SR	
9	9.1	4	Geo-referencing: Provide usefulness and essential facts related to geo-referencing functions of GIS	1			L, D	
	9.2	4	Identifying the geo-referencing functions to assign real-world coordinates to the maps		2		SGD	
	9.3	4	Read related References			4	SR	
10	10.1	4	Digitizing functions: Definition, types, usefulness	1			L	
	10.2	4	Providing hands-on training regarding the digitizing		2		SGD	
	10.3	4	Read related References			3	SR	
11	11.1	5	Geoprocessing Analysis: Definitions, types, and usefulness	1			L	AS2 due
	11.2	5	Providing hands-on training on Geoprocessing		2		CL	
	11.3	5	Read related References			3	SR	
12	12.1	5	Buffer analysis: Definitions, types, and usefulness	1			L	
	12.2	5	Providing hands-on training on buffer analysis		2		CL	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
	12.3	5	Read related References			3	SR	
13	13.1	6	Symbology in GIS: Explain features, categories, quantities, chars, and multiple attributes	1			L	
	13.2	6	Provide hands-on training on symbology in GIS		2		CL	
	13.3	6	Read related References			4	SR	
14	14.1	6	Steps of creating useful maps: Adding main components of the maps, exporting maps	1			L	AS3 start
	14.2	6	Providing hands-on training on preparing quality maps		2		CL	
	14.3	6	Read related References			3	SR	
15	15.1	7	Recent trends in GIS	1			L	
	15.2	7	Dividing students into small groups and discussing the "Recent trends in GIS."		2		CL	
	15.3	7	Collecting more information related to the recent trend in GIS using the internet			3	SR	
Total Notional Hours				15	30	55		

Teaching /learning methods: L=Lectures, CL=Constructive Learning, D=Discussion, SGD=Small Group Discussion, SR=Self Reading

Assessments methods: AS=Assignment

Assessment Strategy

Continuous Assessment	AS1 - 10%	40%
	AS2 - 20%	
	AS3 - 10%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Prof. M.M.Ranagalage (manjularanagalage@ssh.rjt.ac.lk)	Prof. M.M.Ranagalage (manjularanagalage@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Assignments															
End Semester Examination	After two weeks of study leave														

Recommended Reading:

- Chang, K. (2007). An Introduction to Geographic Information Systems. Tata McGraw hill publication.
- Fazal, S. (2008). GIS Basics, New Age International Publishers Limited, New Delhi.
- Fotheringham, A.S., & Rogerson, P.A. (Eds.). (2008). The SAGE handbook of spatial analysis. Sage.
- Kresse, W., & Danko, D. M. (Eds.). (2012). Springer handbook of geographic information. Springer Science & Business Media.
- Law, M., & Collins, A. (2018). Getting to Know ArcGIS Desktop, fifth edition, ESRI, USA.
- Longley, P.A., Goodchild, M.F., Maguire, D.J., & Rhind, D. W. (2005). Geographic information systems and science. John Wiley & Sons.
- Ranagalage, M. (2019). Geographical Information Systems. Sandesha Publishers.
- Wilson, J. P., & Fotheringham, A. S. (Eds.). (2008). The handbook of geographic information science. John Wiley & Sons.
- රණගලගේ, එම්., හා දිසානායක ඩී. එම්. එස්. එල්. බී. (2019) භූගෝලීය තොරතුරු පද්ධති ප්‍රවේශය, සන්දේශා ප්‍රකාශන.

Course Title: Statistics for Environmental Managers

Course Code: EMGT 21042 (15:30:55)

Course Capsule: Introduction to data and statistics in the field of environmental management, Data and variables, Introduction to descriptive statistics, Measures central tendency (mean, median and mode), Measures of variation (standard deviation, variance, kurtosis and skewness), Empirical rule and normal distribution, Data representation using charts and graphs, Charts and graphs drawing using Excel and SPSS software, Introduction to inferential statistics, Sampling techniques, Estimation of confidence intervals, Hypothesis testing, Analysis of variance, Linear and non- linear regression, Correlation coefficient, Regression analysis, Time series analysis

Course Aim: To improve the statistical knowledge and skills of students with scientific methods of collecting and organizing environmental-related data enabling the student to employ the correct analyses, interpret and draw a conclusion and finally present the results effectively in order to enhance the ability to analyze environmental problems for supporting evidence-based decision making.

Course ILOs:

After completing this course, students should be able to:

1. define and explain basic terminologies in statistics
2. organize and display data by means of various tables, charts, and graphs
3. calculate and interpret descriptive, inferential and other statistical measures
4. demonstrate the skills of statistical computing analysis using statistical software such as SPSS, Stata, etc
5. perform time series analysis
6. apply statistical inferences to analyze real world environmental issues

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1	Data and statistics in the field of environmental management, data, and variables	2			L	
	1.2	1,3	Descriptive statistics: Measures central tendency	1			L	
	1.3	3,6	Exploring the area where statistics can be applied for decision-making in general and particularly in the field of environmental management			3	SR	
2	2.1	1,3	Descriptive statistics: Measures of variation	1			L	
	2.2	4	Performing descriptive statistical analysis using SPSS and Excel software		2		SGD, CL	
	2.3	3,4,6	Finding data set on own and performing descriptive analysis using SPSS and Excel			7	SR, CL	
3	3.1	1,3	Empirical rule and normal distribution	1			L	
	3.2	3	Finding the probabilities under the normal distribution curve using the standard normal distribution table-class room activity	1	1		L, SGD, CL	
	3.3	3	Compute probabilities of given set of data		1		CL	Q start and due
4	4.1	2,3	Data representation using charts and graphs	1			L	
	4.2	2	Drawing charts and graphs drawing using Excel and SPSS software		2		SGD, CL	
	4.3	2,4,6	Plotting bar charts, pie charts, scatter plots, and histograms for a given set of data and performing descriptive analysis of given data		1		CL	AS1 start
5	5.1	1,3	Sampling techniques	2			L	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
	5.2	1,3	Investigating of sampling techniques applications in environment-related research			3	SR, SGD	
6	6.1	1,3	Inferential statistics	1			L	
	6.2	1,3	Comparing and contrasting the descriptive vs. inferential statistical applications			4	SR, SGD	
7	7.1	3	Hypothesis testing for qualitative and quantitative data, analysis of Variance	2			L	AS1 due
	7.2	3	Performing hypothesis testing for qualitative data using equations		2		SGD, CL	
	7.3	3,4,6	Executing hypothesis testing for qualitative data using software		2		SGD, CL	
8	7.4	3,4,6	Hypothesis testing for qualitative data using software		2		SGD, CL	
	7.5	3,4,6	Executing further hypothesis testing for given empirical data sets			8	SR, CL	
9	7.6	3	Hypothesis testing for quantitative data using equations		2		SGD, CL	
	7.7	3,4,6	Executing hypothesis testing for quantitative data using software		1		SGD, CL	
10	7.8	3, 4,6	Hypothesis testing for quantitative data using software		2		SGD, CL	
	7.9	3,4,6	Performing hypothesis testing for quantitative data using both equations and software for empirical data sets			8	SR, CL	
11	7.10	3,4	Analyzing of Variance using software		2		SGD, CL	
	7.11	3,4,6	Hypothesis testing using SPSS software		1		CL	AS2 start and due
12	8.1	1,3	Linear and non-linear regression, correlation coefficient, regression analysis	2			L	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
	8.2	3	Computing correlation coefficient and regression analysis using equations		1		SGD, CL	
	8.3	1,3	Performing correlation and regression analysis using equations for the secondary data set			8	SGD	
	8.4	3	Correlation coefficient and regression analysis using equations		2		SGD	
13	8.5	4	Computing correlation coefficient and regression analysis using software		1		SGD, CL	
	8.6	4	Performing linear and non-linear regression analysis using software			7	SR	
14	8.7	4	Correlation coefficient and regression analysis using software		2		SGD	
	8.8	3,6	Performing regression and correlation analysis for given data set using SPSS software		1		CL	AS3 start and due
15	9.1	1,5	Time series analysis	1			L	
	9.2	5,6	Explaining Time series analysis-Application		2		SGD	
	9.3	5,6	Practicing time series analysis for secondary data			7	SR, CL	
Total Notional Hours				15	30	55		

Teaching /learning methods: L=Lectures, CL=Constructive Learning, SR=Self Reading, SGD=Small Group Discussion

Assessments methods: AS=Assignment, Q=Quiz

Assessment Strategy

Continuous Assessment	AS1 - 10%	50%
	AS2 - 20%	
	AS3 - 10%	
	Q - 10%	
End Semester Examination		50%
Total		100%

Course Coordinator	Teaching Panel
Dr. P.S.K. Rajapakshe (pskr75@ssh.rjt.ac.lk)	Dr. P.S.K. Rajapakshe (pskr75@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory	■	■	■	■	■	■	■					■			■
Practical		■	■	■			■	■	■	■	■	■	■	■	■
Independent Learning	■	■			■	■		■		■		■	■		■
Assessments			■	■							■			■	
End Semester Examination	<i>After two weeks of study leave</i>														

Recommended Reading:

- Boca Raton, F. L., Cothorn, C. R., & Ross, N. P. (1994). Environmental Statistics, Assessment and Forecasting, Lewis Publishers.
- Marascuilo, L. A., & Serlin, R. C. (1988). Statistical Methods for the Social and Behavioral Sciences. New York: W.H. Freeman.
- Moore, D. S., McCabe, G. P., & Craig, B. A. (2005). Introduction to the Practice of Statistics, 6th Edition.
- Ott, L. R., & Longnecker, M. (2010). An Introduction to Statistical Methods and Data Analysis, 6th Edition.
- Urdu, T. C. (2010). Statistics in plain English, 3rd Edition.

Course Title: Environmental Management Systems

Course Code: EMGT 22022 (15:30:55)

Course Capsule: The concept of Environmental Management Systems (EMS), terminology related EMS, Context of the organization, Leadership, Planning, Support, Operation, Performance evaluation, Improvement, and Obtaining ISO 14001:2015 certificate in Sri Lanka

Course Aim: To develop knowledge, skills and attitudes on ISO 14001:2015 standard and its requirements enabling students to establish an EMS for an organization successfully where necessary.

Course ILOs:

After completing this course, students should be able to:

1. explain ISO 14001 EMS concept and related terminology
2. describe ISO14001: 2015 requirements
3. develop an Environmental Policy for any organization according to ISO14001:2015 standard
4. perform EMS Audit to verify EMS requirements
5. design emergency preparedness plan for an organization
6. review and establish EMS for an institution

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1	Concept of Environmental Management System (EMS): Definition, history, benefits	2			L	
	1.2	1	Summarizing the evolution of EMS into one A4 page		1		SGD	
	1.3		Read related References			3	SR	
2	2.1	1	Terminology related EMS	1			L	AS1 start
	2.2		Read related References			4	SR	
3	3.1	2	Context of the organization: organization context, needs, and expectations of the interested parties, the scope of the EMS	1			L	
	3.2	2	Describing requirements of the context of the organization as a small group		2		SGD	
	3.3		Read related References			4	SR	
4	4.1	2,3	Requirements of leadership: Commitment, Policy, Organizational roles, responsibilities, and authorities	1			L	
	4.2	2,3	Developing an environmental policy for the university as a small group		2		SGD	AS2 start
	4.3		Read related References			4	SR	
5	5.1	2	Requirements of planning: Risk and Opportunities, aspects, impacts	1			L	
	5.2	2	Identifying environmental aspects and impacts list selecting an organization and prioritize according to the significance using numerical methods		5		SGD	
	5.3		Read related References			4	SR	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
6	6.1	2	Requirements of planning: compliance obligations, objectives, planning schedule	1			L	AS1 due
	6.2	2	Preparing an environmental management program		2		SGD	
	6.3		Read related References			4	SR	
7	7.1	2	Requirements of support: Resources, competence, awareness	1			L	
	7.2	2	Identifying resources for EMS		2		SGD	
	7.3		Read related References			4	SR	
8	8.1	2	Requirements of support: communication, documented information	1			L	
	8.2	2	Explaining the importance of communication for EMS		2		SGD	
	8.3		Read related References			4	SR	
9	9.1	2	ISO requirements of operation: Operational planning and control	1			L	
	9.2		Read related References			4	SR	
10	10.1	2,5	ISO requirements of operation: Emergency preparedness and response	1			L	
	10.2	2,5	Designing an emergency preparedness plan for the university		2		SGD	AS2 due
	10.3		Read related References			4	SR	
11	11.1	2	Analyzing an organization to review the ISO 14001:2015 Requirements		6		FV	AS3 start
12	12.1	2	Performance evaluation: monitoring, measurement, analysis, and evaluation: evaluation of compliance	1			L	
	12.2		Read related References			4	SR	
13	13.1	2,4	Examine the performance evaluation: Internal Audit, internal audit programme, Management review	1			L	AS3 due

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
	13.2	2,4	Dividing into small groups and developing an EMS audit format to verify ems requirements		2		SGD	
	13.3		Read related References			4	SR	
14	14.1	2	Improvement: non conformity and corrective action, continual improvement	1			L	
	14.2	2	Dividing in to small groups and discussing importance of identifying non conformity		2		SGD	
	14.3		Read related References			4	SR	
15	15.1	6	Obtaining ISO 14001:2015 certificate in Sri Lanka	1			L	
	15.2	6	Dividing small groups and discussing in the class why most institution in Sri Lanka are not certified with ISO 14001		2		SGD	
	15.3		Referring the website of Sri Lanka Standards Institution			4	SR	
Total Notional Hours				15	30	55		

Teaching /learning methods: L=Lectures, SGD=Small Group Discussion, SR=Self reading, FV=Field Visit

Assessments methods: AS=Assignment

Assessment Strategy

Continuous Assessment	AS1 - 20%	40%
	AS2 - 10%	
	AS3 - 10%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Mr. L.M.A.P. Gunawardhana (gunawardhanap@ssh.rjt.ac.lk)	Mr. L.M.A.P. Gunawardhana (gunawardhanap@ssh.rjt.ac.lk) Dr. J.M.S.B. Jayasundara (jmsb1610@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Practical	■	□	■	■	■	■	■	■	■	■	■	■	■	■	■
Independent Learning	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Field visits	□	□	□	□	□	□	□	□	□	□	■	□	□	□	
Assignments	□	■	□	■	□	□	□	□	□	□	■	□	□	□	
End Semester Examination	After two weeks of study leave														

Recommended Reading:

- DNV, G. (2015). ISO14001:2015 Environmental Management Requirements: Guidance Document. Hovik: Norway.
- Hoehne, J. (2015). Environmental Management Systems-Requirements with guidance for use. Verneier, Geneva, Switzerland: ISO.
- Jayasundara, J.M.S.B., & Gunawardhana, L.M.A.P. (2015). An approach to institutional Environmental Management -Sinhala. Mihintale: Author (ISBN-978-955-42791-0-0).

Course Title: Environmental Impact Assessment

Course Code: EMGT 22042 (15:30:55)

Course Capsule: What is environmental impact assessment (EIA), Legal and institutional background, Basic concepts of EIA in local and foreign countries, Prediction of environmental impacts, Evaluation of environmental impacts, Social and ecological impact assessment, Public participation, Environment monitoring and auditing, EIA systems and cases in Sri Lanka-I, EIA systems and cases in Sri Lanka-II, Market and non-market techniques for impact identification, Cost-benefit analysis (CBA) and extended cost-benefit analysis, The role of CBA in public projects, Multi-criteria analysis and importance of MCDA as a decision support tool, Practical application of MCDA-I, Practical application of MCDA-II

Course Aim: To deliver essential principles and key approaches to develop a comprehensive and critical understanding of the theory and practice of EIA enabling students to apply the principles and theories accurately for any EIA activity in the global and local context.

Course ILOs:

After completing this course, students should be able to:

1. explain the history of EIA and its evolution with key points
2. discuss EIA process in Sri Lanka
3. explain the EIA process and its methods in local and foreign countries
4. describe the basic environmental assessment policies and requirements
5. analyze proposed development project plans for possible environmental effects and prepare appropriate initial studies
6. utilize EIA documents for policy development, project planning, or legal or political action planning
7. demonstrate understanding of the main steps of conducting ECBA and MCD
8. apply computer-based practical skills for conducting ECBA and MCDA

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1	Evolution of EIA and discuss its key points	1			L	
	1.2	1	Making two lists: I. Definitions of EIA, and II. Key points of the EIA evolution process		2		SGD	
	1.3	1	Finding EIA definition and evolution key points by exploring the internet			5	SR	
2	2.1	2	Legal background of EIA process in Sri Lanka	1			L	
	2.3	2	Read related References			5	SR	
3	3.1	2	Institutional background of EIA process in Sri Lanka	1			L	
	3.2	2	Read related References			3	SR	
4	4.1	3	EIA process in Sri Lanka and foreign countries	1			L	
	4.2	3	Explaining the necessary steps of the EIA process in Sri Lanka		2		CL	AS1 start
	4.3	3	Read related References			5	SR	
5	5.1	4	Environmental impacts prediction methods	1			L	
	5.2	4	Discussing the impacts prediction methods by selecting an EIA case in Sri Lanka		2		SGD	
	5.3	4	Applying the above discussion (4.1) environmental impacts prediction methods in the local government area/s			4	SR	
6	6.1	4	Environmental impacts evaluation methods and tools	1			L	
	6.2	4	Prioritizing the best evaluation method for socioeconomic and environmental impacts		2		CL	
	6.3	4	Read related References			6	SR	
7	7.1	5	Social and ecological impact assessment on the EIA process	1			L	

Environmental Management

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
	7.2	5	Making a list of the social and ecological impacts of the selected EIA report		2		CL	
	7.3	5	Identifying the social and ecological impact of past EIA activity in the local government area			6	SR	
8	8.1	5	Public participation, environment monitoring, and auditing	1			L	AS1 due
	8.2	5	Discussing the key information and necessary steps of environmental monitoring, and auditing		2		SGD	
	8.3	5	Exploring the new methods and innovation by using online sources for environment monitoring, and auditing			4	SR	
9	9.1	6	Necessary steps for reviewing of EIA report	1			L	
	9.2	6	Reviewing a past EIA report in Sri Lanka related to the development project		2		CL	
	9.3	6	Reviewing a past EIA report in Sri Lanka related to the service project			6	SR	
10	9.4	6	Key points of the above two cases (8.2 and 8.3) and prepare a synopsis for each one	1			L	AS2 start
11	10.1	4	Market and non-market-based techniques for impact identification	1			L	
	10.2	4	Applying market and non-market-based techniques for the real-world case		2		CL	
	10.3	4	Exploring the past research which used market and non-market-based techniques			3	SR	
12	11.1	7	Cost-benefit analysis (CBA) and extended cost-benefit analysis	1			L	
	11.2	7	Calculating the CBA of the selected project (service or development)		2		CL	
	11.3	7	Exploring the advantages of CBA using secondary sources			2	SR	

Environmental Management

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
13	12.1	8	Multi-criteria analysis and importance of MCDA as a decision support tool	1			L	AS2 due
	12.2	8	Identifying the MCDA applications and methods using past research		2		CL	
	12.3	8	Read related References			3	SR	
14	13.1	8	Criterion hierarchy and parameters on MCDM as GIS practical application	1			L	
	13.2	8	Preparing criteria and methods for the selected cases in the provincial administrative area		8		CL	AS3 start
	13.3	8	Read related References			3	SR	
15	14.1	8	Practical steps and key points related to the 14.2	1			L	AS3 due
	14.2	8	Creating suitability of a location for any project using GIS techniques and writing a small report of the analysis		2		CL	
Total Notional Hours				15	30	55		

Teaching/learning methods: L=Lectures, CL=Constructive Learning, SGD=Small Group Discussion, SR=Self Reading

Assessments methods: AS=Assignment

Assessment Strategy

Continuous Assessment	AS1 - 10%	40%
	AS2 - 10%	
	AS3 - 20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Dr. D.M.S.L.B. Dissanayake (dissanayakedmslb@ssh.rjt.ac.lk)	Dr. D.M.S.L.B. Dissanayake (dissanayakedmslb@ssh.rjt.ac.lk) Dr. P.S.K. Rajapakshe (pskr75@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Assignments															
End Semester Examination	After two weeks of study leave														

Recommended Reading:

- Central Environmental Authority. (2005). Simple Questions and Answer on EIA, Central Environmental Authority “Parisara Piyasa”, 104, Denzil Kobbekaduwa Mawatha, Battaramulla, Sri Lanka.
- Central Environmental Authority. (2006). Guidance for Implementing the EIA process–No1, Central Environmental Authority “Parisara Piyasa”, 104, Denzil Kobbekaduwa Mawatha, Battaramulla, Sri Lanka.
- Central Environmental Authority. (2006). Guidance for Implementing the EIA process–No2, Central Environmental Authority “Parisara Piyasa”, 104, Denzil Kobbekaduwa Mawatha, Battaramulla, Sri Lanka.
- Central Environmental Authority. (2006). Review of Environmental Legislation in Sri Lanka, Central Environmental Authority “Parisara Piyasa”, 104, Denzil Kobbekaduwa Mawatha, Battaramulla, Sri Lanka.
- Mabin, V., & Beattie, M. (2006). A practical guide to MCDA (2006), Victoria University of Wellington.

Course Title: Environmental Legislations

Course Code: EMGT 31012 (15:30:55)

Course Capsule: Background of environmental legislation, Principles and concepts of international environmental law, Hierarchy and process of legislation in Sri Lanka, Constitutional provisions and national commitment for environmental management in Sri Lanka, National environmental act and other sectorial legislation in Sri Lanka, Environmental legislations in Sri Lanka related to land and natural resources, water and aquatic resources, air and atmospheric resources, Biodiversity and living organisms avoid repetitions, Judiciary and environment, Sectoral issues on environmental legislation in Sri Lanka, Environmental influence and level of discharge on land, water, air, New trends of legislation in Sri Lanka

Course Aim: To provide key constitutional principles, statutes, regulations, rules, acts, and protocols on environmental legislation enabling students to apply those for the environmental protection and formulation of new legislations.

Course ILOs:

After completing this course, students should be able to:

1. examine the sources of environmental legislation at the local and international levels
2. explain key principles and fundamental concepts in environmental law and policy
3. describe the significance of environmental legislations of various levels
4. analyze the effectiveness of existing legislations for environmental management
5. describe the process of environmental policy formulation in Sri Lanka
6. explain the legal provision for discharging of waste to the environment and their current drawbacks
7. apply knowledge on various environmental law and legislations for formulation of new laws; and identification of new trends in environmental law

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1	Concept of the environmental legislation (EL) and related terminology, Identify the evolution of environmental legislation in Sri Lanka and other countries	1			L	
	1.2	1	Preparing a list of EL in Sri Lanka before and after independence		3		SGD	
	1.3	1	Read related References			8	SR	
2	2.1	1	Principles and concepts of international environmental laws	1			L	
	2.2	1	Preparing a timeline to show the evolution of international environmental laws		3		CL	
	2.3	2	Read related References			8	SR	
3	3.1	2	Process of legislation in Sri Lanka and preparation of environmental laws	1			L	
	3.2	2	Read related References			7	SR	
4	4.1	3	Constitutional provisions and national commitment to environmental management in Sri Lanka	1			L	AS1 start
	4.2	3	Examining the role of individuals for environmental protection from a legal perspective		4		CL	
	4.3	3	Read related References			7	SR	
5	5.1	2, 3	Role of National Environmental Act and other sectorial legislation in Sri Lanka	1			L	
	5.2	3	Preparing a timeline to show the evolution of the National Environmental Act		2		CL	
	5.3	3	Read the National Environmental Act with recent amendments			8	SR	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
6	6.1	4	Environmental legislations related to physical resources especially land and natural resources, water and aquatic resources, and air and atmospheric resources in Sri Lanka	1			L	AS1 due
7	6.2	4	Preparing a detailed document to show the list of environmental legislations with respective administrative bodies and institutions in Sri Lanka		2		CL	AS2 start
	6.3	4	Read related References			8	SR	
8	7.1	4	Environmental legislations related to biological resources especially biodiversity and living organisms	1			L	
	7.2	4	Discussing the legal provision for protecting living organisms in the world		2		CL	
	7.3	4	Read related References			4	SR	
9	8.1	5	Judiciary and environment	1			L	
	8.2	5	Read related References			5	SR	
10	9.1	5	Sectoral issues on environmental legislation in Sri Lanka	1			L	AS2 due
	9.2	6	Identifying legal and institutional conflict on environmental legislation in Sri Lanka		3		CL	
11	10.1	6	Legal provisions of environmental influence and level of discharge on: Land, water, air	2			L	
12	10.2	6	Environmental legislation framework and provisions for discharging of waste by selecting a production or service sector in Sri Lanka	2			L	
13	10.3	6	Identifying the level of discharge of waste by selecting a production or service sector in a local government area (Field activity)		7		FV	
14	10.4	6	Discussing collected information (10.3) and to prepare a field report	1	2		L, CL	AS3 start

Environmental Management

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
15	11.1	7	New trends of legislation in Sri Lanka	1			L	AS3 due
	11.2	7	Exploring trends of legislation in the world using secondary sources		2		CL	
Total Notional Hours				15	30	55		

Teaching/learning methods: L=Lectures, CL=Constructive Learning, SGD=Small Group Discussion, SR=Self Reading, FV=Field Visit

Assessments methods: AS=Assignment

Assessment Strategy

Continuous Assessment	AS1 - 10%	40%
	AS2 - 10%	
	AS3 - 20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Dr. D.M.S.L.B. Dissanayake (dissanayakedmslb@ssh.rjt.ac.lk)	Dr. D.M.S.L.B. Dissanayake (dissanayakedmslb@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field activity															
Assignments															
End Semester Examination	After two weeks of study leave														

Recommended Reading:

- Bodansky, D. (2017). International Environmental Law, Codification Division of the United Nations Office of Legal Affairs, Santiago, Chile. ([https:// legal.un.org/ avl/ study materials/ rcil-laac/2017/book3_1.pdf](https://legal.un.org/avl/studymaterials/rcil-laac/2017/book3_1.pdf))
- Environmental legislation and institutions in Sri Lanka. (2002). South Asia cooperation for environment program (SACEP) Colombo, Sri Lanka (Online) Available from: (<http://www.sacep.org/pdf/Reports-Technical/2002-UNEP-SACEP-Law-Handbook-Sri-Lanka.pdf>)
- Ministry of Environment and Natural Resources. (2003). National Environmental Policy and Strategies. Sri Lanka
- National Watershed Management Policy. (2004). Ministry of Environment and Natural Resources, Sri Lanka.
- Ravindranath, D. (2009). Environmental Law, Centre for Environmental Justice, Colombo, Sri Lanka.
- Sri Lanka country paper land watch Asia. (2010). Land Ownership and the Journey to Self-Determination-, Sarvodaya Shramadana- Movement through the support of the International Land Coalition (ILC).
- United Nations Environmental Programme. (2009). Judges and Environmental Law (A handbook for the Sri Lanka judiciary), Environmental Foundation Limited, Colombo, Sri Lanka. (<https://www.ajne.org/sites/default/files/document/laws/5352/judges-environmental-law-a-handbook-for-the-sri-lankan-judiciary.pdf>)

Course Title: Climate Change Science

Course Code: EMGT 31032 (15:30:55)

Course Capsule: Describe factors governing the climate, Global, regional and local atmospheric circulation systems, Oceanic streams and deep ocean circulation, Climates of the world, Historical and present causes of climate change, Observed effects and impacts of contemporary climate change, Climate change projection methodology, Climate change projection for near future of the world, Projected climate for Sri Lanka, Climate change risks, Climate change risks in Sri Lanka, Climate change mitigation measures, Climate change adaptation measures (including indigenous adaptations)

Course Aim: To provide fundamental knowledge on the processes of the ocean-atmosphere system, which composes the climates of the world; introduce causes, effects and impacts of contemporary climate change with a perspective on paleo-climatological view on climate change; make familiar with climate projection methodology and projected changes in future and introduce climate change adaptation and mitigation measures in various sectors enabling students to appropriately consider issues related to climate and its change in environmental management decision making.

Course ILOs:

After completing this course, students should be able to:

1. explain climatic factors, processes of the ocean-atmosphere system composing the climates of the world
2. explicate the causes, observed effects and impacts of historical and contemporary global climate change
3. describe climate change projection methodology and future global climate change projections
4. propose climate change mitigation and adaptation measures to various sectors of the economy and society

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1	Causes for spatiotemporal variation of solar radiation in the earth's surface	1			L	AS1 start
	1.2	1	Conducting a qualitative assessment of the diurnal and seasonal variation of solar radiation in given locations		1		CL	
	1.3	1	Learning observed changes and their causes (Read related References)			3	SR	
2	2.1	1	Global atmospheric circulation pattern	1		3	L, SR	
	2.2	1	Identifying prevailing wind patterns in a given location		1		CL	
	2.3	1	Learn observed changes and their causes (Read related References)			3	SR	
3	3.1	1	Global oceanic circulation pattern	1			L	
	3.2	1	Designing 10 multiple choice questions on observed changes and their causes		2		CL	
	3.3	1	Learning observed changes and their causes (Read related References)			3	SR	
4	4.1	1	Regional and local circulation patterns	1			L	
	4.2	1	Designing 10 multiple choice questions on observed changes and their causes		2		CL	
	4.3	1	Learning observed changes and their causes (Read related References)			3	SR	
5	5.1	1	World climates	1			L	
	5.2	1	Designing 10 multiple choice questions on observed changes and their causes		2		CL	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
	5.3	1	Learning observed changes and their causes (Read related References)			3	SR	
6	6.1	2	Historical and present causes of climate change	1			L	
	6.2	2	Designing 10 multiple choice questions on causes of climate change		2		CL	
	6.3	2	Learn observed changes and their causes (Read related References)			3	SR	
7	7.1	2	Observed effects and impacts of contemporary climate change	1			L	AS1 due
	7.2	2	Investigating observed effects and impacts of contemporary climate change		4		FV	
	7.3	2	Learning future climate, risk, and impact (Read related References)			3	SR	
8	8.1	3	Climate change projection methodology	1			L	AS2 start
	8.2	3	Designing 10 multiple choice questions on Climate change projection methodology		2		CL	
	8.3	3	Learning future climate, risk, and impact (Read related References)			3	SR	
9	9.1	3	Climate change projection for the near future of the world	1			L	
	9.2	3	Designing 10 multiple choice questions on climate change projection		2		CL	
	9.3	3	Learning future pathways (Read related References)			4	SR	
10	10.1	3	Projected climate for Sri Lanka	1			GD	
	10.2	3	Designing 10 multiple choice questions on the projected climate of Sri Lanka		2		CL	
	10.3	3	Learning future climate, risk, and impact (Read related References)			4	SR	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
11	11.1	4	Climate change risks	1			L	
	11.2	4	Designing 10 multiple choice questions on Climate change risks		2		CL	
	11.3	4	Learning adaptation and mitigation (Read related References)			4	SR	
12	12.1	4	Climate change risks in Sri Lanka	1			L	
	12.2	4	Designing 10 multiple choice questions on Climate change risks in Sri Lanka		2		CL	
	12.3	4	Learning adaptation and mitigation (Read related References)			4	SR	
13	13.1	4	Climate change mitigation measures	1			L	
	13.2	4	Designing 10 multiple choice questions on Climate change mitigation measures		2		CL	
	13.3	4	Learning adaptation and mitigation (Read related References)			4	SR	
14	14.1	4	Recommend Climate change adaptation measures	1			L	AS2 due
	14.2	4	Designing 10 multiple choice questions on Climate change adaptation measures		2		CL	
	14.3	4	Learning adaptation and mitigation (Read related References)			4	SR	
15	15.1	4	Climate change management of Sri Lanka	1			SGD	
	15.2	4	Designing 10 multiple choice questions on Climate change management of Sri Lanka		2		CL	
	15.3	4	Read related References			4	SR	
Total Notional Hours				15	30	55		

Teaching/learning methods: L=Lectures, CL=Constructive Learning, SR=Self Reading, GD=Group Discussion, FV=Field Visit

Assessments methods: AS=Assignment **Assessment Strategy**

Continuous Assessment	AS1 - 20%	40%
	AS2 - 20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Dr. J.M.S.B. Jayasundara (jmsb1610@ssh.rjt.ac.lk)	Dr. J.M.S.B. Jayasundara (jmsb1610@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
End Semester Examination	After two weeks of study leave														

Recommended Reading:

- IPCC. (2014). Climate Change (2014): Synthesis Report. Contribution of Working Groups I, II and III to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change, Geneva, Switzerland: IPCC.
- National Research Council. (2012). Climate Change: Evidence, Impact and Choices: PDF Booklet. Washington DC: National Academies Press.
- Shafer, M.D. (2017). Climate change Primer. First ed. A. PhraoChing Mai, Thailand: Author.

Course Title: Research Project Proposal Formulation

Course Code: EMGT 31093 (30:30:90)

Course Capsule: Concept of student research, Contents, and structures of the research proposal, Defining a topic, Literature review, Formation of research problems and hypothesis, Setting general and specific objectives, Conceptual and analytical frameworks, Research methodology, Collection of data, Data processing, Statistical techniques, Preparation of the figures and tables, Preparation of the reference list, Preparation of the proposal

Course Aim: To provide guidelines and directions for developing a research proposal enabling students to develop a comprehensive proposal in environmental management at an advanced level.

Course ILOs:

After completing this course, students should be able to:

1. describe and distinguish the main components of the research proposal
2. select the appropriate research tile
3. write a comprehensive literature review
4. construct problems statements, research objective, and hypothesis
5. prepare a methodological framework for research
6. define the data analysis methods
7. demonstrate the ability of prepare useful figures, tables, limitations, and reference lists using software
8. create a comprehensive research proposal

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1	Student research: Definitions, Importance of student research	2			L, D	
	1.2	1	Read related References			6	SR	
2	2.1	1	Contents and structures of the research proposal: Definitions, content, structures	2			L, D	
	2.2	1	Collecting more information related to the content and structure of the proposal using the internet			6	SR	
3	3.1	2	Topic: Definitions, the importance of the topic	2			L, D	AS1 start
	3.2	2	Read additional materials to define the topic			6	SR	
4	4.1	3	Methods of literature review: concepts, principles	2			L, D	
	4.2	3	Explaining the manner of conducting a literature review		3		CL	
	4.3	3	Reading additional materials to find arrangements of the literature review 6			6	SR	
5	5.1	4	The formation of research problems and hypothesis: Definitions, the importance of research problems	2			L	
	5.2	4	Explaining how to define the research problem and hypothesis		3		CL	
	5.3	4	Read related References			6	SR	
6	6.1	4	Setting general and specific objectives: explain the importance of the objectives of the research	2			L	
	6.2	4	Discussing how to set objectives and their importance to conduct the research		2		SGD	
	6.3	4	Reading additional materials to find types of objectives in the research			6	SR	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
7	7.1	5	Conceptual and analytical frameworks of the research	2			L	AS1 due
	7.2	5	Discussing the conceptual and analytical frameworks of the research		2		SGD	
	7.3	5	Reading additional materials to find more information on the framework of the research			6	SR	
8	8.1	5	Research methodology: Define components	2			L	AS2 start
	8.2	5	Explaining the methodology of the research with examples		3		CL	
	8.3	5	Read related References			6	SR	
9	9.1	6	Collection of data: define categories of data, primary and secondary	2			L, D	
	9.2	6	Identifying the method of collecting the data and its classification		3		SGD	
	9.3	6	Read related References			6	SR	
10	10.1	6	Data processing: editing, coding, classification, tabulation	2			L	
	10.2	6	Providing training in processing of the data		3		SGD	
	10.3	6	Read related References			6	SR	
11	11.1	6	Analyzing and statistical techniques: primary and secondary data analysis methods	2			L	
	11.2	6	Providing training on analysis of data using statistical techniques		3		CL	
	11.3	6	Read related References			6	SR	
12	12.1	7	Preparation of figures and tables	2			L	
	12.2	7	Providing hands-on preparation of figures and tables		3		CL	
	12.3	7	Providing training on preparation of figures and tables			6	SR	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
13	13.1	7	Limitations of the research	2			L	
	13.2	7	Reading additional materials to find more information on the limitations			4	SR	
14	14.1	7	Preparation of the reference list	2			L	AS2 due
	14.2	7	Providing hands-on training on preparing a reference list with the stranded reference method		3		CL	
	14.3	7	Studying more related to reference management with some software			4	SR	
15	15.1	8	Preparation of the proposal	2			L	
	15.2	8	Discussing the manner of writing proposals related to Environmental Management		2		CL	
	15.3	8	Preparing the proposal			10	SR	AS3 start and due
Total Notional Hours				15	30	55		

Teaching /learning methods: L=Lectures, CL=Constructive Learning, D=Discussion, SGD=Small Group Discussion, SR=Self Reading

Assessments methods: AS=Assignment

Assessment Strategy

Continuous Assessment	AS1 - 20%	40%
	AS2 - 20%	
Proposal presentation	AS3 - 30%	30%
Final Proposal		30%
Total		100%

Course Coordinator	Teaching Panel
Prof. M.M.Ranagalage (manjularanagalage@ssh.rjt.ac.lk)	All senior staff of the Department

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Practical				■	■	■	■	■	■	■	■	■		■	■
Independent Learning	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Assignments			■					■							■
End Semester Examination	After two weeks of study leave														

Recommended Reading:

- Cavallo, R. (2013). Systems methodology in social science research: recent developments.
- Gupta, S. (2019). Research Methodology and Statistical Techniques. Deep and Deep Publications, India.
- Somekh, B., & Lewin, C. (Eds.). (2005). Research methods in the social sciences. Sage.

French

Course Title: Basic Rules of French Language and Communication Skills I

Course Code : FRNH 11012 (T+P45:IL55)*

Course Capsule : Cosmopolite A1 (Text book) selected lessons from Dossier 0-4 - Introduce French language: French Alphabet, accents, numbers, days of the week, months of the year, basic classroom expressions, basic greetings, Introduce basic French grammar rules and structures, Presenting one-self and someone else: name, age, nationality, profession, Present the family: members, their passions, professions, dreams, leisure time activities, health problems, Daily routine: time, propose, invite, refuse formal and informal requests for outings.

Course Aim: To introduce basic French grammar structures, vocabulary and expressions to enhance student's communication skills in A1 level – Basic User (Common European Framework for References [CEFR henceforth] enabling the students to prepare information about one self and enhance ability to gather someone else's information in French; to talk about and describe family members, about their passions, professions, dreams, leisure time activities, health problems, to express time, daily routine and to arrange outings.

Course ILOs:

After completing of this course, the students will be able to:

1. use basic greetings in usual conversations and introduce oneself and present someone else's basic information in French.
2. name the countries and cities along with the appropriate prepositions before countries and mode of transportation.
3. describe family members and express one's tastes, professions, passion, dreams, activities and health problems.
4. tell time, express daily routine and prepare and propose outings.
5. apply basic grammar in writing and in speaking; the definite and indefinite articles, contract articles, basic verb conjugations, simple prepositions, qualifying, demonstrative, possessive, interrogative adjectives.
6. list vocabulary and expressions related to presenting oneself, countries, lodging, family, time, passions, professions, dreams, leisure time activities, health.
7. demonstrate speaking and listening competencies in French at level A1 (CEFR Basic User).

Lesson Sequence:

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (Hours)		Teaching/ Learning Methods	Assessment Methods
				T+P	IL		
1	1.1	1	<i>Dossier 0- Nous découvrons le français</i> Basic greetings, Subject pronouns, Verb <i>s'appeler</i> conjugations, say one's and ask one's name, French alphabet, Accents	3		L, D	
	1.2	1	Practice of telling one's name and ask others name			P, RAT	
2	2.1	1	Definite Articles Numbers 0-69, Days of the week and months of the year, Seasons, Essential expressions used in a classroom	3		L	
	2.2	1	Listening practice, Practice of numbers and vocabulary learnt			P, RAT	
	2.3	1	Practice Definite article, Guided activities in the activity book		6		
3	3.1	1	<i>Dossier 1- Nous apprenons le français pour...</i> Greetings- formal and informal conversations, Usage of <i>Tu</i> and <i>Vous</i> , Indefinite Article	3		L, D, SGD	
	3.2	1	Short conversations in formal and informal situations, Listening Practice			P, RAT	
	3.3	1	Search about indefinite article, Guided activities in the activity book		4		
4	4.1	1	Ask and give information, Introduce question words Say telephone numbers	3		L, D	
	4.2	1	Listening practice, Making questions			P, RAT	
	4.3	1	Guide to create a dialogue to a given situation, Guided activities in the activity book		5		
5	5.1	1,5,6	Adjectives of nationality Professions, Verb <i>Être</i> conjugations	3		L, D	

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (Hours)		Teaching/ Learning Methods	Assessment Methods
				T+P	IL		
	5.2	1,5,6	Present someone, listening practice			P, RAT	
	5.3	1,5	Write a brief introduction about a celebrity		6		
6	6.1	1,5,6	<i>Er</i> verbs, Use the expression of <i>C'est, il est /elle est</i> to present someone	3		L ,D	
	6.2	1,5	Practice <i>Er</i> verbs, Listening practice			P	
	6.3	1,5,6	Brief introductions about class friends, Guided activities in the activity book		6		
7	7.1	1,5,6	Interrogative adjectives, Verb <i>Avoir</i> to say age Possessive adjectives, <i>Pour, parce que, parce qu'</i>	3		L	AS1 start
	7.2	1,5	Practice of interrogative and possessive adjectives, Listening practice			P, RAT	
8	8.1	2,5	<i>Dossier 02- Nous faisons connaissance</i> Prepositions <i>à /au / aux</i> and <i>en</i> before countries and cities, Indefinite Article, Prepositions of place and contact articles (<i>de + definite article</i> and <i>à + definite article</i>)	3		L	
	8.2	5	Practice prepositions, listening practice			P	
9	9.1	2,5	Prepositions used with mode of transport, Conjugations of verb <i>aller/ prendre ,La negation ne...pas ,verb habiter</i>	3		L	AS1 due
	9.2	2	Listening practice, Make sentences using above new verbs			P, RAT	
	9.3	2	Guided activities in the activity book			6	
10	10.1	2,5	Demonstrative Adjectives Verbe <i>venir</i> conjugaisons / <i>venir +du /de la / de l'/des</i> Form question with <i>Est-ce que, qu'est-ce que</i>	3		L	AS2 start & due
	10.2	2	Listening practice, Make questions on lodging			P, RAT	

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (Hours)		Teaching/ Learning Methods	Assessment Methods
				T+P	IL		
11	11.1	3,5,6	<i>Dossier 3 Nous parlons la même langue</i> Family members, possessive adjectives Describe a person, qualifying adjective Describe likes and dislikes with verbs <i>aimer, adorer, detester</i>	3		L	
	11.2	3,5,6	Listening practice, Describe friends				
	11.3	3,5,6	Qualifying adjectives to describe someone, Guided activities in the activity book				
12	12.1	3,5	Introduction to Professions II, Continue <i>-er</i> verbs, Feminine forms of professions Discuss Leisure time activities Verbe faire + du, de la, des, de l' Pronoms toniques, Discuss health problems	3		L ,D	AS3 start & due
	12.2	3,5	Listening practice, prepare conversations at Doctor's				
13	13.1	4,5	<i>Dossier 4 Nous parlons de notre quotidien</i> Time, Daily routine, reflexive verbs, Verbs <i>lire</i> and <i>écrire</i>	3		L,D	
	13.2	4,5	Listening Practice				
	13.3	4,5	Guide to Write once's daily routine, Guided activities in the activity book				
14	14.1	4,5,6	Discussion on a day at work, Pronoun- <i>On</i> , Verb <i>pouvoir, devoir, vouloir</i> Going outs, formal and informal question forms Verb <i>choisir, sortir</i>	3		L, SGD	
	14.2	4,5,6	Listening practice				
	14.3	4,5,6,7	Prepare weekly schedules, Guided activities in the activity book				

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (Hours)		Teaching/ Learning Methods	Assessment Methods
				T+P	IL		
15	15.1	4,5	Introduce expressions to Invite, accept, refuse an invitation, Introduce order form	3		L ,D	
	15.2	4,5	Listening practice			P, RAT	
	15.3	4,5,7	Guide to write formal and informal e-mails, Guided activities in the activity book, DELF A1 activities in the text book		5		
Total notional hours				45	55		

*** Theory and practical hours are combined together as the method of delivering the lecture is a combination of these two in the prescribed textbook.**

Teaching methods: L=Lectures, P=Practical, D=Discussion, SGD= Small group Discussion, RAT=Recorded Audio Track

Assessments methods: AS=Assignment

Assessment Strategy:

Continuous Assessment	AS1 - 20%	40%
	AS2 - 10%	
	AS3 - 10%	
End Semester Examination		60%
End Semester Listening Examination* - 20% - (20 minutes)		
End Semester Written Examination - 40% - (2 ½ hours)		
Total		100%

* Note: In order to complete this course, the student is required to earn at least 40% from the End semester Listening Examination and End semester written examination with other requirements.

Course Coordinator	Teaching Panel
STHP Samarasinghe (hiruni@ssh.rjt.ac.lk)	STHP Samarasinghe (hiruni@ssh.rjt.ac.lk)

Course Organizer:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field Visits															
Assignments															
End semester examination	after 2 weeks of study leave														

Recommended Reading:

- Bady J., Greaves I. & Petetin A. (2015). *Grammaire: 350 exercices Niveau débutant* (17th ed.). Hachette Livre.
- Chollot I. & Robert J. (2017). *Orthographe progressive du Français- Niveau Débutant-Livre+CD* (3^{ème} ed.). CLE Internationale.
- Chollot I. & Robert J. (2017). *Orthographe progressive du Français- Niveau Débutant-Livre+CD- Corrigés* (3^{ème} ed.). CLE Internationale.
- Hirschsprung N. & Tricot T. (2017). *Cosmopolite 1: Methode de Français A1* (2nd ed.). Hachette Livre.

Course Title: Writing Skills, French Culture and Expression

Course Code: FRNH 11022 (15:30:55)

Course Capsule: Study non-literary texts, Prepare written documents; essays, informal invitations, picture-based guided writing, dialogues on real life situations applying the grammar structures learnt in FRNH 11012, Oral expression; dialogues, role plays based on topics of everyday situations; family, daily routine, health situations, informal meetup, likes-dislikes, activities, interests, dreams.

Course Aim:To give a guidance to enhance reading, writing and speaking competencies in order to reach A1 level- Basic user (CEFR) enabling the students to improve reading ability and understanding of non-literary text, to answer to reading comprehensions in writing and in orally, to develop and enhance students' ability to apply basic grammar rules in written documents and in oral communication based on topics of everyday situations; family, daily routine, health situations, informal meetup, likes-dislikes, activities, interests, dreams.

Course ILOs:

After completing of this course, the students will be able to:

1. demonstrate the ability in selective reading and comprehend and answer non-literary texts written in French.
2. prepare written documents of real-life situations applying the grammar structures learnt in FRNH 11012. (i.e informal letters, invitations, dialogues, essays and pictures-based story writing).
3. create role plays on real life situations.
4. express in French at level A1 (CEFR Basic User) on topics discussed.

Lesson Sequence:

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (Hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1,2	Introduction to Comprehensions on selective authentic texts from the textbook, newspapers, magazines, conversations on audio, video material	1			L, D	
	1.2	1,2	Practice of written comprehensions		2		P	
	1.3	1,2	Practice of selected Listening comprehension in A1 level			2		
2	2.1	1	Introduction to simple sentence writing on real-life situations using sentence structures and vocabulary	1			L, D	
	2.2	1	Write simple sentences		2		P	
	2.3	1	Compose sentences on their own finding new vocabulary related to everyday situations			5		
3	3.1	1,2	Composing essays on the topics of class discussion (My French class, my town, daily routine ...etc.)	1			L, GD	
	3.2	1,2	Practice of essay writing		2		P	
	3.3	1,2	Read on new topics in A1 level to gather new vocabulary			6		
4	4.1	1	Guiding for creative compositions	1			L, GP	
	4.2	1	Practice of guided writing		2		P	
	4.3	1	Guide to write Picture based writing			6		
5	5.1	1,2	Composing essays on the topics of class discussion	1			L	AS1 start
	5.2	1,2	Read topics of one’s preferences to collect new vocabulary to develop new essays			4		
6	6.1	1	Composition of invitation, emails	1			L	
	6.2	1	Practice of writing formal invitation, emails		2		P	
	6.3	1	Write an email to find a francophone friend			3		

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (Hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
7	7.1	1	Introduction to informal letters	1			L	AS1 due
	7.2	1	Practice writing formal letters		2		P	
8	8.1	3,4	Discussion about family, present a celebrity / friends	1			L, GD	
	8.2	3,4	Practice of expressions and vocabulary related to present someone		2		P	
	8.3	3,4	Select a famous person and write a short description about him/ her			8		
9	9.1	3,4	Dialogues on real life situations (use question words tu / vous form)	1			L, GD	AS2 start
	9.2	3,4	Practice roleplays on selected situations		2		P	
10	10.1	3,4	Expressions to say likes and dislikes	1			L	
	10.2	3,4	Practice presenting once's likes and dislikes		2		P	
	10.3	3,4	Sentence patterns with <i>aimer, ne pas aimer, détester</i>			7		
11	11.1	3,4	Introducing expressions to say tastes, habits, activities, interests, dreams	1			L	AS2 due
	11.2	3,4	Make sentences to present once's tastes, habits, activities, interests, dreams		2		P	
12	12.1	3,4	Parts of the body, Meet a doctor, describe health problems	1			L, GD	AS3 start
	12.2	3,4	Practice dialogues at hospital		2		P, RP	
13	13.1	3,4	Narrating Daily routine	1			L	
	13.2	3,4	Practice relating own daily routine		2		P	
	13.3	3,4	Collect more vocabulary to narrate everyday routine			8		
14	14.1	3,4	Describe a working day at office	1			L	AS3 due
	14.2	3,4	Practice presenting once's working routine at a workplace		3		P	
15	15.1	3,4	Plan outings	1			L	
	15.2	3,4	Create dialogues to plan meetup		3		P	
	15.3	3,4	Read on expressions and vocabulary needed			6		
Total notional hours				15	30	55		

Teaching methods: L=Lectures, P=Practical, GD=Group Discussion, D=Discussion, RP= Role Play

Assessments methods: AS=Assignment

Assessment Strategy:

Continuous Assessment	AS1 - 10%	40%
	AS2 - 10%	
	AS3 - 20%	
End Semester Examination		60%
End Semester Oral Examination* -20% (For each student: 15 minutes; Preparation: 05 minutes)		
End Semester Written Examination - 40% - (2 ½ hours)		
Total		100%

* Note: In order to complete this course, the student is required to earn at least 40% from the End semester Oral Examination and End semester written examination with other requirements.

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
End Semester Examination	After two weeks of study leave														

Course Coordinator	Teaching Panel
STHP Samarasinghe (hiruni@ssh.rjt.ac.lk)	STHP Samarasinghe (hiruni@ssh.rjt.ac.lk)

Recommended Reading :

- Bady J., Greaves I. & Petetin A. (2015). *Grammaire: 350 exercices Niveau débutant* (17th ed.). Hachette Livre.
- Hirschsprung N. & Tricot T. (2017). *Cosmopolite 1: Methode de Français A1* (2nd ed.). Hachette Livre.
- Poison-Quinzton S. (2018). *Comprehension écrite- Niveau A1/A2* (2^{ème} ed.). CLE Internationale.

Course Title: Basic Rules of French Language and Communication Skills II

Course Code: FRNH 12012 (T+P45:IL55)*

Course Capsule: Continuation of Cosmopolite A1 (Text book) selected lessons from Dossier 5 to 8 - Continue introducing basic grammar rules and structures, expressions and vocabulary relevant to A1 level (CEFR); Past tenses; simple past/ past continuous, Present once's physical descriptions, Give advices and directions, Future tenses, Describe a city/ a place, Seasons and weather expressions, Emotions and feelings, Food items, Shopping, Clothes, Expressions to comment positively and negatively

Course Aim: To continue introducing basic French grammar structures, vocabulary and expressions to enhance student's communication skills in A1 level – Basic User enabling the students to narrate a past event, present the autobiographies of a famous person in past, describe once's physical appearance, to express future plans, climate changes, describe a city or a place, to place an order at a restaurant, to use expressions and vocabulary to do shopping, to buy clothes, to enhance listening competencies through recorded French audios and videos.

Course ILOs:

After completing of this course, the students will be able to:

1. state the difference between simple present, past tenses and future tense.
2. narrate an event in past and in future.
3. prepare a virtual journey to a francophone country and create a collaborative travel journal.
4. explain the content of a French menu and the expressions used in shopping.
5. create an audio / video to present the journey of learning French.
6. apply basic grammar structures learnt in real life situations.
7. list the vocabulary and expressions of parts of a house, climate changes, food and cloths.

Lesson Sequence:

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (Hours)		Teaching/ Learning Methods	Assessment Methods
				T+P	IL		
1	1.1	1	<i>Dossier 5 Nous nous informons en français</i> Relating a past event – Perfect tense (I)	3		L	
	1.2	1	Make sentences of perfect tense, listening practice			P	
	1.3	1	Read on recent past, guided activities in the workbook		6		
2	2.1	1	Discussion on autobiographies of famous writers- Past perfect (II), time adverbials, Physical descriptions	3		L	
	2.1	1	Practice of simple past tense part II, listening practice			P	
	2.3	1	Guide for extra activities of simple past tense		6		
3	3.1	1,2	Perfect tense and simple present tense, introduce articulator <i>Mais,</i> Give advises – Order form II	3		L, D, RAT	
	3.2	1,2	Practice of tenses and order form, Listening practice			P	
	3.3	1,2	Guided activities in the activity book		6		
4	4.1	1,3	<i>Dossier 06 Nous rêvons d’aller dans un pays francophone</i> Scheduling a stay – Simple future tense expression- <i>il faut</i> Choose a travel destination – Pronoun Y	3		L, D	
	4.2	1,3	Practice of simple future tense, listening practice				
	4.3	1,3	Guide to extra activities in the workbook		2		

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (Hours)		Teaching/ Learning Methods	Assessment Methods
				T+P	IL		
5	5.1	3,6	Describing a city, a place of adjectives to describe a place, Details of an accommodation - verb conjugation -ir, place of adjectives II	3		L, D,	AS1 start
	5.2	3,6	Practice IR verb conjugaisons, listening practice			P, RAT	
6	6.1	3,7	Discuss seasons and Weather	3		L, D	
	6.2	3,7	Listening practice			P, RAT	
	6.3	3,7	Guide to extra activities in the workbook		8		
7	7.1	3,6	Expressing emotions – expression used with verb <i>être</i> to express emotions	3		L	AS1 due
	7.2	3,6	Listening practice			P, RAT	
8	8.1	4,6,7	<i>Dossier 7 Nous allons vivre « à la Française »</i> Discussion on a French menu – indefinite article and partitive article Shopping – expressions of quantity pronoun -en	3		L	AS2 start
	8.2	4,6,7	Make dialogue at a restaurant, Listening practice			P, RAT	
9	9.1	1,2,6	Comparison of French practices – Comparison, Talk about a past event – past continuous tense, time adverbs	3		L, GD	AS2 due
	9.2	1,2,6	Listening practice, practice of the structure of past continuous tense			P, RAT	
10	10.1	4,6,7	Buy clothes –Role plays, Verb <i>payer</i> conjugations	3		L,GD	
	10.2	4,6,7	Listening practice			P, RAT	
	10.3	4,6,7	Guided for extra activities in the workbook, DELF A1 activities in the textbook		4		

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (Hours)		Teaching/ Learning Methods	Assessment Methods
				T+P	IL		
11	11.1	4,6,7	Making an appreciation – expressions of appreciations, reflexive verbs- II	3		L,GD	
	11.2	4,6,7	Listening practice			P, RAT	
	11.3	4,6,7	Guided for extra activities in the workbook, DELF A1 activities in the textbook		7		
12	12.1	1,5,6,7	<i>Dossier 08 Nous organisons une soirée française</i> Talking about French learning- past continuous tense and past perfect tense Introduce adjectives to describe a restaurant	3		L	
	12.2	1,5,6,7	listening practice, adjectives			P, RAT	
	12.3	1,5,6,7	Guided for extra activities in the workbook		5		
13	13.1	5	Introducing direct pronouns, describe people, things relative pronoun qui, que/ chez, avec, pour + pronoms toniques	3		L	
	13.2	5	Listening practice, Practice of direct pronouns/ relative pronouns			P, RAT	
	13.3	5	Read on pronouns, Guide for extra activities in the workbook		6		
14	14.1	6	Talking about a film or a drama Sentence structures to give advices	3		L	
	14.2	6	Listening practice			P, RAT	
	14.3	6	Guide to extra activities in the workbook		2		
15	15.1	6,7	Organizing an evening	3		L	AS3 Start & due

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (Hours)		Teaching/ Learning Methods	Assessment Methods
				T+P	IL		
			Indirect pronouns			P, RAT	
	15.2	6,7	Listening practice				
	15.3	6,7	Read on indirect pronouns, Guide for extra activities in the workbook, DELF A1 activities in the textbook		3		
Total notional hours				45	55		

****Theory and practical hours are combined together as the method of delivering the lecture is a combination of these two in the prescribed textbook.***

Teaching methods: L=Lectures, P=Practical, GD= Group Discussion, D=Discussion, RAT=Recorded Audio Track

Assessments methods: AS=Assignment

Assessment Strategy

Continuous Assessment	AS1 - 10%	40%
	AS2 - 20%	
	AS3 - 10%	
End Semester Examination		60%
End Semester Listening Examination* - 20% - (20 minutes)		
End Semester Written Examination - 40% - (2 ½ hours)		
Total		100%

* Note: In order to complete this course, the student is required to earn at least 40% from the End semester Listening Examination and End

semester written examination with other requirements.

Course Coordinator	Teaching Panel
STHP Samarasinghe (hiruni@ssh.rjt.ac.lk)	STHP Samarasinghe (hiruni@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
End semester Examination	After two weeks of study leave														

Recommended Reading:

- Bady J., Greaves I. & Petetin A. (2015). *Grammaire: 350 exercices Niveau débutant* (17th ed.). Hachette Livre.
- Chollot I. & Robert J. (2017). *Orthographe progressive du Français- Niveau Débutant-Livre+CD* (3^{ème} ed.). CLE Internationale.
- Chollot I. & Robert J. (2017). *Orthographe progressive du Français- Niveau Débutant-Livre+CD- Corrigés* (3^{ème} ed.). CLE Internationale.
- Hirschsprung N. & Tricot T. (2017). *Cosmopolite 1: Methode de Français A1* (2nd ed.). Hachette Livre.

Course Title: Written and Oral Expression

Course Code: FRNH 12022 (15:30:55)

Course Capsule: Study non-literary texts, Prepare written documents; essays, informal invitations, picture-based guided writing, dialogues on real life situations applying the grammar structures learnt in FRNH 12012, Oral expression; dialogues, role plays based on topics of everyday situations.

Course Aim: To give a guidance to enhance reading, writing and speaking competencies enabling the students to improve reading ability and understanding of non-literary text, to answer to reading comprehensions in writing and in orally, to develop and enhance ability to apply basic grammar rules in written documents and in oral communication based on topics of everyday situations; in order to reach A1 level- Basic user (CEFR)

Course ILOs:

After completing of this course, the students will be able to:

1. demonstrate the ability in reading, comprehension and answering to non-literary texts written in French.
2. prepare written documents of real-life situations applying the grammar structures learnt in FRNH 12012.
3. create role plays on real life situations.
4. express in French at level A1 (CEFR Basic User) on topics discussed.

Lesson Sequence:

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (Hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1	Reading Comprehension on selective authentic texts from the textbook, newspapers, magazines, conversations on audio, video material	1			L	
	1.2	1	Practice of A1 level comprehensions		2		P	
	1.3	1	Guide for oral comprehension activities			3		
2	2.1	3	Narrating a past event	1			L	
	2.2	3	Practice of narrating past events		2		P	
	2.3	3	Revise of simple past tense			4		
3	3.1	2	Write an autobiography of a famous writer	1			L, GD	
	3.2	2	Voice record an autobiography of a famous sri Lanka writer		2		P	
	3.3	2	Practice simple past tense			4		
4	4.1	3	Dialogues on real life situations using language functions learnt - place an order, shopping...etc	1			L, RP	AS1 start & due
	4.2	3	Practice dialogue writing		2		P	
	4.3	3	Find more vocabulary on shopping, restaurant ...etc			5		
5	5.1	2	Composing essays on the topics of class discussion	1			L,GD	
	5.2	2	Practice writing an essay on a given topic		2		P	
	5.3	2	Compose essays on their own			2		
6	6.1	2	Picture descriptions	1			L, SGD	
	6.2	2	Writing practice		2		P	
	6.3	2	Make sentences according to selected pictures			2		

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (Hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
7	7.1	2	Introducing guided writing	1			L, D	AS2 start
	7.2	2	Writing practice		2		P	
	7.3	2	Guide to story writing			6		
8	8.1	1,2	Reading Comprehension continues on selective authentic texts from newspapers, magazines, conversations	1			L, GD	
	8.2	1,2	Practice comprehensions		2		P	
	8.3	1,2	Search for A1 level comprehension and work on them			9		
9	9.1	2	Continue introducing guided composition	1			L	AS2 due
	9.2	2	Writing practice		2		P	
10	10.1	3	Group discussions on selected themes (Films, books, dramas ...etc.)	1			L, GD	
	10.2	3	Talk about favorite film / book		2		P	
	10.3	3	Search for relevant new vocabulary			3		
11	11.1	3	Narrating past events	1			L, GD	
	11.2	3	Practice of past tense		2		P	
	11.3	3	Practice narrating past events			4		
12	12.1	3	Role-play sessions	1			L, SGD	AS3 start
	12.2	3	Practice of Role play		2		P, RP	
	12.3	3	Search for new vocabulary to create dialogues on real life situations			7		
13	13.1	3	Narrating events, personal experiences and stories	1			L, D	
	13.2	3	Practice presenting a past experience		2		P	

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (Hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
14	14.1	3,4	Responding to recorded and non-recorded conversations related to day-to-day life and answers questions	1			L, SGD	
	14.2	3,4	Listening Practice		2		P	
	14.3	3,4	Guide to A1 level listening comprehensions			6		
15	15.1	2,4	Introducing informal, personal, electronic letter writing	1			L	AS3 due
	15.2	2,4	Practice of formal letter writing structure		2		P	
Total notional hours				15	30	55		

Teaching methods: L=Lectures, P=Practical, GD=Group Discussion, D=Discussion, SGD=Small Group Discussion, PR=Role Play

Assessments methods: AS=Assignment

Assessment Strategy:

Continuous Assessment	AS1 -10%	40%
	AS2 - 10 %	
	AS3 - 20%	
End Semester Examination		60%
End Semester Oral Examination* - 20% - (20 minutes) (For each student: 15 minutes; Preparation: 05 minutes)		
End Semester Written Examination - 40% - (2 ½ hours)		
Total		100%

* Note: In order to complete this course, the student is required to earn at least 40% from the End semester Oral Examination and End semester written examination with other requirements.

Course Coordinator	Teaching Panel
STHP Samarasinghe (hiruni@ssh.rjt.ac.lk)	STHP Samarasinghe (hiruni@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
End Semester Examination	After two weeks of study leave														

Recommended Reading:

- Bady J., Greaves I. & Petetin A. (2015). *Grammaire: 350 exercices Niveau débutant* (17th ed.). Hachette Livre.
- Hirschsprung N. & Tricot T. (2017). *Cosmopolite 1: Methode de Français A1* (2nd ed.). Hachette Livre.
- Poison-Quintzon S. (2018). *Comprehension écrite- Niveau A1/A2* (2^{ème} ed.). CLE Internationale.

Course Title: Intermediate Rules of French Language and Communication Skills I

Course Code: FRNH 21012 (T+P45: IL55)*

Course Capsule: Cosmopolite A2 (Text book) selected lessons from Dossier 1-4 - Approach to intermediate French grammar rules and structures, Expressions and vocabulary: study and travel in France; language study holiday programme, administrative approaches in organizing city tours in France, Prepare trips, Talk about lodging and describe places, Give clarifications. Present once's and question about others' feelings, emotions, academic career, dream jobs, give advice and security instructions, organize planned weekend, unusual journey. Event reporting; exhibit, show and qualify facts, answer to a study, survey, make assessments, ask for explanation, express wishes.

Course aim: To introduce intermediate French grammar, expressions and vocabulary to enhance student' communication skills in A2 level-intermediate level (CEFR); So that the students will be able to use A2 beginner level grammar structures in communication, to enhance their ability to study, to travel, to live and to work in France; to talk about academic career, participate in surveys, report facts, present once's emotions, feelings, wishes, give advices and instructions to others.

Course ILOs:

After completing of this course, the students will be able to:

1. state language study vacation, administrative approaches and lodging in France in order to organize a tour to France.
2. prepare a mini-guide to talk about the extraordinary activities that can be done in French tourist attraction locations in Sri Lanka.
3. present once's and question about others' feelings, emotions, academic career, dream jobs, give advices and security instructions, organize planned weekend, unusual journey.
4. talk about the professional career at an interview.
5. prepare job advertisements, personal CV.
6. report events.
7. apply grammar structures, vocabulary and expressions.
8. demonstrate speaking and listening competencies in French at level A2 (CEFR Intermediate User).

Lesson Sequence:

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (Hours)		Teaching/ Learning Methods	Assessment Methods
				T + P	IL		
1	1.1	1,7,8	<i>Dossier 01 Nous allons pratiquer notre Français en France</i> Traveling in France, Compare journeys, Comparison	3		L, GD	
	1.2	1,7,8	Listening practice			P	
	1.3	1,7,8	Extra reading on grammar and guided activities in activity book		6		
2	2.1	1,7	Getting informed about France, organize a tour Pronoun -Y, Use COD/COI	3		L, D	
	2.2	1,7	Listening Practice			P, RAT	
	2.3	1,7	Guided activities in activity book		6		
3	3.1	1,7	Getting informed about lodging in France, Describe a place Expression to recommend something / place adverbs	3		L, GD	
	3.2	1,7	Write sentences using adverbs			P	
	3.3	1,7	Grammar activities in activity book		5		
4	4.1	1,7	Describing tourist attracted activities Relative pronouns	3		L	AS1 start
	4.2	1,7	Listening practice			P, RAT	
5	5.1	2,7	<i>Dossier 2 Nous partageons nos expériences insolites</i> Relating an experience Perfect Tense with <i>être</i> /, Introduce irregular past participles	3		L, SGD	
	5.2	2,7	Listening practice			P	

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (Hours)		Teaching/ Learning Methods	Assessment Methods
				T + P	IL		
	5.3	2,7	Revised past perfect tense		4		
6	6.1	2,7	Introducing sentence structures with Il faut que / il faut + nom Use past perfect and past continuous tenses	3		L	
	6.2	2,7	Listening practice			P, RAT	
	6.3	2,7	Guide to make sentences using grammar structures learnt		4		
7	7.1	2,7	Organizing a weekend Describe a visit C'est... qui/ c'est ...que	3		L, GP	
	7.2	2,7	Listening practice			P, RAT	
	7.3	2,7	Make sentences using these sentence structures, Guided activities in the workbook		4		
8	8.1	7	Introducing Il y a, pendant, depuis	3		L	AS1 due
	8.2	7	Practice of making sentences using these words			P	
9	9.1	3,4,5	<i>Dossier 3 Et en plus, nous parlons français</i> Creating a job advertisement Look for an employment	3		L	AS2 start
	9.2	3,4,5	Listening practice			P, RAT	
10	10.1	3,4,5,7	Proposing services Creating Job descriptions, CV, Talk about the professional career Adverbs, Si clauses	3		L, GD	

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (Hours)		Teaching/ Learning Methods	Assessment Methods
				T + P	IL		
	10.2	3,4,5,7	Video Comprehension			P	
	10.3	3,4,5,6,7	Prepare a CV in French, Guided activities in workbook		7		
11	11.1	3,4,5,7	Replng to formal questions <i>Plus que parfait</i> , indefinite adjective	3		L	AS2 due
	11.2	3,4,5,7	Listening practice			P, RAT	
12	12.1	6,7,8	<i>Dossier 4 Nous échangeons nos pratiques culturelles</i> Introducing Place of adverbs with simple tenses and composed tenses	3		L	AS3 start
	12.2	6,7,8	Listening practice, make sentences with adverbs			P	
13	13.1	6,7,8	Introducing Ce qui, que/ c'est, ce sont, Discuss about surveys Interrogative pronouns, Talk about the percentage	3		L	
	13.2	6,7,8	Listening practice			P, RAT	
	13.3	6,7,8	Guided activities in workbook			9	
14	14.1	6,7,8	Making appreciations, expressions to state criticisms, Superlative	3		L	AS3 due
	14.2	6,7,8	Listening Practice			P, RAT	
15	15.1	6,7,8	Expressions of wishes and advices Conditional present	3		L	
	15.2	6,7,8	Listening practice			P, RAT	
	15.3	6,7,8	DELFL activities in the textbook, guided activities in the workbook			10	
Total notional hours				45	55		

***Theory and practical hours are combined together as the method of delivering the lecture is a combination of these two in the prescribed textbook.**

Teaching methods: L=Lectures, P=Practical, GD=Group Discussion, D=Discussion, SGD= Small Group Discussion, RAT=Recorded Audio Track

Assessments methods: AS=Assignment

Assessment Strategy

Continuous Assessment	AS1 - 20%	40%
	AS2 - 10%	
	AS3 - 10%	
End Semester Examination		60%
End Semester Listening Examination* - 20% - (20 minutes)		
End Semester Written Examination - 40% - (2 ½ hours)		
Total		100%

* Note: In order to complete this course, the student is required to earn at least 40% from the End semester Listening Examination and End semester written examination with other requirements.

Course Coordinator	Teaching Panel
STHP Samarasinghe (hiruni@ssh.rjt.ac.lk)	STHP Samarasinghe (hiruni@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Practical	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Independent Learning	■	■	■	□	■	■	■	□	□	■	□	□	■	□	■
Field visits	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□
Assignments	□	□	□	■	□	□	□	□	■	□	□	■	□	□	□
End Semester Examination	After two weeks of study leave														

Recommended Reading:

- Chollot I. & Robert J. (2020). *Pratique Orthographe Niveau A1/A2 Livre+Corrigés*. CLE Internationale.
- Grégoire M. & Thiévenaz O. *Grammaire progressive du Français - Niveau intermédiaire* (3rd ed.). CLE Internationale.
- Hirschsprung N. & Tricot T. (2017). *Cosmopolite 2: Methode de Français A2* (2nd ed.). Hachette Livre.

Course Title: Introduction to French Culture

Course Code: FRNH 21022 (15:30:55)

Course Capsule: France and its' people;their customs, etiquettes, French history, geography, French lifestyle, famous cities and tourist attractions, culinary specialties and dining, famous festivals, holidays, transportation, political background and economy, education system, sports, fashion and cinema.

Course Aim: To introduce French culture to students enabling a French exposure to the students and enhance their understanding about France and its' people; to identify their customs, etiquettes, variety of culinary specialties, major cities, French history, transportation, French lifestyle including social behavior, common traditions, French values and morals, political background and to enhance their ability to apply them in Sri Lankan and French travel and tourism related preparations.

Course ILOs:

After completing of this course, the students will be able to:

1. describe about France and its' people, their customs, etiquettes and interact with French speaking people.
2. describe about the geography of France and famous tourist attractions in the country.
3. describe about the French meals and food and compare Sri Lanka and French culinary art.
4. prepare a French food.
5. recognize traditional Festivals and their celebrations, modes of transportation and holidays and describe them, Recognize the political background and economy, Identify the education system and the exams and famous sports, Describe fashion industry and Cinema.
6. differentiate Sri Lankan and French cultures.

Lesson Sequence:

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (Hours)			Teaching/ Learning Methods	Assessments
				T	P	IL		
1	1.1	1	Introduction to the country and its people	1			L, D	
	1.2	1	Read about France and its' people			4		
2	2.1	1	Introduction to French customs and etiquettes	1			L, D	
	2.2	1	Read on French customs			4		
3	3.1	1	Introduction to French History	2			L, D	
	3.2	1	Read on French History			4		
4	4.1	1	Introduction to French lifestyle (Social behavior, common traditions, morals and values)	1			L, D	
	4.2	1	Read on French lifestyle			4		
5	5.1	2	Introduction to Geography of France	2			L,D	
	5.2	2	Read of French Geography			2		
6	6.1	2	Introduction to Famous cities and tourist attractions	1			L,D	
	6.2	2	Read on French cities			2		
7	7.1	3,4,6	Introduction to Culinary specialties and dining	2			L, GD	AS1 start & due
	7.2	3,4,5	French Food demonstration		10		P	
8	8.1	5,6	Introduction to Festivals	2			L, GD	
	8.2	5,6	Read on festivals			4		
9	9.1	2,3,5	Introduction to French regional food varieties	1			L, GD	
	9.2	2,3,4	Prepare regional map		10		P	
10	10.1	5,6	Introduction to Holidays, vacation in France, Introduce Transportation	2			L, GD	AS2 start
	10.2	5,6	Read more on transport in France			6		
11	11.1	5,6	Introduction to Political landscape and economy	2			L, GD	

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (Hours)			Teaching/ Learning Methods	Assessments
				T	P	IL		
	11.2	5,6	Read on political background of France			6		
12	12.1	5,6	Introduction to Education system	2			L, GD	
13	13.1	5,6	Introduction to Sports	2			L, SGD	
	13.2	5,6	Read on sports in France			5		
14	14.1	5,6	Introduction to Fashion	2			L, D	AS3 start & due
	14.2	5,6	Read about French fashions			7		
15	15.1	5,6	Introduction to Cinema	2			L, D	
	15.2	5,6	Watch French films			7		
Total notional hours				25	20	55		

Teaching/ Learning methods: L=Lectures, P=Practical, GD=Group Discussion, D=Discussion, SGD=Small Group Discussion,

Assessments methods: AS=Assignment

Assessment Strategy:

Continuous Assessment	AS1 - 20%	40%
	AS2 - 10%	
	AS3 - 10%	
End Semester Examination		60%
End Semester oral Examination* 20% - [Comparison of Sri Lankan and French lifestyle (Customs, etiquettes, food, people, geography...etc) (10-15 minutes)]		
End Semester Written Examination - 40% - (2 ½ hours)		
Total		100%

* Note: In order to complete this course, the student is required to earn at least 40% from the End semester Oral Examination and End semester written examination with other requirements.

Course Coordinator	Teaching Panel
STHP Samarasinghe (hiruni@ssh.rjt.ac.lk)	STHP Samarasinghe (hiruni@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Practical							■		■						
Independent Learning	■	■	■	■	■	■		■		■	■	■	■	■	■
Field visits															
Assignments							■			■				■	
End Semester Examination	After two weeks of study leave														

Recommended Reading:

- Kada, N. & Terrone, P. (2017). La république française : les citoyens et les institutions, PUG
- La gastronomie français <https://www.elle.fr/Elle-a-Table/Idees-de-menus/Gastronomie-francaise>
- Larousse (2009). Gastronomique: The World's Greatest Culinary Encyclopedia. Librairie Larousse.
- Steele, R. (2014). Civilisation progressive du français : Niveau intermédiaire (A2- B1), Livre + CD (2ème éd.). CLE Internationale.

Course Title: Intermediate Rules of French Language and Communication Skills II

Course Code: FRNH 22012 (T+P45: IL55)*

Course Capsule: Cosmopolite A2 (Text book) selected lessons from Dossier 5-6 - Continue introducing intermediate French grammar structures, expressions and vocabulary: characterize people, present once's intension, disagreement, convince facts, understand chores and intensions, talk about health and cosmetic products, write a food recipe, express success, compose a rest of a story, relate a memory, defend a cause, express criticism, propose solutions and give and ask for opinion, read and understand news events.

Course Aim: To continue introducing intermediate grammar rules, structures, expressions and vocabulary to enhance students ability to communicate in A2 level – Intermediate user (CEFR) enabling the students to develop the knowledge on French grammar and structures, vocabulary and expressions to write and speak in French on familiar everyday topics: characterize people, present once's intension, disagreement, convince facts, understand chores and intensions, talk about esprit, health and cosmetic products, write a food recipe, express success, compose a rest of a story, relate a memory, defend a cause, express criticism, propose solutions and give and ask for opinion, read and understand new events. To demonstrate ability to respond to variety native speakers' audios in writing and in orally.

Course ILOs:

After completing of this course, the students will be able to:

1. describe someone, use reported speech, use expressions to express disagreements, state relationships between people, use expressions to convince something, talk about emotions and sentiments.
2. use vocabulary and grammar rules related to culinary.
3. apply vocabulary and expressions to present a country product.
4. narrate past event, memory using past tenses and time adverbials.
5. use grammar, vocabulary and expressions to defend, criticize, facts and propose solution, ask and give opinions.
6. prepare press articles.
7. apply grammar structures to make suggestions, wishes and hopes and to compose press articles.

Lesson Sequence:

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (Hours)		Teaching/ Learning Methods	Assessment Methods
				T+P	IL		
1	1.1	1	<i>Dossier 5 Vivons ensemble</i> Giving opinions, Describe someone Use sentence structures on <i>C'est/ ce sont + noun, indefinite pronoun+ relative clause</i>	3		L	
	1.2	1	Listening practice			P, RAT	
2	2.1	1	Discussion about life goals, Indirect speech in present tense Express disagrees, Relative pronoun <i>Où/ dont</i>	3		L, SGD	
	2.2	1	Listening practice			P, RAT	
	2.3	1	Guided activities in the activity book		6		
3	3.1	1	Connecting with others, Make aware someone, Demonstrative pronouns	3		L	
	3.2	1	Listening practice			P, RAT	
	3.3	1	Guided activities in the activity book		6		
4	4.1	1	Personal states Present continuous <i>être en train de +</i>	3		L	AS1 start
	4.2	1	Listening practice			P	
5	5.1	2	<i>Dossier 6 Nous mettons en scène notre quotidien</i> Giving instruction and duties Verb conjugations of <i>-cer, -ger, -yer, -ayer</i>	3		L	
	5.2	2	Listening practice			P	
	5.3	2	Guided activities in the activity book		6		
6	6.1	2	Arranging a menu, Prepositional verbs, Indefinite pronouns	3		L	AS1 due

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (Hours)		Teaching/ Learning Methods	Assessment Methods
				T+P	IL		
	6.2	2	Listening practice			P, RAT	
7	7.1	2,3	Bringing up achievements, Agreement of past participle with verb avoir, Talk about hygienic and beauty products Possessive pronouns	3		L	AS2 start & due
	7.2	2,3	Listening practice			P, RAT	
8	8.1	2	Relating the rest of a story Indicate the chronology of an event	3		L, GD	
	8.2	2	Listening practice			P, RAT	
	8.3	2	Guided activities in the activity book, DELF activities in the textbook			6	
9	9.1	4	<i>Dossier 7 Noun nous souvenons et nous agissons</i> Use of past perfect, past continuous and pluperfect tenses Relate a past event	3		L	
	9.2	4	Listening practice			P, RAT	
	9.3	4	Guided activities in the activity book			6	
10	10.1	4	Guess what happens next, Defend a case Expressions of cause and consequences	3		L, GD	
	10.2	4	Listening practice			P	
	10.3	4	Guided activities in the activity book			5	
11	11.1	5	Expressing a review and propose solutions, <i>Être</i> adjective+ de Ask and give opinions	3		L	
	11.2	5	Listening practice			P, RAT	

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (Hours)		Teaching/ Learning Methods	Assessment Methods
				T+P	IL		
	11.3	5	Guided activities in the activity book, DELF activities in the textbook		5		
12	12.1	5	<i>Dossier 08 Nous nous intéressons à l'actualité</i> , News Passive Voice	3		L	
	12.2	5	Reporting a news event			P	
	12.3	5	Guided activities in the activity book		4		
13	13.1	5	Comprehension from newspaper articles, React and give specifications, Gerund form	3		L	
	13.2	5	Listening practice			P, RAT	
	13.3	5	Guided activities in the activity book		5		
14	14.1	6,7	Making suggestions, Conditional tense and some other structures to make suggestions, Express wishes and hopes Sentence structures to express wishes and hopes	3		L, RP	AS3 start & due
	14.2	6,7	Listening practice			P, RAT	
15	15.1	6,7	Introducing Pronoun On, Relative pronouns	3		L	
	15.2	6,7	Listening practice			P, RAT	
	15.3	6,7	Guided activities in the activity book, DELF activities in the textbook		6		
Total notional hours				45	55		

****Theory and practical hours are combined together as the method of delivering the lecture is a combination of these two in the prescribed textbook.***

Teaching methods: L=Lectures, P=Practical, GD=Group Discussion, D=Discussion, SGD=Small Group Discussion, RAT=Recorded Audio Track

RP=Role Play

Assessments methods: AS=Assignment

Assessment Strategy:

Continuous Assessment	AS1 - 20%	40%
	AS2 - 10%	
	AS2 - 10%	
End Semester Examination		60%
End Semester Listening Examination* - 20% - (20 minutes)		
End Semester Written Examination - 40% - (2 ½ hours)		
Total		100%

* Note: In order to complete this course, the student is required to earn at least 40% from the End semester Listening Examination and End semester written examination with other requirements.

Course Coordinator	Teaching Panel
STHP Samarasinghe (hiruni@ssh.rjt.ac.lk)	STHP Samarasinghe (hiruni@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
End Semester Examination	After two weeks of study leave														

Recommended Reading:

- Authentic reading documents, audio/video materials, other relevant materials supplied by the Department.
- Grégoire M. & Thiévenaz O. *Grammaire progressive du Français - Niveau intermédiaire* (3rd ed.). CLE Internationale.
- Hirschsprung N. & Tricot T. (2017). *Cosmopolite 2: Methode de Français A2* (2nd ed.). Hachette Livre.

Course Title: French for Travel and Tourism

Course Code: FRNH 22022 (15:30:55)

Course Capsule: Advanced Formal letter writing methods, introduce different Sri Lankan tourist attracted industries, sites, places which have a cultural, social and economic value and a practice of tourism linked activities (Tea industry, handloom industry, Gem and jewelry, clay industry, puppetry, historical, heritage and cultural sites, maritime sites, eco touristic sites), describe these locations, conversations in travel situations, price, banking transactions, buying tickets, accommodation, culinary art of Sri Lankan and French food varieties, prepare written documents related to travel: create travel journals, prepare brochures, tour guiding, prepares tours.

Course Aim: To give an approach to prepare written documents in travel situations, introduce vocabulary and expressions to describe Sri Lankan tourist attracted locations in French; industries, sites, places which have a cultural, social and economic value by using their own liberal thoughts, feelings and expressions (Tea industry, handloom industry, Gem and jewelry, clay industry, puppetry, historical, heritage and cultural sites, maritime sites, eco touristic sites) enabling the students to work in Sri Lankan tourist market using French Language and to enhance the ability of understanding the concept of culinary values of Sri Lankan and French cultures; to explain the existing differences and similarities in French which are essential to develop a good customer relation with French speaking communities.

Course ILOs:

After completing of this course, the students will be able to:

1. create tourist industry related documents.
2. communicate effectively in travel situations.
3. list new vocabulary and expressions in travel preparations.
4. manage professional and business situations.
5. apply of knowledge of grammar, conversational skills learnt in preparing for travel related situations.
6. guide a tour using vocabulary and expressions learnt.
7. compare and contrast the culinary art of Sri Lankan and French food.
8. demonstrate skills to become a professional in travel industry.

Lesson Sequence:

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (Hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1	Introduction to Advanced skills of writing formal letters / e-mails	1			L	
	1.2	1	Practice formal letter writing		2		P	
2	2.1	2,3,4,5	Introducing Vocabulary and expressions of different Sri Lankan traditional industries (Tea industry, Handloom industry, Gem and jewelry, Clay industry, Puppetry...etc)	1			L, GD	
	2.2	2,3,4,5	Creating short descriptions using vocabulary learnt		1		P	
	2.3	2,3,4,5	Gather more vocabulary related to these industries			10		
3	3.1	2,3,4,5	Continuing vocabulary and expressions of different Sri Lankan traditional industries continue (Tea industry, Handloom industry, Gem and jewelry, Clay industry, Puppetry ...etc)	1			L, GD	
	3.2	2,3,4,5	Describe selected locations		1		P	
4	4.1	2,3,4,5	Introducing Vocabulary and expressions of sites, places, which have a cultural, social and economic value and tourism linked activities (Historical, Heritage and Cultural sites, Maritime sites, Eco touristic sites)	1			L, GD	
	4.2	2,3,4,5	Create short descriptions using vocabulary learnt		1		P	
	4.3	2,3,4,5	Read more about these places			11		

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (Hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
5	5.1	2,3,4,5	Continuing Vocabulary and expressions of sites, places, which have a cultural, social and economic value and tourism linked activities continue (Historical, Heritage and Cultural sites, Maritime sites, Eco touristic sites)	1			L, GD	
	5.2	2,3,4,5	Field Visit to a selected Historical, Heritage and Cultural sites, Maritime sites, Eco touristic sites		15		FV	
6	6.1	5	Describing tourist attractions in Sri Lanka	1			L, GD	AS1 start
	6.2	5	Describe selected locations		1		P	
7	7.1	5	Conversations in travel situations (At a hotel, at airport, at railway station... etc)	1			L, GD, RP	
	7.2	5	Practice role plays of selected situations		1		P	
	7.3	5	Revise vocabulary related to travel situations			11		
8	8.1	3,5	Discussion on Price, banking transaction	1			L, GD, RP	AS1 due
	8.2	3,5	Practice role plays using expressions of buying and selling		1		P	
9	9.1	5	Discussion on accommodation	1			L, GD, RP	
	9.2	5	Practice of vocabulary use in lodging		1		P	
10	10.1	5	Dialogues on buying tickets	1			L, GD, RP	AS2 start
	10.2	5	Create role plays		1		P	
11	11.1	6	Discussion on culinary art of Sri Lankan and French food varieties	1			L, GD	
	11.2	6	Video comprehension		1		P	

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (Hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
	11.3	6	Read about French food varieties			12	L, D	
12	12.1	7,8	Creating travel journals	1				AS2 due
	12.2	7,8	Practice of creating travel journal using selected locations		1		P	
13	13.1	7,8	Preparation of brochures of tourist attractions in Sri Lanka	1				AS3 start
	13.2	7,8	Gather information of tourist attracted locations and prepare brochures		2		P	
14	14.1	7,8	Introduction to tour guiding	1			L, D	
	14.2	7,8	Gather information about tour guiding			11	P	
15	15.1	7,8	Preparation of guided tours	1			L, D	AS3 due
	15.2	7,8	Create short tours		1		P	
Total notional hours				15	30	55		

Teaching methods: L=Lectures, P=Practical, GD=Group Discussion, D=Discussion, RP=Role play, FV=Field Visit

Assessments methods: AS=Assignment

Assessment Strategy:

Continuous Assessment	AS1 -10%	40%
	AS2 - 20%	
	AS3 - 10%	
End Semester Examination		60%
End Semester Oral Examination* - 20% - (For each student: 15 minutes; Preparation: 05 minutes)		
End Semester Written Examination - 40% - (2 ½ hours)		
Total		100%

* Note: In order to complete this course, the student is required to earn at least 40% from the End semester Oral Examination and End semester written examination with other requirements.

Course Coordinator	Teaching Panel
STHP Samarasinghe (hiruni@ssh.rjt.ac.lk)	STHP Samarasinghe (hiruni@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
End Semester Examination	After two weeks of study leave														

Recommended Reading:

- Corbeau S., Dubois C. & Penfornis J. (2013). *Tourisme.com -Livret d'élèves + CD* (2^{eme} edi.). CLE Internationale.
- Dussac E. (2017). *Bon voyage ! : français du Tourisme Niveau A1/A2-Livre+DVD*. CLE Internationale.

Course Title: Enhanced Skills of French Language and Translation

Course Code: FRNH 31012 (15:30:45)

Course Capsule: Selected lessons from Cosmopolite3-B1 (Text book) to introduce advanced grammar structures, expressions and vocabulary and writing skills: Reading comprehension on selective authentic texts from the text book, newspapers, magazines, conversations on audio, video material, letter writing (letter of motivation, complaint..etc), professional portfolios, job interviews employment and talk about work experiences, and compose argumentative essays, monologues and introduce basic methods of translation from French to Sinhala/ English and vice-versa, language registers, translate sentences French to Sinhala/ English and vice-versa, translate cultural proverbs, translate Non-Literary texts, (translate a menu, train schedule, dialogues on real-life situations, cartoons...etc), translate literary extracts (novel, short stories, poems ...etc), interpret simple French documentaries in Sinhala / English and vice-versa,

Course Aim: To introduce advanced grammar rules and structures, expressions and vocabulary to enhance students' ability to apply grammar rules in reading, writing, listening and speaking in B1 Level -advanced User (CEFR) enabling the students to demonstrate understanding of variety texts given, to prepare students to compose formal documents, to develop skills to handle formal conversations, to enhance ability to compose argumentative essays, to prepare argumentative monologues, to respond in writing and in orally to audios documents in B1 level and to To introduce basic methods of translating written documents, audios and videos; to demonstrate proficiency in French Language through translating various types of texts from different genres, to enhance the application of grammar structures learnt, the basic knowledge and practice in translation from source language to target language, to enhance reading, writing and oral competencies in B1 level- advance user (CEFR), to enhance skills required in translation to become professional translators in future.

Course ILOs:

After completing of this course, the students will be able to:

1. use grammatically accurate sentences in writing and in oral.
2. respond in writing and in orally to variety of advanced text.

3. prepare argumentative documents.
4. select suitable words, grammar structures, idioms, proverbs ...etc which correspond as closely as possible to the source text and comprehensible to the target text.
5. translate a literary/non-literary text, documentaries in writing and in oral context.
6. assess skills required to become future professional translators.
7. communicate successfully in French at level B1 (CEFR) demonstrating skills of all four competencies; Reading, writing, speaking and listening

Lesson Sequence:

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (Hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1	Introduction to Prepositional Verbs	1			L, GD	
	1.2	1	Listening Practice		2		P, RAT	
	1.3	1	Guided activities in activity book			1		
2	2.1	1	Conditional present / past tenses	1			L,GD	
	2.2	1	Listening Practice, make sentences		2		P, RAT	
	2.3	1	Guided activities in activity book			1		
3	3.1	1	Expressions of cause, consequence, aim, opposition, concession and time	1			L, D	
	3.2	1	Make sentences to above situations		2		P	
	3.3	1	Revise conditional tense, Guided activities in activity book			2		
4	4.1	1	Introduction to Subjonctif mode	1			L	
	4.2	1	Practice making verbs in subjunctive mood		2		P	

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (Hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
	4.3	1	Guided activities in activity book			2		
5	5.1	1	Using Compound Relative pronouns, Double pronouns	1			L, GD	
	5.2	1	Revise and Practice of pronouns		2		P	
	5.3	1	Guided activities in activity book			4		
6	6.1	1	Introduction to Demonstrative, Possessive and Indefinite pronouns	1			L,GD	
	6.2	1	Listening practice, practice of above pronouns in sentences		2		P	
	6.3	1	Revise possessive adjectives, demonstrative adjectives, Guided activities in activity book			4		
7	7.1	1	Present participle, Past participle, agreement of past participle, Gerund form	1			L, GD	AS1 start & due
	7.2	1	Make sentences		2		P	
	7.3	1	Guided activities in activity book			6		
8	8.1	2,7	Reading Comprehension on selective authentic texts from the textbook, newspapers, magazines, conversations on audio, video material	1			L	
	8.2	2,7	Practice of different reading comprehension texts, listening practice		2		P	
	8.3	2,7	Practice comprehensions in B1 level.			3		
9	9.1	2,7	Formal letter Writing (Letter of motivation, complaint ...etc)	1			L,P	
	9.2	2,7	Practice of writing formal letters, listening practice		2		P	
	9.3	2,7	Guided activities in activity book			3		
10	10.1	3,7	Logical connectors and compose argumentative essays, monologues	1			L,SGD	AS2 start
	10.2	3,7	Prepare argumentative monologues of selected topics		2		P	

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (Hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
	10.3	3,7	Practice Argumentative monologues			8		
11	11.1	4,7	Introduction to language registers	1			L, D	AS2 due
	11.2	4,7	Identify different registers in variety of texts		2		P	
12	12.1	4	Introduction to basic methods of translation from French to Sinhala/ English and vice-versa	1			L, D	
	12.2	4	Identify usage of different methods of translation in variety of sentences, texts...etc		2		P	
	12.3	4	Guide to read English/ Sinhala translation of French novels			5		
13	13.1	5,7	Translating non-literary texts (Translate a menu, train Schedule, dialogues on real-life situations, cartoons...etc)	1			L, SGD	
	13.2	5,7	Practice translation of non-literary texts		2		P	
	13.3	5,7	Guide students to find new non-literary texts and translate them to a target language			6		
14	14.1	5,6	Translating literary texts (novel, short stories, poems ...etc)	1			L, GD	AS3 start
	14.2	5,6	Practice translating literary works		2		P	
	14.3	5,6	Read French literary novels translated in to Sinhala			10		
15	15.1	5,6,7	Interpreting simple French documentaries in Sinhala / English vice versa	1			L,D	AS3 due
	15.2	5,6,7	Practice interpreting simple documentaries		2		P	
Total notional hours				15	30	55		

Teaching methods: L=Lectures, P=Practical, GD=Group Discussion, D=Discussion, SGD= Small group Discussion, RAT=Recorded Audio Track

Assessments methods: AS=Assignment

Assessment Strategy:

Continuous Assessment	AS1 - 10%	40%
	AS2 - 10%	
	AS3 - 20%	
End Semester Examination		60%
End Semester Listening Examination* - 20% - (20 minutes)		
End Semester Written Examination - 40% - (2 ½ hours)		
Total		100%

* Note: In order to complete this course, the student is required to earn at least 40% from the End semester Listening Examination and End semester written examination with other requirements.

Course Coordinator	Teaching Panel
STHP Samarasinghe (hiruni@ssh.rjt.ac.lk)	STHP Samarasinghe (hiruni@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
End Semester Examination	After 2 weeks of study leave														

Recommended Reading:

- Beaujeu C.M, Carlier A, Mimran R., Torres M, Vrillaud-Meunier J. (1991) *Grammaire 350 Exercices Niveau Supérieur II* (20th edi.). Hachette Livre
- Foenkinos, D. (2019). *Avarjana (Sinhala translation)*, Niroshini Guneseekara
- Hirschsprung & Tricot T. (2018). *Cosmopolite 3 : Méthode de Français B1* (3rd edi.). Hachette Livre
- Published translations in French and Sinhala (directly translated from French to Sinhala and from Sinhala to French)
- Penfornis L. (2018). *Grammaire Progressive du Français des affaires : Niveau (Intermédiaire A2/B1) Livre+CD* .CLE Internationale
- Penfornis L. (2018). *Grammaire Progressive du Français des affaires : Niveau (Intermédiaire A2/B1) Corrigés*. CLE Internationale
- Wickramasighe, M. (1995). *Viragaya ou le non-attachement, (French translation)*, Ven. Mandawala Pannawansa, L’Harmattan, Lettres Asiatiques

Course Title: French Literature

Course Code: FRNH 31022 (15:30:55)

Course Capsule: Introduction to the history and evolution of French Literature, Study of stylistic/ literary devices (*figures de styles*) through literary texts, Study of extracts / short literary texts of poetry, prose, novel, theater, fable, tales(contes) and other literary work of the selected authors from Middle ages to contemporary era (Selected authors: Ronsard, Montaigne, Rabelais, Marguerite de Navarre Flaubert, Charles Perrault, La Fontaine, Molière, Voltaire, Maupassant, Victor Hugo, Jacques Prévert, Marguerite Duras, Albert Camus, Antoine de Saint-Exupéry, René Goscinny, Marcel Pagnol, Simon de Beauvoir, David Foenkines, Annie Ernaux), Analyze an extract.

Course Aim: To give an introduction to French literature from Middle ages to contemporary era enabling the students to develop the understanding of literary work of the selected authors of different era, enhance ability to identify literary devices of different literary work from different genre and write literary criticisms, to enhance reading skills, critical thinking and student's imaginative expression.

Course ILOs:

At the successful completion of this course, student will be able to:

1. explain the history and the evolution of French Literature.
2. apply literary devices (*figures de style*) in literary writing.
3. read authors/ eras and their pieces of literary work.
4. enhance critical thinking abilities.
5. critically analyze a literary text.

Lesson Sequence:

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (Hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1	Introduction to the history and evolution of French Literature	1			L	
	1.2	1	Reading text		2		P	
	1.3	1	Read about the evolution of the French literature			8		
2	2.1	2	Introduction to stylistic/ literary devices (figures de styles) through literary texts	1			L, D	
	2.2	2	Identify figures de style used in literary texts		2		P	
	2.3	2	Read about literary devices (figures de styles) and find more examples			9		
3	3.1	2	Introduction to stylistic/ literary devices (figures de styles) through literary texts continue	1			L, D	AS1 start
	3.2	2	Identify figures de style used in literary texts		2		P	
	3.3	2	Identify figures de styles in literary work			9		
4	4.1	3,4	Introduction to Middle ages and study of an selected literary work of a selected author	1			L, GD	
	4.2	3,4	Read the selected literary work and answer to the guided questions.		2		P	
5	5.1	3,4	Introduction to 16 th century literary work	1			L, GD	AS1 due
	5.2	3,4	Read the selected literary work and answer to the guided questions		2		P	
6	6.1	3,4	Introduction to 17 th century literary work	1			L, GD	
	6.2	3,4	Read the selected literary work and answer to the guided questions.		2		P	
	6.3	3,4	Guide to read about the authors and literature in 18 th century			2		
7	7.1	3,4	Introduction to 18 th century literary work	1			L, GD	

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (Hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
	7.2	3,4	Read the selected literary work and answer to the guided questions.		2		P	
	7.3	3,4	Guide to read about the authors and literature in 18 th century			5		
8	8.1	3,4	Introduction to 19 th century literary work	1			L, GD	
	8.2	3,4	Read the selected literary work and answer to the guided questions.		2		P	
	8.3	3,4	Guide to read about the authors and literature in 19 th century			4		
9	9.1	3,4	Continue 19 th century literary work	1			L, GD	
	9.2	3,4	Read the selected literary work and answer to the guided questions.		2		P	
	9.3	3,4	Read about the authors and literature in 19 th century			4		
10	10.1	3,4	Introduction to 20 th century literary work	1			L	
	10.2	3,4	Read the selected literary work and answer to the guided questions.		2		P	
	10.3	3,4	Read about the authors and literature in 20 th century			4		
11	11.1	3,4	Continue 20 th century literary work	1			L, GD	
	11.2	3,4	Read the selected literary work and answer to the guided questions.		2		P	
	11.3	3,4	Read about the authors and literature in 20 th century			3		
12	12.1	3,4	Introduction to Literary work of Contemporary era	1			L, GD	
	12.2	3,4	Read the selected literary work and answer to the guided questions.		2		P	AS2 due
	12.3	3,4	Read about the authors and literature in contemporary era			3		
13	13.1	3,4	Continue introducing Literary work Contemporary era	1			L	
14	14.1	5	Introduction to Literary Analyzes of an extract	1			L,GD	AS3 start
	14.2	5	Write literary analysis		4		P	
	14.3	5	Read analysis of literary work of different eras			4		
15	15.1	5	Continuing Literary Analyzes of an extract	1			L, GD	AS3 due
	15.2	5	Write literary analysis		2		P	

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (Hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
Total Notional Hours				15	30	55		

Teaching methods: L=Lectures, P=Practical, GD=Group Discussion, D=Discussion,
 Assessments methods: AS=Assignment

Assessment Strategy

Continuous Assessment	AS1 - 10%	40%
	AS2 - 20%	
	AS3 - 10%	
End Semester Examination		60%
End Semester Oral Examination* - 20% - (For each student: 15 minutes; Preparation: 05 minutes)		
End Semester Written Examination - 40% - (2 ½ hours)		
Total		100%

* Note: In order to complete this course, the student is required to earn at least 40% from the End semester Oral Examination and End semester written examination with other requirements.

Course Coordinator	Teaching Panel
STHP Samarasinghe (hiruni@ssh.rjt.ac.lk)	STHP Samarasinghe (hiruni@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
End semester Examination	After two weeks of study leave														

Recommended Reading:

- Allouache F., Blondeau N., Né M. (2019). *Littérature progressive du Français-Niveau débutant (A1/A2) Livre + CD* (2^{ème}ed.). CLE Internationale.
- Allouache F., Blondeau N., Né M. (2019). *Littérature progressive du Français-Niveau débutant (A1/A2) Livre + CD- Corrigée* (2^{ème} ed.). CLE Internationale.
- Authentic reading documents, audio/video materials, other relevant materials supplied by the Department.
- Fontain J., *Fables de Jean de La Fontaine (Fiche de lecture): Résumé Complet Et Analyse Détaillée De L'œuvre, :Fables Poche*

Heritage Management

Course Title: Introduction to Heritage Management

Course Code: HEMG 11012 (25:10:65)

Course Capsule: Concepts of heritage, Heritage definition, Heritage values, Reflections around the world, Evolution of Modern Heritage discourse, The Sri Lankan context in heritage management, Ethics and social/political aspects of heritage and the responsibility of a Heritage manager, Engaging communities/ stakeholders

Course Aim: To provide knowledge, skills, and attitudes on heritage, heritage management, and sub-disciplinary approaches, enabling students to use them as heritage managers to protect the country's cultural heritage.

Course ILOs:

After completing this course, students should be able to:

1. define “heritage” and its relevance to the society
2. describe why heritage should be managed
3. recognize different heritage values
4. define Sri Lankan heritage management systems
5. discuss the duties and responsibilities of a heritage manager
6. explain the importance of community engagement in heritage

Lesson Sequence:

Week	Lesson No.	Related ILOs	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1, 2	Concepts of Heritage 1	2			L	
	1.2	1, 2	Study the World Heritage web site, Read the reference no. 1 introduction			5		
2	2.1	1, 2	Concepts of Heritage 2	2			L	
	2.2	1, 2	Read the Mahavamsa on heritage practices			5		
3	3.1	1	Heritage 1	2			L, D	
	3.2	1	Define the heritage with examples from Sri Lanka			7		AS1 start
4	4.1	1	Heritage 2	2			L, D	
	4.2	1	Continue with AS1			8		
5	5.1	3	Heritage values 1	2			L, D	
	5.2	1	Complete AS1			5		AS1 due
6	6.1	3	Heritage values 2	2				
	6.2	3	Read the recommended reading; values			5		
7	7.1	3	A value assessment of the Kaludiyapokuna site		5			ST1
8	8.1	1, 2	Reflections around the World	2			L, D	
	8.2	1, 2	The different heritage management approaches in the world through internet			5		
9	9.1	1, 2	Evolution of Modern Heritage discourse 1	2			L, D	
	9.2	1, 2	Read the recommended reading			5		
10	10.1	1, 2	Evolution of Modern Heritage discourse 2	2			L, D	
	10.2	1, 2	The heritage management in India through internet			5		
11	11.1	4	Sri Lankan context (Heritage management 1)	2			L, D	
	11.2	4	Explain the history of heritage management in Sri Lanka			5		AS2 start
12	12.1	4	Sri Lankan context (Heritage management 2)	2			L, D	

Week	Lesson No.	Related ILOs	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
	12.2	4	Continue with AS2			5		
13	13.1	4	The heritage management system in Mihintalaya site		5			ST2
14	14.1	5	Discuss ethics and social/political aspects of heritage and the responsibility of a Heritage manager	2			D, FV	V, AS2 due
	14.2	4	Complete AS2			5		
15	15.1	6	Importance of engaging communities/ stakeholders	1			L	
Total Notional Hours				25	10	65		

Teaching methods: L=Lectures, FV=Field visit, D=Discussion

Assessments methods: V = Viva examination, Spot Test=ST, AS=Assignment

Assessment Strategy:

Continuous Assessment	AS1 – 10%	40%
	AS2 – 10%	
	ST1 – 10%	
	ST2 – 10%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Prof. Nuwan Abeywardana (nuwan@ssh.rjt.ac.lk)	Prof. Nuwan Abeywardana (nuwan@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
End Semester Examination	After 2 weeks of study leave														

Recommended Reading:

- Jokilehto, J. (2009). On definitions of cultural heritage. ICOMOS ICLAFI E-Journal 1.
- Ndoro, W., Tauvinga, P. (2003). The Vandalism of the Domboshava Rock Painting Site. Zimbabwe: Some Reflections on Approaches to Heritage Management. Conservation and Management of Archaeological Sites. Vol. 6. (ICROM: Per Grande-Bretagne 89).
- Wijesuriya, G. (2010). Conservation in Context: Conservation and Preservation: Interactions between Theory and Practice In memoriam Alois Riegl (1858 – 1905) – Proceedings of the International Conference of the ICOMOS International Scientific Committee for the Theory and and the Philosophy of Conservation and RESEoration. Vienna. Eds. M. S. Falser, W. Lipp, A. Tomazewsky. Polistampa, Firenze.
- Sully, D. (2013). Conservation Theory and Practice. Materials, Values and People in Heritage Cnservation: The International Handbooks of Museum Studies. (1st Ed.). General Editors: Sharon Macdonald and Helen Rees Leahy. Vol 4: Practice, Edited by Conal McCarthy, John Wiley & Sons.
- මැන්දිස්, ටී., ගුණරත්න, එස්. (2016). උරුම කළමනාකරණ ප්‍රවේශය. කර්තෘ ප්‍රකාශන. අනුරාධපුරය.

Course Title: Natural and Cultural Heritage

Course Code: HEMG 11022 (30:00:70)

Course Capsule: World Heritage Convention and its activities, Characterizing natural and cultural heritage, Assessing values in culture and nature sector, Nomination to World Heritage: Outstanding Universal value: criteria; authenticity, integrity and management, Introduction to the World Heritage sites in Sri Lanka, World Heritage and international relations, World Heritage and sustainable development/ Policy, Management Planning for natural and cultural heritage, Programs on linking nature and culture

Course Aim: To provide basic knowledge that a heritage manager should possess about the natural and cultural heritage, enabling students to use it for their future career and set goals that will bring solutions to the current economy through a well-balanced heritage manager.

Course ILOs:

After completing this course, students should be able to:

1. explain the concepts and practices surrounding World Heritage covering both natural and cultural aspects
2. recognize the common issues in cultural and natural heritage management and exhibit necessary skills on related issues
3. relate the World Heritage concept with the national requirements and position themselves in the heritage management mechanism

Lesson Sequence:

Week	Lesson No.	Related ILOs	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1	World Heritage Convention and its activities	2			L, D	
	1.2	1	Read the world heritage convention and find the background of the convention			5		
2	2.1	2	Characterize natural heritage/Assessing values in nature sector	2			L, D	
	2.2	2	Read the recommended reading. Summarise and list the values of natural heritage. Conduct an individual study of a selected unique cultural or natural entity in your region (AS 1). The assignment is due at the end of the 15 th week.			4		AS 1 Start
3	3.1	2	Cultural heritage/Assessing values in culture sector	2			L, D	
	3.2	2	Read the recommended reading. Summarise and list the values of cultural heritage. Conduct an individual study of a selected unique cultural or natural entity in your region (AS 1). The assignment is due at the end of the 15 th week.			5		
4	4.1	1	World Heritage: Outstanding Universal value: criteria; authenticity, integrity and management I	2			L, D	
	4.2	1	Read the recommended reading and prepare a summary.			4		
5	4.1	1	World Heritage: Outstanding Universal value: criteria; authenticity, integrity and management II	2			L, D	
	4.2	1	Read the recommended reading and prepare a summary.			5		
6	5.1	1	The World Heritage sites in Sri Lanka I	2			L, D	
	5.2	1	Read the recommended reading and search for the other sites in Sri Lanka			4		

Week	Lesson No.	Related ILOs	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
7	5.1	1	World Heritage sites in Sri Lanka II	2			L, D	
	5.2	1	Read the recommended reading and search for the other sites in Sri Lanka			5		
8	6.1	2,3	World Heritage and international relations I	2			L, D	
	6.2	2,3	Read the recommended reading and summarize			4		
9	6.1	2,3	World Heritage and international relations II	2			L, D	
	6.2	2,3	Read the recommended reading and summarize			5		
10	7.1	2,3	World heritage related management issues in Sri Lanka	2			L, D	
	7.2	2,3	Select a world heritage site in Sri Lanka and identify the issues the site is facing			5		
11	8.1	2,3	World Heritage and sustainable development/ Policy I	2			L, D	
	8.2	2,3	Read the recommended reading. Search several policy documents and brief your policy document for a selected world heritage. AS 2 is due at the end of the 15 th week.			4		AS 2 Start
12	8.1	2,3	World Heritage and sustainable development/ Policy II	2			L, D	
	8.2	2,3	Read the recommended reading. Search several policy documents and brief your policy document for a selected world heritage. AS 2 is due at the end of the 15 th week.			5		
13	9.1	2,3	Management Planning for natural heritage	2			L, D	
	9.2	2,3	Read the recommended reading			5		
14	10.1	2,3	Management Planning for cultural heritage	2			L, D	
	10.2	2,3	Read the recommended reading			4		
15	11.1	2,3	Programs on linking nature and culture	2			L, D	
	11.2	2,3	Read the recommended reading			6		AS1, AS2 Due

Week	Lesson No.	Related ILOs	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
Total Notional Hours				30	0	70		

Teaching methods: L=Lectures, D=Discussion,

Assessments methods: AS=Assignment

Assessment Strategy:

Continuous Assessment	AS1 - 20%	40%
	AS2 - 20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Mr. Thilanka Manoj Siriwardana (thilanka@ssh.rjt.ac.lk)	Mr. Thilanka Manoj Siriwardana (thilanka@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
End Semester Examination	After 2 weeks of study leave														

Recommended Reading:

- IUCN. (2014). The Benefits of Natural World Heritage: Identifying and assessing ecosystem services and benefits provided by the world's most iconic natural places. IUCN. Switzerland.
- Kari, S., Mechtild, R. (2017). A world heritage perspective on culture and nature- beyond a shared platform. The George Wright Forum. vol. 34. no. 2. pp. 134–141.
- Lipe, W. Value and meaning in cultural resources. Approaches to the archaeological heritage. Ed. by Henry Cleere, Cambridge University Press
- Silva, R. The Cultural Triangle of Sri Lanka. *Archaeological heritage management in the modern world*. Ed. by Henry Cleere. Unwin Hyman. London.
- Stove, H. (2007). Effective use of authenticity and integrity as world heritage qualifying conditions. *City and Time* 2 (3): 3.
- Weerasinghe, J. (2005). Cultural heritage and society in Sri Lanka. *Proceedings of the 12th seminar on the conservation of Asian cultural Heritage*. National Research Institute for Cultural Properties. Tokyo.

Course Title: Introduction to Rajarata Heritage

Course Code: HEMG 12012 (30:00:70)

Course Capsule: Define Rajarata, Traditional Rajarata vapi gam and farming, Current water, farming and harvESEing issues, Maha Bodhi tradition, Rajarata architectural heritage, Ethnic and cultural groups, Linguistic heritage, Traditional medicinal practices, Handicraft, Traditional fESEivals, Customs and traditions, Religions, Folklore, Magic and superstitions, Emerging issues in the region and the academic responsibility

Course Aim: To provide a comprehensive knowledge of the heritage in the region covered by ancient Rajarata, enabling students for being sensitive to the natural and cultural heritage values in the Rajarata and peripheral regions

Course ILOs:

After completing this course, students should be able to:

1. define the Rajarata region according to its historical status, geographical boundaries and political authority
2. explain the natural and cultural heritage located in Rajarata
3. describe the unique features of the Rajarata heritage
4. review the current social conditions, issues and policies

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1	Introduce and Define Rajarata	2			L, D	
	1.2	1	Read the recommended reading			5		
2	2.1	2,3	Traditional Rajarata vev gam and Farming 1	2			L, D, FV	
	2.2	2,3	Assest traditional land use practices			5		AS1 start
3	2.1	2,3	Traditional Rajarata vev gam and Farming 2	2			L, D	
	2.2	2,3	Continue with AS1			5		
4	3.1	2,3	Current water, farming and harvesting issues	2			L, D	
	3.2	2,3	Continue with AS1			5		
5	4.1	4	Maha Bodhi tradition	2			L, D	
	4.2	2,3	Complete AS1			5		AS1 due
6	5.1	2,3	Rajarata architectural heritage	2			L, D	
	5.2	2,3	Read the recommended reading			5		
7	6.1	2,3	Ethnic and cultural groups	2			L, D	
	6.2	2,3	Brief the cultural identities of each community you have studied.			5		AS2 start
8	7.1	2,3	Linguistic heritage	2			L, D	
	7.2	2,3	Continue with AS2			5		
9	8.1	2,3	Traditional medicinal practices	2			L, D	
	8.2	2,3	Meet a traditional medicine practitioner in the region and discuss the value and challenges in the practice			5		
10	9.1	2,3	Handicraft	2			L, D	
	9.2	2,3	Visit the regional small scale markets (pola) and observe the types of handicrafts. What can you say about the regional handicraft market?			5		AS2 due
11	10.1	2,3	Values of traditional fESEivals	2			L, D	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
	10.2	2,3	Participate in any traditional ritual or festival in the region and write an article about the event. AS 1 is due at the end of the 15th week.			5		
12	11.1	2,3	Customs and traditions	2			L, D	
	11.2	2,3	Read the recommended reading			4		
13	12.1	2,3	Religions (Buddhism, Hinduism, mythologies)	2			L, D	
	12.2	2,3	Read the recommended reading			4		
14	13.1	2,3	The folklore, magic and superstitions	2			L, D	
	13.2	2,3	Find more about the folklore, magic and superstitions in the region and ways to manage the values of such heritage			4		
15	14.1	4	Emerging issues in the region and the academic responsibility	2			L, D	
	14.2	4	Read the recommended reading			3		
Total Notional Hours				30	0	70		

Teaching methods: L=Lectures, P=Practical, FV=Field visit, D=Discussion

Assessments methods: End Semester Examination, AS=Assignment

Assessment Strategy:

Continuous Assessment	AS1 - 20%	40%
	AS2 - 20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Prof. Chandana Rohana Withanachchi (chandanaw@ssh.rjt.ac.lk)	Prof. Nuwan Abeywardana (nuwan@ssh.rjt.ac.lk)
	Mr.Chandima Bandara Ambanwala (cbamba@rjt.ac.lk)
	Mr. Thilanka Manoj Siriwardana (thilanka@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
End Semester Examination	After 2 weeks of study leave														

Recomended Reading:

- අච්ඡාදනාමි, යූ. (2015). වැව. ප්‍රාචී ප්‍රකාශන. හෝකන්දර.
- ධර්මදාස, කේ.එන්.ඕ., කුන්දෙණිය, එච්.එම්.එස්. (2015). සිංහල දේව පුරාණය. සී/ස ඇස්. ගොඩගේ සහ සහෝදරයෝ (පුද්.) සමාගම. කොළඹ.
- පාකර්, එච්. (2008). පුරාණ ලංකාව. පරිවර්තනය නිස්සංක පෙරේරා. ඇස්. ගොඩගේ සහ සහෝදරයෝ. කොළඹ.
- මානැව, කේ.බී. (2004). නුවරකලාවියේ ජන මංගල්ල. ඇස්. ගොඩගේ සහ සහෝදරයෝ. කොළඹ.
- ලීච්, ඊ.ආර්. (2003). පුළුඵලිය. අනුවාදක. එම්.ඩී.එච්. සෙනෙවිරත්න. සූරිය ප්‍රකාශකයෝ. කොළඹ.
- විජේසේකර, එන්. (2015). ශ්‍රී ලංකාවේ උරුමය. සී/ස ඇස්. ගොඩගේ සහ සහෝදරයෝ (පුද්.). කොළඹ.

Course Title: Heritage Typologies

Course Code: HEMG 12022 (30:00:70)

Course Capsule: Introduction to cultural heritage typologies: archaeological sites/ monuments/ historic city centers/ vernacular architecture/ cultural landscapes/ agricultural landscapes/ colonial heritage, Architectural heritage influenced by South India, Performing arts influenced by other cultures, Architectural heritage based on Portuguese culture, Architectural heritage based on Dutch culture, Architectural heritage based on English/British culture, Intellectual heritage, Intangible cultural heritage, Cultural landscapes, Industrial heritage, Other cultural influence for visual art and household materials in Sri Lanka

Course Aim: To provide knowledge about Heritage Typologies, enabling students to pay attention for the variety of heritage typologies that needs to be managed for the benefit of heritage as well as society.

Course ILOs:

After completing this course, students should be able to:

1. explain the heritage typologies and their different roles in the society
2. explain the value of studying and protecting all typologies
3. explain the national and international criteria for understanding different typologies
4. apply the social dialogue relevant to diverse typologies

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1	Cultural heritage typologies: archaeological sites/ monuments/ historic city centers/ vernacular architecture/ cultural landscapes/ agricultural landscapes/ colonial heritage 1	2			L, D	
	1.2	1	Read the recommended reading			5		
2	1.1	1	Cultural heritage typologies: archaeological sites/ monuments/ historic city centers/ vernacular architecture/ cultural landscapes/ agricultural landscapes/ colonial heritage 2	2			L, D	
	1.2	1	Read the recommended reading			5		
3	2.1	1,2	Architectural heritage influenced by South India 1	2			L, D	
	2.2	1,2	Assesst architecture influenced by South India			5		AS1 start
4	2.1	1,2	Architectural heritage influenced by South India 2	2			L, D	
	2.2	1,2	Continue AS1			5		
5	3.1	1,2	Performing arts influenced by other cultures	2			L, D	
	3.2	1,2	Complete AS1			5		AS1 due
6	4.1	1,2	Architectural heritage based on Portuguese culture	2			L, D	
	4.2	1,2	Read the recommended reading			5		
7	5.1	1,2	Architectural heritage based on Dutch culture	2			L, D, FV	
	5.2	1,2	Read the recommended reading			5		
8	6.1	1,2	Architectural heritage based on English/British culture	2			L, D, FV	
	6.2	1,2	Read the recommended reading			5		
9	7.1	3,4	Intellectual heritage	2			L, D	
	7.2		Read the recommended reading			5		
10	8.1	3,4	Intangible cultural heritage 1	2			L, D	V

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
	8.2	3,4	Document the intangible heritage in Sri Lanka			5		AS2 start
11	8.1	3,4	Intangible cultural heritage 2	2			L, D	
	8.2	3,4	Continue AS2			4		
12	9.1	3,4	Cultural landscapes	2			L, D	
	9.2	3,4	Complete AS2			4		AS2 due
13	10.1	3,4	Industrial heritage 1	2			L, D	
	10.2	3,4	Read the recommended reading			4		
14	10.1	3,4	Industrial heritage 2	2			L, D	
	10.2	3,4	Read the recommended reading			4		
15	11.1	2,3,4	Other cultural influence for visual art and household materials in Sri Lanka	2			L, D	
	11.2	2,3,4	Read the recommended reading			4		
Total Notional Hours				30	0	70		

Teaching methods: L=Lectures, FV=Field visit, D=Discussion

Assessments methods: V = Viva examination, AS=Assignment

Assessment Strategy:

Continuous Assessment	AS1 - 20%	40%
	AS2 - 20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Prof. Thusitha Mendis (thusitha@ssh.rjt.ac.lk)	Prof. Thusitha Mendis (thusitha@ssh.rjt.ac.lk)
	Prof. Nuwan Abeywardna (nuwan@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
End Semester Examination	After 2 weeks of study leave														

Recommended Reading:

- Managing cultural world heritage. UNESCO. <https://whc.unesco.org/en/managing-cultural-world-heritage/>
- Magar, V. (2006). Conserving Religious Heritage within Communities in Mexico. In: Conservation of Living Religious Heritage. Ed. H. Stovel, N. Stanley-Price, and R. Killick. Rome: ICCROM. p. 86-93. (ICCROM: XXI 562).
- Ndoro, W., Tauvinga, P. (2003). The Vandalism of the Domboshava Rock Painting Site, Zimbabwe: Some Reflections on Approaches to Heritage Management. In: Conservation and Management of Archaeological Sites. Vol. 6, N. 1, p. 3-10. (ICCROM: Per Grande-Bretagne 89).
- Sitaram Bhartia Institute of Scientific Research. "Restoration." In: Mayamata: An Indian Treatise on Housing Architecture and Iconography. Trans. B. Dagens. New Dehli. (1985). p. 334-341. (Chapter on Renovation)
- Sully, D. (2013). Conservation Theory and Practice. Materials, Values and People in Heritage Conservation. In: The International Handbooks of Museum Studies. (1st Ed). General Editors: Sharon Macdonald and Helen Rees Leahy. Vol 4: Practice. Edited by Conal McCarthy, John Wiley & Sons. p. 1-21.

Course Title: Conservation I (Concepts)

Course Code: HEMG 21012 (30:00:70)

Course Capsule: Evolution of the conservation concepts, Traditional approaches, Sri Lankan context, Main approaches to Heritage Management, Basic Concepts, Authenticity, Integrity, National and international legislations on heritage management, International institutions dealing with heritage, Conservation processes, History of conservation in Sri Lanka.

Course Aim: To provide knowledge on the historical and theoretical issues of conservation both globally and locally, enabling students to use it as heritage managers to select appropriate heritage management approaches for their sites.

Course ILOs:

After completing this course, students should be able to:

1. explain the diversity and complexity in heritage conservation discourse.
2. illustrate international and local legislation/ norms/ principles related to heritage and critically analyze them
3. demonstrate main approaches and concepts in heritage management
4. differentiate authenticity and integrity
5. apply conservation process to heritage site

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1	Evolution of conservation concepts	2			L, D	
	1.2	1	Read the recommended reading; conservation concepts			5		
2	2.1	1	Traditional approaches	2			L, D	
	2.2	1	Read the recommended reading, approaches			5		
3	3.1	1, 2	The Sri Lankan context	2			L, D	
	3.2	1, 2	Read Archaeology Act of Sri Lanka			5		
4	4.1	3	Main approaches to Heritage Management 1	2			L, D	
	4.2	3	Demonstrate main approaches to heritage management with examples from Sri Lanka			5		AS1 start
5	4.1	3	Main approaches to Heritage Management 2	2			L, D	
	4.2	3	Continue with AS1			5		
6	4.1	3	Main approaches to Heritage Management 3	2			L, D	
	4.2	3	Complete AS1			5		AS1 due
7	5.1	3	Basic Concepts	2			L, D	
	5.2	3	Read the recommended reading			5		
8	6.1	4	Differentiate authenticity	2			FV	
	6.2	4	Read the recommended reading, Authenticity			5		
9	7.1	4	Differentiate Integrity	2			FV	
	7.2		Read the recommended reading, Integrity			5		
10	8.1	2	National and international legislations on heritage management	2			L, D	Q1
	8.2	2	National legislations			5		AS2 start
11	9.1	2	International institutions dealing with heritage	2			L, D	
	9.2	2	Continue with AS2			5		

12	10.1	4	Issues of authenticity/ integrity/ diversity/ interventions	2			L, D	
	10.2	2	Complete AS2			5		AS2 due
13	11.1	5	Conservation processes 1	2			L, D	
	11.2		Read the recommended reading			5		
14	11.1	5	Conservation processes 2	2			L, D	
	11.2		Read the recommended reading			5		
15	15.1	2	History of conservation in Sri Lanka	2			L, D	
Total Notional Hours				30	0	70		

Teaching methods: L=Lectures, D=Discussion

Assessments methods: Q=Quiz., AS=Assignment

Assessment Strategy:

Continuous Assessment	AS1 - 10%	40%
	AS1 - 20%	
	Q1 - 20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Prof. Thusitha Mendis (thusitha@ssh.rjt.ac.lk)	Prof. Thusitha Mendis (thusitha@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
End Semester Examination	After 2 weeks of study leave														

Recommended Reading:

- Jokilehto, J. (2009). On definitions of cultural heritage. In: ICOMOS ICLAFI E-Journal 1. p 4-26.
- Managing cultural world heritage. UNESCO. <https://whc.unesco.org/en/managing-cultural-world-heritage/>
- Magar, V. (2006). Conserving Religious Heritage within Communities in Mexico. In: Conservation of Living Religious Heritage. Ed. H. Stovel, N. Stanley-Price, and R. Killick. Rome: ICCROM. p. 86-93. (ICCROM: XXI 562).http://www.iccrom.org/pdf/ICCROM_ICSO3_ReligiousHeritage_en.pdf
- Ngoro, W., Tauvinga, P. (2003). The Vandalism of the Domboshava Rock Painting Site, Zimbabwe: Some Reflections on Approaches to Heritage Management. In: Conservation and Management of Archaeological Sites. Vol. 6, N. 1, p. 3-10. (ICCROM: Per Grande-Bretagne 89).
- Wijesuriya, G. (2008). Conservation in Context In: Conservation and Preservation: Interactions between Theory and Practice In memoriam Alois Riegl (1858 – 1905) – Proceedings of the International Conference of the ICOMOS International Scientific Committee for the Theory and the Philosophy of Conservation and Restoration. Vienna. 23-27 April 2008, Eds. M. S. Falser, W. Lipp, A. Tomazewsky. Polistampa, Firenze, 2010. p. 233-248.
- මැන්දිස්, ටී., ගුණරත්න, එස්. (2016). උරුම කළමනාකරණ ප්‍රවේශය. කර්තෘ ප්‍රකාශනයකි. අනුරාධපුරය.

Course Title: Recording and Documentation

Course Code: HEMG 21022 (20:20:60)

Course Capsule: Principles and Guidelines for Heritage Recording and Documentation, Strategies for Documentation (6ws), Levels of Recordings, Tools and Technologies: Photography and Videography, Topographic Survey, Global Positioning Systems, Remote Sensing and Photogrammetry, Laser Scanners, Integrating Techniques

Course Aim: To provide comprehension and training on traditional and modern recording and documentation methods, enabling students to use them accurately in the process of managing heritage.

Course ILOs:

After completing this course, students should be able to:

1. define basic concepts of heritage recording and documentation
2. recognize and apply the relevant documentation and recording methods practically
3. administer a project independently and demonstrate the skills

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1	Heritage recording and documentation	2			L	
	1.2	1	Read the recommended reading			4		
2	2.1	1	Principles and guidelines for heritage recording and documentation	2			L, D	ST
	2.2	1	Read the recommended reading			4		AS 1 Start
3	3.1	1	Strategies for documentation (6ws)	2			L	
	3.2	1	Continue with AS 1			4		
4	4.1	1	Levels of recordings	1			L	
	4.2	1	Complete AS 1			4		AS 1 Due
5	5.1	2,3	Tools and technologies	1			L, D	
	5.2	2,3	Work with related tools			4		
6	6.1	2,3	Simple measuring systems	1			L, TBS	
	6.2	2,3	Group Work 1		2			
	6.3	2,3	Read the recommended reading			4		
7	7.1	2,3	Photography and videography: Based on Heritage Studies	1			L, TBS	V, AVM
	7.2	2,3	Group Work 2		2			
	7.3	2,3	Importance of photography & videography on promoting heritage values			4		AS 2 Start
8	8.1	2,3	Indoor Photography and videography (Heritage related)	1				
	8.2	2,3	Work with related equipment		2			
	8.3	2,3	Continue with AS 2			4		
9	9.1	2,3	Outdoor Photography and videography (Heritage related)	1				
	9.2	2,3	Work with related equipment		2			
	9.3	2,3	Complete AS 2			4		AS 2 Due

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
10	10.1	2,3	Topographic survey 1	2			L	V
	10.2	2,3	Read the recommended reading			4		
11	10.1	2,3	Topographic survey 2				TBS	V
	10.2	2,3	Group Work 3		5			AS3, Start-Due
	10.3	2,3	Work with related tools			4		
12	11.1	2,3	Global Positioning Systems	1			L	
	11.2	2,3	Work with related tools		1			
	11.3	2,3	Heritage site using GPS/Google Earth			4		AS 4 Start
13	12.1	2,3	Remote sensing and Photogrammetry	2			L, D	
	12.2	2,3	Work with related tools		2			
	12.3	2,3	Continue with AS 4			4		
14	13.1	2,3	Laser Scanners	1			L	
	13.2	2,3	Complete AS 4			4		AS 4 Due
15	14.1	2,3	Integrating Techniques	2			L, D, TBS	
	14.2	2,3	Group Work 4		4			
	14.3	2,3	Read the recommended reading			4		
Total Notional Hours				20	20	60		

Teaching methods: L=Lectures, D=Discussion, TBS=Team Based Study

Assessments methods: AVM=Audio & Visual Media, V=Viva examination, Spot Test=ST, AS=Assignment

Assessment Strategy:

Continuous Assessment	AS1 - 10%	40%
	AS1 - 10%	
	AS1 - 10%	
	AS1 - 10%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Mr.Tikiri Bandara Wijepala (tbwijepala@gmail.com)	Prof. Thusitha Mendis (thusitha@ssh.rjt.ac.lk)
	Mr.Tikiri Bandara Wijepala (tbwijepala@gmail.com)
	Prof. Nuwan Abeywardana (nuwan@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Practical						■	■	■	■		■	■	■		■
Independent Learning	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Field visits															
Assignments		■					■				■	■			
End Semester Examination	After 2 weeks of study leave														

Recommended Reading:

- Abeywardana, N. (2021). GIS based heritage inventories. Sandesha Publishers.
- Hodge, G. (1990). Photography: An Introduction. London. Tiger Book International.
- Euginia, P., Janis, M. (1977). Photography within the Humanities. Danbury. Addition House Publishers.
- Virginia, A. (1971). Photo journalism. Time life book. New York.
- Susan, N., Cassenta, J. L. (2002). Videography for Biginners: Manual for using in the field. Penguin books.
- අබේවර්ධන, එන්. (2021). පුරාවිද්‍යාව සහ උරුම කළමනාකරණය සඳහා භූගෝලීය තොරතුරු පද්ධතිය. සංදේශ ප්‍රකාශකයෝ.
- විතානච්චි, ආර්., මැන්දිස්, ටී. පුරාවිද්‍යා ගවේෂණ හා කාලනිර්ණ ක්‍රම. කර්තෘ ප්‍රකාශන.

Course Title: Heritage Management Systems

Course Code: HEMG 21032 (25:10:65)

Course Capsule: Evolution of the management systems, Introduction to the management systems, Sri Lankan traditional management systems, Different management approaches, Heritage and sustainable development, Sri Lankan heritage management systems, Different approaches to management of heritage starting with values assessment. Issues in Management systems

Course Aim: To provide a comprehensive knowledge of the management systems related to the management of heritage, enabling students to use them as heritage managers to protect the country's heritage.

Course ILOs:

After completing this course, students should be able to:

1. describe the current management systems pertaining to management of Heritage
2. explain all aspects of heritage management systems pertaining to management of heritage in Sri Lanka
3. appropriately execute a role while interacting with the institutes, laws and ethics enforced in archaeological heritage management
4. appropriately link heritage management with the sustainable development of the country

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1	Evolution of the management systems	2			L, D	
	1.2	1	Read the recommended reading			5		
2	2.1	1	Sri Lankan traditional management systems 1	2			L, D	
	2.2	1	Traditional Management Systems			5		AS1 start
3	3.1	2	Different management approaches 1	2			L, D	
	3.2	2	Continue with AS1			5		
4	4.1	2, 3	Management systems	2			L, D	
	4.2	2	Complete AS1			5		AS1 due
5	5.1	2, 3	Management systems (Elements)	1			L	
	5.2		Elements of a management system		2		L, D	
	5.3		Read the recommended reading – elements			5		
6	6.1	2, 3	Management systems (Processes)	1			L, D	
	6.2		Processes of a management system		2		D	
	6.3		Read the recommended reading – processes			5		
7	7.1	2, 3	Management systems (Results)	1			L	
	7.2		Results of a management system		2		D	
	7.3		Read the recommended reading – results			5		
8	8.1	4	Linkage of heritage and sustainable development 1	2			L, D	
	8.2		Read the recommended reading			5		
9	8.1	4	Linkage of heritage and sustainable development 2	2			L	
	8.2		Read the recommended reading			5		
10	9.1	2, 3	Sri Lankan heritage management systems (cultural) 1	2			L, D	
	9.2		Analyze Sri Lankan cultural heritage management systems			5		AS2 start
11	9.1	2, 3	Sri Lankan heritage management systems (natural) 2	2			L, D	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
	9.2		Continue with AS2			5		
12	10.1	2, 3	Integrated Management approaches	2			L	
	10.2		Complete AS2			5		AS2 due
13	11.1	2, 3	Different approaches to management of heritage starting with values assessment. 1	1			FV, D	
	11.2		Heritage values 1		2		FV	
	11.3		Read the recommended reading			5		
14	11.1	2, 3	Different approaches to management of heritage starting with values assessment. 2	1			FV, D	
	11.2		Heritage values 2		2		FV	
15	12	2,3	Issues in Management systems	2			L, D	
Total Notional Hours				25	10	65		

Teaching methods: L=Lectures, FV=Field visit, D=Discussion

Assessments methods: AS=Assignment

Assessment Strategy:

Continuous Assessment	AS1 - 20%	40%
	AS2 - 20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Prof. Nuwan Abeywardana (nuwan@ssh.rjt.ac.lk)	Prof. Nuwan Abeywardana (nuwan@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Practical					■	■	■						■	■	
Independent Learning	■	■	■	■	■	■	■	■	■	■	■	■	■		
Field visits													■	■	
Assignments		■									■				
End Semester Exzmination	After 2 weeks of study leave														

Recommended Reading:

- Managing cultural world heritage. UNESCO. <https://whc.unesco.org/en/managing-cultural-world-heritage/>
- Education and Training in Safeguarding Heritage. Select Papers by Jukka Jokilehto, Editor Saša Dobričić
- Jokilehto, J. (2009). On definitions of cultural heritage. In: ICOMOS ICLAFI E-Journal 1. p 4-26.
- Ndoro, W., Tauvinga, P. (2003). The Vandalism of the Domboshava Rock Painting Site, Zimbabwe: Some Reflections on Approaches to Heritage Management. In: Conservation and Management of Archaeological Sites. Vol. 6, N. 1, p. 3-10. (ICCROM: Per Grande-Bretagne 89).
- Wijesuriya, G. (2008). Conservation in Context In: Conservation and Preservation: Interactions between Theory and Practice In memoriam Alois Riegl (1858 – 1905) – Proceedings of the International Conference of the ICOMOS International Scientific Committee for the Theory and and the Philosophy of Conservation and Restoration. Vienna. 23-27 April 2008, Eds. M. S. Falser, W. Lipp, A. Tomazewsky. Polistampa, Firenze, 2010. p. 233-248.
- මැන්දිස්, ටී., ගුණරත්න, එස්. (2016). උරුම කළමනාකරණ ප්‍රවේශය. කථනා ප්‍රකාශනයකි. අනුරාධපුරය.

Course Title: Conservation II; (Technical)

Course Code: HEMG 22012 (15:30:55)

Course Capsule: Introduction to conservation, Ethics of conservation, Causes of deterioration, Degrees of intervention, Documentation and condition report, Budget and human resources management, Structural conservation: wooden, bricks and stone etc., Presentation, Interpretation and Visitor Management, Introduction to material conservation, Laboratory Conservation process: Artifact Analysis, Planning, Desalination, Cleaning, Stabilization, Consolidation (Mechanically and Chemically), Washing, Drawing, Assembling, Interpretation, report writing & presentation

Course Aim: To provide a comprehensive knowledge of the technical processes of conservation, the degradation factors and levels of interventions, the artefact conservation and the requirements and the degradation factors and intervention levels, enabling students to use them as conservation specialist to perform practical measures taken in monument and artefact conservation.

Course ILOs:

After completing this course, students should be able to:

1. explain the architectural and artefact conservation process
2. evaluate the degradation factors and levels of intervention
3. distinguish the appropriate architectural and artifact conservation methods and approaches
4. evaluate artefact and architectural conservation reports

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1	Conservation	2			L, D	
	1.2	1	Basic concepts of conservation			5		AS1 start
2	2.1	1	Ethics of conservation	2			L, D	
	2.2	1	Continue with AS1			5		
3	3.1	2	Causes of deterioration	1			L, D, FV	
	3.2	2	Causes of deterioration		1		D	
	3.3		Complete AS1			5		AS1 due
4	4.1	2	The Degrees of intervention	1			L, D, FV	
	4.2	2	The Degrees of interventions		1		FC	
	4.3	2	Read the recommended reading– Introduction			5		
5	5.1	2,3	The documentation & condition report	1			L, D	
	5.2	2,3	Factors effecting documentation and condition reports		1		FC	
	5.3	2,3	Condition report & Budget			5		AS2 Start
6	6.1	2,3	Budget and human resources management	1			L, D	
	6.2	2,3	Budget preparation		2		FC	
	6.3	2,3	Continue with AS2			5		
7	7.1	2,3	Structural conservation: wooden, bricks & stone etc. 1	1			L, D, FC	V
	7.2	2,3	Structural conservation		2		FV	
	7.3	2,3	Complete AS2			5		AS2 due
8	8.1	2,3	Structural conservation: wooden, bricks & stone etc. 2	1			L, D, FC	
	8.2	2,3	Wood conservation		3		FV	
	8.3	2,3	Read the recommended reading – structural conservation			5		
9	9.1	4	Presentation, Interpretation and Visitor Management	2			L, D	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
	9.2	4	Read the recommended reading			5		
10	10.1	3	Material conservation	1			L, D, FC	
	10.2	3	Introduce materials		2		FC	
	10.3	3	Read the recommended reading			5		
11	11.1	2,3	Laboratory Conservation process: Artifact Analysis, Planning, Desalination, Cleaning, Stabilization, Consolidation (Mechanically and Chemically), Washing, Drawing, Assembling	1			L, D, FC, LW	
	11.2	2,3	Conservation process		3		FC	
	11.3	2,3	Read the recommended reading			5		
12	12.1	2,3	Laboratory Conservation process 2		5		LW	
13	13.1	2,3	Laboratory Conservation process 3		5		LW	
14	14.1	2,3	Laboratory Conservation process 4		5		LW	
15	15.1	3,4	The interpretation, report writing & presentation	1			L, D	
Total Notional Hours				15	30	55		

Teaching methods: L=Lectures, LW= Laboratory Work, FV=Field visit, D=Discussion, FC=Field Class

Assessments methods: V = Viva examination, AS=Assignment

Assessment Strategy:

Continuous Assessment	AS1 - 20%	40%
	AS2 - 20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Prof. Thusitha Mendis (thusitha@ssh.rjt.ac.lk)	Prof. Thusitha Mendis (thusitha@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory	■	■	■	■	■	■	■	■	■	■	■				■
Practical			■	■	■	■	■	■	■		■	■	■	■	
Independent Learning	■	■	■	■	■	■	■	■	■	■	■				
Field visits			■	■	■	■	■	■							
Assignments	■				■										
End Semester Examination	After 2 weeks of study leave														

Recommended Reading:

- Cronyn, J.M. (2003). *Elements of archaeological conservation*. Routledge
- මැන්දිස්, ටී., ගුණරත්න, එස්. (2016). උරුම කළමනාකරණ ප්‍රවේශය. කර්තෘ ප්‍රකාශනයකි.
- ඊඩර්, ඩයි. (1991). ප්‍රකෘතිකරණය හා සංරක්ෂණය. පරිවර්තක. ශ්‍රේමලාල් කුමාරසිරි. පුරාවිද්‍යා පශ්චාත් උපාධි ආයතනය. කොළඹ.

Course Title: Travel and Tour Management

Course Code: HEMG 22022 (26:08:66)

Course Capsule: History of Tourism, tourism studies: concepts and theories, major components of tourism, Career Paths in Tourism, Heritage tourism, Hospitality industry, Accommodation sector and types of rooms, Tour Guiding, Tourism planning, Principles of sustainable Tourism, Types of organizations related to tourism industry, Trends and themes in the use of tourist resources, Regional heritage values for the national development

Course Aim: To provide necessary knowledge on evolution of Travel Industry, tourism and hospitality industry and its key components: Tour guiding, planning cultural and heritage sites for tourism, sustainable tourism and accommodation sector etc, enabling students to apply these theoretical components in a practical manner to maximize the profit of tourism related organizations and Rajarata heritage as a meaningful experience for tourism.

Course ILOs:

After completing this course, students should be able to:

1. explain the historical background and key concepts of tourism and travel Industry.
2. discuss career paths in Tourism
3. describe heritage tourism
4. Discuss the hospitality industry and its major components
5. perform tour guiding practices
6. describe on Tourism planning and apply principles of sustainable tourism for tourism planning
7. explain different types of tourism related organizations
8. discuss on the trends and themes in the use of tourist resources
9. analyze Rajarata heritage as a meaningful experience for tourism
10. describe Regional heritage values for the national development

Lesson Sequence:

Week	Lesson No.	Related ILOs	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1	History of Tourism	2			L, D, V	
	1.2	1	Refer the given tutorials and videos given by the lecturer			4		
2	2.1	1	Tourism Studies: concepts and theories	2			L, D, V	
	2.2	1	Read the recommended reading			4		
3	3.1	1	Major components of tourism	2			L, D	
	3.2	1	Read the recommended reading			4		
4	4.1	2	Career Paths in Tourism	2			L, D	
	4.2	2	Refer the given videos and tutorials for further information			4		
5	5.1	3	Heritage tourism	2			L, D, V	
	5.2	3	Refer the tutorials provided by the lecturer			5		
6	6.1	1,2, 4	Hospitality industry	2			L, D, V	
	6.2	1,2, 4	Refer the web sites of star category hotels in Sri Lanka			5		
7	7.1	1,2,4	Accommodation sector and types of rooms	1			L, D, V	
	7.2	1,2,4	Define selected star category hotel in Sri Lanka and make a report on its different types of rooms		2		FV	
	7.3	1,2,4	Refer the related videos for the reference			5		
8	8.1	5	Tour Guiding	1			L, D, V, FV	
	8.2	5	Demonstrate the practices of tour guiding		2			AS1 Start
	8.3	5	Refer the related videos for the reference			5		
9	9.1	6	Tourism planning	2			L, D	
	9.2	6	Refer the tutorials provided by the lecturer			5		
10	10.1	1,6	Principles of Sustainable Tourism	2			L, D	

Week	Lesson No.	Related ILOs	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
	10.2	1,6	Sustainable tourism principles for a selected tourist destination in Sri Lanka		2		FV	
	10.3	1,6	Refer the tutorials and library for further information			5		
11	11.1	7	Different types of organizations related to tourism industry	2			L, D	
	11.2	7	Refer the websites of government and private sector tourism related organizations in Sri Lanka			5		
12	12.1	8	Trends and themes in the use of tourist resources	2			L, D	
	12.2	8	Refer the given tutorials provided by the lecturer			5		AS1 Due
13	13.1	9	Rajarata heritage as a meaningful experience for tourism	2			L, D	
	13.2	9	Assessment on Rajarata heritage			5		AS2 start
14	14.1	10	Regional heritage values for the national development	2			L, D	
	14.2	10	Continue with AS2			5		
15	15.1		Assesement on Regional heritage values for the national development		2			AS2 due
Total Notional Hours				26	8	66		

Teaching methods: L=Lectures, FV=Field visit, D=Discussion, V- Video

Assessments methods: AS=Assignment

Assessment Strategy:

Continuous Assessment	AS1 - 20%	40%
	AS2 - 20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Prof. Nuwan Abeywardana (nuwan@ssh.rjt.ac.lk)	Head of the Department will decide the teaching panel

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Practical							■	■							■
Independent Learning	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Field visits				■	■	■	■								
Assignments								■					■		
End Semester Examination	After 2 weeks of study leave														

Recommended Reading:

- Goeldner, C.R., & Ritchie, B.J.R. (2009). *Tourism: Principles, Practices, & Philosophies*, Canada: John Wiley and Sons.
- Harris, R., Williams, P., Griffin, T. eds. (2012). *Sustainable tourism*. Routledge.
- Inkson, C., Minnaert, L. (2018). *Tourism management: An introduction*. Sage.
- Pender, L., Sharpley, R. eds. (2004). *The management of tourism*. Sage.
- Tajeddini, K., Ratten, V., Merkle, T. eds. (2019). *Tourism, Hospitality and Digital Transformation: Strategic Management Aspects*. Routledge.
- Walker, J.R. Walker, J.T. (2010). *Tourism concepts and practices*, London: Prentice Hall.

Course Title: Conservation III (Special Themes/ Underwater Cultural Heritage/paintings)

Course Code: HEMG 31012 (20:20:60)

Course Capsule: Introduction to maritime archaeology and underwater cultural heritage, History, Theory and Issues in Maritime and Underwater Archaeology, The Archaeology of Submerged Landscapes, Seafaring in the Ancient World, Methods in Underwater Archaeology, Underwater cultural heritage of Sri Lanka, International doctrines on underwater cultural heritage, Conservation of underwater cultural heritage, Introduction to conservation of paintings, Materials and technology for paintings, Conservation process for paintings, Treatment methods for paintings, Documentation and ESEhetic presentation of Mural paintings

Course Aim: To provide a basic knowledge and understanding of the place and role of maritime archaeology in the interpretation of maritime sub-cultures as well as cultures in the wider context, and an introduction to the history of the practice of maritime and underwater archaeology and expose the students to another typology of heritage which is paintings and their conservation and management, enabling students to use them as conservators to protect the underwater cultural heritage and paintings.

Course ILOs:

After completing this course, students should be able to:

1. demonstrate a sound knowledge of the history and practice of maritime and underwater archaeology
2. explain the nature of underwater cultural heritage management practice and theory, and initiate, plan, implement and evaluate it in a maritime archaeology context
3. review, synthesize and analyze major issues in maritime archaeology and underwater culture heritage and conservation
4. communicate maritime archaeology and heritage issues appropriately to a range of audiences
5. undertake their work as independent professional archaeologists or cultural heritage managers in an ethical manner.
6. distinguish the conservation and management of painted heritage and relevant processes

Lesson Sequence:

Week	Lesson No.	Related ILOs	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1,2	Maritime archaeology and underwater cultural heritage	2			L, D	
	1.2	1,2	Read the recommended reading			5		
2	2.1	1,2,3	History, Theory and Issues in Maritime and Underwater Archaeology	2			L, D	
	2.2	1,2,3	Maritime archaeology			5		AS1 start
3	3.1	2	Archaeology of Submerged Landscapes	2			L, D	
	3.2	2	Continue with AS1			5		
4	4.1	2	Seafaring in the Ancient World	2			L, D	
	4.2	2	Continue with AS1			5		
5	5.1	1,2,4,5	Methods in Underwater Archaeology	2			L, D	
	5.2	1,2,4,5	Complete AS1			5		AS1 due
6	6.1	2,5	Underwater cultural heritage of Sri Lanka	2			L, D	
	6.2	2,5	Read the recommended reading			5		
7	7.1	1,2	Introduce international doctrines on underwater cultural heritage	1			L, D	
	7.2	1,2	Read the recommended reading			5		
8	8.1	3,5	Describe conservation of underwater cultural heritage	2			L, D	
9	9.1	6	Introduce conservation of paintings.	2			L, D	
	9.2	6	Read the recommended reading			5		
10	10.1	6	Materials and technology for paintings	1			L, D, FV	
	10.2	6	Painting materials		2		FV	
11	11.1	6	Mural Paintings techniques	1			L, D, FV	
	11.2	6	Mural paintings in Sri Lanka		2		FV	
	11.3	6	Mural paintings in Sri Lanka			5		AS2 start

Week	Lesson No.	Related ILOs	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
12	12.1	6	Conservation process for paintings	1			L, D	
	12.2	6	Painting conservation process		3		FC	ST1
	12.3	6	Read the recommended reading			5		
13	13.1	6	Examination and documentation		3		FC	
	13.2	6	Read the recommended reading			5		AS2 due
14	14.1	6	Treatment methods for paintings		5		FC	ST 2
	14.2	6	Read the recommended reading			5		
15	15.1	6	Esthetic presentation of Mural paintings		5		FC	
Total Notional Hours				20	20	60		

Teaching methods: L=Lectures, FV=Field visit, D=Discussion, FC=Field Class

Assessments methods: ST= Spot Test, AS=Assignment

Assessment Strategy:

Continuous Assessment	AS1 - 10%	40%
	AS2 - 10%	
	ST1 - 10%	
	ST2 - 10%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Mr.Tikiri Bandara Wijepala (tbwijepala@gmail.com)	Mr.Tikiri Bandara Wijepala (tbwijepala@gmail.com)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
End Semester Examination	After 2 weeks of study leave														

Recommended Reading:

- Agrawal, O.P., Wickramasinghe, N. (2002). *Materials & Techniques of Ancient Wall Paintings of Sri Lanka*. Sandeep Prakashan. New Delhi.
- Bandaranayaka, S. (1986). *The Rock and Wall Paintings of Sri Lanka*. Colombo. Lake House Book Shop.
- Dhanapala, B.D. (1944). *A Short Note on the Techniques of the Sigiriya Picture*. University of Ceylon. Review 2. 1944.
- Silva, R.H.D. (1971). *The Evolution of the Techniques of Sinhalese Wall Painting and Comparison with Indian Materials*.
- Silva, R.H.D. (1995). *The Techniques of Ancient Sinhalese Wall Painting, Sigiriya*. In Jayawickrama. (Ed). *Paranavithana Felicitation Volume*. Colombo. Gunasena (89 - 121).
- Muckelroy, K. (1978). *Maritime archaeology*. Cambridge University Press.
- අග්‍රාචල්, ඕ.පී. (2004). කෞතුකවස්තු සංරක්ෂණ මූලධර්ම, (පරි), සිරිනිමල් ලක්දිසිංහ. කොළඹ.

Course Title: Museology

Course Code: HEMG 31022 (26:08:66)

Course Capsule: History of Museums: National & International, Types of Museums, Interpretations and Role of Museums, Museum Management: Preservation/Display/ Exhibitions/Security, Museum Education, Museums for 21st Century

Course Aim: To develop a successful graduate on Museum management-related concerns, enabling students to use their knowledge and skills at a professional level.

Course ILOs:

After completing this course, students should be able to:

1. explain the role of Museums
2. recall museum concepts and the historical background
3. define museum process from acquisition to storing, maintenance and exhibition
4. describe museum, collection and venue management practices

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
01	1.1	2, 1	History of Collections & Museums: National & International	2			L	
	1.2	2,1	Read the recommended reading			5		
02	2.1	2,1	Types of museums	2			L, D	V
	2.2	2,1	Various museum types in world / Sri Lanka			4		AS 1 Start
03	3.1	1,2	Interpretations and role of museums	2			L, D	
	3.2	1,2	Continue with AS 1			4		
04	4.1	3,4	Professional code of ethics	2			L	
	4.2	3,4	Complete AS 1			4		AS 1 Due
05	5.1	4,3	Collection management	2			L, D	
	5.2	4,3	Read the recommended reading			4		
06	6.1	3,4	Inventories & Documentations 1	2			L, D	V
	6.2	3,4	Inventory for 'Dr. Shiran U Deraniyagala' Research museum			5		AS 2 Start
07	6.1	3,4	Inventories & Documentations 2	1			L, D	V
	6.2	3,4	Group Work 1		2		TBS	
	6.3	3,4	Continue with AS 2			5		
08	7.1	3,4	Care & preservation of collections 1	2			L	
	7.2	3,4	Complete AS 2			4		AS 2 Due
09	7.1	3,4	Care & preservation of collections 2	1			L	
	7.2	3,4	Read the recommended reading			4		
10	8.1	3,4	Display, exhibits & exhibitions 1	2			L,D,AVM	V
	8.2	3,4	Group Work 2		2		TBS	
	8.3	3,4	The use of modern technology in museums			5		AS 3 Start

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
11	8.1	3,4	Display, exhibits & exhibitions 2	1			L,D, AVM	V
	8.2	3,4	Visiting museum/s		2		FV	
	8.3	3,4	Continue with AS 3			6		
12	9.1	1,2	Museum education	2			L	
	9.2	1,2	Complete AS 3			4		AS 3 Due
13	10.1	4,3	Museum environment management	2			L, D	ST
	10.2	4,3	Read the recommended reading			4		AS 4 Start
14	11.1	4,3	Museum security	2			L, D	
	11.2	4,3	Continue with AS 4			4		
15	12.1	1,3,4	Museums for 21 st century	1			L, D	
	12.2	1,3,4	Visiting museum/s		2		FV	
	12.3	1,3,4	Complete AS 4			4		AS 4 Due
Total Notional Hours				26	8	66		

Teaching methods: L=Lectures, FV=Field Visit, D=Discussion, AVM= Audio & Visual Media, TBS= Team-Based Study

Assessments methods: ST=Spot Test, V=Viva AS=Assignment

Assessment Strategy:

Continuous Assessment	AS1 - 10%	40%
	AS2 - 10%	
	AS3 - 10%	
	AS4 - 10%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Mr.Tikiri Bandara Wijepala (tbwijepala@gmail.com)	Mr.Tikiri Bandara Wijepala (tbwijepala@gmail.com)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
End Semester Examination	After 2 weeks of study leave														

Recommended Reading:

- Early Learning in Museums A review of literature-prepared by Mary Ellen Munley Principal, MEM & Associates, April 2012
- Jeyaraj, V. (2002), HandBook on Conservation in Museum, Commissioner of Museums, India.
- (පරි) ලක්දිසිංහ, එස්. (1988). කෞතුකවස්තු සංරක්ෂණ මූලධර්ම. රජයේ මුද්‍රණ නීතිගත සංස්ථාව.

Hindi

Course Title: Approach to Applied Hindi Language I

Course Code: HIND 11012 (15:30:55)

Course Capsule: Introduction of Hindi Language Zone and different States of India, standard Writing Ability of Hindi Language, Standard Pronunciation of Hindi Language, Introduction to the order of words, Basic Grammatical Patterns I /subject, object, negative forms, Vocabulary in Hindi Language

Course Aim: To teach basic Hindi language writings, vocabulary, and the grammatical structure to enable students to apply structural rules in writing the language, enabling students to explain written language easily and improve the writing skills.

Course ILOs:

After completing this course, student should be able to:

1. describe and demonstrate in listening, writing in basic knowledge of the distinctive sounds, vocabulary, and sentence structure of Hindi
2. compare standard writing skills in Hindi
3. pronounce accurate pronunciation of Hindi Language
4. explain the basic grammatical patterns and practical usage of Hindi Language
5. apply basic rules of word formation to expand vocabulary for uninterrupted communication in both written and oral forms

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Method	Assessment Methods
				T	P	IL		
01	1.1	1	Hindi Language Zone and different states of India	01			L, D	
			Explaining the different States of India and identifying Hindi language zone through video		02		CW, QA	
			Mark the Hindi language zone on a map and watching more videos on states of India			03		
02	1.2	1	Introduction to the sound system of Hindi	01			L, D	AS 1-start
			Pronounce the standard Hindi alphabet correctly		02		CW, QA	
			Practice the sound system in Hindi and pronouncing the standard Hindi alphabet correctly			03		
03	1.3	1, 4	Introduction to forms of vowels	01			L, D	AS 1-due
			Introduction to the forms of vowels correctly		02		CW, QA, GM	
			Practice pronunciation			03		
04	1.4	1, 4	Introduction to <i>khadipayi, shirorekha</i> and conjunct consonant of Hindi	01			L, D	
			Write conjunct consonants using standard method of Hindi		02		CW, QA, GM	
			Write two letters Hindi words			03		
05	2.1	1	Introduction to the vowels and consonants of Hindi Language Practice to read and write vowels and consonants correctly	01			L, D	
			Pronounce and write vowels and consonants		02		CW, GM	
			Practice reading and writing vowels and consonants correctly			03		

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Method	Assessment Methods
				T	P	IL		
06	2.2	1	Introduction to the specification of Hindi words	01			L, D	
			Explain the phonological features of Hindi through video		02		CW, GM	
			Practice the new words usage			03		
07	3.1	5	Hindi Nouns	01			L, D	
			Convert Singular Hindi nouns into plural		02		CW, GM	
			Listen to selected Hindi songs and write singular and plural nouns of them			04		
08	3.2	4, 5	Word formation of Hindi sentences	01			L, D	
			Write and speak simple sentences in Hindi and watching video		02		CW, GM	
			Practice the order of words and practicing exercises of ref:1			04		
09	3.3	4, 5	Word formation of Hindi sentences	01			L, D	
			Practice Hindi sentences though the popular		02		CW	
			Read related reference			04		
10	3.4	1, 2	Grammar structure (I)	01			L, D	AS 2-start
			Introduction to the Present Tense auxiliary verbs and interrogative Sentences through Hindi Video		02		CW	
			Listen to Hindi songs and write 20 sentences in Hindi through the songs			04		
11	3.5	2, 4	Introduction to adjectives	01			L, D	
			Write adjectives and demonstrative pronouns		02		CW, GM	
			Find more words related to this and reading ref: 2			04		

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Method	Assessment Methods
				T	P	IL		
12	3.6	5	Introduction to the rules of sentence order: Simple Present Tense	01			L, D	AS 2-due
			Write and speak sentences using simple present Tense		02		CW, QA	
			Reading references: 1			04		
13	3.7	5	Introduction Personal Pronouns of Hindi	01			L, D	
			Listen to a popular Hindi song and Select the Personal Pronouns from the song (P)		02		CW, GM	
			Make a list of personal pronouns and practice Reading references 1,2			04		
14	4	5	Let's speak in Hindi	01			L, D	V
			Practice simple Conversation through short films in Hindi		02		CW, GM	
			Start to write a diary in Hindi			04		
15	5.	5	Vocabulary	01			L, D	
			Explain the new words of Hindi: Family members, dates of the week, name of the months, vegetables, fruits, housing numbers, and names of the furniture, numbers 1-50		02		CW, QA	
			Practicing to express ideas using new words			04		
Total Notional Hours				15	30	55		

Teaching methods: L=Lectures, D=Discussion, CW=Class Work, QA=Questions and Answers, GM=Group Method
 Assessment's methods: V=Viva Examination, AS=Assignment

Assessment Strategy

Continuous Assessment	AS 1-15%	40%
	AS2-15%	
	V-10%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
STHP Samarasinghe (hiruni@ssh.rjt.ac.lk)	Head of the Department will decide the teaching panel

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
End Semester Examination	after 2 weeks of study leave														

Recommended Readings:

- Agrawaal, Shreematiraj. (2010). Bal Hindi ViyakarantathaRachnaa. Goyal brother's Prakaashan.
- Mishra, BalGovinda. (2006). Viyavaharik Hindi SanrachnaaaurAbhyaas. Kendriya Hindi Sansthan.
- Singh, Bharat; Kato Keisuke. (2010). Let's learn Hindi Vol1. Goyal publishers and distributors (P) Ltd.
- Senawirathna, lakshman. (2008). Hindi lekhanahuruwa. Author publication.

Course Title: Interpretation and Speech Ability I

Course Code: HIND 11022 (15:30:55)

Course Capsule: Basic Listening skills, Analytical ability to audio-visual clip, Understand and interpretation of simple poems and stories, Reading, reading strategies: skimming texts for summary, Hindi tongue – twister, to translate simple Hindi sentence into Sinhala or English Language. Introduction to paragraph building, writing Informal letters and simple essays, Paraphrasing or mirroring by analyzing simple stories (writing) and poems, vocal testing, Greetings:

Course Aim: To provide students the skill to enhance their active listening abilities and ability to manage language in an appropriate and perfect way, enabling students to explain spoken language easily and improve the speaking skills.

Course ILOs:

After completing this course, student should be able to:

1. develop their active listening abilities, reading skills, writing, speaking and ability to manage the language in appropriate and perfect manner
2. comprehend Hindi when it is spoken
3. describe the meaning of words, phrases, and sentences in context
4. compare Hindi Language in different contexts
5. pronounce Hindi Correctly
6. write Hindi correctly

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Method	Assessment Methods
				T	P	IL		
1	1.1	1, 2	Vocabulary explanation and listening	01			L, D	
			Listening to talks for comprehension		02		CW, GM	
			Practice on listening to simple conversation in Hindi, Listening to audios			05		
2	2.	1, 2	Hindi greetings	01			L, D	
			Listening to audio on greetings and new phrases		02		CW, GM	
			Find new greetings and construct sentences using them			05		
3	3	1, 3	Introduction to vocabulary, poems, texts	01			L	
			Describe pictures in Hindi		02		CW, GM	
			Read references 1, 2 and practicing on Hindi reading and speaking			05		
4	4	2	Introduction to the special features of Hindi pronunciation	01			L, D	
			Watching videos on Hindi tongue – twister and Practice to pronounce		02		CW, GM	
			Listening practice			03		
5	5	3	Introduction to methods of translation	01			L, D	AS 1-start
			Translate simple Hindi sentence into Sinhala / English		02			
			Read simple paragraph and translate into English and Sinhala Extra ref.3			05		

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Method	Assessment Methods
				T	P	IL		
6	6.	6	Introduction to paragraph building	01			L, D	
			Writing a paragraph and present its meaning in Hindi		02		CW, GM	
			Practicing paragraph writing			05		
7	7.	6	Introduction to paragraph building	01			L, D	
			Writing a paragraph and present its meaning in Hindi		02		CW, GM	
			Practicing paragraph writing			05		
8	8.	5, 7	Simple conversation in Hindi	01			L, D	AS 1-due
			Practicing how to ask someone's name and nationality Introduce people and simple conversation		02		CW, GM	
			Practice simple conversation in Hindi			05		
9	9.	1, 6	Introduction to the construct sentences	01			L, D	
			Making sentences		02			
			Practice on constricting sentences			05		
10	10.1	1, 6	Standard Hindi writing	01			L, D	
			Practicing writing		02		CW	
			Lesson revision			05		
11	10.2	2, 6	Introduction to describe pictures	01			L, D	AS 2-start
			Explaining on reflective analyzing having watched some pictures, photographs, newspaper pictures, and video clips		02		CW, GM	
			Practicing the describing on pictures			05		
12	11	3, 4	Oral and written communication	01			L, D	AS 2-due

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Method	Assessment Methods
				T	P	IL		
			Watching videos on public communication		02			
			Practicing speaks in Hindi with friends			05		
13	12	3, 4	Self-introduction-: Formal and Informal	01			L, D	V
			Practicing oneself to others in Hindi and watch videos on Self introduction: Formal and Informal		02		CW, GM	
			Practicing on speaking in Hindi with friends			05		
14	10.3	1, 3, 4	Introduction to describe people, places, food, and drinks in Hindi	01			L, D	
			Watching videos on Incredible India		02		CW, GM	
			Reading and writing practice			05		
15	13	1	Introduction to the Asking and giving directions in Hindi	01			L, D	
			Watching video on 'how to Ask and give' and on directions		02			
			Practicing and preparing for the group presentation			05		
Total Notional Hours				15	30	55		

Teaching methods: L=Lectures, D= Discussion, CW=Class Work, GM=Group Method
 Assessment's methods: V=Viva examination, AS= Assignment

Assessment Strategy

Continuous Assessment	AS 1-10%	40%
	AS 2 -10%	
	V-20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
STHP Samarasinghe (hiruni@ssh.rjt.ac.lk)	Head of the Department will decide the teaching panel

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Practical	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Independent Learning	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Field visits															
Assignments					■						■				
End Semester Examination	after 2 weeks of study leave														

Recommended Readings:

- Singh, Bharat, and Kato Keisuke. (2010). Let's learn Hindi Vol1, Goyal publishers and distributors (P) Ltd.
- Bharadwaj, Vishwanaath. (2003). Bal Bhasha bharatibhag 1 se 5 tak. Goyal brother's praleshan.
- Dasanayaka, Indra. (2000). Aachchi Hindi 1, 2, 3, 4. Author publication.
- Guptravi, Prakash. (1998). Maukikkaushalyakhand 1, 2. kendriya Hindi sansthan.
- Senewirathna, Lakshman., Dasanayaka, Indra. (2009). Hindi Katana Huruwa, Samayawardhana book center.

Course Title: Approach to Applied Hindi Language II

Course Code: HIND 12012 (15:30:55)

Course Capsule: Basic Grammatical Patterns II, Tenses, Prepositions, compound word, perfective participle, Basic comparative grammatical structure of Hindi and English/Sinhala, Practice in writing essays, Letter writing Notices, Requests for leave, Permission, Certificates etc, Synonyms and Antonyms.

Course Aim: Demonstrate knowledge, understanding and practice of prescribed Basic Hindi grammar content in both spoken and written forms with a high degree of accuracy and fluency to develop ability to formulate sentences and understand gender, numerical, humans and animals, enabling the students to use spoken language easily and improve the pronunciation and speaking skills.

Course ILOs:

After completing this course, student should be able to:

1. describe and demonstrate basic knowledge of the Sentence structure of Hindi
2. compare standard writing skills in Hindi
3. explain the basic grammatical patterns and practical usage of Hindi Language
4. describe phrase or sentence groups
5. acquire the ability to use a suitable Dictionary

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Method	Assessment Methods
				T	P	IL		
1	1.1	2, 4, 6, 8	Introduction to Simple Present Tense	01			L, D	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Method	Assessment Methods
				T	P	IL		
			Writing Present Tense sentences correctly and present them into the class		02		CW, GM	
			Revision on grammar points			03		
2	1.1	2, 4, 6, 8	Introduction to Synonyms and Antonyms	01			L, D	
			Practicing Synonyms and Antonyms		02		GM	
			Reading and practicing the usage of new words			03		
3	3.3	2, 4, 6, 8	Vocabulary explanation and introduction to new words	01			L, D, QA	AS 1-start
			Defining and practicing the usage of new words		02		CW, GM	
			Making meaningful Hindi sentences using new words			03		
4	3.3	2, 4, 6, 8	Vocabulary explanation and introduction to new words Introduce to new words, texts, songs	01			L, D	
			Selecting new words from Hindi songs and use them in sentences		02		CW	
			Making a small dictionary with new words			03		
5	1.1	2, 4, 6, 8	Introduction to the Past Tense	01			L, D	AS 1-due
			Making meaningful Hindi sentences using Past Tense		02			
			Revision on grammar points-Past Tense			03		
6	1.1	2, 4, 6, 8	Grammar-: Continuing Past Tense	01			L, D	
			Writing and speaking sentences with ' <i>ne</i> ' suffix		02		CW	
			Convert Present Tense sentences into Past Tense			04		
7	1.1	2, 4, 6, 8	Grammar-: Continuing Past Tense	01			L, D	
			Watching selected Hindi songs and find the past tense verb through the songs		02		CW, GM	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Method	Assessment Methods
				T	P	IL		
			Translate English sentences into Hindi using Past Tense			04		
8	1.1	2, 4, 6, 8	Grammar-: Introduction to Future Tense	01			L, D	
			Reading practice and constructing sentences		02		CW, QA	
			Convert Past Tense sentences into Future Tense			04		
9	1.1	2, 4, 6, 8	Grammar-: Continue Future Tense	01			L, D	
			Writing sentences using Future Tense		02		CW, QA	
			Revision on grammar points			04		
10	2.1	3, 5, 7	Introduction to Creative writing	01			L, D	AS 2-start
			Writing Hindi Poems and Essays		02		CA, QA, GM	
			Writing an essay on "myself" in Hindi			04		
11	2.1	1, 3, 4	Introduction to Creative writing (II)	01			L, D	
			Writing Hindi Poems and Essays		02		QA, GM	
			Writing Hindi poems on selected topics in Hindi			04		
12	1.3	1, 3, 4, 8	Introduction to prepositions, compound words, perfective participle	01			L, D, QA	AS 2-due
			Describing the grammar points on the lesson		02		CW, GM	
			Practicing usage of new words			04		
13	2.2	2, 3, 8	Introduction to informal Letter writing in Hindi	01			L, D, QS	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Method	Assessment Methods
				T	P	IL		
			Practice the structures of letter writing		02		CW, GM	
			Write informal letters according to the given template			04		
14	2.2	2, 3, 8	Introduction to formal Letter writing in Hindi	01			L, D	V
			Practice the structures of letter writing		02		QS, CW	
			Write official letters according to the given template			04		
15	3.3	1, 2, 8	Vocabulary	01			L, D	
			Writing sentences using new words		02			
			Reading Ref.			04		
Total Notional Hours				15	30	55		

Teaching methods: Teaching methods: L=Lectures, D=Discussion, V= Videos CA=Class Work, QA=Questions and Answers, GM=Group Method

Assessment's methods: V=Viva examination, AS= Assignment

Continuous Assessment	AS 1-15%	40%
	AS 2-15%	
	V-10%	
End Semester Examination		60%
Total		100%
Course Coordinator		Teaching Panel
STHP Samarasinghe (hiruni@ssh.rjt.ac.lk)		Head of the Department will decide the teaching panel

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
End Semester Examination	after 2weeks of study leave														

Recommended Readings:

- Singh Bharat., Kato Keisuke. (2010). Let's learn Hindi Vol1. Goyal publishers and distributors (P) Ltd.
- Chaturvedi, Arun; SahayaChaturbhuj. (1998). Viyavaharik Hindi Viyakaranaurvartalaap part 1,2. Kendriya Hindi sansthan.
- Dasanayaka, Indra. (2000). Achchi Hindi 1, 2, 3, 4. Author publication.
- Gupta, Harishankar. (2004). Rajalkshmi Hindi Grammar and workbook part 1, 2, 3. Rajlakshmi prakashak.
- Senevirathna, Lakshman. (2007). Hindi viyaranahuruwa. Samayawardhana book shop.

Course Title: Interpretation and Speech Ability II

Course Code: HIND 12022 (15:30:55)

Course Capsule: Listening skills, listening for pleasure, Reading Hindi Poems with chorus, Reading and Comprehension, Reading and writing and stories, reading different text types: culture, literature, business, medical, Creative writing, introducing how to effectively communicate in Hindi, expressing emotions, wishes and hopes.

Course Aim:

To provide knowledge for the student to communicate effectively and appropriately in real life situations and to develop and integrate the use of the four-language skills Reading, Listening, Speaking, writing to revise and reinforce structure already learnt, enabling students to practice spoken Hindi language accurately and improve the listening and reading skills and gain confidence.

Course ILOs:

After completing this course, student should be able to:

1. describe their active listening abilities, reading skills, writing, speaking and ability to manage the language in appropriate and perfect way
2. describe statements, questions, instructions, and commands
3. compare and follow directions given orally
4. write neatly and legibly with reasonable speed
5. write paragraphs, letters (Personal and official) simple, narrative pieces, reports, notices, messages, diary entries etc.
6. practice correct reading habits, silently, extensively and compare and use appropriate vocabulary
7. speak intelligibly while making statements, asking question, giving instructions and commands, reporting events.

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1, 2, 4	Introduction to oral communication	01			L, D	
			Listening to audio clip and performing communication exercise Role play		02		CW, GM	
			Practice Hindi songs through listen to Hindi songs and cartoons			05		
2	1.2	1, 2, 4	Introduction to oral communication	01			L, D	
			Listen to a popular Hindi song and choose verbs selectively from the song		02		CW, QS	
			Listening practice			05		
3	1.3	1, 2, 4	Oral practice	01			L, D,	AS 1-start
			Oral practice on watching vedio		02		CW, QA	
			Watch Hindi advertiesments and practicing correct pronunciatiio			05		
4	1.4	1, 2, 4	Listening and Oral practice	01			L, D,	
			Choose the information selectively from the radio program		02		CW, GM	
			Listening to Hindi radio channels of India			05		
5	2.1	6	Introduction to comprehension	01			L, D	AS 1-due
			Answering questions		02		QA, CW	
			Read short articles, short stories and poems			05		
6	2.2	6	Listening and Oral practice	01			L, D	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
			Roleplay		02		CW, GM	
			Listening practice through Hindi TV show			05		
7	2.3	6	Oral practice	01			L, D	
			Answer the questions related to the text and having a discussion		02		CW, GM	
			Read different text types-: culture, literature, business, medical			05		
8	3.	6	Watching TV show, interviews and program presenting	01			L, D	
			Role play		02		CW, GM	
			Oral practice and communication skills			05		
9			Introduction to comprehension	01			L, D	
			Mid-Term Test (Practical)		02			MTT
10	3.1	5, 7, 8	Introduction to communication skills	01			L, D	
			Practice to describe cities, people, festivals and watching videos		02		CW, GM	
			Write Descriptive paragraphs			05		
11	3.2	2, 5	Introduction to communication skills	01			L, D	
			Practice to describe cities, people, festivals and watching videos		02		CW, QA	
			Write Descriptive paragraphs			05		
12	4.	3, 7, 8	Introduction to communication skills	01			L, D	AS 2-start
			Roleplay-myself in Hindi		02		CW, GM	
			Practice on speaking in Hindi			05		
13	5	2, 3, 7, 8	Introduction to Hindi film reviewing	01			L, D	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
			Watch Hindi film 'Iajja' and discuss on the		02		CW, QA	
			Watch Hindi films related to the discussion			05		
14		2, 3, 7, 8	Introduction to Hindi film reviewing	01			L, D	AS 2-due
			Watch Hindi film 'Shole' and discuss on that		02		CW, QA	
			Watch Hindi films related to the discussion			05		
15	7.	8	Introduction to Hindi speaking skills	01			L, P	
			Express emotions, wishes and hopes		02		CW, GM	
			Practice to express emotions			05		
Total Notional Hours				15	30	55		

Teaching methods: L=Lectures, D=Discussion, CA=Class Work, QA=Questions and Answers, V=Videos
 Assessment's methods: MTT= Mid-Term Test, AS=Assignment

Continuous Assessment	AS 1-10%	40%
	AS 2-10%	
	MTT-20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
STHP Samarasinghe (hiruni@ssh.rjt.ac.lk)	Head of the Department will decide the teaching panel

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
End Semester Examination	after 2 weeks of study leave														

Recommended Reading:

- Bharadwaaj, Vishwanaath. (2003). BalBhashaBharatibhag 5-6. Goyal brother's parakashan.
- Jeyapalan. (2005). MunnaMunnileeekavitaen. shruthi publication.
- Dasanayaka, Indra and Senawiratna, lakshman. (2009). Hindi KathnaHuruwa, Samayawardhana book center.
- Rahdra, SathishKumaar. (1991). MaukikkaushalyaKhand 02. Kendreeya Hindi Sansthan Agra.
- Singh Bharat and Kato Keisuke. (2010). Let's learn Hindi Vol1. Goyal publishers and distributors.

Course Title: Hindi Grammar (I)

Course Code: HIND 21012 (15:30:55)

Course Capsule: Introducing the verb structure and concord, Noun Formation, Verb formation, Adjective and adverb formation, Introducing Personal Pronouns Adjective and adverb formation, Pronunciation Formation, Essay writing, Construct sentences using proverbs, idioms, phrases, Construction of long sentences

Course Aim: To teach Hindi grammar in basic education, enabling the student to gain ownership of diverse social practices of the language and apply effectively in their life.

Course ILOs:

After completing this course, students should be able to:

1. compare and apply knowledge about the grammatical patterns in Hindi Language.
2. speak and write the use of correct grammatical patterns
3. apply correct grammatical items.
4. complete accurately and fluently semi controlled compositions like stories events, processes etc.
5. write paragraphs, letters, narrative pieces, reports, notices, messages, diary entries
6. apply appropriate vocabulary

Lesson Sequence

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
1	1	4	Introduction to the Hindi Functional grammar: verbs	01			L, D	
			Basic structural units of the Hindi verbs		02		CW	
			Practice the basic structural units of the Hindi verbs			03		
2	2.1	1, 4	Introduction to the Hindi Functional grammar: Noun Formation	01			L, D	
			Nouns of Hindi		02		CW	
			Make a list of nouns and write meaningful sentences using nouns			03		
3	2.1	1, 4	Introduction to the Hindi Functional grammar: Noun Formation	01			L, D	AS 1-start
			Forms of Gender		02		CW	
			Usage of new words to construct sentences			03		
4	2.2	1, 2	Introduction to the Hindi Functional grammar: Personal pronouns	01			L, D	
			Work in pairs and groups in the activities assigned		02		CW, GM	
			Write sentences in Hindi			03		
5	2.3	1, 2, 3	Introduction to the Hindi Functional grammar: Adjective and adverb formation	01			L, D	
			Make moderately complex Hindi sentences using learned grammatical structures		02		CW, GM	
			Grammar review			03		
6	2.3	1, 2, 3	Introduction to the Hindi Functional grammar: Adjective and adverb formation	01			L, D	AS 1-due
			Make moderately complex Hindi sentences using learned grammatical structures		02		CW	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
			Reading and grammar practice			03		
7	2.4	1, 2, 3	Introduction to standard pronunciation	01			L, D	
			Ask Questions and give the answers (where the thing is <i>me, par, keneche, kesaamane, kepaas</i>)		02		CW, QA	
			Oral practice			03		
8	3.	2	Introduce to the Hindi Functional grammar	01			L, D	
			Regular conjugational patterns		02		CW, QA	
			Engage in independent and self-directed learning using self-regulatory skills			04		
9	4.	1, 3	Introduce to the Hindi Functional grammar	01			L, D	
			Auxiliary verbs-: ' <i>lagnaa</i> ', ' <i>chukna</i> '		02		CW, QA	
			Listen to a Hindi song and make a list of the auxiliary verbs (' <i>lagnaa</i> ', ' <i>chukna</i> ') the song			04		
10	5.	4, 5	Introduction to the methods of writing Essay	01			L, D	AS 2-start
			Write short Essays		02		CW, QA	
			Write Essays on selected topics			04		
11	5.1	4, 5	Introduction to the methods of writing Essay	01			L, P	
			Write short Essays		02			
			Practice write Essays on selected topics			04		
12	6	6	Vocabulary: Direction (north, south, east, west)	01			L, D	AS 2-due
			Roleplay		02		QA, GM	
			Make a book of the nouns from new words			04		

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
13	6.1	4, 5	Vocabulary: Distance related words, scales and measurements, words related to sports and games, directions, arts, words mostly related to season, and weather	01			L, D	
			Practice the usage of new words		02		CW, GM	
			Make a book of the nouns from new words			04		
14	7.	3, 4	Introduction to the Hindi Functional grammar: Two Continuous Acts	01			L, D	AS 3-start
			Practice how to do one action and then do next action ' <i>kar</i> '		02		CW, QA	
			Practice grammar through making sentences and situational dialogues			04		
15	8	3, 4	Introduce to the Hindi Functional grammar: Sentence patterns	01			L, D	AS 3-due
			Practice on sentence patterns		02		CW, QA	
			Construct meaningful sentences using new patterns			04		
Total Notional Hours				15	30	55		

Teaching methods: L=Lectures, D=Discussion, CW=Class Work, QA=Question and Answer, GM=Group Method
 Assessment's methods: AS=Assignment.

Assessment Strategy

Continuous Assessment	AS 1-10%	40%
	AS 2-10%	
	AS 3 -20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
STHP Samarasinghe (hiruni@ssh.rjt.ac.lk)	Head of the Department will decide the teaching panel

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
End Semester Examination	after 2weeks of study leave														

Recommended Readings:

- Chaturvedi, Arun and SahayaChaturbhuj. (1998). Viyavaharik Hindi Viyakaranaurvartalaap Part I, II. kendreeya Hindi Sanasthan.
- Gupt, Raviprakash. (1998). Maukikkaushalyakhand 1, 2. kendriya Hindi sansthan.
- Mishra, BalGovind. (2006). Viyavaharik Hindi SanrachnaaurAbyaas. Kendriya Hindi Sansthan.
- Senawiratna, Lakshman. (2008). Hindi viyaranaHuruwa.Samayawordhana book center.
- Sharmag, Hariwanshrai. (2009). Hindi Muhawarakosh. Rajpalprakashan.

Course Title: North Indian Culture

Course Code: HIND 21022 (15:30:55)

Course Capsule: Introduction to the tradition of North India, Customaries, national attire, foods and beverages, Religions, languages, tribal worshipping, and believes, Traditional games and sports, National ceremonies and festivals, Differentiation between Sri Lankan and Indian Traditions, Differentiation between ancient Indian tradition and modern tradition, Indian Tradition, and its Citizens

Course Aim: To improve students' interest in describing the great multi-cultural society in Northern India and to have an intimate Knowledge of culture, enabling student to define cultural diversity in North India.

Course ILOs:

After completing this course, the students should be able to:

1. define Cultural diversity
2. describe the cultural heritage and lifestyles of the citizens of the Great India
3. explain the structure of Indian culture and face of India
4. define and compare the cultural values of India
5. describe and compare the philosophy of human mind and emotions expressed in music and the Bollywood
6. apply wide-ranging knowledge of culture {past and present}in speech and writing

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Method	Assessment Methods
				T	P	IL		
1	1.1	1, 5	Introduction to the tradition of North India	01			L, D	
			Watch video on tradition of North India		02		CW, QA	
			Writing a paper article on Northern Indian tradition			03		
2	1.1	1, 5	North Indian festivals	01			L, D	
			Discussion on <i>holi and deepalee</i>		02		CW, QA	
			Make a short video on North Indian festivals			03		
3	1.2	2	Introduction to Customaries, national attire, foods and beverages, traditional games and sports	01			L, D, FV1	
			Watch documentary on North Indian Customaries, national attire, foods and beverages and presenting ideas on that		02		CW, QA	
			Write a creative article on North Indian food			03		
4	1.3	3, 4	Introduction to Religions, languages, tribal worshipping, and beliefs in North India	01			L, D	AS 1-start
			Watching videos and group discussion		02		CW, QA, GM	
			Reading Related References ref: 2			03		
5	1.4	2, 3, 6	Introduction to national ceremonies and festivals	01			L, D	
			Describe national ceremonies and festivals through videos and texts		02		CW, QA	
			Practice for the individual presentation			03		
6	1.5	2, 3, 6	Introduction national symbols, and signs	01			L, D	AS 1-due

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Method	Assessment Methods
				T	P	IL		
			Describe national symbols, and signs through videos and texts		02		CW, QA	
			Watching Indian National Television and Reading related ref: 1, 2			04		
7	1.6	2, 3, 6	Introduction to National heritage, national heroes, and heroines	01			L, D	
			Describe national heritage, national heroes and heroines through videos and texts		02		CW, QA	
			Practice to present ideas on the lesson			04		
8	1.7	5, 6, 7	Introduction to music, drama, and Hindi movies	01			L, D	
			Watching Videos and have a discussion		02		CW, QA	
			Listening to the music and watching movies			04		
9	1.7	5, 6, 7	Introduction to music, drama, and Hindi movies	01			L, D	
			Watching Videos and have a discussion		02			
			Listening to the music and watching movies			04		
10	1.7	5, 6, 7	Introduction to music, drama, and Hindi movies	01			L, D	
			Watching Videos and have a discussion		02		CW, QA, GM	
			Practicing on conversation through the movies			04		
11	1.8	1, 5, 8	Introduction to the Differentiation between Sri Lankan and Indian Traditions	01			L, D, FV2	AS 2-start
			Compare Differentiation between Sri Lankan and Indian Traditions		02		CW, GM	
			Present Ideas on field visit			04		

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Method	Assessment Methods
				T	P	IL		
12	1.8	1, 5, 8	Introduction to the Differentiation between Sri Lankan and Indian Traditions	01			L, D	
			Compare Differentiation between Sri Lankan and Indian Traditions		02		CW, GM	
			Writing a paper article on Differentiation between Sri Lankan and Indian Traditions			04		
13	1.9	2, 5	Introduction to ancient and modern Indian tradition	01			L, D	AS 2-due
			Describe the differentiation between ancient Indian tradition and modern tradition		02		CW, GM	
			Watching videos and read related ref:			04		
14	1.9	2, 5	Introduction to tourist destination in North India	01			L, D	V
			Watching videos on tourist destination in North India		02		CW, GM	
			Practice on describing places			04		
15	1.10	2, 5	Introduction strategies for dealing with an Indian Tradition and its Citizens	01			L, D FV3	
			Describe strategies for dealing with an Indian Tradition and its Citizens		02		CW, GM	
			Meet Indian citizens and participate at their cultural events			04	CW, GM	
Total Notional Hours				15	30	55		

Teaching methods: L=Lectures, FV=Field visit, D=Discussion, CW=Class Work, QA=Question and Answer, GM=Group Method, IL=Independent Learning
Assessment's methods: AS=Assignmentc, V= Viva Examination

Assessment Strategy

Continuous Assessment	AS 1-10%	40%
	AS 2-10%	
	V-20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
STHP Samarasinghe (hiruni@ssh.rjt.ac.lk)	Head of the Department will decide the teaching panel

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Practical	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Independent Learning	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Field visits															
Assignments				■						■					
End Semester Examination	after 2weeks of study leave														

Recommended Readings:

- Vaashnerya, Shashi and VashneryaPriyanka. (1997). Hiduonk lie vrataurtyohaar. Deep publication.
- Swaminarayanaksharpeett. (2013). Sanskritinaad. Swaminarayanaksharpeett. Ahemadabad.
- Swaminarayanaksharpeett. (2014). SanskaarSaurabh. Swaminarayanaksharpeett. Ahamadabad.
- Swaminarayanaksharpeett. (2013). Akshardhaam. Swaminarayanaksharpeett. Ahamadabad.
- Pandeya, Shambhunath. (1977). BharateeyajeewanaurSanskriti. Rahul Prakash

Course Title: Hindi Grammar (II)

Course Code: HIND 22012 (15:30:55)

Course Capsule: Studying standard grammatical pattern in Hindi Language, Sentences differentiation, the international sounds vocabulary. Composing essays, articles, reports, stories, invitation letters, application forms, corresponding letters, Proverbs, Idioms, Summarizing and analytical report, Vocabulary

Course Aim: To provide the knowledge of Hindi grammar in basic education, enabling the student to write and speak of diverse social practices of the language and apply accurately in their life and to apply Hindi Language effectively for study purposes across the curriculum.

Course ILOs:

After completing this course, students should be able to:

1. describe comprehensive grammatical patterns in Hindi Language furthermore.
2. compare the standard grammatical patterns.
3. write and speak correct sentences in Hindi.
4. analyze Hindi Grammar patterns
5. pronounce correct pronunciation of Hindi
6. read Hindi correctly
7. apply appropriate vocabulary

Lesson Sequence

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Method	Assessment Methods
				T	P	IL		
1	1.1	1, 2, 4	Introduction to Conjunctions and Compound words	01			L, D	
			Describe Conjunctions and Compound word correctly		02		CW, QA	
			Do Exercises of ref: 1			03		
2	1.2	2	Grammar: Sentences differentiation	01			L, D	AS 1-start
			Practice key sentences and write sentences		02		CW, QA	
			Doing Excises of ref: 1			03		
3	1.2	2	Grammar: Sentences differentiation (part 2)	01			L, D	
			Practice key sentences and write sentences		02		CW, QA	
			Doing Excises of ref: 1			03		
4	1.3	1, 2	Introduction to the international sound's vocabulary	01			L, D	AS 1-due
			Describe the international sounds vocabulary		02		CW, QA	
			Practice reading and writing practice			03		
5	1.3	1, 2	Introduction to grammatical rules action verbs	01			L, D	
			Describe action verbs and writing sentences using them		02		CW, QA	
			Practice on writing more sentences using action verbs and practicing			03		
6	1.4	3, 4	Introduction to the formation of words	01			L, D	
			Grammar practice		02			
			Work on the formation of words and presenting their specialties			04		
7	1.4	3, 4	Introduction to the formation of words	01			L, D	
			Discusstion		02		CW, QA	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Method	Assessment Methods
				T	P	IL		
			Work on the formation of words and presenting their specialties			04		
8	2.1	3, 5	Introduction to Standard writing	01			L, D	
			Writing essays, articles, and stories		02		CW, QA	
			Practice on writing essays, articles, and stories on given topics			04		
9	2.1	3, 5	Introduction Standard writing	01			L, D	AS 2-star
			Practice the methods of writing an invitation letter, application forms and corresponding letters		02		CW, QA	
			Write invitation letters, application forms and corresponding letters according to the given format			04		
10	2.2	3, 5	Introduction to Summarizing and analytical report	01			L, D	
			Describe how to summarize and analyze a report		02			
			Practicing on how to summarize and analyze a report			04		
11	2.2	3, 5	Introduction to Summarizing and analytical report (part 2)	01			L, D	AS 2-due
			Describe how to summarize and analyze a report		02		CW, QA	
			Practice on how to summarize and analyze a report			04		
12	2.2	3, 5	Introduction to Summarizing and analytical report (part 3)	01			L, D	
			Practice on summarizing and analytical report		02		CW, QA	
			Revision on difficult points			04		
13	3.1	5, 6	Vocabulary-: Introduction to Synonyms and Antonyms	01			L, D	
			Make sentences using synonyms and antonyms		02		CW, QA	
			Extra reading: ref:1			04		

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Method	Assessment Methods
				T	P	IL		
14	3.2	5, 6	Vocabulary-: words most related low and political	01			L, D	
			Making sentences using words		02		CW, QA	
			Make a dictionary using new words			04		
15	3.3	5, 6	Introduction to Proverbs and Idioms	01			L, D	V
			Making sentences using Proverbs and Idioms		02		CW, QA	
			Practice on create stories using Proverbs and Idioms			04		
Total Notional Hours				15	30	55		

Teaching methods: L=Lectures, FV=Field visit, D=Discussion, CW=Class Work, QA=Question and Answer, GM=Group Method, IL=Independent Learning
 Assessment's methods: AS=Assignment, V= Viva Examination

Assessment Strategy

Continuous Assessment	AS 1-15%	40%
	AS 2-15%	
	V-10 %	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
STHP Samarasinghe (hiruni@ssh.rjt.ac.lk)	Head of the Department will decide the teaching panel

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
End Semester Examination	after 2 weeks study leave														

Recommended Readings:

- Agrawaal, Shreematiraaj. (2010). Bal Hindi ViyakarantathaRachnaa. Goyal brother's Prakaashan.
- Chaturredi, Arun and Sahaya, Chaturbhuj. (1998). Viyavaharik Hindi Viyakaranaurvartalaap Part I, II. kendreeya Hindi Sanasthan.
- Guptraviprakash, (1998) Maukikkaushalyakhand 1,2. kendriya Hindi sansthan.
- McGREGOR R.S. (1995). Hindi Grammar.
- Mishra, BalGovind. (2006). Viyavaharik Hindi SanrachnaaurAbyaas. Kendriya Hindi Sansthan. Agra.
- Senawiratna, Lakshman. (2008). Hindi viyaranaHuruwa, Samayawordhana book center. Maradana.
- Sharmag, Hariwanshrai. (2009). Hindi Muhawarakosh, Rajpl.

Course Title: Translation and Oral Communication Skills

Course Code: HIND 22022 (15:30:55)

Course Capsule: Translation , Translation of Poems: Hindi to Sinhala or English, English or Sinhala to Hindi, Translation of Stories: Hindi to Sinhala or English, English or Sinhala to Hindi, Enhance the skills for writing, Translate the documents from Sinhala into Hindi and Hindi into Sinhala, Translation of paper Article, Inviting formally: Writing a CV for Job Interviews, Oral communication: Debates, Presentation skills, Short Drama Playing, Conversations: between native Hindi professor and Graduate student etc.

Course Aim: To guide in developing communication comprehension skills of Hindi as a foreign language, enabling the student to engage in effective oral communication presenting information and ideas efficiently and effectively.

Course ILOs:

After completing this course, students should be able to:

- practice skills in listening and comprehension
- describe advanced skills in understanding spoken authentic Hindi language
- translate into Hindi and from Hindi to Sinhala/English
- communicate with others in Hindi
- engage in effective oral communication presenting information and ideas efficiently and effectively.
- speak intelligibly while making statements, asking questions, giving instructions and commands, reporting events.

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
1	1.	1, 2, 9	Introduction to Translation Methods	01			L, D	
			Translate Hindi prose texts and dialogues into Sinhala/English		02		CW, QA	
			Reading Hindi news paper articles and translating into Sinhala/English			03		
2	2.	1, 2, 9	Translation Methods	01			L, D	AS 1-start
			Translate Sinhala/English prose texts and dialogues into Hindi		02		CW, GM	
			Read Sinhala/English paper articles and translate into Hindi			03		
3	2.1	4	Translation Methods	01			L, D	
			Translate Sinhala/English verses into Hindi		02		CW, GM	
			Read Sinhala/English verses and translate into Hindi			03		
4	3.	2, 3, 6	Introduction to using idiomatic expressions in Hindi speech	01			L, D	AS 1-due
			Describe and present words needed to express emotions		02		CW, QA	
			Occasionally express emotions and engage in speech			03		
5	3.1	2, 3, 6	Oral Communication	01			L, D	
			Oral practice		02		CW, QA	
			Occasionally express emotions and engage in speech			03		
6	4.	8, 9	Introduction Greetings and phrases	01			L, D	
			Practice greetings and phrases		02		CW, QA, GM	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
			Make various greeting cards in Hindi			04		
7	5.	3, 8, 9, 6	Introduction to reports writing (Different events, Art shows, sports festivals, e.tc)	01			L, D	
			Write report in Hindi		02		CW, QA	
			Practice on writing report in Hindi			03		
8	6.	2, 5, 6	Introduction new words, sentence patterns and conversations related to business field	01			L, D	
			Roleplay		02		CW, GM	
			Practice new business terms and conversations			03		
9	6.1	3, 8	Listening and oral skills	01			L, D	
			Questions and answers		02		CW, QA	
			Listening to radio stories			03		
10	6.2	5, 6	Listening and oral skills	01			L, D	
			Listening to Hindi speeches		03		CW, QA	
			Watch videos and movies on related topics			04		
11	7.	5, 6	Oral practice	01			L, D	AS 2-start
			Roleplay		02		CW, QA, GM	
			Oral practice on Hindi Conversation			04		
12	7.	3, 5, 8	Presentation Skills	01			L, P, D	
			Watch videos and practicing presentation skills		02			
			Prepare for the presentation			04		
13	8.	2, 9	Debates in Hindi	01			L, P, D	AS 2- due

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
			Practice debates on simple topics		02			
			Prepare to do debates on given topics			04		
14	9.	6, 8	Introduction to Short Drama Playing	01			L, P, D	
			Play short drama/group activity		02			
			Watch short drama through video			04		
15	10.	6, 8, 9	Oral Communication	01		5	L, D	V
			Have a conversation-: between a native Hindi professor and Graduate student		02		CW, GM	
			Practice Speaking in Hindi (IL)			04		
Total Notional Hours				15	30	55		

Teaching methods: L=Lectures, D=Discussion, CW=Class Work, QA=Question and Answer, GM=Group Method

Assessment's methods: AS=Assignmentc, V= Viva Examination

Continuous Assessment	AS 1-10%	40%
	AS 2-10%	
	V-20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
STHP Samarasinghe (hiruni@ssh.rjt.ac.lk)	Head of the Department will decide the teaching panel

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
End Semester Examination	after 2 weeks of study leave														

Recommended Readings:

- Dasanaayaka, Indra and Senawirathna, Lakhshman. (2009). Hindi Kathana Huruwa, Samayawardhana book Center.
- Gupta S.C. (2008). Hindi to English translation made easy. Arihat Publication.
- Rahdra, SathishKumaar. (1991). Maukikkaushalya Khand 03. Kendreeya Hindi Sansthan.
- Singh, Bharat and katokeisuke. (2010). Let's learn Hindi Vol2. Goyal Publishers and distributors.
- English Hindi Conversation Guide – published by Central Hindi Directorate.

Course Title: Modern Literature of Hindi Poetry (Proposed)

Course Code: HIND 31012 (15:30:55)

Course Capsule: Brief introduction to history of Hindi Literature Poetry (proposed), Introduction to Hindi poetry Literature, Introduction to the leading poets of modern Hindi poetry and their poems, Modern Hindi literary figures and how to review their work comparatively, Instructions to new trends of Hindi Poetry Literature, Instructions to social influence of Hindi Poetry Literature, Introduction to Hindustani Gazal and Gazal writers, Introduction to leading Gazal writer of Hindi: *Dushyant Kumar*

Course Aim: To practice the analytical ability and be acquainted with modern and contemporary trends of Hindi Literature, enabling students to define the North Indian Culture and Social Community through Hindi Literature

Course ILOs:

After completing this course, students should be able to:

- define and describe the history of Hindi Literature
- describe modern Hindi Literature and its significance while gaining the basic knowledge about it.
- analyze and compare analysis's themes and literary techniques and the use of language in creating different levels of meaning
- explain specification of modern Hindi Literature
- define and explain the special features of poetry
- describe modern Hindi literary figures and how to review their work comparatively

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1, 2, 4, 5, 6	Introduction to history of Modern Hindi Literature	01			L, D	
			Describe the history of Hindi Literature and have a group discussion		02		CW, QA	
			Write the specialties of the history of Modern Hindi Literature			03		
2	1.1	1, 2, 4, 5, 6	Introduction to history of Modern Hindi Literature	01			L, D	AS 1-start
			Describe the history of Hindi Literature and have a group discussion		02		CW, QA	
			Read related ref: 1,2			03		
3	2.1	1, 2, 4, 5, 6	Introduction to Hindi Poetry Literature	01			L, D	
			Describe the special features of poetry and have a group discussion on it		02		CW, GM	
			Read related ref: 1,2			03		
4	3.	1, 2, 5, 7	Introduction to the leading poets of modern Hindi poetry and their poems	01			L, D	AS 1-due
			Describing the great poet <i>JayashankarPrasad</i> and his poems		02		CW, QA	
			Recite the poem and describe its meaning			03		
5	3.1	1, 3	Introduction to the leading poets of modern Hindi poetry and their poems	01			L, D	
			Describing the great poet <i>Sooryakantripatti Nirala</i> and his poems		02		CW, QA	
			Recite the poem and describe its meaning			03		
6	3.2	1, 2, 7, 8	Introduction to the great poet and his poem <i>SumitrandanPant:Wah budda</i>	01			L, D	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
			Recite the poem and describe its meaning		02		CW, QA	
			Read related: ref.2, 3			04		
7	3.3	1, 2, 8, 9	Introduction to the great poet <i>Mahadeviverma: Murjhayaphool</i> and her poems	01			L, D	
			Recite the poem and describe its meaning		02		QA, GM	
			Read related: ref.2,3			04		
8	4.	1, 2, 8	Introduction to modern Hindi literary figures and how to review their work comparatively	01			L, D	
			Practice how to review their work comparatively		02		QA, GM	
			Prepare for the presentation			04		
9	4.	1, 2, 7, 9	Introduction to modern Hindi literary figures and how to review their work comparatively	01			L, D	
			Practice how to review their work comparatively		02		CW, QA, GM	
			Read related: ref.2, 3			04		
10	4.	1, 2, 7, 9	Introduction to modern Hindi literary figures and how to review their work comparatively	01			L, D	
			Practice how to review related: ref. 3, 4		02		CW, QA, GM	
			their work comparatively Read			04		
11	5.	2, 7, 8, 10	Introduction to new trends of Hindi Poetry Literature	01			L, D	
			Describe new trends of Hindi Poetry Literature		02		CW, QA, GM	
			Reading related reference on new trends of Hindi Poetry Literature			04		

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
12	5.	2, 7, 8, 10	Introduction to new trends of Hindi Poetry Literature	01			L, D	V
			Describe new trends of Hindi Poetry Literature		02		CW, QA, GM	
			Reading related reference on new trends of Hindi Poetry Literature			04		
13	6.	2, 7, 8, 10	Introduction to the social influence of Hindi Poetry Literature	01			L, D	AS 2-start
			Discuss on social influence of Hindi Poetry Literature		02		CW, QA, GM	
			Writing an article on social influence of Hindi Poetry Literature			04		
14	7.	2, 7, 8, 10	Introduction to Hindustani Gazal and Gazal writers	01			L, D	
			Describe Hindustani Gazal and listen to Gazals		02		CW, QA, GM	
			Practice on singing Gazals and to writing Gazals			04		
15	8.	2, 7, 8, 10	Introduction to a leading Gazal writer of Hindi:- Dushyant Kumar	01			L, D	AS 2- due
			Describe about Dushyant Kumar and his work		02		CW, QA	
			Practice to write Gazals			04		
Total Notional Hours				15	30	55		

Teaching methods: L=Lectures, D=Discussion, CW=Class Work, QA=Question and Answer, GM=Group Method

Assessment's methods: AS=Assignment

Continuous Assessment	AS 1-15%	40%
	AS 2-15%	
	V-10%	
End Semester Examination		60%
Total		100%

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
End Semester Examination	after 2weeks of study leave														

Course Coordinator	Teaching Panel
STHP Samarasinghe (hiruni@ssh.rjt.ac.lk)	Head of the Department will decide the teaching panel

Recommended Reading:

- Dasanayaka, Indra. (2009). PadyaKusum. Author Publication.
- Hewawitanagamage, UpulRajit. (1998). Hindi Sahityaithihaasaya, SankshipthaHendinweema.Author Publication.
- Madhuresh. (1991). Hindi Upanyaaskaavikaas. MuktiPrakashan.
- Nagarajun. (1988). NayeePaudh. RajKamalprakashan.
- Nagendra. (2006). Hindi sahyakaaitihaas. Mayooreparbaeks.

Course Title: Modern Literature of Hindi Prose (Proposed)

Course Code: HIND 31022 (15:30:55)

Course Capsule: Introduction to origin and development of Hindi prose literature, Introduction to the eras of modern Hindi literature, special features of Hindi Literature (prose), Basic characteristics of different literary genres, Introduction to Hindi short stories, Introduction to Hindi writers and their creations: *Premchand, Yashpal and Jayashankar Prasad*, Introduction to the female writes of modern Hindi literature, Introduction to the creations of female writes : *UshaPriyanwada, MannuBandari*

Course Aim: To practice the analytical ability and be acquainted with modern and contemporary trends of Hindi Literature, enabling the students to define the North Indian Culture and Social Community through Hindi Literature

Course ILOs:

After completing this course students should be able to:

1. define and compare specification of modern Hindi Literature prose
2. analyze it back-ground factors such as communal, political, and economic etc.
3. describe the special features of Hindi Literature(prose)
4. define the basic characteristics of different literary genres
5. describe modern Hindi literary figures and how to review their work comparatively
6. describe the North Indian Culture and Social Community through Hindi Literature

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching Methods	Assessment Methods
				T	P	IL		
1	1.1	1, 2, 10	Introduction to origin and development of Hindi prose literature	01			L, D	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching Methods	Assessment Methods
				T	P	IL		
			Describe the origin and development of Hindi prose literature and have a group discussion on that		02		CW, QA, GM	
			Read ref: 2, 3			03		
2	1.1	1, 2, 5, 6	Introduction to origin and development of Hindi prose literature	01			L, D	AS 1-start
			Describe the origin and development of Hindi prose literature and have a group discussion on that		02		CW, QA, GM	
			Read ref: 2, 3			03		
3	2.	1, 2, 4, 7	Introduction to the eras of modern Hindi literature	01			L, D	
			Describe the ' <i>Bharatenduyug</i> '		02		CW, QA, GM	
			Reading related references			03		
4	3.	1, 2, 4	Introduction to the eras of modern Hindi literature	01			L, D	AS 1-due
			Describe the ' <i>dvivediyug</i> '		02		CW, QA, GM	
			Read related references			03		
5	4.	1, 7, 8	Introduction to the eras of modern Hindi literature	01			L, D	
			Describe the ' <i>chhayawadryug</i> '		02		CW, QA, GM	
			Read related references			03		
6	5.	1, 2, 3, 4	Introduction to the eras of modern Hindi literature	01			L, D	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching Methods	Assessment Methods
				T	P	IL		
			Describe the ' <i>chhayawadryug</i> '		02		CW, QA, GM	
			Reading related references			04		
7	6.	6, 7,	Introduction to the special features of Hindi Literature (prose)	01			L, D	AS 2-start
			Discusstion on special features of Hindi Literature (prose)		02		CW, QA	
			Practice writing an essay on special features of Hindi Literature (prose)					
			Read related references			04		
8	7.	1, 2, 6, 7	Introduction to the basic characteristics of different literary genres	01			L, D	
			Describe basic characteristics of different literary genres		02		CW, QA	
			Read related references			04		
9	8.	1, 2,7	Introduction to Hindi short stories	01			L, D	
			Describe the characteristics of the short stories		02		CW, QA	
			Engage in independent and self-directed learning					
						04		
10	8.1	1, 2, 6, 7	Introduction to Hindi writers and their creations ' <i>Premchand, Yashpal and Jayashankar Prasad</i> '	01			L, D	
			Describing creations ' <i>Premchand, Yashpal and Jayashankar Prasad</i> '		02		CW, QA, GM	
			Read related references 1, 2, 3					
						04		
11	8.2	1, 2, 8	Introduction to the Short story- <i>poos ki raat</i> by <i>premchand</i>	01			L, D	AS 2-due

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching Methods	Assessment Methods
				T	P	IL		
			Describe the North Indian Culture and Social Community through short story Kafan		02		CW, QA, GM	
			Read the short story ' <i>poos ki raat</i> ' and write an appreciation			04		
12	8.4	1, 2	Introduction to the Short story short story: dukhkaadhikaar by <i>Yashpaal</i>	01		4	L, D	
			Describe the Class-Structure of North Indian Society through dukh adhikaar by <i>Yashpaal</i>		02		CW, GM	
			Read the short story <i>duk adhikar</i> and write an appreciation			04		
13	9.	1, 2, 7, 8	Introduction to the female Litterateurs of modern Hindi literature	01			L, D	V
			Describe the contribution female Litterateurs of modern Hindi literature and their creations <i>Usha Priyanwada</i>		02		CW, QA, GM	
			Collect the data about female Litterateurs of modern Hindi literature			04		
14	10.	1, 7, 8,	Introduce the creations of Female Litterateurs: <i>Usha Priyanwada</i>	01			L, D	
			Describe the North Indian Culture and nuclear family through short story <i>kitna bada jhoot</i>		02		CW, QA, GM	
			Write an article on nuclear family of Indian society			04		
15	10.1	1, 2, 8	Introduction to how to appreciate literature	01			L, D	
			Describe how to criticize literature		02		CW, QA, GM	
			Practice on how to criticize literature			04		
Total Notional Hours				15	30	55		

Teaching methods: L=Lectures, D=Discussion, CW=Class Work, QA=Question and Answer, GM=Group Method

Assessment's methods: ESE = End-semester examination, AS=Assignment, V=Viva Examination

	AS 1-15%	40%
	AS 2-15%	
	V-10	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
STHP Samarasinghe (hiruni@ssh.rjt.ac.lk)	Head of the Department will decide the teaching panel

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
End Semester Examination	after 2weeks of study leave														

Recommended Readings:

- Hewawitanagamage, UpulRajit. (1998). Hindi Sahityaithihaasaya: SankshipthaHendinweema. Author Publication.
- Madhuresh. (1991). Hindi Upanyaaskaavikaas. MuktiPrakashan. Allahabad.
- Nagendra. (2006). Hindi sahyakaaitihaas. Mayoorpeparbaeks.Noeda.
- Ray, Aashtosh. (2006). NaagarjunkaagadyaSaahitya. LokbharatiPrakaashan.Alhabaad.
- Shammunaath. (Sampadak). (2007). Hindi Sahityakaaitihaas.kendreeya Hindi Sansthan.

History

Course Title: Ancient Civilizations of the World

Course Code: HIST 11012 (30:00:70)

Course Capsule: Interpretation of Civilization. Mesopotamian Civilization Phase I, Mesopotamian Civilization- Phase II, Egyptian Civilization- Phase I, Egyptian Civilization- Phase II, Chinese Civilization, Indus Valley Civilization, Hindu Civilization, Greek Civilization: Phase I, Greek Civilization: Phase II, Roman Civilization and Civility, Christian and Islamic Civilization, Other Civilizations of the Word.

Course Aim: To provide knowledge on ancient civilizations of the world and the political, social, economic, and cultural development of the world. Enabling, students to get the Knowledge of the challenges faced by the man in entering the world of technology and how to find solutions to them and to create a student who is suitable for the present world of work.

Course ILOs:

After completing this course, students should be able to:

1. define the major civilizations in world history.
2. describe the milestones in world history, their basis, and consequences.
3. explain the basic background which is needed to study European history.
4. explain the technological stages and acquisition of what the world went through during the process of human civilization.

Lesson Sequence:

Week	Lesson No.	Related ILO/s	Lesson Title	Time (hours)			Teaching /Learning Methods	Assessments Methods
				T	P	IL		
1	1	1	Interpretation of Civilization.	2	-	4	L, D	
2	2.1	2,4	Elements of Mesopotamian civilization	2	-	4	L, D, PL	
3	2.2	1,2,4	Mesopotamian discoveries influence to world Development	2	-	3	L, D	AS1 start
4	3.1	2,4	Earliest records and research on Egyptian history	2	-	4	L, D	
5	3.2	2,4	Egyptian politics, economy, religion and art on the development of world civilization	2	-	4	L, D	AS1 due
6	4	1,2,4	Elements of Chinese civilization and its influence of Chinese religion, philosophy on the formation of world civilization.	2	-	6	L,D	
7	5.1	3,4	Indus Valley Civilization: Archeological findings, origin & extent, salient features and Chronology.	2	-	4	L,D	AS2 start
8	5.2	3,4	Decline of Indus Valley Civilization	2	-	2	L, PL	
9	6	3,4	Hindu Civilization	2	-	6	L, D	AS2 due
10	7.1	1,2	Elements of Greek Civilization	2	-	4	L, D	
11	7.2	2	Contribution of Greek civilization to the nourishment of European civilization.	2	-	6	L,D	AS3 start
12	8	4	Elements of Roman Civilization: Comparative study of the contribution of Roman civilization to the nourishment of European civilization.	2	-	6	L, PL	
13	9	2,4	Origin, Distribution and obedience of the Christian and Islamic Civilizations: the Impact of the Muslim and Christian Philosophy on the formation of modern Civilizations.	2	-	6	L,D	AS3 due
14	10	2,4	Other Civilizations of the World: Analysis of the origin, distribution, innovation and impact of modern civilization on selected civilizations.	2	-	6	L,D	
15		2,3,4	Review	2	-	5	D, PL	
Total Notional Hours				30	-	70		

Teaching methods: L=Lectures, D=Discussion, PL=Peer Learning

Assessments Methods: AS=Assignment

Assessment Strategy:

Continuous Assessment	AS 1 - 10%	30%
	AS 2 - 10%	
	AS 3 - 10%	
End Semester Examination		70%
Total		100%

Course Coordinator	Teaching Panel
Mr. MAP Kumara (prasadmallawaarachchi85@ssh.rjt.ac.lk)	Prof. MKL Irangani (iranganimkl@ssh.rjt.ac.lk) Mr. MAP Kumara (prasadmallawaarachchi85@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Independent Learning	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Assignments			■				■				■				
End Semester Examination	after 2 weeks of study leave														

Recommended Reading:

- Alfred, C. (1961). The Egyptians. London.
- Burns, E.M. and P.L. Ralph (1954). World civilization Vol I. New York.
- Christopher & Brain M. Fagan (1997). Ancient Civilizations. Longman, New York.
- Delaporate, L. (1996). *Mesopotamia*. The Babylonian and Assyrian Civilization. London.
- Finley, M.I. (1963). The Ancient Greeks. An Introduction to their Life and Thought. Viking Press. New York.

- Gates, C. (2007). Ancient Cities. New York.
- Gardiner, A. (1961). Egypt of the Pharaoh. Oxford.
- ඉලංගසිංහ, මංගල. (2003). ඉන්දු නිම්න අධිරාජ්‍යය. ඇස්. ගොඩගේ සහ සහෝදරයෝ. කොළඹ.
- කරුණානන්ද, යූ. ඩී. (2010). සුමේරියානු ශිෂ්ටාචාරය. ඇස්. ගොඩගේ සහ සහෝදරයෝ. කොළඹ.
- පීරිස්, මර්ලින් (2002). පැරණි මිසරය. පරිවර්තනය ඩී.ආර්. පොන්නම්පෙරුම. එස්. ගොඩගේ සහ සහෝදරයෝ. කොළඹ.
- සෝමදේව, රාජී, පද්මසිරි කන්නන්ගර හා අනුක්තරාදේවී විද්‍යාලංකාර (2016). ඉපැරණි ලෝක ශිෂ්ටාචාර. අධ්‍යාපන ප්‍රකාශන දෙපාර්තමේන්තුව. කොළඹ.

Course Title: Identification of Historical Sources

Course Code: HIST 11022 (27:06:67)

Course Capsule: Interpretation to Historical Sources, Classification of Sources, Understanding of Primary Literary Sources, Archaeological Sources, Advantages and disadvantages of Primary Sources, Reliability of Historical Sources, Role of visual sources in historical analysis, Advantages and disadvantages of Secondary Sources, Writing a Historical Essay, Reviewing a Historical Article, Folklores and Traditions as Historical Sources

Course Aim: To teach and guide students to examine Literature and archeological sources. Enabling, student to enhance knowledge by highlighting the backing of source factors and the urgent need to safeguard a country's national identity.

Course ILOs:

After completing this course, students should be able to:

1. explain the types of primary and secondary sources which are useful for historical analysis.
2. classify the importance and limitations of the primary sources in history.
3. describe the initial arguments and make judgments of the various sources of historical knowledge including primary and secondary materials.
4. explain the literature base of Sri Lankan history comparatively with the world history.

Lesson Sequence:

Week	Lesson No.	Related ILO/s	Lesson Title	Time (hours)			Teaching /Learning Methods	Assessments Methods
				T	P	IL		
1	1	1,2	Interpretation of Historical Sources	2	-	5	L,GD	
2	2	2	Classification of Literary and Archaeological sources	2	-	6	L,GD	
3	3	2	Primary literary Sources: Chronicles, commentaries, poetry books, exodus reports, Sandesha poetry	2	-	6	L,PL	AS1 start
4	4.1	2,3	Primary literary Sources: Palm Leaf Books (Olas)	2	-	2	L,GD	
5	4.2	2,3	Archaeological Sources: Inscriptions, coins and ruins	2	-	4	L, GD	AS 1 due
6	5	1,2,3	Archaeological Sources : paintings, sculptures and carvings	2	-	7	L,PL	
7	6.1	3	Advantages and disadvantages of Primary Sources	2	-	2	L,GD	AS 2 start
8	6.2	2,3	Reliability of Historical Sources	2	-	4	L, B	
9	7	3,4	Role of historical visual sources	2	-	7	L,GD	AS 2 due
10	8	2,3	Advantages and disadvantages of Secondary Sources	2	-	6	L,GD	
11	9	3,4	How to write a Historical Essay	1	3	7	L, GD	AS 3 start
12	10.1	3,4	How to Reviewing a Historical Article	1	3		L, GD	
13	10.2	3,4	How to Reviewing a Historical Article	1		5	L,GD	AS 3 due
14	11	1,2,3	Folklores and Traditions as historical sources	2	-	-	L, GD,S	
15		1,2,3,4	Review	2	-	6	L,GD	
Total Notional Hours				27	06	67		

Teaching methods: L=Lectures, GD=Group Discussion, S= Storytelling, B=Brainstorming, PL=Peer Learning
 Assessment Methods: AS=Assignment

Assessment Strategy:

Continuous Assessment	AS 1 - 10%	30%
	AS 2 - 10%	
	AS 3 - 10%	
End Semester Examination		70%
Total		100%

Course Coordinator	Teaching Panel
Prof. MKL Irangani (iranganimkl@ssh.rjt.ac.lk)	Prof. MKL Irangani (iranganimkl@ssh.rjt.ac.lk) Mr. MAP Kumara (prasadmallawaarachchi85@ssh.rjt.ac.lk) Ms. WALP Dilhara (lesha@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
Practical											█	█			
Independent Learning	█	█	█	█	█	█	█	█	█	█			█		█
Assignments			█				█				█				
End Semester Examination	after 2 weeks of study leave														

Recommended Reading:

- Dias, Malini. (2001). Epigraphia Zeylanica Volume VIII. Department of Archaeological Survey. Colombo.
- Inscription of Ceylon Vol. V Part I. (2001). Editor Sirimal Ranawella. Department of Archaeological Survey. Colombo.
- Inscription of Ceylon Vol. V Part II. (2004). Editor Sirimal Ranawella. Department of Archaeological Survey. Colombo.
- Inscription of Ceylon Vol. V Part III. (2005). Editor Ranawella S. Department of Archaeological Survey. Colombo.
- Paranavitana, S. (1970). Inscriptions of Ceylon Volume I. Department of Archaeology. Colombo.
- දළදා සිරිත. (1955). සංස්කරණය වැලිවිටියේ ශ්‍රී සෝරත ස්ථවිර. ගොඩගේ සහ සහෝදරයෝ. කොළඹ.
- පැරකුම්බා සිරිත. (1970). සංස්කරණය වාල්ස් ද සිල්වා. සීමාසහිත ඇම්.සී. ගුණසේන සහ සමාගම. කොළඹ.
- පූජාවලිය. (1961). සංස්කරණය සුරවීර, ඒ.වී. ඇම්.සී. ගුණසේන සහ සමාගම. කොළඹ.
- මහාවංසය. (1966). සංස්කරණය සුමංගල හිමි හා බටුචන්ද්‍රඩාවේ දේවරත්න. ජාතික කෞතුකාගාර දෙපාර්තමේන්තුව. කොළඹ.
- රාජාවලිය. (1997). සංස්කරණය ඒ.වී. සුරවීර. සීමාසහිත ලේක්හවුස් ඉන්වෙට්ස්මන්ට් සමාගම. කොළඹ.

Course Title: Political and Religious History of Sri Lanka (From the beginning up to the end of the 15th Century)

Course Code: HIST 12012 (30:00:70)

Course Capsule: Impact of the Geophysical Environment on the Political formation of Sri Lanka, Influence of Buddhist Philosophy on the creation of Sri Lankan Political Culture, Source of Significant trends in Political and Religious situation in Sri Lanka from the 06th to the 03rd Century BC, King Dutugemunu's Political and Religious Philosophy, Government Politics of the Rulers of Anuradhapura, Spread and the impact of the sects of Theravada, Mahayana and Hinduism, Decline of the Anuradhapura Kingdom, Public administration theories and strategies of the Polonnaruwa rulers, Religious development in the Kingdom of Polonnaruwa from the Archeological Source, Decline of the Polonnaruwa kingdom, Invasion of the Kalingha- Magha and the relocation of Kingdom to the Southwest, Principles of Government followed by the rulers of the Southwest Kingdom Period, Political and Cultural Development of the Kingdom of Kotte

Course Aim: To extend further knowledge of political and religious history of Sri Lanka from the beginning of the Anuradhapura kingdom to the end of the Kotte kingdom. enabling, students to improve skills on utility of public administration theories for the sustainable development of a state, the importance of strategies for internal and external security and the role of the religious institution in the state machinery.

Course ILOs:

After completing this course, students should be able to:

1. discuss knowledge of the key points of political and religious history and its impacts on the history of Sri Lanka.
2. compare the evolution of the political system and religious influences from Anuradhapura kingdom to kotte kingdom.
3. classify the foreign influences on the political and religious conditions of ancient Sri Lanka.
4. present and interpret the foreign influences on political and religious sectors of ancient Sri Lanka
5. describe knowledge of the effects of religious development and political development of the country.

Lesson Sequence:

Week	Less on No.	Relate d ILO/s	Lesson Title	Time (hours)			Teaching /Learning Methods	Assessments Methods
				T	P	IL		
1	1	1	Impact of the Geophysical Environment on the Political formation of Sri Lanka: Proximity to India, Location of eastern and western shipping lanes, climatic factors	2	-	4	L, D	AS1 start
2	2	1,3	Influence of Buddhist Philosophy on the creation of Sri Lankan Political Culture	2	-	4	L, PL	
3	3	2,3	Source of Significant trends in political and religious situation in Sri Lanka from the 06 th to the 03 rd century BC.	2	-	4	L, D	AS1 due
4	4	2,3	King Dutugemunu's political and religious philosophy: which marked the beginning of a united government.	2	-	3	L, D	
5	5	1,2,3	Government politics of the rulers of Anuradhapura: Their use for the sustainable development of the country	2	-	4	L, D	
6	6	3	Spread and the impact of the sects of Theravada, Mahayana and Hinduism.	2	-	5	L,FV	AS 2 start
7	7	1,2	Decline of the Anuradhapura kingdom	2	-	6	L,D	
8	8.1	1,2	Origin of Polonnaruwa kingdom	2	-	2	D	AS 2 due
9	8.2	1,2,3	Public administration theories and strategies of the Polonnaruwa rulers: Vijayabahu, Parakramabahu I	2	-	4	L, PL	
10	9	2,3	Religious development in the kingdom of Polonnaruwa from the Archeological Source: Development of Buddhist and Hindu philosophy.	2	-	6	L, D	
11	10	2,4,5	Decline of the Polonnaruwa kingdom.	2	-	8	L, PL	
12	11	4,5	Invasion of the Kalingha- Magha and the relocation of kingdom to the southwest.	2	-	8	L, D	AS3 start

13	12	4,5	Principles of government followed by the rulers of the southwest kingdom period: their utility for state development	2	-	6	L,D	
14	13	1,4,5	Political and cultural development of the kingdom of Kotte	2	-	4	L,D	AS3 due
15	14		Review	2	-	2	GD	
Total Notional Hours				30	-	70		

Teaching methods: L=Lectures, D=Discussion, FV= Field Visit, PL=Peer Learning
 Assessment Methods: AS=Assignment

Assessment Strategy:

Continuous Assessment	AS 1 - 10%	30%
	AS 2 - 10%	
	AS 3 - 10%	
End Semester Examination		70%
Total		100%

Course Coordinator	Teaching Panel
Mr. MAP Kumara (prasadmallawaarachchi85@ssh.rjt.ac.lk)	Prof. MKL Irangani (iranganimkl@ssh.rjt.ac.lk) Mr. MAP Kumara (prasadmallawaarachchi85@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Independent Learning															
Field Visit															
Assignments															
End Semester Examination	after 2 weeks of study leave														

Recommended Reading:

- Hettiararchchi, S.B. (1988). Social and Cultural History of Ancient Sri Lanka. New Delhi.
- Liyanagamage, Amaradasa. (1968). The Decline of Polonnaruwa and The rise of Dambadeniya (circa 1180 - 1270 A.D). The department Of Cultural Affairs. Colombo.
- පූජාවලිය. (1961). සංස්කරණය ඒ. ඩී. සුරවීර. ඇම්.ඩී. ගුණසේන සහ සමාගම. කොළඹ.
- මහාවංසය. (1966). සුමංගල හිමි හා බටුචන්ද්‍රාචාර්ය දේවරත්න. ජාතික කෞතුකාගාර දෙපාර්තමේන්තුව. කොළඹ.
- අදිකාරම්, ඊ. ඩබ්. (2013). පැරණි ලක්දිව බෞද්ධ ඉතිහාසය. බෞද්ධ සංස්කෘතික මධ්‍යස්ථානය, දෙහිවල.
- එල්ලාවල, එච්. (1968). පුරාතන ලංකාවේ සමාජ ඉතිහාසය. සංස්කෘතික කටයුතු පිළිබඳ දෙපාර්තමේන්තුව. කොළඹ.
- ධීරානන්ද හිමි, හඟුරන්කේත. (2004). රාජත්වය, රාජ්‍ය සහ ආගම. ආර්ය ප්‍රකාශකයෝ. වරකාපොල.
- මලවරගේ, එම්.කේ.එල්.අයි. (2000). ඉන්දීය සාගර වෙළෙඳාම හා පොළොන්නරු රාජධානිය, ඇස්. ගොඩගේ සහ සහෝදරයෝ. කොළඹ.
- ලංකා විශ්වවිද්‍යාලයේ ලංකා ඉතිහාසය 1 කාණ්ඩය, 1 භාගය. (2001). සංස්කරණය නිකලස් ආටිගල හා තවත් අය. විද්‍යාලංකාර විශ්වවිද්‍යාලයේ සිංහල පරිවර්තනය. කැලණිය.
- ලියනගමගේ, ඒ. (2002). මධ්‍යකාලීන ලංකා ඉතිහාසය. අධ්‍යාපන ප්‍රකාශන දෙපාර්තමේන්තුව. කොළඹ.

Course Title: Socio-Economic History of Sri Lanka (From the Beginning up to 15th Century AD)

Course Code: HIST 12022 (30:00:70)

Course Capsule: Impact of Buddhism on the Cultural and Moral Development of the Country, Influence of Theravada and Mahayana religions on the formation of culture in the country, Impact of International Trade Relations on the Economic Development of the Country, Ancient Education System in Sri Lanka, Social Organization and Cast System, Basic Features of the Urbanization Process in the Country and their urgent need, Intergovernmental Relations on the Social and Economic Sectors of Sri Lanka, Agricultural System in Pre-modern Sri Lanka, Land Tenure and Tax Systems, Local Commercial Transactions, Banking System of Ancient Sri Lanka, Transport and Communication, Contribution and Role of the Past Women in the Family Organizing Process

Course Aim: To provide knowledge on socio-economic history of Sri Lanka from the Anuradhapura period to the end of the Kotte kingdom. Enabling, students to identify the past rulers' economic and social development vision for state development can be utilized for current socio – economic development.

Course ILOs:

After completing this course, students should be able to:

1. express knowledge of social and economic developments of pre-modern Sri Lanka.
2. present and interpret the effects of external influences on social achievements of pre-modern Sri Lanka.
3. discuss the significance of agriculture-based hydraulic civilization in Sri Lankan society.
4. extend some judgments of the trade systems in pre-modern economic development.

Lesson Sequence:

Week	Lesson No.	Related ILO/s	Lesson Title	Time (hours)			Teaching /Learning Methods	Assessments Methods
				T	P	IL		
1	1	1	Impact of Buddhism on the cultural and moral development of the country.	2	-	4	L, GD	AS1 start
2	2	1,2	Influence of Theravada and Mahayana religions on the formation of culture in the pre-modern Sri Lanka.	2	-	2	L,GD	
3	3	2,4	Impact of international trade relations on the economic development of the country: Trade, Harbors, cities	2	-	4	L, GD	AS1 due
4	4	1,2	Ancient education system in Sri Lanka : Educational Institutions, Teaching methods and curriculum development	2	-	6	L, DM	
5	5	1,3	Social organization and caste system: Analysis of public policy organization for social organizing and their current utilization, Caste system in the economic development process	2	-	4	L, GD	
6	6	3	Basic features of the urbanization process in the country and their urgent need: comparative study of urban planning in Anuradhapura and Polonnaruwa	2	-	2	L,GD	AS2 start
7	7	2,4	Impact of intergovernmental relations on the social and economic sector of Sri Lanka: A comparative study of the Rajarata and Southwest Kingdoms	2	-	4	L,PL	
8	8.1	1,2,3,4	Agricultural system in pre-modern Sri Lanka: Agricultural crops and cultivation methods	2	-	2	L, GD	AS2 due
9	8.2	1,2	Land ownership	2	-	6	L,GD	
10	9	1,3	Land tenure and tax systems: formulation of government policies related to income taxes, their utility in the economic development process	2	-	6	L,GD	
11	10	1,2	Local commercial transactions: domestic trade deals, related government policies and legal background	2	-	10	L,GD	AS3 start

12	11	4	Banking system of ancient Sri Lanka: A comparative study of methods of saving money, their use and current needs	2	-	5	L,PL	
13	12	3	Development of transport and communication system their impact on socio-economic development	2	-	5	L,DM	AS3 due
14	13	1,2,3	Contribution and role of the past women in the family organizing process: marriage, parent- child relations, political, social and economic handling	2	-	6	L,GD	
15		1,2,3,4	Review	2	-	4	L, GD	
Total Notional Hours				30	-	70		

Teaching methods: L=Lectures, GD=Group discussion, DM= Demonstration, PL= Peer Learning
 Assessment Methods: AS=Assignment

Assessment Strategy:

Continuous Assessment	AS 1 - 10%	30%
	AS 2 - 10%	
	AS 3 - 10%	
End Semester Examination		70%
Total		100%

Course Coordinator	Teaching Panel
Prof. MKL Irangani (iranganimkl@ssh.rjt.ac.lk)	Prof. MKL Irangani (iranganimkl@ssh.rjt.ac.lk) Mr. MAP Kumara (prasadmallawaarachchi85@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Independent Learning															
Assignments															
End Semester Examination	after 2 weeks of study leave														

Recommended Reading:

- Ellawala, H. (1969). Social History of Early Ceylon. Department of Cultural Affairs.
- Gunawardhana, R. A. L. H. (2000). Reflection on a Heritage Historical Scholarship on Pre- Modern Sri Lanka. Central Cultural Fund. Colombo.
- දළද සිරිත. (1955). වැලිවිටියේ ශ්‍රී සෝරත ස්ථවිර. ගොඩගේ සහ සහෝදරයෝ. කොළඹ.
- මයුර සන්දේශය. (1923). වැලිපටන්විල දීපංකර හිමි. ප්‍රකාශකයෝ සහ ප්‍රකාශක දිස්ත්‍රික්කය සඳහන් නැත.
- මහාවංසය. (1966). සුමංගල හිමි හා බටුචන්ද්‍රඩාවේ දේවරක්ෂිත. ජාතික කෞතුකාගාර දෙපාර්තමේන්තුව, කොළඹ.
- අධිකාරම්, දයා (2013). පැරණි ලක්දිව බෞද්ධ ඉතිහාසය හෙවත් පාලි අට්ඨකථාවලින් අනාවරණය වන ලංකාවේ බුදුසමයේ තත්වය. බෞද්ධ සංස්කෘතික මධ්‍යස්ථානය, දෙහිවල.
- එල්ලාවල, එම්. (1962). පැරණි ලංකාවේ සමාජ ඉතිහාසය. සංස්කෘතික කටයුතු දෙපාර්තමේන්තුව. කොළඹ.
- කුලතුංග, ටී.ඒ. (2000). මධ්‍යකාලීන ශ්‍රී ලංකාවේ ආරක්ෂක සංවිධාන, සිතුවම්ණි ප්‍රින්ටස්, කොළඹ.
- ගුණවර්ධන රණවිර (1993). සිවුර සහ නගුල. සමාජීය විද්‍යාඥයින්ගේ සංගමය. කොළඹ.
- මලවරගේ, එම්.කේ.එල්.අයි. (2000). ඉන්දීය සාගර වෙළෙඳාම හා පොළොන්නරු රාජධානිය, ඇස්. ගොඩගේ සහ සහෝදරයෝ. කොළඹ.
- ලියනගමගේ, අමරදාස (1989). මධ්‍යකාලීන ලංකා ඉතිහාසය. අධ්‍යාපන ප්‍රකාශන. කොළඹ.
- සිරිවීර, ඉන්ද්‍රකීර්ති (2001). රජරට ශිෂ්ටාචාරය හා නිරිතදිග රාජධානි. දයාවංශ ජයකොඩි සහ සමාගම. කොළඹ.

Course Title: Political and Religious History of Sri Lanka (From 15th Century up to the end of the 20th century)

Course Code: HIST 21012 (30:00:70)

Course Capsule: Decline of the Kotte Kingdom, Arrival of the Portuguese, Portuguese Political and Religious Policy in the Coastal Provinces, Portuguese Power Distribution in the Kingdom of Kotte, Kingdom of Seethawaka, Dutch Power in the Coastal Areas of the Country, Dutch and Kandyan Connections, British Occupation of the Upcountry and Sri Lankan Politics, Liberation Movement in Sri Lanka, Political Reform Campaigns on Sri Lankan Politics, Religious Revival Movement and its Consequences, Constitutional Changes in Independent Sri Lanka

Course Aim: To provide knowledge on political and religious history of Sri Lanka from beginning of the twentieth century. enabling, students to develop student knowledge of the utility of public administration theories for the sustainable development of a state, the importance of strategies for internal and external security and the role of the religious institution in the state machinery.

Course ILOs:

After completing this course, students should be able to:

01. explain the nature of the political process and the religious factor related to contemporary developments in politics of Sri Lanka.
02. analyze of the basic features of national movements in Sri Lanka.
03. develop appropriate arguments and create judgments in accordance with the nature of the Sri Lankan national movement.
04. analyze and interpret the main features of the strategies used by the European imperialists to establish their power in the country.

Lesson Sequence:

Week	Lesson No.	Related ILO/s	Lesson Title	Time (hours)			Teaching /Learning Methods	Assessments Methods
				T	P	IL		
1	1	1,2	Decline of the Kotte kingdom.	2	-	6	L,D	
2	2	1,2	Arrival of the Portuguese: A follow up on the political and religious background of the country when the Portuguese arrived.	2	-	6	L,D	
3	3	2,3	Portuguese political and religious policy in the coastal provinces	2	-	6	L,D	AS1 start
4	4	2,3	Portuguese power distribution in the kingdom of Kotte	2	-	4	L,PL	
5	5	2,3	Kingdom of Seethawaka: origin, distribution and decline	2	-	6	L,D	AS1 due
6	6	1,3	Distribution of Dutch power in the coastal areas of the country, the impact of their governance policies on the political and religious sectors of Sri Lanka	2	-	5	L,D	
7	7	4	Dutch and Kandyan connections.	2	-	4	L,D,PL	AS2 start
8	8.1	2,3,4	British occupation of the upcountry and Sri Lankan politics	2	-	2		
9	8.2	3,4	British governance policies and their impact on Sri Lankan politics	2	-	6	L,D	AS 2 due
10	9	4	Liberation Movement in Sri Lanka: a comparative study of the 1818 liberation movements against British rule and their consequences	2	-	4	L, D	
11	10	1,3,4	Liberation Movement in Sri Lanka: a comparative study of the 1848 liberation movements against British rule and their consequences	2	-	4	L, PL	AS3 start
12	11	3,4	Impact of political reform campaigns on Sri Lankan politics: Introduce new constitutional reforms, 1833, 1912, 1920, 1924, 1931 and 1947, New reforms and Sri Lanka, Transfer power and grant of Independence	2	-	6	L,D	
13	12	2,4	Religious revival movement and its consequences	2	-	4	L,D	AS3 due

14	13	3,4	Constitutional changes in the independent Sri Lanka.	2	-	4	L,D	
15			Review	2	-	3	L,D	
Total Notional Hours				30	-	70		

Teaching methods: L=Lectures, D=Discussion, PL= Peer Learning

Assessment Methods: AS=Assignment

Assessment Strategy:

Continuous Assessment	AS 1 - 10%	30%
	AS 2 - 10%	
	AS 3 - 10%	
End Semester Examination		70%
Total		100%

Course Coordinator	Teaching Panel
Prof. MKL Irangani (iranganimkl@ssh.rjt.ac.lk)	Prof. MKL Irangani (iranganimkl@ssh.rjt.ac.lk) Mr. MAP Kumara (prasadmallawaarachchi85@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Independent Learning															
Assignments															
End Semester Examination	after 2 weeks of study leave														

Recommended Reading:

- Abeysinghe, T.B.H. (1960). Portuguese Rule in Ceylon. Colombo.
- D'oyly', John (1975). A Sketch of the Constitutions of the Kandyan Kingdom. Tisara Prakashakayo. Dehiwala.
- De Silva, Colvin R. (1953). Ceylon under The British Occupation 1795-1833 Vol.I. Clombo.
- අභයසිංහ, ටීකිරි (1977). උඩරට රාජධානිය. සීමාසහිත ලේක්හවුස් ඉන්වෙස්ට්මන්ට්. සමාගම. කොළඹ.
- අරසරත්නම්, එස්. (2009). ලංකාවේ ලන්දේසි බලය. පරිවර්තනය. ආර්.එම්.බී. කරුණාරත්න. අධ්‍යාපන ප්‍රකාශන දෙපාර්තමේන්තුව. කොළඹ.
- විමලානන්ද, තෙන්නකෝන් (2006). උඩරට මහ කැරැල්ල. සීමාසහිත ඇම්. ඩී. ගුණසේන සහ සමාගම. කොළඹ.
- තල්වත්ත, අජිත් (2015). දහඅටවන සියවසේ කන්ද උඩරට බෞද්ධාගමික පුනර්ජීවනය. ජයන්ප්‍රීන්ට් ග්‍රැෆික්ස්. ගනේමුල්ල.
- තල්වත්ත, අජිත් (2007). සාරාර්ථ ගවේසි. ගොඩගේ සහ සහෝදරයෝ. කොළඹ.
- තල්වත්ත, අජිත් (2019). කීර්ති ශ්‍රී සහ කන්ද උඩරට විහාරස්ථ ඉඩම්. ගොඩගේ සහ සහෝදරයෝ. කොළඹ.
- සිල්වා , එම්.යූ. (1994). ලංකා සිවිල් සේවාවේ ඉතිහාසය. කර්තෘ ප්‍රකාශන. කඩවත.
- සෝමරත්න, ජී.පී.වී. (1982). ජයවර්ධනපුර කෝට්ටේ රාජධානිය. ප්‍රකාශකයෝ සහ ප්‍රකාශක දිස්ත්‍රික්කය සඳහන් නැත.

Course Title: Socio - Economic History of Sri Lanka (From 15th Century up to Present)

Course Code: HIST 21022 (30:00:70)

Course Capsule: Socio-Economic Situation of Europeans Arriving, Sri Lankan Society Under the Portuguese, Sri Lankan Economy Under the Portuguese, Sri Lankan Society Under the Dutch, Sri Lankan Economy Under the Dutch, Traditional Land Tenure in Sri Lanka During the Reigns of Kotte and Kandy, Land Tenure System in Sri Lanka Under Europeans, Educations in Sri Lanka Under the Europeans, A Comparative Study of Caste System, Economy and Society, Plantation in Sri Lanka Under the British, Transport Development in Sri Lanka Under the Europeans, Constitutional Reforms, Economy and Society in Sri Lanka, Sri Lankan Legal System Under Europeans.

Course Aim: To enhance the capacity of knowledge of students about socio - economic history of Sri Lanka from the Portuguese invasion of Ceylon to the beginning of the twentieth century. Enabling, student to knowledge on how the past rulers' economic and social development vision for state development can be utilized for current socio – economic development.

Course ILOs:

After completing this course, students should be able to:

1. explain core aspects in concepts and principles of social and economic tendencies of Sri Lankan history during the 16th -20th centuries.
2. analyze and devise appropriate strategies for adapting to the changing environment related to the new tendencies in social and economic strategies of Sri Lankan history.
3. discuss changing environment to the social and economic history of Sri Lanka within the 16th -20th centuries.

Lesson Sequence:

Week	Lesson No.	Related ILO/s	Lesson Title	Time (hours)			Teaching /Learning Methods	Assessments Methods
				T	P	IL		
1	1	1	Socio-economic situation of Europeans Arriving: government policies on social and economic issues, their application and significance	2	-	6	L,GD	
2	2	1,2	Sri Lankan society under the Portuguese: A comparative study of the transformation of the local social system and their current use	2	-	6	L, GD	
3	3	2,3	Sri Lankan economy under the Portuguese: A comparative study of the transformation of the local economic system and their current use	2	-	6	L, GD	AS1 start
4	4	3	Sri Lankan society under the Dutch: A comparative study of the transformation of the local social system and their current use	2	-	4	L	
5	5	2,3	Sri Lankan economy under the Dutch: A comparative study of the transformation of the local economic system and their current use	2	-	4	L,GD	AS1 Due
6	6	1,3	Traditional land tenure in Sri Lanka during the reigns of Kotte and Kandy.	2	-	4	L, GD	
7	7	2	Land tenure system in Sri Lanka under Europeans: Comparative study of changes in traditional land tenure	2	-	4	L,GD	AS2 start
8	8.1	1,2,3	Education in Sri Lanka under the Portuguese and Dutch: A comparative study of educational institutions, curricula, teaching strategies and policy making	2	-	2	L	
9	8.2	1,2,3	Education in Sri Lanka under the British : A comparative study of educational institutions, curricula, teaching strategies and policy making	2	-	2	L,GD,PL	AS2 due
10	9	2,3	Caste system, economy and society	2	-	6	L,GD	

History

11	10	3	Plantations in Sri Lanka under the British: commercial cropping and international trade relations	2	-	4	L, GD	AS3 start
12	11	2,3	Transport development in Sri Lanka under the Europeans: transport methods, their current use in economic and social development	2	-	6	L, EX	
13	12	3	Constitutional reforms, economy and society in Sri Lanka: Colebrook, Donoughmore and Soulbury	2	-	6	L,GD	AS3 due
14	13	1,2	Sri Lankan legal system under Europeans: Comparative study of changes in traditional legal systems in the country	2	-	7	L,PL	
15		1-3	Review	2	-	3	L,GD	
Notional Hours				30		70		

Teaching methods: L=Lectures, GD=Group discussion, EX= Exploring, PL= Peer Learning
Assessment Methods: AS=Assignment

Assessment Strategy:

Continuous Assessment	AS 1 - 10%	30%
	AS 2 - 10%	
	AS 3 - 10%	
End Semester Examination		70%
Total		100%

Course Coordinator	Teaching Panel
Mr. DJK Ihalagedara (ihalagedara@ssh.rjt.ac.lk)	Mr.DJK Ihalagedara (ihalagedara@ssh.rjt.ac.lk) Mrs.WALP Dilhara (lesha@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Independent Learning															
Assignments															
End Semester Examination	after 2 weeks of study leave														

Recommended Reading:

- Abeyesinghe, T.B.H. (1960). Portuguse Rule in Ceylon. Colombo.
- D'oyly', John (1975). A Sketch of the Constitutions of the Kandyan Kingdom. Tisara Prakashakayo, Dehiwala.
- De Silva, Colvin R. (1953). Ceylon under The British Occupation 1795-1833 Vol.I. Clombo.
- අභයසිංහ, ටීකිරි (1977). උඩරට රාජධානිය. සීමාසහිත ලේක්හවුස් ඉන්වෙස්ට්මන්ට් සමාගම. කොළඹ.
- අරසරත්නම්, එස්. (2009). ලංකාවේ ලන්දේසි බලය. පරිවර්තනය ආර්.එම්.බී. කරුණාරත්න. අධ්‍යාපන ප්‍රකාශන දෙපාර්තමේන්තුව. කොළඹ.
- විමලානන්ද, තෙන්නකෝන් (2006). උඩරට මහ කැරැල්ල. සීමාසහිත ඇම්. ඩී. ගුණසේන සහ සමාගම. කොළඹ.
- තල්වත්ත, අජිත් (2015). දහඅටවන සියවසේ කන්ද උඩරට බෞද්ධාගමික පුනර්ජීවනය. ගනේමුල්ල.
- තල්වත්ත, අජිත් (2009). කන්ද උඩරට රාජධානිය හා 1818 කැරැල්ල. ආර්ය ප්‍රකාශකයෝ. වරකාපොල.
- තල්වත්ත, අජිත් (2007). සාරාර්ථ ගවේසි. ගොඩගේ සහ සහෝදරයෝ. කොළඹ.
- තල්වත්ත, අජිත් (2019). කීර්ති ශ්‍රී සහ කන්ද උඩරට විහාරස්ථ ඉඩම්. ගොඩගේ සහ සහෝදරයෝ. කොළඹ.
- සෝමරත්න, ජී.පී.ඒ. (1982). ජයවර්ධනපුර කෝට්ටේ රාජධානිය. ප්‍රකාශකයෝ සහ ප්‍රකාශක දිස්ත්‍රික්කය සඳහන් නැත.

Course Title: Indian History I (From beginning to 4th century)

Course Code: HIST 22012 (30:00:70)

Course Capsule: Geographical Factors that Influenced the History of India, The Sources of the Indian History, The Social and Political Institution in the Vedic Age, Evolution of Post-Vedic Religion and Philosophy, Early State Formation of the Mahajanapada Period, Foundation and Rise of the Magadha from Bimbisara to Mahapadma Nanda, Beginning and the Development of the Maurya Empire, The Administrative Policy of the Maurya Empire, King Asoka and his Dhamma, Identical Characters of the Religious Art and Architecture of the Maurya Empire, Decline of the Magada Empire: Causes of Decline, Political Fragmentation C.200BC -AD 300, Foreign Invasions and Dynasties.

Course Aim: To provide knowledge History of Ancient India up to 4th AD. Enabling, students to identify challenges faced by Indians in the development of the state and the measures they have taken in facing them.

Course ILOs:

After completing this course, students should be able to:

1. summarize the political and economic developments of the Indian subcontinent up to 320 AD.
2. develop appropriate arguments of the social and cultural changes which occurred in ancient India up to 320AD.
3. present information and ideas efficiently and effectively on the impacts of historical developments in ancient India on neighboring countries.
4. discuss basic knowledge of Mauryan dynasty which was the most influential dynasty in the religious history of Sri Lanka.

Lesson Sequence:

Week	Lesson No.	Related ILO/s	Lesson Title	Time (hours)			Teaching /Learning Methods	Assessments Methods
				T	P	IL		
1	1	1,2	Geophysical environment that influenced the formation of Indian History: Mountains, rivers, canyons and others.	2	-	3	L,CD	
2	2	1	Sources of the Indian history: Literature and Archeological Source	2	-	6	L,CD	AS1 start
3	3	1,2	Social and political institution in the Vedic age: a comparative study of political and social impact	2	-	4	L, CD	
4	4	1,2	Evolution of post-Vedic religion and philosophy	2	-	4	L,CD	AS1 due
5	5	1,2	Early state formation of the Mahajanapada period: political, economic and religious status of mahajanapada	2	-	4	L,CD	
6	6	1,2	Foundation and rise of the Magadha from Bimbisara to Mahapadma nanda	2	-	6	L,CD	AS2 start
7	7	1,2,3	Achaemenian and Macedonian invasion	2	-	4	L,CD	
8	8.1	3,4	Beginning and the development of the Maurya Empire	2	-	2	L, PL	AS2 due
9	8.2	3,4	Administrative policy of the Maurya Empire: analytical study of government policy formulation and their utility	2	-	7	L,CD	
10	9	3,4	King Asoka and his Dhamma	2	-	4	L,CD	AS3 start
11	10	1,4	Art and architecture of the Maurya Empire: Sculpture, carving and art	2	-	4	L, PL	
12	11	2,4	Decline of the Magada Empire: causes of decline	2	-	6	L,CD	AS3 due
13	12	1,2,3	Political fragmentation C.200BC -AD 300: Early History of Sungas and Satavahanas	2	-	6	L,CD	
14	13	2,3	Foreign invasions and dynasties: Indu Greeka, Sakas, Pahlavas, Kushanas)	2	-	7	L,CD	
15		1,2,3,4	Review	2	-	3	L, PL	
Total Notional Hours				30	-	70		

Teaching methods: L=Lecture, CD= Class Room Discussion, PL= Peer Learning

Assessment Methods: AS=Assignment

Assessment Strategy:

Continuous Assessment	AS 1 - 10%	30%
	AS 2 - 10%	
	AS 3 - 10%	
End Semester Examination		70%
Total		100%

Course Coordinator	Teaching Panel
Prof. MKL Irangani (iranganimkl@ssh.rjt.ac.lk)	Prof. MKL Irangani (iranganimkl@ssh.rjt.ac.lk) Mr. MAP Kumara (prasadmallawaarachchi85@ssh.rjt.ac.lk) Mrs. WALP Dilhara (lesha@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Independent Learning															
Assignments															
End Semester Examination	after 2 weeks of study leave														

Recommended Reading:

- Altekar, A.S. (1949). State and Government in Ancient India. Benares Press. India.
- Briget and Raymend Alchin (1982). The Rice of Civilization in India and Pakistan. Cambridge University Press. Cambridge.
- Kosambi, D.D. (1956). An Introduction to the Study of Indian History. Bombay Press. Bombay.
- Gokhale, B.G. (1954). Ancient India: History and Culture. Indian Press. Bombay.
- Jha, D.N. (2005). Early India, New Delhi. Manohar Publishers & Distributors.
- ඉලංගසිංහ, මංගල (2008). පෙරදිග දේශපාලන චින්තනය. ඇස් ගොඩගේ සහ සහෝදරයෝ. කොළඹ.
- ක්‍රිෂ්ණ සිංහ, නරේන්ද්‍ර සහ අනිල් ව්‍යූ බැනර්ජි (1966). ඉන්දීය ඉතිහාසය. රාජ්‍ය භාෂා දෙපාර්තමේන්තුව. කොළඹ.
- ඩේවිස්, කෝලීන් (1964). ඉන්දියා අර්ධද්වීපයේ ඓතිහාසික සිතියම් පොත. රාජ්‍ය භාෂා දෙපාර්තමේන්තුව. කොළඹ.
- ඩොඩ්වෙල්. (1971). කේම්බ්‍රිජ් සංක්ෂිප්ත ඉන්දීය ඉතිහාසය. අධ්‍යාපන ප්‍රකාශන දෙපාර්තමේන්තුව. කොළඹ.
- නාපර්, රොමිලා (1994). ඉන්දීය ඉතිහාසය. අධ්‍යාපන ප්‍රකාශන දෙපාර්තමේන්තුව. කොළඹ.

Course Title: European History (From 5th B.C. to 16th Century A.D.)

Course Code: HIST 22022 (30:00:70)

Course Capsule: Introduction to European History, Basic Information to Greek and Roman Civilization, Decline and Downfall of the Western Roman Empire, Crusades, Medieval Europe, Feudalism, Decline of the Feudalism and Rise of Commercial Capitalism, Medieval Education and Origins of University, Renaissance, Geographical Discoveries, Reformation and Counter Reformation, Expansion of European Power, Rise of Imperialism.

Course Aim: To provide knowledge on European History from 5th B.C. to 16th Century A.D. enabling, students to apply knowledge for development of Sri Lanka through an understanding of the actions taken by Europe in advancing as a politically and socio- economically developed country.

Course ILOs:

After completing this course, students should be able to:

1. express knowledge and outline the theoretical concepts and approach to political history of ancient and medieval Europe.
2. develop appropriate arguments and create a judgment of logic and methods of empirical inquiry as applied to psychological, social, cultural, economic, geographic, or political contexts.
3. extend basic knowledge to explain contemporary history in Europe.

Lesson Sequence

Week	Lesson No.	Related ILO/s	Lesson Title	Time (hours)			Teaching /Learning Methods	Assessments Methods
				T	P	IL		
1	1	1	Origins of European civilizations	2	-	6	L,GD	
2	2.1	1,2	Basic information to Greek and Roman Civilization: beginning and its expansion contribution of Greek civilization towards the western civilization, Greek political system, Greek city static, Religion, Art and Architecture, Literature, Philosophy	2	-	6	L, GD	AS1 start
3	2.2	1,2	Decline and downfall of the western Roman empire: Expansion of Roman political power, systems of Government in Rome, Roman Culture, Spread of Christianity, Interdiction, and Bebeerine Invaders.	2	-	5	L,GD	
4	3.1	2,3	Crusades: Introduction, Background, Reasons, and Results.	2	-	4	L,PL	AS1 due
5	3.2	1,3	Medieval Europe: Christianity, Frankish, State, Byzantium Empire, Feudalism, Medieval culture.	2	-	4	L, GD	
6	4	2,3	Feudalism: The political and socio-economic background of medieval Europe- Part I, The political and socio-economic background of medieval Europe-Part II	2	-	4	L,GD	AS2 start
7	5	2	Decline of feudalism and rise of commercial capitalism: Identification of the capitalist economy with the feudal era and its decline and social impact.	2	-	4	L,GD	
8	6	3	Medieval education and origins of universities: Fizz, Olancho, Faduwa	2	-	2	L,GD	AS2 due
9	7.1	2,3	Renaissance: Causes of Renaissance, Identify its distribution and its consequences.	2	-	4	L,GD	

10	7.2	1,3	Rise of nation States: The factors that influenced the formation of nation states, Identification of nation states, Role of the nation state, the rise of France as a nation-state.	2	-	4	L, GD	AS 3 start
11	7.2	2,3	Geographical discoveries: Eastern and Western Countries	2	-	6	L,GD,PL	
12	8	1,2,3	Reformation and counter reformation: Religious Reformation Movement under Martin Luther, Results.	2	-	6	L,GD	AS3 due
13	9	3	Expansion of European power: Interdiction, European background, Competition,	2	-	6	L,GD	
14	10	3,4	Rise of Imperialism.	2	-	6	L,GD,PL	
15		1,2,3,	Review	2	-	3	L, GD	
Total Notional Hours				30	-	70		

Teaching methods: L=Lectures, GD=Group Discussion, PL= Peer Learning

Assessment Methods: AS=Assignment

Assessment Strategy:

Continuous Assessment	AS 1 - 10%	30%
	AS 2 - 10%	
	AS 3 - 10%	
End Semester Examination		70%
Total		100%
Course Coordinator	Teaching Panel	
Mr. DJK Ihalagedara (ihalagedara@ssh.rjt.ac.lk)	Mr. DJK Ihalagedara (ihalagedara@ssh.rjt.ac.lk) Mrs. WALP Dilhara (lesha@ssh.rjt.ac.lk)	

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Independent Learning															
Assignments															
End Semester Examination	after 2 weeks of study leave														

Recommended Reading:

- Hays, C.J.H., Baldwin, M.W. and Cole, W.C. (1949). History of European Civilization. The Macmillan Company. New York.
- Reddaway, W.F. (1952). A History of Modern European from 1610 to 1715. Methuen & co. Rossendale. London.
- Southgate, George, W. (1958). A Textbook of Modern European History - 1453 -1661. J.M.Dent & sons Ltd, London.
- ග්‍රාන්ට්.එස්. (1967). යුරෝපා ඉතිහාස සාරය. අධ්‍යාපන ප්‍රකාශන දෙපාර්තමේන්තුව. කොළඹ.
- පෙලම්, එච්.එෆ්. (1964), රෝම ඉතිහාස සාරය, රාජ්‍ය භාෂා දෙපාර්තමේන්තුව, කොළඹ.
- මැරියට්, ජේ. ඒ. ආර්. (1958). නූතන යුරෝපයේ ඉතිහාසය. රාජ්‍ය භාෂා දෙපාර්තමේන්තුව. කොළඹ.
- සෙනෙවිරත්න, එම්.ඩී.එච්. (1966). නූතන යුරෝපය. රාජ්‍ය භාෂා දෙපාර්තමේන්තුව. කොළඹ.

Course Title: Indian History II (Since 4th century up to 16th century)

Course Code: HIST 31012 (30:00:70)

Course Capsule: Kushana Dynasty, Satavahana Dynasty, Gupta Empire, Gupta Culture, Rashtrakuta in Deccan Region, Pandya dynasty, Political Activities and Art of Pallava, Development of Kanauj as an Empire, Regional Kingdoms of Central and Western India and their Political Behavior, Political and Economic Power Under Chola Dynasty, Arabic Invasions, Spreading of Delhi Sultan Empire, Vijayanagar Empire, Indian Mogul Empire.

Course Aim: To extend broaden the Understanding of the Major Royalties of North and South India, their Political Views, Social and Cultural Activities. Enabling, students to understand the Coexistent challenges, and the Influence of Indian History on the Development of Sri Lankan History.

Course ILOs:

After completing this course, students should be able to:

1. classify Knowledge and Illustrate the Concepts and Principles of the Internal Conflict in the Political History.
2. interpret and Analyze the Causes of Failures and Successes of Political Systems in India.
3. classify Knowledge of the Influences of Foreign Invasions on the Internal Political System of India.
4. rephrase Knowledge Related to the Indian Influence out of Indian Boundary.

Lesson Sequence:

Week	Lesson No.	Related ILO/s	Lesson Title	Time (hours)			Teaching / Learning Methods	Assessments Methods
				T	P	IL		
1	1	1,2	Kushana dynasty: politics and culture role, Spreading their political power in India and Mid-Asia and its signs, and support to enrich the culture	2	-	06	L	
2	2	1,2,3	Satavahana dynasty: Origin and evolution of the Satavahana dynasty, administrative structure, painting and works of art	2	-	05	L,GD	AS1 start
3	3	2,3,4	Gupta Empire: Spreading their political power in India	2	-	4	L,PL	
4	4	3,4	Guptha Culture: renaissance of architecture, art, sculpture and literature and their distribution pattern	2	-	6	L,GD	AS1 due
5	5	2,3,4	Religious and Cultural improvement under the Rashtakuta in Deccan region:	2	-	8	L,GD	
6	6	2,4	Pandya dynasty : Origin and evolution of the Pandya dynasty, political and power distribution	2	-	6	L, PL	AS2 start
7	7.1	2,4	Political activities and art of Pallava: Origin and distribution of the Pallava dynasty	2	-	4	L, GD	
8	7.2	2,4	Discuss Pallava architecture	2	-	2	L,GD	AS2 due
9	8	1,2	Development of Kanauj as an Empire: Introduction to the Pushyabhuti and Moukari dynasties, the Harshwardhana dynasty	2	-	4	L,GD	
10	9	2,4	Regional kingdoms of central and western India and their political behavior: Kingdoms of Chandella, Kalachuri,	2	-	4	L,GD	AS3 start

			Paramara, Gujarata and Kathiyawar, Chahamana, Guhila and Thomana, Kashmir etc.					
11	10	3,4	Chola dynasty: Origin of the Chola dynasty, Chola rulers based on Tanjore, expansion of the Chola empire, Chola culture and administration	2	-	4	L,GD	
12	11	2,3	Arabic invasions, their administration, and its effect on India. Spreading of Delhi Sultan empire: Expansion of the Muslim Empire, Expansion of Islam in South India, Muslim Architecture	2	-	4	L, PL	AS 3 due
13	12	3,4	Vijayanagar empire and its political & cultural activities	2	-	4	L,GD	
14	13	1,2,3	Mogul empire: Origin of the Mogul Empire, Political and Socio- Economic Affairs of the Mogul Rulers	2	-	6	L,GD	
15	14	1,2,3,4	Review	2	-	3	L, GD	

Teaching methods: L=Lectures, GD=Group discussion, PL= Peer Learning

Assessment Methods: AS=Assignment

Assessment Strategy:

Continuous Assessment	AS 1 - 10%	30%
	AS 2 - 10%	
	AS 3 - 10%	
End Semester Examination		70%
Total		100%

Course Coordinator	Teaching Panel
Mr. MAP Kumara (prasadmallawaarachchi85@ssh.rjt.ac.lk)	Prof. MKL Irangani (iranganimkl@ssh.rjt.ac.lk) Mr. MAP Kumara (prasadmallawaarachchi85@ssh.rjt.ac.lk) Mrs. WALP Dilhara (lesha@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Independent Learning															
Assignments															
End Semester Examination	after 2 weeks of study leave														

Recommended Reading:

- Altekar, A.S. (1949). State and Government in Ancient India. India: Benares Press.
- Bhandarkar, R.G. (1983). Early History of the Dekkandown to the Mohamedan Conquest. New Delhi Press. India.
- Briget and Raymend Alchin. (1982). The Rice of Civilization in India and Pakistan. Cambridge University Press. Cambridge.
- Chattopadya, Bhasker (1975). Kushan Stateand Indian Society, India. Culcutta Press.
- Kosambi, D.D. (1956). An Introduction to the Study of Indian History. Bombay Press. Bombay.
- Jha, D.N. (2005). Early India. New Delhi. Manohar Publishers & Distributors.
- Thapar, Romila (1996). History of India. Penguin Books. New Delhi.
- ක්‍රිෂ්ණ සිංහ, නරේන්ද්‍ර සහ අනිල් චන්ද්‍ර බැනර්ජි (1966). ඉන්දීය ඉතිහාසය. රාජ්‍ය භාෂා දෙපාර්තමේන්තුව. කොළඹ.
- ඩේවිස්, කෝලින් (1964). ඉන්දියා අර්ධද්වීපයේ ඓතිහාසික සිතියම් පොත. රාජ්‍ය භාෂා දෙපාර්තමේන්තුව. කොළඹ.
- ඩොඩ්වෙල් (1971). කේම්බ්‍රිජ් සංක්‍ෂිප්ත ඉන්දීය ඉතිහාසය. අධ්‍යාපන ප්‍රකාශන දෙපාර්තමේන්තුව. කොළඹ.
- තාපර්, රොමිලා (1994). ඉන්දීය ඉතිහාසය, අධ්‍යාපන ප්‍රකාශන දෙපාර්තමේන්තුව, කොළඹ.

Course Title: Historical Tourism in Sri Lanka

Course Code: HIST 31022 (25:10:65)

Course Capsule: Introduction to Historical Tourism, Basic Theoretical Concepts of the Tourism and Hospitality Industry, Use of Importance of History in Tourism, Origins of Tourism in Sri Lanka, Demand for Historical Tourism in the present, Historical Tourism Marketing and Sustainable Tourism, Key Historical Tourist areas/Destinations in Sri Lanka, Interpretation and Analysis of Historical Features of Key historical Tourist Destinations in Sri Lanka, Economic, Social, Cultural and Environmental Impacts of Historical tourism, Challenges and Existing Opportunities of Tourism in Sri Lanka, Heritage Management as a tool to Promote Historical Tourism, UNESCO World Heritage Sites in Sri Lanka, Impacts of Tourism Industry.

Course Aim: To teach students to develop an understanding of the Historical Tourism Industry of Sri Lanka, enabling, students to create a generation of students who will provide the right guidance to tourists visiting Sri Lanka, retain their attraction to Sri Lanka and shoulder the burden of uplifting the national economy.

Course ILOs:

After completing this course, students should be able to:

1. describe and outline the knowledge of basic theoretical concepts of tourism and heritage management.
2. collect, analyze, and interpret the main tourist destinations and their characteristics/features that attract tourists.
3. analyze social, cultural, economic, and environmental impact of historical tourism and heritage management.
4. apply knowledge of basic techniques expressed in heritage management in a manner of promoting tourism.
5. classify the challenges of tourist attractions and identify ways of promoting them for the tourism industry.

Lesson Sequence:

Week	Lesson No.	Related ILO/s	Lesson Title	Time (hours)			Teaching /Learning Methods	Assessments Methods
				T	P	IL		
1	1	1	Interpretation of Historical Tourism: definitions of historical tourism, Characteristics of historical tourists, History for tourism	2	-	3	L,GD	
2	2.1	1	Basic theoretical concepts of the tourism and hospitality industry: Pull and push factors of tourism, Basic Components of Tourism, Introduction to Hospitality industry	2	-	4	L,PL	AS1 start
3	2.2	1	Use of importance of History in tourism: Historical values for Tourism, importance of history for Tourism	2	-	6	L,GD	
4	3.1	1,2	Origins of tourism in Sri Lanka: Historical development of Tourism in Sri Lanka, Tourism Acts in Sri Lanka (1966, 1968)	2	-	6	L,GD	AS1 due
5	3.2	1	Demand for historical tourism in the present: Factors determining tourism demand, Nature of demand of Historical tourism, Most popular historical sites for tourism in Sri Lanka	2	-	6	L,PL	
6	4	1	Historical tourism marketing and Sustainable Tourism: Introduction to Marketing Mix, Usage of Marketing Mix for promoting historical Attractions, Sustainable tourism and its practices for destination development	2	-	6	L, CS, GD	AS2 start
7	5.1	2	Key historical tourist areas/destinations in Sri Lanka: Lesser-Known Attractions in Sri Lanka, Identification of key historical sites for tourism development in Sri Lanka ,	2	-	6	L,PL	
8	5.2		Common issues related to historical attractions in Sri Lanka	-	-	2	GD	AS2 due
9	6	2,5	Historical features of key historical tourist destinations in Sri Lanka: Identification of historical features and values for tourism, Marketing historical sites, identifying historical values, analyzing 5 As in Tourism related to historical sites	2	-	4	L,GD	

History

10	7.1	3	Economic, social, cultural and environmental impacts of historical tourism: Analyzing positive and negative impacts of Historical tourism, Identification of sustainable practices to overcome negative impacts of Historical tourism	2	3	4	L,GD	
11	7.2	4,5	Challenges and existing opportunities of tourism in Sri Lanka.: Challenges of Historical Tourism, Potential of Historical tourism in SL	2	-	4	L,PL	
12	8	4	Heritage management as a tool to promote historical tourism: An introduction to Heritage Management, Usage of the concepts of Heritage Management for Historical site development, Promoting Historical attractions	2	3	4	L, FV, GD	AS3 start
13	9	4,5	UNESCO World Heritage Sites in Sri Lanka: Identification of UNESCO World Heritage sites in SL, Issues related to world heritage sites in SL, Tour Guiding	-	4	4	GD	
14	10	5	Impacts of Tourism Industry: Positive and negative impacts of Tourism and Hospitality industry, impacts of tourism industry on local community, how to minimize negative impacts of tourism sector	2	-	4	L,GD	AS3 due
15			Review	1	-	2	L, GD	
Notional Hours				25	10	65		

Teaching methods: L=Lectures, GD=Group discussion, FV= Field Visit, PL=Peer Learning, CS= Case Study

Assessment Methods: AS=Assignment

Assessment Strategy:

Continuous Assessment	AS 1 - 10%	30%
	AS 2 - 10%	
	AS 3 - 10%	
End Semester Examination		70%
Total		100%

Course Coordinator	Teaching Panel
Prof. MKL Irangani (iranganimkl@ssh.rjt.ac.lk)	Prof. MKL Irangani (iranganimkl@ssh.rjt.ac.lk) Mr. MAP Kumara (prasadmallawaarachchi85@ssh.rjt.ac.lk) Mrs. WALP Dilhara (lesha@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Practical										■		■			
Independent Learning	■	■	■	■	■	■	■	■	■	■	■	■	■	■	
Field visits												■			
Assignments				■				■						■	
End Semester Examination	after 2 weeks of study leave														

Recommended Reading:

- Bob Mckercher and Hilary du Cross (2002). Cultural Tourism: the partnership between tourism and Cultural heritage management. Routledge. UK.
- Bryden, John. M. (1973). Tourism and Development. Cambridge University Press. Cambridge.
- Dissanayaka, J.B. (1987). Cradle of Sinhala Buddhist Civilization. Lake House Investment Ltd. Colombo.
- Dallen, Timothy (2011). Cultural Heritage and Tourism: An Introduction. Chennai view publication. India.
- Timothy, D., & Olsen, D. (2006). Tourism, religion and spiritual journeys. Routledge.
- Wijesuriya, Gamini (1998). Buddhist Meditation Monasteries of Ancient Sri Lanka. Memories of the Archaeological Survey of Sri Lanka. Vol Department of Sri Lanka. Colombo.
- පුරාවිද්‍යා ස්ථාන නාමාවලිය අනුරාධපුර දිස්ත්‍රික්කය (2018). පුරාවිද්‍යා දෙපාර්තමේන්තුව. කොළඹ.
- ලංකා පුරාවිද්‍යා ගවේෂණය සබරගමු කැගල්ල දිස්ත්‍රික්කය පිළිබඳ වාර්තාව (2004). එච්. සී. පී. බෙල්. පුරාවිද්‍යා දෙපාර්තමේන්තුව. කොළඹ.
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- සොයිසා, රත්දිණ විදුල (2012). සංචාරකයා. දැසමන් පබ්ලිකේෂන්. මහරගම.

Japanese

Course Title: Japanese for Communication I

Course Code: JPNS 11012 (15:30:55)

Course Capsule:

Introduction to Japanese phonetics and Japanese alphabets, Introduction to Hiragana letters. Introduction to writing rules using Hiragana letters, Introduction to Katakana letters, Introduction to writing rules using Katakana, Myself and self- introduction, Listening to self- introductions in various situations, Food, State likes and dislikes for foods, Home and you, Visit or welcome a friend, Talk about places to visit, Life and culture- Japanese family and Fast food restaurants

Course Aim: To introduce basic components of Japanese language, including phonetic guide and three main alphabets; Hiragana, Katakana while introducing basic grammar patterns and related vocabulary for simple daily conversations with the basic knowledge of inter cultural differences, enabling the students to read and write using Japanese letters; listen, understand and comprehend Japanese language and perform with basic understanding of cultural differences

Course ILO s:

After completing this course, students should be able to:

1. perform in-class routines such as greetings, excusing
2. listen and identify Japanese phonetics
3. read and write hiragana, katakana
4. make a brief semi-formal self-introduction in front of an audience in various situations
5. engage in face-to-face conversations both in formal and informal situations
6. differentiate style between spoken and written Japanese.
7. make own business card/introductory notes/family descriptions
8. make small talk on family members between Sinhala and Japanese.
9. listen and comprehend simple conversations on Japanese life and culture through audio tracks and videos

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
1	1		Classroom expressions in Japanese Contextual role plays on Greetings Practice greetings according to various contexts	1	2	5	RP,LA,D	
2	2	2	Japanese Phonetics-I More practices on Japanese phonetics after listening Practice Japanese phonetics while listening	1	2	5	L,D	
3	3	3	Hiragana letters Japanese words in Hiragana Hiragana writing rules and styles	1	2	5	L	AS1 start
4	4	4	Katakana letters Katakana letter writing Katakana words and writing styles	1	2	5	L	AS1 due
5	5	5	Self introduction in Japanese Role play of self-introduction Self-introduction practices	1	2	2	L, RP,LA ,GA	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
6	6	4	Various types of self- introductions on different contexts Role Play Listening exercise on self- introduction	1	2	5	L,RP,LA	
7	7	5	Japanese Food culture Prepare posters on Japanese Foods Japanese food preparing	1	2	5	L,RP,LA	
8	8	5	Llikes and dislikes about foods Role play on a restaurant situation Name the Japanese foods and use them in excersises	1	2	5	L,RP,LA ,D,GA	
9	9	5	Japanese Family and homes Picture descriptions on Family members Prepare family chart and name them	1	2	3	L,RP,LA ,D,GA	
10	10.1 10.2	6,7	Visit a Japanese home Role play on home visit Practice special expressions used in home visits	1	2	4	L,D,GA	
11	11	8	Welcome a friend Role play on welcome a friend	1	2		L,D	
12	12	8	Famous places to visit in Japan Poster presentation on famous places in Japan and Sri Lanka Practice how to explain a famous place in Japanese	1	2	6	L,RP,LA ,GA	AS 2 start
13	13	9	Japanese Life and Culture-Japanese family Discuss on Japanese - the differences between Sri Lankan and Japanese family customs Write a report on Japanese family customs	1	2	4	L,D	AS 2 due
14,15	14	9	Japanese Life and culture-Fast food restaurants	2			L,D	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
	15		Role play on a fast-food restaurant scene Watch you tube video on Japanese fast-food restaurants		4	1		
			Total Notional Hours	15	30	55		

Teaching methods: L=Lectures, D=Discussion, GA=Group Activities, RP=Role Play, LA=Listening Activity

Assessments methods: AS = Assignment

Assessment Strategy:

Continuous Assessment	AS 1-15%	30%
	AS 2-15%	
*End Semester Examination	Oral and listening examination-20%	70%
	Written examination-50%	
Total		100%

*In the End Semester Examination, the student should obtain 40% of each examination; Oral and Listening Examination and Written Examination. If a student fails to obtain 40% of marks in each section, and fulfill other related requirements, then the student remains incomplete in the End Semester Examination.

- Oral and Listening Examination-Minimum 08 Marks
- Written examination-Minimum 20 Marks

Course Coordinator	Teaching Panel
P.N.N.D Dayarathne (nimesha@ssh.rjt.ac.lk)	P.N.N.D Dayarathne (nimesha@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Assignments															
End semester examination	After two weeks of study leave														

Recomonded Reading:

- Japan Foundation, (2013), *Marugoto: Japanese Language and Culture Starter A1* (Rikai)SANSHUSHA publishing Co., Ltd.
- Japan Foundation, (2013), *Marugoto: Japanese Language and Culture Starter A1* (Katsudo), SANSHUSHA publishing Co., Ltd.

Course Title: Kanji Characters, Reading, Comprehension and Composition-I

Course Code: JPNS 11022 (15:30:55)

Course Capsule:

Introduction to Japanese Kanji characters and its origin, Kanji characters used in introductory notes/speeches, Read and write introductory notes and speeches, Kanji characters used in shopping, Reading menus and name boards, Kanji characters related to dates and days , Kanji characters used in name boards and towns, Kanji characters related to entertaining events , Reading about life in Japan, Kanji characters related to email and letter writing , Kanji characters related to foods, Reading comprehension on food culture in Japan, Writing simple e-mail, letter and menu, Kanji characters related to family, Reading on Japanese schools,

Course Aim: To introduce Japanese Kanji characters as one of the three main writing systems in Japanese language and to introduce frequently used kanji characters in daily life in order to make them readable and writable with the practice of reading and comprehending skills in Japanese, enabling the students to read and write Kanji and use them in reading and compositions.

Course ILO s:

After completing this course, students should be able to:

1. define the origin of Japanese kanji characters and explain the history
2. write kanji characters with correct stroke order which appear in the textbook with related vocabulary
3. relate the studied kanji characters in practical reading and writing
4. read short written material and comprehend given questions
5. adopt various reading styles
6. write grammatically correct short essays, memos, e-mails, comments and small reports about daily life situations

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching /Learning Methods	Assessment Methods
				T	P	IL		
1	1	1	Japanese Kanji characters and its origin Discussion on origin of Kanji characters Find out origin stories of Kanji characters	1	2	5	L,D,GA	
2	2	2	Kanji characters used in introductory notes/speeches Practice Kanji writing Practice kanji in vocabulary	1	2	5	L,GA	
3	3	3,4	Introductory notes and speeches Comprehend the related questions on reading Practice reading passages	1	2	5	L,D,GA	
4	4	2	Kanji characters used in shopping Practice the writing ways and related vocabulary Practice the usage of Kanji characters	1	2	5	L,D	AS1 start
5	5	3,5	Reading menus and name boards Comprehend the given questions Make sentences using the Kanji vocabulary	1	2	3	L,D	AS 1 due

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching /Learning Methods	Assessment Methods
				T	P	IL		
6	6	2	Kanji characters related to dates and days Practice the writing of Kanji Practice Kanji with related vocabulary	1	2	3	L,D	
7	7	3	Kanji characters used in name boards and towns Read and identify Kanji in name boards Practice the Kanji given in the textbook	1	2	5	L,D,GA	AS 2 start
8	8	2	Kanji characters related to entertaining events Sentences using the learnt Kanji Practice further the vocabulary and Kanji	1	2	5	L, D, GA	AS 2 due
9	9	3,5	Read about life in Japan Comprehend the questions / write answers Practice Kanji in sentences	1	2	5	L,D	
10	10	2	Kanji characters related to email and letter writing E-mail writing E mail and letter writing	1	2	3	L,D	AS 3 start
11	11	2	Kanji characters related to foods	1			L,D,GA	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching /Learning Methods	Assessment Methods
				T	P	IL		
			Kanji in Sentences Practice with related vocabulary		2	5		AS 3 due
12	12	3,5	Reading comprehension on food culture in Japan Reading comprehension Prepare presentation on food culture in Japan	1	2	3	L,RP,LA	
13	13	4,6	Writing e-mails, letters and menu Writing short e-mails, letters and menus Writing tasks given in the classroom	1	2	1	L,D,GA	
14	14	2	Kanji characters related to family Kanji writing Kanji and Vocabulary practice	1	2	1	L,D	
15	15	3,5	Reading on Japanese schools Discuss the answers to given questions Write a report on comparing the school system of Japan and Sri Lanka	1	2	1	L,D	
			Total Notional Hours	15	30	55		

Teaching methods: L=Lectures, D=Discussion, RP=Role Play, LA=Listening Activity, GA=Group Activities

Assessments methods: AS = Assignment

Assessment Strategy:

Continuous Assessment	AS 1- 10%	30%
	AS 2- 10%	
	AS 3- 10%	
End Semester Examination		70%
Total		100%

Course Coordinator	Teaching Panel
P.N.N.D Dayarathne (nimesha@ssh.rjt.ac.lk)	P.N.N.D Dayarathne (nimesha@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Assignments															
End semester examination	After two weeks of study leave														

Recomonnded Reading:

- *Bunka G, (1996), Tanoshiku Yomo -I - Bonjinsha Publishers, Japan*
- *Chiko T,(2013),Tanoshi Yomimono (Shokyu and Chukyu)- Aruku Publishers, Japan*
- *Yamaguchi C, (2018), Kanji Tamago- Shokyu(Beginners)- Bonjinsha Publishers , Japan*
- *E-resources*

Course Title: Japanese for Communication-II

Course Code: JPNS 12012 (15:30:55)

Course Capsule:

Talk about your daily routine and schedule, talk about hobbies and day offs, Recognize station and taxi signs and say your destination using a map, talk and write about what you want to shop and shopping experiences, Write about travelling experiences, Read and write short blog and birthday cards, Make greeting cards, Life and culture-Japanese seasonal events, national holidays, Japanese pop culture, Japanese technology

Course Aim:To teach grammar structures, related vocabulary and cultural backgrounds to suit daily conversations and practice various types of writing such as blogs, e-mails etc, enabling the students to converse smoothly in above situations using appropriate sentence structures and vocabulary with acceptable Japanese pronunciation with small writings which give important information while clearly differentiating the cultural diversities.

Course ILO s:

After completing this course, students should be able to:

1. communicate verbally in Japanese in linguistically and culturally appropriate ways in daily situations
2. use complex sentences and grammatical structures that appear in written Japanese texts and comprehend according to the given context.
3. utilize the vocabulary, idioms and other commonly-used expressions that appear in the textbook materials in speaking and writing
4. express own opinions regarding Japanese culture and customs that are introduced in class

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching Methods	Assessment Methods
				T	P	IL		
1,2	1	1	Daily routine and schedule Write one's own daily routine Prepare a one day schedule	2	4	1	L,D	
3,4	2	1	Hobbies and day offs Discuss on activities done on days off Write a report on hobbies	2	4	6	L,D	AS 1 starts (3 rd week)
5	3	1	Map reading Practice using maps Prepare a direction chart to a particular destination	1	2	3	L,D,GA	AS 1 due
6,7	4	1,2	Shopping experiences Role play on shopping scene Write about shopping experiences	2	4	6	L,D	
8,9	5	2	Travelling experiences (Travel Japan) Discuss on travelling experiences Create a travel plan	2	4	10	L,D,RP,LA	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching Methods	Assessment Methods
				T	P	IL		
10	6	3	Short blog writing Read blogs Write blogs and birthday cards	1	2	5	L,D,RP,LA	AS 2 start
11	7	3	Make greeting cards Discuss on what should be written on greeting cards according to Japanese culture Make greeting cards	1	2	3	L,D,RP,LA ,GA	
12	8	4	Life and culture-Japanese seasonal events Discuss on Japanese seasonal events Make poster presentation on Seasonal events in Japan	1	2	5	L,D,RP,LA	AS 2 due
13	9	4	Life and Culture-National holidays in Japan Discuss on Japanese holidays Make a chart on Japanese holidays	1	2	5	L,D,RP,LA ,GA	
14	10	4	Japanese pop culture Discuss on new trends in Japanese pop culture Search about Japanese pop culture	1	2	6	L,D, RP,LA	
15	11	4	Innovations in Japanese technology Prepare presentation on Japanese technology	1	2	5	L,D,GA	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching Methods	Assessment Methods
				T	P	IL		
			Search more on Japanese technology					
			Total Notioanl Hours	15	30	55		

Teaching methods: L=Lectures, D=Discussion, RP=Role Play, LA=Listening Activity, GA=Group Activities

Assessments methods: AS = Assignment

Assessment Strategy

Continuous Assessment	AS 1-15%	30%
	AS 2-15%	
*End Semester Examination	Oral and listening examination-20%	70%
	Written examination-50%	
Total		100%

*In the End Semester Examination, the student should obtain 40% of each examination; Oral and Listening Examination and Written Examination. If a student fails to obtain 40% of marks in each section, and fulfill other related requirements, then the student remains incomplete in the End Semester Examination.

- Oral and Listening examination-Minimum 08 Marks
- Written examination-Minimum 20 Marks

Course Coordinator	Teaching Panel
P.N.N.D Dayarathne (nimesha@ssh.rjt.ac.lk)	P.N.N.D Dayarathne (nimesha@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Assignments															
End semester examination	After two weeks of study leave														

Recomonded Reading:

- Japan Foundation, (2013), *Marugoto: Japanese Language and Culture Starter A1 (Rikai)*, SANSHUSHA Publishing Co., Ltd .
- Japan Foundation, (2013), *Marugoto: Japanese Language and Culture Starter A1 (Katsudo)*, SANSHUSHA Publishing Co., Ltd.

Course Title: Kanji Characters, Reading, Comprehension and Composition-II

Course Code: JPNS12022 (15:30:55)

Course Capsule:

Kanji characters related to hobbies, Kanji characters related to transportation, Kanji characters related to time and work, Kanji characters related to health conditions, Kanji characters related to seasons and leisure, Kanji characters related to caution marks, Kanji characters related to news and weather conditions

Course Aim:To teach kanji characters which are used in day to day life situations improving the ability of reading, comprehension and composition related to various current issues and situations in the Japanese society, enabling the students to read and write Japanese Kanji characters which are commonly used in daily life with reading, comprehension and composition skills.

Course ILO s:

After completing this course, students should be able to:

1. utilize the commonly used kanji characters in day to day situations while improving the reading and writing skills of each kanji character.
2. write the kanji characters in correct stroke order
3. read various types of written material matching the knowledge level of the students and explain the content and comprehend the related questions
4. compose the ideas in reports and essays

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching Methods	Assessment Methods
				T	P	IL		
1	1	1,2	Kanji characters related to hobbies Write Kanji characters according to stroke order Practice the Kanji with related vocabulary	1	2	5	L,RP,LA	
2	2	1,2	Kanji characters related to transportation Identify learnt Kanji and related vocabulary in text materials Practice the Kanji in reading, writing and usage	1	2	5	L,D,GA	
3	3	1,2	Kanji characters related to time and work Practice stroke orders and related vocabulary and use them in sentences Practice the Kanji in reading, writing and usage	1	2	5	L,RP,LA	AS 1 start As 1 due
4	4	1,2	Kanji characters related to health conditions Practice writing related to learnt Kanji Practice the Kanji in reading, writing and usage	1	2	5	L,RP,LA	
5	5	1,2	Kanji characters related to seasons and leisure Practice exercises Practice the Kanji in reading, writing and usage	1	2	5	L,RP,LA	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching Methods	Assessment Methods
				T	P	IL		
6	6	1,2	Kanji characters related to caution marks Read cautions through Kanji characters Practice the Kanji in reading, writing and using	1	2	5	L	
7	7	1,2	Kanji characters related to news and weather conditions Read news articles and identify the commonly used characters Practice the Kanji in reading, writing and usage	1	2	5	L,GA	AS 2 start As 2 due
8	8	3	Reading comprehension on Japan's transport system Discuss the answers Write one's opinion on Japanese transport system	1	2	3	L,RP,LA	
9	9	3	Reading comprehension on non-communicable diseases Discuss on non-communicable diseases in Japanese Find all the Japanese names for non-communicable diseases and make a list	1	2	3	L,GA	
10	10	3	Reading comprehension on Japan's four seasons Discuss and do a presentation on what the students know about Japan's seasons Make a poster on four seasons	1	2	5	L,GA	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching Methods	Assessment Methods
				T	P	IL		
11	11	4	Composition on one's favourite things in life Present individual ideas on favourite things and discuss how to write short descriptions on one's ideas Compose short descriptions in given topics	1	2	5	L,D,GA	
12	12	4	Official report writing Discuss main components of official reports Prepare official reports such as minutes, observation reports etc	1	2	1	L,D.GA	AS 3 start
13	13	4	Prompt essay writing Write an essay within the given time on a prompt topic Group work to practice prompt essay writing	1	2	1		
14,15	14.1 14.2	4	Prepared essay writing Discuss how to organize an essay Practice essay writing	2	4	2	L,RP,LA	AS 3 due
			Total Notional hours	15	30	55		

Teaching methods: L=Lectures, D=Discussion, RP=Role Play, LA=Listening Activity, GA=Group Activities

Assessments methods: AS = Assignment

Assessment Strategy:

Continuous Assessment	AS 1- 10%	30%
	AS 2- 10%	
	AS 3- 10%	
End Semester Examination		70%
Total		100%

Course Coordinator	Teaching Panel
P.N.N.D Dayarathne (nimesha@ssh.rjt.ac.lk)	P.N.N.D Dayarathne (nimesha@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Assignments															
End Semester examination	After the two weeks of study leave														

Recomonded Reading:

- *Bunka G, (1996), Tanoshiku Yomo -I - Bonjinsha Publishers, Japan*
- *Chiko T,(2013), Tanoshi Yomimono (Shokyu and Chukyu)- Aruku Publishers, Japan*
- *Yamaguchi C, (2018), Kanji Tamago- Shokyu(Beginners)- Bonjinsha Publishers ,Japan*

Course Title: Japanese for Communication-III

Course Code: JPNS 21012 (15:30:55)

Course Capsule:

Talk about where you and your family live, Talk about seasons and special events, customs and rituals related to the seasons , Greet people by talking about weather, ,Conversations over the phone, State recommendations for a visit, Describe objects, Talk about time and appointments, Practice apologizing, invitations and responds, Talk cultures of another country, Offer / accept help to someone with a problem, Read simple comments on websites and write comments, Read and write program of an event ,Kanji characters related to- family, seasons, places and objects, dates and time, events and programs

Course Aim: To teach grammar structures, related vocabulary and cultural backgrounds suited for daily conversations and to practice various types of writings and verbal presentation methods, enabling the students to converse smoothly in daily life using appropriate sentence structures and vocabulary in Japanese with improved reading, written listening skills

Course ILO s:

After completing this course, students should be able to:

1. communicate verbally in Japanese, in linguistically and culturally appropriate ways
2. gather information about topics that are of their interest, and effectively use them in conversations
3. read semi-authentic materials more extensively on topics covered in the textbook
4. utilize the vocabulary, idioms and other commonly-used expressions that appear in writing practices
5. read, write and utilize the Kanji characters which appear in the textbook related to every topic

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching Methods	Assessment Methods
				T	P	IL		
1	1	1	My Family Role play Practice how to say places we live in	1	2	3	L,RP,LA ,GA	
2	2	1,2	Seasons and special events, customs and rituals related to the seasons Discuss on Japanese seasons and events related Search more on Japan and its seasons	1	2	5	L, RP,LA	
3	3	1,2	Greet people (related to weather conditions) Discuss on greetings related to weather Create conversations with greetings related to weather	1	2	5	L,D	
4	4	1,2	Telephone conversations Role play Practice conversations	1	2	3	L,RP,LA	AS1 start
5	5	1	Recommendations for a visit Discuss how to recommend places Write a recommendation	1	2	3	L	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching Methods	Assessment Methods
				T	P	IL		
6	6	1	Describe objects Describe objects with role play Write descriptions on given objects for example	1	2	4	L	As 1 due
7	7	1	Time and appointments Role play Practice how to place an appointment	1	2	5	L,D,GA	
8	8	1	Apologizing, invitations and responds Role play on given situations Practice special expressions	1	2	5	L,RP,LA	
9	9	1	Different cultures of another country Discuss on cultural diversities Write a report on cultural diversities in the world	1	2	5	L,GA,D	
10	10	1	Offer/accept help to someone with a problem Role play Practice expressions	1	2	5	L,RP,LA	AS 2 start

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching Methods	Assessment Methods
				T	P	IL		
11	11	4	Read and write simple comments on websites Write comments to statements Read comments on website and interpret them	1	2	6	L,RP,LA ,GA	
12	12	4	Read and write program of an event Write a program Practice program writing	1	2	3	L,GA	AS 2 due
13	13	5	Kanji characters related to family Make sentences using the Kanji Practice the writing and usage of each Kanji	1	2	1	L,D	
14	14	5	Kanji related to seasons, places and objects Make sentences using the Kanji Practice the writing and usage of each Kanji	1	2	1	L, D	AS 3 start
15	15	5	Kanji related to-dates, time, events and programs Make sentences using the Kanji Practice the writing and usage of each Kanji	1	2	1	L,D	AS 3 due
			Total Notional Hours	15	30	55		

Teaching methods: L=Lectures, D=Discussion, RP=Role Play, LA=Listening Activity, GA=Group Activities

Assessments methods: AS = Assignment

Assessment Strategy:

Continuous Assessment	AS 1- 10%	30%
	AS 2- 10%	
	AS 2- 10%	
*End Semester Examination	Oral and listening Examination-20%	70%
	Written Examination-50%	
Total		100%

*In the End Semester Examination, the student should obtain 40% of each examination; Oral and Listening Examination and Written Examination. If a student fails to obtain 40% of marks in each section, and fulfill other related requirements, then the student remains incomplete in the End Semester Examination.

- Oral and Listening Examination-Minimum 08 Marks
- Written examination-Minimum 20 Marks

Course Coordinator	Teaching Panel
PN.N.D Dayarathne (nimesha@ssh.rjt.ac.lk)	P.N.N.D Dayarathne (nimesha@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Assignments															
End semester examination	After two weeks of study leave														

Recomonded Reading:

- Japan Foundation, (2013), *Marugoto: Japanese Language and Culture Elementary1- A2 (Rikai)*, SANSHUSHA Publishing Co., Ltd
- Japan Foundation, (2013), *Marugoto: Japanese Language and Culture Elementary1-A2 (Katsudo)*, SANSHUSHA Publishing Co., Ltd.

Course Title: Japanese through Classical and Modern Literature

Course Code: JPNS 21022 (15:30:55)

Course Capsule:

*Introduction to ancient Japanese eras, *Introduction to modern Japanese literature, *Introduction to classical prose in Japanese literature, *Introduction to classical Japanese *waka* poetry, Read simplified versions of classical prose in Japanese literature-*kojiki* and *nihonshoki*, Read simplified versions of classical prose in Japanese literature-*monogatari*, Read ancient Japanese poetry collections-*manyoushu*, *kokinwakashu* and *shinkokinwakashu*, Read Natusme Soseki-*yumejuya* and *eijitsushouhin*, Read Dasi Osamu- *oogonnfuukei*, Read modern Japanese poetry- Miyazawa Kenji's *amenimomakezu* and *muramichi*, Discussion on classical prose literature and its special features, Discussion on classical Japanese poetry and modern poetry, Discussion on modern Japanese literature and its features, Translate Japanese children's literature in to Sinhala or English, Compose simple poetry and simple stories in Japanese

**ALL THE INTRODUCTION PARTS WILL BE DELIVERED IN ENGLISH, NOT IN JAPANESE -LESSON 1 TO 4*

Course Aim: To introduce classical and modern Japanese literature to feel how the Japanese people see the world, enabling the students to read and paraphrase Japanese literature, touch Japanese people's thoughts and feelings through literature, practice composition of own creative ideas

Course ILO s:

After completing this course, students should be able to:

1. demonstrate the significance of classical and modern Japanese literary eras and their features
2. read and paraphrase classical and modern literature.
3. recognize the various elements; language and themes of classical and modern Japanese literature
4. create own literary work in Japanese style (poetry or prose)
5. perform translation skill

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching Methods	Assessment Methods
				T	P	IL		
1	1	1	* Identify the special features on ancient Japanese eras Q & A session on ancient Japanese literature Read more on ancient Japanese literature	1	2	5	L,D	
2	2	1	*Discussion on modern Japanese literature Q & A session on modern Japanese literature Read more on modern Japanese literature	1	2	6	L,D	
3	3	1	*Discussion on classical prose in Japanese literature Q & A session on classical prose Japanese literature Read more on classical Japanese literature	1	2	5	L,D	
4	4	1	*Discussion on classical Japanese <i>waka</i> poetry Q & A session on <i>waka</i> Read more on <i>waka</i>	1	2	8	L,D	AS 1 start
5	5	2	Simplified versions of classical prose in Japanese literature- <i>kojiki</i> and <i>nihonshoki</i> Write meaning in simple Japanese Write own opinions on what was read in the class	1	2	5	L,D	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching Methods	Assessment Methods
				T	P	IL		
6	6	2	Simplified versions of classical prose in Japanese literature- <i>monogatari</i> Write meaning in simple Japanese Write own opinions on what was read in the class	1	2	5	L,D	AS 1 due
7	7	2	Ancient Japanese poetry collections- <i>manyoushu</i> , <i>kokinwakashu</i> and <i>shinkokinwakashu</i> Write meaning in simple Japanese Write own opinions on what was read in the class	1	2	8	L,D	
8	8	2	Natusme Soseki- <i>yumejuya</i> and <i>eijitsushouhin</i> Write meaning in simple Japanese Write own opinions on what was read in the class	1	2	6	L,D,GA	
9	9	2	Dasi Osamu- <i>oogonnfuukeyi</i> Write meaning in simple Japanese Write own opinions on what was read in the class	1	2	1	L,D	
10	10	2	Modern Japanese poetry-Miyazawa Kenji's <i>amenimomakezu</i> and <i>muramichi</i> Write meaning in simple Japanese Write own opinions on what was read in the class	1	2	1	L,D	AS 2 start

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching Methods	Assessment Methods
				T	P	IL		
11	11	3	Discussion on classical prose literature and its special features List the special features identified in classical prose in Japan Search and read more on classical prose	1	2	1	L,D	
12	12	3	Discussion on modern Japanese literature and its features Presentation on modern Japanese literature (group) Read and search more on modern Japanese literature	1	2	1	L,D	
13	13	3	Discussion on classical Japanese poetry and modern poetry Demonstrate the differences between two poetry eras Write a report based on the information gathered during the lecture time	1	2	1	L,D	AS 2 due
14	14	4	Compose simple poetry and simple stories in Japanese Make one's own creative work in Japanese Develop the compositions further	1	2	1	L,D,GA	
15	15	5	Translate Japanese children's literature in to Sinhala or English Select the specific story that would be translated Translate the selected work	1	2	1	L,D	
			Total Notional Hours	15	30	55		

Teaching methods: L=Lectures, D=Discussion, RP=Role Play, LA=Listening Activity, GA=Group Activities

Assessments methods: AS = Assignment

Assessment Strategy:

Continuous Assessment	AS 1-15%	30%
	AS 2 -15%	
End Semester Examination	End semester examination	70%
Total		100%

Course Coordinator	Teaching Panel
P.N.N.D Dayarathne (nimesha@ssh.rjt.ac.lk)	P.N.N.D Dayarathne (nimesha@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Assignments															
End semester examination	After two weeks of study leave														

Recomonded Reading:

- *Rathnayake D, Jayathilake D, (2018),Nihon Bungakushi;Vidyalankara Printers, Kelaniya*
- *Takashi S, (2010),Ikkini yomeru-Natsume Soseki, Dasai Osamu ,Rondansha Publishers, Japan*
- *E-resource- Modern Japanese literature history*
- *E-resources- Kenji miazawa*

Course Title: Japanese for Communication-IV

Course Code: JPNS 22012 (15:30:55)

Course Capsule:

Talking on going on a picnic, Leaving comments /complements on what you see- food, dresses and goods, Talk about business trips and schedules, Greet a visitor arriving /parting at the airport and check hotel availabilities, Read a business trip schedule, Introducing people to others, Talk about one's feelings , Suggest what is good and bad for the health, Read and answer a simple questionnaire on health, Make a simple presentation about the result of a questionnaire, Talk about celebrations in life, Read and write congratulatory message, Life and culture-lunch boxes in Japan, Japanese companies, giving presents, health conditions, Life and culture-green concepts in Japan, travelling destinations, Kanji -related to travel, Official schedule, health, celebrations

Course Aim: To teach grammar structures, related vocabulary and cultural backgrounds to suit daily conversations of situations and to practice various types of writing, enabling the students to converse smoothly in above situations using appropriate sentence structures and vocabulary in Japanese and present the ideas through various written and verbal modes.

Course ILOs:

After completing this course, students should be able to:

1. make conversations on topics covered in the textbook and the spoken Japanese used in class activities utilizing vocabulary, idioms and other commonly-used expressions that appear in the textbook materials in speaking and writing
2. re-create and utilize complex sentences and grammatical structures that appear in written Japanese texts and write a short / long description on topics covered in textbook
3. make presentations in Japanese
4. relate the topics covered in the textbook in real life situations such as Japanese culture related topics and express their own opinions regarding Japanese
5. read, write and utilize the Kanji characters that appear in the text book related to every topic

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching Methods	Assessment Methods
				T	P	IL		
1	1	1	Talk on going on a picnic Role play Practice related expression	1	2	3	L,D	
2	2	1	Leave comments /complements on what you see- food,-dresses and goods Make comments on what you see in the classroom Write comments on goods you see during shopping	1	2	3	L,D,GA	
3	3	1	Talk about business trips and schedules Read business schedules and identify what to write as group work Write business trip schedules	1	2	3	L,D	AS 1 start As 1 due
4	4	1	Greet a visitor arriving /parting at the airport and check hotel availabilities Role play Practice more on expressions related to situation	1	2	3	L, RP,LA	
5	5	1	Introduce people to others Role play on third person introduction Write an introduction of a third person	1	2	5	L,D,GA	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching Methods	Assessment Methods
				T	P	IL		
6	6	1	Talk about one's feelings Perform 2 mins individual speech on what you feel Write a short description on what you feel in different situations	1	2	5	L,GA	
7	7	1	Suggestions and recommendations related to health Role play Write a report on what is good and bad for health	1	2	5	L,D	
8	8	1	Talk about celebrations in life List what are celebrations in life and speak on one of them Write about life's celebrations	1	2	5	L,GA	
9	9	2	Business trip schedule Discuss on writing business schedules Write your own business schedule	1	2	5	L	
10	10	2	Read and answer a simple questionnaire on health Prepare questionnaires on given topic Practice the language used in questionnaires	1	2	5	L,GA	AS 2 start AS 2 due
11	11	2	Read and write congratulatory message Practice writing congratulatory messages Practice on writing	1	2	5	L,RP	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching Methods	Assessment Methods
				T	P	IL		
12	12	3	<p>Make a simple presentation about the result of a questionnaire</p> <p>Conduct small questionnaire survey and present the results in front of the class</p> <p>Do more questionnaire surveys among colleagues</p>	1	2	5	L,D,GA	
13	13	4	<p>Explore Life and culture in Japan-lunch boxes in Japan, Japanese companies, giving presents</p> <p>Present your own ideas on the topics</p> <p>Write reports on what was discussed</p>	1	2	1	L,GA	
14	14	4	<p>Watch vedioes on Life & culture- health conditions, green concepts in Japan, travelling destinations</p> <p>Debate on discussed topics comparing Si Lankan situations</p> <p>Write reports on what was discussed</p>	1	2	1	L,D	
15	15	5	<p>Read and write Kanji -related to travel, official schedules, health, celebrations</p> <p>practice and utilize the Kanji in sentences</p> <p>Practice Kanji with vocabulary</p>	1	2	1	L,GA	AS 3 start AS 3 due
			Total Notional Hours	15	30	55		

Teaching methods: L=Lectures, D=Discussion, RP=Role Play, LA=Listening Activity, GA=Group Activities

Assessments methods: AS = Assignment

Assessment Strategy:

Continuous Assessment	Group presentation- 10%	30%
	Grammar Test- 10%	
	Kanji Test- 10%	
*End Semester Examination	Oral and listening Test-20%	70%
	Written Test-50%	
Total		100%

*In the End Semester Examination, the student should obtain 40% of each examination; Oral and Listening Examination and Written Examination. If a student fails to obtain 40% of marks in each section, and fulfill other related requirements, then the student remains incomplete in the End Semester Examination.

- Oral and Listening Examination-Minimum 08 Marks
- Written examination-Minimum 20 Marks

Course Coordinator	Teaching Panel
P.N.N.D Dayarathne (nimedilsha@yahoo.com)	P.N.N.D Dayarathne (nimesha@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Assignments															
End semester examination	After two weeks of study leave														

Recomonded Reading:

- Japan Foundation, (2013). *Marugoto: Japanese Language and Culture Elementary1- A2 (Rikai)*; SANSHUSHA Publishing Co., Ltd.
- Japan Foundation, (2013). *Marugoto: Japanese Language and Culture Elementary1- A2 (Katsudo)*; SANSHUSHA Publishing Co., Ltd.

Course Title: Japanese for Professional Purposes

Course Code: JPNS 22022 (15:45:40)

Course Capsule:

Develop translation and interpretation skills in specific fields, Technical and literary translation, Interpretation and related skills development, Teaching Japanese as a foreign language, Modern teaching practices for effective foreign language learning, teaching practices

Course Aim: To develop basic professional skills required for professional translations, interpretations, tourism industry related carriers and teaching skills enabling the students to perform well in their selected professions after the graduation.

Course ILO s:

After completing this course, students should be able to:

1. demonstrate the knowledge of basic concepts of translation theory and practice
2. analyze a text, devise an approach to translating it that will meet the needs of a particular situation, and produce quality translations with correct format while being familiar with translation resources and use them effectively
3. follow interpretation rules and perform accurate interpretations in specific fields
4. demonstrate basic theories and most common practices of teaching Japanese as a foreign language
5. perform as a teacher in front the classroom and receive and offer constructive peer feedback

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching Methods	Assessment Methods
				T	P	IL		
1	1	1	Discussion on fields of translation and translation methods Search more on translation fields and new trends Write a note on Translation studies	1	3	4	L,D	
2	2	1	Importance of having translation skills as a foreign language learner Discuss on new trends in translation Find more on translation studies	1	3	4	L,D	
3	3	2	Define Technical translation and Literary translation Discuss on the differences and similarities of technical and literal translations Write a report on literary and technical translation	1	3	4	L,D,GA	AS 1 start
4	4	2	Problems in translation in different fields Discussion on real time problems encountered by a translator Translate a selected literary and technical writing	1	3	4	L,D,GA	AS 1 due
5	5	2	Tourism and Language learning	1			L,D	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching Methods	Assessment Methods
				T	P	IL		
			Discussion on opportunities in the field of tourism for Japanese Language learners Find more on Japanese attractions in Sri Lanka		3	4		
6	6	2	Tour guiding for Japanese Market Discussion on norms and customs for tour guiding Self preparation as a tour guide	1	3	3	L,D,GA	
7	7	3	What is an interpretation Practice Interpretation - Sinhala/English to Japanese Practice more on Interpretation	1	3	3	L, RP,LA	
8	8	3	Practice Interpretation -Japanese to Sinhala/ English Discuss problems in interpretation More practices on Interpretation	1	3	3	D,GA	AS 2 start
9	9	4	Teach Japanese as a foreign language Discussion on new trends in teaching Japanese Write a report on new trends in teaching Japanese	1	3	1	L, RP,LA ,D	AS 2 due
10	10	4	Language Teaching methodologies	1			L,D,GA	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching Methods	Assessment Methods
				T	P	IL		
			Discussions on pros and cons of teaching methodologies Prepare a chart on the evaluation of language teaching		3	2		
11	11	5	A teaching Plan Prepare teaching plan Enhance a teaching plan with new features	1	3	2	L,D,GA	
12	12	5	Effective use of a class room in teaching Discussion on using the class room effectively Report writing on teaching aids	1	3	2	L,D	
13	13	5	Feedbacks and evaluations Prepare evaluation rubrics and feedback forms Make own rubrics and feedback forms	1	3	1	L,D,GA	
14	14	5	Teaching practice-I Prepare lesson plans and evaluation criterias More practices on teaching	1	3	1	L,D	AS 3 start AS 3 due
15	15	5	Teaching practice-II Prepare lesson plans and evaluation criterias More practices on teaching	1	3	2	L,D	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching Methods	Assessment Methods
				T	P	IL		
			Total Notional Hours	15	45	40		

Teaching methods: L=Lectures, D=Discussion, RP=Role Play, LA=Listening Activity, GA=Group Activity

Assessments methods: AS = Assignment

Assessment Strategy:

Continuous Assessment	AS 1-10%	30%
	AS 2-10%	
	AS 3-10%	
*End Semester Examination	Practical examination on Interpretation and teaching Japanese-20%	70%
	Written examination -50%	
Total		100%

*In the End Semester Examination, the student should obtain 40% of each examination; Practical examination on translation/interpretation and Teaching Japanese. If a student fails to obtain 40% of marks in each section, and fulfill other related requirements, then the student remains incomplete in the End Semester Examination.

- Translation/Interpretation and teaching Japanese practical examination-Minimum 08 Marks
- Written examination-Minimum 20 Marks

Course Coordinator	Teaching Panel
P.N.N.D Dayarathne (nimesha@ssh.rjt.ac.lk)	P.N.N. D Dayarathne (nimesha@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Assignments															
End semester examination	After two weeks of study leave														

Recomonded Reading:

- Rathnayake D; *Japan Bhashawa igenweema,(2020) Nihongo wo oshieru –nihongokyoushihenoyasashii shidoo*; Wijitha Yapa publishers
- Yukata A,Mika A (2019)*Shigotoni sugu tsukaeru nihongo hyougen,Futami Publishers, Japan*
- E resources

Course Title: Japanese for Communication-V

Course Code: JPNS 31012 (15:30:45)

Course Capsule:

Give a detailed self- introduction, describe physical appearance, talk about your recommended dish and order a meal, Talk about new trends in the world, Talk about personal experiences and childhood memories, Online shopping, Life and eco-friendly activities, Talk about famous people, Participate in volunteering works, Writing vertically in Japanese, Writing blogs, Kanji related to physical appearance, Kanji related to food, Kanji related to services

Course Aim: To teach grammar structures, related vocabulary and cultural backgrounds to suit daily conversations and to practice various types of writings and readings with cultural awareness, enabling the students to converse smoothly using appropriate sentence structures and vocabulary in Japanese while clearly differentiating the cultural diversities related to different situations

Course ILO s:

After completing this course, students should be able to:

1. perform face-to-face, casual-style conversations and formal conversations on topics covered in textbook
2. practice and perform polite expressions used in service encounters
3. utilize vocabulary, expressions, formal and informal writing styles
4. read and comprehend the content of given topic
5. utilize Kanji characters in reading and writing

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching Methods	Assessment Methods
				T	P	IL		
1	1	1	Detailed self- introduction Present fully detailed self- introduction Practice the expressions	1	2	1	L,D,GA	
2	2	1	Describe physical appearance Perform a presentation on physical appearance of someone who you like most Write about someone's physical appearance	1	2	4	L,D,GA,RP,LA	
3	3	1	Talk about new trends in the world Presentation of posters on new trends in the world Write an essay on trends in the world	1	2	5	L,D,GA	
4	4	1	Talk about personal experiences and childhood memories Present one's own childhood memory Write about one's personal experience in a paragraph	1	2	5	L,D,GA,RP,LA	AS 1 start
5	5	1	Discussion on Online shopping Do simple online shopping	1	2		L,D	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching Methods	Assessment Methods
				T	P	IL		
			Find web site in Japanese to do online shopping			5		
6	6	1	Vedioes on Life and eco-friendly activities Present on eco-friendly activities (group)	1	2	1	L,D,RP	
7	7	1	Talk about famous people Present on one famous person liked most (group) Write a simple article on a famous person	1	2	5	L,D,RP	AS 1 due
8	8	2	Talk about recommended dish and order a meal Role play	1	2	1	L,D	
9	9	2	Participate in volunteering work speak about why you like to participate volunteering works Participate in volunteering work	1	2	5	L,D	
10	10	3	Writing vertically in Japanese Use vertical note pads and practice writing Practice more on vertical writing	1	2	5	L	AS 2 start
11	11	3	Write blogs	1			L,D	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching Methods	Assessment Methods
				T	P	IL		
			Select some blogs and discuss its features Write your own blog		2	5		
12	12	4	various types of blogs and summarize ideas Read Blogs Write Blogs	1	2	1	L,D	
13	13	5	Kanji related to physical appearance Practice more on vocabulary Write sentences using the Kanji	1	2	4	L,D,GA	AS 2 due
14	14	5	Kanji related to foods Practice more on vocabulary Write sentences using Kanji	1	2	4	L,D,GA	
15	15	5	Kanji related to services Practice more on vocabulary Write sentences using Kanji	1	2	4	L,D,GA	AS 3 start AS 3 due
			Total Notional Hours	15	30	55		

Teaching methods: L=Lectures, D=Discussion, RP=Role Play, LA=Listening Activity

Assessments methods: AS = Assignment

Assessment Strategy:

Continuous Assessment	AS 1- 10%	30%
	AS 2- 10%	
	AS 3- 10%	
*End Semester Examination	Oral and listening examination-20%	70%
	Written examination-50%	
Total		100%

*In the End Semester Examination, the student should obtain 40% of each examination; Oral and Listening Examination and Written Examination. If a student fails to obtain 40% of marks in each section, and fulfill other related requirements, then the student remains incomplete in the End Semester Examination.

- Oral and Listening Examination-Minimum 08 Marks
- Written examination-Minimum 20 Marks

Course Coordinator	Teaching Panel
P.N.N.D Dayarathne (nimesha@ssh.rjt.ac.lk)	P.N.N.D Dayarathne (nimesha@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Assignments															
End semester examination	After two weeks of study leave														

Recomonded Reading:

- Japan Foundation, (2013), *Marugoto: Japanese Language and Culture Elementary2- A2(rikai)*;SANSHUSHA Publishing Co., Ltd.
- Japan Foundation, (2013), *Marugoto: Japanese Language and Culture Elementary2- A2(katsudo)*;SANSHUSHA Publishing Co., Ltd.
- Japan Foundation, (2013), *Marugoto: Japanese Language and Culture B-1*;SANSHUSHA Publishing Co., Ltd.

Course Title: Guide to Japanese Language Proficiency Test (JLPT N4)

Course Code: JPNS 31022 (12:33:55)

Course Capsule:

Introduce grammar structures appearing in N4 examination, Practice Kanji characters recommended for N4, Practice listening activities recommended for N4, Practice examination model questions paying special attention to vocabulary items, grammar, kanji and listening.

Course Aim: To provide the relevant knowledge to all the undergraduates who follow Japanese as the main subject in their Degree program and create confidence for sitting JLPT N4 examination. The course covers all the needed grammatical, vocabulary, kanji, reading and listening knowledge, enabling the students to pass the N4 examination and obtain international Japanese language qualification with the Degree.

Course ILO s:

After completing this course, students should be able to:

1. use every grammar pattern appearing in N4 syllabus in any context (sentences, conversations, reading passages etc)
2. read all the kanji characters appearing in N4 syllabus in any context
3. read and comprehend various question types
4. listen and comprehend the questions related to the audio
5. pass JLPT-N4 examination (International Standard Examination) held twice a year; June or December and obtain the international qualification.

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching Methods	Assessment Methods
				T	P	IL		
1	1	1	Grammar structures appearing in N4 examination Answer the questions given Practice grammar notes	1	2	3	L,D	
2	2	1	Grammar structures appearing in N4 examination Answer the questions given Practice grammar notes	1	2	3	L,D	AS 1start
3	3	1	Grammar structures appearing in N4 examination Answer the questions given Practice grammar notes	1	2	4	L,D	AS 1 due
4	4	2	Kanji characters in N4 Answer the questions given Practice Kanji notes	1	2	5	L,D	
5	5	2	Kanji characters in N4 Answer the questions given	1	2		L,D	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching Methods	Assessment Methods
				T	P	IL		
			Practice Kanji notes			5		
6	6	2	Kanji characters in N4 Answer the questions given Practice Kanji notes	1	2	3	L,D	
7	7	3	Reading comprehension related to N4 level Answer the questions given Practice reading comprehension	1	2	4	L,D	
8	8	3	Reading comprehension related to N4 level Answer the questions given Practice reading comprehension	1	2	5	L,D	AS 2 start
9	9	3	Reading comprehension related to N4 level Answer the questions given Practice reading comprehension	1	2	3	L,D	As 2 due
10	10	4	Listening activities recommended for N4 Answer the questions given Practice listening exercises	1	2	3	L,D	
11	11	4	Listening activities recommended for N4	1			L,D	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching Methods	Assessment Methods
				T	P	IL		
			Answer the questions given Practice listening exercises		2	3		
12	12	4	Listening activities recommended for N4 Answer the questions given Practice listening exercises	1	2	3	L,D,LA	As 3 start As 3 due
13	13	5	Practice examination model questions paying special attention to vocabulary items, grammar, kanji and listening Practice model papers individually	00	3	5	L,D, LA	
14	14	5	Practice examination model questions paying special attention to vocabulary items, grammar, kanji and listening Practice model papers individually	00	3	3	L,D	
15	15	5	Practice examination model questions paying special attention to vocabulary items, grammar, kanji and listening Practice model papers individually	00	3	3	L,D	
			Total Notional Hours	12	33	55		

Teaching methods: L=Lectures, D=Discussion, LA=Listening Activity

Assessments methods: AS = Assignment

Assessment Strategy:

Continuous Assessment	Grammar Test- 10%	30%
	Reading comprhensio test- 10%	
	Listening Test- 10%	
*End Semester Examination	listening Test-20%	70%
	Written Test-50%	
Total		100%

*In the End Semester Examination, the student should obtain 40% of each examination; Listening Examination and Written Examination. If a student fails to obtain 40% of marks in each section, and fulfill other related requirements, then the student remains incomplete in the End Semester Examination.

- Listening examination-Minimum 08 Marks
- Written examination-Minimum 20 Marks

Course Coordinator	Teaching Panel
P.N.N.D Dayarathne (nimesha@ssh.rjt.ac.lk)	P.N.N.D Dayarathne (nimesha@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Assignments															
End semester examination	After two weeks of study leave														

Recomonded Reading:

- *Kaori N,shouko Y, (2012) ,Kansenmasuta N4, Aruku Publishers, Japan E- resources (Listening, Reading, Kanji and Vocabulary e-resources related to N 4 syllabus content*

Management

Course Name: Principles of Management

Course Code: MNGT 11012 (30: 00: 70)

Course Capsule: Definitions of management, Management -Science or art? ,Basic concepts of management, Management process, Managerial roles, Managerial skills, Evolution of management, Pre-scientific management period, Classical theory, Behavioral approach, Management science approach, Modern approach, Functions of management, Levels of management, Ethics and Social responsibility.

Course Aim: To teach and guide students a better understanding of basic managerial concepts necessary for management studies and provide with learning opportunities to broaden their understanding of the historical background of the evaluation of management thought and practical implications of the concepts of management enabling students to apply management concepts.

Course ILOs:

After Completing this course, student should be able to:

1. demonstrate relevant theoretical knowledge of the management course
2. explain personal attributes, and competencies that are required for the managerial position
3. outline the historical evaluation of management theories
4. describe the four management functions of planning, organizing, leading, and controlling
5. explain how decisions are made within an organization and how those decisions are communicated to the various stakeholders
6. differentiate the kinds of management approaches

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
1	1	1	Defining the term management, understand the role of management.	1	-	5	L,D	
2	2	1	Identifying the basic concepts: organization, goals, objectives, vision, mission, resources, efficiency and effectiveness and management process and social responsibility.	4	-	5	L,D	
3	3	2,4	Explaining the managerial roles.	2	-	5	L	
4	4	2,5	Classifying the managers and managerial skills.	2	-	5	L	AS 1 Start
5	5	1	Defining the management matrix and identify the different challenges of managers.	1	-	5	L,D	
6	6	3	Discussing the Evolution of management: Pre scientific management period, classical theory	2	-	5	L	
7	7	3	Discussing the Evolution of management: Behavior approach, Management Science approach	1	-	5	L, PL	AS 1 due
8	8	1	Discussing the Modern approach: System approach, MBO, Contingencies approach, Japanese management approach, Theory of excellence, Z theory	3	-	5	L	
9	9	3	Discussing of Functions of management – Planning	2	-	5	L,D	
10	10	3	Discussing of Functions of management – Organizing	2	-	5	L	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
11	11	6	Discussion of Functions of management – Directing: Leadership, Motivation and Communication	2	-	5	L,D	
12	12	6	Explaining the Functions of management – Controlling	2	-	5	L	
13	13	6	Discussing the Ethics and social responsibility	2	-	2	L D, PL	AS 2 start
14	14	6	Discussing the Total Quality Management	1	-	4	L,D	
15	15	5,6	Explaining and discussing the Current trends in management	3	-	4	L,Q	AS 2 due
Total Notional Hours				30	-	70		

Teaching methods: L=Lectures, P=Practical, Q= Questioning, D=Discussion, PL= Peer Learning

Assessments methods: AS=Assignment

Assessment Strategy

Continuous Assessment	AS 1 - Individual Assignments – 20%	40%
	AS 2 - Group Assignment -20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Mrs. KS Denipitiya (denipitiya@ssh.rjt.ac.lk)	Mrs. KS Denipitiya (denipitiya@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Independent Learning															
Assignments															
End semester examination	after 2 weeks of study leave														

Recommended Reading:

- Daft, R.L. (2014). Management, Thompson South Western, India.
- Griffin, R.W. (2013). Management-Principles and Applications, AITBS Publishers, India.
- James, A. F.S., Freeman, R.E. and Gilhert, D.R. (2007). Management, Prentia Hill, India.
- Kathryn, M.B. and David, C.M. (1994).Management, Mc Grow Hill INC, India.
- චන්ද්‍රකුමාර, ඒග :1998*ග කළමනාකරණ මූලධර්ම, සංකල්ප හා කාර්යයන් , දීපානි ප්‍රින්ටස්, ශ්‍රී ලංකා.
- කචචාරච්චි, කේ. ඒ. එස්. ජී. (2013)ග කළමනාකරණ අනුකලිත ප්‍රවේශය, ඇස් ගොඩගේ සහ සහෝදරයෝ (පුද්.) සමාගම.
- උදයංග, එස්.(2006). කළමනාකරණය සරළව, තරංගි ප්‍රින්ටස්, ශ්‍රී ලංකා.

Course Name: Introduction to Business Environment

Course Code: MNGT 11022 (30: 00: 70)

Course Capsule: Background of Business, Scope of Business, Business Environment, Different Business Organizations, Business Information System, Supporting Services for Businesses, Government and Business, Consumer Behavior and Consumer Protection, Consumer Rights, Consumer, and the Environment.

Course Aim: To provide students with a better understanding of the basic concepts of the business system, with a specific focus to broaden the understanding of background and scope of the business, business process, government intervention into the business and relationship between business and environment enabling students to become effective entrepreneur.

Course ILOs:

After completing this course, student should be able to:

1. explain the basic concept in business.
2. discuss the scope of the businesses.
3. critically evaluate business processes.
4. discuss the methods of government intervention to the businesses.
5. analyze consumer behavior.
6. evaluate the relationship between businesses and the environment.

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching /Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1	Introducing the background of Business	1	-	3	L	
2	1.2	1	Identifying the theoretical Framework of Business Environment: Concepts, significance and nature of business environment Elements of environment – internal and external Changing dimensions of business environment Liberalization, Privatization and Globalization.	4	-	5	L,D	
3	2.1	2	Identifying the scope of Business	1	-	5	L,D	
4	2.2	2	Defining the Business Environment – Economic environment of Businesses, Political and Legal Environment of Business	2	-	4	L	
5	3	2,6	Defining the Business Environment- Socio, Cultural and International Environment, Technological Environment	2	-	4	L	
6	4.1	3,2	Differentiating the different Business Organizations (Private, Public, and Private Foreign)	2	-	4	L, D,	AS1 Start
7	4.2	3,2	Differentiating the different Business Organization (Sole trader business, Partnership, Pvt. Companies, Public Companies, PLCs, and other forms of Businesses)	3	-	5	L, D	
8	5	3	Introduction to Business Information System	1	-	5	L	AS1 due

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching /Learning Methods	Assessment Methods
				T	P	IL		
9	6.1	4	Discussing Supporting Services for Businesses (Banks, Non-banks, Insurance, Other financial intermediaries)	3	-	5	L, GD	
10	6.2	4	Discussing Supporting Services for Businesses (Transportation, Storage, Middleman, Communication)	3	-	5	L, Q, GD	
11	7	4	Defining the role of Government in business	1	-	5	L,D	
12	8.1	5	Understanding the Consumer Behavior in the market and identify the Consumer Protection measures	3	-	5	L, PL	AS2 start
13	8.2	5	Understanding the Consumer Behavior in the market and identifying the Consumer Protection measures	2	-	5	L, D	
14	9	5	Identifying the Consumer Rights	1	-	5	L	
15	10	6	Discussing the relationship between Consumer and the Environment	1	-	5	L,D	AS2 due
Total Notional Hours				30	-	70		

Teaching methods: L=Lectures, P=Practical, D=Discussion, GD= Group Discussion

Assessments methods: AS=Assignment.

Assessment Strategy

Continuous Assessment	Assignment 1 – 20%	40%
	Assignment 2 - 20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Mrs. KS Denipitiya (denipitiya@ssh.rjt.ac.lk)	Mrs. KS Denipitiya (denipitiya@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Independent Learning															
Assignments															
End semester examination	after 2 weeks of study leave														

Recommended Reading:

- Gupha, C.B. (2009). Business Studies, Indian Evon Printers (Delhi)
- මද්දුමගේ. ඒ. (2017). ව්‍යාපාර අධ්‍යයනය, පියසුරු මුද්‍රණාලය.
- බණ්ඩාරනායක, ජේ. (2018). ව්‍යාපාර අධ්‍යයනය, කරංචි මුද්‍රණාලය.

Course Name: Primary Functions of Management

Course Code: MNGT 12012 (30: 00: 70)

Course Capsule: Introduction to management process, Planning, Organizing, Direction, Controlling, Decision making, Problem solving.

Course Aim: To provide students a better understanding of the basic functions of management, institutional problems and decision making, organizational environment, communication methods in an institute, styles of leadership of managers, and practical usage of controlling methods and motivation methods in an institute enabling students to organize any kind of organization effectively.

Course ILOs:

After Completing this course, student should be able to:

1. explain the primary functions of management.
2. differentiate between the planning, organizing, leading and controlling functions of management.
3. apply those key functions in a practical working environment.
4. explain nature of different conflicts in an organization and demonstrate the ability to solve them.

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching / Learning Methods	Assessment Methods
				T	P	IL		
1	1	1	Introduction to Management Process	1	-	5	L	
2	2	1	Defining the concept of planning: nature of planning, importance of planning and 6Ps in planning	2	-	5	L, D	
3	3	1,2	Identifying Principles of planning, types of plans, steps in planning, strategy and strategic planning	2	-	5	L	
4	4	2	Identifying the difference between formal and informal organization, the structure and process of organizing, the logic of organizing, basic organization units	2	-	5	L,D	AS 1 start
5	5	1,2	Identifying the concept of departmentation, authority and power, line and staff concepts, delegation of authority, decentralization vs. centralization	2	-	5	L, D	
6	6	1,2	Introduction to motivation, historical perspectives, intrinsic/extrinsic motivation, cognitive perspectives, unconscious motivation (Freud's legacy)	2	-	5	L	AS1 due
7	7	1,2	Identifying the theories of motivation; early theories and contemporary theories	2	-	5	L	
8	8	2	Definition of leadership, nature of leadership, leadership styles based on the use of authority, leadership styles in managerial grid	2	-	4	L, D	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching / Learning Methods	Assessment Methods
				T	P	IL		
9	9	1,2	Theories related to leaders: trait theory of leadership, situational or contingency theories of leadership, path-goal theory of leadership	2	-	4	L, D	
10	10	2	Communication: process of communication, nature and importance, different communication methods, barriers, communication, formal and informal communication effective.	2	-	5	L, D	
11	11	1,2	Controlling: controlling defined, steps in the control process, importance of controlling in management, designing control systems	2	-	5	L	
12	12	1,3	Control systems, techniques, and tools	2	-	5	L, D	AS2 start
13	13	3	Decision-making and problem solving, different approaches for decision-making, decision-making process, different types of decisions	2	-	4	L,D	
14	14	3	Conflict management and its nature, interpersonal vs. intrapersonal conflicts, task conflict, relationship conflict, value conflict	2	-	4	L	AS2 Due
15	15	4	Other functional area of management: production, financial, marketing, human resource management	3	-	4	L	
			Total	30	00	70		

Teaching methods: L=Lectures, D=Discussion, SGW= Small Group work.

Assessments methods: AS=Assignment.

Assessment Strategy

Continuous Assessment	Assignment 1 – 20%	40%
	Assignment 2 -20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Mrs. KS Denipitiya (denipitiya@ssh.rusl.ac.lk)	Mrs. KS Denipitiya (denipitiya@ssh.rusl.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Independent Learning															
Assignments															
End semester examination	after 2 weeks of study leave														

Recommended Reading:

- චන්ද්‍රකුමාර, ඒග :1998)ග කළමනාකරණ මූලධර්ම, සංකල්ප හා කාර්යයන් , කර්තෘ ප්‍රකාශන
- කළුආරච්චි, කේ.ඒ.එස්.පී. (2013)ග කළමනාකරණ අනුකලිත ප්‍රවේශය, ඇස් ගොඩගේ සහ සහෝදරයෝ (පුද්.) සමාගම.
- උදයංග, එස්.(2006). කළමනාකරණය සරළව, තරංගි ප්‍රින්ටස්, ශ්‍රී ලංකා.
- Daft, R.L. (2014). Management, Thompson South Western, India.
- Griffin, R.W. (2013). Managerment-Principles and Applications, AITBS Publishers, India.
- James, A. F.S., Freeman, R.E. and Gilhert, D.R. (2007). Management, Prentia Hill, India.
- Kathryn, M.B. and David, C.M. (1994).Management, Mc Grow Hill INC, India.

Course Name: Basic Accounting

Course Code: MNGT 12022 (20: 20: 60)

Course Capsule: Overview of accounting, Users of financial accounting information, Business activities and transactions, Major forms of business organizations, Three categories of business activities, Examples of transactions under each category, Analysis of transactions: Basic transactions and their effects on the accounting equation, Summarizing the effects of transactions on financial performance and financial position, Double-entry Accounting, Preparation of double entries for business transactions, Accounting cycle, Summarizing the balances of ledger accounts in the trial balance, Bank Reconciliation Statement, Financial Statements of Sole Proprietorship, adjusting entries for accrual basis of accounting, Preparation of Statement of Income and Statement of Financial Position, Financial information for decision making.

Course Aim: To provide the students with an overall understanding of financial accounting in business organizations, which mainly covers basic concepts of financial accounting, procedures used in the identification of daily business transactions to the preparation of financial statements, and the use of financial accounting information in financial decision making so that students will be able to keep account records of their small business.

Course ILOs:

After Completing this course, student should be able to:

1. explain the role of financial accounting in a business organization
2. discuss effects of business transactions on financial position and performance of a business organization
3. demonstrate knowledge of each step in the accounting cycle.
4. Describe the basic business transactions in prime-entry books and ledger.
5. prepare the statement of income and statement of financial position for a sole proprietorship.
6. apply basic financial statement ratios to interpret financial information.

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching / Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1	Providing the conceptual definition of accounting, financial accounting and reporting, financial information	2	2	5	L, GD	
2	1.2	1	Introduction to double entry accounting, t-accounts, and bookkeeping vs accounting.	2		5	L	
3	2.1	2	Describing business activities and transactions: Major forms of business organizations, categories of business activities		2	5	FV	AS1 start
4	2.2	2	Identifying and describe assets, liabilities and owners' equity. Know cash flow, identify fixed assets, and describe depreciation.		2	5	GD	
5	3.1	3	Introduction to accounting equation. Analysis of transactions: basic transactions and their effects on the accounting equation	2			L	AS1 Due
6	3.2	3	Describing a company's income statement, balance the accounting equation and properly chart debits and credits. Summarizing the effects of transactions on financial performance and financial position.	2	2	5	L, GD	
7	4.1	4	Identifying structure and content of financial statements in general	2	2	5	L, GD	
8	4.2	4	Describing accounting cycle: Steps in the accounting cycle, recording transactions in source documents, prime-entry books and ledger accounts	2		5	L	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching / Learning Methods	Assessment Methods
				T	P	IL		
9	5.1	4	Summarizing the balances of ledger accounts in the trial balance.	2		5	L	
10	5.2	4	Preparing Balance sheet - Statement of financial position at the end of the period, Income Statement, and Cash Flow Statement		2	5	GD	
11	6.1	5	Identifying Bank Reconciliation Statement: Need for bank reconciliations, the content of bank statements,		2		GD	
12	6.2	5	Preparation of bank reconciliation statements.	2		5	L	
13	7.1	6	Reading financial Statements of Sole Proprietorship: Needs for financial statements, Accounting Period vs. Tax Period, the content of Statement of Income and Statement of Financial Position, accrual basis vs. cash basis of accounting,	2	2	5	L	AS2 Start
14	7.2	6	Adjusting entries for accrual basis of accounting, Preparation of Statement of Income and Statement of Financial Position.	2		5	L	
15	8	6	Identifying financial information for decision making: Types of decisions, the importance of financial information for each decision, basic financial statement analysis using financial ratios.		4		GD	AS2 Due
Total Notional Hours				20	20	60		

Teaching methods: L=Lectures, FV=Field visit, GD=Group Discussion,
 Assessment methods: AS= Assignment

Assessment Strategy

Continuous Assessment	Assignment 1 – 20%	40%
	Assignment 2 -20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Mrs. KS Denipitiya (denipitiya@ssh.rusl.ac.lk)	Mrs. KS Denipitiya (denipitiya@ssh.rusl.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Assignments															
End semester Examination	after 2 weeks of study leave														

Recommended Reading:

- Siriwardana, B. (2014). Wiyapara ha Ginumkarana Adayanaya (3rd ed). S. Godage & Brothers (Pvt) Ltd.
- Sirisena, M. (2017). Ganakadikaranaya. S. Godage & Brothers (Pvt) Ltd.
- Ranasinghe, M. (2017). Usas pela Ginumkarana. Educational Publications Department: Baththaramulla.

Course Name: Marketing Management

Course Code: MNGT 21012 (30: 00: 70)

Course Capsule: Introduction to marketing, marketing concepts, Marketing vs. Selling, Social responsibility of marketing, Market segmentation, Targeting, and Positioning, Consumer behavior, Marketing mix, Market research, Strategic marketing, Digital marketing.

Course Aim: To provide students with a better understanding of the role of marketing in a business organization and our society at large. In this connection, the course specifically aims to enhance students' knowledge about marketing theories, principles, strategies, and concepts and how they are applied and provide students with opportunities to analyze marketing activities within the firm enabling students to apply different market strategies in the practical context.

Course ILOs:

After Completing this course, student should be able to:

1. explain the basic marketing concepts.
2. differentiate the concepts related to marketing philosophy.
3. apply practical usage of the marketing mix in a working environment.
4. apply practical knowledge on advertising and promotion of an organization.

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching / Learning Methods	Assessment Methods
				T	P	IL		
1	1	1 & 2	Introduction to marketing - Define the marketing, identify the scope of marketing and philosophy of marketing	4	-	8	L	
2	2	1 & 3	Identifying basic marketing concepts, market and marketers, needs, wants, and demand, product offering, value and satisfaction, exchange and transaction, relationship and network, marketing channel, supply channel, competition, marketing environment, marketing program	2		6	L, PE	
3	3	2	Studying the social responsibility and ethics of marketing.	2		5	L, D	
4	4	1	Discussing different marketing concepts: production /product/ selling/ marketing/social marketing concept/ holistic marketing concept, marketing vs. selling.	4		8	L	
5	5	1,2	Identifying market segmentation, targeting, and positioning	1		6	L, PE	
6	6	1,2	Introduction to Marketing research	2		4	L	
7	7	2	Identifying and interpreting the different markets and different customers/consumers	2		6	L	AS1 Start
8	8	3	Discussing marketing mix (4 Ps, 7Ps, and SVAE) - identify key components of the marketing mix and understand the practical usage of them	1			L, PE	
9	9	3	Product: product classification, product brand, label, and packaging, product department	1		4	L, D	AS1 due

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching / Learning Methods	Assessment Methods
				T	P	IL		
			strategy, and product life cycle, product vs. an offer, Price vs Offer					
10	10	3	Identifying Pricing - pricing strategies, pricing objectives, selecting the final price, Price vs Value	2	-	5	L	
11	11	3	Identifying Place: product distributing, channel intermediaries, service sector channel, Place vs Access	2		4	L, PE	
12	12	3,4	Identifying Promotion - promotion mix: advertising, sales promotion, personal selling, public relation and publicity, events and experiences, direct marketing, Promotion vs Educate	2	-	5	L, D	
13	13	3,4	Discussing extended marketing mix – people, process, physical evidence	2		4	L	AS2 Start
14	14	3,4	Defying the role of Strategic marketing, and Digital marketing	2	-	5	L	
15			Review	1			L	AS2 due
Total Notional Hours				30	-	70		

Teaching methods: L=Lectures, PE=Peer learning, D=Discussion

Assessments methods: AS=Assignment.

Assessment Strategy

Continuous Assessment	As1 - Individual Assignment – 20%	40%
	AS2 - Group Assignment -20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Mrs. KS Denipitiya (denipitiya@ssh.rjt.ac.lk)	Mrs. KS Denipitiya (denipitiya@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Independent Learning															
Assignments															
End semester examination	after 2 weeks of study leave														

Recommended Reading

- Kotler, P., (2013). Marketing Management-(13th Edition), Published by Prentice-Hall India.
- William, D.P., Joseph, P.C. and McCarthy, E.J. (1978). Basic Marketing: A marketing strategy planning approach, 18th Edition- McGraw-Hill/Irwin, a business unit of Journal of Marketing.

Course Name: Office Management

Course Code: MNGT 21022 (30: 00: 70)

Course Capsule: Introduction to office management, Classification of offices, function of the office, the structure of the office, Office layout, Office layout planning, Organizing office works and office staff, Organizing office staff, Work allocation principles identify a span of control, reporting structure, organizational chart, Record management, Stages of recoding management, Filing systems, Indexing and methods of indexing, Office communication: introduction, Office equipment management, Annual resource plan, Modern trends of office management: office aestheticization, beautification of office, 5S concept.

Course Aim: To provide students with knowledge of basic office management procedures, tools and techniques to ensure office efficiency, smooth workflow, and make the office a more attractive place for working enabling students to manage an office properly.

Course ILOs:

After Completing this course, student should be able to:

1. explain the nature of the office, office equipment, and office environment
2. maintain and manage office resources effectively in day-to-day works.
3. design attractive office layout and establish a smooth workflow
4. practice modern office management concepts

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
1	1	1	Introduction to office management: office, office management.	2			L, D	
2	1	1	Classification of offices, function of the office, the structure of the office.	2			L, D	
3	2	1,3	Office layout: Introduction, location of the office, internal office environment,	2		3	D	AS1 start
4	2	1,3	Office layout planning, type of office layouts, steps of office layout planning.	2		3	L, PE	
5	3	3	Organizing office works and office staff: Introduction, method of organizing office works, work centralization, work decentralization,	2			L,D,PE	AS1 due
6	3	2,3	Organizing office staff: work identification, develop job specification,	1				
	3	2,3	Work allocation principles identify a span of control, reporting structure, organizational chart.	1				
7	4	2,3	Record management: introduction to records, types of recoding, the importance of records, steps of recoding keeping,	2			D,	
8	4	2,3	Recode management, principles of recoding management, objectives of record management, advantages of record management	2			L, D	AS2 start

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
9	5	2,3	Stages of recoding management, centralized recode system, decentralized record system.	2			L	
10	5	2,3	Filing systems: introduction, different filling methods, steps in the filing, classification of files.	2			L, D	
11	5	2,3	Indexing and methods of indexing.	2			L	
12	6	2,3	Office communication: introduction, types of communications, verbal and non-verbal communications,	2			L, D	
13	6	2,3	Memo writing, minutes maintenance, report writing.	2		3	L, D	
14	7	1	Office equipment management: introductions, office equipment identification,	1		3	L,D	
	7	1	Annual resource plan, resource inventory handling, updating a resource.	1		5	L,D	
15	08	4	Modern trends of office management: office aestheticization, beautification of office, 5S concept.	2		4	L,D	
	All	All	Review			2		
			Collect Assignment -02					AS2 Due
				30		70		

Teaching methods: L=Lectures, GD- Group Discussion, D=Discussion

Assessments methods: AS=Assignment.

Assessment Strategy

Continuous Assessment	AS1 - Individual Assignment – 20%	40%
	AS2 - Group Assignment -20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Mrs. KS Denipitiya (denipitiya@ssh.rjt.ac.lk)	Mrs. KS Denipitiya (denipitiya@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Independent Learning															
Assignments															
End-semester examination	after 2 weeks of study leave														

Recommended Readings:

- චන්ද්‍රකුමාර, ඒග :1998). කළමනාකරණ මූලධර්ම, සංකල්ප හා කාර්යයන් , කර්තෘ ප්‍රකාශන
- කළුආරච්චි, කේ.ඒ.එස්.පී. (2012). සංවිධාන වර්ගාව (නායය සංකල්ප හා යෙදීම්), දහවන මුද්‍රණය, ඇස් ගොඩගේ සහ සහෝදරයෝ (පුද්.) සමාගම.
- කලන්සූරිය, ජේ, කලන්සූරියග(2005) කාර්යාල කළමනාකරණය, ඇස් ගොඩගේ සහ සහෝදරයෝ (පුද්.) සමාගම.
- ගමගේ, ඒ. එච්. (2015). කාර්යාල කළමනාකරණය සහ කාර්යාලක්‍රම, ඇස් ගොඩගේ සහ සහෝදරයෝ පුද්ගලික සමාගම.

Course Name: Rural Development Management

Course Code: MNGT 22012 (30: 00: 70)

Course Capsule: Introduction to rural development, Institutional approach for rural development in Sri Lanka, Social mobilization, Sustainable rural development, Community development, and Social capital, Development planning, and the principle of institutional development.

Course Aims: To enhance students' knowledge and skills on the fundamentals of the application of economic and management techniques to rural development. The course specifically aims to provide students an opportunity to enhance their capacity in applying economic and management strategies in the rural development process enabling students will be able to apply this knowledge and management skills in managing rural and community development, specifically in developing nation's context.

Course ILOs:

After Completing this course, student should be able to:

1. explain the fundamentals of rural development management techniques
2. explain the knowledge on theories of development, social political structure, economic structure
3. explain the institutional approach for rural development
4. analyze the issues related to rural development in developing context
5. describe the importance of social mobilization and empowerment of rural mass for rural development.
6. explain the importance of environment conservation for sustainable rural development
7. demonstrate an ability to apply some applications of economic and management to development issues in their community
8. demonstrate the ability to apply the application of management rules and principles in the rural sector for improving rural social life
9. apply best practices when determining rural development project success or failure in managing rural and community development

Lesson Sequence

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (Hours)			Teaching /Learning Methods	Assessments
				T	P	IL---		
1	1.1	1	Introduction of concepts, approaches and strategies of Rural Development, Principles of rural economic development, Planning the rural development. Tools for rural economic analysis.	2	-	-	L, GD	AS 01 Start
	1.2	1,2	Reading recommended textbooks & online resources on Institutional approach for rural development	-	-	8		
2	1.3	2	Discussing the importance of public, private, and non-government organizations, civil society for effective implementation of public policy.	2	-	-	L, GD.	Q 1
	1.4	1, 2	Reading recommended textbooks and online resources on the importance of civil society for effective implementation of public policy	-	-	8		
3	2.1	2	Explaining the importance of partnership, participatory, and intergraded.	2	-	-	L, SGD	AS 1 due
	2.2	2	Reading recommended readings and online resources on community development approach in rural development	-	-	8		
4	3.1	3,4	Discussing the significance of Social mobilization and empowerment of rural mass for multi-disciplinary rural development	2	-	-	L	AS 2 Start
	3.2	3,4	Reading recommended readings and online resources on issues related to rural development and Social mobilization approaches	-	-	8		
5	3.3	4	Explaining the role of Social capital in rural development	2	-	-	L, GD	
6	3.4	4	Discussing the relationship between individual social capital and subjective well-being in rural areas.	2	-	-	L, GD	AS 2 Due

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (Hours)			Teaching /Learning Methods	Assessments
				T	P	IL---		
			Concept of rural communication, nature and scope of rural communication, barriers and challenges of rural communication					
7	4.1	5	Explaining the concept of integrated rural development and the necessity of intergraded planning approaches for the rural area	2	-	-	L, GD	
8	4.1	5	Discussing the importance of environment conservation for sustainable rural development	2	-	-	L, GD	Q2
	4.2	5	Reading recommended readings and online resources on the necessity of intergraded planning approach for the rural area	-	-	8		
9	5.1	5	Discussing the Correlation between poverty alleviation and community common effort	2	-	-	L, GD.	
	5.2	5	Reading recommended textbooks and online resources on common community efforts for rural development in developing countries	-	-	8		
10	6.1	5,6	Explaining the key actors, and institutions to rural development	2	-	-	L	AS 3 Start
11.	6.2	6	Explaining the importance of institutional analysis in rural development in the Sri Lankan context.	2	-	-	L, GD	
	6.3	6	Reading recommended readings and online resources on the contribution of rural institutions to rural development	-	-	10		
12	7.1	7,8	Discussing the effective approaches and strategic planning techniques for rural development.	2	-	-	L, GD	AS3 Due
13	8.1	7,8	Explaining the Organizational development and performance improvement plan	2	-	-	L	

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (Hours)			Teaching /Learning Methods	Assessments
				T	P	IL---		
	8.2	7,8	Reading recommended readings and online resources on the performance improvement plan and rural institutions	-	-	6		
14	8.3	7,8,9	Discussing the community development planning methods for rural development.	2	-	-	L, GD, PE	
	8.4	7,8	Reading recommended readings and online resources on the community development planning methods for rural development	-	-	6		
15	-	9	Introduction to rural marketing revolution –the increasing importance of rural, markets and role of corporate sector. Strategies for the development of Rural Markets.	2	-	-	L, GD	
Total Notional Hours				30		70		

Teaching methods: L=Lectures, GD= Group discussion, PE= Peer Learning

Assessments methods: Q=Quiz, AS=Assignment.

Assessment Strategy

Continuous Assessment	Assignments – 30% Ass1 – 10 % Ass2 – 10 % Ass3 – 10 %	40%
	Quiz(02) -10%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Mrs. KS Denipitiya (denipitiya@ssh.rjt.ac.lk)	Mrs. KS Denipitiya (denipitiya@ssh.rjt.ac.lk)

Organization of the course:

Activity	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Independent Learning															
Assignments															
Quizzes															
Final Exam	after 2 weeks of study leave														

Recommended Readings:

- Kumar, P.S. (2015). Rural Development: Concept and Recent Approaches, Concept Publishing Company Pvt. Ltd. ISBN-13:978-93-5125-162-0
- Singh, Katar. (2009). Rural Development: Principles, Policies, and Management: Third Edition, SAGE Publications Pvt. Ltd. ISBN-13: 978-8178299266

Course Name: Human Resource Management -I

Course Code: MNGT 22022 (30: 00: 70)

Course Capsule: Introduction to human resource management, Main roles of HR manager: responsibilities, Main skills or abilities, The changing role of HRM and growing professionalism within the HR Function, HRM challenges in the twenty-first century, legal issues in HRM, Different organization structures of the HR department, Job designing and job analyzing, Human resources planning: Employee recruitment, selection of employee and procurement/hiring and induction of employee, evaluation of employee:

Course Aim: To provide students' knowledge of the basic concepts of human resource management enabling students to apply this knowledge and skills to identify the importance of human resources in an organization and manage them to enhance the productivity of the institutions.

Course ILOs:

After Completing this course, student should be able to:

1. explain the concepts of human resource management.
2. explain the main roles of the human resource manager
3. describe the activities in the human resource management process.
4. apply knowledge in the real world.

Lesson Sequence

	Lesson No.	Related ILO/s	Lesson Title	Total (Hours)			Teaching /Learning Methods	Assessments
				T	P	IL		
1	1.1	1	An overview of Human Resource s Management – why study HRM, competitive challenges and HRM	3		5	L, D	
2	1.2	1	Identifying the Strategic planning and HR – linking the process	3		5	L	AS 1 start
3	2	2	Identifying the main roles of an HR manager: different organization structures for the human resource department	3		5	L, D	Q 1
4	3.1	3	Discussing the meeting HR requirements, an analysis and designing of works: basic features and basic features of the job, basic elements of a job	2		5	L, D	AS 1 due
5	3.2	3	Identifying the Job analyzing: what is job analysis, sources of job analysis data, advantages of job analyzing, the importance of job analyzing, and important documents.	2		5	L, D	
6	4.1	3	Identifying the Job designing and process, what is job designing, job characteristics model, importance of job designing, advantages and disadvantages of job designing and job designing techniques.	2		5	L	
7, 8	5.1	3	Identifying the developing effectiveness in HR	2		5	L, D	AS 2 start
9.	5.2	3	Discussing HR Planning: strategic aspect of HRP, process of HR planning, principles of HR planning, forecasting techniques in HR	2		5	L, D	
10	6.1	3	Discussing recruiting internally and externally, strategic aspect of recruiting, improving the effectiveness of recruiting, developing a diverse talent pool	3		5	L, D	AS 2 due

	Lesson No.	Related ILO/s	Lesson Title	Total (Hours)			Teaching /Learning Methods	Assessments
				T	P	IL		
11	6.2	3	Discussing of Selection and Placement: introduction to the selection process, different methods of selection, advantages, and disadvantages of different selection methods	2		5	L, D	Q2
12.	7	3	Discussing of Procurement / Hiring and Induction: definition, , identifying recruitment needs, systematic process of selection, onboarding for successful integration	2		10	L, D	
13.	8	3	Discussing the evaluating and enhancing employee performance: performance management systems, performance appraisal methods, appraisal interviews	2		5	L, D	
14	9	3	Discussing employee-management relations	1		5	L, D	
15			Review	1				
Total Notional Hours				30	00	70		

Teaching methods: L=Lectures, D= Discussion.

Assessments methods: Q=Quiz, AS=Assignment

Assessment Strategy

Continuous Assessment	Assignments(02) – 20%	40%
	Assignment 1 – 10%	
	Assignment 2 – 10%	
	Quiz(02) – 20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Mrs. KS Denipitiya (denipitiya@ssh.rusl.ac.lk)	Mrs. KS Denipitiya (denipitiya@ssh.rusl.ac.lk)

Course Organizer:

Activity	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Independent Learning															
Assignments															
Quizzes															
End semester examination	after 2 weeks of study leave														

Recomended Raadings:

- Armstrong, M. (1992). Human Resource Management strategy and Action: Koga page Ltd.
- Bernardin, H. J., and Russell. J.E.A. (1993). Human Resource Management. Mc Graw Hill
- Dessler, G., Chhinzer, N. and Gannon, G. (2019). Management of Human Resources: The Essentials: Pearson Education

Course Name: Strategic Management

Course Code: MNGT 31012 (20: 20: 60)

Course Capsule: Introduction, Strategic thinking, Setting the strategic direction, internal environment, External environment, Stakeholder analysis, Corporate Level Strategies, Business Level Strategies, Strategic evaluation, Strategy Implementation, Strategic Review and control.

Course Aim: To provide students with knowledge about key strategy concepts enabling students to integrate and apply their prior learning to various business situations.

Course ILOs:

After Completing this course, student should be able to:

1. explain the role of strategic thinking in the process of crafting strategies within a turbulent and complex environment.
2. preview the environment realistically and propose possible strategic solutions.
3. apply the strategic management process of an organization to achieve organizational objectives.

Lesson Sequence

Week	Lesson No.	Related ILO/s	Lesson Title	Total (Hours)			Teaching /Learning Methods	Assessments
				T	P	IL		
1	1	1	Introduction: strategy and strategic management, perspectives of strategic management, strategic management process;	1	2	5	L, D	
2	2	1	Strategic thinking: strategic planning process, strategic thinking process, the relationship between strategic planning and strategic thinking	1	2	5	L	AS: 1 start
3	3	2	Setting the strategic direction: perspectives for setting direction, corporate philosophy, industry foresight	2		5	L, D	
4	4	1,2	Vision (strategic intent), Mission, Goals and Objectives	2		5	L, D	AS: 1 due
5	5	2	Identifying the internal environment: internal environment factors, internal environment analysis, resources, competencies, capabilities, value chain.	2	2	4	L, D	
6	6	2	Identifying the external environment: global environment, macro-environment, industry environment,	2		4	L	
7	7	2	Discussing SWOT analysis, PESTEN Analysis, PESTEL Analysis, Porter's Five force analysis.	2		3	L, D	
8	8	2	Discussing stakeholder analysis: stakeholder expectations, corporate social responsibility, corporate governance, and business ethics	1	2			
9	9	3	Discussing the corporate Level Strategies: modes of strategies, growth strategies,	1	2	4	L, D	AS: 2 start
10.	10	3	Discussing the stability, Defensive strategies, and Offensive strategies	1	2	5	L, D	
11	11	3	Discussing the business Level Strategies: single business process, competitive strategies, strategic clock.	1	2	4	L, D	AS: 2 due

Week	Lesson No.	Related ILO/s	Lesson Title	Total (Hours)			Teaching /Learning Methods	Assessments
				T	P	IL		
12	12	3	Discussing the competitive strategies, strategic clock, BCG matrix, Product-Market development matrix, Ansoff's matrix	1	2	4	L, D	
13.	13	3	Identifying strategic evaluation: assessing and evaluating the strategic options, SAF model, Grand Strategy Selection Matrix, TOWS metric.	1	2	4	L, D	Q
14.	14	3	Identifying strategy Implementation: implementing framework, setting implementation plan.	1	2	4	L, D	
15	15	3	Discussing strategic review and control: controlling process, controlling tools and technique, balance score card.	1		4	L, D	
Total Notional Hours				20	20	60		

Teaching methods: L=Lectures, D= Discussion.

Assessments methods: AS=Assignment, Q=Quiz

Assessment Strategy

Continuous Assessment	Assignments – 20%	40%
	Ass1 – 10%	
	Ass2 – 10%	
	Quiz – 20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Mrs. KS Denipitiya (denipitiya@ssh.rjt.ac.lk)	Mrs. KS Denipitiya (denipitiya@ssh.rjt.ac.lk)

Course Organizer:

Activity	Week of the Semester																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
Theory																	
Independent Learning																	
Assignments																	
Quiz																	
Final Exam	after two weeks of study leave																

Recommended Readings:

- Charles W. and Gareth R., An Integrated Approach to Strategic Management, 3rd Edition, Prentice Hall
- Thompson, D.J., Strategic Management, Practice Hall, India (2003).

Course Name: Human Resource Management - II

Course Code: MNGT 31022 (30:00:70)

Course Capsule: Introduction to human resource management, Employee wage management, Training and Development, Employee Movement, Employee disciplinary administration, Health, safety administration, Employee Welfare, Solving grievances, Labor Relations,

Course Aim: To provide students with knowledge about the theory and practice of human resource management with a specific focus on wage management enabling students to apply HRM concepts and technical knowledge to the analysis of HRM problems, cases, and issues

Course ILOs:

After completing this course, students should be able to:

1. describe the concepts of HRM such as wage management, training and development, and welfare management
2. describe the concept of promotion
3. apply knowledge on real-world HR-related issues.

Course sequence

	Lesson No.	Related ILO/s	Lesson Title	Total (Hours)			Teaching /Learning Methods	Assessments
				T	P	IL		
1	1	1	Introduction to Human Resource Management	1		8	L, D	
2	2	1	Discussing the concepts of raining and Development: the scope of training, conducting the need assessment, different methods used for training and development designing training programmes, implementing TP, evaluating TP	4		5	L,D	AS: 1 start
3	3	2	Discussing the concept of rewarding performance: setting performance measures, administrating incentive plans, incentive plans for – individuals, groups, professionals, and executives	2		5	L, D	Q1
4	4	3	Creating a benefit package: strategic benefit planning, employee benefits required by law, work-life balance and other benefits	2		5	L, D	AS: 1 due
5	5	3	Discussing Employee Movement: Introduction employee promotion, demotions, and transfers, the importance of employee movements	2		4	L, D	
6	6	3	Discussing employee health and safety issues: promoting a safe work environment	2		4	L, D	
7	7	3	Discussing employee disciplinary administration: disciplinary policies and procedures, importance of discipline, different approaches and disciplinary actions	2		5	L, D	
8, 9	8	3	Discussing collective bargaining and labour relations: the labour relation process, importance of labor relations, union activities, administration of the labour agreement	2		4	L, D	AS: 2 start

	Lesson No.	Related ILO/s	Lesson Title	Total (Hours)			Teaching /Learning Methods	Assessments
				T	P	IL		
10.	9	3	Discussing employee Welfare: Definitions and importance of welfare, different welfare services	3		5	L, D	
11	10	3	Discussing solving grievances: introduction to employee grievance handling, meaning and definition of employee grievance handling, process of solving grievances, features and objectives of GHP, successful pre-requisites, elements, and principles of GHP.	2		5	L, D	AS: 2 due
12	11	3	Discussing expanding HRM horizons: the global environment, training and development	2		4	L, D	Q 2
13.	11	3	Discussing expanding HRM horizons: performance appraisal, the labour environment worldwide	2		6	L, D	
14.	12	3	Discussing Integrated Human Resources: fundamental principles, anatomy of high-performance work systems, ensuring internal fit and establishing external fit, implementing the HPW system	2		4	L, D	
15	9	3	Review	2		6	L, D	
Total Notional Hours				30	00	70		

Teaching methods: L=Lectures, D= Discussion.

Assessments methods: AS=Assignment, Q= Quiz

Assessment Strategy

Continuous Assessment	Assignments – 20%	40%
	Ass1 – 10%	
Ass2 – 10%		
	Quiz (02) – 20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Mrs. KS Denipitiya (denipitiya@ssh.rjt.ac.lk)	Mrs. KS Denipitiya (denipitiya@ssh.rjt.ac.lk)

Course Organizer:

Activity	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Independent Learning															
Assignments															
Quizzes															
End semester examination	after 2 weeks of study leave														

Recommended Readings:

- Armstrong, M. (1992). Human Resource Management strategy and Action: Koga page Ltd.
- Bernardin, H. J., and Russell. J.E.A. (1993). Human Resource Management. Mc Graw Hill
- Dessler, G., Chhinzer, N. and Gannon, G. (2019). Management of Human Resources: The Essentials: Pearson Education.

Mass Communication

Course Title: Approaches to Communication Studies

Course Code: MACO 11012 (27:06:67)

Course Capsules:

Defining the Communication, Process of Communication, Origin and evolution of communication, Definitions of communication, Key elements of communication, Classifications of communication, Intra Personal & Inter Personal Communication, Group and Mass Communication, Nonverbal communication, Animal Communication, Functions of communication, Authoritarian Concept & The Concept of Free Press, Analyze the Concept of Social Responsibilities and the Soviet Communist Concept, Models of communication I, Models of Communication II.

Course Aims:

To provide students with understanding of basic principles of communication Enabling Students to apply theoretical knowledge for practical communication and media usage.

Course ILOs:

After completing this course, the students should be able to;

1. define communication.
2. describe objectives and classifications of communication.
3. comparatively analyze human and animal communication
4. examine communication concepts and theories through Mass Media Process.
5. evaluate practical process through theoretical knowledge of communication.

Lesson Sequence:

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
1	1	1, 2	Defining the Communication	2	-	4	L, D	
2	2	1, 2	Process of Communication.	2	-	5	L, D	AS 01 - Start
3	3	3, 5	Origin and Evolution of Communication	2	-	4	L	
4	4	1, 2,	Definitions of Communication	2	-	5	L	
5	5	2	Key Elements of Communication	1	-	5	L, D	AS 01 - Due
6	6	2	Classifications of Communication	2	-	5	L, D	
7	7	3	Intra Personal & Inter Personal Communication	2	-	5	L, D	
8	8	3	Group and Mass Communication	2	-	5	L, D	AS 02 - Start
9	9	4, 5	Non-Verbal Communication	-	6	4	FV	
10	10	4, 5	Animal Communication	2	-	4	L, D	
11	11	5	Functions of Communication	2	-	5	L	AS 02 - Due
12	12	5	Authoritarian Concept & The Concept of Free Press	2	-	4	L	
13	13	5	Analyze the Concept of Social Responsibilities and the Soviet Communist Concept.	2	-	4	L, D	
14	14	4, 5	Models of Communication I	2	-	4	L, D	
15	15	4, 5	Models of Communication II	2	-	4	D	
Total Notional Hours				27	6	67		

Teaching methods: L=Lectures, D=Discussion, FV=Field Visit

Assessment's methods: AS = Assignments

Assessment Strategy

Continuous Assessment	AS 01 - 20% AS 02 - 20%	40%
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Dr. Nandana Millagala (nandana.millagala58@ssh.rjt.ac.lk)	Dr. Nandana Millagala (nandana.millagala58@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Practical									■						
Independent Learning	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Field visits									■						
Assignments		■						■							
End Semester Examination	after 2 weeks of study leave														

Recommended Readings:

- Agee, Warren K. Ault, Phillip H. and Emery, Edwin. (1985). New York. **Introduction to Mass Communication**. Harper & Row.
- DeFleur, Melvin L. and Ball Rokeach, Sandra. (1989). New York. **Theories of Mass Communication**. Longman.
- Dominick, Joseph R. (1990). **The Dynamics of Communication**. (Third edition). Longman. McGraw Hill Publishing Company.
- ඇතුගල, ආරියරත්න. (1988). **සන්නිවේදන සිද්ධාන්ත**. කොළඹ. එස් ගොඩගේ සහ සහෝදරයෝ.
- කරුණානායක, නන්දන. (2005). **සන්නිවේදන විමසුම**. කොළඹ. සඳීපා පොත්හල.
- දිසානායක, විමල් (1977). **මානව සන්නිවේදනය**. කොළඹ. ලේක්හවුස් ඉන්ට්‍රොස්ටිමන්ට්ස් සමාගම.
- මහේන්ද්‍ර, සුනන්ද. (1983). **සන්නිවේදන ක්ෂේත්‍රය සහ ජනසන්නිවේදනය**. කොළඹ. ගුණසේන සමාගම.
- රාජපක්ෂ, චන්ද්‍රසිරි. (2006). **සන්නිවේදන මූලධර්ම**. කොළඹ. ෆාස්ට් ප්‍රින්ටර් පබ්ලිෂර්ස්.

Course Title: History and Evolution of Mass Media

Course Code: MACO 11022 (24:12:64)

Course Capsules:

Introduction to mass media history, Media history and evolution, History of oral and writing, Origin and evolution of print media, Print media history of Sri Lanka, Brief history of the world radio, Radio history of Sri Lanka, History of the world television, Key landmarks of Sri Lankan television history, Awareness to the film history, Film history of the world, Sri Lankan film history, New media history, Social media history, Impact of media history to the current media.

Course Aims:

To provide knowledge about the history and evolution of communication and mass media enabling students to investigate comparatively the past and current communication system.

Course ILOs:

After completing this course, the students should be able to;

1. explain the source of media history,
2. describe the history of various communication media,
3. compare the past and current media trends,
4. analyze the new media traditions,
5. select and conclude to modern media, according to past media experiences.

Lesson Sequence:

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
1	1	1, 2	Introduction to mass media history	2	-	4	L	
2	2	1, 2	Media's history and evolution	2	-	4	L, GD	AS 01 - Start
3	3	1, 3	History of oral and writing	-	4	5	GD	
4	4	1, 2, 3	Origin and evolution of print media	2	-	4	L, GD	
5	5	2, 3	Print media history of Sri Lanka	-	4	5	GD	AS 01 - Due
6	6	1, 2, 4	Brief history of the world radio	2	-	4	L	
7	7	1, 3, 4	Radio history of Sri Lanka	2	-	5	L	
8	8	1, 3, 4	History of world television	2	-	4	L	AS 02 - Start
9	9	1, 2, 4	Key landmarks of Sri Lankan television history	2	-	4	GD	
10	10	2, 3, 4	Awareness to the film history	-	4	5	GD	
11	11	2, 4, 5	Film history of the world	2	-	4	L	AS 02 - Due
12	12	3, 4, 5	Sri Lankan film history	2	-	4	L	
13	13	1, 2, 5	New media history	2	-	4	L, GD	
14	14	2, 4	Digital Era of Mass Media and Social Media	2	-	4	GD	
15	15	3, 4	Impact of Media History to the current media.	2	-	4	L, GD	
			Total Notional Hours	24	12	64		

Teaching methods: L=Lectures, GD = Group Discussion

Assessment's methods: AS = Assignments

Assessment Strategy

Continuous Assessment	AS 01 - 20% AS 02 - 20%	40%
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Dr. Nandana Millagala (nandana.millagala58@ssh.rjt.ac.lk)	Dr. Nandana Millagala (nandana.millagala58@ssh.rjt.ac.lk) Mr. Nelanga Jayasinghe (nelanga@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory	■	■		■		■	■	■	■		■	■	■	■	■
Practical			■		■					■					
Independent Learning	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Assignments		■						■							
End Semester Examination	after 2 weeks of study leave														

Recommended Readings:

- Fang, Irving. (1997). **A History of Mass Communication**. Boston Focal Press.
- Hilmes, Michele and Jacobs, Jason. (2008). **The Television History book**. . UK. British Institute
- කළුආරච්චි, සමන් (2004). **ලක්දිව මුද්‍රණ ඉතිහාසය**. වරකාපොල. ආර්ය ප්‍රකාශකයෝ.
- ජනදාස, මනෝජ් පුෂ්පකුමාර (2015). **මාධ්‍ය හා නව මාධ්‍ය ඉතිහාසය**. කර්තෘ ප්‍රකාශන.
- නානායක්කාර, සේන (2008) **ජාතික සංවර්ධනය හා ලාංකීය ගුවන්විදුලිය**. කොළඹ. ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- පෙරේරා, විල්මට් ඒ. (1961). **මුද්‍රණ ශිල්පයේ ඉතිහාසය**. මහරගම. සමන් ප්‍රකාශකයෝ.
- වර්ණසූරිය, නිසිත. (1990). **වලන විනයේ කතාව**. පාදුක්ක. රජයේ මුද්‍රණ නීතිගත සංස්ථාව.
- වේරගම, ගාමිණී (2014). **දේශීය සිනමා වංශය**, නුගේගොඩ. සරසවි ප්‍රකාශකයෝ.
- හේරත්, සමන්ත (2009) **සන්නිවේදන අධ්‍යයන ඉතිහාසය**. කොළඹ. ඇස්. ගොඩගේ සහ සහෝදරයෝ.

Course Title: Language and Communication

Course Code: MACO 12012 (26:08:66)

Course Capsules:

Introduction to language and communication, Defining the Language, Origin of the language, Function of the language, Media literacy and semiotics, Introduction to dialects, Impact of Social Dialects to the Mass Media, Impact of Regional Dialects to the Mass Media, Usage of creative language, Language of print media, Language of electronic media, Introduction to new media language, Language using issues of current media

Course Aims:

To enable the understating of the origin and tasks of the communication process and use of various language patterns relevant to mass media enabling students to apply to communication & media systems.

Course ILOs:

After completing this course, the students should be able to;

1. explain history and evolution of language.
2. comparatively analyze the language and communication.
3. assess social relationships and culture through the language.
4. focus the specialties of using media language with practices.
5. create the media programs using relevant language techniques.

Lesson Sequence:

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
1	1	1, 2, 3	Introduction to Language and Communication	2	-	4	L, D	
2	2	2, 3, 5	Defining the Language	2	-	4	L, D	AS 01 - Start
3	3	2, 3, 4	Origin of the language	2	-	4	L	
4	4	1, 2	Function of the Language	2	-	4	L	
5	5	2, 4	Media Literacy and Semiotics	2	-	6	L	AS 01 - Due
6	6	1, 2	Introduction to Dialects	-	4	4	D	
7	7	2, 3, 4	Impact of Social Dialects to Mass Media	2	-	4	D	
8	8	2, 3, 4	Impact of Regional Dialects to the Mass Media	2	-	4	L	AS 02 - Start
9	9	3, 4, 5	Usage of Creative Language	2	-	6	D	
10	10	1, 3, 5	Language of Print Media	2		4	D	
11	11	2, 3, 5	Language of Electronic Media	2		4	L	AS 02 - Due
12	12	2, 4, 5	Language of Radio	2		4	D	
13	13	1, 5	Language of Television	-	4	4	D	
14	14	2, 4, 5	New Media Language	2	-	4	L, D	
15	15	2, 3, 4	Language using issues of Current Media	2	-	6	L, D	

Total Notional Hours	26	8	66		
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Teaching methods: L=Lectures, D=Discussion

Assessment's methods: AS = Assignments

Assessment Strategy

Continuous Assessment	AS 01 - 20% AS 02 - 20%	40%
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Dr. Nandana Millagala (nandana.millagala58@ssh.rjt.ac.lk)	Dr. Nandana Millagala (nandana.millagala58@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															

Independent Learning															
Assignments															
End Semester Examination	after 2 weeks of study leave														

Recommended Readings:

- Hockett, Charles F. (1958). **A Course in Modern Linguistics**. New York.
- Lander, Herbert. (1966). **Language and Culture**. London. Oxford University Press.
- Miller, G.A. (1951). **Language & Communication**. New York. Bitt Hopman.
- Sapier, Edward. (1949). **Language and Communication**. (2nd edition).
- දිසානායක, ජේ.බී. (2005). **මානව භාෂා ප්‍රවේශය. කළුබෝවිල: සුමිත ප්‍රකාශකයෝ.**
- දිසානායක, ජේ.බී. (2003). **භාෂාවක භාවිතය හා විග්‍රහය. පන්තිපිටිය. ස්ටැම්ප් රිච් ලේක්.**
- ධර්මදාස, කේ. එන්. ඩී. (1996). **භාෂාව හා සමාජය. කොළඹ. ඇස්. ගොඩගේ සහ සහෝදරයෝ.**

Course Title: Development Communication

Course Code: MACO 12022 (28:04:68)

Course Capsules:

Introduction to Development Communication, Evolution of Development Communication, Concepts of Development Communication, Western and Eastern Development Studies, Contemporary Trends in Development Communication, Models of Development Communication, Traditions of Development Communication, Development Communication and the Traditional media, Community Media & Rural Development, Development Communication and the Mass Media, Sustainable Development Goals & Media Usage, Challenges and Problems of Development Process in Sri Lanka.

Course Aim:

To investigate the impact of Mass media on the physical and spiritual development practically and theoretically, enabling students to study the problems and challenges related to usage of media in development.

Course ILOs:

After completing this course, the students should be able to;

1. define the development communication concept.
2. describe the basic elements, origin and the evolution of development communication.
3. analyze the utilization of traditional, modern and new media in the development process.
4. explain the impact of eastern and western experiences on the national development.
5. assess the responsibility and the role of media in development programs.

Lesson Sequence:

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
1	1	1, 2, 3	Introduction to Development Communication	2	-	5	L, D	
2	2	1, 2, 4	Evolution of Development Communication	2	-	5	L, D	AS 01 - Start
3	3	2, 3, 4	Concepts of Development Communication	2	-	5	L, D	
4	4	2, 3, 4	Western Development Communication Studies	2	-	5	D	
5	5	2, 3, 4	Eastern Development Communication Studies	2	-	5	L	AS 01 - Due
6	6	1, 2, 4	Contemporary Trends in Development Communication	2	-	4	L	
7	7	1, 3	Introduction to Colonization & Industrialization	2	-	4	L	
8	8	1, 2, 3	Introduction to Westernization & Modernization	2	-	5	L, D	
9	9	2, 4, 5	Models of Development Communication	2	-	4	D	AS 02 - Start
10	10	2, 4, 5	Traditions of Development Communication	2	-	5	D	
11	11	1, 2, 4	Development Communication and the Traditional media	2	-	4	D	
12	12	3, 5	Community Media & Rural Development	-	4	5	L, D	AS 02 - Due
13	13	3, 4, 5	Development Communication and the Mass Media	2	-	4	D	
14	14	2, 4, 5	Sustainable Development Goals & Media Usage	2	-	4	L, D	
15	15	1, 4	Challenges and Problems of the Development Process in Sri Lanka.	2	-	4	D	
Total Notional Hours				28	4	68		

Teaching methods: L=Lectures, D=Discussion

Assessment's methods: AS = Assignments

Assessment Strategy

Continuous Assessment	AS 01 - 20% AS 02 - 20%	40%
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Prof. Sena Nanayakkara (sena@ssh.rjt.ac.lk)	Prof. Sena Nanayakkara (sena@ssh.rjt.ac.lk) Dr. Nandana Millagala (nandana.millagala58@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Practical												■			
Independent Learning	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Assignments		■							■						
End Semester Examination	after 2 weeks of study leave														

Recommended Reading;

- Alexander, K.C, (1994). **The Process of Development of Societies**. New Delhi. Sage Publications.
- Behera, M. C. (2006). **Globalizing Rural Development:Competing Paradigms and Emerging Realities**. New Delhi. Sage Publication.
- Chambers, Robert. (1983). **Rural Development: Putting the Last First**. New York. Jhon Wiley and Sons.
- දිසානායක, විමල. (1979) **සංවර්ධනය හා සන්නිවේදනය**. කොළඹ. ප්‍රදීප ප්‍රකාශකයෝ.
- නානායක්කාර, සේන. (2008) **සංවර්ධනාත්මක සන්නිවේදනය**. කොළඹ. එස්. ගොඩගේ සහ සහෝදරයෝ.
- නානායක්කාර, සේන. (2008) **ජාතික සංවර්ධනය සහ ලාංකීය ගුවන්විදුලිය**. කොළඹ. එස්. ගොඩගේ සහ සහෝදරයෝ.

Course Title: Public Relations and Advertising

Course Code: MACO 21012 (10:20:70)

Course Capsules:

Introduction and Definitions of Public Relations and Advertising, Origin and the Development of Public Relations and Advertising, Necessities of Public Relations, Marketing Strategy and Aims of Advertising, The Role of the Public Relations Officer, Classification of Advertising, Study the Public Relations Methods, Internal Public Relations. External Public Relations, Develop the Public Relations Skills, Necessity of the Marketing Research, Plan & Conduct the Marketing Research.

Course Aims: To introduce the nature and the process of the Public Relations and Advertising which helping to swivel of the society enabling students to as practical usage of planning and organizing in any Institution.

Intended Learning Outcomes:

After completing this course, the students should be able to:

1. define Public Relations.
2. describe the historical backgrounds of public relations and advertising.
3. discuss the duty of Public relations officer and Public relations methods.
4. comparatively analyze the relationship between Public relations, mass media and Advertising.
5. create advertisements for media and plan Public relations projects for Institutes.

Lesson Sequence:

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (hours)			Teaching / Learning Methods	Assessment Methods
				T	P	IL		
1	1	1, 2, 3	Introduction to public relations	1	-	4	L, D	
2	2	1, 2, 4	Defining Advertising	1	-	4	L, D	AS 1 – Start
3	3	2, 3, 4	Origin and Development of Public Relations	1	-	4	L, D	
4	4	2, 3, 4	Origin and Development of Advertising	1	-	4	L, D	
5	5	2, 3, 4	Necessities of Public Relations	1	-	4	L	AS 1 – Due
6	6	1, 2, 4	Marketing Strategy and Aims of Advertising	1	-	4	L, D	
7	7	1, 3	Role of Public Relations Officer	1	-	6	L, D	
8	8	1, 2, 3	Classification of Advertising	1	-	6	L, D	
9	9	4, 5	Public Relations Methods		-	5	D	AS 2 – Start
10	10	2, 4, 5	Internal Public Relations	1	-	5	L, D	
11	11	2, 4	External Public Relations	1	-	4	L, D	
12	12	3, 5	Public Relations Skills	-	5	5	L,D	AS 2 – Due
13	13	4, 5	Public Relation Plan	-	5	6	L, D	
14	14	2, 4, 5	Necessity of the Marketing Research	-	5	4	L, D	
15	15	1, 4	Marketing Research and Present Findings	-	5	5	L, D	
Total Notional Hours				10	20	70		

Teaching methods: L=Lectures, D=Discussion

Assessment's methods: AS = Assignments

Assessment Strategy

Continuous Assessment	AS 01 - 20% AS 02 - 20%	40%
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Mr. Asitha Mallawaarachchi (asithaprabhath@ssh.rjt.ac.lk)	Mr. Asitha Mallawaarachchi (asithaprabhath@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory	■	■	■	■	■	■	■	■	■	■	■				
Practical												■	■	■	■
Independent Learning	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Assignments		■							■						
End Semester Exam	after 2 weeks of study leave														

Recommended Readings:

- Barkey, Michael, J. (1973). Marketing and Introductory Text (3rd edition). USA.
- Blythe, Jim. (2002). Marketing Communication. Singapore. Pearson Education.
- Kleppners, Otto Russal, Thomas, Verill, Glen. (1983). Advertising Procedure (8th edition). U.S.A. Philadelphia University Press.
- ගුණසේකර, උදීන ගයාඡාන්. (2012). අලෙවිකරණ සන්නිවේදනය. වැලිචේරිය. සඳකඩපහණ ප්‍රකාශන.
- ජයතිලක, නිහාල් රංජිත්. (2008). සිංහල පුවත්පත් වෙළඳ දැන්වීම්: (ආරම්භය හා විකාශනය). වැලිචේරිය. සීමාසහිත සරසවි ප්‍රකාශකයෝ.
- දයාරත්න, බන්දුල ජී. (1994). ප්‍රචාරණය, කොළඹ.

Course Title: Media Law and Ethics

Course Code: MACO 21022 (15:15:70)

Course Capsules:

Definitions of Media Law and Ethics, Historical Nature of Media Law and Ethics, Study Taboos as Traditional Ethics of Sri Lankan Society, Social Values & Law, Impact of Religions to Develop Ethics, Need of Ethics and Laws for Human being (especially Sri Lanka), Introduction to Needs of Media Laws and Ethics, A Brief Introduction to Media Laws and Acts in Sri Lanka. Study the Television & Films Acts of Ceylon, Information Act and Newspaper Ethics of Sri Lanka, Study the Censorship, Global Tendency in Media Ethics, Ethics & Universal Human Right Declaration, Need of Law and Ethics for New Media, Media Law and Ethics and New Generation.

Course Aim:

To teach media laws and Acts in Sri Lanka which impact to the society and media sector enabling students to study the way how Laws and Acts affect in controlling, organising and guiding media institutions and programs.

Course ILOs:

After completing this course, the students should be able to:

1. define media law and ethics
2. evaluate influence of ethics and law on mass media
3. identify the Origin and the Evolution of Media Laws and Acts in Sri Lanka
4. interpret the legal factors in each act identifying them
5. describe the influence of Acts on the Mass Media

Lesson Sequence:

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (hours)			Teaching / Learning Methods	Assessment Methods
				T	P	IL		
1	1	1, 2, 3	Interpretation of Media Law and Ethics	1	-	4	L, D	
2	2	1, 2, 4	Historical Nature of Media Law and Ethics	1	-	4	L, D	
3	3	2, 3, 4	Taboos as Traditional Ethics of Sri Lankan Society	1	-	4	L, D	AS 1 - Start
4	4	2, 3, 4	Connectivity of Social Values and Law	1	-	4	D	
5	5	2, 3, 4	Impact of Religions to Develop Ethics	1	-	4	L, D	
6	6	1, 2, 3	Need of Ethics and Laws for Human being (especially Sri Lanka)	1	-	4	L, D	AS 1 - Due
7	7	2, 4	Needs of Media Laws and Ethics	1	-	4	L, D	
8	8	2, 3	Introduction to Media Laws and Acts in Sri Lanka	2	-	4	L, D	
9	9	2, 3	Television & Films Acts of Ceylon.	-	5	6	L, D	
10	10	2, 3, 4	Information Act and Newspaper Ethics of Sri Lanka	-	5	6	D	
11	11	1, 2, 4	Censorship with Examples	-	5	6	FV	
12	12	3, 4	Global Tendency in Media Ethics	1	-	5	D	
13	13	1, 2, 3	Ethics & Universal Human Rights Declaration	2	-	5	L, D	VE
14	14	2, 4, 5	Law and Ethics for New Media	1	-	5	L, D	
15	15	4	Compare Media Law and Ethics and New Generation	2		5	L, D	
Total Notional Hours				15	15	70		

Teaching methods: L=Lectures, D=Discussion

Assessment's methods: AS = Assignments, V = Viva examination

Assessment Strategy

Continuous Assessment	AS 01 - 20%	40%
	VE 02 – 20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Dr. Nandana Millagala (nandana.millagala58@ssh.rjt.ac.lk)	Mr. Asitha Mallawarachchi (Asithaprabhath@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Theory	■	■	■	■	■	■	■	■	■				■	■	■	■
Practical									■	■	■					
Independent Learning	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Field visits											■					
Viva Examination													■			

Assignments															
End Semester Examination	after 2 weeks of study leave														

Recommended Readings:

- Human Rights in New Constitution, 1996, Colombo.
- International Declaration of Human Rights, 1948 Geneva, U.N.O.
- New by laws of Sri Lanka Journalists Association, 1999, Colombo
- Sri Lanka Republican Democratic Government Constitution, 1978, Colombo.
- Sri Lanka Press Council Publications, 1990-2015, Colombo.
- ද සිල්වා, ජයන්ත. (1995). සැමට නීතිය. තිලක මුද්‍රණාලය. කොළඹ
- මද්දුමබණ්ඩාර, සුනන්ද. (1993). නීතිය සහ ජනමාධ්‍යය. රජයේ ප්‍රවෘත්ති දෙපාර්තමේන්තුව. කොළඹ.
- රාජපක්ෂ, දයා ශ්‍රී නරේන්ද්‍ර, (2008), මානව හිමිකම් ජනමාධ්‍ය හා රාජ්‍ය අණපනත්, ආර්ය ප්‍රකාශකයෝ. වරකාපොල.

Course Title: Media Analysis and Criticism

Course Code: MACO 22012 (15:15:70)

Course capsules:

Interpret the Nature of Media Criticism, Introduction to Western and Eastern Criticism, Importance of Media Criticism and Analysis, Psychological Approaches of Media Criticism, Language Usage for Media Criticism & Analysis, Communicational Role of Media Critic, Criticism and Analyzing of Print Media, Basic Elements to Analyze the Electronic Media, Analyze the Radio & Television Programs, Criticize the Films & Visual Art, Criticism and Analyzing of Literature Creations, Media Criticism: Aesthetic Approaches, New Media Criticism and Analysis, The Impact of Media Criticism for Great Creations.

Course Aims:

To investigate the theoretical elements of criticism and analysis enabling students to apply those theories to criticise and analyse the various media programs

Course ILOs:

After completing this course, the students should be able to:

1. define the media criticism and analysis.
2. describe the need of the media criticism.
3. analyze to study the principles of Eastern and Western Criticism
4. criticize the media programs according to the theories.
5. examine problems and challenges in media criticism.

Lesson Sequence:

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (hours)			Teaching / Learning Methods	Assessment Methods
				T	P	IL		
1	1	1, 2	Nature of Media Criticism	1	-	4	L, D	
2	2	1, 2	Introduction to the Western Criticisms	1	-	4	L, D	AS 1 - Start
3	3	2, 3	Interpretation of Eastern Criticisms	1	-	5	L,D	
4	4	1, 2	Importance of Media Criticism and Analysis	1	-	4	D	
5	5	1, 2, 3	Psychological Approaches of Media Criticism	2	-	5	L,D	AS 1 - Due
6	6	2, 3, 4	Language Usage for Media Criticism & Analysis	2	-	4	L,D	
7	7	3, 4	Communicational Role of Media Critic.	1	-	4	L,D	
8	8	2, 4, 5	Criticism for Print Media	1	-	4	L,D	AS 2 - Start
9	9	1, 2, 4	Basic Elements to Analyze the Electronic Media	1	-	4	L, D	
10	10	1, 2, 4	Analyzing the Radio & Television Programs	-	5	6	L, D	
11	11	2, 4, 5	Criticizing the Films & Visual Art	-	5	6	L,D	AS 2 - Due
12	12	2, 3, 5	Literature Creations (Using Selected Creations)	-	5	6	FV	
13	13	2, 3, 5	Media Criticism: Aesthetic Approaches	2	-	4	L, D	
14	14	1, 4	New Media Criticism and Analysis	1	-	4	L, D	
15	15	1, 4	Impact of Media Criticism for Great Creations (Media Programs)	1	-	5	L, D	
Total Notional Hours				15	15	70		

Teaching methods: L=Lectures, D=Discussion, FV = Field Visit

Assessment's methods: AS = Assignments

Assessment Strategy

Continuous Assessment	AS 01 - 20%	40%
	AS 02 - 20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Mr. Asitha Mallawaarachchi (asithaprabhath@ssh.rjt.ac.lk)	Mr. Asitha Mallawaarachchi (asithaprabhath@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															

Recommended Readings:

- Berolson, Bernard. (1952). Content Analysis in Communication Research. Free Press. New York.
- Mequial, Denis. (1997). Audience Analysis. Sage Publication Ltd. London.
- කුමාරසිංහ, කුලතිලක. (2010). පශ්චාත් නූතනවාදය හා සාහිත්‍ය විචාර න්‍යාය. ඇස්. ගොඩගේ සහෝදරයෝ. කොළඹ.
- ගමිලත්, සුවර්ත. (1971). සාහිත්‍ය ලෝකය හා සැබෑ ලෝකය. ප්‍රදීප ප්‍රකාශන. කොළඹ.
- නානායක්කාර, සේන. (2012). මාධ්‍යකලා විචාර ප්‍රතිචාර. ඇස්. ගොඩගේ සහෝදරයෝ. කොළඹ.
- දිසානායක, විමල්. (1971). ගිරිකුල හා සඳමඬල. හංස ප්‍රකාශකයෝ. කොළඹ.

Course Title: Folklore Studies

Course Code: MACO 22022 (12:24:64)

Course Capsules:

Introduction to Folklore and Traditional Communication, Evolution of Communicational Nature in Folklore, Classification of Folklore, Brief Introduction to the Different Types of Folklore, Comparative Study of the Folk Poems & modern Sri Lankan Lyrics.(Songs), Study about Folk Tales/ Stories, Introduction to Folk Games, Investigate Folk Beliefs & Myths, Study of Folk Culture and Social Values, Investigate Folk Beliefs, Faith and Traditions, Folklore and Creative Thinking, Folklore and Media Programming, Create Various Types of Media Programs Using the Folklores

Course Aims:

To study the traditional communication methods associated with folklore and identify various folklore communication methods enabling students to use folklore practically for media creations and communication activities.

Intended Learning Outcomes:

After completing this course, the students should be able to:

1. define the folklore and the traditional communication.
2. describe all parts of the folklore.
3. discover the traditional communication methods observing the society.
4. examine the various types of folklores.
5. evaluate the deferent between folklore and the modern media.

Lesson Sequence:

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (hours)			Teaching / Learning Methods	Assessment Methods
				T	P	IL		
1	1	1, 2	Introduction to Folklore	1	-	4	L, D	AS 1 - Start
2	2	1, 3	Evolution of Communicational Nature in Folklore	1	-	4	L, D	
3	3	3, 4, 5	Classification of Folklore	1	-	4	L, D	
4	4	1, 2, 3	Introduction of the Different Types of Folklore	1	-	4	D	AS 1 - Due
5	5	1, 2, 4	Folk Poems & modern Sri Lankan Sinhala Lyrics (Songs)	-	6	5	L, D	
6	6	2, 3, 4	Folk Tales/ Stories	1	-	4	L, D	
7	7	3, 4, 5	Folk Games	1	-	4	L, D	
8	8	2, 3, 4	Beliefs & Myths	-	6	5	FV	
9	9	4, 5	Folk Culture and Social Values	1	-	4	L, D	
10	10	3, 4	Folk Beliefs, Faith and Traditions	1	-	4	D	AS 2 - Start
11	11	3, 4, 5	Folklore and Creative Thinking	-	6	4	L, D	
12	12	4, 5	Folklore and Media Programming	1	-	4	L, D	
13	13	4, 5	Social Influence Needs of Folklore Studies	1	-	4	L, D	AS 2 – Due
14	14	3, 4, 5	Folklore Studies as the Indigenous Knowledge (Specially to Sri - Lankan Society)	1	6	5	L, D	
15	15	4, 5	Various Types of Media Programs using folklores	1	-	5	L, D	
Total Notional Hours				12	24	64		

Teaching methods: L=Lectures, D=Discussion, FV = Field Visit

Assessment's methods: AS = Assignments

Assessment Strategy

Continuous Assessment	AS 01 - 20%	40%
	AS 02 - 20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Dr. Nandana Millagala (nandana.millagala58@ssh.rjt.ac.lk)	Dr. Nandana Millagala (nandana.millagala58@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory	■	■	■	■			■			■			■		
Practical					■			■			■			■	
Independent Learning	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Field visits								■							
Assignments	■									■					
End Semester Examination	After 02 weeks of study leave														

Recommended Readings:

- Brian, Mc. (1999). Folklore: Music, Dance and Games. Penguin. UK.
- Crown, A.W. (1963). Folktales of the World. E.J. Arnold & Sons Ltd. India.
- Dissanayake, J.B. (1984). Aspects of Sinhala Folklore. Colombo.
- Dorson, M. Richard. (1972). Folklore & Folk life. University Press. Chicago.
- Thompson, Smith. (1946). The Folklore. PR Book Foundation, New York.
- කුලරත්න, සාලිය. (2006). සන්නිවේදනය සහ ජනශ්‍රැතිය. ආර්ය ප්‍රකාශකයෝ. වරකාපොල.
- දනන්සුරිය, ජනදාස. (2002). ජනශ්‍රැති අධ්‍යයන. එස්. ගොඩගේ සහ සහෝදරයෝ. කොළඹ.

Course Title: Creative Communication

Course Code: MACO 31012 (05:25:70)

Course Capsules:

Introduction to Differences of Communication and Creativity. Creative Thinking and the Language, Need of Creative Communication, The role of Creative Communicator, News Reporting Styles and Creative Communication, Introduction to News Features, Creative Writing to the Print Media, Identify the Features, Columns and Editorials, Introduction to Cartoons and Different Types of Articles, Creative Writing Strategies for Electronic Media, Script Writing for Radio Dramas, Screen Writing for Television Dramas, Aesthetic aspects of creativity, Creative Techniques for Books and Magazines, Problems and Challenges of Creative Communication.

Course Aim:

To teach basic elements of creative communication and strategies with theoretical situations of various creations enabling students to create successful Media programme and aesthetical Creations.

Intended Learning Outcomes:

After completing this course, the students should be able to:

1. define creation, creativeness, creativity and creative communication.
2. explain various types of creative communication.
3. categorize the elements of print media creativity.
4. analyze the key elements of electronic media.
5. apply creative communication tendencies for different media programs.

Lesson Sequence:

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (hours)			Teaching / Learning Methods	Assessment Methods
				T	P	IL		
1	1	1	Introduction to Differences of Communication and Creativity	1	-	2	L, D	
2	2	2	Creative Thinking and the Language	1	-	3	L, D	AS 1 - Start
3	3	2, 3	Need of Creative Communication	1	-	5	D	
4	4	1, 2	The role of Creative Communicator	1	-	5	L, D	
5	5	2, 3	News Reporting Styles and Creative Communication		-	5	L, D	AS 1 - Due
6	6	2, 3	Introduction to News Features	1	-	5	L, D	
7	7	3, 4	Creative Writing to the Print Media	-	5	5	L, D	
8	8	3, 4	Features Columns and Editorial	-	-	5	L, D	
9	9	4, 5	Cartoons and Different Types of Articles	-	-	5	L, D	
10	10	3, 4	Creative Writing Strategies for Electronic Media	-	5	5	L, D	
11	11	3, 4, 5	Script Writing for Radio Dramas	-	5	5	L, D	AS 2 - Start
12	12	3, 4	Writing for Television Dramas	-	5	5	L, D	
13	13	3, 4, 5	Aesthetic aspects of creativity	-	-	5	L, D	
14	14	4, 5	Creative Techniques for Books and Magazines	-	5	5	FV	AS 2 - Due
15	15	5	Problems and Challenges of Creative Communication:	-	-	5	L, D	
Total Notional Hours				05	25	70		

Teaching methods: L=Lectures, D=Discussion, FV = Field Visit

Assessment's methods: AS = Assignments

Assessment Strategy

Continuous Assessment	AS 1 - 20%	40%
	AS 2 - 20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Dr. Nandana Millagala (nandana.millagala58@ssh.rjt.ac.lk)	Dr. Nandana Millagala (nandana.millagala58@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory	■	■	■	■	■	■		■	■					■	■
Practical							■			■	■	■	■		
Independent Learning	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Field visits														■	
Assignments		■									■				
End Semester Examination	after 2 weeks of study leave														

Recommended Readings:

- Getzel, Jacob. W. (1980). The Psychology of Creativity. Carnegie Symposium on Creativity, Library of Congress Council of Scholars. Pittsburg.
- Kneller, George. (1965). the Art and Science of Creativity. Holt, Rinehart and Winston. New York.
- ජයතිලක, කේ. (1991). සාහිත්‍ය නිර්මාණයේ මූල පොත. ප්‍රදීප ප්‍රකාශකයෝ. කොළඹ.
- මහේන්ද්‍ර, සුනන්ද. (1997). නිර්මාණාත්මක සන්නිවේදනය. ඇස්. ගොඩගේ සහ සහෝදරයෝ. කොළඹ.
- වික්‍රමසිංහ, මාර්ටින්. (1960). සාහිත්‍යය කලාව. සමන් ප්‍රකාශකයෝ. කොළඹ.
- වික්‍රමසිංහ, මාර්ටින්. (1962). උපන්දා සිට. සමන් ප්‍රකාශකයෝ. කොළඹ.
- සරච්චන්ද්‍ර, එදිරිවීර. (1980). මනමේ, සිංහබාහු නාට්‍ය පිටපත්. ලේක්හවුස් ප්‍රකාශන. කොළඹ.

Course Title: Photography, Videography and Cinematography

Course Code: MACO 31022 (05:50:45)

Course Capsules:

Identify How to make a Photograph Successfully, Photography: As an Art and Industry, Exceptional Technical Strategies in Photography, Identify the Professional Opportunities in the field of Photography, Role of Creative Photographer, The role of Marketing Photographer, Differences: Photography, Videography and Cinematography, Introduction to Videography: As an Art and Industry, Identify the Television Industry, Identify the Film Industry, Exceptional Technical Strategies in Videography, Cinematography: How to Write Screenplays, Creative Guidelines for Short Films, Creative Steps in Making Documentary & Docudrama, Current Issues & challenges of T.V. & Film Industry.

Course Aims:

To identify the elements of photography, videography and cinematography as disciplines which are essential needs of the Mass Communication Sector enabling students to use these media successfully.

Intended Learning Outcomes:

After completing this course, the students should be able to:

1. define the photography, videography and cinema.
2. explain the principles of photography, videography and cinema.
3. interpret the conceptual tendencies in cinema media.
4. categorize the differences of photography, videography and cinema
5. develop the new creations of three kinds of above fields.

Lesson Sequence:

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (hours)			Teaching / Learning Methods	Assessment Methods
				T	P	IL		
1	1	1, 2	How to make a Photograph Successfully	-	7	4	L, D	
2	2	1, 2	Photography: As an Art and Industry	1	-	4	L	
3	3	2, 3	Exceptional Technical Strategies in Photography		7	4	FV	AS 1 - Start
4	4	1, 2	Professional Opportunities in the field of Photography	-	-	4	L, D	
5	5	1, 2, 3	Role of Creative Photographer	-	-	4	L, D	
6	6	2, 3, 4	The role of Marketing Photographer	-	-	4	L	AS 1 - Due
7	7	3, 4	Differences of Photography, Videography and Cinematography	1	-	4	L, D	
8	8	2, 4, 5	Introduction to Videography: As an Art and Industry	-	7	4	L, D	
9	9	1, 2, 4	Interpretation of Television Industry	1	-	4	L, D	AS 2 - Start
10	10	1, 2, 4	Interpretation of Film Industry	1	-	4	L, D	
11	11	2, 4, 5	Exceptional Technical Strategies in Videography	-	7	5	L, D	
12	12	2, 3, 5	How to Write Screenplays	-	7	5	L, D	AS 2 - Due
13	13	2, 3, 5	Interpretation of Short Films	-	8	5	L, D	
14	14	1, 4	Practice Documentary & Docudrama	-	7	5	L, D	
15	15	1, 4	Current Issues & challenges of T.V. & Film Industry	1	-	4	L, D	

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (hours)			Teaching / Learning Methods	Assessment Methods
				T	P	IL		
Total Notional Hours				05	50	45		

Teaching methods: L=Lectures, D=Discussion

Assessment's methods: AS = Assignments

Assessment Strategy

Continuous Assessment	AS 1 - 20%	40%
	AS 2 - 20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Mr. Nelanga Jayasinghe (nelanga@ssh.rjt.ac.lk)	Mr. Nelanga Jayasinghe (nelanga@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory		■					■		■	■					
Practical	■		■	■	■	■		■			■	■	■	■	■
Independent Learning	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Field visits			■												
Assignments			■									■			
End Semester Examination	after 2 weeks of study leave														

Recommended Readings:

- Armer, Alan, (1986) Directing film and Television, Belmont, Calif: Wadsworth.
- Bobker, Lee. (1973). Making Movies: from Script to Screen and Harcourt Brace Jovanovich. New York.
- Brian, Thompson, L. (1990). Practical Guidance for Video Art. Notting Hill. U.K.
- Clark, Graham. (1997). The Photograph. Oxford University Press. New York.
- Eugenia, Parry. Janis, Mc Neil. (1977). Photography within the Humanities. Addition House Publishers. Danbury.
- ගුණසේකර, උදීන ගයාණාන්. (2000). ඡායාරූපමය පුවත්පත් කලාව. විජේසූරිය ග්‍රන්ථ කේන්ද්‍රය. මුල්ලේරියාව
- ගුණසේකර, උදීන ගයාණාන්. (2007). ඡායාරූප කලා සමීක්ෂා. ඇස්. ගොඩගේ සහ සහෝදරයෝ. කොළඹ

Sinhala

Course Title: Introduction to Sinhala Literature

Course Code: SINH 11012 (15:30:55)

Course Capsule:

Describing the Origin and the Nature of Literature, Literature and Society, Features of Poetic Language in Sinhala, Creative Writing and the usage of the Sinhala Language, Language and Themes of Sinhala Folk Literature, Introduction to Modern Sinhala Literature, Introduction to Classical Sinhala Literature, Literary Criticism, Appreciating Literary works, New Trends in the World Literature

Course Aim:

To introduce the students to the fundamentals of Classical, Folk and Modern Sinhala literature emphasizing the distinguished features of poetic language in particular enabling students to study Sinhala and they could use this knowledge for appreciating literary works and do creative works in Sinhala.

Course ILOs:

After completing this course, student should be able to:

1. describe the nature of literature and the relationship between literature and society.
2. criticize literary works
3. study selected texts of classical and modern Sinhala literature.
4. explain the features of Sinhala folk literature.
5. describe new trends in the world literature.

Lesson Sequence:

Week	Lesson No.	Relatd ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
01	01	1	Origin and the nature of literature, Studying recommended texts	1		3	L, D	
02	1.2 2	1	Origin and the nature of literature, literature and society Nature of literature and its connection with the society	1 1		4 3	L, D	AS start
03	3	2	Features of poetic language in Sinhala, Studying the recommended texts, conducting students' presentation on features of Literary language	1	2	4	L, D	
04	4	2	Creative writing and the usage of the Sinhala language, creative writing styles in the class using examples and group presentation, Reading references	1	2	4	L, D	AS Due
05	5	4	Language and themes of Sinhala Folk Literature, reading references, conducting field visit and presentations	1	9	4	L, D, FV	
06	5.1	4	Language and themes of Sinhala folk literature, Conducting group presentation after the field visit, reading references	1	5	5	L, D	Q
07	6	3	Introduction to Modern Sinhala Literature, appreciating given literary texts in the class, studying the recommended texts	1	2		L, D	
08	6.1	3	Introduction to the Modern Sinhala Literature, appreciating the given literary texts in the class, studying the recommended texts	1	2	6	L, D	
09	7	3	Introduction to the classical Sinhala literature, appreciating the recommended classical Sinhala literary works, Studying the recommended texts	1	2	4	L, D	MTT

Week	Lesson No.	Relatd ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
10	7.1	3	Introduction to classical Sinhala literature, conduct group presentation, Studying the recommended texts in the class	1	2	3	L, D	
11	7.2	3	Introduction to the classical Sinhala literature, Studying the recommended texts	1		3	L, D	
12	8	2	Studying the literary criticism and appreciating Literary works, reading references	1		2	L, D	
13	8.1	2	Studying the literary criticism and appreciating literary works, Library referencing/ writing an appreciation of recommended literary work/s	1	2	2	L, D	
14	9	5	New trends in the world literature, conducting group discussions, read references	1	2	3	L, D	
15	9.1	5	New trends in the world literature, reading references	1		5	L, D	
Total National Hours				15	30	55		

Teaching methods: L=Lectures, FV=Field visit, D=Discussion,
 Assessments methods: MTT=Mid Term Test, Q=Quiz, AS=Assignment

Assessment Strategy:

Continuous Assessment	AS - 20%	40%
	Quiz – 10%	
	Mid Term Test – 10%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Ven. Prof..Olaganwatte Chandasiri thero (rev.chandasiri@ssh.rjt.ac.lk)	Ven. Prof.Olaganwatte Chandasiri thero (rev.chandasiri@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
End Semester Examination	after 2 weeks of study leave														

Recommended Texts:

- අමරමෝලි හිමි, වේරගොඩ. (සංස්.). (1991). පන්සිය පනස් ජාතක පොත. කොළඹ: ශ්‍රී ලංකා ප්‍රකාශක සමාගම. (තෝරාගත් ජාතක කතා 3ක්)
- අයිත්මානවි, වින්ගීස්. (1966). ගුරුගීතය. කොළඹ: දේදුනු ප්‍රකාශන.
- ගුණවර්ධන, ඩබ්. ඇල්. (සංස්.). (1937) ගුත්තිල කාව්‍යය. කොළඹ: ජනාලංකාර මුද්‍රණාලය. (නැටුම් වර්ණනාව)
- පියනන්ද හිමි, මකුළුවේ. (සංස්.). (1971). සද්ධර්මරත්නාවලිය. කොළඹ: ඇම්. ඩී. ගුණසේන සහ සමාගම. (තෝරාගත් කතා 3ක්)
- මහගම සේකර. (1963). හෙට ඉරක් පායයි. නුගේගොඩ: ප්‍රදීප ප්‍රකාශකයෝ. (තෝරාගත් පද්‍ය)
- රත්නපාල, නන්දසේන. (1960). (සංස්.). යසෝදරාවත. මරදන: පී. කේ. ඩබ්. සිරිවර්ධන ප්‍රකාශකයෝ. (තෝරාගත් පද්‍ය)
- සරච්චන්ද්‍ර, එදිරිවීර. (1962). සිංහබාහු. කොළඹ:ඇස්. ගොඩගේ සහ සහෝදරයෝ.

- සේනානායක, ජී. බී. පලිගැනීම. (1948). කොළඹ: ඇම්. ඩී. ගුණසේන සහ සමාගම. (තෝරාගත් කෙටිකතා සහ පද්‍ය)

Recommended Readings:

- කරුණාරත්න, කුසුමා සහ විජේසූරිය, සරත්. (1993). විදේශීය කෙටි කතා සංග්‍රහය. කොළඹ: ප්‍රදීප ප්‍රකාශකයෝ.
- කරුණාරත්න, ගාවින්. (1963). සිංහල කවියේ නව යුගය. මහරගම: සමන් මුද්‍රණාලය.
- කුමාරසිංහ, කුලතිලක. (2017). කෙටිකතාවේ ප්‍රභවය සහ විකාශනය. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- කුමාරසිංහ, කුලතිලක. (2020). කෙටිකතා විවාර මූලධර්ම හා සම්ප්‍රදාය. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- කුලසූරිය, ආනන්ද. (1961). සිංහල සාහිත්‍යය 1. මහරගම: සමන් මුද්‍රණාලය.
- කුලසූරිය, ආනන්ද. (1963). සිංහල සාහිත්‍යය 2. මහරගම: සමන් මුද්‍රණාලය.
- කුලසූරිය, ආනන්ද. (1997). සිංහල සාහිත්‍යය 4. මහනුවර: කර්තෘ ප්‍රකාශන.
- ගමිලත්, සුවර්ත. (1989). බටහිර නාට්‍ය හා රංග කලාව. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- තිලකරත්න, මිනුවන්. පී. (2002). රුසියානු සාහිත්‍යය හා වර්තමාන සිංහල කෙටිකතා සහ නවකතා. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- දිසානායක, විමල්. (2015). නිර්මාණය හා විවාරය. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- නානායකකාර, ගුණවර්ධන. (1998). ජනකාවත සාහිත්‍ය සමීක්ෂා. මාකොළ: පුබුදු මුද්‍රණාලය.
- වික්‍රමසිංහ, මාර්ටින්. (1959). සිංහල සාහිත්‍යයේ නැගීම. මහරගම: සමන් මුද්‍රණාලය.
- සන්නස්ගල, පී. බී. (1994). සිංහල සාහිත්‍ය වංශය. කොළඹ: සංස්කෘතික කටයුතු දෙපාර්තමේන්තුව.
- සරච්චන්ද්‍ර, එදිරිවීර. (1961). සිංහල ගැමි නාටකය. කොළඹ: සංස්කෘතික කටයුතු දෙපාර්තමේන්තුව.
- සරච්චන්ද්‍ර, එදිරිවීර. (2006). සිංහල නවකතා ඉතිහාසය හා විවාරය. නුගේගොඩ: සරසවි ප්‍රකාශකයෝ.

Course Title: Introduction to Sinhala Language

Course Code: SINH 11022 (15:30:55)

Course Capsule:

Defining the concept of 'language', Study of speech and nature of a language, Signs, signals and symbols of the language, Studying the role of a language, Language as a formal and informal system, Explaining language as a system of communication, Studying the relationship between of language and society, Explaining the function of a language, Describing language and culture, Language and Regional and Social Dialects, Language and Nationality, Restricted languages "Style /Registers" Bilingualism, Explaining diglossia in Sinhala, Speech and writing system of Sinhala language, Accurate usages of Sinhala, Ellustraiting modern trends of Sinhala language.

Course Aim:

To impart the theoretical and practical knowledge of the language and the nature of the language, the function of the language, the diversity of the language, other parallel aspects related to the language and the exact Sinhala language usage, thereby enabling students to study the Sinhala language and describe the role of a human language and use the Sinhala language accurately according to the context.

Course ILOs:

After completing this course, student should be able to:

1. define the term 'language' and ellustrait language and usage, role of a language, language as a system of communication.
2. explain restricted languages "style and use registers" accord to the needs.
3. explain the relationship between language and society.
4. describe the language and culture and the diglossia in sinhala.
5. describe modern trends of sinhala language.

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
1	01.1	1	Definition on the concept of language and usage /referring recommended textbooks	1		2	L, D	
2	01.2	1	Definition on the concept of language and usage /referring recommended textbooks/Creating own definition	1		2	L, D	Q
3	02	1	Speech and nature of a language, signs, signals and symbols of the language /conducting a presentation on lesson /Referring recommended textbooks	1	4	2	L,P,D,FV	AS Start
4	03.1	1	Language as a System of communication /Referring recommended textbooks	1		2	L, D	
5	03.2	1	Language as a System of communication /Conducting Essay Writing-/ Formal and informal usages of Sinhala in written and verbal communication /Referring recommended textbooks	1	2	2	L, P, D	
6	04.1	2	Studying the restrict languages, registers and bilingualism /Referring recommended textbooks	1		2	L, D	VP
7	04.2	2	Learn restrict languages, registers and bilingualism /Conducting group presentation about the lesson /Referring recommended textbooks	1	2	4	L, P, D	MTT
8	05.1	3	Language and society /Conducting group presentation -before field visit /Referring recommended textbooks	1	8	4	L,P, D, FV	
9			Mid Semester Examination	1	4	7		

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
10	05.2	3	Language and society /Referring recommended textbooks	1		2	L, D	
11	06.1	4	Language and culture /Referring recommended textbooks	1		2	L, D	
12	06.2	4	Language and culture/ presentation – after field visit /Referring recommended textbooks	1	6	5	L, D	VP
13	07	4	Diglossia	1		2	L, D	
14	08	5	Modern trends of Sinhala language/ conducting group presentations / Explanation on modern trends of Sinhala language /Referring recommended textbooks	1	4	4	L, P, D	
15	09	2	Practical usage of the Language/ giving the final assignment /Conducting group presentation /Referring recommended textbooks	1		5	L, D	
		1, 2, 3, 4, 5	Collecting the final assignment Creating a group booklet regarding language, society and culture.			8		AS Due
Total National Hours				15	30	55		

Teaching methods: L=Lectures, P=Practical, FV=Field visit, D=Discussion,

Assessments methods: MTT = Mid Term Test, VP = Viva and Presentation, Q=Quiz, AS=Assignment.

Assessment Strategy:

Continuous Assessment	AS - 10%	40%
	Quiz – 10%	
	Mid Term Test – 10%	
	VP – 10%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Prof. Wasantha K Dissanayake (wasanthadissanayake@ssh.rjt.ac.lk)	Prof. Wasantha K Dissanayake (wasanthadissanayake@ssh.rjt.ac.lk) Mrs. M.T.C.H. Kumari (chamari@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
End Semester Examination	after 2 weeks of study leave														

Recommended Readings:

- Bloomfield, Leonard. (1933), Language. London: George Allen & Unwin Ltd. Museum Street.
- McCormack William c., Wurm Stephen a. (1979). Language and Society. Mouton Publishers, The Hague, Paris, New York.
- කහඳගමගේ, පියසේන. (2000). ප්‍රාදේශීය භාෂා ව්‍යවහාර. කොළඹ :ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- දිසානායක, ජේ. බී. (1970). භාෂාවක භාවිතය හා විග්‍රහය. කොළඹ: ලේක්හවුස් ප්‍රකාශන.
- දිසානායක, ජේ. බී. (2005). මානව භාෂා ප්‍රවේශය. කොළඹ: ලේක්හවුස් ප්‍රකාශන.
- ධර්මදාස කේ. එන්. ඩී. (1989). භාෂාවේ සම්භවය හා සංස්කෘතික මුහුණුවර. කොළඹ :ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- ධර්මදාස කේ. එන්. ඩී. (1996). භාෂාව හා සමාජය. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- බලගල්ලේ, විමල්, ජී. (1995). භාෂා අධ්‍යයනය හා සිංහල ව්‍යවහාරය. කොළඹ : ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- බලගල්ලේ, විමල් ජී. (1998). සිංහල භාෂා අධ්‍යයන ඉතිහාසය. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- සිල්වා, සුගතපාල. (1963). භාෂා විමර්ශනය. මහරගම: සමන් ප්‍රකාශකයෝ,

Course Title: Modern Sinhala Prose

Course Code: SINH 12032 (15:30:55)

Course Capsule:

Describing origin and the nature of the modern Sinhala prose, Principles of novels and short stories, Study of selected texts, Study of the turning points of modern Sinhala prose, Study the foreign influence on modern Sinhala prose.

Course Aim:

To introduce the students to understand the origin and the nature of the modern Sinhala prose with special attention to the principles of novels and short stories and identify the turning points of modern Sinhala prose, the foreign influence on modern Sinhala prose enabling students to create novels and short stories.

Course ILOs:

After completing this course, student should be able to:

1. describe the origin and nature of the modern Sinhala prose.
2. explain the principles of novels and short stories.
3. describe the turning points of modern Sinhala prose.
4. describe the foreign influence of modern Sinhala prose.
5. create novels and short stories.

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
1	1	1	Origin & the nature of the fictions and novels.	3		3	L, D	
2	2	2	The principles of novels/criticizing recommended novel/s	3		3	L, D	
3	3	2	The principles of short stories/criticizing recommended short story/s	2		3	L, D	Q
4	4	3	Introductioin to social cultural background of Sinhala fiction/ conducting Students' presentations		4	3	L, D	
5	4.1	3	Featurers of Sinhala fiction, Studying the recommended fiction	1		2	L, D	
6	5	3	Featurers and new trends of Sinhala novels/ conducting Group discussions and students' Presentations		5	3	L, D	MTT
7	5.1	3	Reading Viragaya as a turning point in the sphere of Sinhala novels	1		3	L, D	
8	6	3	New trends in modern Sinhala novels/ conducting group presentations	1	3	5	L, D	
9	7	3	Origin and the evalution of Sinhla short stories and conducting group discussions and presentations	1	3	5	L, D	AS start
10	7.1	3	Western influence on Sinhala literature / studying the recommended texts	1		4	L, D	
11	08	3	Studying the recommended texts/ conducting group discussions		3	3	L, D	AS due
12	8.1	3	Studying the recommended texts/ reading recommended readings	1		3	L, D	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
13	9	4	Appreciating the recommended texts/refer recommended readings	1		5	L, D	
14	10	3	Delivering a presentation on the novels with national level awards after 2000.		6	5	D	
15	10.1	3	Delivering a presentation on the shortstories with national level awards after 2000.		6	5	D	
Total Notional Hours				15	30	55		

Teaching methods: L=Lectures, D=Discussion

Assessments methods: MTT = Mid Term Test, Q=Quiz, AS=Assignment.

Assessment Strategy:

Continuous Assessment	AS - 20%	40%
	Quiz – 10%	
	Mid Term Test – 10%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Dr. (Mrs.) M. G. N. Dayananda (nilmini@ssh.rjt.ac.lk)	Dr. (Mrs.) M. G. N. Dayananda (nilmini@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
End Semester Examination	after 2 weeks of study leave														

Recommended Texts:

- අමරසේකර, ගුණදාස. (1957). රතුරෝසමල. කොළඹ: ඇම්. ඩී. ගුණසේන සහ සමාගම.
- ඉලයප්පාරච්චි, එරික්. (1961). පාදයාත්‍රා. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- වික්‍රමසිංහ, මාර්ටින්. (1961). විරාගය. මහරගම: සමන් මුද්‍රණාලය.
- වික්‍රමසිංහ, මාර්ටින්. (1966). "ගැහැනියක්", ගැහැනියක් සහ තවත් කෙටිකතා. කොළඹ: මකීම් පොත් හල.
- සිරිසේන, පියදස. (1957). වාසනාවන්ත විවාහය හෙවත් ජයතිස්ස සහ රොසලින්. කොළඹ: ඇම්. ඩී. ගුණසේන සහ සමාගම.

Recommended Readings:

- දයානන්ද, නිල්මිණි. (2021). සිංහල නවකතාවේ මාර්ටින් වික්‍රමසිංහ ලකුණ. වරකපොල: ආර්ය ප්‍රකාශකයෝ.
- මැද්දේගම, උදය ප්‍රශාන්ත. (1998). මාර්ටින් වික්‍රමසිංහගේ නවකතා (තුන් ඇඳුතු නවකතා විශේෂ විමර්ශනය). වරකපොල: ආර්ය ප්‍රකාශකයෝ.
- මැද්දේගම, උදය ප්‍රශාන්ත. (2003). සියවසක සිංහල නවකතා. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- වික්‍රමසිංහ, මාර්ටින්. (1959). සිංහල සාහිත්‍යයේ නැඟීම. මහරගම: සමන් මුද්‍රණාලය.
- සරච්චන්ද්‍ර එදිරිවීර. (1997). සිංහල නවකතා ඉතිහාසය හා විචාරය. නුගේගොඩ: සරසවි ප්‍රකාශකයෝ.
- සුරවීර, ඒ. ඩී. (1991). නවකතා නිර්මාණය හා අවබෝධය. (නව සංස්කරණය), කොළඹ: ප්‍රදීප ප්‍රකාශකයෝ.
- සුරවීර ඒ. ඩී. (1996). කෙටිකතාවේ විකාශනය සහ සිංහල කෙටිකතාව. කොළඹ: සංස්කෘතික කටයුතු දෙපාර්තමේන්තුව.

Course Title: Modern Sinhala Verse

Course Code: SINH 12042 (15:30:55)

Course Capsule:

An introduction to the Social and the cultural background, Origin and evolution of modern Sinhala verse, Colombo Period to modern Sinhala poetry, Influences of various traditions on modern Sinhala poetry, Thematic variation of Sinhala poetry, New trends of the modern Sinhala poetry, Explaining the contents of the recommended text books

Course Aim:

To impart the knowledge on the nature and the development of the modern Sinhala verse and thereby enabling students to appreciate and create modern Sinhala verse.

Course ILOs:

After completing this course, student should be able to:

1. define literature and identify the nature of modern Sinhala verse.
2. explain the main trends and themes in modern Sinhala verse.
3. explain the development of modern Sinhala verses and styles.
4. describe different styles in modern Sinhala verse.
5. explain thematic variation with special reference to selected poets.

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning methods	Assessment methods
				T	P	IL		
1	1	1	Origin & evolution of the modern Sinhala Verse	1		4	L	
2	2	1, 2, 3	Origin & evolution of the modern Sinhala Verse	1	6	4	L, D GA	
3	3	5	Social and political background in the origin of modern Sinhala verse and new trends	1		4	L, D	AS start
4	4	4, 5	Influence of various Western traditions on modern Sinhala verse/ analyzing and appreciating the recommended texts and presentation	1	4	4	L, D	
5	5	5	Discussion on thematic variation of the recommended texts	1	2	4	L L, D	AS Due
6	5	4	Influence of traditions of Sinhala language on modern Sinhala verse.	1		2	L, D	
7	6	1,2	Origin & evaluation of the free verse in Sinhala poetry/ conducting group works and individual presentations.	1	6	4	P, D	MTT
8	6.1	1, 2	Origin & evolution of the free verse in Sinhala poetry	1		4	L, D	
9	7	5	Influence of new social and cultural changes on Sinhala Verse	1		3	L, D	
10	8	4, 5	The Socio-political background on Sinhala verse	1		4	L, D	
11	9	4, 5	The Socio-political background of Sinhala verse, analyzing the recommended texts	1	6	4	GA	Q
12	9.1	1, 2, 5,	The Influence of folk literature on modern Sinhala Verse	1		4	L, D	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning methods	Assessment methods
				T	P	IL		
13	9.1	1, 2, 3, 4, 5	The vision of life in modern Sinhala poetry (Studying the recommended texts)	1		4	L, D	
14	10	5	The Structural /thematic /language changes in the modern Sinhala verse	1		4	L, D	
15	10.1	5	The Structural /thematic /language changes in the modern Sinhala verse	1	6	2	GA	
Total Notional Hours				15	30	55		

Teaching methods: L=Lectures, P=Practical, D=Discussion, GA=Group Activity

Assessments methods: MTT = Mid Term Test, Q=Quiz., AS=Assignment

Assessment Strategy:

Continuous Assessment	AS - 20%	40%
	Quiz – 10%	
	Mid Term Test – 10%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Ven. G. Uparathana thero (uparathana@ssh.rjt.ac.lk)	Ven. G. Uparathana thero (uparathana@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
End Semester Examination	after 2 weeks of study leave														

Recommended Texts:

- කුමාරතුංග, මුනිදාස. (1958). පියසමර. කොළඹ: ඇම්. ඩී. ගුණසේන සහ සමාගම
- කොඩිකුචක්කු, පරාක්‍රම.(1958). දිවමන් ගජමන්. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- විරසිංහ, නන්දන. (2018). ක්ෂණ නියාම. මහරගම: අහස මිටියා වර්ක්ස්.

Recommended Readings:

- අමරසිංහ, ජයන්ත. (සංස්.) (2016). නූතන සිංහල සාහිත්‍ය ප්‍රවේශිකා. බොරැස්ගමුව: විසිදුනු ප්‍රකාශකයෝ.
- ආරියරත්න, සුනිල්. (2011). නූතන පද්‍ය කාව්‍ය සංහිතා. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
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Course Title: Drama & Theater

Course Code: SINH 21052 (15:30:55)

Course Capsule:

Describing the features of drama through definitions, Origin and evolution of Eastern and Western drama, Origin and evolution of Sinhala Drama, Illustrating the dramatic components of traditional *Śāntikarma*, and folk drama, Explaining the basic progressive tendencies in 19th and 20th century Sinhala drama, Workshop on techniques and modern trends in Sri Lankan stage drama, Study of selected Eastern and Western drama, explaining the importance of drama and theater studies as a medium of communication for personal attitude development, Workshop on criticism of selected Western and Eastern dramas.

Course Aim:

To introduce students to Sinhala drama and theatre while highlighting the origin of Eastern and Western drama, special characteristics, techniques, similarities and differences of each style enabling students to gain skills of criticizing and composing dramas.

Course ILOs:

After completing this course, student should be able to:

1. describe the evolution of Sinhala drama and theatre from folk drama to pre- modern drama styles.
2. demonstrate the specialties in using different dramatic styles among the dramatists of 19th and 20th century.
3. describe the origin of Eastern and Western drama, special characteristics, techniques, similarities and differences of each style
4. compose dramas.
5. explain the importance of drama and theater studies as a medium of communication for personal attitude development.

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
1	1.	1	Definitions on 'drama', the Origin and evolution of Eastern and Western drama Studying the recommended texts and Read Reference	1		3	L	
2	2.1	1	Origin and evolution of Sinhala Drama Studying the contents of the recommended texts and read Reference	1		3	L	
3	2.2	2,3	The dramatic components of traditional <i>Śāntikarma</i> / Conducting a presentation on the dramatic features of <i>Śāntikarma</i> / Studying the recommended texts and read reference	1	3	4	L, P	AS start
4	2.3	5	Sinhla folk drama /conducting group Discussion Studying the recommended texts and read reference	1	3	4	L, P	
5	3.1	1,5	New trends in the 19 th and the 20 th century Sinhala drama Studying ecommended texts and read Reference	1		4	L	AS due
6	3.2	5	Conducting group discussion of the new trends in the 19 th and the 20 th century Sinhala drama Studying recommended texts and read Reference	1	2	3	L,P, D	Q
7	4.	4	Conducting a workshop on stage drama		3	4	P	
8	5.	4	Mid term examination/ conducting staging a drama by students		3	5	P	GP 1

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
9	6.1	3	Different styles in Sinhala drama/conducting group discussions, Studying recommended texts and read reference	1	2	4	L, P	
10	6.2	1	Conducting a workshop for modern Sinhala drama	1	4	3	L, P	GP 2
11	7.	4, 3	Conducting a practical study on the structure, and dramatic point of view through selected drama scripts of main dramatists of East and West/ conducting group Presentations Studying recommended texts and read Reference	1	2	4	L, P	
12	8.	2	The different aspects of Japanese and Chinese traditional drama (Noo, Kabuki, Kewogen, Bunarku, Beijin opera) styles and the Sanskrit drama style/ conducting group discussion and presentations Studying ecommended texts and Read Reference	2	2	4	L, P, D	GP 3
13	9.	3	Main characteristics of Greek and Roman drama styles through selected dramas/conducting a Discussion and group presentation/ studying of the recommended drama	1	2	3	L, P, D	GP 4
14	10.	3	Bertol Brescht and William Sheakspere's dramatic styles Studying the recommended texts and read References	1		3	L	
15	11.	5	The importance of drama and theater studies as a medium of communication for personal attitude development/conducting a workshop on criticism and through selected local and international dramas/ Group work / Studying recommended texts	2	4	4	L, P	GP 5
Total Notional Hours				15	30	55		

Teaching methods: L=Lectures, P=Practical, D=Discussion

Assessments methods: Q=Quiz, AS=Assignment, GP=Group presentation.

Assessment Strategy:

Continuous Assessment	GP 1 - 4%	40%
	GP 2 - 4%	
	GP 3 - 4%	
	GP 4 - 4%	
	GP 5 - 4%	
	Quiz – 10%	
	AS – 10%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Mrs. M. T. C. H. Kumari (chamari@ssh.rjt.ac.lk)	Mrs M. T. C. H. Kumari (chamari@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits/															
Assignments															

End Semester Examination

after 2 weeks of study leave

Recommended Texts:

පහත දැක්වෙන සිංහල නාට්‍ය කෘති ඇසුරින් තෝරාගත් කිහිපයක විශේෂ ප්‍රවණතා අධ්‍යයනයට ලක් කිරීම

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පහත දැක්වෙන ශ්‍රීක නාට්‍ය කෘති ඇසුරින් තෝරාගත් කිහිපයක විශේෂ ප්‍රවණතා අධ්‍යයනයට ලක් කිරීම

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- පතිරාජ, විජේරත්න. (2007). සිංහල නාට්‍ය වංශය. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- බෝගමුව, චන්දසිරි. (2007). සමකාලීන සිංහල වේදිකාව. මුදුන්ගොඩ: තරංග ප්‍රකාශකයෝ.
- මාරසිංහ, වෝල්ටර්. (1994) හරකමුනි ප්‍රණීත නාට්‍ය ශාස්ත්‍ර. නුගේගොඩ: පියසිරි ප්‍රින්ටර්ස් සිස්ටම්.
- මාරසිංහ, වෝල්ටර්. (1995). ශ්‍රීක නාට්‍ය සම්ප්‍රදාය. නුගේගොඩ: පියසිරි ප්‍රින්ටර්ස් සිස්ටම්.
- මාරසිංහ, වෝල්ටර්. (1998). සංස්කෘත නාට්‍ය සම්ප්‍රදාය හා රත්නාවලී, කොළඹ:ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- සරච්චන්ද්‍ර, එදිරිවීර. (2004). සිංහල ගැමි නාටකය. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- සුරවීර, ඒ. ඩී. (පරි.). (1984). ඇරිස්ටෝටල් කාව්‍ය ශාස්ත්‍රය. කොළඹ: ලේක් හවුස් ඉන්වෙස්ට්මන්ට් සමාගම.

Course Title: Creative Writing and Literary Criticism

Course Code: SINH 21062 (15:30:55)

Course Capsule:

Explaining the principles of creative writing and language, Experience and creative writings, Introduction to Eastern and Western Literary criticism, Pioneers of literary criticism in Sri Lanka and their teaching, Self Creation and criticism (Songs / Cinema / Television / Novels / Short / Poetry / Drama)

Course Aim:

To provide students with an overview of both traditional and modern theories of Western and Eastern literary criticism and principles of creative writings enabling students to use literary theories appropriately to criticize modern and Classical Sinhala literary works and be able to create literary works.

Course ILOs:

After completing this course, student should be able to:

1. explain Eastern and Western literary theories.
2. apply theoretical knowledge in literary criticism.
3. describe different features of literary works.
4. explain the teaching of the pioneers of Literary Criticism in Sri Lanka.
5. create a novel, a short story, a poem, stage play, and to present them

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
1	1	3	Creative writing and language Referring the recommended books	2		5	L, D	Q
2	1.1	3	Creative Writing and Language	2			L	
3	2	3	Discussion on the experience and creative writings	2			L, D	
4	2.1	3	Discussion on the experience and creative writings, create new poems	2		5	L	Q
5	4	1	Introduction to the Eastern and Western literary criticism Referring recommended textbooks	2		5	L, P	AS start
6	4.1	1	Introduction to Eastern and Western Literary criticism, Videos	1	2	5	L, P	
7	5	4	The pioneers of literary criticism in Sri Lanka/ studying of Martin Wickramasingha and his teaching on literary criticism deeply	1	4	5	L, D	GP
8	5.1	4	The pioneers of literary criticism in Sri Lanka/analyzing the teaching of Ediriweera Sarthchandra on literary criticism	1	4	5	L, P	AS due
9	6	2	Introduction to literary criticism/ criticizing a Film	1	4	5	L, D, P	MTT
10	7	2	Introduction to literary criticism/ criticize a Tele drama	1	2	5	L, P, D	
11	8	5	Self-creations and criticism /Present a Stage play		3	5	P, D	GP

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
12	8	5	Self-creation and criticism/conducting a workshop with guest lecturer		4	5	P, D	
13	8	5	Self creation and criticism Conducting a workshop with guest		3	5	P, D	
14	9	3	Encouraging the Self-Creation and Criticism Conducting a debate		4		P, D	
15	10	1	Discussion				D	
<i>Total Notional Hours</i>				15	30	55		

Teaching methods: L=Lectures, P=Practical, D=Discussion

Assessments methods: MTT = Mid Term Test, Q=Quiz, GP = Group presentation, AS=Assignment.

Assessment Strategy:

Continuous Assessment	AS - 10%	40%
	Quiz – 10%	
	GP – 10%	
	MTT – 10%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Prof. Ven. O. Chandasiri (rev.chandasiri@ssh.rjt.ac.lk)	Prof. Ven. O. Chandasiri (rev.chandasiri@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
End Semester Examination	after 2 weeks of study leave														

Recommended Readings:

- ජයතිලක, කේ. (1991). සාහිත්‍ය නිර්මාණයේ මුල් පොත. කාලඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- දිසානායක, විමල්. (1971). ගිරිකුල හා සදමඩල. කොළඹ: හංස ප්‍රකාශකයෝ.
- විජේසූරිය, සරත්. (1996). නිර්මාණ අධ්‍යයනය. බොරැල්ල: විජේසූරිය ග්‍රන්ථ කේන්ද්‍රය.
- සරච්චන්ද්‍ර, එදිරිවීර. (1985). පිං ඇති සරසවි වරමක් දෙන්නේ. නුගේගොඩ: සරසවි ප්‍රකාශකයෝ.
- සරච්චන්ද්‍ර, එදිරිවීර. (2000). කල්පනා ලෝකය. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- සරච්චන්ද්‍ර, එදිරිවීර. (2010). සාහිත්‍ය විද්‍යාව. කොළඹ : ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- සුරවීර, ඒ. ඩී. (1990). නිර්මාණ විචාර විමර්ශන. කාලඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- සුරවීර, ඒ. ඩී. (1991). සාහිත්‍ය විචාර ප්‍රදීපිකා. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.

Course Title: Sinhala Language and Usage

Course Code: SINH 22072 (15:30:55)

Course Capsule: Definition of language, Signs and Symbols, Sinhala Alphabet, The Processes of Euphonic Combination, Word Formation in Sinhala – Prefixes [upasarga, nipatha] and Suffixes [prathya], Word Formation in Sinhala Compounds, noun and cases, verb patterns, Role of modern Sinhala language, Role of Classical Sinhala language, Describing the usages of Sinhala Language with a special reference to written usage and grammar, Classical Sinhala Grammar. Rules and conventions of Sinhala language, Linguistic awareness of issues of modern Sinhala written usage, Common Errors in Sinhala Language, Usage of Language and social attitudes.

Course Aim: To introduce students to the rules and conventions of Sinhala language usage, linguistic awareness of issues of modern Sinhala written usage, skills in using modern literary Sinhala for communication and literary expression and thereby creating a talented designer who uses language for creative works such as writing letters, poems and essays.

Course ILOs:

After completing this course, student should be able to:

1. describe the development of the usages of the Sinhala language and different grammatical categories of modern Sinhala usage.
2. explain origin and evolution of the Sinhala Alphabet
3. demonstrate the knowledge about Sinhala Spelling rules
4. describe language usage and social attitudes
5. analyze Nouns and Verb Patterns in Sinhala

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Ledarng Methods	Assessment Methods
				T	P	IL		
1	1.1	1	Definitions on language/reading recommended textbooks	1		2	L, P	
2	1.2	1	Signs and symbols/present sign and symbols/refering recommended text books	1	8	3	L	Q
3	2.1	1	Role of modern Sinhala language/conducting group presentation about previous lessons/reading recommended textbooks	1	4	2	L, P, FV	
4	2.2	1	Role of classical Sinhala language/Refering recommended textbooks	1		2	L	
5	3.1	3	Sinhala alphabet / Reading recommended textbooks	1		4	L, P	ST
6	3.2	4	The usage of language and social attitudes/conductIng a presentation-before field visit/ Refering recommended textbooks	1	8	3	L, P	VP
7	4	3	Spelling rules / Refering recommended textbooks	1		4	L, P	
8			Mid Semester Exam/ Refering recommended textbooks	1		10		MTT
9	5	5	Discussion on common errors in Sinhala Language / Refering recommended textbooks	1		2	L, P	
10	6.1	5	Studying the Test Books as 'Sidatsañgarāva' part one / Reading recommended textbooks	1		2	L, P	
11	6.2	5	Studying of Test Books as 'Sidathsagarava' part two / Explanation on contents in the recommended textbooks	1		2	L, P	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Ledarng Methods	Assessment Methods
				T	P	IL		
12	7.1	5	Description on the processes of Euphonic Combination [sandhi] / Reading recommended textbooks	1		3	L, P	AS start
13	7.2	5	Studying the word Formation in Sinhala –Prefixes [upasarga, nipatha] and Suffixes [prathya]/ reading recommended textbooks	1		3	L, P	
14	7.3	5	Description on word Formation in Sinhala Compounds, noun and cases, verb patterns / Reading recommended textbooks	1		3	L, P	
15	8	1	Studying sentence Structures and Issues in Contemporary Literary Sinhala Usage/ Reading recommended textbooks	1		2	L	AS due
		1	Completion of the final assignment: Complete modern Sinhala Usage and Grammar Book/conducting a presentation after field visit		10	8		
Total Notional Hours				15	30	55		

Teaching methods: L=Lectures, P=Practical, FV=Field visit

Assessments methods: MTT = Mid term test, VP = Viva and Presentation, ST=Spot Tests, Q=Quiz, AS=Assignment.

Assessment Strategy:

Continuous Assessment	AS - 10%	40%
	MTT – 10%	
	VP – 10%	
	Quiz – 5%	

	ST – 5%	
End Semester Examination		60%
Total		100%
Course Coordinator	Teaching Panel	
Prof. Wasantha K. Dissanayake (wasanthadissanayake@ssh.rjt.ac.lk)	Prof. Wasantha K. Dissanayake (wasanthadissanayake@ssh.rjt.ac.lk) Mrs. M. T. C. H. Kumari (chamari@ssh.rjt.ac.lk)	

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
End Semester Examination	after 2 weeks of study leave														

Recommended Readings:

- Bloomfield, Leonard. (1958). Language. N. Y. (seconded.) bright.
- අභයසිංහ, ඒ. ඒ. (1998). ව්‍යාධ්‍යාන සහිත සිද්ධි සඟරාව. කඩවත: අභය මුද්‍රණ ශිල්පියෝ.
- කරුණාතිලක, ඩබ්ලිව්. එස්. (2003). සිංහල භාෂා ව්‍යාකරණය. කොළඹ: ඇම්. ඩී. ගුණසේන සහ සමාගම.
- කෝපරහේවා, සදගෝමි. (2010). සිංහල අක්ෂර වින්‍යාස අකාරාදිය. කොළඹ :ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- කෝපරහේවා, සදගෝමි. (2014). සිංහල සන්ධි අකාරාදිය. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- දයානන්ද, නිල්මිණි. (2022). නූතන සිංහල ව්‍යවහාරය හා ව්‍යාකරණය. වරකපොල: ආර්ය ප්‍රකාශකයෝ.

- දිසානායක, ජේ. බී. (1995). සමකාලීන සිංහල ලේඛන ව්‍යාකරණය - 1: ව්‍යාකරණ ප්‍රවේශය. කොළඹ :ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- දිසානායක, ජේ. බී. (2000) . බසක මහිම 1-12. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- දිසානායක, ජේ. බී. (2007) . සිංහල අක්ෂර විචාරය . දෙහිවල: සුමින ප්‍රකාශකයෝ.
- බලගල්ලේ, විමල් ජී. (2012). භාෂා අධ්‍යයනය හා සිංහල ව්‍යවහාරය. කොළඹ : ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- සිංහල ලේඛන රීතිය. (1989) .මහරගම: ජාතික අධ්‍යාපන ආයතනය.
- සිංහල ලේඛන ව්‍යවහාරය උපදේශ සංග්‍රහය. (2015) . කොළඹ: අධ්‍යාපන ප්‍රකාශන දෙපාර්තමේන්තුව.

Course Title: Evolution of Sinhala Language

Course Code: SINH 22082 (15:30:55)

Course Capsule: Describing the theoretical concepts of origin and evolution of Sinhala language and the relationship with Indo-Aryan Language family, The deviation of evolutionary periods of Sinhala Language, Language families and Sinhala, Explaining the linguistic study of the evolution of the structure of Sinhala language, Eastern and Western language tendencies which influence on the development of Sinhala language, New trends in Sinhala language

Course Aim: To provide students with a comprehensive knowledge of origin and evolution of Sinhala language while giving the knowledge to identify the unique features of Sinhala language and its new trends enabling students to do research on the origin, evolution and the uniqueness of Sinhala language.

Course ILOs:

After completing this course, student should be able to:

1. demonstrate the origin and the evolution of Sinhala language from ancient to modern era.
2. demonstrate Eastern and Western language influence on the development of Sinhala language
3. explain the new tendencies of Sinhala language
4. demonstrate unique features of Sinhala language

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
1	1	1	The origin and the evolution of Sinhala language Study recommended texts and Read Reference	1		5	L	
2	1.2	1	The concept of Indu-Aryan origin of Sinhala language/ comparing these two concepts and arrive at a conclusion Studying the recommended texts and read reference	1		5	L	
3	1.3	2	The concept of Indu-Anaryan origin of Sinhala language Studying recommended texts and read reference	1		5	L	
4	2	1	Evolutionary periods of Sinhala Language Studying the recommended texts and read reference	1		5	L	
5	2.1	1	Evolutionary periods of Sinhala Language ConductING a group discussion Studying recommended texts and read Reference	1	2	3	L, P, D	AS start
6	3	1,2	Language families and Sinhala Studying recommended texts and read reference	1		3	L	
7	3.1	1	Conducting a workshop on Indu- Aryan language family and group presentations Studying recommended texts and read reference	1	5	3	L, P	GP 1
8	3.2	1,2	Conducting a workshop on Indu -Iran language family/conducting group presentations Studying recommended texts and Reading references	1	5	3	L, P	AS due
9	4	2,3	Conducting a workshop on the linguistic study of the evolution of the structure of Sinhala language	2	5	3	L, P	GP 2

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
			Conducting a Group Presentation about evolution and structure of Sinhala language Studying the recommended texts and Reading references					
10	4.1	3	Conducting a workshop on the linguistic study of the evolution of structure of Sinhala language Consucting group Discussion about evolution and structure of Sinhala language Studying the recommended texts and reading references	1	5	3	L, P, D	Q
11		2	Discussion on the influence of the Eastern and Western language on the development of Sinhala language Studying the recommended texts and Reading references	1		3	L	
12		2	Discussion on the influence of the Eastern and Western language on the development of Sinhala language Studying the recommended texts and Reading references	1		3	L	
13		2.3.4	The influence of the Western language tendencies on the development of Sinhala language Studying recommended texts and read reference	1		3	L	
14		3,4	Discussion on the new trends in Sinhala language Studying recommended texts and reading references	1		3	D	
15		1-4	Conducting group presentations on given topics Studying recommended texts and reading references		08	5	P	
<i>Total Notional Hours</i>				15	30	55		

Teaching methods: L=Lectures, P=Practical, D=Discussion

Assessments methods: Q=Quiz, AS=Assignment, GP=Grop presentation.

Assessment Strategy:

Continuous Assessment	AS - 20%	40%
	Quiz – 10%	
	GP 1 – 5%	
	GP 2 – 5%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Mrs. M. T.C. H. Kumari (chamari@ssh.rjt.ac.lk)	Mrs. M. T. C. H . Kumari (chamari@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Theory																
Practical																
Independent Learning																
Field visits																
Assignments																
End Semester Examination	after 2 weeks of study leave															

Recommended Readings:

- Buhler, G. (1959). Indian Palaeography. Culcatta: Indian Studies.
- Wikkramasinghe, Don Martino De Silva. (Ed.). (1984). Epigraphia Zeylanica - 1-8, vol. 1- 2 , Colombo: Ceylon Government Press.
- අමරවංශ හිමි, කොත්මලේ. (1969). ලක්දිව සෙල්ලිපි. කොළඹ: ඇම්. ඩී. ගුණසේන සහ සමාගම.
- කරුණාරත්න, සද්ධාමංගල. (1960), සිංහල ශිලා ලේඛන. කොළඹ: ඇම්. ඩී. ගුණසේන සහ සමාගම.
- ජයසේකර. ආනන්ද. (1970). කුලනාත්මක වාග්විද්‍යාව. කොළඹ: සීමාසහිත ලේක්හවුස් ඉන්වෙස්ට්මන්ට් සමාගම.
- පඤ්ඤාසාර හිමි, ඔක්කම්පිටියේ. (2005), සිංහල අක්ෂර රූප විකාසය හා භාරතීය ආභාසය. කොළඹ: S &S මුද්‍රණාලය.
- බලගල්ලේ, විමල් ජී. (1992). සිංහල භාෂාවේ සම්භවය හා පරිණාමය. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- බලගල්ලේ, විමල් ජී. (1996). සිංහල භාෂාවේ ප්‍රභවය හා ප්‍රවර්ධනය. කොළඹ: සංස්කෘතික කටයුතු දෙපාර්තමේන්තුව.
- බලගල්ලේ, විමල් ජී. (1998). සිංහල භාෂා අධ්‍යයන ඉතිහාසය. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- බලගල්ලේ, විමල් ජී., (2004), සිංහල භාෂා අධ්‍යයන ලිපි-1. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- මුදියන්සේ, නන්දසේන. (2000). සිංහල ශිලා ලේඛන සංග්‍රහය. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- විජේසේකර, නන්දදේව. (සංස්.). (1990). අභිලේඛන. කොළඹ: පුරාවිද්‍යා දෙපාර්තමේන්තුව,
- විමලකීර්ති හිමි, මැදඋයන්ගොඩ. (2004). ශිලා ලේඛන සංග්‍රහය. මොරටුව: ඩී. පී. දොඩන්ගොඩ සහ සමාගම.
- විමලවංශ හිමි, බද්දේගම. (1959). සෙල්ලිපි සමාජය. මහරගම: අනුල මුද්‍රණාලය.

Course Title: Classical Sinhala Prose and Verse

Course Code: SINH 31092 (15:30:55)

Course Capsule: Describing socio historical and literary background of Anuradhapura and Polonnaruwa Periods, Origin and Development of classical Sinhala prose verses, Literary aspects of Amāvatura, Butsarāṇa, Sadharmaratnāvaliya, Siyabaslakara, Kavisilumiṇa, Kāvyaśhēkaraya, Explaining of classical Sinhala prose styles, Literary trends of classical Sinhala poetry and language of classical Sinhala verse.

Course Aim: To introduce the students the key authors and texts related to classical Sinhala literature and the development of the classical Sinhala literature and thereby to develop the critical awareness of students on classical Sinhala prose and verse.

Course ILOs:

After completing this course, student should be able to:

1. describe the relevant social and cultural background.
2. compare and contrast themes, contents, and language and writing styles of selected texts.
3. explain the main trends in classical Sinhala prose and verses.
4. appreciate recommended classical literary texts.
5. describe the evolution of Sinhala language.

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
1	1	1	The socio historical and literary background of Anuradhapura and Polonnaruwa Periods	1		4	L, D	
2	1	1	The background of verse in Anuradhapura period	1		4	L, D	AS 1 start
3	2	2, 3, 4	The content & structure of Amavatura	1		4	L, D	
4	2	1, 2	The Socio historical and literary background of 'Seegiri Graffiti'	1	4	4	L, D	AS 1 due
5	2.1	2, 3, 4	The writing style of <i>Amāvatura</i>	2		3	L, D	
6	3		Illustrating Significance and influence of Sanskrit literature on Sinhala literature	1	4	4	G, A	AS 2 Start
7	3	2, 3, 4	The special features of <i>Buthsaraṇa</i>	2		4	L, D	
8		2, 3, 4	The basic characteristics of 'Mahaa kāvya' through Kausilumina	1		4	L, D	AS 2 due
9	3.1	2, 3, 4	Studying the writing style of <i>Buthsaraṇa</i>	2		3	L, D	
10	5	4	The main challenges faced by the author in transformation of Kusajatakaya to a mahakavya	1	4	3	G, A	
11	6	2, 3, 4	Delivering a presentation on language, writing style and social value of <i>Sadharmaratnāvaliya</i>		4	4	D	MTT
12	4.1	2, 3, 4	Delivering a presentation on language, writing style and social value of <i>Sadharmaratnavaliya</i>		4	3	D	
13	7	1, 2	The socio historical and literary background of Kotte period	2		3	L, D	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
14	8	1, 3, 4	Discussion on the main issues in transformation <i>Sattubaktha Jathakaya to Mahakavya</i>		5	4	G, A L, D	
15	9	2, 3, 4, 5	Organizing a debate on the poetic features of <i>Kavyasekaraya / Kausilumina</i>		5	4	G, A	
Total				15	30	55		

Teaching methods: L=Lectures, D=Discussion, G=Guap, A= Activity

Assessments methods: MTT = Mid term test, AS=Assignment.

Assessment Strategy:

Continuous Assessment	AS 1 - 10%	40%
	AS 2 – 10%	
	Mid Term Test – 200%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Dr. (Mrs.) M. G. N. Dayananda (nilmini@ssh.rjt.ac.lk)	Dr. (Mrs.) M. G. N. Dayananda (nilmini@ssh.rjt.ac.lk) Ven. G. Uparathana thero (uparathana@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
End Semester Examination	after 2 weeks of study leave														

Recommended Texts:

- ආර්යපාල, ඇම්. බී. (සංස්.). (1993). කවිසිළුමිණ. කොළඹ : ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- ජයතිලක, ඩී. බී. (සංස්.). (1930). සද්ධර්මරත්නාවලිය. කොළඹ: ස්වදේශ මිත්‍රයා මුද්‍රණාලය.
- ඤාණාලෝක හිමි, කෝදගොඩ. (සංස්.). (1967). අමාවතුර. කොළඹ: සී/ස ඇම්. ඩී. ගුණසේන සහ සමාගම.
- ද සොයිසා, ඒ. පී. (සංස්.). සියබස්ලකර. මරදන: සමයවර්ධන මුද්‍රණාලය.
- ධර්මාරාම හිමි, රත්මලානේ ධර්මකීර්ති ශ්‍රී. (සංස්.). (1966). කාව්‍යශේඛර මහා කාව්‍යය. කැලණිය: විද්‍යාලංකාර විශ්වවිද්‍යාලයීය මුද්‍රණාලය.
- මුදියන්සේ, නන්දසේන. (සංස්.). (1963). සිහිරි ගී. කොළඹ: සී/ස ඇම්. ඩී. ගුණසේන සහ සමාගම.
- ලඛිකානනද හිමි, ලබුගම. (සංස්.). (1968). බුක්සරණ. කොළඹ: සී/ස ඇම්. ඩී. ගුණසේන සහ සමාගම.

Recommended Readings:

- කුලසූරිය, ආනන්ද. (1961). සිංහල සාහිත්‍යය - 1. මහරගම: සමන් මුද්‍රණාලය.
- කුලසූරිය, ආනන්ද. (1963). සිංහල සාහිත්‍යය - 2. මහරගම: සමන් මුද්‍රණාලය.
- කුලසූරිය, ආනන්ද. (1996). සිංහල සාහිත්‍යය - 3. බොරැස්ගමුව: විසිදුනු ප්‍රකාශකයෝ.
- කුලසූරිය, ආනන්ද. (1997). සිංහල සාහිත්‍යය - 4. බොරැස්ගමුව: විසිදුනු ප්‍රකාශකයෝ.
- ගමිලත්, සුවර්ත. (1998). සම්භාව්‍ය සිංහල කාව්‍යයේ විකාසනය. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- ගමිලත්, සුවර්ත. (1995). කවිසිළුමිණ විනිස. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
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Course Title: Sinhala Culture & Folklore

Course Code: SINH 31102 (15:30:55)

Course Capsule:

Definition of the culture and folklore, describing various forms of Folklore: Myths, Folktales, Legends, Folksongs, Proverbs, Riddles, Gestures, Games, Dances, Origin, Evolution and new trends of Sinhala culture.

Course Aim: To introduce students to the concept of culture and folklore with special reference to the origin, evolution and new trends of Sinhala culture enabling students to identify the folklore as a mirror of culture and relate cultural values to their lives.

Course ILOs:

After completing this course, student should be able to:

1. explain the nature, principles and special qualities of the Sinhala culture and folklore.
2. illustrate origin and evolution of the Sinhala culture and folklore.
3. analyze new trends and values of the Sinhala culture and folklore.
4. explain about the intercultural relations
5. investigate and preserve the indigenous knowledge.

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
1	1	1	Definitions on folklore and culture / Making own report related to the lesson / Referring recommended textbooks	1	2	2	L	
2	2	1	Explaining the nature, principles and special qualities of the Sinhala culture and folklore / reading recommended textbooks	1		2	L	Q
3	3.1	3	The origin and evolution of the Sinhala culture and folklore /present your own presentation regarding the lesson/ reading the recommended textbooks	1	4	2	L, P, FV	
4	3.2	3	The origin and evolution of the Sinhala culture and folklore / reading recommended textbooks	1		2	L, P	ST
5	4.1	4	Studying the new trends of the Sinhala culture and folklore/ Make your own report and present/ reading recommended textbooks	1	4	2	L, P	
6	4.2	4	Studying the new trends of the Sinhala culture and folklore/ reading recommended textbooks	1		3	L, P	VP
7	5.1	5	Discussion on the intercultural relations / Methodology for field study/ Making a report before the field visit about the lesson/reading recommended textbooks	1	8	3	L	
8	5.2	5	Discussion on the intercultural relations/Reading recommended textbooks	1		3	L, P, FV	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
9	5.3	5	Studying the Intercultural relations/reading recommended textbooks	1		3	L, P	MTT
10			Mid Semester Examination/submitting and presenting the field visit output/reading recommended textbooks	1	4	10		
11	6.1	3	Studying preservation and investigation of indigenous knowledge in Sinhala folklore and culture/reading recommended textbooks	1		3	L, P	AS start
12	6.2	3	Investigate and preservation of indigenous knowledge enclosed in Sinhala folklore and culture / presenting the field visit output / reading recommended textbooks	1	4	3	L, P	VP
13	7.1	3	Modern folklore and culture/reading recommended textbooks	1		3	L, P	
14	7.2	3	Studying modern folklore and culture /creating a folk drama and present / reading recommended textbooks	1	4	3	L, P	
15	8	3	The values of culture and folklore/reading recommended textbooks	1		3	L	AS due
			Collecting the final assignment: completing folklore and culture booklet			8		
<i>Total Notional Hours</i>				15	30	55		

Teaching methods: L=Lectures, P=Practical, FV=Field visit.

Assessments methods: MTT = Mid Term Test, VP = Viva and Presentation, ST=Spot Tests, Q=Quiz, AS=Assignment

Assessment Strategy:

Continuous Assessment	AS - 10%	40%
	MTT – 10%	
	VP – 10%	
	Quiz -5%	
	ST – 5%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Prof.Wasantha K. Dissanayake (wasanthadissanayake@ssh.rjt.ac.lk)	Prof.Wasantha K. Dissanayake (wasanthadissanayake@ssh.rjt.ac.lk) Mrs. M. T. C. H . Kumari (chamari@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
End Semester Examination	after 2 weeks of study leave														

Recommended Readings:

- Coomaraswamy, Ananda K . (1979). Mediaeval Sinhalese Art. Colombo: Department of Cultural Affairs.
- Dissanayake, J. B. (1984). Aspects of Sinhala Folklore. Colombo: Lakehouse Investments.
- Parker, Henry. (1982). Village Folk Tales of Ceylon - Vols. 1- 3. Dehiwla: Thisara Prakashakayo.
- Parker, H. (1999). Ancient Ceylon. New Delhi: Asian Educational Services.
- Ryan, Bryce. (1958). Sinhala Village Gables. Florida: University of Miami press coral.
- Wijesekara, Nandadeva. (1987). Deities and Demons magic and masks - part I/II. Colombo: M. D. Gunasena.
- අමුණුගම, සරත්. (1977). සංස්කෘතිය සමාජය හා පරිසරය. කොළඹ: එම්. ඩී. ගුණසේන සහ සමාගම.
- ආර්යපාල, එම්. බී. (1962). මධ්‍යකාලීන ලංකා සමාජය. කොළඹ: රාජ්‍ය භාෂා දෙපාර්තමේන්තුව.
- ඉහළගම, ස්වර්ණා. (1997). පැදුර හා සිංහල ජන ජීවිතය. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- ඉහළගම, ස්වර්ණා. (2016). මිහිලිය මත කළයක් තිබූ අන්දම. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- කුමාරස්වාමි, ආනන්ද (1962). මධ්‍යකාලීන සිංහල කලා. කොළඹ: සංස්කෘතික කටයුතු දෙපාර්තමේන්තුව.
- චන්ද්‍රසිරි, පල්ලියගුරු. (2005). ජනශ්‍රැතිය, පුරාකථා හා පුරාවෘත්ත. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- ඩයස්, හර්සන්. (2003). ජන සාහිත්‍ය සම්ප්‍රදාය. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- ඩයස්, හර්සන්. (2004). මහනුවර මාතර ජන සාහිත්‍යය. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- තිලකරත්න, මිණිවන් පී. (1971). සිංහල ජනකවිය හා සංස්කෘතික ලක්ෂණ. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- දනන්සුරිය, ජිනදාස. (2002). ජනශ්‍රැති අධ්‍යයන. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- රත්නපාල, නන්දසේන (1995). ජනශ්‍රැති විද්‍යාව. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- විරසිංහ, අමරදාස. (1986). සිංහල ජනශ්‍රැතිය හැදෑරීම. ගල්කිස්ස: සංස්කෘති ප්‍රකාශන.
- සරච්චන්ද්‍ර, එදිරිවීර. (1992). සිංහල ගැමි නාටකය. කොළඹ: සංස්කෘතික කටයුතු දෙපාර්තමේන්තුව.
- හේවාචසම්, අහය. (1999). බ්‍රෝහිසර් දුටු ලංකාව. මරදන: සූරිය ප්‍රකාශකයෝ.

Sociology

Course Title: Introduction to Sociology

Course Code: SOCS 11012 (20:20:60)

Course Capsule:

The nature of social phenomena and the scope of sociology; Origin and development of sociology; historical forces and intellectual tradition that shaped Sociology as a discipline on its own; Founding fathers of sociology: Comte, Spencer, Durkheim, Weber etc.; Sociology and other Social Sciences: unit of study, approaches and methods; Role of a Sociologist; sociological imagination, sociologist as a social critic vs. neutral observer, Sociology in everyday life, Sociology as a practice

Course Aim:

To strengthen the understanding of existence of social phenomenon and enable the student to assess the role of socio-economic and intellectual contexts on the origin and development of Sociology alongwith the ability to compare the social phenomena with sociology

Learning Outcomes:

After completing this course, student should be able to:

1. assess the impact of socio-economic and intellectual contexts in Western Europe on the origin and development of Sociology
2. explain the nature of social phenomena and how they operate in an interactive relationship with individual
3. distinguish between sociological phenomenon and social phenomenon
4. compare the distinctive role of sociologists in comparison other social scientists
5. compare the social changes in related to society and social institutions

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (Hours)			Teaching/ Learning Methods	Assessments Methods
				T	P	IL		
1	1.1	1	The Nature of Social Phenomena	1	1	3	L	
2	1.2	1,2,	The Scope of Sociology	1	1	3	L	
3	2.1	1,2	The origin and Development of Sociology I - Historical Forces that shaped Sociology as a discipline on its own	1	3	5	L	AS start
4	2.2	1,2	The origin and Development of Sociology II- Intellectual Tradition that shaped Sociology as a discipline on its own	1	1	5	L, DL	
5	3.1	1,2	The founding fathers of Sociology I: Comte	1	1	4	L , D	
6	3.2	1,2,3	The founding fathers of Sociology II: Spencer	1	1	8	L , D	
7	3.3	1,2,3	<i>The founding fathers of Sociology III: Durkheim</i>	1	1	4	L , D	AS due
8	3.4	1,2,3	<i>The founding fathers of Sociology: IV Weber</i>	1	1	4	L , D	
9	4.1	1,2	The sociology and other Social Sciences- an examination of similarities, differences and interdependency	2	1	4	L , GL	
10	4.2	1,2,3	The unit of study and Approaches	2	1	4	L	

Week	Lesson No.	Related ILO	Lesson Title	Time (Hours)			Teaching/ Learning Methods	Assessments Methods
				T	P	IL		
11	5.1	1,2,3	Introduction to the sociological Methods	2	5	4	L	
12	5.2	4	The role of a Sociologist	1	2	4	L	
13	5,3	3,4	The sociological Imagination	1		4	L	Q
14	6	2,3,4	Sociology for everyday life, Sociology as a practice	2	1	4	L	
15	7	1,2,3,4	Revision/Feedback	2			D, DL, PB	
Notional Hours				20	20	60		

Teaching methods: L= Lecture, D= Discussion, DL=Discovery Learning, PB= Problem Based Learning, GL=Group Learning
 Assessments methods: AS = Assignment, Q= Quiz

Assessment Strategy:

Countinuous Assessment	AS-20%	40%
	Quiz-20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Mrs TGD Udayakanthi (udayakanthi@ssh.rjt.ac.lk)	Mrs TGD Udayakanthi (udayakanthi@ssh.rjt.ac.lk) Dr EMS Ekanayake (emsekanayake@ssh.rjt.ac.lk)

Organization of the Course:

Weeks → Item ↓	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
Quizzes															
End Semester Examination	after 2 weeks of study leave														

Recommended Reading:

- Worsley, P., Bechhofer, F., Brown, R., & Jefferys, M. (1988). *The new introducing sociology*. Penguin Books.
- අමරසේකර, ඩී., (2016). සමාජ විද්‍යාවේ මූලික සංකල්ප: කොළඹ. එස් ගොඩගේ සහ සහෝදරයෝ.
- අමරසේකර, ඩී., (2016). සමාජ විද්‍යාව සිද්ධාන්ත සහ විධික්‍රම: කොළඹ. එස් ගොඩගේ සහ සහෝදරයෝ.
- හේමන්ත කුමාර, එන්. ඩී. ජී. ඒ., (2015). සමාජ විද්‍යා ප්‍රවේශය: ගාල්ල. රුහුණු අධ්‍යාපන කවය.

Course Title : Introduction to Social Anthropology

Course Code: SOCS 11022 (20:20:60)

Course Capsule:

The scope of Social Anthropology: Study of cultures and cultural organization, difference between Cultural Anthropology and Social Anthropology, Anthropological view of hierarchical ordering of societies; Historical Development of Social Anthropology: relevance of colonial context in early stages of development, ethnography, ethnology and social/cultural anthropology; Pioneering social/cultural anthropologists: Malinowski, Radcliffe-Brown, Franz Boas etc.; Social/Cultural Anthropology of South Asia: E. R. Leach, McKim Marriot, Gananath Obeyesekere, S. C. Dube; Anthropological methods: Ethnographic methods, The Field Work Method, Participant observation; Social anthropology today: Origin and development of Urban Anthropology, Methods and Techniques of Urban Anthropology

Course Aim:

To strengthen the understanding of existence of evolution of the subject matter and methodology of Social Anthropology and review the relevance of anthropological theories and methods that were developed to explain simple societies and their cultures to understand modern society

Learning Outcomes:

After completing this course, student should be able to;

1. distinguish between sociological phenomena and social/cultural anthropological phenomena
2. define the role of social anthropologist
3. differentiate sociology and social anthropology
4. define the role of culture and cultural organization
5. examine the Sri Lankan social anthropology works

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (Hours)			Teaching/ Learning Methods	Assessments Methods
				T	P	IL		
1	1.1	1	The scope of Social Anthropology, Study of Culture as Foundation of Simple Societies	2	1	4	L , GL	
2	1.2	1,3	The difference between Cultural Anthropology and Social Anthropology	2	1	5	L , GL	
3	2.1	1	Historical Development of Social Anthropology; Colonial context and the early stages of development	2	1	4	L , D	
4	3	1,2,3	The ethnology and Social/Cultural Anthropology	2	1	4	L , D	AS start
5	4.1	2	The pioneering Social/Cultural anthropologists I = Bronislaw Malinowski and Radcliffe-Brown	1	1	4	L	
6	4.2	2	The pioneering Social/Cultural anthropologists II = Franz Boas and Raymond Firth	2	1	4	L , D	
7	4.2	2	The nature of social/Cultural Anthropology of South Asia	1	1	4	L	
8	5.1	2	Mc Kim Marriot and Gananath Obeyesekere	1		4	L , PB	AS due
9	5.2	2	S. C. Dube and E.R. Leach	1	2	4	L	
10	5.3	2	Andre Beteilleb and M. N. Sirinivas	1	2	4	L	
11	6.1	1,2	Anthropological methods: Ethnographic methods	1	2	4	L	

Week	Lesson No.	Related ILO	Lesson Title	Time (Hours)			Teaching/ Learning Methods	Assessments Methods
				T	P	IL		
12	6.2	1,2	Field Work Method, Participant Observation	1	2	4	L	Q
13	7.1	1,2,3	The role of Social Anthropology today	1	2	4	L, FV	
14	7.2	1,2,3	The origin and development of Urban Anthropology	1	2	4	L, PB	
15	7.3	1,2,3	The Methods and Techniques of Urban Anthropology	1	1	3	L, PB	
Notional Hours				20	20	60		

Teaching methods: L= Lecture, FV = Field Visit, D= Discussion, DL=Discovery Learning, PB= Problem Based Learning , GL=Group Learning

Assessments methods: Q= Quiz, AS = Assignment

Assessment Strategy:

Countinuous Assessment	AS -20%	40%
	Quiz-20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Dr DSW Gunawardane (gunawardenadsw@ssh.rjt.ac.lk)	Dr DSW Gunawardane (gunawardenadsw@ssh.rjt.ac.lk) Mrs TGD Udayakanthi (udayakanthi@ssh.rjt.ac.lk)

Organization of the Course:

Weeks → Item ↓	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
Quizzes															
End Semester Examination	after 2 weeks of study leave														

Recommended Reading:

- Cohn, B. S., & Guha, R. (1987). An anthropologist among the historians and other essays.
- Conrad, P. K. (1991). Anthropology: The Exploration of Human Diversity.
- Herzfeld, M. (2001). Anthropology: Theoretical practice in culture and society.
- Pritchard, E. (1957). Social Anthropology, Oxford: Oxford University Press
- Rapport, N. (2014). *Social and cultural anthropology: The key concepts*. Routledge
- අමරසේකර, ඩී., (2005). සමාජ මානව විද්‍යාව: මරදාන. ආර්ය ප්‍රකාශකයෝ.
- ගුණවර්ධන, ඩී., (2020). සමාජ විද්‍යාව ශ්‍රී ලංකාවේ කුල ක්‍රමය සහ ඉඩම් භුක්තිය: පාදකික. සංදේශ ප්‍රකාශකයෝ.
- රත්නපාල, එන්., (2007). සමාජ විද්‍යාව සහ සමාජ මානව විද්‍යාව: මරදාන. ආර්ය ප්‍රකාශකයෝ.
- පෙරේරා, ඒ. ඩී. ටී., (2005). මානව විද්‍යාව සහ සමාජ විද්‍යා ප්‍රවේශය: කොළඹ. එස් ගොඩගේ සහෝදරයෝ.

Course Title: Basic Concepts in Sociology

Course Code: SOCS 12012 (25:10:65)

Course Capsule:

Society and its form: Social Action and Interaction, Social structure, Social Organization; Culture: The Concept of Culture and Definitions, Cultural differences, Theories; Socialization: Agents of Socialization, Socialization Process, Internalization of Society in Individual; Status and Role, Role conflict; Social Stratification, Caste, class and elites; Gender: Sex and Gender, Gender as a Social Construct, Social groups, Groups vs. categories, mobs and mob behavior; Family and Marriage: definition of family and marriage, Typology of Marriage and Family; Religion: Social and community role of religion, Religion and politics; Social movements, Social Pathology: Crime, Social Problems

Course Aim:

To strengthen the understanding of existence of nature of social reality and explain the key sociological concepts used to investigate phenomena so that student gain ability to justify the different behaviors of individuals and different situations in society and they are gain ability to respond to relevant sociological interpretations

Learning Outcomes:

After completing this course, student should be able to:

1. explain social phenomena using relevant sociological concepts
2. explain suitable definitions to present complex social situations in abstract form
3. outline suitable definitions in their explanations of social phenomena
4. define social institutions and their functions and process
5. define the difference of the gender and sex

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (Hours)			Teaching/ Learning Methods	Assessments Methods
				T	P	IL		
1	1.1	1,2,3	The society and its form: Social Action and Social Interaction	2		3	L	
2	1.2	1,2,3	The Social structure and Social Organization	2		3	L , GL	
	1.3	1,2,3	The status and role, role conflict	1	2	5	L,	
3	2.1	1,2,3	The Concept of Culture and Definitions focusing on material and non-material culture (norms, values and practices etc.)	2		4	L, GL	
4	2.2	1,2	The Human Difference and Cultural diversity, Theories and explanations	2		5	L	
5	3	1,2,3	The Socialization: Process and Agents	1	2	5	L	AS start
6	4	1,2,3	The Social Stratification, Caste, class and elites	1	2	5	L , PB	
7	5	1,2,3	The concepts of Sex and Gender, Gender as a Social Construct, Social groups, Groups vs	2			L	
8	6	1,2,3	The mobs and mob behavior	2		5	L	
9	7.1	1,2,3	The family and marriage	2			L	AS due
10	7.2	1,2,3	The Typology of Marriage and Family	2		5	L	
11	8	1,2,3	The Social and community role of religion	1	2	5	L ,D	
12	8.2	1,2,3	The Politics and Conflict	2		5		Q
13	9	1,2,3	The social movements	2		5	L ,D	

Week	Lesson No.	Related ILO	Lesson Title	Time (Hours)			Teaching/Learning Methods	Assessments Methods
				T	P	IL		
14	10	1,2,3	Behavior and social responses of crime	2		5	L	
15	11	1,2,3	The concept of poverty	1	2			
Notional Hours				25	10	65		

Teaching methods: L= Lecture, D= Discussion, PB= Problem Based Learning, GL=Group Learning

Assessments methods: Q= Quiz, AS = Assignment

Assessment Strategy:

Countinuous Assessment	AS -20%	40%
	Quiz-20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Dr EMS Ekanayake (emsekanayake@ssh.rjt.ac.lk)	Dr EMS Ekanayake (emsekanayake@ssh.rjt.ac.lk) Dr DSW Gunawardane (gunawardenadsw@ssh.rjt.ac.lk) Mrs TGD Udayakanthi (udayakanthi@ssh.rjt.ac.lk)

Organization of the Course

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
Quizzes															
End Semester Examination	after 2 weeks of study leave														

Recommended Reading:

- Acuff, F. Gene, Donald E. Allen and Lloyd A. Taylor (1973), From Man to Society
- Worsley, P., Bechhofer, F., Brown, R., & Jefferys, M. (1988). *The new introducing sociology*. Penguin Books
- අමරසේකර, ඩී., (2016). සමාජ විද්‍යාව සිද්ධාන්ත සහ විධික්‍රම: කොළඹ. එස් ගොඩගේ සහ සහෝදරයෝ.
- අමරසේකර, ඩී., (2016). සමාජ විද්‍යාවේ මූලික සංකල්ප: කොළඹ. එස් ගොඩගේ සහ සහෝදරයෝ.
- ජයසිංහ, ඒ. කේ. ජී., (2013). සමාජ විද්‍යාවේ මූලික සංකල්ප: කඩවත. කඩුල්ල ප්‍රකාශන.
- පෙරේරා.ඒ. ඩී. ටී., (2005). සමාජ විද්‍යාව සහ මානව විද්‍යා ප්‍රවේශය: කොළඹ. එස් ගොඩගේ සහ සහෝදරයෝ.
- හේමන්ත කුමාර, එන්. ඒ. ජී. ඩී., (2020). සමාජ විද්‍යාව මූලික සංකල්ප න්‍යාය හා ක්‍රමවේදය: කොළඹ. විජේසූරිය ග්‍රන්ථ කේන්ද්‍රය.
- හේමන්ත කුමාර, එන්. ඒ. ජී. ඩී., (2017). පවුල හා විවාහය පිළිබඳ සමාජ විද්‍යාව: ගාල්ල. නැෂනල් ප්‍රින්ටර්ස්.

Course Title: Basic Concepts in Social Anthropology

Course Code: SOCS 12022 (25:10:65)

Course Capsule:

Understanding Kinship: Types of Kinship; Consanguinity and affinity, kinship terminology; Descent and Inheritance and associated social organizational patterns: Matrilineal, patrilineal and double descent; Divisions and Groups in simple societies: Tribe, clan and other forms of kinship-groups, Age sets and other organizational arrangements; Marriage and Family: Marriage in Simple Societies, Types of Marriage, Marriage Rituals and Practices, Family organization and its functions; Types of Family: Nuclear, Joint and combined families, Definition of Marriage and Family; Rituals and Rites of Passage; Religion and magic: Theories and Explanations of religion, Magic and its functions, social control; A comparative examination of selected social anthropological studies on Sri Lanka and elsewhere to understand the application of above concepts

Course Aim:

To strengthen the understanding of existence of social and cultural phenomena from an anthropological perspective and explain how the key concepts are used in anthropological investigation alongwith the ability to describe the characteristics and character of a primary group of people and this identification is important in implementing development and welfare projects about them

Learning Outcomes:

After completing this course, student should be able to:

1. explain human behavior in diverse socio-cultural contexts using relevant social anthropological concepts
2. interpret suitable definitions to present complex social situations in abstract form
3. demonstrate suitable definitions in their explanations of social phenomena
4. interpret the anthropological functions of social institutions
5. explain the anthropological arrangements of socio-cultural activities

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (Hours)			Teaching/ Learning Methods	Assignment Methods
				T	P	IL		
1	1.1	1,3	Types of Kinship: Consanguinity and Affinity	2		3	L	
2	1.2	1,3	The Kinship Terminology	2		3	L	
3	2.1	1,2,3	The concepts of Descent and Inheritance and Associated Social Organizational forms	2		4	L	AS start
4	2.2	1,2,3	The concepts of Matrilineal, Patrilineal and Double descent	2		4	L	
5	3	1	The Tribe, clan and other forms of kinship-groups, Age sets and other organizational arrangements	2		3	L	
6	4.1	1,2,3	Types of Marriage and Associated Practices and Rituals	2		5	L, DL	
7	4.2	1,2	The Type of Family: Nuclear, Joint and Combined families and other Emerging New Forms	2		5	L	AS due
8	4.3	1,2,3	The Family and Marriage	2		4	L	
9	5	1,2,3	The Rituals and Rites of passage	2		5	L, DL	
10	6.1	1,2,3	The Types of Magic, Theories and Explanations of Magic and Religion	2		6	L	
11	6.2	1,2	The Functions of Religion and Magic social control, Healing	2		5	L, DL	
12	7.1	3	Social Anthropological Studies in Sri Lanka (Instructor to Decide)		2	5	L, FV	
13	7.2	3	Social Anthropological Studies in Sri Lanka (Instructor to Decide)		3	4	L	Quiz
14	7.3	3	Social Anthropological Studies in Sri Lanka (Instructor to Decide)	2	3	4	L	
15	8	3	The Cultural Concepts to Understand Modern Society	1	2	5	L	
Notional Hours				25	10	65		

Teaching methods: L= Lecture, DL- Discovery Learning, FV= Field Visit

Assessments methods: Q= Quiz, AS = Assignment

Assessment Strategy:

Countinuous Assessment	AS -20%	40%
	Quiz-20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Dr DSW Gunawardane (gunawardenadsw@ssh.rjt.ac.lk)	Dr DSW Gunawardane (gunawardenadsw@ssh.rjt.ac.lk) Mrs TGD Udayakanthi (udayakanthi@ssh.rjt.ac.lk)

Organization of the Course

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
Quizzes															
End Semester Examination	after 2 weeks of study leave														

Recommended Reading:

- Angrosino, Michael. V. (1990), *The Essentials of Anthropology: Quick Access to Important Facts and Concepts*, New Jersey: Research and Education Association
- Conrad, P. K. (1991). *Anthropology: The Exploration of Human Diversity*
- Fox, R. (1983). *Kinship and marriage: An anthropological perspective* (No. 50). Cambridge University Press.
- Lienhardt, G. (1978). *Social anthropology*. Oxford Univ. Press.
- Pritchard, Evans, (1957), *Social Anthropology*, Oxford: Oxford University Press.
- අමරසේකර, ඩී., (2005). සමාජ මානව විද්‍යාව: මරදාන. ආර්ය ප්‍රකාශකයෝ.
- හේරත්, එච්. එම්. ආර්. ඩී., (1999). දොතීත්වය: කතෘ ප්‍රකාශනයකි.
- ගුණවර්ධන, ඩී., (2020). ශ්‍රී ලංකා කුල ක්‍රමය සහ ඉඩම් භුක්තිය: පාදුක්ක. සංදේශ ප්‍රකාශකයෝ.
- ජයසිංහ, ඒ. කේ. ජී., (2005). සමාජ මානව විද්‍යාවේ මූලික සංකල්ප. මරදාන. එස් ගොඩගේ සහ සහෝදරයෝ.

Course Title: Sociological Perspectives

Course Code: SOCS 21012 (30:30:90)

Course Capsule:

Nature of Social Reality: Positivist Explanation of Society, Social Construction of Reality, Sociology of Knowledge; Explanatory Paradigms/Perspectives in Sociology: Conflict Perspective – Pre-Marxian, Marxian and Post Marxian views; Consensus Perspective – Functionalist, Structural Functionalist views; Symbolic Interactionism; Feminist Perspective

Course Aim:

To strengthen the understanding of existence of diverse views and approaches that have shaped sociological explanation and to Describe the differences and commonalities in them and also explain the influence of different intellectual traditions of their day in shaping these perspectives alongwith the ability to describe the causes of problems in society and they being able to suggest solutions to them

Learning Outcomes:

After completing this course, student should be able to:

1. define the intellectual traditions and ideologies that have shaped the sociological thought, especially classical theories and thinkers.
2. explain their own insights into theoretical paradigms in social sciences in general and sociology in particular
3. interpret key intellectual traditions in sociology and critically evaluate their uses in explaining social phenomena.
4. define conflict as a social process
5. interpret social construction in related to theoretical perspectives

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (Hours)			Teaching/ Learning Methods	Assessments Methods
				T	P	IL		
1	1.1	1,2	The Nature of Social Reality: Positivist Explanation of Society	2		5	L ,D	
2	1.2	1,2,3	The Social Construction of Reality: Sociology of Knowledge of Karl Mannheim	2	5	5	L ,D	
3	1.3	1,2,3	The Social Construction of Reality: Peter L Berger	2		6	L ,D	
4	2	1,2,3	Explanatory Paradigms and Theoretical Perspectives in Sociology	2		5	L ,D	
5	3.1	1,2	Conflict Perspective – Pre-Marxist, Hegel and Dialectical Approach	2	3	6	L	
6	3.2	1,2	Marxian View of Conflict I – Historical Materialism	2	3	6	L ,D	AS start
7	3.3	1,2	Marxian View of Conflict I – Class Conflict	2		5	L ,GL	
8	3.4	1,2	The Post Marxist Development: Ralf Dahrendorf, Frankfurt School, Gramsci, C. W. Mills	2		7	L	
9	4.1	1,2	The Consensus Perspective I: Functionalist Explanation	2		7	L	
10	4.2	1,2,3	The Consensus Perspective II: Structural Functionalism Parsons	2	5	8	L ,GL	AS due
11	5	1,2,3	The Anthony Giddens and New Developments	2		6	L	
12	6.1	1,2,3	The Symbolic Interactionism I- George Herbert Mead	2	3	6	L,	Quiz

Week	Lesson No.	Related ILO	Lesson Title	Time (Hours)			Teaching/ Learning Methods	Assessments Methods
				T	P	IL		
13	6.2	1,2	The Symbolic Interactionism II- Ervin Gofman	2	3	6	L, GL	
14	7.1	1,2	The Feminist Perspective I	2	4	6	L, PB	
15	7.2	1,2,3	The Feminist Perspective II	2	4	6	L, GL	
Notional Hours				30	30	90		

Teaching methods: L= Lecture, D= Discussion, PB= Problem Based Learning , GL=Group Learning

Assessments methods: Q= Quiz, AS = Assignment

Assessment Strategy:

Countinuous Assessment	AS -20%	40%
	Quiz-20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Dr EMS Ekanayake (emsekanayake@ssh.rjt.ac.lk)	Dr EMS Ekanayake (emsekanayake@ssh.rjt.ac.lk) Mr KGAP Siriwardhana (prabhash@ssh.rjt.ac.lk) Mrs TGD Udayakanthi (udayakanthi@ssh.rjt.ac.lk)

Organization of the Course

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
Quizzes															
End Semester Examination	after 2 weeks of study leave														

Recommended Reading:

- Berger, P. L., & Luckmann, T. (1966). *The social construction of reality: A treatise in the sociology of knowledge*. Anchor.
- Cuff, E. C., Dennis, A. J., Francis, D. W., & Sharrock, W. W. (2006). *Perspectives in sociology*. Routledge.
- Hafner, P. J. (1998). Theories and paradigms in sociology. *Facta universitatis-series: Philosophy and Sociology*, 1(5), 455-464.
- Quist-Adade, C. (2019). *Symbolic interactionism: The basics*. Vernon Press.
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Course Title: Applied Sociology

Course Code: SOCS 21022 (20:20:60)

Course Capsule:

Introduction to Applied Sociology: History of Applied Sociology; Classical and Contemporary Applied Sociology Role of Applied Sociology: Research, Policy analysis and Application of Sociology Knowledge in Problem Solving Applied Sociology, Policy Formulation and Policy Analysis; Project Formulation and Implementation; Problem Solving Methodologies: Problem Tree Analysis, Root Cause Analysis etc.; Programme Monitoring and

Evaluation; Income and Social disparities: Class, ethnicity, gender etc.; Health issues: Health service delivery, Demography of Health (special groups affected by special health problems etc.); White Collar Crime: Corruption, Punishment Environmental issues: Application of Sociology in Organizational setting: Labour disputes, Productivity issues etc.

Course Aim:

To strengthen the understanding of existence of problem-oriented thinking in students and to develop competencies and skills needed to apply sociological insights to formulate solutions to career problems.

Learning Outcomes:

After completing this course, student should be able to:

1. apply sociological insights to formulate solutions to problems and challenges
2. conceptualize issues and problems from sociological point of view
3. apply sociology in organizational settings
4. asses the impact of ethical issues in both qualitative and quantitative research
5. plan methodologies in applied sociological research

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (Hours)			Teaching/Learning Methods	Assignments Methods
				T	P	IL		
1	1.1	2	The Origin and Development of Applied Sociology	1		4	L	
2	1.2	1,2	The Overview of work of Classical and Selected Contemporary Applied Sociologists	1		4	L	
3	2.1	1,2	Applications of Sociology in Development and Social Policy Formulation	2		4	L ,D	
4	2.2	1,2	Project Formulation and Implementation	2		4	L ,GL	Quiz
5	2.3	1,2	Problem Analysis Tools	1	2	4	L ,D	
6	3	1,2	Programme Monitoring and Evaluation	1	2	4	L	
7	4.1	1,2	Methods and Tools in Applied Sociology Research I	2	4	4	L,FV	FW Start
8	4.2	1,2	Methods and Tools in Applied Sociology Research II	2	8	4	L	FW End
9	5	1,2	Vulnerability and Marginality: Gender, Ethnicity, Old People and other Marginal and Vulnerable Groups	1		4	L ,PB	
10	6	1,2	The Social Justice and Service Delivery: Health, Education and other Services	1		4	L ,D	AS start
11	7	1,2	The Social Protection and Welfare	1		4	L ,GL	
12	8	1,2	Poverty Alleviation projects in Sri Lanka	2		4	L ,PB	
13	9	1,2	Social Pathology: Suicide, Crime	1		4	L ,D	
14	10	1,2	The methods of Social and Environmental Safeguards	1		4	L	AS due
15	11	1,2	The models of Conflict Resolution	1	4	4	L, RP	
Notional Hours				20	20	60		

Teaching methods: : L= Lecture, D= Discussion, PB= Problem Based Learning , GL=Group Learning ,FV = Field Visit, RP=Role Play

Assessments methods: Q= Quiz, AS = Assignment

Assessment Strategy:

Countinuous Assessment	AS -20%	40%
	Quiz-20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Dr DSW Gunawardane (gunawardenadsw@ssh.rjt.ac.lk)	Dr DSW Gunawardane (gunawardenadsw@ssh.rjt.ac.lk) Dr EMS Ekanayake (emsekanayake@ssh.rjt.ac.lk)

Organization of the Course

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
Quizzes															
End Semester Examination	after 2 weeks of study leave														

Recommended Reading:

- Kakkar, S. (2015), *The Sociology of Big Ideas Simply Explained*, London, New Delhi: DK Penguin, Random House
- Perlstadt, H. (2006). *Applied sociology. 21st Century sociology: A Recommended Reading handbook, 2*, 342-52.
- Smith, G. (2017), *Recent Theories and Concepts in Applied Sociology, Volume I.*, New York: College Publishing House
- Ward, L. F. (1906). *Applied sociology: A treatise on the conscious improvement of society by society*. Ginn.
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- අතුකෝරළ, කේ., (2013). සංවර්ධනයේ අසරණයෝ: නව ජනාවාසකරණය ආශ්‍රිත මෙතෙක් විසඳී නොමැති ගැටළු පිළිබඳ ව්‍යවහාරික සමාජ විද්‍යාත්මක විමසුමක්.

Course Title: Research Methods in Sociology

Course Code: SOCS 22012 (20:20:60)

Course Capsule:

Research Process: Research Design and Types of Research, building a Conceptual Framework; Writing a Research Proposal: Definition of Problem, Formulating Research Questions, Validity and Reliability, Ethical Issues of Research; Types of Data: Qualitative data and Quantitative data and their uses, Codes and coding; Data Collection in Sociological Research: Qualitative Data Collection techniques, Questionnaires and Surveys, Quantitative Data Collection Techniques, Focus Group Discussions, Interviews, Textual/Visual Analysis; Analysis of Qualitative Data: Content Analysis, Narrative Analysis, Discourse Analysis, Grounded Theory (GT), Interpretive Phenomenological Analysis (IPA), Research Funding

Course Aim:

To create a leaning atmosphere for students to comprehend the research process in social sciences and practical skills in using basic methods, tools and techniques in sociological research

Learning Outcomes:

After completing this course, student should be able to:

1. define and utilize the basic principles, concepts and research techniques of the social research
2. demonstrate and operationalize a research problem and design research
3. apply data collection methods and techniques in their research
4. examine the qualitative and quantitative methodologies comparatively
5. apply research skills in various societies

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (Hours)			Teaching/ Learning Methods	Assignments Methods
				T	P	IL		
1	1.1	1,2	The Research Process: Research Design and Types of Research	1		4	L	
2	2.1	1,2	Literature survey : Gaps in Research and Conceptual Framework	1	2	4	L ,DL	
3	2.2	1,2	Writing a Research Proposal: Definition of Problem, Writing Objectives and Formulating Research Questions	1	2	4	L ,D	
4	2.3	1,2	Report Writing Techniques	1	1	4	L	Q
5	3	1,2,3	Validity and Reliability, Ethical Issues of Research	1	1	4	L	
6	4.1	1,2,3	Types of Data: Qualitative data and Quantitative data and their uses	1	2	4	L, GL	FW start
7	4.2	2,3	Codes and coding	1	2	4	L	
8	5.1	1,2,3	Data Collection in Sociological Research: Qualitative Data Collection techniques	2		4	L ,D	
9	5.2	1,2,3	Questionnaires and Surveys Interview Schedules	2	3	4	L	
10	6.1	2,3	Qualitative Data Collection Techniques, Focus Group Discussions, Interviews	1	3	4	L ,D	
11	6.2	2,3	Analysis of Qualitative Data: Content analysis, Textual/Visual Analysis	1	2	4	L	
12	6.3	2,3	Describe Narrative Analysis, Discourse analysis	2	2	4	L ,D	

Week	Lesson No.	Related ILO	Lesson Title	Time (Hours)			Teaching/ Learning Methods	Assignments Methods
				T	P	IL		
13	6.4	2,3	Grounded theory (GT)	2		4	L ,PB	
14	6.5	2,3	Interpretive Phenomenological analysis (IPA)	2		4	L, PB	FW End / Presentation
15	7	1,2,3	Research Funding	1		4		
Notional Hours				20	20	60		

Teaching methods: L= Lecture, D= Discussion, DL=Discovery Learning, PB= Problem Based Learning , GL=Group Learning

Assessments methods: Q= Quiz, FW = Field Work

Assessment Strategy:

Countinuous Assessment	Quiz-20%	40%
	Presentation-20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Mrs TGD Udayakanthi (udayakanthi@ssh.rjt.ac.lk)	Mrs TGD Udayakanthi (udayakanthi@ssh.rjt.ac.lk) Mr KGAP Siriwardhana (prabhash@ssh.rjt.ac.lk)

Organization of the Course

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
Quizzes															
End Semester Examination	after 2 weeks of study leave														

Recommended Reading:

- Baker, Theresa, L., (1999), Doing Social Research, Singapore: McGraw-Hill Companies,
- Cresswell, J. (2003). Research design qualitative, quantitative and mixed methods approaches. Sage Publications
- David, M., & Sutton, C. D. (2004). *Social research: The basics* (Vol. 74, No. 3). Sage.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2018). *Qualitative data analysis: A methods sourcebook*. Sage publications
- ආනන්ද. එස්., (2019). සමාජ විද්‍යා පර්යේෂණ සහ විද්‍යාත්මක රචනය: කොළඹ. ෆාස්ට් පබ්ලිෂින් ප්‍රයිවට් ලිමිටඩ්.
- ජයසිංහ, ඒ. කේ. ජී., (2005). සමාජ පර්යේෂණ විධික්‍රම: කොළඹ. එස් ගොඩගේ සහෝදරයෝ.
- සිල්වා. ඒ., (2010). සමාජ විද්‍යා පර්යේෂණ ක්‍රමවේදය: මහනුවර. කතෘ ප්‍රකාශන.
- හේමන්ත කුමාර, එන්. ඒ. ජී. ඩී., (2020). සමාජ විද්‍යාව මූලික සංකල්ප, න්‍යාය හා ක්‍රමවේදය: කොළඹ. විජේසූරිය ග්‍රන්ථ කේන්ද්‍රය.
- චන්ද්‍රසේකර ඩබ්. එස්., (2021). සාමාජික විද්‍යා පර්යේෂණ විධික්‍රම: ගම්පහ. තරංග ප්‍රකාශකයෝ.

Course Title: Social Psychology and Counselling

Course Code: SOCS 22022 (20:20:60)

Course Capsule:

Basic concepts: Introduction: Personality and Social Construction of Self, Social Perception and Attribution, Loneliness, Affiliation, Attraction and Sexuality, Attitudes, Compliances and Prejudice Aggression and Violence, Groups, Leadership and Organization, Social Psychology and Quality of Life, Major theories in Social Psychology: Attachment Theory, Cognitive Dissonance Theory, The counselling profession: Role of a psychological counsellor, Forms and types of counselling, Counselling skills

Course Aim:

To strengthen the understanding of existence of basic concepts and theories of social psychology that help in analyzing individual and group behavior to develop basic counselling skills required for generalist practice at entry level

Learning Outcomes:

After completing this course, student should be able to:

1. utilize theories and concepts in social psychology to explain human behavior
2. describe basic counselling needs of individuals and make referrals for specialist help
3. define the role and functions of the Counsellor
4. examine counseling approaches and classification of counseling
5. describe counseling fields in different social condition and institutions

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (Hours)			Teaching/ Learning Methods	Assignments Methods
				T	P	IL		
1	1	1	The Social Psychology	2		4	L ,D	
2	2	1	The Scientific Method in Social Psychology	2		4	L , GL	
3	3	1,2	The Social Perception and Social Cognition	1		4	L ,D	
4	4	1,2	The Self-Concept and Social Identity	1		4	L	
5	5	1,2	The Attitudes and Behavior	1		4	L	
6	6	1,2	Prejudice and Discrimination	1		4	L ,D	AS start
7	7	1,2	Interpersonal Attraction and Close Relationships	1		4	L , DL	
8	8	1,2	The Social Influence	1		4	L	
9	9	1,2	Prosocial Behavior	1		4	L ,D	
10	10	1	The nature of Aggression	1		4	L , DL	AS due
11	11	1,2	The Group Processes	1		4	L	
12	12	1,2	Applied Social Psychology	1		4	L	Q
13	13	1,2	The counselling Profession: Role of a Counsellor	2	5	4	L, GL	
14	14	2	Counselling skills, Forms, and Types of Counselling	2	5	4	L, GL	
15	15	2	Counselling skills	2	10	4	L, GL	
Notional Hours				20	20	60		

Teaching methods: L= Lecture, D= Discussion, DL=Discovery Learning, GL=Group Learning

Assessments methods: Q= Quiz, AS = Assignment

Assessment Strategy:

Countinuous Assessment	AS -20%	40%
	Quiz-20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Mr KGAP Siriwardhana (prabhash@ssh.rjt.ac.lk)	Mr KGAP Siriwardhana (prabhash@ssh.rjt.ac.lk) Mrs TGD Udayakanthi (udayakanthi@ssh.rjt.ac.lk)

Organization of the Course

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
Quizzes															
End Semester Examination	after 2 weeks of study leave														

Recommended Reading:

- Belmont, C. A. (1998). Wadsworth/Thomson Learning. *Green, S., Voegeli, D., Harrison, M, Phillips, J., Knowles, J., Weaver, M., & Shephard.*
- Brown, R. (2003). *Social psychology.* Simon and Schuster.
- Greenberg, J., Schmader, T., Arndt, J., & Landau, M. (2020). *Social psychology: The science of everyday life.* Worth Publishers, Incorporated
- Myers, D. G., & Smith, S. M. (2012). *Exploring social psychology.* New York: McGraw-Hill
- අබේපාල, ආර්., (2008). සිග්මන් ෆ්‍රොයිඩ්ගේ මනෝ විශ්ලේෂණවාදය: කොට්ටාව. සාර ප්‍රකාශන.
- එදිරිසිංහ, ඩී., (1998). මනෝවිද්‍යාව, ගුරුකුල සහ මනෝවිද්‍යාඥයෝ: මහරගම. තරංජි ප්‍රින්ටර්ස්.
- බණ්ඩාරනායක, ඒ., (1999). මනෝවිද්‍යා ප්‍රවේශය: කොට්ටාව. සාර ප්‍රකාශන හා මුද්‍රණ.
- විජේකෝන්, බී., (2010). සමාජ මනෝ විද්‍යාත්මක විස්තරාත්මක පාරිභාෂික ශබ්ද මාලාව: ජේරාදෙණිය. විද්‍යා අධ්‍යන කවය.

Course Title: South Asian Society and Culture under Globalization

Course Code: SOCS 31012 (25:10:65)

Course Capsule:

Classical Social Anthropological/Sociological Explanation of South Asia: Socio-cultural and geographical background of South Asia, Village Societies, Caste System; Concept of Cultural Regions and its validity in understanding South Asian society; Colonial legacy: Impact on Culture, Politics and Economy, Class Stratification and Elites (Brown Sahib), National Bourgeois and Comprador Bourgeois; Postcolonial Theory; Understanding Minorities: Ethnic relations and conflict, Women, Subaltern and minorities; Postcolonial Class Structures and Political Culture; Socio-cultural diversity in South Asia and Identity Politics; Majority hegemony: Hindutva and other emerging nationalist movements, Rastriya Swayamsevak Sang (RSS); Bodu Bala Sena; Religious Militancy: Jihadism, Buddhist and Hindu militancy; Globalization and its impact in South Asia: Global village and South Asia, Indianization, Bollywood, Television

Course Aim:

To strengthen the understanding of existence of root of causes of transformation of postcolonial South Asian society and the socio-cultural process, namely, reconfiguration and redefinition of traditional social institutions under globalization alongwith the ability to describe the elements relevant to the social culture of Sri Lanka.

Learning Outcomes:

After completing this course, student should be able to:

1. analyze Socio-cultural process in contemporary South Asia outside of traditional Eurocentric paradigm
2. describe major disruptors at the Centre of the changes that are taking place in South Asia
3. explain the impact of forces of globalization on South Asian culture and social organization
4. explain the geographical background
5. explaining the change of South Asian Society from the world

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (Hours)			Teaching/ Learning Methods	Assignments Methods
				T	P	IL		
1	1.1	1,2,3	Classical Social Anthropological/Sociological explanation of South Asia: South Asia as a Cultural Region	1		4	L , D	
2	1.2	1,2	The Concept of Village and Village studies	1		4	L , PB	
3	1.3	1,2,3	The Cast System: Cultural and Structural Explanations	2		4	L , D	
4	2.1	1,2	The features on Caste in India	2		6	L	
5	2.2	1,2	The features on Caste in Sri Lanka	2		6	L , PB	AS start
6	2.3	1,2,3	Colonial legacy: Impact on Culture, Politics and Economy	1		4	L , D	
7	3.1	1,2	Emerging Class Structures under Colonial Rule	2		5	L	
8	3.2	1	Postcolonial Class Formations in Sri Lanka	2	3	5	L, DL, GL	
9	3.3	1,2,3	Coups and Popular Uprisings in South Asia	2		5	L	AS due
10	3.4	1	Postcolonial Theory and South Asia	1		3	L	
11	3.5	1,2,3	The Minorities: Ethnic Hegemony and Conflict	2		5	L , D	Q
12	3.6	1,2,3	Subaltern Explanation of South Asia (Women and caste minorities)	2		4	L	
13	3.7	1,2,3	Interpret the Majority Hegemony and Resistance: Hindutva and Similar Movements (RSS, BBS, Jihadism)	2		5	L, DL, GL	
14	3.8	1,2	Globalization and its impact in South Asia	2	3	3	L	
15	4	1,2,3	The nature of Indianization of South Asia (Bollywood, Television)	1	4	3	L, DL	
Notional Hours				25	10	65		

Teaching methods: L= Lecture, D= Discussion, DL=Discovery Learning, PB= Problem Based Learning , GL=Group Learning

Assessments methods: Q= Quiz, AS = Assignment

Assessment Strategy:

Countinuous Assessment	AS -20%	40%
	Quiz-20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Mrs TGD Udayakanthi (udayakananthi@ssh.rjt.ac.lk)	Mrs TGD Udayakanthi (udayakananthi@ssh.rjt.ac.lk) Dr DSW Gunawardane (gunawardenadsw@ssh.rjt.ac.lk)

Organization of the Course

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
Quizzes															
End Semester Examination	after 2 weeks of study leave														

Recommended Reading:

- Ashcroft, B., Griffiths, G., & Tiffin, H. (2013). Post-colonial studies: The key concepts. Routledge
- Bhalla, A. S. (Ed.). (1998). Globalization, growth and marginalization. Springer.
- Bose, S., & Jalal, A. (2017). Modern South Asia: history, culture, political economy. Routledge.
- Hasbullah, S. H., & Morrison, B. M. (Eds.). (2004). Sri Lankan society in an era of globalization: struggling to create a new social order. Sage.
- Tepeciklioğlu, E. E. (2012). The development of postcolonial theory. In 4th ECPR Graduate Student Conference, Jacobs University, Bremen.
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Course Title: Development Issues of the Global South

Course Code: SOCS 31022 (25:10:65)

Course Capsule:

Understanding the Global South: Rise of the Global South, Global South vs. the Third World, The importance of the Global South Important in the Development discourse; Challenges of the Global South in the New World Order: Economic challenges; Economic development, Increasing Debt Burden, Contracting markets, Political challenges; Threat to sovereignty: Internal challenges - Elimination of poverty, Minorities and challenges to the state, Corruption, Failed states in the Global South; Global South and Globalization: Economic Dependency, Right to Protect, Positive impact of Globalization

Course Aim:

To strengthen the understanding of existence of development issues that characterize the Global South with special attention to the role of the West and West dominated multilateral and bilateral donor programs in the development and underdevelopment of the Global South and to critically examine the existing development cooperation paradigms with special Recommended Reading to China's Belt and Road Initiative (BRI)

Learning Outcomes:

After completing this course, student should be able to:

1. conceptualize development process in the Global South outside of the traditional development theory and its alternative dependency theory
2. explain the role of the West in development through multilateral agencies and bilateral donor led programmes
3. assess the potential role of the emerging new development cooperation paradigm lead by china and its main actors, namely Belt and Road Initiative (BRI) and the two new players in development cooperation, namely, Asian Infrastructure and Investment Bank (AIIB) and the New Development Bank (NDB) - formerly BRICS Development Bank
4. discuss challenges of the global south in the new world
5. compare the contracting market, political challenges and development issues among the global west and south

Lesson Sequence

Week	Lesson No.	Related ILO	Lesson Title	Time (Hours)			Teaching/ Learning Methods	Assignments Methods
				T	P	IL		
1	1.1	1,2	The old-world order (Post WWII developments, IMF, World Bank, Cold War	1		5	L	
2	1.2	1,2,3	The Third World and underdevelopment (Modernization based development solutions)	2		4	L	
3	1.3	1,2,3	The Collapse of the old-world order and its impact on the Third World	2		4	L, VP	
4	1.4	1,2	The Global South and North division in the new context	1		5	L,	AS start
5	2.1	1,2,3	The North's changing development corporation paradigm: Soft development, Human rights	2		4	L, VP	
6	2.2	1	New Strategic Regions: Indo-Pacific Region, Pacific Rim States, EU	1		5		
7	2.3	1	The Global South and Dependency Explanation	2		4	L	
8	2.4	1	The Impact of the rise of China in the Global South	2		4	L, VP	AS due
9	2.5	1	BRI and emerging new development instruments (BRICS Bank, AIIB etc.)	2		4	L	
10	3.1	1	Sino-Indian Conflict and its impact on the Global South	1		5	L	

Week	Lesson No.	Related ILO	Lesson Title	Time (Hours)			Teaching/ Learning Methods	Assignments Methods
				T	P	IL		
11	3.2	1	Regional conflicts in the Global South and their impact on economic development and political stability	1		5	L	
12	3.3	1	The Internal conflicts (minority etc.) and their impact on development and stability	2	4	4	L	Q
13	3.4	1	Corruption, Failed states in the Global South	2	4	4	L, FV	
14	4.1	1,2,3	The features of Global South and Globalization:	2	2	4	L, RP	
15	4.2	1,2,3	Positive impact of Globalization	2		4	L	
Notional Hours				25	10	65		

Teaching methods: L= Lecture, VP = Video Presentation, FV = Field Visit, RP=Role Play

Assessments methods: Q= Quiz, AS = Assignment

Assessment Strategy:

Countinuous Assessment	AS -20%	40%
	Quiz-20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Dr DSW Gunawardane (gunawardenadsw@ssh.rjt.ac.lk)	Dr DSW Gunawardane (gunawardenadsw@ssh.rjt.ac.lk) Mrs TGD Udayakanthi (udayakanthi@ssh.rjt.ac.lk)

Organization of the Course

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
Quizzes															
End Semester Examination	after 2 weeks of study leave														

Recommended Reading:

- Kaul, I. (2013). The rise of the global South: implications for the provisioning of global public goods. *UNDP-HDRO Occasional Papers*, (2013/08).
- Mhango, N. (2018). *How Africa Developed Europe: Deconstructing the His-story of Africa, Excavating Untold Truth and What Ought to Be Done and Kn*. African Books Collective.
- Reece, A. E. (1983). *Development and Underdevelopment in the Third World: theoretical approaches* (Doctoral dissertation).
- Sachs, J. D. (2015). *The age of sustainable development*. Columbia University Press.
- Kelleher, A. (1996). Understanding Third World Politics: Theories of Political Change and Development by BC Smith (Book Review). *The Journal of Developing Areas*, 31(1), 136.
- Sajed, A. (2020). From the third world to the global south. *E-International Relations*, July, 27, 2020
- හඳුරාගම, එස් , රජ්නායක එස්., සංවර්ධන සමාජ විද්‍යාව: සංශෝධිත දෙවන මුද්‍රණය. නුගේගොඩ. සරසවි ප්‍රකාශන

Statistics

Course Title: Introduction to Statistics

Course Code: STAT 11012 (25:10:65)

Course Capsule: Introduction to Statistical Analysis: The science of Statistics and its importance, Data: Types of data, Data collection methods, Representation of data, Measures of central tendency: Measures of the spread of data, Measures of relative standing using summation and product operators, Exploratory data analysis, Permutations and combinations, Elements of probability theory, Demographic Statistics, Statistical packages, and basic computer applications.

Course Aim: To provide basic knowledge, skills, and attitude on statistical methods and a basic understanding of statistical computer packages enabling students to use the proper techniques to collect the data, employ the correct analyses, and effectively present the results in their statistical analyses.

Course ILOs:

After completing this course, students should be able to:

1. explain the importance of statistics to business and economic research
2. explain the functions of Statistics and differentiate between Descriptive Statistics and Inferential Statistics
3. demonstrate an elementary understanding of critical concepts and techniques in statistics.
4. describe various types of data collection methods and apply these methods
5. demonstrate an adequate level of ability in summarizing data graphically by displaying data using methods from descriptive statistics and interpreting data
6. describe and calculate the measures of the centre of mean, median, and mode and find variations for different data sets.
7. apply and calculate permutations and combinations
8. apply probability distributions and explain the properties of different distributions, and compute probabilities
9. demonstrate an elementary understanding of crucial concepts in Demographic statistics.
10. use the key features of selected computer programs and conduct basic statistical techniques for the field data set under the guidance

Lesson Sequence

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (Hours)			Teaching /Learning Methods	Assessments
				T	P	IL		
1	1.1	1,2	Explaining the nature of statistics & the importance of statistics to business	2	-	5	L, PSA	Q1
	1.2	1,2	Reading the recommended textbook & online resources on introduction to Statistical analysis.	-	-		SR	
2	1.3	1,2,3	Explaining the use of statistics in social sciences and business management.	2	-	-	L, PSA	
	1.4	1,2,3	Reading recommended textbooks & online resources on the use of statistics in social sciences and business management.	-	-	7	SR	AS 1 start
3	2.1	2,3,4	Explaining the characteristics of data and variables & explaining the differences between quantitative and qualitative data	2	-	-	L, PSA	
	2.2	4	Studying the primary data collection methods	-	-	10	SR	
4	3.1	3,4,5	Summarizing and interpreting data in a tabular format using frequency distributions and visually with histograms	2	-	-	L, PSA	AS 1 due
	3.2	3,4,5	Computer lab-based training session 01	-	3	-	CBT	
	3.2	3,4,5	Reading recommended textbooks, & online resources on the data visualization techniques	-	-	10	SR	
5	3.1	6	Defining and applying the measures of central tendency: mode, median, arithmetic mean, etc.	2	-	-	L, PSA	
	3.2	6	Computer lab-based training session # 02	-	3	-	CBT	
	3.3	6	Reading the recommended textbook, & online resources on the measures of central tendency	-	-	10	SR	
6	3.4	3, 6	Defining and applying the measures of Variability: range, mean deviation, variance, and SD	2	-	-	L, PSA	Q 2

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (Hours)			Teaching /Learning Methods	Assessments
				T	P	IL		
7	4	3	Explaining measures of relative standing using summation and product operators	2	-	-	L, PSA	
8		1,2,3,5,6	Mid-term Test					MTT
9	5	1, 2	Describing data sets, creating frequency tables, and drawing histograms, stem, and leaf, box plots, etc.	2	-	-	L, PSA	
10	6.1	1, 5	Explaining the methods of enumerations: permutations and combinations	2	-	-	L, PSA	Q3
	6.2	1,5	Reading recommended textbooks, & online resources on permutations and combinations	-	-	5	SR	
11	7.1	8	Explaining the elements of probability theory: an introduction to discrete probability distributions	2	-	-	L, PSA	AS 2 start
12	7.2	8	Discussing the continuous probability distributions	1	-	-	L, PSA	
	7.3	8	Reading recommended textbooks, & online resources on discrete probability distributions	-	-	10	SR	
13	8.1	9	Discussing the demographic statistics and why demographic data matters	2	-	-	L, PSA	
14	8.2	9	Explaining the demographic variables & the Methods of demographic analysis	2	-	-	L, PSA	AS 2 due
	8.3		Reading recommended textbooks, & online resources on methods of demographic analysis	-	-	8	SR	
15	9	10	Excel and SPSS to conduct basic statistical analysis (Computer lab-based training session 03).	-	4	-	CBT	
Total Notional Hours				25	10	65		

Teaching methods: L=Lectures, PSA=problem solving activities in class, CBT = Computer-Based Training, SR=Self Reading

Assessments methods: MTT= Mid-term test, Q=Quiz., AS=Assignment

Assessment Strategy:

Continuous Assessment	Assignment 01 - 07 %	40%
	Assignment 02 - 08 %	
	Mid-term Test - 10%	
	Quizzes (03) -15% (05 Marks for each)	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Dr. SKN Gamage (naraddagamage@ssh.rjt.ac.lk)	Dr. SKN Gamage (naraddagamage@ssh.rjt.ac.lk) Dr. SAU Niranjala (niranjala@ssh.rjt.ac.lk)

Organization of the course:

Activity	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory	■	■	■	■	■	■	■		■	■	■	■	■	■	■
Practical				■	■										■
Independent Learning	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Assignments		■									■				
Quizzes	■					■				■					
Mid Semester Test								■							
Final Exam	after two weeks of study leave														

Recommended Reading:

- Dietz,D.M., Barr,C.D., and Cetinkaya-Rundel, M. (2015). Open Intro Statistics, American Institute for Mathematics
- Foster,L., Diamond,I., and Banton,J. (2015). Beginning Statistics: An Introduction for Social Scientists, SAGE Publications Ltd.
- Lind, D.A., Marchal, W.G., and Wathen, S.A. (2002). Basic Statistics for Business and Economics, McGraw-Hill Higher Education.
- Norton.W. W., Brase, C.H., and Brase,C.P. (2013). Understanding Basic Statistics, 6th Edition, Brooks/Cole -Cengage Learning

Course Title: Mathematics for Scientific Management

Course Code: STAT 11022 (30:00:70)

Course Capsule: Introduction to mathematics for scientific management, rules, and applications of limits, derivatives, integration, and limits.

Course Aim: To provide essential knowledge, skills, and attitudes on mathematics enabling students to apply this knowledge and skills in their real-life situations.

Course ILOs:

After completing this course, students should be able to:

1. explain the different mathematical techniques with their rules
2. apply different mathematical techniques
3. explain the problem and prepare the mathematical path to solve them
4. solve mathematical problems with 100% accuracy
5. apply knowledge of mathematics to solve different problems in the real world.

Lesson Sequence

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (hours)			Teaching/Learning Methods Used	Assessments
				T	P	IL		
1	1.1	1	Introduction to Mathematics for Economics	2	-	-	L, GD	
2	1.2	1	Introduction to Limits	2	-	-	L	
3	1.3	2	Limits –Calculations	2	-	-	L, GD	
		2,4	Solving problems with limits	-	-	6	SR	
4	2.1	1	Derivative rules	1	-	-	L	
		1	Recall derivative rules	-	-	2	SR	
5	2.2	2	Derivative – applications	2	-	-	L, GD	Q1
		2,3,4,5	Solving problems with derivative	-	-	10	SR	
6	2.3	1	Partial Derivatives	2	-	-	L	
		2,3	Applying partial derivatives to solve problems	-	-	4	SR	
7	3.1	1	Integration	2	-	-	L	
		1	Rules of integration	-	-	2	SR	
	3.2	2	Integration – Applications	2	-	-	L, GD	
		2,3,4,5	Solving problems with integration	-	-	10	SR	
8	4.1	2,3	Optimization (maxima, minima, and asymptote point) one independent variable	2	-	-	L	
		2	Gathering problems related to optimization	-	-	4	SR	AS Start
9	4.2	2,4	Optimization – Applications of economics	2	-	-	L, GD	
10	4.3	2	Unconstrained optimization	1	-	-	L	
11	4.4	2,3	Unconstrained Optimization - Applications	2	-	-	L, GD	Q2
		2,4	Solving problems	-	-	10	SR	
12	4.5	2	Constrained optimization	2	-	-	L	

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (hours)			Teaching/Learning Methods Used	Assessments
				T	P	IL		
		2	Identifying situations that can be used in unconstrained optimization and constrained optimization	-	-	2	SR	
13	4.6	2	Constrained Optimization - Applications	2	-	-	L, GD	
		2,3,4,5	Solving problems with constrained optimization applications and unconstrained optimization	-	-	12	SGD	AS due
14	05.1	1	Matrix	2	-	-	L	
		1	Importance of Matrix, rules	-	-	2		
15	05.2	2	Matrix – Applications	2	-	-	L, GD	Q3
		2,3,4,5	Solving problems with matrix	-	-	6	GD	
Total Notional Hours				30	-	70		

Teaching methods: L=Lectures, GD= Group Discussion, SGD=Small Group Discussion, SR=Self Reading

Assessment methods: AS= Assignment, Q = Quiz

Assessment Strategy:

Continuous Assessment	Assignment 01 - 25%	40%
	Quizzes (03) - 15% (05 Marks for each)	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Dr. SAU Niranjala (niranjala@ssh.rjt.ac.lk)	Dr. SAU Niranjala (niranjala@ssh.rjt.ac.lk) Dr. SKN Gamage (naraddagamage@ssh.rjt.ac.lk)

Course Organizer:

Activity	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Independent Learning															
Assignments															
Quiz															
Final Examination	after two weeks of study leave														

Recommended Reading:

- Chiang, A. C., and Wainwright, K. (2005). *Fundamental Methods of Mathematical Economics*: McGraw-Hill
- Dowling, E.T. (2012). *Introduction to Mathematical Economics*. New York, McGraw Hill.
- Pemberton, M. and Rau, N. (2012). *Mathematics for Economists*: Manchester University Press.
- Simon, P.C. and Blume, L. (1994). *Mathematics for Economists*: W. W. Norton.

Course Title: Intermediate Statistics

Course Code: STAT 12012 (25:10:65)

Course Capsule: Introduction to intermediate Statistics, Random variables, Probability distributions: Statistical inference: Testing hypothesis, Evaluation of analysis of variance: Point estimation, interval estimation, and Correlation coefficient, and rank correlation, linear regressions: simple, multiple regression techniques, non-parametric methods of data analysis, Time-series data analysis methods.

Course Aim: To provide comprehensive knowledge to understand intermediate statistical methods to develop critical thinking and analytic skills further, enabling students to apply this knowledge and skills in their real-life situations.

Course ILOs:

After completing this course, students should be able to:

1. evaluate the random variables and probability distributions
2. perform inferential statistics in the empirical study
3. describe the uses of knowing the correlation between two variables and provide the illustrations where the correlation is applied
4. apply linear least-squares regression equations for appropriate data sets
5. demonstrate the necessary analytical skills on non-parametric and time-series data
6. interpret the key features of time-series data analysis
7. apply the statistical techniques for the time-series data

Lesson Sequence

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (Hours)			Teaching /Learning Methods	Assessments
				T	P	IL		
1	1.1	1	Discussing the basic idea and definitions of random variables, and it's types, and their importance	2	-	-	L, GD	
	1.2	1	Reading recommended textbook, & online resources on probability distributions in statistics	-	-	8	SR	
2	1.3	1	Discussing examples of probability distributions and their properties and explain the conditions required for a random variable to have a binomial distribution, and explain the binomial probability mass function	2	-	-	L, GD	Q1
3	2.1	1	Discussing the conditions required for a random variable to have a Poisson distribution and explain Poisson distribution function and discuss the relationship between the binomial distribution and the Poisson distributions.	2	-	-	L, GD	AS 1 start
	2.2	1	Reading recommended textbook & online resources on hyper geometric distribution, exponential distribution, etc.	-	-	8	SR	
4	2.3	1	Explaining what the normal distribution is and why it is useful in statistics & its applications	2	-	-	L, GD	Q2
	2.4	1	Reading recommended textbook & online resources on the normal distribution, and its applications	-	-	6	SR	
5	3.1	2	Discussing the statistical significance of a hypothesis and Explain terms such as the null hypothesis, the alternate hypothesis, statistical significance of a hypothesis, etc.	2	-	-	L, GD	AS 1 due
	3.2	2	Reading recommended textbook, & online resources on Statistical inference	-	-	8	SR	

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (Hours)			Teaching /Learning Methods	Assessments
				T	P	IL		
6	3.3	2	Discussing the practice problems on hypothesis testing	2	-	-	L, GD	AS 2 start
	3.4	2	Reading recommended textbook, & online resources on point estimation and interval estimation	-	-	6	SR	
7	4.1	2	Explaining how to calculate analysis of variance (ANOVA)	2	-	-	L, SGD	
	4.2	2	Reading recommended textbook & online resources on the evaluation of analysis of variance: one-way analysis and two-way analysis etc.	-	-	6	SR	
8	4.3	2	Explaining how to calculate a One -Way ANOVA using SPSS (Computer lab-based training session)	-	2	-	CBT	AS 2 due
9	5.1	3	Discussing what is correlation and types of correlation & correlation coefficient and discussing the difference between Correlation and Covariance. Calculate Spearman's and Correlation coefficient.	2	-	-	L, SGD	
	5.2	3	Reading recommended textbooks, & online resources on rank correlation and its importance	-	-	4	SR	
10	6.1	4	Discussing the concept of linear equations, and learn to interpret the coefficients of a simple linear regression model and explaining how to estimate coefficients using the least squares approach	2	-	-	L, SGD	
	6.2	4	Reading recommended textbooks, & online resources on multiple regression techniques	-	-	7	SR	
	6.3	4	Discussing how to compute a simple linear regression in SPSS using the dataset	-	2	-	L, GD	AS 3 start
11	7.1		Discussing the Non-parametric methods of data analysis	2	-	-	L, SGD	

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (Hours)			Teaching /Learning Methods	Assessments
				T	P	IL		
	7.2	5	Reading recommended textbook, & online resources on non-parametric methods of data analysis	-	-	7	SR	
	7.3	5	Discussing how to conduct a Mann-Whitney U test and alternative non-parametric tests in SPSS (Computer lab-based training session)	-	3	-	CBT	
13	8.1	6	Explaining what a time series is and discussing the concepts of trend, seasonality and cyc,les etc.	2	-	-	L, SGD	
14	8.2	6,7	Discussing the time series forecasting & time series forecasting theory	2	-	-	L, SGD	
	8.3	6,7	Reading recommended textbook, & online resources on time series forecasting theory	-	-	5	SR	AS 3 due
15	8.4	6,7	Discussing how to conduct a time Series Analysis in SPSS	1	-	-	L	
	8.5	6,7	Discussing time Series Analysis in SPSS (Computer lab-based training session)	-	3	-	CBT	
Total Notional Hours				25	10	65		

Teaching methods: L=Lectures, CBT = Computer-Based Training, SR = Self-reading, GD = Group Discussion, SGD= Small Group Discussion

Assessments methods: AS=Assignment, Q=Quiz,

Assessment Strategy:

Continuous Assessment	Assignments 01	- 15%	40%
	Assignments 02	- 08%	
	Assignments 03	- 07%	
	Quizzes (02)	-10% (05 Marks for each)	

End Semester Examination	60%
Total	100%

Course Coordinator	Teaching Panel
Dr. SKN Gamage (naraddagamage@ssh.rjt.ac.lk)	Dr. SKN Gamage (naraddagamage@ssh.rjt.ac.lk) Dr. SAU Niranjala (niranjala@ssh.rjt.ac.lk)

Course Organizer:

Activity	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Assignments															
Quizzes															
Final Exam	after two weeks of study leave														

Recommended Reading:

- Liam, F., Diamond, I. and Banton, J. (2015). Beginning Statistics: An Introduction for Social Scientists, SAGE Publications Ltd.
- Michael, J. E. and Jeffrey S. R. (2009). Probability and Statistics: The Science of Uncertainty Second Edition, WH Freeman and Company, USA.
- Norton. W. W., Charles H.B., and Brase, C.P. (2013). Understanding Basic Statistics, 6th Edition, Brooks/Cole -Cengage Learning.

Course Title : Business Mathematics

Course Code: STAT 12022 (30:00:70)

Course Capsule: Introduction to business mathematics, Simple equations, simultaneous equations, and quadratic equations, Progression series and sequences, functions and graphs, Sets, sets operations, and inequalities, Financial mathematics applications: Break-even analysis, Financial mathematics applications: Simple and compound interest, annuities; amortization of loans, Financial mathematics applications-Sinking funds, project evaluation, depreciation, Calculus: Applications of calculus in business mathematics

Course Aim: To provide essential knowledge, skills, and attitudes on the evaluation of business activities enabling students to apply this knowledge and skills in their day-to-day life to live with business activities while managing any business.

Course ILOs:

After completing this course, students should be able to:

1. discuss mathematical problems that are commonly used in the field of business
2. apply mathematical techniques appropriately in the business sector
3. construct business arguments using the terms of mathematical techniques
4. evaluate a business using the mathematical perspective

Lesson Sequence

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (hours)			Teaching/Learning Methods Used	Assessments
				T	P	IL		
1	1.1	1	Introduction to business mathematics	2	-	-	L, SGD	
		1	Why need mathematics for business?		-	2	SR	
2	1.2	1	Simple equations	2	-	-	L	
		2	Use of simple equations in business	-	-	4	SGD, SR	
3	1.3	1,2	Simultaneous equations	2	-	-	L	
		2	Applying simultaneous equations in business	-	-	4	SR	
4	1.4	1,2	Quadratic equations	2	-	-	L	
		2,3	Creating quadratic equations	-	-	6	SGD	
5	1.5	1,2	Progression series and sequences	2	-	-	L	Q1
		2	How progression applies to the business problem	-	-	2	SGD, SR	
6	1.6	1	Functions and graphs	2	-	-	L, GD	
		1,2	Identifying business problems and how to use mathematics to solve them	-	-	6	SR	AS1 start
7	1.7	1,2,3	Functions and graphs	2	-	-	L, GD	
		2,3	Solving business problems using graphs	-	-	4	SR	
8	2.1	1	Sets	2	-	-	L	AS1 due
		1	Importance of sets in the business sector	-	-	4	SR, SGD	
9	2.2	1,2,3	Sets operations, and inequalities	2	-	-	L	
		2	Applying sets to solve the problem	-	-	4	SR, SGD	
10	3.1	1,2,3,4	Financial mathematics applications: Break-even analysis	2	-	-	L, GD	
		2,4	Importance of financial mathematics in the business sector, discuss with entrepreneurs	-	-	10	FV, GD	

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (hours)			Teaching/Learning Methods Used	Assessments
				T	P	IL		
11	3.2	1,2,3	Financial mathematics applications: Simple and compound interest	2	-	-	L	
		2,3	Applying interest in business		-	8	SGD	
12	3.3	1,2	Financial mathematics applications: annuities; amortization of loans	2	-	-	L, GD	Q2
		2	Calculating annuities relating to business	-	-	4	SR, SGD	
13	4.1	1,2,3,4	Financial mathematics applications- Sinking funds, depreciation	2	-	-	L	AS2 start
		2,3	Importance of sinking funds and depreciation in business	-	-	4	SR	
14	4.2	1,2,3,4	Financial mathematics applications- project evaluation	2	-	-	L, GD	
		2,3	Importance of project evaluation	-	-	4	FV, SGD	
15	5.1	1,2,3,4	Calculus: Applications of calculus in business mathematics	2	-	-	L	AS2 due
		2,3	Use of calculus in business problems	-	-	4	SR, SGD	
Total				30	00	70		

Teaching methods: L=Lectures, SGD= Small Group Discussion FV=Field visit, SR = Self-reading

Assessments methods: Q=Quiz, AS=Assignment

Assessment Strategy:

Continuous Assessment	Assignments 01 - 15%	40%
	Assignments 02 - 15%	
	Quizzes (02) -10% (05 Marks for each)	

End Semester Examination	60%
Total	100%

Course Coordinator	Teaching Panel
Dr. SAU Niranjala (niranjala@ssh.rjt.ac.lk)	Dr. SAU Niranjala (niranjala@ssh.rjt.ac.lk) Dr. SKN Gamage (naraddagamage@ssh.rjt.ac.lk) Mr. HABW Hettiarachchi (hettiarachchi@ssh.rjt.ac.lk) Ms. JMG Lalani (lalani@ssh.rjt.ac.lk)

Course Organizer:

Activity	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Independent Learning															
Assignments															
Quizzes															
Final Exam	after two weeks of study leave														

Recommended Reading:

- Chiang, A. C., and Wainwright, K. (2005). Fundamental Methods of Mathematical Economics: McGraw-Hill
- Dowling, E. T. (2012). Introduction to Mathematical Economics: McGraw Hill
- Jacques, I. (2010). Mathematics for Economics and Business: Prentice Hall
- Jerome, F. E. and Worswick, T. (2017). Business Mathematics in Canada, 9th Edition. Toronto, ON McGraw-Hill Ryerson.

Course Title: Quantitative Methods

Course Code: STAT 21012 (30:00:70)

Course Capsule: Introduction to quantitative methods, Linear programming (LP): model formulations, the graphical method, simplex method, Transportation models, Assignment models, Project Scheduling PERT/CPM network, Decision theory, Inventory models.

Course Aim: To provide the quantitative models as a tool for decision makings that will cover issues of model formulation probability concepts, expected and conditional value, decision theory, inventory control, linear programming using the simplex method, transportation model, and PERT/CPM enabling students to apply this knowledge and skills in their real-life situations.

Course ILOs:

After completing this course, students should be able to:

1. explain the business problem using mathematical models
2. solve a mathematical model using the appropriate technique.
3. distinguish between different business problems and use proper modeling techniques
4. apply knowledge of quantitative methods to solve different problems in the real world.

Lesson Sequence

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (hours)			Teaching /Learning Methods	Assessments
				T	P	IL		
1	1.1	1	Introduction to Quantitative methods	2	-	-	L, GD	
2	1.2	1, 2	Decision making; -the discipline of quantitative techniques, model building	2	-	-	L, GD	
		2	Model building -breakeven analysis	-	-	6	SGD, SR	
3	1.3	1,2	Modeling with Linear Programming Model Formulation	2	-	-	L, GD	
		2	Solving problems with linear Programming	-	-	4	SR	
4	1.4	1,2	Graphical method (maximization & minimization)	2	-	-	L, GD	Q 1
		2	Applying graphical method to answer the problems	-	-	6	SR	AS1 start
5	1.5	2,3	Simplex method	2	-	-	L	
		2	Solving the problem with the simplex method	-	-	6		
6	2.1	2, 3	Linear Programming: Transportation Problems The Transportation Model Northwest corner model Least cost method	2	-	2	L, GD.	
		2,3	Studying different methods to answer one question and compare the answers	-	-	6	SR, SGD	AS1 due
7	2.2	2	Vogel's approximation method	2	-	-	L, GD	
		2,3	Studying different methods to answer one question and compare the answers	-	-	6	SR, SGD	
8	2.4	2,3	Stepping- Stone Method	2	-	-	L	
9	2.5	2,3	Modified Distribution Method	2	-	-	L	

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (hours)			Teaching /Learning Methods	Assessments
				T	P	IL		
		3	Calculating optimal solution with MODI, comparing Stepping Stone Method Method	-	-	6	SR, SGD	
10	2.6	1, 2,3	The Assignment Model	2	-	-		
		2	Answering problems with assignment model	-	-	4	SR	
11	3.1	2,3	Network Model Managing Projects	2	-	2	L	AS2 start
		3,4	Selecting a site and gathering information about a project	-	-	4	FV	
12	3.2	4	The Element of Project Management-CPM/PERT	2	-	-	L, GD, VP	
13	4.1	1,2,3	Decision-Making Models -Components of Decision Making -Decision Making Without Probabilities	2	-	-	L, GA	AS2 due
		3,4	Providing solutions with decision-making models	-	-	4	SR, SGD	
14	4.2	2,3, 4	Decision-Making Models Decision Making with Probabilities	2	-	-	L, GA	
		3, 4	Applying decision-making models to solve a problem	-	-	4	SR	
15	5	1, 2, 4	Inventory models	2	-	-	L, GD	Q2
		4	Finding a problem and answer the problem in real life	-	-	10		
			Total	30	00	70		

Teaching methods: L=Lectures, SGD= Small Group Discussion GD= Group Discussion, SR = Self-reading

Assessments methods: Q=Quiz, AS=Assignment

Assessment Strategy:

Continuous Assessment	Assignments 01 - 15%	40%
	Assignments 02 - 15%	
	Quizzes (02) - 10% (05 Marks for each)	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Dr. SAU Niranjala (niranjala@ssh.rjt.ac.lk)	Dr. SAU Niranjala (niranjala@ssh.rjt.ac.lk) Dr. SKN Gamage (naraddagamage@ssh.rjt.ac.lk) Ms. JMG Lalani (lalani@ssh.rjt.ac.lk)

Course Organizer:

Activity	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Independent Learning															
Field visits															
Assignments															
Quizzes															
Final Exam	after two weeks of study leave														

Recommended Reading:

- Amarasena, S. M., (2013). Operations Research, 4th Edition, Feather Print Service, Gothatuwa New Town, Sri Lanka.
- Karunaratna, K. R. M. T., (2009). Quantitative Methods for Management – with applications in planning and decision making, Tharanjee Prints, Maharagama, Sri Lanka
- Naotunna, S. S., (2008). Operations Research Management Science – theory and applications, Tharanjee Prints, Maharagama, Sri Lanka

Course Title: Statistical Applications in Social Sciences

Course Code: STAT 21022 (25:10:65)

Course Capsule: The use of statistical knowledge in economics and scientific management, Applications of probability distributions: Survey methods & socio-economic study, Sampling theory and sampling techniques, Applications of statistical inference: Applications of Non-parametric tests, Use of statistics in demand and supply analysis, use of statistics in statistical quality control, Statistical applications in social sciences with computer programs.

Course Aim: To allow students to enhance students' capacity to apply statistical concepts & techniques in economics and scientific management and improve the theoretical and practical understanding of statistical applications in real-life problems enabling students to apply knowledge and skills to real-life issues and research.

Course ILOs:

After completing this course, students should be able to:

1. perform inferential statistical methods with real-life socio-economic situations
2. apply to understand the probability distribution applications in real-life problems.
3. apply to understand the survey methods and techniques in the different fields of data collection.
4. demonstrate the understanding of hypotheses testing for a single sample.
5. recognize and conduct statistical inference for two samples to solve economic issues
6. perform non-parametric tests relevant to economics and scientific management
7. apply statistical methods in demand and supply analysis
8. demonstrate the use of statistics in statistical quality control
9. work with Computer Packages for socio-economic modelling in real-life situations

Lesson Sequence

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (Hours)			Teaching /Learning Methods	Assessments
				T	P	IL		
1	1.1	1	Discussing the use of statistical knowledge in economics and scientific management	2	-	-	L	
	1.2	1	Reading recommended textbook, & online resources on the use of statistical knowledge in economics and scientific management	-	-	10	SR	Q1
2	2.1	2	Explaining the applicability of Binomial Distribution in various situations.	2	-	-	L, PSA	AS 1 start
3	2.2	2	Explaining the applicability of Poisson distribution in various situations.	2	-	-	L, PSA	
	2.3	2	Reading recommended textbook, & online resources on the applicability of Binomial distribution & Poisson distribution	-	-	10	SR	
4	2.4	2	Discussing the applicability of hyper geometric distribution and exponential distributions in various situations.	2	-	-	L, PSA	AS 1 due
5	2.5	2	Discussing the applicability of normal distribution in various situations & explain how to calculate probability using the basic formula, tables, etc.	2	-	-	L, PSA	
	2.6	2	Reading recommended textbook, & online resources on the applicability of normal distribution	-	-	8	SR	
6	3.1	3	Explaining the survey methods in socio-economic studies and discuss census method and Survey methods	2	-	-	L, PSA	Q2
	3.2	3	Reading recommended textbook, & online resources on survey methods	-	-	10	SR	
7	3.3	3	Discussing sampling theory and key sampling techniques	2	-	-	L, PSA	

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (Hours)			Teaching /Learning Methods	Assessments
				T	P	IL		
8		1,2,3	Mid-term Test					MTT
9	3.4	3	Discussing the different types of sampling methods and explaining the characteristics of probability vs Nonprobability sampling	2	-	-	L, PSA	Q3
10	4.1	4,5	Discussing the uses and application of Z-test and t-test	2	-	-	L, PSA	AS 2 start
	4.2	4,5	Read recommended textbook, & online resources on the uses and application of F-test, chi-square test	-	-	7	SR	
11	5.1	6	Discussing the application of non-parametric statistical tests in social research: Sign test, Wilcoxon signed-rank	2	-	-	L, PSA	
	5.2	6	Reading recommended textbook, & online resources on the application of the Mann-Whitney test in real-life problems	-	-	10	SR	
	5.3	6	Non-parametric statistical tests in social research (Computer lab-based training session 01)	-	2	-	CBT	
12	6.0	7	Discussing the use of statistics in demand and supply analysis & consumption function	2	-	-	L, PSA	AS 2 due
13	7.1	8	Discussing the use of statistics in statistical quality control	2	-	-	L, PSA	AS 3 start
	7.2	8	Reading recommended textbooks, & online resources on statistical quality control	-	-	10	SR	
14	8.1	9	Discussing the statistical applications in social sciences with computer programs	1	-	-	L, PSA	
	8.2	9	Statistical applications in social sciences with computer programs (Computer lab-based training session 02)	-	4	-	CBT	
15	8.3	9	Statistical packages and their applications (Computer lab-based training session 03)	-	4	-	CBT	AS 3 due

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (Hours)			Teaching /Learning Methods	Assessments
				T	P	IL		
Total Notional Hours				25	10	65		

Teaching methods: L=Lectures, PSA=problem solving activities in class, CBT = Computer-Based Training, SR = Self-reading Assessments methods: MTT= Mid term Test, Q=Quiz, AS=Assignment.

Assessment Strategy:

Continuous Assessment	Assignment 01 - 05%	40%
	Assignment 02 - 05%	
	Assignment 03 - 05%	
	Mid-term test -10%	
Quizzes (03) -15% (05 Marks for each)		
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Dr. SKN Gamage (naraddagamage@ssh.rjt.ac.lk)	Dr. SKN Gamage (naraddagamage@ssh.rjt.ac.lk) Dr. SAU Niranjala (niranjala@ssh.rjt.ac.lk)

Course Organizer:

Activity	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Assignments															
Quizzes															
Mid- term test															
Final Exam	after two weeks of study leave														

Recommended Reading:

- Nesselroade, P., Grimm, L.G. (2018). Statistical Applications for the Behavioral and Social Sciences, John Wiley & Sons.
- Quader, M.A. (2016). Applied Statistics for Social and Management Sciences, pringer Singapore.
- Rajaratnam, T. (2016). Statistics for Social Sciences, SAGE Publications Pvt. Ltd

Course Title: Methods of Data Analysis and Computer Applications I

Course Code: STAT 22012 (15:30:55)

Course Capsule: Introduction to Statistical Software: SPSS/STATA, and AMOS programs, SPSS - Overview Main Features, STATA- Overview Main Features, Getting started in data analysis using SPSS & Stata, AMOS - Overview Main Features, Statistical and Qualitative data analysis software: NVIVO - Overview Main Features, Use of statistical Packages in Socioeconomic Survey, Database Management Systems: basic concepts, file organization methods, database architecture, database design techniques.

Course Aim: To provide the students' knowledge of computer packages and analytical skills and expand students' competence in using computers in statistical modelling and computation, and offer students further an opportunity to conduct professional data analysis using SPSS/STATA and AMOS and NVIVO programs enabling students to apply this knowledge and skills in their academic research and professional works.

Course ILOs:

After completing this course, students should be able to:

1. operate the computer Packages for fundamental social and economic modelling in real-life situations
2. apply statistical Packages of SPSS/AMOS/STATA programs in the social and economic research
3. apply a qualitative data analysis software of NVIVO in qualitative studies
4. conduct the appropriateness of statistical analyses to examine and interpret empirical data.
5. use the Database Management Systems
6. use computer software to perform statistical analysis of independent research projects.

Lesson Sequence

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (Hours)			Teaching /Learning Methods	Assessments
				T	P	IL		
1	1.1	1	Discussing the variety of statistical software available	2	-	-	L	
2	1.2	1	Discussing the variety of statistical software available and comparing them for their capabilities Computer lab-based training session 01	-	3	-	CBT	AS1 start
	1.3	1	Reading online resources on data sources and tools and finding open-source software.	-	-	5	SR	
3	2.1	2	Discussing the key features of the SPSS program	2	-	-	L, PSAL	
	2.2	2	Discussing the key features of the SPSS program (Computer lab-based training session 02)	-	3	-	CBT	Q1
4	2.3	2	Providing an overview of the analysis functions of SPSS. Computer lab-based training session 03	-	3	-	CBT	
5	2.4	2,4	Explaining how to use SPSS for fundamental statistical analysis Computer lab-based training session 04	-	3	-	CBT	AS1 due
6	2.5	2,4	Practicing how to use SPSS for fundamental statistical analysis Computer lab-based training session 05	-	3	-	CBT	AS 2 start
	2.6	2,4	SPSS Exercises	-	-	15	CBT	
7	3.1	2	Discussing the key features of the STATA program and Stata basic commands	2	-	-	L, PSAL	Q2
	3.2	2,4	Explaining how to use STATA for fundamental statistical analysis Computer lab-based training session 05	-	3	-	CBT	AS2 due
	3.3	2	Reading online resources on the strength of STATA in data analysis	-	-	5	SR	
8		1,2,4	Mid-Term Practical Test					MTPT

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (Hours)			Teaching /Learning Methods	Assessments
				T	P	IL		
9	4.1	2	Discussing the key features of the AMOS program	2	-	-	L	
10	4.2	2	Providing an overview of the analysis functions of AMOS Computer lab-based training session 06	-	3	-	CBT	AS 3 start
11	4.3	2,4	Explaining the factor analysis method and Structural Equation Modelling techniques	2	-	-	L	
	4.4	2,4	AMOS Exercises	-	-	15	CBT	
12	5.1	3	Discussing the NVIVO & provide main overview features of NVIVO	1	-	-	L, PSAL	AS 3 due
	5.2	3	Explaining NVIVO & provide main overview features of NVIVO Computer lab-based training session 07	-	4	-	CBT	
	5.3	3	NVIVO Exercises	-	-	15	CBT	
13	6.1	1,6	Explaining how to use statistical packages in a Socio-economic survey	2	-	-	L, PSAL	Q3
14	7.1	5	Discussing the basics of database management systems: basic concepts, file organization methods, etc.	2	-	-	L	
15	7.2	1,5	Discussing the database architecture and database design techniques. Computer lab-based training session 08	-	5	-	CBT	
Total Notional Hours				15	30	55		

Teaching methods: L=Lectures, PSAL=problem solving activities in Lab, CBT = Computer-Based Training, SR = Self-reading

Assessments methods: MTPT= Mid Term Practical Test, Q=Quiz, AS=Assignment

Assessment Strategy:

Continuous Assessment	Assignment 01	- 05%	40%
	Assignment 02	- 05%	
	Assignment 03	- 05%	
	Mid-Term Practical Test	-10%	
	Quizzes (01)	-5%	
	Quizzes (02)	-5%	
	Quizzes (03)	-5%	
End Semester Examination			60%
Total			100%

Course Coordinator	Teaching Panel
Dr. SKN Gamage (naraddagamage@ss.ac.lk)	Dr. SKN Gamage (naraddagamage@ssh.rjt.ac.lk) Mr. Buddika Hettiarachchi (hettiarachchi@ssh.rjt.ac.lk)

Course Organizer:

Activity	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Assignments															
Quizzes															
Mid Semester Exam															
Final Exam	after two weeks of study leave														

Recommended Reading:

- Rose.D., and Sullivan, O. (1996). Introducing Data Analysis For Social Scientists 2nd Edition, Open University Press
- Bors, (2018). Data Analysis for the Social Sciences: Integrating Theory and Practice, SAGE Publications Ltd.
- Ramsey, F.L. and Schafer, D .W. (2002). the Statistical Sleuth: A Course in Methods of Data Analysis Duxbury Press

Course Title : Econometrics I

Course Code: STAT 22022 (20:20:60)

Course Capsule: Introduction to Econometrics: steps in empirical economic analysis, Structure of Economic Data, visualizing data using excel, Correlation and Causation: detecting correlation using excel, Simple Regression Analysis - Definition of the simple regression; deriving the ordinary least squares (OLS) estimates, Population vs sample regression function; units of measurement and functional form measurement of variance; residuals, fitted values, and goodness of fit, and Estimating and interpreting the coefficients; computer exercise using excel- , Sampling Distribution of Regression Estimates: Gauss-Markov theorem; expected values and variances of the OLS estimators; BLUE properties; unbiasedness; minimum variances; consistency; Estimating the error variance and visualization using excel; probability distribution of errors; normality assumptions; regression through the origin and regression on a constant, Inferences: t-test for slope and intercept; F test; confidence interval estimates; Interpretation of regression output generated using excel, Evaluating the Results of Regression Analysis: normality tests; The OLS Assumptions, Introduction to Multiple Regression, Applications in Regression Analysis

Course Aim: To provide basic knowledge of the field of econometrics, with a focus on the fundamental principles and techniques of regression, and economical applications of simple and multiple regression models, the importance of the underlying modeling assumptions, and the challenges of empirically distinguishing correlation from causality enabling students to apply this knowledge and skills in their research work and professional works.

Course ILOs:

After completing this course, students should be able to:

1. determine the nature and scope of econometrics.
2. use the classical linear regression model to estimate relevant economic parameters, interpret outcomes, and test hypotheses using quantitative data.
3. use a simple excel worksheet to estimate simple and multiple regressions.

Lesson Sequence

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching Methods	Assessment Methods
				T	P	IL		
1	1	1	Defining Econometrics, Identify the basic steps in empirical economic analysis	1	-	-	L	
2	2.1	1	Identifying the structure of Economic Data: cross-sectional data; time-series data; pooled cross sections; panel or longitudinal data;	1	-	-	L	
	2.2	3	Visualizing data using excel	-	1	-	P	
	2.3	1	Reading reference 1 – Chapter 1	-	-	5	SR	
3	3.1	1	Defining and estimating the correlation and causation	1		-	L	
	3.2	3	Detecting correlation using excel	-	1	-	P	
4	4.1.1	2	Defining the simple regression, derive the OLS squares estimates	2	-	-	L	
	4.1.2		Reading reference 1: Chapter 2	-	-	5	SR	
5	4.2.1	2	Distinguishing between Population vs. sample regression function; units of measurement and functional form, measurement of variance; residuals, fitted values, and goodness of fit	2	-	-	L	
	4.2.2	3	Visualizing the residuals and fitted values	-	1	-	P	
	4.2.3	2	Reading reference 1: Chapter 2	-	-	5	SR	
6	4.3.1	2	Estimating and interpret the coefficients; compute coefficient using excel.	1	-	-	L	AS1 start
	4.3.2	3	Computing the coefficient using excel	-	2	-	P	
	4.3.3	2	Reading reference 1: Chapter 2	-	-	5	SR	
7	5.1.1	2	Defining Gauss-Markov theorem; Calculate expected values and variances of the OLS estimators, identify BLUE properties; unbiasedness; minimum variances; consistency	2	-	-	T	
	5.1.2	3	Deriving expected values and variance of the OLS estimators using excel	-	2	-	P	
	5.1.3	2	Reading reference 1: Chapter 3 & 4	-	-	5	SR	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching Methods	Assessment Methods
				T	P	IL		
8	5.2.1	2	Estimating the error variance; probability distribution of errors; normality assumptions; regression through the origin, regression on a constant	2	-	-	L	
	5.2.2	3	Visualizing the error variance using excel	-	2	-	P	
	5.2.3	2	Reading reference 1: Chapter 4	-	-	5	SR	
9	6.1.1	2	Performing t-test for slope and intercept; F test, derive confidence interval estimates	2	-	-	L	
	6.1.2	3	Performing above tests using excel	-	3	-	P	
	6.1.3	2	Reading reference 1: Chapter 5	-	-	5	SR	
10	6.2.1	3	Generating regression output using excel	-	3	-	L	AS1 due
	6.2.2		Interpreting regression output generated using excel.	1	-	-	P	
	6.2.3		Reading reference 1: Chapter 5 & 6	-	-	5	SR	
11	7.1	2	Evaluating the Results of Regression Analysis: normality tests; other tests of model adequacy	1	-	-	L	
	7.2		Reading reference 1: Chapter 5 & 6	-	-	5	SR	
12	8.1	2	Identifying the OLS Assumptions	1	-	-	L	
	8.2	2	Reading reference 1: Chapter 6	-	-	5	SR	
13	9.1	2	Estimating Multiple Regression and interpret the regression output	2	-	-	L	
	9.2	3	Estimating Multiple Regression model using excel	-	2	-	P	
	9.3	2	Reading reference 1: Chapter 6 & 7	-	-	5	SR	
14	10.1	3	Identifying the economic applications in Regression Analysis: Using Excel	-	3	-	P	AS2 start
	10.2	2	Reading reference 2 and 3		-	5	SR	
15	11	1, 2 & 3	Review	1	-	-	L	AS2 due

Teaching methods: L=Lectures, P=Practical, SR=Self Reading

Assessments methods: AS=Assignment

Assessment Strategy:

Continuous Assessment	Assignments 01 - 20% Assignments 02 - 20%	40%
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Prof. RPIR Prasanna (prasannarjt@gmail.com)	Prof. RPIR Prasanna (prasannarjt@ssh.rjt.ac.lk) Dr. SKN Gamage (naraddagamage@ssh.rjt.ac.lk)

Course Organizer:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Practical		■	■	■	■	■	■	■	■	■			■	■	
Independent Learning		■	■	■	■	■	■	■	■	■	■	■	■	■	
Assignments						■								■	
End semester Examination	After two weeks of study leave														

Recommended Reading:

- Gujarati, D.N. and Porter, D.C. (2012). Basic Econometrics: Mc Graw Hill (5th Edition)
- Jeffrey M. W. (2012). Introductory Econometrics: A Modern Approach: South-Western, Cengage Learning (4th Edition).
- Stock, J. H. and Watson, M.W. (2019). Introduction to Econometrics: Pearson Education, Inc.

Course Title: Econometrics II

Course Code: STAT 31012 (20:20:60)

Course Capsule: Review of Econometrics Methods: OLS; maximum likelihood method (ML), Multiple Regression Analysis: estimation; interpretation; goodness of fits (including R^2 and adjusted R^2), Empirical Estimation using SPSS / STATA and Interpreting the Output, Regression on standardized variables, Choice of Functional Form, Multiple Regression Analysis: Problem of inference: hypothesis testing about individual regression coefficients; testing the overall significance of the sample regression; Testing the equality of two regression coefficients; restricted least squares (testing linear equality restrictions); Testing for structural or parameter stability; testing the functional form of regression, Performing Above Tests Using STATA, Violation of Assumptions: Multicollinearity; homoscedasticity; autocorrelation; stochastic disturbance term; Practical consequences; detecting; remedial measures, Model specification and diagnostic testing; endogeneity ; omitted variables, measurement error and simultaneity, Detecting and Correcting Violation of Assumptions using STATA.

Course Aim: To provide students a better understanding of econometric concepts at the intermediate level and provide the students learning opportunities to broaden their understanding of econometrics using the statistical software to produce and interpret the results.

Course ILOs:

After completing this course, students should be able to:

1. perform econometric analysis using empirical data
2. explain and interpret econometric results
3. explain the causes and consequences of violation of assumptions under CLRM and recognize the remedial measures

Lesson Plan:

Week	Lesson No.	Related ILO	Lesson Title	Time			Teaching Methods	Assessment Methods
				T	P	IL		
1	1.1	1	Reviewing of Econometrics Methods: OLS; maximum likelihood method (ML)	2	-	-	L	
	1.2	2	Estimating econometric model using excel	-	1	-	P	
2	2.1	1	Performing Multiple Regression Analysis: estimation; interpretation; goodness of fits (including R ² and adjusted R ²)	2	-	-	L	
	2.2	2	Reading reference 1: Chapter 6 & 7	-	-	5	SR	
3	3.1	1	Collecting the field data for model estimation	-	1	-	FV	AS1 start
	3.2	1	Empirically Estimate Multiple Linear Regression model using SPSS / STATA and Interpret the Output – Part I	-	2	-	P	
	3.3	1	Interpreting the estimated results	-	-	5	SR	
4	4.1	1	Empirically Estimating Multiple Linear Regression Model using SPSS / STATA and Interpret the Output – Part II	-	2	-	P	AS1 Due
	4.2	2	Interpreting the estimated results	-	-	5	SR	
5	5	2	Estimating Regression on standardized variables	2	-	-	L	
6	6.1	2	Studying different Functional Form	2	-	-	L	
	6.2	1	Estimating the models using SPSS/STATA	-	2	-	P	
	6.3	2	Reading reference 1: Chapter 6 & 7	-	-	5	SR	
7	7.1.1	2	Performing Multiple Regression Analysis: Problem of inference: hypothesis testing about individual regression coefficients; testing the overall significance of the sample regression	2	-	-	L	
	7.1.2	2	Performing above tests using SPSS/STATA	-	2	-	P	
	7.1.3	2	Reading reference 1: Chapter 7	-	-	5	SR	
8	7.2.1	2	Testing the equality of two regression coefficients, restricted least squares (testing linear equality restrictions)	2	-	-	L	

Week	Lesson No.	Related ILO	Lesson Title	Time			Teaching Methods	Assessment Methods
				T	P	IL		
	7.2.2	2	Reading reference 1 and 2	-	-	5	SR	
9	7.3.1	2	Testing for structural or parameter stability; testing the functional form of regression	2	-	-	L	
	7.3.2	2	Reading reference 1: Chapter 8	-	-	5	SR	
10	8.1	2	Performing Above Tests Using STATA – Part I	-	2	-	P	
11	9	2	Performing Above Tests Using STATA – Part II	-	2	-	P, SR	
12	10.1.1	3	Identifying the nature of Violation of Assumptions: Multicollinearity; homoscedasticity; autocorrelation; stochastic disturbance term	2	-	-	L, SR	
	10.1.2	3	Reading reference 1: Chapter 10, 11, and 12	-	-	5		
13	10.2.1	3	Identifying the practical consequences of Violation of assumptions, Learning detecting methods and remedial measures	2	-	-	L	
	10.2.2	3	Detecting the Multicollinearity; homoscedasticity; autocorrelation; stochastic disturbance term using SPSS/STATA output	-	2	-	P	
	10.2.3	3	Reading reference 1: Chapter 10, 11, and 12	-	-	5		
14	11.1	3	Studying the Model specification and diagnostic testing; endogeneity; omitted variables, measurement error, and simultaneity	2	-	-	L, SR	AS2 Start
	11.2	3	Reading reference 1: Chapter 13	-	-	5		
15	12		Detecting and Correct Violation of Assumptions using STATA	-	4	-	P	AS2 Due
Total Notional Hours				20	20	60		

Teaching methods: L=Lectures, P=Practical, SR=Self Reading, FV=Field Visit

Assessments methods: AS=Assignment

Assessment Strategy:

Continuous Assessment	Assignments 01 - 25% Assignments 02 - 15%	40%
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Prof. RPIR Prasanna (prasannarjt@gmail.com)	Prof. RPIR Prasanna (prasannarjt@ssh.rjt.ac.lk)

Course Organizer:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory	■	■			■	■	■	■	■	■	■	■	■	■	
Practical	■		■	■	■	■	■		■	■	■		■		■
Independent Learning		■	■	■		■	■	■	■	■	■	■	■	■	
Field visits			■												
Assignments			■											■	
End semester Examination	After two weeks of study leave														

Recommended Reading:

- Gujarati, D.N. and Porter, D.C. (2012). Basic Econometrics: Mc Graw Hill (5th Edition)
- Wooldridge, J.M. (2012). Introductory Econometrics: A Modern Approach: South-Western, Cengage Learning (4th Edition).

Course Title: Methods of Data Analysis and Computer Applications II

Course Code: STAT 31022 (10:40:50)

Course Capsule: Introduction to Statistical Software. SPSS: Descriptive statistics. Compare means: one-sample t-test; Independent samples t-test; Paired samples t-test; one way-ANOVA, GLM, and Regression; Binary logistic model; and non-parametric statistics methods. STATA: Fundamentals of Using STATA; Overview of statistical tests in STATA; Overview of STATA syntax. Graphics, reading data and Basic data management, Intermediate data management, and analysing data in STATA. Economic modelling and AMOS applications and present the results of statistical data analysis.

Course Aim: To support students learn advanced econometrics techniques using Computer programs enabling students to handle selected statistical software to analyse the data and interpret the results appropriately.

Course ILOs:

After completing this course, students should be able to:

1. evaluate and conduct the appropriateness of statistical analyses to examine and interpret data using computer programs
2. apply computer programs for economic modelling in real-life situations confidently
3. demonstrate a higher ability to conduct the Structural Equation Modelling (SEM) using computer programs
4. apply suitable statistical software to perform advanced social statistics techniques
5. demonstrate a higher capacity to conduct independent research works and communicate and present the results of statistical data analysis

Lesson Sequence

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (Hours)			Teaching /Learning Methods	Assessments
				T	P	IL		
1	1	1	Providing an overview of Statistical Software	2	-	-	L	
2	2.1	1,2	Explaining the how to use SPSS for statistical analysis	2	-	-	L	
	2.2	2	Explaining how to use SPSS for statistical analysis Computer lab-based training session 01	-	2	-	CBT	Q1
3	2.2	1,2	Explaining how to generate descriptive statistics using SPSS. Computer lab- based training session 02	-	4	05	CBT	AS 1 start
	2.3	1,2	How to generate descriptive statistics using SPSS: Exercises	-	-	05	CBT	
4	2.4	1,2	Describing how to perform one-sample and independent-samples t-tests using SPSS. Computer lab- based training session 03	-	4	-	CBT	Q2
5	2.5	1,2	Describing how to perform Paired samples t-test using SPSS Computer lab-based training session 04	-	2	-	CBT	AS 1 due
	2.6	1,2,4	How to perform t tests using SPSS: Exercises	-	-	10	CBT	
6	2.7	2	Describing how to perform one way-ANOVA using SPSS (Computer lab-based training session 05)	-	4	-	CBT	AS 2 start
7	2.8	4,5	Explaining how to perform a Linear Regression in SPSS (Computer lab-based training session 06)	-	4	05	CBT	
	2.9	4,5	How to perform a Linear Regression in SPSS: Exercises	-	-	05	CBT	
	2.10	4,5	Explaining how to perform a Binary logistics regression in SPSS Computer lab-based training session 07	-	2	-	CBT	AS 2 due
8		1,2,4,5	Mid term practical test					MTPT

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (Hours)			Teaching /Learning Methods	Assessments
				T	P	IL		
9	3.1	4,5	Describing how to perform a Sign test and Wilcoxon signed-rank test using SPSS Computer lab-based training session 08	-	4	-	CBT	
10	3.2	4,5	Describing the how to perform a Mann-Whitney test using SPSS Computer lab-based training session 09	-	4	-	CBT	
	3.3	4,5	how to perform non-parametric tests: Exercises	-	-	05	CBT	
11	4.1	4,5	Discussing how to perform data analysis methods using STATA: Overview of statistical tests; Overview of STATA syntax.	2	-	-		AS 3 start
	4.2	4,5	Describing how to create basic graphs in Stata (Computer lab-based training session 10	-	2	05	CBT	
12	4.3	4,5	Explaining how to fit a simple linear regression model with STATA Computer lab-based training session 11	-	2	-	CBT	
13	5.1	3	Describing basics of factor analysis using AMOS	2	-	-	L	
	5.2	3,4	Describing how to perform factor analysis using AMOS Computer lab-based training session 12	-	2	-	CBT	
14	5.3	3,4	Describing how to test serial mediation/ Structural Equation Modelling using AMOS Computer lab-based training session 13	-	4	05	CBT	AS 3 due
	5.4	3,4	how to test serial mediation/ Structural Equation Modelling using AMOS: Exercises	-	-	05	CBT	
15	6.0	5	Discussing how to present the results of statistical data analysis.	2	-	-	L, CBT	
Total				10	40	50		

Teaching methods: L=Lectures, CBT = Computer-Based Training

Assessments methods: MTT= Mid Tem Practical Test, Q=Quiz, AS=Assignment

Assessment Strategy:

Continuous Assessment	Assignments 01 - 15%	40%
	Assignments 02 - 08%	
	Assignments 03 - 07%	
	Quizzes (02) -10% (05 Marks for each)	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Dr. SKN Gamage (naraddagamage@ssh.rjt.ac.lk)	Dr. SKN Gamage (naraddagamage@ssh.rjt.ac.lk) Mr. HABW Hettiarachchi (hettiarachchi@ssh.rjt.ac.lk)

Course Organizer:

Activity	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Assignments															
Quizzes															
Mid Semester Exam															
Final Exam	after two weeks of study leave														

Recommended Reading:

- Blunch,N. (2013). Introduction to Structural Equation Modelling Using IBM SPSS Statistics and Amos. SAGE Publications Ltd.
- Bors,D. (2018). Data Analysis for the Social Sciences: Integrating Theory and Practice, SAGE Publications Ltd.
- Matloff, N. (2011). The Art of R Programming: A Tour of Statistical Software Design, No Starch Press.

Tourism Management

Course Title : Introduction to Tourism and Hospitality Industry

Course Code : TUMT 11012 (25:10:65)

Course Capsule

Historical Background of Tourism: Evolution of Travel Industry, Contribution made by Thomas Cook, Concepts and Theories of Tourism: Types of Tourists, Impacts of Tourism, 5 A's Concept of Tourism, Travel Motivation, Different Types of Tourism, Career Paths of Tourism, Sustainable Tourism Principles, Tourism Stakeholders, Hospitality Industry: Types of Accommodations and rooms, Functions of the Departments of hotels

Course Aim:

To provide knowledge on the evolution of the travel industry, concepts, terms and knowledge on the tourism industry and its key components enabling students to analyze the various aspects of this industry.

Course ILOs:

After completing this course, students should be able to:

1. describe the historical background of Tourism and hospitality Industry
2. explain the concepts, theories and scope of the tourism industry
3. discuss the careers within the industry
4. recommend sustainable tourism principles which can be used in tourism and hospitality industry
5. comment on the value and volume of global tourism and Sri Lanka tourism
6. explain the role of Tourism stakeholders and tasks for the development of tourism and Hospitality industry
7. describe the diverse segments of the hospitality industry

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
1	1	1	Historical development of tourism and hospitality industry I	1			L, D	
			Refer the library and given video clips to find the significant years and stages of historical development of tourism in the world			4		
2	1	1	Historical development of tourism and hospitality industry II	1			L, D	
			Read the relevant tutorials and video clips given by the lecturer			4		
3	2	2	Concepts of Tourism (Types of Tourists, Impacts of Tourism)	2			L, D	
			Refer the library and E-books for the relevant topic			4		
4	3	2	Components of tourism product (5-A's concept of tourism)	2			L, D, P	AS 1 start
			Apply 5 A's concept to an identified tourist destination in Sri Lanka		5			
			Refer the tutorials given by the lecturer			6		
5	4	2	Travel motivations and reasons for travel	1			L, D	
			Refer the video clips and tutorials given by the lecturer			4		
6	5	2	Different types of tourism	2			L, D	
			Refer the tourism related web-sites which are offering different types of tourism products			4		

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
7	6	3	Career paths in tourism	1			L, D	
			Refer the websites (Ex: Top job) and identify the qualifications and job role that you anticipate to work in the field of Tourism and Hospitality			4		
8	7	4	Sustainable tourism principles	2			L, D	AS 1 due
			Refer the internet to identify the global sustainable practices applied by the tourism sector			4		
9	8	5	Value and volume of global tourism and Sri Lanka tourism	1			L, D	
			Refer the library and identify the scope of tourism in Sri Lanka and Global distribution			4		
10	9	6	Tourism stakeholders I (categories of accommodations, tour operators, travel agency)	2			L, D	
			Refer the web-sites of private sector stakeholders in Sri Lanka			4		
11	9	6	Tourism stakeholders II (Government agencies)	2			L, D	
			Refer the web-sites of the stakeholders of government sector and identify the role of them in Sri Lanka			4		
12	10	7	Introduction hospitality industry	2			L, D, FV	
			Refer the references related to hospitality industry			4		
13	11	7	Categories of accommodation establishments	2			L, D	
			Refer the web sites of different types of accommodations in Sri Lanka			4		
14	12	7	Different types of rooms in accommodations	2			L, D, P	AS 2 start

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
			Identify different types of rooms in star category hotels in Sri Lanka		5			
			Refer the web sites of 5-star hotels in Sri Lanka			6		
15	13	7	Functions and departments in a hotel	2			L, D	AS 2 due
			Refer the related references related to hotel management			5		
Total Notional Hours				25	10	65		

Teaching methods: L=Lectures, P=Practical, D=Discussion

Assessment methods: AS=Assignment

Assessment Strategy

Continuous Assessment	AS1 - 20%	40%
	AS2- 20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Mr. P.S.R. Senadeera (senadheera@ssh.rjt.ac.lk)	Mrs T.M.C.D. Senarathna (chathurika@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Assignments															
End Semester Examination	after 2 weeks of study leave														

Recommended Reading:

- Goeldner, C.R., & Ritchie, B.J.R. (2009). *Tourism: Principles, Practices, & Philosophies*. Canada
- Harris, R., Williams, P., Griffin, T. eds. (2012). *Sustainable tourism*. Routledge.
- Inkson, C., Minnaert, L. (2018). *Tourism management: An introduction*. Sage
- O'Fallon, M.J. and Rutherford, D.G. (2010). *Hotel management and operations*. John Wiley & Sons.
- Pender, L. and Sharpley, R. eds. (2004). *The management of tourism*. Sage.
- Tajeddini, K., Ratten, V., Merkle, T. eds. (2019). *Tourism, Hospitality and Digital Transformation: Strategic Management Aspects*. Routledge.
- Walker, J.R. Walker, J.T. (2010). *Tourism concepts and practices*. London: Prentice Hall.

Course Title : Geography of Tourism

Course Code : TUMT 11022 (25:10:65)

Course Capsule:

Tourism and Leisure: Leisure, Recreation, Geographical Components of Tourism, Tourist Flows: Push and Pull Factors, Explaining and Measuring Tourist Flow, Climatic Resources for Tourism: Weather, Temperature, Climatic Regions in Sri Lanka, World Climatic Regions, Coastal Resources for Tourism: Sea, Beach, Waves, Wind, Enclosed Sea, Bays, Carrying Capacity at Tourist Destinations

Course Aim:

To provide knowledge on the key concepts of geographical resources for tourism enabling students to understand different types of Geographical factors which affect the tourist activities and create an awareness on socio- cultural and economic importance on selected destinations including Sri Lanka

Course ILOs:

After completing this course, students should be able to:

1. explain the concepts and basic theories of Geography of Tourism
2. discuss the Global pattern of international tourism, leisure, recreation, recreational activity, Major Geographical Components of Tourism
3. describe and measuring the Tourist Flows
4. explain the Forms of tourism
5. discuss the Climatic resources, Coastal resources and its uses for tourism
6. analyze the carrying capacity in tourist destinations
7. explain the Physiographic feature of Sri Lanka
8. describe the Climatic zone and Vegetation of Sri Lanka

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
1	1	1	Introduction to geography of tourism	2			L, D	
			Refer the reference No. 1, 2			4		
2	2	2	Global pattern of international tourism	2			L, D	
			Refer the internet for further information			4		
3	3	2	Leisure, recreation, and recreational activities	1			L, D, P, FV	AS 1 start
			Identify different types of recreational activities in Sri Lanka (Beach, hill country, Cultural triangle)		5			
			Refer the library and given videoclips for further information			6		
4	4	2	Three major geographical components of tourism	2			L, D	
			Refer the reference No. 03			4		
5	5	3	tourist Flows	1			L, D	AS 1 due
			Refer the statistical report of Sri Lanka Development Authority			5		
6	6	3	Measuring of tourist flows	2			L, D	
			Refer the statistical report of Sri Lanka Development Authority			4		
7	7	4	Forms of tourism	1			L, D	
			Refer the internet for further information			4		
8	8	5	Climatic resources for tourism	1			L, D	
			Refer the library for more information			4		

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
9	9	5	Coastal resources for tourism	2			L, D	
			Refer the tutorials provided by the lecturer			4		
10	10	5	Climatic and coastal resources for tourism	1			L, D	
			Refer the tutorials provided by the lecturer			4		
11	11	5	World climate and their sustainability for tourism	2			L, D	AS 2 start
			Refer the tutorials provided by the lecturer			4		
12	12	6	Carrying capacity at destinations (physical, environmental and perceptual capacity)	2			L, D	
			Refer the internet for further information			4		
13	13	7	Physiographic features of Sri Lanka (Relief, Topographical Regions and hydrography of Sri Lanka)	2			L, D	
			Refer the tutorials provided by the lecturer			4		
14	14	8	Climatic zones of Sri Lanka (wet, dry, intermediate zone, and arid zones)	2			L, D	AS 2 due
			Refer the tutorials provided by the lecturer			4		
15	15	8	Vegetation of Sri Lanka	2			L, D, P	
			Identify the spacial variability of vegetation in Sri Lanka		5			
			Refer the tutorials provided by the lecturer			6		
16		1-8	End Semester Examination					
Total Notional Hours				25	10	65		

Teaching methods: L=Lectures, P=Practical, D=Discussion, FV=Field Visits

Assessments methods: AS=Assignment

Assessment Strategy

Continuous Assessment	AS1 - 20%	40%
	AS2 - 20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Mr. P.S.R. Senadeera (senadheera@ssh.rjt.ac.lk)	Mr. P.S.R. Senadeera (senadheera@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Assignments															
End Semester Examination	after 2 weeks of study leave														

Recommended Reading:

- Brekke, L.D. (2009). Climate change and water resources management: A federal perspective. DIANE Publishing.
- Dowling, R.K. and Newsome, D. eds. (2010). Global geotourism perspectives. Goodfellow Publishers Limited.
- Hall, C.M. and Page, S.J. (2014). The geography of tourism and recreation: Environment, place and space. Routledge.
- Panditharathna, B.L. (2014). A concise Geography of Sri Lank. Godage Publisher.
- Williams, S. and Lew, A.A. (2014). Tourism geography: Critical understandings of place, space and experience. Routledge.

Course Title: Travel Agency and Tour Operation

Course Code: TUMT 12012 (25:10:65)

Course Capsule

Tourism Product: Features, Characteristics of Services. Travel Agencies: Role, Functions, Tour Itineraries, Distribution Process, Transportation, Tour Costing, Ticketing, Tour Guiding: Key Responsibilities, Types of Tour Guides and their Role

Course Aim:

To provide knowledge on Tourism service industry and its key components: Channel of distribution, role of Tour operators and travel agents, modes of transportation and management of tourist services enabling students to attract more tourists in the global market by identifying the expectations and behaviors of the tourists.

Course ILOs:

After completing this course, students should be able to:

1. explain the nature of Tourism product
2. discuss the channels of distribution
3. describe the major role and functions of tour operators and travel agents
4. prepare tour itineraries
5. perform the practices of Tour Guiding
6. discuss the modes of transportation
7. explain the tourist services, tour costing and Airline ticketing
8. comment on the future of Tourism industry

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
1	1	1	Nature of tourism product	1			L, D	
			Refer the tutorials given by the lecturer			4		
2	2	2	Channels of distribution	2			L, D	
			Refer the internet for further information			4		
3	3	3	Role and functions of tour operators and travel agents	1			L, D, FV	
			Refer the websites of reputed travel agencies in Sri Lanka			4		
4	4	3	Types of tourist services	2			L, D	
			Refer the tutorials for further information			4		
5	5	3	Role of destination managerial companies	1			L, D	
			Refer the library for further information			4		
6	6	4	Tour Itineraries	2			L, P, D	AS 1 start
			Design tour itineraries		5			
			Refer the internet to identify prepared tour itineraries by travel agencies			6		
7	7	5	Role and responsibilities of tourist guide lecturer	1			L, D, P	AS 2 strat
			Practice tour guiding in North central Province		5			
			Refer the tutorials provided by the lecturer			6		
8	8	6	Evolution of tourist transportation	2			L, D	
			Refer the internet for further information			4		
9	9	6	Modes of transportation	2			L, D	

Tourism Management

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
			Refer the internet for further information			4		
10	10	6	scheduled and charter flight operations	1			L, D	AS 1 due
			Refer the internet for further information			4		
11	11	6	Discuss the relationship between transportation and tourism	2			L, D	
			Refer the tutorials provided by the lecturer			4		
12	12	7	Management of tourist services	2			L, D	
			Refer the tutorials provided by the lecturer			4		
13	13	7	Tour costing	2			L, D	AS 2 due
			Refer the tutorials provided by the lecturer			4		
14	14	7	Airline ticketing	2			L, D	
			Refer the Reference No. 7, 8			4		
15	15	8	Future of tourism industry	2			L, D, FV	
			Refer the tutorials provided by the lecturer			5		
Total Notional Hours				25	10	65		

Teaching methods: L=Lectures, P=Practical, D=Discussion, FV= Field Visits

Assessments methods: AS=Assignment

Assessment Strategy

Continuous Assessment	AS1- 20%	40%
	AS2- 20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Mr. P.S.R. Senadeera (senadheera@ssh.rjt.ac.lk)	Mr. P.S.R. Senadeera (senadheera@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Assignments															
End Semester Examination	after 2 weeks of study leave														

Recommended Reading:

- Archer, J., and Syrratt, G. (2012). Manual of travel agency practice. Routledge.
- Bhatia, A.K. (2012). The Business of Travel Agency and Tour Operations Management. Sterling Publishers Pvt. Ltd.
- Nwankwo. (2012). Travel agency operations and sustainable tourism development. LAP LAMBERT Academic Publishing; Illustrated edition.
- Yousef, M. (2020). How to start an online travel agency. Independently published.

Course Title: Nature Tourism

Course Code: TUMT 12022 (25:10:65)

Course Capsule

Concepts and Theories of Nature: Evolution of Nature Tourism, Tropical Environment, Components of Nature, Bio Diversity and Tourism: Aquatic Resources. National Parks in Sri Lanka: National Park Policies & Regulations, Landscape, Wildlife and Wilderness Resources for Tourism

Course Aim:

To provide knowledge on Nature Tourism and its key components, biodiversity, rural tourism, and wilderness tourism enabling students to identify nature-based resources and activities which can be included into the products related to the Tourism and Hospitality industry.

Course ILOs:

After completing this course, students should be able to:

1. explain the evolution of nature and tropical environment
2. discuss the Bio diversity, aquatic resources of Sri Lanka and to explain its interrelationships with Tourism Industry
3. describe the Marine aquatic resources
4. explain the Geological resources, Landscape & wildlife resources for tourism
5. explain the Landscape, wild life and wildlife resources for tourism
6. discuss the National Park policies and regulations
7. explain the use of urban resource for tourism and tourism potentials of Sri Lanka
8. evaluate the impacts of nature tourism

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
1	1	1	Evolution of nature tourism	2			L, D	
			Refer the tutorials and Reference No. 1,2			4		
2	2	1	Tropical environment: climate ecosystems	1			L, D	
			Refer the tutorials provided by the lecturer			4		
3	3	2	Bio diversity of Sri Lanka: Genetic, species, ecosystem I (Floral diversity as a resource for tourism)	2			L, D	AS 1 start
			Refer the internet for further information			4		
4	3	2	Bio diversity of Sri Lanka: Genetic, species, ecosystem II (Animal diversity as a resource for tourism)	2			L, D	
			Refer the tutorials provided by the lecturer			4		
5	4	3	Marine aquatic resources and its relationship with tourism industry	1			L, D	AS 1 due
			Refer library for further information			5		
6	5	3	Fresh Water, aquatic resources and its relationship with tourism industry	2			L, D	
			Refer the tutorials provided by the lecturer			4		
7	6	4	Geological resources and its relationship with tourism industry	1			L, D	
			Refer the internet and tutorials			4		
8	7	4	Landscape & wildlife resources	2			L, D	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
			Refer the internet			4		
9	8	4	Natural resources for tourism/Theories of tourist development	1			L, D	
			Refer the Recommended Reading			4		
10	9	5	Landscape resources for tourism	2			L, D	
			Refer the library for further information			4		
11	10	5	Wild life and wilderness resources for tourism	2			L, D	
			Refer the internet for further information			4		
12	11	6	National Park policies, regulation and management	2			L, D, FV	AS 2 start
			Identify national park policies related to the North Central Province in Sri Lanka		10			
			Refer the internet and library for further information			6		
13	12	7	Use of urban resources for tourism	2			L, D	
			Refer the tutorials provided by the lecturer			4		
14	13	7	Tourism potentials in Sri Lanka (Tourist zones in Sri Lanka)	1			L, D	AS 2 due
			Refer the internet for further information			4		
15	14	8	Impacts of nature tourism (selected site of Sri Lanka)	2			L, D	
			Refer the tutorials provided by the lecturer			6		
Total Nortional Hours				25	10	65		

Teaching methods: T= Theories, L=Lectures, P=Practical, D=Discussion, FV= Field Visists

Assessments methods: ESE = End-semester examinationn, AS=Assignment

Assessment Strategy

Continuous Assessment	AS1 - 20%	40%
	AS2 - 20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Mr. P.S.R. Senadeera (senadheera@ssh.rjt.ac.lk)	Mr. P.S.R. Senadeera (senadheera@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Assignments															
End Semester Examination	after 2 weeks of study leave														

Recommended Reading:

- Balmford, A., Beresford, J., Green, J., Naidoo, R., Walpole, M. and Manica, A. (2009). A global perspective on trends in nature-based tourism. PLoS Biol, 7(6), p.e1000144.
- Nyaupane, G.P., Morais, D.B. and Graefe, A.R. (2004). Nature tourism constraints: A cross-activity comparison. Annals of tourism research.
- Maclaurin, J. and Sterelny, K. (2008). What is biodiversity? University of Chicago Press.
- Whitehead, A.N. (2013). The concept of nature. Courier Corporation.
- Waitt, G., Lane, R. and Head, L. (2003). The boundaries of nature tourism. Annals of tourism research.

Course Title: Cultural Tourism

Course Code: TUMT 21012 (25:10:65)

Course Capsule

History of Sri Lanka: Historical Background, Monuments, World Heritage Sites, Sculpture, Paintings and Murals, Events and Attractions, Impacts of Cultural Tourism, Domestic Tourism, Museums, Heritage Assets for Tourism, Sustainable Practices for Cultural and Heritage Tourism, Planning Cultural Sites for Tourism

Course Aim:

To provide knowledge on concepts, theories and its key components on Cultural Tourism enabling students to help to the protection of significant places of historic or cultural and provide required knowledge to analyze the threats and mitigating measures to enhance the values of cultural sites for tourism.

Course ILOs:

After completing this course, students should be able to:

1. explain the historical background of Sri Lanka
2. discuss the major features of historical monuments, painting and sculpture of Sri Lanka
3. describe how events attractions are associated with tourism Industry
4. analyze the impacts of Cultural tourism and cultural assets
5. discuss the impacts of domestic tourism
6. explain the types of Museums in Sri Lanka
7. discuss the tangible and intangible assets of the country which can be utilized in the field of cultural tourism
8. describe the threats and mitigation measures in relation to both tangible and intangible cultural assets
9. discuss the sustainable practices for Cultural tourism

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
1	1	1	Historical background of Sri Lanka I	1			L, D	
			Refer the library for further reading on historical background of Sri Lanka			4		
2	1	1	Historical background of Sri Lanka II	1			L, D	
			Refer the internet for further reading on historical background of Sri Lanka			4		
3	2	2	Historical monuments of Sri Lanka I	2			L, D	
			Refer the related recommended reading for further reading provided by the lecturer			5		
4	2	2	Historical monuments of Sri Lanka II	2			L, D	
			Refer the video clips and tutorials provided by the lecturers			4		
5	3	2	World heritage sites in Sri Lanka	1			L, D, P, FV	AS 1 start
			Identify the world heritage sites and its contribution to the tourism sector in Sri Lanka		5			
			Refer the internet for further information on the world heritage sites in Sri Lanka			6		
6	4	2	Sculptures in Sri Lanka	2			L, D	
			Refer the tutorials provided by the lecturer			4		
7	5	2	Paintings and murals in Sri Lanka	2			L, D	
			Refer the tutorials provided by the lecturer			4		
8	6	3	Events, attractions and festivals in Sri Lanka	2			L, P, D	AS 1 due

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
			Select any festival in Sri Lanka and describe its contribution for the tourism industry		5			
			Refer the tutorials provided by the lecturer			6		
9	7	4	Impacts of cultural tourism	1			L, D	AS 2 start
			Refer the given references for further knowledge on the impacts of tourism			4		
10	8	5	Domestic tourism in Sri Lanka	2			L, D	
			Refer the tutorials and video clips for further knowledge			4		
11	9	6	Museums in Sri Lanka	2			L, D	AS 2 due
			Refer the web sites of world-famous museums and compare its characteristics with Sri Lankan context			4		
12	10	7	Tangible and intangible heritage assets for Tourism	2			L, D	
			Refer the documentaries and tutorials provided by the lecturer			4		
13	11	8	How to plan cultural and heritage sites for the Tourism I	1			L, D	
			Refer the library for further reading			4		
14	11	8	How to plan cultural and heritage sites for Tourism II	2			L, D	
			Refer the library for further reading on Tourism Promotion			4		
15	12	9	Sustainable practices for cultural and heritage tourism	2			L, D	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
			Refer the documentaries and tutorials provided by the lecturer			4		
Total Notional Hours				25	10	65		

Teaching methods: T= Theories, L=Lectures, P=Practical, D=Discussion, FV= Field Visists

Assessments methods: AS=Assignment

Assessment Strategy

Continuous Assessment	AS1- 20%	40%
	AS2- 20%	
End Semester Examination		60%
Total		100%

Course Coodinator	Teaching Panel
Mr. P.S.R. Senadeera (senadheera@ssh.rjt.ac.lk)	Mr. P.S.R. Senadeera (senadheera@ssh.rjt.ac.lk) Mrs. T.M.C.D Senarathna (chathurika@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Assignments															
End Semester Examination	after 2 weeks of study leave														

Recommended Reading:

- Coningham, R.A.E. (2006). Anuradhapura: the British-Sri Lankan excavations at Anuradhapura Salgaha Watta: Volume 2: the artefacts (No. 1508). Archaeopress.
- Katsoni, V. and Spyriadis, T. (2020). Cultural and Tourism Innovation in the Digital Era. Springer International Publishing.
- Mihindukulasuriya, S.F. (2000). Rituals, folk beliefs and magical arts of Sri Lanka. Godage Publishers.
- Mihindukulasuriya, S.F. (2005). The Portuguese Advent of Sri Lanka. Godage Publishers.
- Macleod, D.V. and Carrier, J.G. eds. (2009). Tourism, power and culture: anthropological insights. Channel View Publications.
- Sandis, C. (2014). Cultural Heritage Ethics: Between Theory and Practice.

Course Title: Hotel Management

Course Code: TUMT 21022 (25:10:65)

Course Capsule

Hotel Management, Food and Beverage Management: Personnel and Responsibilities of Designations, Food and Beverage Outlets, Service Equipment, Professional Cookery, Housekeeping Operations: Surfaces, Inventories, Front Office Management: Responsibilities of Front Office Staff, Key Handling, Guest Registration and Guest Checkout, Independent Communication

Course Aim:

To provide necessary knowledge on hotel management and its key components enabling students to contribute to the hotel organizations to maximize revenue and achieve long term profitability.

Course ILOs:

After completing this course, students should be able to:

1. explain the concepts, theories in the Hotel industry
2. describe the food and beverage service field comprehensively
3. describe the duties and responsibilities of Food and Beverage Service staff members
4. explain the various types of food and beverage outlets, items and equipment, and setup the restaurant for a variety of service activities
5. discuss the different types of housekeeping inventories, surfaces, and housekeeping operations
6. explain the theories, concepts and operations of professional cookery
7. describe the operations, Guest registration, guest checkout, Key handling, guest service related to the department of Front Office

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
1	1	1	Introduction to hotel Management	1			L, D	
			Refer the library for further reading			4		
2	2	2	Introduction to food and beverage industry	2			L, D	
			Refer the documentaries and tutorials provided by the lecturer			4		
3	3	2,3	Food and beverage personnel, responsibilities and duties of each designation	1			L, D	
			Refer the lecture notes provided by the lecturer			4		
4	4	1,2,4	Different types of food and beverage outlets	2			L, D	
			Refer the video clips provided by the lecturer			4		
5	5	1,2,4	Usage of food service equipment	2			L, D, P	AS 1 start
			Demonstrate a table layout by using service equipment		5			
			Refer the video clips provided by the lecturer			6		
6	6	5	Role of housekeeping department	1			L, D	
			Refer the video clips provided by the lecturer			4		
7	7	5	Different types of surfaces	1			L, D	
			Refer the video clips provided by the lecturer			4		
8	8	5	Different types of housekeeping inventories	2			L, D	AS 1 due
			Refer the video clips provided by the lecturer			5		
9	9	6	Concepts of professional cookery	2			L, D	
			Refer the video clips provided by the lecturer			4		

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
10	10	7	Introduction to front office management	2			L, D	
			Refer the reference No.5,6			4		
11	11	7	Duties and responsibilities of front office staff	1			L, D	
			Refer the reference No.5,6			4		
12	12	7	Front office operations	2			L, D	AS 1 start
			Refer the reference No.5,6			4		
13	13	7	Different types of key handling	2			L, D	
			Refer the video clips provided by the lecturer			4		
14	14	7	Guest registration and guest checkout	2			L, D, FV	AS 1 due
			Refer the reference No.5			4		
15	15	7	Effective independent communication	2			L, D, P	
			Practice the effective communication with guests in the hotel (role play)		5			
			Refer the video clips provided by the lecturer			6		
Total Nortional Hours				25	10	65		

Teaching methods: L=Lectures, P=Practical, D=Discussion, FV= Field Visists

Assessments methods: AS=Assignment

Assessment Strategy

Continuous Assessment	AS1- 20%	40%
	AS2- 20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Mr. P.S.R. Senadeera (senadheera@ssh.rjt.ac.lk)	Mr. P.S.R. Senadeera (senadheera@ssh.rjt.ac.lk) Mrs. T.M.C.D Senarathna (chathurika@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Practical					■										■
Independent Learning	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Assignments					■							■			
End Semester Examination	after 2 weeks of study leave														

Recommended Reading:

- Clayton W. B., Reynolds, D. (2011). Introduction to Management in the Hospitality Industry. London: Wiley.
- Vallen, G.K. and Vallen, J.J. (2009). Check-in check-out: Managing hotel operations. Upper Saddle River, NJ: Prentice Hall.
- Deroos, J.A. (2010). Hotel management contracts—Past and present. Cornell Hospitality Quarterly.
- Ivanova, M., Ivanov, S. and Magnini, V.P. eds. (2016). The Routledge handbook of hotel chain management. Routledge.
- O'Fallon, M.J. and Rutherford, D.G. (2010). Hotel management and operations. John Wiley & Sons.
- Tesone, D., Pizam, A. (2009). Principles of Management for the Hospitality Industry. UK: Taylor & Francis.

Course Title: Tourism Marketing

Course Code: TUMT 22012 (25:10:65)

Course Capsule

Concepts of Marketing, Definitions, Marketing Environment, Service Characteristics, Branding, Market Segmentation, Targeting, Positioning, Consumer Buyer Behavior, Marketing Mix: Products, Prices, Places, Promotion, Marketing plan

Course Aim:

To provide students an understanding of the role of marketing and its application in the hospitality, leisure, travel and tourism industries enabling students to involve in maximizing the revenue and achieve long term profitability for the organization.

Course ILOs:

After completing this course, students should be able to:

1. explain the concepts and theories of Marketing Management
2. discuss the unique characteristics of service
3. make recommendations as to how to brand tourism related product in the market
4. describe the requirements for effective segmentation, targeting and positioning
5. analyze marketing mix and explain the 4Ps of marketing and extended marketing mix (7Ps)
6. describe the major characteristics affecting consumer behavior and list some of the cultural, social, personal and psychological factors that influence consumers
7. prepare a marketing plan related to selected product in the Tourism and Hospitality industry

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
1	1	1	Concept of tourism marketing	1			L, D	
			Refer the video clips provided by the lecturer			4		
2	2	1	Marketing environment and market structure	2			L, D	
			Refer the reference 01			4		
3	3	2	Service characteristics of hospitality and tourism marketing	1			L, D	
			Refer the tutorials and reference 01 for further information			4		
4	4	3	Introduction to branding	2			L, D	
			Refer the video clips, web sites provided by the lecturer			4		
5	5	4	Market segmentation, targeting, and positioning I	2			L, D	
			Refer the tutorials and reference No 2,3 for further information on Market segmentation			5		
6	5	4	Market segmentation, targeting, and positioning II	2			L, D	
			Refer the tutorials and reference No 2,3 for further information on targeting and positioning			4		
7	6	5	Marketing Mix – product and place	1			L, D	
			Refer the tutorials provided by the lecturer			4		
8	7	5	Marketing Mix – price	2			L, P, D	AS 1 start
			Apply pricing strategies for an identified product in the tourism industry		5			
			Refer the tutorials provided by the lecturer			6		
9	8	5	Marketing Mix – promotion	2			L, D	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
			Refer the web sites related to tourism organizations in Sri Lanka			4		
10	9	5	Public relation	1			L, D	AS 1 due
			Refer the tutorials provided by the lecture			4		
11	10	5	Advertising and direct marketing I	2			L, D	AS 2 start
			Refer the web sites of tourism related organizations in Sri Lanka and observe the strategies developed for successful advertising			4		
12	10	5	Advertising and direct marketing II	2			L, D	
			Refer the videoclips provided by the lecturer			4		
13	11	5	Sales promotion and personal selling	2			L, D	AS 2 due
			Refer the tutorials provided by the lecturer			4		
14	12	6	Consumer buyer behavior	2			L, D	
			Refer the reference No. 3, 4			4		
15	13	7	Marketing plan	1			L, P, D	
			Prepare a marketing plan with a video for a selected product in the tourism and hospitality industry		5			
			Refer all references provided by the lecturer			6		
Total Nortional Hours				25	10	65		

Teaching methods: L=Lectures, P=Practical, D=Discussion

Assessments methods: AS=Assignment

Assessment Strategy

Continuous Assessment	AS1- 20%	40%
	AS2- 20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Mr. P.S.R. Senadeera (senadheera@ssh.rjt.ac.lk)	Mrs. T.M.C.D Senarathna (chathurika@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Practical								■							■
Independent Learning	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Assignments								■			■				
End Semester Examination	after 2 weeks of study leave														

Recommended Reading:

- Campón-Cerro, A.M., Hernández-Mogollón, J.M. and Folgado-Fernández, J.A. eds. (2018). Best Practices in Hospitality and Tourism Marketing and Management: A Quality-of-Life Perspective. Springer.
- Deepak, R.K.A., Jeyakumar, S. (2019). Marketing management. Educreation Publishing.
- Hollensen, S. (2019). Marketing management: A relationship approach. Pearson Education
- Homburg, C., Kuester, S. and Krohmer, H. (2009). Marketing management. McGraw-Hill Higher Education.
- Kotler, P., Bowen, J. T., Makens, J., & Baloglu., S. (2017). Marketing for hospitality and tourism. 6Ed.Pearson.
- Morrison, A.M. (2018). Marketing and managing tourism destinations. Routledge.

Course Title : Human Resource Management for Tourism

Course Code : TUMT 22022 (25:10:65)

Course Capsule

HR Functions: Concepts and Theories, Roles of a HR Manager, Job Analysis, Job Designing, Man-Power Planning, Recruitment, Selection, Training and Development, Performance Appraisal, Employee Wage Management, Employee Movement, Employee Disciplinary Administration, Work-Life balance, Grievance Handling

Course Aim:

To provide required knowledge the theories in HRM, practical and related skills enabling students to apply the learned knowledge and skills effectively in managing human resources in real organization structures.

Course ILOs:

After completing this course, students should be able to:

1. explain the importance and concepts of HR functions
2. discuss the main roles and responsibilities of a HR Manager
3. describe the concepts of job designing, Job analyzing, man-power planning
4. discuss the recruitment and selection process in organizations
5. analyze performance Appraisal in organizations
6. explain wage management and training development
7. discuss the employee movements
8. recommend the disciplinary actions used in an organization
9. analyze the solutions for employee grievances and work – life balance

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
1	1	1	Introduction to human resource management	1			L, D	
			Refer the library for further information			4		
2	2	2	Main roles of a HR manager	2			L, D	
			Refer the internet for further information			4		
3	3	3	Job designing	1			L, D	
			Refer the tutorials provided by the lecturer			4		
4	4	3	Job analyzing	2			L, D	
			Refer the tutorials provided by the lecturer			4		
5	5	3	Man-power planning	1			L, D	
			Refer the Reference No. 1,2,3			4		
6	6	4	Recruitment	2			L, D	
			Refer the library			4		
7	7	4	Selection I	2			L, P, D	AS 1 start
			Identify different types of selection methods practiced by the hotels in Sri Lanka		5			
			Refer the internet for further details			6		
8	7	4	Selection II	1			L, D	
			Refer the internet for further information			4		
9	8	5	Performance appraisal	2			L, D	
			Refer the Reference No. 1,2,3			4		
10	9	6	Employee wage management	1			L, D	AS 1

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
			Refer the tutorials provided by the lecturer			4		due
11	10	6	Training and development	2			L, D, P	AS 2 start
			Design a training program for the employees of an identified hotel in Sri Lanka		5			
			Refer the tutorials provided by the lecturer			6		
12	11	7	Employee movement	2			L, D	
			Refer the tutorials provided by the lecturer			4		
13	12	8	Employee disciplinary administration	2			L, D	
			Refer the internet for further information			4		
14	13	9	Work-life balance	2			L, D	AS 2 due
			Refer the tutorials provided by the lecturer			5		
15	14	9	Grievance handling	2			L, D	
			Refer the tutorials provided by the lecturer			4		
Total Nortional Hours				25	10	65		

Teaching methods: L=Lectures, P=Practical, D=Discussion

Assessments methods: AS=Assignment

Assessment Strategy

Continuous Assessment	AS1- 20%	40%
	AS2- 20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Mr. P.S.R. Senadeera (senadheera@ssh.rjt.ac.lk)	Mrs. T.M.C.D Senarathna (chathurika@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Assignments															
End Semester Examination	after 2 weeks of study leave														

Recommended Reading:

- DeCenzo, D.A., Robbins, S.P. and Verhulst, S.L. (2016). Fundamentals of human resource management. John Wiley & Sons.
- Hendry, C. (2012). Human resource management. Routledge.
- Noe, R.A., Hollenbeck, J.R., Gerhart, B. and Wright, P.M. (2017). Human resource management: Gaining a competitive advantage. New York, NY: McGraw-Hill Education.
- Mondy, R.W. and Martocchio, J.J.(2016). Human resource management. Pearson.
- Opatha, H. (2013). Human Resource Managment. Colombo: Author Publication.

Course Title : Entrepreneurship of Tourism

Course Code : TUMT 31012 (25:10:65)

Course Capsule

Entrepreneurial Tourism: Definition, Typologies, Categorizations & Processes, Tourism Entrepreneurship, Entrepreneurial Environment, Characteristics of Successful Entrepreneurs in Tourism, Tourism and Small Entrepreneurs, Social Innovation, Challenges for Entrepreneurship, Family Business Ventures for Tourism Market, Tourism Entrepreneurship and Regional Development, Sectorial Strategies and Policy Issues of Tourism Entrepreneurship, Developing a Business Plan

Course Aim:

To provide an understanding on the process of entrepreneurship to develop knowledge and skills enabling students to identify opportunities in the field of Tourism and Hospitality and implement the identified businesses in a proper manner to maximize the profit.

Course ILOs:

After completing this course, students should be able to:

1. explain the basic concepts and theories of Entrepreneurship
2. discuss the role of entrepreneurship and characteristics of successful entrepreneurs in tourism and hospitality businesses
3. describe the small and medium tourism entrepreneurs and their challenges in tourism and hospitality businesses
4. explain the process of social innovation in entrepreneurship and its impacts on the society
5. discuss the challenges and recommend the strategies to overcome those challenges in tourism and Hospitality Business
6. describe family business ventures for tourism market
7. comment on tourism entrepreneurship and regional development
8. recommend business strategies, policies to grow new and existing hospitality businesses
9. describe on managing growth in the small business

10. develop a business plan for an identified product in the field of tourism and hospitality

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
1	1	1	Introduction to entrepreneurial tourism	1			L, D	
			Refer the tutorials and Reference No.1,2			4		
2	2	1	Conceptual basis of tourism entrepreneurship, I	2			L, D	
			Refer the Reference No 1, 2			4		
3	2	1	Conceptual basis of tourism entrepreneurship II	2			L, D	
			Refer the tutorials provided by the lecturer			4		
4	3	1	Entrepreneurial environment	1			L, D, P	
			Analyze the entrepreneurial environment of a selected tourism organization in the SME sector		5			
			Refer the internet for further information			4		
5	4	2	Characteristics of successful entrepreneurs in tourism	2			L, D	
			Refer the tutorials provided by the lecturer			4		
6	5	3	Tourism and small entrepreneurs	1			L, D	
			Refer the tutorials provided by the lecturer			4		
7	6	4	Entrepreneurship and process of social innovation I	2			L, D	
			Refer the tutorials provided by the lecturer			4		
8	6	4	Entrepreneurship and process of social innovation II	2			L, D	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
			Refer the internet for further information			4		
9	7	5	Challenges for entrepreneurship	2			L, D	AS 1 strat
			Refer the internet for further information			4		
10	8	6	Family business ventures for tourism market	1			L, D	
			Refer the tutorials provided by the lecturer			4		
11	9	7	Tourism entrepreneurship and regional development	2			L, D	AS 1 due
			Refer the tutorials provided by the lecturer			6		
12	10	8	sectorial strategies and policy issues of tourism entrepreneurship	1			L, D	
			Refer the tutorials provided by the lecturer			4		
13	11	9	Managing growth in the small business	2			L, D	
			Refer the tutorials provided by the lecturer			4		
14	12	10	Business plan I	2			L, D, P	AS 2 start
			Develop a business plan related to tourism product		5			
			Refer the tutorials provided by the lecturer			6		
15	12	10	Business plan II	2			L, D, P	AS 2 due
			Refer the internet for further information			5		
Total Nortional Hours				25	10	65		

Teaching methods: L=Lectures, P=Practical, D=Discussion

Assessments methods: AS=Assignment

Assessment Strategy

Continuous Assessment	AS1- 20%	40%
	AS2- 20%	
End Semester Examination		60%
Total		100%
Course Coordinator		Teaching Panel
Mr. P.S.R. Senadeera (senadheera@ssh.rjt.ac.lk)		Mrs. T.M.C.D Senarathna (chathurika@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Assignments															
End Semester Examination	after 2 weeks of study leave														

Recommended Reading:

- Ateljevic, J. and Page, S.J. eds. (2017). Tourism and entrepreneurship. Routledge.
- Dollinger, M. (2008). Entrepreneurship. Marsh Publications.
- Greene, P.G. and Rice, M.P. (2007). Entrepreneurship education. Edward Elgar Publishing.
- Longenecker, J.G., Moore, C.W., Petty, J.W., Palich, L.E. (2006). Small business management: Launching and growing entrepreneurial ventures, 14th Edition. Cincinnati: Thomson South-Western College Publishing.
- Megginson, L.C., Byrd, M.J., Megginson, W.L. (2006). Small business management: An entrepreneur’s guidebook. 5th Edition, mcgraw-Hill Irwin, Boston.

Course Title : Tourism Planning & Management

Course Code : TUMT 31022 (25:10:65)

Course Capsule

Concepts of Tourism Planning, Approach to Tourism Planning, Regional Tourism Planning, National Tourism Planning, Planning Process, Formulation of Tourism Policies, Role of Government in Tourism Policy Formulation, Resort Planning, Planning Urban and Other Forms of Tourism, Planning Tourist Attractions, Environmental & Socio-Economic Consideration, Destination Survey

Course Aim:

To provide an understanding on theories, concepts and knowledge on tourism planning at different levels enabling students to contribute to tourism planning process and policy formulation in order to ensure the sustainable tourism development in the country.

Course ILOs:

After completing this course, students should be able to:

1. explain basic concepts of tourism planning, approaches to tourism planning, levels of tourism planning and their importance
2. describe planning process to given tourist destination
3. explain tourism policy formulation process and the role of government
4. analyze the planning of urban and other forms of tourism, planning tourist resorts and planning tourist attractions
5. discuss the need of environmental and socio-economic considerations in planning
6. comment the need of tourism planning in developing countries in the world
7. describe how to conduct a destination survey

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
1	1	1	Basic concepts in tourism planning	2			L, D	
			Refer the tutorials provided by the lecturer			4		
2	2	1	Approaches to tourism planning	1			L, D	
			Refer the tutorials provided by the lecturer			4		
3	3	1	Regional tourism planning	2			L, D	AS1 start
			Create a regional tourism plan based on a selected tourism attraction in your province		5			
			Refer the library for further information			6		
4	4	1	National tourism planning	2			L, D	
			Refer the library for further information			4		
5	5	2	Planning process at national and regional level	1			L, D	
			Refer the tutorials provided by the lecturer			4		
6	6	3	Formulation of tourism policies	2			L, D	AS 1 due
			Refer the strategic plan developed by Sri Lanka Tourism Development Authority			4		
7	7	3	Role of government in tourism policy formulation	1			L, D	
			Refer the tutorials provided by the lecturer			4		
8	8	4	Resort planning I	2			L, D	
			Refer the internet for further information			4		
9	8	4	Resort planning II	1			L, D	
			Refer the internet for further information			4		
10	9	4	Urban planning and other forms of tourism	2			L, D	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
			Refer the tutorials provided by the lecturer			4		
11	10	4	Planning tourist attractions	1			L, D	
			Refer the videos provided by the lecturer			4		
12	11	5	Environmental & socio-economic consideration I	2			L, D, FV	
			Refer the tutorials provided by the lecturer			4		
13	11	5	Environmental & socio-economic consideration II	2			L, D	
			Refer the tutorials provided by the lecturer			4		
14	12	6	Tourism planning in developing countries	2			L, D	AS 2 start
			Analyze the best practices and policies practiced by the developing countries in the world		5			
			Refer the tutorials provided by the lecturer			6		
15	13	7	Destination survey	2			L, D	AS 2 due
			Refer the library for further information			5		
Total Nortional Hours				25	10	65		

Teaching methods: L=Lectures, D=Discussion, FV= Field Visits

Assessments methods: AS=Assignment

Assessment Strategy

Continuous Assessment	AS1- 20%	40%
	AS2- 20%	
End Semester Examination		60%
Total		100%

Course Coodinator	Teaching Panel
Mr. P.S.R. Senadeera (senadheera@ssh.rjt.ac.lk)	Mrs. T.M.C.D Senarathna (chathurika@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Assignments															
End Semester Examination	after 2 weeks of study leave														

Recommended Reading:

- Bandara, H.M. (2001). Tourism Planning in Sri Lanka. Stanfordlake, Sri Lanka.
- Bandara, H.M. (2001). Tourism Development Planning in Developing Countries: A Critique. Standfordlake, Pannipitiya.
- Gunn, C.A. (2002). Tourism Planning. 4th Edition, New York. Routhedge.

Inskeep, E. (1991). Tourism Planning; An Integrated and Sustainable Development Approach. New York: John Wiley and sons.

Water Resources Management

Course Title: Basics of Water Resource Management

Course Code: WRMG 11012 (15:30:55)

Course Capsule: Blue planet, Water availability, Hydrological cycle, Properties of water, States of water, Climate and water, Blue, Green and Brown waters, Water and life, Water as a resource, Water utility, Water and society, Water and health, Water-related hazards, Water crisis, Management of water.

Course Aim: To introduce a basic understanding of the essential aspects of water resource management, including its concepts and theories, enabling students to apply the basic concepts and theories accurately in the process of water resources management.

Course ILOs:

After completing this course, students should be able to:

1. describe the importance of water resources
2. describe the concept and theories of water resource management
3. explain the role of water resources and their function in the geo-system
4. classify the different utilities of water resources
5. apply water resource management concepts and theories in managing water resources in real-world situations in an appropriate way

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1,2	Concept of Blue Planet in water resources management	1			L, D	
	1.2	1	Preparing a small leaflet on precious assets of water resources			5	SA	
2	2.1	1,2	Water availability on the Earth	1			L, D	
	2.2	1,2	Water availability on the Earth referring a secondary source of information		3		D, CL	
	2.3	1,2	Read related reference			5	SR	
3	3.1	2,3	Hydrological Cycle	1			L,D	
	3.2	2,3	Preparing a model of the Hydrological cycle using given materials as a group activity within the class		3		SGA,CL	
	3.3	2,3	Drafting Hydrological Cycle creatively. This could be a hand drawing, a google doc, clip art, or a movie			5	SA	
4	4.1	3	Analyzing properties of water	1			L, D	
	4.2	3	Introducing the experiment to students and they will be able to notice how the cohesion, adhesion, and surface tension properties work in the experiment		3		SGA, CL	
	4.3	3	Read related reference			5	SR	
5	5.1	3	States of water	1			L, D	
	5.2	3	Analyzing the states of water and preparation of the document to identify the differences among the states of water		3		SGD, CL	
	5.3	3	Read related reference			5	SR	
6	6.1	3	Relationship between climate and water	1			L, D	

Water Resources Management

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
	6.2	3	Preparing a PowerPoint presentation to identify the relationship between climate and water		3		SGA, CL	
7	7.1	5	Water footprint (Blue, Green, and Brown Water)	1			L, D	
	7.2	5	Calculating individual water footprint within one month period			10	SA	AS1 start
8	8.1	1, 5	Relationship between water and life	1			L, D	
9	9.1	1,5	Importance of water as a resource	1			L	
	9.2	1,5	Analyzing the importance of water as a resource in Sri Lanka and preparing of documentary video as a group activity		3		SGA, CL	
10	10.1	4	Water utility	1			L	
	10.2	4	List the different utilities of water in day-to-day lifestyle		3		SGD, CL	
11	11.1	5	Importance of water in society	1				
	11.2	5	Drafting a small report on how water is important to the ancient hydrological society			10	SA	
12	12.1	3,5	Relationship between water and health	1			L	
	12.2	3,5	List and analyze water-related health impacts in Sri Lanka		3		SGD, CL	AS2 start and due
13	13.1	5	Water-related hazards: definition, causes, and impacts, mitigation methods	1			L	
	13.2	5	Dividing students into small groups and collecting information on water-related hazards in Sri Lanka		3		GA	
14	14.1	5	The water crisis in the world	1			L	
	14.2	5	Identifying the most vulnerable countries to the water crisis in the world		3		SGA, CL	

Water Resources Management

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
15	15.1	5	Management of water	1			L	
	15.2	5	Analyzing the importance of water resource management in the present world			10	SA	AS1 due
Total Notional Hours				15	30	55		

Teaching/Learning methods: L=Lectures, D=Discussion, CL= Constructive Learning, SGD=Small Group Discussion, SGA=Small Group Activity, GA=Group Activity, SA=Self Activity, SR=Self Reading

Assessments methods: AS=Assignment

Assessment Strategy:

Continuous Assessment	AS1 - 20%	40%
	AS2- 20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Mr. NSK Herath (samankherath4@ssh.rjt.ac.lk)	Mr. NSK Herath (samankherath4@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field Visits															
Assignments															
End semester Examination	<i>After two weeks of study leave</i>														

Recommended Reading:

- Chap S, (2001). *Water: Structure and Properties*,10.1038/npg.els.0003116.
- Eisenberg ,D and Kauzmann, W.(1969).Structure and Properties of Water. Oxford: Oxford University Press.
- Eulisse , E.,(2011). Challenges in Water Resources Management, Vulnerability, Risk and Water Resources, Preservation, Marie Curie Training Course, University of Venic Ca’ Foscari – Civiltà dell’Acqua International Centre.
- Martin F.C. (2019). *Structure and Properties of Water in its Various States*, <https://doi.org/10.1002/9781119300762.wsts0002>Savenije, H.H.G., (2000). Water resources management: concepts and tools. Lecture note. IHE, Delft and University of Zimbabwe, Harare.
- http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Venice/pdf/special_events/bozza_scheda_DOW02_1.0.pdf Accessed January 20/01/2021

Course Title: Natural Environment

Course Code: EMGT 11022 (15:30:55)

Course Capsule: Explain the earth's structure and constituents, Geological processes: volcanoes, earthquakes, rock cycle, Plate tectonics theory and geological time scale, Explain the Hypothesis of Continental drift, Geomorphological processes: Denudation cycle, landslides, Soil formation processes, Hydrological processes: water chemistry and physics, River systems, Water cycle, Atmospheric Processes: Atmosphere and its general circulation, Climate and weather, Ecological Processes: Theory of evolution, Ecological succession, Ecological Processes: Flow of energy, Food chains, and Food webs, Ecological Processes: Biogeochemical cycles, Biological processes: Photosynthesis, Metabolism, Cellular respiration, Transpiration, Biological processes: Adaptation, Growth, and development

Course Aim: To enhance the capacity of student's knowledge about environmental processes of nature, to raise the understanding of the importance of environmental processes for survival, and to introduce theories related to the environment enabling learners to apply the holistic view of the natural environment in further learning.

Course ILOs:

After completing this course, students should be able to:

1. explain lithospheric processes and their interdependencies
2. describe morphological and soil formation processes that shape the earth's surface
3. describe the knowledge of the hydrological processes, chemical and physical properties process in water
4. examine the atmospheric processes, climate, and weather system components
5. describe the ecological processes of the biosphere
6. analyze the biological process of the earth system

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching	Assessment Methods
				T	P	IL		
1	1.1	1	The Earth's structure and constituents	1			L	AS1 start
	1.2	1	Preparing a list of rocks types and minerals found on the earth		2		CL	
	1.3	1	Read related reference			4	SR	
2	2.1	1	Geological processes: volcanoes, earthquakes, rock cycle	1			L	
	2.2	1	Finding distribution patterns of volcanoes and earthquakes		2		CL	
	2.3	1	Read related reference			4	SR	
3	3.1	1	Plate tectonics theory and geological time scale	1			L	
	3.2	1	Drafting a note on the theory of plate tectonics		2		SGD	
	3.3	1	Read related reference			4		
4	4.1	1	Hypothesis of Continental Drift	1			L	
	4.2	1	Drafting 10 MCQs on plate tectonics and hypothesis of continental drift		2		CL	
	4.3	1	Read related reference			4	SR	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching	Assessment Methods
				T	P	IL		
5	5.1	2	Geomorphological processes: Denudation cycle, landslides	1			L	
	5.2	2	Preparing a table to show denudation agents and associated landforms		2		SGD	
	5.3	2	Read related reference			4	SR	
6	6.1	2	Soil formation processes	1			L	
	6.2	2	Studying a soil profile and finding the relationship of the type of soil with the soil formation process		2		SGD	
	6.3	2	Read related reference			4	SR	
7	7.1	3	Hydrological processes: Water chemistry and physics, River systems, Water cycle	1			L	AS1 due
	7.2	3	Drafting 10 MCQs on the hydrological process		2		SGD	
	7.3	3	Read related references			4	SR	
8	8.1	4	Atmospheric Processes: Atmosphere and its general circulation	1			L	AS2 start
	8.2	4	Drafting 10 MCQs on the atmosphere		2		SGD	
	8.3	4	Read related reference			4	SR	
9	9.1	4	Climate and weather	1			L	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching	Assessment Methods
				T	P	IL		
	9.2	4	Drafting 10 MCQs on climate and weather		2		SGD	
	9.3	4	Read related reference			4	SR	
10	10.1	5	Ecological Processes: Theory of evolution, Ecological succession	1			SGD	
	10.2	5	Drafting 10 MCQ		2		SGD	
	10.3	5	Read related reference			4	SR	
11	11.1	5	Ecological Processes: Flow of energy, Food chains, and Food webs	1			L	
	11.2	5	Drafting 10 MCQ		2		SGD	
	11.3	5	Read related reference			3	SR	
12	12.1	5	Ecological Processes: Biogeochemical cycles	1			L	
	12.2	5	Drafting 10 MCQ		2		SGD	
	12.3	5	Read related reference			3	SR	
13	13.1	6	Biological processes: Photosynthesis, Metabolism, Cellular respiration, Transpiration	1			L	
	13.2	6	Drafting 10 MCQ		2		SGD	
	13.3	6	Read related reference			3	SR	
14	14.1	6	Biological processes: Adaptation, Growth and development	1			L	AS2 due

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching	Assessment Methods
				T	P	IL		
	14.2	6	Drafting 10 MCQ		2		CL	
	14.3	6	Read related reference			3	SR	
15	15.1	6	Concept of Biodiversity and biodiversity degradation	1			SGD	
	15.2	6	Drafting 10 MCQ		2		CL	
	15.3	6	Read related reference			3	SR	
Total Notional Hours				15	30	55		

Teaching/Learning methods: L=Lectures, CL=Consructive Learning, SGD=Small Group Discussion

Assessments methods: AS=Assignment

Assessment Strategy:

Continuous Assessment	AS1 - 20%	40%
	AS2- 20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Dr. JMSB Jayasundara (jmsb1610@ssh.rjt.ac.lk)	Dr. JMSB Jayasundara (jmsb1610@ssh.rjt.ac.lk), Mrs. MMSA Marasinghe (marasinghe@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical lessons															
Independent Learning															
Continuous assessments															
End semester Examination	After two weeks of study leave														

Recommended Reading:

- Bharucha, E. (2005). Text Book for Environmental Studies for Undergraduate Courses of all Branches of higher Education. Pune, India: UGC, India.
- Fundamentals of Physical Geography (a soft copy text will be provided)
- March, M.W.,and Martin,K. (2012). Physical Geography Great Systems and Global Environments. Cambridge University Press.
- Mossio, M., Montévil, M. and Longo, G., (2016). Theoretical principles for biology: Organization. Progress in Biophysics and Molecular Biology, 122(1), pp.24-35.
- Odum, E.P. and Barrett, G.W., (1971). Fundamentals of ecology (Vol. 3, p. 5). Philadelphia: Saunders.
- Physical Geography, Second edition (a soft copy will be provided)

Course Title: Elements of Water Resources Management

Course Code: WRMG 12012 (15:30:55)

Course Capsule: The water cycle, Three characteristics of water, Sustainability of water resources, Institutional aspects of water resources management, Strategic issues of water resources management, The water balance, Groundwater resources, Surface water, Catchment yield, Water allocation principles, Balancing demand and supply of water resources, Issues in water allocation, Urban water demand estimation, Pricing of urban water, Agricultural water demand, Yield response to water, Crop water requirements, and Environmental water requirements.

Course Aim: To provide knowledge on basic elements and principles (concepts/theories) and develop skills related to water resources management in the context of local and global scenarios enabling students to apply these principles and skills in water resources management processes.

Course ILOs:

After completing this course, students should be able to:

1. define the key principles (concepts) related to water resources management
2. classify and discuss the characteristics of different types of water resources
3. assess the process of water resources management in real - world situations in an appropriate manner

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1,2	Three characteristics of water	1			L, D	
	1.2	1,2	Discovering how the properties of water make it unique among compounds			5	SA	
2	2.1	1,2	Ground water resources	1			L, D	
	2.2	1,2	Analyzing ground water resources availability and finding out the ground water availability areas in Sri Lanka		3		D, CL	
	2.3	1,2	Mapping the ground water availability areas in Sri Lanka			8	SA	
3	3.1	2,3	Surface water availability on the Earth	1			L	
	3.2	2,3	Preparing a model for sources of surface water using given materials as a group activity within the class		3		SGA, CL	
4	4.1	3	Catchment yield	1			L, D	
5	5.1	3	Sustainability of water resources	1			L, D	
	5.2	3	Drafting document on the sustainability of water resources		3		SGD, CL	
	5.3	3	Analyzing the sustainability of water resources in Sri Lanka as a developing country			5	SA	
6	6.1	3	Water balance on the earth	1			L, D	
	6.2	3	Providing a guideline to prepare the video on water balance on the earth		3		D, CL	AS1 start
	6.3	3	Preparing a small video on water balance on the earth			10	SA	
7	7.1	3	Institutional aspects of water resources management	1			L, D	AS1 due
	7.2	3	Analyzing of institutional aspects of water resources management			10	SA	

Water Resources Management

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
8	8.1	3	Strategic issues in water resources management	1			L, D	
9	9.1	1,3	Water allocation principles	1			L	
	9.2	3	List out and analyze the water allocation principles in Sri Lanka		3		SGA, CL	
10	10.1	3	Issues in water allocation in Sri Lanka	1			L	
	10.2	3	List out the issues in water allocation in Sri Lanka		3		GA, CL	
11	11.1	3	Balancing demand and supply of water resources	1				
	11.2	3	Drafting a small report on balancing the demand and supply of water resources in Sri Lanka			10	SA	
12	12.1	3	Urban water demand estimation	1			L	
	12.2	3	Analyze and find out the suitable method for urban water demand estimation		3		SGA, CL	
13	13.1	3	Pricing of urban water	1			L	
	13.2	3	Dividing students into small groups and deciding the suitable method for pricing urban water in Sri Lanka		3		GA	AS2 start and due
14	14.1	3	Agricultural water demand and yield response to water	1			L	
	14.2	3	Identifying the different crop water requirements		3		SGD, CL	
15	15.1	3	Environmental water requirements	1			L	
	15.2		Analyzing and preparing a PPT on environmental water requirements		3		SGA, CL	
	15.3	3	Analyzing the importance of environmental water requirements in present world			7	SA	
Total Notional Hours				15	30	55		

Teaching/Learning methods: L=Lectures, D=Discussion, CL=Constructive Learning, SGD=Small Group Discussion, SGA=Small Group Activity, GA = Group Activity, SA=Self Activity

Assessments methods: AS=Assignment

Assessment Strategy:

Continuous Assessment	AS1 - 20%	40%
	AS2- 20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Mr. NSK Herath (samankherath4@ssh.rjt.ac.lk)	Mr. NSK Herath (samankherath4@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Practical		■	■		■	■			■	■		■	■	■	■
Independent Learning	■	■			■	■	■				■				■
Field Visits															
Assignments						■							■		
End semester Examination	After two weeks of study leave														

Recommended Reading:

- Falkenmark, .M, (1995). Coping with water scarcity under rapid population growth. Paper presented at the Conference of SADC Water Ministers. Pretoria, 23-24 November 1995.
- Falkenmark, M., and Folke, C. (2001). The ethics of socio-Eco hydrological catchment management.
- Savenije, H.H.G., (2000).Water resources management: concepts and tools. Lecture note. IHE, Delft and University of Zimbabwe, Harare.

Course Title: Watershed Management

Course Code: WRMG 12022 (15:30:55)

Course Capsule: Introduction to watershed management (Definitions and Approaches), Principles and basic concepts of watershed management, River basin, Drainage basin processes, Drainage patterns, Watershed analysis (Delineation and physical characterization), Land use and other resource use, Hydrological processes, Runoff and soil loss, Watershed degradation, Watershed planning, Stakeholder analysis, and involvement, Watershed management policies and laws, Watershed conservation, Watershed rehabilitation (erosion control, flood control, reforestation).

Course Aim: To provide essential knowledge on watershed definitions and its management, objectives and basic principles, and the effect of the watershed on community development enabling students to use these rationales and skills for watershed planning and development.

Course ILOs:

After completing this course, students should be able to:

1. describe the basic elements of a watershed
2. explain the basic watershed principles and processes
3. explain the concept of watershed management
4. develop and setup the watershed management plans considering the objectives and principles of watershed management support as a stakeholder in the planning of watershed management

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1,2,3	Watershed management (Definitions and Approaches)	1			L, D	
	1.2	1,2,3	Conducting a detailed study on watershed management			5	SS	
2	2.1	1,2,3	Principles and basic concepts of watershed management	1			L, D	
	2.2	1,2,3	Explaining principles and basic concepts of watershed management in detail referring secondary source of information		3		D, CL	
	2.3	1,2,3	Read related reference			6	SR	
3	3.1	1,2	River basin	1			L, D	
	3.2	1,2	Preparing a model of the river basin as a group activity within the class		3		SGA, CL	AS1 start and due
	3.3	1,2	Preparing a map including the river basin of Sri Lanka			6	SA	
4	4.1	1,2	Drainage basin processes	1			L, D	
	4.2	1,2	Conducting in detail a study of the drainage basin process referring to secondary sources		3		SGA, CL	
	4.3	1,2	Drafting a detailed note on the drainage basin process			7	SA	
5	5.1	1,2	Drainage patterns	1			L, D	
	5.2	1,2	Analyzing and drafting the drainage patterns in Sri Lanka		3		SGA, CL	
	5.3	1,2	Drafting and preparation of a detailed note on the identified drainage patterns in Sri Lanka			5	SA	
6	6.1	1,2,3	Watershed analysis (Delineation and physical characterization)	1			L, D	
	6.2	1,2,3	List the physical characterization of watershed		3		D, CL	

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7	7.1	1,2,3	Land use and other resource use in the watershed	1			L, D	
	7.2	1,2,3	Read related reference			6	SR	
8	8.1	1,2,3	Hydrological processes	1			L, D	
9	9.1	1,2,3	The run-off and soil loss in watershed	1			L	
	9.2	1,2,3	Analyzing and preparation of a small document on the importance of identification of runoff and soil loss in watershed management		3		SGD, CL	
10	10.1	1,2,3,4	Watershed degradation	1			L	
	10.2	1,2,3,4	Field visit to identify the watershed degradation in selected watershed in dry zone area in Sri Lanka		3		FV	
11	11.1	1,2,3,4	Watershed planning	1			L	
	11.2	1,2,3,4	Drafting a small report on watershed planning of hydropower planning projects in Sri Lanka			10	SA	AS2 start
12	12.1	4,5	The stakeholder analysis and involvement in watershed planning	1			L	
	12.2	4,5	Find out stakeholder analysis and involvement in watershed planning of Sri Lanka		3		SGD, CL	
13	13.1	4,5	Watershed management policies and laws	1			L	
	13.2	4,5	List and analyse the watershed management policies and laws in Sri Lanka		3		GA	
14	14.1	4,5	Watershed conservation	1			L	
	14.2	4,5	Identifying watershed conservation activities in Sri Lanka		3		SGD, CL	AS2 due
15	15.1	4,5	Watershed rehabilitation (erosion control, flood control, reforestation)	1			L	
	15.2	4,5	Analysing the importance of watershed rehabilitation (erosion control, flood control, reforestation) in Sri Lanka			10	SA	

Total Notional Hours		15	30	55		
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Teaching/Learning methods: L=Lectures, D=Discussion, CL=Constructive Learning, SGD=Small Group Discussion, SGA=Small Group Activity, FV=Field Visit, GA = Group Activity, SA=Self Activity, SR=Self Reading, SS=Self Study

Assessments methods: AS=Assignment

Assessment Strategy:

Continuous Assessment	AS1 - 20%	40%
	AS2- 20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Mr. NSK Herath (samankherath4@ssh.rjt.ac.lk)	Mr. NSK Herath (samankherath4@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field Visits															
Assignments															
End semester Examination	<i>After two weeks of study leave</i>														

Recommended Reading:

- Cruz, R. V. (1999). Intergrated landuse planning and sustainable watershed management . *Journal of Philippine development* , Number47,Journal Volume of XXVI Philippine , No.Develop 1, . <https://core.ac.uk/download/pdf/6506067.pdf>
- Easter, K.W. &. Gibbs. C.J.N.(1985). Implementation and Institutional Aspects of Integrated Watershed Management. Paper presented to the "Workshop on Integrated Watershed Management". East-West Center, Honolulu, Hawaii.
- Easter, K.W. and Hufschmidt M.M.(1985). Research for Integrated Watershed Management in Developing Countries. (Draft paper). East-West Center, Honolulu, Hawaii.
- Kapil,D.S. and Soni, B. (2006). Land use Diversification for Sustainable Rain fed Agriculture, Atlantic publishers, New Delhi.
- Murty, J.V. S. (2004). Watershed Management, New age international private limited publishers, New Delhi.
- Spears, J.S. and Rowe. R.D.H. (1980). Preliminary Guidelines for Designing Watershed Rehabilitation Projects. World Bank.
- Washington, D.C. and Striffler, W.D. (1979). Watershed Planning and Management. In Planning the Uses and Management of Land. American Society of Agronomy, etc. Madison.

Course Name: Indigenous Technology in Water Management

Course Code: WRMG 21012 (15:30:55)

Course Capsule:

Culture and indigenous technology, Global experiences, Parakramabahu Concept, Technology in irrigation and water management, Concept of “Wewa” Sri Lankan heritage, Concept of Wewa eco-system, Classification of Wewa eco-systems, Components and functions of Wewa eco-systems, “Wewa” Management technology, Cascade system of reservoirs, Institutional framework of ancient hydrological society, Policies changed under British rule, Social, Technical, and Environmental dimensions.

Course Aim:

To provide essential knowledge of the progression of technology in water and irrigation in Sri Lanka from ancient times to the establishment of a hydraulic civilization over two thousand years, enabling students to compare and apply traditional knowledge and technology in the present context with water resources planning and development.

Course ILOs:

After completing this course, students should be able to:

1. describe the ancient technology of hydraulic culture in Sri Lanka
2. explain how society transformed with technology
3. distinguish the differences between indigenous water management technologies and other technologies in South Asia
4. analyze the indigenous technology changed under British domination
5. interpret the indigenous technology for the technical dimension and the social, organizational, and environmental dimension
6. apply the ancient technology and principles to the present context of water resources management in an appropriate manner

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1	Concept of indigenous technology	1			L, D	
	1.2	1	Conducting a detailed study on the concept of indigenous technology in Sri Lanka			5	SS	
2	2.1	1	Hydraulic culture	1			L,D	
	2.2	1	Finding the uniqueness of the hydraulic culture in Sri Lanka		3		D, P	
	2.3	1	Read related reference			5	SR	
3	3.1	1,2	Technology in the cultural aspect	1			L, D	
	3.2	1,2	Analyzing the technology in the cultural aspect as a group activity within the class		3		SGA, CL	
	3.3	1,2	Preparing an analytical report on technology in the cultural aspect			5	SA	AS1 start
4	4.1	1,2	The Parakramabahu concept	1			L, D	
	4.2	1,2	Analyzing and preparing a small document on the importance of the Parakramabahu concept		3		SGA, CL	
	4.3	1,2	Conducting an analytical study on the Parakramabahu concept in detail			5	SS	
5	5.1	3	Technology in irrigation and water management	1			L, CL	
	5.2	3	List out the different technology in irrigation and water management in Sri Lanka		3		SGA, CL	
	5.3	3	Read related reference			5	SR	
6	6.1	3	The concept of “Wewa”: Sri Lankan heritage	1			L, CL	
	6.2	1,3	Drafting a model of “Wewa” as a Sri Lankan heritage		3		SGA, CL	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
7	7.1	1,3	The concept of Wewa eco-system	1			L, D	AS1 due
	7.2	1,3	Classifying the concept of the Wewa eco-system			10	SA	
8	8.1	1,3	The classification of Wewa eco-systems	1			L, D	
9	9.1	1,3,6	Components and functions of Wewa eco-systems	1			L	
	9.2	1,3,6	List the components and functions of Wewa eco-systems in the Sri Lankan hydrological system		3		SGA, CL	
10	10.1	1,3,6	“Wewa” Management system	1			L	
	10.2	1,3,6	List the different approaches of “Wewa” Management system in ancient Sri Lanka		3		SGD, CL	
11	11.1	1,3,6	“Wewa” function of technology	1				
	11.2	1,3,6	Drafting a small report on how water is important in “Wewa” function technology to the ancient hydrological society			10	SA	AS2 start
12	12.1	1,3,6	The cascade system of reservoirs	1			L, D	
	12.2	1,3,6	Preparing a model of the Cascade system of reservoirs in Sri Lanka		3		SGA, CL	
13	13.1	1,2,3,6	The institutional framework of ancient hydrological society	1			L, D	
	13.2	1,2,3,6	Drafting a group presentation on the institutional framework of ancient hydrological society		3		GA	
14	14.1	4	Policies changed under British rule	1			L	
	14.2	4	Identifying different policies that changed under British rule		3		SGD, CL	AS2 due
15	15.1	5,6	Social, Technical, and Environmental dimensions of ancient technology	1			L	

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Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
	15.2	5,6	Analyzing the importance of Social, Technical, and Environmental dimensions of ancient technology in the present world			10	SA	
Total Notional Hours				15	30	55		

Teaching/Learning methods: L=Lectures, D=Discussion, CL=Constructive Learning, SGD=Small Group Discussion, SGA=Small Group Activity, FV=Field Visit, GA = Group Activity, SA=Self Activity, SR=Self Reading, SS=Self Study

Assessments methods: AS=Assignment

Assessment Strategy:

Continuous Assessment	AS1 - 20%	40%
	AS2- 20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Mr. NSK Herath (samankherath4@ssh.rjt.ac.lk)	Mr. NSK Herath (samankherath4@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field Visits															
Assignments															
End semester Examination	<i>After two weeks of study leave</i>														

Recommended Reading:

- Brohier, R.L. (1979). Ancient Irrigation Work in Sri Lanka. Lake House investment Limited, Colombo.
- Madduma Bandara, C.M. (1985). Catchment Eco-systems and Village Tank Cascade Systems
- Panabokke, C.R. (1999). The Small Tank Cascade Systems of Rajarata, Mahaweli Authority of Sri Lanka, Colombo.
- Parker, H. (1984) (reprint). Ancient Ceylon. Asian Educational Service, New Delhi.
- Uthpala,J, and Malathi, R. (2019). *Lessons to be Learnt from Ancient Water Management Techniques of Sri Lanka for the Development of Integrated Water Resources Management Concept*. Hector Kobbekaduwa Agrarian Research and Training Institute.
- තෙන්නකෝන්, එම්. යූ. ඒ. (2005). විශ්ලි කලාපයේ පරිසරානුගත සංවර්ධනයක් සඳහා එල්ලංගාව, වැල්ලම්පිටිය වතුර ප්‍රකාශන.

Course Title: Tank Cascade Systems

Course Code: WRMG 21022 (15:30:55)

Course Capsule:

Genesis and evolution of village tanks, Definitions and the theoretical dimension of Tank Cascade Systems, Environmental setting of the tank networks (climatological, geological, geomorphological), Physical setting and geographical distribution patterns, Main components of minor tank systems, Functional relationship of minor and major tank systems, Multi-functionality tank systems, Tank as a man-made eco-system (Micro climate, biodiversity, oasis effects,), Tank command areas (irrigation systems, water distribution technology, land tenure, *Bhaga* and *Pangu* system), Tanks and human settlements, Tanks and Cultural activities (rites, rituals), Tank-based institutional and administrative procedures, Cascade based tank rehabilitation and relevance, Government intervention and policies (VIRP, IRDP, Thousand Tank Rehabilitation Project), Tank heritage, current issues, and future challenges.

Course Aim:

To provide essential theoretical knowledge and practical skills and opportunities for research and inculcation of intellectual skills in the tank rehabilitation process, enabling students to apply theoretical knowledge and practical skills in the application of tank rehabilitation in water resource development projects.

Course ILOs:

After completing this course, students should be able to:

1. identify the importance of Cascade Systems in terms of key concepts
2. describe the concept and theories of Cascade Systems
3. explain the role of tank cascade and their function in the drainage basin
4. classify the different types of tanks, cascades, and cascade clusters
5. apply tank cascade management concepts and theories in managing water-related problems in the field

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1,2	The genesis and evolution of village tanks	1			L	
	1.2	2	Explaining definitions, and the theoretical dimension of Tank Cascade Systems and new concepts (Cascade Ensembles)			5	SA	
2	2.1	2	The environmental setting of the tank networks	1			L, , D	
	2.2	2	Explaining Physical setting and marking geographical distribution patterns on a contour map		3		D, CL	
	2.3	2	Read related references			5	SR	
3	3.1	2,3	Main components of minor tank systems	1			L, D	
	3.2	2,3	Preparing a model of a village tank with its components using necessary materials as a group activity in the classroom		3		SGA, CL	
	3.3	2,3	Drafting a cascade system creatively. This could be a drawing on google earth using the relevant techniques			5	SA	
4	4.1	3	Functional relationships of minor and major tank systems	1			L, D	
	4.2	3	Analyzing multi-functionality of tank systems and preparing a report		3		SGA, CL	
	4.3	3	Read related references			5	SR	
5	5.1	3	Tank as a man-made eco-system	1			L, D	
	5.2	3	Identifying micro climatic regions in the dry zone and marking on a contour map		3		SGD, CL	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
	5.3	3	Read related references			5	SR	
6	6.1	3,4	The tank command areas (irrigation systems)	1			L, D	
	6.2	3,4	Explaining the spatial distribution of paddy fields and preparing a diagram		3		D, CL	
7	7.1	4	Water distribution technology, land tenure, <i>Bhaga</i> and <i>Pangu</i> system)	1			L, D	
	7.2	4	Calculating the water balance of a tank system			10	SA	AS1 start
8	8.1	2, 4	Tanks and human settlements	1			L,D	
9	9.1	2,3	Tanks cultural activities	1			L	
	9.2	2,3	Analyzing and list out different cultural activities in different tank environmental settlements		3		SGD, CL	
10	10.1	2	Tank-based institutional and administrative procedures	1			L	
	10.2	2	List each institution and their role		3		SGD, CL	
11	11.1	5	Tank rehabilitation in Sri Lanka	1			L, FV	
	11.2	5	Drafting a small report on tank rehabilitation and their relevance			10	SA	
12	12.1	2,3,5	Government intervention and policies in tank rehabilitations	1			L	
	12.2	3,5	Discussing government intervention and policies in tank rehabilitations		3		SGA, CL	AS2 start and due
13	13.1	5	Rehabilitation projects and their success and failures	1			L	
	13.2	5	Dividing students into two groups and holding a debate on the success and failures of tank rehabilitation		3		GA	
14	14.1	5	Tank heritage and current issues	1			L	

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Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
	14.2	5	Analysing future challenges of water management and list solutions		3		SGD, CL	AS1 due
15	15.1	5	Planning a successful tank cascade rehabilitation project	1			L	
	15.2	5	Writing a well-organized tank rehabilitation project proposal			10	SA	
Total Notinal Hours				15	30	55		

Teaching/Learning methods: L=Lectures, D=Discussion, CL=Constuctive Learning, SGD=Small Group Discussion, SGA=Small Group Activity, FV=Field Visit, GA = Group Activity, SA=Self Activity, SR=Self Reading

Assessments methods: AS=Assignment

Assessment Strategy:

Continuous Assessment	AS1 - 20%	40%
	AS2- 20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Mr. NSK Herath (samankherath4@ssh.rjt.ac.lk)	Mr. NSK Herath (samankherath4@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Practical		■	■	■	■	■			■	■		■	■	■	
Independent Learning	■	■	■	■	■		■				■				■
Field Visits											■				
Assignments							■					■			
End semester Examination	<i>After two weeks of study leave</i>														

Recommended Reading:

- Brohier, R.L.(1934). Ancient irrigation work in Ceylon, Government of Sri Lanka, Colombo.
- Dharmasena, P.B. (2010). Essential components of traditional village tank systems. In: Proceedings of the National Conference on Cascade Irrigation Systems for Rural Sustainability. Central Environmental Authority, Colombo, Sri Lanka
- Madduma Bandara, C.M.(1985). Catchment Eco-systems and Village Tank Cascade Systems
- Panabokke, C.R. (1999). The Small Tank Cascade Systems of Rajarata, Mahaweli Authority of Sri Lanka, Colombo.
- තෙන්නකෝන්, එම්. යූ. ඒ. (2005). විශ්ලි කලාපයේ පරිසරානුගත සංවර්ධනයක් සඳහා එල්ලංගාව, වැල්ලම්පිටිය වතුර ප්‍රකාශන.

Course Title: Irrigation Based Agro- Eco-systems in Sri Lanka

Course Code: WRMG 22012 (15:30:55)

Course Capsule:

Concept of agro-ecosystems, Geographical aspects of agro-ecosystems, Evolution of governance, Types of agro-eco-systems (major, minor, lift, rain-fed and other), Major irrigation agro-ecosystems, Minor irrigation agro-ecosystems, Mahaweli agro-ecosystems, System water balance, Functions of irrigation systems, Infrastructure, Cropping systems and Cropping calendar, Water productivity and efficiency, Design Integrated Management System, Irrigation-based agro-ecosystem management plan.

Course Aim:

To provide knowledge on the concept of agro-eco systems, sub systems, village tank systems, major tanks, lift irrigation systems, and rain-fed agricultural systems enabling students to emphasize the role and function, changes and reasons, and the necessity and relevance of rehabilitation.

Course ILOs:

After completing this course, students should be able to:

1. identify and describe the concepts of agro-ecosystems
2. classify the different types of agro-ecosystems
3. explain the reasons for changes in different types of agro-ecosystems
4. examine the functional elements of the agro eco-system
5. apply methods that can be used to protect different types of agro-ecosystems

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1	The concept of agro-ecosystem	1			L, D	
	1.2	1	Conducting a detailed examination of the concept of agro-ecosystem			5	SS	
2	2.1	1,2	Geographic aspects of agro-ecosystems	1			L, D	
	2.2	1,2	Find out the geographic aspects of agro-ecosystems		3		D, CL	
	2.3	1,2	Studying the geographic aspects of agro-ecosystems with special reference to selected agro-ecosystems			5	SS	
3	3.1	2,3	The evolution of governance of agro-ecosystems	1			L,D	
	3.2	2,3	Preparing an evolution diagram for growth of governance of agro-ecosystems using given materials		3		GA, CL	
4	4.1	2,3	The types of agro- eco-systems (major, minor, lift, rain fed and other)	1			L, D	
	4.2	2,3	Determining the different types of agro-ecosystems			5	SS	
5	5.1	2,3	Major irrigation agro-ecosystems	1			L,D	
	5.2	2,3	List and analyse main components of major irrigation agro-ecosystems in Sri Lanka		3		SGA, CL	
	5.3	2,3	Major irrigation agro-ecosystems in Sri Lanka			5	SS	
6	6.1	2,3	Discussing the minor irrigation agro-ecosystems	1			L, D	AS1 start and due
	6.2	2,3	Preparing a powerpoint presentation on minor irrigation agro-ecosystems		3		SGA, CL	
	6.3	2,3	Preparing a small report on present status of minor irrigation agro-ecosystems in Sri Lanka			8	SA	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
7	7.1	2,3	Mahaweli agro-ecosystems in Sri Lanka	1			L, CL	
	7.2	2,3	Analysing the different effects of Mahaweli agro-ecosystems in Sri Lanka			10	SA	
8	8.1	4	System water balance in agro eco-systems	1			L, D	
9	9.1	4	Functions of irrigation systems in Sri Lanka	1			L	AS2 start
	9.2	4	Conducting a field visit in a selected agro eco-system to identify the functions of irrigation systems in dry zone areas of Sri Lanka		3		FV	
10	10.1	4	Infrastructure in agro eco-systems	1			L	
	10.2	4	Analyzing and preparing the document on different infrastructure aspects of agro eco-systems in Sri Lanka		3		SGD, CL	
	10.3	4	Studying the different infrastructure aspects of agro eco-systems in Sri Lanka			3	SS	
11	11.1	4	Cropping systems and cropping calendar	1				
	11.2	4	Preparing a cropping calendar for the selected crop			8	SA	
12	12.1	4,5	Water productivity and efficiency	1			L	
	12.2	4,5	Find out the suitable method for improving water productivity and efficiency in agro eco-systems in Sri Lanka		3		SGD,CL	
13	13.1	5	Integrated management system	1			L	
	13.2	5	Dividing students into groups and designing an integrated management system in Sri Lanka		3		GA	
14	14.1	5	Issues when designing the integrated management system	1			L	AS2 due
	14.2	5	Presenting a designed integrated management system		3		GA, CL	

Water Resources Management

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
15	15.1	5	The irrigation-based agro-ecosystem management plan	1			L	
	15.2	5	Find out the different irrigation-based agro-ecosystem management plans in Sri Lanka		3		SGA	
	15.3	5	Analyzing the importance of irrigation-based agro-ecosystem management plan in Sri Lanka			6	SA	
Total Notional Hours				15	30	55		

Teaching/Learning methods: L=Lectures, D=Discussion, CL=Constructive Learning, SGD=Small Group Discussion, SGA=Small Group Activity, FV=Field Visit, GA = Group Activity, SA=Self Activity, SR=Self Reading, SS=Self Study

Assessments methods: AS=Assignment

Assessment Strategy:

Continuous Assessment	AS1 - 20%	40%
	AS2- 20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Mr. NSK Herath (samankherath4@ssh.rjt.ac.lk)	Mr. NSK Herath (samankherath4@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field Visits															
Assignments															
End semester Examination	<i>After two weeks of study leave</i>														

Recommended Reading:

- Goonaratne, W. and Hirashima, S. (1990). Irrigation and Water Management in Asia, New Delhi: Sterling Publishers Private Limited.
- Madduma Bandara, C.M. (1985). Catchments Eco-systems and Village Tank Cascade in the Dry Zone of Sri Lanka, Holland: Redial Publishing Company.
- Panabokke, C.R. (1999). The Small Tanks Cascade Systems of Rajarata, Their Setting, Distribution Pattern and Hydrography, Colombo: Mahaweli Authority of Sri Lanka.
- තෙන්නකෝන්, එම්. යූ. ඒ. (2005). වියලි කලාපයේ පරිසරානුගත සංවර්ධනයක් සඳහා එල්ලංගාව, වැල්ලම්පිටිය චතුර ප්‍රකාශන.
- තෙන්නකෝන්, එම්. යූ. ඒ. (1993). නියගය සහ ගොවියා, කොළඹ: ශ්‍රී ලංකා මහ බැංකුව.

Course Title: Partnership Approach in Water Management

Course Code: WRMG 22022 (15:30:55)

Course Capsule:

The concept of the partnership approach, Evolution of the partnership approach, Farmer organizations, Community based organizations, Support institutions, Farmer training, Water disputes, and conflict resolution, PRA tools, Partnership building with government & non-government organizations, Experiences from irrigation-based agro-eco systems, Water supply systems for agriculture, Experiences from the rural health sector, Experiences from rural development, Partnership approach as social capital.

Course Aim:

To provide essential knowledge on water allocation in agriculture, industrial, residential, and environmental scenarios etc., and irrigation water management and partnership approach, enabling students to emphasize how water can be shared among several sectors through the partnership approach in development processes.

Course ILOs:

After completing this course, students should be able to:

1. explain the concept of the partnership approach in water management and how it is employed in water management
2. describe the partnership and farmer-managed irrigation systems
3. analyze water-related issues and rising competition among different sectors
4. apply skills and principles of partnership in the sustainable development process in an appropriate manner

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching /Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1	Concept of a partnership approach	1			L, D	
	1.2	1	Preparing a small document on the concept of a partnership approach in Sri Lanka			5	SA	
2	2.1	1	Evolution of partnership approach	1			L, D	
	2.2	1	Explaining evolution of the partnership approach by referring to secondary sources of information		3		D, CL	
	2.3	1	Read related reference			5	SR	
3	3.1	1,2	The farmer organizations in water management	1			L, D	
	3.2	1,2	Find out more details on farmer organizations in selected areas as a group activity within the class		3		SGA, CL	
	3.3	1,2	Drafting small report on the contribution of farmer organizations in agriculture based on the found details in the classroom			5	SA	AS1 start
4	4.1	1,2	Community-based organizations	1			L, D	
	4.2	1,2	Find and list the community-based organizations in Sri Lanka in the field of water management		3		SGA, CL	
	4.3	1,2	Conducting in detail a study on the community-based organizations in Sri Lanka			5	SS	
5	5.1	1,2	Support institutions in the field of water management	1			L, D	
	5.2	1,2	List out and analyse support institutions and their roles in water management		3		SGD, CL	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching /Learning Methods	Assessment Methods
				T	P	IL		
	5.3	1,2	Conducting detailed investigation on the support institutions and their roles in water management			5	SS	
6	6.1	1,2	Relationship between farmers & other organizations in water management	1			L,D	AS1 due
	6.2	1,2	List the farmer & other organizations in Sri Lanka		3		SGA, CL	
7	7.1	1,2,3	Water disputes and conflict resolution	1			L, D	
	7.2	1,2,3	Analysing water disputes and conflict resolution in Sri Lanka			10	SA	
8	8.1		Participatory Rural Appreciating (PRA) tools	1			L, D	
9	9.1	1,4	Importance of PRA tools	1			L, D	
	9.2	1,4	Conducting a field visit to develop PRA tools in a partnership approach in the selected area		3		FV	
10	10.1	3	Partnership building with government & non-government organizations	1			L, D	
	10.2	3	List the different Partnership building with government & non-government organizations		3		SGD, CL	
11	11.1	1,4	Importance of function of irrigation-based agro-ecosystems	1				
	11.2	1,4	Drafting a small report on the function of irrigation-based agro-eco systems in Sri Lanka			10	SA	
12	12.1	1,4	Affliction of water supply methods	1			L, D	
	12.2	1,4	List out the experiences from the affliction of water supply methods in Sri Lanka		3		SGA, CL	
13	13.1	1,4	Experiences from rural development	1			L, D	

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Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching /Learning Methods	Assessment Methods
				T	P	IL		
	13.2	5	Dividing students into small groups and collecting information on experiences from rural development in Sri Lanka		3		GA	AS2 start and due
14	14.1	1,4	Experiences from the rural health sector	1			L	
	14.2	1,4	Identifying experiences from the rural health sector in Sri Lanka		3		SGD, CL	
15	15.1	1,4	The partnership approach as a social capital	1			L	
	15.2	1,4	Analyzing the importance of the partnership approach as social capital in the present world			10	SA	
Total Notional Hours				15	30	55		

Teaching/Learning methods: L=Lectures, D=Discussion, CL=Constructive Learning, SGD=Small Group Discussion, SGA=Small Group Activity, FV=Field Visit, GA = Group Activity, SA=Self Activity, SR=Self Reading, SS=Self Study

Assessments methods: AS=Assignment **Assessment Strategy:**

Continuous Assessment	AS1 - 20%	40%
	AS2- 20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Mr. NSK Herath (samankherath4@ssh.rjt.ac.lk)	Mr. NSK Herath (samankherath4@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field Visits															
Assignments															
End semester Examination	<i>After two weeks of study leave</i>														

Recommended Reading:

- Chambers, R. (1975). Water Management and Paddy Production in the Dry zone of Sri Lanka, Occasional Publication. 8, ARTI, Colombo.
- Chambers, R. (1983). Rural Development: Putting the Last First, Longman, Harlow.
- Chambers, R. (1988). Managing Canal Irrigation: Practical Analysis from South Asia, Cambridge University Press, Cambridge.
- Coward, E. Walter, (1980). Irrigation Development: Institutional and Organizational Issues, in Coward, Irrigation and Agricultural Development in Asia, London, pp 15-27.
- De Silva, N.G.R. (1983). Farmer participation in Water Management: The Minipe Project in Sri Lanka, Kandy Range, Department of Irrigation, Sri Lanka.
- Farmer, B.H., Pioneer Peasant colonization in Ceylon: A study in Asian Agrarian Problems, Oxford University Press, London, New York.

Course Title: Water Quality and Supply System Management

Course Code: WRMG 31012 (15:30:55)

Course Capsule:

Problems of water quality and pollution, Water pollutants, Water quality standards, and Drinking water, Waste water, Water quality analysis and water treatment, Water quality laws and rights, Water quality status regulations, Evolution of water supply, Domestic, Irrigation, Industrial and other water supply, Irrigation water supply system management, Rainwater harvesting, Hydropower generation, International funding for water supply, Community based Water supply schemes, Future challengers for quality management, Challenges for water Supply systems management.

Course Aim:

To provide the basic understanding of essential aspects of water quality and supply systems, including its concepts and theories, enabling students to apply them in development processes where maintenance of water quality is a crucial aspect at present.

Course ILOs:

After completing this course, students should be able to:

1. explain water quality and pollution
2. describe how water quality is measured with suitable standards
3. assess the water quality-related laws and rights
4. distinguish the different aspects of water supply systems
5. defend the importance and need for managing and supplying water resources

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1,2	Problems of water quality and pollution	1			L, D	
	1.2	1,2	Conducting an analytical study on the problems of water quality and pollution			5	SS	
2	2.1	1,2	Water pollutants	1			L,, D	
	2.2	1,2	List out the different water pollutants		3		D, CL	
	2.3	1,2	Identifying and preparing of small leaflet on water pollutants			6	SA	
3	3.1	1,2	Water quality standards and drinking water	1			L, D	
	3.2	1,2	Designing the experiment to identify the water quality standards and drinking water		3		CRA, CL	
4	4.1	1,2	Wastewater, water quality analysis, and water treatment	1			L, D	
	4.2	1,2	Analyzing the different wastewater, water quality analysis, and water treatment systems in Sri Lanka			6	SS	
5	5.1	3	Water quality laws and rights	1			L, D	
	5.2	3	List out and analyze water quality laws and rights in Sri Lanka		3		SGA, CL	
	5.3	3	Preparing a small report on the review of the water quality laws and rights in Sri Lanka			9	SA	AS1 start
6	6.1	3	Water quality status regulations	1			L	
	6.2	3	Explaining water quality status regulations by using secondary sources of information		3		D, CL	
7	7.1	4	Evolution of water supply	1			L	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
	7.2	4	Drafting a diagram to identify the evolution of water supply in Sri Lanka			8	SS	
8	8.1	4	Domestic, irrigation, industrial and other water supply	1			L, D	
9	9.1	4,5	Irrigation water supply system management	1			L	
	9.2	4,5	Find out the different methods of irrigation water supply system management in Sri Lanka		3		SGD, CL	AS1 due
10	10.1	4	Rainwater harvesting	1			L	
	10.2	4	Conducting a field visit to identify the different aspects of rain water harvesting methods in dry zone areas of Sri Lanka		3		FV	
	10.3	4	Preparing a report on the potential for applying rainwater harvesting in dry zone areas of Sri Lanka			10	SA	AS2 Start
11	11.1	4,5	Hydropower generation	1				
	11.2	4,5	Preparation of database on hydropower stations and their information in Sri Lanka			8	SS	
12	12.1	4,5	International funding for water supply	1			L	
	12.2	4,5	List out and analyse international funding for water supply in Sri Lanka		3		SGA, CL	AS2 due
13	13.1	4,5	Community-based water supply schemes	1			L	
	13.2	4,5	Identifying the community-based water supply schemes in Sri Lanka		3		GA	
14	14.1	4,5	Future challenges for water quality management	1			L	
	14.2	4,5	Identifying and presenting identified challenges for water quality management in Sri Lanka		3		SGD, CL	

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Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
15	15.1	4,5	Challenges for water Supply systems management	1			L	
	15.2	4,5	List out the different challenges for water Supply systems management plans in Sri Lanka		3		SGA	
	15.3	4,5	Analyzing the importance of identification of challenges for water supply systems management in Sri Lanka			3	SS	
Total Notional Hours				15	30	55		

Teaching/Learning methods: L=Lectures, D=Discussion, CL= Constructive Learning, SGD=Small Group Discussion, SGA=Small Group Activity, FV=Field Visit, GA = Group Activity, SA=Self Activity, SR=Self Reading, SS=Self Study

Assessments methods: AS=Assignment

Assessment Strategy:

Continuous Assessment	AS1 - 20%	40%
	AS2- 20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Mr. NSK Herath (samankherath4@ssh.rjt.ac.lk)	Mr. NSK Herath (samankherath4@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Practical		■	■		■	■			■	■		■	■	■	■
Independent Learning	■	■		■	■		■			■	■				■
Field Visits										■					
Assignments					■					■					
End semester Examination	<i>After two weeks of study leave</i>														

Recommended Reading:

- Claude, E. Boyd, (2015). Water Quality; An introduction, Springer- Verlag.
- Fayyaz A.S.W. (2014). Alternative Water Supply Systems, Iwa publishing, London.
- Luxmy, P. (2015). Water Pollution, Create space independent publishing platform.
- Mambretti, S., Polytechnic,M., Italy,D. and Proverbs, B. (2020). *Urban Water Systems & Floods III*.
- Petr,H.,Igor, W,Jiri,M, and Ivana,M. (2011). *Advanced Water Supply and Wastewater Treatment: A Road to Safer Society and Environment*. Netherlands: Springer Netherlands.

Title: Water Resource Planning and Development

Course Code: WRMG 31022 (15:30:55)

Course Capsule:

History of water resource planning and development, The lessons of history and the challenges of the future of Water Resource Planning and Development, Interactions with Land, Water and Life, Managing land and water in developing countries, River basin development, Issues in river basin management and development, Water resource planning processes, Water rights and laws, Water resource planning and environmental problems, Water resources information system, Integrated water resources management, Water resource policies and national development, Water conservation, Water resource planning, and environmental sustainability.

Course Aim:

To provide essential knowledge on concepts and principles of water resource planning and development, enabling students to apply them in a sustainable manner.

Course ILOs:

After completing this course, students should be able to:

1. describe the key concepts of water resources planning & development
2. explain the different types of planning in water resources development
3. analyze the water resources planning process in developing countries
4. evaluate the water rights and laws
5. apply the principles of water resources planning and development process in the sustainable development of real-world situations in an appropriate manner

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1,2	History of water resource planning and development	1			L, D	
	1.2	1,2	Conducting an examination on the history of water resource planning and development			5	SS	
2	2.1	1,2	The lessons of history and the challenges of the future of Water Resource Planning and Development	1			L, D	
	2.2	1,2	List out the lessons of history and the challenges of the future of Water Resource Planning and Development		3		D, CL	
	2.3	1,2	Identifying and preparing of list of lessons of history and the challenges of the future of Water Resource Planning and Development			6	SS	
3	3.1	1,2	Interactions with land and water	1			L, D	
	3.2	1,2	Designing the model to identify interactions with land and water		3		CRA, CL	
4	4.1	1,2	Water and life	1			L, D	
	4.2	1,2	Analyzing the relationship between water and life			6	SS	
5	5.1	3	Managing land and water in developing countries	1			L,D	AS1 start
	5.2	3	Preparing a document on managing land and water in Sri Lanka as a developing country		3		SGA,CL	
	5.3	3	Preparing a small report on a review of managing land and water in Sri Lanka as a developing country			9	SA	
6	6.1	2,3	River basin development	1			L, D	
	6.2	3	List out and explain river basin development programmes in Sri Lanka		3		SGA, CL	

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Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
7	7.1	3	Issues in river basin management and development	1			L, D	
	7.2	3	Conducting an analytical study on the issues in river basin management and development in Sri Lanka			8	SS	
8	8.1	1,2,3	Water resource planning processes	1			L, D	
9	9.1	4	Water rights and laws	1			L	AS1 due
	9.2	4	List out and analyse the water rights and laws in Sri Lanka		3		SGA, CL	
10	10.1	2	Water resource planning and environmental problems	1			L	AS2 start
	10.2	3	Preparing an analytical document on water resource planning and environmental problems in Sri Lanka		3		SGA,CL	
	10.3	2,3	Preparing a small report on water resource planning and environmental problems of Sri Lanka			10	SA	
11	11.1	2,3	Water resources information system	1				
	11.2	2,3	Preparing your own database for the water resources information system in Sri Lanka			8	SS	
12	12.1	5	Integrated water resources management	1			L	AS2 due
	12.2	5	Preparing a powerpoint presentation on integrated water resources management in Sri Lanka		3		SGA,CL	
13	13.1	4,5	Water resource policies and national development	1			L	
	13.2	4,5	Identifying and preparing a document related to water resource policies and their contribution to the national development in Sri Lanka		3		GA	
14	14.1	5	Water conservation	1			L, D	

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Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
	14.2.	5	Find out the present status of water conservation in Sri Lanka		3		SGD, CL	
15	15.1	5	Water resource planning and environmental sustainability	1			L	
	15.2	3,5	Preparing a document on water resource planning and environmental sustainability in Sri Lanka		3		SGA	
	15.3	3,5	Analyzing the importance of identification of water resource planning and environmental sustainability in Sri Lanka			3	SS	
Total Notional Hours				15	30	55		

Teaching/Learning methods: L=Lectures, D=Discussion, CL=Constructive Learning, SGD=Small Group Discussion, SGA=Small Group Activity, CRA=Class Room Activity, GA = Group Activity, SA=Self Activity, SR=Self Reading, SS=Self Study

Assessments methods: AS=Assignment

Assessment Strategy:

Continuous Assessment	AS1 - 20%	40%
	AS2- 20%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
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Mr. NSK Herath (samankherath4@ssh.rjt.ac.lk)	Mr. NSK Herath (samankherath4@ssh.rjt.ac.lk)
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Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Practical		■	■		■	■			■	■		■	■	■	■
Independent Learning	■	■		■	■		■			■	■				■
Field Visits															
Assignments					■					■					
End semester Examination	<i>After two weeks of study leave</i>														

Recommended Reading:

- Brebbia, C.A., Wessex Institute of Technology, UK; Bjornlund, H. (2014). *Sustainable Irrigation and Drainage*. Newson, M. (1997). *Land, Water and Development*, Routledge, London.
- Mambretti, S., Polytechnic, M, Italy and member of WIT Board. (2020). *Sustainable Water Resources Management XI*.
- Katsifarakis, K. (2012). *Hydrology, Hydraulics and Water Resources Management*. Aristotle University of Thessaloniki, Greece.
- Pepper, D.W., and Brebbia, C.A.. (2011). *Water and Society*. USA: University of Nevada-Las Vegas.
- Sati, V.P. (2004). *Water Resources Management and Policy Perspectives*, pointer publishers, India.

Course Title: Research Project Proposal Formulation

Course Code: EMGT 31093 (30:30:90)

Course Capsule: Concept of Student Research, Contents and Structures of the Research Proposal, Defining a Topic, Literature Review, Formation of Research Problems and Hypothesis, Setting General and Specific Objectives, Conceptual and Analytical Frameworks, Research Methodology, Collection of Data, Data Processing, Statistical Techniques, Preparation of the Figures and Tables, Preparation of the Reference List, Preparation of the Proposal.

Course Aim: To provide guidelines and directions for developing a research proposal enabling students to develop a comprehensive proposal in environmental management at an advanced level.

Course ILOs:

After completing this course, students should be able to:

1. describe and distinguish the main components of the research proposal
2. select the appropriate research title
3. write a comprehensive literature review
4. construct problems statements, research objectives, and hypothesis
5. prepare a methodological framework for research
6. define the data analysis methods
7. demonstrate the ability to prepare of useful figures, tables, limitations, and reference lists using software
8. create a comprehensive research proposal

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1	Student research: Definitions, the importance of student research	2			L, D	
	1.2	1	Read related reference			6	SR	
2	2.1	1	Contents and structures of the research proposal: Definitions, content, structures	2			L, D	
	2.2	1	Collecting more information related to the content and structure of the proposal using the internet			6	CL	
3	3.1	2	The topic: Definitions, the importance of the topic	2			L, D	AS1 start
	3.2.	2	Read additional materials to define the topic			6	SR	
4	4.1	3	Methods of literature review: Concepts, principles	2			L, D	
	4.2	3	Explaining the manner of conducting a literature review		3		CL	
	4.3	3	Reading additional materials to find arrangements of the literature review			6	SR	
5	5.1	4	Formation of research problems and hypothesis: Definitions, the importance of research problems	2			L	

	5.2	4	Explaining how to define the research problem and hypothesis		3		CL	
	5.3	4	Read related reference			6	SR	
6	6.1	4	Setting general and specific objectives: Explain the importance of the objectives of the research	2			L	
	6.2	4	Discussing how to set objectives and their importance in conducting the research		2		SGD, CL	
	6.3	4	Reading additional materials to find types of objectives in the research			6	SR	
7	7.1	5	Conceptual and analytical frameworks of the research	2			L	AS1 Due
	7.2	5	Discussing the conceptual and analytical frameworks of the research		2		SGD, CL	
	7.3	5	Reading additional materials to find more information on the framework of the research			6	SR	
8	8.1	5	Research methodology: Define components	2				AS2 start
	8.2	5	Explaining the methodology of the research with examples		3		CL	
	8.3	5	Read related reference			6	SR	
9	9.1	6	Collection of data: Define categories of data, primary and secondary	2			L, D	
	9.2	6	Identifying the method of collecting the data and its classification		3			

							SGD, CL	
	9.3	6	Read related reference			6	SR	
10	10.1	6	Data processing: Editing, coding, classification, tabulation	2			L	
	10.2	6	Providing training in processing of the data		3		SGD, CL	
	10.3	6	Read related reference			6	SR	
11	11.1	6	Analysing and statistical techniques: Primary and secondary data analysis methods	2			L	
	11.2	6	Providing training on analysis of data using statistical techniques		3		CL	
	11.3	6	Read related reference			6	SR	
12	12.1	7	Preparation of figures and tables	2			L	
	12.2	7	Providing hands-on preparation of figures and tables		3		CL	
	12.3	7	Providing training on preparation of figures and tables			6	CL	
13	13.1	7	Limitations of the research	2			L	
	13.3	7	Reading additional materials to find more information on the limitations			4	SR	
14	14.1	7	Preparation of the reference list	2			L	AS2 Due

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	14.2	7	Providing hands-on training on preparing a reference list with the stranded reference method		3		CL	
	14.3	7	Studying more related to reference management with some software			4	SR	
15	15.1	8	Preparation of the proposal	2			L	
	15.2	8	Discussing the manner of writing proposals related to Water Resources Management		2		GA	
	15.3	8	Preparing the proposal			10	CL	AS3
Total Notional Hours				30	30	90		

Teaching/Learning methods: L=Lectures, D= Discussion, CL= Constructive Learning, SGD=Small Group Discussion, GA = Group Activity, SR=Self Reading

Assessments methods: AS=Assingment

Assessment Strategy:

Continuous Assessment	AS1 - 20%	70%
	AS2- 20%	
	AS3- 30%	
Final proposal		30%
Total		100%

Course Coordinator	Teaching Panel
Prof .M M Ranagalage (manjularanagalage@ssh.rjt.ac.lk)	All senior staff of the Department

Organization of the course

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Continuous Assessments															

Recommended Reading:

- Cavallo, R. (2013). Systems methodology in social science research: recent developments.
- Gupta, S. (2019). Research Methodology and Statistical Techniques. Deep and Deep Publications, India.
- Somekh, B., & Lewin, C. (Eds.). (2005). Research methods in the social sciences. Sage.

Syllabi of Common Courses
OBE-LCT Enhanced Curriculum 2020-2025

Basic Mathematics

Course Title : Basic Mathematics

Course Code: MATH 11012 (30:00:70)

Course Capsule: Basic Algebra, Functions, Graphs, algebraic expression and equation, solving the simple equation. Logarithms and Exponentials, Permutations and combinations. Basic probability theory, Limits, Differentiation and Integration, Optimization, differential and difference equations, Basic applications of Differentiation and Integration.

Course Aim: To provide the fundamental mathematical knowledge and skills necessary to study the scientific subjects in Social sciences and Humanities enabling students to apply mathematical knowledge & skills to real-world socio-economic problems.

Course ILOs:

After completing this course, students should be able to:

1. demonstrate an elementary understanding of concepts and techniques in basic mathematics.
2. explain the characteristics of linear, polynomial, exponential, logarithmic and quadratic functions.
3. demonstrate an adequate level of ability in analysing problems or data and obtain solutions numerically or graphically and give an interpretation of the answers.
4. analyse difference and differential equations of first and second-order
5. use integration techniques in Socio-economic analysis

Course Sequence:

Week No.	Lesson No.	Related ILO/S	Lesson Title	Time(Hours)			Teaching /Learning Methods	Assesement Methods
				T	P	IL		
1	1.1	1	Explaining the importance of mathematics in daily life & the basic arithmetic concepts	2	-	-	L	
2	1.2	1	Giveing an overview of Algebra and introduce the concepts of unknown values and variables.	2	-	-	L, PSAC	Q1
3	1.3	1	Discussing how to work with the fractions and decimals; understanding fractions, scientific notation, squares and square roots, metric system	2	-	-	L, PSAC	AS 1 start
	1.4	1	Reading recommended textbook, & online resources on Algebra & Solve Algebra Exercise	-	-	8	SR	
4	1.4	2	Explaining how to solve simultaneous equations involving quadratic and linear equations etc.	2	-	-	L, PSAC	AS 1 due
5	2.1	2	Providing a basic introduction into the properties of logarithms and explaining how to evaluate logarithmic expressions using basic properties of logarithmic functions.	2	-	-	L, PSAC	
	2.2	2	Reading recommended textbook, & online resources on logarithms and Solve logarithms exercise	-	-	8	SR	Q2
6	3.1	1	Discussing the basics of counting for Permutations and Combinations	2	-		L, PSAC	AS 2 start
	3.2	1	Reading recommended textbook, & online resources on Permutations and Combinations	-	-	8	SR	
7	4.1	3	Providing an introduction to probability and explaining how to calculate the probability of an event occurring	2	-		L, PSAC	
	4.2	3	Reading recommended textbook & online resources on basic probability theory and Solve probability exercise	-	-	10	SR	

Week No.	Lesson No.	Related ILO/S	Lesson Title	Time(Hours)			Teaching /Learning Methods	Assesment Methods
				T	P	IL		
8	5.0	3	Explaining coordinates and straight-line graphs, and discussing how to solve a system of nonlinear equations by graphing etc.	2	-	-	L, PSAC	AS 2 due
9	6.1	3,4	Providing an introduction to limits and explaining how to evaluate limits by direct substitution, by factoring etc.	2	-	-	L, PSAC	
	6.2	3	Reading recommended textbook, & online resources on limits	-	-	8	SR	
10	7.1	4	Discussing the basic differentiation rules for derivatives	2	-	-	L, PSAC	
11	7.2	4,5	Discussing how to find the derivative of different functions	2	-		L, PSAC	AS 3 start
	7.3	4,5	Reading recommended textbook & online resources on basic Differentiation rules for Derivatives and Solve Exercises.	-	-	8	SR	
12	7.4	4,5	Discussing how to use calculus in real life and apply differentiation to real-life problems	2	-	-	L, PSAC	
13	7.5	4,5	Discussing simple applied problems in Business with differentiation.	2	-		L, PSAC	AS 3 due
	7.6	4,5	Reading recommended textbook, & online resources on applied problems in Business with differentiation.	-	-	10	SR	
14	8.1	4,5	Discussing the basic Integration rules and explains how to apply basic integration rules	2	-	-	L, PSAC	
15	8.2	4,5	Discussing the application of Integration in real life	2	-	-	L, PSAC	
	8.3	4,5	Reading recommended textbook, & online resources on applied problems with Integration			10	SR	
Total Notional Hours				30	00	70		

Teaching methods: L=Lectures, PSAC=problem solving activities in class, SR = Self reading

Assessments methods: Q=Quiz, AS=Assignment.

Assessment Strategy:

Continuous Assessment	Assignments 01	-10%	40%
	Assignments 02	-10%	
	Assignments 03	-10%	
	Quizes (02)	– 10% (05 Marks for each)	
End Semester Examination			60%
Total			100%

Course Coordinator	Teaching Panel
Dr. SKN Gamage (naraddagamage@ssh.rjt.ac.lk)	Dr. SKN Gamage (naraddagamage@ssh.rjt.ac.lk) Dr. SAU Niranjala (niranjala@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Independent Learning															
Assignments															
Quizzes															
End Semester Examination	after 2 weeks of study leave														

Recommended Readings:

- Bostock, L. and Chandler, S. (1995). Modular Mathematics, Statistics 1, Module C Paperback.
- Chiang, A.C. and Wainwright, K. (2005). Fundamental Methods of Mathematical Economics. New York, NY: McGraw-Hill.
- Haeussler, E. F. R. S. P. and Wood, R. (2008). Introductory Mathematical Analysis, 12th edition, Pearson.
- Peccati, L., D'Amico, M., Cigola, M. (2018). Maths for Social Sciences, Springer International Publishing.
- Rosser, M. (2003). Basic Mathematics for Economics.

Career Development

Course Title: Career Development

Course Code: CADE 21012 (15: 30: 55)

Course Capsule: Introduction to career development, Exploring career development opportunities, Retrospective and prospective diving into myself, Exploring my career diversities, Way forward for a successful career, Journey for a branded self discovery

Course Aim: To increase the potentiality of the undergrautes of the Faculty of Social Sciences and Humanities for both success and happiness in their future lives and career pursuits, by providing an opportunity to develop and refine the set of cognitive, behavioral and interpersonal skills, enabling students to effectively balance personal, family and career demands through the use of ongoing life practices and skills which will promote holistic health.

Course ILOs:

Upon successful completion of this course, students will be able to:

1. explain the importance of career development
2. classify the steps of career development process
3. analyze their own strengths and weaknesses in developing a successful career
4. demonstrate to explore opportunities around them focusing a successful career
5. construct career goals and articulate their own strategic career development plan
6. prepare a short term action plan for their career development

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1	Introduction to career development	1			L, GD	
	1.2	1,2	Classify career development opportunities		2		SGD, GA	
	1.3		Read module 1 of reference 1 given and perform web searching to find out concepts and different models in career development			2	SR	
2	2.1	1,2,3	Express myself: address my value system	1			L, GD	
	2.2	1,2,3	Explanation on the advantages of career development services in the University system		2		GD, GA	AS1 start
	2.3		Read module 2 of reference 1 and collect information on carrier services available in Sri Lankan Universities			2	SR	
3	3.1	1,2,3	Analyzing Hidden drivers of success: My gifted strengths	1			L, GD	
	3.2	1,2,3	An account on own strengths and weaknesses		2		GD, GA	
	3.3		Read references given and make a list of your strengths and weakness and identify hidden drivers of success			3	SR	
4	4.1	1,2,3	Examining how smart you are? – Multiple Intelligence	2			L, GD	AS1 due
	4.2		Read module 2 of reference 1 and perform extensive web searching to find out different models available to identify how smart you are			4	SR	
5	5.1	3,4	Synthesize my career options: Trends in the world of work	1			L, GD	
	5.2	3,4	Discovering education qualifications and career opportunities in the world of work		2		GD, GA	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
	5.3		The opportunities available for university graduates in Sri Lanka with reference to your field of study			4	SR	
6	6.1	3,4	Outlining my career options: Identifying entrepreneurship opportunities available		2		GD, GA	AS2 start
	6.2		Discovering the entrepreneurship opportunities available for University graduates in Sri Lanka			4	SR	
7	7.1	3,4	My career options: Life – work balance	1			L, GD	
	7.2	4,5	Classifying the strategies to strike a balance between life and work		2		GD, GA	
	7.3		Read module 3 of reference 1 and study the importance of life-work balance			4	SR	
8	8.1	4,5	The importance of career development plans	1			L, GD	AS2 due
	8.2	4,5	Preparing own strategic career development plan		2		GD, GA	
	8.3		Read references and perform extensive web searching to find out successful career development plans in Sri Lankan context			4	SR	
9	9.1	4,5	Discovering the road map for a successful career : Career goals	2			L, GD	
	9.2	4,5	Discovering the road map for a successful career : Career goals		4		FV	
	9.3		Read references given and find out career success skills			4	SR	
10	10.1	4,5	Outlining the goal setting of own career development plan		2		GD, GA	AS3 start
	10.2		Read module 4 of reference 1			4	SR	
11	11.1	4,5	Preparing a road-map for a successful career: Career success skills	1			L, GD	
	11.2	4,5	Career success skills		2		GD, GA	
	11.3		Read module 4 of reference 1			4	SRS	
12	12.1	5,6	Personal branding: Creating my future	1			L, GD	

Career Development

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
	12.2	5,6	Outlining short and long term goals in your careers		2		GD, GA	
	12.3		Read module 5 of reference 1			4	SR	
13	13.1	5,6	Developing skills on CV Writing and interview facing		4		GD, GA	
	13.2		Refer different CV writing formats and draft your own CV			4	SR	
14	14.1	5,6	The Portfolio Project: My Career Development Plan	2			L, GD	AS3 due
	14.2		Read references on successful career development plans			4	SR	
15	15.1	5,6	The Portfolio Project: My Career Development Plan	1			L, GD	
	15.2	5,6	Identifying parts of Portfolio project		2		GA	
	15.3		Designing your career development plan			4	SR	
Total Notional Hours				15	30	55		

Teaching method: L=Lectures, GD=Group Discussion, SGD=Small Group Discussion, SR=Self Reading, GA = Group Activity, FV=Field visit

Assessment methods: AS= Assingment

Assessment Strategy

Continuous Assessment	AS 1 - 10%	60%
	AS 2 - 10%	
	AS 3 - 40%	
End Semester Examination		40%
Total		100%

Course Coordinators	Teaching Panel
Dr. PSK Rajapakshe (pskr75@ssh.rjt.ac.lk) Ms. JMG Lalani (lalani@ssh.rjt.ac.lk)	Dr. PSK Rajapakshe (pskr75@ssh.rjt.ac.lk) Dr. JMSB Jayasundara (jayasundara@ssh.rjt.ac.lk) Prof. BMS Bandara (senevi@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
End semester Examination	After two week of study leave														

Recommended Reading:

- Career Development-Facilitator’s guide, Career Guidance Unit, Rajarata University of Sri Lanka.
- අබේපාල, ඒ. (2010). *උපදේශන උපායමාර්ග හා ක්‍රම ශිල්ප*. සාර ප්‍රකාශකයෝ.කොට්ටාව.
- අබේපාල,ආර්., සහ අබේපාල, ඒ. (2016). *අධ්‍යාපන මාර්ගෝපදේශය හා උපදේශනය*. සාර ප්‍රකාශකයෝ. කොට්ටාව.
- මුතුකුමාරණ, පී.බී.එස්., සහ සුනිල්, එස්.ඒ. (2009). *උපදේශනය*. කතා ප්‍රකාශනයකි.

මුතුකුමාර, එස්.(2018).*පාසල් උපදේශනය*. සාර ප්‍රකාශකයෝ. කොට්ටාව.

Communication Skills

Course Title: Communication Skills

Course Code: COMS 22012 (15:15:70)

Course Capsules: Introduction to communication Skills, Elements of Skills, Problem Solving and Conflict Resolution Skills, Introduction to hard and soft skills, Human skills management, Team work management and role play Body Language and Communication Skills, Technological Skills and Presentation skills, Leadership skills, Listening skills and Reading Skills, Writing skills and Employment Communication – Job Interview, Table manners and Dress code, Team works skills, Planning skills.

Course Aims: To improve general communication skills using for academic lives, professional sectors and day to day lives enabling students to developed competence about ethical backgrounds in their working places.

ILOs:

At the successful completion of the course, the students will be able to;

1. define Communication Skills
2. express public relationship relevant to organizations and institutes
3. practice writing, reading, listening, speaking and other communication skills
4. create communication and public relation plans for relevant institutes
5. apply various communication skills to success the professional sctors.

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching Methods	Assessment Methods
				T	P	IL		
1	1	1	Introduction to communication Skills	1	1	4	L, D	
2	2	1	Elements of Skills,	1	1	5	L, D	AS 1 Start
3	3	3, 5	Problem Solving and Conflict Resolution Skills	1	1	6	L	
4	4	1	Introduction to hard and soft skills	1	1	4	L	
5	5	2	Human skills management	1	1	6	L, GM	
6	6	2	Team work management and role play	1	1	5	L, D	AS 1 Due
7	7	3	Body Language and Communication Skills	1	1	6	L, D	
8	8	3	Technological Skills and Presentation skills	1	1	5	L, GD	AS 2 Start
9	9	4, 5	Leadership skills	1	1	6	FV	V
10	10	4, 5	Listening skills and Reading Skills	1	1	3	L, D	
11	11	5	Writing skills and Employment Communication – Job Interview	1	1	5	L	
12	12	5	Table manners and Dress code	1	1	4	L	AS 2 Due
13	13	5	Plan a communication skills	1	1	4	L, D	
14	14	4, 5	Create a public relation plan for selected institute.	1	1	4	L, D	
15	15	4, 5	Evaluate Ethical situations of communication skills and public relations	1	1	4	D	
16		1 - 5	End semester examination					ESE

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching Methods	Assessment Methods
				T	P	IL		
			Total Notional Hours	15	15	70		

Teaching methods: L=Lectures, D=Discussion, GD= Group Discussion FV=Field visit, GM= group method AS = Assessment's methods: Assignments, V = Viva examination, ESE= End-semester examination,

Assessment Strategy

Continuous Assessment	AS - 15%	20%
	Viva presentation – 15%	
End Semester Theory Examination		40%
End Semester Practical Examination		30%
Total		100%

Course Coordinator	Teaching Panel
Dr. Nandana Millagala (nandana.millagala58@ssh.rjt.ac.lk)	Prof. Sena Nanayakkara (sena@ssh.rjt.ac.lk) Asitha Mallawaarachchi (asithaprabhath@ssh.rjt.ac.lk) Nelanga Jayasinghe (nelanga@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
End Semester Examination	after 2 weeks of study leave														

Recommended Readings:

- Fishwick, M and Browne R. B. (1978). Icons of America. Bowling green University. Popular Press.
- Merrill, J.C. and Lowenstien. (1971). Media Message and Men. New Perspective in Communication. New York.
- Lippmann, Walter. (1965). Public Opinion. New York: The Free press.
- Owen, Hargie. (1986). A Handbook of Communication Skills. London: Croom Helm.
- Mehrabian, Albert. (1972). Non – Verbal Communication. Chicago: Aldia.
- Duck, Steve. (1986). Human Relationships. London: Sage Publications.
- DeFleur, Melvin, and Dennis, Evereth E. (1991). Understanding Mass Communication. Boston: U.S.A.: Houghton Mifflin Company.
- Edwards, Lee and Hodges, Caroline, E.M. (2011). Public Relations, Society and Culture: Theoretical and Empirical Explorations. U.K.: Routledge.
- Jefkins, Frank. (1994). Public Relations Techniques. London: Butter worth-Heinemann.
- Theaker, A. (2006). The Public Relation Hand book. U.K.: Rutledge.
- Mahendra, Sunanda. (1986). Memory and Message. Rajagiriya. Susitha Industrial Printers.
- තිලකරත්න, මාපා. (1998). මහජන සම්බන්ධතා ප්‍රභවය ව්‍යාප්තිය හා භාවිතය. කොළඹ: රත්න පොත් ප්‍රකාශකයෝ.
- හපුආරච්චි, අජන්තා. (2005). මහජන සන්නිවේදනය හා මහජන සම්බන්ධතා. ඉඹුල්ගොඩ: සෙනරත් ප්‍රකාශන.
- කරුණානායක, නන්දන. (1996). මහජන සම්බන්ධතා. නුගේගොඩ: මාධ්‍ය ප්‍රකාශකයෝ.

Computer Studies

Course Name: Introduction to Computer Studies

Course Code: COMP 11012 (20:20:60)

Course Capsule: Introduction to computer: Computer, Data and Information, ICT, Computer System, Hardware, Software, Firm ware, Live ware, Input devices, Output devices, Processing devices, Storage devices, Types of Computers, Working in Windows environment: GUI, Windows, files and folder handling, Control panel, Cortana, Internet and e-mail: Internet, Email handling, WWW, Web browsers, Searching in the Internet, LMS, Cloud storage, Google Drive, MS One drive, Word Processing: Microsoft Word, Inserting, Editing and Formatting Text, Page layouts, Margins, Orientation, Size, Columns, Breaks, Tables, Charts, Smart Art, Word Art, Mail Merge, Table of Content, Print documents, Social media and marketing: Facebook, LinkedIn, Twitter, Instagram, Blog, WhatsApp, Computer Networks: Network types, Transmission media, Network Interface card, Switch, Router, Bridges, Repeaters, End user devices, ICT in everyday life and future trends: Artificial intelligence, Smart environments, Virtual reality , Security and Legal issues of ICT: ICT Risks, Security tips, Strong passwords, Virus guards.

Course Aim:

To introduce the basic concepts and emerging technologies of ICT to develop the fundamental ICT skills of students, which enables students to adapt and use them in future scenarios.

Course ILOs:

After completing this course, students should be able to:

1. describe the basic concepts of a Computer System.
2. describe the basic hardware and software components of a computer system.
3. use a computer in Windows environment.
4. use computer applications to prepare professional and academic documents.
5. use Internet as a tool for communication and dissemination of information.
6. describe computer networks and its components.
7. apply ICT in everyday work
8. use social media for marketing.
9. describe the security and legal issues involved in using ICT and the manner in which they could be protected.

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
1	1	1	Introduction to Computer Systems	2			L,D	
			Study computer fundamentals. (Ref.: <i>Computer Fundamentals</i> . (2017). Tutorialspoint Publishing. http://www.tutorialspoint.com/computer_fundamentals/computer_fundamentals_tutorial.pdf)			2		
2	2	3	Introduction to Windows environment		2		IP,DEM	
			Working on Windows environment			4		
3	3	5	Using Internet, Email and Learning Management System (LMS)	2	3		IP, DEM	
			Practicing internet and email, Study about internet (Ref.: Gralla, P. <i>How the Internet works 2017 edition</i> . Indianapolis, IN: Que.)			4		
4	4	2	Peripheral Devices	4			L	
			Studing Input devices, Output devices, Processing devices, Storage devices (Ref.: HERRERA, C. (2018). <i>INTRODUCTION TO COMPUTERS 2018 EDITION</i> . S.I.: CREATESPACE INDEPENDENT P.)			4		
5	5	4	Microsoft Word's Interface and basics		2		L,DEM,IP	PAS Start
			Getting familiar with Microsoft Word's Interface			2		

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
6	6	4	Inserting, Editing and Formatting Text		2		L,DEM,IP	
			Practicing to Insert, edit and format text (Exercise sheet 01)			4		
7	7	4	Page layouts (Margins, Orientation, size, Columns, Breaks)		2		L,DEM,IP	
			Practicing setting page layout			2		
8	8	4	Images and Graphics (Drawings, Smart Art, Word Art)		2		L,DEM,IP	
			Practicing to use Images and Graphics (Exercise sheet 02)			4		
9	9	4	Tables and Charts.		3		L,DEM,IP	
			Practicing to use Images and Graphics (Exercise sheet 03)			4		
10	10	4	Mail Merge and Create Table of Content.		2		L,DEM,IP	
			Practicing mail merge			4		
11	11	5	Cloud Storage	2	2		L,DEM,IP	
			Practicing to use cloud storage to store and share files and to create forms			5		
12	12	6	Introduction to Computer Networks	4			L	PAS Due
			Studing basic computer networks. (Ref.: Comer, D. E. (2015). <i>Computer networks and internets.</i>)			6		
13	13	7	ICT in everyday work	2			L,GD, IL	GA

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
			Studying applications of ICT in everyday life and Artificial intelligence, Smart environments, Virtual reality			4		
14	14	8	Social media for marketing	2			L,GD, IL	
			Studying how LinkedIn, Twitter, Instagram, Blog, WhatsApp can be used for marketing.			6		
15	15	9	Security and legal issues associated with computers	2			L	
			Studying security tips when using internet and using online money transactions			5		
Total Notional Hours				20	20	60		

Teaching methods: L=Lecture, DEM= Demonstration, IP=Individual Practical, D=Discussion, GD=Group Discussion, IL=Independent Learning, Assessments methods: PAS = Practical Assignment, GA = Group Assignment

Assessment Strategy

Continuous Assessment	PAS - 25%	50%
	GA - 25%	
End Semester Examination		50%
Total		100%

Course Coordinators	Teaching Panel
Ms. L.N.A.B.M.Nissanka (banu@ssh.rjt.ac.lk)	Ms. L.N.A.B.M.Nissanka (banu@ssh.rjt.ac.lk) Ms. R.A.N.N.Ranasinghe (nirangani@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															

Recommended Reading:

- Comer, D. E. (2015). *Computer networks and internets*.
- *Computer Fundamentals*. (2017). Tutorialspoint Publishing. http://www.tutorialspoint.com/computer_fundamentals/computer_fundamentals_tutorial.pdf
- Gralla, P. *How the Internet works 2017 edition*. Indianapolis, IN: Que.
- HERRERA, C. (2018). *INTRODUCTION TO COMPUTERS 2018 EDITION*. S.I.: CREATESPACE INDEPENDENT P.
- O'Leary, T. J., & O'Leary, L. I. (2017). *Computing essentials 2017*. New York: McGraw-Hill Technology Education.

Course Name: Basic Computer Applications

Course Code: COMP 12012 (20:20:60)

Course Capsule:

Productivity Software: Presentation Applications, Spreadsheet Applications. MS PowerPoint: Slides, Presentation, Master slides, Animations, Transitions, Action buttons, MS Excel: Cells, Spread sheets, Workbook, Number formatting, Formulas, Functions, Data Analysis, Data Presentation.

Course Aim:

To explore the most common productivity software applications that are used in business and in education, which enables students to analyze data and present their academic and business activities to an audience.

Course ILOs:

After completing this course, students should be able to:

1. describe the basic principles of presentation and presentation software
2. use computer applications to present academic and business data
3. describe the basic principles of spreadsheet applications
4. use computer applications to store and manipulate academic and business data

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
1	1	1,4	Introduction to Productivity Software	2			L,D	
			Features and tools of productivity software	2				
			Other productivity software that can be used for different tasks.			2		
2	2	1	Introduction to presentation programs and their tools.	2			L,DEM	GPAS Start
			Presentation applications, tools, features and their use.	2				
			Other presentation applications, online tools and their use			4		
3	3	2	Microsoft PowerPoint Interface and basics		1		L,DEM,IP	
			Study MS PowerPoint tools			4		
4	4	2	MS PowerPoint organizing contents, Design, Layouts	2	2		L,DEM	
			Creating a template presentation with organizing layouts			4		
5	5	2	Animations and Transitions	1	2		L,DEM,IP	
			Study various options and various patterns of Slide Transition and Animation			4		

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
6	6	2	MS Powerpoint Graphics and Multimedia		2		L,DEM,IP	
			Creating a presentation for their other subjects and learn various ways to create presentations.			4		
7	7	2	Presentation Timing and management		1		L,DEM,IP	
			Creating a well-organized presentation and find the advanced presentation techniques and other additional tools of presentation software			4		
8	8	2	MS Powerpoint Save, Export and Slide Shows		2		L,DEM,IP	GPAS Due
			Practice them for their own work, academic purposes etc.			4		
9	9	2	Introduction to spreadsheet programs and their tools.	2			L,D,IP	
			Find different kinds of spreadsheet software and application tools from the Internet			4		
10	10	3	Microsoft Excel Interface and basics	2			L,D,IP	IPAS Start
			Studing MS Excel features and uses by referring books, online tutorials and videos (Ref: https://www.guru99.com/excel-tutorials.html)			4		
11	11	4	MS Excel tables, data inserting and cell formatting		2		DEM,IP	
			Practicing various kinds of data entering methods to spread sheets			4		
12	12	4	Conditional Formatting	1	2		DEM,IP	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
			Finding more details and more options of conditional formatting			4		
13	13	4	Formulas and Functions	2	2		L,DEM,IP	
			Practicing more excel functions and formulas for different types of tasks			4		
14	14	4	MS Excel Charts	1	2		L,DEM,IP	IPAS Due
			Practicing different type of charts in MS Excel			5		
15	15	4	Data analyzing and Pivot Tables	1	2		L,DEM,IP	
			Creating and building Charts, Filtering, Pivot Tables and identify the best types and solutions for data analysis in different data sets including business data and academic data sets.			5		
Total Notional Hours				20	20	60		

Teaching methods: L=Lecture, DEM= Demonstration, IP=Individual Practical, D=Discussion, IL=Independent Learning

Assessments methods: GPAS = Group Practical Assignment, IPAS = Individual Practical Assignment

Assessment Strategy

Continuous Assessment	IPAS- 25%	50%
	GPAS- 25%	
End Semester Examination		50%
Total		100%

Course Coordinators	Teaching Panel
Ms. L.N.A.B.M.Nissanka (banu@ssh.rjt.ac.lk)	Ms. L.N.A.B.M.Nissanka (banu@ssh.rjt.ac.lk) Ms. R.A.N.N.Ranasinghe (nirangani@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory	■	■		■	■				■	■		■	■	■	■
Practical			■	■	■	■	■	■			■	■	■	■	■
Independent Learning	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Field visits															
Assignments		■								■					

Recommended Reading

- *Microsoft Excel Tutorial for Beginners*. Guru99 Publishers. <https://www.guru99.com/excel-tutorials.html>.
- NORTON, P. E. T. E. R. (2010). *Introduction To Computers*. Tata McGraw-Hill.
- Smit, R. (2016). *Handboek Powerpoint 2016*. Van Duuren Informatica.
- Tingle, S., LearningExpress (Organization), & K Alliance (Firm). (2017). *Excel 2016*.

Course Name: DBMS and Web Designing

Course Code: COMP 21012 (20:20:60)

Course Capsule: Hyper Text Markup Language (HTML): Tags, Elements, Attributes, Formatting, Tables, Lists, Cascading Styling Sheets (CSS): Internal CSS, Inline CSS, External CSS, Data Base Management Systems (DBMS): MS ACCESS, MS Access objects, create database, create tables, Data types, Data formatting, Relationships, Queries, Forms, Reports, Web Designing Tools: WordPress, Content Management System, WampServer, Dashboard, Plugins, Themes, Customizing, Menus, Pages, Posts, Widgets.

Course Aim:

To provide the basic skills to develop a database and manage it in a professional environment. It would further provide the basic skills of web page creation and maintenance, which enables students to use and adopt in web development processes confidently.

Course ILOs:

After completing this course, students should be able to:

1. describe the basic principles of Web Designing practice
2. design a web site
3. describe the concepts of DBMS
4. design, create and manage a database
5. create business reports using data in a database

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
1	1	1	Introduction to web designing	2			L,D	
			Studying web designing basics tools and techniques(Ref.: https://www.tutorialspoint.com/html/index.htm)			2		
2	2	1,2	HTML Tags, Attributes and Elements	2	2		L,DEM, IL	
			Practicing HTML Tags, Attributes and Elements (use W3Schools)			4		
3	3	1,2	HTML Lists and Tables	2	2		L,DEM,IP	PAS Start
			Practicing HTML Lists and tables (use W3Schools)			4		
4	4	1,2	Using CSS to add styles	2	2		L,DEM,IP	
			Practicing CSS (use W3Schools)			4		
5	5	2	Introduction to WordPress	2	1		DEM	
			Word press installation and study WAMP server			2		
6	6	2	WordPress themes and customizing	2	2		DEM, IP	
			Basic customizations after adding a new theme			4		
7	7	2	WordPress menus, pages and posts	2	2		L,DEM,IP	
			Practicing to create menus, pages and posts			6		
8	8	3	Introduction to RDBMS and MS ACCESS	3			L,DEM	PAS Due

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
			Studying RDBMS (Ref.: https://www.tutorialspoint.com /ms_access/ms_access_rdbms.htm)			4		
9	9	4	Creating a Database and adding data		1		DEM,IP	
			Creating databases and adding data. (Ref.: https://www.tutorialspoint.com /ms_access/ms_access_rdbms.htm)			4		
10	10	3,4	MS Access Data Types and formats	1	2		L,DEM,IP	PAS2 Start
			Importance of using correct data types when inserting data into databases. (Ref.: https://www.tutorialspoint.com /ms_access/ms_access_rdbms.htm)			4		
11	11	3,4	Relationships in MS Access	1	1		L,DEM,IP	
			Creating relationships(Ref.: https://www.tutorialspoint.com /ms_access/ms_access_rdbms.htm)			4		
12	12	3,4	Queries in MS Access	1	1		L,DEM,IP	
			Creating queries (Ref.: https://www.tutorialspoint.com /ms_access/ms_access_rdbms.htm)			4		

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
13	13	3,4	Forms in MS Access		1		DEM,IP	
			Creating forms(Ref.: https://www.tutorialspoint.com /ms_access/ms_access_rdbms.htm)			4		
14	14	5	Reports in MS Access		1		DEM,IP	PAS2 Due
			Creating Reports (Ref.: https://www.tutorialspoint.com / ms_access/ms_access_rdbms.htm)			4		
15	15	3,4,5	MS Access Practical Revision		2		IP	
			Creating a complete database (Ref.: https://www.tutorialspoint.com /ms_access/ms_access_rdbms.htm)			6		
Total Notional Hours				20	20	60		

Teaching methods: L=Lectures, IP=Individual Practical, D=Discussion, IL=Independent Learning, DEM= Demonstration

Assessments methods: PAS1 = Practical Assignment 1, PAS2 = Practical Assignment 2

Assessment Strategy

Continuous Assessment	PAS1- 30%	50%
	PAS2- 20%	
End Semester Examination		50%
Total		100%

Course Coordinators	Teaching Panel
Ms. L.N.A.B.M.Nissanka (banu@ssh.rjt.ac.lk)	Ms. L.N.A.B.M.Nissanka (banu@ssh.rjt.ac.lk) Ms. R.A.N.N.Ranasinghe (nirangani@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															

Recommended Reading:

- Duckett, J. (2014). *Html & CSS: Design and build websites*.
- Duckett, J. (2018). *Wordpress: Design and Build Websites*. John Wiley & Sons Inc.
- *HTML*. (2010). Tutorialspoint Publishing. <https://www.tutorialspoint.com/html/index.htm>
- *MS Access*. (2017). Tutorialspoint Publishing. https://www.tutorialspoint.com/ms_access/ms_access_rdbms.htm
- Simon Sez IT (Firm). (2019). *Microsoft Access beginners 2016*.
- Wagner, R. (2011). *Creating Web pages' all-in-one desk reference for dummies*. Hoboken, NJ: Wiley.

Critical Thinking

Course Name: Critical Thinking

Course Code: CRIT 31012 (16:13:71)

Course Capsule: Introduction to what is critical thinking? Arguments, their structure, types and mechanics, Conditional Arguments, Judgment and Propositions, Supposition, Memory Biases, Context Dependence, Social Influences on Thinking, Group Dynamics, Moral Panics, Ethical Decision-making, Self-Fulfilling Prophecies, Behavioral Traps, Opposition of Propositions, Compound Propositions.

Course Aim: The main aim of this course is to describe the concepts essential to the comprehension, analysis, and creation of arguments culminating in the development of reasonable strategies for belief formation enabling to develop abilities in critical thinking.

Course ILOs:

After completing this course, student should be able to:

1. analyze the processes of logical reasoning to interpret arguments.
2. evaluate the quality of reasoning behind arguments, interpretations, and/or beliefs.
3. create well-reasoned arguments.
4. evaluate mode(s) of inquiry used to gather and generate information.
5. interpret evidence and findings, especially alternative positions different from one's own.
6. formulate significant questions for exploration.
7. analyze one's biases by viewing an issue through multiple perspectives.
8. assess the reasonableness of arguments, positions, and beliefs.
9. employ focus, organization, discipline, and empathy in approaching complex problems.
10. evaluate one's own position or conclusions through reflective thinking

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching Methods	Assessment Methods
				T	P	IL		
1	1	1	Processes of logical reasoning to interpret arguments	1	1	4	L,B	
2	2	2,3	Quality of reasoning behind arguments, interpretations, and/or beliefs	1	1	5	L,D	
3	3	2,3	Creation of well-reasoned arguments	1	1	4	L,D,PBL	
4	4	2,3	Creation of well-reasoned arguments	1	1	5	D	
5	5	2,3	Creation well-reasoned arguments.	2		5	GM	
6	6	4	Mode(s) of inquiry used to gather and generate information		1	5	B	ASI 1- Start
7	7	4, 5	Interpretation of evidence and findings, especially alternative positions different from one's own.	1	1	5	D	
8	8	3,4, 5	Interpretation of evidence and findings, especially alternative positions different from one's own.	1	1	5	D	ASI 1 – Due
09	9	3,4,5	Interpretation of evidence and findings, especially alternative positions different from one's own.	1	1	4	D	
10	10	6,7	Formulation of significant questions for exploration		1	5	B,PBL	
11	11	6,7,8	Analyzis of one's biases by viewing an issue through multiple perspectives	1	1	5	B,PBL	AS 2-Start
12	12	8,9	Focus, organization, discipline, and empathy in approaching complex problems	1	1	4	L,PL	
13	13	8	Assessment of reasonableness of arguments, positions, and beliefs	2		5	D	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching Methods	Assessment Methods
				T	P	IL		
14	14	8,9,10	Evaluattion of one's own position or conclusions through reflective thinking	1	1	5	D,PBL	
15	15	9	Evaluattion of one's own position or conclusions through reflective thinking	2		5	D,PBL	AS 2-Due
Total Notional Hours				16	13	71		

Teaching methods: B=Brainstorming, D=Discussion, GM=Group Method, L=Lecture, PL=Peer Larning=P= Problem Based Learning

Assessments methods: ESE = End-semester examination, A=Assignments

Continuous Assessment	AS 1 – 20%	40%
	AS 2 – 20%	
End Semester Examination		60%
Total		100%

Course Coordinators	Teaching Panel
Dr.W.K.D.Keerthirathne (keerthirathna@ssh.rjt.ac.lk)	Prof. Chandana Rohana Withanachchi (chandanaaw@ssh.rjt.ac.lk) Dr.W.K.D.Keerthirathne (keerthirathna@ssh.rjt.ac.lk) Mr. H.G.C. Sampath (chamindas@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															

Independent Learning															
Field visits															
Assignments															

General English

Course Title : General English I

Course Code : GENG 11012 (30:30:40)

Course Capsule: Listening: Topic of a text, Simple instructions, statements and questions, Inferring the meaning of unfamiliar words, Extraction of specific information, General idea of a text, Features of spoken language, Function of simple sequence markers, 'WH' questions. Speaking: Greetings, Leave-taking, engaging in phatic communion, Self-introduction, Asking for information and giving information, Likes and dislikes, Talking about one's family, Describing people, Describing routine. Reading: Directly stated information in a text, Extraction of specific information, Topic of a short text, General meaning of a short text, Basic punctuation, Inferring the meaning of unfamiliar words, Simple reference words. Writing: Linking simple sentences, Basic punctuation, Paragraph Writing, Short descriptions on personal/familiar topics, Describing people, places and objects, Short texts in the narrative style, Short essays. Grammar: 'Be' as a full verb, 'Have' as a full verb, Simple present, Present Continuous, Past Simple, Past Continuous, Pronouns. Vocabulary: Likes and dislikes, Dictionary skills, Nouns, Adjectives, Noun collocation, Describing people, Everyday expressions, Phrasal verbs, Vocabulary related to various disciplines

Course Aim: To provide students with the four macro skills; listening, speaking, reading and writing enabling the students to use appropriate grammatically correct language confidently and effectively upon situations and broadening their knowledge on specific subject areas.

Course ILOs :

After completing this course, students should be able to:

1. speak reasonably fluently and confidently in English on personal or familiar topics and grammatically correct sentences with acceptable pronunciation, stress and intonation
2. listen to a variety of simple texts and respond to them appropriately
3. read efficiently and infer the meaning of unfamiliar words and comprehend the text by answering the questions
4. write a variety of simple texts using simple and compound sentences reasonably accurately
5. use appropriate grammar relevant to their communicative needs
6. show competency when using vocabulary in speaking and writing and use the dictionary efficiently
7. take up a course offered in the English medium with confidence.

Lesson Sequence :

Week No.	Lesson No.	Unit No.	Related ILO	Lesson Title	Time (hours)			Teaching / Learning Methods	Assessment Methods
					T	P	IL		
1	1	2.1	1	Exchanging greetings, Expressing leave-taking and engaging in phatic communion		2		L,RP,GM,S	
	2	5.1	5	The use of 'Be' as a full verb	2			L	
2	3	1.1 3.1	2, 3	Locating the topic of a text		2		L D	
	4	4.1	4	Linking simple sentences using coordinating conjunctions	2			L,GM	
3	5	2.2 4.2	1, 4	Describing people, places and objects using simple sentences		2		L,D,GM	
		6.1	6	Finding words and expressions to describe people's appearance and character			3		
	6	3.2	3	Locating directly stated information in a text containing simple sentences and high-frequency words	2			L,D	
				Assignment 1 explained and the start date and the submission date announced			3		AS 1 start
4	7	5.2	5	The use of 'Have' as a full verb	2			L	
	8	1.2	2	Construction of Simple instructions, statements and questions with basic conjunctions		2		L GM	
5	9	5.3	5	The use of present simple tense	2			L	
	10	3.3 4.3	3, 4	The use of basic punctuation - capitalization, full stop, question mark, exclamation		2		L GM	
6	11	2.3	1	Introducing self and others		1		RP,GM,S	
		2.4	1	Asking for information and giving information about self and others		1		RP,GM	

Week No.	Lesson No.	Unit No.	Related ILO	Lesson Title	Time (hours)			Teaching / Learning Methods	Assessment Methods
					T	P	IL		
	12	2.5	1	Talking about one's family		1		RP	
		4.4	4	Writing a good paragraph	1			L	
		4.4	4	Writing paragraphs on the given topics			3		
7	13	1.3 3.4	2,3	Inferring the meaning of unfamiliar words making use of contextual clues in texts	2			L,D	
		1.3 3.4	2,3	Finding texts from diverse fields such as environment, archaeology, history, tourism, economics and inferring the meaning of unfamiliar words by making use of contextual clues			3		
	14	2.6	1	Describing routine		1		RP,S	
		6.2	6	The use of everyday expressions	1			L,D	
		6.2	6	Finding more everyday expressions			4		
				Submission of Assignment 1					AS 1 due
8	15	5.4	5	The use of present continuous tense	2			L	
	16	2.7	1	Expressing likes and dislikes		2		L,GM	
		6.3	6	Finding words and expressions related to likes and dislikes			3		
9	17	1.4 3.5	2,3	Extraction of specific information from a text		2		L,D	
	18	5.5	5	The use of past simple tense	2			L	
10	19	4.5	5	Writing short descriptions on personal/familiar topics using simple sentences and basic punctuation	2			L	
		4.5	5	Writing short descriptions on given topics			3		
	20	3.6	3	Finding simple reference words		2		L,D	

Week No.	Lesson No.	Unit No.	Related ILO	Lesson Title	Time (hours)			Teaching / Learning Methods	Assessment Methods
					T	P	IL		
				Assignment 2 explained and the start date and the submission date announced			3		AS 2 start
11	21	1.5 3.7	2,3	Getting the general meaning of a short text		2		L,D	
	22	5.6	5	The use of past continuous tense	2			L	
12	23	1.6	2	introducing the features of spoken language		1		L,D	
		1.7	2	Examining the function of simple sequence markers		1		L,D	
	24	4.6	4	Writing short texts in the narrative style using the simple past tense	2			L	
		4.6	4	Describing an unforgettable incident			3		
13	25	5.7	5	The use of personal pronouns	2			L	
	26	1.8	2	Answering simple 'WH' questions relating to present and past time		2		L D	
14	27	6.4	6, 7	Developing a wide range of vocabulary related to various disciplines such as Environment, Archaeology, History, Tourism, Economics		2		L D GD	
		6.4	6, 7	Making a list of vocabulary related to various disciplines such as Environment, Archaeology, History, Tourism, Economics			3		
	28	4.7	4	Writing short essays on diverse subjects; environment, archaeology, history, tourism, economics	2			L,D	
		4.7	4	Writing essays on the given topics			3		
				Submission of Assignment 2					AS 2 due

Week No.	Lesson No.	Unit No.	Related ILO	Lesson Title	Time (hours)			Teaching / Learning Methods	Assessment Methods
					T	P	IL		
15	29	6.5	6	Locating a word in the dictionary and finding its meaning efficiently, identifying the word class a word belongs to, finding abbreviations, using stylistic information in a dictionary		2		L,D,GM	
	30	6.6	6	Defining nouns, adjectives and Adjective / noun collocation	1			L,GM	
		6.6	6	Writing 50 Adjective/ noun collocation			3		
		6.7	6	Introduction to Phrasal verbs	1			L	
		6.7	6	Making a list of phrasal verbs			3		
Total Notional Hours					30	30	40		

Note:

As per the Faculty Board approval, 2 credits have been allocated per semester for General English, but the number of contact hours has been increased up to 4 hours to maximize their exposure to English Language and improve the quality of English language proficiency of the students of the Faculty of Social Sciences & Humanities.

Units: 1 = Listening, 2 = Speaking, 3 = Reading, 4 = Writing, 5 = Grammar, 6 = Vocabulary

Teaching methods: L = Lectures, GM = Group Method, GD = Group Discussion, RP = Role Play, D = Discussion, S = Simulation

Assessments methods: AS = Assignment

Assessment Strategy:

Continuous Assessment	AS1 - 10%	20%
	AS2- 10%	
End Semester Examination	Written examination - 60%	80%
	Oral examination - 10%	
	Listening examination - 10%	
Total		100%

Course Coordinator	Teaching Panel
Mr. D. A. Wehella (wehella@ssh.rjt.ac.lk)	Mrs. N.D. Jayasinghe (ndjayasinghe@ssh.rjt.ac.lk) Mrs. R.M.L.C. Kumari (kumarirmc@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Assignments															
End Semester Examination	after 2 weeks of study leave														

Recommended Reading

- Bilbrough, N. (2007). *Dialogue activities: Exploring spoken interaction in the language class*. Cambridge: Cambridge University Press.
- Leech, G., Cruickshank, B., & Ivancic, R. (2001). *An A-Z of English grammar & usage*. Harlow: Longman.
- McCarthy, M., & O'Dell, F. (2017). *English vocabulary in use: Elementary*. Cambridge: Cambridge University Press.
- Murphy, R., & Hashemi, L. (2019). *English grammar in use*. Cambridge: Cambridge University Press.
- Murphy, R., & Pallini, L. (2016). *Essential grammar in use*. Cambridge: Cambridge University Press.
- Ockenden, M., & Longman Inc. (1986). *Situational dialogues*. Essex, England: Longman Group UK Ltd.
- Redman, S. (2003). *English vocabulary in use: Pre-intermediate & intermediate*. Cambridge: Cambridge University Press.

Course Title : General English II

Course Code : GENG 12012 (30:30:40)

Course Capsule: Listening: Selection of important parts of a message, Inferring implied information, Features of spoken language, Simple 'WH' questions, General idea of a text. Speaking: Agreeing and disagreeing, Polite requests, Offering help, Making suggestions, Asking for and giving directions, Apologizing, Felicitating. Reading: Locating and interpreting directly stated information in a text, Extraction of specific information, Topic and topic sentence, General meaning of a complex text, Inferring implied information in a text, Relations within a sentence – subject, verb, object, Complex punctuation, Inferring meaning of unfamiliar words, More complex reference words, Reference skills. Writing: Subordinating conjunctions, More complex punctuation, Short essays in the narrative style, E-mail, Notes, Personal letters, Reports. Grammar: Present perfect, Present perfect continuous, Past perfect, Clause Elements, Basic Sentence Patterns, Determiners, Prepositions. Vocabulary: Compound nouns, Compound adjectives, Words and phrases connected to relationships, Binomials, Expressions with 'do' and 'make', Phrasal verbs, Vocabulary related to diverse fields.

Course Aim: To provide students with the four macro skills; listening, speaking, reading and writing enabling the students to use appropriate grammatically correct language confidently and effectively upon situations and broadening their knowledge on specific subject areas.

Course ILOs:

After Completing this course, students should be able to:

1. speak fairly fluently and confidently in English
2. speak grammatically correct sentences with acceptable pronunciation, stress and intonation
3. listen to a variety of more complex texts, understand and respond to them appropriately
4. read efficiently and understand a variety of Simple and complex texts
5. use reference skills efficiently
6. write a variety of texts using simple, compound, and complex sentences accurately
7. acquire grammar relevant to their communicative needs
8. acquire relevant vocabulary to enhance their speech and writing / academic writing
9. show confidence in taking up a course offered in the English medium.

Lesson Sequence :

Week	Lesson No.	Unit No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
					T	P	IL		
1	1	1.1	3	Selecting important parts of a message		1		L,D	
	2	3.1	4	Locating and interpreting directly stated information in a text containing complex sentences		1		L,D	
		4.1	6	Linking simple sentences using subordinating conjunctions	2			L,GM	
2	3	5.1	7	The use of Present perfect	2			L	
		5.1	7	Making 50 sentences using Present perfect tense			3		
	4	3.2	4	Extracting specific information from complex texts		2		L	
3	5	6.1	8	Introducing Compound nouns and Compound adjectives	2			L,D	
		6.1	8	Making a list of Compound nouns and Compound adjectives			3		
		6.2	8	Developing vocabulary of relationship words			3		
	6	2.1	1, 2	Expressing agreement and disagreement		1		L,GM	
		2.2	1,2	Making suggestions		1		L,GM	
				Assignment 1 explained and the start date and the submission date announced			4		AS 1 start
4	7	3.3	4	Finding the topic and the topic sentence of a text		2		L,D	
	8	5.2	7	The use of Present perfect continuous	2			L	
		5.2	7	Making 50 sentences using Present perfect continuous tense			3		
5	9	1.2	3	Exploring the features of spoken language		2		L,D	
	10	2.3	1,2	Making polite requests		1		L,GM	
		2.4	1, 2	Making offers in English - accepting and declining		1		L,GM,RP	
6	11	5.3	7	The use of Past perfect	2			L	
		5.3	7	Making 50 sentences using past perfect tense			3		

Week	Lesson No.	Unit No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
					T	P	IL		
	12	1.3 3.4	3, 4	Finding the general meaning of a complex text		2		L,D	
7	13	5.4	7	Introducing clause Elements	2			L	
	14	1.4	3, 5	Inferring implied information in a text		2		L,D	
				Submission of Assignment 1					AS 1 due
8	15	6.3	8	Introducing binomials - odds and ends, spick and span	2			L,D	
		6.4	8	Making a list of Expressions with 'do' and 'make'			3		
	16	2.5	1, 2	Asking for and giving directions		2		L,GM,RP	
9	17	5.5	7	Construction of basic sentence patterns	2			L,D	
	18	3.6	4	Explaining the relations within a sentence – subject, verb, object	2			L	
10	19	4.2	6	Writing short essays in the narrative style using simple, compound and complex sentences	2			L,GM	
		4.2	6	Writing short essays on the given topics			3		
	20	6.5	8	Introduction to Phrasal verbs	2			L,D	
				Assignment 2 explained and the start date and the submission date announced			4		AS 2 start
11	21	1.5	3	Forming simple 'WH' questions relating to present and past time		2		L,GM	
	22	3.7	4	Inferring the meaning of unfamiliar words making use of contextual and structural clues		2		L,D	
12	23	2.6	1, 2	Giving and accepting an apology		1		L,GM,RP	
		2.7	1,2	Expressing felicitation		1		L,S	
	24	4.3	6	Writing informal e-mails, notes	2			L	
		4.3	6	Writing informal e-mails, notes for the given situations			3		
13	25	4.4	6	Writing a report	1			L	

Week	Lesson No.	Unit No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
					T	P	IL		
		4.4	6	Writing a report on the given situation			3		
		6.6	8, 9	Developing vocabulary related to diverse fields		2		L,D	
		6.6	8, 9	Finding vocabulary related to diverse fields; Environment, Archaeology, History, Tourism, Economics			2		
	26	5.6	7	The use of Articles	1			L,D	
14	27	3.8	4, 5	Reading and connecting different types of contextual reference		2		L,D	
	28	3.9,4.5	4, 6	The use of more complex punctuation		2		L	
				Submission of Assignment 2					AS 2 due
15	29	4.6	6	Wring personal letters	2			L	
		4.6	6	Writing personal letters for the given situations			3		
	30	5.7	7	The use of Prepositions correctly	2			L,D	
Total Notional Hours					30	30	40		

Note:

As per the Faculty Board approval, 2 credits have been allocated per semester for General English, but the number of contact hours has been increased up to 4 hours to maximize their exposure to English Language and improve the quality of English language proficiency of the students of the Faculty of Social Sciences & Humanities.

Units: 1 = Listening, 2 = Speaking, 3 = Reading, 4 = Writing, 5 = Grammar, 6 = Vocabulary

Teaching methods: L = Lectures, GM = Group Method, GD = Group Discussion, RP = Role Play, D = Discussion, S = Simulation

Assessments methods: AS = Assignment

Assessment Strategy:

Continuous Assessment	AS1 - 10%	20%
	AS2- 10%	
End Semester Examination	Written examination - 60%	80%
	Oral examination - 10%	
	Listening examination - 10%	
Total		100%

Course Coordinator	Teaching Panel
Mr. D. A. Wehella (wehella@ssh.rjt.ac.lk)	Mrs. N.D. Jayasinghe (ndjayasinghe@ssh.rjt.ac.lk) Mrs. R.M.L.C. Kumari (kumarirmc@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Practical	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Independent Learning	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Assignments	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
End Semester Examination	after 2 weeks of study leave														

Recommended Reading

- Aarts, B. (2011). *Oxford modern English grammar*. Oxford: Oxford University Press.
- Anderson, J., & Langenscheidt bei Klett. (2020). *Role plays for today: Photocopiable activities to get students speaking*. Stuttgart Ernst Klett Sprachen GmbH.
- Eastwood, J. (1999). *Oxford practice grammar*. Oxford: Oxford University Press.
- Eastwood, J. (2005). *Oxford guide to English grammar*. Oxford: Oxford University Press.
- McCarthy, M., O'Dell, F., & Shaw, E. (2001). *Basic vocabulary in use*. Cambridge: Cambridge University Press.
- O'Dell, F., & McCarthy, M. (1994). *English vocabulary in use: Upper-intermediate & advanced / Michael McCarthy, Felicity O'Dell*. Cambridge: Cambridge University Press.
- Ur, P. (2004). *Teaching listening comprehension*. Cambridge: Cambridge University Press.
- Warriner, J. E. (1982). *English grammar and composition: Complete course*. New York, N.Y: Harcourt, Brace, Jovanovich.

Course Title : General English III

Course Code : GENG 21012 (30:30:40)

Course Capsule: **Listening:** Key ideas in a text, Simple explanations and descriptions in short texts, Instructions, Variety of questions, Features of spontaneous speech, Telephone conversation. **Speaking:** Telephone conversations, Discussions, Asking for and giving direction, Thanking, Responding to thanks, Apologizing, Requesting, Asking for permission, Granting permission, Offering, Accepting, Refusing, Agreeing, Disagreeing, Asking for clarification, Expressing opinion on familiar topics, Asking for opinion, Expressing ability, Welcome speech, Vote of thanks. **Reading:** Use of visual layout, Complex punctuation, Topic sentences, Deducing meaning of unfamiliar words and phrases, Grammar of a sentence, Inferring implied information in a complex text. **Writing:** Use of all basic tenses, Note taking, More complex coordinating and subordinating conjunctions, Complex punctuation, Summarizing, Notes, Telephone messages, Formal letters, Short essays, E-mails, Reports. **Grammar:** Future Simple, Future Continuous, Future perfect, Determiners, Modal verbs, Conditional sentences, Different types of questions, **Vocabulary:** Prefixes and suffixes, Vocabulary related to telephoning, Vocabulary related to work, Collocations, Phrasal Verbs.

Course Aim: To develop the four macro skills Listening, Speaking, Reading and Writing laying great emphasis on Public Speaking, Telephone Conversations, Role Plays, Listening, Reading and Writing and integrating the four language skills whenever possible and teaching Grammar and Vocabulary systematically enabling the students to communicate in English confidently and effectively.

Course ILOs:

After completing this course, students should be able to:

1. construct both simple, compound and complex sentences accurately
2. take part in a telephone conversation
3. take part in discussions on a variety of topics
4. communicate fairly fluently and accurately in a variety of situations
5. listen to and obtain required information from longer texts
6. read and extract the required information from a variety of texts
7. write short texts and formal letters for a variety of purposes
8. use grammar relevant to their communicative needs
9. acquire relevant vocabulary to enhance their speech and writing

Lesson Sequence :

Week	Lesson No.	Unit No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
					T	P	IL		
1	1	1.1	5	Selecting key ideas in a text		1		L,D	
		3.1	6	Finding the topic sentences which express the main ideas in a text	1			L,D	
	2	2.1	3	Taking part in discussions		1		L,D	
		2.2	4	Expressing agreement and disagreement and asking for clarification		1		L,GM,RP	
2	3	5.1	8	The use of Future Simple	2			L	
	4	4.1	1, 7	The use of complex punctuation		1		L	
		3.2	6	Making use of visual layout and more complex punctuation in order to get a general understanding of a text.		1		L	
3	5	1.2	5	Listening to simple explanations and descriptions in short texts		2		L,D	
		6.1	9	Finding a list of vocabulary related to work			3		
	6	5.2	8	The use of Future Continuous	2			L	
		5.2	8	Making 50 sentences using Future Continuous			3		
				Assignment 1 explained and the start date and the submission date announced			4		AS 1 start
4	7	4.2	5, 7	Taking down notes from a mini lecture		1		L,D	
		2.4	4	Asking for and giving direction		1		L,GM,RP	
	8	2.5	4	Asking for permission and granting permission		1		L,GM,RP	
		2.6	4	Expressing thanks and responding to thanks		1		L,GM,RP	
5	9	5.3	8	The use of Future perfect	2			L	
		5.3	8	Making 50 sentences using Future perfect tense			3		
	10	3.3	6	The use of contextual, structural and morphological clues to deduce meaning of unfamiliar words and phrases	1			L,D	
		6.2	9	Creating new words by adding prefixes and suffixes to root words	1			L	

Week	Lesson No.	Unit No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
					T	P	IL		
		6.2	9	Creating more words by adding prefixes and suffixes to root words			3		
6	11	1.3	5	Listening to process descriptions and writing instructions pertaining to a process		1		L,GM	
		1.4	5	Coping with a limited range of features of spontaneous speech: false starts, fillers, hesitation, rephrasing	1			L	
	12	5.4	8	The use of determiners	2			L	
7	13	2.7	4	Expressing apologies and responding to apologies		1		L,S,GM,RP	
		2.8	4	Making polite requests		1		L,GM	
	14	4.3	1, 7	The use of more complex coordinating and subordinating conjunctions appropriately	2			L,D	
				Submission of Assignment 1					AS 1 due
8	15	5.5	8	Introducing modal verbs and their correct usage	2			L	
	16	4.4	7	Writing short essays	2			L	
		4.4	7	Writing short essays on the given topics			3		
9	17	4.5	7	The use of all basic tenses appropriately to convey meaning with a fair degree of accuracy and fluency	1			L	
		3.4	6,	Examining the grammar of a sentence: conditionals, negation, and functions of basic modals	1			L	
	18	1.5	5	Listening to a text and answering a variety of questions		2		L,D	
		6.3	9	Finding common collocations			3		
		6.4	9	Making a list of phrasal Verbs			3		
10	19	5.6	8	Forming Type I, II and III Conditional sentences	2			L,D	

Week	Lesson No.	Unit No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
					T	P	IL		
	20	2.9	4	Making offers in English and responding to offers politely; accepting or declining,		1		L,GM,RP	
		2.10	4	Expressing ability		1		L,GM	
				Assignment 2 explained and the start date and the submission date announced			4		AS 2 start
11	21	3.5	6	Inferring implied information in a complex text		2		L,D	
	22	5.7	8	Making different types of questions	2			L	
		5.7	8	Making different types of questions			2		
12	23	4.6	7	Summarizing a short text on a familiar subject with a fair degree of accuracy		2		L,D	
	24	1.6	2	Listening to a telephone conversation, taking part in telephone conversations and extracting required information		1		L,GM,RP	
		4.7	1, 7	Taking telephone messages		1		L,GM,RP	
		6.5	9	Making a list of vocabulary related to telephoning			3		
13	25	2.12	4	Expressing opinion on familiar topics with a reasonable degree of accuracy		1		L,D	
		2.13	4	Asking for opinion		1		L,GM,RP	
	26	4.8	7	Writing notes and e-mails	2			L,D	
		4.8	7	Writing notes for the given situations			2	L,D	
14	27	2.14	4	Delivering a welcome speech		2		L,S	
		2.14	4	Writing welcome speeches for the given situations			2		
	28	4.9	7	Writing formal letters	2			L	
				Submission of Assignment 2					AS 2 due
15	29	2.15	4	Proposing a vote of thanks		2		L,S	

Week	Lesson No.	Unit No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
					T	P	IL		
		2.15	4	Writing a vote of thanks for the given situations			2		
	30	4.10	7	Writing reports	2			L,GM	
Total Notional Hours					30	30	40		

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Units: 1 = Listening, 2 = Speaking, 3 = Reading, 4 = Writing, 5 = Grammar, 6 = Vocabulary

Teaching methods: L = Lectures, GM = Group Method, GD = Group Discussion, RP = Role Play, D = Discussion, S = Simulation

Assessments methods: AS = Assignment

Assessment Strategy:

Continuous Assessment	AS1 - 10%	20%
	AS2- 10%	
End Semester Examination	Written examination - 60%	80%
	Oral examination - 10%	
	Listening examination - 10%	
Total		100%

Course Coordinator	Teaching Panel
Mr. D. A. Wehella (wehella@ssh.rjt.ac.lk)	Mrs. N.D. Jayasinghe (ndjayasinghe@ssh.rjt.ac.lk) Mrs. R.M.L.C. Kumari (kumarirmc@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Assignments															
End Semester Examination	after 2 weeks of study leave														

Recommended Reading

- Azar, B. S., & In Hagen, S. A. (2011). *Fundamentals of English grammar*. White Plains, N.Y: Pearson Longman.
- Azar, B. S., Hagen, S. A., Tesh, G., & Koch, R. S. (2017). *Understanding and using English grammar*. Hoboken, NJ: Pearson Education.
- Field, M. (2014). *Improve your written English*. London: Right Way.
- Kirkpatrick, B. (2004). *English for Social Interaction: Social expressions*. Greenwood, Australia: Learners publishing.
- McCarthy, M., & O'Dell, F. (2017). *English phrasal verbs in use: Vocabulary reference and practice*. Cambridge: Cambridge University Press.
- O'Dell, F. (2017). *English collocations in use: How words work together for fluent and natural English*. Cambridge: Cambridge University Press.
- Olson, J. F. (2009). *Writing skills success in 20 minutes a day*. New York, NY: Learning Express.
- Redman, S. (2019). *English vocabulary in use: Pre-Intermediate and Intermediate*. London: Cambridge University Press.
- Wren, P. C., Martin, H., & Rao, N. D. V. P. (2022). *High school English Grammar and composition*. New Delhi: Blackie ELT Books.

Course Title : General English IV

Course Code : GENG 22012 (30:30:40)

Course Capsule: Listening: Main ideas in a text, Simple explanations and descriptions in short texts, Instructions pertaining to a process, Variety of questions, Telephone conversation. Speaking: Agreeing, Disagreeing, Asking for clarification, Expressing opinion on familiar topics, Asking for opinion, Asking for and giving directions, Requesting a favour, Granting a request, Declining a request, Giving reasons for not granting a request. Reading: Directly stated main ideas in more complex texts, Implied main ideas, Negation and Simple passive structure in more complex texts, Implied information in more complex texts, Graphs and charts. Writing: Basic tenses, Note taking, Coordinating and subordinating conjunctions, Summarizing, Describing a process, Essays, E-mails, Notices, Instructions, Grammar: Imperative, Reported speech, Different types of questions, Passive Voice, Interrogatives, Vocabulary: Pluralization of Nouns, Countable and uncountable Nouns, Abstract nouns, Collective nouns, Vocabulary related to global problems, Phrasal verbs, Vocabulary related to current issues.

Course Aim: To develop the four macro skills Listening, Speaking, Reading and Writing laying great emphasis on Formal Writing, Advanced Reading, Speaking and Listening and integrating the four language skills whenever possible and teaching Grammar including Passive Voice and Reported Speech systematically and Vocabulary during the semester enabling the students to communicate in English confidently and effectively.

Course ILOs :

After Completing this course, students should be able to:

1. take down notes from a mini-lecture
2. communicate effectively in a variety of situations
3. take part in discussions on a variety of topics
4. summarize a simple text
5. write a variety of texts with greater degree of accuracy
6. read and understand more complex texts
7. acquire grammar related to their communicative needs
8. use vocabulary appropriately and accurately in speech and writing

Lesson Sequence :

Week	Lesson No.	Unit No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
					T	P	IL		
1	1	1.1 3.1	1, 6	Finding the main ideas in a text		2		L,D	
	2	5.1	7	Forming and acting out affirmative and negative imperatives	2			L,D	
2	3	2.1	2	Expressing agreement and disagreement		2		L,GM,RP	
	4	3.2	6	Formulating the implied main ideas		2		L,P	
3	5	5.2	7	Differentiation between direct and indirect speech and the form statements, questions and commands in indirect speech	2			L,P,D	
	6	4.1	5, 7	The use of all basic tenses appropriately to convey meaning with a fair degree of accuracy and fluency	2			L,D	
					Assignment 1 explained and the start date and the submission date announced			4	
4	7	1.2	1	Listening to simple explanations and short descriptions		2		L,D	
	8	2.2	2, 3	Asking for clarification, opinion, and favour		2		L,GM,RP	
5	9	5.3	7	Forming different types of questions	2			L,GM	
		5.3	7	Forming different types of questions			3		
	10	3.3	6	Discussing negation and simple passive structures in more complex texts		2		L,D	
6	11	4.2	1	Taking down notes from a lecture		2		L,D	
	12	4.3	5	Writing essays	2			L	
		4.3	5	Writing essays on the given topics			3		
7	13	1.3	1	Listening to instructions pertaining to a process		2		L,GM	
	14	5.4	7	Using passive voice appropriately	2			L,D	

Week	Lesson No.	Unit No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
					T	P	IL		
		5.4	7	Converting the active voice sentences into passive voice			3		
				Submission of Assignment 1					AS 1 due
8	15	2.3	2,3	Expressing opinion on familiar topics with a reasonable degree of accuracy		2		L,GM,RP	
	16	3.4	6	Inferring implied information in more complex texts		2		L	
9	17	4.4	5, 7	The use of more complex coordinating and subordinating conjunctions appropriately	2			L	
	18	1.4	1	Listening to a text and answering a variety of questions		2		L,D	
10	19	4.5	5	Writing e-mails	2			L,S	
		4.5	5	Writing e-mails for the given situations			3		
	20	6.1	8	Making a list of words that occur only in the plural			2		
		6.2	8	The correct use of phrasal verbs	2			L,D	
		6.2	8	Making a list of phrasal verbs with their meaning			3		
				Assignment 2 explained and the start date and the submission date announced			4		AS 2 start
11	21	2.4	2, 3	Asking for and giving directions		2		L,GM,RP	
	22	5.5	7	Introducing interrogative sentences	2			L	
12	23	3.5	6	Interpreting graphs and charts		2		L,D	
	24	4.6	4	Summarizing a short text on a familiar subject accurately	2			L,GM	
		4.6	4	Writing a summary of a text given			3		
13	25	6.3	8	Classifying abstract nouns and collective nouns and countable and uncountable with different meanings	2			L,D	
		6.3	8	Making a list of abstract nouns and collective nouns			3		

Week	Lesson No.	Unit No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
					T	P	IL		
	26	1.5	1	Listening to conversations, telephone conversations and extracting required information		2		L,GM,RP,S	
14	27	4.7	5	Writing notices	2			L	
		4.7	5	Writing notices for the given situations			3		
	28	2.5	2,3	Granting and declining a request and giving reasons for not granting a request		2		L,GM,RP,S	
				Submission of Assignment 2					AS 2 due
15	29	4.8	5	Writing a set of instructions	2			L	
		4.9	5	Describing a process	2			L	
		4.9	5	Describing two different processes			3		
	30	6.4	8	Finding vocabulary related to global problems and current issues			3		
Total Notional Hours					30	30	40		

Note:

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Units: 1 = Listening, 2 = Speaking, 3 = Reading, 4 = Writing, 5 = Grammar, 6 = Vocabulary

Teaching methods: L = Lectures, GM = Group Method, GD = Group Discussion, RP = Role Play, D = Discussion, S = Simulation

Assessments methods: AS = Assignment

Assessment Strategy:

Continuous Assessment	AS1 - 10%	20%
	AS2- 10%	
End Semester Examination	Written examination - 60%	80%
	Oral examination - 10%	
	Listening examination - 10%	
Total		100%

Course Coordinator	Teaching Panel
Mr. D. A. Wehella (wehella@ssh.rjt.ac.lk)	Mrs. N.D. Jayasinghe (ndjayasinghe@ssh.rjt.ac.lk) Mrs. R.M.L.C. Kumari (kumarirmlc@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory	■		■		■	■	■		■	■	■	■	■	■	■
Practical	■	■		■	■	■	■	■	■		■	■	■	■	
Independent Learning			■		■	■	■			■		■	■	■	■
Assignments			■							■					
End Semester Examination	after 2 weeks of study leave														

Recommended Reading

- Alexander, L. G. (1993). *Longman advanced grammar*. London: Longman.
- Blackwell, A., & Naber, T. (2006). *Open Forum 2: Academic listening and speaking*. New York, NY: Oxford University Press.
- Hoge, A. J. (2014). *Effortless English: Learn to speak English like a native*.
- McCarthy, M., & O'Dell, F. (2017). *English vocabulary in use: Advanced*. Cambridge: Cambridge University Press.
- Page, M. E. M., & Research and Education Association. (2010). *ESL writing intermediate & advanced*. Piscataway, N.J: Research & Education Association.
- Wells, G. (1987). *The meaning makers*. Place of publication not identified: Hodder.
- Williams, P. (2018). *Advanced writing skills for students of English*. Brighton: English Lessons.
- Zandvoort, R. W., & Ek, J. A. (1984). *A handbook of English grammar*. Tokyo: Maruzen.

Course Title : General English V

Course Code : GENG 31012 (30:30:40)

Course Capsule: Listening: Note taking, Listening to opinions and drawing inferences from complex texts, Main and supporting ideas, Formal and informal styles of discourse. Speaking: Talking about experiences, Advising, Warning, Suggesting, Persuading, Introducing a guest speaker, Presentation skills, Reading: Main ideas and supporting, Internal cohesion, Ellipsis, Functions of discourse markers, Distinguishing fact from opinion, argument and supposition. Writing: Summarizing, Describing a process, Making notes from a text, Short essays, Short reports, Informal and formal letters, Grammar: Phrases in English, Proforms, Gerund, Infinitive, Passive voice, Writing Minutes, Vocabulary: Vocabulary related to Global problems, Arts, Food, Health and Medicine, Press and Media, Politics, Idioms.

Course Aim: To develop the four macro skills Listening, Speaking, Reading and Writing laying great emphasis on Academic Writing, Advanced Reading, Presentation Skills and Advanced Listening and integrating the four language skills whenever possible and teaching Grammar including Revision of Passive Voice and Reported Speech systematically and Vocabulary during the semester enabling the students to communicate in English confidently and effectively.

Course ILOs :

After Completing this course, students should be able to:

1. respond to a variety of complex texts appropriately
2. communicate effectively in a variety of situations.
3. read and respond to different types of texts
4. conduct informal and formal correspondence with accuracy
5. make effective presentations with confidence
6. write short reports and a variety of texts with greater degree of accuracy
7. summarize a longer and more complex text
8. show accuracy in using grammar relevant to their communicative needs
9. acquire relevant vocabulary to enhance their speech and writing

Lesson Sequence :

Week	Lesson No.	Unit No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
					T	P	IL		
1	1	1.1	1	Taking down effective notes		2		L,D	
	2	2.1	2	Talking about experiences		2		L,S	
		6.1	9	Making a list of vocabulary related to global problems			3		
2	3	3.1	3	Differentiating main ideas from supporting details in complex texts		2		L,D,GM	
	4	4.1	7	Summarizing a longer and more complex text in one's own academic discipline with a reasonable degree of accuracy	2			L,GM	
		4.1	7	Writing the summary of the given texts			3		
3	5	5.1	8	Introducing different types of Phrases in English and using them in sentences	2			L,D	
		5.1	8	Making present participle and past participle phrases			3		
	6	1.2	1	Listening to an opinion and making inferences from complex texts		2		L,D	
				Assignment 1 explained and the start date and the submission date announced			4		AS1 start
4	7	2.2	2	Asking for and giving advice		2		L,GM,RP,S	
		6.2	9	Making a list of vocabulary related to the Arts – Literature. Performing arts			3		
	8	3.2	3	Explaining the internal cohesion	2			L,D	
5	9	4.2	6	Describing a process using sequence markers with a fair degree of accuracy	2			L,D	
	10	5.2	8	The use of proforms	2			L	
		6.3	9	Making a list of vocabulary related to Food			3		

Week	Lesson No.	Unit No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
					T	P	IL		
6	11	1.3	1	Differentiating between main and supporting ideas and taking down notes appropriately in short spoken discourse		2		L,D,GM	
	12	3.3	3	Distinguishing fact from opinion, argument and supposition		2		L,GM	
7	13	2.3	2	Expressing warning		2		L,GM,RP,S	
		6.4	9	Making a list of vocabulary related to Health and Medicine			3		
	14	3.4	3	The use of ellipsis	2			L,D	
				Submission of Assignment 1					AS 1 due
8	15	4.3	6	Making notes from a text in one's own academic contexts		2		L,D	
	16	5.3	8	The use of verbs as gerunds in sentences and phrases	2			L,D	
9	17	2.4	2	The use of persuasive words and phrases	2			L,D,GM	
	18	1.4	1, 4	Distinguishing between formal and informal styles of discourse		2		L,D	
10	19	2.5	2	Making suggestions		2		L,GM,RP,S	
		6.5	9	Making a list of vocabulary related to Press and Media			3		
	20	3.5	3	Examining the functions of discourse markers		2		L,D	
				Assignment 2 explained and the start date and the submission date announced			3		AS2 start
11	21	4.4	6	Writing short essays with a fair degree of accuracy and fluently	2			L	
		4.4	6	Writing essays on the given topics			3		
	22	4.5	6	Writing short reports	2			L,GM	
12	23	5.4	8	The use of verbs as infinitives in sentences and phrases	2			L,D	
		6.6	9	Making a list of vocabulary related to Politics			3		
	24	2.6	2	Introducing a guest speaker		2		L,S,RP	
13	25	3.6	3	Reading passages related to study areas of the relevant Degree programmes in the faculty		2		L,GM	

Week	Lesson No.	Unit No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
					T	P	IL		
	26	5.5	8	Revise to passive voice	2			L,D	
14	27	4.6	6	Writing essays on a variety of topics	2			L	
	28	2.7	5	Making an effective presentation		2		L,D	
		2.7	5	Preparation for a presentation on a given topic			3		
		6.7	9	Making a list of idioms			3		
				Submission of Assignment 2					AS 2 due
15	29	5.6	8	The use of correct and appropriate grammar to write Minutes	2			L,D	
	30	4.7	4, 6	Writing informal and formal letters	2			L,D	
Total Notional Hours					30	30	40		

Note:

As per the Faculty Board approval, 2 credits have been allocated per semester for General English, but the number of contact hours has been increased up to 4 hours to maximize their exposure to English Language and improve the quality of English language proficiency of the students of the Faculty of Social Sciences & Humanities.

Units: 1 = Listening, 2 = Speaking, 3 = Reading, 4 = Writing, 5 = Grammar, 6 = Vocabulary

Teaching methods: L = Lectures, GM = Group Method, GD = Group Discussion, RP = Role Play, D = Discussion, S = Simulation

Assessments methods: AS = Assignment

Assessment Strategy:

Continuous Assessment	AS1 - 10%	20%
	AS2- 10%	
End Semester Examination	Written examination - 60%	80%
	Oral examination - 10%	
	Listening examination - 10%	
Total		100%

Course Coordinator	Teaching Panel
Mr. D. A. Wehella (wehella@ssh.rjt.ac.lk)	Mrs. N.D. Jayasinghe (ndjayasinghe@ssh.rjt.ac.lk) Mrs. R.M.L.C. Kumari (kumarirmc@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory		■	■	■	■		■	■	■		■	■	■	■	■
Practical	■	■	■	■		■	■	■	■	■		■	■	■	
Independent Learning	■	■	■	■	■		■			■	■	■		■	
Assignments			■							■					
End Semester Examination	after 2 weeks of study leave														

Recommended Reading

- Briggs, D. (1999). *Listening and speaking advanced: Buch*. Oxford: Heinemann.
- Davidson, J., & OverDrive, Inc. (2020). *The Complete Guide to Public Speaking*. S.I.: Electronic & Database Publishing, Inc.
- Gibaldi, J. (2015). *MLA handbook for writers of research papers*. New York: Modern Language Association of America.
- Hewings, M. . (2016). *Advanced grammar in use: a self-study reference and practice book for advanced learners of English: with answers*. Cambridge: Cambridge University Press.
- In Kleiser, G. (1916). *Complete guide to public speaking*. New York: Funk & Wagnalls.
- Kleiser, G. (2010). *Kleiser's complete guide to public speaking*. Charleston, SC: BiblioLife.
- Leech, G. N., & Svartvik, J. (2015). *A communicative grammar of English*. London: Routledge Taylor & Francis Group.
- McCarthy, M., & O'Dell, F. (2016). *Academic vocabulary in use*. Cambridge: Cambridge University Press.
- Sellnow, D. D., & Sellnow, D. D. (2005). *Confident public speaking*. Belmont, CA: Thomson/Wadsworth.
- Thomson, A. J., & Martinet, A. V. (1990). *A practical English grammar*. Oxford: University Press.

General Sinhala

Course Title: General Sinhala

Course Code: SING 11012 (15:30:55)

Course Capsule: Introduction to writing process, Introduction to Sinhala Written usage. , Issue in Sinhala written usage, Sinhala Spellings rules. Patterns of the word formation. Sinhala sentence structures, Writing official/ Business letters in Sinhala. Report writing in Sinhala and citing sources, Techniques of editing and proof reading in Sinhala.

Course Aim: To introduce the students to the basic principles of writing skills and grammar rules enabling students will be motivated to develop skills for professional and academic writing and for effective written communication in Sinhala.

Course ILOs:

After completing this course, students should be able to :

1. explain varieties of writin , basic steps, style, structure
2. discuss the features and issues of modern Sinhala written usage and grammar
3. write simple and complex sentences, active and passive Sentences
4. define style and format of official / business letters
5. prepare the bibliographys and manuscripts for publication

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching Methods	Assessment Methods
				T	P	IL		
1	1.1	1	Process of academic writing	1		5	L,D	
2	1.2	1	Explaining the basic steps of academic writing	1	4		L,D,P	AS1 start
3	2.1	1	Discussing of writing style	1		5	L,D	V
4	2.2	2	Comparison of modern and classical Sinhala usage	1	4		L,P	
5	4.1	2	Explaining the issues in Sinhala written usage	1		5	L,P	V
6	4.2	2	Explaining the issue in Sinhala written usage (Discussion on the issues of newspaper articles)	1	2	5	L,P,D	AS 2 due
7	5	3	Discussing of the Sinhala spellings rules	1	2	5	L,D	AS2 start
8	6.1	3	Describing the process of word formation	1		5	L,P	
9	6.2	3	Describing the process of word formation (Practicing 100 of sentences related to Active voice and Passive voice)	1	4		L,D P	MTT
10	7	4	Writing official/ Business letters	1	2	5	L, P D	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching Methods	Assessment Methods
				T	P	IL		
11	8.1	5	Sinhala Report writing and citing sources,	1		5	L,P	ST
12	8.2	5	Preparing the bibliography	1	3	5	L,P,D	ST
13	9.1	5	Discusing of techniques of editing	1	3	5	L,P	AS3 start AS2 due
14	9.2	5	Discirbing Sinhala Proof Reading	1	3		L,P	ST
15	10	5	Preparing own manuscripts for publication	1	3	5	L,P	AS3 due
Total Notional Hours				15	30	55		

Teaching methods: L=Lectures, P=Practical, D=Discussion,

Assessments methods: MTT = Mid-term test, V = Viva examination, ST= Spot Tests, AS=Assignment

Assessment Strategy

Continuous Assessment	A1 – 08%	40%
	A2 - 05%	
	A3 – 07%	
	ST – 10%	
	Mid Term Test – 10%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Prof. Ven. O. Chandasiri thero (rev.chandasiri@ssh.rjt.ac.lk)	Prof. Ven. O. Chandasiri thero (rev.chandasiri@ssh.rjt.ac.lk)

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															

Recommended Reading:

- Crystal, David. (1987). The Cambridge Encyclopedia of Language Cambridge. Cambridge: University Press.
- Trask, R. L. (2004). Key Concepts in Language and Linguistics. London: Routledge.
- Yule, George. (1997.) The Study of Language. Cambridge: Cambridge University Press.
- කෝපරහේවා, සදගෝමි. (2008). භාෂා මතවාදන්මක ලිපි. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- දිසානායක, ජේ. බී. (1995). සමකාලීන සිංහල ලේඛන ව්‍යාකරණය - 1 : ව්‍යාකරණ ප්‍රවේශය. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ
- දිසානායක, ජේ. බී. (2014). මානව භාෂා ප්‍රවේශය. දෙහිවල: සුමිත ප්‍රකාශකයෝ.
- ධර්මදාස, කේ. එන්. ඩී. (1996). භාෂාව හා සමාජය. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- ධර්මදාස, කේ. එන්. ඩී. (1996). භාෂාවේ සම්භවය හා සංස්කෘතික මුහුණුවර. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- බලගල්ලේ, විමල් ජී. (1996). භාෂා අධ්‍යයනය හා සිංහල ව්‍යවහාරය. කොළඹ: සංස්කෘතික කටයුතු දෙපාර්තුමේන්තුව.

Internship Training

Course Title: Internship Training

Course Code: INTN 32013 (10:230:60)

Course Capsule: Having recognized the need to expose the students to obtain experiential learning in the world of work, the faculty introduces a compulsory six (6) month Industry Internship Program (26 weeks*40 Hrs) for the final year final semester of Bachelor of Arts Degree program. The number of credits allocated for the internship program is three (3). The undergraduates of the third year second semester will be placed in the internship in both Private and Public sector organizations. The internship provides undergraduates with opportunities for reflective learning in practical setting and to develop competencies expected by organization and other stakeholders. Also, it will help the undergraduates to create career opportunities by performing well during the internship program within the respective organization.

Course Aim: to provide student to gain comprehensive understanding of organizational structure enabling the students to practice theoretical knowledge acquired to establish a relationship with business organizations ensuring a high level of employability

Learning Outcomes:

After completing this course, student should be able to:

1. demonstrate the knowledge of organizational functioning.
2. effectively work in a different cultural context
3. take leadership in different organizational activities (e.g., event organizing, CSR, productivity improvement projects).
4. analyse the organizational environment and identify the SWOT of an organization.
5. effectively communicate in organizational settings.
6. diagnose organizational problems and propose creative and innovative solutions.
7. show professionalism in the workplace.
8. define personal competency development needs.

Lesson Sequence:

Content:

1. **Familiarization to the organization** - Vision, Mission and the plan of the organization, organizational structure, organizational culture, products/services, markets served by the organization, business/organizational processes from sources of materials/supplies to end customer services
2. **Exposure to working in different functional areas of the organization** -Marketing, Human Resource Management, Finance, Production, Stores, Information Technology (IT), Research and Development, Purchasing, Sustainability any other. Depending on the type of organization, the student can get specialized in one or more of the functional areas. However, the rotation of the students in all the areas of the organization will be more suitable so that the student gets an overall exposure in the organization.
3. **Basic working practices and ethics** – Photocopying, scanning, personal file maintenance, writing letters, emailing, telephone conversations, social etiquette, working with IT systems, 5 S or 6 S practices etc...
4. **Working with others** - opportunity to work with others in teams or non-team conditions to develop human relations skills and communication with others. To identify the challenges of working in teams and suggest solutions to improve team effectiveness and efficiency.
5. **Engaging and exercising leadership roles in project and event organizing** – Allow the student to engage in projects or events of the organization. (E.g., 5 S programmes, ISO certifications, CSR activities, employee engagement events organizing etc...)
6. **Organizational environment analysis** – Internal environment analysis includes resource analysis, organizational culture analysis and organizational structure analysis so that the student can identify strengths and weaknesses of the organization. External environment analysis including customer analysis, competitor analysis, supplier analysis and PESTEL analysis to identify the opportunities and threats for the organization. PESTEL – Political Environment, Economic environment, Social and Cultural environment, Technological Environment, Ecological Environment, and Legal Environment. By involving in the organizational work and getting exposure in the organization the student can do the above analysis and be able to identify the SWOT of the internship organization.
7. **Identifications of process improvement possibilities and bringing creative and innovative solutions to improve the processes** – Identification of performance gaps or bottlenecks in the organizational processes and generate creative and innovative ideas to develop solutions to enhance the effectiveness.
8. **Organizational expectations from a future graduate** – let the intern know the knowledge, skill, attitude, value and other competency required to work as a permanent employee in an organization and let him/her identify personal competency gaps so that he/she can initiate actions, as soon as possible, to develop competencies required by the world of work

Teaching /Learning Methods:

1. Students shall find and confirm an appropriate internship in an organization with the directions given by the respective departments in the faculty.
2. After 12 weeks of the Internship Programme, the Academic Supervisor goes for a site visit and conducts a feedback discussion session with the Industry Supervisor of the student, and does the mid-term performance evaluation. In the event of not being able to visit the organization due to distance or any other unavoidable circumstances, a virtual visit/meeting can be done by using Zoom or any other video conferencing mode.
3. The student shall meet the Academic supervisor physically or virtually at least once a month and record it in IRB. The student should bring in to the notice of the Academic Supervisor the progress of the Internship, any issues encountered. The student should bring the IRB when meeting the Academic Supervisor. Also, the student should discuss the preparation of the Organizational Analysis Report (OAR) with the guidance of the Academic Supervisor (AS). Records of the meetings with the AS should be maintained by the student using the Academic Supervisor Consultation form.
4. After completing the internship program, the student should submit the fully completed IRB to the Industrial Training Unit (ITU) of the faculty.

Teaching Panel

Academic Supervisor- An Academic Supervisor shall be appointed to each student by the respective Head of the Department (HOD) of the academic department.

Industry Supervisor - An executive or managerial level officer with at least a Degree from a recognized university or at least 3 years of working experience in the particular organization

Assessment Strategy:

Assessment of the performance of the undergraduate during the internship programme is done using the following five assessment strategies by the AS.

1. Mid-term progress assessment by the Academic Supervisor's site visit/Online evaluation. (10 %)
2. Confidential evaluation by Industry Supervisor (End of the program) (20%)
3. Internship Record Book (IRB) evaluation (30 %)
4. Organizational Analysis Report (OAR) evaluation (20%)
5. Post Internship interview evaluation (20%)

Research Project

Course Title: Project Proposal Formulation

Course Code: PRJP 31013 (15:30:105)

Course Capsule:

Project proposal contents, literature review, study methodology, analytical framework, public speaking, presentation techniques, and time management

Course Aims:

The aim of the unit is to train students to draft and present professional project proposals.

Course ILOs:

Upon Successful completion of this course students will be able to:

1. access knowledge related to an issues in the selected discipline
2. methodically analyze issues in the selected discipline
3. communicate study findings in written academic language
4. make professional presentation to the academic and general audience

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1,2,3,4	Course objectives and placement	2			L	
	1.2	1	Discussion of industrial placement opportunities		1		P	P1
	1.3		Find suitable placement			5	IL	
2	2.1	2	Project proposal content	2			L	
	2.2		Drafting dummy proposal		1		P	P2
	2.3	1	Fine suitable placement			5	IL	
3	3.1	2	Literature review	2			L	
	3.2		Library survey		4		P	P3
	3.3		Web search			6	IL	
4	4.1	2	Web search		3		P	P4
	4.2		Web search			12	IL	
5	5.1		Web search		3		P	P5
	5.2		Web search			12	IL	
6	6.1		3	Formulation of study topics	1			L
	6.2	Formulation of theme and topic			2		P	P6
	6.3	Formulation of theme and topic				4	IL	
7	7.1	2	Study methodology	2			L	
	7.2		Design analytical framework		1		P	P7
	7.3		Design analytical framework			6	IL	
8	8.1	3	Drafting proposal	2			L	
	8.2		Drafting study objectives		1		P	P8
	8.3		Drafting proposal			7	IL	
9	9.1	4	Drafting Proposal			10	IL	
	10.1		Public speaking and presentation techniques	2			L	

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
10	10.2		Slide preparation		1		P	P9
	10.3		Presentation preparation			10	IL	
11	11.1		Proposal presentation	1			L	
	11.2		Proposal presentation		8		P	P10
12	11.3		2	Time management	1			L
	12.1	Drafting time schedule			2		P	P11
	12.2	Drafting time schedule				2	IL	
13		3	Producing final draft of the proposal		3		P	P12
	13.1		Producing final draft of the proposal			10	IL	Research Proposal evaluation
14	14.1		Producing final draft of the proposal			12	IL	
15	15.1		Printing and submission			4	IL	
Total Notional Hours				15	30	105		

Teaching methods: L = Lecture, P = Practical

Assessment methods: P = Practical

Assessment Strategy:

Practical	20%
Research proposal	50%
Presentation and viva	30%
Total	100%

Course Coordinator	Teaching Panel
Dr. J.M.S.B. Jayasundara (jmsb1610@yahoo.com)	Ms. WTR Thathsarane (rasangikathathsarani91@gmail.com) To be included from each department

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory	■	■	■			■	■	■		■	■	■			
Practical	■	■	■	■	■	■	■	■		■	■	■	■		
Independent Learning	■	■	■	■	■	■	■	■	■	■		■	■	■	■
Assignments															
End semester Examination	after two weeks of study leave														

Course Title: Research Project

Course Code: RESP 32024 (0:0:200)

Course Capsule:

Literature review, Data collection, Data analysis, Research findings, Report writing and presentation. PRJP 31013 Project Proposal Formulation is a prerequisite for this course. The learners are expected to select their theme and topic for research from their major during the course PRJP 31013 and expected to be linked to the placement for internship training.

Course Aim:

To enhance the capacity of students to conduct methodical inquiry in one of the disciplines applying critical thinking and innovative approaches and dissemination of the knowledge fulfilling the expectations of the graduate profile of the discipline in terms of key attributes of graduates such as critically evaluate subject related phenomena through researching and life-long learning while developing their leadership and communication skills, creative and innovative evidence based problem solving and decision-making skills.

Course ILOs:

Upon successful completion of this course the students will be able to:

1. independently conduct a comprehensive literature review for selected theme and a research problem
2. independently collect appropriate information and data relevant to the research questions or hypothesis
3. intelligently select and apply scientific analysis tools including appropriate IT applications
4. formulate evidence based scientific conclusions in a disseminable form
5. present the findings to colleagues
6. submit a report in a prescribed form

Organization of the course:

The course is followed parallel with the internship training. The course commences with the start of the study period (15 weeks) in the third year second semester and continue through the study leave period (two weeks), examination period (one month and another one-month period particularly allocated for successful preparation for presentation and completion of the report. The presentation is conducted in the third week after the examinations with in the period allocated for completion of the report.

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
1	1	1	Literature review and draft second chapter			6	Presentation & Report	
2			Literature review and draft second chapter			6		
3			Literature review and draft second chapter			6		
4			Literature review and draft second chapter			6		
5			Literature review and draft second chapter			6		
6			Literature review and draft second chapter			6		
7			Literature review and draft second chapter			6		
8			Literature review and draft second chapter			8		
9	2	2, 3	Data Collection and data analysis			15		
10			Data Collection and data analysis			15		
11			Data Collection and data analysis			15		

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
12			Data Collection and data analysis			15		
13			Data Collection and data analysis			15		
14			Data Collection and data analysis			15		
15	3	4	Extracting findings			20		Presentation & Report
16 – 24			Preparing the dissertation according to given instructions and final submission and Presentation			40		
Total Notional Hours						200		

Assessment methods: Presentation and Report

Assessment Strategy

Presentation	40%
Research Project Report	60%
Total	100%

Course Coordinator: Dr. JMSB Jayasundara

Course Team:

Internal Experts	External Experts
<p>Dr. JMSB Jayasundara Dr. EMS Ekanayke Rev. Dr. O Chandasiri Dr. PSK Rajapaksha Dr. SAU Niranjala Dr. Nuwan Abeywardane Dr. Ajith Thalwatta Ms TGD Udayakanthi</p>	<p>Dr. Samarakoon - Central Environmental Authority Prof. T.M.S.P.K. Thennakoon-Department of Geography, Faculty of Humanities and Social Sciences, University of Sri Jayewardenepura Professor. Sisira Pinnawala-Retired Senior Professor/Freelance Consultant, C 27, North End, University of Peradeniya, Peradeniya, Sri Lanka. Prof. Wasantha Athukorala-Professor in Economics, University of Peradeniya, Sri Lanka Prof. Gamini Ranasinghe-Professor, Department of History and Archaeology, University of Sri Jayewardenepura Prof. M.K.C. Rajapaksha-Emeritus Professor, Department of Mass Communication, University of Kelaniya, Sri Lanka Prof. S.D.S. Seneviratne-Emeritus Professor. University of Peradeniya, Former. Professor of Archaeology. University of Peradeniya Dr. W.M Ariyaratne-Senior Lecturer - Grade I Department of Languages, Sabaragamuwa university of Sri Lanka.</p>

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Assignments															
End Semester Examination	within 10 weeks (study leave and examination) the report should be submitted														

Presentation guidelines

- The presentation covers introduction with research methodology, data, analysis techniques applied in the study, results, and recommendations.
- Time allocation for individual presentation is 10 minutes followed by a question-and-answer time decided by the panel.
- Around ten slides should be prepared using MS PowerPoint application by means of techniques and the principles of slide preparation.
- Oral communication skills (presentation skills, public speaking skills and language skills) are also be assessed through this student presentation.

Report Guidelines

- The report consists of a cover page, certification page, content page, body text and the list of reference. Acknowledgement and appendices are optional. A Layout of the certification page is provided by the respective department.
- line spacing 1.5, font size 12, font type Times New Roman (for Sinhala medium Iskoola Pota)
- The report layout should use Normal margins (2.54 cm all sides) and A4 Paper size.

The body text includes chapters such as:

1. **Introduction** (introducing the theme and the topic, research problem and significance of the study, hypothesis or research question/s, general and specific objectives, research methodology),
2. **Literature review** (this chapter included literature review. However, it should be titled according to the content.),
3. **Data analysis** (the chapter should be titled indicating the content of the chapter) and
4. **Conclusion and suggestions** (final output evidenced in the study)

Accordingly, the body text is consisted with four chapters.

- The report should be word processed (type written free of spelling and grammar mistakes) and the body text should consist 10,000 (+ - 10%) words.
- The faculty consider plagiarism as a serious issue and serious punishment may incurred. All citations should be included in the text and in the list of references given in alphabetical order carrying the details of the source. For Citation and list of reference it is essential to use referencing facility of MS Word and its APA style.
- Students should submit one hard bound copy and the soft copy in PDF format to the registrar of the faculty.
- Color of the cover in hard binding represents the respective department which offer the major subject as follows:
 - Department of Archeology & Heritage management -Black
 - Department of Economics -Yellow
 - Department of Environmental Management -Green
 - Department of Humanities -Red
 - Department of Languages -Brown
 - Department of Social Sciences -Blue

Annexures

Annexure 01: Curriculum Development and Revision Policy at FSSH

Departments of Study at FSSH

Currently the faculty has seven departments.

- Archaeology and Heritage Management
- Economics
- English Language Teaching
- Environmental Management
- Humanities
- Languages
- Social Sciences

All academic activities of the Faculty are organized and conducted by the departments.

Curriculum Development and Revision Policy at FSSH

It is imperative that the Faculty conducts curriculum development and revision activities regularly in order to be abreast with advancements in subject specific knowledge and skills as well as higher education technologies and skills.

The Faculty envisaged that it would have to conduct periodic curriculum development and revision activities at present and in the future also, depending on the pressures to amend/modify curricula due to the following.

- National relevance and benefit
- Stakeholder expectations
- Changes in institutions
- Changes in students
- Research in teaching and learning

The Faculty has thus developed its own curriculum development and revision policy for this purpose.

Rationale for the Current Revision of Curriculum

The last curriculum revision of the Faculty was conducted in year 2010 for the Bachelor of Arts Degree Program with the assistance of the IRQUE project of the World Bank. However, for certain subjects no review or revision has been done since 1996.

The program reviews conducted by the Quality Assurance Council of UGC in 2016 stated that the Faculty should have taken serious consideration of its subject reviews. A stakeholder survey and a SWOT analysis conducted in 2018 also revealed its strengths and weaknesses. In the analysis, it was apparent that a significant weakness was that the on-going curriculum did not fully address the current needs of the employment sector in Sri Lanka. From the employers' survey it was seen that the graduates need improvement in their socio emotional skills and IT knowledge to enter the current job market. Hence considering both program review panel suggestions and the stakeholder expectations gathered during stakeholder surveys/meetings after the reviews, the faculty decided to initiate a curriculum revision for the entire faculty based on the suggestions and faculty requirements. Thus, a curriculum development and revision process were undertaken accordingly in 2020.

The following activities and changes were accomplished during the curriculum development process.

- A curriculum revision committee was appointed
- External consultation was obtained for guidance when necessary.
- New subjects were introduced to the existing curriculum
- Current subjects were revised and updated in an appropriate manner
- Workshops were conducted during the revision process to include relevant suggestions of all stakeholders- graduates, undergraduates, academic staff, institutions and parents
- The module system which existed was changed based on the Program review committee recommendations permitting students interest to select 3 subjects
- Key attention was paid to develop the graduates' socio-emotional skills
- Specific activities were included to the existing curriculum to improve the employability of the Degree program based on OBE-LCT methods
- Skills teaching were included to enhance the students' competency in Social Sciences and Humanities practice to enhance the quality of the Degree program.
- Internship training period was extended from 7 weeks to 06 months

Enhancement of Curriculum Development and Revision Activity

A major feature of this activity was that the total curriculum is based on program outcomes. Thus, each course in the curriculum and the total curriculum was such that the students and the graduates were able to perform activities to achieve the objectives of the faculty. A thorough analysis of the three educational domains (cognitive, psychomotor and affective) and their levels of achievement was undertaken in order to develop the structure and courses of the curriculum so that the intended learning outcomes (ILOs) of courses could fulfill the program learning outcomes and the expected graduate profile.

Outcomes Based Education and Learner Centered Teaching (OBE-LCT)

The basis for this curriculum revision process was that the total curriculum of the Bachelor of Arts Degree program (BA Degree program) was converted to outcomes- based education (OBE) process and on learner centered teaching (LCT). For this purpose, the Faculty had identified a group of Master Trainers who were given a 50- hour training program on OBE- LCT. The training program addressed the following.

- An overview of Outcomes based education (OBE)
- Issues in Higher Education teaching and learning
- Defining exit outcomes
- Setting priorities in OBE
- Outcomes based education models
- Key elements of an OBE approach
- Exit outcomes in specific programs
- Input of subject benchmarks for specific program outcomes
- Values, goals and needs of specific program outcomes
- Level descriptors of specific program outcomes
- Stakeholder contributions for specific program outcomes
- Conditions and opportunities available for program outcomes
- Outcomes based education process
- Outcomes and Educational Domains

- How to write good outcome statements
- Outcomes for Intellectual and Practical skills
- Outcomes for Numeric and IT skills
- Outcomes for teamwork skills
- Outcomes for Communication skills
- Outcomes for Professional Development and Self- Management skills
- Introduction to LCT
- Selecting appropriate LCTs for courses and lessons
- Active Instruction Techniques
- Generating Outcomes through LCTs
- Problem based learning
- Community based learning
- Small Group activities
- Considerations in Introducing OBE and LCT into a traditional system
- Effective LCT Methods
- Incorporating stakeholder expectations of outcomes into courses
- Developing a course plan with OBE and LCT
- Assessing Outcomes in OBE and LCT scenario

Content Revision:

For each of the subject disciplines the academic staff of that discipline worked with identified subject experts regarding the content revision. The experts' opinion and concurrence were also obtained when working out the course plans through online mode with relevant academic staff. The common courses were formulated by designated academic members of the Faculty.

Stakeholder Views:

To formulate the most appropriate outcomes in courses and lessons the stakeholder views were obtained at meetings. One such meeting was held for all subjects which were not offered as Honours programs. Individuals who participated at this workshop gave their frank opinion regarding the expectations of the RUSL BA graduate. The outcome of this stakeholder meeting is given in Annex 1. For the subjects which are offered as Honours programs subject specific stakeholder meetings were held and their expectations gathered. These expectations were discussed and included as much as possible when formulating the course ILOs and course plans in the BA Degree program.

Subject Disciplines: The subject disciplines for which new course plans were generated for the BA Degree program are as follows

- Archaeology
- Chinese
- Economics
- Education
- English
- Environmental Management
- French
- Heritage Management
- Hindi
- History
- Japanese
- Management
- Mass Communication
- Sinhala
- Sociology
- Statistics
- Tourism Management
- Water Resources Management

Common Disciplines

- Basic Mathematics
- Career Development
- Communication Skills
- Computer Studies
- Critical Thinking
- General English
- General Sinhala

Course Plans:

Once the workshops were completed, the Master trainers together with other members of academic staff in specific disciplines, formulated the curriculum for each discipline. Every course in a discipline was transformed to a course plan to portray OBE- LCT in that course. Hence each course plan of each course contained the following.

Course Name- name depicting the content of course

- Course Code – this contained the year, semester, course number given in department, credit value. The credit value was further elaborated to show the number of hours in Theory, Practical and Independent Learning emphasizing the learner centered teaching while respecting the concept of the notional hour allocation stated in the SLQF document such that each credit equaled 50 notional hours, each credit Theory was worth 15 hours and each credit Practical was worth 30 hours.
- Course Capsule- this contained all the main topics that would be addressed in the course
- Course Aim – a statement by the teacher/s of the course regarding WHAT was taught in the course and WHY it was taught, justifying the offering of the course in the Degree program.
- Course Intended Learning Outcomes (ILOs)- all were stated in outcomes mode
- Lesson Sequence- this contained the roll out/plan of how the course content would be taught/learnt in a 15 weeks semester. It included the following
 - Week number (1-15)
 - Lesson Number – in sequential order of how the content was addressed
 - Related ILOs – the ILO/s which were addressed by a particular lesson/s
 - Lesson title – stated as an action so that the teacher/learner understood the scope of the lesson/s

- Teacher's name – stating the person/s responsible for each lesson
- Number of hours allocated in Theory/Practical/Independent Learning – stating the mode in which a lesson would be conducted and the hours that would be allocated for it.
- Teaching/Learning method – in abbreviated form so that both teachers and learners had an idea of possible outcomes from lessons
- Assessment – which stated the possible assessment for lessons and the scheduling of such assessments.
- Abbreviations - denoted all abbreviations used in the lesson sequence
- Name of Course coordinator- name of teacher who would be responsible for the overall administration of the course
- Teaching panel -all teachers responsible for teaching the course
- Assessment strategy- the manner in which the ILOs of the course would be assessed with a breakdown of marks allocation for in-course (continuous) assessment and end semester assessment
- Resource requirement – all resources for satisfactory conduct of course
- Transport requirement- any transport requirements for satisfactory conduct of course
- References and reading material- for successful teaching/learning for both teacher and learner
- Course organizer- a pictorial depicting the weekly distribution of activities of the course for easy reference

Salient Features of the Proposed Curriculum

- The curriculum has adopted the course unit system where each course is worth a specific number of credits/units. Thus, it will have examinations during and at the end of the course. The students will earn grade points at these examinations depending on the credit number of specific courses.
- A credit/unit is defined as 15 hours of theory or 30 hours of practical/tutorial etc as specified in the SLQF.
- It is not an annually based curriculum.
- Duration of the Degree program is three years of full- time study for Bachelor of Arts Degree program (SLQF Level 05) which is considered as a minimum requirement to acquire the necessary knowledge, skills and attitudes required for a graduate in Social Sciences and Humanities.
- One year will comprise 2 semesters, with 6 semesters per Bachelor of Arts Degree program.
- Each semester would be of 15 weeks lectures duration; 02 weeks study leave, 06 weeks examination period and 02 weeks of vacation.
- Medium of Instruction at the Faculty would be English and/or Sinhala depending upon the course being offered.

Structure of the Curriculum

In the First Year First Semester, students have the freedom to select any three subjects offered by Departments in the Faculty.

However, the Faculty advises students to select subjects from two Departments so that they may obtain a broader background for their studies.

If a student selected Tourism as a subject, he/she must follow a foreign language offered by the Languages department (French /Japanese) as a subject.

In the First Year Second Semester, students are required to continue following courses of the same subjects, which they selected in the first semester.

In the Second Year First Semester, students will be selected for Honours Degrees of the respective subjects on the basis of the performance of the first year (First and Second Semesters).

Those who do not enter an Honours Degree Program, would have to continue the same subjects for Bachelor of Arts Degree Program (SLQF Level 5).

After the selection for the Honours Degree in the second year first semester, students are permitted to transfer from Honours Degree to General Degree (SLQF level 5) within two weeks from the date of the selection.

Credit allocation for BA Degree – SLQF level 5

Total credit number -96

Common Courses credit number - 26

Common Courses of the BA Degree program

26 credits have been allocated in the Degree program to develop the Socio-emotional quality of the graduate. All the courses in this common program are compulsory and have to be taken by all students. These courses will be offered from Year 1-Semester 1 to Year 3- Semester 1. The courses offered in the common program are

- Basic Mathematics
- Career Development
- Communication Skills
- Computer Studies
- Critical Thinking
- General English
- General Sinhala

Subject Specific Courses of the BA Degree Program

The subject specific courses of the Bachelor of Arts Degree Program at FSSH is through courses offered in 18 major disciplines. Respecting the interest of the students, they will be permitted to select three of them for the Bachelor of Arts Degree Program in the first year first semester. In the second year first semester, students who follow the BA Degree must select the major subject out of the three subjects in which he/she should complete the project report. Each discipline has been allocated equal credits limits. In the majoring subject it will be 30 credits with Project Proposal, Project Report and Internship Training.

Following are the disciplines of the major subjects.

- Archaeology
- Chinese
- Economics
- Education
- English
- Environmental Management
- French
- Heritage Management
- Hindi
- History
- Japanese
- Management
- Mass Communication
- Sinhala
- Sociology
- Statistics
- Tourism Management
- Water Resources Management

Nature of Subjects in Courses

First year: An introduction to all the subjects that would be offered by the Faculty as well as the principles of these subjects will be contained in the courses offered during the first year.

Second year: A deeper understanding of the subjects as well as their applicability will be contained in the courses offered during the second year.

Third year (final year): Where situations of analysis and synthesis would be demanded in all subjects would be contained in courses offered during the third (final) year.

All courses irrespective of the year in which they are offered would also provide practical skills on different aspects wherever necessary. The students also will spend a substantial portion of their time on appropriate field sites during the total program. It is expected that the students will achieve the required knowledge and the skills in Social Sciences and Humanities by the end of the 3-year in the study (Degree) program.

Volume of Learning

All courses will be assigned a credit value. Each credit will have 50 notional hours as specified in the Sri Lanka Qualification Framework (updated version). A credit on Theory will have 15 hours of face-to-face learning and a Practical credit would have 30 hours of face-to-face learning. A student is expected to work independently (self-learning) for 2- 2.5 times that of face to face learning to satisfy the learning requirement for a credit.

GPA and Non-GPA Courses

GPA Courses:

These are courses that will earn grade points and contribute to the Grade Point Average (GPA) of a student. All courses in the common program and subject specific courses in the program, Project Proposal Formulation, Research Project and the Internship Training program will be GPA courses.

Non-GPA Courses:

There will be non-GPA courses in the Degree program. The departments may permit students to take other courses if the timetable permits it. If so, such courses would be treated as non-GPA courses that will not contribute to the Grade Point Average (GPA) of a student.

Credit Requirement for Award of Degree Qualification

The total minimum requirement of credits to graduate in a 3- year Degree program is 90 and maximum is 96 as specified by the Quality Assurance Council of Sri Lanka. The proposed curriculum comprises 96 credits, which are compulsory and would have to be completed for graduation. Students could take any other course depending on their interests and the availability in the timetable.

Assessment Policy and Strategies

GPA Courses:

All GPA courses would have their own specific assessment strategy. At most times, they will comprise continuous assessment and an end semester assessment. The assessment strategy of each course would be specified in the course plan each year.

Theory:

Most GPA courses will have an end semester comprehensive written examination. They will also have continuous assessments as approved by the department.

Practical:

The practical component of courses will be assessed as decided by the department of concern and approved by the Faculty Board.

Total Assessment in Courses

GPA Courses:

The final grade of a course will be decided by the marks calculated according to the assessment strategy stated for each course.

Internship Training:

The internship training program will be assessed by the supervisor of a student at his/her workplace as well as by the supervisor appointed by the respective department that offers that major subject.

Research Project:

The assessment of the research project would be as decided by the major subject.

Grading Procedure and Criteria

Assessment Criteria:

All examinations in courses would be conducted as pre-determined by the assessment strategy of each course. They would involve

- Continuous and end semester assessments in a course
- Marking of Examination Papers

Continuous Assessment

- Provide at least two (2) Continuous Assessments (CAs) per semester where at least one must be an individual assessment.
- Assignments and other forms of CAs should be handed over to the students with grades after assessing within prescribed time duration after submission.
- Responsible lecturer/teacher must display the final grade relevant to the aggregate marks obtained for the CAs for each subject in the department notice board before commencing the study leave.
- If a student fails to complete the CAs, he/she is provided with an opportunity to complete the CAs before the commencement of the final examination with the consultation of responsible lecturer/s.
- The responsible lecturer should hand over marks for each CA to the examination branch before the commencement of the final examination.
- If a student fails to complete the CAs before commencing of final the examination, he/she should complete the incomplete assessment in the immediate next available opportunity when the courses is offered for the next batch.
- A candidate with incomplete CAs must apply to be eligible to complete the CA in the next available opportunity when the course is ffered for the next batch. If not, he/she will be considered as a repeat candidate.

Marking of Examination Papers

- It has been proposed to practice a blind marking policy by two or more examiners when correcting final examination answer scripts.
- The 1st examiner must prepare model answers with a comprehensive marking scheme for correcting answer scripts and must hand these over to the 2nd examiner along with the answer scripts.
- A student must earn at least 40% from the allocated marks (C grade) for both CA and end semester examination components separately. If not, it will be considered as an 'incomplete' of the particular component and must be completed in the next immediate attempt. A student can earn only a maximum of 40% for the particular component in the next attempt.
- If a student earns E, D, D+, C- for a particular course he/she must upgrade it in the next immediate attempt. However, a student can earn only a maximum of C grade for the particular course when sitting for the final examination.

Evaluation Criteria

- Grading System
- Requirements for Graduation
- Award of Classes
- Incomplete Nature of a Course
- Number of Attempts/Grace Opportunity
- Repeat Examination
- Evaluation of Medical Certificates

Grading System: Marks Range, Grade and Grade Point Average

Marks Range	Grade	Grade Point Value
85-100	A ⁺	4.0
75-84	A	4.0
70-74	A ⁻	3.7
65-69	B ⁺	3.3
60-64	B	3.0
55-59	B ⁻	2.7
50-54	C ⁺	2.3
40-49	C	2.0
35-39	C ⁻	1.7
30-34	D ⁺	1.3
25-29	D	1.0
00-24	E	0.0

An aggregate index will be calculated as the weighted average of the grade points obtained from grades of different courses and the number of corresponding course units. This index shall be called the GPA.

$$\text{GPA} = \frac{\sum G_i C_i}{\sum C_i}$$

where

G_i = grade point of the i^{th} course

C_i = number of units of the i^{th} course

*All GPA courses including those in the first year will be considered when computing the final GPA.

*A semester GPA will be rounded up to two decimal places.

*The Final GPA will be calculated to two decimal places without rounding up.

Requirements for Graduation

- ✓ To be eligible for the Bachelor of Arts Degree, students should have completed the minimum 96 credits.
- ✓ The Final (overall) GPA will be calculated taking in to account the entire Degree program.
- ✓ A student must earn a minimum GPA of not less than 2.00 for each semester and minimum overall GPA of 2.00 for the entire Degree program.
- ✓ Not have any grade below C for the courses in the entire Degree program.
- ✓ Complete the above requirements within a period of six academic years for the B.A Degree program.

Award of Classes

The award of the class depends on the final GPA of the student plus other requirements specified as follows:

Class of the Degree	Requirements
First Class	<p>A student shall be awarded First Class, if he/she fulfills the following requirements</p> <ul style="list-style-type: none"> ✓ Earned a minimum overall GPA of not less than 3.70 for the entire Degree program ✓ Earned grades of A- or above for at least half of the total number of credits assigned for the entire Degree program ✓ Not have any below C grade at first attempt for any course ✓ Above requirements should be completed in the first attempt of any examination
Second Class (Upper Division)	<p>A student shall be awarded Second Class (Upper Division), if he/she fulfills the following requirements</p> <ul style="list-style-type: none"> ✓ Earned a minimum overall GPA of not less than 3.30 for the entire Degree program. ✓ Earned grades B+ or above for at least half of the total number of credits assigned for the entire Degree program. ✓ Not have any below C grade at first attempt for any course ✓ Above requirements should be completed in the first attempt of any examination
Second Class (Lower Division)	<p>A student shall be awarded Second Class (Lower Division), if he/she fulfills the following requirements</p> <ul style="list-style-type: none"> ✓ Earned a minimum overall GPA of not less than 3.00 for the entire Degree program ✓ Earned grades B or above for at least half of the total number of credits assigned for the entire Degree program

Incomplete Courses: CA and End Semester Assessment

- ✓ Student should earn a minimum of 40% from the allocated marks for both CA and end semester examinations (separately).
- ✓ Incompletion of one component (either CA or end semester assessment)
 - If a student only completes one component of the examination (either CA or final assessment) he/she should complete the particular incomplete component in the next immediate attempt and the student will only be able to earn a maximum 40% marks of the total marks allocated for the particular component. The final marks/grades will be calculated by taking into account the original marks earned for the complete component and the minimum 40% earned for the incomplete component of the attempt.

Number of Attempts, Grace Opportunity/Attempt

A student who fails to pass a course within a maximum of three attempts shall sit for the same examination of the same course only with a special permission granted by the Senate of the University.

Repeat Examinations

Those who have earned grades below C for any course are considered as repeat candidates and they are required to re-sit the final assessment of that particular course at the next immediate attempt.

- ✓ When computing the Grade of a candidate who has to repeat the examination, the marks obtained by the candidate for continuous assessments of that particular course shall not be taken into consideration and the Grade is determined only on the basis of final assessment.
- ✓ The highest grade that can be obtained for a repeated examination is C.
- ✓ Also, if a candidate failed to meet the stipulated requirements of the completion of any course without submitting a valid medical certificate and approved by the medical certificate evaluation board, the candidate shall be considered as a repeat candidate.

Evaluation of Medical Certificates

The medical certificate evaluation board appointed by the Faculty Board will consider students who have submitted a valid medical certificate for a particular course. The medical certificate should be submitted to the examination branch within 14 days after the examination of the particular subject has been held.

Annexure 02: Summary of Stakeholder Survey

Rajarata University of Sri Lanka

Stakeholders Workshop on Curriculum Enrichment- B.A. Degree Program

Organized by Faculty of Social Sciences and Humanities under the “AHEAD” World Bank Project

12th September 2020 from 09.00 a.m. to 3.30 p.m. at Hotel Oak-Ray, Peradeniya, Kandy.

Participants:

- Activity Coordinator: Dr. EMS Samantha Ekanayake
- General Degree Program Coordinator: Dr. WKD Keerthirathne
- Consultant: Senior Professor Deepthi C. Bandara

Course Coordinators:

- Dr. BMS Bandara (Education)
- Mrs. STHP Samarasinghe (French Language)
- Mrs. PNND. Dayarathne (Japanese)
- Ms LNABM Nissanka (Computer Studies)
- Ms TMCD Senarathne (Tourism Management)
- Mrs. HUK Dilanjali (Environmental Management)

Other Participants:

- Mr. LMAP Gunawardene (Environmental Management)
- Ms RANN Ranasinghe (Computer Studies)

Stakeholders from disciplines

The main purpose of this workshop was to gather the ideas and proposals from the stakeholders representing various academic institutions and industrial sector in order to enrich the curriculum of the B.A. Degree program conducted by the Faculty of Social Sciences and Humanities, Rajarata University of Sri Lanka, Mihintale.

The workshop was held at the Hotel Oak-Ray, Peradeniya, Kandy on 12th September 2020 from 09.00 a.m. to 3.30 p.m. and coordinated by Dr. W.K.D. Keerthiratne, Coordinator, B.A. Degree Study.

Given below is a summary of the responses for the different subjects in the BA Degree program. They were captured under the seven generic skills of the graduate profile.

They are given as reported by participants. S=strength, W= weakness, NI – need improvement

Education

Intellectual Skills

1. Poor report writing skills - W
2. Must have a systems development approach- NI

Practical Skills

Numeracy Skills

1. During teaching activities, issues in Math and Arithmetic is less - S
2. In Development officers, Management officers who maintain office personal documents/files the issues in Math is high – probably because those good in Math are sent for Accounting offices -W
3. In handling personal files, salary increments, retirement benefits, promotion increments need a good knowledge in Math. At present this is low -NI
4. In organizing events of different nature, difficulties in making budgets and estimates for approval - W

IT Skills

Communication Skills

1. Gaps exist in communication - W
2. Have only basic communication skills - W
3. Cannot make the right speech at the right time - W
4. Should improve English language as a tool for communication – intonation, pronunciation, tone - NI
5. Most teachers communicate clearly in oral and written communications - S
6. In dealing with Heads of Institutes and higher- ranking officers, shows weaknesses in communication – without going through the proper channels tries to get own official work done in different ways - W
7. In addition to native language, ability to communicate clearly in another language is very low - W
8. In writing official letters, grammar and use of the correct letter/s is lacking - W

Teamwork and Interpersonal skills

1. Backward in teamwork often - W
2. Rigid and opinionated -W
3. Shows difficulty in changing their view of things and hence problems arise in teamwork - W
4. Lack of flexibility and adjustment to new circumstances - W
5. Lack of respect to seniors, authority, rules and orders - W
6. Quick to complain and arrive at conclusions - W

Professional Development and Self- Management Skills

1. Born into a generation with modern technology especially in electronic equipment - S
2. Parents care up to 30 years of life and hence are not independent - W
3. Ability to use additional languages – English, Hindi, Korean etc. - S
4. Selfish individuals - W
5. Lacks common sense - W
6. Low attention to values and humanity - W
7. Low attitude towards responsibilities - W
8. Constant attention seeking for self- satisfaction - W
9. Lack of development in areas such as IT and communication methods - W
10. More concerned about earning money than developing a system - W
11. Possess a considerable amount of knowledge of the subject area they represent – technologically sound - S
12. Willing to improve themselves academically by earning more and more qualifications - S
13. Conduct themselves in their place of work to a satisfactory level where outer appearance is concerned – dress sense - S
14. Academically sound but shows faults in personality and attitudes - NI
15. Settle for a minimum – no interest to grow - W
16. Low respect for ethnic and religious differences - W
17. Tries to get employment to one’s liking and use of political affiliations to get such done - W
18. Look out for easy and light work always - W
19. Tries to get the work done in any way without consideration to moral and ethical values - W
20. Lacks empathy, humaneness and senses for soft skills - W

Tourism Management

Intellectual Skills

1. Need to look out for new products – new sites - NI
2. Consider Green tourism - NI
3. Consider Sustainable development - NI

Practical Skills

1. Necessity for an internship to learn the practical aspects of tourism - NI
2. No practical exposure - W
3. Not enough opportunities to sharpen skills in the University - W
4. Introduce a module on “entrepreneurship development’ – it will provide a virtual platform to improve skills and promote entrepreneurs and stop going behind anyone - NI

Numeracy Skills

IT Skills

Communication Skills

1. Consider “How to project Tourism”
2. Cannot face interview well - W
3. Language abilities are low – especially English - W

Teamwork and Interpersonal skills

1. Flexibility in work schedules - NI
2. Ability to cope with high workload during seasons - NI
3. Need to be able to work with different stakeholders- people from different countries, different people in the Trade-hoteliars, travel trade, site guides, transport - NI
4. Have to be involved in many collective activities – office, communication, representative of office - NI

Professional Development and Self- Management Skills

1. Need to be sociable - NI
2. Qualification itself is not adequate – they need to acquire new skills - NI
3. Need to advance in the career- NI
4. Not be in one position and be in a comfort zone - NI
5. Need to be able to work in shifts - NI
6. Have paper qualification from University - S
7. Always look out for government job and does not want to be in private sector - W
8. No self- motivation and self- management - W
9. No positive mindset – always look out for management position - W
10. Cannot cope with stress /pressure and cannot manage workload - W
11. Not strong enough to take long days - W
12. Does not take ownership - W
13. Does not try to find networks for general knowledge - W

Travel

Intellectual Skills

Practical Skills

Numeracy Skills

IT Skills

1. Use of Mobile phones and FB - NI
2. Use of social media for personal use - NI
3. Searching for scientific information - NI
4. Use of professional tools – science gate - NI
5. Refer professional websites - NI

Communication Skills

1. Informal communication in social settings - NI
2. Presentations skills with power-point - NI
3. Inter-personal communication and politeness - NI
4. Proper use of English - NI
5. Writing skills - NI
6. Minute taking - NI
7. Letter writing - NI
8. Contribution at formal discussions - NI

Teamwork and Interpersonal skills

1. Comply/follow leaders - S
2. Organizing social events - S
3. Interacting with peers /persons known from the past - NI
4. Violent/feudal/hierachical behavior - W
5. Ability to deal with diverse persons – gender, ethnicity, local/foreign - NI

Professional Development and Self- Management Skills

1. Follow instructions - S
2. Knows subject matter - S
3. Present self- dress and grooming - NI
4. Limited world view - W
5. Ability to be a visionary - W
6. Poor personal vision/goals - W

French

Intellectual Skills

1. Need to consider this as a business – French economy is the 3rd largest economy in Europe. French is the official language for most of the African countries – 22 countries. It is also used in Cambodia, Canada, Belgium, Switzerland and Monaco. Around 80 m people speak French as the native language. There are 61 m people living in France. In the EU French is the 4th most common language. 190 m people speak French as the second language. Total of 274 m people speak French either as the first or second language. Other than English French is the only language that is spoken on at least the 5 continents = NI
2. After Mandarin and English, French is ranked as the 3rd most useful language in business and falls in the top 5 business languages. It is an international language and gives a more valuable market- place. It provides different aspects of the jobs – NI
3. Subject and theoretical knowledge on letter writing and ability to write something in French –NI
4. Managerial and Entrepreneurship – Marketing- NI
 - Introduction to consumer behavior - NI
 - Consumer Learning/consumer in their social cultural setting - NI
 - Reference group and family influence - NI
 - Influence of the culture - NI
 - Sub- cultures/cross cultures - NI
 - Sales and retail management - NI
 - Personal selling - NI
 - The effective sales executive/customer service- NI

Practical Skills

1. Practical knowledge and application in the usage of the language - W
2. Role playing - NI
3. Problem based activities and problem solving – being creative - NI
4. Critical thinking – small projects, group learning activities - NI
5. The graduates are easy to train, and they are good at acquiring the training and highly interested to learn. However, once they learn the basics they do not want to go beyond that limit and confines themselves to a limited knowledge. They do not go in depth to search for betterment of the job profile - W
6. Not interested to come to know about the importance of the industry and the contribution of the industry to the country and economy - W
7. Not interested to learn about general situations/current knowledge/events - W
8. Not interested in the legal aspects - W
9. Graduate profile should be able to meet the global standards to be a global person - NI

Numeracy Skills

1. When it comes to foreign currency they should know about the daily changing rates of the currency. At present they rely on someone else's calculations. There is hardly any interest in this field - W
2. They need to appreciate that the currency rate affects the economy - NI

IT Skills

1. They seem to know it – but do not want to use it – W
2. Not interested to use the internet to learn about new knowledge - W
3. Very poor research attitude - W
4. Highly addicted to social media – a neck down generation - W
5. Not interested to even prepare a presentation – W

Communication Skills

1. Politeness, use of correct language- most of the time lacks politeness - W
2. Role play, dramas, different types of presentations - NI
3. Lacks the capacity of public speaking - W
4. Lacks confidence - W
5. Rude body language - W
6. Lacks emotional intelligence and empathy - W
7. Most of the time have a very high attitude of themselves - W
8. Lacks good presentation skills for gatherings - W
9. Lacks industry and office etiquette - W
10. There is inappropriate usage of language/words - W
11. Do not communicate with everybody most of the time - W
12. Needs voice training - NI
13. Lacks letter writing capacity and form filling – W

Teamwork and Interpersonal skills

1. Need to take leadership roles – NI
2. Very poor attitude of teamwork. Hardly think of it - W
3. Confines themselves just to the responsibilities. Seldom shares knowledge - W
4. Do not like to share other peoples' work – think it is low to do so - W
5. Good in social events- participates with much enthusiasm – S

Professional Development and Self- Management Skills

1. Dealing with another culture provides a more profound understanding of their own culture - NI
2. It provides a more competitive edge on the career life - NI
3. Hardly think about professionalism - W
4. Most of the time they do not have a vision for life – “come to work and go back” attitude - W
5. Rude to seniors – lacks social etiquette - W
6. Very poor in problem solving and critical thinking and analyzing- not creative at all - W.
7. Hate constructive criticism - W
8. Very poor in understanding organization culture/office culture and formalities - W
9. Lacks personality - W
10. Dress code – should have at least a basic knowledge about dress codes - W
11. Should have at least a basic knowledge about different cultures, ethics, social formalities and etiquette - W

Japanese

Intellectual Skills

1. Child psychology counselling – at least a basic knowledge is compulsory - NI

Practical Skills

Numeracy Skills

IT Skills

Communication Skills

1. Should have literacy in Sinhala, Tamil and English - NI
2. Sinhala – professional writing, grammar, literature - NI
3. Tamil – Basic knowledge in reading and writing to relate to the OL standard - NI
4. English – Professional writing, grammar, speaking and listening skills, AL General English standard - NI
5. Need to have effective communication in – presentation skills, use of IT to present, use of language, presentation etiquette, presentation rules, how to make a good presentation, effectively communicate with the audience, time management, managing of questions - NI
6. Difficulty in presenting ideas effectively. Need to improve speaking and presentation skills - NI

Teamwork and Interpersonal skills

1. Difficulty to work in groups – does not take group responsibility - W
2. Prefer to work individually - W
3. Need a lot of group work and group presentations - NI
4. Leadership is not taken or accepted- need to develop leadership skills - W
5. Difficulty in management of members - W
6. Lack of empathy and respect - W
7. Tends to isolate in personal agendas - W
8. Need to encourage social work and support t outside groups - NI
9. Need to work with external groups- NI

Professional Development and Self- Management Skills

2. Teaching is a profession – none of them advance to the administration sector. Therefore, most teachers lack administration qualification. They face difficulties in managing the classroom and parents - W
3. Need to develop soft skills in teachers. Some teachers are so frozen that they are unable to identify the background of students - W
4. Most teachers are not interested in research and higher education- it is important to inculcate the interest - W.
5. Human touch is lacking- not service oriented - W
6. Personal grooming is needed - W
7. Cross cultural experience and foreign experience (students and staff) is needed - W

Environmental Management

Intellectual Skills

Practical Skills

1. The graduate should be able to address the problem with certain technical knowledge and jargon - NI
2. Hence exposure to similar kind of social issues found in many other countries and especially success stories as case studies probably will boost the confidence of graduates – eg. Securing lands for constructing waste-water treatment has become a very critical social issue – but many other countries have already resolved this - NI

Numeracy Skills

IT Skills

Communication Skills

3. Should be able to clearly understand complex social problems and translate back to other professional groups and vice versa - NI
4. Proper communication with a good command in convincing the public is a very essential tool - NI

Teamwork and Interpersonal skills

1. An understanding of team of team work especially with theories such as Belbin's theory. Tuckman's team formation may produce better skills in bringing different disciplines into teamwork -NI
2. The necessity of the sociologist's role is emphasized. They could lead in these approaches for greater success - NI

Professional Development and Self- Management Skills

1. Graduates should understand the need for PD and should be exposed to such opportunities -NI
2. They should be given awareness of the various opportunities available based on their capacities -NI
3. They should be guided towards having membership in professional institutes and learn about their benefits -NI

Computer Studies

Intellectual Skills

Practical Skills

1. Resistance to change - W
2. Difficulty in adapting to new technologies - W
3. Fear to adapt and apply new technologies - W
4. Inability to work with common applications like internet, email, office package and communication tools - W
5. Lack of research and development skills – inability to self -study -W

Numeracy Skills

IT Skills

Communication Skills

1. Language barriers exist - W

Teamwork and Interpersonal skills

1. Lack of contribution to teamwork - W
2. Poor knowledge sharing within the team – W

Professional Development and Self- Management Skills

1. Requires personality development – NI

Annexure 03: Acknowledgement

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Prof Deepthi C. Bandara
Consultant
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